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02.05.2003

NORTH EUGENE HIGH SCHOOL MASTER PLAN

Eugene School District 4J

Robertson Sherwood Architects/
Mahlum Architects

Bob Sikes
Eugene School District 4J
Facilities Management
715 West 4th Avenue
Eugene, OR 97402-4295

Project: North Eugene High School Master Plan
Subject: Final Report

Dear Bob:

Enclosed is the final master plan report for North Eugene High School. Contained in this document are the preliminary findings from our work with District administration and the staff at North Eugene High School.

The report contains an Executive Summary, which can be used as a stand-alone piece to briefly report the key findings of our investigation. The Vision Development section contains the information developed during our visioning session with staff in December. The Program Development section contains a summary description of the interviews conducted with staff and the numeric program that resulted from those conversations. It should be noted that the square footage in the numeric program exceeds our target square footage.

The Existing Conditions section reflects our impressions of the building, its systems and the school grounds. The Planning Concepts section contains the preferred scheme and diagrams for each phase of development with associated costs. The Appendices contain the full text from our interviews with each department, the alternative plan layout for the master plan (with classroom wings oriented east/west), the one-story scheme (developed to show more extensive re-use of the existing building), a preliminary code analysis, and a reduced copy of the master plan presentation given to the planning committee at the conclusion of our charrette.

It has been a pleasure to work with you, Ron, Peter and the rest of the Eugene High School staff. We look forward to the future development of North Eugene High School and continued work with the Eugene School District.

Sincerely,

Diane Shiner, AIA
Principal, Mahlum Architects

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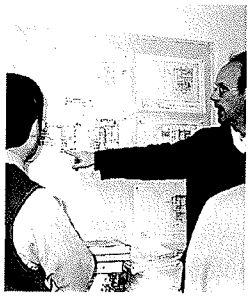
EXECUTIVE SUMMARY

In December 2002 Robertson Sherwood Architects PC and Mahlum Architects began developing a master plan for North Eugene High School. A visioning session was held with students, teachers, administrators, parents and community members to identify a vision and future goals for the school. This session was followed by a series of meetings with department chairs to determine specific departmental requirements. Finally, a planning charette was held in January 2003 to formulate plan options.

The following information, findings and recommendations summarize the master plan conclusions and provide a "road map" of the future work to be accomplished at North Eugene High School.

INTRODUCTION

In 2002, the Eugene School District 4J passed a bond issue which included money for improvements to North Eugene High School. The funds provided in this first phase of development are intended to repair the worst deficiencies at the facility, but will not be enough to accomplish a complete retrofit of the building. The school principal and members of the District administration sought to develop a long-term strategy for renovation of North Eugene High School so that funds expended during this phase of the work fit within an overall plan for upgrades to the facilities.



Charrette photo, by Sara Shire

North Eugene High school was constructed in 1956. The facility had a series of small additions and remodels, however no major work has been done at the facility since 1977. In general, building systems are outdated and the configuration and size of instructional spaces do not support the needs of current educational practices. A complete physical assessment of the facilities was not a part of this study. It is recommended that a thorough analysis be conducted to validate the needs and priority of work to be conducted at North Eugene High School.

PLANNING ASSUMPTIONS

- The student population will be 1,200.
- The first phase of work at North Eugene High School will be approximately $3.4 million construction cost and will include improvements to the commons.
- Improvements to the facility will occur in phases over time. Phase 2 bond amounts are likely to be similar to the amount of funds received for Phase 1.
- Bus parking and unloading is not required. Students utilize public transportation, drive or are transported to the school in a private vehicle.
- Phase 1 work should fit within the context of the master plan and limit the amount of re-work that might be required in the future.
- The baseball and football stadiums must remain in their current location.
- The elementary school must remain in its current location.

GOALS

A series of goals were identified and prioritized during the visioning session. The following are the highest priority goals.

- Improve the commons area and dining facility
- Improve the physical education/athletic areas (locker rooms and storage)
- Provide a new exterior image
- Increase natural light
- Create a more flexible facility
- Create a more open feeling in the facility and improve the circulation flow
- Provide space for collaboration between teachers, students and teacher/students
- Provide a more varied learning environment (larger and smaller classrooms)
- Provide space for outdoor learning

FINDINGS AND RECOMMENDATIONS

- Re-organization of the building with minimal expansion should meet needs in the future. The school should target 196,000 GSF for its ultimate size.
- There should be an increase in classroom utilization to provide
  - Some classroom sharing
  - Larger classroom size and a greater variety of teaching spaces
  - Teacher planning and support space
- Instructional areas should be arranged to allow clusters of classrooms with associated support space. These clusters might include a 9th/10th grade house with the upper grade levels arranged to support collaboration between departments such as English/social studies and math/science.
- The building should be replaced over time where practical, rather than attempting to reuse existing elements of the building.
- Limit or eliminate the use of portables to house students if at all possible.
- Consider distributed commons spaces, to improve building entries and create smaller communities within the school.
- Develop a two-story scheme to consolidate facilities, make better use of the site and minimize operational impacts created by the renovation.
- Maintain the overall building organization with physical education on the west side near fields, classroom wings on the east side and a commons at the heart of the school.
- Create new entries at the auditorium and ultimately from parking area into central commons.
- Provide more parking spaces to meet minimum code requirements.
- Eliminate angled parking at the front of the school to improve safety and provide a better image.

PROGRAM

The following numeric program summary reflects discussions with departments and administration regarding space requirements. Adjustments to the program will be required to meet the targeted gross square feet of 196,000.

Numeric Program Summary

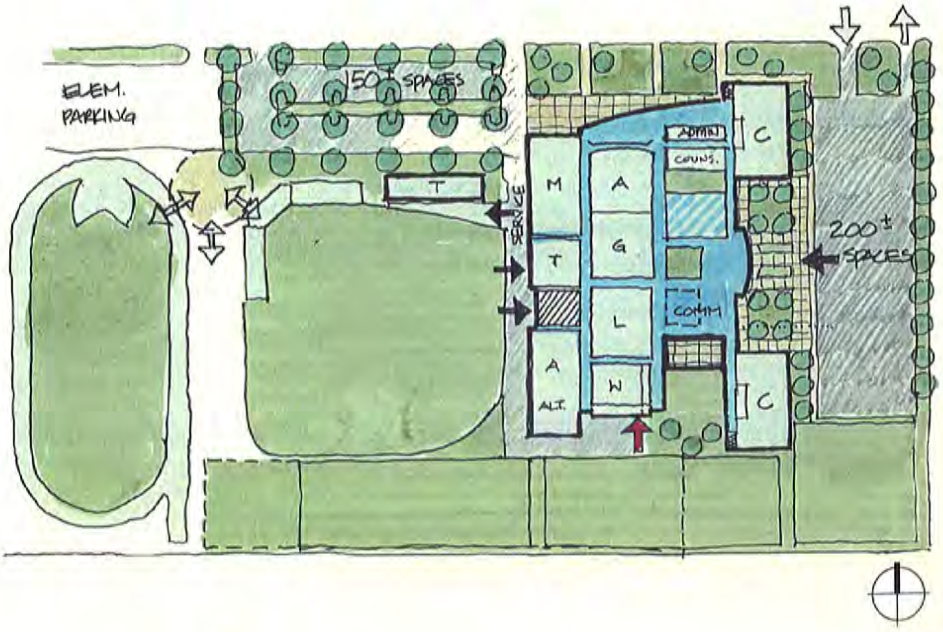
Department	EXISTING Sta	EXISTING Net SF	PROPOSED PROGRAM Sta	PROPOSED PROGRAM Net SF	Change
Administration/Counseling	1	4,523		5,211	*688*
Standard Instructional Space					
General Classrooms	3	2,256	11	13,042	*10,786*
Alternative High School	1	700	1	900	*200*
International High School	1	1,429	4	3,814	*2,385*
World Language	5	3,150	2	2,580	*(570)*
English	6	5,053	2	3,183	*(1,870)*
Social Studies	6	6,690	2	2,461	*(4,229)*
Special Education	5	3,893	3	3,379	*(514)*
Math	6	5,547	4	5,124	*(423)*
Subtotal	***34***		***29***		
Specialized Instructional Space					
Science	5	8,023	5	8,640	*617*
Family and Consumer Science	3	6,864	3	5,956	*(908)*
Business	1	1,575	1	*900*	*(675)*
Technology Education	3	10,951	3	11,897	*946*
Music	3	7,106	3	6,976	*(130)*
Performing Arts		10,282		11,682	*1,400*
Art	2	5,732	2	5,732	
Library/Media/Conference Center		6,548	1	7,848	*1,300*
Physical Education/Athletics	5	34,696	5	35,834	*1,138*
Subtotal	***22***		***23***		
Food Service/Commons		8,965		9,900	*935*
Faculty Space		*1,150*		*1,150*	
Total Assignable Square Feet	*56*	*135,133*	*52*	*146,209*	*11,076*
Total Building Support		*55,346*		*61,133*	*5,787*
Total Building Gross Square Feet		***190,014***		***207,300***	*17,286*
GSF/Student		*158 GSF/Student*		*173 GSF/Student*	

PLANNING CONCEPT

The master plan for North Eugene High School looks at redevelopment of the facility over the next twenty years. The planning process assumed that the building would be updated in phases over time, due to bonding limitations and other District priorities. Factors that led to the final master plan include the location of the recently completed baseball stadium, the need to maintain operations over time, and logical sequencing of the work. Key features of the plan include:

- A central commons that serves as the heart of the school, a primary entry for students and a foyer for the gymnasium.
- A new commons/expanded foyer for the auditorium that provides a new front door for the school, serves as another important student gathering place and provides more generous lobby space for theatrical performances.
- Two-story classroom pods that flank the entry commons. These new classroom wings will allow a reconfiguration of instructional space to provide: a variety of classroom sizes, teacher support space, computer/resource areas and accommodation of a more collaborative approach to learning. The two-story pods will also provide each classroom with access to natural light.
- The physical education and athletic venues will remain located in the center of the building with entry points to provide convenient access to fields.
- Art and industrial technology spaces will be located on the west side of the building
- A service drive on the west side of the building will provide delivery truck access to the kitchen and shop areas of the facility, away from classrooms and primary public entries to the building.
- The parking lot on the east side of the site will be expanded to meet additional parking requirements. It will serve as the student parking lot.
- The north parking lot will be used for staff and visitor parking. Landscaping and relocation of service yards and tennis courts from the north side will improve the front door image of the building.

Master Plan Diagram



COST SUMMARY

The table below reflects the areas of work to be included in the first phase and the associated construction cost. A contingency has been included to cover unforeseen conditions. The costs do not include additional project costs, such as permitting fees, consultant fees, taxes, furniture and equipment.

Phase 1 Construction Cost Summary

Area of Work - Phase I	
Building - Program Upgrades	
Science-Applied Tech/Physics Lab	$285,236
Commons at Theater	$451,400
Commons/Kitchen	$1,041,180
Building - Miscellaneous Repairs	
Restroom Upgrade	$272,000
Rigging Replacement	$100,000
Carpet	$45,000
Floor/Ceiling Repair ($208,000)	*
Code Contingency	$100,000
Skylights (10)	$20,000
Floor/Ceiling Repair Main Corridor	$168,000
Floor/Ceiling Repair Gym Corridor	$168,000
Gym/Theater Separation (Acoustic)	$50,000
Classroom Upgrades (9 rooms/6 rooms)	$252,000
Site	
Site Lighting	$10,000
Clean-up Front of Building (/SF)	$40,000
Parking (100 spaces)	$199,320
Landscaping at Front of Building	$6,750
Design Contingency	$165,000
Total	**$3,374,000**

** Costs were reallocated into Main and Gym Corridor line items*

COST SUMMARY, CONTINUED

A total upgrade of the facility will require a series of phases in order to accomplish all building updates. The figures listed are in construction dollars and will need to be increased to reflect the total project cost.

Construction Cost Summary of All Phases

PHASES	2002-2007	2008-2013	2014-2019	2020-2025
Phase 1	**$3,374,000**			
Phase 2				
Today's dollars		$4,327,000		
2010 dollars		**$5,922,000**		
Phase 3				
Today's dollars			$15,118,000	
2016 dollars			**$26,179,000**	
Phase 4				
Today's dollars				$9,575,000
2022 dollars				**$20,980,000**
Total Cost: Phases 1-4				**$56,455,000**

PROGRAM DEVELOPMENT

VISION DEVELOPMENT

EXISTING CONDITIONS

VISION DEVELOPMENT

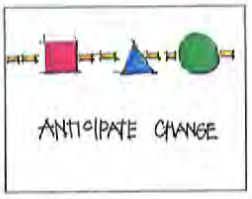
The following goals, facts, issues and needs were generated during a brainstorming session on site with the school community. At the completion of the session, the group was given four dots, consisting of one red dot and three blue dots, for casting votes. The red dot indicated the highest priority goal and blue dots were for other priority goals. Comments have been grouped in like categories with the vote tally listed in parenthesis.

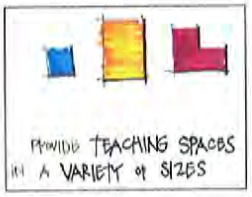
GOALS - PROGRAM

- Improved physical education/athletic areas (*4 red votes*)
- Automotive program (*1 red, 2 blue votes*)
- Full-scale construction lab (*1 red vote*)
- Media center as a community asset (*7 blue votes*)

GOALS - IMAGE

- Increase natural light (*4 red, 8 blue votes*)
- Make an aesthetic statement (*1 red, 13 blue votes*)
- Provide a welcoming entry (*1 red, 7 blue votes*)
- Create an entire new exterior image and design (*1 red, 6 blue votes*)
- Create a "scottish castle" image (*1 red, 2 blue votes*)
- Change the perception of the school (*1 red, 1 blue vote*)
- Maintain the trees at the front (*1 red vote*)
- "We are the Highlanders" should be the image (*9 blue votes*)
- The exterior image should be open, light and friendly (*8 blue votes*)
- NEHS identity (*1 blue vote*)
- Create a sense of community spirit (*1 blue vote*)
- The image of the building should be: exciting, important, different
- The image should reflect special programs
- The design should reflect the tradition of North Eugene (yet not "dumpy")
- Encourage student pride
- Attractive
- The design should be expressive of a place of learning
- Create a strong image, ala the Nike campus





GOALS - FLEXIBILITY

- Anticipate change (*1 red, 1 blue vote*)
- Create a more open feeling and improved circulation flow (*9 blue votes*)
- Maximize flexibility (*7 blue votes*)

GOALS - TRAFFIC

- Provide a parking garage (*1 red, 3 blue votes*)
- Improve traffic flow (*1 red, 3 blue votes*)

GOALS - EDUCATIONAL SPACES

- Provide spaces which support collaboration (*5 red, 3 blue votes*)
- Provide varied learning environments (*3 red, 2 blue votes*)
- Create larger and smaller classrooms (*1 red, 5 blue votes*)
- Increase the amount of teaching space (*1 red, 4 blue votes*)
- Provide a swimming pool (*3 blue votes*)
- Provide a planetarium (*3 blue votes*)
- Provide a skateboard park (*3 blue votes*)
- Provide covered outdoor spaces (*2 blue votes*)
- Encourage collaborative learning (*1 blue vote*)
- Consider alternative educational models (*1 blue vote*)
- Create a "Media Center" (*1 blue vote*)
- Create departmental identity
- Create opportunities for intra- and inter-departmental collaboration
- Provide outdoor areas for the arts
- Create a community garden

GOALS - ENVIRONMENTAL

- Provide space for outdoor learning (*4 blue votes*)
- Create more useable outdoor spaces (*3 blue votes*)
- Use recycled materials (*3 blue votes*)
- Make an environmental statement (*2 blue votes*)
- Create a recycling center that is "user friendly" (*2 blue votes*)

GOALS - GENERAL

- Improve communication/dissemination of information (*1 red vote*)
- Provide user-friendly and secure spaces (*3 blue votes*)
- Appropriate lighting (*2 blue votes*)
- Redesign the school with multiple stories (*2 blue votes*)
- Provide a fountain (*2 blue votes*)
- Encourage parent participation (*1 blue vote*)
- Create a community school
- Provide a large gas fireplace in the lobby
- Provide peaked roofs instead of flat roofs

FACTS

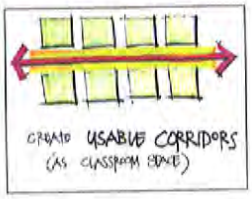
- There are changing demographics at the school, particularly in the increase of English-as-a-second-language students
- Some of the existing restrooms will be fully renovated this summer
- Existing sewer and water piping is in poor condition
- The existing central heating system is inefficient

ISSUES

- We feel crowded
- The entry to the school is unattractive
- The lockers don't work well
- Lab tables are too small
- Classrooms are too small
- Computer labs may disappear in the future
- Kids with physical limitations have a hard time maneuvering in the halls
- The school is short on space, not short on spaces
- Some teachers prefer the departmental organizational model
- The snack bar is too small
- The existing bus circulation is adequate

ISSUES, CONTINUED

- Is the alternative school in the right location?
- The cafeteria is set-up like a prison
- There are too many entrances to the school
- The configuration of administration is too stretched out
- The current building plan does not bring people together
- Nobody eats in the cafeteria
- Hallways are claustrophobic
- On-street parking is dangerous
- Large meeting spaces are not used efficiently

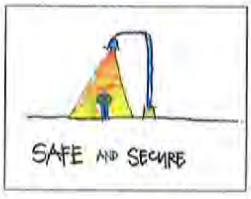


NEEDS

- The school needs a lobby
- Improved organization or wayfinding is required
- The preschool requires a separate entrance
- A child center is required
- Provide more parking!
- The cafeteria needs more food choices
- Create a food court with separate food vendors
- Replace exterior doors/hardware
- Visual arts needs more light
- The art gallery should be more visible
- Integrate/plan for computer cabling in the building
- Consider wireless technology
- Provide outdoor space near the preschool
- Provide lockers that work
- Create multi-generational spaces
- Provide places in classrooms to hang backpacks
- Create a parent center

NEEDS, CONTINUED

- Provide parent conference spaces
- Improve the ventilation in existing darkrooms
- Provide more storage! (especially in physical education/athletics)
- Provide team rooms for athletics
- Improve the science labs
- Improve the ventilation in the restrooms
- Provide more space for group meetings
- Replace aging pipes
- Improve indoor air quality
- Improve the heating and ventilation systems
- Improve acoustics
- Provide social spaces for students
- Provide a 'free speech' wall
- Create an outdoor basketball court
- Provide an organizational model for teachers' offices
- Provide a writing lab
- Provide adequate facilities for the school's severely disabled population
- Create a more appealing entrance to the gymnasium
- Orient spaces to provide passive supervision to parking lot and access points to the school
- Create a safe school environment
- Provide some lecture style classrooms
- Provide clear access for after-hours programs
- Renovate the auditorium
- Provide wider places in the hallways to create seating opportunities
- Provide secure bike parking



PROGRAM DEVELOPMENT

EXISTING CONDITIONS

PROGRAM DEVELOPMENT

NARRATIVE PROGRAM

On December 11th and 12th, the design team met with each department at North Eugene High School to determine their functional requirements. The following information summarizes these discussions. A complete report from each department is included in Appendix A of this document.

Overall Building Organization

- Provide more areas for collaborative work between teachers, classes and students
- Improve the school image
- Improve the student center—in the first phase!
- Implement sustainable design elements into the design
- A bike path and a designated covered bike parking area are important
- Create smaller learning communities to support educational delivery
- A safer parking arrangement is required; the front diagonal street parking should be eliminated
- Create smaller computer work areas within the classroom cluster
- The school needs better places for large groups to meet
- The building should say something about the importance of the core subjects
- Create opportunities for teachers and staff to "bump into each other"
- Improve natural light throughout the facility
- Classrooms are very small for some classes; provide a variety of room sizes to meet the needs of large and small groups

Counseling

- Health services are provided to the school and the overall community; the health clinic should be accessible for evening hours
- The career center needs increased space to accommodate a full class

English

- Improve collaboration with other departments
- Ideally the English department would be located near the library
- Create student space within the learning clusters

Family and Consumer Science

- Consolidate the preschool areas: classroom, indoor play area, and outdoor play area
- The family and consumer science department collaborates with other departments
- There is a student enterprise for catering (Northside Catering)
- Programs involve all aspects of learning: science, health, technology and workplace readiness

Fine and Performing Arts

- The ceramics room should be connected to the rest of the building
- The gallery should be more accessible and visible to the rest of the school
- Provide a Raku yard
- Provide a black box theater by converting/sharing the choral room
- Provide a better, more observable location for the practice rooms
- The theater lacks backstage space to support productions
- There is poor sound separation between the stage and the gymnasium
- Theater seating should be updated and replaced and/or renovated
- The entry to the auditorium is very constrained and does not support performance events
- There may be safety issues with the theater rigging and catwalk system

Industrial Technology

- There is a student enterprise program (NemCo), where students make products for industry; the program is centered around a simulated work environment and is thriving
- Metals and wood programs are offered District-wide
- The industrial technology department would like to start a construction technology program, which would require a secure outdoor yard
- Materials delivery to the wood shop is cumbersome
- The sawdust handling system needs to be improved
- Ideally the department would be located in the school building
- An applied science program is to be integrated into the program in the next year

Library

- The library serves as a public meeting space and could function as a community library in the future
- Provide better support for public meetings and conferences
- The librarian could serve as the monitor for the computer lab

Math

- The existing math center arrangement works well; provide space for additional computers and other support software
- Math classrooms are small for the number of students in class

Physical Education/Athletics

- The site is very small and existing field space is critical
- Physical education locker rooms should be reconfigured to provide improved visibility and better team space, particularly for girls' sports
- Storage space should be consolidated and in a more central location
- Provide more space in the training room
- Tennis courts should be resurfaced
- The weight room should be consolidated

Science

- Science labs should be reorganized to improve safety, circulation and acoustics
- Science lab and lecture space should be contained in one space
- The greenhouse needs to be larger to provide better support for instruction
- Storage rooms should be combined
- The physics lab should be updated to allow the instruction of applied technology
- Provide a closer relationship between science and math

Social Studies

- Provide space for collaboration
- Create the ability to bring two classes together

Special Education

- Provide the ability to work with smaller groups
- Create a Life Skills area
- Special education classrooms should be spread out to help mitigate the stigma associated with special education

World Languages

- Larger classrooms with better visibility to white board space would be ideal
- Teacher offices should be close to classrooms
- Provide a language lab or improved access to the computer lab
- English-as-a-second-language needs the ability to subdivide the room into smaller areas

PROGRAM COMPARISON

After discussions with the faculty regarding requirements for each department, a series of numeric programs were developed. The requested programs ranged from 10,000 to 30,000 additional square feet. A comparison between other schools in the District and North Eugene High School revealed that a target should be established closer to 160 gross square feet per student. This results in a modest increase in building square footage, from 190,00 existing square feet to a target of 196,000 square feet.

