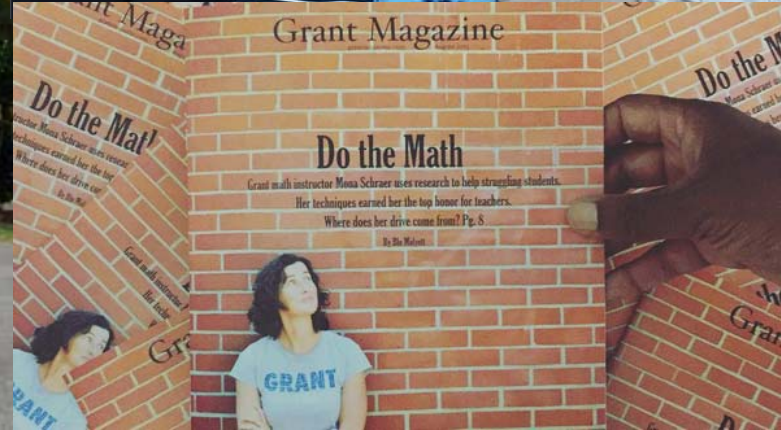


mahlum

Schematic Design WORKSHOP 02
Grant High School Modernization
03.05.16



Today's Agenda

Project Overview (:30 min)

Questions (:15 min)

Group Activity 01 (:30 min)

Project Investigation based on your Persona

Discussion (:30 min)

Group Activity 02 (:45 min)

Design a Major Event

Discussion (:30 min)

Project Overview

Project Background
Findings from Workshop 01
Fields
Site Development
Areas of Focus

Project Overview

Project Background

Findings from Workshop 01

Fields

Site Development

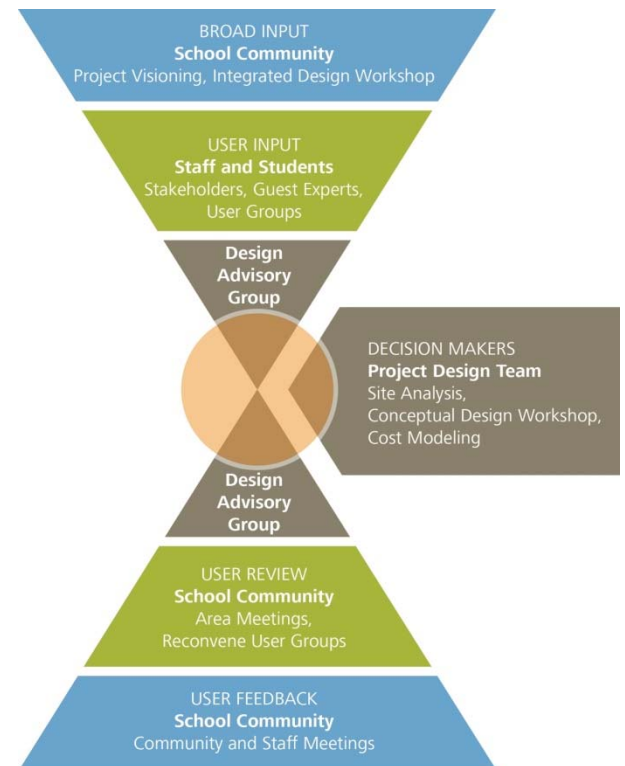
Areas of Focus

Overview of Today's Group Activities



Contributing Voices

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





Stakeholder/DAG/Community Input to Date

39 Stakeholder & All Staff Meetings

8 DAG Meetings

5 Community Workshops/Open House

+ Student Engagement Events

+ PTA & Board Meetings

+ School Tours

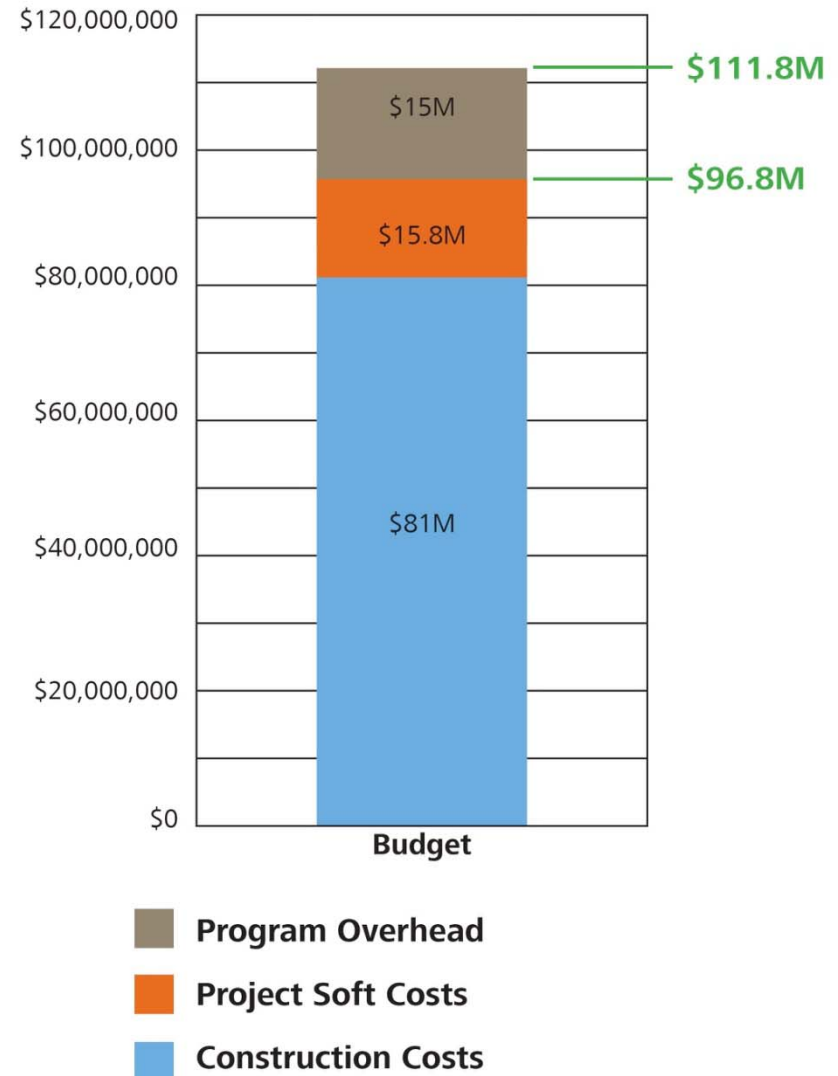
Project Budget

Construction

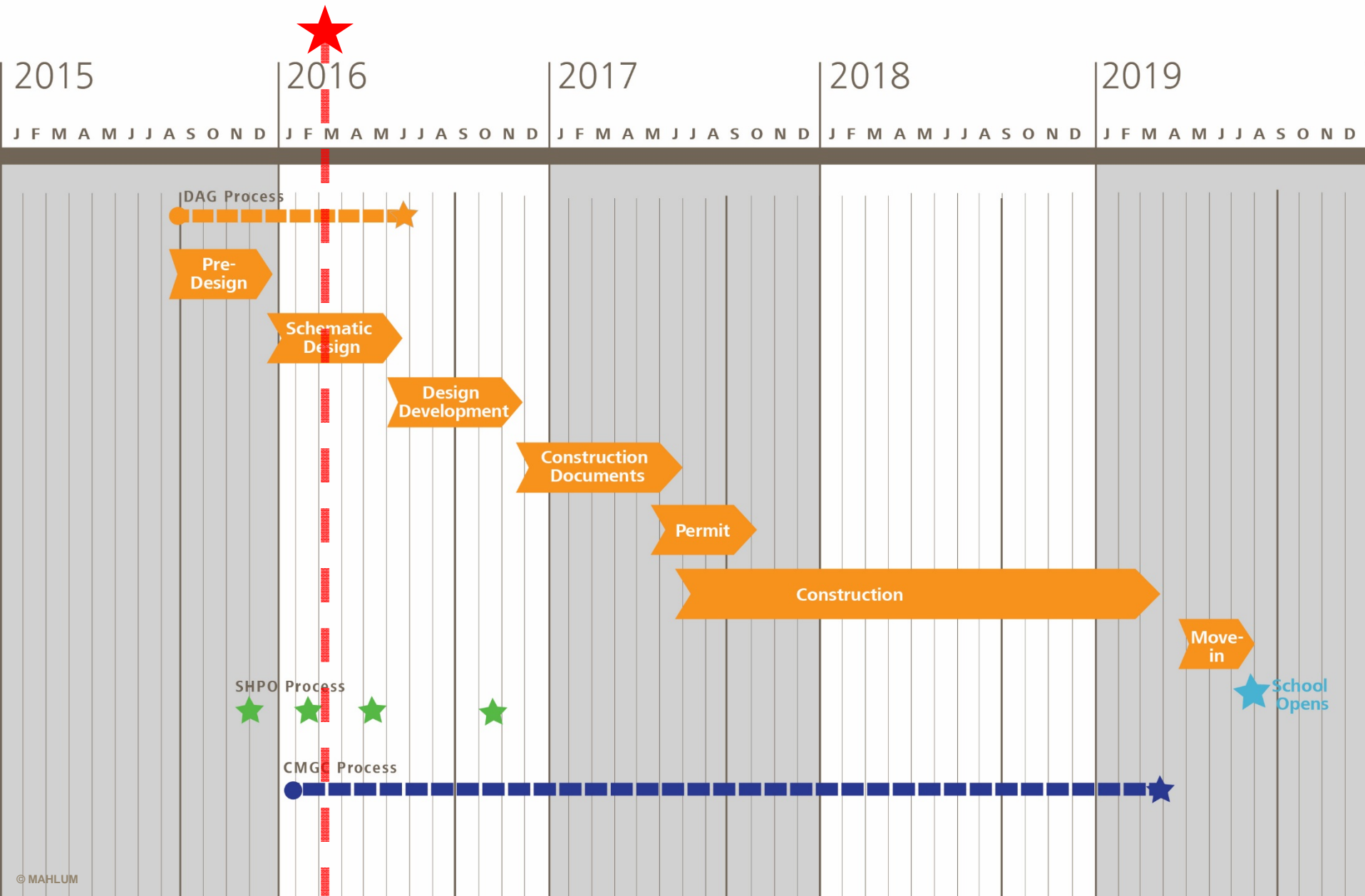
- Historic Preservation
- Modernization
- Site improvements
- Offsite improvements
- Contingency and sales tax

Project "soft costs"

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



Project Schedule





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	SD Workshop 2*	Mar 05
DAG 05	Nov 19	DAG 09	Apr 28
MP Open House*	Dec 03	SD Open House*	May 26

*Community Focused Meetings

Grant Bond Website



News | Directory

Welcome

Students

Families

Get Ready

About

Board

Calendars

Departments

Schools

Employment

Top topics

Google Custom Search

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How do I?

Go

- Bond
- Community Oversight
- Get Involved
- Student Engagement
- Faubion
- Franklin
- Grant
- Roosevelt
- Summer Projects
- Seismic
- Accessibility
- Roof replacement
- News & Media
- Doing business with PPS
- Long Range Facilities Plan
- Bond Timelines
- Interactive map
- Bond Board Resolutions
- FAQs and Bond History
- High School Master Plans

PPS Home > Bond > Grant



Grant High School is one of 3 PPS high schools being modernized as part of the 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 for a new Grant began 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.

Schematic Design Workshop #1 Saturday, January 9th, 9a.m. - Noon in the Library

The Grant Master Plan was approved by the School Board on 12-15-15

[View The Grant Master Planning Open House Presentation \(12-3-15\)](#)

[View the Grant 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. The first Schematic Design workshop is scheduled for Saturday, Jan. 9th from 9a.m. - Noon in the GHS Library.

Grant Design Advisory Group (DAG)

Stay Informed

The Grant Master Plan was approved on a 6-0 vote by the School Board on 12-15-15.

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](#)

For more information about school building improvements, contact: 503-916-2222 or email schoolmodernization@pps.net

PPS Social Media links [f](#) [t](#) [v](#)

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

Project Overview

Project Background

Findings from Workshop 01

Fields

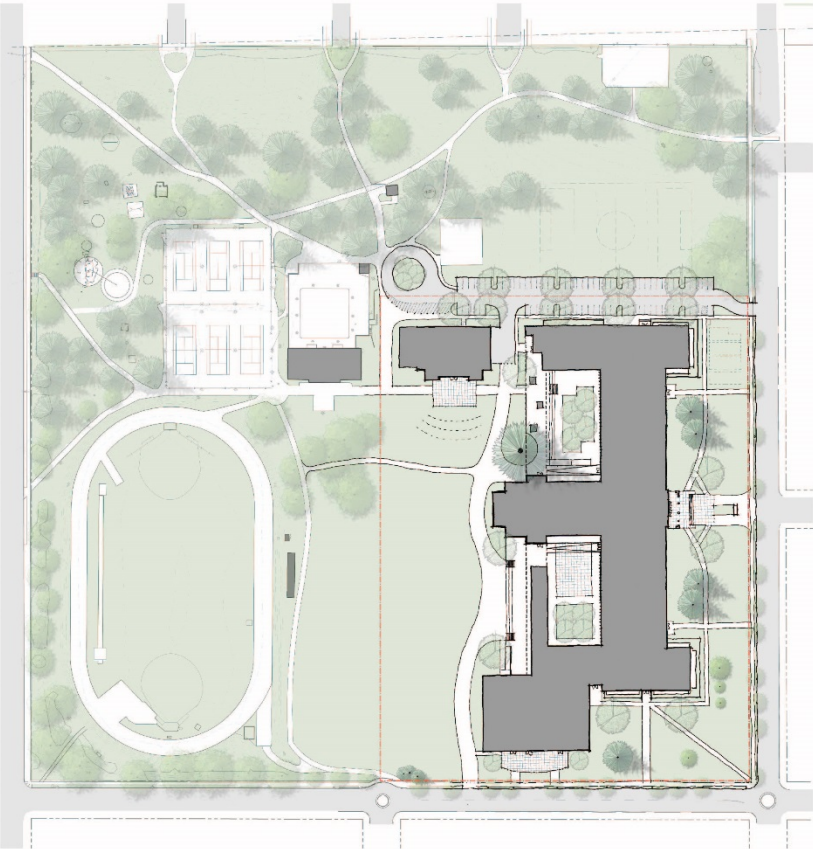
Site Development

Areas of Focus

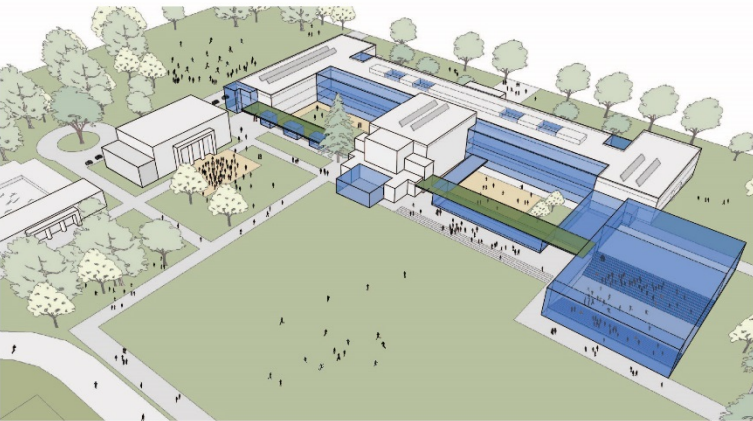
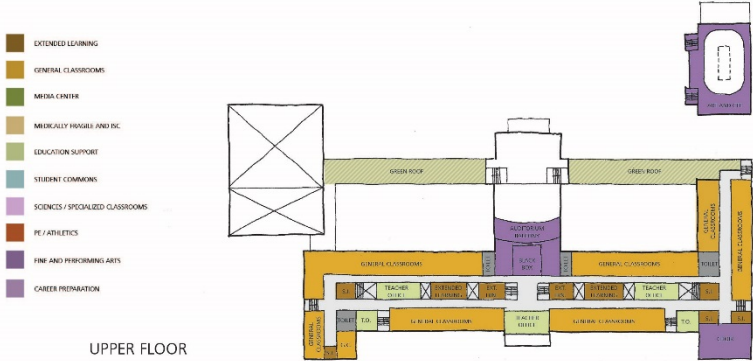
Overview of Today's Group Activities

Group Activity 01

SITE CONCEPT



BUILDING CONCEPT AND MASSING



Positive Aspect & Why?



Negative Aspect & Why?



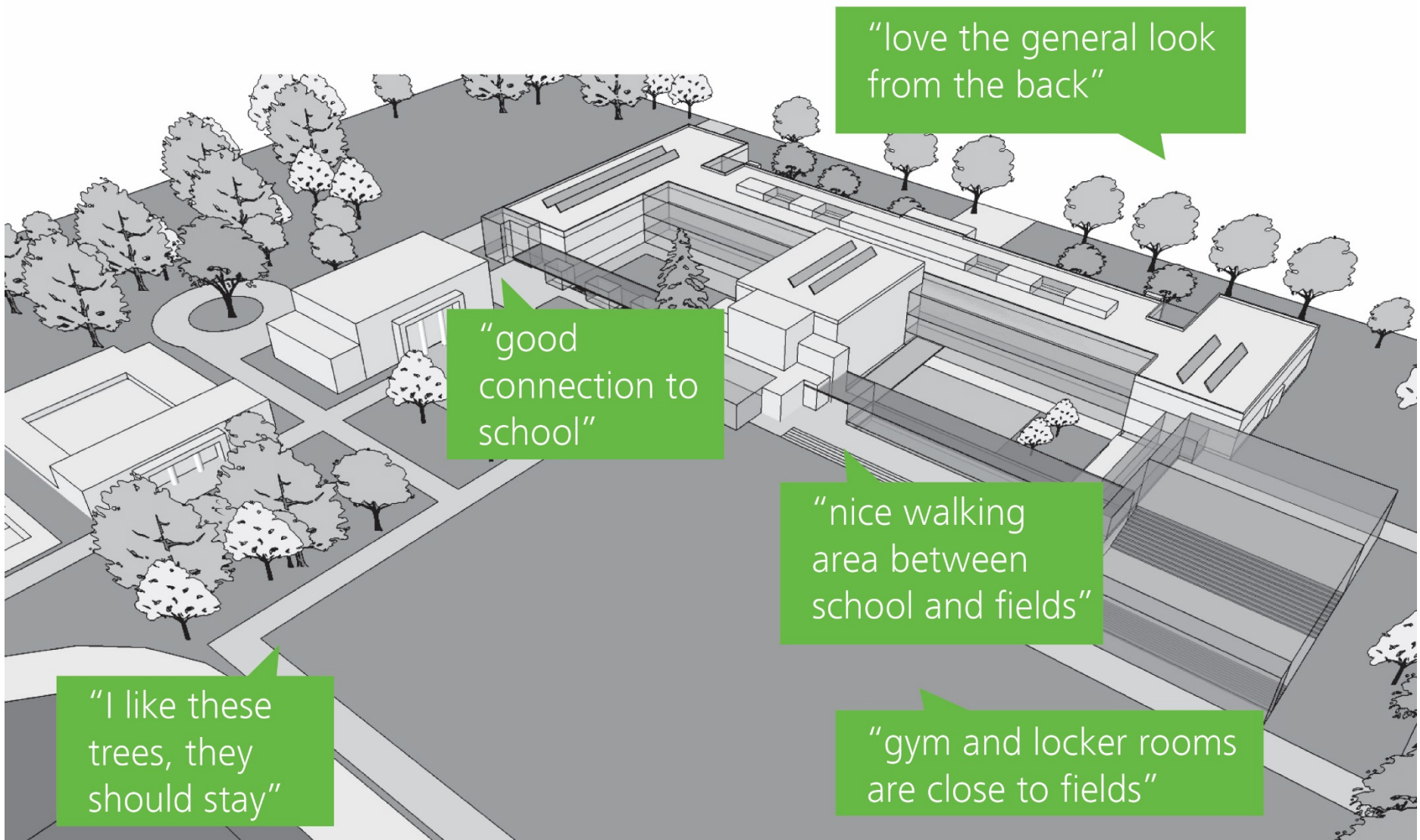
What do you want to know more about?



BUILDING CONCEPT AND MASSING

AM11:02 JAN/ 9/2016

Site



"love the general look from the back"

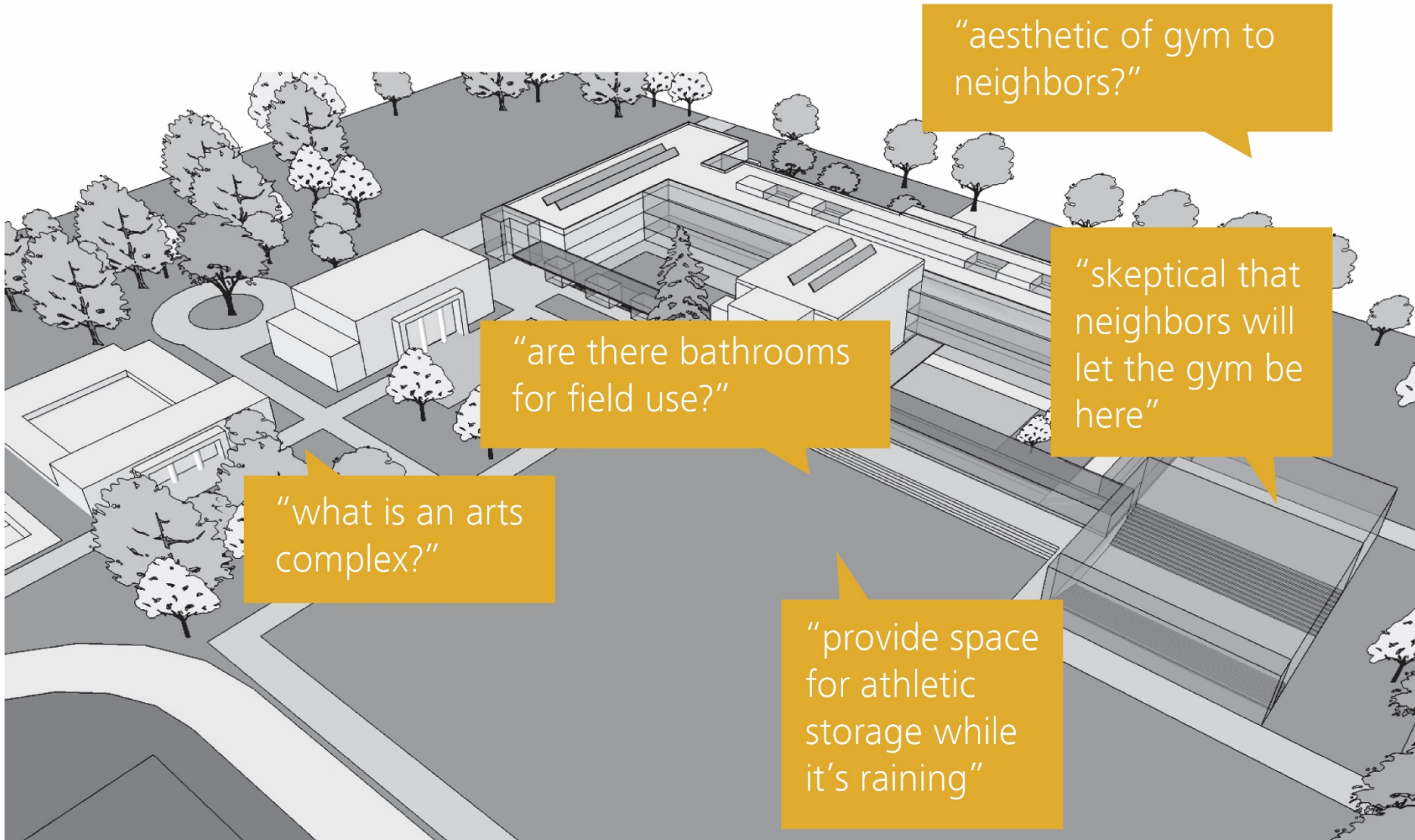
"good connection to school"

"nice walking area between school and fields"

"gym and locker rooms are close to fields"

"I like these trees, they should stay"

Site



"aesthetic of gym to neighbors?"

"skeptical that neighbors will let the gym be here"

"are there bathrooms for field use?"

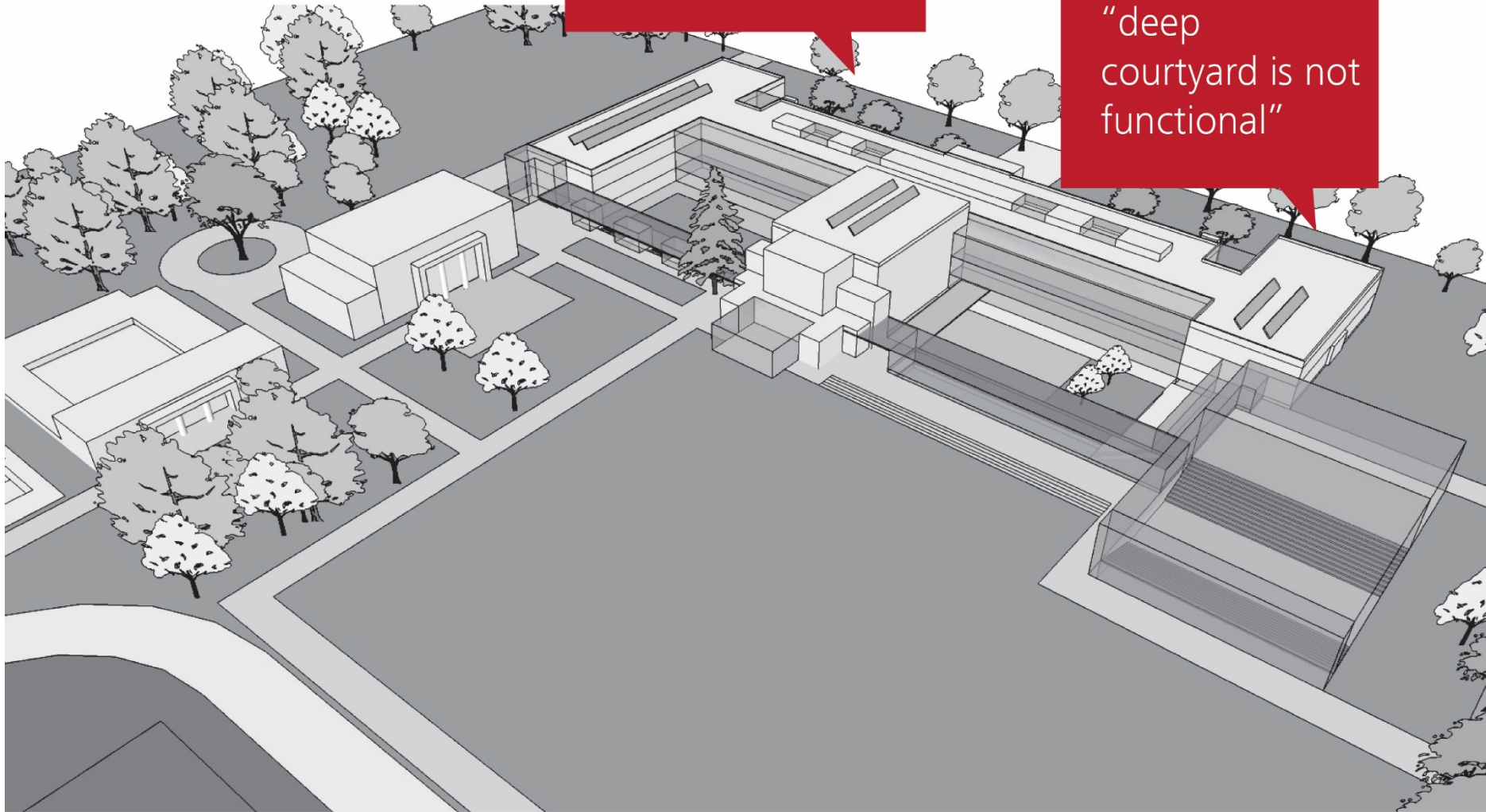
"what is an arts complex?"

"provide space for athletic storage while it's raining"

Site

"concerned about how people enter from 36th"

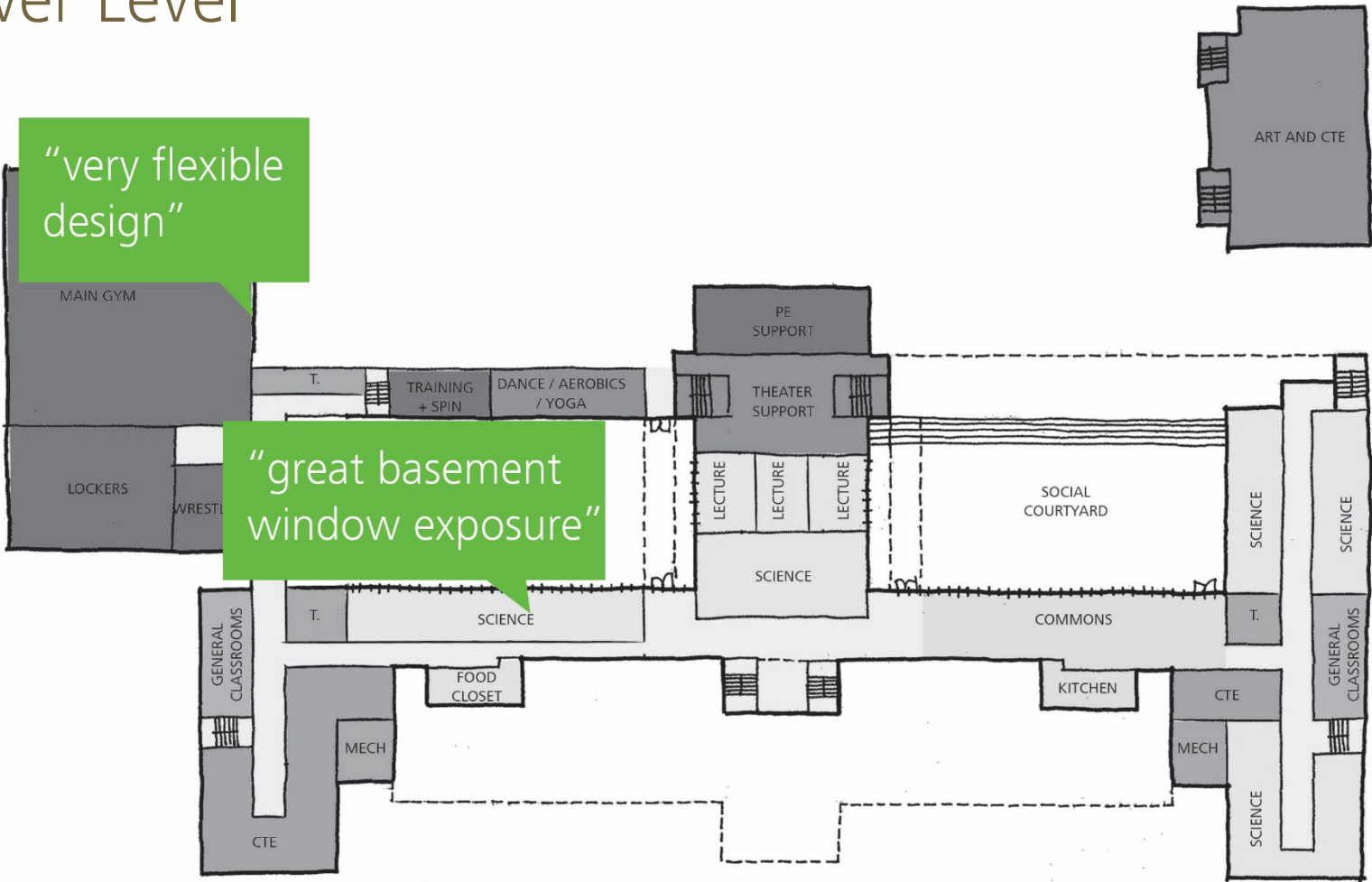
"deep courtyard is not functional"



