



## Prince George's County Public Schools

### Prototype High School Educational Specifications

Approved  
February 2015



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## Educational Specification Participants

The Project Planning Committee reviewed and revised the High School, Middle School and Elementary School Educational Specifications (Ed Specs) from July through November of 2014. The meetings occurred on July 17<sup>th</sup>, September 4<sup>th</sup>, October 2<sup>nd</sup>, and November 3<sup>rd</sup>. In addition, the group toured Oxon Hill HS on November 17<sup>th</sup> to compare it to the final draft of the Ed Spec. The final draft is the result of the participant's recommendations, suggestions, and guidance during the process of creating prototypical educational specification standards for all PGCPs high schools.

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## High School Educational Specification Prototype

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## **Purpose of the Educational Specifications**

Educational specifications serve as the link between the educational program and school facilities, whether contemplating a new building, or assessing the educational adequacy of an existing building prior to renovation. The purpose of educational specifications is to clearly describe the various learning activities to be housed in the school, their spatial requirements, appropriate locations within the building or the site and any special requirements that a designer or a facility planner would need to consider.

The development of educational specifications is more a process of pre-design problem definition than a process of problem solving. It is important that the educational specifications, as thoroughly as possible, describe the facility's anticipated uses and identify the specific physical characteristics that will be required to house and promote the proposed activities. The educational specifications should provide detailed parameters to guide the design professional's design, rather than describe how the facility is to be constructed.

The elements that all educational specifications should contain are fairly exact, however the processes used to develop the educational specifications and the manner in which the information is presented may vary. These differences in the development and presentation of the educational specifications can be attributed to a number of factors including, variations in community involvement, educational programs, and school sizes.

It is important that all educational specifications attempt to:

- Involve educators and community representatives in the definition of educational needs;
- Enable school planners to better understand the purposes of the facility;
- Help the designers to create a building that fits the educational program and needs of the building occupants or users; and,
- Eliminate oversights that are expensive to correct once construction is complete.

A well-prepared educational specification is an integral part in the creation of a building that enhances the learning environment, accommodates learning activities, and provides pleasant surroundings for occupants and visitors. A poorly developed educational specification generally results in a mediocre facility, or one that is marginally functional for education.

## **The Process for Developing the Educational Specifications**

Facility programming, through the process of educational specification development, precedes the traditional architectural design phase in the building delivery process. The primary resources for this programming task are the building occupants or users. It is their objectives and needs that the planning team utilizes to shape the educational specifications. The ultimate success of a school capital project rests on the effective communication between those who design and those who will use the built environment. The educational specifications are the communication tool that must bridge the gap between the building's designers, educational planners, and final occupants.

There are several steps in the planning of a capital project that precede the development of the education specification to set parameters and define the scope.

## Purpose

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- Programmatic vision for what will be taught and how it will be taught including educationally specific descriptions
- Creation of an 'educational specification prototype' or design standards to provide continuity and equity across all comprehensive PGCPs schools
- Demographic analysis to confirm future capacity and thus future scopes
- Prioritization and timetable for accomplishing the capital program

After the scope and parameters for a project are identified, the next step in the educational specification process is to establish a school building planning team or committee. The planning team should be kept small enough so that it can function as a group and not become unwieldy, yet the planning team should be large enough to include a cross section of students, teachers, administrators, parents, and community members. A team of 8 to 20 members is probably sufficient for the task, however this may vary within each community. Team members should have the interest and desire to be involved in the planning of the school project and should have a stake in the outcome.

The planning team will be required to formulate, organize and prioritize all ideas and input regarding what the school should be. They will serve as the impetus in the collection of information, as a review body of what is proposed, and as a communicator regarding the educational specification effort with the school staff, the student body, and the community. It is essential that people who are going to work in the facility (building principal if known, teachers, maintenance and custodial support staff, and students), if not serving on the committee, be invited to provide input in the process that shapes the facility. These are the people who will spend the bulk of their time in the facility after it is constructed.

The team will be involved through the design process and work with the architects to translate the educational specification into drawings and eventually into the school facility they had envisioned.

*Prototypical information to be included in each school building site description:*

**Background**

**Site specific**

**Mission**

**Site specific**

**History**

**Site specific**

**Demographics**

**Site specific**

## Background

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### Project Scope and Justification

Projects requiring an educational specification will include:

- New schools (or replacement schools)
- Comprehensive modernizations
- Additions
- Major renovations

All projects will begin with the same criteria and basic guidelines as outlined in this template. Whether a new school or modernization, it is expected that the finished school will be new or 'like new'.

Best practices in school maintenance support the comprehensive modernization of school buildings every 35-40 years. Although consistent routine and regular maintenance of building components can extend a building's life span, most major components reach the end of their useful lives at between 15 and 35 years and become inefficient and prone to failure. Additionally, changes in the teaching styles and content, new technologies, and, for many schools, multiple unrelated additions require redesign and upgrading of the teaching and learning spaces. Modernizing to 'like new' standards assumes the replacement of all major systems, the rightsizing and equipping of all classrooms and core spaces, state-of -the-art technology, and site improvements to current standards.

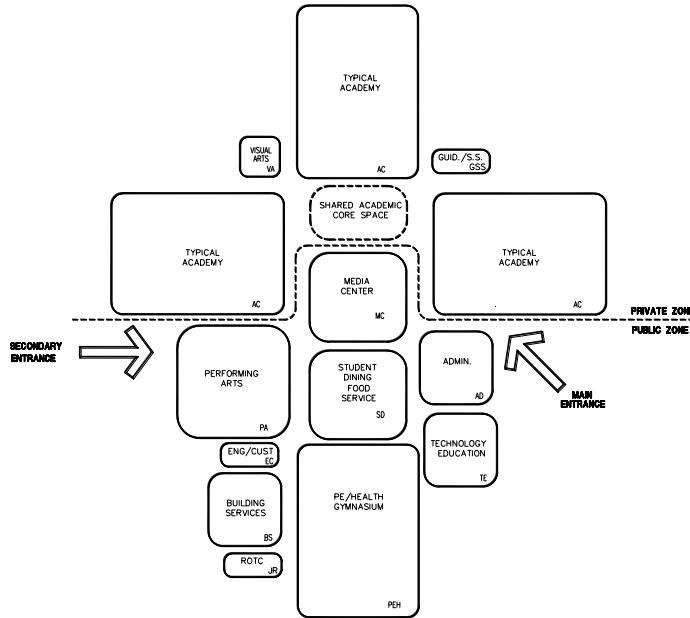
#### Site specific



## Vision for High Schools

### The Learning Community School

Prince Georges County Public Schools is encouraging all high schools to create small learning communities. Small communities or academies facilitate a variety of instructional strategies and provide a learning environment which is characterized by flexibility, a sense of community for the students and teachers, and a safe, well-supervised environment. Teachers will have the option and flexibility within a cluster to create and organize learning environments that work for students and their learning styles.



Academic learning communities should be located in the quiet areas of the building that can be isolated during the off-hours. Noisier areas are grouped near the parking and public areas and allow for after-hours access. Diagram A shows a typical bubble design based on the learning community concept.

### The Career Academy Model

As part of a major reform effort, high schools in Prince George's County are being reorganized into 'Career Academies' to prepare students to meet challenging new standards for successful citizenship in the 21<sup>st</sup> century. The new organizational structure places the school system's focus on ensuring the well-being and academic achievement of students in a safe school environment, and involving families and the broader community in collaborative partnerships to support the educational process. Career academies are high school programs of study in which a group of students stay together with the same teachers for two or three years. The curriculum organizes instruction in academic subjects around an industry or occupational theme and enables students to fulfill requirements for college entrance in addition to acquiring work-related knowledge and skill.

The academies offered within each school will provide a structure by which schools can organize guidance and instruction for students according to their interests and career goals. Each academy offered has been developed to ensure that all students:

1. Master high levels of mathematics, science, English, and social studies that are required to meet graduation requirements and to enable them to articulate to any institution or higher education;
2. Meet graduation requirements;
3. Complete a sequence of elective courses during grades 11 and 12 reflective of the career pathway they have chosen;

**General Planning Considerations**

- 4. Define the connection between learning and real-world application; and,
- 5. Participate in a work-based learning experience consistent with their program of study.

The district will ensure that all academies are offered once in each of 5 regional clusters (4-5 high schools in each). However, not all schools will have all course offerings within an academy. The choice of offerings will be based on the school size and other programs already offered at that school.

Architecture & Design	Graphic Arts, Media & Communication
Aviation & Transportation	Health & Biosciences
Business & Finance	Information Technology
Consumer Services, Hospitality & Tourism	Law, Education & Public Service
Engineering & Science	Homeland Security & Military Science
Environmental Studies	Performing Arts
Global Studies	

The learning community envisions a system that is flexible enough to accommodate a student in relation to his or her individual strengths. Students will work until they master the material, and any re-teaching will not be done at the expense of all. Flexible time schedules and assignment of staff will be treated as supple resources that can be used to ensure that increased equity and excellence become a reality.

Diagram B below shows an example of a typical learning community. This is illustrative only. Each academy would typically contain interdisciplinary clusters of classrooms, wet labs, common project space, small group rooms, a special program resource room, teacher work area, and student lockers. The school program is based on team teaching with a focus on a project-based interdisciplinary curriculum. The current educational movement is away from a compartmentalized curriculum with teacher as “dispenser of knowledge” to a hands-on, student-centered, experience-based curriculum with teacher as “coach”. Classrooms should be flexible both within and between learning areas. The new vision for the primary teaching and learning spaces is ‘learning studio’.



## **General Planning Considerations**

### **Administration/Student Services**

From the parking and walking access areas, all visitors should be able to identify a 'single point of entry' to the school. Immediately upon entry, universal signage and visual cues should guide parents to a spacious, welcoming area with seating and access to the main office staff. If feasible, visitors should be required to enter the welcome center before proceeding into the rest of the school.

Registration and family services should be located near the main office. The other administrative offices and guidance services may be decentralized to increase security and supervision throughout the campus.

### **Cafeteria**

The cafeteria and serving lines should be well lit with natural and artificial light. The ceiling height should be balanced with the overall volume and treated acoustically. A variety of seating options, including outside seating, is desirable. Electrical outlets for charging mobile devices are also desirable.

This area will be used for student dining, group activities, and community meetings. It is proposed through creative design that this area will effectively house multiple functions.

- A movable wall will allow for multiple functions, and in large schools allow for smaller student groupings at lunchtime.
- At least 2 permanently mounted, white boards and electrical outlets for mobile projectors would support 'break-out' discussions
- Wireless access points and wall outlets need to be sufficient to support on-line testing if needed. Wireless capacity should match, or be greater than, room capacity.

### **Community Use**

It is assumed that the community will use the building for recreation, meetings and educational functions. Security during these times is important. The architect will zone the building for flexible after-hours use, and note both active and passive security measures.

### **Corridors and Commons Spaces**

The front entry lobby should be welcoming and inviting for students, staff, and visitors. A display monitor should be provided in the lobby and additional display systems should be provided for 2-dimensional and 3-dimensional student work and awards. Finishes should be durable and easy to maintain. Colors, artificial lighting, and natural daylighting should be managed artfully.

Minimize long low-lit hallways lined with classroom doors. Consider informal learning/ collaborative areas for pull-out and views to the outside. Transparency from the classrooms into the hallways will increase supervision and encourage use of the space for learning.

Display Case - A built-in recessed display case with 'tackable' backboard and controlled recessed lights shall be located in the entrance foyer, music area, art area, media center, and at the entrance to each team or grade level area. Provide safety glass.

Sustainable Water Coolers should include reusable bottle fill-up options.

## **General Planning Considerations**

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### **Furniture & Equipment**

Classroom activities vary in terms of grouping and orientation; therefore, the furniture should be flexible to accommodate a variety of classroom formats for both individual and group activities. Teachers and students should have storage space for personal belongings, papers, books, supplies, and teaching materials. To the extent possible, movable furnishings will be used, rather than fixed casework, to provide flexibility for future reconfiguration.

Student desks and chairs should encourage rearrangement. Class sizes vary from 20:1 in the core subjects to 28-30:1 in some classrooms. PGCPS requires a larger classroom than has traditionally been designed to support larger classes and flexible arrangements. Alternative seating options will be considered for comfort, mobility, and/or compatibility.

### **Handicapped Accessibility**

The entire facility will be accessible for students, staff, and visitors. This will be accomplished through judicious use of ramping and elevators with sufficient internal clearances for circulation, convenient bus/van loading and unloading, and nearby handicapped parking spaces. All elements of the Americans with Disabilities Act must be complied with, including wayfinding and signage, appropriate use of textures, and universal accessibility of all indoor and outdoor school facilities.

### **Media Center**

School libraries are changing from being quiet book-lined spaces for research and contemplation to multi-media, interactive studios for social collaboration for faculty and students. It is one of the largest most flexible areas in the school, transforming itself from dozens of varied self-directed activities to a large group meeting and presentation space in a matter of minutes.

Often part of school commons, new media centers are more than 50 percent digital and offer both learning areas as well as production areas. The ideal media 'commons' might move from noisy to quiet - through a 'café' and mobile computing environment, to small group study areas, to individual study carrels or an on-line learning room. Visual access and varied seating is important to create a transparent and inviting culture.

On-line and independent learning applications are some of many new learning paths that schools are embracing. Virtual schools and 'blended learning' models are successfully reaching some students who need to learn at their own pace. As part of the media commons, the on-line learning center will have access to a variety of resources and expertise.

### **Site**

(More specifics listed under Safety and Security and Sustainability Considerations)

School sites shall have perimeter security fencing preventing access to walkways and courtyards when facility is not occupied, but allow for public use of exterior athletic facilities. Design exterior doors to prevent unauthorized entry by minimizing key locks and hardware on doors which would not be used for the purpose of entry but are installed for emergency egress.

A flag pole and electronic marquee will be installed in the front of the school.

Consider the entire school grounds as a teaching opportunity, with a central space as the 'outdoor learning area or classroom'. An ideal location for garden plots would be to the south of the school.

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## General Planning Considerations

### Special Education

PGCPS offers a continuum of services to students with special needs. To the extent possible students are educated in their home school using co-teaching, occasional 'pull-out' focused on intervention, or self-contained classroom settings. The number of students and range of teaching options may vary from year to year and all classrooms should be designed to accommodate all students regardless of their disabilities.

Special education facilities will be integrated throughout the school to support the concepts of inclusion and the specialized requirements for the students. Special attention will be given to accessibility of all facilities and an integrated learning program.

Occasionally, a regional program for students with more intensive needs will be located at a neighborhood school. See Appendix C for details and specifications of the High School Regional Special Education program.

### Traffic and Circulation

The site circulation will be organized for safety and efficiency. This will be accomplished through careful separation of vehicular and pedestrian traffic. School bus loading and unloading areas should be separated from parent drop-off areas and from staff and student parking.

All areas should be clearly identified. It is best to use signage, curb striping and other pavement markings to direct parent pick-up/drop-off lanes and to prohibit unauthorized vehicles from entering the school bus loops. Signage and bumpers for parking spaces shall be provided by the contractor.

Non-bus riders who walk and/or bike to school need to be isolated from all types of vehicular traffic and provided adequate pathways to and from the school building. Bike racks should be provided to make it feasible for students to bike to school.

Adequate space is needed to load and unload students who have physical disabilities. If possible, identify a school bus loading and unloading area closest to a door that is accessible for students who have physical disabilities to reduce the distance from the school building to the bus.

Design bus loops to accommodate both immediate and future needs to allow for expansion of programs and an increase in bus ridership that will result in more buses.

Sufficient stacking space will be provided to prevent congestion of busy streets.

The following traffic-related activities occur on the school site: (*Prototypical information to be included in each school building site description*)

- A. Approximately, \_\_\_\_ school buses will enter and exit the site at the beginning and end of each school day.
- B. Approximately, \_\_\_\_ staff will enter and exit the site daily.
- C. Service and visitor (\_\_\_\_ spaces) vehicles will enter and exit the site daily.

### Visual Arts and Performing Arts

The art and music classrooms will be shared by all grade levels for general class and small group instruction. The location and access to these rooms should promote orderly transitions.

## **General Planning Considerations**

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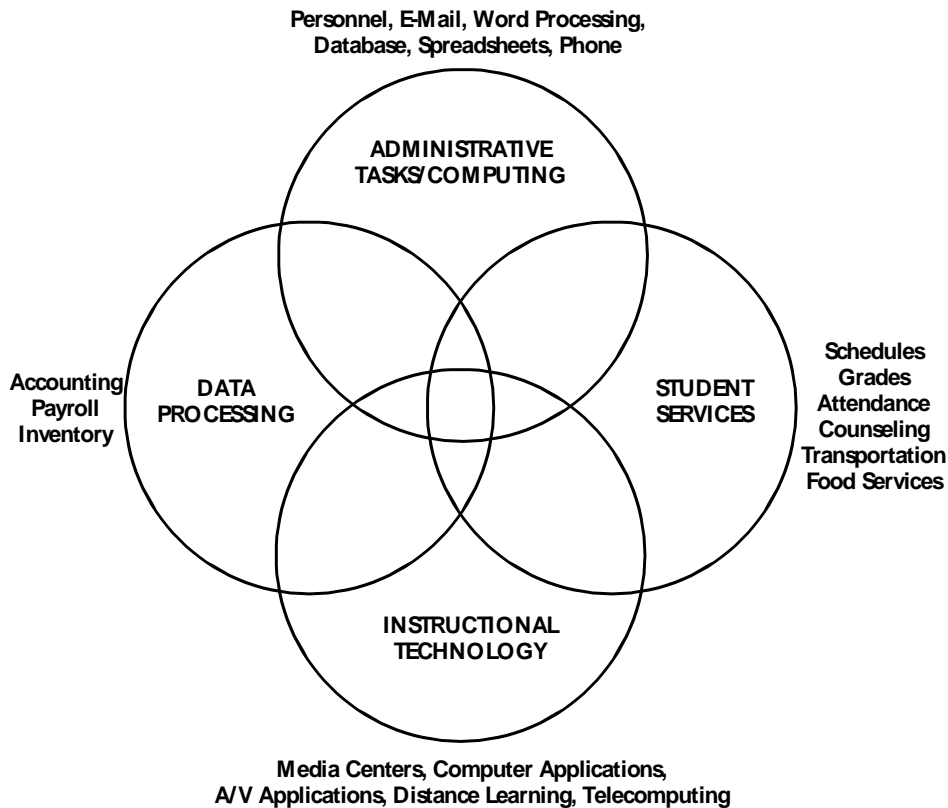
If possible, the music suite will be located near the performance area. Unless a separate auditorium already exists, the performance space seating area for middle school will be co-located with the multi-purpose/dining. This space should be able to seat 50% of the student population for a performance. The architect should consider acoustics, viewing site lines, and the logistical challenges of student performances early in the design process to ensure that these two functions can operate with minimal compromises.

The art classroom should preferably be on the ground floor with an optimal north light orientation. An outside patio and seating area will offer additional work, display, and performance opportunities.

## **Educational Technology**

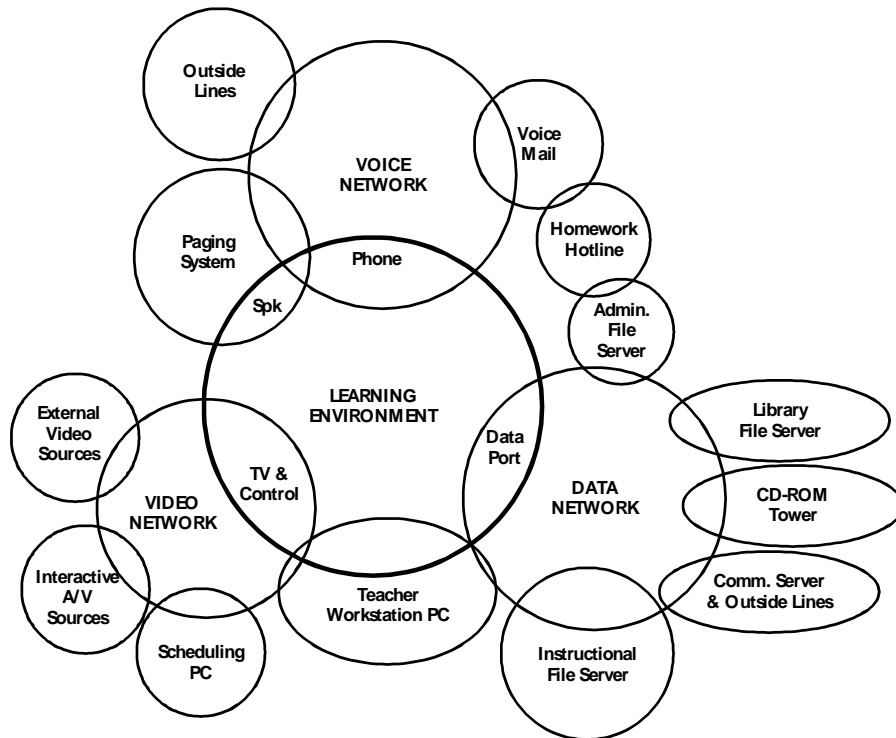
The implementation of a voice, data, and video telecommunications system throughout schools is standard across the country. Appropriate and strategically designed and installed technology greatly enhances the teaching and learning of basic skills and positions a school to take advantage of technological developments in the future. All classrooms should be multi-use/multi-purpose with invisible technological support. There should be a seamless web of technology to support the classroom management between administration, teachers, students, and the home. As home and business worlds move into higher levels of technological applications, it is critical for schools to be able to integrate technology into the teaching and learning processes.

Technology has four primary applications within the school environment. These applications have the potential for a positive impact on every aspect of the educational processes found in schools. The below diagram provides a visual of how the four primary applications interface with each other and some examples of educational applications in each area.



## Educational Technology

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A good technology network can support multiple instructional designs:

### **Whole Group Instruction (20-30 students)**

This includes the use of interactive boards/walls, LCD displays, video stills, and various forms of computer display techniques. For the near future, laptop computers, tablets and handheld devices will be the tools in the classroom and need to be secured and charged nightly.

### **Small Group Instruction (6-8 students)**

This includes areas in the classroom and in shared common spaces where a teacher or another resource person can work with groups of 6-8 students. The technology is essentially the same as whole group instruction technology, the only difference being the size of the groups.

### **Individualized Instruction (1-2 students)**

This is primarily a computer-based instruction design where students interact with a computer workstation. As all forms of technology become more and more digitized, it is envisioned that these will become multimedia workstations that integrate voice, video, and data formats.

In the future, it is likely that most end-user devices will be portable. The implications of an all mobile computing environment should be envisioned today to insure that schools are prepared for the wireless and electrical demands of the near future.



**Technology goal in the building:**

**Voice:** Telephone (IP) and voice communications in every classroom and throughout the entire building as well as to other persons in the school system and external resources including parents and community members.

**Data:** Wireless data retrieval capabilities in every classroom and throughout the entire building as well as network capabilities district-wide and to other external databases.

**Video:** Video distribution in every classroom and throughout the entire building with interactive video capabilities to support whole and small group instruction, distance learning, and providing access to a wide range of internal and external resources. Appropriate school-wide infrastructure is needed.

**All Teaching Stations**

Each learning studio (classroom, lab, resource room, conference room) will be equipped for multimedia presentation. The choice of equipment will be determined one year prior to school opening and will represent the best available teaching and learning tools at that moment.

**Currently:** PGCPS is installing interactive white boards (SMART Boards) with short throw projectors mounted just above the center of the writing board.

**Alternatively:** Ceiling mounted digital or LCD short throw projectors and wall mounted screens may be provided in each classroom. Multimedia sources such as PC, document camera, teacher audio assist, video tape decks; DVD and HDTV are connected to it. The teacher can select sources for display on an as-needed basis using remote control.

All playback devices and accessories in classrooms are placed in a lockable A/V cart situated near teacher's desk. All devices are permanently connected to the display panel and the teacher can control the operation by remote control at the desk.

Current standards require the following minimum number of outlets in a typical classroom or instructional area:

- One (1) outlet for control of the classroom projector/interactive board
- One (1) outlet for telephone at the teacher station
- One (1) outlet for the intercom system
- Two (2) outlets at the teacher station for a teacher's computing device and accessory
- Two (2) outlets for wireless network
- Four (4) outlets for student use

Twenty (20) ampere circuit, or additional as required, to support computers, printer, and typical classroom equipment shall be in each classroom. Electrical outlets shall be at six feet (6') on center. In standard classroom they shall be paired with four data outlets around the room, not including the teacher station outlet.

Distance Learning - Every classroom should be able to support distance learning with good acoustical characteristics reducing reverberation, reflection of sound, thus eliminating feedback. This will be a multi-media rich environment with video cameras with preset controller, monitors for remote and local monitoring, telecommunication link, computer and other signal sources. The system shall be capable of selecting multiple signal sources. The system shall conform to common teleconferencing 'H standards', capable of point to point, point to multi point, multipoint to multi-point

## **Educational Technology**

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configurations. It shall be compatible with desktop conferencing as well. The system shall include dynamic feedback control circuitry. An integrated storage and on demand playback capability is highly desired. It shall be upgradeable to emerging standards such as MPEG4.

The mixed sound will be amplified and sent through the speakers (preferably ceiling mounted).

Conference Room Technology – All administrative conference rooms will have on-table computer connections to a video display screen and be internet capable.

Recharging stations - Opportunities to plug in user devices should be intentionally installed in the cafeteria, informal learning alcoves, media center, outdoor learning areas, etc.

### **Communication System**

A two-way voice communication system shall be installed that will provide communication between the administrative area and each teaching station or support area, with a telephone in every room. This same system should have the potential to carry an auditory signal automatically controlled and located in the administrative area. Provision should be made for these signals to reach all teaching and support areas including the outdoor activity area. The public address system shall be integrated with the telephone system with a Call Back (CB) feature from the classrooms and support areas to the main office.

Provide an assistive listening system, e.g., an induction loop to augment standard public address and audio systems for persons with severe hearing loss in Auditorium, Gymnasium, etc. Frame relay and fiber connection shall be installed.

The telephone company will bring fiber cable to the building with wide area network connection.

**Currently:** Cable TV with a closed TV system is installed in each instructional area and conference rooms.

**In the future:** Video signals may be carried over IP from any internet able device. When that occurs, cable will still be needed in the gymnasium, auditorium, and main office for emergency broadcasts.

### **Head End (Telecom) Room**

A central wiring closet will be located in the Media Center and house all POE (Power over Ethernet switches) to support phones, wireless access points, and video cameras. It will also house the central server, PA system, telephone, television, and technology wiring, with shelves for networking hubs, switch, UPS, file server, etc.

See individual space descriptions for special technology needs.

## **Safety and Security**

PGCPS wants to maintain an inviting and de-institutionalized environment, while simultaneously providing a safe environment for students, staff, and community members, who use the facility and adjacent support services. The organization of a building will have a major impact on student behavior and safety concerns. Building security can be addressed in an active or a passive manner. Active security is based on security systems; passive security is based on program design, building configuration, and community participation. Schools should be based on passive concepts with applied active concepts where necessary.

### **Building Layout**

- Avoid blind spots, corners, and cubby holes
- Design toilets to balance the need for privacy with the ability to supervise
- Develop spatial relationships that are natural transitions from one location to another
- Locate administrative and teacher preparation with good visual contact of major circulation areas (i.e., corridors, cafeteria, bus drop-off, parking)
- Locate areas likely to have significant community use close to parking and with zoned access

### **Egress and Life Safety**

- All doors into classrooms, offices and support areas must have a clear safety glass window with blinds for control of views into the classroom; doors should be able to lock from the inside allowing the ability to shelter in place
- Door bells should be installed at the main and kitchen entrances
- Emergency generator capability, where appropriate, in compliance with MEMA regulations
- Outside lock box for police and fire departments to be provided. (Knox Box system)

### **Types of Building Materials**

- Incorporate pitched roofs which inhibit roof entry and are aesthetically pleasing
- Install non-slip floors at point of entry
- Limit size of windows – use multiple smaller windows rather than one large window
- Use durable wall surfaces that are easy to clean so graffiti can be removed

### **Uses of Technology**

- At least 1 electronic key entry into the building
- Building-wide all-call designed to be heard throughout the school and on the play fields
- Key systems that track users
- Motion or infra-red detectors, which can also be configured to conserve lighting costs
- Phones in every instructional and support area
- Video cameras both inside and outside of the building

### **Vehicular and Pedestrian Traffic/Landscaping**

- Provide security lighting around building and parking lots with photocell timer with on/off
- Separate student (pedestrian) traffic flow
- Use aesthetically pleasing fencing around perimeter of the building
- Use high trees and low bushes (clear view between 3 to 6 feet high) to deter hiding

## Sustainability Criteria

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### Sustainability Criteria

#### Energy and Environmental Design

Prince George's County Public Schools PGCPSS has adopted the Prince George's County's, Go Green Initiative Executive Order 22-2007, which was approved in October 2007, and The High Performance Building Act of 2008, which was passed in the 2008 General Assembly session, requiring all new schools achieve a rating of Leadership in Energy and Environmental Design (LEED) Silver or equivalent from a nationally recognized accreditation entity. Under the 2009 LEED for Schools New Construction and Major Renovation, PGCPSS has set a goal to achieve LEED Gold certification on all new schools. In 2009, PGCPSS received LEED Gold certification for the Vansville Elementary School, and in 2010, received LEED Gold certification for the Barack Obama Elementary School. There are currently ten school projects that are registered with the U.S. Green Building Council to achieve LEED certification. A few of the 'GREEN' Initiatives are as follows:

##### Architectural Design:

- Architectural shade overhangs on west and south windows
- Clerestory windows and a classroom natural ventilation strategy
- Entrance canopy shades on windows
- Natural daylight in the entry hall

##### Alternative Energy Use:

- Geothermal mechanical systems have been adopted for all school projects

##### Energy:

- Fundamental and Enhanced commissioning of the building energy systems to include heating, ventilating, air conditioning, and refrigeration (HVAC-R) systems (mechanical and passive) and associated controls
- Lighting and day lighting controls
- Maximize use of natural day lighting in teaching areas
- Provide excellent indoor air quality (IAQ)
- Reducing Heat Island Effect at the roof level (green roof) and at the site grade level
- Renewable energy systems (wind, solar, photovoltaics, etc.)
- White Energy Star compliant roof for all projects
- Whole Building Energy Simulation
- Zero use of chlorofluorocarbon (CFC)-based refrigerants in new building HVAC-R systems

##### Environmental Site Design:

- Locating the buildings on site to maximize the open space for athletic play fields
- Minimizing the building footprint on the site, by building two or more stories
- Preferred parking will be provided for low-emitting and fuel efficient hybrid vehicles
- The use of any available natural woodlands on site for environmental classrooms or outdoor studies (Dr. Henry A. Wise, Jr. HS; Mary Harris "Mother" Jones ES, Future design for Fairmont Heights HS Replacement)
- The use of vegetated landscape on 50% or more of the open space

##### Construction Waste:

- Recycle construction and demolition waste

**Education:**

- A "School Yard Habitat" for planting
- An outdoor teaching classroom adjacent to the science classroom
- Green Building Curriculum
- School as a teaching tool by making "GREEN" building features as visible as possible

**Maintenance and Housekeeping:**

- Entrance Lobby Walk-Off mats
- Green Housekeeping

**Materials and Resource:**

- GREEN Guard certified furniture for the classrooms
- Select environmentally preferred building materials
- Utilizing materials from within 500 miles from the site

**Recycling Initiative:**

- Providing a room in each facility for storage and collection of recyclables

**Water Efficiency and Conservation:**

- Dual-flush water closets in all restrooms and toilets
- Low-flow lavatories in all restrooms and toilets
- Low-flow plumbing fixtures
- Low-flow shower heads
- Low-flow sinks in the classrooms
- No landscape irrigation.
- Use of drought tolerant, low maintenance native and adaptive plant species
- Waterless urinals

**Environmental Performance**

Scientists who study the "neuroscience of learning" are finding that certain lighting, acoustics, and spatial relationships support or hinder the learning process. Researchers have presented findings that link measurable outcomes such as student attendance, academic performance, faculty retention, and disciplinary actions.

**Acoustics**

Research links the importance of maintaining appropriate acoustic conditions for student learning. This relates to noise from external sources and reverberation in the classroom and is linked to academic achievement, behavior, attention, and academic concentration. Classroom design parameters are generally accepted as outlined.

**Goal:** Limiting reverberation and background noise and improving sound isolation.

**Sustainability Criteria**

	<b>DESIGN PARAMETERS</b>	<b>PARAMETER NOTES</b>
1) Reverberation	.6 per second	ANSI S12.60
2) Background Noise	35 dBA	LEED
3) Sound Isolation	STC 50 between Classrooms	

**Environmental / Air Quality**

According to the U.S. Center for Disease Control and Prevention, American children miss approximately fourteen million school days each year due to asthma. Controlling environmental factors such as dust, pollen, and carbon monoxide could help prevent more than 65 percent of asthma cases of elementary school-age students according to the American Journal of Respiratory and Critical Care Medicine. The following classroom design parameters should be considered when modernizing a school facility. (Note: where more recent U.S. Environmental Protection Agency (EPA) & American Society of Heating, Refrigerating, and Air-Conditioning Engineers (ASHRAE) parameters must follow recent updates.)

**Goal:** To ensure comfortable rooms, address temperature control, ventilation, and air filtration.

	<b>DESIGN PARAMETERS</b>	<b>PARAMETER NOTES</b>
1) Winter Temperature	68.5 to 75.5 degrees	EPA & ASHRAE 55-04
Summer Temperature	74 to 80 degrees	
2) Humidity	30 % to 60% relative humidity	EPA & ASHRAE 55-04
3) Air Changes	6-10 per hour minimum	ASHRAE
4) Outdoor Air Ventilation	10CFM per person minimum	Plus 0.12 per SF of area
5) Air Filtration	MERV 13	LEED

**Ergonomics**

A 2007 study compared adjustable furniture in schools to traditional fixed furniture. Students using adjustable furniture were found to have higher grades than those in the control group using traditional school furniture. Characteristics of furniture that promote good posture should be considered as well as adjustable desks and chairs to allow students of varying sizes and body types to improve their comfort levels when sitting for long periods of time.

**Goal:** Provide comfortable, mobile, and durable furniture for students and teachers. Consider a variety of seating options.

**Note:** All furniture and equipment shall meet the GREEN USGBC LEED requirements for new schools and major renovations.

**Lighting Quality**

The Heschong Mahone Group found statistical correlations between the amount of daylight in an elementary school classroom and the performance of students on standardized math and reading tests in 1999. Since then, case studies and further research have supported this finding and the educational facility planning community has generally accepted the following classroom design parameters.

**Goal:** Improve natural and artificial lighting in classrooms.

	<b>DESIGN PARAMETERS</b>	<b>PARAMETER NOTES</b>
1) Controlled Natural Lighting (Glazing)	10 - 12% of floor S.F.	LEED & Green Globe
2) Artificial Light	35-50 Foot-candles	IES

## Sustainability Criteria

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### Outdoor Environmental Classroom

**Connection to the Overall School Site:** The outdoor classroom learning area, should be clearly defined, but with a possibility for expansion of activities beyond into garden plots nearby. The outdoor classroom should be in a controlled and secure location but not isolated from view. The exit from the school should be accessible by all classes, e.g., not through a doorway in a particular classroom. The location should capitalize on any site features. For instance, create a clear connection to an on-site stream.

**Accessibility:** The pathway connecting the school, outdoor classroom, and any specifically programmed teaching areas associated with the classroom shall be clearly delineated and constructed of a solid material. All outdoor areas should be fully accessible to students of different mobility. For instance, at least some garden beds should be raised 18"-24" to be easily access from a wheelchair (if garden beds are built). Refer to the current ADA standards for minimum design requirements in this capacity. Apply these standards to any student garden areas, or other programmatic spaces associated with the outdoor classroom, as well.

**Layout:** Provide a station for the teacher to work from where he/she can see each student. Seating can be either fixed or flexible, depending on the site, but should accommodate up to 35 students. Orientation of the teacher and students should be along a north/south axis, so neither is looking into the sun during instruction times.

**Maintenance:** The outdoor classroom should be designed to be low maintenance and a specific maintenance plan should be written for each site's outdoor classroom. The school maintenance supervisor should be made aware of any special aspects and confident in his/her ability to care for the space.

**Materials:** The outdoor classroom should be built with natural materials like wood or stone. Limit the use of concrete and even then only in high traffic areas, for example the walkway connecting the school and the outdoor classroom. Consider the albedo (reflectivity) of materials used, since glare can hinder the students' ability to focus. Permeable paving of any material is encouraged, including pervious concrete.

**Plants:** When choosing plant material, preference should be given to native shade trees and low maintenance shrubs. Plant material should be chosen based on each specific site conditions. Chose plant species based on how the mature size would fit into the landscape. Also, plants should be chosen with all 4 seasons in mind. When choosing plant material for the school site, use a variety of species as appropriate. The visual unity of the site is important, but a variety of species is also valuable in terms of biodiversity, sustainability, and it also provides the opportunity for a school arboretum.

#### Potential Site Elements:

- Composting area
- Greenhouse
- Interactive water and energy usage learning station
- Managed meadow
- Pollinator garden, with space and paths for students to get in and investigate
- Rain garden
- School arboretum
- Vegetable/community garden plots/raised beds



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## Sustainability Criteria

- Wi-Fi access

### Required Site Elements:

- Electrical access
- Exterior water hose hook up
- Point of access for larger vehicles/supplies
- Seating
- Shade, either by a shade structure or by trees
- Stocked tool shed

**Signage:** Interpretive signage should be incorporated into the outdoor classroom, as well as the whole school site, as much as possible. Possible features that could have interpretive signage include, but are not limited to, native plants that attract beneficial insects, or a managed meadow, or a piece of public art, or a particular feature of the building, or whatever other interesting features get incorporated. Signs could be written in multiple languages.

**Solar aspect/shade:** The teaching area should be shaded, but the nearby areas for potential expansion with garden plots should receive 6-8 hours of sunshine a day. Ultimately an ideal location for garden plots would be to the south of the school with some accommodations made to shade the nearby classroom either with a structure or trees.

**Visibility/Safety:** There should be clearly defined edges to the outdoor classroom and a fence may be preferable, depending on the neighborhood context of the school. Within the space there should be clear lines of sight throughout with no potential hiding spaces. What is going on within the classroom should also be visible from points within the school (i.e, windows in nearby classrooms).

**Sustainability Criteria**

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**Capacity Calculation**

PGCPS has established a minimum and maximum size for high schools of 950 and 2500 respectively. This prototype outlines the requirements for a 1700 student school. Appendix A is a matrix to adjust the prototype for smaller or larger capacities.

Table 1 shows the breakout of classrooms by subject area and the associated State Rated Capacity (SRC). Based on scheduling data, average class sizes vary from 20 in the intensive level classrooms to over 30. The SRC assumes that classrooms will be used 85% of the school day. In most PGCPS schools, classrooms are used 70% of the day because they are not usually shared by other teachers. This is a practice and not a PGCPS policy.

Graduation Requirements

All students graduating from a State of Maryland School must have 4 Carnegie Units (CU) in English and Math, and 3 each in Social Studies and Science. They will need 1 unit each in the fine arts and technology education plus .5 PE and .5 Health credits. Final selection includes either 2 credits of a world language or 2 credits of advanced technology education and 3 credits in electives OR 4-9 credits by successfully completing a State-approved career & technology (CTE) program and 1-4 credits in other electives.

In keeping with the PGCPS reform model, it is anticipated that most students will complete 2 years of world language and 3-4 CTE credits.

Table 1	Carn. Units Required	Classrooms Needed*	Classrooms Proposed
English	4	11	14
Math	4	11	14
Social Stud.	3	9	10
Science	3	9	10
Fine Arts	1	3	6
Foundations of Technology	1	3	3
PE/Health	1	3	5
CTE	3-4	10	10
World Lang.	2	6	6
Electives	1-4	8	9
	<b>21</b>	<b>73</b>	<b>87</b>

\* Classrooms = ((Capacity / 25 class size) / 6 periods a day) \* (# credits require / 4 years)

Most high schools in Prince Georges County Public Schools offer a continuum of class sizes that include classrooms with two teachers (one teacher trained in either special education or English for Speakers of other Languages), 'intensive' coursework in classes of 15-20 and honors classes that may have as many as 30 students. Depending on the school, 20-25% of the classes could be below the state formula of 25:1. To account for this variation, more core academic classrooms are needed.

**Capacity Calculation**

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**Capacity Summary for a 1700 Student School**

	# of Rooms	# Students/ Room	State Capacity
Core Academic Classrooms/Studios (English 9; Math 9; Social Studies 9; Other* 6; Health 1)	34	25	850
Co-teaching/ Intensive/ ESL (core curriculum)	8	15-20	160
Special Needs/ Education (self-contained)	4	10-15	40
AVID	0	15-25	0
Science Labs	9	24	216
Performing Arts (Band/ Chorus/ Dance)	3	25-50	75
Visual Arts	3	25	75
Foundations of Technology	3	25	75
PE/ Gym	2	50	50
Other PE (Fitness/ Wrestling)	2	50	50
CTE or Academy electives	10	20	200
Other Electives (Journalism, business)	9	25	225
<b>Total</b>	<b>87</b>		<b>2016</b>
<b>At 85% Utilization (SRC)</b>			<b>1714</b>

ESL: English for Speakers of other Languages; AVID: Advancement Via Individual Determination.

