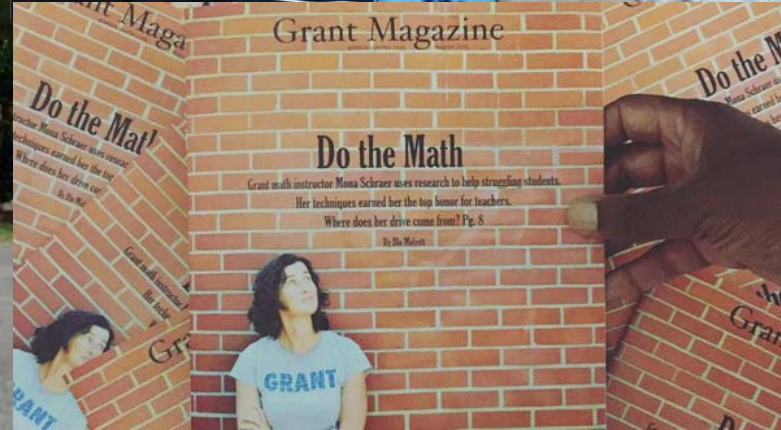


mahlum

Design Advisory Group Meeting 08
Grant High School Modernization
03.03.16



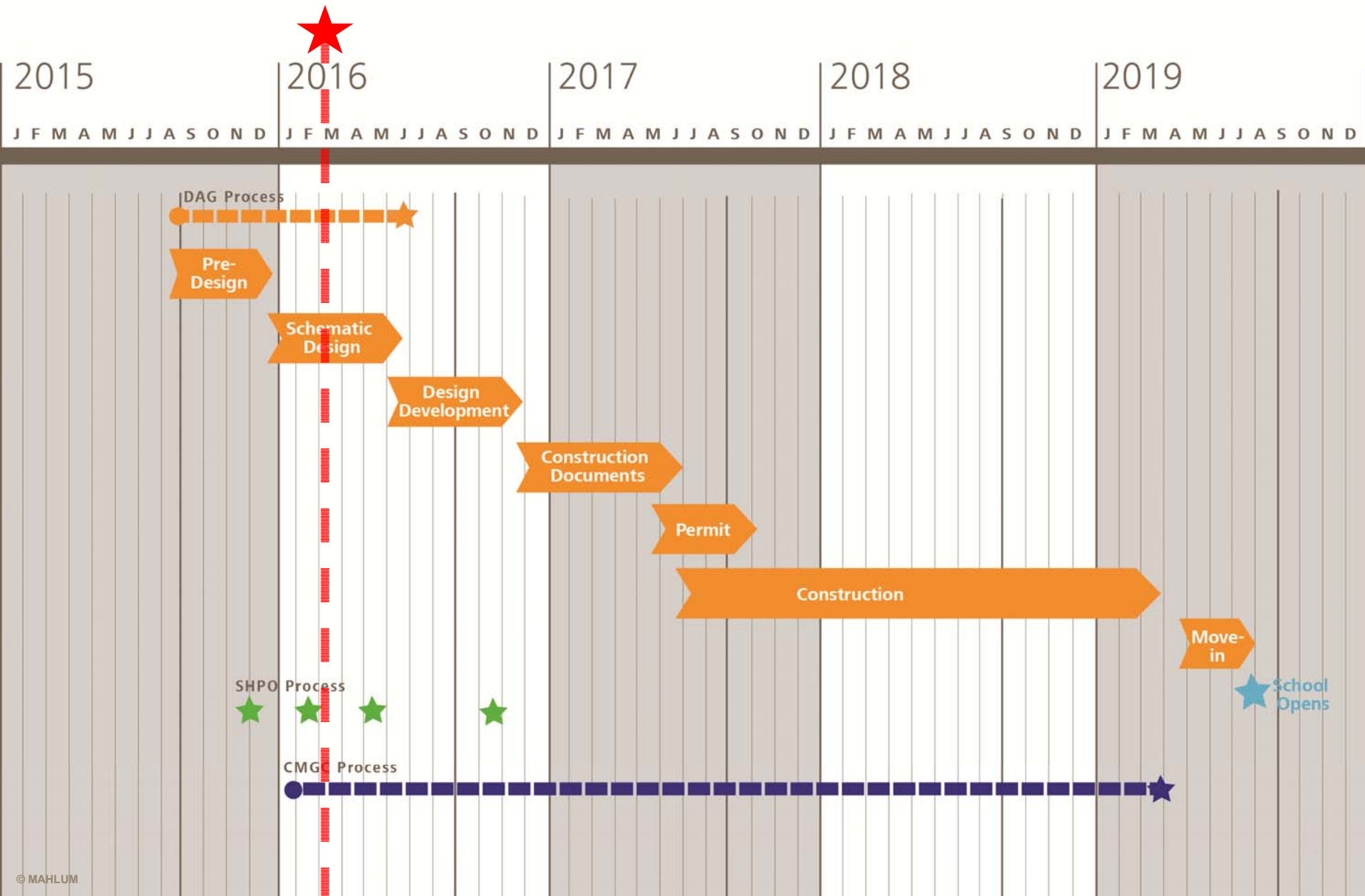


Schedule

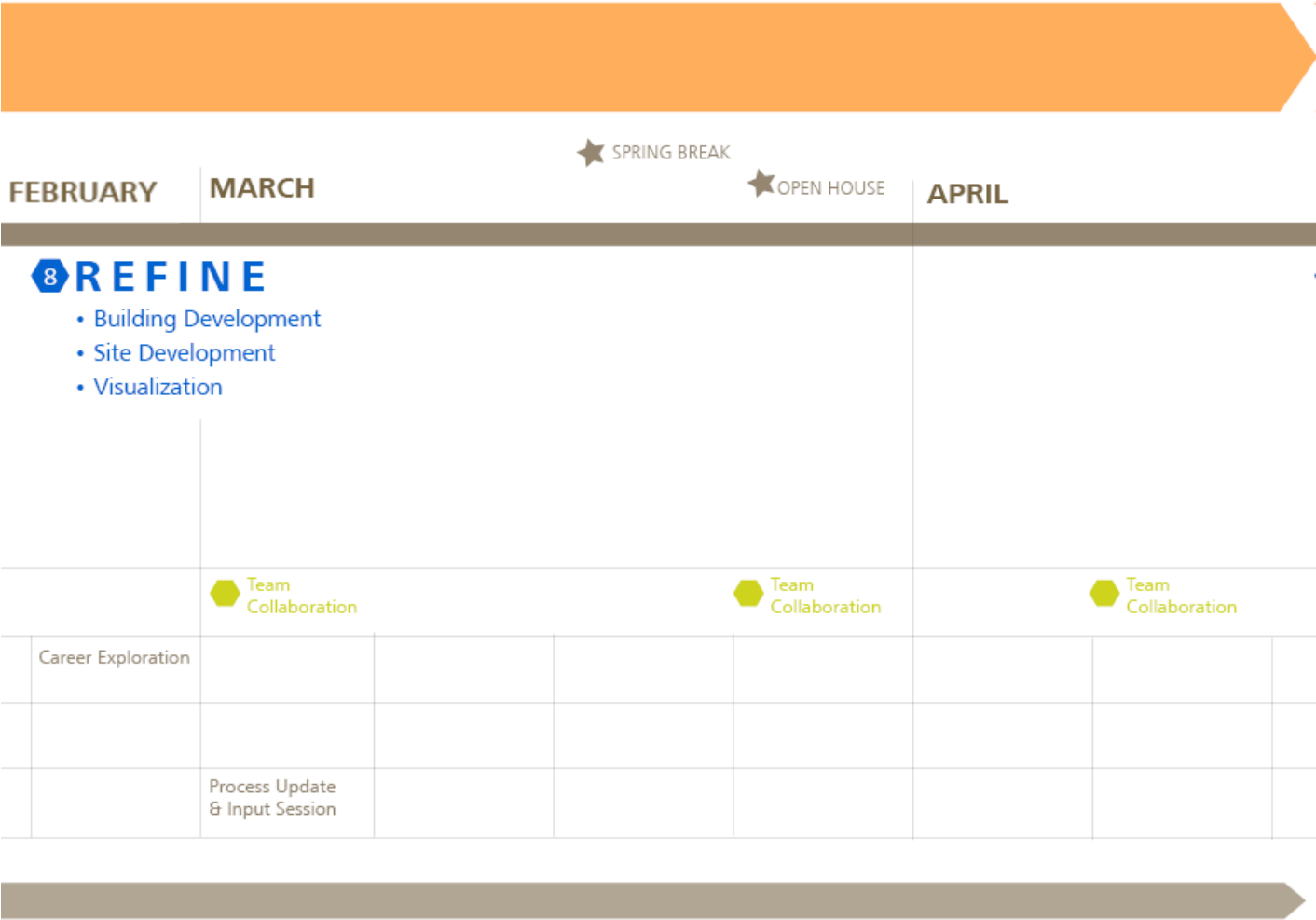
DAG 01	Sep 09	S.I.B.C. Meeting	Dec 08
DAG 02	Sep 24	School Board	Dec 15
DAG 03	Oct 08	DAG 06	Dec 16
School Tours	Oct 23	SD Workshop 1*	Jan 09
MP Workshop 1*	Oct 24	DAG 07	Jan 21
DAG 04	Nov 05	DAG 08	Mar 03
MP Workshop 2*	Nov 07	DAG Thank You	Mar 04
DAG 05	Nov 19	SD Workshop 2*	Mar 05
MP Open House*	Dec 03	DAG 09	Apr 28
		SD Open House*	May 26

*Community Focused Meetings

Project Schedule



Schematic Design Process





Agenda

Schedule

Fields

Activating Goal 01

Site and Building Development

Schematic Design:: Areas of Focus

Public Comment

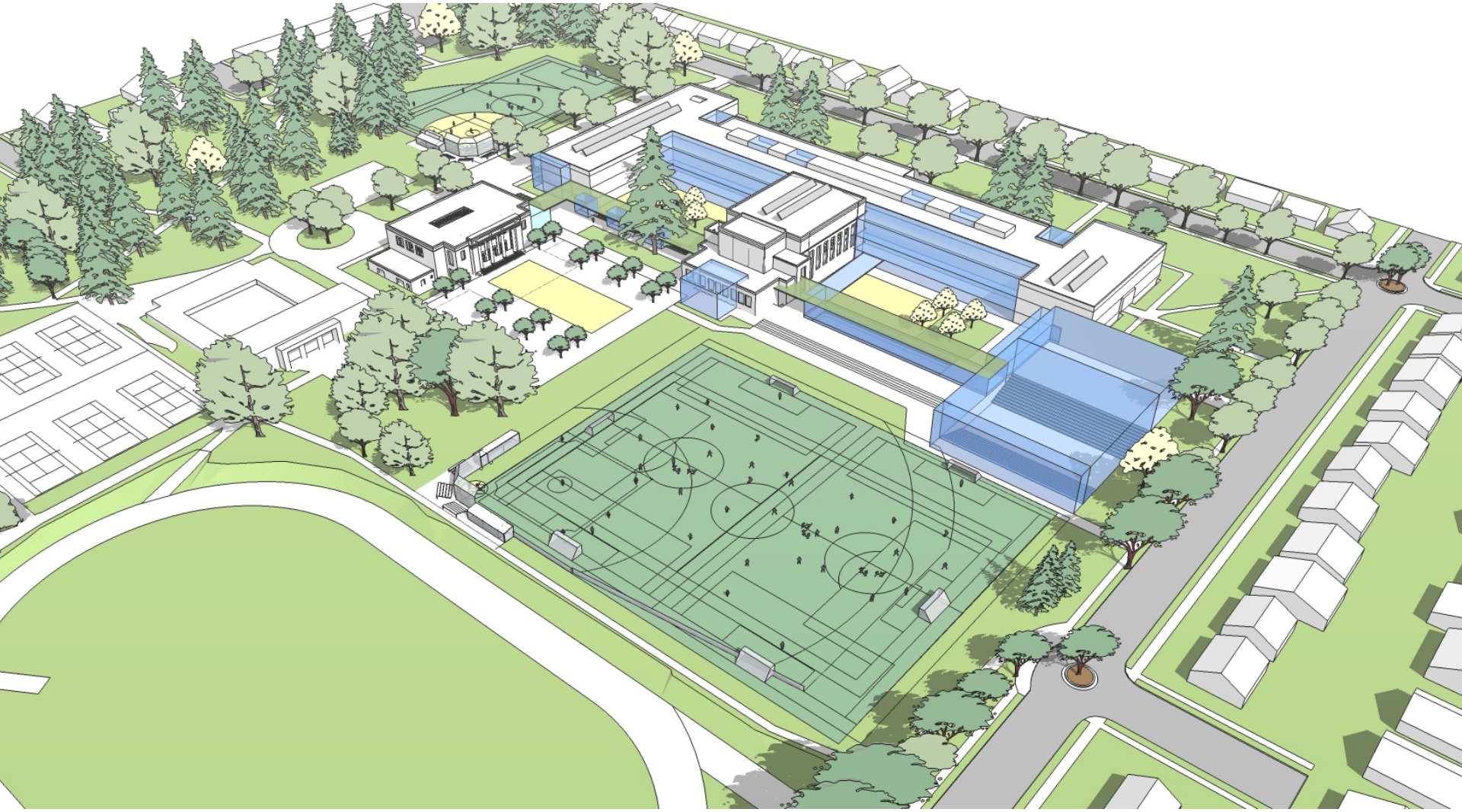
DAG Project Goals

- 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
- TIE
- 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

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.

Fields

Fields :: Option 05



What fields are on site?



- interested in more soccer fields
- owns adjacent property necessary to achieve all sports on site.



- interested in accommodating all sports on site: baseball, softball, soccer and lacrosse on a multi-use turf field.



- currently in negotiation with PP&R to see what is possible, in terms of property ownership and shared use.



- what will the majority of students and teachers utilize? how many students will the fields support?



- what will the neighbors say about sports field fencing and infrastructure?



Who is not represented yet?

Fields

Proposed

1 Multipurpose Shared Use Field, Artificial Turf:

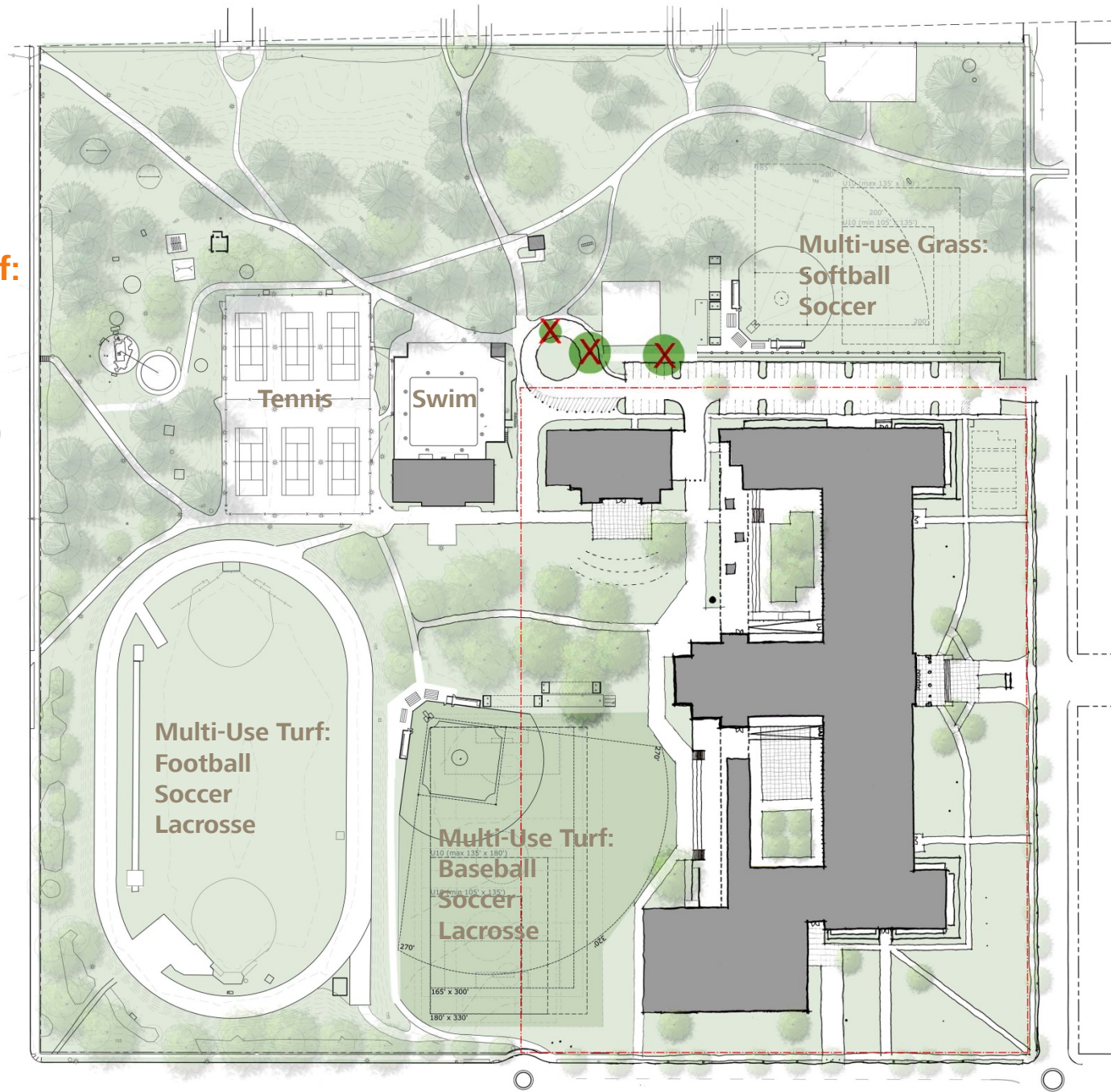
Baseball
(shortened left outfield)
Soccer
(regulation size; or 2 U10 cross field)
Lacrosse
Rugby

1 Multipurpose Park Owned Field, Artificial Turf:

Football
Soccer
Lacrosse

1 Multipurpose Park Owned Field, Grass:

Softball
Soccer (U8)



Fields

Proposed

Removes 3 Significant
Park-Owned Trees:

**All Trees in the Central
Grove Preserved**

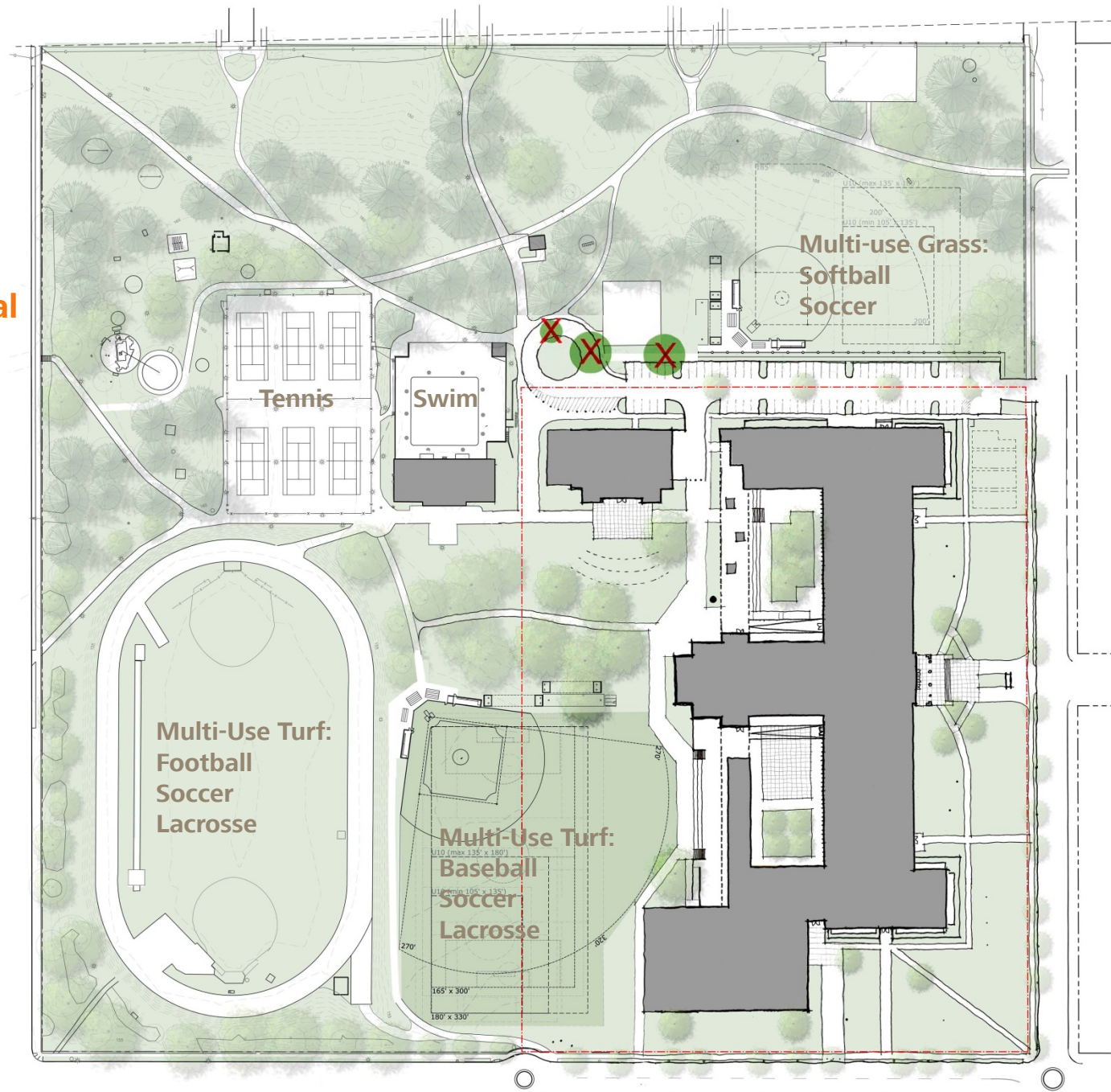
**Room for Future
Grandstands:**

Football
Baseball
Softball
Soccer
Lacrosse
Rugby

\$ Implication:

\$\$\$

(softball only, grass)



Hardball: Fact Check/DAG Homework

We heard from a number of participants at Schematic Design Workshop 1 talking about sports trends and neighbor opinions. What will your research uncover?

Has anyone spoken to neighbors directly adjacent to the fields?

How many students at Grant High School play each sport? Over the last 5 years? Projected numbers?

Do we know how many people would be supported by each sport field type?

What kind of data can we collect to make a decision & move forward?

What fields are on site?



- interested in more soccer fields
- owns adjacent property necessary to achieve all sports on site.



- interested in accommodating all sports on site: baseball, softball, soccer and lacrosse on a multi-use turf field.



- currently in negotiation with PP&R to see what is possible, in terms of property ownership and shared use.



- what will the majority of students and teachers utilize? how many students will the fields support?



- what will the neighbors say about sports field fencing and infrastructure?



Who is not represented yet?

Activating the Goals :: Schematic Design Workshop 1

SCHEMATIC DESIGN WORKSHOP 1

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
 - 3 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.



AM11:33 JAN/ 9/2016

SCHEMATIC DESIGN WORKSHOP 1

From Goals to Action Items

We asked community members to generate specific features, activities, or programs from each goal. If we were to achieve this statement, what would the school look like? How would Grant operate?

1

Sustain a student-centered approach, where all learners feel connected by celebrating diversity and inclusion

No action items yet!

From Goals to Action Items

Design Advisory Group Mission



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.

From Broad Goals to Actionable Ideas

Use this goal and the masterplan concept to generate 3-5 specific features, activities, or programs. If we were to achieve this statement, what would the school look like? How would Grant operate?

1

Sustain a student-centered approach, where all learners feel connected by celebrating diversity and inclusion

Community-Generated Action Items **Transformational Idea**

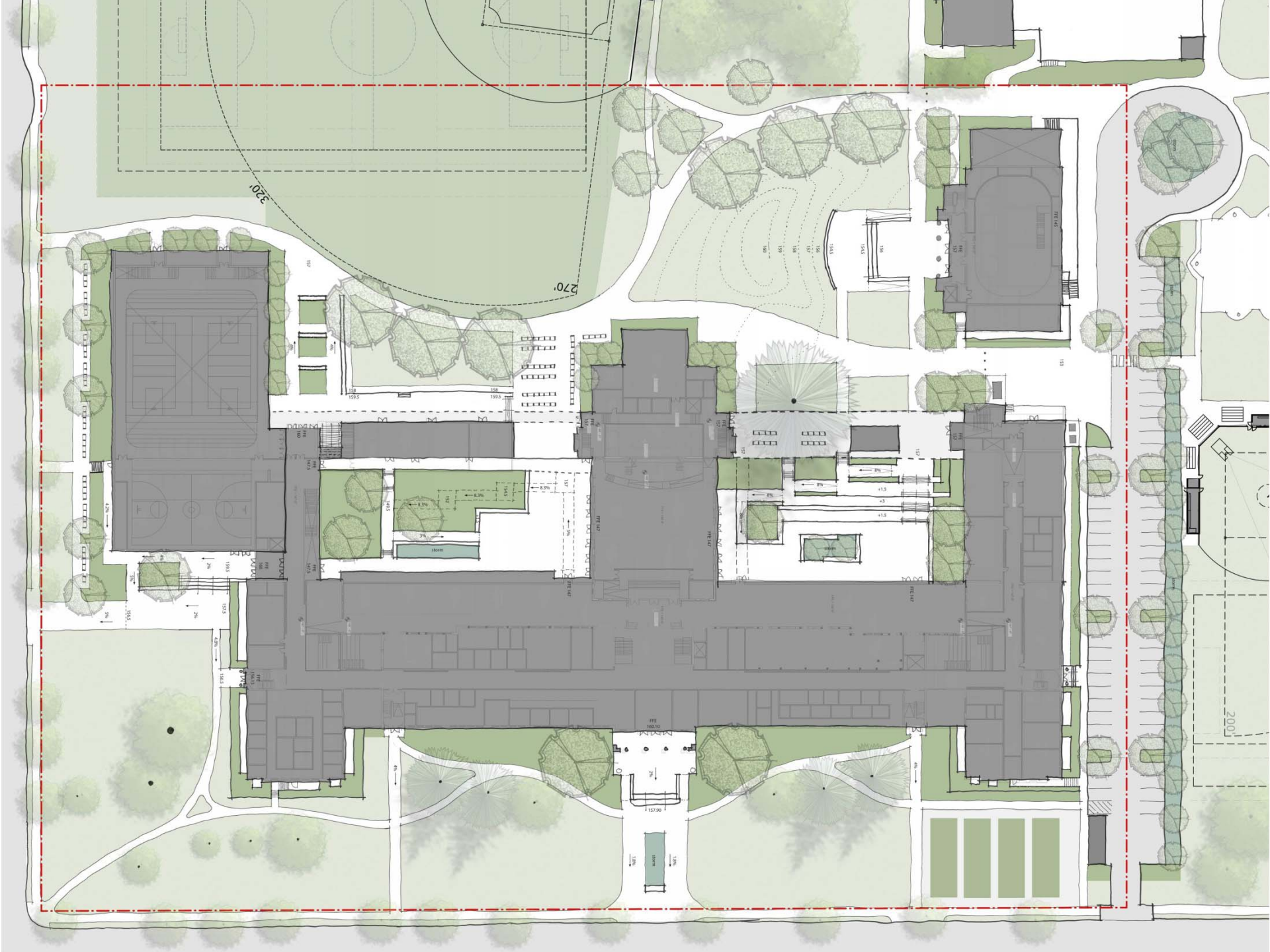


1

Must Do

Low Hanging Fruit

Site and Building Development:: Overview and Façade Study



Main Level

FUNCTION LEGEND

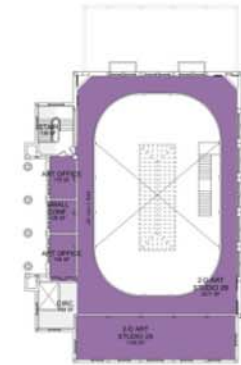
- TEACHER OFFICES
- ELL
- CTE / CAREER PREP
- VISUAL ART
- CHOIR
- THEATER / DANCE
- CLASSROOM
- EXTENDED LEARNING
- SMALL INSTRUCTION
- SPECIAL ED
- CIRCULATION
- SUPPORT



Upper Level

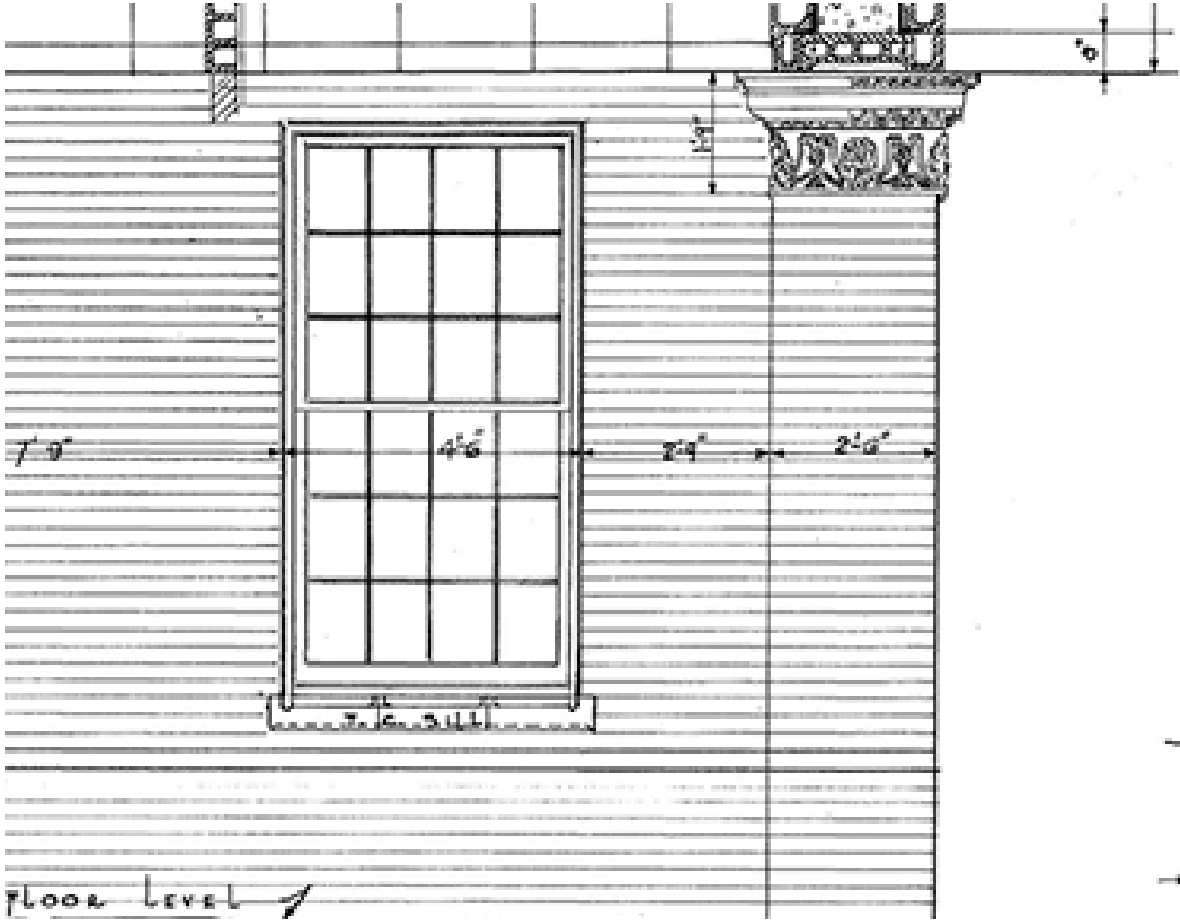
FUNCTION LEGEND

- TEACHER OFFICES
- ELL
- CTE / CAREER PREP
- VISUAL ART
- CHOIR
- THEATER / DANCE
- CLASSROOM
- EXTENDED LEARNING
- SMALL INSTRUCTION
- SPECIAL ED
- CIRCULATION
- SUPPORT

