ROOSEVELT MIDDLE SCHOOL

The new Roosevelt Middle School design reflects the most current thinking around effective learning environments for teenage students, and is deeply grounded in the culture of the school community.

Replacing the existing Roosevelt Middle School on the same site, the design of the new Roosevelt preserved the legacy of the original middle school while addressing the basic needs for social connectedness and taking advantage of teenage curiosity by making every learning activity visible, accessible and engaging.

The students' social networking practice of "looping" the hallways in the original middle school drove design decisions about organization, circulation and transparency.

The building is comprised of several building blocks around a central courtyard. The courtyard is activated by activity spill-out from the Science Cluster, Makers Lab and Culture Hub.

SCOPE OF WORK AND BUDGET

OWNER
Eugene School District

SITE AREA
9.5 acres

BUILDING AREA
98,000 SF

GRADES HOUSED
6-8

STUDENT CAPACITY
650

SQUARE FEET PER PUPIL
151 SF

OCCUPANCY DATE
18 August 2016

FINAL CONSTRUCTION COST
$33,675,000

BUILDING CONST. COST PER SQUARE FOOT
$343

Developing the educational specification allowed deep insights into the school culture and community values.

COMMUNITY ENGAGEMENT

A series of visioning exercises, listening sessions, interviews from learners, educators, administrators and community members; review of existing facility surveys; and best practice knowledge sharing and school tours revealed priorities on how to consolidate the desired program spaces with the approved bond budget. Ideas were tested and specific scenarios were played-through with all users and resulted in a strong direction for the programmatic layout and social emotional character for the new learning environment. The established project goals guided every value engineering decision.

CHALLENGE: FLEXIBILITY

Create spaces which offer utilities and infrastructure for STEAM related programs, but will be flexible over the life of the building:

A flexible, multi-purpose high-bay space can be subdivided into several labs for art, home-ed, robotics, etc.

Utilities are consolidated on 50-year walls while north and south walls are "temporary" five-year-walls.

100 linear feet of movable storage units located across the hall maximize flexibility.

Removing storage needs allows hallway walls to be transparent and operable to spark curiosity.

Courtyard access allows activities to spill out to the exterior.

Prominent location along circulation loop ensures STEAM exposure to all learners.

CHALLENGE: IDEA EXCHANGE

Expand the Media Center to become a true "idea exchange" with the following components:

Quiet, open reading room for focused individual research or relaxation.

Lively open area for socializing or large group work with discussions.

Tiered seating "lecture hall" for presentation style learning from outside experts or students.

Multiple, small transparent meeting rooms for focused individual or small group work.

Interior and exterior seating opportunities in varying sizes for individual retreat or socializing.

Technical staff support rooms for digital and physical resource maintenance.

Movable soft and hard furniture options to allow users to manipulate the learning setting.

CHALLENGE: SECURITY

Enhance security while preserving an open campus feel:

Provide one secure entry point controlled by administration.

Wrap all program areas around a central, secure courtyard.

Allow direct courtyard access from all educational program areas.

Provide secure exterior project areas and outdoor classrooms inside the courtyard.

Locate entry points so the courtyard becomes an attractive circulation shortcut.

Provide a variety of covered and uncovered exterior gathering spaces for socializing.

Provide for interior and exterior after-hour-use security zoning.

CHALLENGE: BUDGET

In order to ensure the construction cost would not exceed the bond approved budget in the context of an escalating construction market, the design team selected construction methods and products tailored to the local market.

An intense value engineering and budget consolidation process followed every third party cost estimate at project milestones. Numerous add alternates were employed to allow the district to respond to an unpredictable bidding climate and "buy-back" components ranging from rain-water-harvesting and gray water use, enlarged solar PV array, metal roofing and play field drainage.

EUGENE, OREGON

POPULATION
183,400

AVERAGE AGE
33 years

AVERAGE HOUSEHOLD INCOME
$59,226

CITY SLOGAN
"A Great City for the Arts and Outdoors"

CITY NICKNAME
Track Town, USA

HIGHER EDUCATION
Eugene is home to the University of Oregon

Curiosity is a prerequisite for life-long learning. A curious mind will be driven to ask questions, be inquisitive, and show interest in new topics throughout life.