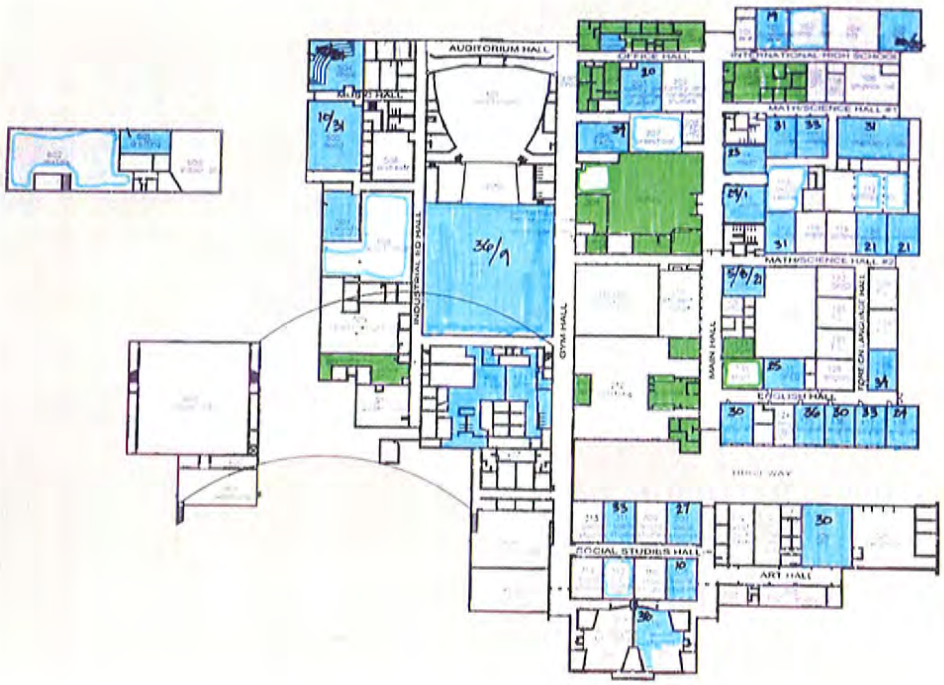
SCHOOL	STUDENTS	GSF	GSF/STUDENT
Churchill	1,450	243,000	168
Sheldon	1,400	217,000	155
South Eugene	2,000	312,000	155
North Eugene			
* Existing	1,200	190,000	158
* 9th Grade House	1,200	207,300	173
*** Target**	**1,200**	**196,000**	**163**

UTILIZATION

An analysis of classroom utilization indicated that a variety of instructional spaces were available each period of the day. Through this analysis it was determined that a more effective use of space within the facility would be to increase classrooms utilization by providing teacher support space separate from classrooms. The diagrams on the following pages illustrate the amount of unused space within the building during each period of the day. The numeric program included in this document assumes an increase in classroom utilization.

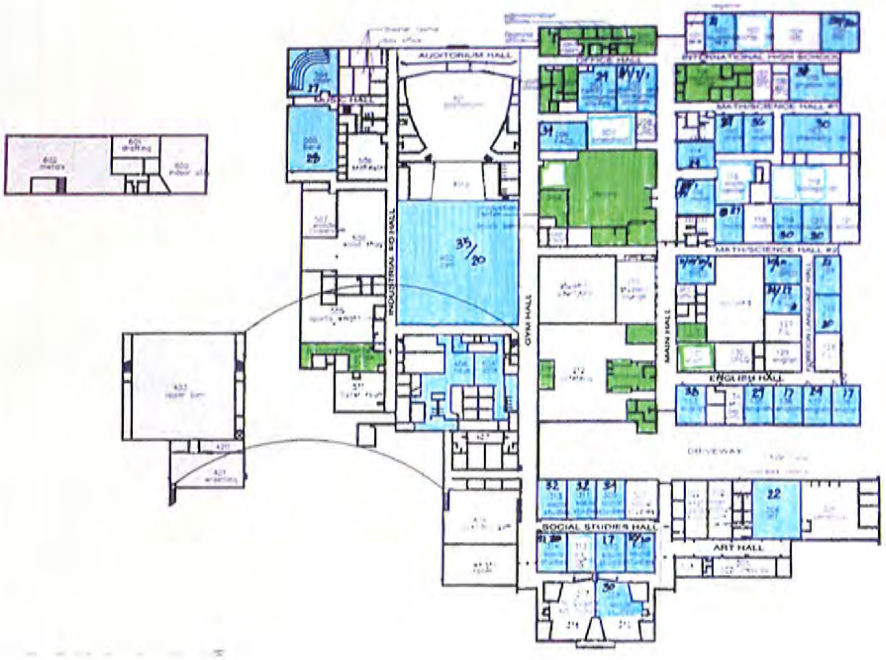
Classroom Utilization Period 1:
11 open teaching stations, including 7 general classrooms

KEY
Green:
Areas occupied all day (non-instructional)
Blue:
Instructional areas occupied during period



Classroom Utilization Period 2:
9 open teaching stations, including 5 general classrooms

KEY
Green:
Areas occupied all day (non-instructional)
Blue:
Instructional areas occupied during period

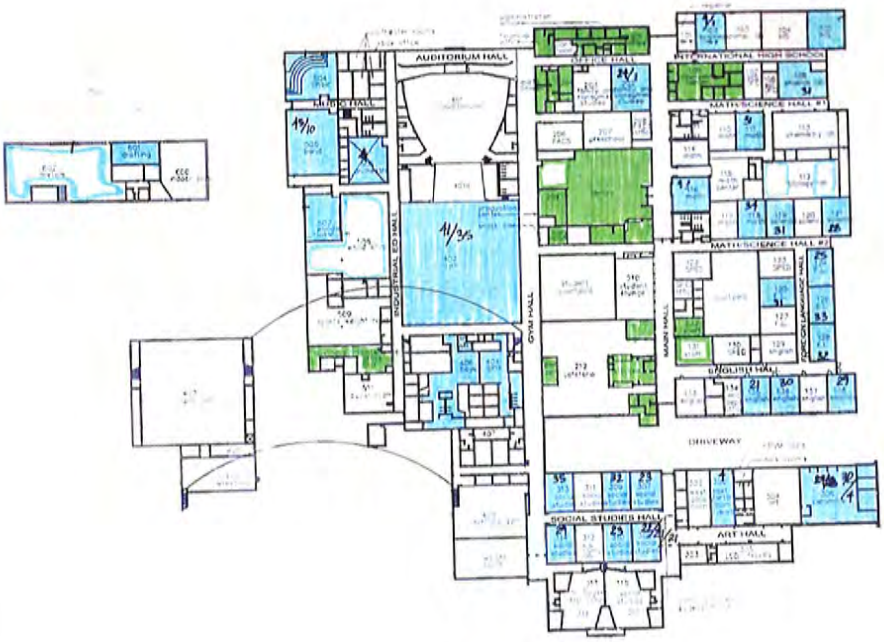


Classroom Utilization Period 3:
10 open teaching stations, including 7 general classrooms

KEY
Green:
Areas occupied all day (non-instructional)
Blue:
Instructional areas occupied during period

Classroom Utilization Period 4:
16 open teaching stations, including 14 general classrooms

KEY
Green:
Areas occupied all day (non-instructional)
Blue:
Instructional areas occupied during period



PROGRAM SUMMARY

The facility program has been organized into twenty different sections, as shown in the table below. Each area is listed with the existing number of teaching stations, the existing net square feet, proposed teaching stations and proposed net square feet. The difference in area is listed in the last column. The proposed area currently exceeds the target square footage. Reduction of square footage will be required prior to the design and construction of Phase 2.

Numeric Program Summary Chart

Department	EXISTING Sta	EXISTING Net SF	PROPOSED PROGRAM Sta	PROPOSED PROGRAM Net SF	Change
Administration/Counseling	1	4,523		5,211	*688*
Standard Instructional Space					
General Classrooms	3	2,256	11	13,042	*10,786*
Alternative High School	1	700	1	900	*200*
International High School	1	1,429	4	3,814	*2,385*
World Language	5	3,150	2	2,580	*(570)*
English	6	5,053	2	3,183	*(1,870)*
Social Studies	6	6,690	2	2,461	*(4,229)*
Special Education	5	3,893	3	3,379	*(514)*
Math	6	5,547	4	5,124	*(423)*
Subtotal	***34***		***29***		
Specialized Instructional Space					
Science	5	8,023	5	8,640	*617*
Family and Consumer Science	3	6,864	3	5,956	*(908)*
Business	1	1,575	1	*900*	*(675)*
Technology Education	3	10,951	3	11,897	*946*
Music	3	7,106	3	6,976	*(130)*
Performing Arts		10,282		11,682	*1,400*
Art	2	5,732	2	5,732	
Library/Media/Conference Center		6,548	1	7,848	*1,300*
Physical Education/Athletics	5	34,696	5	35,834	*1,138*
Subtotal	***22***		***23***		
Food Service/Commons		8,965		9,900	*935*
Faculty Space		*1,150*		*1,150*	
Total Assignable Square Feet	*56*	*135,133*	*52*	*146,209*	*11,076*
Total Building Support		*55,346*		*61,133*	*5,787*
Total Building Gross Square Feet		***190,014***		***207,300***	*17,286*
GSF/Student		*158 GSF/Student*		*173 GSF/Student*	

DETAILED NUMERIC PROGRAM

The following chart provides detailed square footage requirements for each area of the building. Each area is listed with its existing square footage and future projected need. Unassignable areas, such as corridors and walls, are calculated based on a percentage of the overall building area. Square footage requirements for each space were developed through an understanding of the proposed use and a comparative analysis with other high schools of similar scale.

Detailed Numeric Program Chart

	Existing NEHS Program			Proposed Program				
				Net Square Feet				
	sta rm	sf/rm	total	sta rm	sp gen	nsf	sf/rm	total
ADMINISTRATION								
Secretary/Reception	1	422	422					422
- Waiting								
Principal Office	1	149	149					149
Administrative Office	5	85	425					425
Security/Vault/Intercom	2	17	34					34
Financial Office	1	314	314					314
Toilet/Storage	1	29	29					29
Registrar	1	330	330					330
- Office	1	100	100					100
Campus Supervisor/Police	1	128	128					128
Conference Room	1 1	217	217	1	15 seats	20	300	300
Parents' Room				1	1 rm	200	200	200
COUNSELING/CAREER CENTER								
Career Center	1	856	856	1				856
- Seating				1	20 seats	20	400	400
- Storage	1	39	39					39
Counselor Office	2	110	220					220
Counselor Office	2	90	180					180
Counselor Office	1	80	80					80
Group Room	1	155	155	1	8 seats	20	160	160
HEALTH CLINIC								
Reception/Waiting	1	240	240					240
Exam Room	1	115	115					115
Exam Room	1	140	140					140
Group Room	1	173	173					173
Office	1	57	57					57
Office	2	60	120					120
Subtotal	*1*		*4,523*					*5,211*

	Existing NEHS Program				Proposed Program					
					Net Square Feet					
	sta	rm	sf/rm	total	sta	rm	sp gen	nsf	sf/rm	total
GENERAL CLASSROOMS										
9/10 House										
General Classrooms	1	1	649	649	5	5	30 seats	30	900	4,500
Moveable Partition					4	4	30 seats	30	900	3,600
Science							24 sta	60	1,440	
Supply Storage							1 rm	250	250	
Special Education					2	2	30 seats	30	900	1,800
Resource Center						2	15 seats	40	600	1,200
Conference						1	8 seats	20	160	160
Teacher Work Area						1	8 sta	60	480	480
Student Lounge						1	50 seats	25	1,250	1,250
Classroom - Health	1	1	697	697			30 seats	30	900	
Yearbook	1	1	858	858			30 seats	30	900	
- Office		1	52	52						52
Large Classroom										
Lecture Classroom										
Subtotal	*3*			*2,256*	*11*					*13,042*
ALTERNATIVE HIGH SCHOOL										
Classroom	1	1	700	700	1	1	30 seats	30	900	900
Subtotal	*1*			*700*	*1*					*900*
INTERNATIONAL HIGH SCHOOL										
Classroom	1	1	914	914	4	4	30 seats	30	900	3,600
IHS Copy Machine		1	94	94						94
Office/Conference Room		1	421	421		1	2 sta	60	120	120
Subtotal	*1*			*1,429*	*4*					*3,814*
WORLD LANGUAGE										
Classroom-World Language	5	5	630	3,150			30 seats	30	900	
Classroom-Moveable Partition					2	2	30 seats	30	900	1,800
Computer Lab						1	15 seats	40	600	600
Office/Conference Room						1	3 sta	60	180	180
Subtotal	*5*			*3,150*	*2*					*2,580*

	Existing NEHS Program				Proposed Program					
					Net Square Feet					
	sta	rm	sf/rm	total	sta	rm	sp gen	nsf	sf/rm	total
ENGLISH										
Classroom-English	6	6	675	4,050			30 seats	30	900	
- Storage		2	81	162						162
Classroom-Moveable Partition					2	2	30 seats	30	900	1,800
Book Storage		1	210	210						210
VCR Storage		1	171	171						171
Writing Lab/Resource Area										
-Writing Lab						1	15 seats	40	600	600
-Resource/Office Area		1	460	460		1	4 sta	60	240	240
Subtotal	*6*			*5,053*	*2*					*3,183*
SOCIAL STUDIES										
Classroom-Social Studies	5	5	700	3,500			30 seats	30	900	
Classroom-Social Studies	1	1	1,378	1,378						
Classroom-Moveable Partition					2	2	30 seats	30	900	1,800
- Storage		1	174	174		1	1 rm	250	250	250
- Storage		1	147	147						
- Projection Room		1	176	176						
Faculty Office-Social Studies		1	310	310		1	4 sta	60	240	240
Faculty Office-Social Studies		1	169	169						
Computer Lab-Social Studies		1	665	665			15 seats	40	600	
VCR Storage		1	171	171						171
Subtotal	*6*			*6,690*	*2*					*2,461*
SPECIAL EDUCATION										
Classroom-Special Education	4	4	650	2,600	2	2	30 seats	30	900	1,800
Faculty Office-Special Education		1	229	229			1 rm	250	250	
- Office		2	56	112		1	2 sta	60	120	120
ESD Lifeskills	1	1	727	727						
- Kitchenette						1	1 rm	150	150	150
- Toilet Room/Shower						2	1 rm	130	130	260
- Classroom					1	1	30 seats	30	900	900
- Toilet		2	38	76						
- Storage		1	149	149						149
Subtotal	*5*			*3,893*	*3*					*3,379*

	Existing NEHS Program				Proposed Program					
					Net Square Feet					
	sta	rm	sf/rm	total	sta	rm	sp gen	nsf	sf/rm	total
MATH										
Classroom-Math	5	5	660	3,300			30 seats	30	900	
Classroom-Moveable partition					4	4	30 seats	30	900	3,600
Classroom-Math	1	1	844	844						
Math Center		1	1,004	1,004						1,004
- Storage		1	53	53						53
- Storage		1	107	107						107
Faculty Office/Conference		1	239	239		1	6 sta	60	360	360
Subtotal	*6*			*5,547*	*4*					*5,124*
SCIENCE										
Physics Lab	1	1	1,086	1,086	1	1	24 sta	60	1,440	1,440
- Storage		1	93	93						
Biology Lab		1	1,925	1,925	3	3	24 sta	60	1,440	4,320
- Greenhouse		1	289	289		1	1 rm	450	450	450
- Storage		1	234	234						
- Storage		1	53	53						
- Storage		1	74	74						
Chemistry Lab	1	1	1,605	1,605	1	1	24 sta	60	1,440	1,440
- Storage		1	216	216						
Classroom-Science	3	3	692	2,076						
Faculty Office-Science		1	278	278		1	5 sta	60	300	300
Supply Storage		1	94	94		3	1 rm	230	230	690
Subtotal	*5*			*8,023*	*5*					*8,640*
FAMILY AND CONSUMER SCIENCE										
Large Classroom	2	2	1,100	2,200	2	2				2,200
Classroom	1	1	831	831	1	1	30 seats	30	900	900
- Storage		1	204	204						204
Preschool		1	1,154	1,154						1,154
Indoor Play		1	1,671	1,671						
- Storage		1	147	147						147
- Storage		1	196	196						196
Outdoor Covered Play						1	0.5 rm	1,700	850	850
Storage - FACS		1	125	125						125
Faculty Office - FACS		1	336	336		1	3 sta	60	180	180
Subtotal	*3*			*6,864*	*3*					*5,956*

	Existing NEHS Program			Proposed Program				
				Net Square Feet				
	sta rm	sf/rm	total	sta rm	sp gen	nsf	sf/rm	total
BUSINESS								
Classroom	1 1	718	718	1 1	30 seats	30	900	900
Computer Lab	1	857	857			in Library		
Subtotal	*1*		*1,575*	*1*				*900*
TECHNOLOGY EDUCATION								
Large Classroom	1 1	1,028	1,028	1 1				1,028
- Storage	1	124	124					124
Wood Shop	1	3,423	3,423					3,423
- Storage	1	114	114					114
- Wood Storage	1	261	261					261
Metals Shop	1	3,663	3,663					3,663
- Storage	1	240	240					240
Drafting	1 1	647	647	1 1	30 seats	30	900	900
- Conference/Office	1	304	304					304
Technology/Science Lab				1 1	24 sta	60	1,440	1,440
Storage					1 rm	240	240	
Computer Repair	1 1	1,147	1,147	1	1 rm	400	400	400
Fenced Construction Area								exterior
Subtotal	*3*		*10,951*	*3*				*11,897*
MUSIC								
Band	1 1	2,128	2,128	1 1				2,128
- Band Practice Rooms	3	50	150					150
Orchestra	1 1	1,117	1,117	1 1				1,117
- Orchestra Practice Rooms	3	40	120					120
Shared Band/Orchestra Storage	1	142	142					142
Choir	1 1	1,529	1,529	1 1				1,529
- Choir Storage	1	120	120					120
Uniform Storage				1	1 rm	450	450	450
Shell and Riser Storage				1	1 rm	300	300	300
Piano Lab/Equipment Storage				1	1 rm	200	200	200
Practice Rooms			1,800					
- Small				4	4 sta	20	80	320
- Ensemble				1	20 sta	20	400	400
Subtotal	*3*		*7,106*	*3*				*6,976*

	Existing NEHS Program			Proposed Program				
				Net Square Feet				
	sta rm	sf/rm	total	sta rm	sp gen	nsf	sf/rm	total
PERFORMING ART								
Auditorium	1	5,512	5,512	1	1 rm	5,441	5,441	5,441
- Stage	1	2,310	2,310					2,310
- Theater Foyer	1				1 rm	800	800	
- Control Room	1	119	119	1	1 rm	190	190	190
Production Room	1	525	525					525
Box Office	1	200	200					200
Theater Room	1	190	190					190
Theater Room	2	135	270					270
Girls Dressing Room	1	233	233					233
Boys Dressing Room	1	171	171					171
Custodian	1	56	56					56
Alarm	1	56	56					56
Storage	1	103	103					103
Storage (Student Records)	1	313	313					313
ISB Office	1	182	182					182
Custodian	1	42	42					42
Black Box								shared
Scene Shop				1	1 rm	900	900	900
Scene Storage				1	1 rm	500	500	500
Subtotal			*10,282*					*11,682*
FINE ART								
Art Classroom	1 1	1,704	1,704	1 1				1,704
- Storage	1	52	52					52
- Storage	1	103	103					103
Ceramics	1 1	2,233	2,233	1 1				2,233
- Kiln	1	243	243					243
- Storage	2	135	270					270
Darkroom	2	85	170					170
Gallery	1	813	813					813
Yearbook	Listed in General					Listed in General		
- Office								
KRVM Radio	1	144	144					144
Raku Yard								*fenced exterior space*
Subtotal	*2*		*5,732*	*2*				*5,732*

	Existing NEHS Program				Proposed Program					
					Net Square Feet					
	sta	rm	sf/rm	total	sta	rm	sp gen	nsf	sf/rm	total
LIBRARY/MEDIA										
Library		1	4,012	4,012						4,012
- Circulation Desk		1	428	428						428
- Conference		1	258	258						258
- Workroom		1	384	384						384
- Computer Lab/Classroom		1	600	600		1	30 sta	40	1,200	1,200
Production Center		1	562	562						562
- Storage		1	93	93						93
Copy Room		1	211	211						211
Conference Room						1	15 seats	20	300	300
Conference/Distance Learning					1	1	20 seats	20	400	400
Subtotal				*6,548*	*1*					*7,848*
PHYSICAL EDUCATION/ATHLETICS										
Main Gymnasium	1	1	9,732	9,732	1					9,732
- Storage		1	221	221						
Upper Gymnasium	1	1	7,008	7,008	1					7,008
- Storage (Combined)		1	526	526						
Auxiliary Gymnasium	1	1	2,423	2,423	1					2,423
- Storage		3	100	300						
Wrestling	1	1	1,567	1,567	1					1,567
Weight Room	1	1	1,847	1,847	1					1,847
Athletics Weight Room		1	2,483	2,483						2,483
- Storage		2	90	180						
- Storage		3	140	420						
Physical Education Storage		1	314	314		1	1 rm	2,000	2,000	2,000
Physical Education Storage		1	133	133						133
Concessions		1	97	97						97
Physical Education Office		1	116	116		2	1 rm	150	150	300
Boys' Locker Room		1	1,706	1,706		1	1 rm	1,200	1,200	1,200
- Shower/Toilet						1	1 rm	330	330	330
- Team Room		1	524	524		1	1 rm	800	800	800
- Team Room		1	368	368		1	1 rm	350	350	350
- Team Room		1	215	215		2	1 rm	200	200	400
- Team Room		1	158	158						158
- Shoulder Pad Storage		1	41	41						41
- Pre-shower		1	197	197						197
- Showers		3	92	276						276

	Existing NEHS Program			Proposed Program				
				Net Square Feet				
	sta rm	sf/rm	total	sta rm	sp gen	nsf	sf/rm	total
- Showers	3	87	261					261
- Coach Lockers	1	149	149					149
- Storage	1	82	82					82
Girls' Locker Room	1	1,197	1,197	1	1 rm	1,200	1,200	1,200
- Shower/Toilet				1	1 rm	330	330	330
- Showers	3	92	276					276
- Office (With Toilet)	1	95	95					95
- Office	1	56	56					56
- Cot (Under Stairs)	1	39	39					39
Girls' Team Room	1	140	140	1	1 rm	350	350	350
Girls' Team Room	1	173	173	3	1 rm	200	200	600
Girls' Team Room	1	259	259					
Training Room	1	496	496					496
- Storage	1	58	58					58
Officials	1	168	168	2	1 rm	250	250	500
Officials	1	134	134					
- Storage	1	261	261					
Classroom-Health	Listed in General						Listed in General	
Subtotal	*5*		*34,696*	*5*				*35,834*
FOOD SERVICE								
Cafeteria	1	5,137	5,137					
Seating Area A				1	150 seats	18	2,700	2,700
Seating Area B				1	75 seats	18	1,350	1,350
Seating Area C				1	50 seats	18	900	900
Student Lounge	1	1,528	1,528					
Student Lounge A				1	20 seats	25	500	500
Student Lounge B					50 seats	25	1,250	
Student Lounge C				1	30 seats	25	750	750
Concessions	1	331	331					
Kitchen	1	923	923	1	1 rm	1,900	1,900	1,900
- Dish Room	1	261	261					
- Food Service Office	1	61	61					
- Food Storage	1	181	181					
-Walk-In Freezer	1	181	181					
- Servery	2	181	362	1	1 rm	1,800	1,800	1,800
Subtotal			*8,965*					*9,900*

	Existing NEHS Program			Proposed Program				
				Net Square Feet				
	sta rm	sf/rm	total	sta rm	sp gen	nsf	sf/rm	total
FACULTY SPACE								
Faculty Office								
Staff Workroom	1	657	657					657
Staff Mail	1	325	325					325
- Staff Offices	3	56	168					168
Subtotal			*1,150*					*1,150*
Total Assignable Square Feet	*56 teaching sta*		*135,133*	*52 teaching sta*				*146,209*
BUILDING SUPPORT								
Mechanical/Electrical								
- Boiler Room	1	1,185	1,185	1	1 rm	2,385	2,385	2,385
Custodial/Maintenance								
- Office	1	970	970					970
- Storage	1	106	106					106
- Storage	1	37	37					37
- Toilet	1	130	130					130
- Recycling	1	211	211					211
- Custodial Closet	2	100	200					200
Restrooms								
- Public Toilets (Entry)	2	40	80					80
- Student Toilets (Gymnasium)	2	175	350					350
- Student Toilets (Theater)	2	190	380					380
- Student Toilets (Caf./Library)	2	240	480					480
- Student Toilets (Math/Science)	2	210	420					420
- Toilets (Metals Shop)	2	55	110					110
- Toilets (Gallery)	2	130	260					260
Circulation	1	30,000	30,000	1	1 rm	32,729	32,729	32,729
Interior/Exterior Walls	1		20,427	1	1 rm	22,285	22,285	22,285
Subtotal			*55,346*					*61,133*
Total Building Gross Square Feet			***190,014***					***207,300***

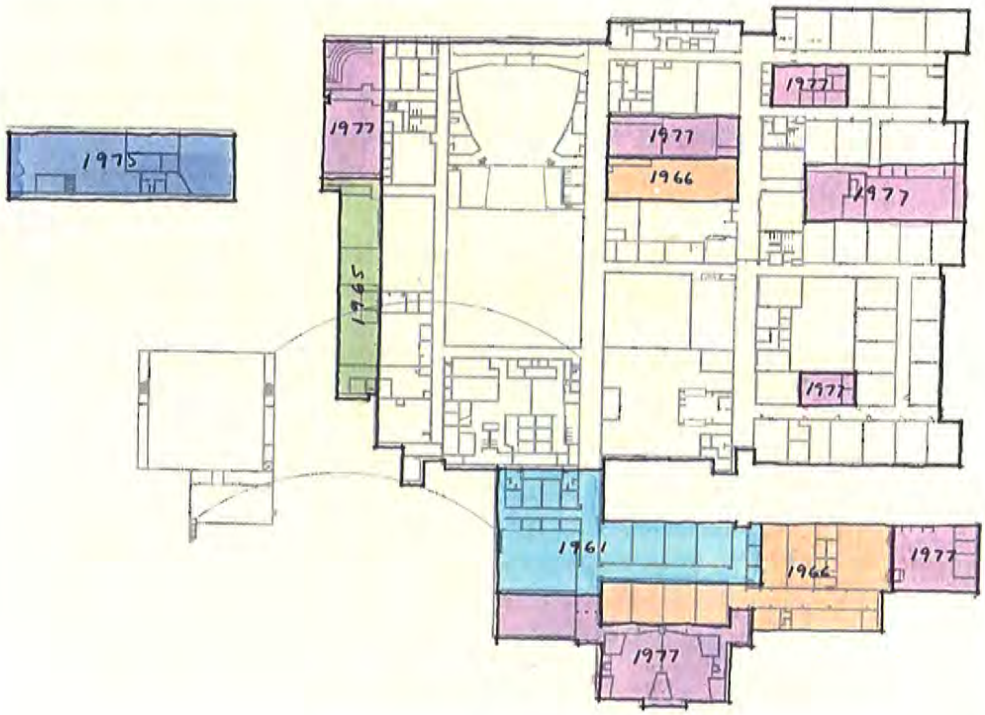
INTRODUCTION

A detailed building assessment evaluating the existing facility, including structural, mechanical and electrical systems, was not included in the scope of this master plan. However, many of the existing conditions were observed while the master plan was being developed and are documented in this section.

