Long Beach Unified School District

Educational Specifications

2019 Update

High Schools

HMC Architects

ACKNOWLEDGMENTS

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PREFACE

The District Educational Specifications are meant to assist in the redevelopment of existing facilities and development of new facilities that will support the 21st Century student and reflect the Guiding Principles for Design that were developed through this planning process. Individual project planning teams will utilize this document to develop and design site specific projects for implementation on school sites.

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Section 1

District Background and Development Process

High Schools

DISTRICT MISSION STATEMENT

To support the personal and intellectual success of every student, every day.

DISTRICT BACKGROUND

The Long Beach Unified School District (LBUSD) was established in 1885 with fewer than a dozen students. Now, LBUSD serves more than 72,000 students—from pre-school to high school—in 85 public schools in the cities of Long Beach, Lakewood, Signal Hill, and Avalon on Catalina Island. The District has a team of more than 12,000 full-time and part-time employees, and is the largest employer in the city of Long Beach. The District is the third largest school district in California and serves one of the most diverse large cities in the United States.

The District has won many awards, garnering a reputation as a national and international model of excellence. The Global Education Study by the nonprofit Battelle for Kids organization lists LBUSD among five of the world's highest performing school systems. LBUSD is one of the world's top 20 school systems—one of the top three in the U.S.—in terms of sustained and significant improvements, according to a report described as the most comprehensive analysis of global school system reform ever assembled. The study was conducted by McKinsey & Company, a trusted advisor to many of the most prominent and influential businesses and institutions in the world.

The District was named a national winner of the Broad Prize for Urban Education, recognizing America's best urban school system for increasing student achievement. LBUSD is a five-time finalist for the prize.

LBUSD was named District of the Year by national business news publisher Industry Dive and its publication Education Dive. The honor is part of the Dive Awards, recognizing education's "top disruptors and innovators."

LBUSD, California State University Long Beach, and Long Beach City College have worked in collaboration with local, regional, and national partners to create seamless, pre-kindergarten to postgraduate-school education; aligning academics standards, teaching methods, and student assessment. The partnership also includes the Long Beach College Promise, which provides additional support to help more students prepare for and succeed in college. LBUSD has also established educational partnerships with more than 1,300 local businesses, which recognize the District's role in developing a well-educated, highly-skilled work force.

The District's student population is 57.3% Hispanic; 12.1% African American; 12.4% White; 6.9% Asian; 4.7% Multiple Races; 2.6% Decline to State; 2.8% Filipino; 1.2% Pacific Islander; 0.1% American Indian/ Alaskan Native. 12.3% of the District's students are English Language Learners. 65% of students are considered socioeconomically disadvantaged.

DEVELOPMENT PROCESS

LBUSD engaged HMC Architects to assist in updating the District's Educational Specifications for Elementary Schools, Middle/K-8 Schools, and High Schools. The original Educational Specifications were completed in 2008 and much has changed in education in the last 10 years. While the original Educational Specifications were developed with a focus on building new schools, this document focuses more on the modernization of existing school sites. The intent is that the Educational Specifications will guide project design within the District and promote learning environments that will support 21st century students.

The District selected a group of stakeholders from across a variety of departments and educational focus areas to serve as the Educational Specifications Update Steering Committee. The Committee's purpose was to be a group of high level thought leaders who know the District and could synthesize the information gathered to determine the content of this important document. The Committee members attended a series of working sessions to identify and vet feedback about the learning activities, culture, and physical environment needed to support students and how to develop facilities that will support the achievement of the District's long-term educational goals.

These meetings kicked off with the Steering Committee developing several prevailing Guiding Principles for Design. These Guiding Principles were the touchstone throughout the Educational Specifications Update process and the filter for making decisions throughout the planing and design process. The Guiding Principles for Design are as follows:

- Create student-forward, equitable, safe environments with adaptable spaces to foster learning, achievement, creativity, and diversity.
- Design spaces adhering to the comfort, accessibility, and age-appropriate needs of students.
- Provide welcoming, safe environments with flexible spaces that promote healthy social interactions with all members of the school community.
- Create purposeful, well-designed, specialized spaces that are useful for technology, curriculum-focused collaboration, and that are college and career aligned.

The Steering Committee evaluated input and participated in discussions, always keeping in mind the "why"—that is, remaining cognizant of educational and cultural goals in the District, before determining what facilities needs would best serve these goals. Each of the Steering Committee worksessions built upon previous work completed and resulted in a program of spaces that would ideally be included in Elementary Schools, Middle/K-8 Schools, and High Schools, with preferred adjacencies and relationships noted. Spaces to be included in a school, physical attributes of those spaces, and relationships were based on the Guiding Principles for Design.

In addition to Steering Committee input, the District and HMC Architects held 19 focus group meetings with a variety of departments across the District, including areas like technology, safety and security, transportation, special education, nutrition, etc. These focus groups also included discussions for each of the grade levels—Elementary Schools, Middle/K-8 Schools, and High Schools. HMC Architects and some members of the Steering Committee toured a variety of existing schools to see how students and faculty use existing spaces, what needs exist currently, and how some of the District's recently updated spaces could help guide future facilities updates.

Gathering student feedback for their perspectives of an ideal school was also included in the planning process. Students were asked what activities they enjoy at school, as well at what types of spaces and attributes contribute to their learning and comfort at school.

A Board workshop was held to review the Educational Specifications update and solicit any input. The final Educational Specifications update will be presented to the Board of Education for final approval.

Section 2

District Educational Approach

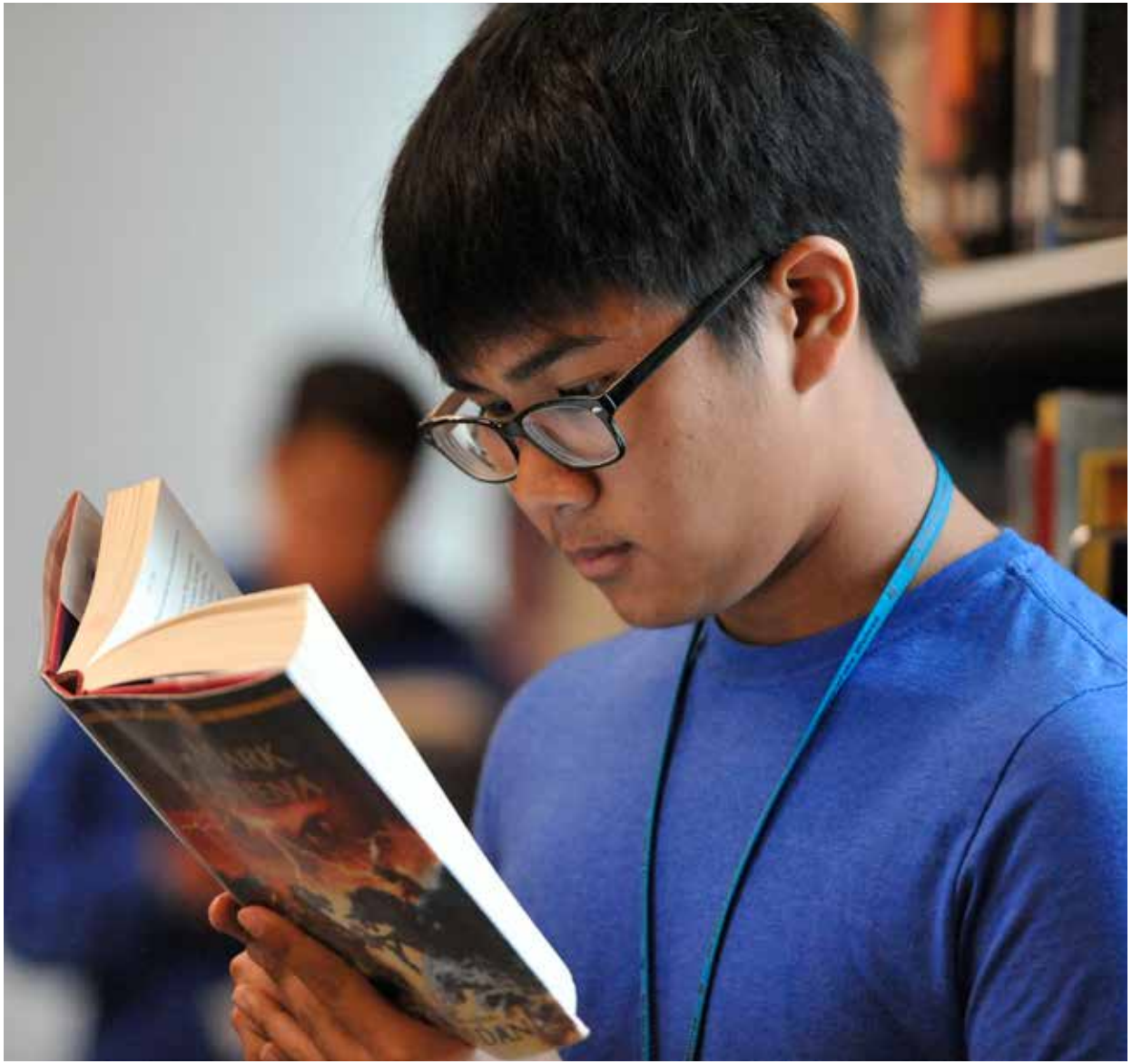
High Schools

EDUCATIONAL APPROACH

Key to the District's success in increasing student performance is its work with community, higher education, and industry partners. Long Beach Unified School District (LBUSD), California State University, the City of Long Beach, and Long Beach City College have worked in collaboration with local, regional, and national institutions to create seamless, pre-kindergarten to postgraduate-school education. This partnership includes the Long Beach College Promise, which provides additional support to help more students prepare for and succeed in higher education. LBUSD has also established educational partnerships with more than 1,300 local businesses that recognize the District's role in developing a well-educated, highly-skilled work force. Approximately 9,000 Volunteers in Public Schools (VIPS) assist teachers and students in classrooms.

While LBUSD has been able to make measurable gains in student achievement and the success of many initiatives such as The Long Beach College Promise, the District continues to focus on closing any remaining achievement gaps and partnering with parents and community in these efforts. The District will continue to work with the community by:

- Highlighting key academic programs and opportunities
- Providing academic resources to enhance and fortify skills
- Listing community resources that align and support the District's core curriculum and assessments



SCHOOL PROGRAMS TO SUPPORT ACADEMIC ACHIEVEMENT

ELEMENTARY SCHOOL

EARLY LEARNING INITIATIVES

LBUSD's Early Learning Systems expand school readiness and provide young children with a solid foundation for immediate and long-term academic success. Programs include Head Start, Child Development Centers, Transitional Kindergarten, Early Transitional Kindergarten and Educare.

LITERACY CLASSES

Literacy classroom teachers provide intensive and extended reading and writing instruction to a small class of struggling learners. The lessons address the specific needs of students and help them attain grade-level standards.

MIDDLE SCHOOL/K-8

LONG BEACH SCHOLARS

Long Beach Scholars is a middle school elective program that helps students to prepare for both college and careers. It includes collaborative study groups and covers five major themes: Academic Discipline, Critical Thinking, Growth Mindset, Relationship Building, and Future Possibilities.

STEM CAMP

In the California State University, Long Beach's STEM at the Beach summer program, students partake in hands-on, real-world learning experiences designed to spur their career interest in science, technology, engineering, and mathematics fields.

HIGH SCHOOL

LINKED LEARNING PATHWAYS

LBUSD's Linked Learning Initiative provides rigorous academics, career-based learning, work-based learning and personalized support so that students can prepare for college, career, and life success. High schools provide more than 40 pathways on specific careers and industries. Students have access to inspiring work-based learning opportunities in growing and emerging career sectors (complementing what they learn in class) so that they gain the skills and knowledge needed to be successful members of our local economy. Activities include career surveys, career fairs, and internships, among many others.

DUAL AND CONCURRENT ENROLLMENT

LBUSD offers tuition-free dual and concurrent enrollment opportunities with higher education institutions, allowing students to earn college credits while still in high school. One notable program features California State University, Long Beach's entry-level Ethnic Studies class (US Diversity and Ethnic Experience).

K-12

LONG BEACH COLLEGE PROMISE

The Promise is a guarantee to provide all Long Beach Unified students with the opportunity to go to college. Our partners work together to support and guide students from Pre-K to college. The Promise includes elementary student visits to Long Beach City College and California State University, Long Beach, a free first year of

courses at LBCC, and guaranteed admission to CSULB for qualifying students.

TECHNOLOGY ENHANCEMENTS

The school District now provides WiFi access to all campuses and has purchased more than 50,000 computer tablets to help provide 21st Century learning experiences for students.

ALL IN CAMPAIGN

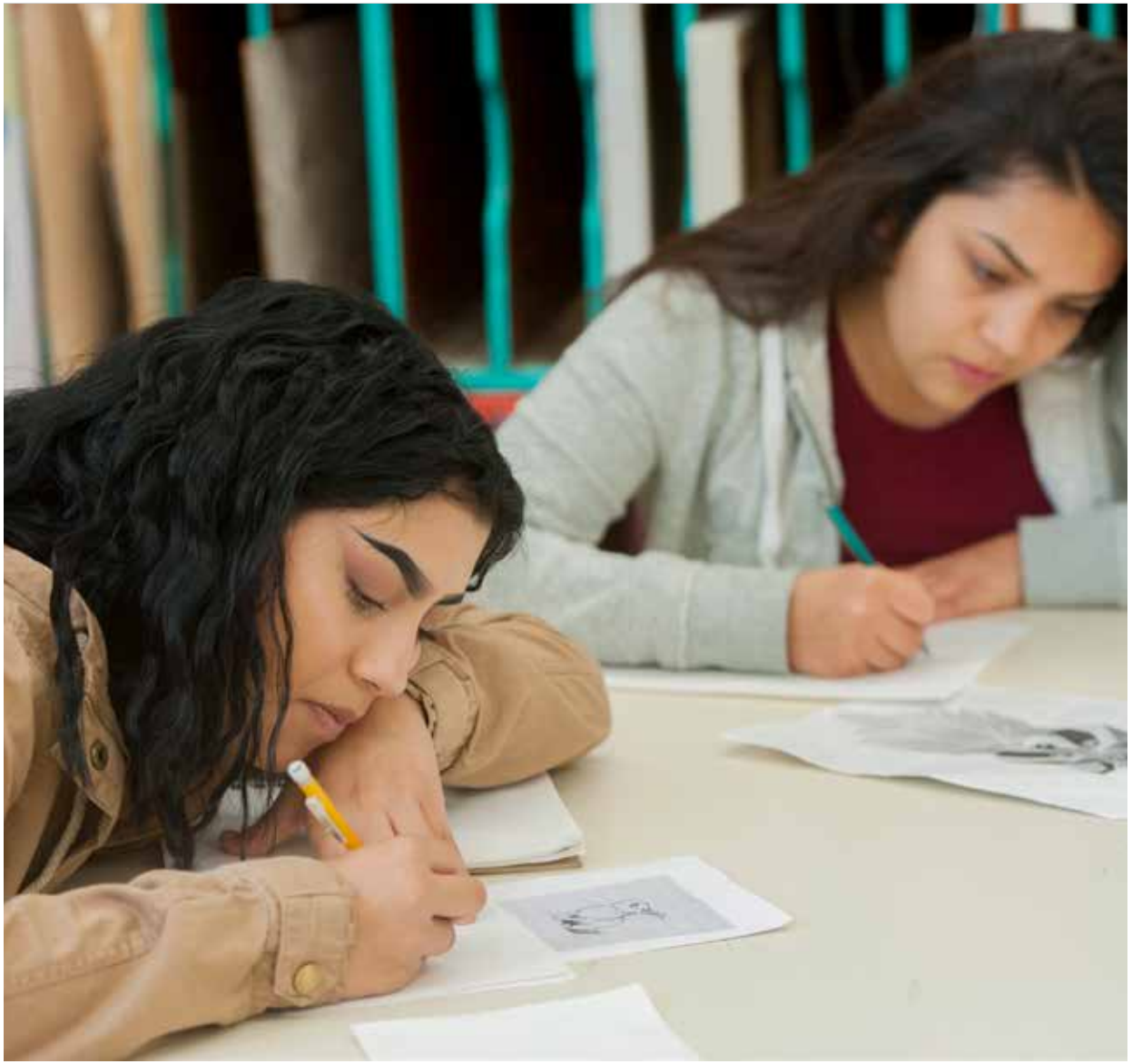
All In is a year-long citywide effort to improve attendance and reduce chronic truancy and chronic absenteeism rates in all K-12 schools in the Long Beach Unified School District. While the All In campaign focuses on attendance rates at all schools, it has been initially aimed at schools located in the most vulnerable areas of the city. A large part of the success of All In relies on the support and participation of all key stakeholders, including local businesses, parents, and residents.

SAFE AND CIVIL SCHOOLS

The Safe and Civil Schools initiative promotes positive interactions among adults and students at schools. This initiative helps improve attendance, reduce tardiness, lower suspension rates, improve student behaviors, and foster a safe, welcoming, respectful, and rigorous learning environment.

MALE AND FEMALE LEADERSHIP ACADEMIES

Male and Female Leadership Academies seek to empower young men and women by providing them with the academic, cultural, and social-emotional support that leads to graduation and postsecondary success. The Academies use a rigorous curriculum tailored to the needs of the participating students.



FAMILY RESOURCES

ACADEMIC ACHIEVEMENT

KINDERGARTEN FESTIVALS, EDUCATION CELEBRATION AND HIGH SCHOOL CHOICE SUMMIT

LBUSD provides highly popular Saturday events to assist with transitioning to each level of the school system. Transitioning students and their families enjoy workshops and learn about school programs.

PARENTVUE

ParentVUE is a website that allows parents to view their child's current and historical information, including daily attendance, grades, report cards, test scores, discipline, graduation status, college preparation, and more. It is also a one-stop location for links to other parent services including School Loop and MySchoolBucks (school meal accounts). With one simple activation, parents can view information on all of their children, from elementary school to high school.

SCHOOL LOOP

School Loop makes it easy for you to use your home computer or mobile device to stay informed about what's going on in your child's classroom and throughout the school District. School Loop lets teachers post homework assignments, classroom news, and reminders. Middle school and high school parents can check their child's grades, assignments, and class schedule. You'll also receive the latest school District news.

HOMEWORK HELPLINE

The Long Beach Unified School District provides homework help to students who are striving for excellence and achievement. Homework Helpline consists of teachers who guide students through homework assignments via the telephone. The service is free to all Long Beach Unified students. Homework Helpline is a unique service furnishing on-demand, personal tutoring. Students can call the Homework Helpline at (562) 437-2859 Monday through Thursday between 4 and 6:30pm.

SAT PREP/ADVANCED PLACEMENT

To reduce financial barriers to college and career readiness, LBUSD covers most of the cost of Advanced Placement exam fees. While each AP test typically costs $93, the District pays $88 so that students pay only $5. The PSAT is offered for free to all 8th, 9th, 10th, and 11th graders, and the SAT for free to all 11th graders (as well as to select 12th graders who need an extra opportunity). A free 38-hour SAT preparatory program is also available to 11th grade students.

CUSTOMIZED COLLEGE READINESS GUIDE

High school students and their parents receive customized College Readiness Guides, which provide an overview of readiness for various California public colleges and universities. These reports also provide suggested next steps, which might include taking the SAT, using online Khan Academy SAT prep tutorials, attending college fairs, revisiting college planning, and learning more about financial aid. Counselors, college advisors, and other school staff are available to discuss the reports in detail.

TECHNOLOGY: FREE RESOURCES

KHAN ACADEMY

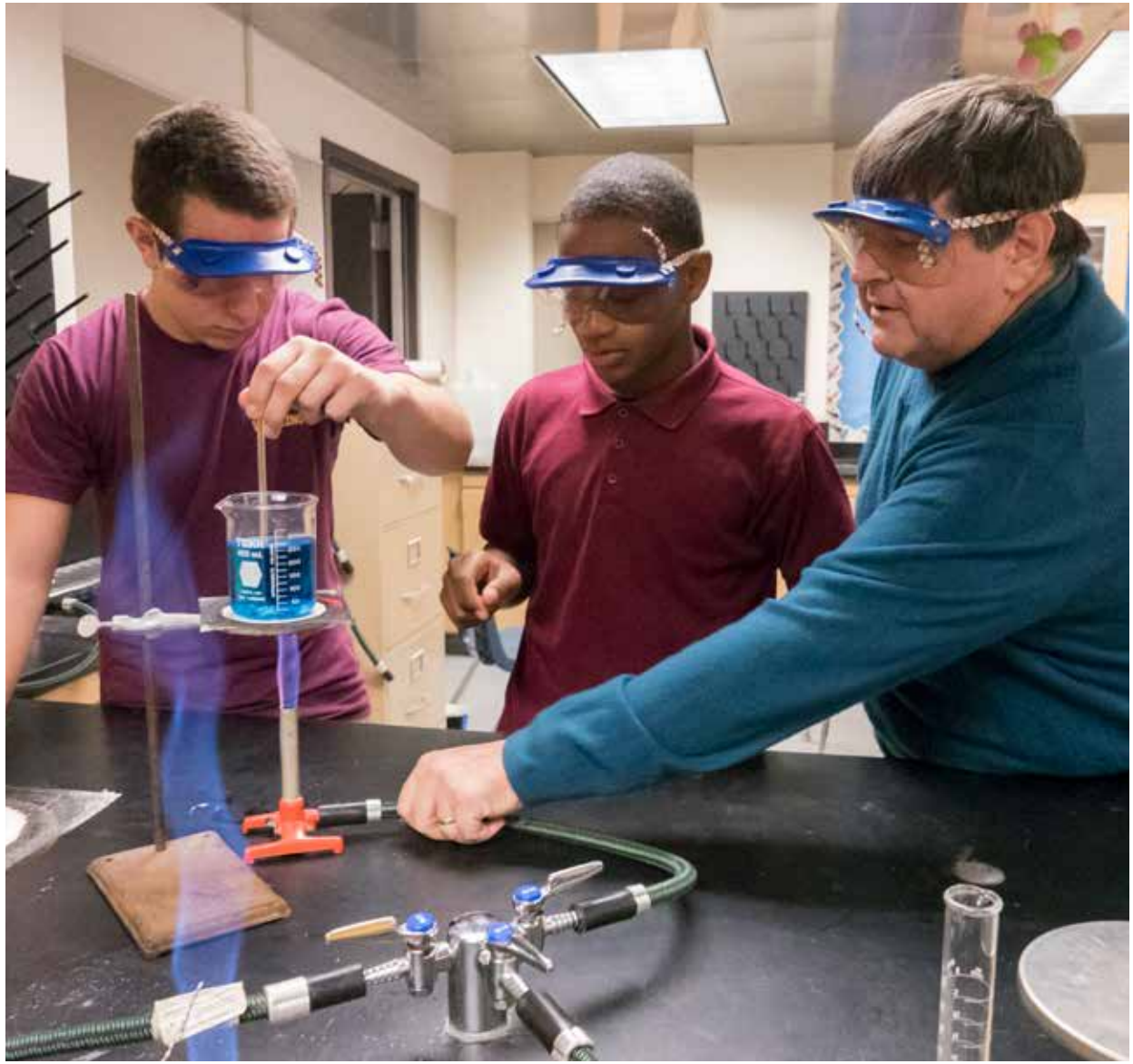
LBUSD encourages students to link their College Board and Khan Academy accounts so that they can have access to the Official SAT Practice on Khan Academy. This free, personalized resource includes video lessons, interactive practice questions, full-length exams, and test-taking tips and strategies.

ST MATH

ST Math is an online instructional program that uses a visual approach with games to build a deep conceptual understanding of math and strengthen problem-solving skills. This technology allows a more diverse range of students to achieve success.

TYPE TO LEARN

Type to Learn is a computer program that helps students learn proper keyboarding techniques. By developing these skills, students can better navigate the Smarter Balanced computer adaptive online assessments.



Section 3

Planning and Design Process

High Schools


Workroom
Reception

PROJECT PLANNING AND DESIGN PROCESS

Long Beach Unified School District believes that a well-orchestrated and collaborative planning and design process will lead to successful projects for all those involved in the project. While planning and design is a creative endeavor, success depends on the ability of a team to come together, identify a purpose, have a road-map, delegate roles, make decisions, monitor progress, and communicate clearly about design and technical issues without losing sight of the original goals and vision. District facilities team members will work closely with the project team, including design consultants, contractors, and stakeholders, to create new and redeveloped spaces for children to learn and develop based on the guidelines set forth in these Educational Specifications and using the Guiding Principles for Design as a filter in the decision-making process.

The following project process outline is provided to assist all team members in understanding the steps in the District's planning and design process.

- District facilities team defines project with level office leaders (ES/MS/HS offices)
- Project kick-off with District facilities team and design team:
  - Establish schedule and budget
- Design team master plans the project:
  - Develop and establish programmatic and spatial needs for the project
  - Engage curriculum and level office leaders for input
  - Engage school site stakeholders in the planning process to inform them of project scope and for initial input (for modernizations)
- Design team develops conceptual design studies based on approved master plan:
  - Establish basis of design for building systems
  - Outline sustainability strategies
  - Determine applicable codes
  - Present project at community meeting
- Develop design development package:
  - Facilities reviews to confirm conformance with Facilities Design Standards
  - Provide schedule and budget update
- Construction Documents completed with Facilities review meetings at 50% and 95%
- Construction Planning
  - Meet with District Construction PM, Project CM (if applicable), and General Contractor to discuss site logistics, phasing, and off-site requirements
  - For modernizations, meet with Principal and Plant Supervisor to discuss phasing and logistics; meet with Nutrition Services and Special Education if students are to remain on campus during construction; meet with Transportation if students will be relocated
  - Community meeting to inform constituents of upcoming construction
- Weekly Owner-Architect-Contractor meetings (Principals and Plant Managers welcome but not required)
- Project ribbon cutting
- Project closeout
- Post occupancy review

Section 4

Planning Overview and Design Guidelines

High Schools

THE INTEGRAL RELATIONSHIP BETWEEN ENVIRONMENT AND BEHAVIOR

Although it is often said "a good teacher can teach and mentor anywhere," today's ongoing research suggests a symbiotic relationship between the conditions and design of school facilities and students' behavior and learning. An individual's perception of a space can have a direct effect on the experiences had in that space. Most behavioral scientists believe, a physical environment can also effect, motivate, and support behavior.

Learning is a complex activity that tests students' motivation, mental concentration, and physical condition. There have been many studies that point to better attendance, improved test scores, and reduced disciplinary problems as evidence that the physical environment of a school can make a difference in a student's educational experience. Research findings link improved student achievement with building quality, good lighting, thermal comfort, acoustics, and indoor air quality. Studies also show a relationship between safe, secure, and well-maintained schools and performance, attendance, and drop-out rate. The physical setting of a school can provide both students and staff with a sense of comfort and well-being, creating a desire to be at that school.

The physical environment created for learning has a great opportunity to guide and encourage the type of transparent culture envisioned in the Guiding Principles for Design. Elements of an environment can either support or hinder desired behavior, creating patterns for the way we act and interact with others. For example, if we want to foster communication and active dialog, we need to reinforce that with small areas for informal conversations and impromptu learning spaces—both indoors and outdoors. If we want to encourage flexible group project work and teaming, the furniture, acoustics, and available space need to allow for a variety of group arrangements. The placement of windows and doors with glass lites, and the provision of easily-observed learning spaces emphasizes the desire for transparency and sharing between teachers, students, and administrators. It also promotes sharing of work and accomplishments and allows students to learn from observing each other.

The flexibility of space and furnishings can encourage creative approaches to learning and team work, rather than restricting process, thought, and project development. Students should feel empowered to rearrange and create a space to suit the needs of project development and learning styles.

Personalization of space also allows individuals to take ownership of that area, leading to both a sense of responsibility and pride. Research shows that when students participate in the creation of a space, they actively partake in maintaining their school. Personalization of an environment can also provide students with a sense of identity and belonging.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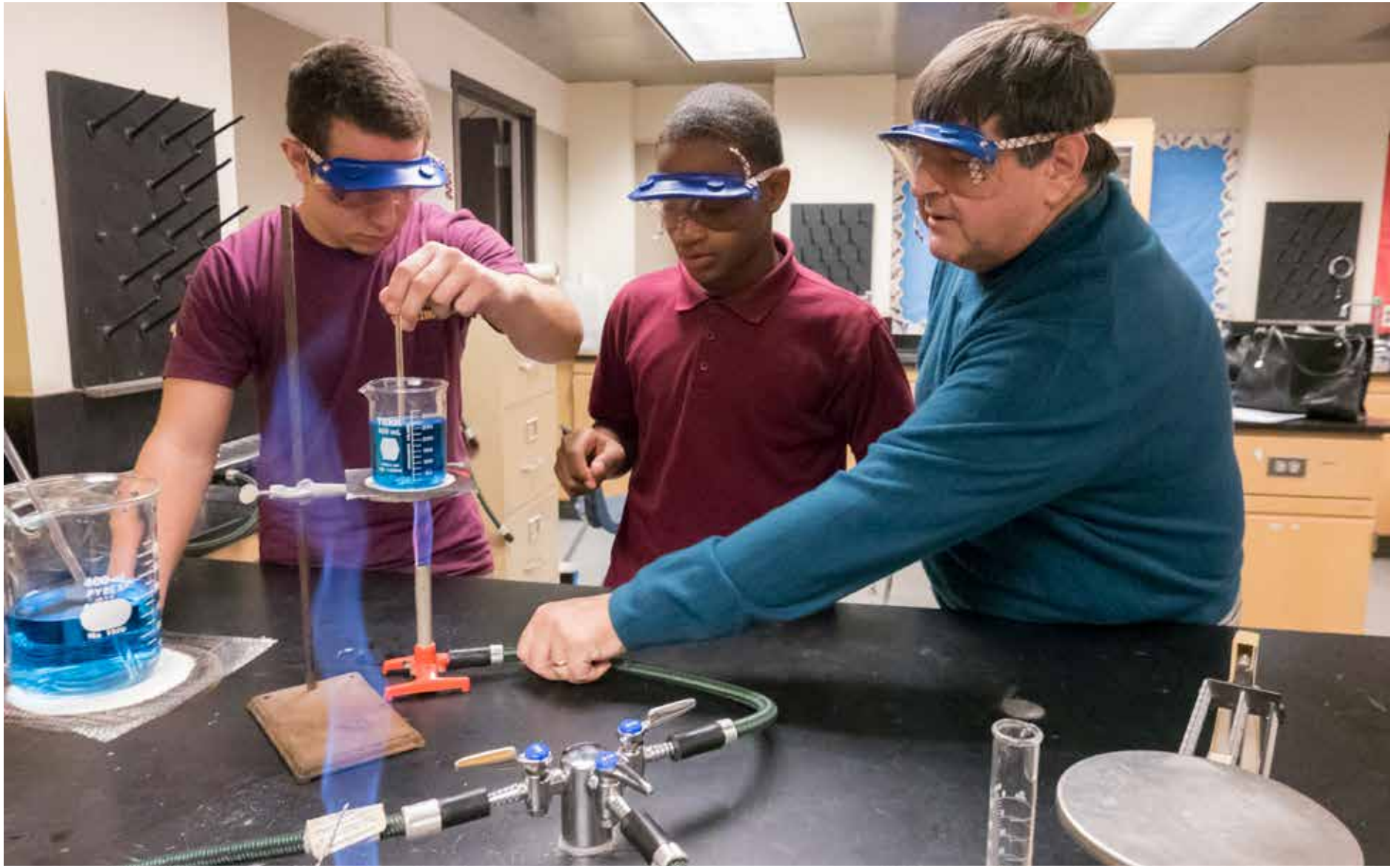
THE INTEGRAL RELATIONSHIP BETWEEN ENVIRONMENT AND BEHAVIOR (CONT.)

It may be as simple as a young child noting that he or she is part of the 'blue pod,' for example, or is part of a theme classroom. We should avoid creating spaces with an institutionalized feel. Personalization of space lends a human scale and helps individuals feel at home. Students will feel more comfortable in a space that is not sterile and is less formal. Display space, art, gardens, personalized signage and graphics, and color are all ways to include learner-focused identity and personalization.

One type of space does not support all the types of activities that take place during a day of learning. While interaction and collaboration are often needed for group work, quieter places for individuals to focus on complex tasks are just as important. Individuals have different learning styles and their modes of concentration vary. A school environment ought to be sensitive to the needs of all individuals to allow every student the opportunity to realize their potential. Gathering areas for students to present their work to larger groups should be available at all times to encourage presentations and open discussion. Storage space and locations for project storage will not only keep spaces neater and safer for circulation, but will help both students and staff remain organized as they approach their work.

Location is a component of the physical environment that impacts human behavior and interactive patterns. Providing adjacencies and proximity for those that should collaborate and team is important to encourage the desired interaction. A defined smaller area where the same group of people gather and work allows for increased interaction with the same people promoting familiarity and comfort, just as with a smaller neighborhood.

A physical environment can also symbolize certain qualities, values, and personal experiences. A learning facility has the opportunity to symbolize hope, opportunity, or stability for students, or create negative feelings. Perhaps one of the biggest aspects of safe, comfortable, and inspiring schools is that they communicate a message to students that they are respected and special individuals and that their personal success is important to their community.



GENERAL CAMPUS ORGANIZATION

The main entrance to a school should be located adjacent to the administration office so that all visitors, including parents, must come through the administration to be admitted to the campus. This secured main entry should be obvious to visitors and designed so it can be locked at desired times of the day. Campus access points are important cues for building interface for the users but also need to be developed with security of the campus and occupants in mind. Everyone should immediately recognize where the main entrance is located. The entry provides a first impression and communicates a message about the school. It should welcome both visitors and students. Other entries to the campus should be developed with visual cues and labeled with signage. Existing campuses may have a main entry that is separate from the entry used by students. This entry may be close to the main entry, but would ideally be located near the nutrition services location or morning gathering space, since many students participate in morning nutrition before school starts. This student entry should be sized to allow large groups of students to pass through at one time, without crowding.

The school should be zoned to allow for public use, with controlled access points from more private school spaces and functions. Public use spaces, such as the auditorium, dining/multipurpose room, administration, library/media center, and play fields, as well as after school program space, would preferably have entrances that could be accessed after school hours without allowing access to the entire campus. These areas should also be located close to accessible parking. Classrooms would ideally be arranged around an outdoor common space with clear sight lines from the administration into this open common area. When possible, buildings should enclose the site, providing a secure perimeter for the campus. This will provide a safe and secure space for students since access to the campus is controlled and the common areas are visible to administrative leadership.

The drop-off/pick-up zone is one of the most challenging areas of a school, with a large number of students arriving by car. Pedestrian circulation from parking and from the street should be kept separate from this zone to keep pedestrians safe and to help maintain the efficiency of the drop-off/pick-up process. This zone should also be located away from busy streets and intersections as vehicles will likely stack up beyond the drop-off lane. Traffic circulation and access should comply with CDE recommendations.

Zones for buses used for special education, field trips, athletics, etc. should be coordinated with the drop-off/pick-up lines. Ideally bus traffic would be separated from the parent traffic. Additional considerations for bus transportation include the following:

- Horseshoe-shaped drop-off, if possible
- Adequate space for turn around
- Appropriate signage
- Bus access off the main public street
- Red curbed no parking zone where bus drop-off occurs

GENERAL CAMPUS ORGANIZATION (CONT.)

PARKING AND CIRCULATION

Parking at campus sites should be evaluated on an individual site basis, taking into consideration size of the school, the site constraints, access to public transportation, school location, and need for student parking. Ideally, there should be some off-street visitor parking near the administration area, with staff parking in a separate area. When planning parking at a new or existing site, care should be taken to separate pedestrian circulation from this area and from drop-off traffic. Student parking should be separated from staff parking. Clear, well-identified pedestrian walkways outside of the driving area should be provided from parking areas to the school entry. Additional parking should be considered when possible to support community/visitor attendance at school sports and performance events.