EDUCATIONAL VISION & GOALS

Early in the project, a Design Advisory Committee (DAC) was established. The DAC consisted of Eugene School District staff, Roosevelt staff, Roosevelt parents, and the architectural design team. Visioning and goal setting sessions with the DAC established the following basic principles:

Preserve the legacy of Roosevelt. Maintain the sense of community and connectedness. Continue the culture of respect, openness and excellence that exists at the school. Foster the pride of ownership.

Provide a warm, welcoming environment that is light, open and inviting. At the same time, create a secure facility with ability for administration to control access to the building.

Provide a courtyard as an organizing element that supports "looping."

The building should be flexible and able to accommodate a number of different configurations: single grade clusters, mixed grade clusters, departmental, and interdisciplinary.

Provide a technologically rich environment that allows access to wireless throughout the building and with built in projectors, spaces for Computers on Wheels (COWS), tablets and other technology not realized yet today.

Support hands-on learning. Provide multi-use spaces to support Career Technical Education (CTE).

Celebration of the arts, theater and creativity. Support a culture of individual respect with a collaborative sense of community.

HOW THE ENVIRONMENT SUPPORTS THE VISION & GOALS

During the planning process, the design team observed a cultural aspect called "looping," where students arrive up to 70 minutes before class and walk clockwise or counter clockwise through the hallways:

Students spontaneously gather in small groups when encountering peers.

This important tool for social skill building is the reason for the circular layout of the new school.

While collaboration and socializing spaces of multiple sizes and character line the loop, the culture is further supported by providing access to all educational program components from the loop.

Courtyard entry points allow students to integrate outdoor walks into the "looping."

Because the behavior of the 13-14 year old teenage learner is governed by their "emotional brain," the new school addresses the two most important behavior drivers:

The Rewards Center: Allowing learners to change their setting after 8-12 minutes of presentation style through flexible furniture, multiple teaching walls and collaborative break-out spaces, and

The Anxiety Center: Fostering the feeling of social connectedness through maximum transparency. A student walking alone down a hallway, working in class or doing individual research in a small group room always feels connected to the greater school community.

Transparency has been maximized to facilitate the following:

Internal and external connections create a tangible culture of welcoming openness and inclusiveness.

Visible access to all educational and social activities puts learning on display and sparks curiosity in the teenage mind.

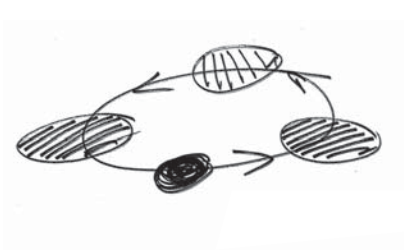
Learners are offered the freedom to choose any place in the building to learn because they never feel alone or unsupervised.

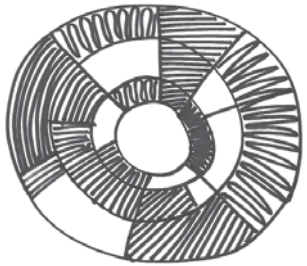
Vandalism and/or bullying are prevented and any disturbance can be reacted to quickly.

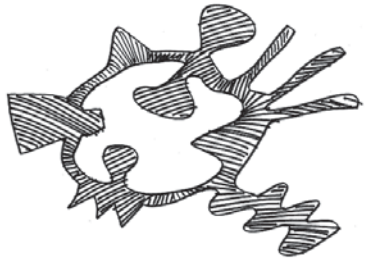
Educators don't feel isolated in a classroom but collaborate with other teachers to support learning styles of their students.

