EDUCATIONAL SPECIFICATIONS AND MASTER PLAN 2018

PHOENIX HIGH SCHOOL

By DOWA-IBI Group Architects, Inc. and ORW Architecture
June 2018

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Table of Contents

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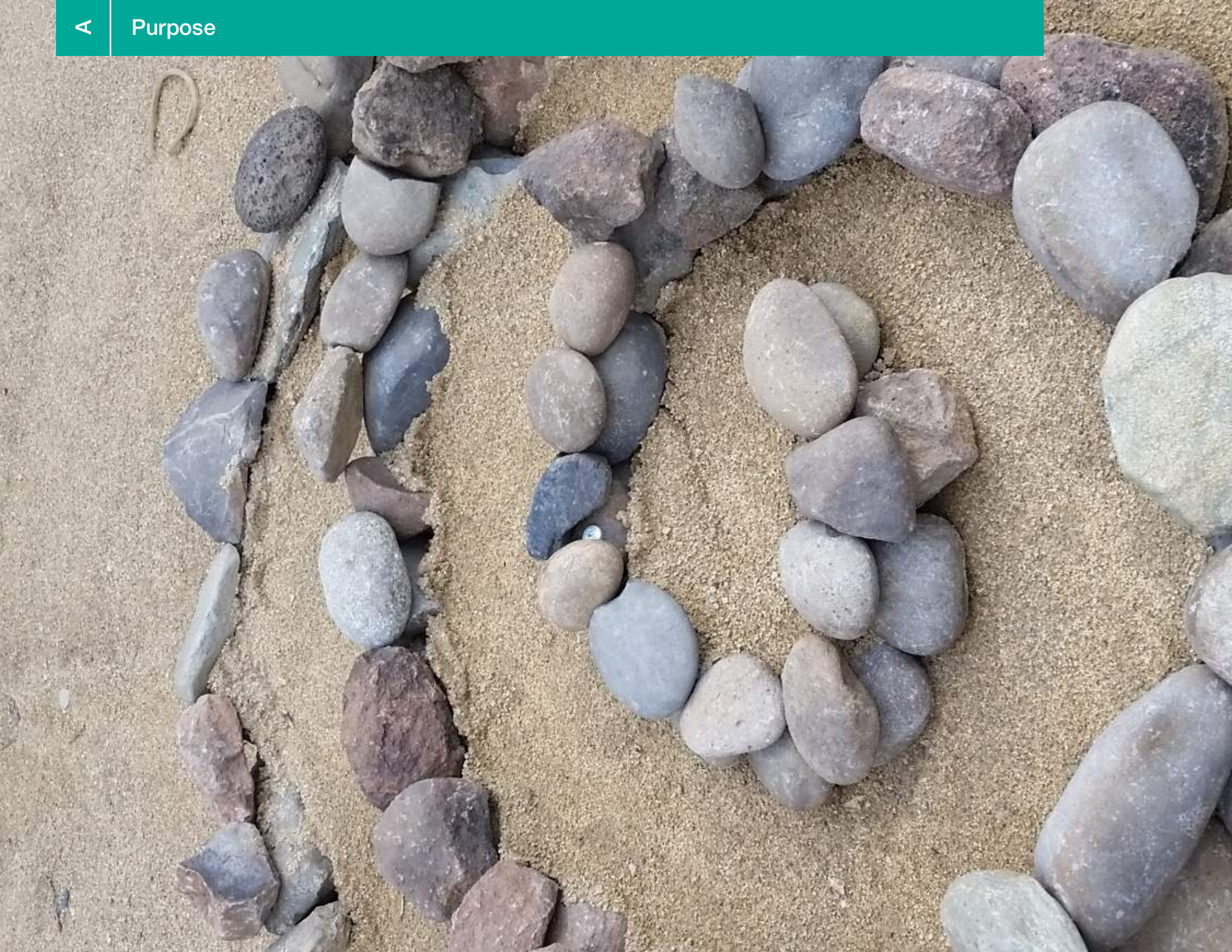

PURPOSE

In November 2017, Phoenix-Talent School District passed a $68,000,000 capital bond to modernize, remodel, and build additions to existing schools. Of this district-wide group of projects, the Phoenix High School modernization is the most extensive. It includes the replacement of some existing spaces and remodel of others. To guide that project, in March of 2018, Phoenix-Talent School District formed a Design Committee of teachers, parents, students, and community members to identify the key planning and design characteristics that will shape the improvements for the next generation of Phoenix High School. The District also formed Task Force Groups to address narrowly-focused topics related to specific programs or initiatives. In many cases, Design Committee members were involved in one or more focus group sessions and they, along with administrative leadership, provided a consistent message between groups. The collaborative work of these planning efforts forms the basis for this Educational Specifications and Master Plan report.

The first portion of this report is the High School Educational Specification (Ed Spec). It is based on (1) the vision, themes, and guiding principles developed by the Design Committee and (2) the program priorities developed by the Focus Groups. This is a living document and should be revised and updated as new information is uncovered and educational programs evolve. The Ed Spec represents the foundation on which master planning and design work can begin. It is specific enough to outline the necessary elements for each high school program including area square-footage and adjacencies, but broad enough to allow for site, schedule, and budget-based design decisions and modifications. The illustrations and images provided in the Ed Spec demonstrate concept-level information and are not presented as design requirements.

The second portion of this report is the Master Plan scheme for Phoenix High School. It is based on the following the Ed Spec principles to create site and budget-specific design solutions. The Master Plan lays out the essential criteria to begin the second phase of design, which culminates in construction documents. The criteria includes placement on the site and site plan organization, general construction methodology, and square-footage needs for new and existing spaces.

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CONTRIBUTORS

Effective school facilities planning is characterized by extensive stakeholder input. This Educational Specification and Master Plan report is based on the work of the District's Design Committee, which met nine times during the spring of 2018 to develop the vision and design guidelines for Phoenix High School's modernization (see work plan on page 7). In addition to the Design Committee, nine Task Force Groups were formed to refine the design criteria for specific specialized areas, a student workshop and student surveys were completed, and workshops and an open house were held to reach out to the community. The District Leadership Team provided thoughtful guidance throughout the planning process and worked to ensure the presence and participation of the staff, students, and community of Phoenix High School. The Phoenix-Talent School District would like to thank all of those who contributed to this process.

DISTRICT LEADERSHIP TEAM
Brent Barry | Phoenix-Talent School District Superintendent
Jon McCalip | Director of Facilities and Special Projects
Dawn Watson | Board Representative
Cally McKenzie | Assistant Superintendent
Don Rugraff | Phoenix High School Principal

DESIGN COMMITTEE
Brent Barry | Superintendent Phoenix-Talent School District
Breeze Chapman | Community Member
Dave Ehrhardt | Athletic Director
Michael Gullo | Teacher (Science)
Tami Ingwerson | CTE Coordinator / Academic Advisor
Jeremy Kennedy | Teacher (CTE)
Jon McCalip | Director of Facilities and Special Projects
Bryan Parker | Student Representative
Anna Redding | Teacher (Math)
Heather Lowe Rogers | Assistant Principal at TMS
Jessica Rollins | Teacher (Visual Arts)
Don Rugraff | Phoenix High School Principal
Jacob Schauffler | Teacher (PE/Health)
Kelleen Seedborg | Teacher (Special Education)
Allan Tappin | Lead Custodian
Dawn Watson | Board Representativ

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Brent Barry | Phoenix-Talent School District Superintendent	Glenn Patchett | School Resource Officer
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Carolena Campbell | Teacher (Health and PE)	Jessica Rollins | Teacher (Visual Arts)
Neill Carvalho | Teacher (CTE Marketing and Business)	Don Rugraff | Phoenix High School Principal
Breeze Chapman | Special Education IA	Christie Sanders | Student Manager
Carol Cox | Teacher (Special Education)	Kelleen Seedborg | Teacher (Special Education)
Mike DeRoest | Band	Brenda Selee | Media Manager
Dave Ehrhardt | Assistant Principal / Athletic Director	Jacob Shauffler | Teacher (Health and PE)
Cesar Flores | Counselor	Randy Shipley | Teacher (Health and PE)
Tami Ingwerson | CTE Coordinator / Academic Advisor	Kurt Smet | Athletics
Jim Janousek | Teacher (Science and Culinary)	Joey Vammer | Theater Arts
Jon Jonaker | Band	Shana Vos | School Board Representative
Brad Jones | Teacher (Science, CTE Auto Shop)	Toby Walker | Assistant Principal
Andrew Jordan | RJ Specialist	Hillary Walkup | Teacher (CTE Agriculture Science)
Jeremy Kennedy | Teacher (CTE Ag & Welding), Safety Comm	Dawn Watson | Board Representative
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Phoenix-Talent School District

Phoenix High School - Phase I

Visioning, Educational Specifications, Programing, and Master Planning

Date	Time	Meeting	Participants
3/19/2018	**1pm - 2pm**	**Leadership Kickoff**	Leadership Group
3/19/2018	3:30-5:30pm	Vision & Goals 1	Design Committee
3/19/2018	7:30a-1p	School Observation Day	Design Team
3/20/2018	1-2:30p	Task Force - Safety & Security	Task Force Group
3/20/2018	2:30-3:30	Task Force - SpEd/SpServices	Task Force Group
3/20/2018	3:30-5p	Task Force - STEM	Task Force Group
3/20/2018	4:30-6p	Task Force - Arts	Task Force Group
4/5/2018	3:30-5:30pm	Vision & Goals 2 - Educational Models & Place Making	Design Committee
4/13/2018	11-12:30pm	Task Force - Health & Athletics	Task Force Group
4/13/2018	1-3pm	Task Force - CTE (Ag, Vet Tech, Auto, etc.)	Task Force Group
4/13/2018	3-4pm	Task Force - Career Services & Library	Task Force Group
4/23/2018	3:30 - 6:00pm	Task Force - General Education	Task Force Group
4/26/2018	**1pm - 2pm**	**Leadership Check-In**	Leadership Group
4/26/2018	3:30-5:30pm	Area Program 1 & Site Adjacency Exercise	Design Committee
4/28/2018	2 hrs (9-11am)	Community Workshop - in PHS Commons or Library TBD	
5/3/2018		Release Student Surveys (Return by May 11)	
5/3/2018	2:30-3:30pm	Task Force - Admin & Counseling	Task Force Group
5/3/2018	3:30-5:00pm	Area Program 2 & Program Adjacency Exercise	Design Committee
5/3/2018	7pm	Board Meeting Presentation	
5/9/2018	**1pm - 2pm**	**Leadership Check-In**	Leadership Group
5/9/2018	3:30-5:00pm	Master Planning 1	Design Committee
5/14/2018	9:25am-11:47am	Student Workshop	
5/14/2018	11:47-12:23	Staff Workshop Lunch	
5/16/2018	**1pm - 2pm**	**Leadership Check-In**	Leadership Group
5/16/2018	3:30-5:00pm	Master Planning 2	Design Committee
5/24/2018	ALL DAY	Building Tours	Design Committee
5/30/2018	**1pm - 2pm**	**Leadership Check-In**	Leadership Group
5/30/2018	3:30-5:00pm	Master Planning 3	Design Committee
6/18/2018	**1:30pm - 3:30pm**	**Leadership Check-In**	Leadership Group
6/21/2018	3:30-5:00pm	Master Planning 4	Design Committee
6/21/2018	set up at 5:30	Community Open House	
6/21/2018	7pm	Board Meeting Presentation	

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GUIDING PRINCIPLES

Guiding Principles were created through collaborative meetings with school officials, staff, and students. The Guiding Principles provide a framework in which all future design ideas and outcomes can work.

The Guiding Principles for Phoenix High School are:

- **Our school will prepare students for the future**
  We will design spaces for programs that help our students find success and meet their aspirations.
- **Our school will instill community pride**
  It will be the focal point of the community. A place where generations want to gather and learn. We will grow.
- **Our school will support student excellence**
  The learning environment and its surroundings will inspire and engage students. The school will promote ownership by students and staff. There will be places to showcase student work. We deserve a facility that matches the high quality staff and programs we already have.
- **Our school will be safe and welcoming**
  We will ensure student safety is primary, while providing a building that welcomes the wider community. Our students, staff, and visitors will feel secure.
- **We will consider current and future needs**
  We will build flexible spaces, but also ensure specific needs can be met. We will remember our past and embrace the future.
- **We will be fiscally responsible**
  We will spend bond dollars wisely. We will ensure the school is easy to maintain and will perform well into the future.
- **Our school will make connections**
  We will connect the spaces inside and make connections to the outside. Every space will have daylight and access to fresh air. There will be a flow within the building and site that creates a safe and connected school family.
- **Our school will be functional**
  We will meet the needs of our staff, teachers, students, and community. We will overcome our current space, technology, and accessibility limitations and prepare for future growth.

THE VISIONING PROCESS

The members of the Design Committee followed a systematic, thorough process to build a vision for the future of Phoenix High School. Over a period of months, they attended a series of meetings and tours held by the consulting architects and educational facilities planners. They were asked to voice their greatest wishes and fears, to suspend certainty, to answer critical questions such as “How can a school transform students’ lives?”, and to understand the role space and place have in the everyday experience of learners.

The committee’s charge was not to design a perfect room for one subject currently taught at Phoenix High, but to design an educational space for generations of teachers and students to come. Through several visioning, questioning, and prioritizing exercises, the committee was able to create the project’s Guiding Principles (previous page).

The committee’s efforts also included participating in work sessions, presentations, and tours addressing:

- Educational Models and Place Making
- Educational Space Types and Design Priorities
- A Day in the Life of a Student
- Collaborative Educational Environments for Phoenix High School
- Building Sustainable Schools
- Mindfulness in the Educational Environment
- The Student’s Perspective

Summaries of these topics and the related activities are outlined and illustrated on the following pages.

EDUCATIONAL MODELS AND PLACE MAKING

We know that learning happens differently for everyone. Some people are visual learners, some need to experience hands-on activities before they truly understand concepts. Similarly, the learning process requires a series of different activities, from individual quiet study to large group collaboration. An essay titled “Campfires in Cyberspace: Primordial Metaphors for Learning in the 21st Century,” written in 1999 by Dr. David D. Thornburg, PhD, outlines an image-rich set of criteria for the architectural response needed to accommodate different learning styles and phases.

Dr. Thornburg argues for the existence of five archetypal spaces among learning communities:

- **Campfire:** A place to share stories, exchange ideas, and allow the group to build upon each other’s ideas.
- **Cave:** A space away from noise and distraction, withdrawn from others, where you can be alone with your thoughts to reflect, explore, and make connections internally.
- **Sandpit:** A place to play, prototype, and experiment without worrying about mess, water, or damage.
- **Mountain Top:** A place to celebrate and share your learning “one to many.” A place to present to others.
- **Watering Hole:** A place to come together to exchange ideas and encourage impromptu cross-pollination between disparate topics and subjects. A place to overhear conversations and be inspired by them.

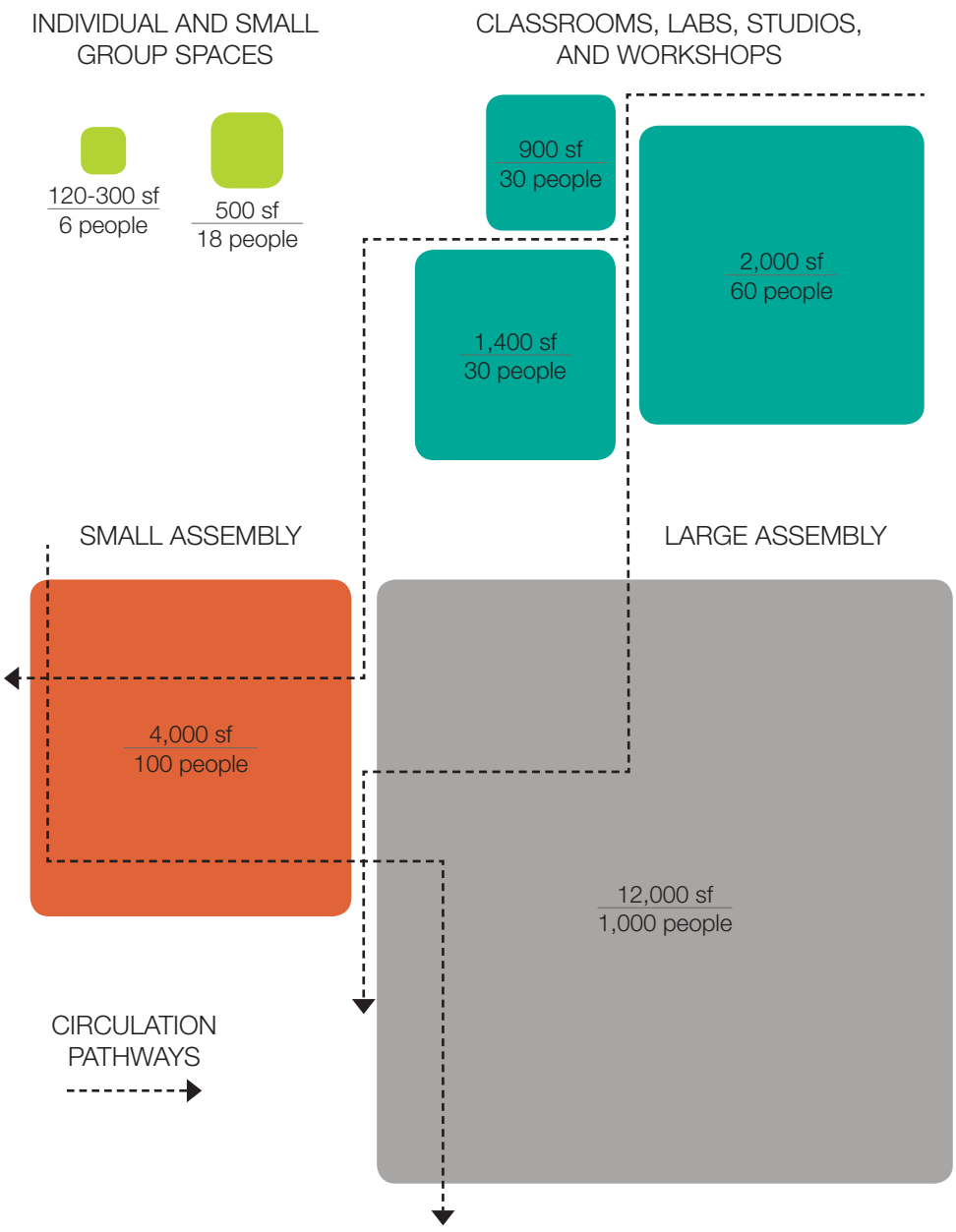
The Committee was asked to explain how the different types of learning spaces resonate with the needs of Phoenix High School. This is a summary of the findings:

- **Campfire:** Soft seating, small gathering areas. Small conference or meeting rooms. Small group spaces outdoors.
- **Cave:** Seating nooks in hallways. Benches and seating near classrooms, under stairs, on the edges of circulation flow. Semi-enclosed areas in library, window seats. Quiet, chill, sensory deprivation. Outdoor spaces. Nap pods, study carrels.
- **Sandpit:** School garden/outdoor classrooms. Kitchen and Culinary Arts classrooms that are universally accessible. Computers and technology. Learning labs and CTE shops, Art classrooms. Places to build and tinker.
- **Mountain Top:** Places for display. Learning stairs. Places for the entire community at graduation—bleachers. Outdoor amphitheater. Student commons. Large lecture rooms that can hold up to 200 people.
- **Watering Hole:** A multi-level commons. Outdoor learning environments that are connected to learning spaces and to the commons. Several places for student interaction and community gathering. No circulation bottlenecks or back-alley access to spaces.

EDUCATIONAL SPACE TYPES AND DESIGN PRIORITIES

Building on the conversations held around the archetypal spaces described previously, committee members were asked to begin setting design priorities for the proposed educational spaces. A cave-type learning environment must differ from a mountain top, but how—i.e., what are the specific design parameters of each? Architects often speak in terms of "square-footage," but what does that feel like and how many people does a 300 sq ft space hold?

These diagrams illustrate the size and number of occupants in each space type:



The committee was asked to provide critical feedback on several images of educational spaces grouped into the different categories. A summary of the key takeaways includes the following observations and recommendations:

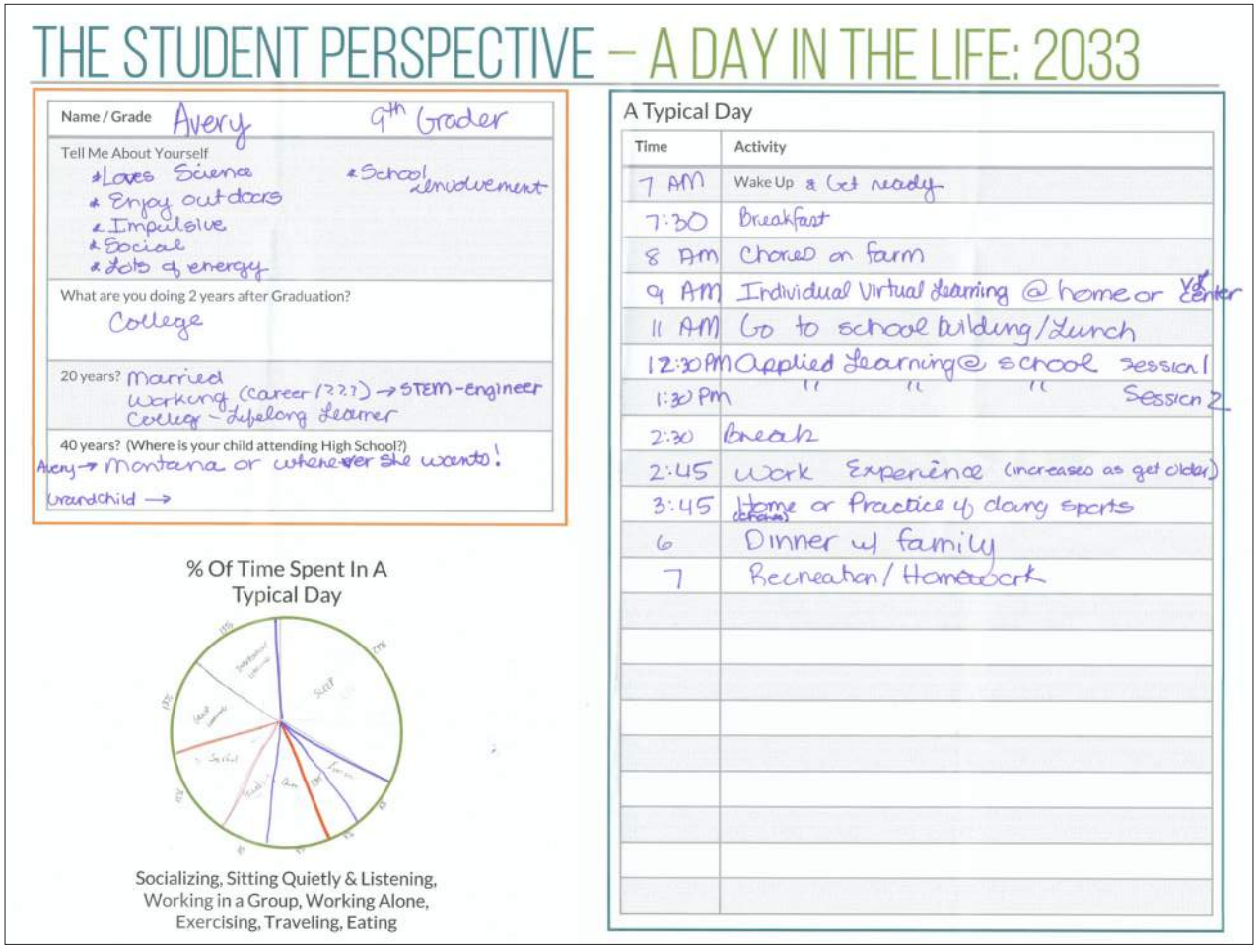
- Daylight!!!!
- Openness and transparency!
- Provide many types of and locations for display.
- Covered and uncovered outdoor learning areas.
- Benches and seats scattered throughout. Seating nooks, "found" (unexpected) spaces. Make sure there are outlets/ charging areas.
- We really like the multi-level spaces to connect the building through vertically open atriums.
- Glass from classroom to hallway—balance distraction with transparency.
- Learning stairs! Yes!
- Provide multiple ways to flow through a school or open space. Not hallway highways.
- Pop up meeting spaces for student-created study groups.
- Furniture should be durable, comfortable, flexible.
- Bright, energizing colors used judiciously.
- More dining options for students.
- Storage and organization, especially in the shop/making spaces, is critical.

A DAY IN THE LIFE OF A STUDENT

At all points in the visioning process, the Design Committee was aware of the need to understand the student's perspective. In one meeting, the group was asked to put themselves in the shoes of a child born today, who will be a student attending Phoenix High School in 15 or 16 years. What will their day be like? What will the school environment look like in 2033? The committee was divided into small groups and tasked with giving their hypothetical student a persona and describing what the student will be doing two, 20, and 40 years after graduating from Phoenix High. Then, the groups were asked to write down the future student's typical day, hour by hour.

There were a surprising number of similarities in responses across the groups. The key takeaways:

- Responsibilities and chores at home are important and time should be built into the day to allow for them.
- In the future, individualized learning will happen at home in a virtual classroom.
- The time within the actual school building is greatly reduced (as low as three hours in one group) and is spent having social time and doing projects.
- On-the-job experience is built into every day.
- Service and community projects fill a portion of every day.
- The day typically begins later, to align with the natural sleep-wake schedules of teenagers.
- Yoga, meditation, and mindfulness are part of each day.
- The percentage of time spent sitting quietly and listening (as in a typical classroom) is much less than today's student experiences.



COLLABORATIVE EDUCATIONAL ENVIRONMENTS FOR PHOENIX HIGH SCHOOL

Phoenix High School has a highly collaborative culture. The Design Committee engaged in numerous discussions exploring the link between teacher collaboration and the architecture of the building. The new vision for Phoenix High School must strengthen the collaboration that is already happening through initiatives like Professional Learning Communities, while providing an environment that will encourage new opportunities for collaboration to happen in the future.

Professional Learning Communities

A professional learning community, or PLC, is a group of educators that meets regularly, shares expertise, and works collaboratively to improve both teaching skills and the academic performance of students. In the time that Phoenix High has been using PLC's, it has helped core subject teachers to provide greater alignment between grade levels. The spaces in which these critical meetings occur must support these activities:

- There needs to be a place to project or use a large screen to review individual student information—the information is confidential, there should be a way to screen the room visually from adjacent spaces.
- There are some combined PLC days in which all the math teachers from elementary, middle, and high schools get together (or video conference) to align curriculum from Kindergarten through 12th grade.
- PLC's meet once/month. The PLC's are intradepartmental and include four to five staff members.

Learning Neighborhoods

Learning Neighborhoods are an educational planning principle that clusters a few classrooms together around shared collaboration or meeting spaces. Elements of the Learning Neighborhood for Phoenix High School include classrooms, extended learning areas, and collaboration conference rooms. The conference rooms can be used for many activities including student groups to work on projects, PLC meetings, confidential conversations for the restorative justice program, and push-in services like testing. Extended learning areas can be used for student socialization and dining (during lunch or break periods), small group work sessions, and individual study. The extended learning area needs to be visible from all of the classrooms within that neighborhood so that teachers can send students outside of the classroom to do work and maintain visual supervision. Extended learning areas need to have audio-video support for video conferences with neighboring districts and extensive wall surface area for writing. Extended learning areas should also include a shared sink and storage area.

Learning Neighborhoods – Organization Debate

The organization of Learning Neighborhood classrooms varies greatly and is shaped by the educational pedagogy and goals of the community. Should Learning Neighborhoods be grouped by department as the current school is arranged? Does it make sense to have a Math Neighborhood, a Language Arts Neighborhood, etc.? Or should Neighborhoods be arranged according to grade or achievement-level, and require the disciplines to intermingle?

The following is a summary record of those conversations.

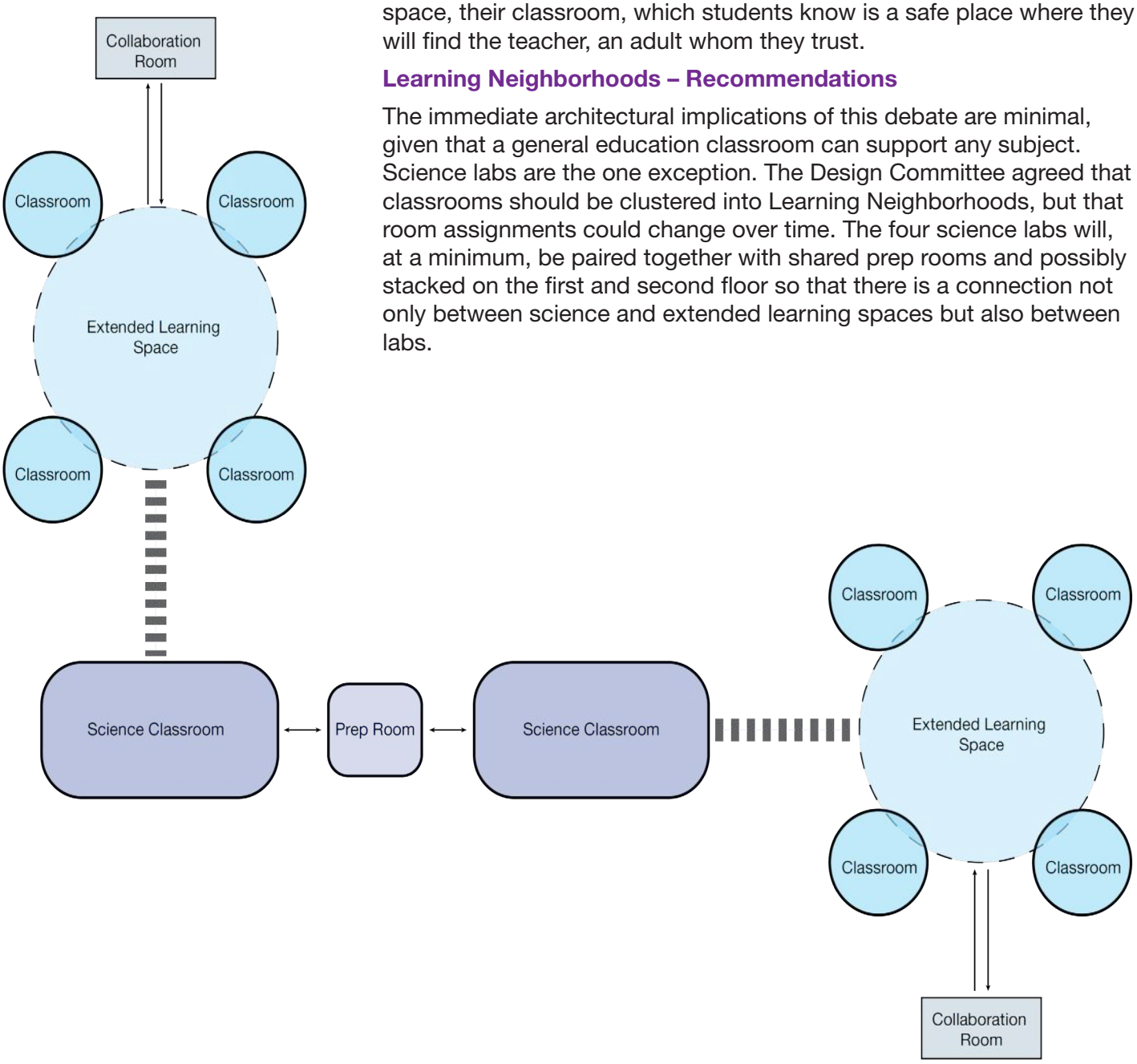
- The culture of our school is departmental, but it doesn't have to be.
- What about PLC's? We don't have teachers teaching the same classes, so can PLC's be organized by grade level? It could be more impactful to students if PCL's are grade-based.
- Communication within departments would be hampered; we're really good at that right now. It has allowed us to align curriculum across grades.
- Our teachers collaborate. Those hallway conversations can be pretty powerful.
- Teaching classes and structuring student projects across disciplines is tied to higher student outcomes.
- I've been in Learning Neighborhoods before and they feel isolating because you're the only one teaching your subject.
- What effects do Neighborhoods have on students? Are they more isolated from one another if they spend the majority of their time in one Neighborhood? Is that a good thing or a bad thing?
- If Neighborhoods are achievement-based (freshman-level courses in one Neighborhood, upper level courses in another, etc.), how does it work for students who are in freshman-level math but junior-level English?
- As teachers, we teach all grades—I teach freshman algebra and senior calculus. So if I own my classroom, where would it be? (See the following chapter on capacity for a summary of classroom ownership.)
- Science is more aligned with CTE and outdoor spaces than with other general ed classrooms, and science labs share equipment/supplies.

Learning Neighborhoods – From a Student's Point of View

Through conversations with students in the workshop, it became clear that students would prefer to have classrooms clustered by grade level, to reduce the travel time required for them to move from class to class through the halls. Creating Learning Neighborhoods that are grade-level based, however, requires teachers to spend more of their time in the halls and possibly give up ownership of their classroom; this shift has broader cultural impacts as well. We know from student surveys and conversations that many students spend their free periods and lunch periods in a teacher's classroom. There is a strong relationship between students and teachers at Phoenix High School, and one aspect that makes this possible is that the teacher has a "home base"—a specific space, their classroom, which students know is a safe place where they will find the teacher, an adult whom they trust.

Learning Neighborhoods – Recommendations

The immediate architectural implications of this debate are minimal, given that a general education classroom can support any subject. Science labs are the one exception. The Design Committee agreed that classrooms should be clustered into Learning Neighborhoods, but that room assignments could change over time. The four science labs will, at a minimum, be paired together with shared prep rooms and possibly stacked on the first and second floor so that there is a connection not only between science and extended learning spaces but also between labs.



BUILDING SUSTAINABLE SCHOOLS

Sustainable school design is a goal of multiple stakeholder groups in the Phoenix-Talent Community. But what makes a sustainable school? The most common understanding of something sustainable is that it benefits the triple bottom line of social, economic, and environmental forces. In schools, however, sustainability can go even further. According to data collected by the USGBC Center for Green Schools, there are many reasons to consider schools an even more important sector of sustainable building design than other building types:

- Better indoor air quality, acoustics, and thermal control are tied to increased teacher retention
- The average teacher misses two days per year due to vocal strain
- Research has shown links between daylight and student performance
- Schools with better indoor air quality have lower absenteeism among teachers and students, leading to an increase in productivity, learning and performance

Sustainable Schools are those that also promote wellness by connecting occupants to the outdoors and nature, encouraging healthy food choices with school gardens and nutrition education, and facilitating an active lifestyle through safe routes for walking and biking to school. Perhaps the most compelling reason to include sustainable design elements in the educational environment is that the building can be used as a teaching tool to increase awareness among a new generation of environmental stewards.

The Design Committee developed several recommendations for using sustainable design to provide teaching opportunities:

- Show off the procession of the rain water. Celebrate its path to the storm water facilities on site.
- Use educational signage to show what is happening to the energy, water, ventilation, etc. Reveal those systems in the building.
- Collect data through the control system and post that data on a dashboard for students to see and have access to for science projects. Include gas, electric, and water usage.
- Include photovoltaic panels. Track their energy production somewhere accessible to students.
- Show off native flora in the landscape design. Mark and name the plants.
- Collect irrigation rainwater and compost for the Agriculture classes.

MINDFULNESS IN THE EDUCATIONAL ENVIRONMENT

Often, during the planning and design process for a new school, individuals who are not members of the Design Committee can, through their own initiative, influence the design direction of the project. There are a handful of teachers in the Phoenix High School community who are practicing mindfulness techniques in their classrooms, and who made sure to reach out to the administrators with articles and information about the importance of mindfulness and the role architecture plays in its effectiveness.

A summary of mindfulness techniques in schools includes the following:

- Meditation's effects include increased attention, a reprieve from outside trauma, better mental health, self-awareness and self-regulation, and social-emotional development.
- Teaching students to be mindful is effective at helping them focus, and improves their attendance and learning outcomes.
- A meditation space should be quiet, a place to "chill out, almost bitterly barren."
- Offering meditation to students and teachers creates an infrastructure in which people can relate to one another. Mindfulness can reduce stress, help emotional regulation, prevent risky behavior, and help adolescents navigate their psychological and environmental challenges.
- Social-Emotional Learning (SEL) helps students from the outside-in, teaching skills like conflict mediation and emotional communication. Combining mindfulness skills in the SEL toolkit helps students from the inside-out as well, by helping them slow down and intentionally focus their attention.

After a robust conversation around mindfulness at Phoenix High School, the Design Committee agreed it is an important activity to support. Rather than build a meditation room that must be shared, there should be spaces throughout the school for students to sit, rest, chill out, and relax. For teachers who use meditation as a way to begin each class, the classrooms should be designed to support the activity: it should have good acoustic isolation, calming and flexible furniture, and a clean and simple design.

THE STUDENT'S PERSPECTIVE

At the May 30th meeting of the Design Committee, two students (Malea Sandrock and Gabriel Wilson) who took part in the student workshop (see section E. Student and Community Outreach) were asked to give their input and share their ideas for the vision of Phoenix High School.