Delivery vehicle circulation for nutrition services and supplies should be coordinated to avoid intersecting with pedestrian circulation and parking. For the safety of students, service vehicles should not have to drive onto designated student areas. All schools need double-wide entry doors in the delivery areas with a 6-foot opening with removable mullion for the passage of pallet deliveries.

Trash areas should be isolated from parking areas to prevent interference with trash pick-up. Remote control drive-up gates at specific campus entries would be beneficial for trash pick-up trucks leaving the campus to avoid getting out of the truck to shut and lock gates. These could remain locked but could be located close to specific trash bin collection areas.

Consider sheltered student circulation and opportunities for socialization, both inside and outside buildings. These are great areas for student display and impromptu gathering and learning spaces.

PE AND ATHLETICS

Fields and hardscape courts will not only support PE and athletic programs at the school but will also support physical activities during morning and lunch time breaks. These outdoor spaces may also be accessed by the community for public use, so consideration for adjacencies will be critical in placement on the campus. Restrooms and locker rooms should be placed for easy access from both the fields and hardcourts. Supervision sight lines and nighttime lighting should also be considered in the overall campus plan.


LONG BEACH UNIFIED SCHOOL DISTRICT
SCHOOL XING

OUTDOOR SPACE

The value that the outdoor environment brings to supporting the well-being of individuals is well recognized with research. We know that consistent exposure to nature decreases stress and anxiety, helps elevate mood, and helps with emotion. A beautifully landscaped environment is well-suited for living, learning, meditation, therapy, recreation, and overall human health and well-being. Positive learning and retention impacts are especially strong when outdoor activities are an integral part of a structured outdoor curriculum. Long Beach Unified School District recognizes that—whether for dining, relaxing, social interaction, quiet study, or programmed outdoor learning—there are great benefits to utilizing outdoor space on a campus as part of the school environment for both students and staff, and the District's school sites in southern California provide great opportunities to take advantage of outdoor spaces all year long.

The District's Grounds Department supports the approach of the greening of every campus and is committed to maintaining pleasant outdoors spaces for students to appreciate and enjoy the outdoor experience. Although school site sizes and environmental constraints vary greatly throughout the District, and details of outdoors spaces will need to be planned and developed on an individual site basis, the following guidelines should be considered for each site.

- Shade on all campuses for dining, circulation, and socialization. This should be a combination of shade structures and shade trees, but trees are encouraged in as many areas as possible to green the campus and help with overall cooling of the site. Types of trees and other plants should be coordinated with the District Standards.
- Prudent use of hardscape balanced with program activities and stormwater management, as well as opportunities to avoid extreme heat gain on the site. Consider drought-tolerant plantings in areas to cool the site, rather than covering the campus in asphalt and concrete.
- Outdoor learning gardens, when feasible, to support a variety of learning opportunities that correlate with the school's curriculum and focus. The garden space should allow for flexibility of use over time. It may not always be used as a student-supported garden, so the space should allow for easy conversion to another type of green space.
- Spaces and circulation that reflect a universal design approach.
- Outdoor learning areas easily reached from classrooms, with clear sightlines for supervision. These areas should have shade. Consider access to water, especially at Science and Art spaces.
- Sustainable site development strategies that can help teach students best ecological practices, including such strategies as rainwater collection and stormwater management. If boulders are used in bioswale areas, they should be over a certain weight so that children can't lift and throw them.
- Open program spaces that are coordinated with the overall site activities for best site utilization and activity zoning.

FLEXIBILITY AND ADAPTABILITY

Providing flexibility for any educational facility should be standard design practice. While it is difficult to know how our world, technology, culture and public education may change in the next 15-20 years, we do know it will change. While there are certain grade configurations established for the schools now, these may change in the future. Any new building structure and partition systems between rooms should allow for easy layout modifications in the future. Site master plans should allow for school expansion for increased enrollment or additional programs at a site such as health services or more community use.

Changes in needs for LBUSD schools and instructional spaces will not only occur from year to year but also from day to day to support project-based, hands-on learning, group projects, role playing, and other learning activities that will take place. Spaces and furnishings should provide flexibility for easy modification throughout the day to accommodate a variety of activities and instructional methods created for different topics and projects. Class size will vary depending on current funding, technology tools, and curriculum delivery. The groups of students who use the school originally may be totally different than those who use it in the future so art, colors, and cultural references should be able to be modified as needed.

Consider loose furnishings rather than fixed casework in classrooms and offices to provide storage and support current technology and instructional methods. This will assist in adapting to future change. Mobile but durable furniture will also allow staff to reconfigure learning spaces to individual students' learning styles and support all students in the way they best learn. Flexible furnishings and even storage units will empower students and teams to personalize their space, providing another opportunity to create a sense of ownership in their educational journey. Tables and chairs should be able to easily move from a group presentation configuration to small group discussions and individual focused work. While there is a focus on collaboration in project work, students still need to have quiet space for individual focus and study. Since many facility projects will be on existing campuses, utilizing flexible furnishings and storage is an easy way to upgrade all of the spaces to align with the Guiding Principles for Design without major structural changes and new construction.

Common spaces throughout the school should also be adaptable for multi-use to maximize the utilization of all square footage. Indoor dining spaces should be planned to support a multitude of school and community activities, such as presentations and performances, school fairs, project sharing, and dances. Spaces ideally should allow for community use and parent support. Mobile tables on casters and light weight, high density stacking chairs can provide flexibility and comfort, but storage for these items should be included to assist with the flexibility of the space. Even outdoor spaces, including dining areas, should allow for flexibility and shared use.

STUDENT-CENTERED AND STUDENT-FOCUSED

A school organization and design or master plan should be developed with the focus on meeting student needs and creating an environment that will both nurture and stimulate the learners. While educational facilities should support the teachers and staff and provide spaces that serve the community, the school's primary user is the student. Too often the students do not have a voice in the development of the design and the adults involved in the process can have a different perspective on what they would like to see in a facility. In the planning process for LBUSD, student perspectives were solicited and ideas were noted. Color, lighting, scale, and aesthetics should relate to the students.

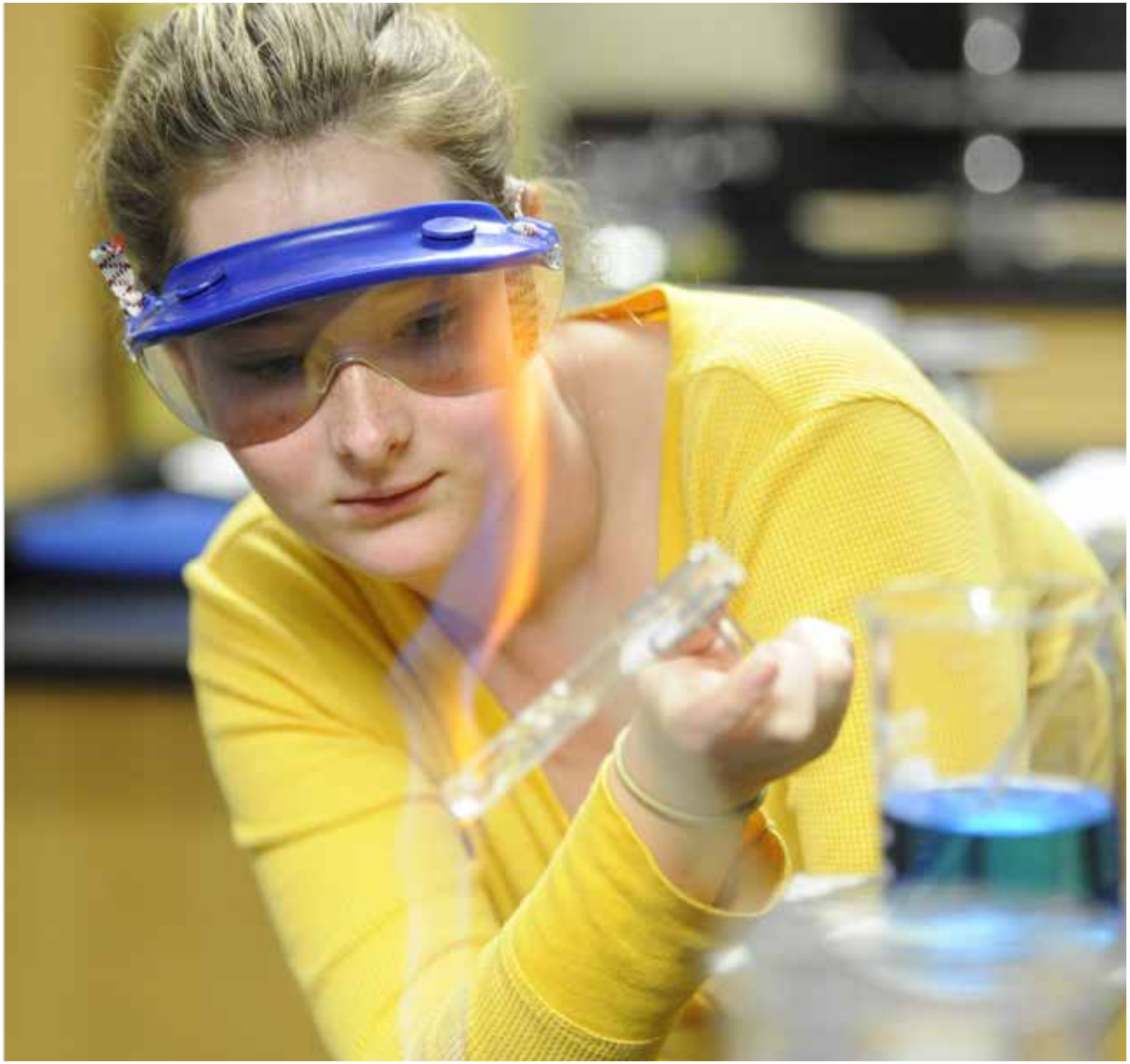
One of the District's goals is to provide an environment where every student can create, collaborate, share, learn, and grow. Spaces should support a variety of student learning styles and personal needs. We know all students learn in different ways. Some students will prefer to do more independent work, while others may require direct one-on-one or small group instruction. Learning spaces shall allow for hands-on, project-based learning and encourage students to explore subjects beyond what the initial requirements may be.

Most of today's students are competent with a variety of technology tools (i.e. "digital natives") and will expect to use such tools in their daily learning. Spaces should have the latest technology as part of the environment, with a one-to-one devices, when possible. Technology can also support the sharing of projects beyond just the students' classroom. This can expand the reputation of each school and the District beyond the boundaries of the local community.

As the District moves away from solely engaging in direct teacher instruction to a more collaborative learning model, technology tools, furniture, and the learning environment should support student-centered learning, empowering students to engage in their personal educational journey.

Student considerations include:

- Storage for students' personal belongings, including hooks or cubbies for backpacks and coats, etc.
- Appropriate restroom facilities where students can ensure personal hygiene
- Quiet or semi-private spaces to allow students privacy to express their emotions
- Comfortable furniture that supports ergonomics and personal choice
- Plenty of space to move without being crowded
- Comfortable and aesthetically pleasing environments that support emotional well-being
- Environmental ambient qualities, including natural light, outdoor views, healthy air quality, and appropriate acoustics
- Spaces to display their work in a professional manner
- Easy access to nutrition service that allows for time to eat and visit with friends
- Covered spaces from weather conditions for circulation
- Indoor and outdoor spaces where students can socialize and relax



DESIGN AND FURNITURE APPROACH

Project-based learning, integration of curriculum standards, and the social and emotional well-being of students should be at the center of the design or redevelopment of the school. The type of furniture, technology, and equipment used in the school will be important to support the learning activities, curriculum, and desired District culture. The following guidelines should be considered:

- Include a variety of mobile furniture that support collaboration and student choice. Classrooms and labs are developed around the concept of collaboration between students and staff. Furniture on lockable casters is beneficial. Students and staff in the classroom should be empowered to rearrange the learning environment to align with a project's or lesson's structure. The furniture should allow for environments adaptable to different teaching and learning styles.
- Provide ample electrical power throughout all rooms to support technology and equipment. Power for tablet and Chromebook charging stations and other technology tools should be included in the design. Consideration of management of electrical cords and cables must be included in the design layout and furniture selection. Cords can be a major tripping hazard in classrooms and labs.
- Provide easy access to the latest technology tools.
- Allow the physical learning space to go beyond the classroom and extend into circulation pathways with social interactive nodes, display space, and transparency to observe students as they work. Corridor space and outdoor space should be an extension of the classroom with windows to the classrooms and labs when possible.
- Space supporting informal large and small group presentations should be included throughout the school. This can be accomplished with light-weight stacking chairs, mobile writing surfaces, and mobile laptop supports.
- When possible, consider classrooms that open up to each other with doors or movable walls and are adjacent to small group rooms and outdoor learning labs, which assist in creating flexible project areas that support multiple learning styles.
- A combination of fixed and mobile casework should be considered to address storage needs.
- Consider mobile storage units for some items that might change over time or change with a different space use. Mobile storage units can be more easily replaced in the future as technology and storage needs change or evolve, as well as being more cost-effective. Storage units on casters can provide dividers to create smaller teaming areas within a larger space.

TECHNOLOGY

The use of technology in the classrooms has disrupted learning and teaching. Customizable lessons and portable devices have made instruction and learning more student-centered, allowing students to learn at their own pace in their own style. Adept use of new technologies helps to increase student engagement and motivation, build 21st century skills, and facilitate the formation of links between students, teachers, and parents.

Research suggests that multi-sensory teaching is most effective in the mastery of basic skills. Technology supports visual, auditory, and experiential learning; therefore, it is recommended that all instructional spaces have voice, video, and data accessibility. This access enhances the flexibility of the learning environment to adapt easily to alterations in the use of space. Wiring and other infrastructure components should be the priority since terminal devices can be added later; wireless networks can also be added as the need arises. The facility should have a surplus of electrical power capacity and network wiring/bandwidth to permit expansion of technology.

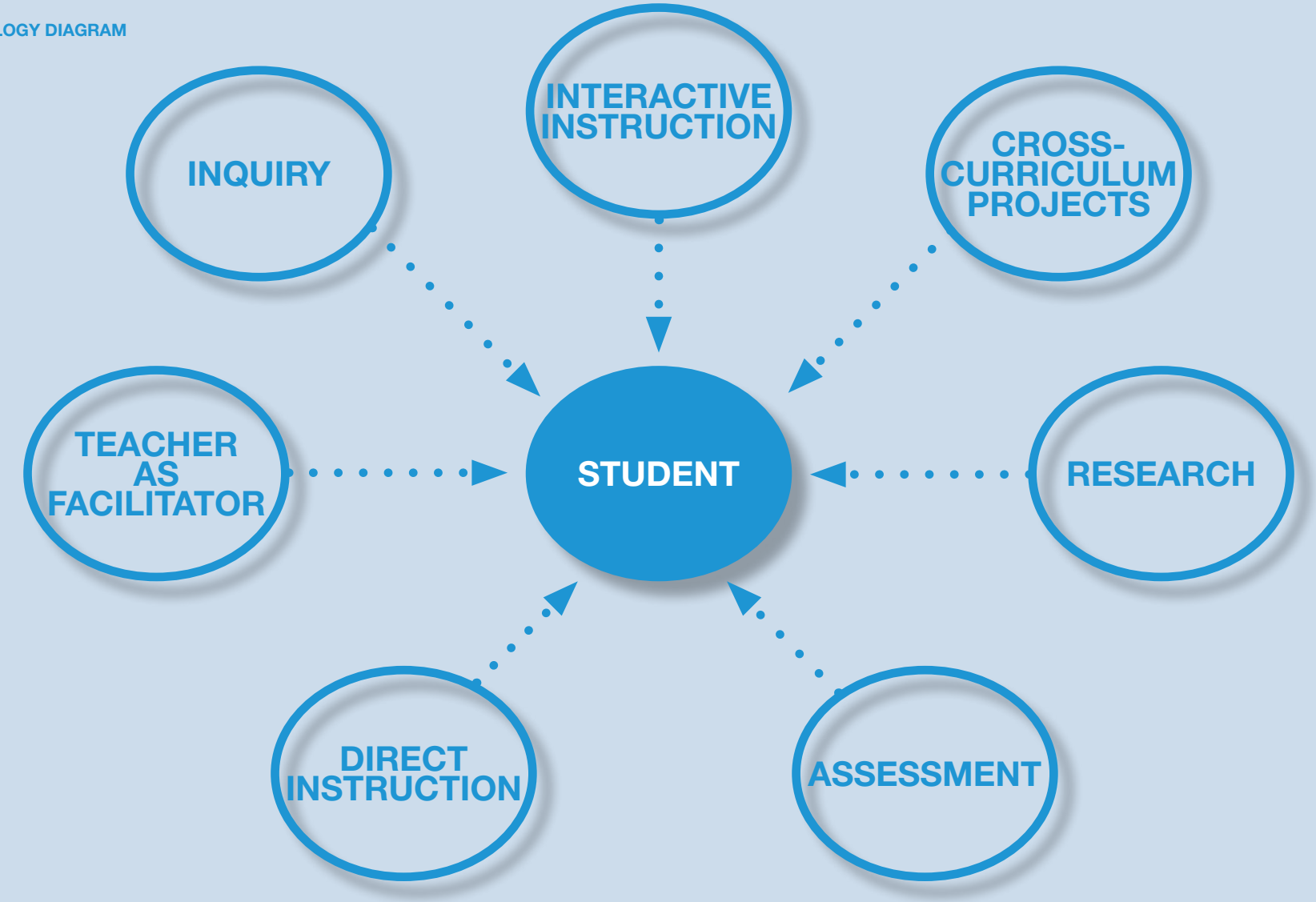
LBUSD has placed a strong emphasis on providing students and teachers the latest technology tools in classrooms and throughout the school campus. As schools are modernized, the District will continue to update infrastructure. Wi-Fi will be installed throughout the schools.

The District's IT department has evaluated technology tools and has the following technology standard for each classroom/instruction space.

- 1 wireless access point
- 1 ceiling-mounted or wall-mounted short-throw projector and projection screen
- Extron A/V system with HDMI inputs, ceiling-mounted speakers, and wireless microphone
- Document camera
- Clock/speaker
- Telephone
- 1 ceiling-mounted data port for Extron Switcher
- 1 data port
- 1 printer

Laptops and tablets will be used in the schools. The District is moving away from desktop computers.

TECHNOLOGY DIAGRAM



SAFETY AND SECURITY

LBUSD wishes to provide a warm and nurturing school environment, while also providing a safe and secure campus for all students, staff, and parents. Both active and passive security design features can be used to create a safer school environment. The layout and zoning of the school will lay the foundation for securing the school, providing limited but hospitable access points with clear open spaces for observation and control.

Large curves in buildings, hidden alcoves and large bushes or other large landscaping features provide potential hiding spaces for both school intruders and students and should be avoided. Exterior spaces between multiple small buildings also create areas that are difficult to supervise. Student circulation between classes and lunch are often periods of student disruption so proximity of spaces to limit circulation and create open circulation pathways that can easily be monitored are important to the security of the school.

The position of the administration and principal's office is important for control of the site and entry. Visitor access to the site shall be through the primary entrance. Electronic video surveillance systems are used to monitor and permit entry to the school at the administration area. Design of the primary entry should facilitate this security procedure.

Creating a secure campus boundary that emphasizes one primary site entrance is important in creating a secure school environment. Ideally building structures can enclose the majority of the campus and help avoid extensive fencing around the perimeter. When this is not possible, aesthetically pleasing perimeter fencing should be provided. The goal of the campus design is to create this secure perimeter, while still creating a welcoming and friendly appearance for the school.

Active security systems include surveillance cameras, access hardware, motion detectors, and alarm systems. The District will strive to provide each campus with up-to date approaches that are appropriate for each school, but much of the security and safe feeling of the campus will be provided by creating personalized learning environments where students and staff know each other and hold each other accountable for behavior and caring for their space. An atmosphere of trust and respect is a critical element in creating a safe and secure learning environment.


ATTENDANCE


Welcome Visitors

COMMUNITY USE

LBUSD believes that the school is an extension of the community and is committed to supporting the community and encouraging participation with school events and collaborative opportunities. Each school should be designed or redeveloped with zones for public use, close to adequate visitor parking and easy access to the administration and other public use facilities, but the layout should limit access to all other areas of the school for security. There are several spaces on the campus such as the administration, gyms and athletic areas, auditorium, and possibly the library/media center that will have public use and therefore should be located for easy community access to public restrooms, but allow for controlled access to the rest of the campus.

Some facilities on campus are also available for public rental and consideration for this type of community use should also be considered in the design of these specific areas. Design considerations for these public spaces include:

- Wide age range of users
- Family restrooms with changing stations
- Parking and access
- Clear wayfinding and signage for those who will not be familiar with the facility
- Opportunities to share what is happening at the school with display of student work

HIGH PERFORMANCE AND ENVIRONMENTAL STEWARDSHIP

The District wants to provide high performance, economically operational schools for their students and community and raise the ecological consciousness of their students and staff through the development of sustainable facilities. The design or redesign of each school should consider creative and effective opportunities for sustainable building practices that can assist in reducing the carbon footprint, controlling waste production, and water conservation.

Facility designs or redesigns should consider design features that will incorporate sustainable practices and develop environmental awareness in the school curriculum. Examples include a food garden, exposed sections of building systems of the facility, recycling/reuse and compost bins, and rainwater collection and stormwater retention systems.

A high performance school should be:

- Healthy, safe, and secure
- Thermally, visually, and acoustically comfortable
- Energy-, material-, and water-efficient
- Environmentally responsive to the site, climate, and community
- Easy and cost effective to operate
- A teaching tool
- A community resource

APPLICATION OF SPACE STANDARDS TO EXISTING SITES

Redeveloping existing campuses for new educational concepts requires a different approach from designing a new school and site. Existing conditions including street and site access, location of utilities, and permanent structures, as well as locations for interim student housing must be considered in the redevelopment plan. The space standards and design guidelines are meant as a target to develop parity among schools and create improved learning spaces that will support the Educational Vision and Goals of the District and align with the District's Guiding Principles.

Each of the District's existing sites is different and will need to be analyzed on a site-by-site basis for the exact approach and strategy to implement the guidelines. In addition, individual sites may have specific needs or issues that need to be addressed that are specific to that site or neighborhood. As each site is planned for redevelopment, enrollments should be verified, and new and renovated space coordinated with the enrollment bracketing chart in Section 5. Ideally each site should have a school-specific long-range site master plan showing phased redevelopment, understanding that total redevelopment of a site may have many phases and may take many years to complete. The advantage of having an identified long-range campus site plan is that it guides expenditures of resources on each site toward an ultimate vision and can assist in avoiding expenditures of valuable district resources on structures that may ultimately be removed.

As each site is analyzed, the existing permanent site structures and site attributes should be analyzed for how to best align economically viable and prudent projects in a long-range redevelopment plan with the intent of the Educational Specifications. For example, in some schools the small group rooms to support independent or small team project work, tutoring, or small meetings may need to be created within a classroom space with flexible dividers or in an outdoor space adjacent to a classroom. Spaces such as a gym, a flex lab, or additional field or parking space could be planned for in a long-range master plan, but would not be built until funds are available.


ERNEST

Section 5

Program Spaces and Descriptions

High Schools


2018

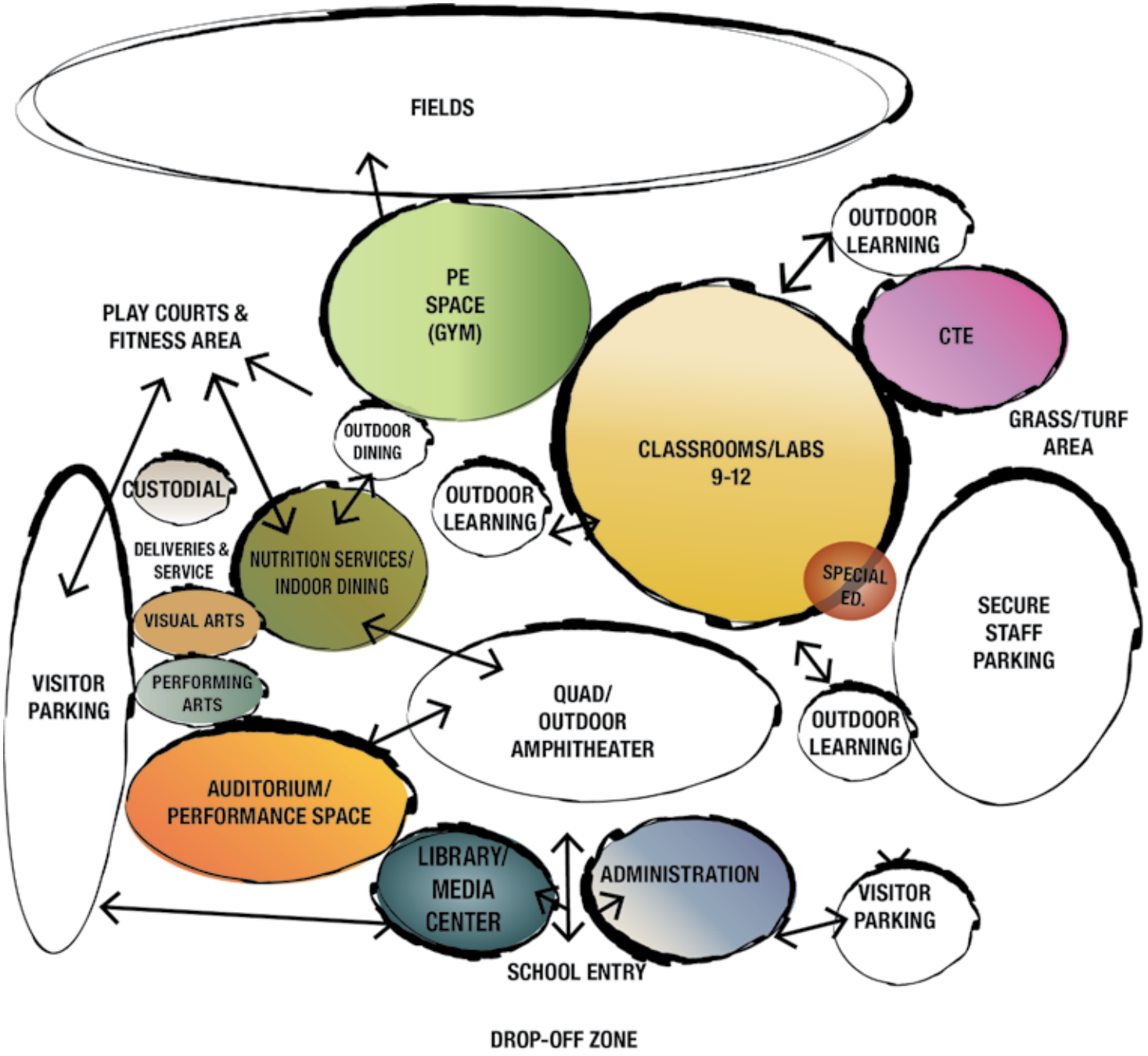
HIGH SCHOOLS

High Schools

PROGRAM SPACE

- CL Classrooms/Labs
- SE Special Education
- LMC Library/Media Center
- VA Performing Arts
- PA Visual Arts
- CTE CTE
- NS Nutrition Services
- PE Physical Education
- AD Administration
- CU Custodial
- RR Restrooms

RELATIONSHIP DIAGRAM



- CL CLASSROOMS/LABS
- SE SPECIAL EDUCATION
- LMC LIBRARY/MEDIA CENTER
- VA VISUAL ARTS
- PA PERFORMING ARTS
- CTE CTE
- NS NUTRITION SERVICES
- PE PHYSICAL EDUCATION
- AD ADMINISTRATION
- CU CUSTODIAL
- RR RESTROOMS

This bubble diagram is meant to show interactions and relationships between spaces/groups, but does not represent a design layout. Each site will be different and layouts to accomplish these adjacencies and interactions will be developed during the design of specific projects to respond to the context of the project site.

HIGH SCHOOL SPACE REQUIREMENTS

The space requirements charts list program areas to be included in a high school facility of 600, 3,000, and 3,600 students.

High School Space Requirements

	Suggested Spaces for 600 Students		Suggested Spaces for 1,800 Students		Suggested Spaces for 3,000 Students	
Spaces	**TS***	**Total SF**	**TS**	**Total SF**	**TS**	**Total SF**
Core Academics	19	26,080	57	78,240	95	130,400
Special Needs (Severe)	1	1,310	3	3,430	5	5,500
Library/Media Center	0	5,775	0	12,700	0	18,425
Visual Arts	1	1,700	3	5,000	5	8,200
Music/Performing Arts	2	2,760	3	14,860	5	21,160
Physical Education	4	15,920	9	32,420	13	58,880
Career/Tech Ed	See Core Academics		See Core Academics		See Core Academics	
Welcome Center/Administration		3,450		5,170		6,040
Nutrition Services**		9,110		12,760		16,360
Custodial		1,800		3,700		4,600
Sub Total		**67,905**		**168,280**		**269,565**
Building Services, Circulation, etc.	25%	16,976	25%	42,070	25%	67,391
Total	**27**	**84,881**	**5**	**210,350**	**123**	**336,956**

** For minimum kitchen and serving area square footage requirements, refer to the Nutrition Services Space Description section—Program Chart on page 5.150.

Capacity Calculations Based on Class Size Average of 27

		Capacity		Capacity		Capacity
Regular Teaching Stations	24	648	66	1,782	108	2,916
Special Needs	2	26	6	78	10	130
Special Needs (Severe)	1	9	3	27	5	45
Total Capacity	**27**	**683**	**75**	**1,887**	**123**	**3,091**
Sq Ft Per Student		**124.3**		**111.5**		**109.0**

Capacity Calculations Based on Class Size Average of 35

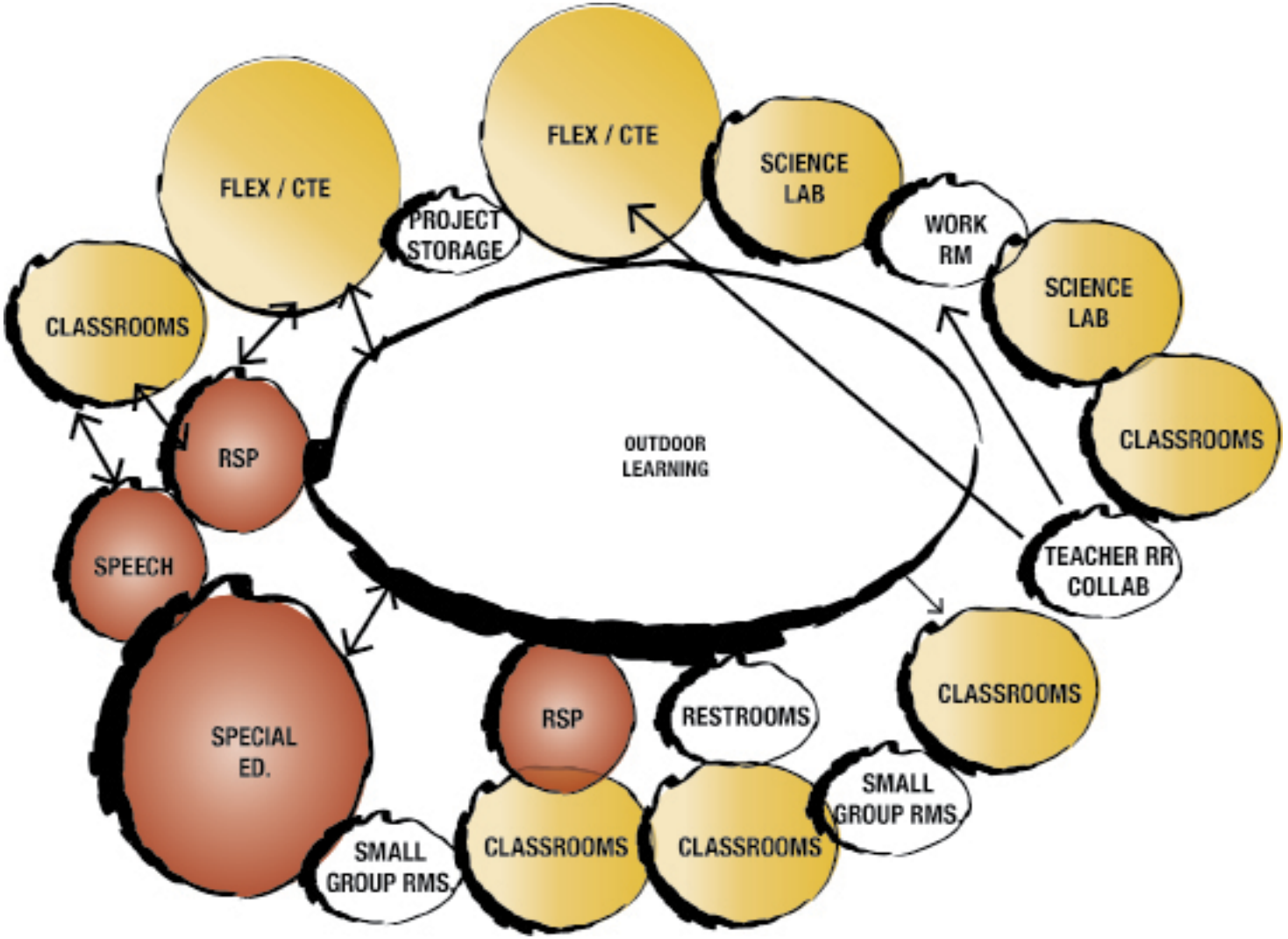
		Capacity		Capacity		Capacity
Regular Teaching Stations	24	840	66	2,310	108	3,780
Special Needs	2	26	6	78	10	130
Special Needs (Severe)	1	9	3	27	5	45
Total Capacity	**27**	**875**	**75**	**2,415**	**123**	**3,955**
Sq Ft Per Student		**97.0**		**87.1**		**85.2**

CLASSROOMS/LABS

Classrooms/Labs for High School

PROGRAM SPACE	NET PROGRAM SQ. FT.
General Classroom	1,200
Flex Lab	1,200
Project Storage	200
Collaborative Space	150
Flexible Science Lab	1,400
Chemistry Lab	1,600
Biology Lab	1,400
Science Prep and Storage	400
Chemical Storage	120
Textbook/Technology Storage	600
Associated Student Body (ASB) Room	960
Outdoor Learning Space	varies

RELATIONSHIP DIAGRAM



SPACE DESCRIPTIONS & RELATIONSHIPS

GENERAL CLASSROOM

GENERAL CONCEPT AND ACTIVITIES

The classroom learning environment should be learner-focused, while supporting the teaching staff. Student loading in each classroom may vary throughout the life of the school, depending on current educational philosophies, economic conditions, and core academic course that will be offered in the classroom, ranging from 27-39. The classroom design will be flexible to adapt to multiple curricula and delivery models in the future and should support a variety of activities and layouts that could change throughout the week or day. Mobile durable furniture that is easy to move and reconfigure should be utilized. A single teacher or multiple staff may be providing instruction and support in general classrooms. Activities will include large and small group instruction, teaming, class discussions, small group and individual project work, and technology-supported projects on a wireless network. There should be multiple access points to display information and graphics to share in the classroom. Adjacent outdoor and indoor learning areas should extend the classroom space and be considered an integral part of the learning environment. While direct class instruction may exist in a presentation mode for a portion of the day, students may also be engaged in project-based, small group, or hands-on learning, so writable and magnetic wall surfaces should be considered on as many walls as possible. The rooms will display and store student projects and provide the latest technology tools. Space for project storage should also be incorporated.

PRIMARY AND SECONDARY USES

- Teachers
- Students
- Parents
- Guest Speakers/Industry Partners

RELATIONSHIP AND ORGANIZATION

Classrooms will be located in clusters or zones based on the curriculum. Layout should support both departmental and interdisciplinary instruction and allow for teacher teaming and consideration of access to adjacent outdoor or indoor learning areas. Adjacent open collaboration centers will allow for student and staff collaboration, as well as student project based teaming. Staff and student restrooms will be located within required distances.