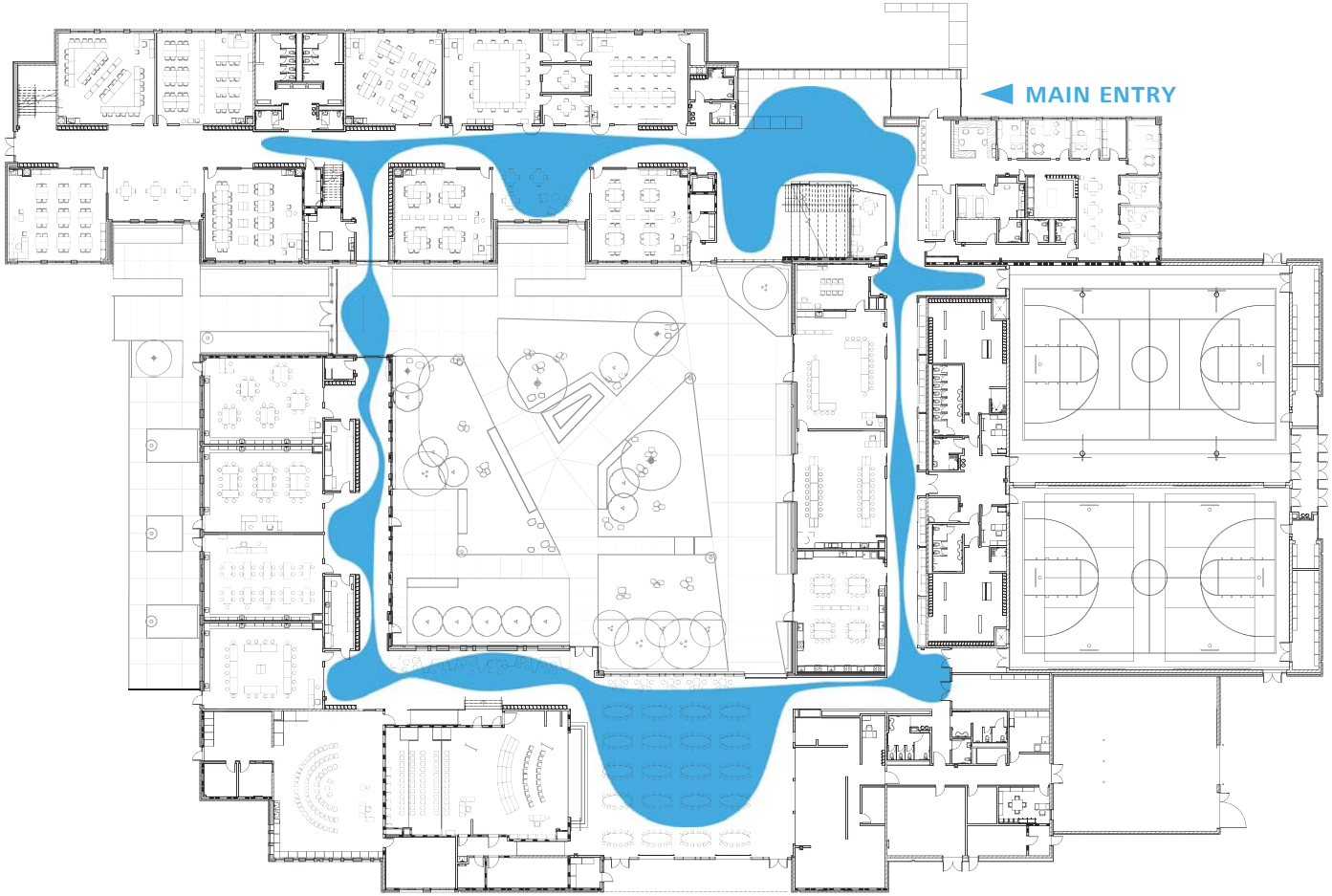
LOOPING

During the planning process, we observed a specific cultural aspect called “looping.” Students arrive before classes begin and walk clockwise or counter clockwise through the halls and spontaneously gather in small groups. This important tool for social skill building is the reason for the circular layout of the new school.









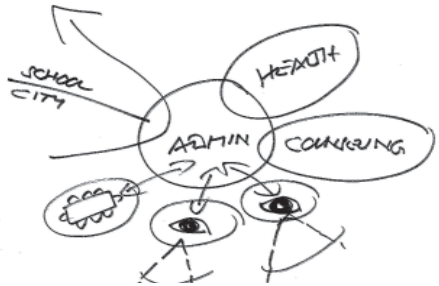
IDEA EXCHANGE

Visible access to all activities puts learning on display and sparks curiosity in the teenage mind.


