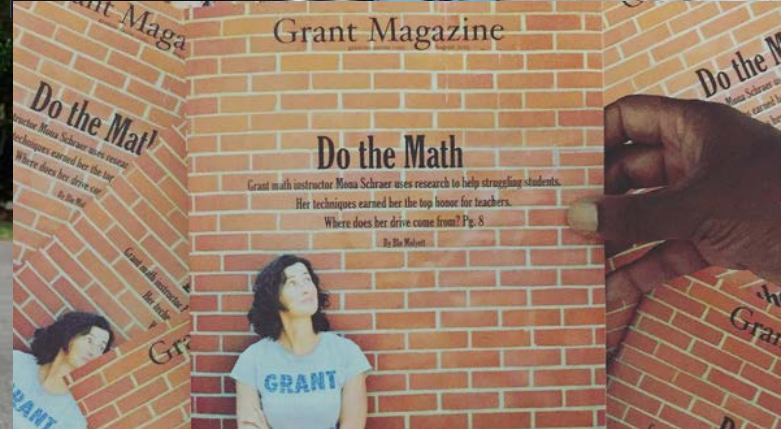


mahlum

Masterplanning OPEN HOUSE
Grant High School Modernization
12.03.15



Today's Agenda

Project Overview (presentations begin at 5:30 and 6:30pm)
Listening Stations (6:00 -7:30)

Project Overview

Team Introductions
Process & Schedule
MPWS 1 Shareback
MPWS 2 Shareback
Master Plan Concepts
Overview of Today's Listening Stations

Project Overview

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MPWS 1 Shareback

MPWS 2 Shareback

Master Plan Concepts

Overview of Today's Listening Stations

Portland Public Schools

:: Michelle Chariton, *Project Director*

:: Kristie Moore, *Project Coordinator*

Design Advisory Group (DAG)

:: Carol Campbell, *DAG Chair Elect*

:: Abby Williams, *DAG Co-Chair Elect*

:: Pam Knowles, *Elected Official*

Grant Bond Website

Mahlum Team

Architectural Design

- :: Diane Shiner, *Principal in Charge*
- :: Alyssa Leeviraphan, *Project Manager*
- :: JoAnn Wilcox, *Project Architect*
- :: Rene Berndt
- :: Ben Taylor
- :: Emi Day
- :: Jennifer Lubin
- :: Andrew Weller-Gordon

Mahlum Team

Architectural Design

- :: Diane Shiner
- :: Alyssa Leeviraphan
- :: JoAnn Wilcox
- :: Rene Berndt
- :: Ben Taylor
- :: Emi Day
- :: Jennifer Lubin
- :: Andrew Weller-Gordon

Consultants

- :: Mayer/Reed, *Landscape Architecture*
- :: Balheizer & Hubbard, *Civil Engineering*
- :: KPFF, *Structural Engineering*
- :: Interface, *Mechanical, Electrical, Plumbing*
- :: Peter Meijer Architects, *Historic Preservation*
- :: PLA, *Theater Design*
- :: Halliday, *Nutritional Services*
- :: Greenbusch, *Elevator Design*
- :: Karen Braitmayer, *Accessibility Design*
- :: Angelo Planning Group, *Land Use Planning*
- :: Rider Levett Bucknall, *Cost Estimation*
- :: APEX, *Environmental Consultant*

Project Overview

Team Introductions

Process & Schedule

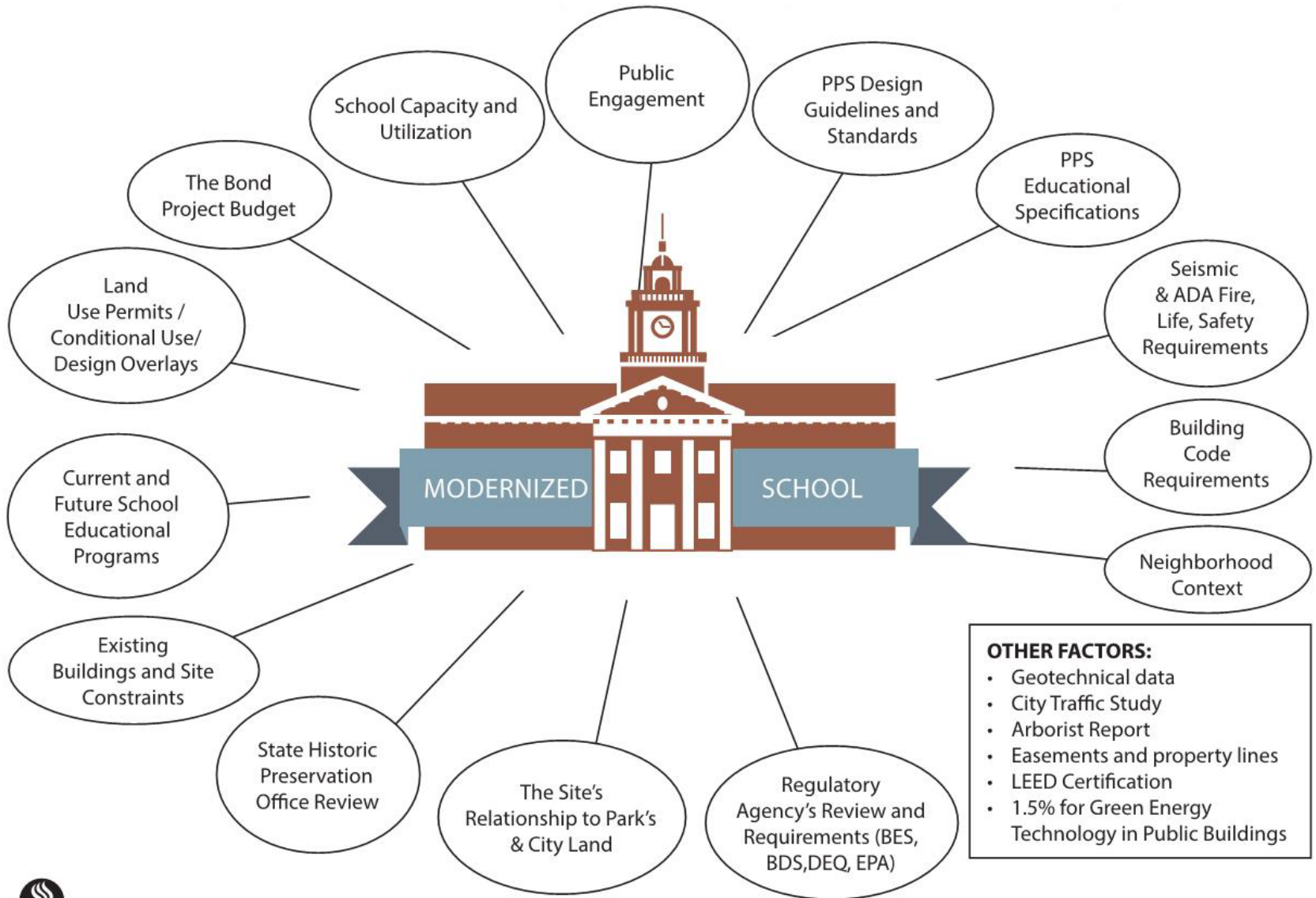
MPWS 1 Shareback

MPWS 2 Shareback

Master Plan Concepts

Overview of Today's Listening Stations

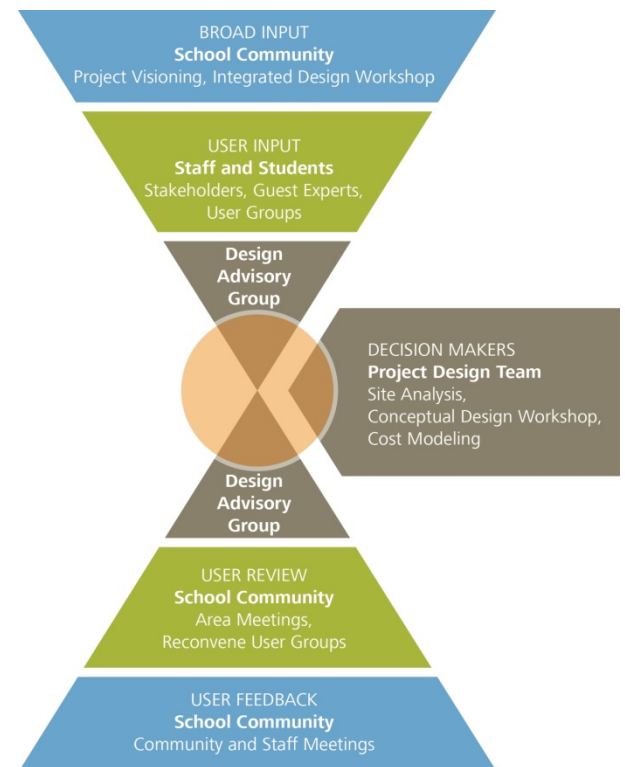
Additional Factors Influencing Design





Contributing Voices

PPS Board of Education
Stakeholder Cohorts
Design Advisory Group
Guest Experts
Students
Parents
Community



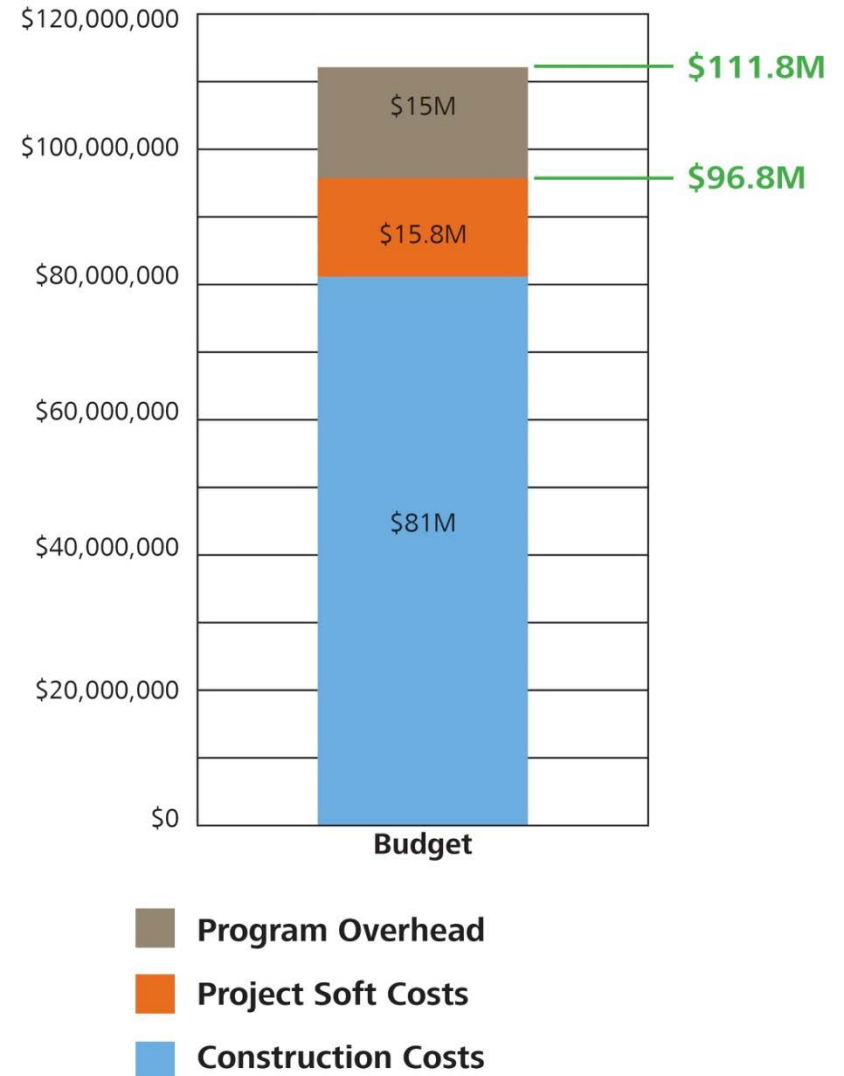
Budget

Construction

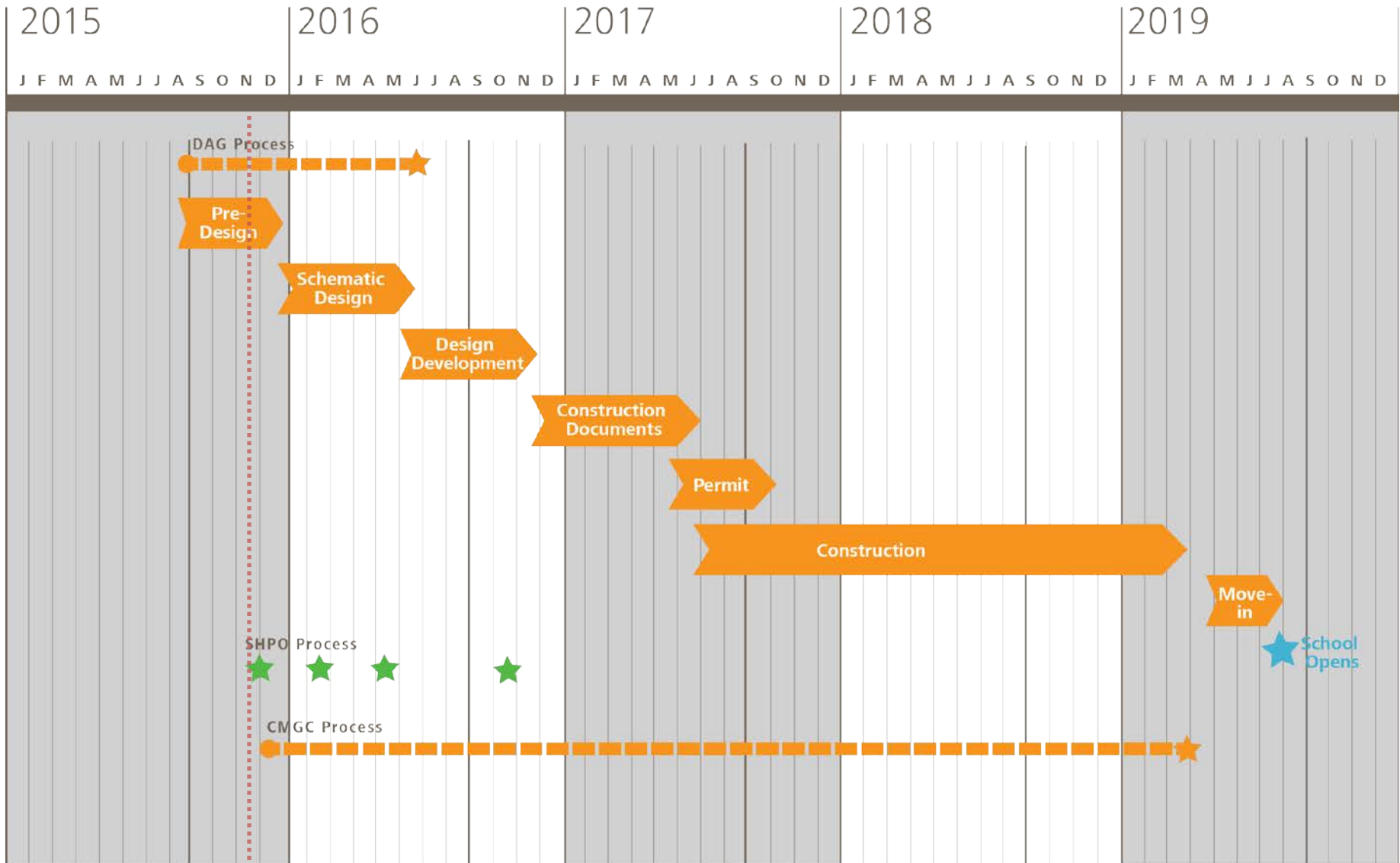
- Historic Preservation
- Modernization
- Site improvements
- Offsite improvements
- Contingency and sales tax

Project "soft costs"

- New furniture and equipment
- Classroom technology
- Network and phones
- Professional services
- Permit and utility fees



Project Schedule





Design Advisory Group Schedule

DAG 01	Sep 09	DAG 06	Dec 16
DAG 02	Sep 24	SD Workshop 1*	Jan 09
DAG 03	Oct 08	DAG 07	Jan 21
School Tours	Oct 23	SD Workshop 2*	Feb 06
MP Workshop 1*	Oct 24	DAG 08	Mar 03
DAG 04	Nov 05	SD Open House*	Mar 31
MP Workshop 2*	Nov 07	DAG 09	Apr 28
DAG 05	Nov 19		
MP Open House*	Dec 03		

*Community Focused Meetings
 All meetings 5:30-7:25pm except
 Workshops 9am-12pm



Design Advisory Process

DAG 01

Learn

DAG 02

Uncover

DAG Tours

Explore

DAG 03

Inspire

MP Workshop 1

DAG 04

Discover

MP Workshop 2

DAG 05

Conceptualize

MP Open House

Learn :: Stakeholders





DAG & STAKEHOLDER SYNTHESIS

B. What is the spirit of Grant High School?

:: **diverse community**

:: friendship, **trust**, and respect

:: tradition & rich **history**

:: teamwork & inclusion

:: there is a **place for everyone**

:: excellent performing **arts and athletics**

:: **sense of belonging** to the greater community



DAG & STAKEHOLDER SYNTHESIS

C. If Grant were the center of the community...

:: a place that nurtured incredible **growth** and connection with the community

:: every age group **coming together** to build relationships

:: A place where people feel comfortable and **involved** with the community

:: **open** and **lit outdoors** for longer facility use

:: an integral **part of the park**

:: a model school for **21st century learning**

:: could incorporate more **student-run programs**



DAG & STAKEHOLDER SYTHESIS

What should our initial priorities be for the Grant High School renovation?

:: Restore **historic** character of the buildings

:: Make **best possible space for the students**

:: Create a **welcoming, safe** learning environment

:: Showcase the **diverse** student population

:: Celebrate the **inclusive culture** of Grant

:: Maintain a **sense of community** and **tradition** while exploring the future for students

:: Increase access to **state of the art technology** for teaching & learning

:: Design for **large community events** and local gatherings



DAG & STAKEHOLDER SYNTHESIS

What makes a school healthy, both physically and emotionally?

:: Light, open air places to eat and **congregate**

:: Celebrate the strong **community**

:: Ensure **day light** community spaces and classrooms

:: Design **safe** and enjoyable spaces for learning

:: Increase student **engagement**

:: Focus on student health and clean facilities

:: Design a variety of **places to work outside**

:: Reflect **different cultures**

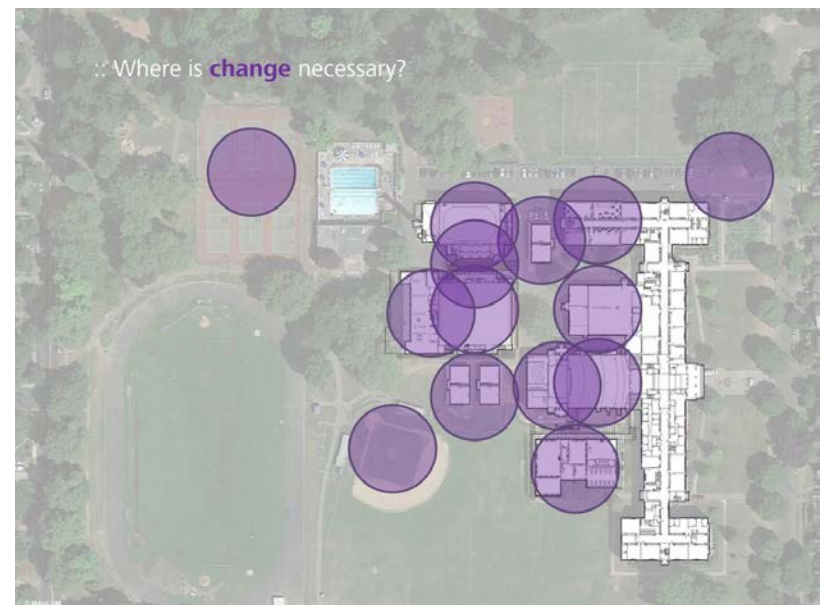
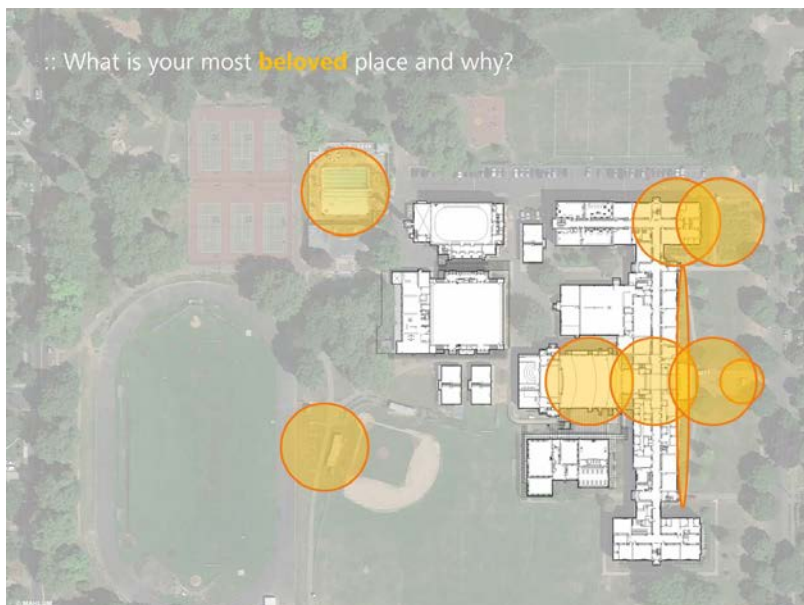
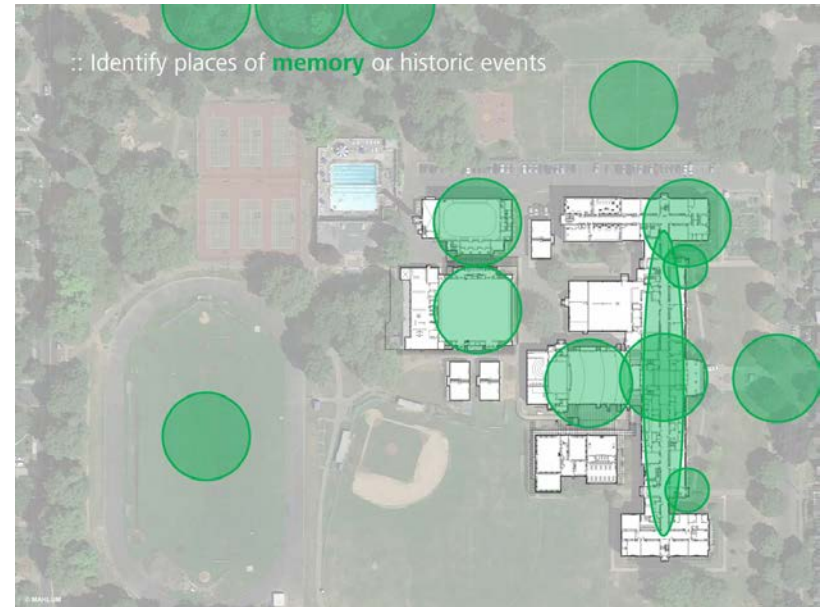
:: Celebrate student **artwork** wherever possible



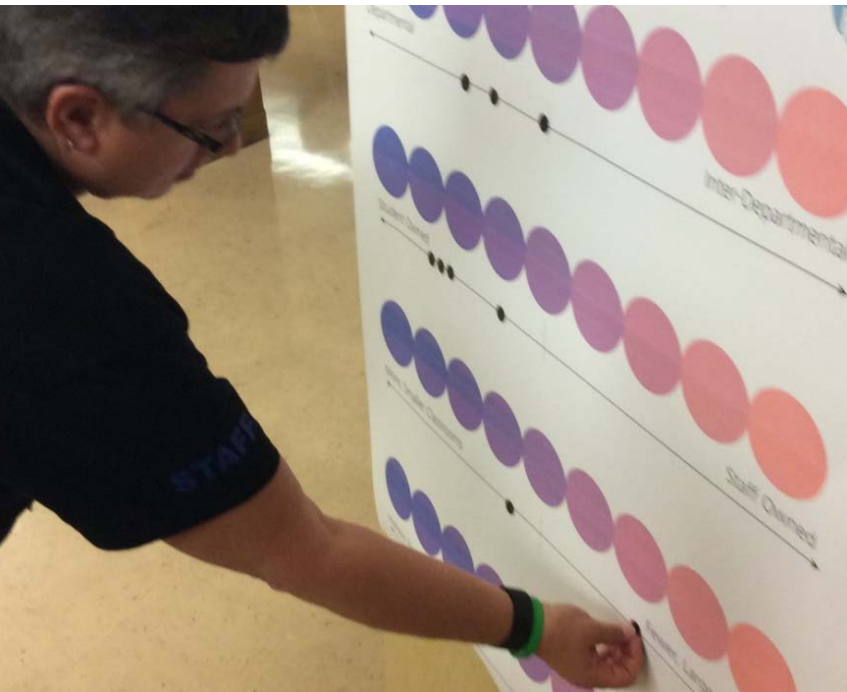
Uncover



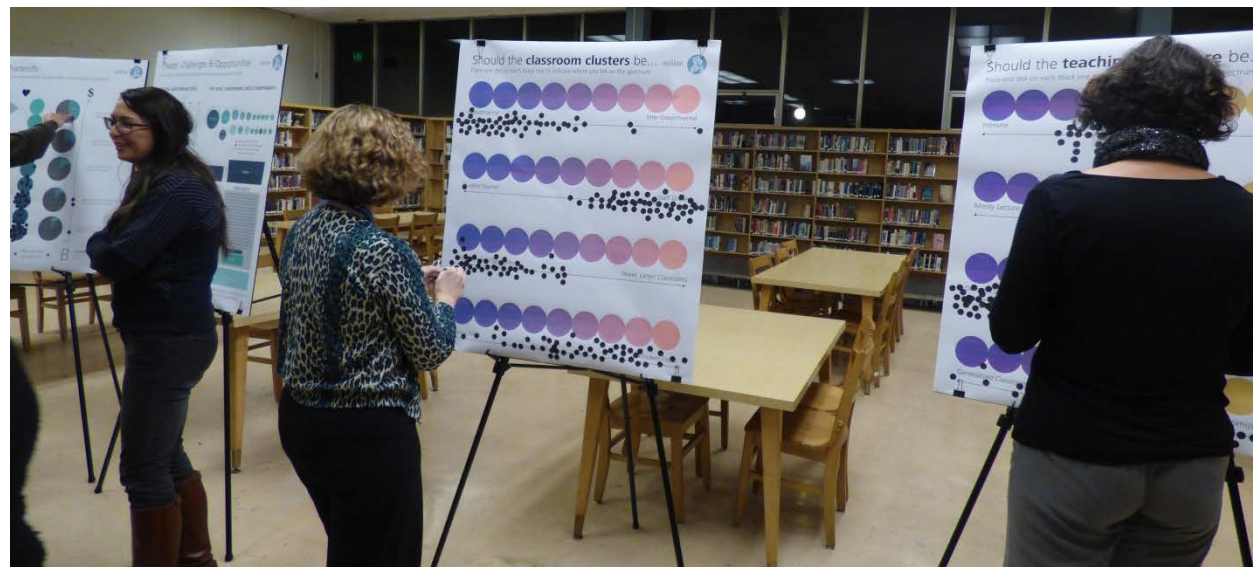
Uncover



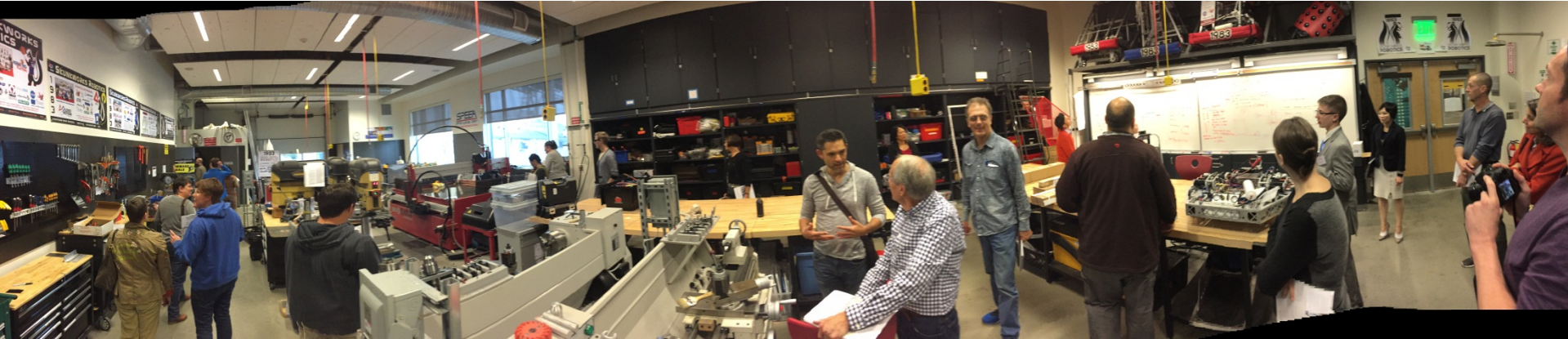
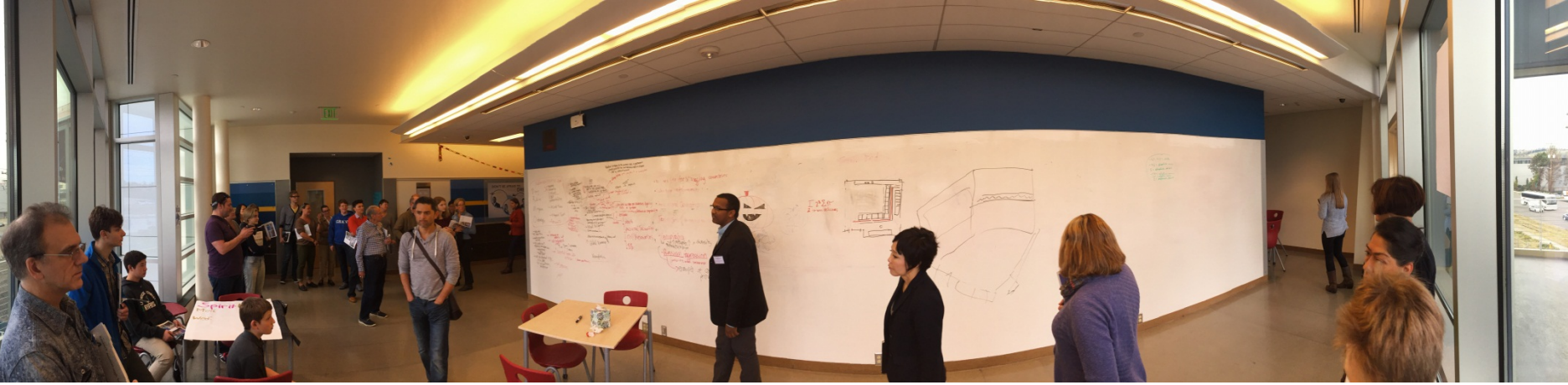
Uncover



Uncover :: Stakeholders



Explore



Explore



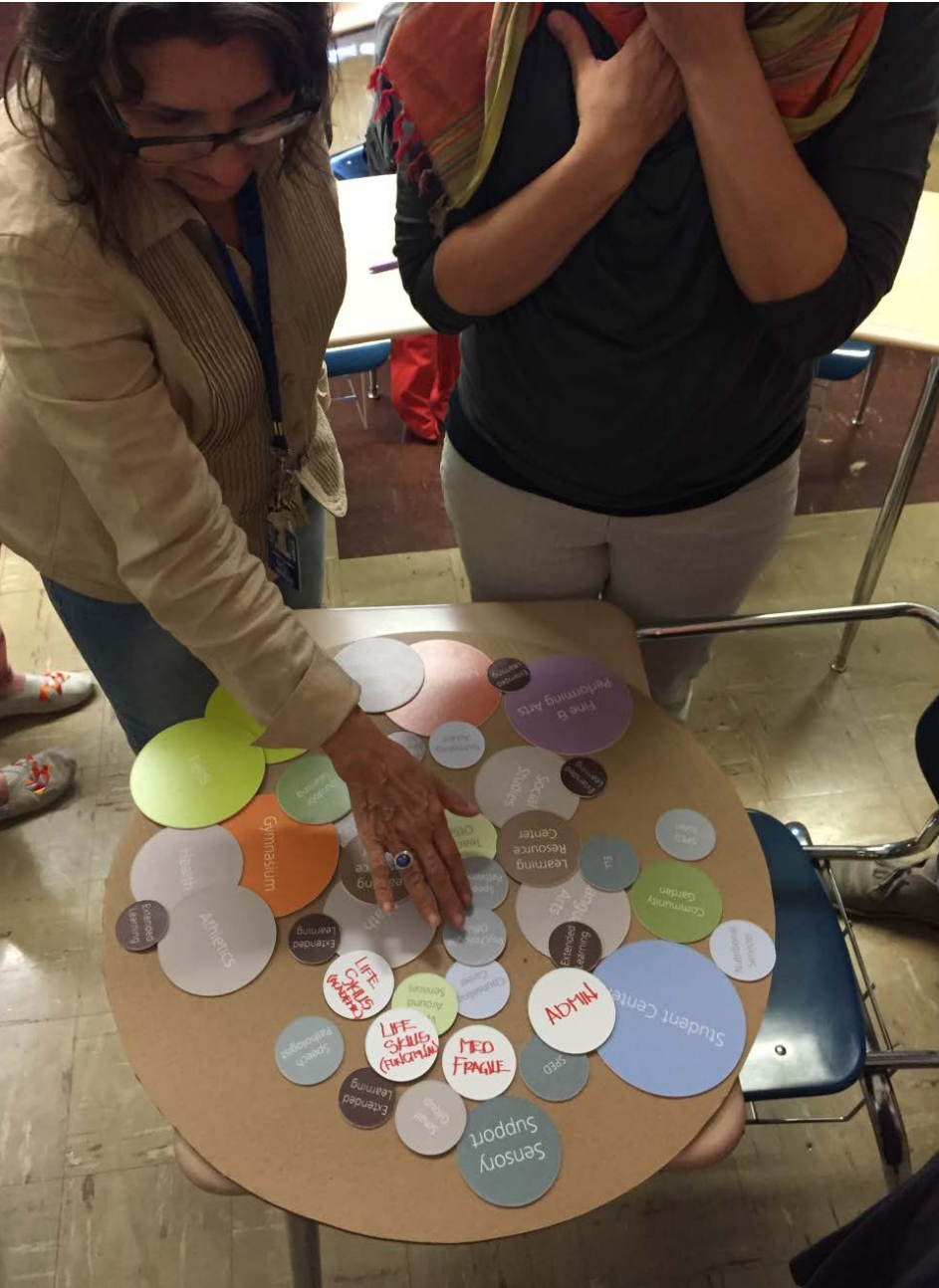
Inspire



Inspire



Inspire :: Stakeholders



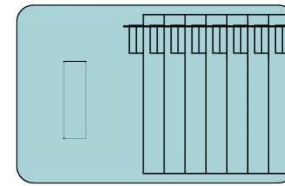
Inspire :: Community Workshop



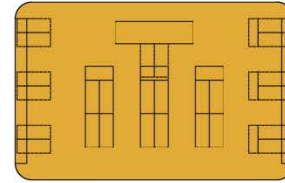
Inspire :: Community Workshop



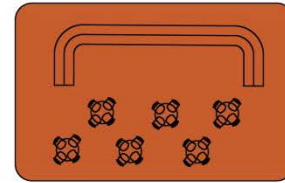
Discover



Forum/Lecture



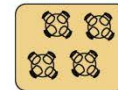
Lab/Workshop/Maker



Community/Gather



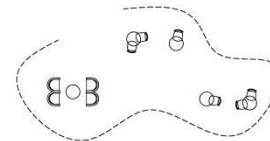
Seminar Room



Large Group

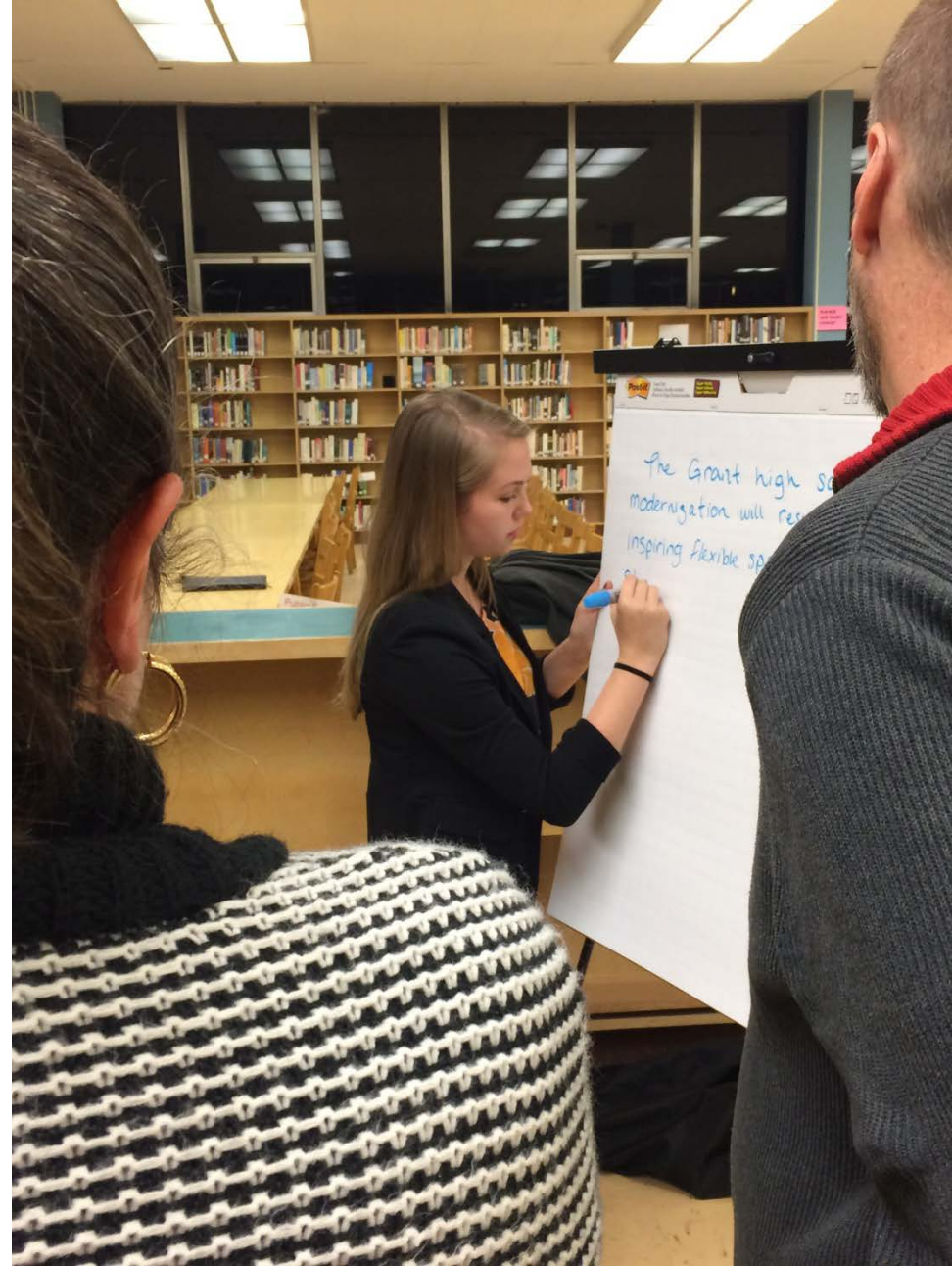
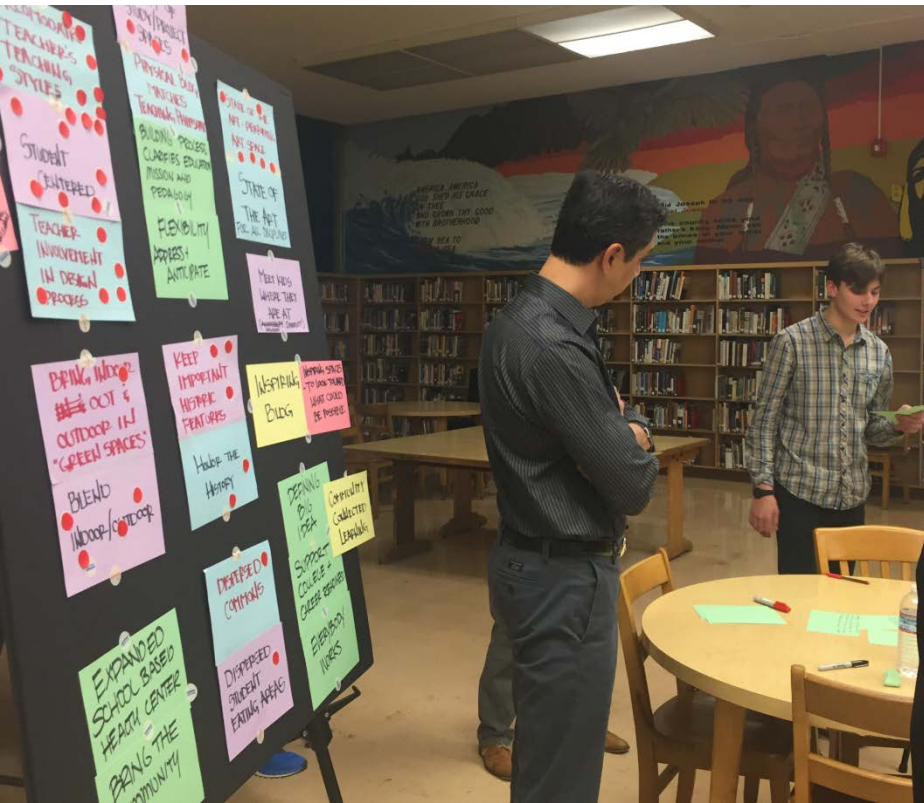


Small Group



Individual Study

Discover



Discover :: Community Workshop

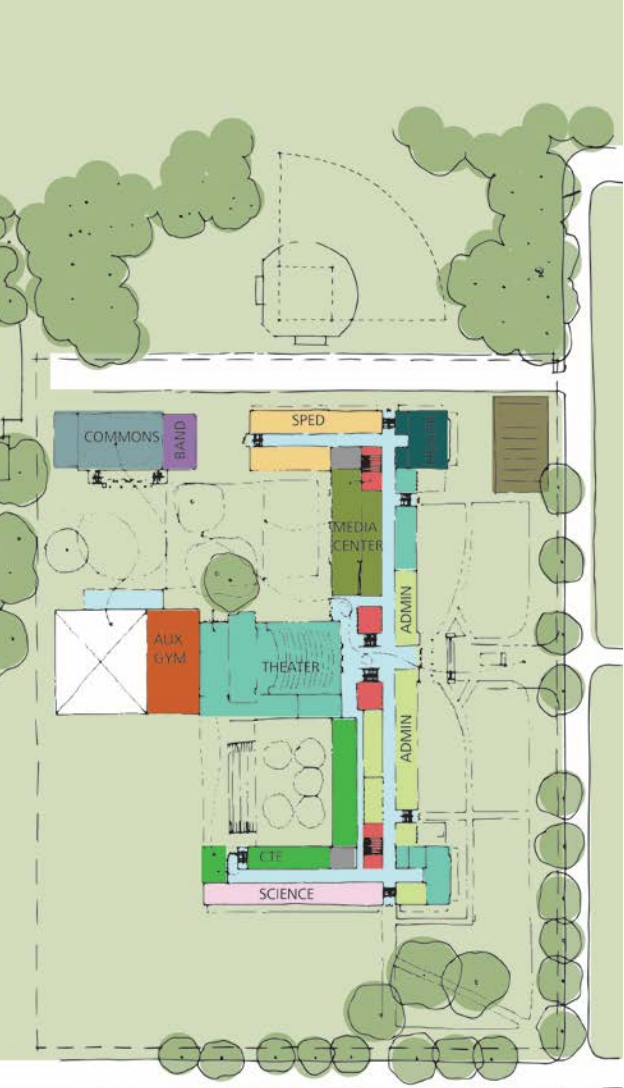


AM10:17 NOV/ 7/2015

Discover :: Community Workshop



Conceptualize



Conceptualize :: Stakeholders



Project Overview

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MPWS 1 Shareback

MPWS 2 Shareback

Master Plan Development

Overview of Today's Listening Stations

Themes

Be friendly to bikes:

Bike parking (covered?)