ENVIRONMENTAL SOUND CONTROL

- Walls: minimum STC 50
- Ceilings: minimum CAC 35, NRC .70

WRITING/DISPLAY SPACES

- Magnetic markerboards on 3-4 walls
- Tackable wall surface on all walls

FLOORING

- Carpet

WINDOWS/DOORS

- Windows that provide maximum natural daylight without heat gain—consider operable windows
- Position for outdoor view
- Interior and exterior shading devices—manual or electrical
- Doors with vision panel
- Windows with shades to open collaboration space for visual supervision

CASEWORK AND EQUIPMENT

- Mobile, modular, flexible, securable casework

LIGHTING

- Overhead fixtures—indirect, where possible
- Natural lighting
- Low voltage light controls with scening capabilities
- Occupancy sensors

PLUMBING

- N/A

ELECTRICAL

- Four utility electrical outlets on each wall and several above counters
- Power to support ceiling-mounted projector, document camera, and Extron digital system
- Outlets shall be located next to data drops

HVAC

- No special requirements

TECHNOLOGY/COMMUNICATIONS

- Refer to standard classroom/lab package in Chapter 4

FURNITURE/EQUIPMENT FOR THE SPACE:

- Mobile chairs and tables of various heights and styles to allow for student choice
- Mobile storage unit for student items
- Teacher adjustable height mobile workstation with storage and task chair

SPACE DESCRIPTIONS & RELATIONSHIPS

FLEX LAB

GENERAL CONCEPT AND ACTIVITIES

The Flex Lab will serve as an instructional classroom for a variety of electronics, engineering, architecture, and technology coursework including robotics but should be flexible to allow for instruction in multiple subjects. This room will be used for project-based learning with minimal direct instruction but students will be presenting their projects to other students. Work tables should be flexible to allow for reconfiguration. Students will require storage for their projects, tools and materials. This classroom will provide access to computer terminals, printer, and the Internet but should have flexibility to adapt to other forms of technology in the future.

PRIMARY AND SECONDARY USERS

- Teachers
- Industry partners
- Students

RELATIONSHIP AND ORGANIZATION

The tech lab will be close to general classrooms.

ENVIRONMENTAL SOUND CONTROL

- Walls: minimum STC 50
- Ceilings: minimum CAC 35, NRC .70

WRITING/DISPLAY SPACES

- Markerboard surface
- Tackboard surface

FLOORING

- Sealed concrete

WINDOWS/DOORS

- Windows that provide maximum natural daylight
- Shading devices
- Doors with vision panel
- Roll up garage style door opening to outdoor learning area

CASEWORK AND EQUIPMENT

- Storage in teaching wall cabinet - lockable base cabinet storage and open shelving
- Secure storage for tools
- Computer worksurface

LIGHTING

- Overhead fixtures - indirect when possible
- Natural lighting - light shelves and light monitors
- Low voltage light controls with scening capabilities

PLUMBING

- Large sink

ELECTRICAL

- Utility electrical receptacles - several per wall in addition to receptacles for computers
- Floor receptacles under tables or pull-down retractable power cords
- Outlets shall be located next to data drops

HVAC

- No special requirements

TECHNOLOGY/COMMUNICATIONS

- Refer to standard classroom/lab package in Chapter 4

FURNITURE FOR THE SPACE

- Student project storage
- Ergonomic task chairs
- Teacher adjustable height mobile workstation with storage and task chair
- Mobile work benches

SPACE DESCRIPTIONS & RELATIONSHIPS

PROJECT STORAGE

GENERAL CONCEPT AND ACTIVITIES

This space would be used to store student projects in the development process as well as project materials. The space could also be used to store and charge technology devices so power should be included. The space would house any equipment required for different activities and projects such as technology equipment, presentation props, or other equipment, etc. so the room must be secure.

PRIMARY AND SECONDARY USES

- Teachers
- Students

RELATIONSHIP AND ORGANIZATION

The project storage rooms should be located with either direct access or very close to the flex lab and class-rooms.

FEATURES OF THE SPACE

- A narrow space approximately 8 -10 feet wide will maximize wall space for shelving

ENVIRONMENTAL SOUND CONTROL

- Walls: minimum STC 50
- Ceilings: minimum CAC 35, NRC .70

WRITING / DISPLAY SPACES

- Small tackboard surface for notes/inventory

FLOORING

- Sealed concrete or resilient flooring

WINDOWS / DOORS

- Exterior/interior windows are not required
- Doors with vision panel and shading

CASEWORK

- None

LIGHTING

- Overhead fixtures—direct lighting
- Low voltage light controls
- Occupancy sensors

PLUMBING

- None

ELECTRICAL

- Duplex receptacles on each wall
- Power for charging technology devices

HVAC

- No special requirements

TECHNOLOGY/COMMUNICATIONS

- None

FURNITURE FOR THE SPACE

- Metal shelving in a variety of depths

SPACE DESCRIPTIONS & RELATIONSHIPS

COLLABORATIVE SPACE

GENERAL CONCEPT AND ACTIVITIES

This small room is a flexible space that could be used for a variety of small group activities, including collaborative class project work, parent/teacher meetings, staff/student conferences, individual testing, quiet focused student work, team projects, and presentation prep and rehearsal. Activities may require privacy so acoustical control of the space is beneficial. This space could also be used to provide visiting special needs services to students with itinerant District staff or by administrators or counselors meeting with students or parents. These spaces are intended to support classroom learning, collaboration, and activities.

PRIMARY AND SECONDARY USES

- Teachers/Staff/Aides
- Students
- Parents

RELATIONSHIP AND ORGANIZATION

These collaborative spaces should ideally be located close to classrooms. These spaces could be places between a cluster of classrooms with visual connection to all rooms. This space would also be in corridors or in an outdoor area close to a classroom at existing schools. Exact location, quantity, and size of space will vary depending on existing conditions of each existing campus.

FEATURES OF THE SPACE

- Visual connection to classrooms and circulation

ENVIRONMENTAL SOUND CONTROL

- Walls: minimum STC 50
- Ceilings: minimum CAC 35, NRC .70

WRITING / DISPLAY SPACES

- Magnetic markerboards
- Tackboard surface

FLOORING

- Carpet or resilient flooring

WINDOWS / DOORS

- Interior windows to classrooms
- Wood doors with vision panel

CASEWORK AND EQUIPMENT

- Base cabinet

LIGHTING

- Natural daylighting if possible but not critical
- Overhead fixtures - indirect, if possible
- Low voltage light controls with scening capabilities
- Occupancy sensors

PLUMBING

- None

ELECTRICAL

- Duplex receptacles on each wall in addition to power for computers and project tools
- Outlets shall be located next to data drops

HVAC

- No special requirements

TECHNOLOGY/COMMUNICATIONS

- Refer to standard classroom/lab package in Chapter 4

FURNITURE FOR THE SPACE

- Variety of mobile tables and ergonomic chairs and stools to support project-based learning—some high, some low, and different shapes and sizes

SPACE DESCRIPTIONS & RELATIONSHIPS

FLEXIBLE SCIENCE LAB

GENERAL CONCEPT AND ACTIVITIES

The flexible science labs will provide space for hands-on science instruction in the Next Generation Science curriculum. Activities will include experiments as well as demonstrations and multimedia presentations. An adjacent outdoor learning area with tables and seating, a garden area, or access to wetlands can expand the science lab environment if the site allows. Lab stations should be designed for teams of four students.

PRIMARY AND SECONDARY USES

- Students
- Teachers
- Guest speakers

RELATIONSHIP AND ORGANIZATION

The science labs should be located near other science labs and should ideally be located with access to an outdoor science instruction area.

FEATURES OF THE SPACE

- Accommodations for safety equipment: fire extinguisher, first aid kit, master disconnect valve for gas
- Secured storage areas for volatile, flammable, and corrosive chemicals that is in accordance with the District's Hazardous Materials Storage Policy
- Appropriate ventilation for hazardous materials that emit noxious fumes, including high volume purge system in the event of accidental release of toxic substances which may become airborne
- Eye wash
- Consider two exits, if possible
- Structural supports for ceiling hooks for physics

ENVIRONMENTAL SOUND CONTROL

- Walls: minimum STC 50
- Ceilings: minimum CAC 35, NRC .70

WRITING / DISPLAY SPACES

- Sliding magnetic markerboards
- Tackable wall surface or tackboard

FLOORING

- Chemical-resistant sheet flooring with integral cove base

WINDOWS / DOORS

- Exterior windows that provide maximum natural daylight without heat gain - coordinate with perimeter lab casework
- Interior and exterior shading devices
- Doors (2) with vision panel

CASEWORK AND EQUIPMENT

- 7-9 lab stations accommodating teams of 4, with epoxy resin counter tops/integral sinks along perimeter

- Wall cabinets for science equipment - consider depth required for microscopes and physics equipment
- Teacher demo station with integral computer workstation, sink, and gas
- 1-2 tall cabinets for equipment storage and display

LIGHTING

- Natural daylighting - maximize
- Overhead fixtures - indirect, where possible
- Low voltage light controls with scening capabilities
- Occupancy sensors

PLUMBING

- Lab sinks with hot and cold water
- Emergency eye wash

ELECTRICAL

- 2 duplex receptacles at each station, in addition to power for computers/technology
- Duplex receptacles above casework and demo station
- Consider power in floor under lab tables
- Receptacles shall always be located next to all data drops

HVAC

- No special requirements

TECHNOLOGY/COMMUNICATIONS

- Refer to standard classroom/lab package in Chapter 4

FURNITURE FOR THE SPACE

- Movable lab tables with resin tops
- Stools or chairs
- Mobile cart for lab supplies and/or plants, animal cages, etc.
- Teacher adjustable height mobile workstation with storage and task chair

SPACE DESCRIPTIONS & RELATIONSHIPS

CHEMISTRY LAB

GENERAL CONCEPT AND ACTIVITIES

The chemistry lab will be used for curriculum developed to meet the California Standards for graduation, the D (Laboratory Science) requirement for the UC/CSU, and the educational emphasis of the school on biomedical science and support classes in general chemistry. This lab will be used in conjunction with other labs to provide a rich lab-based science curriculum and must be supported with storage space and preparation areas. The main use of the lab will be for chemistry and related subject matter and should provide a laboratory design that is consistent with high school chemistry curriculum requirements and lab safety requirements in dealing with chemicals. Activities will include hands on experiments and lab projects, as well as large and small group instruction, demonstrations, and multimedia presentations and study assessment. The adjacent outdoor learning areas will be used for activities and research projects in this class. The outdoor lab space should have a sink. The chemistry lab may be used for microscopy in conjunction with the environmental studies focus. Ideally, lab stations should be designed for teams of four students.

PRIMARY AND SECONDARY USERS

- Teachers
- Industry partners
- Students

RELATIONSHIP AND ORGANIZATION

The laboratory should be located with the other science labs and classrooms and have direct access to the outdoor learning lab space, storage, and science prep room.

FEATURES OF THE SPACE

- Accommodations for safety equipment: fire extinguisher, first aid kit, master disconnect valve for gas. Consider goggle sanitizer cabinet
- Secured storage areas for volatile, flammable, and corrosive chemicals - vented storage for corrosive materials (acids & bases) and non-vented separate storage for solvents
- Appropriate ventilation for hazardous materials that emit noxious fumes or odors, including high volume purge system in the event of accidental release of hazardous substances which may become airborne
- Eye wash, deluge shower station with drain in floor below
- Consider projection screen should be located on different wall than markerboard, if possible to avoid covering all markerboard area
- Chemical lab waste storage area for hazardous waste vendor pick-up
- Two exits
- Fume hoods
- Gas outlets

ENVIRONMENTAL SOUND CONTROL
- Walls: minimum STC 50
- Ceilings: minimum CAC 35, NRC .70

WRITING/DISPLAY SPACES
- Sliding magnetic markerboards
- Tackboard

FLOORING
- Sealed concrete or chemical resistant resilient flooring

WINDOWS AND DOORS
- Windows with view to outdoor learning space
- Doors with vision panel

LIGHTING
- Overhead indirect lighting fixtures
- Natural lighting - light shelf and light monitoring
- Low voltage light controls with scening capabilities

PLUMBING
- Lab sinks with hot and cold water and vacuum breakers
- Emergency shower / eye wash and floor drain
- Gas connection with master shut-off for gas - double cock valve shared at lab stations
- Acid waste plumbing - avoid under sink clean out if possible. This plumbing should have a designated waste collection area (acid neutral tank)

CASEWORK AND EQUIPMENT
- Lockable drawers for team glassware and apparatus if space allows
- Lab stations with epoxy resin counter tops/integral sinks to support 39 students
- 1-2 tall cabinets for secure equipment storage and display
- 2 duplex receptacles at each lab station (1 for monitor)
- Shelving

ELECTRICAL
-
- Power for computers at each lab station and table
- Outlets shall be located next to data drops

HVAC
- Fume hoods

TECHNOLOGY/COMMUNICATIONS
- Refer to standard classroom/lab package in Chapter 4

FURNITURE FOR THE SPACE
- Lab stools
- Teacher adjustable height small mobile laptop surface and task chair

SPACE DESCRIPTIONS & RELATIONSHIPS

BIOLOGY LAB

GENERAL CONCEPT AND ACTIVITIES

The biology lab will be used for curriculum developed to meet the California Standards for graduation, the D (Laboratory Science) requirement for the UC/CSU, and the educational emphasis of the school on biomedical science. This lab will be used in conjunction with other labs to provide lab-based science curriculum and supported with storage space and preparation areas. The main use of the lab will be for biology and related subject matter and should provide a laboratory design that supports biology lab curriculum and lab safety requirements. Activities will include hands on research, experiments, lab projects, as well as large and small group instruction, demonstrations, and multimedia presentations and assessment testing. The adjacent outdoor learning areas will be used for activities and research projects in this class. Lab stations should be designed for teams of four students.

PRIMARY AND SECONDARY USERS

- Teachers
- Industry partners
- Students

RELATIONSHIP AND ORGANIZATION

The laboratory should be located with the other science labs and classrooms and have direct access to the outdoor learning lab space, storage and science prep room.

FEATURES OF THE SPACE

- Accommodations for safety equipment: fire extinguisher, first aid kit, master disconnect valve for gas. Consider goggle sanitizer cabinet
- Secured storage areas for volatile, flammable, and corrosive chemicals - vented storage for corrosive (acids & bases) and non-vented separate storage for solvents
- Appropriate ventilation for hazardous materials that emit noxious fumes or odors, including high volume purge system in the event of accidental release of hazardous substances which may become airborne
- Eye wash, deluge shower station with drain in floor below
- Projection screen should be located on different wall than markerboard, if possible to avoid covering all markerboard area
- Chemical lab waste storage area for hazardous waste vendor pick-up
- Two exits
- Fume hoods
- Gas outlets

ENVIRONMENTAL SOUND CONTROL

- Walls: minimum STC 50
- Ceilings: minimum CAC 35, NRC .70

WRITING/DISPLAY SPACES

- Sliding magnetic markerboards
- Tackboard

FLOORING
- Sealed concrete or chemical resistant resilient flooring

WINDOWS AND DOORS
- Windows with view to outdoor learning space
- Doors with vision panel

LIGHTING
- Overhead indirect lighting fixtures
- Natural lighting, light shelf and light monitoring
- Low voltage light controls with scening capabilities

PLUMBING
- Lab sinks with hot and cold water and vacuum breakers
- Emergency shower / eye wash and floor drain
- Gas connection with master shut-off for gas
- Acid waste plumbing - avoid under sink clean out if possible. This plumbing should have a designated waste collection area (acid neutral tank)

CASEWORK AND EQUIPMENT
- Consider drawers for equipment
- Lockable tall cabinets for science equipment - consider size required for microscopes
- Lab stations with epoxy resin counter tops/integral sinks to support 39 students
- Demo station with integral computer workstation, larger sink, and gas connection
- Teaching wall cabinet for secure equipment storage, display of models and specimens, etc.

ELECTRICAL
- 2 duplex receptacles at each lab station (1 for monitor)
- Receptacles in floor under lab tables
- Power for computers at lab station and table
- Receptacles shall always be located next to all data drops

HVAC
- No special requirements

TECHNOLOGY/COMMUNICATIONS
- Refer to standard classroom/lab package in Chapter 4

FURNITURE FOR THE SPACE
- Lab stools
- Teacher adjustable height mobile workstation with storage and task chair

SPACE DESCRIPTIONS & RELATIONSHIPS

SCIENCE PREP AND STORAGE

GENERAL CONCEPT AND ACTIVITIES

The science prep and storage room will be used by both staff and students to gather materials and supplies for a class. The space could also be used to store projects in progress or plants on lighted plant carts and animal cages. There may also be some chemical and base storage cabinets in this room, so it will be important that the room is secure.

PRIMARY AND SECONDARY USES

- Students
- Teachers

RELATIONSHIP AND ORGANIZATION

The room would ideally be located between two science labs that share similar equipment and supplies.

ENVIRONMENTAL SOUND CONTROL

- Walls: minimum STC 50
- Ceilings: minimum CAC 35, NRC .70

WRITING / DISPLAY SPACES

- Tackboard

FLOORING

- Chemical resistant sheet flooring with sealed seams and cove base

WINDOWS / DOORS

- Exterior windows not necessary
- Doors with vision panel

CASEWORK AND EQUIPMENT

- Counter tops epoxy resin counter tops/integral sinks
- Wall cabinets for science equipment - consider depth required for microscopes
- Tall wall cabinets for equipment storage
- Analyze proposed chemical use in labs and consider if chemical storage cabinets are required

LIGHTING

- Overhead fixtures
- Low voltage light controls
- Occupancy sensors

PLUMBING

- Lab sink with hot and cold water -vacuum breakers
- Acid waste plumbing

ELECTRICAL

- 2 duplex receptacles on each wall
- Duplex receptacles above lab casework
- Power for technology charging station
- Outlets shall be located next to data drops

HVAC

- Exhaust fan

TECHNOLOGY/COMMUNICATIONS

- Wireless access for public and private networks

FURNITURE FOR THE SPACE

- 1-2 stools
- Mobile cart for lab supplies
- Table for prep work

SPACE DESCRIPTIONS & RELATIONSHIPS

CHEMICAL STORAGE

GENERAL CONCEPT AND ACTIVITIES

The chemical storage room would be used by both staff and students to gather chemical materials and supplies for a class. It will be important that the room is secure for safety. Analyze proposed chemical use in labs and consider if chemical storage cabinets are required.

PRIMARY AND SECONDARY USES

- Students
- Teachers

RELATIONSHIP AND ORGANIZATION

The room would ideally be located between two chemistry labs to share equipment and supplies.

ENVIRONMENTAL SOUND CONTROL

- Walls: minimum STC 50
- Ceilings: minimum CAC 35, NRC .70

WRITING / DISPLAY SPACES

- Tackboard

FLOORING

- Chemical resistant sheet flooring with sealed seams and cove base

WINDOWS / DOORS

- Exterior windows not necessary
- Interior window into classroom would be ideal
- Doors with vision panel

CASEWORK AND EQUIPMENT

- Counter tops epoxy resin counter tops/integral sinks
- Wall cabinets for science equipment - consider depth required for microscopes
- Tall wall cabinets for equipment storage

LIGHTING

- Overhead fixtures
- Low voltage light controls
- Occupancy sensors

PLUMBING

- Lab sink with hot and cold water -vacuum breakers
- Acid waste plumbing - avoid under sink clean out if possible. This plumbing should have a designated waste collection area

ELECTRICAL

- 2 duplex receptacles on each wall
- Duplex receptacles above lab casework
- Power for technology charging station

HVAC

- Exhaust fan

TECHNOLOGY/COMMUNICATIONS

- Wireless access for public and private networks

FURNITURE FOR THE SPACE

- 1-2 stools
- Mobile cart for lab supplies
- Table for prep work

SPACE DESCRIPTIONS & RELATIONSHIPS

TEXTBOOK/TECHNOLOGY STORAGE

GENERAL CONCEPT AND ACTIVITIES

This room should provide storage for a variety of instructional materials, including textbooks, technology equipment and tools and other project materials and supplies. This room could also be used for minor repair of technology equipment. The room should be flexible to store a variety of items rather than just books, especially as use of textbooks will probably decrease in the future.

PRIMARY AND SECONDARY USERS

- Teachers
- Administrators and possibly custodial staff

RELATIONSHIP AND ORGANIZATION

This room should be located close to the classrooms and labs with direct access to exterior circulation.

ENVIRONMENTAL SOUND CONTROL

- Walls: minimum STC 40
- Ceilings: minimum CAC 35, NRC .70

WRITING/DISPLAY SPACES

- Consider a small tackboard for listing inventory and other pertinent information

FLOORING

- Sealed concrete

WINDOWS/DOORS

- No windows are required
- Secured exterior door access
- Solid door

CASEWORK AND EQUIPMENT

- None

LIGHTING

- Overhead utility lighting

PLUMBING

- None

ELECTRICAL

- Utility electrical receptacles - 2 per main walls
- Receptacles for potential technology repair work
- Power for charging stations

HVAC

- No special requirements

TECHNOLOGY/COMMUNICATIONS

- 1-2 data drops for flexibility and technology repair work
- Wireless access for public and private networks

FURNITURE FOR THE SPACE

- Mobile table and chair for technology repairs
- Shelving attached to walls - variety of depths

SPACE DESCRIPTIONS & RELATIONSHIPS

ASSOCIATED STUDENT BODY (ASB) ROOM

GENERAL CONCEPT AND ACTIVITIES

This space would support the Associated Student Body (ASB) meetings and activities, which could include classes, planning meetings, creating posters and exhibits, student interviews, fundraising, charity drives, etc. The space should allow for flexibility and adaptability for other uses in the future.

PRIMARY AND SECONDARY USES

- Teachers
- Students
- Parents
- Guest Speakers/Industry Partners

RELATIONSHIP AND ORGANIZATION

This space could be close to the cafeteria or the library and makerspace and could serve as support a support facility.

ENVIRONMENTAL SOUND CONTROL

- Walls: minimum STC 50
- Ceilings: minimum CAC 35, NRC .70

WRITING/DISPLAY SPACES

- Magnetic markerboards on 3-4 walls
- Tackable wall surface on all walls

FLOORING

- Carpet

WINDOWS/DOORS

- Windows that provide maximum natural daylight without heat gain—consider operable windows
- Position for outdoor view
- Interior and exterior shading devices—manual or electrical
- Doors with vision panel
- Windows with shades to open collaboration space for visual supervision

CASEWORK AND EQUIPMENT

- Mobile, modular, flexible, securable casework for storage of materials and small tools and media
- Some counter space and a sink would be beneficial

LIGHTING

- Overhead fixtures—indirect, where possible
- Natural lighting
- Low voltage light controls with scening capabilities
- Occupancy sensors

PLUMBING

- N/A

ELECTRICAL

- Four utility electrical outlets on each wall and several above counters
- Power to support ceiling-mounted projector, document camera, and Extron digital system
- Outlets shall be located next to data drops

HVAC

- No special requirements

TECHNOLOGY/COMMUNICATIONS

- Refer to standard classroom/lab package in Chapter 4

FURNITURE/EQUIPMENT FOR THE SPACE:

- Mobile chairs and tables of various heights and styles to allow for student choice
- Mobile storage unit

SPACE DESCRIPTIONS & RELATIONSHIPS

OUTDOOR LEARNING SPACE

GENERAL CONCEPT AND ACTIVITIES

The concept of the outdoor learning space is to provide a supplement and alternative to indoor learning environments. Research has shown that the natural outdoor learning environment has positive benefits for learning and academic performance. These positive impacts of outdoor activities are particularly strong when they are an integral part of all curriculum. Outdoor learning space not only brings a sense of respite and calm, positively impacting the stress levels of both students and teachers, but also provides the perfect open environment for experiential learning. Southern California can provide a wonderful opportunity to use outdoor space for learning environments providing natural laboratories for science, agriculture awareness, performance, as well as core academic subjects. Outdoor learning spaces can create a strengthened relationship with the natural world as we strive to develop a culture of prudent environmental stewardship and literacy for the next generations.

These outdoor learning spaces on the campus can expand the typical school learning environment beyond the built classroom, providing additional space for academic and social purposes, including large and messy projects, movement and dance, or just having a quieter space for team collaboration or quiet reading. Consider roll up doors for access to these spaces from indoor instructional and social spaces. These spaces can be all over the campus, but sight lines and supervision need to be considered with placement. Ideally some of these spaces would be located just outside the indoor classrooms to allow students to easily access the outdoors. Since many areas of LBUSD do experience warmer weather during the summer and fall, many of these areas will need shade with trees or sun shelters. Planting and hardscape balance should also be considered in the development of these areas to maximize the use. If the area gets too much direct sun and is too hot, it will not serve its purpose. Consideration must also be given to planting and development that will not encourage pests, including bugs and rodents. Coordination with the District pest control division should be part of the planning and design process.

PRIMARY AND SECONDARY USES

- Teachers/Aides
- Students
- Parents
- Public

RELATIONSHIP AND ORGANIZATION

Ideally these areas would be just outside classrooms but could also be in other locations on the site that provide easy access and visual connection to classrooms.

FEATURES OF THE SPACE

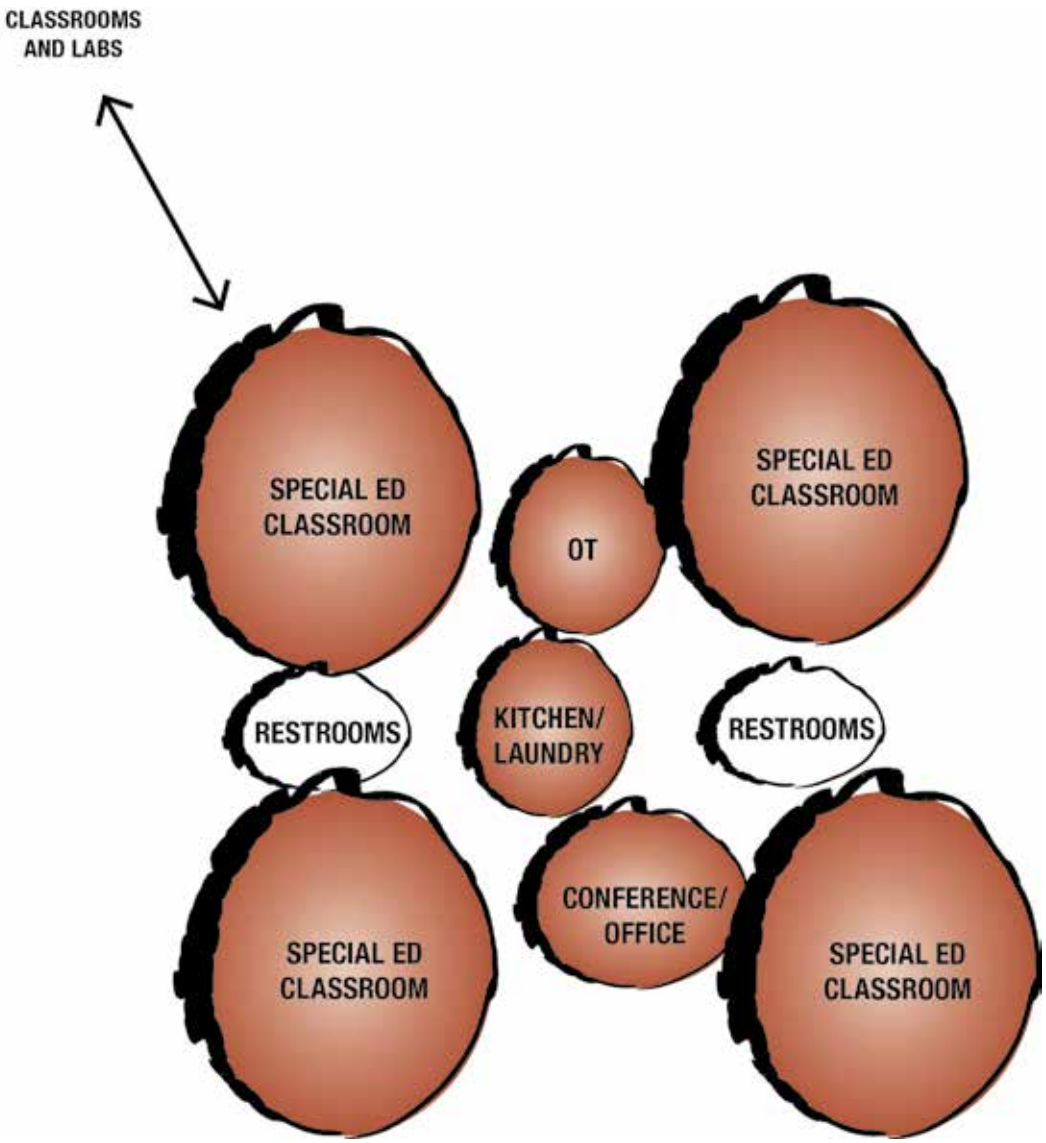
- Shade
- Outdoor seating
- Sized for 40 students

SPECIAL EDUCATION

Special Education Spaces for High School

PROGRAM SPACE	NET PROGRAM SQ. FT.
SDC, Moderate to Severe (MS)	1,200
SDC, Specialized Health Care (SpHC)	1,200
SDC, Mild to Moderate (MM), Emotional Disabilities (ED) Classroom, and Deaf and Hard of Hearing (DHH)	1,200
S.U.C.S.E.S.S.	960
Speech/Language	300
Resource Room	500
Conference Rooms	200

RELATIONSHIP DIAGRAM



SPACE DESCRIPTIONS & RELATIONSHIPS

SDC, MODERATE TO SEVERE (MS) CLASSROOM

GENERAL CONCEPT AND ACTIVITIES

In order to serve the needs of students who exhibit moderate to severe disabilities, these special day classrooms provide an appropriate environment. These rooms should have accessible spaces for specialized equipment, as well as a bathroom attached to the classroom with a changing table. There should also be a refrigerator in the classroom for medical needs.

PRIMARY AND SECONDARY USES

- Students
- Teachers
- Teacher's aides

RELATIONSHIP AND ORGANIZATION

This classroom should be integrated into the Classrooms area with other general classrooms.

FEATURES OF THE SPACE

- Consideration needs to be given to the storage of students' individual mobility equipment (this may be outside the classroom but some students may need this support while in the classroom as well)
- This space needs to be open and have plenty of room for ease of circulation in wheelchairs or other ambulatory support devices
- Consider a kitchen area to teach life skills
- Large specialized bathroom attached to classroom with changing table

ENVIRONMENTAL SOUND CONTROL

- Walls: minimum STC 50
- Ceilings: minimum CAC 35, NRC .70

WRITING / DISPLAY SPACES

- Magnetic markerboards—consider child's scale
- Tackable wall surface on all walls

FLOORING

- Carpet
- Resilient flooring around the sink and entry door
- Walk-off mat at exterior entry door

WINDOWS / DOORS

- Exterior windows that provide maximum natural daylight without heat gain
- Interior and exterior shading devices—manual
- Doors with vision panel and shading

CASEWORK AND EQUIPMENT

- Combination upper and lower cabinets with sink and refrigerator

LIGHTING

- Natural daylighting - maximize
- Overhead fixtures—indirect, where possible (consider tunable lights if budget permits)
- Low voltage light controls with scening capabilities
- Occupancy sensors

PLUMBING

- Sink with cold water and bubbler
- Toilet and sink in restroom

ELECTRICAL

- 2 duplex receptacles on each wall in addition to power for computers/document cameras/ technology
- 2 duplex receptacles above base cabinets
- Consider power-activated doors to classrooms, restrooms (and hallway if in a separate wing)

HVAC

- No special requirements

TECHNOLOGY/COMMUNICATIONS

- Refer to standard classroom/lab package in Chapter 4

FURNITURE FOR THE SPACE

- Variety of mobile tables and ergonomic chairs and stools to support project-based learning—some high, some low, and different shapes and sizes
- Some large desks for students to work independently and not be distracted
- Mobile storage units including shelving with locking casters that can allow for opportunities to create various room layouts and centers
- Staff chair and surface support
- Comfortable chairs or beanbag chairs

SPACE DESCRIPTIONS & RELATIONSHIPS

SDC, SPECIALIZED HEALTH CARE (SPHC) CLASSROOM

GENERAL CONCEPT AND ACTIVITIES

In order to serve the needs of students with specialized health care needs, these special day classrooms provide an appropriate environment. These rooms should have accessible spaces for specialized equipment, as well as a bathroom attached to the classroom with a changing table. There should also be a refrigerator in the class-room for medical needs.

PRIMARY AND SECONDARY USES

- Students
- Teachers
- Teacher's aides

RELATIONSHIP AND ORGANIZATION

This classroom should be integrated into the Classrooms area with other general classrooms.

ENVIRONMENTAL SOUND CONTROL

- Walls: minimum STC 50
- Ceilings: minimum CAC 35, NRC .70

WRITING / DISPLAY SPACES

- Magnetic markerboards—consider child's scale
- Tackable wall surface on all walls

FLOORING

- Carpet
- Resilient flooring around the sink and entry door
- Walk-off mat at exterior entry door

WINDOWS / DOORS

- Exterior windows that provide maximum natural daylight without heat gain
- Interior and exterior shading devices—manual
- Doors with vision panel and shading

CASEWORK AND EQUIPMENT

- Combination upper and lower cabinets with sink and refrigerator
- Teacher material storage

LIGHTING

- Natural daylighting - maximize
- Overhead fixtures—indirect, where possible (consider tunable lights if budget permits)
- Low voltage light controls with scening capabilities
- Occupancy sensors

PLUMBING

- Sink with cold water and bubbler
- Large specialized bathroom attached to classroom with changing table

ELECTRICAL

- 2 duplex receptacles on each wall in addition to power for computers/document cameras/ technology
- 2 duplex receptacles above base cabinets
- Consider power-activated doors to classrooms, restrooms (and hallway if in a separate wing)

HVAC

- No special requirements

TECHNOLOGY/COMMUNICATIONS

- Refer to standard classroom/lab package in Chapter 4

FURNITURE FOR THE SPACE

- Variety of mobile tables and ergonomic chairs and stools to support project-based learning—some high, some low, and different shapes and sizes
- Some large desks for students to work independently and not be distracted
- Mobile storage units including shelving with locking casters that can allow for opportunities to create various room layouts and centers
- Staff chair and surface support
- Comfortable chairs or beanbag chairs

SPACE DESCRIPTIONS & RELATIONSHIPS

SDC, MILD TO MODERATE (MM), EMOTIONAL DISABILITIES (ED), AND DEAF AND HARD OF HEARING (DHH) CLASSROOM

GENERAL CONCEPT AND ACTIVITIES

In order to serve the needs of students who exhibit mild to moderate disabilities, emotional disabilities, or who may be deaf or hard of hearing these special day classrooms provide an appropriate environment. These rooms should have flexible seating, accessible spaces for specialized equipment, as well as areas for individualized needs. These classrooms could potentially incorporate sensory considerations, such as dimmable lights. The design of these rooms should consider ways of assisting students who may be hard of hearing, such as amplification, lighting or other devices to get students' attention, and carpet or extra sound padding on walls.

PRIMARY AND SECONDARY USES

- Students
- Teachers
- Teacher's aides

RELATIONSHIP AND ORGANIZATION

This classroom should be integrated into the Classrooms area with other general classrooms.

