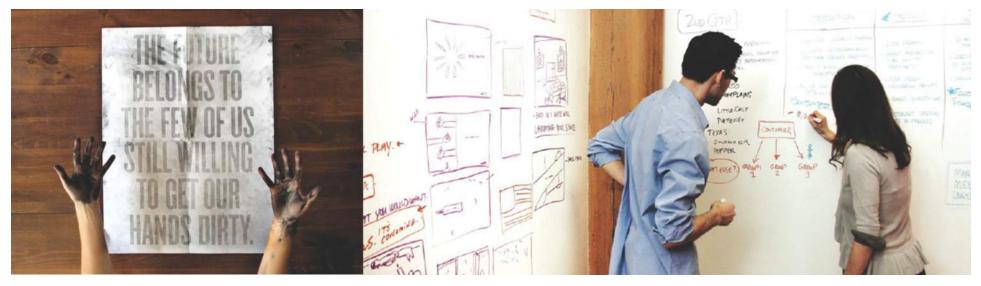
# mahlum

### Design Advisory Group Meeting 06 Grant High School Modernization 12.16.15





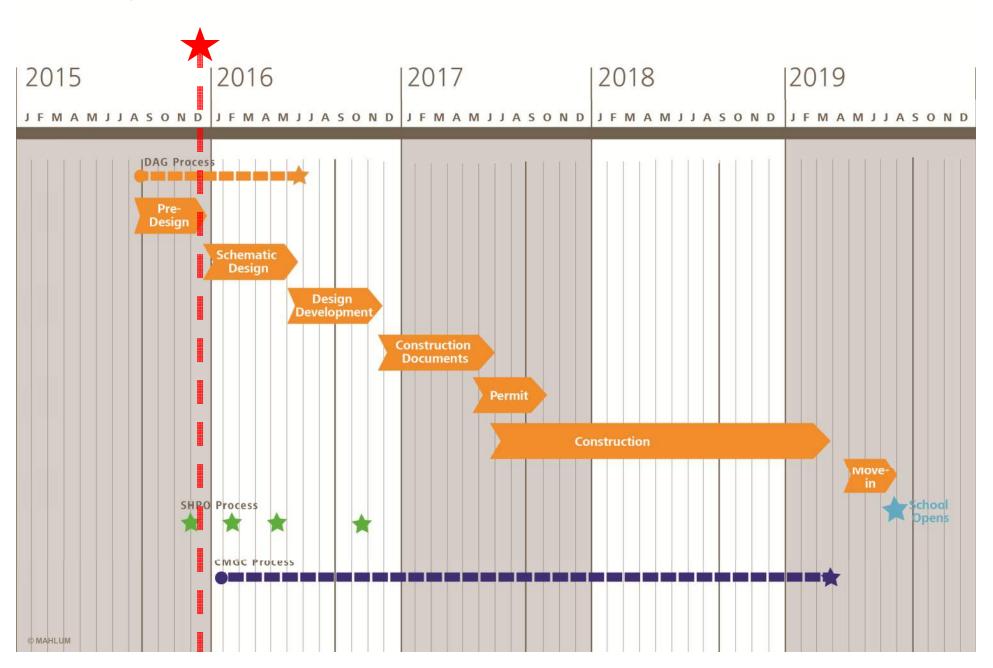


# Design Advisory Group Schedule

DAG 01	Sep 09
DAG 02	Sep 24
DAG 03	Oct 08
School Tours	Oct 23
MP Workshop 1*	Oct 24
DAG 04	Nov 05
MP Workshop 2*	Nov 07
DAG 05	Nov 19
MP Open House*	Dec 03

S.I.B.C. Meeting	Dec 08			
School Board	Dec 15			
DAG 06	<b>Dec 16</b>			
SD Workshop 1*	Jan 09			
DAG 07	Jan 21			
SD Workshop 2*	Feb 06			
DAG 08	Mar 03			
SD Open House*	Mar 31			
DAG 09	Apr 28			
*Community Focused Meetings				

### Project Schedule





# Agenda

#### **DAG Business**

**Proposed Building Program (with an emphasis on comparison)** 

### **Master Plan**

- Overview
- Feedback
- Messaging

### **Public Comment**

### DAG Business



### DAG Outcome

Ensure that community voice is heard

- Synthesize community-wide input
- **Create the foundation & framework**
- **Provide transparency through commitment & participation**



# DAG Role and Responsibilities

- Attend meetings & field trips Provide input
- Be honest with one another
- Advise team on unique characteristics of the Grant school community

Help to organize and participate in community meetings

Work together to learn about renovation & construction projects

**Follow the Ground Rules** 



# DAG Ground Rules

- Take personal responsibility
- **Be respectful**
- **Value differences**
- Maintain a constructive, creative & practical attitude
- **Be open-minded**

Support the legitimacy of the design outcomes

- Do not undermine public confidence
- **Keep commitments**
- Have fun!

# DAG Project Goals

- 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
- TIE
- Support the educational mission of Grant with a variety of flexible study & project spaces that anticipate future needs
  - Accommodate diverse teaching & learning styles to facilitate strong relationships
- (5)

2

Create state-of-the-art facilities for all disciplines

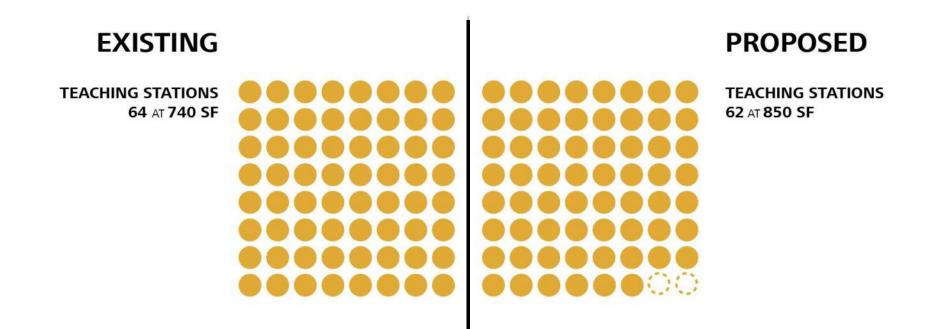
The Grant High School modernization will result in an inclusive learning environment that fosters strong, productive relationships among students, teachers, and the community through inspiring, flexible spaces that honor the history while supporting students' success in college, career, and life.

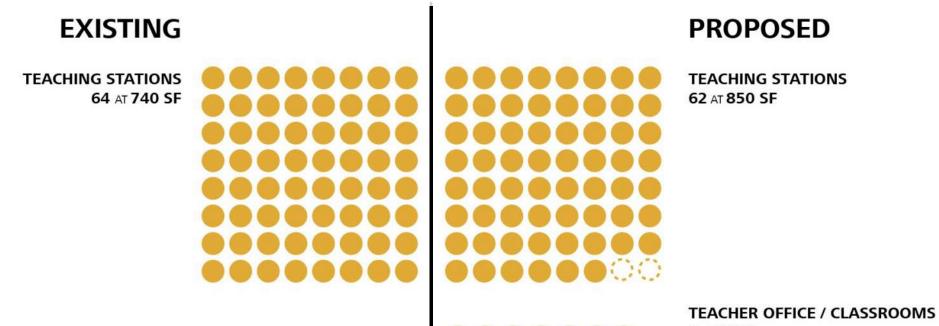
# Proposed Building Program: With a focus on comparison

# Grant: Proposed Building Program

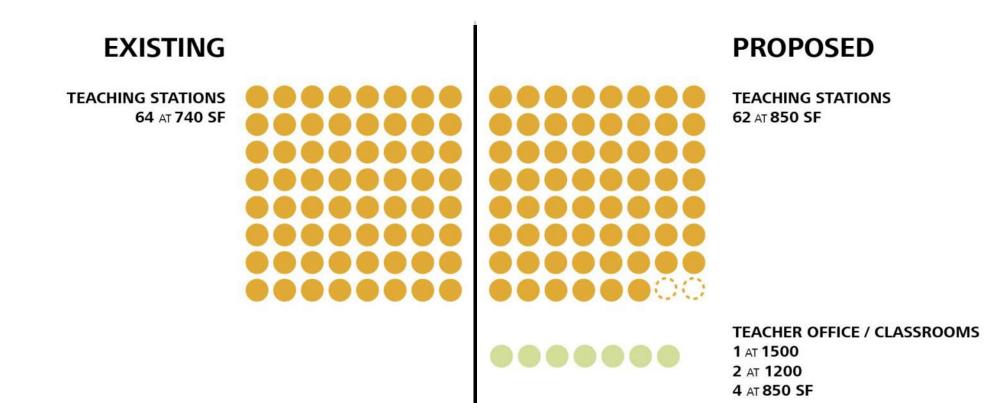
#### Area Summary

Ed Spec Program		GHS Existing Program		GHS Proposed Program	
Sta	NSF	Sta	NSF	Sta	NSF
9	12,080	8	13,543	9	12,270
35	34,300	45	35,037	40	34,000
11	17,480	11	15,840	13	17,580
	8,000		0		8,000
55	71,860	64	64,420	62	71,850
2	3,080	4	6,368	4	5,740
1	3,470	1	1,744	1	3,470
	200	1	2,956	1	1,700
1	14,600	2	20,654	2	24,050
4	21,350	8	31,722	8	34,960
3	35,580	5	42,737	5	35,730
1	67,200	6	60,773	6	65,170
10	5,000	0	0	0 2	5,000
	1,200		620		1,590
	4,700		1,445		4,830
73	206,890	83	201,720	81 88 <sup>3</sup>	219,130
26.5%	74,480	25.8%	70,230	26.5%	75,850
	281,370		271,950		294,980
	Sta           9           35           11           55           2           1           4           3           1           10           73	Sta         NSF           9         12,080           35         34,300           11         17,480           8,000         55           71,860         2           2         3,080           1         3,470           200         1           1         3,470           200         1           1         4,700           10         5,000           1,200         1,200           4,700         206,890           26.5%         74,480	Sta         NSF         Sta           9         12,080         8           35         34,300         45           11         17,480         11           8,000         64           2         3,080         4           1         3,470         1           200         1         1,4600         2           4         21,350         8           3         35,580         5           1         67,200         6           10         5,000         0           1,200         1         4,700           4,700         8         3           26.5%         74,480         25.8%	StaNSFStaNSF912,080813,5433534,3004535,0371117,4801115,84006464,42023,08046,36813,47011,74420012,956114,600220,654421,350831,722335,580542,737167,200660,773105,000001,2006201,44573206,89083201,72026.5%74,48025.8%70,230	Sta         NSF         Sta         NSF         Sta           9         12,080         8         13,543         9           35         34,300         45         35,037         40           11         17,480         11         15,840         13           2         3,080         4         6,368         4           1         3,470         1         1,744         1           200         1         2,956         1         1           1         14,600         2         20,654         2           4         21,350         8         31,722         8           3         35,580         5         42,737         5           1         67,200         6         60,773         6           10         5,000         0         0         0 <sup>2</sup> 1,200         620           81           3         35,580         5         42,737         5           1         67,200         6         60,773         6           1,200         620           83           26.5%         74,480         25.8%



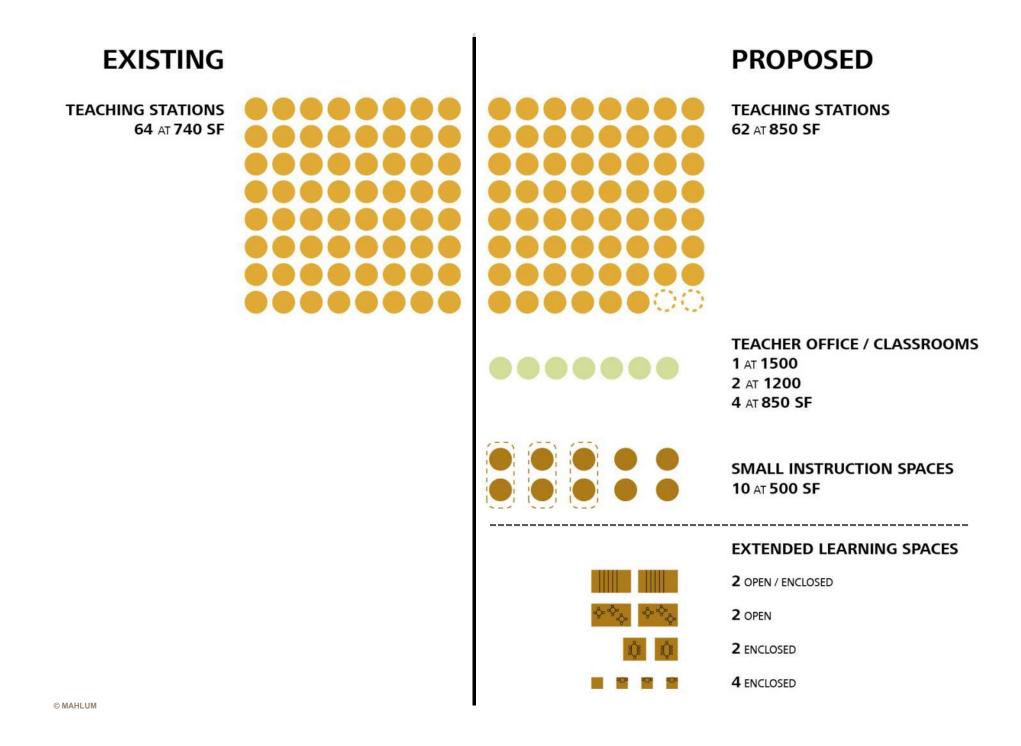


TEACHER OFFICE / CLASSROOMS 1 AT 1500 2 AT 1200 4 AT 850 SF



SMALL INSTRUCTION SPACES

10 AT 500 SF





# Grant: Total Building Gross

Area Summary PPS Grant High School Program Summary

	Ed Spec Program		<b>GHS Existing Program</b>		<b>GHS Proposed Program</b>	
Program Area	Sta	NSF	Sta	NSF	Sta	NSF
Total Assignable Square Feet	73	206,890	83	201,720	81	219,130
					88 *	*
Subtotal - Unassignable Areas	26.5%	74,480	25.8%	70,230	26.5%	75,850
TOTAL BUILDING GROSS SF		281,370		271,950		294,980

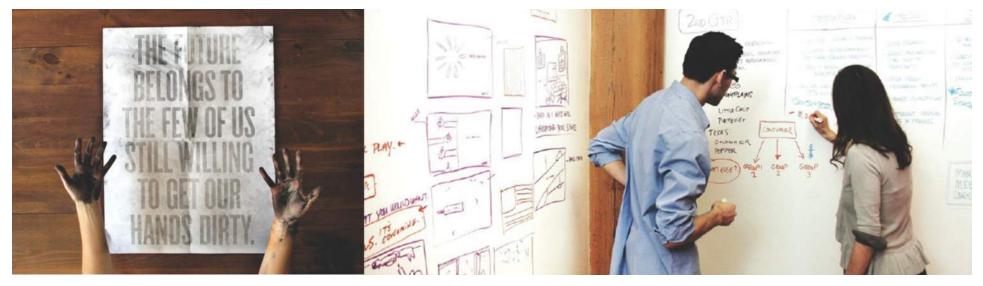
\* Teacher offices are designed to function as enclosed classrooms as necessary and would provide an additional (7) teaching stations. \*\*Total teaching stations, if include teacher offices as classrooms.

V	
Program Additions (Grant HS Programs not i	n Ed Spec):
Medically Fragile Program	2,200 NSF
Choir Classroom	2,200 NSF
AVID, Virtual Scholars, Rest. Justice	2,220 NSF
Gender-Neutral Facilities	630 NSF
Total NSF	7,250 NSF
Reuse of Existing Theater / Balcony	7,000 NSF

**GSF** Overage

13,610

# Master Plan :: Overview



# Design Advisory Group Process

DAG 01 DAG 02 DAG Tours DAG 03 MP Workshop 1 DAG 04 MP Workshop 2 DAG 05 MP Open House

Learn Uncover Explore Inspire

**Discover** 

**Conceptualize** 

SIBO School Board **DAG 06** 

### Confirm

Review

© MAHLUM



### Learn :: Stakeholders (Staff)





### DAG & STAKEHOLDER SYTHESIS What should our initial priorities be for the Grant High School renovation?

- :: Restore **historic** character of the buildings
- :: Make **best possible space for the students**
- :: Update structure to code, ADA , seismic requirements, and principles of universal design
- :: Create a **welcoming, safe** learning environment
- :: Showcase the **diverse** student population

- :: Celebrate the **inclusive culture** of Grant
- :: Maintain a **sense of community** and **tradition** while exploring the future for students
- :: Increase access to **state of the art technology** for teaching and learning
- :: Design for **large community events** and local gatherings



#### DAG & STAKEHOLDER SYNTHESIS

# What makes a school healthy, both physically and emotionally?

- :: Light, open air places to eat and congregate
- :: Celebrate the strong **community**
- :: Update the mechanical and electrical systems to allow for user control
- :: Ensure **day light** community spaces and classrooms
- :: Design **safe** and enjoyable spaces for learning

- :: Increase student engagement
- :: Focus on student health and clean facilities
- :: Design a variety of places to work outside
- :: Reflect different cultures
- :: Celebrate student artwork wherever possible

#### DAG & STAKEHOLDER SYNTHESIS

### A. What is an ideal learning environment?

- :: creative and **stimulating learning**
- :: safe and **comfortable**
- :: inspired
- :: moments of serenity
- :: respectful, caring, compassionate community

- :: flexible for groups
- :: integrated **technology**
- :: promotes self-sufficiency
- :: accommodates diverse learning styles
- :: allows for rich, hands-on learning opportunities



# B. What is the spirit of Grant High School?

#### :: diverse community

- :: friendship, trust, and respect
- :: tradition & rich history
- :: teamwork & inclusion

- :: there is a **place for everyone**
- :: excellent performing arts and athletics
- :: **sense of belonging** to the greater community



