

MPG BUILDING AT BENSON CAMPUS

DESIGN ADVISORY GROUP SESSION #9

SUMMARY AND NOTES

NOVEMBER 12, 2020

support thriving uplifting inclusive family student-centered
welcoming diverse resilient
competence healing safe cultural relationships

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MEETING DETAILS

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

Attendees

PORTLAND PUBLIC SCHOOLS (PPS):

Jamie Hurd, Project Manager

Bryce Gardner, Construction Manager

DESIGN ADVISORY GROUP MEMBERS:

Allison Adams

Bonnie Hobson

Breanna Gervais

Cathy Reynolds

Cheryl James

Donee Deschler

Elli Sussman

Elise Huggins

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

Agenda

5:00 – 5:05

Welcome

5:05 – 5:10

Project Update

5:10 – 5:25

Plan Updates & Evolution

5:25 – 6:00

Site/Landscape Design

6:00 – 6:25

Culture of Schools

6:25 – 6:30

Wrap Up & Next Steps

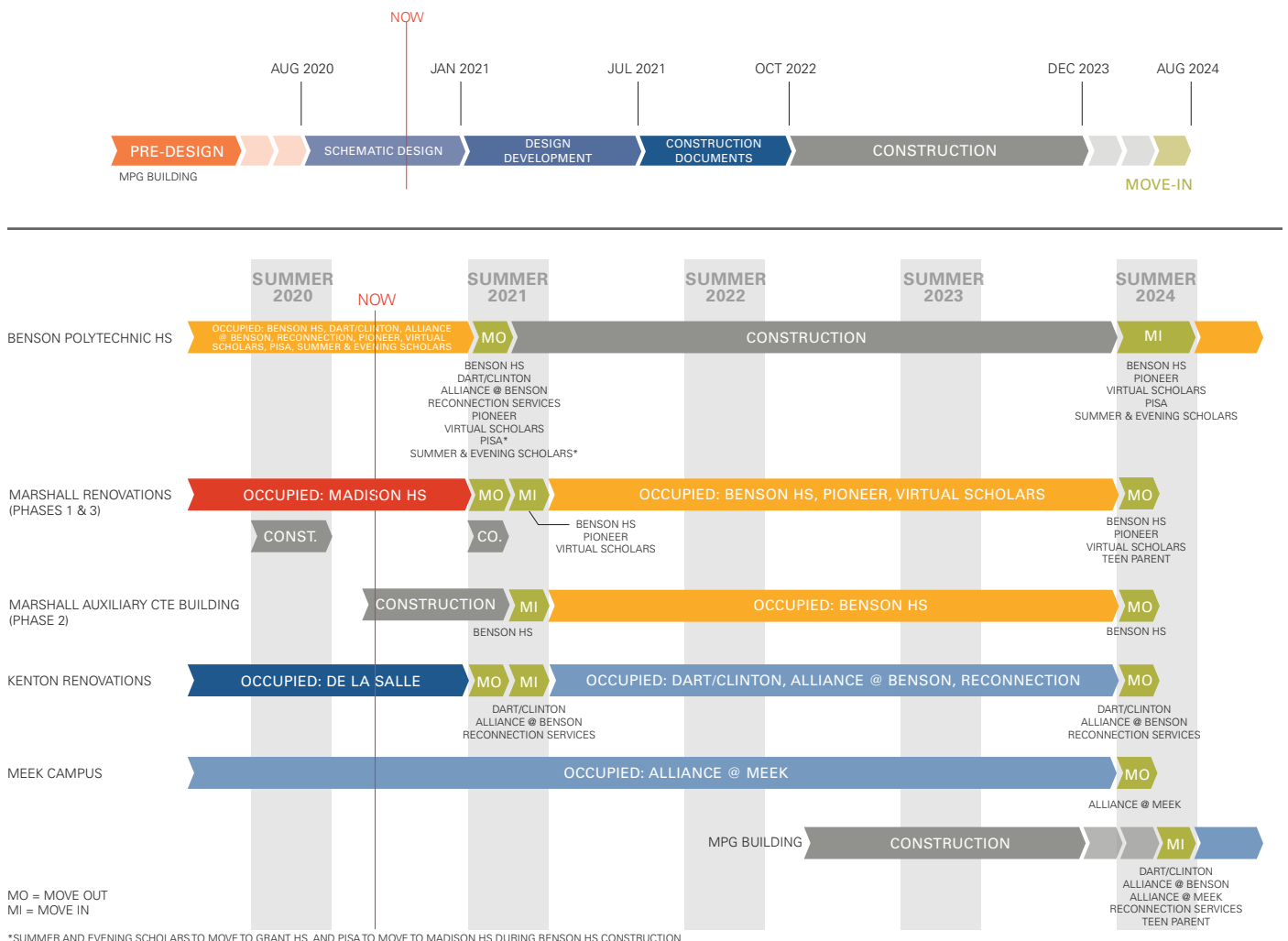
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WELCOME

Due to the COVID-19 pandemic, this Design Advisory Group meeting was held virtually, via Google Meets. To begin the meeting, Jamie Hurd, Project Manager for PPS, welcomed all and thanked them for their participation. She then led the group through introductions to make sure all participants were acquainted with one another.

PROJECT UPDATE

Joe Echeverri, of Bassetti Architects, gave the group a project update. He explained that the design team is nearing the end of the schematic design process, when the design concept begins to take shape as an actual building design. The schematic design process will be followed by design development, and then construction documents. The design team will reach their 100% schematic design deliverable by the end of December. Joe mentioned that the design team would be conducting another Design Advisory Group meeting to focus on the exterior and interior material design of the building during early December. The team will also be starting a student engagement effort, in partnership with Your Street Your Voice, to offer a for-credit class which will allow Alliance students to participate in the interior design of the Multiple Pathways to Graduation building.