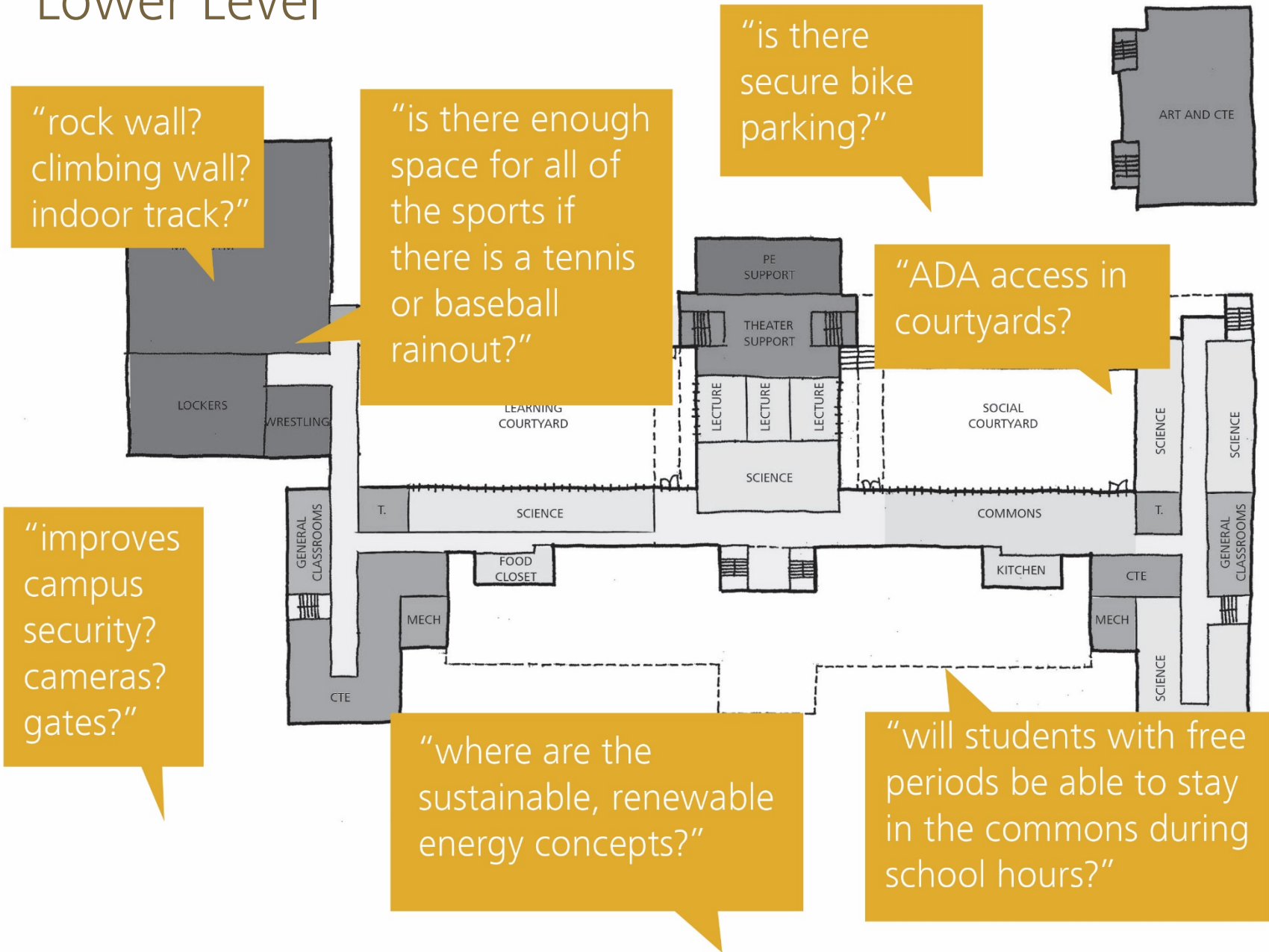
Lower Level

“very flexible design”

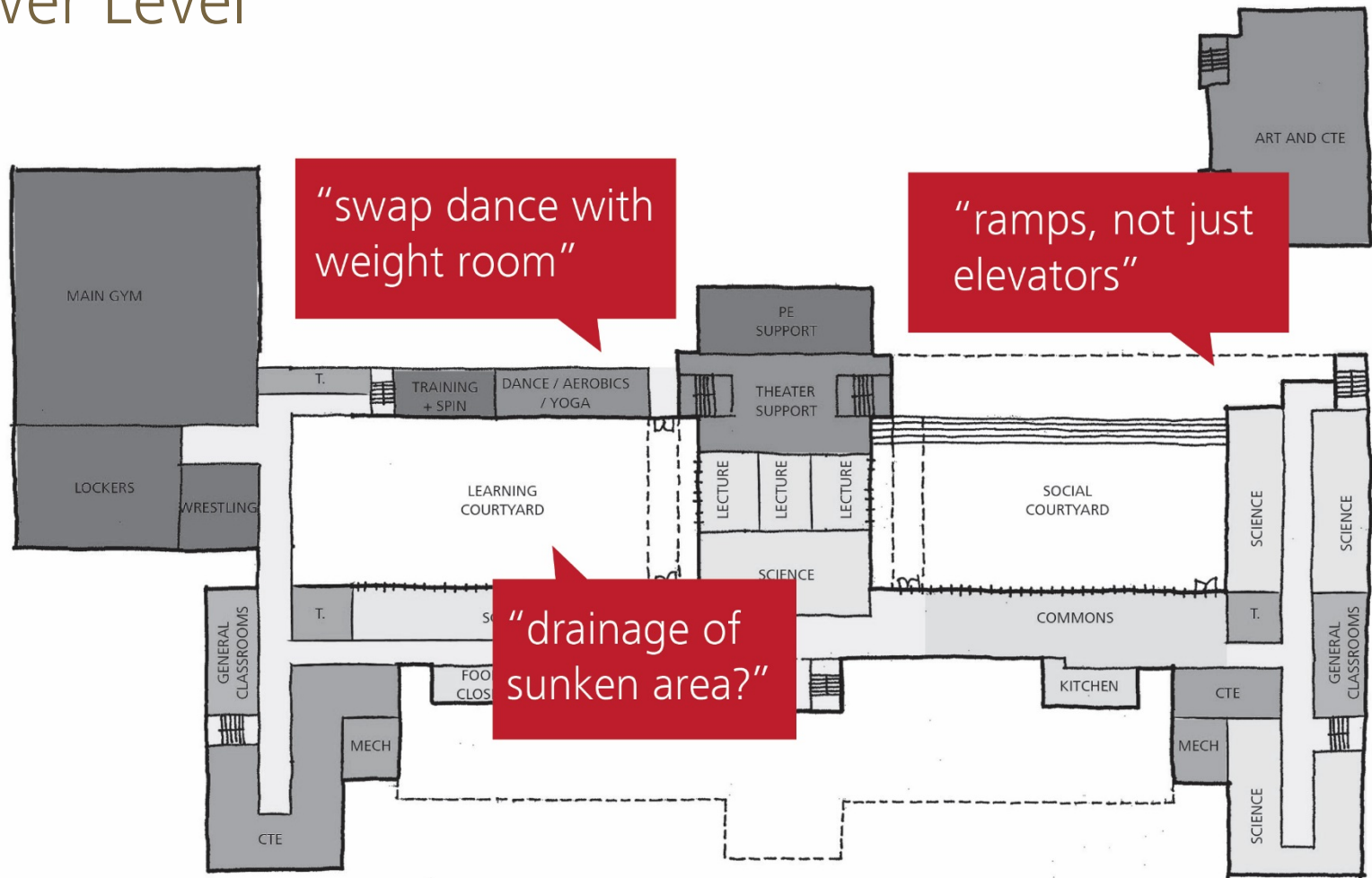
“great basement window exposure”



Lower Level



Lower Level



Main Level

"love open space on west end"

"Great space/idea"

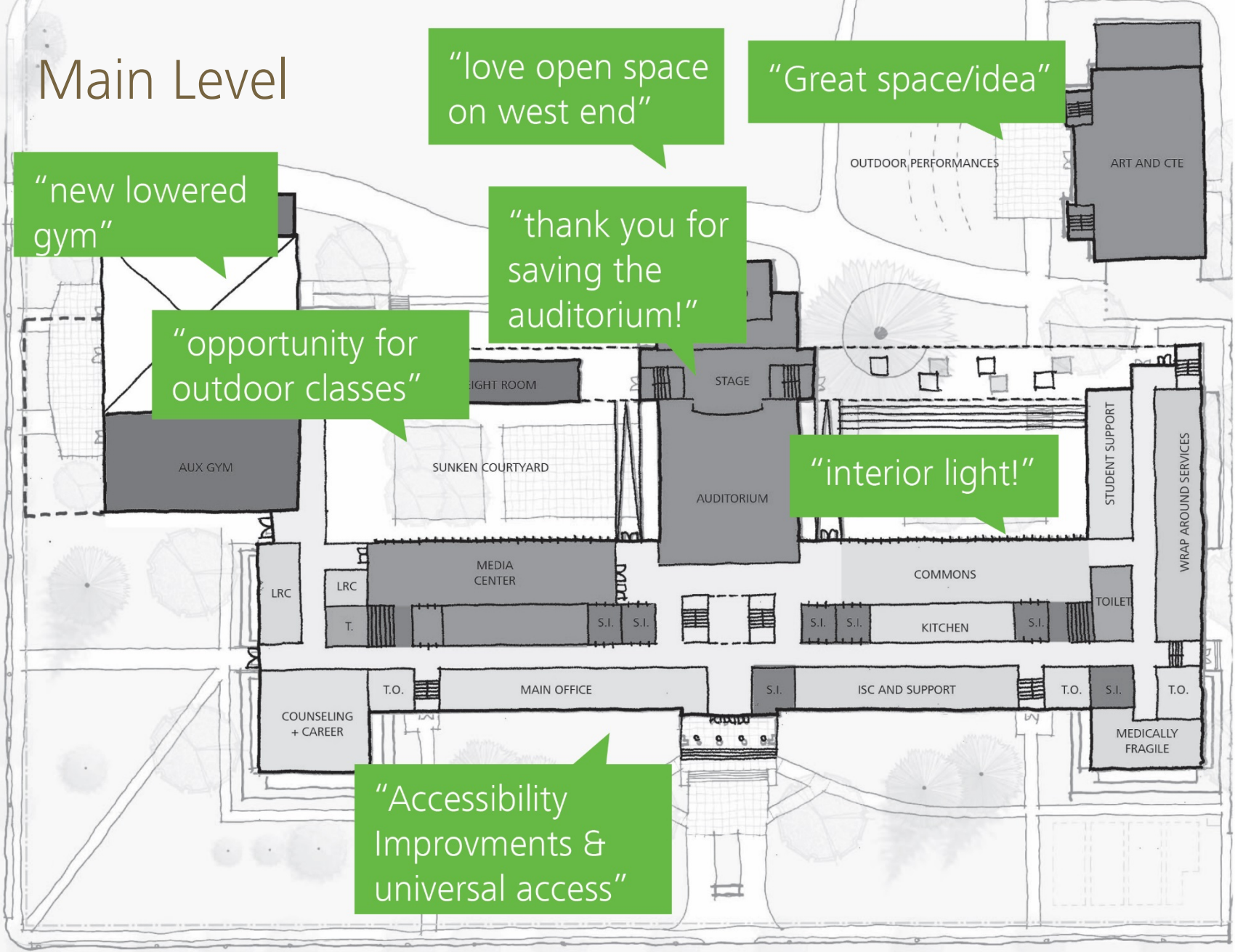
"new lowered gym"

"opportunity for outdoor classes"

"thank you for saving the auditorium!"

"interior light!"

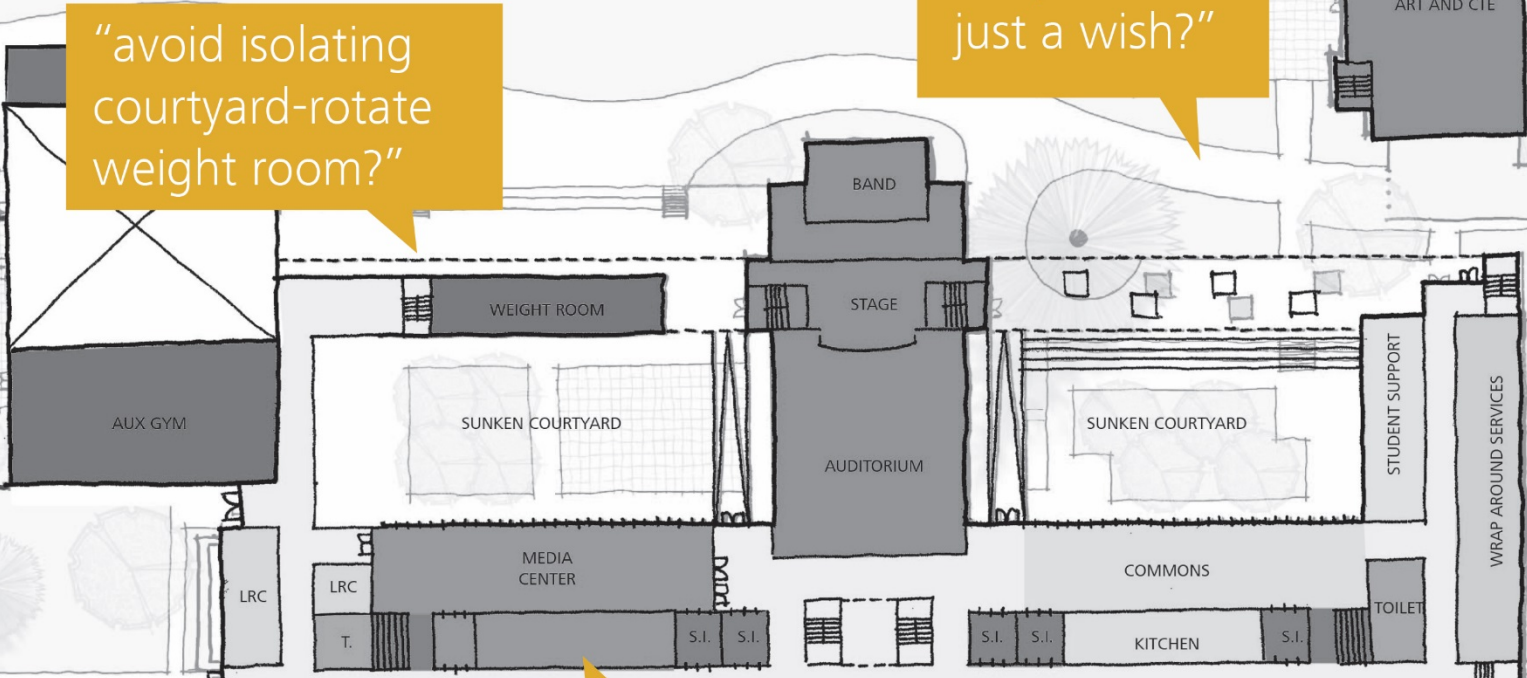
"Accessibility Improvements & universal access"



Main Level

"avoid isolating courtyard-rotate weight room?"

"is outdoor theater in the plan or just a wish?"



"is media center locked and secured after hours? if so, is it available for events?"

"community use of kitchen?"

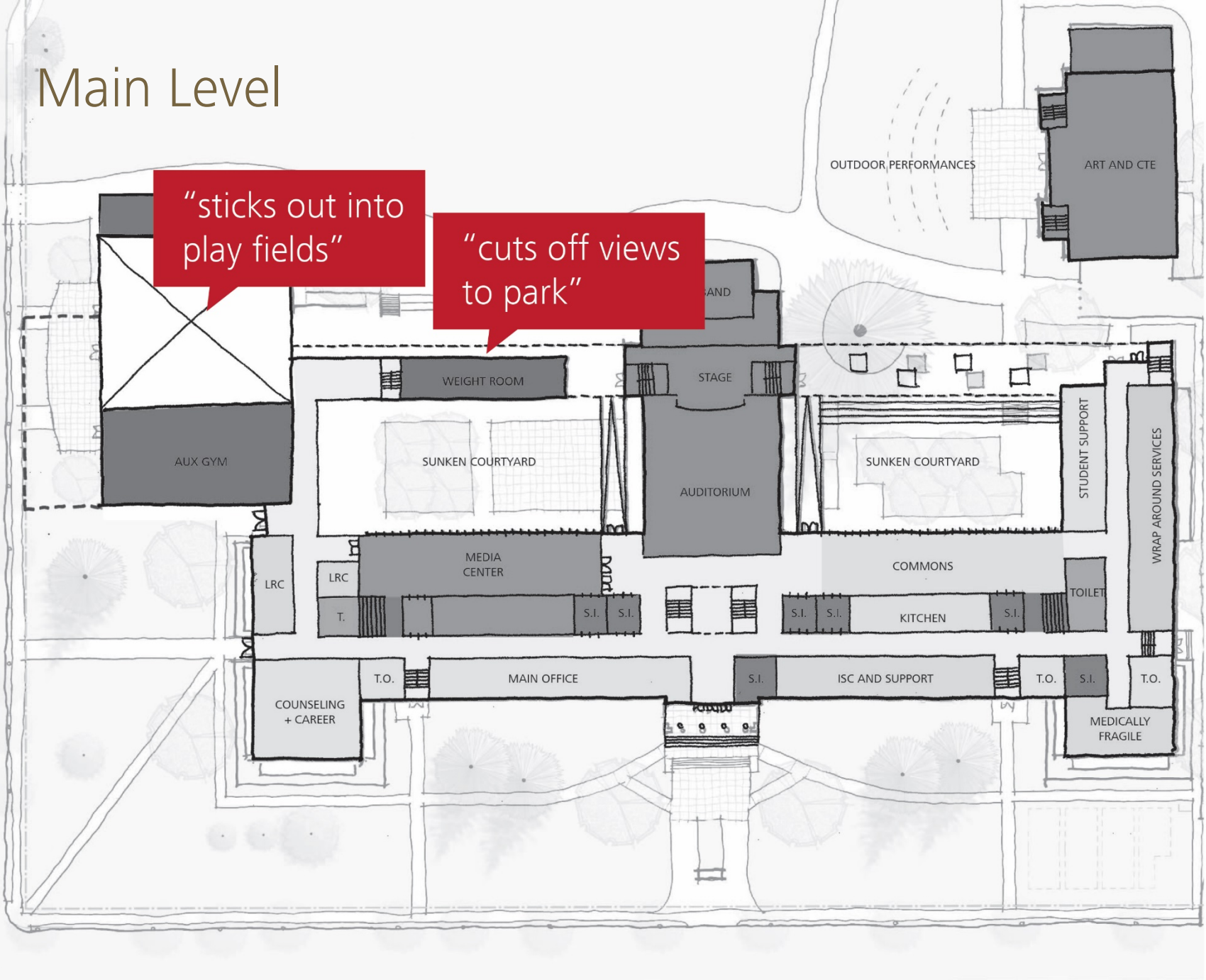
"can TRIMET bus line be reconfigured to the front door?"

"preserving community garden?"

Main Level

"sticks out into play fields"

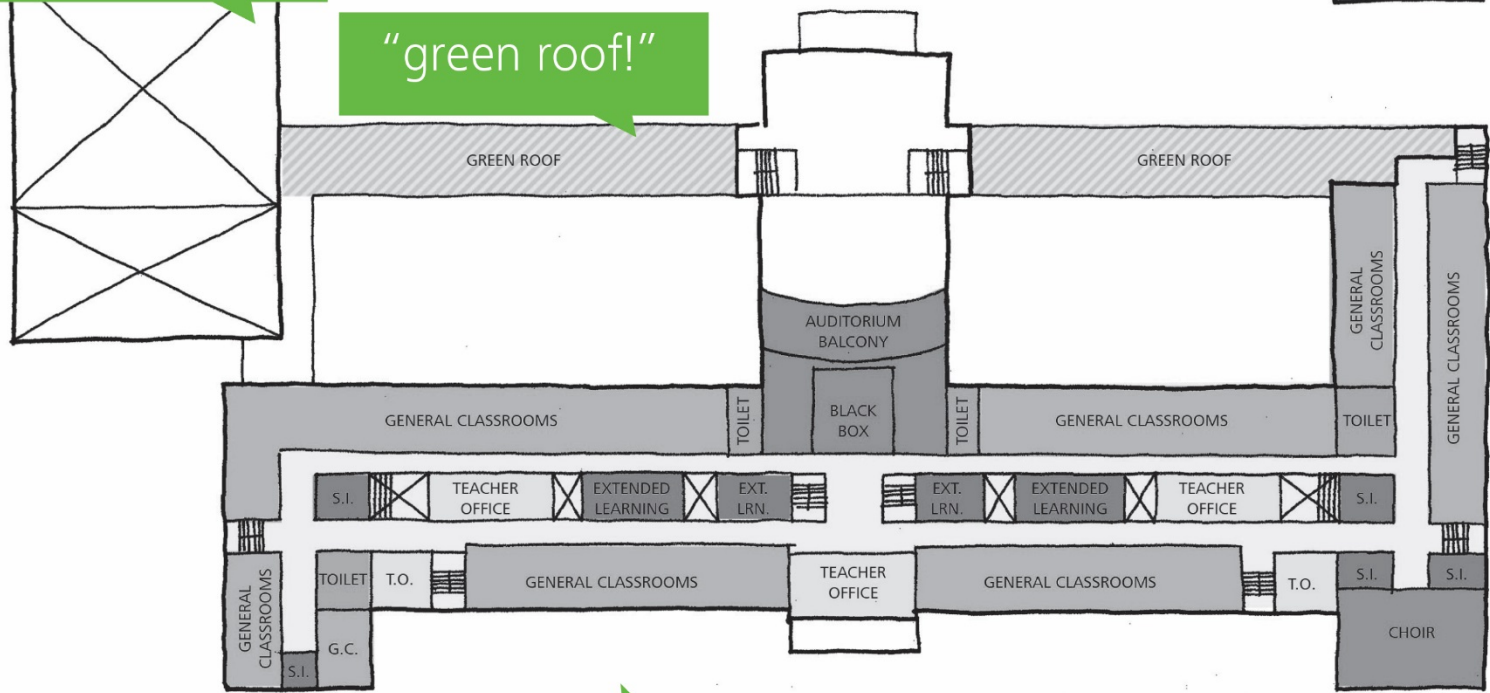
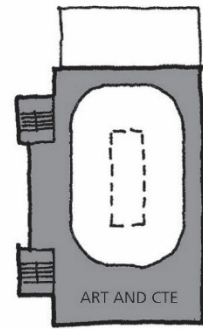
"cuts off views to park"



Upper Level

"thank you!!!"

"green roof!"

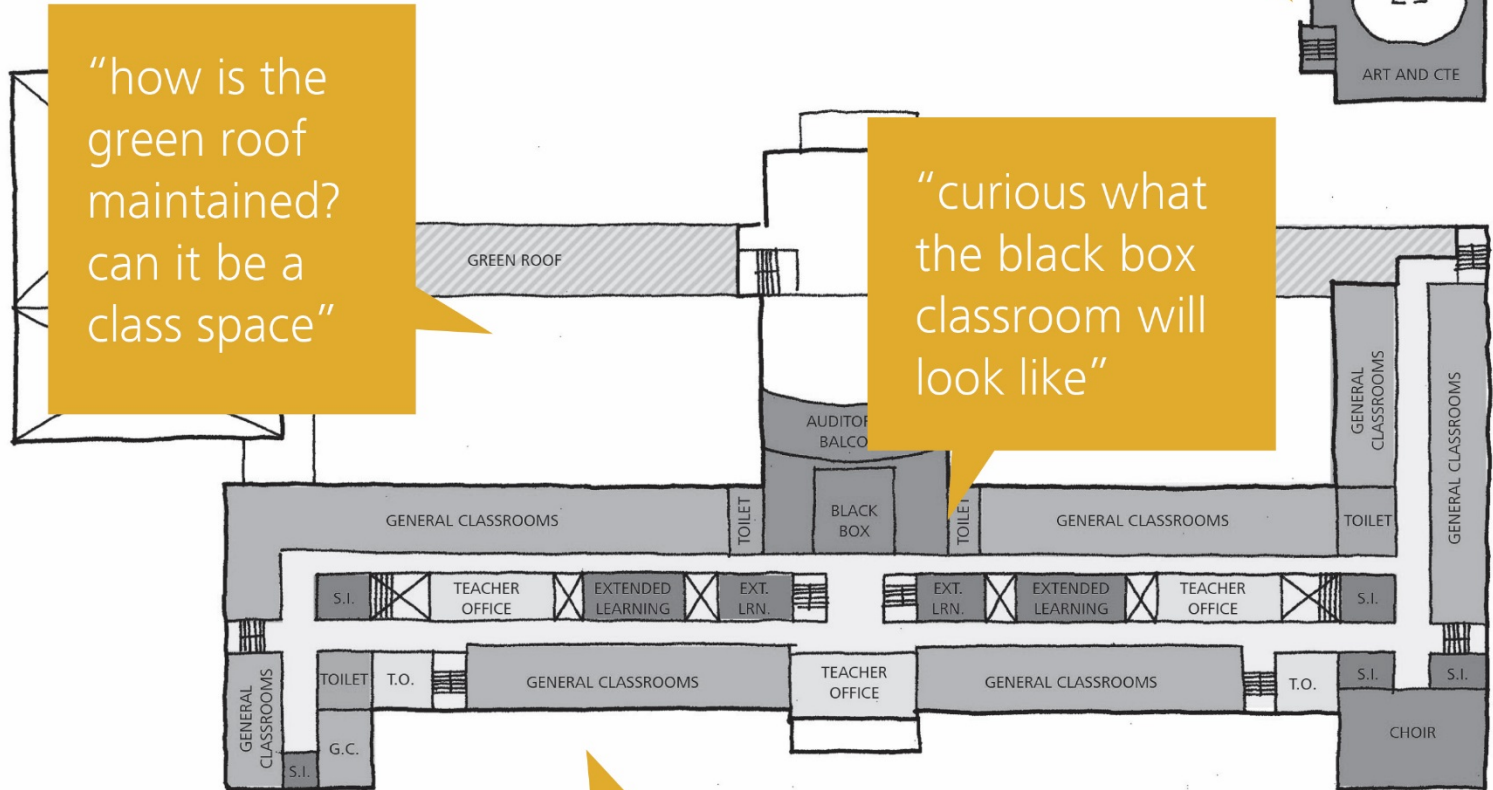


"preserves existing footprint"

"it's come a long way & we have a good plan"

"keeping separate choir room"

Upper Level



"will the track stay?"

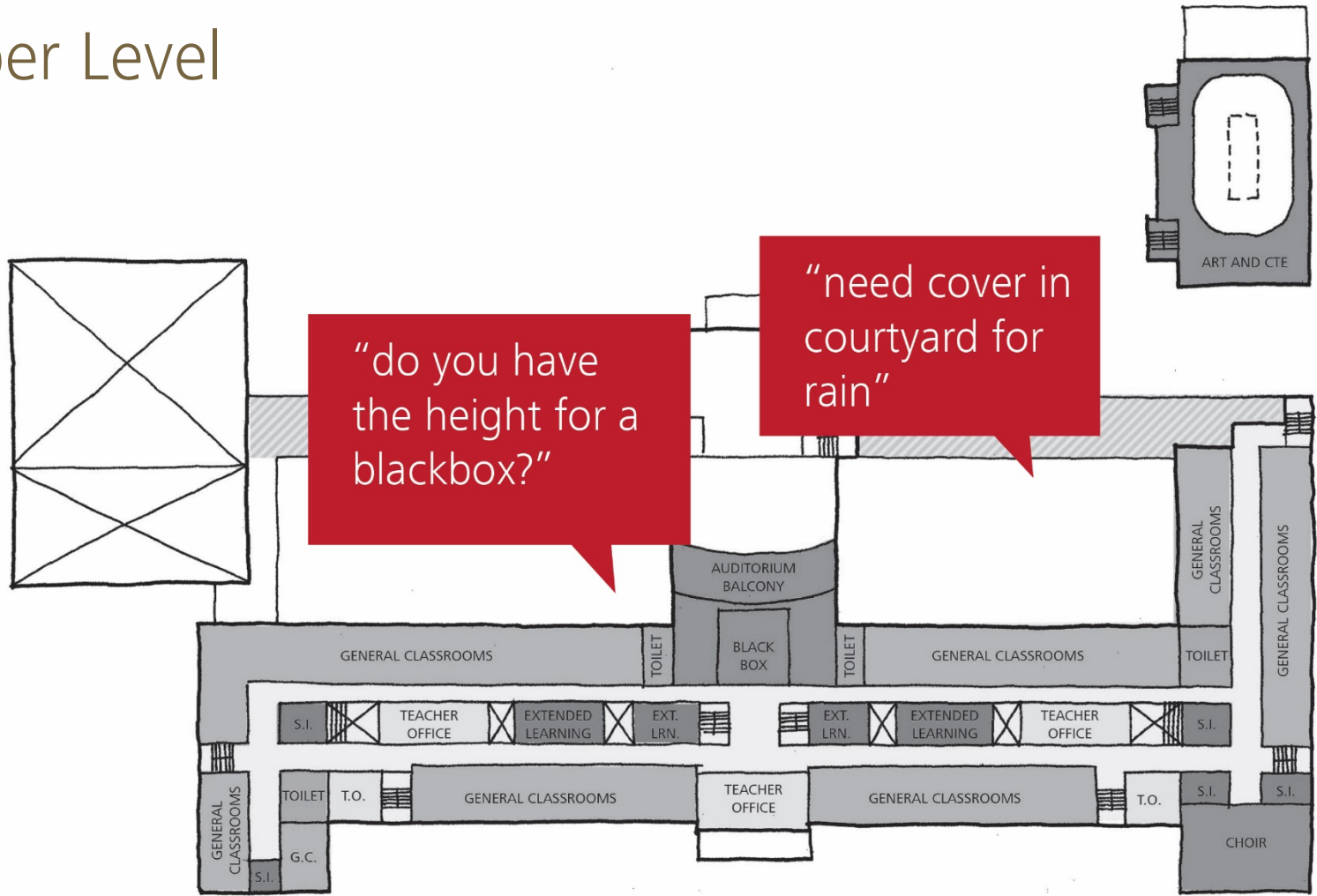
"how is the green roof maintained? can it be a class space"

"curious what the black box classroom will look like"

"staff offices could have visual to courtyards/exits for security"

"custodial spaces? what is the HVAC system?"

Upper Level



Group Activity 02

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 Items

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

Transformational Idea



Must Do



Low Hanging Fruit



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



Masterplan Scope

DAG/Stakeholder Interest?

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?

8

Build the school as the heart of the community through services, opportunities, and recreation

Climbing and rock gym

Keeping all sports in mind / on campus-multipurpose

Security with 'openness' at social courtyard

Secure bike parking

Sponsor LEED accreditation charges \$75,000

Covered courtyard

Universal design



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?

Use as many skylights and outdoor spaces as possible; helps combat seasonal affective disorder

Preserve trees south of pool!

Remove 'new gym' = connect to park and corridors

Incorporate outdoor space for student use without closing off space to neighbors

Prevent sports and security fencing from precluding the feel of an open campus

Outdoor space should demonstrate sustainable stormwater practices

7

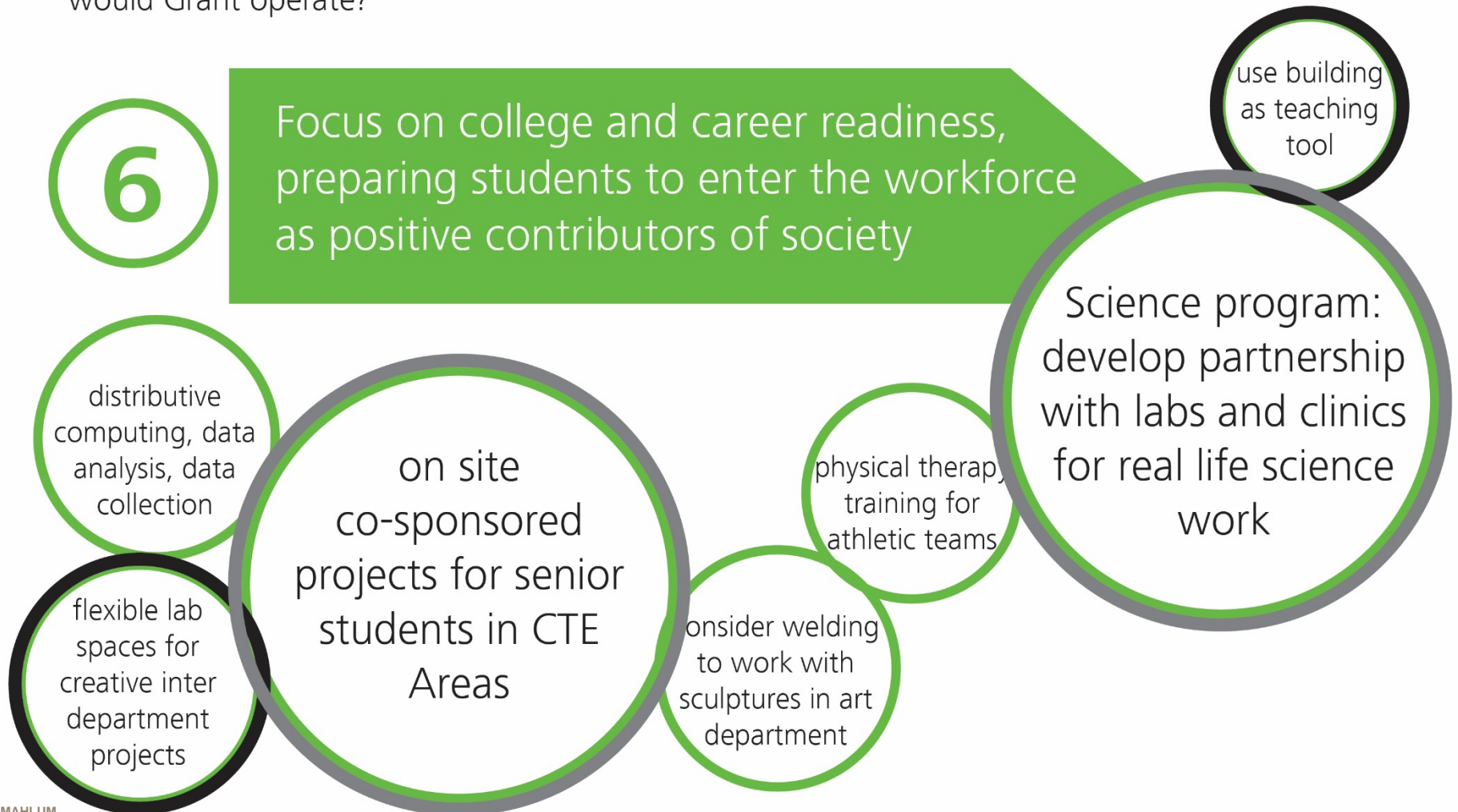
Blend indoor and outdoor spaces to enhance quality of learning environment and deepen our connection to nature

SCHEMATIC DESIGN WORKSHOP 1

From Goals to Action Items

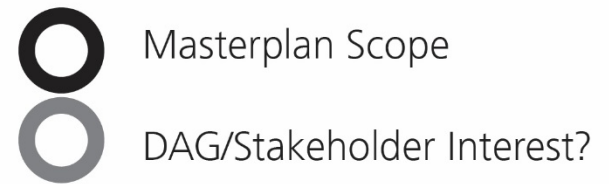
- Masterplan Scope
- DAG/Stakeholder Interest?