On the learning Environment, their comments were:

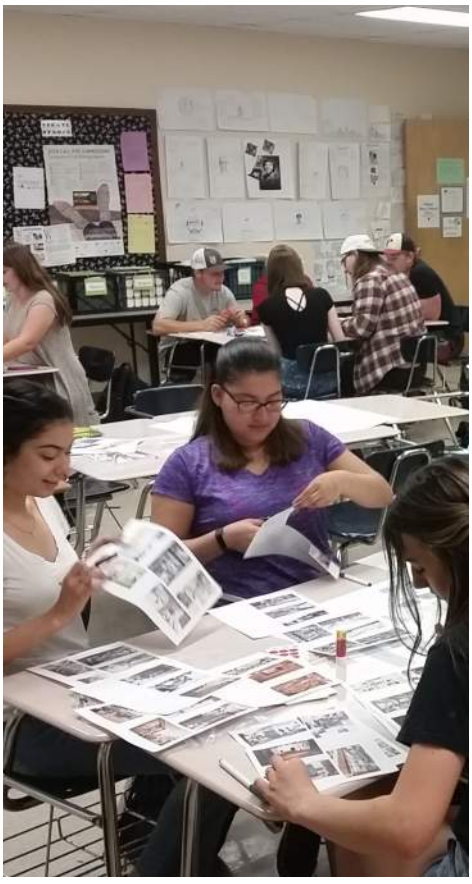
- I like projects that are individual AND team-based. It is more valuable to have projects in which there are stages of individuality and of teamwork.
- I like knowing the people I work with, and having the choice to pick who I want to work with. "Everyone has good ideas, but no one wants to hear every single one."
- CTE classes give kids a chance to try out what they want to do in the future.

On School Design:

- We need good places to study—there are none in our current school. There should be places along hallways or other areas where we can sit and study. We liked images of the professional-looking work stations.
- Windows! Skylights! Outdoor classrooms are great.
- The commons is too loud and crowded—give us spaces in the hallways to sit and eat.
- Make sure student parking isn't so far from the main entrance—put the main entrance in the middle of the school.
- Better restrooms! We need privacy, dignity.
- Many parts of the school are disconnected from the outside and beige is everywhere. Beige walls, beige floors, and painted concrete walls without windows. We want a school that is connected to the outside world and feels alive.

On the role of the library:

- "Realistically, I don't think books are the biggest thing."
- There needs to be a better digital media center connected to the library; that can grow into the library.
- The Future Pathways Center needs to have enclosed private spaces and not be part of the library



REGIONAL SCHOOL TOURS

To help them to better visualize what modern learning environments are like, and to introduce them to how a remodel/addition of existing high school facilities can support next generation learning concepts, the committee members visited four public high schools: Silverton High School, Wilsonville High School, Gladstone High School, and Franklin High School. The schools were chosen to illustrate key design concepts in the areas of:

- Learning Neighborhoods, extended learning areas
- Open libraries
- The intersection of old and new for remodel/addition projects
- Student-centered design and places for gathering at different scales
- CTE and technical shop designs, art room layout, science lab configuration and organization
- Entry and security

After the group toured the schools, they gathered for a debrief session to share thoughts:

- The science labs at Franklin are good—we don't need a lecture space, it would be better to have a really good lab space with benches and room for notebooks. Plan for 40 students in science rooms.
- We liked the double-sided display at Franklin between classrooms and hallways. It's not just a window into the room.
- Adjacent outdoor eating at many of the schools was really nice.
- Loved the turf/concrete step outdoor seating at Wilsonville HS where students wait for pickup.
- Get rid of computer labs, they're not owned. Use laptop carts for graphic arts. Use Chrome book carts for everything else.
- Really liked the Wilsonville HS extended learning areas.
- In every school we saw, everything was owned, so much was on display. You could really understand the culture of the school by walking its halls.
- For schools with areas of remodel parity was an issue. We must make sure our teachers don't feel segregated because of the building.

OVERVIEW

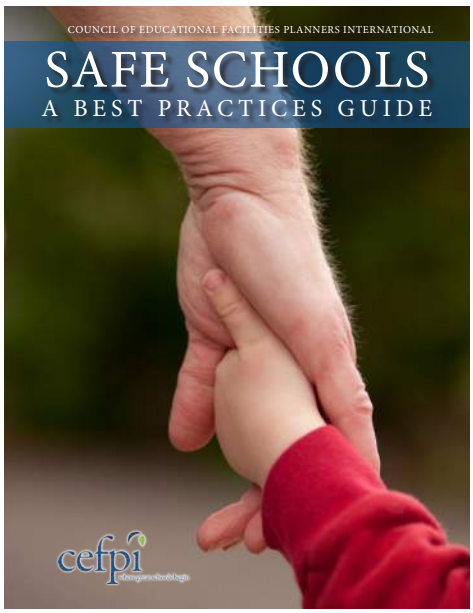
Task Force Groups of teachers, staff, and administrators were created to inform the design requirements of each program to meet the current and future needs of Phoenix High School. Design parameters being considered included key program adjacencies, square-footage, general description and use of spaces, storage needs, wall/ceiling/floor considerations, technology requirements, furniture, and other equipment needs. Task Force Group members are identified as being the key stakeholders who are most aware of and familiar with the task force meeting topic, and are best able to inform the design parameters for relevant aspects of the remodel/addition of Phoenix High School.

The Task Force Areas of Focus are:

- Safe and Secure Learning Environments
- Places for Special Education
- STEAM and Technology
- CTE and Future Pathways
- Health and Athletics – Student and Community Resources
- High School Libraries in the 21st Century
- Student and Family Services – Administration, Counseling, and Student Management
- Dining and Nutrition

A summary of these task force meetings, conversations, and recommendations are included on the following pages.

A full account of these meetings can be found in the Appendix to this document.



SAFEOREGON

SAFE AND SECURE LEARNING ENVIRONMENT

The goal of the safety and security task force is to create a system that keeps students safe in their academic environment without sacrificing the nurturing and welcoming nature of the space. Through its discussions, this Task Force Group determined that many of the practices that help make Phoenix High School an exciting academic environment (open lunch, outdoor classrooms, etc.) are also those factors which can be seen as security risks. To mitigate this disparity between the safety and security goals, and the spatial and design goals of Phoenix High School, careful design measures can be taken to ensure that the school will be both secure and nurturing.

Design considerations for the Safety and Security Task Force are:

- Increase visibility of all spaces to ensure proper protection for students.
- Incorporate CPTED (crime prevention through environmental design) principles to minimize intrusion of security measures.
- Create a feeling of safety without overwhelming presence of security measures.
- Use furnishing and spatial details to create increases in safe spaces without being cumbersome to the design of the spaces.
- Increase transparency around outdoor classrooms to ensure eyes on these spaces at all times.
- Integrate the school design with a safety plan, such as fewer but larger entries to manage high volume of students entering and exiting at key times. Creating a “reunification place” where students and families can unite after an event.

SPECIAL PROGRAMS AND STUDENT/FAMILY RESOURCES

This Task Force is focused on the integration of Special Programs into the general academic environment. Discussions with this Task Force Group have indicated that it may benefit students in these programs to cluster their services with similar classes and departments, rather than grouping all of their special program services together. Dispersing these services throughout other similar departments facilitates better connections between students using these services and their other academic experiences. Some of the relevant design considerations are:

- **Spaces ideal for small groups:** Spaces should emphasize individual/small group learning needs. The counseling suite should facilitate one on one access to psychologists, accommodate groups of five or six in the speech pathology space, and provide a space for individual or small group meetings with a crisis counselor.
- **Spatial resources to help student development:** Provide two Life Skills/Therapeutic Learning Center Rooms. While these spaces would benefit from some access to an outdoor space, it is not necessary for the rooms to have direct access to the outdoor classroom.
- **The Maslow Project:** To enable the school to achieve its goal of incorporating homeless services, facilities need to be included that provide a pantry, a clothing closet, a washer/dryer, and other family and student resources. Together, these spaces need to help create a sense of place and belonging for students who may be using these resources.
- Integrate ELD into language arts classroom areas.

STE(A)M AND TECHNOLOGY

Phoenix High School's task force for STEM and the arts—i.e., STE(A)M—included discussions on the integration of technology, the use of collaborative spaces, and the overall interactions that students would have with each other and with the resources offered throughout the school. In general, Phoenix High School task force participants believe in the efficacy and effectiveness of project-based learning, and would like to integrate these more hands-on styles into their STEM curricula. A central focus of the new Phoenix High School will also be access to a large maker space and other areas dedicated to collaboration, highlighting the opportunities for students in both STEM and arts classes to pull from centralized resources and work with peers during projects. Some of the design considerations for the STEM and arts programs in Phoenix High School are:

- **Technology:** New technology should be integrated at a 1:1 ratio with students, and should be up to date and easily accessible.
- **Outdoor Space:** Both STEM and arts programs state clear need for outdoor classroom spaces—living lab and gardens for STEM, outdoor sketching space for visual arts—for both hands-on and visual connections to natural systems.
- **Green technology must be integrated:** The PHS community wants to be a leader in environmentally friendly STEM facilities. Paperless classrooms should be a goal within this development.
- **Conference rooms for each department.**
- **Future-proofed classrooms that can change as needed with advances in technology.**

Schools around the country are beginning to incorporate visual arts programming and spaces into STEM courses. Creating spaces that support both STEM and the arts efforts helps to make the physical classroom environment and the curricula feel more well-rounded, supporting students in both programs. Aspects related to encouraging this synthesis include:

- **Students have a sense of ownership over arts spaces:** The arts culture is already strong at PHS, and students feel comfortable and confident in arts spaces that they can make their own.
- **Outdoor Space:** as previously mentioned, arts programs at PHS would like access to a dedicated outdoor space to be used for sketching and media exploration.
- **Inviting Interior Space:** PHS wants light and open interior spaces within their arts program facilities. Southern Oregon University's art spaces are a model for this.
- **Areas for collaboration.**

Picture on right © Gensler (gensler.com)

CTE AND FUTURE PATHWAYS

In recent years, career technical education (CTE) has evolved from simple vocational courses to sophisticated technical programs aligned with postsecondary institutions to produce career-ready students. Today's CTE programs provide relevancy to core subject areas, allowing students to conceptualize the real world application of abstract mathematical or scientific concepts. Nationwide, the average high school graduation rate for students in CTE programs is 90%, compared to the average rate of 75% for all high school students. At Phoenix High School, the graduation rate of students in CTE programs is 92%, higher than the national average.

Oregon's Department of Education has organized its secondary CTE programs into six Career Learning Clusters with 23 Career Pathways based on state workforce requirements. Phoenix High School offers CTE programs in four of the six Clusters:

- Agriculture, Food and Natural Resource Systems
- Arts, Information and Communications
- Business and Management
- Industrial and Engineering Systems

When asked what future CTE offerings could occur at Phoenix High, the CTE Task Force members spoke about health occupations, carpentry and construction, cosmetology, engineering, and drone aviation. Each of these has a connection to the regional workforce and job possibilities, and strong opportunities to partner with local institutions.

A summary of the Design Criteria for the current programs is as follows; see Appendix for a full list of program requirements:

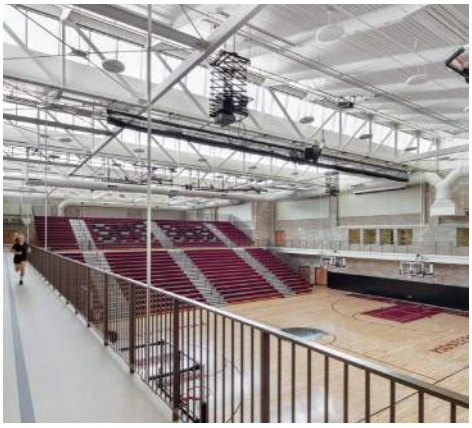
- CTE programs need to be more visible and inspire passersby!
- CTE program needs and priorities change over time. Make sure the spaces are flexible and have adequate power/data/plumbing/high ceilings/ventilation infrastructure to allow for a variety of activities.
- There are a lot of opportunities to pair math and science with CTE projects. "The facility we're in now is a barrier, we're too far from each other."
- There can be a resistance and fear of new technology. We need to make it ubiquitous, easy to access and try out, and have transparent spaces to show it being used. If the students see it, they'll start demanding it.
- Auto is an incredibly popular program and needs a larger space for equipment, technology, lifts, outdoor covered areas, etc. "We're doing applied physics in this class. It's equipment-based, we need room to do it."

CTE AND CAREER PATHWAYS (CONT.)

- Metal shop classes have large assembly projects involving trailers up to 16’ in length. Need to have a better classroom space for instruction; can be shared with Ag; need outdoor covered areas.
- Veterinary Medicine needs 20’ trailer access for animal delivery in addition to the lab classrooms.
- Agriculture classroom needs to be close to the greenhouses; an outdoor nursery space; covered bins for soil/compost; and a welcoming place for the plant sales.
- Culinary Arts needs a true commercial kitchen; proximity to TLC student partners and to Ag program; shared space with Sunbean; and to provide farm to school opportunities.
- Business and Marketing and Media Arts need a workroom and meeting spaces between them along with a true production studio that is shared with PHTV and SOPTV.

HEALTH AND ATHLETICS - STUDENT AND COMMUNITY RESOURCES

Athletic facilities at Phoenix High School not only provide space for physical education of the students, but also are a resource for the community. In addition to the fields on the Phoenix High School site, the District owns a second site, Colver Field, where other sports fields are maintained. The planning and programming for Phoenix High School's addition/remodel only include fields and amenities that share the site with the school building.



A summary of the Task Force Group recommendations is as follows:

- Health sciences are taught in a traditional classroom-based environment but have needs outside of that classroom model. Those needs include: Lab space for hands-on learning and possible expansion into a health occupations CTE program; lockable storage for equipment; technology (Chrome books); space for up to 40 students at a time; deep sinks for washing CPR equipment and to do handwashing exercises.
- The possibility of adding a public entry and space for a school-based health clinic was discussed at length. During area program reductions, the Leadership Team agreed that although the clinic would be a valuable resource, it would be added to the "future expansion" category and not included in the current construction project.
- There is a strong desire to provide space to teach a sports medicine class that can provide students with health credits and be held in a training room adjacent to a classroom.
- PE classes are primarily held in the gymnasium and weight room throughout the day. Storage is currently inadequate to support the sports and activities. The sound system and bleachers in the gym are also inadequate. Addition of a retractable net for the gymnasium would be highly valued for PE.
- While supervision issues result in the old locker room spaces being used for students to change clothes in, rather than using the newer locker rooms, otherwise the old locker rooms are unused.
- Many members of the Health and Athletics Task Force voiced the need for a multipurpose space adjacent to the PE/athletics programs. This space could be used for yoga classes, color guard practice, and to provide technology by which to screen fitness videos, etc. The wrestling room is used every evening year-round by the wrestling team but remains empty during the school day to avoid damage to the wrestling mats, which remain in place all day. Mat storage options could provide flexibility and a higher utilization of this space.
- The Auxiliary field could be highly utilized by outdoor PE classes, additional basketball activities, and net sports. PE teachers expressed the desire for more options for these and other outdoor activities, including fitness trails around the site. The existing track and football stadium are in extremely poor condition.
- The Task Force Group spoke about current and future sports teams. There was a desire to expand tennis and volleyball in the future as well as to bring the once successful dance program back.
- It is clear there is a strong community value to the athletic facilities. The track is used by neighbors, the gyms are reserved for basketball games, youth sports use the fields and gyms, and tournaments are held over the weekends for volleyball.

HIGH SCHOOL LIBRARIES IN THE 21ST CENTURY

Whether it's within the boundaries of a school, a neighborhood, or a museum, libraries are the center of research and inquiry. This is true in the 21st century just as it was in the 18th. It is simply the nature of inquiry and research that have changed. Research is now achieved primarily through digital media. Curricula, reference books, scientific journals, newspapers, biographies—are all accessed online either for free or through a school-sponsored subscription. And rather than trolling through card catalog drawers and wandering the quiet stacks, locating the research materials can now be done while lounging in a soft seat with a small tablet in hand, in almost any location.

The nature of inquiry has also changed. The strong tie between project-based learning models and critical thinking and educational outcomes have led many schools to create spaces for project-based inquiry to happen. These maker spaces are very similar to libraries in that the rooms are not owned by a teacher, they are open to students for access at any time, the materials are organized and freely available, the materials and tools are often displayed in a way that sparks interest and creativity, and they are often managed by one person whose role it is to help students and teachers use the resources to further their line of inquiry and make a discovery or draw a conclusion.

As we know from carrying out surveys and having conversations with students during the educational planning process, Phoenix High School's current library is highly valued. However, the survey results clearly show that most students are not there to access the books. Using the computers, socializing with friends, accessing the Future Pathways Center, and studying quietly alone are all far more common uses than checking out books.

From conversation with all stakeholder groups, it is evident that the library and commons play opposite (and complementary) roles as the dual "heart" of Phoenix High School. The library is the quieter of the two, but it is no less important. The library needs to be a place that is central, open, and visible—a place where students feel welcome to drop in any time.

The library serves several different functions:

Access to shared computers

- This is currently provided in a traditional computer lab setting with desktop PC's, but greater efficiency and flexibility can be achieved by allowing students to check out laptops or Chrome books and ensuring there are adequate power and charging opportunities throughout the library.

Bookshelves

- There still is and will always be a need for books. However, the linear shelving can be reduced to hold primarily works of fiction. Shelves should be half-height and placed on heavy-duty casters to allow for flexibility and use as room dividers.

Presentation and Seating Area

- The library is the location for staff meetings, evening Board meetings, and small work group meetings of students. There is a need to project or otherwise show a presentation to a large group of about 30 people. Furniture should be mobile and easily moved, and tables should be able to be grouped together (not round). In addition to table/chair arrangements, there should be soft seating and lounging options.

Future Pathways Center

- The Center needs its own space, adjacent to or overlooking the library, so that it is open and welcoming to students.
- Future Pathways should have a small open reception area with a bank of computers or high bar-type seating for laptops that students can access anytime to use to fill out aid forms, college applications, etc.
- Future Pathways should have open work stations for staff in the reception area, but have two or three nearby areas (ideally, some enclosed) for private conversations.

Circulation Desk and Workroom

- This is the mission control center of the library. As the use of the maker space grows, it is important for the circulation desk to be a home base for the individual monitoring of that area as well. Students will need to check out and return devices and books here. The workroom will need to be a place to repair books and also provide space for IT professionals to maintain devices and equipment.

Maker Space

- Several students access the materials in the maker space. Currently, the materials are 2D art-based, and are needed to create large displays and posters. The needs and uses of the maker space may change over time. Like all other elements of the library, the space should be designed with utmost flexibility: easily maintained floors, large utility sinks, work benches, project storage, visible and accessible materials and tool library, ample power and data, tall ceilings, and room for larger pieces of equipment like 3D printers.

STUDENT AND PARENT RESOURCES: ADMIN, COUNSELING, AND STUDENT MANAGEMENT

The front office and reception area are the face of the school. As discussed previously in the Safety and Security chapter of this report, the front office is also the point of access control to the school. In addition to housing administrative staff, the front office shares space with student services such as the counseling department and student resource officer (SRO). A full account of functions and design requirements can be found in the Appendix meeting minutes.

Administrative Office and Counseling:

- The main office (i.e., front office) needs to be located at the main entry. The reception area should have control of the secure entry vestibule and provide “eyes on the street”: the two individuals working in that area must have visibility to observe people entering the building from a distance. Workstations for two to four office aids should be in close proximity to the reception area.
- The main office includes offices for registrar, attendance, office manager, bookkeeper, athletic director, assistant principal, health room, and principal.
- The staff room is only used to store and prepare food, teachers do not eat there. Most teachers eat in their classrooms.
- The workroom is highly utilized by staff and also includes the mailboxes.
- The Counseling department needs to have shared conference, office, work areas with the main office but should have its own entry and reception area that is separate from the main office. Students need to feel free to drop in to the counseling offices without feeling like they are heading towards the disciplinary area of the school.
- An itinerant office and three or four open work stations/hot desks need to be provided for visiting services such as the at-risk counselor.
- The SRO office needs to be open and welcoming to students within easy access of the main office and to an exterior door. The SRO is not supposed to be involved in student management or ISS and therefore does not belong near those services.

Student Management and Family Services:

- The student manager, at-risk counselor, and graduation manager should be adjacent to the commons in a shared work area with and adjacent shared office or conference room for private conversations.
- The Phoenix-Talent School District works closely with the Maslow Project, which provides wrap around services for homeless youth in southern Oregon. Maslow Project offers school-based outreach and also basic supplies to families in need. Phoenix High provides a space for a food pantry, clothing closet, access to school supplies, and place for two work stations. This space should be close to the student manager and, if possible, have close access to a shower or locker room.
- The in-school-suspension room is currently near the commons but should be placed in a more private area outside of large circulation zones, closer to the main office.

DINING AND NUTRITION

Dining is a critical element of our day. It is a time for socialization or solitude, a time to take a break, a time to leave your place of work and chose a place of respite or fresh air. Phoenix High School is an open campus; students are free to go anywhere for lunch, on-campus and off. The open campus is part of the culture, a “rite of passage” for many students as they leave 8th grade and enter secondary education. There is one 39-minute lunch period per day. Of the 660 students at Phoenix High, approximately 240 are served by the school’s food provider: 200 in the traditional kitchen servery, 15 at the creator’s cart food station, and 25 at the BBQ station outside. About 200 students find food off-campus at nearby stores and restaurants, and the remaining 220 bring food from home.

Lunch is the one time in the school day that is a free period for everyone. We know from observations that although there are traditional cafeteria-style tables in the commons, students take advantage of every other seating opportunity: every bench in every hallway is occupied. Tables in the rock commons are full. Empty classrooms, computer labs, library, and lobby seats are also occupied.

The Design Committee had a discussion about student voice and choice when it came to lunch offerings and watched a presentation about how the San Francisco Unified School District redesigned its food system. In summary, SFUSD provided opportunities for students to have a greater say in their nutritional options. Lunch menus were provided digitally and students ordered on tablets at the school or from their personal devices, then arrived the next day to pick up their order from food kiosks or carts dispersed around the school. Highly nutritious meals are prepared offsite with fresh, local suppliers in a communal kitchen and delivered to each school. Through this initiative, SFUSD gave students a voice in shaping their food experience and found that greater numbers of students that qualify for federal free and reduced lunch actually received it.

Conversations with the Design and Leadership Committees reveal a strong desire to empower students at Phoenix High. Design considerations needed to enable this change:

- Outdoor seating/dining options adjacent to commons.
- Provide a variety of seating everywhere, especially in library, extended learning areas, etc. There are no classes taught during lunch time, so dining can happen without disturbing nearby classrooms.
- Provide many waste and recycling bins, microwaves, and water bottle fillers—everywhere.
- Distributed food kiosks or Cafés. Could be run by Culinary Arts program or PTO. Could be used for after-school event concessions.
- Implementation of potential changes will need to be coordinated with Sodexo, the current Food Service provider.

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A DAY OF OBSERVATION

On March 20, Rebecca Stuecker (DOWA-IBI Group Architects) and Dana Crawford (ORW Architects) spent a day of observation on-site with the students and staff of Phoenix High School. The purpose of this day of on-site observation is to understand how the building is currently being used by the students and staff of Phoenix High School. What spaces are wasted, and what spaces are highly utilized? Where is there congestion, and where are inefficiencies? What places are student-owned? Where do teachers gather to talk and collaborate? Safety/security elements were considered not as a focus but through the lens of social/emotional behavior (for instance, overcrowded corridors or hidden places). Consultants will also be available to all students and staff who have an interest in the planning and design process and would like to engage in conversation about their school.

Summary of observations (see Appendix for full account):

- Morning entry occurs at several points around the building. During the lunch period, students leave and return from multiple doors.
- Although the library and commons are full and in use by students before/after class, during lunch, and break periods, every other open and available seat within the building is also used during those times. There are half a dozen benches placed in hallways or near the lobby that are occupied, empty classrooms and computer labs are occupied, and the athletic “rock” commons is occupied.
- During times of the day when the commons is crowded, groups of students gather in the library because “it’s not for us,” “It’s too loud and crowded.”
- The shared and circulation spaces are clearly owned by the students and utilized throughout the day, but many are in dead-end or hidden corridors.
- There is a vibrant community of muralists at Phoenix High!
- Other than those at the main entry, display cases were not in use. There is no display on the walls of the hallways to indicate the subjects taught behind closed doors. Other than in the art department, there is very little ownership or exposure to the subjects and programs taught within the facility. There are no interior windows from the hallways into classrooms/labs/offices.
- There is very little accessibility and visibility between interior PE/athletic spaces and outdoor fields.

In conclusion, the March 20 observations revealed several insights about the current use and ownership of space and Phoenix High School. Students and staff are limited by a building that has little to no transparency, very few connections between interior and exterior spaces, and several back-alley corridors. However, despite the facility’s limitations, it is apparent that students have and are encouraged to take ownership of the shared spaces. There are strong personal connections between students and staff and a great sense of school pride. A major remodel/addition to this school can build on the strong foundation of this school community.

STUDENT SURVEYS

In May, student surveys were digitally issued to the entire student population of Phoenix High School and completed anonymously by 237 individuals. Questions in the survey were focused around nine key topics: (1) Building Ownership – Individual and Group, (2) CTE Program Involvement, (3) Technology, (4) Dining, (5) Locker Use, (6) Library Use, (7) After-Hours Access, (8) Safety, (9) Design.

Summary of survey results (see Appendix for full survey responses):

- When looking for a place to be alone and do research or quiet study, 53% of respondents use the library, 29% go to a teacher's classroom, 21% go home (the remaining locations include the commons, outside, and "nowhere"). Respondents described these places as "quiet, peaceful, calm, soft lighting or windows, welcoming, comfortable," often with music playing.
- When looking for a place to hang out with friends, 55% use the commons, 26% a teacher's classroom, 15% go outside, 15% say they have nowhere to go, and the remaining use the library or hallways.
- When asked what place in the school they avoid, 70% of respondents said the commons.
- 59% of respondents are involved in a CTE class. 38% are involved in CTE because it "aligns with long-term career goals," the other 62% indicated involvement either because the subject was interesting or because it was outside the normal classroom environment.
- Students rated the available school technology (Chrome books and computer labs) at 58 with 0 being unreliable and 100 being reliable.
- On a scale of 0 to 100 where 0 is Never and 100 is Often, students rated locker use at 22. Most respondents never use their assigned locker.
- Most students use the library to access the computers, hang out with friends, be alone, or access the Future Pathways Center. A minority of students indicate their library activities include books.
- 72% of students are on campus after school is over. 36% of them are socializing, the other 64% are involved in athletics or music/drama programs.

Survey question: We're designing a New Phoenix High School. What should we know?

"…there should be a space for students to be alone"

"Windows!!!!"

"We need green sustainability….eco-friendly insulation, heating, and plumbing…Install bottle filling stations"

"Big and colorful"

"Better Bathrooms"

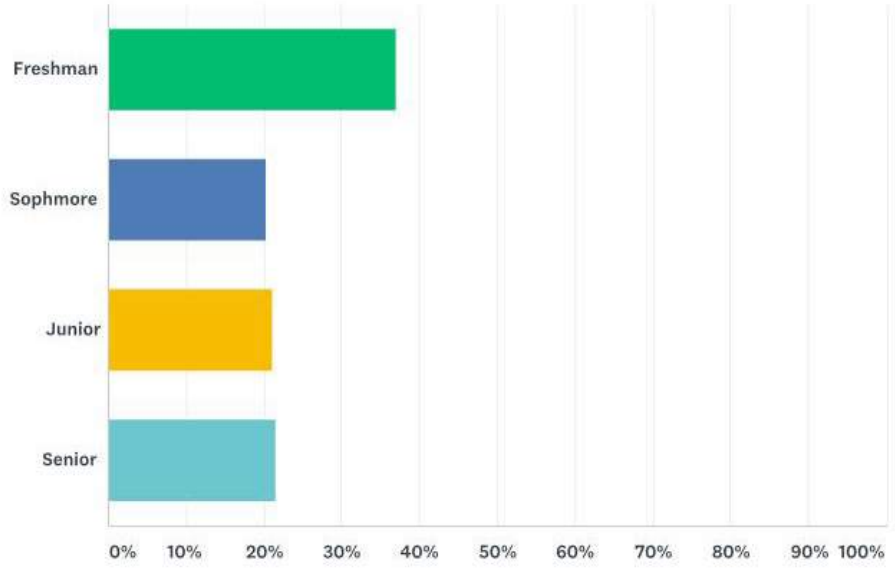
"Please, listen to the students"

STUDENT SURVEYS (CONT.)

Phoenix-Talent Student Outreach SurveyMonkey

Q1 What Grade are you currently in?

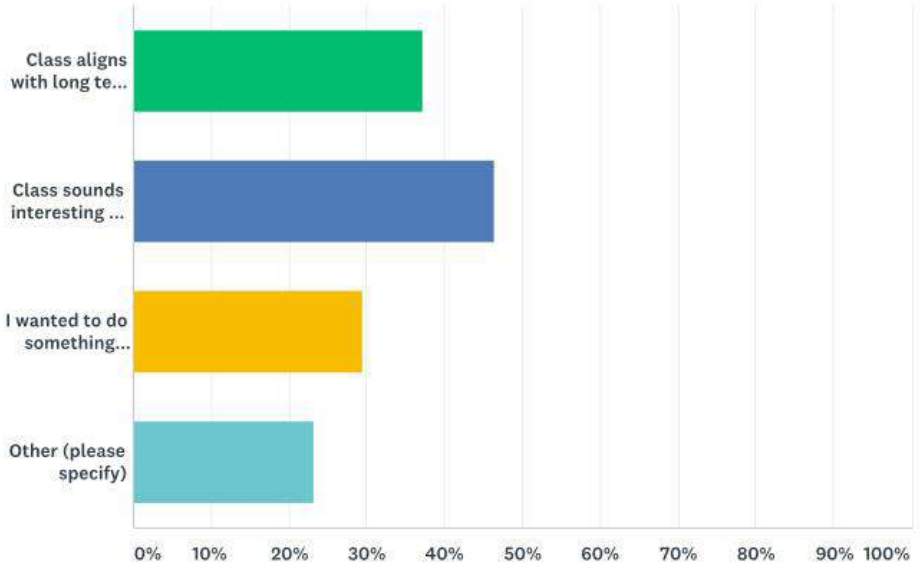
Answered: 237 Skipped: 0



Phoenix-Talent Student Outreach SurveyMonkey

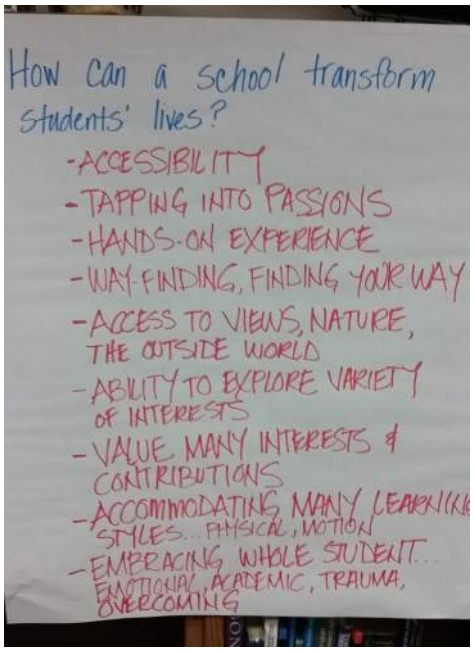
Q14 Which of these describes why you are involved in a CTE class

Answered: 129 Skipped: 108



COMMUNITY MEETING

A workshop was held on April 28, 2018 to gather input and ideas from the broader Phoenix-Talent community. Attendees were separated into groups and tasked with answering a few critical questions. On this page is a summary of the group discussion.



How can space facilitate creative problem solving?

- There should be a variety of spaces to ignite interests. Challenge the mind and spark questions.
- Accommodate small group activities. Integrate technology.
- Transformable, flexible furnishings. All spaces are capable of adapting to change.

How can a school transform students' lives?

- It should be accessible, tap into students' passions, provide hands-on experiences.
- Access to views, nature, the outside world. Provide opportunities to explore a variety of interests.
- Many learning styles should be accommodated—physical activity, motion, etc.
- Embrace the whole student: emotional, academic, social.
- Provide places for calm reflection.
- Design a building where students are inspired from the outside looking in, and from the inside looking out.

How do we design for change?

- Design CTE spaces to prepare students for future challenges and industries that thrive in our area (like construction). Let's not forget the students and needs of today. Provide many opportunities for hands-on learning.
- Provide spaces for lifelong learning.
- Every room should be ready for ANY kind of MAKING. Build the infrastructure now. Power, data, etc. The rooms should adapt to the students, not the other way around.
- Let's reward different talents, not just the usual. Have display everywhere for all subjects.
- We communicate our values to the students through the building. Don't put making at the back!

When it comes to the Phoenix High School building and site, what should we know?

- Celebrate artwork—on the interior and exterior.
- What students see when they arrive and leave the school matters. Inspire.
- Seismically safe and strong. Universal access. Views to nature.
- Think about the distance and travel of students from one place to another. Maintain a sense of safety and intimate scale.
- Outdoor spaces! For eating, learning, athletics activities. Include a multipurpose field.
- Plan for future expansion.

COMMUNITY OPEN HOUSE

On June 21, a Community Open House was held. There was a great deal of interest and input including these comments:

- Integrate the outdoors into the building.
- Design for low environmental impact and resource use re: energy, water, waste. Plan for a sustainable future for low maintenance, long-term outdoor and indoor spaces.
- Avoid an “industrial” feel, make sure the space cultivates community.
- Good Security. Lock all doors with a push of a button.
- Production room with green screen and digital editing. Transition rooms to teach life skills.
- Large covered outdoor area at the front. Real grass for football, not turf.

STUDENT WORKSHOP

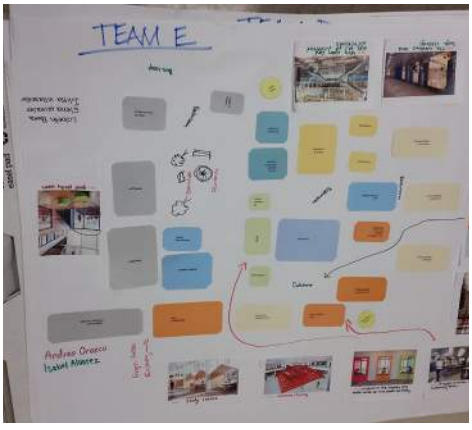
On May 14, a 2 ½-hour workshop was held by Rebecca Stuecker (DOWA-IBI Group Architects) and Dana Crawford (ORW Architects) with several Phoenix High School students (see Appendix for a complete record of the workshop). The purpose of the workshop was to give a broad range of students an opportunity to provide input for the design of their school. The workshop was broken into two parts: (1) Discussion and Critical Feedback and (2) Design Project. Following up on the illuminating results of the student survey (carried out prior to the workshop), the first portion of the workshop aimed at having a conversation with students and asking more critical and follow-up questions that can't be achieved in a digital survey. A second portion of the workshop provided an opportunity for students to do a hands-on design project similar to the one the Design Committee had performed a few days earlier: arrange large program blocks and speak about the reasons for adjacencies and find images that are meaningful and resonate with your vision for a new Phoenix High School.

Summary of the discussion and feedback session:

- **Technology:** Technology in the school is unreliable and can be inaccessible. There are not enough working computers in the labs for every person in the class, if you don't get one you're out of luck and can't do your work. Chrome books are owned by teachers. WiFi unreliable.
- **Dining:** We waste a lot of food, can we put food we don't eat out for others to take? We want fresh garden to table options. Keep the food options simple, when new things are tried they usually don't turn out well. Break time is so close to lunch, why not just combine the two times and make lunch longer? The serving lines are so long it takes a long time to get food and if you're not there early the options you want are usually gone. When we eat off campus there's not enough time to drive back to school and eat so we end up eating in our next class which some teachers allow and others don't.
- **Safety:** The Drills are not taken seriously enough! We do the same ones at the same time of day because it's convenient, but if there were a real emergency it could happen at any time. The front office can't see people coming and going and usually doesn't have anyone there.
- **Teaching and Learning:** We don't like group projects, they're not managed and often you either end up doing all the work or are teamed with someone controlling who does it all. CTE classes are different. We work together as a group to finish a project, but each one of us has our own responsibility. When we're given a problem to solve, we do it individually, then share our solutions with the group, then go back and refine individually, then share….repeat. It's interesting to see how other people come up with different solutions and we learn from each other.

Summary of design schemes:

- Make it sustainable.
- The main entrance needs to be central!
- Find ways to limit traffic and congestion – group classrooms by grades or put them all in the same area.
- Two-story library with quiet areas above and active areas below.
- Lots of color! Daylight! Natural Materials! Flair! (no more beige)
- Places that are built for students – we don't have any places to sit right now that aren't right in the circulation path
- More bathrooms that are dispursed throughout the school
- Better spaces for Culinary Arts, CTE shops, Student Commons, Library, Theater, Makerspace



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OVERVIEW

The following design features are a summary of discussions with the design committee, leadership committee, task force groups, students, and community. They are guidelines for a high school that will support a community of learners for generations to come.

