

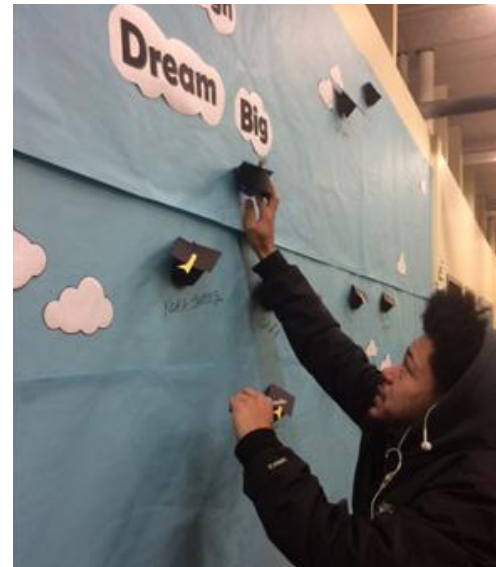
MULTIPLE PATHWAYS TO GRADUATION (MPG) PROJECT

MASTER PLAN REPORT



	HALLWAYS AND COMMON AREAS	LEARNING ENVIRONMENT	
SAFE	<p>STAFF:</p> <ul style="list-style-type: none"> Maintain line of sight w/ students Interact positively <p>STUDENTS:</p> <ul style="list-style-type: none"> Stay focused and on task Maintain personal space Maintain line of sight 	<p>STAFF:</p> <ul style="list-style-type: none"> Establish clear behavior expectations for the classroom Provide space for students to take a breath if needed <p>STUDENTS:</p> <ul style="list-style-type: none"> Follow instructions Stay seated Ask for a break if needed 	<p>STAFF:</p> <ul style="list-style-type: none"> Set clear behavior expectations prior to entering the community <p>STUDENTS:</p> <ul style="list-style-type: none"> Maintain line of sight Stay focused and on task Respect those around you
RESPONSIBLE	<p>STAFF:</p> <ul style="list-style-type: none"> Be present Be engaged Be supportive <p>STUDENTS:</p> <ul style="list-style-type: none"> Stay focused and on task Maintain line of sight Take pride in the crew by keeping it clean 	<p>STAFF:</p> <ul style="list-style-type: none"> Create a positive learning environment Create culturally relevant lessons Set clear expectations <p>STUDENTS:</p> <ul style="list-style-type: none"> Come prepared to work Take care of school supplies Participate actively and positively 	<p>STAFF:</p> <ul style="list-style-type: none"> Act as a role-model for behavior and engagement <p>STUDENTS:</p> <ul style="list-style-type: none"> Stay focused and on task Use appropriate language Maintain personal space
KIND	<p>STAFF:</p> <ul style="list-style-type: none"> Interact positively Be supportive Be engaged <p>STUDENTS:</p> <ul style="list-style-type: none"> Be mindful of others Speak in a low volume Take pride in the crew by keeping it clean 	<p>STAFF:</p> <ul style="list-style-type: none"> Honor multiple perspectives Provide academic support Create a positive learning environment <p>STUDENTS:</p> <ul style="list-style-type: none"> Listen to and value other's opinions Choose language and words that are positive and encouraging Ask for support if needed 	<p>STAFF:</p> <ul style="list-style-type: none"> Reflective of the opportunities <p>STUDENTS:</p> <ul style="list-style-type: none"> Act as a good citizen while present in the community Look out for others

DISCOVERING AND RISING TOGETHER



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ACKNOWLEDGEMENTS



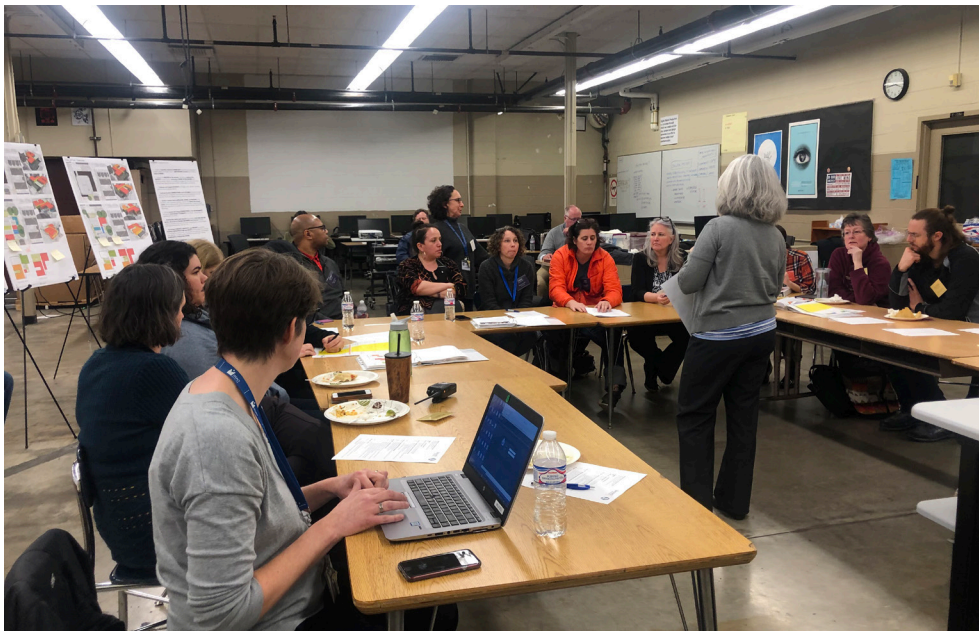
Portland Public Schools and Bassetti Architects would like to acknowledge and thank the teachers, staff, administrators, students, and community members who participated in the development of this document.

Special thanks to the Design Advisory Group who have spent many hours engaging, learning, and discussing the possibilities for the future.

Allison Adams
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Many thanks to the staff members who opened their doors to us and allowed us to observe and ask questions.



INTRODUCTION / SUMMARY OF STAKEHOLDER ENGAGEMENT



The development of the Multiple Pathways to Graduation (MPG) building program and masterplan has been conducted over the last several months and included involvement from numerous Portland Public Schools staff and stakeholders. Profiles of MPG students vary, therefore successful pathways to graduation typically include a process in which scale, pace, and learning styles are more personalized around student needs. MPG teachers focus their teaching styles on differentiated learning practice. Smaller class sizes, individualized lesson planning, and a deeper focus on the needs of the “whole child” (social, emotional, and physical – in addition to academic) are typically required to support a successful student journey to graduation. The facility that houses these schools needs to be responsive to and support these teaching methods.

Multiple schools and programs are included in this facility: Reconnection Center and Services, Alliance at Benson, Alliance at Meek, and DART/Clinton School. Through this process, it became clear that the Alliance schools will be called by one name, a unified Alliance school at the MPG building.

As this facility will continue to provide an alternative approach to large high schools and allow students the ability to choose alternative educational pathways, it was important to understand from the students, staff, and teachers what is needed for each school’s unique needs.

Stakeholder engagement allowed the District and the Design Team to gain invaluable information on the school programs. A Design Advisory Group (DAG) was formed with staff, teachers, and administrators. During this effort, the group met 5 times and went on several tours to learn and exchange ideas of what might work for the MPG schools.

Design Advisory Group Topics:

- DAG #1 - Introduction of Guiding Principles & Multi-Use Space
- DAG #2 - Themes, Activities, and Group Sizes
- DAG #3 - Program Activities, Site Development Ideas & Finalizing Guiding Principles
- DAG #4 - Learning Environments & Building Planning Options
- DAG #5 - Program input, Learning Environments & Building Massing Options

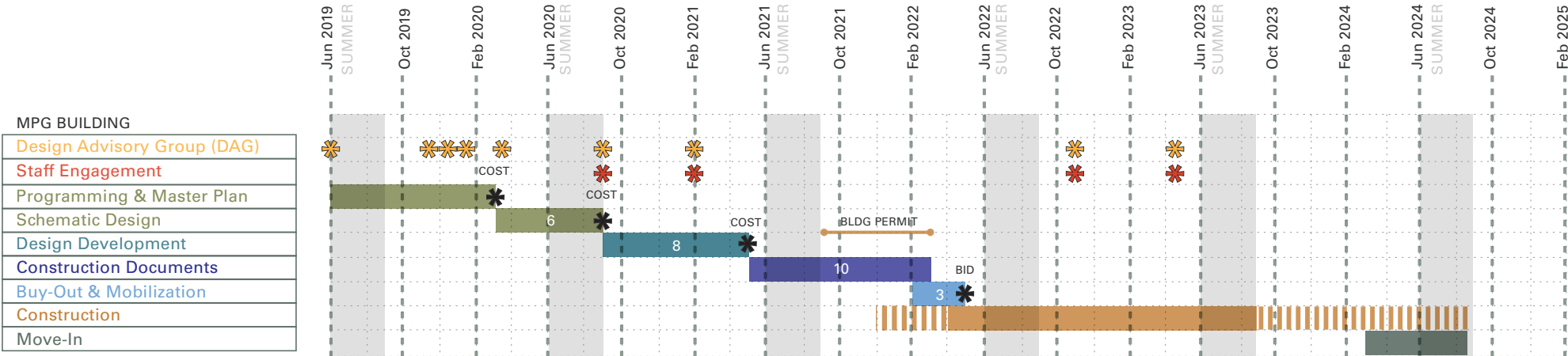
Tours:

- Kenton Swing Space, PPS
- Success High School, Woodburn School District
- Grant High School, PPS



PROJECT SCHEDULE

Based on the Benson program schedule, the MPG project is aligned to deliver the project in support of anticipated site logistics needs and efficiency opportunities to support both Benson campus projects. Design is anticipated to complete in Spring 2022, with construction targeted to end in Summer 2023. The site and building will continue to be used for the Benson project, with students and staff moving into the building for Fall 2024 start of school year.

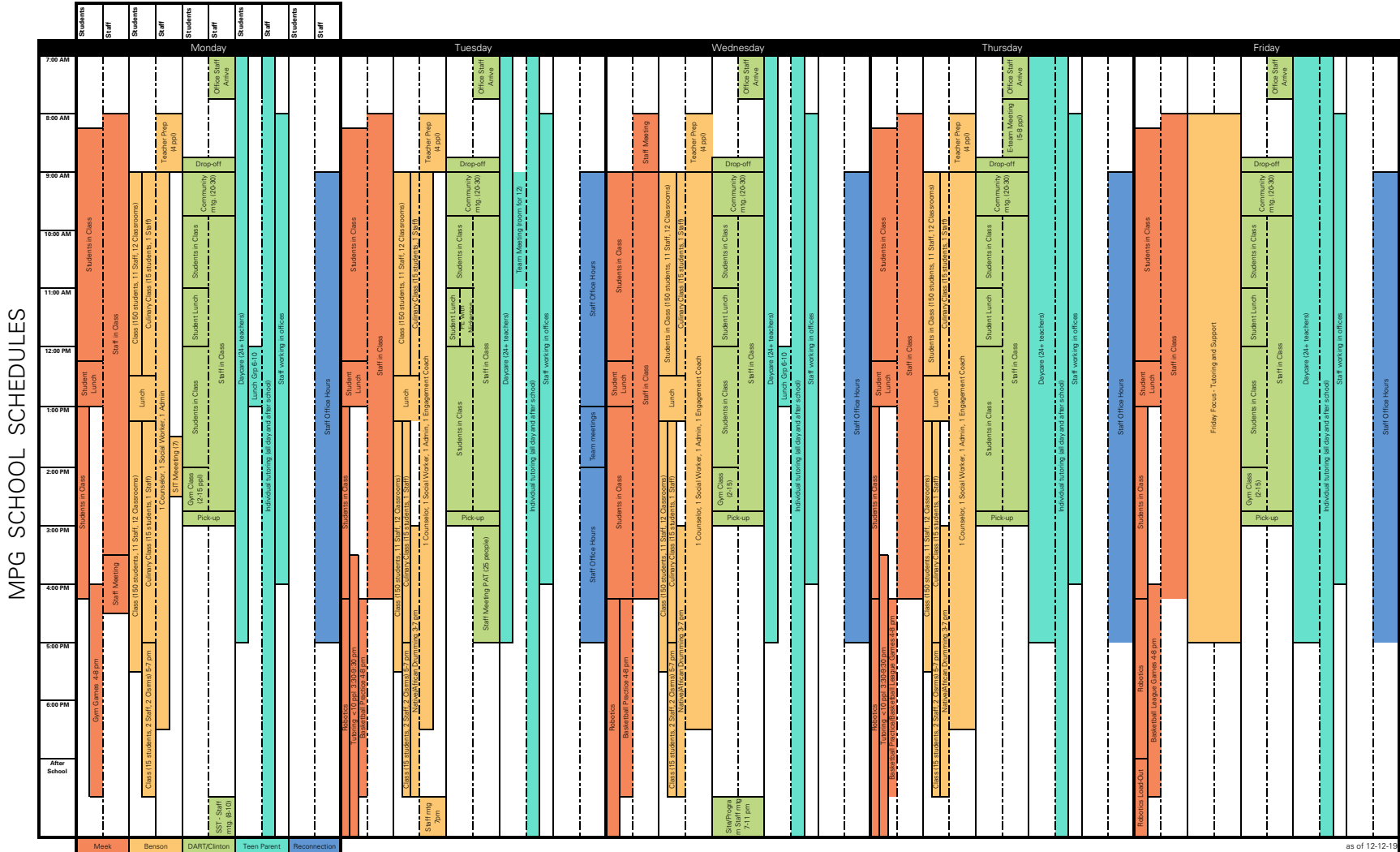


CURRENT MPG SCHEDULES

The MPG Building will consolidate a number of schools onto one shared campus. In order for the design team to understand how each school operates on a daily basis, the group was asked to complete an activity schedule based on their current operation.

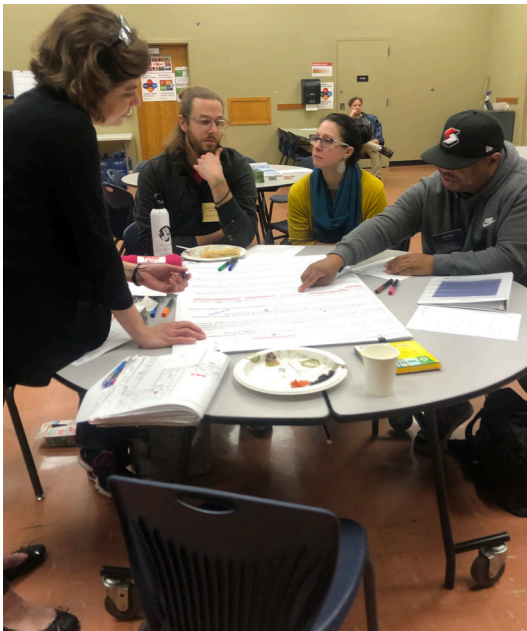
The compiled schedule illustrates how the overall building might operate daily, based on current operations. This exercise helps identify what activities could potentially take advantage of shared space between the schools and what schedule shifts may need to occur to provide efficiency.

This will be the basis for a continuing conversation about school operations as the project evolves.



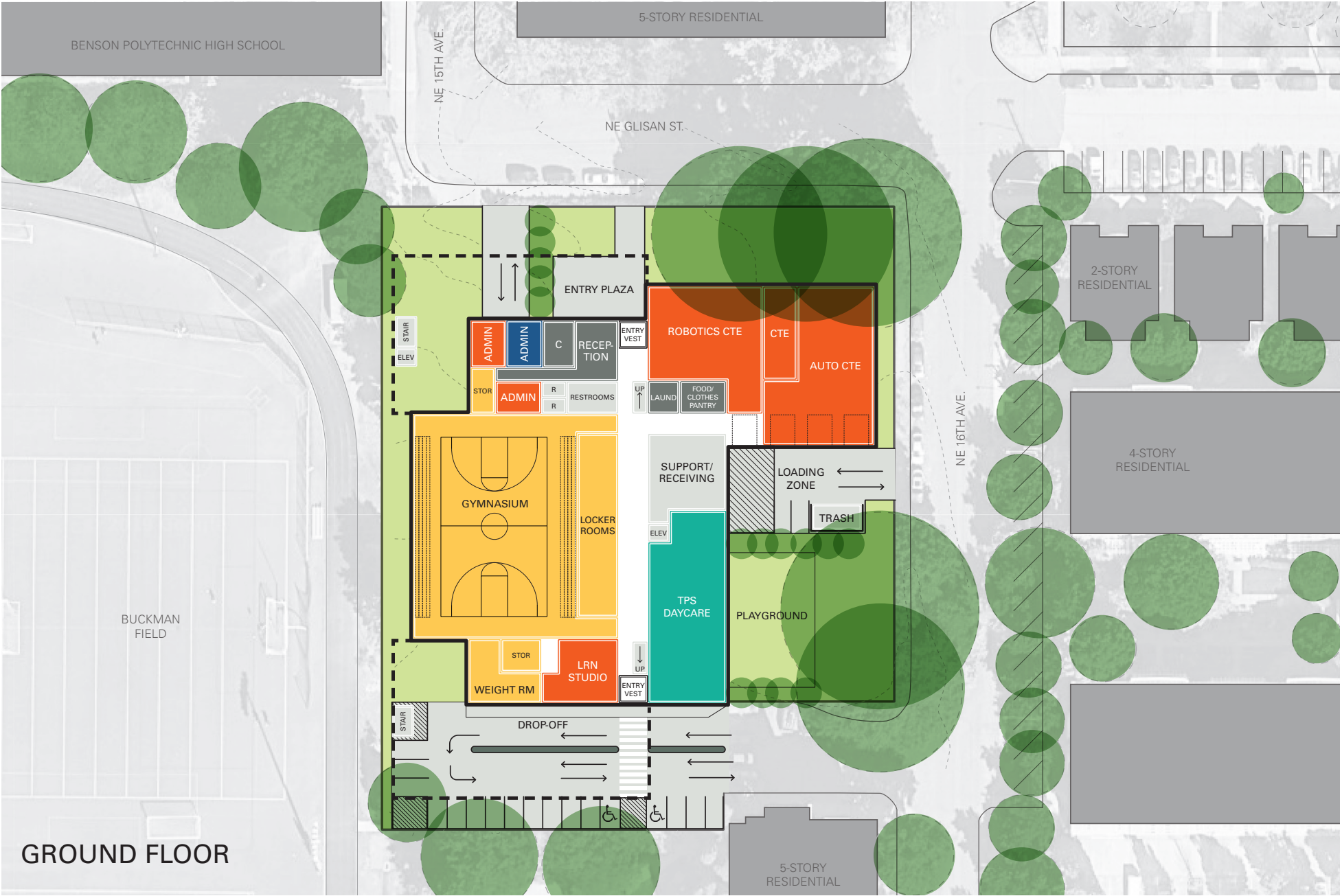
as of 12-12-19

GUIDING PRINCIPLES / DESIGN ADVISORY GROUP



- + Create a **respectful, inclusive COMMUNITY** responsive and adaptable to student needs and student voice – **EMPOWERING students** and instilling a **sense of PRIDE**.
- + Support the **MISSION of the schools**. Uphold and **celebrate the IDENTITY** of each school, **enhancing a SENSE OF BELONGING** and providing greater visibility for students to engage with the wider community through better educational opportunities – encouraging re-connection.
- + **Celebrate and support DIVERSITY** of all ages, races, genders, sexuality, physical and neurological abilities.
- + **Cultivate durable CONNECTIONS of all CULTURES**. Promote culturally-sustaining family involvement by providing culturally-connected events and services. Honor the indigenous land on which the school is built.
- + **Create a campus that is APPEALING, WARM, and INVITING** to all (students, staff, volunteers, families, visitors), and **reflects the schools' values** such as healing growth, justice, and opportunity. Create left brain/right brain experiences to provide non-institutional character respectful of the Northwest.
- + Provide **access and strong CONNECTIONS to the ENVIRONMENT**. Incorporate **SUSTAINABLE ELEMENTS** in the design, construction, and operations of the facility.
- + **FOSTER WELLNESS AND HEALTH** by providing a **SAFE AND SECURE facility influenced by TRAUMA-INFORMED best practices**. Provide supports including: community resources, mental health, nutritional needs, clothing/showers/laundry, child-care, etc.
- + **Encourage CURIOSITY, CREATIVITY, and INQUIRY** by providing **FLEXIBLE INFRASTRUCTURE and SPACES** to drive collaboration and play – structured and unstructured. Include places for calmness, confidentiality, and reflection, as well as social connection and excitement. Provide **PURPOSEFUL DESIGN SOLUTIONS**.
- + **ENGAGE THE COMMUNITY** by leveraging existing community relationships and connections. Support new partnerships to **enhance LEARNING OPPORTUNITIES**.

