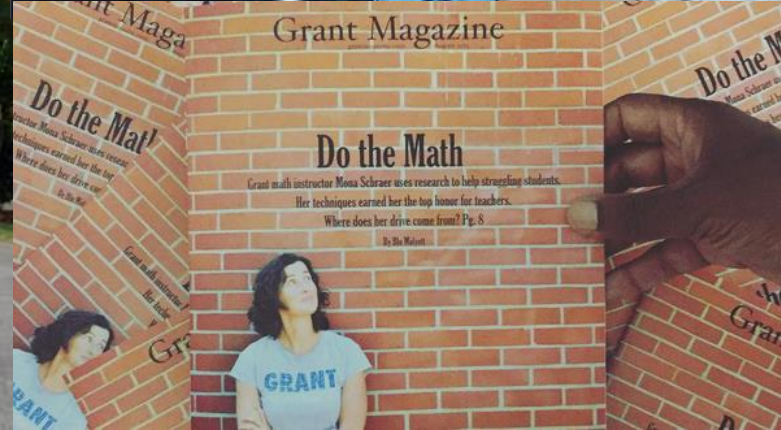
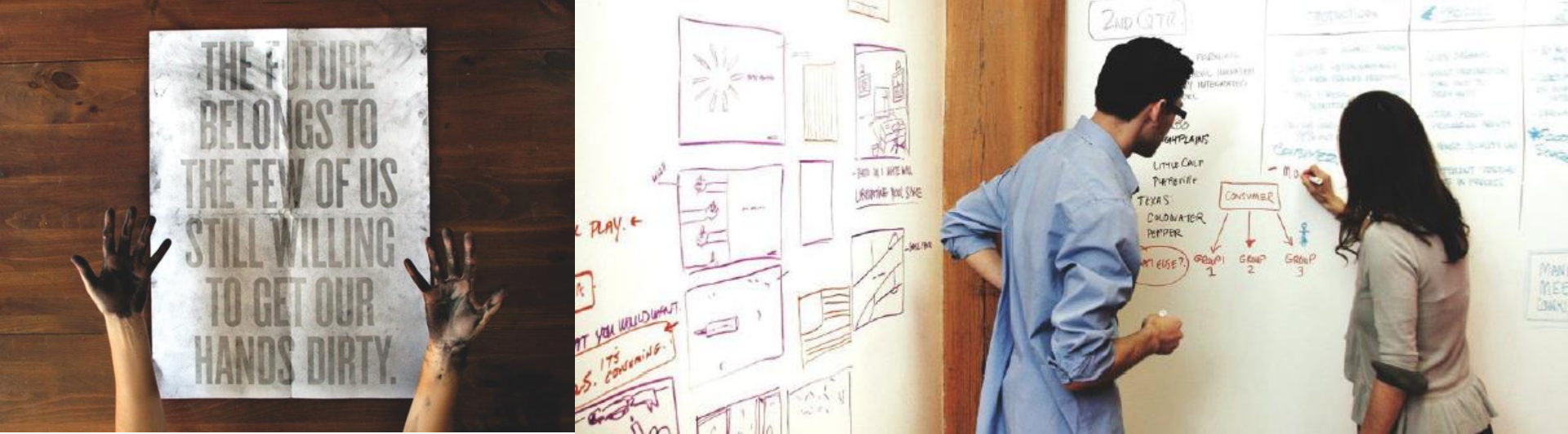


mahlum

Design Advisory Group Meeting 05  
Grant High School Modernization  
11.19.15





# Design Advisory Group Schedule

<b>DAG 01</b>	Sep 09	<b>DAG 06</b>	Dec 16
<b>DAG 02</b>	Sep 24	<b>SD Workshop 1*</b>	Jan 09
<b>DAG 03</b>	Oct 08	<b>DAG 07</b>	Jan 21
<b>School Tours</b>	Oct 23	<b>SD Workshop 2*</b>	Feb 06
<b>MP Workshop 1*</b>	Oct 24	<b>DAG 08</b>	Mar 03
<b>DAG 04</b>	Nov 05	<b>SD Open House*</b>	Mar 31
<b>MP Workshop 2*</b>	Nov 07	<b>DAG 09</b>	Apr 28
<b>DAG 05</b>	<b>Nov 19</b>	*Community Focused Meetings	
<b>MP Open House*</b>	Dec 03	All meetings 5:30-7:25pm except Workshops 9am-12pm	



# Agenda

**Goal Setting and Mission Statement Shareback**

**MP Workshop 2 Shareback**

**Test Fits**

**Masterplan Concepts**

**Goal Exercise**

**Proposed Building Program**

**Next Steps & Public Comment**

# Goal Setting & Mission Statement



# Top Goals

- :: 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
- :: Sustain a student-centered approach, where all learners feel connected by celebrating diversity and inclusion
- :: Focus on college and career readiness, preparing students to enter the workforce as positive contributors to society
- :: Create state of the art facilities for all disciplines



# Top Goals

- :: 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
- :: Design a building to inspire learning, to serve as a place of possibility



# Mission Statement

“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.”

- *Design Advisory Group  
November 5, 2015*

# DAG Shareback

## Community Outreach



DAG Shareback

MPWS 2

# 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

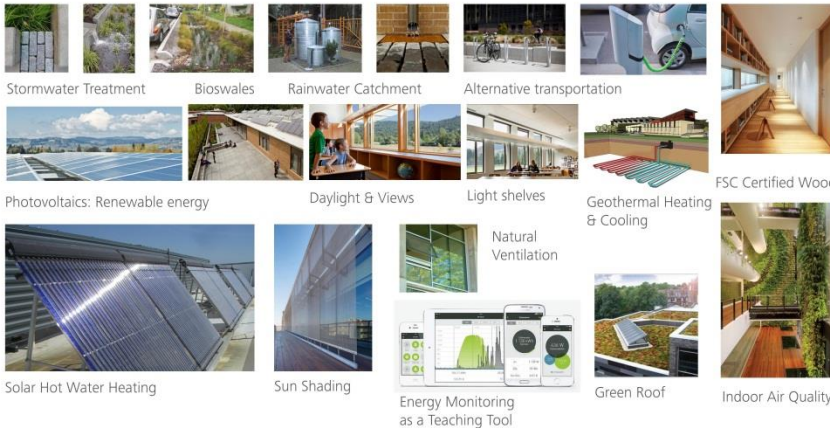
### INDOOR ENVIRONMENTAL QUALITY

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

# 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 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 2: Focus on Adjacencies

## 2 Adjacencies How should the programs at Grant be related?



### GLOSSARY OF ED SPEC TERMS

Media Center	Library and digital media amenities available to the whole school
Student Center	Commons, cafeteria, or other shared student-owned gathering space
Teacher Office	Collaborative environment for teachers during prep and after school
Extended Learning	Collaborative areas supporting the classroom in a variety of sizes and purposes
Small Instructional Spaces	Acoustically separated, supporting the classroom for small group work
Career Technical Education (CTE)	Classes specifically for pathways into careers, taught by certified teachers with professional experience
STEAM	Science, Technology, Engineering, Art, and Math courses
Technology Access	Computer Labs
Nutritional Services	Main servery, kitchen, food prep, dishwashing food storage, freezer, cooler, table storage



### QUESTIONS ABOUT THE ED SPEC

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# Listening Station 3: Focus on MPWS-1 Findings

## 3 Historic: Prioritization

What features are most important to you at Grant?

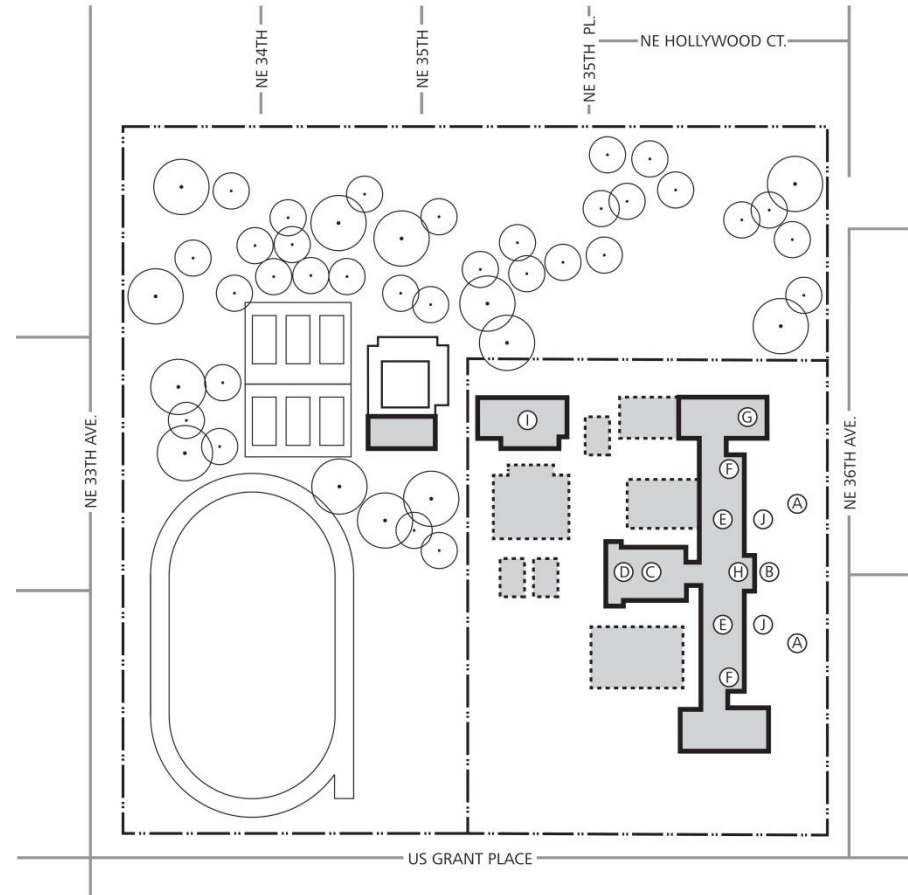


## 3 Historic: Prioritization

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

## 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 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 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

## 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 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 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?



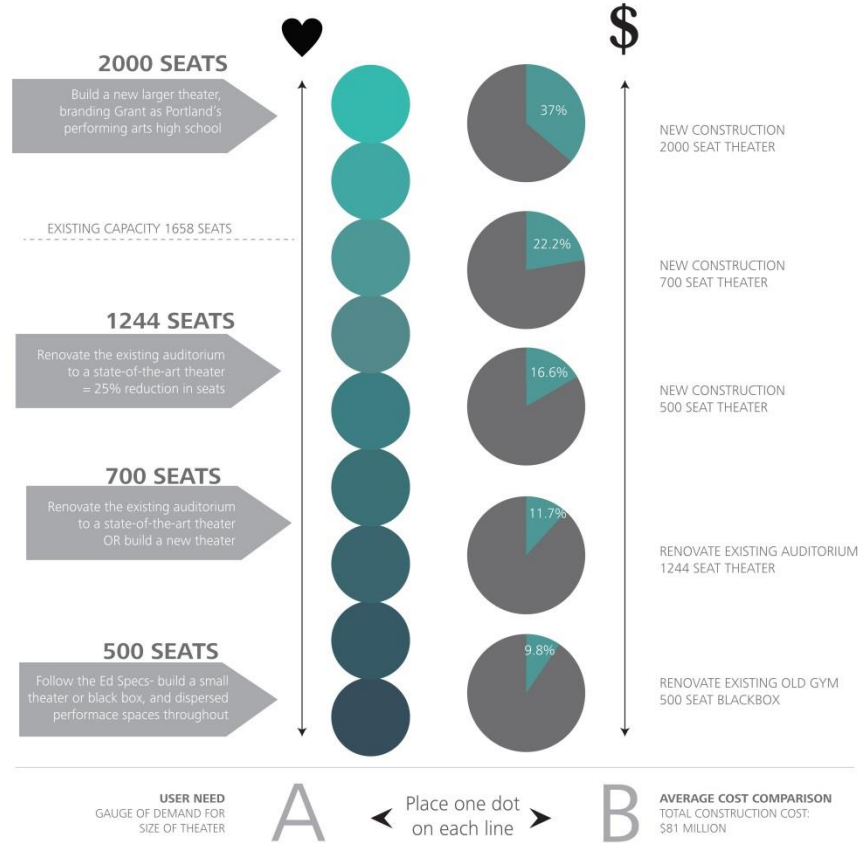
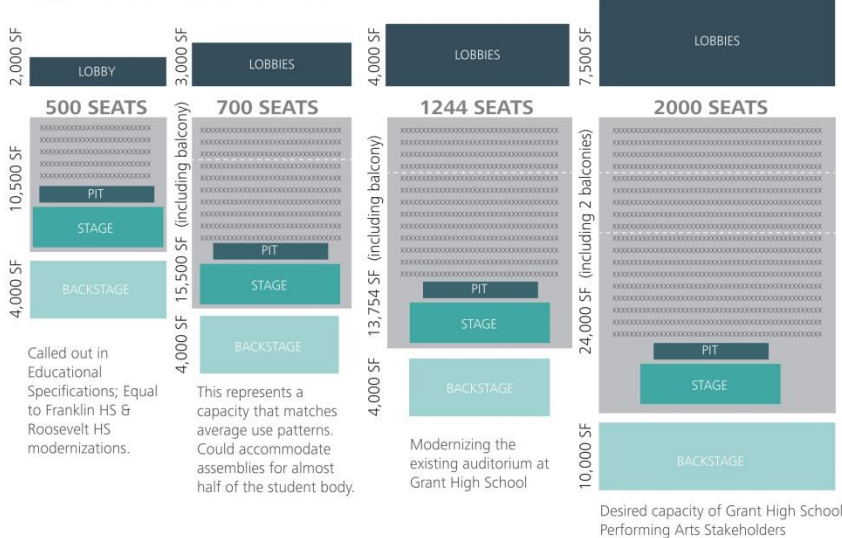
### EXISTING AUDITORIUM STATS

PROGRAM	DAYS OF USE	% / YEAR	CAPACITY	% / MAX
Band / Orchestra Rehearsal	3	0.1%	600 - 900	36 - 54%
Band / Orchestra	3	0.1%	700 - 1000	42 - 60%
Choir	6	0.3%	200 - 500	12 - 30%
Fall Play	6	0.3%	300 - 750	18 - 45%
One Act	6	0.3%	300 - 750	18 - 45%
Spring Musical	2	0.1%	300 - 750	18 - 45%
Guards	2	0.1%	1500	90.5%
Talent Show	2	0.1%	200 - 500	12 - 30%
Athletic Hall of Fame Rehearsal	1	0.0%	250	15%
Athletic Hall of Fame Induction	1	0.0%	400	24%
Tech for Fall Show	1	0.0%	400	24%
8th Grade Into Night	1	0.0%	300	18%
Hall of Fame Rehearsal	1	0.0%	300	18%
Celebration of Women's Athletics	1	0.0%	300	18%
Dance Concert	2	0.1%	300 - 500	18 - 30%
Performing Arts Senior Awards	1	0.0%	600 - 900	36 - 54%
Career & Counseling	3	0.1%	500	30%
<b>TOTAL</b>	<b>41 (19.2%)</b>	<b>14.4%</b>	<b>AVG = 774 (50%)</b>	<b>AVG = 31%</b>
<b>DAYS OF EVENTS OVER 500</b>	<b>21 (7.7%)</b>	<b>7.6%</b>	<b>AVG = 904 (54%)</b>	<b>AVG = 54%</b>

### ED SPEC: PERFORMING ARTS COMPONENTS



### SQUARE FOOTAGE COMPARISON



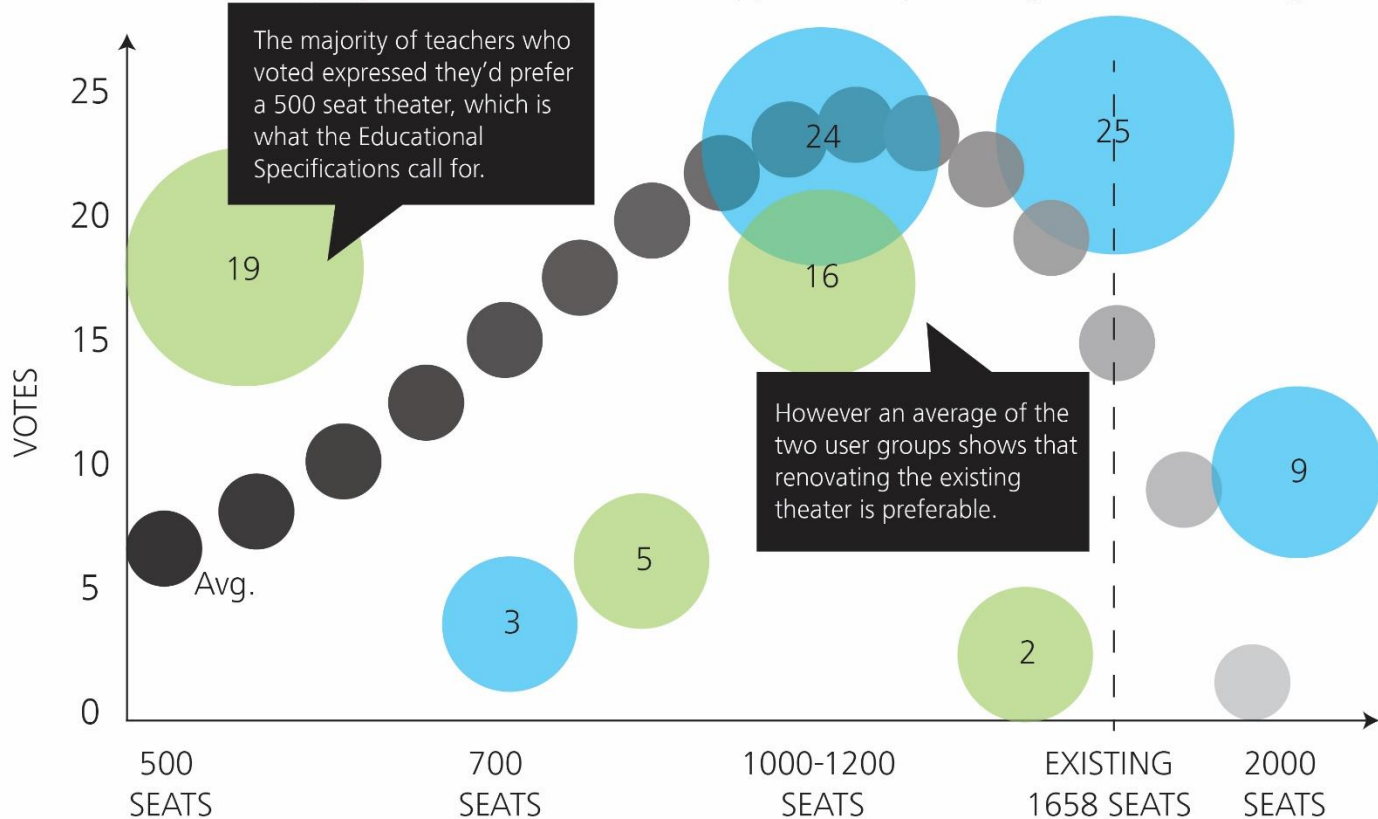
# Listening Station 5: Focus on Performance Venue

## 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.



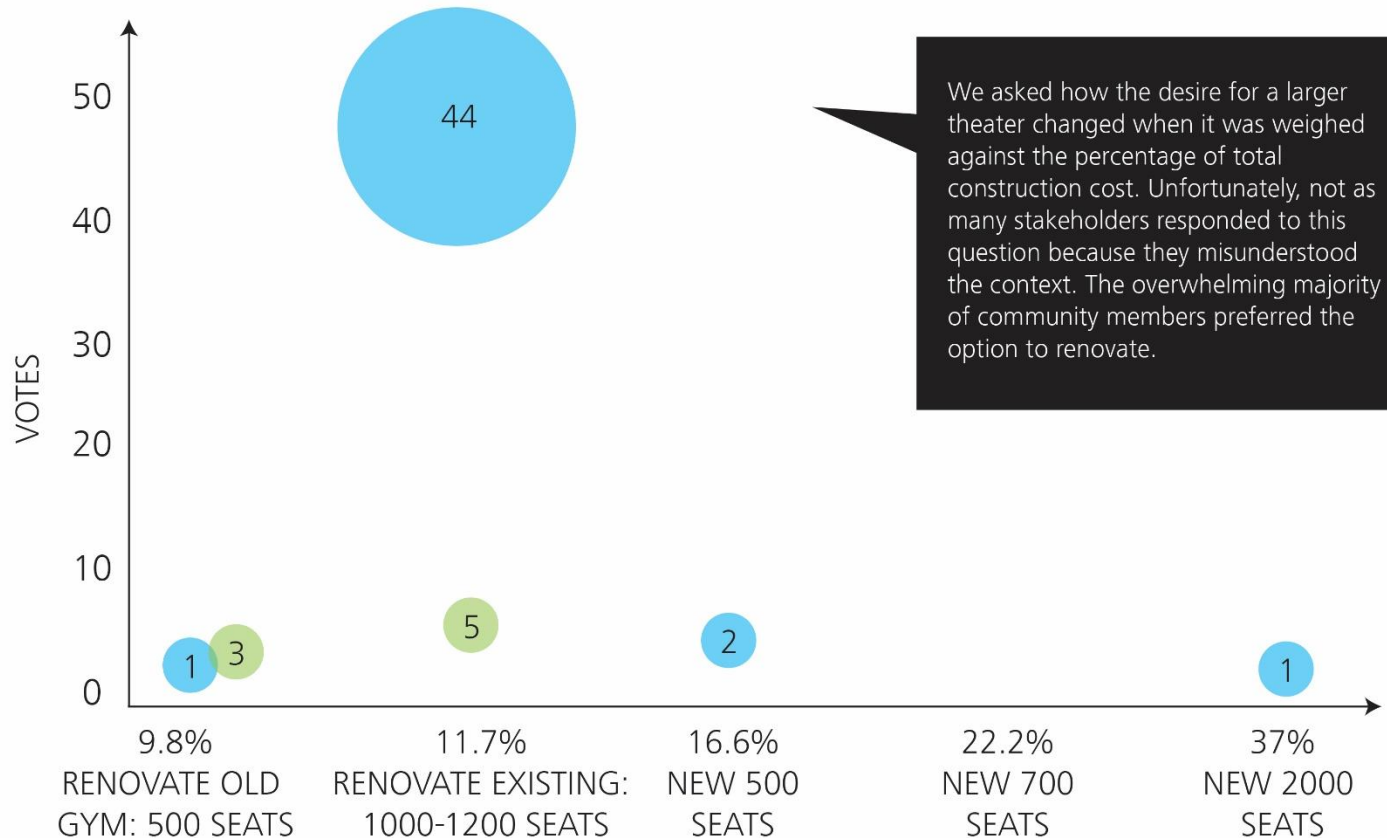
# Listening Station 5: Focus on Performance Venue

## PRIORITIES

### Theater



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.