ENVIRONMENTAL SOUND CONTROL

- Walls: minimum STC 50
- Ceilings: minimum CAC 35, NRC .70

WRITING / DISPLAY SPACES

- Magnetic markerboards
- Tackable wall surface on all walls

FLOORING

- Carpet
- Resilient flooring around the sink and entry door
- Walk-off mat at exterior entry door

WINDOWS / DOORS

- Exterior windows that provide maximum natural daylight without heat gain
- Interior and exterior shading devices—manual
- Doors with vision panel and shading

CASEWORK AND EQUIPMENT

- Combination upper and lower cabinets with sink and refrigerator
- Teacher material storage

LIGHTING

- Natural daylighting—maximize
- Overhead fixtures—indirect, where possible (consider specialized lighting, such as dimmable or colored lighting if budget permits)

- Low voltage light controls with scening capabilities
- Occupancy sensors
- Staff chair and surface support
- Comfortable chairs or beanbag chairs

PLUMBING

- Sink with cold water and bubbler
- Classroom should be located near a restroom

ELECTRICAL

- 2 duplex receptacles on each wall in addition to power for computers/document cameras/ technology
- 2 duplex receptacles above base cabinets

HVAC

- No special requirements

TECHNOLOGY/COMMUNICATIONS

- Refer to standard classroom/lab package in Chapter 4

FURNITURE FOR THE SPACE

- Variety of mobile tables and ergonomic chairs and stools to support project-based learning—some high, some low, and different shapes and sizes
- Some large desks for students to work independently and not be distracted
- Mobile storage units including shelving with locking casters that can allow for opportunities to create various room layouts and centers

SPACE DESCRIPTIONS & RELATIONSHIPS

S.U.C.S.E.S.S.

GENERAL CONCEPT AND ACTIVITIES

These special day classrooms provide an appropriate environment for students in the S.U.C.S.E.S.S. program. These rooms should have flexible seating, accessible spaces for specialized equipment, as well as areas for individualized needs. These classrooms could potentially incorporate sensory considerations, such as dimmable lights or classroom areas with limited sensory input.

PRIMARY AND SECONDARY USES

- Students
- Teachers
- Teacher's aides

RELATIONSHIP AND ORGANIZATION

This classroom should be integrated into the Classrooms area with other general classrooms.

ENVIRONMENTAL SOUND CONTROL

- Walls: minimum STC 50
- Ceilings: minimum CAC 35, NRC .70

WRITING / DISPLAY SPACES

- Magnetic markerboards
- Tackable wall surface on all walls

FLOORING

- Carpet
- Resilient flooring around the sink
- Walk-off mat at exterior entry door

WINDOWS / DOORS

- Exterior windows that provide maximum natural daylight without heat gain
- Interior and exterior shading devices—manual
- Doors with vision panel and shading

CASEWORK AND EQUIPMENT

- Combination upper and lower cabinets with sink and refrigerator
- Teacher material storage

LIGHTING

- Natural daylighting—maximize
- Overhead fixtures—indirect, where possible (consider specialized lighting, such as dimmable or colored lighting if budget permits)
- Low voltage light controls with scening capabilities
- Occupancy sensors

PLUMBING

- Classroom should be located near a restroom

ELECTRICAL

- 2 duplex receptacles on each wall in addition to power for computers/document cameras/ technology
- 2 duplex receptacles above base cabinets

HVAC

- No special requirements

TECHNOLOGY/COMMUNICATIONS

- Refer to standard classroom/lab package in Chapter 4

FURNITURE FOR THE SPACE

- Variety of mobile tables and ergonomic chairs and stools to support project-based learning—some high, some low, and different shapes and sizes
- Some large desks for students to work independently and not be distracted
- Mobile storage units including shelving with locking casters that can allow for opportunities to create various room layouts and centers
- Staff chair and surface support
- Comfortable chairs or beanbag chairs

SPACE DESCRIPTIONS & RELATIONSHIPS

SPEECH/LANGUAGE

GENERAL CONCEPT AND ACTIVITIES

This space will provide an office and meeting area where the speech pathologist can meet with students, parents, and other staff. This space will primarily be used to provide instruction to several students or one student at a time. Good acoustics are critical in this room. This room will serve all grade levels.

PRIMARY AND SECONDARY USES

- Staff
- Students
- Parents

RELATIONSHIP AND ORGANIZATION

This room ideally would be located in or close to the Classrooms with easy access from all classrooms.

FEATURES OF THE SPACE

- Wall mirror for visual word formation feedback

ENVIRONMENTAL SOUND CONTROL

- Walls: minimum STC 50
- Ceilings: minimum CAC 35, NRC .70

WRITING / DISPLAY SPACES

- Magnetic markerboards—consider child's scale
- Tackable wall surface on all walls

FLOORING

- Carpet
- Walk-off mat at exterior entry door

WINDOWS / DOORS

- Ideally would have exterior windows that provide maximum natural daylight without heat gain
- Interior and exterior shading devices—manual
- Doors with vision panel and shading

CASEWORK AND EQUIPMENT

- Tall cabinets with adjustable shelves
- Staff wardrobe with coat/purse hook, 3 file drawers, and adjustable shelves

LIGHTING

- Natural daylighting—maximize
- Overhead fixtures—indirect, where possible
- Low voltage light controls with scening capabilities
- Occupancy sensors

PLUMBING

- None

ELECTRICAL

- 2 duplex receptacles on each wall in addition to power for computer and at staff workstation

HVAC

- No special requirements

TECHNOLOGY/COMMUNICATIONS

- Refer to standard classroom/lab package in Chapter 4

FURNITURE FOR THE SPACE

- Workstation or area where student can use a computer, laptop computer or other technology device including headphones
- Table and 6 student chairs
- Staff workstation and storage
- Staff task chair
- Adult guest chair

SPACE DESCRIPTIONS & RELATIONSHIPS

RESOURCE ROOM

GENERAL CONCEPT AND ACTIVITIES

This classroom is intended for students participating in the Resource Specialist Program. Typically, they are identified as students with mild to moderate learning disabilities. A special education teacher will provide direct intervention for identified special needs students. Individual, small, and large group activities may take place here. Activities in these classrooms will be similar to those in other regular classrooms so a variety of student group configurations and activities must be accommodated. This classroom should be designed to allow it to be used as a small group collaboration room.

PRIMARY AND SECONDARY USES

- Teacher
- Students
- Teacher aid or support staff

RELATIONSHIP AND ORGANIZATION

This classroom should be located among other classrooms. This room may be used as a small group collaboration room at some point in the future and this flexibility should be considered in its location.

ENVIRONMENTAL SOUND CONTROL

- Walls: minimum STC 50
- Ceilings: minimum CAC 35, NRC .70

WRITING / DISPLAY SPACES

- Magnetic markerboards
- Tackable wall surface on all walls

FLOORING

- Carpet
- Resilient flooring around the sink and entry door
- Walk-off mat at exterior entry door

WINDOWS / DOORS

- Exterior windows that provide maximum natural daylight without heat gain
- Interior and exterior shading devices—manual
- Doors with vision panel and shading

CASEWORK AND EQUIPMENT

- Combination upper and lower cabinets with sink
- Teacher material storage

LIGHTING

- Natural daylighting—maximize
- Overhead fixtures—indirect, where possible
- Low voltage light controls with scening capabilities
- Occupancy sensors

PLUMBING

- None

ELECTRICAL

- 2 duplex receptacles on each wall in addition to power for computers/document cameras
- 2 duplex receptacles above base cabinets

HVAC

- No special requirements

TECHNOLOGY/COMMUNICATIONS

- Refer to standard classroom/lab package in Chapter 4

FURNITURE FOR THE SPACE

- Variety of mobile tables and ergonomic chairs and stools to support project-based learning—some high, some low, and different shapes and sizes
- Mobile storage units including shelving with locking casters that can allow for opportunities to create various room layouts and centers
- Staff chair and surface support
- Comfortable chairs or beanbag chairs for reading

SPACE DESCRIPTIONS & RELATIONSHIPS

CONFERENCE ROOMS

GENERAL CONCEPT AND ACTIVITIES

This conference room is for use by special education faculty and staff for meetings and conferences with parents and students. The room should include a projector and screen or large flat screen monitor. Beverages may be served here. The room should be designed to allow an additional 2-3 people to be seated on the side of the room as necessary.

PRIMARY AND SECONDARY USES

- Teachers/staff
- Parents
- Students
- Aides

RELATIONSHIP AND ORGANIZATION

This space should be located in close proximity to the special education classrooms. The room should also be in close proximity to restrooms.

ENVIRONMENTAL SOUND CONTROL

- Walls: minimum STC 50
- Ceilings: minimum CAC 35, NRC .70

WRITING / DISPLAY SPACES

- Tackable wall surface
- Markerboard

FLOORING

- Carpet

WINDOWS / DOORS

- Ideally would have exterior windows that allow for natural light but this is not a high priority
- Interior and exterior manual shading devices as required
- Interior doors with vision panel and shading

CASEWORK AND EQUIPMENT

- Consider base cabinets along one short wall where presentation materials could be stored and beverages or food could be placed on a counter for service

LIGHTING

- Natural daylighting when possible
- Overhead fixtures—indirect, if possible
- Low voltage light controls
- Occupancy sensors
- Consider multiple types of lights over table

PLUMBING

- None

ELECTRICAL

- 2 duplex receptacles on each wall
- Power for coffee pot warmer/hotplate above counter
- Duplex receptacles in floor under conference table

HVAC

- No special requirements

TECHNOLOGY/COMMUNICATIONS

- Wireless access for public and private networks
- 1 data drop under table
- Rough-in for wall-mounted large flat screen monitors or interactive board (to potentially be added in the future)

FURNITURE FOR THE SPACE

- 14 conference chairs
- Large conference table with integrated power and data drops
- Conference calling capabilities

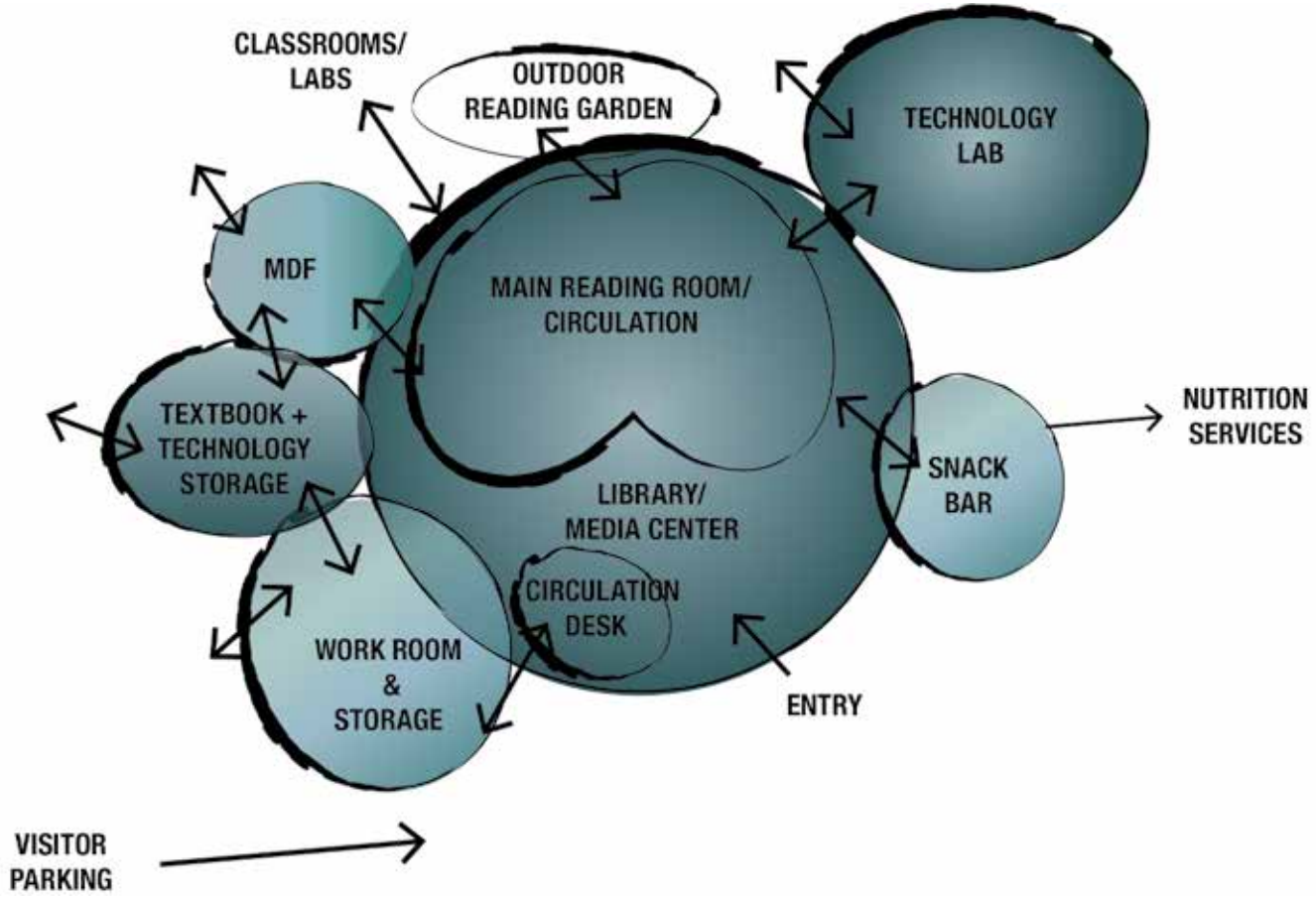
LIBRARY/ MEDIA CENTER

Library/Media Center Spaces for High School

PROGRAM SPACE	NET PROGRAM SQ. FT.
Main Reading/Collaboration Room	2,000 min*
Library Office	150
Library Workroom	250
Makerspace/Innovation Lab	1,200
MDF	150-160

*The size of the Main Reading/Collaboration Room will vary depending on the size of the school, but generally should be a minimum of 2,000 feet.

RELATIONSHIP DIAGRAM



SPACE DESCRIPTIONS & RELATIONSHIPS

MAIN READING/COLLABORATION ROOM

GENERAL CONCEPT AND ACTIVITIES

The main reading/collaboration room of the Library/ Media Center should function as a central hub for all students for reading, researching and developing project concepts, supporting collaboration, and providing exposure to printed materials and technology. While the space should be technology-rich with the latest tools for seeking, sharing, and documenting information and ideas, it should also be a space where students can work in groups to share ideas with each other or read a selected book or magazine in a comfortable and informal setting. The room will house the reading/reference book collection, the circulation and support desk with good sight lines of the entire room, periodicals, and computers, including search stations that can be used quickly. There should also be an area with an interactive board or instruction wall and projector where an entire class could meet for instruction and discussion. The size of this area should be somewhat expandable for larger group meetings. Furniture groupings should be low in stature to permit proper supervision of the entire space and support team and independent work as well as class presentations. Students may use this space for homework before and after school. This space needs to be very flexible to allow for future modifications as the needs and purpose of this type of space evolves in the future.

PRIMARY AND SECONDARY USES

- Students
- Staff
- Parents
- Community Members

RELATIONSHIP AND ORGANIZATION

Ideally the Library/Media Center would be central to all classroom areas of the school and positioned to allow access to the space by the community during or after school hours, without having the entire campus open to public access. It would be beneficial to have direct visual connection to the outdoors for nice views and sense of outdoor awareness.

FEATURES OF THE SPACE

- Very flexible
- Mobile shelving (no fixed shelving)
- Cozy corner for individual reading

ENVIRONMENTAL SOUND CONTROL

- Walls: minimum STC 50
- Ceilings: minimum CAC 35, NRC .70

WRITING / DISPLAY SPACES

- Tackable wall space or tackboards
- 42” display cases and cubes
- Consider an interactive board, writing wall, or screens

FLOORING

- Carpet
- Walk-off mat at exterior entry door

WINDOWS / DOORS

- Consider skylights or clerestory windows as an option to provide additional daylight
- Consider interior windows to adjacent interior spaces to allow for supervision and connectivity
- Consider glass entry doors or large vision panels if possible
- Large exterior windows that provide maximum natural daylight without heat gain—position for outdoor view possibly to reading garden or site vista
- Interior and exterior shading devices—manual
- Doors with vision panels with shading to adjacent spaces

CASEWORK

- Circulation desk with space for computers, technology, book return, supply storage and filing—position for good sight lines of the entire space (this could also be a mobile unit to provide future flexibility)

LIGHTING

- Natural daylighting when possible
- Overhead fixtures—indirect, where possible
- Low voltage light controls with scening capabilities
- Occupancy sensors

PLUMBING

- None

ELECTRICAL

- 2-4 duplex receptacles on each wall in addition to power for computers

HVAC

- No special requirements

TECHNOLOGY/COMMUNICATIONS

- Wireless access for public and private networks
- 4-6 data drops for student or community use
- 1 data drop for presentations
- Extron system
- Ceiling-mounted short-throw projector and projection screen

FURNITURE FOR THE SPACE

- Mobile tables and chairs (could be on casters)
- Stations for technology support
- Lounge chairs
- Floor pillows or beanbag chairs
- Mobile storage units including shelving with locking casters that can allow for opportunities to create various room layouts and centers
- Mobile shelving for book collection
- Large picture book display cubes

SPACE DESCRIPTIONS & RELATIONSHIPS

LIBRARY OFFICE

GENERAL CONCEPT AND ACTIVITIES

The library office provides work space for the librarian to perform administrative tasks and store files. There should be a desk or table with large layout area for planning as well as space for files. There should be an internal window to the main reading/collaboration room to monitor activity.

PRIMARY AND SECONDARY USES

- Staff

RELATIONSHIP AND ORGANIZATION

Ideally the library office would be adjacent to, and with direct access to the main reading/collaboration room.

ENVIRONMENTAL SOUND CONTROL

- Walls: minimum STC 50
- Ceilings: minimum CAC 35, NRC .70

WRITING / DISPLAY SPACES

- Tackboard
- Small markerboard

FLOORING

- Carpet

WINDOWS / DOORS

- Exterior windows are not needed
- Interior window to main reading/collaboration room
- Door with vision panel

CASEWORK AND EQUIPMENT

- None

LIGHTING

- Overhead fixtures - indirect, if possible
- Low voltage light controls
- Occupancy sensors

PLUMBING

- None

ELECTRICAL

- Duplex receptacle on each wall in addition to power for computer
- Outlets shall be located next to data drops

HVAC

- No special requirements

TECHNOLOGY/COMMUNICATIONS

- Data drop at workstation location
- Wireless access for public and private networks

FURNITURE FOR THE SPACE

- Workstation with storage and task chair

SPACE DESCRIPTIONS & RELATIONSHIPS

LIBRARY WORKROOM

GENERAL CONCEPT AND ACTIVITIES

The library workroom would serve library/media center staff and other teachers for cleaning and prepping books for circulation, sorting returned materials, and storing materials and equipment. This could function as a research area for staff as well. This room could also be used as additional office space, if needed.

PRIMARY AND SECONDARY USES

- Staff

RELATIONSHIP AND ORGANIZATION

Ideally the library workroom would be adjacent to, and with direct access to the main reading/collaboration room. It may be beneficial to have access from a corridor or outdoor circulation for teacher access and deliveries. It would also be ideal if this room were near or adjacent to the textbook storage room, as occasionally the library staff must assist with duties there.

ENVIRONMENTAL SOUND CONTROL

- Walls: minimum STC 50
- Ceilings: minimum CAC 35, NRC .70

WRITING / DISPLAY SPACES

- Tackboard and writable wall surface

FLOORING

- Resilient flooring

WINDOWS / DOORS

- Exterior windows are not needed and will only take up valuable wall space
- Interior window to main reading/collaboration room
- Door with vision panel

CASEWORK AND EQUIPMENT

- Could have some fixed shelving but loose shelving will provide more flexibility for the room in the future
- Tall cabinet and staff wardrobe for storage for media specialist's personal items

LIGHTING

- Overhead fixtures - indirect, if possible
- Low voltage light controls
- Occupancy sensors

PLUMBING

- None

ELECTRICAL

- Power for technology charging station
- 1-2 duplex receptacles on each wall in addition to power for computer
- Outlets shall be located next to data drops

HVAC

- No special requirements

TECHNOLOGY/COMMUNICATIONS

- Wireless access for public and private networks

FURNITURE FOR THE SPACE

- Workstation with storage and task chair
- Metal book storage
- Book carts
- Technology charging station

SPACE DESCRIPTIONS & RELATIONSHIPS

MAKERSPACE/INNOVATION LAB

GENERAL CONCEPT AND ACTIVITIES

The makerspace/innovation lab should be very flexible in layout to support a variety of current and future technology and activities. This room may be used for smart testing occasionally and should be able to accommodate 30-35 computers or tablets, but technology support surfaces should be loose to allow for flexibility. A portion of this room could also be used for electronic and creative project development and documentation. This space should be designed to support a virtual reality lab area with appropriate technology supports and power.

PRIMARY AND SECONDARY USES

- Students
- Staff
- Parents

RELATIONSHIP AND ORGANIZATION

Ideally this space would be directly off the main reading/collaboration room for flow back and forth between these two spaces. The makerspace/collaborative research space does not need to be a separate room with a door, but could be a dedicated area of the library with partial walls or transparent partitions and acoustical control, however security of technology must be considered if doors are eliminated.

ENVIRONMENTAL SOUND CONTROL

- Walls: minimum STC 50
- Ceilings: minimum CAC 35, NRC .70

WRITING / DISPLAY SPACES

- Magnetic markerboards or markerboard paint
- Interactive board or large flat screen display

FLOORING

- Resilient flooring

WINDOWS / DOORS

- Consider interior windows to adjacent interior spaces to allow for supervision and connectivity
- Doors with vision panel if there is a door

CASEWORK AND EQUIPMENT

- None

LIGHTING

- Overhead fixtures—indirect light will be important
- Low voltage light controls with scening capabilities
- Occupancy sensors

PLUMBING

- One large sink and one code compliant accessible sink

ELECTRICAL

- 2 -3 duplex receptacles on each wall in addition to power for computers, printers, and other equipment
- Outlets shall be located next to data drops

HVAC

- No special requirements

TECHNOLOGY/COMMUNICATIONS

- Wireless access for public and private networks
- 30-35 data drops or perimeter raceway for cable
- 1 data drop located for teacher use or presentations
- Extron system
- Ceiling-mounted short-throw projector and projection screen
- Rough-in for wall-mounted large flat screen monitor

FURNITURE FOR THE SPACE

- A variety of worktables with durable surface—multiple heights
- Mobile adjustable computer workstations with cord management
- Ergonomic, adjustable height stools and chairs
- Presentation station
- Mobile storage units for projects and supplies

SPACE DESCRIPTIONS & RELATIONSHIPS

MDF

GENERAL CONCEPT AND ACTIVITIES

This is the hub for the voice, video data distribution, and technology control center. The MDF room will be connected to IDF rooms throughout the campus. The MDF contains racks for data distribution equipment.

PRIMARY AND SECONDARY USES

- Staff

RELATIONSHIP AND ORGANIZATION

This space would be located as part of the library but it could be located in another central area of the campus where there is easy access for continued network maintenance and interface. Ideally staff serving the network would not have to interrupt student activities or testing.

FEATURES OF THE SPACE

- Air and humidity control

ENVIRONMENTAL SOUND CONTROL

- Walls: minimum STC 50
- Ceilings: minimum CAC 35, NRC .70

WRITING / DISPLAY SPACES

- None

FLOORING

- Static, dissipating resilient flooring

WINDOWS / DOORS

- Doors with vision panel

CASEWORK AND EQUIPMENT

- None

LIGHTING

- Overhead fixtures
- Low voltage light controls
- Occupancy sensors

PLUMBING

- None

ELECTRICAL

- Duplex outlets on each wall
- Dedicated outlets with surge protection for server racks
- UPS system
- Server

HVAC

- Cooling in this room shall be available 24/7

TECHNOLOGY/COMMUNICATIONS

- Data drops
- Wireless access

FURNITURE FOR THE SPACE

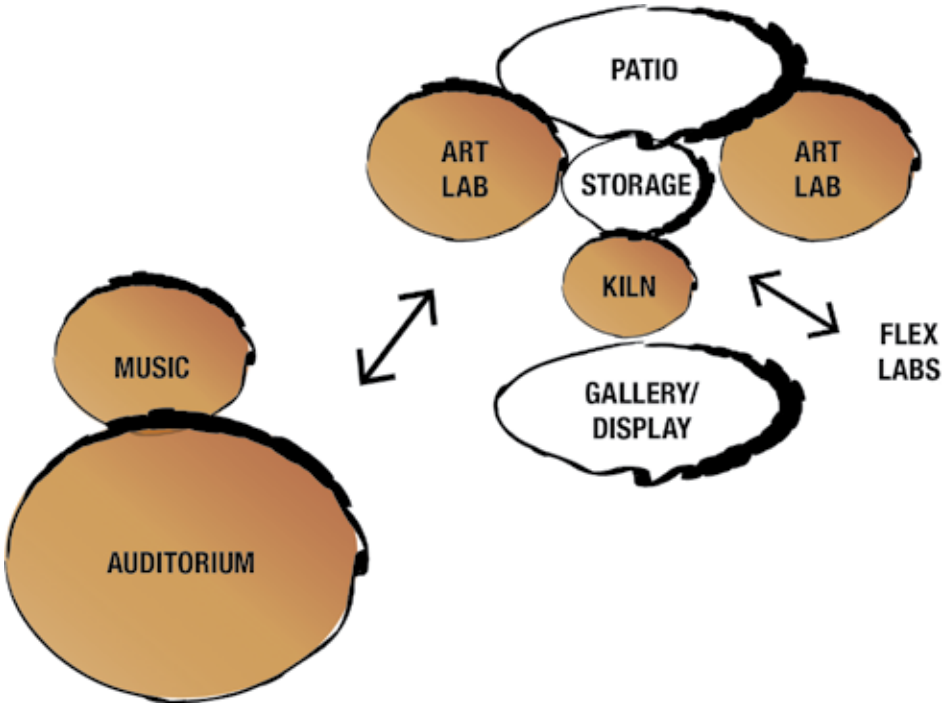
- Server racks

VISUAL ARTS

Visual Arts in High Schools

PROGRAM SPACE	NET PROGRAM SQ. FT.
2-D Art Lab	1,200
3-D Art Lab	1,300
Art Project Storage	200
Ceramics Storage	200
Glazing Room	150
Kiln and Dry Clay/Product Storage	120

RELATIONSHIP DIAGRAM



SPACE DESCRIPTIONS & RELATIONSHIPS

2-D ART LAB

GENERAL CONCEPT AND ACTIVITIES

The 2-D art lab will serve high school students studying a variety of 2-D art forms. The lab will also provide storage for art materials and supplies and house student projects in process. Projects and activities will be varied but could include individual and group projects, presentations, and critiques.

PRIMARY AND SECONDARY USES

- Students
- Teachers
- Guest artists

RELATIONSHIP AND ORGANIZATION

Direct access to an outdoor area would enhance the use of the art lab. Daylighting, particularly north light, is preferred for this room. The art lab would ideally be located in close proximity to other art classrooms, art supplies storage, and student project storage space.

ENVIRONMENTAL SOUND CONTROL

- Walls: minimum STC 50
- Ceilings: minimum CAC 35, NRC .70

WRITING / DISPLAY SPACES

- Magnetic markerboards or markerboard paint
- Tackable wall surface on all walls

FLOORING

- Resilient flooring or sealed concrete

WINDOWS / DOORS

- Exterior windows that provide maximum natural daylight without heat gain—position for north light if possible
- Interior and exterior shading devices—manual or electrical
- Doors with vision panel
- Consider door to outdoor project area

CASEWORK AND EQUIPMENT

- Base cabinets with large sinks and wall cabinets above
- Tall cabinets both 12” and 24” deep with 6 adjustable shelves for storage of art supplies, paint, paper, etc.
- Large cubbies for storage of student projects
- Flat file drawers for larger papers

LIGHTING

- Natural daylighting—maximize
- Overhead fixtures—indirect, where possible
- Low voltage light controls with scening capabilities
- Occupancy sensors
- Adjustable spot lighting for creating shadows for drawing work

PLUMBING

- 2-3 large sinks with clay traps and hot and cold water
- Consider hose bib for outdoor project area

ELECTRICAL

- 2 duplex receptacles on each wall in addition to power for computers
- Duplex receptacles above casework
- Outlets shall be located next to data drops

HVAC

- Manual purge exhaust system

TECHNOLOGY/COMMUNICATIONS

- Wireless access for public and private networks
- 2-3 data drops for computers
- 1 data drop for teacher use
- Extron system
- Short-throw projector and projection screen

FURNITURE FOR THE SPACE

- Movable and durable tables
- Stools or chairs
- Mobile cart for art supplies
- Easels
- Drying rack

SPACE DESCRIPTIONS & RELATIONSHIPS

3-D ART LAB

GENERAL CONCEPT AND ACTIVITIES

The 3-D art lab will serve high school students studying a variety of 3-D art forms. Projects could include both ceramics and multi-media art. The lab will also provide storage for art materials and supplies and house student projects in process. Projects and activities will be varied but could include individual and group projects, presentations, and critiques.

PRIMARY AND SECONDARY USES

- Students
- Teachers
- Guest artists

RELATIONSHIP AND ORGANIZATION

The art lab would ideally be located in close proximity to other art classrooms, as well as to the kiln, glazing room, supply storage, and student project storage spaces. Direct access to an outdoor area would enhance the use of the art lab. Daylighting, particularly north light, is preferred for this room.

ENVIRONMENTAL SOUND CONTROL

- Walls: minimum STC 50
- Ceilings: minimum CAC 35, NRC .70

WRITING / DISPLAY SPACES

- Magnetic markerboards or markerboard paint
- Tackable wall surface on all walls
- Display cases just outside lab, if possible

FLOORING

- Resilient flooring or sealed concrete

WINDOWS / DOORS

- Exterior windows that provide maximum natural daylight without heat gain—position for north light if possible
- Interior and exterior shading devices—manual or electrical
- Doors with vision panel
- Consider door to outdoor project area

CASEWORK AND EQUIPMENT

- Base cabinets with large sinks and wall cabinets above
- Code-compliant accessible sink units
- Tall cabinets both 12” and 24” deep with 6 adjustable shelves for storage of art supplies, paint, paper, etc.
- Large cubbies for storage of student projects

LIGHTING

- Natural daylighting—maximize
- Overhead fixtures—indirect, where possible
- Low voltage light controls with scening capabilities
- Occupancy sensors

PLUMBING

- 2-3 large sinks with clay traps and hot and cold water
- Consider hose bib for outdoor project area
- Gas connection for kiln, if directly connected to this space

ELECTRICAL

- 2 duplex receptacles on each wall in addition to power for computers
- Duplex receptacles above casework
- Power for electric potters wheel and kiln
- Outlets shall be located next to data drops

HVAC

- Manual purge exhaust system

TECHNOLOGY/COMMUNICATIONS

- Wireless access for public and private networks
- 2-3 data drops for computers
- 1 data drop for teacher use
- Extron system
- Short-throw projector and projection screen

FURNITURE FOR THE SPACE

- Movable and durable tables
- Stools or chairs
- Mobile cart for art supplies
- Wet and dry clay project storage rack
- Clay bin
- Pottery wheels

SPACE DESCRIPTIONS & RELATIONSHIPS

ART PROJECT STORAGE

GENERAL CONCEPT AND ACTIVITIES

The art project storage room will provide storage for student work product for both 2-D and 3-D art classes. Work may be stored on shelving, in cubbies, or in flat files

PRIMARY AND SECONDARY USERS

- Teachers
- Students

RELATIONSHIP AND ORGANIZATION

This room should be located adjacent to the 2-D and 3-D art labs, with easy access to both.

FEATURES OF THE SPACE

- The room should be narrow to best utilize square footage for shelving along walls

ENVIRONMENTAL SOUND CONTROL

- Walls: minimum STC 50
- Ceilings: minimum CAC 35, NRC .70

WRITING/DISPLAY SPACES

- Consider tack space

FLOORING

- Sealed concrete

WINDOWS/DOORS

- Exterior windows not required
- If possible provide interior window to lab
- Doors with vision panel

CASEWORK AND EQUIPMENT

- Tall cabinets with adjustable shelves
- Minimal fixed casework along walls to allow for flexibility of space
- Flat files

LIGHTING

- Overhead utility fixtures

PLUMBING

- None

ELECTRICAL

- Electrical outlets on each wall
- Power for data drop

HVAC

- Exhaust fan

TECHNOLOGY/COMMUNICATIONS

- None

FURNITURE FOR THE SPACE

- 2-3 drying racks to move back and forth to classroom
- Adjustable shelving of varying depths that can be secured to the walls
- Flat files to store papers

SPACE DESCRIPTIONS & RELATIONSHIPS

CERAMICS STORAGE

GENERAL CONCEPT AND ACTIVITIES

Ceramics storage would be utilized to store ceramics supplies and equipment, as well as student work in progress that is not stored in the art project storage space. Students may put ceramic projects out to dry in this space, before they are put in the kiln.

PRIMARY AND SECONDARY USES

- Students
- Teachers

RELATIONSHIP AND ORGANIZATION

The ceramics storage would ideally be located close in proximity to the 3-D art lab as well as the glazing room and kiln.

FEATURES OF THE SPACE

- The room should be narrow to best utilize square footage for shelving along walls

ENVIRONMENTAL SOUND CONTROL

- Walls: minimum STC 50
- Ceilings: minimum CAC 35, NRC .70

WRITING/DISPLAY SPACES

- Consider tack space

FLOORING

- Sealed concrete

WINDOWS/DOORS

- Exterior windows not required
- If possible provide interior window to the 3-D lab
- Doors with vision panel

CASEWORK AND EQUIPMENT

- Tall shelving with adjustable shelves
- Cabinets to store ceramics supplies
- Minimal fixed casework along walls to allow for flexibility of space

LIGHTING

- Overhead utility fixtures

PLUMBING

- None

ELECTRICAL

- Electrical outlets on each wall
- Power for data drop

HVAC

- Exhaust fan

TECHNOLOGY/COMMUNICATIONS

- None

FURNITURE FOR THE SPACE

- 2-3 drying racks to move back and forth to classroom
- Adjustable shelving of varying depths that can be secured to the walls
- Clay bin

SPACE DESCRIPTIONS & RELATIONSHIPS

GLAZING ROOM

GENERAL CONCEPT AND ACTIVITIES

The glazing room will be a dedicated vented space for mixing and applying glazes to ceramic projects. The room should be flexible and adaptable to allow for other detailed 3-D project work to take place. The room will also be used to store glazes.

PRIMARY AND SECONDARY USERS

- Teachers
- Students

RELATIONSHIP AND ORGANIZATION

This room should be located adjacent to the ceramics storage room and kiln, as well as the 3-D art lab.

FEATURES OF THE SPACE

- Appropriate venting for glazing
- Durable workspace to apply glazing

ENVIRONMENTAL SOUND CONTROL

- Walls: minimum STC 50
- Ceilings: minimum CAC 35, NRC .70

WRITING/DISPLAY SPACES

- Consider tack space for listing of inventory and instructions

FLOORING

- Sealed concrete

WINDOWS/DOORS

- Windows to exterior not required
- Interior windows to lab for supervision if space allows
- Doors with vision panel

CASEWORK AND EQUIPMENT

- Storage for glazes and application tools
- Base and wall cabinets with sink and epoxy resin counter top

LIGHTING

- Overhead fixtures
- Consider task light over glazing worksurface

PLUMBING

- Sink with hot and cold water and clay trap
- Accessible sink

ELECTRICAL

- Electrical outlets on each wall and above counter top
- Outlets shall be located next to data drops

HVAC

- Separate exhaust system for glazing fumes

TECHNOLOGY/COMMUNICATIONS

- None

FURNITURE FOR THE SPACE

- Mobile project cart
- Table with durable top for glazing

SPACE DESCRIPTIONS & RELATIONSHIPS

KILN AND DRY CLAY/PRODUCT STORAGE

GENERAL CONCEPT AND ACTIVITIES

The kiln would be utilized by ceramics teachers to fire student work from ceramics class. This room should be able to be secured to keep students out without supervision. This space will provide storage for clay and ceramic projects in process or waiting to be fired. Damp and dry cabinets could be placed in this room.