Bike lockers?

Bike paths?

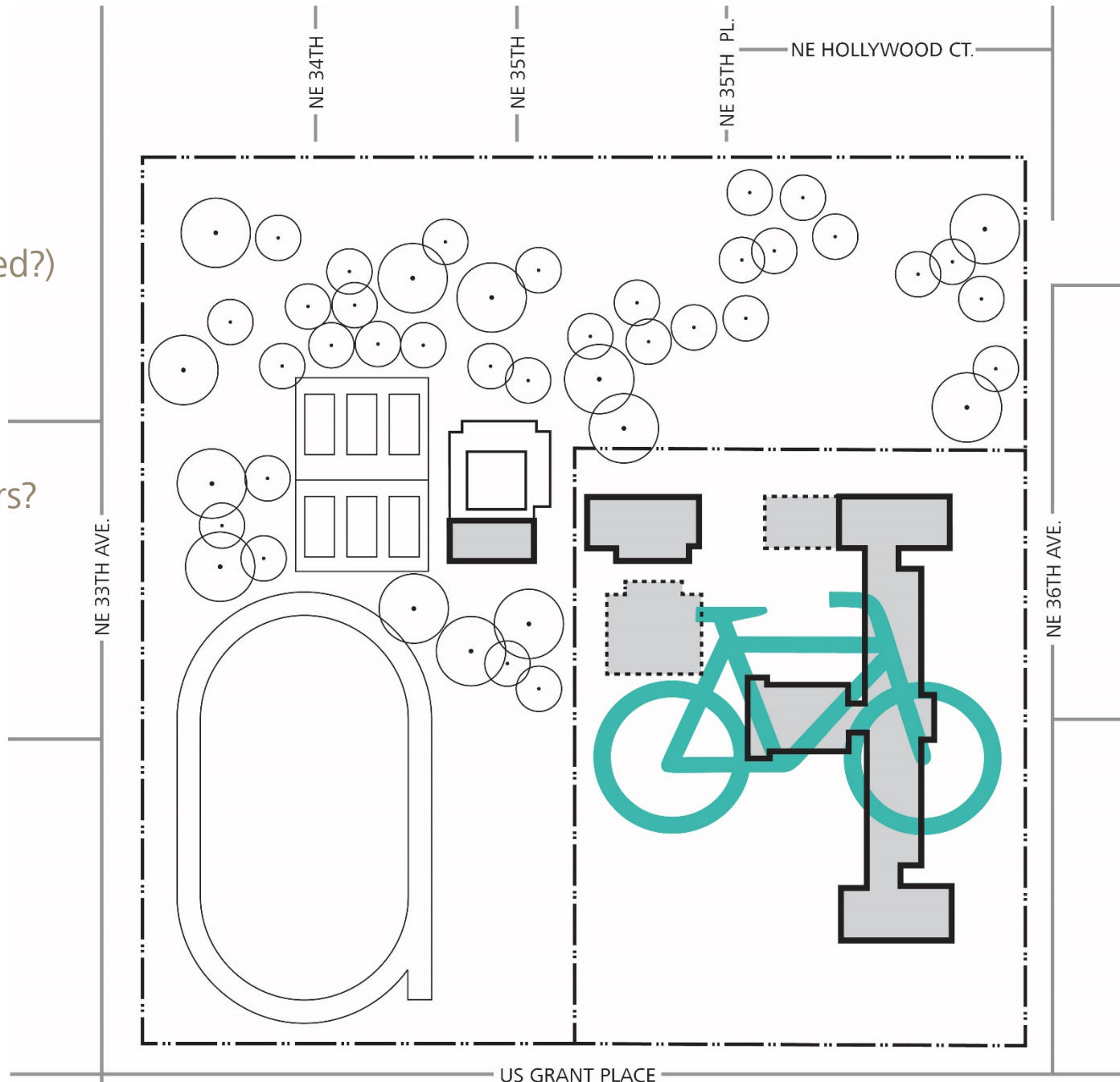
Bike turnlanes?

Bike stoplights?

Electric bike chargers?

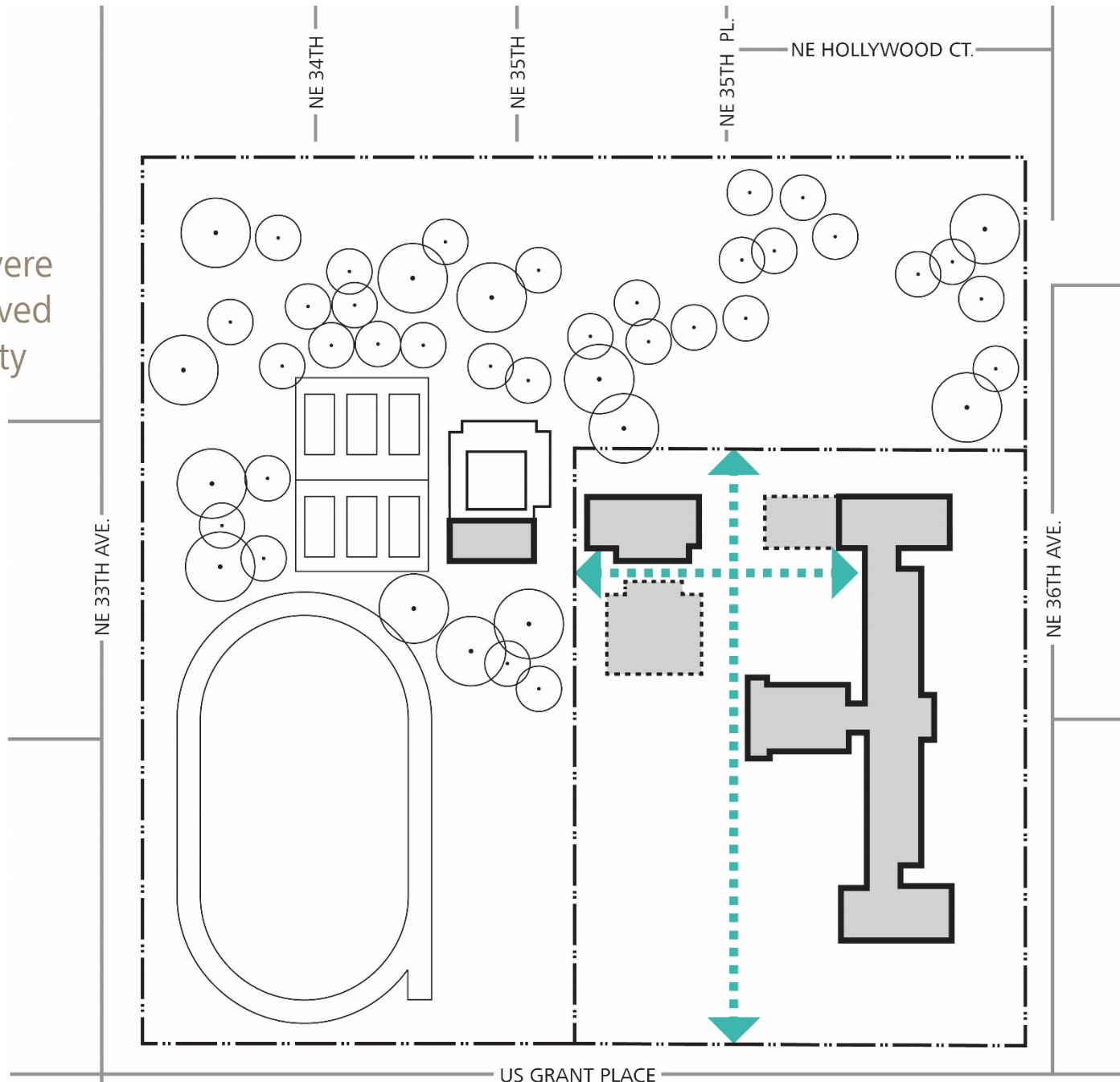
Showers?

Repair station?



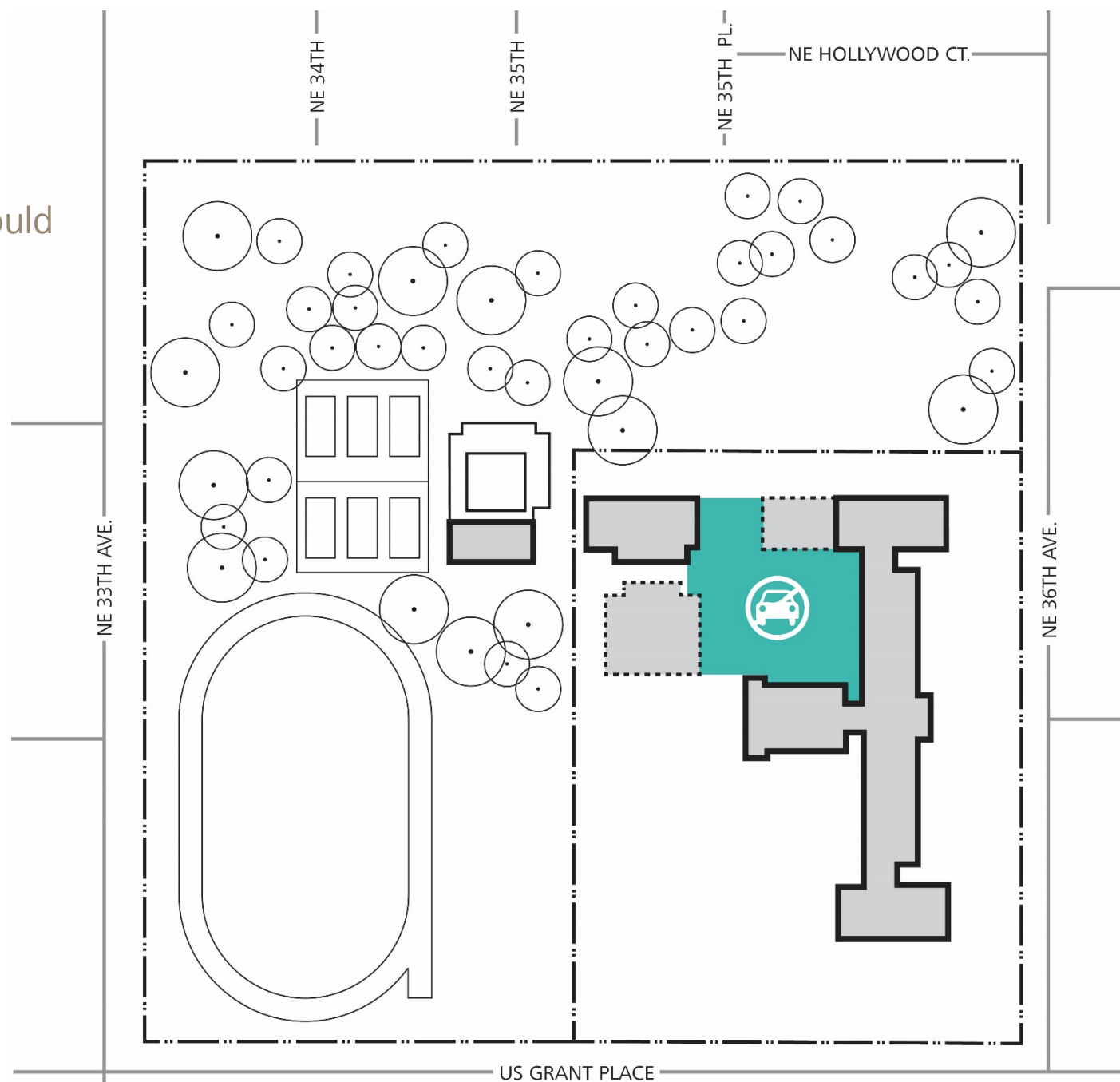
Themes

Significant new pedestrian routes were proposed for improved inter-site connectivity between Grant, Grant park, and the neighborhood



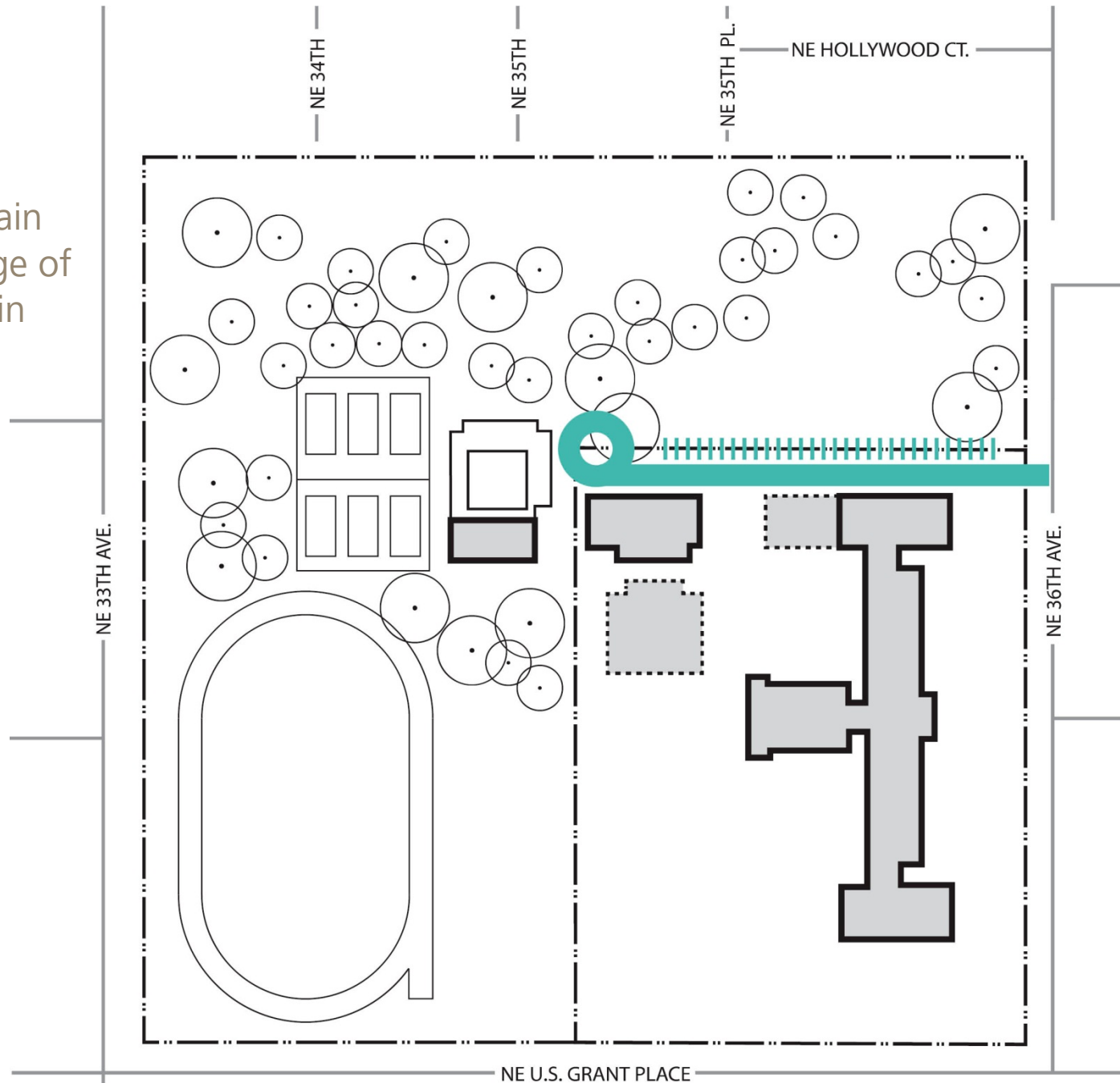
Themes

Central campus should be car free



Themes

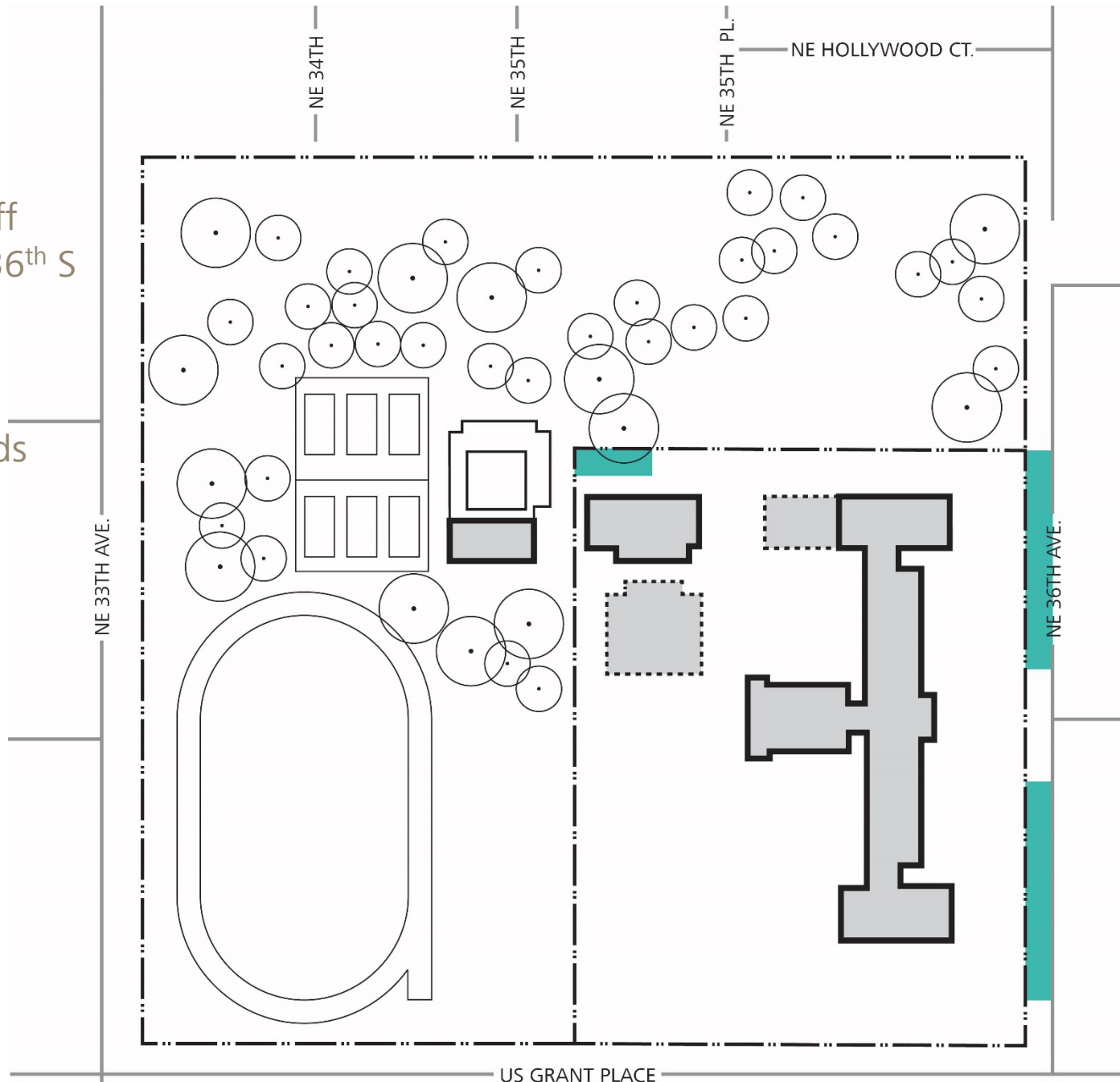
Parking should remain along the north edge of the site. Reduction in quantity was acceptable.



Themes

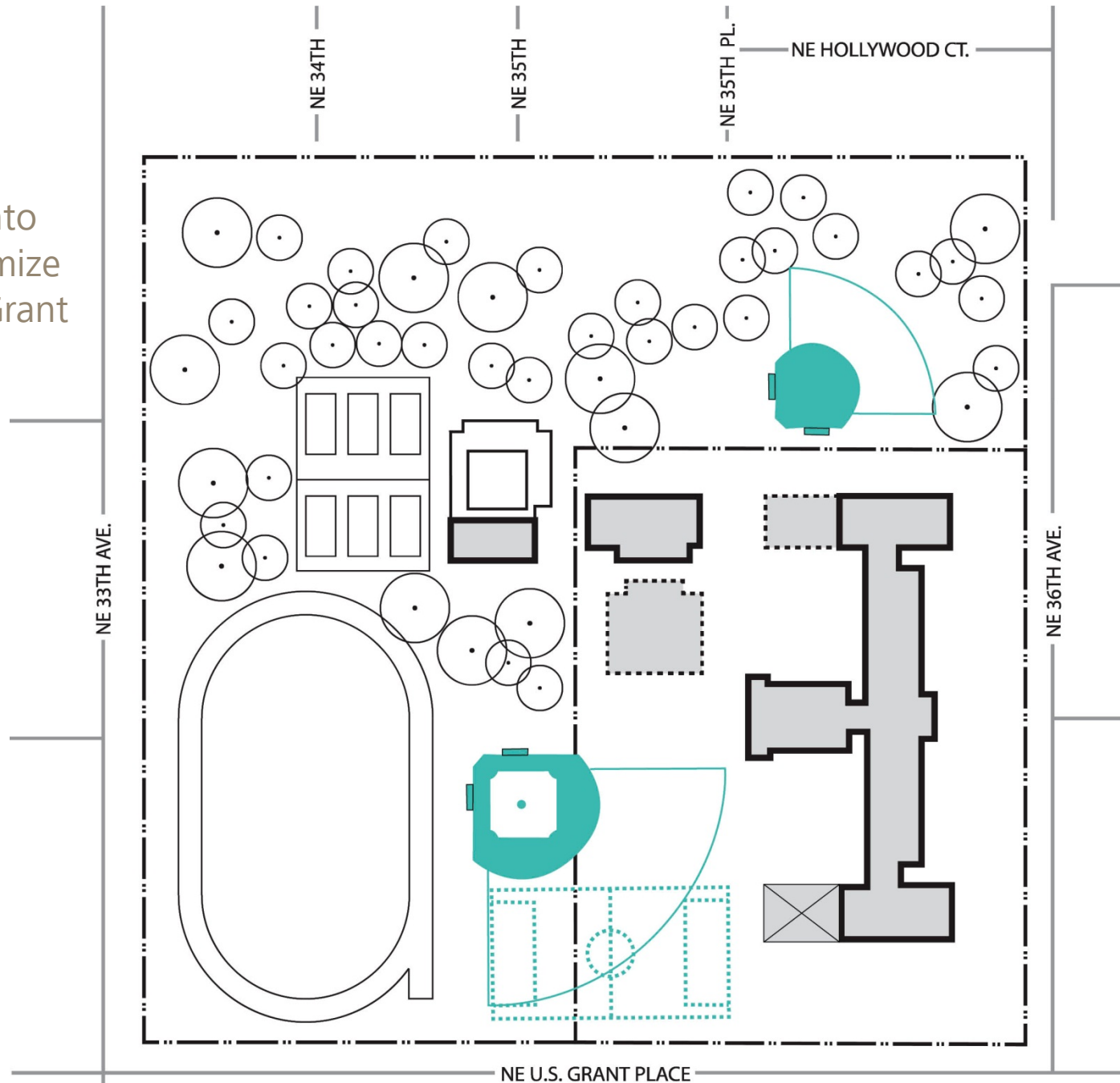
High school drop-off should stay on NE 36th S Avenue

Accommodate safe drop-off for little kids at the pool



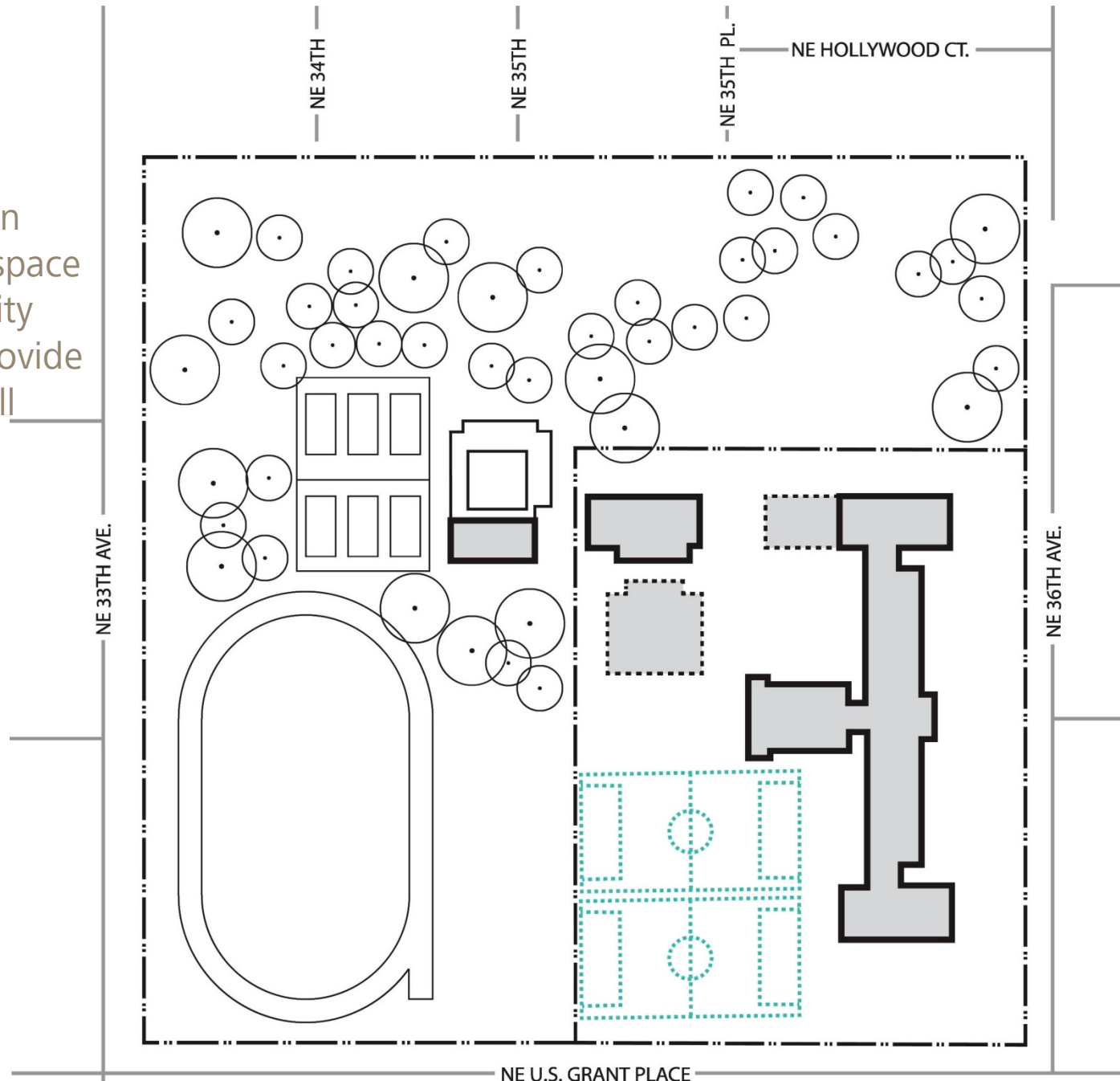
Themes

Push sports fields into Grant Park to maximize buildable area for Grant High School



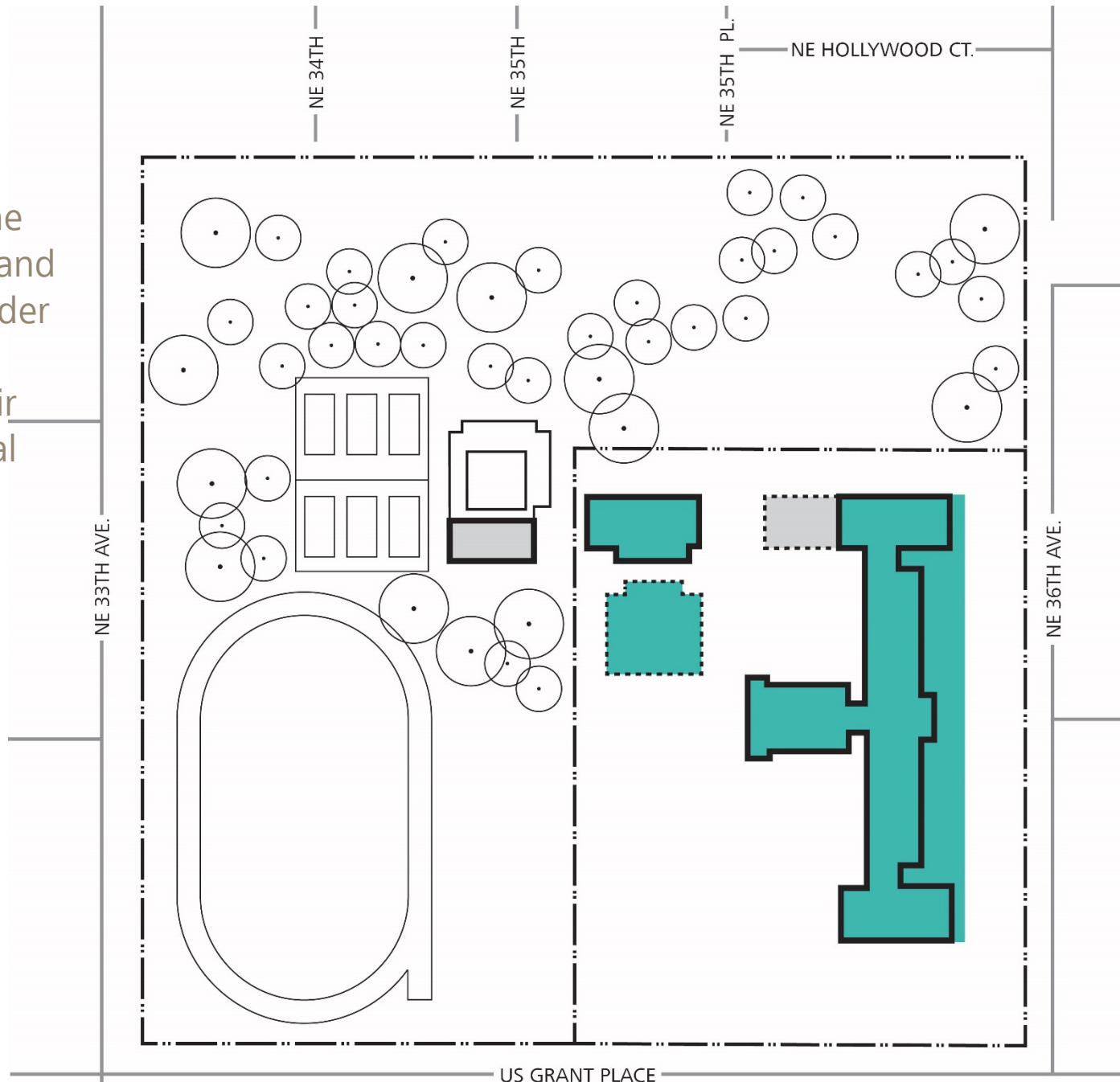
Themes

Keep sports fields on site as open green space to maximize flexibility and student use. Provide softball and baseball off-site.



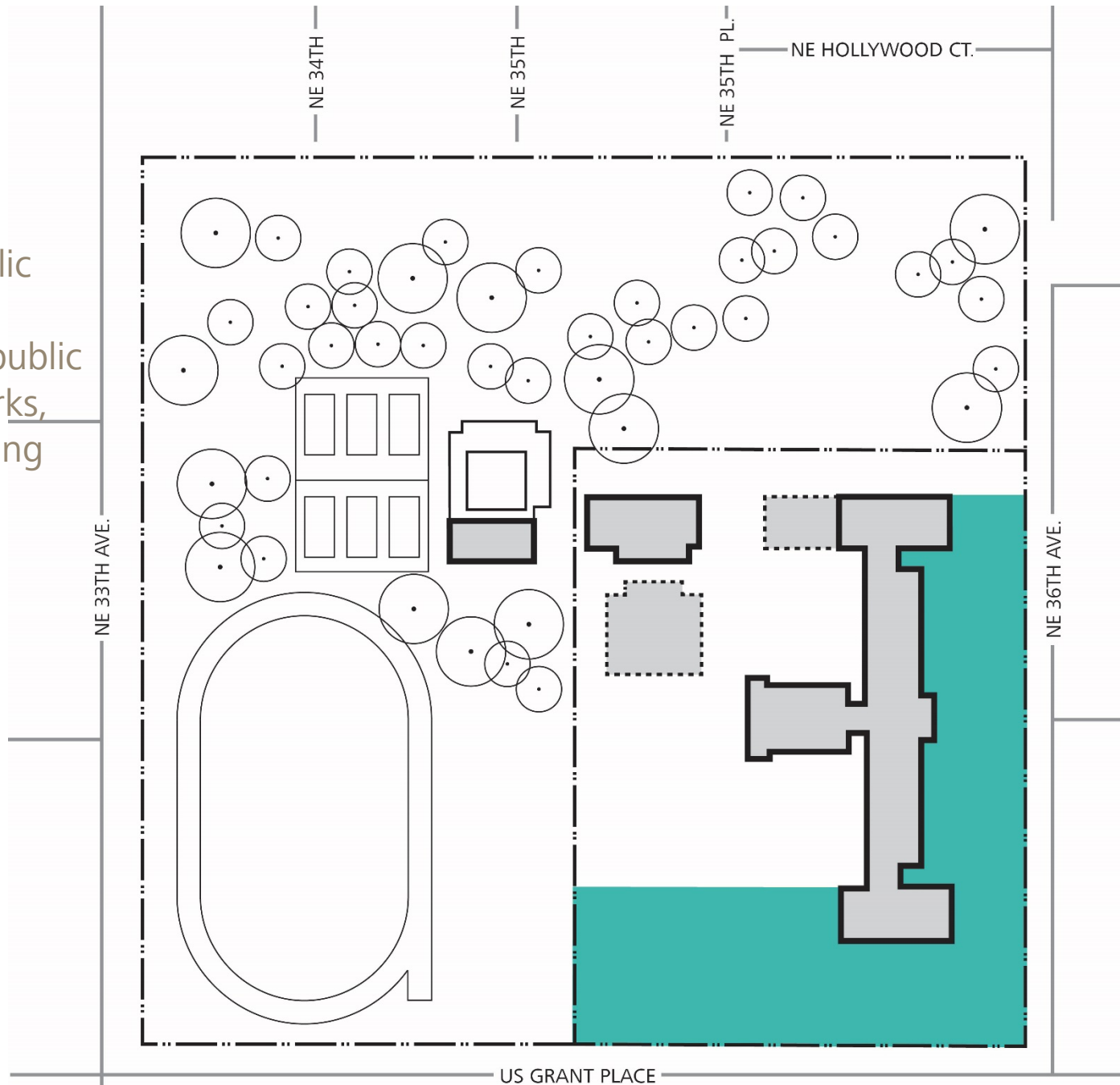
Themes

Historic elements the community values, and would like to consider preserving, and/or repurposing for their historic or emotional value



Themes

Create a shared use zone along the public edges of the site – consider including public gardens, pocket parks, open space, gathering plazas, raingardens, bike racks, etc.