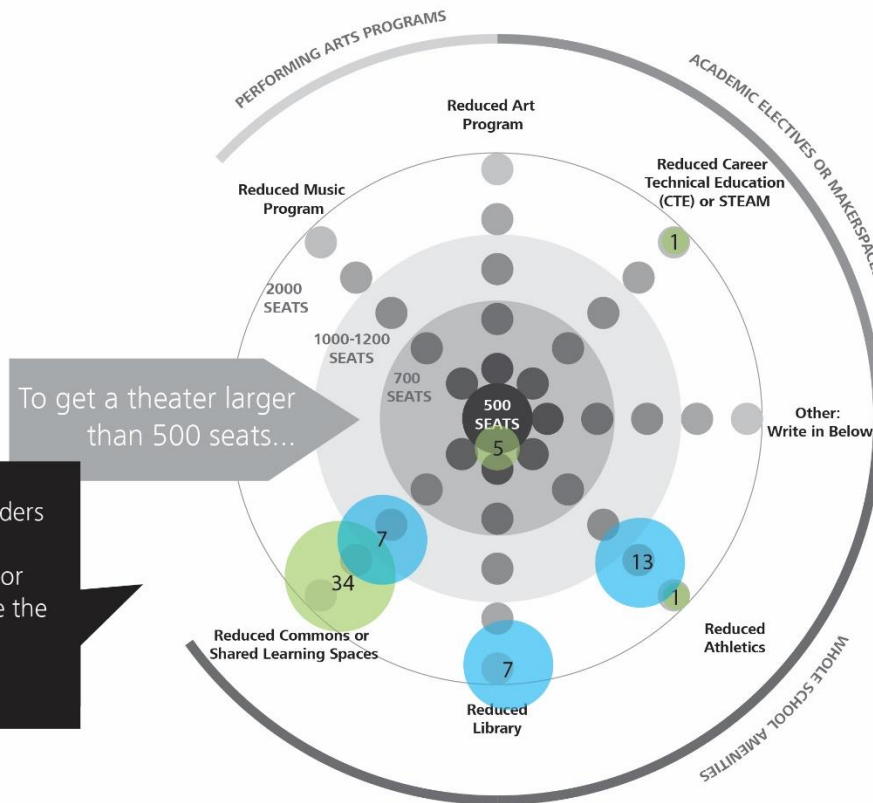
# Listening Station 5: Focus on Performance Venue

## PRIORITIES

### Theater



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.



To get a theater larger than 500 seats...

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 Aha-Soft via the Noun Project



# Listening Station 6: Community Focus & Open Topics

## 6 Community Partnerships

What potential partners offer most opportunities for Grant Students?



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

## 6 Center of Community

What would you use most often?



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

# Listening Station 6: Community Focus & Open Topics

## 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 6: Community Focus & Open Topics

## 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 & 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 6: Community Focus & 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 6: Community Focus & 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.

#### ALL SCHEMES

"keep all athletes on campus"

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

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

"soccer on PPS property might allow revenue from parks"

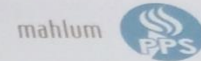
"how to use fields as something else- removable mound, performance, synthetic turf?"

# Sketching Exercise



# 2065: A Day in a Learner's Life

What will teaching and learning look like at Grant



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.

## 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.

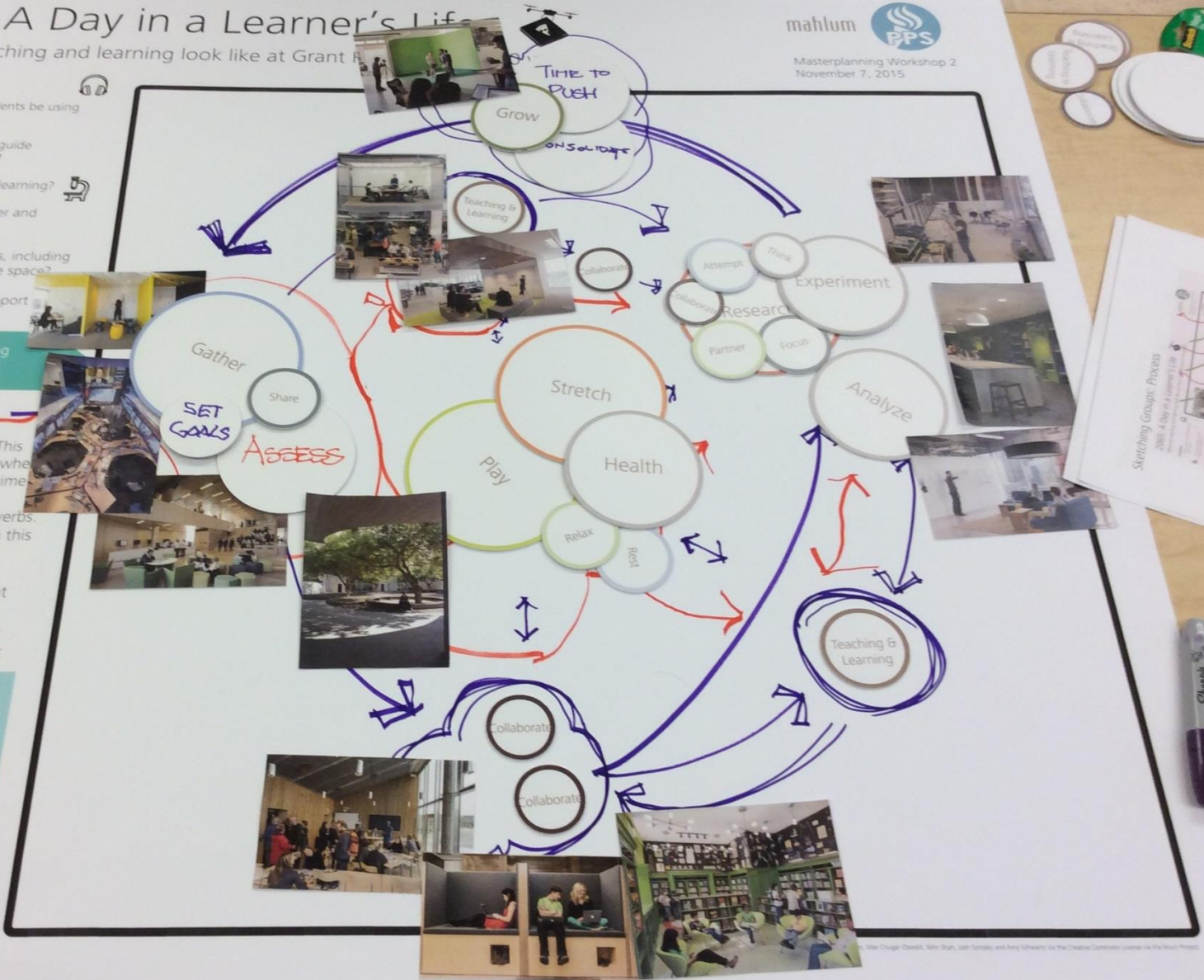
2. Take a look at the various activity verbs. Add new activities that will happen in this space-- be creative!

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

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# 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"



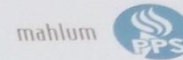
In this group, we heard that providing variety of learning options to support your mental well being was the goal of a 21st century school. There are spaces for research, spaces for collaboration, spaces for the whole school to gather, and even a fitness center where the community exercise can literally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

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

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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?

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## 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.

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.

## 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.

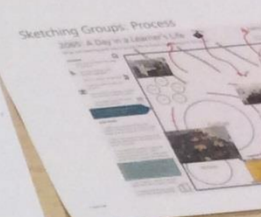
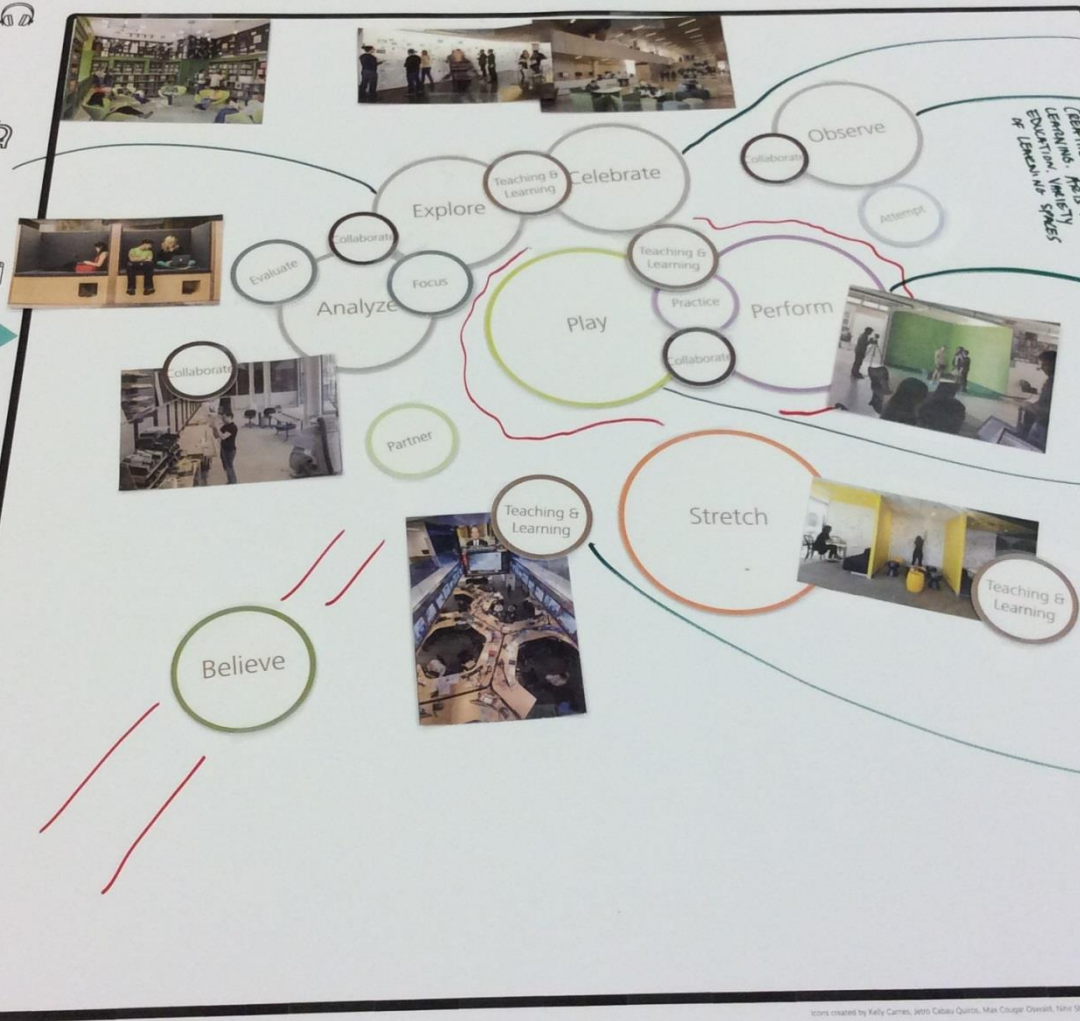
2. Take a look at the various activity verbs. Add new activities that will happen in this space-- be creative!

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 mode of learning? What kinds of technology will they need?

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

Share your group's future of learning!



Icons created by Kelly Carnes, Jero Cebal Quirco, Max Cougle Oswald, John Spain, John Torosky 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

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"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.**

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mahlum



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November 7, 2015

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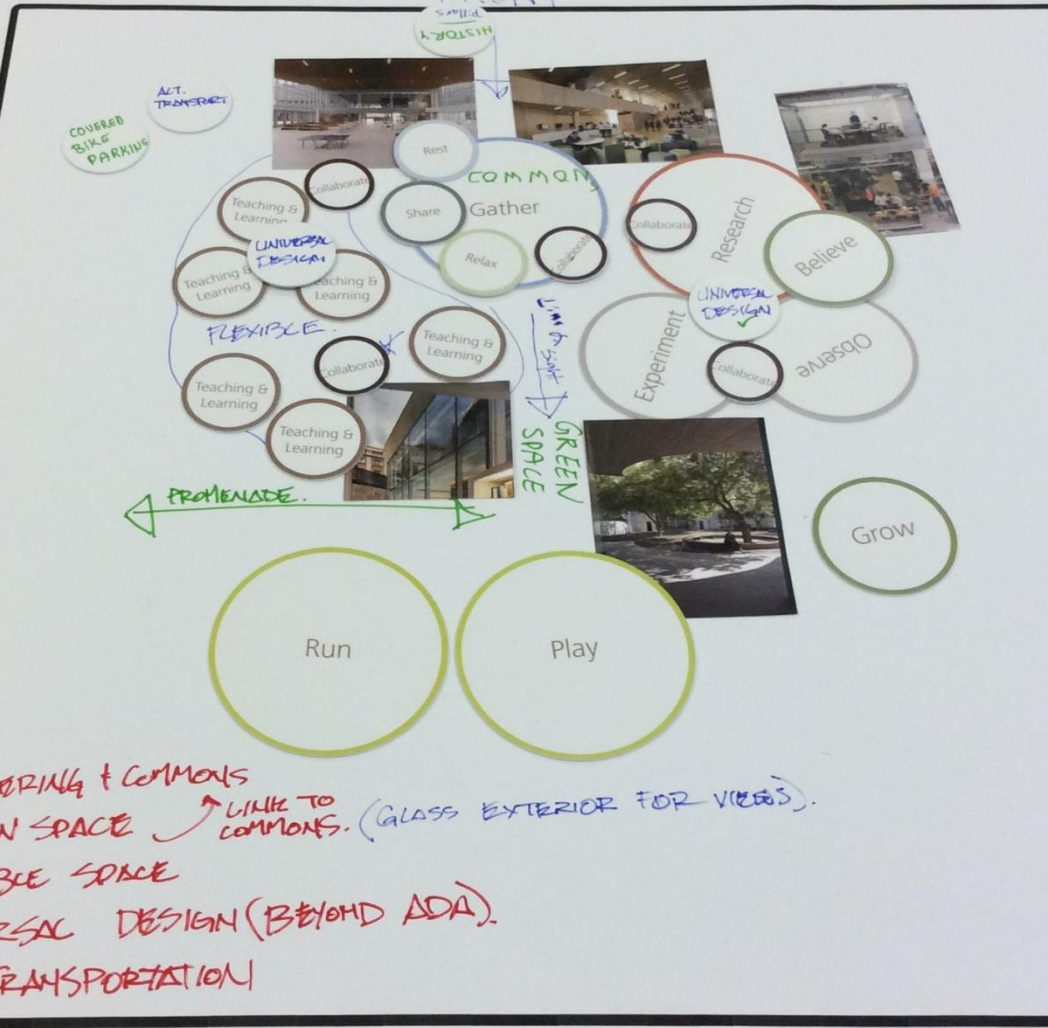
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"Universal design"

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"

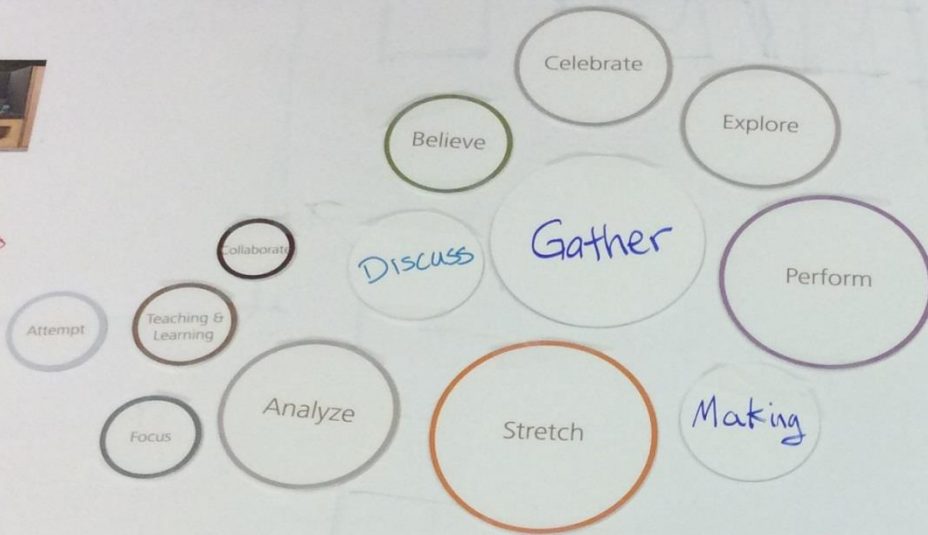
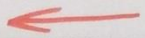
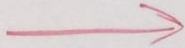
Green Space

"Glass exterior for views"

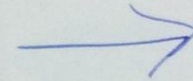
Promenade



IN



OUT



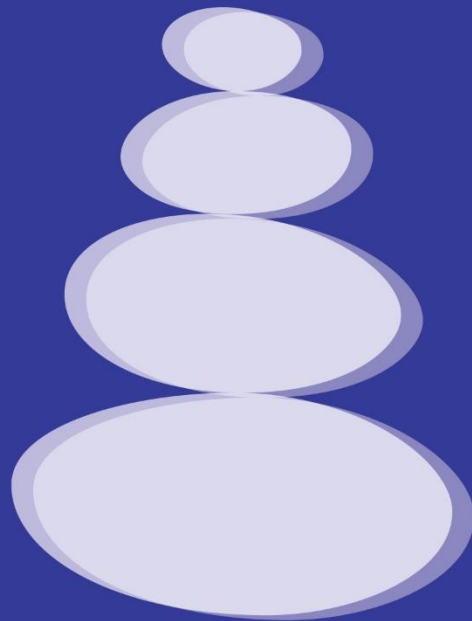
Flexible  
Modular  
Movable

Balance  
~~the~~ Privacy  
& Collaborative  
Space



## Day in the Life at Grant in 2065

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"flexible, modular, movable"