BUILDING

North Eugene High School was originally constructed in 1955 to house 1,400 students. There were five remodels and/or additions completed between 1961 and 1977. An addition of the social studies wing occurred in 1961, expansion for technology education in 1965, and an expansion to social studies and art in 1966, along with an infill to expand the library. In 1975 the metal shop and CAD lab building was added. The last significant series of additions occurred in 1977, when two of the courtyards in the building were in-filled to provide more teaching space for family and consumer science, math and science. There was also a partial in-fill at one courtyard to provide additional space for English. Additions during 1977 also provided the ceramics room, lecture space for social studies, a weight room and expansion for music. Space once used for technology education was converted into a weight room and storage (this occurred in the 1965 addition) at a later date. Since 1977 no major renovations or expansions have occurred at North Eugene High School.

Building Age Diagram



BUILDING, CONTINUED

The North Eugene High School is wood-framed construction, Type V-N, un-sprinklered with multiple two-hour fire resistive area separation walls, horizontal exits and exit passageways. It is a single-story building, with the exception of a second story at the music area (which is not used at this time) and at the physical education area, which includes an auxiliary gymnasium located above the locker rooms. The two-hour firewalls are arranged to meet allowable floor area requirements creating in essence nine separate buildings. It appears that the doors located in the two-hour walls are steel 1 ½-hour door and frame assemblies, which confirm the horizontal exits and exit passageways. The integrity of these firewalls should be confirmed prior to extensive renovation of the building.

The District has conducted a series of studies to identify seismic deficiencies and required building upgrades. Some of these seismic upgrades have been completed. An asbestos study was done and areas where asbestos removal is required have been identified. The asbestos in the pipe tunnels and the boiler room has been abated, however, asbestos exists in many of the materials in the school including the floor and ceiling tiles, as well as the plaster walls.

The exterior of the building is constructed of brick veneer over wood-framed infill between steel post and glulam beams. There are steel-framed single-pane glass windows. The partial fly loft at the theater is stucco. All exterior surfaces require cleaning. The building has a flat roof with built-up roofing, and the amount of rigid insulation, if any, is unknown. There is a greenhouse located on the east side of the building. There are several roof penetrations providing air to unit ventilators that once were located on an exterior wall. Original skylights providing light to many of the internal spaces in the building have been removed over the years, leaving many instructional spaces without natural light. Interior surfaces are worn and aged and appear to require replacement, especially in the toilet rooms.

ADA ACCESSIBILITY

The auditorium entry ramps appear to have excessive slope without intermediate landings. Restrooms and other spaces will require verification to make sure adequate accessibility is provided. There is an existing elevator to the second floor at the auxiliary gym. There is no handicap accessibility to the second floor in the music area.

STRUCTURAL SYSTEM

The structural system for the majority of the classroom wings is post and beam. The columns are roughly eight feet on center and are located on each side of the corridor. The bottom of structure is roughly at nine feet. This structural system could be problematic for any classroom layout other than a simple double loaded corridor configuration. The existing clearances also could present challenges if the mechanical system is changed to a ducted system.

MECHANICAL SYSTEM

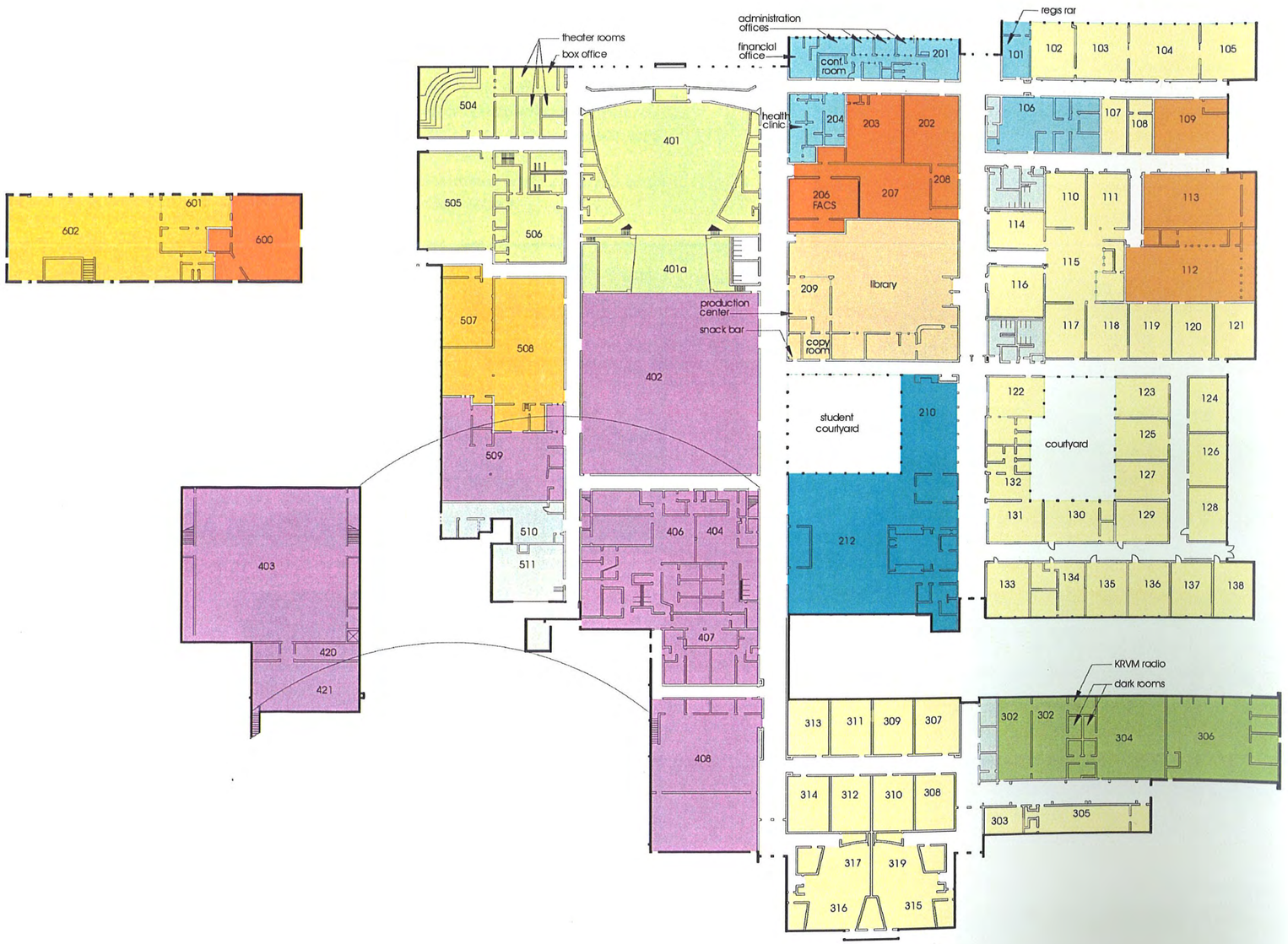
The existing mechanical system has a central steam boiler providing steam to the unit ventilators. The steam boiler is considered by the District to be in good shape. The steam is delivered to the unit ventilators by piping in a tunnel system. The steam piping is generally in good shape. The District would prefer to implement an hydraulic or ducted system for any future building additions, and is not opposed to incorporating more than one mechanical system at the high school. An exchanger would be required if any section of the building is converted to a hydraulic system. This would require additional mechanical space of approximately 100 to 144 square feet.

The administration area is the only portion of the building that is currently air-conditioned, however, all new additions will be required to be air-conditioned. A location for a central chiller unit should be identified in the master plan. Only one of the original gas fired hot water tanks is operational. In past remodels, remote electric hot water tanks have been provided to supply hot water to certain areas of the school. The potable water piping is considered to be in poor shape throughout the building. There is also concern that the air quality in the building is poor and additional ventilation will be required.

ELECTRICAL SYSTEM

The existing electrical system is old and much of the wiring is brittle and it is considered "past its useful life". Existing wiring is located both in the utility tunnels and under the building slab. Most of the distribution panels appear to have been replaced sometime in the 1970's. The assumption is that all new electrical systems will be required in any renovated portion of the building or in any addition to the facility.

Existing Floor Plan



NORTH EUGENE HIGH SCHOOL
EXISTING FLOOR PLAN

KEY

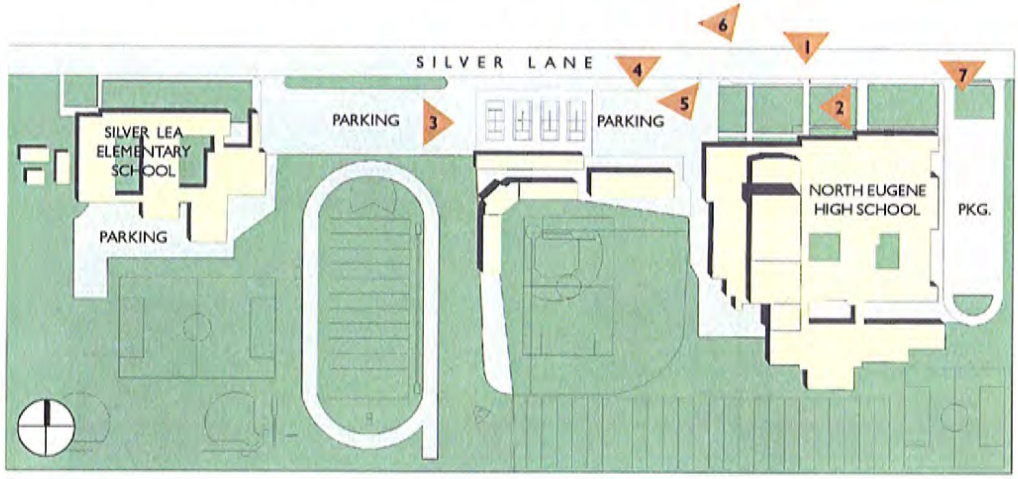
- General Classrooms and Support
- Science Labs
- Art
- Technology Education
- Family and Consumer Sciences
- Music and Performing Arts
- Physical Education/Athletics
- Library
- Administration/Counseling
- Food Services
- Building Support

NORTH EUGENE HIGH SCHOOL
FLOOR PLAN
NOT TO SCALE

SITE

The high school property is located on Silver Lane, on an approximately 36.3-acre site. North Eugene High School shares the site with Silver Lea Elementary School, with the high school located on the east side of the site and the elementary school located at northwest corner. There is a baseball field and stadium/track/football field located in the center of the site, with softball and practice fields located at the south side of the site. The high school and elementary school share some of these fields. Tennis courts are located on the north side of the site. There is a large stand of Sequoia trees in the front of the high school.

Existing Site Plan

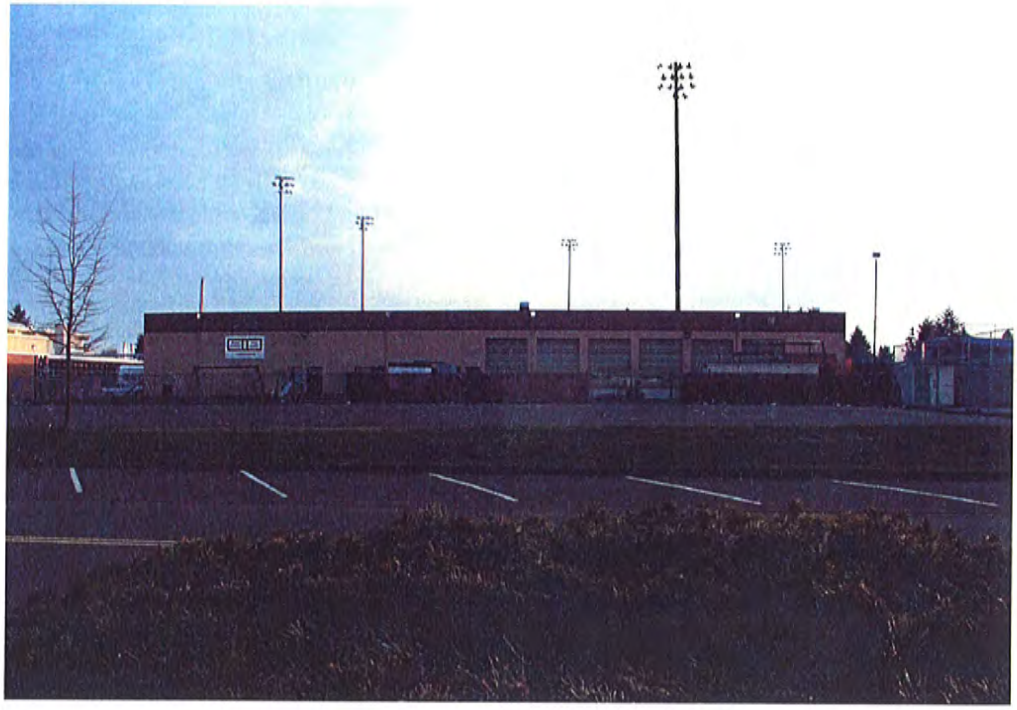


1. Main Entry (off Silver Lane)

2. *Entry Courtyard*

3. *Tennis Courts*

4. Metal Shop



5. Theater Fly Loft

PARKING

The North Eugene High School campus currently provides 187 spaces of "on-site" parking. This on-site parking is distributed into two lots. The first of these lots (Lot A) is located along the eastern edge of the campus and contains approximately 98 spaces used by staff and visitors. This lot also serves as a drop-off/pick-up zone for both parents and buses. Lot B, located on the north side of the property adjacent to the tennis courts, is used by students and contains approximately 89 spaces. In addition to the on-site parking, there are also 67 spaces of diagonal "street" parking located along the southern edge of Silver Lane.

Due to safety concerns, it has been determined that all street parking should be replaced by on-site spaces as soon as possible. It is also assumed that the parking lot currently associated with the adjacent elementary school may be used for after-hours events.

6. Diagonal Parking on Silver Lane

7. East Parking Lot

ADDITIONAL REQUIRED PARKING

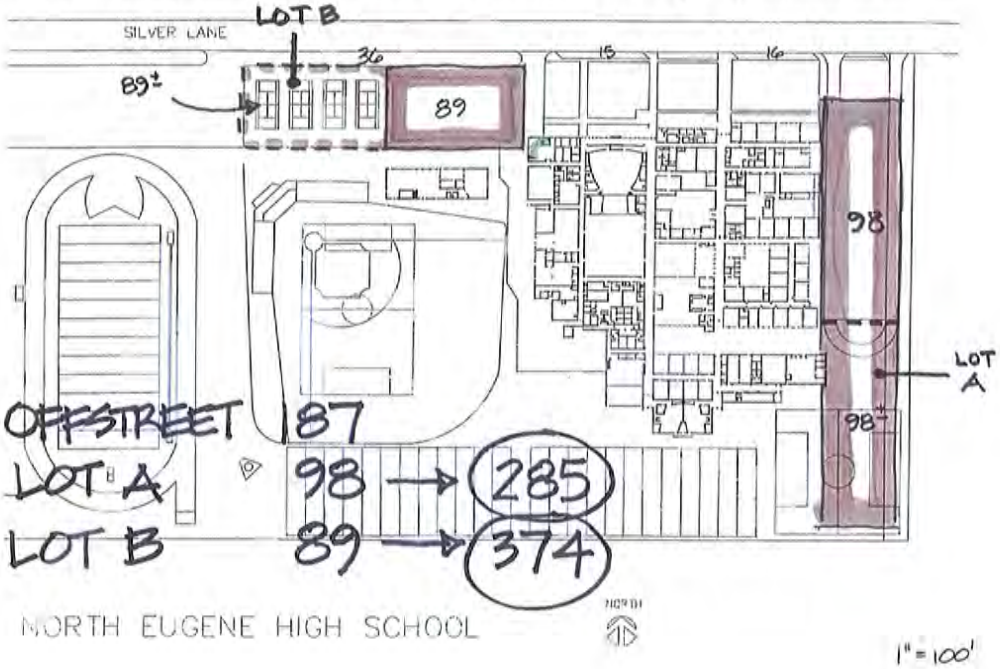
It is understood that the City of Eugene may require additional on-site parking at the high school campus. Based on current zoning requirements, it has been assumed that this potential increase would be based on a ratio of one space per 3.5 students. It is also understood that this requirement may, at the District's discretion, be reduced or increased by as much as 25 percent.

Consequently, 1,200 students will require between 257 and 428 spaces of on-site parking (343 spaces if based directly on the formula).

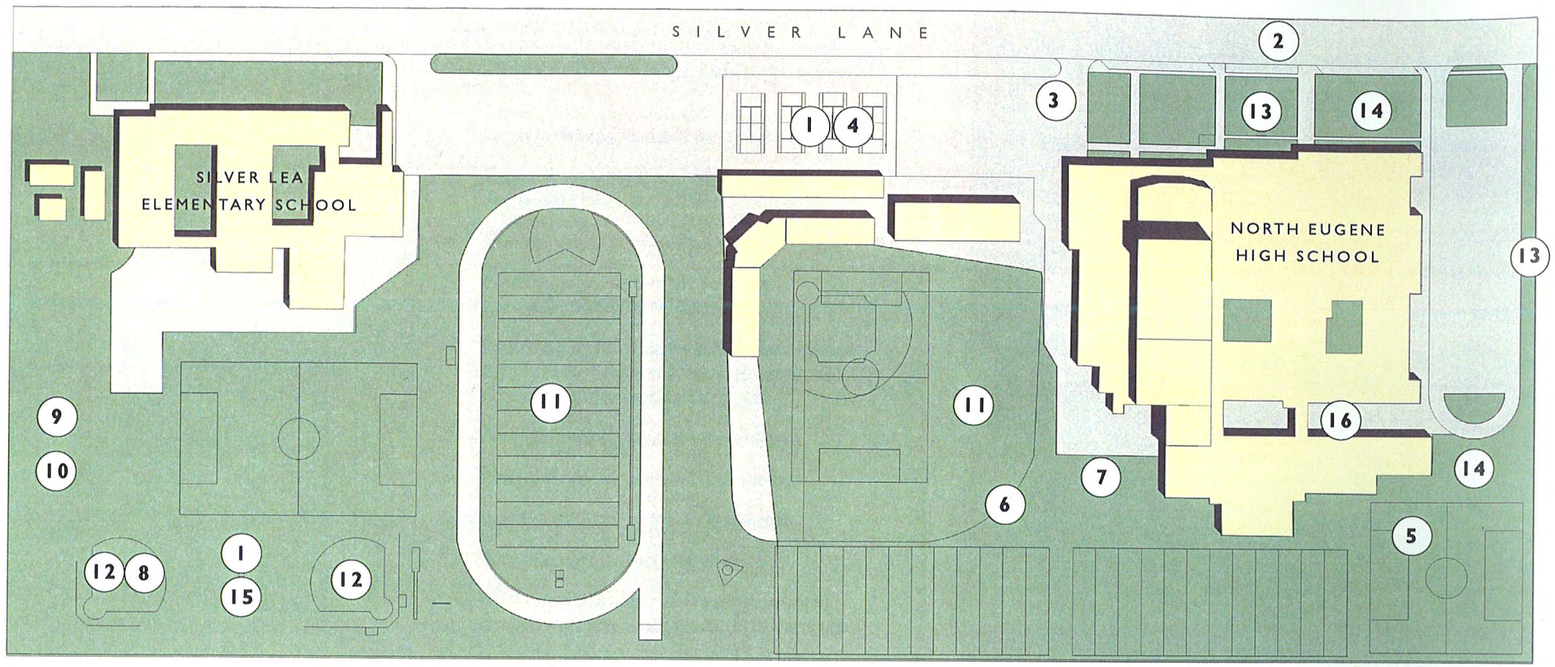
Should additional parking be required, this could be accomplished by increasing the size of both Lots A and B. Lot A may be expanded to accommodate an addition of approximately 98 spaces. Lot B may accommodate approximately 89 additional spaces. These expansions would place the total count of on-site parking at approximately 374 spaces. Depending on both extent and timeframe, parking expansion may impact the locations of practice fields along the southern boundary of the site.

Due to costs associated with the relocation of existing tennis courts adjacent to Lot B, it is recommended that Lot A be expanded first. The expansion of Lot A may require that it become student parking. Lot B would then be available for use by staff and visitors.

Parking Calculation Diagram



Site diagram with user comments



NORTH EUGENE HIGH SCHOOL
SITE PLAN
NOT TO SCALE

USER COMMENTS

The diagrams at left and on the following page summarize users' comments about the existing site and building.