PLAN UPDATES & EVOLUTION

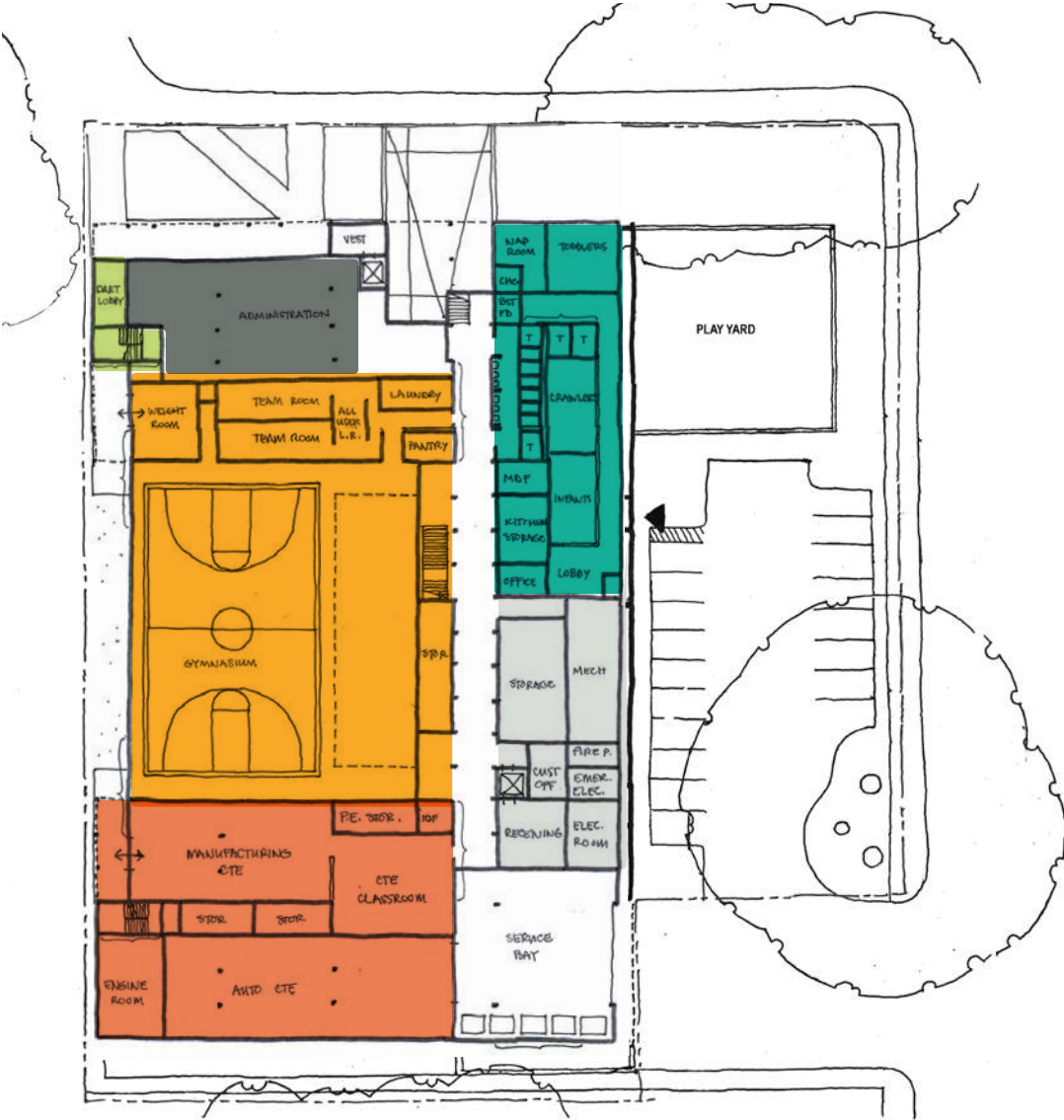
Based on the input received at the last DAG meeting, the "Embrace" scheme is the approach that the team is now working on, with some minor alterations. Jeff Dunning, of Bassetti, explained that the building's plan is still in fluctuation as the team continues to explore options. As discussed during the last meeting, plan changes initially began in response to information that was received from the Portland Bureau of Transportation (PBOT) regarding loading zones, parking access, and entry to the site. Due to these considerations, instead of an entry at the north and south, now there is just the north entrance for all programs, with a separate DART entrance at the northwest corner. Vehicle access for CTE spaces, loading and deliveries, as well as access to a small surface parking lot happens at the south end of the site, off of Flanders.

Modifications to the plan include:

- + Primary entry at north makes for a clear front door and public access to the building.
- + DART/Clinton entry in northwest corner near bus drop-off. Lobby to be opened up as gracious, welcoming and with views and daylight.
- + No southern main entry.
- + Teen Parent entry at east near drop-off parking lot, with playground having more access to sun.
- + CTE and building service yard at south provides clear and separate vehicle/maintenance access.
- + Compact building shape aligns with parking level below and is efficient for structural design and stacking of floors.

Jeff explained that since the last Design Advisory Group meeting, the design team began to explore shifting the Student Services closer to the main entry on the north side of the building. An option emerged moving Student Services (housing Reconnection Services, Reconnection Center, the Teen Parent Service offices, and Alliance counseling functions) to the second floor north directly above the administration area. In order to keep DART/Clinton near their northeast entry aligning with bus drop off, DART/Clinton was moved to the 3rd floor. This would place Alliance learning communities on both the second and third floors on the south end of the building. Alliance classrooms had previously all been shown on the third floor of the building.

A ground floor plan of the current building design can be seen on the next page. Diagrams of the "Embrace" Scheme second and third floors, along with alternate versions are shown on the following pages.