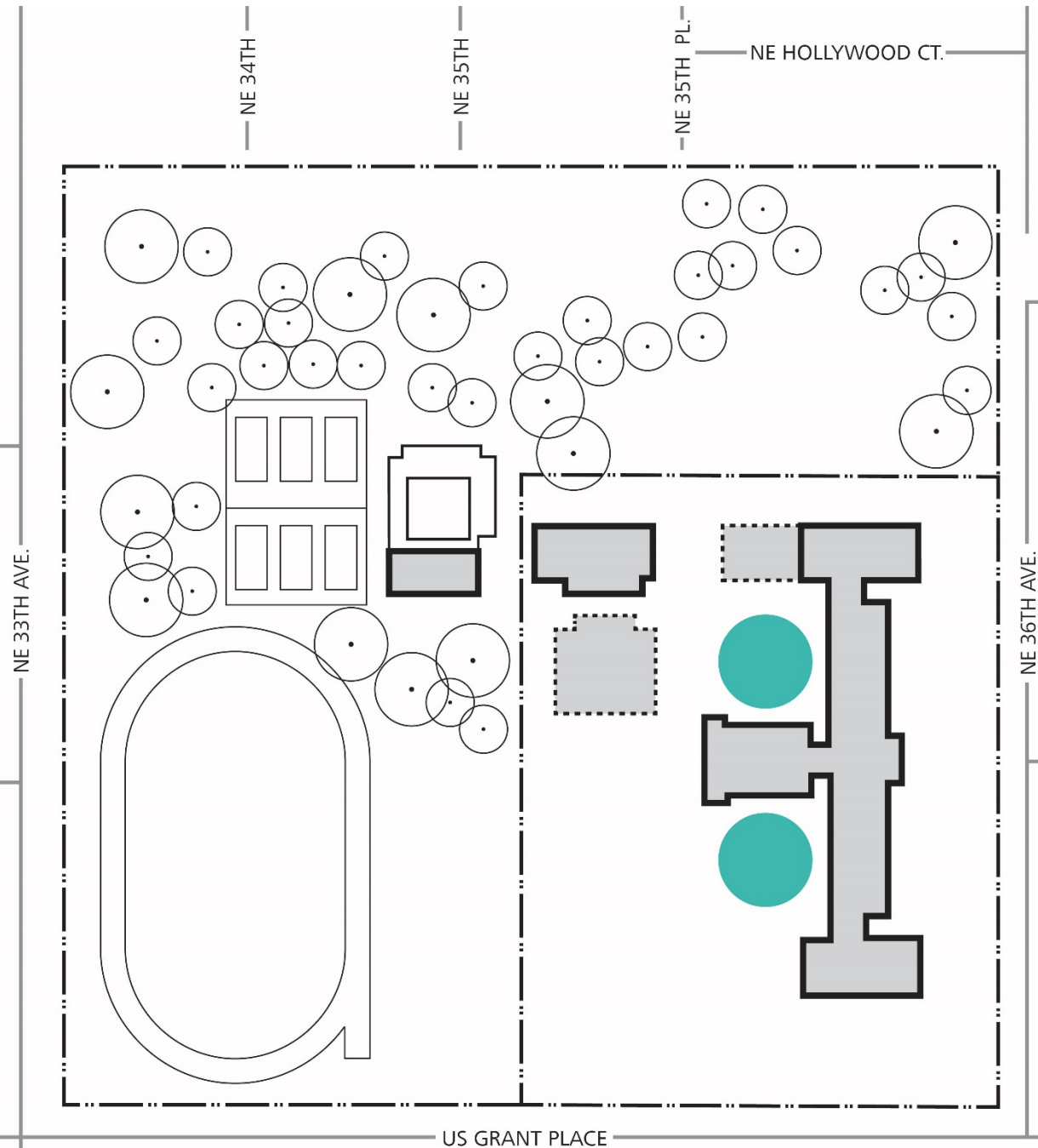


Themes

Create outdoor learning courtyards with strong interior/exterior connectivity

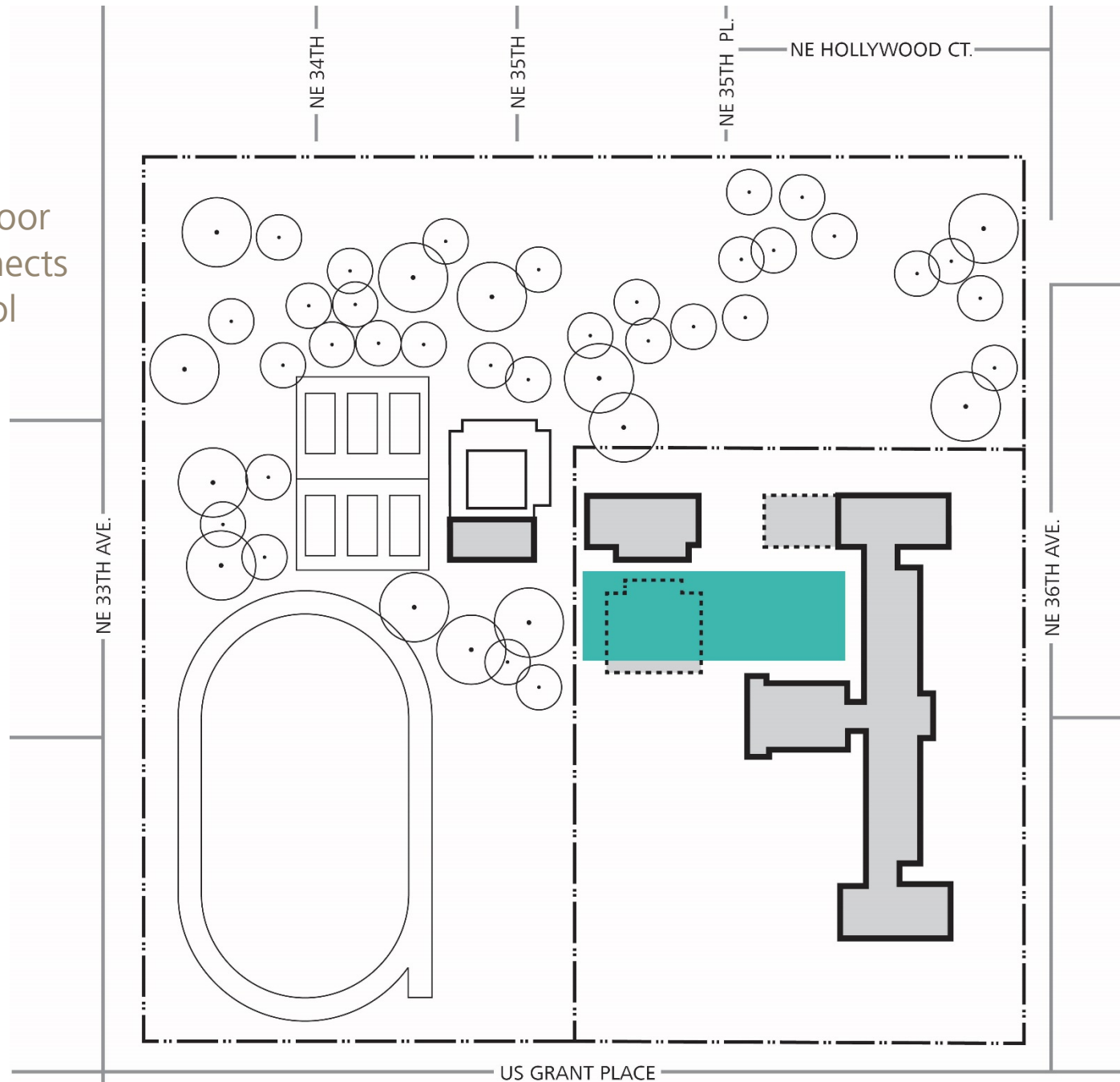
Provide outdoor social gathering areas central to campus where students can gather and clump safely

Integrate outdoor areas with the educational program



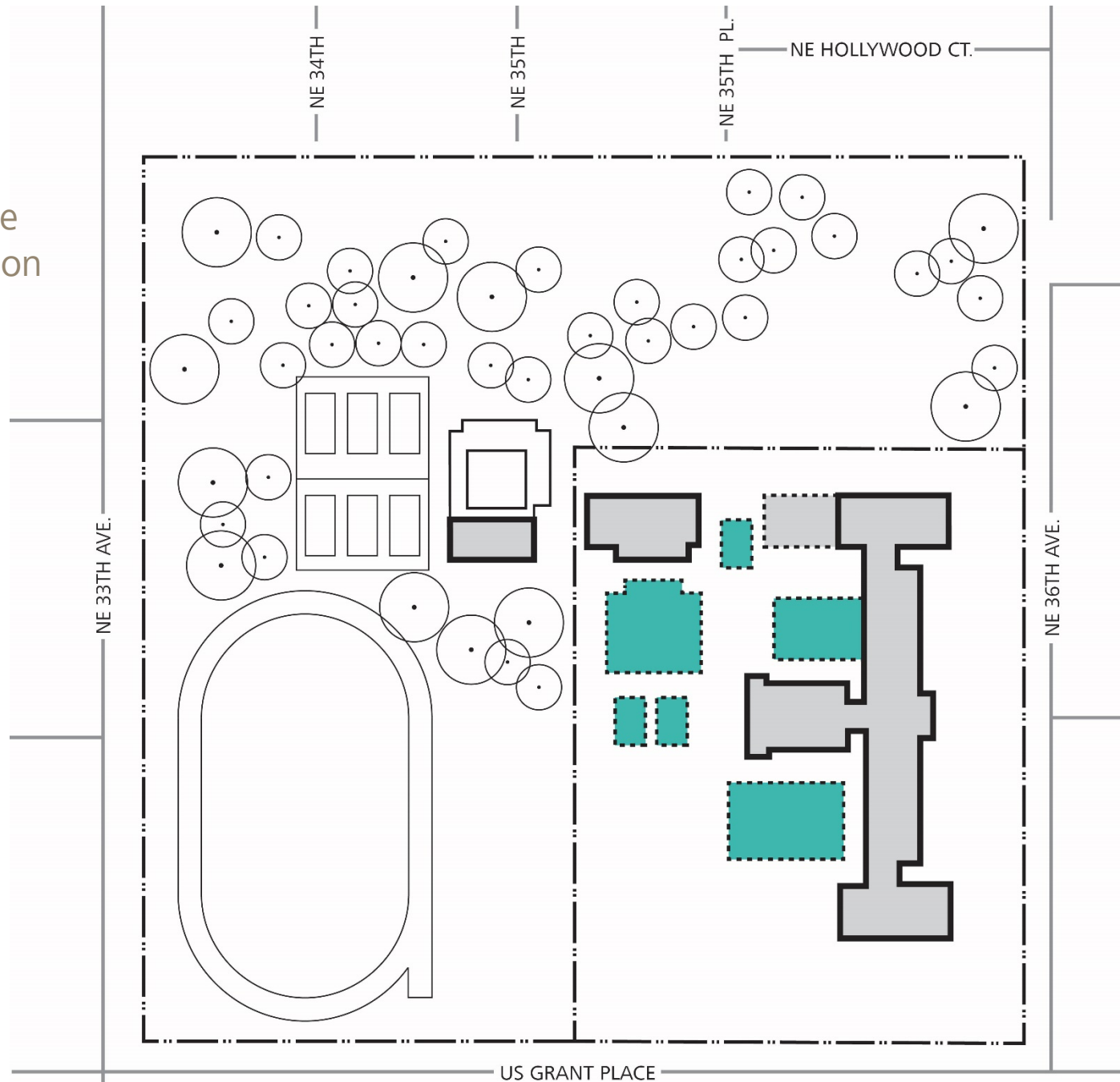
Themes

Create a large outdoor courtyard that connects to the park and pool



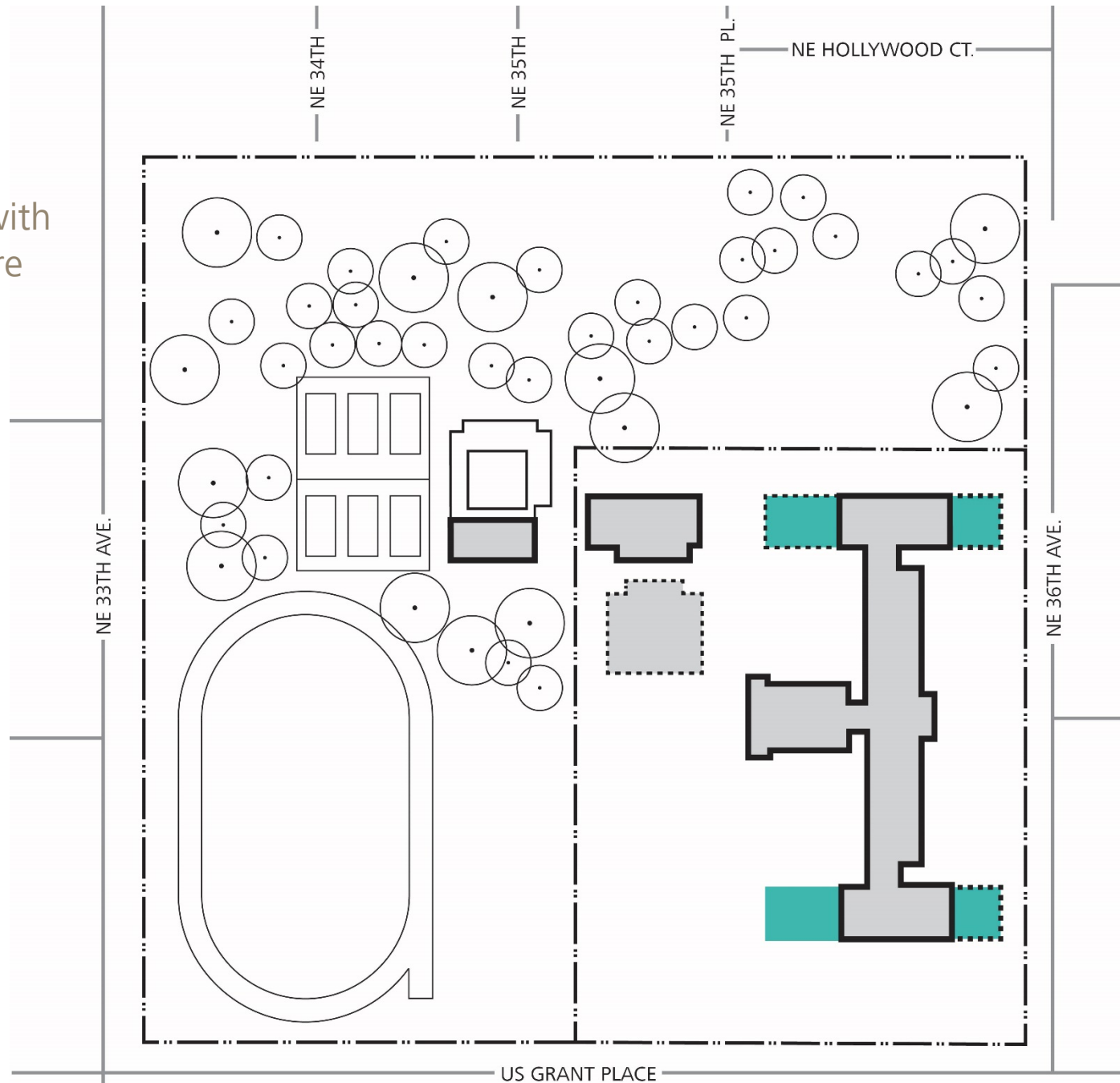
Themes

Areas that should be studied for demolition



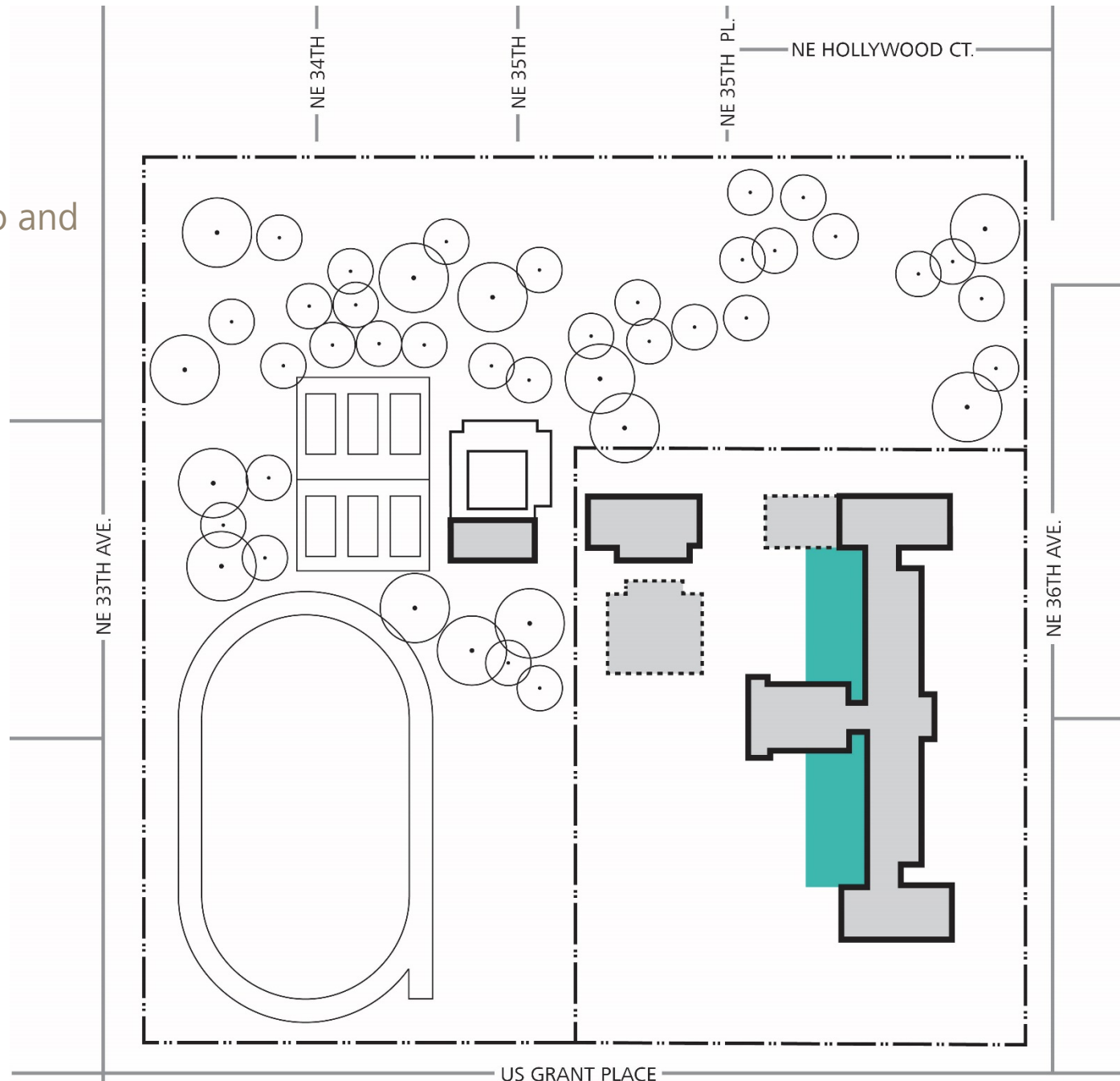
Themes

Additions in grain with the existing structure were popular



Themes

Additions parallel to and west of the existing structure were also popular



Project Overview

Team Introductions

Process & Schedule

MPWS 1 Shareback

MPWS 2 Shareback

Master Plan Concepts

Overview of Today's Listening Stations

Listening Station 1: Focus on Sustainability

1 Sustainability: LEED Strategies

Let's talk about your priorities for greening Grant.



What is Leadership in Energy & Environmental Design (LEED®) Certification for Schools?

LEED® for Schools is a rating system for new construction and major renovations of school buildings. It is based on a credit system in the following categories. Some categories are weighted more than others. Certified projects score 40-49 points; Silver: 50-59; Gold: 60-79; Platinum: 80+. This project is aiming for LEED Silver certification.

SUSTAINABLE SITES

- + alternative transportation
- + stormwater design
- + protect or restore natural habitat
- + heat island effect
- + light pollution reduction

WATER EFFICIENCY

- + water use reduction
- + water efficient landscaping
- + innovative wastewater technology
- + process water use reduction

MATERIALS & RESOURCES

- + storage & collection of recyclables
- + building reuse: maintain existing walls, floors, roof
- + construction waste management
- + materials reuse
- + recycled content
- + regional materials
- + rapidly renewable materials & certified wood

ENERGY & ATMOSPHERE

- + commissioning of energy system
- + optimize energy performance
- + refrigerant management
- + on-site renewable energy
- + measurement & verification
- + green power

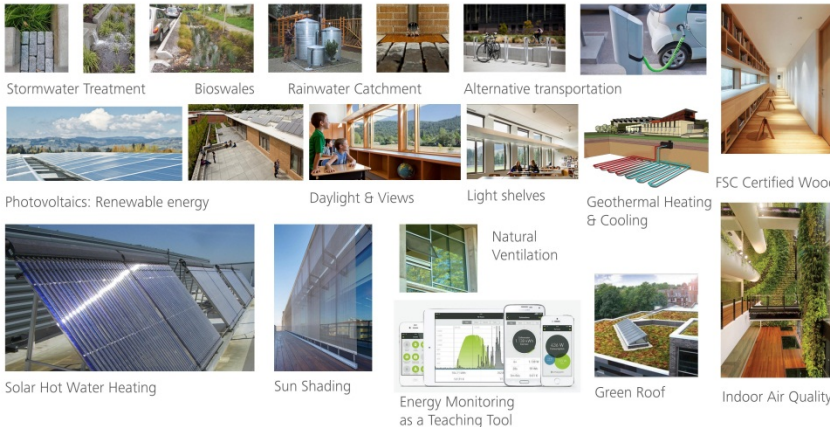
INDOOR ENVIRONMENTAL QUALITY

- + indoor air quality performance
- + environmental tobacco smoke control
- + acoustical performance
- + increased ventilation
- + low-emitting materials & pollutant source control
- + controllability of systems- lighting & thermal comfort
- + daylight & views
- + mold prevention

INNOVATION IN DESIGN

- + LEED accredited professional
- + school as a teaching tool

REGIONAL PRIORITY



1 Sustainability: Prioritization

Let's talk about your priorities for greening Grant.



RANK	GOAL	CHALLENGES	OPPORTUNITIES
	Stormwater Design Rain gardens, vegetated roofs and swales, pervious paving		
	Rainwater Harvesting Cistern, use rainwater for flushing toilets		
	Water Use Reduction Low flow fixtures, sensors, composting toilets		
	On-Site Renewable Energy Solar pv, solar thermal, wind, biomass		
	High Performance Building Increase building insulation, improve air infiltration, high performance windows		
	School as a Teaching Tool Design a curriculum based on the sustainable features of the building, showcase energy monitoring & informational signage		
	Daylight & Views Maximize interior daylighting and views, building orientation, shallow floor plates, provide building occupants a connection to the outdoors		
	Natural Cooling & Ventilation Operable windows, controllability of systems for thermal comfort, fans		
	Building Reuse Extend the life cycle of existing buildings, conserve resources, retain cultural resources, reduce waste & reduce environmental impacts		
	Strategies for Human Comfort & Health Radiant heating and cooling, geo-exchange heating and cooling, heat recovery, low VOC materials		

Listening Station 1: Focus on Sustainability

MASTERPLANNING WORKSHOP 2 COMMENTS

Sustainable Strategies

We asked each community group to rank their green building priorities to achieve a LEED Silver School. Here are some additional ideas.

“Biophilic design”

“toxins- eliminate and reduce”

“no composting toilets”

“renewable energy chargers”

“south facing rooms must be solved”

“ability to darken space for presentations”

“Ecotopia!”

Listening Station 1: Focus on Sustainability

RANKINGS

Sustainable Strategies

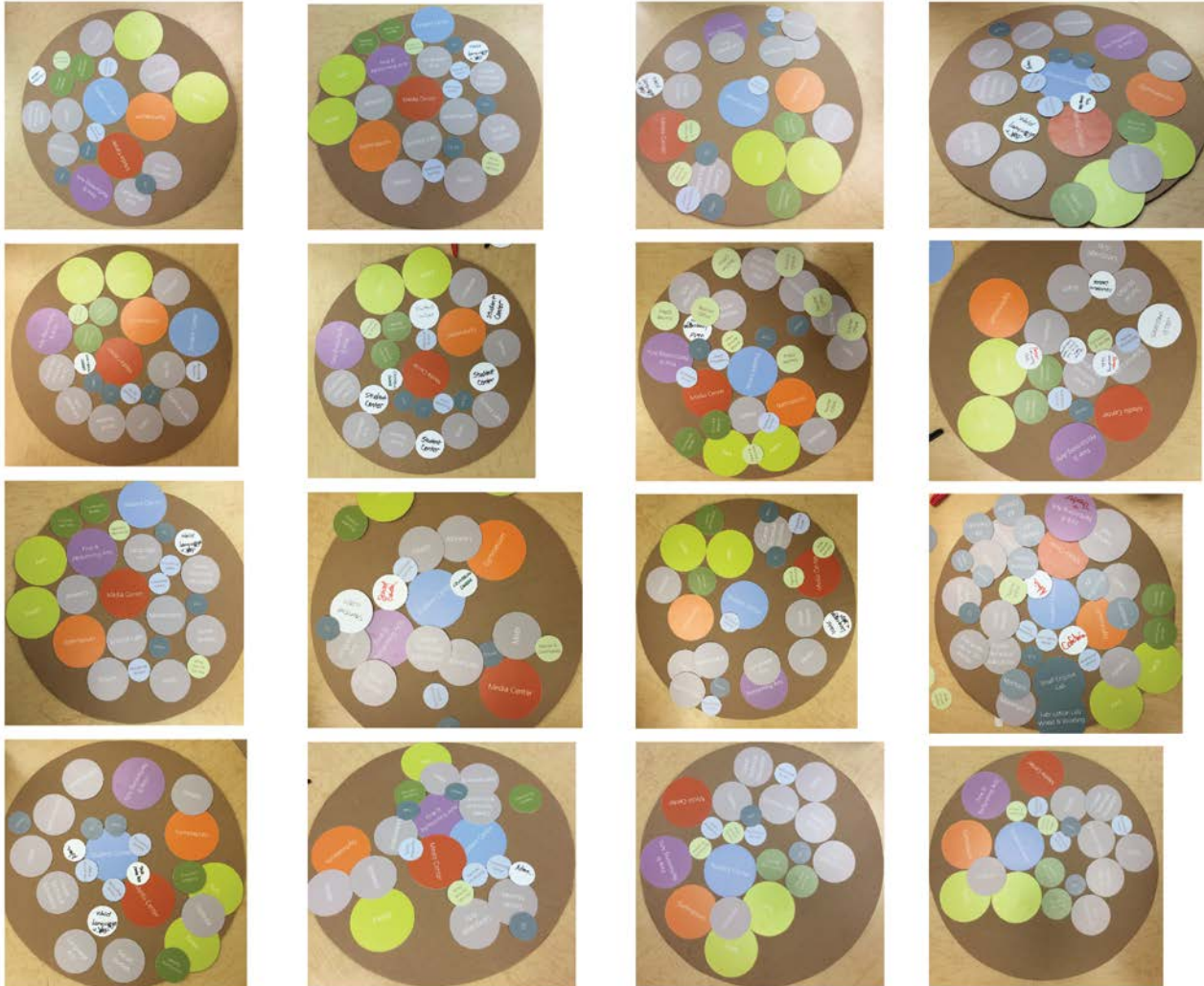
We asked each community group to rank their green building priorities to achieve a LEED Silver School. Here is the rank based on the average.

-
- | | | |
|-----|---|---------------------------------------|
| | ① | High Performance Building |
| TIE | ① | Daylight & Views |
| | ③ | Natural Cooling & Ventilation |
| | ④ | Strategies for Human Comfort & Health |
| | ⑤ | On-Site Renewable Energy |
| TIE | ⑤ | Water Use Reduction |
| | ⑦ | Building Reuse |
| | ⑧ | Stormwater Design |
| TIE | ⑧ | School as a Teaching Tool |
| | ⑩ | Rainwater Harvesting |

“current building is incredibly hot”

Tied for the number one priority was creating a high performance building and increasing daylight and views. This means the community is focused on creating a highly efficient optimized building that has lots of natural light, temperature control, and low-VOC materials.

Listening Station 2: Focus on Adjacencies



Listening Station 3: Focus on MPWS-1 Findings

3 Historic: Prioritization

What features are most important to you at Grant?

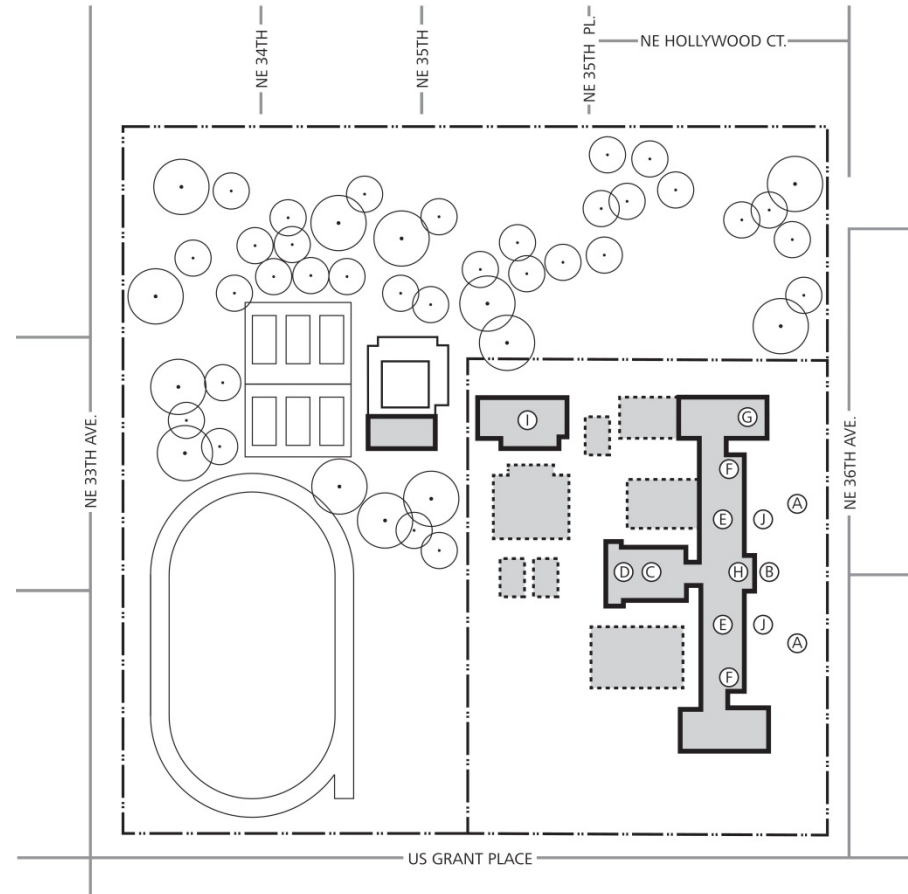


3 Historic: Prioritization

What features are most important to you at Grant?



RANK	BUILDING	CHALLENGES	OPPORTUNITIES
	(A) FRONT LAWN 		
	(B) MAIN ENTRY/ PORTICO 		
	(C) AUDITORIUM 		
	(D) MURALS/ ARTWORK/ HISTORIC PHOTOS 		
	(E) CORRIDORS 		
	(F) INTERIOR STAIRS 		
	(G) CHOIR ROOM 		
	(H) ORIGINAL LIBRARY 		
	(I) OLD GYM 		
	(J) HISTORIC WINDOWS 		



Listening Station 3: Focus on MPWS-1 Findings

MASTERPLANNING WORKSHOP 2 COMMENTS

Historic Elements

We asked each community group to rank their historic priorities based on what we've heard from the State Historic Preservation Office and Design Advisory Group historic values. Here are some of their comments.

"operable
transoms"

SCHEME C

"old gym as
blackbox!! art
hanging space
for shows!
Dance space!"

SCHEMES B, C, D

"make the front
portico of the old
gym visible!"

ALL SCHEMES

"leave grassy area"

"document &
move murals"

"keep exit
signs in
auditorium"

"improve
acoustics in
choir room"

"keep casework in
original library but
open to corridor"

Listening Station 3: Focus on MPWS-1 Findings

RANKINGS

Historic Elements

We asked each community group to rank their historic priorities based on what we've heard from the State Historic Preservation Office and Design Advisory Group historic values. Here is the rank based on the average.

- 1 Auditorium
- 2 Main Entry, Portico
- 3 Interior Stairs
- 4 Old Gym
- 5 Murals Artwork
- 6 Front Lawn
- TIE 6 Choir Room
- 8 Historic Windows
- 9 Original Library
- 10 Corridors

It was nearly unanimous that the auditorium is most important to the community. The next priority was the formal main entry portico and columns. Surprisingly, the interior stairs also ranked very highly while the corridors are not as important to the community to preserve.

“maximize light by fixing skylights”

Listening Station 4: Focus on Project Goals

4 Design Advisory Group: Mission

The DAG has been hard at work-- now they need your input.



The Grant High School modernization will result in an inclusive learning environment that fosters strong, productive relationships among students, teachers, and the community through inspiring, flexible spaces that honor the history while supporting students' success in college, career, and life.



4 Design Advisory Group: Goal Setting

Rank these top priorities; discuss challenges & opportunities for each.



RANK	GOAL	CHALLENGES	OPPORTUNITIES
	Accommodate diverse teaching & learning styles to facilitate strong relationships		
	Support the educational mission of Grant with a variety of flexible study & project spaces that anticipate future needs		
	Create state-of-the-art facilities for all disciplines		
	Sustain a student-centered approach, where all learners feel connected by celebrating diversity and inclusion		
	Design a building to inspire learning, to serve as a place of possibility		
	Focus on college and career readiness, preparing students to enter the workforce as positive contributors of society		
	Provide a variety of spaces to gather, eat, and hangout throughout the campus		
	Build the school as the heart of the community through services, opportunities, and recreation		
	Blend indoor and outdoor spaces to enhance quality of learning environment and deepen our connection to nature		
	Honor the rich history of Grant by preserving architecturally and culturally significant features		

Listening Station 4: Focus on Project Goals

MASTERPLANNING WORKSHOP 2 COMMENTS

Design Advisory Group Goal Setting

Together, the DAG prioritized their top ten goals from a bucket of about 200. From there, the community added their comments and ranked these from one to ten, and stakeholders voted. Here are some of their comments.

ALL SCHEMES

"spaces that can be transformed, roll up doors, etc"

"Preserve Grant spirit of excellence and inspiration to always do your best, respecting the uplifting aspects of society"

"child-care and parenting spaces"

ALL SCHEMES

"emphasize flexibility and adaptability in design to accommodate for changing ideas about ideal educational space configuration and every-changing technology."

"outside of the pillars, the building isn't historically registered, and can change. It is very expensive to focus on this"

"bring back those beautiful wood front doors"

"engaging spaces are inspiring but distracting to learning"

Listening Station 4: Focus on Project Goals

RANKINGS

Design Advisory Group Goals

Together, the DAG prioritized their top ten goals from a bucket of about 200. From there, the community added their comments and ranked these from one to ten, and stakeholders voted. Here are the results based on the average.

- TIE
- 1 Sustain a student-centered approach, where all learners feel connected by celebrating diversity and inclusion
 - 2 Design a building to inspire learning, to serve as a place of possibility
 - 2 Support the educational mission of Grant with a variety of flexible study & project spaces that anticipate future needs
 - 4 Accommodate diverse teaching & learning styles to facilitate strong relationships
 - 5 Create state-of-the-art facilities for all disciplines *
 - 6 Focus on college and career readiness, preparing students to enter the workforce as positive contributors of society
 - 7 Blend indoor and outdoor spaces to enhance quality of learning environment and deepen our connection to nature
 - 8 Build the school as the heart of the community through services, opportunities, and recreation
 - 9 Provide a variety of spaces to gather, eat, and hangout throughout the campus
 - 10 Honor the rich history of Grant by preserving architecturally and culturally significant features

At the top, all agreed that the school should be student centered, inspiring, celebrating diversity and inclusion.

*Stakeholders felt strongly that all disciplines should have state-of-the-art facilities.

“Grant park is already the heart of community, and a great library is close”

Listening Station 5: Focus on Performance Venue

5 Theater: Challenges & Opportunities



How might we weigh the outcomes of this key component of Grant?

5 Theater: Tradeoffs

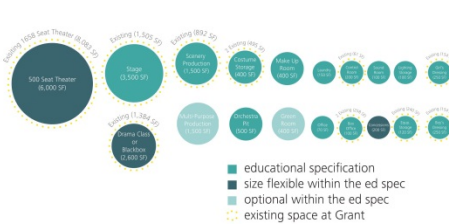


What are you willing to compromise for an expanded performing arts program?