PROPOSED MASTER PLAN: "TREE HOUSE"

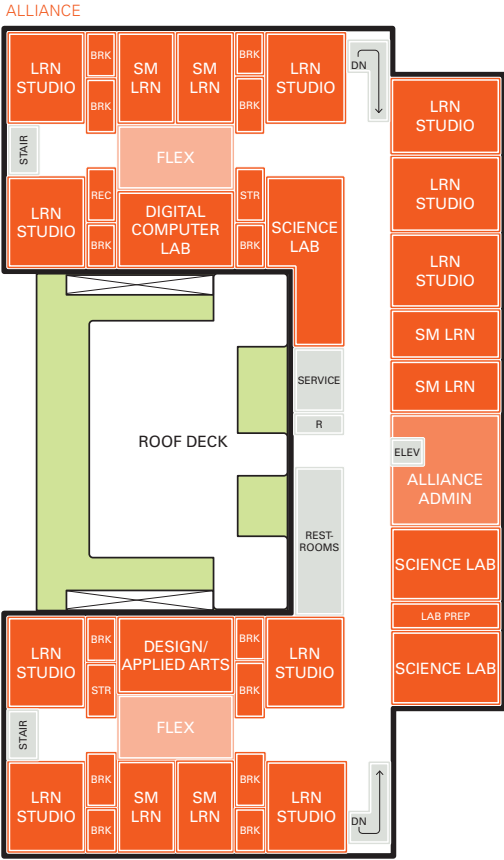


GROUND FLOOR

PROPOSED MASTER PLAN: "TREE HOUSE"

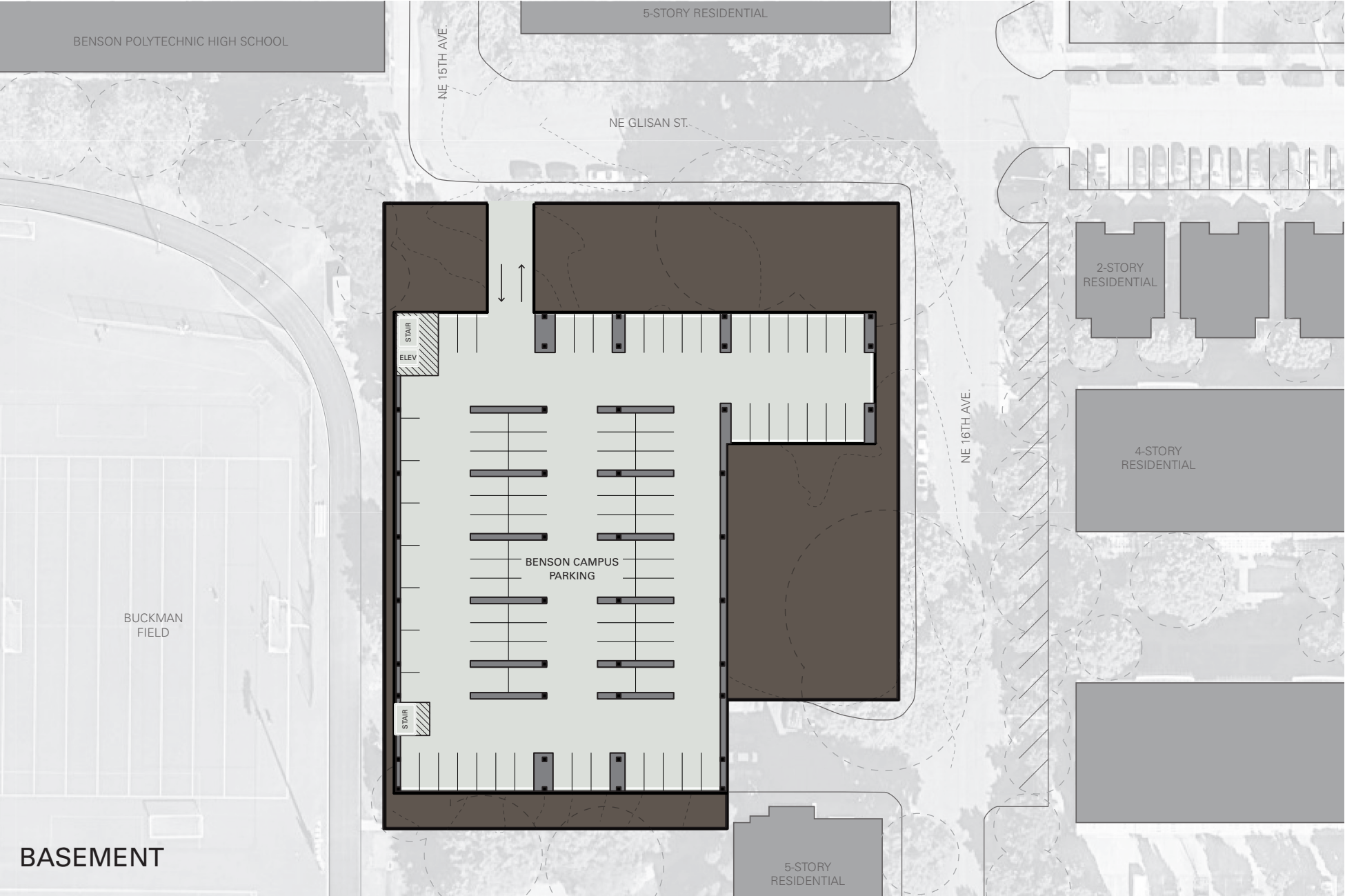


SECOND FLOOR

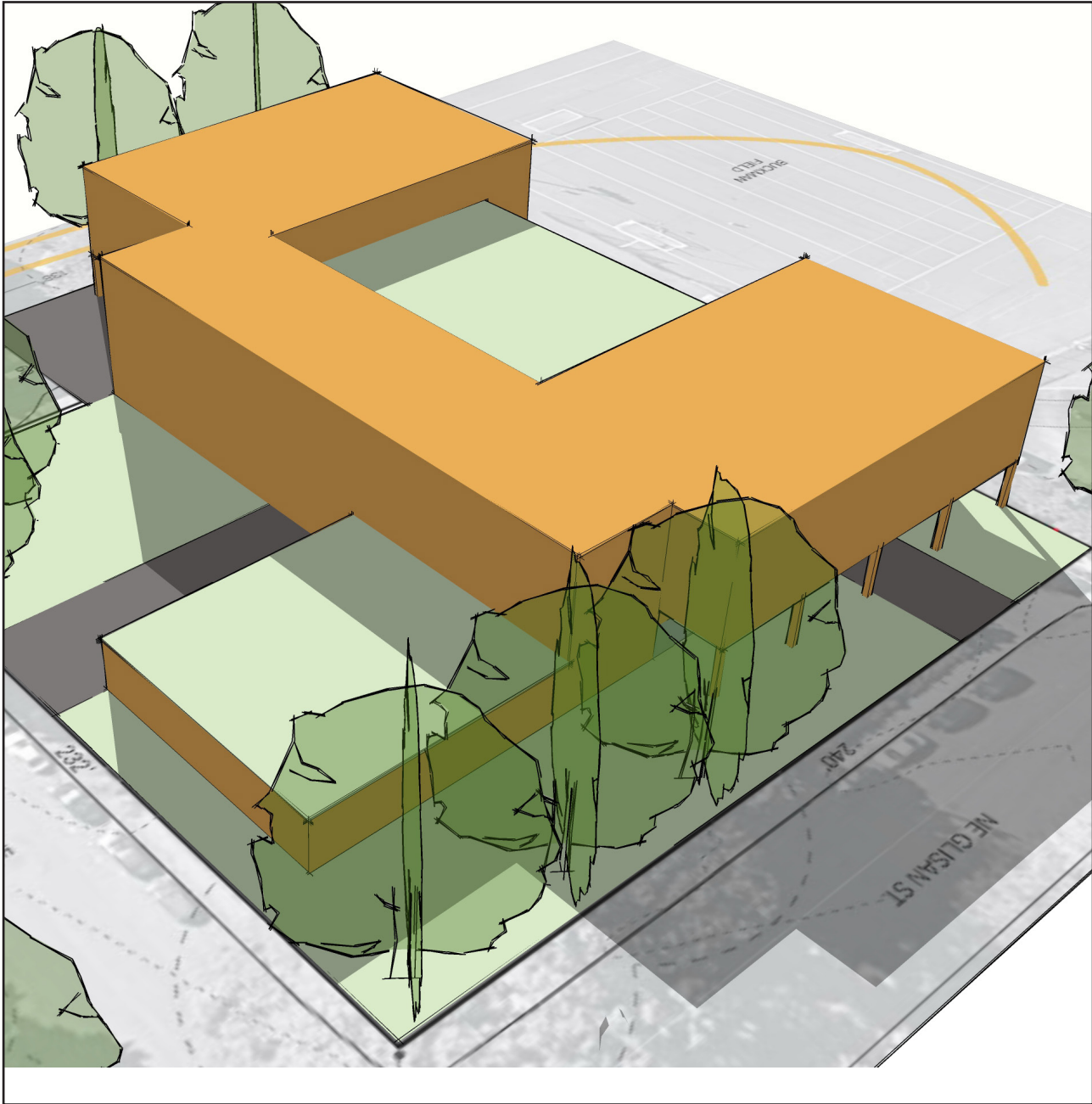


THIRD FLOOR

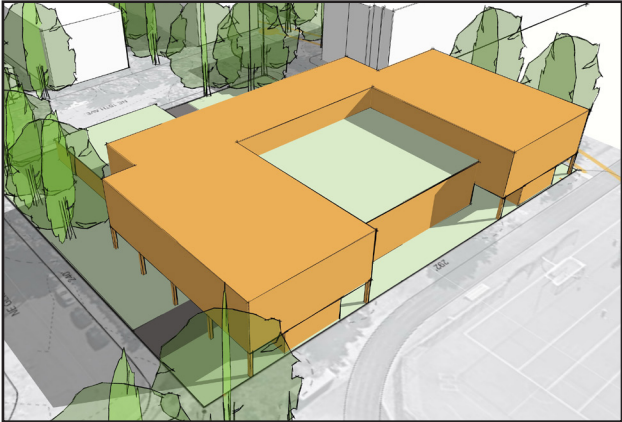
PROPOSED MASTER PLAN: "TREE HOUSE"



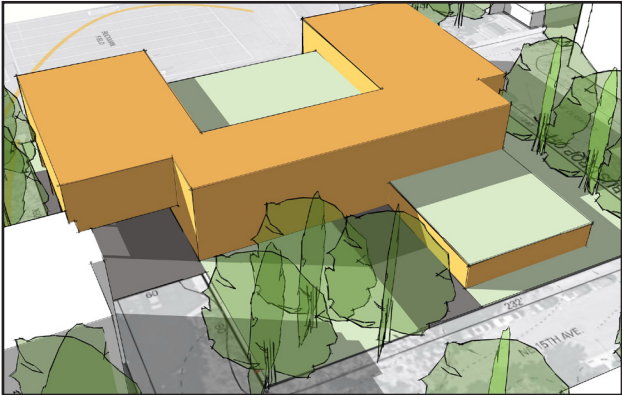
PROPOSED MASTER PLAN: "TREE HOUSE"



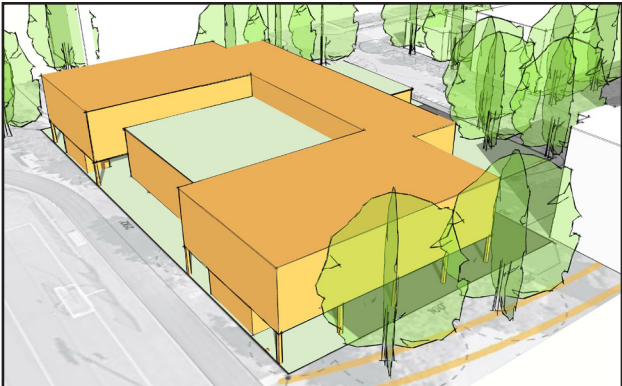
VIEW FROM NORTHEAST



VIEW FROM NORTHWEST



VIEW FROM SOUTHEAST



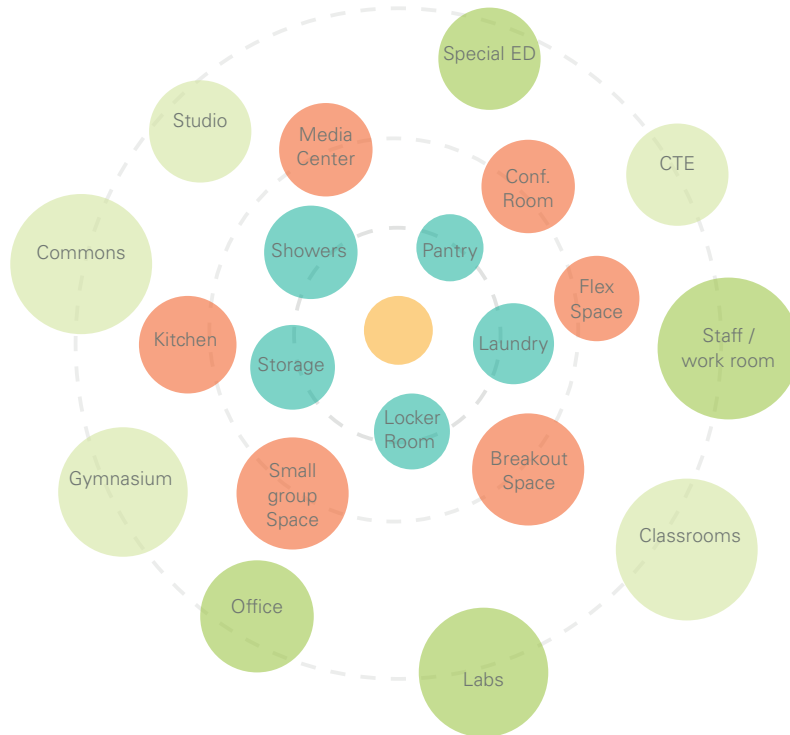
VIEW FROM SOUTHWEST

SUSTAINABILITY

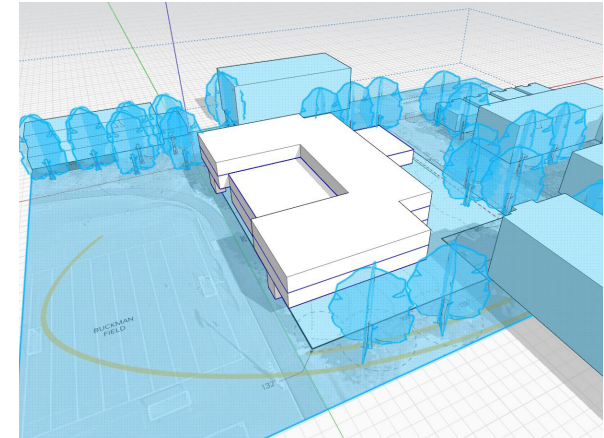
Even at the early programming and master planning stage, the drive towards a sustainable, energy efficient, and carbon conscious design is at the forefront of the MPG project. With sustainability as a central theme within the guiding principles, the DAG and other stakeholders will play a key role in developing the sustainable strategies.

Some early brainstorming within the project team has identified these key opportunities:

- + Preservation of large trees and other natural resources
- + Good solar access for PV and solar energy capture
- + Good daylighting to support the learning spaces and work spaces
- + Basophilic design
- + Access to views
- + Indoor/outdoor connections
- + Environmentally conscious materials, including possible use of mass timber construction
- + Excellent indoor air quality, acoustics, lighting, and safe materials
- + Innovative design and construction methodologies



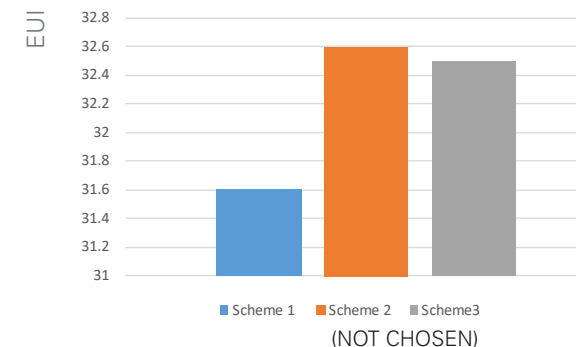
DAYLIGHT ACCESS PRIORITIES



SCHEME 1

- ✓ Ample roof space for PV
- North and west facing exterior glazing
- East facade would need additional shading
- South facade will need exterior shading
- ✓ Building footprint

Energy Use



PROGRAM SUMMARY

PROGRAM COMPONENT	5/30/19 DRAFT	CURRENT
DART/CLINTON SCHOOL ALLIANCE		6,350 SF
RECONNECTION SERVICES & CENTER		30,670 SF
TEEN PARENT DAYCARE		2,390 SF
TEEN PARENT OFFICE		2,130 SF
		750 SF
SHARED SPACES		25,290 SF
<i>SHARED ADMIN</i>		<i>2,000 SF</i>
<i>GYM/MULTI-PURPOSE*</i>		<i>8,000 SF</i>
<i>COMMONS</i>		<i>3,000 SF</i>
<i>LIBRARY</i>		<i>1,000 SF</i>
<i>FOOD/CLOTHES CLOSET</i>		<i>300 SF</i>
<i>OTHER (LOCKER ROOMS, CUSTODIAL, ETC.)</i>		<i>10,990 SF</i>
SUBTOTAL (NET)		67,580 SF
GROSSING FACTOR (CIRCULATION, WALLS)		19,755 SF
TOTAL	85,031 SF	87,335 SF
		+ 2,304 SF
BENSON CAMPUS PARKING (SHARED)	115 STALLS	112 STALLS

*Current seating capacity of 400. For an additional 100 capacity, an additional 1,000 SF would be required.

COST SUMMARY / ORIGINAL BUDGET AND CURRENT ESTIMATE

	APPROVED BUDGET Co-Location of Meek into MPG Building May 2019	CURRENT ESTIMATE MPG Masterplan "Tree House"	ALTERNATE Provide an additional 100 seats in the gym
HARD CONSTRUCTION COST	\$36,267,700	\$40,961,145	\$330,461
1.5% GREEN ENERGYTECH	\$552,300	\$614,417	\$5,032
OFF-SITE PUBLIC IMPROVEMENTS	Not Included	Not included	\$0
TOTAL HARD COSTS	\$36,820,000	\$41,575,562	\$335,493
SOFT COSTS	\$6,049,300	\$6,049,300	\$0
FIXTURES, FURNISHINGS, EQUIPMENT	\$2,467,000	\$2,467,000	\$10,000
TEMP SWING SPACE	\$0	\$0	\$0
CONTINGENCY	\$6,976,800	\$6,976,800	\$50,323
ESCALATION	\$9,415,800	\$4,989,067	\$71,246
TOTAL	\$61,728,900	\$62,057,729	\$467,062
TARGETED VALUE ENGINEERING (NO DEVIATIONS FROM MPG PROGRAM OR PPS STANDARDS)		-\$330,000	
UPDATED TOTAL		\$61,727,729	

APPENDIX / Detailed Program Summary
Conceptual Cost Estimate
Design Advisory Group #1 Notes
Design Advisory Group #2 Notes
Design Advisory Group #3 Notes
Design Advisory Group #4 Notes
Design Advisory Group #5 Notes

2/28/2020		Room List					
School	Program Components	Quantity	Area (SF)	Total (SF)	Teaching Stations	# of students per space	Notes & New Benson HS Comparison, etc
Shared Spaces							
General Administration				2,000			
All	Entry Vestibule/Lobby	1	400	400			Confirm what admin would occupy this and size
All	Secretary	1	100	100			Open to main office space
All	Itinerant Office	1	300	300			Space for 3 staff
All	MPG Leadership Offices	2	100	200			
All	Campus Monitor	1	100	100			
All	Staff Workroom / Mailroom	1	200	200			
All	Conference Room for 12+ people (10' x 20')	2	250	500			Shared between Reconnection, Alliance and Teen Parent. Two rooms can be opened into one large room.
All	Conference Room for 12+ people (10' x 20')	1	200	200			
Library / Media Center				1,000			
Student Services				5,700			
All	Commons	1	3,000	3,000		200	Eating space. DART - All staff 50 ppl, Meek Prom 50 ppl, ABC Orientation 30 ppl, may require stage or presentation ability with AV and lighting
All	Table Storage	1	200	200			
All	Kitchen, Servery, Support	1	2,500	2,500			
Physical Education/Athletics				11,050			
All	Gymnasium	1	8,000	8,000	1	400	Includes bleacher seating for 400 and storage. Request for 500 seating on 2/4 by Korinna would add 1,000 SF
All	Weight Room	1	500	500			
All	Boy's Locker Room/Shower	1	600	600			
All	Girl's Locker Room/Shower	1	600	600			
All	Multi-Purpose Toilet/Shower	1	150	150			All -User
All	Laundry Room	1	200	200			Acces too individuls shower or adjacent
All	Field Storage	1	250	250			
All	PE Storage	1	250	250			
All	Student Lockers	500	1	500			General lockers for student use. Could be dispersed thru-out school
All	Food Pantry & Clothes Closet			300			In Shared Admin area, near elevator
All	Building Support			5,240			
All	All User Restrooms	20	60	1,200			Similar to Grant, per request of DAG
All	Family Restroom	3	80	240			One per floor, include baby changing station
All	Custodial Rooms	3	100	300			
All	Custodial Office	1	200	200			
All	Mechanical, Electrical, MDF and IDF's	1	1,200	1,200			Lump sum, configuration to develop in schematic design
All	Fire Pump Room	1	200	200			
All	Building Storage	3	500	1,500			
All	Receiving	1	400	400			
Net Total of Shared Spaces				25,290	1	N/A	
Alliance							
Administration				3,490			
Alliance	Reception / Waiting	1	200	200			
Alliance	MPG Admin	1	80	80			
Alliance	Secretary	2	100	200			
Alliance	Principial Office	1	200	200			
Alliance	Vice Principial Office	1	200	200			
Alliance	Dean's Office	1	120	120			
Alliance	Bookkeeper	1	120	120			
Alliance	Counselor Office	2	100	200			

2/28/2020		Room List					
School	Program Components	Quantity	Area (SF)	Total (SF)	Teaching Stations	# of students per space	Notes & New Benson HS Comparison, etc
Alliance	Decompression Space	1	100	100			Adjacent to Clinton Office or within
Alliance	College/Career (PSE Center)	1	400	400			
Alliance	Career Counselor Office	1	100	100			
Alliance	ESL Itinerant	1	100	100			Space for 1 staff
Alliance	Virtual Scholar	1	100	100			
Alliance	Special Ed Teacher	1	100	100			See Reconnection for 1 Special Ed
Alliance	Psychologist Office	1	100	100			
Alliance	Staff Workroom / Mailroom	1	300	300			
Alliance	Staff Lounge	1	200	200			
Alliance	Staff Restrooms	2	60	120			
Alliance	Conference Room for 12+ people (10' x 20')	1	200	200			
Alliance	Conference Room for 10 people (12' x 16').	0	0	0			See Shared Admin
Alliance	Health office (1 day/wk @ Meek now)	1	100	100			Available to all students
Alliance	Health Room	1	150	150			Available to all students
Alliance	Health Restroom	1	100	100			Available to all students
General Academics				18,600			
Alliance	Learning Studios	10	750	7,500	10	15	See Reconnection Center below for 1 Classroom additional
Alliance	Small Learning Studios	6	500	3,000	6	10	Assumed smaller size for less than half of classrooms
Alliance	Breakout Spaces	13	150	1,950			Adjacent to Learning Studios
Alliance	Discovery Room	1	750	750	1	15	
Alliance	Science Lab - Biology, Physics, Chemistry	1	900	900	1	15	
Alliance	Science Lab - Physics, FPC, Biology, PBC	1	900	900	1	15	
Alliance	Lab Prep with chemical storage	1	200	200			Adjacent to Science Labs. Direct access to lab preferred
Alliance	Natural Resources Lab	1	900	900	1	15	Provide outdoor area adjacent
Alliance	Flex Space	5	500	2,500			
CTE Shops/Special Studies				8,580			
Alliance	Auto Shop	1	3,000	3,000	1	15	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
Alliance	Manufacturing Shop	1	3,000	3,000	1	15	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	900	900	1	15	Prefer North light
Alliance	Digital Computer Lab	1	900	900	1	15	With recording booth
Alliance	Culinary Arts	1	780	780	1	15	Ability to open to Science room. Prefer to be adjacent to Commons
Net Total of Alliance Spaces				30,670	25	360	
DART/Clinton School							
DART				1,010			
DART	DART Office	1	300	300			Reception / Waiting, 2 Secretaries, File storage
DART	Administrator Office	1	100	100			Can be open office combined with DART Office above
DART	Itinerants Office	1	400	400			Desks for: SLP & OT, Instructional Specialist, SPED TOSA, Psychologist, Counselor, Flex Adjacent to Conference room
DART	Conference Room for 4-6 people (12' x 12')	1	150	150			