\* World language, additional language arts or math

**Space Requirements Tables**

**Space Requirements Tables**

**Space Requirements Summary**

<b>Base Required Space</b>	<b>Square Footage</b>
Core Academic/Science/Special Education	76,930
Administration/ Health	5,885
Career Academies Support/CTE Electives	20,000
Guidance and Student Services	4,200
ESL	2,250
Media Center	9,510
PE/Indoor	26,450
PE/Athletics Outdoor	0
Performing Arts	22,150
Special Education (Regional Program)	0
Student Dining & Food Service	13,200
Visual Arts	5,800
Building Maintenance & Custodial Services	2,600
Building Support Areas [corridors, bathrooms, storage, stairwells, elevators]	68,031
<b>Total</b>	<b>257,006</b>

Plus Community Use (TBD)

3,000 sq.ft.

**Site Requirements/Athletics**

<b>Priority One</b>	
Stadium Field	
Bleacher Seating	
400 Meter Track - 200 Meter Straight	
Long Jump & Triple on one side, Pole Vault Pit, Shot Put	
Baseball Field	
Softball Field	
Multi-purpose practice field for football, soccer and lacrosse (If feasible. Synthetic turf desirable.)	
Concessions/Restrooms	1200 SF
Press Box [10 - 15 people in three sections]	600 SF
Storage (Exterior Grounds Equipment) [secure – brick w/ roll-up door]	600 SF
Ticket Booth	60 SF
<b>Total Outside</b>	<b>2,460</b>

**Space Requirements Tables**

**Academic Core Area Space Requirements**

Space	Design Guideline			Comments
	Qty.	S.F.	Total	
Academic Classrooms/ Learning Studios	36	900	32,400	Includes Intensive/ Co-teaching , World Language, Health
Academic Large studio	4	1100	4,400	One each learning community
Special Needs/ Education Classroom	4	850	3,400	Full-time, self-contained.
Blended Learning lab (World Languages)	2	400	800	Between pairs of classrooms
Collaborative Learning Areas/ Commons	varies	100-900	1,700	Independent and informal learning areas
Foundations of Technology - Project Lab/Material storage - Technology Learning Studio	3	1,650 900	4,350	May be one suite or separate labs
Greenhouse	1	300	0	Optional
Other Elective Classrooms/ Labs Journalism (1,000 SF) Business (1,000 SF) Family and Consumer Science Lab (1,800 SF)	9	TBD	8,000	
Outdoor Learning Areas	varies	100-1000	0	In addition to Outdoor Classroom
Science Classroom/ Lab - Biology Lab - Chemistry Team - Physics Lab	9	1,400	12,600	May be lecture/labs or Suite = 1 wet lab and 2 classrooms
Science Prep	5	200	1,000	One per 2 teaching stations
Small Group Instruction/ Alternative Education/ Resource Room	6	400-499	2,700	At least 1 per learning community; Mediation/ISS
Storage, Chemical	1	100	100	
Lockers/ Student (110% of capacity)			0	Located in learning communities
<b>Total</b>			<b>71,450</b>	

**Academy Support Suite Space Requirements (1 per learning community)**

Space	Design Guideline			Comments
	Qty.	S.F.	Total	
Reception	4	100	400	
Administrative Offices	4	120	480	
Conference rms.		varies	800	
Storage (Department Office)	4	100	400	English, math, SS, Wrld, Lang
Teacher Support Rooms	4	400	1,600	Can be combined into 1 Room
<b>Total</b>			<b>3,680</b>	

**Space Requirements Tables**

**Academic ESL /AVID Space Requirements (as needed)**

Space	Design Guideline			Comments
	Qty.	S.F.	Total	
Classrooms (newcomers)		850		
Blended Learning Lab		500		
Co-teacher Suite		900		
<b>Total</b>		2,250		

ESL: English for Speakers of other Languages; AVID: Advancement Via Individual Determination.

**Academic Special Education Support Space**

Space	Design Guideline			Comments
	Qty.	S.F.	Total	
De-escalation	1	100	100	
Life Skills Lab		400	0	Optional
Speech/ OT/ PT Room	1	300	300	w/ storage
Special education Admin. Suite				Centrally located
- Co-teacher Suite	1	400	400	
- Coordinator Office	3	150	450	
- Conference Room	1	300	300	
- Teacher Support Room	1	250	250	
<b>Total</b>			<b>1,800</b>	

**Administrative Space Requirements**

Space	Design Guideline			Comments
	Qty.	S.F.	Total	
Lobby	1	900	900	In addition to regular circulation
Reception/ Waiting Area	1	600	600	Includes 50 SF coat closet
Principal's Office	1	230	230	Includes 50 SF private toilet
Conference Room	1	300	300	Adj. to principal
Mail Room	1	200	200	
Office, Administrative Assistant's	1	120	120	
Office, Attendance/ Clerical	1	150	150	
Office, Business Manager's	1	150	150	Includes 50 SF vault
Office, IT Coordinator	1	120	120	
Security Center/Office	1	300	300	
Staff Break Room/ Dining	1	400	400	
Storage, Administrative Supplies	1	75	75	
Storage, Central Text Book	1	700	700	2,000 linear ft. shelving
Telecom (Head End) Room	1	250	250	Could be near Media Center
Toilet (adult)	1	50	50	
Workroom	1	200	200	
<b>Total</b>			<b>4,745</b>	

**Space Requirements Tables**

**Guidance/Student Services Space Requirements**

Space	Suggestions			Comments
	Qty.	S.F.	Total	
Reception/ Work Area	1	250	250	
Career and Workforce Center	1	650	650	
Conference/ Testing Room	1	250	250	
Offices				
Counselors	8	150	1200	
Registrar	1	150	150	
School to Career Coordinator	1	150	150	
Parent Resource Center			0	
Reception	1	150	150	
Office	1	150	150	
Parent Resource Room	1	700	700	
Pantry (optional)	0	300	0	
PTA Storage	1	200	200	
Records Room	1	300	300	
Toilet (Adult)	1	50	50	
<b>Total</b>			<b>4,200</b>	

**Health Suite Space Requirements**

Space	Design Guideline			Comments
	Qty.	S.F.	Total	
Reception/ Waiting Area	1	250	250	
Cot Rooms	2	200	400	
Exam Rms/ Treatment Area	1	140	140	
Office	1	200	200	Includes toilet
Storage	1	50	50	
Toilet	2	50	100	One per cot area
<b>Total</b>			<b>1,140</b>	

**Health Clinic Space Requirements (Optional)**

Space	Design Guideline			Comments
	Qty.	S.F.	Total	
Health Clinic				Must have an outside entrance
Reception/ Waiting Area (expansion)	1	150	150	Share with school health suite
Dental suite	1	170	170	Check-up only
Exam Rms.	3	80	240	
Lab/charting area	1	200	200	
Provider Offices	2	120	240	
Storage	2	50	100	
Toilet	1	50	50	
<b>Total</b>			<b>1,150</b>	

**Note:** The suites should be separate with only a shared reception area.



**Space Requirements Tables**

**Maintenance & Custodial Space Requirements**

Space	Suggestions			Comments
	Qty.	S.F.	Total	
Receiving	1	500	500	
Building Supervisor Office	1	150	150	
Custodial Shop	1	350	350	
Custodial Storage	3	150	450	
Engineering Office	1	150	150	
Engineering Storage	1	400	400	
Outside Storage	1	300	300	
Toilet/Shower/Lockers	2	150	300	
<b>Total</b>			<b>2,600</b>	

**Media Center Space Requirements**

Space	Design Guideline			Comments
	Qty.	S.F.	Total	
Library Commons - Individual Research & Reading - On-Line Learning (Technology Hub) - Breakout areas (2 @ 150)	1	4,200 1,400 300	5,900	Classrooms may be semi-open to the reading room or have movable partitions
Production/ Multi-media Studio - Journalism/Editing Room - Media Classroom - TV Studio - Control booth - Storage	1 1 1 1 1	350 900 400 100 100	1,850	
Office, Media specialist	1	200	200	
Staff Development suite Conference rm./Professional library Instructional coach office	1 1	750 120	870	Corridor access
Storage (Equipment)	1	350	350	
Telecom (Head End) Room	1	250	0	See Administrative Space
Toilet (Staff)	1	40	40	
Workroom	1	300	300	
<b>Total</b>			<b>9,510</b>	

**Space Requirements Tables**

**Performing Arts Space Requirements**

Space	Design Guideline			Comments
	Qty.	S.F.	Total	
Auditorium	850	10	8,500	Seats 850 (50% of SRC)
Lobby	1	1,700	1,700	
Stage (including wing)	1	2,250	2,250	
Costume/Prop Room	1	200	200	
Make-up/Dressing Room	2	250	500	
Scene Shop/storage	1	500	500	
Sound and Light Control Room	1	200	200	
Storage, Chair/Piano	1	200	200	
Ticket Booth/Box Office	1	100	100	
General Music			0	
Band/ Orchestra Room	1	2,500	2,500	
Band (Uniform Storage)	1	250	250	
Choral/ Guitar Room	1	1,800	1800	
Choral Practice Rooms	2	125	250	
Choral Storage	1	300	300	
Instrument Practice Rooms	2	75	150	For SmartMusic or similar tool
Instrumental Practice Room (Large)	1	150	150	
Instrument Storage	1	400	400	
Keyboarding Lab	1	700	0	Optional
Dance Studio (Arts Electivel)	1	2,000	2,000	Located near Phys. Ed. Locker Rm.
Shared Drama Classroom (optional)	1	700	0	Optional Stage Support Space
Drama Storage	1	200	200	
Office	1	100	0	Take from total allowance
<b>Total</b>			<b>22,150</b>	

**Space Requirements Tables**

**Physical Education Space Requirements**

Space	Design Guideline			Comments
	Qty.	S.F.	Total	
Lobby	1	2,250	2,250	in addition to regular circulation
Gymnasium - seating	1	6,800 5,100	11,900	Seating is for 100%+ of 1,700 SRC
Concession	1	300	300	
Dance Studio	1	2,000	0	See Performing Arts space
Fitness/ Weight Room	1	1,800	1,800	
Multi-purpose/ Wrestling Room	1	1,800	1,800	Optional
Laundry	1	150	150	
Locker Room/ Showers	2	1,800	3,600	Male and female
Locker Rooms (Athletic Team)	2	800	1,600	Male and female (Share showers w/ PE)
Offices (Dept./ Athletic)	3	150	450	
Showers/changing area for staff	2	100	200	
Storage	4	varies	1,600	
Training Room	1	300	300	
Workroom (Staff/ Coaches)	2	250	500	w/toilets
Partner Office	0	200	0	Optional
<b>Total</b>			<b>26,450</b>	

**Student Dining & Food Service Space Requirements**

Space	Design Guideline			Comments
	Qty.	S.F.	Total	
Cafeteria/Commons	1	8,500	8,500	Movable partitions; Cafeteria seating is 1/3 of student SRC
Chair Storage	1	300	300	
Kitchen	1	2,350	2,350	
Office	1	150	150	
Serving Area	1	1,400	1,400	
Receiving (Food Service)	1	250	250	
Toilet/ Locker area	2	125	250	
<b>Total</b>			<b>13,200</b>	

Educational specification shows an abbreviated specification for the kitchen. The architect will work with the PGCPS food services to finalize design.

**Space Requirements Tables**

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**Visual Arts Space Requirements**

Space	Design Guideline			Comments
	Qty.	S.F.	Total	
Art Commons/Gallery	1	600	600	Part of circulation
3D Studio	1	1,600	1,600	
Kiln Rm.	1	200	200	
Multi-purpose Studio (2D/ 3D)	2	1,400	2,800	
Photography/Graphic Arts	1	1,400	0	Optional
Darkroom	0	150	0	Optional
Storage	4	varies	600	
<b>Total</b>			<b>5,800</b>	

**Academic Core Space**  
**ACADEMIC CLASSROOMS/ LEARNING STUDIOS**

**CAPACITY:**

- 25-32 students
- 1-2 staff members
- Guest speakers and volunteers

**SIZE:**

- 850-1100 SF

**SPATIAL RELATIONSHIPS:**

- Near science lab
- Near teacher center
- Within the academies near informal learning spaces

**GOAL:**

- To create a learning environment that is comfortable, well lit, and acoustically designed for small and large group learning.
- To provide a learning environment that frees teachers and students to customize the classroom daily – different seating set-ups, wireless mobile computing, and various teaching/presentation options.
- To provide flexible space and layout to accommodate any of the core academic disciplines, such as English, mathematics, and social studies.

**PROGRAM ACTIVITIES:**

- Computerized instruction
- Hands-on activities
- Large and small group instruction
- Oral presentations
- Team teaching

Exceptions:

**MULTI-PURPOSE STUDIO**

- Regular classroom F&E
- Sink with cabinets above and below

**HEALTH LAB**

- Regular classroom F&E
- Sink with cabinets above and below

**ENVIRONMENTAL CONSIDERATIONS:**

- Doors between classrooms
- Electrical outlets for equipment
- Provide operable partition between a pair of classrooms in each Academy for team teaching
- Uniform lighting with multi-level switching
- Window treatment to darken room for AV presentations
- Windows to provide natural light and egress

Built-in Fixtures:

- 2 Dry, white eraser-board (4' x 20' on two different walls) on track; all eraser-boards shall be installed with a marker tray, map rails with tack strip above
- Clock (on side walls instead of rear walls)
- Tack board (4' x 20') minimum; tack strips on all walls

Loose Furnishings:

- 1 work table
- 2 file cabinets w/lock, 4-drawer
- 28-30 student chairs
- 28-30 student desks (trapezoid or square)
- Adjustable height bookshelves (24 LF)
- Cabinet (lockable) w/ charging station for 25 laptop computers or 30 tablets or graphing calculators (optional)
- Permanently-mounted projection screen (not in front of the interactive board) or white eraser board
- Teacher wardrobe (lockable) with coat rod; tall cabinet w/ shelving (may be one unit)
- Teacher's desk/workstation and chair

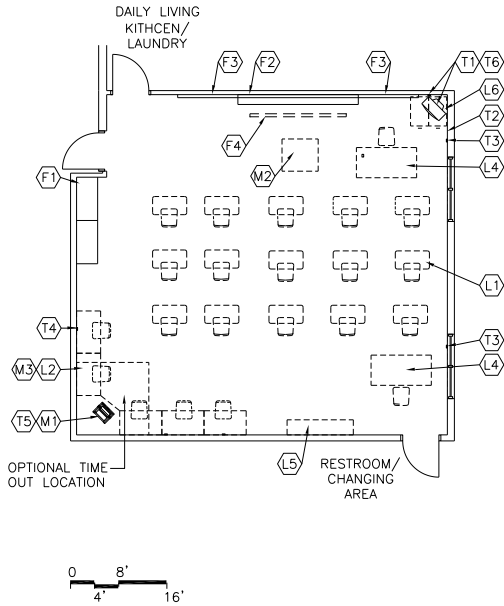
Classroom Technology:

- Additional ports: Printer, Clock/PA, 2 wireless
- Interactive white board or ceiling mounted overhead projected (to be determined at the time of installation)
- Single point 'face plate' near teachers work station to include: Voice, data, VGA , audio enhancement, and HDMI

NOTES:

**Academic Core Space**

**SPECIAL NEEDS CLASSROOM/ STUDIO**



**QUANTITY:**

- 4 classrooms

**CAPACITY:**

- 2 or more staff
- 10 to 15 students

**SIZE:**

- 850 SF

**SPATIAL RELATIONSHIPS:**

- Accessible ingress/egress to the building and classroom
- CRI classrooms to Daily Living Kitchen
- One per grade level community

**GOAL:**

- To provide a safe, accessible, and comfortable learning environment for students who are physically, mentally or emotionally challenged
- To provide classroom space and a flexible, specially-adapted learning environment that will meet the needs of students who have exhibited a need for more functional/intensive services

**PROGRAM ACTIVITIES:**

- Independent work
- Individual instruction
- Small group work

**ENVIRONMENTAL CONSIDERATIONS:**

- Comfortable rooms with pleasant décor that contribute to an atmosphere conducive to creativity
- Positive acoustics for easier listening when conversing
- Window treatment to darken room for AV presentations
- Windows to provide natural light

**Built-in Fixtures:**

- F1 Lockable teacher wardrobe with coat rod; tall cabinet w/ shelving (may be one unit)
- F2 2 Dry, white eraser-board (4' x 20' on two different walls) on track; all eraser-boards shall be installed with a marker tray, map rails with tack strip above
- F4 Permanently-mounted projection screen (not in front of the white eraser board) or interactive board
- F3 Tack board (4' x 20') minimum; tack strips on all walls

**Loose Furnishings:**

- L1 10 Student desks/tables and chairs (one piece)
- L2 5 Computer workstations
- L3 Printer table (optional)
- L4 Teacher desk/workstation and chair
- L4 Workstation and chair for co-teacher/aide
- L5 Adjustable height bookshelves (24 LF)
- L6 2, file cabinets w/ lock, 4-drawer

**Classroom Technology: T1-6**

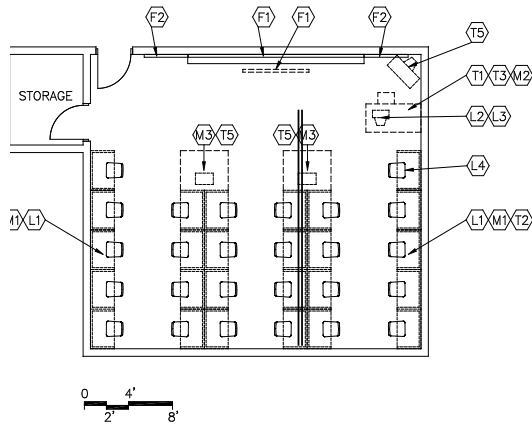
- Additional ports: Printer, Clock/PA, 2 wireless
- Interactive white board or ceiling mounted overhead projected (to be determined at the time of installation)
- Single point 'face plate' near teachers work station to include: Voice, data, VGA, audio enhancement, and HDMI

**Miscellaneous Equipment M1-3:**

Owner provided

**NOTES:** Loose furnishings and features shown represent one of many possible arrangements.

**BLENDED LEARNING LAB (WORLD LANGUAGES)**



**CAPACITY:**

- 20 students
- 1 staff members

**SIZE:**

- 300-400 SF

**SPATIAL RELATIONSHIPS:**

- Between two language classrooms
- Glass half wall and door into classrooms

**GOAL:**

- To provide flexible space to teach world languages using mini-computer labs for blended learning opportunities
- To provide a learning environment that frees teachers and students to customize the classroom daily – different seating set-ups, wireless mobile computing, and various teaching/presentation options.
- To create a learning environment that is comfortable, well lit, and acoustically designed for on-line learning.

**PROGRAM ACTIVITIES:**

- Computerized instruction and communication
- Testing

**ENVIRONMENTAL CONSIDERATIONS:**

- Electrical outlets for equipment
- Uniform lighting with multi-level switching
- Windows to provide natural light and egress

**Built-in Fixtures:**

- Clock
- Dry, white eraser-board (4' x 8'); with tack strip above
- Privacy blinds on half window
- Tack board (4' x 8') minimum

**Loose Furnishings:**

- 15-20 Computer tables
- 15-20 student chairs (swivel)
- Printer table

**Classroom Technology**

- 15-20 computers with head phones
- Teacher console with Tandberg Elice or similar language audio-video system

**NOTES:** All drawings are for illustration only. Tags not noted in the text are not required elements.

**Academic Core Space**

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**COLLABORATIVE LEARNING AREAS**

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**QUANTITY:**

- Varies

**CAPACITY:**

- 3 to 60 persons

**SIZE:**

- 100-900 SF open space incorporated into corridors or lobbies

**SPATIAL RELATIONSHIPS:**

- Collaboration areas may be as small as an alcove outside of a classroom in the corridor or a place for large group activities to include such amenities as tiered seating, platform stage, large screens, etc. The space should be intentional and have appropriate fixtures and furniture. No loose furniture is allowed in the right-of-way.

**GOALS:**

- To provide a space for small group instruction, students working independently or in small groups
- To provide informal learning space for pull-out instruction

**PROGRAM ACTIVITIES:**

- Conferences
- Small group activities
- Students working on projects
- Tutoring

**ENVIRONMENTAL CONSIDERATIONS:**

- Uniform lighting with multi-level switching
- Visual access to Classrooms and Corridor

Fixed Equipment:

- Clock (on side walls instead of rear walls)
- 2 Dry, white eraser-board (4' x 20' on two different walls) on track; all eraser-boards shall be installed with a marker tray, map rails with tack strip above
- Tack board (4' x 20') minimum; tack strips on all walls

Loose Furnishings:

- 1 work table
- 3 student chairs
- 3 student desks (trapezoid or square)
- Permanently-mounted projection screen (not in front of the white eraser board or interactive white board)

Area Technology:

- Additional ports: Clock/PA, 2 wireless
- Interactive white board (typical)
- Single point 'face plate' to include: Voice, data, VGA , audio enhancement, and HDMI

Electrical Features:

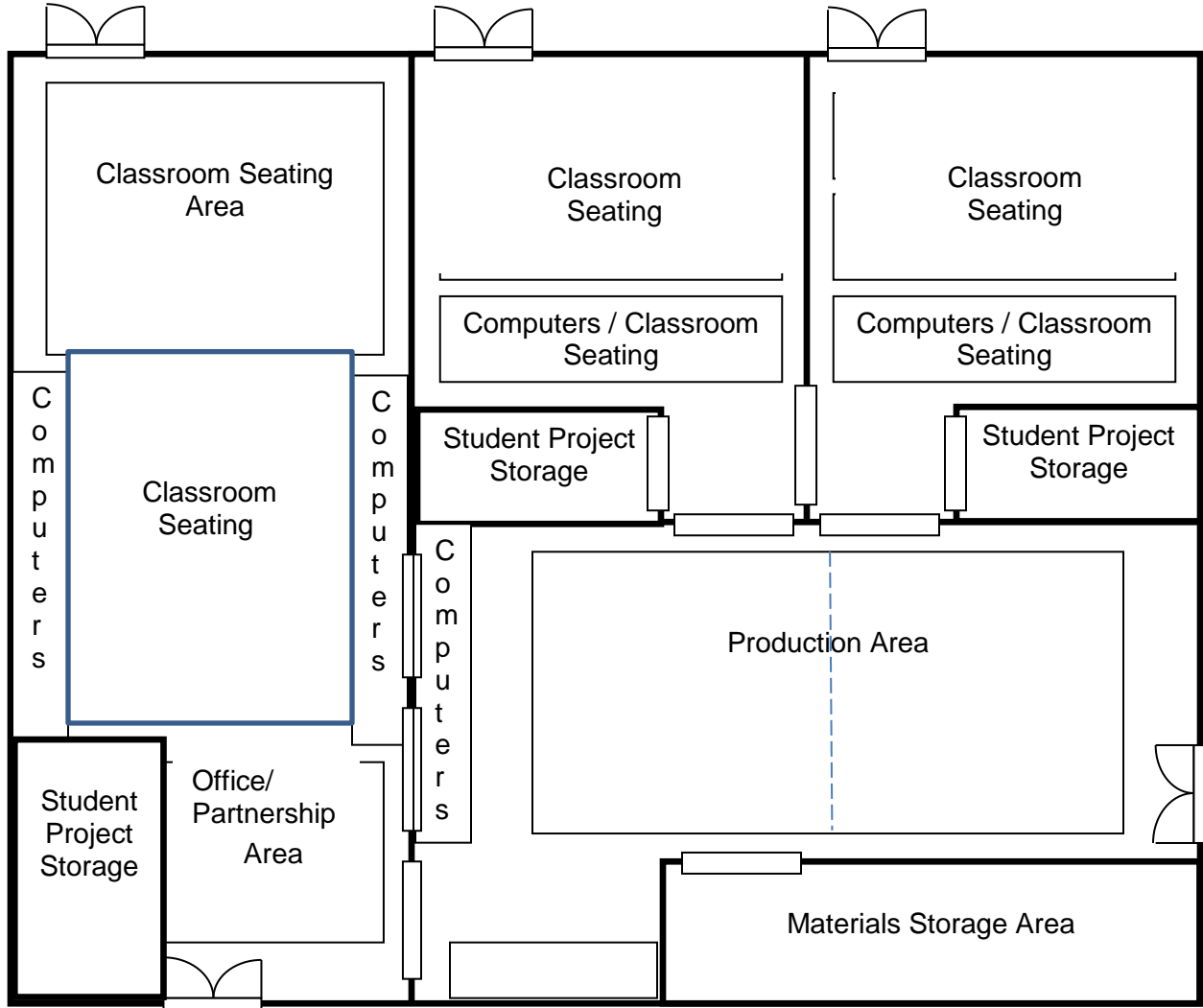
- Electrical Outlets for Equipment

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NOTES:



**FOUNDATIONS OF TECHNOLOGY**  
(State Recommended for 4 teachers)



Prototype drawing above

**Academic Core Space**

**FOUNDATIONS OF TECHNOLOGY  
Project Lab**

**SIZE:**

- 1,650 SF

**ANCILLARY SPACES:**

- Storage
- Technology Classroom

**GOALS:**

- Flexible space and layout
- To accommodate student learning through active interaction with significant technology systems

**PROGRAM ACTIVITIES:**

- Large and small group instruction
- Hands-on activities
- Team teaching
- Data collection and analysis
- Computer simulations and instruction

**SPATIAL RELATIONSHIPS:**

- Glass between lab and classrooms

**ENVIRONMENTAL CONSIDERATION:**

- Consider future technology needs; build-in flexibility to retain options
- Uniform lighting
- Rooms designed for ease of movement and accessibility; Students need to be able to move around the worktables
- Lab table tops, floors, etc., need to be resistant to acids, heat, spills, etc.
- OSHA requirements maintained
- Electrical outlets for equipment
- Windows to provide natural light

Equipment in workshop:

- Provide tools to meet curricula, which might include a table saw, joiner, planer, jig saw, drill press, scroll saw, belt sander / disc sander as well as portable equipment.
- On / off magnet based shields should be installed on all equipment.

Features of lab:

**Features:**

- Provide a sink with bubbler for drinking water and a separate, stainless steel scrub sink with hot and cold water, appropriate traps and waste line for oil, paint, clay, ink, plaster of paris, etc.
- Provide a safety shower and eye wash with floor drain.
- Provide HVAC for year round comfort, including a dust collection, and exhaust systems to meet ASHRAE standards.
- Compressed air systems are optional in middle school programs. In high school programs, portable compressed air units may be run to specific modular stations or fabrication equipment.
- Provide power for all equipment.
- Provide a minimum 70 foot-candles of light at bench height. Higher levels are required where precision work is done.
- Provide ceiling mounted electric drops with automatic cord reel where appropriate.
- Provide uniform, glare-free, shadow-free light overall.
- Emergency stop switches / buttons should be installed to turn off power within the space.
- White erase board (8 FT)
- 16' tack boards
- The laboratory area should be designed with a variety of work areas approximately 6' x 4'.
- A demonstration area is needed in the center the room, approximately 12' long, with two 36" sinks, with hot and cold water, at either end of the demonstration area. One of the sinks must meet ADA. Storage cabinets should be provided along the remaining demonstration area. The top should be of made moisture and chemical resistant material.
- Install a 48" wide lockable tote tray cabinet and 35" wide tall cabinet with adjustable shelves
- Install goggle storage and sterilization with adequate ventilation.
- A safety station is to be installed, with shower, automatic shut-off eyewash, and drain with a sloped floor, and should accommodate persons with disabilities.

NOTES:

**FOUNDATIONS OF TECHNOLOGY**  
**Technology Learning Studio/ Classroom**

**QUANTITY:**

- 3

**CAPACITY:**

- 25-30 students
- 1-2 staff members
- Guest speakers and volunteers

**SIZE:**

- 900 SF

**GOAL:**

- To create a learning environment that is comfortable, well lit, and acoustically designed for small and large group learning.
- To provide a learning environment that frees teachers and students to customize the classroom daily – different seating set-ups, wireless mobile computing, and various teaching/presentation options.
- To provide flexible space to accommodate the foundations of technology curriculum

**PROGRAM ACTIVITIES:**

- Computerized instruction
- Large group, small group, and hands-on activities and instruction
- Oral presentations
- Team teaching

**ENVIRONMENTAL CONSIDERATIONS:**

- Doors between studios/ classrooms
- Electrical outlets for equipment
- Uniform lighting with multi-level switching
- Window treatment to darken room for AV presentations
- Windows to provide natural light and egress

Built-in Fixtures:

- Clock (on side walls instead of rear walls)
- Dry, white eraser-board (4' x 20') on two walls track; all eraser-boards shall be installed with a marker tray, map rails with tack strip above
- Tack board (4' x 20') minimum; tack strips on all walls

Loose Furnishings:

- 1 work table
- 2 file cabinets w/lock, 4-drawer
- 28 student chairs
- 28 student desks (trapezoid or square)
- Adjustable height bookshelves (24 LF)
- Interactive board
- Cubbies for student storage of projects in process
- Lockable teacher wardrobe with coat rod; tall cabinet w/ shelving (may be one unit)
- Teacher's desk/workstation and chair

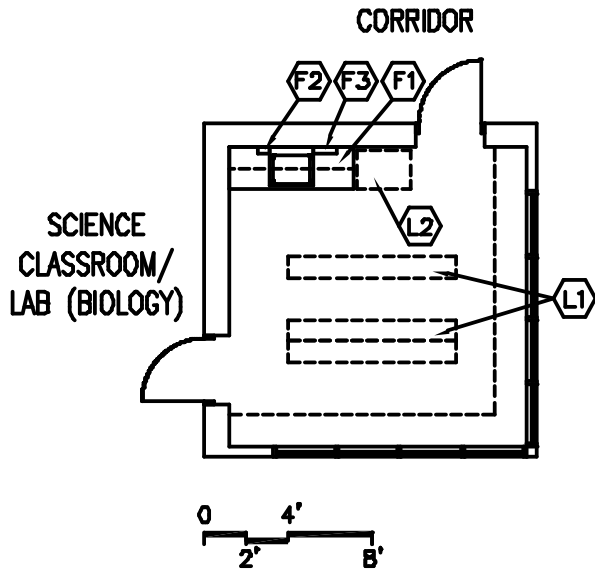
Classroom Technology:

- Additional ports: Printer, Clock/PA, 2 wireless
- Interactive white board or ceiling mounted overhead projected (to be determined at the time of installation)
- Single point 'face plate' near teachers work station to include: Voice, data, VGA , audio enhancement, and HDMI

NOTES:

**Academic Core Space**

**GREENHOUSE (Optional)**



**QUANTITY:**

- 1 (optional)

**CAPACITY:**

- Staff
- Students

**SIZE:**

- 300 SF

**ANCILLARY SPACES:**

- Science Classroom/Lab
- Corridor access
- Not on ground floor

**SPATIAL RELATIONSHIPS:**

- Adjacent and access to Science Classrooms/Labs (biology/botany)
- Access to corridor, desirable

**GOAL:**

- To provide an area for students to conduct biology and botany activities

**PROGRAM ACTIVITIES:**

- Biology
- Botany
- Horticulture
- Environmental source

**ENVIRONMENTAL CONSIDERATIONS:**

- Lighting to support plant growth
- Moisture and stain-resistant finishes
- Adequate ventilation/exhaust
- Electrical outlets for equipment

Fixed Equipment:

- F1 Casework:  
Base/wall cabinets
- F2 Soap dispenser
- F3 Towel dispenser

Loose Furnishings:

- L1 Plant shelving
- L2 Chemical storage cabinet

Plumbing:

- Plumbing connections
- Floor drain
- Sink
- Hose bib

HVAC:

- Supply air system
- Independent temperature control
- Thermostatically controlled exhaust

**NOTES:** Loose furnishings and features shown represent one of many possible arrangements.

**FAMILY AND CONSUMER SCIENCE LAB/ CLASSROOM**

**QUANTITY:**

- Optional

**CAPACITY:**

- 28 students
- 2 teachers

**SIZE:**

- 1,800 SF

**ANCILLARY SPACES:**

- Storage Closet (100 SF) w/ adjustable non-corrosive shelving

**SPATIAL RELATIONSHIPS:**

- Accessible to students from all learning communities

**GOALS:**

- Flexible space and layout to accommodate Mini learning units covering a wide variety of topics such as money management, software applications, child care, cooking, textiles, and nutrition

**PROGRAM ACTIVITIES:**

- Computerized instruction
- Data collection and analysis
- Hands-on activities
- Large and small group instruction
- Oral presentations
- Team teaching

**ENVIRONMENTAL CONSIDERATIONS:**

- Consider future technology needs; build-in
- Electrical outlets for equipment flexibility to retain options
- Moisture and stain/chemical resistant finishes: Lab table tops, floors, etc., need to be resistant to acids, heat, spills, etc.
- OSHA requirements maintained
- Rooms designed for ease of movement and accessibility; Students need to be able to move around the worktables
- Window treatment to darken room
- Windows to provide natural light

**Demonstration Area:**

- Provide demonstration island with counter top, 9'L x 30"D x 34"H, sink and range with double outlets on each end of the demonstration table and slant mirror.
- Provide oven, counter and cabinet storage behind the island.
- Provide tall storage cabinet/pantry unit, lockable with adjustable shelves, 84"H X 36"W X 30"D.

**Kitchen Areas (3):**

Built-in Fixtures:

- 3 - Double bowl stainless steel kitchen sink with goose neck, swivel kitchen faucet and garbage disposal (HW/CW)
- 3 – Dishwashers
- Above counter cabinets: double doors, lockable with adjustable shelves. No upper cabinets protruding into the room- must provide clear visual supervision of all kitchen spaces.
- Base cabinets: 24"D x 34"H storage cabinets for work space/food preparation, and storage of various pieces of equipment, baking, cookware, etc. One bank of cabinets shall have all drawers of various depths, with one locking drawer. The remaining cabinets shall have adjustable shelves, with one bank of lockable doors.
- Provide cabinet mounted microwave ovens in all kitchens.
- Provide plastic laminate counter surface for kitchen work area. U-shaped kitchens are preferred. Kitchen units: one ADA compliant and two regular.
- Soap dispenser
- Towel dispenser

Loose Furnishings:

- 3 - Microwaves-1,200 watt, residential, under cabinet mount
- 3 - Range, 30" w, front controls, timer, visual light door, self- cleaning oven with exhaust hood
- Refrigerator, commercial upright, frost-free, 54", vertical hinge double doors, minimum 46 cu. ft. stainless steel with shelving (used for storage of demonstration foods and as central storage of unprepared foods), lockable

**Academic Core Space**

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**Classroom Area:**

Built-in Fixtures:

- 1 Dry, white eraser-board (4' x 16') on track; eraser-board shall be installed with a marker tray, map rails with tack strip above
- Casework for dining equipment (dishes, table cloths, etc.)
- Casework: Teacher's wardrobe
- Clock (on side walls instead of rear walls)
- Tack board (4' x 8') minimum; tack strips on all walls

Loose Furnishings:

- 30 chairs
- 5, 6-person tables (duplex electric outlet for each table for sewing machines)
- Adjustable height stool for teacher
- Fire blanket/First Aid Kit
- Lockable teacher wardrobe with coat rod; tall cabinet w/ shelving (may be one unit)

Classroom Technology:

- Additional ports: Printer, Cable/MATV port, 3 data ports for student use, Clock/PA, wireless
- Interactive white board or ceiling mounted overhead projected (to be determined at the time of installation);
- Projection screen, as needed
- Single point 'face plate' near teachers work station to include: Voice, data, VGA , audio enhancement, and HDMI

- Upright freezer, commercial, frost-free, 30" W, vertical hinge single door, stainless steel with shelving, lockable

**Laundry Area:**

- Washer
- Dryer
- Counter with cabinets above and below

Plumbing Features:

- 4 sinks for kitchens
- Hook-up for washer
- Eye Wash station

HVAC Features:

- Ventilation for stoves and dryer

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NOTES:

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**OUTDOOR LEARNING AREAS**

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**QUANTITY:**

- Varies

**CAPACITY:**

- 3 to 60 persons

**SIZE:**

- 100-1000 SF

**SPATIAL RELATIONSHIPS:**

- Outdoor learning areas may be as small as a patio outside of a classroom or a covered area with tables or a place for large group activities to include such amenities as tiered seating, platform stage, etc. The space should be intentional and have appropriate fixtures and furniture.

**GOALS:**

- To provide a space for small group instruction, students working independently or in small groups
- To provide informal learning space for pull-out instruction

**PROGRAM ACTIVITIES:**

- Oral presentations
- Small group activities
- Students working on projects
- Tutoring

**ENVIRONMENTAL CONSIDERATIONS:**

- Boundaries such as hedges or fences
- Electrical outlets for equipment
- Uniform lighting
- Visual access to Classrooms

Loose Furnishings:

- 1 picnic table
- 1 park bench

Features:

- Electrical Outlets for Equipment

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NOTES:

**Academic Core Space**

**SCIENCE CLASSROOM/ WET LAB SUITES**

**CAPACITY:**

- 25-32 students
- Teachers
- Staff

**SIZE:**

- 900 SF classrooms (2 per lab) and
- 1000 SF Wet labs
- Or
- 1400 lab/lecture

**ANCILLARY SPACES:**

- Science Prep
- Chemistry adjacent to Chemistry Storage

**SPATIAL RELATIONSHIPS:**

- Doors into prep area
- Sliding door between classrooms and labs

**GOALS:**

- Flexible space and layout to support delivery of entire science curriculum
- To help students become aware of the physical and biological world
- To help students become critical thinkers, problem solvers, and lifelong learners

**PROGRAM ACTIVITIES:**

- Computer simulations
- Computerized instruction
- Data collection and analysis
- Hands-on activities
- Large and small group instruction
- Oral presentations (teacher, student, group?)
- Team teaching

**ENVIRONMENTAL CONSIDERATIONS:**

- Consider future technology needs; build-in flexibility to retain options
- OSHA requirements maintained
- Rooms designed for ease of movement and accessibility; students need to be able to move around the labs with chemicals, etc. in a safe way
- Window treatment to darken room for AV
- Windows to provide natural light

**Classrooms**

Built-in Fixtures:

- Casework: Wardrobe
- Clock (on side walls instead of rear walls)
- Manual projection screen
- Marker board (8 LF) and Marker board with grid (8 LF); all eraser-boards shall be installed with a marker tray, map rails with tack strip above
- Tack board (8-16 LF); tack strips on all walls
- Teacher demonstration table with all utilities (gas, water, electric) w/ desk

Loose Furnishings:

- 14 two person adjustable height science tables
- 28 adjustable height student stools
- Lockable recharging station for laptops, tablets or graphing calculators
- Tall lockable cabinet
- Teacher stool

Classroom Technology:

- Additional ports: Printer, Clock/PA, 2 wireless
- Interactive white board or ceiling mounted overhead projected (to be determined at the time of installation)
- Single point 'face plate' near teachers work station to include: Voice, data, VGA , audio enhancement, and HDMI

**Wet lab (generic)**

Built-in Fixtures:

- A demonstration table (30" X 5 ft.) with a top of black epoxy resin.
- An ultrasonic goggle sterilizer
- Equip with a fire extinguisher (ABC type), first aid kit, a shower/eye wash stations and a fire blanket.
- Labs must be free of barriers that would prevent access by the handicapped. Science laboratories shall have a minimum of at least one worktop set at a height to serve the physically handicapped.
- Seven (7) lab stations may be peninsulas located along the walls or be islands. Teacher must have sight lines to workspace. Each lab station will have epoxy resin counter tops with two (2) GFI



**Chemistry Lab**

Built-in Fixtures:

Same as generic wet lab plus

- A fume hood (nominal 30" x 60" footprint) shall be provided in the lab. Make-up air shall be provided to compensate for the fume hood exhaust.
- The water and gas shall be at table level. The trough sink area shall be without an elevated shelf and include a cover. This arrangement will allow the instructor a clear view of all student lab stations.

equipped electrical outlets and data port. Each lab station will accommodate four (4) students. Gas may be available.

- Storage cabinet with glass doors will be built over counters.
- Technology, interactive white boards, marker boards and screens same as regular classroom

Loose Furnishings:

- 24 student stools
- Teacher's stool
- Goggle sterilizer

Plumbing Features:

- Plumbing connections: 7 Sinks w/ goose neck faucets; Sink at demonstration table, Safety chemical showers/eye wash Stations, Floor drains
- Towel/Soap Dispenser

Electrical Features:

- Electrical Outlets for equipment
- Uniform lighting with multi-level switching

HVAC Features:

- Adequate ventilation/exhaust

Finishes:

**Flooring:**

- Moisture and stain-resistant finishes

**Counter/Table Tops:**

- Heat and chemical-resistant (to acids, etc.)

NOTES:

**Academic Core Space**

**SCIENCE CLASSROOM / DRY LAB**

**SIZE:**

- 1400 SF

**ANCILLARY SPACES:**

- Science Prep

**SPATIAL RELATIONSHIPS:**

- Accessible to students from Learning community
- Adjacent to Science Prep/Storage
- Lab stations should not cause students to have backs to the room

**GOALS:**

- Flexible space and layout to support delivery of entire science curriculum
- To help students become critical thinkers, problem solvers, and lifelong learners

**PROGRAM ACTIVITIES:**

- Computer simulations
- Computerized instruction
- Data collection and analysis
- Hands-on activities
- Large and small group instruction
- Team teaching

**ENVIRONMENTAL CONSIDERATIONS:**

- Consider future technology needs; build-in flexibility to retain options
- Rooms designed for ease of movement and accessibility; Students need to be able to move around the labs with chemicals, etc., in a safe way. .
- OSHA requirements maintained
- Windows to provide natural light
- Window treatment to darken room

Plumbing Features:

- Plumbing connections, floor drain
- 2 deep sinks with gooseneck faucets

Finishes:

**Flooring:**

- Moisture and stain-resistant finishes

**Counter/Table Tops:**

- Heat and chemical-resistant (to acids, etc.)