Essential Question

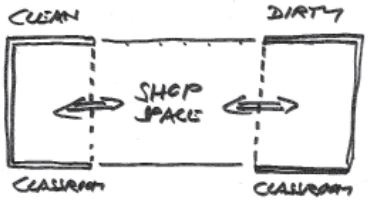
TRANSPARENCY

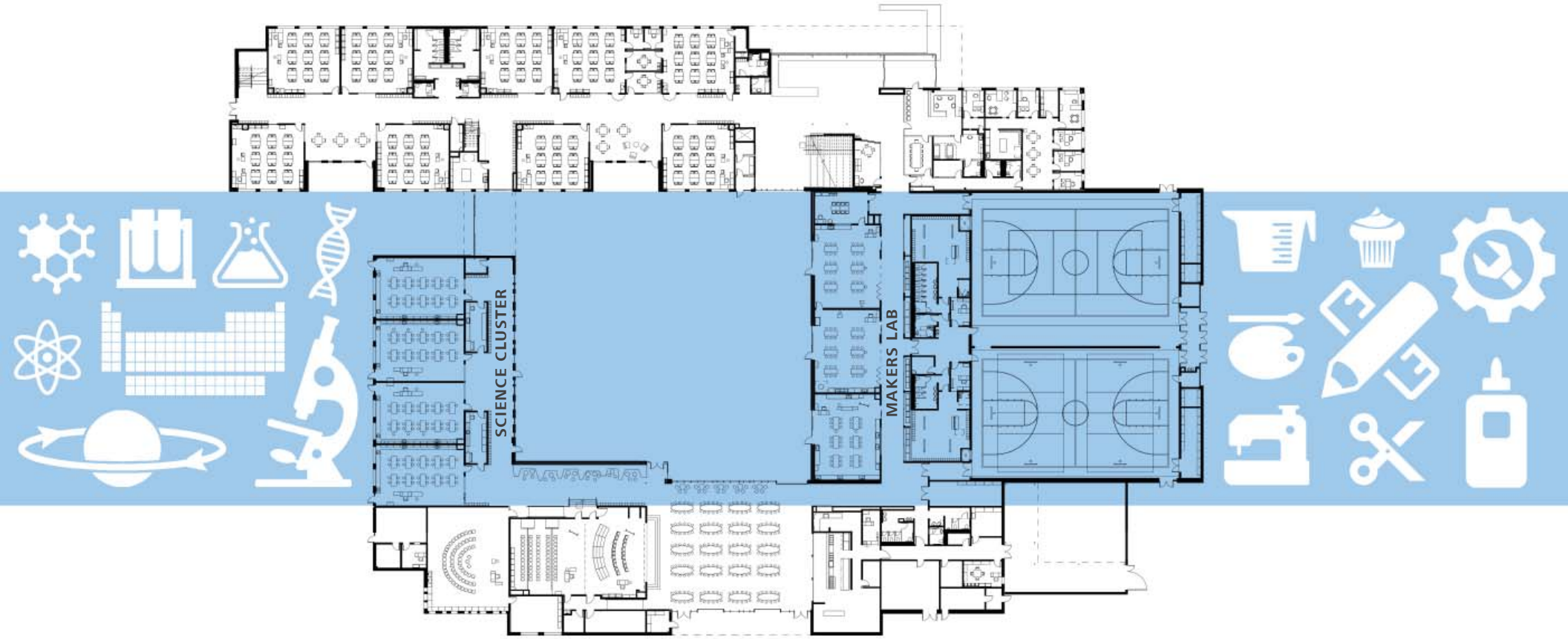
To facilitate internal and external connections, transparency creates a culture of openness, inclusiveness and safety.



MAKERS LAB

The design team was challenged to create spaces which offer utilities and infrastructure for STEAM related programs, but will also be flexible over the life of the building. The result is the "Makers Lab," a multi-purpose, high-bay space which can be subdivided into several labs.