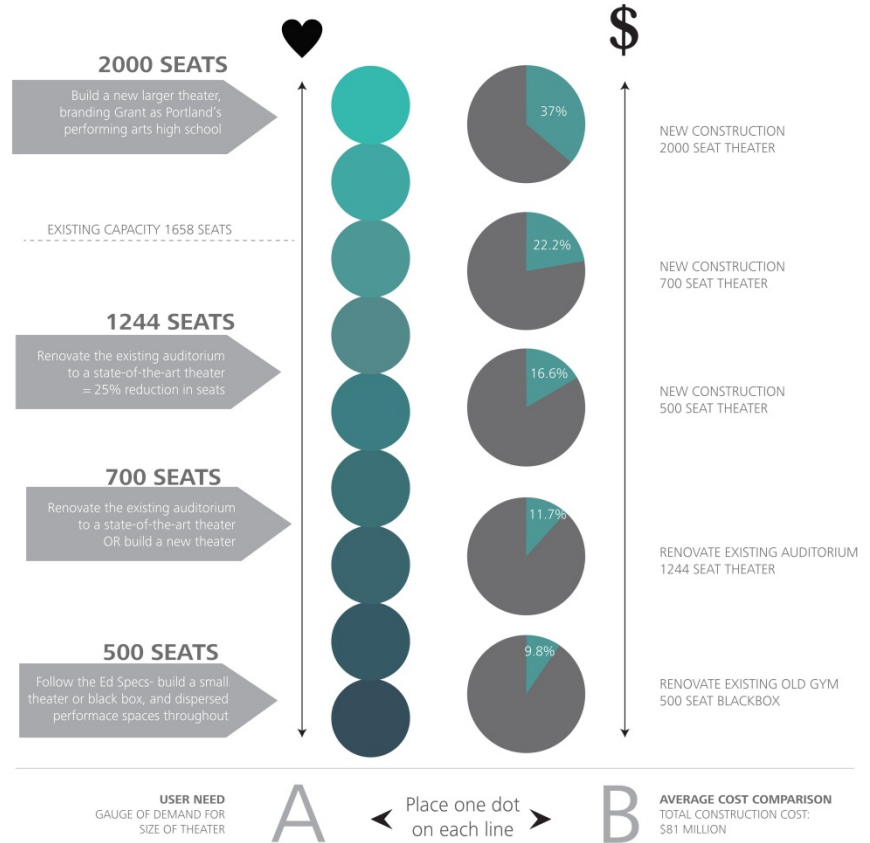
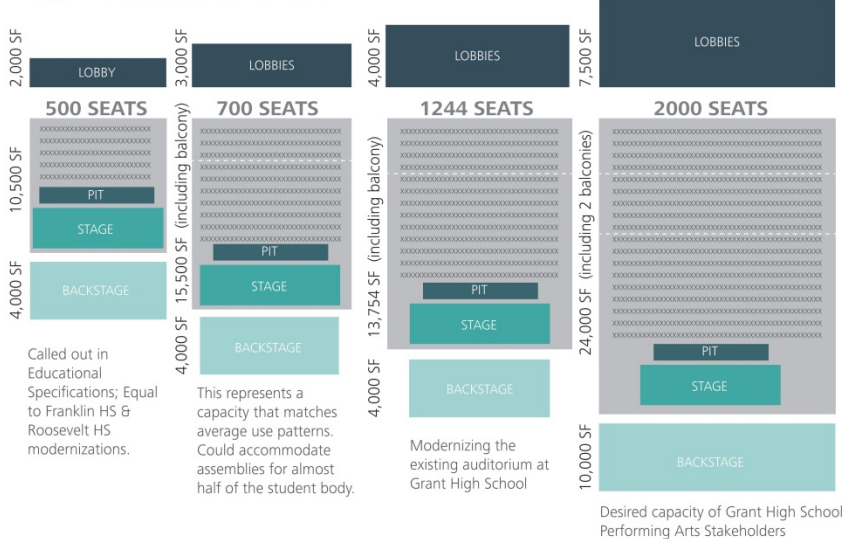
EXISTING AUDITORIUM STATS

PROGRAM	DAYS OF USE	% / YEAR	CAPACITY	% / MAX
Band / Orchestra Rehearsal	3	1.1%	600 - 900	36 - 54%
Choir	3	1.1%	700 - 1000	42 - 60%
Fall Play	6	2.2%	200-500	12 - 30%
One Act	6	2.2%	700-750	42 - 45%
Spring Musical	6	2.2%	800-1200	48 - 72%
Guests	2	0.7%	1500	90.5%
Talent Show	2	0.7%	200-500	12 - 30%
Athletic Hall of Fame Rehearsal	1	0.3%	250	1.2%
Athletic Hall of Fame Induction	1	0.3%	250	1.5%
Tech for Fall Show	1	0.3%	400	24%
8th Grade Into Night	1	0.3%	400	24%
Hall of Fame Reunion	1	0.3%	300	18%
Calculation of Women's Athletics	1	0.3%	300	18%
Dance Concert	2	0.7%	300-500	18 - 30%
Performing Arts Senior Awards	1	0.3%	600-900	36 - 54%
Career & Counseling	3	1.1%	300	30%
TOTAL	41 (15.2%)	14.4%	AVG = 774 (50%)	AVG = 31%
DAYS OF EVENTS OVER 500	21 (7.7%)	7.6%	AVG = 904 (54%)	AVG = 54%

ED SPEC: PERFORMING ARTS COMPONENTS



SQUARE FOOTAGE COMPARISON



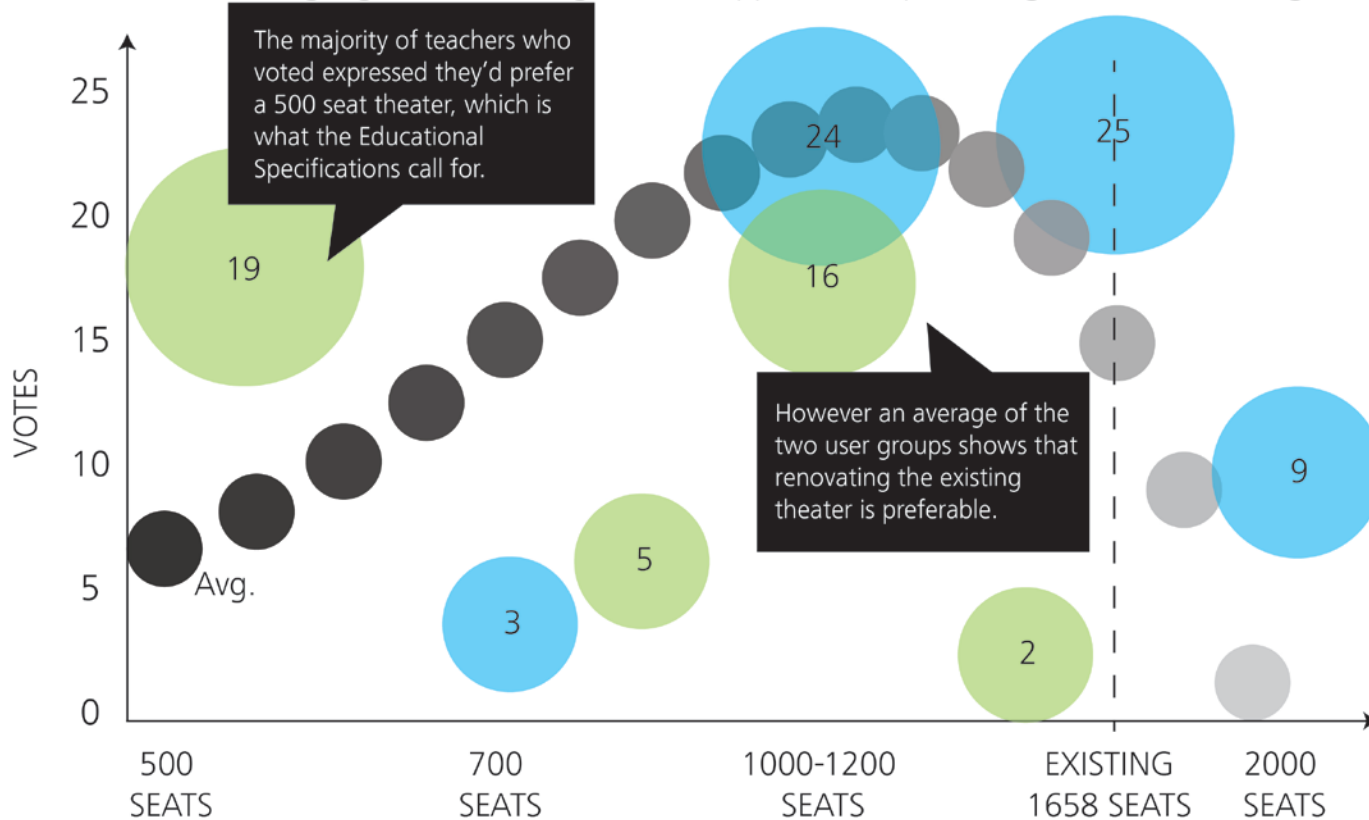
Listening Station 5: Focus on Performance Venue

PRIORITIES

Theater



We heard from our Performing Arts stakeholders that there is demand for a larger theater, so we wanted to gauge that desire against the approximate percentage of the total budget.



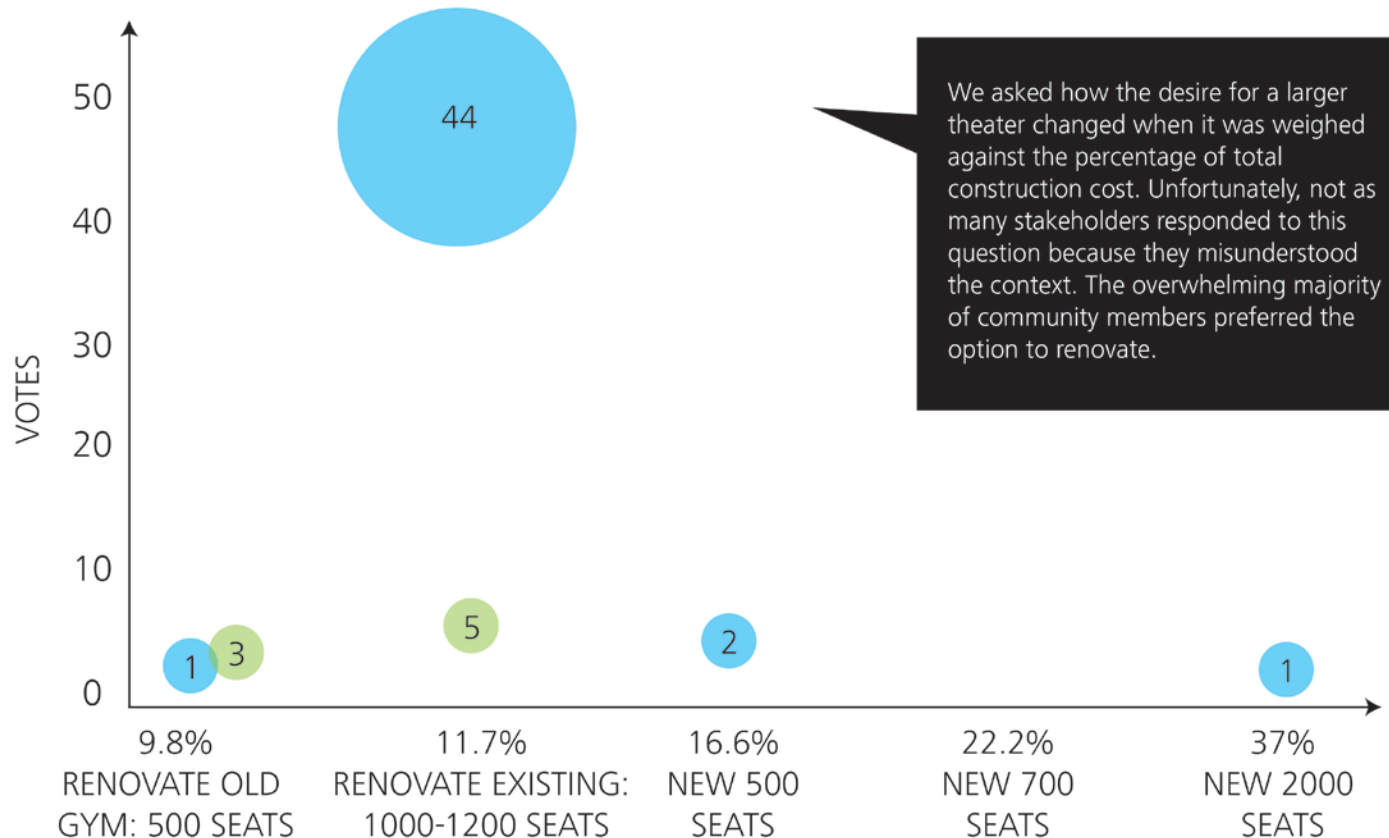
Listening Station 5: Focus on Performance Venue

PRIORITIES

Theater



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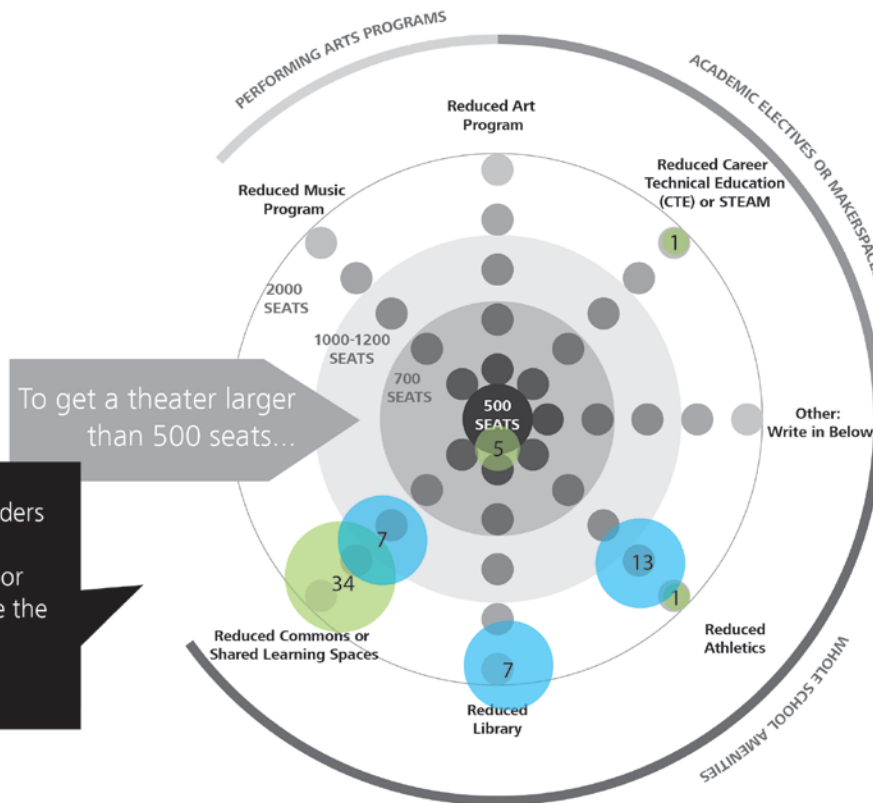
Listening Station 5: Focus on Performance Venue

PRIORITIES

Theater



We heard from our Performing Arts stakeholders that there is demand for a larger theater, so we wanted to gauge that desire against the approximate percentage of the total budget. This represents the tradeoffs the community and stakeholders were willing to make.



We saw that many Stakeholders (Grant Staff) voted that they would reduce the commons or shared learning spaces, while the community felt the athletics program could be smaller.

Tradeoff icon created by Alha-Soft via the Noun Project

Listening Station 6: Community Focus

6 Community Partnerships

What potential partners offer most opportunities for Grant Students?



6 Center of Community

What would you use most often?



RANK	GOAL	CHALLENGES	OPPORTUNITIES
	ART & DESIGN (Weiden & Kennedy, Ziba, ADX, PNCA)		
	CONSTRUCTION (Local Contractors, Architects)		
	PERFORMING ARTS (Oregon Symphony, Ballet, Opera, Theater)		
	DIGITAL MEDIA (Hollywood Theatre)		
	CULINARY ARTS (Food Carts, Restaurants)		
	TRANSPORTATION (Coordinate Trimet Bus Schedules)		
	HEALTH & MEDICINE (Providence, Legacy, Kaiser)		
	SPORTS (Nike, Adidas)		
	ENGINEERING (Boeing, 3D Printer, Robotics)		
	NUTRITION (New Seasons, QFC, Fred Meyer)		

RANK	GOAL	CHALLENGES	OPPORTUNITIES
	FITNESS CENTER (Pool, Gym, Yoga, etc...)		
	THEATER, PERFORMANCE SPACE (Community concerts, lectures)		
	OUTDOOR THEATER/ PUBLIC SPACE (Park space, farmers' market, sports, summer concerts)		
	WORKSHOP (Makerspace, tool library)		
	PUBLIC LIBRARY		
	REFUGE, OUTREACH (Emergency refuge, services for vulnerable populations)		
	DAY CARE (Open to community)		
	K-12 TUTORING CENTER (Additional learning assistance)		
	MULTIGENERATIONAL LEARNING (After-hours classes & adult learning)		
	RENTABLE VENUES (Art Gallery, meeting hall, flex. space)		

Listening Station 6: Community Focus

MASTERPLANNING WORKSHOP 2 COMMENTS

Community Center & Partnerships

We asked each community group to evaluate some of the schemes that were generated during Masterplanning Workshop 1 with the community. Here are some of their own goals.

“Construction: PPS, ADX, CEM; hands on, wide range of jobs”

“public library is redundant, great library a few blocks away”

“nutrition-organic farmers”

ALL SCHEMES

“Workshop: for kids! Follow their outside of school passions! Support creatives/new business ideas (incubator?)”

“rentable venues would mean earned income, PCC could teach and rent out the gym”

“add banking, finance, real estate”

ALL SCHEMES

“early childhood program for students, parenting classes”

“Culinary Arts: more kids staying on campus high demand from students start a restaurant class-food cart; healthier food in café”

Listening Station 6: Community Focus

RANKINGS

Community Center

We've heard a lot about how Grant is the heart of the community. We asked what aspects would be most supportive of community gathering.

- 1 Theater, Performance Space
- 2 Outdoor Theater, Public Space
- 3 Workshop
- 4 Multigenerational Learning
- 5 Rentable Venues
- 6 Refuge, Outreach
- 7 K-12 Tutoring
- 8 Day Care
- 9 Fitness Center
- 10 Public Library

"provide emergency shelter for earthquake, etc, cache of disaster supplies"

The theater stands out as the community's central gathering space, with lot of interest in an outdoor public amphitheater. A workshop/makerspace gained a lot of traction as the equipment could support small scale projects open to public use. This concept blends nicely with support for multigenerational learning where students could learn from resident experts.

Listening Station: Open Topics

MASTERPLANNING WORKSHOP 2 COMMENTS

Open Topics

These were some of the miscellaneous comments we received.

"Rent out spaces for community businesses, where student could be included in internships"

"Include space for the trades because not every kids is cut out to work in an office"

SEE EXTENDED LEARNING

"Why not first floor classrooms house working 'artists' open windows where students passing by can see what is being created"

"Find an 'angel' to donate specific projects that the budget doesn't include- think big."

"Art rooms with natural light"

ALL SCHEMES

SEE SCHEME A

"Make the cafeteria a place where everyone in the school eats their lunch together- change policy= everyone stays on campus- add food carts on campus"

SEE SCHEMES B. C. D

"Eco-roof have gardens on roof with meeting spaces"

"Is there a new gym planned? Could work as all school assembly space"

ALL SCHEMES

Listening Station: Open Topics

MASTERPLANNING WORKSHOP 2 COMMENTS

Vehicular Circulation & Parking

We asked each community group to evaluate some of the site circulation and parking studies, which were generated in Masterplanning Workshop 1.

Here are some of their comments.

“parent drop-off in parking lot...is not in the spirit of Portland”

“driving in campus is dangerous; barrier to the park”

ALL SCHEMES

“don’t connect through [the site]”

“current [parking] spaces not typically full- why do we need more?”

“more open space/green’ less impervious surfaces”

ALL SCHEMES

Listening Station: Open Topics

MASTERPLANNING WORKSHOP 2 COMMENTS

Athletic Fields

We asked each community group to evaluate some of the schemes that were generated during Masterplanning Workshop 1 with the community. Here are some of their comments.

"keep all athletes on campus"

"soccer on site, baseball/softball off site is most flexible"

ALL SCHEMES

"share with Parks & Rec by season; design needs to represent all sports"

"soccer on PPS property might allow revenue from parks"

"how to use fields as something else- removable mound, performance, synthetic turf?"

Sketching Exercise



2065: A Day in a Learner's Life

What will teaching and learning look like at Grant

CONSIDER

What tools will students be using in the future?

How might teachers guide students' exploration?

What will teachers be learning?

What will inspire wonder and curiosity?

How will different groups, including the community, utilize the space?

How might the school support these new patterns?

This is a state of the art learning setting in the year 2065.

DIRECTIONS

1. Add at least one point of entry. This will be the beginning of your story, where people enter the space for the first time.

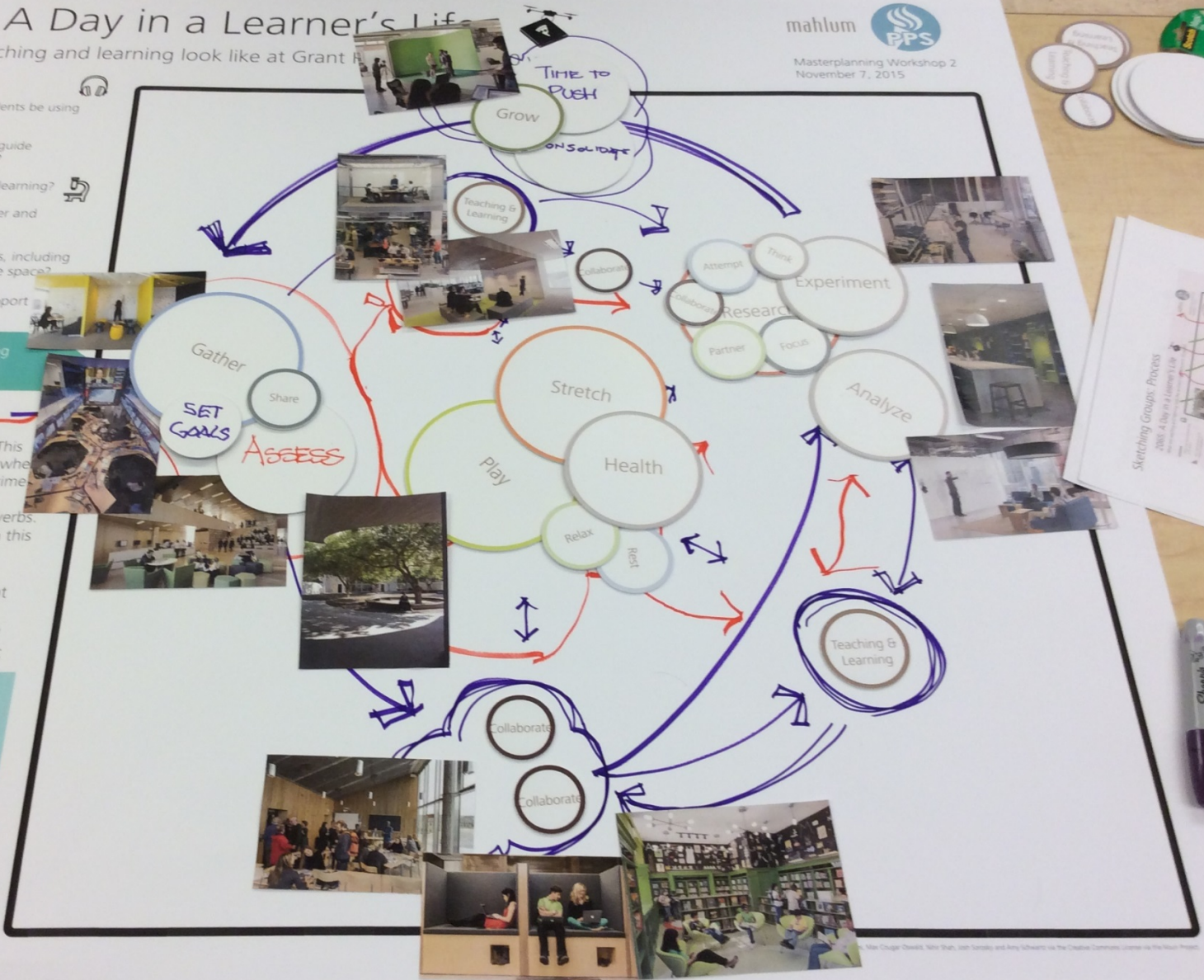
2. Take a look at the various activity verbs. Add new activities that will happen in this space-- be creative!

3. Arrange these activities in a flow that makes sense for learning in 2065-- Connect the dots. Be sure to label every part of the story. Consider the following:

How will they arrive? What is the first thing they see? How will they demonstrate their learning? What is their process of learning? What kinds of technology will they need?

Use imagery (or draw!) to illustrate what these different zones look like.

Prepare to share your group's vision of the future of learning!



Sketching Groups Process
2065: A Day in a Learner's Life

Photo Credit: David Miller, John Tompkins and Amy Schwartz via the Creative Commons License for the Future Project

IMAGINING THE FUTURE OF TEACHING & LEARNING

Day in the Life at Grant in 2065

We're curious about how the community sees the high school experience changing in the next 50 years. We asked each group to map out a learning environment & create new verbs to describe what students would be doing, how they'd utilize space, & show us their tools for learning.

"Gather to set goals,
and assess"



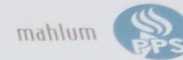
In this group, we heard that providing variety of learning options to support your mental well being was the goal of a 21st century school. There are spaces for research, spaces for collaboration, spaces for the whole school to gather, and even a fitness center where the community exercise can literally power the school!

Excited by the opportunity to bring wellness to the forefront of school, many of the schemes arrange the health clinic, counseling, and athletics for easy student & public access.

"exercise makes power"

2065: A Day in a Learner's Life

What will teaching and learning look like at Grant High School in 50 years?



Masterplanning Workshop 2
November 7, 2015

CONSIDER

What tools will students be using in the future?

How might teachers guide students' exploration?

What will teachers be learning?

What will inspire wonder and curiosity?

How will different groups, including the community, utilize the space?

How might the school support these new patterns?

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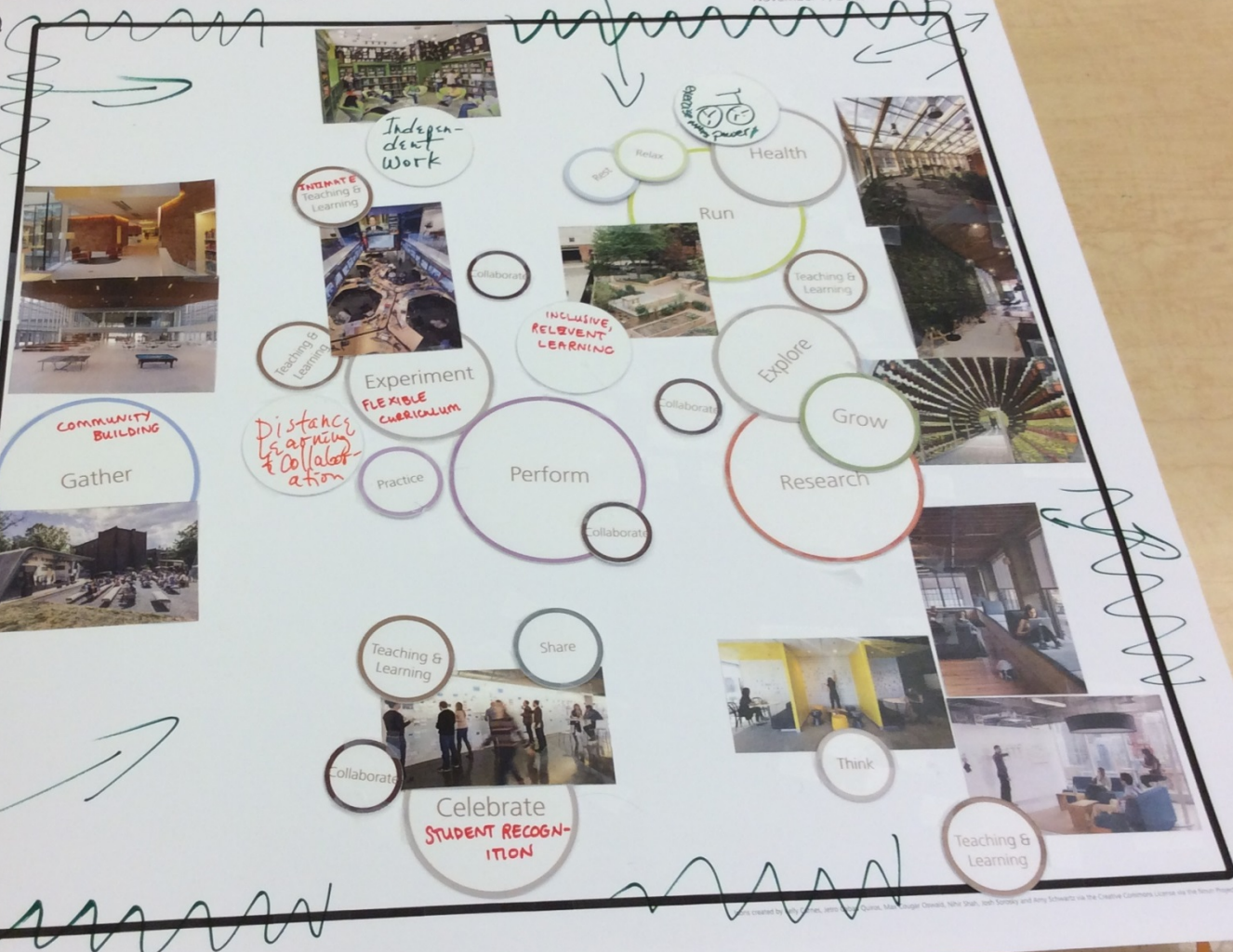
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Use imagery (or draw!) to illustrate at these different zones look like.

Prepare to share your group's of the future of learning!



IMAGINING THE FUTURE OF TEACHING & LEARNING

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This group focused on celebrating student work, and recognizing a diverse language of learning that already happens at Grant. Independent research and smaller teaching and learning spaces were at the core of this design to foster strong relationships between students and teachers. Spaces can flow from noisy to quiet, with mixtures of open to intimate, and every student will discover a space that they adore.

Inspired by the power to choose, the schemes show a variety of scales of learning spaces, from extended learning to small instruction, to classroom, to shared labs.

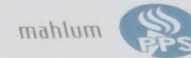
Independent
Study

"Time to push,
time to grow, time
to consolidate"

"distance learning
and collaboration"

2065: A Day in a Learner's Life

What will teaching and learning look like at Grant High School in 50 years?



Masterplanning Workshop 2
November 7, 2015

CONSIDER

What tools will students be using in the future?

How might teachers guide students' exploration?

What will teachers be learning?

What will inspire wonder and curiosity?

How will different groups, including the community, utilize the space?

How might the school support these new patterns?

This is a state of the art learning setting in the year 2065.

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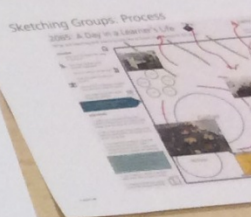
Use photography (or draw!) to illustrate how these different zones look like.

Share your group's vision of the future of learning!



MY DAY IN 2065
LEARNING: HANDS ON
LEARNING: VARIETY
EDUCATION: IN SPACES
IF LEARNER IN SPACES

My Day in 2065:
Come to school, bringing
in what you are doing,
Learn, evaluate, and analyze
through collaboration,
Transition to performing,
and sketching.



Icons created by Kelly Carnes, Jero Cabau Quirco, Max Cougle Oswald, Nishi Spahn, Josh Toranzo and Amy Schwartz via the Creative Commons license via the Icon Project

IMAGINING THE FUTURE OF TEACHING & LEARNING

Day in the Life at Grant in 2065

We're curious about how the community sees the high school experience changing in the next 50 years. We asked each group to map out a learning environment & create new verbs to describe what students would be doing, how they'd utilize space, & show us their tools for learning.

"Creative, hands-on learning. Arts-based education. Variety of learning spaces"

Believe

"Come to school believing in what you are doing. Learn, evaluate, and analyze through collaboration. Transition to performing, playing, and stretching."

This model was built around a structured morning with lectures, focused time, evaluations, and group work. The afternoon would be more independent for students to pursue their own interests: anything from performing arts, making & tinkering, athletic training, or creative arts. The central theme was the freedom to design their own learning around what they truly believe in.

All schemes showcase making & independent projects in the lower level access to courtyards.

2065: A Day in a Learner's Life

What will teaching and learning look like at Grant High School in 50 years?

mahlum



Masterplanning Workshop 2
November 7, 2015

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What tools will students be using in the future?

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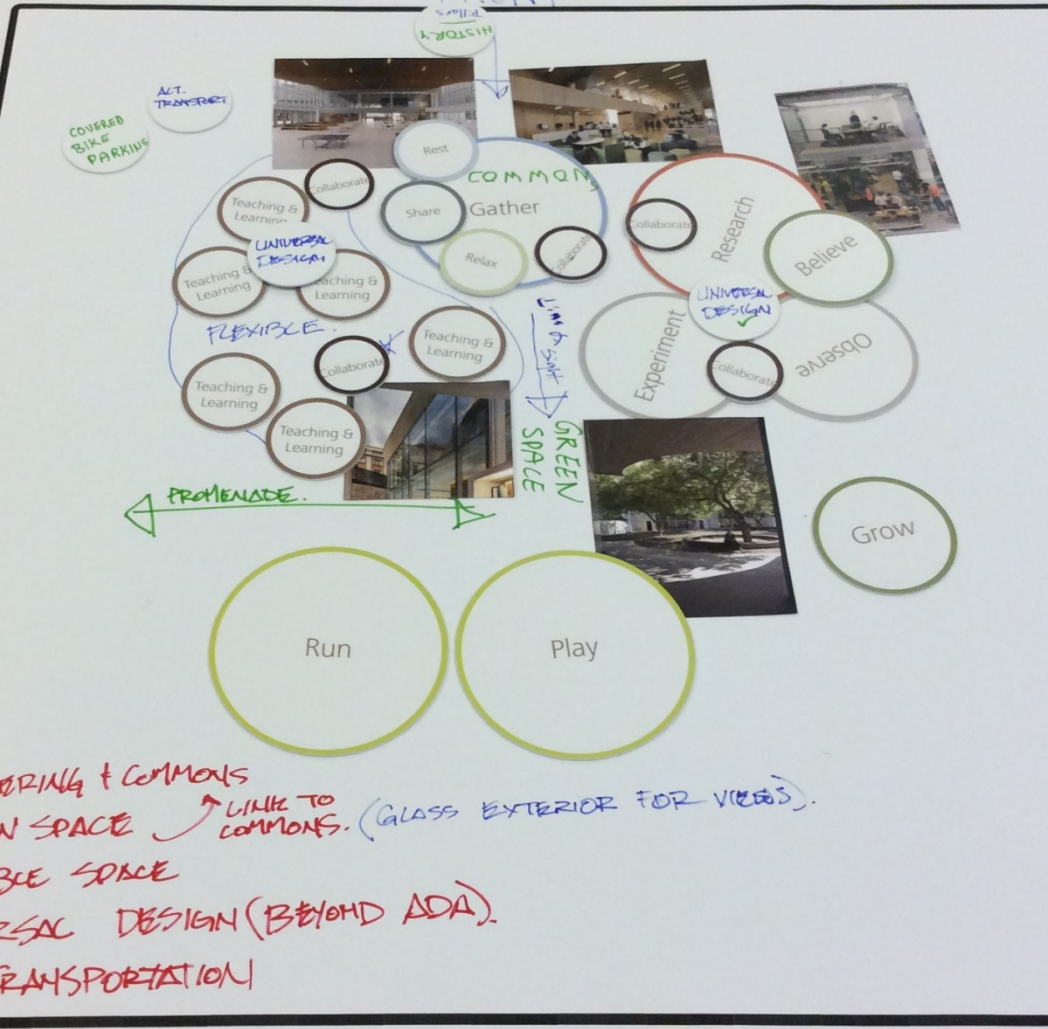
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How will they arrive? What is the first they see? How will they demonstrate their learning? What is their mode of learning? What kinds of technology will they need?

Sketch (or draw!) to illustrate how different zones look like.

Share your group's future of learning!



IMAGINING THE FUTURE OF TEACHING & LEARNING

Day in the Life at Grant in 2065

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"Universal design"

This design's central focus became universal outdoor access. It described multiple lines of sight from the teaching spaces to the park and fields. They highlighted a central connection between the commons, where students can rest, share, relax, gather, and collaborate directly to the natural environment where students can run, play, and grow.

This work informed the variations on courtyards, access to plazas, public space for food carts, and outdoor walkways that further interconnect Grant programs.

Commons

"Flexible spaces"

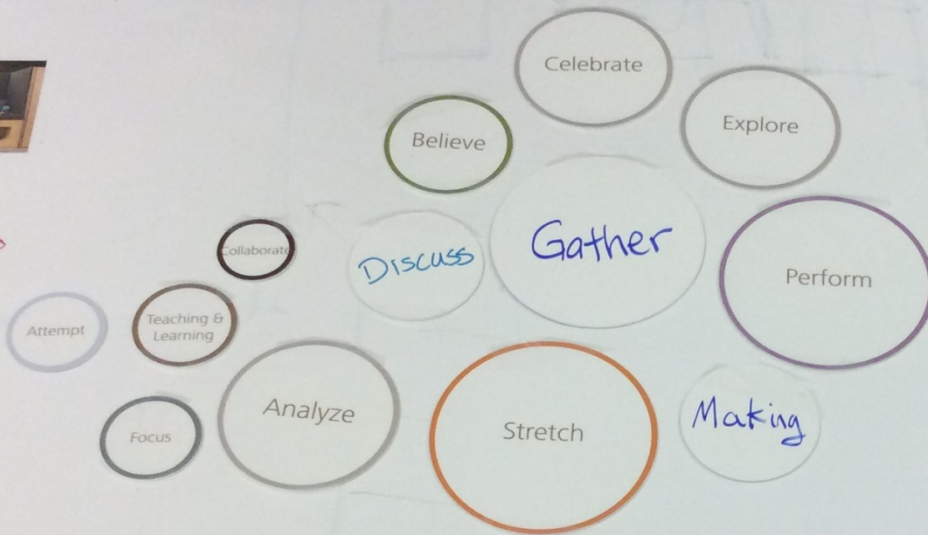
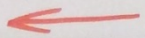
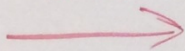
Green Space

"Glass exterior for views"

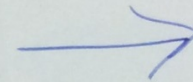
Promenade



IN



OUT

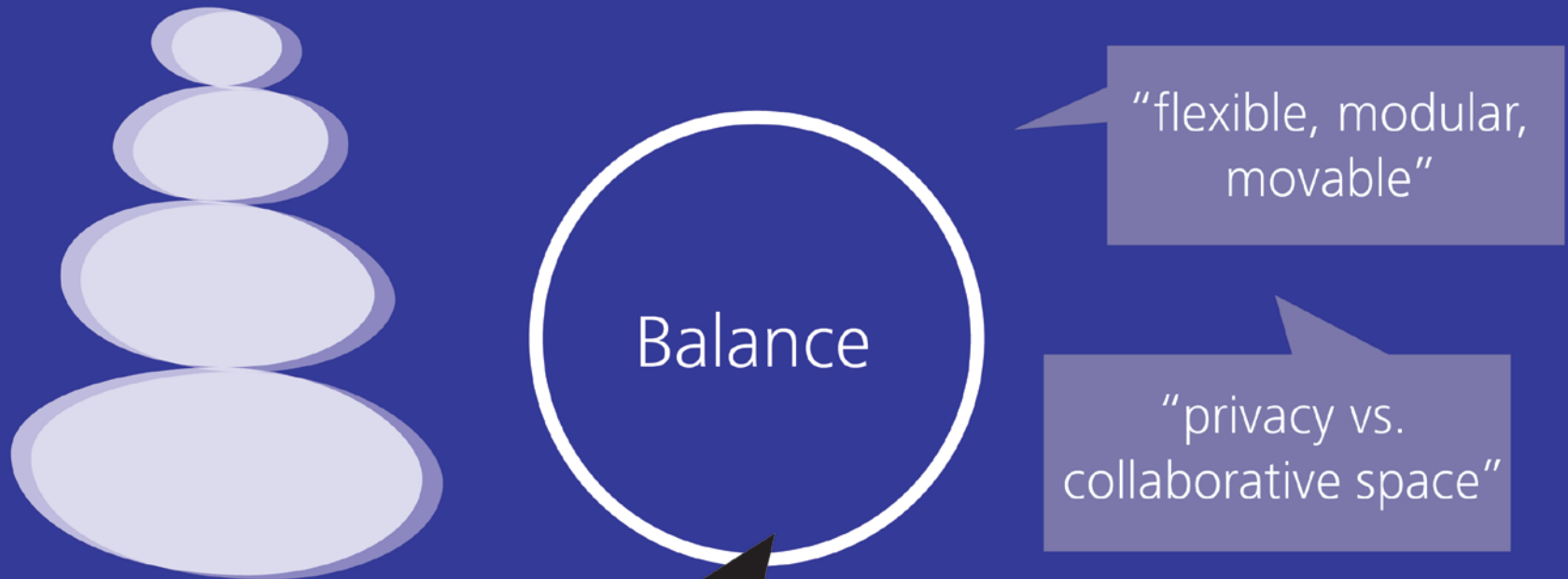


Flexible
Modular
Movable

Balance
~~the~~ Privacy
& Collaborative
Space

Day in the Life at Grant in 2065

We're curious about how the community sees the high school experience changing in the next 50 years. We asked each group to map out a learning environment & create new verbs to describe what students would be doing, how they'd utilize space, & show us their tools for learning.