ALLIANCE SCHOOL

DART/CLINTON SCHOOL

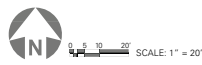
RECONNECTION SERVICES

TEEN PARENT SERVICES

COMMON SPACES

ADMIN

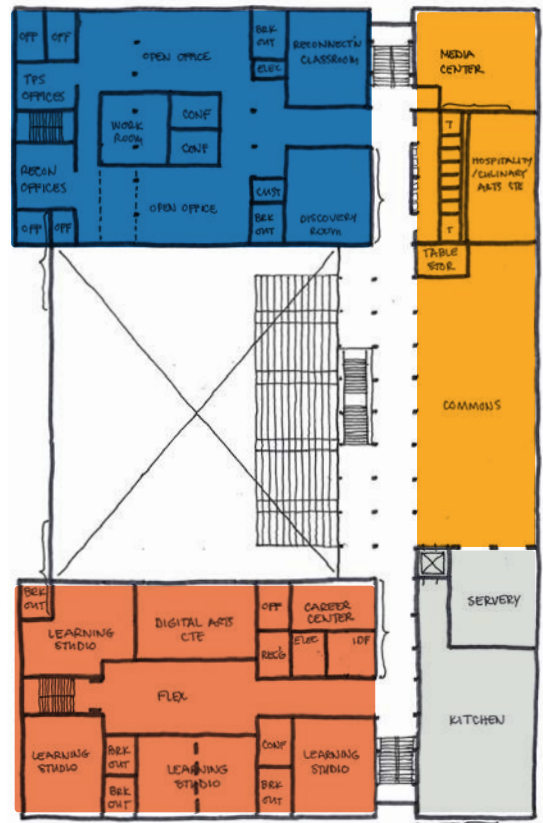
SERVICE



GROUND FLOOR



SECOND FLOOR



SECOND FLOOR - ALTERNATE

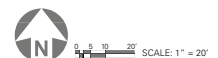
PROPOSED CHANGES

- + Relocate Student Services (Reconnection, Teen Parent Office, Counseling) to front of building to be closer to main entry.
- + DART/Clinton move to third floor, in same wing (north) for use of entry lobby and stair.
- + Alliance learning wing from third floor moved down to second floor, in south wing.

KEY CONSIDERATIONS

- + More direct access for general public needing to go to Reconnection, Teen Parent Office, or other student services, from main entry and administration.
- + North stair is easily accessible between the two areas.
- + Alliance learning studios spread vertically from ground floor to second and third floors at south wing.
- + Need to locate spaces at Alliance second floor wing that do not need direct daylight access, where adjacent to gym.

- ALLIANCE SCHOOL
- DART/CLINTON SCHOOL
- RECONNECTION SERVICES
- TEEN PARENT SERVICES
- COMMON SPACES
- ADMIN
- SERVICE





THIRD FLOOR



THIRD FLOOR - ALTERNATE

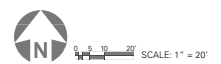
PROPOSED CHANGES

- + DART/Clinton move to third floor, in same wing (north) for use of entry lobby and stair.
- + Alliance learning wing from third floor north wing moved to south wing (w/ science labs)

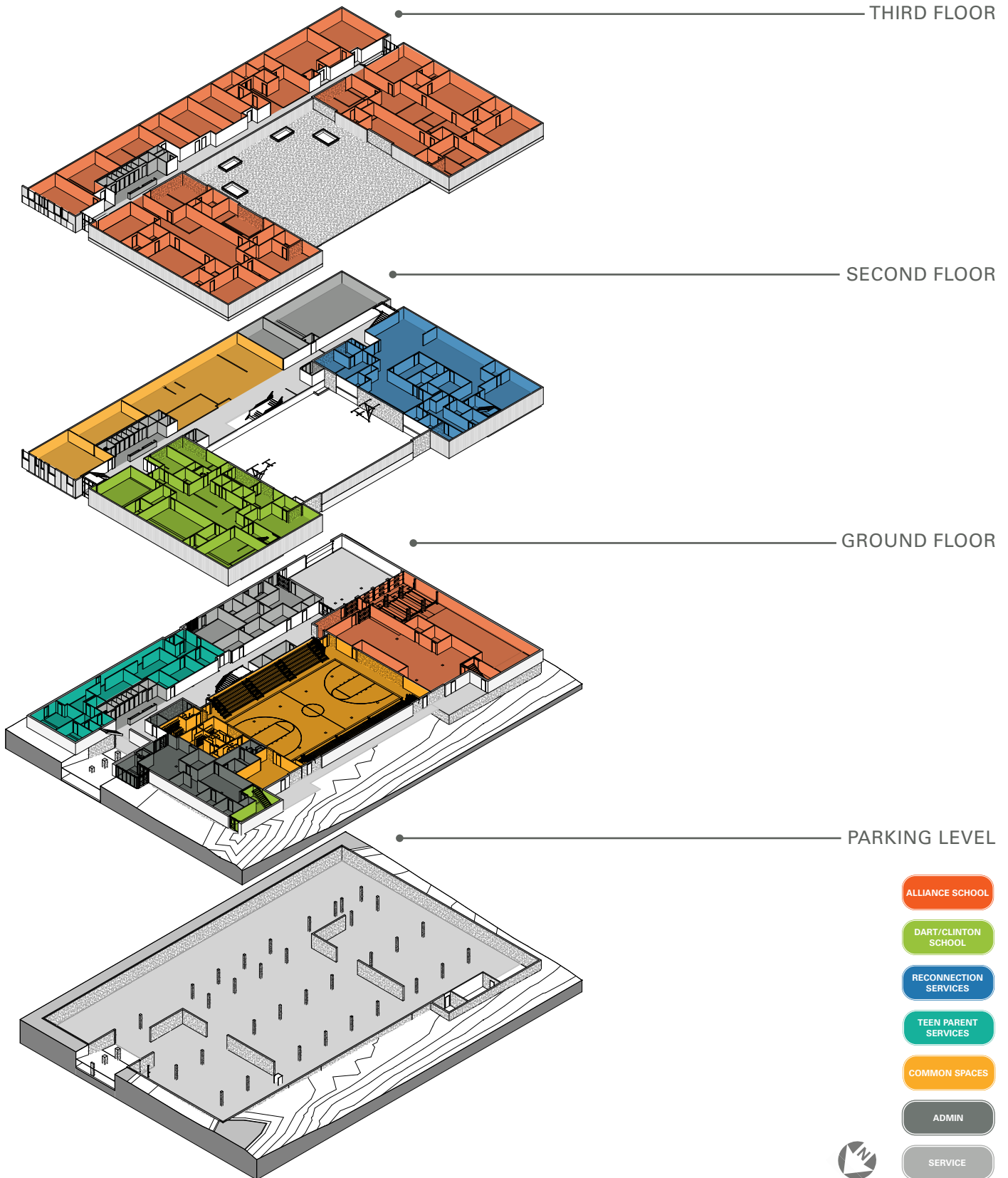
KEY CONSIDERATIONS

- + DART/Clinton would have direct access to roof deck
- + DART/Clinton would have more access to daylight at all sides of their learning community.
- + DART/Clinton would be in a less trafficked area on the third floor, and further away from Commons
- + West stair could be more private and dedicated just to DART/Clinton and admin staff use.