Built-in Fixtures:

- A demonstration table (30" X 5 ft.) with a top of black epoxy resin with utilities.
- Counter along one wall will have storage above and below and 2 deep sinks with gooseneck faucet.
- Equip with a fire extinguisher (ABC type), first aid kit, a shower/eye wash stations and a fire blanket.
- Lab will be combination classroom/lab
- Labs must be free of barriers that would prevent access by the handicapped.
- Casework: Wardrobe
- Clock (on side walls instead of rear walls)
- Manual projection screen
- Marker board (8 LF) and Marker board with grid (8 LF); all eraser-boards shall be installed with a marker tray
- Tack board (8-16 LF); tack strips on all walls

Loose Furnishings:

- 14, 2-person adjustable height science tables
- 28 adjustable height student stools
- Digital science instrumentation
- Environmental chamber
- Fire blanket
- Goggle storage and sanitizer cabinet
- Lockable recharging station for laptops, tablets or graphing calculators
- Mobile demonstration table with utilities
- Tall lockable cabinet
- Teacher adjustable height stool

Classroom Technology:

- Additional ports: Printer, Clock/PA, 2 wireless
- Interactive white board or ceiling mounted overhead projected (to be determined at the time of installation)
- Single point 'face plate' near teachers work station to include: Voice, data, VGA , audio enhancement, and HDMI

Electrical Features:

- Electricity should be flexible and may be delivered from a ceiling hung outlet
- Uniform lighting with multi-level switching

HVAC Features:

- Adequate ventilation/exhaust

**SCIENCE PREP ROOM**

**QTY:**

- 5

**CAPACITY:**

- 1 or 2 staff members
- Student assistants

**SIZE:**

- 200 SF between pairs of labs

**SPATIAL RELATIONSHIPS:**

- Adjacent and access to two Science Labs/ Classrooms
- Door and window from each lab/ classroom

**GOAL:**

- To allow for lab preparation

**PROGRAM ACTIVITIES:**

- General lab preparation
- Set up experiments
- Store equipment

Finishes:

**Flooring:**

- Moisture and stain-resistant finishes

**Counter/Table Tops:**

- Heat and chemical-resistant (to acids, etc.)

Built-in Fixtures:

- Casework: Base/wall cabinets
- Clock (on side walls instead of rear walls)
- Soap dispenser
- Towel dispenser

Loose Furnishings:

- 2 file cabinets on mobile pedestals
- 2 workstations
- Chemical storage cabinets (lockable)
- Drying rack
- Stools

Miscellaneous Equipment:

- Autoclave in at least one prep room
- Dishwasher
- Distiller in at least one prep room
- Fume hood through wall if adjacent to science classroom.
- Under the counter non-self-defrosting refrigerator

Electrical Features:

- Duplex receptacles in raceway above countertop
- Electrical Outlets for equipment
- Uniform lighting with multi-level switching

HVAC Features:

- Adequate ventilation/exhaust

Plumbing Features:

- Plumbing connections, floor drain
- Large and deep sink

NOTES:

**Academic Core Space**

**SCIENCE STORAGE (Chemical)**

**QTY:**

- 1

**CAPACITY:**

- 1 or 2 staff members
- Student assistants

**SIZE:**

- 100

**ANCILLARY SPACES:**

- Science Classroom/Lab

**SPATIAL RELATIONSHIPS:**

- Access to Corridor
- Adjacent and access to Science Classrooms/Labs (Chemistry)

**GOAL:**

- To store science curriculum related chemicals in a central area

**PROGRAM ACTIVITIES:**

- Chemical storage
- Set up experiments

**ENVIRONMENTAL CONSIDERATIONS:**

- Adequate ventilation/exhaust
- Chemical-resistant counter tops
- Electrical outlets for equipment
- Moisture and stain-resistant finishes
- Uniform lighting

Built-in Fixtures:

- Casework: Base/wall cabinets
- Casework: Tall shelving (12" deep epoxy lined v front lip)
- Soap dispenser
- Towel dispenser

Loose Furnishings:

- Cart (lockable)
- Chemical storage cabinets (lockable)
- Under the counter refrigerator

Plumbing Features:

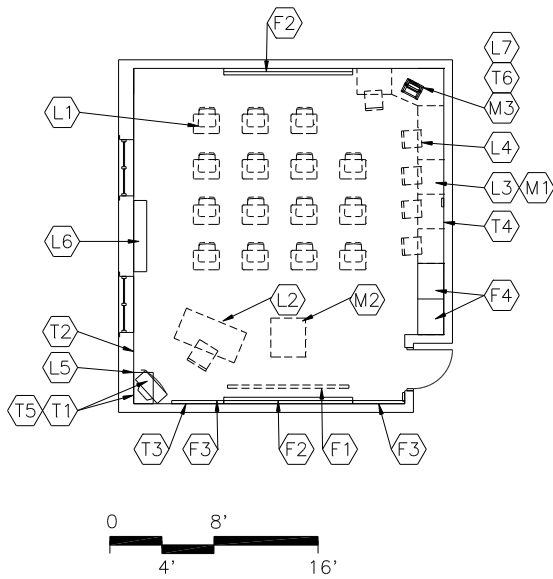
- Acid waste system
- Floor drain
- Plumbing connections
- Sink w/ Safety chemical shower/eye wash

HVAC Features:

- 24 hour exhaust for acid storage cabinet
- Gas/local compressed air connections
- Independent temperature control
- Manual exhaust
- Supply/return air system

NOTES: Consult with each school's science department for specific requirements for fume hood

**SMALL GROUP INSTRUCTION/ ALTERNATIVE EDUCATION/ RESOURCE ROOM**



**QTY:**

- 6

**CAPACITY:**

- Up to 15 students
- 1 staff member

**SIZE:**

- 400-500 SF

**SPATIAL RELATIONSHIPS:**

- Near Media Center

**GOAL:**

- To provide flexible space to accommodate any of the special needs 'pull-out' curricula
- To provide informal learning space for pull-out instruction

**PROGRAM ACTIVITIES:**

- Computerized instruction
- Hands-on activities and instruction
- Small group instruction
- Team teaching

**ENVIRONMENTAL CONSIDERATIONS:**

- Comfortable rooms with pleasant décor
- Electrical outlets for equipment
- Uniform lighting
- Window treatment to darken room for AV presentation
- Windows to provide natural light and egress

**Built-in Fixtures:**

- 1 Dry, white eraser-board (4' x 16') on track; eraser-board shall be installed with a marker tray, map rails with tack strip above
- Casework: Tall cabinet
- Clock (on side walls instead of rear walls)
- Manual projection screen
- Tack board (4' x 8') minimum; tack strips on all walls

**Loose Furnishings:**

- 1, file cabinet, 4-drawer
- 10-15 student desks and chairs
- 3 chairs
- 3 computer workstations
- Adjustable height bookshelves (12 LF)
- Printer table
- Lockable teacher wardrobe with coat rod; tall cabinet w/ shelving (may be one unit)
- Teacher's desk/workstation and chair

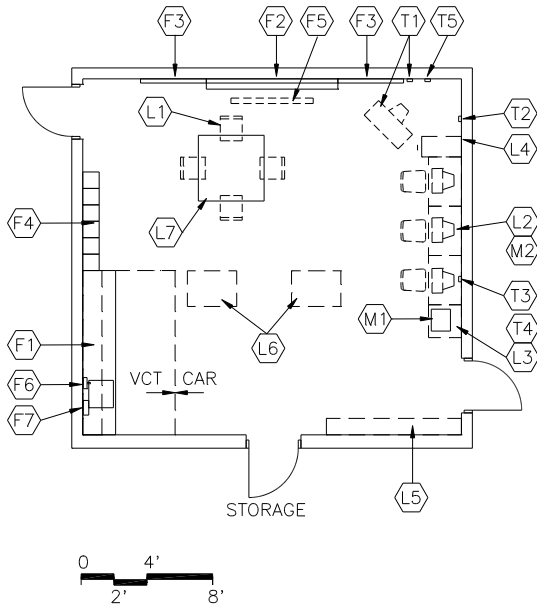
**Classroom Technology:**

- Additional ports: Printer, Clock/PA, 2 wireless
- Interactive white board or ceiling mounted overhead projected (to be determined at the time of installation)
- Single point 'face plate' near teachers work station to include: Voice, data, VGA, audio enhancement, and HDMI

**NOTES:** All drawings are for illustration only. Tags not noted in the text are not required elements.

**Academic Core Space**

**SPEECH/ OCCUPATIONAL/ PHYSICAL THERAPY**



**QUANTITY:**

- 1

**CAPACITY:**

- Up to 3 students
- Up to 2 staff

**SIZE:**

- 300 SF

**SPATIAL RELATIONSHIPS:**

- Near Special Needs Classrooms

**GOAL:**

- To provide private functional mobility training for students

**PROGRAM ACTIVITIES:**

- Assistive technology evaluation
- Exercise
- Occupational and Physical Therapy

**ENVIRONMENTAL CONSIDERATIONS:**

- Adequate ventilation
- Auditory privacy
- Electrical outlets for equipment
- Environmental sound control:  
Wall minimum: STC 45  
Ceiling minimum: CAC 35
- Reinforce structure to support equipment such as a trapeze
- Uniform lighting
- Wheelchair accessibility

**Built-in Fixtures:**

- F1 Casework:  
Wall/base cabinets for sink
- F2 Marker board (8 LF)
- F3 Tack board (8 LF)
- F5 Manual projection screen
- F6 Soap dispenser
- F7 Towel dispenser

**Loose Furnishings:**

- L1 4 chairs
- L2 1 computer workstation furniture
- L4 4-drawer file cabinet
- L3 Printer table (optional)
- L5 Bookshelves
- L6 OT/PT Therapy equipment (TBD)
- L7 Work table

**Room Technology:**

- T1 Video port, monitor
- T2 Voice port and phone
- T3 Wireless port

**NOTES:** Loose furnishings and features shown represent one of many possible arrangements.

**STORAGE (Student Lockers and Corridors)**

**CAPACITY:**

- Students
- Teachers

**SPATIAL RELATIONSHIPS:**

- Corridors have occasional views to the outside (courtyard, green roof, play areas)
- Lockers distributed by Academy
- Shared space with informal learning areas/commons

**GOAL:**

- To create inviting, well-lit and acoustically soothing spaces for transitioning to class, socializing, and learning
- To minimize dark, vacant hallways lined with closed doors
- To provide space for student storage at one locker per student plus an additional 5% locker quantity over capacity

**ENVIRONMENTAL CONSIDERATIONS:**

- Coordinate Commons finishes and loose furnishings with corridors
- Coordinate plumbing/HVAC/ electrical/ technology needs with building's overall technology plan.
- Uniform lighting

Built-in Fixtures:

- Centrally located large display monitor for school announcements and videos
- Display areas for 2D and 3D exhibits
- Lockers: 12" wide x 15" deep x 72" high
- Only permanent seating options to meet fire code restrictions

Note: Evaluate all student storage options to minimize crowded, noisy hallways while still providing a variety of storage options.

NOTES:

**Academic Core Space**

---

**Special Education Support  
CO-TEACHERS' SUITE**

---

**QUANTITY:**

- 1

**CAPACITY:**

- 4-9 teachers

**SIZE:**

- 400 SF

**SPATIAL RELATIONSHIPS:**

- Located near special education classrooms

**GOAL:**

- To provide a home base for co-teachers

**PROGRAM ACTIVITIES:**

- Paperwork
- Small meetings

**ENVIRONMENTAL CONSIDERATIONS:**

- Electrical outlets for equipment presentation
- Proportion classroom for effective viewing and listening from all areas of the classroom
- Uniform lighting
- Window treatment to darken room for AV
- Windows to provide natural light and egress

Built-in Fixtures:

- Marker board (8 LF)
- Tack board (8 LF minimum)

Loose Furnishings:

- Conference table
- Cubicles for up to six teachers each with desk/workstation, lockable file cabinet, and coat rack

Room Technology:

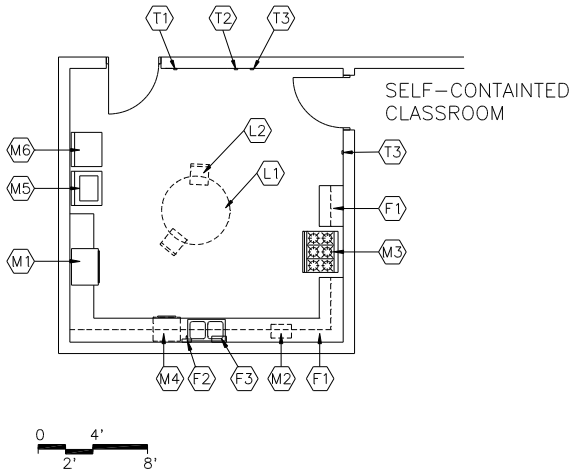
- Voice, data, VGA , and HDMI

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NOTES:



**LIFE SKILLS LAB (optional)  
Special Education / CRI Support**



**CAPACITY:**

- Faculty and staff
- 4-8 students

**SIZE:**

- 400 SF

**SPATIAL RELATIONSHIPS:**

- Accessible from main corridor

**GOAL:**

- To help students learn practical/hands-on social skills and daily living skills
- To provide a handicapped-accessible area for washing and drying garments
- To provide a space for a life skills instructional area shared by students receiving mentally/developmentally handicapped special education services

**PROGRAM ACTIVITIES:**

- Food preparation and clean up (kitchenette)
- Washing and drying garments (Laundry)

**ENVIRONMENTAL CONSIDERATIONS:**

- All equipment and casework should be handicap accessible
- Cleanable building surfaces
- Electrical outlets for equipment
- Proper ventilation to remove cooking odors
- Uniform lighting
- Windows to provide natural light, desirable

**Built-in Fixtures:**

- F1 Kitchen Casework  
Base/wall cabinets
- F2 Soap dispenser
- F3 Towel dispenser

**Loose Furnishings:**

- L1 1 work table
- L2 6 chairs
  - Sofa bed

**Miscellaneous:**

- M1 Refrigerator
- M2 Microwave
- M3 Range with oven
- M4 Dishwasher
- M5 Washer
- M6 Dryer

**Communications:**

- T1 1 voice port and phone
- T3 1 wireless data port

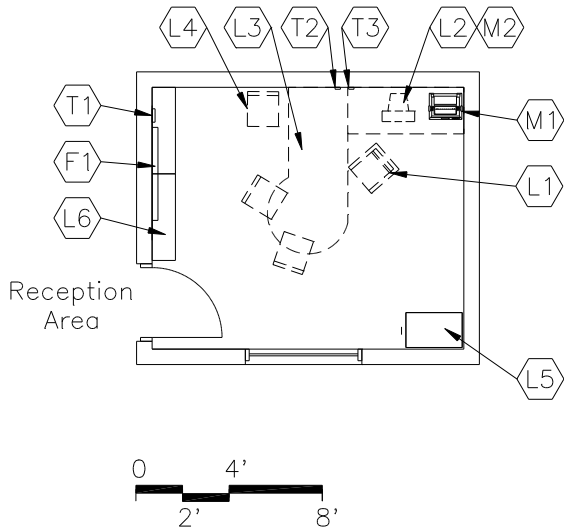
**Plumbing:**

- Connections to food service equipment
- Connections to laundry equipment
- Plumbing and electrical connections with master shut off
- Double Sink

**NOTES:** All drawings are for illustration only. Tags not noted in the text are not required elements.

**Academic Core Space**

**OFFICE/ COORDINATOR  
Special Education Support**



**ENVIRONMENTAL CONSIDERATIONS:**

- Auditory privacy
- Electrical outlets for equipment
- Environmental sound control:
  - Wall minimum: STC 45
  - Ceiling minimum: CAC 35
- Uniform lighting
- Windows to provide natural light, desirable

Loose Furnishings:

- L1 Ergonomic task chair
- L2 Computer workstation
- L3 Desk
- L4 Guest chair
- L5 4-drawer locking file cabinet
- L6 Adjustable height bookshelves (12 LF)

See general requirements for technology

**QUANTITY:**

- 3

**CAPACITY:**

- Counselors
- Instructional personnel
- Psychologists
- Social workers

**SIZE:**

- 150 SF

**SPATIAL RELATIONSHIPS:**

- Adjacent and access to Reception Area
- Within the Core academic Suite

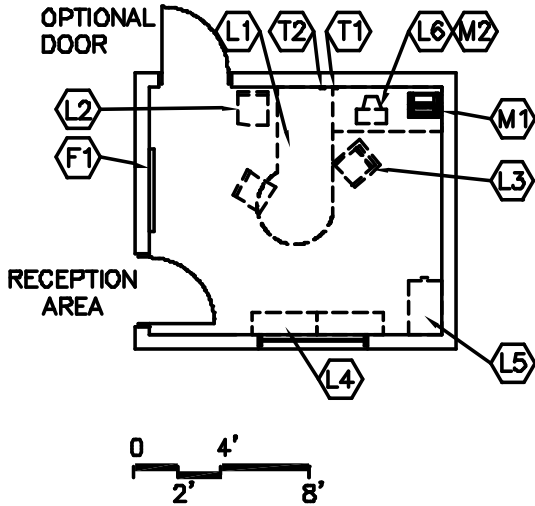
**GOAL:**

- To provide service to accomplish the requirements of IEPs

**NOTES:** All drawings are for illustration only. Tags not noted in the text are not required elements.

**Academy Support Space**

**ADMIN OFFICE (ASSISTANT PRINCIPAL/ ACADEMY HEAD)**



**QUANTITY:**

- 4

**CAPACITY:**

- Assistant Principal

**SIZE:**

- 120 SF

**SPATIAL RELATIONSHIPS:**

- Located centrally within each Academy
- Adjacent and access to Decentralized Administration Reception Area

**GOAL:**

- To provide an office for the assistant principal to perform administrative functions

**PROGRAM ACTIVITIES:**

- Telephone communications (private)
- Coordination of school and support services
- Conferencing with parents, students, and staff

**ENVIRONMENTAL CONSIDERATIONS:**

- Auditory privacy
- Environmental sound control:  
Wall minimum: STC 45  
Ceiling minimum: CAC 35
- Electrical outlets for equipment
- Uniform lighting
- Windows to provide natural light

**Built-in Fixtures:**

- F1 Tack board (4 LF)

**Loose Furnishings:**

- L1 Desk with conference table
- L2 2 guest chairs
- L3 Ergonomic task chair
- L4 Adjustable height bookshelves (12 LF)
- L5 1, 4-drawer locking file cabinet
- L6 Computer workstation

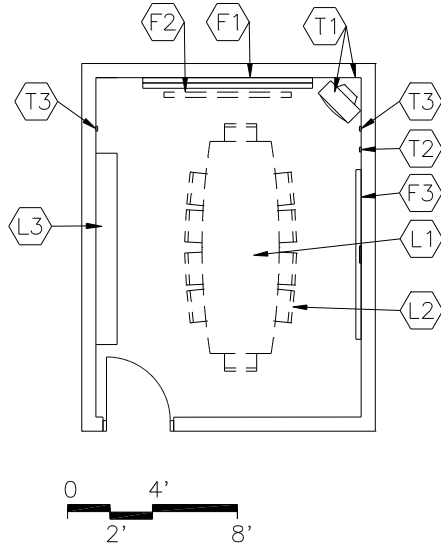
**Room Technology:**

- T1 1 voice port and phone
- T2 2 data ports
- M1/2 Computer/printer

**NOTES:** All drawings are for illustration only. Tags not noted in the text are not required elements.

## Academy Support Space

### CONFERENCE ROOM



**QUANTITY:**

- varies

**CAPACITY:**

- Staff
- Teachers
- Visitors

**SIZE:**

- varies (800 SF total)

**SPATIAL RELATIONSHIPS:**

- Near front door

**GOAL:**

- To provide a place for teacher conferences or meetings

**PROGRAM ACTIVITIES:**

- Conferencing with staff, teachers, and visitors

**ENVIRONMENTAL CONSIDERATIONS:**

- Auditory privacy
- Electrical outlets for equipment
- Environmental sound control:
  - Wall minimum: STC 45
  - Ceiling minimum: CAC 35
- Uniform lighting

**Built-in Fixtures:**

- F1 Marker board (8 LF)
- F2 Manual projection screen
- F3 Tack board (8 LF)

**Loose Furnishings:**

- L1 1-2 Conference tables for 12 w/ conference room technology built-in
- L2 10-12 chairs (sm); 24 chairs (lg)
- L3 Adjustable height bookshelves (24 LF)

**Room Technology:**

- T1 1 video port, monitor and brackets (proportion viewing size for larger conference room)
- T2 1 voice port and phone
- T3 2 data ports

**NOTES:** All drawings are for illustration only. Tags not noted in the text are not required elements.

**RECEPTION AREA**

**QUANTITY:**

- 4

**CAPACITY:**

- Staff
- Students
- Parents
- Visitors

**SIZE:**

- 100 SF

**ANCILLARY SPACES:**

- Academy Head/Assistant Principal

**SPATIAL RELATIONSHIPS:**

- Glass into the corridor for security and visibility
- Locate at entrance to academy

**GOAL:**

- To provide a space designated to help students and the public feel welcome and to provide information
- Waiting area for Administrator

**PROGRAM ACTIVITIES:**

- Administrative activities
- Greeting visitors
- Waiting area for students

**ENVIRONMENTAL CONSIDERATIONS:**

- Uniform lighting

Built-in Fixtures:

- Reception counter (optional)
- Tack board (4 LF)

Loose Furnishings:

- 4 visitor chairs
- Desk
- End table
- Ergonomic task chair
- Information kiosk/display

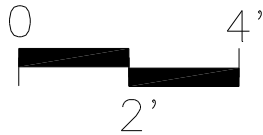
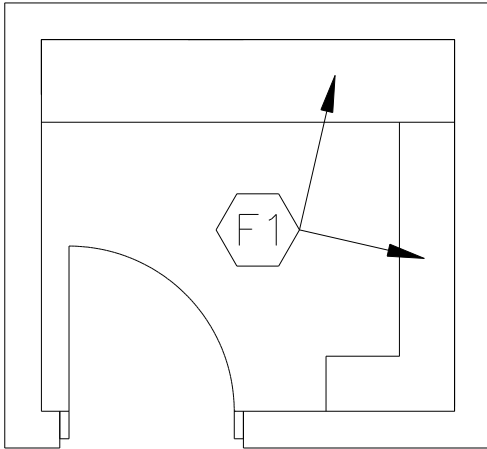
Area Technology:

- Cable/MATV port
- Data port for printer
- Data port near workstation
- Voice port and phone

NOTES: Loose furnishings and features shown represent one of many possible arrangements.

**Academy Support Space**

**STORAGE**



**ENVIRONMENTAL CONSIDERATIONS:**

- Adequate ventilation
- Security of equipment and supplies
- Uniform lighting

**Built-in Fixtures:**

- F1 Storage shelving:  
12" deep & 18" deep

**QUANTITY:**

- 4

**CAPACITY:**

- Staff

**SIZE:**

- 100 SF (400 SF total)

**GOAL:**

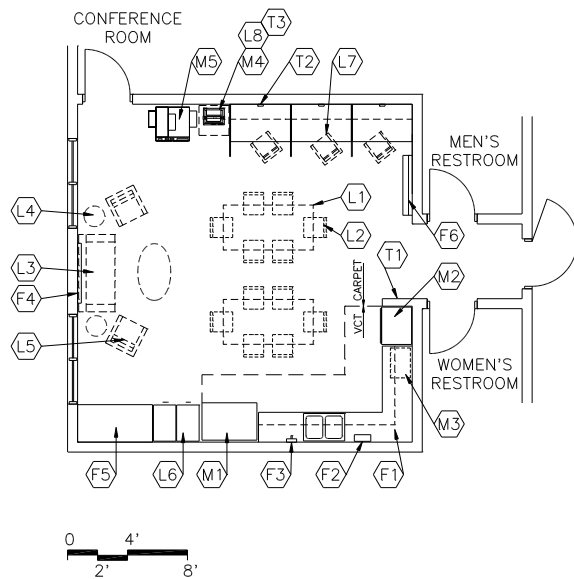
- To provide a place for storage of supplies and equipment

**PROGRAM ACTIVITIES:**

- Storing equipment and supplies for core academic departments (English, Math, Social Studies and World Language, other)

**NOTES:**

**TEACHER SUPPORT AREA**



**QUANTITY:**

- 1-4

**CAPACITY:**

- 6-36 teachers

**SIZE:**

- 400 SF (Or 1600 SF combined)

**GOAL:**

- To provide space for teachers to carry out their administrative duties, prepare materials for class, access the Internet, lock up personal items, and to socialize and relax.

**SPATIAL RELATIONSHIPS:**

- 1 per Academy (or 1 per school)
- Access from Corridor
- Located near individual restrooms

**PROGRAM ACTIVITIES:**

- Enter and access data
- Grade papers
- Prepare lessons using computer, video, and other resources.
- Store files [floating or shared department files]
- Eating lunch

**ENVIRONMENTAL CONSIDERATIONS:**

- Adequate ventilation/exhaust
- Consider future technology needs, build-in flexibility to retain options
- Electrical outlets for equipment
- Environmental sound control:  
Wall minimum: STC 45  
Ceiling minimum: CAC 35
- OSHA requirements maintained
- Uniform lighting with multi-level switching
- Windows to provide natural light and egress

**Built-in Fixtures:**

**F1 Casework:**

Base/wall cabinets

F2 Towel dispenser

F3 Soap dispenser

F4 Tack board (4 LF)

F5 Casework: Wardrobe for floating teachers

F6 Marker board (4 LF)

Lockers for floating teachers

**Loose Furnishings:**

L1 2 Rectangular tables

L2 12 Chairs

L3 Sofa (optional)

L4 End tables

L5 Lounge chairs

L6 Two 2-drawer locking file cabinet for floating teachers

L7 Two Workstations for floating teachers

L8 Printer table

M1 Vending machine

M2 Refrigerator

M3 Microwave

**Room Technology:**

T1 1 voice port and phone

T2 1 data port in each workstation

T3 1 data port for printer

- Additional ports: Clock/PA, 2 wireless
- Single point 'face plate' near teachers work station to include: Voice, data, VGA, audio enhancement, and HDMI

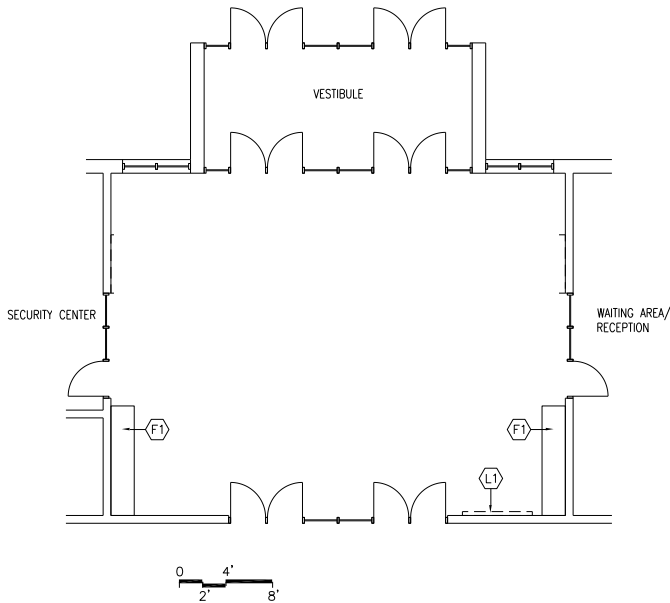
**NOTES:** Loose furnishings and features shown represent one of many possible arrangements

**Academy Support Space**

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**Administration Space Requirements**  
**LOBBY**



**QUANTITY:**

- 1

**SIZE:**

- 900 SF

**GOAL:**

- To immediately greet visitors with a welcoming atmosphere and to provide easy accessibility for the public

**SPATIAL RELATIONSHIP:**

- Adjacent and access to Security Office
- Adjacent and access to Main Office

**ENVIRONMENTAL CONSIDERATIONS:**

- Uniform lighting with accent lighting as appropriate
- Electrical outlets for equipment
- Aesthetically pleasing
- Provide exterior canopies at entrances
- Window to provide ample natural light
- Treat for sound attenuation
- The architect is to work with the school and district security to develop a safe and respectful security arrangement for students, staff and visitors
- The school wants all visitors during the day to go through the welcome area to get into the school.

**Built-in Fixtures:**

- F1 Display cases
- L1 Electronic board
- Security desk/counter with workstation

**Room Technology:**

- Voice and data to security desk

**NOTE:**

- The morning student entrance may be located near the dining area.
- The teachers' entrance may be near staff parking and must be pass key protected for controlled access at all times.

**NOTES:** Loose furnishings and features shown represent one of many possible arrangements.

**Administration Space**

---

**RECEPTION/ WAITING AREA**

---

**QUANTITY:**

- 1

**CAPACITY:**

- 10

**SIZE:**

- 600 SF (includes 50 SF Coat Closet)

**SPATIAL RELATIONSHIPS:**

- Adjacent to Lobby
- Easy to locate and identify
- Maximize view to Lobby and entry

**GOAL:**

- To provide a welcoming atmosphere and to serve as an information area for those coming into the school

**PROGRAM ACTIVITIES:**

- Greeting people and directing them to the proper location or person
- Waiting area for visitors and staff members

**ENVIRONMENTAL CONSIDERATIONS:**

- Coat Closet
- Electrical outlets for equipment
- Inviting to visitors
- Wheelchair accessibility
- Windows to provide natural light (if feasible)

Built-in Fixtures:

- 18' minimum reception counter (two level for handicapped access) with adjustable shelf storage on the inside
- Counter and base cabinets along back wall; space for master intercom console
- Tack board (8 LF)

Loose furniture:

- 2 End tables
- 2 ergonomic chairs
- 2 under the desk file cabinets
- 6-8 Visitor chairs
- Desk/Workstations for 2 staff
- Display rack

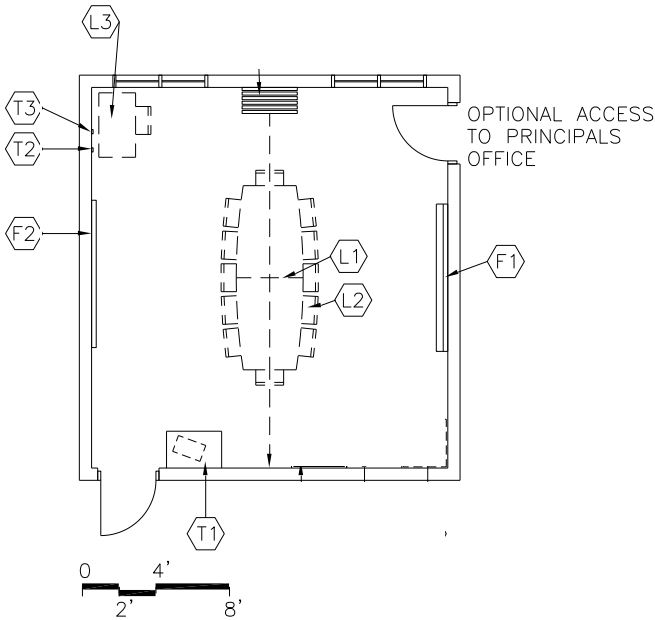
Room Technology:

- Ability to 'buzz' access main entrance when security is not available
- Master intercom console and appropriate electric and communication connections
- Voice and data for each workstation

---

NOTES:

**CONFERENCE/ TESTING ROOM**



**CAPACITY:**

- Staff
- Teachers
- Visitors

**SIZE:**

- 250 - 300 SF

**SPATIAL RELATIONSHIPS:**

- In administrative suite

**GOAL:**

- To provide an area adequate for small and medium group conferences for teachers and staff

**PROGRAM ACTIVITIES:**

- Conferencing with staff, teachers, and visitors
- Staff collaboration

**ENVIRONMENTAL CONSIDERATIONS:**

- Auditory privacy
- Electrical outlets for equipment
- Environmental sound control:
  - Wall minimum: STC 45
  - Ceiling minimum: CAC 35
- Uniform lighting

**Built-in Fixtures:**

- F1 Marker board (8 LF)
- F2 Tack board (8 LF)
  - Manual projection screen

**Loose Furnishings:**

- L1 1-2 Conference tables for 12 w/ conference room technology built-in
- L2 12-20 chairs
- L3 Computer workstation furniture

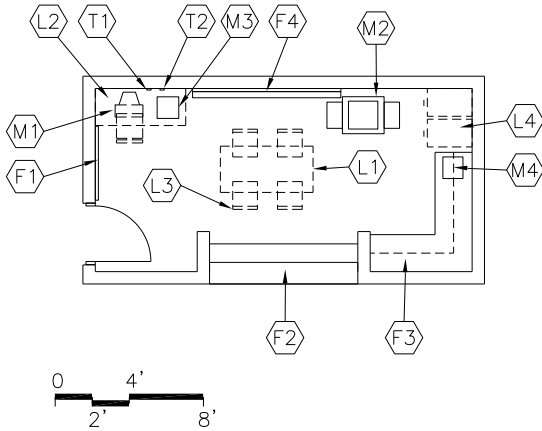
**Room Technology:**

- T1 1 video port, monitor and brackets (proportion viewing size for larger conference room)
- T2 1 voice port and phone
- T3 2 data ports
  - Design for computer aided presentations (electrical outlets from table for projection device, screen along short wall, light darkening capability)

**NOTES:**

**Administration Space**

**MAILROOM**



**SIZE:**

- 200 SF

**SPATIAL RELATIONSHIP:**

- Located within/adjacent to the Administrative Area

**GOAL:**

- To provide adequate space and equipment for office work projects and an area to disseminate incoming mail to staff members

**PROGRAM ACTIVITIES:**

- Collating materials
- Copying
- Delivery of general mail
- General office work
- Storing of pertinent files

**ENVIRONMENTAL CONSIDERATIONS:**

- Auditory privacy
- Uniform lighting

**Built-in Fixtures:**

- F1 Tack board (4 LF)
- F2 Casework:  
Two sided mail slots for 110% of staff with base cabinets below
- F3 Casework: Base/wall cabinets
- F4 Marker board (8 LF)

**Loose Furnishings:**

- L1 Work table
- L2 Computer workstation with ergonomic task chair
- L3 2-4 Chairs
- L4 2, four-drawer file cabinets

**Miscellaneous Equipment (owner provided):**

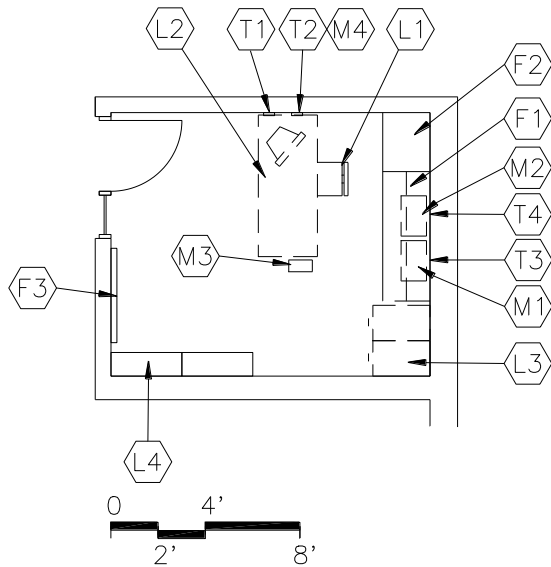
- M1 Computer (optional)
- M2/3 Printer/copier (optional)
- M4 FAX (optional)

**Room Technology:**

- Voice ports and phones

**NOTES:** Loose furnishings and features shown represent one of many possible arrangements.

**OFFICE (Administrative Assistant and IT Coordinator)**



**QUANTITY:**

- 2

**CAPACITY:**

- 2 people

**SIZE:**

- 120 SF

**SPATIAL RELATIONSHIPS:**

- Adjacent and access to Waiting Area/Reception
- Visual access to Waiting Area/Reception
- Adjacent to Principal's Office
- The attendance office will have a lockable window to the corridor with a counter.