- Functional, Flexible Spaces That Support The Future of Learning
- Embrace Our Maker Culture
- Outdoor Learning
- A Connected School Community: Safe and Welcoming
- Classroom Neighborhoods, STEM, and Collaboration
- Open, Light, and Transparent Interior Spaces
- Student Choice and Voice
- Current and Future Capacity Needs
- Area Program

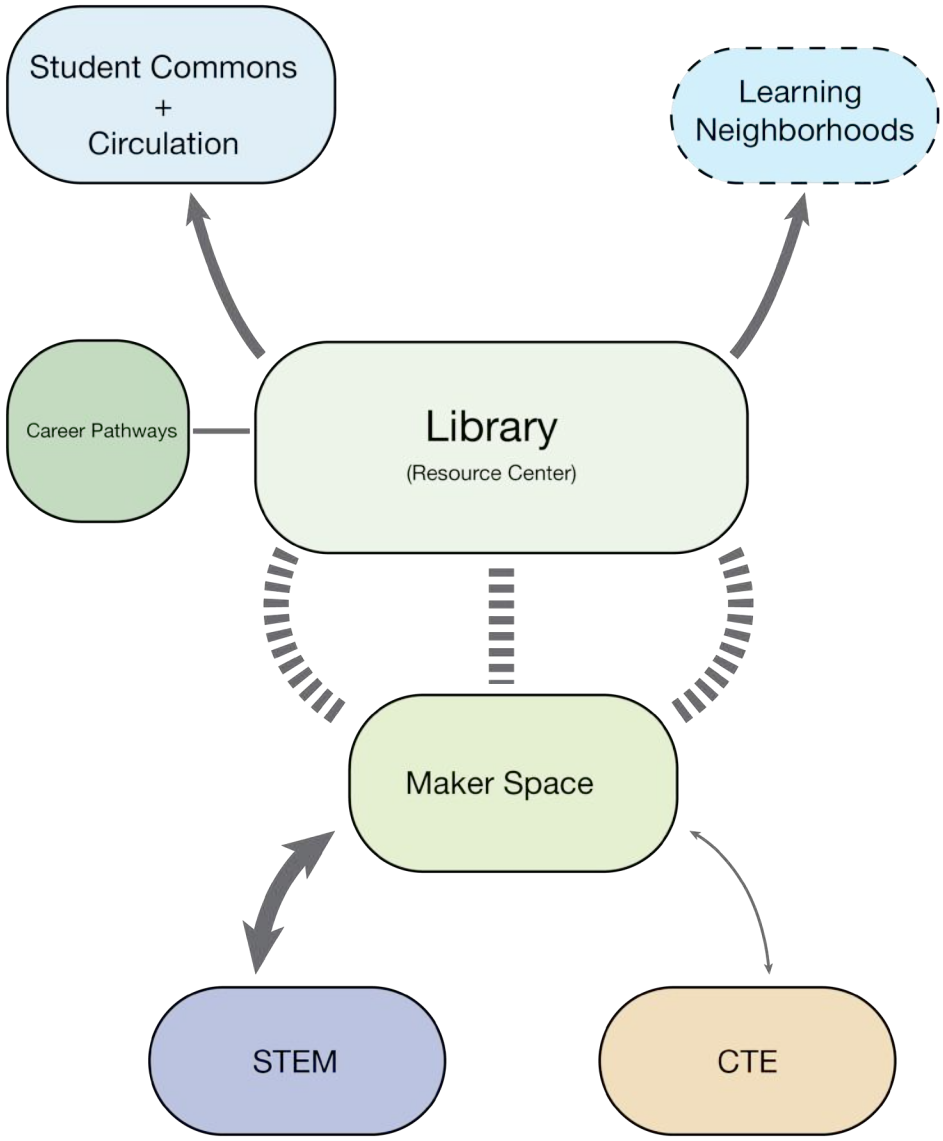
FUNCTIONAL, FLEXIBLE SPACES THAT SUPPORT THE FUTURE OF LEARNING

The primary Guiding Principle established for Phoenix High School states: “Our school will prepare our students for the future.” Building a school that supports learning for the next generation and beyond requires spaces be flexible, varied, and agile to accommodate different group sizes and activities. Formal and informal teaching and learning areas will be included within the facility to achieve a balance between single-purposed and multi-purposed spaces. Maximize “found” spaces (such as under stairways) for activity zones or storage. Size classrooms generously, provide adequate storage and flexible furniture to accommodate easy reconfiguration. All spaces in the school should support a robust technological infrastructure with multiple data/reliable wifi/power/and USB charging stations.

EMBRACE OUR MAKER CULTURE

Phoenix High School has built a strong community of makers. CTE programs are exceptionally well-attended and play a major role in the critical-thinking and problem-solving aptitude of students. As we discovered in student surveys and conversations, most students who enroll in the CTE programs do so not because they have an interest in pursuing that career path, but because they seek to have more hands-on learning and practice lifelong skills outside of the traditional classroom environment. It is important that these programs and opportunities are visible and apparent to all students and visitors to the school building. This will be achieved with a combination of physical display, digital display, and program proximity. Outdoor work spaces that serve the CTE programs will also be highly visible and celebrated.

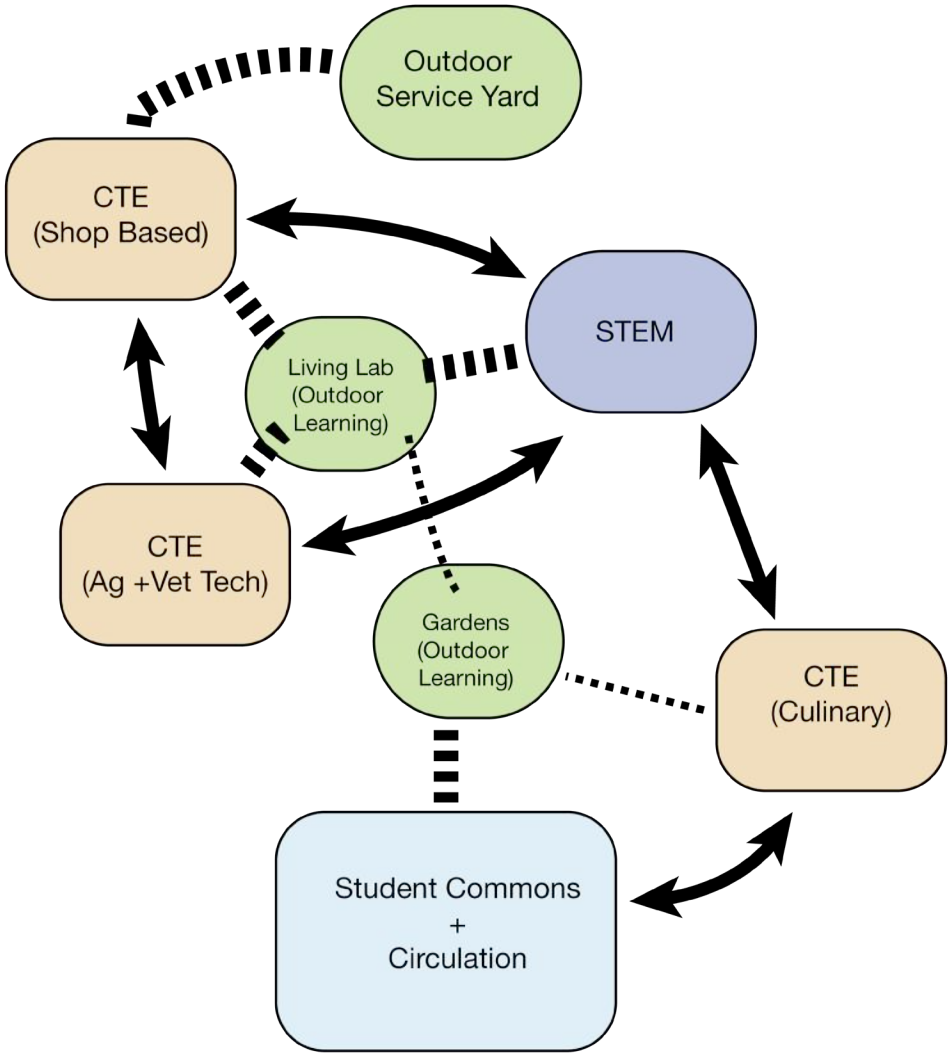
In order to ensure the multi-purposed spaces (e.g. library, maker space, shops) are useful well into the future, design with materials, data/power/plumbing infrastructure, lighting, acoustics, and adjacencies that can support multiple activities. Provide adequate storage within multipurpose spaces for large ongoing projects. Provide facilities and resources to support a wide range of STE(A)M-based activities including tools, materials, and equipment that is easily visible and accessible, especially within the maker space.



OUTDOOR LEARNING

School sites are discovery-rich environments that engage students in hands-on learning, teach important scientific concepts in natural settings, and inspire the work of artists and poets. Phoenix High School's modernization will provide multiple outdoor learning areas within easy access of classroom neighborhoods, visual arts, performing arts, science, CTE programs including culinary arts, agriculture, veterinary medicine, horticulture, metal, and auto. Phoenix High School is an open campus during the lunch break and students are also encouraged to dine outside.

Outdoor learning areas will be generously sized to support multiple activities including dining/ socialization, gardens, living labs, performance, large and small group instruction, and completion of large projects. There will be covered and uncovered spaces and a variety of hard and soft-scaped areas to ensure year-round utilization. Areas adjacent to CTE shop spaces will have adequate service yard and vehicular access for material delivery/storage, animal transportation/housing, greenhouses and gardens, annual plant sales, and automotive bays.



A CONNECTED SCHOOL COMMUNITY: SAFE AND WELCOMING

There will be a flow within the building and site that creates a safe and connected school family. Circulation paths will vary in light, acoustics, width, and height in order to create multiple experiences. The new main entry will be highly visible and provide an obvious point of access to the building from multiple vantage points on the site. It will be a welcoming entry with a security vestibule whose doors are monitored and controlled by staff in the main office and reception areas.

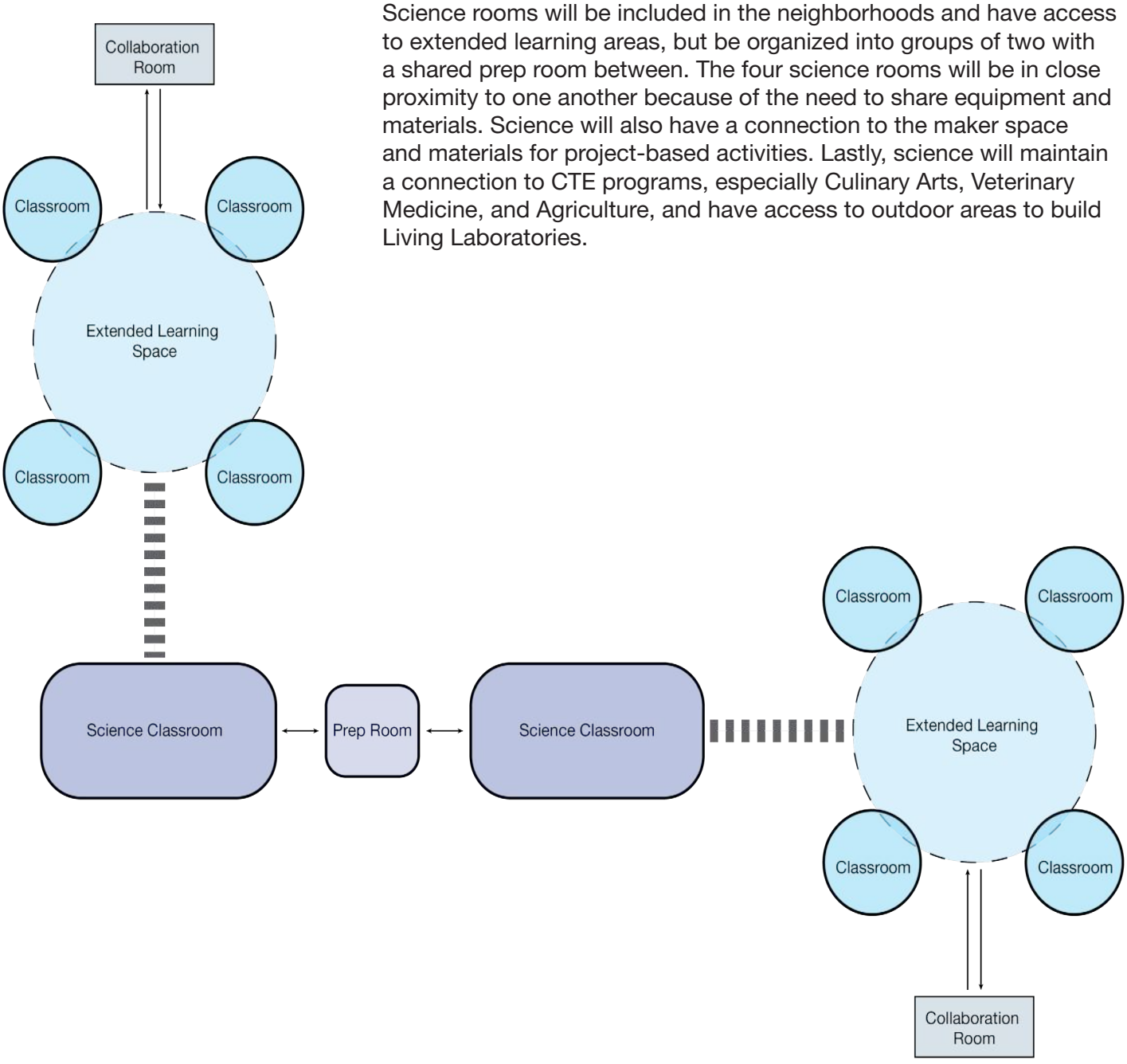
The new main entry will be the primary access point to the building; all other points of entry will be locked during regular school hours. Portions of the building (e.g. main entry, gymnasium, commons, performing arts) will be open for community and after-hours use, while others (e.g. classrooms, CTE areas, special education rooms) will be locked and inaccessible to the public.

Interior and exterior windows will be used judiciously to provide transparency for first responders, but will allow for secure areas of refuge within each room that the occupants can use to gather out of site of an intruder who is in the school common areas and hallways. Interior and exterior windows will be used to provide daylight, views, and natural ventilation, but will have security glass or other protective coverings to ensure the glazing is not a point of weakness or access by an intruder.

CLASSROOM NEIGHBORHOODS, STEM, AND COLLABORATION

General classrooms in the high school will be clustered into neighborhood groups of four or five and surround an extended learning area that is open and visible to all classrooms within that cluster and provides seating and work surfaces for small groups and individuals to gather. The extended learning area in each classroom neighborhood will also include a medium-sized conference room that can be used by PLC meetings, student project group collaboration, or pull-out services. Each extended learning area will be outfitted with shared storage, work surface, sink, waste/recycling, multiple data/power, USB charging stations. Seating will be provided that is conducive to small group and individual working/socializing/dining.

Science rooms will be included in the neighborhoods and have access to extended learning areas, but be organized into groups of two with a shared prep room between. The four science rooms will be in close proximity to one another because of the need to share equipment and materials. Science will also have a connection to the maker space and materials for project-based activities. Lastly, science will maintain a connection to CTE programs, especially Culinary Arts, Veterinary Medicine, and Agriculture, and have access to outdoor areas to build Living Laboratories.



OPEN, LIGHT, AND TRANSPARENT INTERIOR SPACES

The modernization of Phoenix High School will incorporate ample daylight and interior windows to create open, well-illuminated, and transparent environments for staff and students. Interior transparency will be balanced with safety concerns while providing views to and through the building. Interior windows increase the sense of connection between programs and offer opportunities for spontaneous discovery across disciplines. Exterior windows will be placed to ensure spaces are daylit while balancing the need to control glare and utilize exterior shading devices to ensure interior window coverings are rarely needed. Exterior windows will also be used to provide views and a connection to the natural world. Exterior windows will be operable and provide access to fresh air.

STUDENT CHOICE AND VOICE

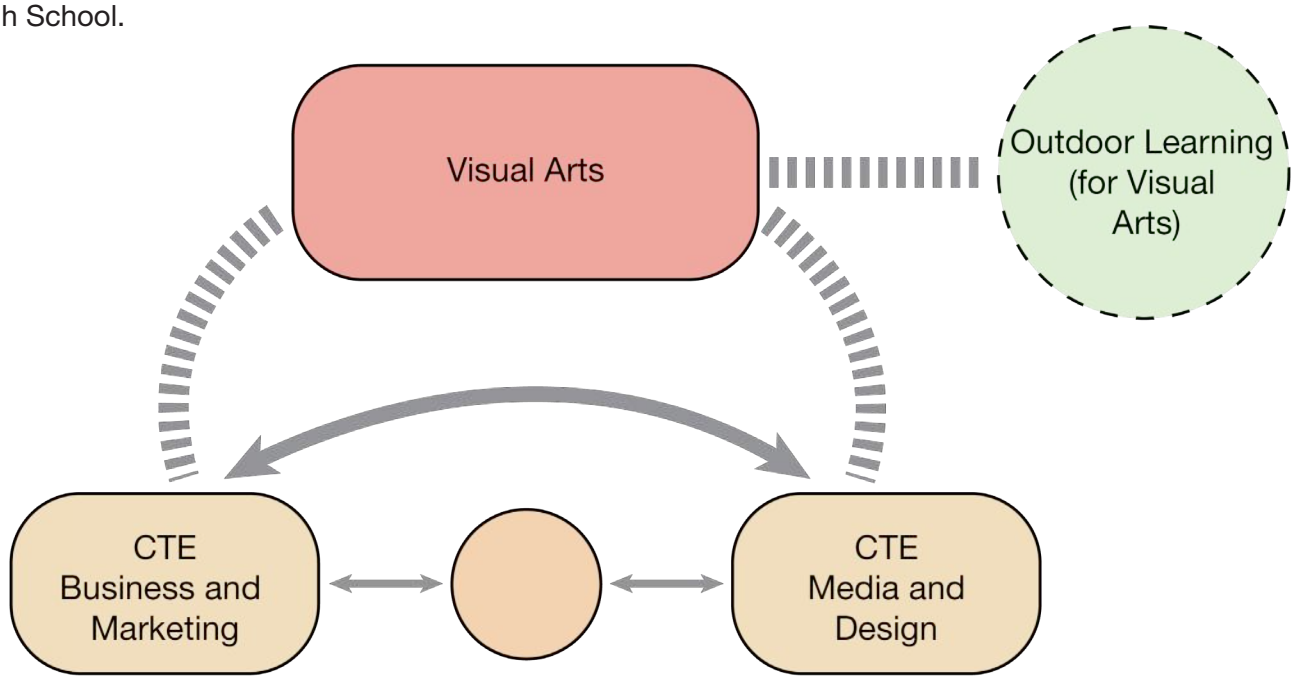
Student success and engagement often hinges on the ability each student has to control and personalize their educational path. We know from the student surveys and conversations that students and teachers forge strong relationships at Phoenix High School. Students often chose to eat lunch or do research/study in a teacher's classroom. The modernization of Phoenix High School will ensure these relationships are not lost.

It is apparent through observations and conversations with students that the current high school facility is lacking spaces for students to own. The commons, library, and rock commons are the only places designed for students to gather in small groups or as individuals, to quietly study or work on projects, or to socialize. There is no variety in the seating or location for these activities to occur.

According to student surveys, many students stay on campus long after the school day is over, and do so for social reasons as well as after-school activities. Students also have free periods throughout the school day during which many stay on campus.

The new design for Phoenix High School will include places for student gathering and ownership. In order to meet the needs of every learner, these spaces will vary in size, sound, and feel. They will be integrated throughout the facility.

Rather than hallways that serve as circulation highways for efficient traffic and no relief, circulation paths will act as rivers with eddies for quiet respite and a variety of physical changes that modify the pace, flow, and experience of students as they move from one activity to another. The facility will encourage collaboration between disciplines. Display, transparency, and adjacency of programs will provide chances for students to witness the variety of educational opportunities offered at Phoenix High School.



CURRENT AND FUTURE CAPACITY NEEDS

A capacity analysis was conducted for the existing Phoenix High School facility and the new program for Phoenix High School's modernization. Based on the growth projections published in the Long-Range Facility Plan Report, the moderate-growth assumption in 20-years assumes 1100 students. The current population of Phoenix High School is 658.

Two additional factors affect enrollment projections for the Phoenix-Talent School District. 1) There is significant growth and residential construction in the South Medford area that falls within the Phoenix-Talent District boundary, and 2) The Oregon legislature ended Open Enrollment beginning the 2019-2020 school year. It is expected that both of these factors will increase enrollment.

In April 2018, the District Leadership Team agreed the remodel/addition of Phoenix High School should be designed to accommodate a future "planning capacity" of approximately 1100 students, but be a facility that is welcoming and comfortable for an immediate population of 658.

Methodology

DOWA-IBI Group and ORW Architects conducted site visits and follow-up correspondence to collect information on student enrollment, class schedules, and classroom uses. Don Rugraff, Phoenix High's principal, was engaged to determine the manner in which every instructional space within the facility is currently utilized. Utilization includes room assignments and confirmation of the general as-built floor plan information. School capacities were calculated based on the following District standard class size goals: 32 students per general education classrooms and 15 students per special education classrooms

Utilization of teaching stations for the high school is 82%. Teachers have sole ownership of their classrooms and have a seven-period schedule in which one period per day is dedicated to teacher prep. Prep time occurs in the classroom, therefore the room is not utilized for teaching during that time.

Current utilization of other teaching stations varies by program per the information provided by Principal Rugraff. Per District Leadership Direction, the new program for Phoenix High's modernization will maintain an 82% utilization rate of all classrooms with the exception of CTE labs and Music rooms that are utilized as teaching spaces for 75% of the day on average. Should the population grow to 1100 students in the future, however, rooms will grow to a 100% utilization rate and teachers will cease to use classrooms for prep time and instead use the collaboration rooms built into each classroom neighborhood.

Phoenix High School - EXISTING CAMPUS CAPACITY ANALYSIS

Phoenix Talent School District

15-May

Summary	
# of Teaching Stations	39
Total seats based on class size goals	1197
Typical Prep Factor (based on District policy)	0.75
Capacity - Main Building and Out Buildings	**834**

Teaching Stations	Quantity	Class Size Goals (3)	Capacity at 100% Use	Current Utilization (6)	Adjusted Capacity	Location
General Classrooms (1)	16	32	512	0.86	440	29 in Main Building, 1 in Shop Out Building
SPED Classrooms TLC (5.)	2	15	30	1.00	30	TLC & Credit Retrieval
SPED Credit Retrieval	1	15	15	0.43	6	Main Building
Science Labs / Science Classrooms	4	32	128	0.86	110	Main Building
Music (Band & Choir)	2	32	64	0.29	19	Main Building
Art Classrooms	2	32	64	0.50	32	Main Building
Performing Arts (auditorium & drama classrm)	2	32	64	0.00	0	offered only as extra-curriular
CTE Labs Media Arts & Business	2	32	64	0.86	55	Out Buildings
CTE Labs Auto	1	32	32	0.29	9	Out Buildings
CTE Labs Culinary	1	32	32	0.71	23	Out Buildings
CTE Labs Ag	1	32	32	0.86	28	Out Buildings
P.E. Main Gym	1	32	32	0.71	23	Main Building
P.E. Aux Gym	1	32	32	0.57	18	Main Building
P.E. Health	3	32	96	0.43	41	Main Building
TOTAL	**39**		**1197**		**834**	

Special Use: CRs spaces for support or pullout programs	Quantity	Notes
SPED Classrooms - pull-out services	4	Success Rooms, ELD, Credit Retrieval
Support PE Activity Space (not including main or auxiliary gym)	1	Wrestling Room
Computer Labs - Classroom Support	3	
Other (Describe)		
TOTAL	**8**	

(1.) For general instruction not requiring a specialized room.

(2.) The main gym, aux gym and weight room are counted as teaching stations.

(3.) Class size goal of 32 students for most classes. P.E. classes have a class size goal of 50 students. SPED has a class size goal of 15 students.

(4.) A prep factor has been calculated in order to take into account that classrooms will not be occupied every period of the day.

(5.) Self-contained SPED classrooms are counted as teacher stations for capacity purposes (with a lower class size). SPED classrooms for delivering pull-out services (e.g. Resource Rooms) are not counted as teaching stations for capacity purposes.

(6.) Per Building Utilization Spreadsheet prepared by building Principal and shared with Design Team 5/12/2018

SUMMARY OF FINDINGS

Given the class size goals and classroom utilization outlined previously, the current student capacity of Phoenix High School is 834. At 100% utilization, the capacity would grow to 1,197.

Phoenix High School - NEW CAMPUS CAPACITY ANALYSIS

Phoenix Talent School District

May 15 2018

Summary	
# of Teaching Stations	39
Total seats based on class size goals	1133
Typical Prep Factor (based on District policy)	0.82
Capacity - Main Building and Out Buildings	**911**

Teaching Stations	Quantity	Class Size Goals (3)	Capacity at 100% Use	Prep Factor (4)	Adjusted Capacity	Location
General Classrooms (1)	2	32	64	0.82	52	Existing
General Classrooms (1)	14	32	448	0.82	367	New (3 clustered near CTE labs, 24 near gen ed.)
Self-contained SPED Classrooms (5)	3	15	45	0.82	37	2 TLC's one Success/Credit Retrieval
Science Labs	4	32	128	0.82	105	New
Music	2	32	64	0.75	48	Band Existing, Choir New/Remodel
Art Classrooms	2	32	64	0.82	52	New
Performing Arts (auditorium & drama classrm)	2	32	64	0.82	52	Stage Existing, Drama CR Remodel
CTE Labs (6)	6	32	192	0.75	144	New
P.E. (Wrestling Room)	1	32	32	0.82	26	Existing
P.E. (Main Gym, Aux Gym, Health Classroom) (2)	3	32	96	0.82	79	Existing
TOTAL	**39**		**1133**		**911**	

Special Use: CRs spaces for support or pullout programs	Quantity	Notes
SPED Classrooms - pull-out services	2	Additional Success Room, ELD
Support PE Activity Space (not including main or auxiliary gym)	2	Weight Room, old Cheer Room
Other (Describe)		
TOTAL	4	

(1.) For general instruction not requiring a specialized room.

(2.) The main gym, aux gym and weight room are counted as teaching stations.

(3.) Class size goal of 32 students for most classes. P.E. classes have a class size goal of 50 students. SPED has a class size goal of 15 students.

(4.) A prep factor has been calculated in order to take into account that classrooms will not be occupied every period of the day.

(5.) Self-contained SPED classrooms are counted as teacher stations for capacity purposes (with a lower class size). SPED classrooms for delivering pull-out services (e.g. Resource Rooms) are not counted as teaching stations for capacity purposes.

Production

SUMMARY OF FINDINGS

Given the class size goals and classroom utilization for the New Phoenix High School remodel/addition, the capacity is 911 and at 100% utilization would grow to 1,133.

AREA PROGRAM

The area program identifies the quantity and size of spaces within Phoenix High School needed to deliver the educational program for 1,100 students. While the area program identifies the numbers and sizes of required spaces, those numbers will and should be adapted to meet the specific building and site constraints, budgetary limitations, and further conversations with building occupants in the future stages of design.

The area program is meant to provide guidance for delivery of high school curriculum and should be seen as a point of departure for design teams. It is expected that room sizes, adjacencies, and layout will vary.

CORE ACADEMICS - GEN ED

	2018 Ed Spec - New Addition				Existing Building to Remain			
Instructional Spaces	T.S.	Qty.	SF Ea.	SF	T.S.	Qty	SF Ea.	SF
Classrooms	16	16	900	14,400				
Collaboration Rooms		4	600	2,400				
Flex / Extended Learning Areas		4	400	1,600				
Subtotal	16			18,400	-			

CORE ACADEMICS - SCIENCE

	2018 Ed Spec - New Addition				Existing Building to Remain			
Science Classrooms	T.S.	Qty.	SF Ea.	SF	T.S.	Qty	SF Ea.	SF
General Science Lab	4	4	1,300	5,200				
Lab Prep Area - General Science		2	450	900				
General Storage		2	100	200				
Subtotal	4			6,300	-			

SPECIAL PROGRAMS

	2018 Ed Spec - New Addition				Existing Building to Remain			
Special Education	T.S.	Qty.	SF Ea.	SF	T.S.	Qty	SF Ea.	SF
Success Classroom	1	1	900	900				
Success Center Teacher Planning		2	100	200				
TLC Classrooms	2	2	1,100	2,200				
Kitchen / Laundry		1	400	400				
Restroom		2	110	220				
Sensory / Quiet Room		1	100	100				
Conference Room / Testing Room		1	150	150				
SunBean		1	600	600				
ELD		1	900	900				
Speech Language Pathologist		1	150	150				
Subtotal	3			5,820	-			

AREA PROGRAM (CONT.)

FINE & PERFORMING ARTS - VISUAL ARTS

	2018 Ed Spec - New Addition				Existing Building to Remain			
Visual Arts	T.S.	Qty.	SF Ea.	SF	T.S.	Qty	SF Ea.	SF
Drawing/Painting Studio	1	1	1,800	1,800				
Ceramic Studio	1	1	750	750				
Kiln Room		1	150	150				
Storage - Gen. Art Classrooms		2	400	800				
Gallery / Display		1	200	200				
Subtotal	2			3,700	-			

FINE & PERFORMING ARTS - MUSIC

	2018 Ed Spec - New Addition				Existing Building to Remain			
Music	T.S.	Qty.	SF Ea.	SF	T.S.	Qty	SF Ea.	SF
BAND					1	1	1,736	1,736
OFFICE						1	132	132
STOR						1	56	56
CLASSROOM						1	718	718
STOR						1	60	60
STOR						1	71	71
PRACTICE						1	46	46
PRACTICE						1	48	48
STORAGE						1	109	109
PRACTICE						1	100	100
CHOIR								TBD
CHOIR PRACTICE ROOM								TBD
Subtotal	-				1			3,076

FINE & PERFORMING ARTS - THEATER

	2018 Ed Spec - New Addition				Existing Building to Remain			
Theater	T.S.	Qty.	SF Ea.	SF	T.S.	Qty	SF Ea.	SF
GIRLS DRESSING						1	131	131
BOYS DRESSING						1	127	127
COSTUME STORAGE						1	219	219
DRAMA CLASSROOM								TBD
STORAGE						1	449	449
GREEN ROOM						1	165	165
STOR						1	238	238
STAGE					1	1	1,562	1,562
THEATER						1	3,761	3,761
Subtotal	-				1			6,652

AREA PROGRAM (CONT.)

PHYSICAL EDUCATION / ATHLETICS

	2018 Ed Spec - New Addition				Existing Building to Remain			
P.E. / Athletics	T.S.	Qty.	SF Ea.	SF	T.S.	Qty	SF Ea.	SF
BOYS LOCKER						1	594	594
TRAINING						1	173	173
OFFICE						1	119	119
OFFICE						1	119	119
SHOWER						1	136	136
SHOWER						1	136	136
SHOWER						1	25	25
WRESTLING					1	1	3,914	3,914
SHOWER						1	112	112
SHOWER						1	134	134
DRYING						1	130	130
GIRLS LOCKER						1	591	591
DRYING						1	155	155
BIG GYM					1	1	9,834	9,834
STOR						1	191	191
OFFICE						1	101	101
STORAGE						1	80	80
HEALTH					1	1	1,159	1,159
WEIGHT ROOM					1	1	5,401	5,401
CONCESSION						1	146	146
SMALL GYM					1	1	7,531	7,531
TICKETS						1	63	63
STOR						1	26	26
STOR						1	25	25
STOR						1	26	26
LAUNDRY						1	301	301
INSTRUCTOR						1	117	117
TAPE ROOM						1	104	104
OFFICE						1	119	119
EQUIP						1	34	34
GIRLS TEAM ROOM						1	160	160
STOR						1	28	28
GIRLS LOCKER ROOM						1	530	530
SHOWER						1	105	105
BOYS LOCKER ROOM						1	993	993
BOYS TEAM ROOM						1	162	162
Subtotal	-				5			33,574

AREA PROGRAM (CONT.)

CAREER TECHNICAL EDUCATION

	2018 Ed Spec - New Addition				Existing Building to Remain			
CTE	T.S.	Qty.	SF Ea.	SF	T.S.	Qty	SF Ea.	SF
Metal Shop	1	1	2,700	2,700				
Storage		1	750	750				
Auto Shop	1	1	2,700	2,700				
Storage		1	750	750				
Vet Tech Center	1	1	850	850				
Ag & Horticulture classroom	1	1	1,200	1,200				
Greenhouses		2						
Media & Design Lab	1	1	900	900				
Production Studio		1	400	400				
Plotting Room		1	150	150				
Storage		1	150	150				
Business & Marketing	1	1	1,200	1,200				
Culinary Arts		1	2,000	2,000				
Storage (dry, cold)		1	800	800				
CTE Display - Dispersed		1	500	500				
Subtotal	6			15,050	-			

LIBRARY, CAREER CENTER & MAKERSPACE

	2018 Ed Spec - New Addition				Existing Building to Remain			
Media Center / Library	T.S.	Qty.	SF Ea.	SF	T.S.	Qty	SF Ea.	SF
Library		1	1,800	1,800				
Open Teaching Area/Computers	1	1	800	800				
Maker Space		1	1,200	1,200				
Maker Storage		1	400	400				
Staff Storage & Work Area								
Circulation / Checkout Desk		1	320	320				
Work Room/Office		1	300	300				
Periodical Storage & Curriculum		1	150	150				
Textbook Storage		1	800	800				
Future Pathways Center								
Conference Room (shared w/ library)		1	300	300				
Open work area / reception		1	400	400				
small group rooms / offices		4	120	480				
Subtotal	1			6,950	-			

AREA PROGRAM (CONT.)

DINING & NUTRITION

	2018 Ed Spec - New Addition				Existing Building to Remain			
Commons / Cafeteria	T.S.	Qty.	SF Ea.	SF	T.S.	Qty	SF Ea.	SF
Commons / Cafeteria		1	4,000	4,000				
Vending		1	100	100				
Café & Student Store with Storage		1	450	450				
Student Leadership		1	450	450				
Subtotal	-			5,000	-			

Food Service	T.S.	Qty.	SF Ea.	SF
Servery		1	1,000	1,000
Serving windows		5	150	750
Kitchen		1	1,600	1,600
Dish Washing		1	350	350
Freezer		1	150	150
Cooler		1	150	150
Dry Storage		1	260	260
Staff Lockers and Toilets		2	200	400
Office		1	85	85
Subtotal	-			4,745

BUILDING SUPPORT

	2018 Ed Spec - New Addition				Existing Building to Remain			
Custodial & Building Support	T.S.	Qty.	SF Ea.	SF	T.S.	Qty	SF Ea.	SF
Janitor Rooms		4	120	480				
Office		1	120	120				
Allowance for Student Lockers		1	600	600				
Combined Shop & Building Storage		1	1,500	1,500				
Student Toilets (M/F)		1	3,000	3,000				
Gender Neutral Toilets		4	70	280				
Staff Toilets		4	70	280				
Tech Office/Storage		1	300	300				
MDF Room		1	300	300				
IDF Rooms		4	70	280				
Elevators		1	300	300				
Riser Room		1	80	80				
Plumbing & Valve Room for Science Labs		2	80	160				
Flammable Storage		1	100	100				
Receiving Area		1	200	200				
Mechanical / Electrical Areas								
Chiller / Boiler / Pumps		1	1,500	1,500				
Main electrical		1	500	500				
Distributed Electrical Rooms		3	75	225				
Subtotal	-			10,205	-			

AREA PROGRAM (CONT.)