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?

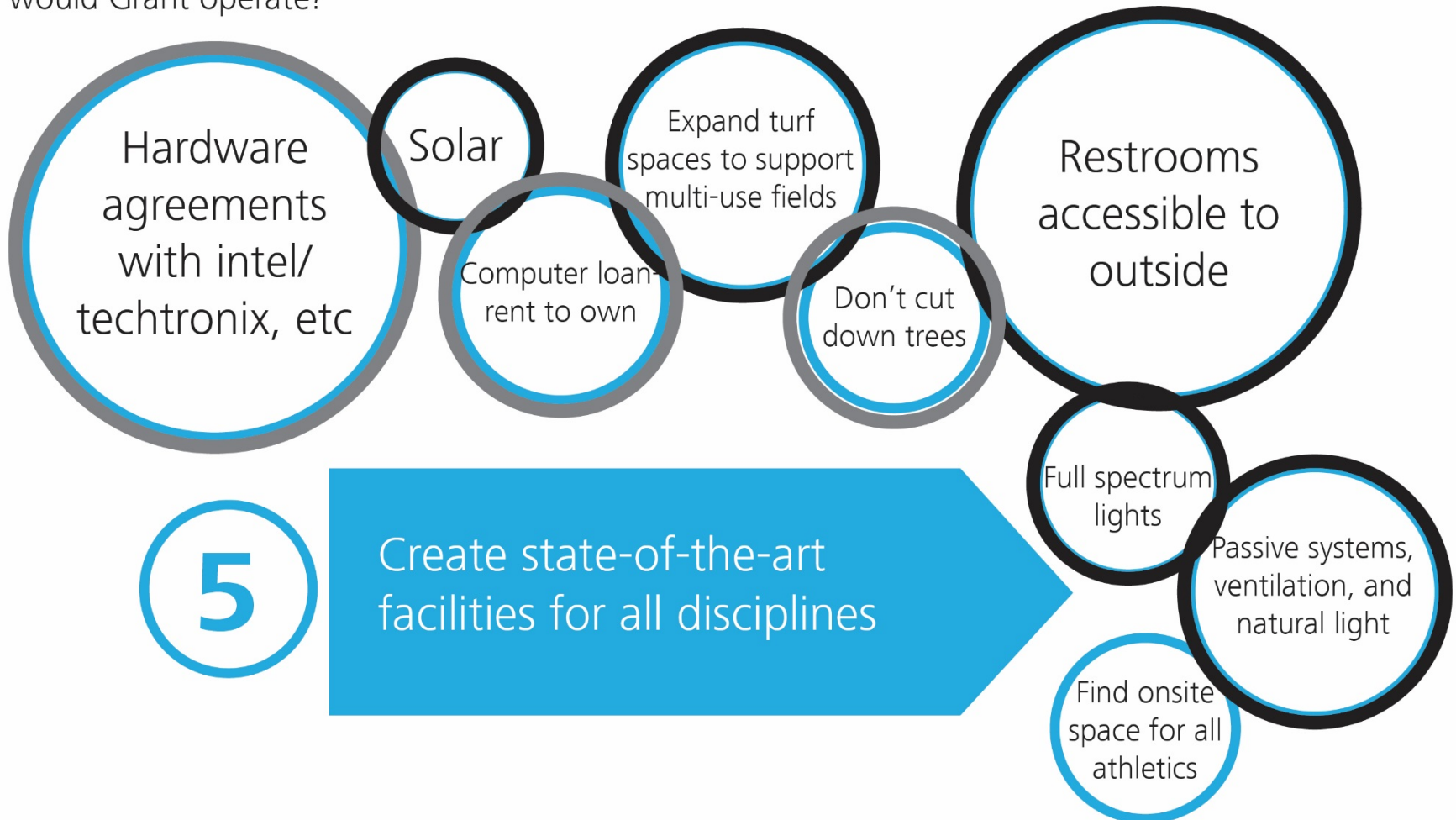


SCHEMATIC DESIGN WORKSHOP 1

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?



SCHEMATIC DESIGN WORKSHOP 1

From Goals to Action Items



Masterplan Scope



DAG/Stakeholder Interest?

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?

4

Accommodate diverse teaching & learning styles to facilitate strong relationships

Smaller Cubbie holes for one on one conversations, solo reflection time, study nook

Highlight and promote spaces for student and counselor relationships

Not overwhelming envelop subdued quiet, not busy

Intra campus broadcasting

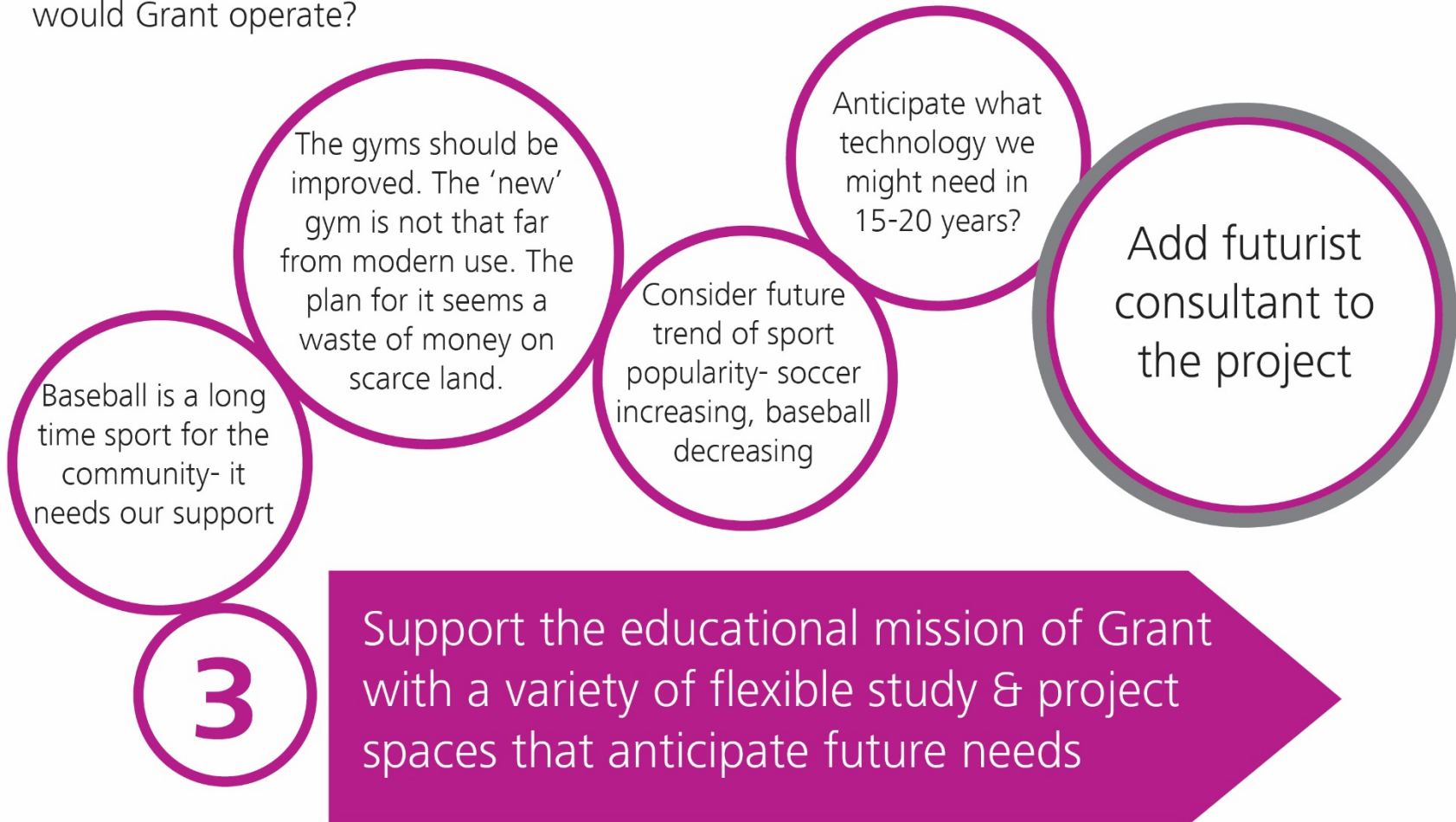
Creative ability for remote learning as a full time alternative – home school

Creative space for attending college from the school in off hours

Delayed start time, to allow students to sleep



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?





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?

2

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

Make career
spaces resemble
the real world
spaces

Students impact
community
problem solving
social justice
projects

Integrate school
services- kitchen
drainage,
garden into
curriculum

Outdoor school-
mentorship
project space to
build engagement
into environmental
issues

Combination
industrial
welding/
art space

Make the
building a core
piece of
curriculum

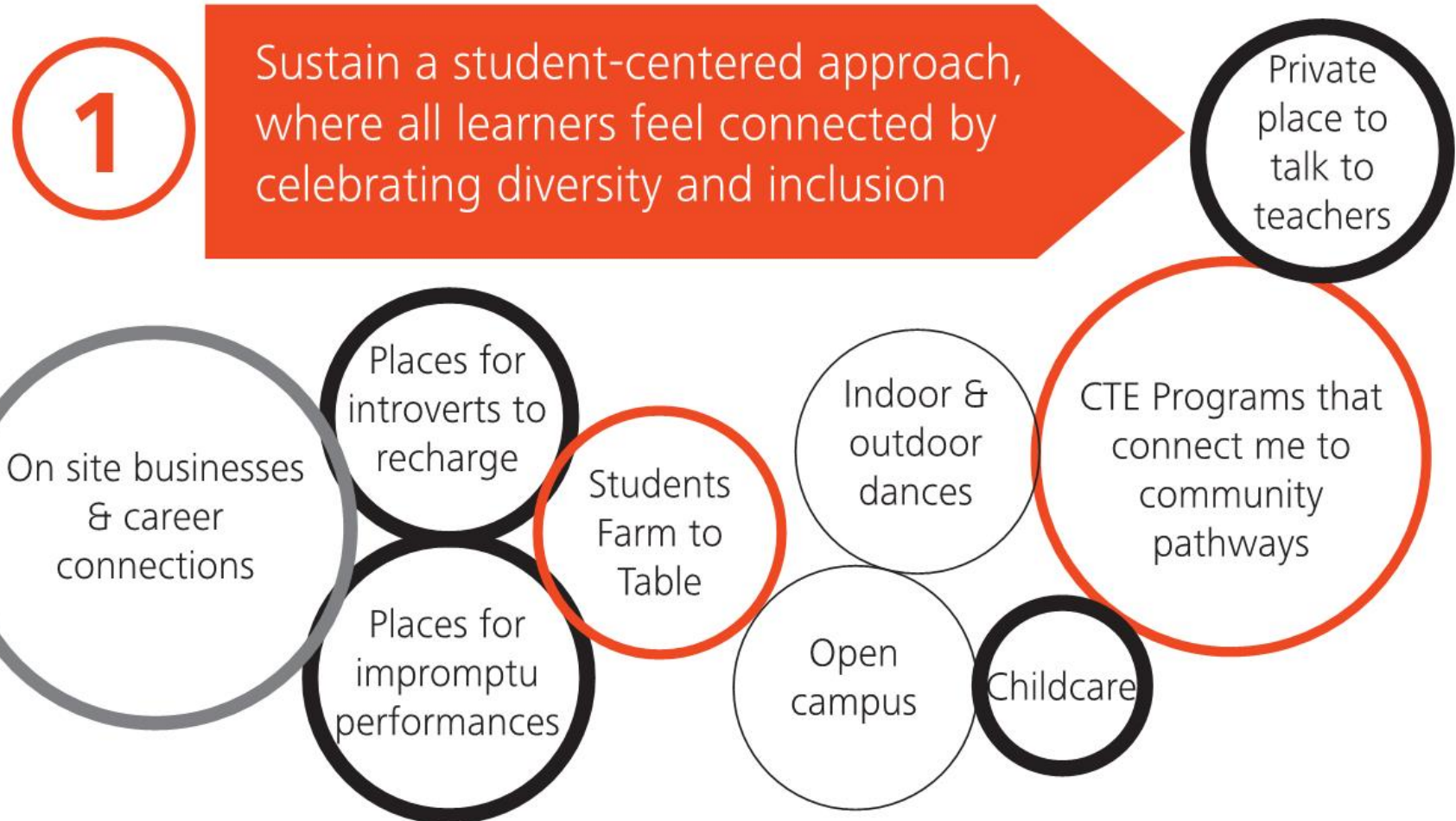
Youth
engagement in
area non-profit
missions

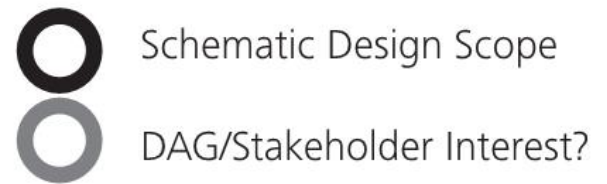
SCHEMATIC DESIGN WORKSHOP 2

From Goals to Action Items



We asked Design Advisory Group 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?





Group Activity 03

Athletic Fields:

Option One

- 1 Turf Baseball Field (shortened right outfield)
- 1 Turf Soccer Field
- 1 Grass Soccer Field
- 1 Softball Field (on Parks property)
- Removes 5 mature trees from park
- No grandstands

Athletic Fields:

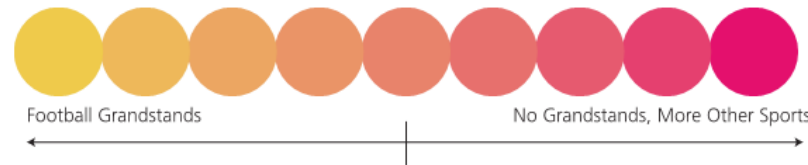
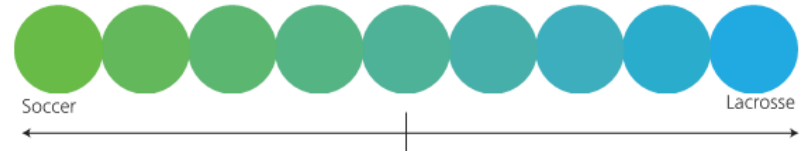
Option Two

- 1 Turf Baseball Field (shortened left out)
- 1 Turf Soccer Field
- 1 Softball Field
- 1 Grass Soccer Field (on Parks property)
- Removes 8 mature trees from park
- No grandstands

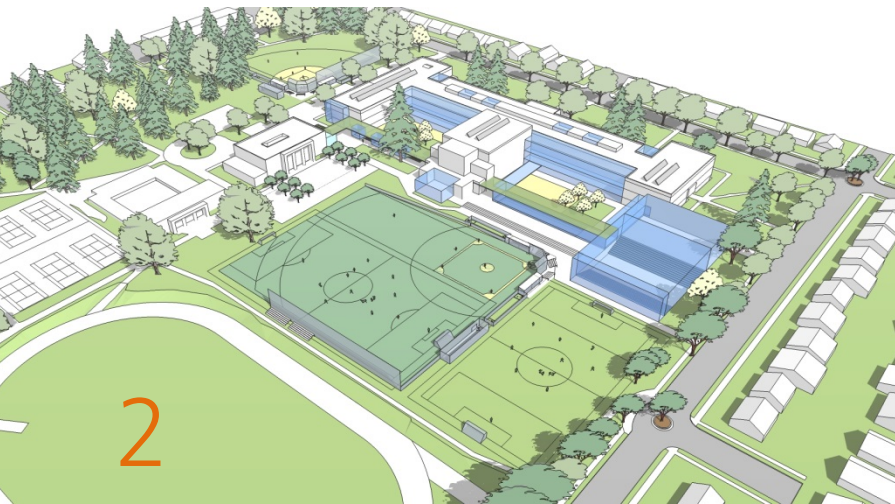
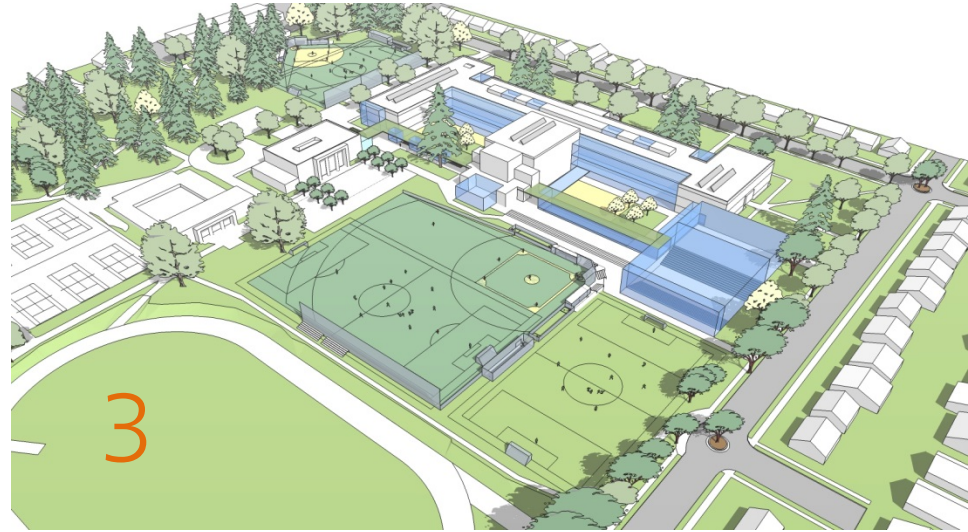
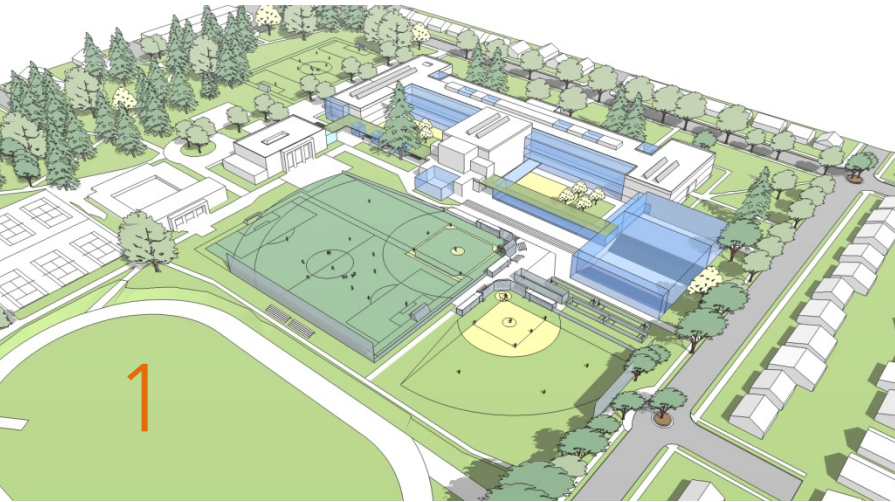
On-Site Athletic Fields Prioritization



Place one dot on each black line to indicate where you fall on the spectrum.



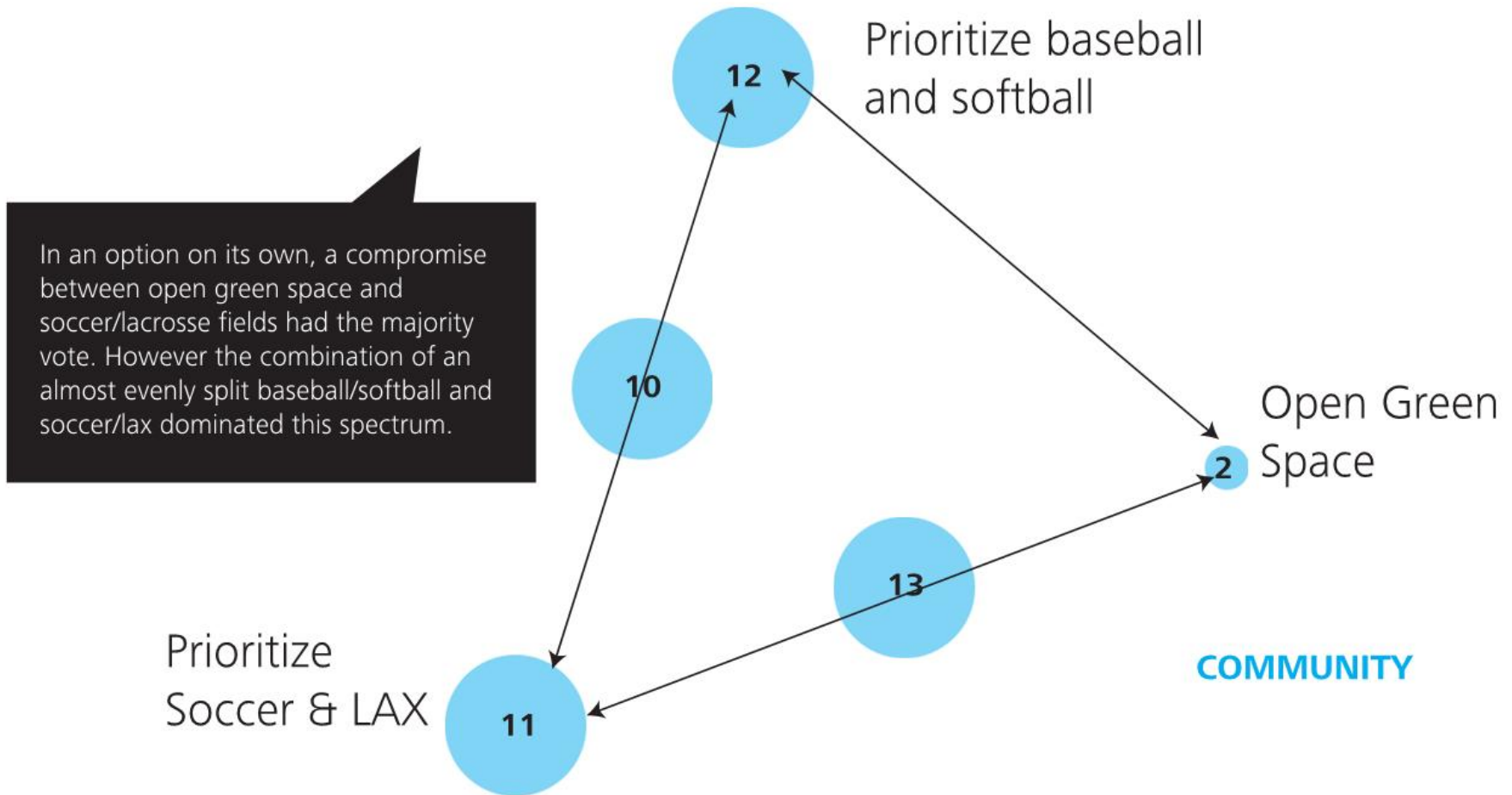
Fields Discussion





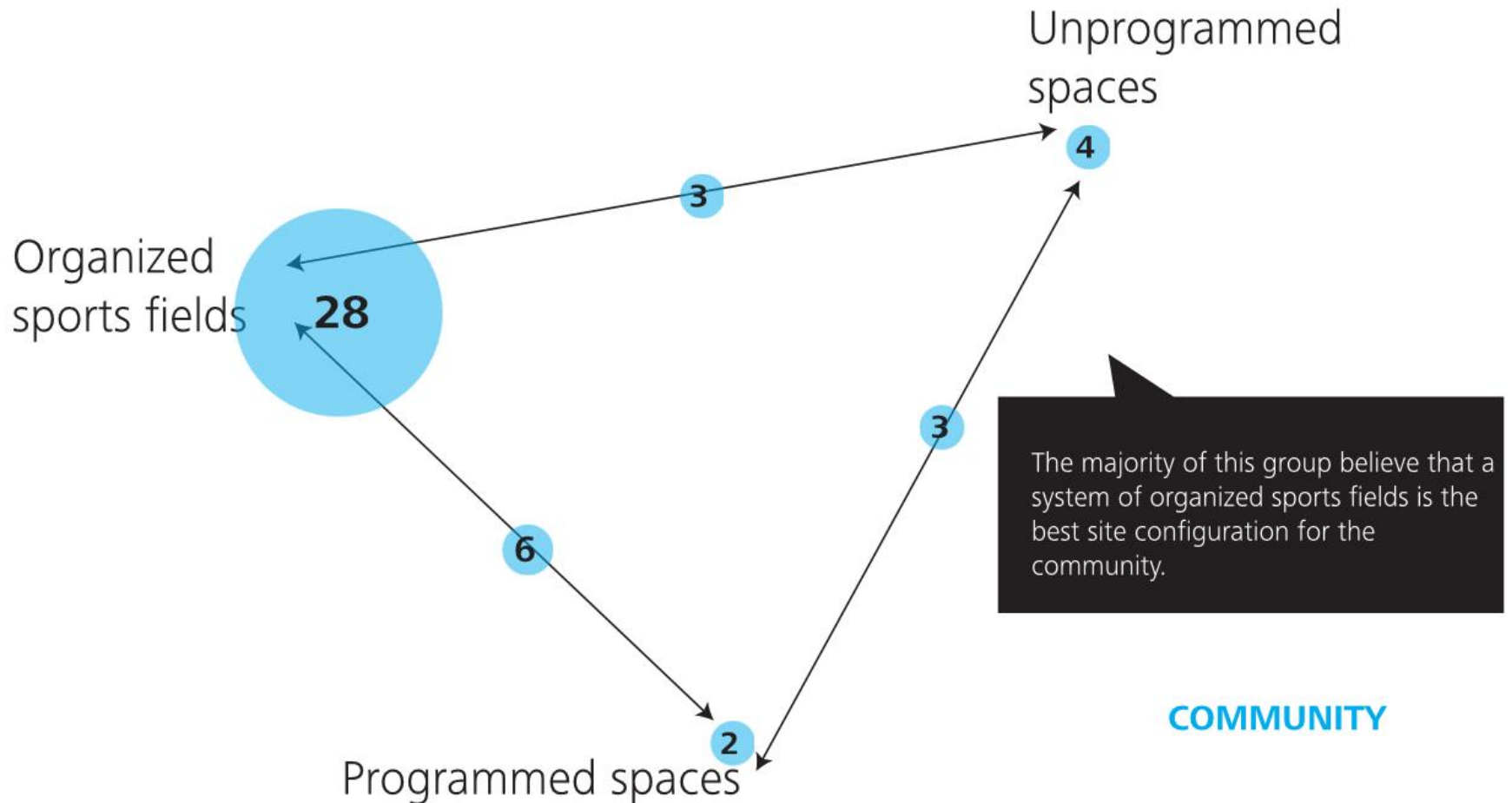
SCHEMATIC DESIGN WORKSHOP 1: SPECTRUMS COMPARISON

If there was one **field organization** that supported the most Grant students...



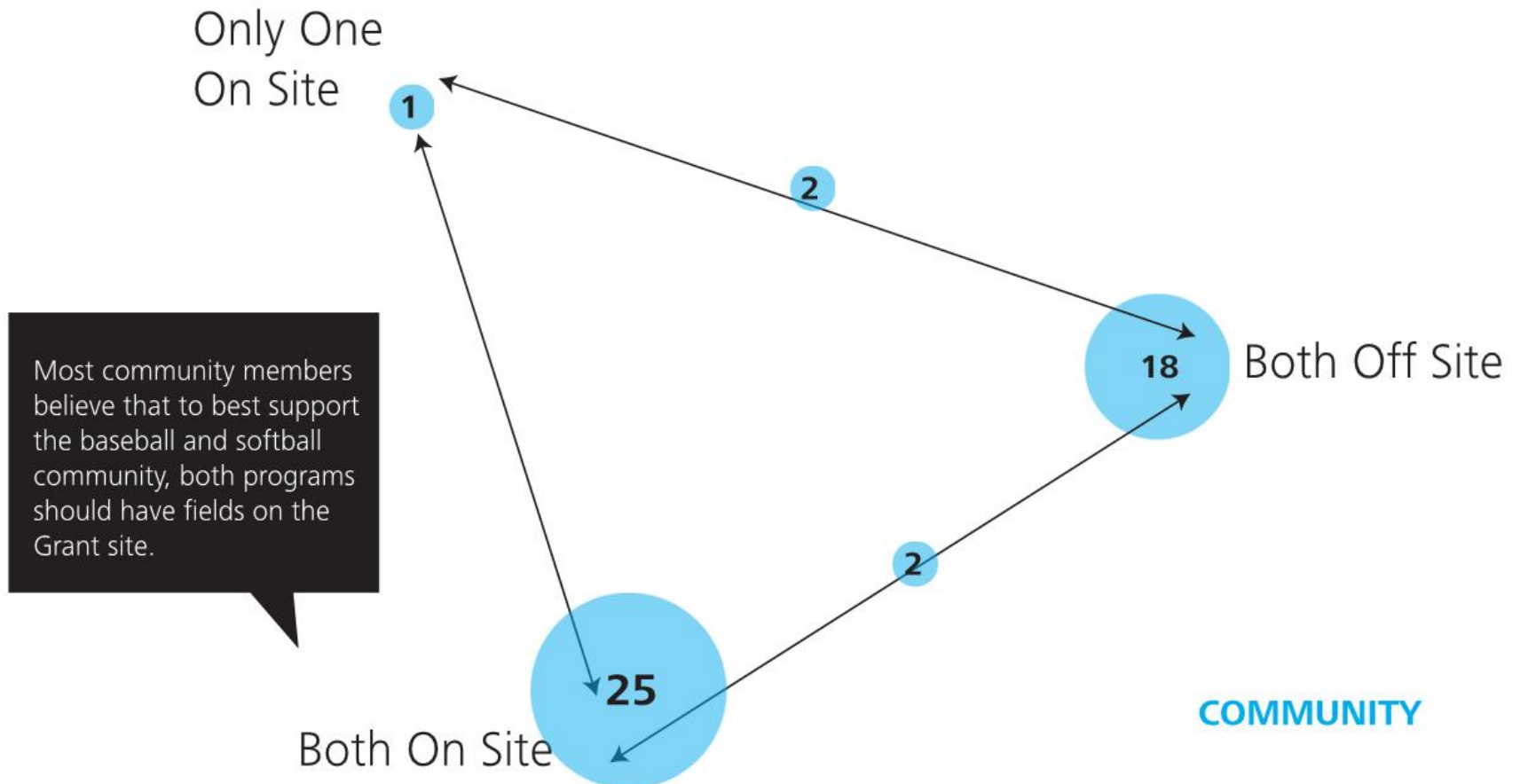
SCHEMATIC DESIGN WORKSHOP 1: SPECTRUMS COMPARISON

If there was one **site configuration** that best supported the community...