**GOAL:**

- To serve as an area from which the secretary can effectively provide administrative support

**PROGRAM ACTIVITIES:**

- Financial accounting and bookkeeper functions
- General office work
- Answering telephone
- Data input and retrieval
- Duties of confidential secretary

**Built-in Fixtures:**

- F1 Casework: Base cabinets and shelving
- F3 Tack board (4 LF)
- F2 Casework: Wardrobe

**Loose Furnishings:**

- L2 Desk
- L1 Ergonomic chair
- L3 Four-drawer locking file cabinet
- L4 Bookcases

**Miscellaneous Equipment (owner provided):**

- M2 Printer
- M4 Computer
- M1 FAX

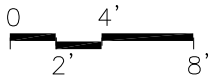
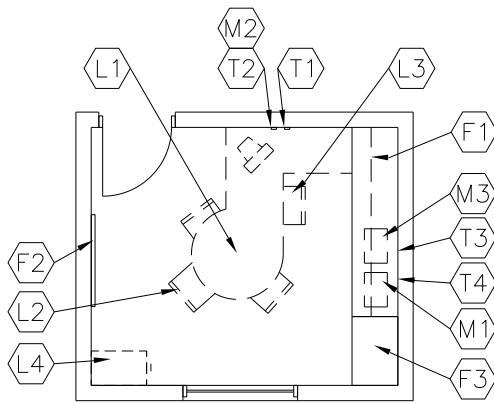
**Room Technology:**

- T1 Voice port and phone
- T2 Data port near workstation
- T3 Fax port
- T4 Data port for printer

**NOTES:** Loose furnishings and features shown represent one of many possible arrangements.

**Administration Space**

**OFFICES (Attendance and Business Manager)**



**QUANTITY:**

- 2

**CAPACITY:**

- 4 people

**SIZE:**

- 150 SF

**ANCILLARY SPACES:**

- School Vault (50 SF)

**SPATIAL RELATIONSHIPS:**

- Adjacent to Administrative Assistant's Office
- Near Main Office

**GOAL:**

- To serve as the home base for administrators from which he/she can provide leadership in a personal, flexible, and organized environment for students, staff, and community

Note: The business manager will have the school vault near his or her office

**PROGRAM ACTIVITIES:**

- Student counseling
- Telephone calls
- Administrative paperwork
- Planning
- Computer input
- Meetings with parents, students, and staff

**Built-in Fixtures:**

- F1 Casework: Base cabinets and shelving
- F2 Tack board (4 LF)
- F3 Casework: Wardrobe

**Loose Furnishings:**

- L1 Desk
- L2 Side chairs
- L3 Ergonomic chair
- L4 Four-drawer locking file cabinet

**Miscellaneous Equipment (owner provided):**

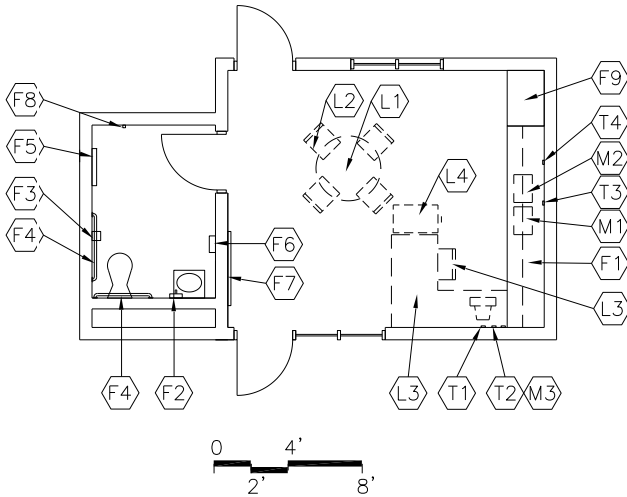
- M1 Printer
- M2 Computer
- M3 Fax (optional)

**Room Technology:**

- T1 Voice port and phone
- T2 Data port near workstation
- T3 Fax port (optional)
- T4 Data port for printer

**NOTES:** Loose furnishings and features shown represent one of many possible arrangements.

**PRINCIPAL'S OFFICE**



**QUANTITY:**

- 1

**CAPACITY:**

- 5 people

**SIZE:**

- 230 SF (Including 50 SF Private Toilet)

**SPATIAL RELATIONSHIPS:**

- Adjacent to Administrative Assistant's Office
- Near Conference Room

**GOAL:**

- To serve as the home base for the principal from which he/she can provide instructional leadership in a personal, flexible, and organized environment for students, staff, and community

**PROGRAM ACTIVITIES:**

- Administrative paperwork
- Computer input
- Conferences with staff and other visitors
- Interaction with students
- Planning
- Telephone calls

**ENVIRONMENTAL CONSIDERATIONS:**

- Adequate exhaust (restroom)
- Auditory privacy
- Private restroom

Built-in Fixtures:

- F1 Casework: Base/wall cabinets and shelving
- F2 Soap dispenser
- F3 Toilet tissue holder
- F4 36" and 42" grab bars
- F5 24" x 60" mirror
- F6 Towel dispenser
- F7 Tack board (4 LF)
- F8 Coat hook
- F9 Casework: Wardrobe

Loose Furnishings:

- L1 Conference table
- L2 4 side chairs
- L3 Desk and chair
- L4 4-drawer locking file cabinet

Miscellaneous Equipment (owner provided):

- M1/2 Fax/Printer
- M3 Computer

Room Technology:

- T1 Voice port and phone
- T2 Data port near workstation
- T3 Fax port
- T4 Data port for printer

**NOTES:** Loose furnishings and features shown represent one of many possible arrangements.

**Administration Space**

---

**SECURITY CENTER/ OFFICE**

---

**QUANTITY:**

- 1

**CAPACITY:**

- Up to 8 people

**SIZE:**

- 300 SF

**SPATIAL RELATIONSHIPS:**

- Near entrance to Main Corridor
- Near student entrance if different
- Suite needs 3 activity areas:
  - 1) Work/meeting space for team
  - 2) Breakout/quiet area (100 SF)
  - 3) Camera monitor area w/ privacy screen

**GOAL:**

- To serve as an area from which the school resource officers can perform their administrative and law enforcement functions

**PROGRAM ACTIVITIES:**

- Complete reports
- Meet with parents, staff, and other law enforcement officials
- Monitor surveillance equipment
- Perform counseling

Loose Furnishings:

- 6-8 chairs
- 2 Desks/workstation and chairs
- 1 chair in breakout area
- 2 Work tables

Room Technology:

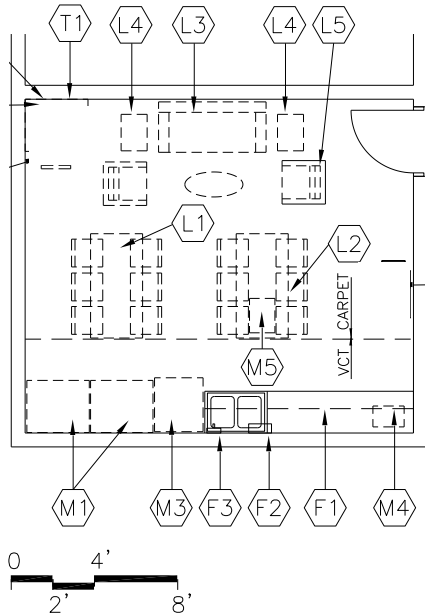
- Base system for security cameras
- Data ports near workstations
- Voice ports and phones to both desks

---

NOTES:



**STAFF BREAK ROOM**



**QUANTITY:**

- 1

**CAPACITY:**

- Up to 1 person

**SIZE:**

- 400 SF

**SPATIAL RELATIONSHIPS:**

- Access from corridor
- Bathrooms within or near
- Near Dining

**GOAL:**

- To provide as an area for staff to relax and prepare for classes

**PROGRAM ACTIVITY:**

- Eating
- Interacting with peers
- Planning lessons
- Relaxing
- Using the telephone

**ENVIRONMENTAL CONSIDERATIONS:**

- Auditory privacy
- OSHA requirements maintained
- Uniform lighting
- Wheelchair accessibility

Built-in Fixtures:

- F1 Casework:  
Base cabinets and shelving
- F2 Sink w/soap dispenser
- F3 Towel dispenser
- Tack board (4 LF)
  - Casework: Lockers for floating teachers

Loose Furnishings:

- L1 2 Rectangular tables
- L2 12 Chairs
- L3 Sofa
- L4 End tables
- L5 Lounge chairs

Miscellaneous Equipment (owner provided):

- M1 Vending machines
- M3 Refrigerator
- M4 2 Microwaves

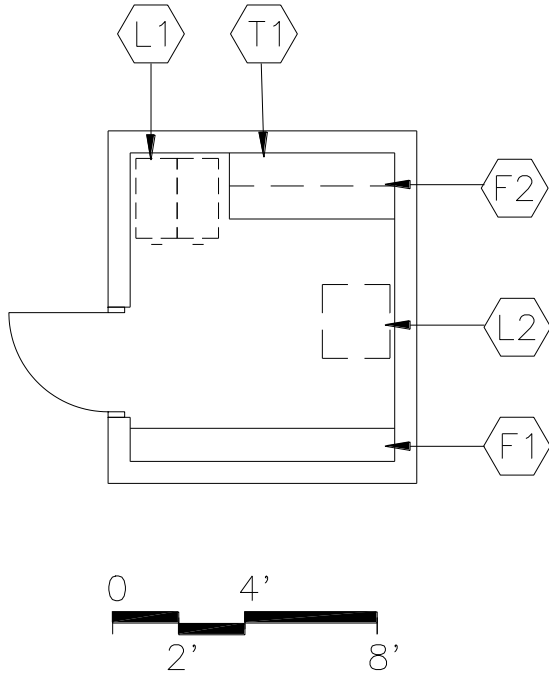
Room Technology:

- T1 1 Voice port and phone
- 1 data port in each workstation
  - 1 data port for printer
  - Additional ports: Clock/PA, 2 wireless
  - Single point 'face plate' near teachers work station to include: Voice, data, VGA, audio enhancement, and HDMI

**NOTES:** Loose furnishings and features shown represent one of many possible arrangements.

## Administrative Space

### STORAGE (ADMINISTRATIVE SUPPLIES)



#### QUANTITY:

- 1

#### SIZE:

- 75 SF

#### SPATIAL RELATIONSHIPS:

- Adjacent and access to Administrative Workroom
- Located within Administrative Area

#### GOAL:

- To provide adequate and secure storage for office supplies

#### PROGRAM ACTIVITY:

- Storing of office supplies, forms, and files

#### ENVIRONMENTAL CONSIDERATIONS:

- Auditory privacy
- Uniform lighting

#### Built-in Fixtures:

- F1 Shelving
- F2 Lockable cabinets

#### Loose Furnishings:

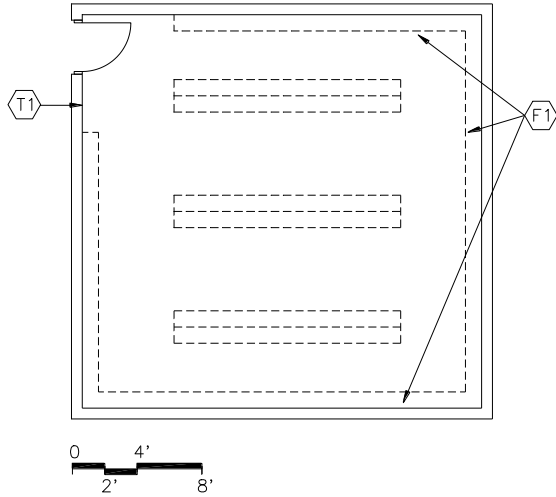
- L1 2, four-drawer file cabinet
- L2 Small safe

#### Room Technology:

- T1 Data port

**NOTES:** Loose furnishings and features shown represent one of many possible arrangements.

**STORAGE (CENTRAL TEXT BOOK ROOM)**



**ENVIRONMENTAL CONSIDERATIONS:**

- Electrical outlets
- Uniform lighting

**Built-in Fixtures:**

- F1 Adjustable shelving (2,000 LF)

**Room Technology:**

- T1 Voice port

**QUANTITY:**

- 1

**SIZE:**

- 700 SF (2,000 LF of shelving)

**SPATIAL RELATIONSHIPS:**

- Near Administration

**GOAL:**

- To provide secure storage for teaching materials

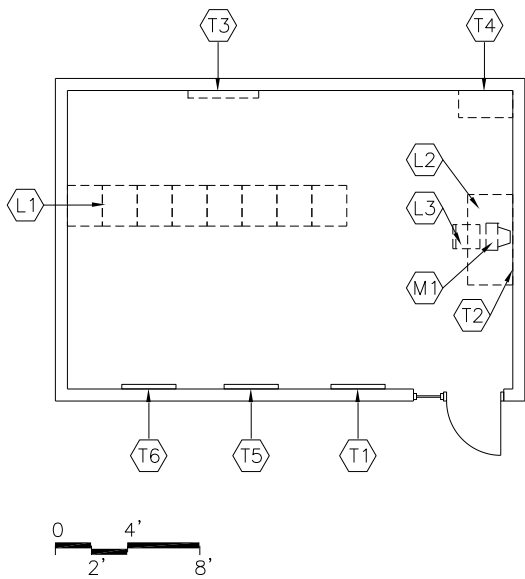
**PROGRAM ACTIVITY:**

- Storage of textbooks and teaching supplies and forms
- Inventory

**NOTES:** Loose furnishings and features shown represent one of many possible arrangements.

**Administrative Space**

**TELECOMMUNICATIONS (HEAD END) ROOM**



**ENVIRONMENTAL CONSIDERATIONS:**

- Access to ceiling and ceilings for modifications to systems and wiring
- Adequate power supply will be required and auxiliary UPS power for back-up. (Quality of power is important.)
- Adequate ventilation
- Air conditioning dedicated to this space
- Dedicated electrical circuitry
- Security of door

Loose Furnishings:

- L1 6-8 racks
- L2 Computer workstation/M1 computer
- L3 Ergonomic task chair

Room Technology:

- T1 Data network system
- T2 Voice port and phone
- T3 Telephone switchgear
- T4 Video network control
- T5 Satellite dish connection
- T6 Satellite and cable system controls access

**QUANTITY:**

- 1

**SIZE:**

- 250 SF

**SPATIAL RELATIONSHIPS:**

- Near Administration or Media Center

**GOALS:**

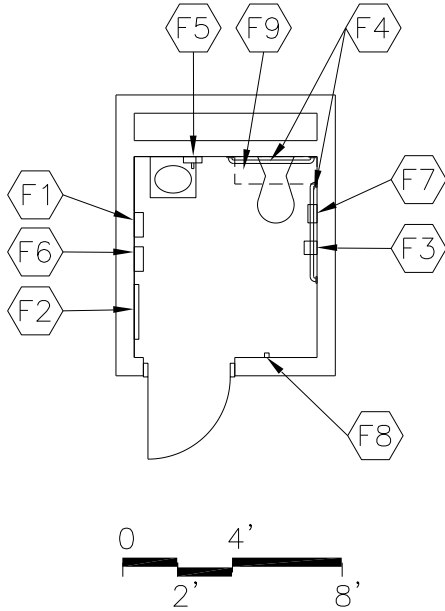
- To provide a secure area to serve as the information hub of the school. File servers will serve the buildings computer network
- To provide satellite up and down links that will send and receive voice, video, and data. Fiber optic cable will serve the telephone, fax, and video of the school and other district buildings

**PROGRAM ACTIVITIES:**

- Cable and CATV reception and broadcasting
- Network management
- Security system location
- Telephone wiring entry and distribution
- Voice, video, data reception and distribution

**NOTES:** Loose furnishings and features shown represent one of many possible arrangements.

**TOILET**



**ENVIRONMENTAL CONSIDERATIONS:**

- Adequate exhaust/ventilation
- Moisture- and stain-resistant finishes
- Wheelchair accessibility

**Built-in Fixtures:**

- F1 Towel dispenser
- F2 24" x 60" mirror
- F3 Toilet tissue holder
- F4 36" and 42" grab bars
- F5 Soap dispenser
- F6 Sanitary dispenser
- F7 Sanitary disposal
- F8 Coat hook
- F9 Casework: Wall cabinet

**QUANTITY:**

- 1

**CAPACITY:**

- Up to 1 person

**SIZE:**

- 50 SF

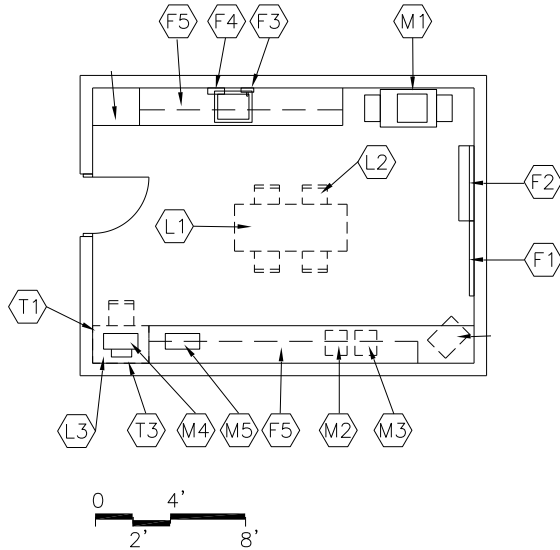
**SPATIAL RELATIONSHIPS:**

- Accessed from the welcome center

**NOTES:** Loose furnishings and features shown represent one of many possible arrangements.

**Administrative Space**

**WORKROOM**



**QUANTITY:**

- 1

**CAPACITY:**

- Up to 4 people

**SIZE:**

- 200 SF

**SPATIAL RELATIONSHIPS:**

- Near Waiting Area/Reception

**GOAL:**

- To provide an area for office projects to be completed

**PROGRAM ACTIVITIES:**

- Binding reports
- Collating
- Copying
- Laminating
- Preparing communications for mailing
- Sorting of files
- Telephone communications

**ENVIRONMENTAL CONSIDERATIONS:**

- Auditory privacy
- OSHA requirements maintained
- Uniform lighting
- Wheelchair accessibility

**Built-in Fixtures:**

- F1 Tack board (4 LF)
- F2 Marker board (4 LF)
- F3 Sink w/soap dispenser
- F4 Towel dispenser
- F5 Casework:  
Base cabinets and shelving

**Loose Furnishings:**

- L1 Work table
- L2 4 chairs
- L3 Computer workstation with ergonomic task chair

**Miscellaneous Equipment:**

- M1 Copier
- M2 Paper cutter
- M3 Laminating machine
- M4 Computer
- M5 Printer

**Room Technology:**

- T1 Voice ports and phones
- T3 2 data ports

**NOTES:** Loose furnishings and features shown represent one of many possible arrangements.

---

**Guidance/ Students Services Space**

**Guidance/Student Services Space Requirements**  
**RECEPTION AND WORK AREA**

---

**CAPACITY:**

- Staff
- Students
- Parents
- Visitors
- Up to 5 People

**SIZE:**

- 250 SF (Guidance)
- 150 SF (Parent Center)

**SPATIAL RELATIONSHIPS:**

- Glass into the corridor for security and visibility
- Locate near entrance

**GOAL:**

- To provide a space designated to help students and the public feel welcome and to provide information
- Waiting area for counselors

**PROGRAM ACTIVITIES:**

- Administrative activities
- Greeting visitors
- Waiting area for students

**ENVIRONMENTAL CONSIDERATIONS:**

- Auditory privacy
- Wheelchair accessibility
- Uniform lighting

Built-in Fixtures:

- Tack board (4 LF)

Loose Furnishings:

- 4 visitor chairs
- End table
- Administrator desk
- Ergonomic task chair
- Information kiosk/display

Room Technology:

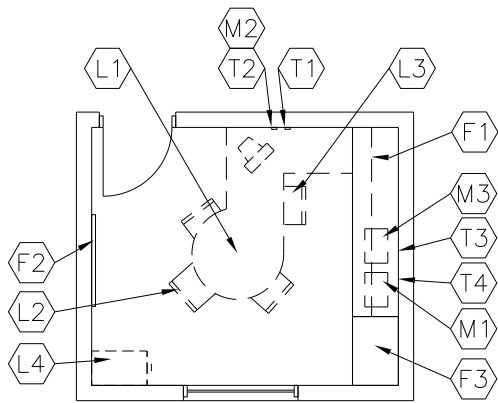
- Cable/MATV port
- Data port for printer
- Data port near workstation
- Video port, monitor, VCR, and brackets
- Voice port and phone

---

NOTES:

**Guidance/ Students Services Space**

**OFFICES (Counselors, Registrar, Coordinators, Parent Resource)**



**QUANTITY:**

- 11

**CAPACITY:**

- 4 people

**SIZE:**

- 150 SF

**SPATIAL RELATIONSHIPS:**

- Accessed through reception
- Near main entrance

**GOAL:**

- To serve as the home base for guidance counselors
- Private space to meet with parents or students

**PROGRAM ACTIVITIES:**

- Student counseling
- Telephone calls
- Administrative paperwork
- Planning
- Computer input
- Meetings with parents, students, and staff

Built-in Fixtures:

- F1 Casework:  
Base cabinets and shelving
- F2 Tack board (4 LF)
- F3 Casework: Wardrobe

Loose Furnishings:

- L1 Administrator desk
- L2 Side chairs
- L3 Ergonomic chair
- L4 Four-drawer locking file cabinet

Miscellaneous Equipment (owner provided):

- M1 Printer
- M2 Computer
- M3 Fax (optional)

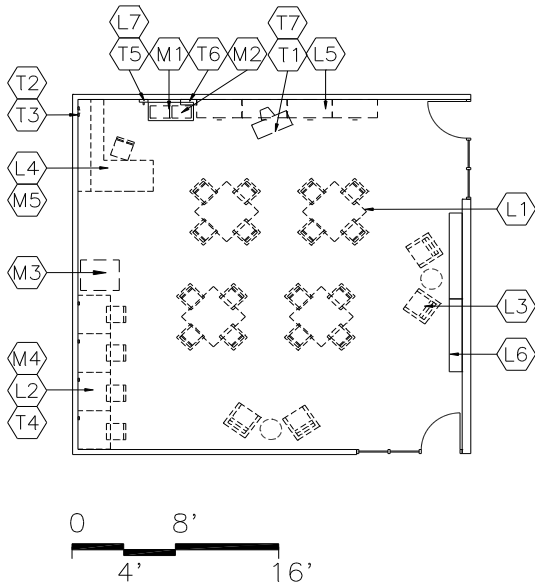
Room Technology:

- T1 Voice port and phone
- T2 Data port near workstation
- T3 Fax port (optional)
- T4 Data port for printer

**NOTES:** All drawings are for illustration only. Tags not noted in the text are not required elements.



**CAREER AND WORKFORCE CENTER**



**ENVIRONMENTAL CONSIDERATIONS:**

- Comfortable, quiet environment
- Electrical outlets for equipment
- Uniform lighting
- Visual access from Corridor

Loose Furnishings:

- L1 Work tables and chairs
- L2 4-5 Computer workstations
- L3 Lounge chairs
- L4 Reception desk
- L5 2 Lateral file cabinets
- L6 Adjustable height bookshelves (24 LF)
- L7 Printer table

Miscellaneous Equipment:

- M1 Fax
- M2 Printer
- M3 TV/VCR on cart
- M4 4 computers-students use
- M5 4 computer-staff use

Room Technology:

- T1 Video port, monitor, VCR, and brackets
- T2 Voice port and phone
- T3 Data port near aide workstation
- T4 Data port at each workstation
- T5 Fax port
- T6 Data port for printer

**CAPACITY:**

- 1 Staff person
- Up to 3 people

**SIZE:**

- 650 SF

**SPATIAL RELATIONSHIPS:**

- Access from Corridor and reception area

**GOAL:**

- To provide a space for career counseling and exploration opportunities for students

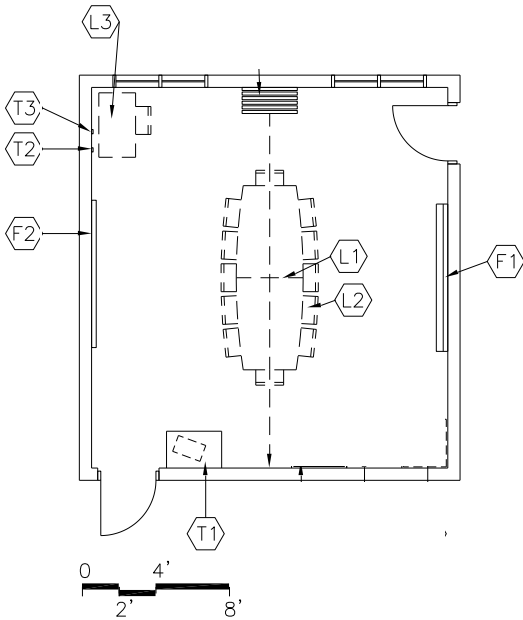
**PROGRAM ACTIVITIES:**

- Career exploration groups
- Career seminars
- Classroom visitations
- Group sessions with college representatives
- Research on colleges or careers

**NOTES:** All drawings are for illustration only. Tags not noted in the text are not required elements.

**Guidance/ Students Services Space**

**CONFERENCE/ TESTING ROOM**



**CAPACITY:**

- Staff
- Teachers
- Visitors

**SIZE:**

- 250 SF

**SPATIAL RELATIONSHIPS:**

- In administrative suite

**GOAL:**

- To provide an area adequate for small and medium group conferences for teachers and staff
- To provide an area for testing.

**PROGRAM ACTIVITIES:**

- Conferencing with staff, teachers, and visitors
- Staff collaboration

**ENVIRONMENTAL CONSIDERATIONS:**

- Auditory privacy
- Electrical outlets for equipment
- Environmental sound control:
  - Wall minimum: STC 45
  - Ceiling minimum: CAC 35
- Uniform lighting

**Built-in Fixtures:**

- F1 Marker board (8 LF)
- F2 Tack board (8 LF)
  - Manual projection screen

**Loose Furnishings:**

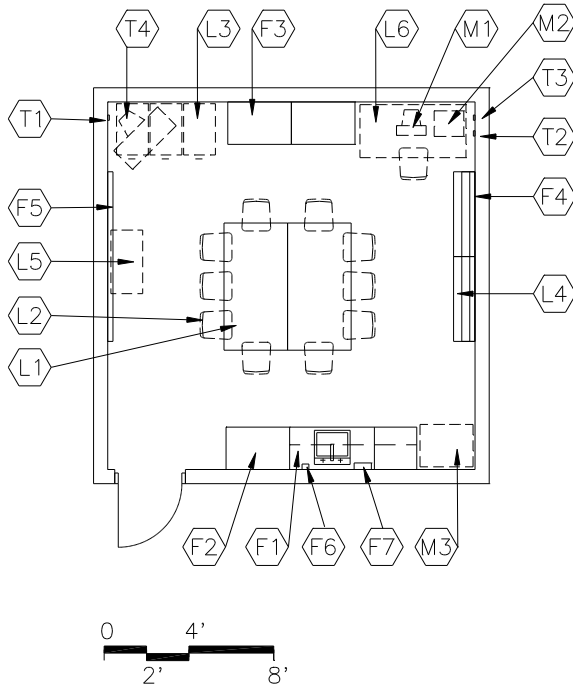
- L1 1-2 Conference tables for 12 w/ conference room technology built-in
- L2 12-20 chairs
- L3 Computer workstation furniture

**Room Technology:**

- T1 1 video port, monitor and brackets (proportion viewing size for larger conference room)
- T2 1 voice port and phone
- T3 2 data ports
  - Design for computer aided presentations (electrical outlets from table for projection device, screen along short wall, light darkening capability)

**NOTES:**

**PARENT RESOURCE ROOM**



**QUANTITY:**

- 1

**CAPACITY:**

- Up to 12 People
- Parents new to school
- PTA members
- Volunteers

**SIZE:**

- 700 SF

**SPATIAL RELATIONSHIPS:**

- Near Welcome Center
- Near Lobby Entrance
- Near Public Restrooms

**GOALS:**

- To provide a place for parents to meet and work when they volunteer at school
- To provide space for parents to check-out and use parenting sources
- To provide a place for the PTSA to store their materials
- To provide space for parents to check-out and use parenting sources

**PROGRAM ACTIVITIES:**

- Parent training
- Small group meetings
- Storage for personal items
- Storage of fundraising materials (PTO/PTA)
- Work area

Built-in Fixtures:

- F1 Casework: Base/wall cabinets
- F2 Casework: Wardrobe cabinet
- F3 Casework: Storage cabinets
- F4 Marker board (8 LF)
- F5 Tack board (8 LF)
- F6 Soap dispenser
- F7 Towel dispenser

Loose Furnishings:

- L1 2 tables (36" x 72")
- L2 10 chairs
- L3 Four-drawer file cabinet
- L4 Adjustable height bookshelves (20 LF)
- L6 Computer workstation

Miscellaneous Equipment:

- M1 Computer
- M2 Printer
- M3 Refrigerator with ice maker

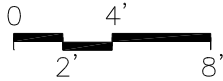
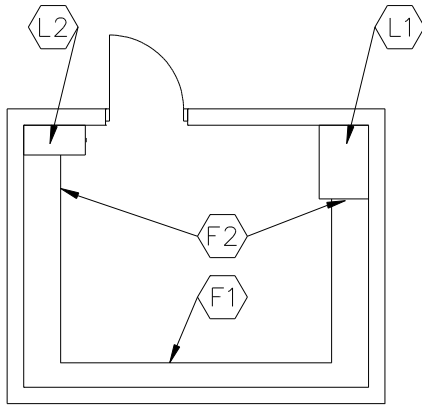
Plumbing:

- Plumbing connections
- Sink, single/deep bowl
- Hook-up for ice maker

**NOTES:** Loose furnishings and features shown represent one of many possible arrangements.

**Guidance/ Students Services Space**

**PTA STORAGE**



**QUANTITY:**

- 1

**SIZE:**

- 200 SF

**SPATIAL RELATIONSHIP:**

- In Parent Resource Center

**GOAL:**

- To provide a safe and secure area for storage of equipment and supplies

**ENVIRONMENTAL CONSIDERATION:**

- Security of door
- Uniform lighting with single-level switching
- Windowless

**Built-in Fixtures:**

- F1 Storage shelving (12" deep)
- F2 Storage shelving (18" deep)

**Loose Furnishings:**

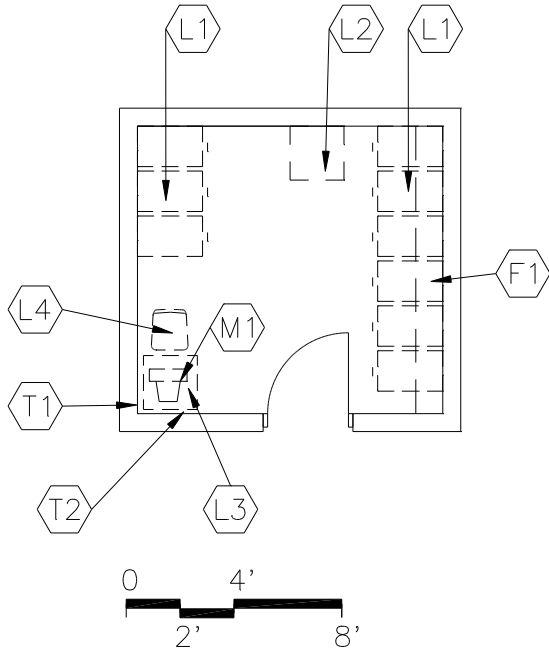
- L1 Adjustable height shelving (24" deep)
- L2 4-drawer file cabinet (legal)

**Electrical Features:**

- Single-level switching

**NOTES:** Loose furnishings and features shown represent one of many possible arrangements.

**RECORDS ROOM**



**QUANTITY:**

- 1

**CAPACITY:**

Staff Up to 2 people

**SIZE:**

- 300 SF

**SPATIAL RELATIONSHIPS:**

- Near Data Entry Office

**GOAL:**

- To provide secure, fireproof, and adequate storage for money, records, and other valuable items

**PROGRAM ACTIVITIES:**

- Storage of files and records
- Accessible to administration staff

**ENVIRONMENTAL CONSIDERATIONS:**

- Uniform lighting
- Security of door

**Built-in Fixtures:**

- F1 Casework:  
Wall shelving above file cabinets

**Loose Furnishings:**

- L1 10--20, four-drawer file cabinets (fireproof)
- L2 Small safe
- L3 Small table
- L4 Chair

**Room Technology:**

- T1 Voice port and phone
- T2 Data port

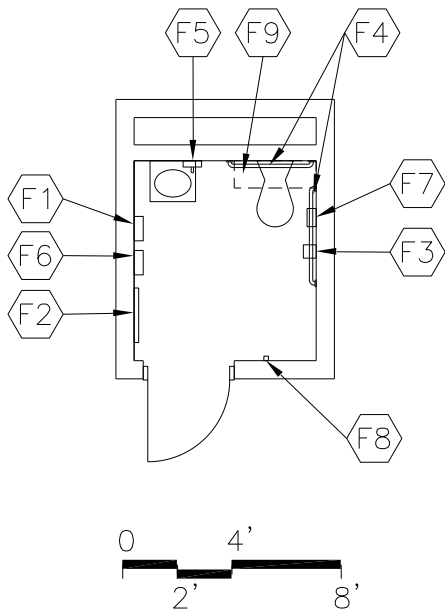
**Miscellaneous Equipment (Owner provided):**

- M1 (computer)

**NOTES:** Loose furnishings and features shown represent one of many possible arrangements.

**Guidance/ Students Services Space**

**TOILET (Adult)**



**ENVIRONMENTAL CONSIDERATIONS:**

- Adequate exhaust/ventilation
- Environmental sound control:
  - Wall minimum: STC 45
  - Ceiling minimum: CAC 35
- Moisture- and stain-resistant finishes
- Uniform lighting
- Wheelchair Accessibility

**Built-in Fixtures:**

- F1 Towel dispenser
- F2 24" x 60" mirror
- F3 Toilet tissue holder
- F4 36" and 42" grab bars
- F5 Soap dispenser
- F6 Sanitary dispenser
- F7 Sanitary disposal
- F8 Coat hook
- F9 Casework: Wall cabinet

**QUANTITY:**

- 2

**CAPACITY:**

- Up to 1 person

**SIZE:**

- 50 SF

**SPATIAL RELATIONSHIPS:**

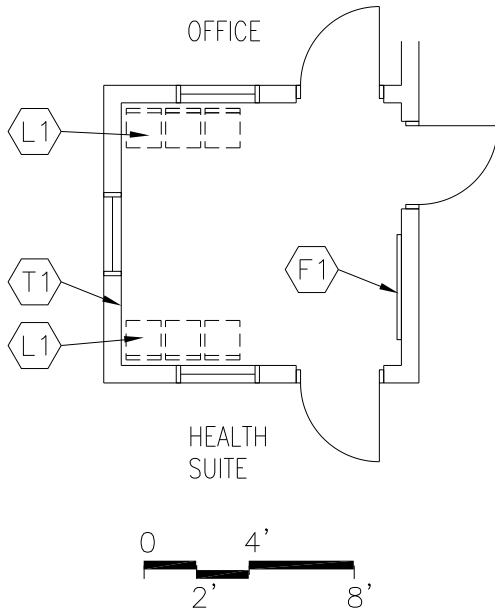
- Located within Health Suite adjacent to the Cot Area

**PROGRAM ACTIVITY:**

- Changing clothing
- Personal and health needs for the health suite

**NOTES:** Loose furnishings and features shown represent one of many possible arrangements.

**Health Suite Space Requirements**  
**RECEPTION/ WAITING AREA**



**QUANTITY:**

- 1

**CAPACITY:**

- Up to 6 people

**SIZE:**

- 250 SF

**SPATIAL RELATIONSHIPS:**

- First space one enters in Health Suite
- Ground floor
- May include Nurse's desk and work station (see office for description of F&E)

**GOAL:**

- To provide an area for students waiting to see the nurse or for parent pick-up

**ENVIRONMENTAL CONSIDERATIONS:**

- Environmental sound control:
  - Wall minimum: STC 45
  - Ceiling minimum: CAC 35
- Uniform lighting
- Windows to provide natural light

**Built-in Fixtures:**

- F1 Tack board
- Brochure rack

**Loose Furnishings:**

- L1 6 visitor chairs
- 2 Side tables w/ lamps

**Room Technology:**

- T1 Voice port

**Finishes:**

**Flooring:**

- Moisture and stain-resistant finishes

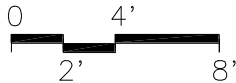
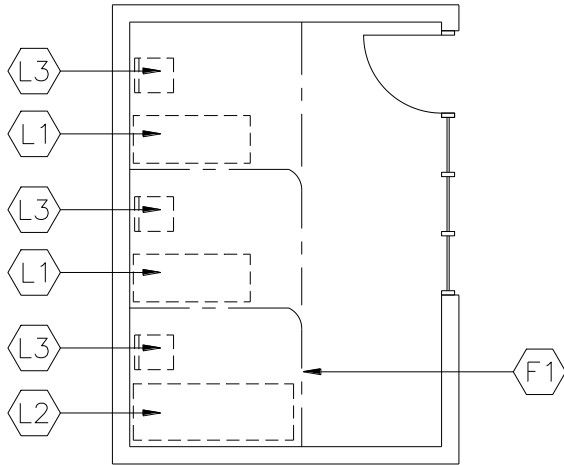
**Counter Tops:**

- Chemical-resistant

**NOTES:** Loose furnishings and features shown represent one of many possible arrangements.

## Health Suite Space

### COT ROOMS



**QUANTITY:**

- 2

**CAPACITY:**

- 1 person per cot
- 2-3 cots per area

**SIZE:**

- 200 SF

**ANCILLARY SPACES:**

- Bathroom in each cot area

**SPATIAL RELATIONSHIPS:**

- Located within Health Suite
- Separate Male and Female Cot areas visible to the Office and Waiting Area

**GOAL:**

- To provide a place for students and staff to lie down when feeling ill

**PROGRAM ACTIVITIES:**

- Resting

**ENVIRONMENTAL CONSIDERATIONS:**

- Adequate ventilation
- Audio and visual privacy
- Visual access to Waiting Area/Reception or Welcome Center

**Built-in Fixtures:**

- F1 Cubical curtain

**Loose Furnishings:**

- L1 2 cots
- L2 1 large cot
- L3 3 chairs

**Finishes:**

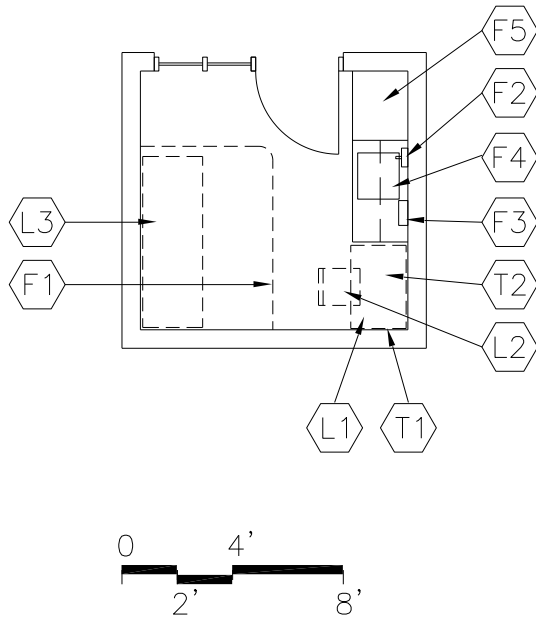
**Flooring:**

- Moisture and stain-resistant finishes

**NOTES:** Loose furnishings and features shown represent one of many possible arrangements.



**EXAM ROOMS/ TREATMENT AREA**



**QUANTITY:**

- 1

**CAPACITY:**

- Up to 2 people

**SIZE:**

- 140 SF

**GOAL:**

- To provide school based health services

**PROGRAM ACTIVITIES:**

- Administrative paperwork
- Consultation with students
- First aid
- Health screening
- Medical treatments
- Medication administration

**SPATIAL RELATIONSHIPS:**

- Located within Health Suite
- Near Waiting Area

**ENVIRONMENTAL CONSIDERATIONS:**

- Adequate ventilation
- Electrical outlets for equipment
- Sink with hot and cold water/gooseneck with paddle handles
- Visual access to Waiting Area/Reception
- Wheelchair area within space

Note: Nurse should have visual control over the cots and reception area even while in the treatment area.

**Built-in Fixtures:**

- F1 Cubical curtain
- F2 Soap dispenser
- F3 Towel dispenser
- F4 Casework: Base/wall cabinets
- F5 Casework: Student-access medicine cabinet (see staff for space and design requirements)

**Loose Furnishings:**

- L1 Desk
- L2 Ergonomic chair
- L3 Cot or exam table

**Room Technology:**

- T1 Voice port and phone
- T2 Data port

**Finishes:**

**Flooring:**

- Moisture and stain-resistant finishes

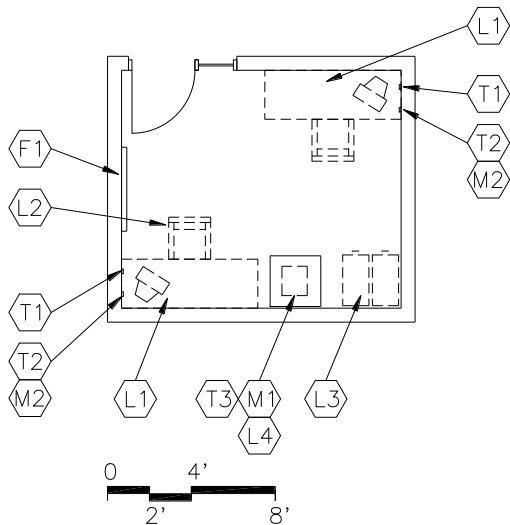
**Counter Tops:**

- Chemical-resistant

**NOTES:** Loose furnishings and features shown represent one of many possible arrangements.

**Health Suite Space**

**OFFICES**



**QUANTITY:**

- 1

**CAPACITY:**

- Up to 2 people

**SIZE:**

- 200 SF (includes 50 SF toilet)

**SPATIAL RELATIONSHIPS:**

- Adjacent and visual into Waiting Area/Reception

**GOAL:**

- To provide an office for the staff to perform clerical functions

**PROGRAM ACTIVITIES:**

- Computer input
- Conferences with staff and other visitors
- Paperwork
- Planning
- Telephone calls

**ENVIRONMENTAL CONSIDERATIONS:**

- Auditory privacy
- Electrical outlets for equipment
- Environmental sound control:  
Wall minimum: STC 45  
Ceiling minimum: CAC 35
- Uniform lighting

Built-in Fixtures:

- F1 Tack board

Loose Furnishings:

- L1 1 desk
- L2 1 ergonomic task chair
- L3 1, 4-drawer file cabinet
- L4 Printer table  
Guest chair

Room Technology:

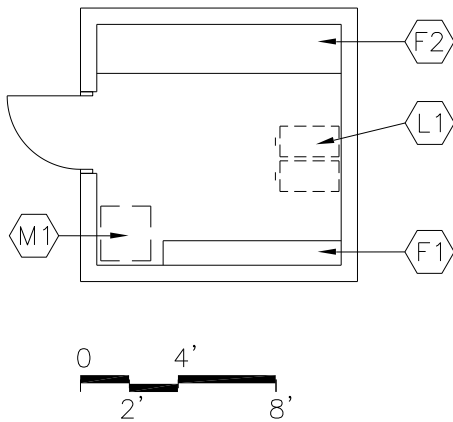
- T1 Voice port and phone
- T2 Data port near workstation
- T3 Data port for printer

Miscellaneous Equipment (owner provided):

- M1 Printer
- M2 Computer

**NOTES:** Loose furnishings and features shown represent one of many possible arrangements.

**STORAGE AREAS**



**QUANTITY:**

- 1

**CAPACITY:**

- Up to 1 person

**SIZE:**

- 50 SF

**SPATIAL RELATIONSHIPS:**

- Adjacent and access to Treatment Area

**GOAL:**

- To provide storage for medical supplies and equipment

**PROGRAM ACTIVITIES:**

- Storage

**ENVIRONMENTAL CONSIDERATIONS:**

- Security of equipment, supplies, and medicines
- Uniform lighting

Built-in Fixtures:

- F1 Storage shelving - 12" deep
- F2 Storage shelving - 24" deep

Loose Furnishings:

- L1 File cabinets

Miscellaneous Equipment:

- M1 Refrigerator (lockable) with ice maker (may be in treatment room instead)

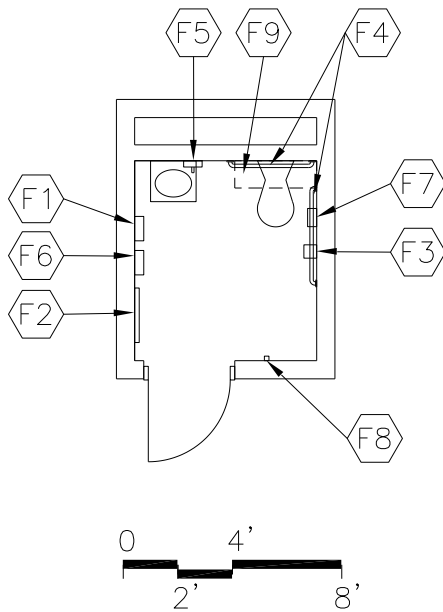
Plumbing:

- Plumbing connections
- Ice maker, refrigerator

NOTES: Loose furnishings and features shown represent one of many possible arrangements.