ADMINISTRATION & COUNSELING

	2018 Ed Spec - New Addition			Existing Building to Remain			
Administration	T.S.	Qty.	SF Ea.	SF	T.S.	Qty	SF Ea.	SF
Main Entrance / Reception / Lobby		1	1,500	1,500				
Principal's Office with Conf. Area		1	330	330				
Graduation Coach		1	150	150				
Assistant Principal		1	150	150				
Attendance		1	150	150				
Athletics Director/Assist. Principal		1	150	150				
Nurse Station/Office		1	150	150				
Health Room w/Toilet		1	200	200				
Bookkeeper Office		1	150	150				
Office Manager		1	150	150				
Itinerate Office in Admin		1	150	150				
Large Conference Room		1	300	300				
Small Conference Room		1	100	100				
Records Storage		1	300	300				
Work Room w/ Mailboxes		1	700	700				
Kitchenette		1	400	400				
Toilets		2	80	160				
Registrar		1	120	120				
Counseling Center								
Counselor Reception		1	250	250				
Counselors Offices		3	120	360				
Shared Conference Room		1	200	200				
Toilets		2	80	160				
Subtotal	-			6,280	-			

STUDENT MANAGEMENT & FAMILY RESOURCES

	2018 Ed Spec - New Addition				Existing Building to Remain			
	T.S.	Qty.	SF Ea.	SF	T.S.	Qty	SF Ea.	SF
Family Resources		1	600	600				
Food Pantry		1	200	200				
Clothing Closet & W/D		1	110	110				
Student Manager		2	150	300				
SRO		1	150	150				
ISS		1	600	600				
Subtotal	-			1,960	-			

2018 HS Ed Spec Totals	2018 Ed Spec - New Addition	Existing Spaces for Remodel
TEACHING STATIONS	32	7
TOTAL NET SF	84,410	43,302
Net to Gross Ratio of 35% for new construction	29,544	
TOTAL GROSS SF	113,954	56,200

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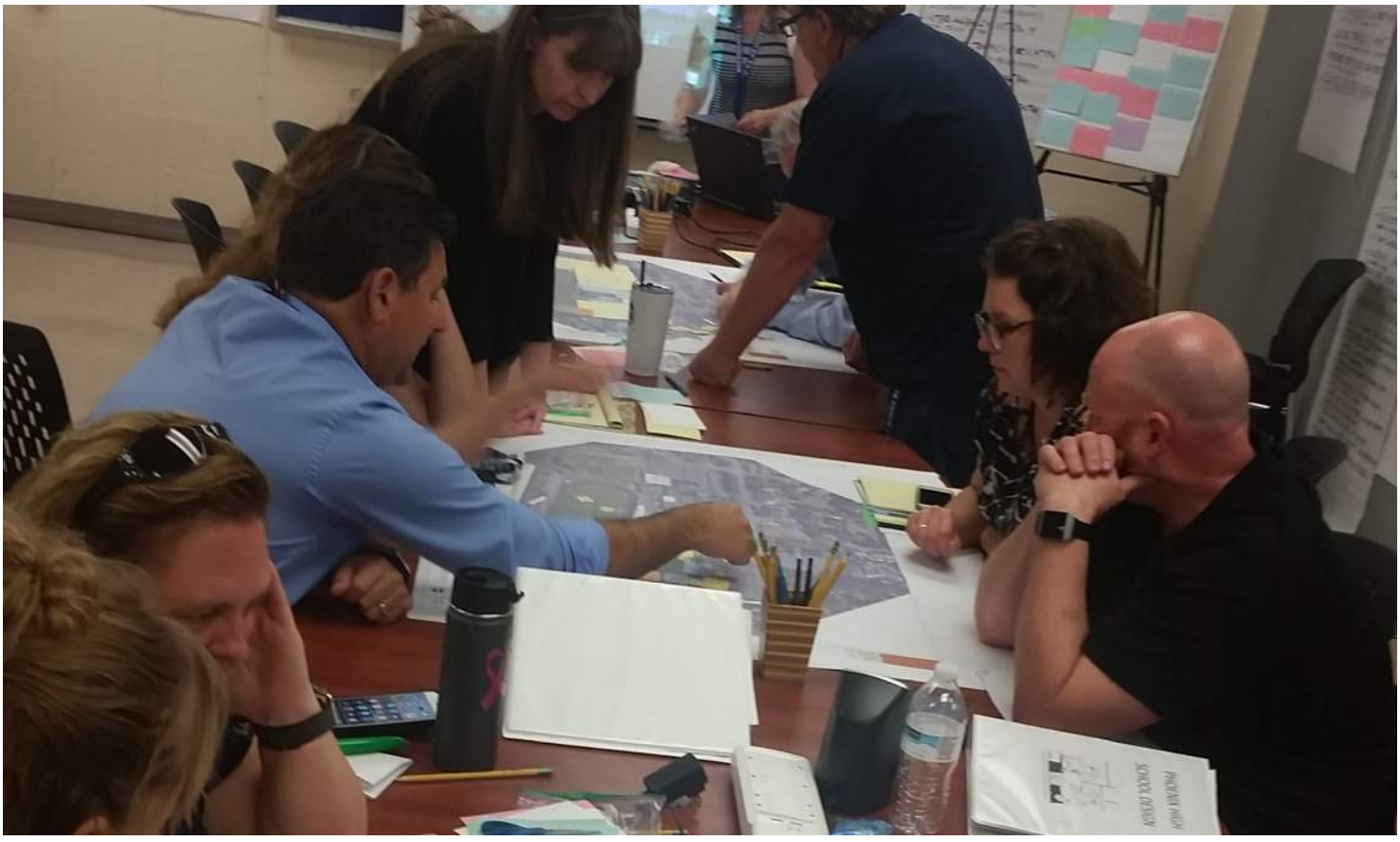
OUR BOND PROMISE

In November 2017, the community of Phoenix-Talent School District voted to pass a $68,000,000 capital bond to modernize, remodel, and build additions to existing schools. The capital improvements included in the bond are as follows:

- Improve safety, security, and learning environments in all schools
- Increase accessibility for people with disabilities at all schools
- Construction new classrooms and educational facilities and major renovations to CTE buildings, academic buildings and athletic facilities at Phoenix High School
- Perform seismic upgrades at all schools
- Address future growth
- Modernize all schools, which may include improvements to heating, ventilation, energy efficiency, and lighting.

The first section of this report documents the planning and visioning process needed to build an area program and develop design criteria for the construction of “new classrooms and educational facilities and major renovations to CTE buildings, academic buildings and athletic facilities at Phoenix High School.” The following section summarizes the master planning process, which comprises the first phase of design.



SITE PROGRAM AND ADJACENCY GROUP EXERCISES: KEY TAKEAWAYS

The Design Committee was asked to do two planning exercises. The first involved using amorphous shapes that represented the major program areas (classrooms, commons, entry, library, etc.) and arranging them in such a way to achieve the critical program adjacencies talked about in task force groups and planning meetings. This design exercise was done without any environmental context of site or direction. The committee was encouraged to think of it as a diagram-building exercise rather than a floor plan. Below is a summary of the schemes and priorities.

Common priorities between all schemes

- Adjacency between culinary arts and the kitchen
- Outdoor seating next to commons for dining

Scheme 1

- 2D and 3D art next to the Media Design and Business Marketing Production Studio.
- Group Special Ed TLC rooms near a bus loop and exterior entry and near the Art classrooms.
- Media Center/Library and Makerspace near the Commons.

Scheme 2

- Locate TLC rooms next to the CTE and maker spaces.
- Link the Library and Commons with an outdoor courtyard.

Scheme 3

- Provide an outdoor entry for evening events in the English Language Development program.
- Include an office and storage space in each learning neighborhood.
- Provide an outdoor classroom adjacent to the art classrooms.

SITE PROGRAM AND ADJACENCY GROUP EXERCISES: KEY TAKEAWAYS (CONT.)

The second planning exercise was similar in that shapes were used to represent program areas, but they were instead printed to scale and used over the background aerial image of the site and existing building. This is a summary of the conclusions:

Common priorities between all schemes

- Build a courtyard between the old building and new.
- CTE shop and outdoor spaces towards the West property line adjacent to the south end of the track.

Scheme 1

- Build a courtyard between the old building and new.
- Make the new main entry between the old building and new, with courtyard behind.
- Give the classrooms access to daylight in the courtyard and by grouping them on the upper level.
- Put Art and Business Marketing / Media Development above TLC & special education rooms.

Scheme 2

- Admin, counseling, Commons, and Kitchen spaces remodeled in the existing school.
- Move band to the wrestling room, turn the band room into theater classroom.
- New two-story classroom neighborhoods at the front of the school.
- Two parallel wings for CTE spaces and the arts with a large learning/making courtyard between.

Scheme 3

- New turf football field and tennis courts.
- All parking moved to the North.
- Commons and kitchen adjacent to the courtyard between buildings.
- Move the bus loop.

THE MASTER PLANNING PROCESS

Creating a master plan requires a thoughtful balance and consideration of several factors: Educational Vision and Guiding Principles, Area Program, Budget and Market Conditions, Environmental Givens and Site Parameters, Construction Schedule and Phasing, Existing Building Constraints, and Construction Methodology.

The resulting master plan provides a snapshot in time of the first step in the design process and aims to satisfy the desired goals and community expectations while working within these parameters. As more information is known about the influencing factors listed above, and additional stakeholder feedback is gathered, the design will evolve and change.

Educational Vision and Guiding Principles

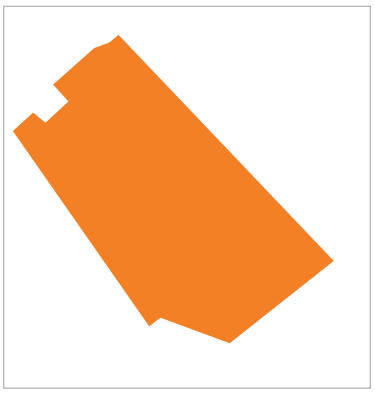
- See first portion of this report.

Area Program

- See area program portion of this report. As indicated previously, this area program is a starting point and may be modified in order to meet budgetary or site constraints.

Budget and Market Conditions

- The construction budget for Phoenix High School is set by the value indicated in the outreach materials for the Capital Improvement Bond: $38,000,000. Additional moneys from the sale of bonds or grants awarded by the state may be added to this budget with School Board approval.
- Several school districts in Oregon have been successful in passing capital improvement bonds in recent years, making a strong rebound since the recession. As a result, there is approximately $4 billion in school projects currently in the design or construction phase. Construction professionals suffered severely during the recession, resulting in fewer available builders to meet the current needs of this quickly growing sector.
- Current market conditions for school construction in the state of Oregon are volatile. The Quarterly Construction Cost Report for the first quarter of 2018 (written by RLB cost consultants) indicate a greater than 6% increase in the construction cost index in the Portland area—equal to that of San Francisco and greater than New York, Seattle, and Boston. According to the Cost Report, the current billing cost/SF of new construction for high schools in the Portland area as of January 1, 2018 is between $285 and $350.
- The Design Team (DOWA-IBI Group Architects and ORW Architects) has engaged a professional cost consultant to provide estimates at several points during the design phase. Working within the budget, the promise to the voters and Phoenix High School community will be met.



SITE SHAPE

EXISTING SITE

THE MASTER PLANNING PROCESS (CONT.)

Environmental Givens and Site Parameters

- The Design Team performed a site analysis which included an understanding of topography, solar access, prevailing winds, vehicular and pedestrian access and approach, and property neighbors. A site survey and study of municipal code requirements (setbacks, height limitations, onsite storm water treatment, etc.) is currently underway.
- Initial findings reveal a primarily flat site. W Bolz Rd. is the primary access point for most vehicular traffic due to its new connection to I-5. Placing the new addition to the south of the remodeled portion of the building provides a great opportunity for natural light.

Construction Schedule and Phasing

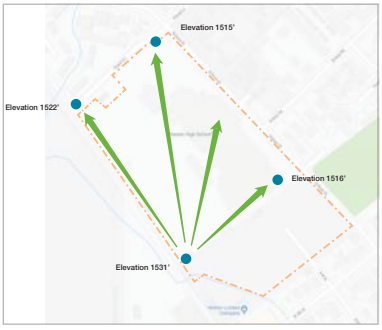
- This will be an occupied site during construction. Students must remain in the building while the new addition is being built (rather than moved into portable classrooms). Therefore, the new addition makes the most sense to be built on the field to the south of the existing building where the softball field currently resides. After new construction is complete, students will move into the new building and the old will be demolished, making space for new athletic fields, parking, etc.

Existing Building Constraints

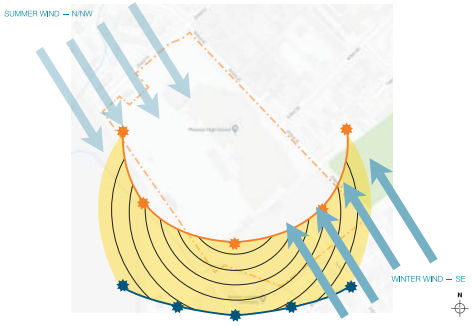
- The existing building was mainly constructed in two sections. The original building was built in the 1950's and includes some classrooms, the auxiliary gym, theater, and CTE shop building. The rest of the existing building was constructed in 1989.
- A thorough study of existing conditions will include a seismic/ structural study, analysis of major mechanical/electrical/plumbing systems, and the condition of the exterior envelope.
- Many of the existing building systems such as roofing, mechanical, and electrical systems, are nearing the end of their usefulness and need to be replaced, and the existing structure requires a seismic upgrade. Additionally, building additions have removed access to daylight and views for many classrooms and common spaces. The combination of these factors influenced the decision to renovate strategically, and build as much new construction as the budget can accommodate.
- The Master Plan proposes renovating some of the existing building – primarily the gyms, theatre, and surrounding support spaces - where upgrades are easier to perform and less expensive than building new. The Master Plan shows the approximate extent of existing building to renovate, and will be verified in the Schematic Design phase.

VEHICULAR ACCESS

PEDESTRIAN ACCESS



TOPOGRAPHY



SOLAR/WIND ACCESS

THE MASTER PLANNING PROCESS (CONT.)

Construction Methodology

To build as much area as possible within the project budget, the team is considering three construction methods: traditional stick framing, metal building, and component construction. Construction methods will be further tested relative to program fit and cost modeling in the design phase.

- Traditional framed construction (wood or metal stud framing) is a common and flexible construction method. It will be used for the renovated portions of the existing school, and potentially the connection between the existing building and new construction.
- Metal building construction is a durable, pre-engineered construction method best used for simple, high volume spaces. It may be used for CTE programs where the spaces are open shop areas and largely unfinished above 8', and potentially for the main circulation spine, library, and commons.
- Component construction is a modular kit-of-parts method that can save construction time (which can translate to budget savings) and are best used for repeatable spaces that can fit to a standard module. Framed and unfinished wall panels, windows, glue-laminated columns and beams, and roofing panels are shipped to the site and assembled with other site-built trades. Component construction may be used for the general education classrooms.

IMAGE © 2018 PROJECT FROG

Appendix A: Task Force Meetings

Phoenix-Talent Schools
Excellence For Everyone

Meeting Notes

Project	Phoenix High School	**Meeting Date**	03/20/2018, 1pm
Topic	Safety & Security	**Project No.**	1806
Location	Phoenix High		

Present See attached Sign-in

Distribution Attendees, Leadership Group

This is a record of the Safety & Security Task Force Meeting for Phoenix High School

The meeting began with a roundtable discussion about the current security challenges at Phoenix High School. This is a record of the points made, grouped into three categories.

Securing the campus & Exterior issues:

- It is an open campus – students leave for lunch, exterior doors are propped. If we implement a closed campus, however, we won't have the capacity to serve lunch to all students.
- Unauthorized access to the site is easy.
- Landscaping creates deep shadows and hiding places.
- Entry is confusing
- 38 exterior doors to manage. Custodial staff spends a lot of time making sure they're locked.
- The gate on the north parking lot is frequently propped open.
- The rear of the building is a hiding place. Want there to be access ONLY to police fire & rescue. Exterior outlets should be on timers so people don't hang out back there.
- The kitchen also has access points for deliveries and leaves doors open
- We need site fencing to direct people to the main entry
- There should be a point outside the perimeter fencing to gather as a staging point in an emergency – controlled reunification with parents
- Student parking is too far from an entrance which causes students to prop doors open to come in and out.
- Outdoor classroom spaces are very open. How do we protect students in the CTE programs or weight room?
- Football and exterior fields aren't secured. No coverage by cameras. Stadium is also not secure.

Technology:

- Lack of lighting at night. There are hot & cold spots, some lights shine right into cameras.
- Cameras are antiquated
    - Should be used for surveillance and also viewing things after they happen
    - We often need to recall video for same day activities
    - Terrible viewing – can't read license plates. Can't see at night.
- How do we provide good messaging to students – reader board in the commons?
- Lockdown needs to also have visual cues for students with hearing imparements
- PA system needs to be updated
- Need to have QUICK communication from teachers to the front office. Can it be web-based? Can it be shared with local law enforcement? Need to be able to send quick messages like "missing a student", etc.

- Panic buttons – used in Medford. Emergency response button, initiates PA & sends an alarm. Training for students and staff needed.
- Cell phone access is spotty through the building.

Building Security:

- There is no access control, parents can walk in and leave with a kid any time
- Too many random hallways and dead-ends. Hidden spots. Blind spots for cameras.
- Lack of windows to see into the classrooms
- Windows are also access points, should be retrofitted or designed to withstand impact/firearm
- The dungeon – the old locker rooms have unsecured doors to the exterior.
- Interior windows – we've heard that SWAT teams want to see in to the classrooms, but at a height a shooter can't see them.
- Classroom doors need to be lockable from the inside. Push-button locks.
- The process to check in visitors is poor. How do we make sure they don't just check in and then wander around inside the school?
- Utilities are spread out throughout the building. Power, gas, water is spread out. Difficult to secure.
- Roof access is an issue – added fencing to current roof to prevent falls.

The Design Team then went through a presentation to discuss current trends in safety & security in schools: Crime Prevention Through Environmental Design, School guidelines & best practices, Oregon school safety task force, and Washington State guidelines. See attached.

What are the current safety procedures at PHS?

- The district is adopting software
- Walkie-Talkies for district-wide communication
- SROs in the region regularly coordinate between each other
- Interagency security between the jurisdictions of phoenix and talent
- Training? Do drills. Rely on teachers to communicate protocol to the students.
- We have an MOU with the local red cross to be a shelter in a natural emergency. Ex: bear creek flooding.

After-Hourse use of PHS facilities

- Lockup at 4pm
- There is community use of the school all night and every weekend. Uses include:
    - Athletics & exterior fields
    - Library
    - Commons
    - Alumni Association
    - Auctions, SOU, Al Anon, Sangler Tournament
    - Performing arts spaces
- Student use after hours include Band program, Clubs, etc.
- We envision more community use of the building
- We want to continue to be a community resource

These meeting notes are a record. If there are any errors and/or omissions in the foregoing notes, please advise our office immediately; otherwise these notes will be considered correct and complete as written.

Submitted by,

Rebecca Stuecker
Dull Olson Weekes – IBI Group Architects Inc.

Attachments:

Item:	Pages:	Date:
Sign-In	1	3/20
Presentation		

Phoenix-Talent Schools
Excellence For Everyone

Meeting Sign-in Sheet

Project: PHS

Project #:

Meeting Name: SAFETY/SECURITY TASK FORCE

Date/Time/Location: 3.20.18, 1:00p

Name	Role	Email
GLENN PATCHETT	SRO	GLENN.PATCHETT@PHOENIX.K12.OR.US
DON Rugraff	Principal	donrugraff@phoenix.K12.OR.US
Toby Walker	Assistant Princ.	tobywalker " " " "
Jereny Kennedy	Teacher/Safety Committee	jereny.kennedy@phoenix.K12.or.us
ALLAN TAPPIN	LEAD CUSTODIAN	allan.Tappin@phoenix.K12.OR.US
Ernie Whiteman	Security Consultant	ernestwhiteman@aol.com
Jon MCCalip	Facilities Director	jon.mccalip@phoenix.K12.OR.US
Andrew Jordan	RJ Spec. PTSD	andrew.jordan@phoenix.K12.or.US
Christie Sanders	Student Mgr	christie.sanders@ " " "
Dawn Watson	Board member	dawnpally@yahoo.com

dowa | IBI

ORW ARCHITECTURE

PHS TASK FORCE – SAFETY & SECURITY

Phoenix-Talent School District

AGENDA

1:05 PM	Welcome & Introductions
1:10 PM	CPTED – Crime Prevention through Environmental Design
1:30 PM	A4LE School Guidelines & Best Practices
1:45 PM	Oregon School Safety Task Force
2:00PM	Washington Guidelines
2:15PM	Phoenix-Talent School District Priorities

Crime Prevention Through Environmental Design (CPTED)

is defined as a multi-disciplinary approach to deterring criminal behavior through environmental design. CPTED strategies rely upon the ability to influence offender decisions that precede criminal acts by affecting the built, social and administrative environment.

http://www.cpted.net/

SAFE AND SECURE LEARNING ENVIRONMENTS

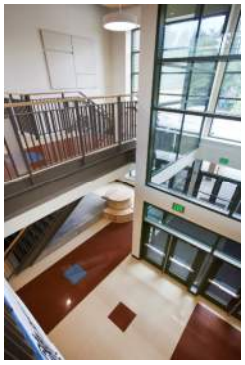
Crime Prevention through Environmental Design

- Multidisciplinary approach
- Strategies seek to deter criminal behavior through design techniques
- Principles apply to new and existing schools
- Specific to safety from criminal activity (not natural disasters, etc.)

Crime Prevention through Environmental Design

Central Themes of CPTED:

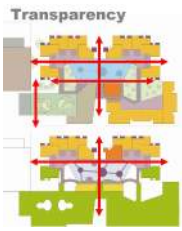
- Natural Surveillance
- Access Control
- Territoriality
- Maintenance



Crime Prevention through Environmental Design (CPTED)

Natural Surveillance

- Ability to see what is going on in and around the school.



Transparency via open designs
Ample interior and exterior windows

Crime Prevention through Environmental Design (CPTED)

Access Control

- Minimize entry points to building
  - Excess entry doors automatically lock – when closed they serve as emergency exits.
- Vestibule at main entry
- Secure zoning for after-hours community use
- Intercom / remote locking capabilities at main entry
- Main office can initiate lockdown at push of a button
- Classroom doors lockable from both sides

Crime Prevention through Environmental Design (CPTED)

Student ID/Access Cards

- Customized access to exterior and/or interior doors.
- Attendance tracking
- Real-time account of building occupants in the event of an evacuation
- Access to lunch and library accounts
- Identification and control of visitors
- Tracking through student transportation process

Crime Prevention through Environmental Design (CPTED)

Territoriality

- Delineation of spaces
- Clear borders
- Ample signage (directional and advisory)
- Public areas distinguished from private areas
- Spaces have a clear identity and sense of ownership

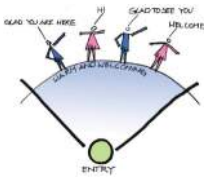
Crime Prevention through Environmental Design (CPTED)

Maintenance

- "Broken Window" Theory
- School and campus are well-maintained
- Community pride reflected in the condition of the school
- Prompt repairs and removal of graffiti

Safety / Security while Providing a Welcoming Environment to Community

- With access control, there is a delicate balance between welcoming and secure.
- Transparency and natural surveillance streamlines entry process
- Effective zoning facilitates community use by allowing school to secure instructional areas from multipurpose public use spaces (e.g. gym, cafeteria, library)
- Territoriality and maintenance instill community pride and ownership



District's Safety and Security Procedures

What are Phoenix High School's Current Challenges?

Consider natural surveillance, access control, territoriality and maintenance?

Review of Best Practices

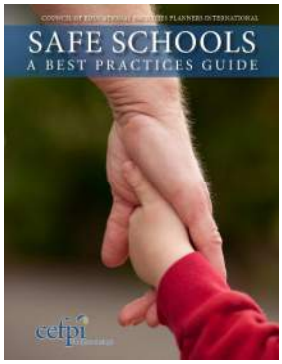
SAFE AND SECURE LEARNING ENVIRONMENTS

School Safety and Security Guidelines

- Organizations such as the Association for Learning Environments (formerly CEFPI) publish design guidelines for safe and secure schools
- Some states have issued design guidelines for safe schools (Oregon has not)
- Guidelines incorporate many CPTED principles

Safe Schools Best Practices (A4LE)

- Summarizes findings of the 2013 Security Summit in Washington D.C.
- Representatives from elected officials, educators, administrators, planners and designers
- Committees were assigned to four areas:
  - Infrastructure
  - Crisis Communications
  - Staffing
  - Procedures



Safe Schools Best Practices (A4LE)

Infrastructure

- Concentric circles of protection
- Ability to lock / shield students
- Secured ingress, remote door access, security cameras
- Effective security keying system
- Line-of-sight
- Fenced, protected and well-lit, monitored exterior site

Safe Schools Best Practices (A4LE)

Crisis Communications

- Effective PA system
- Interagency access to security cameras
- Multiple communication devices with school
- Emergency contact plan / broadcast messaging
- Emergency communication capabilities to classroom teachers

Safe Schools Best Practices (A4LE)

Staffing

- School must have a District Multi-hazard Emergency Operations Plan that outlines staff procedures
- Clear delineation of job responsibilities
- SROs / 24-hr security service
- Mental health providers
- Emergency response training
- Site/building plans shared with emergency responders

Safe Schools Best Practices (A4LE)

Procedures

- Built environment accommodates communications, lockdown, lockout, evacuation and shelter functions
- Campus emergency management plan in place
- Emergency drills in conjunction with outside agencies
- Safety audits
- Procedures for use of security devices
- Prevent infiltration of drugs, alcohol, weapons in schools
- Established lockdown procedures
- No code words during emergency announcements – descriptive words only
- Visitor registry / staff taught to engage visitors

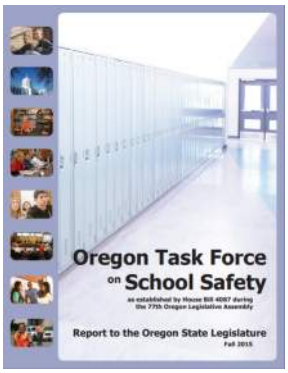
State School Safety Guidelines

- States are beginning to address school safety concerns by developing design and procedural guidelines
- Oregon does not currently have standards for school safety
- The State of Washington is the closest state with published guidelines
  - School safety must be addressed in design if construction / remodel is greater than 40% of building

Oregon's Task Force on School Safety

Report to the Oregon State Legislature Fall 2015

From the Oregon Task Force on School Safety



Oregon's Task Force on School Safety

The Oregon Task Force on School Safety determined that **common terminology among school districts and first responders** is critical for effective, streamlined communication during emergency response.

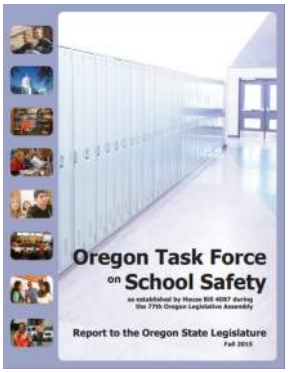
The Task Force adopted the following terminology to be used during incidents throughout Oregon:

'Lockdown'	Quickly secure all school staff, students, and visitors in rooms away from immediate danger.
'Lockout'	School's exterior doors are locked. Used in a potentially dangerous situation outside of a school. "Lockout" is a term that may be used in combination with "lockdown."
'Shelter in Place'	Take immediate shelter where you are and isolate your inside environment from the outside environment.
'Evacuate'	Remove from a place of danger to a safer place.

Oregon's Task Force on School Safety

Oregon School Safety Tip Line

The School Safety Tip Line became Law through HB 4075 (2016), as a result of recommendations from the Oregon Task Force on School Safety.



Oregon's Task Force on School Safety

Oregon School Safety Tip Line

FEEL SAFE. BE SAFE.

Schools must be signed up for their students to use these services. It's free for Oregon public and private schools PK-12. Check at your school to see if they are signed up and if not, lead them to SafeOregon.com to enroll and be part of the statewide school safety tip line.

SafeOregon gives kids, parents, schools and their communities a way to report safety threats or potential acts of violence.

SAFEOREGON
www.safeoregon.com

Oregon's School Safety Programs

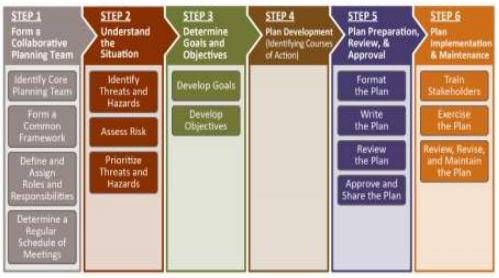
OSSCC
Oregon Safe Schools & Communities Coalition

https://www.oregonsafeschools.org/

Our work supports community efforts to reduce youth suicide and other risk behaviors in the often hidden and historically underserved gay, lesbian, bisexual, and transgender youth population. Although the primary focus of OSSCC is sexual orientation and gender identity issues, we recognize the harm caused by harassment, violence, and discrimination of any kind.

State of Washington's School Facility Design Safety Guidelines

RCW 28A.320.185 requires all public schools to have current school safety plans and procedures in place.



State of Washington: Elements of Safe School Design

Building Design

- Perimeter security control mechanism or system
- Front office configured for direct control and observation of entry
- Minimize number of building entrances

State of Washington: Elements of Safe School Design

Site Design

- Fencing with visibility – leads visitors to central entry point
- Lighting according to area, function and hours of operation
- Windows provide natural surveillance of entry and adjacent grounds

State of Washington: Elements of Safe School Design

- **General Design**
  - Traffic and parking
    - Traffic circles
    - Separate drop off lanes for parents / buses
    - Separate parking lots for staff, students, visitors
    - Parking lots at front of building for access & visibility.
  - Clear transitions between private and public areas.
  - Ample signage
  - Landscaping (3-8 Rule)

State of Washington: Elements of Safe School Design

Emergency Response Preparedness Training

- State requires schools to conduct at least one safety drill per month (different types)

Emergency Response Systems

- State requires districts to work collaboratively with local law enforcement to develop an emergency response system to alert and mobilize law enforcement in response to a threat

Phoenix-Talent SD Safety and Security Procedures and Goals

SAFE AND SECURE LEARNING ENVIRONMENTS

District's Safety and Security Procedures

What are the Current Security Procedures for Phoenix High School?

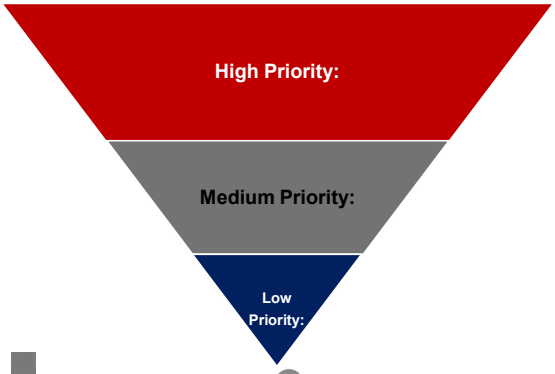
Consider crisis communications, emergency response procedures, and partnerships

District's Safety and Security Procedures

What facility improvements would create safer conditions?

How can the District design a school that is both secure and welcoming?

District's Safety and Security Priorities



PHS TASK FORCE – SAFETY & SECURITY

Phoenix-Talent School District

Phoenix-Talent Schools
Excellence For Everyone

Meeting Notes

Project	Phoenix High School	**Meeting Date**	03/20/2018, 2:30pm
Topic	Special Education	**Project No.**	1806
Location	Phoenix High		

Present Breeze Chapman, Kelleen Seedborg, Dana Crawford, Rebecca Stuecker, Dawn Watson, Brent Barry

Distribution Attendees, Leadership Group

This is a record of the Special Education Task Force Meeting for Phoenix High School

The meeting began with a discussion around the Special programs and resources that Phoenix High School currently offers and the space needs for each:

- One School psychologist: 1 on 1 space. Can use an itinerate office in the counseling suite.
- Speech Pathologist: one office. Small groups of 5 or 6
- Crisis Counselor – office in counseling suite, small group.
- Autism specialist: one office, should be in the TLC (Therapeutic Learning Center) area
- 2 Life Skills / TLC rooms. Would love to have access to the outdoors easily, doesn't have to have direct access to the outside, but would like an outdoor classroom nearby. Does not have to be right next to the special education bus dropoff. The closer the better. Need to have a restroom that can be also be accessed by the general student population for students that need medical assistance. Should have a sensory room attached to TLC room. No door needed, just a doorway.
- Success Room – should be near the core programs. Needs to have 2 offices and a conference room. Need to be able to separate into small groups.
- ELD – should be near the world language programs. Would like to have an office space attached to room.
- Computer lab – for credit retrieval and Diploma Center. This can be located anywhere or accessed remotely.
- Homeless Laison – the Maslow Project. Needs a clothes closet, office or small conference room, food pantry, storage. Should be near the main entry.
- Sunbean program – needs a bigger space with better ventilation, storage, a fridge, handwash sink, and a timeclock for students to "clock in".
- ISS room – needs to be large enough for around 12 students. Currently in an office off the commons.

What kind of programs would you like to offer?

- Would like to be able to serve severely impacted students that are currently in the Steps Plus program contracted out with the ESD. Would need to build something specifically for them, would need an OT/PT room.
- Would like to offer Transition programs for 18-21 year olds. Would need to have a transition specialist. For 10-20 students. Could be a separate building on campus. Eagle point has an apartment space for this program. Ashland SD has the Inspire House which includes community gardens.

The Group was shown a few examples of high school Special Education program adjacencies/floor plans. The preference was for a Dispersed Model to deliver special programs. TLC rooms, autism specialist office, sensory room, and special needs restroom should be clustered together, but the other spaces can be dispersed.

These meeting notes are a record. If there are any errors and/or omissions in the foregoing notes, please advise our office immediately; otherwise these notes will be considered correct and complete as written.

Submitted by,

Rebecca Stuecker
Dull Olson Weekes – IBI Group Architects Inc.

Attachments:

Item:	Pages:	Date:
Presentation	15	3/20/18

PHS TASK FORCE – SPECIAL EDUCATION

Phoenix-Talent School District

THE DESIGN PROCESS

- Ed Specs / Visioning
- Masterplanning
- Schematic Design
- Design Development
- Construction Documents
- Construction

ROLES & RESPONSIBILITIES

- Leadership Group
- Design Team
- Task Force Groups

ROLES & RESPONSIBILITIES

- Leadership Group
- Students
- Design Team
- Community
- Task Force Groups
- Architect

ROLES & RESPONSIBILITIES

- Leadership Group
- Design Team
- Task Force Groups

ROLES & RESPONSIBILITIES

CHARGE:

It is the purpose of the Task Force Groups to inform the design requirements of each program to meet the current and future needs of Phoenix High School. Design parameters include key program adjacencies, square-footage, general description and use of spaces, storage needs, wall/ceiling/floor considerations, technology requirements, furniture & other equipment needs.

- Task Force Groups

SPECIAL PROGRAMS – DISCUSSION

What are the current Special Service offerings at Phoenix High School?

What programs would you like to add, expand, or anticipate needing to offer in the future?

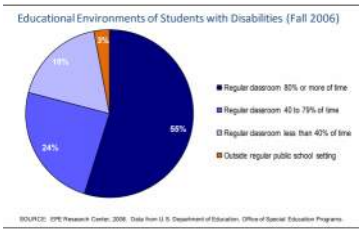
What are the current staff at PHS?

School Psychologist, speech-language pathologists, autism specialists, IEP teams,

SPECIAL PROGRAMS – DISCUSSION

What kind of spaces are needed for each program? How will they be used?

Central or Dispersed? Size?
life skills?, OTPT & mobility, sensory)



SPECIAL PROGRAMS – DISCUSSION

What kind of spaces or programs are needed to ensure students

1. Take part in a wide range of activities and have access to differentiated settings?
2. Are ready to join the workforce
3. Feel Included
4. Are safe but don't feel restricted

SPECIAL PROGRAMS – DISCUSSION

What should the Special Service spaces be adjacent to?

Exterior access, bus loading & unloading?

SPECIAL PROGRAMS – DISCUSSION

What should be in the spaces?

general equipment, furnishings, storage, teaching walls, technology needs, etc. (life skills?, OTPT & mobility, sensory)

SPECIAL PROGRAMS - EXAMPLES

Franklin HS

- 2 Life Skills Classrooms
- LS Kitchen
- LS Laundry
- LS Toilet (with shower)
- 2 LS Storage
- 2 Speech Pathology
- LS Office
- Sensory Room
- Conference Room

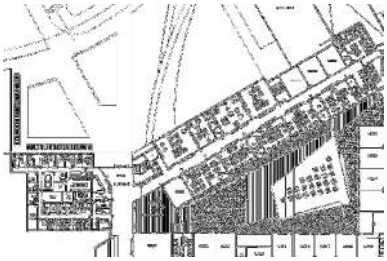
Centralized Model

SPECIAL PROGRAMS - EXAMPLES

Sherwood HS

- 1 Shared classroom
- 1 Transition classroom
- 1 Skills Center
- 1 Skills Center Office
- 1 Testing Office
- 1 General Office
- 2 Meeting Rooms
- Storage
- Restroom with shower, lift

Dispersed Model



SPECIAL PROGRAMS - EXAMPLES

Milwaukie HS

- 1 SLCA classroom
- 1 SLCA kitchenette for group cooking
- 1 SLCB classroom
- 1 resource room
- 1 sensory room
- 1 office
- 1 meeting room
- Restroom with shower, lift

Dispersed Model

SLC/A *Structured Learning Center / Academic*
SLCA/B *Structured Learning Center / Behavior*

PHS TASK FORCE – SPECIAL EDUCATION

Phoenix-Talent School District

Phoenix-Talent Schools
Excellence For Everyone

Meeting Notes

Project	Phoenix High School	**Meeting Date**	03/20/2018, 3:30pm
Topic	STEM, STEAM, Arts	**Project No.**	1806
Location	Phoenix High		

Present See attached Sign-in

Distribution Attendees, Leadership Group

This is a record of the STEM Task Force Meeting for Phoenix High School

The meeting began with a presentation about the critical nature of STEM (science, technology, engineering, math) programs to student success. Phoenix High School was originally built in 1948. What could they have been thinking about while making design decisions? What should we be thinking about now to ensure we are designing a facility for future generations of students? The team was asked these questions:

What would our technology landscape look like if we were a nationally-recognized STEM school?

- Technology would be integrated into the learning environment.
- There would be business and industry partnerships
- We would have a real broadcast studio for business marketing & media arts
- We would have a living lab – courtyards that are used for multiple science & math applications. Living Machines on site.
- Collaboration spaces with the classroom area
- Labs that have a design-to-fabrication ability. Shops. Process is visible.
- Partnerships for school credits in math
- Green Energy – we are going to be a leader! Renewables. Students can see their environmental impact. Multiple metering stations. Volt meter at charging ports.
- Makerspace that is shared.
- Conference rooms for every department for collaboration
- SOPTV partnerships so we can house our local PBS inside the high school. Possible funding partner.
- Paperless classrooms
- Flipped classroom model – works for some but not others?
- Service Learning – Culinary arts and food. Community Gardens. Community Kitchen.
- Outdoor learning spaces that can be manipulated and changed for each program.
- Would love to have a digital exchange program to collaborate with other places around the world.

What kind of resources or devices would we need to get there?

- Students would have a 1:1 ratio with tablets or devices.
- Access for EVERY student
- Production Labs – 3D printer, large format printing, laser cutters, better graphic production studios for web production, broadcasting, podcasting. Room within a room.
- Lots of power and data accessible. Wireless is reliable and available everywhere.
- Interactive white boards / smart boards
- Glass boards for writing that also act as partition walls
- A Future-proofed building so we can add and modify technology as needed.

- We need to have internet access in non-traditional places like the football field, booth, weight room.
- A message board or communication panel in the classrooms to connect us to the main office and the rest of the school. No more emails for communication or interruptions from the intercom/PA system.
- Industry Standard Resources! Hardware AND Software.

What kind of support would we need?

- Professional development opportunities
- Charging carts need to have 30-40 devices, we have more than 30 students in each classroom.
- Computer labs are checked out, used for testing and by teachers
- Robotics Class uses the computer labs

There was a discussion among the group about general adjacencies between STEM programs:

- Engineering & Design should be near math
- Automotive, metal fabs, and welding should be together
- Science, Agriculture, Culinary Arts, Health occupations, and Vet Tech should be near eachother.

This is a record of the STEAM Task Force Meeting for Phoenix High School

At this point in the discussion, the visual and fine arts staff joined the group for a discussion around STE**A**M (added Art) program delivery at Phoenix High School. Several images were presented of innovative high school spaces that provide more successful collaboration and knowledge-sharing between disciplines.