#### DAG & STAKEHOLDER SYNTHESIS

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

:: community members could **support** and **mentor** 

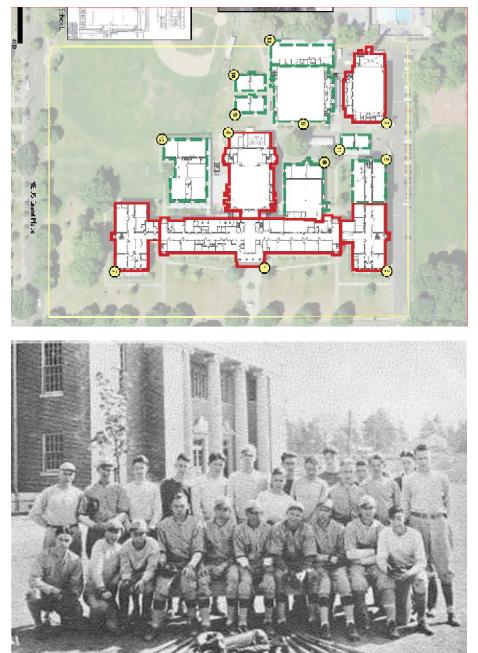
:: a place that nurtured incredible **growth** and connection with the community

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

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

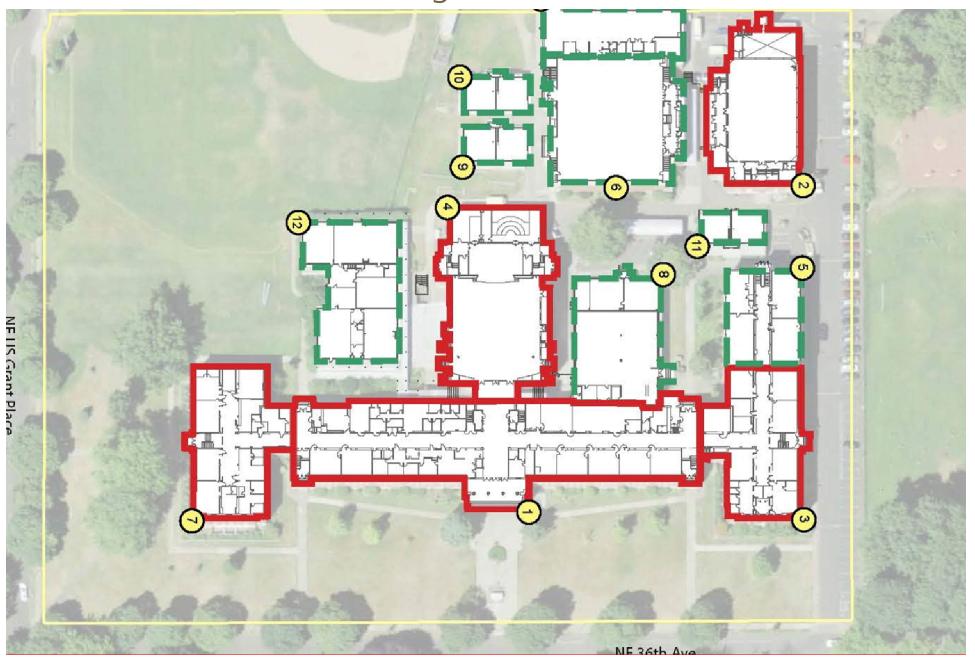
:: **open** and **lit outdoors** for longer facility use

- :: an integral **part of the park**
- :: a model school for 21st century learning
- :: could incorporate more **student-run programs**





### Uncover :: Historical Significance





Multi-light wood windows



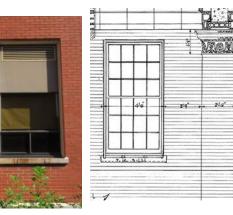
#### Terra cotta mouldings



Terra cotta friezes & cornices



Brick details & blind windows



Original window size & proportion



Cast-iron details



Terra cotta details



#### Auditorium







Bas relief



Seating & materials



#### Coffered ceilings



1932 Hoeckner murals



Pilasters



Stage moulding



Corridors



Old Library © MAHLUM



Stained glass signage



Wood display cases



Wood trim, baseboards, & casings



Storefront entryways



Wood doors & relights



Casework

### Uncover :: What is Significant to the Community?

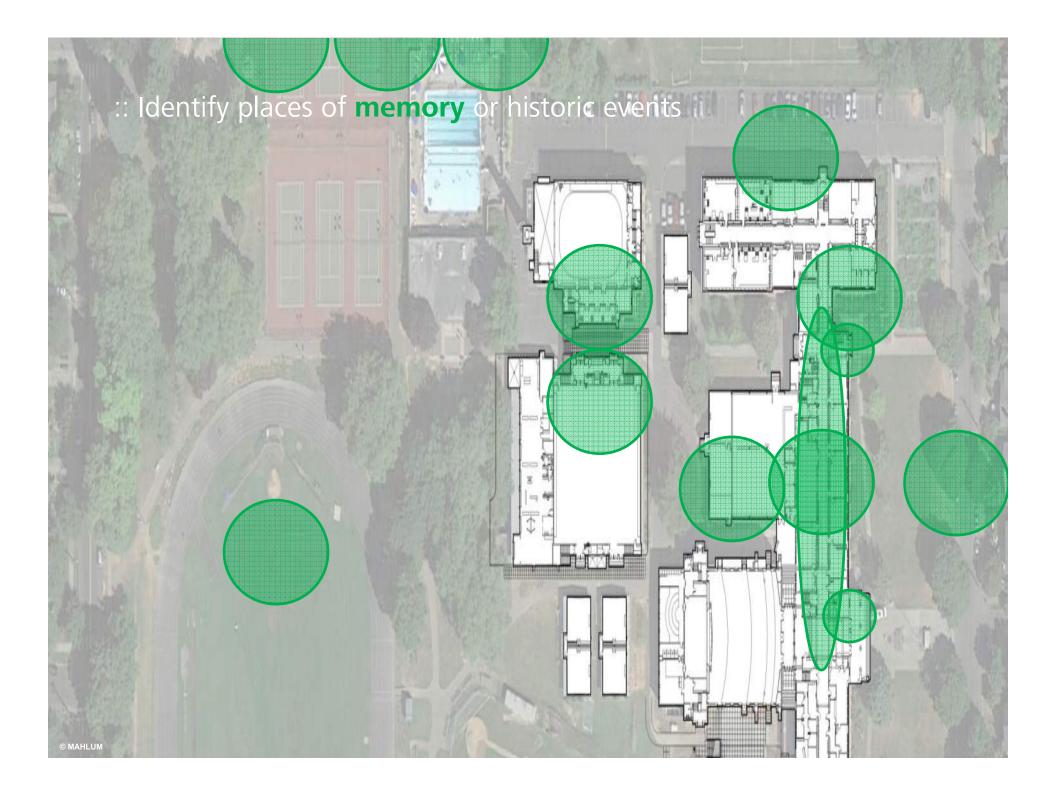


Baseball Team, 1926

Main building, undated

Site & Context, Present Day









### Uncover

MARIN

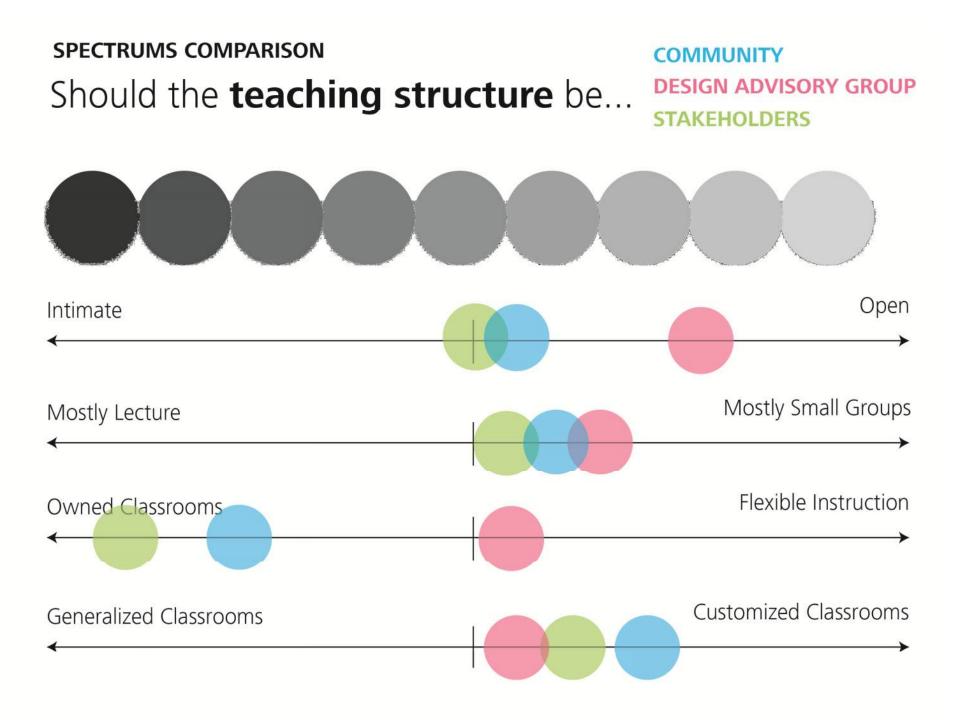


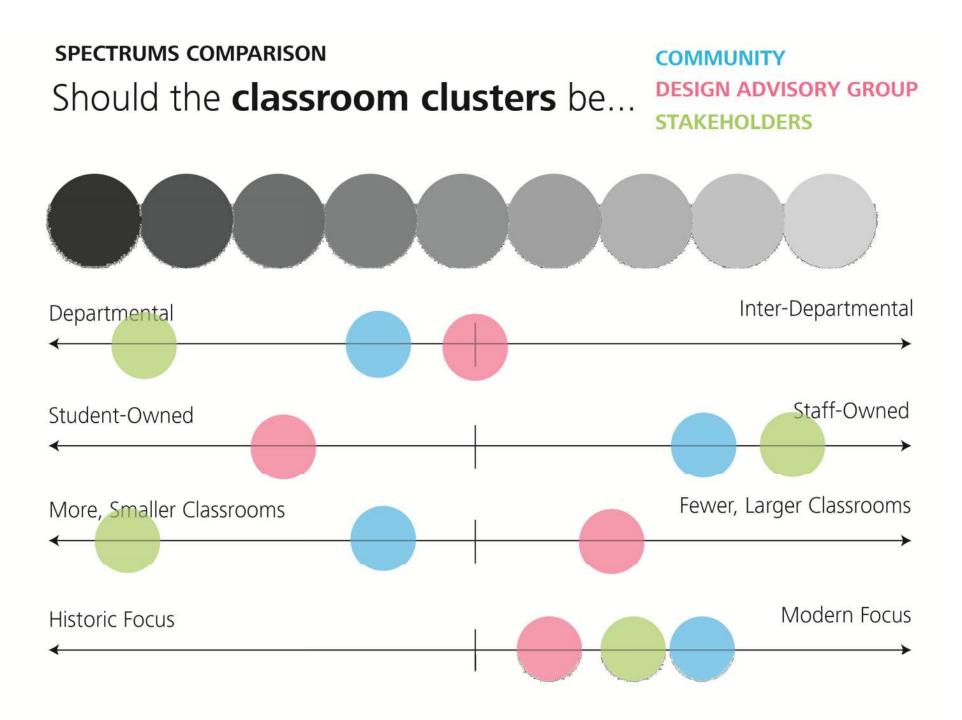


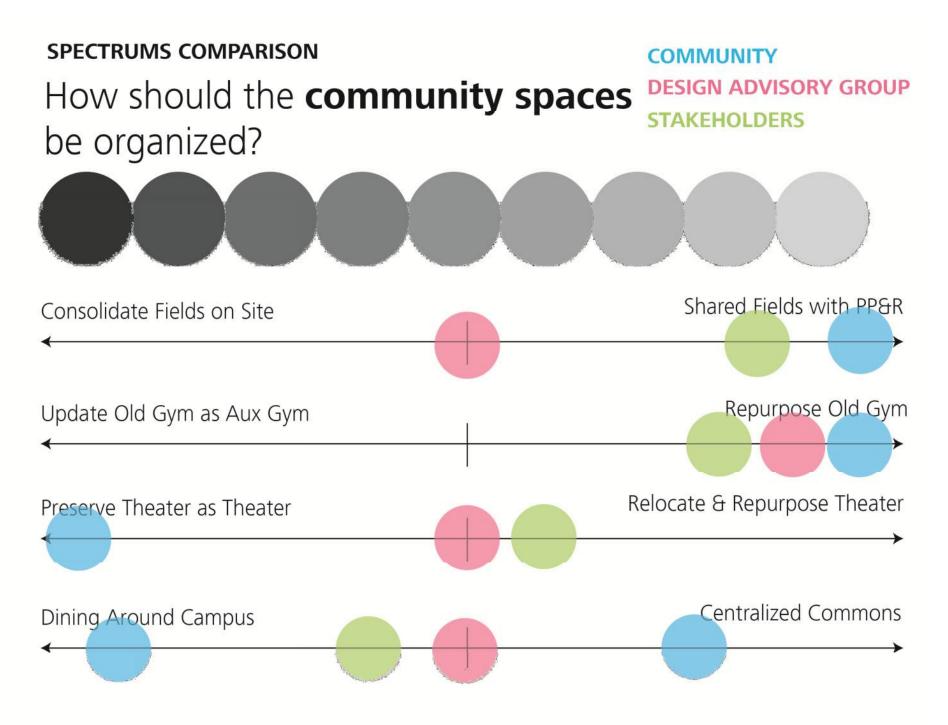
### Uncover :: Stakeholders (Staff)











#### SPECTRUMS COMPARISON

Commons

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

Most where responded that they'd like to see a commons at the heart of compus. Currently the categorie space is underutilised and the students eat in the halfways and cutride. Stakeholders (Grant Staff ) Teaned 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.

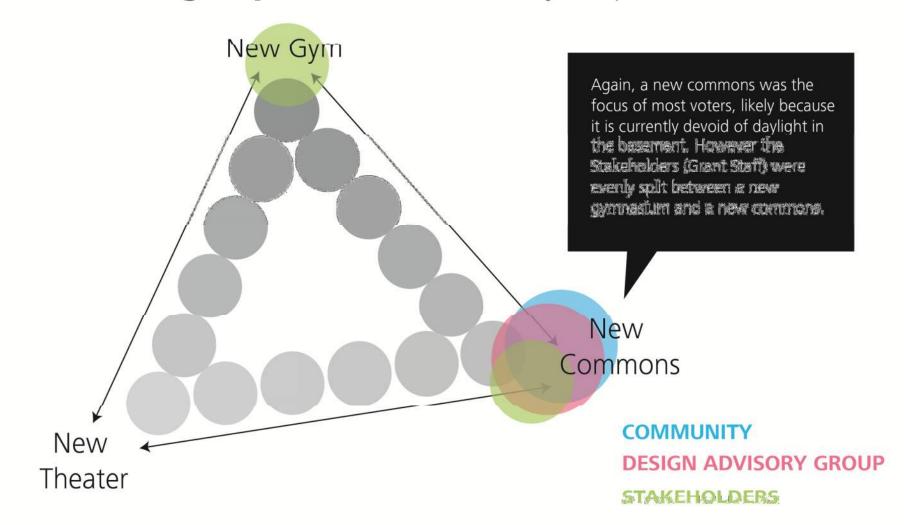
Library

COMMUNITY DESIGN ADVISORY GROUP STAKEHOLDERS

Theater

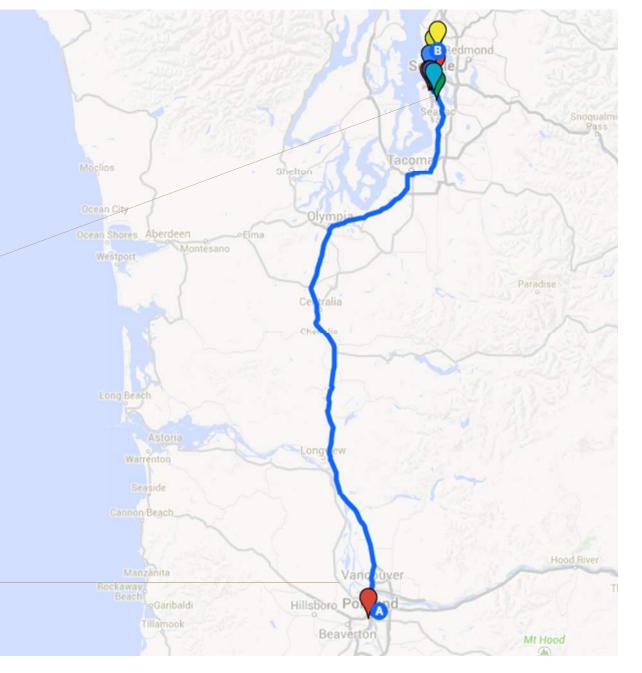
#### SPECTRUMS COMPARISON

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



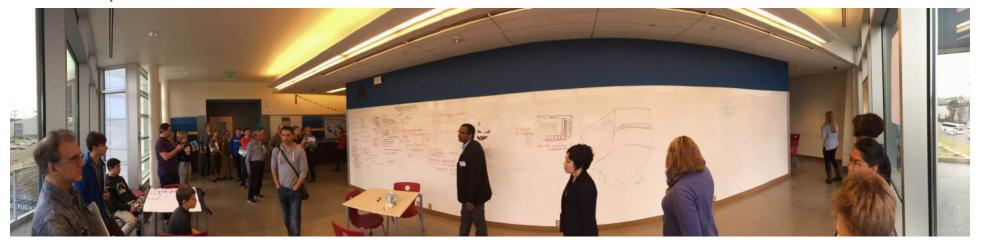


Nathan Hale High School Garfield High School McKinstry Innovation Center Cleveland High School Aviation High School



#### Shattuck Hall, PSU

# Explore











# Inspire





















































### Inspire :: Program Comparison



# Grant: Current Core Program

#### **Teaching Stations**

	84	100,920	
Smaller Instructional Spaces	0	0	
SPED, Life Skills, & ELL	7	7,537	
Athletics	4	24,464	
Career Preparation / CTE	7	5,619	
Fine & Performing Arts	7	10,268	
Science Labs	12	13,832	
General Education Teaching Stations	48	39,200	
	QTY	SF	