Flexibility is at the core of the educational specifications. The schemes investigate a variety of learning setting sizes to accommodate options for other future uses.

We heard from this group that flexibility and balance were most important to designing a school of the future. The discussion included how space should support introverts as much as extroverts, incorporating ever-changing technology and protecting teachers' ability to design their own spaces.

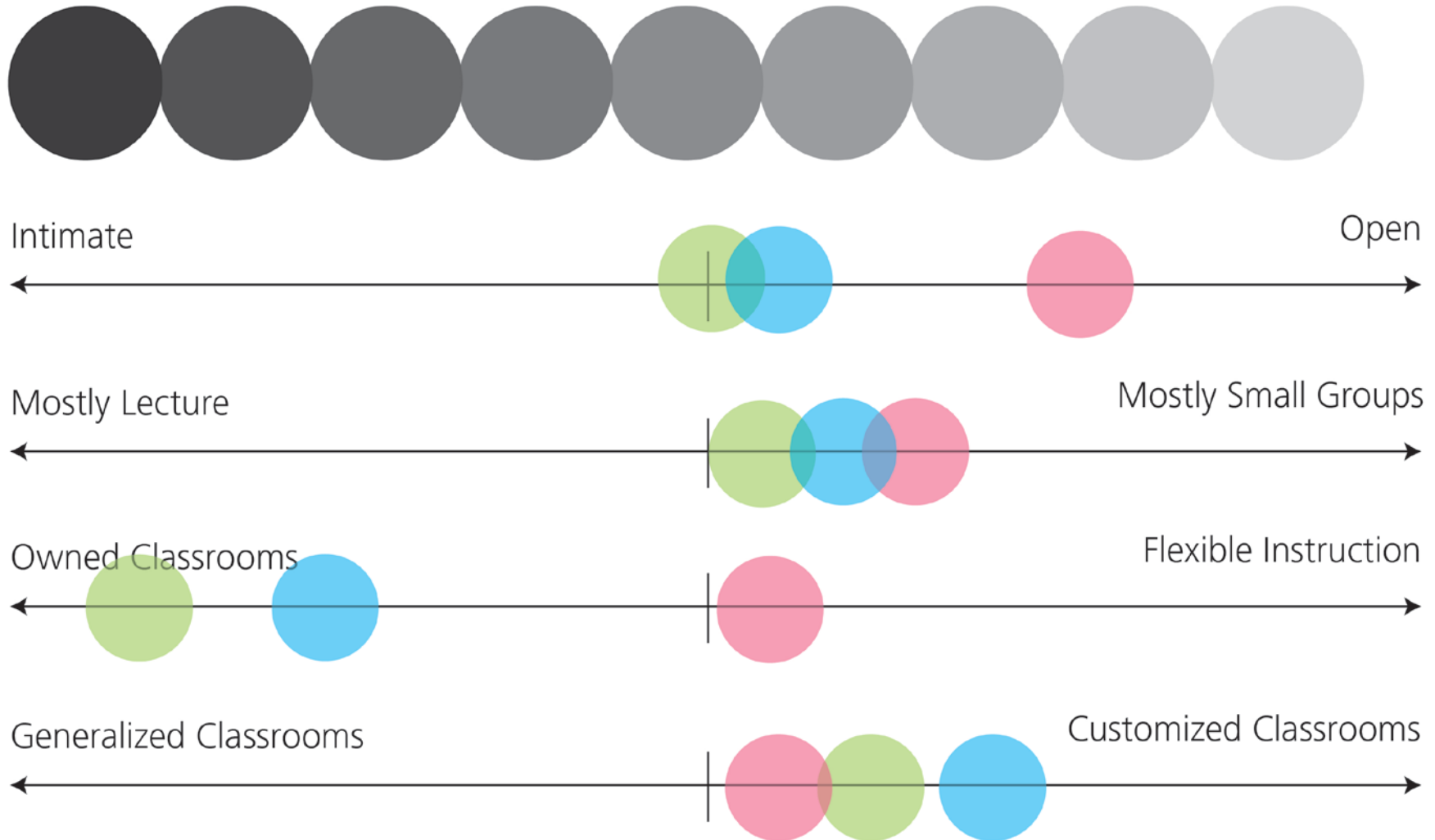
SPECTRUMS COMPARISON

Should the **teaching structure** be...

COMMUNITY

DESIGN ADVISORY GROUP

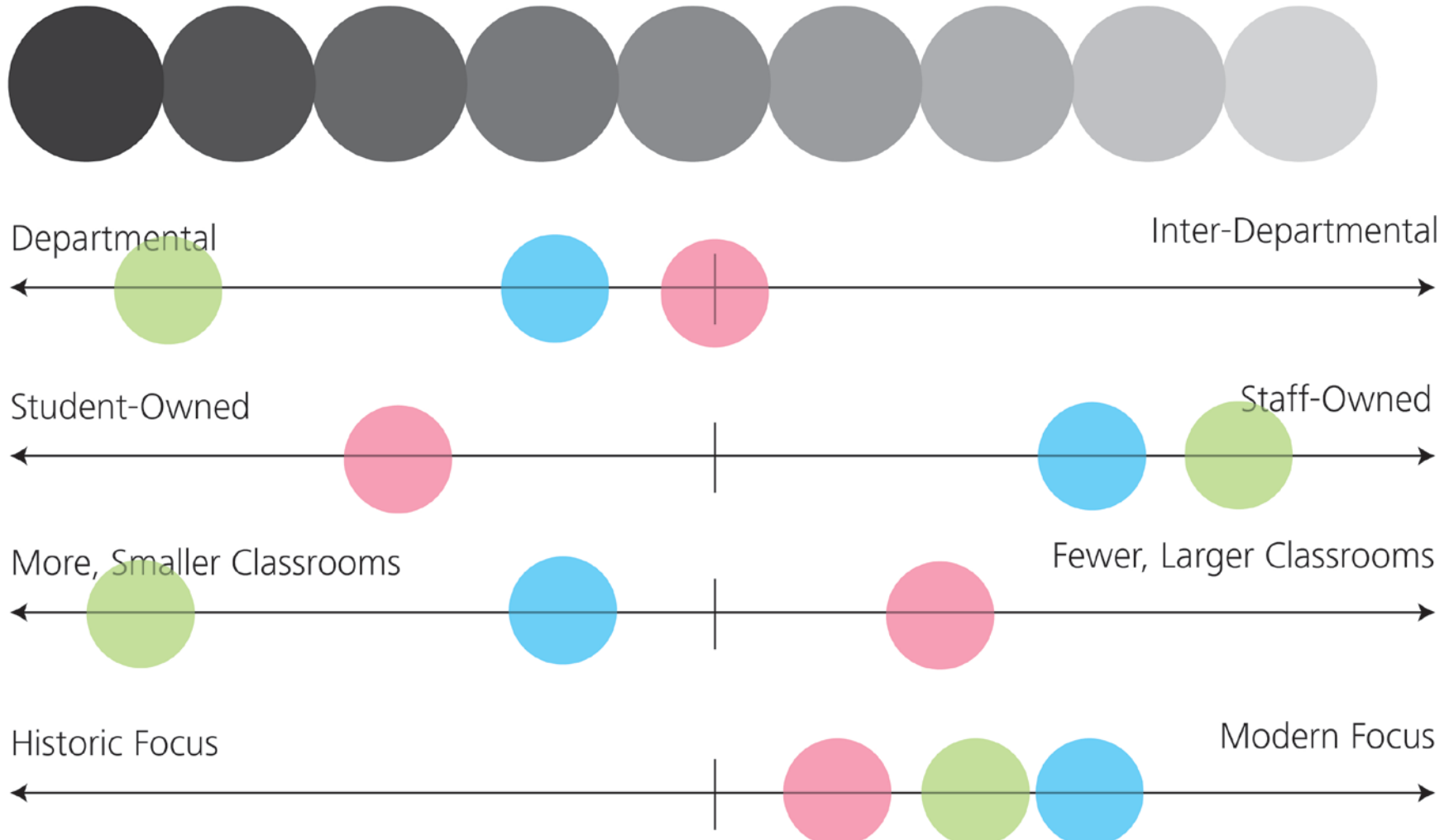
STAKEHOLDERS



SPECTRUMS COMPARISON

Should the **classroom clusters** be...

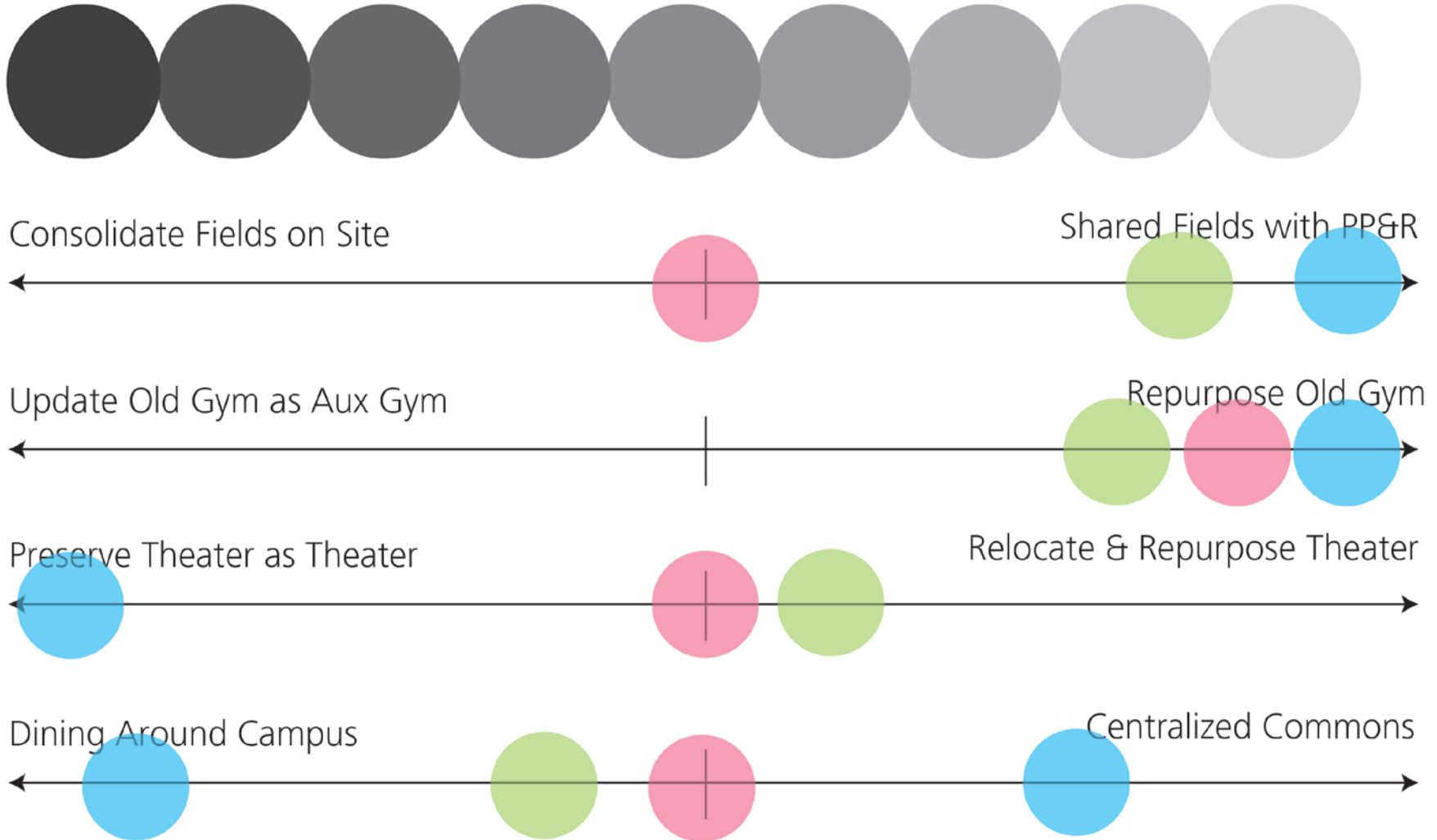
COMMUNITY
DESIGN ADVISORY GROUP
STAKEHOLDERS



SPECTRUMS COMPARISON

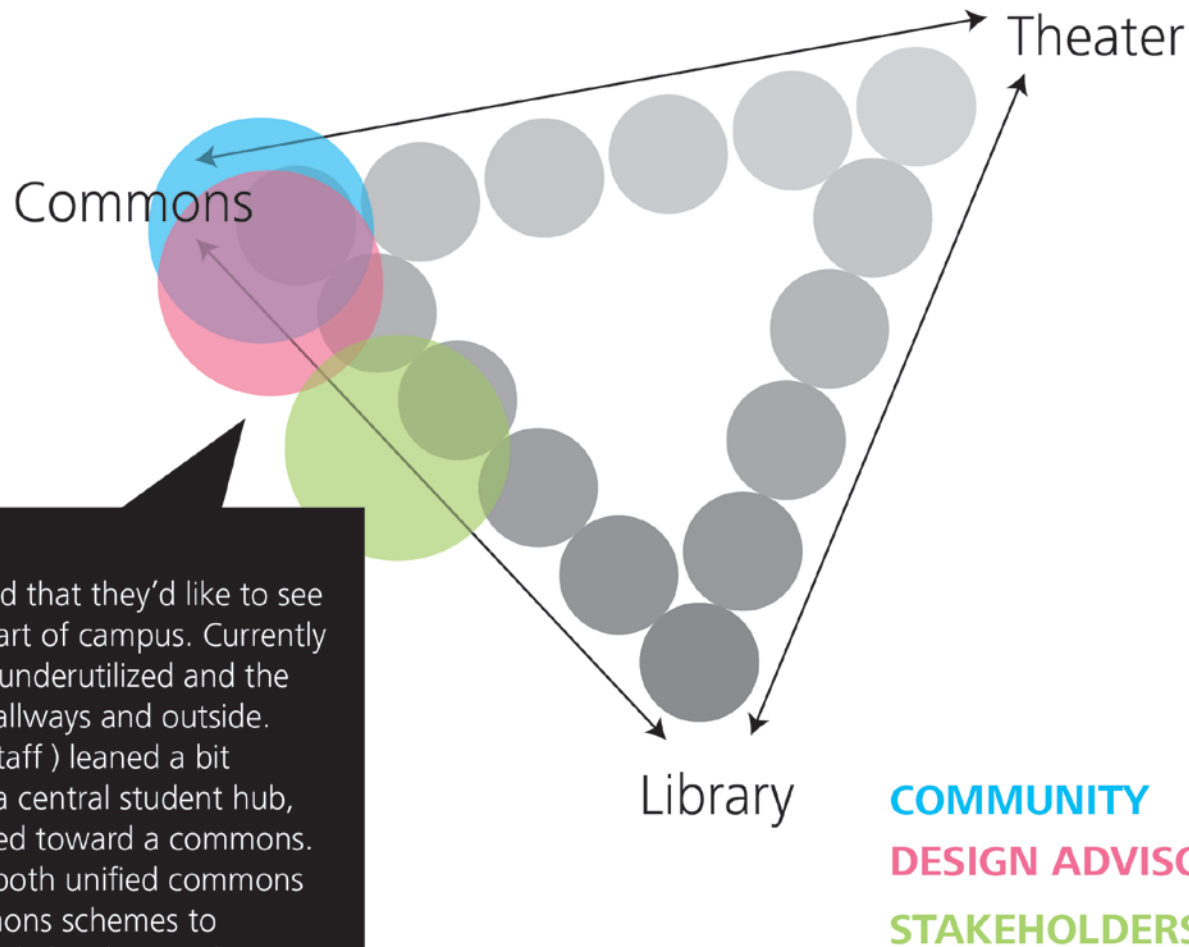
COMMUNITY
DESIGN ADVISORY GROUP
STAKEHOLDERS

How should the **community spaces** be organized?



SPECTRUMS COMPARISON

Ideally, what is the **heart** of campus?

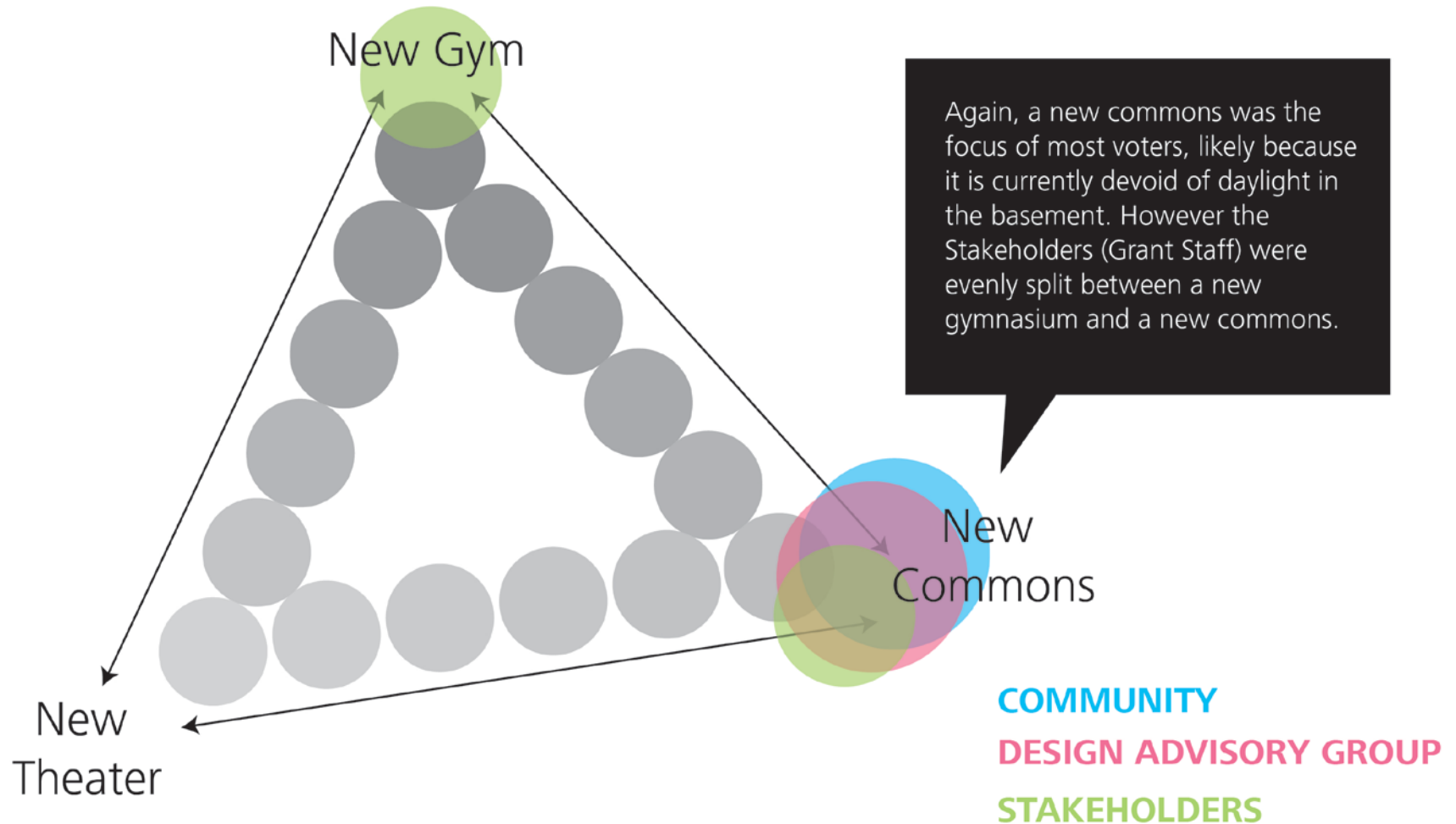


Most voters responded that they'd like to see a commons at the heart of campus. Currently the cafeteria space is underutilized and the students eat in the hallways and outside. Stakeholders (Grant Staff) leaned a bit toward the library as a central student hub, but the majority tended toward a commons. We will be exploring both unified commons and distributed commons schemes to accommodate the single lunch period at Grant High School.

COMMUNITY
DESIGN ADVISORY GROUP
STAKEHOLDERS

SPECTRUMS COMPARISON

If there was one opportunity to build a **new large space** what would you prioritize?



Project Overview

Team Introductions

Process & Schedule

MPWS 1 Shareback

MPWS 2 Shareback

Master Plan Concepts

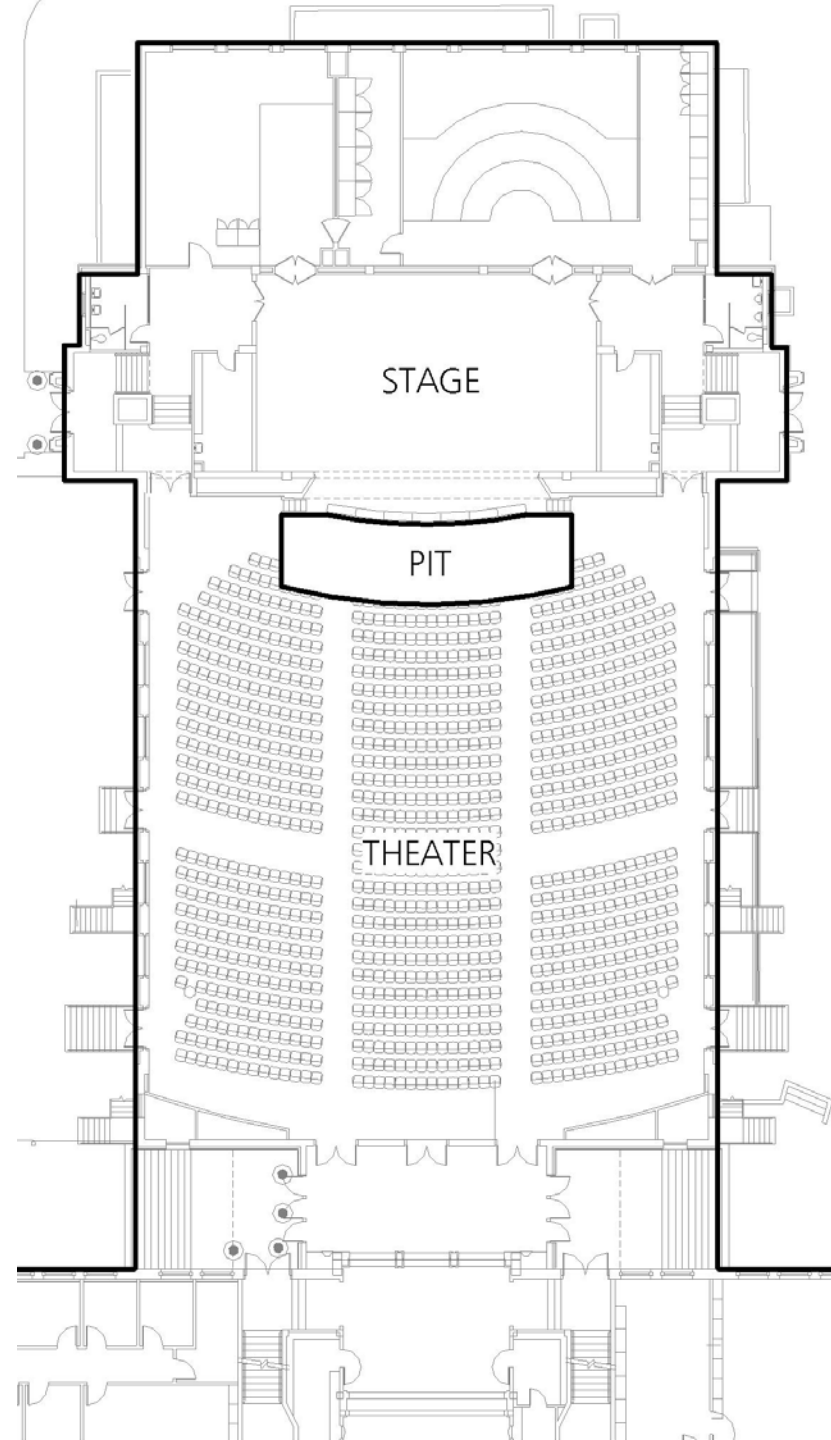
Overview of Today's Listening Stations

Theater Test Fit

Ed. Spec = 500 seats

Existing = 1658 seats

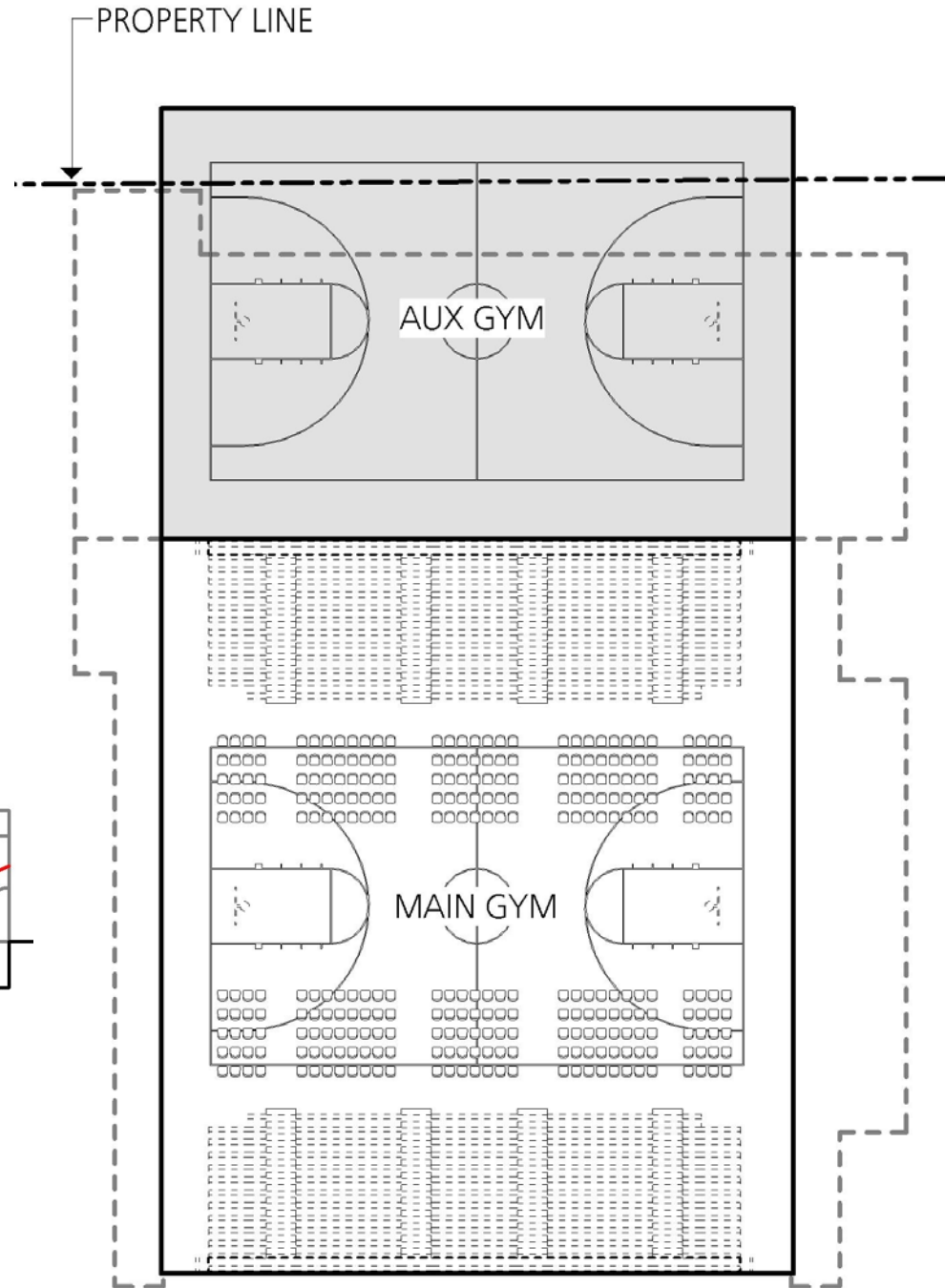
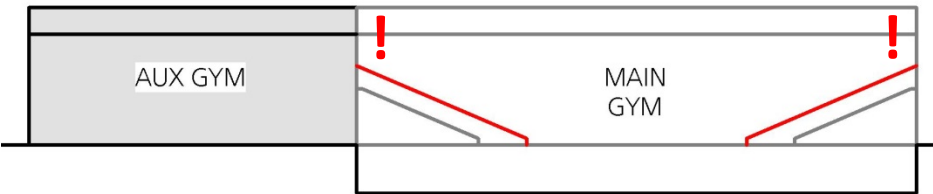
Retrofit = Approximately 900-1200 seats
(25-35% Reduction)



Existing Gym Test Fit

Ed. Spec (assembly) = 1700 occupants
Bleacher seating only = 1060 seats
Bleacher seating + floor = 1370 seats

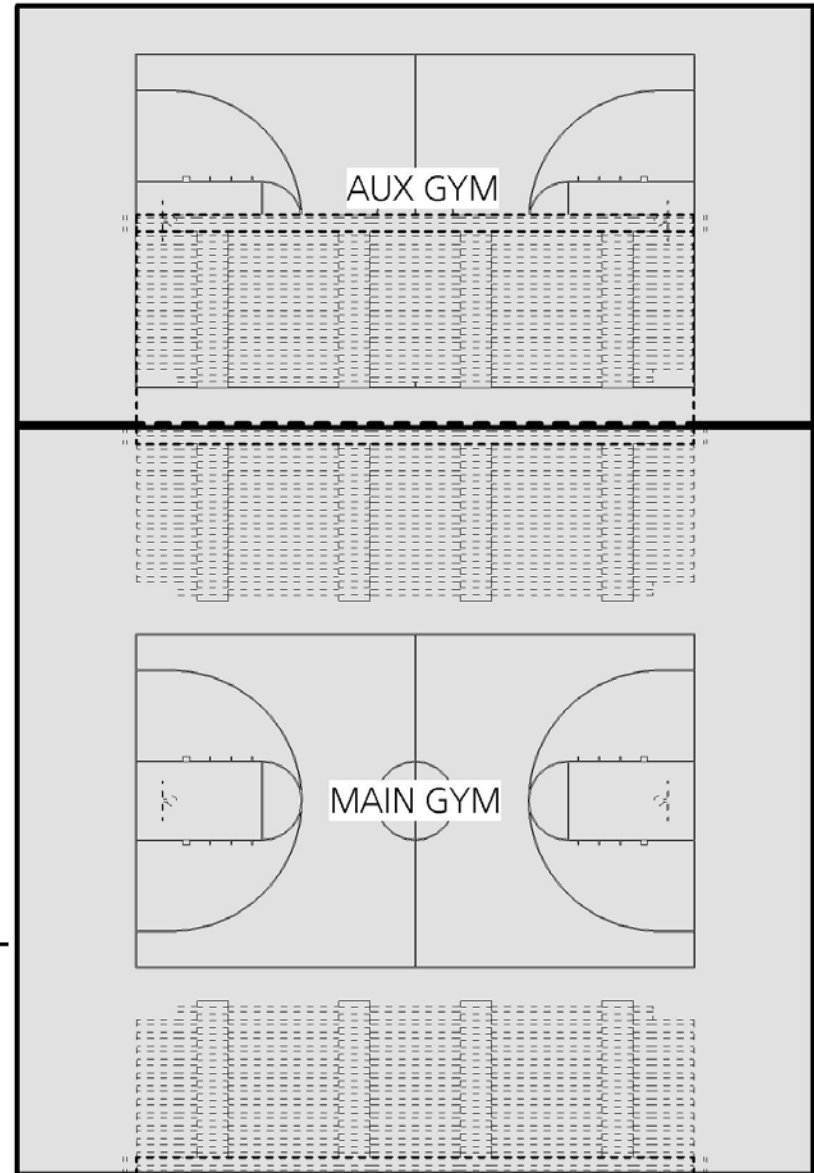
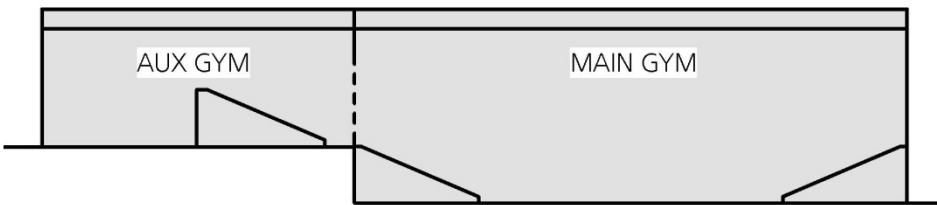
Existing height of gym limits bleacher seating



New Main Test Fit

Ed Spec. (assembly) = 1700 occupants
Bleacher seating = 1700 seats

Bleacher seating can be extended into Auxiliary Gym for additional seating.