The group was asked to discuss the kind of spaces that can integrate Arts and STEM programs.

- The Makerspace should be a resource for all programs. Materials and supplies should be made easily accessible and in a separate storage space – currently have arts supplies stored in the Library for school-wide use.
- A community garden and outdoor classroom
- A production lab can be a source for a graphic design studio

What STEAM spaces are utilized by the community?

- Production lab can be a community resource for large format prints
- The studio can partner with SOPTV and provide professional experience to students. Is currently a certaport certified testing center.
- Currently have partnerships with YMCA to use the gym
- The theater is checked out by outside groups but has a number of functional issues
    - It is difficult to find and get to.
    - The A/V is poor and is not a functional venue for presentations.
    - The equipment is outdated (sound board runs on a floppy disk)
    - The lighting is poor, catwalks block the lights
    - New seating is required
    - The stage is too small to hold the band for concerts

This is a record of the ArtsTask Force Meeting for Phoenix High School

At this point in the discussion, STEM teachers departed and we engaged in a more focused discussion around the Arts programs specifically.

Why are the Arts important to Phoenix High School?

- We have a very supportive community for the arts.
- The creativity required for these programs are key to student success
- The students really OWN their arts programs and like to hang out in these spaces.
- Theater is an asset to the students. It makes their day better. They get to play and have fun. Theater has so many different fields within it – music, dance, tech, design, etc.
- Visual arts has a “Best of the Best” show and puts student work in shows and exhibits all around the rogue valley. Student work is entered into competitions. “I try to get as much out as I can”.

Spaces & Adjacencies

- We need to have a more centralized approach to the arts – an arts wing / arts center / arts Commons! A place to showcase.

Community considerations:

- We do a great deal of community outreach and open performances
- The theater program is very popular.

What programs / spaces would you like to add? – Visual Arts

- Would love to have a space to curate an annual art show. Currently put work up on gator board in the commons. The showcase is may – june.
- Would like to enroll Art as a CTE program. Will soon be offering 200-level college credits for Art!
- Would love an outdoor learning space to sit outside and sketch.
- Would like an additional ceramics teacher and a dedicated space for it. 2 spaces to manage is difficult. A glass barrier between. Dust collection.
- HVAC is very important!
- Would like to create mini-spaces for Art AP students similar to SOU's art studio but smaller. Need to be able to supervise them.
- Need to have a place to showcase artwork at the front of the school. Each department needs more display.
- Green screen access for art students
- Need to have easy access to computer labs from Art.

What programs / spaces would you like to add? – Performing Arts

- Theater class (not just an after-school program). There is one classroom behind the stage.
- We used to have a terrific Dance team that was highly competitive. Would love to get that back.
- Would like to add a drop-in after school program for all facets of theater: tech, music, production, etc.
- A small amphitheater for performances.
- Would like to have an orchestra program, we need to backfill the music staff at the middle and elementary level.
- Currently have a jazz band, would like to add one to the middle school.
- Band has 60 students currently.
- Would like to add music theory classes.
- Would like to add a rehearsal room for the theater program so we don't have to use the stage. The classroom is not a good space for rehearsal. It can be a multi-use space.
- Would like to have theater set pieces closer, they're currently upstairs above the theater and it's difficult to access.
- Acoustics are terrible. If the theater is in use, the band classroom has to be silent so it doesn't disturb the performance.
- Practice Rooms (Wenger)
- Choir and Band should be near each other to share spaces and have easy access to backstage.
- There is poor handicapped accessibility to the stage.
- Cannot get a piano on the stage.
- Color guard needs a place to practice, they share storage with Band.
- Breakdancing club
- Choir singers could come to the recording studio.
- Want to be able to record the entire choir and band class in their rooms

These meeting notes are a record. If there are any errors and/or omissions in the foregoing notes, please advise our office immediately; otherwise these notes will be considered correct and complete as written.

Submitted by,
Rebecca Stuecker
Dull Olson Weekes – IBI Group Architects Inc.

Attachments:

Item:	Pages:	Date:
Sign-In	2	3/20
Presentation	41	3/20

Phoenix-Talent Schools
Excellence For Everyone

Meeting Sign-in Sheet

Project: PHS
Project #: 1806

Meeting Name: ARTS TASK FORCE
Date/Time/Location: 3.20.18, 4:30

Name	Role	Email
Jessica Rollins	ART	jessica.rollins@phoenix.k12.or.us
Joey HAMMER	THEATRE	JLHAMMER@GMAIL.COM
Mike DeRoest	Band	mike.deroest@phoenix.k12.or.us
Andrew Brock	Choir	andrew.brock@phoenix.k12.or.us
Jon Jonakes	Band	jonjonakes@gmail.com

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ORW ARCHITECTURE

Phoenix-Talent Schools
Excellence For Everyone

Meeting Sign-in Sheet

Project: PHS
Project #: 1806

Meeting Name: STEM TASK FORCE
Date/Time/Location: 3.20.18, 3:30

Name	Role	Email
Anna Redding	Teacher Math & Tech	anna [redacted] redding@phoenix.k12.or.us
Derek Dougherty	Math Teacher	derek.dougherty@phoenix.k12.or.us
Neill Carvalho	Marketing/Business Teacher	neill.carvalho@phoenix.k12.or.us
ALLAN QUIROS	IT MANAGER	allan.quiros@phoenix.k12.or.us
Brad Hass	IT and Network Services	Brad.Hass@phoenix.k12.or.us
Michael Gullo	Teacher - Science	michael.gullo@phoenix.k12.or.us
Cheryl Graham	Teacher - Math	Cheryl.graham@phoenix.k12.or.US
Brent Barry	Superintendent	
Jeff Rhoades	Media Arts Teach	jeff.rhoades@phoenix.k12.or.us
Don Rugraff	Principal	don.rugraff@phoenix.k12.or.us
Sara Crawford	Board Member	sara.crawford[redacted]@gmail.com
Jim Janousek	Teacher - Science/ Culinary	James.Janousek@phoenix.k12.or.us

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ORW ARCHITECTURE

PHS TASK FORCE – STEM

Phoenix-Talent School District

AGENDA

3:35 PM	Welcome & Introductions
	Intro to the Process
	Roles & Responsibilities
	Ground Rules
3:45 PM	Technology – Setting Goals
4:15 PM	STEM – Goals & Design Guidelines for PHS
4:30 PM	STE**A**M – Presentation. Vision & Goals for PHS
5:00PM	Arts – Welcome & Introductions
5:15PM	Performing & Fine Arts – Design Guidelines

THE DESIGN PROCESS

- Ed Specs / Visioning
- Masterplanning
- Schematic Design
- Design Development
- Construction Documents
- Construction

ROLES & RESPONSIBILITIES

- Leadership Group
- Design Team
- Task Force Groups

ROLES & RESPONSIBILITIES

- Leadership Group
- Students
- Design Team
- Community
- Task Force Groups
- Architect

ROLES & RESPONSIBILITIES

- Leadership Group
- Design Team
- Task Force Groups

ROLES & RESPONSIBILITIES

CHARGE:

It is the purpose of the Task Force Groups to inform the design requirements of each program to meet the current and future needs of Phoenix High School. Design parameters include key program adjacencies, square-footage, general description and use of spaces, storage needs, wall/ceiling/floor considerations, technology requirements, furniture & other equipment needs.

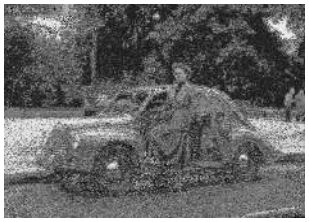
Task Force Groups

ROLES & RESPONSIBILITIES

"A new school was built in 1948 on the site where Phoenix High School now stands."

ROLES & RESPONSIBILITIES

"A new school was built in 1948 on the site where Phoenix High School now stands."



What is STEM?

*"STEM education is an interdisciplinary approach to learning where rigorous academic concepts are coupled with real-world lessons as students apply **science, technology, engineering, and mathematics** in contexts that make connections between school, community, work, and the global enterprise enabling the development of STEM literacy and with it the ability to compete in the new economy."* –Tsupros (2009)

TECHNOLOGY

What would our technology landscape look like if we were a nationally-recognized STEM school?

What kind of resources or devices would we need to get there?

What kind of support would we need?

TECHNOLOGY

What would our technology landscape look like if we were a nationally-recognized STEM school?

What kind of resources would we need to get there?

What kind of support would we need?

TECHNOLOGY

What would our technology landscape look like if we were a nationally-recognized STEM school?

What kind of resources or devices would we need to get there?

What kind of support would we need?

TECHNOLOGY

How will we equip our schools technologically to meet the current and future educational needs?

Goal	Resource/Device Needed	Support
Flipped Classroom	Student : Device Ratio	
Digital Curriculum	Computer Carts	
	Laptops or Tablets	
Digital exchange program	Classroom A/V	Training for Teachers
	Voice Amplification	
	Reliable WiFi	
	Phone/Intercom/PA/Bells	
Research Sources Online	Internet Accessibility	
Problem-Based Learning		

STEM – JIGSAW EXERCISE

WHY is STEM important to Phoenix High School?

What kind of spaces are needed? How will they be used?

- Fixed or mobile?
- One classroom or integrated throughout facility? Size?
- Required, elective or extra-curricular?

What should STEM spaces be adjacent to?

What should be in the spaces?

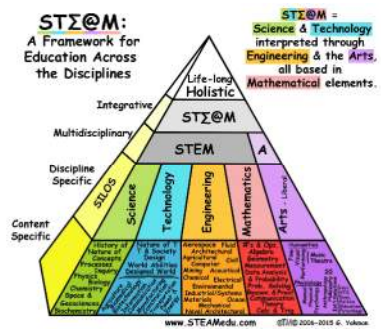
- general equipment, furnishings, storage, teaching walls/pin up & display, technology needs, etc.

Community Accessibility?

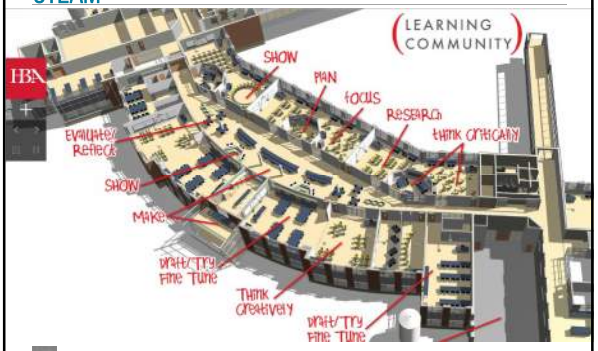
PHS TASK FORCE – STEM & ARTS

Phoenix-Talent School District

STEAM



STEAM



STEAM

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STEAM

How can the Arts **spaces** in the High School be integrated with STEM spaces?

How can the educational **programs** be integrated?

ED. SPEC. COMMITTEE – MEETING 1: OUR VISION FOR PHS

Phoenix-Talent School District

THE DESIGN PROCESS

- Ed Specs / Visioning
- Masterplanning
- Schematic Design
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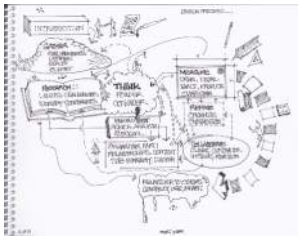

ROLES & RESPONSIBILITIES

- Leadership Group
- Design Team
- Task Force Groups

ROLES & RESPONSIBILITIES

Leadership Group

Students

Design Team

Community

Task Force Groups

Architect

ROLES & RESPONSIBILITIES

Leadership Group

Design Team

Task Force Groups

ROLES & RESPONSIBILITIES

CHARGE:

It is the purpose of the Task Force Groups to inform the design requirements of each program to meet the current and future needs of Phoenix High School. Design parameters include key program adjacencies, square-footage, general description and use of spaces, storage needs, wall/ceiling/floor considerations, technology requirements, furniture & other equipment needs.

Task Force Groups

ARTS – JIGSAW EXERCISE

WHY are the Arts important to Phoenix High School?

What kind of arts programs are currently at the HS?

What programs would you like to see offered at the HS?

What kind of spaces should be adjacent to Music, Performing Arts, Visual Arts?

What community needs should be considered when placing these programs?

ED. SPEC. COMMITTEE – MEETING 1: OUR VISION FOR PHS

Phoenix-Talent School District

Phoenix-Talent Schools
Excellence For Everyone

Meeting Notes

Project	Phoenix High School	**Meeting Date**	04/13/2018, 1:00pm
Topic	Admin & Counseling	**Project No.**	116062
Location	Phoenix High		

Present See attached Sign-in

Distribution Attendees, Leadership Group

This is a record of the Career Technical Education Task Force Meeting for Phoenix High School

General discussion about the value of CTE at PHS: 92% of students enrolled in CTE programs graduate – this is higher than the national average and higher than the graduation rate of the general student population at PHS.

Feedback from Houston CTE High School video:

- Liked how flexible the main entry space was – with moveable walls.
- Lots of display, like a museum to curate student work
- Liked the large rollup doors in areas with large equipment
- Liked that it was set up to host community events in the commons/entry space. Phoenix High could use a space like that for
    - The FFA Auction & Banquet that occurs in May
    - Plant sales & garden community work parties (fall/spring events). A place to serve food that is connected to the work being done that day.
    - The open house event, business & mock sale of virtual materials for the virtual business students create
    - DECA competitions, we've held them in the past at PHS
    - Hosted state & district events.
    - Would need to have the room for events, display, adjacent to meeting rooms for evening events.

What CTE programs would PHS like to offer in the future?

- We're adding culinary CTE this year
- Would like to add Health Science
- Need to expand the auto program to allow for more sections to take the class
- Would be nice to add construction & carpentry
- Cosmetology would be well attended here
- Engineering – connect it to construction/carpentry
- Drone Aviation

Critique of the many images in the CTE presentation (see attached)

- Like the images that have windows between the rooms and hallways. Inspire passersby!
- Liked the images that show flexible spaces
- 3D printers would be great in the production studio adjacent to media arts

- Computer-based classroom. For Business & Media. The computers take up the whole workspace right now, could laptops work better? There should be shared workroom between Business & Media with display, plotters, tech storage. Would need to fit about 12 people at a time.
- We want to inspire students – make sure our programs are visible!

Do the CTE programs collaborate with the other disciplines to do projects?

- There are a lot of opportunities to team up between Math and CTE, but it's not currently happening.
- Many CTE teachers are also teaching science.
- We use the Ag. & Welding rooms to teach the Pythagorean theorem.
- Our facility is a barrier. The CTE spaces are so far removed from the other spaces. We don't really have a place to collaborate.
- "Math 63" – created a CTE math project-based credit course offering at RCC. We could definitely support this curriculum if we had the space and offered training to the teachers.
- There is a resistance to technology and fear of change for many teachers that makes collaboration difficult.
- We all need to have ACCESS to technology that is made easy to use and available to try out.
- Technology must be VISIBLE. If the students see it being used in one classroom, they'll start to demand it for all learning environments.

Culinary Classroom:

- We need a true commercial kitchen. If we had one, we could process the farmed produce from the school gardens and actually serve it.
- Want to be close to the school gardens
- Want to be close to the TLC rooms to maintain our partnership with those students who often help with cleaning and maintenance of the space
- Should be close to the Ag. Lab
- We could share a space with SunBean
- How do we collaborate with Sedexo foodservice provider?
- Would like to have farm to school cooking classes
- Would like to have stations for students to make their own lunches

Auto Shop:

- We need to be able to fit an entire class of students in the shop and classroom.
- We REALLY need an outdoor covered space to work on cars
- Need more space for our large equipment
- Secured outdoor parking and access to bays for vehicles being serviced. We don't want them vandalized.
- A small-engine lab would be great
- We do applied physics in our lab. It is equipment-based.
- We need lots of storage for supplies and moveable stands, jacks, etc.
- Could use a paint booth (can share with other labs)
- Need a place for waste oil containment and compressor, tires.
- Need 3 to 4 lifts. Portable, outdoor lifts are ok
- We need space to work on a project and leave it in place.
- Need computer access to run diagnostics on vehicles and manage our billings and supply inventory.
- Need lockers and hand washing area. Eye wash stations.

Metal Shop:

- We make trailers as one of our projects and don't have enough space to put it since we only have 1 bay. They're 16' long.
- Need an outdoor covered area – Grants Pass HS has arc welding and grinding outdoors.
- Lockers
- Need a classroom space – can be shared with Ag.
- Would use about 10 arc welding stations
- An industrial washer for laundry would be great.
- CNC machine and some computer stations

Agriculture & Veterinary Medicine

- Ag classroom needs to be close to the greenhouse. A very open space with lab tables.
- We have chromebooks, we don't need a computer lab
- Outdoor nursery space needs a shade cloth area
- Vet. Med needs space to bring in 20' long trailers
- Ag would like a greenhouse that supports vertical gardening and hydroponics
- Would like a sales space I the front for the plant sales
- Need to have covered bins for compost area
- Soil bins should be right next to the greenhouse. They need to be secured, it is expensive soil.
- Storage for Ag. Department equipment, tools, supplies.

Business Marketing

- Need to have storage for the SWAG and marketing materials students create for their businesses. Trade show material storage.

Media Arts:

- Need to have a studio, classroom, and production studio with green room. Need to be able to look into them all simultaneously – transparency.
- The studio would be nice to be adjacent to the football field so that it can look out onto games and events during broadcasting.
- Lots of USB charging stations! For cameras, phones, video equipment. Props, drops, storage, thumb drives.
- We team with our local PHTV & SOPTV and need to have a shared workspace. We need to figure out how the logistics of that partnership works.

These meeting notes are a record. If there are any errors and/or omissions in the foregoing notes, please advise our office immediately; otherwise these notes will be considered correct and complete as written.

Submitted by,

Rebecca Stuecker
Dull Olson Weekes – IBI Group Architects Inc.

Attachments:

Item:	Pages:	Date:
Sign-In	1	4/13
Presentation	8	4/13
Notes from Auto Shop Teacher	1	4/13

Phoenix-Talent Schools
Excellence For Everyone

Meeting Sign-in Sheet

Project: PHOENIX HIGH

Meeting Name: CTE TASK FORCE ~~ATHLETICS + HEALTH~~

Project #: 18006

Date/Time/Location: 4.13.18, 1p

Name	Role	Email
Brad Jones	Auto Shop Teacher	brad.jones@phoenix.k12.or.us
Brent Barry	Supt.	
Neill Carvalho	Marketing/Bus-PHS	
Jeff Rhoades	Video - PHS	jeff.rhoades@phoenix.k12.or.us
Jeremy Kennedy	Ag / Welding	Jeremy.Kennedy@phoenix.k12.or.us
[illegible]	Principal	
Hillary Walkup	Ag/greenhouse	hillary.walkup@phoenix.k12.or.us
Jim Janousek	science/culinary	James.Janousek@phoenix.k12.or.us
Carolena Campbell	Health/PE	carolena.campbell@phoenix.k12.or.us
Tami Ingwersen	CTE Coordinator	tami.ingwersen@phoenix.k12.or.us
Shana Vos	School Board Member	
DANA + REBECCA		

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ORW ARCHITECTURE

Auto shop — Brad Jones

Classroom Area possibly multi purposed
with small engine Lab
office space
Lockers - 100
Shop area
- 3-4 lifts
- Air + Power Outlets
Floor space for
- Grinder, Drill press, Hyd. press,
parts washer, Tire Machine, Balancer

- Engine Exhaust system

Computer work stations (3)

Washing Station for Hands
water source inside and outside shop

Covered Area outside for working
on vehicles

Area for waste oil etc.

Secure tool + supply storage

PHS TASK FORCE – CAREER TECHNICAL EDUCATION

Phoenix-Talent School District

AGENDA

1:00 PM – Welcome & Introductions

1:15 PM – CTE Programs – Oregon and Beyond

1:40 PM – Video

1:50 PM – CTE Programs at Phoenix High – Now & Future

2:15 PM – Critique of Images & Precendent. Floor Plans.

2:45 PM – Key Adjacencies

THE DESIGN PROCESS

- Ed Specs / Visioning
- Masterplanning
- Schematic Design
- Design Development
- Construction Documents
- Construction

ROLES & RESPONSIBILITIES

- Leadership Group
- Design Team
- Task Force Groups

ROLES & RESPONSIBILITIES

- Leadership Group
- Students
- Design Team
- Community
- Task Force Groups
- Architect

ROLES & RESPONSIBILITIES

- Leadership Group
- Design Team
- Task Force Groups

ROLES & RESPONSIBILITIES

CHARGE:

It is the purpose of the Task Force Groups to inform the design requirements of each program to meet the current and future needs of Phoenix High School. Design parameters include key program adjacencies, square-footage, general description and use of spaces, storage needs, wall/ceiling/floor considerations, technology requirements, furniture & other equipment needs.

Task Force Groups

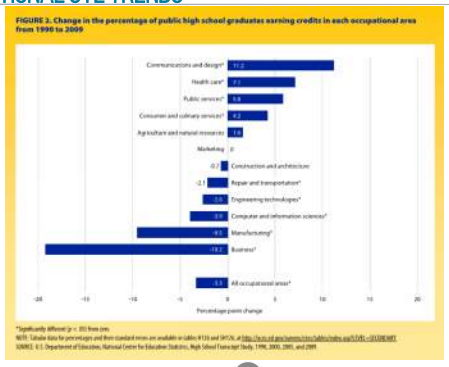
CAREER TECHNICAL EDUCATION

THE BENEFITS

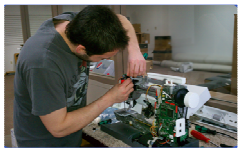
- 81 percent of dropouts say relevant, real-world learning opportunities would have kept them in high school.
- The average high school graduation rate for students concentrating in CTE programs is 90.18 percent, compared to an average national freshman graduation rate of 74.9 percent.
- More than 70 percent of secondary CTE concentrators pursued postsecondary education shortly after high school.

Source: Association for Career and Technical Education (ACTE), based on data from the National Center for Education Statistics, the Office of Career, Technical and Adult Education, the American Association of Community Colleges, and publications from RTI International and MPR Associates.

NATIONAL CTE TRENDS



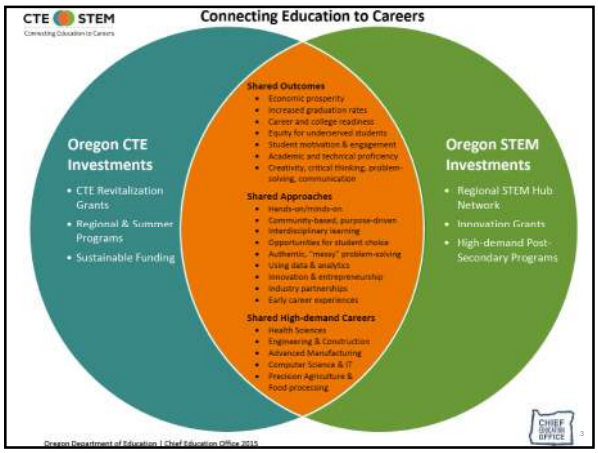
National Association of State Directors of Career Technical Education Consortium (NASDCTEc)



CTE IN OREGON

Oregon's Department of Education has organized its secondary CTE programs into six Career Learning Clusters with 23 Career Pathways based on state workforce requirements

- Agriculture, Food & Natural Resource Systems
- Arts, Information & Communications
- Business & Management
- Health Sciences
- Human Resources
- Industrial & Engineering Systems



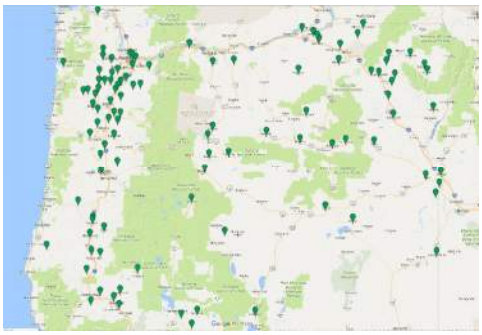
CTE IN OREGON

State Funded Initiatives

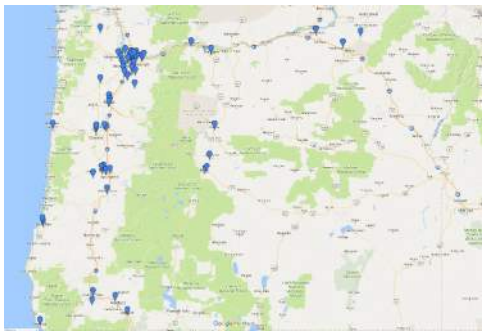
- CTE Revitalization Grant
- Mesure 98
- Oregon FIRST Robotics Grant
- Secondary Career Pathway
- STEM Education Grants

Learning that works for Oregon CTE

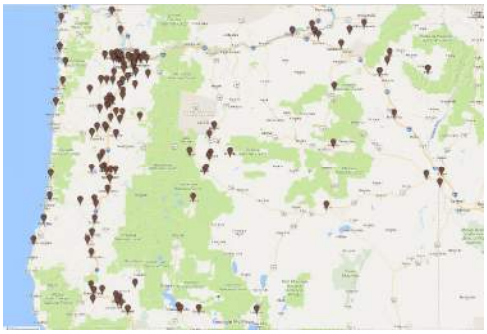
AGRICULTURE, FOOD & NATURAL RESOURCE SYSTEMS



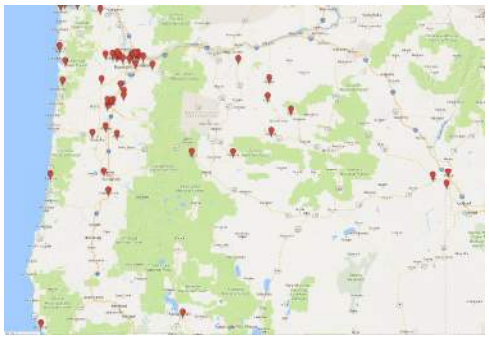
ARTS, INFORMATION, COMMUNICATIONS



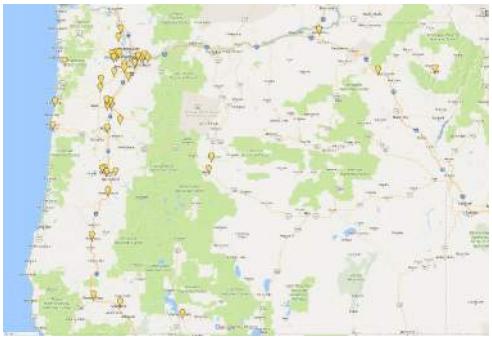
BUSINESS MANAGEMENT



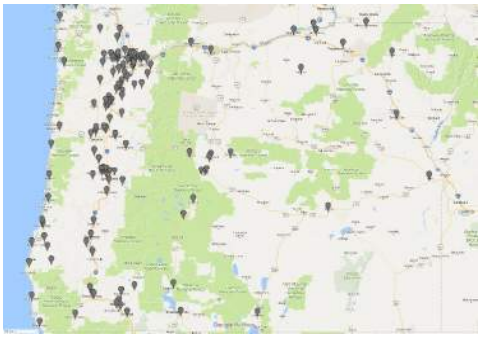
HEALTH SCIENCES



HUMAN RESOURCES



INDUSTRIAL & ENGINEERING



CTE

https://www.youtube.com/watch?v=bJ7QEc-wKPk

CTE – PHOENIX HS

CTE – PHOENIX HS

What are the current CTE Program offerings at Phoenix High School?

- Agriculture, Food & Natural Resource Systems
- Arts, Information & Communications
- Business & Management
- Health Sciences
- Human Resources
- Industrial & Engineering Systems

Where can we improve / add to the CTE programs?

What CTE Programs would you like to offer in the future?

CULINARY ARTS

DESIGN LAB





COSMETOLOGY




SEMINAR



MEDICAL







SHOP AND CLASSROOM ADJACENCIES




HORTICULTURE




HORTICULTURE





CONSTRUCTION




CONSTRUCTION




MANUFACTURING / FABRICATION





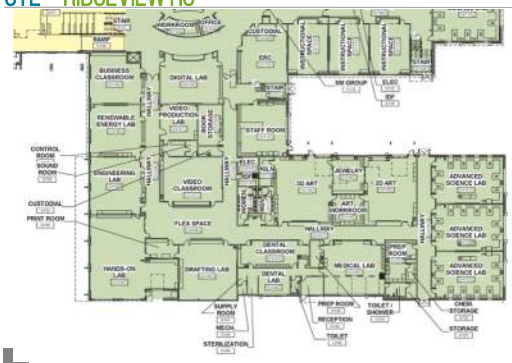
MANUFACTURING / FABRICATION



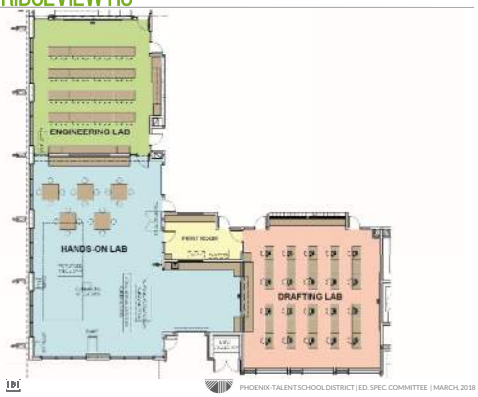

ENGINEERING



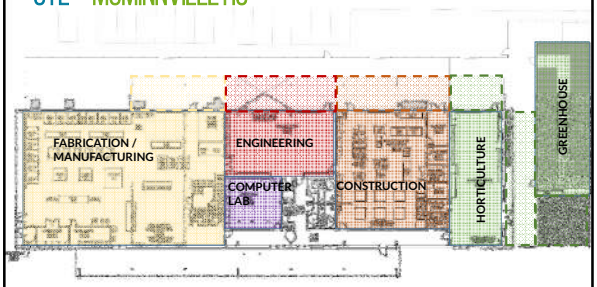

CTE – RIDGEVIEW HS



CTE – RIDGEVIEW HS

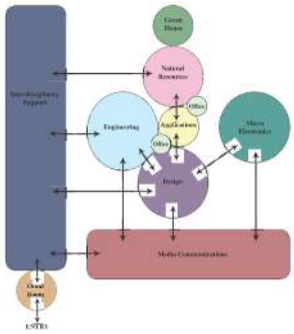


CTE – MCMINNVILLE HS



CTE – MCMINNVILLE HS

CTE – CANBY TECH CENTER



CTE – CANBY TECH CENTER

CTE – CANBY TECH CENTER

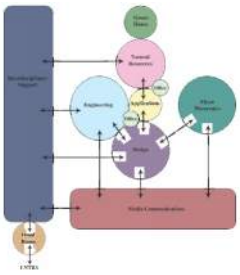
CTE – BEND SENIOR HS

CTE – PHOENIX HS

What are the critical adjacencies?

How do we make Hands-On Learning environments visible and available?

How do we make subjects that are typically lecture-based relevant and interesting?



CTE – PHOENIX HS

How do CTE programs connect students to the Future Planning Center?

PHS TASK FORCE – CTE

Phoenix-Talent School District

Phoenix-Talent Schools
Excellence For Everyone

Meeting Notes

Project	Phoenix High School	**Meeting Date**	04/13/2018, 1:00pm
Topic	Health & Athletics	**Project No.**	116062
Location	Phoenix High		

Present See attached Sign-in

Distribution Attendees, Leadership Group

This is a record of the Health & Athletics Task Force Meeting for Phoenix High School

Health:

- It is classroom-based
- Will want to grow into a space that can house equipment from Providence like the setup at Grants Pass HS.
- Needs to have a large classroom/lab space for hands-on activities
- Would like to grow to become a CTE program – health occupations. Prague & Asanti local parternships.
- Would love a public access school-based health clinic
- Need a projector & wifi in the room. Smartboard is used for interactive medical activities (chromebook card would be great!) can share a cart between the 3 health classes.
- Sometimes have up to 40 students in the class, need more square-footage if we're doing activities (CPR)
- Should be adjacent to spaces we can spill into. Currently use the library for dictation relays, simon says, muscle & bone curriculum
- Need a sink! Need to wash the CPR equipment. We do a handwashing exercise. Counter space is critical. Need a large drop sink with a gooseneck faucet.
- Need to have better lighting controls, it is currently not dark enough at the teaching wall.
- Nutrition is in Health II class and is too far from culinary arts – should be adjacent.
- Storage needs to be secured. Large storage needs: CPR manequins, etc.
- Health room should be near gym.

Sports Medicine:

- Would love to have a sports med class to teach the kids how to tape ankles, etc.
- Could provide health class credits.
- Training room should be near the health classroom. Sports medicine needs a space.
- The trainer is paid through partnerships with Providence.

PE

- Space needs are dependent on schedule
- Both gyms and the weight room are used throughout the day.
- Need a multipurpose room for cheer / yoga / colorguard. Not enough storage in the current cheer room.
- Storage for PE is terrible! Locker rooms in the dungeon are only used by student to change during PE, not used for anything else.

- PE doesn't use the new locker rooms at the end of the rock hallway, there are too many issues with supervision.
- Track & field & wrestling spaces are used during the day for PE. the wrestling room is used to put down exercise mats and do fitness and toning classes.
- Wouldn't need to wrestling room if there was a multipurpose room with rollout mats for wrestling instead.
- Definitely use the auxiliary field for PE.
- More outdoor basketball would definitely be used for PE
- Net sports! Outdoors and indoors would be great, would use them all the time for PE. The Ashland gym has I-hooks to attach nets to the walls. Can we get retractable nets? Won't work in our current gym. Is great for fast setup.
- Sand volleyball would be great
- Outdoor Fitness track around the property like North Medford
- Sports medicine could be a PE elective
- Would love an Outdoor classrooms with an obstacle course
- If we had artificial turf on the aux. multipurpose field we can play on it year round.
- Anything that gives us more options for activities would be great
- The multipurpose room should have a projector. No cables. For fitness videos.
- Sound system is needed in both gyms!

Extracurricular Sports

- Review of current team list (see attached)
- What kind of teams might you have in the future?
    - Dance
    - Boy's tennis
    - Boy's volleyball (club)
- Would love to have cardio equipment space. Spinning or treadmill. Space in the weight room. Equipment tends to be a management nightmare.
- Outdoors club does hiking, mountain biking
- Need a space review team videos
- It is difficult to do team sports in the fall due to the smoke
- Locker rooms in the rock hallway are used by football. They are really underutilized and could be remodeled into team rooms. They don't have enough lockers to be used for PE classes. Visiting teams don't use them. How 'bout just one big locker room for girls and boys?
- Athletes do use the showers. Basketball, football, wrestling. PE doesn't use showers.
- Different types of lockers are needed – they currently have pad locks.
- Storage space is needed for sports! The outbuildings are used, the backside of the gym, etc. We used to have a storage space the size of the weight room. If there were team space by the ticket booth for track storage, that would be a great location that is possibly underutilized.
- Having the weight room separated is not good because students get locked out.
- Technology needs to be available for presentations
- We need to rebuild the grandstands and bring graduation back. Can we add locker rooms or team storage below. Would love to use them to run steps, the current ones are too dangerous.
- Would love to grow the tennis program, would be used by PE as well if there were courts

Community Use

- The track is used by the neighborhood a lot
- Gyms are used for basketball
- Youth sports use the fields and gyms
- Tournaments are held over the weekend. Volleyball. They rent the gym
- If we had turf, it would be booked every night

Rehab room

- A wet room between 700-800sf.
- Needs to be visible and accessible
- Needs water, ice storage, admin work station

General Comments:

- We need a new track. It's not safe to run on.
- The gym commons should have a hall of fame. We'd love for it to look nicer with better lighting – it's too dark. Should have technology with a large screen showing team photos/etc. need to activate that space.
- Wrestling room is used after school every day all year long by the wrestling team. It is not very utilized during the day AT ALL! We need mat storage because with the wrestling mats down we can't do anything in there.

These meeting notes are a record. If there are any errors and/or omissions in the foregoing notes, please advise our office immediately; otherwise these notes will be considered correct and complete as written.

Submitted by,

Rebecca Stuecker
Dull Olson Weekes – IBI Group Architects Inc.

Attachments:

Item:	Pages:	Date:
Sign-In	1	4/13
Presentation	3	4/13

Phoenix-Talent Schools
Excellence For Everyone

Meeting Sign-in Sheet

Project: PHOENIX HIGH
Project #: 18006

Meeting Name: ATHLETICS + HEALTH TASK FORCE
Date/Time/Location: 4.13.18, 11A

Name	Role	Email
Shana Vos	School Board	slvos@outlook.com
Randy Shipley	Teacher	randy.shipley@phoenix.k12.or.us
Kurt Smet	AT	Kurt.Smet@providence.org
Carolena Campbell	Teacher	Carolena.campbell@phoenix.k12.or.us
Dave Ehrhardt	Ath. Director	dave.ehrhardt@phoenix
Toby Walker	Assistant Princ.	toby.walker " " "
Brent Barry	S.P.E.	
Don Rugraff	Principal	don.rugraff ———
Jacob Schaffler	Teacher	jacob.schaffler " " "
~~Tami Ingwerson~~	~~CTE Coordinator~~	~~tami.ingwerson@phoenix.k12.or.us~~
DANA + REBECCA		

dowa | IBI

ORW ARCHITECTURE

PHS TASK FORCE – HEALTH & ATHLETICS

Phoenix-Talent School District

AGENDA

11:00 AM – Welcome & Introductions

11:15 AM – Health Program

11:30 AM – PE & School-Day Program Requirements

11:45 AM – Team Sports, Clubs, Rec., Community Needs

THE DESIGN PROCESS

- Ed Specs / Visioning
- Masterplanning
- Schematic Design
- Design Development
- Construction Documents
- Construction

ROLES & RESPONSIBILITIES

- Leadership Group
- Design Team
- Task Force Groups

ROLES & RESPONSIBILITIES

- Leadership Group
- Students
- Design Team
- Community
- Task Force Groups
- Architect

ROLES & RESPONSIBILITIES

- Leadership Group
- Design Team
- Task Force Groups

ROLES & RESPONSIBILITIES

CHARGE:

It is the purpose of the Task Force Groups to inform the design requirements of each program to meet the current and future needs of Phoenix High School. Design parameters include key program adjacencies, square-footage, general description and use of spaces, storage needs, wall/ceiling/floor considerations, technology requirements, furniture & other equipment needs.