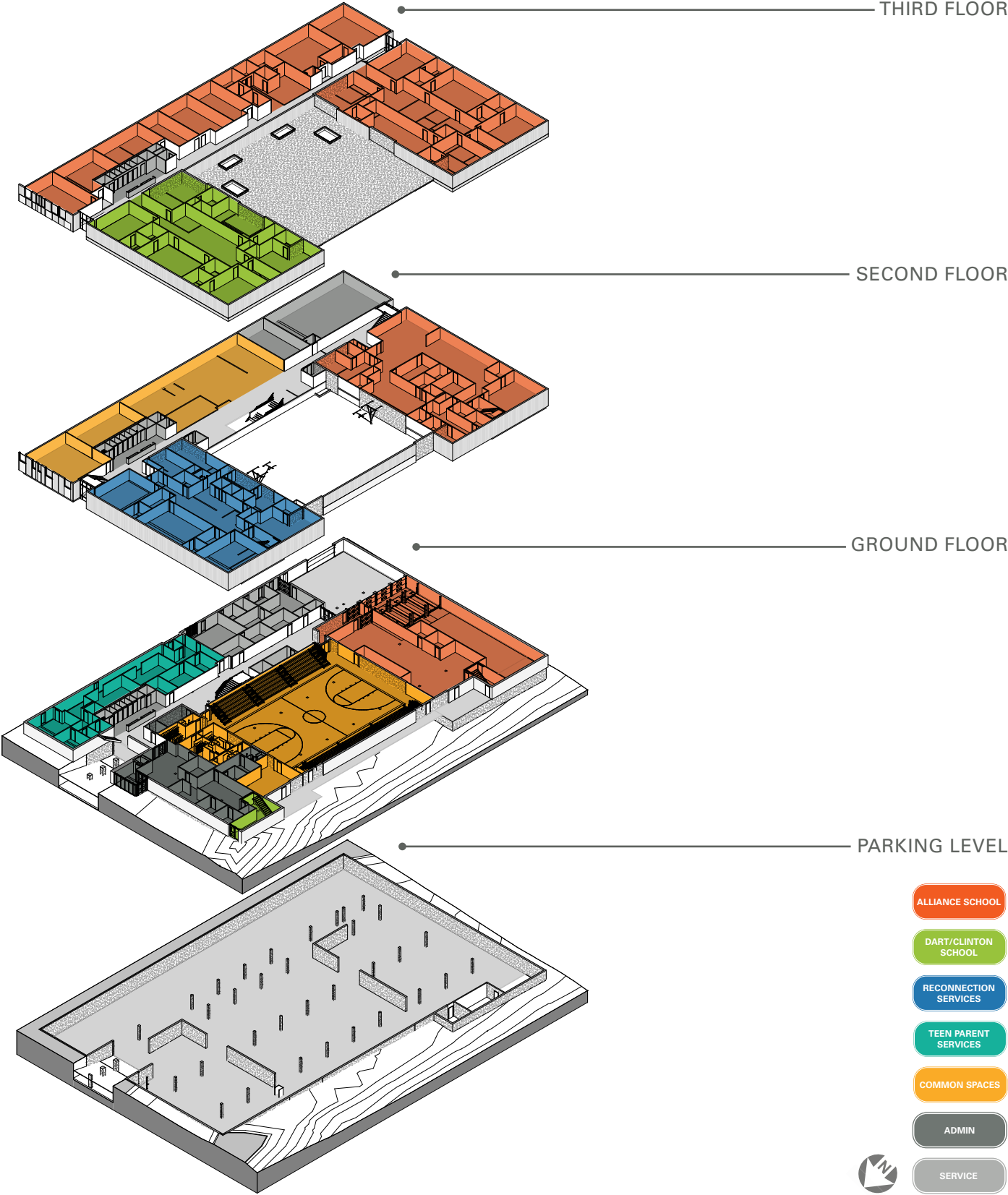
- ALLIANCE SCHOOL
- DART/CLINTON SCHOOL
- RECONNECTION SERVICES
- TEEN PARENT SERVICES
- COMMON SPACES
- ADMIN
- SERVICE



"EMBRACE" SCHEME



ALTERNATE DESIGN



PLAN UPDATES & EVOLUTION

The following comments and concerns were voiced in response to the proposed changes:

Positives:

- + Direct roof access for DART
- + Less disruptive for DART to be on the third floor
- + More privacy from street for DART
- + More privacy in the northwest stairwell - only admin use beside DART
- + Teen Parent Services offices are closer to daycare
- + Admin spaces (MPG building admin and student services wing) are stacked on the north side of the building.