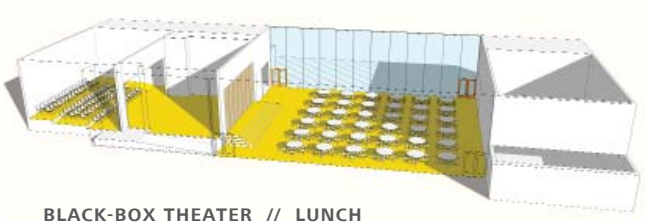




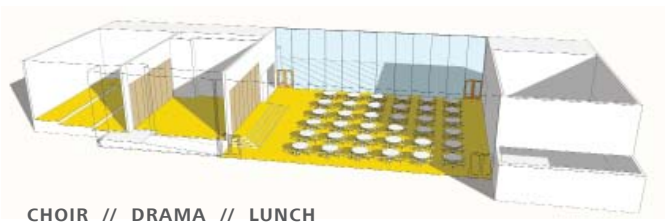

We Can Do It!

CULTURE HUB

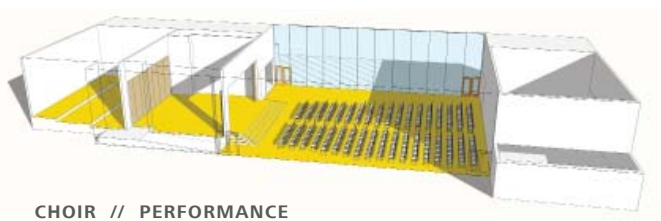
Performing arts is meaningful to Roosevelt's culture. The new construction budget did not include an allowance for this important community asset, so the design team created the "Culture Hub" – a flexible performance venue that accommodates a variety of events through a combination of spaces for choir, drama and the cafeteria.