Task Force Groups

ATHLETICS & HEALTH – DISCUSSION

What are the current Health Program offerings at Phoenix High School?

Involvement with Nutrition Services?

ATHLETICS & HEALTH – DISCUSSION

What are the space needs?

Classroom, storage, technology, adjacency

ATHLETICS & HEALTH – DISCUSSION

What are the current uses of Athletic Spaces throughout the School Day?

PE – Main Gym

Special Education PE – Aux. Gym

ATHLETICS & HEALTH – DISCUSSION

What improvements, additions, and/or safety considerations should be addressed to support physical education and athletics?

What programs or teams would you like to offer in the future?

ATHLETICS & HEALTH – DISCUSSION

ATHLETICS & HEALTH – DISCUSSION

District-Sponsored Athletic Teams (Fall & Winter)

	PHS On Site	Off Site
Soccer – Boys		x (culver)
Soccer – Girls		x (culver)
Cross Country – Boys	x	x
Cross Country – Girls	x	x
Volleyball – Girls	x	
Football – Boys	x	
Cheerleading – Girls/Boys	x	
Basketball – Boys	x	
Basketball – Girls	x	
Wrestling – Boys	x	
Wrestling – Girls	x	
Swimming – Boys		x
Swimming – Girls		x

ATHLETICS & HEALTH – DISCUSSION

District-Sponsored Athletic Teams (Spring)

	PHS On Site	Off Site
Baseball – Boys		x (culver)
Softball – Girls		x (culver)
Track & Field – Boys	x	
Track & Field – Girls	x	
Golf – Boys		x
Golf - Girls		x
Tennis – Girls		X (Bear Creek)

ATHLETICS & HEALTH – DISCUSSION

Club Sports

EQUESTRIAN TEAM		
SKI TEAM		x

ATHLETICS & HEALTH – DISCUSSION

Who are your User Groups & Partners

How should community use (including rec and club sports) be addressed when planning athletics spaces?

PHS TASK FORCE – HEALTH & ATHLETICS

Phoenix-Talent School District

Phoenix-Talent Schools
Excellence For Everyone

Meeting Notes

Project	Phoenix High School	**Meeting Date**	04/13/2018, 3:00pm
Topic	Library & Career Services	**Project No.**	116062
Location	Phoenix High		

Present See attached Sign-in

Distribution Attendees, Leadership Group

This is a record of the Library & Career Services Task Force Meeting for Phoenix High School

Future Pathways Center & Career Serivces:

- Definitely needs to be in its own space!
- Needs tables for students to work.
- Computer media bar where about 15 students can work and fill out applications, write essays.
- Don't want it to turn into a hang out space, students need to be able to come in and get work done.
- Need to be able to close down & lock up the area
- Space for a trio representative from RCC. College dreams. They need a space to meet with students individually. Small offices for private conversations. For 4 to 5 people.
- College visitations are large gatherings in the fall
- Interviews need to have a place that is acoustically separated. Maybe a conference room that can be subdivided?
- How do students hear about the future pathways center? Weekly newscast mentions it
- Every student is called down when they become seniors.
- We like that it's centrally located so that students feel free to drop it.
- We need to be visible and welcoming. Not near the front office.
- We need to have a variety of seating options, different types of spaces where a student can sit at a computer or laptop and get help from support staff.
- Would love to have a large sliding glass wall to open it up to adjacent areas but also close off at night for security. Daylight.

Library

- Our library is the heart of the school
- Need to have a space for staff meetings that is acoustically closed to the students
- We have a media technology center in the library
- Alumni association uses our library, we need a place for them. They need 2-3 desks and a work area in the middle.
- The school board uses it in the evenings.
- Need to be able to darken for projection. Control glare
- Transition program needs include
    - Guest speakers for job placement activities. Can happen in a room that fits about 12 people at a time. Need a space to hold practice interviews, do job search on computers, etc.
- The maslow project needs access
- We have one librarian
- The computer lab can get loud and have up to 40 students in there at a time. It needs to be separate but visible. It is a place where students can do independent research, check out classes, drop-ins.

- Soft seating is a plus
- No hidden nooks – visibility
- Big and small conference rooms. Need variety and flexibility. One teacher, breaking up classes into different sizes.
- Conference / media / makerspace area is very used
- Like the moveable glass wall to open the space up (but close when staff meetings are occurring)
- Like to have books at the perimeter. Students don't look at the books on the lower shelves, so short bookcases aren't as valuable.
- Textbook storage needs to be connected to the library. Plan for the space, but it may turn into something else in the future as more curriculum is offered digitally. It can be an opportunity to expand the makerspace. Textbooks need to be lockable and managed by the librarian.
- Learning steps – would like to hold an entire cohort grade level, approx 250 students.
- Shelving that's not on the perimeter should be on wheels, around 48" high

Makerspace

- should have 3D printer
- leadership students need to have access to a lot of different sign-making materials and tables to make posters.
- needs a workroom and tools.

These meeting notes are a record. If there are any errors and/or omissions in the foregoing notes, please advise our office immediately; otherwise these notes will be considered correct and complete as written.

Submitted by,

Rebecca Stuecker
Dull Olson Weekes – IBI Group Architects Inc.

Attachments:

Item:	Pages:	Date:
Sign-In	1	4/13
Presentation	7	4/13

Phoenix-Talent Schools
Excellence For Everyone

Meeting Sign-in Sheet

Project: PHOENIX HIGH
Project #: 18006

Meeting Name: LIBRARY + CAREER SERVICES
Date/Time/Location: 4.13.18, 3p

Name	Role	Email
Brenda Selee	media manager	brenda.selee@phoenix.k12.or.us
Toby Walker	Assistant Princ.	toby.walker@phoenix
Tami Ingwerson	CTE / Academic Adv	tami.ingwerson@phoenix.k12.or.us
[illegible]	Principal	
DANA + REBECCA		

dowa | IBI

ORW ARCHITECTURE

PHS TASK FORCE – LIBRARY & FUTURE PLANNING CENTER

Phoenix-Talent School District

AGENDA

3:00 PM – Welcome & Introductions

3:15 PM – Future Planning Center – Now & Future

3:30 PM – The Role of Libraries – Critique of Images

3:45 PM – Key Adjacencies

THE DESIGN PROCESS

- Ed Specs / Visioning
- Masterplanning
- Schematic Design
- Design Development
- Construction Documents
- Construction

ROLES & RESPONSIBILITIES

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Task Force Groups

FUTURE PLANNING CENTER– DISCUSSION

College Credit Opportunities at Phoenix High School 2013-2014

High School Course Name	College/University Course Name	College/University Course Number	School	Credits	Teacher
AP American Government	Law, Politics and the Constitution	PS 202	SOU	4	Cornet
Art III, Art IV, or AP Art	Studio Art I & II	ART 199	SOU	8	Rollins
AP Environmental Science	Intro to ES: Earth Science w / lab & Biological Science w/lab	ES101, ES102	SOU	8	Gulo
AP European History	SS/European History I & II	HST 199	SOU	8	Theiring
AP Language & Composition	English Composition I & II	WR121, WR 122	SOU	8	Singleton
AP Literature & Composition	Introduction to Literature I & II	ENG 104, ENG 105	SOU	8	Jones, M.
AP Macroeconomics	Principles of Macroeconomics	ECON 202	SOU	4	Barton
AP Microeconomics	Principles of Microeconomics	ECON 201	SOU	4	Barton
AP United States History	American History & Life I & II	HST 250, HST 251	SOU	8	Rodnick
AP/Honors American Government	Power and Politics	PS 201	SOU	4	Cornet
Calculus	Calculus I & II	MTH 251, MTH 252	SOU	8	Dougherty
Honors International Studies	International Scene	IS 250	SOU	4	Cornet
Honos Psychology	General Psychology	PSY 201	SOU	4	Cornet
PHTV	Studio Techniques for Video Production	VP 172	SOU	4	Rhoades
PHTV	Introduction to Field Production	VP 215	SOU	4	Rhoades
Pre-Calculus	Pre-Calculus I & II	MTH 111, MTH 112	SOU	8	Dougherty
Psychological Fiction and Nonfiction	Psychological Literature	PSY 199	SOU	4	Cornet
Student-Mediation-Dispute Resolution Program	Introduction to Conflict and Resolution	CDMM 199	SOU	4	Cornet
World Religions	Religion: The Human Experience	REL 201	SOU	4	Theiring
Sports Marketing	Introduction to Business	BA 101	RCC	3	Carvalho
Virtual Enterprise	Introduction to Business Computing	BA 131	RCC	4	Carvalho
Virtual Enterprise	Personal Finance	BA 218	RCC	3	Carvalho
Advanced Computers	Word Processing Applications	CS 125ww	RCC	3	Carvalho

FUTURE PLANNING CENTER– DISCUSSION

Advanced Computers	Computer Typing	BT 120	RCC	2 Carvalho
Web Page Design	Intro to Dreamweaver	CS 125dw	RCC	3 Carvalho
Advanced Computers	Digital Imaging: Photoshop	GD 160	RCC	3 Carvalho
Video I	Intro to Digital Video	CS 125dv	RCC	5 Rhoades
Video II	Advanced Digital Video	CS 135dv	RCC	5 Rhoades
Algebra II	Fundamentals of Algebra II	MTH 65	RCC	4 Dougherty
Algebra II	Intermediate Algebra	MTH 95	RCC	4 Dougherty
Pre-Calculus	College Algebra	MTH 111	RCC	4 Dougherty
Pre-Calculus	Elementary Functions	MTH 112	RCC	4 Dougherty
Calculus	Calculus I & II	MTH 251, MTH 252	RCC	8 Dougherty
Principles of Technology	Physical Science w/ Lab	GS 104	RCC	4 Jones, G.
Economics	Introduction to Economics	ECON 115	RCC	5 Barton
AP Macroeconomics	Principles of Macroeconomics	ECON 202	RCC	4 Barton
AP Microeconomics	Principles of Microeconomics	ECON 201	RCC	4 Barton
Auto II	Auto Maintenance & Trade Practices	AM 120 w/ lab	RCC	6 Jones, G.
Auto II	Automotive Repair Lab I	AM 190	RCC	4 Jones, G.
Welding I	Welding Fundamentals I	WLD 101	RCC	3 Kennedy
Welding II	Welding Fundamentals II	WLD 102	RCC	3 Kennedy
Animal Science & Advanced An. Care	Introduction to Animal Science	ANS 121	RCC	4 Kostman
Plant Science & Intro to Greenhouse	Introduction to Horticulture	CSS 150	RCC	4 Kostman
Ag Leadership	Fundamentals of Speech	SPE 111	RCC	3 Kostman
		Total Credits Available		201

FUTURE PLANNING CENTER– DISCUSSION

What are the key adjacencies?

What is the best way to reach students?

CAREER SERVICES – DISCUSSION

What are the space needs?

Acoustical privacy, Storage, Technology, Display

LIBRARY – DISCUSSION

What role does the library play in a modern high school?

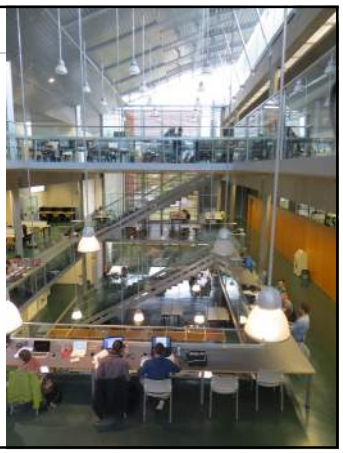
LIBRARY – DISCUSSION

What role does the library play in a modern high school?

- Center of Research & Inquiry
- Quiet, Small Group Social Activity
- Independent Study/Work
- Group Instruction / Meetings
- Community Resource

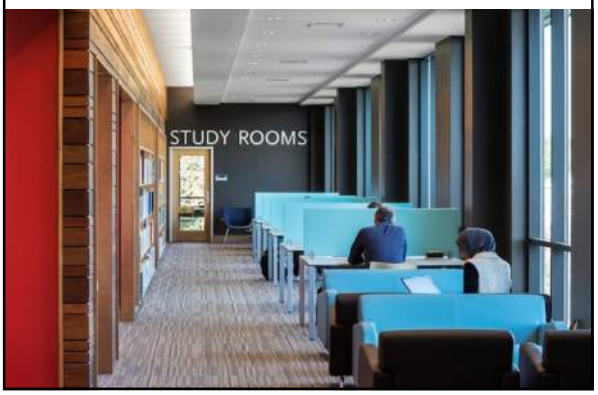
LIBRARY – DISCUSSION

What types of spaces best serve those uses?



LIBRARY - INDIVIDUAL & SMALL GROUP WORK

LIBRARY - INDIVIDUAL & SMALL GROUP WORK



LIBRARY - INDIVIDUAL & SMALL GROUP WORK

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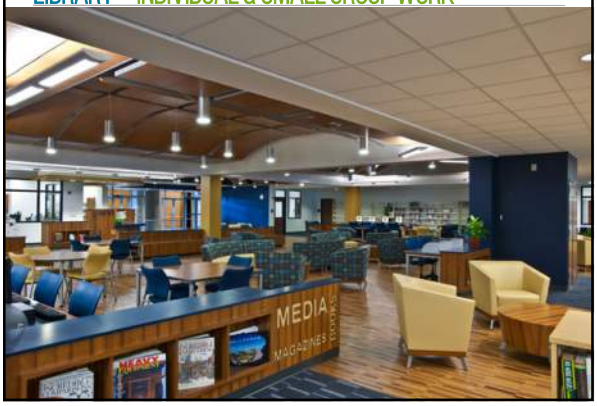


LIBRARY – LARGE GROUP INSTRUCTION & GATHERING

LIBRARY – LARGE GROUP INSTRUCTION & GATHERING

LIBRARY – RESEARCH & INQUIRY

LIBRARY – RESEARCH & INQUIRY

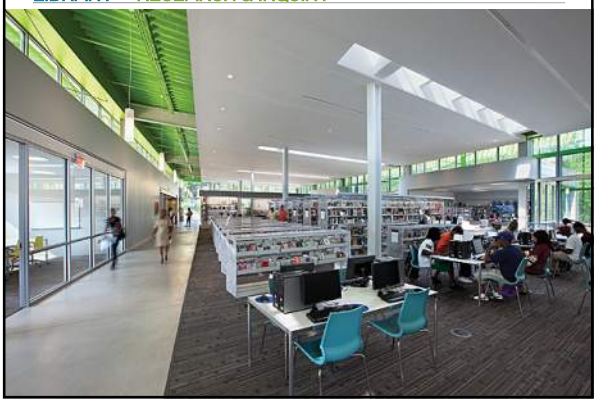
LIBRARY – RESEARCH & INQUIRY

LIBRARY – RESEARCH & INQUIRY

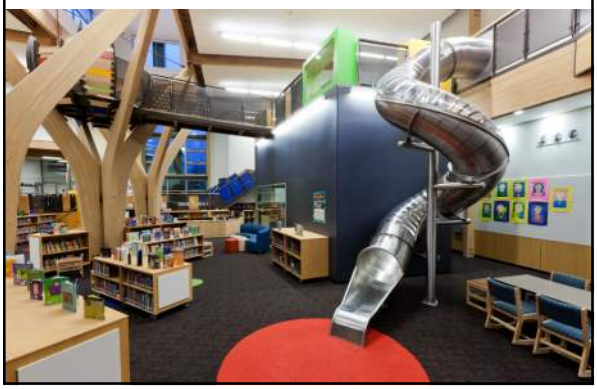
LIBRARY – RESEARCH & INQUIRY

LIBRARY – RESEARCH & INQUIRY

LIBRARY – RESEARCH & INQUIRY



LIBRARY – RESEARCH & INQUIRY



LIBRARY – RESEARCH & INQUIRY

LIBRARY – RESEARCH & INQUIRY

LIBRARY – COMMUNITY RESOURCE

LIBRARY – COMMUNITY RESOURCE

LIBRARY – DISCUSSION

What activities currently take place in the library?

- *Time the space is utilized throughout the day/year*
- *Textbook Storage*
- *Access to Art Materials*
- *Computer Lab*

LIBRARY – DISCUSSION

What are the key adjacencies?

PHS TASK FORCE – LIBRARY & FUTURE PLANNING CENTER

Phoenix-Talent School District

Phoenix-Talent Schools
Excellence For Everyone

Meeting Notes

Project	Phoenix High School	**Meeting Date**	05/03/2018, 3:30pm
Topic	Admin & Counseling	**Project No.**	1806
Location	Phoenix High		

Present See attached Sign-in

Distribution Attendees, Leadership Group

This is a record of the Admin & Counseling Task Force Meeting for Phoenix High School

Current offices & services provided in the front office admin/counseling area:

- Registrar
- Reception area – with 2 secretary workstations. Also need to have space for 2-4 student office aids who will be in the reception area and need access to the copier.
- Attendance office
- Office Manager
- Bookkeeper
- 2 Counselor's offices – need to have space to seat a family and student around a table.
- Workroom – has the mailboxes. The workroom is definitely used by staff.
- Food prep area (not the staff room – it is located elsewhere and not used)
- Atheltic Director / Assistant Principal
- Assistant Principal
- Principal office
- SRO office
- Graduation Coach (also in the attendance & academics role)
- Test coordinator / CTE coordinator needs a workstation
- Itinerate workstation would be useful
- Health room & Nurse's station – need room for 2 beds that raise & lower.
- 2 large conference rooms
- There is currently no counseling assistant, the registrar acts as the counseling "front desk" which is not desireable. Students have to go to the front office / reception when they are accessing counseling services which is not desireable.
- Front office should have 3 compact hot desk areas where visiting/itinerate people can drop off their stuff and plug in a laptop to do work if needed. Like the airport.

Student Manager & ISS:

- Student Management – currently adjacent to the commons. Office needs to have space for 2 workstations
- Graduation Manager
- ISS is currently directly off of the main commons and should be closer to the main office so students aren't walked through the commons to go to In-School Suspension. The path to ISS should not be in a high-traffic area. Could it be on the backside of the student manager?
- A small conference room could be used for lunch detention

- Maslow project & services for At Risk students should be located closer to the student manager, not at the front office.

Family Resources:

- One large-ish room with space for a clothes closet, food pantry, school supplies.
- Space for 2 workstations like office cubicles. Better to be in an area that's not along a high-traffic zone.
- Would like to have access to a shower or close to the locker rooms. Washer/dryer would be good.

General Comments:

- Conference rooms need to have flat screens, not projectors. Also need conference phones.
- More electronic signage would be great – readerboards, dashboards, etc.
- There are 7 different people monitoring the cameras around the school (including SRO) Cameras are web-based.
- The all-call system will be refined.

Sidebar meeting with SRO May 14th:

- The SRO office needs to be open and available to students
- SRO needs easy access out of the office to an exterior door. It would be good to have a side door that is not on the main circulation path in rare cases where students need to be handcuffed.
- SRO office should be near the front office in case of an upset parent. Doesn't need to be in the vestibule, just near the receptionists in case they need assistance.
- Need room in the office to seat a full family. Need seating area.
- Privacy for sensitive conversations (if there is glass, should have a screen that can close)
- Direct phone line, don't want the front office secretary screening the calls. Families are more likely to call if they know it will go directly to the SRO.
- SRO and student manager should be apart from eachother so that there is better security coverage around the school. Also, the SRO should NOT be involved in school politics at all, not involved in ISS or other issues dealt with by student manager.
- The middle school needs its own SRO.
- PHS has a restorative justice program that is a pilot program for Southern Oregon.

These meeting notes are a record. If there are any errors and/or omissions in the foregoing notes, please advise our office immediately; otherwise these notes will be considered correct and complete as written.

Submitted by,

Rebecca Stuecker
Dull Olson Weekes – IBI Group Architects Inc.

Attachments:

Item:	Pages:	Date:
Sign-In	1	5/3
Presentation	3	5/3

Phoenix-Talent Schools
Excellence For Everyone

Meeting Sign-in Sheet

Project: PHS

Project #: 116062

Meeting Name: Admin / Counseling Task Force

Date/Time/Location: 5/3/18 - PHS

Name	Role	Email
Rebecca Stecker		
Dana Crawford		
Toby Walla	Assistant Princ.	
Tami Ingwerson	Academic Advisor	
Dave Ehrhardt	Asst. Princ	
Adam Kehrach	counselor	
Cesar Flores	Counselor	
	Supt.	
	Principal	

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ORW ARCHITECTURE

PHS TASK FORCE – ADMINISTRATION & COUNSELING

Phoenix-Talent School District

THE DESIGN PROCESS

- Ed Specs / Visioning
- Masterplanning
- Schematic Design
- Design Development
- Construction Documents
- Construction

ROLES & RESPONSIBILITIES

- Leadership Group
- Design Team
- Task Force Groups

ROLES & RESPONSIBILITIES

- Leadership Group
- Students
- Design Team
- Community
- Task Force Groups
- Architect

ROLES & RESPONSIBILITIES

- Leadership Group
- Design Team
- Task Force Groups

ROLES & RESPONSIBILITIES

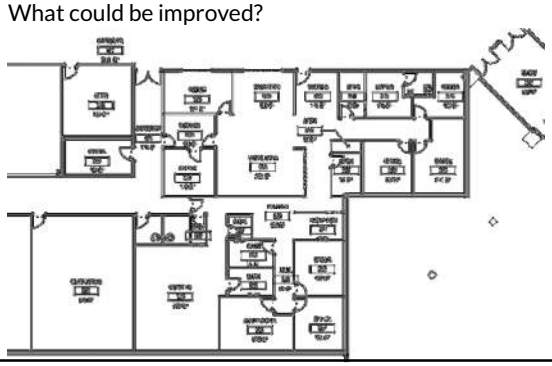
CHARGE:

It is the purpose of the Task Force Groups to inform the design requirements of each program to meet the current and future needs of Phoenix High School. Design parameters include key program adjacencies, square-footage, general description and use of spaces, storage needs, wall/ceiling/floor considerations, technology requirements, furniture & other equipment needs.

- Task Force Groups

ADMIN & COUNSELING

Describe the existing spaces, functions, & occupants. What could be improved?



ADMIN & COUNSELING – SAFETY & SECURITY

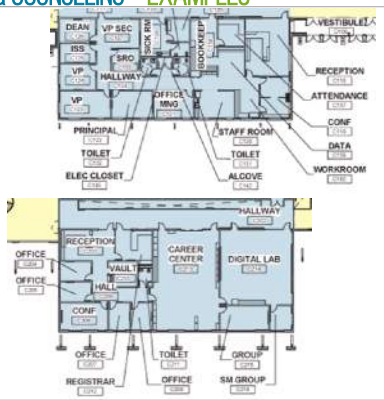
Describe safety protocol and lockout/lockdown procedures.

ADMIN & COUNSELING – TECHNOLOGY

How is technology currently being used?

GENERAL EDUCATION – ADJACENCIES

ADMIN & COUNSELING – EXAMPLES



ADMIN & COUNSELING – EXAMPLES

ADMIN & COUNSELING – EXAMPLES

PHS TASK FORCE – GENERAL EDUCATION

Phoenix-Talent School District

Appendix B: Student Outreach


EXIT

Phoenix-Talent Schools
Excellence For Everyone

Meeting Notes

Project	Phoenix High School	**Meeting Date**	03/19/2018, 3:30pm
Topic	School Day Observation	**Project No.**	1806
Location	Phoenix High		

Present Rebecca Stuecker, Dana Crawford

Distribution

This is a record of observations taken during a walkthrough of Phoenix High School.

7:25 is zero period, only one class in the gymnasium for students needing extra credits

8:00 a few students gathering in the PE lobby

Students slowly filter in to the school (parent dropoff at north end) from multiple entry points for about 1 hour.

8:20 most students in the commons. In groups of many to tables of 1. Some groups of freshman students gathering in the library: "we don't like being in the commons". to loud, to crowded. "we want water bottle fillers and natural light. We still want to be able to paint the walls". Small groups of students in library, as well as a few individuals at the computers in the library. Two students at career center.

PA is shrill and loud in the commons

Food kiosk is closed at 8:20am. Servery is closed.

Servery opens for breakfast at break time 9:45, serves 120-140 students. Lunch serves between 180 – 220 students. Also have lunch options: Creator's cart serves around 15 students, outside BBQ serves 25 students. Students pay with a code or cash.

Student manager directly off the commons. Many kids hanging out in and around this office.

General observation notes: No students are seen going to their lockers at any point during this observation day. Hallways are very stark, walls are white and blank. No way to differentiate one hallway from another or know what subject is being taught behind the door. One exception is outside leadership room hallway. Student work about cold war taped to walls. Also outside physics classroom. Interior relites from computer lab to hallway blinds are closed.

SpEd success center – IEP students spend 1 to 2 periods/day to take tests. Students in the same class can team together and also get individual support. Need an office that looks into the room for private conversations but also supervision. Independent and small group work. Need space to store manipulatives.

Art – use the display near the main office rather than the cases outside the room because it's a dead-end corridor down there, no one goes by. Free hanging displays get damaged. 2-dimensional work still should be protected. Need to use the projector a lot, but the screen is directly in front of the windows, too much glare, so shades are drawn. Senior mural completed by 19-20 students.

Break Period – a very congested rush to the commons. Many students with plates of breakfast food. Although most students are in the commons, every bench in every hallway is also occupied. Tables in the

PE commons are also full. Some students hanging out in computer labs and library as individuals or small groups. Some are hanging out in lobby or other empty areas that have a few seats.

FFA & Auto – unoccupied. FFA classroom upstairs.

Greenhouses – asked Hillary why students take her classes – "some just want to be outside, do something hands-on and not in a classroom. Often see greenhouse students also taking the other hands-on classes like auto, welding, culinary. Some are interested in plants specifically." Spoke to a student in the greenhouse class: "South & North Medford HS have a career center in it's own place, not open and part of a library. There are private conversations that need to happen there. The future planning center is college-focused. If you want to get college credits for work your doing at PHS, first you talk to your teacher (RCC or SOU credits), then talk to the future planning center to help figure out where to go after graduation.

Vet Tech – building can be dismantled and moved. Variety of activities. Heat needed for the animals.

SpEd rooms – teaching life skills. Next door classroom has no direct connection, need to go out to hallway to access. Credit retrieval lab: after-school programs happen here. Students can work on class work. There is an online program for students to do coursework remotely then come in here to take the tests. Usually 2 to 15 students at a time.

PE – there is little to no accessibility to the exterior fields. The Ag. Rooms are also not accessible. Tour of the old locker rooms below the aux. gym – almost none of the lockers are being used, showers never used.

Lunch – there is only one lunch period. The commons is not that crowded. Many students leave campus, buy food elsewhere, sit and eat elsewhere.

These meeting notes are a record. If there are any errors and/or omissions in the foregoing notes, please advise our office immediately; otherwise these notes will be considered correct and complete as written.

Submitted by,
Dull Olson Weekes – IBI Group Architects Inc.

Rebecca Stuecker

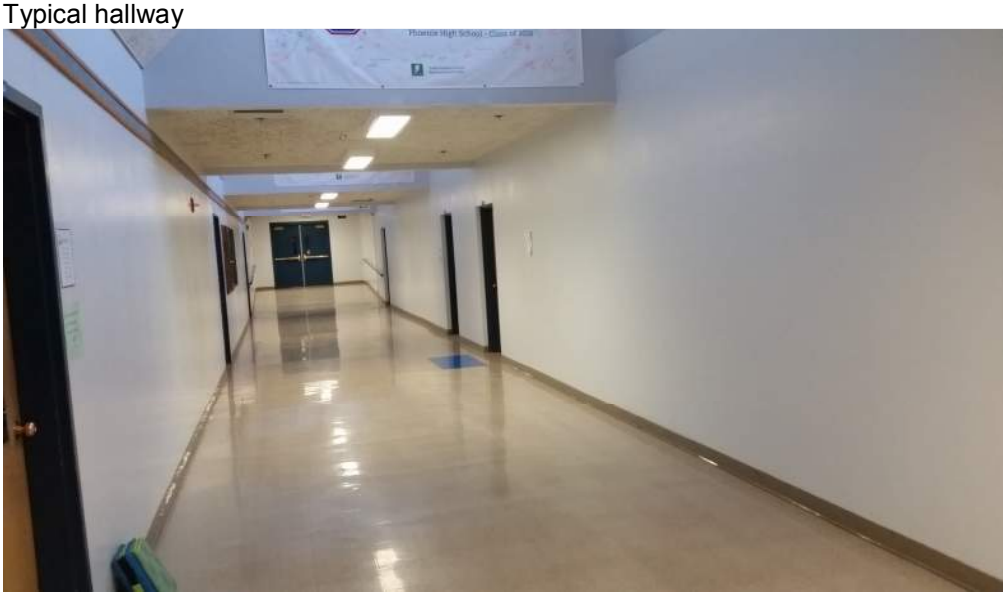
Attachments:

Item:	Pages:	Date:

Document7

Photos:

Typical hallway



Break time

Hallway outside leadership, history(?) classrooms

Entry point to servery during break time

Lockers

Greenhouse & Ag

Phoenix-Talent Schools
Excellence For Everyone

Meeting Notes

Project	Phoenix High School	**Meeting Date**	05/14/2018
Topic	Student Workshop	**Project No.**	116062
Location	Phoenix High		

Present	Rebecca Stuecker, Dana Crawford, Roger Allemand, Isabel Alvarez, Josephine Bolstad, Maggie Carrillo, Reagan Gail, Jonathan Halligan, Ethan Humble, Dylan Kundson, Kazes Kuykendall, Grace LaNier, Fernanda Ledesma, Kylee linnell, Lizbeth parra, Jace Pech, Shelby Platt, Joseph Price, Julian Richey, Malea Sandrock, Kassandra Skaff, Maggie Taylor-Cheek, Julissa Villasenor, Gabriel Wilson, Elena Winkler
Distribution	District Leadership Team

On May 14th, a 2 ½-hour workshop was held by Rebecca Stuecker (DOWA-IBI Group Architects) and Dana Crawford (ORW Architects) with several Phoenix High School students (see Appendix for a complete record of the workshop). The purpose of the workshop was to give a broad range of students an opportunity to provide input for the design of their school. The workshop was broken into two parts: (1) Discussion and Critical Feedback and (2) Design Project. The survey results were illuminating, but the first portion of the workshop aimed at having a conversation with students and asking more critical and follow-up questions that can't be achieved in a digital survey. A second portion of the workshop provided an opportunity for students to do a hands-on design project similar to the one the Design Committee had performed a few days earlier: arrange large program blocks and speak about the reasons for adjacencies and find images that are meaningful and resonate with your vision for a new Phoenix High School.

Summary of the Discussion & Feedback Session:

Technology
The WiFi is terrible. We use chrome books for some classes, they're for check out only. Chrome Book carts are owned by a class, not for student use. If you need to use a computer, you have to go to a computer lab or library, but if you can't get a computer you're totally out of luck and can't get your work done. The computers in the lab are unreliable and updates are terrible – often you can't load or log in at all. There are usually at least 4 that are broken in every lab. When we go to computer labs as a class, there are not enough PC's for everyone.

Dining
We throw out a lot of food. We're forced to take a certain amount of fruit or milk, but if we don't want it, it'll go in the trash. Can we have a food tray like Grant's Pass for food we don't eat that others can have? When the kitchen crew tries to make new things, they don't do it well – just stick to the basics. There is too much wheat in everything. We want to have fresh garden to table options, food we can grow. Morning break and lunch happen so close to each other. Why not add the break time to lunch and make lunch longer? If you can drive somewhere at lunch you can get your food and come back fast. Otherwise you bring your food back and need to eat it in your next class.

Safety

No one takes the drills seriously! We do the same drills over and over at the same time of day to make it convenient for teachers. But if something really happened, it could be at any time of day and we won't be prepared. The front office can't see people coming and going. Half of the time there is no one in the front office at all that can help or talk to you. Lock down doesn't work, student parking is so far away from the front door that if you drive during lunch it's really inconvenient to walk to the other side of the school so we let each other in the side doors. We want keycards to access the building.

Teaching & Learning

Q: what about group projects? A: We hate them! We only do them in science class and the groups are not managed at all. Either you end up doing all the work or you're teamed up with someone else who is controlling and wants to do all of the work themselves. We like the group projects where we can chose who is in our group, some teachers let us do that. We never have projects that are interdisciplinary where teachers from different subjects work together to structure the project.

CTE classes are great. I like that it is hands-on and it's in a group but not the typical group project. We're all given the same problem but we work alone on our solution, then come together as a group to share what we're doing and learn from each other, then go back to working alone to develop our own solutions further, then share with the group, repeat. It is interesting to see how other people solve the same issue. We all learn from each other but are still owning our own project. When we do have a group assignment, we are each given a specific task or part of the project that we're responsible for. So we all build the trailer together, but we're not responsible for other people like in typical group projects.

General Design Input

Make it More Sustainable! Don't make it institutional like we have now. There is too much wondering and walking around now. Use solar panels. We need a school nurse. Please put in more bathrooms, there are only 2 right now and it is really inconvenient to get to them. Make sure the sinks in the bathrooms work, toilets don't leak, and the doors work. There are too many crowds of students, too many bottlenecks, it's hard to get around. The instrument storage in the band room is sad and inconsistent, same with uniform storage. Colorguard needs it own space, theater spaces are terrible.

<u>Summary of Each Team's Design solutions</u>

Team A

- Theater access is important. Main entrance is Central and commons is still centralized.
- Classrooms are upstairs with business and marketing so the lower level is less congested. It would be great to separate by grades instead of disciplines since the traffic congestion is usually by grades.
- 2-story library with a quiet upstairs and more active lower level.
- Makerspace is part of library and art.
- 3rd entry for special education bus dropoff
- Lots of color! Tall ceilings with lots of daylight, exposed wood on the interior. plants. Gardens.
- Separating classes by department makes more traffic.

Team B

- Grouped the classrooms long the outside of the school so there is access to windows
- Science needs to be next to Agriculture classes
- 3 bathrooms!
- Open space near the commons for more places to eat
- PHTV studio is new and improved
- The success and resource rooms work well next to the makerspace and library
- Theater is near the secondary entry
- Band and choir rooms are separate
- Color guard and cheer rooms have their own space with mirrors.

Team C

- All health rooms and trainer's rooms are next to eachother. Team rooms have their own area.
- The locker rooms are centered like Klamath Falls HS. Right now the locker rooms aren't easily accessible and we have to change in the bathrooms.
- Keep the shops separate

- Lots of bathrooms!
- Main entry is in the center of the school.
- The library doesn't feel like a library
- Veterinary medicine needs a lot of space for the animals
- We liked the images that showed spaces for students. Right now we have NO spaces for students – nowhere to sit that's not right in the circulation path.
- We want color. Flair.

Team D

- Media arts is next to library so that it can grow into the space in the future.
- CTE is central, we need to focus on CTE programs where kids will be doing things and have real-life experiences. More space for auto, sometimes there are 6 cars in there and no room. Jones deserves more and better space to teach. Welding needs to be bigger.
- Put some flair in the commons and hallways
- Spaces need to be more interactive than they are now. Bigger commons, more color in the hallways. NO MORE BEIGE! We need more palces to sit, study, eat, etc.
- The fluorescent lights we have now bother me. We need sunlight sunlight sunlight.
- Theater arts is bland right now, the upstairs and storage areas are terrible.

Team E

- Courtyard area connecting the old to the new. With landscaping and outdoor decorating.
- The commons and library need study rooms, windows, color.
- More room in the cafeteria, the lines are too long
- Split up the gen ed classrooms so that not everything is on one side of the school.
- Need to walk through CTE to get to other classes – get to see what's going on in there.
- Culinary classroom is bigger and supports farm to school programs for lunch.

These meeting notes are a record. If there are any errors and/or omissions in the foregoing notes, please advise our office immediately; otherwise these notes will be considered correct and complete as written.

Submitted by,
Dull Olson Weekes – IBI Group Architects Inc.