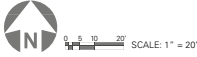
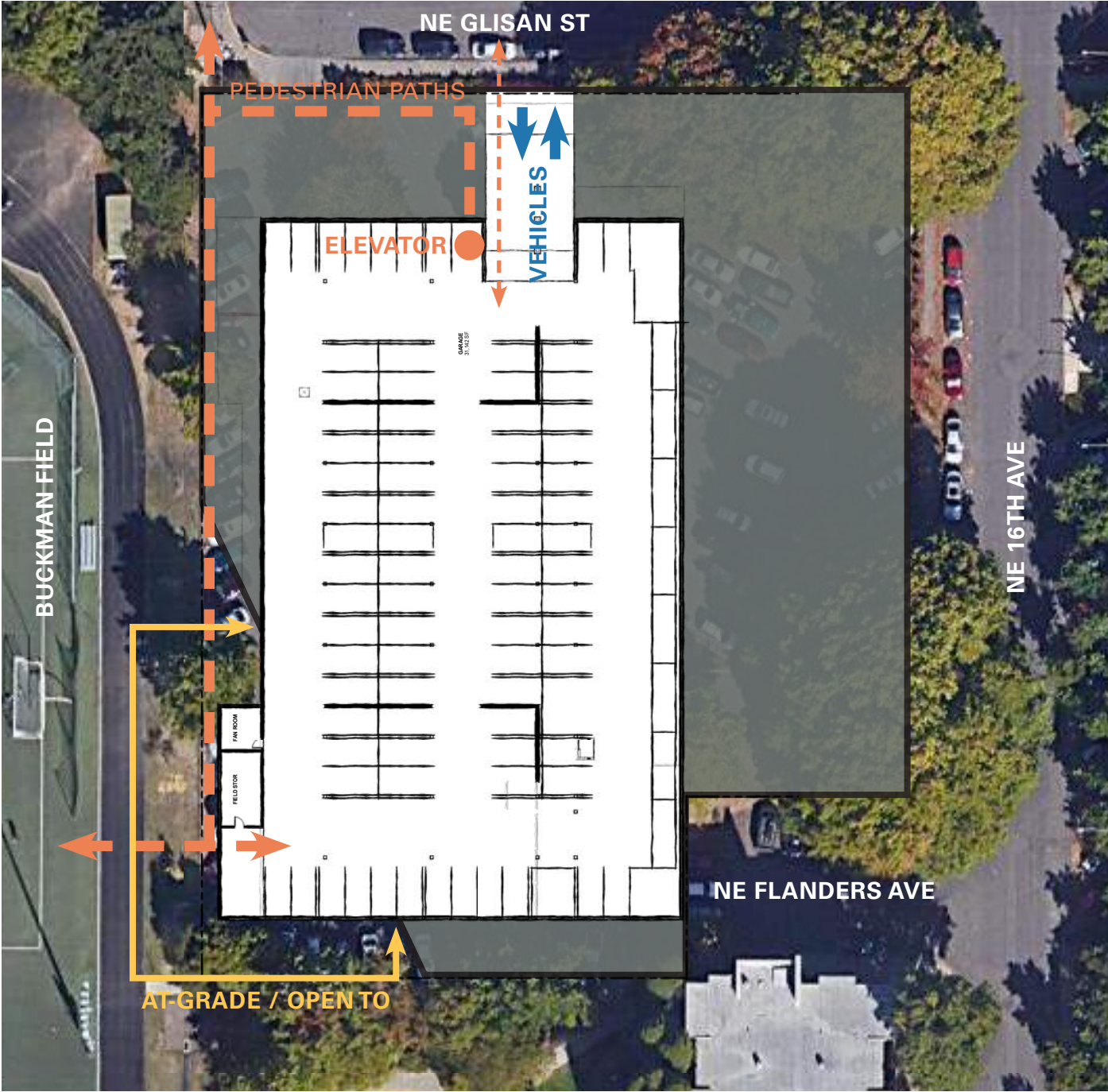
Concerns:

- + DART will need privacy from their portion of the roof deck. It was discussed that this could be accomplished using screening, plantings, and effective window design.
- + Concerns about increasing amount of foot traffic by separating Alliance.
- + Noise concerns about DART next to Alliance - could be accommodated with standard acoustic separation.
- + Important to consider floor/ceiling assembly between CTE shops below and Alliance classrooms above.
- + Robotics/Manufacturing CTE classes need access to carpeted area for robot testing
- + Some portion of Alliance will be inaccessible to outdoor light/views. DAG members confirmed that Digital Media classroom could be housed in this space.

Representatives from each school reviewed the information directly with the design team. Based on the feedback from this DAG meeting and the individual meetings, PPS and the Design Team will come to a resolution on any shifts to the plans.

PARKING USE AND ACCESS

As shown in the diagram, parking garage access will be off of NE Glisan Street. From the parking garage, users will be able to take an elevator up to the first floor of the MPG building, or continue on to Benson Polytechnic High School. Other options to exit the parking garage include a pathway adjacent to the vehicle ramp, or an option to exit directly out onto grade from the southwest corner of the garage. If exiting at the southwest corner, one can easily access Buckman field, or continue along a path that runs along the west side of the building, . It was also mentioned that the entire southwest corner of the parking garage (as show in the diagram) would be open to the air to allow for light and air circulation into the parking area. Some type of screening element would be used in this location to maintain security.



SITE & LANDSCAPE DESIGN

Moving to the landscape and site design, Joanna Schwartz from Mayer/Reed, the landscape architects on the project, took charge. Joanna Schwartz began by relaying back to the group what they had heard during the previous DAG.

Entry Sequence

- + DART: up to 45 supervised students
- + TPS: separate entry and stroller parking
- + Most student arrive by bus or get dropped off, just DART?
- + Entry: bright, well lit, with clear path to the office
- + Entry: colorful and engaging
- + Covered seating is not a priority

Outdoor Spaces and Roof Terrace

- + Options to eat outside
- + Small to medium size classes or structured/supervised groups
- + Covered space would be ideal
- + Calming spaces in nature
- + Rich plant palettes year round interest, smells, and pollinators