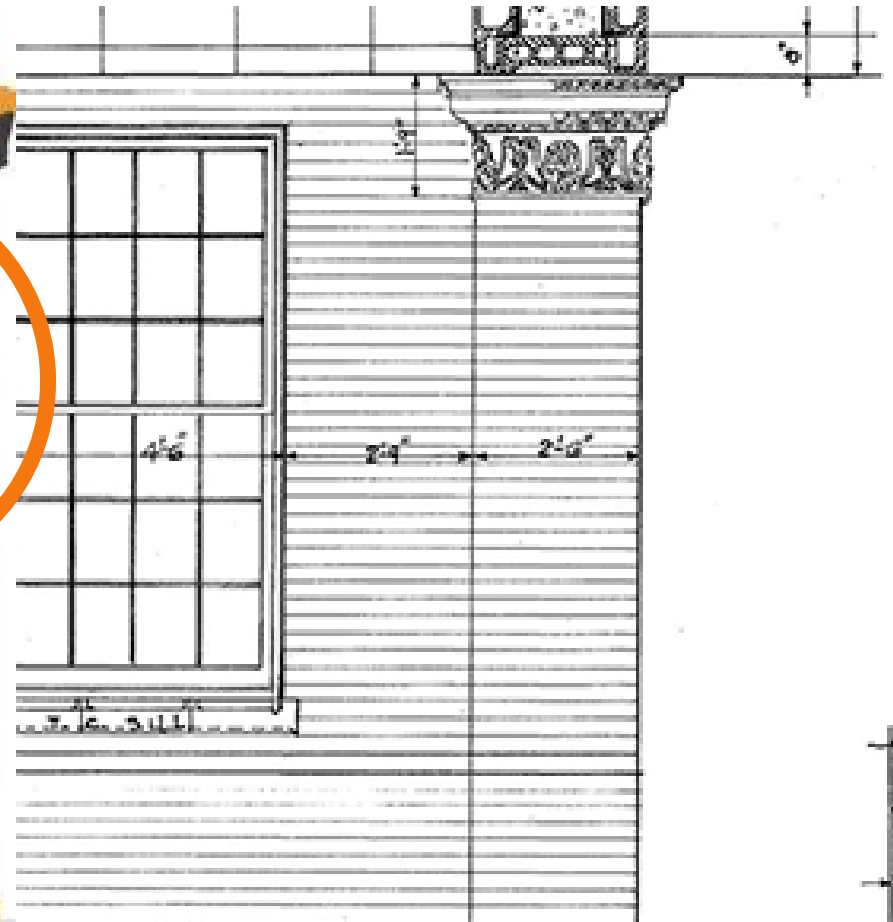
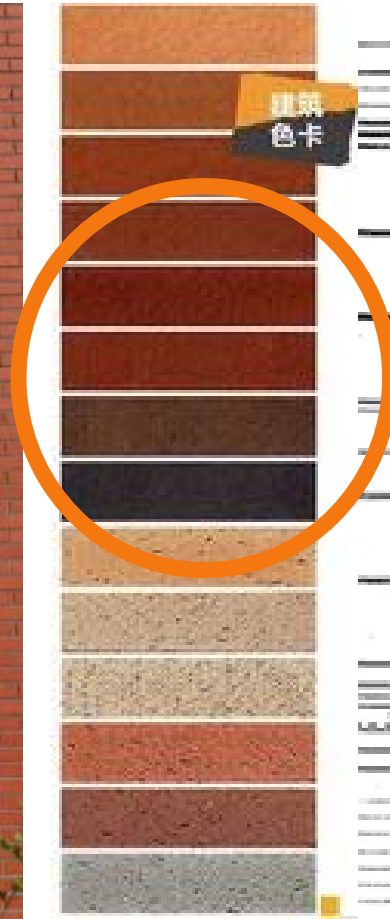
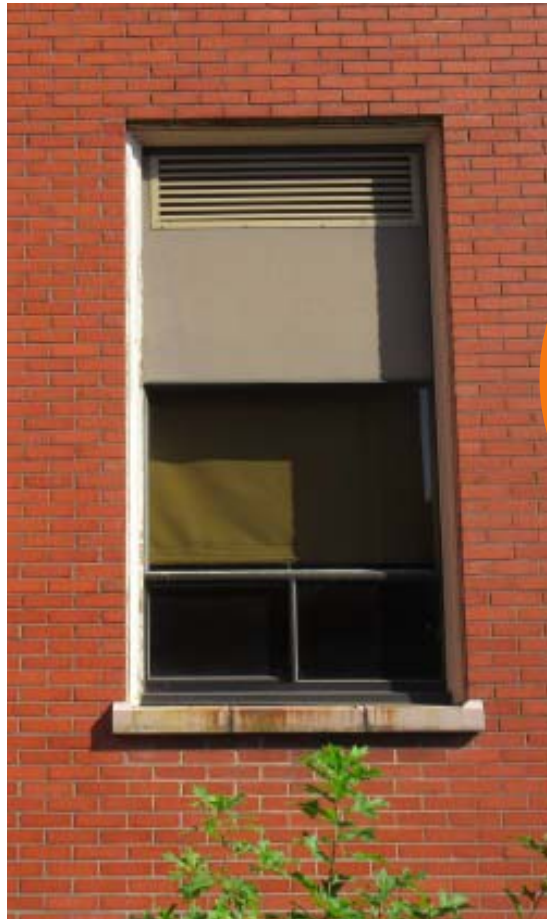


SD Areas of Focus:: Façade Study

Restoration



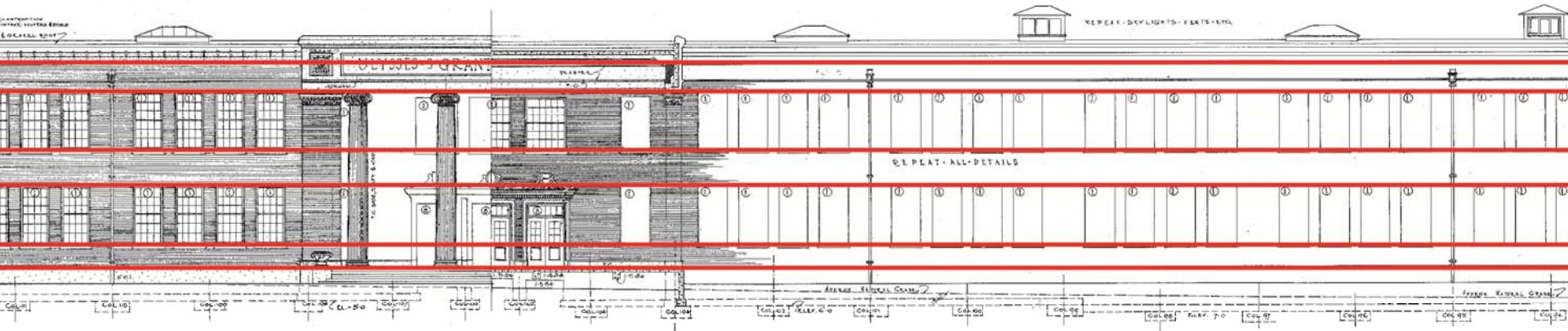
Color Study



Historic Context

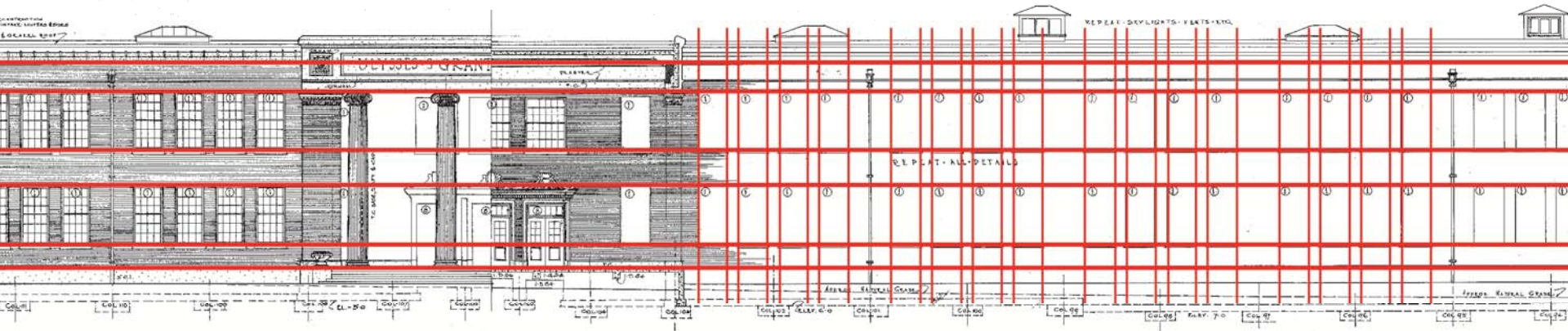


New Approach to Historic Pattern



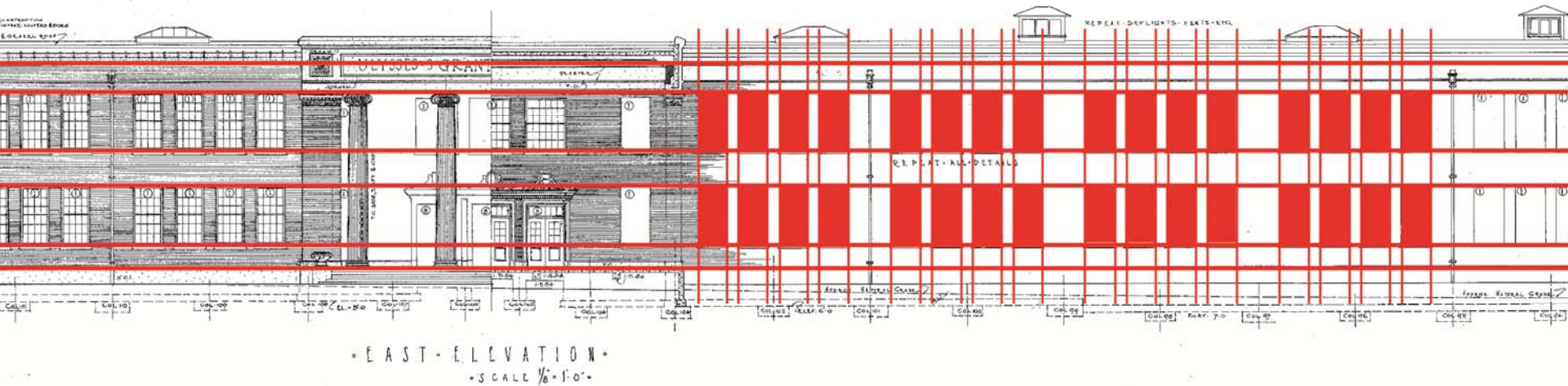
• EAST ELEVATION •
• SCALE 1/8" = 1'-0" •