**Health Suite Space**

**TOILET**



**ENVIRONMENTAL CONSIDERATIONS:**

- Adequate exhaust/ventilation
- Environmental sound control:  
 Wall minimum: STC 45  
 Ceiling minimum: CAC 35
- Moisture- and stain-resistant finishes
- Wheelchair Accessibility
- Uniform lighting

**Built-in Fixtures:**

- F1 Towel dispenser
- F2 24" x 60" mirror
- F3 Toilet tissue holder
- F4 36" and 42" grab bars
- F5 Soap dispenser
- F6 Sanitary dispenser
- F7 Sanitary disposal
- F8 Coat hook
- F9 Casework: Wall cabinet

**QUANTITY:**

- 2

**CAPACITY:**

- Up to 1 person

**SIZE:**

- 50 SF

**SPATIAL RELATIONSHIPS:**

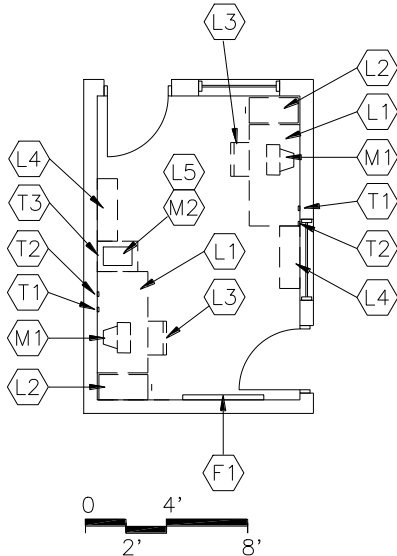
- Located within Health Suite adjacent to the Cot Rooms

**PROGRAM ACTIVITY:**

- Changing clothing
- Personal and health needs for the health suite

**NOTES:** Loose furnishings and features shown represent one of many possible arrangements.

**Maintenance & Custodial Space Requirements**  
**BUILDING SUPERVISOR OFFICE**



**QUANTITY:**

- 1

**CAPACITY:**

- Up to 2 People

**SIZE:**

- 150 SF

**ANCILLARY SPACES:**

- Toilet/Shower/Lockers

**SPATIAL RELATIONSHIPS:**

- Adjacent and access to Custodial Shop
- Adjacent and access to Receiving
- Near corridor

**GOAL:**

- To provide an area for the maintenance manager, staff, and building engineer to provide supervision of the physical plan

**PROGRAM ACTIVITIES:**

- Conferences with staff and other visitors
- Paperwork
- Telephone calls

**ENVIRONMENTAL CONSIDERATIONS:**

- Electrical outlets for equipment
- Uniform lighting
- Visual control from Custodial Shop
- Visual control from Receiving

Built-in Fixtures:

- F1 Book shelves

Loose Furnishings:

- L1 2 desk
- L2 2, four-drawer file cabinets
- L3 2 ergonomic task chairs
- L4 Adjustable height bookshelves (12 LF)
- L5 Printer table

Room Technology:

- T1 2 voice port and phone
- T2 2 data ports

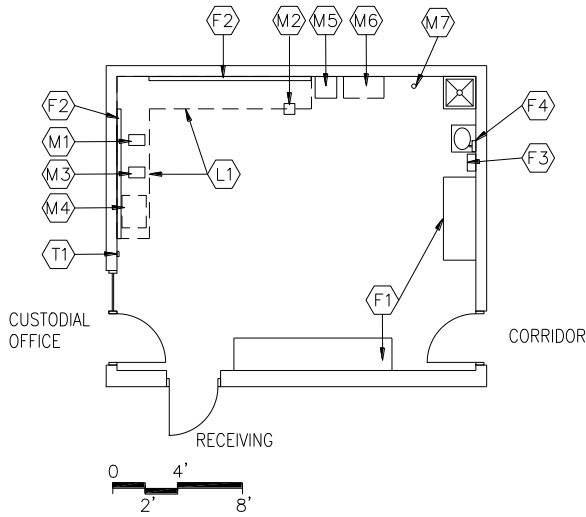
Miscellaneous Equipment (owner provided):

- M1 2 Computers
- M2 1 Printer

NOTES: Loose furnishings and features shown represent one of many possible arrangements.

**Maintenance/ Custodial Space**

**CUSTODIAL SHOP**



**QUANTITY:**

- 1

**CAPACITY:**

- Up to 4 People

**SIZE:**

- 350 SF

**ANCILLARY SPACES:**

- Toilet/Shower/Lockers

**SPATIAL RELATIONSHIPS:**

- Access to a main corridor
- Adjacent and access to Custodial Office
- Adjacent and access to Receiving
- Near boiler room

**GOAL:**

- To provide a safe and orderly area for maintenance of equipment, furniture, and real property assets

**PROGRAM ACTIVITIES:**

- General maintenance
- Painting
- Preventative maintenance
- Repair of small electrical items, equipment, furniture, doors, blinds, fixtures, etc.

**ENVIRONMENTAL CONSIDERATIONS:**

- Drainage for dumpster pad area for clean-up
- Electrical outlets for equipment
- High ceiling
- Sound proofing
- Uniform lighting

**Built-in Fixtures:**

- F1 Workbench on two walls with storage below
  - Storage shelving (locking), 84" high, 24" deep
- F2 Pegboard (16 LF)
- F3 Towel dispenser
- F4 Soap dispenser

**Miscellaneous Equipment (owner supplied):**

- M1-6 Tools as needed
- M7 Eye wash station

**NOTES:**

**CUSTODIAL STORAGE**

**QUANTITY:**

- 2-3

**SIZE:**

- Varies (450 SF total)

**SPATIAL RELATIONSHIPS:**

- Adjacent to receiving and kitchen
- Easy access to a main corridor
- Near Custodial Shop

**GOAL:**

- To serve as points for storage of bulk commodities and equipment

**PROGRAM ACTIVITY:**

- Storage of furniture, materials for special events, paper, and general supplies

**ENVIRONMENTAL CONSIDERATIONS:**

- Double doors with removable mullions to Receiving and Corridor
- Electrical outlets for equipment
- High ceilings
- Uniform lighting

Built-in Fixtures:

- F1 Storage shelving (40 LF): 84" high x 36" deep
- F2 Storage shelving: 84" high x 24" deep

Loose Furnishings:

- L1 Desk and chair

Room Technology:

- T1/2 Voice and data connections

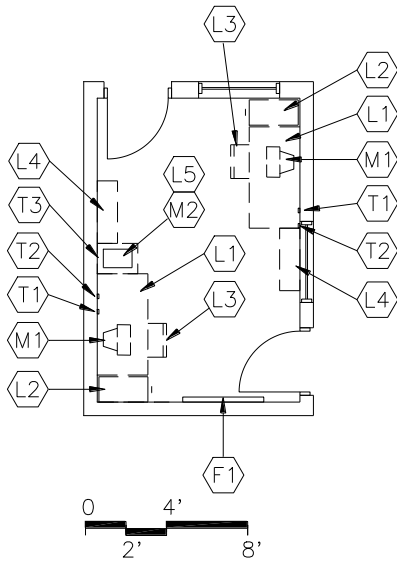
Miscellaneous Equipment :

- M2 Metal cabinet for flammables

NOTES: Loose furnishings and features shown represent one of many possible arrangements.

**Maintenance/ Custodial Space**

**ENGINEERING OFFICE**



**CAPACITY:**

- Up to 2 People

**SIZE:**

- 150 SF

**SPATIAL RELATIONSHIPS:**

- Near Receiving or mechanical rooms
- Near corridor

**GOAL:**

- To provide an area for the maintenance manager, staff, and building engineer to provide supervision of the physical plant

**PROGRAM ACTIVITIES:**

- Conferences with staff and other visitors
- Paperwork
- Telephone calls

**ENVIRONMENTAL CONSIDERATIONS:**

- Electrical outlets for equipment
- Uniform lighting
- Visual control from Receiving

**Built-in Fixtures:**

- F1 Book shelves

**Loose Furnishings:**

- L1 2 desk
- L2 2, four-drawer file cabinets
- L3 2 ergonomic task chairs
- L4 Adjustable height bookshelves (12 LF)
- L5 Printer table

**Technology**

See standard Office

**Room Technology:**

- 2 voice port and phone
- 2 data ports

**Miscellaneous Equipment (owner supplied):**

- 2 Computers
- 1 Printer

**NOTES:**



**ENGINEERING STORAGE**

**QUANTITY:**

- 1

**SIZE:**

- 400 SF

**SPATIAL RELATIONSHIPS:**

- Adjacent to Receiving
- Easy access to a main corridor

**GOAL:**

- To serve as the central point for storage of bulk commodities and equipment

**PROGRAM ACTIVITY:**

- Storage of furniture, materials for special events, paper, and general supplies

**ENVIRONMENTAL CONSIDERATIONS:**

- Double doors with removable mullions to Receiving and Corridor
- Electrical outlets for equipment
- High ceilings
- Uniform lighting

Built-in Fixtures:

- F1 Storage shelving (40 LF): 84" high x 36" deep
- F2 Storage shelving: 84" high x 24" deep

Miscellaneous Equipment :

- M2 Metal cabinet for flammables

Loose Furnishings:

- L1 Desk and chair

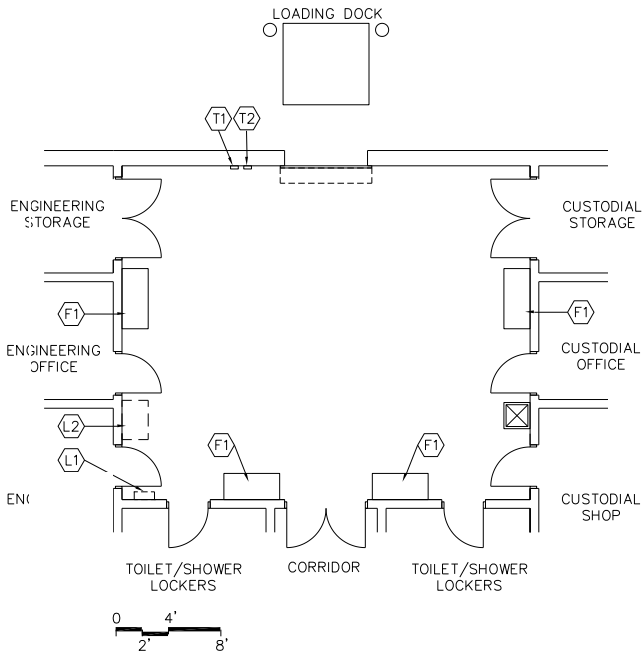
Room Technology:

- T1/2 Voice and data connections

NOTES:

**Maintenance/ Custodial Space**

**RECEIVING**



**CAPACITY:**

- Up to 4 People

**SIZE:**

- 500 SF

**SPATIAL RELATIONSHIPS:**

- Access to a main corridor
- Access to loading dock area

**GOAL:**

- To serve as the central point for delivery and shipping of bulk commodities and equipment and provide adequate storage for supplies and materials

**PROGRAM ACTIVITIES:**

- Loading and unloading
- Storage of furniture, materials for special events, paper, and general supplies

**ENVIRONMENTAL CONSIDERATIONS:**

- Double doors with removable mullions to corridor
- High ceiling
- Staging area with insulated overhead door large enough for forklift access
- Uniform lighting
- Electrical outlets for equipment

**Fixed Equipment:**

- F1 Storage shelving (36" deep)

**Loose Furniture:**

- L1 Step ladder (owner provided)  
 L2 Metal cabinet for flammables

**T1-2**

Voice and PA ports

**NOTES:**

**Media Center Space Requirements**  
**LIBRARY COMMONS**

<p><b>QUANTITY:</b></p> <ul style="list-style-type: none"> <li>• <u>1 Commons</u></li> </ul> <p><b>CAPACITY:</b></p> <ul style="list-style-type: none"> <li>• 150 students</li> <li>• 200 persons for community or staff meeting</li> <li>• Media Specialist</li> <li>• Media Assistant</li> </ul> <p><b>SIZE:</b></p> <ul style="list-style-type: none"> <li>• <u>5,750 SF</u> (including Technology Hub of 1,400 SF)</li> </ul> <p><b>ANCILLARY SPACES:</b></p> <ul style="list-style-type: none"> <li>• Equipment Storage</li> <li>• Office</li> <li>• Staff Development</li> <li>• Staff Toilet</li> <li>• Workroom</li> </ul> <p><b>SPATIAL RELATIONSHIPS:</b></p> <ul style="list-style-type: none"> <li>• Three (3) activity areas:             <ol style="list-style-type: none"> <li>1. Individual Research and Reading around periphery where stacks are located</li> <li>2. Break-out areas</li> <li>3. On-line Learning area</li> </ol> </li> <li>• Good sight lines to all ancillary spaces</li> <li>• Information desk located close to entrance and near office/workroom</li> <li>• Locate standing card catalog station next to information desk</li> <li>• Mobility for all free standing furniture including book shelves</li> </ul> <p><b>GOAL:</b></p> <ul style="list-style-type: none"> <li>• To provide a place for social interaction and multi-media production and presentation</li> <li>• To provide students, staff, and community with access to paper and digital information</li> </ul> <p><b>PROGRAM ACTIVITIES:</b></p> <ul style="list-style-type: none"> <li>• Circulation of materials and resources</li> <li>• Meetings for staff and parents</li> <li>• Multi-media production</li> <li>• Reading, speakers</li> <li>• Whole group and small group instruction</li> </ul>	<p><b>ENVIRONMENTAL CONSIDERATIONS:</b></p> <ul style="list-style-type: none"> <li>• Adequate ventilation</li> <li>• Lighting appropriate to task with switches to dim separate zones of media center</li> <li>• Wall mounts and appropriate wiring for TV/VCR in whole class zone</li> <li>• Windows to provide natural light and egress</li> <li>• Security of school when center is in use after school hours</li> <li>• Ceiling height in proportion to room dimensions</li> <li>• Window treatment to darken room for AV presentations</li> <li>• Acoustical treatment for the presentation area to allow for simultaneous activities</li> </ul> <p><u>Loose Furnishings:</u></p> <p><b>Individual research and reading area:</b></p> <ul style="list-style-type: none"> <li>• Book stacks mostly peripheral (quantity site specific); some low shelving (36”) on castors</li> <li>• Independent workstations distributed around the periphery (w/outlets); comfortable chairs</li> <li>• 10 lounge chairs</li> <li>• 5 end tables</li> </ul> <p><b>Break-out areas</b></p> <ul style="list-style-type: none"> <li>• 12-14 four-person tables and chairs in two locations; consider different heights and alternative seating choices (outlets at every location)</li> <li>• 16 seated computer work stations</li> </ul> <p><b>On-Line Learning area</b></p> <ul style="list-style-type: none"> <li>• 32 computer work stations and 32 chairs (swivel)</li> <li>• Teacher workstation and chair</li> <li>• Printer table</li> </ul> <p><u>Finishes:</u></p> <p><b>Flooring:</b> Carpet</p>
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**Media Center Space**

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**LIBRARY COMMONS (continued)**

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HVAC:

- Supply/return air system
- Independent temperature control

Electrical:

- Duplex outlets throughout
- Multilevel lighting
- Production/Presentation area:
  - Copy machine
  - Two network printers/scanners
  - Portable sound system
- Recessed floor/ wall electrical outlets in floor at tables
- Flush covers for floor outlets
- Electrical outlets at all column locations

Technology:

- Large screen monitor in classroom area (data and cable TV port)
  - Distance learning location
- Information desk:
- Voice ports and phones
- bar code reader
- 2 data ports
- 16 data ports at seated stations
- 32 data ports for on-line center
- 2 data ports for network printers
  - Robust wireless access

**PRODUCTION/ MULTI-MEDIA CLASSROOM/ STUDIO**

**CAPACITY:**

- 4 students
- 1 teacher

**SIZE:**

- 1,850 (Includes 900 SF Media Classroom)

**SPATIAL RELATIONSHIPS:**

- Accessible to and near the Library Commons
- Includes the following spaces:
  - 1) Journalism/ Editing Room (350 SF)
  - 2) Media Classroom (900 SF)
  - 3) TV Studio (400 SF)
  - 4) Control Booth (100 SF)
  - 5) Storage (100 SF)

**GOAL:**

- To provide a soundproof, properly lighted room for video productions, audio productions, publication purposes, and multimedia productions using computer accessories and peripherals such as scanners, digital cameras, etc.

**PROGRAM ACTIVITIES:**

- Class and small group video projects
- Closed circuit TV production
- Creative writing
- Digitizing
- Editing of pre-recorded videotape
- Production of daily morning news show
- Newspaper production
- Scanning
- Video creation/production
- Voice over/dubbing

Finishes:

- **Flooring:** Studio floor should be medium gray tiles, and the Control Room should have VCT.
- **Walls/ Ceilings:** Should be painted flat black.

HVAC Features:

- Separate HVAC control from the Media Center

Plumbing Features:

- Plumbing connections for sink

**ENVIRONMENTAL CONSIDERATIONS:**

- Capability of transmitting live or pre-recorded programs to the rest of the school.
- Dual glass windows (typically 6' x 3') required between the studio and control room.
- Due to the changing nature of technology, a media production room is to be designed for flexibility of use.
- Electrical outlets for equipment
- Environmental sound control:
  - Wall minimum: STC 45
  - Ceiling minimum: CAC 40
- Acoustically improved entry door seals
- Provide visual control from media center, if adjacent
- Studio should have a ceiling height of 11'
- Walls should be of the insulated double wall type insulation.

Built-in Fixtures:

- Ceiling mounted short throw projector or interactive white board
- Counter along window wall between and facing control room.
- Counter for 6 large monitor computers
- Manual projection screen or interactive white board
- Wall curtain

**Media Classroom**

- 12-16 ' counter with sink and lockable cabinets below
- Dry erase board (8')
- Tack board above counter

Loose Furnishings:

Loose furniture TBD:

- 12 stackable student chairs
- Book cases
- Cabinets for files and flat files

**Media Classroom**

- 2 printer tables
- 6, 6 person tables (rectangles for easy reconfiguration to layout publication materials)
- 36 stackable chairs

**Media Center Space**

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Electrical Features:

- Electrical outlets for equipment
- Lighting bar or grid with dimmer board in Control Room
- Provide a medium duty cyclorama I-beam supplied for “walk along” operation.
- Special lighting for video production
- Uniform lighting with an appropriate visual comfort level

Area Technology:

- 2 data ports for printers
- 2 data ports for scanners
- 5 data ports
- Audio connection from counter along window wall between and facing Control Room
- Cable connections to Control Room for light and sound controls
- Communication connections between studio and control room
- Voice Port and phone

Miscellaneous Equipment:

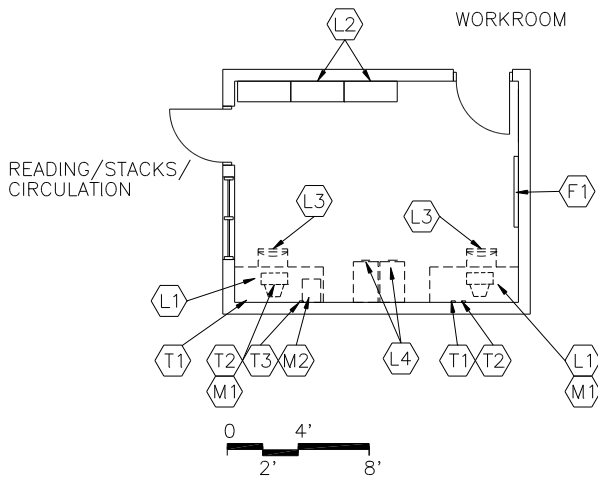
Video and production equipment TBD

- 2 network printers/scanners
- Copy machine
- Portable sound system

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NOTES: Loose furnishings and features shown represent one of many possible arrangements.

**OFFICE (Media Specialist)**



**QUANTITY:**

- 1

**CAPACITY:**

- Media Specialist
- Technology Aide

**SIZE:**

- 200 SF

**SPATIAL RELATIONSHIPS:**

- Adjacent and access to Reading/Stacks/Circulation
- Adjacent and access to Workroom
- Near circulation desk

**GOAL:**

- To provide a private work area for the media specialist, easy access to the circulation desk, media production area, and computer resource area

**PROGRAM ACTIVITIES:**

- Administrative work (preparing budget, reports, etc.)
- Cooperative learning
- Ordering
- Processing and repairing books, videos, discs, etc.
- Scheduling

**ENVIRONMENTAL CONSIDERATIONS:**

- Auditory privacy
- Electrical outlets for equipment
- Environmental sound control:
  - Wall minimum: STC 45
  - Ceiling minimum: CAC 35
- Uniform lighting
- Visual access to Reading/Stacks/Circulation

Built-In Fixtures:

F1 Tack board (4 LF)

Loose Furnishings:

L1 1-2 Computer workstations  
 L2 Adjustable height bookshelves (24 LF)  
 L3 1-2 Ergonomic task chairs  
 L4 2, four-drawer file cabinets

See general requirements for technology

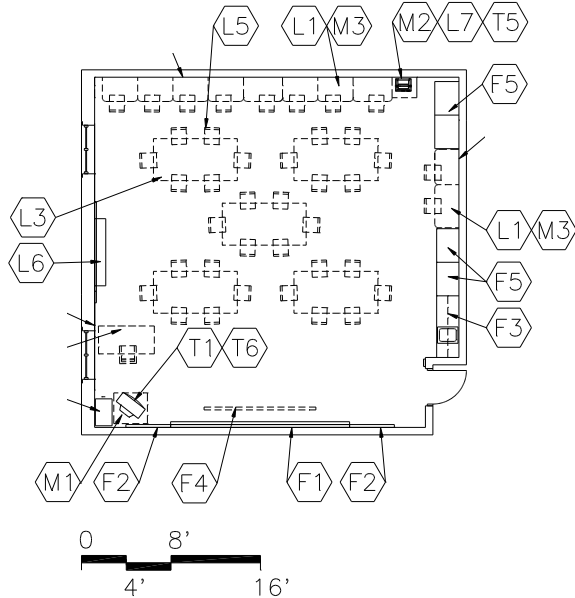
Room Technology:

Office requirements for technology

**NOTES:** Loose furnishings and features shown represent one of many possible arrangements.

**Media Center Space**

**CONFERENCE ROOM/ PROFESSIONAL LIBRARY  
Staff Development Suite**



**QUANTITY:**

- 1

**CAPACITY:**

- Up to 30 people
- Guest speakers

**SIZE:**

- 750 SF

**ANCILLARY SPACES:**

- Instructional Coach's Office

**SPATIAL RELATIONSHIPS:**

- Near Media Center

**GOAL:**

- To provide flexible space as a resource area for meetings and training

**PROGRAM ACTIVITIES:**

- Computerized instruction
- Hands-on activities
- Large group and small group instruction
- Presentation

**ENVIRONMENTAL CONSIDERATIONS:**

- Comfortable rooms with pleasant décor that contribute to an atmosphere conducive to creativity
- Environmental sound control:  
Wall minimum: STC 45  
Ceiling minimum: CAC 35  
Reverberation Time: .4-.6 seconds
- Electrical outlets for equipment
- Proportion for effective viewing and listening from all areas of the classroom
- Uniform lighting
- Window treatment to darken room for AV presentation
- Windows to provide natural light and egress

**Built-in Fixtures:**

- F1 Marker board on two walls (16 LF X 2)
- F2 Tack board (8-16 LF)
- F3 Casework: Base/wall cabinets around sink
- F4 Manual projection screen (optional)
- F5 Casework: Counter for coffee machine and microwave; under the counter refrigerator

**Loose Furnishings:**

- L1 Computer station(s) and printer table (#TBD)
- L3 4-5 rectangular tables
- L5 24-30 chairs
- L6 Adjustable height bookshelves (24 LF)
- L7 Table for printer (optional)

**Room Technology:**

- T1 Data port for computer
- T5 Data port for printer/copier/ fax
- T6 Voice port and phone

**Miscellaneous Equipment :**

- M1 Computer (optional)
- M2 Printer/ copier/ fax (optional)
- M3 2 wireless ports
- Interactive white board

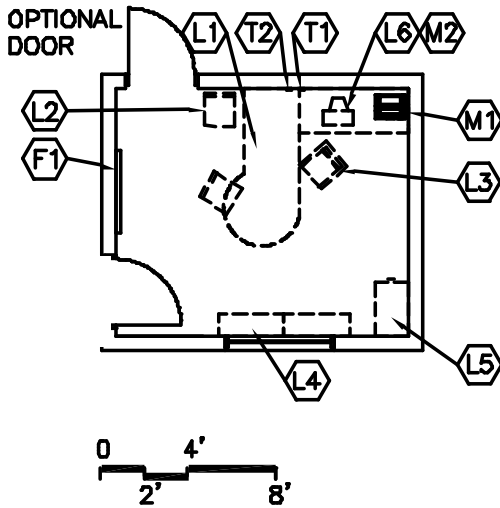
**Plumbing Features:**

- Plumbing connections: Single, deep sink

**NOTES:** Loose furnishings and features shown represent one of many possible arrangements.



**INSTRUCTIONAL COACH'S OFFICE**  
**Staff Development Suite**



**QUANTITY:**

- 1

**CAPACITY:**

- Instructional Coach

**SIZE:**

- 120 SF

**GOAL:**

- To provide an office for instructional coach

**PROGRAM ACTIVITIES:**

- Maintain staff resource area
- Meet with staff for training

**SPATIAL RELATIONSHIPS:**

- Adjacent staff development suite

**ENVIRONMENTAL CONSIDERATIONS:**

- Auditory privacy
- Electrical outlets for equipment
- Environmental sound control:  
 Wall minimum: STC 45  
 Ceiling minimum: CAC 35
- Uniform lighting
- Windows to provide natural light

Built-in Fixtures:

- F1 Tack board (4 LF)

Loose Furnishings:

- L1 Desk with conference table
- L2 2 guest chairs
- L3 Ergonomic task chair
- L4 Adjustable height bookshelves (12 LF)
- L5 1, 4-drawer locking file cabinet
- L6 Computer workstation

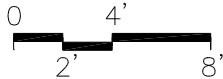
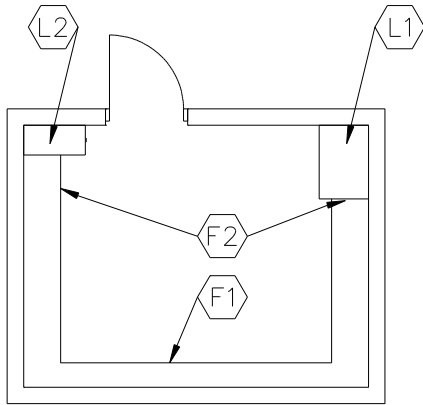
Room Technology:

- T1 1 voice port and phone
- T2 Data ports
- M1/2 Computer/printer (owner provided)

**NOTES:** Loose furnishings and features shown represent one of many possible arrangements.

**Media Center Space**

**STORAGE (EQUIPMENT)**



**QUANTITY:**

- 1

**SIZE:**

- 300 SF

**SPATIAL RELATIONSHIP:**

- Adjacent and access to the workroom

**GOAL:**

- To provide a safe and secure area for storage of equipment and supplies

**ENVIRONMENTAL CONSIDERATION:**

- Security of door
- Uniform lighting with single-level switching
- Windowless

**Built-in Fixtures:**

- F1 Storage shelving (12" deep)
- F2 Storage shelving (18" deep)

**Loose Furnishings:**

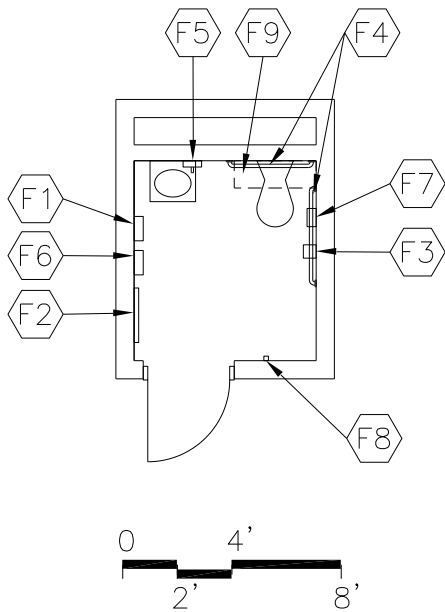
- L1 Adjustable height shelving (24" deep)
- L2 4-drawer file cabinet (legal)

**Electrical Features:**

- Duplex receptacles to charge laptop carts when not in use
- Single-level switching

**NOTES:** Loose furnishings and features shown represent one of many possible arrangements.

**TOILET (Staff)**



**ENVIRONMENTAL CONSIDERATIONS:**

- Adequate exhaust/ventilation
- Environmental sound control:
  - Wall minimum: STC 45
  - Ceiling minimum: CAC 35
- Moisture- and stain-resistant finishes
- Uniform lighting
- Wheelchair Accessibility

**Built-in Fixtures:**

- F1 Towel dispenser
- F2 24" x 60" mirror
- F3 Toilet tissue holder
- F4 36" and 42" grab bars
- F5 Soap dispenser
- F6 Sanitary dispenser
- F7 Sanitary disposal
- F8 Coat hook
- F9 Casework: Wall cabinet

**QUANTITY:**

- 1

**CAPACITY:**

- Up to 1 person

**SIZE:**

- 50 SF

**SPATIAL RELATIONSHIPS:**

- Located within Health Suite adjacent to the Cot Area

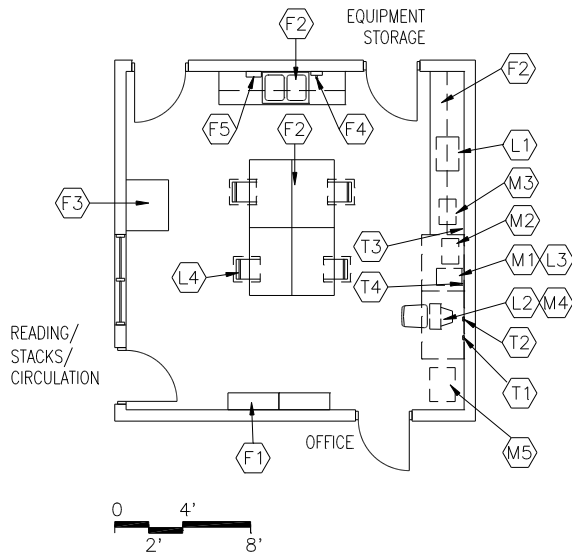
**PROGRAM ACTIVITY:**

- Changing clothing
- Personal and health needs for the health suite

**NOTES:** Loose furnishings and features shown represent one of many possible arrangements.

**Media Center Space**

**WORKROOM**



**QUANTITY:**

- 1

**CAPACITY:**

- Media specialist

**SIZE:**

- 300 SF

**SPATIAL RELATIONSHIPS:**

- Adjacent and access to Office
- Adjacent and access to Library Commons
- Behind circulation desk

**GOAL:**

- To provide space for the management and organization of media resources and processing of incoming materials

**PROGRAM ACTIVITIES:**

- Receiving, processing, and duplicating library materials
- Repairing damaged or worn materials
- Scanning and digitizing

**ENVIRONMENTAL CONSIDERATIONS:**

- Electrical outlets for equipment
- Environmental sound control:  
Wall minimum: STC 45  
Ceiling minimum: CAC 35
- Visual access to Reading/Stacks/Circulation
- Uniform lighting

**Built-in Fixtures:**

- F1 Storage shelving: video
- F2 Casework: Base/wall cabinets
- F3 Casework: Tall storage
- F4 Soap dispenser
- F5 Towel dispenser

**Loose Furnishings:**

- L1 Paper cutter
- L2 Computer workstation furniture
- L3 Equipment table
- L4 Chairs

**Room Technology:**

- T1 Voice port and phone
- T2 Data port near workstation
- T3 Data port for printer and scanner
- T4 Fax port

**Miscellaneous Equipment:**

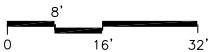
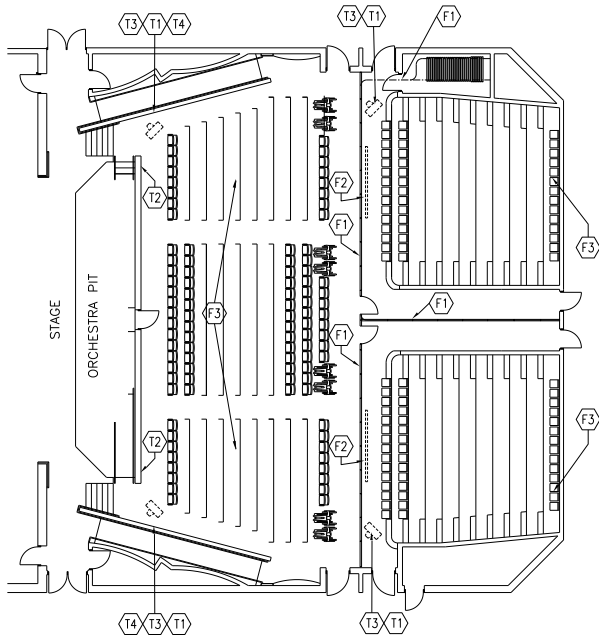
- M1 Fax
- M2 Printer
- M3 Scanner
- M4 Computer
- M5 Video distribution equipment

**Plumbing:**

- Plumbing connections
- Sink

**NOTES:** Loose furnishings and features shown represent one of many possible arrangements

**Performing Arts Space Requirements**  
**AUDITORIUM**



**CAPACITY:**

- 850 (50% of SRC)

**SIZE:**

- 8,500 SF

**ANCILLARY SPACES:**

- Sound and Light Control Box
- Stage
- Ticket Booth/Box Office

**SPATIAL RELATIONSHIPS:**

- All facilities in this area must have easy access to the rest of the school, with capability to be closed off from all parts of the school during evenings for security
- Convenient access to visitor parking
- Opens into lobby with ticket booth, public restrooms, and a public entrance with drop-off

**GOAL:**

- To provide a flexible performance venue and large technology intensive multi-purpose instructional space.

**PROGRAM ACTIVITIES:**

- Community programs and events
- Lectures
- Student assemblies
- Theatrical, dance, and musical productions

**ENVIRONMENTAL CONSIDERATIONS:**

- Optimize sound qualities

Built-in Fixtures:

- F1 Operable wall (optional)
- F2 Motorized projection screen
- F3 Fixed audience seating with table arms on every other seat on first 10 rows

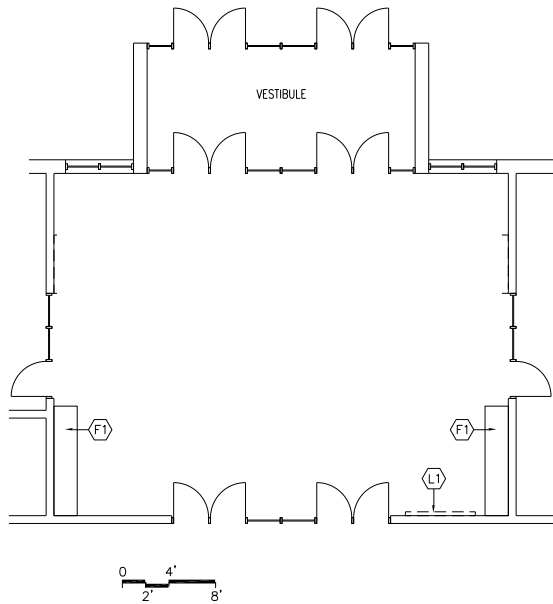
Room Technology:

- House and Stage lighting
- Sound system

**NOTES:** All drawings are for illustration only. Tags not noted in the text are not required elements.

## Performing Arts Space

### LOBBY



**QUANTITY:**

- 1

**CAPACITY:**

**SIZE:**

- 1,700 SF

**SPATIAL RELATIONSHIP:**

- Adjacent and access to Auditorium

**GOAL:**

- To provide a standing area before performances and events.

**ENVIRONMENTAL CONSIDERATIONS:**

- Aesthetically pleasing
- Electrical outlets for equipment
- Provide exterior canopies at entrances
- The architect is to work with the school and district security to develop a safe and respectful security arrangement for students, staff and visitors
- Treat for sound attenuation
- Uniform lighting with accent lighting as appropriate
- Window to provide ample natural light

Furnishings & Fixtures:

F1 Display cases

L1 Electronic board

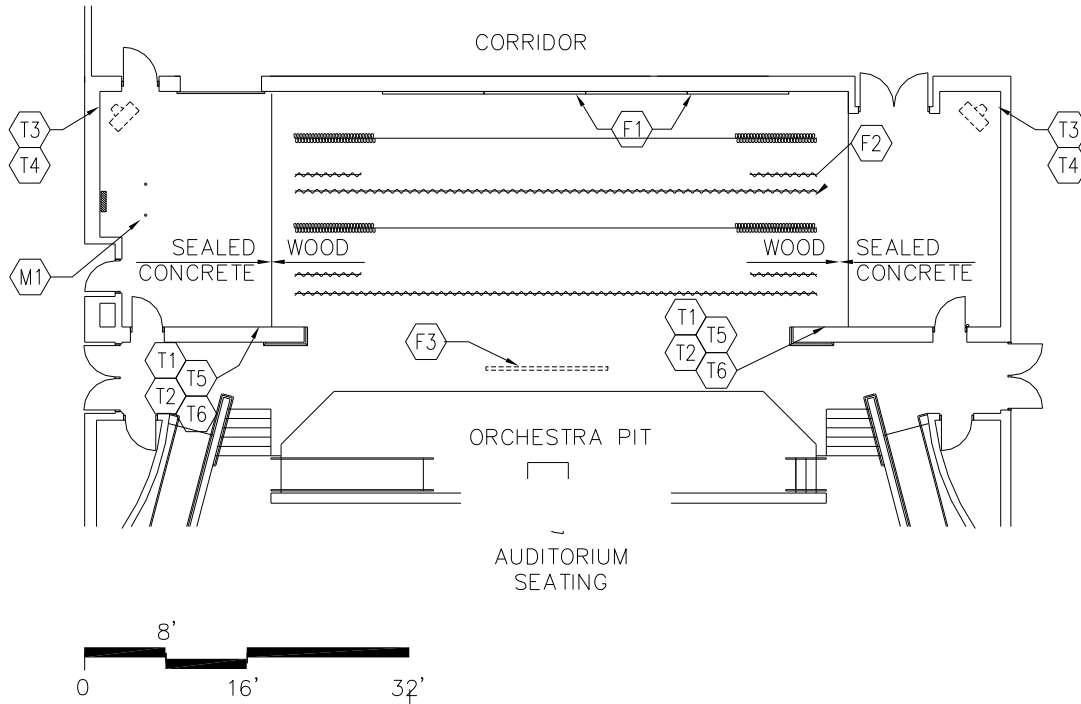
- Security desk/counter with workstation

Room Technology:

- Voice and data to security desk

**NOTES:** Loose furnishings and features shown represent one of many possible arrangements.

**STAGE**



**SIZE:**

- 2,250 SF

**ANCILLARY SPACES:**

- Costume/Prop room
- Make Up/Dressing Room
- Scene Shop

**GOAL:**

- To provide space for student performances

Built-in Fixtures:

- F1 Mirrors
- F2 Theater and stage equipment
- F3 Motorized projection screen

Loose Furnishings:

- Grand piano (need locked storage – no lip on to stage)
- Mobile folding risers
- Orchestra shell
- Podium

Stage Technology:

- 1 data port in center of stage apron
- 2 data ports side stage
- Cable/MATV port
- Jacks for sound system in apron at front of stage
- Microphone port
- Voice port and telephone

Finishes:

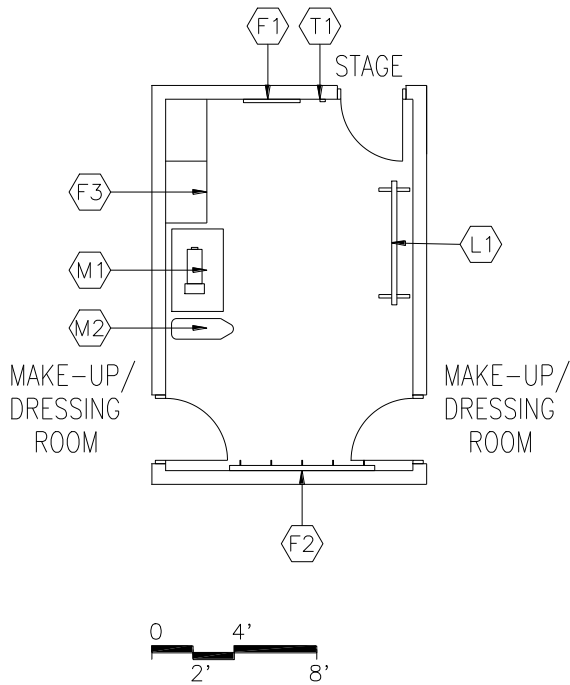
**Flooring:** Wood flooring

Typical dimensions: 40' proscenium opening; 20-foot wing on one side of the arch and a 30-foot wing on the rigging side of the arch; 25' depth behind curtain

**NOTES:** All drawings are for illustration only. Tags not noted in the text are not required elements.

**Performing Arts Space**

**COSTUME/ PROP ROOM**



**ENVIRONMENTAL CONSIDERATIONS:**

- Uniform lighting
- Electrical outlets for equipment
- Adequate ventilation

**Built-in Fixtures:**

- F1 Mirror
- F2 Pegboard (8 LF)
- F3 Casework:  
Tall cabinets and shelving

**Loose Furnishings:**

- L1 Clothes rack

**SIZE:**

- 200 SF

**SPATIAL RELATIONSHIPS:**

- Adjacent to Make Up/Dressing Room

**GOAL:**

- To provide a secure area for storing and retrieving costumes and small props

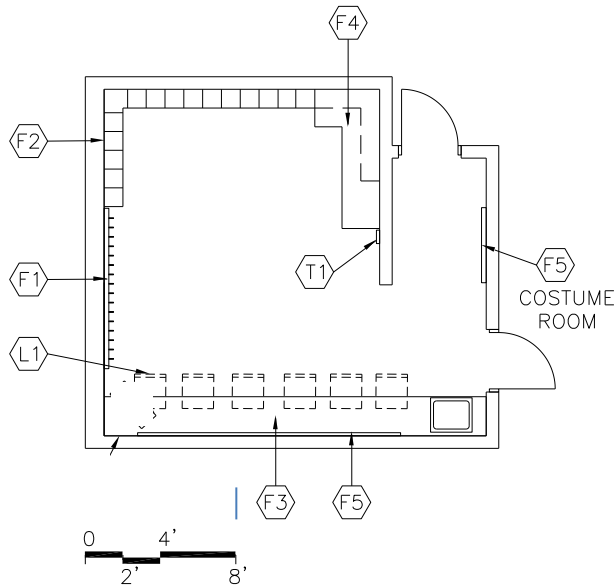
**PROGRAM ACTIVITY:**

- Storage for costumes and props

**NOTES:**



**MAKE UP/ DRESSING ROOM**



**ENVIRONMENTAL CONSIDERATIONS:**

- Uniform lighting
- Electrical outlets for equipment
- Surround lighting at make-up stations

**Built-in Fixtures:**

- F1 Clothing hooks
- F2 Lockers
- F3 Counter top (make-up stations)
- F4 Casework:  
Base/wall cabinets
- F5 Mirrors
- L1 Chairs
- T1 Audio to monitor stage

**QUANTITY:**

- 2

**CAPACITY:**

**SIZE:**

- 250 SF

**SPATIAL RELATIONSHIPS:**

- Near Restrooms
- Locate behind stage
- Adjacent and access to Costume Room
- Adjacent to Scene Shop Storage

**GOAL:**

- To provide a space for performers to change into their costumes and put on make-up to prepare for performances

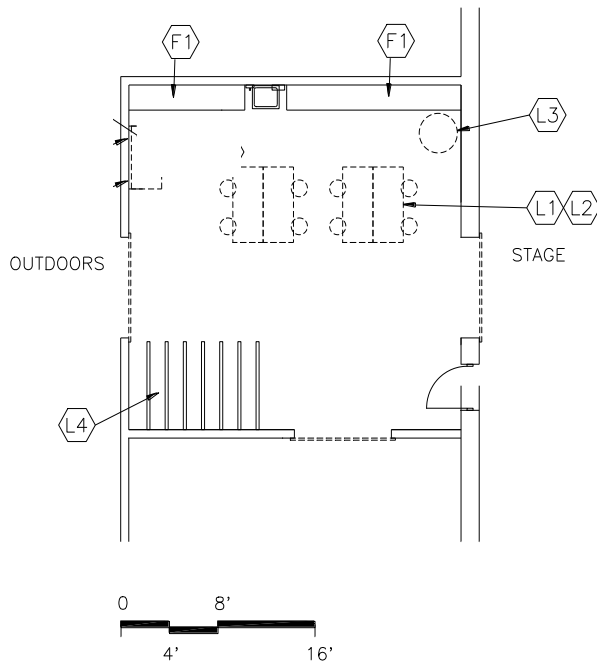
**PROGRAM ACTIVITIES:**

- Putting on make-up
- Changing clothes
- Physical warm-up before performances
- Doubles as a green room

**NOTES:**

## Performing Arts Space

### SCENE SHOP STORAGE



#### ENVIRONMENTAL CONSIDERATIONS:

- Adequate ventilation and dust collection
- Doors should be 15' clear height and 10' wide to allow for moving flats to stage
- Electrical outlets for equipment
- Minimum 20' clear ceiling height
- Open floor space to allow for construction

#### Loose Furnishings:

- L1 Work table
- L2 Stools
- L3 Large mobile trash can with lids
- L4 Storage racks for flats

- F1 Storage shelves

#### Room Technology:

- Voice and data ports (per the District's most recent standards at the time of installation) flexible wired and wireless capability

#### CAPACITY:

- 4-10 Students
- 1 Staff member

#### SIZE:

- 500 SF

#### SPATIAL RELATIONSHIPS:

- Adjacent and access to Stage
- Outside access (if feasible)

#### GOAL:

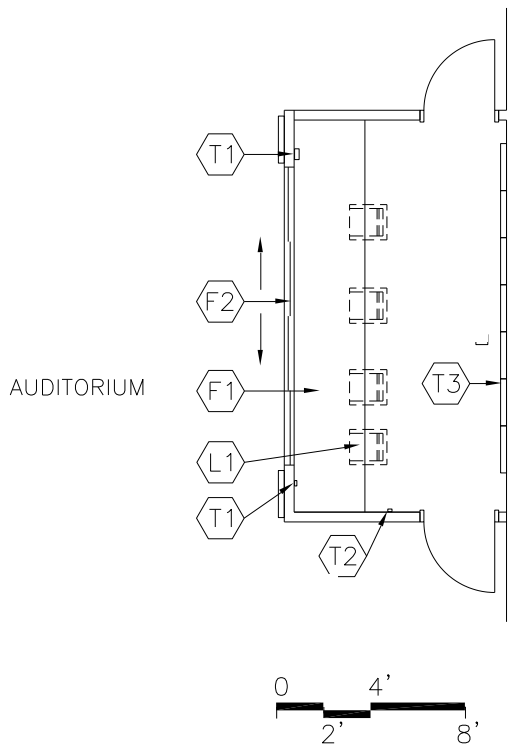
- To provide an area for construction and storage of sets, flats, and scenery for production

#### PROGRAM ACTIVITIES:

- Cutting wood
- Hammering nails
- Painting
- Production of props, etc.