2/28/2020		Room List					
School	Program Components	Quantity	Area (SF)	Total (SF)	Teaching Stations	# of students per space	Notes & New Benson HS Comparison, etc
DART	Staff Restroom	1	60	60			
Clinton School				5,340			
Clinton	Clinton Office (SMS)	1	200	200			1-2 adults supporting students. Should have visibility to Flex Space.
Clinton	Decompression Space	1	100	100			Adjacent to Clinton Office or within
Clinton	Staff Workroom & Lounge	1	200	200			
Clinton	Staff Restroom	1	60	60			
Clinton	Conference Room for 4-6 people (12' x 12')	1	150	150			
Clinton	Learning Studios	3	750	2,250	3	15	
Clinton	Breakout Rooms	3	100	300			Adjacent to Learning Studios
Clinton	Science Lab	1	900	900	1	15	With storage & prep
Clinton	Flex Space	1	500	500			
Clinton	Art Studio / Library	1	500	500			With storage & prep
Clinton	All User Restrooms	3	60	180			Similar to Grant locker room public restrooms with open sink area
Net Total of DART/Clinton School Spaces				6,350	4	60	
Reconnection Services & Center							
Reconnection Services				1,120			
Reconnection	Reception / Waiting	1	200	200			
Reconnection	Admin Offices	2	100	200			
Reconnection	Itinerant Office	3	240	720			Space for 9 staff
Reconnection	Conference Room for 10 people (12' x 16')	0	0	0			See Shared Admin
Reconnection Center - Shared with Alliance				1,270			
Reconnection / Alliance	Social Work Office	1	120	120			Share with Alliance
Reconnection / Alliance	Counselor office	1	120	120			Share with Alliance
Reconnection / Alliance	Special Ed Teacher	1	120	120			Moved 1 Spec Ed from Alliance to Reconnection Ctr
Reconnection / Alliance	Classroom	1	750	750	1	15	With 2 "nook" areas in CR
Reconnection Ctr	Small group rooms	2	80	160			Adjacent to Classroom
Net Total of Reconnection Spaces				2,390	1	15	
Teen Parent							
Teen Parent Childcare				2,130			
Teen Parent	Infant Room	1	400	400			
Teen Parent	Breastfeeding Room	1	50	50			
Teen Parent	Toddler Room	1	400	400			
Teen Parent	Crawler Room	1	400	400			
Teen Parent	Restroom	1	60	60			With changing table
Teen Parent	Children's Restroom	1	60	60			
Teen Parent	Changing Area	1	60	60			
Teen Parent	Nap Area	1	200	200			
Teen Parent	Office	1	200	200			
Teen Parent	Storage/Kitchen	1	300	300			
Teen Parent	Outdoor Play Area			2,000			Not in program summary
Teen Parent Services				870			
Teen Parent	Director office	1	120	120			
Teen Parent	Reception/admin	1	120	120			
Teen Parent	Counselor office	1	120	120			Could be shared with other programs, there one day a week
Teen Parent	Community Agent	1	120	120			
Teen Parent	Conference Room for 10 people (12' x 16')	0	0	0			See shared Admin
Teen Parent	Storage	1	90	90			
Teen Parent	Itinerant Office	1	300	300			Space for 3 staff
Net Total of Teen Parent Spaces				3,000	0	0	
Total Net Area				67,700			
Gross Factor (Circulation, Walls)		22.5%		19,635			
Grand Total				87,335	31	435	
		# stalls		Total Area			
Parking (Basement)		83		41,100			
Parking (Surface)		19					



March 3, 2020 (Rev1)

Joseph Echeverri
Bassetti Architects
721 NW 9th Ave, Suite 350
Portland, OR 97209

Project: MPG at Benson Polytech HS (Master Plan)
RE: Project Scope Narrative

- 1) General
 - a) Project bid date: March 2021
 - b) Contract type: CMGC
 - c) Include 1.5% for Oregon Green Energy requirement.

- 2) Site and Civil
 - a) All new utilities to site
 - i) Sanitary
 - (1) Distance: 150'
 - ii) Domestic Water
 - (1) Distance: 150'
 - (2) Pipe size: 2"
 - iii) Storm
 - (1) Connect to existing main: 150'
 - (2) Drainage for parking area: 1,200 lf
 - iv) Fire water
 - (1) Distance: 150'
 - (2) Pipe size: 6"
 - (3) Vault and FDC
 - v) Electrical
 - (1) Service lateral: 150 lf
 - (2) Site lighting: 15 ea
 - vi) Concrete sidewalks
 - (1) Area: 3,000 sf
 - (2) Rock base: 10"
 - vii) Landscaping
 - (1) Area: 20,000 sf
 - (2) Topsoil depth: 12"
 - viii) Fencing, chain link: 720 lf
 - ix) Gates: 3 each, 20' long, rolling chain link, manual

 - 3) Baseline Building (All Floors, except as noted)
 - a) Stairs: steel frame with concrete filled pans
 - b) Exterior Walls: Non-bearing, balloon framed metal studs

- c) Cladding: 24 ga standing seam metal panels, similar to AEP span (mid-high range \$)
 - d) Glazing area: 35%
 - e) Glazing: aluminum storefront, dual pane
 - f) Elevator 1: 2-stop, std finishes, hydraulic
 - g) Elevator 2: 4-stop, std finishes, machine roomless traction
 - h) Fully sprinklered
 - i) HVAC: VRF system with VRF controls
 - j) Ceilings at classrooms and offices: suspended ACT, PPS standard
 - k) Ceilings in common areas: Applied acoustic panels to bottom of CLT deck
 - l) Ceilings at restrooms: gypsum board
 - m) Sunshades: include for 35% window ratio
 - n) Interior guardrails (At stairs and openings shown in model)
 - o) Assume 400 lockers – 200 double high units
 - p) Electrical: power and LED lighting
 - q) Low voltage:
 - i) Fire alarm, telecom, clock & bell, access control, surveillance
- 4) Basement Parking
- a) Area: 41,100 SF
 - i) Includes ramp from ground floor to basement
 - b) Floor-Floor ht: 11'
 - c) Room: Lobby for elevator and stair access
 - d) Excavation and 12" of base rock
 - e) Pad footings for CIP columns
 - f) Perimeter strip footings for CIP retaining/foundation walls
 - g) Shoring and lagging for entire perimeter. Left in place after foundation pour.
 - h) CIP perimeter retaining/foundation walls are poured against the shoring & lagging
 - i) Vertical structure: CIP concrete walls around the elevator and stairs and at retaining walls
 - j) Columns: CIP concrete
 - k) Slab on grade: 6" thick
 - l) Stairways: 2 each
 - m) Ceilings:
 - i) Parking: none. Underside of PT slab is not painted
 - ii) Elevator lobby: ACT
 - n) Plumbing: sump pump at elevator pit
 - o) HVAC: mechanical ventilation
 - p) Electrical: lighting only
 - q) Low voltage electrical
 - i) Access control to each stairway
 - ii) Fire alarm
 - iii) Security
 - r) Fencing: none
 - s) Swing arm gates at driveway entry
 - t) Coiling grilles for security at the entry/exit ramps

Ground floor

- u) Floor area: 30,675 sf
 - i) Gymnasium: 8,100 sf
 - ii) Elsewhere: 22,575 sf
- v) Floor-floor ht:
 - i) Gym: 24'
 - ii) Elsewhere: 15'
- w) Horizontal floor structure (parking ceiling): CIP PT slab.
- x) Vertical structure (exterior walls):
 - i) Gym: CIP concrete (212 lf x 24' ht = 5,088 sf). Interior face of these walls will receive steel stud furring, batt insulation, and gypbd.
 - ii) Elsewhere: Glulam support columns with metal stud framing between
- y) Vertical structure (interior spaces):
 - i) Glulam support columns
- z) Interior walls:
 - i) Gym: steel stud framing, 24' ht
 - ii) Elsewhere: steel stud framing, 15' ht
- aa) Room count
 - i) Gym: 1 ea
 - ii) Elsewhere: 40 ea
- bb) Plumbing: 14 WC, 16 LAV, 1 DF, 2 water heaters, 4 showers, 4 urinals
- cc) Overhead garage doors – (3) 10' wide, 12' tall, (1) 8' wide, 12' tall

5) Second Floor

- a) Floor area: 28,330 sf
- b) Roof area: 5,300 sf total
 - i) Non occupied: 3,725 sf
 - ii) Occupied: 1,575 sf)
- c) Floor-floor ht: 15'
- d) Horizontal floor structure: Glulam girders and beams, 5-ply CLT deck, with lightweight concrete topping floors/roofs
- e) Vertical structure: CIP concrete walls at gym perimeter, Glulam column structure everywhere else
- f) Plumbing: 12 WC, 13 LAV fixtures this floor
- g) One sliding panel operable partition, 15' long, 9' tall

6) Third Floor

- a) Area: 28,330 sf
 - i) Classrooms & offices: 20,030
 - ii) Roof area: 8,300 sf
 - (1) Unoccupied: 5,150 sf
 - (2) Occupied: 3,150 sf
- b) Floor-roof ht: 15'
- c) Horizontal floor structure: Glulam girders and beams, 5-ply CLT deck, with lightweight concrete topping floors/roofs
- d) Vertical Structure: Glulam columns
- e) Plumbing: 8 WC, 16 LAV fixtures this floor
- f) Two linear skylights, Kalwall type, 5' x 35' each
- g) Three sliding panel operable partitions, 26' long, 9' tall

- 7) Roof
 - a) Roof Area: 28,500 sf
 - b) Horizontal roof structure: Glulam girders and beams, 5-ply CLT deck.
 - c) Perimeter metal framed parapet wall (1,140 lf)
 - d) Roofing: Siplast Modified Bitumen
 - e) Insulation: R-30 rigid, tapered
 - f) Two linear skylights, Kalwall type, 5' x 35' each
 - g) Internal roof drains (assume 1 per 2,000 sf)
 - h) Ladder to roof with hatch

- 8) Exclusions
 - a) Essential facility designation
 - b) Special foundation support such as piling or engineered fill
 - c) Hazardous materials abatement
 - d) Asphalt paving
 - e) Demolition of existing structures
 - f) Playground and playground equipment
 - g) Structural steel for load bearing or seismic
 - h) Fireproofing
 - i) Penthouse
 - j) Fire rated wall assemblies
 - k) AV & sound system
 - l) Security glazing or bullet proof materials
 - m) Modular or moveable storage systems
 - n) Office furniture or cubicles
 - o) Appliances

Respectfully submitted,
Construction Focus, Inc.

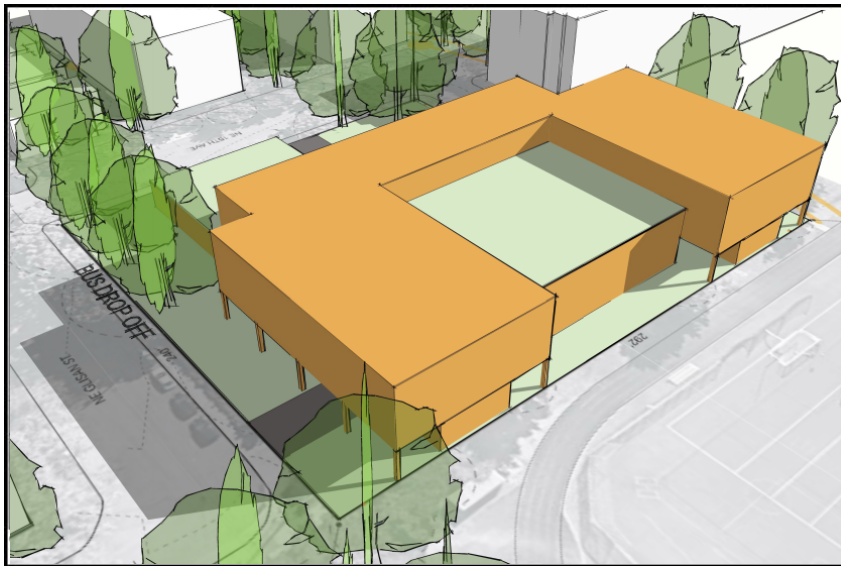
By



Steve Gunn, President

March 3, 2020
Revision #3

**BENSON POLYTECH HIGH SCHOOL
MPG BUILDING**



STATEMENT OF PROBABLE COST

Prepared for:
Bassetti Architects
Portland, OR

Prepared by:
Steve Gunn

President
Construction Focus, Inc.

MPG BUILDING

Statement of Probable Cost

LOC	ITEM	DESCRIPTION	QNTY	UNIT	\$/UNIT	TOTAL \$
		Building Gross Area	128,435	SF		
		3rd Floor Gross Area	28,330	SF		
		2nd Floor Gross Area	28,330	SF		
		Ground Floor Gross Area	30,675	SF		
		Basement Gross Area	41,100	SF		
BASEMENT FOUNDATION						
Erosion Control at Building						82,000
	Mobilization		1	LS	30,000.00	30,000
	Surveying		1	LS	25,000.00	25,000
	Dewatering		1	LS	20,000.00	20,000
	Erosion control		1	LS	7,000.00	7,000
Earthwork at Foundation						1,101,156
	Bulk excavation		19,789	CY	40.00	791,556
	Footing excavation		4,320	CY	45.00	194,400
	Footing backfill		2,400	TON	48.00	115,200
Concrete Foundation						2,114,060
	Shoring and lagging		8,800	SF	74.00	651,200
	CIP spread footings		83	EA	4,700.00	390,100
	CIP strip footings		1,024	LF	260.00	266,240
Bsmt	CIP retaining/foundation walls		8,800	SF	65.00	572,000
Ramp	CIP retaining/foundation walls		1,320	SF	65.00	85,800
Elev/stair	CIP shear walls		2,288	SF	65.00	148,720
Elevator Pits						13,255
Elevator	CIP walls	8"w x 5'h	191	SF	52.02	9,936
	Mat slab	18"t_reinf	147	SF	22.58	3,319
Perimeter Drainage & Dewatering						16,816
	Foundation drain piping	pvc: 4" + gravel	800	LF	21.02	16,816
Foundation Insulation & Waterproofing						1,622,948
Elevator	Waterproofing & mat	Tremco	191	SF	32.40	6,188
Bsmt	Waterproofing & mat: foundation walls:	Tremco	8,800	SF	32.40	285,120
Bsmt	Waterproofing & mat: under sla	Tremco	41,100	SF	32.40	1,331,640
BASEMENT FOUNDATION HARDCOST						4,950,235
SLAB ON GRADE						
Concrete Slabs						533,828
Bsmt	Slab on grade	f/s/pl/fin 5"t_reinf	41,100	SF	9.87	405,657
	Stair pan treads/landing	place/finish_2"	360	SF	11.84	4,262
Bsmt	Aggregate base	crushed rock_12"	2,816	TON	44.00	123,909
SLAB ON GRADE HARDCOST						533,828

MPG BUILDING

Statement of Probable Cost

LOC	ITEM	DESCRIPTION	QNTY	UNIT	\$/UNIT	TOTAL \$
FLOOR CONSTRUCTION						
Floor Construction: Wood						2,203,532
Flr 2 & 3	Columns	GLB	2,833	LF	15.38	43,572
Flr 2 & 3	Beams	GLB	4,047	LF	12.90	52,208
Flr 2 & 3	Floor decking	CLT	56,660	SF	32.00	1,813,120
Flr 2 & 3	Subfloor sheathing	plywood_7/8	56,660	SF	4.20	237,972
Flr 2 & 3	Hardware	allowance	56,660	SF	1.00	56,660
Floor Construction: Concrete						1,416,896
Flr 2 & 3	Underlayment	lightweight conc	56,660	SF	5.60	317,296
Grnd Flr	PT slab	f/s/pl/fin 11"t_reinf	30,675	SF	28.00	858,900
Bsmt	CIP columns		83	EA	2,900.00	240,700
FLOOR CONSTRUCTION HARDCOST						3,620,428
ROOF CONSTRUCTION						
Roof Construction: Wood						1,170,998
Roof	Columns	GLB	1,425	LF	34.00	48,450
Roof	Beams	GLB	2,036	LF	42.00	85,500
	Decking	CLT: 5-ply	28,330	SF	32.00	906,560
	Roof sheathing	5/8" structural	28,330	SF	3.60	101,988
Roof	Hardware	allowance	28,500	SF	1.00	28,500
Roof Construction: Steel						914
	Elev hoistway	W-8x24	240	LB	3.81	914
ROOF CONSTRUCTION HARDCOST						1,171,912
EXTERIOR WALLS						
Exterior Skin System & Sealants						375,062
Flr 2 & 3	Metal wall panel-vert	AEP Span_22 ga/rn-scrn/trims	13,213	SF	18.06	238,630
Grd Flr	Metal wall panel-vert	AEP Span_22 ga/rn-scrn/trims	7,215	SF	18.06	130,303
	Sealants & adhesives	allowance	20,428	SF	0.30	6,128
Steel: Misc						21,733
Storefront	Box beam	HSS 8x4x3/8	3,995	LB	5.44	21,733
Wall Framing: Cold Formed Steel						1,300,261
Roof	Parapet wall	lt-ga steel studs/shtg	3,420	SF	11.01	37,654
Grd Flr	Exterior framed walls	lt-ga steel/shtg/insul/gypbd/pnt	11,100	SF	32.40	359,640
Flr 2	Exterior framed walls	lt-ga steel/shtg/insul/gypbd/pnt	10,164	SF	32.40	329,314
Flr 3	Exterior framed walls	lt-ga steel/shtg/insul/gypbd/pnt	10,164	SF	32.40	329,314
Grd Flr	Wall furring (gym ext walls)	lt-ga steel/insul/gypbd/pnt	5,088	SF	25.20	128,218
Grd Flr	Wall framing (gym int walls)	lt-ga steel/insul/gypbd (2)/pnt	3,456	SF	33.60	116,122
Exterior Walls: Concrete						330,720
Grd Flr	CIP exterior walls at gym		5,088	SF	65.00	330,720

MPG BUILDING

Statement of Probable Cost

LOC	ITEM	DESCRIPTION	QNTY	UNIT	\$/UNIT	TOTAL \$
Rough Carpentry: Framing						74,235
	Rough carpentry	blocking & backing	87,335	SF	0.50	43,668
	Holdown	Simpson & connectors	87,335	SF	0.35	30,567
Vapor Barriers & Insulation						333,147
	Rigid insulation	thermal rigid_1.5"	34,848	SF	2.56	89,211
	WRB		34,848	SF	7.00	243,936
Signage						8,000
Exterior	Signage	allowance	1	LS	8,000.00	8,000
Painting & Sealing						16,488
Exterior	Paint: soffit	sealer on wood	1,185	SF	2.75	3,259
Grd Flr	Paint (gym ext walls)	prime + 2 top cts	5,088	SF	2.60	13,229
EXTERIOR WALLS HARDCOST						2,459,644
EXTERIOR WINDOWS						
Storefronts						1,058,791
Grd Flr	Storefront	Kawneer VG 451 T	4,394	SF	92.00	404,230
Flr 2 & 3	Storefront	Kawneer VG 451 T	7,115	SF	92.00	654,562
Wall Opening Elements						74,576
	Fenestration wrap	self-adhering rubber	8,286	LF	9.00	74,576
EXTERIOR WINDOWS HARDCOST						1,133,367
EXTERIOR DOORS						
Doors						84,920
Grd Flr	Storefront door	alum_full glz_3x7 (2)	2	PR	9,000.00	18,000
Flr 2 & 3	Storefront door to roof	alum_full glz_3x7 (2)	2	PR	9,000.00	18,000
Grd Flr	Swing door	HM_frm-HM_3x7	4	EA	2,800.00	11,200
Grd Flr	Rapid entry system	push button door controller	2	EA	3,800.00	7,600
Grd Flr	Overhead door	OHD 10'-0" x 12'-0"	3	EA	7,800.00	23,400
Grd Flr	Overhead door	OHD 8'-0" x 12'-0"	1	EA	6,720.00	6,720
Painting & Grouting						440
	Paint: door & frame	primer/2 tp cts on metal	4	LEAF	110.00	440
EXTERIOR DOORS HARDCOST						85,360
ROOF COVERINGS						
Roofing						1,453,850
Roof	Roofing	BUR_Siplast/R-30 insul	28,500	SF	27.50	783,750
Flr 2 & 3	Roofing	BUR_Siplast/R-30 insul	13,600	SF	27.50	374,000
Flr 2 & 3	Roof pavers		13,600	SF	18.00	244,800
Bk of parapet	Roofing	BUR_Siplast	3,420	SF	15.00	51,300

MPG BUILDING

Statement of Probable Cost

LOC	ITEM	DESCRIPTION	QNTY	UNIT	\$/UNIT	TOTAL \$
Eaves & Soffits						30,000
Exterior	Soffit	mtl pnl	1,000	SF	30.00	30,000
Flashings, Gutters & Downspouts						161,783
	Parapet cap	stl-Kynar_24 ga	1,140	LF	27.00	30,780
	Flashing	allowance	87,335	SF	1.50	131,003
Specialties						74,660
Flr 2 & 3	Guardrail at roof		136	LF	110.00	14,960
Roof	Fall protection		28,500	SF	2.00	57,000
Roof	Roof rack for heat pump	tube steel frame_3'x7'	1	EA	2,700.00	2,700
ROOF COVERINGS HARDCOST						1,720,293
ROOF OPENINGS						
Openings						100,611
Flr 3	Skylights	Kalwall	350	SF	112.50	39,375
Roof	Skylights	Kalwall	350	SF	112.50	39,375
Skylight	Fall protection		700	SF	25.00	17,500
	Roof hatch w/ladder	Bilco F-50-TB_4'x4'	1	EA	4,360.69	4,361
ROOF OPENINGS HARDCOST						100,611
INTERIOR PARTITIONS						
Framed Walls						674,154
Bsmt	Wall framing	lt-ga framing	660	SF	7.50	4,950
Flr 1-3	Wall framing	lt-ga framing	89,227	SF	7.50	669,204
Insulation, Wall Board, & Paint						945,808
Flr 1-3	Batt insulation	acoustic	71,382	SF	1.00	71,382
Flr 1-3	Gypsum bd: wall	5/8" _type: X LVL 4	178,454	SF	3.90	695,972
	Paint: wall	prime/2 top ct on gyp bd	178,454	SF	1.00	178,454
INTERIOR PARTITIONS HARDCOST						1,619,961
INTERIOR WINDOWS						
Interior Windows & Storefronts						217,761
Bsmt	Storefront	alum frame/glazing	100	SF	89.25	8,925
Flr 1-3	Relite	HM frame/glazing	3,600	SF	58.01	208,836
Painting, Coatings & Sealants						14,125
	Paint: window frm_2-side	prime/2 top ct on window frame	113	EA	125.00	14,125
INTERIOR WINDOWS HARDCOST						231,886