New Approach to Historic Pattern

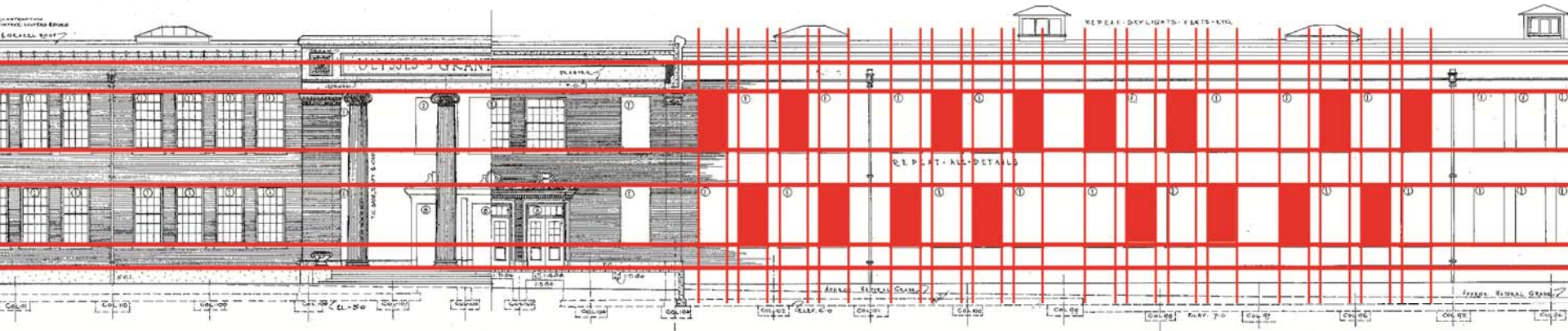


• EAST ELEVATION •
• SCALE 1/8" = 1'-0" •

New Approach to Historic Pattern

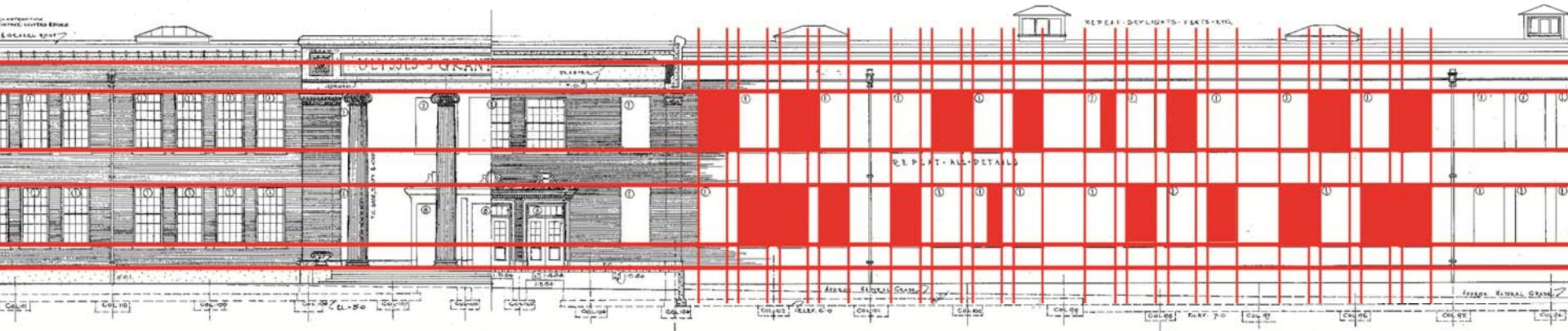


New Approach to Historic Pattern



• EAST ELEVATION •
• SCALE 1/8" = 1'-0" •

New Approach to Historic Pattern



• EAST ELEVATION •
• SCALE 1/8" = 1'-0" •

New Approach to Historic Pattern

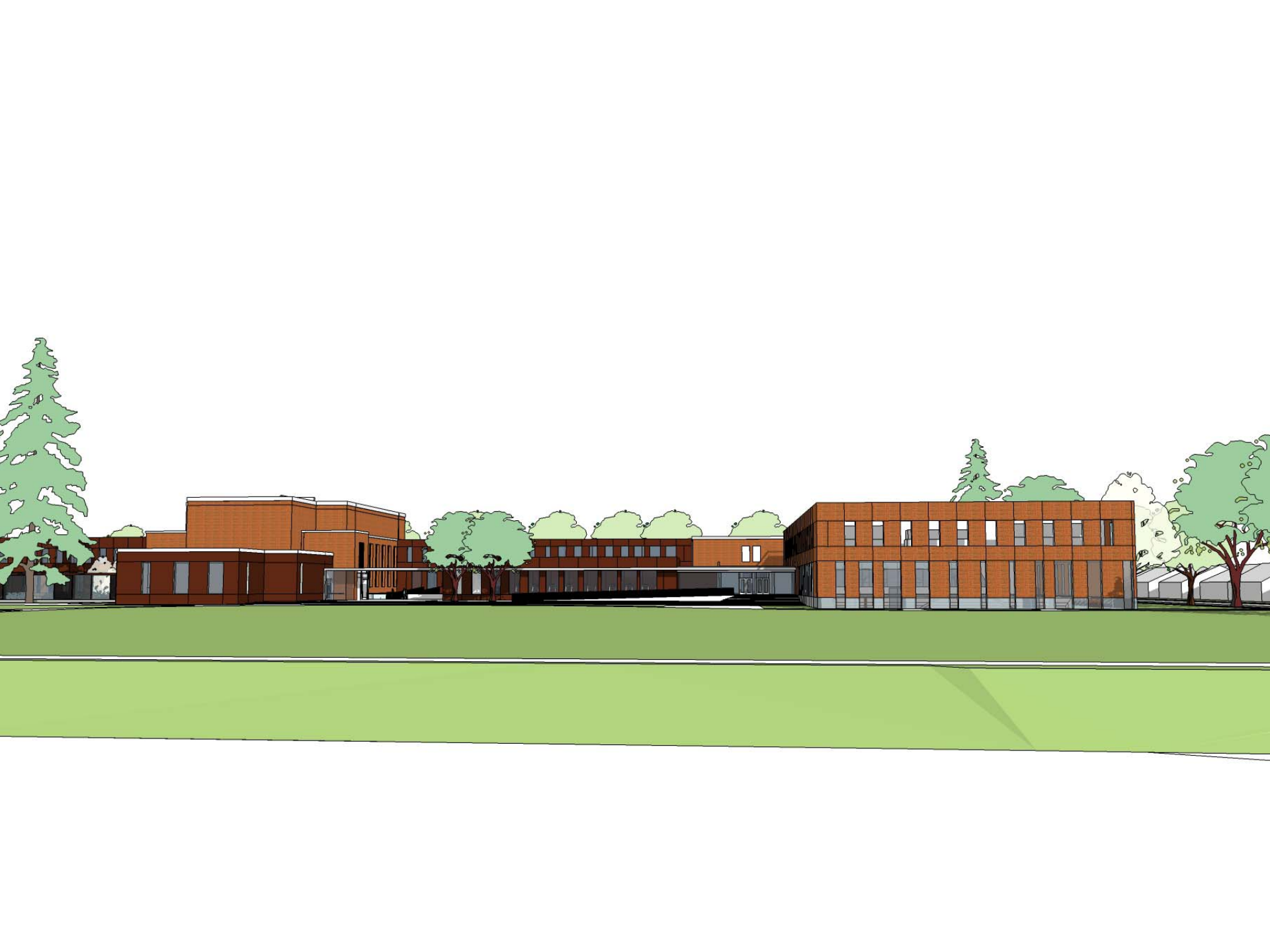












SD Areas of Focus:: Courtyards

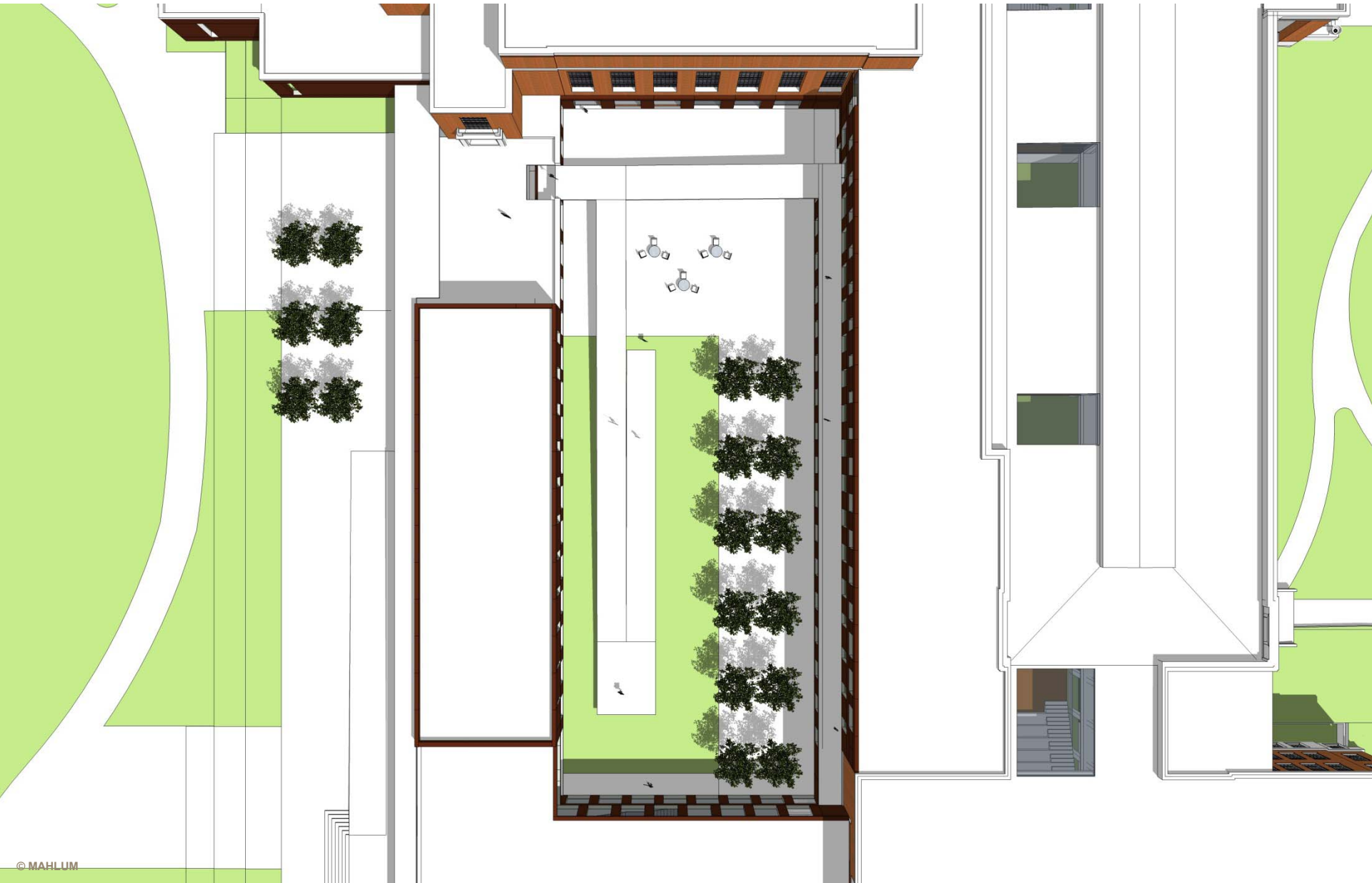
Sun Study - North Courtyard



Sun Study – North Courtyard



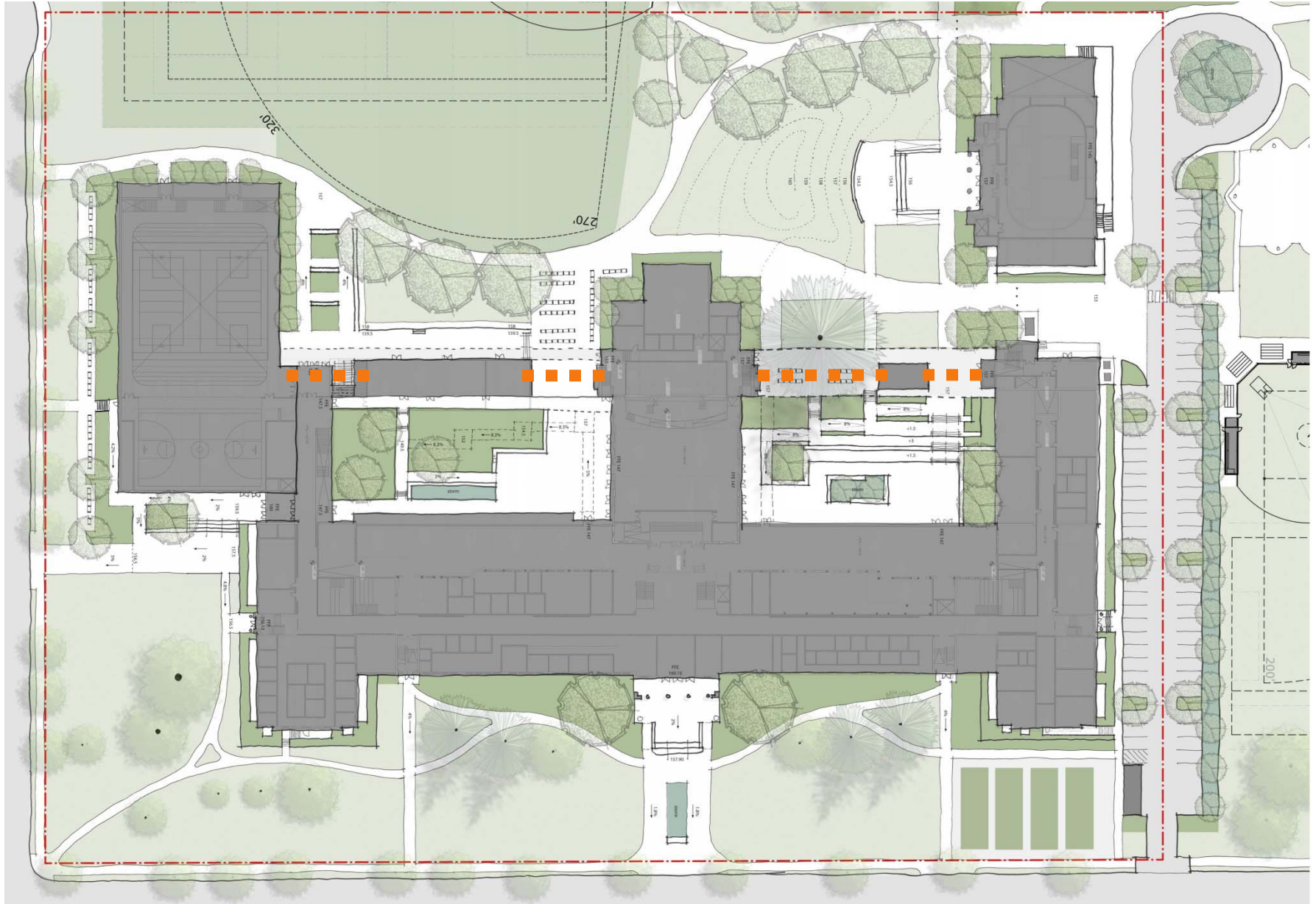
Sun Study - South Courtyard



Sun Study - South Courtyard



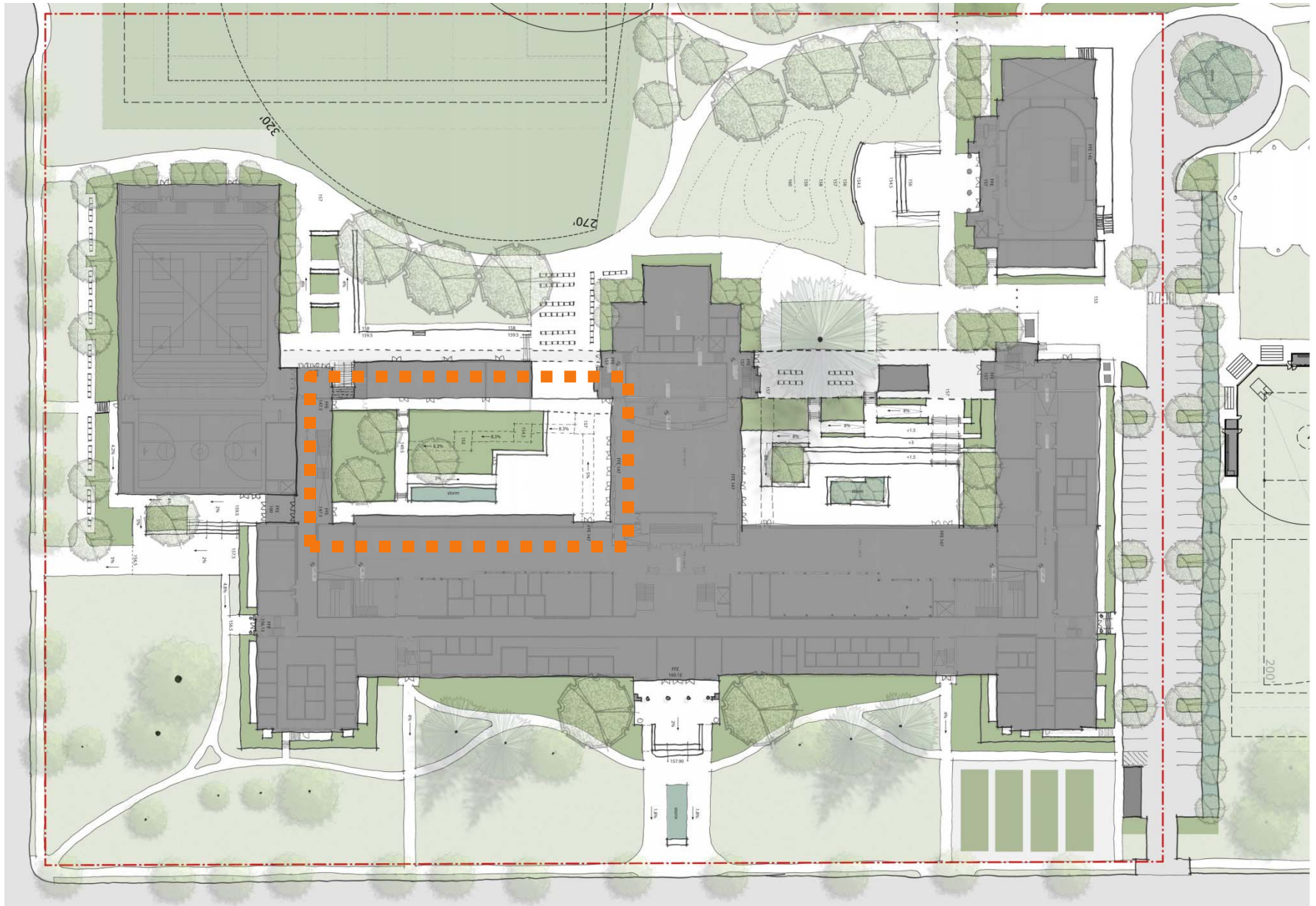
Courtyard Security



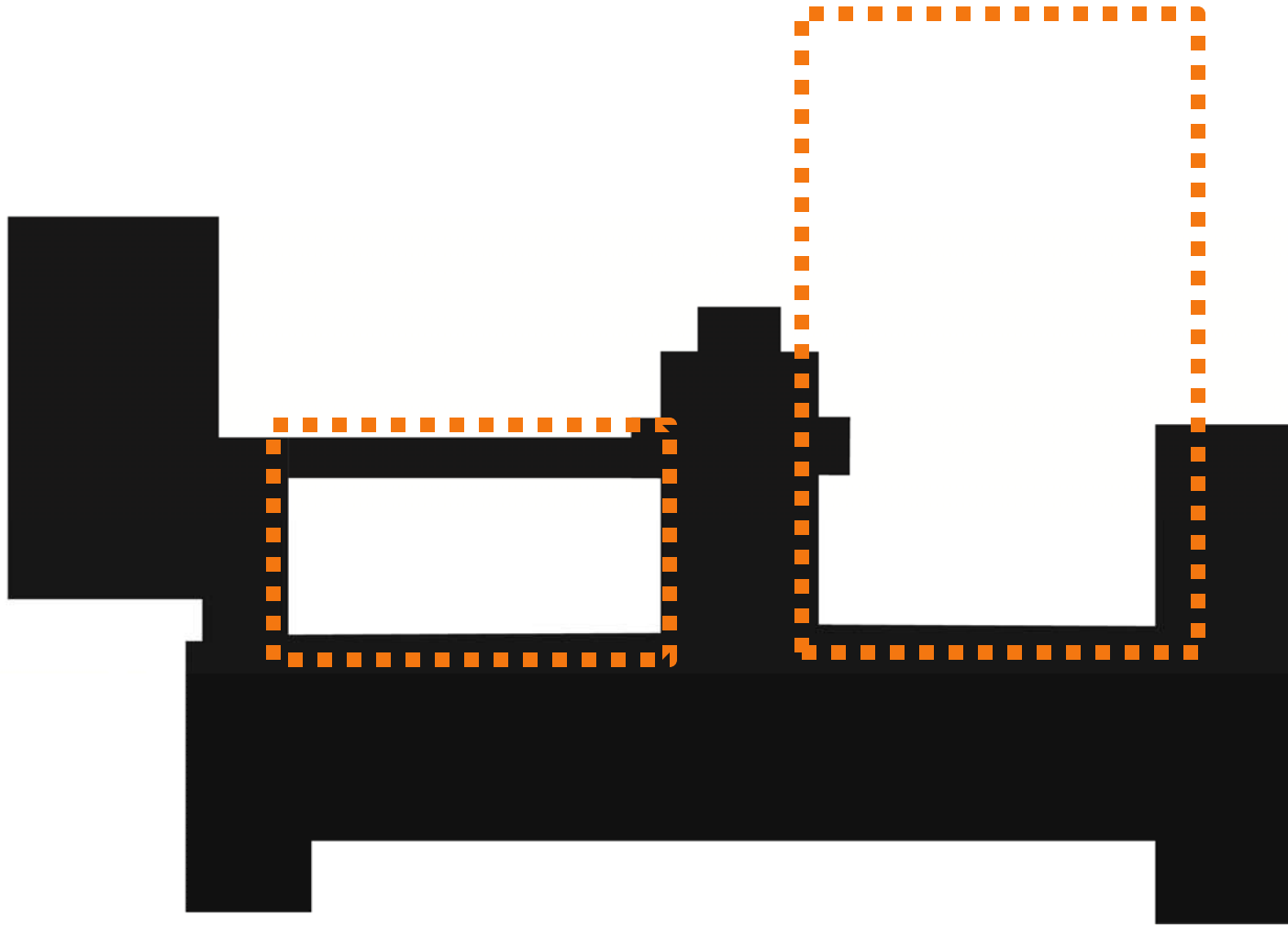
Courtyard Security



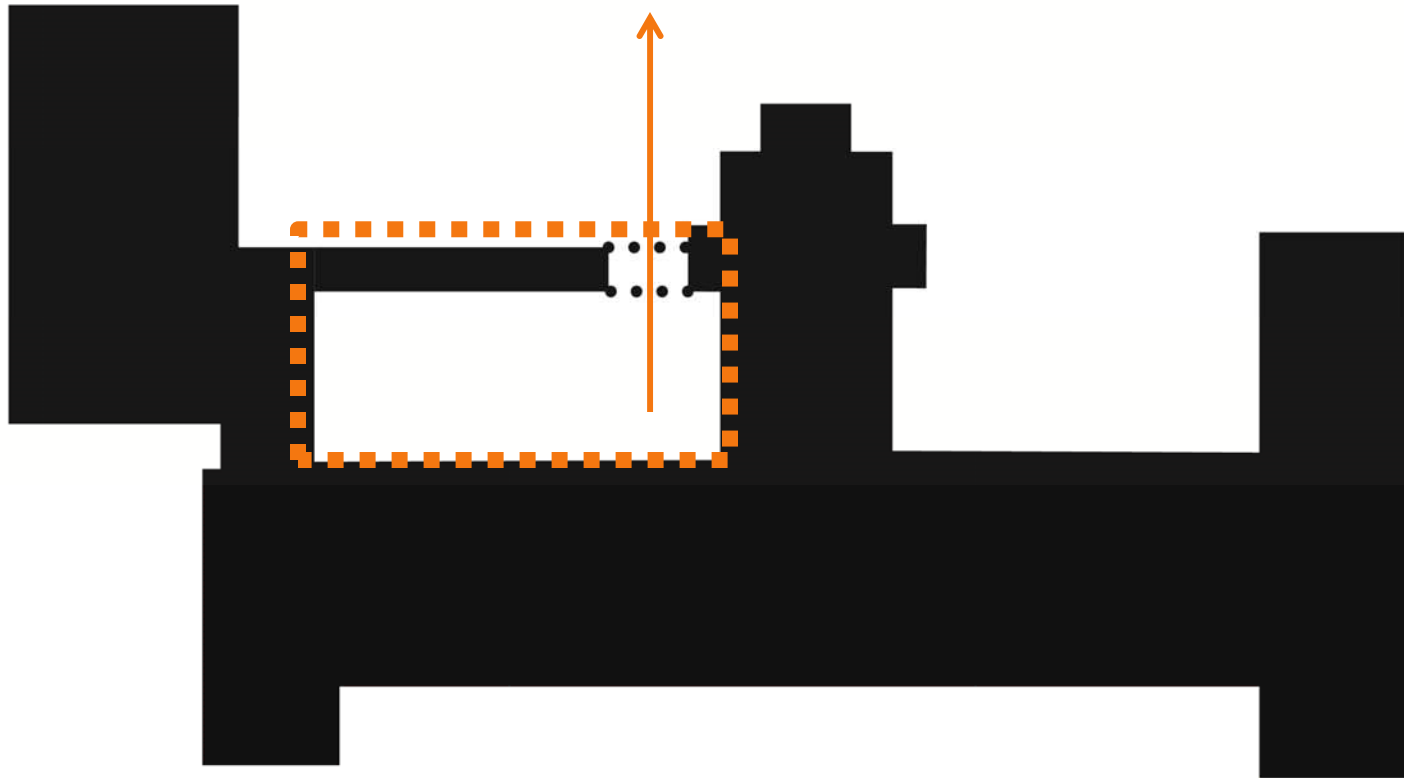
South Courtyard Porosity



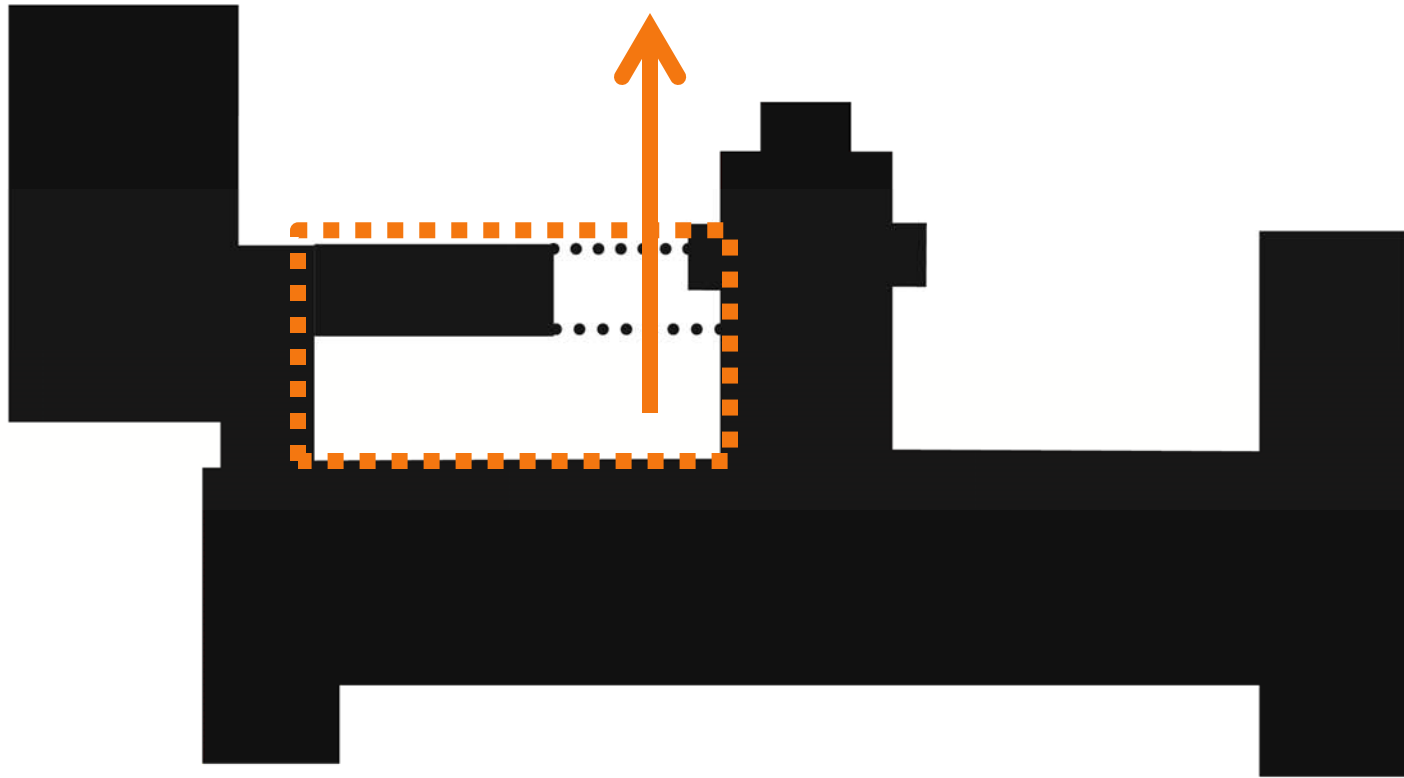
South Courtyard Porosity



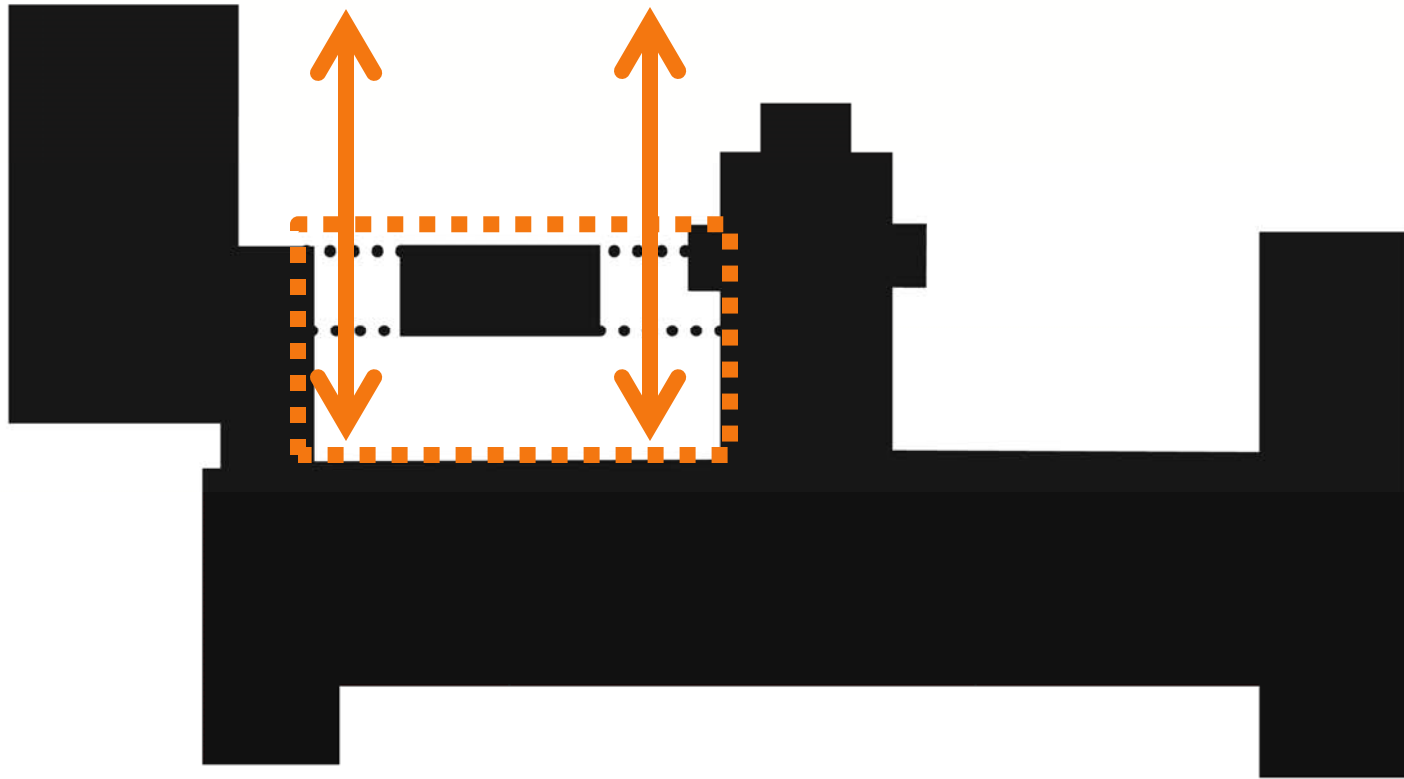
South Courtyard Porosity

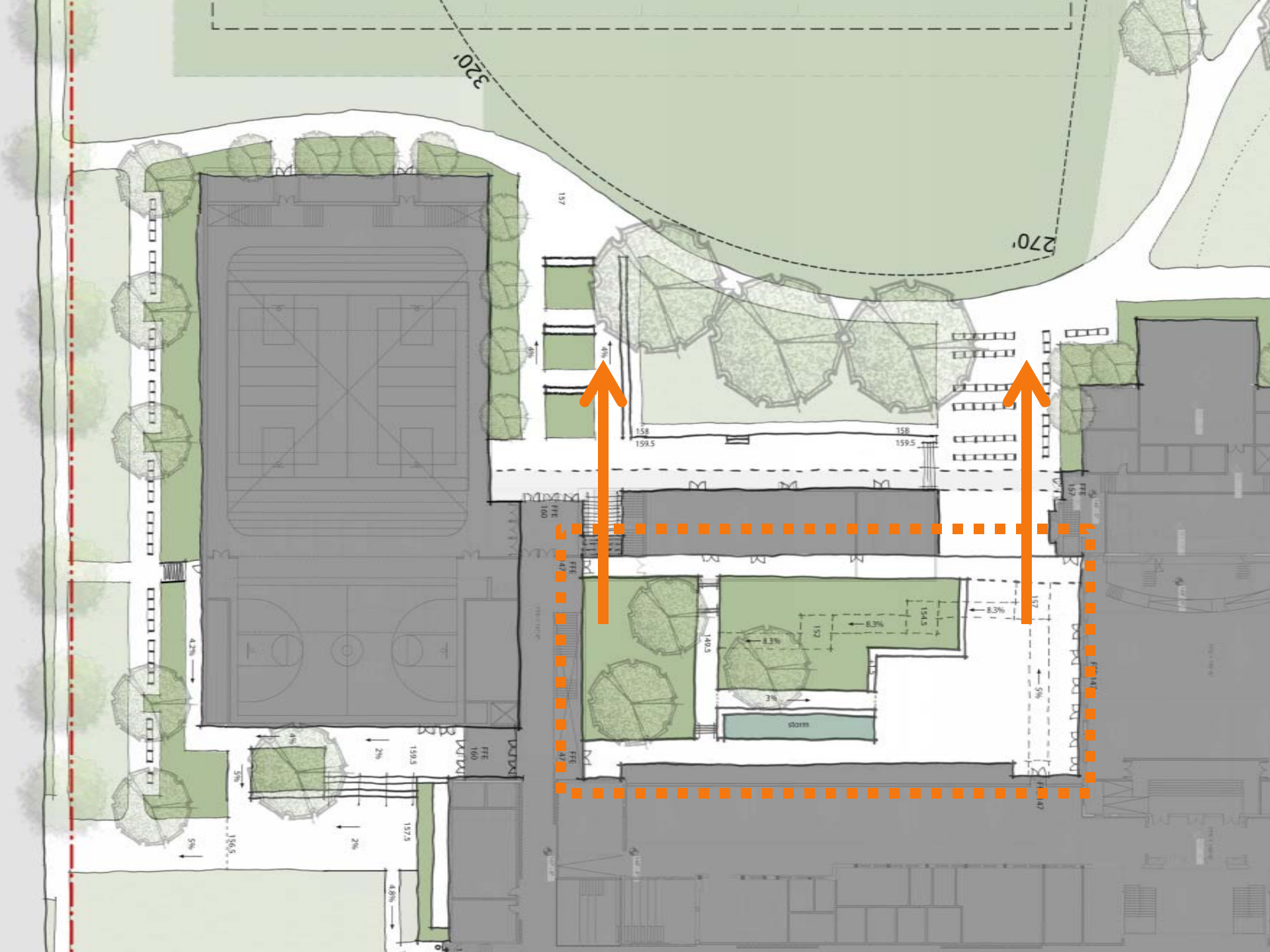


South Courtyard Porosity

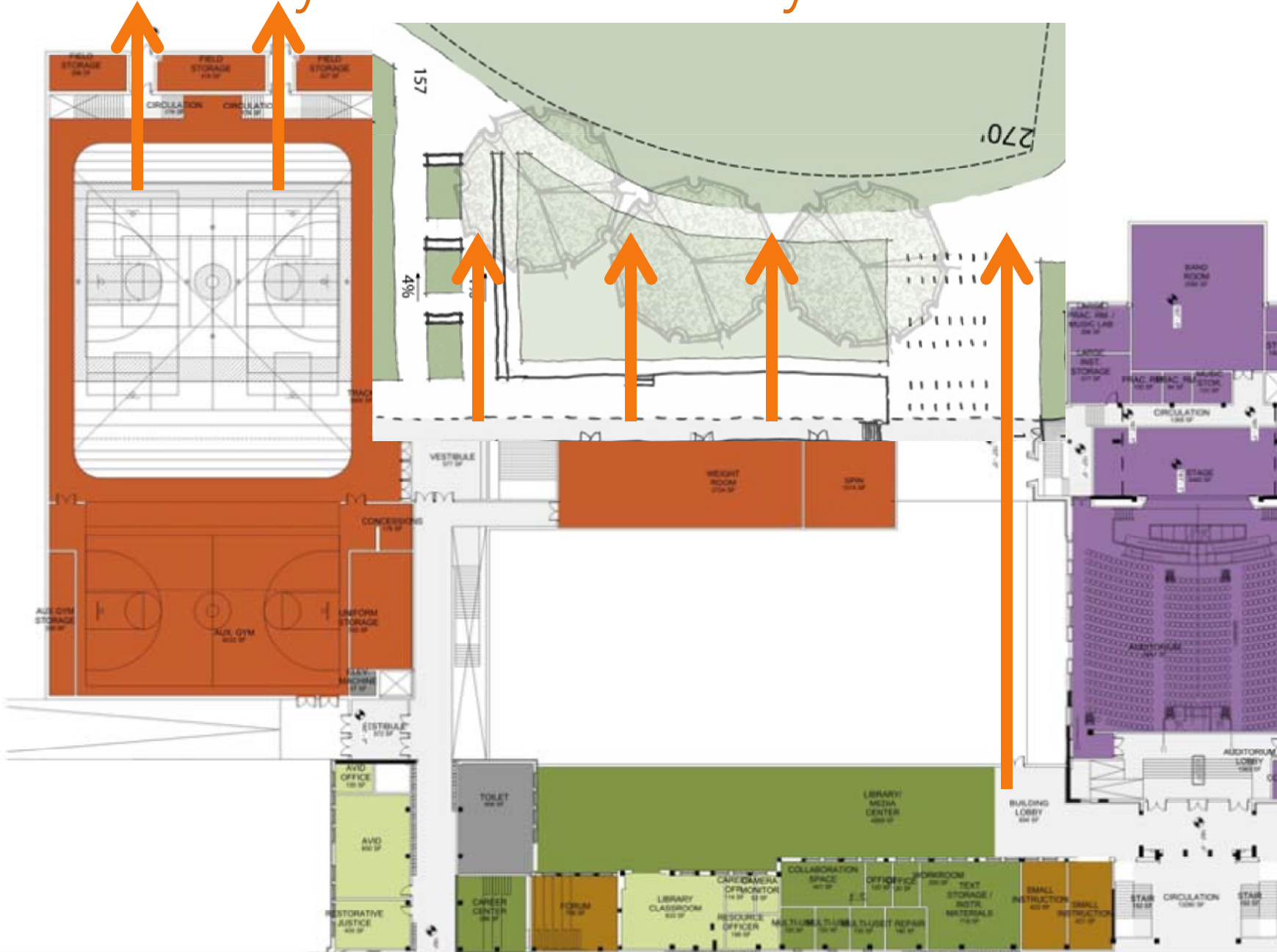


South Courtyard Porosity

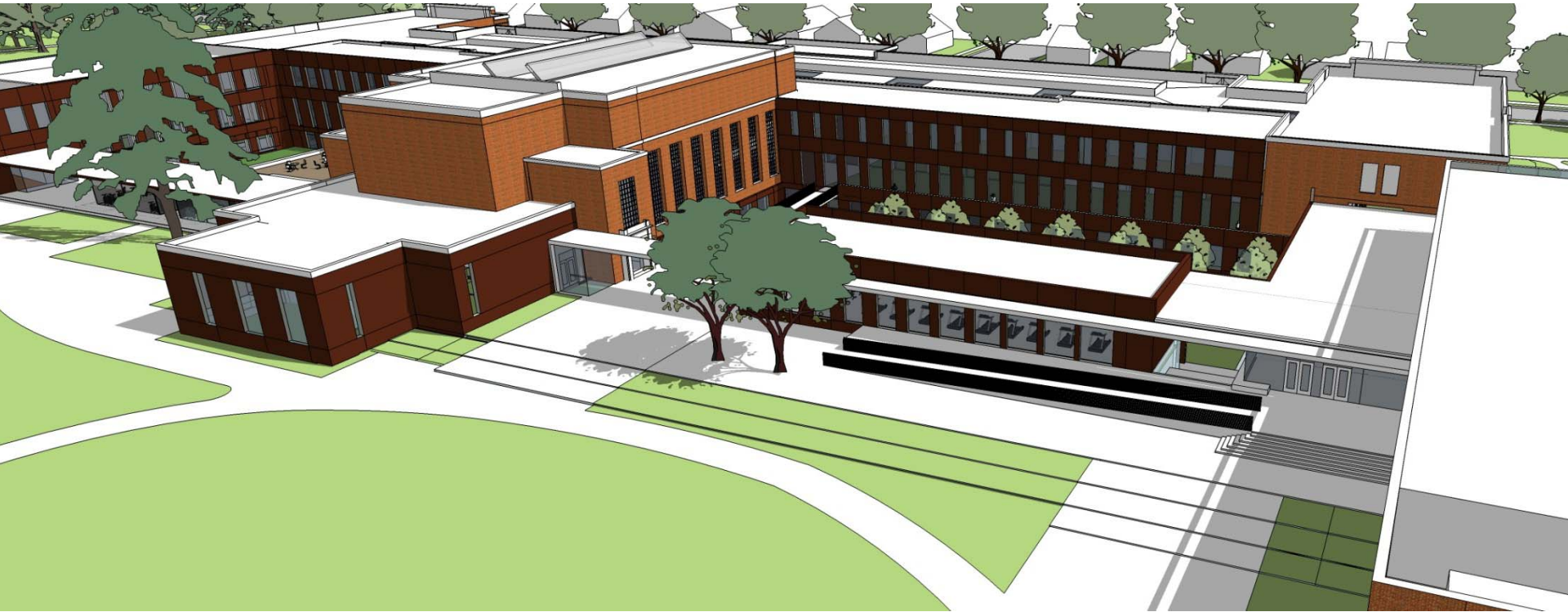




South Courtyard Connectivity



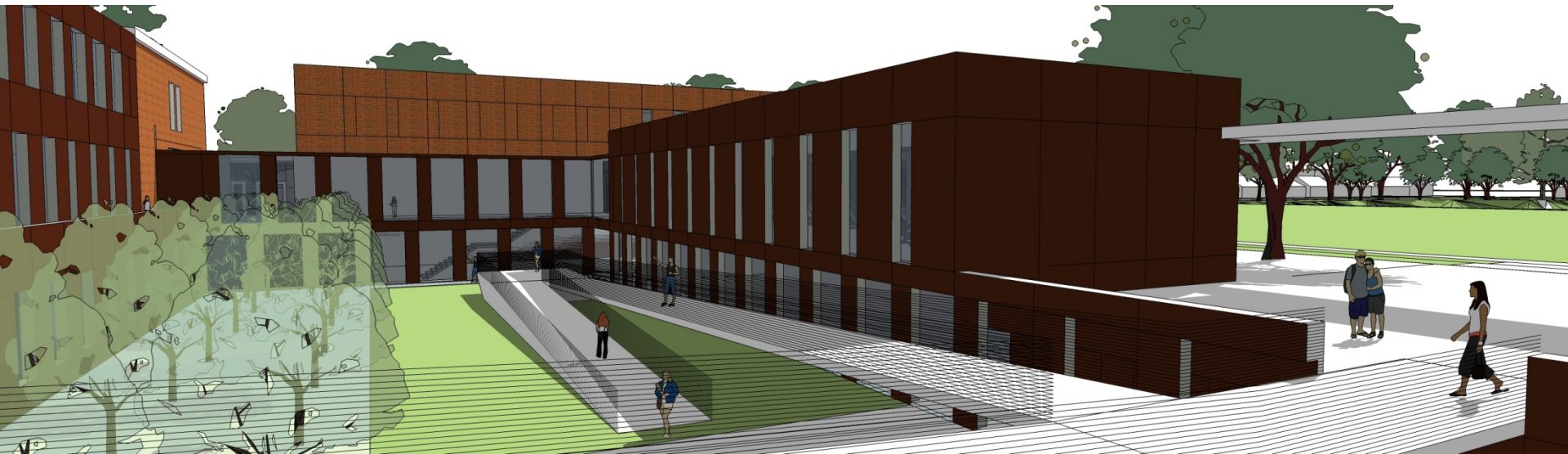
South Courtyard Connectivity



South Courtyard Connectivity



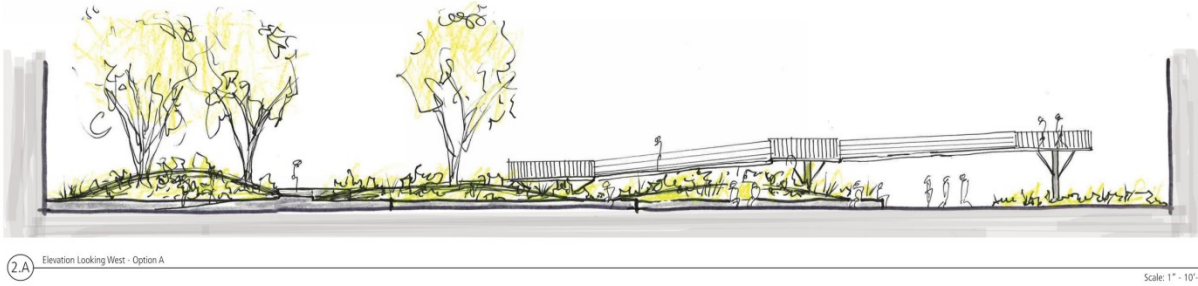
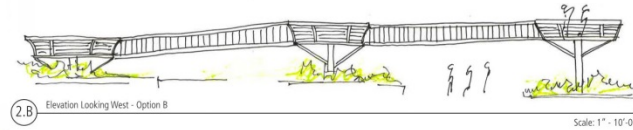
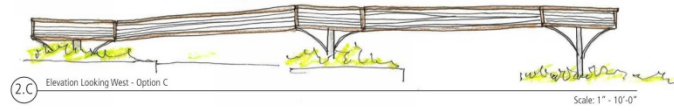
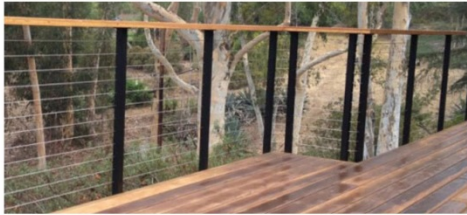
South Courtyard Connectivity