**NOTES:** All support spaces are desirable but not a priority if they cannot be located near the auditorium.

**SOUND AND LIGHT CONTROL**



**ENVIRONMENTAL CONSIDERATIONS:**

- Consider sound transfer into Auditorium during performances
- Electrical outlets for equipment
- Sound proof HVAC system
- Task lighting
- Uniform Lighting
- Unobstructed view of stage at all times

Built-in Fixtures:

- F1 Casework: 36" deep plastic laminate counter top
- F2 Sliding glass windows

Loose Furnishings:

- L1 Student stools

Room Technology:

- T1 2 data ports
- T2 Voice port and phone
- T3 Video port  
Intercom/headset hook-up (audio/visual)

**CAPACITY:**

- 4 people

**SIZE:**

- 200 SF

**SPATIAL RELATIONSHIPS:**

- Behind and above last row of auditorium seating

**GOAL:**

- To provide space for the equipment needed to operate the sound, lighting, and projection equipment for the stage

**PROGRAM ACTIVITIES:**

- Operation of the technical support for performances
- Teaching of Technical Theater

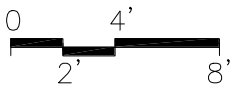
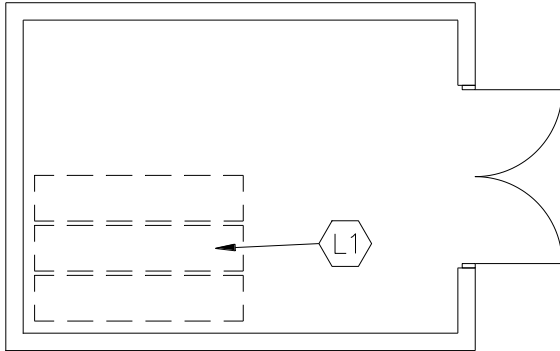
NOTES: Loose furnishings and features shown represent one of many possible arrangements.

**Performing Arts Space**

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**STORAGE (CHAIR/ PIANO)**

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**SIZE:**

- 200 SF

**SPATIAL RELATIONSHIP:**

- Near auditorium orchestra pit

**GOAL:**

- To provide a secure area for storing and retrieving chairs

**PROGRAM ACTIVITY:**

- Storage for chairs

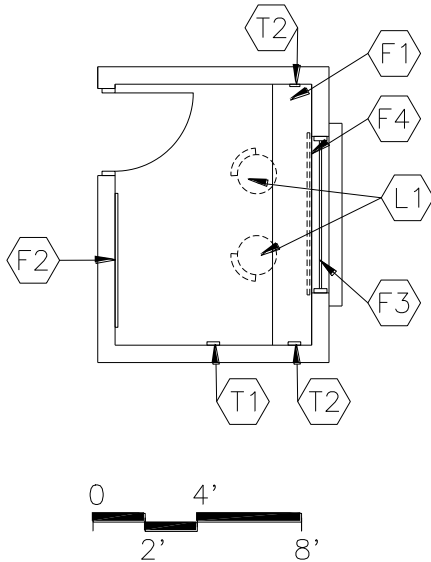
**ENVIRONMENTAL CONSIDERATIONS:**

- Uniform lighting
- Wide double door opening

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NOTES:

**TICKET BOOTH/BOX OFFICE**



Built-in Fixtures:

Casework

- Counter

Loose Furnishings:

- 2 stools

Room Technology:

- Data port

**CAPACITY:**

- 2 persons

**SIZE:**

- 100 SF

**SPATIAL RELATIONSHIPS:**

- Located in Lobby adjacent to Auditorium
- Lockable window into corridor

**GOAL:**

- To provide a space for ticket sales

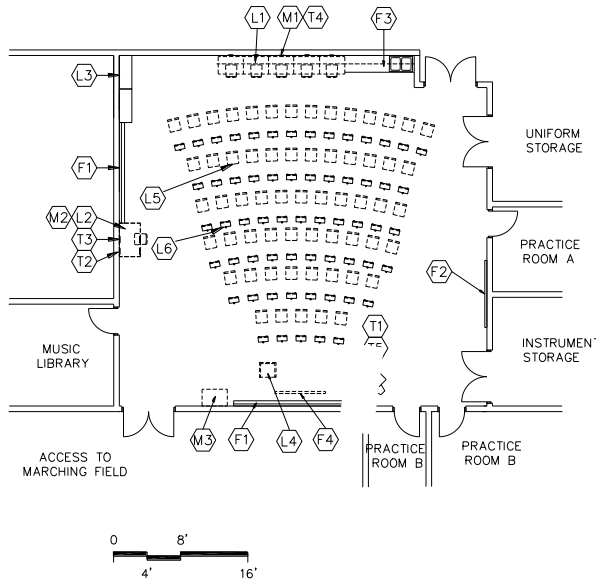
**PROGRAM ACTIVITY:**

- Selling tickets

NOTES: All drawings are for illustration only. Tags not noted in the text are not required elements.

**Performing Arts Space**

**BAND/ ORCHESTRA ROOM**



**CAPACITY:**

- Up to 80 students
- Teacher

**SIZE:**

- 2,500 SF

**ANCILLARY SPACES:**

- Instrument Storage
- Practice Rooms

**GOAL:**

- To serve as the learning and practice area for instrument classes

**PROGRAM ACTIVITIES:**

- Individual and small group practice
- Jazz and chamber ensembles
- Performance
- Teaching and learning to read music

**SPATIAL RELATIONSHIPS:**

- Adjacent and access to Instrument Practice Room
- Adjacent and access to Storage
- Near to Stage and Outdoors

**ENVIRONMENTAL CONSIDERATIONS:**

- Uniform multilevel lighting
- Environmental sound control:  
Wall minimum: STC 60  
Ceiling minimum: CAC 35, STC 60
- 8' high double doors throughout this area with removable mullions
- Baffled ductwork
- Sound proof HVAC system (under 35 dBA)
- Appropriate acoustics and sound attenuation
- Adequate ventilation
- Electrical outlets for equipment
- Non-parallel surfaces (walls/ceiling) for acoustical benefits
- Sound seals on doors
- Ceiling Height (14' minimum)

**Built-in Fixtures:**

- F1 Marker board (24 LF)  
1/2 with staff lines
- F2 Tack board (12-16 LF)
- F3 Casework:  
Base/wall cabinets (8 LF)
- F4 Interactive White board
- Clock (on side walls instead of rear walls)

**Loose Furnishings:**

- L2 Teacher desk and chair
- L3 Sheet music cabinet  
(150 concert sized folio capacity)
- L4 Conductors podium/stand/chair
- L5 60 Music posture chairs
- L6 60 music stands

**TECHNOLOGY and BUILT-IN EQUIPMENT**

- See regular Classroom

**(Class)Room Technology:**

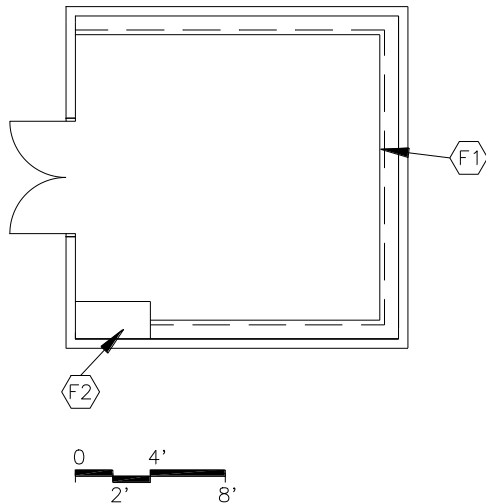
- Additional ports: Printer, Clock/PA, 2 wireless
- Interactive white board (typical)
- Single point 'face plate' near teachers work station to include: Voice, data, VGA, audio enhancement, and HDMI

**Miscellaneous Equipment (owner provided):**

- M3 Band/orchestra sound system with sound recording/editing equipment and microphone connection

**NOTES:** Loose furnishings and features shown represent one of many possible arrangements.

**BAND UNIFORM STORAGE**



**ENVIRONMENTAL CONSIDERATIONS:**

- Adequate ventilation
- Uniform lighting

**Built-in Fixtures:**

- F1 Closet shelving /Double rods
- F2 Casework: Tall cabinet

**SIZE:**

- 250 SF

**ANCILLARY SPACES:**

- Band/Orchestra Room

**SPATIAL RELATIONSHIPS:**

- Adjacent to Band/Orchestra Room

**GOAL:**

- To provide secure and adequate storage for uniforms

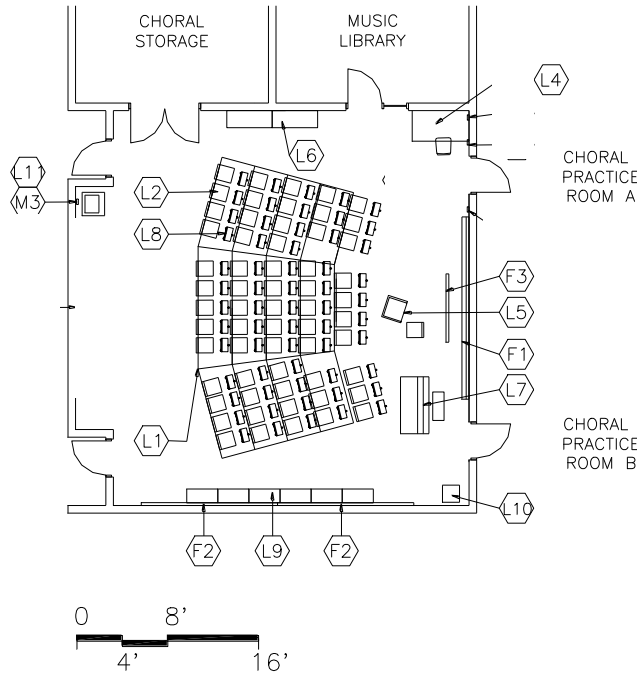
**PROGRAM ACTIVITY:**

- Storing and accessing uniforms

**NOTES:**

**Performing Arts Space**

**CHORAL/ GUITAR ROOM (optional KEYBOARD)**



**ENVIRONMENTAL CONSIDERATIONS:**

- Appropriate acoustical treatment
- Baffled ductwork
- Drinking fountain in corridor
- Electrical outlets for equipment
- Environmental sound control:
  - Wall minimum: STC 60
  - Ceiling minimum: CAC 35, STC 60
- Higher than normal ceiling height (14' minimum)
- Non-parallel surfaces (walls/ceiling) for acoustical benefits
- Quiet HVAC system (under 35 dBa)
- Sound seals on doors

**Built-in Fixtures:**

- F1 Marker board (16 LF)
- F2 Tack board (16 LF minimum)
- F3 Interactive White board (not in front of white board)
  - Speakers on 4 walls for sound system
  - Guitar storage racks (Optional)
  - Clock (on side walls instead of rear walls)

**Loose Furnishings:**

- L1 Portable standing choral risers
- L2 45 chairs with folding tablet arms
- L4 Teacher desk and chair
- L5 Conductor's podium, chair, and stand
- L6 Sheet music cabinet (150 concert sized folio capacity)
- L7 Upright piano
- L8 40 music stands
- L9 Adjustable height bookshelves (48 LF)
- L10 Sound recording/editing equipment Cabinet
- L11 Printer table (optional)

**TECHNOLOGY and BUILT-IN EQUIPMENT**

- See regular Classroom

**(Class)Room Technology:**

- Additional ports: Printer, Clock/PA, 2 wireless
- Single point 'face plate' near teachers work station to include: Voice, data, VGA, audio enhancement, and HDMI

**QUANTITY:**

- 1

**CAPACITY:**

- Up to 60 students
- Teacher

**SIZE:**

- 1,800 SF

**GOAL:**

- To provide a space that will serve as the learning/ practice area for choral and general music classes

**PROGRAM ACTIVITIES:**

- Practice for sectional groups
- Rehearsals
- Solos
- Survey music classes

**NOTES:** Loose furnishings and features shown represent one of many possible arrangements.



**CHORAL PRACTICE ROOM**

**QUANTITY:**

- 2

**CAPACITY:**

- Up to 3 students
- Teacher

**SIZE:**

- 125 SF

**SPATIAL RELATIONSHIP:**

- Adjacent and access Choral Room

**GOAL:**

- To provide an area for individual student practice and rehearsals

**PROGRAM ACTIVITY:**

- Choral practice/rehearsals

**ENVIRONMENTAL CONSIDERATIONS:**

- Environmental sound control:
  - Wall minimum: STC 60
  - Ceiling minimum: CAC 35, STC 60
- Adequate ventilation
- Auditory privacy
- Quiet HVAC system (under 35 dBa)

Built-in Fixtures:

- Tack board (4 LF)
- Marker board (4 LF)
- Casework: Base cabinets (6 LF) (optional)

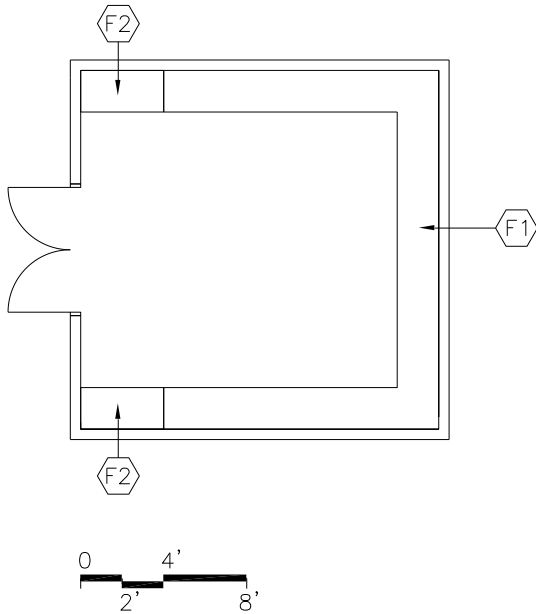
Room Technology:

- Data port

NOTES: Loose furnishings and features shown represent one of many possible arrangements.

## Performing Arts Space

### CHORAL STORAGE/Library



#### ENVIRONMENTAL CONSIDERATIONS:

- Adequate ventilation
- Uniform lighting

#### Built-in Fixtures:

- F1 Rods for robes
- F2 Casework: Tall cabinets

#### Loose Furniture:

Compact library system

#### QUANTITY:

- 1

#### CAPACITY:

- Student assistants
- Teacher

#### SIZE:

- 300 SF

#### SPATIAL RELATIONSHIP:

- Adjacent and access to Choral Room

#### GOAL:

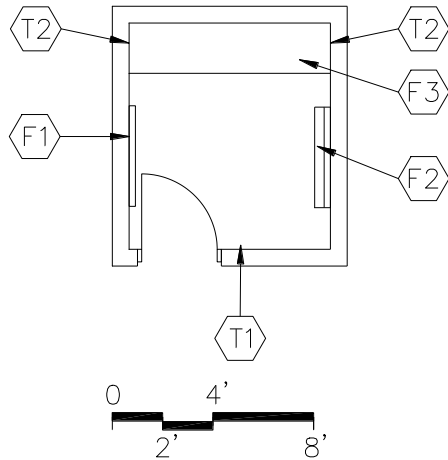
- To provide adequate storage for portable choral risers, accessories, and equipment

#### PROGRAM ACTIVITY:

- Storage and simple repair of portable choral risers, accessories, and equipment

NOTES: Loose furnishings and features shown represent one of many possible arrangements.

**INSTRUMENTAL PRACTICE ROOM**



**ENVIRONMENTAL CONSIDERATIONS:**

- Environmental sound control:  
 Wall minimum: STC 60  
 Ceiling minimum: CAC 35, STC 60
- Adequate ventilation
- Auditory privacy
- Quiet HVAC system (under 35 dBa)

Built-in Fixtures:

- F1 Tack board (4 LF)
- F2 Marker board (4 LF)
- F3 Casework: Base cabinets (6 LF)  
(optional)

Room Technology:

- T2 Data port

**QUANTITY:**

- 2-3

**CAPACITY:**

- Up to 2 students
- Teacher

**SIZE:**

- 75 - 150 SF

**SPATIAL RELATIONSHIP:**

- Adjacent and access to Band/Orchestra Room

**GOAL:**

- To provide an area for individual student practice and rehearsals

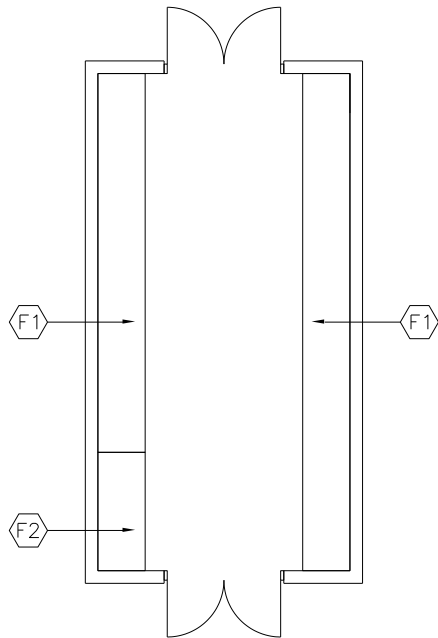
**PROGRAM ACTIVITY:**

- Instrumental practice/rehearsals

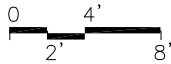
NOTES: Loose furnishings and features shown represent one of many possible arrangements.

**Performing Arts Space**

**INSTRUMENT STORAGE**



BAND/ORCHESTRA ROOM



**QUANTITY:**

- 1

**SIZE:**

- 400 SF

**SPATIAL RELATIONSHIP:**

- Adjacent and access to Band/Orchestra Room
- Provide entrance and separate exit to the Band/Orchestra Room

**GOAL:**

- To provide secure and adequate storage for instruments

**PROGRAM ACTIVITY:**

- Storage of instruments

**ENVIRONMENTAL CONSIDERATIONS:**

- Adequate ventilation
- Uniform lighting

**Built-in Fixtures:**

- F1 Storage shelving: Instrument storage w/ open grille doors
- F2 Casework: Tall cabinets

**NOTES:** Loose furnishings and features shown represent one of many possible arrangements.

**KEYBOARD LAB (Optional)**

**CAPACITY:**

- 25 Persons
- Teacher

**ANCILLARY SPACES:**

- Band/Orchestra Room
- Choral Room

**GOAL:**

- To teach music theory and appreciation classes
- To teach piano/keyboarding

**PROGRAM ACTIVITIES:**

- Small and large group instruction
- Listening to music

**SPATIAL RELATIONSHIPS:**

- Adjacent to Band/Orchestra Room
- Adjacent and access to Choral Room

**ENVIRONMENTAL CONSIDERATIONS:**

- Electrical outlets for equipment
- Environmental sound control:
- Wall minimum: STC 45
- Ceiling minimum: CAC 35
- Uniform lighting

Built-in Fixtures:

- Marker board (8 LF)
- Tack board (8 LF minimum)
- Interactive White board (not in front of white board) or ceiling mounted projector

Loose Furnishings:

- 25 tables for keyboards with posture chairs
- Stereo audio system, CD player, AM-FM tuner, amplifier (Owner provided)
- Four wall-mounted speakers

Miscellaneous Equipment:

- Keyboards (owner provided)

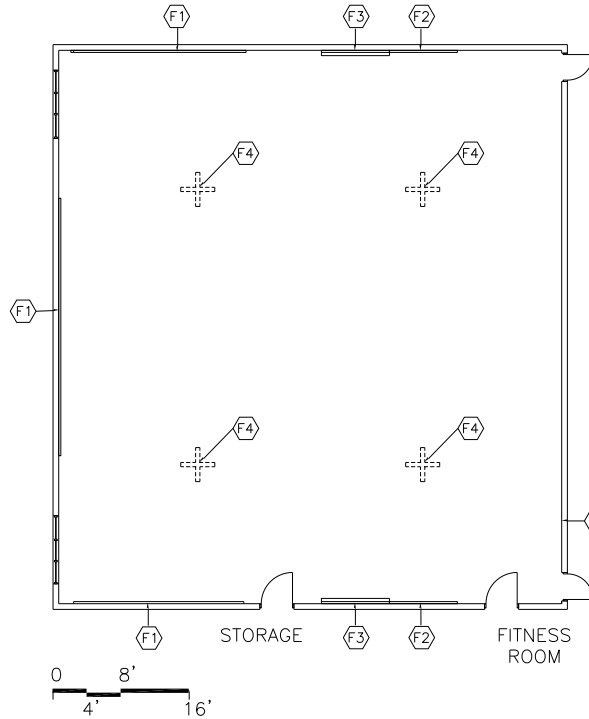
Room Technology:

- 1 voice port and phone
- 2 Wireless ports

NOTES: All drawings are for illustration only. Tags not noted in the text are not required elements.

**Performing Arts Space**

**DANCE STUDIO (Fine Arts Elective)**



**QUANTITY:**

- 1

**CAPACITY:**

- 28 Students
- 1 Teachers

**SIZE:**

- 1,800 SF
- 100 SF storage
- 100 SF Office

**SPATIAL RELATIONSHIPS:**

- Near Performing Arts
- Near PE Locker Room/Showers

**GOAL:**

- To support the Dance program (art elective)

**PROGRAM ACTIVITIES:**

- Ballet
- Ethnic Dance
- Modern Dance
- Tap Dance

**ENVIRONMENTAL CONSIDERATIONS:**

- Adequate ventilation and ceiling fans
- Ceiling Height (15' Minimum)
- Drinking fountain in adjacent corridor
- Electrical outlets for equipment
- Flexibility of space
- High windows to provide natural light is desirable
- Multi-level lighting

**Built-in Fixtures:**

- F1 Mirrors (6' high 6" from floor)
  - Adjustable/removable Barres (range 32"-34" up to 44"-46" from floor)
- F2 Tack board (16 LF) outside room
- F3 Marker board (8LF) with electric outlet below
- F4 Ceiling fans
  - Student storage and benches near door (cubbies)

**Room Technology:**

- T1 Voice port and phone
- Ceiling hung projector with screen

**Miscellaneous Equipment:**

- M1 Surround sound system – consult staff

**Finishes:**

**Flooring:**

- Wooden Floating sub floor

**NOTES:** Loose furnishings and features shown represent one of many possible arrangements.

**SHARED DRAMA CLASSROOM/ STAGE SUPPORT SPACE (Optional)**

**QUANTITY:**

- 1

**CAPACITY:**

- 28 Students
- 1 Staff member

**SIZE:**

- 900 SF (including Drama Storage)

**ANCILLARY SPACES:**

- Costume/ Prop Room
- Scene Shop Storage

**GOAL:**

- To provide needed space for general music classroom furniture
- To provide a 'green room for performances
- To teach drama or provide rehearsal space when the stage is in use
- To temporarily store props for an on-going production

Plumbing Features:

- Deep sink with gooseneck faucet

**ENVIRONMENTAL CONSIDERATIONS:**

- Electrical outlets for equipment
- Uniform lighting with multi-level switching

Built-in Fixtures:

- Clock (on side walls instead of rear walls)
- Counter and cabinets along one wall to include sink
- Dry, white eraser-board (4' x 20' on two different walls) on track
- Speaker system
- Tack board (4' x 20') minimum; tack strips on all walls

Loose Furnishings:

- 1 work table
- 28 stackable student chairs
- 28 student desks (square)
- Adjustable height bookshelves (24 LF)
- Teacher's desk/workstation and chair

Classroom Technology:

- Additional ports: Printer, Clock/PA, 2 wireless
- Interactive white board or ceiling mounted overhead projected (to be determined at the time of installation)
- Single point 'face plate' near teachers work station to include: Voice, data, VGA , audio enhancement, and HDMI

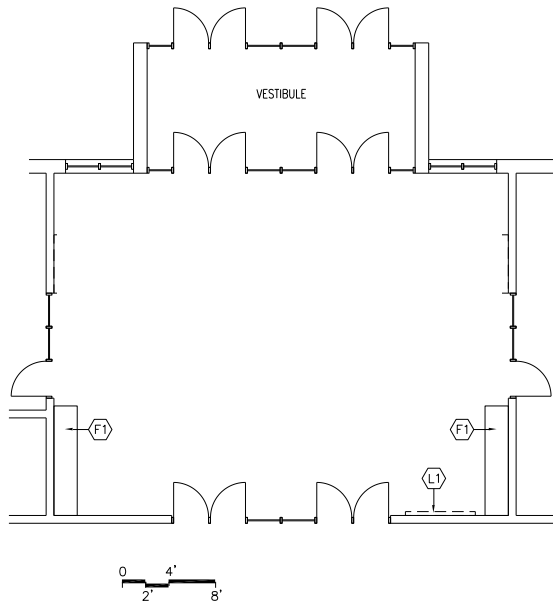
NOTES:

**Performing Arts Space**

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**Physical Education Space Requirements**  
**LOBBY**



**QUANTITY:**

- 1

**CAPACITY:**

**SIZE:**

- 2,250 SF

**SPATIAL RELATIONSHIP:**

- Adjacent and access to Gymnasium

**GOAL:**

- To provide a standing area before performances and events.

**ENVIRONMENTAL CONSIDERATIONS:**

- Aesthetically pleasing
- Electrical outlets for equipment
- Provide exterior canopies at entrances
- The architect is to work with the school and district security to develop a safe and respectful security arrangement for students, staff and visitors
- Treat for sound attenuation
- Uniform lighting with accent lighting as appropriate
- Window to provide ample natural light

**Furnishings & Fixtures:**

F1 Display cases

L1 Electronic board

- Security desk/counter with workstation

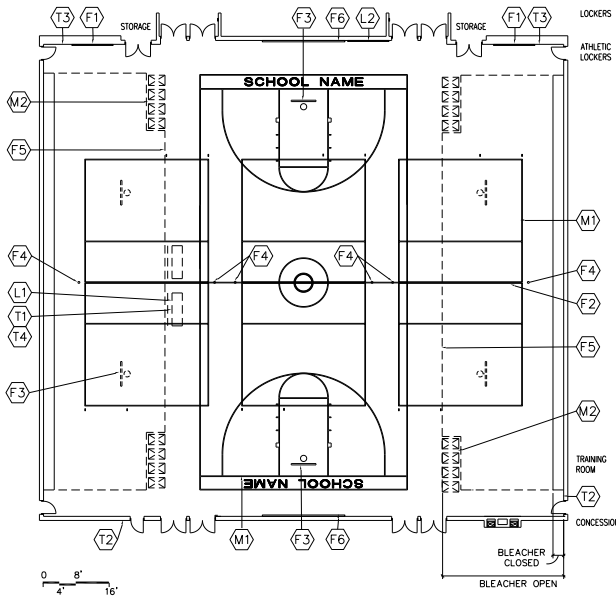
**Room Technology:**

- Voice and data to security desk

**NOTES:** Loose furnishings and features shown represent one of many possible arrangements.

**Physical Education Space**

**GYMNASIUM**



**QUANTITY:**

- 1

**CAPACITY:**

- 50-1700 Students
- 2-4 Teachers
- Capacity of bleachers shall be minimum of the student capacity

**SIZE:**

- 6,800 SF +
- 5,100 SF (Seating for 1,700 students)

**ANCILLARY SPACES:**

- PE Locker Rooms/Showers
- Department Offices
- Storage
- Laundry

**SPATIAL RELATIONSHIPS:**

- Near outdoor athletic fields
- Near visitor parking and public
- Provides 2 full basketball courts when the bleachers are closed

**GOAL:**

- To serve as physical education facility during the school day, a practice and recreation area during non-school hours

**PROGRAM ACTIVITIES:**

- Community programs and activities, secured
- Interscholastic competition and daily practices
- Physical education classes

**ENVIRONMENTAL CONSIDERATIONS:**

- Clear height of 25' from floor to nearest obstruction
- Drinking fountain in adjacent corridor
- Must be able to isolate the gymnasium from the rest of the school after hours
- The walls and ceilings will require acoustical treatment:
- Uniform lighting with multilevel controls

**Built-in Fixtures/Equipment:**

- 2 white boards with electrical outlets on either side of the curtain.
- P/A sound system
- Clock (with protective cage)
- Padding on walls behind the goals and on the backboards
- Block outs for three sets of volleyball standards and nets.
- Dividing curtain to create two basketball courts when the bleachers are withdrawn
- Tack strips on the walls are required to fasten banners.
- Bleacher seating to be electrically operated & fold back to provide a flat surface.
- Multi-sport scoreboard.
- Glass lexon basketball backboard (2), with break-away rims, forward swing, main court, Fiberglass basketball backboard (4), forward swing, side, cross court. Each backboard (6) is to be raised and lowered electrically and shall retract away from bleachers.

**Room Technology:**

- T1 Microphone port
- T2 Outside microphone port
- T3 2 voice ports and phones
- T4 Port for sound system
- Data ports near each white erase board
- Wireless capability

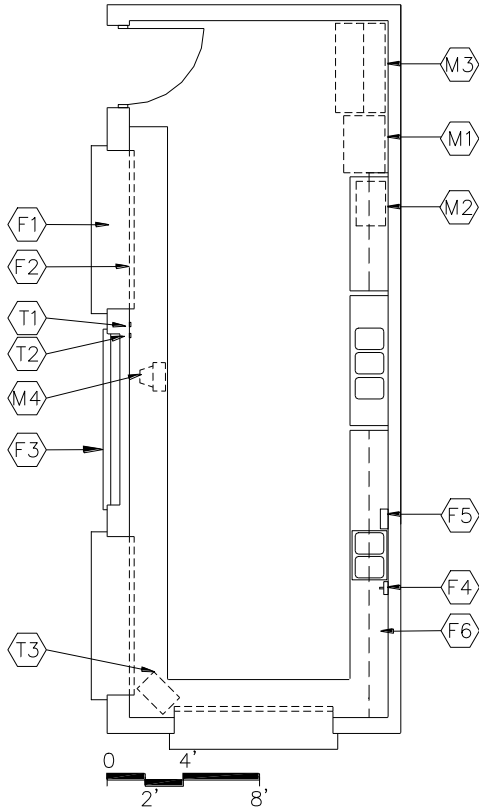
**Finishes:**

**Flooring:**

- Wood strip flooring for athletic applications

**NOTES:** Loose furnishings and features shown represent one of many possible arrangements.

**CONCESSION**



**CAPACITY:**

- Students
- 1 Teachers

**SIZE:**

- 300 SF

**SPATIAL RELATIONSHIPS:**

- Near Gymnasium
- Near public restrooms

**GOALS:**

- To provide display areas to celebrate triumphs of the school
- To provide space for the public to purchase refreshments and tickets during events

**PROGRAM ACTIVITIES:**

- Ticket sales
- Displaying school recognition awards
- Refreshment sales
- Common gathering place for community and school athletic events

**ENVIRONMENTAL CONSIDERATIONS:**

- Adequate ventilation/exhaust
- Cleanable building surfaces/floor drains
- Easy to supervise
- Electrical outlets for equipment
- Food service department and public health, requirements, as applicable
- Good signage
- Good traffic flow
- Large door to transport large boxes and equipment to and from the area
- Plumbing for double bowl sink

Built-in Fixtures:

- F1 Counter area for concessions and ticket sales
- F2 Coiling overhead counter door
- F3 Display case
- F4 Soap dispenser
- F5 Towel dispenser
- F6 Casework: Base/wall cabinets (lockable)

Miscellaneous Equipment:

- M1 Refrigerator
- M2 Microwave
- M3 Ice machine
- M4 Computer /register

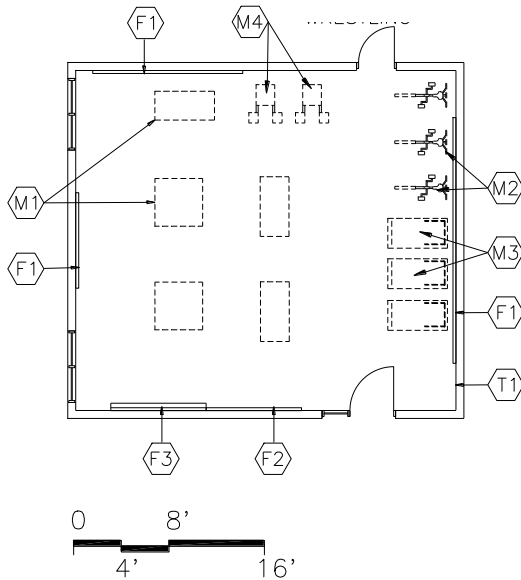
Room Technology:

- T1 Data port
- T2 Voice port and phone

**NOTES:** All drawings are for illustration only. Tags not noted in the text are not required elements.

## Physical Education Space

### FITNESS/ WEIGHT ROOM



**QUANTITY:**

- 1

**CAPACITY:**

- 28 Students
- 1 Teachers

**SIZE:**

- 1,800 SF

**SPATIAL RELATIONSHIPS:**

- Must be able to isolate the Fitness Room from the rest of the school after hours

**GOAL:**

- To serve as a physical education teaching area and a wellness/workout area for students and community members.

**PROGRAM ACTIVITIES:**

- Community and staff members learning to develop and maintain health and fitness
- Physical education classes learning to develop muscular, respiratory, and cardiovascular systems

**ENVIRONMENTAL CONSIDERATIONS:**

- Adequate ventilation
- Electrical outlets for equipment
- Flexibility of space
- Windows to provide natural light

**Built-in Fixtures:**

- F1 Mirrors
- F2 Tack board (8 LF)
- F3 Marker board (8 LF) with electric outlet
  - Ceiling fans

**Room Technology:**

- T1 Voice port and phone
- Wireless capability

**Miscellaneous:**

- M1 Exercise equipment TBD
- M2-3 Aerobic Equipment TBD

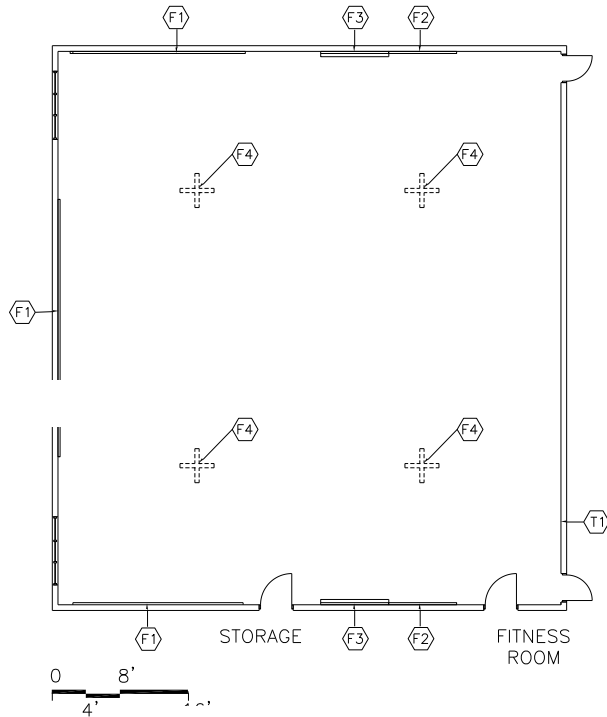
**Finishes:**

**Flooring:**

- Resilient athletic flooring

**NOTES:** Loose furnishings and features shown represent one of many possible arrangements.

**MULTI-PURPOSE/ WRESTLING ROOM (optional)**



**QUANTITY:**

- 1

**CAPACITY:**

- 25 Students
- 1 Teachers

**SIZE:**

- 1,800 SF

**SPATIAL RELATIONSHIPS:**

- Adjacent and access to Fitness Room
- Adjacent and access to Storage
- Near PE Locker Rooms/Showers

**GOAL:**

- To serve as a physical education teaching area, strength development area for athletes, and a wellness/workout for students and community members

**PROGRAM ACTIVITIES:**

- Community and staff members developing and maintaining health and fitness
- Members of athletic teams improving performance and to rehabilitate injured body areas
- Physical education classes learning to develop muscular, respiratory, and cardiovascular systems

**ENVIRONMENTAL CONSIDERATIONS:**

- Adequate ventilation and ceiling fans
- Drinking fountain in adjacent corridor
- Flooring to allow for flexible uses
- Ventilated storage for wrestling mats (see Athletic Director for types of mats)

**Built-in Fixtures:**

F2 Tack board (8 LF)

F3 Marker board (8 LF)

F4 Ceiling fans

- Padding 5' up wall on three walls opposite door
- Student storage and benches near door (cubbies)

**Room Technology:**

T1 Voice port and phone

**Finishes:**

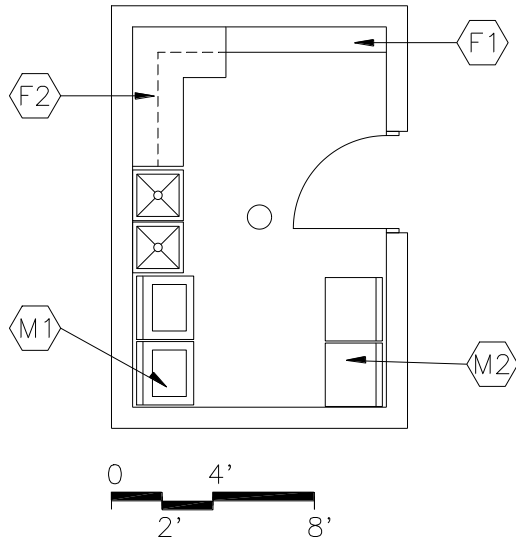
**Flooring:**

- Resilient athletic flooring

**NOTES:**

## Physical Education Space

### LAUNDRY



**QUANTITY:**

- 1

**CAPACITY:**

- 1-2 Teachers

**SIZE:**

- 150 SF

**SPATIAL RELATIONSHIPS:**

- Near PE Locker Room/Showers
- Near Athletic Lockers

**GOAL:**

- To provide space to wash/dry athletic/PE garments, towels, etc.