PRIMARY AND SECONDARY USES

- Teachers
- Students

RELATIONSHIP AND ORGANIZATION

This space should be directly adjacent to the 3-D art lab, ceramics storage, glazing room, and student project storage for ease of transferring work.

FEATURES OF THE SPACE

- Appropriate venting

ENVIRONMENTAL SOUND CONTROL

- Walls: minimum STC 50
- Ceilings: minimum CAC 35, NRC .70

WRITING/DISPLAY SPACES

- Consider tack space for listing of inventory and instructions

FLOORING

- Sealed concrete

WINDOWS/DOORS

- Windows to exterior not required
- Interior windows to lab for supervision if space allows
- Doors with vision panel
- Louvers in door

CASEWORK AND EQUIPMENT

- Storage for equipment and tools

LIGHTING

- Overhead fixtures
- Consider task light over glazing worksurface

PLUMBING

- Sink with hot and cold water and clay trap
- Accessible sink

ELECTRICAL

- Electrical outlets on each wall and above counter top
- Electrical to support running kiln

HVAC

- Exhaust fan

TECHNOLOGY/COMMUNICATIONS

- None

FURNITURE FOR THE SPACE

- Mobile project cart
- Drying cabinet
- Damp clay product cabinet
- Clay bins

PERFORMING ARTS

Performing Arts in High Schools

PROGRAM SPACE	NET PROGRAM SQ. FT.
Theatre House	varies
Stage	3,000-3,500
Piano Storage	120
Lobby/Gallery	varies
Tickets	125
Dressing Rooms (with toilet/shower)	220
Costume Storage	175 min.*
Scene Design/Construction Classroom	600 min.*
Scene Storage and Materials	200 min.*
Production Performance Classroom/Black Box Theatre	2,000
Production Performance Storage	200 min.*
Theatre Control Room/Sound	250
Follow Spot	240
Production CR Controls/Dimmers	120
Dance Studio	1,600
Uniform Storage	200 min.*
Dance Office/Secure Storage	200
Music/Band Room	2,000**
Choir Room	1,600**
Practice Rooms	100

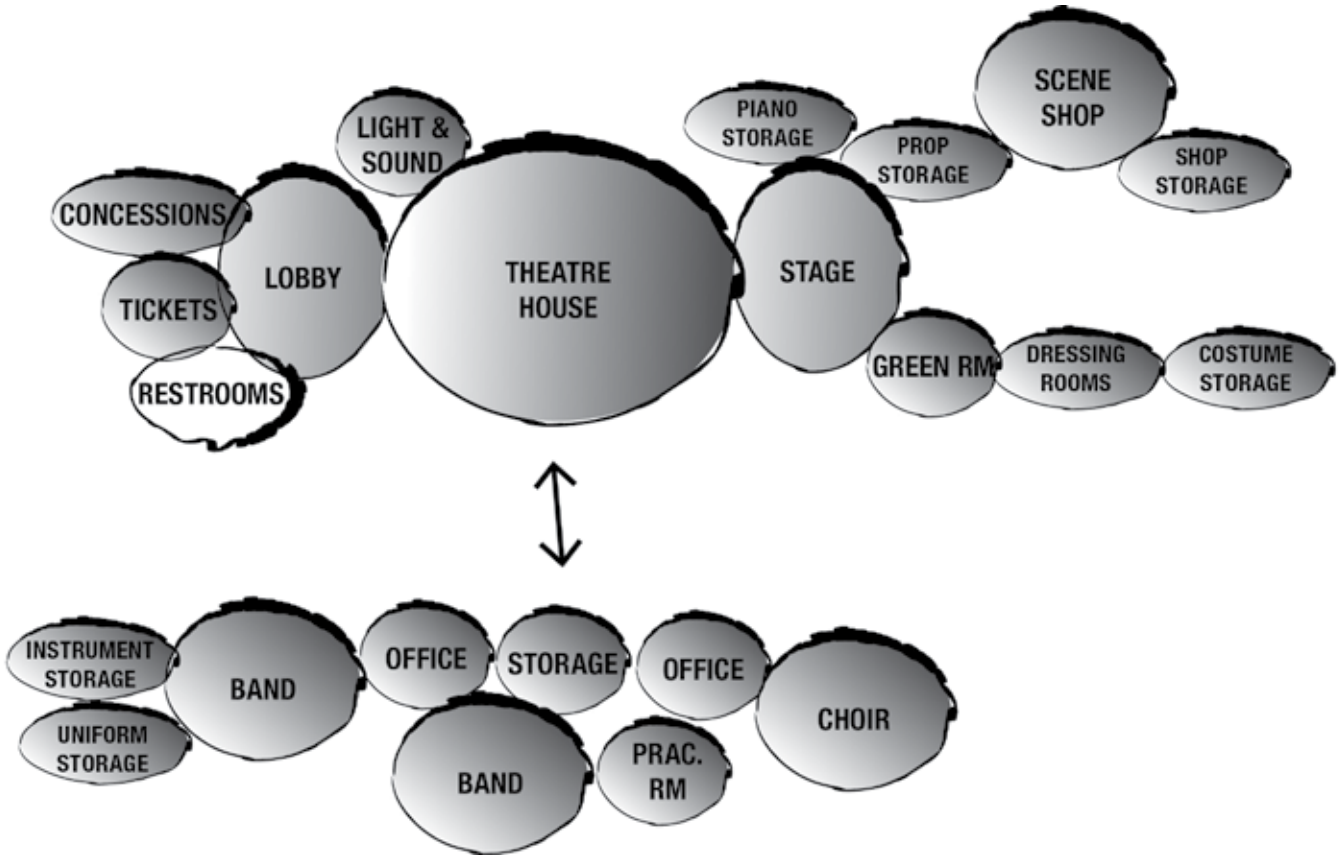
Performing Arts in High Schools (continued)

PROGRAM SPACE	NET PROGRAM SQ. FT.
Instrument Storage	400**
Music Office/Secure Storage	120
TV Studio Classroom	960
Media Editing Lab	960
AV Room	120
Media Control Room	340

*Size of space will vary depending on size of school and depth of performing arts program. Minimum spaces are listed for some spaces.

**Size will vary depending on the size of school and depth of music program and size of band and choir.

RELATIONSHIP DIAGRAM



SPACE DESCRIPTIONS & RELATIONSHIPS

THEATRE HOUSE

GENERAL CONCEPT AND ACTIVITIES

The theatre house provides a performance space for the high school as well as the community. Theatre size may vary depending on the size of the school, but the design should provide good sight lines to the stage. The majority of the seats should be set in stadium style seating to provide maximum rise of the seat above the seat in front of it. The area will be used for both performances and rehearsals. The space may also be used for school and community presentations and assemblies.

PRIMARY AND SECONDARY USERS

- Teachers
- Students
- Parents
- Community members

RELATIONSHIP AND ORGANIZATION

The theatre house should be adjacent to the lobby and close to visitor parking and the school entry.

FEATURES OF THE SPACE

The seating layout should be split with a sloped floor in front and stadium style seating in the back of the house. Acoustics of the space should allow for performances of both the spoken word and music. Accessibility to the stage should be provided without using a mechanical stage lift. Consider the potential to include an orchestra pit if budget allows.

ENVIRONMENTAL SOUND CONTROL

- Wall and ceiling design to address acoustics for spoken word and instrumental performances
- Acoustical roofing/ceiling system for external noise control such as rain

WRITING/DISPLAY SPACES

- None

FLOORING

- Sealed concrete floors under seating
- Carpet in aisles

WINDOWS/DOORS

- Provide light lock access to space

CASEWORK AND EQUIPMENT

- Fixed upholstered theatre seating
- Removable seats for ADA

LIGHTING

- Overhead and side wall fixtures for general house lighting
- Theatrical stage lighting
- Consider side bar lighting
- Aisle lighting in floor or at aisle seats

PLUMBING

- None

ELECTRICAL

- Utility electrical receptacles on walls
- Power for data connections
- Power for theater lighting and speakers

HVAC

- HVAC design must take theater acoustics into consideration

TECHNOLOGY/COMMUNICATIONS

- Wireless access for public and private networks
- 2 data drops (one on each side of opening)
- Extron system
- Projection system and electric projection screen
- Sound system and microphone

FURNITURE FOR THE SPACE

- None

SPACE DESCRIPTIONS & RELATIONSHIPS

STAGE

GENERAL CONCEPT AND ACTIVITIES

The stage should support a variety of productions both musical and theatrical, as well as speaker and multimedia presentations. The stage and rigging should be flexible to be further developed in the future as needs and funds develop. The stage will include a full fly and grid iron. Student coursework in stagecraft may be developed in the future.

PRIMARY AND SECONDARY USERS

- Staff
- Students
- Professional performers
- Stage manager

RELATIONSHIP AND ORGANIZATION

The stage will have direct access to the scene design/construction classroom with large oversized doors for scene and large prop (such as a car) movement and easy access to dressing rooms and restroom facilities.

FEATURES OF THE SPACE

- Proscenium opening to be at least 38-40' wide
- Depth of stage to accommodate capacity for at least 35 line sets and cross over space for performers behind back curtain

ENVIRONMENTAL SOUND CONTROL

- Walls: minimum STC 60
- Ceilings: minimum CAC 35, NRC .70

WRITING/DISPLAY SPACES

- Consider tack space on each side of stage for instructions, cues, etc.

FLOORING

- Wood
- Concrete in counterweight arbor pit

WINDOWS/DOORS

- Double leaf sound doors providing 8' - 10' opening for sets and large prop transfer
- Additional single sound door for performer and utility access
- Exterior doors to be rated for sound

CASEWORK AND EQUIPMENT

- Stage curtains and rigging

LIGHTING

- Overhead fixtures
- Theatrical stage lighting

PLUMBING

- None

ELECTRICAL

- Utility electrical receptacles - 4 per wall and several above casework

HVAC

- Consider acoustics in design of system for the stage
- Consider heat from performance lights and equipment

TECHNOLOGY/COMMUNICATIONS

- Wireless access for public and private networks
- 2 data drops (one on each side of opening)
- Sound system and microphone (wired and wireless)
- Telephone
- Two-way communication to sound and lighting control areas

FURNITURE FOR THE SPACE

- Portable risers
- Music chairs - to be stored in different area but will be used on stage

SPACE DESCRIPTIONS & RELATIONSHIPS

PIANO STORAGE

GENERAL CONCEPT AND ACTIVITIES

This space would house the grand piano to be used on stage.

PRIMARY AND SECONDARY USERS

- Staff
- Students
- Professional/community stage crew

RELATIONSHIP AND ORGANIZATION

This should be adjacent to the stage with direct access to move piano onto stage.

ENVIRONMENTAL SOUND CONTROL

- N/A

WRITING/DISPLAY SPACES

- None

FLOORING

- Sealed concrete floor

WINDOWS/DOORS

- Oversized door

CASEWORK AND EQUIPMENT

- None

LIGHTING

- Utility lighting

PLUMBING

- None

ELECTRICAL

- Utility receptacles

HVAC

- Conditioned space

TECHNOLOGY/COMMUNICATIONS

- None

FURNITURE FOR THE SPACE

- Grand Piano

SPACE DESCRIPTIONS & RELATIONSHIPS

LOBBY/GALLERY

GENERAL CONCEPT AND ACTIVITIES

The lobby to the performing arts facility should provide an inspiring and welcoming space for parents, students, and community. The lobby will not only provide a sheltered entrance to the theatre house and access to restrooms, ticket purchase, and concessions but also should provide gallery space for art display and a space for receptions.

PRIMARY AND SECONDARY USERS

- Staff
- Students
- Parents
- Community members

RELATIONSHIP AND ORGANIZATION

The lobby should be located close to parking and have easy access for visitors. The lobby will provide direct access to the theatre house. Access to upper seating level will be provided from this space. Family restrooms should be located adjacent.

FEATURES OF THE SPACE

This space will be the public face of the school and should reflect an inviting and creative atmosphere. The performing arts center will be used by community and possibly professional performers and should reflect a professional environment.

ENVIRONMENTAL SOUND CONTROL

- Walls: minimum STC 60
- Ceilings: minimum CAC 35, NRC .70

WRITING/DISPLAY SPACES

- Display cases or monitors for performance posters and artwork

FLOORING

- Tile

WINDOWS/DOORS

- Window system that allows for natural light and transparency into space
- Sound doors to the theatre

CASEWORK AND EQUIPMENT

- None

LIGHTING

- Overhead fixtures
- Natural lighting
- Wall washers for art display

PLUMBING

- Drinking fountains

ELECTRICAL

- Multiple electrical utility outlets on each wall

HVAC

- Forced air system

TECHNOLOGY/COMMUNICATIONS

- Wireless access points for public and private networks

FURNITURE FOR THE SPACE

- Mobile display glass enclosed cubes for sculpture and project display

SPACE DESCRIPTIONS & RELATIONSHIPS

TICKETS

GENERAL CONCEPT AND ACTIVITIES

Performance event tickets would be sold from this booth. The space should accommodate 2-3 people and the sale of tickets. The space should be flexible to allow for other uses including storage. This space could also be used to sell school spirit items.

PRIMARY AND SECONDARY USERS

- Teachers
- Students
- Community members or professional theatre groups

RELATIONSHIP AND ORGANIZATION

This space should be directly off the lobby, with direct access to the exterior for ticket sales at exterior window, near the Lobby entrance.

ENVIRONMENTAL SOUND CONTROL

- Walls: minimum STC 50
- Ceilings: minimum CAC 35, NRC .70 lay-in acoustical ceiling

WRITING/DISPLAY SPACES

- Consider tack space for posting information and posting sales and seating chart
- If space allows may consider small marker board or slatwall for display

FLOORING

- Tile or sealed concrete

WINDOWS/DOORS

- Exterior transaction window

CASEWORK AND EQUIPMENT

- Lockable tall cabinets
- Base cabinet/pedestal with lockable drawers
- Counter space of durable material

LIGHTING

- Overhead fixtures

PLUMBING

- None

ELECTRICAL

- Multiple electrical outlets on each wall and above counter
- Power for computer
- Outlets shall be located next to data drops

HVAC

- Forced air system

TECHNOLOGY/COMMUNICATIONS

- 1 data drop
- Wireless access points for public and private networks
- Telephone

FURNITURE FOR THE SPACE

- Stools

SPACE DESCRIPTIONS & RELATIONSHIPS

DRESSING ROOMS

GENERAL CONCEPT AND ACTIVITIES

The dressing rooms would be used for performances in the theatre. This would be the primary location for changing into costumes and also putting on make-up for theatrical performances in the main theatre. Costumes for the current performance will be stored in between these rooms on mobile clothing racks. Students' personal belongings and clothing may also be stored in the dressing room during a performance.

PRIMARY AND SECONDARY USERS

- Teachers
- Students
- Community or professional performers

RELATIONSHIP AND ORGANIZATION

This room should be located very close to the stage for easy access. The two dressing rooms should ideally be on each side of the costume storage.

FEATURES OF THE SPACE

- In-room bathroom facilities combined with a shower should be directly off the Dressing room preferably with direct access
- Mirrors for applying makeup
- Hooks and shelf in restroom

ENVIRONMENTAL SOUND CONTROL

- Walls: minimum STC 50
- Ceilings: minimum CAC 35, NRC .70

WRITING/DISPLAY SPACES

- Consider 1 mounted 4' markerboard or tack space for instructions, etc.

FLOORING

- Tile or sealed concrete

WINDOWS/DOORS

- Consider sound doors if budget allows

CASEWORK AND EQUIPMENT

- Hooks on wall for clothing with shelf above for props and accessories
- Cabinets for makeup and accessories
- Counter for applying makeup

LIGHTING

- Overhead fixtures
- Makeup lighting at mirrors

PLUMBING

- Sink with hot and cold water

ELECTRICAL

- Multiple electrical outlets on each wall
- Electrical receptacles above counter for curling irons, hair dryers, computer, etc

HVAC

- Forced air system

TECHNOLOGY/COMMUNICATIONS

- Wireless access points for public and private networks
- Two-way communication

FURNITURE FOR THE SPACE

- Stools
- Mobile garment racks

SPACE DESCRIPTIONS & RELATIONSHIPS

COSTUME STORAGE

GENERAL CONCEPT AND ACTIVITIES

This space would be used to temporarily store costumes and props for the duration of a performance. Since this room will have multiple users and limited space, a permanent costume and prop collection will need to be stored in a separate location. Larger props such as furniture, car, motorcycle, etc. will need to be stored in other areas close to the stage. This space will be used by all performers.

PRIMARY AND SECONDARY USERS

- Teachers
- Students
- Community or professional performers

RELATIONSHIP AND ORGANIZATION

This room should be located between the two dressing rooms with direct access.

ENVIRONMENTAL SOUND CONTROL

- Walls: minimum STC 50
- Ceilings: minimum CAC 35, NRC .70

WRITING/DISPLAY SPACES

- None

FLOORING

- Sealed concrete

WINDOWS/DOORS

- Large door opening to allow for movement of racks and carts

CASEWORK AND EQUIPMENT

- Minimal or no fixed casework will allow for maximum flexibility
- There could be mobile locking casework to provide secure storage for some costumes

LIGHTING

- Overhead fixtures

PLUMBING

- None

ELECTRICAL

- Multiple electrical outlets on each wall

HVAC

- Forced air system

TECHNOLOGY/COMMUNICATIONS

- None

FURNITURE FOR THE SPACE

- Mobile garment racks

SPACE DESCRIPTIONS & RELATIONSHIPS

SCENE DESIGN/CONSTRUCTION CLASSROOM

GENERAL CONCEPT AND ACTIVITIES

The scene design/construction classroom would be used for classes in stagecraft and set design and fabrication. The room will be used to create scenes and set elements for theatrical and musical productions as well as store some materials and tools to fabricate sets. The space will be used to instruct students on how to use various power tools and set construction techniques. There may be class presentations, demonstrations, and discussions so it would be beneficial to have an area for students to gather with mobile tables or stack chairs that can easily be moved out of the space. There will only be one fabrication shop at a school, so the facility may be shared with students in all classes and pathways for use of power tools and a fabrication lab. Design of sets may utilize computer programs, printers, and plotters to assist in documentation, fabrication, and presentation.

PRIMARY AND SECONDARY USERS

- Teachers
- Students
- Community and professional theatrical groups may need access to this room to bring their own sets and large props on the stage

RELATIONSHIP AND ORGANIZATION

The scene design classroom should be located adjacent to the stage with direct access to the stage. The space needs to have direct access to the exterior with an exterior overhead door for delivery of large props, vehicles, and construction materials for scene construction. This lab should have adjacent outdoor workspace to expand the lab area.

FEATURES OF THE SPACE

- Eye wash
- Fire extinguisher and first aid kit

ENVIRONMENTAL SOUND CONTROL

- Walls: minimum STC 50
- Ceilings: minimum CAC 35, NRC .70

WRITING/DISPLAY SPACES

- Markerboards
- Tackboards

FLOORING

- Sealed concrete

WINDOWS/DOORS

- Overhead sound door and man door for access to stage
- Garage door to exterior
- Exterior windows to outdoor lab space for supervision

CASEWORK AND EQUIPMENT

- Base cabinet with sink and epoxy resin worksurface
- Tall cabinet
- Sanitary goggle cabinet

LIGHTING
- Overhead shop fixtures
- Natural lighting

PLUMBING
- Sink with hot and cold water

ELECTRICAL
- Multiple electrical outlets on each wall
- Power receptacles for power tools - coordinate receptacle types or consider a bus duct or power cord drops from ceiling for equipment
- Outlets shall be located next to data drops

HVAC
- Forced air system
- Dust collection system (could be portable depending on extent of equipment)

TECHNOLOGY/COMMUNICATIONS
- Consider 1-2 data drops for design on computers
- Wireless access points for public and private networks
- Telephone

FURNITURE AND EQUIPMENT FOR THE SPACE
- Stools for tables
- Stack chairs for class discussion
- Mobile work tables (could be flip top or folding)
- Wood workbench
- Mobile table saw
- Power machines
- Power hand tools
- Mobile tool cart that can be rolled on stage

SPACE DESCRIPTIONS & RELATIONSHIPS

SCENE STORAGE AND MATERIALS

GENERAL CONCEPT AND ACTIVITIES

The scene storage and materials space is for housing materials used in the production of stage sets. Students and stage crew will access this area for materials and tools. This space shall either be a part of the scene design/construction classroom or immediately adjacent to it as a separate room with large overhead doors.

PRIMARY AND SECONDARY USERS

- Teachers
- Students
- Professional/community stage crew

RELATIONSHIP AND ORGANIZATION

This room should be close to the scene design/construction classroom and the stage with direct access for sets and construction materials and tools. The space should also have direct access to an exterior delivery area.

FEATURES OF THE SPACE

- Exposed high ceilings
- Durable wall construction

ENVIRONMENTAL SOUND CONTROL

- Walls: minimum STC 50
- Sound control between room and stage

WRITING/DISPLAY SPACES

- Consider small tackboard for instructions and inventory notes

FLOORING

- Sealed concrete

WINDOWS/DOORS

- Garage door to exterior delivery area
- Overhead door to stage area for moving sets and large props on and off stage
- Consider sound doors for doors to corridor/stage

CASEWORK AND EQUIPMENT

- None

LIGHTING

- Overhead shop fixtures

PLUMBING

- None

ELECTRICAL

- Multiple electrical outlets on each wall- these may be used for hand tools

HVAC

- Forced air system

TECHNOLOGY/COMMUNICATIONS

- None

FURNITURE AND EQUIPMENT FOR THE SPACE

- Mobile carts to assist in transport of materials (lumber, steel pipe, etc.) and tools
- Lumber storage racks

SPACE DESCRIPTIONS & RELATIONSHIPS

PRODUCTION PERFORMANCE CLASSROOM/BLACK BOX THEATRE

GENERAL CONCEPT AND ACTIVITIES

The production performance classroom will serve as both a classroom and black box production space. The space will be designed as a theatrical black box supporting theater performances, participatory theater, oral interpretation, debates, dinner theatre and other oral arts performances. The space must be very flexible to accommodate different performance and seating arrangements as well as different group and individual class activities, rehearsals, and practice groups.

PRIMARY AND SECONDARY USERS

- Teachers
- Students
- Industry partners and professional performers

RELATIONSHIP AND ORGANIZATION

Preferably this space would be located near the main theater, but may be located elsewhere as program dictates. The concession stand and the ticket booth will support this space as well as the theatre. Ideally there would be access to the scene design/construction classroom

FEATURES OF THE SPACE

- High ceiling with the ability to accommodate a pipe grid system
- Sound and light vestibule at entrance

ENVIRONMENTAL SOUND CONTROL

- Walls: minimum STC 60
- Ceilings: minimum CAC 35, NRC .70
- Acoustical design of space for spoken word

WRITING/DISPLAY SPACES

- Markerboards
- Tackable surfaces

FLOORING

- Sealed concrete
- Consider portable performance floor

WINDOWS/DOORS

- No exterior windows
- Doors should ideally be sound doors if budget allows
- Direct access to exterior

CASEWORK AND EQUIPMENT

- Portable spectator seating approximately 100
- Perimeter stage curtain and cyclorama

LIGHTING

- Overhead fixtures - general classroom
- Performance lighting and spots

PLUMBING

- None

ELECTRICAL

- Multiple electrical outlets on each wall
- Power for theatrical lighting
- Power to pipe grid if budget allows

HVAC

- Acoustics should be considered for this system

TECHNOLOGY/COMMUNICATIONS

- 2-4 data drops
- Wireless access points for public and private networks
- Ceiling-mounted short-throw projector and projection screen
- Telephone
- Wired and wireless microphones
- Cable television access
- Sound system

FURNITURE FOR THE SPACE

- Portable modular platform/stage and portable audience seating
- Mobile computer workstation
- Stack chairs for class
- Mobile flip top tables on casters - or folding tables with cart

SPACE DESCRIPTIONS & RELATIONSHIPS

PRODUCTION PERFORMANCE STORAGE

GENERAL CONCEPT AND ACTIVITIES

This room will be used for the storage of small set props, costumes, and materials for performances. Chairs and folding tables used for class or productions may also be stored in this room as well.

PRIMARY AND SECONDARY USERS

- Teachers
- Students

RELATIONSHIP AND ORGANIZATION

This room should be adjacent to the production performance classroom/black box space, with direct access.

FEATURES OF THE SPACE

- High ceiling (ideally the same height as adjacent production classroom)

ENVIRONMENTAL SOUND CONTROL

- Walls: minimum STC 50
- Ceilings: minimum CAC 35, NRC .70 lay-in acoustical ceiling

WRITING/DISPLAY SPACES

- Consider small tackboard

FLOORING

- Sealed concrete

WINDOWS/DOORS

- Overhead garage door - 8” wide min. -consider sound door

CASEWORK AND EQUIPMENT

- None

LIGHTING

- Overhead utility fixtures

PLUMBING

- None

ELECTRICAL

- Multiple electrical outlets on each wall
- Power for computer or charging station for laptops or iPads

HVAC

- Forced air system

TECHNOLOGY/COMMUNICATIONS

- Wireless access points for public and private networks

FURNITURE FOR THE SPACE

- Mobile carts
- Consider mobile computer workstation for flexibility

SPACE DESCRIPTIONS & RELATIONSHIPS

THEATRE CONTROL ROOM/SOUND

GENERAL CONCEPT AND ACTIVITIES

This space will be used to support productions with both sound and lighting. Students and teachers may utilize this space during rehearsals and performances.

PRIMARY AND SECONDARY USERS

- Staff
- Students
- Professional stage/sound crew

RELATIONSHIP AND ORGANIZATION

This space would be directly adjacent (and an integral part of) the theatre house. This space should be adjacent to the follow spot, with direct access.

FEATURES OF THE SPACE

- Complete visibility of entire stage
- The sound porch should be open to the house to allow for sound control and adjustment

ENVIRONMENTAL SOUND CONTROL

- Walls: minimum STC 50
- Ceilings: minimum CAC 35, NRC .70
- Provide good sound abortion on floor and walls

WRITING/DISPLAY SPACES

- Consider Tackboard or Markerboard in Control Room

FLOORING

- Carpet for acoustical control

WINDOWS/DOORS

- Large window to Theatre House - may consider sliding window

CASEWORK AND EQUIPMENT

- Deep counter in front of the window to house the control boards and laptop

LIGHTING

- Overhead fixtures
- Task lighting
- Consider low floor level lighting

PLUMBING

- None

ELECTRICAL

- Multiple electrical outlets on each wall in addition to power and connections for all lighting and sound controls equipment and several computers
- Outlets shall be located next to data drops

HVAC

- Forced air system

TECHNOLOGY/COMMUNICATIONS

- A minimum of 4 drops for potential connections
- Wireless access points for public and private networks
- Infrastructure for two-way communication with stage

FURNITURE FOR THE SPACE

- Stools or chairs

SPACE DESCRIPTIONS & RELATIONSHIPS

FOLLOW SPOT

GENERAL CONCEPT AND ACTIVITIES

This space is for a person to control the large follow spot lights for performers on stage.

PRIMARY AND SECONDARY USERS

- Staff
- Students
- Professional stage crew

RELATIONSHIP AND ORGANIZATION

This should be directly off the theatre house at the rear or at least towards the rear and at the upper level of the space. It should be adjacent to the control room/sound space.

ENVIRONMENTAL SOUND CONTROL

- Control of all sound in the space since it is open to performances
- Consider acoustical wall treatment on back walls

WRITING/DISPLAY SPACES

- Consider small tackboard or markerboard

FLOORING

- Carpet for acoustical control

WINDOWS/DOORS

- Open window area to Theatre House

CASEWORK AND EQUIPMENT

- None

LIGHTING

- Overhead fixtures - indirect when possible
- Task lighting
- Consider floor lighting

PLUMBING

- None

ELECTRICAL

- Multiple electrical outlets on each wall for spot lights

HVAC

- Forced air system

TECHNOLOGY/COMMUNICATIONS

- Two-way communication with stage

FURNITURE FOR THE SPACE

- Stool

SPACE DESCRIPTIONS & RELATIONSHIPS

PRODUCTION CLASSROOM CONTROLS/ DIMMERS

GENERAL CONCEPT AND ACTIVITIES

This room provides light and sound control for productions in the production performance classroom/black box theater.

PRIMARY AND SECONDARY USERS

- Teachers
- Students

RELATIONSHIP AND ORGANIZATION

This space should be directly off the production performance classroom/black box theater with direct visual access to the production space. Ideally this space would be up high looking down on the classroom/production area.

ENVIRONMENTAL SOUND CONTROL

- Walls: minimum STC 50
- Ceilings: minimum CAC 35, NRC .70
- Noise control -consider acoustical wall panels

WRITING/DISPLAY SPACES

- Consider small tackboard or markerboard

FLOORING

- Consider carpet for acoustical control

WINDOWS/DOORS

- Window opening into performance space

CASEWORK AND EQUIPMENT

- None

LIGHTING

- General lighting
- Task or floor lighting

PLUMBING

- None

ELECTRICAL

- Multiple electrical outlets on each wall for equipment

HVAC

- Forced air system

TECHNOLOGY/COMMUNICATIONS

- Wireless access points for public and private networks
- Two-way communication to space below

FURNITURE FOR THE SPACE

- Stool
- Support for equipment if not built-in

SPACE DESCRIPTIONS & RELATIONSHIPS

DANCE STUDIO

GENERAL CONCEPT AND ACTIVITIES

The dance studio will provide both instruction and practice space for the dance program. The dance studio may also provide space for other groups as well including PE dance and fitness classes.

PRIMARY AND SECONDARY USERS

- Teachers
- Students

RELATIONSHIP AND ORGANIZATION

This studio space should be close to the theatre and adjacent to an outdoor performance space, if available on campus. It should also be close to dance attire changing rooms. Ideally this space would also be very close to restrooms and drinking fountain.

FEATURES OF THE SPACE

- The space should provide a professional dance environment including mirrors on the walls and a ballet bar on at least one wall
- Direct access to move from the interior dance studio to an outdoor performance area

ENVIRONMENTAL SOUND CONTROL

- Walls: minimum STC 50
- Ceilings: minimum CAC 35, NRC .70

WRITING/DISPLAY SPACES

- Markerboard
- Tackboard

FLOORING

- Wood dance floor

WINDOWS/DOORS

- Windows that provide maximum natural daylight
- Overhead garage door to access outdoor performance space
- Doors with vision panel

CASEWORK AND EQUIPMENT

- Consider cubbies for student backpacks, personal items, etc.

LIGHTING

- Overhead fixtures - indirect if possible
- Natural lighting
- Low voltage light controls with scening capabilities

PLUMBING

- None

ELECTRICAL

- Multiple electrical outlets on each wall

HVAC

- No special requirements

TECHNOLOGY/COMMUNICATIONS

- Wireless access for public and private networks
- 1 data drop
- Rough-in and infrastructure for flat screen display monitor
- Telephone
- Infrastructure for sound system

FURNITURE FOR THE SPACE

- None

SPACE DESCRIPTIONS & RELATIONSHIPS

UNIFORM STORAGE

GENERAL CONCEPT AND ACTIVITIES

These rooms will be used by dance students for attire and costume changes. Student lockers should be placed outside of these rooms to store street clothes during practices and performances. Specialty items or costumes for performances may be stored here as well.. This room needs to be flexible so that the use may grow to support other performance groups, such as choral and band.

PRIMARY AND SECONDARY USERS

- Students

RELATIONSHIP AND ORGANIZATION

This room should be close to the dance studio, restrooms, outdoor performance space, and to student lockers.

FEATURES OF THE SPACE

- Full length mirror

ENVIRONMENTAL SOUND CONTROL

- Walls: minimum STC 50
- Ceilings: minimum CAC 35,

WRITING/DISPLAY SPACES

- Consider small tackboard for notices, etc.

FLOORING

- Sealed concrete

WINDOWS/DOORS

- Exterior windows not required

CASEWORK AND EQUIPMENT

- Hooks with shallow shelf above

LIGHTING

- Overhead fixtures

PLUMBING

- None

ELECTRICAL

- Multiple electrical outlets on each wall

HVAC

- No special requirements

TECHNOLOGY/COMMUNICATIONS

- None

FURNITURE FOR THE SPACE

- Consider loose stools or a bench

SPACE DESCRIPTIONS & RELATIONSHIPS

DANCE OFFICE/SECURE STORAGE

GENERAL CONCEPT AND ACTIVITIES

The room will provide an office for the dance instructor. It will also provide secure storage for the program and can provide a location for audio system and media.

PRIMARY AND SECONDARY USERS

- Teachers
- Students

RELATIONSHIP AND ORGANIZATION

This office should be directly off the dance studio with direct access.

ENVIRONMENTAL SOUND CONTROL

- Walls: minimum STC 50
- Ceilings: minimum CAC 35, NRC .70

WRITING/DISPLAY SPACES

- Consider small tackboard

FLOORING

- Sealed concrete

WINDOWS/DOORS

- Interior window to the dance studio
- Doors with vision panel

CASEWORK AND EQUIPMENT

- None

LIGHTING

- Overhead fixtures

PLUMBING

- None

ELECTRICAL

- Multiple electrical outlets on each wall
- Power for computer
- Outlets shall be located next to data drops

HVAC

- No special requirements

TECHNOLOGY/COMMUNICATIONS

- Wireless access for public and private networks
- 1 data drop for teacher use
- Telephone

FURNITURE FOR THE SPACE

- Teacher workstation and task chair
- Storage system

SPACE DESCRIPTIONS & RELATIONSHIPS

MUSIC/BAND ROOM

GENERAL CONCEPT AND ACTIVITIES

The band/music room will be used for band, orchestra, and music theory instruction, as well as rehearsal, and independent music projects. Students will be bringing their instruments into this room from the instrument storage. The room is expected to always house a piano. Although the primary use of this room will be for instrumental and vocal music practice, this space may also be used for a collaboration space for students coming together from multiple areas of the performing arts pathway. Individual students or small groups may be performing for other students in the rooms. Presentations on music theory and artists may also be given in the room.

PRIMARY AND SECONDARY USERS

- Teachers
- Students
- Professional artists visitors

RELATIONSHIP AND ORGANIZATION

This room should be located in close proximity to all other studios and classrooms in the performing arts pathway and close to the theatre. It is also beneficial to be close to bus access for band competitions and transfer loading of instruments. There should be a drinking fountain close to the space.

FEATURES OF THE SPACE

- Sound separation walls between other spaces.
- High ceiling if possible - 16’ min.

ENVIRONMENTAL SOUND CONTROL

- Walls: minimum STC 60
- Ceilings: minimum CAC 35, NRC .70
- Acoustical wall treatment

WRITING/DISPLAY SPACES

- Markerboard
- Tackboard

FLOORING

- Carpet for acoustical control

WINDOWS/DOORS

- Windows that provide daylight
- Doors with vision panel

CASEWORK AND EQUIPMENT

- None

LIGHTING

- Overhead fixtures - indirect if possible
- Natural lighting
- Low voltage light controls with scening capabilities

PLUMBING

- Sink with tall faucet

ELECTRICAL

- Multiple utility receptacles on each wall
- Power for synthesizers and electronic instruments

HVAC

- Consider acoustics in design of system for this room

TECHNOLOGY/COMMUNICATIONS

- Refer to standard classroom/lab package in Chapter 4
- Sound system with microphones, amplifier, mixer, MIDI

FURNITURE AND EQUIPMENT FOR THE SPACE

- Music chairs and stands
- Portable risers
- Conductor's chair, podium, and stand
- Metronome
- Piano or electronic keyboard and synthesizers
- Sheet music storage cabinet
- Mobile computer workstation
- Mobile flip-top tables and chairs

SPACE DESCRIPTIONS & RELATIONSHIPS

CHOIR ROOM

GENERAL CONCEPT AND ACTIVITIES

The choir room is dedicated to group vocal instruction. The room should be outfitted with risers for choral rehearsal and instruction. The room is expected to house a piano. Although the primary use of this room will be for vocal music practice, this space may have additional uses down the road and should be designed to be flexible. Individual students or small groups may be performing for other students in the space. Presentations may also be given in the room.