### Inspire



# Ed Spec: Core Program

#### **Teaching Stations**

	74	131,410	
Smaller Instructional Spaces	10	5,000	
SPED, Life Skills, & ELL	4	6,800	
Athletics	3	35,580	
Career Preparation / CTE	3	6,000	
Fine & Performing Arts	4	21,350	
Science Labs	11	16,500	
General Education Teaching Stations	41	40,180	
	QTY	SF	

# Inspire

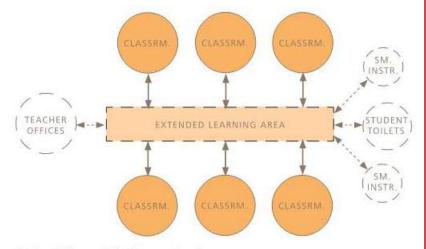




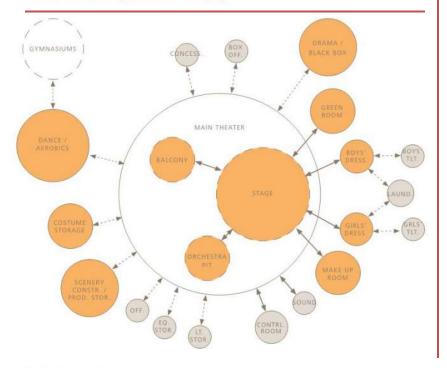


# Inspire :: Stakeholders (Staff)

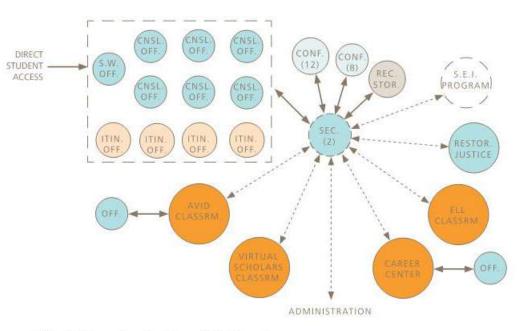




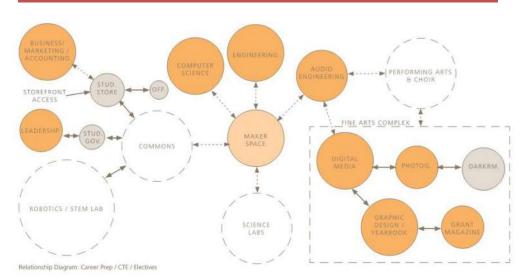
Relationship Diagram: Typical Classroom Grouping



Relationship Diagram: Performing Arts



Relationship Diagram: Counseling / Career / Student Support



# Inspire :: Community Workshop



### Listening Station 1: Historic Analysis

Understanding the role of the State Historic Preservation Office





4

Old Gym

North Wing Addition



Portable Units

Science Building

New Gym













filler set 20





North Wing



NELS-Core Nace



"huge memories on the track/football field" "connective spaces for the community" "community garden" "lights and bleachers" "front approach" "an updated pool" "soccer practice open space in front" "outdoor gathering spaces"



DAG "community & sports"





DAG "religious protest on the front sidewalk" "playoffs" "community events, symphony and sports in the park" "gathering focal point, visible entry, community space"

**STAKEHOLDERS** "'The bowl' – football field, people go back because the space is inviting"



#### DAG

"can we incorporate the park to the north in our plan and negotiate with parks and rec?" "bigger parking lot"

"delete portables" "underutilized outdoor space by library" "ugly parking" "need bike parking"

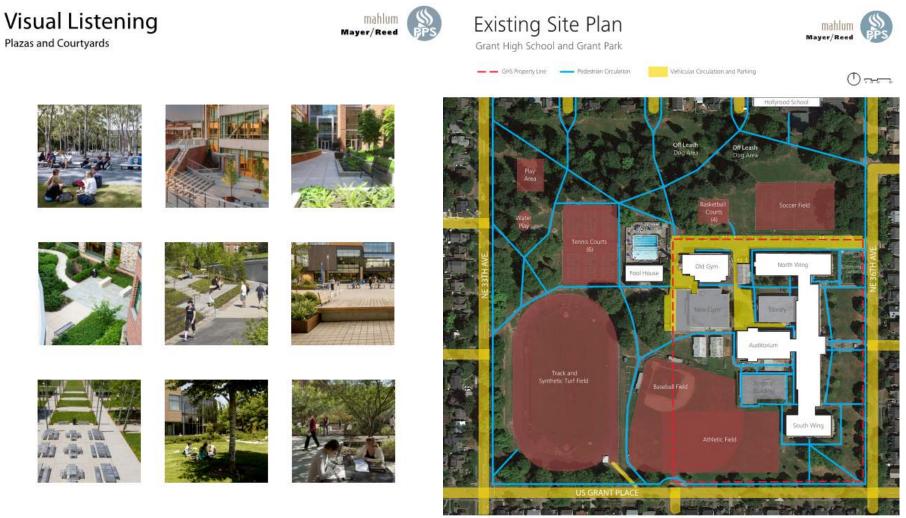
South Wing

© MAHLUM

### Listening Station 2: Transportation & Parking



### Listening Station 3: Parks & Fields



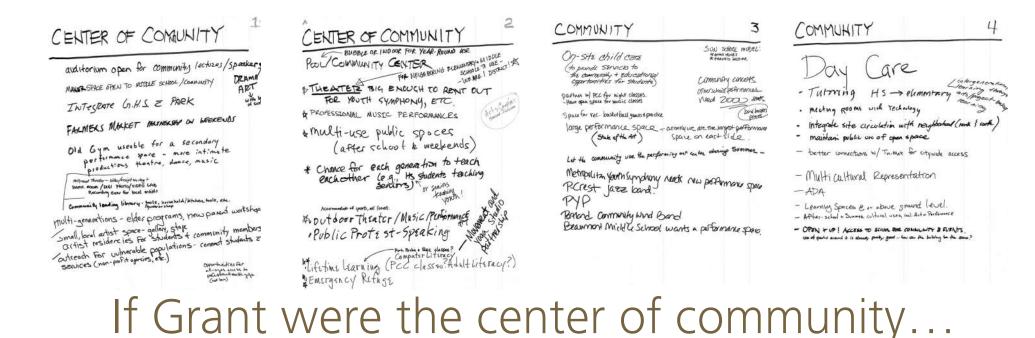
LISTENING STATION 3: PARKS & FIELDS

### Listening Station 4: Partnerships



Help us fill in the map with assets in your neighborhood.





**Theater, Performance Space** (community concerts, lectures + )

**Multigenerational Learning** (after-hour classes & adult learning)

**K-12 Tutoring Center** (additional learning assistance)

**Rentable Venues** (art gallery, meeting hall, flex space +)

**Outdoor Theater/Public Space** (park, farmers' markets, sports, concerts + )

**Refuge, Outreach** (emergency refuge, services for vulnerable populations +)

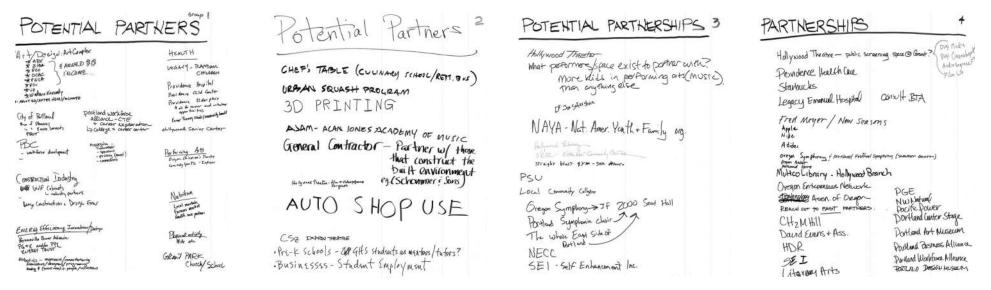
Fitness Center (pool, gym, yoga +)

Workshop (makerspace, tool library +)

**Daycare** (open to community)

Public Library

© MAHLUM



# Imagine if Grant had a partnership with...

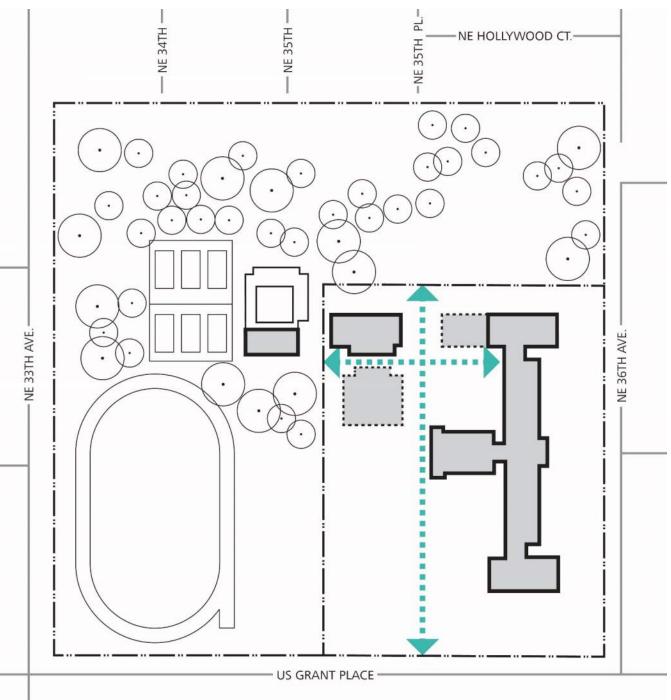
Art & Design (Weiden & Community, Ziba, ADX, PNCA +)
Construction Industry (local contractors & local architects +)
Performing Arts (Oregon Symphony, Ballet, Opera, Theater +)
Digital Media (Hollywood Theater +)
Culinary Arts (food carts, local restaurants +)
Public Transportation (coordinate trimet bus/school schedules +)
Health & Medicine (Providence, Legacy, Kaiser +)
Sports (Nike, Adidas +)
Engineering (Boeing, 3D printing, robotics, local engineering firms +)
Nutrition (New Seasons, QFC, Whole Foods, Fred Meyer +)

© MAHLUM

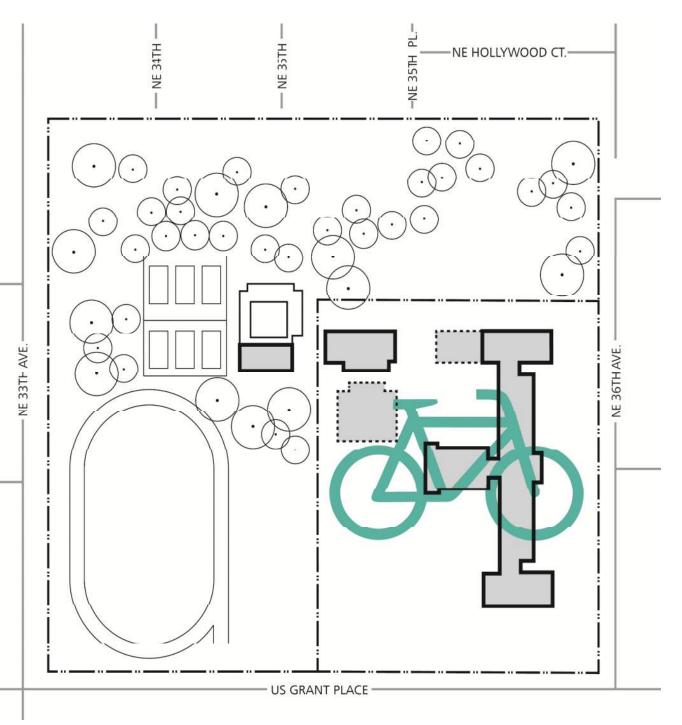
# Inspire :: Community Workshop



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

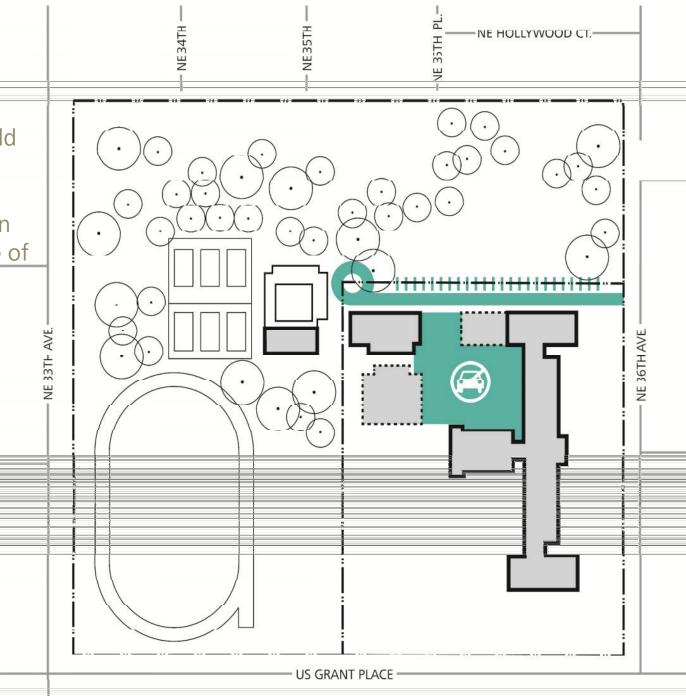


Be friendly to bikes: Bike parking (covered?) Bike lockers? Bike paths? Bike turnlanes? Bike stoplights? Electric bike chargers? Showers? Repair station?



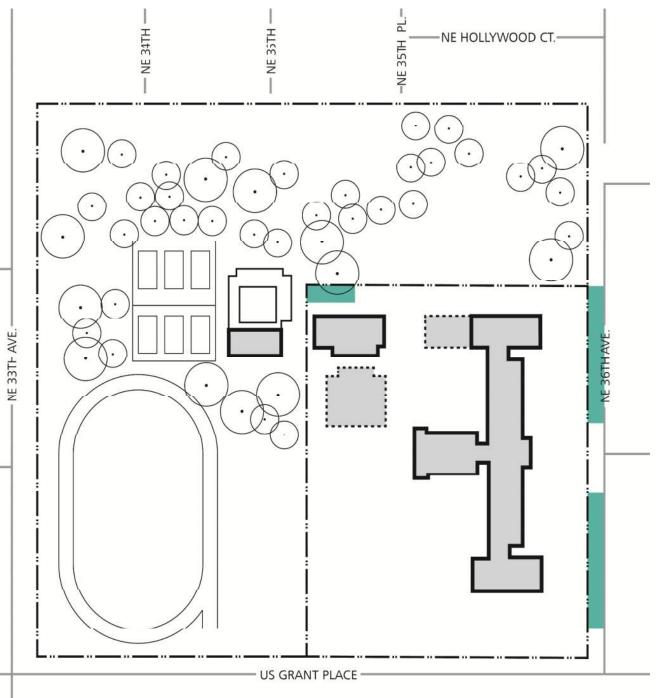
Central campus should be car free

Parking should remain along the north edg<u>e of</u> the site. Reduction in quantity was acceptable.

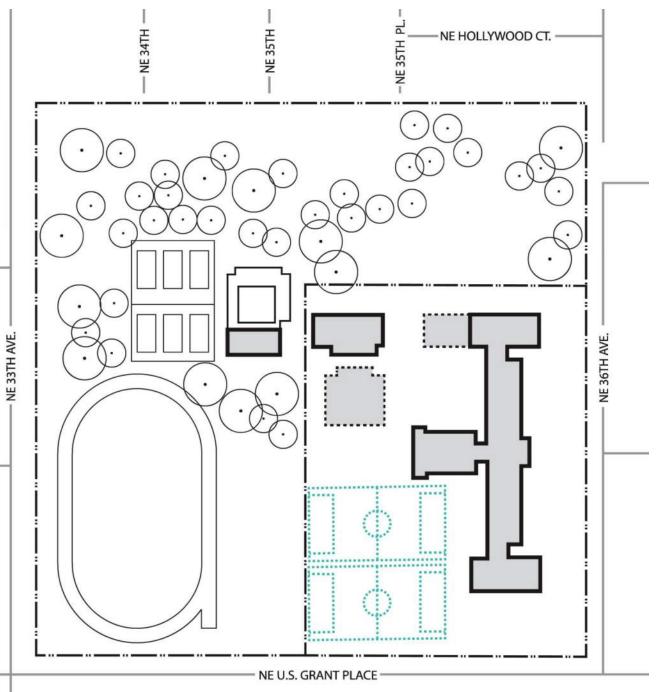


High school drop-off should stay on NE 36<sup>th</sup> S Avenue

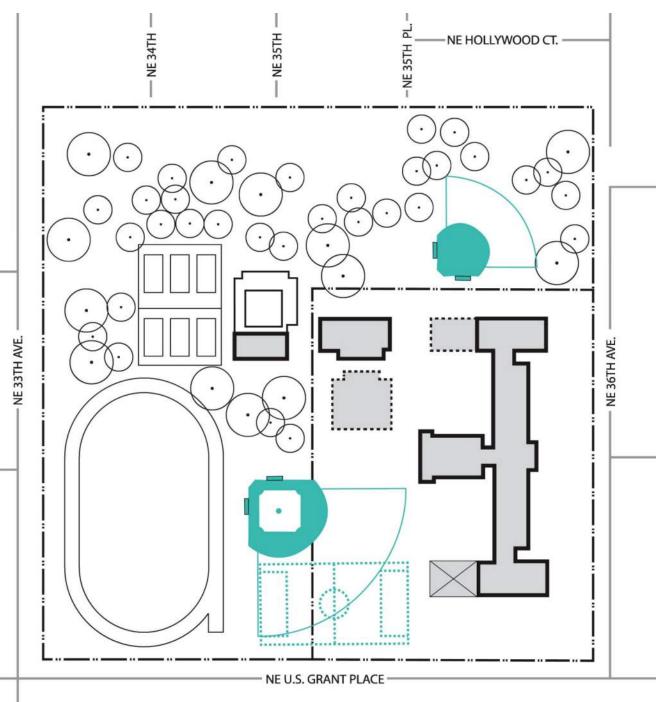
Accommodate safe \_\_\_\_\_ drop-off for little kids at the pool



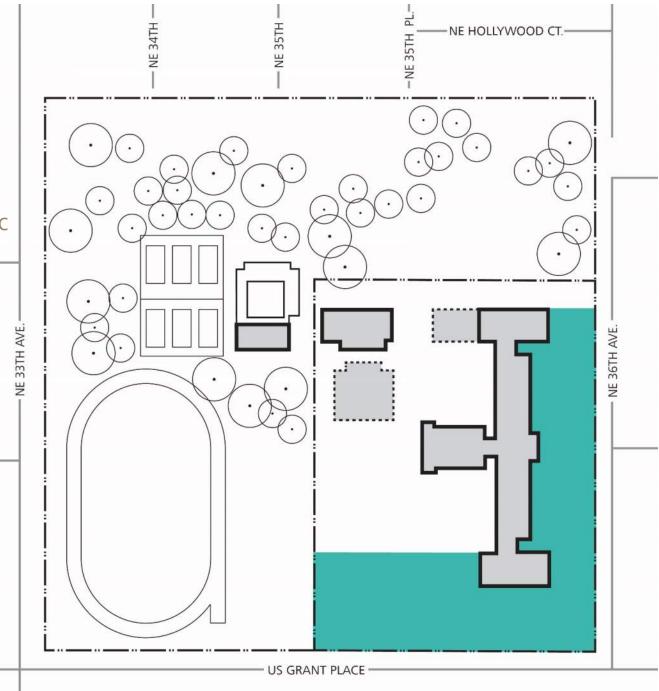
Keep sports fields on site as open green space to maximize flexibility and student use. Provide softball and baseball off-site.