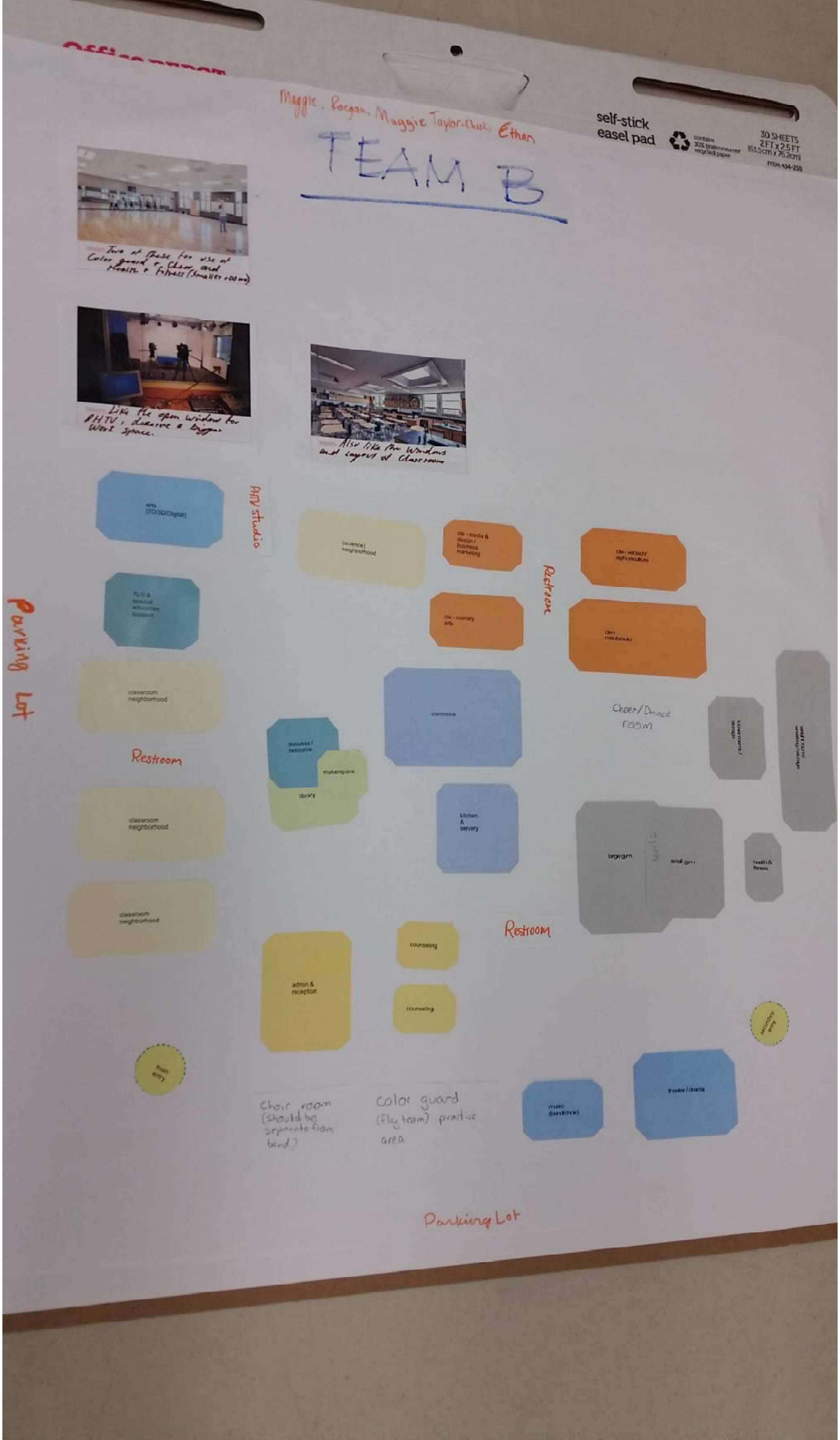
Rebecca Stuecker

Attachments:

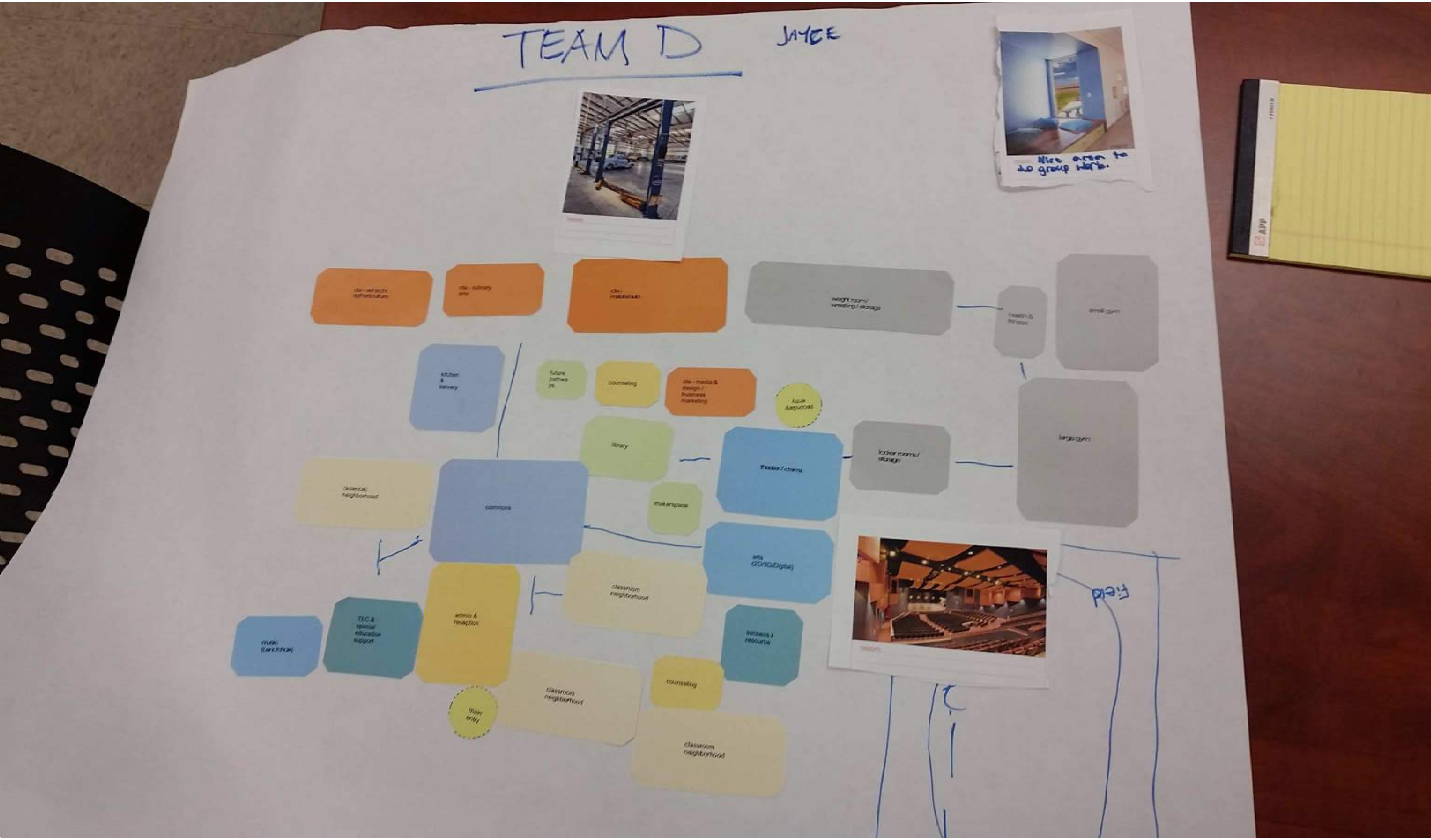
Item:	Pages:	Date:

Document7


TEAM C
Spaces for Murals
more outdoor areas (seating, trees, tables, benches, flowers...)
separate (and outside)
Photography Classroom
could be used for similar classes and
classes, LOCKERS
keep windows!
health room(s)
Trainer's room
Team Room
commons (Ryan)
= BATHROOM
I like the idea of little boxes to sit in but by the windows
Pretty stairs (a little daunting) but the cross nests are beautiful
I love this! little places to hang out
These chairs look comfortable. I like how they're in groups
I don't like the color choice, but I do like how it's sort of secluded off. You could hang out with friends right in the open.
I like that this is just a nice place to sit, but people can easily get around it
I like all the windows. Plus looks realistic
self-stick
Ethan


Maggie, Roegan, Maggie Taylor-Clark, Ethan
TEAM B
self-stick
easel pad
30 SHEETS
Two of these for use of Color guard, Cheer, and Health & Fitness (Smaller rooms)
Like the open window for PHTV, deserve a bigger work space.
Also like the windows and layout of classroom
arts (2D/3D/Digital)
PHTV studio
(science) neighborhood
Restroom
Parking Lot
classroom neighborhood
Restroom
classroom neighborhood
classroom neighborhood
success / resource
makerspace
library
commons
kitchen & servery
Cheer/Dance room
large gym
small gym
health & fitness
Restroom
admin & reception
counseling
counseling
Choir room (should be separate from band)
Color guard (Flag team) practice area
Parking Lot


TEAM A
Roger Allemand
Grace LaNier
Malea Sandrock
Jonathan Hellinger
Dylan Knudson
self-stick easel pad
30 SHEETS
health & fitness
locker rooms / storage
large gym
small gym
gym commons
secondary entry
theater / drama
kitchen & servery
music (band/choir)
cte - culinary arts
future pathways
counseling
makerspace
library
commons
classroom neighborhood
cte - media & design / business marketing
admin & reception
main entry
arts (2D/3D/Digital)
(science) neighborhood
outdoor commons
classroom neighborhood
TLC & special education support
success / resource
third entry
swimming pool?
Organized
Bistro chairs
PLANTS!
open, multiple access points
* Upstairs
* Two story

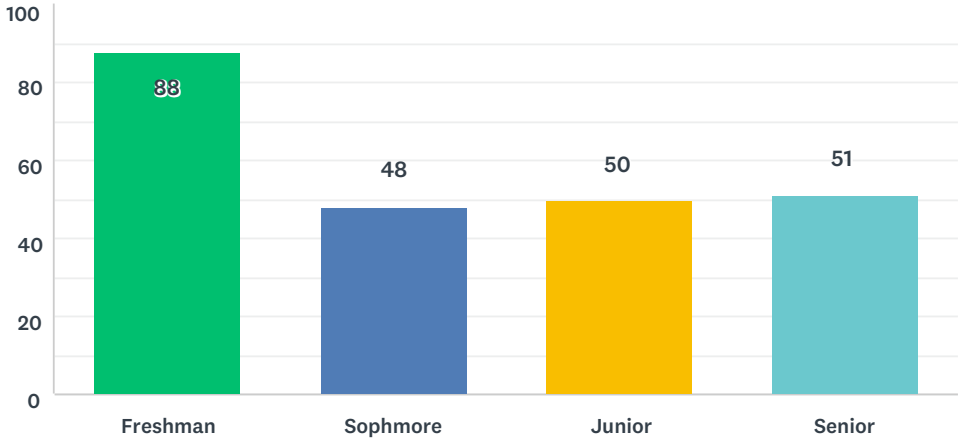


TEAM D
JAYCE
Nice area to do group work.
weight room/ wrestling / storage
health & fitness
small gym
large gym
locker rooms / storage
kitchen & bakery
future pathways
counseling
library
theater / drama
commons
makerspace
arts (2D/3D/Digital)
(science) neighborhood
classroom neighborhood
admin & reception
TLC & special education support
music (band/choir)
business / resource
counseling
classroom neighborhood
classroom neighborhood
main entry
field

Phoenix High School
May 11, 2018 Student Survey
Final Results

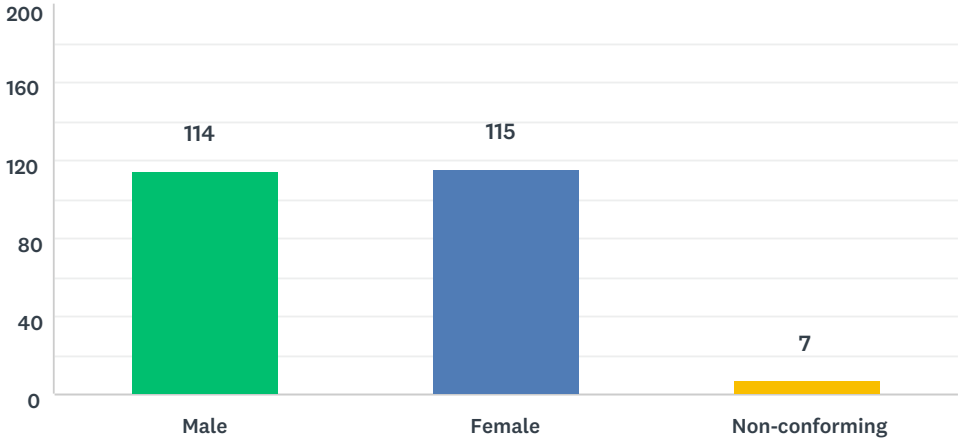
Q1 What Grade are you currently in?

Answered: 237 Skipped: 0



Q2 What is your gender identity?

Answered: 236 Skipped: 1



Q3 Where do you go to be alone if you need to quietly study or do research?

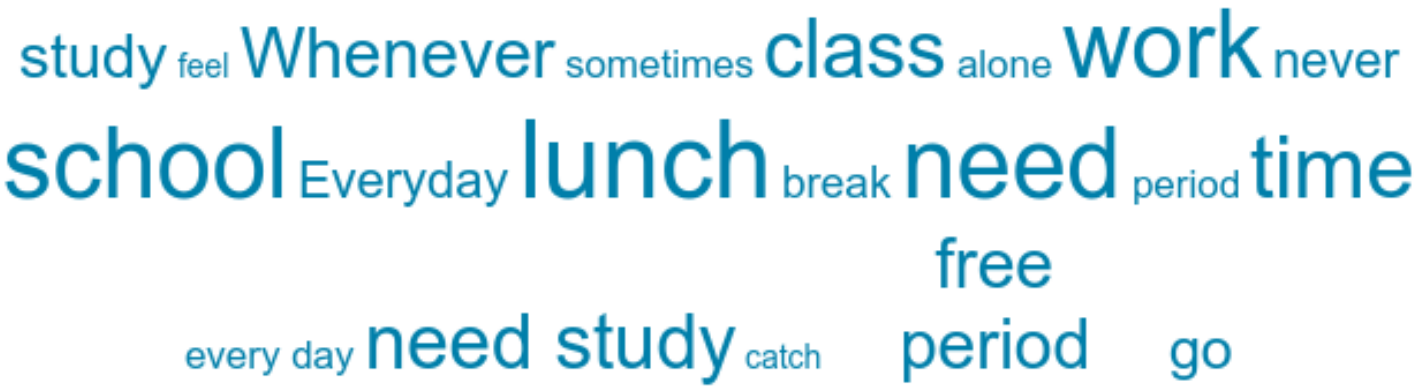
Answered: 195 Skipped: 42

Q4 Describe the space-how does it look, feel, sound etc.?

Answered: 190 Skipped: 47

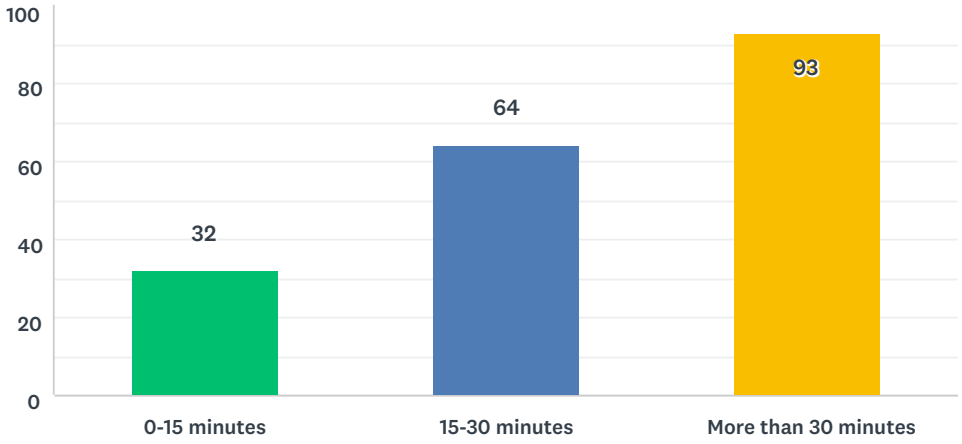
Q5 When do you go there?

Answered: 193 Skipped: 44



Q6 How much time do you have to be there?

Answered: 189 Skipped: 48



Q7 Where do you go to hang out with friends at school?

Answered: 194 Skipped: 43

Q8 What places in the school do you avoid?

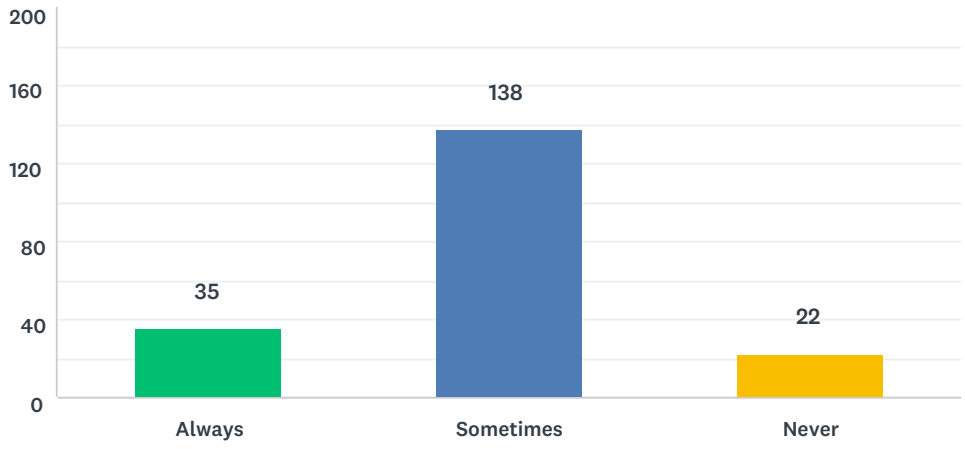
Answered: 187 Skipped: 50

Q9 Why?

Answered: 183 Skipped: 54

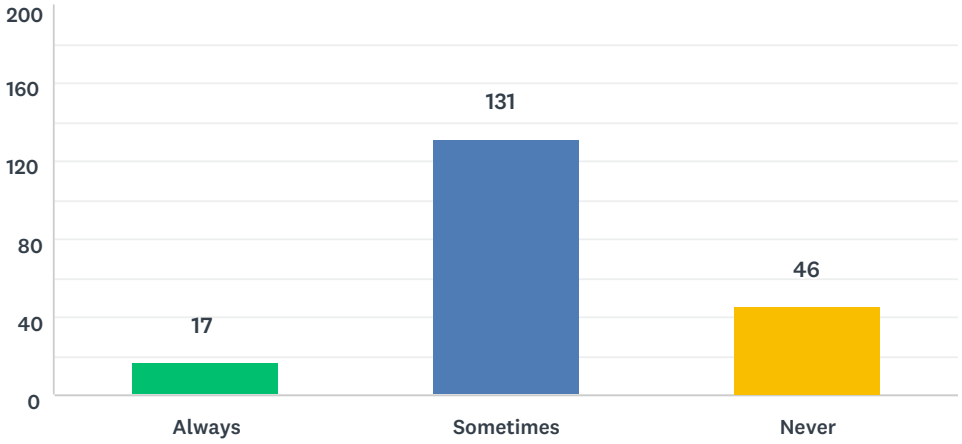
Q10 How often do you need or want to be alone to work / study?

Answered: 195 Skipped: 42



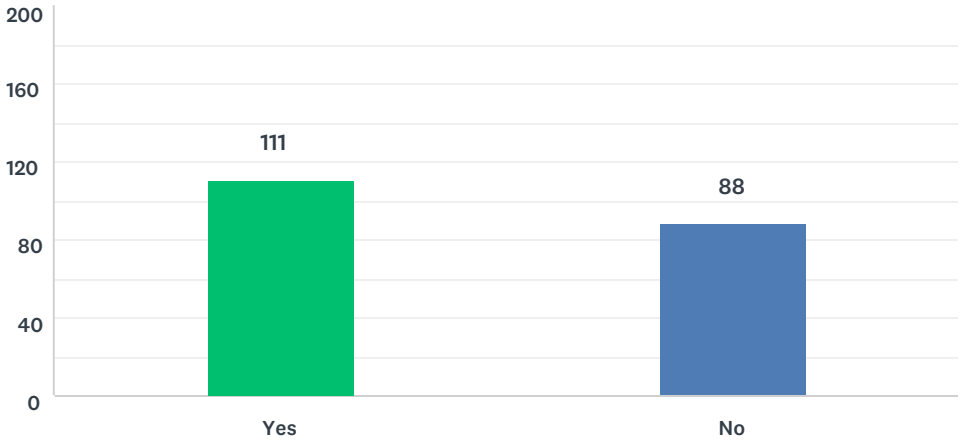
Q11 How often do you study in a group?

Answered: 194 Skipped: 43



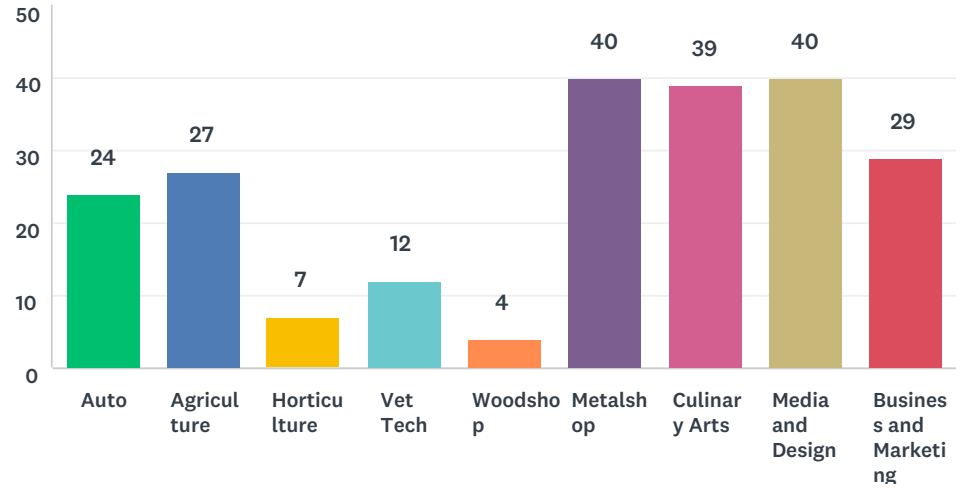
Q12 Are you involved in a CTE class?

Answered: 188 Skipped: 49



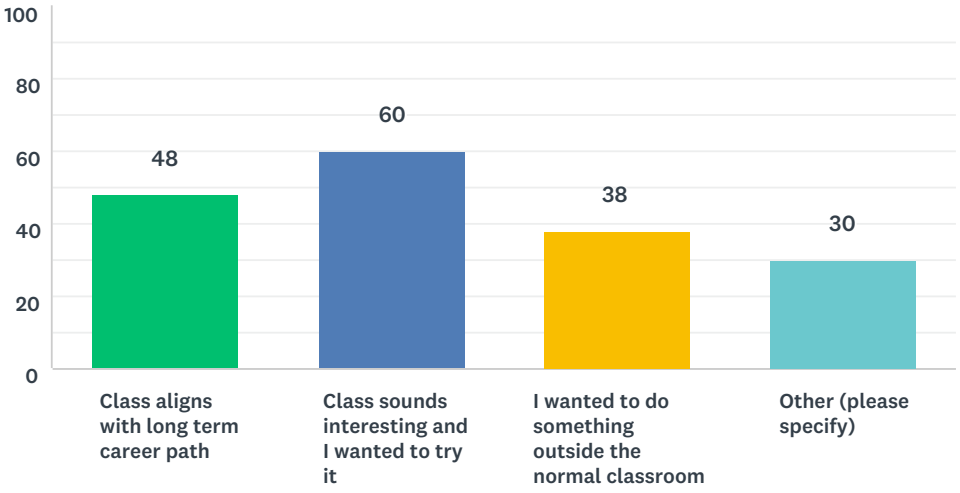
Q13 If so select which classes

Answered: 124 Skipped: 113



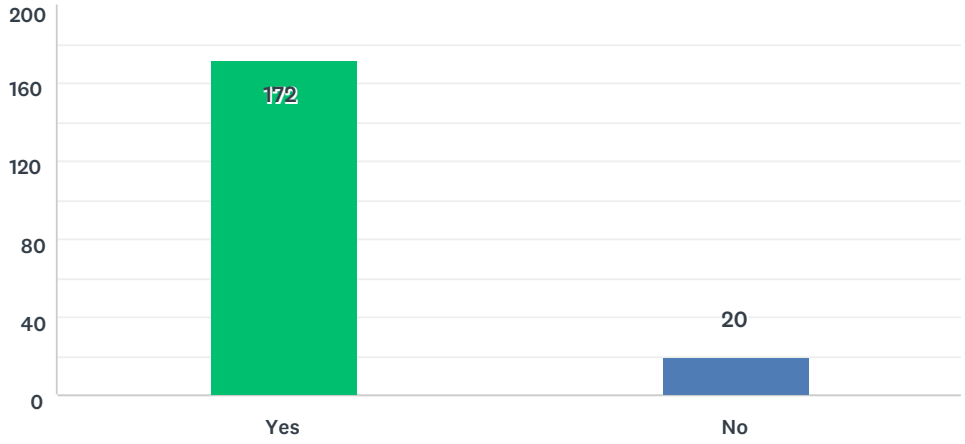
Q14 Which of these describes why you are involved in a CTE class

Answered: 129 Skipped: 108



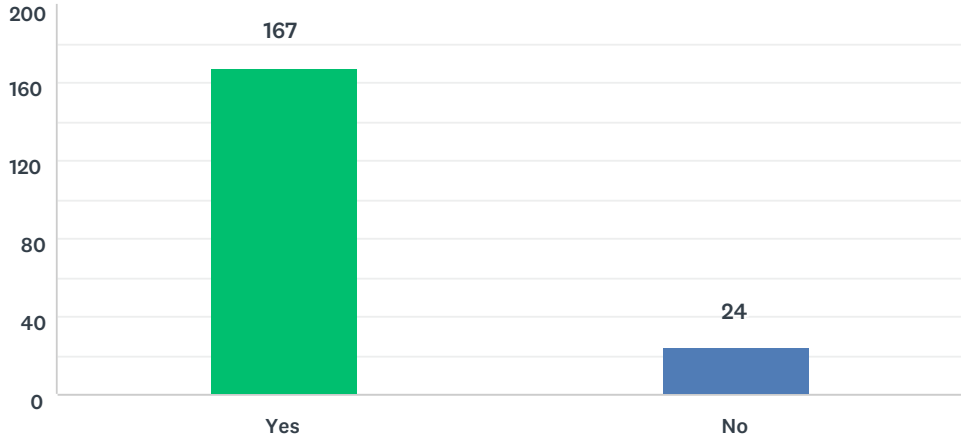
Q15 Do you have a smartphone?

Answered: 187 Skipped: 50



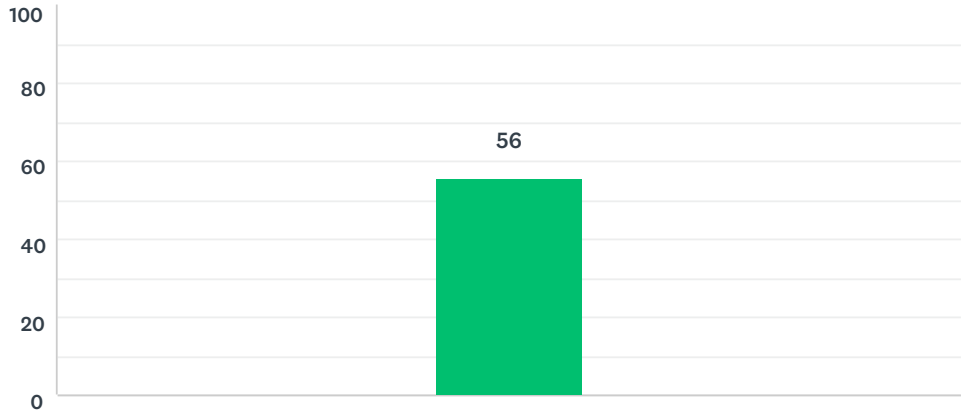
Q16 Do you use it during school hours?

Answered: 186 Skipped: 51



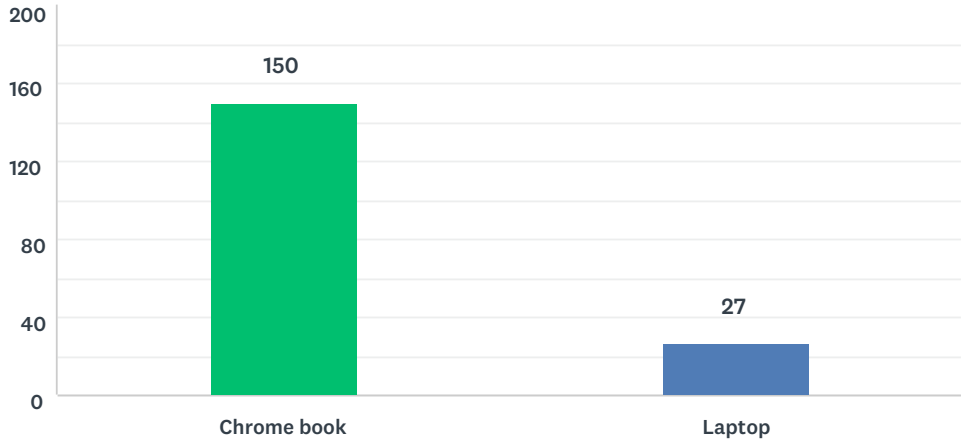
Q17 If so, rate the level of activity that most resembles your use

Answered: 180 Skipped: 57



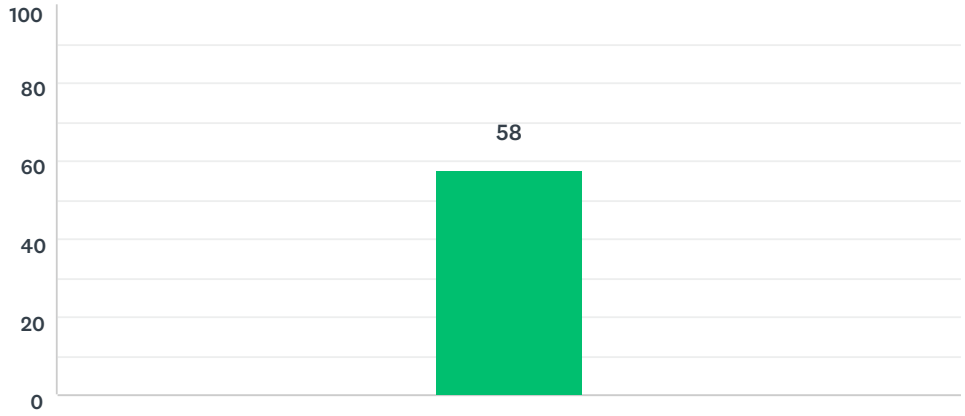
Q18 Do you use a chrome book or laptop for class?

Answered: 177 Skipped: 60



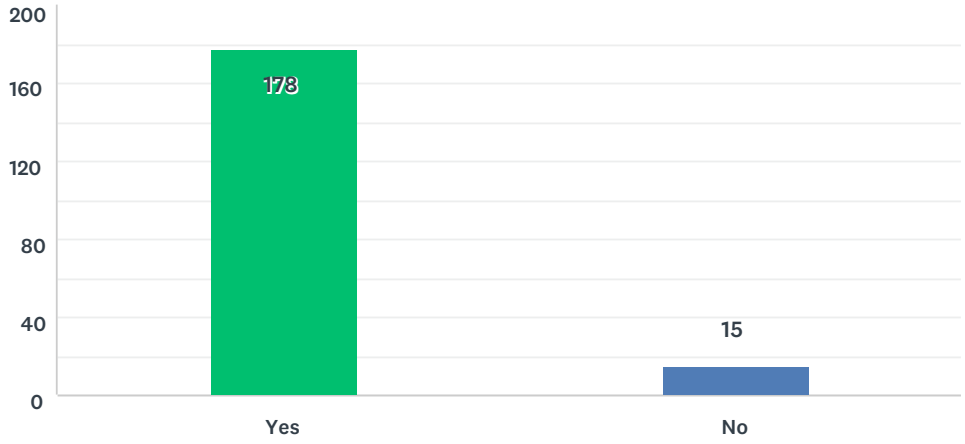
Q19 If so rate your experience

Answered: 177 Skipped: 60



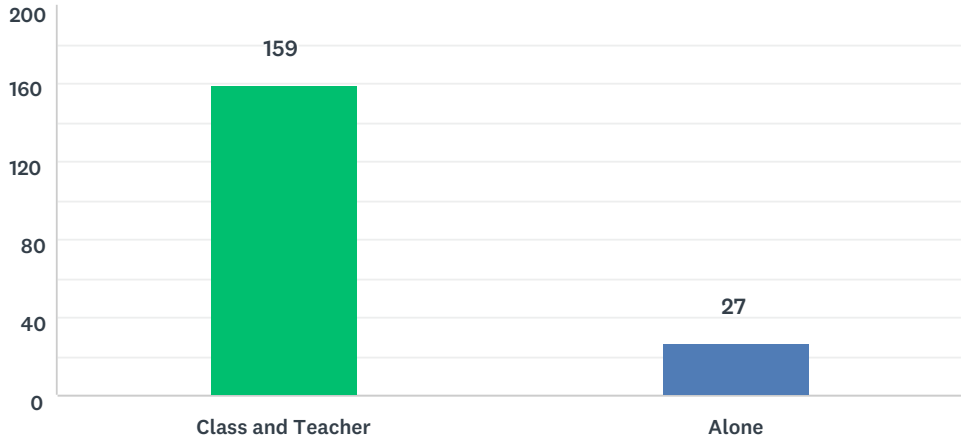
Q20 Do you use the computer lab?

Answered: 186 Skipped: 51



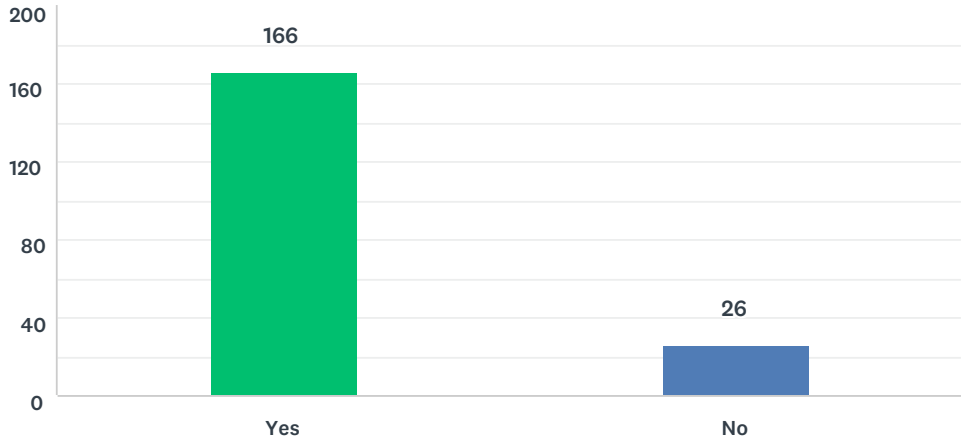
Q21 If so, are you there with a class and teacher or alone to do work?

Answered: 186 Skipped: 51



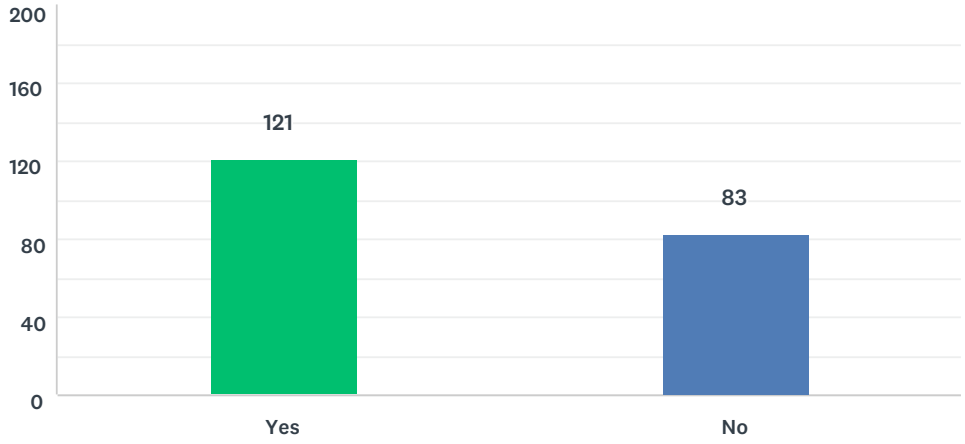
Q23 Do you have reliable internet access at home?

Answered: 188 Skipped: 49



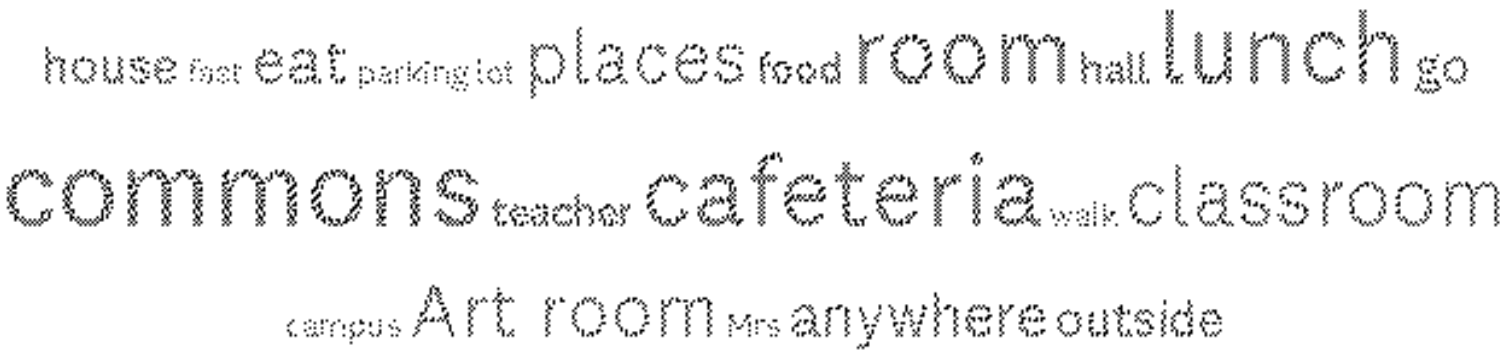
Q24 Do you eat lunch on PHS property?