MPG BUILDING

Statement of Probable Cost

LOC	ITEM	DESCRIPTION	QNTY	UNIT	\$/UNIT	TOTAL \$
INTERIOR DOORS						
Doors, Frames & Hardware						210,100
Fir 1-3	Swing door	SC_frm-HM_view glz_3x7	79	EA	2,500.00	197,500
Bsmt	Storefront doors	alum frame/glazing/hdwr	2	PR	6,300.00	12,600
Door Painting & Staining						7,900
	Paint: door & frame	2 top ct on MDF/wd frm	79	LEAF	100.00	7,900
INTERIOR DOORS HARDCOST						218,000
FITTINGS AND SPECIALTIES						
Marker & Tack Boards						27,739
	Whiteboards	Claridge series 1_8'-0 x 4'-0	16	EA	933.57	14,937
	Tack Boards	Cork w/ Wood Trim_2'6"x9'h	16	EA	800.14	12,802
Miscellaneous						600
Elevator	Pit Ladder	metal	1	EA	600.00	600
Interior Signage						9,750
Interior	Signage	allowance	78	RM	125.00	9,750
Toilet & Bath Accessories						21,250
RR	Toilet accessories	various types	170	EA	125.00	21,250
Fire Protection Specialites						5,401
	FEC	fire extinguisher & cabinet	15	EA	360.04	5,401
Fabricated Toilet Partitions						35,173
	Toilet partition: ADA	plastic	6	EA	1,037.13	6,223
	Toilet partition: standard	plastic	28	EA	977.13	27,360
	Toilet partition: screen	plastic	6	EA	265.14	1,591
FITTINGS AND SPECIALTIES HARDCOST						99,913
STAIR CONSTRUCTION						
Stairs: Steel						150,000
Fir 1-3	Stairs: steel	mtl pan_8'w_24 risers	4	SET	25,000.00	100,000
Bsmt	Stairs: steel	mtl pan_8'w_24 risers	2	SET	25,000.00	50,000
STAIR CONSTRUCTION HARDCOST						150,000
WALL FINISHES						
Wall Finishes & Finish Carpentry						115,370
RR	Finish carpentry	allowance	87,335	SF	1.00	87,335
	Ceramic tile	thin-set/backer bd_3"x3"	900	SF	27.31	24,579
	Wall covering	FRP	450	SF	7.68	3,456
WALL FINISHES HARDCOST						115,370

BENSON POLYTECH HIGH SCHOOL

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MPG BUILDING

Statement of Probable Cost

LOC	ITEM	DESCRIPTION	QNTY	UNIT	\$/UNIT	TOTAL \$
FLOOR COVERINGS						
Floor Coverings						485,787
	Floor coverings	allowance	87,335	SF	5.20	454,142
	Wall base: rubber	rubber_4"	15,181	LF	1.80	27,325
	Walk-off mat		360	SF	12.00	4,320
FLOOR COVERINGS HARDCOST						485,787
CEILING FINISHES						
Suspended Ceilings						787,516
Flr 1-3	Ceilings	ACT suspended & adhered	87,335	SF	9.00	786,015
Bsmt	Ceiling: suspended	2x4_ACT/grid	192	SF	7.82	1,501
Gypsum Board & Painting						4,500
RR	Ceiling: gyp bd	5/8" X_level 4	900	SF	4.10	3,690
	Paint: ceiling	primer/2 top cts on gyp bd	900	SF	0.90	810
CEILING FINISHES HARDCOST						792,016
ELEVATORS AND LIFTS						
Elevators						290,000
	Elevator #1	hydraulic_2-stop_std finishes	1	EA	115,000.00	115,000
	Elevator #2	MRL_4-stop_std finishes	1	EA	175,000.00	175,000
ELEVATORS AND LIFTS HARDCOST						290,000
PLUMBING FIXTURES						
Fixtures						463,000
Bsmt	Plumbing fixtures	fixture & piping	1	EA	6,500.00	6,500
Flr 1-3	Plumbing fixtures	fixture & piping	61	EA	6,500.00	396,500
Roof	Roof drains		15	EA	2,500.00	37,500
Roof	Overflow drains		15	EA	1,500.00	22,500
PLUMBING FIXTURES HARDCOST						463,000
HVAC DISTRIBUTION SYSTEMS						
HVAC Equipment						2,953,580
Bsmt	HVAC supply/exhaust		41,100	SF	12.00	493,200
	HVAC system	VRF w/VRF controls	87,335	SF	28.00	2,445,380
	Condensate piping		1	LS	15,000.00	15,000
HVAC DISTRIBUTION SYSTEMS HARDCOST						2,953,580

MPG BUILDING

Statement of Probable Cost

LOC	ITEM	DESCRIPTION	QNTY	UNIT	\$/UNIT	TOTAL \$
FIRE PROTECTION SPRINKLER SYSTEMS						
Fire Sprinkler System						513,740
All Flrs	Sprinkler system_wet		128,435	SF	4.00	513,740
FIRE PROTECTION SPRINKLER SYSTEMS HARDCOST						513,740
ELECTRICAL SERVICE GEAR & PANELS						
Electrical						963,263
All Flrs	Service gear		128,435	SF	7.00	899,045
All Flrs	Arc flash study		128,435	SF	0.50	64,218
Power and Lighting						3,427,551
Flr 1-3	Feeders		87,335	SF	7.50	655,013
Bsmt	Lighting & controls		41,100	SF	10.00	411,000
Flr 1-3	Lighting & controls		87,335	SF	11.50	1,004,353
Flr 1-3	Devices		87,335	SF	3.60	314,406
Flr 1-3	Connections		87,335	SF	3.00	262,005
Flr 1-3	Branch wiring		87,335	SF	5.40	471,609
Flr 1-3	Supervision & permits		87,335	SF	3.54	309,166
Low Voltage						765,838
Bsmt	AC/FA/security		41,100	SF	3.60	147,960
Grd Flr	Access control		6	DR	4,000.00	24,000
Flr 1-3	Bell & clock system	full system	87,335	SF	0.90	78,602
Flr 1-3	Fire alarm system	full system	87,335	SF	3.20	279,472
Flr 1-3	Intrusion, Surveillance System	full system	87,335	SF	1.10	96,069
Flr 1-3	Telecom system	full system	87,335	SF	1.60	139,736
ELECTRICAL SERVICE GEAR & PANELS HARDCOST						5,156,651
FIXED FURNISHINGS						
Custom casework & countertops						235,500
	Classroom casework	allowance	15	RM	12,000.00	180,000
	Science lab casework	allowance	1	RM	25,000.00	25,000
	Classroom countertops	allowance	15	RM	1,500.00	22,500
	Science lab countertops	allowance	1	RM	8,000.00	8,000
Specialties						205,960
Flr 2 & 3	Operable partitions		837	SF	80.00	66,960
	Lockers		400	OPG	275.00	110,000
Bsmt	Swing arm gates		2	EA	5,500.00	11,000
Bsmt	Coiling grille at ramp		2	EA	9,000.00	18,000
Window Treatment						64,033
	Louver blinds	metal_1/2"_manual	7,115	SF	9.00	64,033
FIXED FURNISHINGS HARDCOST						505,493

BENSON POLYTECH HIGH SCHOOL

8/9

MPG BUILDING

Statement of Probable Cost

LOC	ITEM	DESCRIPTION	QNTY	UNIT	\$/UNIT	TOTAL \$
SITE WORK						
General Conditions						31,000
	Mobilization		1	LS	12,000.00	12,000
	Surveying		1	LS	10,000.00	10,000
	Erosion control		1	LS	3,400.00	3,400
	Traffic control		1	LS	5,600.00	5,600
Demolition of Site Components						21,720
	Demo hardscape	x_apshalt/concrete	44,000	SF	0.38	16,720
	Demo storm system	x_drainage piping	200	LF	25.00	5,000
Paving						69,381
	Site excavation		1,510	CY	29.00	43,790
Sidewalk	Aggregate base	crushed rock_4"	69	TON	67.00	4,591
	Sidewalk	conc_4"	3,000	SF	7.00	21,000
Landscaping & Improvements						162,980
	Fencing	chain-link_6' ht	720	LF	34.00	24,480
	Gates	chain-link_20' rolling	3	EA	4,500.00	13,500
	Landscaping	plants/soil/irrigation	20,000	SF	6.25	125,000
SITE WORK HARDCOST						285,081
UTILITIES						
Sanitary Sewer Systems						17,700
	Sanitary system	piping_6"	150	LF	80.00	12,000
	Sanitary system	manhole	1	EA	3,500.00	3,500
	Sanitary system	cleanout	4	EA	550.00	2,200
Domestic Water						11,100
	Water system	pipe/trench/bkfill_2"	150	LF	70.00	10,500
	Assist EWEB tap/meter install		1	LS	600.00	600
Fire Water						41,250
	Fire system	pipe/trench/bkfill_6"	150	LF	105.00	15,750
	Fire system	Vault: DDCV: 6", DDCV: 3"	1	EA	24,000.00	24,000
	Fire system	FDC	1	EA	1,500.00	1,500
Storm Sewer Systems						95,450
Main Line	Storm system	piping_8"	150	LF	95.00	14,250
Parking	Storm system	piping_6"	1,200	LF	60.00	72,000
	Storm system	cleanout	4	EA	550.00	2,200
	Storm system	manhole	2	EA	3,500.00	7,000

MPG BUILDING

Statement of Probable Cost

LOC	ITEM	DESCRIPTION	QNTY	UNIT	\$/UNIT	TOTAL \$
	Site Lighting					84,653
	Light fixture SB		15	EA	4,384.13	65,762
	Light pole bases		15	EA	669.38	10,041
	Conduit_buried	U/G PVC_3"	150	LF	59.00	8,850
UTILITIES HARDCOST						250,153
HARDCOST TOTAL						29,906,310
Markups to the hardcost:						
	CMGC Contingency		5.00%			1,495,315
	Design & Estimating Contingency		15.00%			4,710,244
	General Conditions:		6.00%			2,166,712
	Bond & Insurances		2.40%			918,686
	Overhead & Profit:		4.50%			1,763,877
	1.5% Solar Requirement		1.50%			614,417
	Escalation:		12.00%			4,989,067
Markups Subtotal:						16,658,319
BASE BID TOTAL:						46,564,629

Refer to the "Scope of Work" for more detailed information.

NOTES

Wage rates: BOLI

The Design & Estimating Contingency is set at 15% which is the middle of the projected range (10% to 20%)

EXCLUSIONS

Oregon Corporate Activity Tax (per PPS)

Design fees, permit fees, system development fees, utility hookup charges, testing, BOLI fee.

Hazardous materials abatement, moving expenses, anti-graffiti coating, fireproofing.

Overexcavation, rock excavation, wet weather sitework.

ABBREVIATIONS

EA= Each

LF= Linear Feet

SY=Square Yard

PR=Pair

SF=Square Feet

LS=Lump Sum

OPNG=Opening

HT=Height

BCY=Bank Cubic Yard

TN=Ton

LB=Pounds

MPG BUILDING AT BENSON CAMPUS

DESIGN ADVISORY GROUP SESSION #1

SUMMARY AND NOTES



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MEETING DETAILS

Meeting Location

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

Attendees

PORTLAND PUBLIC SCHOOLS (PPS):

Brian Oylear, Project Director
Jamie Hurd, Project Manager

DESIGN ADVISORY GROUP MEMBERS:

Joel Shapiro
Ursula Loret de Mola
Matt Eide
Iris Torres
Lorna Fast Buffalo Horse
Allison Adams
Nathaniel Edmunds
Susan Kaller
Mark Van Hoomissen
Cheryl James
Korinna Wolfe

DESIGN TEAM

Joe Echeverri, Bassetti Architects
Aydin Ebran, Bassetti Architects
Betty Lou Poston, Bassetti Architects

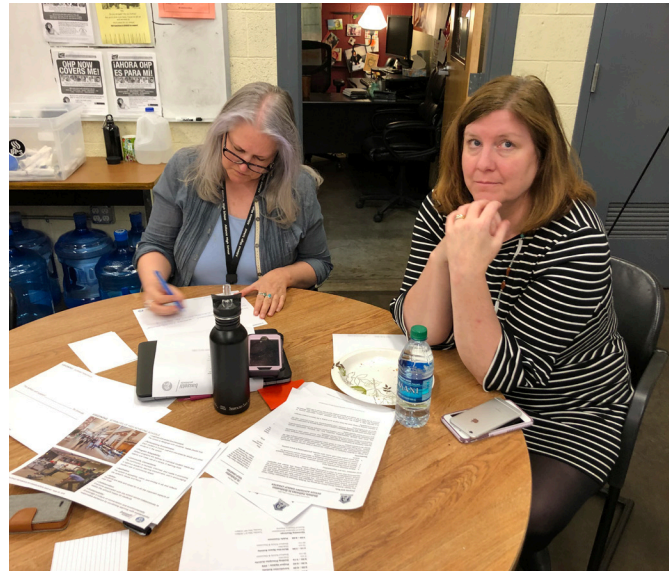
Agenda

6:00 - 6:05	Arrival & Welcome
6:05 - 6:30	Introduction Activity
6:30 - 6:40	Project Update - PPS
6:40 - 7:15	Guiding Principles Activity + Overview + Breakout and Discussion
7:15 - 7:55	Multi-Use Space Activity + Overview + Breakout and Discussion
7:55 - 8:00	Public Comment

INTRODUCTION ACTIVITY

DAG members paired up and shared their personal goals and aspirations for the project with each other, and then shared out to the entire group. Here are the outcomes:

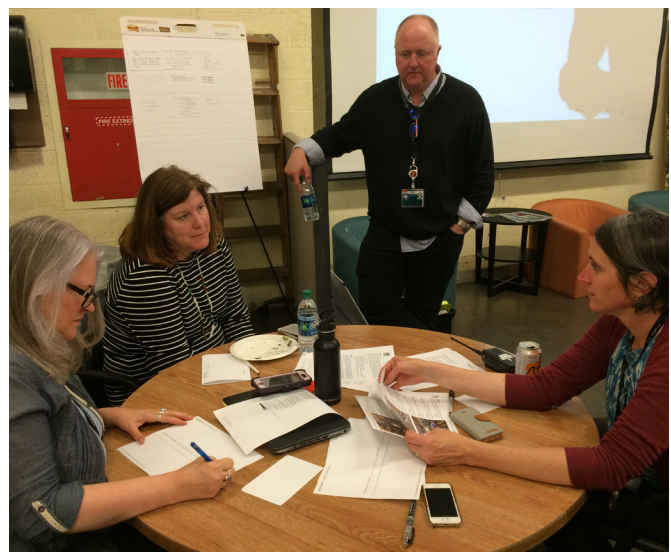
- + Trauma Informed Space
- + Have a space that is designed for school
- + Design a school that meets students needs and inspires students and staff to dream big about student's futures
- + Varied size classrooms/suites
- + Many confidential spaces
- + Showers, laundry and food pantry
- + Whole school gatherings
- + Movement
- + Welcoming for community and families
- + Student contribution
- + Flexible multi-used building
- + Garden roof top
- + Glass facing the field
- + Equity of Facilities (Gym, stage, child care, labs, CTE spaces, transportation, designed for young adults, designed with trauma-sensitive lens, Cafeteria, meeting spaces, office spaces for partner involvement and presence)
- + Student centered
- + Fits the population
- + Trauma informed
- + Space that clearly communicates to our families that we value you and your child and welcome you back into our school system.



PROJECT UPDATE

Brian Oylear of PPS, and Joe Echeverri of Bassetti went over project updates related to schedule, board activity, and conceptual master planning:

- + Board resolution approved in March 2019 paved path for project moving forward.
- + Evaluation of adding Alliance at Meek to MPG building in process, board action in late May to determine outcome.
- + Masterplan options presented to board are only for purposes of sizing building and budget - design of building and programming to require more deep



- involvement with DAG and stakeholders.
- + Option that includes Meek into building is approximately 75,000 SF with a lower parking level for shared parking with Benson Polytechnic HS.
- + Other options were requested for exploration - incorporating CTE into Benson campus, leaving Meek as-is, and renovation of Meek at current location.
- + Incorporation of CTE into Benson campus was not the preferred option by DAG members - they noted that there are challenges with scheduling, sharing space, and adjusting hte the different needs of the students in the MPG populations.
- + Noted that some equipment at Meek could be reused in new school.

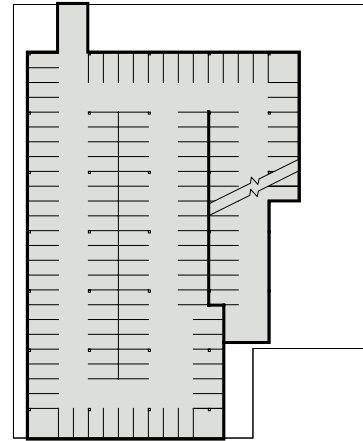
GUIDING PRINCIPLES

An overview of the process to develop Guiding Principles for the project was introduced by Joe Echeverri of Bassetti Architects. Examples of the themes that can organize these Guiding Principles was shared, and an activity was introduced to help the process of developing principles for this project.

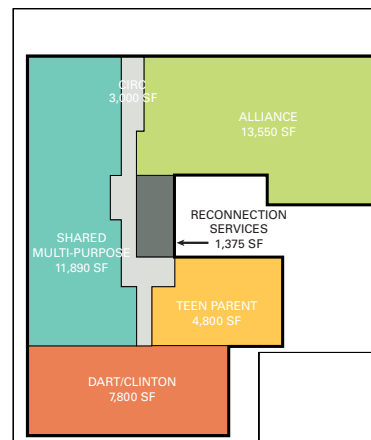
DAG members broke into groups and filled out the following sentence:

The school will support _____ by providing _____.

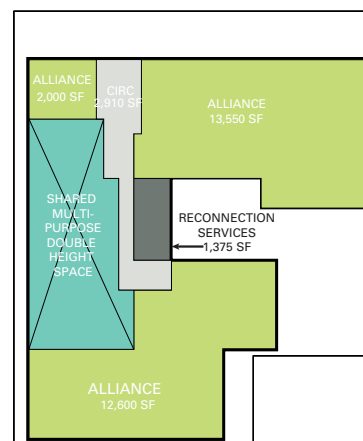
The results from the exercise are on the following page.



GROUND FLOOR



FIRST FLOOR



SECOND FLOOR

GUIDING PRINCIPLES RESULTS

*“The school will support **wellness** by providing **space for movement, showers, laundry, mental health support, childcare, culinary experiences, roof top garden - all rat and mouse free - at both Alliance campuses, and provide breakfast, lunch and dinner for our hungry learners.**”*

*“The school will support **future preparation** by providing **CTE, college and career counseling, community partnerships, guidance counseling, real science labs, flexibly-sized classroom spaces for individualized, small, and large group learning.**”*

*“The school will support **earth-sustaining innovation** by providing **maker space, interdisciplinary, proficiency-based, project-based, 21st century technology-infused learning, connected to the greater community.**”*

*“The school will support **increased visibility and decreased fragmentation** by providing **greater course offerings through serving 300 Alliance students in one fully functional building, honoring of the indigenous land on which it is built, honoring intergenerational relationships.**”*

*“The school will support **students’ social capital** by providing **one integrated fully-staffed modern Alliance HS with DART Clinton and the opportunity to create greater visibility for our students.**”*

*“The school will support **culturally-sustaining family involvement** by providing **adequate space for families, extended families and fosters culturally-sustaining events and services dedicated space for all of these.**”*

*“The school will support **a continuum of learning supports** by providing **ADA-accessible features (bathrooms, etc.) with regard to sexually/gender-diverse and learning/linguistic/behaviorally diverse learners.**”*

*“The school will support **re-engagement** by providing **flexible, personal, warm, modern, clean, accessible spaces for learning and wrap-around services.**”*

*“The school will support **intelligence of students** by providing **many instructional modalities.**”*

*“The school will support **purposeful learning** by providing **dedicated spaces for learning and creating projects and developing connections through collaboration and interdisciplinary work, cohort, individual, and varied learning groups.**”*

*“The school will support **nutritional needs** by providing **kitchen and food pantry.**”*

*“The school will support **a variety of learning styles** by providing **many flexible spaces able to accommodate community resources, physical activities, theatrical events, food insecurities, clothing needs, parking, childcare, lockers, cafeteria, redirection “green sheet” rooms, mental/social/emotional support.**”*

*“The school will support **diversity and inclusion** by providing **spaces that reflect our students’ racial, sexuality, ethnic, ability, cultural and gender culture.**”*

*“The school will support **student safety** by providing **accessible spaces for people with different physical, mental and academic abilities.**”*

*“The school will support **the feeling that students just won the school lottery by coming here** by providing **the highest quality experience of space and material culture, to compensate for the years of inequity, mistreatment, and white supremacy.**”*

*“The school will support **trusting relationships** by providing **flexible, confidential meeting spaces.**”*

*“The school will support **community engagement** by providing **a de-institutionalized and de-colonized vision of neighborhood involvement and educational opportunity.**”*

*“The school will support **mental wellness** by providing **spaces for “pressure-release activities” inside and outdoors.**”*

*“The school will support **curiosity and inquiry** by providing **programs and spaces that leverage relationships and relevance to drive collaboration and play... structured and unstructured.**”*

MULTI-USE SPACE

Joe Echeverri of Bassetti Architects provided examples of Multi-Use spaces. A breakout activity engaged DAG members to provide ideas about amenities and features of an effective Multi-Use space for the school. Follow-up regarding this activity will occur in a later DAG meeting.