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



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

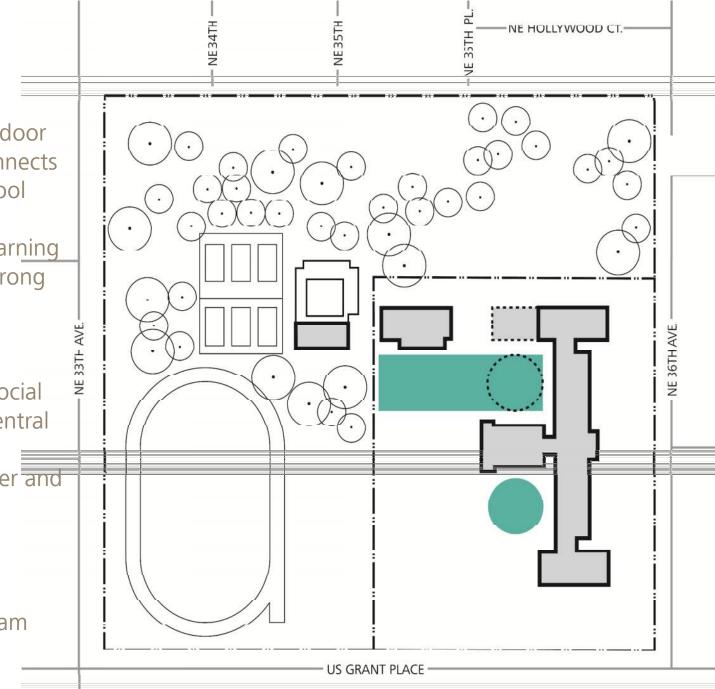


Create a large outdoor courtyard that connects to the park and pool

Create outdoor learning courtyards with strong interior/exterior connectivity

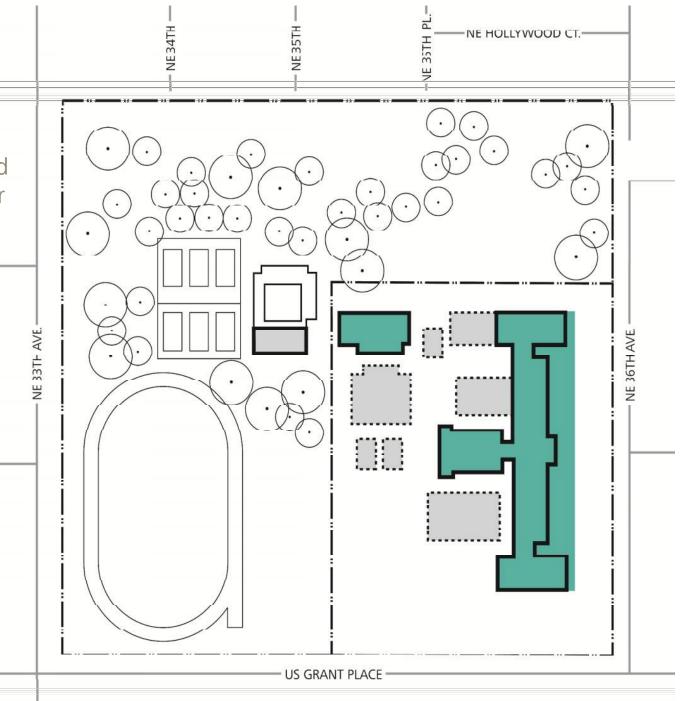
Provide outdoor social gathering areas central to campus where students can gather and clump safely

Integrate outdoor areas with the educational program

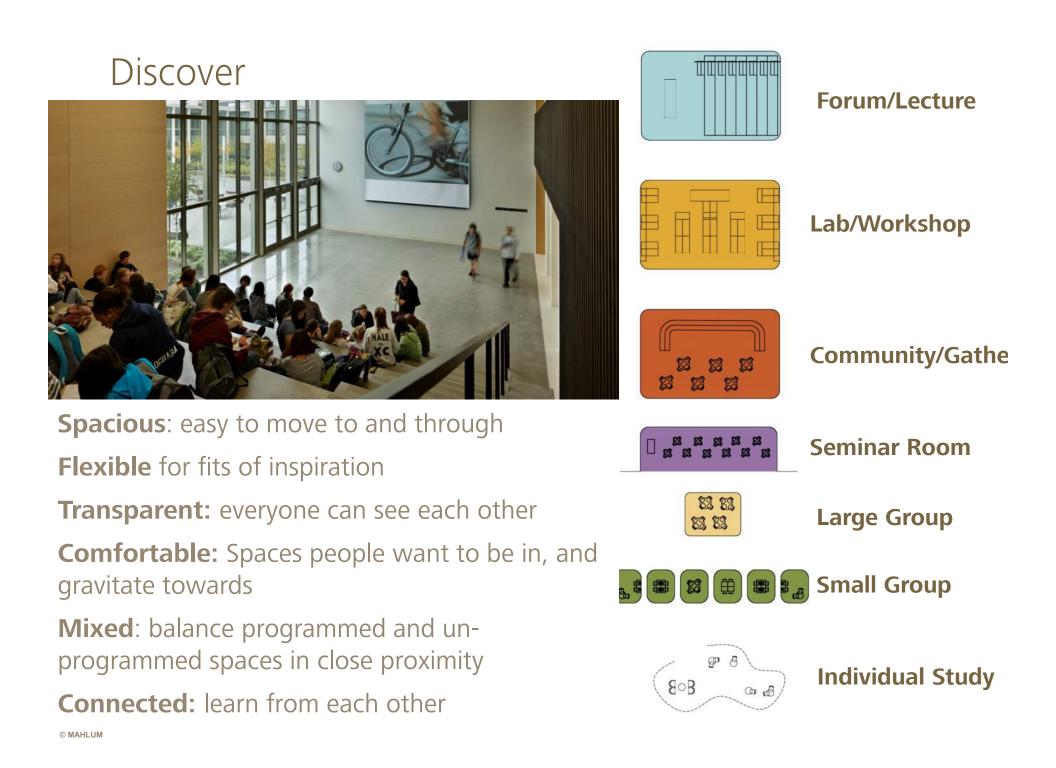


Historic elements the community values, and would like to consider preserving, and/or repurposing for their historic or emotional value

Areas that should be studied for demolition are shown dashed



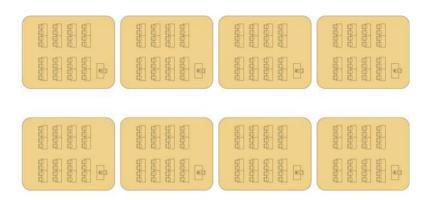
Additions that work with the grain of the original building and are parallel to and west of the existing structure were popular



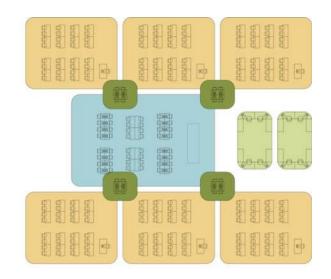
# Discover :: Does Preservation mean Compromise?