KEY - SITE COMMENTS

Parking and Access

1. Potential location for additional parking
2. Angled parking is dangerous
3. Vehicular access is an issue

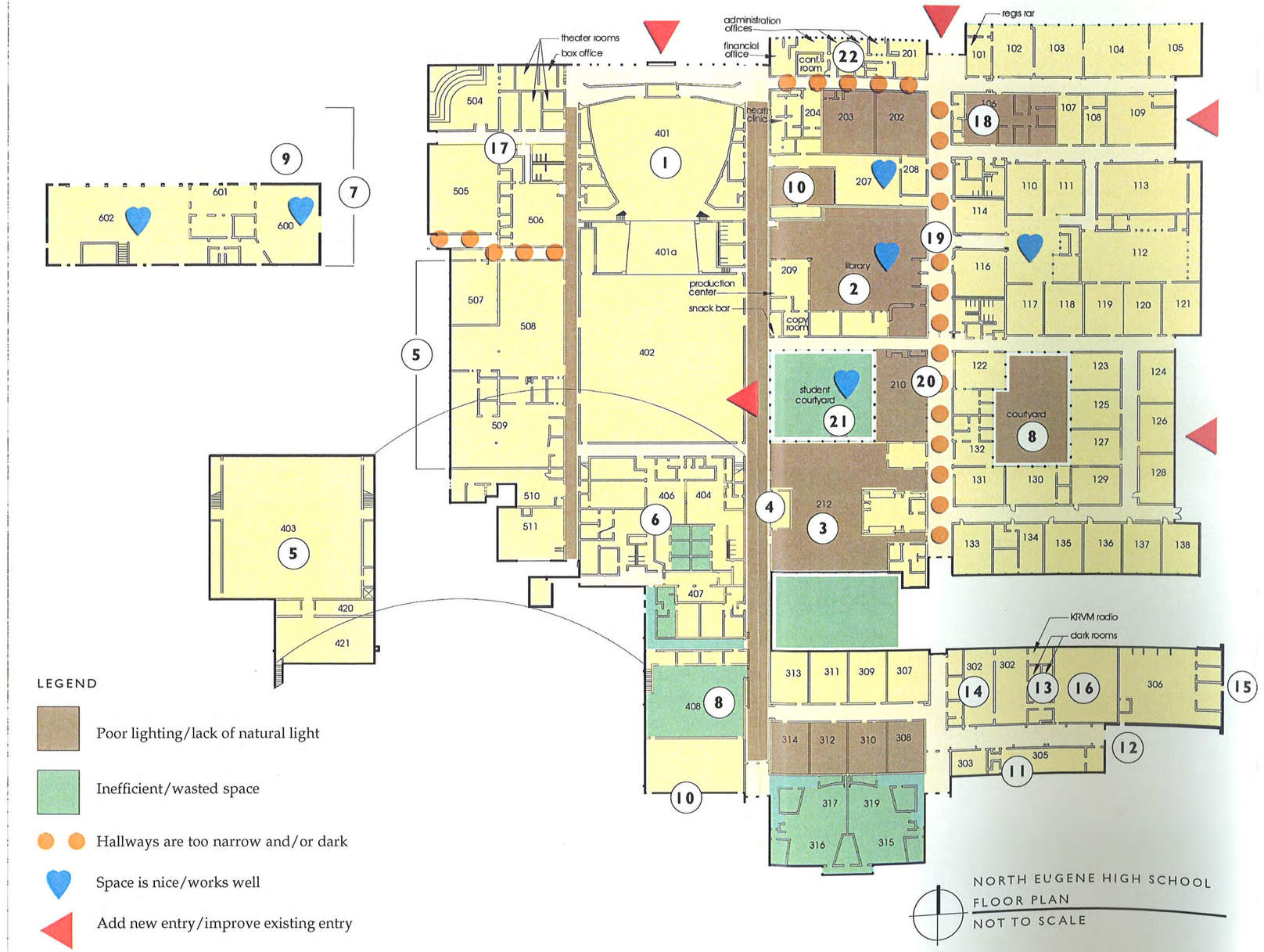
Fields

4. Tennis courts are in poor condition
5. Field is in poor condition
6. Fence is in poor condition
7. Potential location for outdoor volleyball courts
8. Potential location for junior varsity softball field
9. Potential new location for tennis courts
10. Potential location for a new basketball court
11. Field in good condition and should be maintained
12. Remove field

Other Amenities and Issues

13. Trees are nice!
14. Potential location for a planetarium
15. Potential location for a skate park
16. Security is an issue here

Building diagram witn user comments



KEY - BUILDING COMMENTS

1. Theater needs work (stage, seats, sound system)
2. Library doesn't accommodate small groups, needs to be expanded and have new materials
3. Cafeteria is poorly designed, too institutional, and should be expanded into a food court
4. Dish room and kitchen should be combined
5. Potential new location for auxiliary gymnasium and/or weight room
6. Locker rooms, PE office, team rooms and storage need to be reconfigured to improve functionality, circulation, supervision and aesthetics
7. Potential new location for wood shop
8. Potential new location for classrooms
9. Existing outdoor play area is not safe
10. Potential new location for preschool
11. ESD/Life Skills area needs a more intential design, with potential expansion to the south
12. Extend hall for interior access to ceramics room
13. Darkrooms have poor plumbing, ventilation and configuration
14. Gallery needs to be relocated to the front for increased art exposure
15. Potential location for new raku yard
16. Art room is too crowded
17. Music area needs to be reconfigured with more storage, better ventilation and new areas, such as a black box theater
18. Counseling needs to be expanded and have better computer access
19. Provide display for student art in hallway, instead of lockers
20. Congestion at the student lounge hallway
21. Add raised planters in the courtyard
22. Open up administration area, create new lobby and locate all administration offices together

PLANNING CONCEPTS

APPENDICES

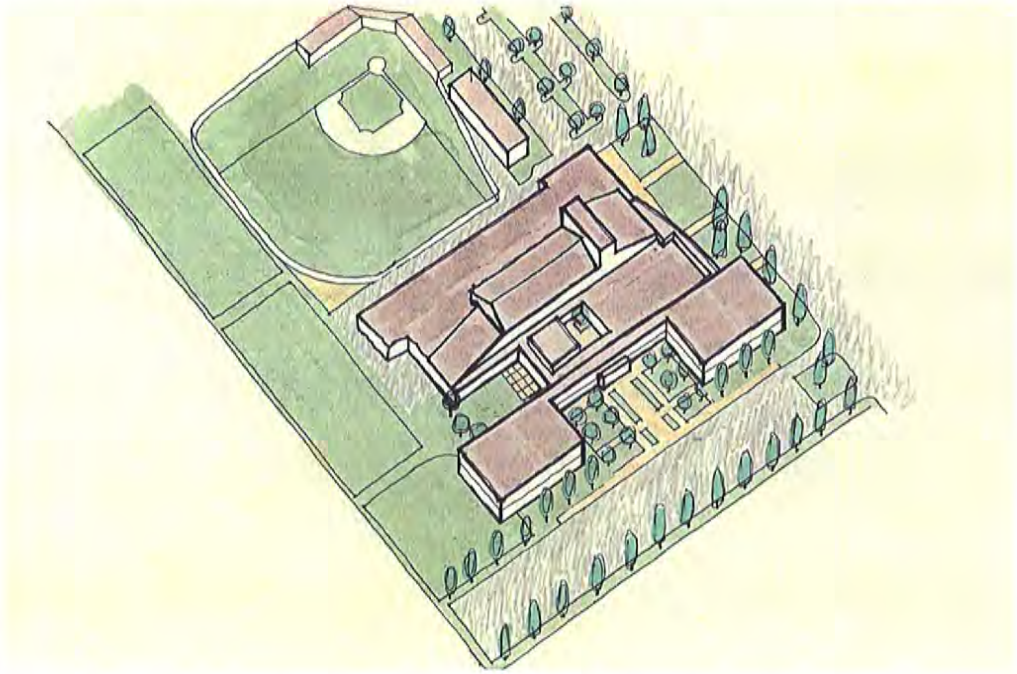
PLANNING CONCEPTS

MASTER PLAN

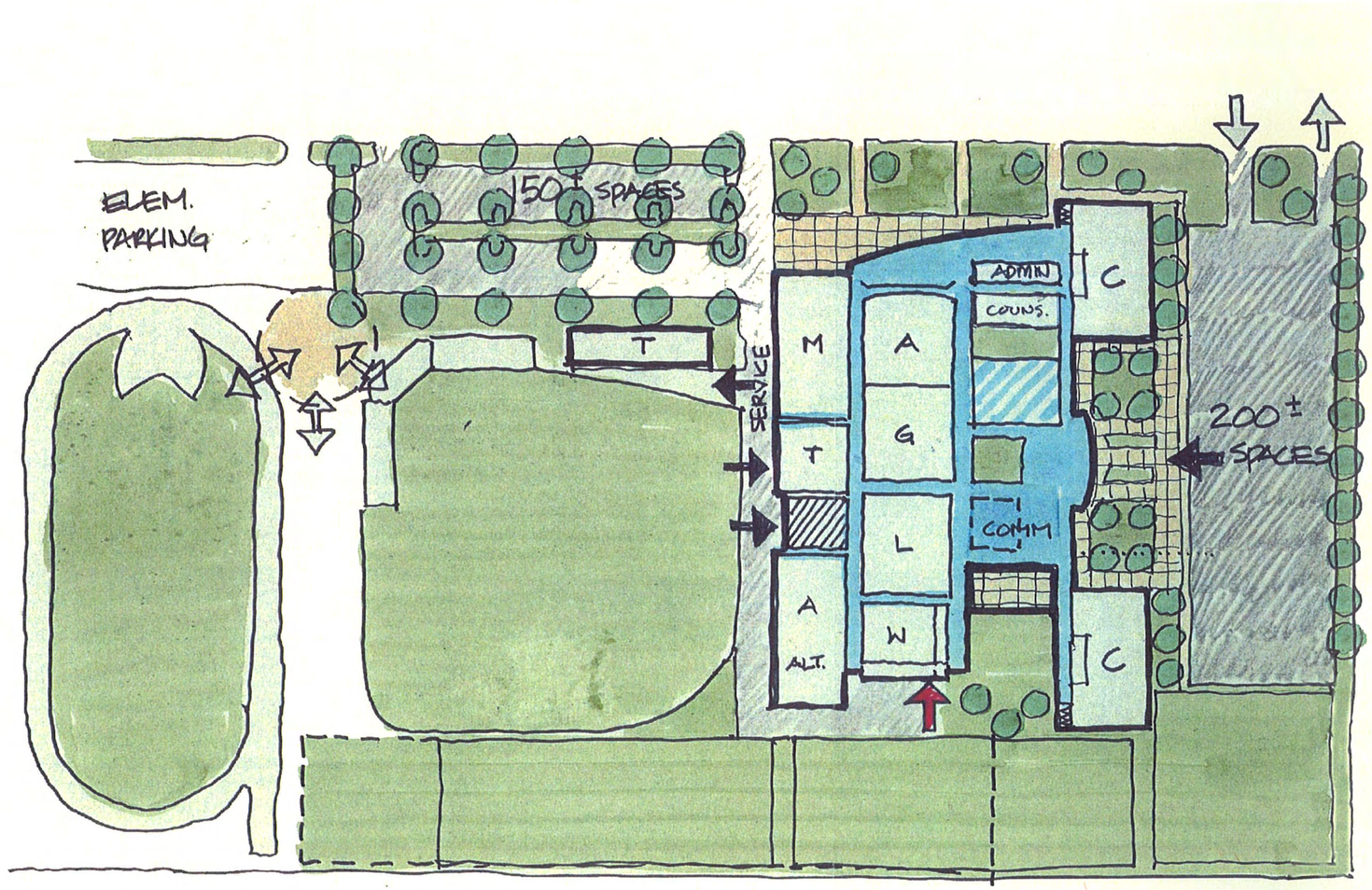
The master plan for North Eugene High School examines redevelopment of the facility over the next twenty years. The planning process assumed that the building would be updated in phases over time, due to bonding limitations and other District priorities. Factors that led to the final master plan include the location of the recently completed baseball stadium, the need to maintain operations over time, and logical sequencing of the work. Key features of the plan include:

- A central commons that serves as the heart of the school, the primary entry for students and a foyer for the gymnasium.
- A new commons/expanded foyer for the auditorium that provides a new front door for the school, serves as another important student gathering place and provides more generous lobby space for theatrical performances.
- Two-story classroom pods that flank the entry commons. These new classroom wings will allow a reconfiguration of instructional space to provide: a variety of classroom sizes, teacher support space, computer/resource areas and accommodation of a more collaborative approach to learning. The two-story pods will also provide each classroom with access to natural light.
- The physical education and athletic venues will remain located in the center of the building with entry points to provide convenient access to fields.
- Art and industrial technology spaces will be located on the west side of the building.
- A service drive on the west side of the building will provide delivery truck access to the kitchen and shop areas, away from classrooms and primary public entries to the building.
- The parking lot on the east side of the site will be expanded to meet additional parking requirements. It will serve as the student parking lot.
- The north parking lot will be utilized for staff and visitor parking. Landscaping and relocation of service yards from the north side will improve the front door image of the building.

Aerial View of Master Plan



Master Plan Diagram



NORTH EUGENE HIGH SCHOOL
MASTER PLAN
NOT TO SCALE

KEY - MASTER PLAN

Blue area	Commons/Public Circulation
C	Classroom Cluster
Admin	Administration
Couns	Counseling
W	Weight Room
L	Locker Rooms
G	Main Gymnasium
A	Auditorium
A Alt	Art /Alternative High School
T	Wood Shop
M	Music
T	Metal Shop/CAD Lab/Wood Shop

PHASE I

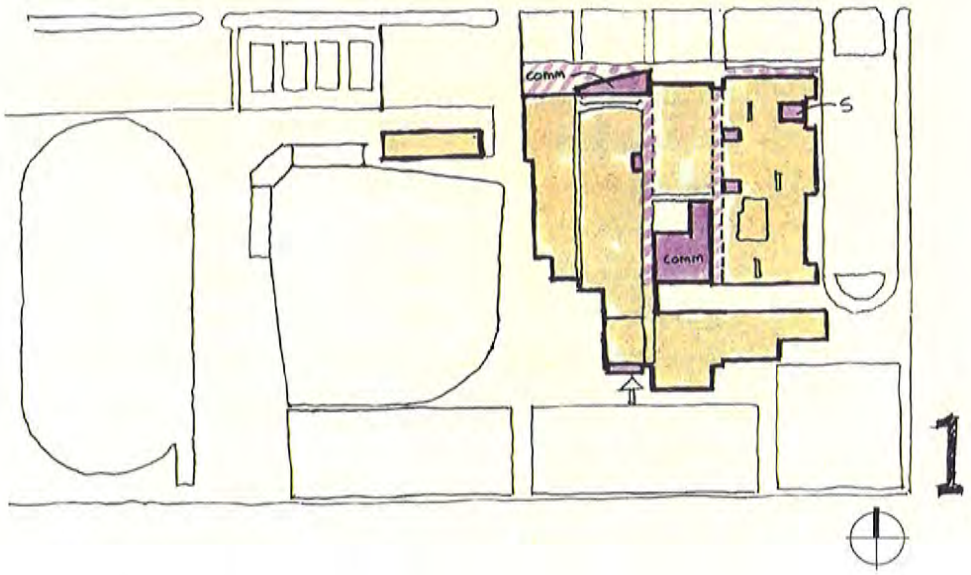
The first phase of the master plan updates the existing kitchen/cafeteria. It also renovates the main public corridor connections to the commons. Development of the entry commons at the theater provides a new "front door" to the facility while meeting the need for additional student gathering space. Other miscellaneous upgrades are planned to improve safety and repair deteriorating building systems.

KEY

Pink area:
Area of upgrade during current phase

Comm:
Commons and kitchen area

S:
Science room update



Costs for Phase 1 are located on the following page.

	Phase 1	Phase 2	Phase 3	Phase 4
Area of Work - Phase 1				
Building - Program Upgrades				
Science-Applied Tech/Physics Lab	$285,236			
Commons at Theater	$451,400			
Commons/Kitchen	$1,041,180			
Building - Miscellaneous Repairs				
Restroom Upgrade	$272,000			
Rigging Replacement	$100,000			
Carpet	$45,000			
Floor/Ceiling Repair ($208,000)	*			
Code Contingency	$100,000			
Skylights (10)	$20,000			
Floor/Ceiling Repair Main Corridor	$168,000			
Floor/Ceiling Repair Gym Corridor	$168,000			
Gym/Theater Separation (Acoustic)	$50,000			
Classroom Upgrades (9 rooms/6 rooms)	$252,000			
Site				
Site Lighting	$10,000			
Clean-up Front of Building (/SF)	$40,000			
Parking (100 spaces)	$199,320			
Landscaping at Front of Building	$6,750			
Design Contingency	$165,000			
Total	**$3,374,000**			

** Costs were reallocated into Main and Gym Corridor line items*

PHASE 2

The second phase of the master plan updates the locker rooms and relocates the art classrooms and alternative high school. The relocation of this wing of classrooms allows for the demolition of the existing art space and sets the stage for future classroom replacement without requiring the use of portables. Other upgrades in Phase 2 include expansion of parking and relocation of the tennis courts.

KEY

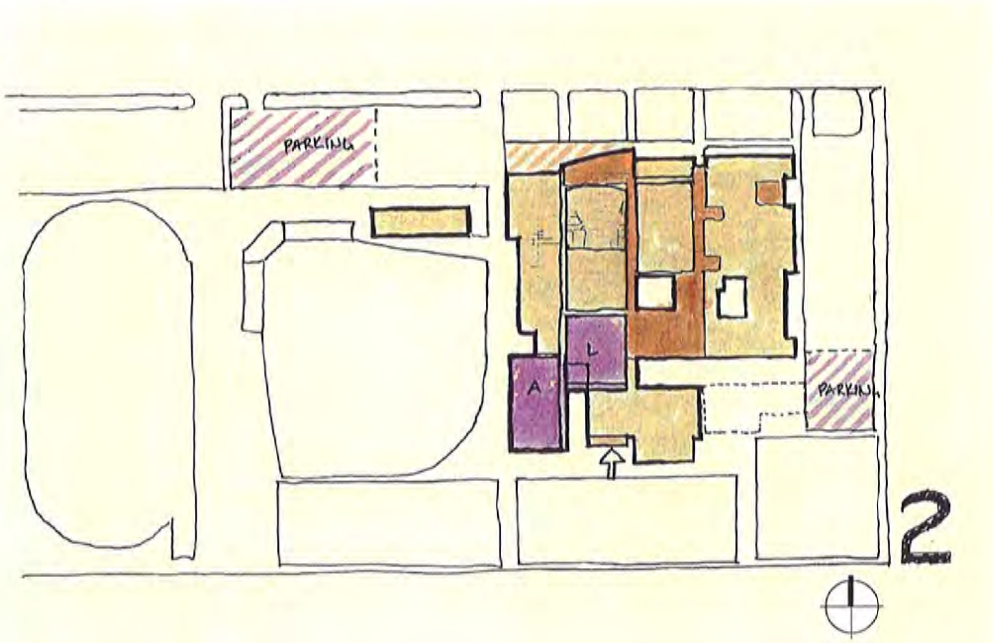
Pink area:
Area of upgrade during this phase

Gold area:
Area of the building updated in previous phases

L:
Locker room upgrade

A:
Art and alternative high school (one-story building)

— —
Area of the building demolished



	Phase 1	Phase 2	Phase 3	Phase 4
Area of Work-Phase 2				
Classroom Cluster (Art/Alt High School)		$1,446,923		
Physical Education/Athletic Locker Rooms		$1,884,847		
Mechanical Penthouse		$120,000		
Clean-Up Front Parking		$305,000		
Demolition		$40,000		
Replace Tennis Courts		$150,000		
Design Contingency		$380,000		
Total		**$4,327,000**		

PHASE 3.1

The third phase of the master plan will occur in two steps. First, a new two-story classroom cluster will be built at the southeast corner of the building. Once this wing is completed, the northeast portion of the building can be vacated, and functions in this area can be moved into the newly constructed wing. The vacated area will then be demolished. Improvements to the auditorium will also occur in this phase.

KEY

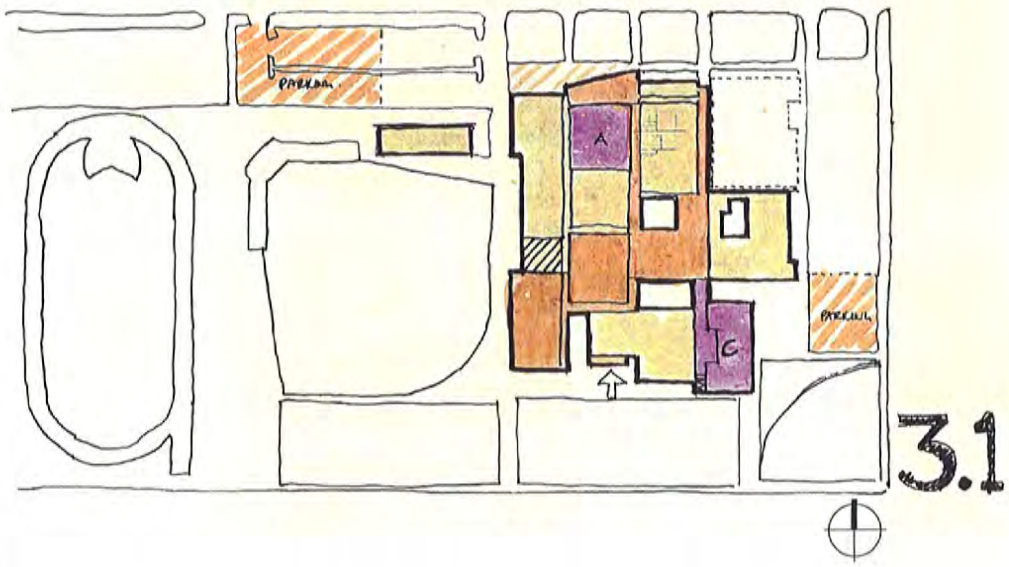
Pink area:
Area of upgrade during this phase

Gold area:
Area of the building updated in previous phases

C:
Classroom addition

A:
Auditorium upgrade

— —
Area of the building demolished



Costs for Phase 3.1 are included in the Phase 3 costs shown on the following page.

PHASE 3.2

Phase 3.2 builds the second two-story classroom wing, completes the demolition of the classrooms on the east side of the building and creates a new entry court for the facility. Expanded parking is also possible during this phase. Selective demolition allows interior courtyards to be created to bring natural light into the interior spaces of the building. Landscape development on the east side of the building provides a buffer between the parking lot and classroom space.

KEY

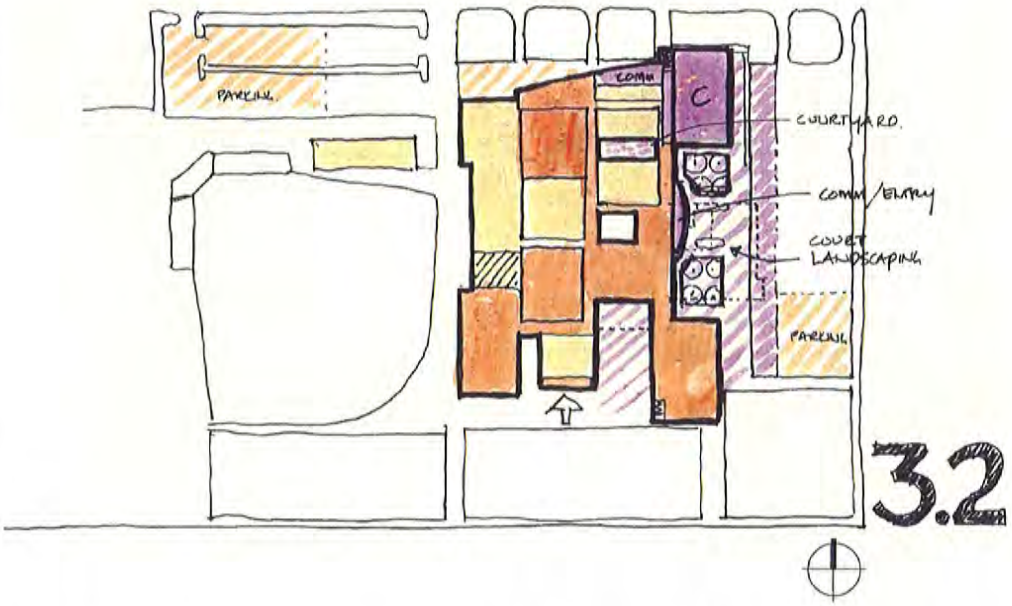
Pink area:
Area of upgrade during this phase

Gold area:
Area of the building updated in previous phases

C:
Classroom addition

Comm:
Commons expansion

Area of the building demolished



	Phase 1	Phase 2	Phase 3	Phase 4
Area of Work-Phase 3 (Includes Phase 3.1 and 3.2)				
Classroom Clusters			$11,047,039	
Auditorium Remodel			$1,509,548	
Commons Entry Areas/Courtyard Creation			$561,200	
Mechanical Penthouse			$240,000	
Demolition			$209,600	
Landscape			$280,800	
Design Contingency			$1,270,000	
Total			**$15,118,000**	

PHASE 4

Phase 4 completes the renovation of the facility with upgrades to the main gymnasium, weight room, music area, technology education, administration, counseling and library.