PRIMARY AND SECONDARY USERS

- Teachers
- Students
- Professional artists visitors

RELATIONSHIP AND ORGANIZATION

This room should be located in close proximity to all other studios and classrooms in the performing arts pathway and close to the theatre. There should be a drinking fountain close to the space.

FEATURES OF THE SPACE

- This space should have sound separation walls between other spaces.
- High ceiling if possible - 16’ min.

ENVIRONMENTAL SOUND CONTROL

- Walls: minimum STC 60
- Ceilings: minimum CAC 35, NRC .70
- Acoustical wall treatment

WRITING/DISPLAY SPACES

- Markerboard
- Tackboard

FLOORING

- Carpet for acoustical control

WINDOWS/DOORS

- Windows that provide daylight
- Doors with vision panel

CASEWORK AND EQUIPMENT

- None

LIGHTING

- Overhead fixtures—indirect if possible
- Natural lighting
- Low voltage light controls with scening capabilities

PLUMBING

- None

ELECTRICAL

- Multiple utility receptacles on each wall
- Power for speakers

HVAC

- Consider acoustics in design of system for this room

TECHNOLOGY/COMMUNICATIONS

- Refer to standard classroom/lab package in Chapter 4
- Sound system with microphones, amplifier, mixer, MIDI

FURNITURE AND EQUIPMENT FOR THE SPACE

- Sheet music storage cabinet
- Mobile computer workstation
- Conductor station
- Music chairs
- Music stands
- Risers
- Piano or electronic keyboard

SPACE DESCRIPTIONS & RELATIONSHIPS

PRACTICE ROOMS

GENERAL CONCEPT AND ACTIVITIES

The practice room shall be a separate space from the music/band and choir rooms. The room should have space for individuals or small groups to practice their instruments and singing. This space may have additional uses down the road and should be designed to be flexible.

PRIMARY AND SECONDARY USERS

- Teachers
- Students
- Professional artists visitors

RELATIONSHIP AND ORGANIZATION

This room should be located in close proximity to all other studios and classrooms in the performing arts pathway and close to the theatre. It is also beneficial to be close to bus access for competitions and transfer loading of instruments. There should be a drinking fountain close to the space.

FEATURES OF THE SPACE

- This space should have sound separation walls between other spaces.
- High ceiling if possible - 16’ min.

ENVIRONMENTAL SOUND CONTROL

- Walls: minimum STC 60
- Ceilings: minimum CAC 35, NRC .70
- Acoustical wall treatment

WRITING/DISPLAY SPACES

- Markerboard
- Tackboard

FLOORING

- Sealed concrete or consider carpet for acoustical control

WINDOWS/DOORS

- Windows that provide daylight
- Doors with full vision panel

CASEWORK AND EQUIPMENT

- None

LIGHTING

- Overhead fixtures - indirect if possible
- Natural lighting
- Low voltage light controls

PLUMBING

- None

ELECTRICAL

- Multiple utility receptacles on each wall
- Power for synthesizers and electronic instruments

HVAC

- Consider acoustics in design of system for this room

TECHNOLOGY/COMMUNICATIONS

- Wireless access for public and private networks

FURNITURE AND EQUIPMENT FOR THE SPACE

- Electronic keyboards and synthesizers
- Sheet music storage cabinet
- Mobile computer workstation
- Mobile flip-top tables and chairs
- Music chairs and music stands

SPACE DESCRIPTIONS & RELATIONSHIPS

INSTRUMENT STORAGE

GENERAL CONCEPT AND ACTIVITIES

This room is for the storage of school instruments. The room should be sized for growth of the program. Students will access this room before and after class and practice. This room could have a lot of student traffic flow in it at one time so organization is critical. This room may also be used to store other items for curriculum that take place in the music/band room or instrument practice room.

PRIMARY AND SECONDARY USES

- Students
- Teachers

RELATIONSHIP AND ORGANIZATION

The instrument storage room should be adjacent to the music/band room with a door for direct access, and near the instrument practice room.

FEATURES OF THE SPACE

- A long narrow space can maximize wall space for instrument storage cabinets

ENVIRONMENTAL SOUND CONTROL

- Walls: minimum STC 50
- Ceilings: minimum CAC 35, NRC .70

WRITING / DISPLAY SPACES

- Small tackboard for notices/instructions

FLOORING

- Resilient flooring or sealed concrete

WINDOWS / DOORS

- Consider small interior window to music/band room if space allows
- Doors with vision panel
- Two doors are ideal for efficient student flow in and out of the space

CASEWORK AND EQUIPMENT

- Instrument storage cabinets with grills
- Wall mounted braces for large instruments
- Base cabinet with sink for cleaning instruments

LIGHTING

- Natural daylighting - maximize
- Overhead fixtures - indirect, where possible
- Low voltage light controls
- Occupancy sensors

PLUMBING

- None

ELECTRICAL

- Duplex receptacles on 2 walls

HVAC

- No special requirements

TECHNOLOGY/COMMUNICATIONS

- None

FURNITURE FOR THE SPACE

- None

SPACE DESCRIPTIONS & RELATIONSHIPS

MUSIC OFFICE/SECURE STORAGE

GENERAL CONCEPT AND ACTIVITIES

This room will provide workspace for the music instructor(s). It will also provide secure storage for the program and can provide a location for the audio system and media. This room, along with the dance office could provide staff a small collaboration space for instructors in the performing arts pathway.

PRIMARY AND SECONDARY USERS

- Teachers
- Students

RELATIONSHIP AND ORGANIZATION

This office would ideally be located directly off the Band/Music Room.

ENVIRONMENTAL SOUND CONTROL

- Walls: minimum STC 50
- Ceilings: minimum CAC 35, NRC .70 lay-in acoustical ceiling

WRITING/DISPLAY SPACES

- Consider small tackboard

FLOORING

- Carpet or sealed concrete

WINDOWS/DOORS

- Interior window to the Band/Music Room
- Doors with vision panel

CASEWORK AND EQUIPMENT

- None

LIGHTING

- Overhead fixtures

PLUMBING

- None

ELECTRICAL

- Multiple electrical outlets on each wall
- Power for computer
- Outlets shall be located next to data drops

HVAC

- No special requirements

TECHNOLOGY/COMMUNICATIONS

- 1 data drop for teacher use
- Wireless access points for public and private networks
- Telephone

FURNITURE AND EQUIPMENT FOR THE SPACE

- Workstation and chair for staff
- May consider small flip top table for collaboration and stack chairs
- Sheet music storage cabinets

SPACE DESCRIPTIONS & RELATIONSHIPS

TV STUDIO CLASSROOM

GENERAL CONCEPT AND ACTIVITIES

The TV studio classroom should be set up as a learning studio, providing course instruction with focus on the film and broadcasting industry along with hands on production experience. Activities may include such things as storyboarding, script brainstorming and writing, lighting and movement studies, filming techniques, videography, audio recording techniques, news cast productions, and other filming and audio broadcasting projects. A school TV show may be broadcast out to the classrooms, labs, library/media center, and even the community from this studio classroom. Students may also study film, TV, and broadcasting history and producer techniques by watching productions together. They may study and discuss a variety of media sources and delivery. Although the space will be set up as a studio with perhaps one or two mobile sets and several mobile cameras, the room needs to be flexible for mobile tables and chairs that can be arranged for group discussions and project work. The studio classroom will be used in conjunction with the Media/Editing Classroom with students moving between the studio and editing room during class.

PRIMARY AND SECONDARY USERS

- Teachers
- Students
- Industry Partners

RELATIONSHIP AND ORGANIZATION

This instructional area should be located close to the dance studio and band room, which could allow for integration of the arts into the filming documentation process. This studio will also need to be adjacent to the media/editing lab. The media control room should be directly adjacent to this room as well. Ideally the studio will have direct access to the exterior for transport of equipment to field shoots. If possible, this classroom should not be too far from the scene design and construction classroom to provide support for small set development and other required materials.

FEATURES OF THE SPACE

- Acoustical control
- 10’ -12 ‘ high ceiling if possible
- Suspended pipe grid if budget permits (could be added in the future)

ENVIRONMENTAL SOUND CONTROL

- Walls: minimum STC 56
- Ceilings: minimum CAC 35, NRC .70

WRITING/DISPLAY SPACES

- Markerboard - could also be mobile
- Tackspace

FLOORING

- Sealed concrete

WINDOWS/DOORS

- Interior windows with high STC rating (50-56) to Media Editing Classroom and Control Room
- Oversized door to exterior for equipment and set materials
- Sound doors if possible

CASEWORK AND EQUIPMENT

- Cyclorama curtain and track on a portion of the room

LIGHTING

- Overhead fixtures - indirect when possible
- Natural lighting if possible
- Low voltage light controls with scening capabilities
- Consider suspended lighting grid and some spot & flood lights if budget permits

PLUMBING

- None

ELECTRICAL

- Multiple electrical outlets on each wall for equipment
- Outlets shall be located next to data drops

HVAC

- Design should consider heat loads from studio lighting

TECHNOLOGY/COMMUNICATIONS

- 1 data drop
- Wireless access points for public and private networks
- Ceiling-mounted short-throw projector and projection screen
- Extron system
- Rough-in and infrastructure for flat screen display monitor
- Telephone
- Infrastructure for sound system including speakers/ microphones
- Cable television access
- Cable connection system to control room

FURNITURE AND EQUIPMENT FOR THE SPACE

- Workstation and chair for staff
- May consider flip top table for collaboration and stack chairs
- Set furniture such as desk/console and comfortable quest chairs

SPACE DESCRIPTIONS & RELATIONSHIPS

MEDIA/EDITING LAB

GENERAL CONCEPT AND ACTIVITIES

This classroom lab along with the TV studio classroom will provide the core learning environment to support the Media Arts film and broadcasting pathway. In this room students will participate in individual and team editing and production assignments; there may be lectures and presentations to the entire class in this room as well. Students will be going back and forth to the studio during class so direct visual and physical connection is required. There may be interaction with filming industry partners in these two classroom spaces.

PRIMARY AND SECONDARY USERS

- Teachers
- Students
- Industry partners

RELATIONSHIP AND ORGANIZATION

This classroom should be adjacent to the studio with direct access. This classroom space would be supported with an A/V Rack Room and Data room adjacent to it.

ENVIRONMENTAL SOUND CONTROL

- Walls: minimum STC 50
- Ceilings: minimum CAC 35, NRC .70 lay-in acoustical ceiling
- Consider an interior glass window assembly with a higher STC rating (at least 50-56)

WRITING/DISPLAY SPACES

- Markerboard
- Tackboard

FLOORING

- Carpet for acoustical control. Sealed concrete would be the alternative

WINDOWS/DOORS

- Interior window with high STC rating (50) to the studio
- Doors to exterior
- Consider sound door to Broadcasting if budget allows - gasket doors at minimum
- Doors with vision panels (not necessary for Data Room)
- Windows to exterior

CASEWORK AND EQUIPMENT

- Consider some lockable tall cabinets for equipment storage

LIGHTING

- Overhead fixtures - indirect when possible
- Natural lighting
- Low voltage light controls with scening capabilities
- Avoid direct light and glare for computer use

PLUMBING

- None

ELECTRICAL

- Multiple electrical outlets on each wall
- Power for computer stations and technology
- Outlets shall be located next to data drops

HVAC

- No special requirements

TECHNOLOGY/COMMUNICATIONS

- Support for 32-36 data drops
- Wireless access points for public and private networks
- Ceiling-mounted short-throw projector and projection screen
- Rough-in and infrastructure for 2 flat screen display monitors
- Telephone
- Cable television access

FURNITURE AND EQUIPMENT FOR THE SPACE

- Workstation and chair for staff
- Workstations for computer editing equipment
- Task chairs

SPACE DESCRIPTIONS & RELATIONSHIPS

AV ROOM

GENERAL CONCEPT AND ACTIVITIES

This room will provide space for the AV racks and possibly secure storage of other equipment.

PRIMARY AND SECONDARY USERS

- Teachers
- Students

RELATIONSHIP AND ORGANIZATION

This room should be directly off of the Media/Editing Classroom.

FEATURES OF THE SPACE

- Secure and environmentally controlled

Environmental Sound Control

- Walls: minimum STC 50
- Ceilings: minimum CAC 35, NRC .70 lay-in acoustical ceiling

WRITING/DISPLAY SPACES

- None

FLOORING

- Sealed concrete

WINDOWS/DOORS

- Door connecting to Media/Editing Classroom

CASEWORK AND EQUIPMENT

- None

LIGHTING

- Overhead fixtures

PLUMBING

- None

ELECTRICAL

- Electrical receptacles on each wall
- Power for equipment
- Outlets shall be located next to data drops

HVAC

- 24/7 cooling

TECHNOLOGY/COMMUNICATIONS

- Connections for network
- Wireless access points for public and private networks

FURNITURE AND EQUIPMENT FOR THE SPACE

- Racks

SPACE DESCRIPTIONS & RELATIONSHIPS

MEDIA CONTROL ROOM

GENERAL CONCEPT AND ACTIVITIES

The media control room for a production studio houses a variety of tasks, stations, and equipment for controlling broadcasting and recording. In professional TV and film studios there are often 2-3 of these control rooms for audio control, lighting/camera control, and production control. In a teaching environment some of these functions may occur in the studio classroom on the side of the set or filming area or several functions may take place in the control room due to space constraints. This control room will house the sound and production control. The audio console monitor and the monitors for production control will be in this room. Lighting and camera control equipment may also be in this room. Visual contact between the Studio and the Control Room is needed.

PRIMARY AND SECONDARY USERS

- Teachers
- Students
- Industry partners

RELATIONSHIP AND ORGANIZATION

The control room should be adjacent to the TV studio classroom, with direct visual connection and passage access.

ENVIRONMENTAL SOUND CONTROL

- Walls: minimum STC 50
- Ceilings: minimum CAC 35, NRC .70 lay-in acoustical ceiling
- Acoustical wall treatment

WRITING/DISPLAY SPACES

- Markerboard
- Tackboard

FLOORING

- Carpet for acoustical control

WINDOWS/DOORS

- Interior windows with STC rating of 50
- Lockable sound door
- No exterior windows

CASEWORK AND EQUIPMENT

- None - use loose furnishing to provide maximum flexibility

LIGHTING

- Overhead fixtures - indirect when possible
- Low voltage light controls with scening capabilities
- Avoid direct light and glare

PLUMBING

- None

ELECTRICAL

- Multiple electrical outlets on each wall
- Power for all control equipment
- Outlets shall be located next to data drops

HVAC

- No special requirements

TECHNOLOGY/COMMUNICATIONS

- 1-3 data drops
- Wireless access points for public and private networks
- Cable connections between studio equipment and control equipment
- Telephone
- Audio system connections from studio
- Video connections from studio
- Cable television access

FURNITURE AND EQUIPMENT FOR THE SPACE

- Workstations for control equipment and task chairs
- May consider mobile flip top tables and a few stack chairs

CTE

CL
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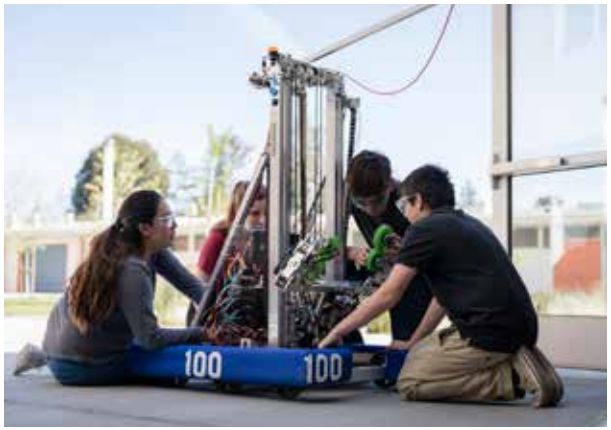
CTE in High Schools

PROGRAM SPACE	NET PROGRAM SQ. FT.
CTE Specialty Lab	*

*Net program square footage will depend on the type of specialty lab needed for the specific CTE program.

SPACE DESCRIPTIONS & RELATIONSHIPS



CTE SPECIALTY LAB

GENERAL CONCEPT AND ACTIVITIES

This instructional space will be used primarily as a CTE specialty lab. The room should be designed as a flexible project room and laboratory space for a variety of CTE pathways, in several curricular areas for high school students. It could be used for things like cooking, robotics, or exploratory technology. The design of this laboratory should be flexible when possible, with the majority of equipment and furniture loose, if appropriate for the project. A variety of specialty subjects and curriculum could take place in this lab, ranging from culinary arts and hospitality to engineering and architecture. The District supports 16 different pathways at their schools. Details of each lab shall be coordinated with appropriate school and District staff. Although some presentations and lectures may take place in the room, the lab will primarily be used for hands-on learning and project work.

Access to the outdoors would be beneficial for integrated outdoor learning and expanded space for the development and construction of large projects. Students can use the adjacent outdoor areas for a variety of activities. Ideally there could be a large open connection such as an overhead garage door or rolling door to allow for the flow between the indoor and outdoor lab. Messy projects can be developed outside.

PRIMARY AND SECONDARY USES

- Teachers
- Students
- Parents
- Industry partners and guest presenters

FEATURES OF THE SPACE

This will depend on the type of the CTE program.

RELATIONSHIP AND ORGANIZATION

Ideally this space would be located central to the general classrooms or science classrooms, with easy access to project storage. The exact location on existing campuses will depend on existing site conditions.

ENVIRONMENTAL SOUND CONTROL

- Walls: minimum STC 50
- Ceilings: minimum CAC 35, NRC .70

WRITING / DISPLAY SPACES

- Magnetic markerboards
- Tackboard surface
- Dedicated display area

FLOORING

- Resilient flooring or sealed concrete

WINDOWS / DOORS

- Exterior windows that provide maximum natural daylight without heat gain and observation of adjacent outdoor project areas
- Interior and exterior shading devices—manual or electrical
- Wood doors with vision panel
- Consider large overhead garage door or sliding doors that can expand project space to the adjacent outdoors

CASEWORK AND EQUIPMENT

- Combination upper and lower cabinets with sink

LIGHTING

- Natural daylighting—maximize
- Overhead fixtures—indirect, where possible
- Low voltage light controls with scening capabilities
- Occupancy sensors

PLUMBING

- Sink with hot and cold water and bubbler

ELECTRICAL

- 4 duplex receptacles on each wall in addition to power for computers/technology
- 2 duplex receptacles above base cabinets
- Outlets shall be located next to data drops

HVAC

- As required by program

TECHNOLOGY/COMMUNICATIONS

- Refer to standard classroom/lab package in Chapter 4
- Provide a minimum of 2 data drops on each wall (will vary dependent on program)

FURNITURE FOR THE SPACE

- Furniture for the space will depend on the specific Career Pathway Program, and should be coordinated with school and District staff

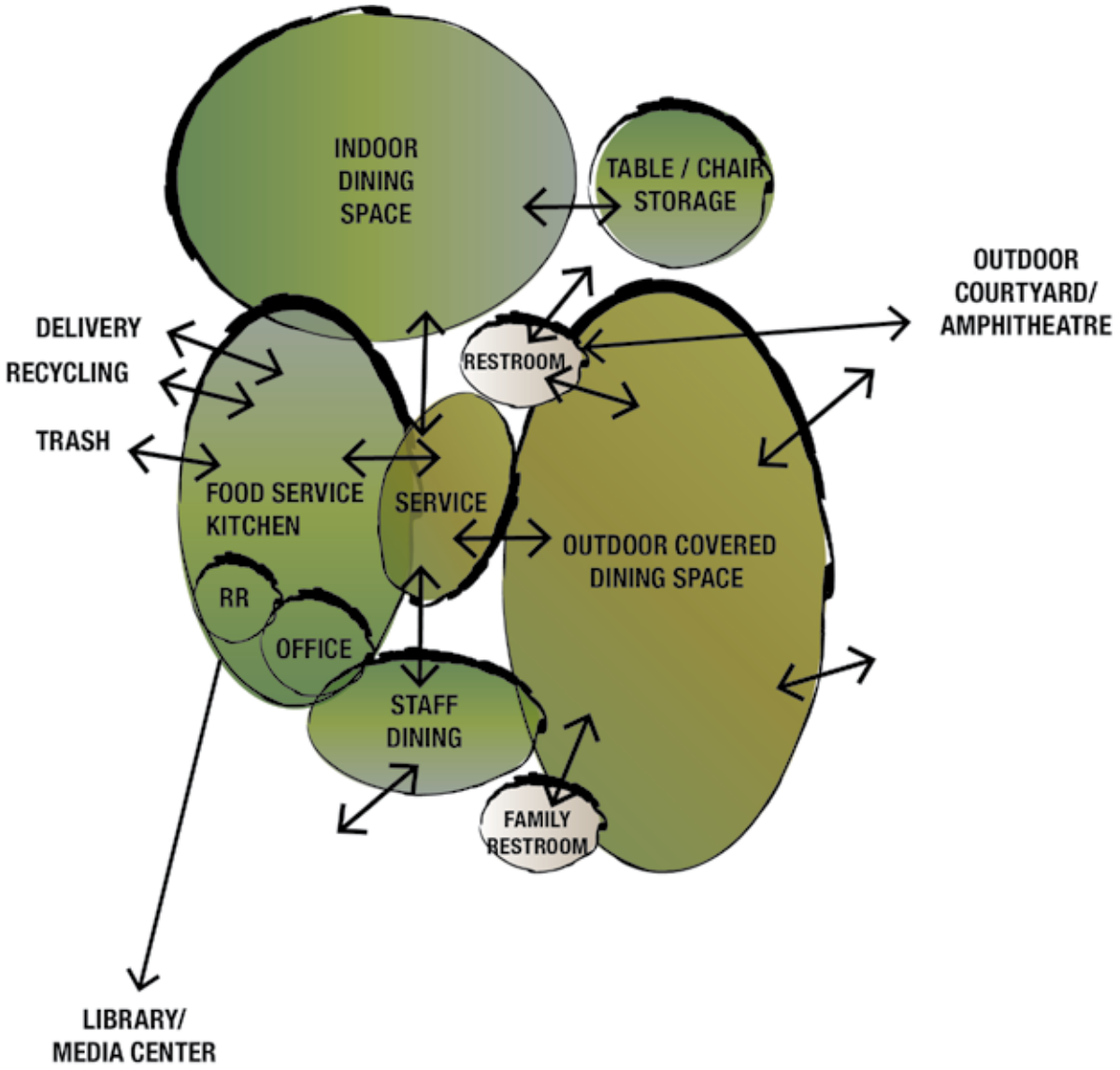
NUTRITION SERVICES

Nutrition Services in High Schools

PROGRAM SPACE	NET PROGRAM SQ. FT.
Kitchen (with Office)	*2,500-3,000
Serving Lines/Point-of-Distribution	*2,500-3,000
Flexible Dining Room/Presentation Room	*
Dining (Covered Exterior)	*
Table and Chair Storage	*
Staff Dining	*
Custodial Room	

*Space will vary depending on size of school. Minimum square footage as noted.

RELATIONSHIP DIAGRAM



SPACE DESCRIPTIONS & RELATIONSHIPS

KITCHEN (WITH OFFICE)

GENERAL CONCEPT AND ACTIVITIES

The kitchen will be used for preparation of breakfast and lunch at this campus. Food items will be prepared and cooked/baked on site. Depending on the size of the school, there could be 4-8 staff working in the kitchen. Staff will be responsible for preparing and serving food in service lines and windows.

The kitchen area should have Wi-Fi, data drops for Point-of-Sale (POS), and multiple phone sets for easy access throughout the kitchen.

PRIMARY AND SECONDARY USES

- Nutrition Services staff

RELATIONSHIP AND ORGANIZATION

The kitchen should be adjacent to the serving area and close to the multipurpose room. It should also be close to a delivery landing/loading dock area, custodial room, and trash/recycling pick-up area. Ideally the delivery area should be in a location to allow truck delivery and trash pick-up access without crossing pedestrian circulation.

FEATURES OF THE SPACE

- Commercial kitchen equipment
- Walk in cooler and freezer
- Kitchen office with AC
- Staff locker room with restroom
- Hood with Ansul system
- Student serving lines
- Delivery area, trash, and can wash directly outside
- Indoor dry storage room or dedicated area in the kitchen
- Multiple wall phones throughout the space
- Washable ceilings and floors

ENVIRONMENTAL SOUND CONTROL

- Walls: minimum STC 50
- Ceilings: minimum CAC 35, NRC .70

WRITING / DISPLAY SPACES

- Small markerboard or writing surface by office

FLOORING

- Quarry tile

WINDOWS / DOORS

- Consider a few high windows to allow natural daylight into the space-avoid windows below 6’ as they take up valuable wall space
- Doors with vision panel and shading

CASEWORK AND EQUIPMENT

- Stainless steel corner guards
- Ovens
- Warmers
- Prep Tables
- Combi-ovens

LIGHTING

- Overhead fixtures
- Low voltage light controls

PLUMBING

- 3 compartment sink and connections to equipment
- Hand sinks
- Mop sink
- Hot water heater capable of heating and cooling
- Gas shut-off valve for kitchen hood Ansul system
- Garbage disposals and pre-rinse

ELECTRICAL

- Power connections specific to all commercial kitchen equipment
- 2-3 Duplex receptacles on all walls
- Power for computer in office

HVAC

- Appropriate ventilation for equipment
- Maintain 65 degrees year round

TECHNOLOGY/COMMUNICATIONS

- Wireless access for public and private networks
- 1 data drop in office

FURNITURE FOR THE SPACE

- Workstation with storage in office
- Task chair for office
- Mobile stainless steel tables for prep

SPACE DESCRIPTIONS & RELATIONSHIPS

SERVING LINES/POINT-OF-DISTRIBUTION

GENERAL CONCEPT AND ACTIVITIES

All schools should include speed lines (no walk up windows) to ensure that students can get their food quickly. This area will be used to serve breakfast and lunch in an efficient manner. Students should be able to move through the line quickly selecting options and then move to one of the cashiers. Hot food items, salads, sandwiches, fresh fruit and vegetables, and other food options will be served, as well as cold drinks. This area may be used for serving food during community or other type of events in the summer or evenings. There may also be kiosks or mobile structures that house serving equipment to serve students at locations outside of the kitchen

PRIMARY AND SECONDARY USES

- Students
- All Staff

RELATIONSHIP AND ORGANIZATION

This space should be located between the kitchen and the indoor dining space, with direct access to the exterior dining area.

FEATURES OF THE SPACE

- Consider creative signage above serving lines, identifying food options

ENVIRONMENTAL SOUND CONTROL

- Walls: minimum STC 50
- Ceilings: minimum CAC 35, NRC .70

WRITING / DISPLAY SPACES

- Markerboard or display board for menu options

FLOORING

- Quarry tile

WINDOWS / DOORS

- N/A

CASEWORK AND EQUIPMENT

- Cold and hot serving equipment
- Mobile cashier station and chair

LIGHTING

- Overhead fixtures—indirect, if possible
- Low voltage light controls

PLUMBING

- Connection to fill serving equipment

ELECTRICAL

- Power for serving equipment
- Power for electronic check out/cashier's station—may be a card reader
- Power for Point-of-Sale units

HVAC

- Maintain 65 degrees year round
- Capable of heating and cooling

TECHNOLOGY/COMMUNICATIONS

- Wireless access for public and private networks
- Data drops at cashier station

FURNITURE FOR THE SPACE

- None

SPACE DESCRIPTIONS & RELATIONSHIPS

FLEXIBLE DINING ROOM/PRESENTATION ROOM

GENERAL CONCEPT AND ACTIVITIES

This room will serve as a central indoor gathering space for the school and possibly the community as well. The primary functions for the flexible dining room/presentation room include dining, larger group assemblies, school and community meetings and presentations. This space should provide a pleasant and inviting environment for dining and student socialization. The room should connect directly to the outdoor dining area.

PRIMARY AND SECONDARY USERS

- Students
- Staff
- Parents
- Community Members

RELATIONSHIP AND ORGANIZATION

This space should be located with easy access to the classrooms, but convenient for community use and able to be zoned for evening use without allowing access to the entire campus. Locate the dining space adjacent to the serving area and the outdoor dining area and close to restrooms.

ENVIRONMENTAL SOUND CONTROL

- Walls: minimum STC 50
- Ceilings: minimum CAC 35, NRC .70
- Acoustical control to minimize reverberation such as acoustical wall treatment

WRITING/DISPLAY SURFACES

- Small tackboard and display case for student projects and announcements

FLOORING

- Resilient flooring

WINDOWS/DOORS

- Maximize daylight as much as possible with windows or skylights
- Consider garage doors that open up to the outdoor dining area

CASEWORK AND EQUIPMENT

- None

LIGHTING

- Overhead - indirect and natural daylight

ELECTRICAL

- Utility outlets - every wall
- Power for technology

PLUMBING

- Drinking fountain with bottle filler

HVAC

- Energy efficient HVAC package units
- HVLS fans

TECHNOLOGY/COMMUNICATIONS

- Rough in and infrastructure for flat screen display monitors
- A public address system and speakers
- Ceiling mounted short-throw projector and projection screen
- Extron system
- Wireless network access
- Electric large retractable projection screen

FURNITURE FOR THE SPACE

- Individual high density stacking chairs
- Consider some higher height tables and stools
- Variety of table sizes to support both dining and community meetings - folding and flip-top tables - could be on locking caster for easy movement

SPACE DESCRIPTIONS & RELATIONSHIPS

DINING (COVERED OUTDOOR)

GENERAL CONCEPT AND ACTIVITIES

This area will provide dining space for students in addition to the flexible interior dining space. These covered dining pavilions should allow good cross ventilation, plenty of shade, and natural lighting in the covered space. A garden area with low bushes and shade trees could surround the shade structures to expand the dining area and options. The covered dining space can also provide an outdoor informal gathering and learning space for students both during and after school. This space should be designed to provide a comfortable eating area for students, with enough space for students to be able to relax and socialize while they eat.

PRIMARY AND SECONDARY USES

- Students
- All Staff
- Parents
- Community members

RELATIONSHIP AND ORGANIZATION

The outdoor covered dining area should be located adjacent to the interior dining space. The space should be directly accessible from the serving area. This space should be located away from outdoor fields where students may be playing sports or participating in PE class while other students are trying to eat lunch to avoid noise and balls flying into the dining area.

FEATURES OF THE SPACE

- Good cross ventilation
- Pleasant environment to allow for quiet breaks at lunch
- Consider pavilion design and material that is transparent and allows for natural light

ENVIRONMENTAL SOUND CONTROL

- N/A

LIGHTING

- Natural daylighting—maximize

PLUMBING

- Consider a hose bib and coordinate drain and sewer connection with site storm water management system

ELECTRICAL

- Consider power for outdoor projects

HVAC

- None

TECHNOLOGY/COMMUNICATIONS

- Wireless access for public and private networks

FURNITURE FOR THE SPACE

- Outdoor tables and chairs
- Trash containers

SPACE DESCRIPTIONS & RELATIONSHIPS

TABLE & CHAIR STORAGE

GENERAL CONCEPT AND ACTIVITIES

This storage room will be used to store chairs and dining tables during alternative uses of the room.

PRIMARY AND SECONDARY USES

- Staff

RELATIONSHIP AND ORGANIZATION

This room should have direct access to the multipurpose room and indoor dining space.

ENVIRONMENTAL SOUND CONTROL

- N/A

WRITING / DISPLAY SPACES

- None

FLOORING

- Sealed concrete

WINDOWS / DOORS

- Consider an oversized door for convenience

CASEWORK AND EQUIPMENT

- None

LIGHTING

- Overhead fixtures
- Low voltage light controls

PLUMBING

- None

ELECTRICAL

- Duplex receptacles on 2 walls in addition to power for technology charging station

HVAC

- Exhaust fan or relief vent

TECHNOLOGY/COMMUNICATIONS

- None

FURNITURE FOR THE SPACE

- Chair and table carts

SPACE DESCRIPTIONS & RELATIONSHIPS

STAFF DINING

GENERAL CONCEPT AND ACTIVITIES

This space will be available for use by all staff for dining during the day. Staff may store outside food in the refrigerator in this room or purchase food from the service line. There should be an area for staff to heat up food or prepare a light meal. The room may also be used for staff collaboration and informal meetings. Staff may use this room in conjunction with the workroom.

PRIMARY AND SECONDARY USES

- All Staff

RELATIONSHIP AND ORGANIZATION

This space should be located adjacent to the staff collaboration space, but in proximity to the serving area and food service kitchen, if possible. Staff dining could be a part of the workroom if there was a visual and acoustical barrier between the 2 spaces.

ENVIRONMENTAL SOUND CONTROL

- Walls: minimum STC 50
- Ceilings: minimum CAC 35, NRC .70

WRITING / DISPLAY SPACES

- Small markerboard or tackboard

FLOORING

- Resilient flooring

WINDOWS / DOORS

- Exterior windows that provide maximum natural daylight without heat gain
- Interior and exterior shading devices—manual or electrical
- Doors with vision panel

CASEWORK AND EQUIPMENT

- Base cabinets with drawers and doors and sink
- Wall cabinets
- Space for dishwasher

LIGHTING

- Natural daylighting if possible
- Overhead fixtures
- Low voltage light controls
- Occupancy sensors

PLUMBING

- Sink

ELECTRICAL

- Power for refrigerator, coffee maker, and microwave
- Duplex receptacles above counter
- Duplex receptacles on every wall
- Consider power for vending machine
- Outlets shall be located next to data drops

HVAC

- No special requirements

TECHNOLOGY/COMMUNICATIONS

- Wireless access to public and private networks

FURNITURE FOR THE SPACE

- Folding or flip-top tables on locking casters to seat a minimum of 8
- High density stacking chairs
- Refrigerator
- Microwave
- Coffee maker

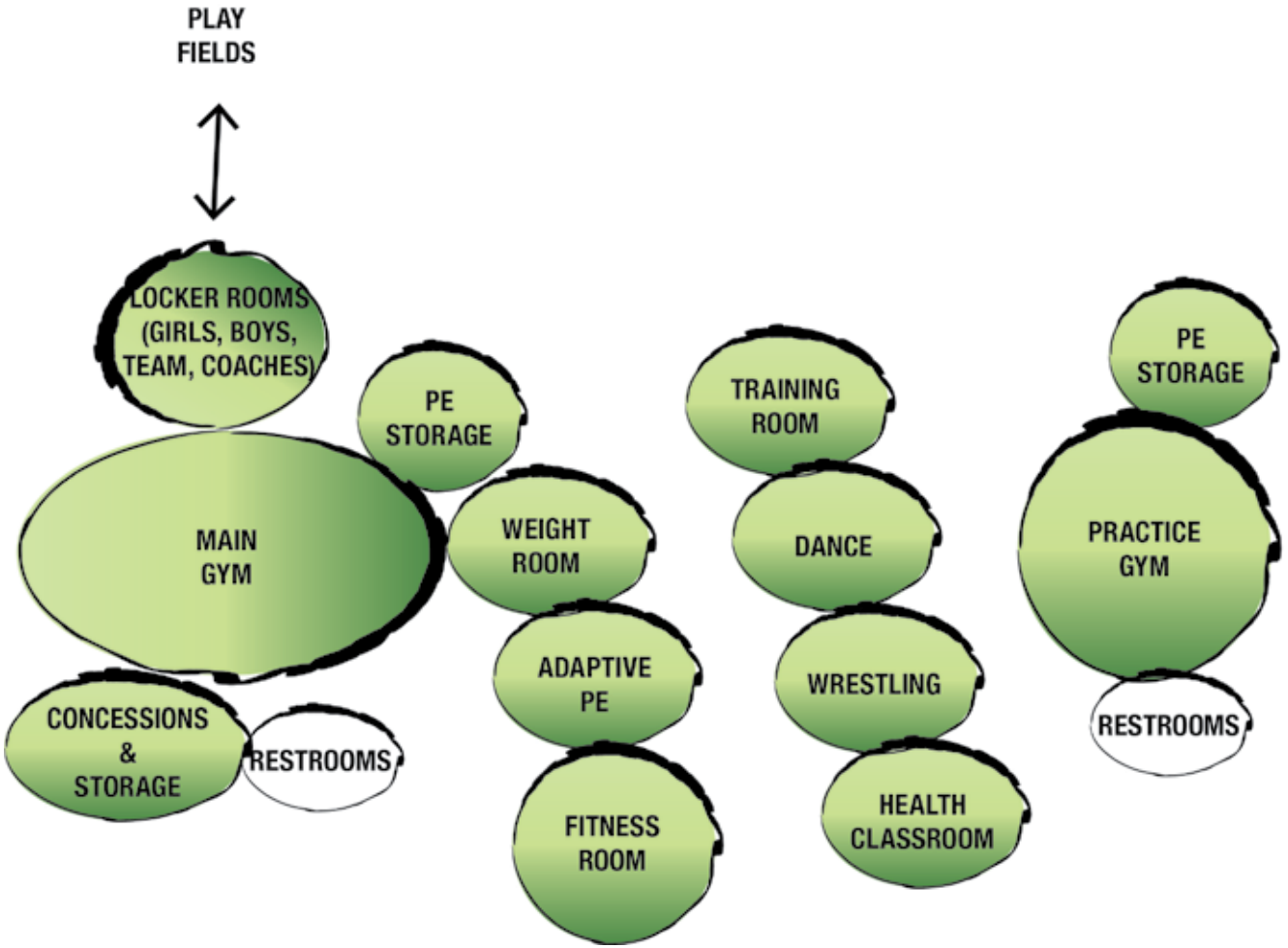
PHYSICAL EDUCATION

Physical Education in High Schools

PROGRAM SPACE	NET PROGRAM SQ. FT.
PE Classroom	960
PE Storage	900 total*
Locker Rooms and Equipment Storage	varies*
PE Staff Office/Restroom	varies*
Yoga Room/Training Room/Aerobics Room	1,200
Weight Room	2,000 min.*
Competition Gymnasium	13,500-14,000
Practice Gymnasium	8,600
Wrestling Room	3,200
Pool (outdoors)	varies*
Pool Locker Room	varies*
Athletics Field	N/A

*depends on size of school.