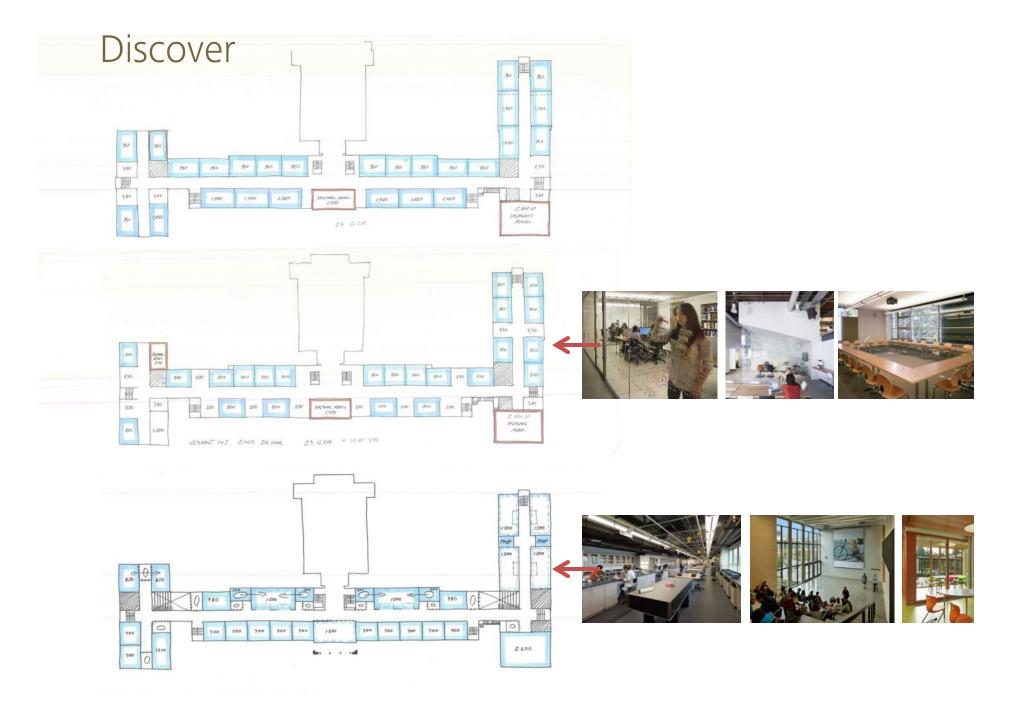
### **Core Learning**

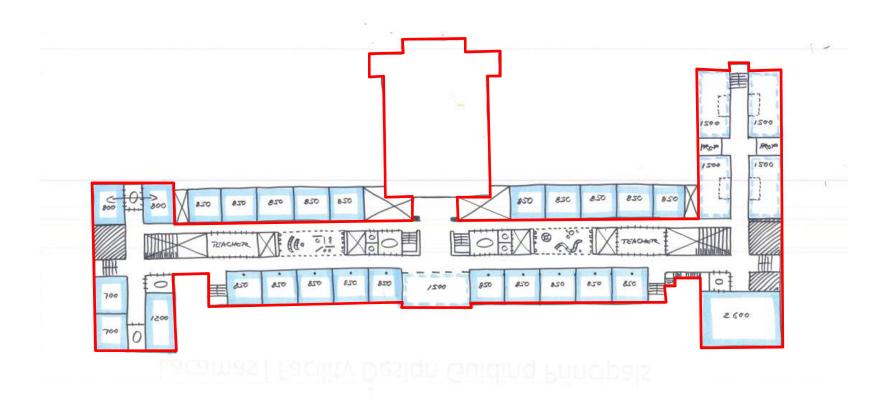
#### Traditional

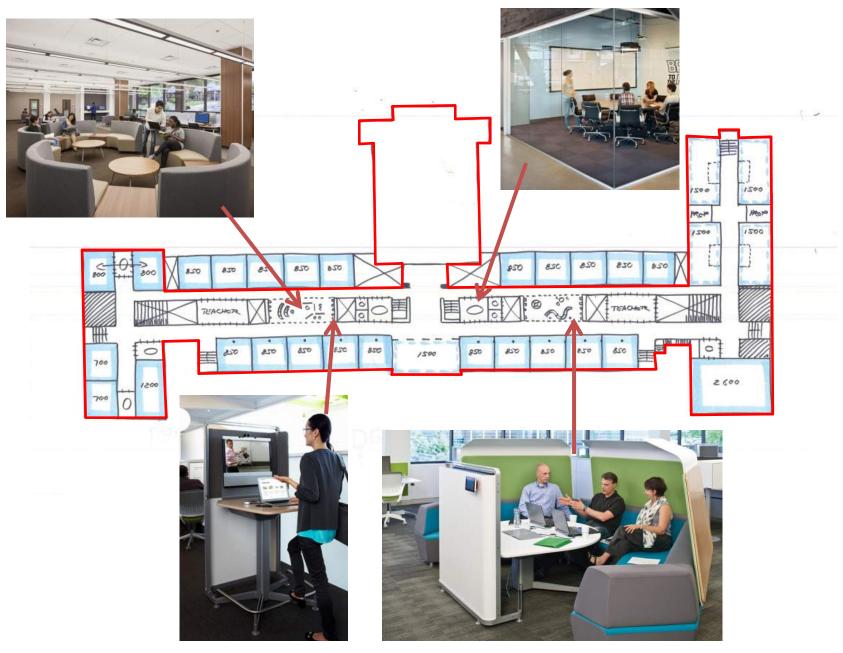


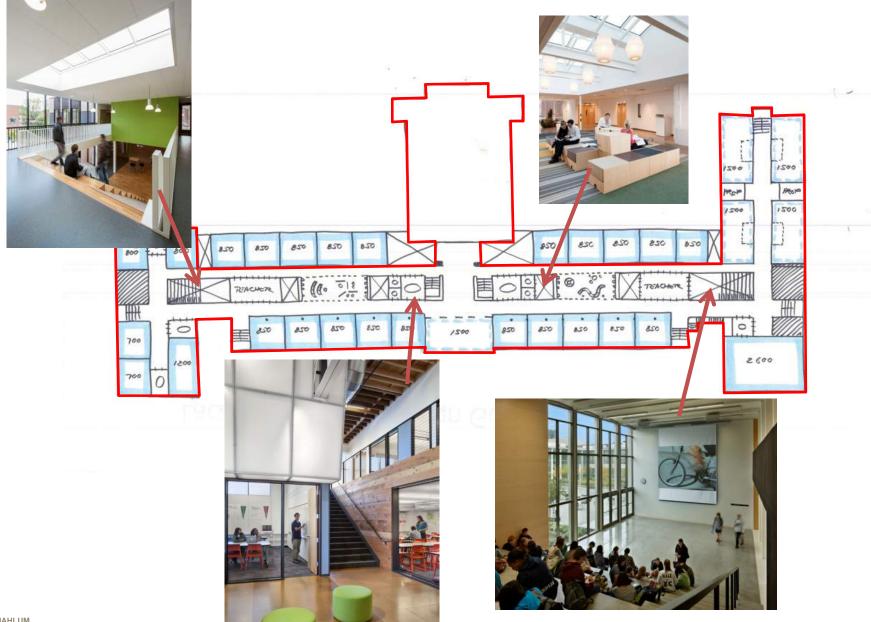
#### 21<sup>st</sup> Century

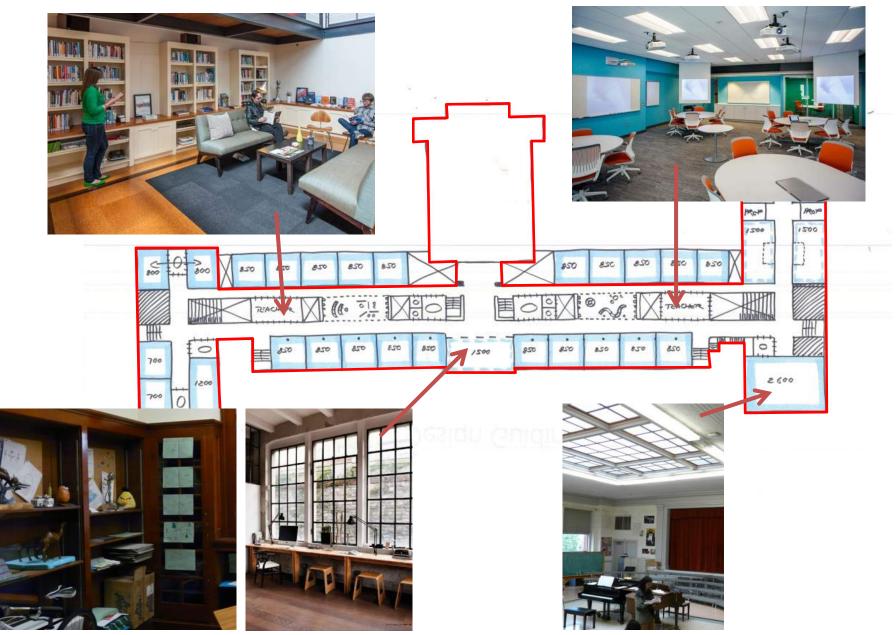




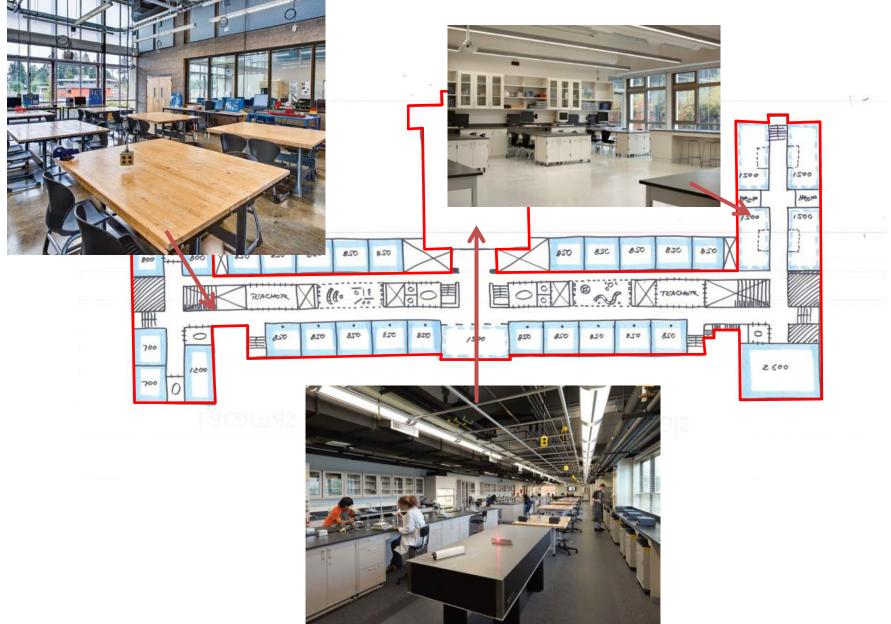








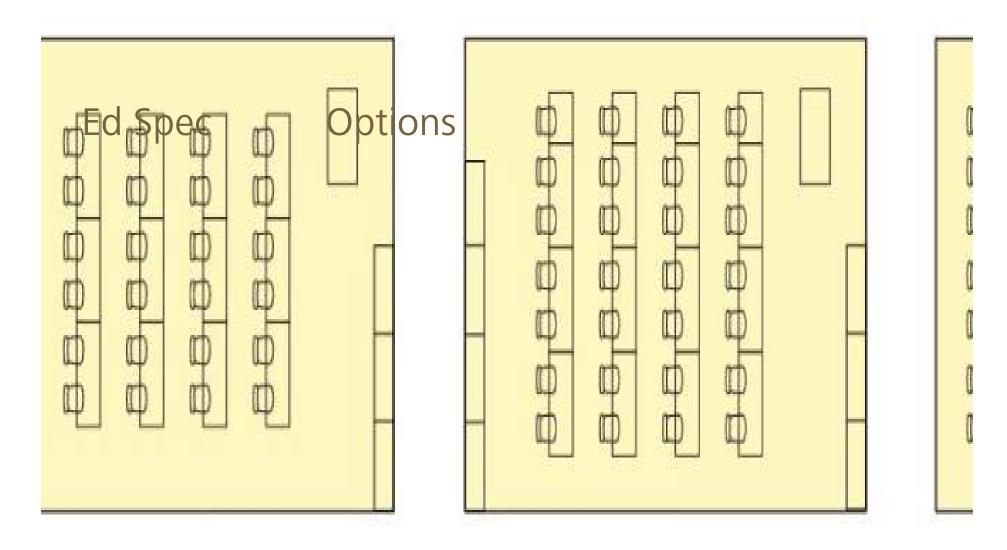
© MAHLUM



# Discover :: Shared Classroom Model Analysis

		Ed Spec	(1,700	Students	)	_	Existin	g Progra	am (Cu	ırrent - 1,50	0 Stud.)
	Stud.	Util.	TS	SF/TS	Total SF	-	Stud.	Util.	TS	SF/TS	Total SF
General Classrooms	994	97%	41	980	40,180		870	74%	47	<b>780</b> (avg)	36,513
Science	267	97%	11	1,500	16,500		204	74%	11	1,160 <i>(avg)</i>	12,724
Specialized Instruction (CTE/Tech, Arts, ELL, Stud. Supt.)	263	88%	12	varies			333	74%	18	varies	
PE / Athletics	50	50%	4	varies			63	50%	5	varies	
Special Education	21	70%	2	varies			32	70%	3		
Small Instruction	105	70%	10	500	5,000		0		0		
Total	1,700		80*		281,234	_	1,500		84		271,946

\* Ed Spec has 73 TS; 80 TS also includes 4 comp labs, 1 aux gym and 2 Life Skills classrooms that are provided in Ed Spec but are not counted as TS Discover :: Exploring Ed Spec Flexibility

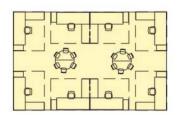


850 sf Classroom

75

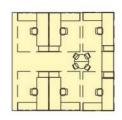
assroom

# Ed Spec

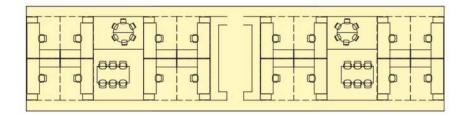


980 sf Teacher Office 8 Workspaces

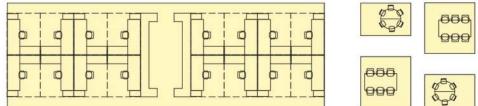
# Options



650 sf Teacher Office 6 Workspaces



Workroom 2500 sf

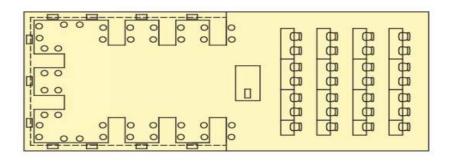






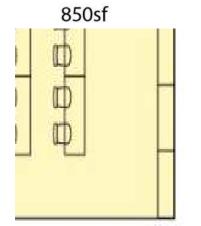
Workroom 2500 sf

Ed Spec

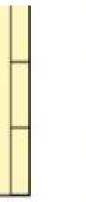


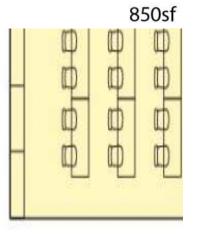
Science Lab 1500 sf

#### Discover Option 1 m m 99999999 alaalaala alaalaala alaalaala alaalaala alaalaala Pee e e alaalaala 00 0 00 0

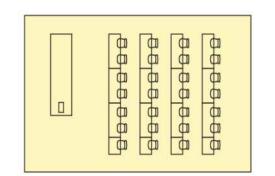


1750sf

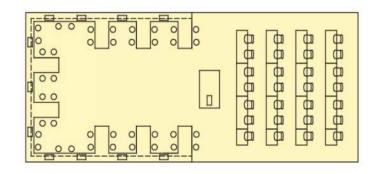




# Option 2



Lecture 975 sf



Science Lab 1500 sf



88/88 0 0 

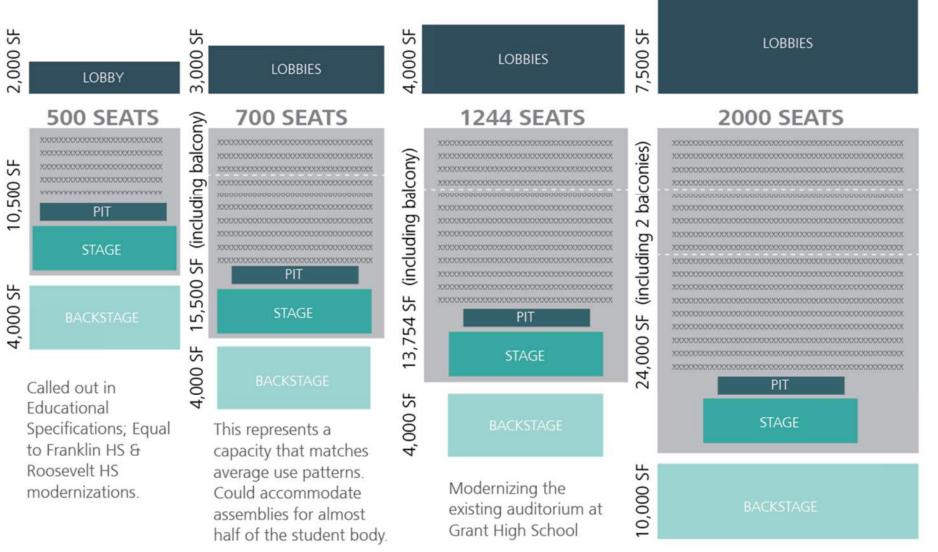
STEM Lab 3000 sf

# Discover :: Performance Space Analysis

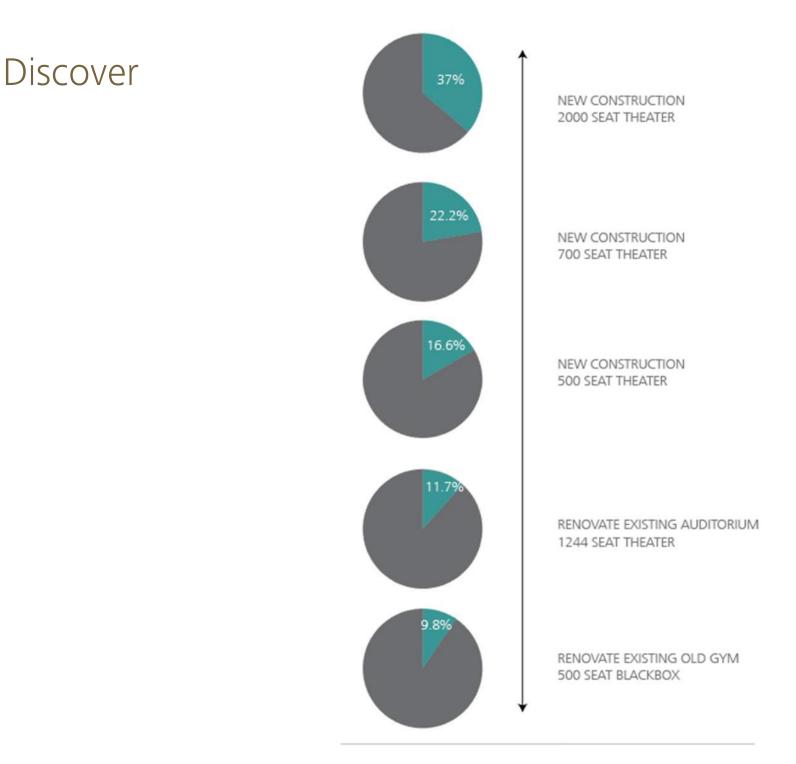
CURRENT SEATING CAPACITY: 9 MONTH SCHOOL YEAR (INCLUDING WEEKENDS)

1658 SEATS 270 DAYS

PROGRAM	DAYS OF USE	% / YEAR	CAPACITY	% / MAX
Band / Orchestra Rehearsal	1	0.3%	100	6%
Band / Orchestra	3	1.1%	600 - 900	36 - 54%
Choir	3	1.1%	700 - 1000	42 - 60%
Fall Play	6	2.2%	200-500	12 - 30%
One Acts	6	2.2%	700-750	42 - 45%
Spring Musical	6	2.2%	300-1200	18 - 72%
Grantasia	2	0.7%	1600	96.5%
Talent Show	2	0.7%	200-500	12 - 30%
Athletic Hall of Fame Rehearsal	1	0.3%	20	1.2%
Athletic Hall of Fame Induction	1	0.3%	250	15%
Tech for Fall Show	1	0.3%	400	24%
8th Grade Info Night	1	0.3%	400	24%
Hall of Fame Reunion	1	0.3%	300	18%
Celebration of Women's Athletics	1	0.3%	300	18%
Dance Concert	2	0.7%	300-500	18 - 30%
Performing Arts Senior Awards	1	0.3%	600-900	36 - 54%
Career & Counseling	3	1.1%	500	30%
TOTAL	41 (15.2%)	14.4%	AVG = 774 (50%)	AVG = 31%
DAYS OF EVENTS OVER 500	21 (7.7%)	7.6%	AVG = 904 (54%)	AVG = 54%



Desired capacity of Grant High School Performing Arts Stakeholders



### Discover :: Goals



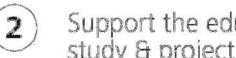


Sustain a student-centered approach, where all learners feel connected by celebrating diversity and inclusion



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

### TIE



Support the educational mission of Grant with a variety of flexible study & project spaces that anticipate future needs



5

- Accommodate diverse teaching & learning styles to facilitate strong relationships
- 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.

# Discover :: Community Workshop



## Listening Station 1: Focus on Sustainability



mahlum

© MAHLUM

#### 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.

High Performance Building "current building TF is incredibly hot" Daylight & Views STATE OF Natural Cooling & Ventilation Strategies for Human Comfort & Health 4 5 **On-Site Renewable Energy** TIF Water Use Reduction 5 Tied for the number one priority **Building Reuse** 7 was creating a high performance building and increasing daylight and Stormwater Design 8 views. This means the community is TIE focused on creating a highly School as a Teaching Tool 8 efficient optimized building that has lots of natural light, temperature Rainwater Harvesting control, and low-vote materials.

# Listening Station 2: Focus on Adjacencies

mahlum

GLOSSARY OF E	D SDEC TEDMS		
GLOSSART OF E	D SPEC TERIVIS		
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 pathway 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































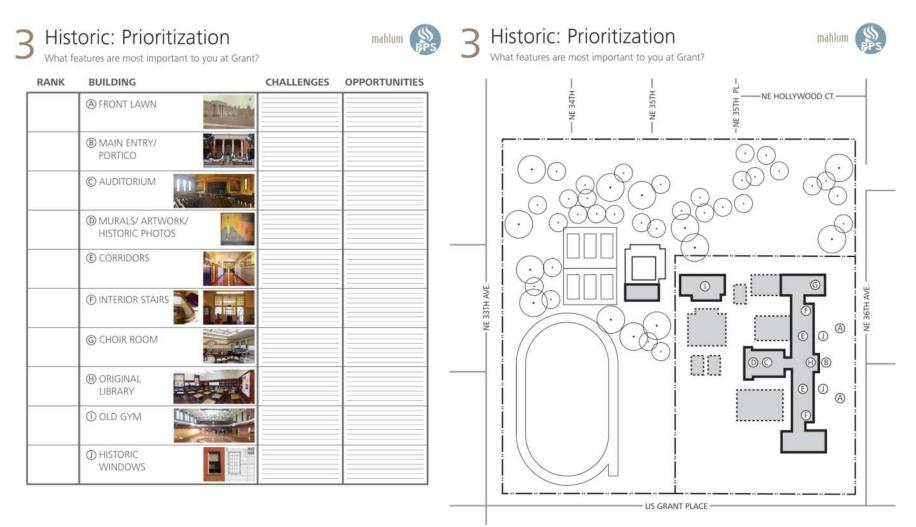






© MAHLUM

# 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.

Auditorium It was nearly unanimous that the auditorium is most important to the Main Entry, Portico 2 community. The next priority was the formal main entry portico and Interior Stairs 3 columns. Surprisingly, the interior stairs also ranked very highly while Old Gym 4 the corridors are not as important to the community to preserve. Murals Artwork 5 Front Lawn 6 TIE Choir Room 6 "maximize light **Historic Windows** 8 by fixing skylights" **Original Library** 9 Corridors 10

## 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 mahlum (Section 2017)

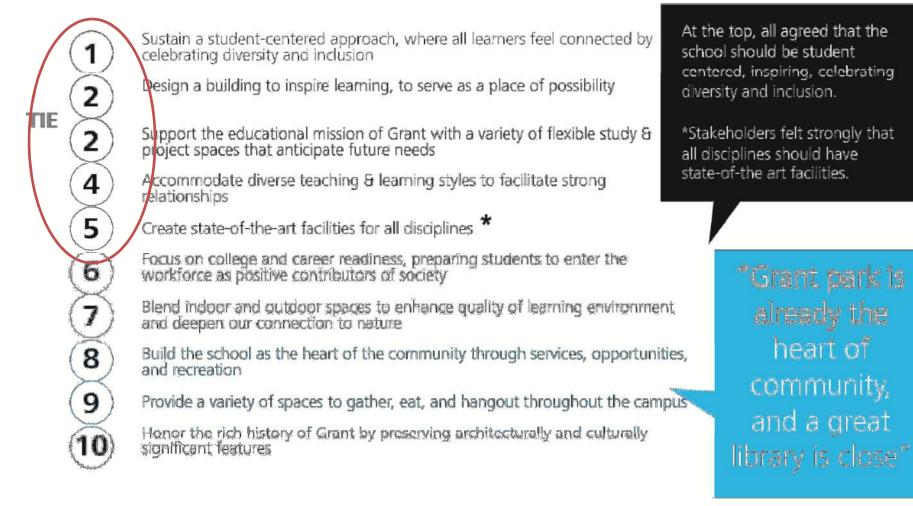
Rank these top priorities; discuss challenges & opportunities for each.