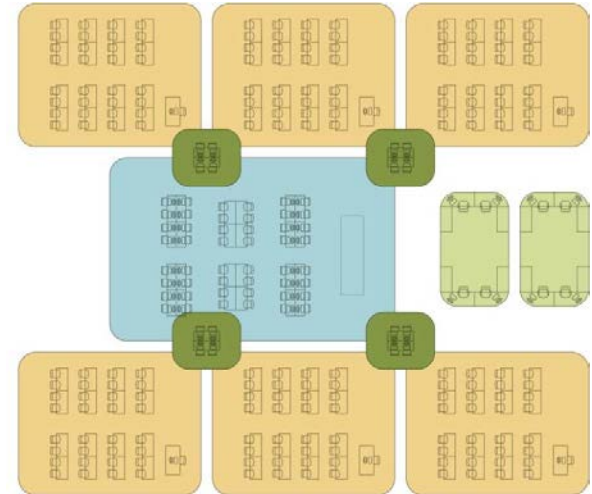
Planning Concepts

Core Learning

Traditional



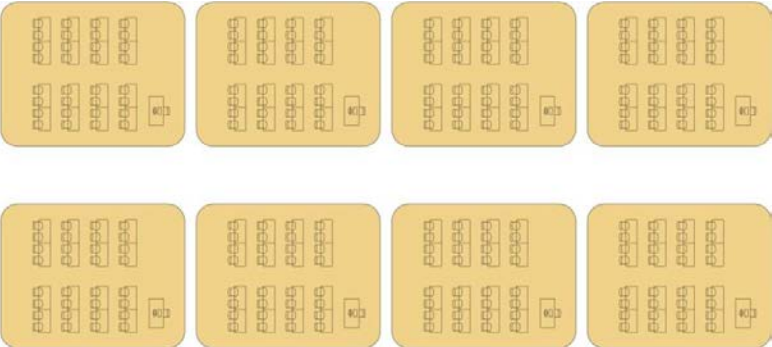
21st Century



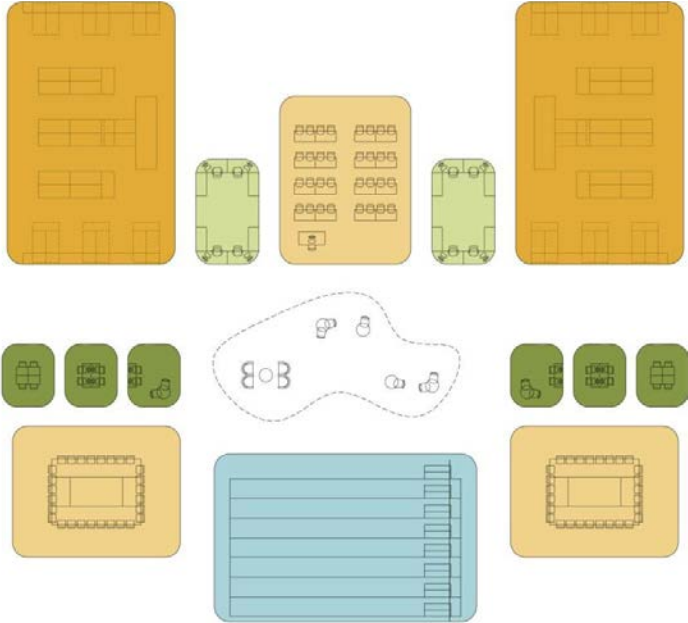
Planning Concepts

Core Learning

Traditional



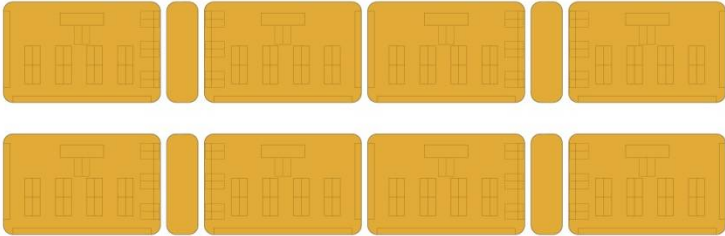
21st Century



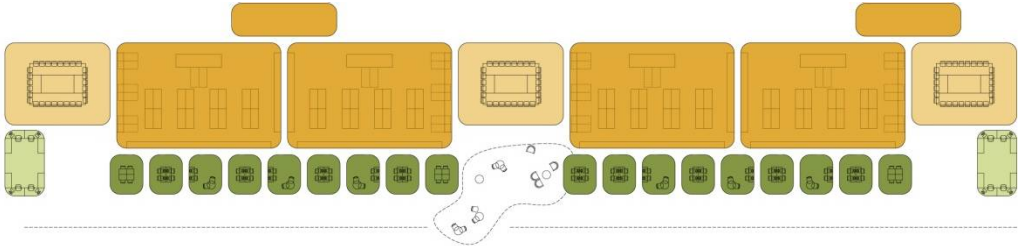
Planning Concepts

Science

Traditional



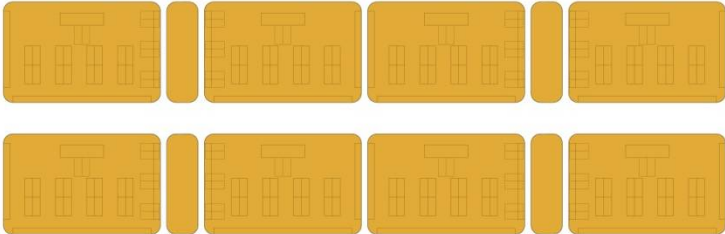
21st Century



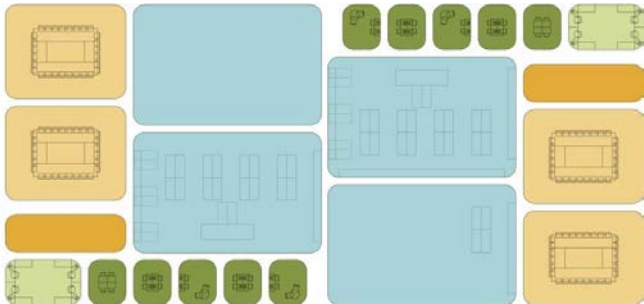
Planning Concepts

Science

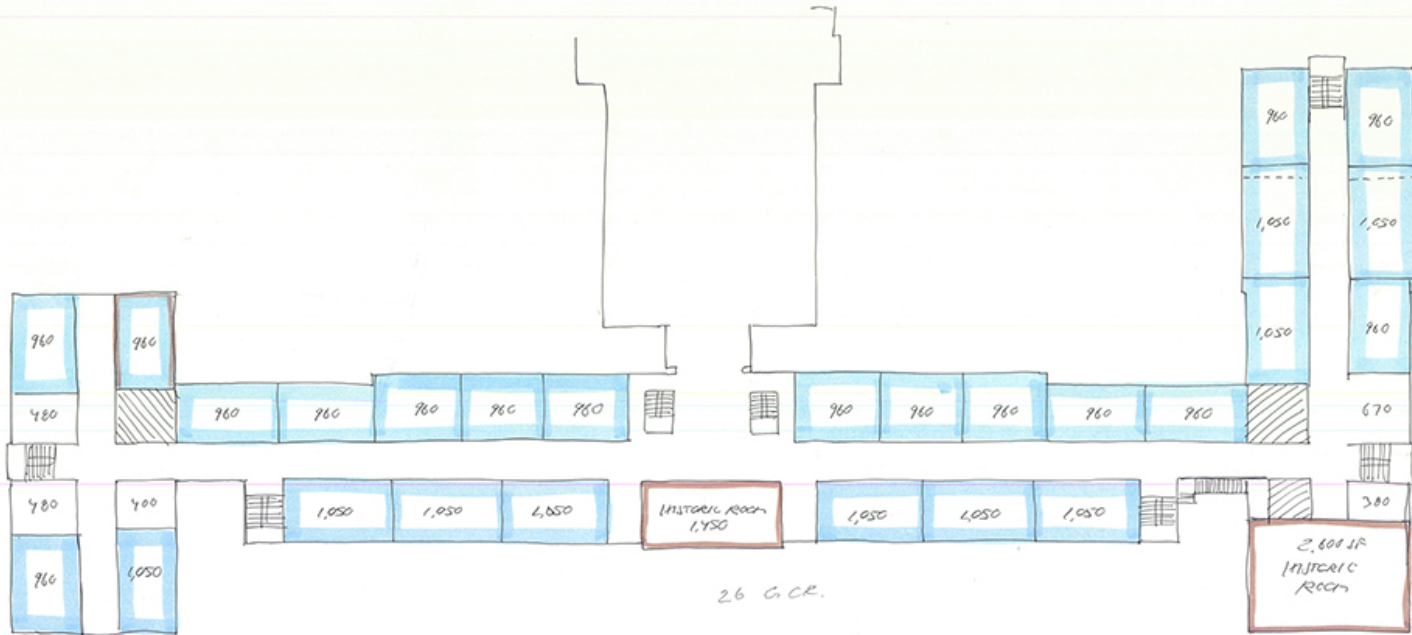
Traditional



21st Century



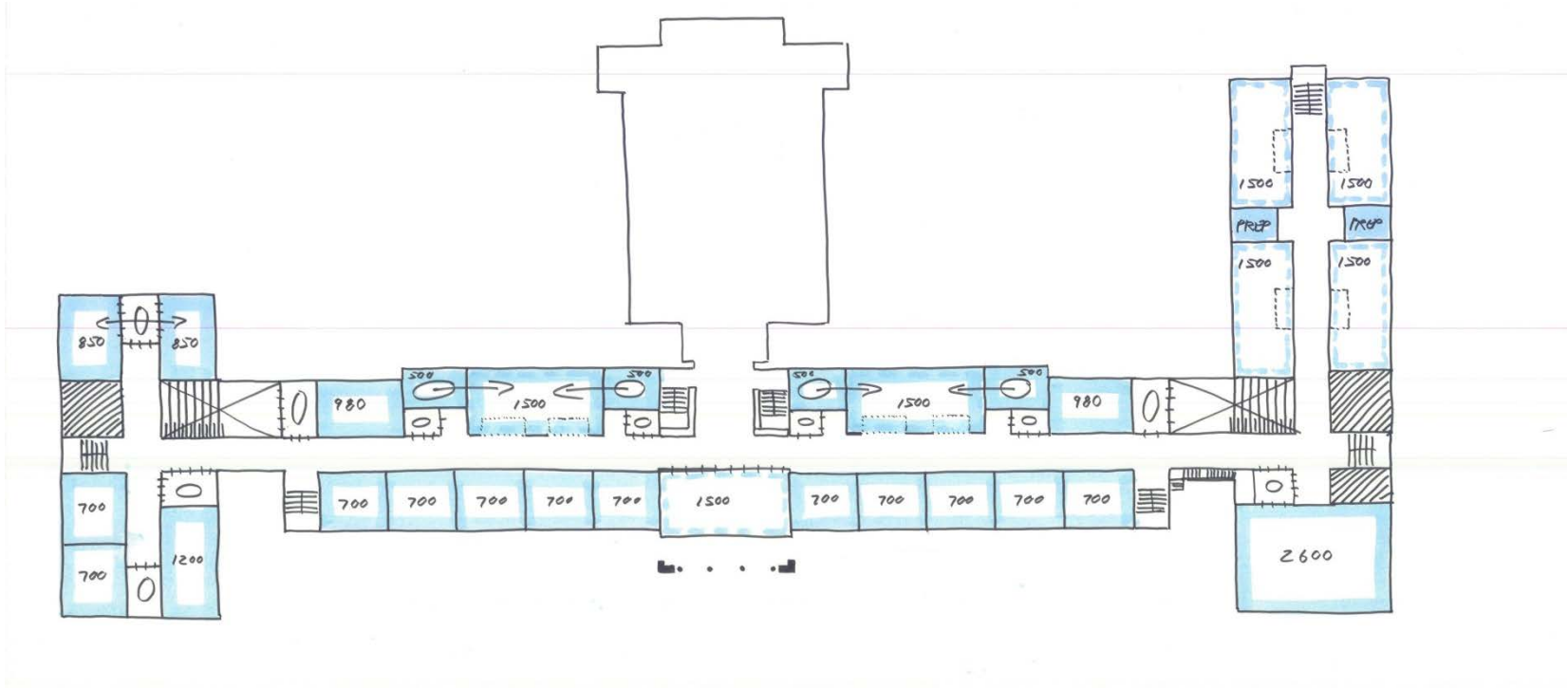
Planning Concepts in Historic Context



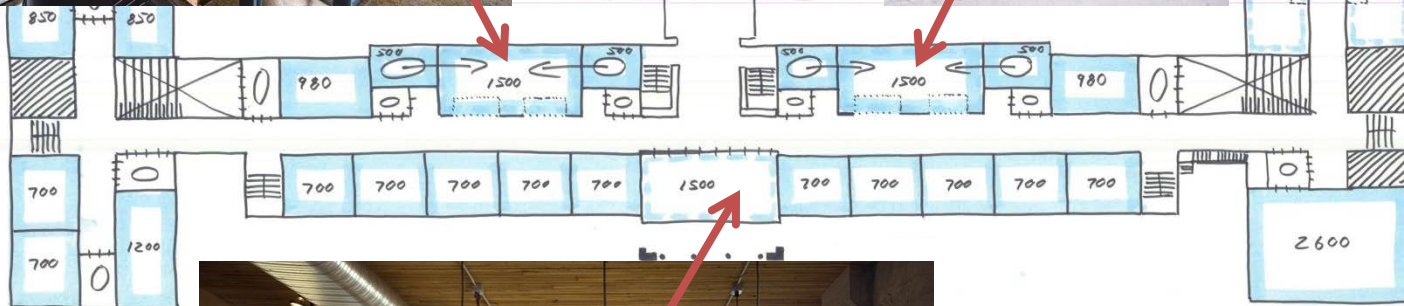
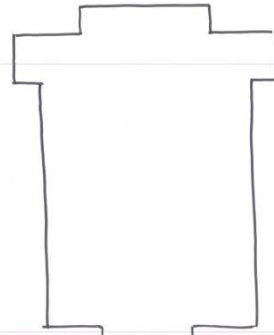
Planning Concepts in Historic Context



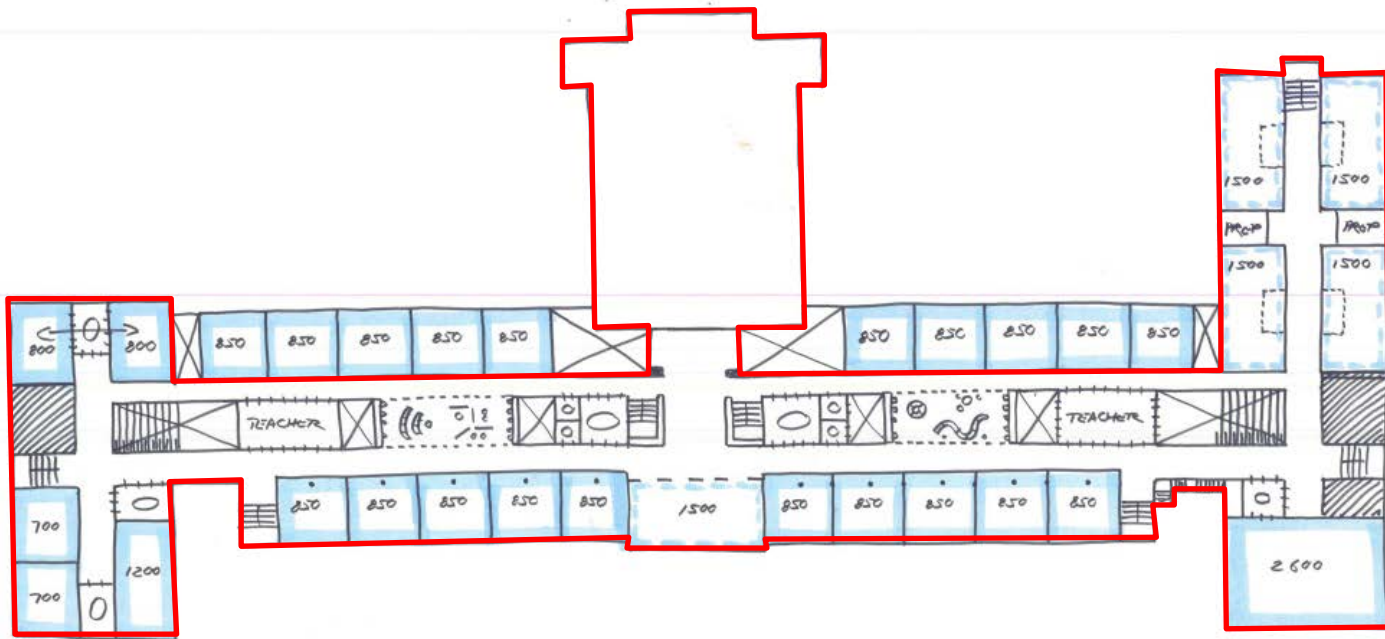
Planning Concepts in Historic Context



Planning Concepts in Historic Context

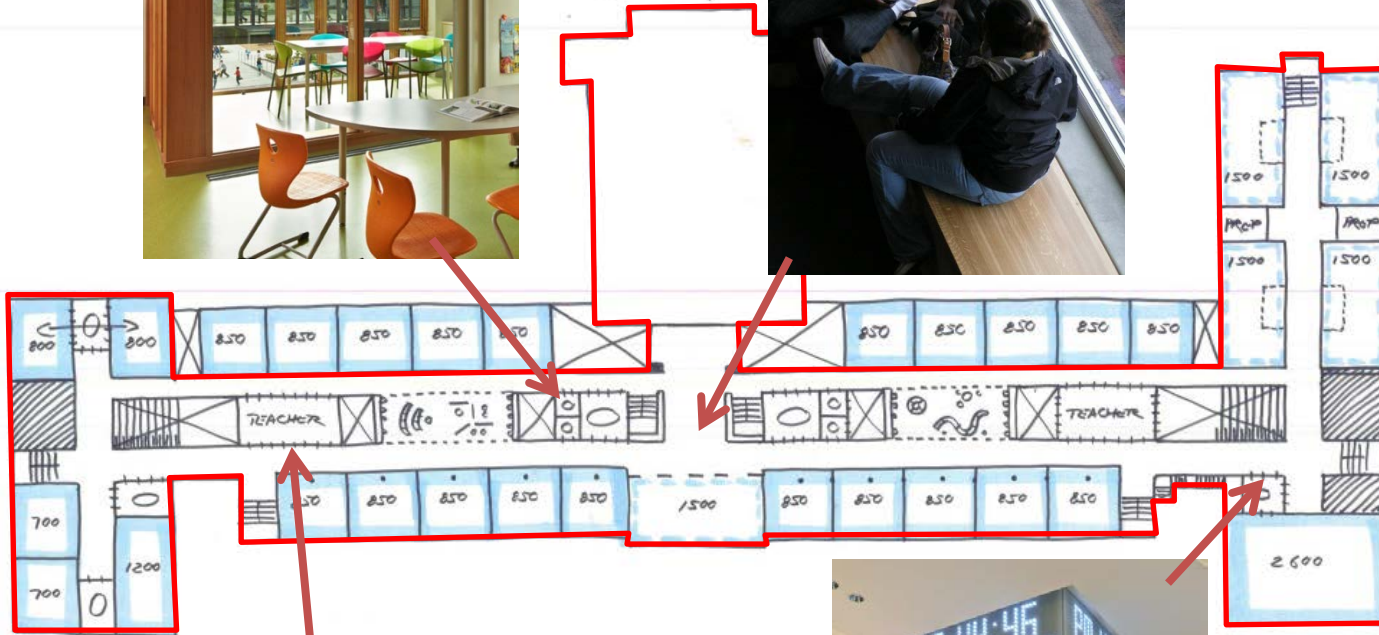


Planning Concepts in Historic Context

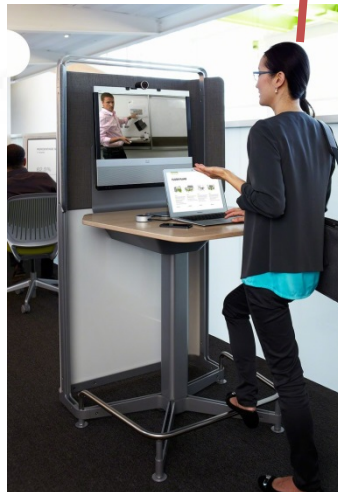
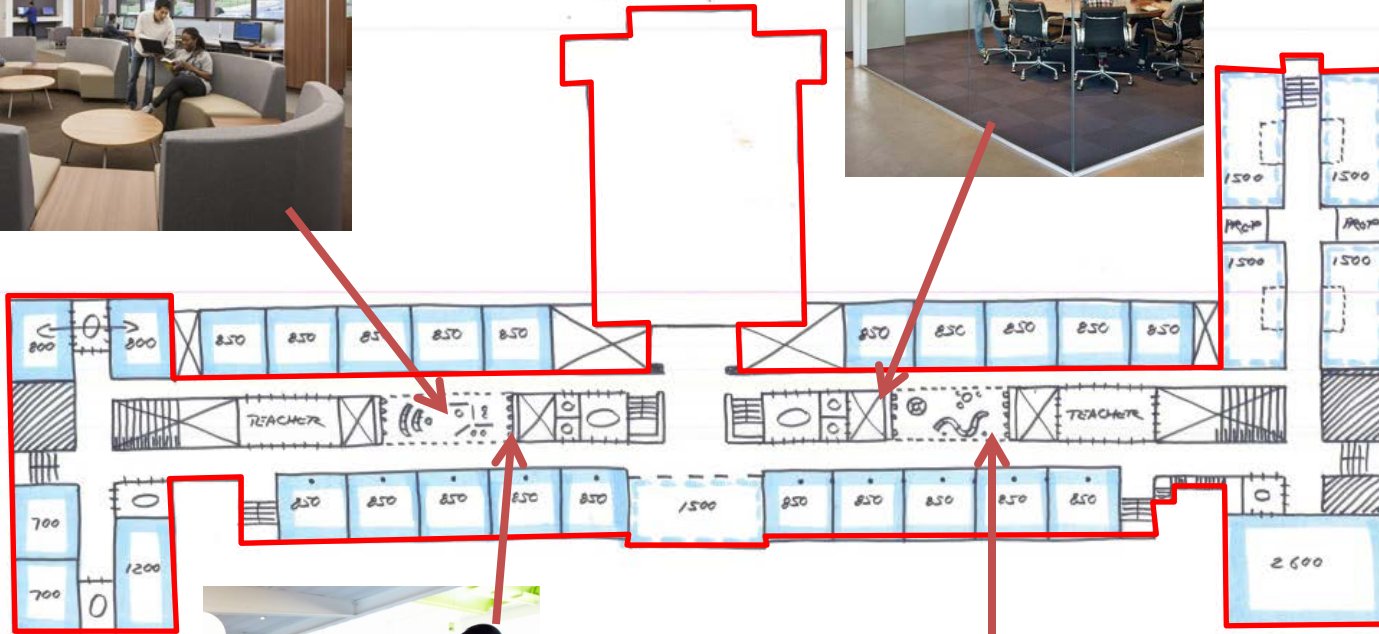


Hand-drawn architectural floor plan of a school building, outlined in red. The plan is organized into three main horizontal sections. The top section features a large, irregularly shaped central area, possibly a courtyard or a large open space, flanked by two rows of classrooms. Each classroom in these rows is labeled with the number 850. The middle section consists of two long, narrow rooms, each labeled 'TEACHER', with various symbols and markings indicating furniture or fixtures. The bottom section contains another row of classrooms, with dimensions 700, 1200, 850, 1500, 850, 850, 850, 850, and 2600. On the right side, there is a vertical stack of four rooms, each labeled 1500, with a staircase between the second and third rooms. The drawing uses blue ink for room outlines and black ink for text and symbols.

Planning Concepts in Historic Context



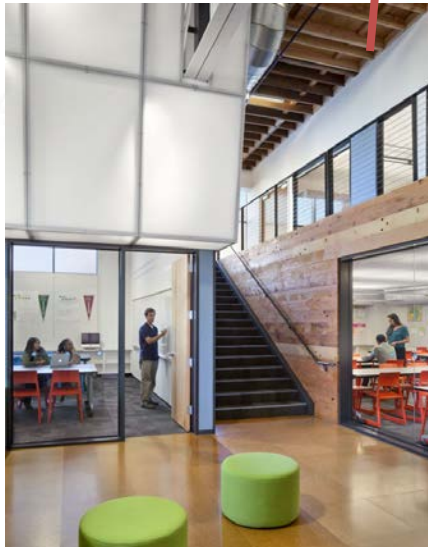
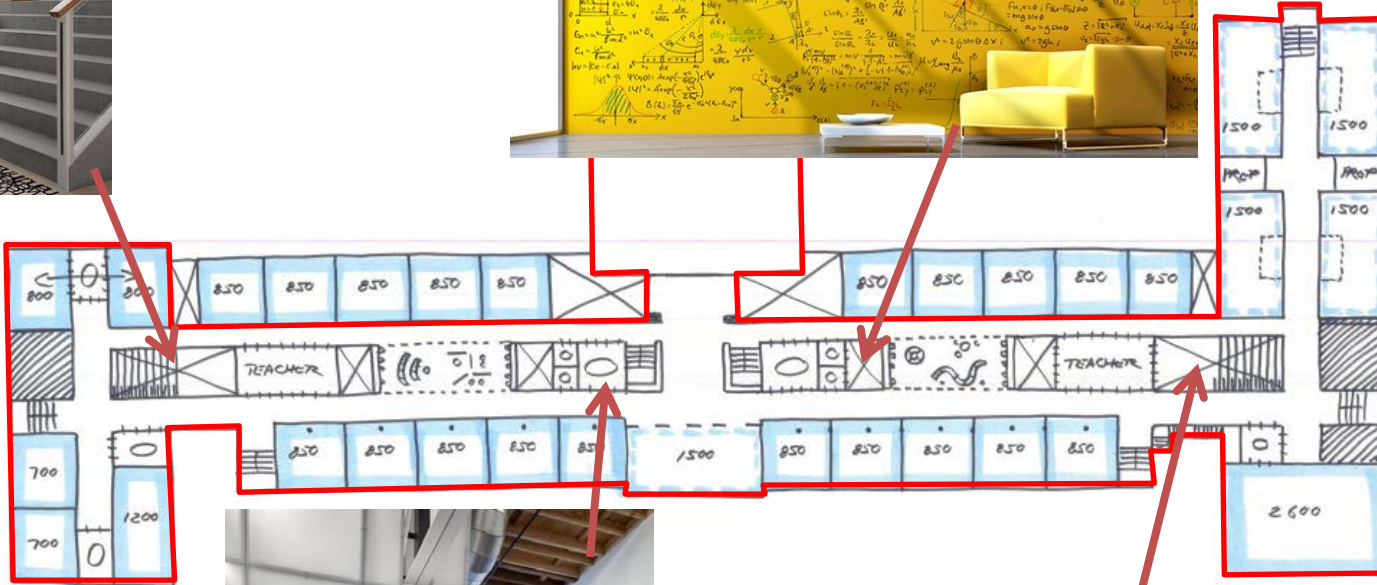
Planning Concepts in Historic Context



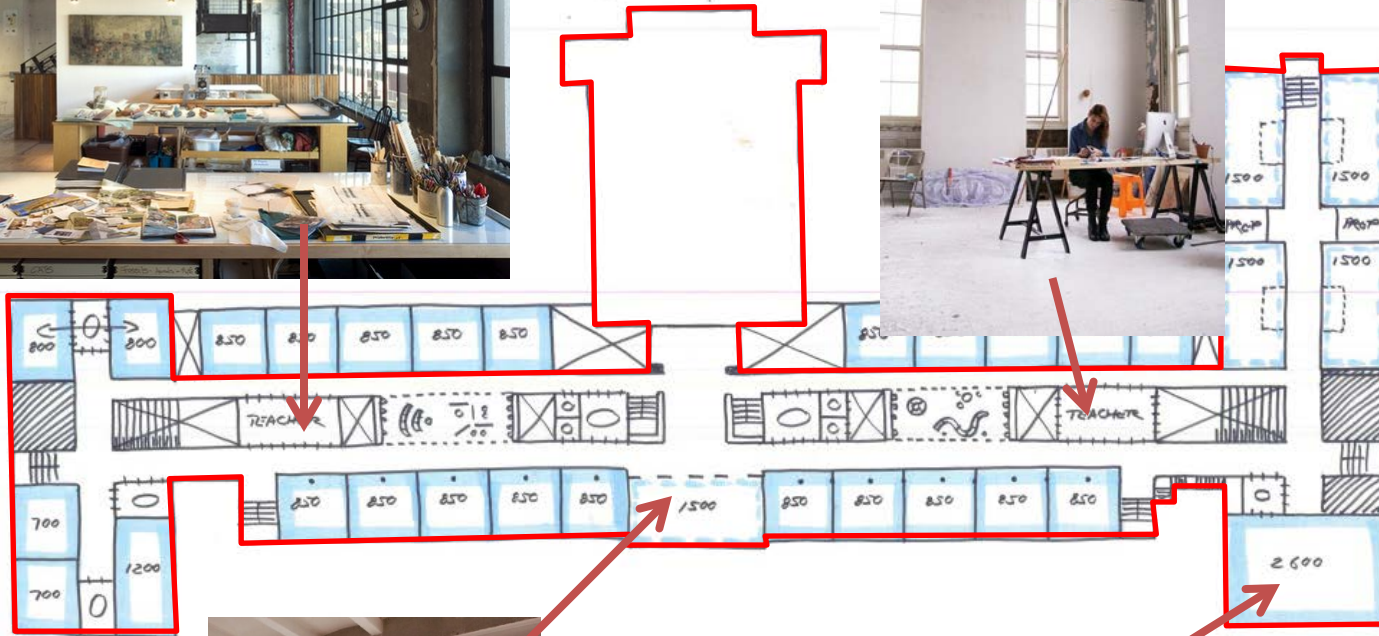
Planning Concepts in Historic Context



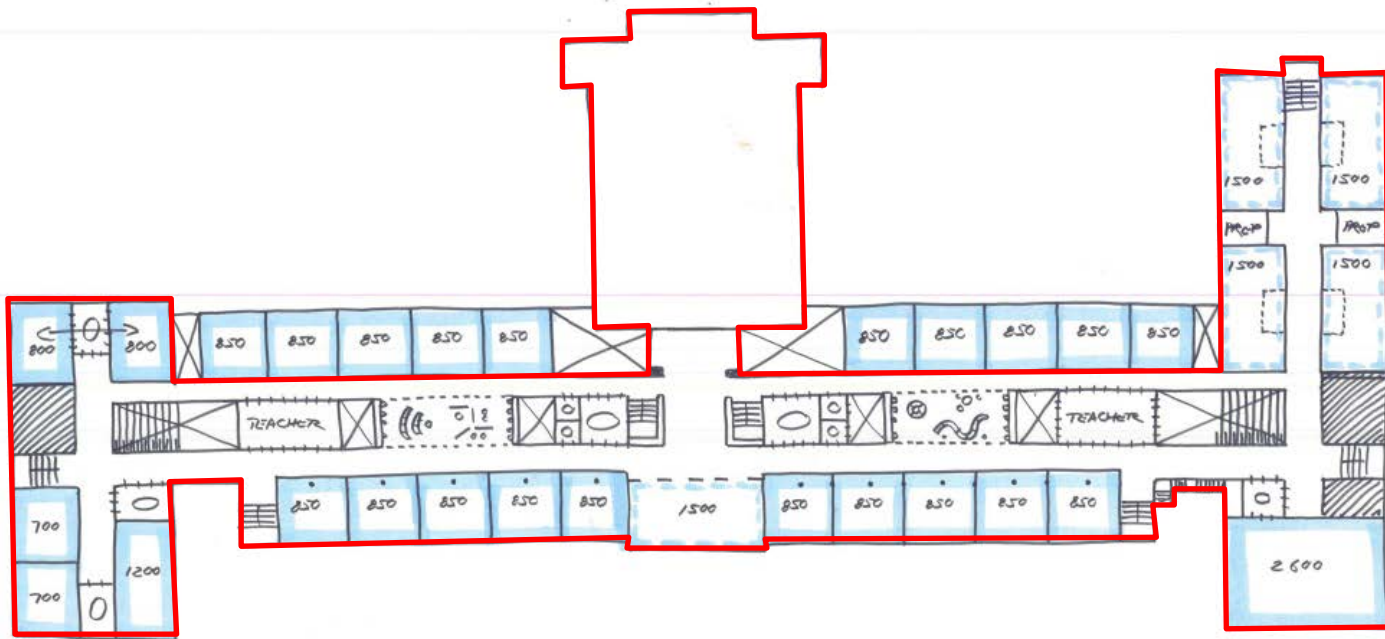
Planning Concepts in Historic Context



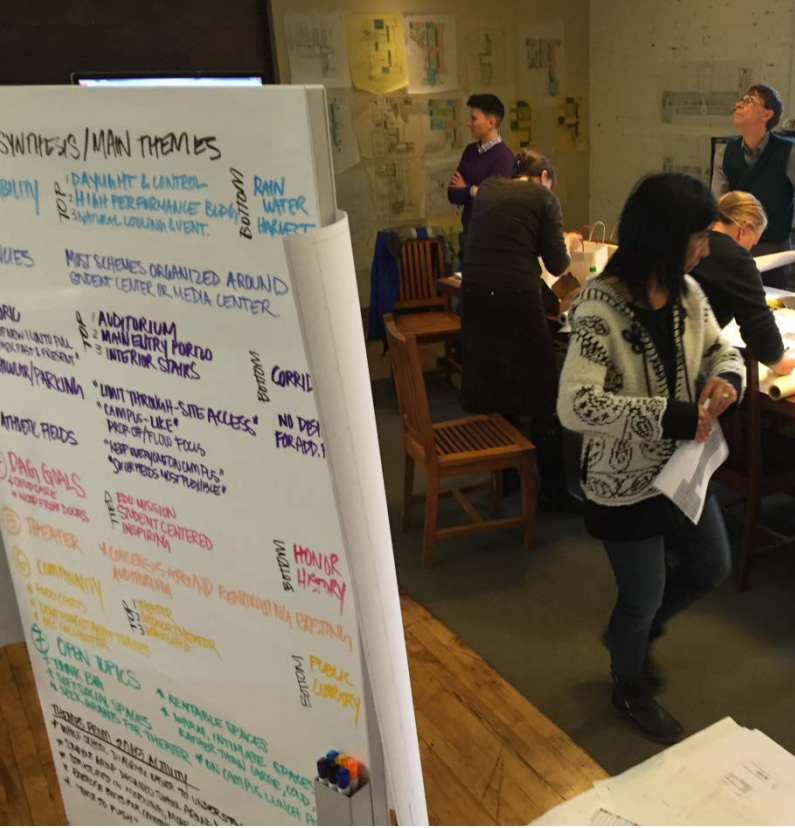
Planning Concepts in Historic Context



Planning Concepts in Historic Context



principles of design | design process | design





School House complex

RNN SHOPS

MEIOTORIUM ADDITION 10,203 SF
NORTH ADDITION

DEPARTMENT

SCHEME TESTS: DESIGN DRIVERS

OLD GYM ^{NEW STRONG PROGRAM} EXISTING MAIN GYM

- AS LIBRARY
- AS COMMONS
- AS THEATER
- AS AUX GYM

- W. AUX GYM AS S. ADDITION
- AS THEATER?
- AS COMMONS

DISTRIBUTED COMMONS

- ?

NEW ADDITIONS FRANKING
THEATER WOULD BURY
THE EXTERIOR FACES

AUDITORIUM

- AS THEATER
- AS COMMONS / LIBRARY
- AS COMMONS
- AS GYM
- AS LIBRARY

THICKER MAIN BAR

- AS COMMONS / LIBRARY
- AS FLEX / COLLABORATION

EXTENDING EAST

- N & S BARS

* WHAT'S IN THE
BASEMENT

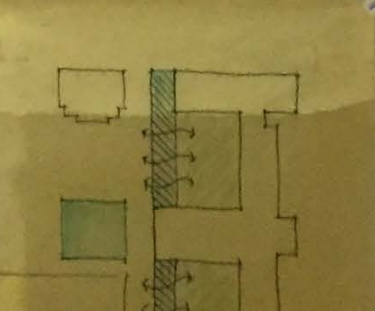
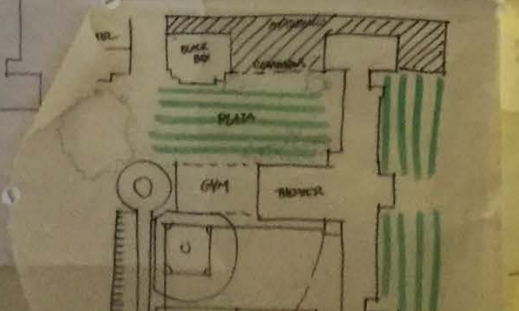
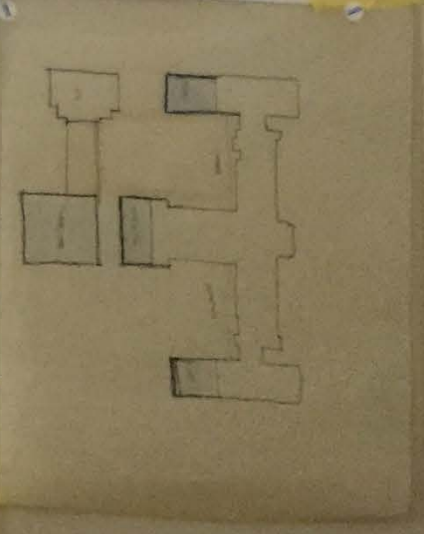
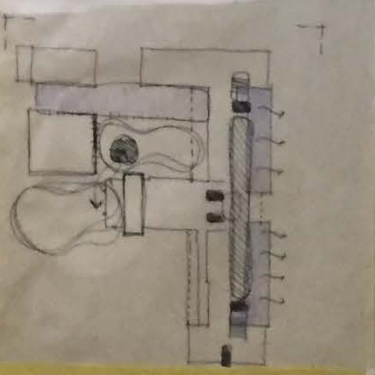
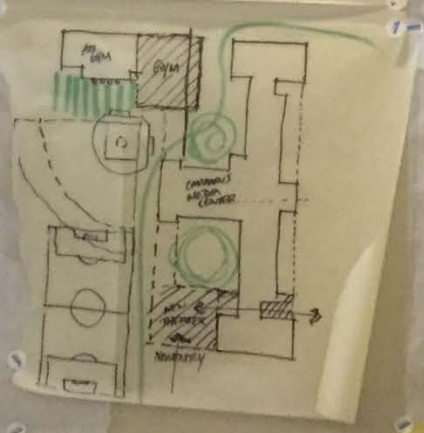
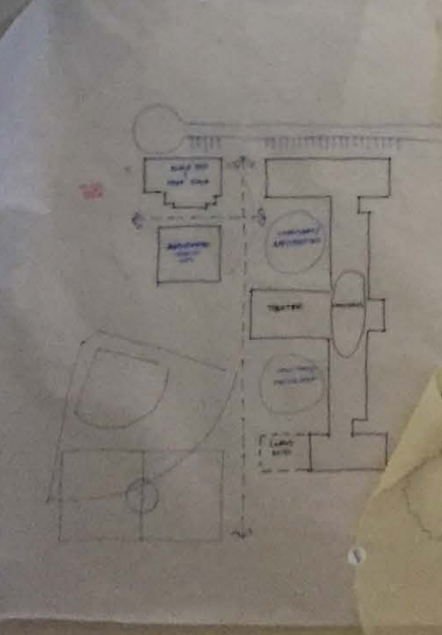
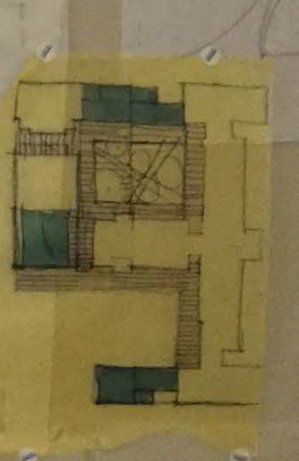
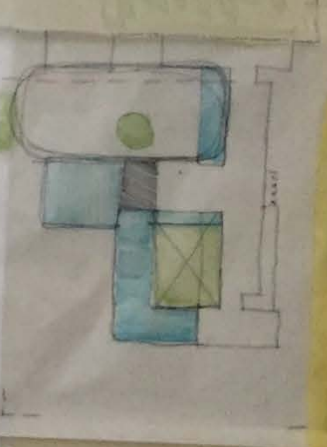
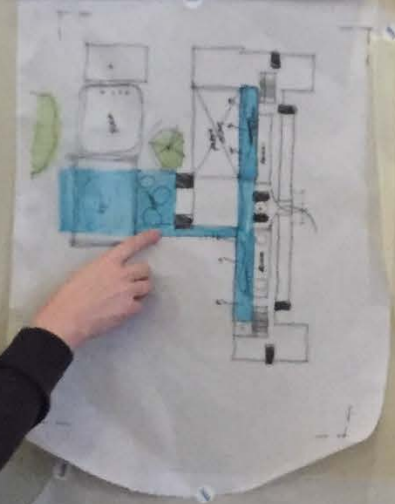
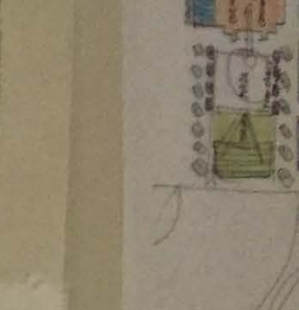
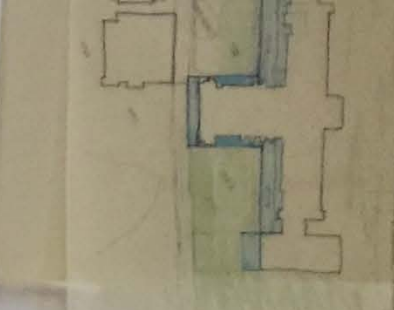
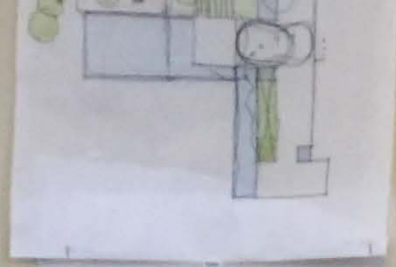
STANDALONE ADDITIONS