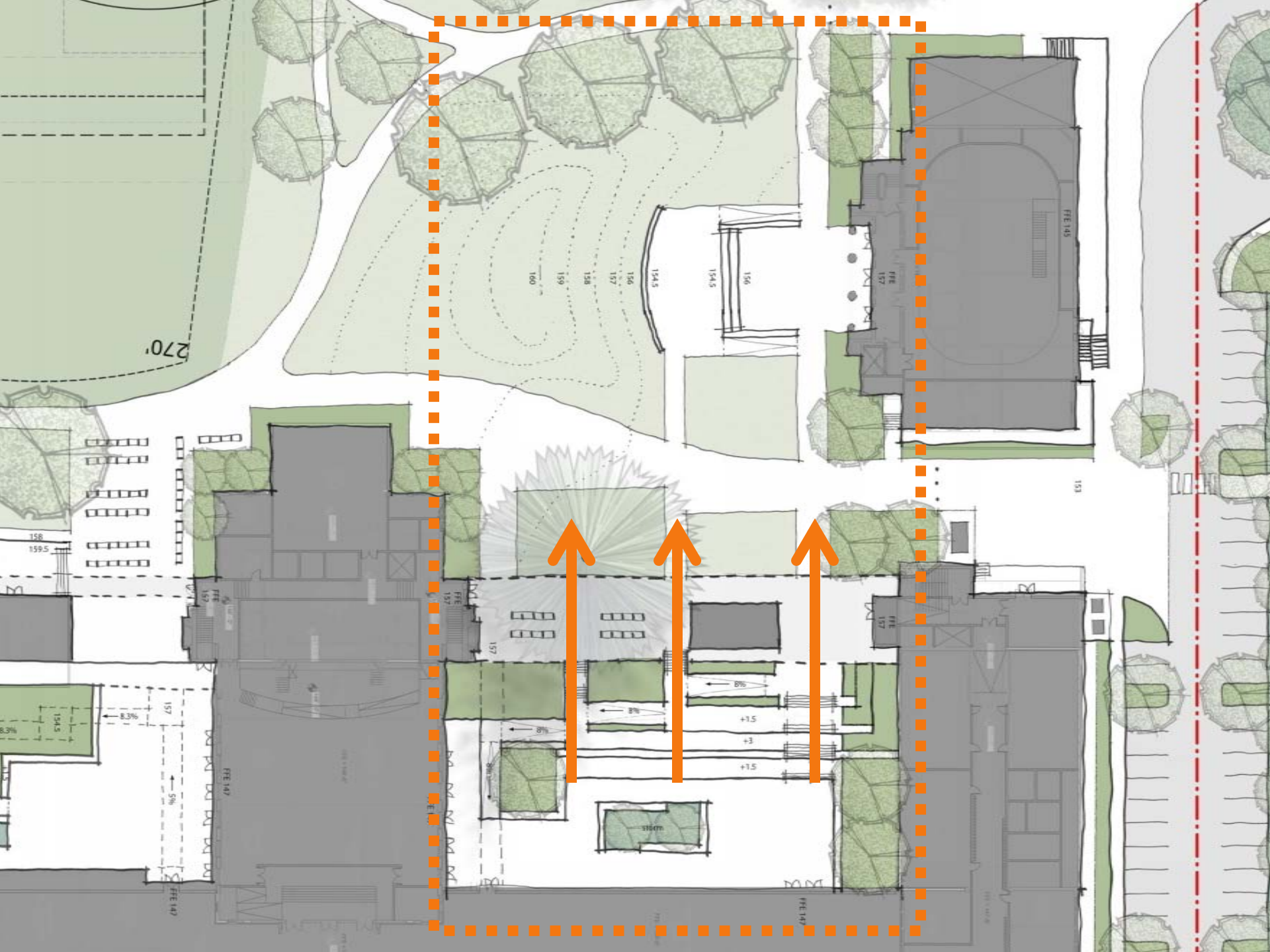


South Courtyard Connectivity



South Courtyard Connectivity



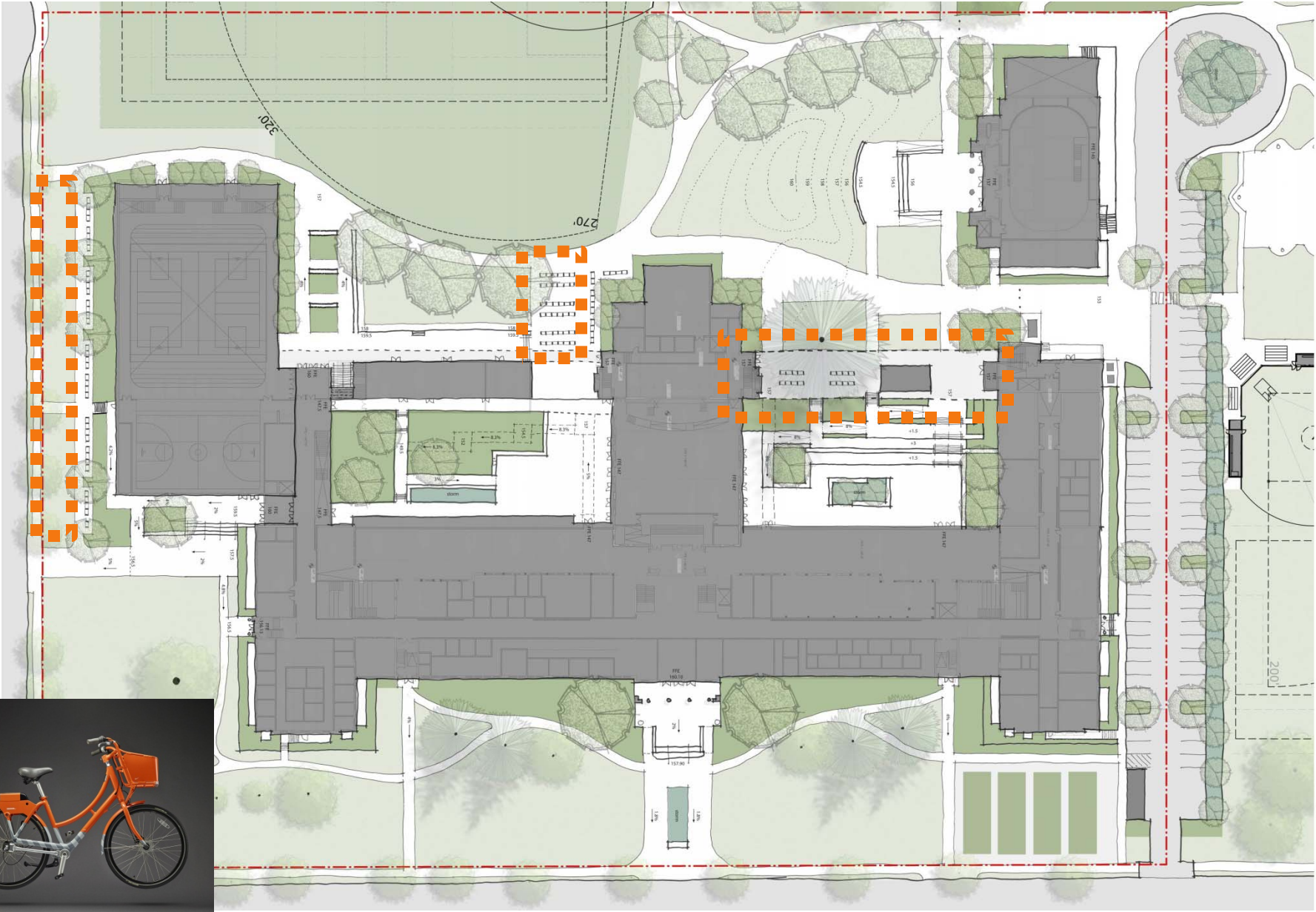






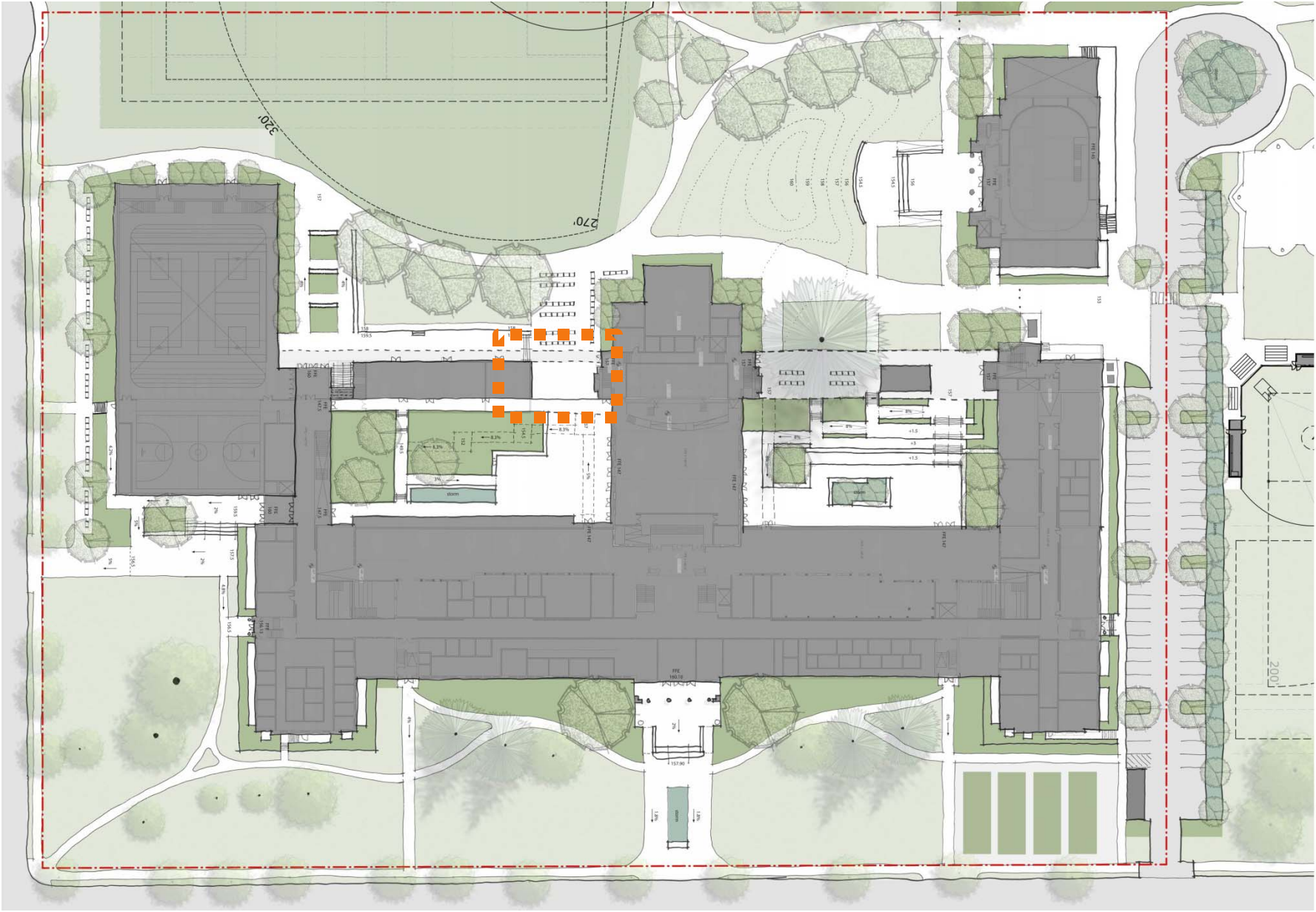
SD Areas of Focus:: Bike Parking

Bike Parking





Bike Commuter Support



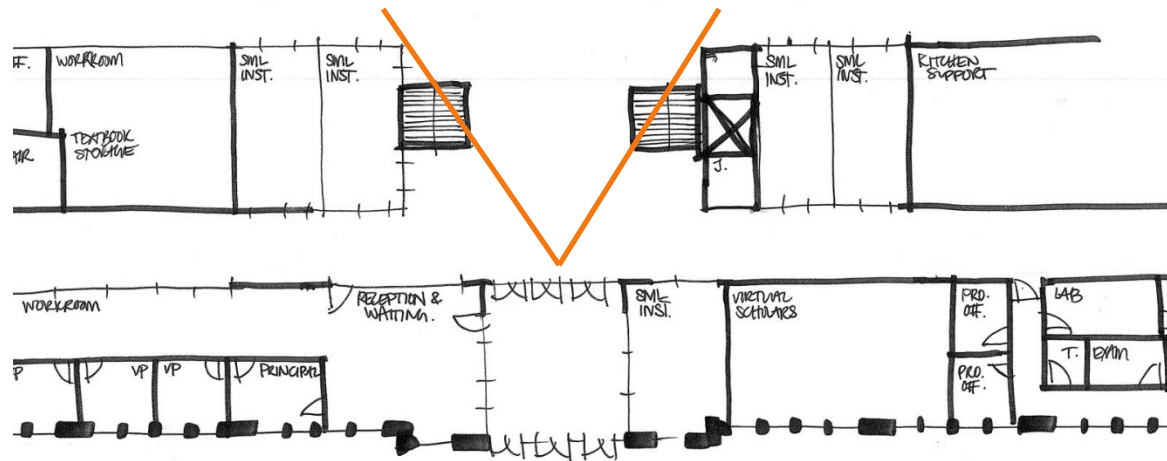
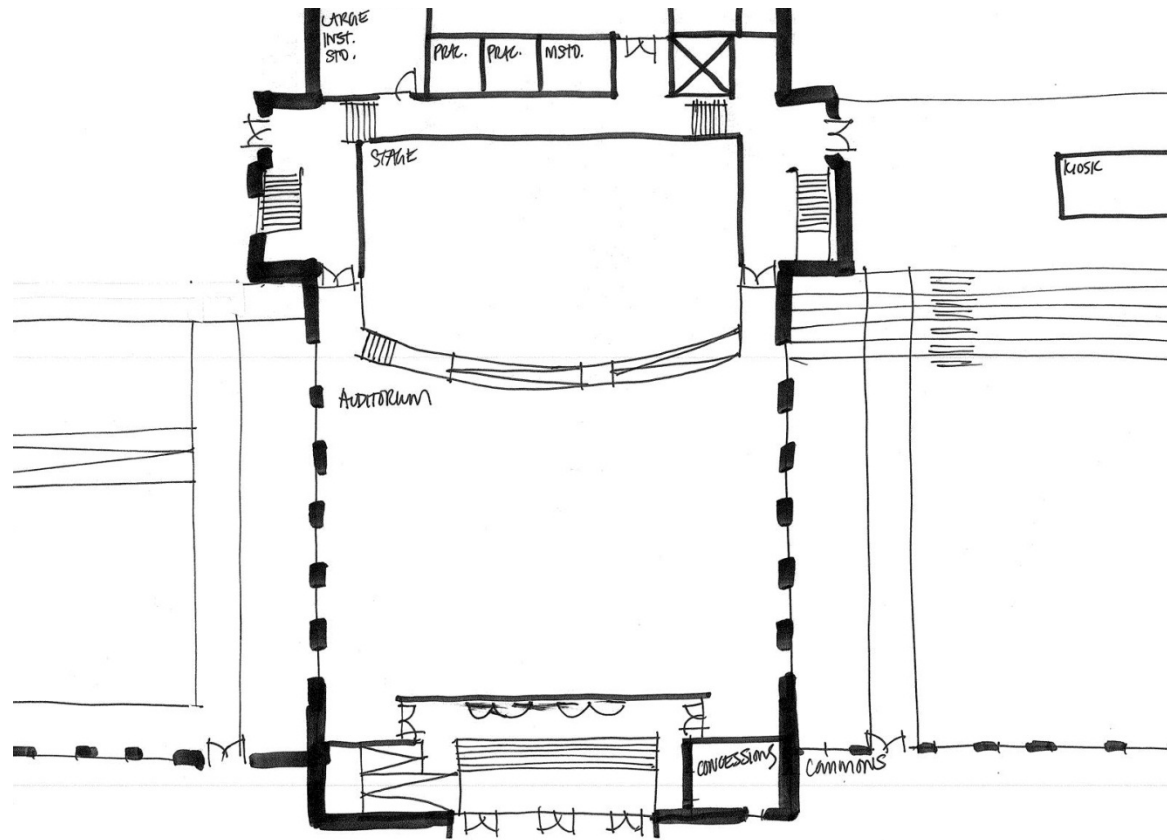


SD Areas of Focus::

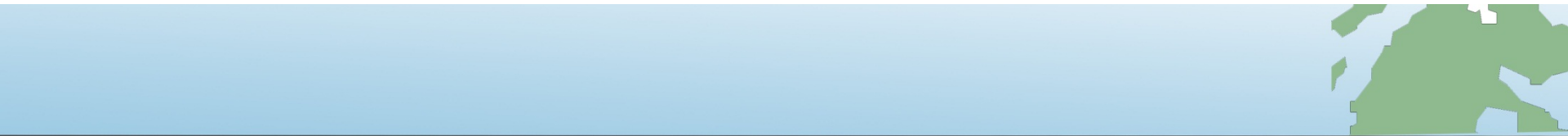
User Groups and Interior Planning

Entry

Main Level



Entry

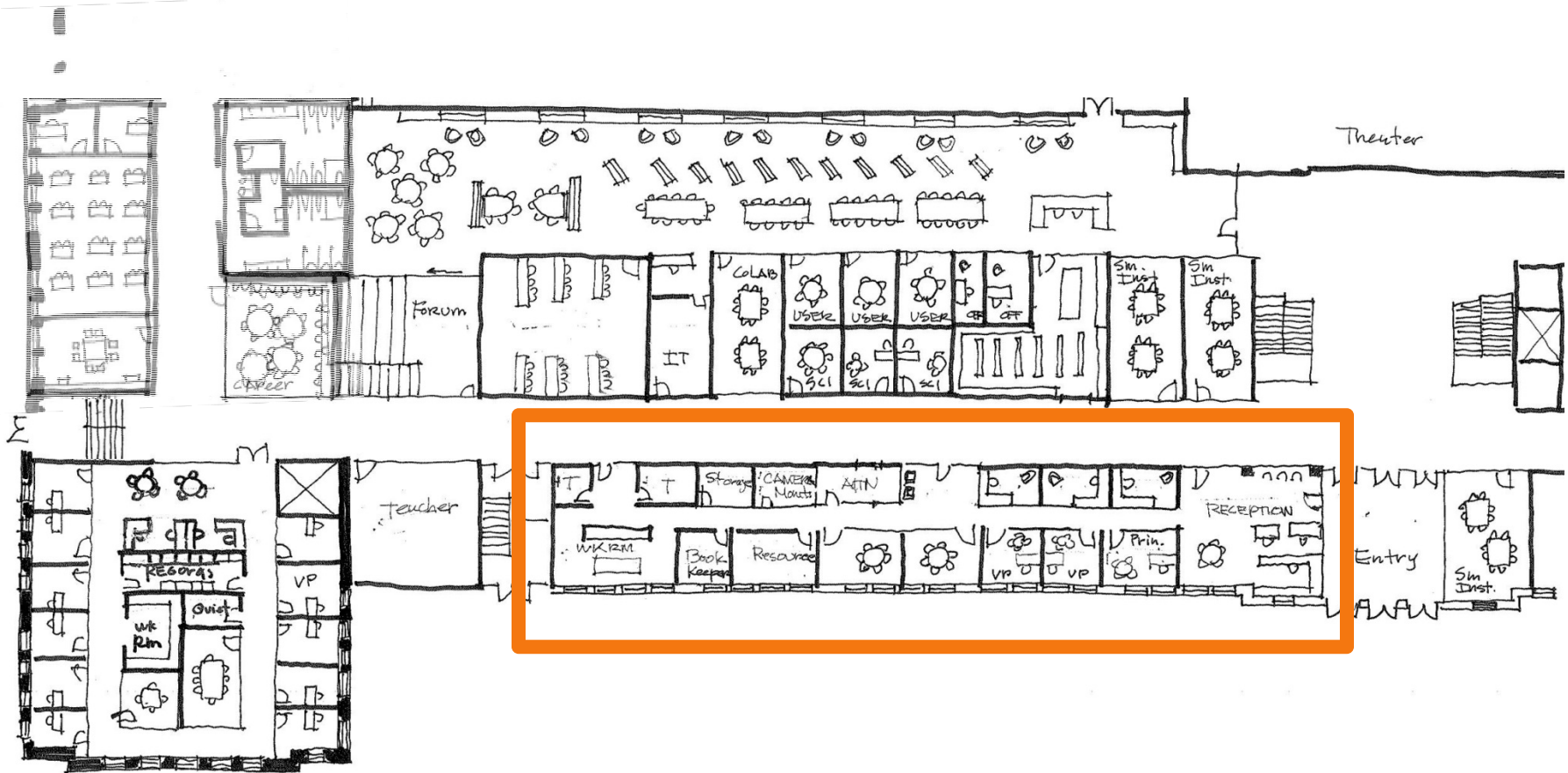


Administration

- Locate Resource Officer/ Campus Monitor adjacent to VP offices.
- Principal and VP offices to have exterior window view.
- Secretaries to be located outside offices for direct access.
- Provide secondary entry to VP area with seating available.
- Provide good acoustics in offices for privacy.
- Locate one VP in counseling.
- Eliminate records storage in admin. Locate in counseling.
- Attendance to be located with hallway access. Provide area for (2) TA.
- Provide area for (2) TA support staff with secretaries adjacent.
- Kitchen / lounge area can be smaller to support admin staff.

Administration

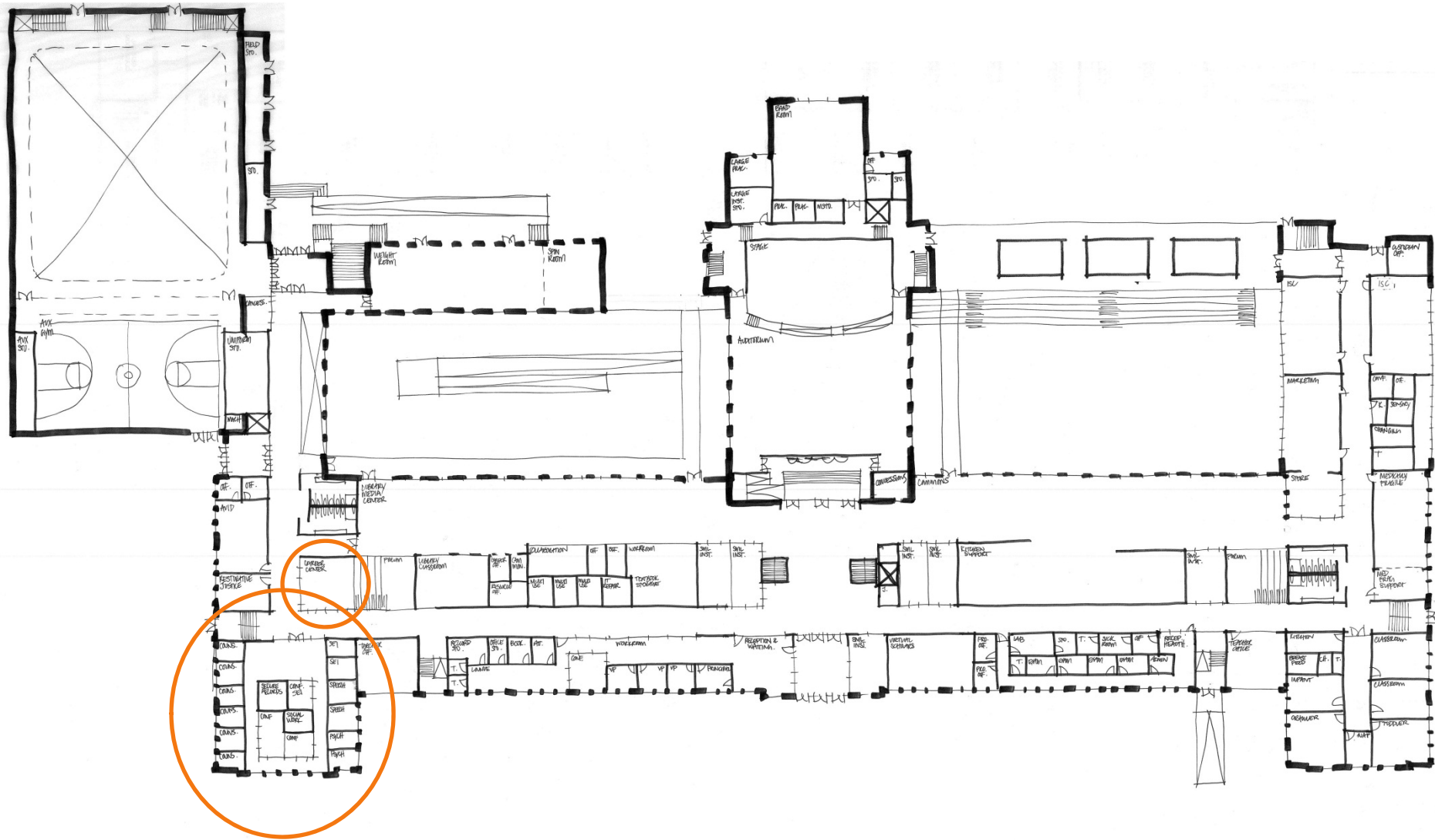
Main Level



Counseling - Career Center

Main Level

MAIN LEVEL

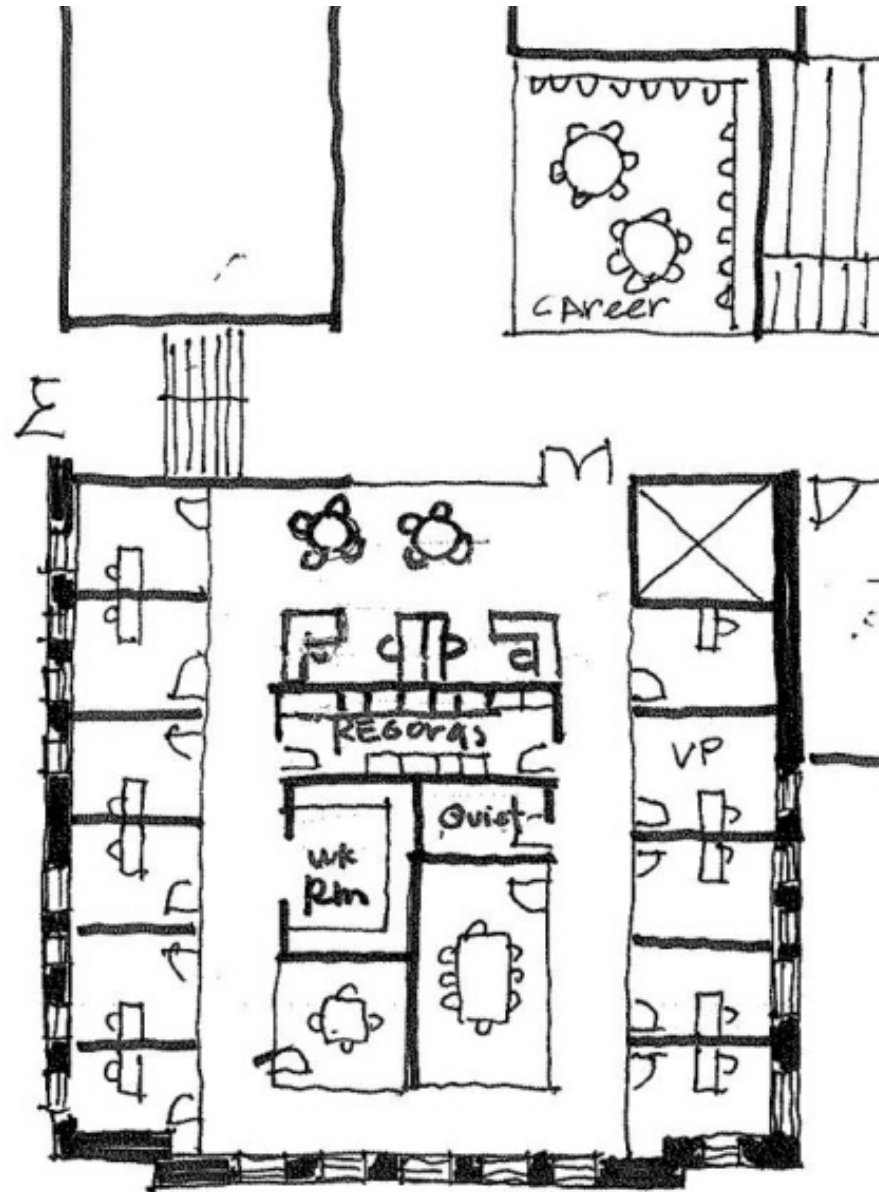


Counseling

- Reception should be welcoming, not clinical feeling. Students should feel welcome to walk back to the offices without stopping at the desk.
- Reception desk should be informal with a place for (2) TA's. Don't provide a traditional long counter that feels like a barrier.
- Secretaries to sit adjacent to TA workstation.
- Provide tack board and brochure display in waiting area.
- Provide tack board outside office entry for information display.
- **Provide standing desks in offices.**
- Move SEI out of this area.
- **Provide small quiet room for a single student to decompress.**
- Provide a workroom with sink, refrigerator and microwave.
- Glass conference rooms to have frosted glass.
- Provide frosted window at each office.
- Offices to have a place for coats, tack board and white board.

Counseling - Career Center

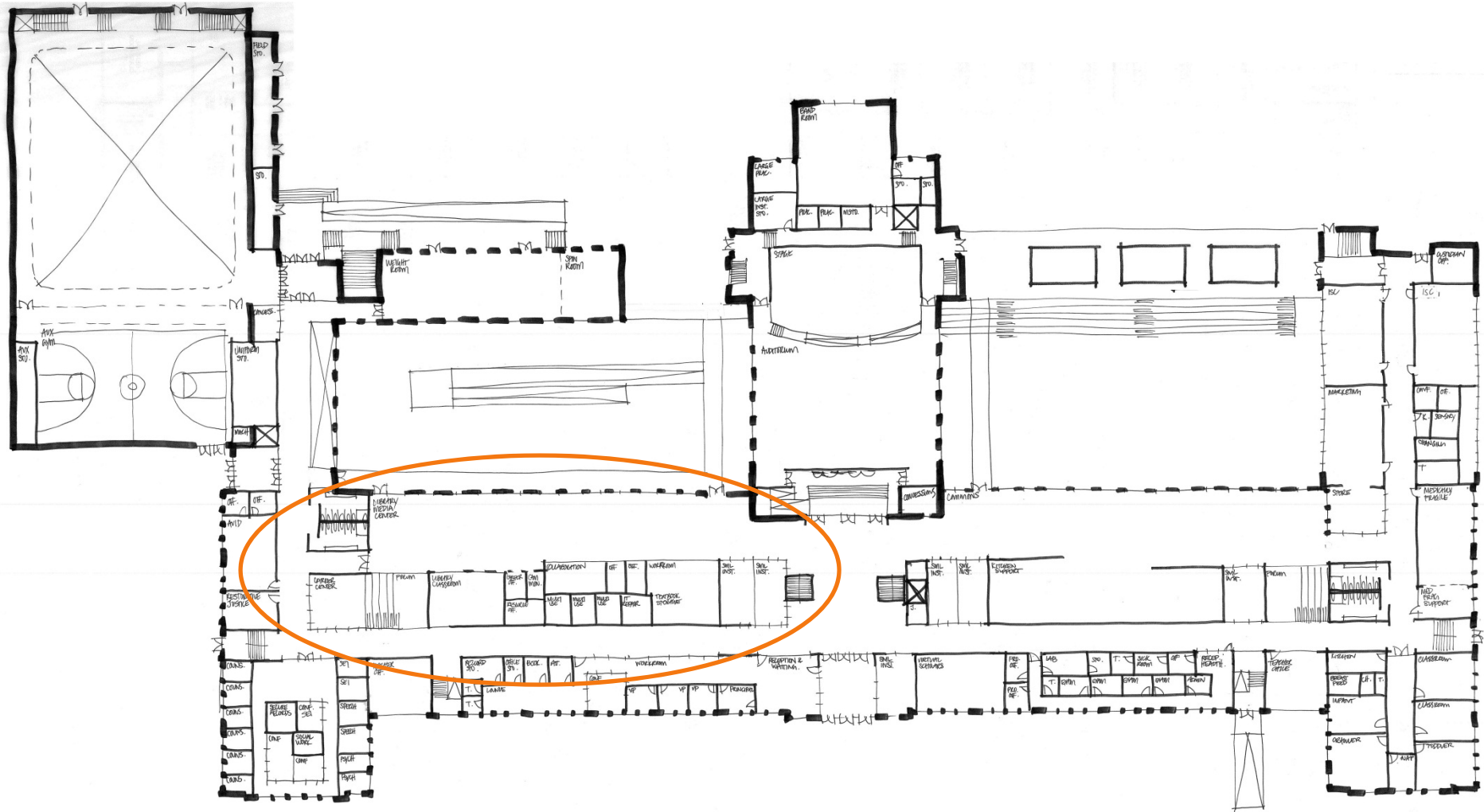
Main Level



Library

Main Level

MAIN LEVEL



Library

- Provide main entry door to library to secure when needed.
- Access to the forum should be through a sliding partition that can be locked or fully opened for special events.
- No sofas, more study tables. Keep individual lounge chairs.
- IT to be accessible from corridor and library. Library access to have a genius bar staffed by students.
- Multi-use rooms to be accessed directly from library.
- Text Book storage to be as large as possible.
- Multiple teaching spaces, including collaborative study tables with large computer screens for group study were presented.
- Provide full size refrigerator, sink and microwave in workroom for events.
- Provide one book drop outside library, next to text book window, and one book drop within the library at the circulation desk.
- Provide a place for multiple computer charging station.
- Provide a sound system, and microphone for the librarian to address someone located at the end of the library.
- Provide shades for light control.