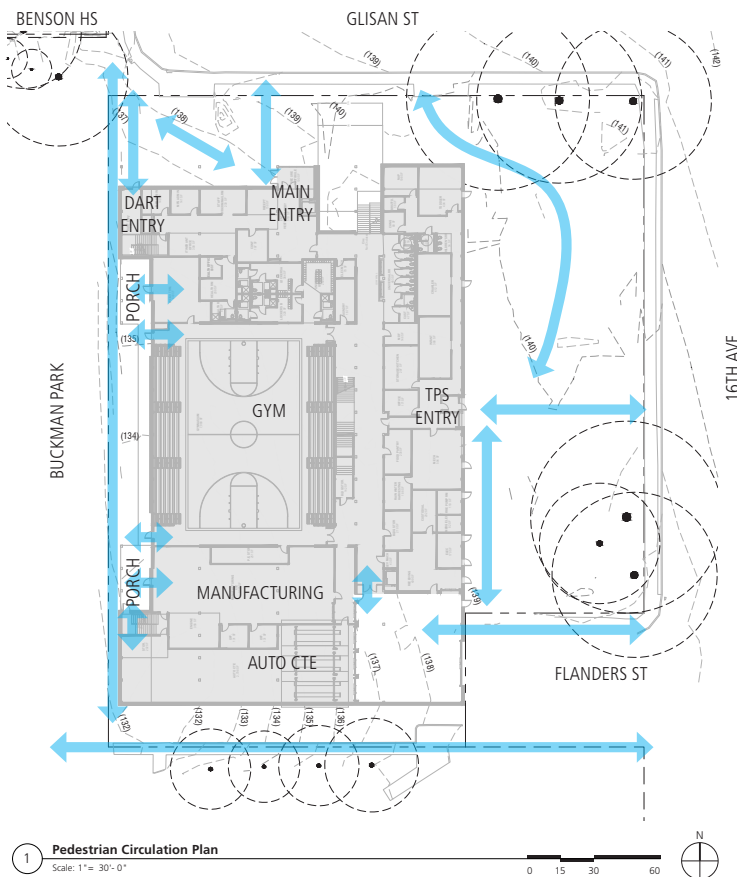
- + Separate gardening beds
- + A desire for storage
- + Electricity and water on the roof terrace
- + Clear visibility is a necessity

Restoration and Recreation

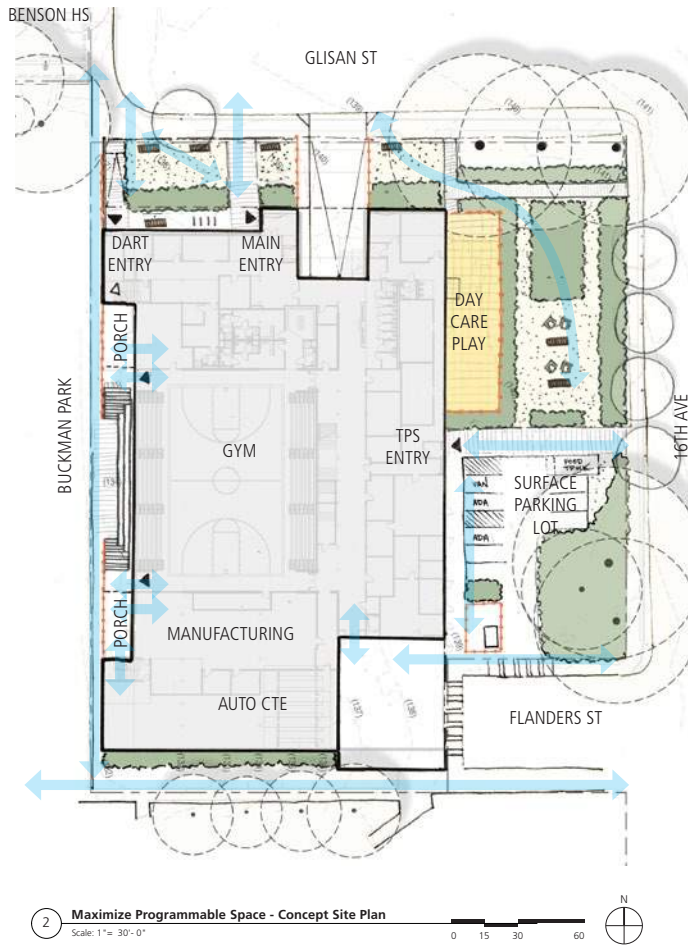
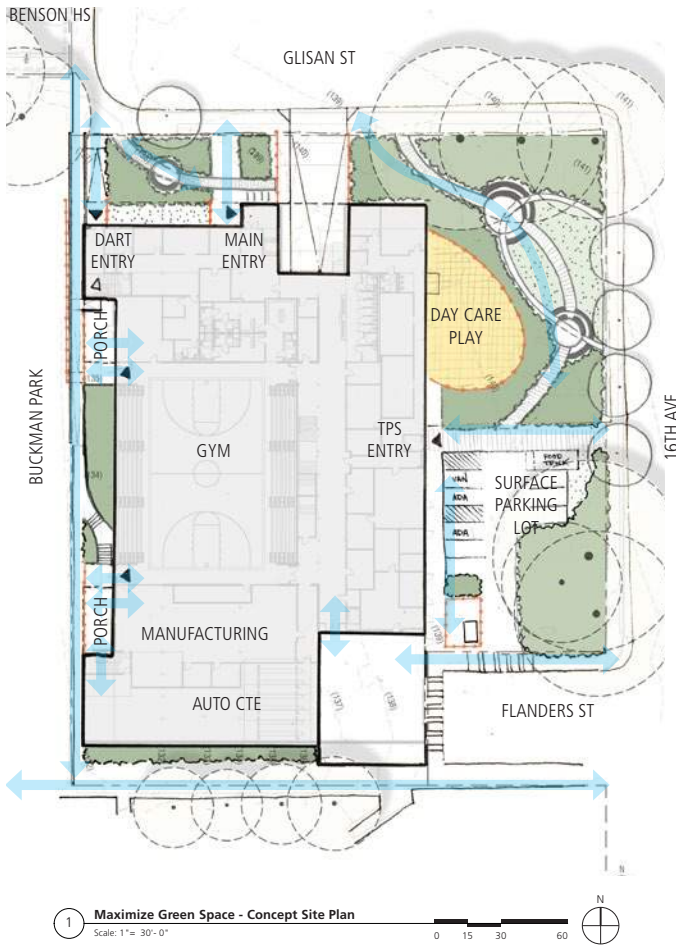
- + Daily small groups to Buckman Park
- + Strongly favor areas for sensory and contemplative breaks
- + Small scale loop or balance walking, around the track, or around the block

Sustainability Strategies

- + Interested in: rainwater harvesting, pollinator gardens, visible storm water permeable paving, extensive and intensive green roof, local materials, and gardening