**PROGRAM ACTIVITY:**

- Washing and drying clothes

**ENVIRONMENTAL CONSIDERATIONS:**

- Adequate ventilation/exhaust
- Cleanable building surfaces
- Electrical outlets for equipment

**Built-in Fixtures:**

- F1 Rust-resistant 12" deep shelving
- F2 Casework: Base/wall cabinets and shelving

**Miscellaneous Equipment:**

- M1 Commercial washers (2)
- M2 Commercial dryers (2)

**Plumbing:**

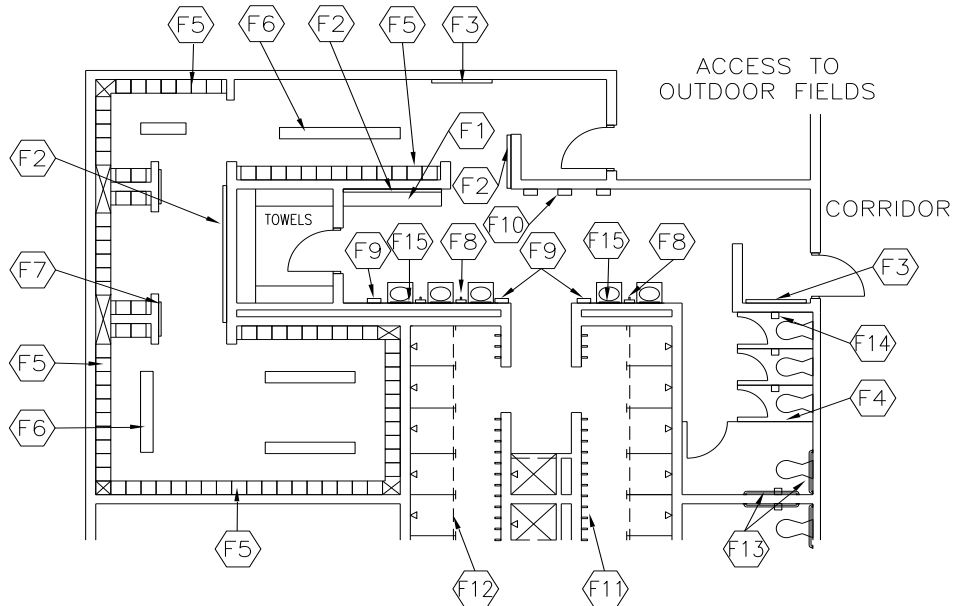
- Plumbing connections
  - Sinks, utility
  - Floor drains

**HVAC:**

- Washer and dryer connections

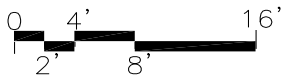
**NOTES:** Loose furnishings and features shown represent one of many possible arrangements.

**LOCKER ROOM/SHOWERS (PE)**



**QUANTITY:**

- 2



**CAPACITY:**

- 40 Students
- 1 Teachers

**SIZE:**

- 1,800 SF

**GOAL:**

- To provide a safe and clean area for students to change, store clothes, and shower

**PROGRAM ACTIVITIES:**

- Change clothing
- Showering
- Clothing storage

**ENVIRONMENTAL CONSIDERATIONS:**

- Adequate ventilation/exhaust
- Cleanable building surfaces
- Humidity and temperature controls
- Locate lockers on wall outside of toilet shower room
- Minimize isolated areas.
- Towel storage in adjacent area

**Built-in Fixtures:**

- F1 Narrow counter
- F2 Mirrors
- F3 Tack board (8 LF)
- F4 Toilet partitions
- F6 Benches
- F7 24" x 60" mirror
- F8 Soap dispenser
- F9 Towel dispenser
- F10 Hand / hairdryers
- F11 Towel hooks
- F12 Shower curtain and rod
- F13 36" and 42" grab bars
- F14 Toilet tissue holders
- F15 16" x 24" mirror
- F5 300 lockers at each area (boy's and girl's) approximately 12"W x 12"H x 16"D in size with a combination lock for each locker. Fasten lockers to floor or wall, approximately, 6" to 8" above floor. Install benches in front of lockers, approximately, 30" away from lockers. Supervision should be possible from one central location.

**NOTES:** Features shown represent one of many possible arrangements.

## Physical Education Space

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### LOCKER ROOM (ATHLETIC TEAM)

---

**QUANTITY:**

- 2

**CAPACITY:**

- 25 Students
- 1 Teacher

**SIZE:**

- 800 SF

**SPATIAL RELATIONSHIPS:**

- Adjacent and access to Gymnasium
- Access to PE Locker Room Showers without going through the PE locker area
- Near outdoor fields
- Provide separation between PE and Athletic locker rooms to accommodate up to four teams

**GOAL:**

- To provide a safe and clean area for students to change, store clothes, and shower for home and visiting athletic teams and others as appropriate

**PROGRAM ACTIVITIES:**

- Change clothing
- Showering (shared with PE locker area)
- Clothing storage

**ENVIRONMENTAL CONSIDERATIONS:**

- Adequate ventilation/exhaust
- Cleanable building surfaces
- Humidity and temperature controls
- Locate lockers on wall in vestibule outside of toilet/shower room
- Minimize isolated areas.
- Towel storage in adjacent area

Built-in Fixtures:

- Mirrors
- Tack board (8 LF)
- Security mirrors as required for visibility in blind spots
- Athletic lockers: 40 lockers at each area (boy's and girl's) approximately 12"W x 36"H x 16"D in size with a combination lock for each locker. Additional 30 football lockers in boy's locker room. Fasten lockers to floor or wall, approximately, 6" to 8" above floor. Install benches in front of lockers, approximately, 30" away from lockers.

---

NOTES: Features shown represent one of many possible arrangements.



**OFFICES (DEPARTMENT/ ATHLETIC)**

**QUANTITY:**

- 3

**CAPACITY:**

- 1-2 Teachers
- Athletic Director

**SIZE:**

- 150 SF

**SPATIAL RELATIONSHIP:**

- Near Locker Rooms/Showers
- PE offices have window into the locker room

**GOAL:**

- To provide a work area for physical education teachers and athletic director to conduct administrative duties

**PROGRAM ACTIVITIES:**

- Maintaining records
- Meeting
- Ordering
- Planning
- Scheduling

**ENVIRONMENTAL CONSIDERATIONS:**

- Auditory privacy
- Electrical outlets for equipment
- Uniform lighting
- Secure locks on office door; 'no break' windows

Built-in Fixtures:

- F1 Tack board (4 LF)

Loose Furnishings:

- L1 Teacher's desk
- L2 Ergonomic task chair
- L3 Computer workstation
- L4 4-drawer file cabinet
- L5 Adjustable height bookshelves (12 LF)
- L6 Guest chairs
- Blinds on window

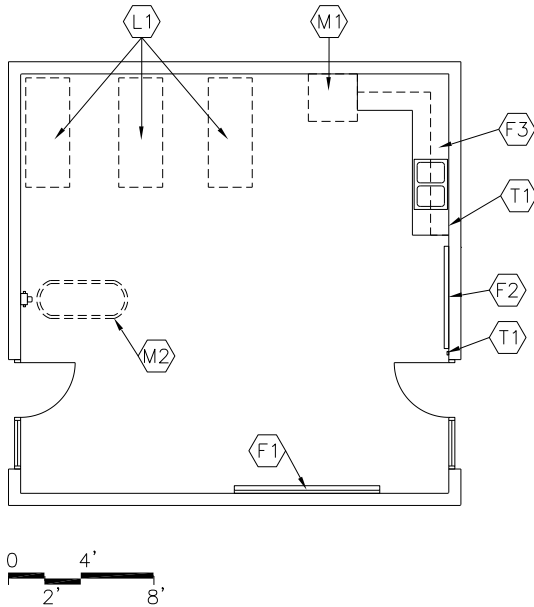
Room Technology:

- See standard office technology

NOTES: Loose furnishings and features shown represent one of many possible arrangements.

## Physical Education Space

### TRAINING ROOM



**QUANTITY:**

- 1

**CAPACITY:**

- 2 Students
- 1 Teacher/trainer

**SIZE:**

- 300 SF

**SPATIAL RELATIONSHIPS:**

- Adjacent and access to Gymnasium
- Near Athletic Lockers
- Near PE Locker Room/Showers

**GOAL:**

- To provide a place for treatment of injuries

**PROGRAM ACTIVITIES:**

- Minor rehabilitation
- Taping of joints

**ENVIRONMENTAL CONSIDERATIONS:**

- Adequate ventilation
- Electrical outlets for equipment
- Flexibility of space

**Built-in Fixtures:**

- F1 Marker board (8 LF)
- F2 Tack board (8 LF)
- F3 Casework: Base/wall cabinets, Sink

**Loose Furnishings:**

- L1 2 Taping/massage tables
- Trainer's workstation with chair and file cabinet

- M1 Refrigerator with ice machine
- M2 Whirlpool

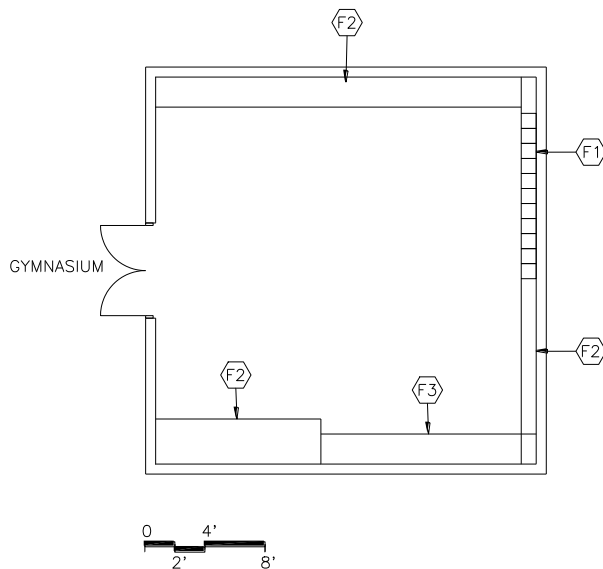
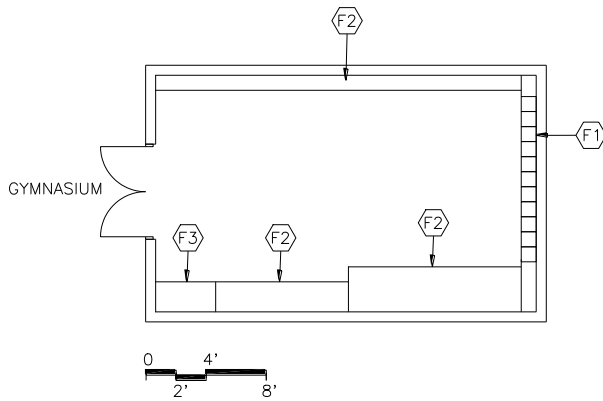
**Plumbing:**

- Plumbing connection
- Sink
- Ice machine

- T1 Voice and data port

**NOTES:** All drawings are for illustration only. Tags not noted in the text are not required elements.

**STORAGE**



**QUANTITY:**

- 4

**SIZE:**

- Varies (1,600 SF total)

**SPATIAL RELATIONSHIPS:**

- Adjacent and access to Auxiliary Gymnasium (may be used for JROTC uniform storage)
- Adjacent and access to Gymnasium
- Near PE areas

**GOAL:**

- To provide space to adequately store PE and athletic equipment (PE and athletic equipment needs to be stored separately)

**PROGRAM ACTIVITIES:**

- Storage for equipment
- Storing sound system and other equipment in the physical education/athletic area

**ENVIRONMENTAL CONSIDERATIONS:**

- Climate control to dry uniforms and other equipment which get wet during use
- Separate storage areas for inactive sports, physical education, and athletics
- Uniform lighting
- Open space
- Provide secure storage
- Flexibility of storage use
- Uniform lighting

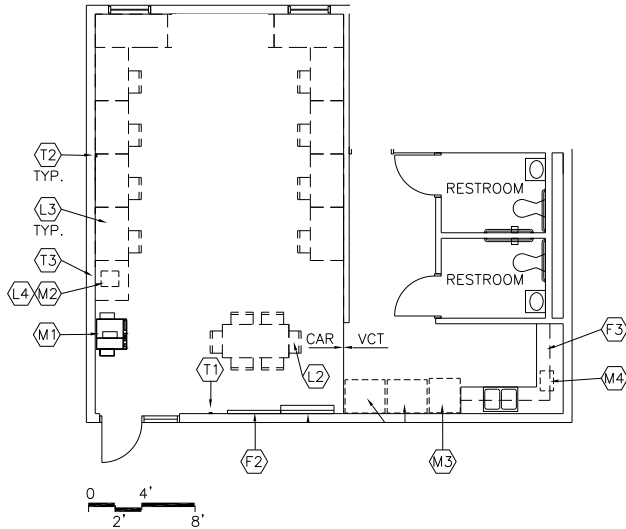
**Built-In Fixtures:**

Varies: Peg boards, shelving, cabinets

**NOTES:** Loose furnishings and features shown represent one of many possible arrangements.

**Physical Education Space**

**WORKROOM (Staff/ Coaches)**



**QUANTITY:**

- 2

**CAPACITY:**

- Coaches
- Teachers

**SIZE:**

- 250 SF

**SPATIAL RELATIONSHIPS:**

- Contains restrooms, kitchenette, shared workstations and conference space
- Near PE spaces

**GOAL:**

- To provide space for teachers and coaches to carry out their administrative duties, prepare materials for class, access the Internet, lock up personal items, and to socialize and relax

**PROGRAM ACTIVITIES:**

- Contact community resources via telephone and e-mail
- Enter and access data
- Grade papers
- Prepare lessons using computer, video, and other resources

Store files (floating teachers or shared department files)

**Built-in Fixtures:**

- F1 Marker board (8 LF)
- F2 Tack board (8 LF)
- F3 Casework: Base/wall cabinets

**Loose Furnishings:**

- L2 Worktable
- L3 8 individual workstations (coaches)
- L4 Printer table
- 8 under the desk file cabinets

**Miscellaneous Equipment (owner provided):**

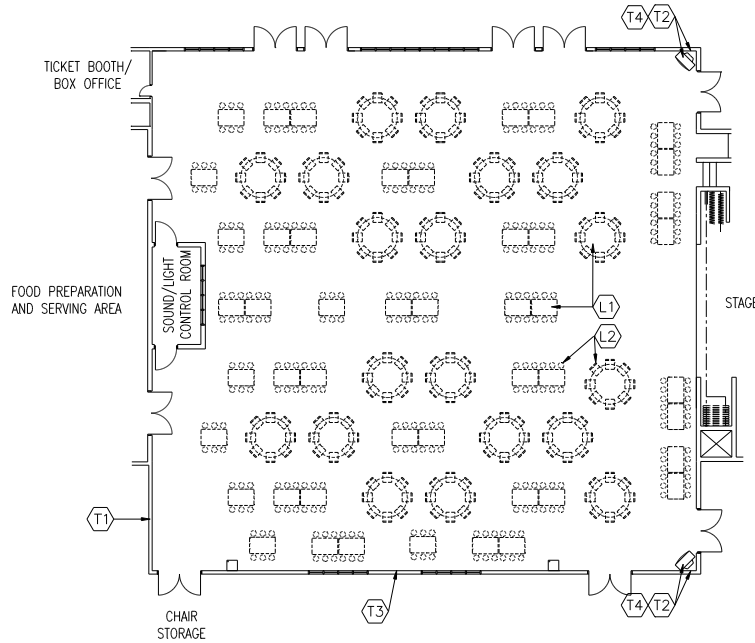
- M1 Copier
- M2 Printer
- M3 Refrigerator with icemaker
- M4 Microwave
- Vending machines (optional)

**Room Technology:**

- T2-3 Voice and data for each workstation and the printer

NOTES: All drawings are for illustration only. Tags not noted in the text are not required elements.

**Student Dining & Food Service Space Requirements**



**CAFETERIA / COMMONS**

**CAPACITY:**

- Community – primarily after school hours
- Number of students per lunch to be 800
- Up to 575 people

**SIZE:**

- 8,500 SF

**SPATIAL RELATIONSHIPS:**

- Adjacent and access to Kitchen
- Centrally located to Administration, Gymnasium, Main Academic areas
- Near parking and main entry to building

**GOALS:**

- To provide a flexible meeting space for groups if needed
- To provide a pleasant atmosphere for students to eat meals

Loose Furnishings:

- L1 Tables (variety of shapes and heights)
- L2 575 Chairs
  - Portable sound system
  - Waste receptacles with lids
  - Recycling bins

**ENVIRONMENTAL CONSIDERATIONS:**

- Adjust space and materials to manage acoustics; provide sound system
- Adjustable lighting
- Cleanable building surfaces
- Good sight lines to all areas of the room for supervision
- Identify 2 locations for presentations for up to 100 people (screen and electricity, barrier-free)
- Identify location and electricity for satellite salad bar w/ cash register
- Proportion ceiling to volume
- Window treatment to darken room for AV presentations.
- Windows to provide ample natural light
- Consider options to partition room for smaller settings

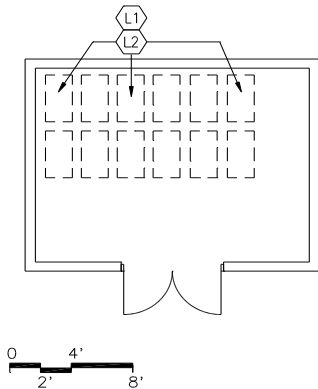
Room Technology:

- T1 1 voice port and phone
  - T2 2 video ports, large screen monitors, and brackets
  - T3 1 data port
  - T4 2 cable/ MATV ports
  - T5 Microphone jacks
- Note: Cable TV location

**NOTES:** Loose furnishings and features shown represent one of many possible arrangements.

**Student Dining/ Food Svcs Space**

**CHAIR/ TABLE STORAGE**



**QUANTITY:**

- 1

**CAPACITY:**

- 200 Chairs

**SIZE:**

- 300 SF

**SPATIAL RELATIONSHIPS:**

- Adjacent and access to Student Dining Area/Multipurpose

**GOAL:**

- To provide convenient storage of dining chairs and tables to be used for meetings and performances

**PROGRAM ACTIVITY:**

- Storage

**ENVIRONMENTAL CONSIDERATIONS:**

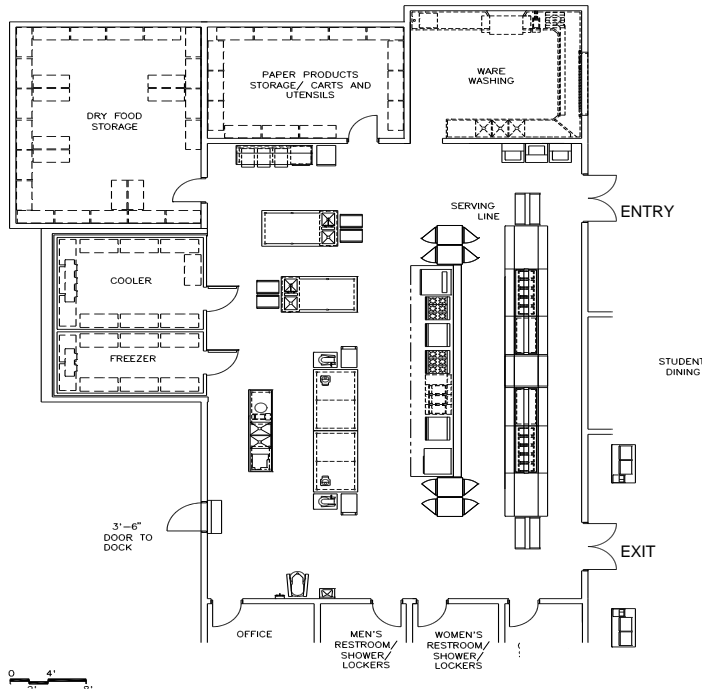
- Accessibility for moving furniture in and out
- Cleanable building surfaces
- Uniform lighting

Loose Furnishings:

- L1 200 Stackable Chairs
- L2 Chair dollies per above count

NOTES: Loose furnishings and features shown represent one of many possible arrangements.

**KITCHEN**



**QUANTITY:**

- 1

**CAPACITY:**

- Up to 8 People

**SIZE:**

- 2,350 SF

**GOAL:**

- To prepare and serve student meals (80% of 1200=960)

**PROGRAM ACTIVITIES:**

- Preparing and serving food to students and staff
- Storage

**SPATIAL RELATIONSHIPS:**

- Adjacent and access to Cafeteria/Commons
- Adjacent and access to Outdoor Loading Dock

**ENVIRONMENTAL CONSIDERATIONS:**

- Adequate ventilation
- Beginning of serving line should be located near entry door of Cafeteria/Commons
- Cleanable building surfaces
- Food service department, public health, code requirements, as applicable
- Queuing for serving should not conflict with tray return to dishwashing area.
- Uniform lighting

Room Technology:

- 1 voice port and phone
- 2 data ports at cash registers

**NOTES:** This is an example of a kitchen. Food service equipment will vary from school to school; confirm requirements with PGCPD Food Service Department.

**Student Dining/ Food Svcs Space**

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**KITCHEN (continued)**

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Features (Specifications from PGCPs):

Built-in Fixtures:

- Combination Steamer/Oven
- Convection oven ,
- Convection steamer
- Exhaust Hood Systems, including Fire Suppression
- Food Preparation Sinks
- Hand Sinks
- Mop washing sink
- Pizza Oven, Deck oven or Conveyor Oven
- Pot washing sinks
- Storage shelving
- Tilt Skillet
- Ware Washing Machine with appropriate accessories (tables, booster heater, disposer, etc.)
- Warming/Holding/Proofing Cabinets

Loose Furnishings:

- Work Tables
- Refrigeration - Reach-ins

Plumbing:

- Connections to food service equipment
- Floor drains
- Hand washing lavatory
- Plumbing and gas connections

HVAC:

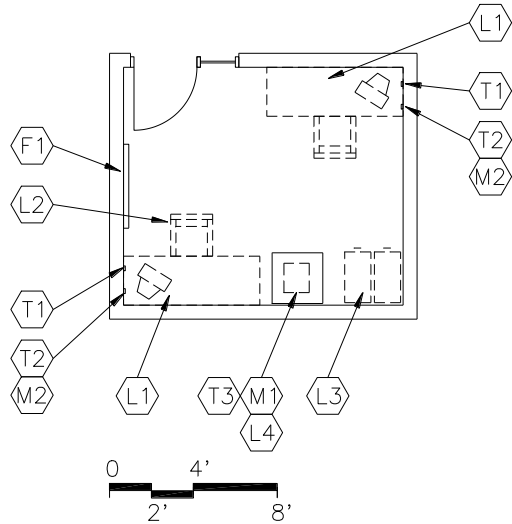
- Air conditioning
- Independent temperature control
- Kitchen canopy exhaust system
- Supply/return air system

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NOTES:



**OFFICE**



**QUANTITY:**

- 1

**CAPACITY:**

- Up to 2 people

**SIZE:**

- 150 SF

**SPATIAL RELATIONSHIPS:**

- Adjacent and visual to Kitchen or Receiving area

**GOAL:**

- To provide an office for the staff to perform clerical functions

**PROGRAM ACTIVITIES:**

- Computer input
- Conferences with staff and other visitors
- Paperwork
- Planning
- Telephone calls

**ENVIRONMENTAL CONSIDERATIONS:**

- Auditory privacy
- Electrical outlets for equipment
- Environmental sound control:
  - Wall minimum: STC 45
  - Ceiling minimum: CAC 35
- Uniform Lighting

**Built-in Fixtures:**

- F1 Tack board

**Loose Furnishings:**

- L1 1-2 desks
- L2 1-2 ergonomic task chairs
- L3 2 4-drawer file cabinets
- L4 Printer table
  - Guest chair

**Room Technology:**

- T1 Voice port and phone near workstation
- T2 Data port near workstation
- T3 Data port for printer

**Miscellaneous Equipment (provided by owner):**

- M1 Printer
- M2 Computer

**NOTES:** Loose furnishings and features shown represent one of many possible arrangements.

## Student Dining/ Food Svcs Space

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### SERVING AREA

---

**QUANTITY:**

- 1

**SIZE:**

- 1,400 SF

**GOAL:**

- To provide space and equipment to serve student meals

**PROGRAM ACTIVITIES:**

- Serve food

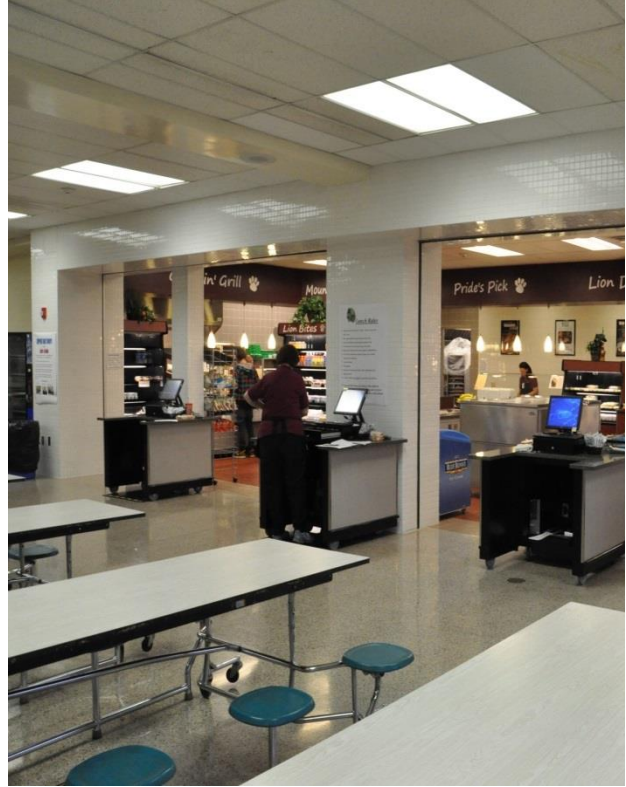
**SPATIAL RELATIONSHIPS:**

- Adjacent and access to the Kitchen
- Adjacent and access to the Cafeteria/ Commons

**DESIGN GUIDE:**

- Four 'food court' serving lines: TBD

Sample Lines and equipment needs below:



- Additional satellite services may be able to provide a salad bar or pre-made items

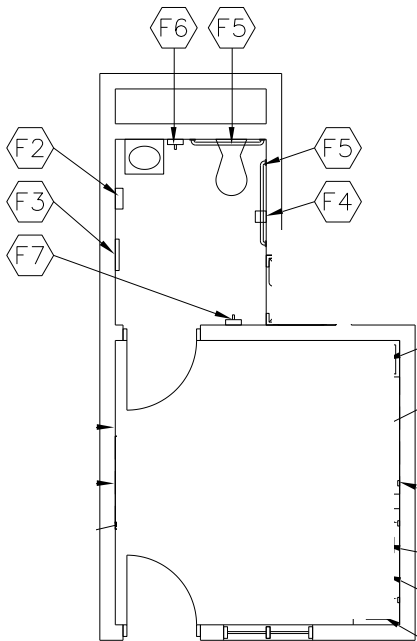
Built-in Fixtures:

- See PGCPs food services staff

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**NOTES:** Loose furnishings and features shown represent one of many possible arrangements.

**TOILET/ LOCKER AREA**



**PROGRAM ACTIVITIES:**

- Changing
- Resting

Built-in Fixtures:

- F2 Towel dispenser
- F3 24" x 60" mirror
- F4 Toilet tissue holder
- F5 36" and 42" grab bars
- F6 Soap dispenser
- F7 Towel rack

Loose Furnishings:

- Benches and lockable lockers

**QUANTITY:**

- 2

**CAPACITY:**

- Kitchen Staff: Separate Male and Female rooms

**SIZE:**

- 125 SF

**SPATIAL RELATIONSHIP:**

- Adjacent to Kitchen/ Serving Area

**GOAL:**

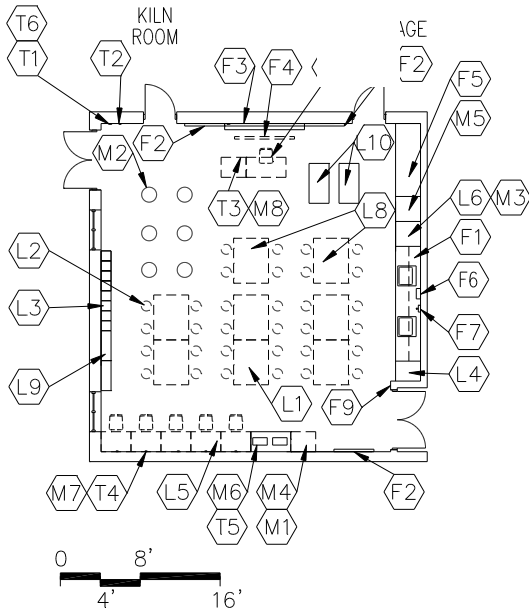
- To provide an area for kitchen staff to change and clean-up before and after work.

NOTES: Loose furnishings and features shown represent one of many possible arrangements.

**Student Dining/ Food Svcs Space**

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**Visual Arts Space Specifications  
MULTI-PURPOSE STUDIO (2D/ 3D)**



**CAPACITY:**

- 32 Students
- 1 Staff member

**SIZE:**

- 1,400 SF

**ANCILLARY SPACES:**

- Storage

**GOAL:**

- To provide a learning environment where students can learn two dimensional art and create their own art pieces

**PROGRAM ACTIVITIES:**

- Art history and culture
- Computer graphics and internet access
- Cooperative group work
- Drawing/Painting
- Viewing of slides/ DVDs/ CD-Roms

**Plumbing:**

- Plumbing connections
- Sinks – Island or peninsula sinks w/ clay & plaster traps in all studios

**ENVIRONMENTAL CONSIDERATIONS:**

- Adjustable full-spectrum lighting/Track lighting for display wall
- Double width doors (with removable mullion) to allow for moving of large equipment and projects.
- Electrical outlets for equipment
  - Window treatment to darken room for AV presentations
- Windows to provide natural light and egress

**Built-in Fixtures:**

- F1 Casework:
  - Base/wall cabinets and shelving
- F2 Interactive Board
- F3 Marker board/Chalk board (16 LF)
- F4 Tack board (12-24 LF)
- F5 Casework:
  - Tack strip on all walls at two heights
  - Paper storage
  - Vertical files (30" x 40" work)
- F6 Towel dispenser
- F7 Soap dispenser
- F8 Casework: Demonstration table

**Loose Furnishings:**

- L1 8 worktables
- L2 4 Computer workstations (MACs)
- L3 32 stools
- L4 Adjustable height bookshelves (24 LF)
- L5 Project storage lockers (10" x 15" x 20")
- L6 Teacher desk and chair
- L8 Cabinets w/ drying racks
- L9 Movable art display panels
- L10 Light table
- L11 Worktable
  - Paper cutters – floor model and 18" table top

**Miscellaneous (owner provided):**

- M1 Document camera
- M4 printer
- M5 3 computers for student use (Mac's)
- M6 1 computer for teacher use
- M7 Countertop exhaust hood

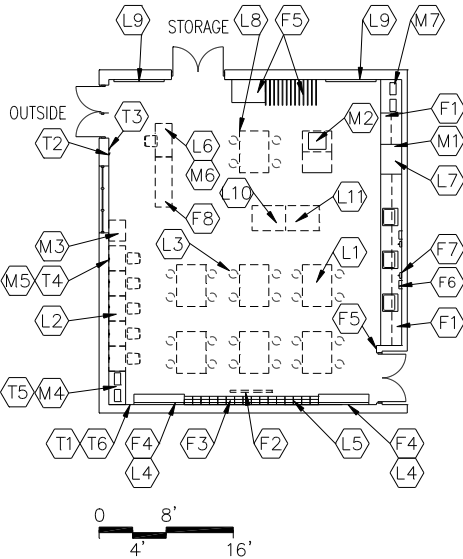
**Room Technology:**

See regular academic classroom

**NOTES:** All drawings are for illustration only. Tags not noted in the text are not required elements.

**Visual Arts Space**

**3-D STUDIO**



**CAPACITY:**

- 32 Students
- Teacher

**SIZE:**

- 1,600 SF

**ANCILLARY SPACES:**

- Kiln Room
- Storage

**GOAL:**

- To provide a learning environment where students can learn about three dimensional art and create their own art pieces

**PROGRAM ACTIVITIES:**

- 3-D construction
- Architectural modeling
- Ceramics
- Creation of interactive displays
- Fiber
- Metal working
- Sculpture

**ENVIRONMENTAL CONSIDERATIONS:**

- Acid/heat resistant counter tops
- Adjustable full-spectrum lighting
- Double width doors (with removable mullion) to allow for moving of large equipment and projects
- Electrical outlets for equipment
- Window treatment to darken room for AV presentations
- Windows to provide natural light and egress

**Built-in Fixtures:**

- F1 Casework: Base/wall cabinets and shelving (lockable)
- F2 Tack board (12 LF)
- F3 Marker board/Chalk board (12 LF)
- F4 Manual projection screen
- F5 Casework: Clay bin storage
- F6 Towel dispenser
- F7 Soap dispenser

**Loose Furnishings:**

- L1 8 work tables
- L2 24 stools
- L3 Project storage lockers (10" x 15" x 20")
- L4 Damp box (ceramics)
- L7 Teacher desk and chair
- L8 Work tables– see staff for uses
- L9 Adjustable height bookshelves (24 LF)
- L10 Mobile storage (art carts)
  - Damp cabinets (7) – see staff for existing equipment list

**Miscellaneous (owner provided):**

- M2 6 potter's wheels (ceramic rm only)
- M6 Printer
- M8 1 computer for teacher use

**Room Technology:**

See regular academic classroom

**Plumbing:**

- Compressed air
- Floor drains with sediment traps
- Large sinks with solids interceptor
- Natural gas connections (optional)
- Plumbing connections

**NOTES:** All drawings are for illustration only. Tags not noted in the text are not required elements.

**PHOTOGRAPHY/ GRAPHIC ARTS STUDIO**

**QUANTITY:**

- 1

**CAPACITY:**

- 30 Students
- 1 Staff member

**SIZE:**

- 1400 SF

**ANCILLARY SPACES:**

- Storage

**GOALS:**

- To provide students with the technology and space for computer and photographic art

**PROGRAM ACTIVITIES:**

- Computerized instruction
- Hands-on activities
- Large and small group instruction/Oral presentation
- Team teaching

**Dark Room (optional):**

- 150 SF
- 3 enlarger stations each 40" wide and 28" deep and 38" high; shelves below and electrical supply along the wall
- An eye wash station with a floor drain
- Counter space for paper cutter (dry area)
- Dedicated ventilation.
- Floor shall be sealed concrete.
- Stainless steel sink (28"X7" deep) with storage (some slotted) below;

**ENVIRONMENTAL CONSIDERATIONS:**

- Electrical outlets for equipment
- Provide treatment to darken room for AV presentations

Built-in Fixtures:

- Casework: Tall lockable cabinets
- Tack board (32 LF)
- White board (12 LF)

Loose Furnishings:

- 2, 4-drawer file cabinet
- 3 Work tables
- 30 computer workstations
- 30 student swivel chairs
- Adjustable height bookshelves (24 LF)
- Printer table
- Scanner table
- Teacher chair and desk

Miscellaneous Equipment:

- 30 Large monitor computers
- Color and B&W printer
- Computer for teacher use
- Interactive white board
- Large format scanner
- Plotter

Room Technology:

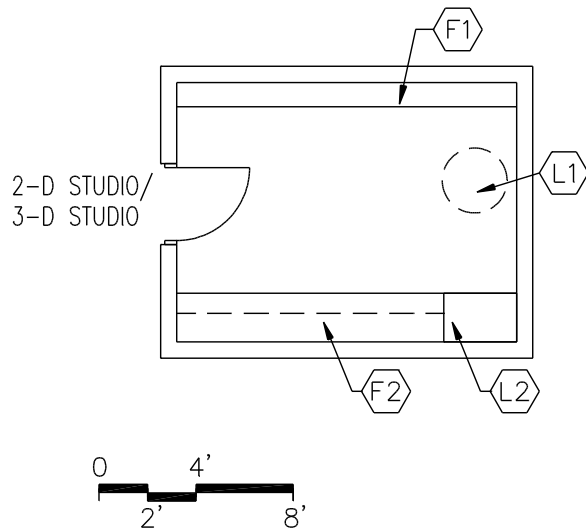
- 30 data ports
- Data port for printers
- Data port for scanner
- Data port near teacher workstation
- Interactive white board
- Voice port and phone

See regular academic classroom technology:

NOTES:

**Visual Arts Space**

**KILN ROOM**



**QUANTITY:**

- 1

**CAPACITY:**

- 2 Students
- 1 Staff member

**SIZE:**

- 200 SF

**SPATIAL RELATIONSHIPS:**

- Adjacent and access to 3-D Studio

**GOAL:**

- To provide a space to fire and temporarily store completed clay work and clay bins

**PROGRAM ACTIVITIES:**

- Firing the kiln
- Storing ceramics work

**ENVIRONMENTAL CONSIDERATIONS:**

- Adequate ventilation/exhaust
- Electrical outlets for equipment (208 voltage)

**Built-in Fixtures:**

- F1 Storage shelving (12" deep)
- F2 Casework: Base cabinets and wall shelving

**Loose Furnishings:**

- L1 Kiln
- L2 Greenware shelving
  - Fire extinguisher

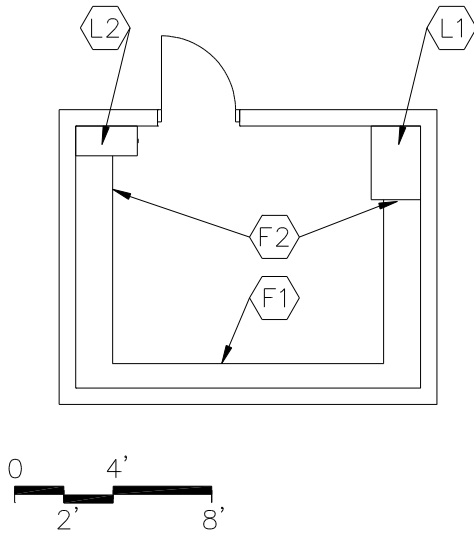
**HVAC:**

- Temperature controlled exhaust
- Ventilation for kiln outside
- Hooded exhaust for glazing

**NOTES:** Loose furnishings and features shown represent one of many possible arrangements.



**STORAGE**



**ENVIRONMENTAL CONSIDERATIONS:**

- Adequate ventilation/exhaust

**Built-in Fixtures:**

- F1/2 Shelving, thirty inches (30") deep on three sides, with countertop adjustable shelving
- F1 Storage shelving (12" deep)
- F2 Storage shelving (18" deep)

**Loose Furnishings:**

- L1/2 Lockable base cabinets / wall cabinets  
Built-in cabinets above counters  
Electrical outlets
- L1 Greenware Shelving
- L2 Four-drawer file cabinet (legal)

**QUANTITY:**

- 4

**SIZE:**

- Varies (600 SF total)

**SPATIAL RELATIONSHIPS:**

- Adjacent and access to each studio

**GOAL:**

- To provide secure and adequate space to store art supplies, portable equipment, technology peripherals, and materials

**PROGRAM ACTIVITIES:**

- Storage of equipment, supplies, and projects

**NOTES:** Loose furnishings and features shown represent one of many possible arrangements.

**Visual Arts Space**

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**Athletic Fields Space Specifications**

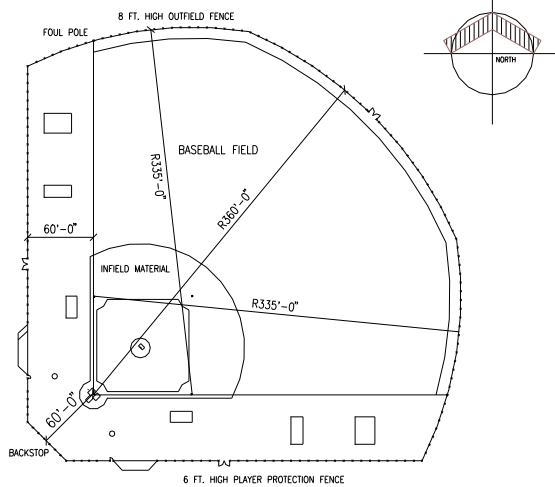
**ATHLETIC FIELDS**

Provide 6 to 8 lane running track with center soccer/football field; field events; bleacher seating for 400, 3 basketball and 4 tennis courts as a minimum.

Provide grading of fields with 1 percent to 1-1/2 percent slope.

**BASEBALL FIELD**

Verify radius required based on program use of field. Estimate of area needed is based on 360 feet radius to center field and 335 feet to right and left outfield. See below Figure.



Provide infield area in compliance with High School Athletic Association guidelines. See adjacent Figure.

Provide a 24-foot high backstop a minimum of 60 feet from home plate.

Provide a player protection fence that is 6-foot high chain link fence offset 60 feet from first and third base lines.

Consider outfield fencing 8-foot high chain link fence with foul poles and top rail protective pad between foul lines for competition fields.

Provide for player benches, set back from side fence line.

Provide secure storage (under bleachers if provided.)

Provide bleacher seating on home and visitor sides for competition fields only.

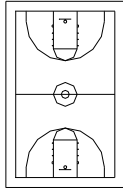
**Athletic Fields Space**

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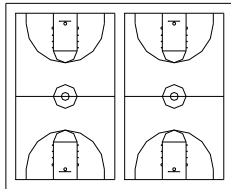
**BASKETBALL**

Provide 50 feet x 84 feet courts with 2 inch wide white striped lines on play pavement.

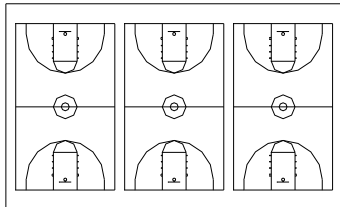
Courts in quantity of 1-2 have 5 feet pavement surrounding and between courts. Courts in quantity of 3 or more have 10 feet pavement beyond ends of court and 5 feet to sides or between courts.