"privacy vs. collaborative space"

**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.

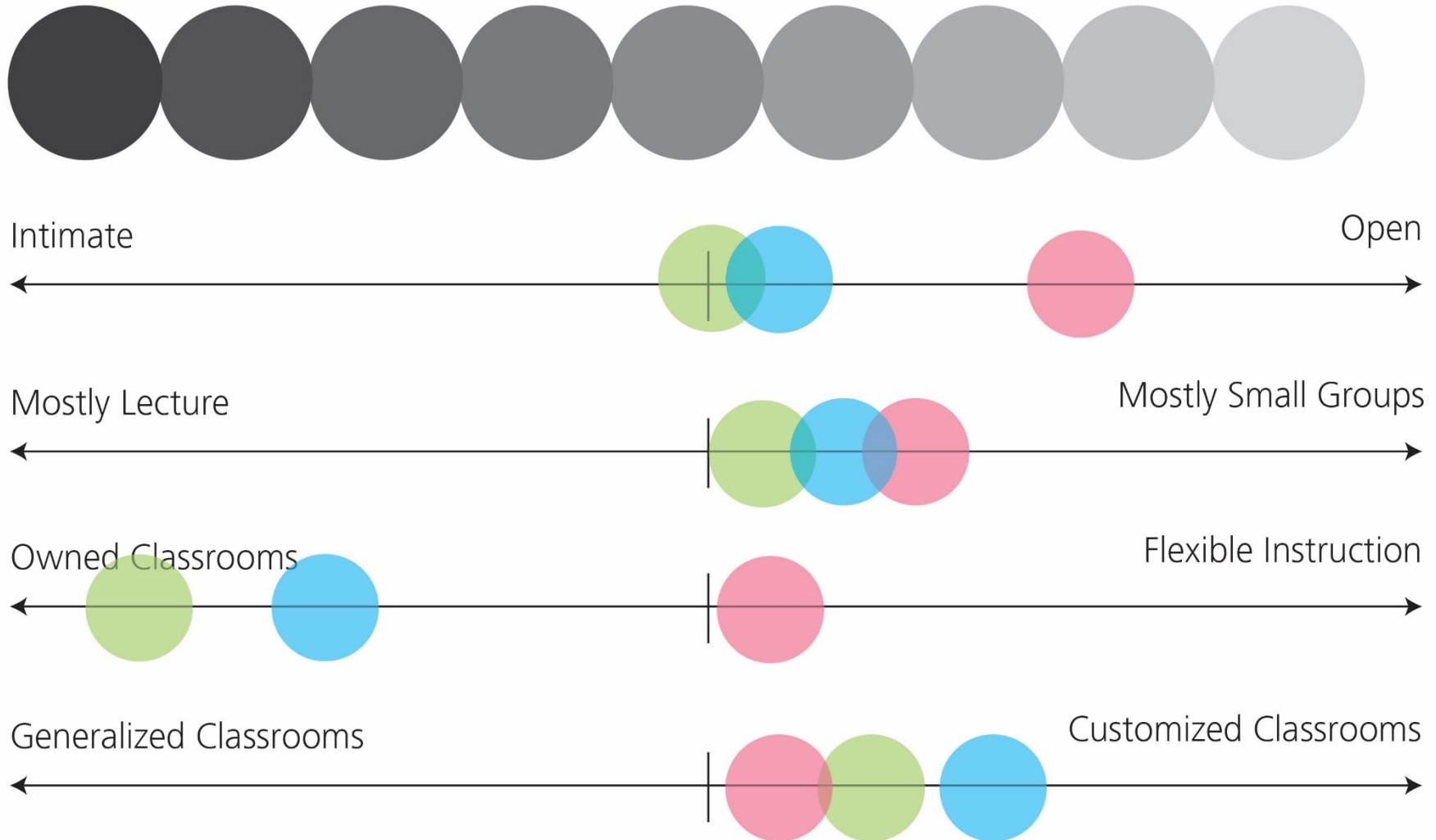
# SPECTRUMS COMPARISON

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

COMMUNITY

DESIGN ADVISORY GROUP

STAKEHOLDERS



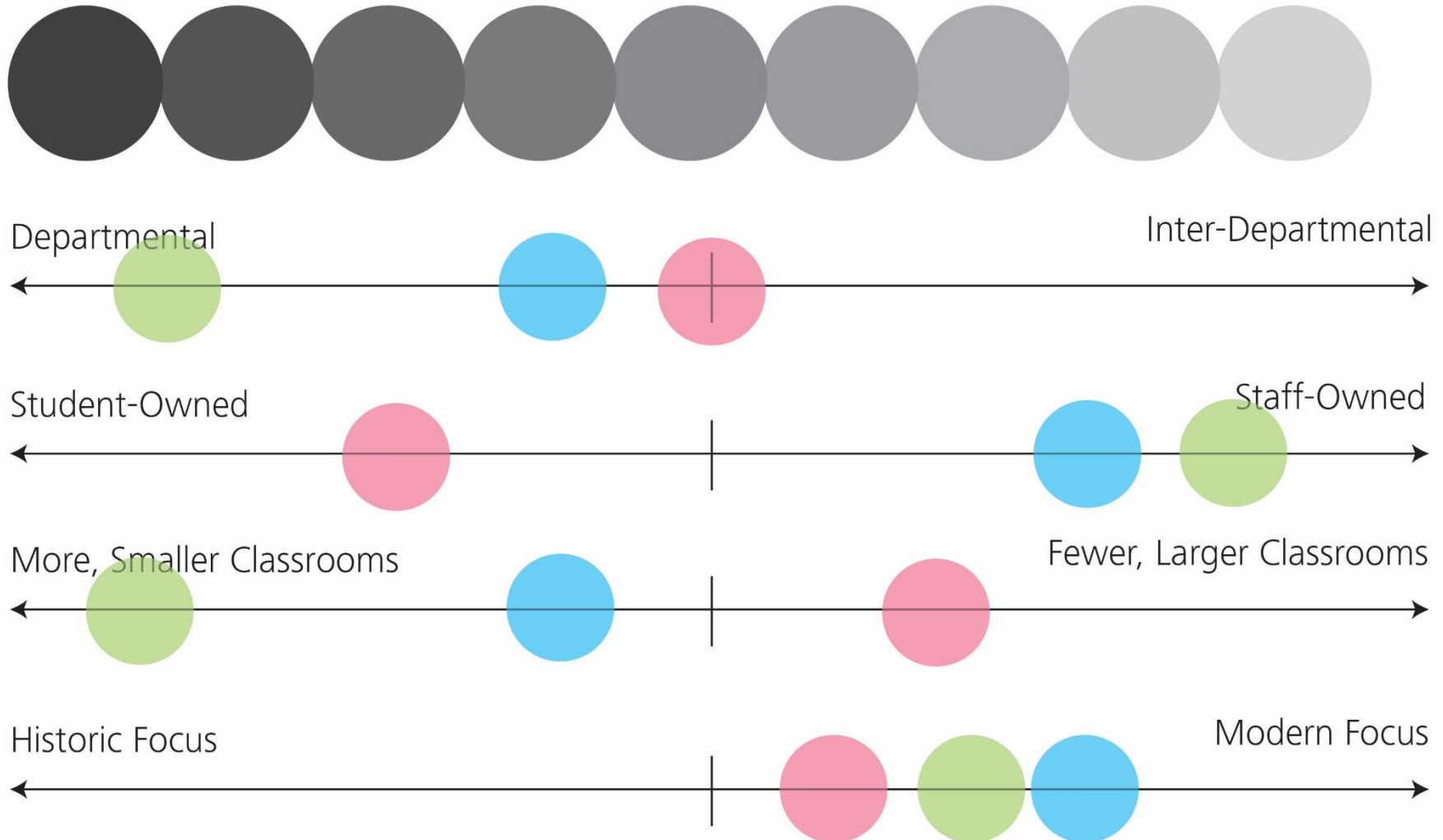
# SPECTRUMS COMPARISON

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

COMMUNITY

DESIGN ADVISORY GROUP

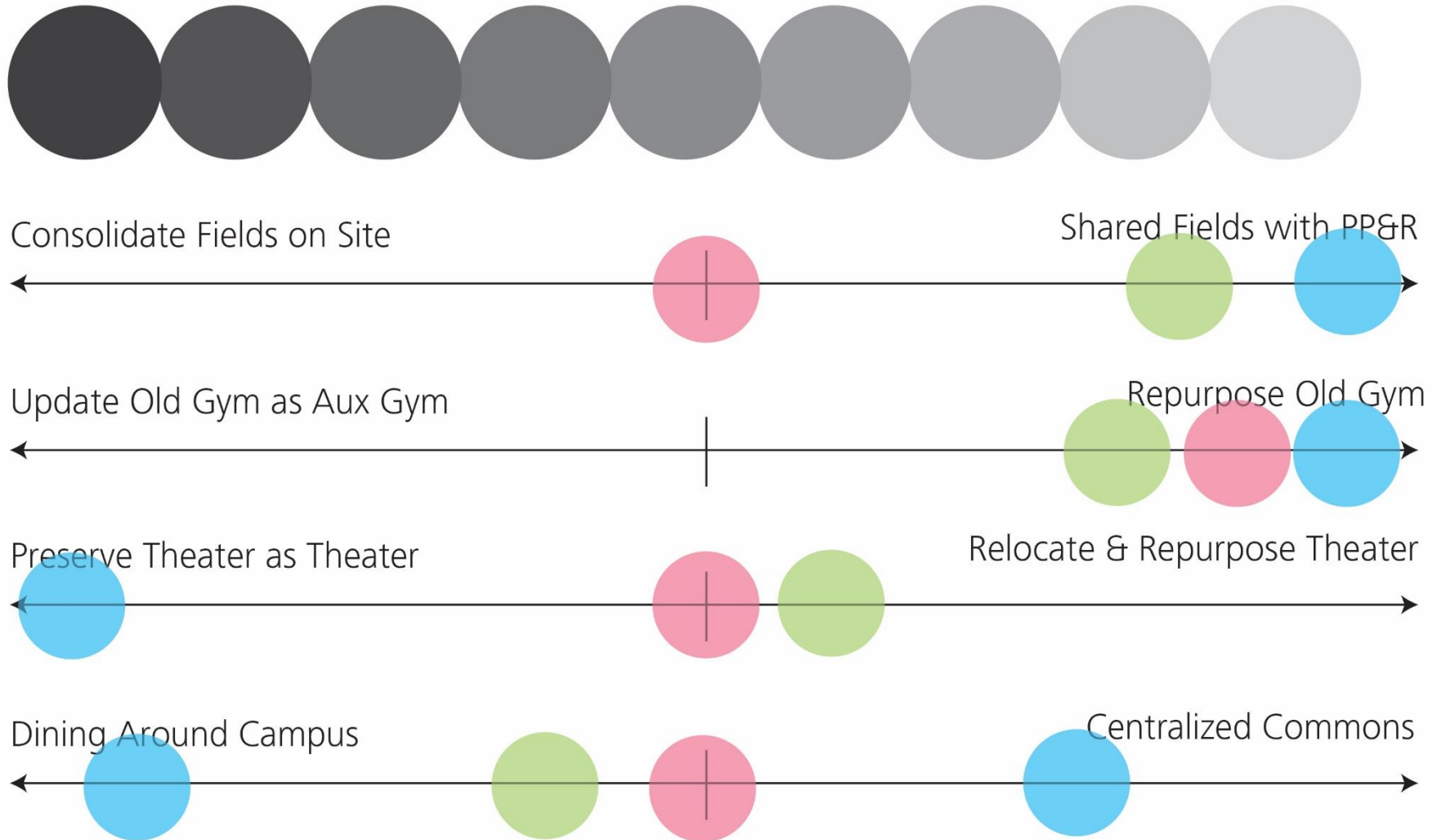
STAKEHOLDERS



# SPECTRUMS COMPARISON

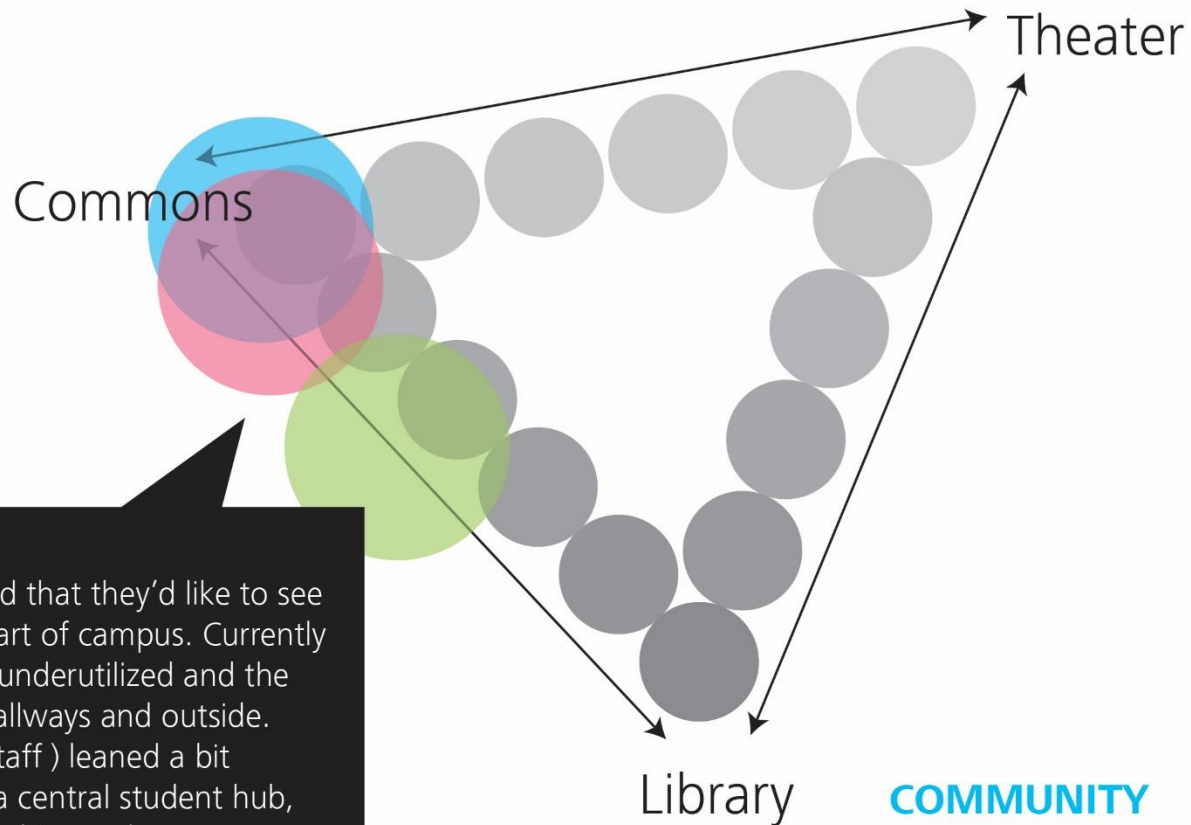
COMMUNITY  
DESIGN ADVISORY GROUP  
STAKEHOLDERS

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



# SPECTRUMS COMPARISON

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

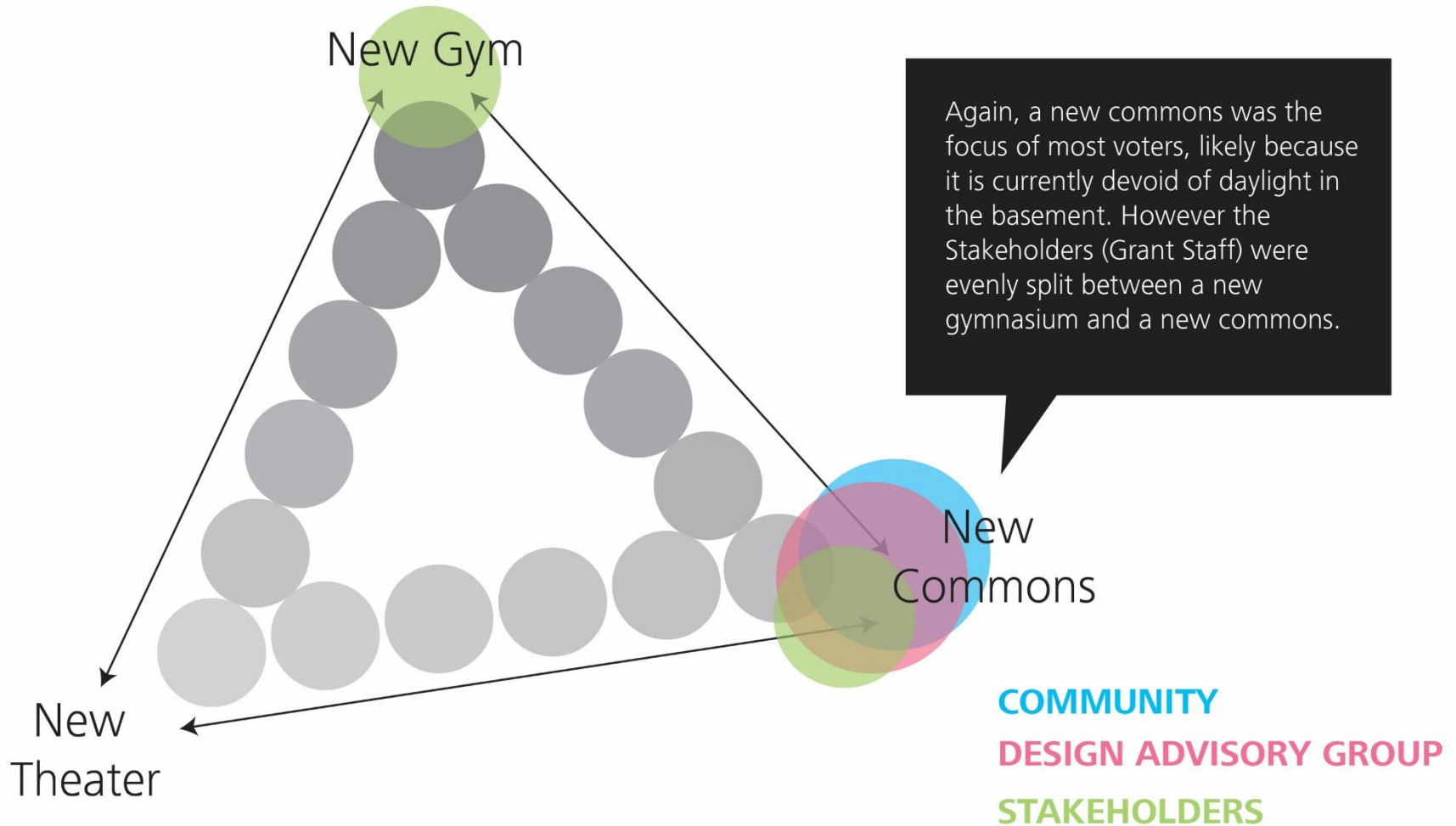


**COMMUNITY**  
**DESIGN ADVISORY GROUP**  
**STAKEHOLDERS**

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.