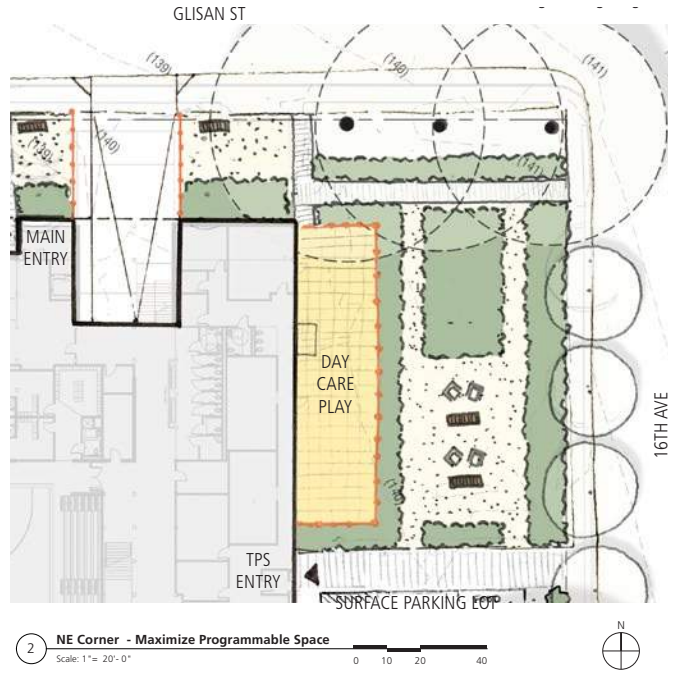
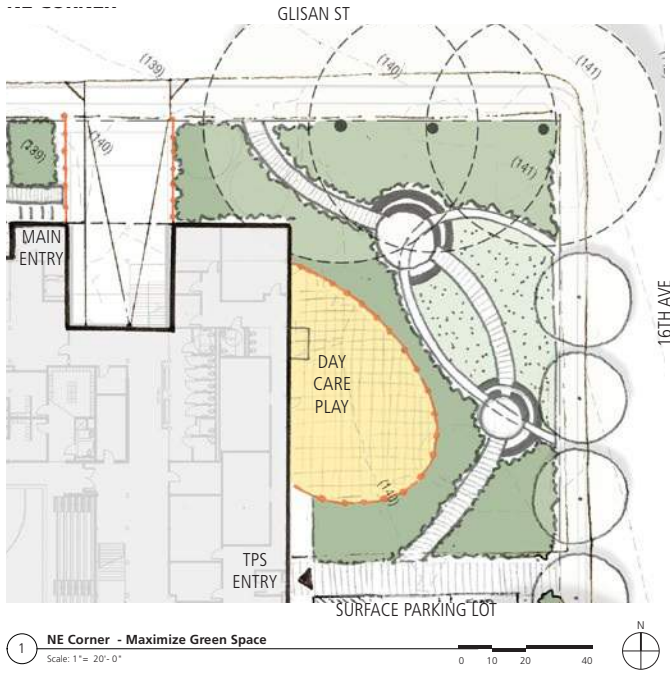


Joanna then talked through the Circulation Path diagram to illustrate the various paths of travel around the building. These pathways allow for users to access the main entry of the building, Teen Parent Services daycare entry, DART entry, Benson Polytechnic High School, Buckman Park, the below grade parking, and the surface parking lot. These circulation routes are kept intact and enhanced in the design ideas presented.



SITE PLAN

Displayed above are two site plan concepts by Mayer/Reed. The concept to the left focuses on maximizing green space, with curved paths to encourage contemplative walking, and occasional "nodes" where paths intersect to create areas for small gatherings. The concept on the right is much more rectilinear, with an emphasis on creating areas of programmable space where large groups can gather. These areas include a mid-sized plaza just north of the surface parking lot, paved areas with benches near the main entry, and terraced seating at the gym "niche" to provide a place for students to sit and eat their lunch. These options are shown at a larger scale on the following pages.

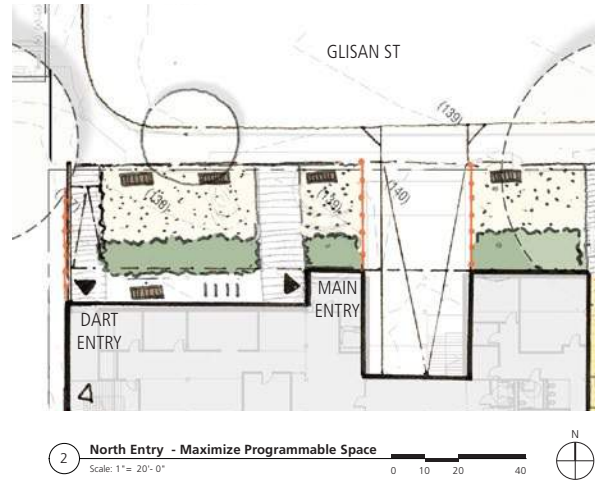


NORTHEAST CORNER

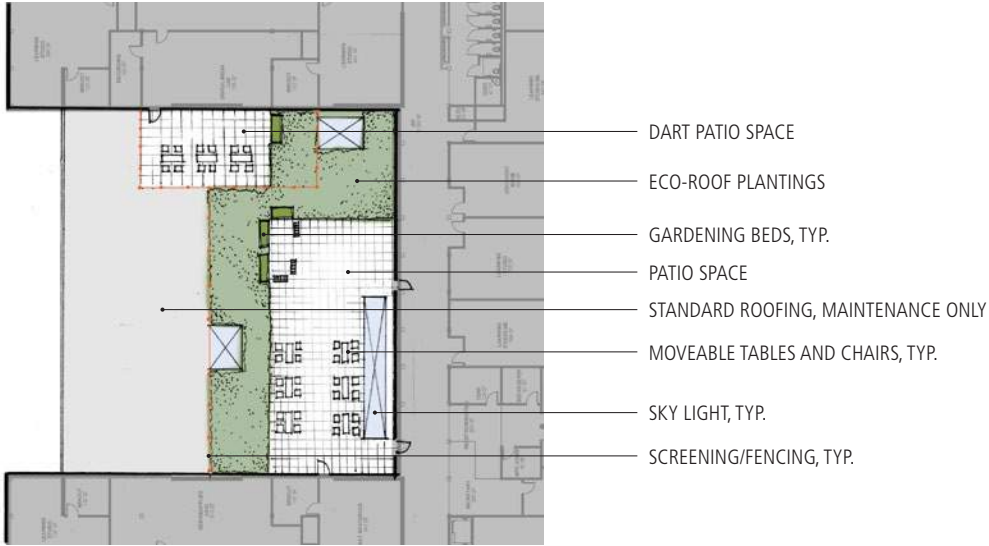
BENSON HS



BENSON HS



NORTH (MAIN) ENTRY



1 **Roof Terrace - Diagrammatic Plan**
 Scale: 1" = 20'-0"