KEY

Pink area:
Area of upgrade during this phase

Gold area:
Area of the building updated in previous phases

Admin:
Administration update

Couns:
Counseling center update

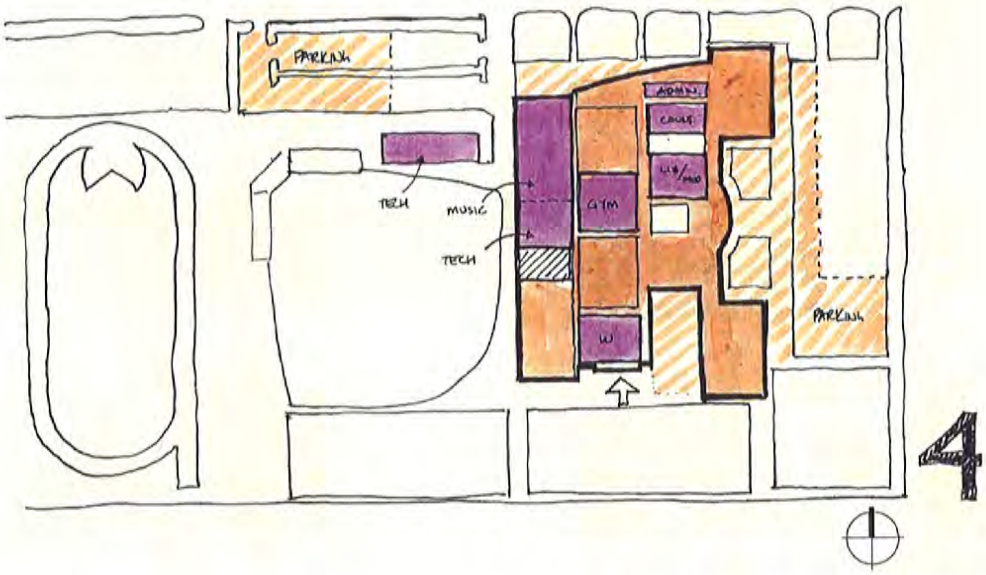
Lib/Med:
Library and media center update

Gym:
Main gymnasium renovation

W:
Weight room update and consolidation

Tech:
Technology expansion/ shared use by theater; metal shop update facade and renovate as required

Music:
Music facility update and re-organization of support space



	Phase 1	Phase 2	Phase 3	Phase 4
Area of Work-Phase 4				
Administration/Counseling				$739,962
Technology				$1,723,161
Music				$1,149,087
Library/Conference				$1,170,137
Physical Education/Athletic Teaching Spaces				$2,668,890
Faculty Space				$163,300
Covered Play				$110,000
Playfield Drainage/Irrigation				$900,000
Design Contingency				$950,000
Total				**$9,575,000**

APPENDICES

APPENDIX A: TABLE OF CONTENTS

1. Goals

A. Program Description

- All food service is out-serviced (Aramark is the vendor); Hillary Kittleson is the District-wide food service director
- ESD is Lane ESD, which is run differently from 4J
- Students with severe disability numbers are increasing
- Administration houses the main building reception and administrative staff

B. Development Objectives

- Provide more areas for collaborative work between teachers, classes and students on their own
  - Spaces for two classes to meet
  - Ability for non-standard size groupings to occur
  - Provide a place for a tutorial center
  - Cafeteria should be more conducive for small groups
  - Many students without a full schedule need a place to study and work
- The school image is important
  - Change the reputation of the school (from poorest and most run down)
  - Visible evidence that the community cares
  - Provide a whole different look to the building
- Student center as the first phase (as soon as possible)
- A focus on green/sustainable architecture could serve as a tool to combat the current NEHS stereotype of being a "working class" school. Sustainability strategies include:
  - Honor the diversity of the student population
  - Bike racks (visible, secure)
  - Honor the recyclers
  - Honor the skateboarders
- Science
  - Spend a reasonable amount of money and get what is needed
  - Physics lab needs renovation
  - An engineering space is needed for shared math/tech work
  - Improve the chemistry lab
- Performing arts program
  - Honor the program
  - Create a black box theater
  - Restore the concrete stairs at the stage
  - Refurbish the seats
- Locker rooms
  - There is an inequity between the boys' and girls' areas
  - Wasted space
- Parent room

C. Planning Imperatives

- Renovation to the commons has to be in Phase One
- The first phase should provide some relief to the departments identified above
- Renovation should be visible to the public

D. Environmental Stewardship

- Create a school with a "green" focus
- Provide a bike path and safe bike parking for students

2. Operational Criteria

A. Capacity and Scheduling

Not discussed.

B Staffing

- Principal
- (2) Vice-Principals
- (1) Administrative Assistant

3. Functional and Space Needs

A. Technology and Instructional Delivery

- Administration area is adequate; circulation in the department discourages interaction with students; a more open area would be ideal
- Technical education program includes a metals program that is successful and is a model for creating liaisons with the community; the construction program is moving in the right direction; NEHS is the only District high school that has retained a shop program; this should be highlighted as a strength of the school

B. Issues and Future Trends

- The commons area does not have a barrier to the hall, creating conflicts with noise and circulation; there should be benches provided for students to sit, study and converse; courtyard isn't used and the commons has no character; "there is no there, there"
- Conference room in the library is underutilized
- Small schools concept support is divided; new teachers support the concept, while the "old guard" teachers resist it
- Received a planning grant for smaller learning communities; could receive additional grant money to implement the program if this is the direction the school wants to pursue
- Students ride their bikes along River Road to Silver Lane; there is a conflict at the staff parking lot
- New bike racks (some sheltered) are desirable
- Tennis courts would be a better location for parking; tennis courts should be relocated
- Parking is limited and will be contingent on code requirements
- Food court model from two points of service to ten...not deluxe but should work for students

- Distance learning occurs in the administrative conference room; the conference room should be dedicated to administrative conferences
- Consider altering the CMGC Request for Proposal to mandate student involvement in the construction project(s)

C. Facility Circulation

- There are limited places for students to gather in the facility; the commons and cafeteria are not comfortable places for students, so they are underutilized

D. Key space Calculations

- The commons should be able to house a staff meeting for up to 100 people; it should also accommodate student dances

E. Adaptable Building Elements

Not discussed.

4. Design Criteria

A. Space Program

- The 11th and 12th grade program is a career-based community model; program is strong and growing, although the physical facility does not support this program
- Conference and interdisciplinary areas are required within classroom clusters to support interdisciplinary work
- 9th and 10th grade communities should house math, science, English and social studies; same students for half the day, all year long, to provide a continuity of experience for students; minimum is to have this for English and social studies
- The Alternative High School is in a good location now; students are dropouts who don't want to deal with the "rah-rah" of regular high school; after-hours teaching occurs here
- Computer labs: dissolve the computer labs: one free lab not attached to a department; computers should be as close to instruction as possible; one 35-student computer lab should be provided and the rest should be distributed to classroom pods, with 15 computers per departmental area
- Parent room
- Conference rooms
  - (1) administrative conference room for 20
  - (1) counseling conference room 8-12 (listed in the counseling program)
  - (2) general building conference rooms with seating for 16-20

B. Special Equipment

Not discussed.

C. Relationships

Not discussed.

6. Participants

A. Notes and Meeting

Date: December 11, 2002

Time:	5:30 PM
Attendance:	Peter Tromba
	Randy Nishimura
	LeRoy Landers
	Gregg Stewart
	Diane Shiner

1. Goals

A. Program Description

- Mission statement: to provide students with the tools necessary to make lifelong connections...learning to live, learning to learn, learning to work.
- Counseling
- Career center
- School nurse
- Group counseling
- Support services
- Health services are provided to the community, including prenatal to infant care, immunizations, sports injuries, physicals, etc. (funded by grants)
- Do all of the scheduling for students
- Track all the grades and credit hours for students

B. Development Objectives

- Separate entrance for the preschool
- More accessible to the community during after hours
- Image of "serious learning happens here"
- Increased space to accommodate entire class within the Career Center

C. Planning Imperatives

- Natural light
- Provide good ventilation
- Improve heating and cooling
- The department requires secure and confidential rooms

D. Environmental Stewardship

- Provide a healthy environment for student learning, including natural light, ventilation and good temperature control

2. Operational Criteria

A. Capacity and Scheduling

- Provide evening hours in counseling
- Clinic runs year-round

B Staffing

- 2 counselors
- 1 school to career person

- 1 minority liaison
- 1 part-time substance abuse counselor
- 1 assistant
- 1 nurse practitioner (full-time)
- 1 nurse aid (full-time)
- 1-2 student assistants
- Total of approximately 11 adult staff in the department

3. Functional and Space Needs

A. Technology and Instructional Delivery

- Group counseling
- School psychologist comes in periodically to do testing; there is no dedicated space for this function
- Support services are most useful at the front of the building
- Doesn't function as an "arm" of the administration
- Nurse is a part of the counseling department, although the clinic is located in administration
- Visitors come in and access either administration or counseling typically
- State mandates that counseling be offered to all students; at this time there isn't enough staff to do this individually
- One of the major roles of the counseling department is the distribution of information
- Colleges visiting the school typically set-up materials in the group room
- Community speakers and college speakers come into counseling
- Provide "virtual tours" of colleges and universities
- Communicate with students by posting information
- Credit checking and tracking of grades for students
- Registrar keeps all the official files
- Counseling keeps counseling files (can be subpoenaed)
- Parents room for volunteers

B. Issues and Future Trends

- Designated parking for preschool
- Designated health clinic parking
- Place to meet with large groups (up to 200) with ability to do power point presentations
- Career center visible to the student population; use a "storefront" approach
- Difficult to get information to students
- Reader board just for counseling

- Reader board to advertise for the community
- Small school issue: sharing two counselors among all houses
- Career center as a part of the media center has potential privacy issues and a noise issue from the commons
- There should be a welcoming entry and easy wayfinding

C. Facility Circulation

- There is an issue with circulation from visitor parking to the preschool and clinic area
- Provide convenient 10-minute drop-off/pick-up parking for the health clinic and preschool
- Provide places for students to gather in small groups

D. Key space Calculations

- Group counseling happens every day

E. Adaptable Building Elements

- Ability to do large group presentations

4. Design Criteria

A. Space Program

- Five offices
- One group room/conference room (8-12), with table and chairs
- One career center (30-35) with five computers
- One student assistant workstation
- Waiting area for eight
- Department assistant work area
- Reading and research area for students (in career center)
- Clinic
  - Group meeting room
  - Exam room
  - 2 offices
  - Waiting room
  - Cot
- Visitor parking (preschool and clinic)

B. Special Equipment

- No specific requirements

C. Relationships

- Combined counseling and career center is desired
- Locate close to school's main entrance

- Don't locate within administration, but like proximity to school office
- Work closely with registrar and nurse
- Potentially locate career center near the library
- There is a benefit to having counseling together; encourages staff teamwork and provides a role model for student teamwork

6. Participants

A. Notes and Meeting

Date:	December 12, 2002
Time:	12:30 PM
Attendance:	Diana Ashley Randy Nishimura LeRoy Landers Gregg Stewart Diane Shiner

1. Goals

A. Program Description

- There is a specific 9th grade class program, including honors students
- Honors sophomore program and other
- Combined junior and senior classes
- Newspaper, yearbook and creative writing are handled in the art department
- Yearbook is handled by an English instructor but housed in the art department
- Speech and debate are extra curricular activities
- Creative writing is taught in alternate years

B. Development Objectives

- Improved collaboration and openness in the department
- Centrally located, easy access to the library, supportive of collaboration
- Configuration of room to allow for team and small group work
- Break-out spaces
- Joint teaching spaces
- Core subjects centrally located
- Controlled centers for students to gather and work
- The building should say something about the importance of core subjects like English

C. Planning Imperatives

Not discussed.

D. Environmental Stewardship

Not discussed.

2. Operational Criteria

A. Capacity and Scheduling

- 32-38 desks per classroom, with storage, teacher's desk and one computer
- 90-minute class periods
- English is required for all four years; one semester per year in 9th - 12th grade

B Staffing

- 6.5 teachers

3. Functional and Space Needs

A. Technology and Instructional Delivery

- Department is currently clustered together
- Textbooks and VCR's are stored in the department
- Teachers are located in the classroom
- Logical collaboration between English and social studies
- Requires a variety of teaching styles and teachers will use a mix of these
- Provide a variety of types of spaces for students to work
- Writing testing is handled in the classroom
- Desks do not necessarily have to be lined up in rows in classrooms
- Reading happens within the computer lab
- Collaboration between drama and art
- Department meetings alternate between lunch and in the morning on late start days

B. Issues and Future Trends

- Department feels very isolated from the rest of the school
- Teaching tends to be based on individual preferences
- Team assignments where students work outside of class
- Learning is focused on working in teams and knowing how to find information; learning will be more collaborative in the future
- Classrooms are crowded
- Population in 4J is dropping
- Moving in a more technical direction
- Building layout causes isolation
- English Department corridor is dark and narrow
- Students are not "living" in their learning areas
- Minimum daily interaction between staff; not a lot of opportunities to "bump into each other"

C. Facility Circulation

Not discussed.

D. Key space Calculations

- Average class size of 30-35 students

E. Adaptable Building Elements

- Ability to combine classes together
- Provide smaller breakout spaces

4. Design Criteria

A. Space Program

- Writing lab with 15 computers minimum (30 would be ideal); Math Center is a good model
- Comfortable writing space, shared with social studies
- Six classrooms
- Teachers office
- Textbook storage
- Video/VCR storage
- "Controlled Centers" where students can "hang out" in the academic areas

B. Special Equipment

- No special equipment required

C. Relationships

- Location near social studies
- Near the library
- Central to the school

6. Participants

A. Notes and Meeting

Date:	December 12, 2002
Time:	11:30 AM
Attendance:	Carol Stephenson Randy Nishimura LeRoy Landers Gregg Stewart Diane Shiner

1. Goals

A. Program Description

- Northside Catering is a student enterprise
- Preschool
- Business
  - Marketing and economics
  - Accounting
  - Keyboarding
- Child development as a learning tool and preschool as a lab
- Catering happens out of the foods lab
- Chemistry of foods is taught in the foods lab
- Family parenting is popular with students
- Human sexuality and healthy lifestyles
- There is no student store and no plans in the future to add one
- Involved in the CIM

B. Development Objectives

- Improve ventilation and heating in instructional areas
- Provide more natural light in the instructional areas
- Consolidate the preschool areas: classroom, indoor play area, and outdoor play
- Support recycling program

C. Planning Imperatives

Not discussed.

D. Environmental Stewardship

- Recycling occurs in the department; there is a lot of material generated
- Use building materials that are sustainable

2. Operational Criteria

A. Capacity and Scheduling

- Preschool runs for first and second period; typically 30 kids, including 15-20 3, 4 and 5-year olds
- Preschool operates from 8:00-11:15 AM daily
- One major appliance is in the budget every year
- Health is a one-year requirement

B Staffing

- 2.75 staff (foods, preschool, business part-time)

3. Functional and Space Needs

A. Technology and Instructional Delivery

- Room size and equipment works well
- Share foods lab for projects
- Share washer and dryer in the department
- Share the dishwasher with childcare
- Limited refrigerator space
- Team-teach with other departments occasionally
- Some classes offer health credit
- Some collaboration with social studies
- Involved in all aspects of the school: technology, workplace readiness, science
- Teen moms go to other high schools
- Need outdoor and indoor play areas for the preschool

B. Issues and Future Trends

- Dishwashing and sanitation are issues in the foods lab; dishwasher can't handle the full load; ideally a commercial dishwasher would be provided
- Department is overloaded
- If lab is not supervised, no one is responsible for equipment and supplies
- Existing tables and chairs in foods lab are wearing out
- Business enterprises help to pay for the other programs and are expected to continue
- Money for schools is a big issue over staffing and state-mandated testing
- More partnering and involvement in CIM, cross credits
- CAM is expensive
- Recruiting students is important; "selling" the department to the students is key to the department's survival
- Departments located on the perimeter of the building get less attention than the more central departments
- Technological support throughout the building is an issue
- The existing observation room at the preschool is too small to accommodate a class of students; needs to be large enough to accommodate at least half of a class
- Indoor play could be a covered play area
- Overhead projections or computer projections are a problem in the foods lab

C. Facility Circulation

- Preschool kids walk to their outdoor play area and indoor play areas

D. Key space Calculations

- Foods lab
  - 25-35 students in foods, with six kitchens required
  - Ideally four students per kitchen
  - Three classes per day
  - Seven tables (tables and chairs are wearing out)
  - Size works well
  - Three periods per day
- 30 computers in the computer lab (older computers)
- Preschool runs 1st and 2nd period, with 30 kids; size varies between years; 5-8 high school students support the program
- In general, the square footage for the foods room and the daycare are adequate
- Preschool play area
  - Five tricycles
  - Mats
  - Climbing toys
  - Balls

E. Adaptable Building Elements

- Flexible use of the computer lab and business classroom

4. Design Criteria

A. Space Program

- Preschool
  - Outdoor play
  - Indoor play (used two periods a day)
  - Classroom
  - Children's toilet rooms
  - Observation room (space for 10-15)
  - Convenient access
  - Storage
  - Child development classroom
- Foods lab
  - 6-station kitchen lab
- Business
  - Classroom with 2-person tables
  - Bulletin board and storage
  - Computer lab with 30 stations (location is not an issue)
  - Two periods a day

- Human sexuality and healthy lifestyles classroom
- Office area
- Storage

B. Special Equipment

- Display space
- Electronic balances
- Overhead projection ability (LCD, screen)

C. Relationships

- Preschool likes being near the foods lab and the indoor play area
- Preschool needs to be close to drop-off/pick-up for parents (locate near entrance)
- Like the department being located together
- ESD uses equipment in foods lab sometimes
- Convenient access to parking for foods lab
- Existing distance between the preschool classroom and the play area is not a problem
- Daycare should be acoustically isolated from other parts of the school (small kids are noisy)

6. Participants

A. Notes and Meeting

Date:	December 12, 2002
Time:	8:15 AM
Attendance:	Barbara Cerotsky Randy Nishimura LeRoy Landers Gregg Stewart Diane Shiner

1. Goals

A. Program Description

- Music: including choir, band and orchestra and practice
- Fine art: ceramics, photography and 2-D studio
- Newspaper/yearbook shared space
- Gallery
- Drama instruction and performances
- KRVM radio program

B. Development Objectives

- Ceramics should be connected to the school; extend the interior corridor to include the entrance to the ceramics classroom so that it feels more connected to the rest of the school
- Raku yard
- Revolving door and improved ventilation into the darkroom
- Provide a more visible gallery, distribute throughout the school
- Create a more open, visible entry for the school (U of O Law School and Eugene Public Library are good examples)

C. Planning Imperatives

- Provide natural light into the instructional areas

D. Environmental Stewardship

Not discussed.

2. Operational Criteria

A. Capacity and Scheduling

- Visual arts: average 35 students per class
- Orchestra: average 15 students per class
- Band: average of 50 students per class; meet three periods a day
- Choir: 80 students per class; meet two periods a day
- Drama: 40 students per class; meet one period a day
- Choir room is also the drama classroom
- Orchestra classroom used as green room for performances
- Ceramics occurs three periods a day (ceramics and 2-D)

B Staffing

- Orchestra (1), ceramics (1), visual art (1), band (1), choir and drama (1 for both)

3. Functional and Space Needs

A. Technology and Instructional Delivery

- Boys dress in the upper practice room for performances, other than that the upper practice rooms are not used
- Do not rent the facility to other groups typically

B. Issues and Future Trends

- Ability to create a nice outdoor area for events, such as the lighted mural area outside
- Provide a black box theater; could be shared with the choir room; available for community use
- Auditorium has limited access for materials transport and limited space for the control room; expansion has occurred in the past by expanding into the seating area
- No orchestra pit
- No backstage space
- All set design is done by volunteers; sets are often constructed directly on the stage because no other space is available
- Ideally there would be a place for activities to occur in the cafeteria, lounge or outside
- Auditorium is in poor repair
- Refinish existing chairs
- Provide for more collaboration space
- Marquee for advertising activities; consider visibility from street
- There is not enough space at the entry of the auditorium
- Auditorium changes required: better entry, better back of stage, black box, orchestra pit, improved rigging, catwalk, larger control room, brighter, half fly-loft, improved heat, improved acoustics, better accommodations for the physically-challenged; the wall separating the gymnasium from the auditorium is inadequate as a sound barrier
- Limited storage space for uniforms, tuxedos and gowns
- A music theory lab is desired
- Practice rooms are not observable
- Better natural light in the ceramics room

C. Facility Circulation

Not discussed.

D. Key space Calculations

- Auditorium with 550 seats

E. Adaptable Building Elements

- Ability to use the choir room as a black box
- Consider locating a stage within the student commons space for impromptu or scheduled performances

4. Design Criteria

A. Space Program

- Drama
  - Auditorium for 550
  - Stage
  - (2) Dressing rooms
  - Lobby
  - Prop storage
  - Control room
  - Scene shop
  - Costume shop
  - Costume storage
  - Restrooms
- Music
  - Band
  - Orchestra
  - Music theory and technology lab
  - Choir (combined with drama and black box theater)
  - Practice rooms: (1) ensemble room for 12-16 and (4) practice rooms for quartets
- Fine Arts
  - 2-D classroom
  - 3-D classroom
  - Gallery
  - Kiln room
  - Darkroom
  - Raku yard (informal)

B. Special Equipment

- Translucent columns for art display in the school
- Dedicated recording system in the auditorium
- Intercom system with the auditorium
- Equipment for technology lab
- Piano rooms for each practice room
- Computers in yearbook room

C. Relationships

- Convenient public access to the auditorium

6. Participants

A. Notes and Meeting

Date:	December 11, 2002
Time:	12:40 PM
Attendance:	Al Villanueva Randy Nishimura LeRoy Landers Gregg Stewart Diane Shiner

1. Goals

A. Program Description

- Wood shop with associated classroom
- CAD/CAM lab
- Metals program
- Manufacturing program includes a student enterprise program (NEMCo – North Eugene Manufacturing Company); bid on and make parts for local companies; manufacture and sell their own products
- Some students go off site for apprentice programs
- No longer have automotive repair program
- Work with 9-10 companies in the community to develop products and skills

B. Development Objectives

- Develop a construction program
- Support an active industry group and fine-tune the CAM program
- Offer some programs in alternate years

C. Planning Imperatives

Not discussed.