## SPECTRUMS COMPARISON

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

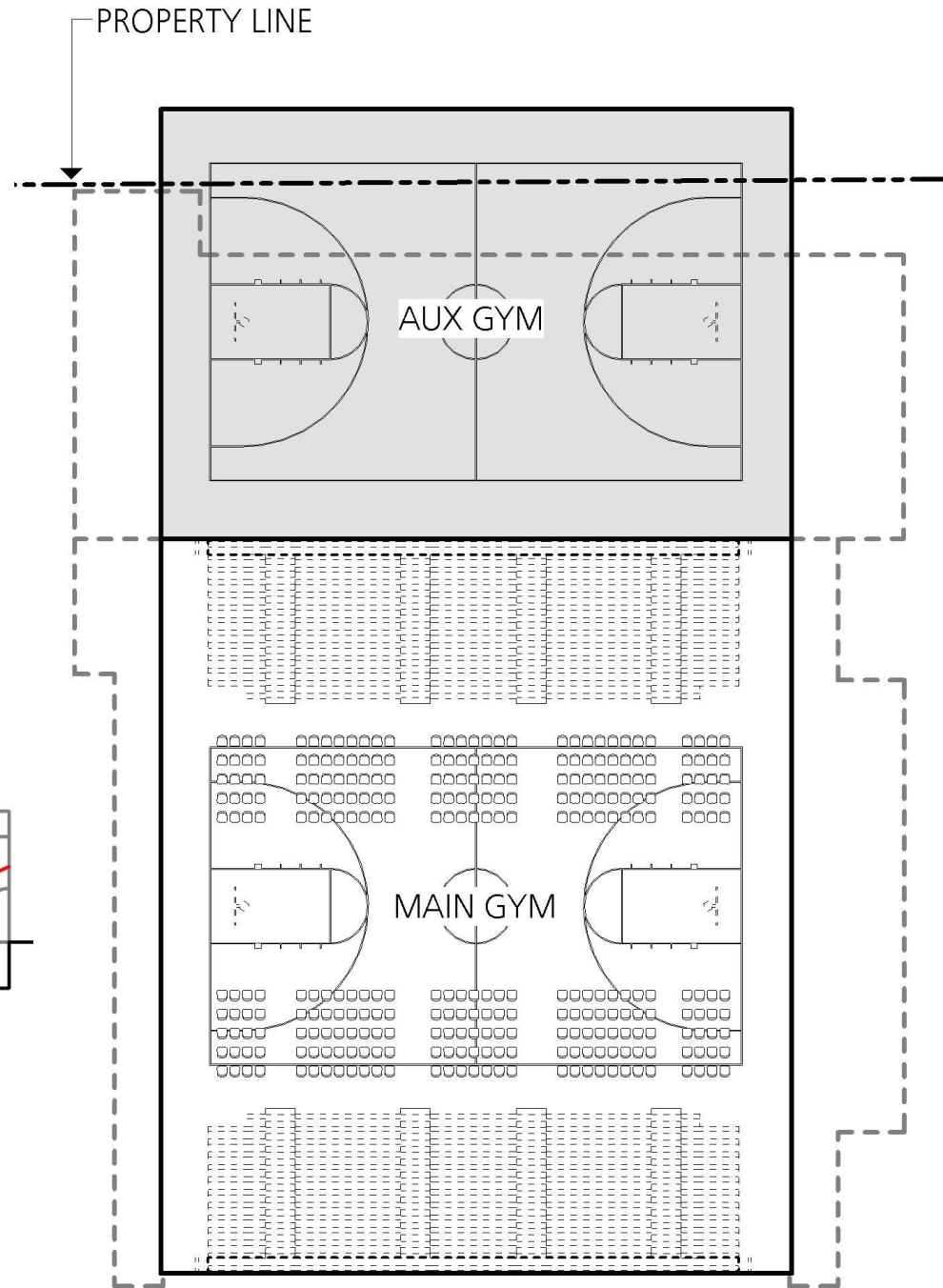
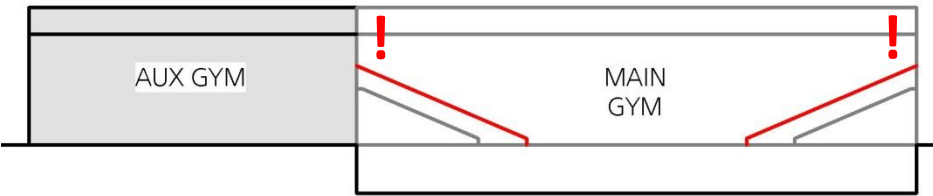


# Test Fits

# Main Gym Retrofit

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

Existing height of gym limits bleacher seating

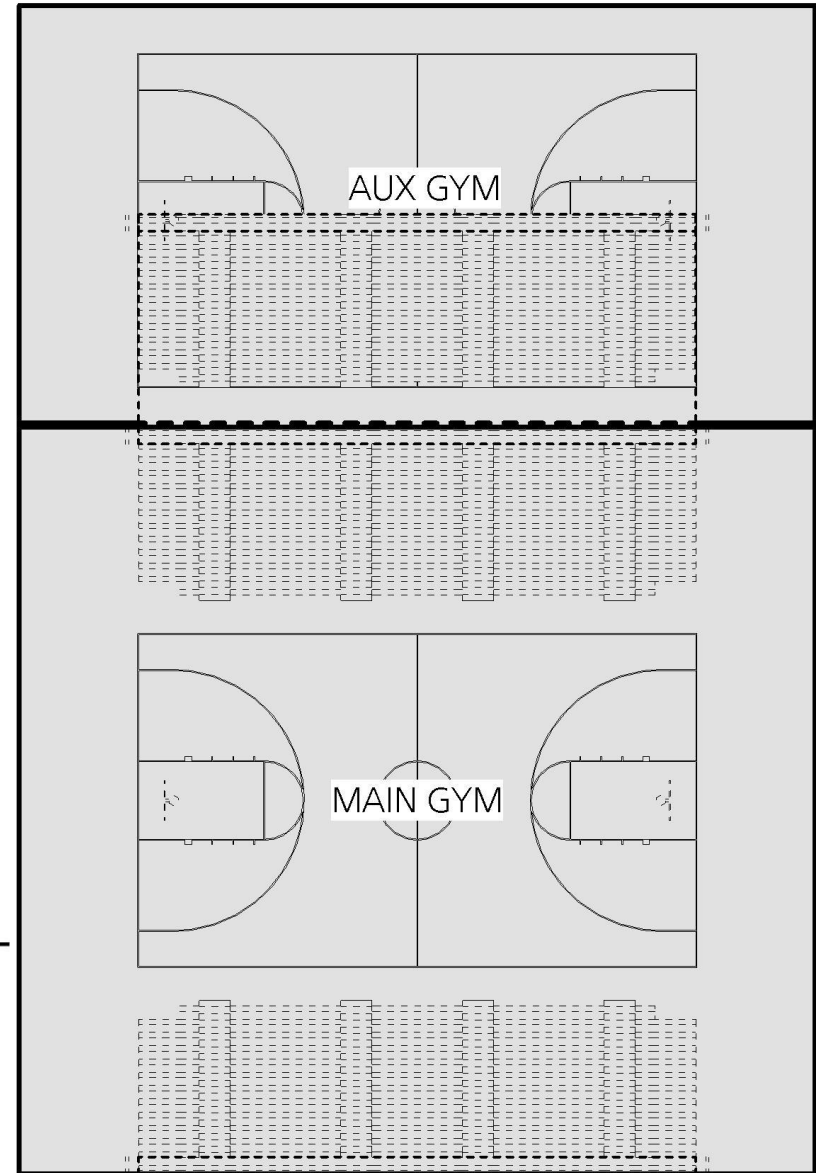
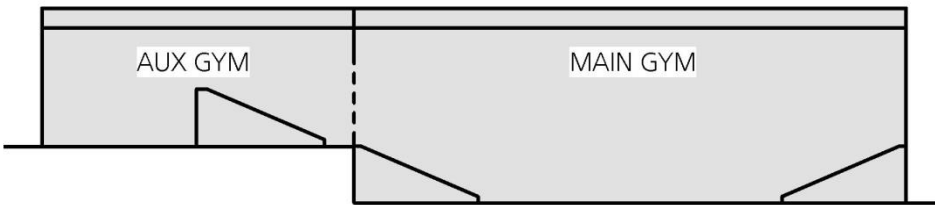




# New Main Gym

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

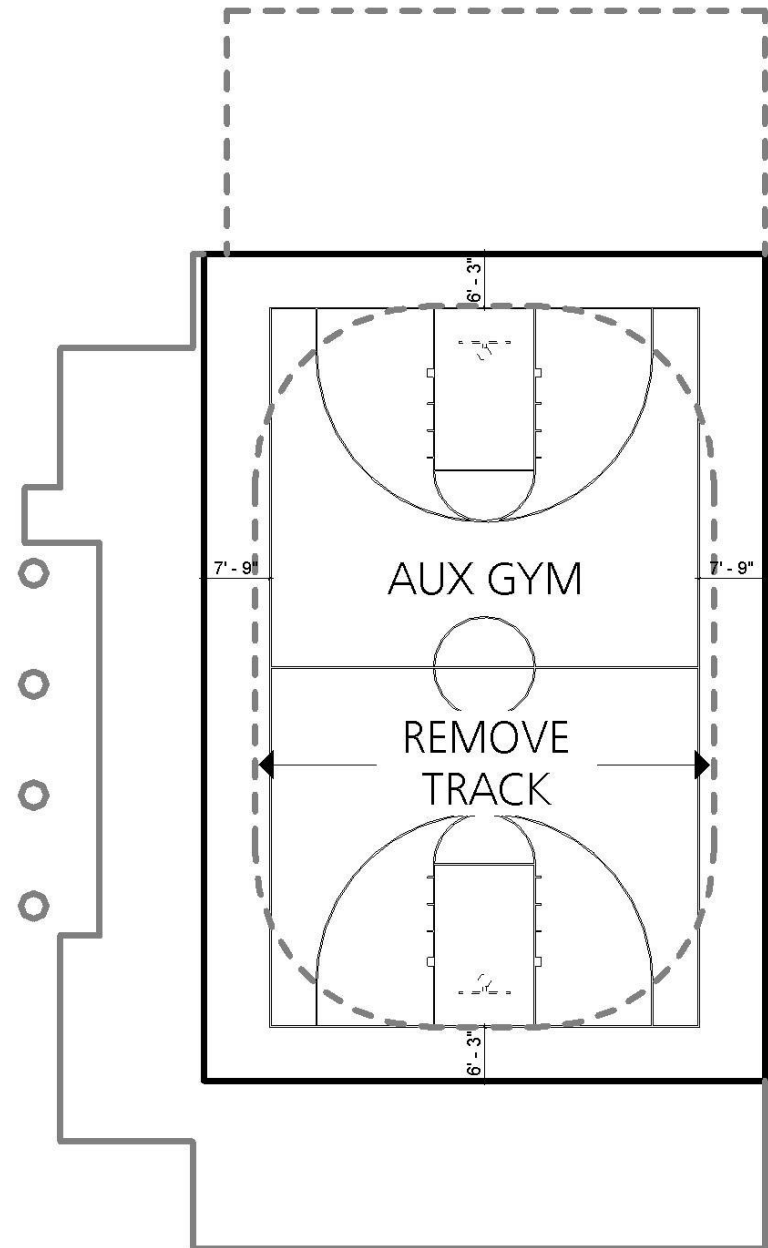
Bleacher seating can be extended into Auxiliary Gym for additional seating.



# Old Gym to Aux. Gym

High school basketball court fits in existing space.

Requires removal of suspended track



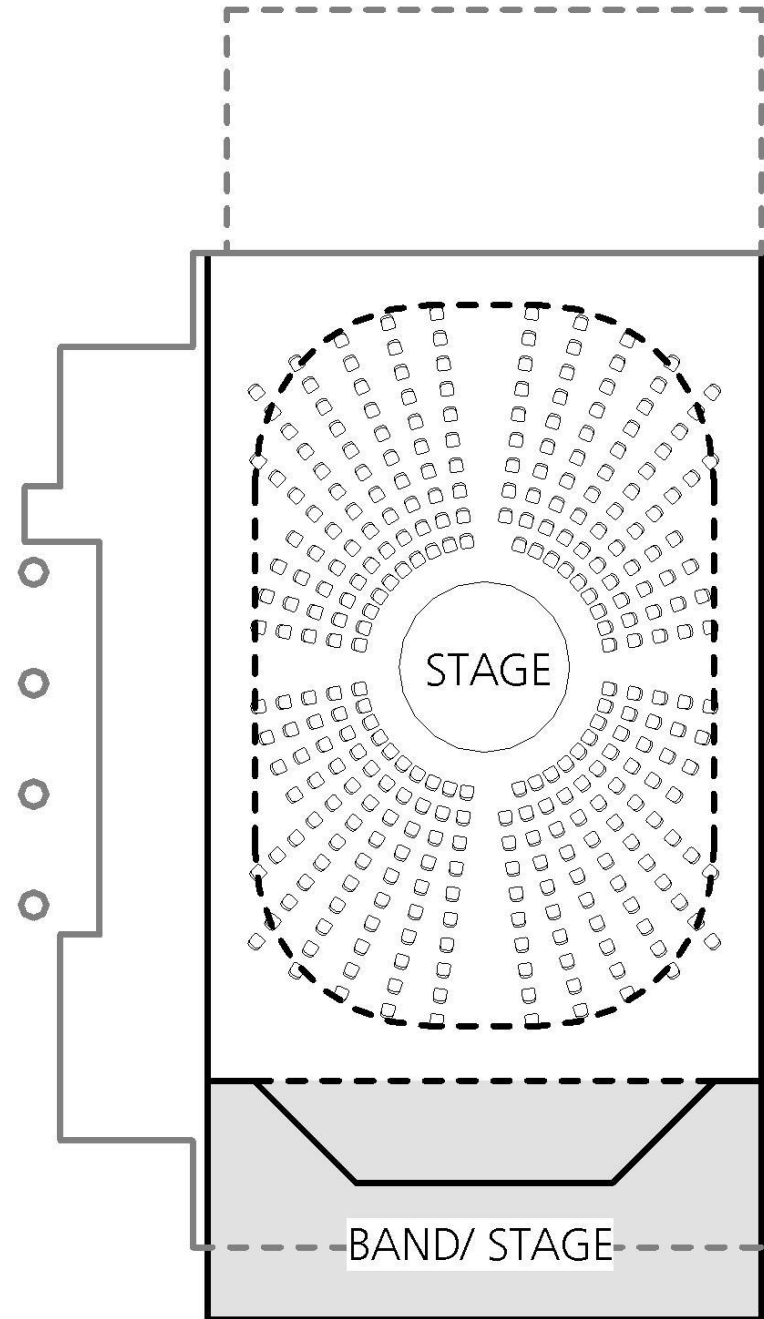
# Old Gym to Theater

Ed. Spec = 500 seats

Test Fit = 500 seats

Alternate seating arrangement

Suspended track to remain

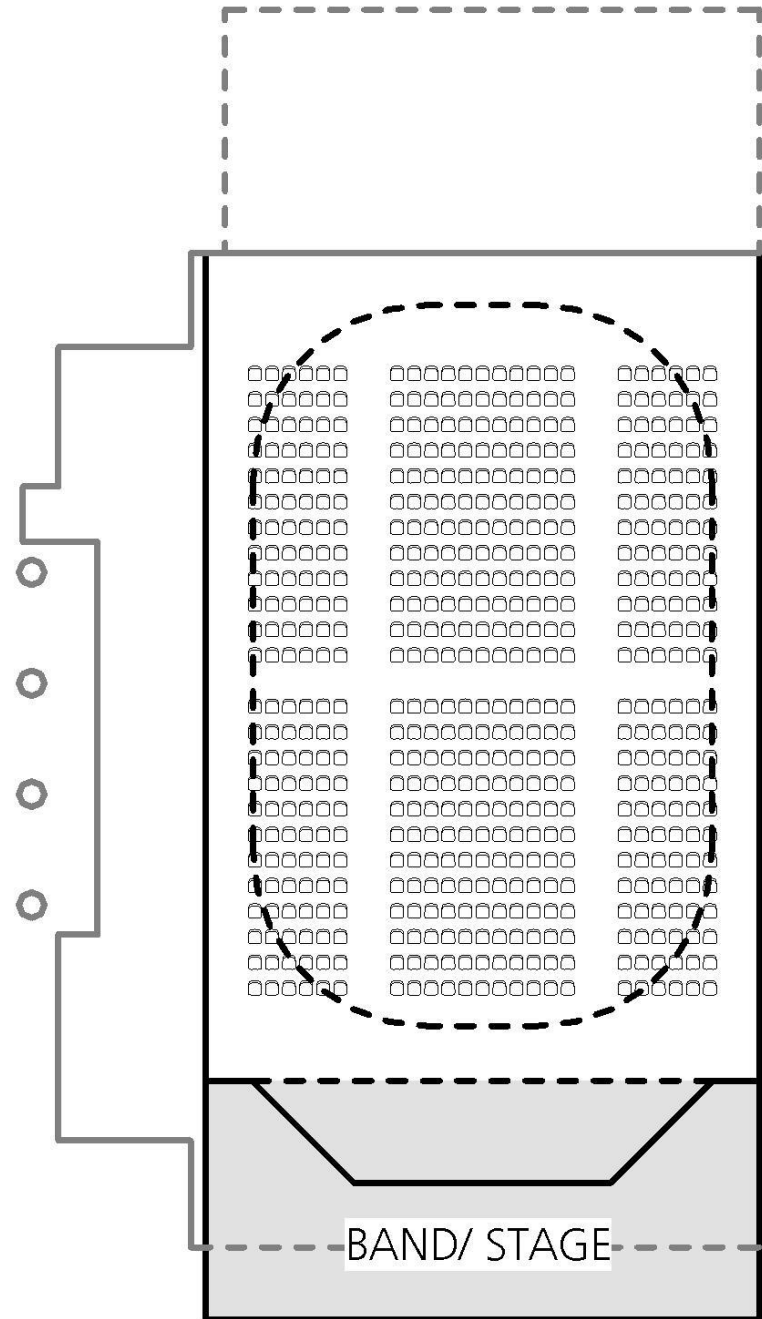


# Old Gym to Theater

Ed. Spec = 500 seats

Test Fit = 500 seats

Suspended track to remain

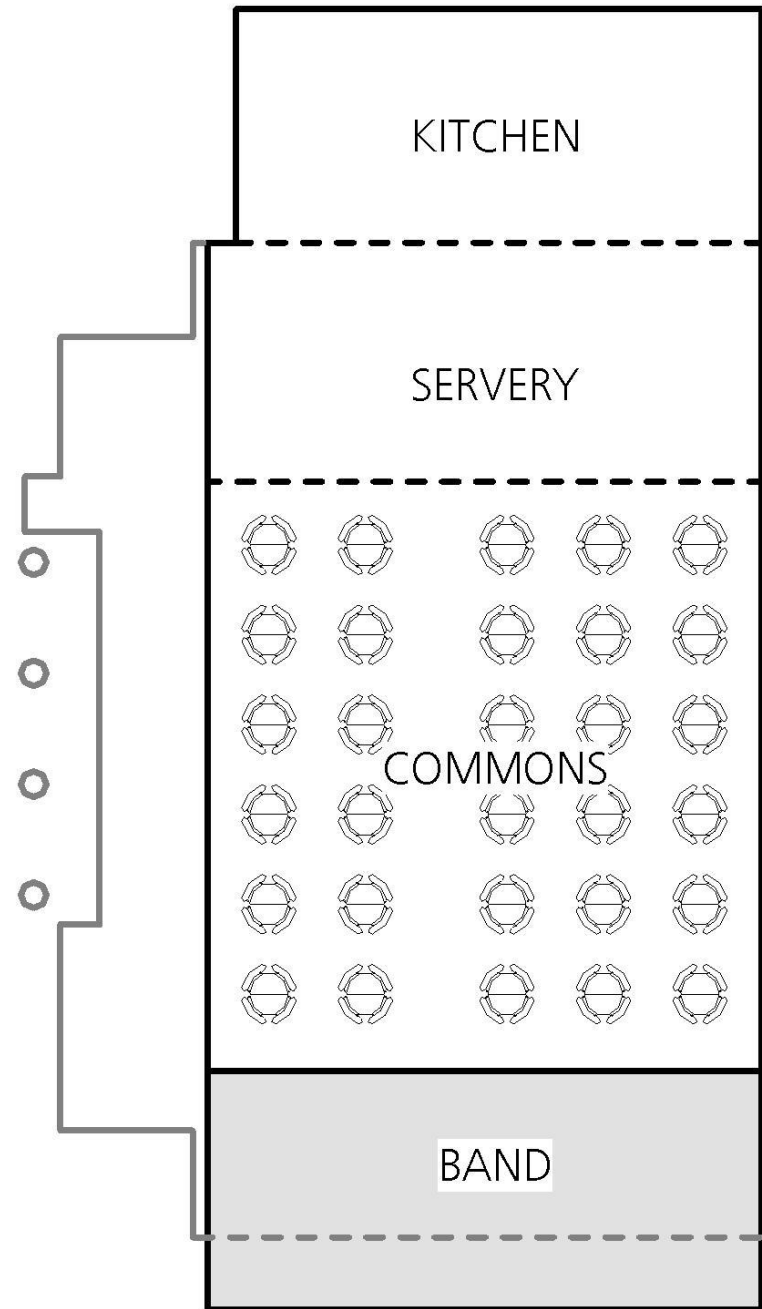
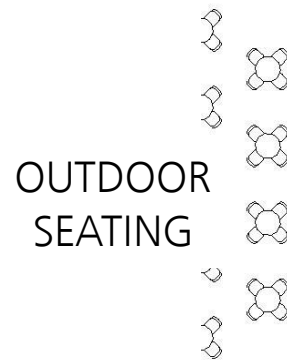