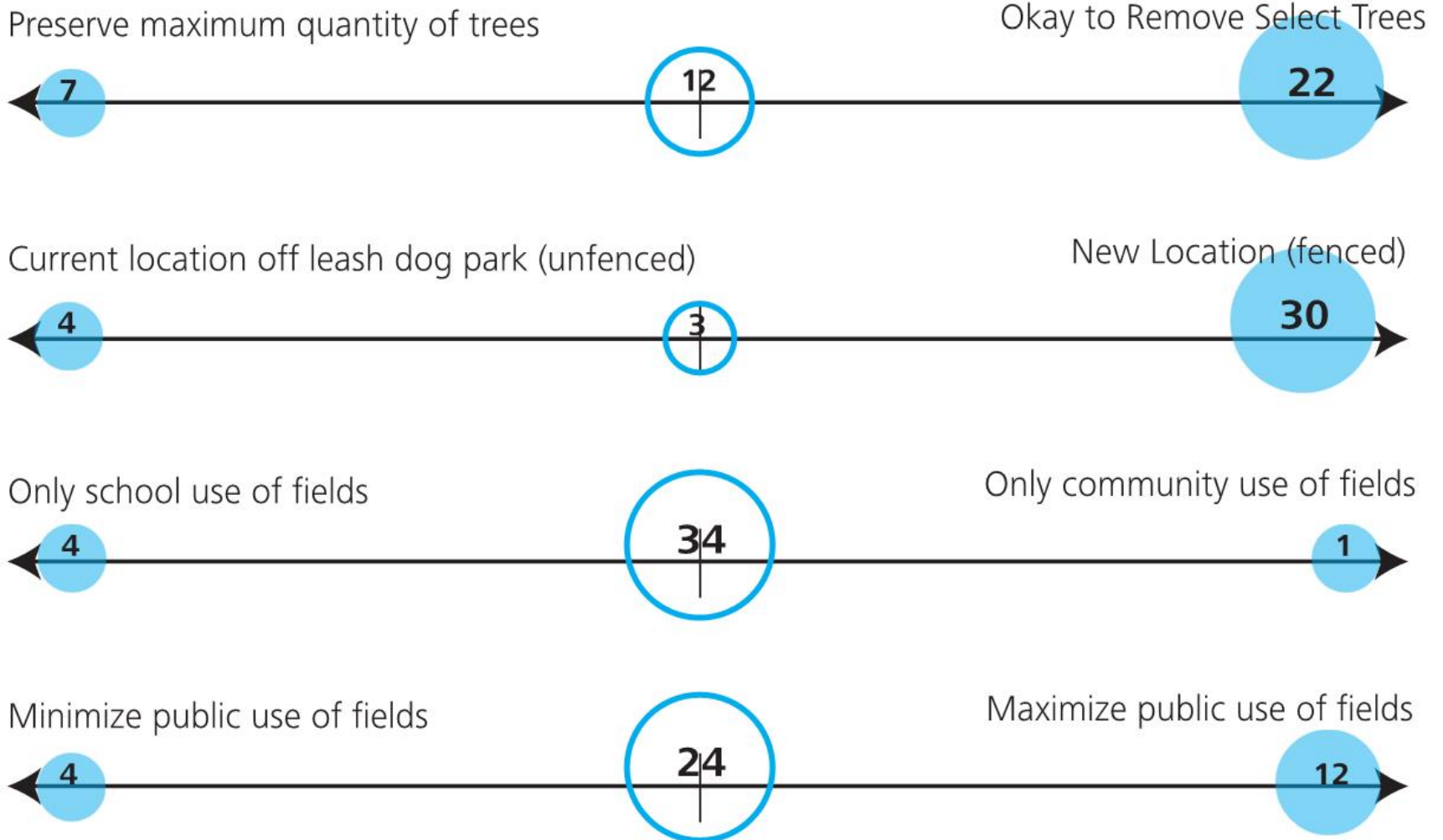


SCHEMATIC DESIGN WORKSHOP 1: SPECTRUMS COMPARISON

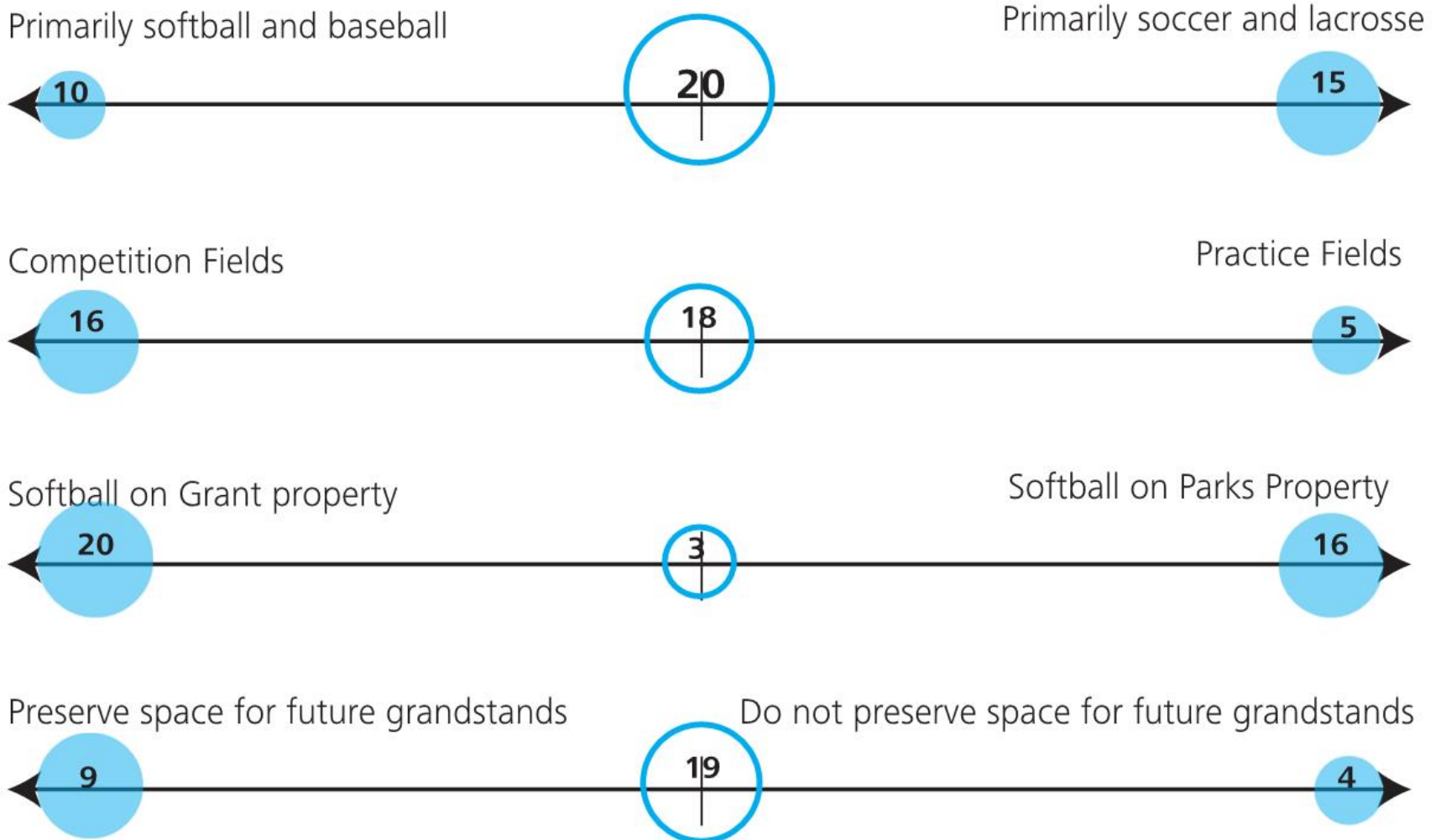
How do we best support the **baseball** and **softball** community?



Parks Partnership Prioritization



On Site Athletic Fields Prioritization



Project Overview

Project Background

Findings from Workshop 01

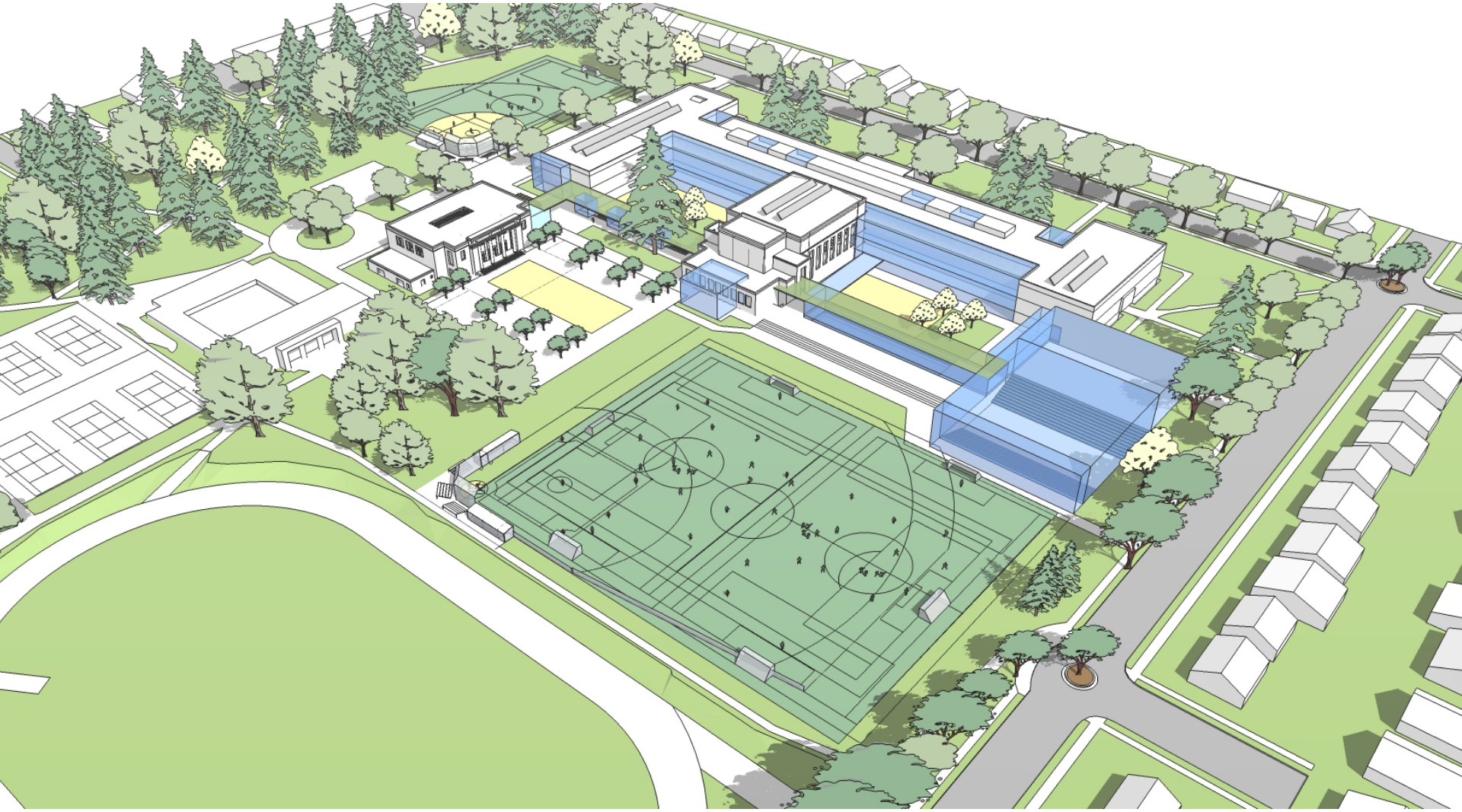
Fields

Site Development

Areas of Focus

Overview of Today's Group Activities

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:

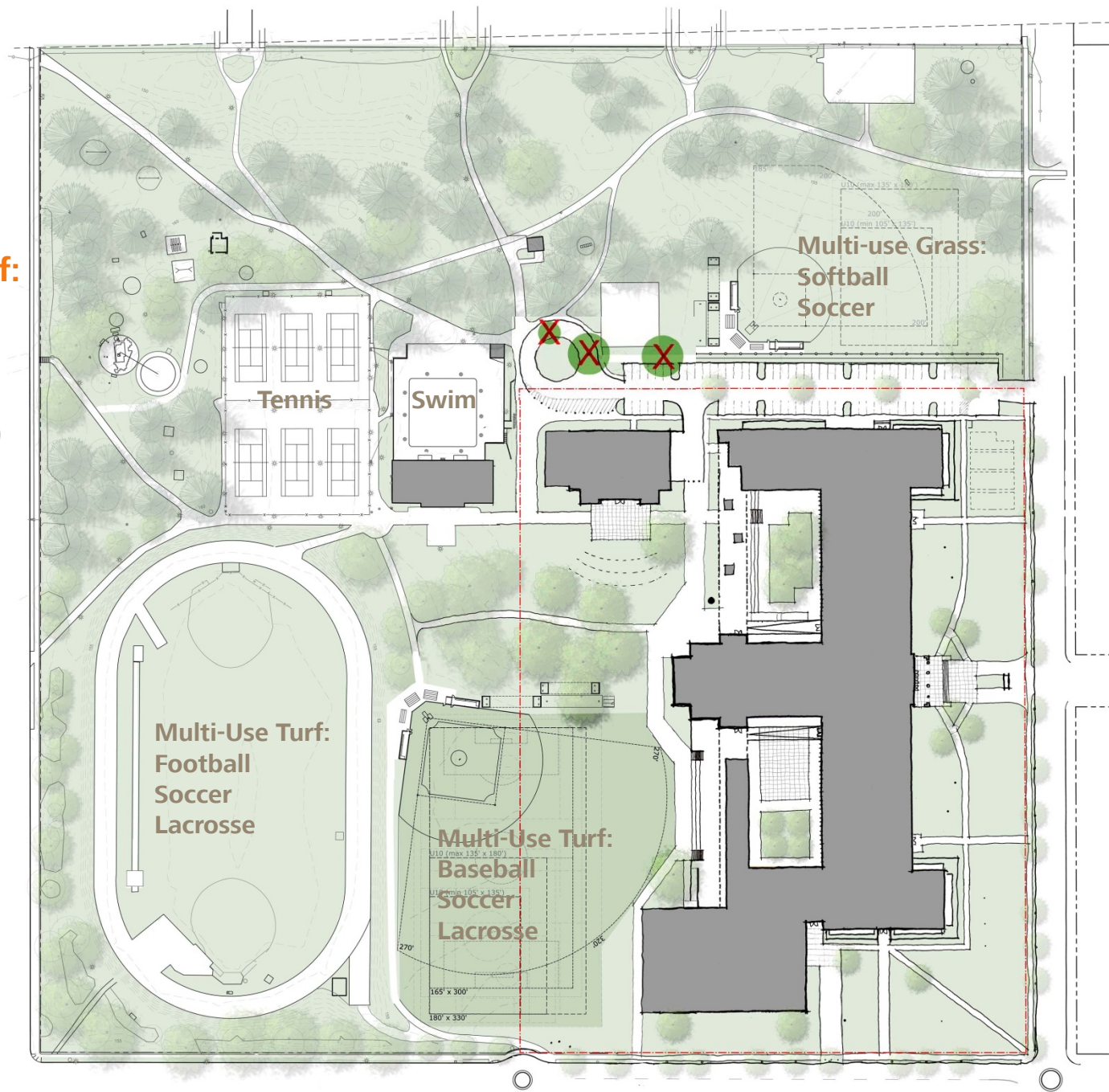
Baseball
(shortened left outfield)
Soccer
(regulation size; or 2 U10 cross field)
Lacrosse
Rugby

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**

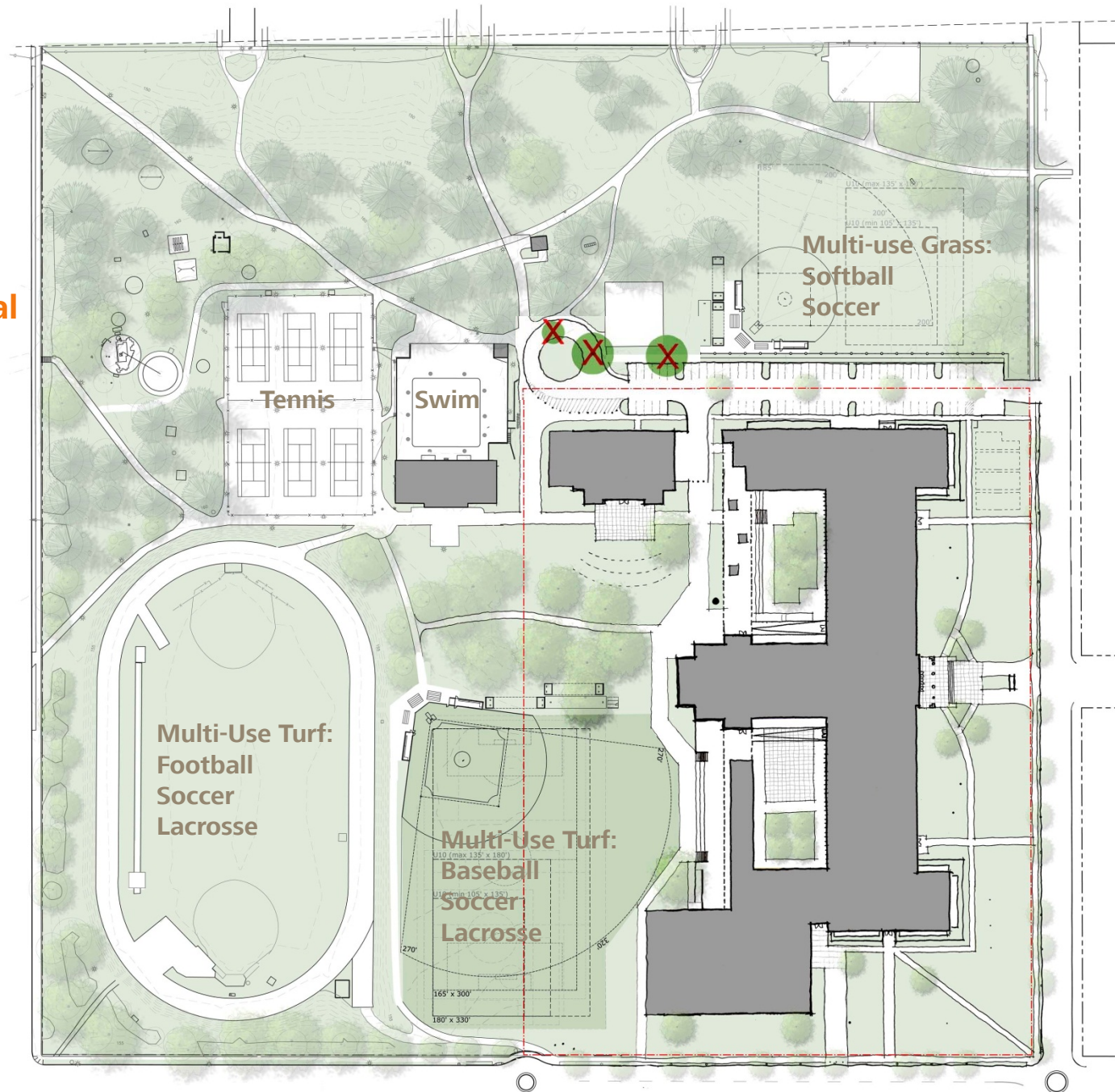
**Room for Future
Grandstands:**

Football
Baseball
Softball
Soccer
Lacrosse
Rugby

\$ Implication:

\$\$\$

(softball only, grass)



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?

Project Overview

Project Background

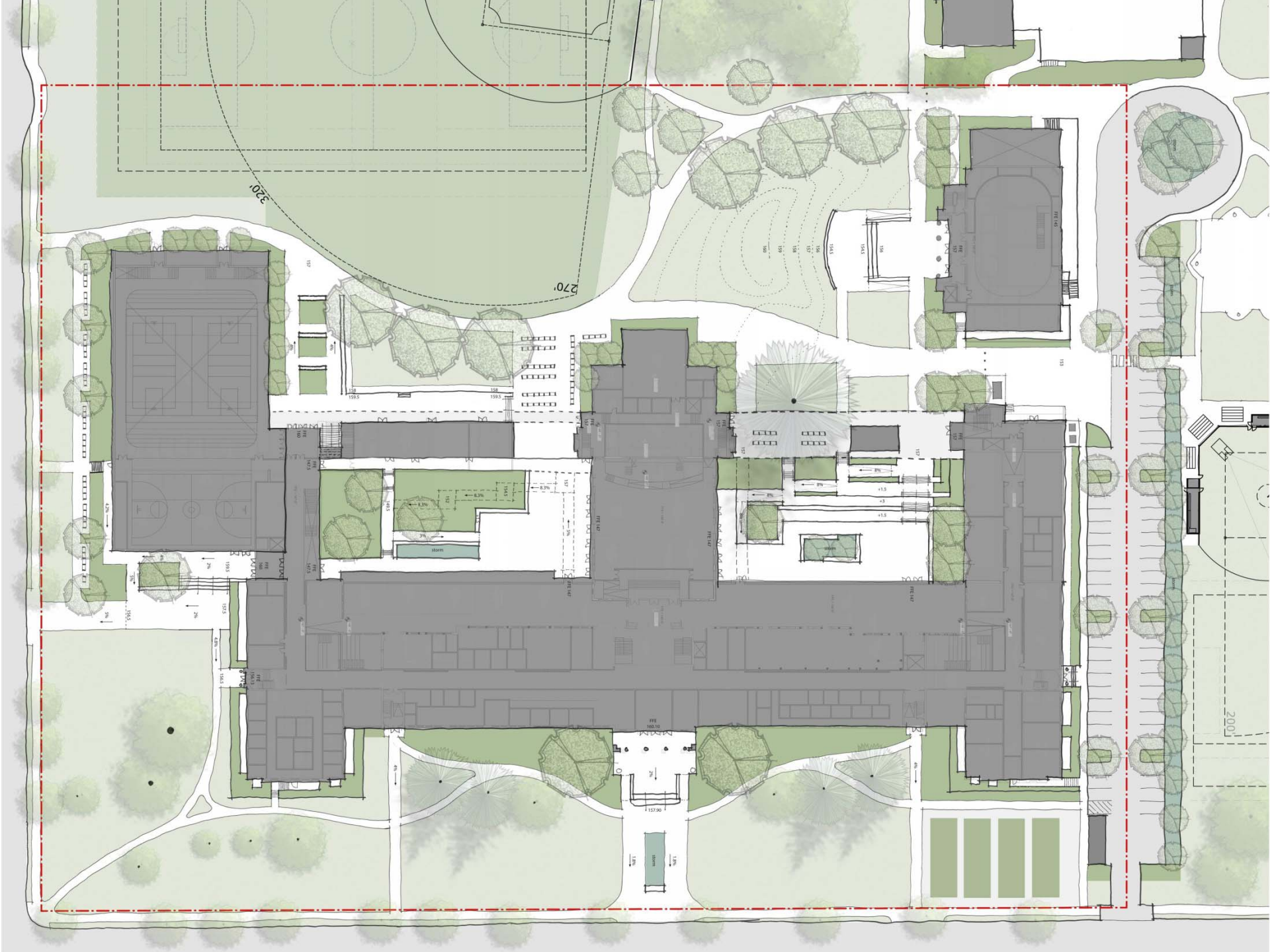
Findings from Workshop 01

Fields

Site Development

Areas of Focus

Overview of Today's Group Activities



320

270

200

Project Overview

Project Background

Findings from Workshop 01

Fields

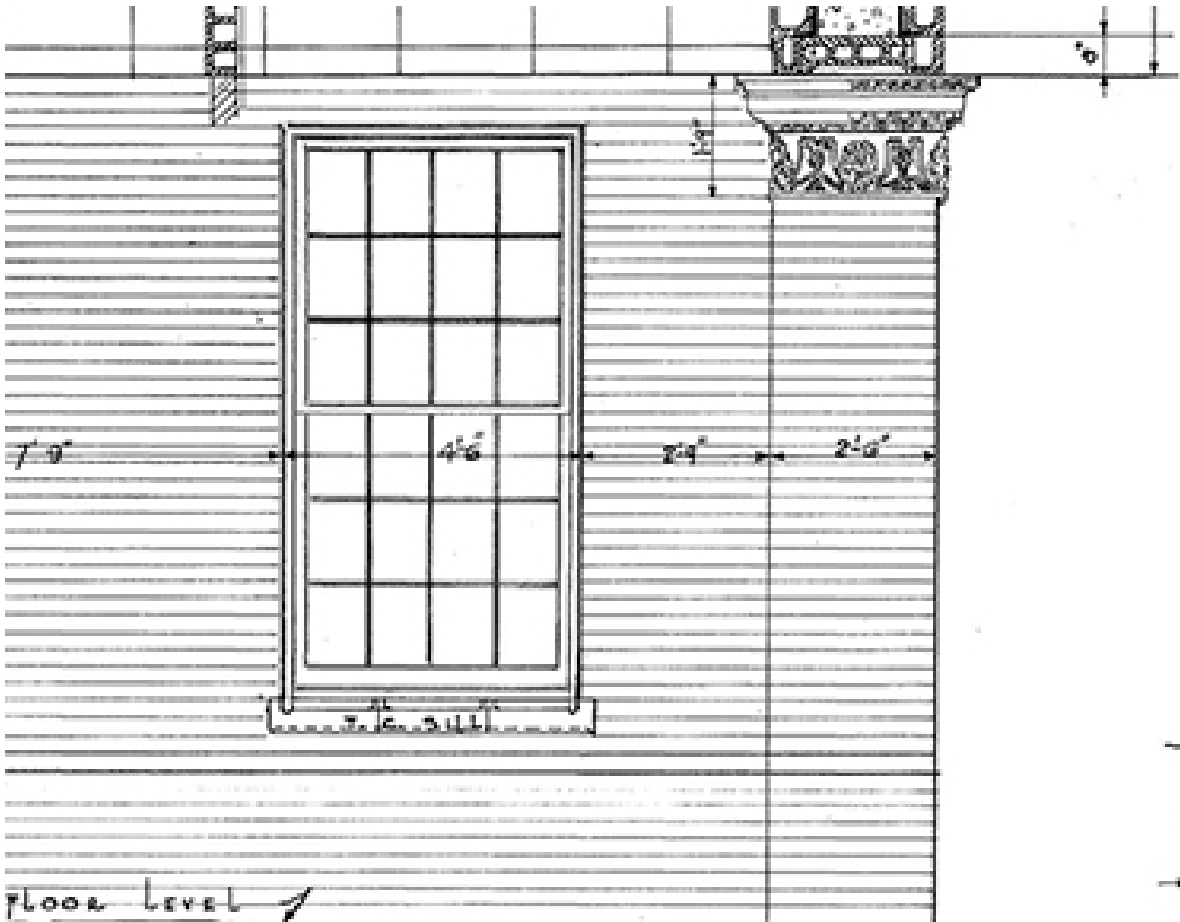
Site Development

Areas of Focus

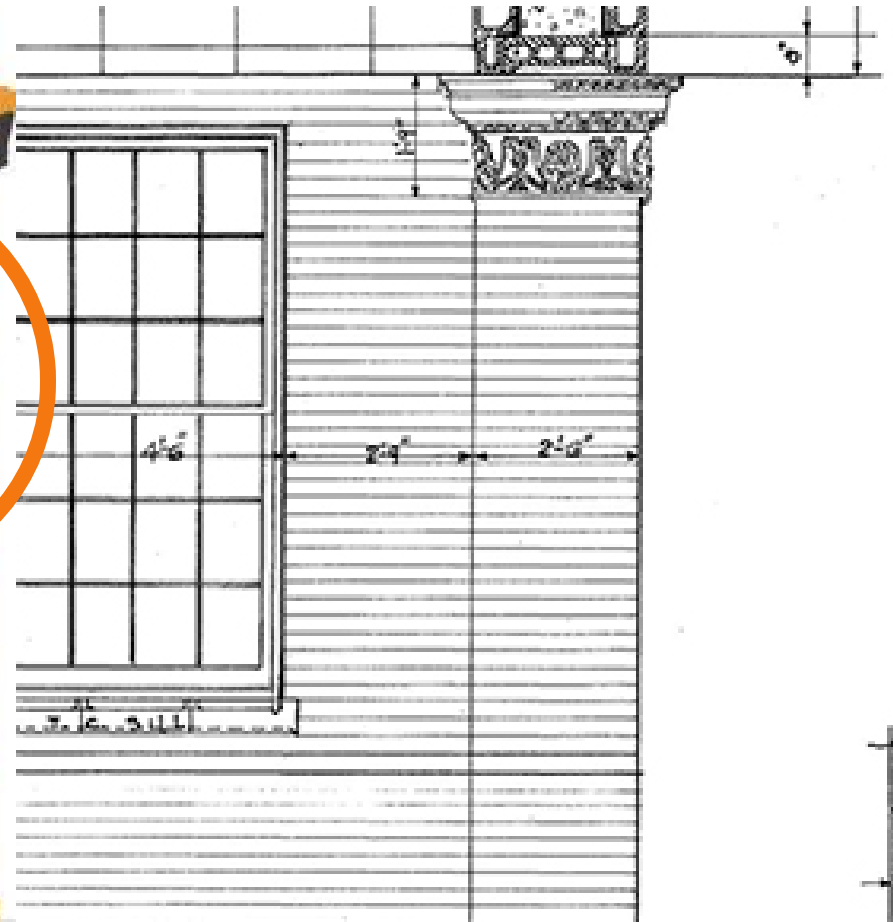
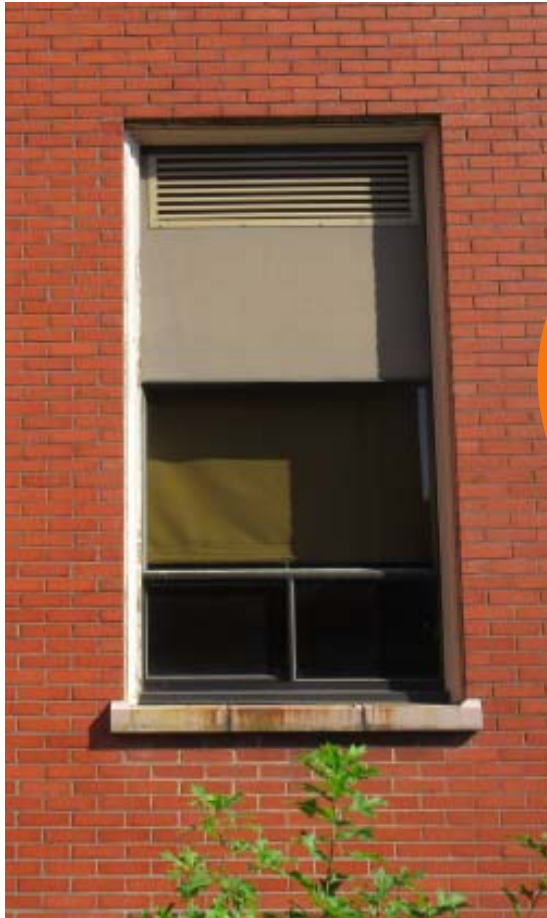
Overview of Today's Group Activities