D. Environmental Stewardship

- Recycle materials from the projects
- Use of non-toxic materials
- Limited painting; most is done off-site
- Wood shop uses oil-based paints; existing paint booth is very good

2. Operational Criteria

A. Capacity and Scheduling

- Student enterprise runs all year; there are 25 students in the program
- 180 students a year
- Half-year program typically
- Three classes with an average of 28 students; begin with 40 and then decreases from attrition
- 12 students per year do apprenticeship programs; this is growing; write curriculum per each placement; meet in the office

B Staffing

- Two staff

3. Functional and Space Needs

A. Technology and Instructional Delivery

- Provide alternate programs in alternate years
- Current space is adequate
- Machine lab has a strong functional connection with the CAD lab
- Wood shop does a line of outdoor furniture (NEMCo)
- Day class projects are small so that materials can fit in lockers
- Machine shop does projects that vary in size
- Program is designed around a simulated work environment

B. Issues and Future Trends

- Begin a construction program in the future; if run as an enterprise program it would need a staging area (24 x 24 building)
- Always seek donations; areas are necessary for storage of donated materials
- Lack of storage
- Funding just provides basic supplies
- Computer-aided manufacturing and technology are taking over industrial arts
- Potential collaboration with science; this would require more power in the building
- A shared science and technology program is being planned, including applied physics work; class could check out the room
- Limited places for departments to meet and collaborate
- Dust collection is an issue in the woodshop; 200-gallon collection unit for fine and course material fills up fast and is located inside; this should be located outside
- Availability to staff technology programs in the future
- Program is driven by the economy
- Limited access to the wood shop for material delivery; ideally materials could be palletized and moved into the shop through a larger roll-up door
- Roll-up door into the science/technology room
- The department would prefer to be located in the main building
- Technology is changing the industry

C. Facility Circulation

- The metals shop and CAD lab are separate from the main building; the CAD lab would ideally be adjacent to the metals shop and not in the main building
- Don't want to lose space in shop areas due to consolidation
- Some shared use of the facility by other high schools that do not have shop programs
- Material deliveries occur via flatbed trucks and are unloaded with a forklift

D. Key space Calculations

- Trash pick-up occurs once a week
- Material delivery occurs once a week

E. Adaptable Building Elements

- Truck access is very restricted

4. Design Criteria

A. Space Program

- (1) CAD/CAM lab; with shared classroom space for the shop program
- (1) Metals shop
- (1) Wood shop
- (1) Shared science/technology lab
- Storage for materials
- (1) Classroom
- (1) Paint booth
- Wood storage
- (2) Offices
- Exterior fenced construction space that is open to allow construction of larger projects

B. Special Equipment

- CAD machines
- Wood working equipment
- Metal working equipment

C. Relationships

- Consolidated department would be ideal
- Convenient delivery access
- Interdisciplinary work with math and science
- Some periodic support for the drama program

6. Participants

A. Notes and Meeting

Date:	December 11, 2002
Time:	11:30 AM
Attendance:	Don Kuehling John Piltz Randy Nishimura LeRoy Landers Gregg Stewart Diane Shiner

1. Goals

A. Program Description

- Media center for the school
- The librarian is responsible for the library /media program
- Audio-visual aspect of instruction: audiovisual, secretary, clerical; production work; editing used by students and staff
- Audio-visual equipment distribution to classrooms is not directly related to library function
- Textbook distribution is not related to the library; each department has own textbook storage
- Evening meeting place for the staff and community
- Group-oriented program initially; this is changing due to CIM requirements and computers

B. Development Objectives

- Improve the use of the space; make better use of smaller spaces
- Better textbook storage and distribution
- Branch library for the community
- Kitchenette for evening meeting support
- Improved conference room facility
- Better arrangement of computer labs and access
- Library should be more visible to the school community
- Provide different kinds of places for students

C. Planning Imperatives

- Provide good visual supervision for the space
- Place for group meetings
- Provide access for computer use
- More storage
- More windows
- More cozy and comfortable

D. Environmental Stewardship

- Daylight

2. Operational Criteria

A. Capacity and Scheduling

- There are combined computer labs and instructional space

B Staffing

- One librarian, one full-time secretary and one student assistant

3. Functional and Space Needs

A. Technology and Instructional Delivery

- Library is used less than it used to be as a research facility; this is a concern because students should not learn to rely solely on the Internet as a research resource
- Computers are used for research
- Students read, write and study in the library; there is a need for a "hang out" space for students
- Limit noise in the library
- Some book repair
- No shared agreements with the other high school or the community library, due to budget cuts

B. Issues and Future Trends

- Scope and sequence of the curriculum is changing
- Foundation of education is thinking skills and the library supports this activity; finding, accessing and evaluating information
- Use of department labs limits the use of overall library services
- Single-use computers are an issue
- More space for students to sit at computers
- Existing conference room is underutilized (due to its location and configuration)

C. Facility Circulation

- Library is central to the facility

D. Key space Calculations

- There are 85 seats in the library
- 15 computers in the computer lab, which is used as a drop-in and instructional lab; teachers sign up to use the lab and when its not assigned students can drop in and use it
- 17,500 volumes currently; collection should be reduced to 12,000 volumes that are more readable
- 24 computer stations in the library; office has four computers; one email computer
- Need for periodicals is shrinking
- Reserve collection of 100 volumes
- Book intakes and processing for 300 volumes

E. Adaptable Building Elements

- Library should be able to be reconfigured easily

4. Design Criteria

A. Space Program

- Space for books
- Space for direct instruction
- Space for two classes
- Computer lab centralized.
- Kitchenette
- Conference room shared with seats for 6-10; visible from the library; used for testing
- Conferences: also need private areas near administration and counseling
- Copy center (currently this is adjacent to the library, but could occur in another location in the building)

B. Special Equipment

- Organization of computers is not ideal
- All equipment is handled by the department
- Audio-visual area provides support and limited distribution of specialized equipment

C. Relationships

- Central for the building
- Accessible to the community
- Conference space near the library
- Audio-visual person near the copy room
- Public restrooms near the library
- Limited entry and exit

6. Participants

A. Notes and Meeting

Date:	December 11, 2002
Time:	9:30 AM
Attendance:	Karen Leeson Randy Nishimura LeRoy Landers Gregg Stewart Diane Shiner

1. Goals

A. Program Description

- Math classes include geometry, pre-algebra, FST (functions, statistics and trigonometry), PDM (pre-calculus and discrete math) and calculus
- One engineering class
- Two computer programming classes
- Advanced algebra is required for four-year colleges

B. Development Objectives

- Math center with full network capability and 28 computers
- Word processing computers also in the lab
- Access to daylight and views

C. Planning Imperatives

- Improved heating and cooling

D. Environmental Stewardship

- Recycling paper from the math lab makes sense

2. Operational Criteria

A. Capacity and Scheduling

- State requires two years of math (this requirement can be completed in two semesters)
- Four-period day
- Many teachers use the math lab by using it for half the class to work on assignments

B Staffing

- 5.5 math teachers, including one half-time teacher
- One period of math is taught by a social studies teacher

3. Functional and Space Needs

A. Technology and Instructional Delivery

- An engineering class is beginning between math and the shop (steam grant)
- Use the math center as an office when heavier use of classrooms occurs
- Classrooms are not shared currently
- Robotics club meets in the math center in the afternoon
- One set of books are stored in each classroom

B. Issues and Future Trends

- Collaboration with the lower grade levels and work with science
- Small learning centers and their impact with the department
- Collaborative workspace and in-service days to work with department, if small schools were done, to help support the teachers
- No central control for recycling now; each department handles their own
- Very little team teaching currently performed

C. Facility Circulation

- Math lab use is signed out; not used for drop-in
- Math center can be used on an impromptu basis if it is not being used

D. Key space Calculations

- 34-48 students in classroom
- Size of class depends on the level

E. Adaptable Building Elements

- Math center is a multi-use place

4. Design Criteria

A. Space Program

- Six classrooms
- Math center computer lab
- Teachers' office
- Storage

B. Special Equipment

- 30 computers for the math lab (16 currently in the lab; network required rewiring)
- Laptop computers for computer programming class (two first-year classes, advanced class in the future); 30 computers stored in the classroom

C. Relationships

- Engineering with convenient access to math and the shop

6. Participants

A. Notes and Meeting

Date:	December 12, 2002
Time:	1:45 PM
Attendance:	Mike Jodoin Randy Nishimura LeRoy Landers Gregg Stewart Diane Shiner

1. Goals

A. Program Description

- Advanced weight training for athletics utilizes free weights
- Physical education weight training
- Outdoor activities as much as possible
- Badminton, basketball, volleyball (upstairs)
- Games: dodge ball, indoor soccer
- Yoga and step aerobics
- Athletic teams: 3 football, 4 soccer, 3 volleyball, boys/girls cross country, 6 basketball, wrestling (15-20 kids), swimming (River Road Park), 3 baseball, 2 softball, 2 track (70-80 kids), girls and boys tennis teams (30 total)
- American Legion program uses the stadium; stadium has own locker room (18 lockers)
- Shed for girls' soccer team

B. Development Objectives

- Locker room quality
  - Lower locker areas
  - Fewer showers
  - Improved supervision
- Team rooms
- Storage room
- Upgrade the image of the facilities (match the quality of the stadiums)

C. Planning Imperatives

- Improved supervision of locker rooms
- Provide equity between boys' and girls' locker rooms
- Provide more space in the training room

D. Environmental Stewardship

Not discussed.

2. Operational Criteria

A. Capacity and Scheduling

- 50 students typically in a physical education class
- Advanced basketball class has 50-60 students
- (2) 9-week classes of physical education are required
- Electives include advanced basketball

B Staffing

- 2 full-time physical education teachers
- 1 half-time physical education teacher
- 1 half-time health teacher

3. Functional and Space Needs

A. Technology and Instructional Delivery

- Visiting teams use the girls' side if there isn't a conflict with the girls' events
- Training room is shared between girls and boys
- No towels
- Students wash and dry their own uniforms
- Wrestling meets happen in the main gymnasium; mats are transported from the wrestling room via a mat lift
- Health classes are taught in a general classroom
- Graduation happens in the baseball stadium if weather permits
- Outdoor space is adequate
- Existing number of lockers for physical education is adequate
- Auxiliary gymnasium is underutilized; used only by cheerleaders and for softball batting practice
- Host tennis tournaments
- Assemblies typically use just the lower bleachers (due to attendance)

B. Issues and Future Trends

- Storage areas are scattered around the facility
- (1) weight room (shared by physical education and athletics)
- Declining budgets and increasing number of students in classes
- Always a need for more parking
- Tennis has limited viewing area and there is not room for bleachers; need four courts
- Better security for evening games

C. Facility Circulation

- Swimming classes are offered and take place off-site

D. Key space Calculations

- 40-50 students in a physical education class
- Boys' and girls' lockers are required in a mixed configuration of large and small lockers (*verify number of lockers*)
- Seating is required in the main gymnasium (*verify number of seats*)

E. Adaptable Building Elements

- Athletic team locker rooms can be shared between different season sports
- Girls' locker room typically serves as the visiting team locker room
- One soccer field is shared with the elementary school

4. Design Criteria

A. Space Program

- Boys' locker room
  - 15-20 shower at a time
- (5) Boys' team rooms
  - (2) Football
  - (1) Cross country
  - (1) Soccer
- Girls' locker room
- (2) Girls' team room
  - Basketball
  - Soccer (outside)
- (1) Training room
- (1) Wrestling room
- (1) Coaches locker room/meeting room
- (1) Combined weight room with free weights and nautilus equipment
- (1) Main gymnasium
- (1) Auxiliary gymnasium (indoor batting, cheerleaders, open drop in, weight room warm-up)
- (1) Upper gymnasium (freshman basketball)
- (1) Central storage area for athletics with ways to separate for each sport
- (1) Central uniform storage
- (1) Meeting room/viewing room
- (1) Storage area for physical education
- (1) Indoor concession stand
- Girls softball outdoor storage
- Sports fields
  - (1) Junior varsity softball/outdoor soccer field
  - (1) Football stadium/football field/track
  - (2) Football practice fields/9th grade games
  - (1) Baseball/soccer stadium with locker rooms
  - (1) Soccer field/ baseball field shared with elementary school playfield
  - Cross country trail
  - (4) outdoor tennis courts

B. Special Equipment

- Bleachers in the main gymnasium are relatively new (ten years)
- Upstairs bleachers are not used frequently; used for full school assemblies
- Durable lockers and benches are required in locker rooms
- Film viewing for football

C. Relationships

- Separation between coaches office and physical education office
- Separation between physical education and athletics storage
- Centralize storage
- Consolidate weight rooms

6. Participants

A. Notes and Meeting

Date:	December 12, 2002
Time:	9:30 AM
Attendance:	Cory Nicholsen Randy Nishimura LeRoy Landers Gregg Stewart Diane Shiner

1. Goals

A. Program Description

- Science classes include chemistry, physics and biology
- Biology shares the lab space
- Ninth grade science is integrated physical science
- One upper division course covering oceans and skies

B. Development Objectives

- Organization of the lab area for improved safety and more space
- Cabinets are not appropriate for the lab
- Storage is not appropriate for the chemistry area
- More natural light into the classrooms
- Improve the function of the greenhouse

C. Planning Imperatives

- Improve ventilation
- Provide for acoustic separation of labs
- Increase classroom space

D. Environmental Stewardship

- Provide an area of the site for native plants and birds for students to study; the courtyard area is a possible location for this function; area must be safe
- Classes take walks to the Willamette River as a part of the curriculum

2. Operational Criteria

A. Capacity and Scheduling

- Four-period day; currently don't share classrooms but the possibility is there
- 30 students per class typically
- Shared lecture/lab area; ideally the lecture space is not the same as the lab space (desks for lectures, benches with sinks, gas, air, etc. at lab section of the room)
- Physics room is multipurpose for various labs

B Staffing

- Five teachers

3. Functional and Space Needs

A. Technology and Instructional Delivery

- Each teacher has a dedicated classroom/lab
- Ability to do multiple types of science in one room
- Chemistry lab is dedicated to chemistry
- Ideally there would be a hood in each of the science rooms
- Greenhouse off the biology rooms
- Every day has some lab activity
- Each instructor has budget control over individual supplies
- Science department meets at lunch
- Department chairs have a meeting together periodically
- In-service occurs once a month

B. Issues and Future Trends

- Biology has sinks and gas at each hood
- Limited natural light in each class area
- Need to be able to access the lab at any time
- Central storage would be ideal except that it can get messy
- Funding of large items such as the refrigerator or freezer (centrifuge)
- Distributed science would require the purchase of more equipment and supplies
- Funding will get worse in the future; annual budget is $8,000; increase in the budget might be 10-20%; initial outlay would be more
- Greenhouse is very small and divided into thirds; typically used for advanced placement classes and some experiments
- Local planetarium may be closing; there may be a portable planetarium that could be used at the school or equipment that could be used
- Noise within the biology lab (room 112) is problematic when more than one class occupies the space at the same time; each of the teachers using the lab has a dedicated section for use by his/her class

C. Facility Circulation

- The biology lab is a combined lab for three classes

D. Key space Calculations

- 30 students per classroom
- Computers in the classroom/lab: 12 in physics and 8 in chemistry

E. Adaptable Building Elements

- Classroom that could be used as a planetarium

4. Design Criteria

A. Space Program

- Three biology rooms (shared use with other lab functions)
- One chemistry room (dedicated)
- One physics/multipurpose room
- Greenhouse (double the size of the current room)
- Biology storage
- Chemistry storage
- Physics storage
- Earth science
- Equipment storage
- Office (small, some prep work)

B. Special Equipment

- Fume hoods
- Refrigerator in biology lab.
- Special equipment for science
- Planetarium would be ideal

C. Relationships

- Access to outdoors
- Relationship between science and engineering
- Relationship between science and the shop area
- Relationship between science and math
- Planetarium used by the public
- Faculty would prefer that science retain adjacencies and physical identity as a department; "small schools" concept may be problematic (need to share resources between teachers)

6. Participants

A. Notes and Meeting

Date:	December 11, 2002
Time:	8:30 AM
Attendance:	Kevin McCauley Sue Moe Randy Nishimura LeRoy Landers Gregg Stewart Diane Shiner

1. Goals

A. Program Description

- Social studies covers 1900 to the present
- Advanced placement social studies covers the whole span of history
- American Studies is an integrated curriculum at the 10th grade level

B. Development Objectives

- More space for students in the classroom
- Space for collaboration between departments

C. Planning Imperatives

Not discussed.

D. Environmental Stewardship

Not discussed.

2. Operational Criteria

A. Capacity and Scheduling

- 40 students per class, but try to keep freshmen classes small (25 students)
- High number of students
- Elective classes can also be another social studies class

B Staffing

- 6 staff; two part-time social studies/math and social studies/English teachers; economics/social studies (move to every other year)

3. Functional and Space Needs

A. Technology and Instructional Delivery

- Social studies has a strong link with the English curriculum
- Integration works best for freshman doing global studies, and sophomores doing American history and literature
- 11th and 12th grade credits are primarily through electives
- Traditionally departments have been very separated
- School has a federal planning grant to explore small learning communities; good chance at receiving an implementation grant should the school decide to pursue the small school concept
- Health and IHS (International High School) use the computer lab in addition to social studies
- Ability to bring two classes together
- IHS is technically a different school; there are some staff leveling issues with this model
- All campuses are open classes in the Eugene School District; freshman typically stay on campus

B. Issues and Future Trends

- Moving towards more articulation with English
- More collaboration between departments
- If number of teachers shrink, may have to go back to more large group format
- Proximity drives the ability to link to others
- Social studies is "in its own little world"
- Pod configuration is one manner to support small learning communities
- Break down the barriers between departments
- Future of the educational environment is unknown; provide flexibility in the design
- Larger class sizes
- Computer lab is a thin client computer, with dummy terminals and limited supervision
- 9th and 10th grade scheduling to teach complimentary
- Small schools are a lot of work for teachers but great for students; downside could be much larger classes at higher levels
- Move from seat time to project-based time
- Focus on letting students choose impacts class size
- All toilet rooms require renovation
- People get a sense of community among their own discipline
- SLC (small learning community) is a three-year grant; how is it financed the future when the grant is over?
- Popularity of social studies has increased over time
- Social studies will eventually have a CIM test

C. Facility Circulation

- Department is isolated; physically have to walk outside to get to the social studies rooms

D. Key space Calculations

- 30 credits are required in social studies to graduate; English requirement is 45 credits; there are five credits for a 9-week class

E. Adaptable Building Elements

- Ability to split the class in half and alternate days. Half the class goes to the library or lab, kept as a free period

4. Design Criteria

A. Space Program

- Six classrooms
- Computer lab (17 stations)
- Shared office space

B. Special Equipment

- No special equipment requirements

C. Relationships

- Staff toilet near social studies wing
- Near English

6. Participants

A. Notes and Meeting

Date:	December 12, 2002
Time:	3:30 PM
Attendance:	Becca Taylor Tad Shannon Randy Nishimura LeRoy Landers Gregg Stewart Diane Shiner

1. Goals

A. Program Description

- Help students that are below grade level; help them mainstream
- 130 students
- Learning disabled students in this area
- Life skills work for vocational type activities
- Medically fragile students are in another department in the facility

B. Development Objectives

- Ability to work with smaller groups
- Plan for 25 students, groups can get as large as 30; classes would ideally be smaller than this
- Provide more classrooms space
- Incorporate a life-skills facility

C. Planning Imperatives

- Provide accessibility to all spaces

D. Environmental Stewardship

Not discussed.

2. Operational Criteria

A. Capacity and Scheduling

- Freshmen stay in the special education (50 students, 20 students may stay in the program throughout)
- After freshman year students integrate into the mainstream
- Four levels of English and social science
- The graduation rate is higher than at other high schools in the District
- Mainstream out for science, math and electives

B Staffing

- Three staff and three full-time assistants

3. Functional and Space Needs

A. Technology and Instructional Delivery

- Special education classrooms are not clustered
- Teachers should have close contact with certified staff
- Students are learning disabled, not physically disabled (except for wheelchair access)
- No physical therapy with students

B. Issues and Future Trends

- Federal mandates without funding
- Special education is mandated by law
- Percentage of special education is increasing; approximately 10% of the student body
- NEHS has a transient population

C. Facility Circulation

- Students are mainstreamed for some of their classes and receive extra support in special education

D. Key space Calculations

- Special education classroom should be the same as general classroom
- 25-30 students per classroom

E. Adaptable Building Elements

- Ability to meet with smaller groups on occasion

4. Design Criteria

A. Space Program

- Office space for staff
- Four classrooms
- Life skills classroom (two stoves, refrigerator, washer, dryer, kitchenette within a classroom-separate from home economics)

B. Special Equipment

- Large equipment for some students (stander)
- Equipped as a regular classroom

C. Relationships

- Current location is ideal at the center of the school
- No other special relationships required
- Best not to cluster special education classrooms, to help mitigate stigma associated with learning disabilities

6. Participants

A. Notes and Meeting

Date:	December 11, 2002
Time:	1:30 PM
Attendance:	Esther Read Randy Nishimura LeRoy Landers Gregg Stewart Diane Shiner

1. Goals

A. Program Description

- Spanish and French are taught
- ELL (English Language Learners, formerly ESL) is a part of the program, although there is not a lot of interaction
- Latino success program; grant to raise the achievement gap between Latino students and others
- Japanese immersion program; students are in the program from kindergarten; do general instruction in Japanese; 30 students in the program
- IHS (International High School) program is new this year; a school-within-a-school at North; not a part of the world language department

B. Development Objectives

- Larger rooms with better visualization of whiteboard and chalkboard
- Office close to the department
- Keep teachers in their own classroom

C. Planning Imperatives

- Daylight in the classroom

D. Environmental Stewardship

Not discussed.

2. Operational Criteria

A. Capacity and Scheduling

- 2 Japanese, 6 French and 18 sections of Spanish
- 38 kids in the beginning classes
- 400 students at a time participate in language

B Staffing

- 1 Japanese, 4 Spanish, 1 French and 1 ELL teacher

3. Functional and Space Needs

A. Technology and Instructional Delivery

- Teachers have their own classroom
- An office is required if there are to be shared classrooms
- A cooking lab is not necessary
- Language lab could be done associated with a computer lab; a language lab is not absolutely necessary, and there are other priorities in the school that are more pressing
- Textbooks are distributed from the department; stored in the classroom
- Go to the computer lab once a quarter

B. Issues and Future Trends

- Use to have a language lab; this may not be the best use of space
- New CIM requirements don't have cooking as a part of it
- Smaller group work and pair work
- CIM testing is one-on-one; use classroom space for this
- Shared space for student use within a pod
- CIM limits the ability of teachers to collaborate with social studies or other departments
- Loud group activity
- Tape recorders are used
- There may be growth in the ELL program and Latino success program
- Staff lounge is underutilized

C. Facility Circulation

Not discussed.