GOAL CHALLENGES **OPPORTUNITIES** RANK 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

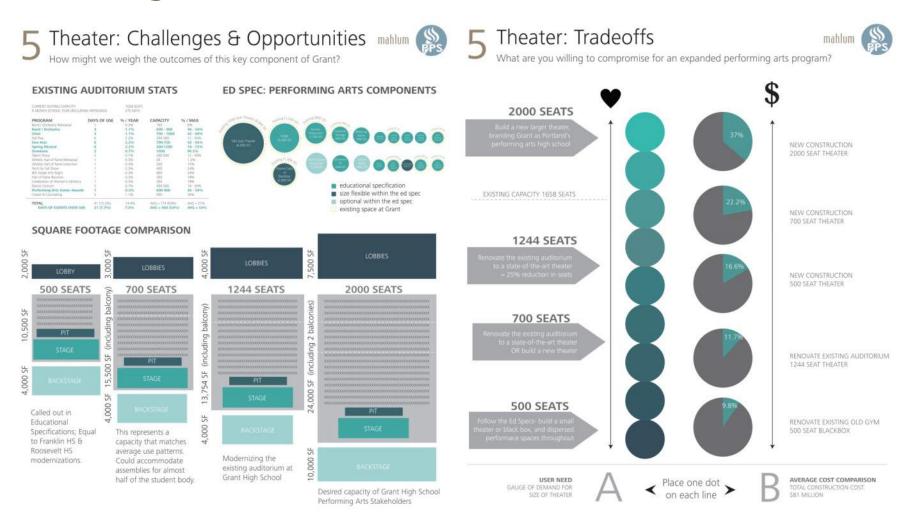
#### RANKINGS

# 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.



## Listening Station 5: Focus on Performance Venue

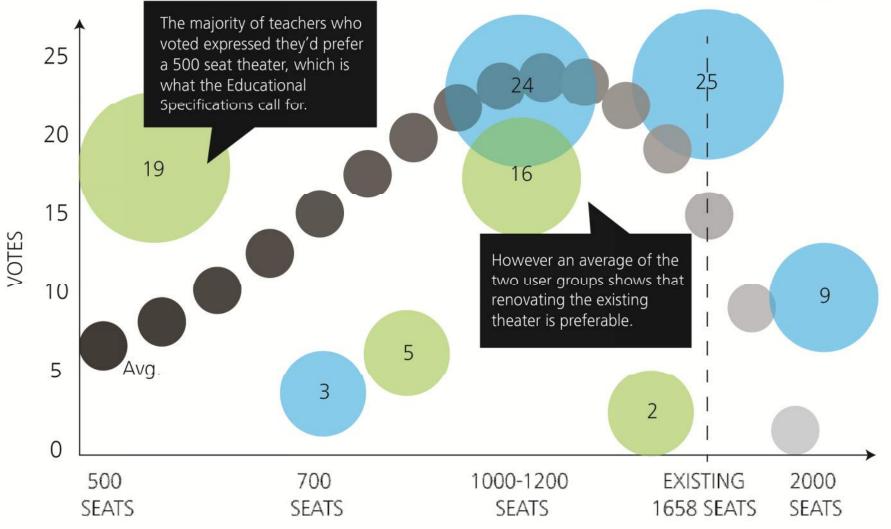


#### PRIORITIES

### 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.



### 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.

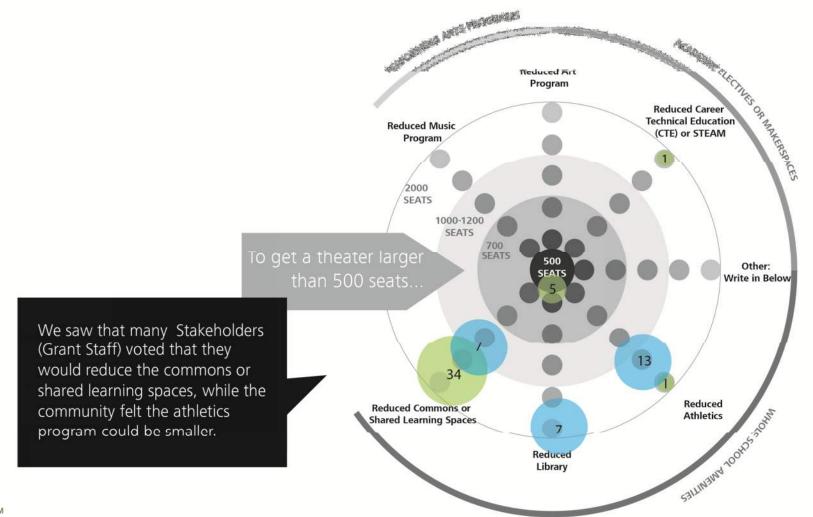


#### PRIORITIES

## 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.



## Listening Station 6: Community Focus

mahlum

6	Community	Partnerships
---	-----------	--------------

What potential partners offer most opportunities for Grant Students?

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



mahlum	S RPS
	GPS.

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

#### RANKINGS

2

3

4

5

6

7

8

9

10

## 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.

Theater, Performance Space Outdoor Theater, Public Space Workshop Multigenerational Learning **Rentable Venues** Refuge, Outreach K-12 Tutoring Day Care **Fitness Center Public Library** 

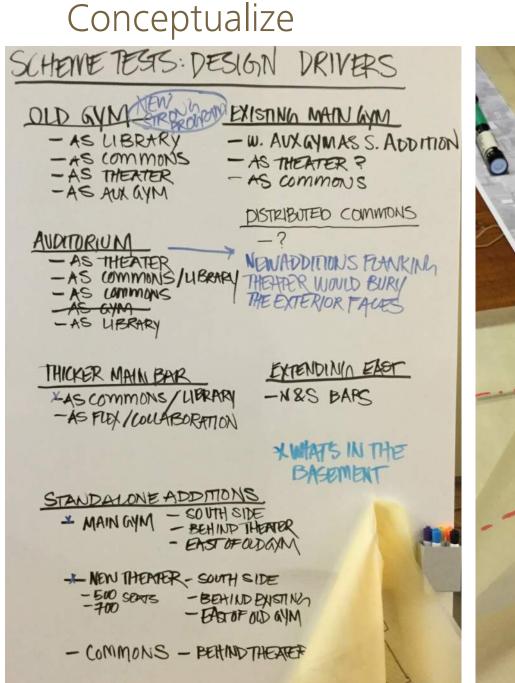
"provide emergency shelter for earthquake, etc, cache of disaster supplies"

The theater stands out as the community's central gathering space, with lot of interest in an outdoor public amplificates. 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.

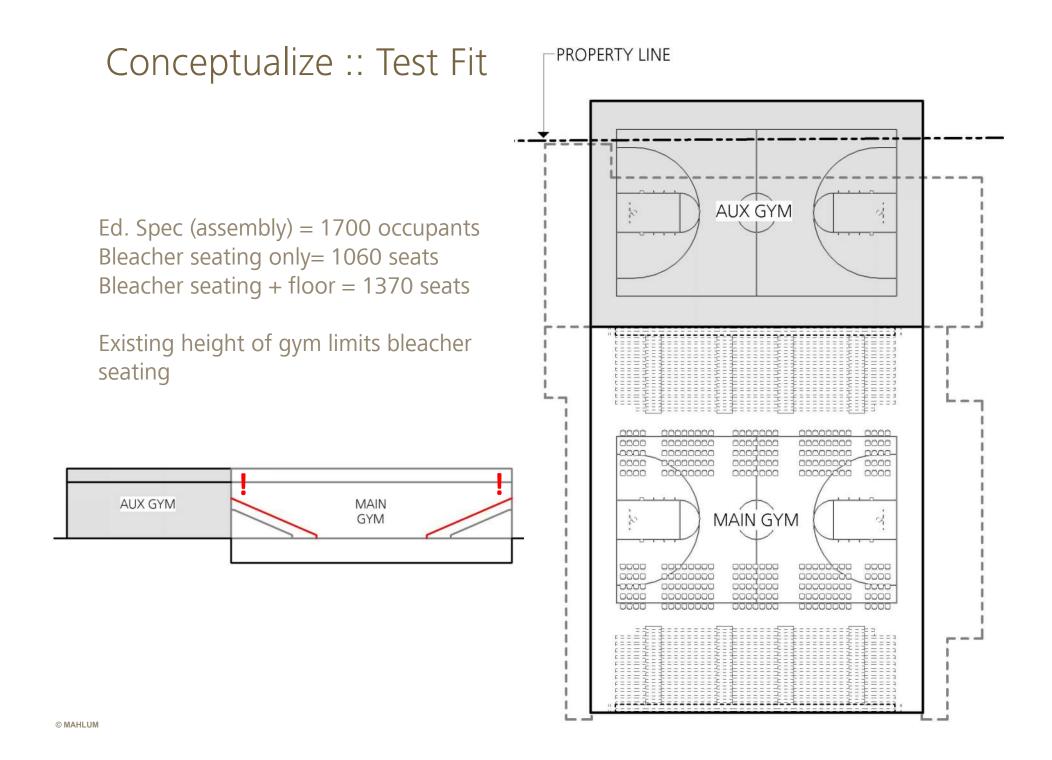
# Discover :: Community Workshop





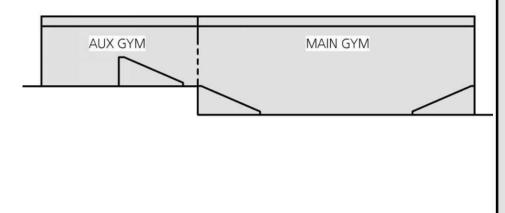


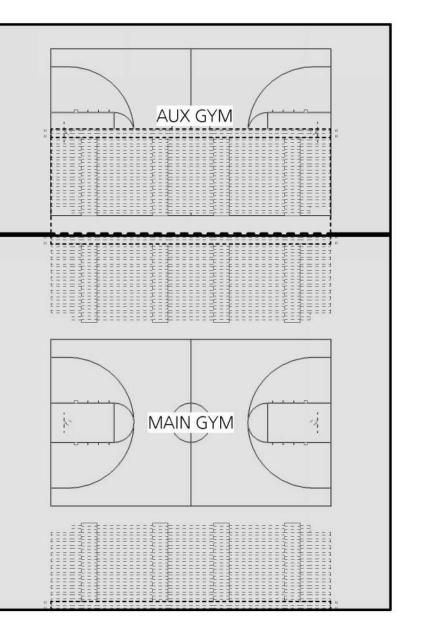




Ed Spec. (assembly) = 1700 occupants Bleacher seating = 1700 seats

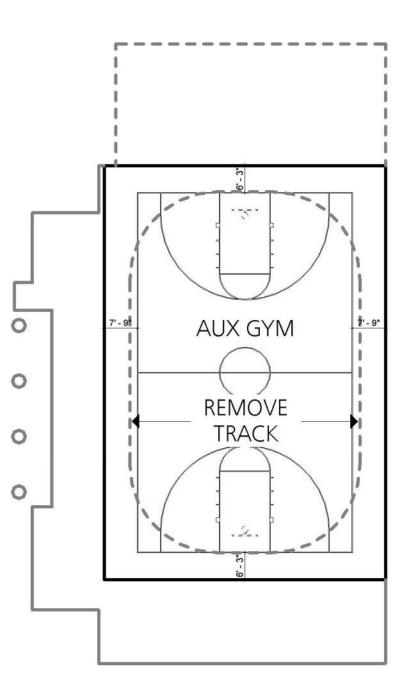
Bleacher seating can be extended into Auxiliary Gym for additional seating.





High school basketball court fits in existing space.

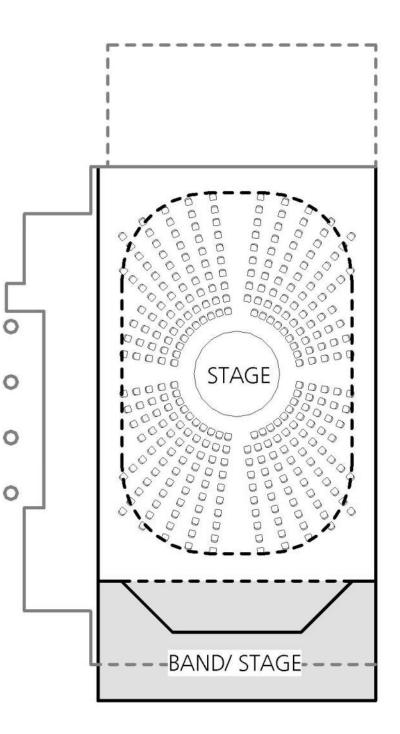
Requires removal of suspended track



Ed. Spec = 500 seats Test Fit = 500 seats

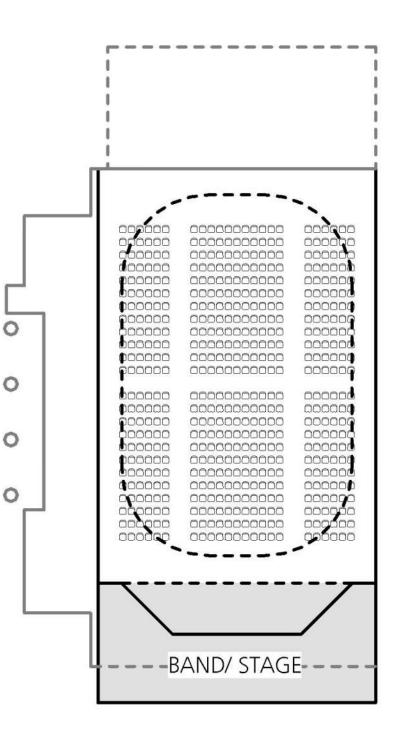
Alternate seating arrangement

Suspended track to remain



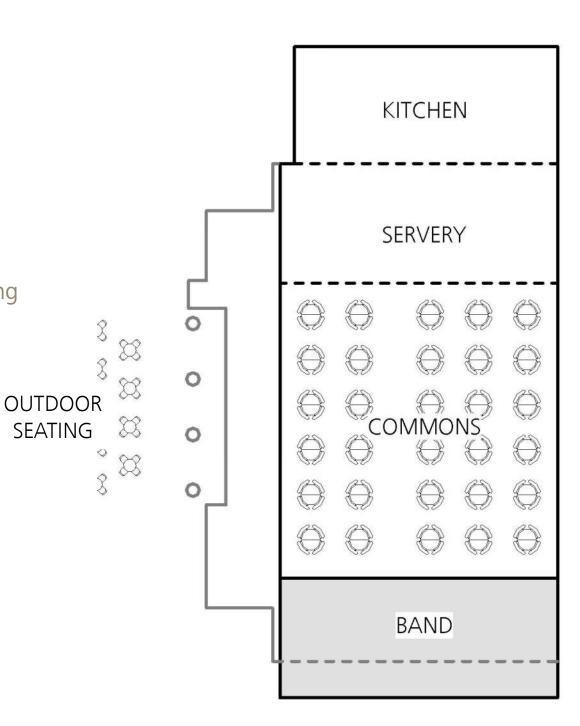
Ed. Spec = 500 seats Test Fit = 500 seats

Suspended track to remain

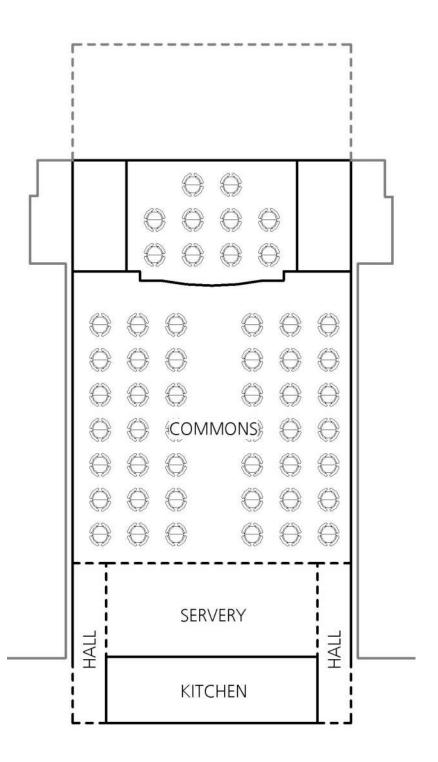


Ed. Spec = 600 Tables & Chairs = 250-300

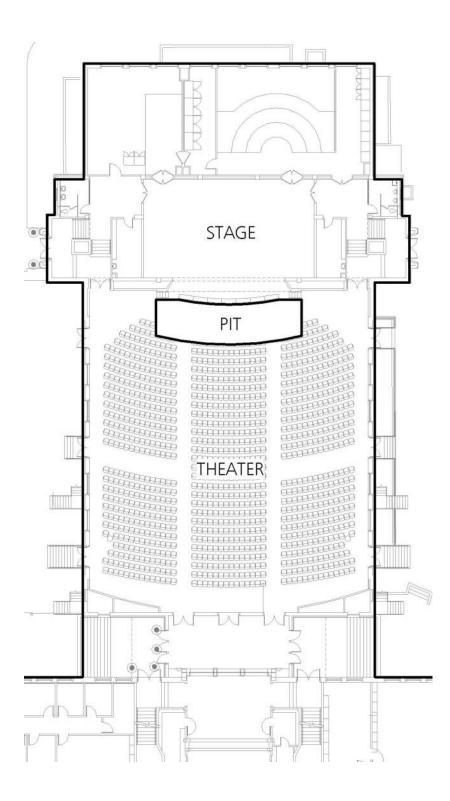
Additional courtyard seating adjacent to entry



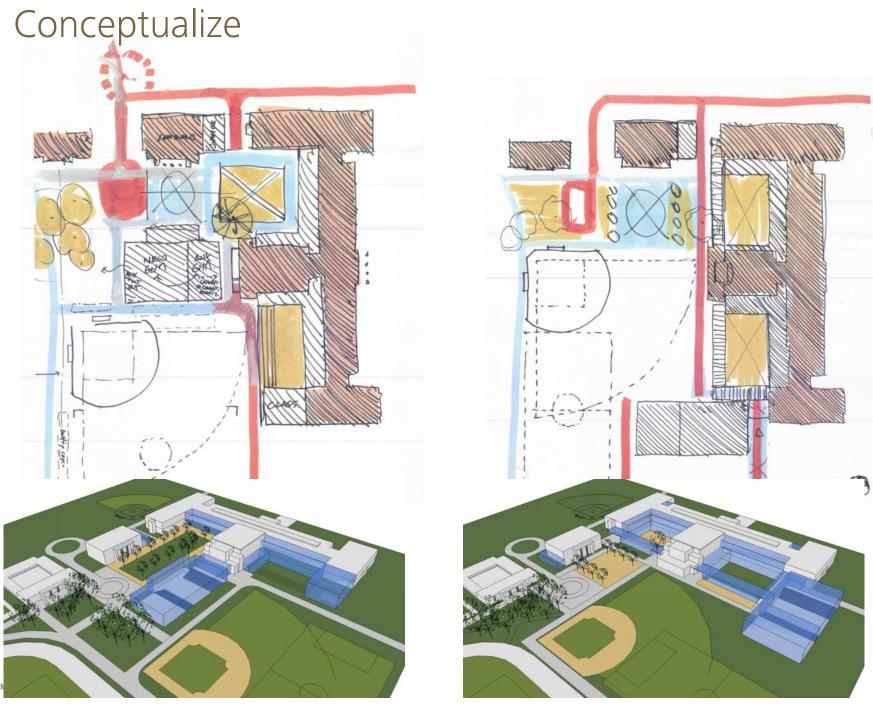
Ed. Spec = 600 seats Tables & Chairs = 550-600