DISCUSSION

- + MET School in Oakland, CA has good example spaces for reference
- + Appreciate the discussion around student-centered space. Would like to have students and staff at the next meeting.
- + To allow students and staff to attend, suggest finding different times for different people to be able to attend - a more fluid involvement process.
- + Lunch with students a good approach, and the only way DART students would be able to participate.
- + Holding DAG meetings in different spaces to support the 2-3 different settled student populations.

PUBLIC COMMENT

None

NEXT STEPS

Board of Education Worksession, May 21

Board of Education Meeting, May 28

DAG #2, to be scheduled after the summer break

MPG BUILDING AT BENSON CAMPUS

DESIGN ADVISORY GROUP SESSION #2

SUMMARY AND NOTES

NOVEMBER 7, 2019



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MEETING DETAILS

Meeting Location

Benson Polytechnic High School, E105
546 NE 12th Ave, Portland, OR 97232

Attendees

PORTLAND PUBLIC SCHOOLS (PPS):

Brian Oylear, Project Director
Jamie Hurd, Project Manager

DESIGN ADVISORY GROUP MEMBERS:

Allison Adams
Cathy Reynolds
Cheryl James
Donee Deschler
Elli Sussman
Elise Huggins
Emily Etzkorn
Erlinda Badinas
Jeanne Yerkovich
Jeffrey McGee
Korinna Wolfe
Lisa Veatch
Max Whitehouse
Nathaniel Edmunds
Susan Kaller
Susan McLawhorn
Ursula Loret de Mola

GENERAL PUBLIC

Stephen Coy
Kevin Clark
Jessica Murchison
Christina

DESIGN TEAM

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

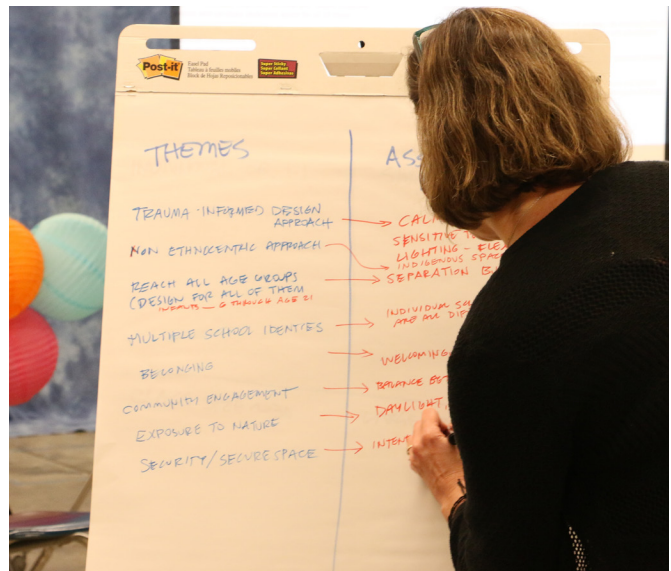
Agenda

6:00 - 6:05	Arrival & Welcome
6:00 - 6:15	Introduction Activity
6:15 - 6:30	Kenton Swing Site Debrief
6:30 - 7:05	Guiding Principles Follow-Up Activity + Group + Discussion
7:05 - 7:40	Collaborative Learning Activity + Group + Discussion
7:40 - 8:00	Site Analysis Activity
8:00-8:05	Wrap Up

INTRODUCTION ACTIVITY

DAG members stated their names and shared a few things that they were excited about seeing in the new MPG building. Here is a sampling of answers:

- + Interested in how all perspectives will be in the room with grouping of programs.
- + The group is coming together in collaboration.
- + Excited about creating beautiful space where students can feel valued and inspired.
- + Creating space that will meet academic needs AND social, emotional needs.
- + Having a place where kids feel validated; not pushed out – not shoved into outdated space.
- + Interested in creating a place where the design takes into account trauma-informed best practices.
- + Excited about planning a great space where we can welcome our students AND their families.
- + This is an opportunity to create, offer high quality space that is warm and inviting, can provide up-to-date access to technology.
- + Excited about the idea of childcare on-site. Our teen parents need a childcare option that is close to where they go to school.
- + Excited about how CTE programs can support these students.



KENTON SWING SPACE DEBRIEF

DAG members shared feedback from a recent visit to the Kenton swing space:

- + Liked the access to the space in the portables.
- + More space is desperately needed and Kenton has it.
- + Appreciated the access to a real gym and cafeteria space – normal school services.
- + Liked the small theater.
- + Kenton has a place for movement!
- + Valued that there was access to a shower – this is something that is desperately needed for vulnerable population, many experiencing homelessness.
- + Appreciated access to spaces for confidential



meetings / conversations.

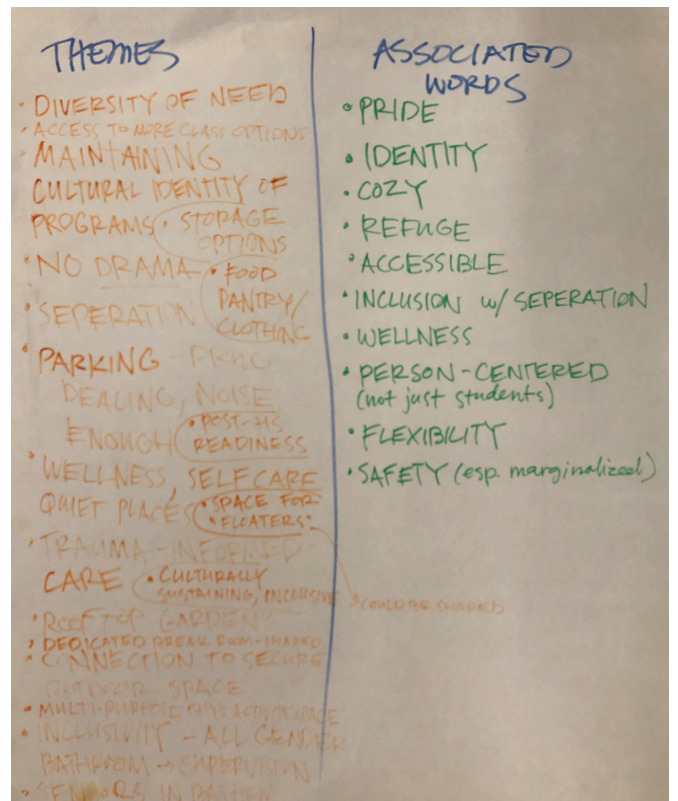
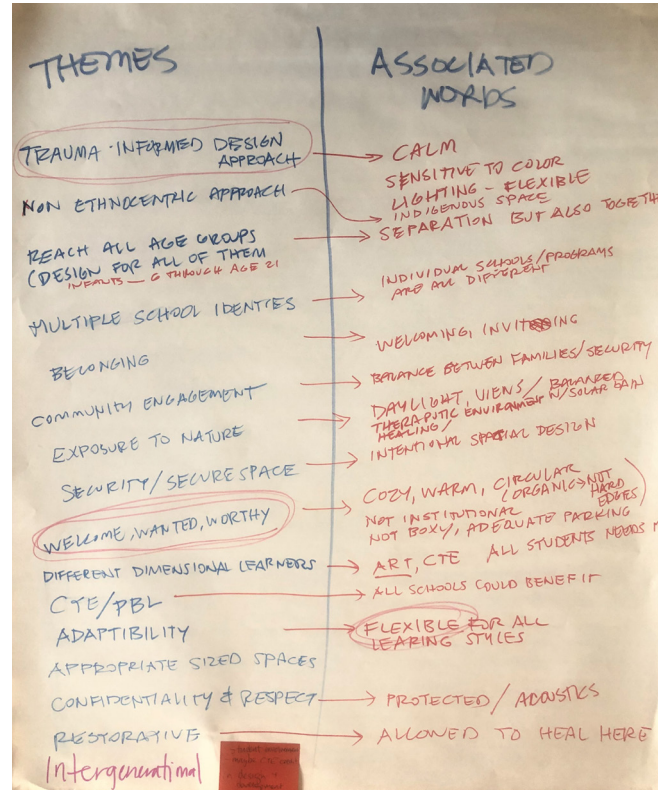
- + Joe Echeverri of Bassetti Architects noted that the walk-through sparked conversation of how all of these different schools / programs can visualize working together.

GUIDING PRINCIPLES FOLLOW UP ACTIVITY

A list of Guiding Principles for the project that were identified during the last meeting were distributed to DAG members. They were asked to identify themes and pull out associated words. Some results are listed below (items in **bold** were mentioned by multiple groups):

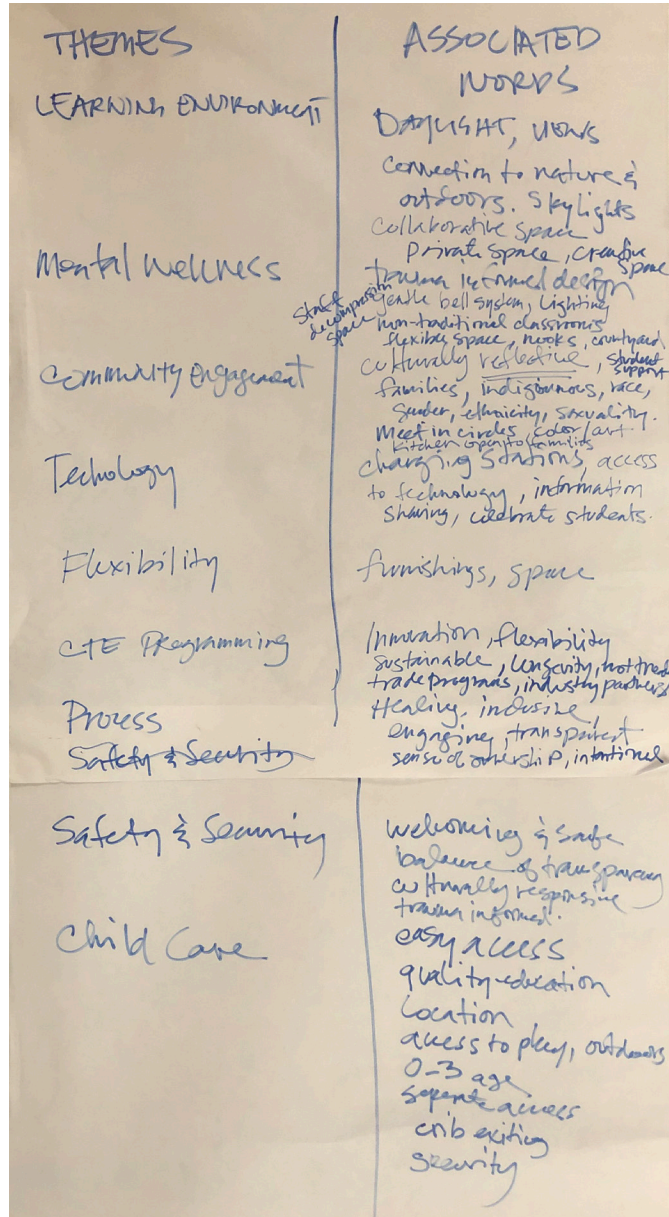
THEMES:

- + **Trauma-informed design approach**
- + Non-ethnocentric approach
- + **Intergenerational/for all age groups (infants through age 21)**
- + **Multiple school identities**
- + Belonging
- + Community engagement
- + **Exposure to nature/connection to outdoors**
- + **Safety/Security** - including parking
- + **Welcome, wanted, worthy**
- + Different dimensional learners
- + **CTE/PBL educational delivery**
- + More class options
- + **Adaptability/Flexibility**
- + Confidentiality and respect
- + Restorative
- + Storage, food pantry, clothing, showers, laundry for students
- + **Wellness**, self care, quiet places
- + Space for floaters
- + No drama
- + Post-high school readiness
- + **Separation**
- + Learning environment
- + Mental wellness
- + Community engagement
- + Technology
- + Child care



ASSOCIATED WORDS

- + Calm
- + Sensitive to color, lighting, flexible
- + Indigenous space
- + **Separation with inclusion**
- + Individual schools/programs are all different
- + **Welcoming**, inviting
- + Balance between families and security
- + **Daylight, views**
- + Balanced therapeutic environment with solar gain/thermal comfort
- + Intentional spatial design
- + **Cozy, warm**, organic, not institutional
- + **Art, CTE, other programs**
- + All students needs met, for all schools/ programs
- + **Flexible** for all learning styles
- + Protected/Acoustics
- + Allowed to heal here
- + Pride
- + Identity
- + Refuge
- + Accessible
- + Wellness
- + Person-centered
- + **Flexibility**
- + Safety, especially for marginalized populations)
- + Collaborative space, private space, creative space
- + **Trauma informed design**: staff decompression space, gentle bell system, lighting, non-traditional classrooms, flexible space, nooks, courtyard.
- + Culturally reflective: student support, families, indigenous, race, gender ethnicity, sexuality
- + Meet in circles
- + Color and art
- + Kitchen open to families, changing stations, access to technology, information sharing, celebrate students
- + Furnishings, space
- + Innovation
- + **Sustainable**
- + Longevity, not trendy
- + Trade programs, industry partners
- + Healing, inclusive, engaging, transparent,



- + sense of ownership, intentional
- + Balance of transparency
- + Culturally responsive
- + Easy access
- + Quality education
- + Location
- + Access to play, outdoors for 0-3 age
- + Separate access
- + Crib exiting
- + Security

COLLABORATIVE LEARNING (AND OTHER RELATED) ACTIVITIES

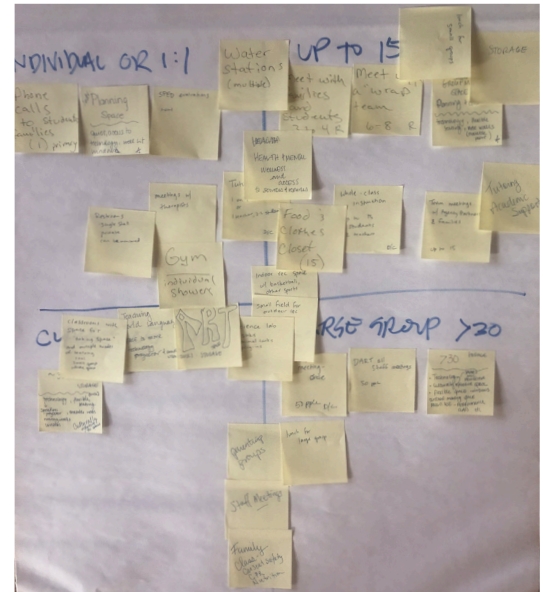
DAG members formed small groups and were asked to list as many 'learning activities' as they could for each level of collaboration and write each of them on a separate sticky note. After writing as many activities as they could think of, members worked in a group to place them in the appropriate category: individual/one-on-one, small group (up to 15), class size (15-30), large group (30+). Results are listed below :

INDIVIDUAL:

- + Phone calls to student families
- + Planning space
- + SPED evaluations
- + Restrooms - single stall/all gender
- + Gym showers
- + Meetings with therapists/counseling
- + Water stations
- + Health/mental wellness and access to services and resources
- + Tutoring, 1:1 or 1:2-3
- + Independent work/places for kids who need to work away from others
- + Walk/movement breaks
- + Chemistry labs for make-up days
- + Quiet places to cool down or escape
- + Spray booth (paint, finishes)
- + Private space for meetings with probation officer
- + Computer, printer for student use
- + Computers for student research, writing
- + Reading nooks - visually obscured, acoustic
- + Student laundry
- + Independent math
- + Cozy spot
- + Place to pump milk and/or breastfeed

SMALL GROUP:

- + Meet with families and students
- + Food and clothes closet
- + Lunch for small groups
- + Meet with a "wrap" team (6-8)
- + Whole-class instruction (up to 15 students, 2 teachers)
- + Small group meeting space for planning and collaboration - technology, flexible seating, note walls
- + Tutoring, academic support
- + Team meetings with agency partners and families (up to 15)
- + Reception space/secretary



- + Meetings (3-15 people)
- + Conferencing
- + Gardening/nature time - learning to cook them too
- + Small group instruction (2-3)
- + Whole class instruction (approx. 9 students)
- + Art
- + Small group reading and discussion within larger group
- + Virtual scholars - include labs on-site
- + Chemistry labs - groups up to 4
- + Learning center - tutoring for virtual scholar
- + Food pantry for students
- + Print making
- + Community meeting to meet students before they begin classes
- + Video editing
- + Welding
- + 3D modeling
- + Identity groups - private space
- + Messy project room to spread out work
- + Cut random materials for assemblage, etc.
- + Paint/draw
- + 3D print
- + Soft places to sit
- + Mindful movement with students
- + Sports - basketball, soccer, etc

CLASS SIZE:

- + Family Class - car seat safety, CPR, Nutrition
- + Staff meetings
- + Parenting groups
- + Classrooms with space for "taking space" and multiple modes of learning
- + Art space - sinks, storage
- + Teaching world language - space to move - technology - projector and audio visual
- + Science lab - sinks, animal tanks, plug-ins
- + Community meeting
- + Presentations (with technology)
- + Office team meetings - 10 people
- + Garden class
- + Debate
- + Direct instruction - notes and discussion
- + Spread out space for portfolio and project work (language, science, history, etc.)
- + Read aloud
- + Throw things off roof

- + Online learning space (virtual scholars) - approx. 20 students
- + Gym - PE, sports, movement. A real, full gym.
- + Project design/collaborative thinking.

LARGE GROUP:

- + Small field for outdoor recreation
- + Indoor rec space with basketball
- + Lunch for large group
- + All-school meeting- circle (50 people)
- + DART all staff meetings (50 people)
- + Staff meetings
- + Lunch hangout
- + Celebrations - auditorium sized
- + Indoor walking track
- + Performance
- + MORP (i.e. school dance) - large group celebratory gatherings
- + Cafeteria

SITE ANALYSIS ACTIVITY

DAG members once again formed three small groups. Each group received two site plans - one showing only the immediate surrounding context and another showing a much larger extent of the surrounding neighborhood. They were asked to review the site and comment/draw input on the following aspects of the site:

- + Pedestrian Access
- + Vehicular Access
- + Key points of entry
- + Views, sun angle, shading, sustainable features
- + Aspects that should remain
- + Student-centered space
- + Any other relevant elements

Results are shown on the following pages.



WRAP UP

The group discussed the possibility of touring a recently constructed alternative high school in Woodburn and DAG members submitted papers listing days of the week they were most available. The most popular option was Saturday.

NEXT STEPS

MPG DAG #3, December 12, 6:30-8:30 pm, location to be determined.

Site Visit, Success Alternative High School, Woodburn, December 14 (to be confirmed).

MPG BUILDING AT BENSON CAMPUS

DESIGN ADVISORY GROUP SESSION #3

SUMMARY AND NOTES

DECEMBER 12, 2019

SAFE	<p>STUDENTS:</p> <ul style="list-style-type: none"> Stay focused and on task Maintain personal space Maintain line of sight 	<p>break if needed</p> <p>STUDENTS:</p> <ul style="list-style-type: none"> Follow instructions Stay seated Ask for a break if needed 	<p>STUDENTS:</p> <ul style="list-style-type: none"> Maintain line of sight Stay focused and on task Respect those around you
	<p>STAFF:</p> <ul style="list-style-type: none"> Be present Be engaged Be supportive <p>STUDENTS:</p> <ul style="list-style-type: none"> Stay focused and on task Maintain line of sight Take pride in the area by keeping it clean 	<p>STAFF:</p> <ul style="list-style-type: none"> Create a positive learning environment Create culturally relevant lessons Set clear expectations <p>STUDENTS:</p> <ul style="list-style-type: none"> Come prepared to work Take care of school supplies Participate actively and positively 	<p>STAFF:</p> <ul style="list-style-type: none"> Act as a role-model for behavior and engagement <p>STUDENTS:</p> <ul style="list-style-type: none"> Stay focused and on task Use appropriate language Maintain personal space
	<p>STAFF:</p> <ul style="list-style-type: none"> Interact positively Be supportive Be engaged <p>STUDENTS:</p> <ul style="list-style-type: none"> Be mindful of others Speak in a low volume Take pride in the area by keeping it clean 	<p>STAFF:</p> <ul style="list-style-type: none"> Honor multiple perspectives Provide academic support Create a positive learning environment <p>STUDENTS:</p> <ul style="list-style-type: none"> Listen to and value other's opinions Choose language and words that are positive and encouraging Ask for support if needed 	<p>STAFF:</p> <ul style="list-style-type: none"> Create educational opportunities reflective of the community <p>STUDENTS:</p> <ul style="list-style-type: none"> Act as a good citizen while present in the community Look out for others

DISCOVERING AND RISING TOGETHER



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MEETING DETAILS

Meeting Location

Alliance at Meek School
4039 NE Alberta Ct, Portland, OR 97211

Attendees

PORTLAND PUBLIC SCHOOLS (PPS):

Jamie Hurd, Project Manager

DESIGN ADVISORY GROUP MEMBERS:

Allison Adams
Breanna Gervais
Cathy Reynolds
Cheryl James
Elli Sussman
Emily Etzkorn
Erlinda Badinas
Jeffrey McGee
Korinna Wolfe
Lisa Veatch
Max Whitehouse
Nathaniel Edmunds
Susan Kaller
Susan McLawhorn

GENERAL PUBLIC

Stephen Coy
Matt Kincaid
Catherine M. Volpin

DESIGN TEAM

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

Agenda

- | | |
|-------------|---|
| 6:30 - 6:35 | Arrival & Welcome |
| 6:35 - 6:45 | Project Update <ul style="list-style-type: none">+ School observations held today+ Upcoming school tour on Saturday |
| 6:45 - 7:20 | Guiding Principles Follow-Up Activity <ul style="list-style-type: none">+ Review Guiding Principles and provide feedback+ Discuss as a group |
| 7:20 - 8:20 | Programming and Site Activities <ul style="list-style-type: none">+ Activity 1: Programming Activity+ Activity 2: Site Massing Activity |
| 8:20 - 8:30 | Wrap Up <ul style="list-style-type: none">+ Next steps+ Tour transportation logistics |

PROJECT UPDATE

Joe Echeverri, Bassetti Architects, provided an update on the MPG project. The design team observed all the schools earlier in the day, visiting with administrators and teachers to better understand the schools and their programs.

Saturday, December 14th, the Design Advisory Group (DAG) is invited to tour Woodburn Success High School to visit a recently-built school that caters to an alternative learning environment.