- * MAIN GYM - SOUTH SIDE
- BEHIND THEATER
- EAST OF OLD GYM

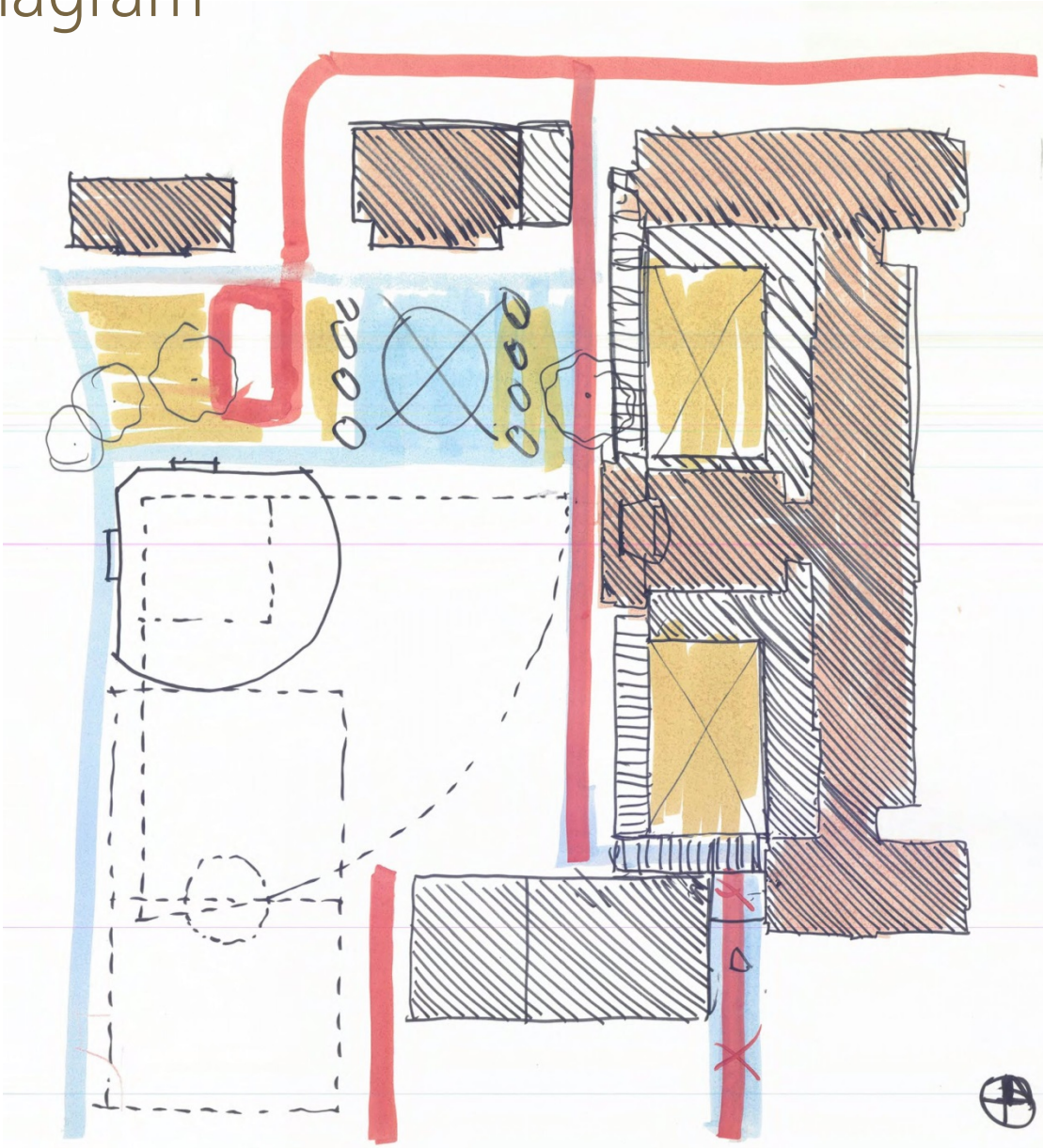
- * NEW THEATER - SOUTH SIDE
- 500 SEATS - BEHIND EXISTING
- 700 - EAST OF OLD GYM