Areas of Focus:: Façade Study

Restoration



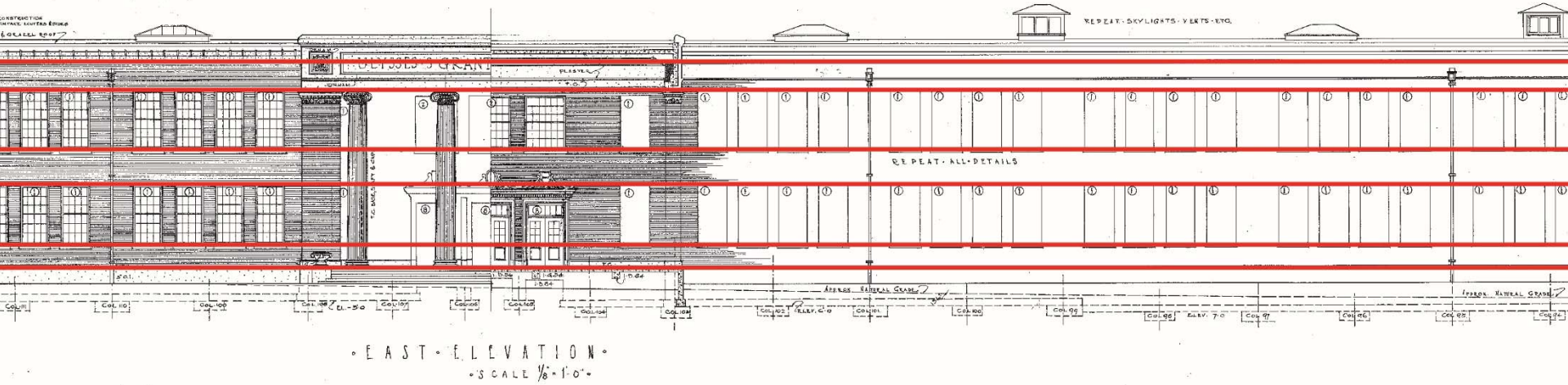
Color Study



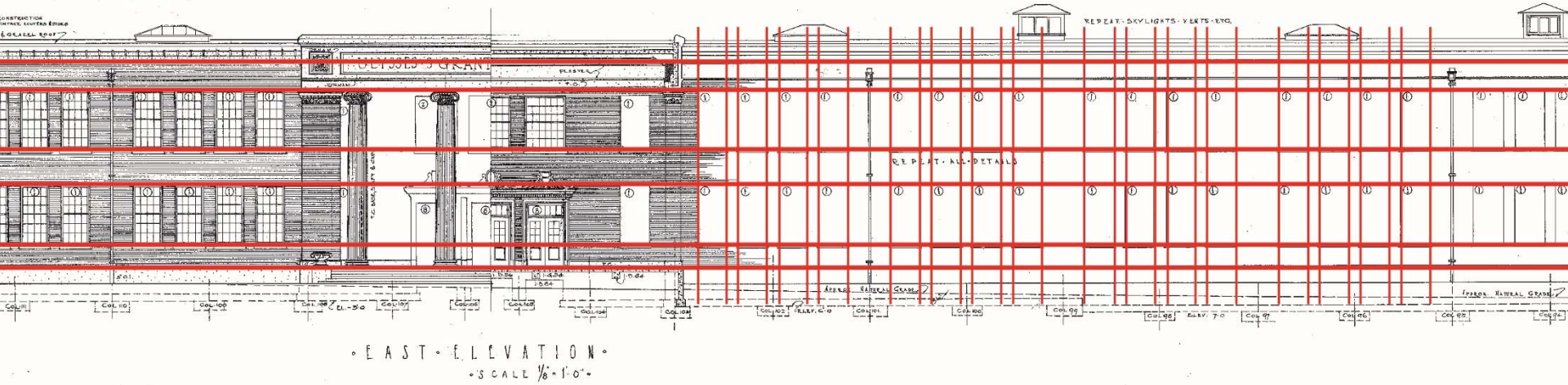
Historic Context



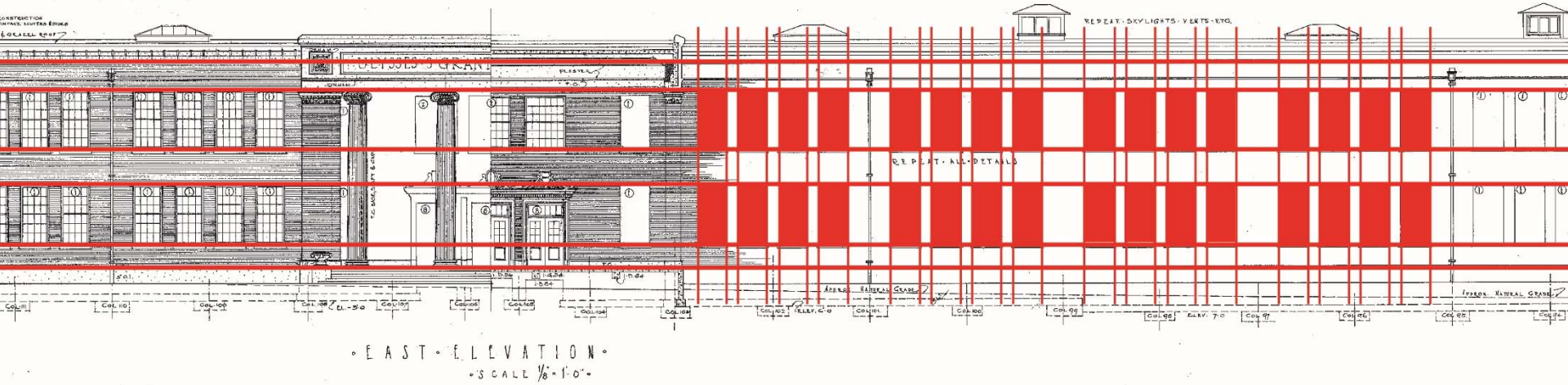
New Approach to Historic Pattern



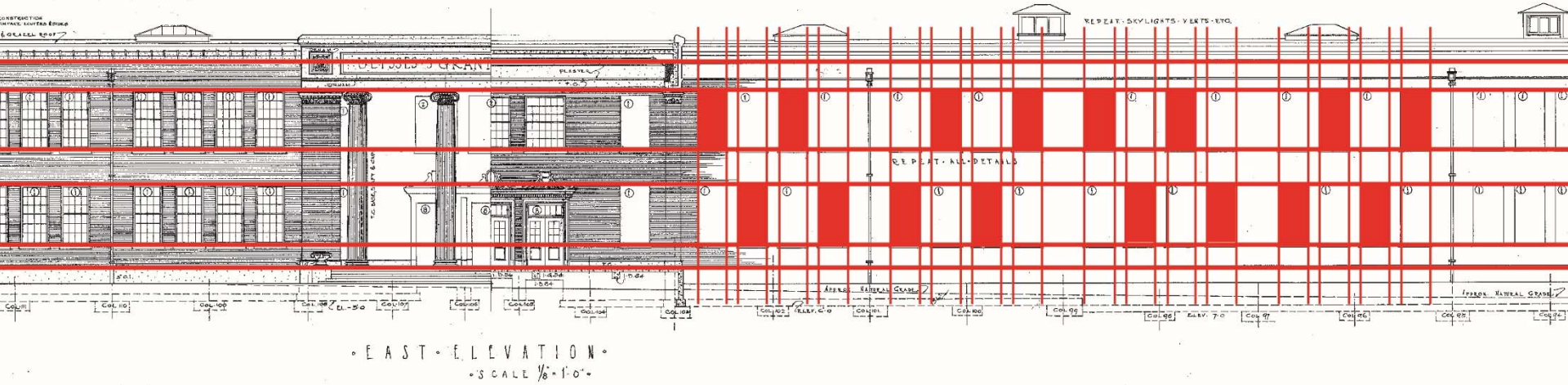
New Approach to Historic Pattern



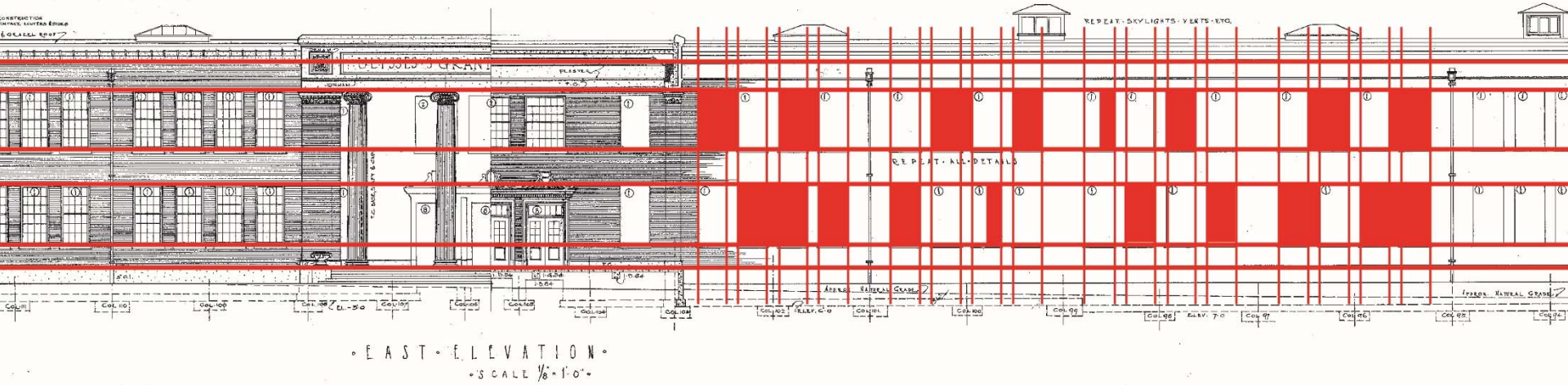
New Approach to Historic Pattern



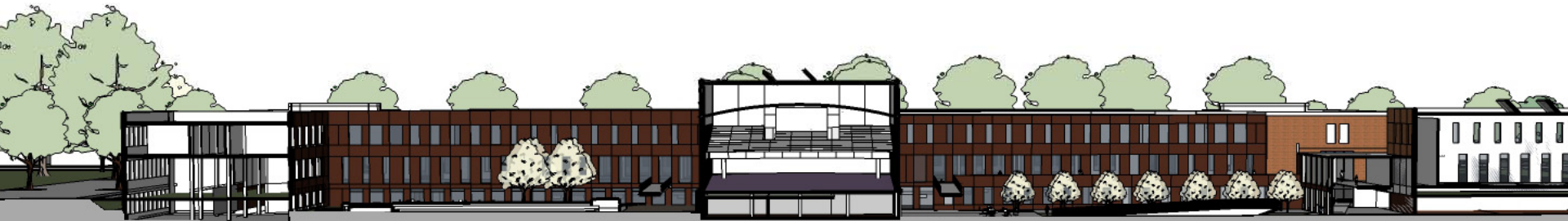
New Approach to Historic Pattern



New Approach to Historic Pattern



New Approach to Historic Pattern

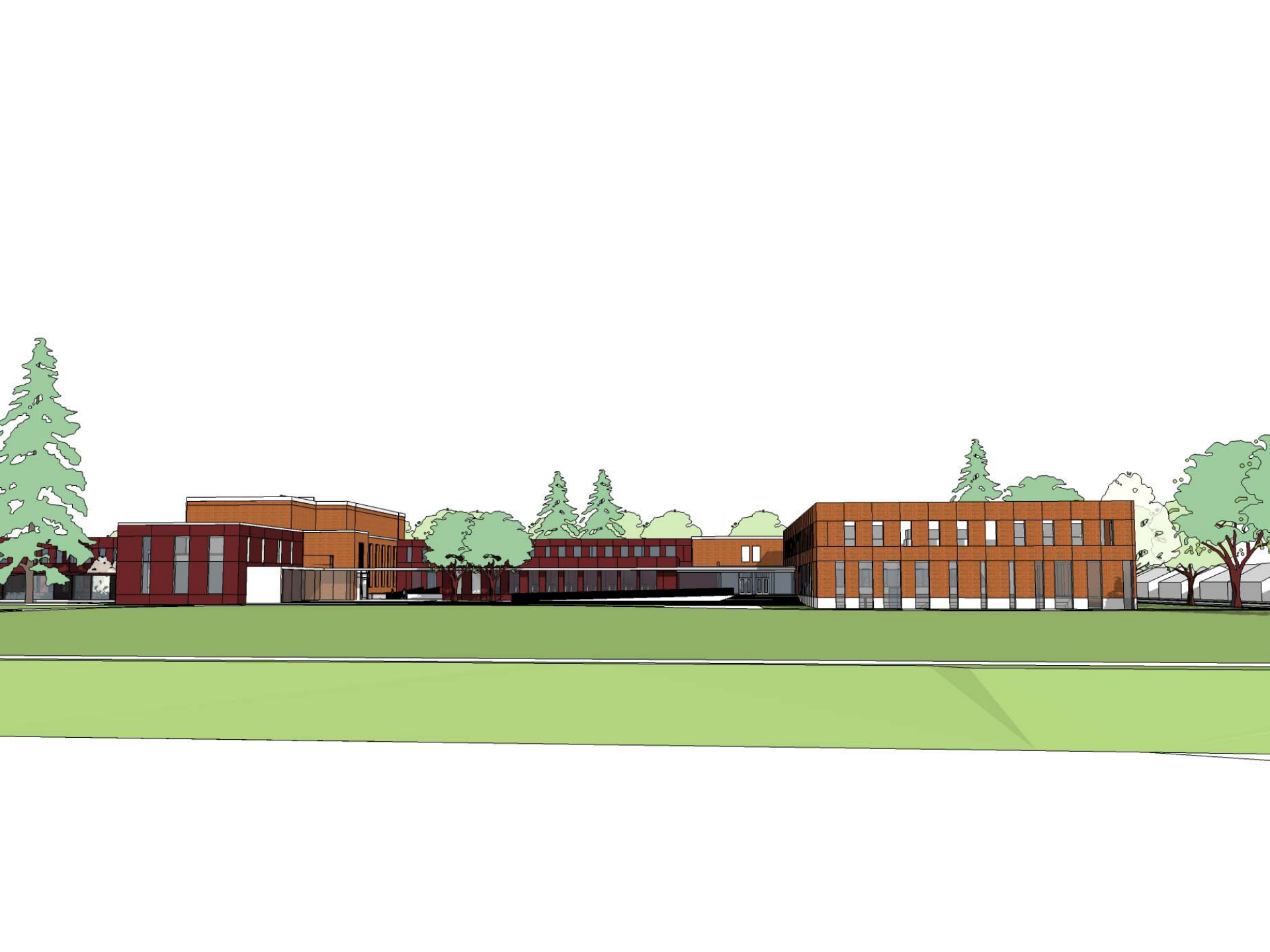






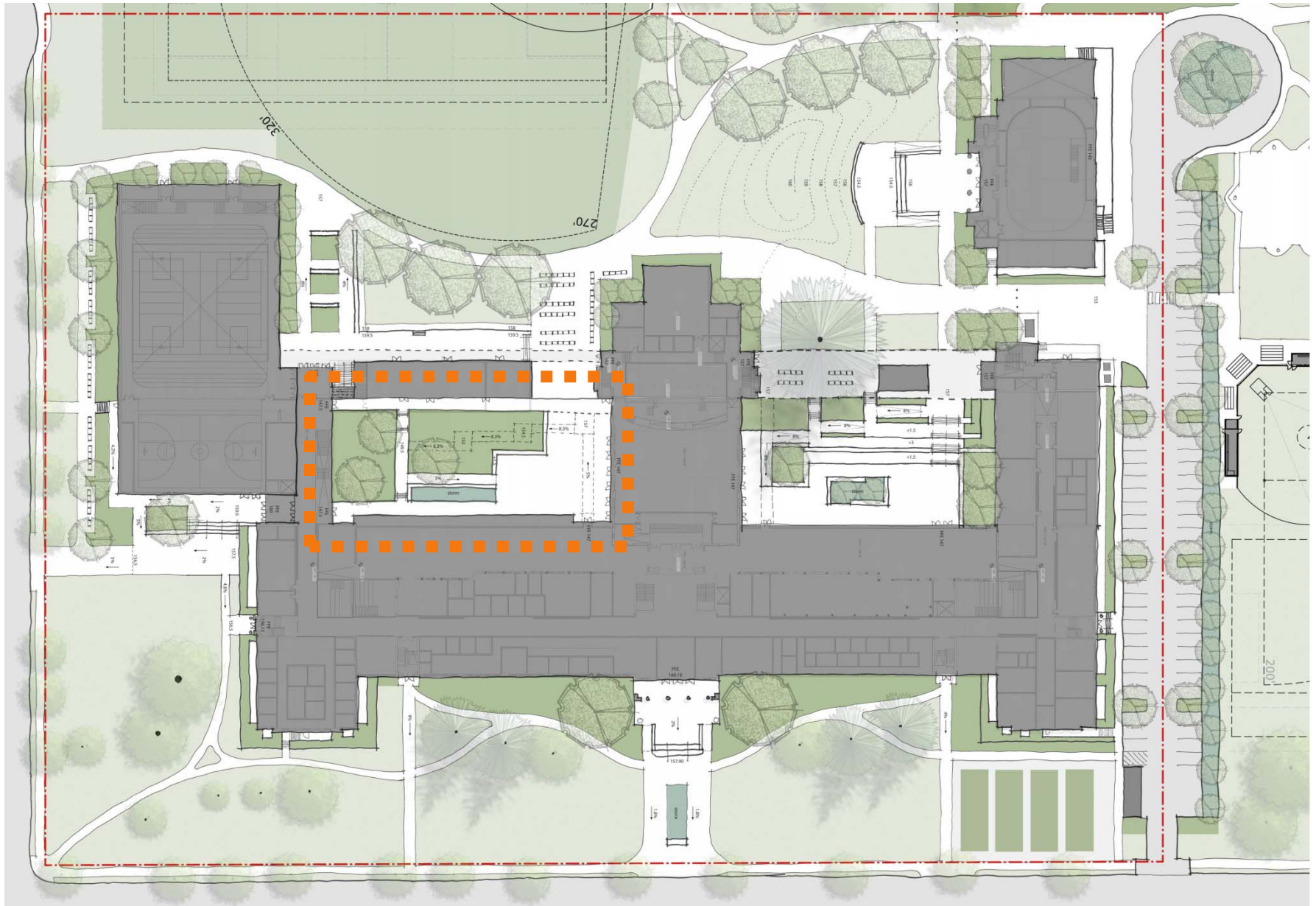




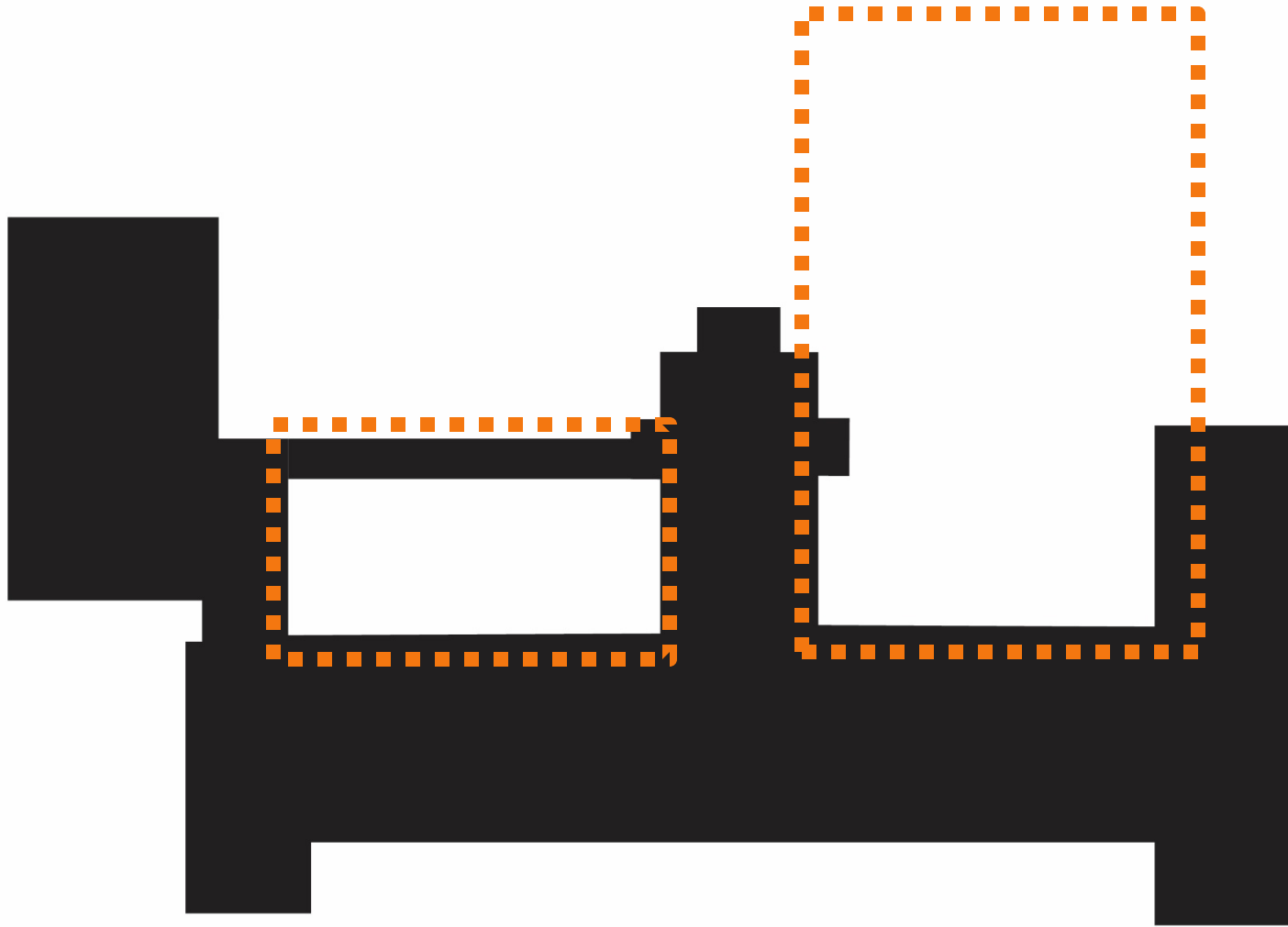


Areas of Focus:: Courtyards

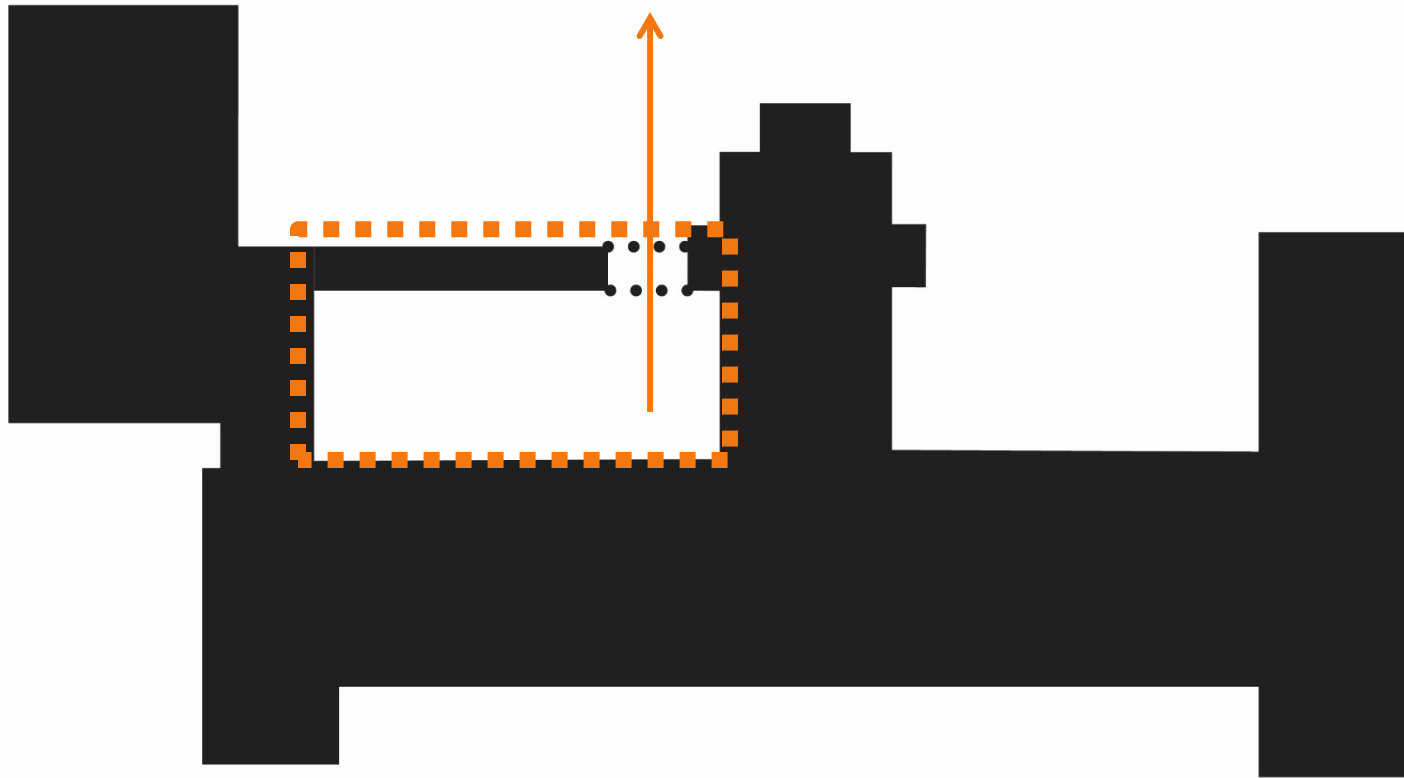
South Courtyard Porosity



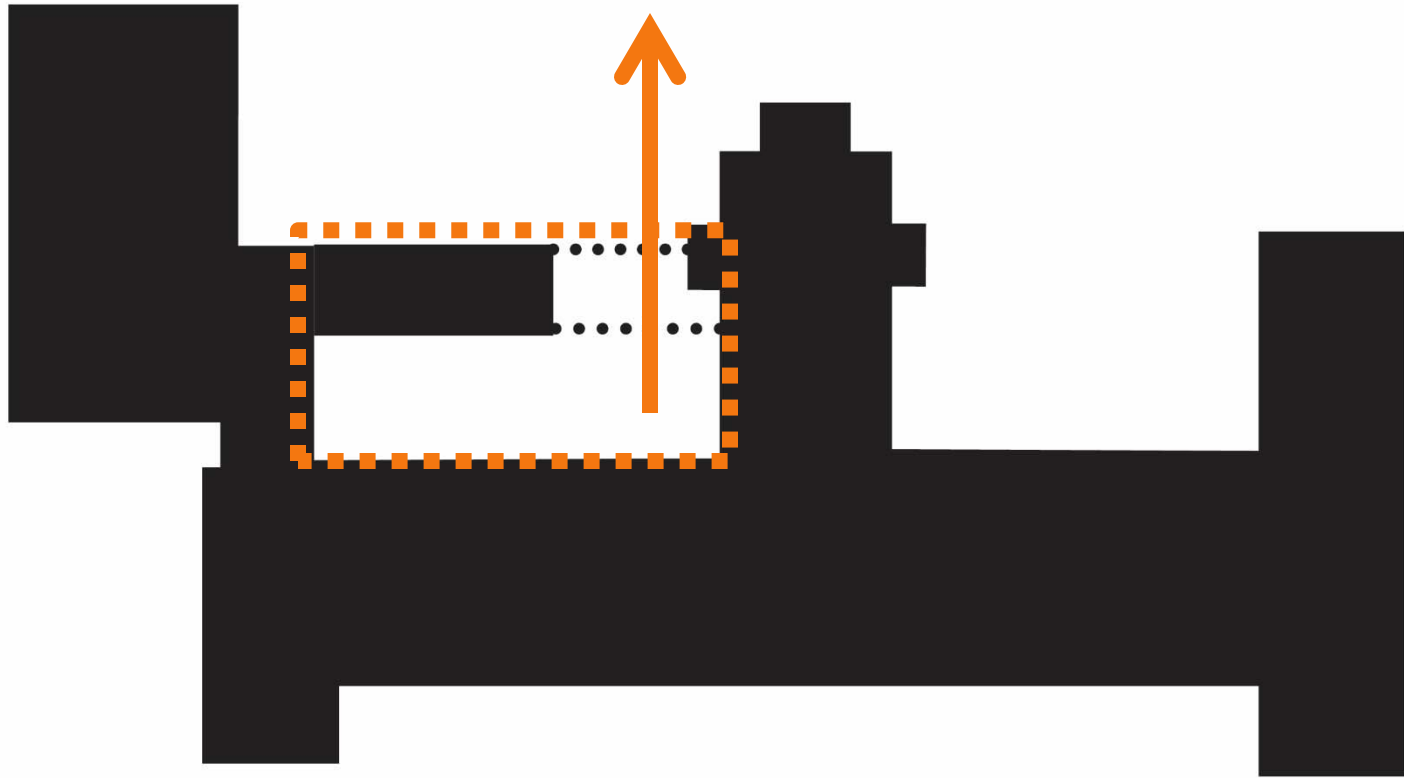
South Courtyard Porosity



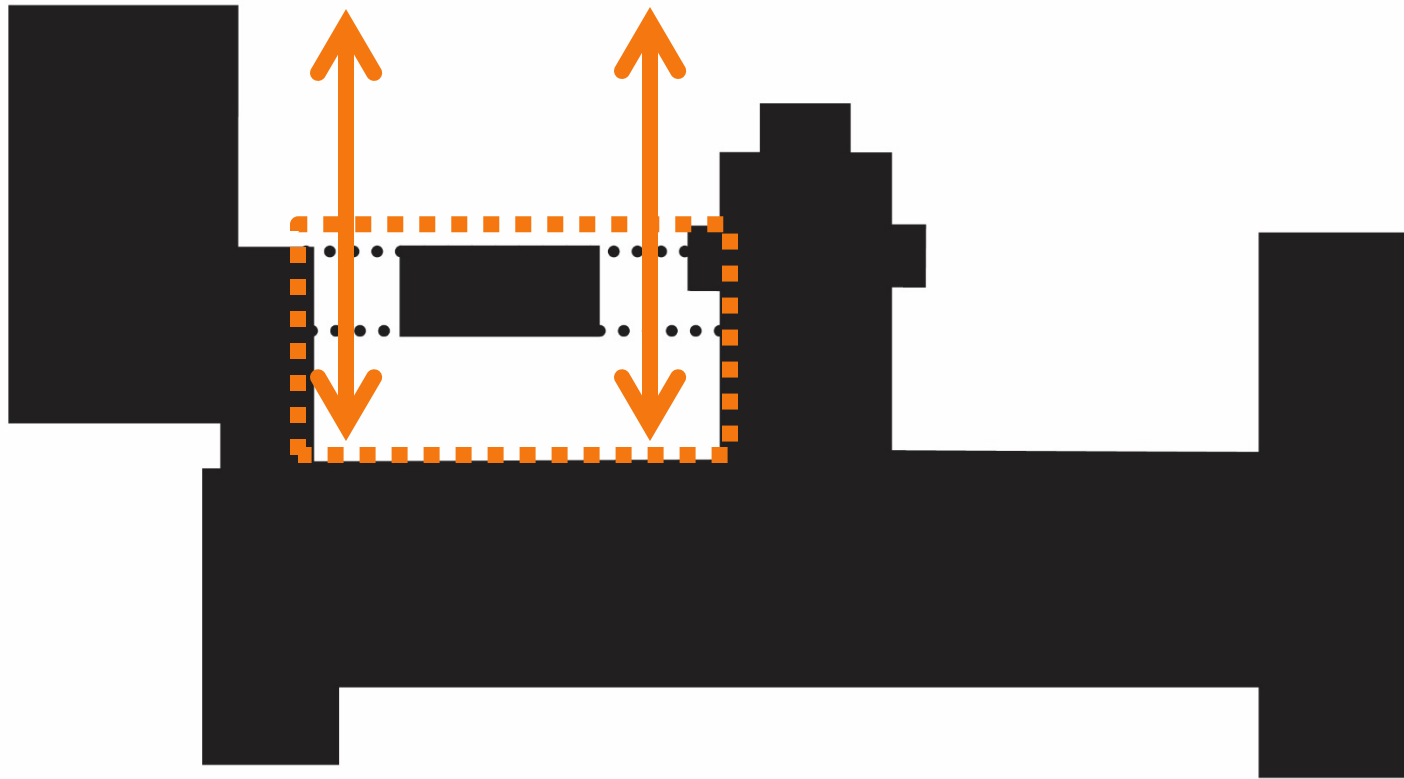
South Courtyard Porosity



South Courtyard Porosity



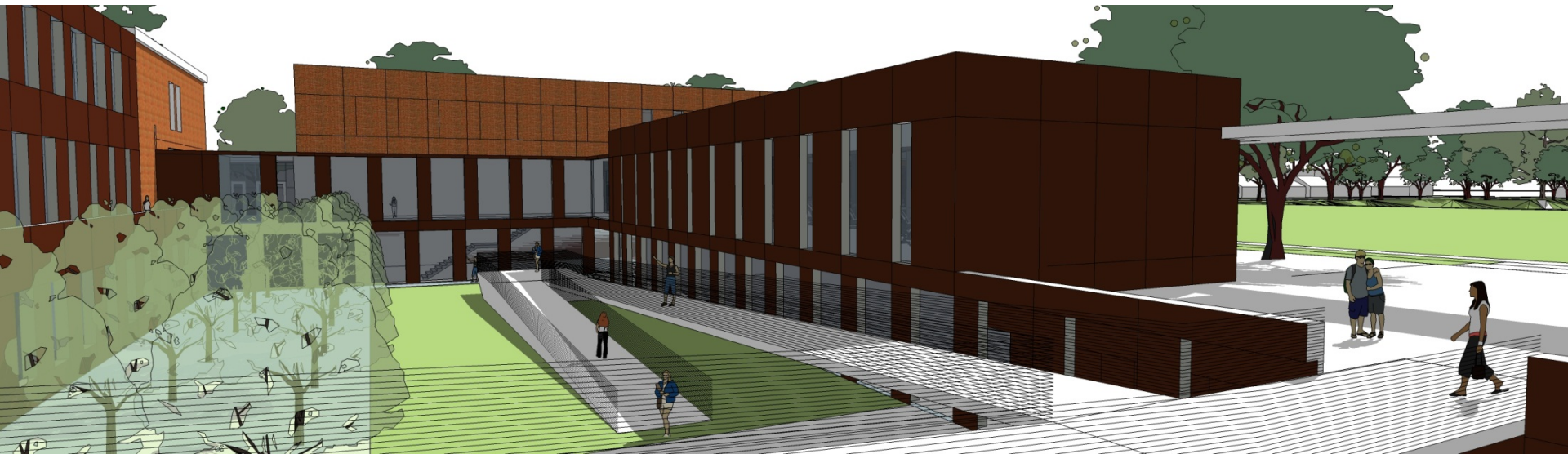
South Courtyard Porosity



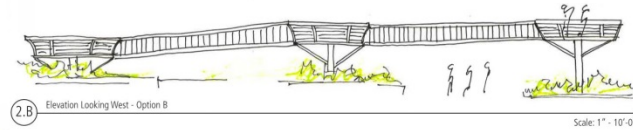
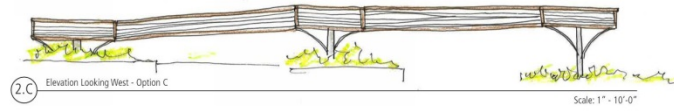
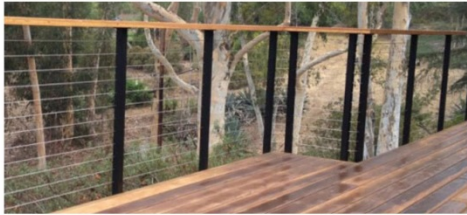
South Courtyard Connectivity