Ed. Spec = 500 seats Existing = 1659 seats Retrofit = Approximately 1200 seats (25% Reduction)





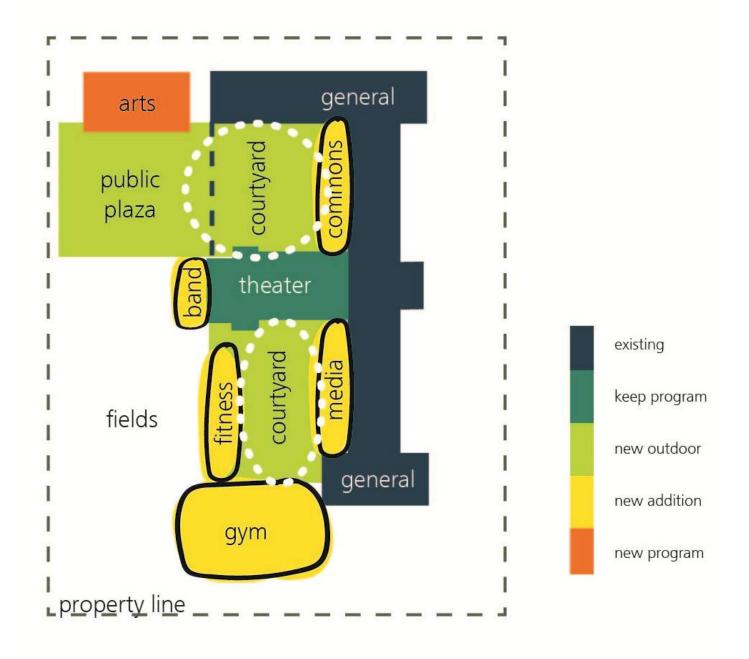


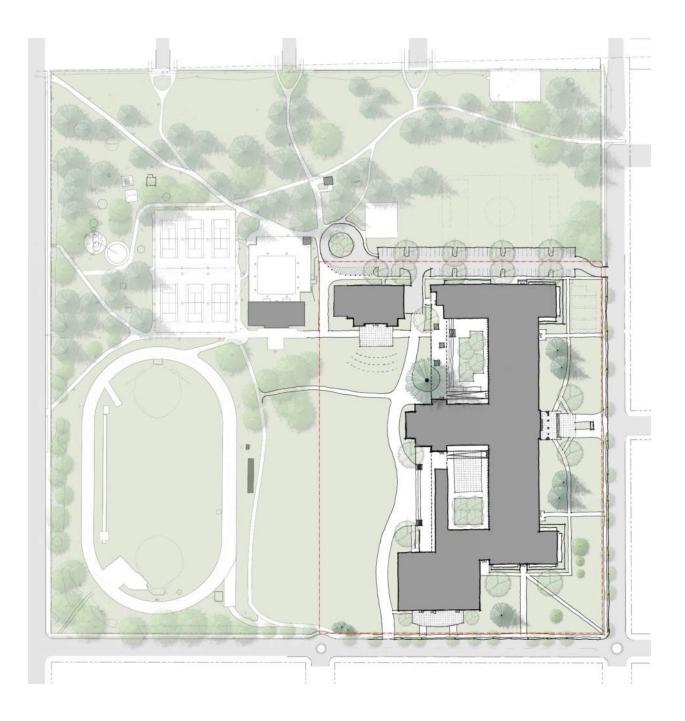


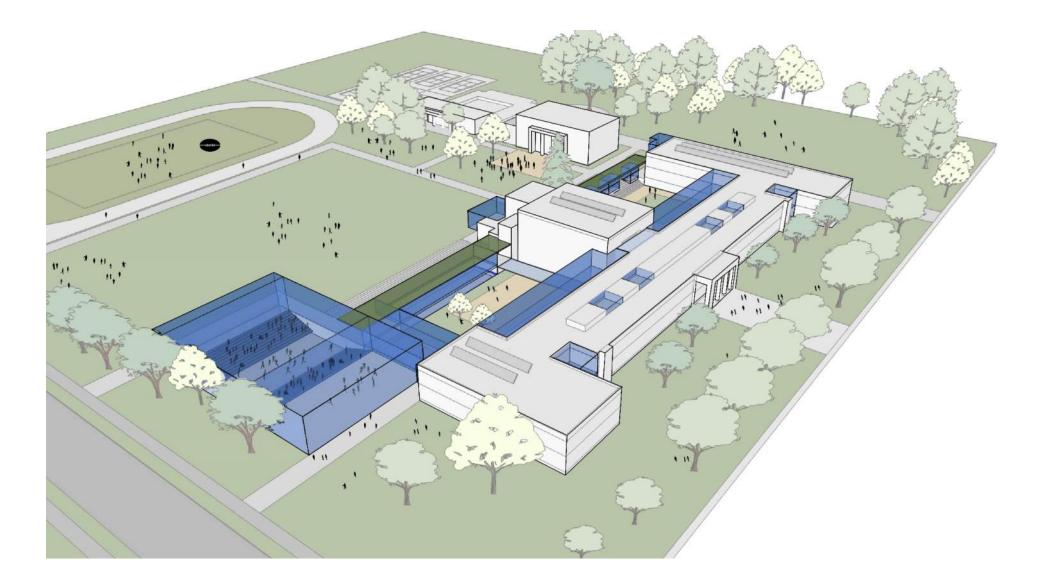
## Conceptualize :: Stakeholders (Staff)

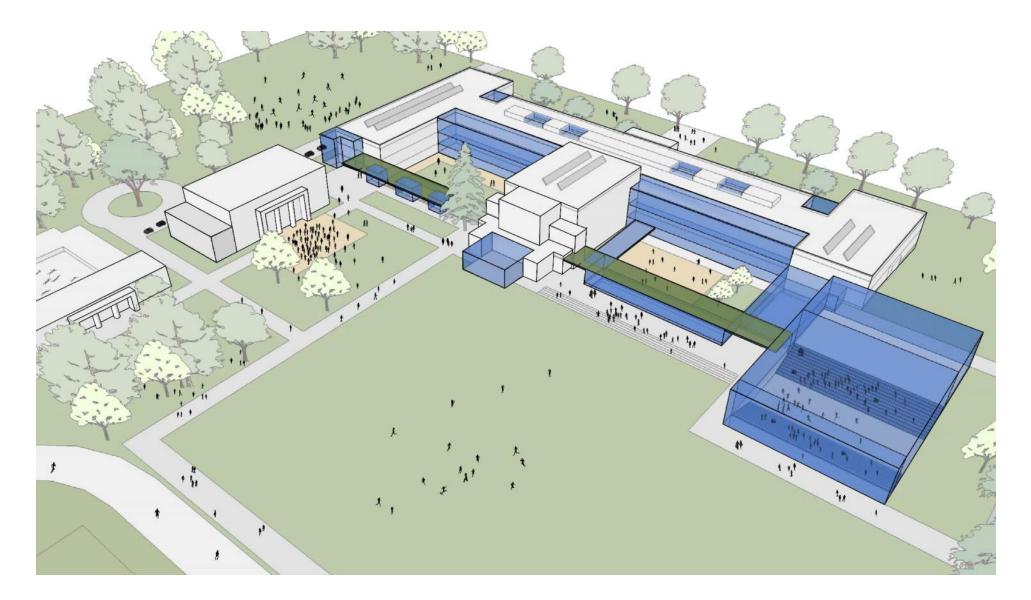


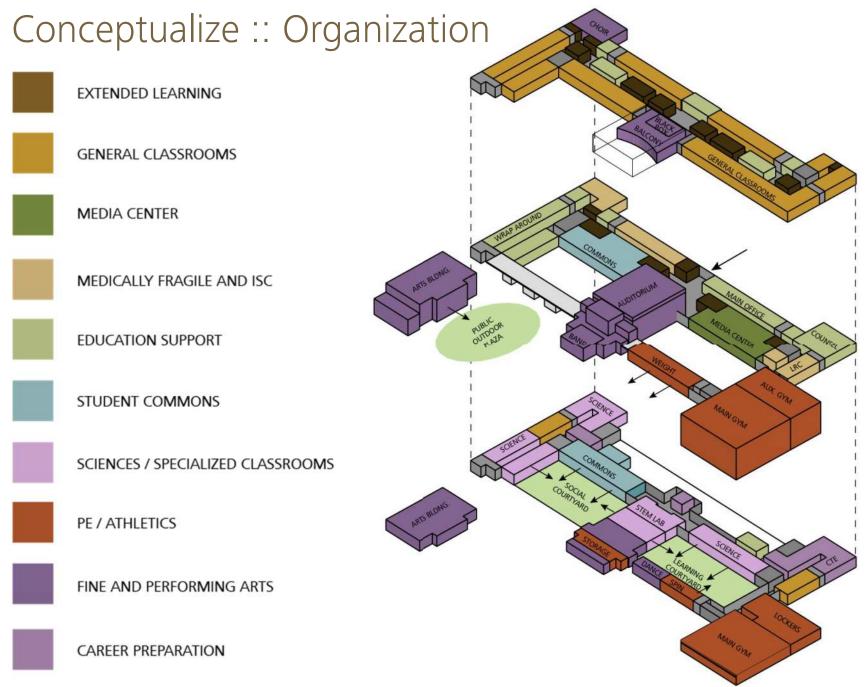
## Conceptualize :: Preferred Master Plan Concept