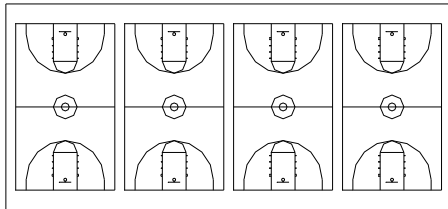
ONE COURT: 5640 S.F.



TWO COURTS: 10,810 S.F.



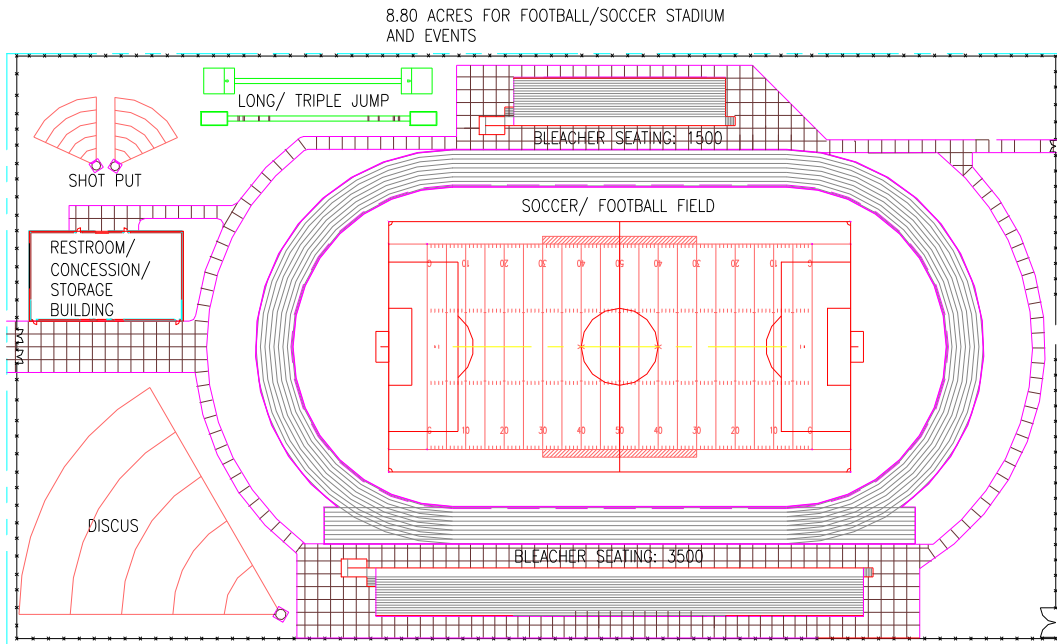
THREE COURTS: 17,680 S.F.



FOUR COURTS: 23,400 S.F.

**FOOTBALL/SOCCER FIELD w/ running track**

Provide 8 foot high chain link fence around perimeter of stadium area with controlled entrance/ exit. Locate gates for emergency access and maintenance.



Provide field events that include high jump long/triple jump, discus, shot-put and pole vault.

**Running Track**

Provide 6- or 8-lane, 400-meter running track around football field in accordance with NCAA standards. See adjacent Figure.

Design track radius to allow for a soccer or football field inside the track with player benches.

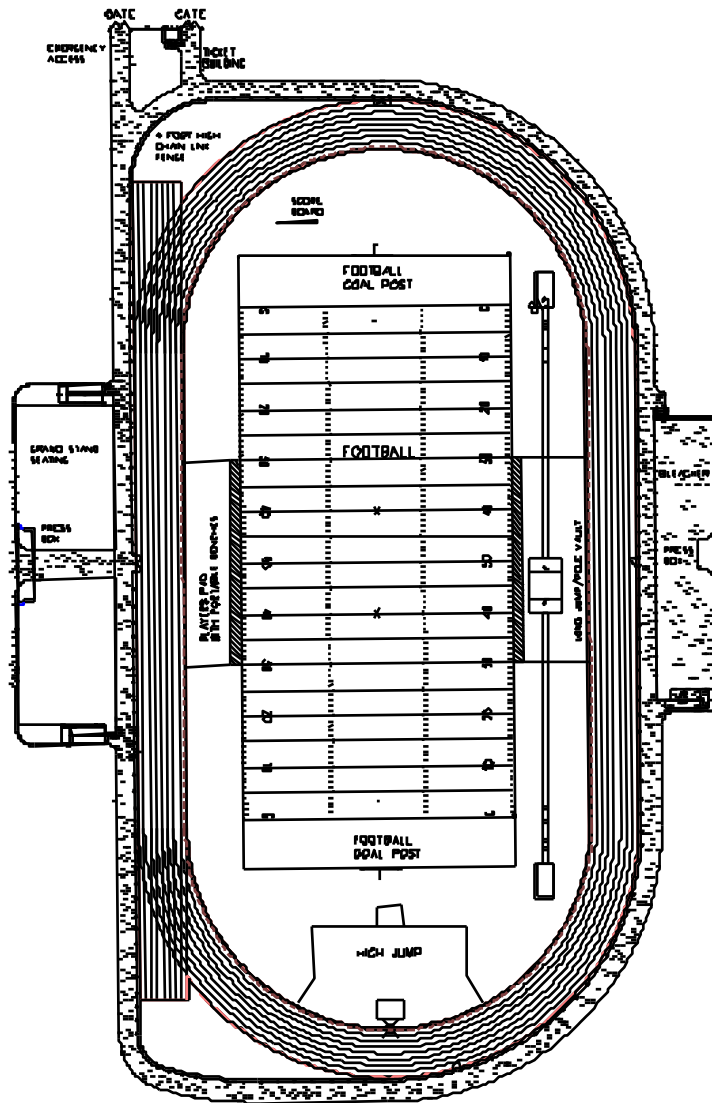
Include track equipment storage under bleachers – drive-in if feasible.

Provide a 4-foot high chain link perimeter fence surrounding track with gates at center field and as needed for maintenance.

Locate restroom/concession/storage building at one end of track for accessibility to visitor and home bleachers.

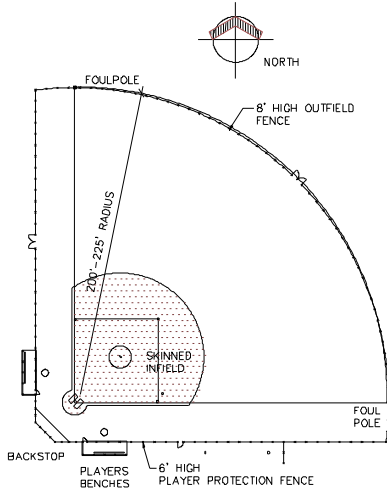
Athletic Fields Space

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## SOFTBALL FIELD

Provide softball field radius of 225 feet to 275 feet. See below Figure.



Provide infield area in compliance with the High School Athletic Association guidelines. See adjacent Figure.

Provide a backstop having a 17-foot 6-inch overhang height; and a 10-foot high by 20-foot wide back panel with 10-foot wide side panels. Locate backstop a minimum of 25 feet and a maximum of 30 feet behind home plate.

Provide 6-foot high chain link player protection fence.

Consider 8-foot high chain link outfield fencing, foul poles, and top rail protective pad for competition fields.

Provide player benches, set back from side fence line.

Provide bleacher seating on home and visitor sides for competition fields only. Provide space for future bleachers at practice fields.

Provide secure storage (under bleachers if provided.)

## Athletic Fields Space

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### TENNIS COURTS

Provide be 36-foot wide by 78-foot long courts with a minimum of 21 feet behind each base line to the fence and a minimum of 12 feet from sideline to adjacent court or fence (see below Figure).

It is recommended to have no more than 3 courts side-by-side within a single fenced area.

Provide perimeter fence to be 10-foot to 12-foot high. Fence between adjacent banks of courts should be a minimum of 4-foot high.

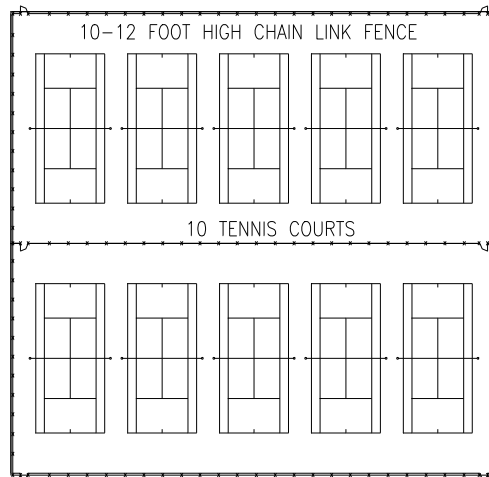
Provide windscreen on chain link fence for wind reduction and at ends of courts for increased ball visibility.

Backboards located on chain link fence at ends of courts for teaching are optional.

Modify spacing, depth of footings, and post size of fencing as required for additional wind load of future windscreen or backboard.

Recommended slope is 0.833 percent; maximum 1 percent.

The direction of slope in order of preference: 1) side-to-side, 2) end-to-end, and 3) corner-to-corner.





**ATHLETIC STADIUM SUPPORT FACILITIES**

These areas shall be located centrally to all competitive athletic fields. Locate the ticket booth so that it creates a main gate area for the public attending outdoor competitive sporting events.

**1) Restrooms (Home side: 2 @ 300 SF; Away side: TBD )**

- Restrooms (Male & Female) shall have steel, securable entrance doors.
- Ceilings shall be hard – no lay-in ceiling.
- Restroom partitions and fixtures shall be durable
- Forced ventilation shall be provided in restrooms.
- The restroom area floor surface shall be non-slip epoxy resin sloped to a floor drain. Note: Maintenance of the floor will include mopping so that the texture of the epoxy resin cannot be excessively rough.
- The restroom walls shall be block with epoxy paint.

**2) Ticket Booth (60 SF)**

- This will be an unsecured building when not in use.
- The utility closet floor shall be sealed concrete.

**3) Concessions Stand (600 SF)**

- This building will be centrally located with window facing the home and visitors sides.
- The concession stand shall include serving windows and counters to accommodate up to 4 lines of customers.
- The concession stand shall be equipped with plumbing and electrical outlets for popcorn poppers, coffee makers, microwaves, ice machine, etc.
- The concessions stand floor shall be sealed concrete.

**4) Storage (200-1,000 SF)**

- Floor shall be sealed concrete.
- Include shelving for storage of small equipment
- Install an overhead door plus a steel personnel door.
- Provide electrical outlets for lighting.
- Provide room with sufficient ventilation.

**7) Stadium Press Box (600 SF)**

- This building shall be located on the home side at the football/soccer/track stadium.
- The press box shall be a minimum of 600 SF.
- The press box shall be totally enclosed with sufficient glazing to provide an unobstructed view of the entire tack and playing field area.
- The front windows of the press box shall be operable.
- A high desk counter shall be provided under the front press box windows.
- The press box shall be heated and air-conditioned.
- A P/A sound system shall be provided.
- An upper deck with safety railing on all sides shall be provided on the roof of the press box. Access to the upper deck shall be by stairs from inside the press box.
- Provide electrical power on press box upper deck for video recording equipment.
- Provide electrical wiring and control connections from the press box to the scoreboard location.

**Athletic Fields Space**

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# **APPENDIX A: Size Matrices**

High School Matrices  
for  
Capacities from 1,100 – 2,500  
(Provided in electronic version)

High School Educational Specification Prototype

Appendix A

**HIGH SCHOOL  
SUMMARY OF SPACES**

	1,100	1,700	2,000	2,500
Grade Configuration: 9-12				
Number of Students	1,100	1,700	2,000	2,500
Square Feet Per Student	162.24	151.18	149.41	148.85
<b>Total Gross Square Feet Allowed</b>				
<b>Program Area</b>				
Core Academic Area Spaces	50,210	76,930	91,180	118,400
Administrative/ Health Spaces	5,180	5,885	6,610	7,260
CTE/Academy Electives	12,000	20,000	24,000	30,000
ESL	2,250	2,250	2,250	2,250
Guidance & Student Services Spaces	3,300	4,200	4,950	5,800
Media Center Spaces	6,610	9,510	10,360	12,610
Physical Education Indoor Spaces	20,195	26,450	28,670	35,570
Performing Arts Spaces	16,925	22,150	26,350	30,673
Student Dining & Food Service Spaces	9,250	13,200	15,250	18,900
Visual Arts Spaces	3,150	5,800	7,300	8,950
Maintenance & Custodial Spaces	2,150	2,600	2,800	3,200
<b>Facility Total</b>	<b>131,220</b>	<b>188,975</b>	<b>219,720</b>	<b>273,613</b>
Corridors, bathrooms, mechanical	47,239	68,031	79,099	98,501
<b>Gross Square Feet Developed</b>	<b>178,459</b>	<b>257,006</b>	<b>298,819</b>	<b>372,113</b>
<b>Community Space Option</b>				
Wellness Centers	1,150	1,150	1,150	1,150
Community uses TBD	1,850	1,850	1,850	1,850
	3000	3000	3000	3000

# **APPENDIX B: Phys Ed Guidelines**

State of Maryland  
Physical Education Guidelines

# PHYSICAL EDUCATION FACILITIES GUIDELINES

## FOR NEW CONSTRUCTION AND MAJOR RENOVATIONS



June 2011

## 5.0 Secondary School Facilities Design Guidelines

### 5.1 Main Gymnasium (Secondary)

#### **Purpose/Activities**

Secondary physical education instruction including games, dance, gymnastics, fitness and assessment through lecture, demonstration, and use of instructional technology and equipment and sports such as basketball, volleyball, wrestling, gymnastics, badminton, and indoor soccer

#### **Users**

1-2 teachers, typically 25-35 students per teacher, whole class, small group, and individual activities

#### **Area, Height, Volume, Configuration**

Middle School – 6,800 sq feet minimum  
High School – 10,000 sq feet minimum

Should be at least the size of two basketball courts and should be able to be divided into two private teaching stations large enough to handle two classes of typically 25-35 students.

The ceiling should have a minimum height of 24' of clear space, free of obstacles and lights.

#### **Relationships to other spaces**

Should have easy access to outdoor instructional areas in order to facilitate quick transitions from indoor to outdoor facilities

Direct access to locker rooms, teacher office, storage

#### **Acoustics**

Limit background noise to 40 dB. Treat walls and ceilings for excess reverberation. Provide STC rating of 60 for walls and ceiling assemblies between adjacent spaces. See ANSI S12.60-2002.

#### **Accessibility**

Provide access for persons with disabilities to all program elements.

#### **Display**

Provide bulletin boards for class notices and instructional materials, white board or projection screen and television/DVD/VCR.

#### **In Room Storage**

Boundaries of the instructional space should be clearly defined to exclude the areas in which tables or other equipment is stored.

There should be a minimum safety zone of 10 feet between stored items and the instructional area.

#### **Storage**

Provide indoor and outdoor storage rooms. See elementary school facilities.

#### **Finishes**

Floor surface should be hardwood.

Gymnasium walls should have a smooth or flat surface from the floor up to 10 to 15 feet of height.

#### **Mechanical & Plumbing**

The gymnasium should provide mechanical heating, ventilating, humidity, and air conditioning systems to ensure healthy indoor environmental quality.

#### **Electrical, Lighting & Telecommunications**

Lights should be covered with protective grids.

Illumination should be sufficient to facilitate the instructional program (e.g., ball handling activities: striking with the body; striking w/paddles; volleyball).

Should be uniformly lit and free from shadows

Provide an ample number of electrical power outlets for routine maintenance, instructional equipment, general convenience, and computers. Provide both floor and wall outlets.

Provide minimum per MSDE standards: 1 data, 1 voice, and 1 video outlet. One set per teacher recommended.

If room will be used for public assemblies, provide an assistive listening device for people with hearing disabilities.

## Appendix B

### 5.2 Auxiliary Gymnasium (Secondary)

#### **Purpose/Activities**

Secondary physical education instruction including games, dance, gymnastics, fitness and assessment through lecture, demonstration, and use of instructional technology and equipment and sports

#### **Users**

1 teacher, typically 25-35 students, whole class, small group, and individual activities

Should be built to accommodate a class of 25-35 students

#### **Area, Height, Volume, Configuration**

Middle School – 3,200 sq feet

High School – 6,000 sq feet

The ceiling should have a minimum height of 20' of clear space free of obstacles and lights and a preferred height of 24' of clear space.

#### **Relationships to other spaces**

Should have easy access to outdoor instructional areas in order to facilitate quick transitions from indoor to outdoor facilities

#### **Acoustics**

Limit background noise to 40 dB. Treat walls and ceilings for excess reverberation. Provide STC rating of 60 for walls and ceiling assemblies between adjacent spaces. See ANSI S12.60-2002.

#### **Accessibility**

Provide access for persons with disabilities to all program elements.

#### **Display**

Provide bulletin boards for class notices and instructional materials, white board or projection screen and television/DVD/VCR.

#### **Finishes**

Floor surface should be hardwood, adequate cushioning, or a synthetic composition product with appropriate markings.

Gymnasium walls should have a smooth or flat surface from the floor up to 10 to 15 feet of height.

#### **Storage**

Provide indoor and outdoor storage rooms. See elementary school facilities.

#### **Mechanical & Plumbing**

Should provide mechanical heating, ventilating, humidity, and air conditioning systems to ensure healthy indoor environmental quality

#### **Electrical, Lighting & Telecommunications**

Lights should be covered with protective grids.

Illumination should be sufficient to facilitate the instructional program (e.g., ball handling activities: striking with the body; striking w/paddles; volleyball).

Should be uniformly lit and free from shadows

Power and telecommunications, same as Main Gymnasium (Secondary)

### 5.3 Specialized Smaller Designated Space (Secondary)

#### **Purpose/Activities**

Secondary physical education instruction through lecture, demonstration, and use of specialized equipment for programs such as strength training, fitness/aerobics, adventure education (climbing walls), and dance

#### **Users**

Should be built to accommodate a class of 25-35 students

#### **Area, Height, Volume, Configuration**

As needed for programmed activities

#### **Relationships to other spaces**

Convenient to other physical education instructional and support spaces.

#### **Acoustics**

Limit background noise to 40 dB. Treat walls and ceilings for excess reverberation. Provide STC rating of 60 for walls and ceiling assemblies between adjacent spaces. See ANSI S12.60-2002.

#### **Accessibility**

Provide access for persons with disabilities to all program elements.

#### **Display**

Provide bulletin boards for class notices and instructional materials, white board or projection screen and television/DVD/VCR.

#### **Finishes**

Flooring, wall, and ceiling surfaces to support specific activity

#### **Storage**

As needed to support programmed activities



**Mechanical & Plumbing**

Should provide mechanical heating, ventilating, humidity, and air conditioning systems to ensure healthy indoor environmental quality

Should be uniformly lit and free from shadows

Power as needed to support specialized equipment.

Telecommunications minimum, same as gymnasium

**Electrical, Lighting & Telecommunications**

Lights should be covered with protective grids. Illumination should be sufficient to facilitate the instructional program (e.g., ball handling activities: striking with the body; striking w/paddles; volleyball).

**5.4 Teacher Office (Secondary)**

**Purpose/Activities**

Office space for teacher planning, consultation, dressing, and storage

**Finishes**

Standard office flooring, wall, and ceiling

**Users**

Teachers, coaches

**Mechanical & Plumbing**

Provide mechanical heating, ventilating, humidity, and air conditioning systems to ensure healthy indoor environmental quality.

**Area, Height, Volume, Configuration**

120 nsf per full time teacher

Private toilet and shower room desirable if space permits. Toilet/shower rooms for occupants of individual offices must be accessible or adaptable for use by persons with disabilities.

**Relationships to other spaces**

Adjacent to gymnasium and locker rooms

**Electrical, Lighting & Telecommunications**

Standard office lighting and power

**Acoustics**

Standard office

1 data outlet minimum per occupant plus additional data outlets for networked devices as required

**Display**

Provide bulletin and display boards for teacher's use.

1 voice outlet minimum

**Storage**

Filing cabinets, book cases, wardrobe units, First Aid supplies

**5.5 Indoor Storage (Secondary)**

**Purpose/Activities**

Distribution, collection, and storage of physical education equipment

All physical education equipment should be marked for purposes of keeping an updated inventory and to guard against loss or theft.

**Users**

Teachers, coaches, recreation program personnel, students

**Relationships to other spaces**

Adjacent to gymnasium

**Area, Height, Volume, Configuration**

400 to 600 nsf

Convenient to teacher office, locker rooms, and access to outdoors

Clear height of 12'-15'

Isolate physically from outdoor storage rooms to minimize routes for pests to enter building.

8' high double doors to allow for movement and storage of large equipment

Provide separate lockable area for equipment used by classroom teachers and/or for recess.

Provide adequate space with reasonable ease of access to needed equipment.

Provide separate secure storage areas for use by recreation and athletic programs.

Provide labeled high racks, shelving, and hanging devices to maximize use of space and manage inventory.

**Acoustics**

Locate storage rooms to serve as buffers around noisy spaces.

## Appendix B

### Display

Provide small bulletin or notice board for announcements and record keeping.

### Finishes

Standard storage room floor and wall, open ceiling acceptable

### Mechanical, Plumbing, Electrical, Lighting & Telecommunications

Standard storage room utilities and lighting

Floor drain and access to hose bib for cleaning room desirable

Provide minimum 1 data outlet and 1 voice outlet in all storage rooms greater than or equal to 100 nsf to accommodate record keeping and future uses.

## 5.6 Outdoor Storage (Secondary)

### Purpose/Activities

Distribution, collection, and storage of outdoor physical education equipment

### Users

Teachers, students, coaches, recreation program personnel

### Area, Height, Volume, Configuration

400 to 600 nsf, room or separate building

Clear height of 12'-15'

8' high double doors to allow for movement and storage of large equipment

Provide adequate space with reasonable ease of access to needed equipment.

Provide labeled high racks, shelving, and hanging devices to maximize use of space and manage inventory.

All physical education equipment should be marked for purposes of keeping an updated inventory and to guard against loss or theft.

When feasible, design canopies or overhangs to provide shelter in case of inclement weather.

### Relationships to other spaces

Locate away from occupied classrooms.

Locate close enough to school building to permit convenient access to equipment.

Provide separate lockable area for equipment used by classroom teachers and/or for recess.

Provide separate secure storage areas for use by recreation and athletic programs.

### Acoustics

Locate storage rooms to serve as buffers around noisy spaces.

### Display

Provide small bulletin or notice board for announcements and record keeping.

### Finishes

Standard storage room flooring and wall surfaces, open ceiling acceptable

### Mechanical, Plumbing, Electrical, Lighting & Telecommunications

Standard storage room utilities and lighting

Floor drain and access to hose bib for cleaning room desirable

Provide minimum 1 data outlet and 1 voice outlet in all storage rooms greater than or equal to 100 nsf to accommodate record keeping and future uses.

Provide separate restroom facilities for recreational program groups using outdoor facilities.

## 5.7 Classroom (Secondary)

### Purpose/Activities

Secondary physical education instruction through lecture, demonstration and use of instructional technology in subjects such as health education, fitness, wellness, and nutrition

### Users

Should be able to accommodate typically 25-35 students

### Area, Height, Volume, Configuration

Middle School – 800 sq feet

High School – 900 sq feet

### Relationships to other spaces

Convenient to other physical education facilities

**Acoustics**

Limit maximum background noise level to 35 dB., maximum reverberation time to 0.6 seconds, and minimum STC rating of 45 to adjacent spaces. See ANSI S12.60-2002.

**Accessibility**

Provide access for persons with disabilities to all program elements.

**Display**

Standard classroom – marker/chalk/white boards, LCD projector

**Finishes**

Standard classroom – acoustical ceiling, painted walls, hard surface flooring

**Storage**

Standard casework, teacher storage closet, bookcases

**Mechanical & Plumbing**

The classroom should provide mechanical heating, ventilating, humidity, and air conditioning systems to ensure healthy indoor environmental quality.

**Electrical, Lighting & Telecommunications**

Should have internet access, a computer, and screen which can be used with an LCD projector.

Minimum 5 data, 1 voice, and 2 video outlets per MSDE standards

**5.8 Locker Rooms (Secondary)**

**Purpose/Activities**

Storage of personal items for each student enrolled in physical education

**Users**

Locker room space should also be provided for sports teams and visiting teams.

**Area, Height, Volume, Configuration**

Locker room design provides for student supervision and safety.

Locker rooms should provide restroom facilities, individual showers, sinks, and paper towels for student use as needed.

**Relationships to other spaces**

Locker rooms should have access to the outside in case of emergencies.

Convenient to equipment storage rooms

Adjacent to the physical education teacher's office to allow students convenient access to their teacher for supervision, consultation and/or assistance

**Acoustics**

See ANSI S12.60-2002.

**Accessibility**

5%, but not less than one of all fixed and built-in seats, table, work surfaces and storage units, including lockers, must be accessible to persons with disabilities, per ADA.

**Display**

Bulletin boards, marker boards, electronic display

**Finishes**

Durable, easily maintained, anti-slip flooring in wet areas

**Storage**

Towels, equipment, uniforms, etc.

**Mechanical & Plumbing**

Provide an accessible shower, locker and changing area, per ADA.

Provide towel washing and drying facilities as needed.

**Electrical, Lighting & Telecommunications**

Protected for wet areas, toilet, shower

Sufficient power for custodial services

Control humidity.

**5.9 Bleachers (Secondary)**

**Purpose/Activities**

Gymnasiums may be built with bleachers for seating during classes, assemblies, sports events, before-and after-school programs, and weekend recreational activities.

**Users**

Children and adults (One large Maryland school system provides seating for 80% of the school capacity.)

**Area, Height, Volume, Configuration**

Bleachers should meet specifications determined by the individual district and the manufacturer of the bleachers. The International Building Code includes provisions regulating guardrails, openings, and regular safety inspections.

It is of utmost importance that the gymnasium be free from potential safety hazards such as protruding structures.

## Appendix B

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Boundaries of the gymnasium should be clearly defined to exclude the area in which bleachers or other equipment is stored.

### Relationships to other spaces

Should be a space between open bleachers and the instructional area

### Accessibility

Bleacher design must include seating for persons with disabilities, per ADA.

## 5.10 Outdoor Hard Surface Area (Secondary)

### Purpose/Activities

Physical education and fitness instruction, practice, games, and drills

### Users

1 teacher, typically 25-35 students

### Area, Height, Volume, Configuration

Provide sufficient space for students to move freely and safely.

110-150 nsf per child

2,200-4,500 nsf per space recommended

Provide a level area, sloped to drain, approximately 50' x 80' typical.

Surface may be asphalt or a synthetic product designed for outdoor physical education instruction.

### Relationships to other spaces

Isolate from the general play areas to ensure physical education instruction may be conducted without interruptions by other classes.

### Accessibility

Provide accessible or adaptable equipment such as benches with backs and arms or adjustable height basketball nets.

Provide accessible routes from the school building into and around the hard surface area.

### Display

Mark all-weather outdoor surfaces with circles, lines, courts, etc. to permit participation in a wide variety of activities that are appropriate for students with varied ability levels.

### Mechanical & Plumbing

Provide access to drinking water.

### Electrical, Lighting & Telecommunications

Provide access to electrical power.

Provide security and task lighting as appropriate.

### Public Address Systems

Within range for emergency announcements

## 5.11 Outdoor Playing Fields (Secondary)

### Purpose/Activities

Physical education and fitness instruction, practice, games, and drills

### Users

Teachers, students, coaches, recreation personnel

### Area, Height, Volume, Configuration

150' x 300' per class

If permanent structures such as backstops, volleyball standards, benches, and goals are present they should be inspected and maintained regularly.

Provide area for students to gather as a class.

Provide access to shade if possible.

### Relationships to other spaces

Location shall allow for instruction without interruption and away from occupied classrooms.

### Accessibility

Provide accessible route from school building to and around edge of fields.

### Display

Provide notice boards protected from the weather for posting announcements and rules.

### Storage

Provide lockable storage containers as required.

### Mechanical & Plumbing

Provide access to drinking water.

### Electrical & Lighting

Security and task lighting and power as required

### Telecommunications & Public Address Systems

Emergency communications as required



### 5.12 Secondary Pools

This document does not address pools or specific guidelines for pools. However, pools are an eligible expense under the PSCP. If a district desires to add a pool under new construction or renovations, it should seek the services of knowledgeable design consultants for pools and pool construction. Acoustics, accessibility, safety, and mechanical considerations are key design elements.

### 5.13 Secondary Indoor & Outdoor Spaces for Sports

Courts and fields to be used for interscholastic sports must comply with the design standards of the individual sport's governing body. Stadia may be designed to support interscholastic sports.

The website for the National Federation of State High School Associations (NFHS) ([www.nfhs.org](http://www.nfhs.org)) includes court and field diagrams for the following sports: basketball, football, soccer, track and field/cross country, baseball, field hockey, softball, and volleyball (see Appendix H). The Maryland Public Secondary Schools Athletic Association is a member of NFHS.

For tennis, see the United States Tennis Association ([www.usta.com](http://www.usta.com)) and for golf, see the United States Golf Association ([www.usga.org](http://www.usga.org)).

See specific sports associations for archery, lacrosse, wrestling, gymnastics, water polo, swimming, and diving.

#### 5.13.1 Synthetic Surfaces

There is a trend toward the use of synthetic, all-weather, track and field surfaces in new high schools. Similarly, synthetic turf is frequently specified for the main football or soccer field in a new stadium complex. The cost of the synthetic surface fields is sometimes shared with local parks and recreation departments, local semi-professional leagues, or sports clubs. Exterior lighting for night games and recreation programs is desirable.

Synthetic surfaces have an advantage over natural grass fields in that they can be used throughout the year and under most weather conditions. They are sometimes criticized for increasing injuries and increasing temperatures of the playing surface. The estimated cost for converting high school fields ranges from \$700,000 to \$1.2 million.

### 5.14 Secondary Equipment Guidelines

Sufficient regulation equipment should be available for secondary physical education programs to teach a variety of movement forms, including at least one from each of the following:

1. Team Sports (basketball, football, soccer, softball, volleyball, team handball, lacrosse, and field/floor hockey)

Equipment such as: basketballs, footballs, soccer balls, softballs, volleyballs, volleyball trainers, team handballs

2. Outdoor/Adventure Education (adventure/initiatives, backpacking, orienteering, geocaching)

Equipment such as: compasses, global positioning system (GPS) units, various sports equipment for adventure/cooperative initiatives

3. Dance (jazz, folk, aerobic, modern, creative, line, western, square)

Equipment such as: variable speed record/tape/CD player with remote and a collection of music for folk, creative, and rhythmical dance

4. Individual and Dual Activities (gymnastics, archery, badminton, self defense, golf, tennis, wrestling, track and field)

Equipment such as: racket/club/bow, etc. for every student, a ball for every two students, golf clubs, hurdles, high jump standards, discus, shot put, and sufficient pieces of large equipment for various activities in gymnastics

5. Fitness Education

Equipment such as: heart rate monitors, pedometers, bioelectrical impedance machines, sit and reach boxes, fitness data collection software, treadmills, ellipticals, stationary bikes, rowers, strength training equipment/dumbbells, step-aerobic boxes, and jump ropes

6. Recreational Activities (bowling, bocce, frisbee golf)

Equipment such as: bowling sets, bocce sets, frisbees

To allow for maximum learning opportunities, enough equipment for one class should be provided so that students spend virtually no time waiting for turns or standing in lines. All equipment should be maintained and in good condition. All equipment should be inspected regularly and repaired or replaced as needed.

## Appendix B

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### General Shared Equipment

- Chalk or white board
- Bags To Carry Balls
- Rolling Ball Carriers
- Ball Inflator
- Bulletin Board
- Clipboards
- First Aid Kit
- Measuring Tape 100', 50'
- Crates or Baskets for Storage
- Field Marker (for chalking lines)
- Portable Gym Standards
- Nets for Standards
- Cones
- Pinnies, Sashes, or Vests
- Scooter Boards w/Handles
- Spotmarkers
- Stopwatches
- Computers (6 per class)
- Multiple Computer Jacks/Data Outlets
- Walkie-Talkie for Communication
- Gymnastic Mat Storage/Movers
- Mobile Technology Cart (could include resources such as computers, TV/Video Projector, CD/Tape Player, and Smart Board)

### 5.15 Space Recommendations for Secondary Physical Education Programs

This document does not specify all the many areas required to support full secondary physical education, interscholastic sports, and community recreation programs likely to be offered in Maryland middle and high schools. Local school systems must evaluate staffing, enrollments, sports programs, and community life and support in developing the educational specifications for the gymnasium and ancillary facilities. Connecting the physical education facilities to improving the health and wellness of all students should be a primary focus of the physical education program. Consideration should be given to linking the space and equipment needs of the facilities to the State curriculum for physical education and any elective courses that are offered in the schools.

A comparison of space requirements for five recently planned Maryland public high schools is included as **Appendix E**. The schools range in size from 1,000 to 2,000 students. The area provided for physical education, interscholastic athletes, and public recreation range from 26,000 to 38,000 net square feet and from 16 to 29 net square feet per student. The outdoor facilities required at these five schools are listed as **Appendix F**. Outdoor facilities are heavily dependent on space available and degree of support for athletic programs. Some critical site planning guidelines for outdoor facilities are shown in **Appendix G**.

# **APPENDIX C: Special Education Regional**

PGCPS  
Special Education Regional Program  
for  
High Schools

## Appendix C

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### General Planning Considerations

Rooms can be clustered in traditional wing configuration with availability within the building to provide maximum contact between all students and staff. Support areas are to be located near the classrooms. All students in this program have Individual Education Plans (IEP), which specifies the services each student requires and the specific staffing that is required to implement their IEPs as indicated in the PGCPs Special Education Staffing Plan.

This program assumes that the school has a health clinic. If there is no clinic, the health suite requirements for the regional program should be modified to include a clinic layout.

#### 1. Goals

- Develop activities which lead to greater utilization of leisure time
- Develop appropriate work habits
- Develop augmentative and verbal communication skills
- Develop basic academic functional readiness
- Develop behavioral skills
- Develop functional daily living skills
- Develop sensory and motor skills
- Develop socialization skills
- Develop work study skills

#### 2. Planned Activities

- Arts and crafts activities
- Computer use
- Gross and fine motor activities
- Individualized instruction
- Interdisciplinary instruction with classroom teacher and specialists
- Motor Development/M.O.V.E. activities
- Total classroom group instruction
- Utilization of audiovisual equipment
- Vocational workshop activities

#### 3. Number of Participants

- 35 Students with multiple disabilities
- 6-7 students per classroom

#### 4. Staff Required

- 1 Coordinator/Specialist
- 1 Health Technician
- 1 Speech Therapist
- 5 Paraprofessionals
- 6 Teachers

#### 5. Spaces Required

Regional Classrooms (5@1,000 sq ft)	5,000 sq ft
Toilet/Changing Rooms (5@150 sq ft)	750 sq ft
OT/PT/M.O.V.E room	900 sq ft
Speech Therapy	300 sq ft
Instructional Kitchen and laundry	380 sq ft



Conference Room	400 sq ft
Coordinator/Specialist Office (s)	400 sq ft
Health Room w/Toilets (size based on proximity to school's health suite)	<u>250 sq ft</u>
<b>TOTAL SQUARE FOOTAGE</b>	<b>8,300 sq ft</b>

**6. Groupings**

- Small groups of 6-7 students
- Students working individually or in small groups

**7. Relationship to Other Activities**

- Convenient access to bus pick up and drop off point
- Direct access to High School
- Health Room should be next to Office space
- M.O.V.E./Motor/PT/OT Room should be situated closest to high school

**8. Environmental Requirements**

- Acoustical – Particular attention to external equipment noise
- Thermal – Special consideration to ventilation in bathrooms and storage areas.  
Need special attention to on-floor activities.

**9. Display for each classroom**

- 1 Magnetic Liquid Chalk Marker board 4' x 8'
- 1 Tack board 4' x 8'

**10. Support Facilities**

- Bathroom/Changing rooms directly accessible to each classroom

**11. Furniture and Equipment**

- Furniture and equipment not listed have generic requirements listed in General Building Considerations. Items marked with an asterisk (\*) are to be provided In Contract (IC).

**Classroom**

Furniture and Equipment:

- 1 art cabinet with wheels
- 1 rectangular height adjustable table
- 1 small teacher desk
- 2 computer tables with 2 computers, 1 for students to share and 1 for teacher
- 2 file cabinets w/locks and four drawers
- 2 large teacher desks
- 2 Rifton Positioning Chairs
- 2 round height adjustable tables
- 3 adult chairs w/wheels
- 3 teacher desk chairs
- 3-6 student adjustable desks as needed
- 3-6 student chairs as needed
- 4 ceiling hooks for suspended equipment
- Coat rack with 6-7 hooks
- Full body-size wall mirror

## Appendix C

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- Mobile cart for TV and VCR-Up to date Technology Equipment as outlined in all classes

### **Two of the classrooms**

#### Furniture and Equipment:

- Mat Table
- Large Wedge with straps for positioning

#### Utility Features:

- 10, 115 volt duplex outlets per classroom
- CATV outlets
- Minimum of 5 computer outlets with isolated ground receptacles
- Sink with hot and cold water, wheelchair accessible

#### Storage:

- Built in cabinets above sink
- Built in cabinets below sink and counter
- Built in cabinets on 1 wall, w/locks accessible to teacher
- On 1 wall, 2 shelves 10' long and 2' deep
- On 1 wall, 2 shelves 15' long and 1' deep
- The storage closets need to be long and narrow (about 5' to 6') with entrances on either end or folding partition for easy access

### **Bathroom/Changing Room**

#### Furniture and Equipment:

- 1 Handicap accessible adult sink
- 1 Height Adjustable Electric Changing table
- 1 Hoyer Lift
- 1 Rifton Blue Wave Toilet System
- 2 Handicap accessible adult toilets

#### Storage:

- Built in cabinets above sink
- Built in cabinets below sink and counter

### **Health Room**

#### Furniture and Equipment:

- 1 electrical height adjustable changing table
- 2 Adult desks and chairs
- Bathroom with 1adult size accessible toilet and sink
- Locking file cabinet
- Refrigerator with ice maker for medications
- Sink with counter space and built in cabinets above and below sink

#### Utility Features:

- 10, 115 volt duplex outlets per classroom
- CATV

- Multiple computer outlets
- Sink with hot and cold water, wheelchair accessible

Storage:

- Built in cabinets above sink
- Built in cabinets below sink and counter
- Built in cabinets on 1 wall, w/locks accessible to teacher

**Instructional Kitchen**

Furniture and Equipment:

- Extended faucet
- Extended flat sided handles at the sink
- Mounted jar opener and can opener
- Refrigerator: Side by side with roll out bins
- Sink: Split level sink accommodating students in wheelchairs and students who can stand
- Stove: Knobs on the front, angled mirror above to reflect stove top surface
- Wheel chair accessible work counter to include space for a microwave

Utility Features:

- 5, 115 volt duplex outlets per classroom
- Sink with hot and cold water, wheelchair accessible

Storage:

- Cabinets: wheelchair accessible, drawers with slide out bins & shelves, drawer handles large enough for a hand to slip through

**Laundry Room**

Furniture and Equipment:

- Commercial Washer & Dryer
- Sink with counter space and built in cabinets above and below sink

Utility Features:

- 100 and 220 volt as needed

Storage:

- Built in cabinets on one (1) wall, w/locks accessible to teacher

**M.O.V.E./ Motor/ OT/ PT Room**

Furniture and Equipment:

- 4 ceiling hooks for suspended equipment
- 4 Folding mats
- Large Mobile Mirror
- Large Therapy Ball
- Mobile cart with TV and VCR
- Physical Therapy training stairs

## Appendix C

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### Utility Features:

- 10, 115 volt duplex outlets per classroom
- 2 computer outlets with isolated ground receptacles
- CATV Outlets
- Sink with hot and cold water, wheelchair accessible

### Storage:

- 1 large storage cabinet with locks
- Built in cabinets above sink
- Built in cabinets below sink and counter
- Built in cabinets on one (1) wall, w/locks accessible to teacher

### **Speech Therapy Room**

#### Furniture and Equipment:

- 1 height adjustable table
- 1 large Teacher desk and chair
- 2 adult chairs with wheels
- 2 drawer file cabinet with locks
- 4 student chairs
- Mobile cart with TV and VCR

### Utility Features:

- 10, 115 volt duplex outlets per classroom
- 2 computer outlets with isolated ground receptacles
- CATV Outlets
- Sink with hot and cold water, wheelchair accessible

### Storage:

- \* Built in cabinets above sink
- \* Built in cabinets below sink and counter
- \* Built in cabinets on 1 wall, w/locks accessible to teacher

### **Specialist/ Coordinator Office**

#### Furniture and Equipment:

- 5 adult desk chairs with wheels
- 5 filing cabinets
- 5 large teacher desks

### Utility Features:

- 10, 115 volt duplex outlets per classroom
- 2 computer outlets
- CATV

### Storage:

- \* Built in cabinets on one (1) wall, w/locks accessible to teacher

**Conference Room**

Furniture and Equipment:

- 1 large conference table with 12 chairs
- \* 1 Tack Board 4' x 8'
- \* 1 LCS Liquid Chalk Markerboard
- Mobile cart with TV and VCR

Utility Features:

- 10, 115 volt duplex outlets per classroom
- 2 computer outlets with isolated ground receptacles
- CATV outlets

Storage:

- \* Built in cabinets on 1 wall, w/locks accessible to teacher

**Special Education Regional Program Specification Notes:**

- Automatic doors are to be installed wherever needed in this facility.
- Doors to the outside are to be designed in each classroom.
- Corridors near classrooms to have alcoves for wheelchairs with quick single lane parking, handles out.
- Parking area for 20 – 25 and 2 spaces for Parking for the Handicapped with easy access to Special Education Wing.

**Appendix C**

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