Answered: 187 Skipped: 50



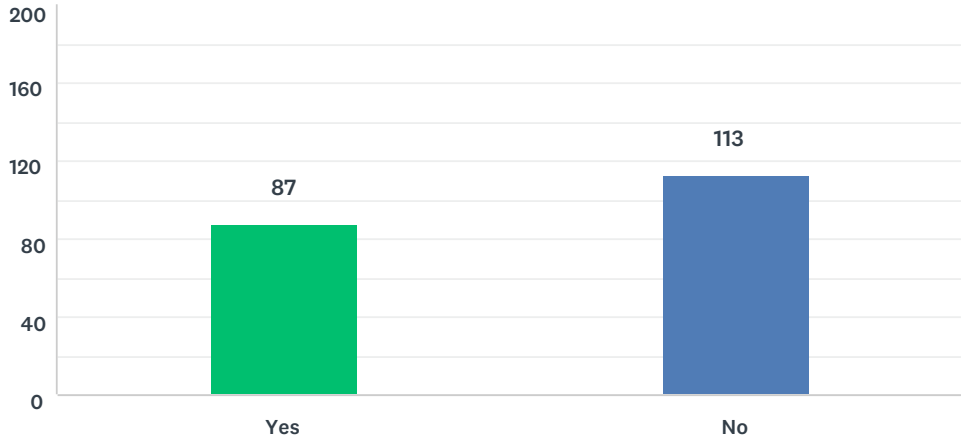
Q25 If so where?

Answered: 161 Skipped: 76



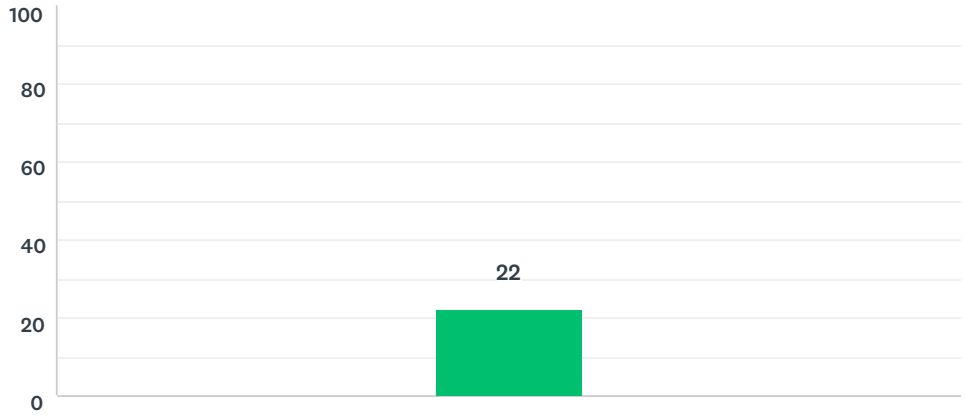
Q26 Do you have enough time to eat lunch?

Answered: 186 Skipped: 51



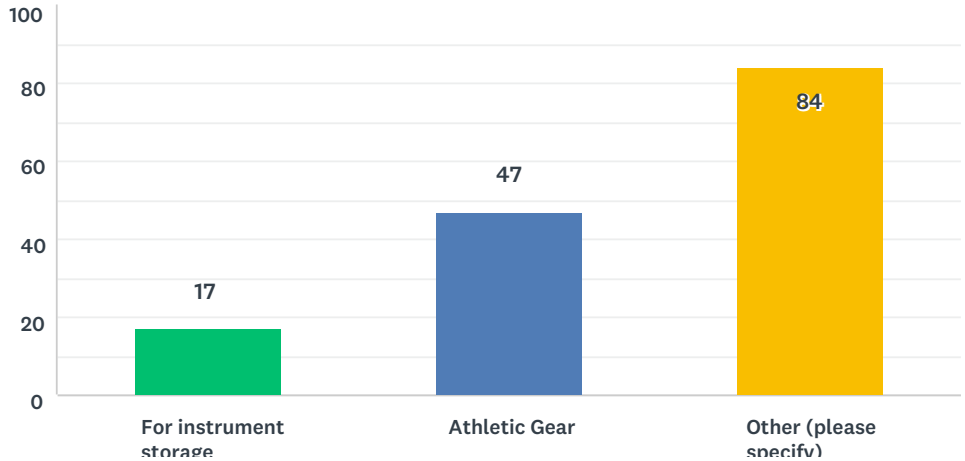
Q27 How often do you access your locker?

Answered: 147 Skipped: 90



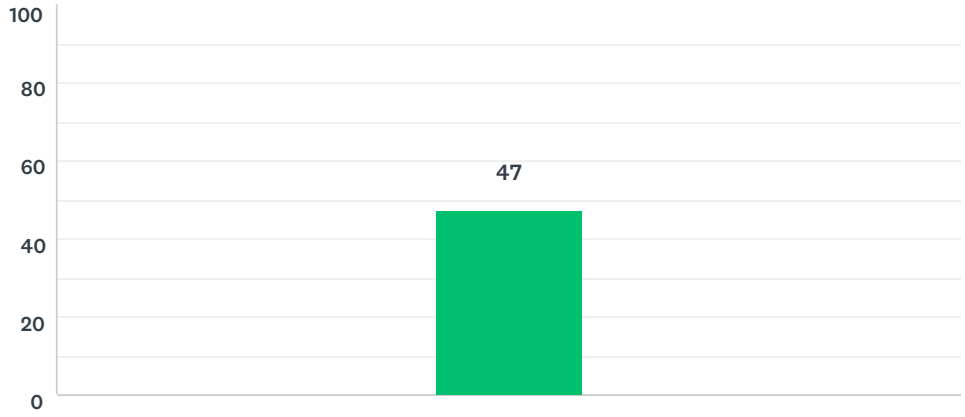
Q28 Select the reason that most resembles your use.

Answered: 132 Skipped: 105



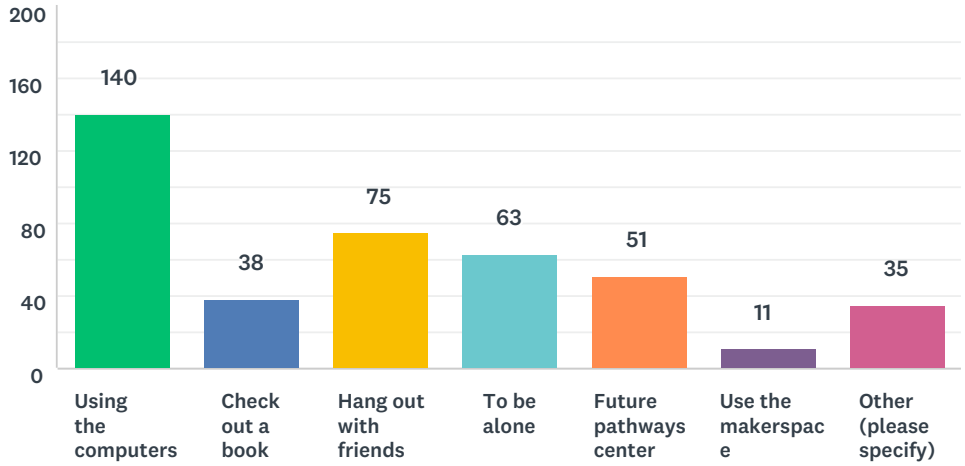
Q29 How often do you use the Library?

Answered: 173 Skipped: 64



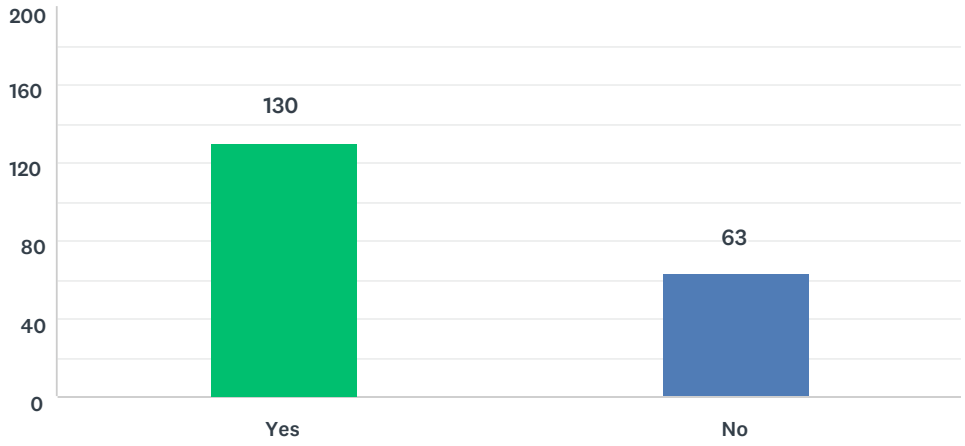
Q30 Select the activity that best describes your use.

Answered: 177 Skipped: 60



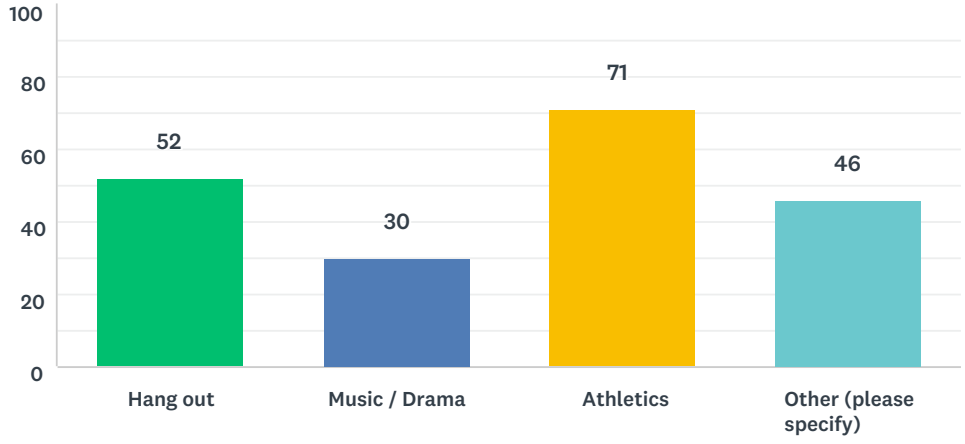
Q31 Are you ever on campus after school is over?

Answered: 181 Skipped: 56



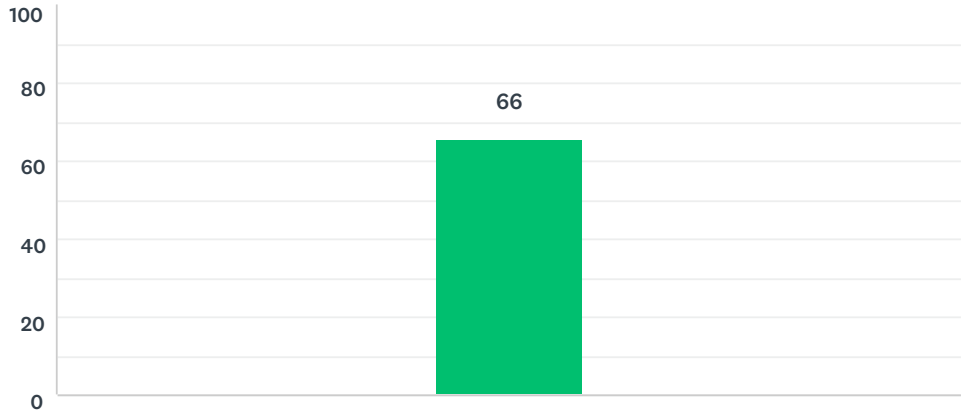
Q32 If so, select the activity that most closely resembles your use.

Answered: 144 Skipped: 93



Q33 Do you feel safe at school

Answered: 183 Skipped: 54

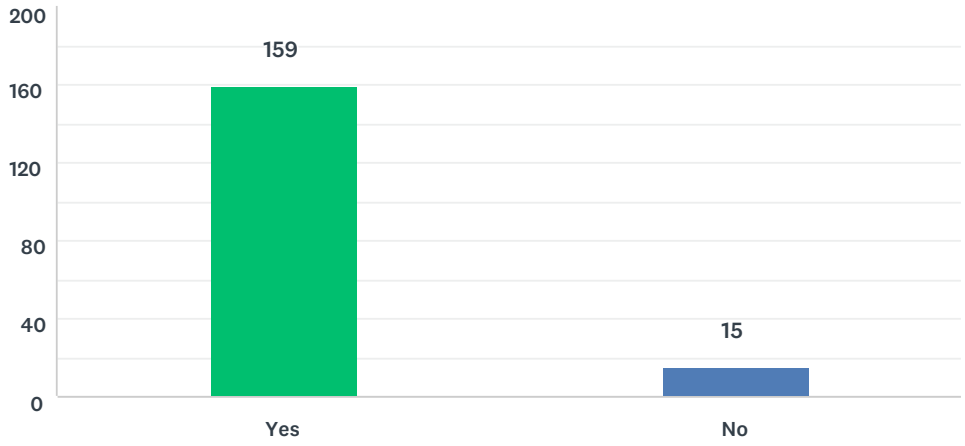


Q34 If not describe why

Answered: 87 Skipped: 150

Q35 Is there an adult at school that you trust and know by name?

Answered: 173 Skipped: 64



Q36 We're designing a new Phoenix High School. What should we know?

Answered: 160 Skipped: 77

#	RESPONSES	DATE
1	Most art students hang out in the art room, even if their not art students, I see them hanging out in there a lot.	5/11/2018 2:23 PM
2	more hall space	5/11/2018 11:59 AM
3	More than one bathroom, bigger commons	5/11/2018 11:51 AM
4	We need green sustainabilty. The inclusion of eco friendly insulation, heating, and plumming. Also installing bottle fill up stations. No lead pipes.	5/10/2018 6:38 PM
5	Students appreciate having open spaces and windows.	5/10/2018 2:36 PM
6	Need a bigger nicer libreery with lots of nooks and crannies to be alone and safe. Bigger hallways (the English hallway is the smallest and always has the most people in it because all grades have to take English). Windows!!!!!!!! The school is so gloomy and dark. If I think about it it starts to make me feel claustrophobic. It is a sad day when it has rained (or snowed) all day and you had no idea!!!!!!	5/10/2018 2:19 PM
7	Make it easy to navigate	5/10/2018 11:07 AM
8	Please do not make a hall way that is so narrow there is traffic (the hallway by the vending machine).	5/10/2018 10:53 AM
9	make more windows, more space	5/10/2018 9:09 AM
10	What the new high school will be like	5/10/2018 8:44 AM
11	this school sucks how cant you make it better	5/10/2018 8:44 AM
12	don't make hallways feel like a prison like it's bland,there should be a space for students to be alone and more comfortable seats in the theater, better doors, more clubs, more language classes, more classes and also make dance a sport at least a class, better theater, air condition in the locker room in girls. have some architectural fun, paint fun colors, more windows, better bathrooms, the locks of the bathrooms better, a nook safe for studying, better library, expand the future planning center, better art expansion for different art mediums, photography class with a room, more decorations, a building/school that is full of spirit so that students will be more motivated to show up, not just assemblies - Pep Rallies! It'll bring students together, better outdoor area, more plants/trees/flowers/landscaping - nature is fun, better bleachers, a new track that doesn't give everyone who runs on it shin splints... PLEASE WE BEG OF YOU PLEASE!	5/9/2018 3:26 PM
13	That we don't really have any options for electives. they're all boring stuff that nobody's really excited to take. and we should have an hour for lunch so e ctually have time to finish our food AND have time to come back, right now we cant really go anywhere without a car because we dont have enough time to eat and come back. We should also have less lockers because i dont know anyone that uses them. Andddd better staff because you guys are letting good teachers go and keeping most of the shitty ones. (keep green fired)	5/9/2018 3:18 PM
14	looks are almost everything make it big and colorful (not like my little pony) better welding equipment	5/9/2018 3:10 PM
15	Thats its going to be better than this High School that we are in right now	5/9/2018 3:08 PM
16	air conditioning in locker rooms,	5/9/2018 2:10 PM
17	you guys suck	5/9/2018 1:44 PM
18	put every category of calss in one spot	5/9/2018 1:38 PM
19	Tennis courts	5/9/2018 12:53 PM
20	that idea is gay	5/9/2018 11:09 AM
21	the water taste bad. bathrooms suck.	5/9/2018 10:45 AM

22	you will be taxing everyone in the area even though they can't all afford it. This is phoenix high school not St.Mary's	5/9/2018 10:44 AM
23	To have a better quality gym and sport material	5/9/2018 10:41 AM
24	Make it as an open campus. have lots of windows, have more eating areas and more lunch time. have big wide hallways	5/9/2018 10:41 AM
25	Bigger school = more classes and clubs. Better the library.	5/9/2018 10:19 AM
26	I don't know	5/9/2018 10:15 AM
27	It should have way more windows, more doors, more air flow(please) better WiFi, bigger common area, preferably larger lunchroom and eating space.	5/9/2018 10:09 AM
28	Better food,Clean bathrooms,Get the janitor a buddy, more bathrooms	5/9/2018 9:52 AM
29	Need tall lockers because one likes the bottom locker, Window in every classroom because every teacher deserve fresh air, Chromebooks for every department (English, Science, Social Studies, Art class, etc.), More computers in the art room with Photoshop access. A nurse room with pain killers pills, feminine products, etc. Tennis Courts, Water fountains with bottle filler, Court yard to eat outside, Isolation study room for those who need complete silence to study, College corner to a college room they deserve their own room with computers, Display case on one wall or one hall way, probably near the entrance.	5/9/2018 9:19 AM
30	A Pool for swim	5/9/2018 8:58 AM
31	Don’t build one, our school is big enough and we can’t even fill the rooms we have so why waste money improving the school when it could go to better things like our education not our environment that won’t do anything for us.	5/9/2018 8:55 AM
32	Open with lots of windows, and give the classrooms more storage space. Modern and enjoyable to be around.	5/9/2018 8:54 AM
33	We like creativity on the walls. My favorite class is Art and culinary. A bigger work place for both, it can get pretty crammed in each class. I know people who want more theater activities.	5/9/2018 8:49 AM
34	Something that’s not old looking, but at the same time something not to modern. We need this upgrade because this school is older then dirt and it’s “falling apart”	5/9/2018 8:48 AM
35	Add tennis courts and a soccer field	5/9/2018 8:45 AM
36	PUT IN A GOD DANG POOL FOR SWIM TEAM	5/9/2018 8:44 AM
37	make sure classes have windows	5/9/2018 8:40 AM
38	More restrooms, Sound enhancing room for choir and a better jv softball field one with a fence/ gating.	5/8/2018 8:32 PM
39	lots of your students at PHS are arts students that just want decent and accessible art/music facility that allows artists and musicians to learn and work in a space that is tailored to suit the needs of either activities. personally I would prefer all of the art/music rooms to be in one area of the school with maybe a little common area for fellow art students to talk and collaborate instead of being at different ends of the campus. I would also prefer that the band room have windows that allow natural light and air to circulate through. same goes for all of the classrooms.	5/8/2018 8:09 PM
40	It would be nice to have bigger lockers because of how much stuff I bring to school and need to store from athletics in a locker	5/8/2018 2:31 PM
41	¯_(ツ)_/¯	5/8/2018 11:25 AM
42	we should provide areas for storm water retention like using permeable surfaces in the Parkin lot or having areas with plants for water to gather in and filter into the earth rather than go directly to storm drains. Also, many people don’t use their lockers	5/8/2018 9:30 AM
43	-bigger -more lunch time -wider hallways -bigger football field -wayyyyyyyy bigger bleachers -bigger cafeteria with good food not canned crap	5/8/2018 9:11 AM
44	WE NEED A TURF BASEBALL FIELD, in February and early March practices get cancelled because of the weather while Hidden Valley is still practicing because they have turf and in the rain it's still playable, while we get screwed and can't practice affecting our season and some of our early games. So please think about baseball and getting us turf.	5/8/2018 8:56 AM

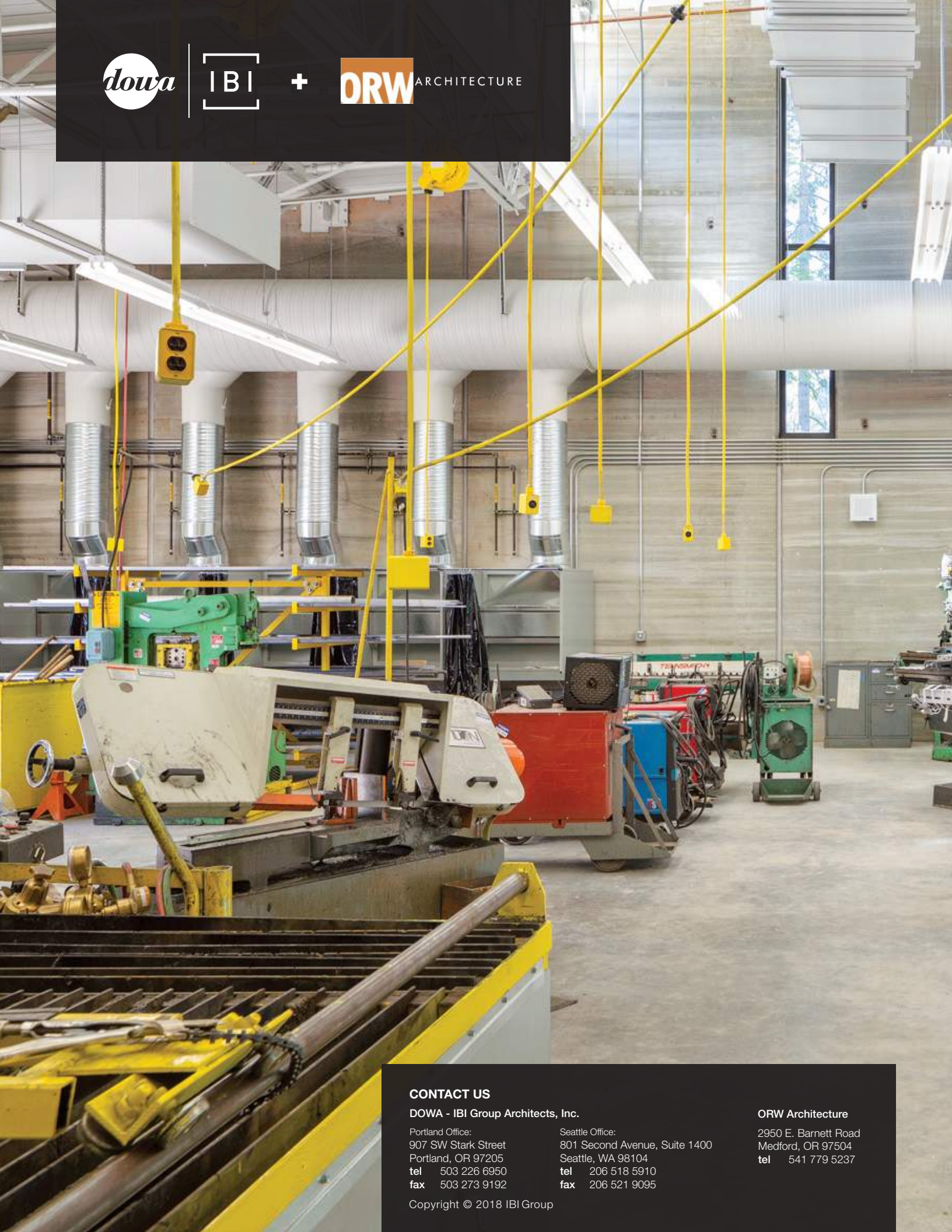
45	find the eight 99999999999999999999999999999999999999999999999999999999999999999999999999999 99999999999999999999999999999999999999999999999999999999999999999999999989999 99999999999999999999999999999999999999999999999999999999999999999999999999999 99999999999999999999999999999999999999999999999999999999999999999999999999999 99999999999999999999999999999999999999999	5/8/2018 8:53 AM
46	You need to build a swimming pool for the swim team on the campus.	5/8/2018 8:39 AM
47	make it bigger and add more classrooms so that teachers are having to share	5/7/2018 10:24 PM
48	take the toilets out of the vape rooms	5/7/2018 5:44 PM
49	there should be more windows and it should just be nicer in general	5/7/2018 12:52 PM
50	To add windows in every classroom. And for the library to be avavible but not open so keep things closed in. Helps with the loudness of it all. Also make sure to have the commons in the middle of the school because its a really good meeting place and it helps in so many ways imaginable.	5/7/2018 12:52 PM
51	That the band room smells like shit. Fix it please, add windows	5/7/2018 12:51 PM
52	people chose schools alot of times depending on the classes or electives they have.	5/7/2018 12:50 PM
53	There should be areas for classes to go outside	5/7/2018 11:46 AM
54	Idk	5/7/2018 11:45 AM
55	I think we need to start thinking about top level security locking doors and in case of a gunman it will automatically warn us so we can get to safety. then it will Lock our school doors so securely they can't get in.	5/7/2018 11:35 AM
56	1. add free drinking fountains with the ones that senor a water bottle (drinking fountains we have now are gross for mouths) 2. add charging stations for your phone just incase for emergencies 3. a lounge area for studying 4. basket here and there with apple or granola bars for kids who can’t afford food 5. areas for kids to hangout other then in the cafeteria	5/7/2018 11:31 AM
57	Open, windows,	5/7/2018 11:11 AM
58	Add more windows.	5/7/2018 10:42 AM
59	That their should be more bathrooms and bigger classrooms	5/7/2018 10:27 AM
60	Adding a planetarium	5/7/2018 10:22 AM
61	We should get a turf football field with our logo in the middle of the 50 yard line	5/7/2018 10:19 AM
62	that the rock commons is really old and no one really goes there to eat during lunch or in general	5/7/2018 10:18 AM
63	We need a bigger Wrestling room and a bigger weight room	5/7/2018 10:18 AM
64	make it bigger	5/7/2018 10:17 AM
65	i think there should be more places to be, like a study hall area and more water fountains cleaner bathrooms	5/7/2018 10:14 AM
66	Just make it more spacies	5/7/2018 10:13 AM
67	more window panels build quick so I can actually be here when it's finished.	5/7/2018 10:05 AM
68	have more food options, bigger bathrooms, more time for breakfast also outside hang out including chairs and other stuff	5/7/2018 10:03 AM
69	you should know that some rooms need to be bigger such as Torres room. if the school is 2 stories then we should get more passing time. the bathrooms need to be remodeled.	5/7/2018 10:02 AM
70	Some walls are just not meant to be taken down	5/7/2018 10:00 AM
71	should have some windows	5/7/2018 10:00 AM
72	that there should be a place where people can learn guitar	5/7/2018 9:59 AM
73	maybe add another computer lab so some classes wont have to use classrooms that have computers, and maybe, this is just a suggestion, add a second floor, I think it would be nice.	5/7/2018 9:59 AM
74	to keep the bathrooms clean and tardy policy	5/7/2018 9:58 AM

75	You should add some air fresheners to the school bathrooms, some more windows to classrooms, and more than one way to get to a class.	5/7/2018 9:53 AM
76	we want a bigger newer school with something we can feel proud of going to this school because the academics and looks	5/7/2018 9:50 AM
77	keep campagna	5/7/2018 9:50 AM
78	hurry up!!!!!!!!!	5/7/2018 9:46 AM
79	I think it would be a good idea to make it modern looking.	5/7/2018 9:22 AM
80	We need thing that will inspire us to work hard, somewhere we can socialize and not be stuffed in a little commons.	5/6/2018 7:33 PM
81	More bathrooms and windows	5/6/2018 6:55 PM
82	Build a new track and make field turf for multi use sports like football and soccer	5/6/2018 6:13 PM
83	Add a pool and a better track	5/6/2018 10:50 AM
84	The school is nice but small, I love Phoenix but the school has had a lot more kids joining and it's becoming crowded. A lot of the time if I get to the lunch line late the food I like is gone.	5/5/2018 5:30 PM
85	Having more nooks and corners where small groups of students can be and hang out, outside of the crowds in the commons. Many resort to going outside for some space.	5/5/2018 12:35 PM
86	I have no clue what you mean.	5/5/2018 9:45 AM
87	Windows in classrooms make it easier to learn with natural light.	5/4/2018 9:39 PM
88	Make the school better	5/4/2018 3:24 PM
89	We really need a air conditioning in the girls locker room.	5/4/2018 2:10 PM
90	We really need air conditioning in girls lockeroom	5/4/2018 2:10 PM
91	Color Guard never has a place to practice that is set in stone. We spent our entire winter season in the commons and had to move tables every single day. Cheer has a dance room, sports have gyms and fields. The music and arts department including Flag should be just as prioritized	5/4/2018 12:09 PM
92	It needs to be internet friendly. Better food	5/4/2018 11:26 AM
93	mrs bryan needs windows	5/4/2018 10:50 AM
94	we need more room in the cafiteria and we need to have something fast food in the cafiteria and we need and nature room so people can relax and lison to the rain when it is raining	5/4/2018 10:45 AM
95	put the band room down sitars more room in the cafeteria more fast food accses bigger band and art rooms widder hallways KEEP KOK-KOK!!!!!!!!!!!!!!!!!!!!!	5/4/2018 10:45 AM
96	work on staff not a much the building. some are here for the paycheck not the kids	5/4/2018 10:35 AM
97	Be more strict with students because they are very disrespectful and destructive.	5/4/2018 10:23 AM
98	dont mess up	5/4/2018 10:22 AM
99	more restrooms and glass a lot of glass and a lot of vending machines and ELKAY EZH20© water fountains and a bigger commons	5/4/2018 10:20 AM
100	That we need more room for senior walls and they should not have to be pirate themed	5/4/2018 10:09 AM
101	more security cameras	5/4/2018 10:04 AM
102	add a pool table and a pizza hut also a new adobe program!!!	5/4/2018 10:03 AM
103	build a lot more windows, I would prefer better computers that can handle windows 10 without it taking 10 mins to start up	5/4/2018 9:43 AM
104	Add more windows, make a second story for more space, add more bathrooms, add a swim pool for the swim team because the are destroying the pool we are currently using, make a better track to be able to do more events and so its better on your feet.	5/4/2018 9:04 AM
105	We need more time at lunch. Air conditioning in locker rooms. More bathroom stalls. Bigger lockers.	5/4/2018 8:41 AM

106	The school needs a lot more windows, people look pasty. Also some more open (bigger) halls, it feels like a prison right now.	5/4/2018 8:38 AM
107	Please, listen to the students. It's us who will be dealing with whatever happens. The teachers will as well, but it's their JOB to be here. Us students, we don't really get to choose anything. We're just along for the ride. Please, consider the kids. Also, make it a little more fun or lively. Give us some pizzazz. Our current school couldn't get much more boring architecturally.	5/4/2018 8:37 AM
108	I like the old school but more windows and bigger library also if it looks like UO business department building that's a huge plus	5/4/2018 5:54 AM
109	Make the arts your priority. Don't just have it in the back of the school where people don't know it exist but make it the place that describes our school. You have enough kids going into the sports but are they really living if they are just stuck on one thing and not connected? I'm not saying forget about the sports but don't forget about the arts. Most kids are interest in creativity, or should be anyways, no matter what you think. Who wants to do things the same way forever.	5/4/2018 12:22 AM
110	How to design a school	5/3/2018 11:36 PM
111	A lot of students have been wanting new water stations where you can easily fill up water bottles, the track needs to be rebuilt to prevent shin splints, and the small gym could be better	5/3/2018 9:49 PM
112	Bring theater back, I loved being involved. Make sure its a good theater bigger stage. Also more windows, I feel like im in a box not having any windows in a classroom and that gives some anxiety	5/3/2018 9:12 PM
113	Nothing	5/3/2018 8:40 PM
114	We need windows and defiently some outside sitting areas	5/3/2018 8:38 PM
115	Teachers should have windows. They are typically stuck inside all day and should be able to see the beautiful world they r missing out on	5/3/2018 8:13 PM
116	All I really ask is that you do it responsibly. Don't rush it. Take your time and make it perfect.	5/3/2018 6:21 PM
117	Make special needs people feel welcome	5/3/2018 5:57 PM
118	The heating and cooling system could be better, a lot of the ceilings have damage, and the halls often get crammed through doorways and such	5/3/2018 5:53 PM
119	Make sure you have Handicap buttons on all outside doors and easy access to all classrooms and to the football field for special needs students	5/3/2018 5:35 PM
120	More windows, more natural light, less concrete	5/3/2018 5:27 PM
121	We need more color when people see color it makes them happy. Classrooms are always ugly and boring. oh and windows please get more windows because theirings room for instance after 6 period smells like a damp towel in a hot sauna filled with sweat. so add more color not so dark all the time and when I went to ashland we did way more cool assembly and things we have one every blue moon. and the bathrooms are so dirty all the time you should paint the doors a different color each like blue yellow pink and if people write on it its easier to color cause it looks so ghetto and dirty or just make it metal so no one can write on it. I don't like coming to school because it gets boring and somedays I do nothing in all my classes that needs to change as I said bright happy colors makes people happy and maybe try noticing students more btw. I have had honor roll every quarter and I am a good student I have never gotten student of the month or anything besides one time getting a gold paper and never got it again idk why	5/3/2018 5:27 PM
122	The traditional senior walls should be spread throughout the whole school instead of one wall being covered up every 5 years. That would be a better start for the new school. Also have the English teachers classrooms with windows because they really want windows. Bigger hallways and more attention to the CTE programs because those classes are very important to have and keep because no other school except us has the electives that we do and we should never lose our amazing CTE programs. That's the heart of Phoenix to be honest.	5/3/2018 5:26 PM
123	We NEED more bathrooms, also working drinking fountains, water bottle filling ones would be amazing. The classrooms need windows, it's like were in a prison, none of my morning classes have windows.	5/3/2018 5:05 PM
124	Please don't make this new PHS look like south we should do something new	5/3/2018 4:56 PM
125	Little Commons areas for each little section of the school, Like for example the English department.	5/3/2018 4:08 PM
126	It should be great and not ugly and expand all classes and add some new ones	5/3/2018 3:44 PM

127	I think cameras in classrooms would be super convenient	5/3/2018 3:16 PM
128	1.Windows: make it less like a prison. 2.Water fountain with the bottle fill up sensor 3.Fire extinguishers, AED, first aid kits where	5/3/2018 3:02 PM
129	YOU SHOULD ADD A GIANT POOL!!!!! add classes to help us when we are all grown up and need the skills for getting a job. Add a hot tub plz?	5/3/2018 2:35 PM
130	People like to throw tables and chairs... (especially Carvalho) so floating or ankered desks and chairs are a must have!!!! and we need anti-gravity	5/3/2018 2:33 PM
131	We need more band related things. High roof, sound panels, windows, high flow water fountains, bathrooms, practice rooms, carpet floor, bigger instrument room. That sort of stuff	5/3/2018 2:09 PM
132	Should’ve happened years ago	5/3/2018 1:57 PM
133	Just leave the school how it is just fix the celilings and walls thats all	5/3/2018 1:30 PM
134	Book shelves in rows. The walls that the seniors paint and write on are important tradition to keep up. The greenhouse. Fancy water fountains that fill up water cold and easy.	5/3/2018 1:29 PM
135	idk	5/3/2018 1:21 PM
136	Please include comfortable spaces for students to sit and work. Those with harder classes need that space to function and study. Along with this, outlets in nearby walls are essential for charging phones and laptops to allow us to work. More efficient hallways are needed to prevent congestion also.	5/3/2018 1:18 PM
137	Make the hallways bigger please. It won't help me but future students. classes should also have windows because it feels like a prison sometimes.	5/3/2018 1:03 PM
138	I don't care. I'm gonna be graduating.	5/3/2018 12:51 PM
139	Outside spaces to do homework and eat lunch, soccer field on campus	5/3/2018 12:39 PM
140	Y’all should actually put windows in all the classrooms because teachers feel lonely and depressed when they are isolated from the rest of the world for over 8 hours a day. Disrespect.	5/3/2018 12:38 PM
141	big windows	5/3/2018 12:24 PM
142	It’s about time because compare to the other high schools Phoenix actually looks pretty ghetto	5/3/2018 12:24 PM
143	Use more windows	5/3/2018 12:20 PM
144	We hate Phoenix a lot	5/3/2018 12:17 PM
145	PLEASE put windows in every classroom, the dimness makes my head throb. The hallways would be a lot nicer if there were windows, and the walls should be anything other than stark white: white brick is the epitome of a prison-like setting, so it would be amazing if they were a different color, something neutral. Also, the school's paint job is AWFUL - please make it more appeasing to the eye, less red white and blue and more beige or gray. A hangout space for the students would make the atmosphere a lot better, too.	5/3/2018 12:10 PM
146	Windows	5/3/2018 12:09 PM
147	More bathrooms, water bottle filler water fountains, windows in every class, longer lunch, bigger cafeteria, showers with doors in locker room, more social areas to talk and interact with people	5/3/2018 12:09 PM
148	Make the metal shop bigger with more booths and room to build projects	5/3/2018 12:08 PM
149	It should be well built	5/3/2018 12:08 PM
150	Add a english room in the english hallway and have much more windows	5/3/2018 12:08 PM
151	The band room needs windows and larger instrument storage rooms. Also, the instrument storage rooms should be accessible from the outside.	5/3/2018 12:07 PM
152	There needs to be more bathrooms, longer lunches, longer breaks, and the track needs to be better	5/3/2018 12:07 PM
153	How to pour concrete	5/3/2018 12:07 PM
154	Add a pool	5/3/2018 12:07 PM
155	Colorguard has no room for anything.	5/3/2018 12:07 PM

156	We need windows and functioning ventilation/heating/ac	5/3/2018 12:06 PM
157	Needs more windows needs better drinking fountains	5/3/2018 12:05 PM
158	make it like home	5/3/2018 12:05 PM
159	Bring back theater and dont be an idol when you design it	5/3/2018 12:05 PM
160	Don't put to many stairs... I hate stairs	5/3/2018 12:05 PM



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