ROOF TERRACE



1 **North Entry - Maximize Green Space**
 Scale: 1" = 20'-0"

2 **North Entry - Maximize Programmable Space**
 Scale: 1" = 20'-0"

GYM NICHE

SITE & LANDSCAPE DESIGN

Design Advisory Group members generally agreed that the curved option with gathering nodes and more green space was preferred. Participants noted that the rectilinear design is not as welcoming and serene. They also voiced strong concerns that the plantings needed to be as low-maintenance as possible, so that PPS maintenance will be able to maintain them. Other comments include:

- + Food-growing opportunities would be great to include in the landscape design.
- + Students would like hardscape for activities like skateboarding at the gym "niche"
- + North-facing entry won't get any sunlight, plantings will have to be shade tolerant.
- + Seating at front entry probably not ideal. Not good to have students hanging out by garage entry ramp.
- + Teen Parent Services – wants most space possible for play yard. TPS will furnish equipment.
- + Roof terrace should have space for science studies/demonstrations, should be less lounge-y and more science focused, multi-use space
- + Roof terrace - table height work surface around border of paved surface?
- + Roof terrace - create multiple spaces for Alliance to use, not one large area.
- + Art classes will also need access to roof terrace for natural studies, messy activities.

CULTURE OF THE SCHOOLS

Moving into the next portion of the meeting, Tania Adams, of Bassetti, explained that the design team wanted to get a sense of the culture of the schools that will inhabit the Multiple Pathways to Graduation building. She expressed that the team was hoping to discover themes, images, etc. that are important to MPG school culture, with an emphasis on representing all scales of identity of its students, faculty, and staff. To kick off the discussion, she asked DAG member to think of one word or phrase that represents the culture or theme of their school community. Participants were then given a link which would allow them to anonymously enter their word or phrase. Results are shown below, sized according to the number of responses received.

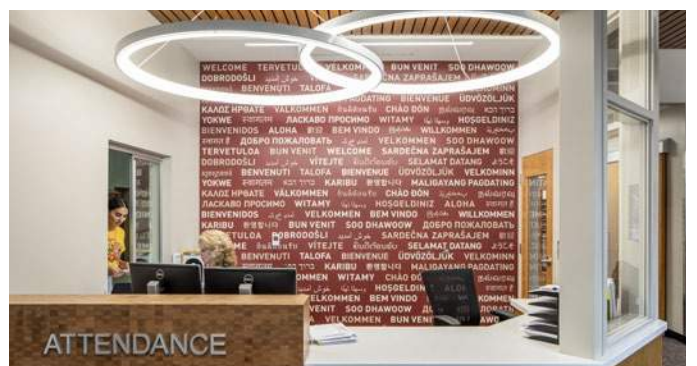


Tania displayed examples from past projects of different ways that school culture had been incorporated into the building, to spur discussion and help generate ideas among the group. These images are shown on the following pages and are organized into four categories: Site & Land Acknowledgment Languages, School Pride, and Community & Murals.

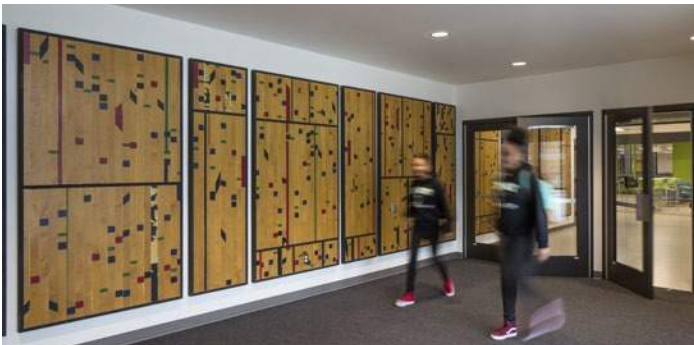
SITE & LAND ACKNOWLEDGMENT



LANGUAGES



SCHOOL PRIDE



COMMUNITY & MURALS



CULTURE OF THE SCHOOLS

Comments from DAG members regarding the culture of their schools are listed below:

- + Names of all tribes in Oregon
- + Languages and dialects of Tribes and surrounding communities - this is more inclusive and covers larger groups of people
- + Ask students what they think would represent them
- + History of Benson and MPG? - a lot of the history of MPG is about being the 'forgotten' school that receives leftover spaces and items. Best to look at the future, not the past since it can be negative
- + Culture of students
- + History of the Land
- + Importance of Indigenous Peoples
- + Land Acknowledgment at the front of the building/entry
- + Large mural or incorporated into an art piece somehow. Not a small plaque, needs to be prominent
- + For Indigenous Peoples information and contacts, contact the Indian Education Office at PPS
- + No defined school colors, which is a positive
- + Earth tones and calm tones are appealing
- + Kellogg Middle School was a local example mentioned for having an intriguing facade
- + What is going to describe school spirit?
- + Very important: honor the students that were very involved in MPG from the beginning - without them, this project may not be happening
- + Rudy Serna: important local artist that connects to youth through his art, students love him
- + Bridge imagery? (students cross a bridge at graduation)

WRAP UP

To wrap up the meeting, DAG members were asked to continue talking and thinking about this subject, it was noted that this conversation would be ongoing. Members were thanked for their time and the meeting was adjourned.

NEXT STEPS

DAG meeting - tentatively December 14, 2020

Student engagement with Your Street Your Voice begins on November 30, 2020