To further understand the multiple schools, how they operate, and how they might co-exist on one site, 3 activities were scheduled for this meeting. Debora Ashland, Bassetti



GUIDING PRINCIPLES FOLLOW-UP ACTIVITY

In response to the list of themes and associated words identified at Design Advisory Group (DAG) Meetings #1 and #2, the Design Team generated a refined, draft list of 'Guiding Principles' specific to the MPG Building. During the activity, DAG members were divided into three groups to review, edit and add to the statements, in order to capture the vision and essence guiding each school. The resulting distilled statements will be a living document to guide the project throughout design, providing a tangible benchmark to measure against, as the project design develops.

The groups edited down the original list by discussing the merits of the educational goals, rethinking the items presented, and combining similar items.

DRAFT GUIDING PRINCIPLES PRESENTED AT MEETING:

1. Create a respectful, inclusive community that empowers students
2. Celebrate Diversity: create a new community that is culturally responsive and supports diversity of all ages, race, gender, sexuality, and physical and mental abilities
3. Support the melding of all educational programs into one community which enhances a sense of belonging, provides greater visibility of students, enriches community engagement, decreases fragmentation with greater educational opportunities, and encourages re-connection
4. Promote culturally-sustaining family involvement by providing adequate space for families, and extended families, that fosters culturally sustaining events and services
5. Cultivate connections of all cultures and community engagement; honor the indigenous land on which the school is built
6. Foster wellness and health by providing a safe and secure facility that provides a variety of support: community resources, mental health, nutritional needs, clothing/showers/laundry, child-care, etc.
7. Advance preparation of learners by providing flexibly-sized spaces for many instructional modalities: individualized to large group learning, project based, CTE, and so forth.
8. Encourage curiosity, creativity, and inquiry by providing programs and spaces that leverage relationships and community connections to drive collaboration and play...structured and unstructured.



9. Provide a variety of settings allowing flexible and confidential places, spaces for calmness and excitement, and connection and access to the environment. Incorporate trauma informed design.
10. Create benefits for the environment through sustainable methods in the design and construction of the building and through operations, including user connection with the environment.
11. Create a school that is appealing, warm, and inviting to all, and reflects the school's values

UPDATED DRAFT OF GUIDING PRINCIPLES BASED ON MEETING INPUT:

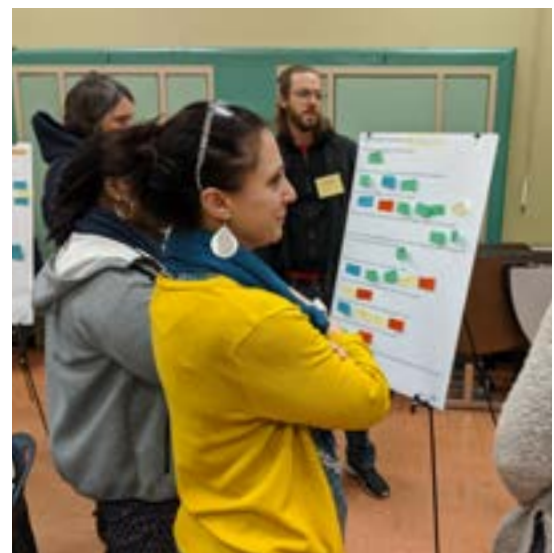
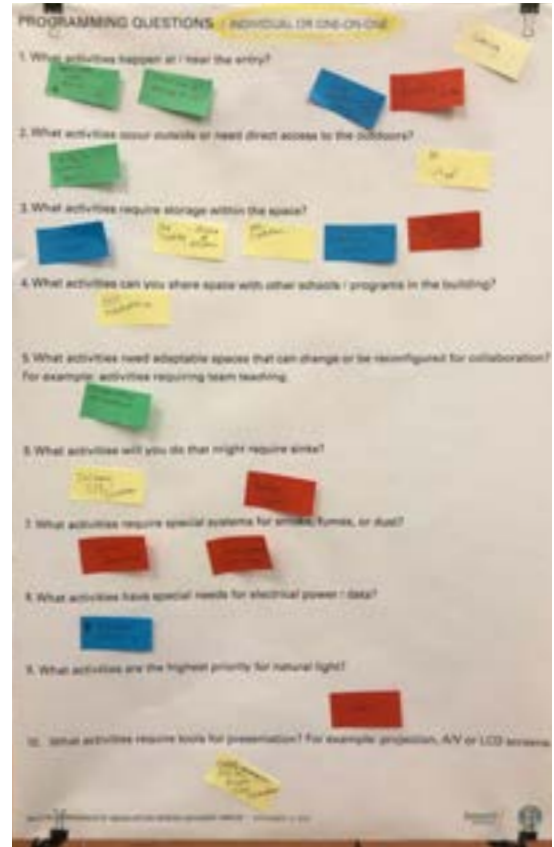
- + Create a **respectful, inclusive COMMUNITY** responsive and adaptable to student needs and student voice – **EMPOWERING students** and instilling a **sense of PRIDE**.
- + Support the **MISSION of the schools**. Uphold and **celebrate the IDENTITY** of each school, **enhancing a SENSE OF BELONGING** and providing greater visibility for students to engage with the wider community through better educational opportunities – encouraging re-connection.
- + **Celebrate and support DIVERSITY** of all ages, races, genders, sexuality, physical and neurological abilities.
- + **Cultivate durable CONNECTIONS of all CULTURES**. Promote culturally-sustaining family involvement by providing culturally-connected events and services. Honor the indigenous land on which the school is built.
- + **Create a campus that is APPEALING, WARM, and INVITING** to all (students, staff, volunteers, families, visitors), and **reflects the schools' values** such as healing growth, justice, and opportunity. Create left brain/right brain experiences to provide non-institutional character respectful of the Northwest.
- + Provide **access and strong CONNECTIONS to the ENVIRONMENT**. Incorporate **SUSTAINABLE ELEMENTS** in the design, construction, and operations of the facility.
- + **FOSTER WELLNESS AND HEALTH** by providing a **SAFE AND SECURE facility** by providing support, including: community resources, mental health, nutritional needs, clothing/showers/laundry, child-care, etc.
- + **Encourage CURIOSITY, CREATIVITY, and INQUIRY** by providing **FLEXIBLE INFRASTRUCTURE and SPACES** to drive collaboration and play – structured and unstructured. Include places for calmness, confidentiality, and reflection, as well as social connection and excitement. Provide **PURPOSEFUL DESIGN SOLUTIONS**.
- + **ENGAGE THE COMMUNITY** by leveraging existing community relationships and connections. Support new partnerships to **enhance LEARNING OPPORTUNITIES**.

PROGRAMMING AND SITE ACTIVITIES: ACTIVITY 1 - PROGRAMMING ACTIVITY

The overall group was split into two groups for the programming and site activities. Building upon the list of program-related activities identified by the group during DAG Meeting #2, participants were asked to consider a variety of programming questions, in order for the design team to better understand the required attributes that would make different activities function most successfully. Following are the responses, color-coded and documented by school:

INDIVIDUAL OR ONE-ON-ONE:

1. What activities happen at / near the entry?
 - + DART/C – Agency staff, visitor sign in, Student pick-up and drop-off for appointments
 - + Teen P – Living room gathering area. Cozy waiting room
 - + All @ Meek – Greeting families
 - + All @ Benson – Tutoring
2. What activities occur outside or need direct access to the outdoors?
 - + DART/C – Activity: sensory or emotional breaks
 - + All @ Benson – PE – 1 to 3 people
3. What activities require storage within the space?
 - + All @ Meek – Auto spare parts
 - + All @ Benson – Food pantry, every classroom
 - + Reconnection Services – Clothing closet, Student & family outreach materials
4. What activities can you share space with other schools / programs in the building?
 - + All @ Benson – IEP evaluations
5. What activities need adaptable spaces that can change or be reconfigured for collaboration? For example: activities requiring team teaching.
 - + DART/C – Therapists meetings, SPED assessments
6. What activities will you do that might require sinks?
 - + All @ Meek – Bathing, hygiene
 - + All @ Benson – Culinary, CTE classroom
7. What activities require special systems for smoke, fumes, or dust?
 - + All @ Meek – Science; fume hood, separate room for chemical storage
8. What activities have special needs for electrical power / data?
 - + Reconnection Services – 5 Confidential offices
9. What activities are the highest priority for natural light?
 - + All @ Meek – Counseling
10. What activities require tools for presentation? For example: projection, A/V or LCD screens.
 - + All @ Benson – Student group presentations – Digital media video presentation



SMALL GROUP:

1. What activities happen at / near the entry?
 - + DART/C – Bus drop off, Student pick-up & drop off (from different programs)
2. What activities occur outside or need direct access to the outdoors?
 - + DART/C – Small group class activities: walks personal space 1-15 people, PE 10-15 students
 - + Teen P – Gardening, Parenting Groups, Family night
 - + All @ Meek – Natural Resources – CTE Farm to Table
 - + All @ Benson – PE 3-13 people
3. What activities require storage within the space?
 - + DART/C – Science & Art supplies, Gym & Sports supplies, textbooks, student work (students don't carry backpacks), cumulative files in office
 - + Teen P – Staff meetings
 - + All @ Meek – Video production & Digital media
 - + All @ Benson – Science, PE, Art, CTE: filament, paper rolls, wood, leather for design & fabrication courses
4. What activities can you share space with other schools / programs in the building?
 - + DART/C – Lunch, Meeting rooms, Gym / PE, IEP or other team meetings 5-10 people, If Art is shared, program specific storage for supplies is needed, Storage for student artwork.
 - + All @ Benson – PE, Health sciences < 10 people
5. What activities need adaptable spaces that can change or be reconfigured for collaboration? For example: activities requiring team teaching.
 - + DART/C – Itinerant staff work space 8 people
 - + Teen P – Offices and Instruction space
 - + All @ Benson – Classrooms
6. What activities will you do that might require sinks?
 - + DART/C – Staff lunch room 5-10 people, Art & Science 5 people, Student lunch
 - + Teen P – Staff meetings, Cooking, Gardening, Parenting classes, Daily operation
 - + All @ Meek – Art 12 +/- people, Cooking <10 people
 - + All @ Benson – Science, Art, & Culinary 15 people, Model making 1-12 people
7. What activities require special systems for smoke, fumes, or dust?
 - + DART/C – Staff break / lunchroom
 - + All @ Meek – Cooking, Auto shop & Manufacturing shop (all things shop)
 - + All @ Benson – Ceramics 1-12 people, Science 15 people
8. What activities have special needs for electrical power / data?
 - + Teen P – Nursing, Home instruction, Parenting classes, Staff meetings

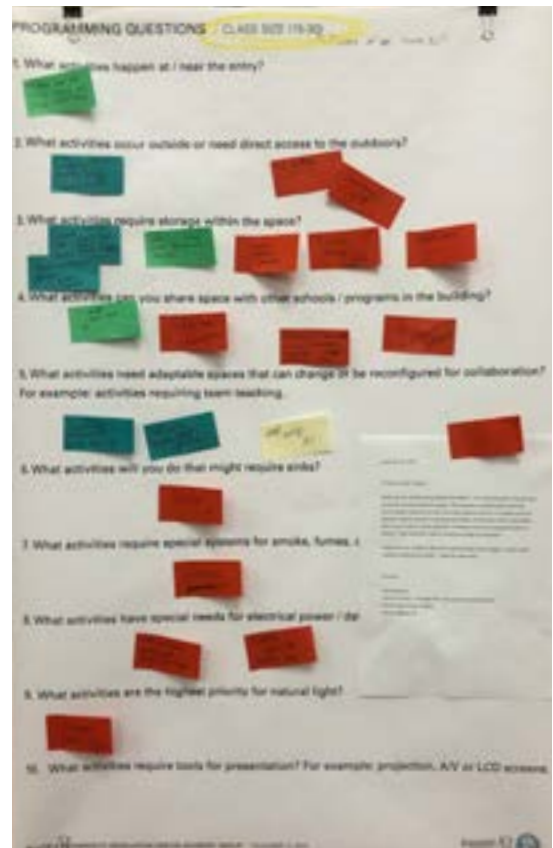


- + All @ Meek – Auto shop & Manufacturing shop (all things shop)
 Load bearing floor and power for lifts, High bays, charging stations, lockers for phones
 - + All @ Benson – Culinary, Kiln, CNC/3D printer 1-12 people, CAD/Rendering 1-12 people
9. What activities are the highest priority for natural light?
 - + DART/C – Classroom, Break time away for students
 - + All @ Meek – Art painting & drawing,
 - + All @ Benson – Classrooms, Common areas
 10. What activities require tools for presentation? For example: projection, A/V or LCD screens.
 - + Teen P – Team meetings
 - + All @ Meek – All classrooms 15 people, Meetings: staff & community (parents, family), Digital Media instruction
 - + All @ Benson – All classrooms, Math and Science need more whiteboards than a typical classroom.

Request from Alliance at Meek, Adam Mendola, for a Video-Production and Post-production space. Notes indicate it could be a modular space that accommodates computers and have an open space to shoot in. Ideally it would be a separate space adjacent to spaces for shooting and editing. The production studio would have a control booth, ceiling rigging for moveable curtains and peripheral space for seating. Secure storage is needed for equipment.

CLASS SIZE:

1. What activities happen at / near the entry?
 - + DART/C – Student drop-off (buses), Agency & school staff entry
2. What activities occur outside or need direct access to the outdoors?
 - + Teen P – gardening, Parenting Groups, Family nights
 - + All @ Meek – PE, Walking, Sewing, Art
3. What activities require storage within the space?
 - + DART/C – Gym with school sports equipment storage
 - + Teen P – Classes, CPR, Family nights, Tutoring, Parent group, Post-secondary planning, Curriculum, Bookshelves & storage for 500+ books (Library)
 - + All @ Meek – Mindfulness, Science – locking storage. Need a lot 15 people, Media center, Library
4. What activities can you share space with other schools / programs in the building?
 - + DART/C – Staff lunchroom 10 people
 - + All @ Meek – Mindfulness 15 people (need room for yoga mats), PE / Health activities 10-20 people, Robotics practice
Need large space – Student and mentors attend, best on carpet 10-20 people
5. What activities need adaptable spaces that can change or be reconfigured for collaboration? For example: activities requiring team teaching.
 - + Teen P – Curriculum instruction 15 people, Staff meetings, Program Groups for parenting
 - + All @ Benson – Staff Meetings 20 people
6. What activities will you do that might require sinks?
 - + All @ Meek – Science 15 people
7. What activities require special systems for smoke, fumes, or dust?
 - + All @ Benson – Science gas
8. What activities have special needs for electrical power / data?
 - + All @ Benson – Science possible high electrical loads; Video production, studio, booth, high ceilings and storage
9. What activities are the highest priority for natural light?
 - + All @ Benson – Library, reading literacy instruction
10. What activities require tools for presentation? For example: projection, AV or LCD screens. - none

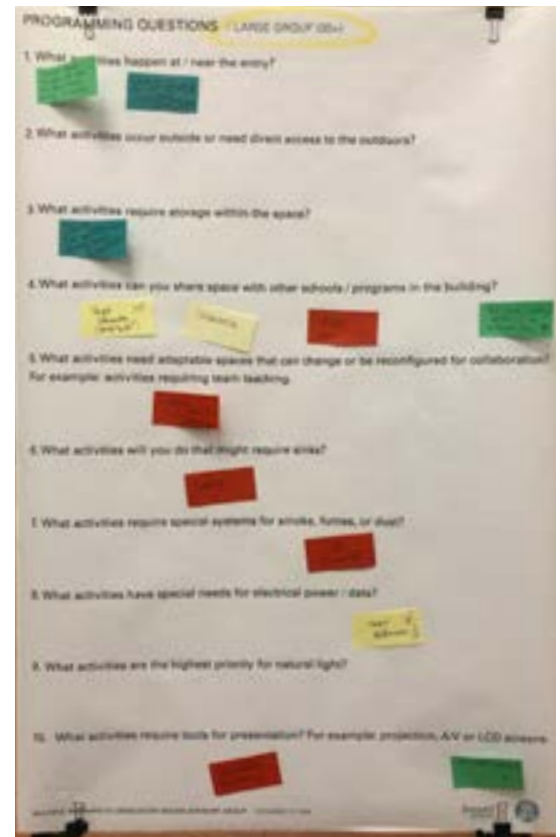


LARGE GROUP:

1. What activities happen at / near the entry?
 - + DART/C - School staff housed off-site and don't have keys. Need entry once a week
 - + Teen P – Guests sign-in in an area. 3 times a year have Family nights. Program events: "Village Up", "Holiday Party", "Graduation Party"
2. What activities occur outside or need direct access to the outdoors?

3. What activities require storage within the space? -
 - + Teen P – Classes, Tutoring, Post-secondary planning, CPR classes, Parenting Groups, Family nights
4. What activities can you share space with other schools / programs in the building?
 - + DART/C – All staff meeting 50 people
 - + All @ Meek – MORP (Prom) > 50 people
 - + All@ Benson – Orientation, Project Collaboration (design/build) 30 people +/-, DISCO 'Discovery Cohort Dedicated Space' 15-20 people
5. What activities need adaptable spaces that can change or be reconfigured for collaboration? For example: activities requiring team teaching.
 - + All @ Meek – Science 3+ subjects and projects in one room at the same time
6. What activities will you do that might require sinks?
 - + All @ Meek – Eating
7. What activities require special systems for smoke, fumes, or dust?
 - + All @ Meek – PE – Need ventilation
8. What activities have special needs for electrical power / data?
 - + All @ Benson – Cinema (60 +/-), Performance 150 +/-
9. What activities are the highest priority for natural light?

10. What activities require tools for presentation? For example: projection, A/V or LCD screens.
 - + DART/C – Staff meetings >50
 - + All @ Meek – Assemblies, film viewing



PROGRAMMING AND SITE ACTIVITIES: ACTIVITY 1 - PROGRAMMING ACTIVITY

The MPG Building will consolidate a number of schools onto one shared campus. In order for the design team to understand how each school operates on a daily basis, the group was asked to complete an activity schedule based on their current operation. The resulting compiled schedule is documented on the following pages.

The compiled schedule illustrates how the overall combined campus might operate daily, based on current operations. This exercise helps identify what activities could potentially take advantage of shared space between the schools.





MPG SCHOOL SCHEDULES

	Monday	Tuesday	Wednesday	Thursday	Friday
7:00 AM					
8:00 AM	Students in Class	Students in Class	Students in Class	Students in Class	Students in Class
9:00 AM	Staff in Class	Students in Class	Students in Class	Students in Class	Students in Class
10:00 AM	Class (150 students, 11 Staff, 12 Classrooms)	Class (150 students, 11 Staff, 12 Classrooms)	Class (150 students, 11 Staff, 12 Classrooms)	Class (150 students, 11 Staff, 12 Classrooms)	Class (150 students, 11 Staff, 12 Classrooms)
11:00 AM	Culinary Class (15 students, 1 Staff)	Culinary Class (15 students, 1 Staff)	Culinary Class (15 students, 1 Staff)	Culinary Class (15 students, 1 Staff)	Culinary Class (15 students, 1 Staff)
12:00 PM	Lunch	Lunch	Lunch	Lunch	Lunch
1:00 PM	Staff Office Hours	Staff Office Hours	Staff Office Hours	Staff Office Hours	Staff Office Hours
2:00 PM	Students in Class	Students in Class	Students in Class	Students in Class	Students in Class
3:00 PM	Staff Meeting	Students in Class	Students in Class	Students in Class	Students in Class
4:00 PM	Class (150 students, 11 Staff, 12 Classrooms)	Class (150 students, 11 Staff, 12 Classrooms)	Class (150 students, 11 Staff, 12 Classrooms)	Class (150 students, 11 Staff, 12 Classrooms)	Class (150 students, 11 Staff, 12 Classrooms)
5:00 PM	Culinary Class (15 students, 1 Staff)	Culinary Class (15 students, 1 Staff)	Culinary Class (15 students, 1 Staff)	Culinary Class (15 students, 1 Staff)	Culinary Class (15 students, 1 Staff)
6:00 PM	Native/African Drumming 3-7 pm	Native/African Drumming 3-7 pm	Native/African Drumming 3-7 pm	Native/African Drumming 3-7 pm	Native/African Drumming 3-7 pm
After School	Gym Games 4-8 pm	Robotics Tutoring <10 ppl 3:30-9:30 pm Basketball Practice 4-8 pm	Robotics Basketball Practice 4-8 pm	Robotics Basketball Practice 4-8 pm	Robotics Basketball Practice 4-8 pm
	Meek	Benson	DART/Clinton	Teen Parent	Reconnection

MPG SCHOOL SCHEDULES

	Students	Staff	Students	Staff	Students	Staff	Students	Staff	Students	Staff											
	Saturday				Sunday				Bi-weekly				Monthly				Other				
7:00 AM																					
8:00 AM																					
9:00 AM																					
10:00 AM																					
11:00 AM																					
12:00 PM																					
1:00 PM																					
2:00 PM																					
3:00 PM																					
4:00 PM																					
5:00 PM																					
6:00 PM																					
After School																					
	Meek	Benson	DART/C	Teen Parent	Reconnection																

as of 12-12-19

PROGRAMMING AND SITE ACTIVITIES: ACTIVITY 2 - SITE MASSING ACTIVITY

Building upon the site analysis activity completed in DAG Meeting #2, each of the two groups participated in a Site Massing & Adjacency exercise. Using scaled, colored blocks representing a preliminary allotment of square footage for each school, the group arranged the blocks on a scaled model of the site, to explore:

- + Relationships between the different schools
- + Potential entry locations for pedestrians, vehicles and visitors
- + Incorporation of / response to site features
- + Location of program elements in relation to the ground level
- + Ideal location for shared program elements identified thus far

The resulting schemes will help the design team understand priorities and potential site opportunities, informing further site massing development options that will be discussed at future DAG meetings.