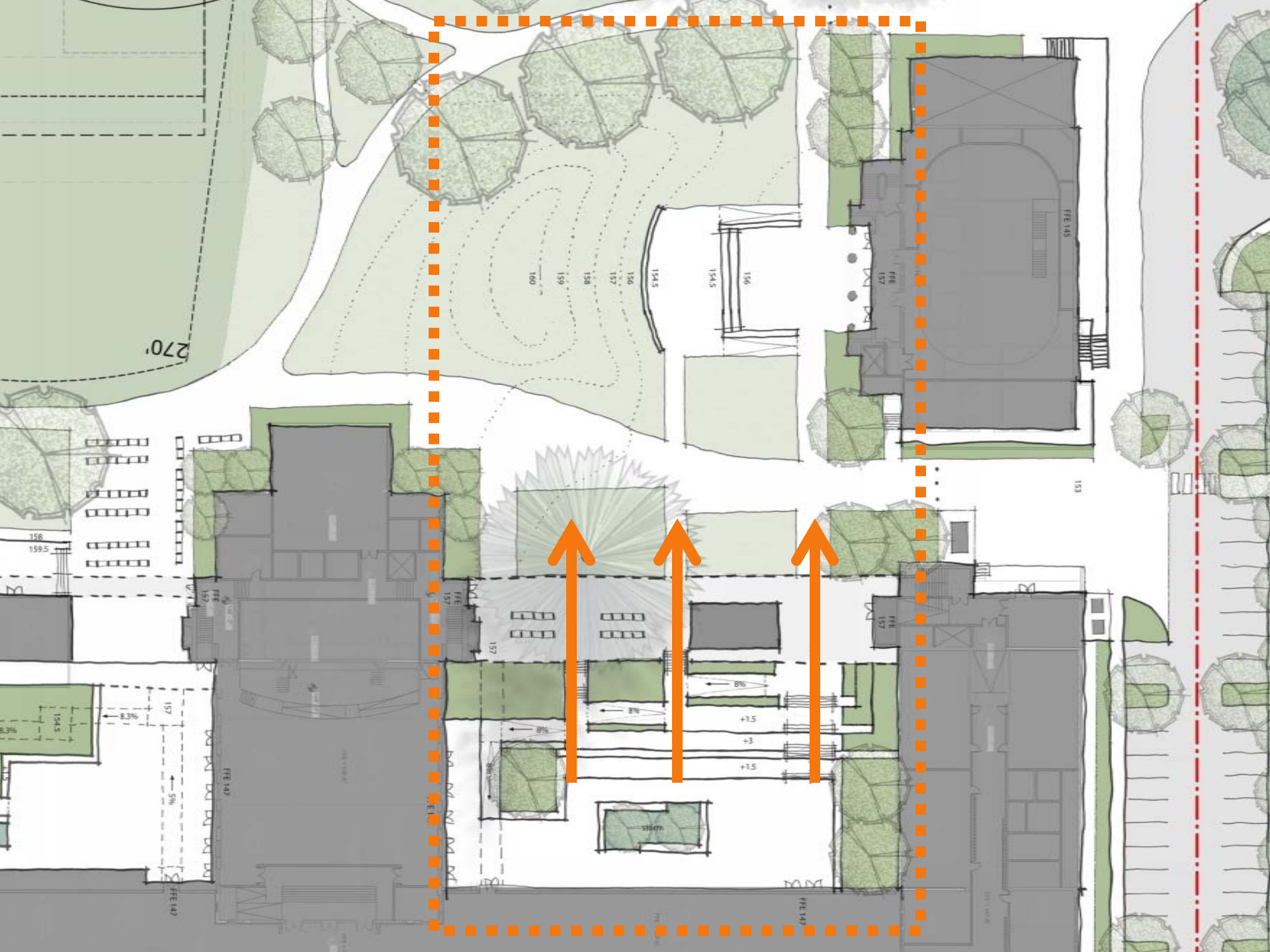


South Courtyard Connectivity

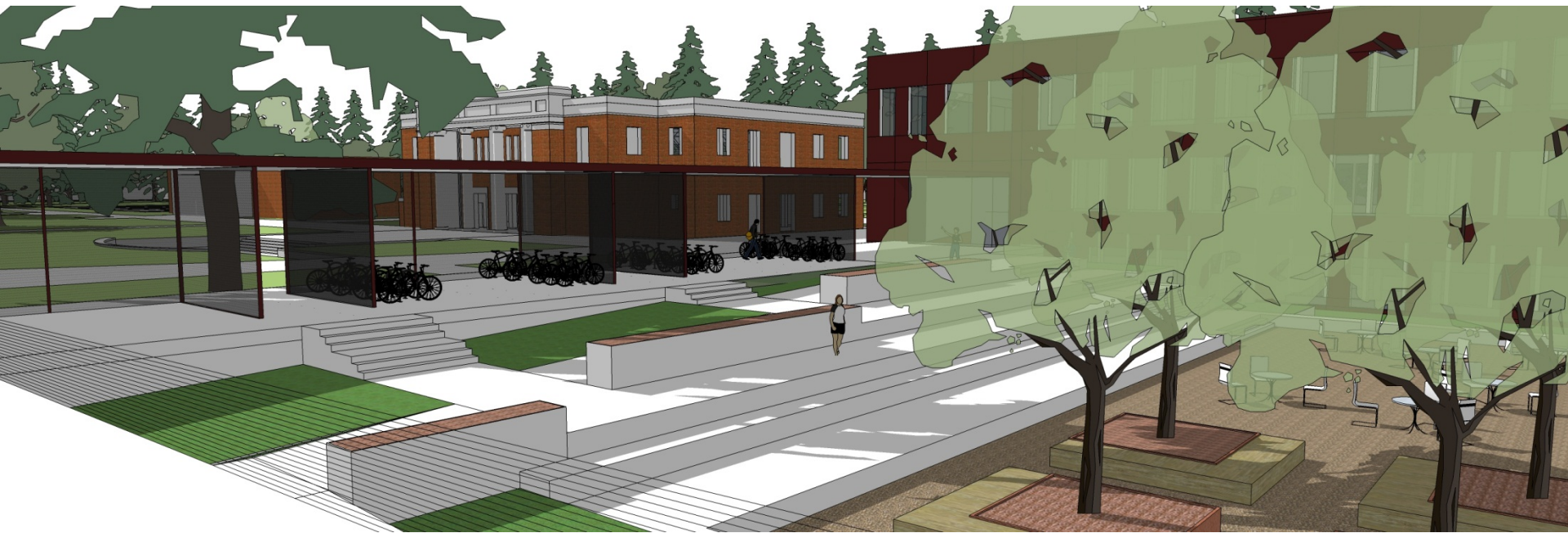


Courtyard Connectivity





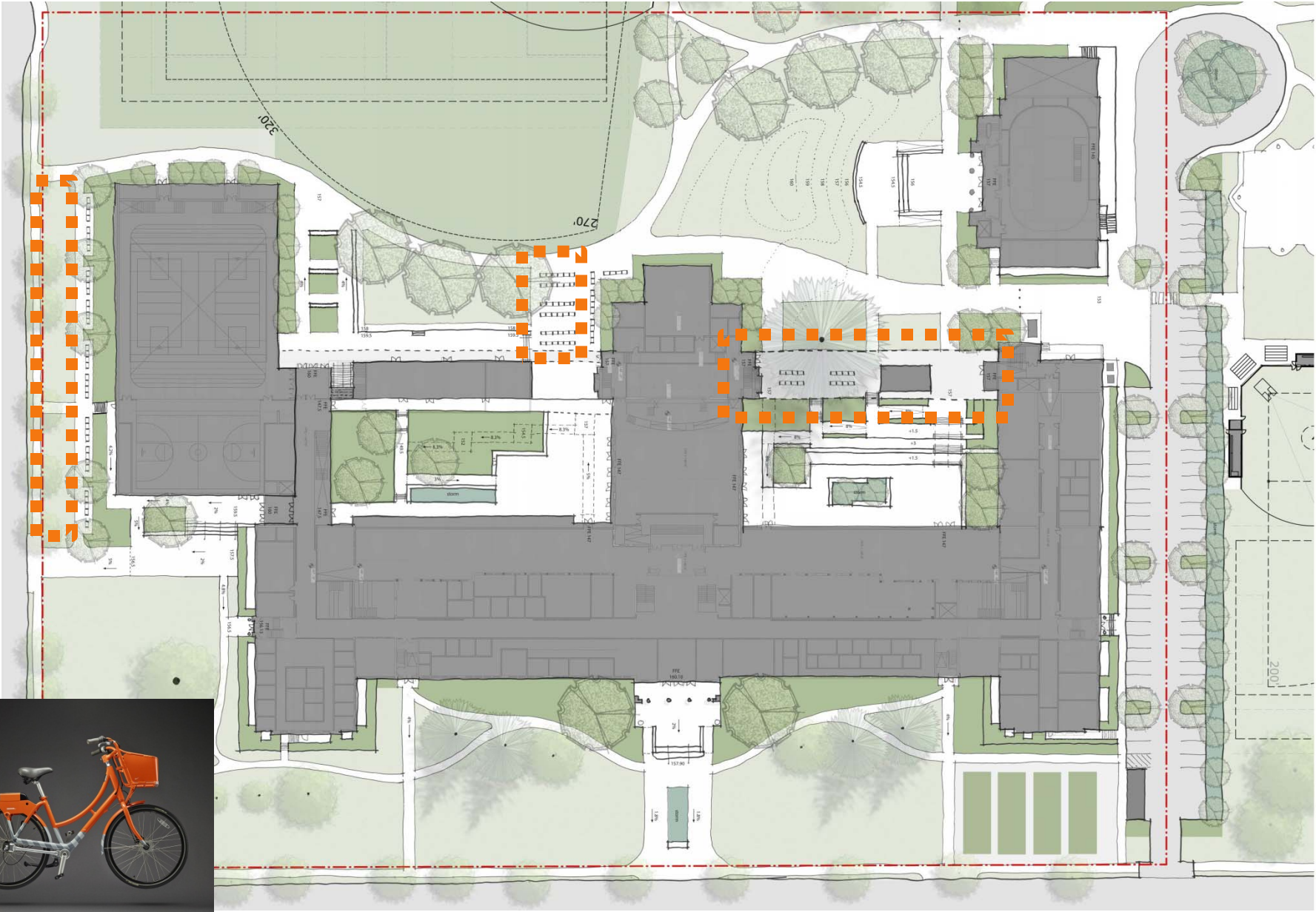






Areas of Focus::
Bike Parking

Bike Parking





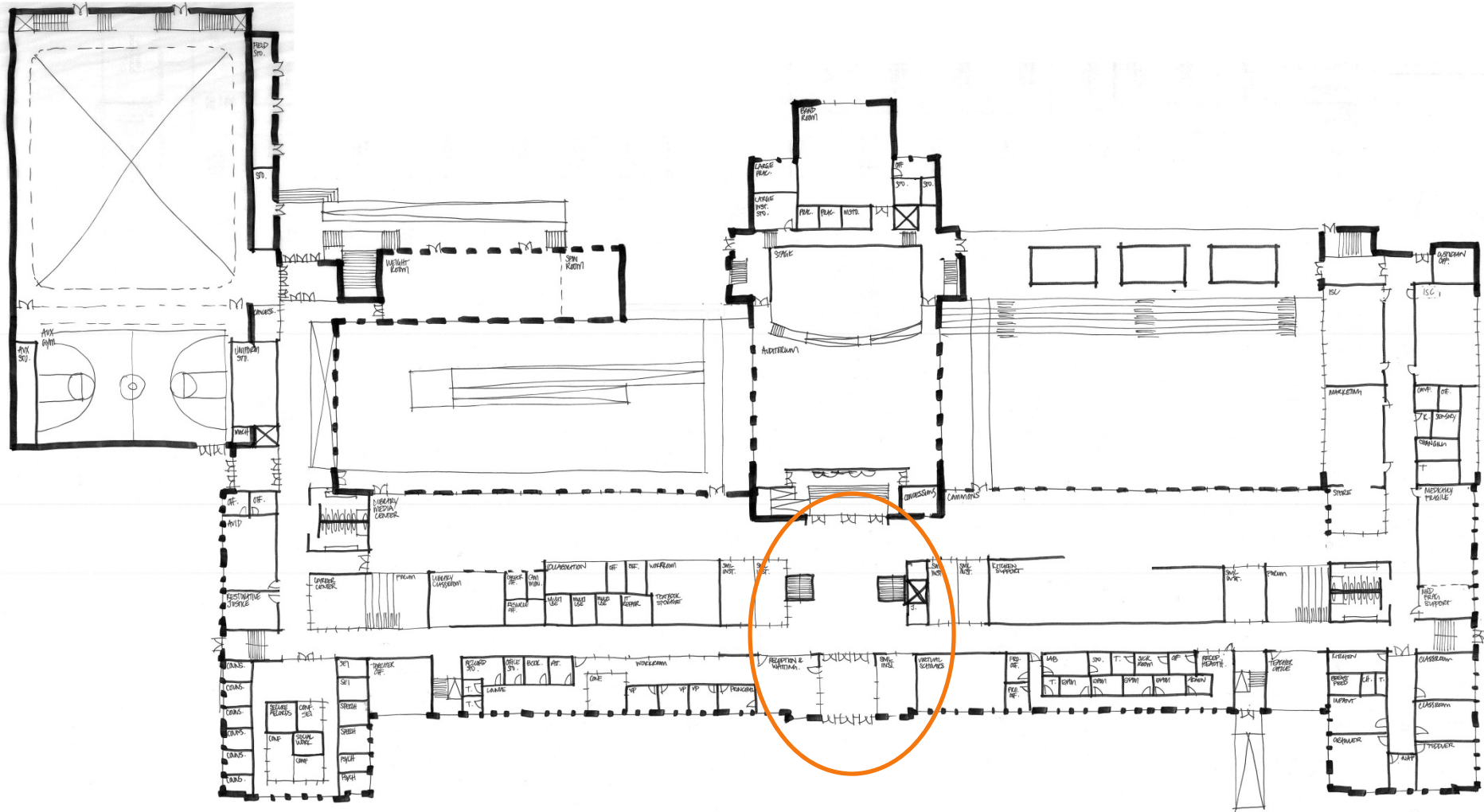
Areas of Focus::

User Groups and Interior Planning

Entry

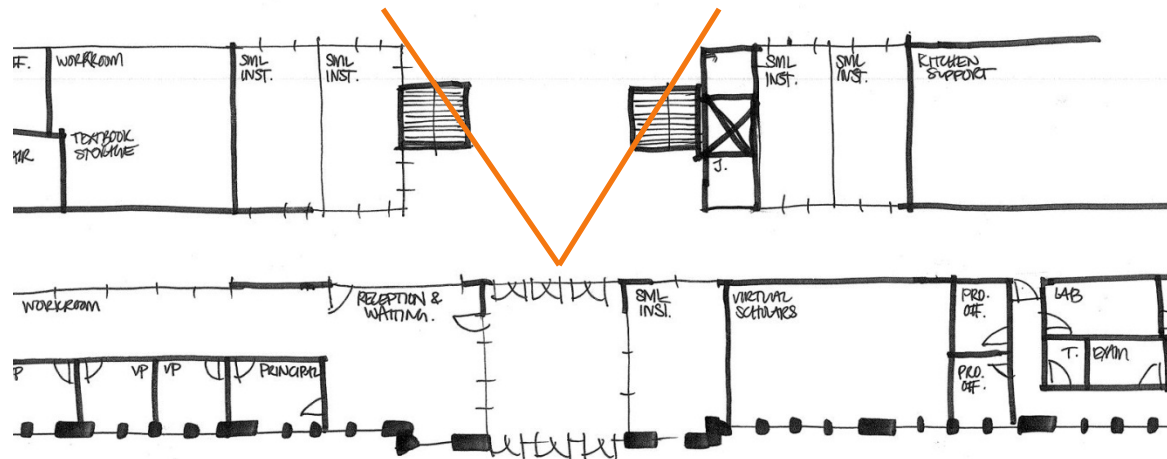
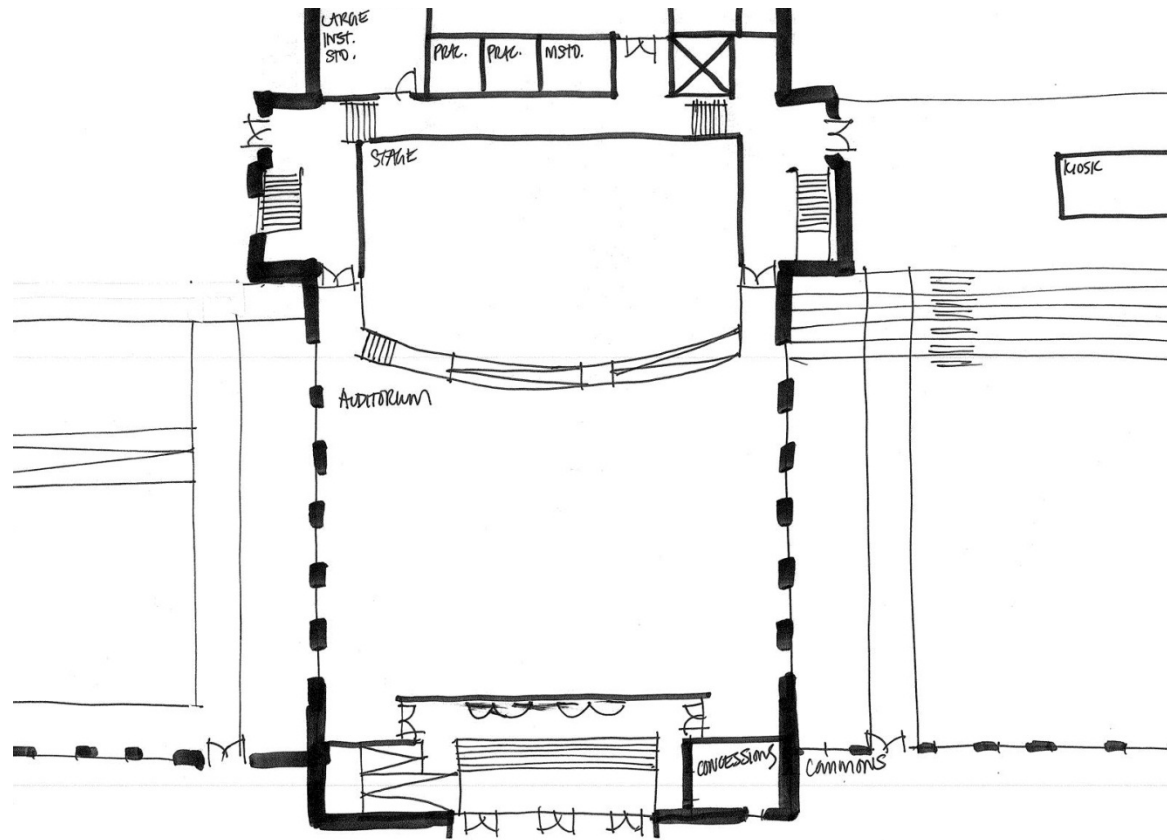
Main Level

MAIN LEVEL

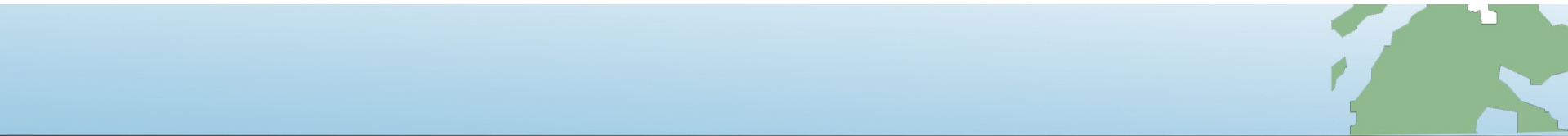


Entry

Main Level



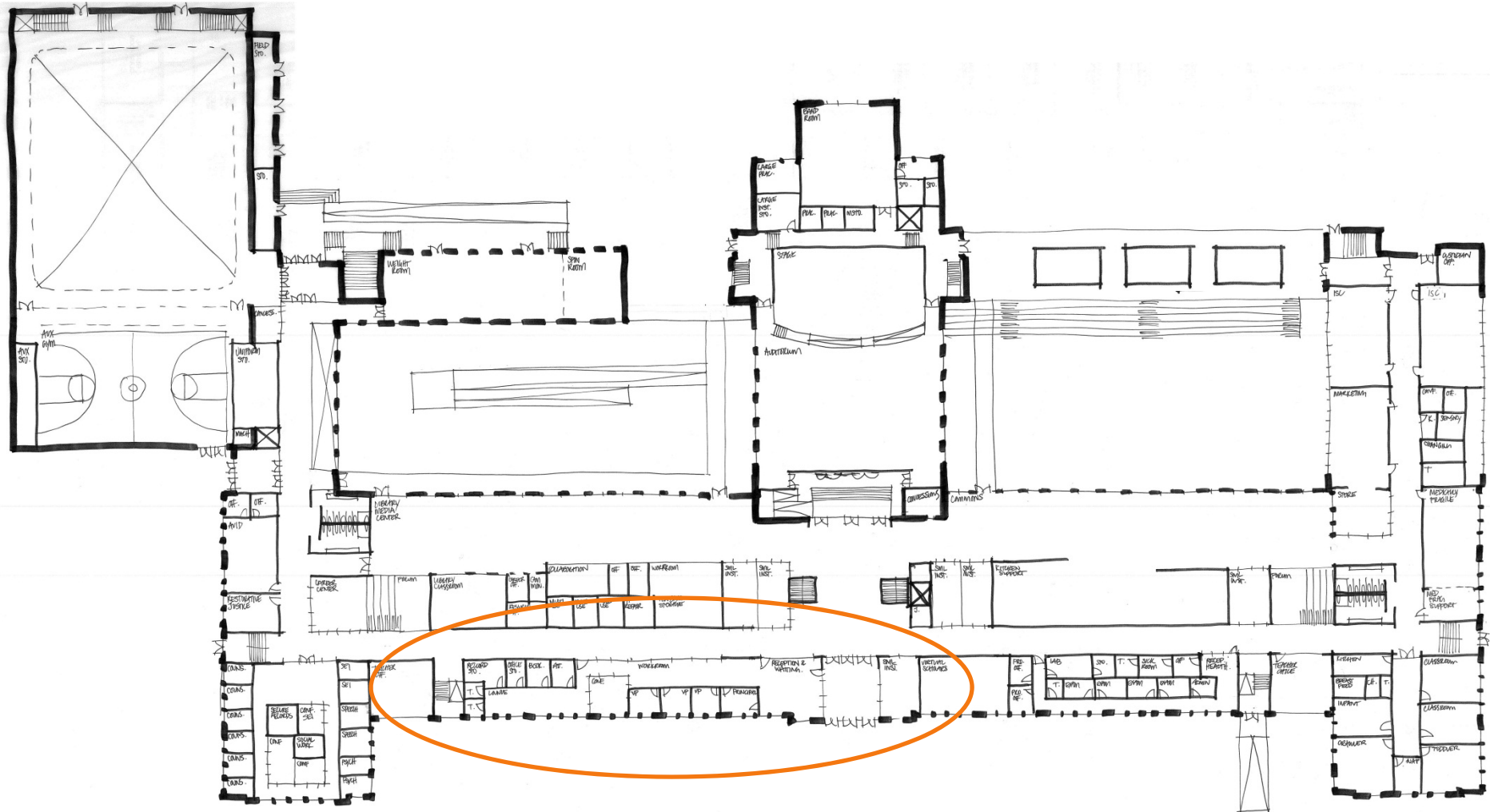
Entry



Administration

Main Level

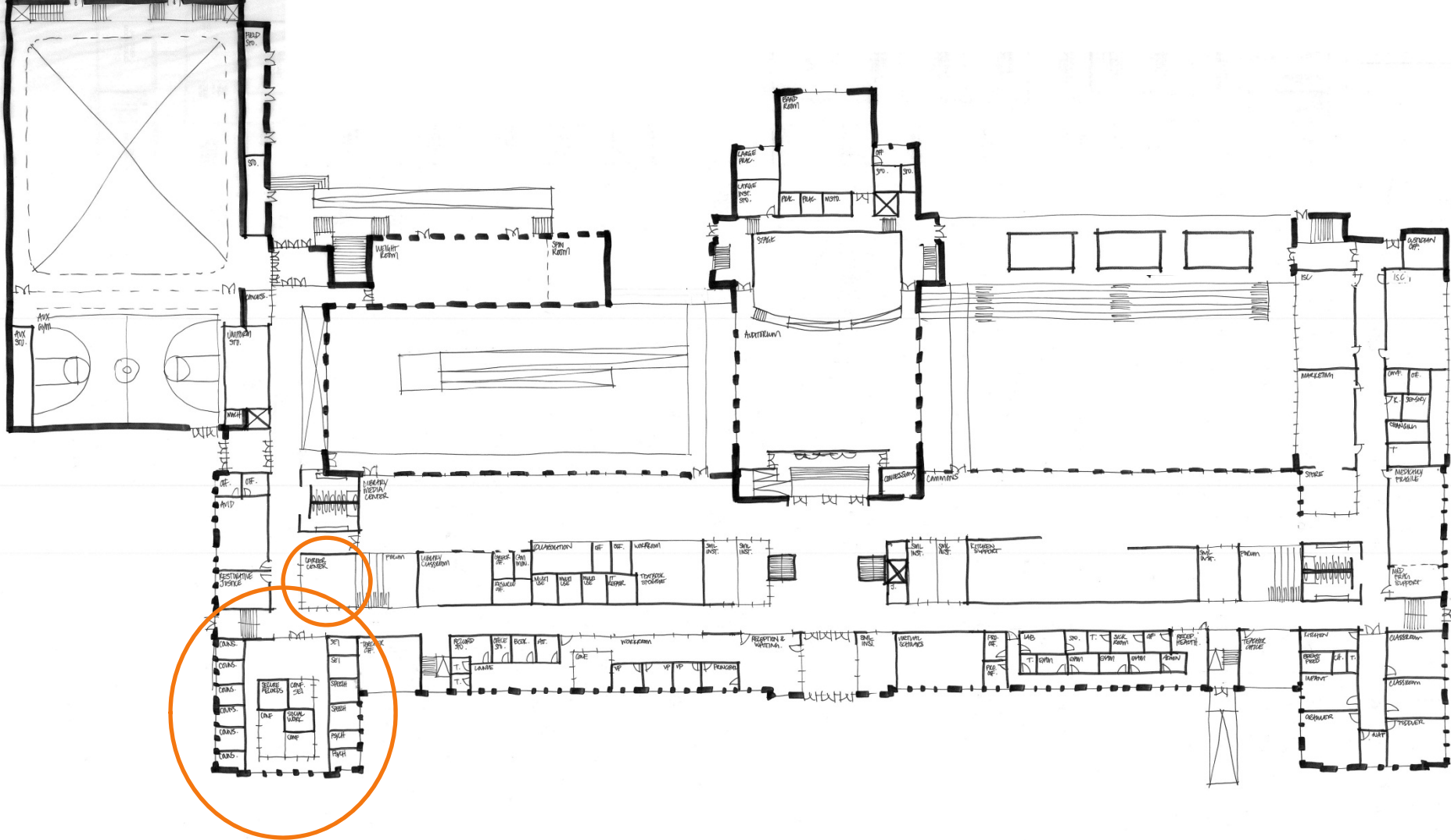
MAIN LEVEL



Counseling - Career Center

Main Level

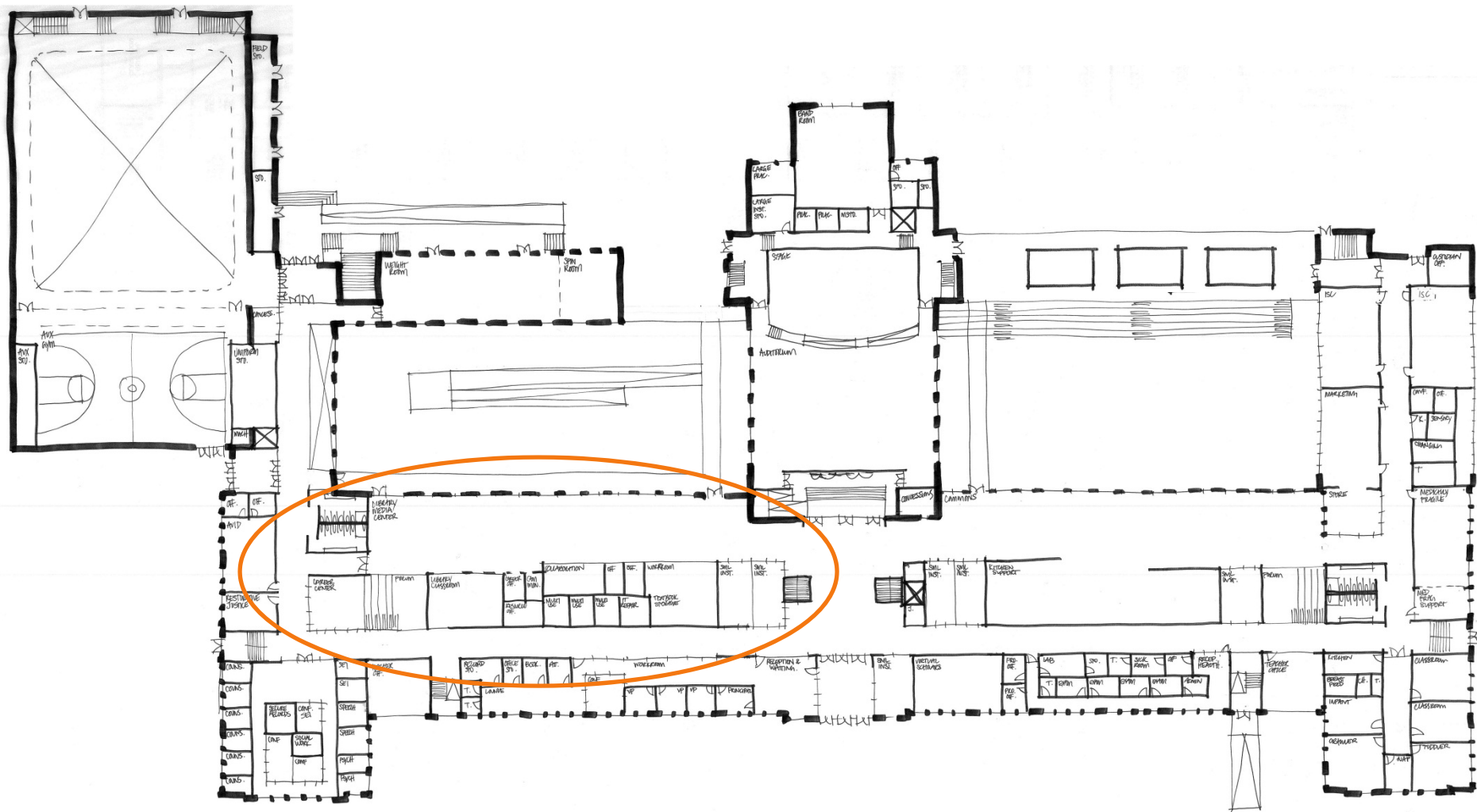
MAIN LEVEL



Library/Media Center

Main Level

MAIN LEVEL



Library/Media Center

Individual work areas

Group work areas

Pin Up space

Quiet space

Movable tables

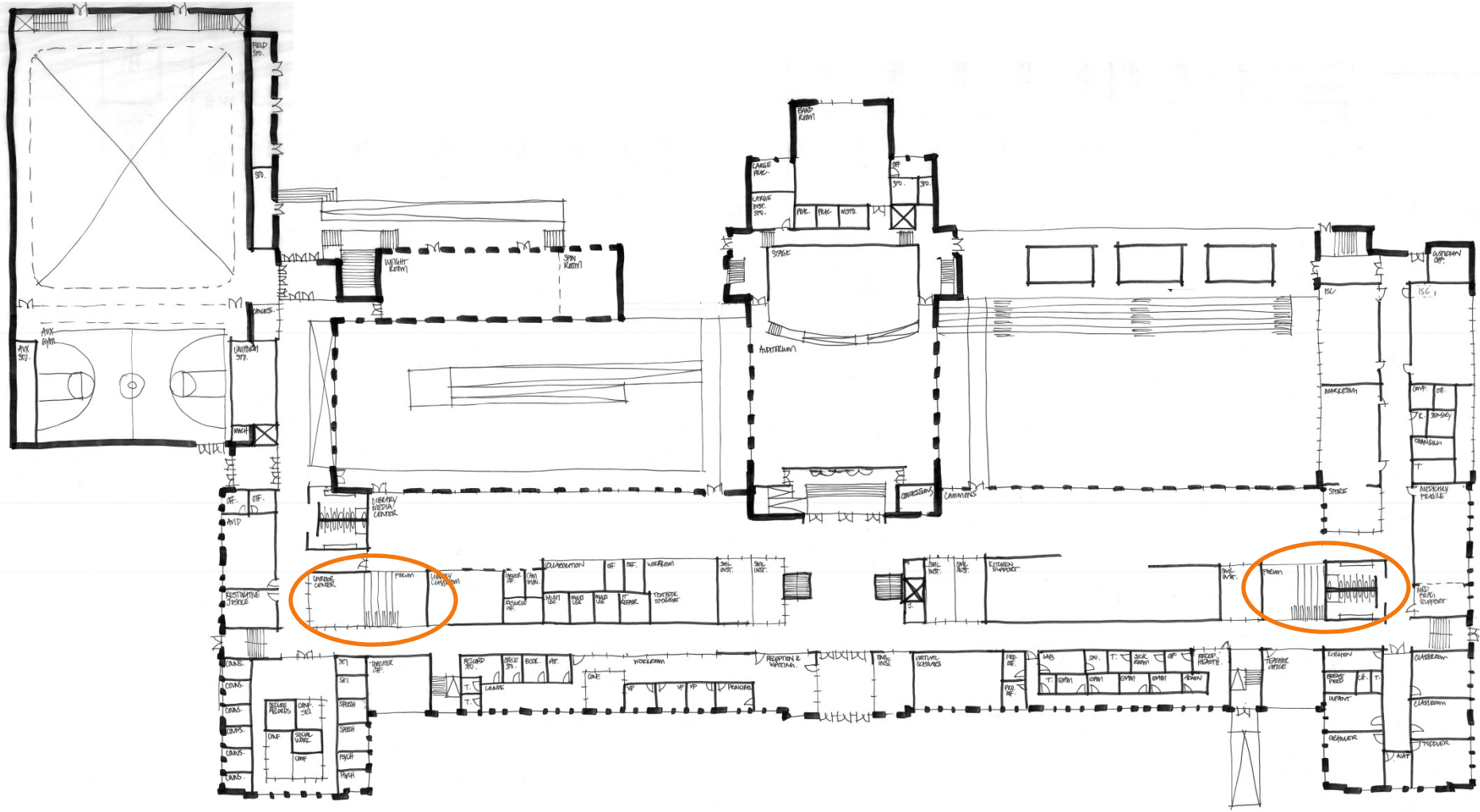
Group tech stations



Forum

Main Level

MAIN LEVEL



Forum Seating

Eating
Studying
Presenting
Group work



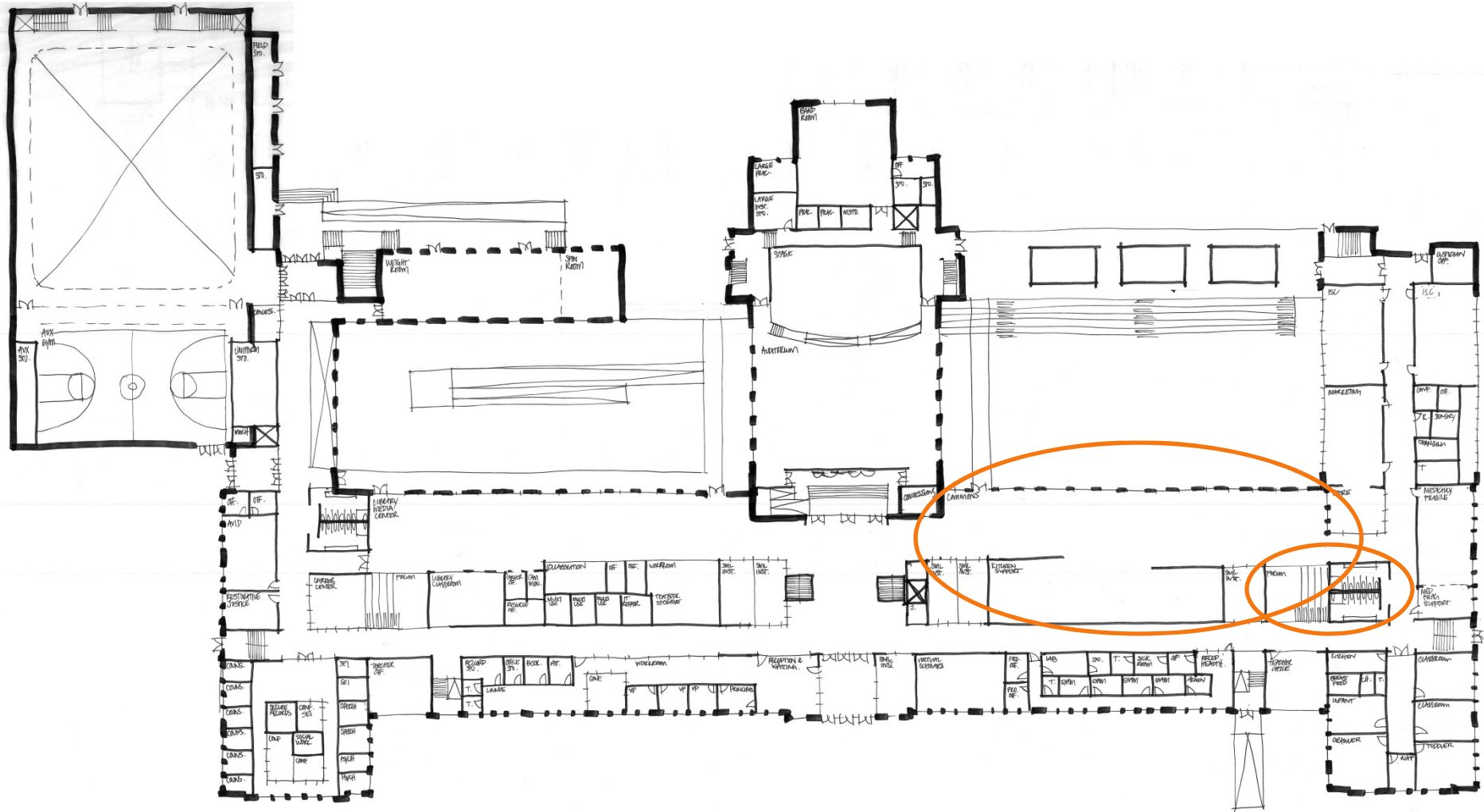
Social Hub



Commons

Main Level

MAIN LEVEL



Commons

Cafeteria like?