# Old Gym to Commons

Ed. Spec = 600

Tables & Chairs = 250-300

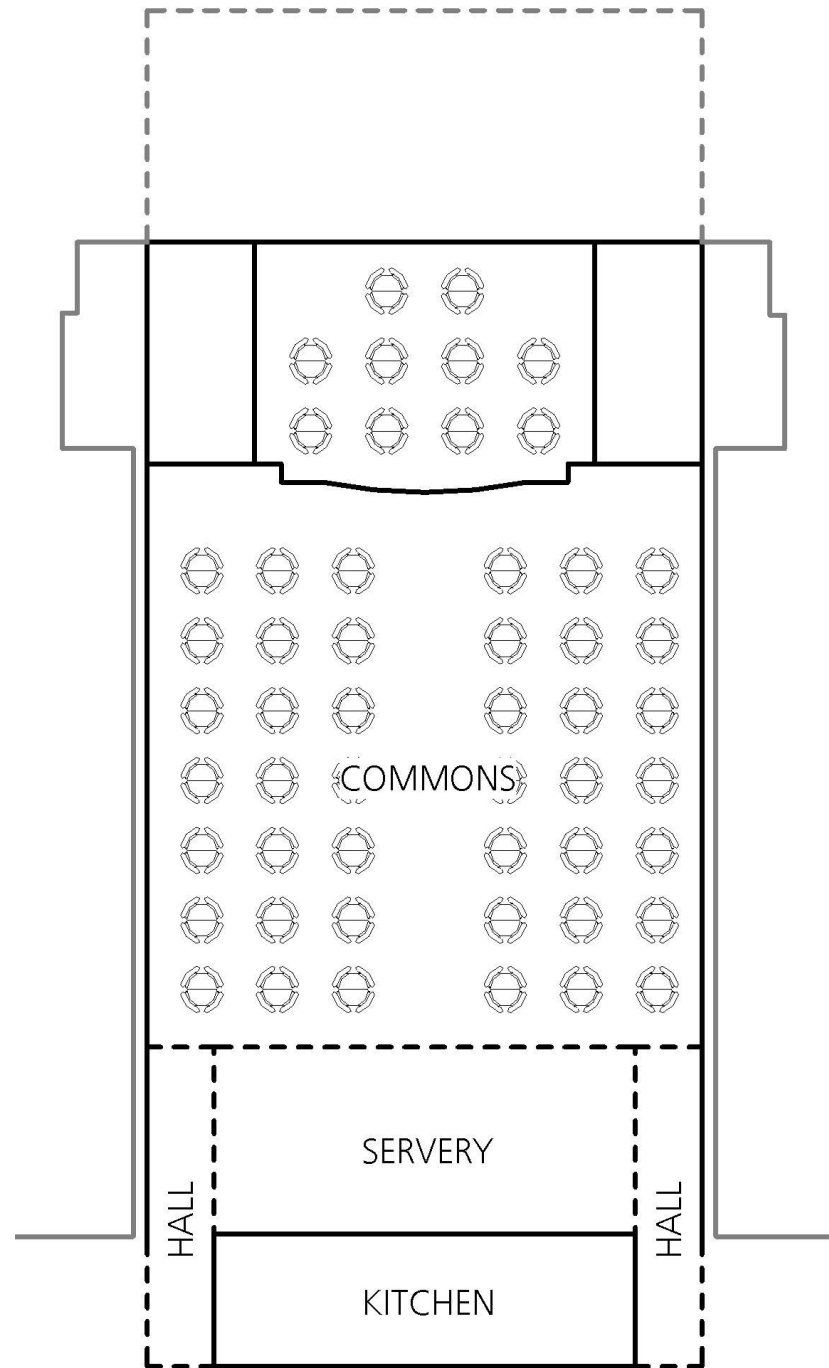
Additional courtyard seating  
adjacent to entry



# Theater to Commons

Ed. Spec = 600 seats

Tables & Chairs = 550-600

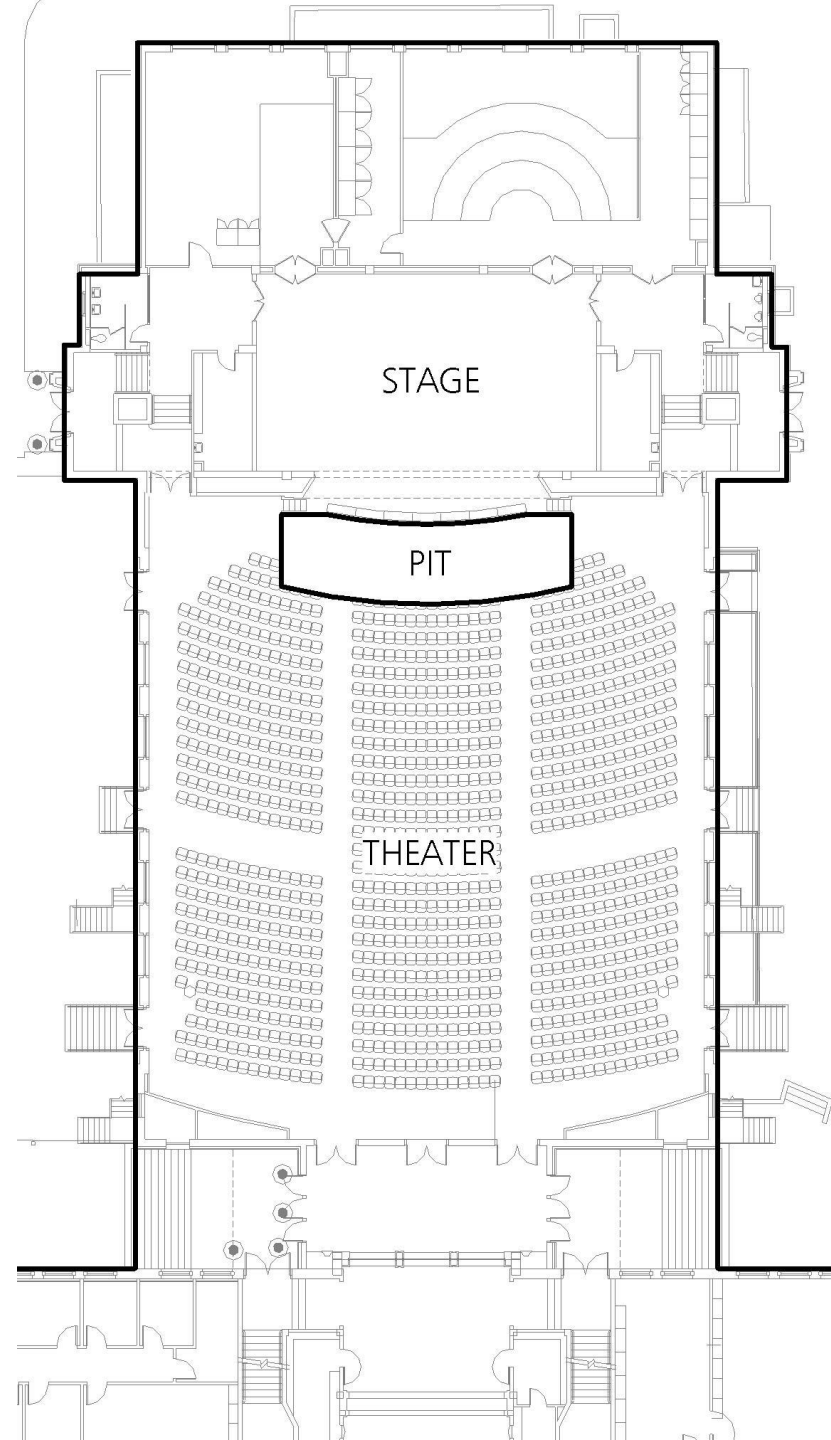


# Theater Retrofit

Ed. Spec = 500 seats

Existing = 1659 seats

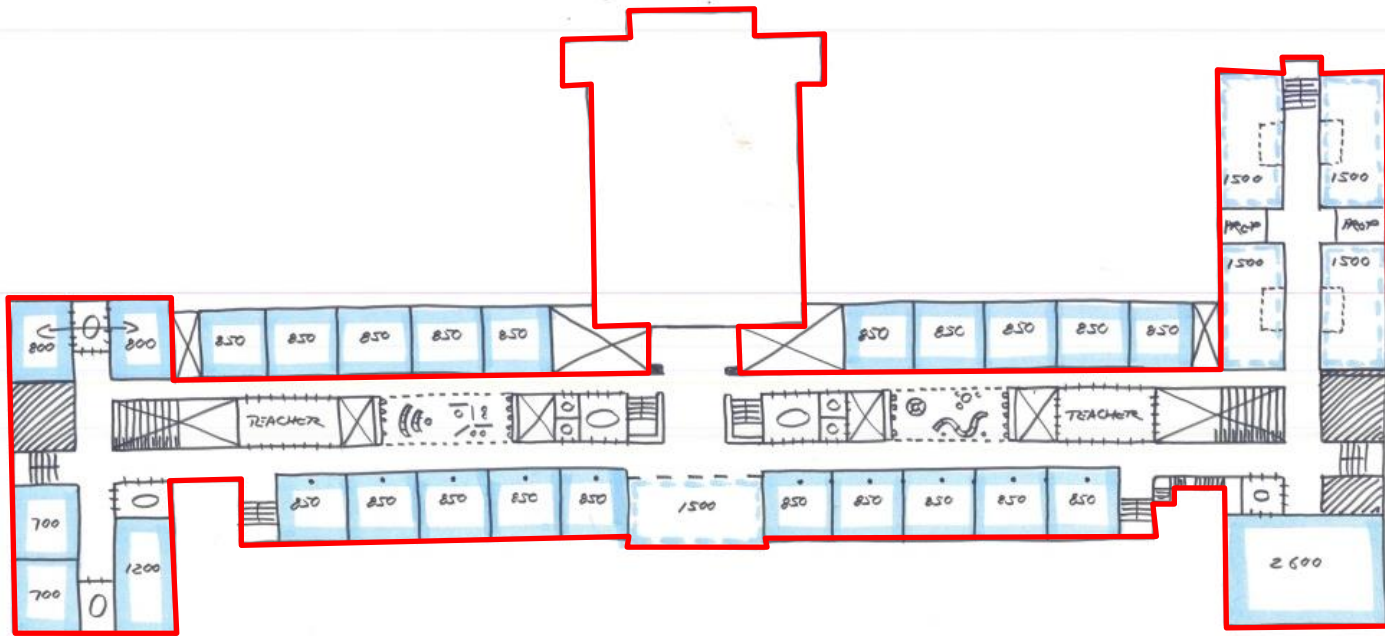
Retrofit = Approximately 1200 seats  
(25% Reduction)



# Masterplan Concepts

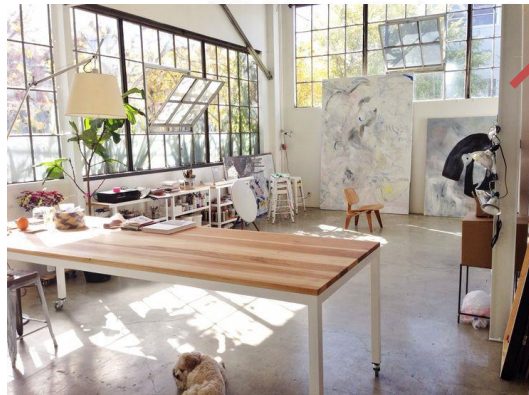
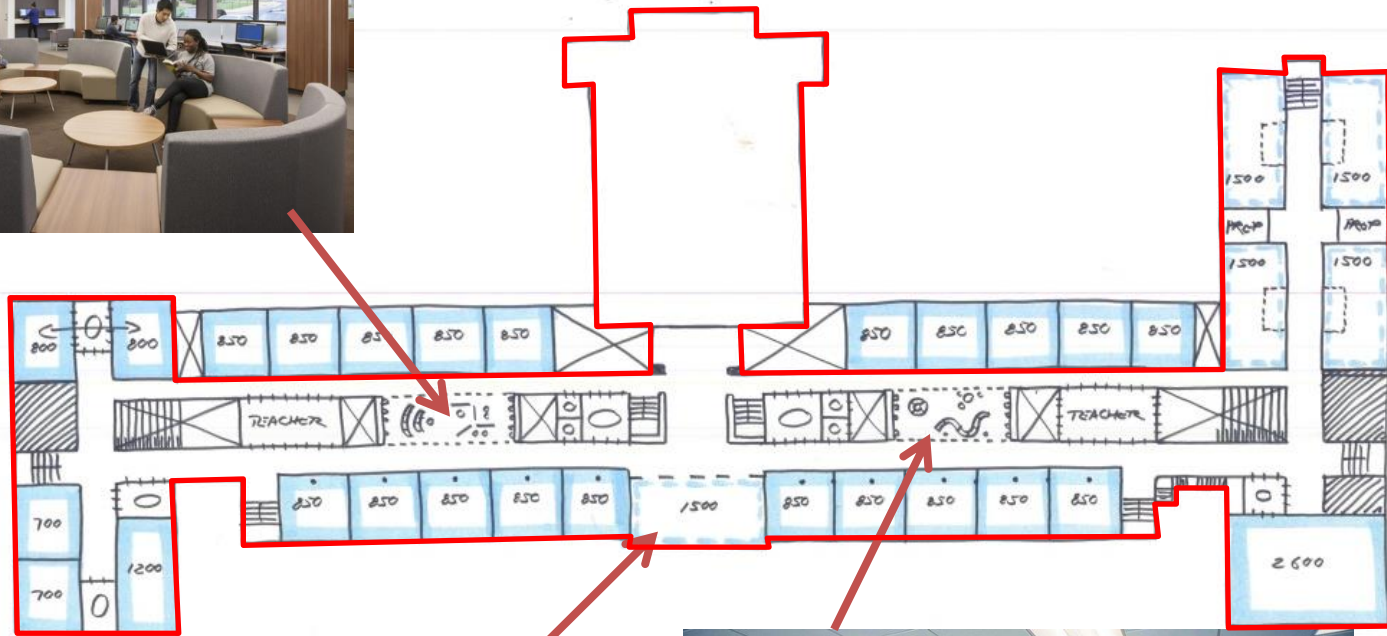


# Planning Concepts in Historic Context

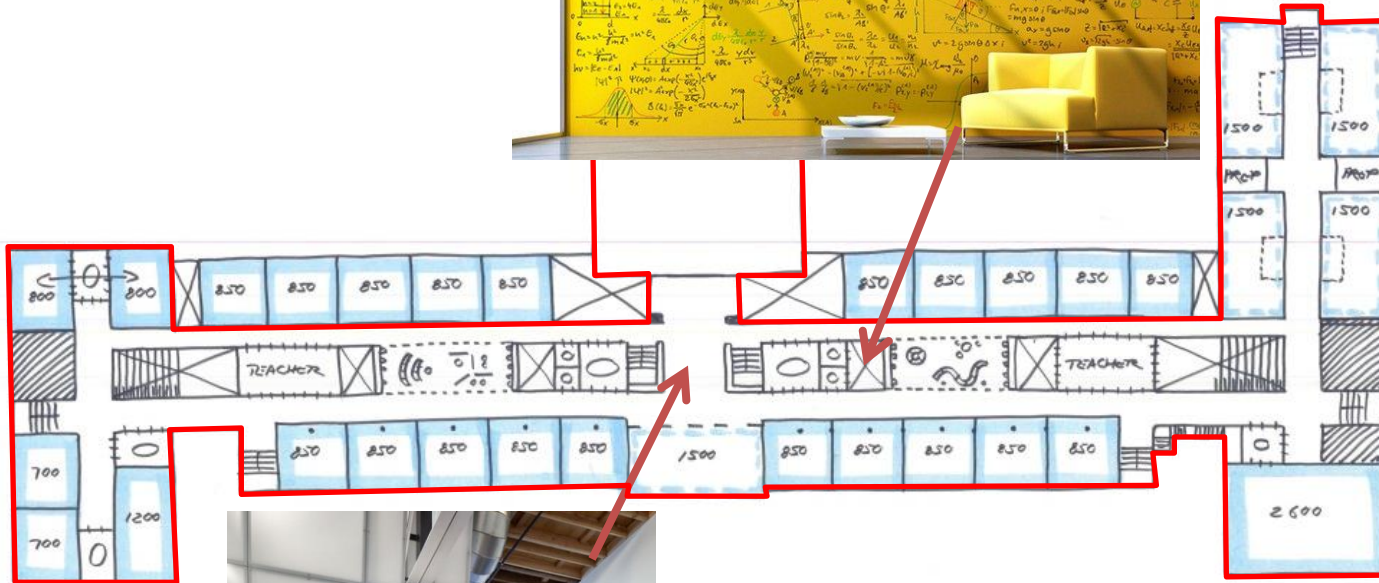


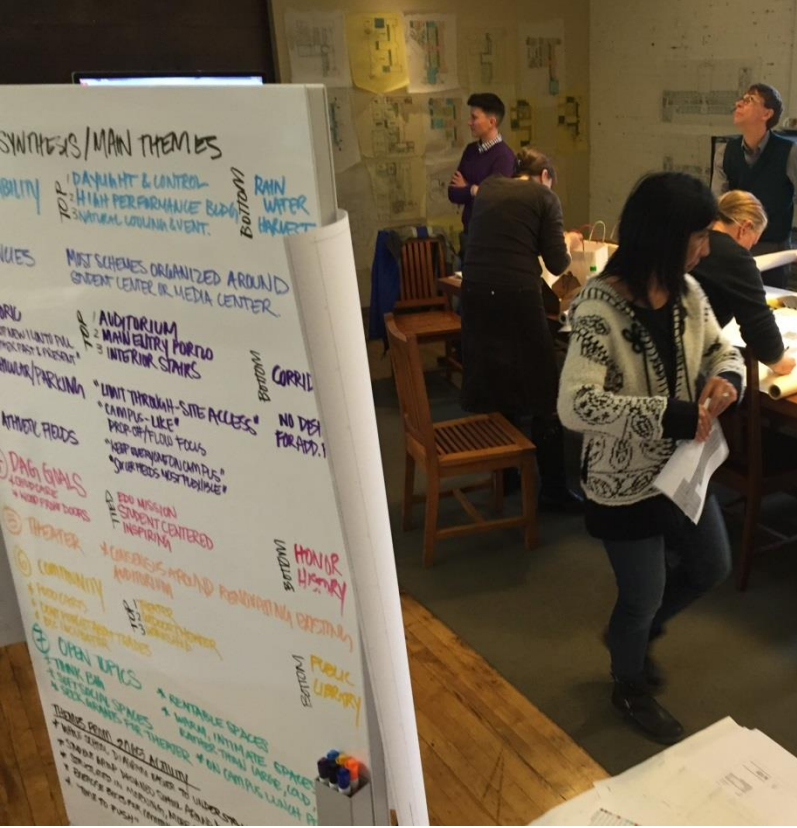
Facilities Design Guiding Principles

# Planning Concepts in Historic Context



# Planning Concepts in Historic Context







St. Paul's  
Complex

RNN SHOPS

MEZANINE ADDITION 10,203 SF  
NORTH ADDITION

DEPARTMENT



# SCHEME TESTS: DESIGN DRIVERS

## OLD GYM <sup>NEW STRONG PROGRAM</sup> EXISTING MAIN GYM

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

### DISTRIBUTED COMMONS

- ?