- COMMONS - BEHIND THEATER

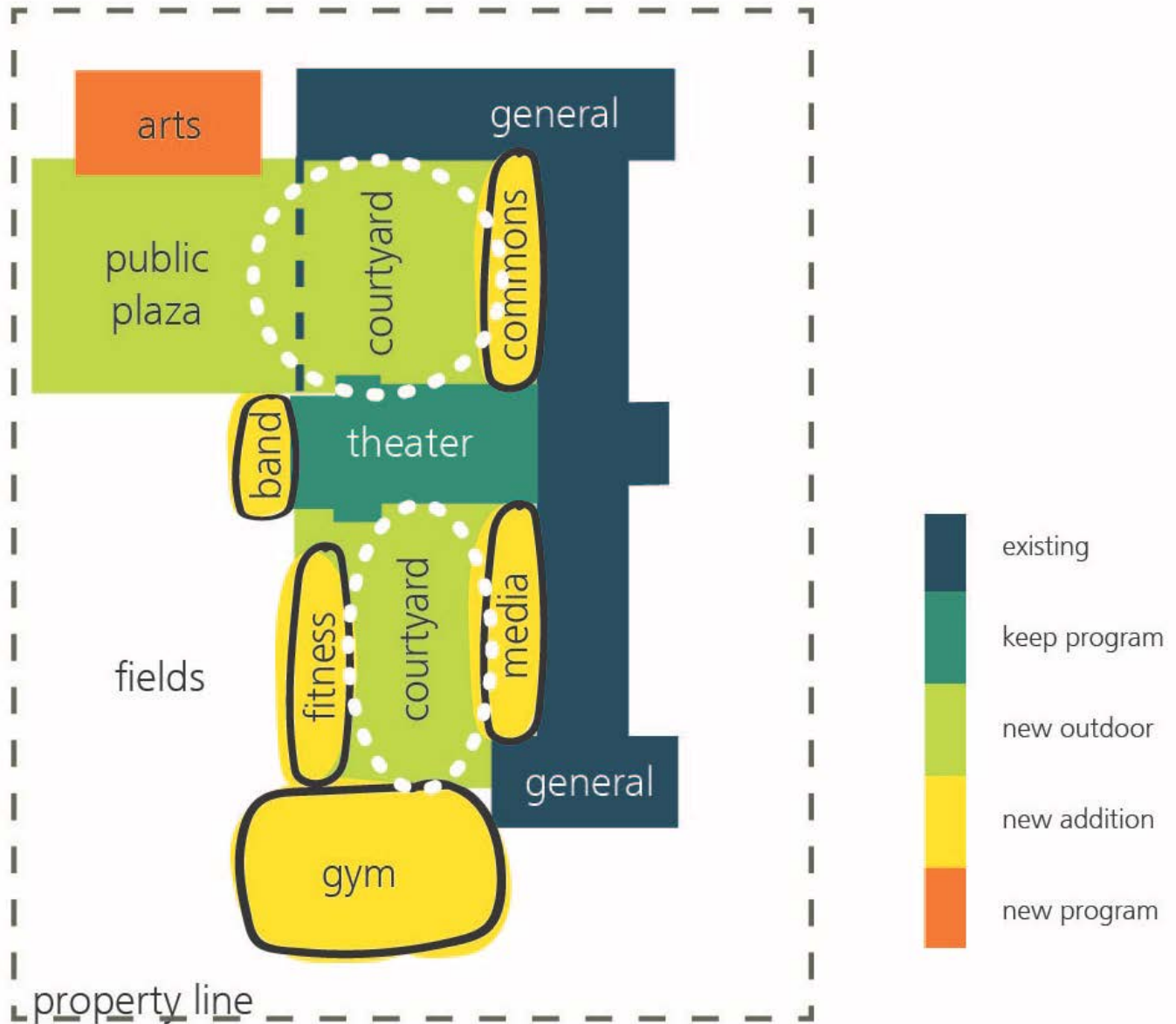




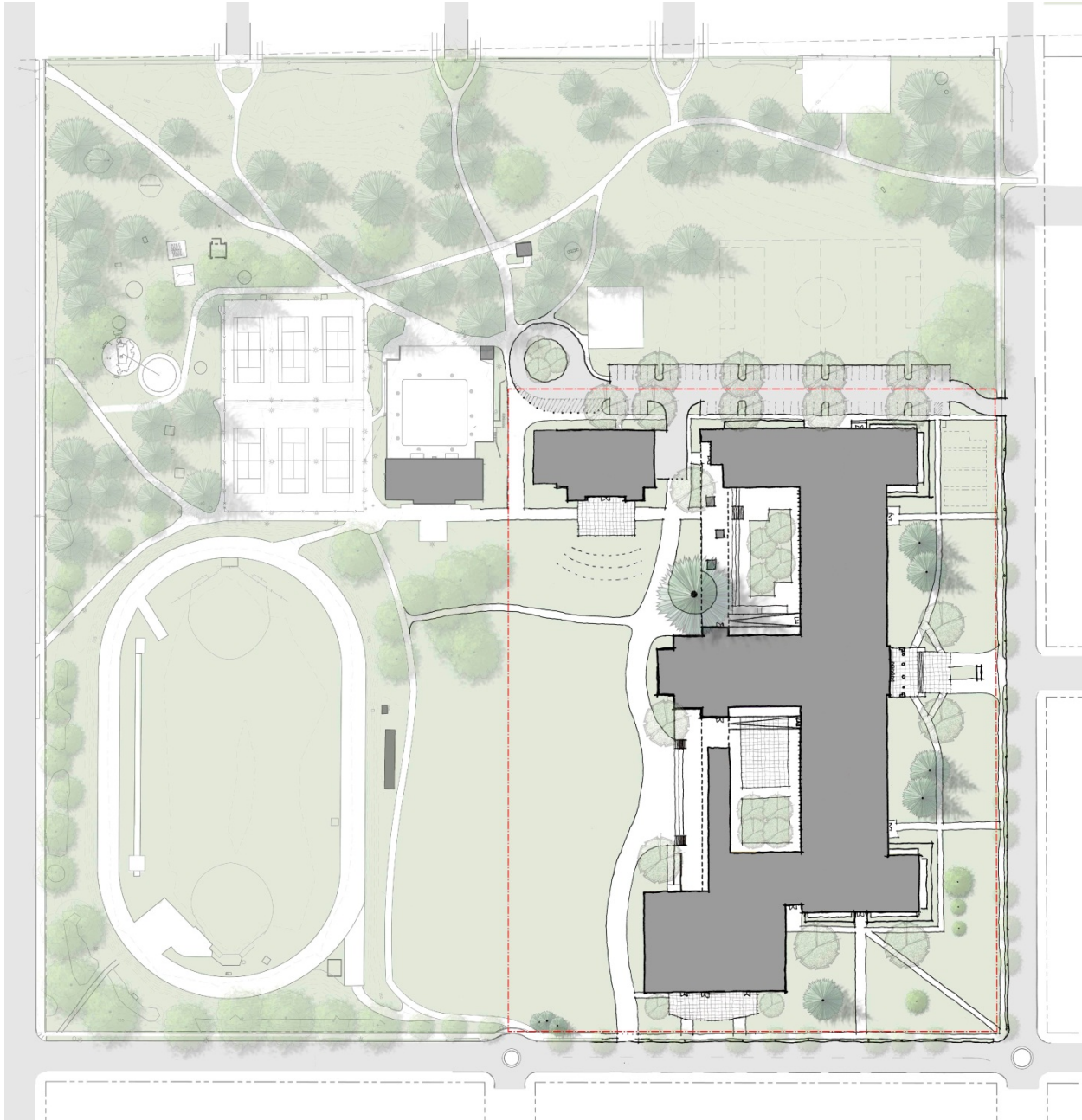
B,C & D – Site Diagram



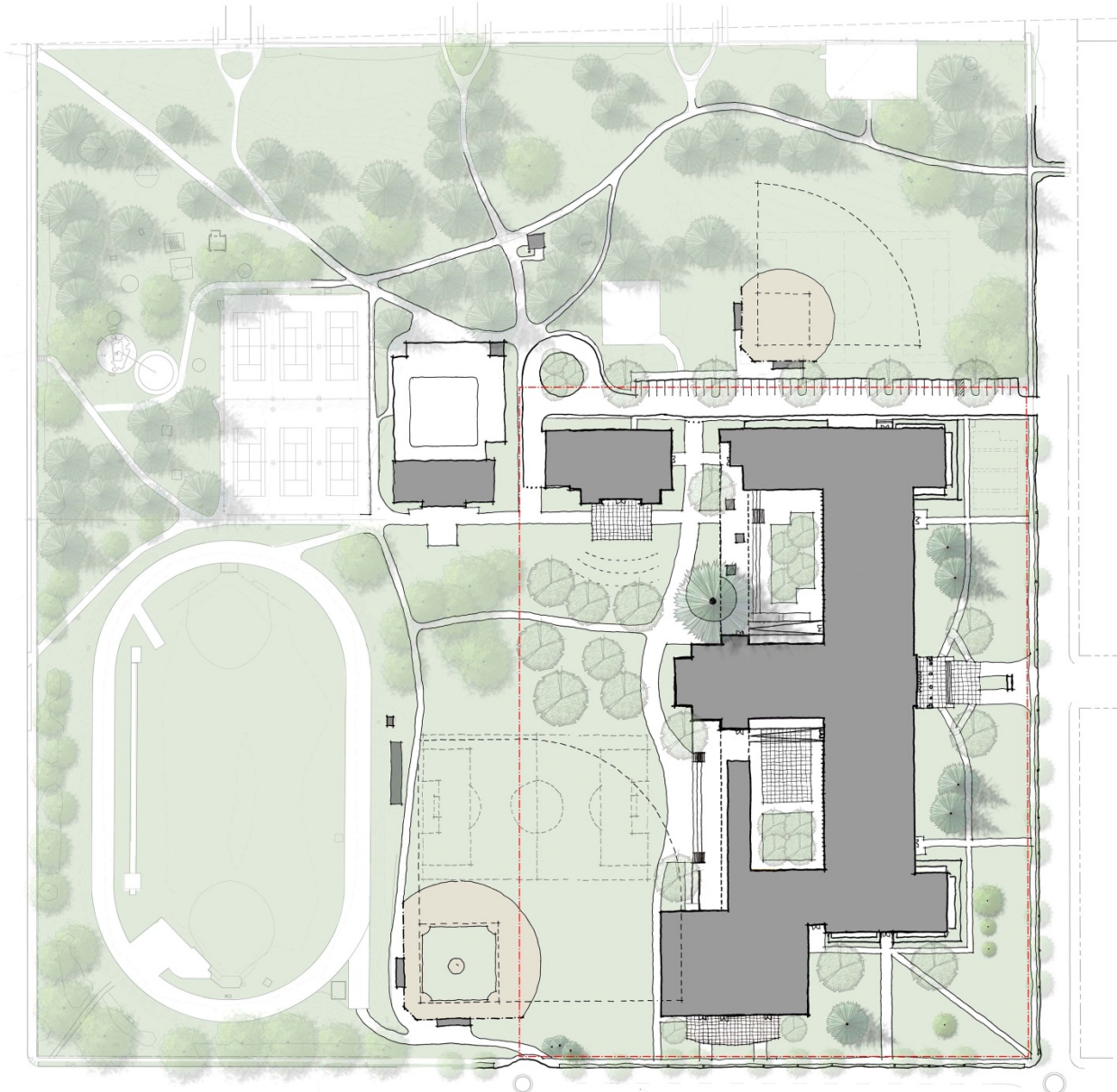
Preferred Masterplan Concept



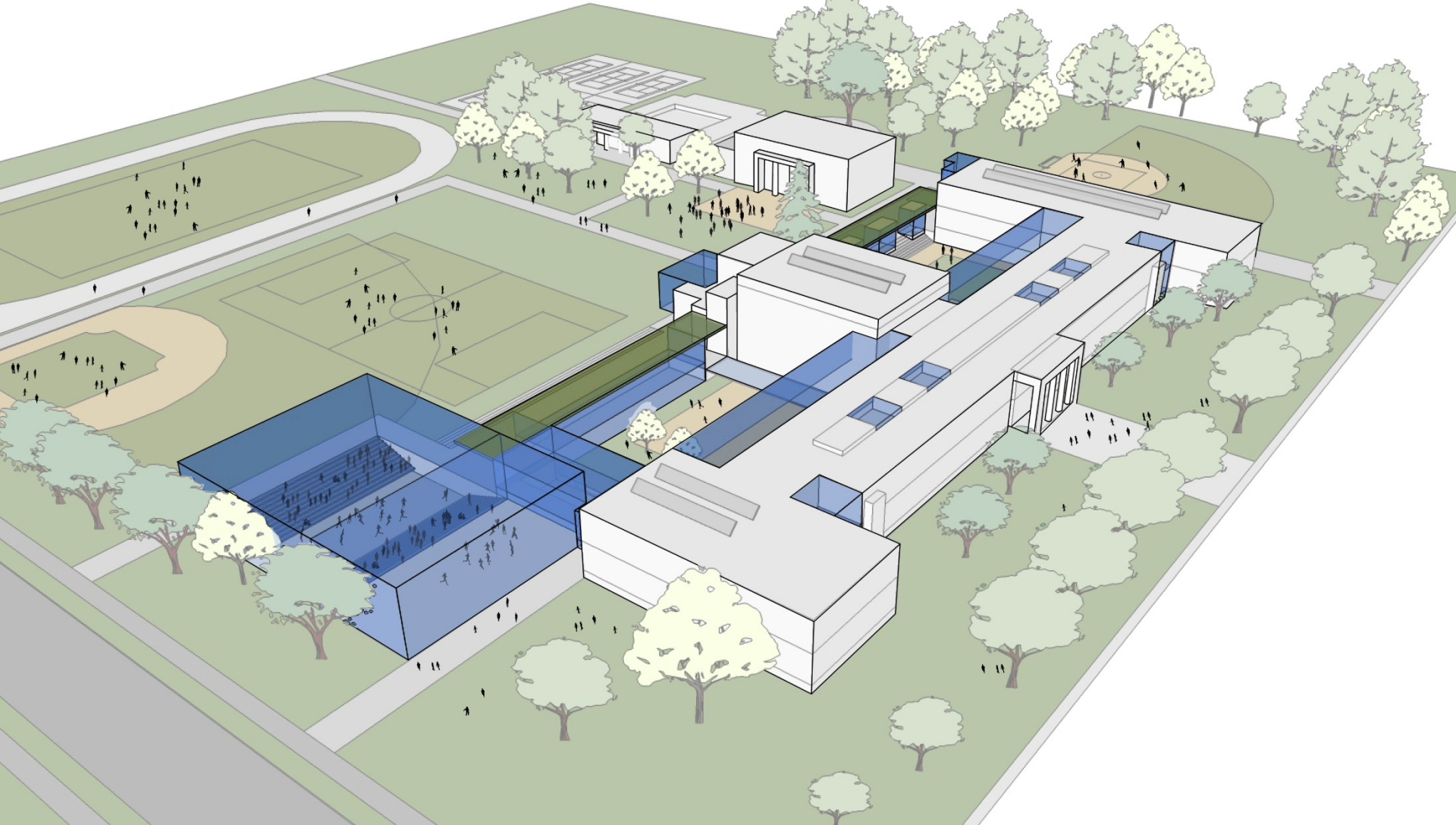
Preferred Site Concept



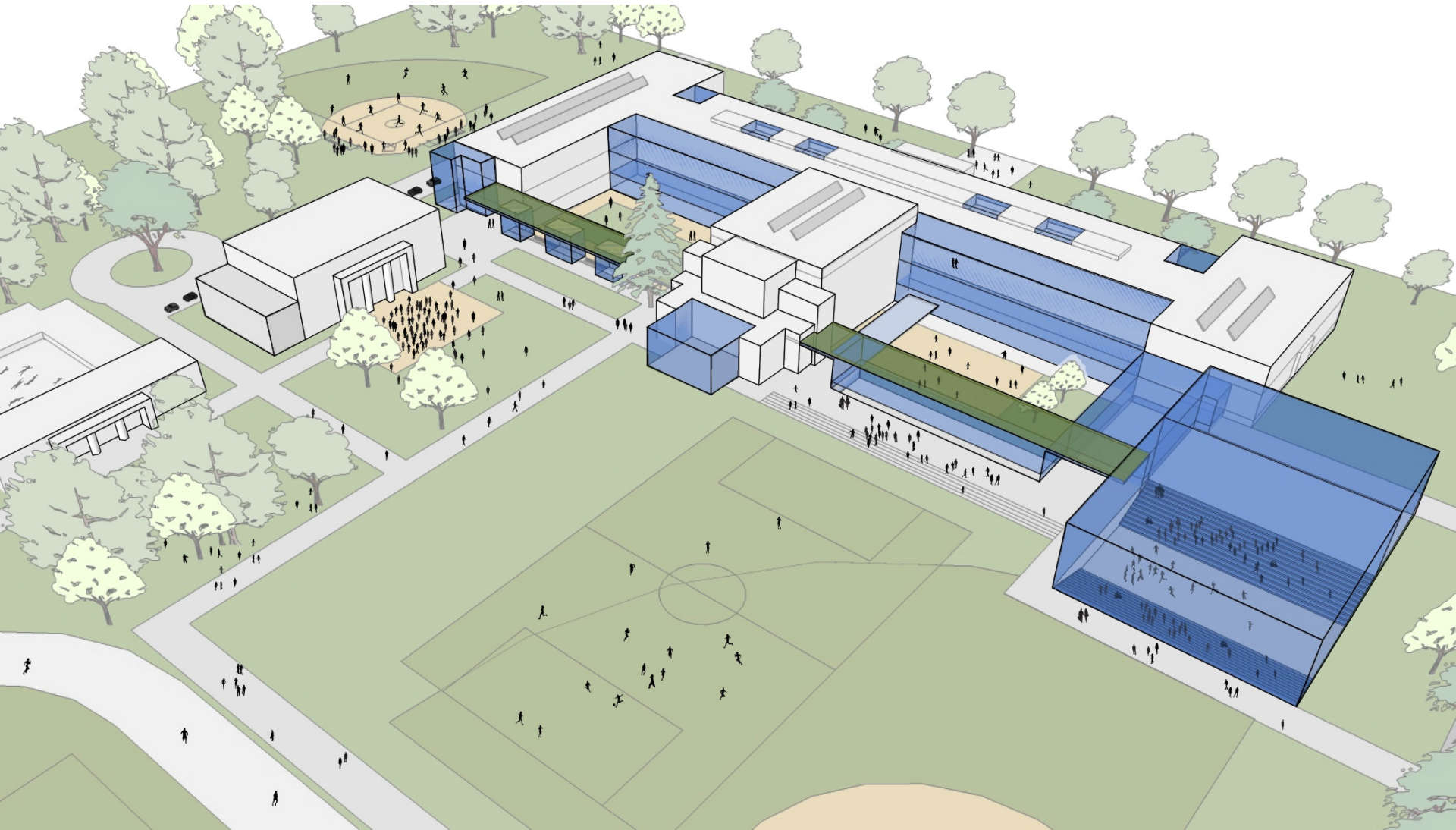
Preferred Site Concept



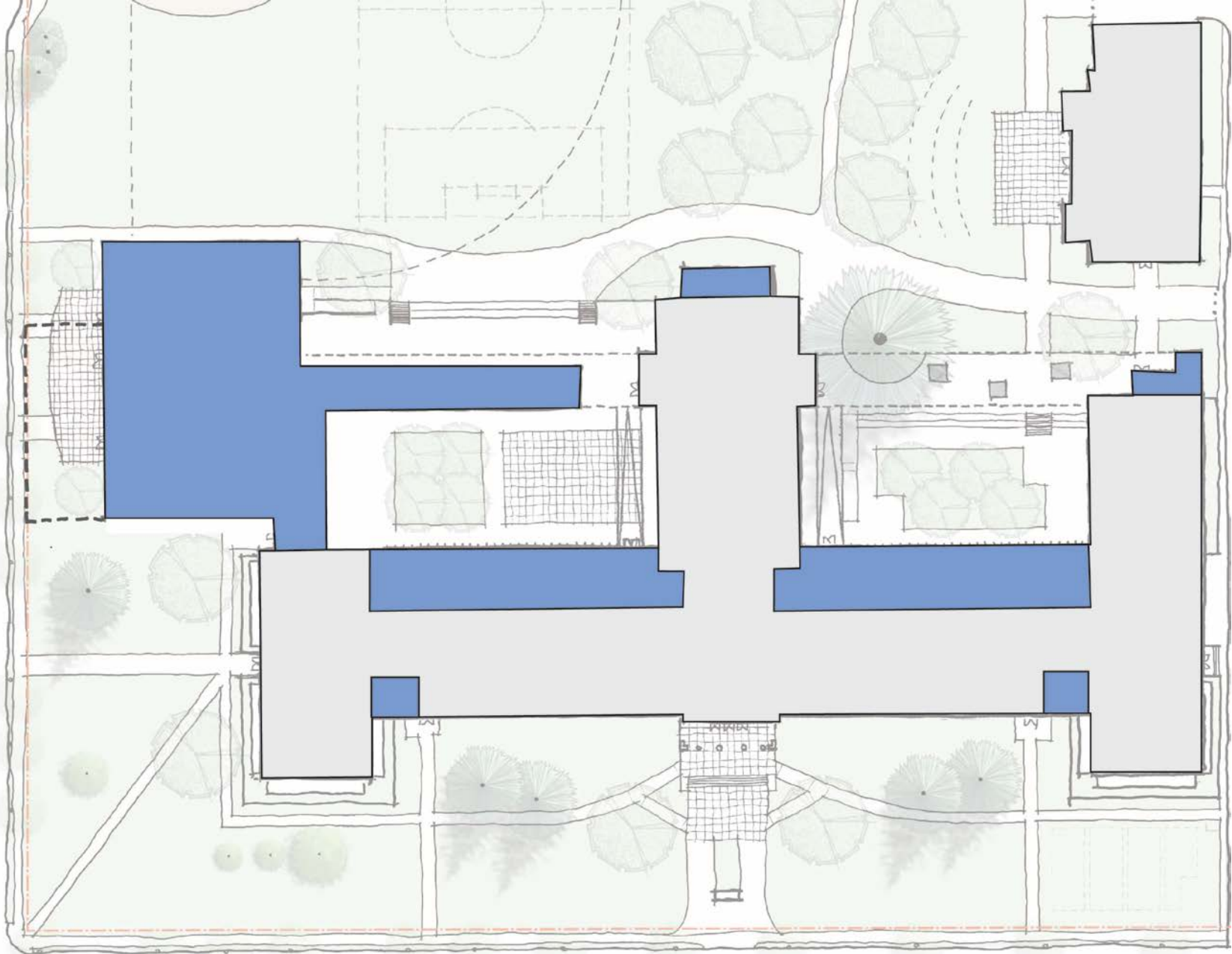
Preferred Massing



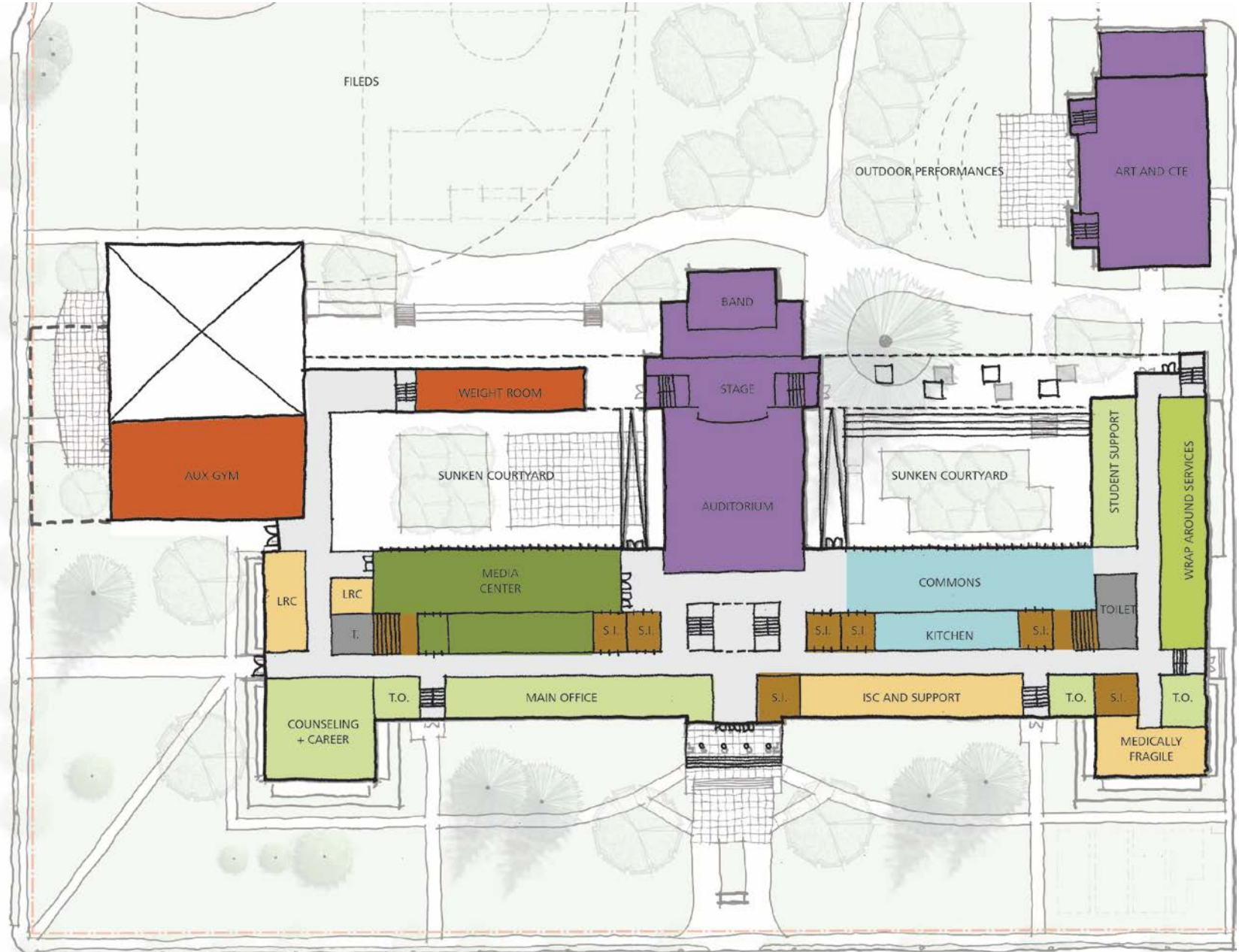
Preferred Massing



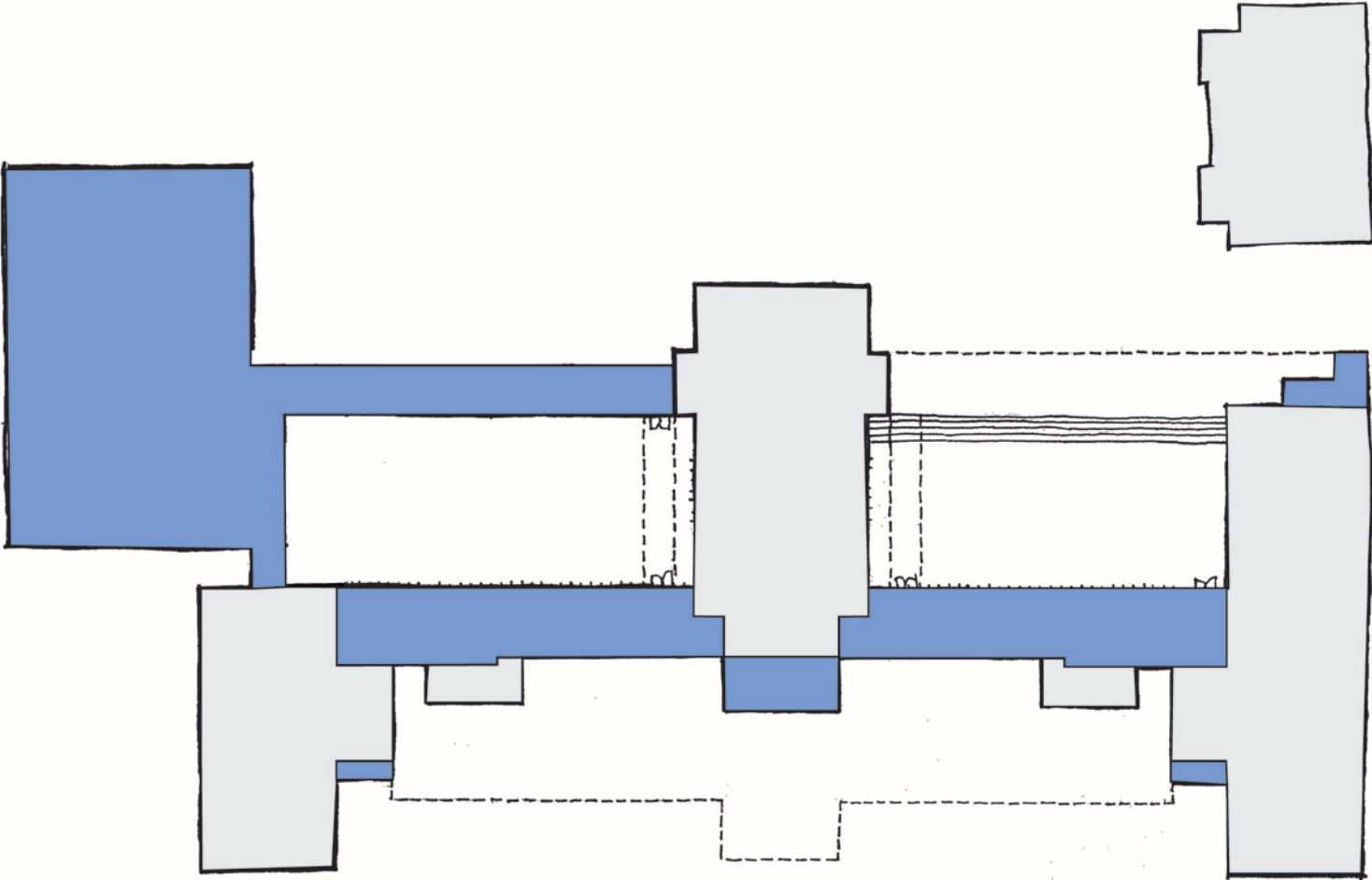
Preferred Organization :: Main Floor



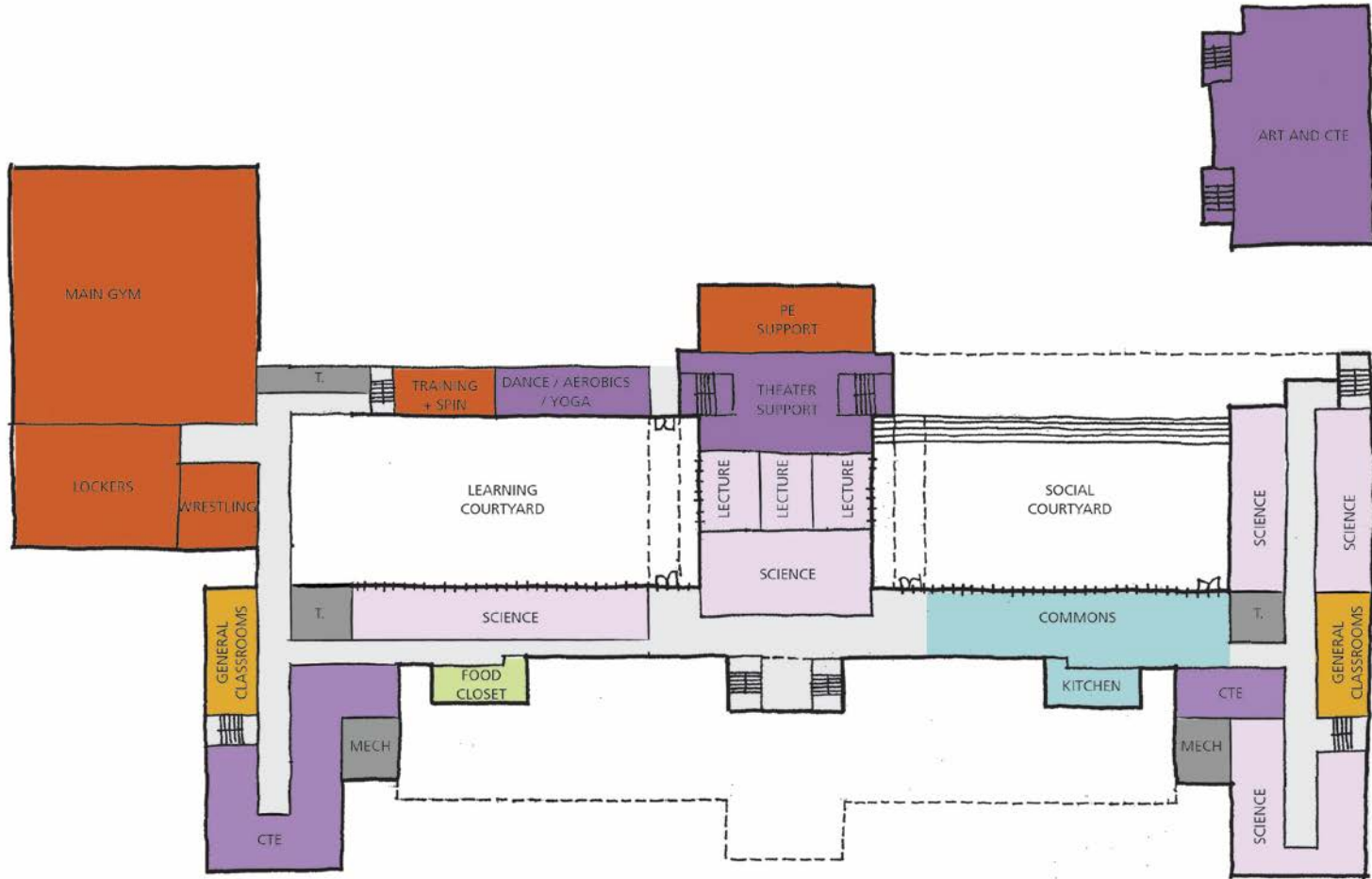
Preferred Organization :: Main Floor



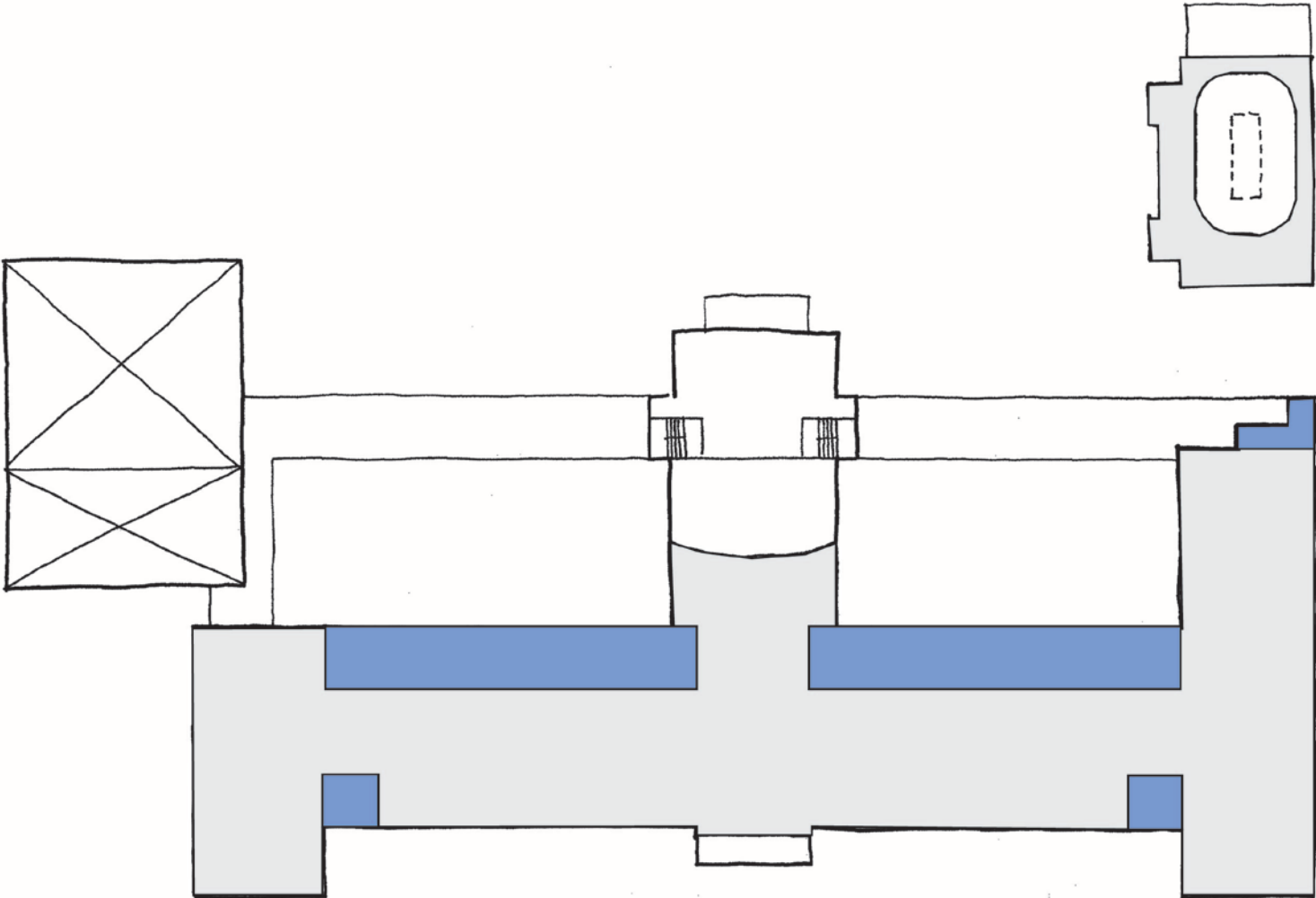
Preferred Organization :: Ground Floor



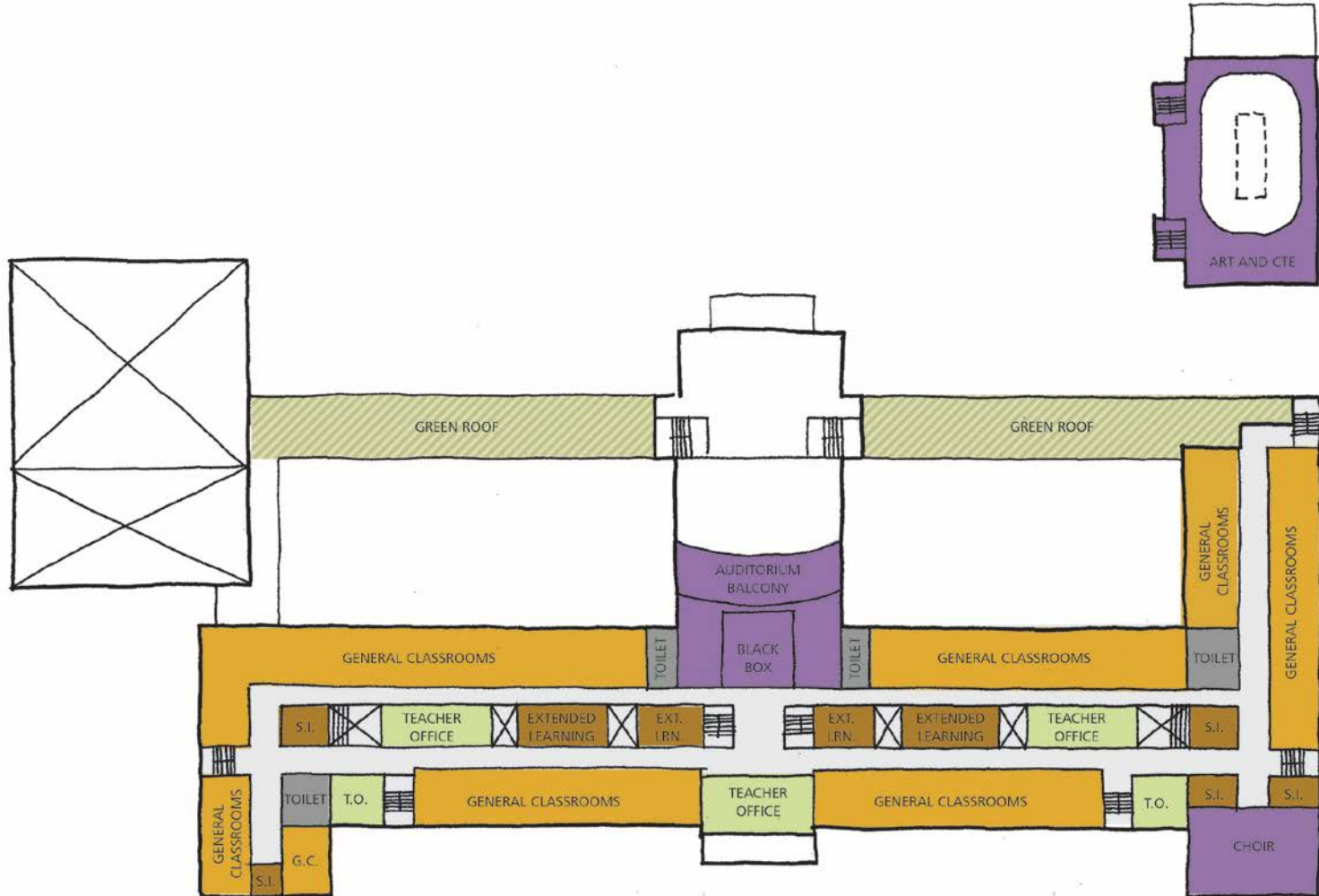
Preferred Organization :: Ground Floor



Preferred Organization :: Upper Floor

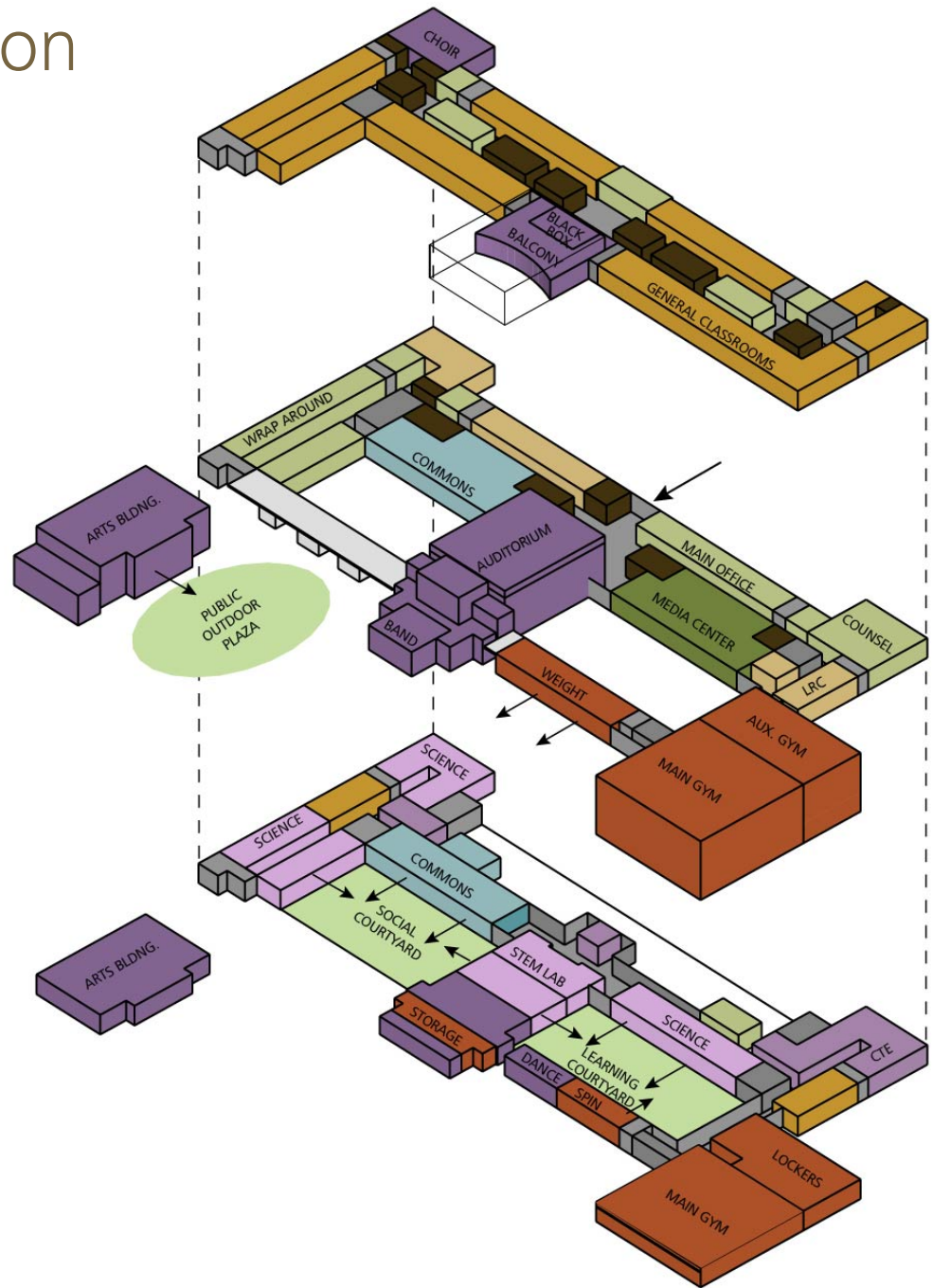


Preferred Organization :: Upper Floor

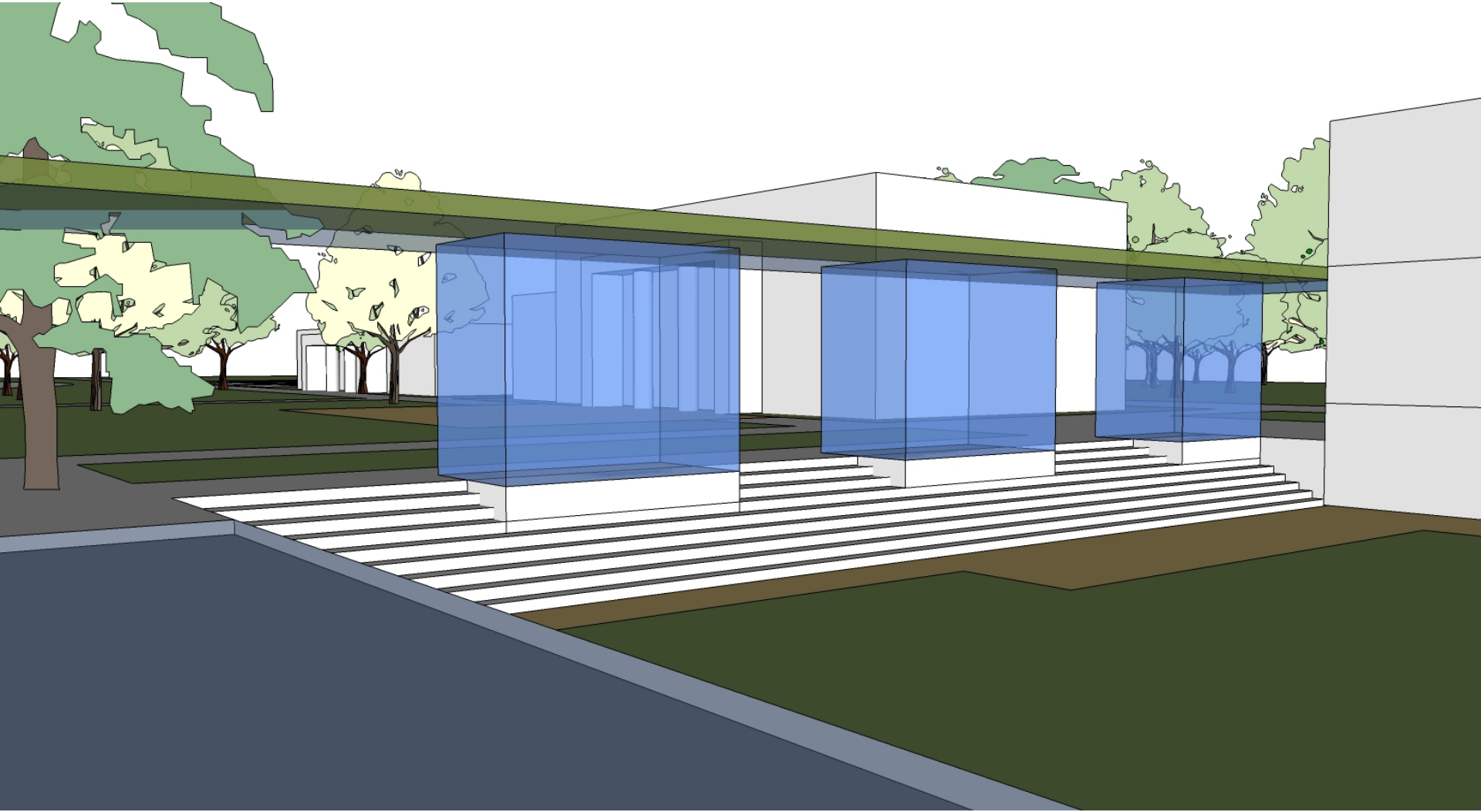


Preferred Organization

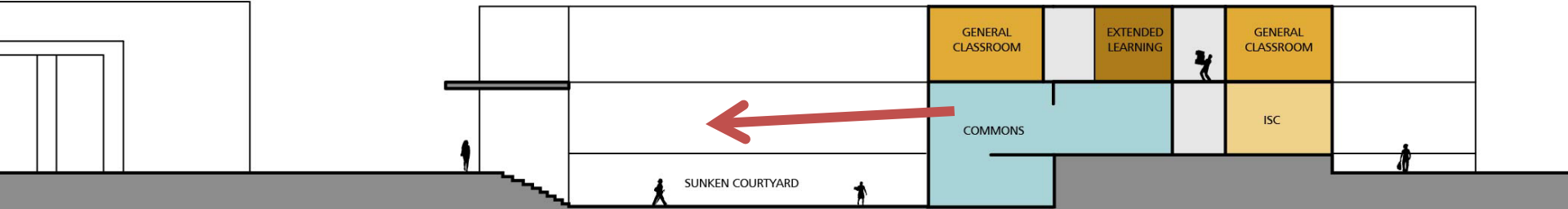
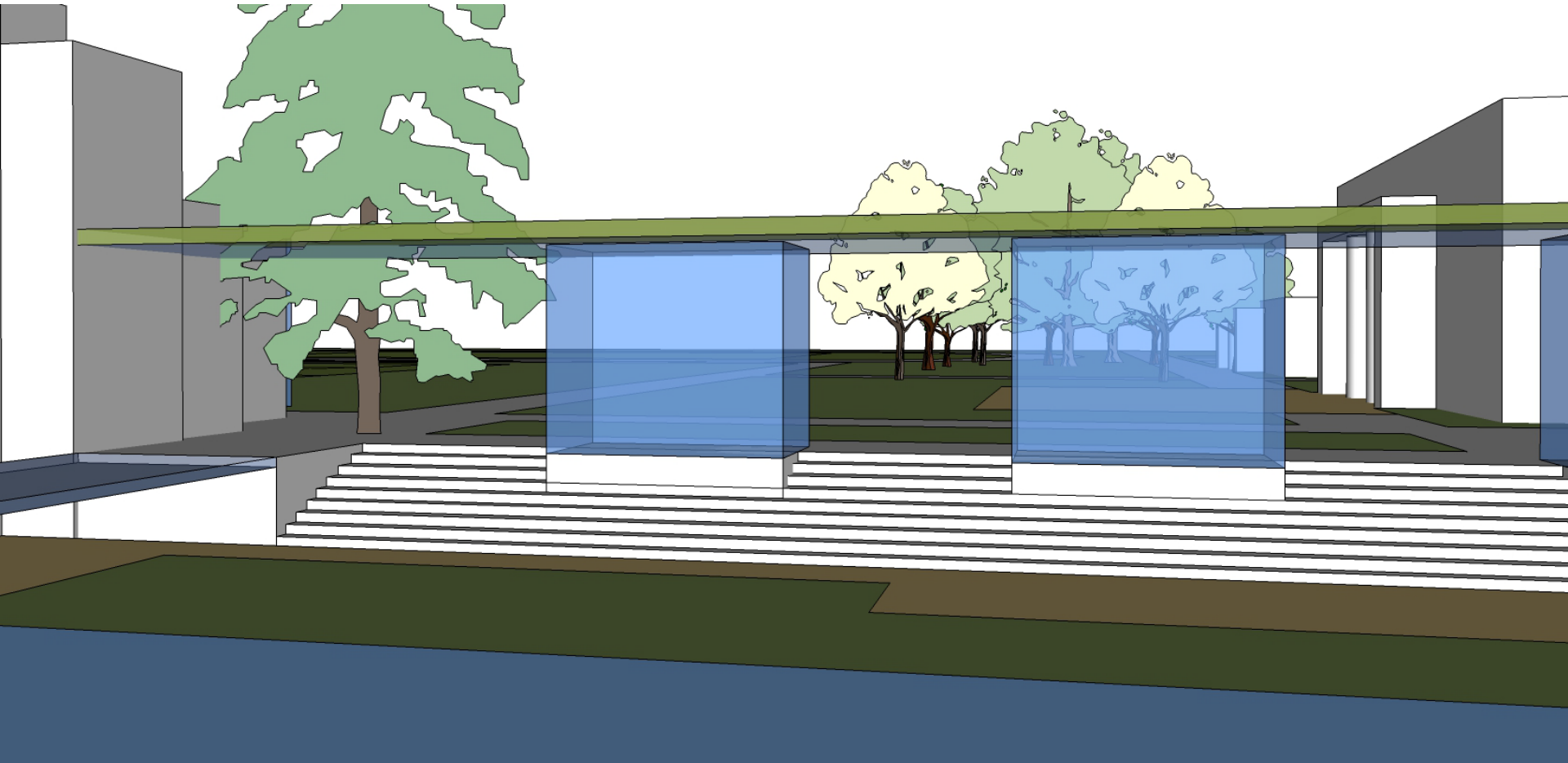
- EXTENDED LEARNING
- GENERAL CLASSROOMS
- MEDIA CENTER
- MEDICALLY FRAGILE AND ISC
- EDUCATION SUPPORT
- STUDENT COMMONS
- SCIENCES / SPECIALIZED CLASSROOMS
- PE / ATHLETICS
- FINE AND PERFORMING ARTS
- CAREER PREPARATION



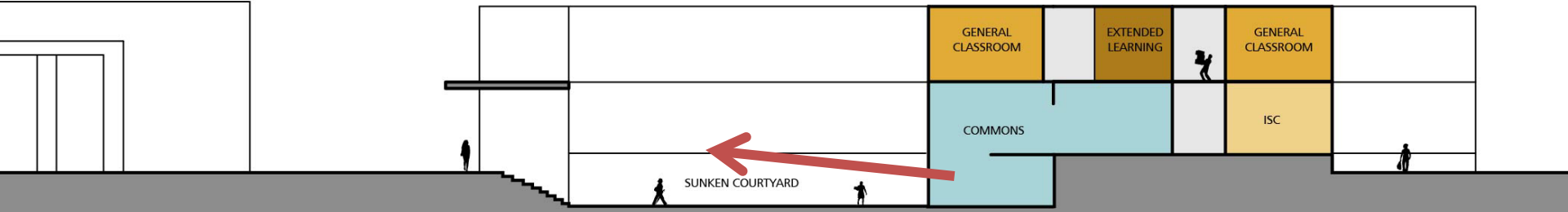
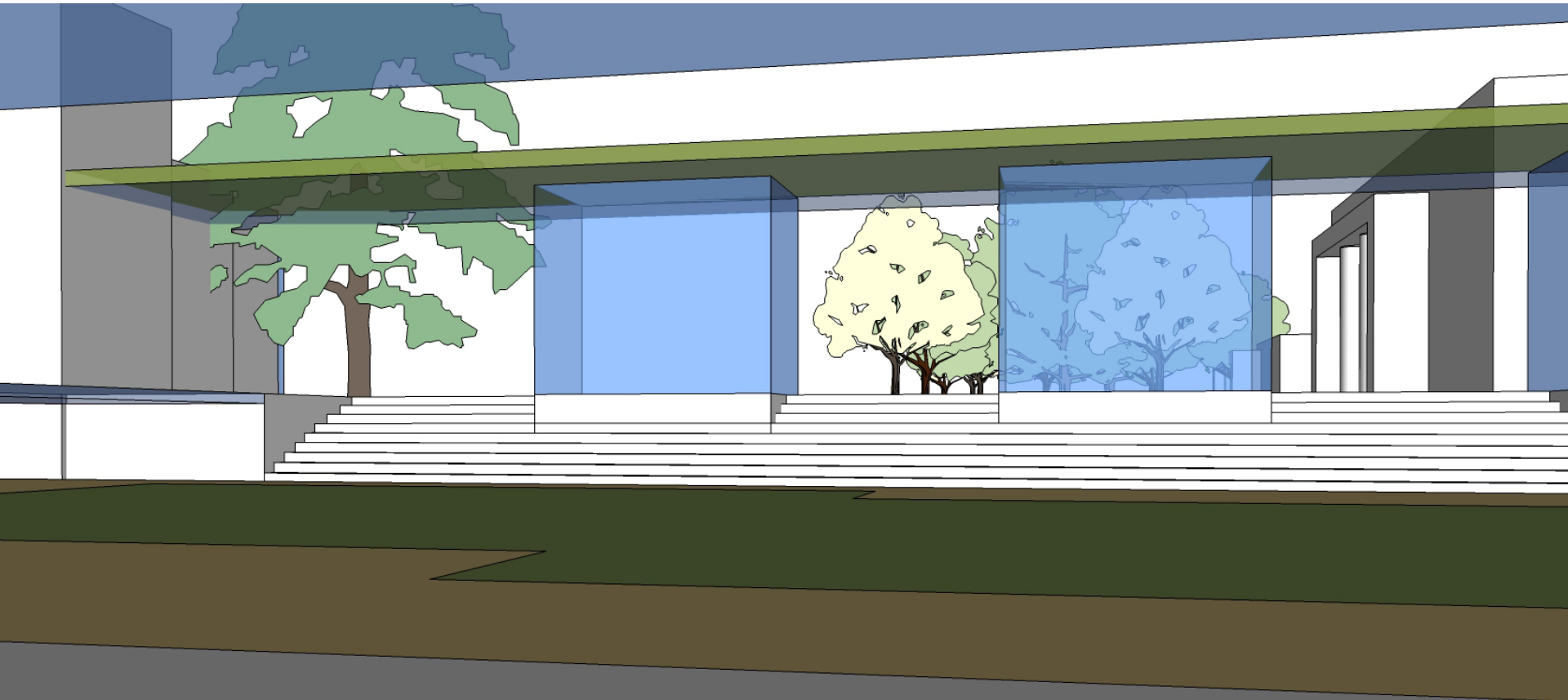
Preferred Masterplan Concept



Preferred Masterplan Concept



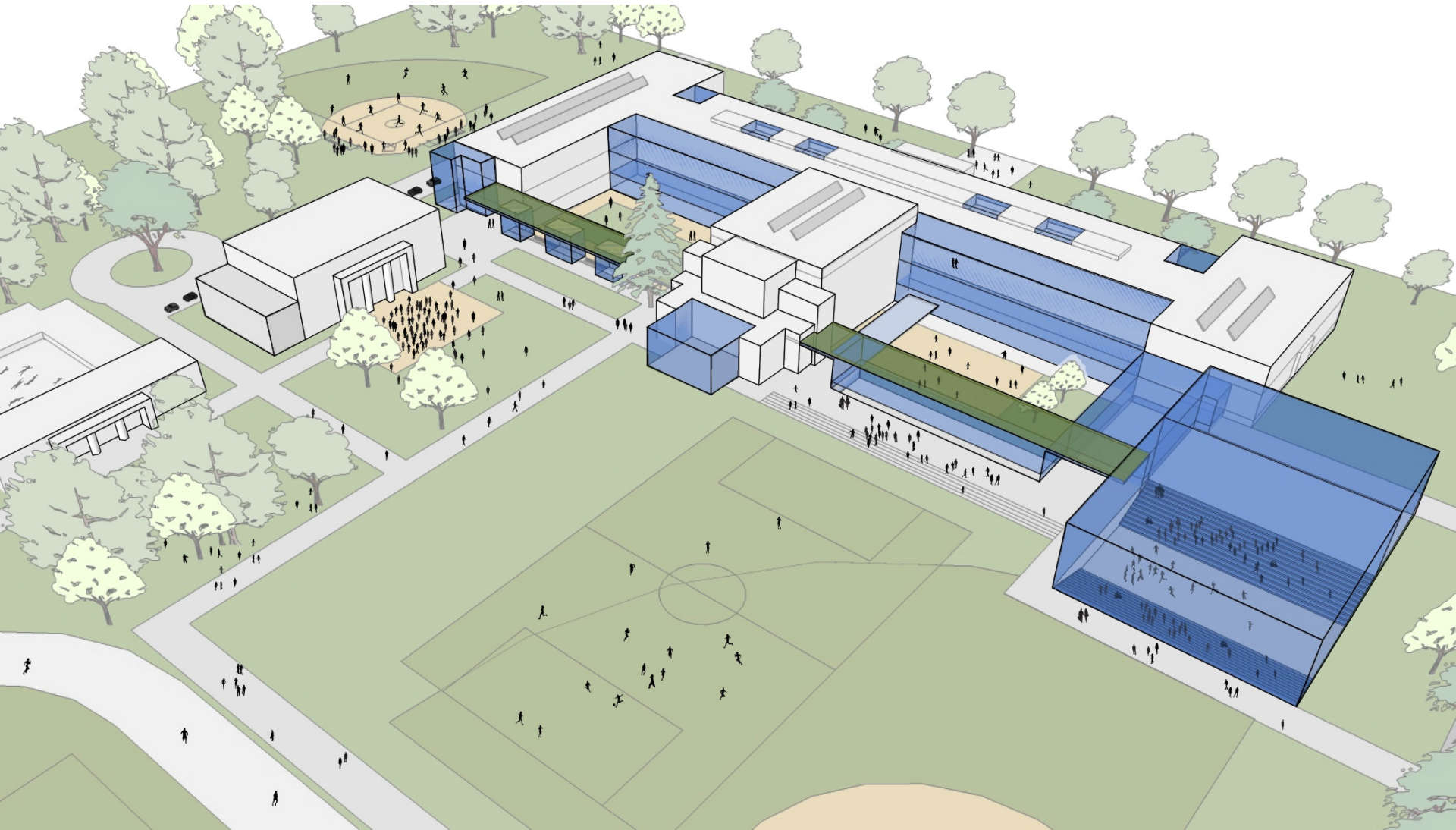
Preferred Masterplan Concept



Preferred Masterplan Concept



Preferred Masterplan Concept



Project Overview

Team Introductions

Process & Schedule

MPWS 1 Shareback

MPWS 2 Shareback

Master Plan Concepts

Overview of Today's Listening Stations

Listening Station 1: Focus on Site Concept

1 Landscape Inspiration

What may the character of these new site features be?



1 Landscape Inspiration

What will these new landscape features look like?



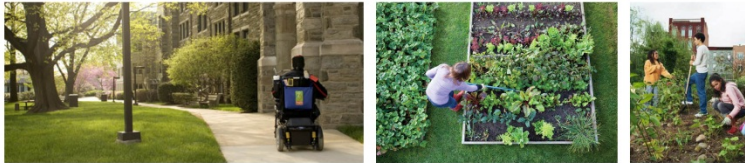
SOCIAL COURTYARD

COVERED BIKE PARKING/CONCESSION KIOSK



LEARNING COURTYARD

OPEN GREEN SPACE



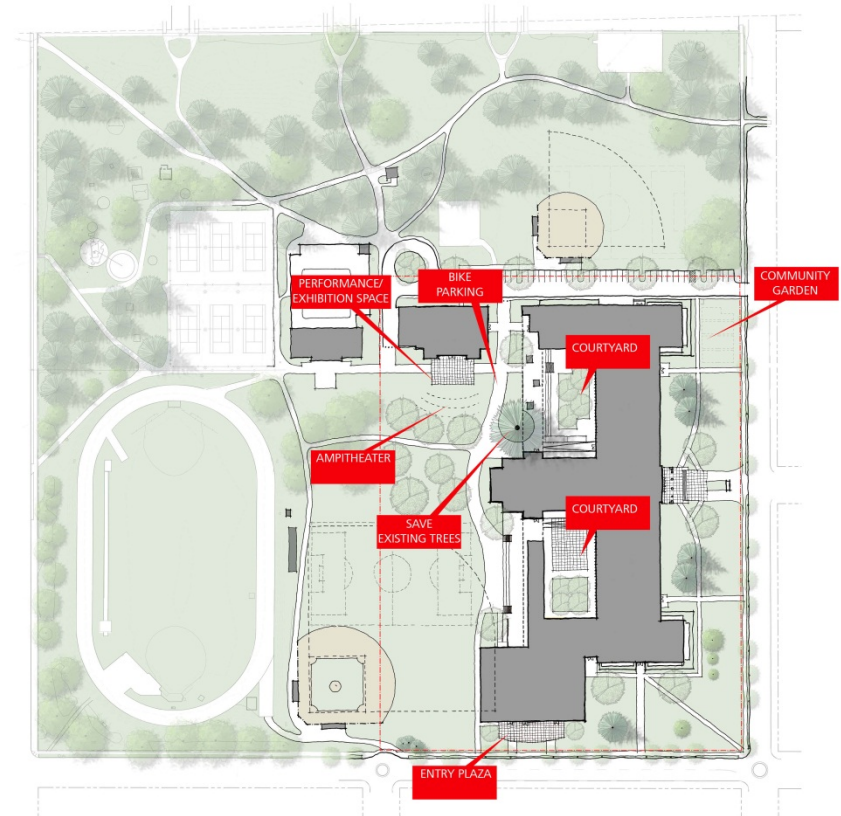
ACCESSIBLE ENTRIES

COMMUNITY GARDEN



AMPITHEATER

RAIN GARDEN/ BIOSWALE



Listening Station 3: Focus on Historic Preservation

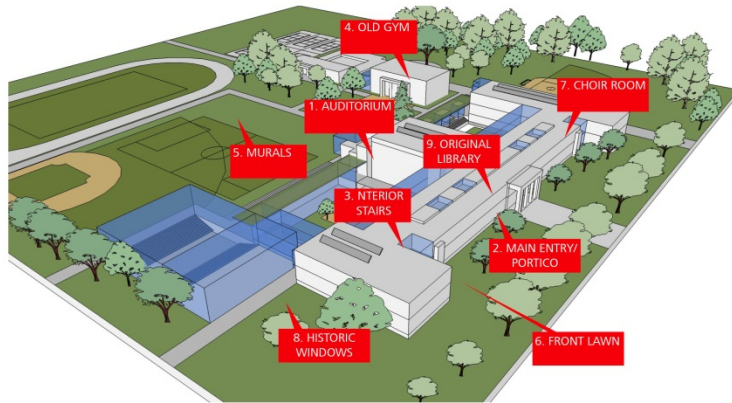
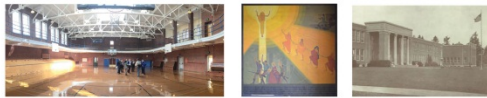
3 Historic: Prioritization

Top ranked historic features to preserve at Grant



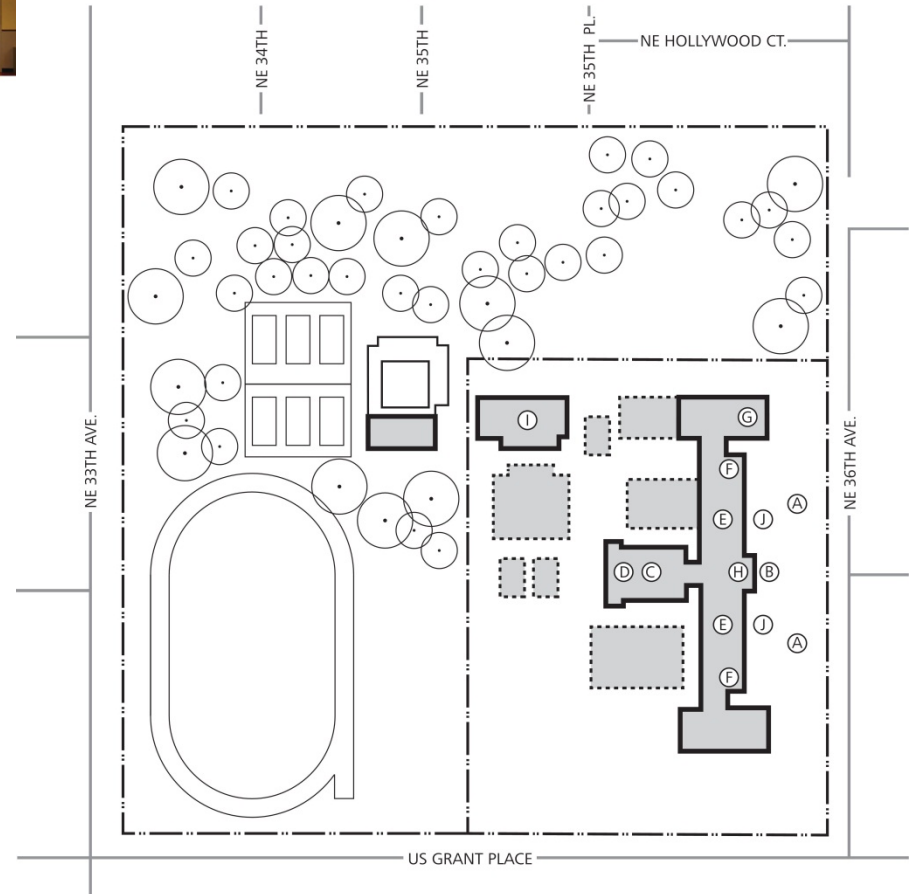
Rankings

1. Auditorium
2. Main entry/portico
3. Interior stairs
4. Old gym
5. Murals & artwork
6. Front lawn
7. Choir room
8. Historic windows
9. Original library
10. Corridors



3 Historic: Prioritization

What features are most important to you at Grant?



Listening Station 4: Focus on Sustainability

1 Sustainability: LEED Strategies

Let's talk about your priorities for greening Grant.



What is Leadership in Energy & Environmental Design (LEED®) Certification for Schools?

LEED® for Schools is a rating system for new construction and major renovations of school buildings. It is based on a credit system in the following categories. Some categories are weighted more than others. Certified projects score 40-49 points; Silver: 50-59; Gold: 60-79; Platinum: 80+. This project is aiming for LEED Silver certification.

SUSTAINABLE SITES

- + alternative transportation
- + stormwater design
- + protect or restore natural habitat
- + heat island effect
- + light pollution reduction

WATER EFFICIENCY

- + water use reduction
- + water efficient landscaping
- + innovative wastewater technology
- + process water use reduction



MATERIALS & RESOURCES

- + storage & collection of recyclables
- + building reuse: maintain existing walls, floors, roof
- + construction waste management
- + materials reuse
- + recycled content
- + regional materials
- + rapidly renewable materials & certified wood

ENERGY & ATMOSPHERE

- + commissioning of energy system
- + optimize energy performance
- + refrigerant management
- + on-site renewable energy
- + measurement & verification
- + green power

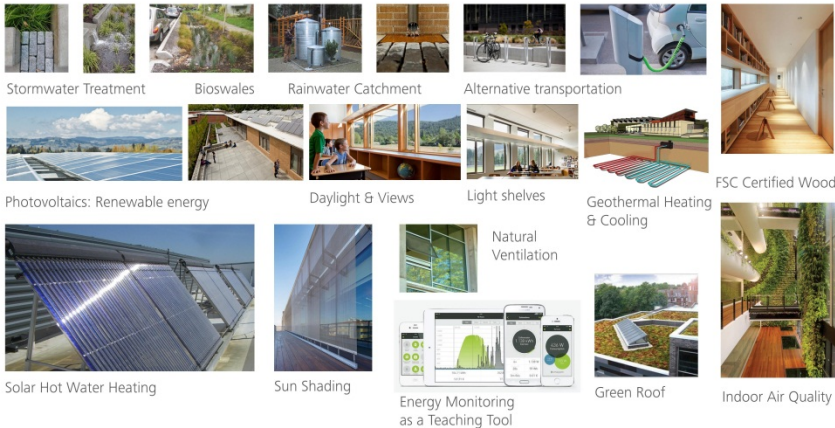
INDOOR ENVIRONMENTAL QUALITY

- + indoor air quality performance
- + environmental tobacco smoke control
- + acoustical performance
- + increased ventilation
- + low-emitting materials & pollutant source control
- + controllability of systems- lighting & thermal comfort
- + daylight & views
- + mold prevention

INNOVATION IN DESIGN

- + LEED accredited professional
- + school as a teaching tool

REGIONAL PRIORITY



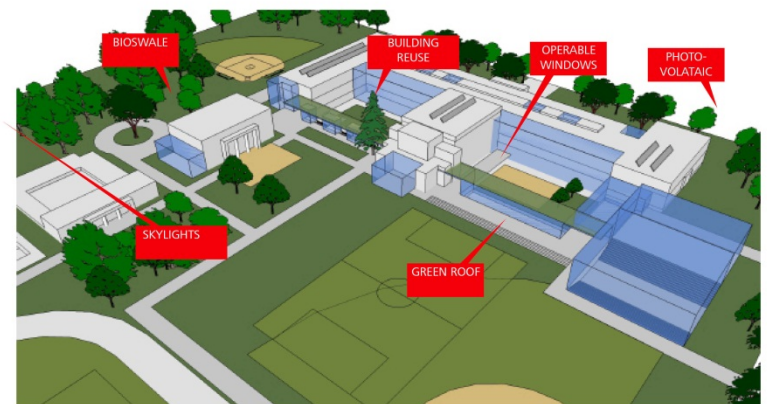
4 Sustainability: Prioritization

Sustainable features in the new building design



Rankings

1. High Performance Building
2. Daylight & Views
3. Natural Cooling & Ventilation
4. Strategies for Human Comfort & Health
5. Water Use Reduction
6. On-Site Renewable Energy
7. Building Reuse
8. Stormwater Design
9. School as a Teaching Tool
10. Rainwater Harvesting



We Welcome Your Thoughts

Grant Bond Website

portland public schools - x Grant - Portland Public Sch x

www.pps.k12.or.us/bond/grant.htm

PPS 中文 Русский Soomaaliga Español Tiếng Việt Portland Public Schools — Portland, Oregon

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PPS Home > Bond > Grant

Grant

Grant High School is one of 3 PPS high schools being modernized as part of an 8-year \$482 million school building improvement bond. Grant's modernization will completely reconfigure and update learning spaces with a focus on indoor environmental quality, sustainability and historic preservation. [Learn more about Grant High School here.](#)

The planning phase for the modernization of Grant will begin in the fall of 2015 and construction is scheduled to begin in summer 2017 and last 2 years. Students are scheduled to returned to a Modernized Grant in the fall of 2019.

The Grant Master Planning Open House is Thursday, Dec. 3rd 5:30p.m. - 7:30p.m. in the GHS Library. [View the Open House Flyer](#) | [in Español](#)

[View the Grant preliminary Master Plan concept images here](#)

[View the Grant Modernization flyer \(10/23/15\) | in Español](#)

Get Involved
In the fall of 2015 a series of [Public Design Workshops](#) will take place providing the Grant community a voice in the design process.

Stay Informed
View a slideshow from the first Master Planning workshop below.

Get Connected
Get connected to receive updates and events notices. [Join the Grant project mailing list at GHSmod@pps.net](#)

www.pps.k12.or.us/bond/grant