D. Key space Calculations

- Each classroom has a computer
- Computer labs typically seat 24, but this is not enough space for a full class

E. Adaptable Building Elements

- Organization in pods could work as long as there is sound isolation
- Limited distractions

4. Design Criteria

A. Space Program

- Five world language rooms
- One ELL classroom shared with another teacher; here one period a day; typically work with students in smaller groups, with ability to subdivide the room
- Some shared class work

B. Special Equipment

- Shared materials between instructors make it difficult to distribute the department space
- Tape recorders
- Flash cards, transparencies
- DVD players
- Whiteboards
- Tack boards
- Projection screen

C. Relationships

- Some collaboration has occurred in the past with social science
- World languages faculty would prefer to be clustered together
- Some collaboration with English

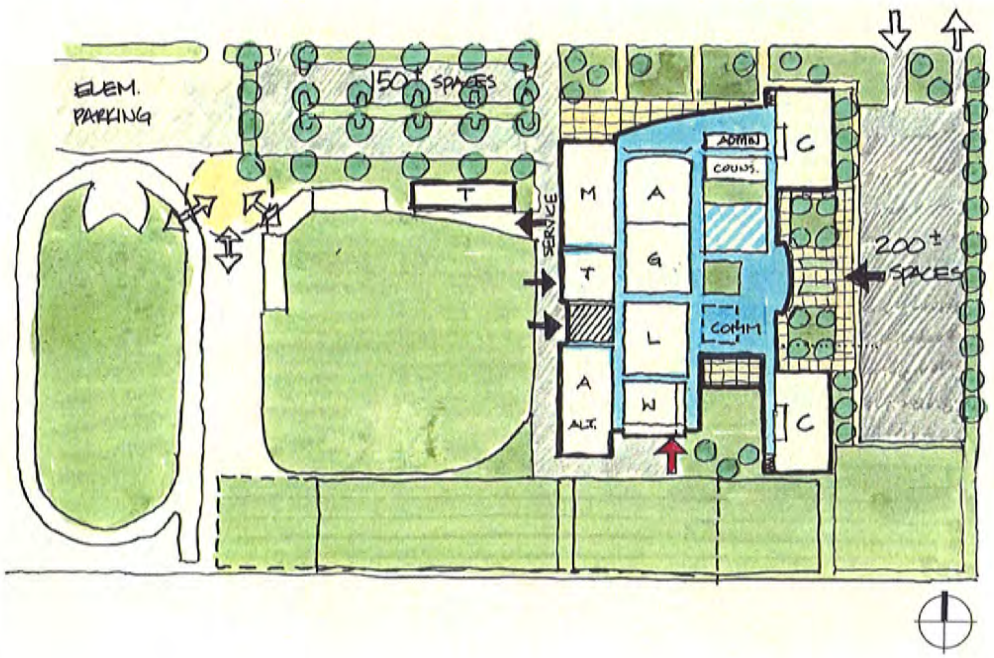
6. Participants

A. Notes and Meeting

Date:	December 11, 2002
Time:	10:30 AM
Attendance:	Julie McCauley Randy Nishimura LeRoy Landers Gregg Stewart Diane Shiner

APPENDIX B: MASTER PLAN - ALTERNATIVE CLASSROOM CONFIGURATION

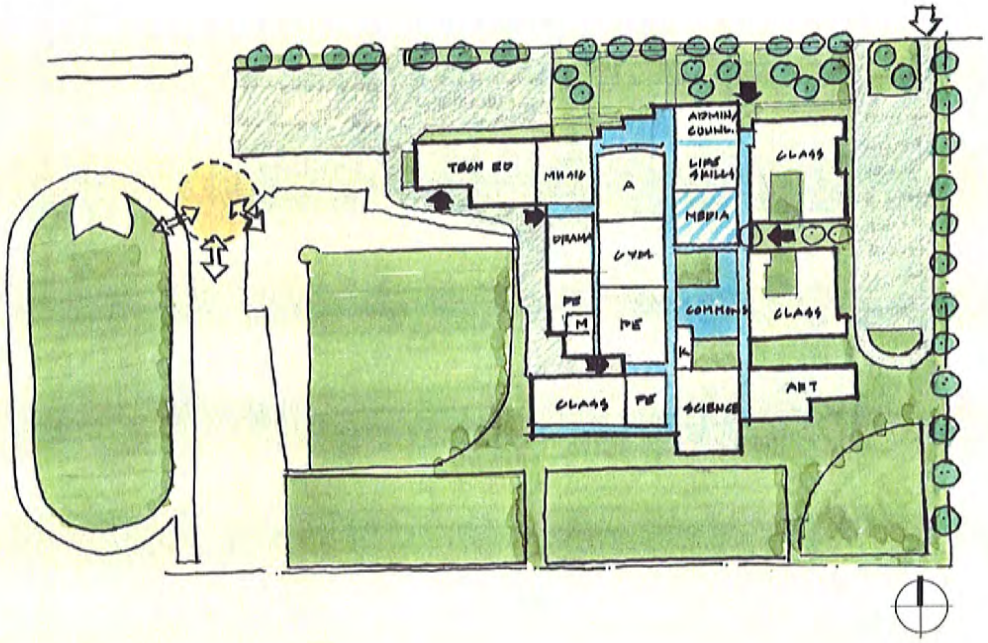
APPENDIX B: ALTERNATIVE CONFIGURATION MASTER PLAN



APPENDIX C: ONE-STORY SCHEME

APPENDIX C: ONE-STORY SCHEME

SITE PLAN



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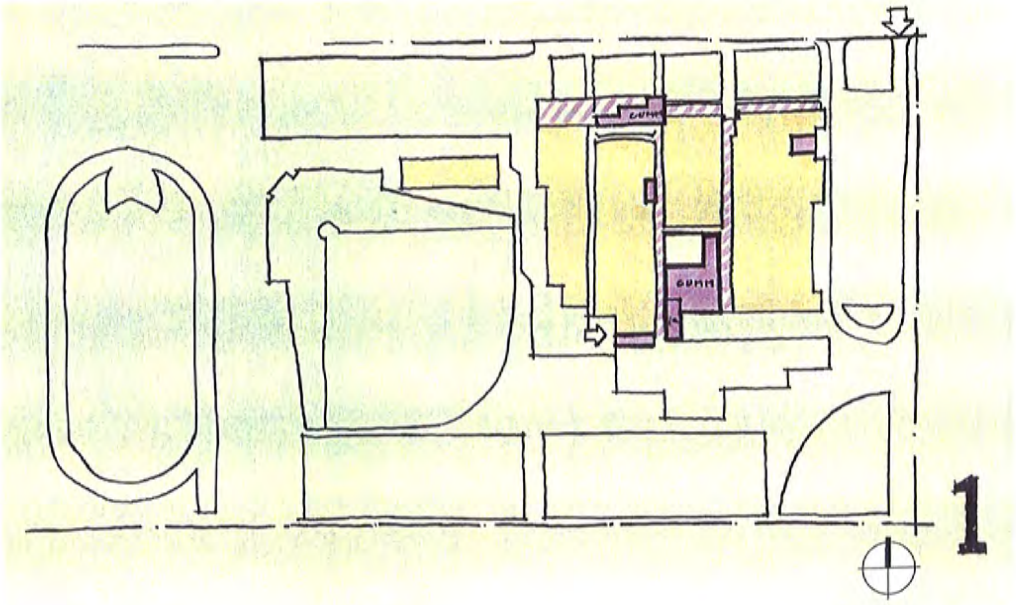

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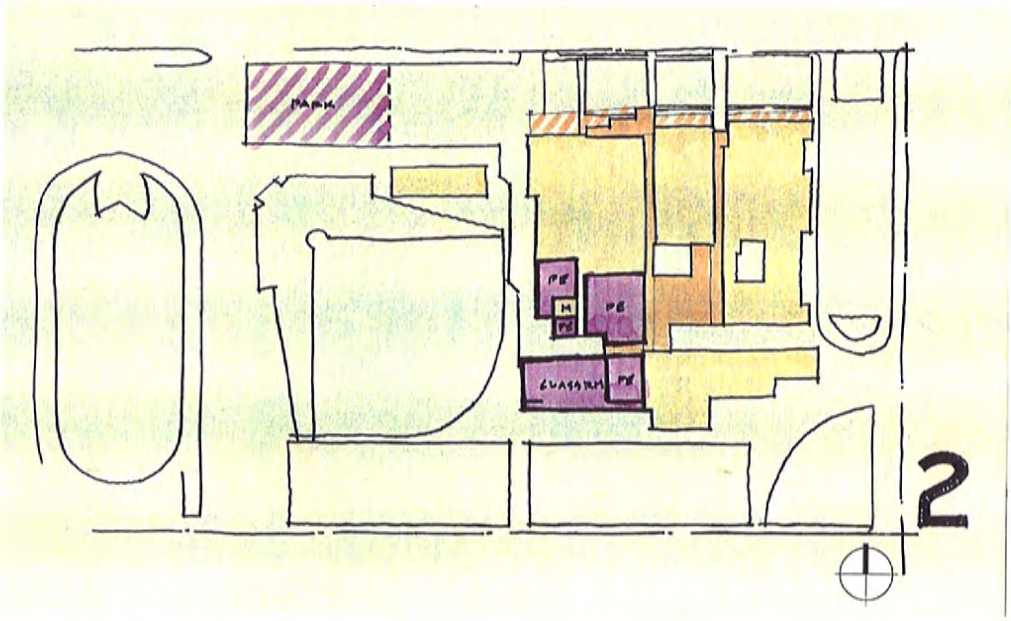
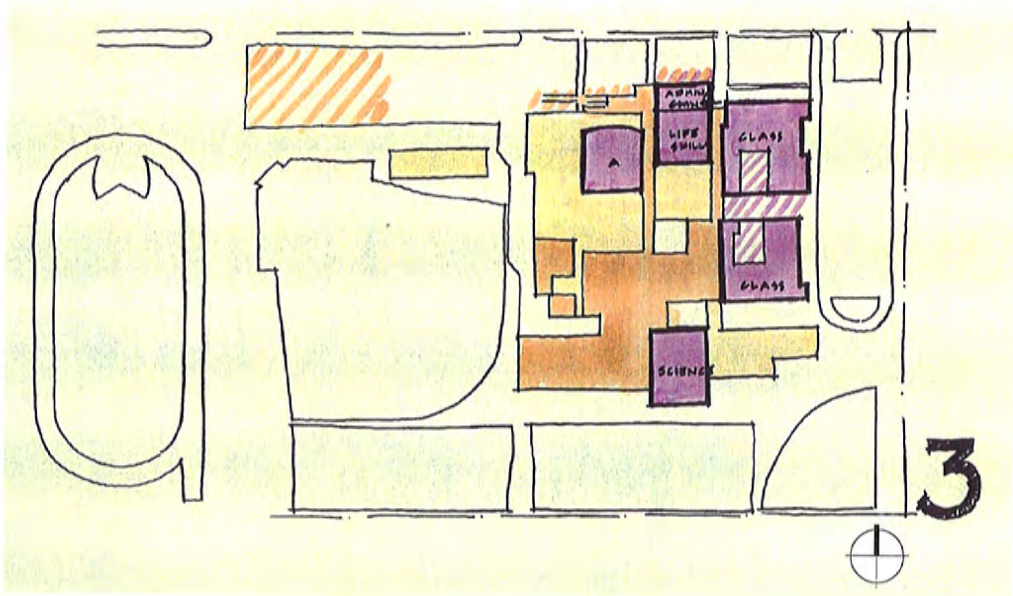


PHASE 3



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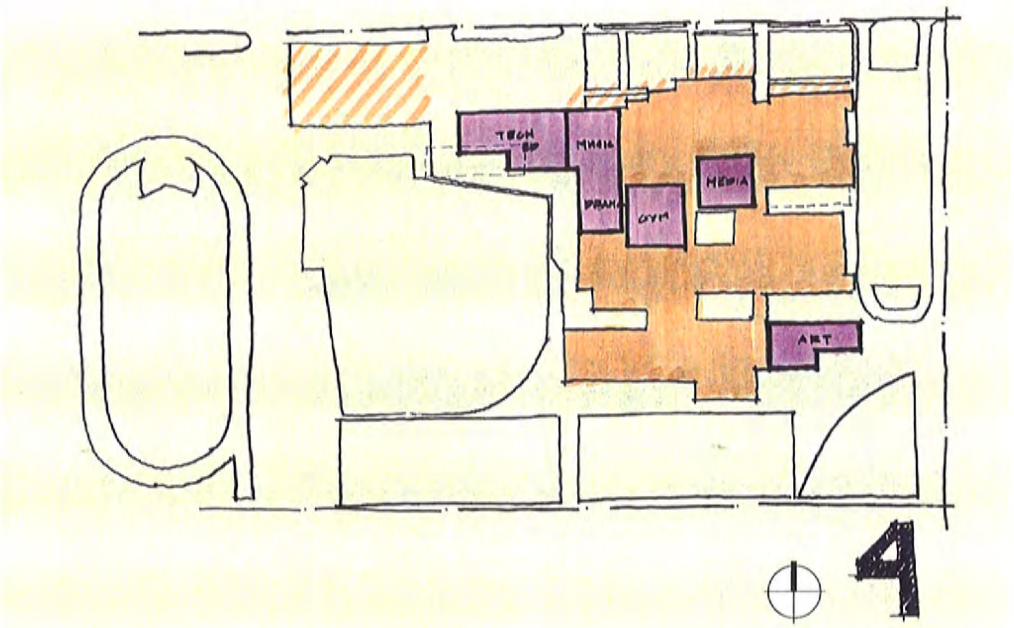


APPENDIX D: PRELIMINARY CODE STUDY

THE BUILDING DEPARTMENT, LLC

1245 Pearl Street
Eugene, Oregon 97401
Phone (541) 484-9043
1-800-358-8034 OR
Fax (541) 484-6859

January 15, 2003

Randy Nishimura, Architect
Robertson/Sherwood Architects
132 East Broadway, Suite #540
Eugene, OR 97401

Subject – North Eugene High School Phased Additions and Remodeling/Preliminary Code Study – W.O. #3392

I met with you briefly at the North Eugene High School site and other Portland Architects. We were able to briefly review some of the partial plans for the original building and you provided me with the 1977 building additions and remodeling plans prepared by Kenneth Nagao, Architect. I have now been able to further review those 1977 plans and it appears that the existing building is of Type V-N construction with multiple two hour fire resistive area separation walls, horizontal exits and exit passage ways. I was able to further inspect the walls that you indicated as two hour fire walls and also indicated on the Ken Nagao plans and found that all of the doors that were unlocked installed in of those two hour walls were in fact steel 1 ½ hour door and frame assemblies which confirms the horizontal exits and exit passage ways.

I will attempt to answer your preliminary questions. You indicated at the above meeting that there will be additional questions where further code study will ensue when the whole scope of the phased development becomes clearer.

Expanded Entry/Commons at the North End of the Existing Auditorium Hall – I believe the auditorium entry area could be expanded subject to an allowable area computation of the portion of the building to which it will attach. I understand that this area will be fire sprinklered. We were puzzled with the wall and pair of doors (doors G/23E located in line with the top of the easterly main auditorium entry ramp). I believe that wall and pair of doors was intended to atmospherically separate those two main north/south corridor/exit passage ways (400/500 and 300/400). I believe that in order to expand those exit ways through an expanded commons area, a fire/smoke separation will be required between the above two main north south passage ways so that one of them possibly the westerly passage way 400/500 grid line E and F could be independently extended to the exterior without necessarily passing through that proposed commons area. UBC Sec. (5005.3.5.1) paragraph 3 states that a "horizontal exist shall not serve as the only exit from the exit access. Where two or

more exits are required from an exit access, not more than ½ of the total number of exits or total width may be provided by horizontal exits".

We noted several roll up guillotine style fire doors crossing main corridors/passage ways. Many of those guillotine doors have been supplanted by adjoining pairs of 1 ½ hr fire doors with magnetic hold opens and self closers connected to the smoke detection and fire alarm systems. The old original guillotine fire doors have long since been found to be problematic and could cause dead end corridors if they were to ever close in a fire condition.

Cafeteria/Commons – It is further understood that the proposed phase I development would renovate cafeteria 212 and student lounge to 210 to create a more inviting student congregation and dining area. I note that student lounge 210 was created sometime after the 1977 remodel from the previous Locker Bay 210 as part of the corridor 100/200. Since corridor/exit passage ways 300/400 and 100/200 interconnect as part of the major exiting system, I believe the renovated commons area would necessitate wall systems as we discussed equaling two hour walls, 1 ½ hour door and window systems or equal construction to ensure the integrity of the exit passage way system.

Setback/Separations - I did confirm that UBC Table (5-A) applicable to E occupancy requires a 1-hr fire resistive exterior walls less than 10 foot setback to the assumed property line with 2-hr with less than 5 foot setback with openings protected less than 10 feet from the assumed property line.

Handicapped Access – We briefly touched on the fact that the auditorium entry ramps appear to have excessive slope and without intermediate landing. I would suppose that any renovation at the entry to the auditorium should include alterations or alternate handicapped access to the upper portions of the auditorium. I presume that previous accessibility surveys have been performed and the building has been upgraded for restroom and other space accessibility. I noted what appeared to be a relatively new elevator which I believe provides access to the upper level gymnasiums.

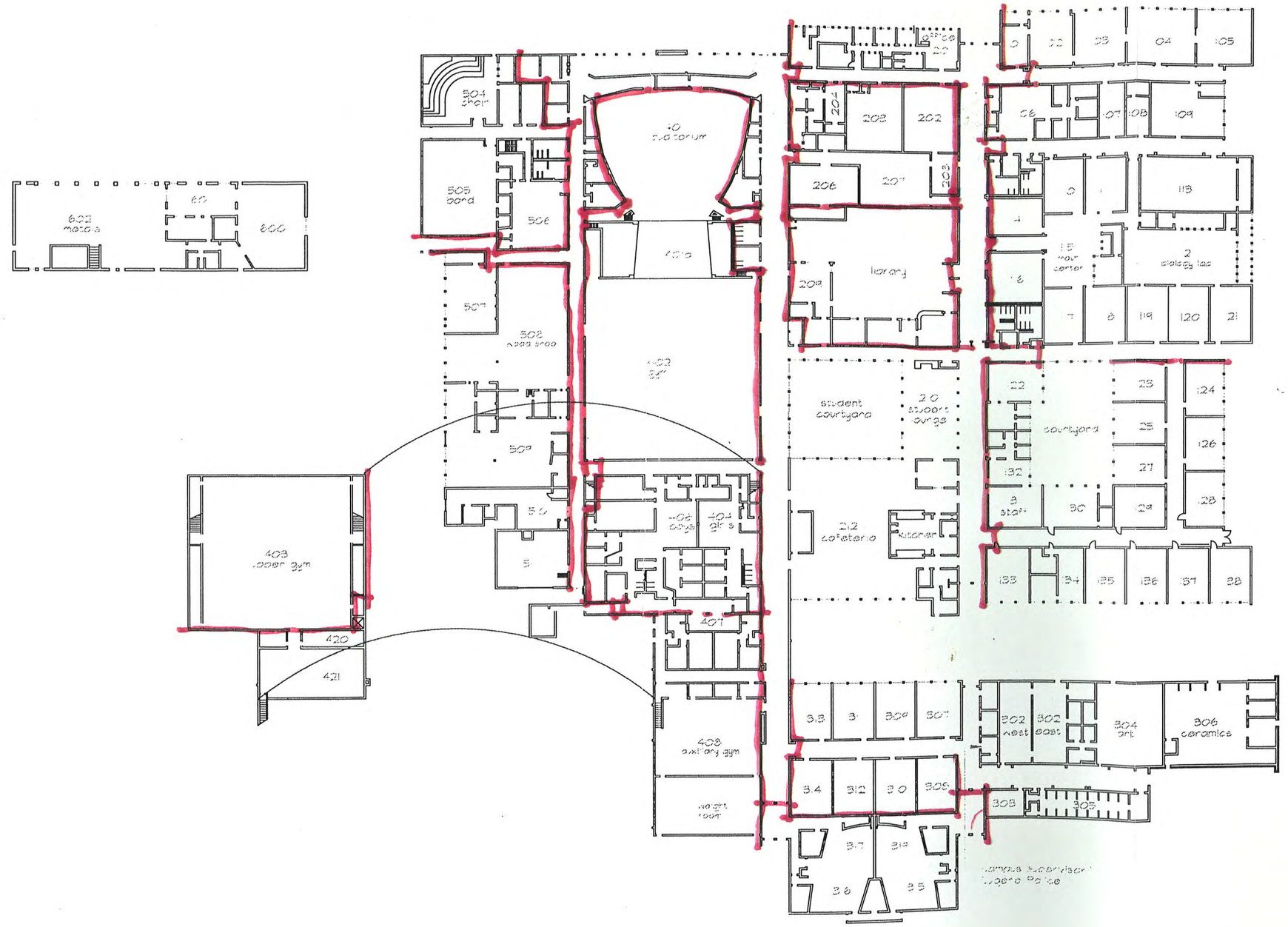
I hope the above information is of assistance to the design team and their preliminary design studies and proposals and initial phasing. There is no question that further study is needed to determine how design proposals will be effected by building code application. It is my understanding that the International Building Code may become effective in October of this year, which may result in more liberal or more restrictive code applications. Most jurisdictions allow a grace period in utilizing the old code if major design work has been accomplished prior to the code effective date.