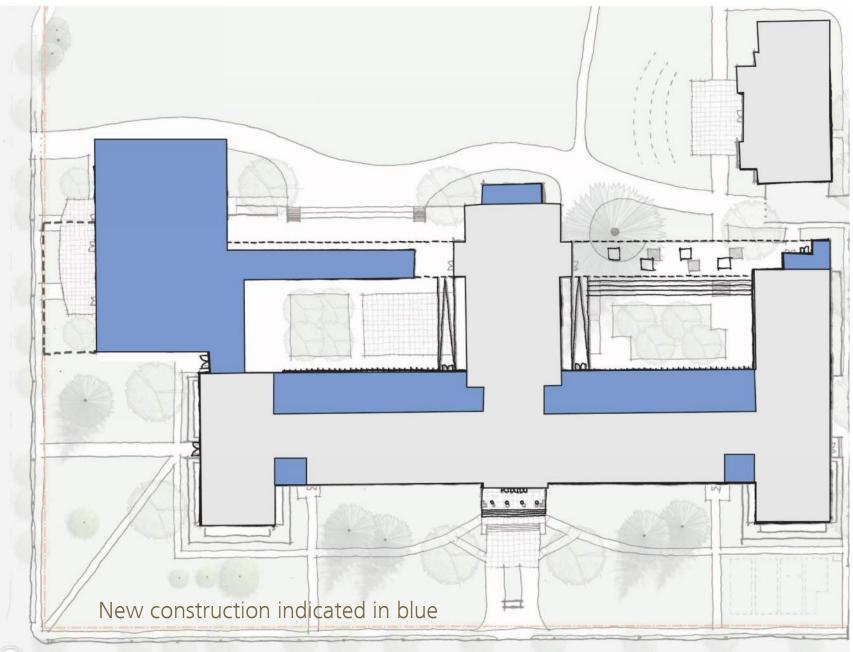








Conceptualize :: Main Floor

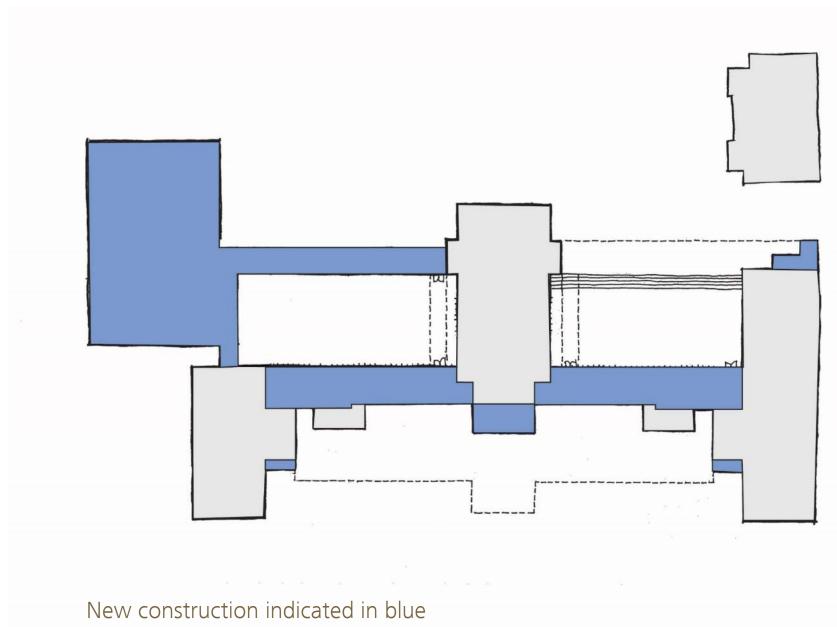


#### Conceptualize :: Main Floor



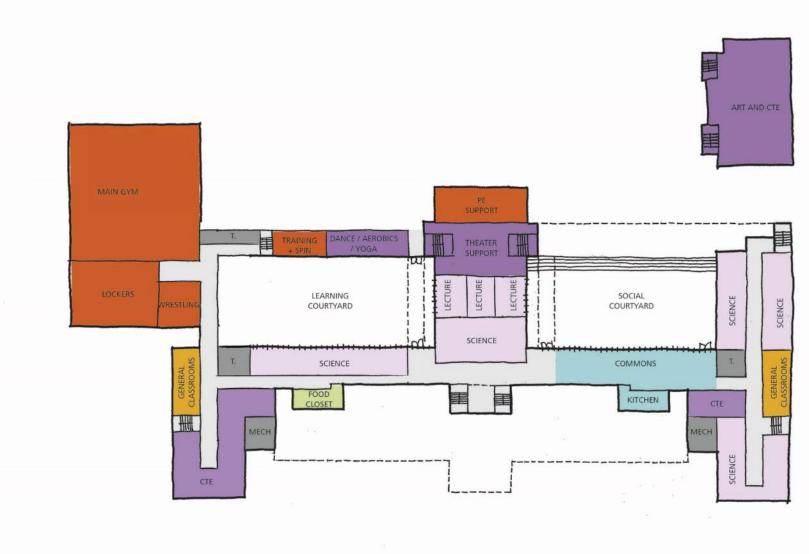
© MA

## Conceptualize :: Ground Floor

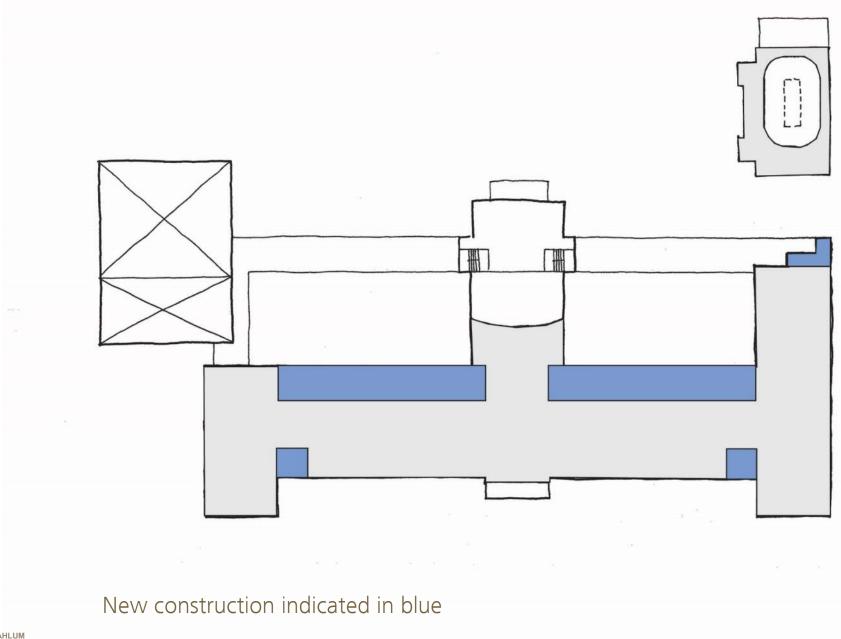


© MAHLUM

## Conceptualize :: Ground Floor

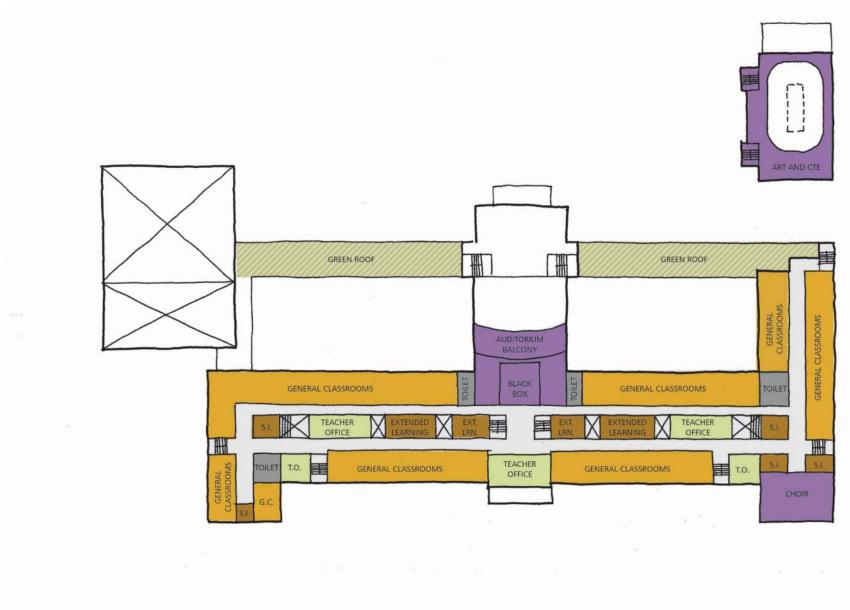


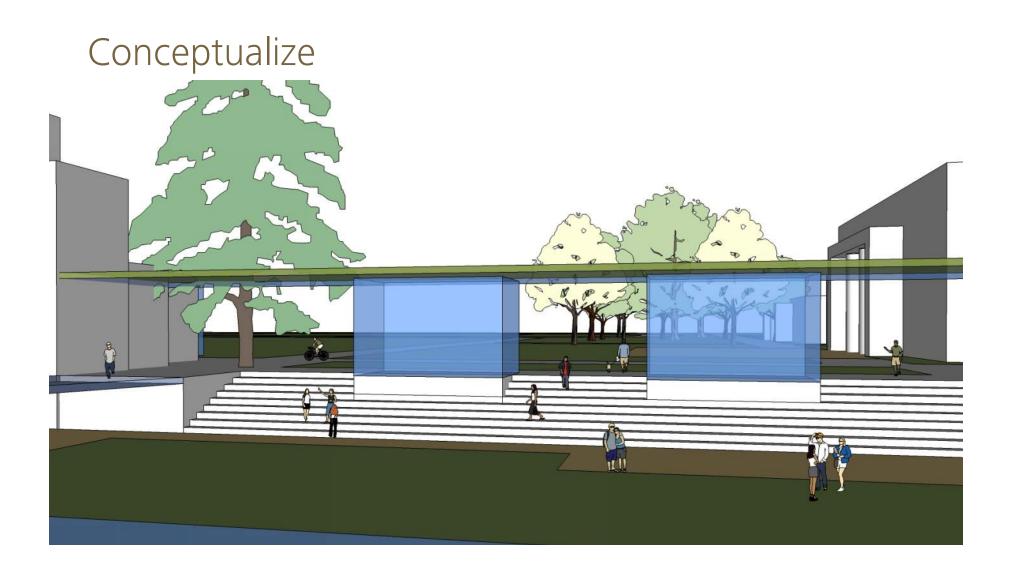
## Conceptualize :: Upper Floor



© MAHLUM

## Conceptualize :: Upper Floor



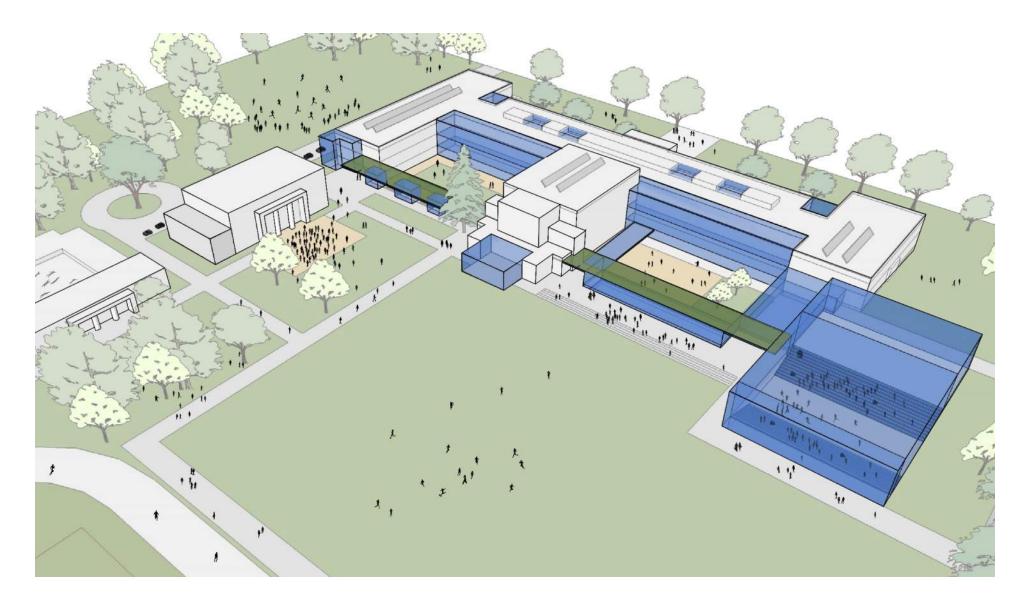








#### Conceptualize :: Preferred Master Plan Concept



#### Conceptualize :: Master Plan Open House





#### Listening Station 1: Focus on Site Concept

#### Landscape Inspiration What may the character of these new site features be? 1



Landscape Inspiration What will these new landscape features look like?







COVERED BIKE PARKING/CONCESSION KIOSK

#### SOCIAL COURTYARD



LEARNING COURTYARD



ACCESSIBLE ENTRIES



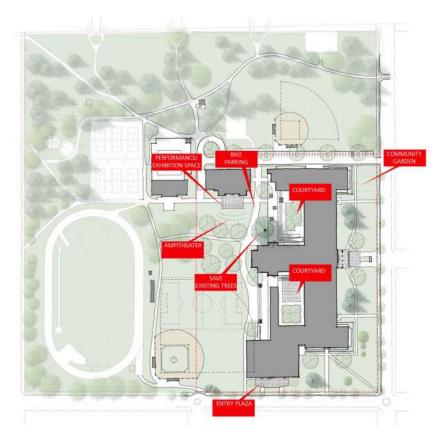
AMPITHEATER



COMMUNITY GARDEN



RAIN GARDEN/ BIOSWALE



## Listening Station 2: Focus on Building Concept

#### Listening Station 3: Focus on Historic Preservation



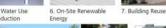
#### Listening Station 4: Focus on Sustainability



mahlum











9. School as 10. Rainwate Teaching Tool Harvesting



## Grant: Core Academic Programs Teaching Stations

#### **PPS Grant High School Program Summary**

Program Area	Ed Spec Program			GHS Existing Program			<b>GHS Proposed Program</b>		
		Sta	NSF		Sta	NSF		Sta	NSF
CORE ACADEMIC PROGRAMS									
Career Preparation / CTE / Electives		9	12,080		8	13,543		9	12,270
General Education Classrooms		35	34,300		45	35,037		40	34,000
(English, Math, Social Studies, Health, World Languages)	(980 SF each)			(780 avg SF each)			(850 SF each)		
English	77			15			12		
Math	8			11			10		
Social Studies	8			8			8		
Health	2			3			2		
World Language	6			8			8		
Electives	0			0			0		
Specialized Classrooms (Science)		11	17,480		11	15,840		13	17,580
Extended Learning		1425	8,000		9.6259	0			8,000
TOTAL: CORE ACADEMIC PROGRAMS		55	71,860		64	64,420		62	71,850



# Grant: Proposed Core Academic Programs

Career Preparation / CTE / Electives

### 9 CTE/Elective TS Provided

- :: Digital Media
- :: Graphic Design
- :: Engineering
- :: Computer Science
- :: Marketing (+ Added Student Store)
- :: Photography / Darkroom
- :: Audio Engineering
- :: Leadership / Student Classroom
- **© MAHLUM** :: Grant Magazine

### **Additional Programs Provided**

- :: Makers Space (Dedicated space
- provided but not allocated as TS)
- :: Robotics (Shared use with STEM lab in Science)



# Grant: Proposed Core Academic Programs

### Career Preparation / CTE / Electives

### Variation From Ed Spec

- :: Distribution of space varies
- :: Added Student Store

### **Comparison To Existing**

- :: Engineering & Computer Science
- Lab will be separate classrooms (currently they are shared)
- :: Increase of classroom size from 750 SF to 850 SF



# Grant: Proposed Core Academic Programs

**General Education Classrooms** 

### Variation From Ed Spec

- :: Added 5 classrooms (35 to 40)
- :: Decrease in classroom size from 980 SF to 850 SF

### **Comparison To Existing**

:: Removed 5 classrooms (45 to 40); added Teacher Offices that are convertible for an additional 7 classrooms (net gain of 2 TS)
:: Increase in classroom size from 750 SF (avg) to 850 SF



# Grant: Proposed Core Academic Programs

Specialized Classrooms (Science)

### Variation From Ed Spec

- :: Revised from:
  - (11) labs at 1500 SF
  - (4) prep rooms
- :: Revised to:
  - (6) labs at 850-1,000 SF
  - (6) labs at 1,300-1,450 SF
  - (1) STEM Lab / Robotics at 3,000 SF

### **Comparison To Existing**

- :: Added (1) lab
- :: Added (1) STEM Lab / Robotics
- :: Classroom sizes vary

© MAHLUM

(3) prep rooms



# Grant: Core Academic Programs

### **Extended Learning**

### Variation From Ed Spec :: None

### **Comparison To Existing**

:: Added extended learning areas (8,000 SF)



## Grant: Core Academic Programs Teaching Stations

#### **PPS Grant High School Program Summary**

Program Area	Ed Spec Program			GHS Existing Program			<b>GHS Proposed Program</b>		
		Sta	NSF		Sta	NSF		Sta	NSF
CORE ACADEMIC PROGRAMS									
Career Preparation / CTE / Electives		9	12,080		8	13,543		9	12,270
General Education Classrooms		35	34,300		45	35,037		40	34,000
(English, Math, Social Studies, Health, World Languages)	(980 SF each)			(780 avg SF each)			(850 SF each)		
English	77			15			12		
Math	8			11			10		
Social Studies	8			8			8		
Health	2			3			2		
World Language	6			8			8		
Electives	0			0			0		
Specialized Classrooms (Science)		11	17,480		11	15,840		13	17,580
Extended Learning		1425	8,000		9.6259	0			8,000
TOTAL: CORE ACADEMIC PROGRAMS		55	71,860		64	64,420		62	71,850



# Grant: Core Academic Programs

Area Summary

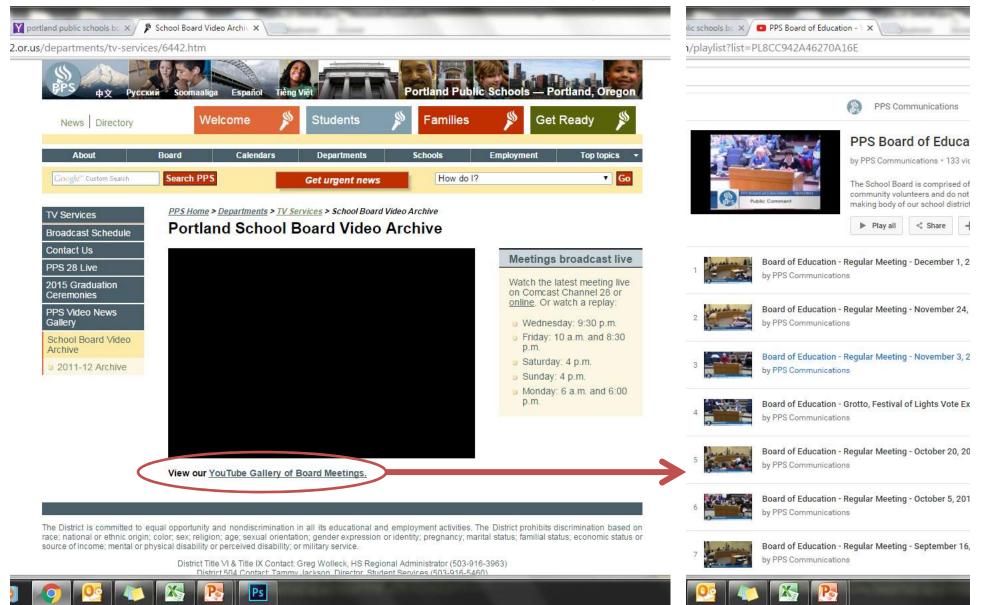
### Variation From Ed Spec

- :: Decrease of 10 SF
- :: Increase of (7) teaching stations

### **Comparison To Existing**

- :: Increase of 7,430 SF
- :: Decrease of (2) teaching stations; added Teacher Offices that are convertible for an additional 7 classrooms (net gain of 5 TS)

# Confirm :: School Board Meeting



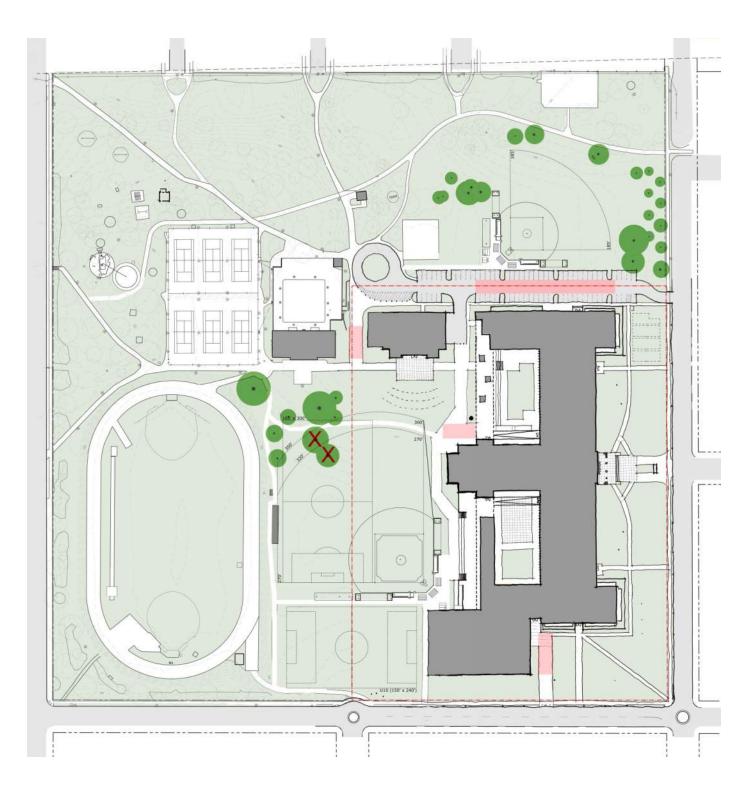
http://www.pps.k12.or.us/departments/tv-services/6442.htm

# Master Plan :: Outstanding Issues

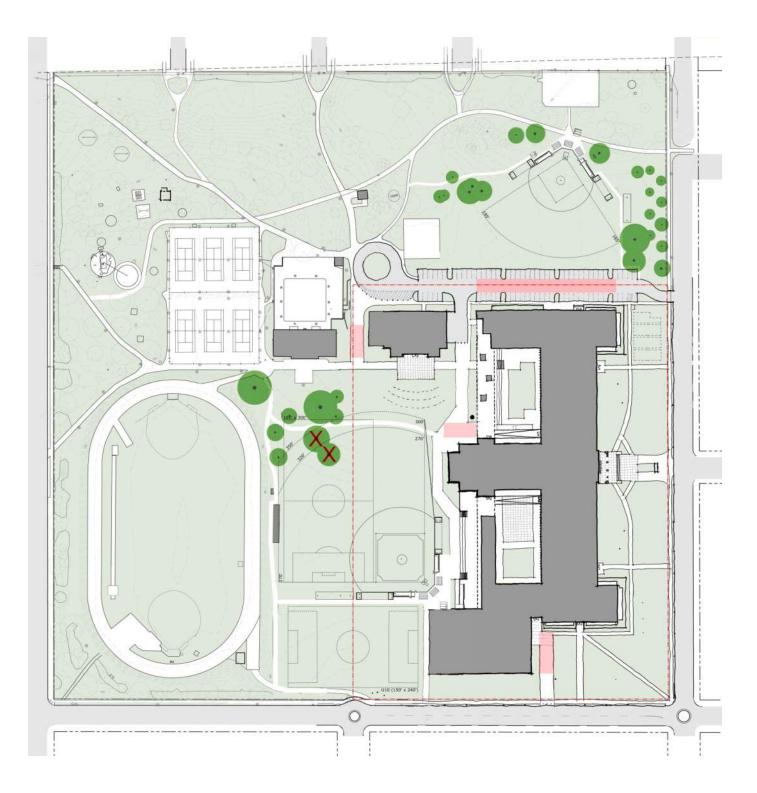
## Listening Station 6: Community Focus & Open Topics

## Listening Station 6: Community Focus & Open Topics

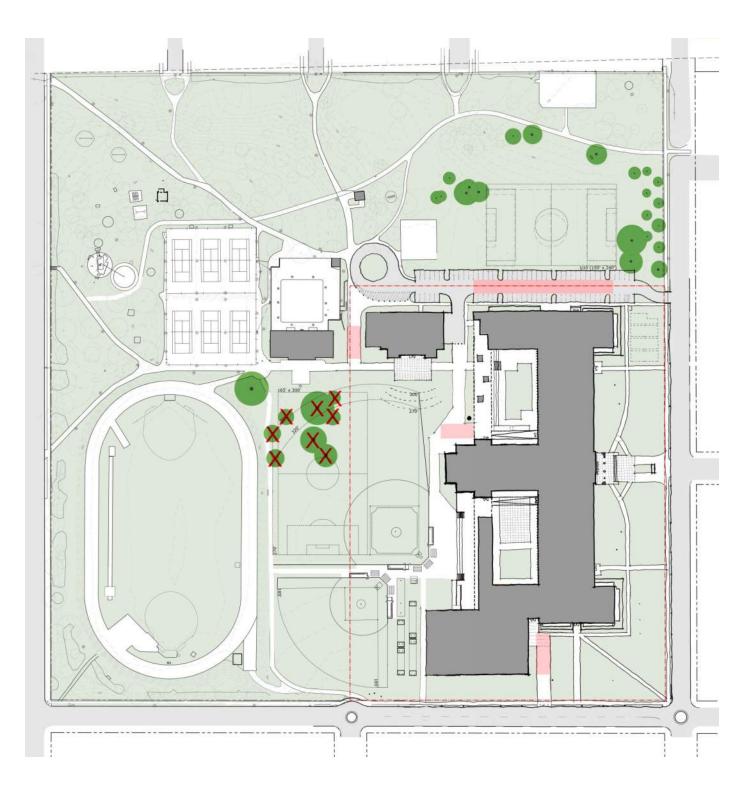
## Fields Under Study



## Fields Under Study



## Fields Under Study



# Master Plan :: Feedback

# Feedback Stations



Negative Aspect & Why?

What do you want to know more about?

# Feedback Stations :: Discussion



Negative Aspect & Why? What do you want to know more about?

# Master Plan :: Messaging



# You meet someone in an elevator.....

- :: What would you want them to know about the process?:: What would you want them to know about the Master Plan?
- :: What would you want them to get excited about?

# Public Comment