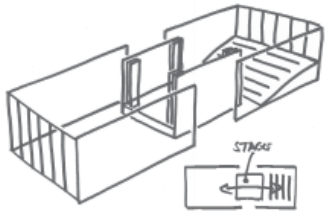
BLACK-BOX THEATER // LUNCH

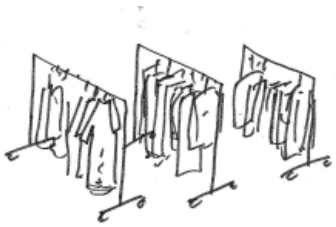


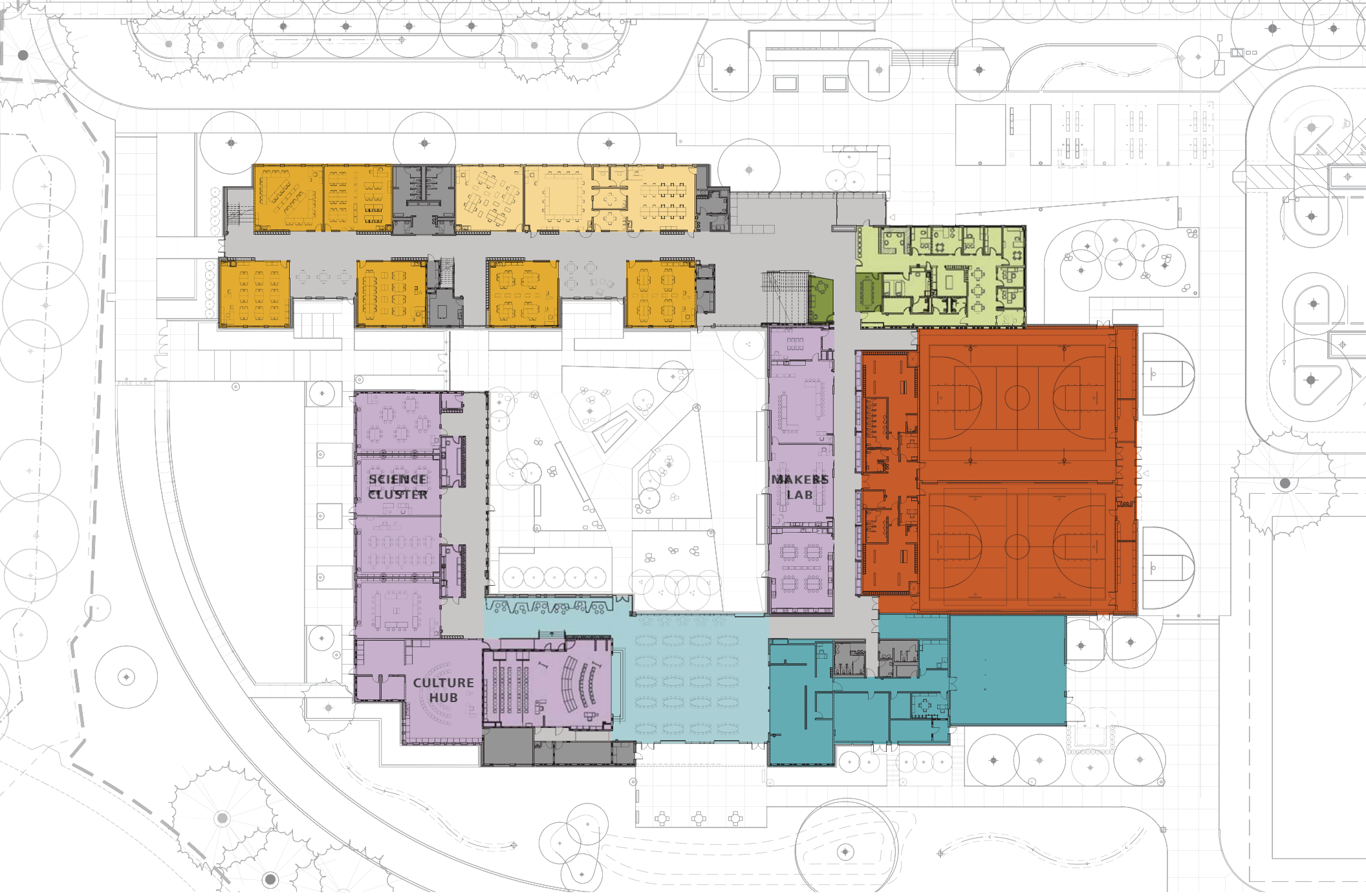
CHOIR // DRAMA // LUNCH



CHOIR // PERFORMANCE





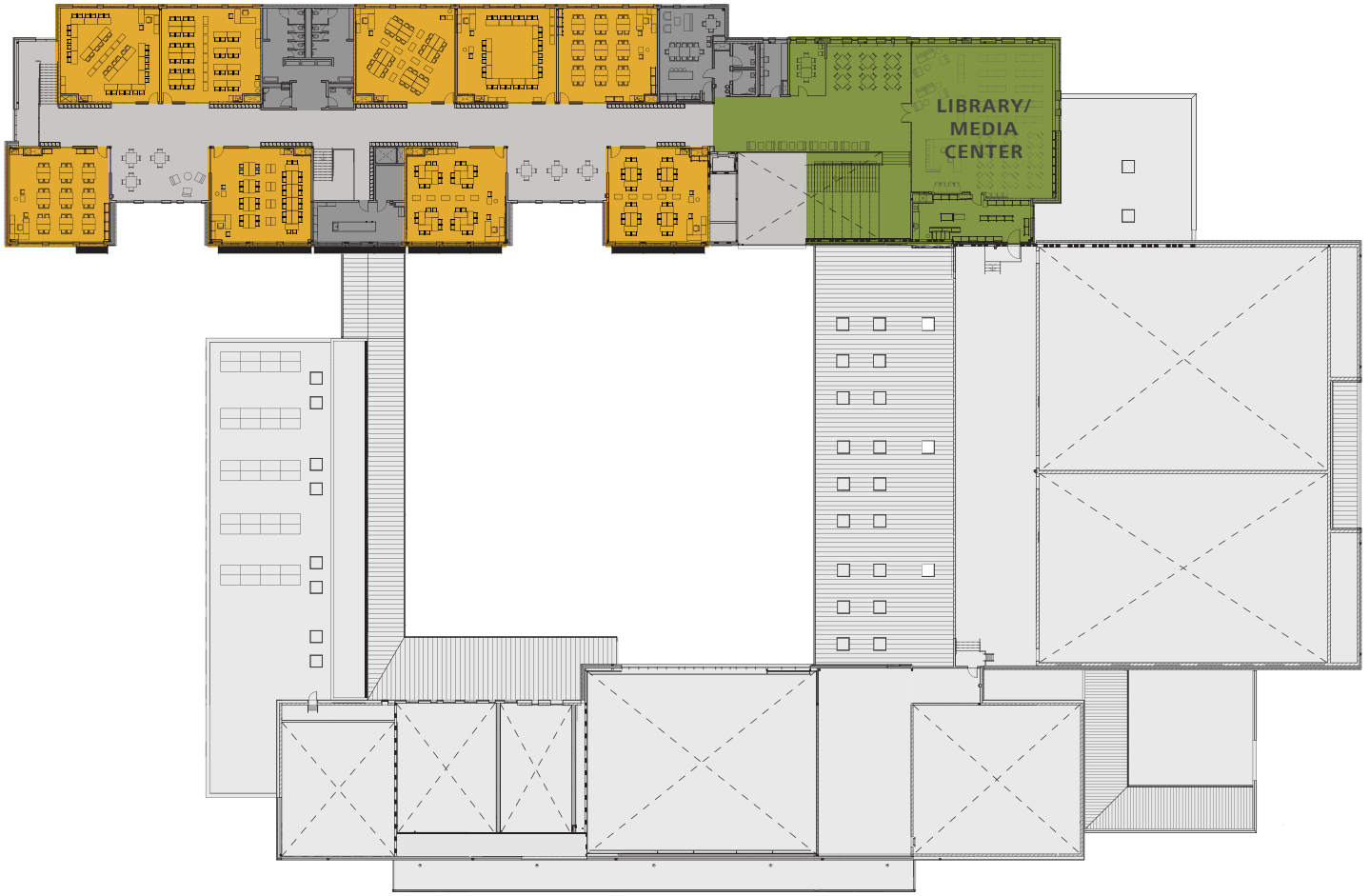


- Administration
- Classroom
- Special Instruction
- Library/Media Center
- Circulation
- Science, Arts, Career/Technical (STEAM)
- Gymnasium
- Commons
- Kitchen
- Services

NORTH

0 10' 25' 50' 100'

FIRST LEVEL FLOOR PLAN



- Administration
- Classroom
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- Gymnasium
- Commons
- Kitchen
- Services

NORTH

0 10' 25' 50' 100'