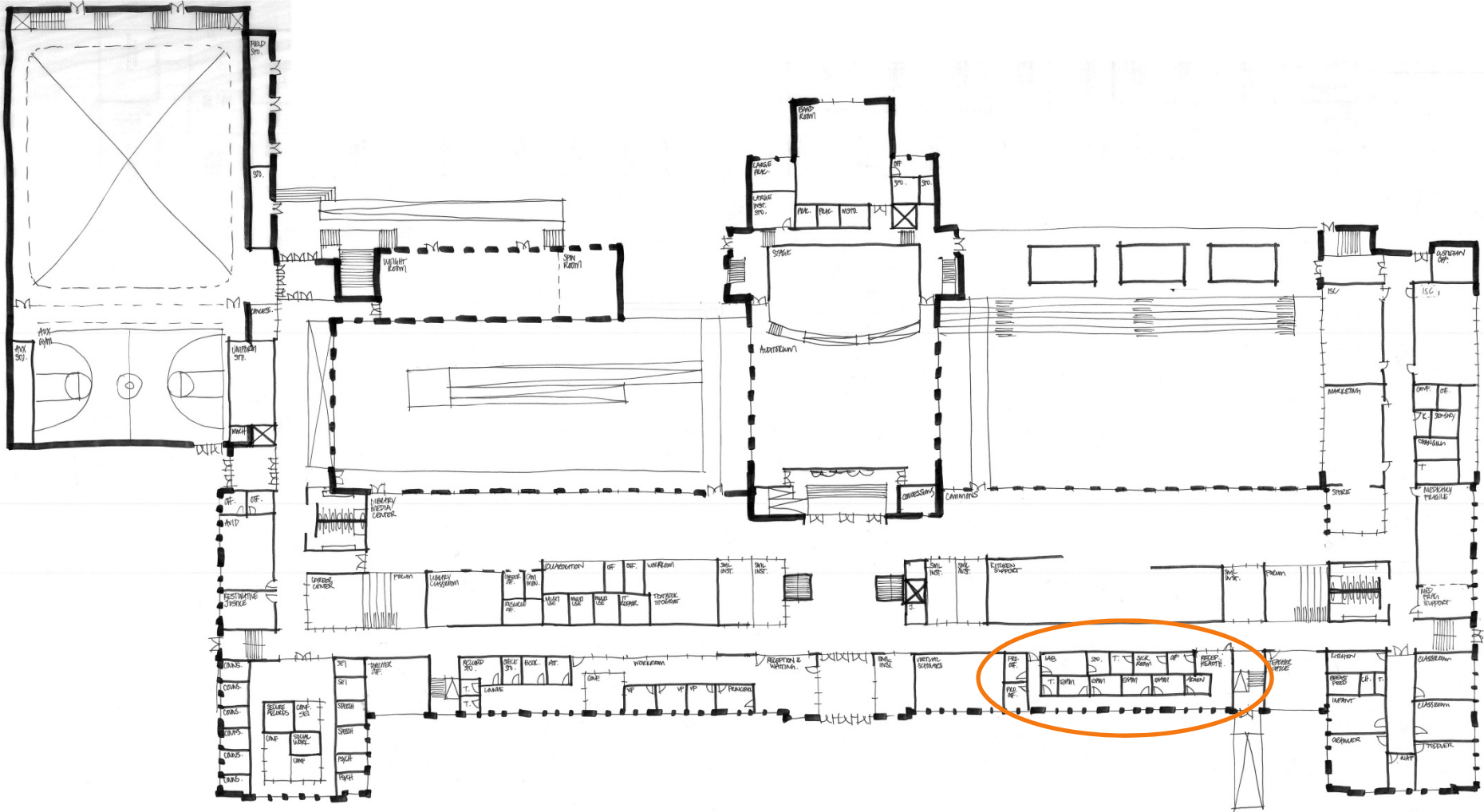
Learning Lounge-like?



Health Clinic

Main Level

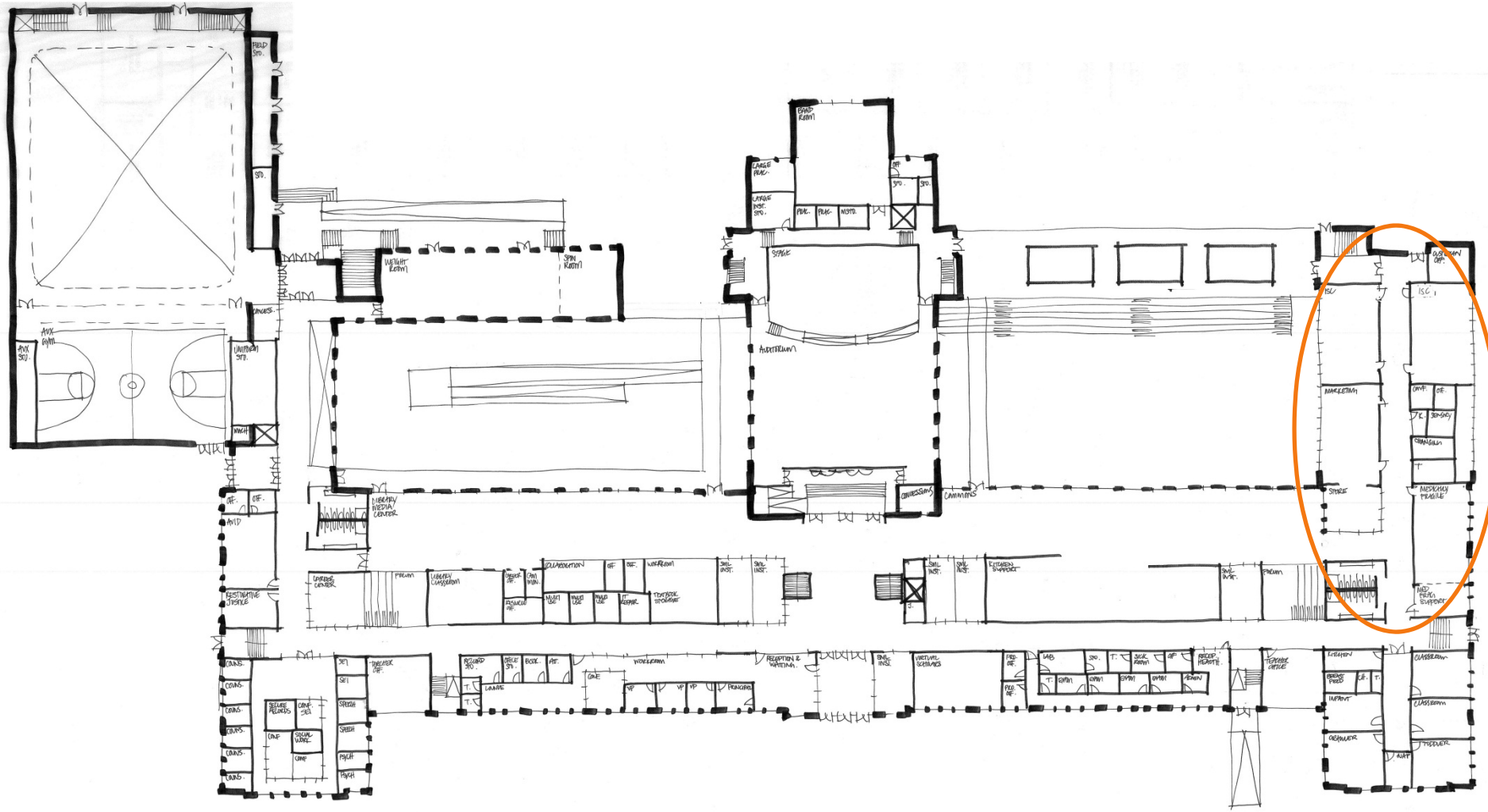
MAIN LEVEL



Medically Fragile and ISC

Main Level

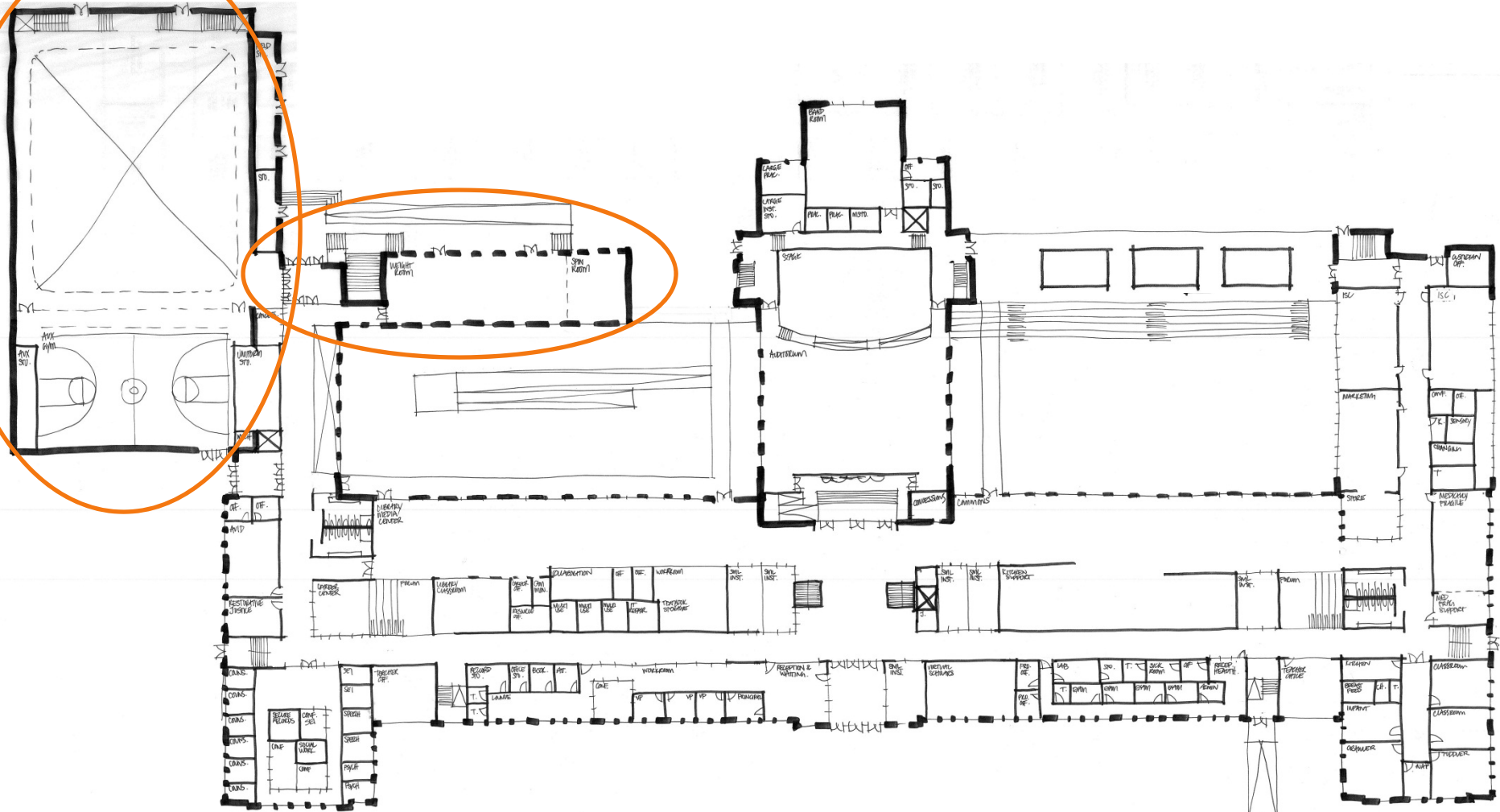
MAIN LEVEL



Athletics

Main Level

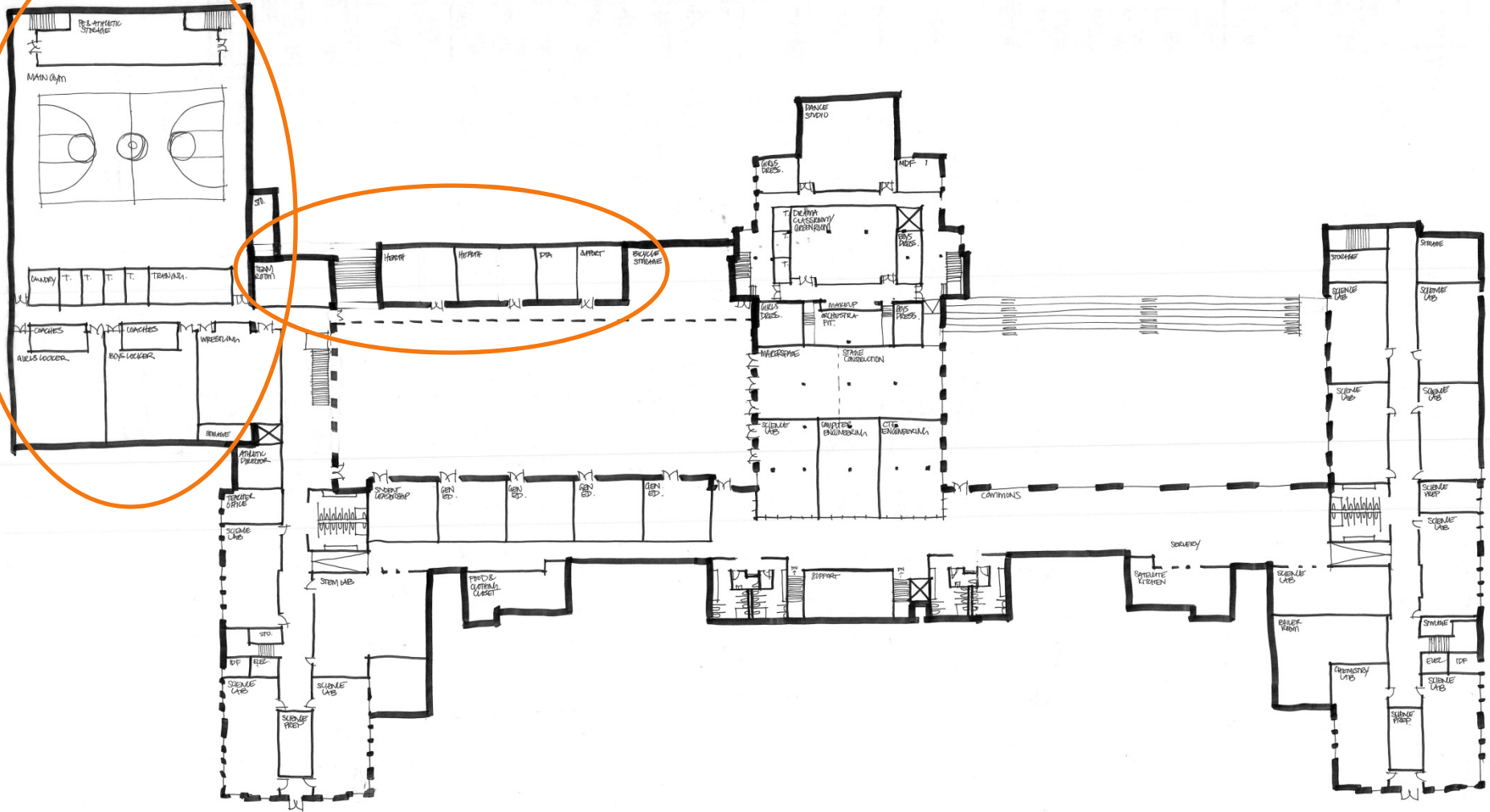
MAIN LEVEL



Athletics

Lower Level

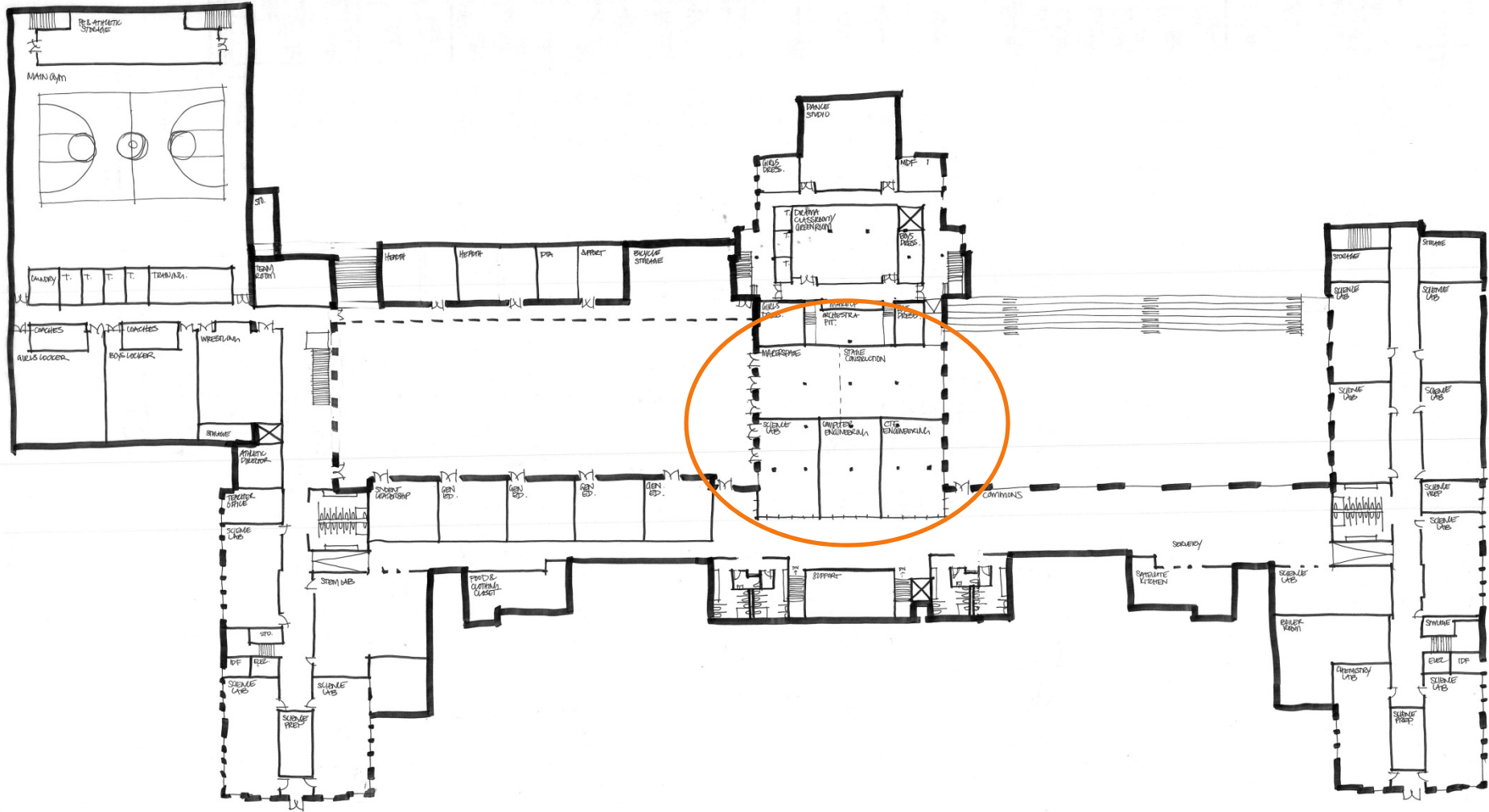
LOWER LEVEL



Science/CTE

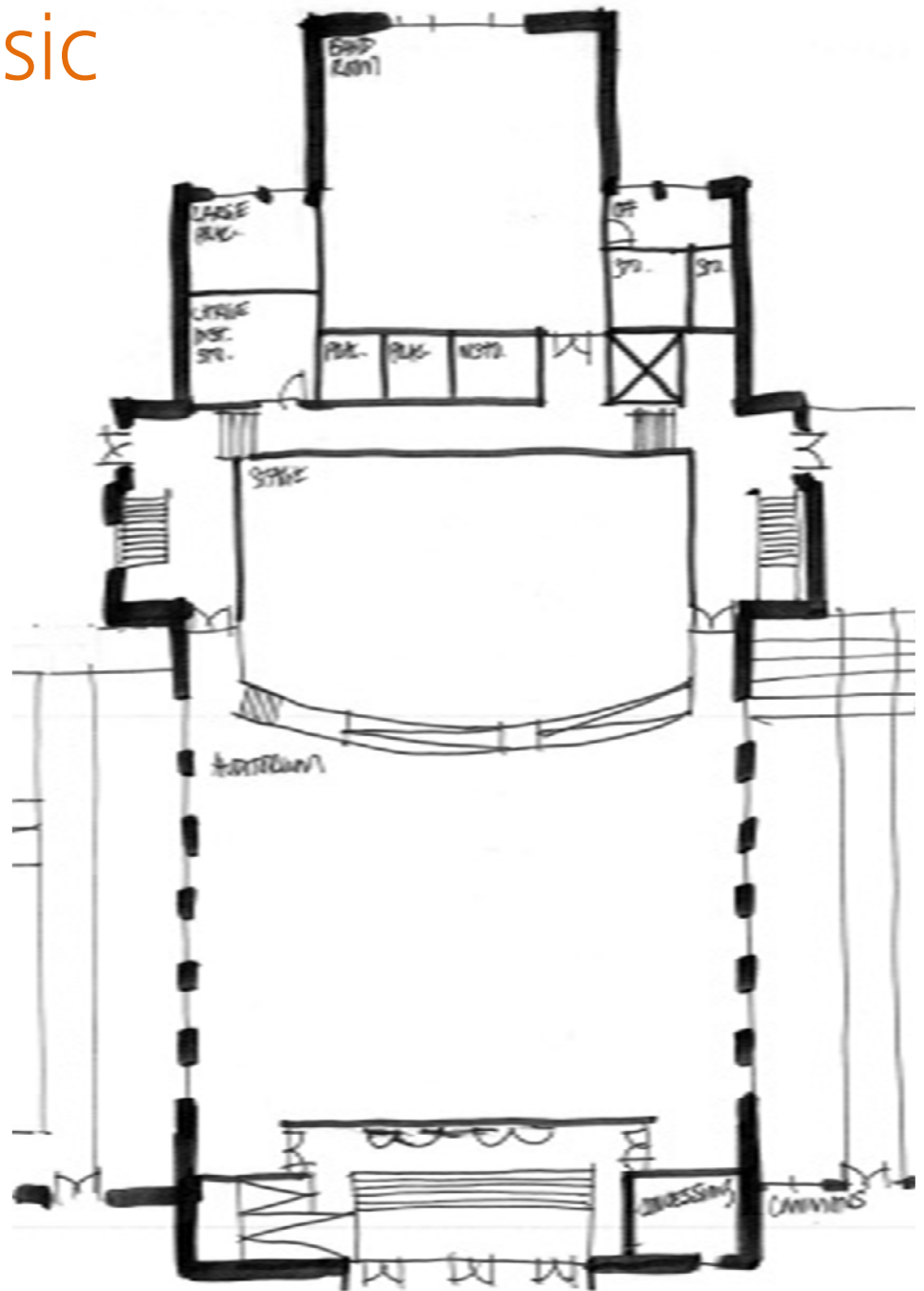
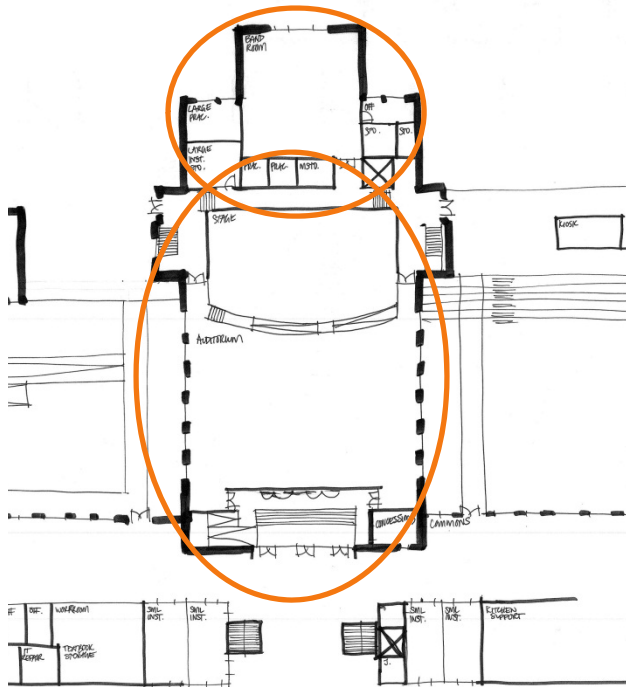
Lower Level

LOWER LEVEL



Auditorium and Music

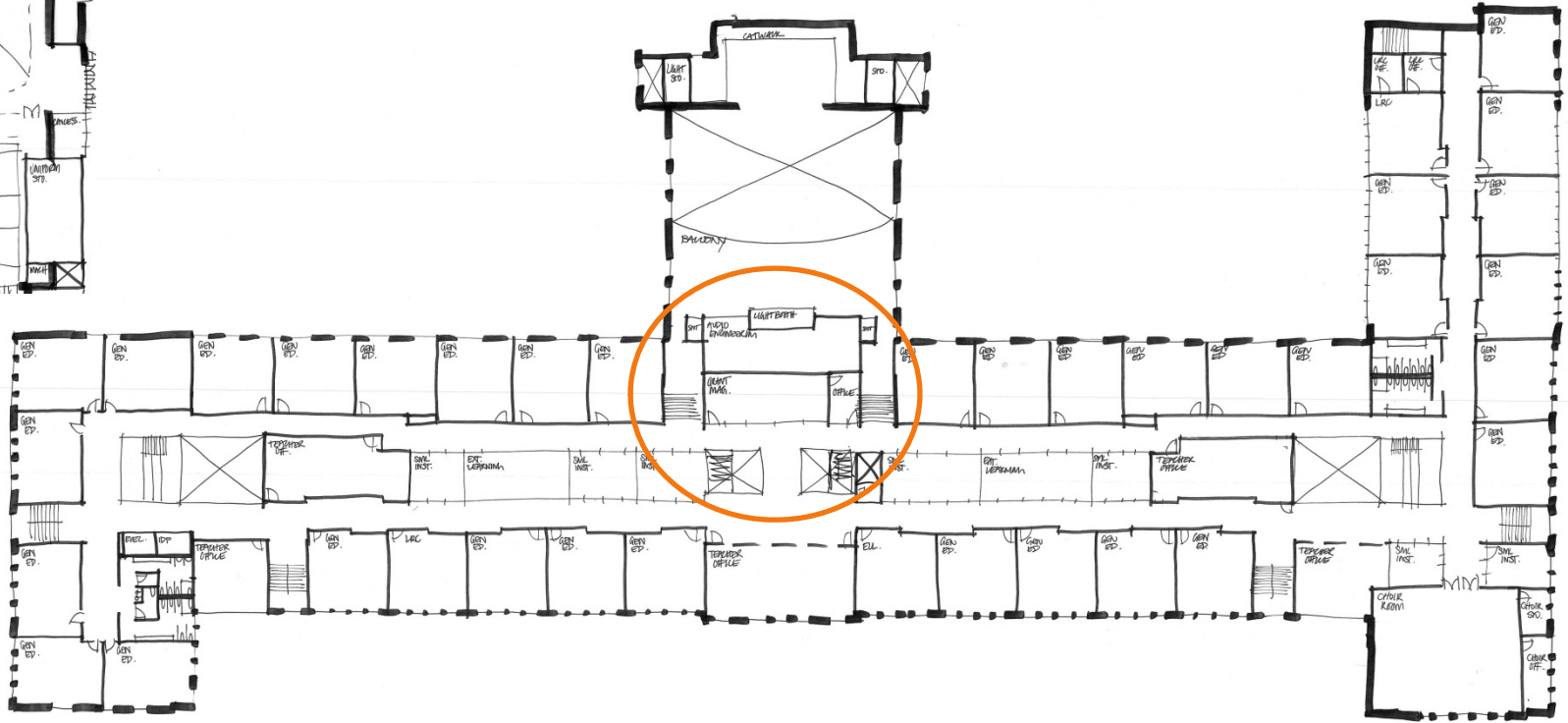
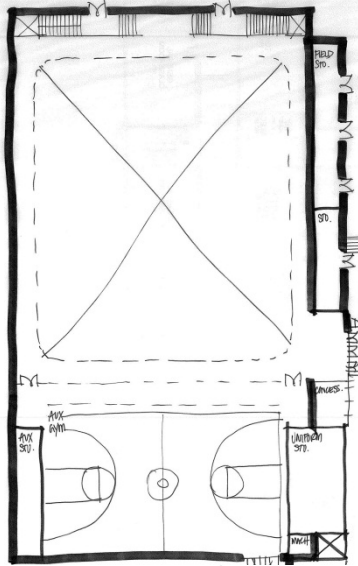
Main Level