### AUDITORIUM

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

NEW ADDITIONS FLANKING THEATER WOULD BURY THE EXTERIOR FACES

### THICKER MAIN BAR

- ~~X~~ AS COMMONS / LIBRARY
- AS FLEX / COLLABORATION

### EXTENDING EAST

- N & S BARS

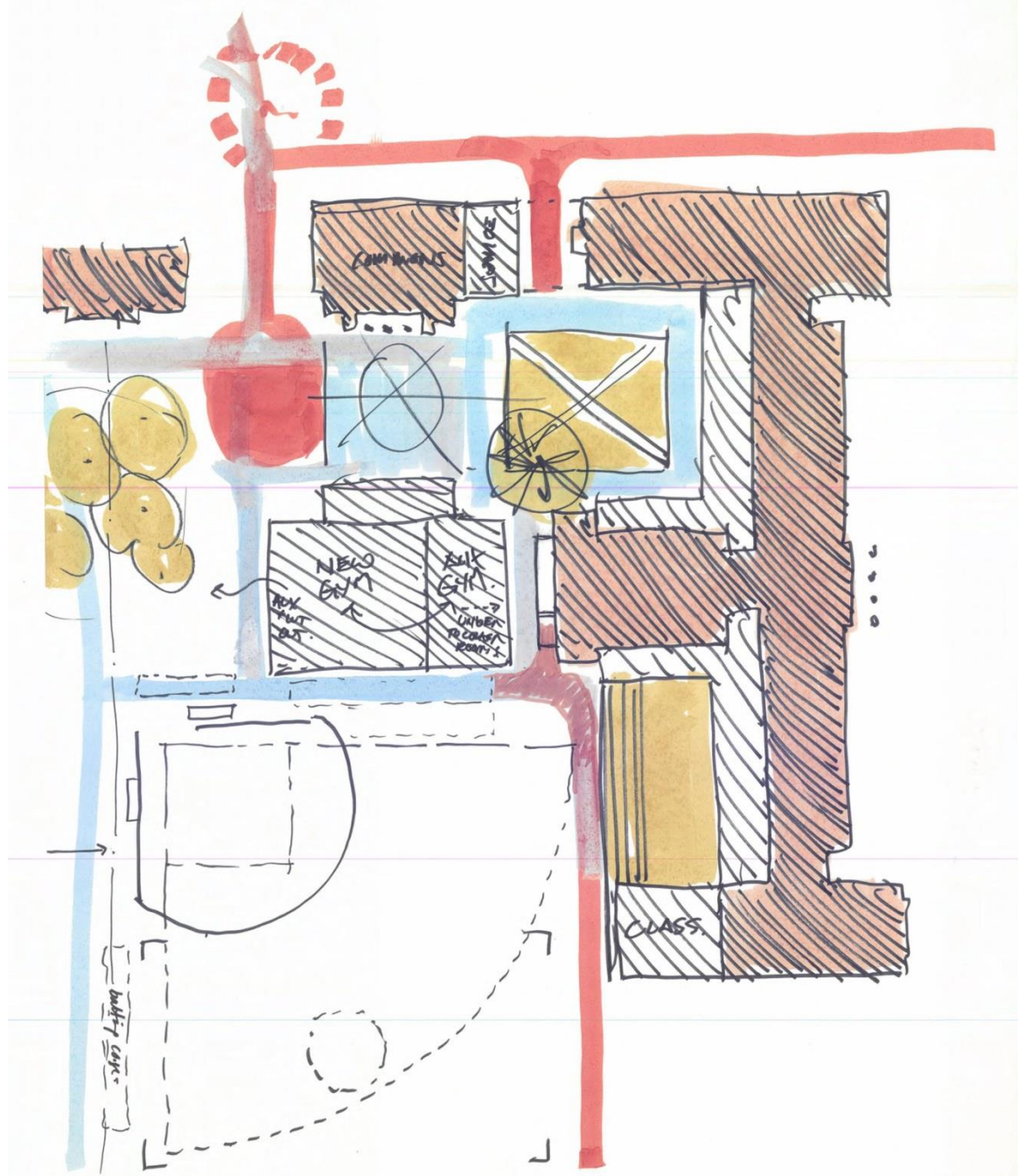
X WHATS IN THE BASEMENT

### STANDALONE ADDITIONS

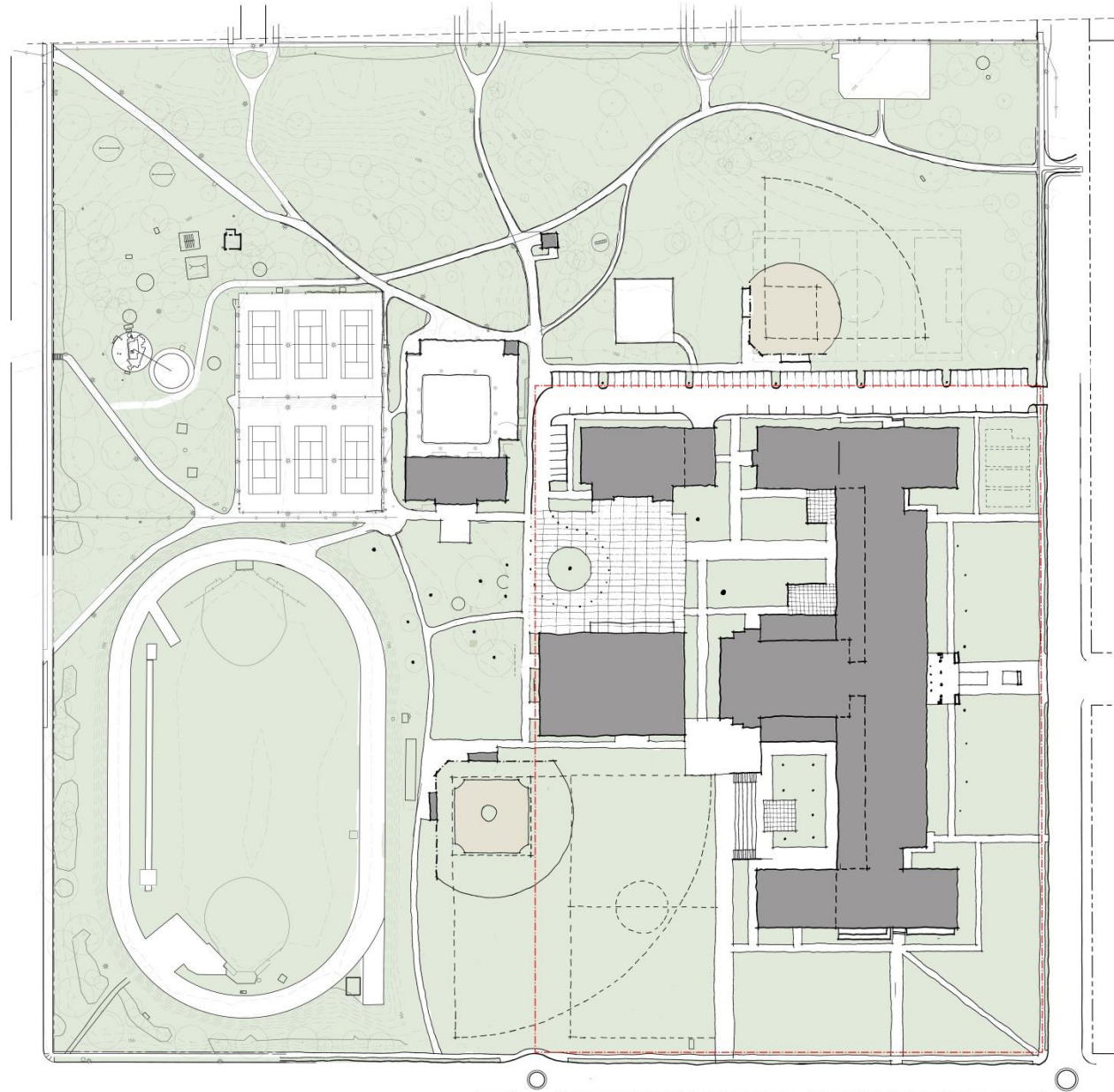
- \* MAIN GYM - SOUTH SIDE
  - BEHIND THEATER
  - EAST OF OLD GYM
- \* NEW THEATER - SOUTH SIDE
  - 500 SEATS - BEHIND EXISTING
  - 700 - EAST OF OLD GYM
- COMMONS - BEHIND THEATER



