



September 25, 2013

MEETING MINUTES NO. 3
VILLA PARK HIGH SCHOOL
CORE GROUP PLANNING COMMITTEE MEETING NO. 2
LPA PROJECT NO. 13130.10

DATE: September 17, 2013
TIME: 3:00 PM – 5:00 PM
PLACE: VILLA PARK HS CAFETORIUM

This report of the meeting's events, if not corrected within seven days of transmittal, shall be acknowledged as accurate and deemed as if accepted in writing by the addressee(s).

PRESENT

Ed Howard, VPHS
 Gary Slump, OUSD
 Wendy Rogers, LPA
 Kate Mraw, LPA
 Samuel Lim, LPA
 Core Group Committee Participants

DISTRIBUTION

All Present
 Kerrie Torres, OUSD
 Don Pender, LPA

DISCUSSION ITEMS

ACTION	ITEM NO.	
INFO	3.00	This was the second Villa Park HS Core Group Planning Committee meeting. The purpose of this meeting is to engage collaboratively in a process that will establish guiding principles for the framework of the Villa Park High School Facilities Master Plan.
INFO	3.01	<p>LPA presented its observations of the existing Villa Park High School campus, categorized as follows: Site Circulation, Parking and Landscaping, Utilities and Drainage, Electrical, Mechanical, and Exterior and Interior Building Characteristics. Discussions were held at the end of each slide to allow Core Group participants to voice other important issues and observations, summarized as follows:</p> <p>Site Circulation, Parking and Landscaping</p> <ul style="list-style-type: none"> • At drop-off and campus entry, avoid commingling of students and vehicles for safety concerns. • Student drop-off and pick-up is very challenging. Traffic signs are not followed, and visitors park at the faculty parking lot. • The loading zone for the (5) Special Ed buses must be separate from other drop-off/pick-up zones. • An "open campus" is desired by the school and the community. Student safety is vital. <p>Site Utilities and Drainage</p> <ul style="list-style-type: none"> • Storm water drainage has not been observed at the south-west drive of the campus, adjacent to the running track. • Some standing water has been observed by the relocatable buildings.



ACTION ITEM NO.

- The inner quad was resurfaced to address drainage.

Electrical

- Permanent lighting is desired to serve the athletic areas.
- Campus lighting levels seem low.

INFO 3.02

LPA’s next presentation asked the question: “What does 21st century education look like?” A discussion followed with the themes noted below:

- Education is driven by how spaces are utilized, not simply by trends in teaching. The practice of teaching and learning are linked with the physical environment.
- Individual learning styles vary greatly, therefore “Classrooms” (or the educational environment) must have the flexibility to meet the dynamic and diverse needs of students.
- The physical environment has as much to contribute to student success as the educational curriculum. It is important to provide healthy environments that promote natural daylight, appropriate views and acoustics, and clean, fresh air to our students.
- Environments must inspire and develop a sense of ownership in its users.
- The educational curriculum and the educational environment must engage its users in an interactive and collaborative process. Lectures are important, as well as opportunities for students to provide feedback and discussion.
- Technology can help make students excited about coming to school. Teachers must learn to embrace and understand technology, in order to assure that it is used appropriately.
- Help students “connect” through the use of hands-on, project-based learning methods. Provide learning experience that allow students to apply practical and real-world problem solving skills.
- Promote environments where learning can take place anywhere – indoors or outdoors – and not simply within the confines of a typical classroom.
- Teachers and instructors should have the opportunity to collaborate and become exposed to project-based learning and team-teaching opportunities.
- Embrace cultural diversity, promote parental involvement, and engage the community.

INFO 3.03

Exercise 1 – Vision Boards

Building on the ideas presented, meeting participants were asked to describe important themes of specific environments, which are summarized below:

Classrooms

- Spaces that can be configured to different teaching styles and that can adapt to different technologies.
- Provide flexible furniture.
- Provide furniture and technology appropriate for students with special needs.
- Provide plenty of storage.
- Provide charging stations.
- Provide good acoustics.
- Provide appropriate views to the exterior but avoid distractions.
- Provide environments that are vibrant and inspiring.
- Provide environments that are Student-Centered.

ACTION ITEM NO.

- Provide environments that are adorable and durable.

Performance Venue

- A dedicated venue for performances (not a “Cafetorinasium”!)
- Fixed seating for 500 audience.
- Specialty theatrical lighting and sound system.
- Professional components such as flyspace, Traps, and Pit.
- Such a facility could generate revenues for the School/School District.