Library

Individual work areas

Group work areas

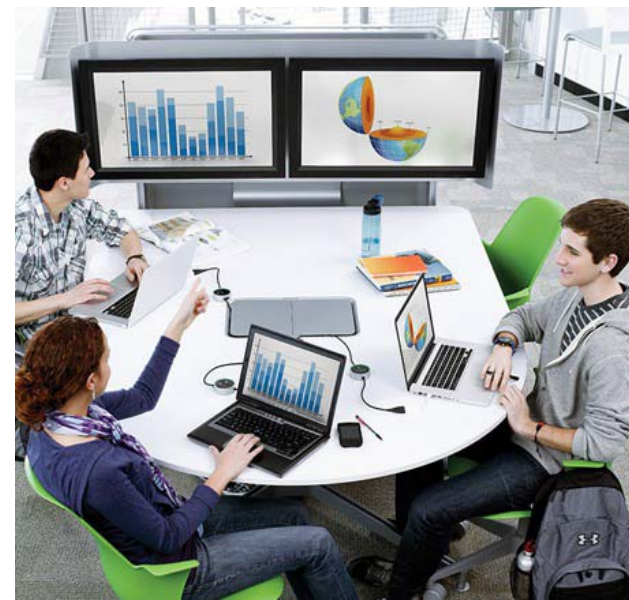
Pin Up space

Quiet space

Movable tables

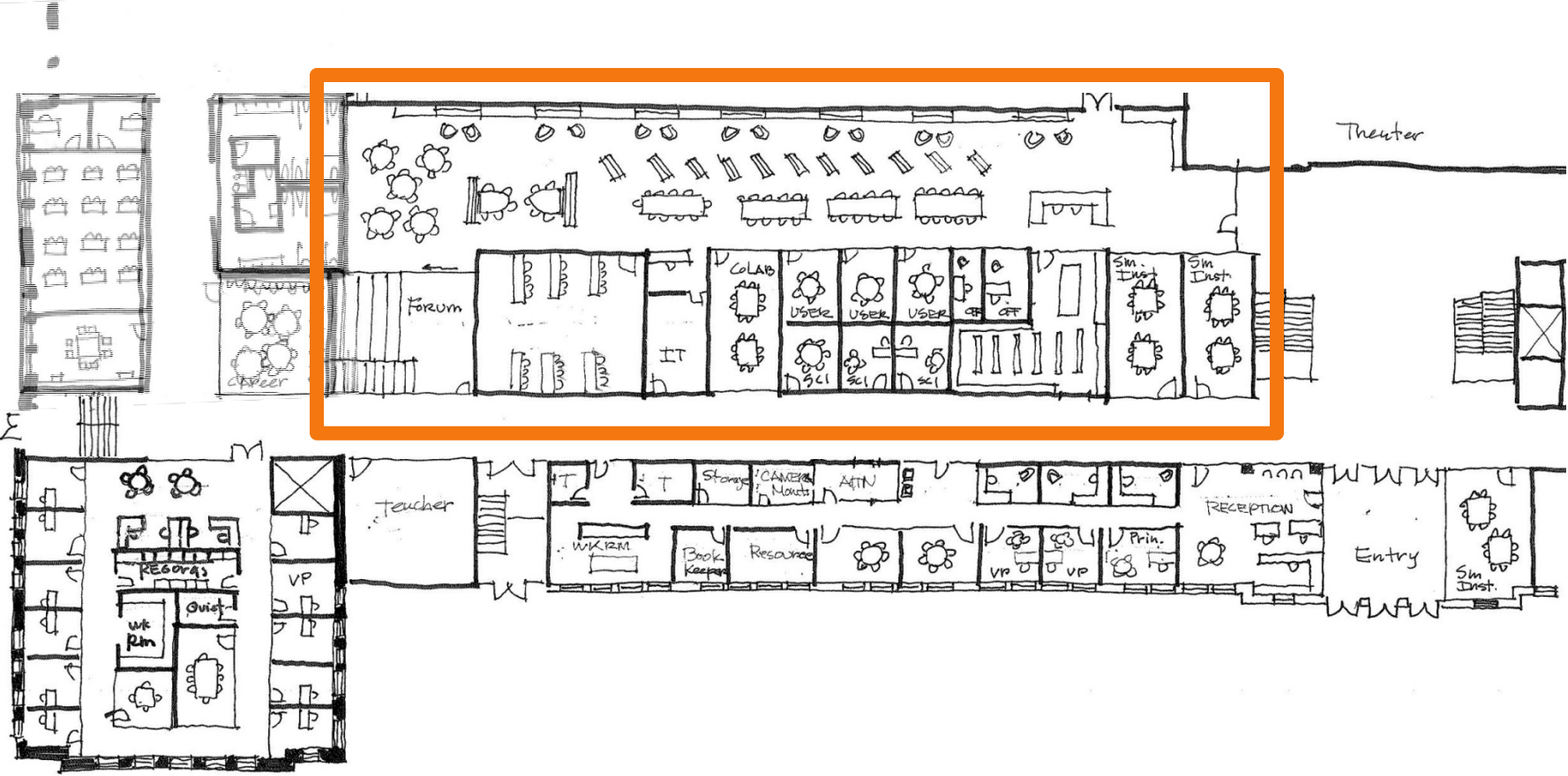
Group tech stations





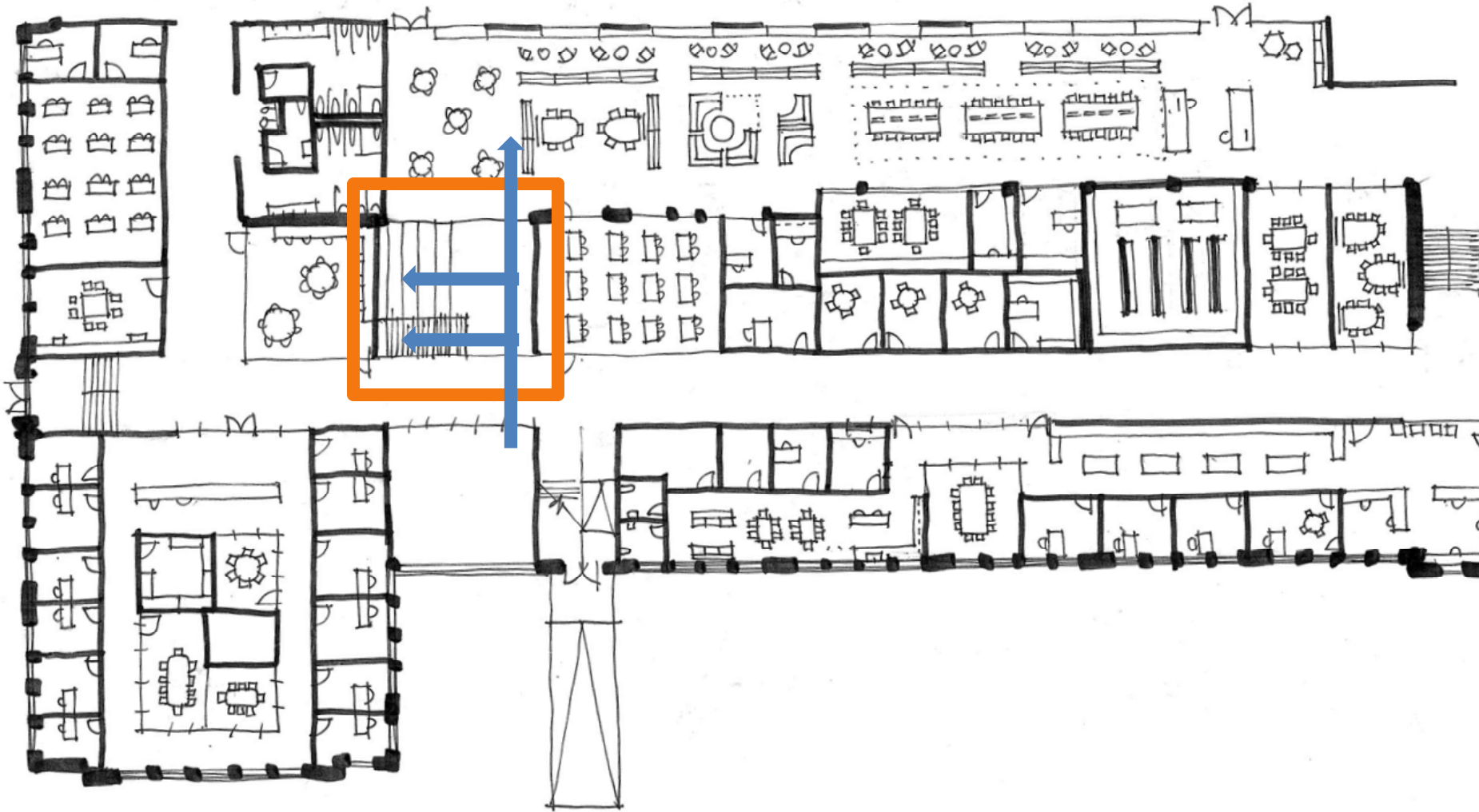
Library

Main Level



Forum

Main Level



Forum Seating

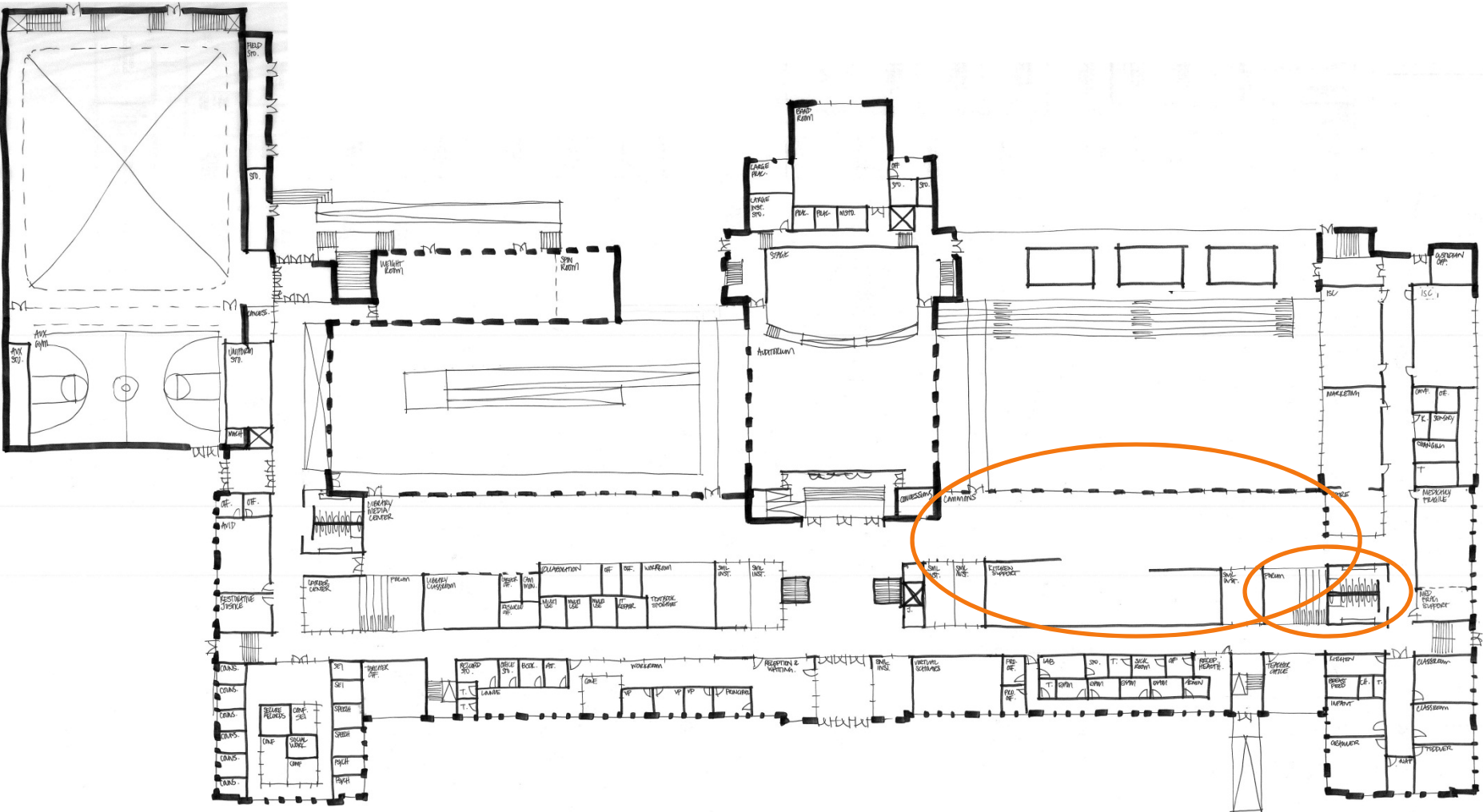
Eating
Studying
Presenting
Group work



Commons

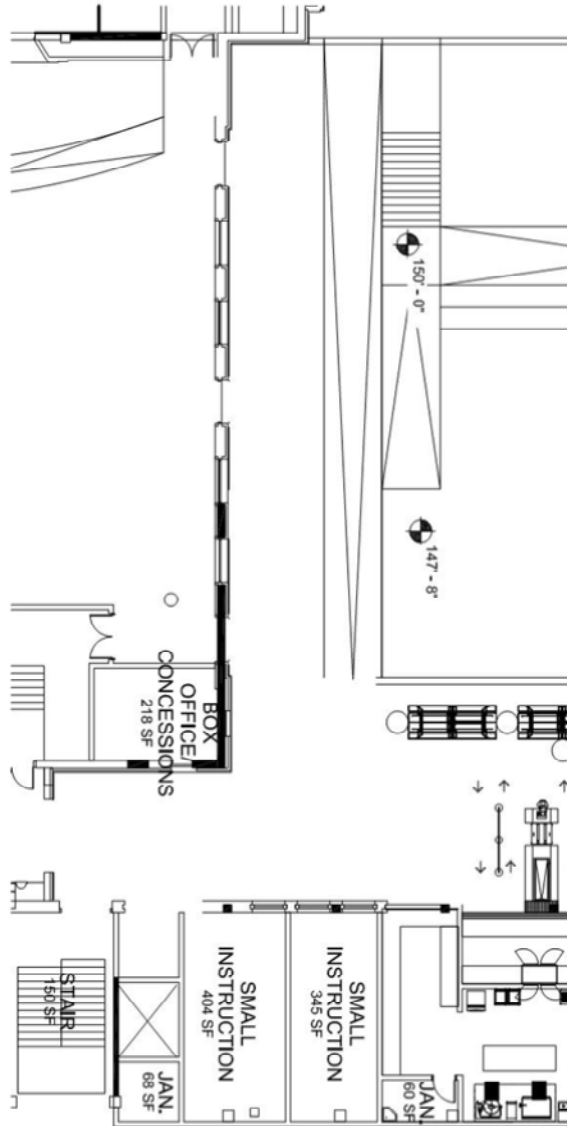
Main Level

MAIN LEVEL

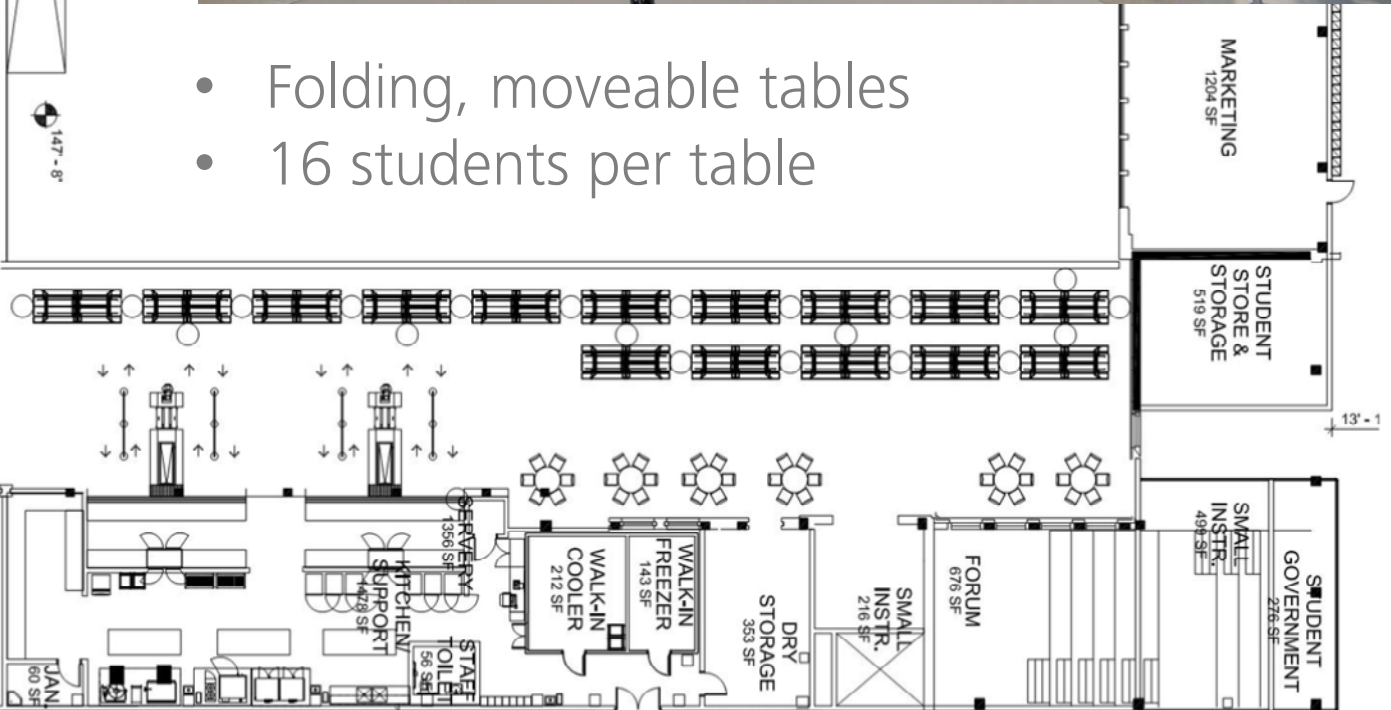


Commons – Traditional Cafeteria

Main Level- 276 seats

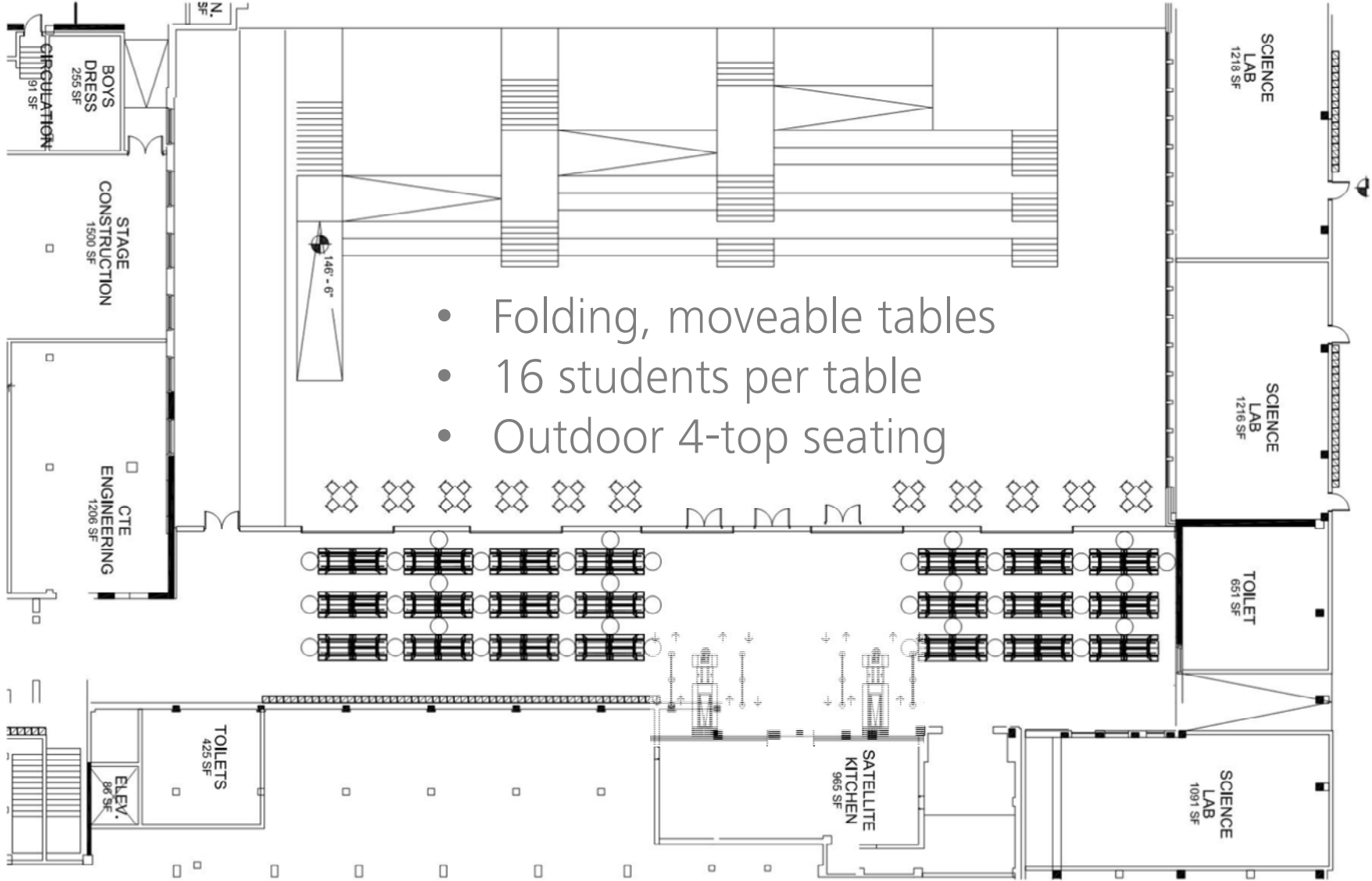


- Folding, moveable tables
- 16 students per table



Commons – Traditional Cafeteria

Lower Level -336 seats



- Folding, moveable tables
- 16 students per table
- Outdoor 4-top seating

Commons

Cafeteria like?

Learning Lounge-like?

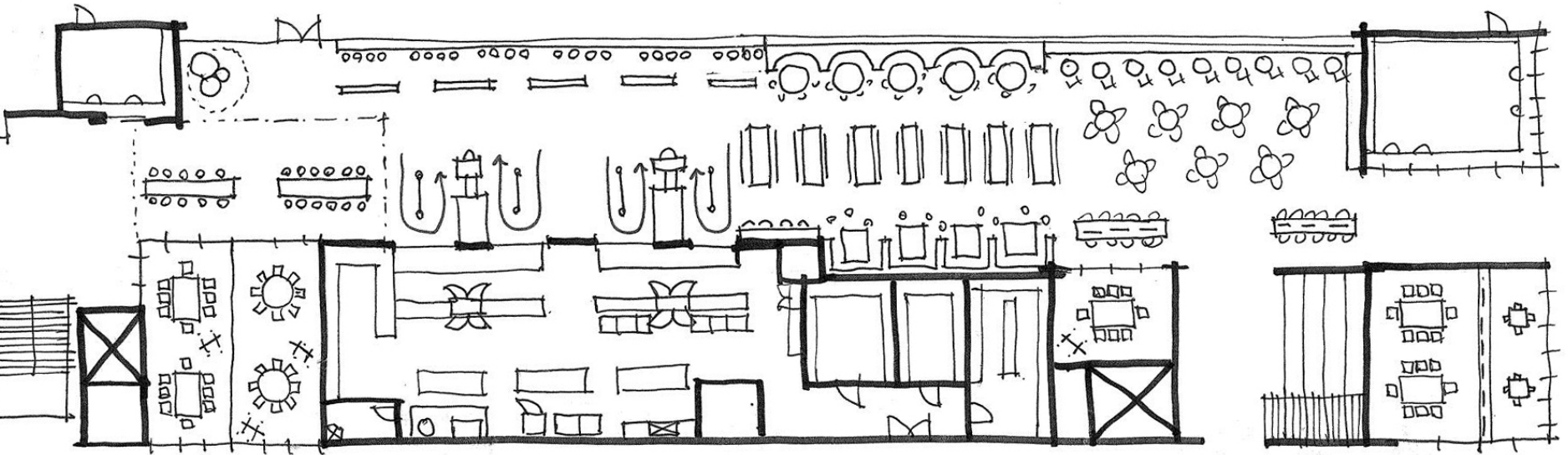




Commons- Learning Cafe

Main Level- 300 seats

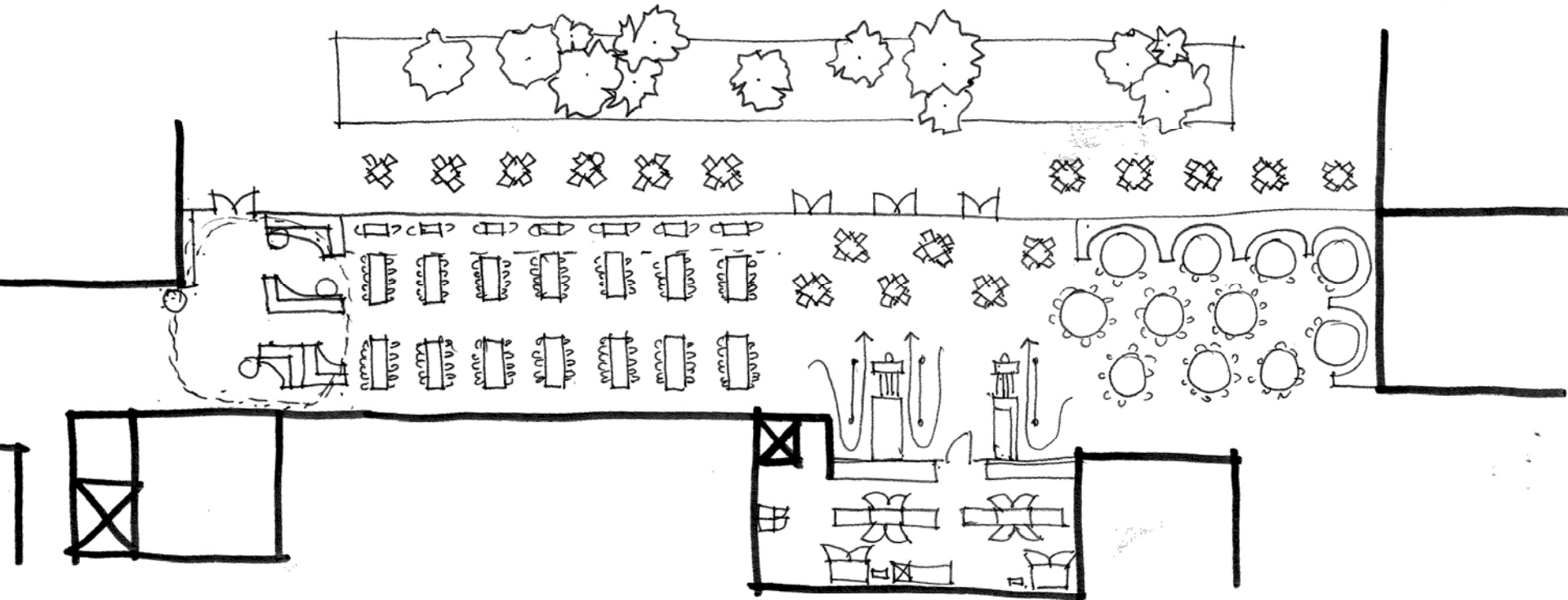
- Variety of seating options
- Fixed booths
- Moveable tables & chairs
- Bistro-style 2 tops & 4 tops
- Visual screening between servery & seating
- Group benches
- Extensions of small instructional spaces for dining
- Individual bar-height overlook stools



Commons- Learning Cafe

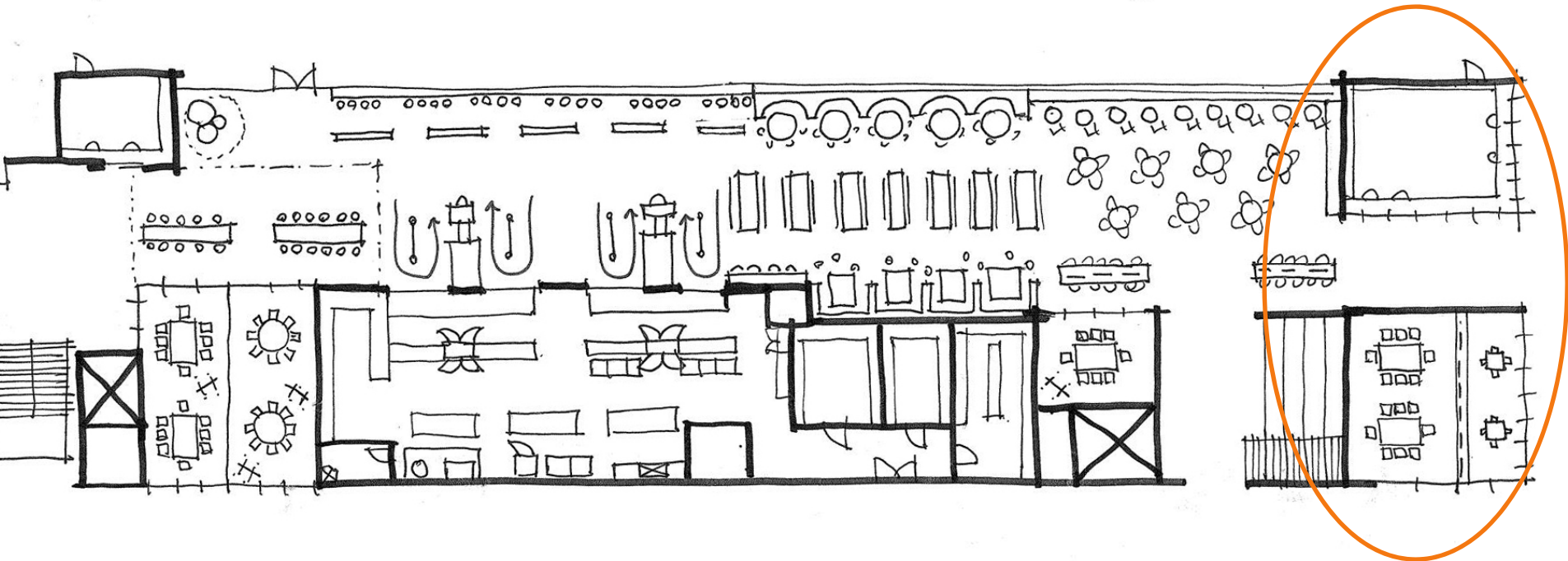
Lower Level- 250 seats

- Variety of seating options
- Fixed booths
- Moveable tables & chairs
- Group benches
- Bistro-style 2 tops & 4 tops
- Exterior seating



Student Government | Student Store

Main Level



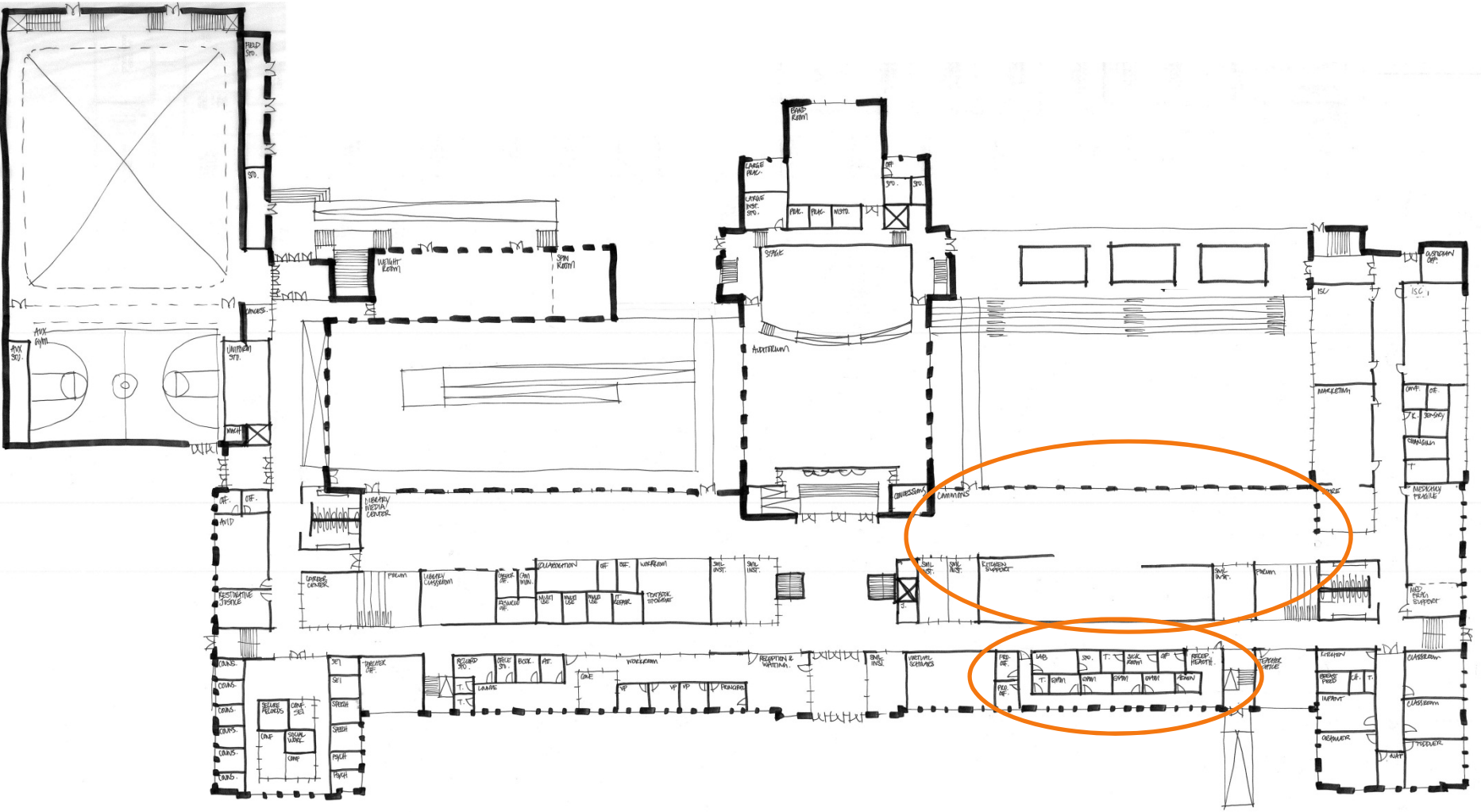
Social Hub



Health Clinic

Main Level

MAIN LEVEL

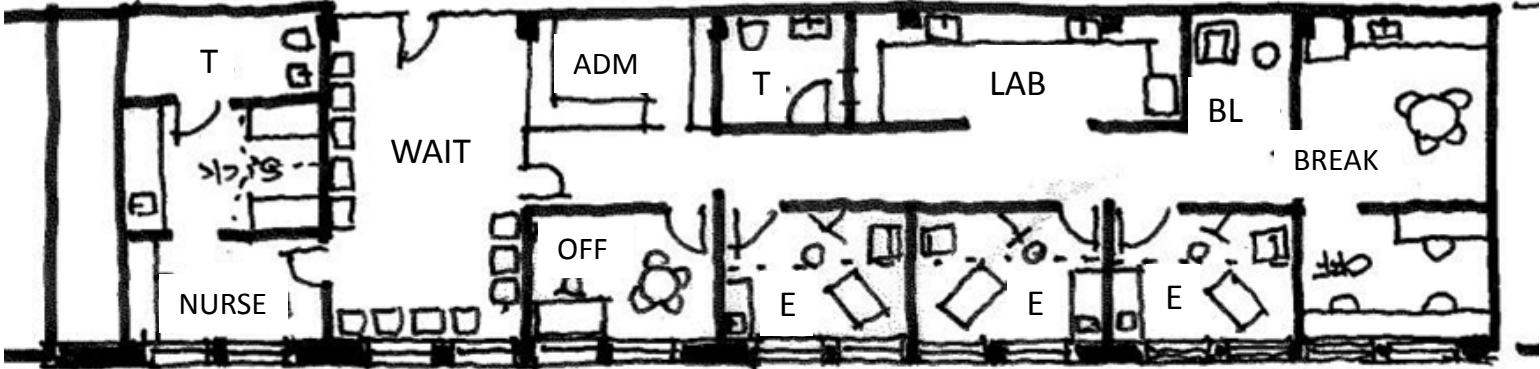


Health Clinic / Nurse

- The Health Clinic operates separate from the Nurse.
- Provide a layout where the waiting area is shared and the Health Clinic can be locked independent from the waiting area.
- Provide waiting for 15 people.
- Locate Nurse near the exterior window.
- Locate Mental Health office near the reception.
- Eliminate the fourth exam room and provide a break room with a refrigerator, microwave and sink
- Nurse area to have an under counter ice machine and an under counter refrigerator.
- The Health Clinic lab needs a vaccine refrigerator and a lab refrigerator, clean and dirty sink, specimen window from toilet into lab.
- Storage room can be eliminate if Lab has room for supplies.
- Provide a blood draw area.
- Office to have work area for three staff stations.
- Health Clinic has outside phone /data, provide phone connection to school at admin desk. Nurse phone is connected to the school system.

Health Clinic

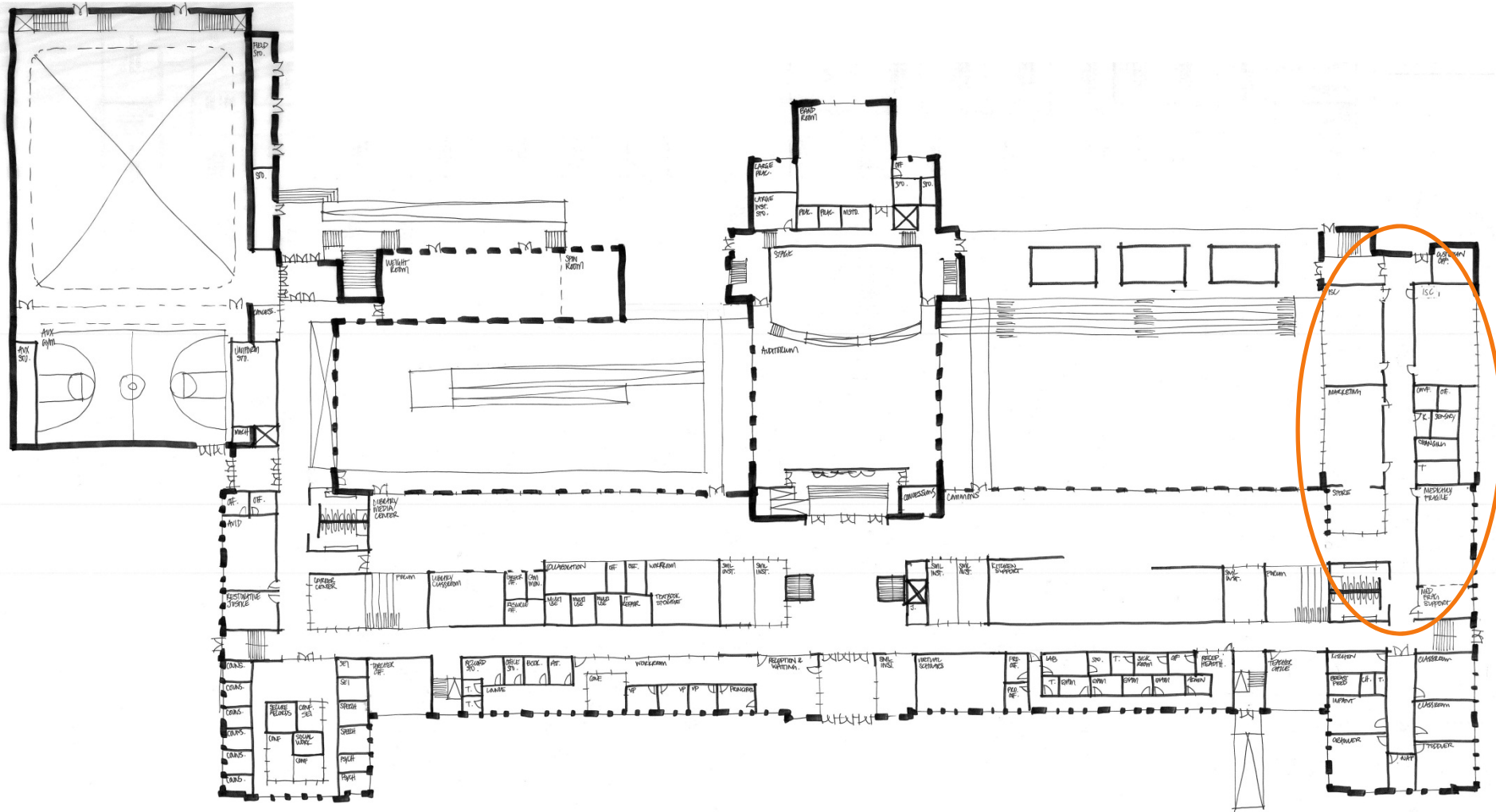
Main Level



Medically Fragile and ISC

Main Level

MAIN LEVEL

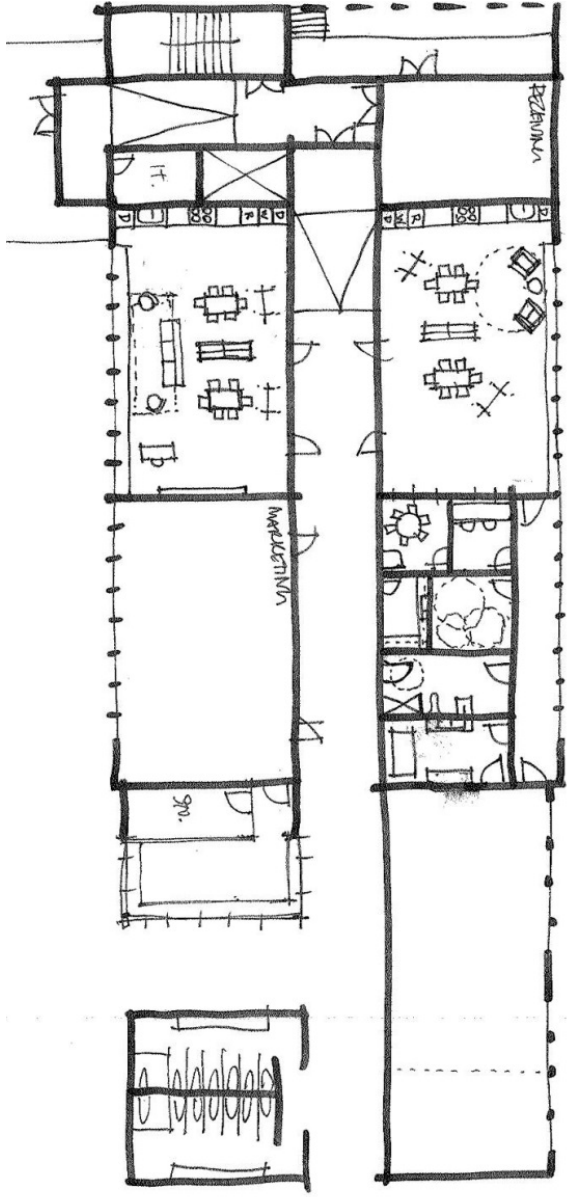


Medically Fragile and ISC Rooms

- Flip storage area to be adjacent to the changing room. Provide outlets for charging equipment at medically fragile room.
- Provide casework and sink in medically fragile room
- Both ISC rooms have casework with kitchens.
- One office will be shared by three staff members.
- Provide door from conference room into corridor.
- Provide refrigerator and sink in work room.
- Medically fragile students will sit in semi-circle around the teaching wall. provide adjacent area for mat tables.