CTE

Upper Level

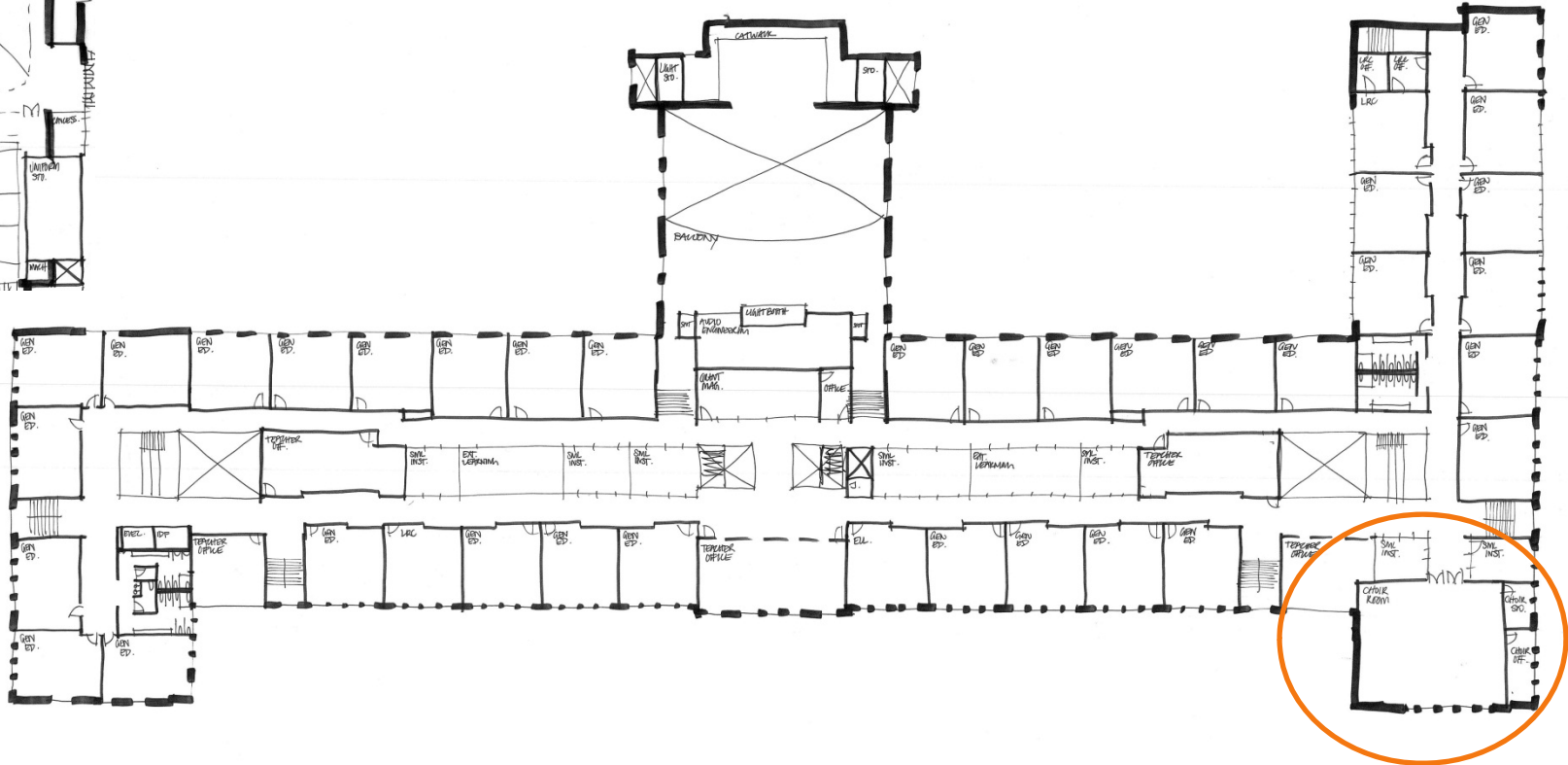
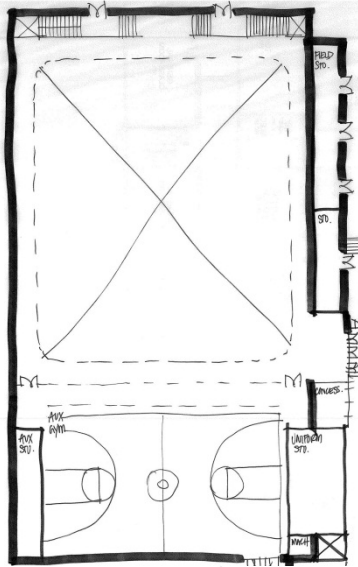
UPPER LEVEL



Choir

Upper Level

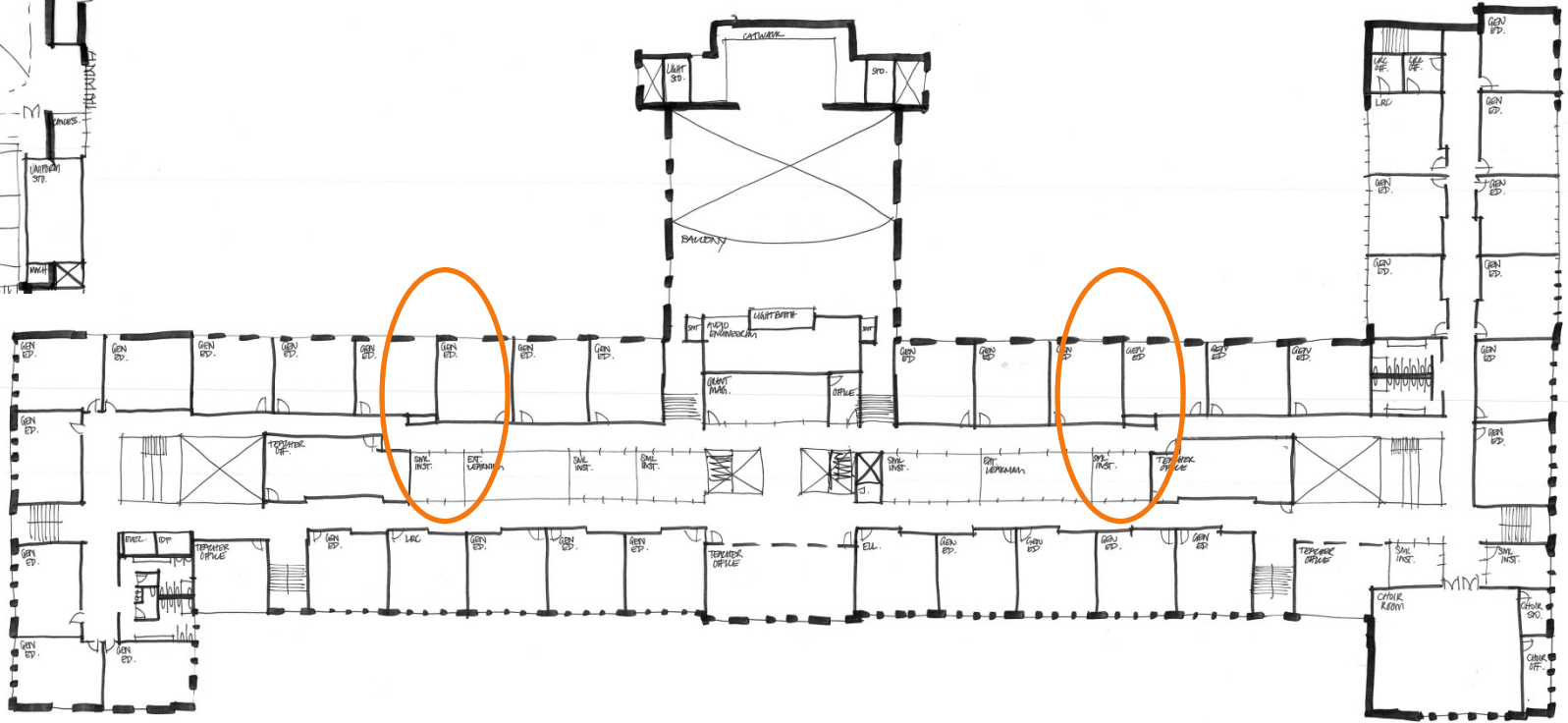
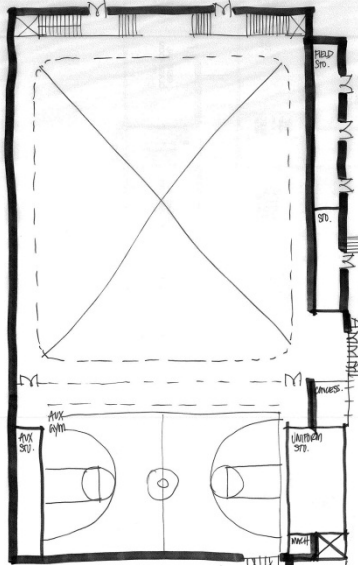
UPPER LEVEL



LRC

Upper Level

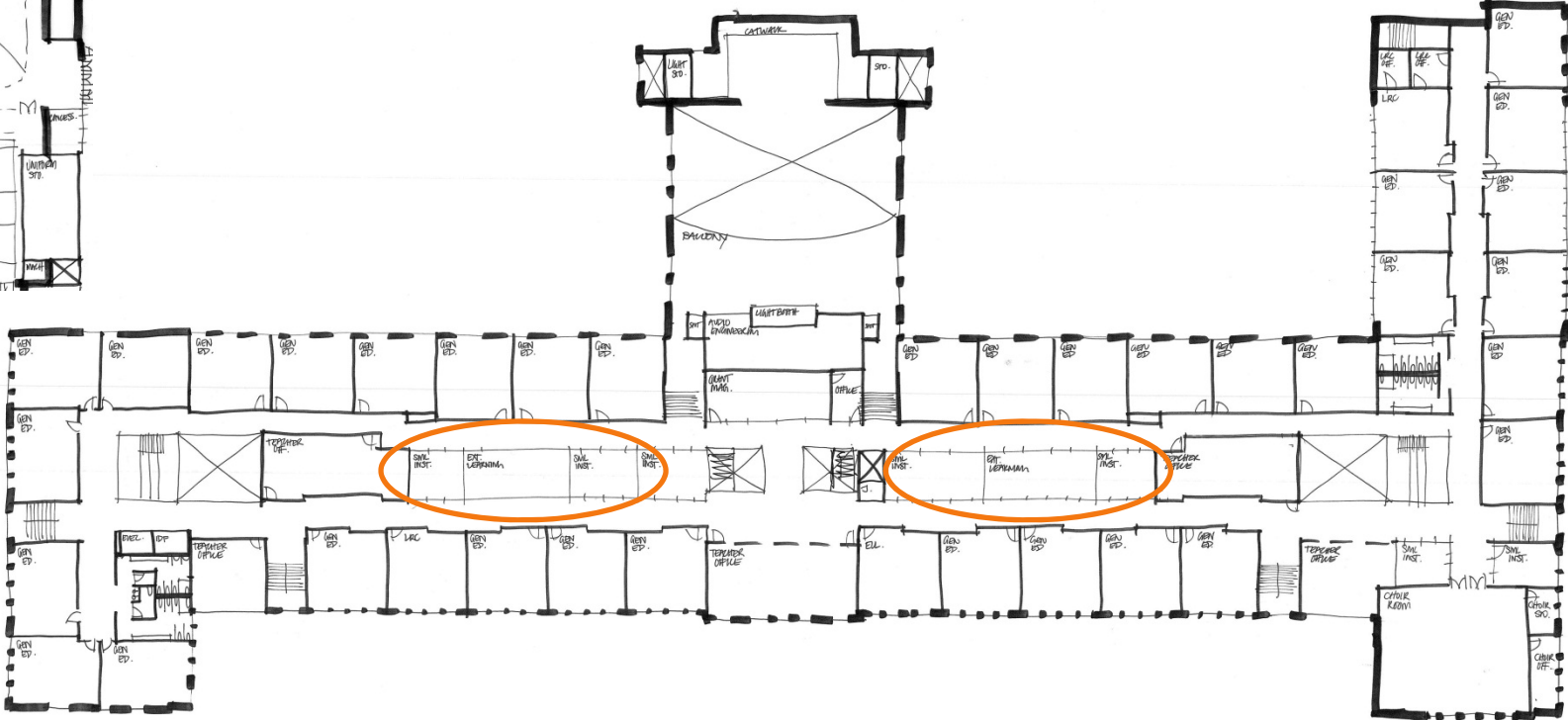
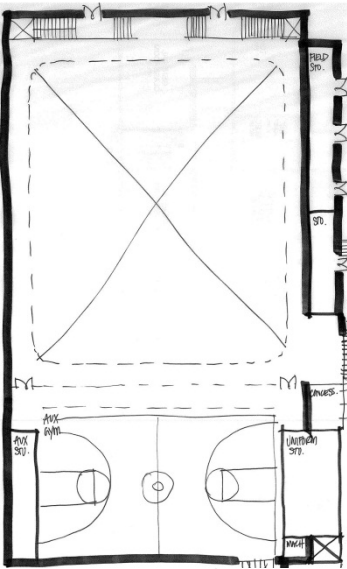
UPPER LEVEL



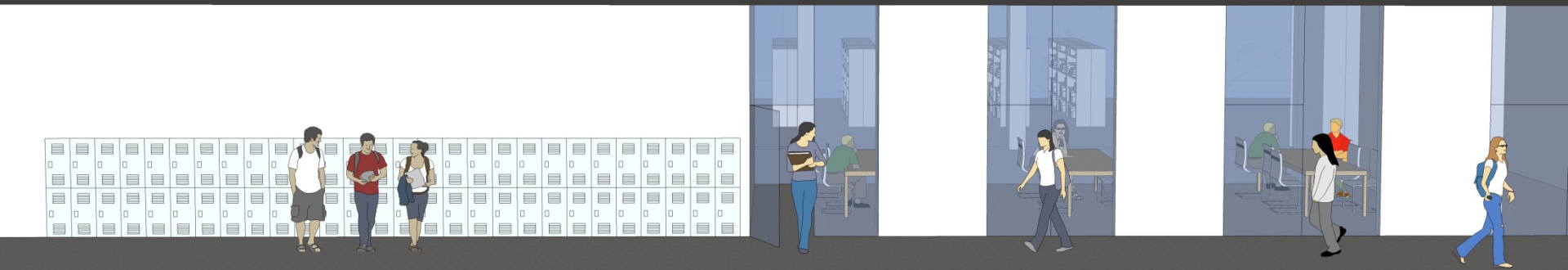
Extended Learning

Upper Level

UPPER LEVEL

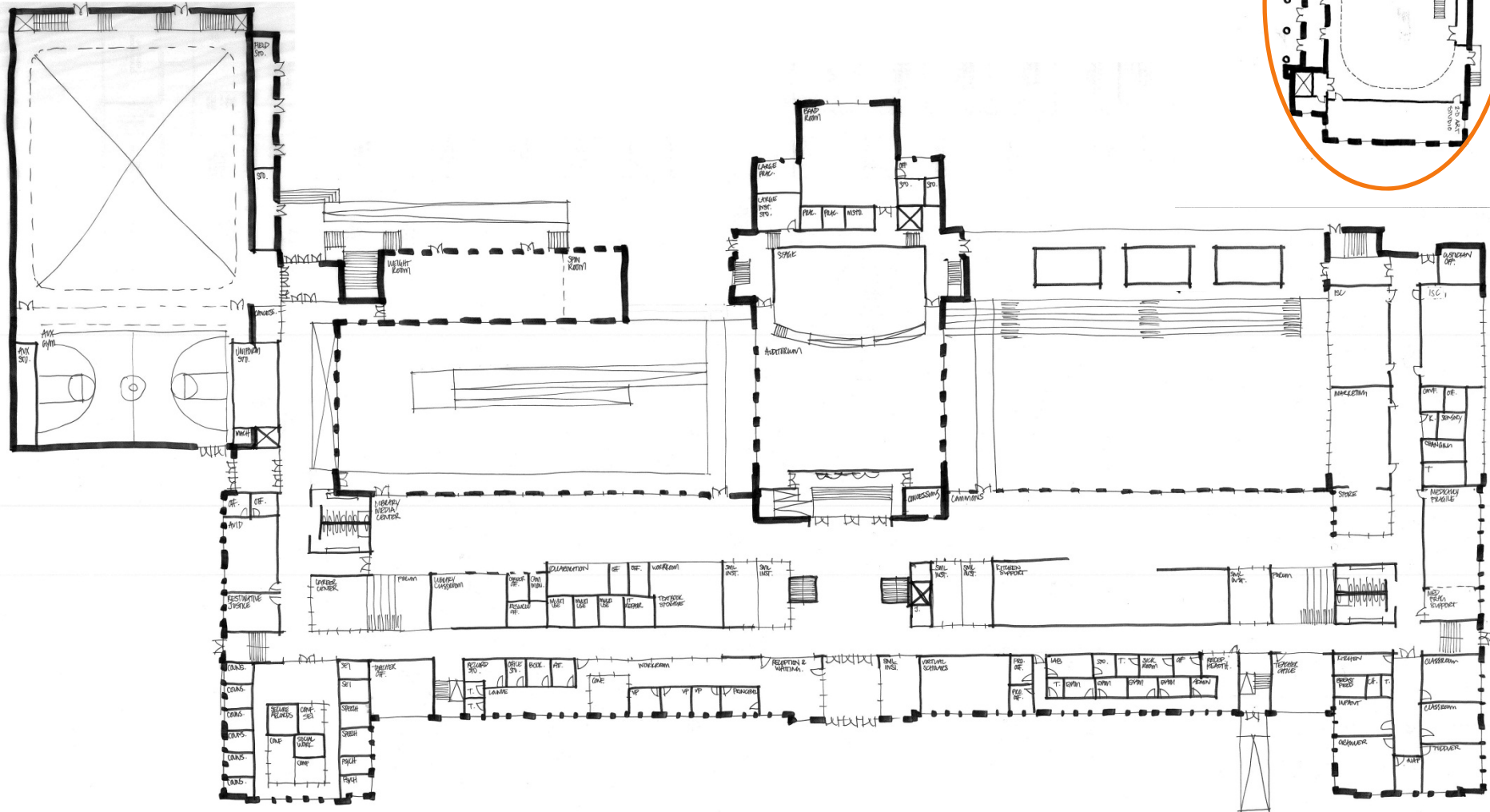
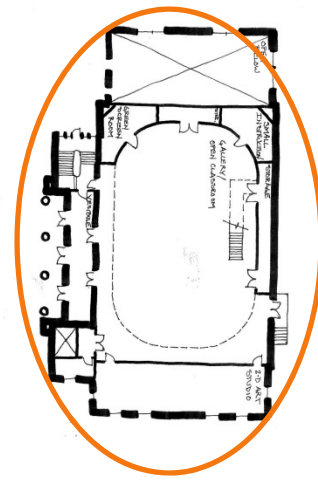


Extended Learning Hub



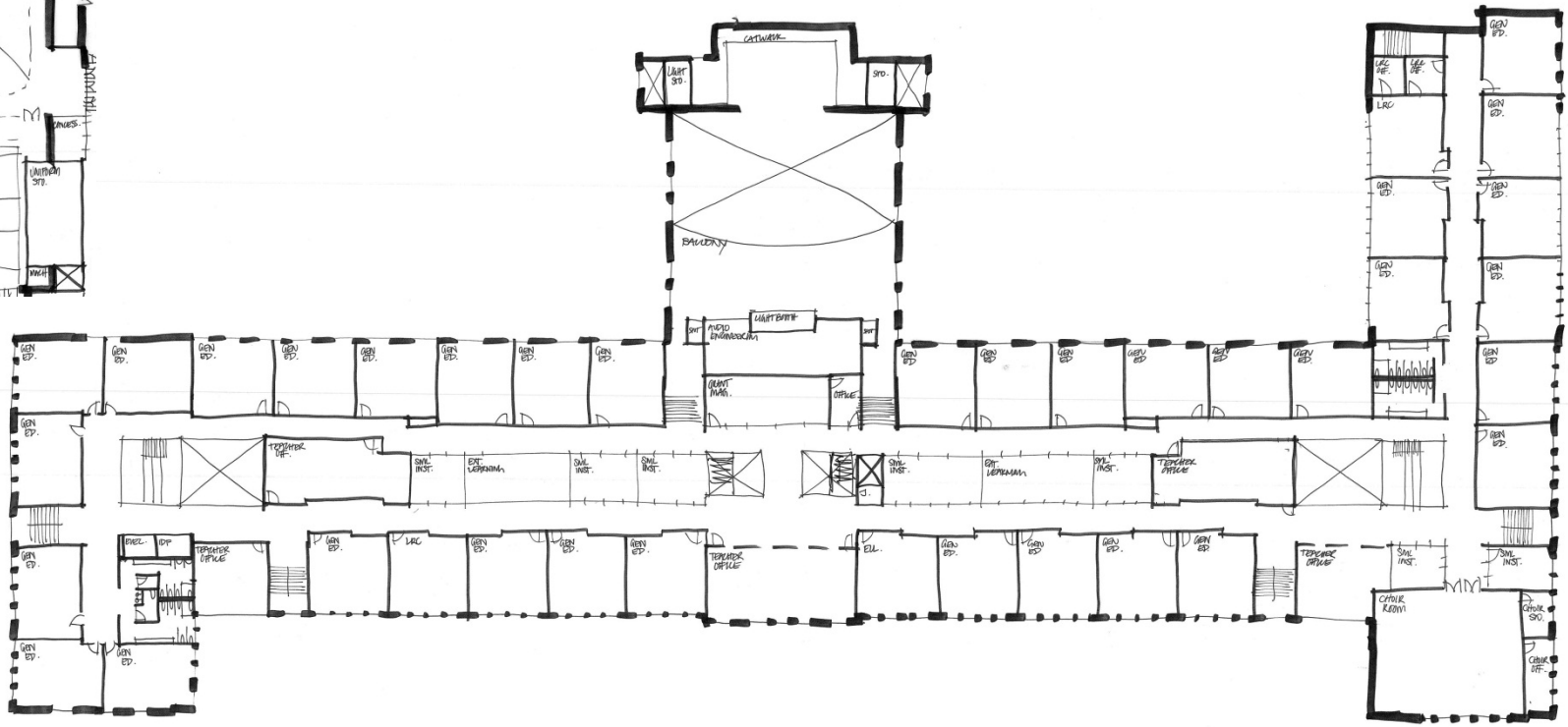
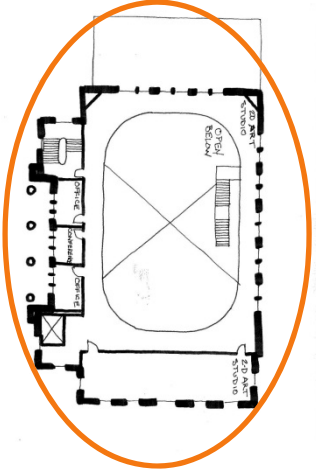
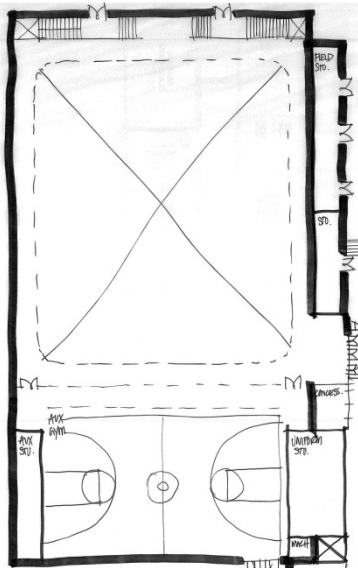
Art/CTE

Main Level



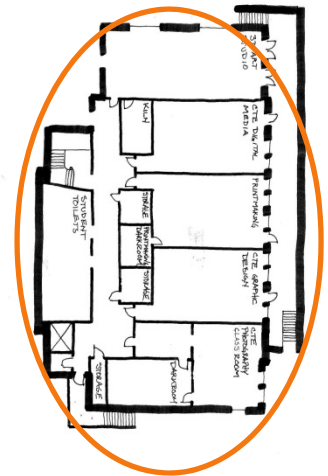
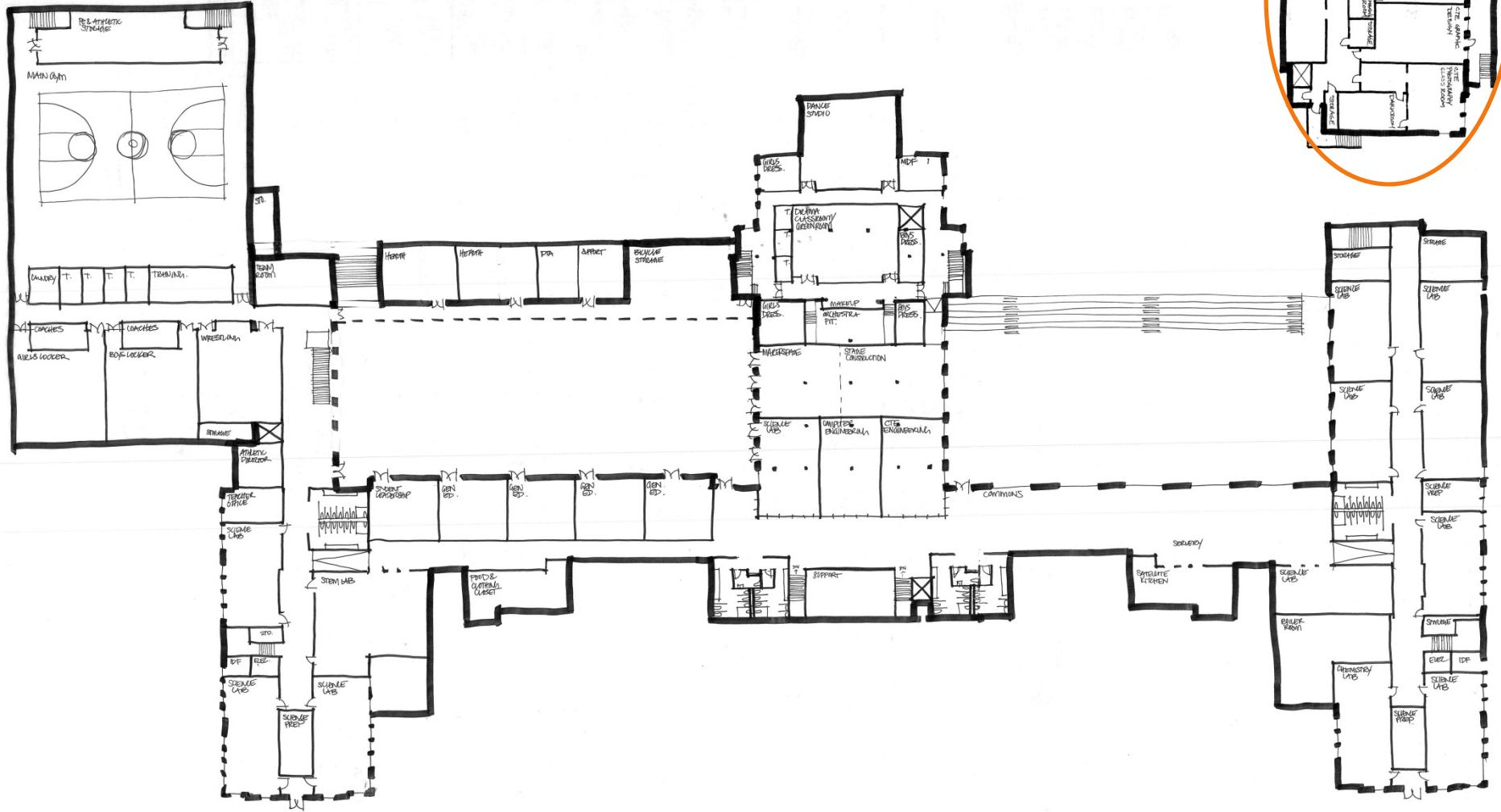
Art/CTE

Upper Level



Art/CTE

Lower Level



Project Overview

Project Background

Findings from Workshop 01

Fields

Site and Building Development

Areas of Focus

Overview of Today's Group Activities

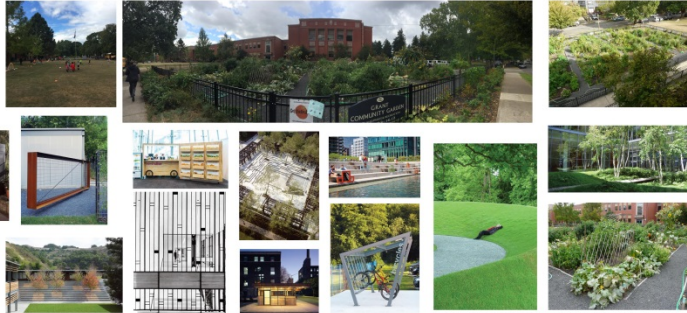
Group Activity 01

Exterior: Site & Courtyards



Take a minute to empathize with your assigned Persona. Now react as you would as this student. How are you thinking and feeling about the environment before you? What are some challenges and opportunities you may face? What do you care about most?

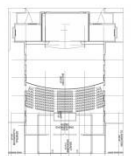
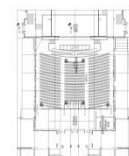
1



2



3



Interior: Performing Arts



Take a minute to empathize with your assigned Persona. Now react as you would as this student. How are you thinking and feeling about the environment before you? What are some challenges and opportunities you may face? What do you care about most?

What We Heard

- 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 w. separate dressing areas
- Audio engineering overlooks auditorium
- Drama & dance classrooms can be used as performance spaces
- Acoustical separation between performance spaces is critical

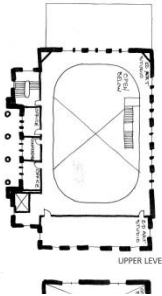
Project Investigation Based on your Persona

Group Activity 01

Interior: Arts / Old Gym

Take a minute to empathize with your assigned Persona. Now react as you would as this student. How are you thinking and feeling about the environment before you? What are some challenges and opportunities you may face? What do you care about most?

4



Interior: Science & CTE

Take a minute to empathize with your assigned Persona. Now react as you would as this student. How are you thinking and feeling about the environment before you? What are some challenges and opportunities you may face? What do you care about most?

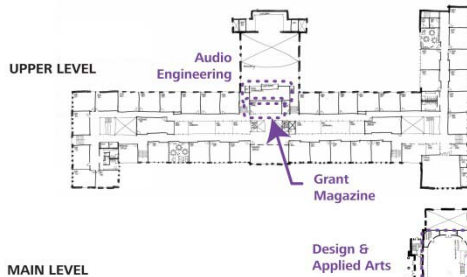
5

What We Heard

- 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

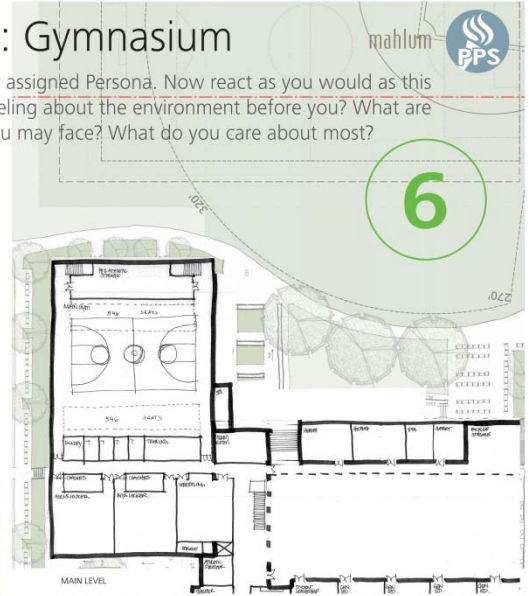
LEGEND

- Science Programs
- CTE Programs



New Construction: Gymnasium

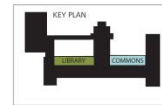
Take a minute to empathize with your assigned Persona. Now react as you would as this student. How are you thinking and feeling about the environment before you? What are some challenges and opportunities you may face? What do you care about most?



New Construction: Library & Commons

Take a minute to empathize with your assigned Persona. Now react as you would as this student. How are you thinking and feeling about the environment before you? What are some challenges and opportunities you may face? What do you care about most?

7



Project Investigation Based on your Persona

Group Activity 02

Team Arts/Music/Humanities Industry  Group Activity Two: 45 minutes.

You are in charge of designing a major city-wide event at the new Grant High School.



Your team's focus is on creating a large gathering at the new Grant High School. Together, using your knowledge of the region's resources, organizations, and trends, help us understand what would be a memorable event, or series of events, to celebrate **Arts, Music and Humanities** that integrates the entire student body (1700).

Things to Consider

- + Who is your target audience?
- + Think about different disciplines' involvement: how are you showcasing the diverse programs at Grant?
- + Which spaces would you utilize?
- + What audio-visual and technology do you need?
- + How might the day be documented or recorded?
- + What is missing for your event to be successful?

Event Toolbox

Grantasia	Convention	Showcase	TEDx PDX
Hack-a-thon	Tournament	Displays	Symposium
Code-a-thon	Farm To Table	Demonstration	Seminar
24 hour charrette	Fiesta	Performance	Workshop
Sustainability Summit	Fairs	Presentation	Roundtable
Robotics Competition	Feasts	Promotion	Conference
Pop-up shops	Field Day	Publication	Assembly
Farmers Market	Festival	Feature	Mock-Events

Draw on the site and floorplans to indicate places, flow of people and materials, event layout and any other tools or spaces you may need to support the event.

Title of the Event: _____
What will catch people's attention?

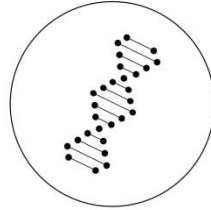
Duration/Season/Timing: _____
When would be the optimal timing?

Purpose: _____
What is the intention of day/week?

Disciplines: _____
Who is doing what? Locate them on the site & floorplans.

Team Science/Engineering Industry Group Activity Two: 45 minutes.

You are in charge of designing a major city-wide event at the new Grant High School.



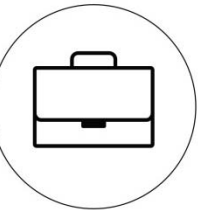
Team Trades/Crafts/Maker Industry Group Activity Two: 45 minutes.

You are in charge of designing a major city-wide event at the new Grant High School.



Team Entrepreneurs/Marketing Industry Group Activity Two: 45 minutes.

You are in charge of designing a major city-wide event at the new Grant High School.



Team "Other" Industry Group Activity Two: 45 minutes.

You are in charge of designing a major city-wide event at the new Grant High School.



Design a Major Event

Feedback