Library

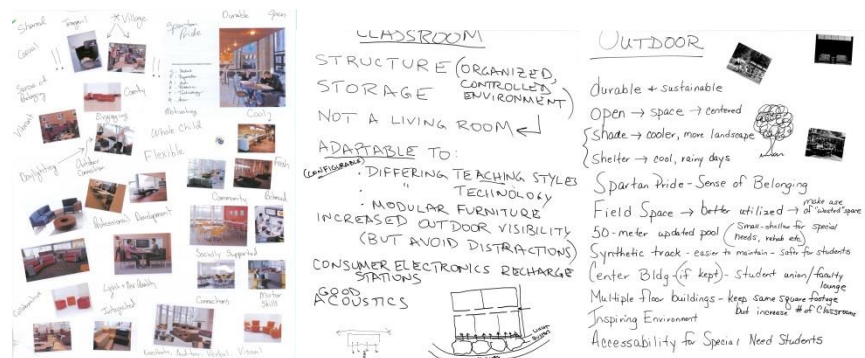
- S.P.A.R.T.A. (Student Preparation And Resource Technology Area).
- An environment with a reduced number of physical volumes that can provide a larger allocation of space for students.
- An social environment that is active and comfortable, with flexible furniture.
- A space that fosters collaboration and professional development.

Outdoor Spaces

- The size of the campus is a gift; use underutilized spaces more efficiently and more effectively.
- Provide outdoor spaces that are teacher-driven rather than facility-driven.
- Provide additional shade with more landscaping, provided materials are durable and sustainable.
- Upgrade to running track with synthetic surface.
- Upgrade to 50-meter swimming pool.
- Convert Building H to Student Union or Faculty Lounge.
- Use site efficiently by providing new, multi-story buildings.
- Address accessibility for students with special needs.
- Provide an inspiring environment.

Important themes include:

- Environments that can adapt to different teaching and learning styles.
- Environments that can inspire its users.
- Environments that promote the health and well-being of its users.



ACTION ITEM NO.

INFO 3.04 Exercise 2 – Finish the Thought

The group was presented with a series of phrases and asked to complete the thought process. This exercise can help identify priorities or concerns “at a glance.”



The Main Entrance Should:

- Facilitate student and faculty ingress/egress.
- Have a sign to direct visitors where to park.
- Have a Wow! Factor.
- Bold, captivating and inspiring.
- More inspiring and more welcoming.
- Be welcoming.
- Colorful.
- Easily identifiable.
- Functional.
- Have a good flow for traffic.
- Efficient.
- Define VPHS.

Here's What I Think We Should Do:

- Establish a budget then determine what we can build with it.
- Tear down science buildings and build a 2-story science building.
- Get new building instead of T-buildings.
- Add 2nd story to science building for additional classes and eliminate T-buildings.
- Add classrooms.
- One general office.
- Build/add Student Union.
- Give the “noisy” classes their own building.
- Create more collaborative gathering areas for students.
- Create an environment for all types of students.
- Pass a bond and make it happen.

I Wish Our Campus Had:

- Zero all-in-one student desks.
- More trees.
- Less places that block flow of foot traffic.
- More usable space.
- 50-meter pool.
- A McDonald's.



ACTION ITEM NO.

- A Student Union or large student center.
- Less students per class.
- Enough room for students to learn.
- More grassy areas.
- Better shade for athletics.
- A great performance venue.
- An auditorium.
- Dedicated facilities for functional life skills instruction for students with significant disabilities.
- Technology enabled.
- All-weather track.
- New science building.
- Better traffic flow (no students crossing cars).
- Audio/Visual PA system through the school.
- Science labs and lecture areas in each room.

I Wish Our Students Could:

- Have more use of the library.
- Have easier access to everything.
- Learn in an environment that supports special needs.
- All be in the class play if they choose that.
- All attend assemblies.
- Collaborate and integrate.
- Have block scheduling.
- Dress more appropriately.
- Experience a smaller, more personal student body.
- All play on the team they choose.

My Favorite Program Is:

- All activities.
- Sports.
- Athletics.
- Performing Arts.
- Special Ed.
- Science Fair.
- ASB Leadership.

The Hardest Part Of My Day Is:

- Waiting in line to use faculty restrooms at break time.
- Depends on day.
- Drop-off and Pick-up, traffic flow in surrounding streets.
- Beginning – getting kids with significant disabilities engaged and working.
- Having enough time to use the one bathroom in my area during my 10-min break.
- Inefficient heating/cooling.
- Cleaning up the facility.

3.05 Summary

The intent of this meeting was to engage the Core Group Planning Committee in a process of identifying current conditions at VPHS, and to share thoughts and ideas regarding 21st century education and learning environments. The continued participation of the Committee in these meetings -- and ultimately the broader community in future sessions -- will be critical in realizing a common, unified vision for VPHS.

INFO



ACTION

ITEM NO.

3.06 Next Steps and Upcoming Meetings

Core Group Planning Committee Meeting No. 3: Focused User Input to the Educational Specifications
Tuesday, October 1, 2013, All Day with Faculty

Community Outreach No. 1: Info Fair
Thursday, October 3, 2013, 6:00 PM – 8:00 PM

Community Outreach No. 2: Site Awareness Walk + Workshop
Saturday, October 5, 2013, 9:00 AM – 12:00 PM

Core Group Planning Committee Meeting No. 4: Preliminary Planning Concepts
Wednesday, October 9, 2013, 3:00 PM – 5:00 PM

Core Group Planning Committee Meeting No. 5: Master Plan Options
Wednesday, November 6, 2013, 3:00 PM – 5:00 PM

Submitted by: Samuel Lim, LPA