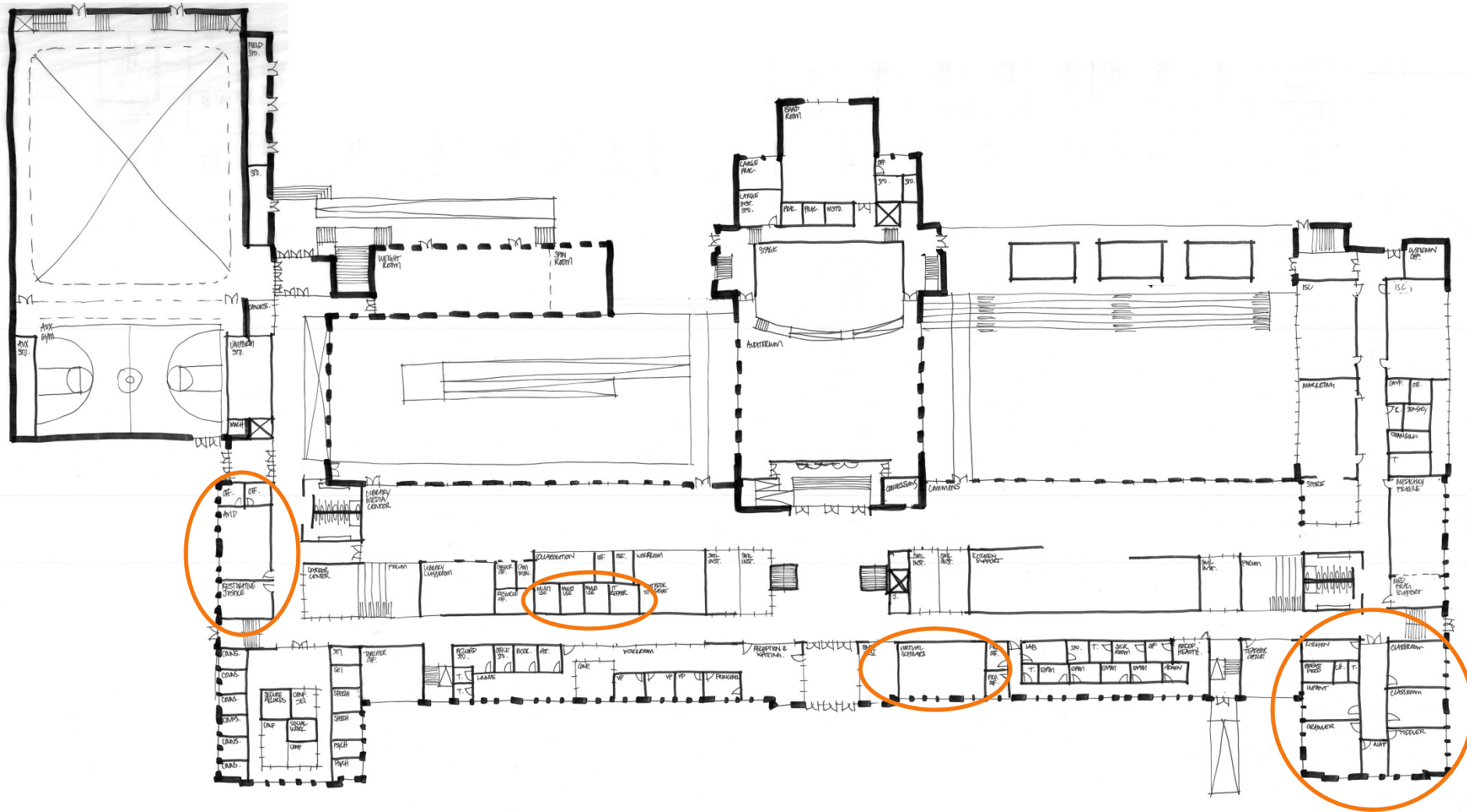
Medically Fragile and ISC

Main Level



Student Support Service

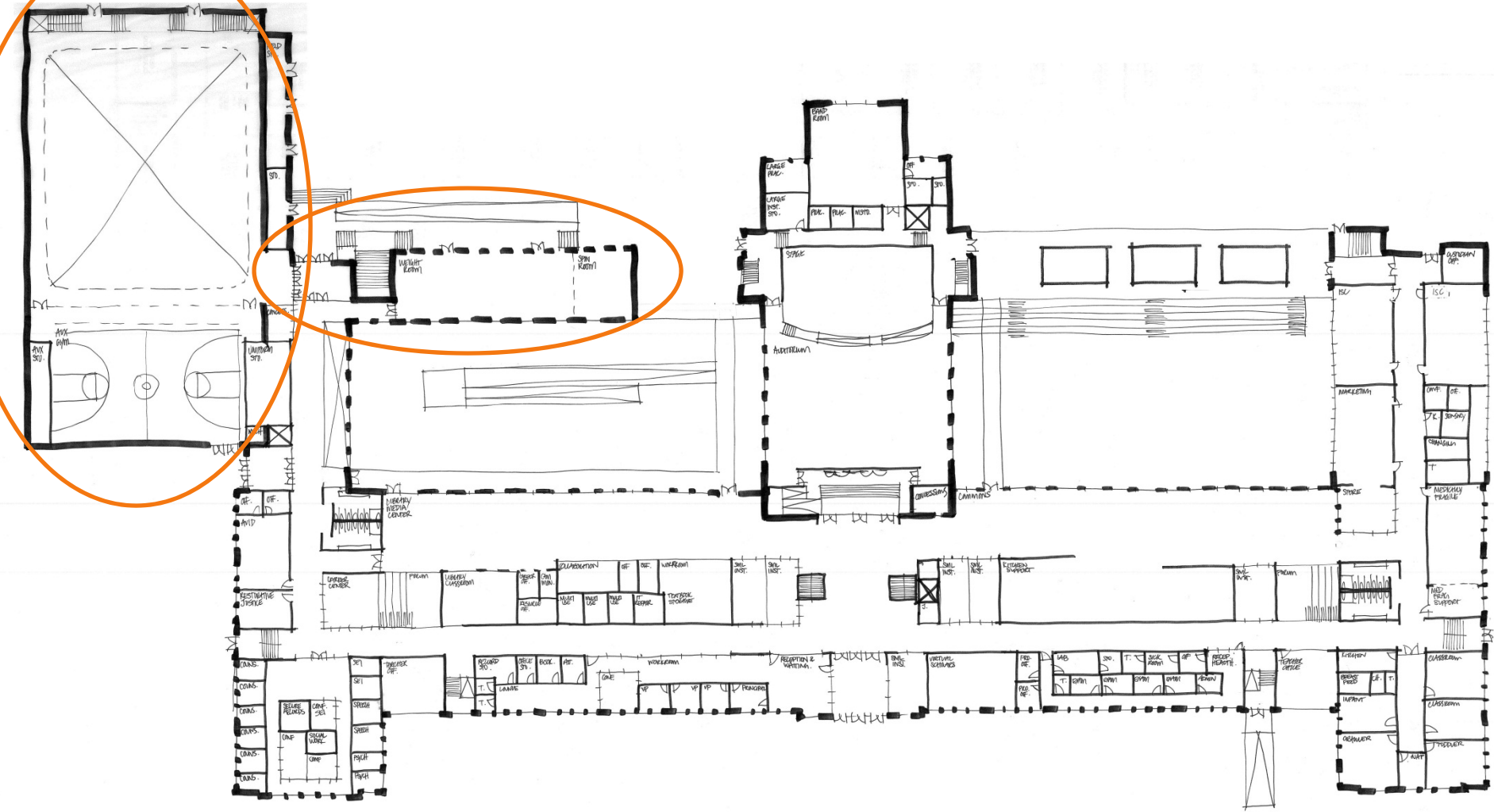
MAIN LEVEL



Athletics

Main Level

MAIN LEVEL

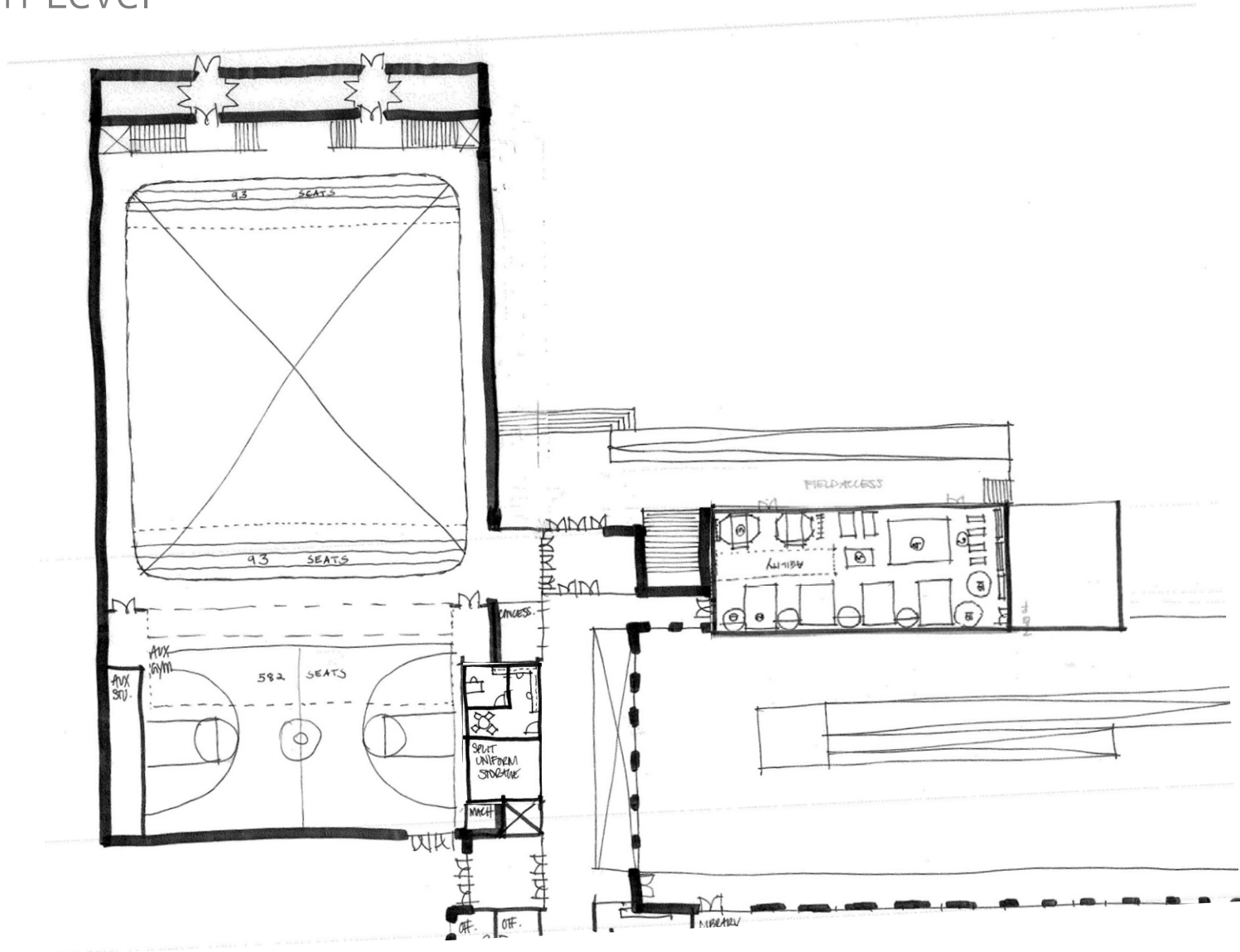


Athletics

- Provide double half height lockers and full height locker options.
- Football requires larger full height lockers.
- **Layout lockers to provide team areas.**
- Provide layout illustrating how storage will be broken up for individual team gear.
- Provide one team area for visiting teams.
- **Provide ceiling retractable mounted baseball cages.**

Athletics

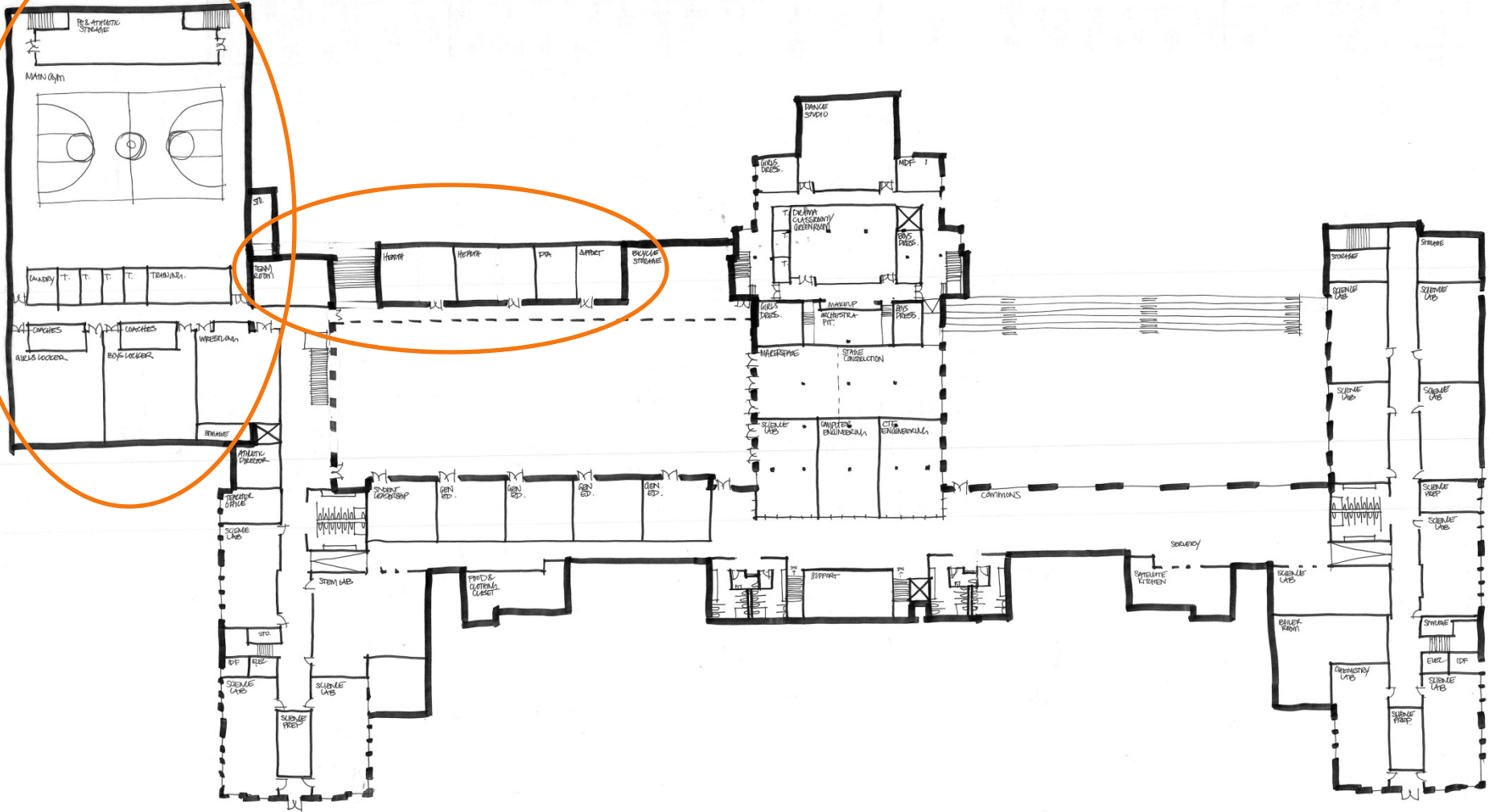
Main Level



Athletics

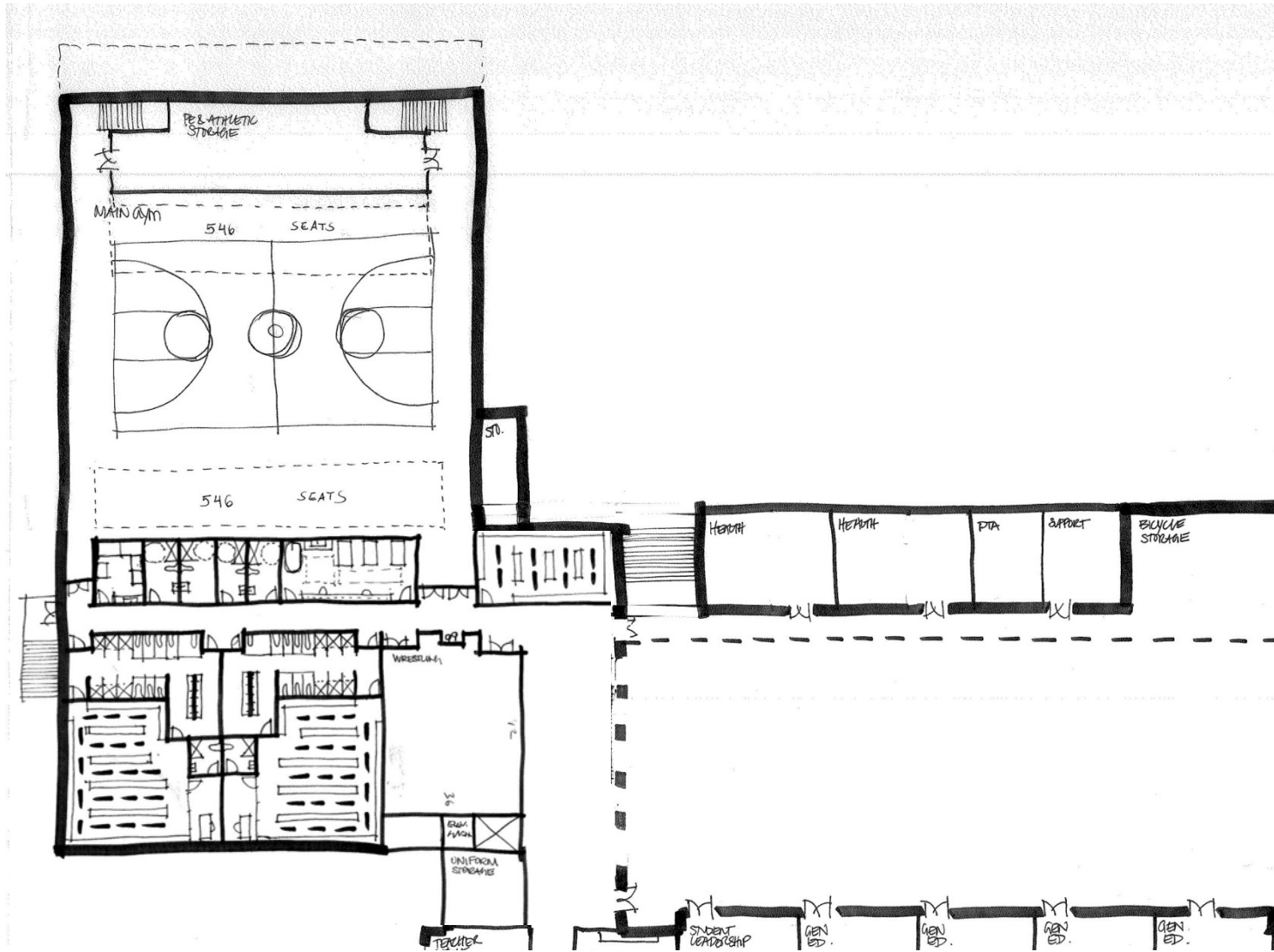
Lower Level

LOWER LEVEL



Athletics

Lower Level



CTE: Career Pathways

Design & Applied Arts

AP Studio Art
Ceramics & Sculpture

Multimedia/Theater Arts

Writing for the Arts
From Page to Performance
Children's Theater

Digital Media

Pop Culture
Video & Community
Printmaking & Print Media
Screen Printing: Print Shop Project
Digital Cinematography

Education

Intro to Education

Audio Engineering

Composition (Guitar)
Music Production
Speaker Design

Healthcare

Anatomy & Physiology
Biomedical Science

Info Technology

Intro to Computer Programming
JAVA & Android Programming
Android Innovations

Engineering

Architectural Drawings & Drafting
Intro to Engineering/Drafting
Engineering Design



Other CTE Course

Intro to Grant Magazine

PSU Journalism / Grant Magazine

Electrical Circuits

Advanced Robotics

Accounting and Personal Finance

Intro to Business

Graphic Design & Visual Communications

Marketing & Entrepreneurship

Sports & Entertainment Marketing

General Store Internship

College Essay Writing and Advanced College & Career Exploration

Science / STEM / CTE

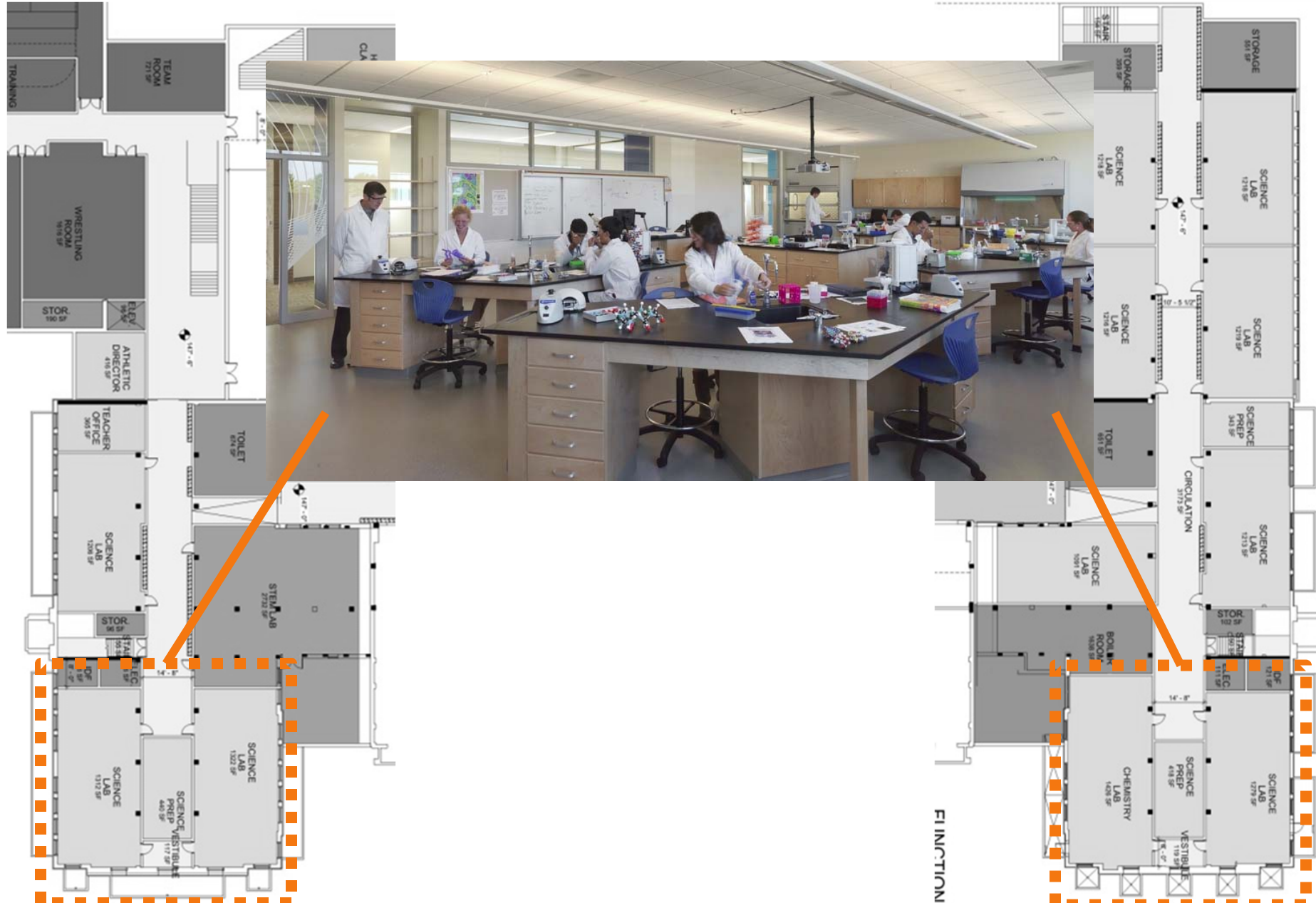
- Highly collaborative spaces
- Student store adjacent to Commons and Marketing
- **Ability for hands on work adjacent to computers**
- Makers space connected to outdoors
- **Shared use of STEM lab**
- Audio engineering overlooks auditorium
- Grant Magazine want to be in main building
- **Science set up more like research lab**
- Retractable ceiling outlets
- **All science teachers need lab space**
- Storage capacity is important