RELATIONSHIP DIAGRAM



SPACE DESCRIPTIONS & RELATIONSHIPS

PE CLASSROOM

GENERAL CONCEPT AND ACTIVITIES

The PE classroom design should be flexible to adapt to multiple uses and delivery models and should support a variety of activities and layouts that could change throughout the week or day. The classroom should be able to accommodate at least 54 students at a time. Mobile durable furniture that is easy to move and reconfigure should be utilized.

Activities could include large and small group instruction, teaming, class discussions, small group work, and individual project work. White boards should be placed on at least two walls. Adjacent storage space should also be incorporated.

PRIMARY AND SECONDARY USES

- Teachers
- Students

RELATIONSHIP AND ORGANIZATION

The PE classroom should be located near the practice gymnasium, PE storage, and coach's offices. Staff and student restrooms will be located within required distances.

ENVIRONMENTAL SOUND CONTROL

- Walls: minimum STC 50
- Ceilings: minimum CAC 35, NRC .70

WRITING/DISPLAY SPACES

- Magnetic markerboards on at least two walls
- Tackable wall surface on all walls

FLOORING

- Carpet
- Resilient flooring at entry door

WINDOWS/DOORS

- Windows that provide maximum natural daylight without heat gain
- Position for outdoor view
- Interior and exterior shading devices—manual or electrical
- Doors with vision panel

CASEWORK AND EQUIPMENT

- N/A

LIGHTING

- Overhead fixtures—indirect, where possible
- Natural lighting
- Low voltage light controls with scening capabilities
- Occupancy sensors

PLUMBING

- N/A

ELECTRICAL

- 1 utility electrical outlet on each wall
- Power to support ceiling-mounted projector, document camera, and Extron digital system
- Outlets shall be located next to data drops

HVAC

- No special requirements

TECHNOLOGY/COMMUNICATIONS

- Refer to standard classroom/lab package in Chapter 4

FURNITURE/EQUIPMENT FOR THE SPACE:

- Mobile chairs and tables
- Mobile storage unit for student items
- Teacher task chair and surface support

SPACE DESCRIPTIONS & RELATIONSHIPS

PE STORAGE

GENERAL CONCEPT AND ACTIVITIES

This room will be used to store a variety of PE equipment on the wall in racks and shelves and on hooks and mobile carts. This room could also provide space for individual PE activities that can take place in a quiet, smaller space.

PRIMARY AND SECONDARY USES

- Students
- Teacher

RELATIONSHIP AND ORGANIZATION

This room should be close to the practice gymnasium, competition gymnasium, and to the outdoor fields.

ENVIRONMENTAL SOUND CONTROL

- Walls: minimum STC 40
- Ceilings: minimum CAC 35, NRC .70

WRITING / DISPLAY SPACES

- Small tackboard

FLOORING

- Resilient flooring or sealed concrete
- Mats should be available for floor exercise and to ensure safe movement for adaptive PE

WINDOWS / DOORS

- Exterior door is desirable

CASEWORK AND EQUIPMENT

- None

LIGHTING

- Overhead lighting
- Low voltage light controls

PLUMBING

- None

ELECTRICAL

- Duplex receptacles on all walls

HVAC

- No special requirements

TECHNOLOGY/COMMUNICATIONS

- Wireless access for public and private networks

FURNITURE FOR THE SPACE

- Metal storage racks attached to the wall
- Ball carts
- Consider workstation and task chair for PE staff

SPACE DESCRIPTIONS & RELATIONSHIPS

LOCKER ROOMS AND EQUIPMENT STORAGE

GENERAL CONCEPT AND ACTIVITIES

The locker rooms and equipment storages will be used for changing from school dress to appropriate PE or athletics attire for physical education classes and extra curricular athletic programs, as well as for storing a variety of athletics equipment on the wall in racks and shelves, and on hooks and mobile carts.

Students will store PE clothing in small lockers. Restrooms are part of the locker room facility. Shower rooms should be evaluated on a site by site basis, but at a minimum provide one accessible shower and one additional shower; these should be private spaces.

Equipment storage is needed for the following sports: tackle football, cross country, tennis, golf, volleyball, water polo, basketball, soccer, wrestling, lacrosse, basketball, softball, badminton, gymnastics, swimming, and track and field. Size of storage room should be aligned with the size of the school.

Equipment to be included in this storage space might include rowing machines, hockey sticks, portable goals, steps for aerobics, huge cones, portable speakers and stereos, badminton poles, and rackets—all needing to be stored in a convenient space.

PRIMARY AND SECONDARY USES

- Students
- Teachers/coaches

RELATIONSHIP AND ORGANIZATION

The locker rooms and equipment storage should be close to the practice and competition gymnasiums. The staff office should have a direct connection to the locker rooms, with a window between the two for supervision. Locker rooms should also have direct access to outdoor play fields and courts. Restrooms should have direct access to the exterior so they can be accessed during PE or games if needed, however there should not be access for the public into the locker rooms.

ENVIRONMENTAL SOUND CONTROL

- Walls: minimum STC 50
- Ceilings: minimum CAC 35, NRC .70

WRITING / DISPLAY SPACES

- Small tackboard

FLOORING

- Porcelain tile

WINDOWS / DOORS

- Interior window to any PE office

CASEWORK AND EQUIPMENT

- Hooks
- Lockers
- Shelving

LIGHTING

- Overhead lighting
- Low voltage light controls

PLUMBING

- Lavatories
- Toilets
- Drinking fountain with bottle filler

ELECTRICAL

- Duplex receptacles on all walls

HVAC

- Heating and ventilation

TECHNOLOGY/COMMUNICATIONS

- Wireless access for public and private networks

FURNITURE FOR THE SPACE

- Benches
- Metal storage racks attached to the wall
- Ball carts
- Consider workstation and task chair for PE staff

SPACE DESCRIPTIONS & RELATIONSHIPS

PE STAFF OFFICE/RESTROOM

GENERAL CONCEPT AND ACTIVITIES

The PE staff office is for planning, conferences, scheduling, and small item storage for PE and athletic programs. This space should be flexible to meet with a few students.

PRIMARY AND SECONDARY USES

- Students
- Teachers/coaches

RELATIONSHIP AND ORGANIZATION

This room should be located directly adjacent to the locker rooms, with a window between the two for supervision.

ENVIRONMENTAL SOUND CONTROL

- Walls: minimum STC 50
- Ceilings: minimum CAC 35, NRC .70

WRITING / DISPLAY SPACES

- Small tackboard

FLOORING

- Resilient flooring

WINDOWS / DOORS

- Door with vision panel

CASEWORK AND EQUIPMENT

- Consider a staff wardrobe for athletic clothes and shoes

LIGHTING

- Overhead lighting
- Low voltage light controls

PLUMBING

- Toilet
- Sink
- Shower

ELECTRICAL

- Duplex receptacles on 2 walls
- Power for computer
- Outlets shall be located next to data drops

HVAC

- Exhaust at restroom

TECHNOLOGY/COMMUNICATIONS

- Wireless access for public and private networks
- 1-2 data drops at desk

FURNITURE FOR THE SPACE

- Workstation with task chair
- Shelving for storage of equipment

SPACE DESCRIPTIONS & RELATIONSHIPS

YOGA ROOM/TRAINING ROOM/ AEROBICS ROOM

GENERAL CONCEPT AND ACTIVITIES

This room would serve as a yoga studio and aerobics workout space for PE classes, as well as a space for circuit training. This room could be used for aerobic workouts for athletics training as well.

PRIMARY AND SECONDARY USES

- Students
- Teacher

RELATIONSHIP AND ORGANIZATION

This room should be close to the practice gymnasium, competition gymnasium, and to the outdoor fields.

ENVIRONMENTAL SOUND CONTROL

- Walls: minimum STC 40
- Ceilings: minimum CAC 35, NRC .70

WRITING / DISPLAY SPACES

- None

FLOORING

- Synthetic athletic flooring or wood sports flooring
- Mats should be available for floor exercises

WINDOWS / DOORS

- Door with vision panel

CASEWORK AND EQUIPMENT

- None

LIGHTING

- Overhead lighting
- Low voltage light controls with scening capabilities

PLUMBING

- None

ELECTRICAL

- Duplex receptacles on all walls
- Speaker system for playing music

HVAC

- No special requirements

TECHNOLOGY/COMMUNICATIONS

- Wireless access for public and private networks

FURNITURE FOR THE SPACE

- Storage for yoga mats and aerobic equipment

SPACE DESCRIPTIONS & RELATIONSHIPS

WEIGHT ROOM

GENERAL CONCEPT AND ACTIVITIES

The weight room will be used for PE classes in strength training and by athletic teams.

PRIMARY AND SECONDARY USES

- Students
- Teacher

RELATIONSHIP AND ORGANIZATION

This room should be close to the practice gymnasium, competition gymnasium, and to the outdoor fields. Consider a drinking fountain within or nearby.

ENVIRONMENTAL SOUND CONTROL

- Walls: minimum STC 40
- Ceilings: minimum CAC 35, NRC .70

WRITING / DISPLAY SPACES

- None

FLOORING

- Resilient flooring
- Mats under weight equipment

WINDOWS / DOORS

- Door with vision panel

CASEWORK AND EQUIPMENT

- None

LIGHTING

- Overhead lighting
- Low voltage light controls

PLUMBING

- None

ELECTRICAL

- Duplex receptacles on all walls

HVAC

- No special requirements

TECHNOLOGY/COMMUNICATIONS

- Wireless access for public and private networks

FURNITURE FOR THE SPACE

- Weight machines
- Racks for free weights
- Mats for floors

SPACE DESCRIPTIONS & RELATIONSHIPS

COMPETITION GYMNASIUM

GENERAL CONCEPT AND ACTIVITIES

The competition gymnasium will host sporting events and athletics competitions, and should have bleacher seating to accommodate about 2,000 people. The gymnasium should have high ceilings and be able to be divided into two or more sections to be able to accommodate more than one PE class at a time. The competition gymnasium may also be used for large events or performances.

FEATURES OF THE SPACE

- Two cross courts
- Safety pads
- Consider a divider curtain
- Bleachers

PRIMARY AND SECONDARY USES

- Students
- Teachers
- Administrators
- Parents
- Guests

RELATIONSHIP AND ORGANIZATION

The gymnasium should be close to the locker rooms, coach's office, and equipment storage spaces.

ENVIRONMENTAL SOUND CONTROL

- Walls: minimum STC 50
- Ceilings: minimum CAC 35, NRC .70
- Acoustical wall treatment
- Acoustical roof is recommended

WRITING / DISPLAY SPACES

- Scoreboard

FLOORING

- Wood sports flooring

WINDOWS / DOORS

- Exterior door is desirable

CASEWORK AND EQUIPMENT

- None

LIGHTING

- Overhead lighting
- Low voltage light controls with scening capabilities

PLUMBING

- Access to water fountain that does not protrude into the gym space

ELECTRICAL

- Duplex receptacles on all walls
- PA system
- Power for scoreboards
- Retractable basketball hoops
- Power for motorized bleachers

HVAC

- Ventilation
- HVLS fans

TECHNOLOGY/COMMUNICATIONS

- Wireless access for public and private networks
- Wireless score board
- Sound system

FURNITURE FOR THE SPACE

- Storage for mats and other equipment

SPACE DESCRIPTIONS & RELATIONSHIPS

PRACTICE GYMNASIUM

GENERAL CONCEPT AND ACTIVITIES

The practice gymnasium consists of a small basketball court and could be used for a variety of indoor student PE activities. The space may be used for student activities after school as well. The community may also use this space. There will not be space for bleachers in this program square footage.

FEATURES OF THE SPACE

- Safety pads

PRIMARY AND SECONDARY USES

- Students
- Teacher
- Community

RELATIONSHIP AND ORGANIZATION

This space should be close to the competition gymnasium, the outdoor fields and courts, and should be adjacent to the locker rooms

ENVIRONMENTAL SOUND CONTROL

- Walls: minimum STC 50
- Ceilings: minimum CAC 35, NRC .70

WRITING / DISPLAY SPACES

- Scoreboard

FLOORING

- Synthetic athletic flooring or wood sports flooring

WINDOWS / DOORS

- Doors with vision panel

CASEWORK AND EQUIPMENT

- None

LIGHTING

- Overhead lighting
- Low voltage light controls with scening capabilities

PLUMBING

- Access to drinking fountain that does not protrude into the gym space

ELECTRICAL

- Duplex receptacles on all walls
- PA system
- Power for scoreboards
- Retractable basketball hoops

HVAC

- Ventilation
- HVLS fans

TECHNOLOGY/COMMUNICATIONS

- Wireless access for public and private networks

FURNITURE FOR THE SPACE

- Storage for mats and other equipment
- Mats should be available for floor exercise and to ensure safe movement for adaptive PE

SPACE DESCRIPTIONS & RELATIONSHIPS

WRESTLING ROOM

GENERAL CONCEPT AND ACTIVITIES

The wrestling room shall be used for wrestling practices and matches. The District offers wrestling for both boys and girls.

PRIMARY AND SECONDARY USES

- Students
- Teacher

RELATIONSHIP AND ORGANIZATION

This room should be close to the locker rooms.

ENVIRONMENTAL SOUND CONTROL

- Walls: minimum STC 40
- Ceilings: minimum CAC 35, NRC .70

WRITING / DISPLAY SPACES

- None

FLOORING

- Synthetic athletic flooring or wood sports flooring
- Wrestling mats

WINDOWS / DOORS

- Door with vision panel

CASEWORK AND EQUIPMENT

- None

LIGHTING

- Overhead lighting
- Low voltage light controls with scening capabilities

PLUMBING

- Locate drinking fountain nearby

ELECTRICAL

- Duplex receptacles on all walls
- Consider an electric mat hoist

HVAC

- Consider separate controls for temperature

TECHNOLOGY/COMMUNICATIONS

- Wireless access for public and private networks

FURNITURE AND EQUIPMENT FOR THE SPACE

- Storage for mats and other equipment
- 2 wrestling mats

SPACE DESCRIPTIONS & RELATIONSHIPS

POOL (OUTDOORS)

GENERAL CONCEPT AND ACTIVITIES

Pools shall be 50m x 25m and shall be located outdoors. The pool shall be used for PE, athletics competitions, and may be used for recreation by the community. Pool design should take into consideration both racing and water polo and PE, There should be bleachers for spectators. The pool deck should be able to accommodate easy-up tents during competitions.

PRIMARY AND SECONDARY USES

- Students
- Teachers
- Parents/Guests
- Community members

RELATIONSHIP AND ORGANIZATION

The pool should be near the pool locker room, coaches' office, pool attendance office, concessions, and storage. The pool should have easy access to guest parking for spectators.

ENVIRONMENTAL SOUND CONTROL

- N/A

WRITING / DISPLAY SPACES

- Scoreboard

FLOORING

- Concrete
- Tile

WINDOWS / DOORS

- N/A

CASEWORK AND EQUIPMENT

- Scoreboard/timing

LIGHTING

- None

PLUMBING

- Plumbing and drainage for pool

ELECTRICAL

- Duplex receptacles on all walls
- PA system
- Power for scoreboards

HVAC

- None

TECHNOLOGY/COMMUNICATIONS

- Wireless access for public and private networks

FURNITURE FOR THE SPACE

- Bleachers
- Pop-up tents

SPACE DESCRIPTIONS & RELATIONSHIPS

POOL LOCKER ROOM

GENERAL CONCEPT AND ACTIVITIES

The pool locker rooms will be used for changing into appropriate swim wear for physical education classes or extra curricular athletic programs. Students will store PE clothing in small lockers made specifically to withstand the moisture and chemicals from pool activity. Restrooms are part of the locker room facility. Private showers should be included for use before and after swimming, including ADA accessible showers.

PRIMARY AND SECONDARY USES

- Students
- Teachers/coaches

RELATIONSHIP AND ORGANIZATION

The pool locker rooms should be directly adjacent to the outdoor pool. Restrooms should have direct access to the exterior so they can be accessed during PE or games if needed, however there should not be access for the public into the locker rooms.

ENVIRONMENTAL SOUND CONTROL

- Walls: minimum STC 50
- Ceilings: minimum CAC 35, NRC .70

WRITING / DISPLAY SPACES

- Small tackboard

FLOORING

- Porcelain tile

WINDOWS / DOORS

- None

CASEWORK AND EQUIPMENT

- Hooks
- Lockers
- Mirrors

LIGHTING

- Overhead lighting
- Low voltage light controls

PLUMBING

- Lavatories
- Toilets
- Showers

ELECTRICAL

- Duplex receptacles on all walls
- Hand dryers

HVAC

- Exhaust

TECHNOLOGY/COMMUNICATIONS

- Wireless access for public and private networks

FURNITURE FOR THE SPACE

- Benches

SPACE DESCRIPTIONS & RELATIONSHIPS

ATHLETICS FIELD

GENERAL CONCEPT AND ACTIVITIES

The athletics fields will be utilized for both PE classes and extracurricular athletics programs. Sports played on the athletics fields might include: tackle and flag football, cross country, soccer, lacrosse, softball, band, baseball, and track and field.

It will be important for wireless access to reach the athletics field for teachers and coaches to utilize for taking roll.

PRIMARY AND SECONDARY USES

- Students
- Teachers
- Administrators
- Parents
- Guests

RELATIONSHIP AND ORGANIZATION

The athletics fields should be close to the locker rooms and equipment storage spaces, as well as the press box, concession stand, and ticketing. There should also be access to restrooms from the outdoors.

ENVIRONMENTAL SOUND CONTROL

- N/A

WRITING / DISPLAY SPACES

- Scoreboard

FLOORING

- Grass or synthetic turf
- Rubberized running track

WINDOWS / DOORS

- N/A

CASEWORK AND EQUIPMENT

- Football goal posts
- Soccer goal nets
- Long jump pit and cover
- Hurdles
- Starting blocks

LIGHTING

- Field lights

PLUMBING

- Water fountains in close proximity

ELECTRICAL

- PA system
- Power for scoreboards

HVAC

- None

TECHNOLOGY/COMMUNICATIONS

- Wireless access for public and private networks

FURNITURE FOR THE SPACE

- Bleachers

ADMINISTRATION

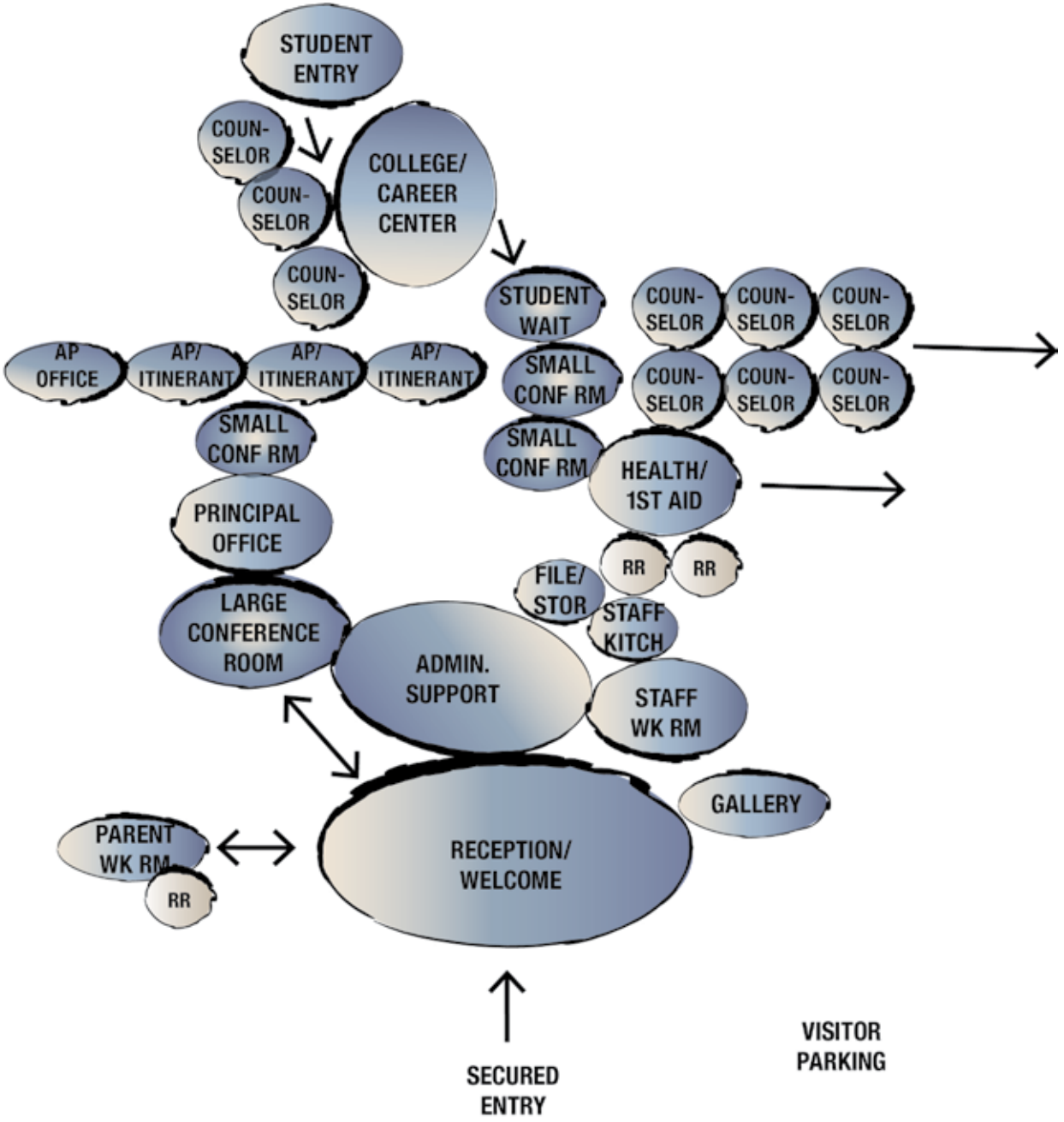
Administration in High Schools

PROGRAM SPACE	SQ. FT.
Reception/Waiting for Admin. Staff	150
Principal's Office	260
AP Office	150
Conference Room for 16	250
Small Meeting Room	150
Administration Office Manager Work Area/Private Office	varies
Administrative Support Staff Area	varies
Psychologist/Youth Services Office	125
Itinerant/Flex Office	125
Workroom/Storage/Copy Room	200
Staff/Teacher Mailboxes	150
Social Worker Office	150
Registrar/Attendance Office	400
Kitchenette Service Alcove	120
First Aid Room with Restroom	300-400
Resource Classroom	585
Counseling Waiting Area/Reception	200
Guidance Counselor Office	120

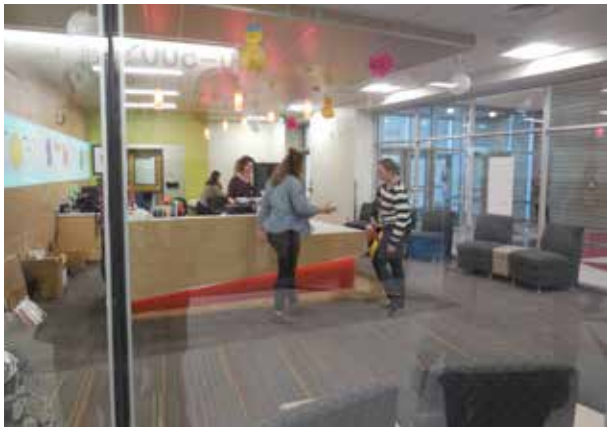
Administration in High Schools (continued)

PROGRAM SPACE	NET PROGRAM SQ. FT.
Counseling Conference Room	150
College and Career Center Resource Room	900-1,000
College and Career Center Office	120
College and Career Center Small Group Room	120
School Resource Officer (SRO) Office	125

RELATIONSHIP DIAGRAM



SPACE DESCRIPTIONS & RELATIONSHIPS



RECEPTION/WAITING FOR ADMIN STAFF

GENERAL CONCEPT AND ACTIVITIES

The reception area will provide controlled entry to the school for visitors. This space provides a first impression of the school and how it is run so it should reflect a welcoming and professional atmosphere. From this space visitors will be directed to the appropriate person or location. This area will also serve as a waiting area for students, visitors, and staff. If space allows or existing circumstances are appropriate, this area could also incorporate the concept of exhibit space for student art or various accolades and trophies.

PRIMARY AND SECONDARY USES

- Administrative staff
- Parents
- Students
- Staff
- Visitors

RELATIONSHIP AND ORGANIZATION

This space should be positioned to monitor the main entry of the school.

FEATURES OF THE SPACE

- Could include the display elements to create an exhibit space, depending on site
- Should include acoustical control
- Security monitoring potential - both digitally and with appropriate sight lines - should include entry lock control

ENVIRONMENTAL SOUND CONTROL

- Walls: minimum STC 50
- Ceilings: minimum CAC 35, NRC .70

WRITING / DISPLAY SPACES

- Display cases or display system
- Tackboard
- Digital Flat screen monitor

FLOORING

- Part of space - resilient flooring
- Part of space - carpet

WINDOWS / DOORS

- Should have exterior windows that allow for good observation of front entry and natural light
- Interior windows to corridor when located off an entry corridor
- Interior and exterior shading devices — manual or electrical
- Interior doors with vision panel

CASEWORK AND EQUIPMENT

- Reception desk with file storage and area for transaction counter—two levels
- Wall-mounted display area for forms (could be part of loose furnishings

LIGHTING

- Natural daylighting when possible
- Overhead fixtures - indirect, if possible
- Low voltage light controls with scening capabilities
- Occupancy sensors
- Consider task lights at reception desk

PLUMBING

- None

ELECTRICAL

- 2 duplex receptacles on each wall in addition to power for computers
- Duplex receptacles at reception desk
- Electronic access for visitors to gain entrance to the school
- Outlets shall be located next to data drops
- Chimes to request entry to the building

HVAC

- No special requirements

TECHNOLOGY/COMMUNICATIONS

- Wireless access for public and private networks
- 2 data drops at reception desk
- Rough-in for wall mounted large flat screen monitors (to potentially be added in the future)
- Telephone at each workstation

FURNITURE FOR THE SPACE

- 3-4 guest chairs for waiting
- Small side table
- Task chairs for reception desk
- Consider mobile display cubes

SPACE DESCRIPTIONS & RELATIONSHIPS

PRINCIPAL'S OFFICE

GENERAL CONCEPT AND ACTIVITIES

The principal's office will be the headquarters for providing leadership to the school and should communicate a professional and organized environment. In addition to working in this space, the principal will meet with parents, students, other administrators, and staff members in a one-on-one or small group conference setting. The office should accommodate up to six people at a time. This space will also be used for personal storage and will possibly house some confidential records. The principal's office should have some storage for personal items.

PRIMARY AND SECONDARY USERS

- Principal
- Other Administrative Staff
- Parents
- Community Members and School Visitors
- Students

RELATIONSHIP AND ORGANIZATION

This office should be close to the reception/waiting area for the administration and would ideally have good visibility of outdoor spaces on the campus. This office should be close to the main conference room and should be adjacent to principal's administrative support staff, with a visual connection, if possible. It should also be close to the AP's office, as well as to the guidance counselor spaces. This office should have a secondary exit, preferably directly to the outside.

ENVIRONMENTAL SOUND CONTROL

- Walls: minimum STC 50
- Ceilings: minimum CAC 35, NRC .70

WRITING/DISPLAY SPACES

- Tackable surface at desk
- 4' markerboard (optional depending on layout of room)

FLOORING

- Carpet

WINDOWS/DOORS

- Windows to the exterior with good visibility to outdoor spaces on campus
- Doors with vision panel
- Consider door to exterior

CASEWORK AND EQUIPMENT

- None to maximize flexibility—provide loose furnishings

LIGHTING

- Overhead fixtures—indirect, if possible
- Natural lighting
- Low voltage light controls

PLUMBING

- None

ELECTRICAL

- Electrical outlets on each wall
- Power for computer and printer
- Outlets shall be located next to data drops

HVAC

- No special requirements

TECHNOLOGY/COMMUNICATIONS

- Wireless access for public and private networks
- 1 data drop at workstation
- 2 data drops adjacent to desk and 1 data drop for printer
- Small printer

FURNITURE FOR THE SPACE

- Workstation/desk and task chair
- Bookcase
- Small round table for small conferences (could also be part of workstation)
- 4 guest chairs that match conference chairs for flexibility of adding chairs to conference room, if needed

SPACE DESCRIPTIONS & RELATIONSHIPS

AP OFFICE

GENERAL CONCEPT AND ACTIVITIES

The assistant principal's office shall be appointed similarly to the principal's office. Administrators and counselors may meet with parents and students or staff here. The room should accommodate 4 people.

PRIMARY AND SECONDARY USERS

- Co-Administrator
- Other Administrative Staff
- Parents
- Community Members / School Visitors
- Students

RELATIONSHIP AND ORGANIZATION

This office should be close to the reception/waiting area and the principal's office. The office should also be relatively close to the main conference room and administrative staff as well.

ENVIRONMENTAL SOUND CONTROL

- Walls: minimum STC 50
- Ceilings: minimum CAC 35, NRC .70

WRITING/DISPLAY SPACES

- Tackable surface at desk area

FLOORING

- Carpet

WINDOWS/DOORS

- Windows to the exterior with good visibility to school entry or outdoor space
- Doors with vision panel

CASEWORK AND EQUIPMENT

- None to maximize flexibility—provide loose furnishings

LIGHTING

- Overhead fixtures—indirect, if possible
- Natural lighting
- Low voltage light controls

PLUMBING

- None

ELECTRICAL

- Electrical outlets on each wall
- Power for computer and printer
- Outlets shall be located next to data drops

HVAC

- No special requirements

TECHNOLOGY/COMMUNICATIONS

- Wireless access for public and private networks
- 2 data drops at desk and 1 data drop for printer
- Small printer

FURNITURE FOR THE SPACE

- Workstation/desk and task chair
- Bookcases
- Conferencing area - small table or area of desk
- 4 guest chairs that match conference chairs for flexibility of adding chairs to conference room, if needed

SPACE DESCRIPTIONS & RELATIONSHIPS

CONFERENCE ROOM

GENERAL CONCEPT AND ACTIVITIES

The conference room provides space for meetings and presentations. The room should be able to accommodate up to 14 people seated around a large conference table. This room could be used for parent meetings and District presentations and discussions. The room design should allow for multimedia presentations, with a projector and/or a flat screen monitor. Beverages may be served in this room. The room should be flexible enough to allow an additional 2-3 people to be seated on the side of the room if needed.

PRIMARY AND SECONDARY USERS

- Administrative Staff
- Parents & Visitors
- Special Education Staff
- Teachers

RELATIONSHIP AND ORGANIZATION

The main conference room should be close to the main administration entry. This room should be adjacent or close to the Principal's Office.

ENVIRONMENTAL SOUND CONTROL

- Walls: minimum STC 50
- Ceilings: minimum CAC 35, NRC .70

WRITING/DISPLAY SPACES

- Markerboard
- Tackable wall panels or some tack space

FLOORING

- Carpet

WINDOWS/DOORS

- Exterior windows
- Doors with vision panel
- Interior and exterior shading devices—manual or electrical

CASEWORK AND EQUIPMENT

- None

LIGHTING

- Overhead fixtures - indirect, if possible
- Natural lighting, if possible
- Low voltage light controls

PLUMBING

- None

ELECTRICAL

- Electrical outlets on each wall
- Power in floor under conference table
- Outlets shall be located next to data drops

HVAC

- No special requirements

TECHNOLOGY/COMMUNICATIONS

- Wireless access for public and private networks
- Floor mounted data drop under conference table
- Rough-in for wall mounted large flat screen monitors or interactive board
- Conference call hub

FURNITURE FOR THE SPACE

- Conference table for 16 people with integrated power and data
- Side cabinet for storage and beverage service
- Conference chairs on casters

SPACE DESCRIPTIONS & RELATIONSHIPS

SMALL MEETING ROOM

GENERAL CONCEPT AND ACTIVITIES

The small conference room provides space for meetings of 4-6 people, The room may be connected to an office or used for testing so its design should take that into consideration.

PRIMARY AND SECONDARY USES

- Administrative staff
- Parents
- Students
- Staff

RELATIONSHIP AND ORGANIZATION

This room should be part of the administration suite, but have easy access to the public corridor or main circulation pathway.

ENVIRONMENTAL SOUND CONTROL

- Walls: minimum STC 50
- Ceilings: minimum CAC 35, NRC .70

WRITING/DISPLAY SPACES

- Markerboard
- Small tackboard

FLOORING

- Carpet

WINDOWS/DOORS

- Exterior windows
- Doors with vision panel
- Interior and exterior shading devices—manual or electrical

CASEWORK AND EQUIPMENT

- None

LIGHTING

- Overhead fixtures—indirect, if possible
- Natural lighting, if possible
- Low voltage light controls
- Occupancy sensors

PLUMBING

- None

ELECTRICAL

- Electrical outlets on each wall
- Power in floor under conference table
- Outlets shall be located next to data drops

HVAC

- No special requirements

TECHNOLOGY/COMMUNICATIONS

- Wireless access for public and private networks
- Floor mounted data drop under conference table
- Rough-in for wall mounted large flat screen monitors or interactive board
- Telephone
- Data drop for possible workstation

FURNITURE FOR THE SPACE

- Small table for meetings
- 4-6 chairs
- Consider side cabinet for storage and beverage service

SPACE DESCRIPTIONS & RELATIONSHIPS

ADMINISTRATION OFFICE MANAGER WORK AREA/PRIVATE OFFICE

GENERAL CONCEPT AND ACTIVITIES

This area will have workstations for administrative staff supporting the principal and AP. Workstations will be in an open area, ideally with visual connection to the principal's and AP's offices. This area should provide some privacy, but does not need to be in a private office. The size of this area would depend on the size of the high school and could accommodate 1-2 individuals.