Very truly yours,

Michael Nolte

Michael J. Nolte, C.B.O.
Code Consultant

APPENDIX E: AREA SEPARATION DIAGRAM



Facilities
Management
School District 4J
715 W. 4th Avenue
Eugene, OR 97402
541-687-3169

TO
NORTH EUGENE HIGH SCHOOL
200 SILVER LANE 97404-2299
541-687-3261

— 2hr walls

APPENDIX F: MASTER PLAN PRESENTATION

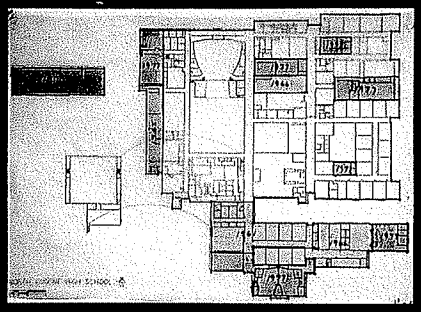
NORTH EUGENE HIGH SCHOOL MASTER PLAN

GOALS FOR TODAY

- Review and evaluate planning schemes
- List the Pro's and Con's each scenario
- Discuss first phase implications
- Make recommendations for preferred schemes and first phase

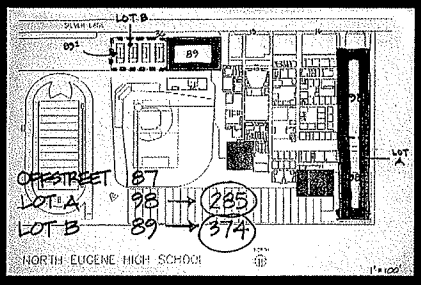
today's work
PLANNING

BUILDING AGE



EXISTING CONDITIONS

PARKING



EXISTING CONDITIONS

UTILIZATION

Period 1 – 11 Stations open
7 General

Period 2 – 9 Stations open
5 General

Period 3 – 10 Stations open
7 General

Period 4 – 16 Stations open
14 General

EXISTING CONDITIONS

BUILDING SIZE

School	Students	GSF	GSF/Student
Churchill	1,450	243,000	168
Sheldon	1,400	217,000	155
South Eugene	2,000	312,000	155
North Eugene			
* Existing	1,200	190,000	158
* Depart. Growth		221,000	184
* Increase Utilization		212,000	177
* Minimal Growth		196,000	163

EXISTING COMPARISON

GIVENS

- Student population will be 1200
- First phase of work will be $4 M and will include improvements to the commons
- High school improvements will occur in phases over time
- Bus parking/unload is not required
- Phase 1 work should build towards the master plan

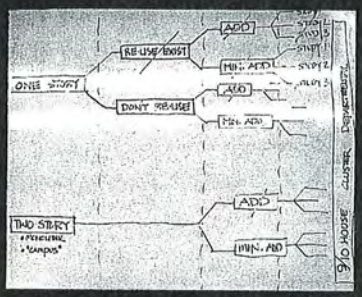
PLANNING PARAMETERS

ASSUMPTIONS

- Increase classroom utilization to provide
  - Some classroom sharing
  - Larger class room
  - Variety of teaching space
  - Teacher support space
- Re-organization of the building with minimal expansion should meet needs in the future
- Provide more effective use of existing space
- Replace the building in phases over time (vs. reuse)
- Consider distributed commons space

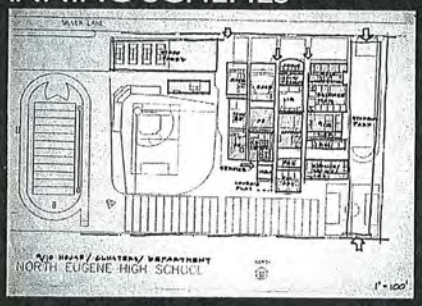
PLANNING PARAMETERS

DECISION MATRIX



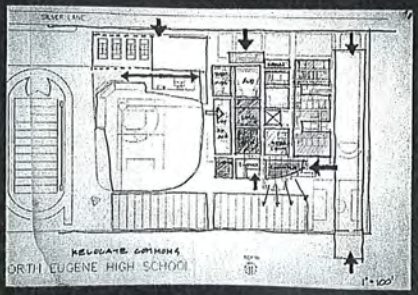
PLANNING PARAMETERS

PLANNING SCHEMES



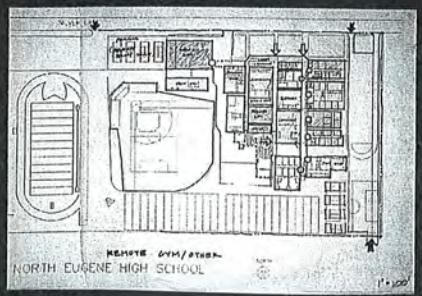
9/10 house
SINGLE STORY

PLANNING SCHEMES



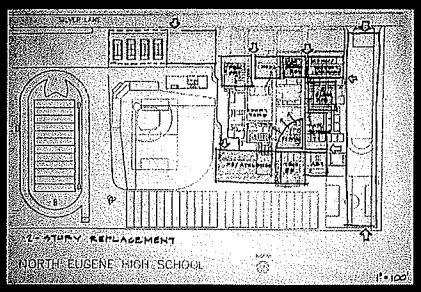
commons moves
SINGLE STORY

PLANNING SCHEMES



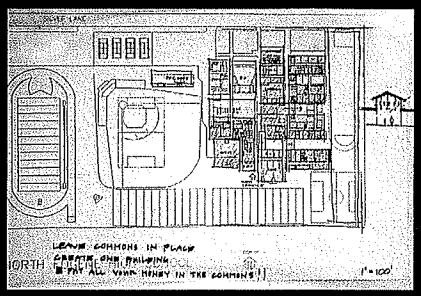
gym relocates
SINGLE STORY

PLANNING SCHEMES



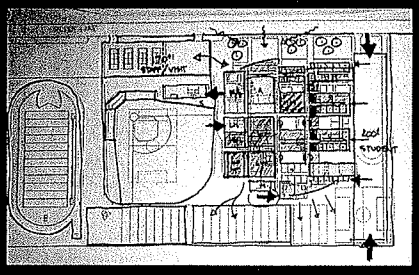
replacement
TWO STORY

PLANNING SCHEMES



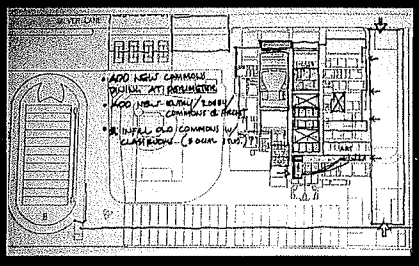
commons stays
SINGLE STORY

PLANNING SCHEMES



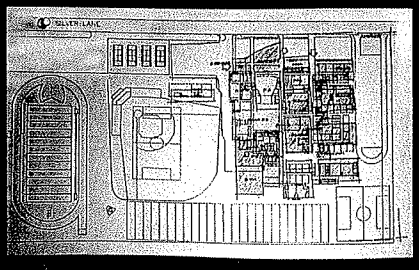
new commons master plan
SINGLE STORY

PLANNING SCHEMES



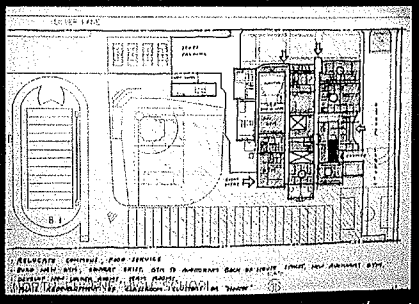
new commons first phase
SINGLE STORY

PLANNING SCHEMES



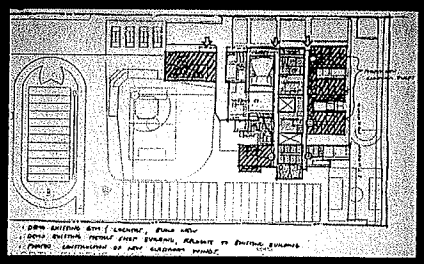
commons at the front
SINGLE STORY

PLANNING SCHEMES



commons on the east
SINGLE STORY

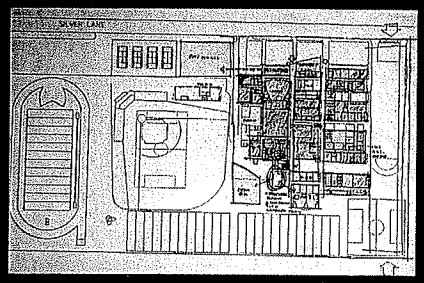
PLANNING SCHEMES



gym separate

SINGLE STORY

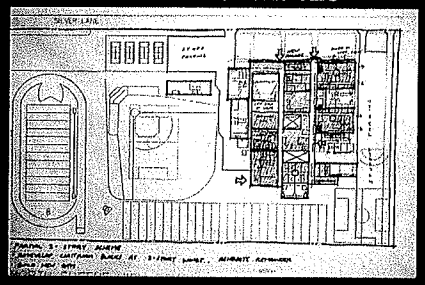
PLANNING SCHEMES



pull apart building

SINGLE STORY

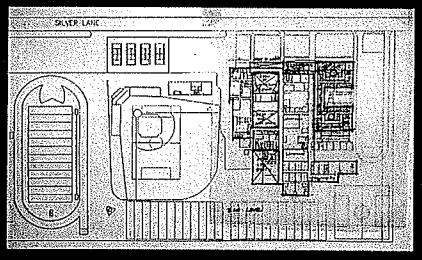
PLANNING SCHEMES



partial 2 story plan

TWO STORY

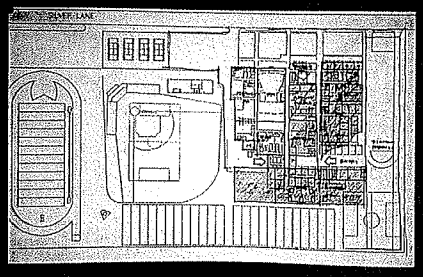
PLANNING SCHEMES



Second story

TWO STORY

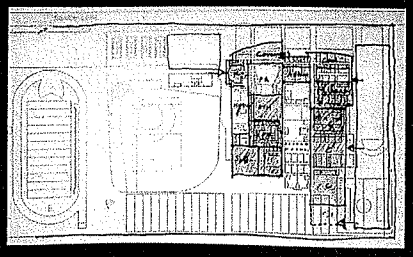
PLANNING SCHEMES



classrooms at the south

TWO STORY

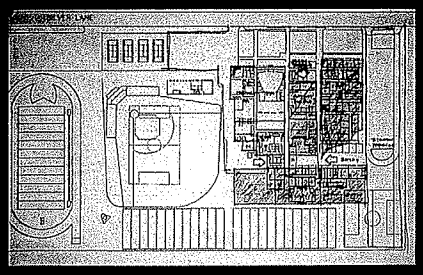
PLANNING SCHEMES



classrooms at the south

TWO STORY

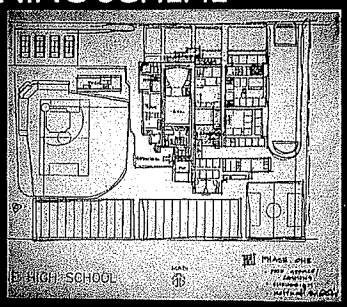
PLANNING SCHEMES



classrooms at the south

TWO STORY

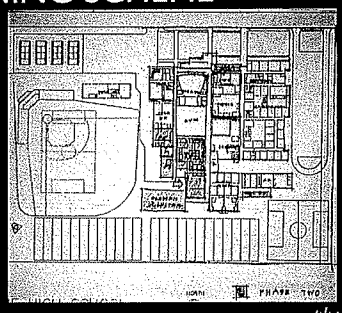
PLANNING SCHEME



phase 1

TWO STORY

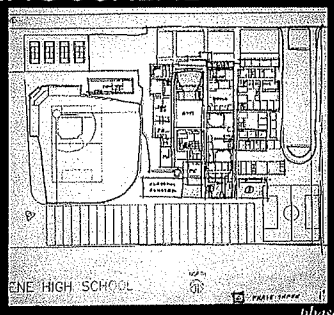
PLANNING SCHEME



phase 2

TWO STORY

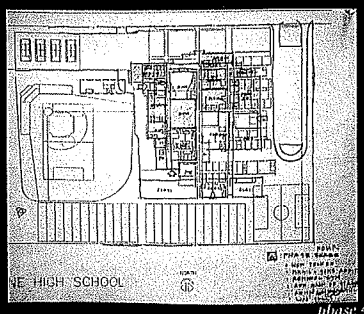
PLANNING SCHEME



phase 3

TWO STORY

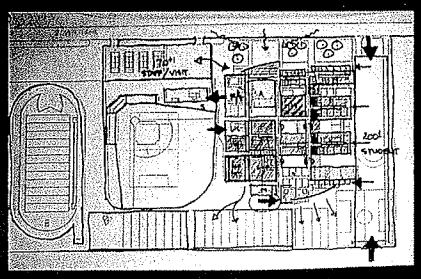
PLANNING SCHEME



phase 4

TWO STORY

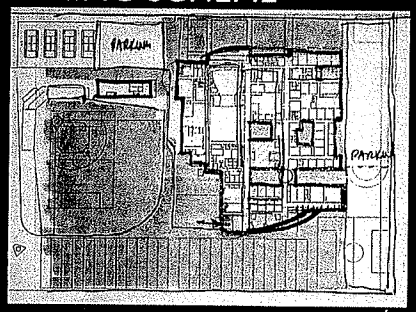
PLANNING SCHEMES



new commons master plan

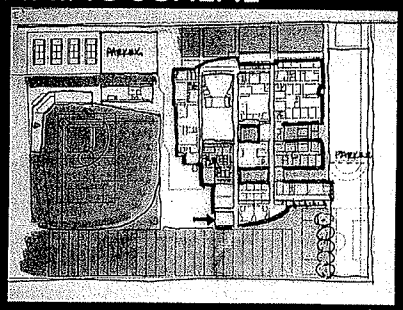
SINGLE STORY

PLANNING SCHEME



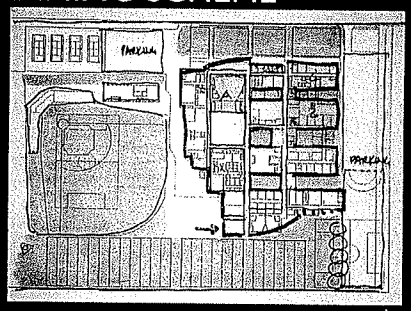
phase 1
SPLIT COMMONS

PLANNING SCHEME



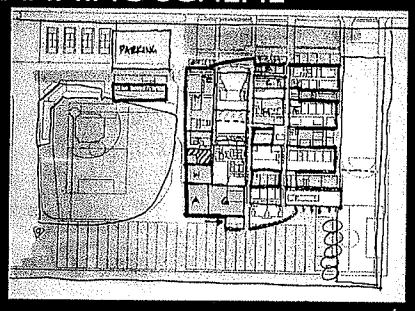
phase 2
SPLIT COMMONS

PLANNING SCHEME



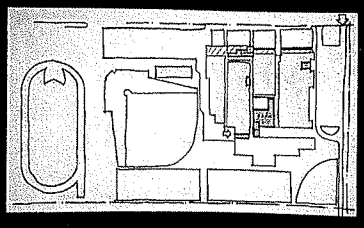
phase 3
SPLIT COMMONS

PLANNING SCHEME



phase 4
SPLIT COMMONS

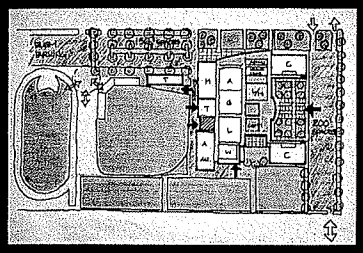
PLANNING SCHEMES



full build out
TWO STORY SCHEME

FINAL PLANS

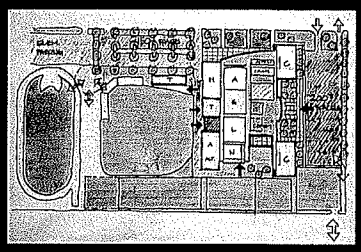
FINAL SCHEMES



full build out

TWO STORY SCHEME

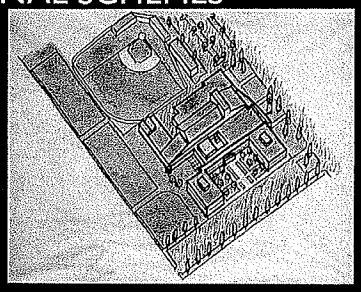
FINAL SCHEMES



full build out

TWO STORY SCHEME

FINAL SCHEMES

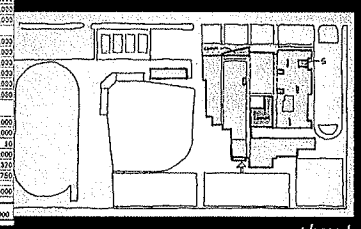


full build out

TWO STORY SCHEME

FINAL SCHEMES

Science-Applied Tech/Physics Lab	$785,734
Commons at Theater	$451,402
Commons/Kitchen	$1,941,182
Building-Miscellaneous Repairs	
Restroom upgrade	$272,000
Rigging reinforcement	$100,000
Carpet	$45,000
Floor/Ceiling repair (268,000)	
Code Contingency	$100,000
Skylights (10)	$20,000
Floor Ceiling Repair Main Corridor	$168,000
Floor Ceiling Repair Gym Corridor	$168,000
Gym/Theater Separation	$50,000
Classroom Upgrades (8 rooms/6 rooms)	$232,000
Site	
Site lighting	$10,000
Clean-up front of building/SP	$40,000
Clean-up front parking	$0
Parking (100 spaces)	$160,000
Driveway to Court Street	$37,370
Landscaping at front of building	$6,750
Design Contingency	$165,000
Total	$3,374,000

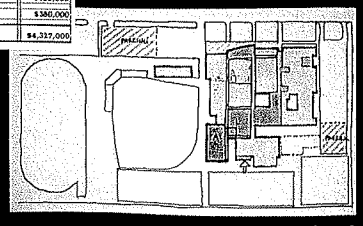


phase 1

TWO STORY SCHEME

FINAL SCHEMES

Classroom Cluster, (Art/Alt High School)	$1,446,923
PE/Athletic Locker Rooms	$1,684,647
Mechanical Penthouse	$120,000
Clean-up front parking	$305,000
Demolition	$40,000
Replace tennis courts	$150,000
Design Contingency	$380,000
Total	$4,327,000

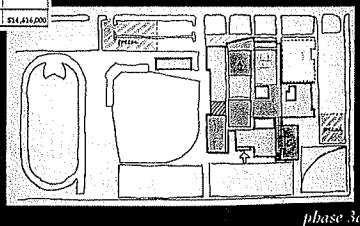


phase 2

TWO STORY SCHEME

FINAL SCHEMES

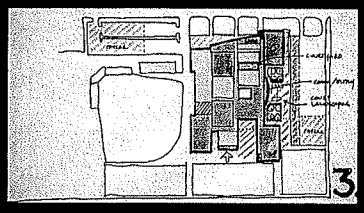
Classroom Clusters	$10,544,443
Auditorium Remodel	$1,509,548
Commons entry areas/courtyard creation	$561,200
Mechanical Penthouse	$240,000
Demolition	$200,000
Landscape	$280,800
Design Contingency	$1,270,000
Total	$14,414,000



phase 3a

TWO STORY SCHEME

FINAL SCHEMES

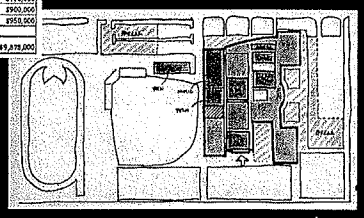


phase 3b

TWO STORY SCHEME

FINAL SCHEMES

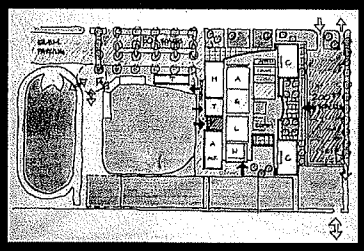
Administration/Counseling	$739,962
Technology	$1,223,161
Meals	$1,169,087
Library/Conference	$1,170,187
PE/Athletic Teaching Spaces	$2,668,850
Faculty Space	$163,300
Covered Play	$110,000
Playfield drainage/irrigation	$900,000
Design Contingency	$950,000
Total	$9,378,000



phase 4

TWO STORY SCHEME

FINAL SCHEMES



full build out

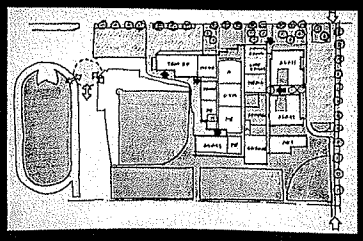
TWO STORY SCHEME

COST SUMMARY

Summary of Phases	2003-2007	2008-2013	2014-2019	2020-2025
Phase 1	$3,374,000			
Phase 2				
-Tokyo dollars		$4,337,000		
-2010 dollars		$5,922,000		
Phase 3				
-Tokyo dollars			$14,616,000	
-2016 dollars			$19,310,000	
Phase 4				
-Tokyo dollars				$9,575,000
-2022 dollars				$10,940,000
Total Cost				$53,836,000

TWO STORY SCHEME

FINAL SCHEMES

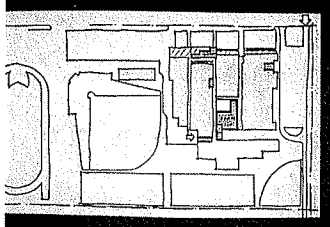


full build out

ONE STORY SCHEME

FINAL SCHEMES

Building-Program Upgrades	
Science-Applied Tech/Physics Lab	$285,234
Commons at Theater	$451,400
Commons/Kitchen	$1,041,150
Building-Miscellaneous Repairs	
Restroom upgrade	$277,000
Rigging reinforcement	$100,000
Carpet	$45,000
Floor/Ceiling repair (208,000)	
Code Contingency	$100,000
Skylights (10)	$20,000
Floor Ceiling Repair Main Corridor	$168,000
Floor Ceiling Repair Gym Corridor	$168,000
Gym/Theater Separation	$50,000
Classroom Upgrades (9 rooms/4 rooms)	$253,000
Site	
Site lighting	$10,000
Clean-up front of building/SF)	$40,000
Clean-up front parking	$0
Parking (109 spaces)	$162,000
Driveway to Court Street	$37,320
Landscaping at Front of the building	$6,750
Design Contingency	$165,000
Total	$3,374,000

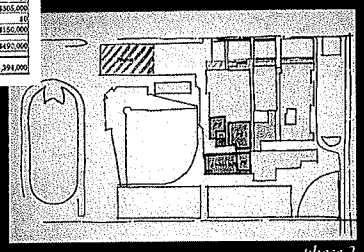


phase 1

ONE STORY SCHEME

FINAL SCHEMES

Classroom Cluster	$1,957,500
PE/Athletic Locker Rooms	$1,884,847
PE Weight room/ auxiliary gym remodel	$958,000
Mechanical Penthouse	$0
Clean-up front parking	$305,000
Demolition	$0
Replace tennis courts	$150,000
Design Contingency	$490,000
Total	$5,394,000

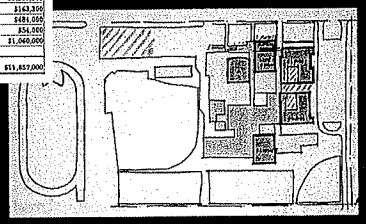


phase 2

ONE STORY SCHEME

FINAL SCHEMES

Administration Counseling	$886,000
Classroom Clusters	$6,150,500
Special Education	$527,800
Science	$2,085,693
Family and Consumer Science	$930,527
Auditorium Remodel	$1,509,648
Faculty Space	$163,350
Demolition	$681,000
Landscape	$56,000
Design Contingency	$1,060,000
Total	$13,857,000

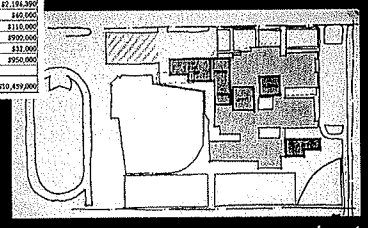


phase 3

ONE STORY SCHEME

FINAL SCHEMES

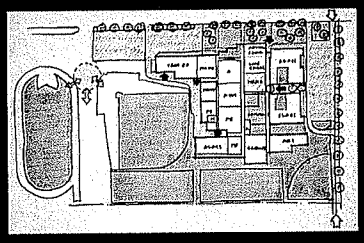
Technology	$2,449,597
Performing Arts back of house	$546,000
Music	$1,149,087
Fine Arts	$895,338
Library/Conference	$1,170,137
PE/Athletic Teaching Spaces	$2,186,390
Mechanical Penthouse	$60,000
Covered Play	$110,000
Playfield drainage/irrigation	$900,000
Demolition	$32,000
Design Contingency	$950,000
Total	$10,459,000



phase 4

ONE STORY SCHEME

FINAL SCHEMES



full build out

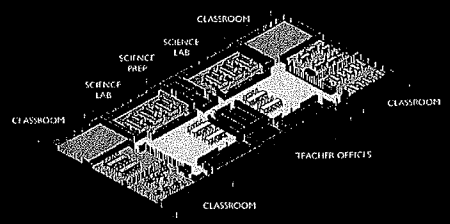
ONE STORY SCHEME

COST SUMMARY

Summary of Phases	2001-2007	2008-2013	2014-2019	2020-2025
Phase 1	$3,371,000			
Phase 2				
-Todays dollars		$5,394,000		
-2010 dollars		$7,383,000		
Phase 3				
-Todays dollars			$11,857,000	
-2016 dollars			$20,032,000	
Phase 4				
-Todays dollars				$10,459,000
-2022 dollars				$22,917,000
Total Cost				$54,205,000

ONE STORY SCHEME

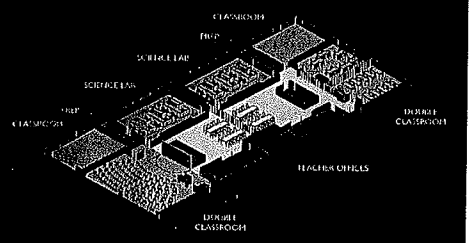
EXAMPLES



three schemes

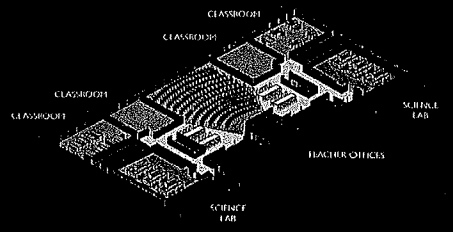
CLUSTER CONFIGURATION

EXAMPLES



CLUSTER CONFIGURATION *three schemes*

EXAMPLES



CLUSTER CONFIGURATION *three schemes*

COST ASSUMPTIONS

- Figures are in today's dollars
- Areas assume full gross square feet
- Phase 1 contingency of 5% included, other phases include 10% contingency
- No portables included in costs
- Parking adds 100 spaces and eliminates front parking area
- "Fix-up" of front parking is in phase 2
- Asbestos abatement figures not included

TWO STORY SCHEME