STEM Lab

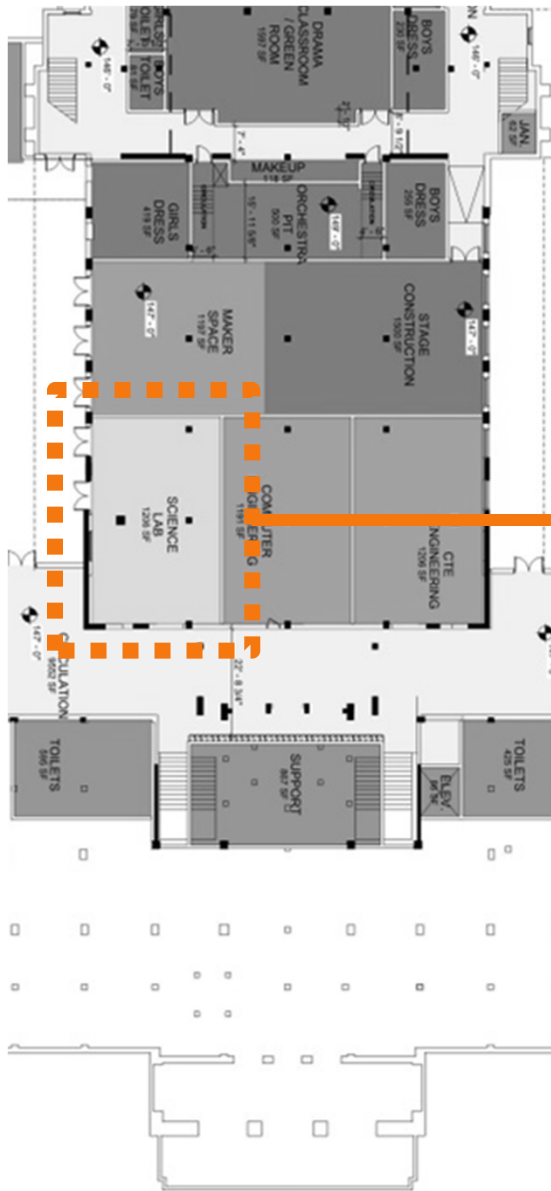


FUNCTION

Specialized Labs



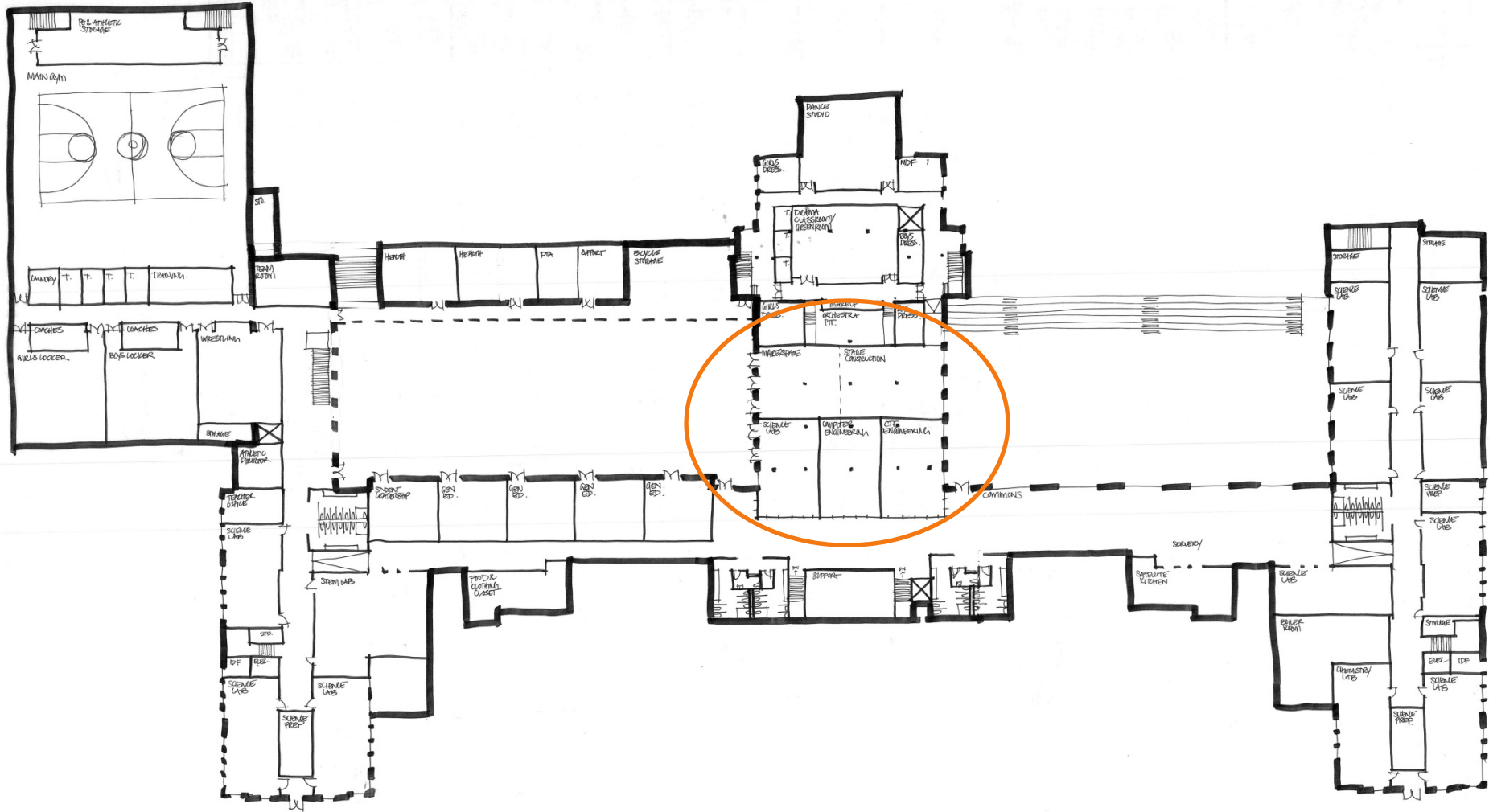
Crossover Lab



Science/CTE

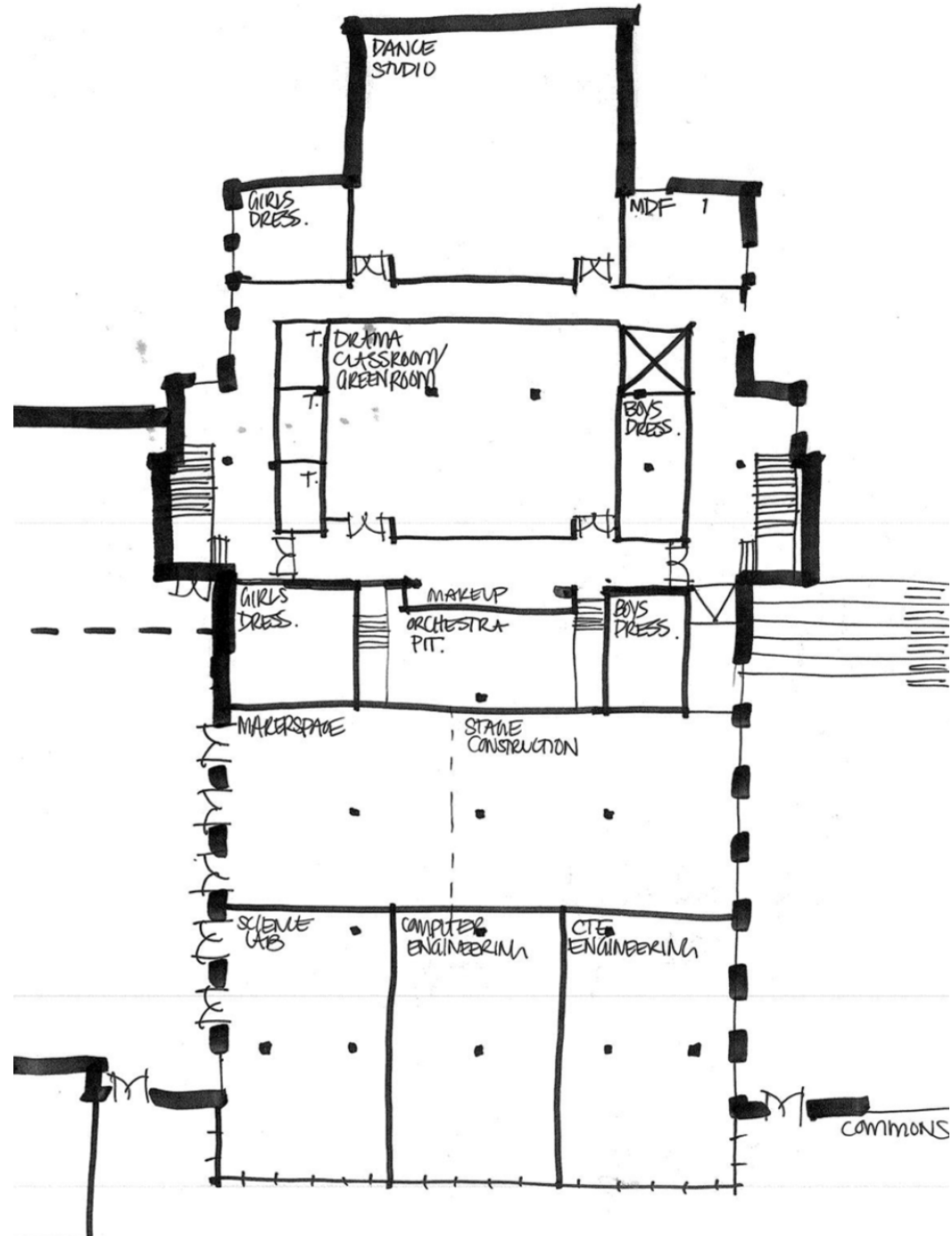
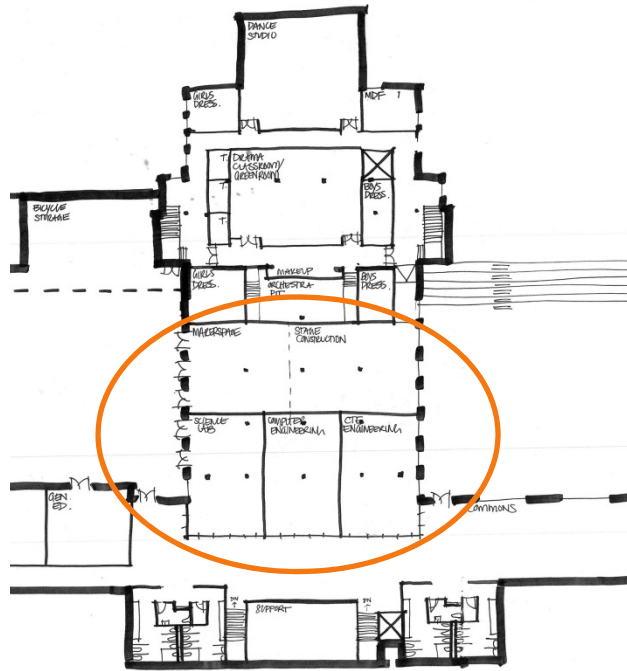
Lower Level

LOWER LEVEL



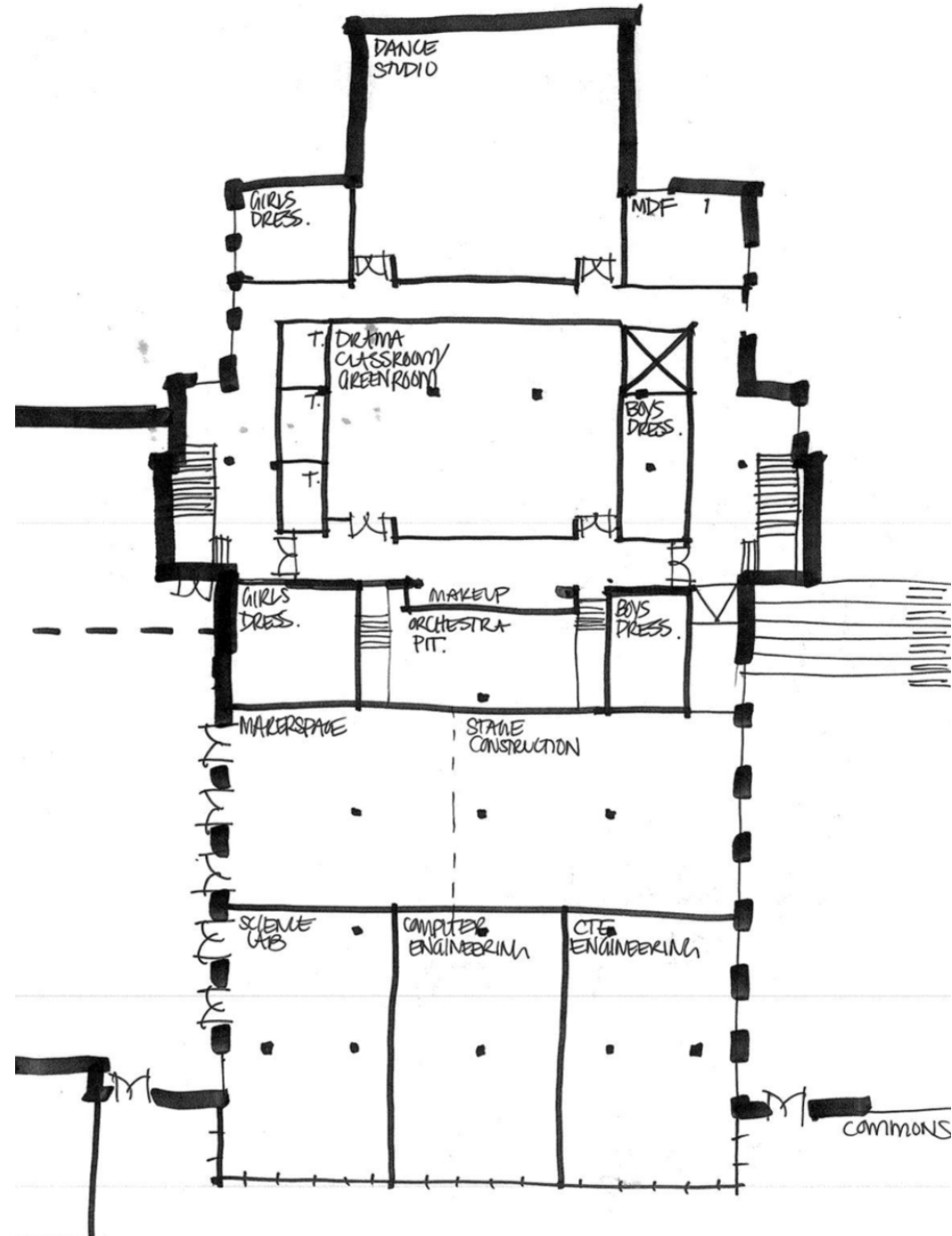
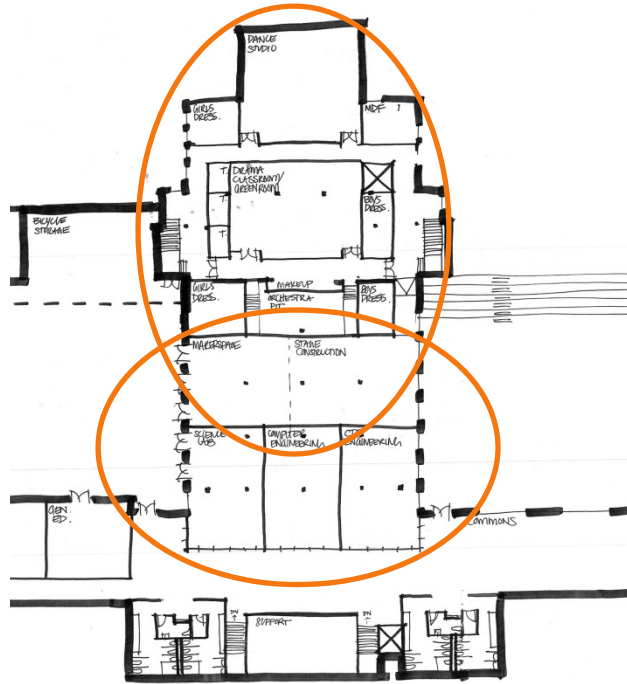
CTE

Lower Level



Drama and Dance

Lower Level

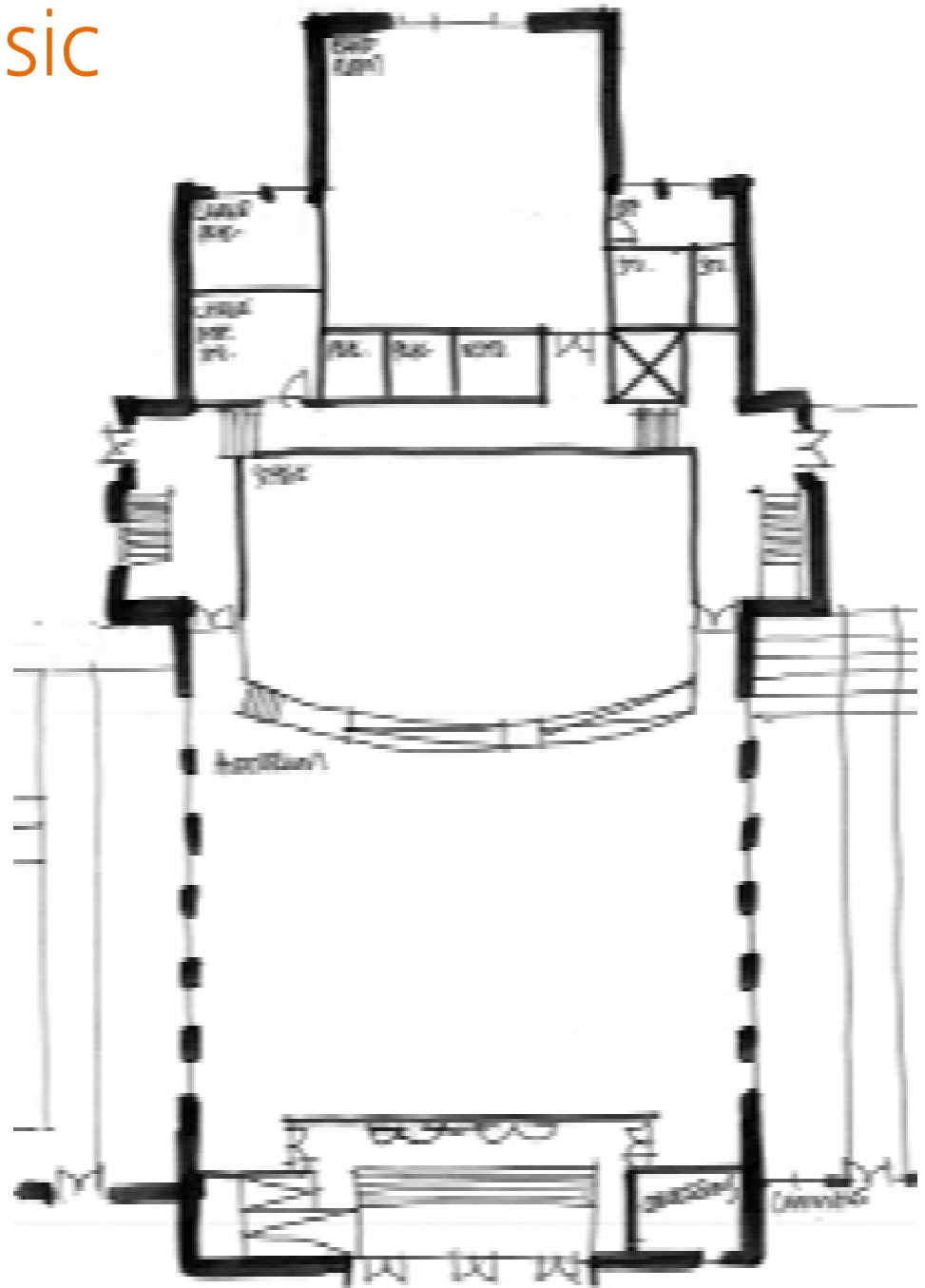
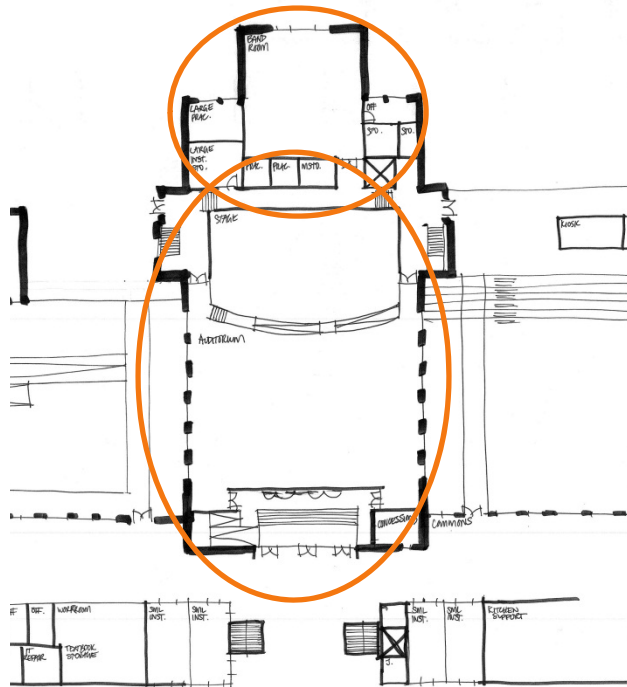


Performing Arts

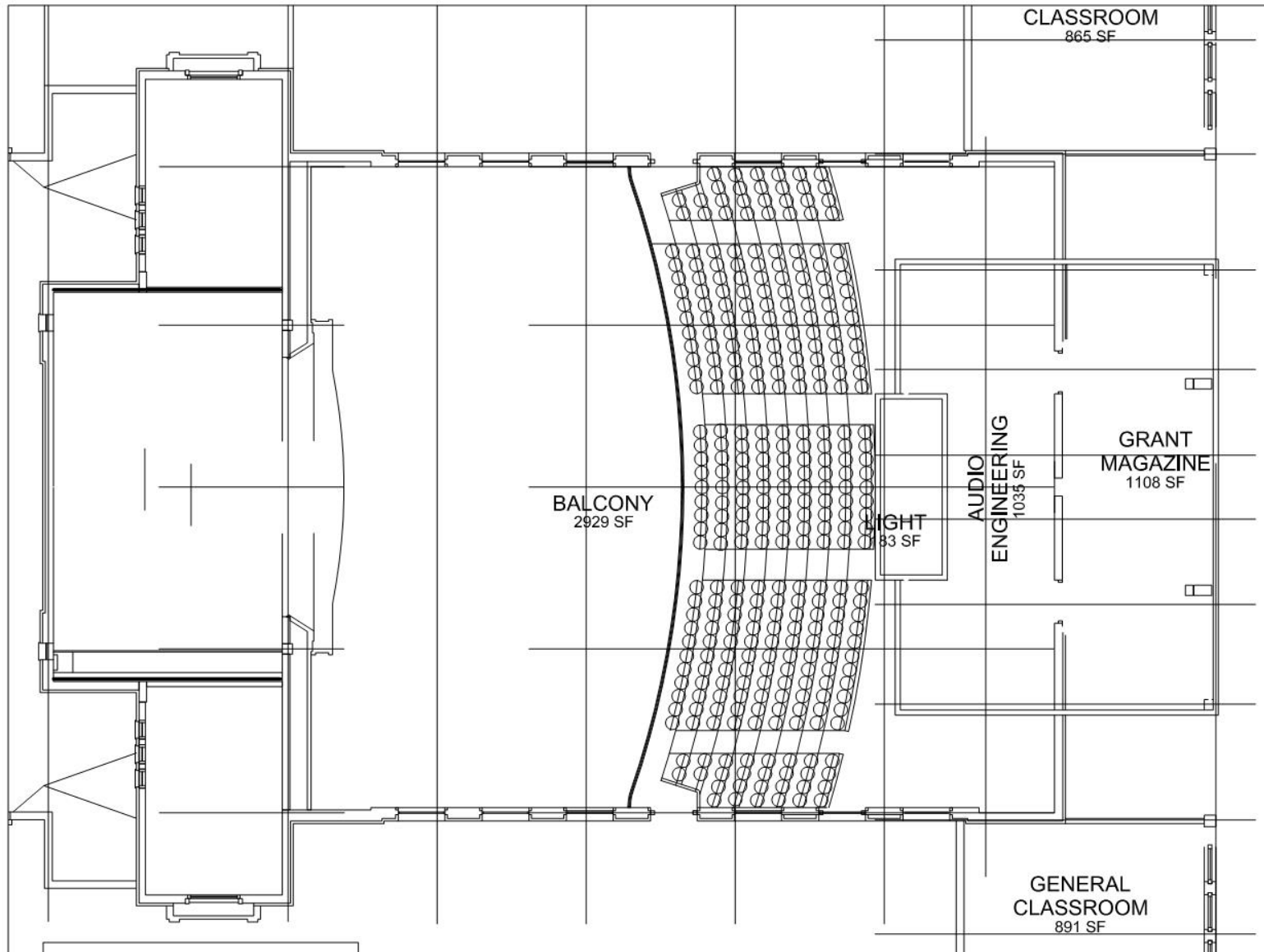
- Dance prefers to be in performing art space rather than near athletics
- Maintain existing choir room
- Provide ADA access to auditorium
- Provide light and sound lock for auditorium
- Theater classroom needs to share support space with auditorium
- Practice rooms could double as dressing rooms
- Make-up area could be in theater corridor with separate dressing areas
- Audio engineering overlooks auditorium
- Drama & dance classrooms can be used as performance spaces
- Acoustical separation between performance spaces is critical

Auditorium and Music

Main Level

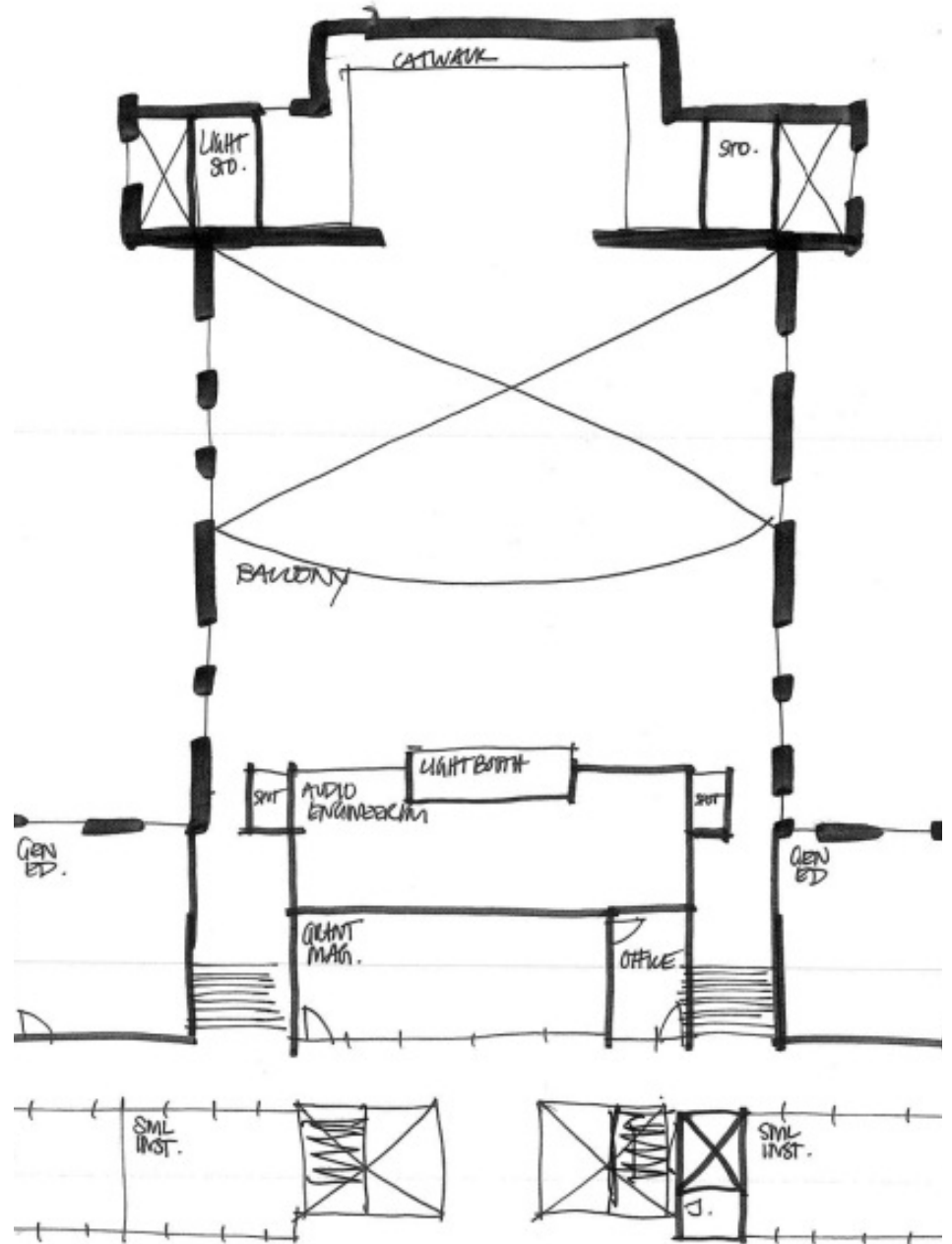
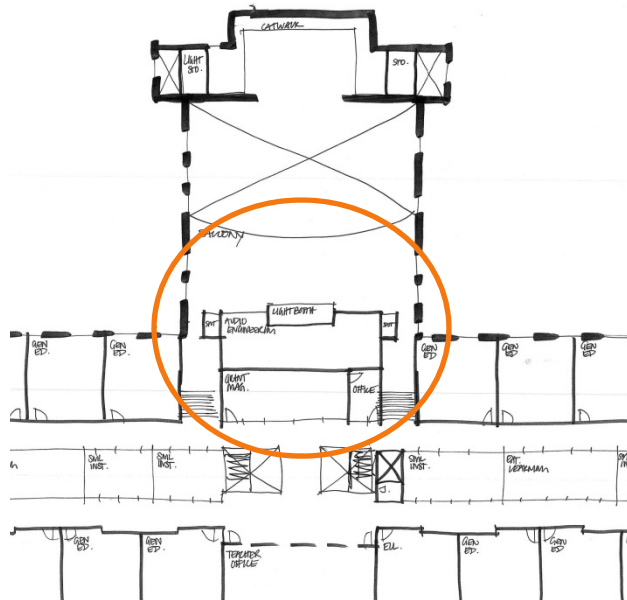


Auditorium (330 seats) 1010 seats total



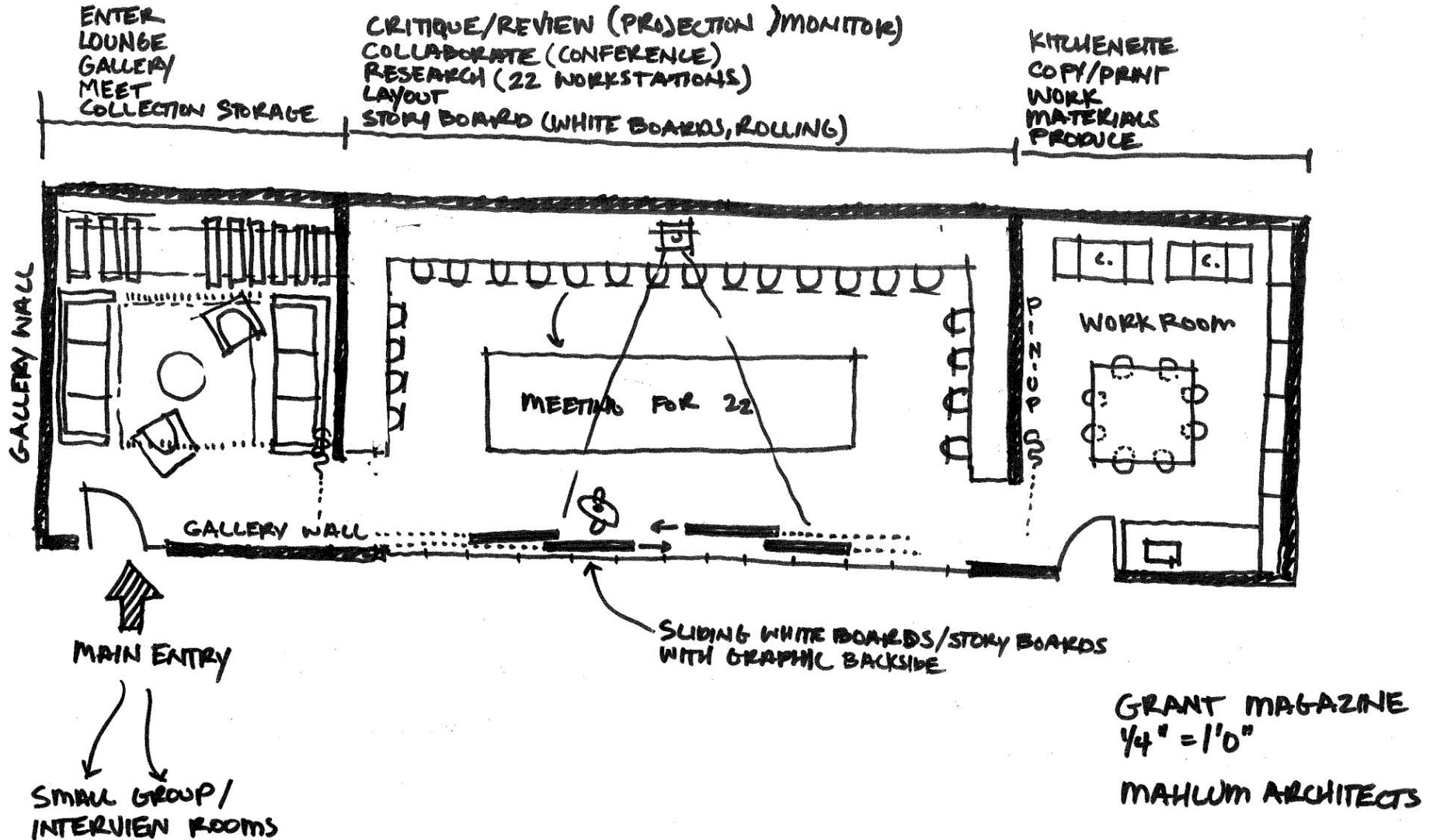
Auditorium and CTE

Upper Level



Grant Magazine

Upper Level



Choir

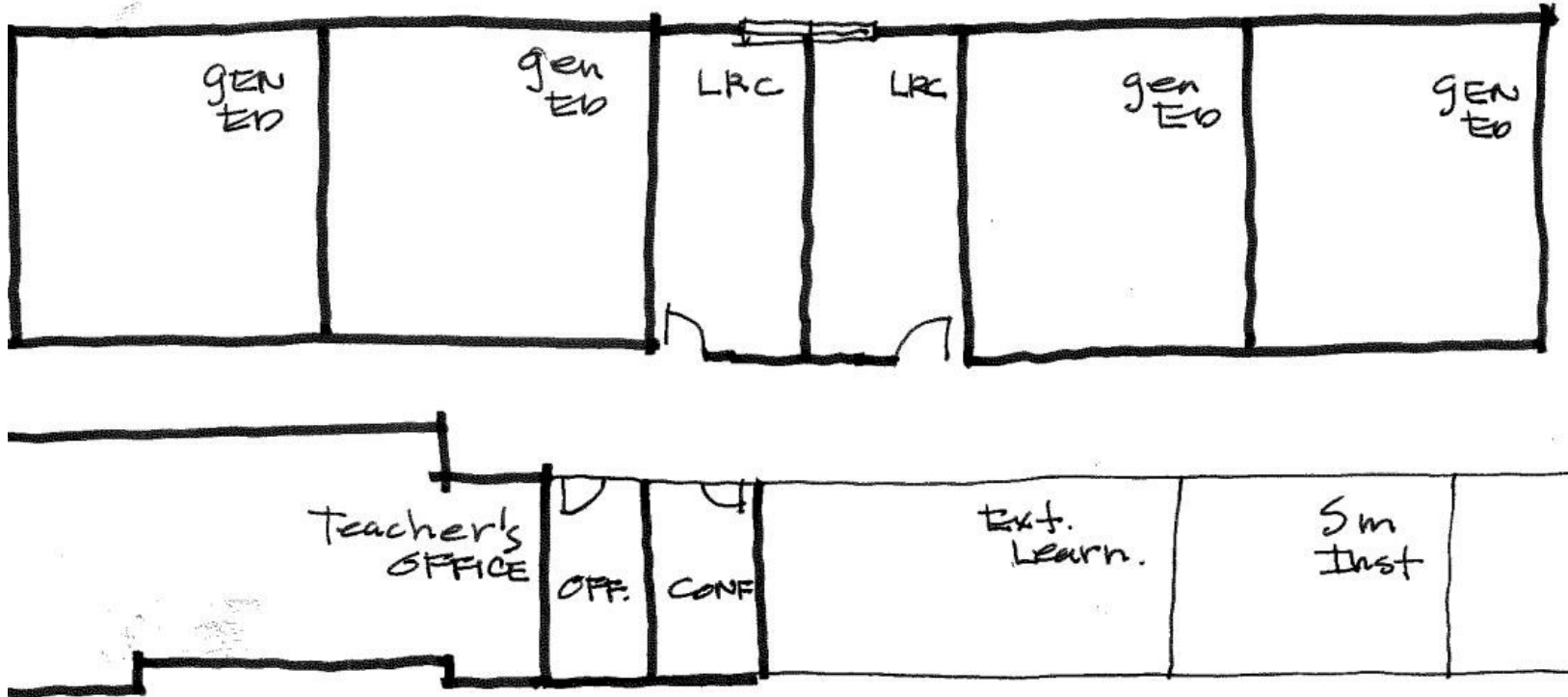
- Fixed risers can be removed. Prefer movable risers for flexibility.
- Locate music files outside of classroom.
- Provide option where the stage becomes the office and practice rooms.
- Provide robe storage.
- Currently there is area for four practice rooms.
- Can the area outside the main entry be captured? Double set of doors will help with noise control.
- Provide window shades to control the light including the skylight.
- Possibly use the proscenium for the teaching wall with practice rooms and office behind.

LRC

- Provide four smaller “half classrooms”. This will allow each teacher to work with the special needs of their group without disrupting the other class. Students need familiarity with staff and atmosphere of “their” space.
- Provide shared office across from each set of classrooms.
- Classrooms should be located within the central corridor of the general education classrooms. Don’t located out of the way. Keep inclusive.
- Location of two Small Instruction currently shown can be divided into to small offices, one conference room and one para educator.