GROUP #1 / ALTERNATIVE A:

This group arranged the blocks to take advantage of:

- + Easy bus pick-up/drop off for DART/Clinton st the northwest corner of the site
- + Main entry to the school off NE Glisan St
- + Loading and Auto Shop access off of NE 16th Ave - near the northeast corner of the site
- + Central courtyard near entry, accessible to all schools
- + Central gym/commons spaces accessible to all schools
- + Library space near entrance/courtyard
- + Teen Parent Services located at the southwest corner of the site - far from DART/Clinton, proximity to existing park and playground
- + Building pulled back from northeast and southeast corners of site to avoid trees
- + Rooftop garden above gym - accessed from third floor Alliance at Meek classroom space
- + Parking garage entry at southeast corner of site
- + Separate entrance for Reconnection Services at southwest corner





ALLIANCE AT MEEK



ALLIANCE AT BENSON



DART/CLINTON



TEEN PARENT SERVICES



RECONNECTION SERVICES



MULTIPURPOSE/SERVERY
PE/HEALTH



LIBRARY










GROUP #2 / ALTERNATIVE B:

This group came up with an arrangement remarkably similar to that of the first group. They arranged the blocks to take advantage of:

- + Easy bus pick-up/drop off for DART/Clinton st the northwest corner of the site
- + Main entry to the school with entry plaza off NE Glisan St
- + Loading and Auto Shop access off of NE 16th Ave - near the northeast corner of the site
- + Central gym/commons spaces accessible to all schools
- + Library space on second floor - bridge between DART/Clinton and alliance
- + Teen Parent Services located at the southern edge of the site - on the first floor. Far from DART/Clinton, proximity to existing park and playground
- + Secondary entrances for Teen Parent Services and Reconnection Services at southern edge of the site
- + Building pulled back from northeast and southeast corners of site to avoid trees
- + Rooftop garden above DART/Clinton classrooms - secluded retreat for DART students
- + Rooftop garden on second floor for Alliance outdoor learning
- + Parking garage entry at southeast corner of site
- + Reconnection and Teen Parent Services on first level of southern edge of site - classroom spaces above





-  ALLIANCE AT MEEK
-  ALLIANCE AT BENSON
-  DART/CLINTON
-  TEEN PARENT SERVICES
-  RECONNECTION SERVICES
-  MULTIPURPOSE/SERVERY
PE/HEALTH
-  LIBRARY



WRAP UP

Based on the information gathered at the meeting, the Design Team will work on initial site massing studies for review at the next DAG. At the next DAG, we will get into the next layer of detail that will help establish ideal programmatic relationships and adjacencies for the learning communities that will be a part of each school within the overall campus.

NEXT STEPS

Site Visit, Success Alternative High School, Woodburn, December 14, 2019. Those riding the bus to meet at the 12th Ave Entry of Benson HS at 8:30am.

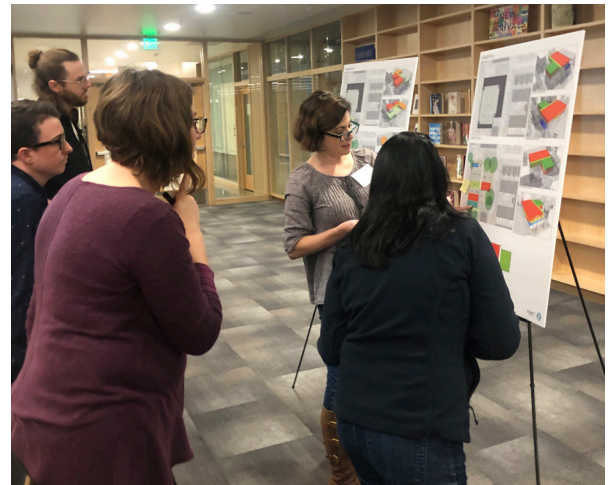
MPG DAG #4, January 9, 2020. There was interest in having the DAG meetings earlier in the evening. Proposed time 5:00-7:00 pm at Grant High School, with an option to tour the all-user restroom facilities before or after the DAG. Jamie Hurd will update the DAG once the meeting times and location set.

MPG BUILDING AT BENSON CAMPUS

DESIGN ADVISORY GROUP SESSION #4

SUMMARY AND NOTES

JANUARY 9, 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
Cathy Reynolds
Cheryl James
Donee Deschler
Elli Sussman
Elise Higgins
Erlinda Badinas
Jeffrey McGee
Korinna Wolfe
Lisa Veatch
Lorna Fast Buffalo Horse
Max Whitehouse
Nathaniel Edmunds
Susan Kaller
Susan McLawhorn

DESIGN TEAM

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

Agenda

<u>4:00 - 5:00</u>	<u>Pre-meeting tour of Grant High School</u>
5:00	Arrival & Welcome
5:00 - 5:10	School Tours Feedback <ul style="list-style-type: none">+ Woodburn Success High School Observations+ Grant High School Observations
5:10 - 5:15	Guiding Principles/Schedule Updated Version <ul style="list-style-type: none">+ Boards of current Guiding Principles shared and available for comment
5:15 - 6:00	Site Layout & Adjacencies Follow-up Activity <ul style="list-style-type: none">+ Presentation of site and building adjacency schemes+ Review and provide feedback+ Discuss as a group
6:00 - 6:55	Learning Community Adjacency Activity <ul style="list-style-type: none">+ Precedent images and learning community examples+ Tour transportation logistics
6:55 - 7:00	Wrap Up
<u>7:00 - 8:00</u>	<u>Post-meeting tour of Grant High School</u>

ARRIVAL AND WELCOME

To begin the meeting, Joe Echeverri of Bassetti Architects, welcomed DAG members and thanked them for coming to the fourth Design Advisory Group meeting for the Multiple Pathways to Graduation project, reflecting on the work that had been done thus far and the team's excitement to share new developments.

SCHOOL TOURS FEEDBACK

Next, Joe asked DAG members to share feedback from recent tours that the group had taken of both Woodburn Success High School and Grant High School (location of the meeting). Some of their thoughts are recorded below:

WOODBURN SUCCESS HIGH SCHOOL

- + helpful to see a smaller-scale school to get a sense for the size of a learning committee at the new MPG building
- + liked whiteboard-faced cabinets with storage behind
- + positive comments on the breakout space in classrooms
- + liked open commons space - ability for school-wide meetings, student body can all be together

GRANT HIGH SCHOOL

- + bathrooms much more inclusive
- + shared classroom concept seems better than anticipated
- + finishes seem very institutional, corporate, and cold - particularly in the counseling center. May not be the right fit for MPG population.





GUIDING PRINCIPLES UPDATE

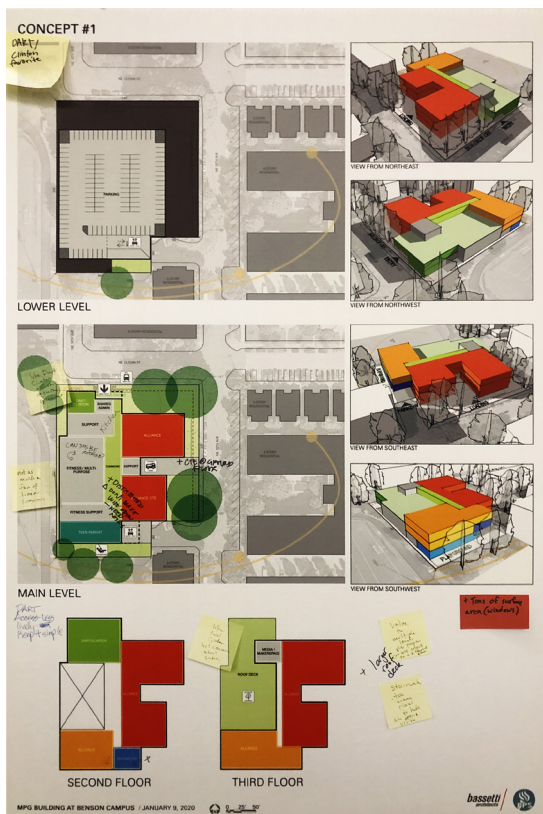
Debora Ashland of Bassetti presented an updated version of the project's Guiding Principles along with a compiled school schedule based on information received from DAG members at the last meeting. In the interest of time, discussion was kept to a minimum but comments/notes were encouraged to be made at any point during the meeting, or to be sent to Jamie Hurd, Project Manager for PPS. She emphasized that the Guiding Principles are a working document and will be available for adaptation moving forward. The updated Guiding Principles for the project are as follows:

- + Create a **respectful, inclusive COMMUNITY** responsive and adaptable to student needs and student voice – **EMPOWERING students** and instilling a **sense of PRIDE**.
- + Support the **MISSION of the schools**. Uphold and **celebrate the IDENTITY** of each school, **enhancing a SENSE OF BELONGING** and providing greater visibility for students to engage with the wider community through better educational opportunities – encouraging re-connection.
- + **Celebrate and support DIVERSITY** of all ages, races, genders, sexuality, physical and neurological abilities.
- + **Cultivate durable CONNECTIONS of all CULTURES**. Promote culturally-sustaining family involvement by providing culturally-connected events and services. Honor the indigenous land on which the school is built.
- + **Create a campus that is APPEALING, WARM, and INVITING** to all (students, staff, volunteers, families, visitors), and **reflects the schools' values** such as healing growth, justice, and opportunity. Create left brain/right brain experiences to provide non-institutional character respectful of the Northwest.
- + Provide **access and strong CONNECTIONS to the ENVIRONMENT**. Incorporate **SUSTAINABLE ELEMENTS** in the design, construction, and operations of the facility.
- + **FOSTER WELLNESS AND HEALTH** by providing a **SAFE AND SECURE facility influenced by TRAUMA-INFORMED best practices**. Provide supports including: community resources, mental health, nutritional needs, clothing/showers/laundry, child-care, etc.
- + **Encourage CURIOSITY, CREATIVITY, and INQUIRY** by providing **FLEXIBLE INFRASTRUCTURE and SPACES** to drive collaboration and play – structured and unstructured. Include places for calmness, confidentiality, and reflection, as well as social connection and excitement. Provide **PURPOSEFUL DESIGN SOLUTIONS**.
- + **ENGAGE THE COMMUNITY** by leveraging existing community relationships and connections. Support new partnerships to **enhance LEARNING OPPORTUNITIES**.

SITE LAYOUT AND ADJACENCIES FOLLOW-UP ACTIVITY

As a follow-up to the site massing and adjacency activity that DAG members participated in at the previous meeting, Joe Echeverri presented four building schemes or concepts. These schemes take into account their ideas about how the building could be arranged on the site and how different building functions could be distributed. Functionality and square footage are represented in the schemes. Color coded massing shows various “zones” - orange for learning spaces within Alliance at Meek, yellow for learning spaces for Alliance at Benson, light green for communal spaces (both indoor and outdoor), a darker green for DART/Clinton’s learning spaces, teal for Teen Parent Services, and blue for Reconnection Services.

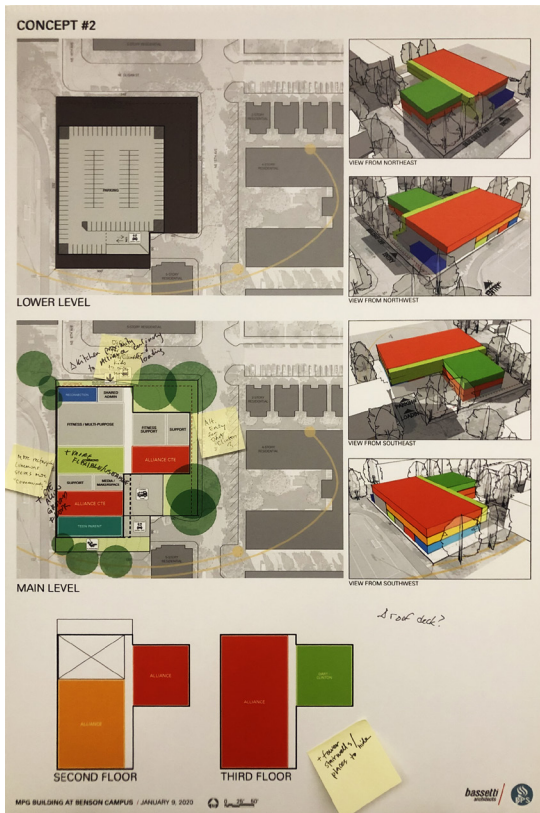
Joe first presented the schemes digitally to the whole group with a brief explanation of the thinking behind each one. Afterwards, DAG members were split into two groups and each group was given a physical copy of each scheme. With the assistance of Bassetti staff they were encouraged to mark up the boards with their comments using “Δ” for things that they would change and “+” for things that they liked. Additional comments were encouraged.



CONCEPT #1: This concept is closest to how DAG members arranged the building during the activity at the last meeting. It takes advantage of north/south light with its form and provides several nodes of “right-sized” learning communities. A loading zone off of 15th Ave provides access to kitchen and CTE spaces, and a long narrow commons adjacent to the gym acts as the central spine of the building. The following comments were provided

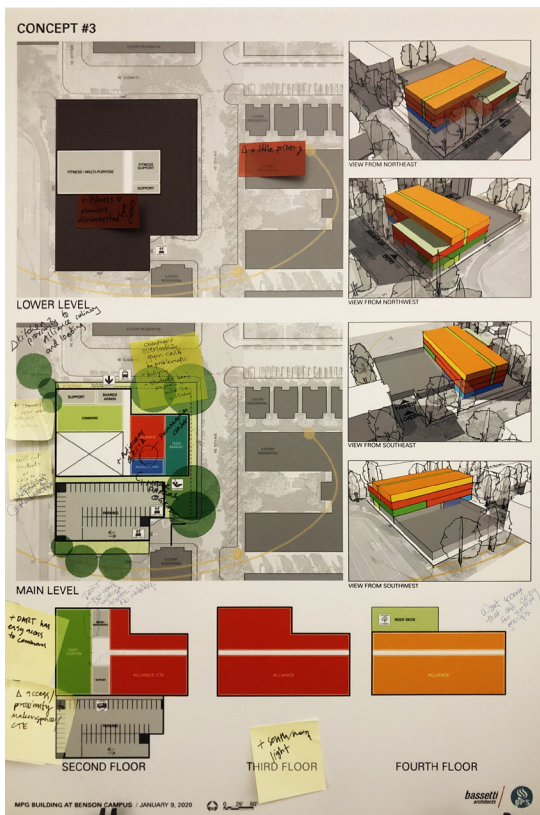
- (+) distributed learning communities
- (+) all CTE on ground floor
- (+) large roof deck
- (+) tons of surface area (windows)
- (+) placement of DART/Clinton office at entry
- (+) roof garden
- (+) value to multiple levels per program - students would be able to self-select to a different floor if needed

- (Δ) can gym be rotated?
- (Δ) DART may be hard to access
- (Δ) don't make commons wide open, need “nooks”
- (Δ) linear commons
- (Δ) concerned about roof deck safety
- (Δ) many stairwells may create too many places to hide



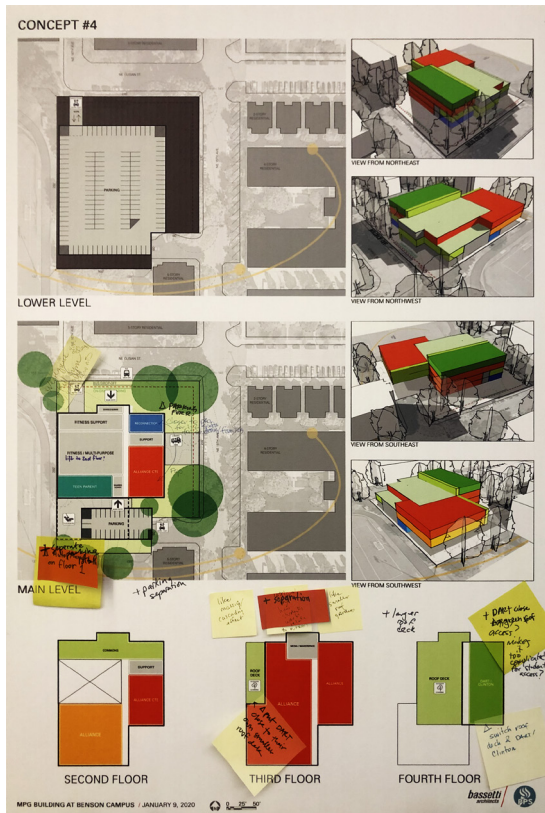
CONCEPT #2: This concept creates larger more condensed blocks of learning communities. It features a large room-like commons and takes on a more simple, boxy form. Comments from DAG members were:

- (+) more flexible/usable commons
- (+) CTE all on ground floor
- (+) more rectangular commons seems more "community"
- (+) probably fewer stairwells/places for students to hide from teachers
- (Δ) kitchen proximity to Alliance culinary and loading
- (Δ) no roof deck
- (Δ) need alternate entry for DART/Clinton - difficult on third floor
- (Δ) DART/Clinton far from drop-off, would have to enter through main entrance.



CONCEPT #3: This concept takes advantage of north/south light with an east/west building orientation. It includes a gym sunken to the level of the adjacent field and a two-story parking structure at the south end of the site. Comments from DAG members are:

- (+) fitness and showers disconnected from classes
- (+) adjacency of Reconnection and Alliance (with Reconnection Center between them)
- (+) Reconnection near parking at grade
- (+) commons near main entrance is inviting
- (+) north/south light
- (+) DART would have easy access to the commons
- (Δ) a little prison-y
- (Δ) kitchen proximity to Alliance culinary and loading
- (Δ) DART near too much traffic, no visibility
- (Δ) want spaces that are cozy for smaller groups
- (Δ) commons overlooking gym could be problematic (bullying, students anxious about who is watching, etc.)
- (Δ) connection to field is good but unsure if students will be able to use it. BPHS students generally have priority
- (Δ) access/proximity to maker space/CTE



CONCEPT #4: This concept was largely driven by the parking arrangement. A large lower level of parking could be dedicated to Benson Polytechnic High School users with access at the northwest corner of the site closest to Benson. A small surface lot at the other end of the site would meet MPG parking needs. Comments from DAG members are recorded below:

- (+) separate parking lots
- (+) like massing/cascading effect of roof
- (+) intrigued by how students would relate to outdoors
- (+) like smaller roof gardens
- (+) DART close to green roof
- (+) separation - DART and Alliance have their own floors
- (Δ) switch roof deck and DART/Clinton
- (Δ) put DART/Clinton close to their own smaller roof deck
- (Δ) need a full gym with bleachers on both sides (seating 400-500)
- (Δ) parking is far from Reconnection
- (Δ) flip CTE and Reconnection?
- (Δ) move gym to 2nd floor?
- (Δ) Auto and Manufacturing should both be on first floor

GROUP DISCUSSION

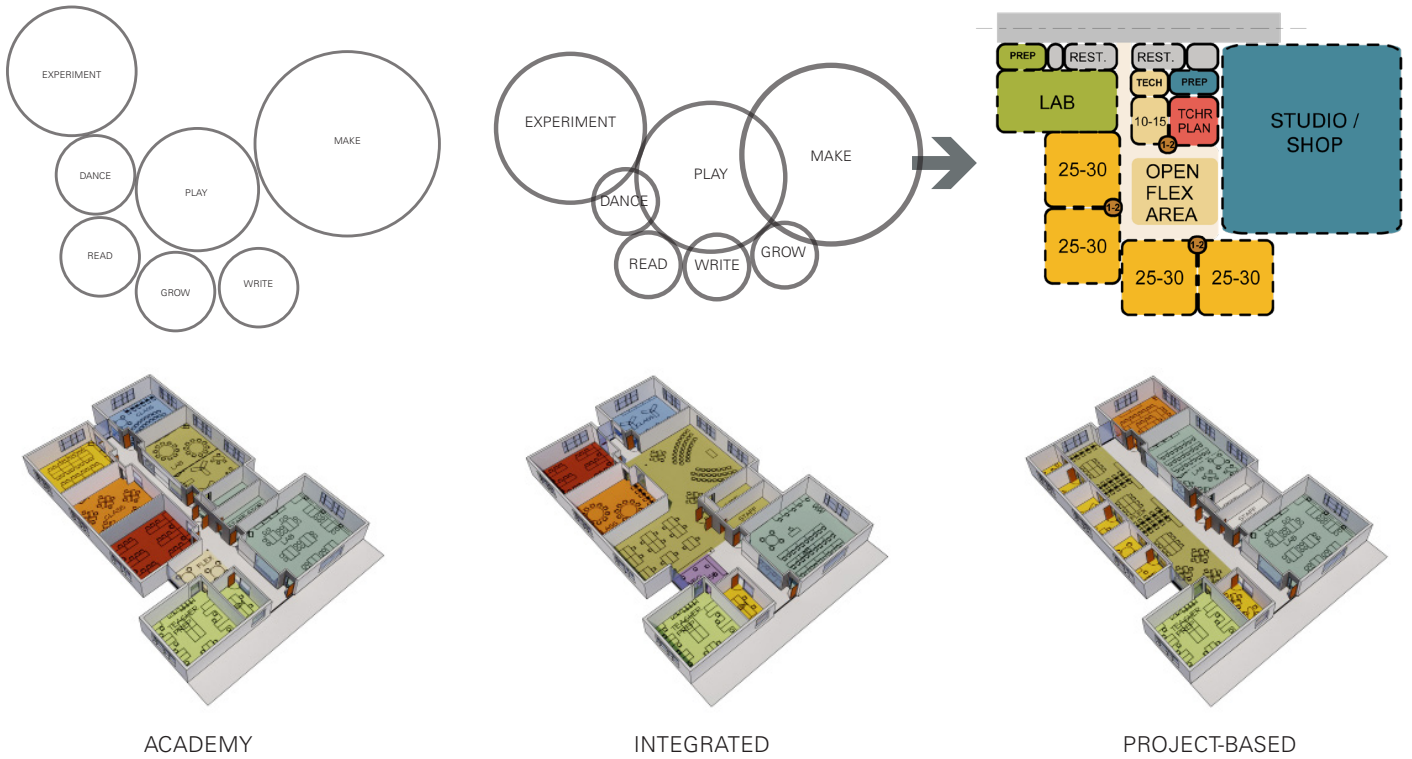
DAG members came back together to discuss the schemes as a group.

The group from DART/Clinton stated that Concept #1 was their preferred scheme due to the access to the outdoors and being able to enter/stay in their own space. They did not, however, like the long narrow commons, they preferred a more room-like commons near the entrance similar to Concept #3. They emphasized a need for their students to have access to building-wide resources such as the commons and outdoor space but mentioned their students would be uncomfortable traveling far into the school to get to their classrooms.

Alliance at Benson DAG members were most excited about Concept #1, though they weren't thrilled about a long narrow commons. They mentioned that Alliance at Meek and Alliance at Benson will essentially be merged and could be represented with a single color in future diagramming.

The group from Alliance at Meek agreed that the first scheme was most successful, though they prefer the parking arrangement of Concept #4. They liked the plentiful exterior access, outdoor spaces, and having all CTE on the ground level.

Reconnection Services DAG members emphasized their need for direct access to entry and parking for families who will be visiting the building for the first time and may otherwise get lost.



LEARNING COMMUNITY ADJACENCY ACTIVITY

Joe Echeverri introduced the next activity by displaying various examples of learning community configurations, some of which are shown here. He explained that there are many different strategies to form and arrange learning spaces in ways that may be more effective than the traditional classroom/hallway configuration that many people are used to. This exercise involves people forming learning communities based on needs, rather than assuming individual classrooms as the norm.