SECOND LEVEL FLOOR PLAN

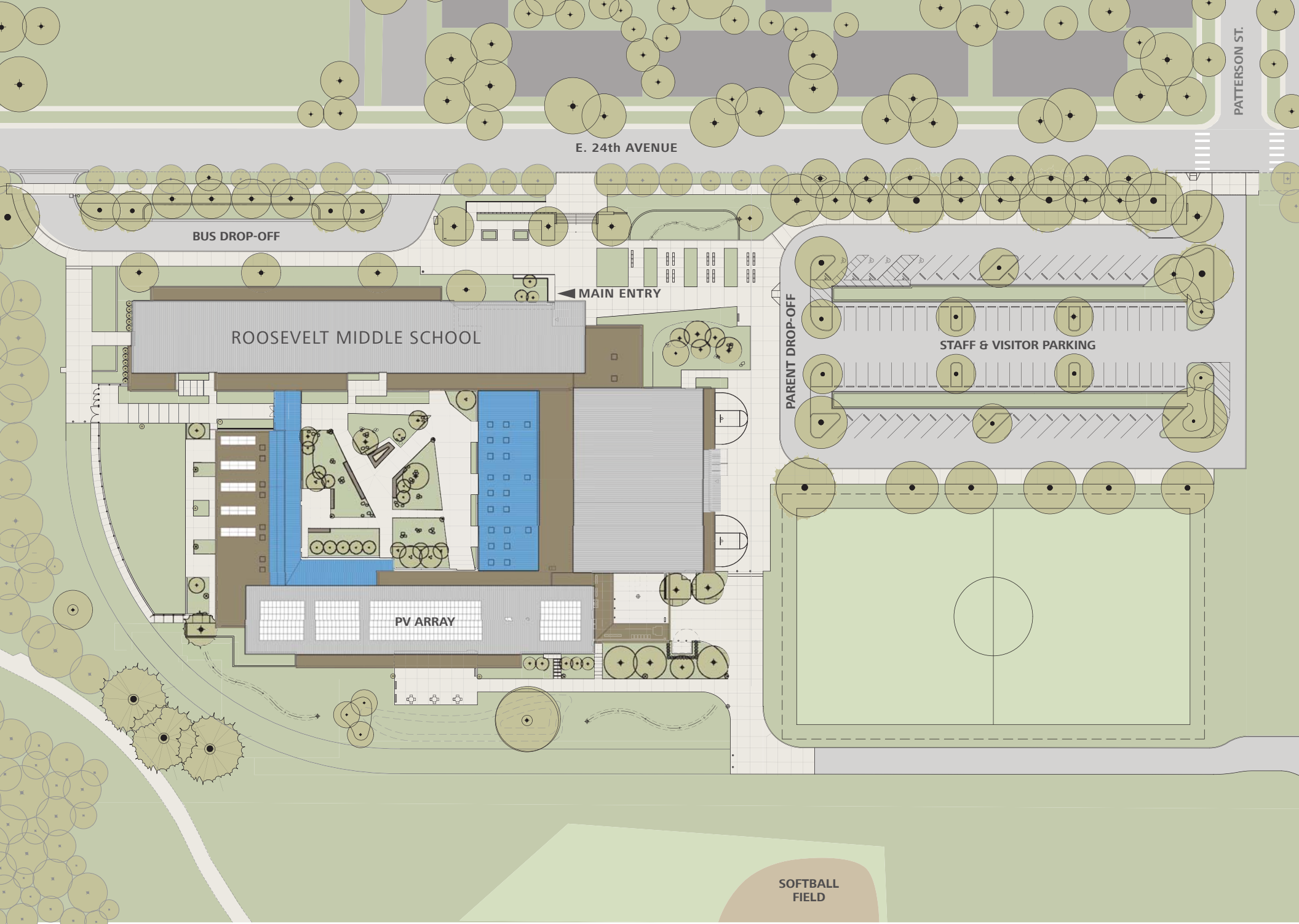
Built as a replacement school on the original play fields, the new school sits sandwiched between protected wetlands to the west and the existing school site to the east.

The district challenged the design team to minimize the school footprint in order to sell off the remaining site. A use agreement with the city for the adjacent public play fields directly to the south allowed resources to be focused on the building and to provide only one multi-purpose grass field.

The science wing is located adjacent to the wetland to allow for students exploration of this valuable site asset.

MATERIALS

Envisioned as a micro-community within the context of the University of Oregon where environmental awareness, academic achievement, and human connections are highly valued, the exterior materials reflect the spirit of Eugene. Speaking to strong environmental connections, the volumes of individual learning spaces are clad in an earthy, warm brick, while the volumes housing community-focused program elements are expressed in a reflective, cool metal skin with a simple pattern. STEAM spaces lining the learning courtyard are clad in bright blue metal panels which inspire student engagement – especially on overcast, Pacific Northwest days.



SITE PLAN

ROOSEVELT MIDDLE SCHOOL // EUGENE, OREGON

RESULTS OF THE PROCESS/PROJECT

"We're happy to see the students arriving at 7:45am each day and participating in 'looping' until first classes begin at 8:55am."

School Administrator,
Roosevelt Middle School

"I love to open the glass wall and the flexibility of pulling the materials I need from across the hall – and the students love to be in the large flexible space."

Art Teacher,
Roosevelt Middle School

"In my long career, I've never seen a middle school environment that addresses the socializing and social-skill building aspect for middle school students in a better way. I'm calling every Superintendent in the state to come tour our new facility."

Dr. Gustavo Balderas, Superintendent
Eugene School District

"I never knew what my colleagues were doing in their classes, but now because of the high level of transparency, I feel connected. We collaborate now, and I don't feel alone in my classroom anymore."

7th Grade Teacher,
Roosevelt Middle School

"Students love when we open the garage doors on both sides of the cafeteria. They love to eat in the open air on a nice day.

The courtyard, with the oversized fabric umbrellas, create shelter for the students to hang out, even on a rainy day. The students feel safe and protected because even though they're outside, the courtyard is enclosed and secure."

Chris Mitchell, Principal
Roosevelt Middle School