LRC

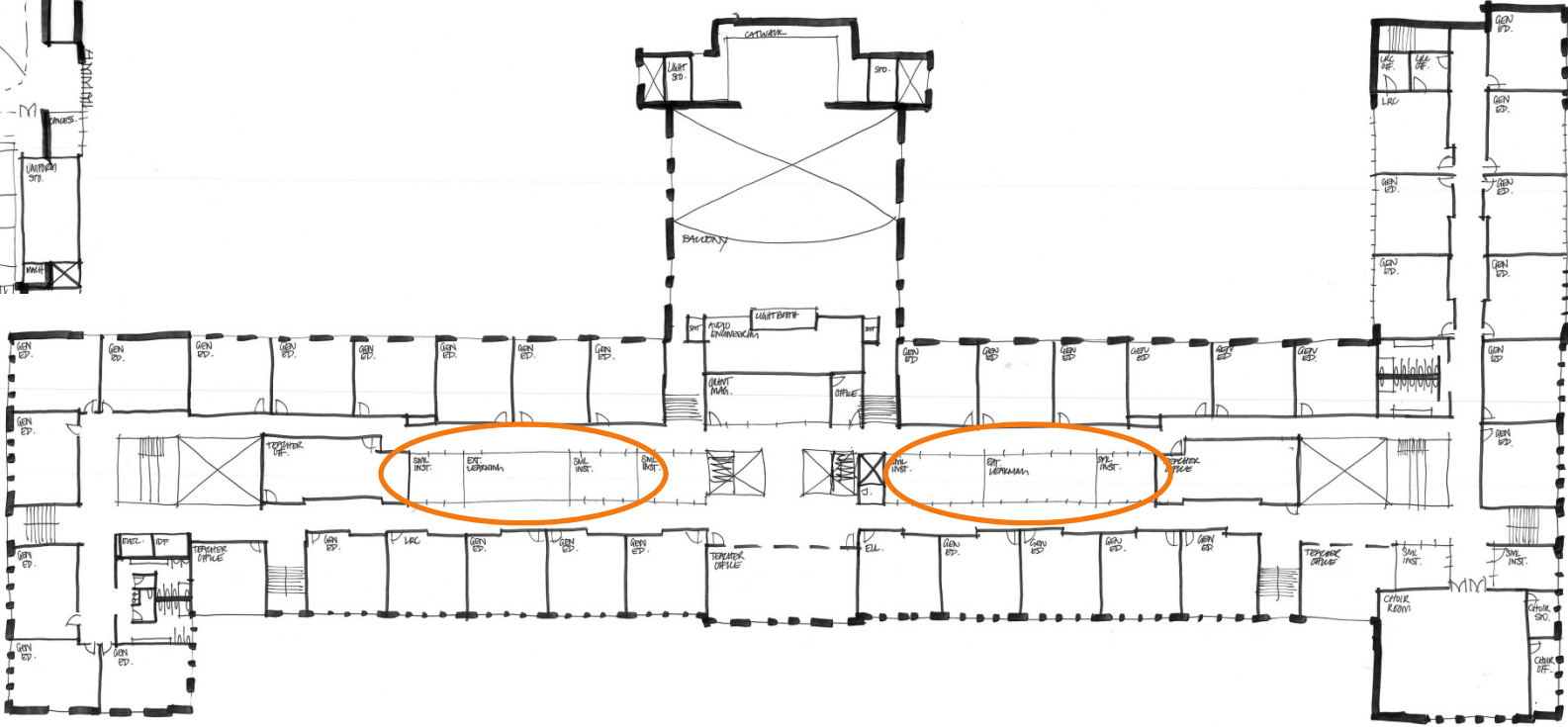
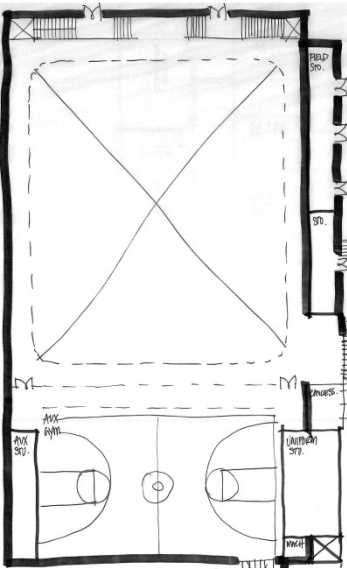
Upper Level



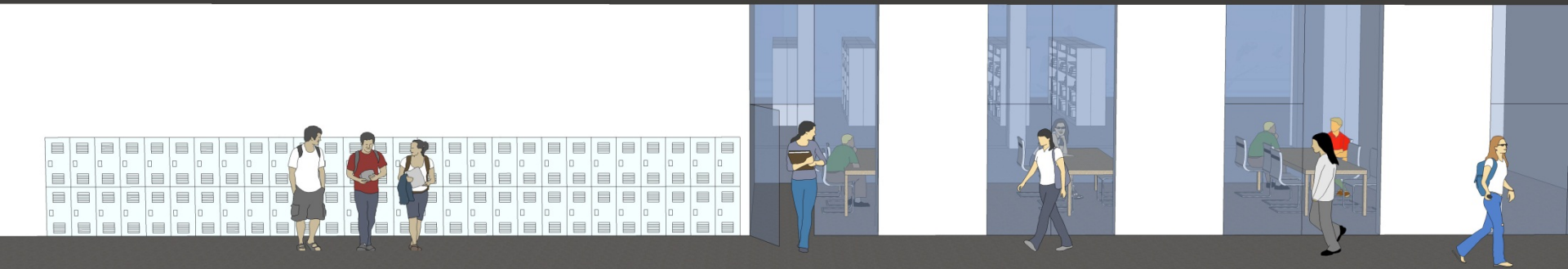
Extended Learning

Upper Level

UPPER LEVEL



Extended Learning Hub



SD Areas of Focus::

Gender Inclusive Restroom Design

Gender Inclusive Restroom Design: National News

The Atlantic

The Power Struggle Over Transgender Students

Who should have the ultimate say over school policies pertaining to trans youth?



Ted S. Warren / AP

ALIA WONG
FEB 25, 2016 | EDUCATION



Last year, states across the country considered 17 bills that would've regulated transgender people's use of sex-segregated spaces such as bathrooms. None of them passed. But the reality is looking a lot different this year: Twenty-nine such bills, many of them school-specific, are making their way through state legislatures so far,



Portland
Community
College

About PCC Academic Programs

All Gender Bathrooms

PCC / Resources / Qrc /

What is an all gender restroom?

An all-gender restroom, sometimes called a gender neutral restroom, is a restroom that anyone of any gender can use. These restrooms can benefit many different people, including parents with differently gendered children, alter-abled people who may require the a

Find a bathroom

- [Text-only list of all gender bathrooms at PCC](#)

[Interactive map of all gender](#)

TIME

LATEST MAGAZINE VIDEOS



U.S. LGBT

The Gender-Neutral Bathroom Revolution Is Growing

Katy Steinmetz @katysteinmetz Jan 11, 2016



Bathrooms often become battlegrounds in fights over civil rights

San Francisco has long been considered one of America's most—if not the most—LGBT friendly cities. Yet in at least one increasingly watched area, the city has fallen behind. On Monday, San Francisco Supervisor David Campos took the first substantive steps toward changing that when he announced plans to introduce a bill that would make many city bathrooms gender-neutral.



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Twitter, Google and the Associated Press Partner on Voter Tracking Tool

New Video Shows Secret Service Agent's Confrontation With TIME Photographer

Apple and FBI Set to Face Off at Congressional Hearing

PHOTO CONTENT FROM NETFLIX
50 Years of Food for Thought

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Gender Inclusive Restroom Design



Equality



Equity

Gender Inclusive Restroom Design



Gender Inclusive Restroom Design

- Unisex public toilet
- Unisex bathroom
- Gender-neutral restroom
- Gender-inclusive washroom
- Single occupant toilet room
- Etc.

A gender-neutral washroom is one where the signage is visibly identified with open, inclusive language, not just male or female, are **void of gender identity** and have accommodations that are especially sensitive to the needs of a greater range of people. Gender-neutral bathrooms benefit **transgender** populations and other people who exist outside of the gender binary; people with **disabilities**, the **elderly**, and anyone else who may require the assistance of someone of another gender; and parents who may wish **to accompany their children** to the washroom or toilet facility.

Gender Inclusive Restroom Design :: Considerations

**SOME PEOPLE
DON'T FIT
THE GENDER
BINARY.**

GET OVER IT. *



**ZERO TOLERANCE
FOR INTOLERANCE**

This is a safe space for people of all identities. Where **love and equality** are supported, and ableism, cissexism, classism, faithism, heterosexism, racism, sexism, and any other -ism will not be tolerated. Thank you for understanding.



Perceptions

Signage Conventions

Safety & Security

Enhanced Levels of Privacy

Hygiene

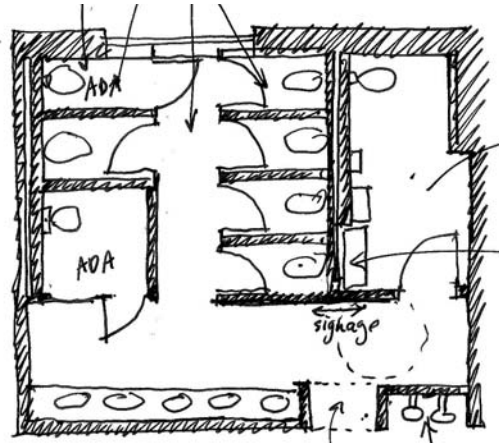
Acoustics

Plumbing Code Implications

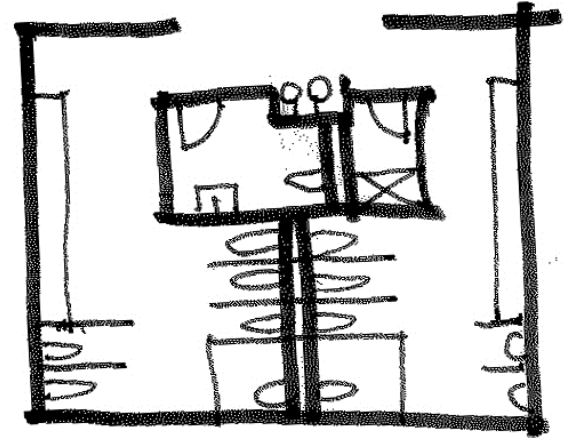
Accessibility (ADA) Code

Implications

Gender Inclusive Restroom Design :: Options

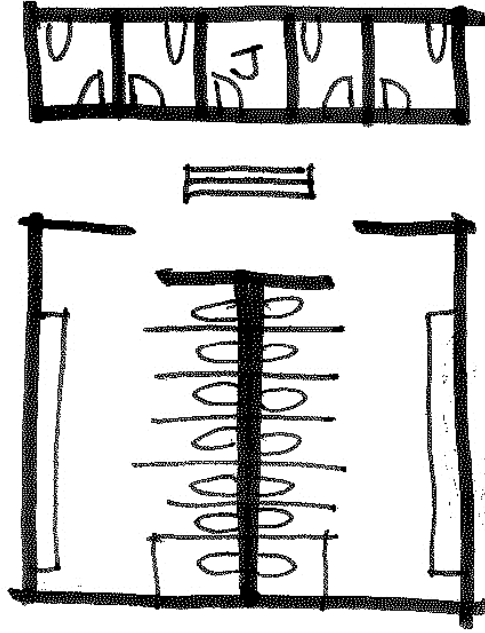


- 8 Unisex
- 3 trough sinks

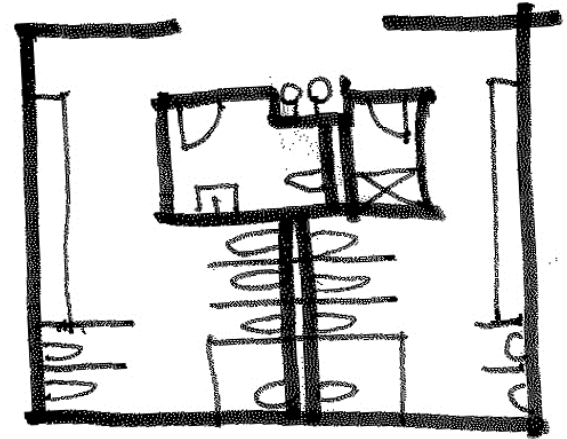


- 6 Female fixtures
- 6 Male fixtures
- 1 Unisex with lavatory
- 2 trough sinks

Gender Inclusive Restroom Design :: Options

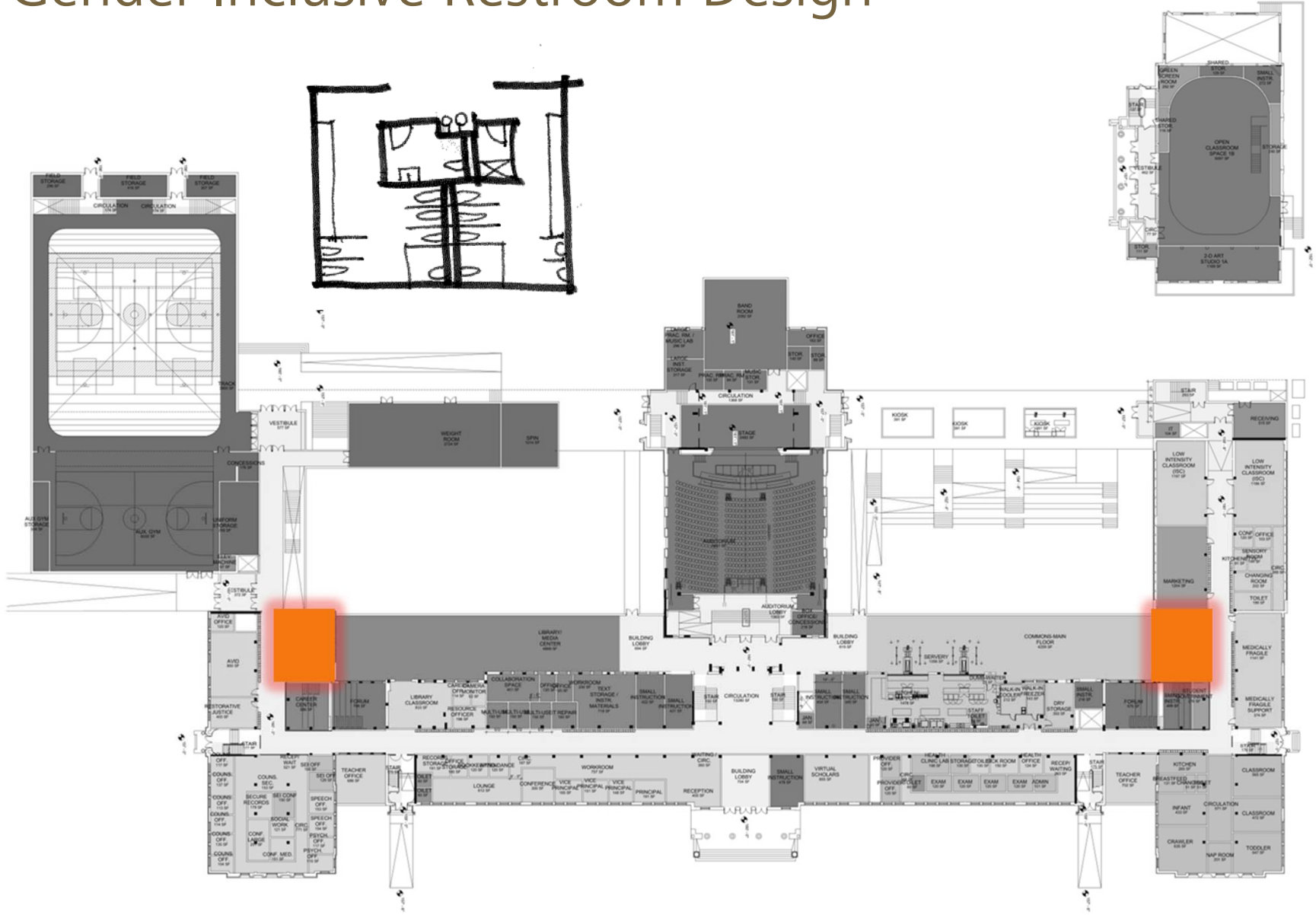


- 7 Female fixtures
- 7 male fixtures
- 4 Unisex
- 3 trough sinks

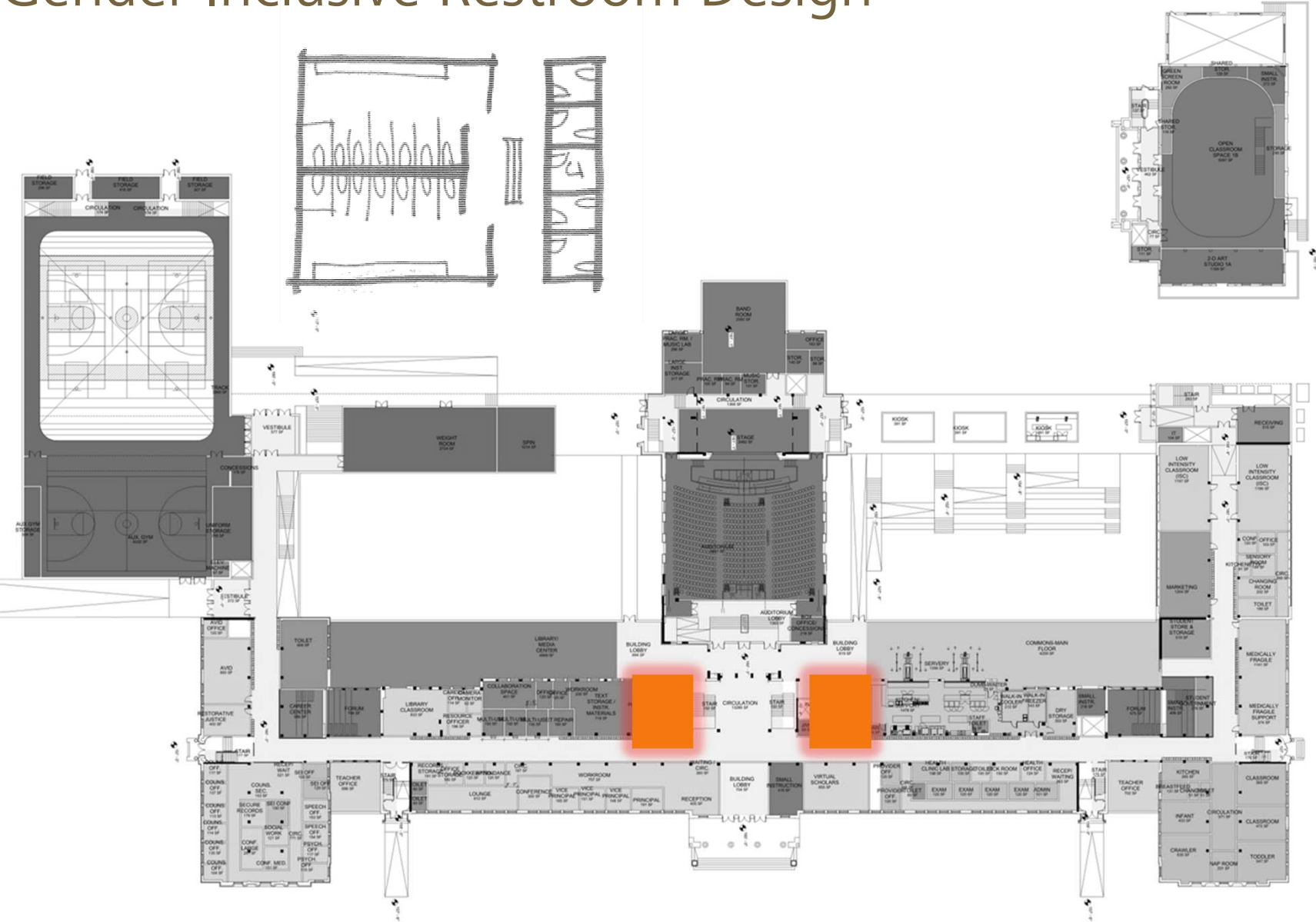


- 6 Female fixtures
- 6 Male fixtures
- 1 Unisex with lavatory
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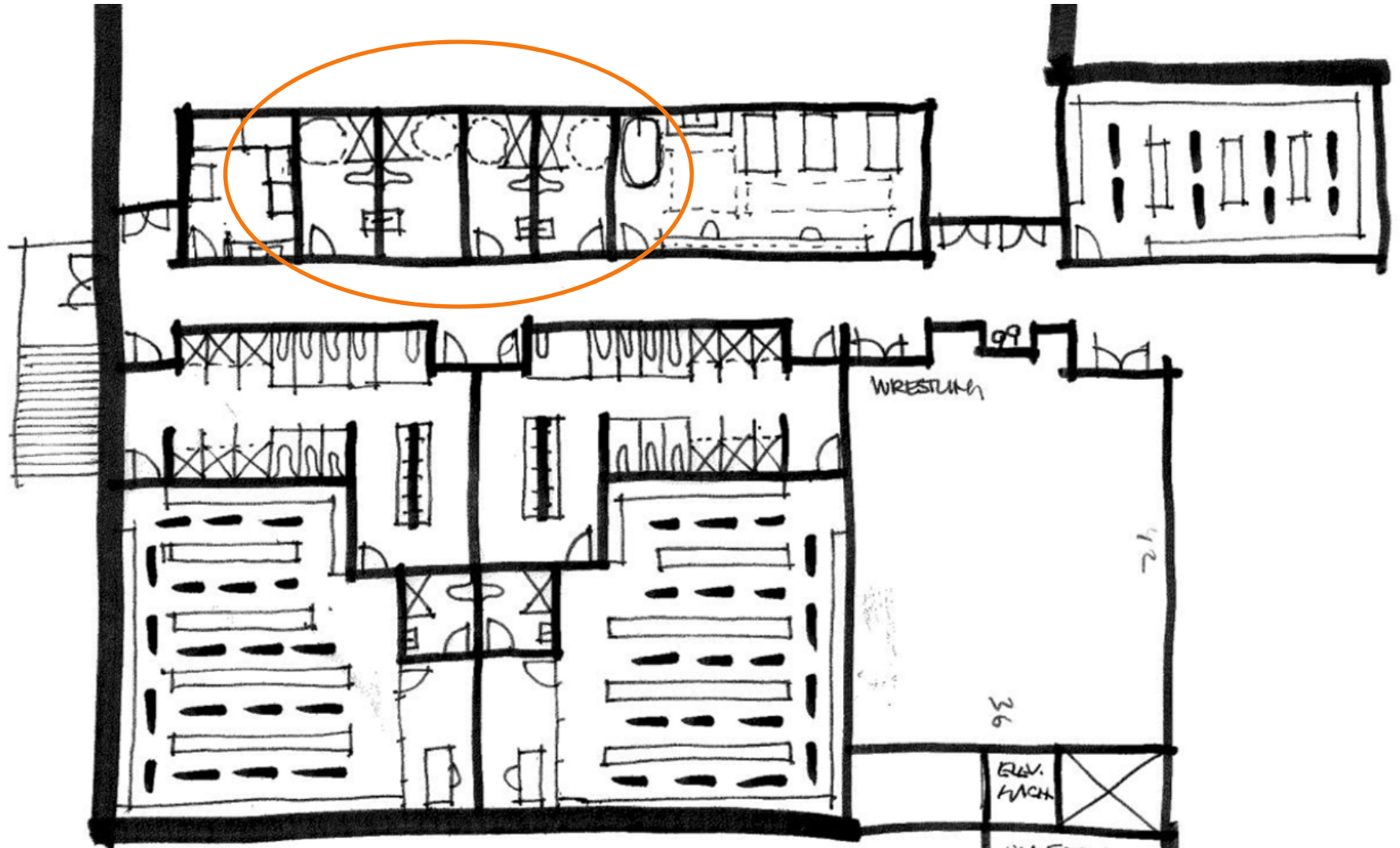
Gender Inclusive Restroom Design



Gender Inclusive Restroom Design



Gender Inclusive Restroom Design :: Athletics



SD Areas of Focus:: Art and CTE Complex

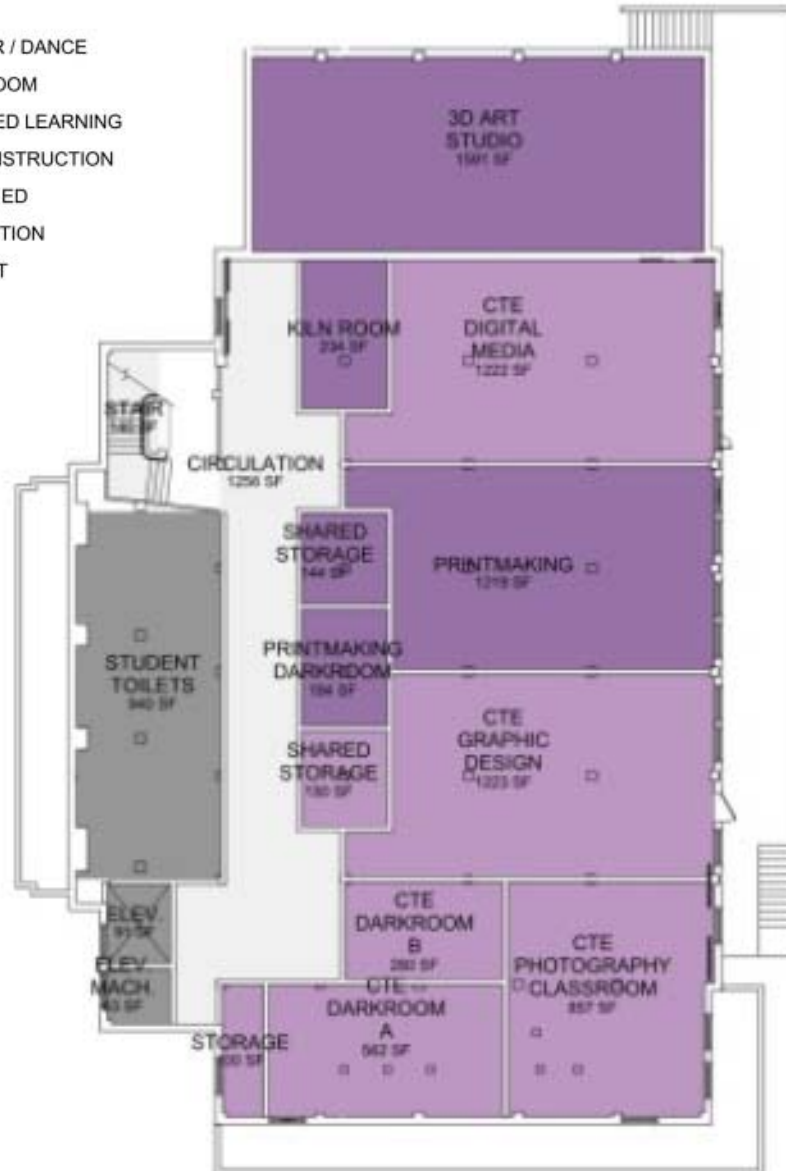
Visual Arts

- Green screen photo room
- Would like storage areas in open art gallery
- Desire for film making class in future
- **White walls for display in large open arts gallery**
- Utilize space under existing track
- Creative ways to divide large art gallery
- **Both 2D classrooms need enclosed space**
- Outdoor space for art shows, displays, and performances

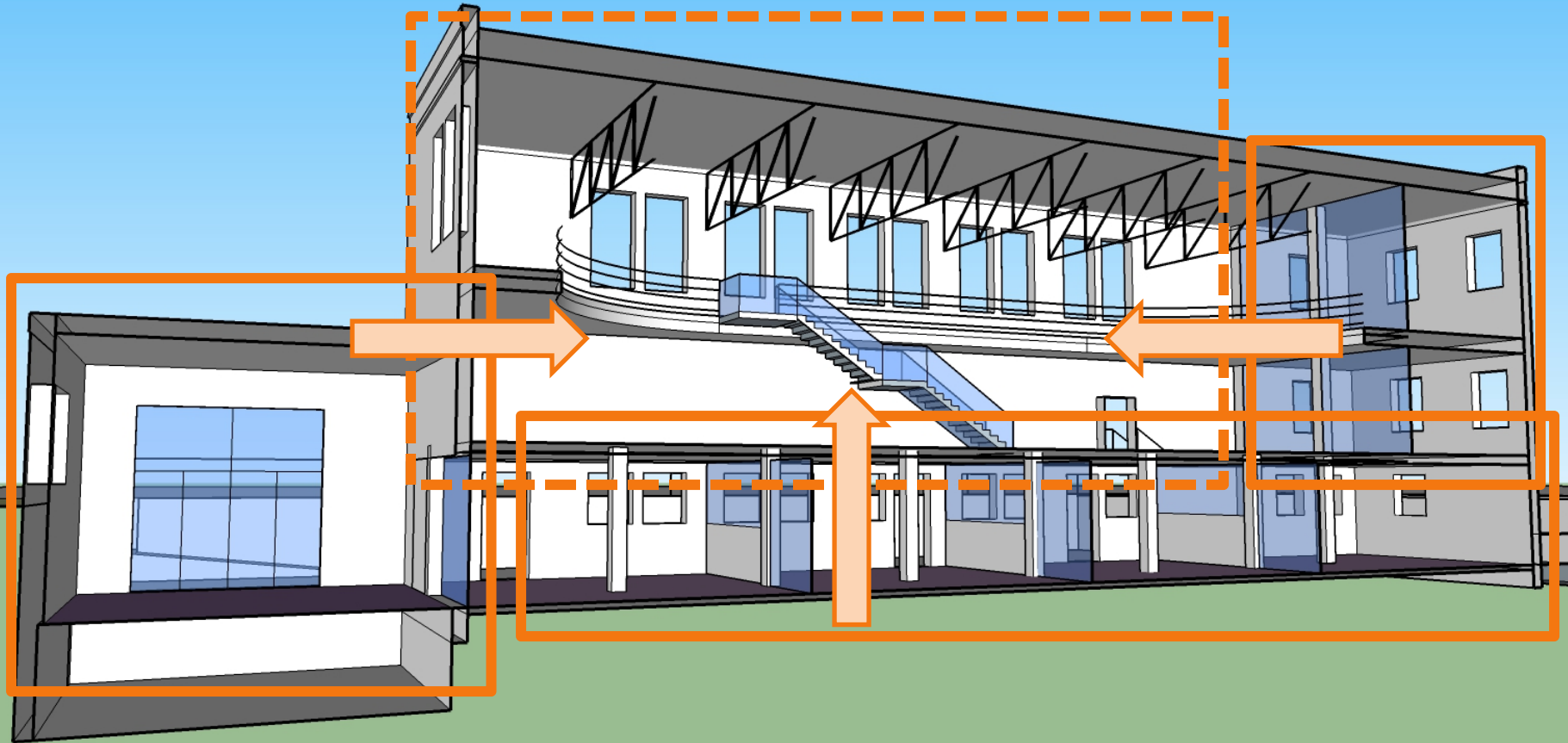
Lower Level

FUNCTION LEGEND

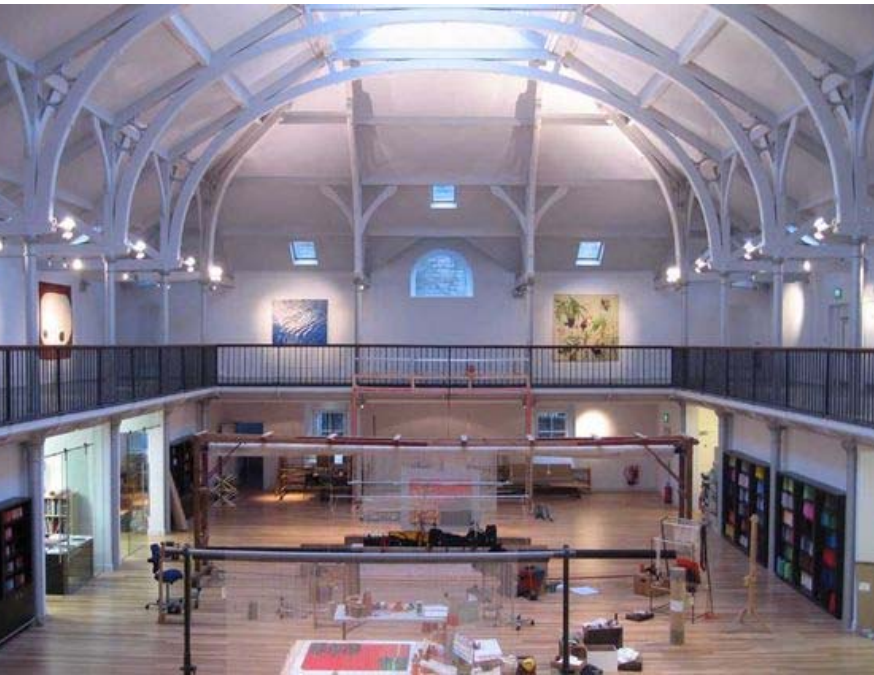
- TEACHER OFFICES
- ELL
- CTE / CAREER PREP
- VISUAL ART
- CHOIR
- THEATER / DANCE
- CLASSROOM
- EXTENDED LEARNING
- SMALL INSTRUCTION
- SPECIAL ED
- CIRCULATION
- SUPPORT



Art Complex :: Community of Practice



Art Complex



Public Comment