DAG members broke into their respective school groups. Each group was given a kit of colored circles - each circle corresponding to the size of learning spaces based on the activities identified in DAG #2. On the back of each circle was labeled the approximate number of people that would comfortably fit in the space. They were color coded by size, ranging from individual spaces to large group spaces (25+).

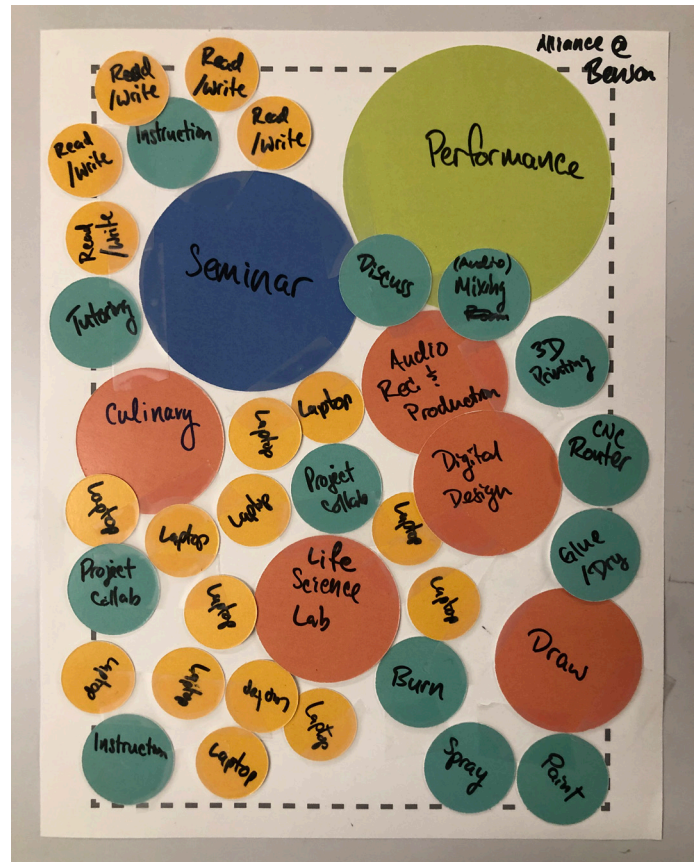
The groups were asked to arrange and label the circles in order to form their ideal "learning community." Indications were made as to which spaces had connections to other spaces and what kind of connection. They had free reign to arrange, label, and draw as they saw fit in order to create their preferred teaching environments.



DART/CLINTON: DAG members from DART/Clinton created a learning community arranged around their own central commons space where they would be able to have their daily all-school meetings, host occasional all-staff DART meetings, and have a space for their students to relax and eat lunch. Four classrooms (one science lab) are arranged around the commons, each one containing a private break-out room for students needing one-on-one instruction. They expressed the desire to have a way out of the classroom that would lead to a private corridor that could be utilized by students who may be having behavioral issues rather than the public entry/exit. Another space off the commons is a small art studio/library that would be utilized by students needing a break from the classroom. Single-user gender neutral bathrooms are close by for student use. A group of offices for counselors, specialists, and itinerant staff is located near classrooms for easy access to students. Separate Clinton and DART admin offices with a shared conference room are located nearby but not necessarily directly connected to the learning community. They discussed the possibility of having the DART office on a different floor from the rest of the learning community but preferred that it all be on the same level.



RECONNECTION SERVICES: The Reconnection Services DAG members arranged their spaces to include private offices, conference spaces, and shared offices for itinerant staff directly off a public entrance. These offices have a close connection with an adjacent "Reconnection Center" which is used as a place for students who are between enrollment periods to receive instruction and to keep them engaged. The center is comprised of one learning space with smaller break-out spaces directly accessible. Support offices for a counselor, social worker, and special ed need to be directly accessible to Reconnection Center, but also accessible to Alliance students.



ALLIANCE AT BENSON: DAG members from Alliance at Benson and Alliance at Meek worked together but created separate diagrams. The group from Alliance at Benson focused on learning spaces with lots of individual work spaces where a student could work independently and without distraction at the periphery of the learning community. This would facilitate the independent learning focus and allow teachers to travel from student to student and monitor other students who are focused on their work. They included various collaboration spaces throughout, other areas for group instruction, and designated spaces for “lab-type” work such as culinary, science, art, and digital design spaces. They included a large performance space for students to showcase their work.

Another option laid out a maker space for technology showing four classroom sized spaces (shown as two circles above) directly adjacent to the larger lab. These classrooms would have operable partitions to allow for collaboration by opening into each other. Alliance at Benson DAG members stated that these collaboration-ready classrooms would work best in groups of two while Alliance at Meek members preferred to have three adjacent classrooms able to open to each other. A teacher space is identified and smaller group spaces could be available to all who use the space.



ALLIANCE AT MEEK: Alliance at Meek worked on larger learning communities with labs, maker spaces, and social areas. Each included smaller break-out spaces for more small group learning and socializing. Language Arts learning would occur in a medium size space with nooks and adjacent small group rooms. The Culinary lab would include 3 small group rooms. The Commons/Student Lounge includes more private “enclaves” that would open to the larger social space. The Chemistry lab includes 7 stations with access to gas, sink, and electricity and includes a larger work instruction space for group teaching. A chemistry specific storage space is shown with direct access to the learning space. A maker-space/art room was identified with 4 individual work areas with direct access to a smaller classroom for math.



WRAP UP

Based on the information gathered at the meeting, the Design Team will work to develop various learning community arrangement options. Additionally, the design team will advance further improved and more detailed site massing schemes for review at the next DAG, after which they will be submitting the masterplan to the District for review and approval through the Bond Subcommittee.

NEXT STEPS

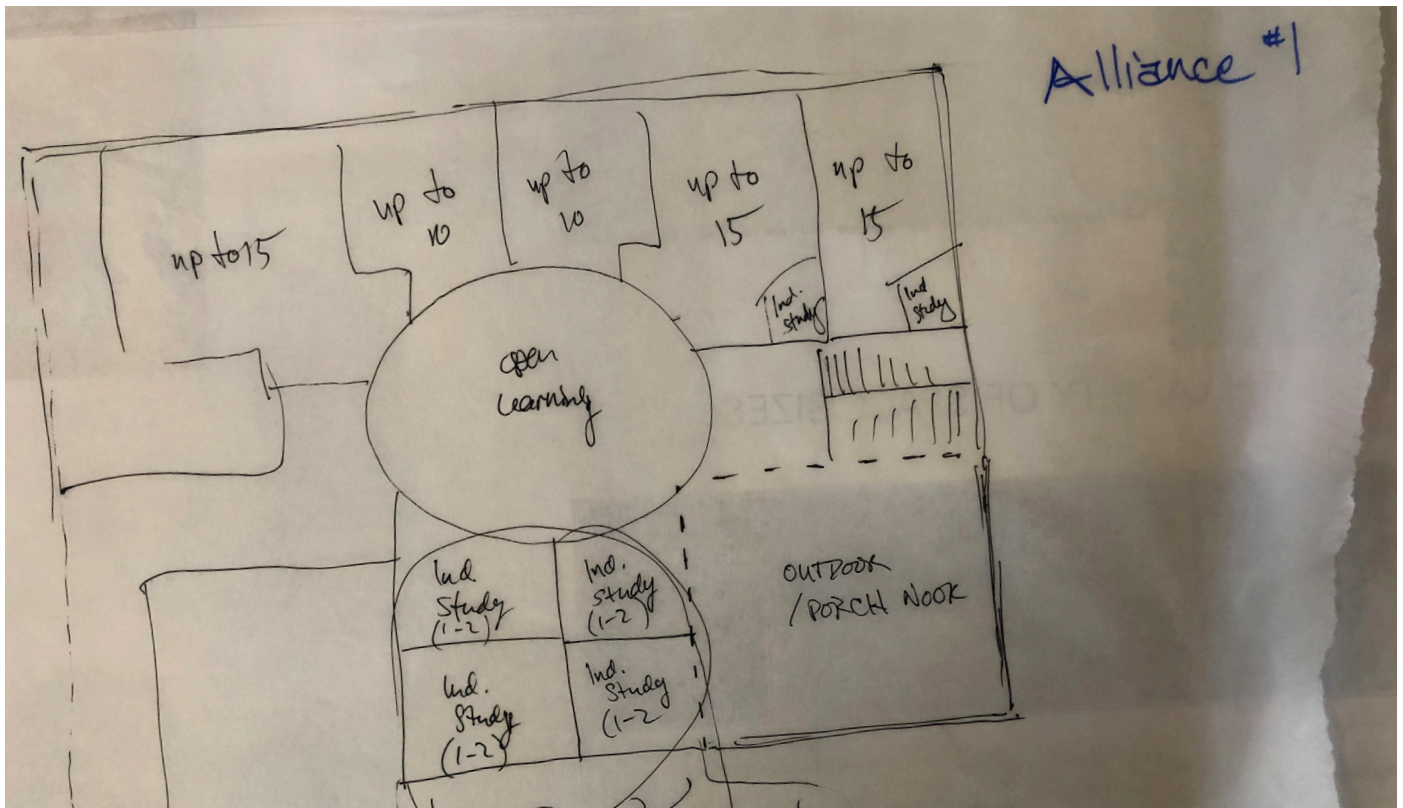
MPG DAG #5, January 29, 2020
5:00-7:00 pm at Benson Polytechnic High School

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 Loretd

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 (+):

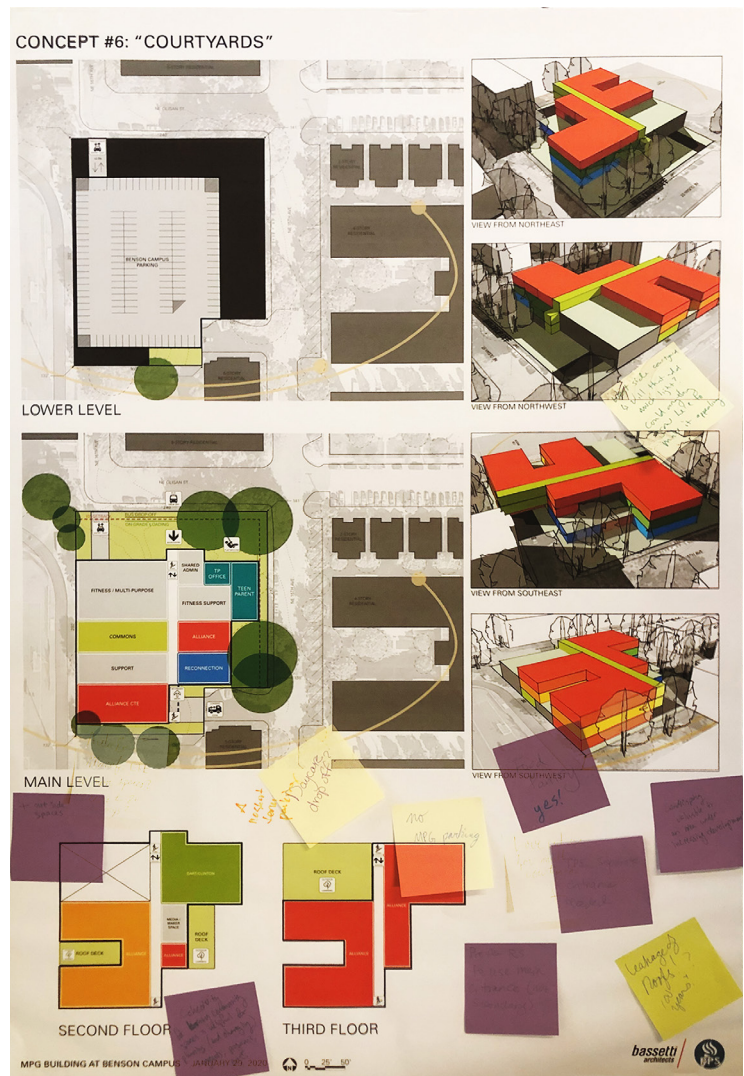
- + Like outside spaces
- + Landscaping valuable in an area under development
- + Love cut-outs for courtyards

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?



Group Discussion:

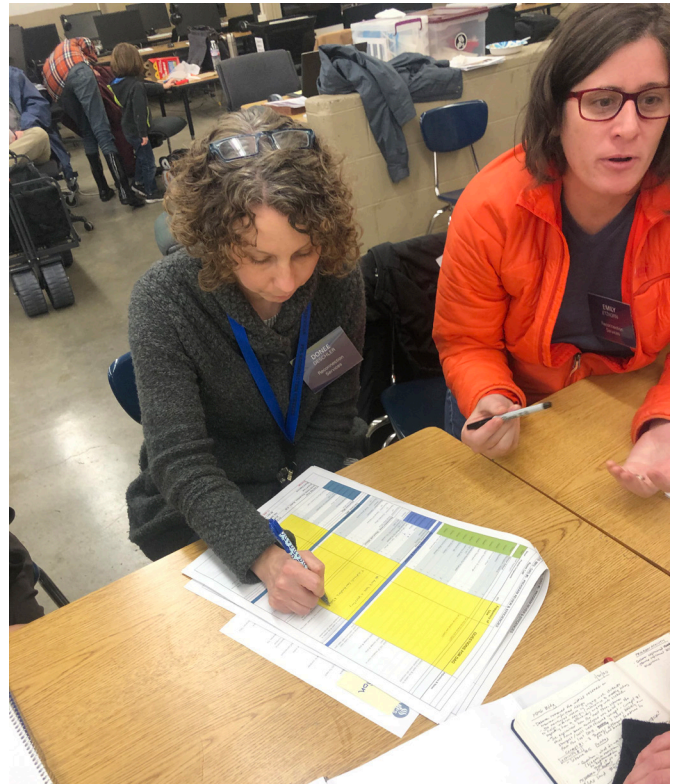
DAG members came back together to discuss the schemes as a group. DAG members representing Teen Parent Services preferred the "Porches" scheme, noting that it seemed to be the best for the outdoor play area and parking access. Many expressed appreciation for the outdoor areas and preferred they be on 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	
Reconnection	Secretary		1	We don't have a Secretary verify
Reconnection	Office	V.P.	1	
Reconnection	Office	?	1	Not sure who would use
Reconnection	Open Office for 9 Staff	Split into offices	3	7 outreach coordinators + Data Analyst
Reconnection	Conference Room for 10 people (12' x 16')		1	Sound proof divider
Reconnection / Alliance	Conference Room for 15+ people (15' x 25')		1	
Reconnection Center - Shared with Alliance				
Reconnection Ctr	Social Work Office		1	
Reconnection Ctr	Counselor office		1	
Reconnection Ctr	Special Ed Teachers	She fronts	1	1 teacher
Reconnection / Alliance	Classroom		1	
Reconnection Ctr	Small group rooms		2	

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

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

Those spaces are not used all day for R.C. so could be used for others. (written in a circle around the Small group rooms row)

TEEN PARENT SERVICES

Teen Parent Childcare				
Teen Parent - MPG				
Department Office				
Teen Parent	Director office		1	
Teen Parent	Reception/admin		1	Cheryl
Teen Parent	Counselor office		1	Katoya
Teen Parent	Conference Room for 10 people (12' x 16')		1	3 counselors / Norelle
Teen Parent	Storage		1	Yes Diapers CPR Classroom supplies
Teen Parent	Shared office for itinerant staff		1	Home Instruction / Comm agent

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

Comm agent (written above Dalia)

could be shared with other programs, there one day a week (written next to the Conference Room row)

could be shared with other programs (written next to the Storage row)

space for 2 or 3 to work (written below the Shared office row)

ALLIANCE SCHOOL

General Academics			
Meek	Classrooms	8	All Day ^{4/5} periods taught, 1 period plan
Meek	Discovery Room	1	All Day ^{2/5 periods for not discovery}
ABC	Classrooms	10	All Day (generally 8am-7pm)
Meek	Science Lab	1	All Day ^{Bio/physics/chem}
ABC	Science Lab	1	All Day ^{1st-8th period}
Meek	Natural Resources Lab	1	1/2 Day - could be in a science lab, or standard classroom
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
Meek	Manufacturing Shop	1	All day
Alliance	Design/Applied Arts	1	1/2 day can use art room some days
Alliance	Digital Computer Lab	1	1/2 day
Alliance	Culinary Arts	1	All day
Classrooms			
Meek	Classrooms	8	Reduce by 1? -yes
Meek	Discovery Room	1	
ABC	Classrooms	10	Reduce by 1? -yes
Alliance	Breakout Spaces / Flex	7	Reduce quantity?

See Reconnection Center below for 1 Classroom additional

Adjacency to Culinary room
 need two science labs running @ same time, both chemistry-capable
 Provide outdoor area

Adjacent to Science Lab. Direct access to lab preferred

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

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

Can this be combined with Meek Digital Computer Lab? Prefer North light

With recording booth

Ability to open to Science room. Prefer to be adjacent to Commons

Target 15% reduction?
 LA-4 LC-1
 MA-3 SPAN-1
 SS-3 ART-1
 Health-1
 Sci-2
 Discov
 Total 17

See Reconnection Center below for 1 Classroom additional

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.

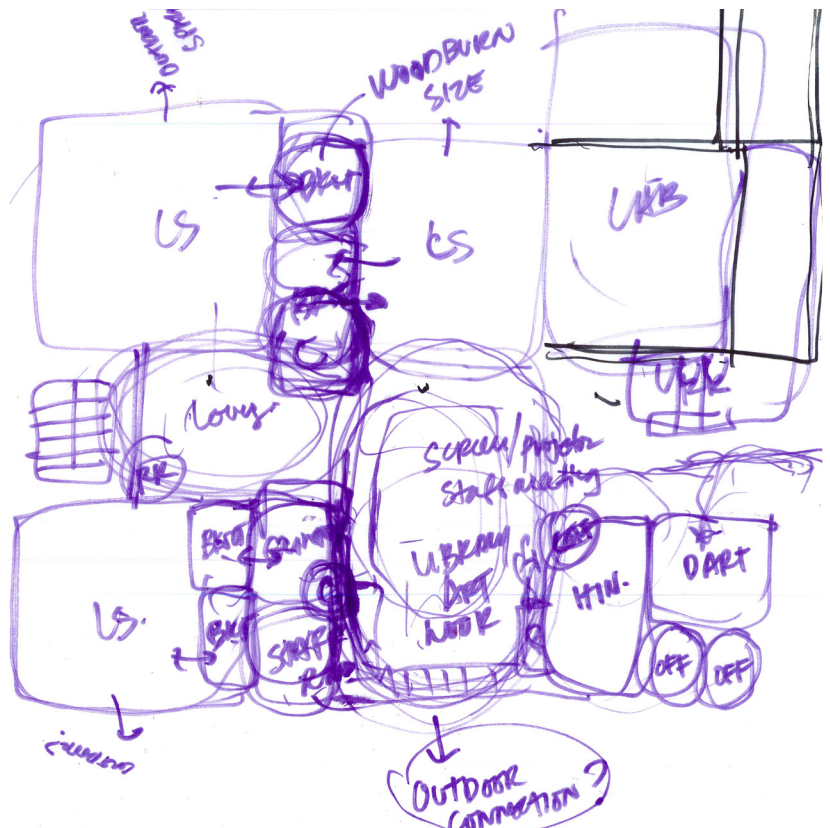
Building on the work done at DAG #4, the DAG members were asked to consider the layout of teaching spaces and provide comment for what might work in different teaching environments: team teaching, individual learning, science, maker spaces, and so forth. DAG participants broke into their respective school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

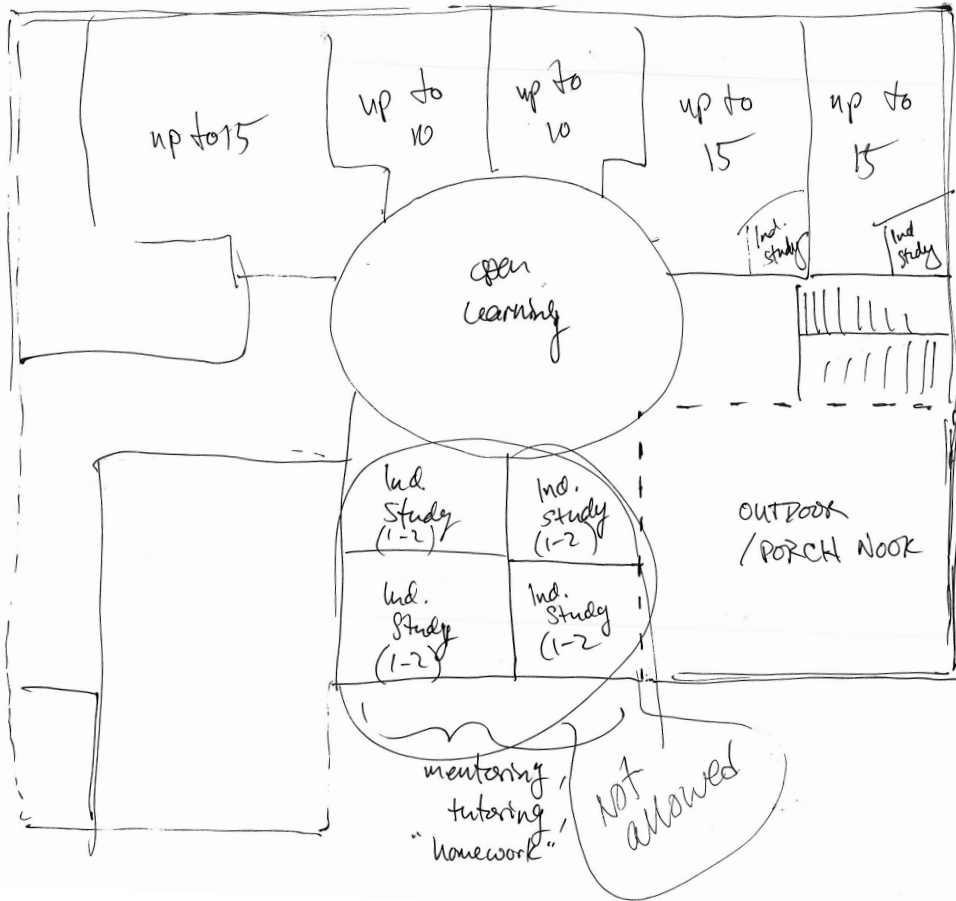


DART / CLINTON

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.





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

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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>