# A – Site Diagram

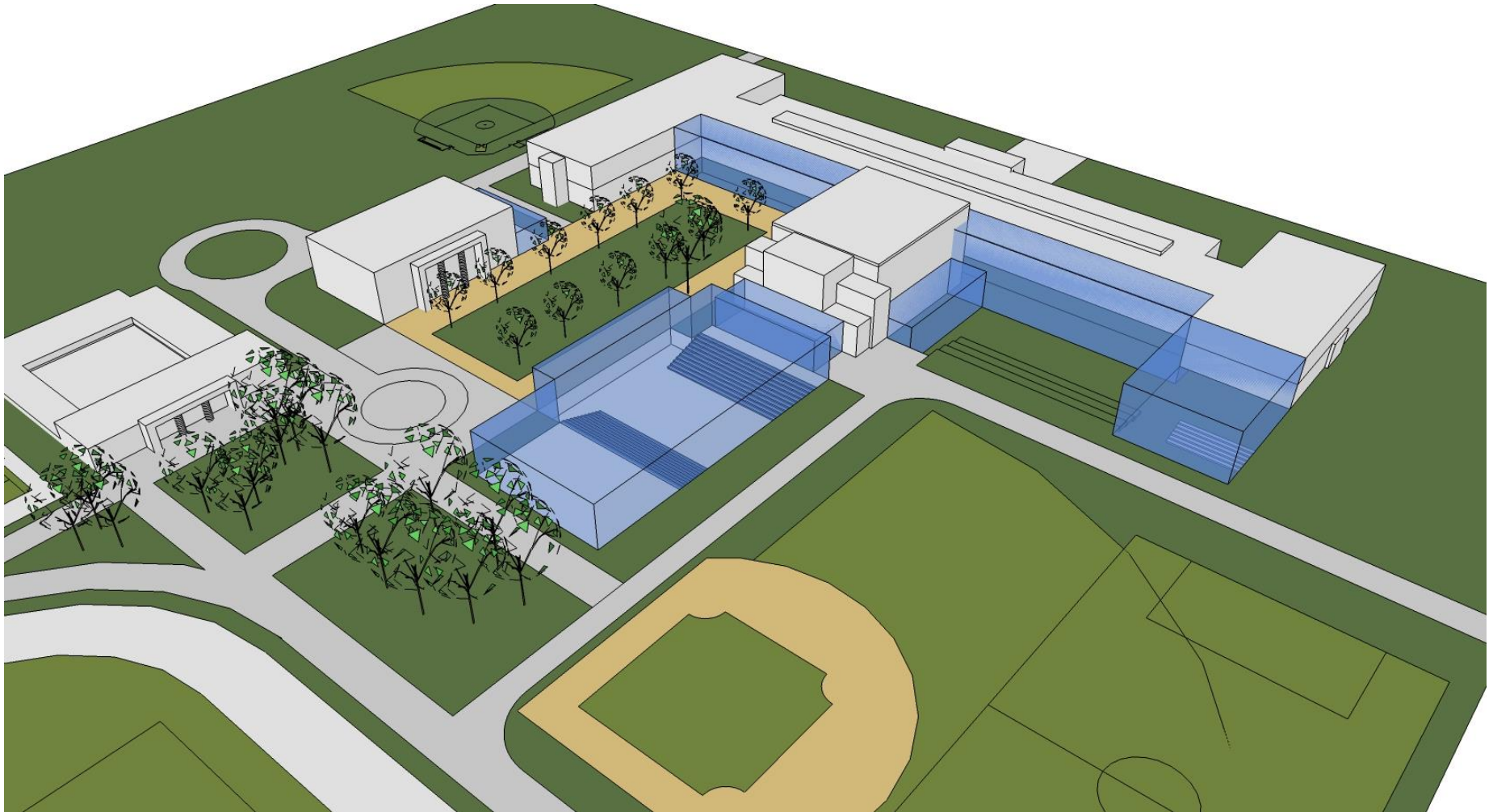


# A – Site Concept





# A – Massing



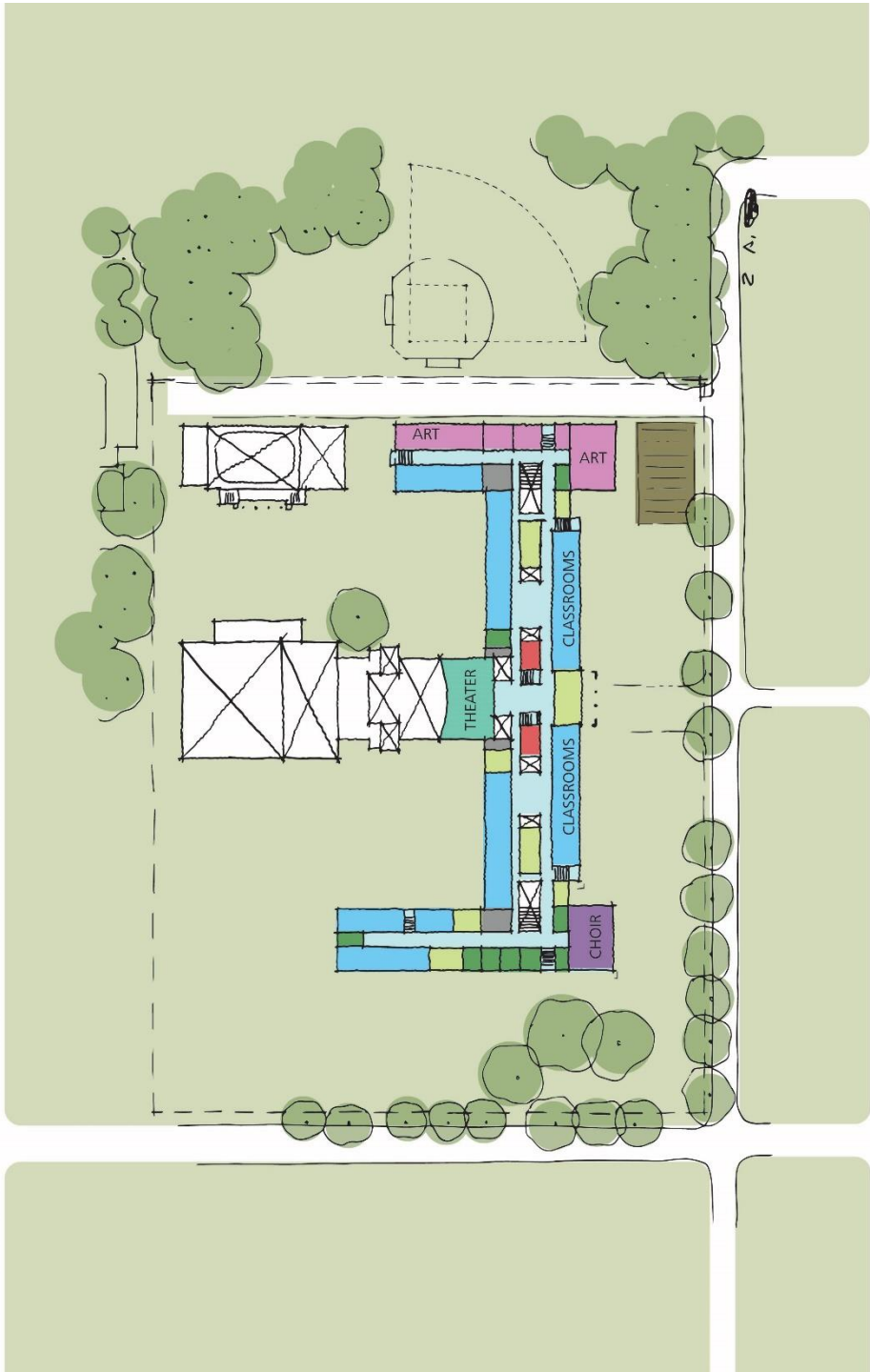
# A – First Floor



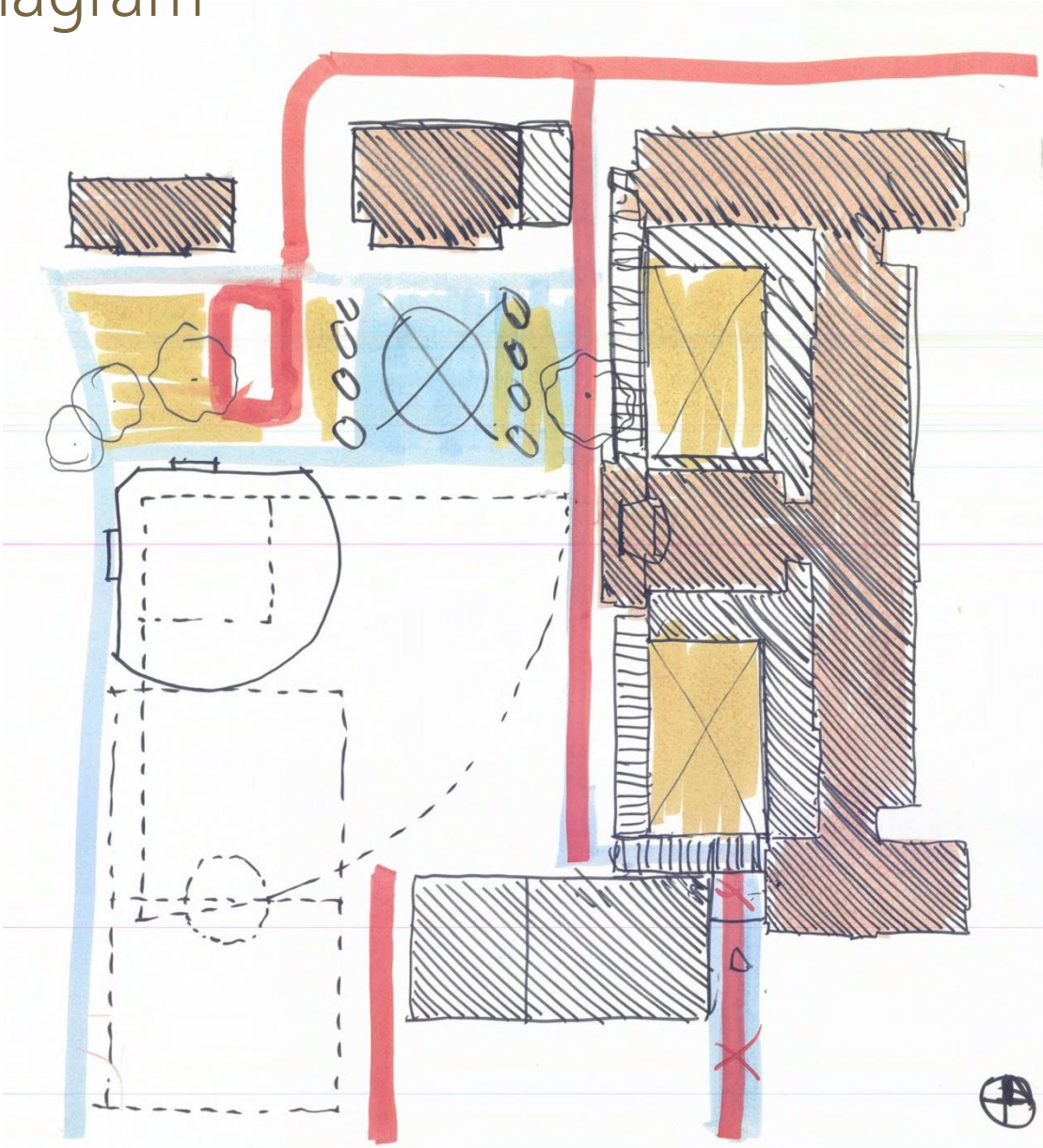
# A – Basement



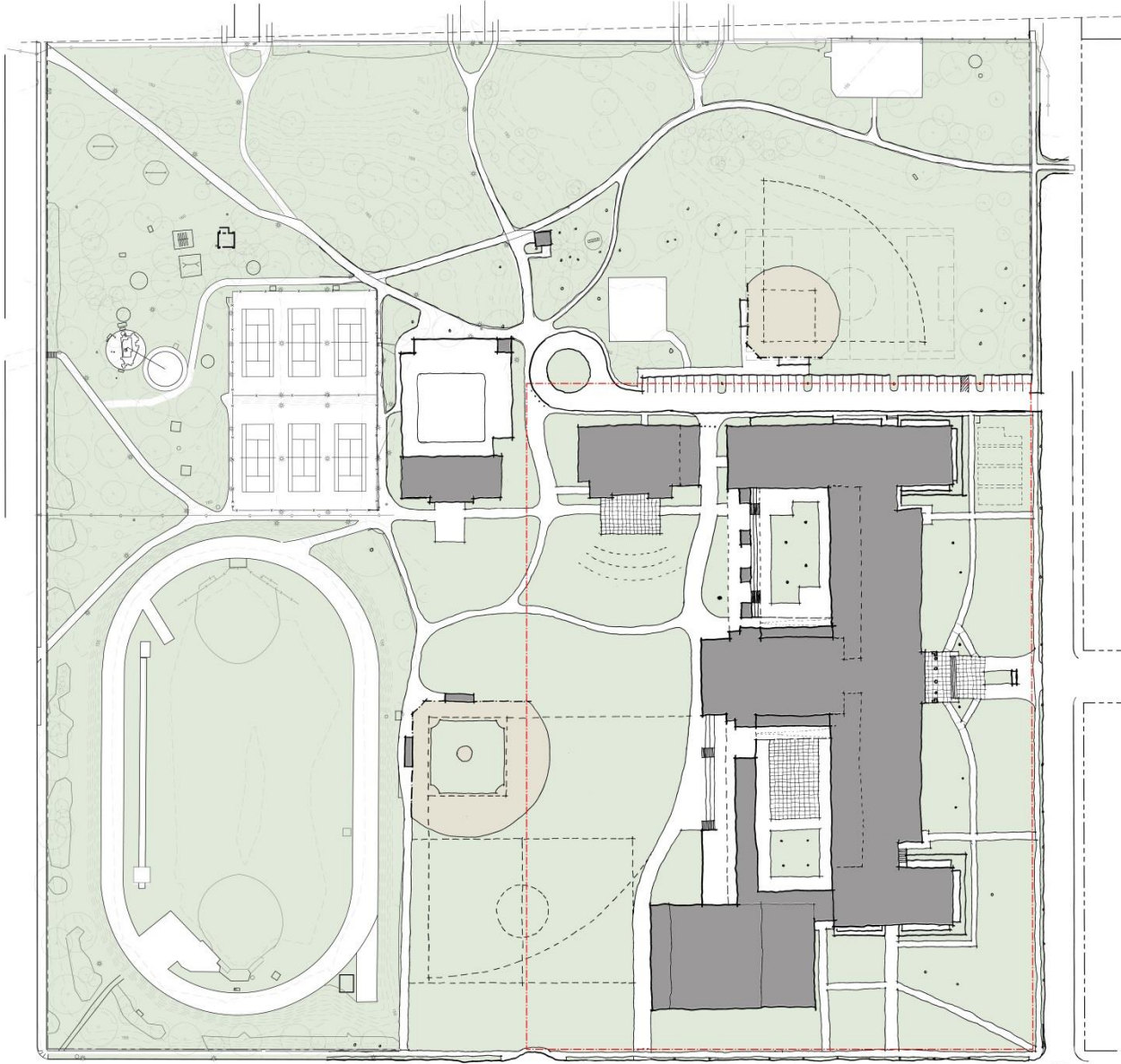
# A – Second Floor



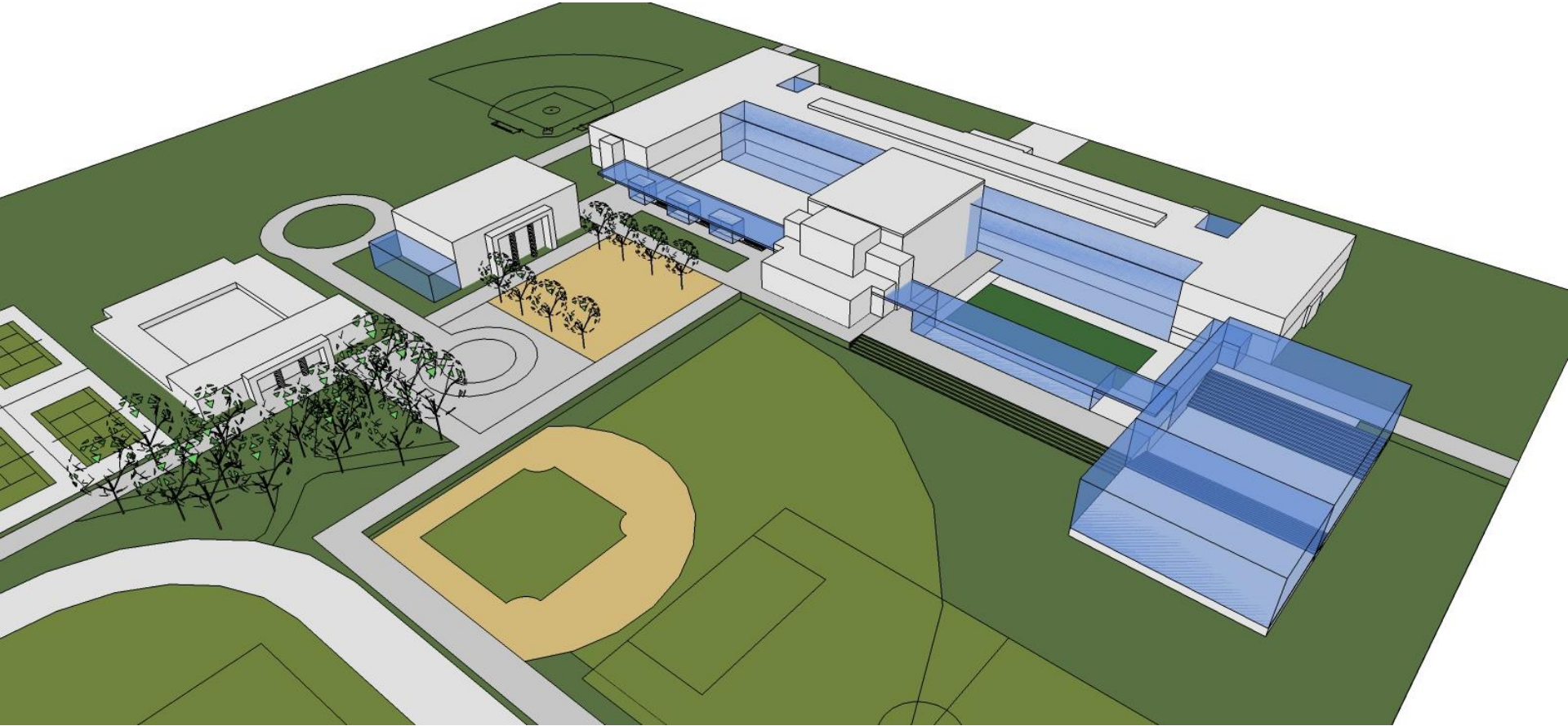
# B,C & D – Site Diagram



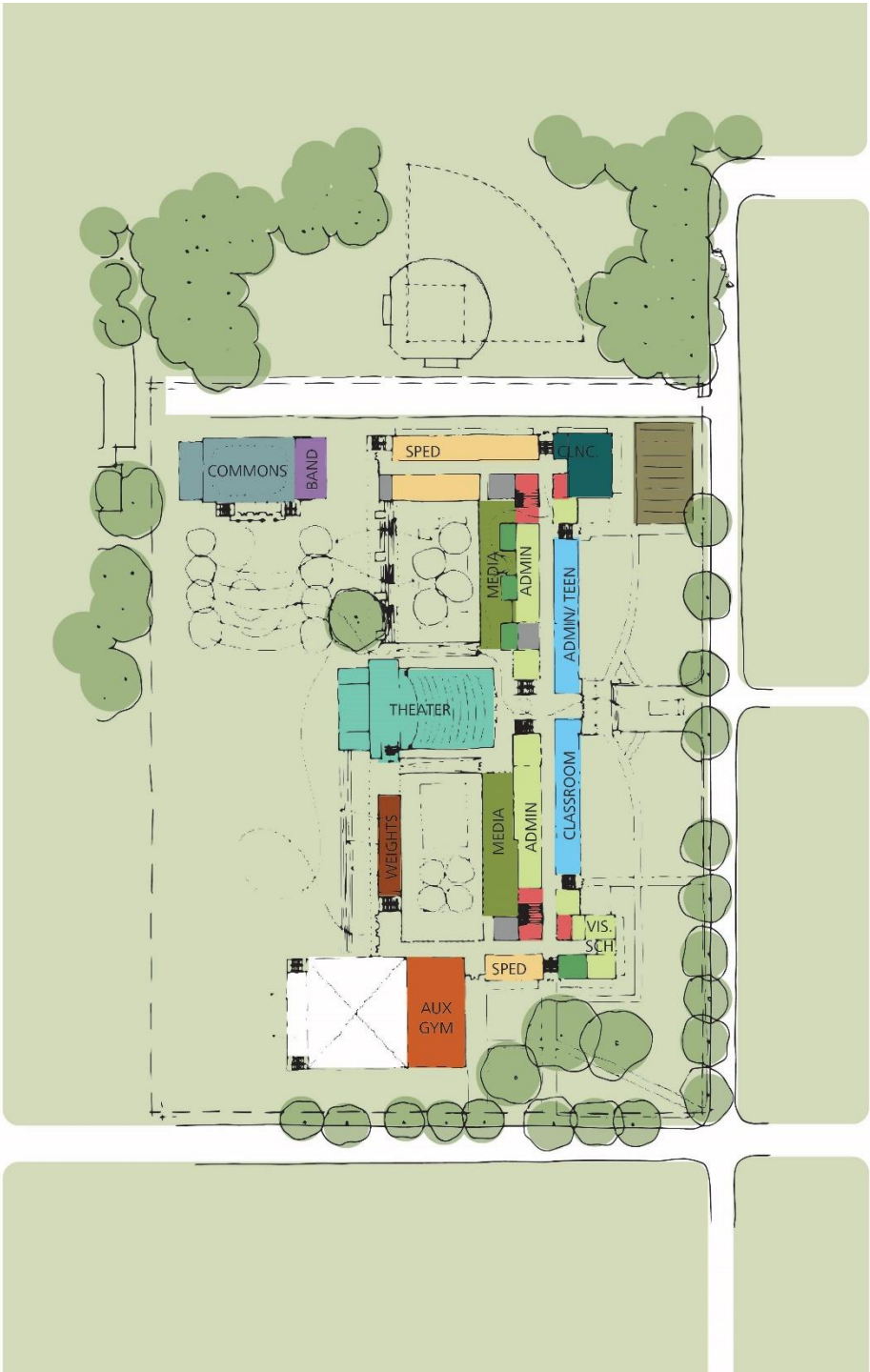
# B,C & D – Site Concept



# B, C & D – Massing

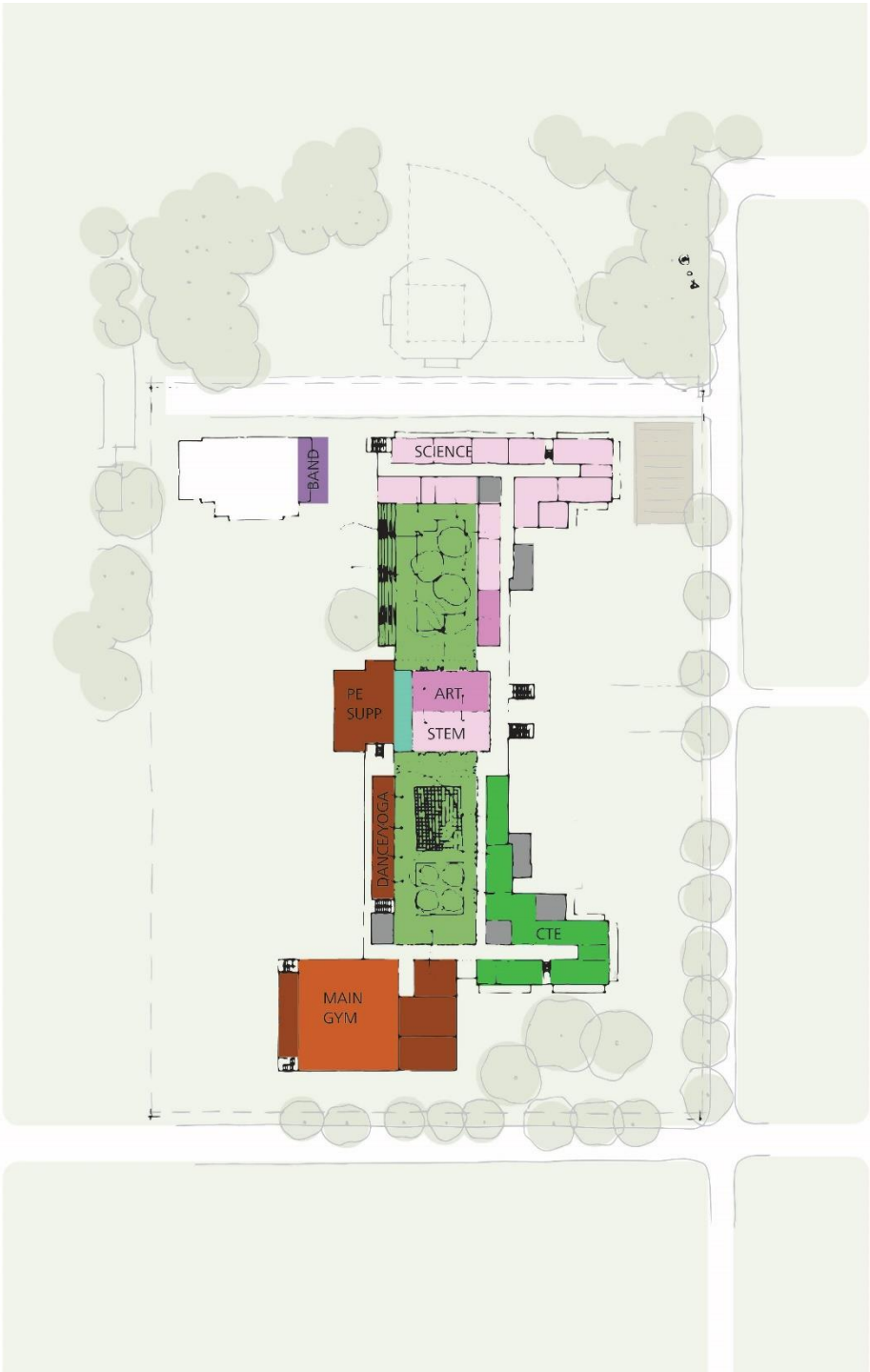


# B – First Floor

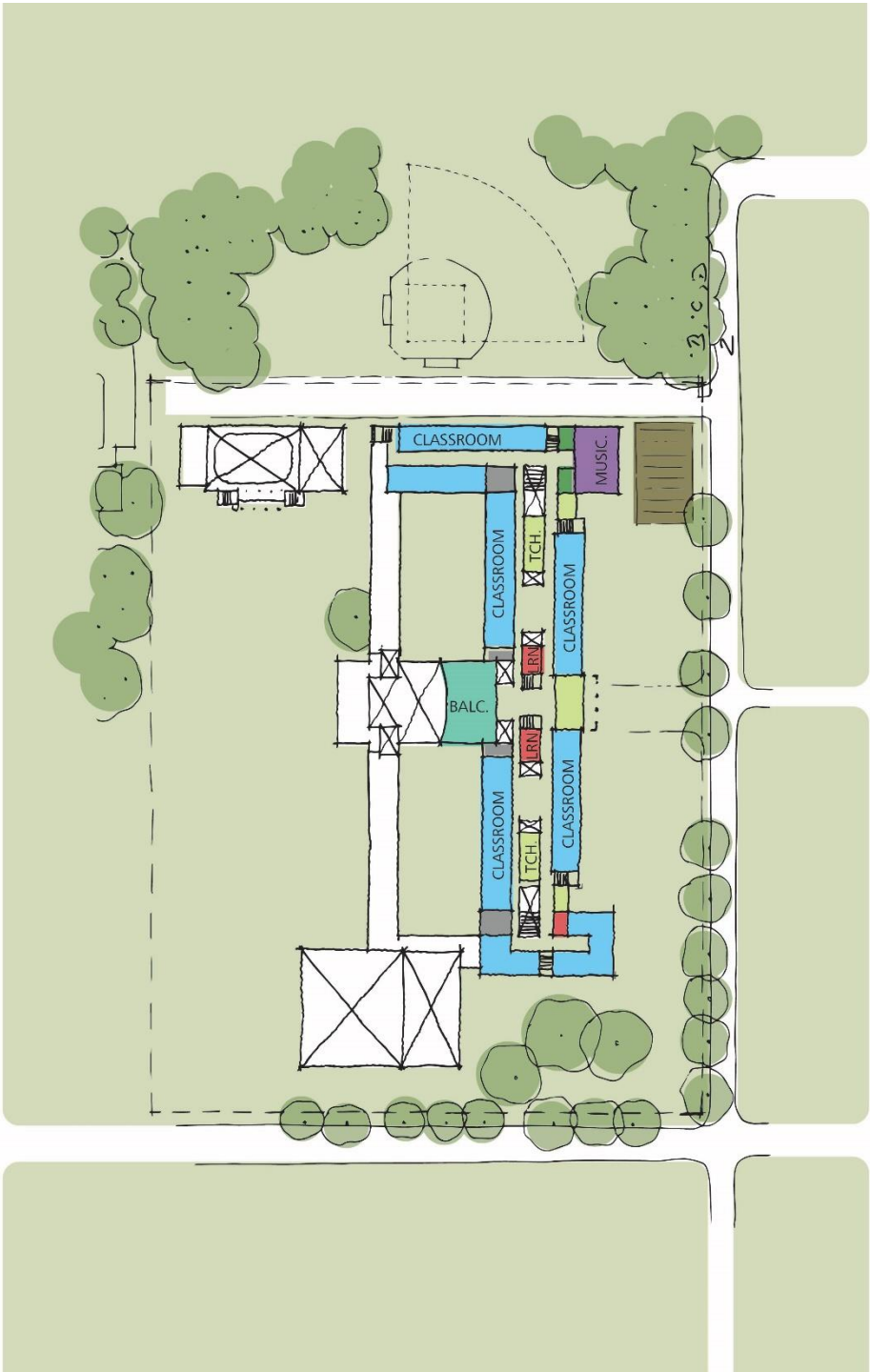




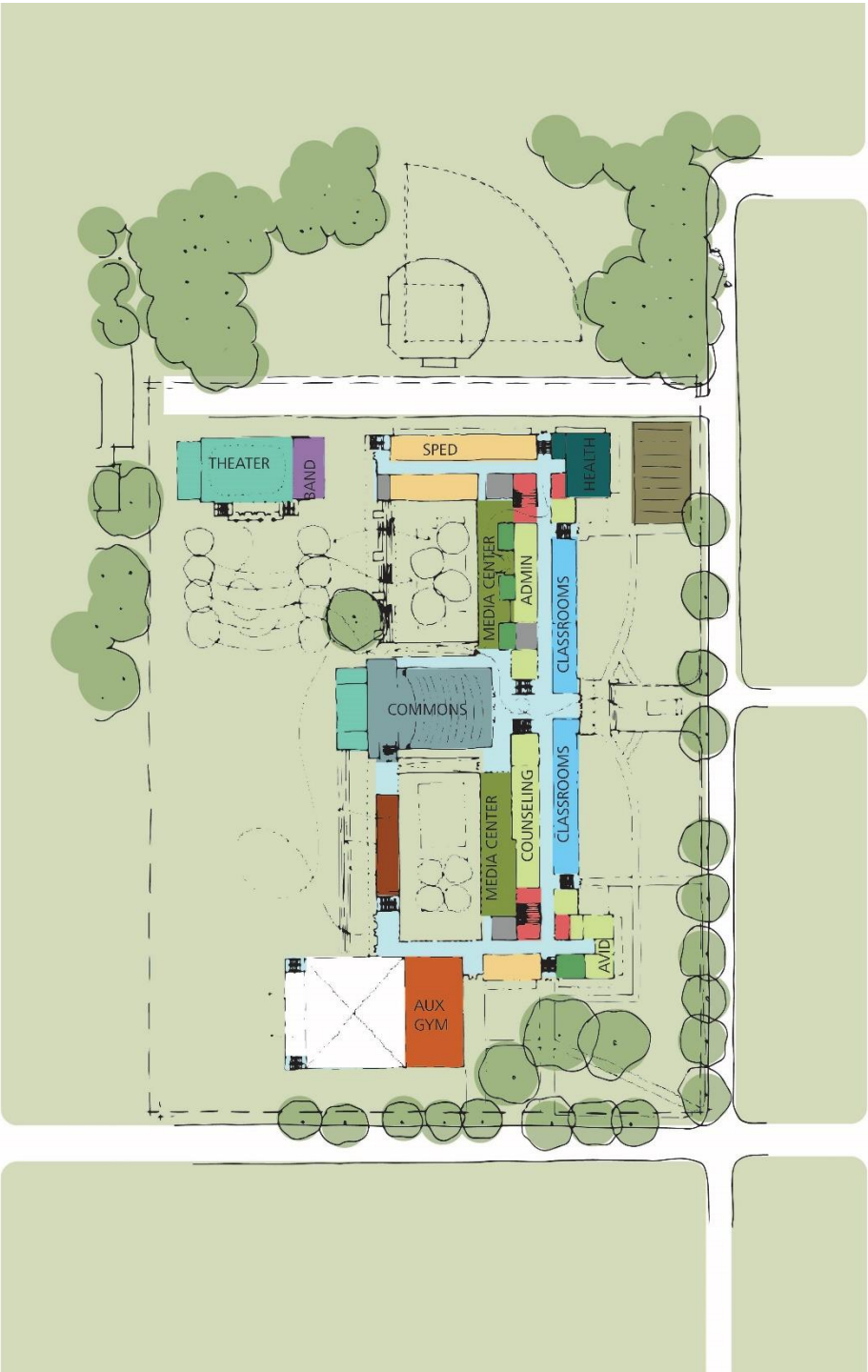
# B – Basement



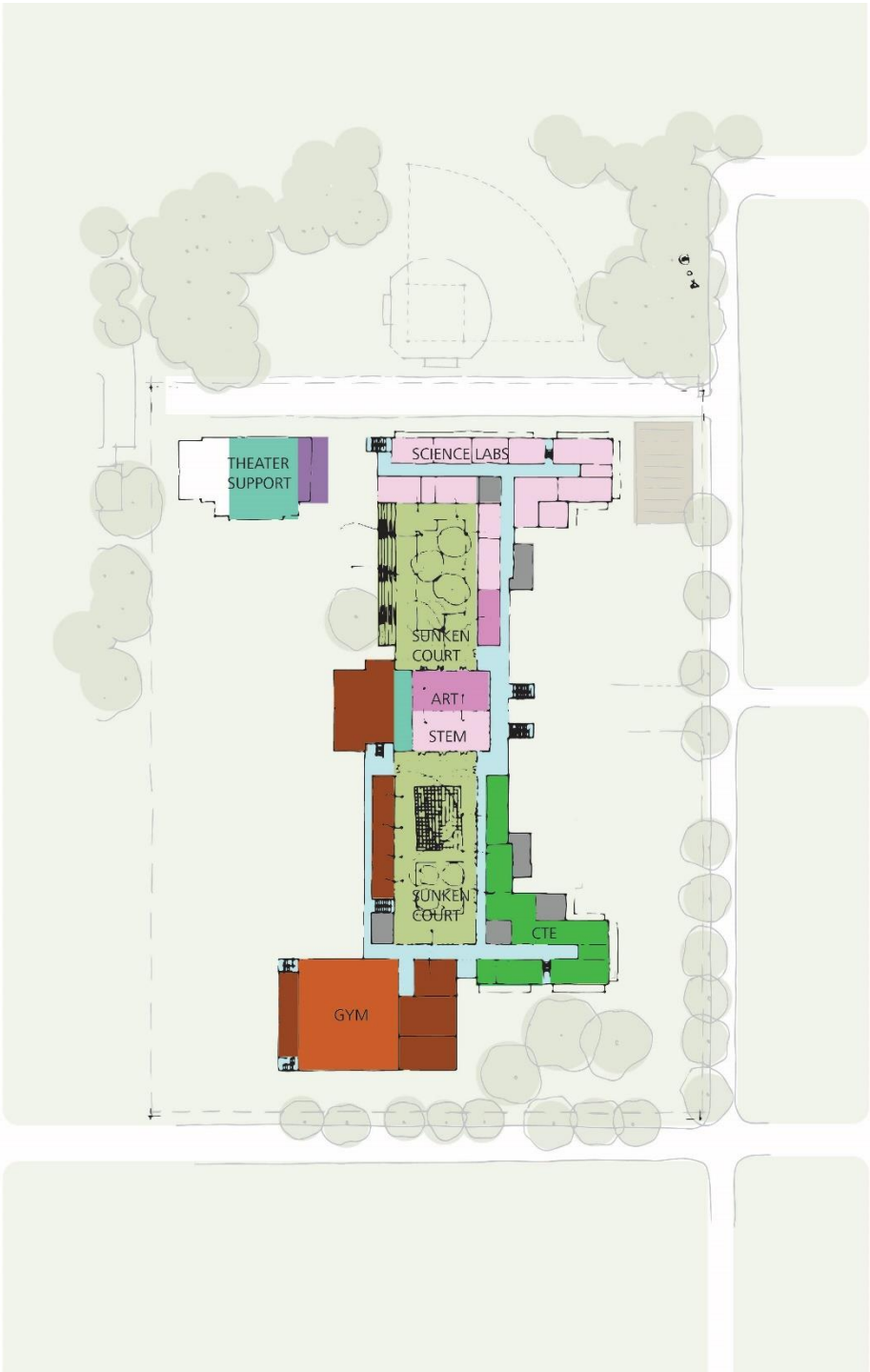
# B – Second Floor



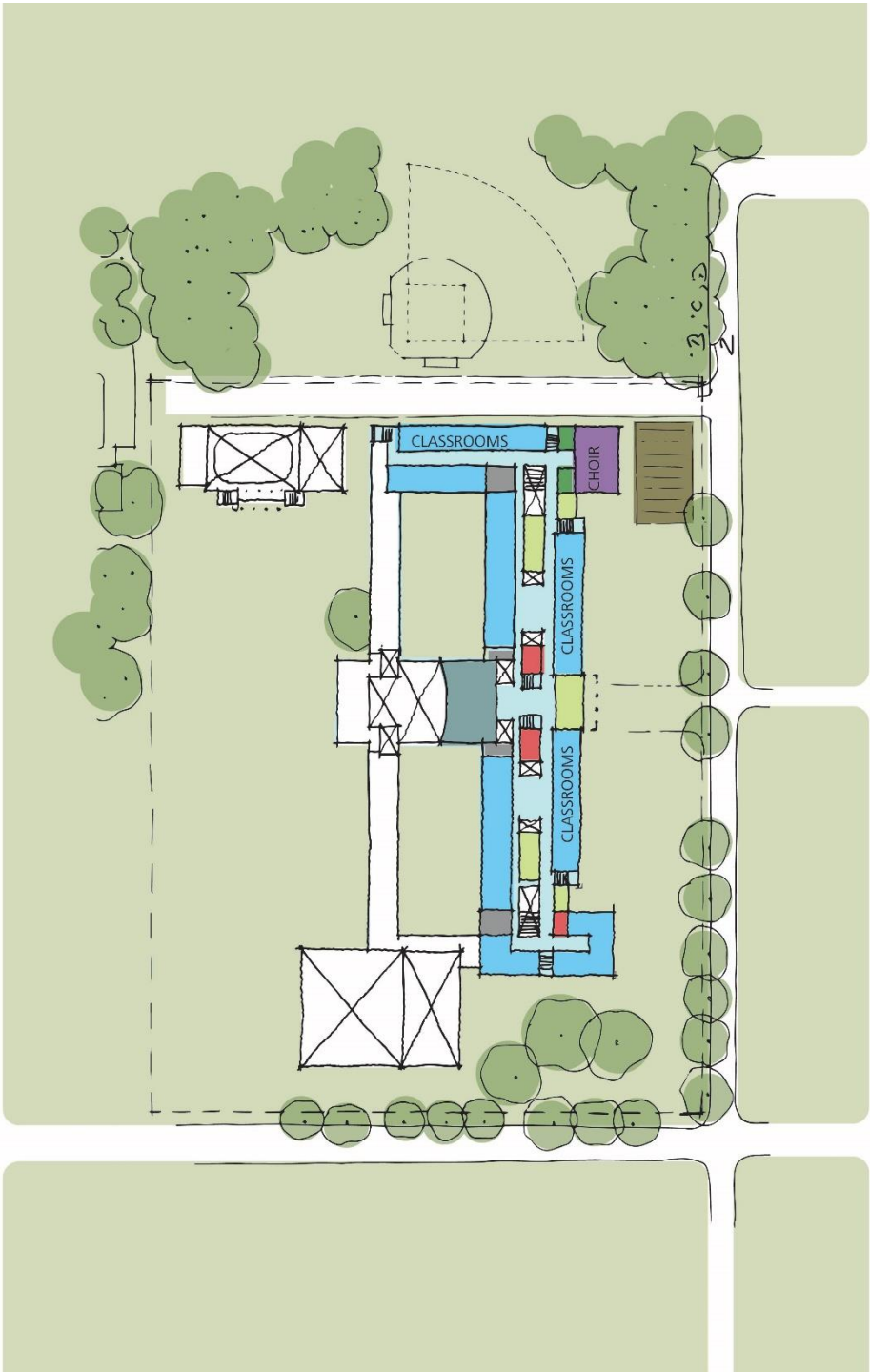
# C – First Floor



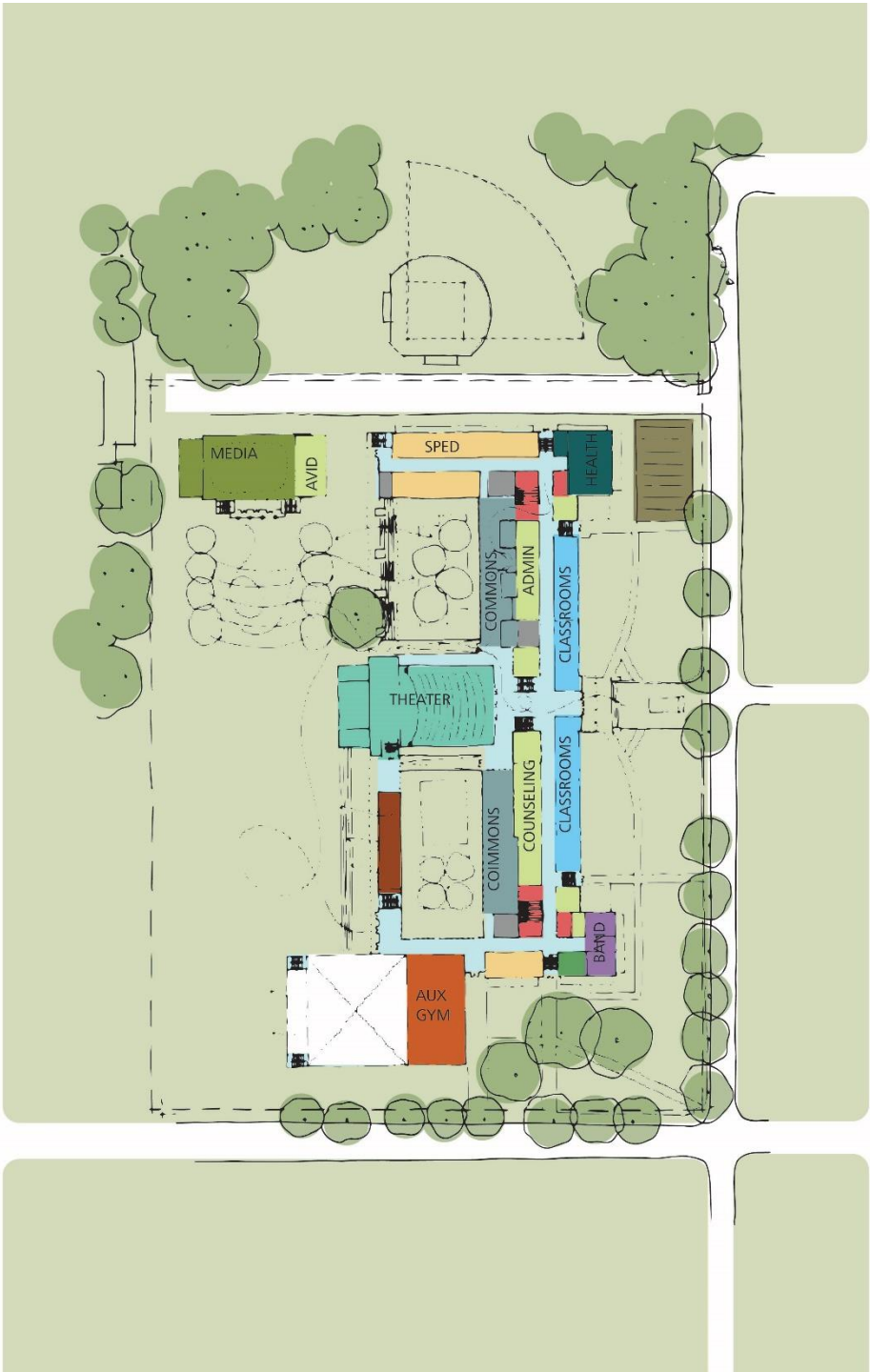
# C – Basement



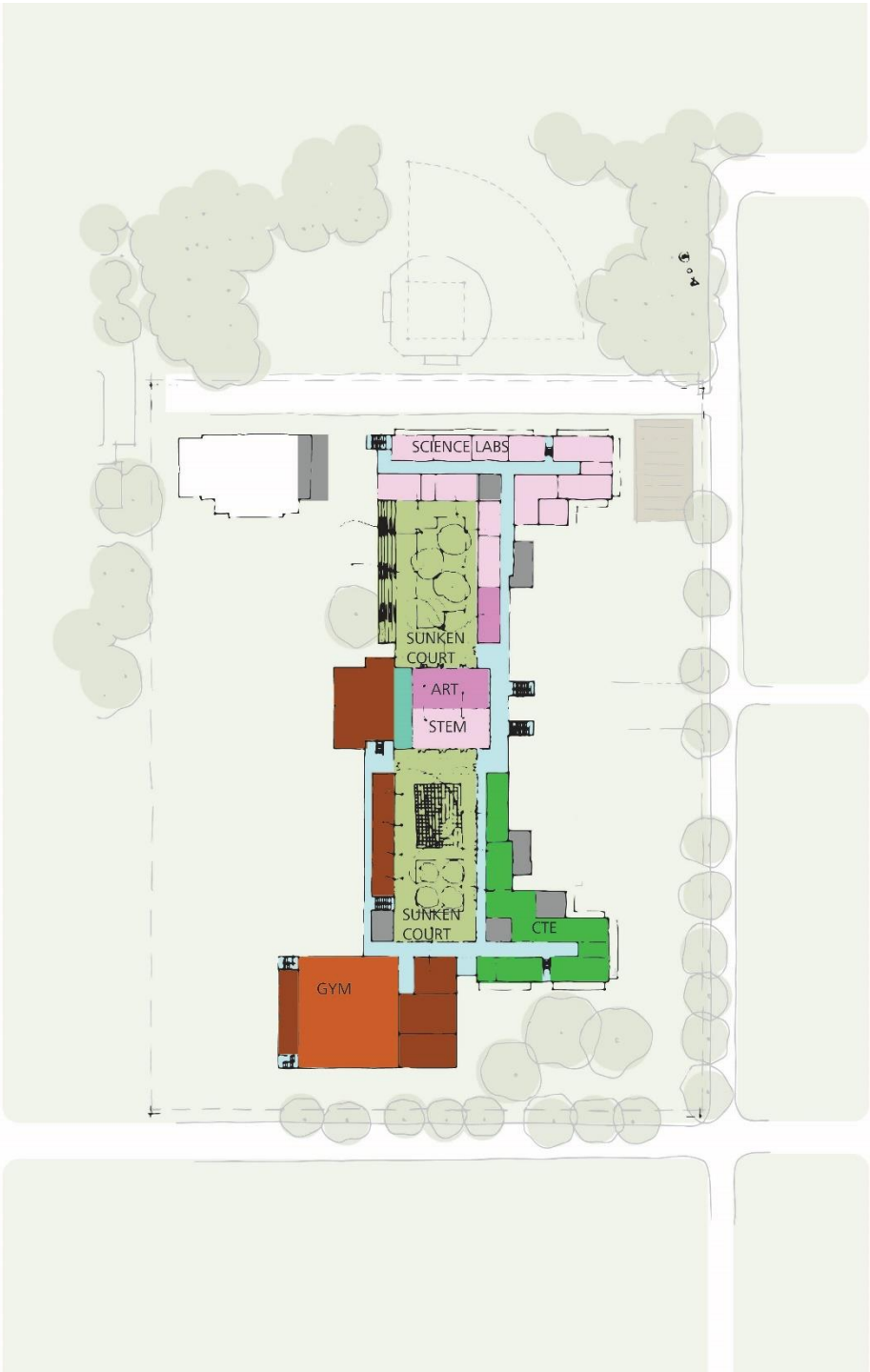
# C – Second Floor



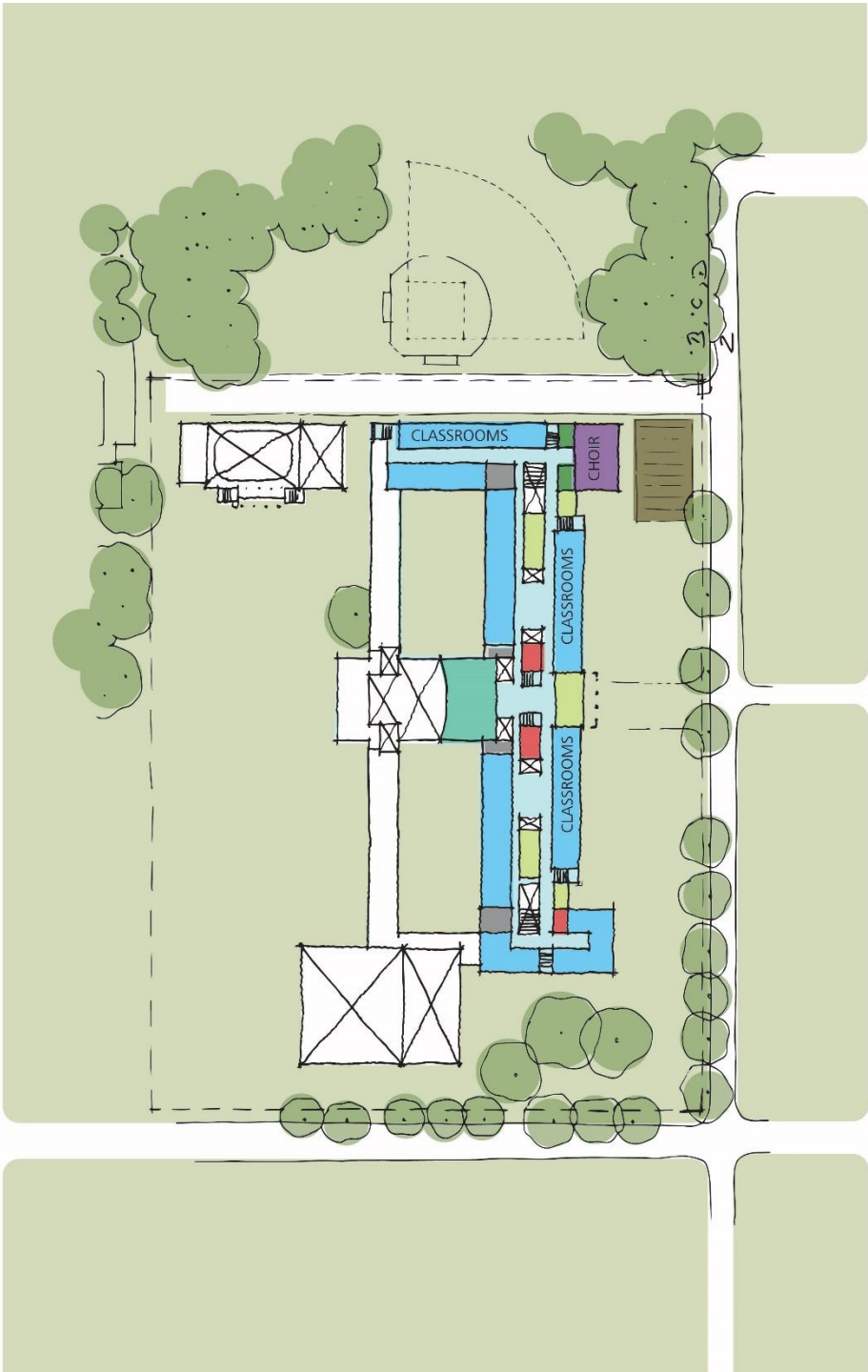
# D – First Floor



# D – Basement



# D – Second Floor





Next Steps:

Masterplanning Open House

Masterplan Report

Public Comment (15 min)