PRIMARY AND SECONDARY USERS

- Administrative Staff
- Teachers
- Students

RELATIONSHIP AND ORGANIZATION

This room should be adjacent to the principal's office and AP's office, and close to the administrative support staff area and conference room.

ENVIRONMENTAL SOUND CONTROL

- Walls: minimum STC 50
- Ceilings: minimum CAC 35, NRC .70

WRITING/DISPLAY SPACES

- Tackboard

FLOORING

- Carpet

WINDOWS/DOORS

- Exterior windows

CASEWORK AND EQUIPMENT

- None—loose furnishings would provide more flexibility

LIGHTING

- Overhead fixtures - indirect, if possible
- Low voltage light controls
- Consider task lighting at workstations

PLUMBING

- None

ELECTRICAL

- Electrical outlets on each wall
- Power for computers and printers
- Power to allow for addition of a small copier in future
- Outlets shall be located next to data drops

HVAC

- No special requirements

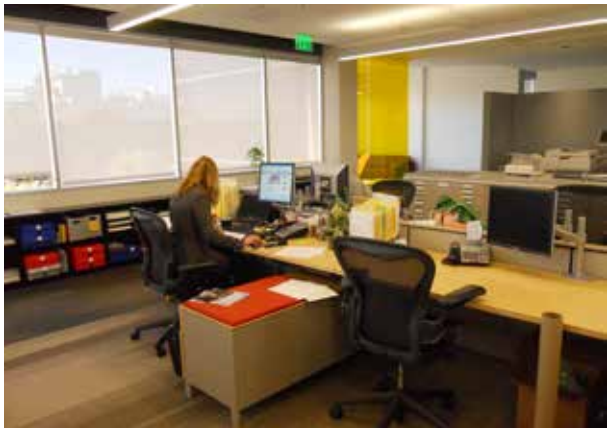
TECHNOLOGY/COMMUNICATIONS

- 2-3 data drops - 1 at copier location
- Telephone
- Wireless access for public and private networks

FURNITURE/EQUIPMENT FOR THE SPACE

- Workstations with space for printer and task chair
- Files
- Copier may be added in future

SPACE DESCRIPTIONS & RELATIONSHIPS



ADMINISTRATIVE SUPPORT STAFF AREA

GENERAL CONCEPT AND ACTIVITIES

This room will primarily be used for a work area for the administrative assistants that support the school administrators. There may need to be an additional staff members added in the future, so layout should be flexible.

PRIMARY AND SECONDARY USERS

- Administrative Staff
- Teachers
- Students

RELATIONSHIP AND ORGANIZATION

This room should be adjacent to the principal's office and close to other administrators' offices.

ENVIRONMENTAL SOUND CONTROL

- Walls: minimum STC 50
- Ceilings: minimum CAC 35, NRC .70

WRITING/DISPLAY SPACES

- Tackboard

FLOORING

- Carpet

WINDOWS/DOORS

- Exterior windows

CASEWORK AND EQUIPMENT

- None—loose furnishings would provide more flexibility

LIGHTING

- Overhead fixtures - indirect, if possible
- Low voltage light controls
- Consider task lighting at workstations

PLUMBING

- None

ELECTRICAL

- Electrical outlets on each wall
- Power for computers and printers
- Power to allow for addition of a small copier in future
- Outlets shall be located next to data drops

HVAC

- No special requirements

TECHNOLOGY/COMMUNICATIONS

- Wireless access for public and private networks
- Data drops at workspace
- Data drop for printer/copier
- Telephone

FURNITURE/EQUIPMENT FOR THE SPACE

- Workstations with space for printer and task chair
- Files
- Copier may be added in future

SPACE DESCRIPTIONS & RELATIONSHIPS

PSYCHOLOGIST/YOUTH SERVICES OFFICE

GENERAL CONCEPT AND ACTIVITIES

This office will serve a school psychologist who may or may not be on site full time, as well as Youth Services. The office should have the flexibility to allow for use by other itinerant staff if needed. There should be a space in this office to allow a staff member to meet with a student and perhaps 1-2 parents. This space will also provide an area for secure storage of personal belongings and files.

PRIMARY AND SECONDARY USERS

- Administrative Staff
- Students
- Teachers

RELATIONSHIP AND ORGANIZATION

These offices should be part of the Administration Suite.

ENVIRONMENTAL SOUND CONTROL

- Walls: minimum STC 50
- Ceilings: minimum CAC 35, NRC .70

WRITING/DISPLAY SPACES

- Tackboard or panel

FLOORING

- Carpet

WINDOWS/DOORS

- Window to exterior, if possible, to maximize daylight
- Doors with vision panel

CASEWORK AND EQUIPMENT

- None (to allow for maximum flexibility)

LIGHTING

- Overhead fixtures - indirect, where possible
- Low voltage light controls

PLUMBING

- None

ELECTRICAL

- Electrical outlets on each wall
- Power for computers in two locations to allow for options in work station layout
- Outlets shall be located next to data drops

HVAC

- No special requirements

TECHNOLOGY/COMMUNICATIONS

- Wireless access for public and private networks
- 2 data drops at desk
- Telephone

FURNITURE FOR THE SPACE

- Workstation and task chair
- Bookcase
- Small table and chairs for meetings of 2-4 people

SPACE DESCRIPTIONS & RELATIONSHIPS

ITINERANT STAFF/FLEX OFFICE

GENERAL CONCEPT AND ACTIVITIES

This office will be used as a flexible office that may be used by itinerant staff or other visitors as need. The office should be set up for flexible use.

PRIMARY AND SECONDARY USERS

- Administrative Staff
- Itinerant Staff
- Students
- Teachers

RELATIONSHIP AND ORGANIZATION

This office should be part of the administration suite.

ENVIRONMENTAL SOUND CONTROL

- Walls: minimum STC 50
- Ceilings: minimum CAC 35, NRC .70

WRITING/DISPLAY SPACES

- Tackboard or panel

FLOORING

- Carpet

WINDOWS/DOORS

- Window to exterior, if possible, to maximize daylight
- Doors with vision panel

CASEWORK AND EQUIPMENT

- None (to allow for maximum flexibility)

LIGHTING

- Overhead fixtures - indirect, where possible
- Low voltage light controls

PLUMBING

- None

ELECTRICAL

- Electrical outlets on each wall
- Power for computers in two locations to allow for options in work station layout
- Outlets shall be located next to data drops

HVAC

- No special requirements

TECHNOLOGY/COMMUNICATIONS

- Wireless access for public and private networks
- 2 data drops at desk
- Telephone

FURNITURE FOR THE SPACE

- Workstation and task chair
- Bookcase
- 42” round table and side chairs

SPACE DESCRIPTIONS & RELATIONSHIPS

WORKROOM/STORAGE/COPY ROOM

GENERAL CONCEPT AND ACTIVITIES

The workroom may be used by the administrative staff to support the operation of the school for a variety of prep activities and some production. Supplies and copy paper for the school would be stored in this room. The room will also have a copier, however, the use of the copier or multiple copiers may diminish as the District moves towards more electronic distribution and filing.

Teacher and staff mailboxes may be placed in or adjacent to this room

PRIMARY AND SECONDARY USERS

- Administrative Staff
- Teachers

RELATIONSHIP AND ORGANIZATION

This room should be close to the administrative support staff area, with easy access to the conference room. Exact location may depend on existing site conditions.

ENVIRONMENTAL SOUND CONTROL

- Walls: minimum STC 50
- Ceilings: minimum CAC 35, NRC .70

WRITING/DISPLAY SPACES

- Tackboard
- Small markerboard for meetings/collaboration

FLOORING

- Resilient flooring or sealed concrete

WINDOWS/DOORS

- Exterior windows not required
- Doors with vision panel

CASEWORK AND EQUIPMENT

- Base and wall cabinets with drawers, doors, and adjustable shelves for supply storage
- Overhead wall cabinets with adjustable shelves
- Lockable tall cabinets with adjustable shelves
- Consider small desk height workstation for laptop use or writing surface by staff
- Storage could also all be mobile to allow for multiple uses and configurations of this space

LIGHTING

- Overhead fixtures
- Low voltage light controls
- Occupancy sensors

PLUMBING

- Sink with hot and cold water

ELECTRICAL

- Electrical outlets on each wall
- Power for copier
- Outlets shall be located next to data drops

HVAC

- No special requirements

TECHNOLOGY/COMMUNICATIONS

- Wireless access for public and private networks
- 2 duplex receptacles on each wall and above base cabinets
- Duplex receptacle at workstation

FURNITURE/EQUIPMENT FOR THE SPACE

- Stool for working at counter
- Task chair for workstation

SPACE DESCRIPTIONS & RELATIONSHIPS

STAFF/TEACHER MAILBOXES

GENERAL CONCEPT AND ACTIVITIES

The space may be its own room, or it may be a part of the workroom. This space would house staff and teacher mailboxes and may hold additional supplies as well.

PRIMARY AND SECONDARY USERS

- Administrative Staff
- Teachers

RELATIONSHIP AND ORGANIZATION

This room should be close to the workroom and administrative support staff area, with easy access for teachers who don't work in the administrative wing. Exact location may depend on existing site conditions. Area should not be accessible to the public.

ENVIRONMENTAL SOUND CONTROL

- Walls: minimum STC 50
- Ceilings: minimum CAC 35, NRC .70

WRITING/DISPLAY SPACES

- Tackboard
- Small markerboard for meetings/collaboration

FLOORING

- Resilient flooring or sealed concrete

WINDOWS/DOORS

- Exterior windows not required
- Doors with vision panel

CASEWORK AND EQUIPMENT

- Built in mailbox cubbies for staff/teachers
- Base and wall cabinets with drawers, doors, and adjustable shelves for supply storage
- Consider small desk height workstation for laptop use or writing surface
- Storage could also all be mobile to allow for multiple uses and configurations of this space

LIGHTING

- Overhead fixtures
- Low voltage light controls
- Occupancy sensors

PLUMBING

- N/A

ELECTRICAL

- Electrical outlets on each wall

HVAC

- No special requirements

TECHNOLOGY/COMMUNICATIONS

- Wireless access for public and private networks
- 2 duplex receptacles on each wall and above base cabinets

FURNITURE/EQUIPMENT FOR THE SPACE

- Stool for working at counter

SPACE DESCRIPTIONS & RELATIONSHIPS

SOCIAL WORKER OFFICE

GENERAL CONCEPT AND ACTIVITIES

This room will be used for an office/work area for a visiting social worker. The social worker will most likely be meeting with students, staff, or parents and/or advocates in a separate conference space.

PRIMARY AND SECONDARY USERS

- Staff
- Students

RELATIONSHIP AND ORGANIZATION

This room should be part of the administrative suite to allow for flexible use.

ENVIRONMENTAL SOUND CONTROL

- Walls: minimum STC 50
- Ceilings: minimum CAC 35, NRC .70

WRITING/DISPLAY SPACES

- Tackboard or markerboard

FLOORING

- Carpet

WINDOWS/DOORS

- Exterior windows would be beneficial if possible
- Doors with vision panel

CASEWORK AND EQUIPMENT

- None

LIGHTING

- Overhead fixtures

PLUMBING

- None

ELECTRICAL

- Electrical outlets on each wall
- Power for computer
- Outlets shall be located next to data drops

HVAC

- No special requirements

TECHNOLOGY/COMMUNICATIONS

- Wireless access for public and private networks
- 1-2 data drops at desk
- Telephone

FURNITURE FOR THE SPACE

- Worksurface which could be mobile tables that could reconfigure for various uses
- Chairs
- File storage

SPACE DESCRIPTIONS & RELATIONSHIPS

REGISTRAR/ATTENDANCE OFFICE

GENERAL CONCEPT AND ACTIVITIES

This office is for staff administrating student attendance including tardy passes, absences, and early departures. There may be as many as four staff working here.

The office should include a waiting area for students and parents and adequate space for queuing.

PRIMARY AND SECONDARY USERS

- Administrative Staff
- Students
- Visitors
- Parents

RELATIONSHIP AND ORGANIZATION

This office should be located near the main student drop-off as students arriving late or leaving early will need to pass through this space. It does not need direct access to the reception area or administration office. This office may have service windows to the exterior in order to process late arrivals.

FEATURES OF THE SPACE

This office should have entry from the outside and inside as students will pass though here after campus is secured during the day. If this office is not located with the administration office it will need a controlled entry system similar to the main entry.

ENVIRONMENTAL SOUND CONTROL

- Walls: minimum STC 50
- Ceilings: minimum CAC 35, NRC .70

WRITING/DISPLAY SPACES

- Tackboard or panel

FLOORING

- Carpet

WINDOWS/DOORS

- Exterior windows with transaction capabilities

CASEWORK AND EQUIPMENT

- Transaction surface with worksurface underneath separating workspace from the waiting area
- Worksurface with space for files

LIGHTING

- Overhead fixtures
- Low voltage light controls

PLUMBING

- None

ELECTRICAL

- Electrical outlets on each wall
- Power for computer and printer/scanner
- Outlets shall be located next to data drops

HVAC

- No special requirements

TECHNOLOGY/COMMUNICATIONS

- Wireless access for public and private networks
- 2-3 data drops at desk
- Telephone

FURNITURE FOR THE SPACE

- Task chairs
- File cabinets
- Workstations
- Filing storage
- Guest chairs for waiting

SPACE DESCRIPTIONS & RELATIONSHIPS

KITCHENETTE SERVICE ALCOVE

GENERAL CONCEPT AND ACTIVITIES

This space would be utilized to prepare beverage service for meetings. It would also be utilized by other administration staff as a break area.

PRIMARY AND SECONDARY USES

- Administrative staff
- Teachers

RELATIONSHIP AND ORGANIZATION

This space should be close to the principal's and AP's offices, as well as the conference room and small meeting room.

ENVIRONMENTAL SOUND CONTROL

- Walls: minimum STC 50
- Ceilings: minimum CAC 35, NRC .70

WRITING/DISPLAY SPACES

- Tackboard

FLOORING

- Resilient flooring or sealed concrete

WINDOWS/DOORS

- Exterior windows not required

CASEWORK AND EQUIPMENT

- Base and wall cabinets with drawers, doors, and adjustable shelves for supply storage and space for coffee maker
- Consider open space under counter for owner supplied small refrigerator
- Overhead wall cabinets with adjustable shelves

LIGHTING

- Overhead fixtures
- Low voltage light controls
- Occupancy sensors

PLUMBING

- Sink with hot and cold water

ELECTRICAL

- Electrical outlets on wall
- Power for microwave and coffee maker
- Power for under-counter refrigerator

HVAC

- No special requirements

TECHNOLOGY/COMMUNICATIONS

- 2 duplex receptacles on each wall and above base cabinets

FURNITURE/EQUIPMENT FOR THE SPACE

- Consider under-counter refrigerator

SPACE DESCRIPTIONS & RELATIONSHIPS

FIRST AID ROOM WITH RESTROOM

GENERAL CONCEPT AND ACTIVITIES

This area is where a nurse or staff member may attend to sick or injured students. The room will have a cot area and a bathroom with a shower. The school site may not have a full time nurse so the cot area will need to be visible from the main administration office through a door or internal window.

Activities in this space may include treating students with illness or injury, eye exams, preventative health measures, administering medication and discussions with parents. Medications and health supplies will be stored in cabinets and a small refrigerator. Space should be provided for storage of a wheelchair and crutches.

PRIMARY AND SECONDARY USES

- Nurse
- Administrative staff
- Students
- Parents

RELATIONSHIP AND ORGANIZATION

This space should be located within or adjacent to the administration area. The clinic may need to be supervised by administrative staff if a nurse is not available, so a location close to administrative workstations should be considered. Ideally, students would also be able to access this space without going through the school reception where visitors may be waiting. A restroom is located within the clinic. The cot space and exam room may be a separate alcove or room with open passage adjacent to the nurse area, but should allow for visual supervision.

FEATURES OF THE SPACE

- Restroom within space
- Shower with small changing area

ENVIRONMENTAL SOUND CONTROL

- Walls: minimum STC 50
- Ceilings: minimum CAC 35, NRC .70

WRITING / DISPLAY SPACES

- Tackboard

FLOORING

- Resilient flooring

WINDOWS / DOORS

- No exterior windows
- Interior window to administration may be beneficial for observation
- Interior door with vision panel

CASEWORK AND EQUIPMENT

- Lockable upper and lower cabinets for secure storage for supplies and medicine
- Privacy curtains and track for cot area
- Opening under counter for owner-supplied small refrigerator

- Consider tall deep cabinet with removable shelving for large medical equipment such as wheel chair or crutches

LIGHTING

- Overhead fixtures—combination of direct and indirect if possible
- Low voltage light controls with scening capabilities and split controls for 2 types of lighting
- Occupancy sensors

PLUMBING

- Sink with hot and cold water

ELECTRICAL

- Duplex receptacles on each wall in addition to power for computer/laptop
- Power for under counter refrigerator
- Outlets shall be located next to data drops

HVAC

- No special requirements

TECHNOLOGY/COMMUNICATIONS

- Wireless access for public and private networks
- Data drop

FURNITURE FOR THE SPACE

- 2-3 guest chairs for waiting
- 2-3 cots
- Under counter refrigerator

SPACE DESCRIPTIONS & RELATIONSHIPS

RESOURCE CLASSROOM

GENERAL CONCEPT AND ACTIVITIES

This room may have multiple functions. It will serve as a Resource Classroom for larger resource class sizes. The room should be adaptable to support multiple uses.

PRIMARY AND SECONDARY USES

- Administrative staff
- Students
- Staff/Tutors

RELATIONSHIP AND ORGANIZATION

Ideally this room would be close to the administration suite and have direct access from the exterior so parents can access the space without going through the administration suite to use the space in the evenings.

FEATURES OF THE SPACE

- This space should be designed with similar features as a typical general classrooms to allow future flexibility

ENVIRONMENTAL SOUND CONTROL

- Walls: minimum STC 50
- Ceilings: minimum CAC 35, NRC .70

WRITING / DISPLAY SPACES

- Magnetic markerboards
- Tackable wall surface on all walls

FLOORING

- Carpet
- Resilient flooring around the sink and entry door

WINDOWS / DOORS

- Exterior windows that provide maximum natural daylight without heat gain
- Interior and exterior shading devices—manual or electrical
- Doors with vision panel

CASEWORK AND EQUIPMENT

- Safety hooks or open compartments for coats/bags
- Combination upper and lower cabinets with sink
- Mobile casework

LIGHTING

- Natural daylighting—maximize
- Overhead fixtures—indirect, if possible
- Low voltage light controls with scening capabilities
- Occupancy sensors

PLUMBING

- None

ELECTRICAL

- 2 Duplex receptacles on each wall in addition to power for computers/technology
- Power for technology charging cart
- Duplex receptacles above base cabinets
- Overhead projector
- Outlets shall be located next to data drops

HVAC

- No special requirements

TECHNOLOGY/COMMUNICATIONS

- Refer to standard classroom/lab package in Chapter 4

FURNITURE FOR THE SPACE

- Variety of mobile tables and ergonomic chairs and stools to support project-based learning—some high, some low, and different shapes and sizes
- Mobile storage units including shelving with locking casters that can allow for opportunities to create various room layouts and centers
- Mobile workstation and task chair
- Surfaces to support technology (could be desktop computers, laptops, or small interactive pads)

SPACE DESCRIPTIONS & RELATIONSHIPS

COUNSELING WAITING AREA/RECEPTION

GENERAL CONCEPT AND ACTIVITIES

This is a small waiting area outside of the counseling suite. Counselors will gather students from this space.

PRIMARY AND SECONDARY USERS

- Students
- Parents
- Staff
- Teachers

RELATIONSHIP AND ORGANIZATION

This room will be outside the counseling offices and counseling conference room, and adjacent to the administration area.

ENVIRONMENTAL SOUND CONTROL

- Walls: minimum STC 50
- Ceilings: minimum CAC 35, NRC .70

WRITING/DISPLAY SPACES

- Tackboard or space for announcements

FLOORING

- Carpet

WINDOWS/DOORS

- Large windows

CASEWORK AND EQUIPMENT

- Workstation

LIGHTING

- Overhead fixtures
- Natural daylight
- Low voltage light controls

PLUMBING

- None

ELECTRICAL

- Electrical outlets on each wall
- Outlets shall be located next to data drops

HVAC

- No special requirements

TECHNOLOGY/COMMUNICATIONS

- Wireless access for public and private networks
- Telephone

FURNITURE FOR THE SPACE

- Guest chairs
- Kiosk for brochures and pamphlets

SPACE DESCRIPTIONS & RELATIONSHIPS

GUIDANCE COUNSELOR OFFICE

GENERAL CONCEPT AND ACTIVITIES

This office will serve the school guidance counselor. The office should have the flexibility to allow for use by other itinerant staff if needed. There should be a space in this office to allow a staff member to meet with a student and perhaps 1-2 parents. This space will also provide an area for secure storage of testing materials and files, as well as for personal belongings. High school campuses will need to have anywhere from 4-8 counselor offices, depending on the size of the school.

PRIMARY AND SECONDARY USERS

- Guidance Counselor
- Students
- Administrators
- Staff
- Parents

RELATIONSHIP AND ORGANIZATION

This room should be close to itinerant offices and the psychologist's office, as part of the administrative suite, but it should have its own entrance so students do not have to walk through the administration in order to visit a counselor. Privacy is important, so the office should be designed with acoustical and visual privacy concerns in mind. There should be a counseling reception area where students can check in and see if a counselor can see them. The offices should also be located close to the counseling conference room in case a larger group needs to meet.

ENVIRONMENTAL SOUND CONTROL

- Walls: minimum STC 50
- Ceilings: minimum CAC 35, NRC .70

WRITING/DISPLAY SPACES

- Large tackboard

FLOORING

- Carpet

WINDOWS/DOORS

- Exterior windows would be beneficial
- Doors with vision panel

CASEWORK AND EQUIPMENT

- Secure storage for files and personal belongings

LIGHTING

- Overhead fixtures—indirect if possible
- Low voltage light controls

PLUMBING

- None

ELECTRICAL

- Electrical outlets on each wall
- Power for computer and printer
- Outlets shall be located next to data drops

HVAC

- No special requirements

TECHNOLOGY/COMMUNICATIONS

- Wireless access for public and private networks
- 1-2 data drops on separate walls to allow for flexibility of layout
- Telephone

FURNITURE FOR THE SPACE

- Workstation with storage and task chair
- Small table and chairs for meetings of 2-4 people
- Kiosk for brochures and pamphlets

SPACE DESCRIPTIONS & RELATIONSHIPS

COUNSELING CONFERENCE ROOM

GENERAL CONCEPT AND ACTIVITIES

The counseling conference room would be utilized by the counseling staff for meetings that may require multiple students, teachers, parents, and/or staff. The space should accommodate 8-10 people.

PRIMARY AND SECONDARY USERS

- Administrative Staff
- Parents & Visitors
- Special Education Staff
- Teachers

RELATIONSHIP AND ORGANIZATION

The counseling conference room should be close to the counseling offices and reception area, and should be near the main reception area and administration area of the school for parents who may be attending meetings there.

ENVIRONMENTAL SOUND CONTROL

- Walls: minimum STC 50
- Ceilings: minimum CAC 35, NRC .70

WRITING/DISPLAY SPACES

- Markerboard
- Tackable wall panels or some tack space

FLOORING

- Carpet

WINDOWS/DOORS

- Exterior windows
- Doors with vision panel
- Interior and exterior shading devices

CASEWORK AND EQUIPMENT

- None

LIGHTING

- Overhead fixtures - indirect, if possible
- Natural lighting, if possible
- Low voltage light controls

PLUMBING

- None

ELECTRICAL

- Electrical outlets on each wall
- Power in floor under conference table
- Outlets shall be located next to data drops

HVAC

- No special requirements

TECHNOLOGY/COMMUNICATIONS

- Wireless access for public and private networks
- Data drop under conference table
- Consider ceiling-mounted projector
- Large flat screen monitor
- Conference call hub

FURNITURE FOR THE SPACE

- Conference table for 8-10 people with data and power outlets
- Conference chairs

SPACE DESCRIPTIONS & RELATIONSHIPS

COLLEGE AND CAREER CENTER RESOURCE ROOM

GENERAL CONCEPT AND ACTIVITIES

This room will serve as the central hub for students seeking college and career information and resources. A variety of activities will take place in this space, including collaborative work, interview practice, presentations from colleges or community partners, and private discussions with college or community representatives. The room should be set up with flexible tables and chairs that can be easily reconfigured, and technology that supports presentations, individual work, and one-on-one work.

PRIMARY AND SECONDARY USES

- Counselors
- Administrative staff
- Parents
- Students
- Guests from Colleges or Community

RELATIONSHIP AND ORGANIZATION

This room would be adjacent to the college and career counseling offices and small group rooms. It would be ideally be adjacent to or part of the administration wing as well.

FEATURES OF THE SPACE

This space should have small group rooms within it where students can have interviews and meetings with representatives from various colleges or with community partners.

ENVIRONMENTAL SOUND CONTROL

- Walls: minimum STC 50
- Ceilings: minimum CAC 35, NRC .70

WRITING / DISPLAY SPACES

- Magnetic markerboards
- Tackable wall surface

FLOORING

- Carpet

WINDOWS / DOORS

- Exterior windows that provide maximum natural daylight without heat gain
- Interior and exterior shading devices—manual or electrical
- Doors with vision panel

CASEWORK AND EQUIPMENT

- None

LIGHTING

- Natural daylighting—maximize
- Overhead fixtures—indirect, if possible
- Low voltage light controls
- Occupancy sensors

PLUMBING

- None

ELECTRICAL

- 2 Duplex receptacles on each wall in addition to power for computers/technology
- Overhead projector
- Outlets shall be located next to data drops

HVAC

- No special requirements

TECHNOLOGY/COMMUNICATIONS

- Wireless access for public and private networks
- 2-4 data drops
- Extron system
- Ceiling-mounted short-throw projector and projection screen
- Rough-in for wall mounted large flat screen monitor
- Conference call hub

FURNITURE FOR THE SPACE

- Variety of mobile tables and ergonomic chairs and stools—some high, some low, and different shapes and sizes
- Mobile storage units including shelving to display brochures and other handouts
- Surfaces to support technology (could be desktop computers, laptops, or small interactive pads)
- Comfortable lounge chairs
- Kiosk for brochures and pamphlets

SPACE DESCRIPTIONS & RELATIONSHIPS

COLLEGE AND CAREER CENTER OFFICE

GENERAL CONCEPT AND ACTIVITIES

Most high school campuses will need 3-4 offices for college and career counseling. These offices will also be used by college and university staff visiting the high school. The office should have the flexibility to allow for use by other itinerant staff if needed. There should be a space in this office to allow a staff member to meet with a student and possibly parents. This space will also provide an area for secure storage of materials and files, as well as for personal belongings.

PRIMARY AND SECONDARY USERS

- Counselor
- Students
- Administrators
- Staff
- Parents

RELATIONSHIP AND ORGANIZATION

This room should be directly adjacent to the college and career counseling resource room. It should also be close to the college and career counseling small group rooms.

ENVIRONMENTAL SOUND CONTROL

- Walls: minimum STC 50
- Ceilings: minimum CAC 35, NRC .70

WRITING/DISPLAY SPACES

- Tackboard or panel

FLOORING

- Carpet

WINDOWS/DOORS

- Exterior windows would be beneficial
- Doors with vision panel

CASEWORK AND EQUIPMENT

- Secure storage for files and personal belongings

LIGHTING

- Overhead fixtures—indirect if possible
- Low voltage light controls

PLUMBING

- None

ELECTRICAL

- Electrical outlets on each wall
- Power for computer and printer
- Outlets shall be located next to data drops

HVAC

- No special requirements

TECHNOLOGY/COMMUNICATIONS

- 1-2 data drops on separate walls to allow for flexibility of layout
- Telephone
- Wireless network access

FURNITURE FOR THE SPACE

- Workstation with storage and task chair
- Small table and chairs for meetings of 2-4 people

SPACE DESCRIPTIONS & RELATIONSHIPS

COLLEGE AND CAREER CENTER SMALL GROUP ROOMS

GENERAL CONCEPT AND ACTIVITIES

College and career center resource rooms should have two small group rooms as part of their organization. These rooms will be used to meet with representatives from colleges or the community, or for counselors to meet with students to discuss or present options for the future. These rooms may hold presentations, so a projector should be included.

PRIMARY AND SECONDARY USERS

- Counselor
- Students
- Administrators
- Staff
- Parents

RELATIONSHIP AND ORGANIZATION

This room should be directly adjacent to the college and career counseling resource room and office.

ENVIRONMENTAL SOUND CONTROL

- Walls: minimum STC 50
- Ceilings: minimum CAC 35, NRC .70

WRITING/DISPLAY SPACES

- Tackboard
- Whiteboard

FLOORING

- Carpet

WINDOWS/DOORS

- Exterior windows would be beneficial
- Doors with vision panel

CASEWORK AND EQUIPMENT

- None

LIGHTING

- Overhead fixtures—indirect if possible
- Low voltage light controls

PLUMBING

- None

ELECTRICAL

- Electrical outlets on each wall
- Power for computer and printer
- Outlets shall be located next to data drops

HVAC

- No special requirements

TECHNOLOGY/COMMUNICATIONS

- 1-2 data drops on separate walls to allow for flexibility of layout
- Telephone
- Wireless network access

FURNITURE FOR THE SPACE

- Small table and chairs for meetings of 4-6 people

SPACE DESCRIPTIONS & RELATIONSHIPS

SCHOOL RESOURCE OFFICER (SRO) OFFICE

GENERAL CONCEPT AND ACTIVITIES

This security office will be used by the School Resource Officer (SRO). The room should be large enough for the officer to be able to meet with up to two people (student and counselor or administrative staff). accommodate up to 4 people comfortably.

PRIMARY AND SECONDARY USES

- School Resource Officer
- Administrative staff
- Parents
- Students
- Staff

RELATIONSHIP AND ORGANIZATION

This office should be close to parking so the SRO can easily access their department vehicle. It should be located in or near the administrative wing and should have an exit directly to the outdoors.

ENVIRONMENTAL SOUND CONTROL

- Walls: minimum STC 50
- Ceilings: minimum CAC 35, NRC .70

WRITING / DISPLAY SPACES

- Tackboard
- Markerboard

FLOORING

- Carpet

WINDOWS / DOORS

- Should have exterior windows that allow for good observation of the campus and should have a door directly to the outdoors
- Interior and exterior shading devices
- Interior doors with vision panel and shading

CASEWORK

- None

LIGHTING

- Natural daylighting
- Overhead fixtures—indirect, if possible
- Low voltage light controls
- Occupancy sensors
- Consider task lights at workspace

PLUMBING

- None

ELECTRICAL

- Duplex receptacles on each wall in addition to power for computer/printer

HVAC

- No special requirements

TECHNOLOGY/COMMUNICATIONS

- Wireless access for public and private networks
- 2 data drops at desk and 1 data drop for printer
- This room may have cameras with video feeds

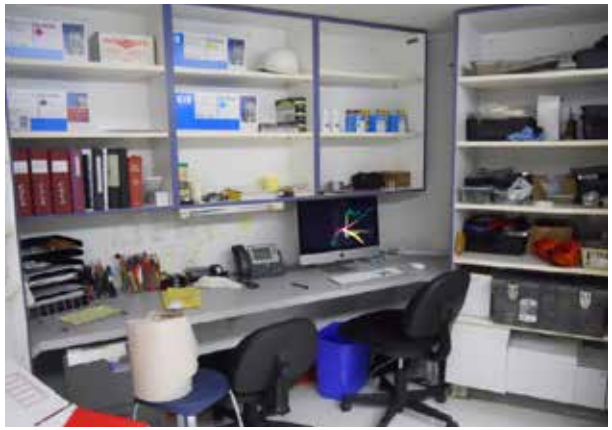
FURNITURE FOR THE SPACE

- 2 guest chairs
- Workstation with storage
- Ergonomic task chair
- A lockable cabinet

CUSTODIAL

Custodial Space in High Schools

PROGRAM SPACE	NET PROGRAM SQ. FT.
Receiving/Custodial Storage	260
Plant Manager's Office	150
Custodial Rooms	60
Emergency Storage/Service	200



SPACE DESCRIPTIONS & RELATIONSHIPS

RECEIVING/CUSTODIAL STORAGE

GENERAL CONCEPT AND ACTIVITIES

This space will provide an area for receiving deliveries and storage of materials and supplies used at the school site. Bulk storage items will include things such as cleaning supplies, copy paper and office supplies, paper products for restrooms, light bulbs, filters, replacement building materials, and other maintenance consumables. Supplies will be distributed out to the different areas of the school from this room with a dolly or small pallet. The room should also have enough open space to store excess furniture not being used and some cleaning machines. A separate room would be used to store flammable materials and paint.

PRIMARY AND SECONDARY USES

- Custodial staff

RELATIONSHIP AND ORGANIZATION

This area should be directly connected to the delivery area and close to the custodial office.

ENVIRONMENTAL SOUND CONTROL

- None

WRITING / DISPLAY SPACES

- None

FLOORING

- Sealed concrete

WINDOWS / DOORS

- Overhead garage door
- Adjacent man door
- Exterior windows are not needed

CASEWORK

- None

LIGHTING

- Overhead fixtures
- Low voltage light controls
- Occupancy sensors

PLUMBING

- Consider a mop sink if custodial closet is not close

ELECTRICAL

- Duplex receptacles on each wall

HVAC

- No special requirements

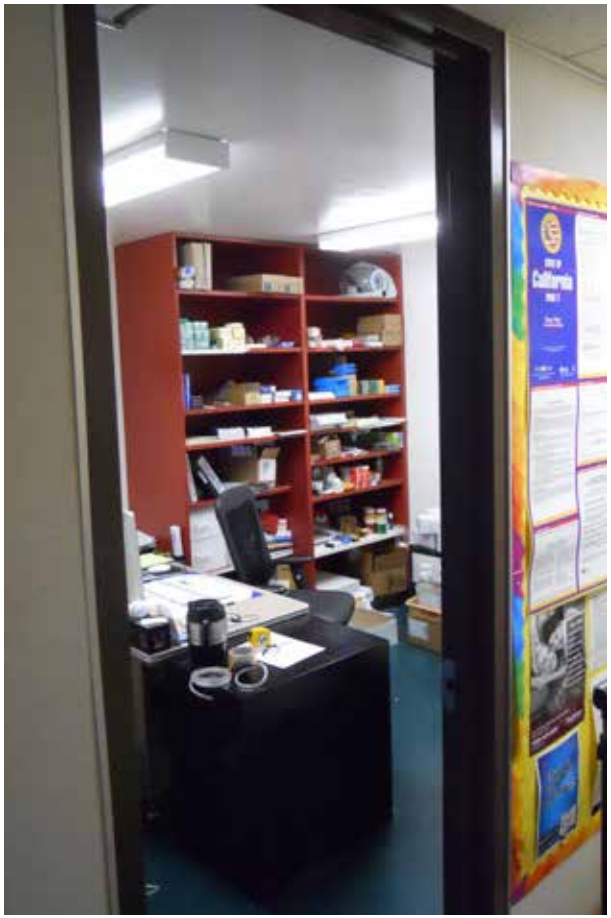
TECHNOLOGY/COMMUNICATIONS

- Wireless access for public and private networks

FURNITURE FOR THE SPACE

- None

SPACE DESCRIPTIONS & RELATIONSHIPS



PLANT MANAGER'S OFFICE

GENERAL CONCEPT AND ACTIVITIES

This office will serve the plant manager for a location to complete orders, do paperwork, make phone calls, and meet with administrative staff and individual custodial personnel. Personal and sensitive documents and valuable items may be stored in this space, so security may be important.

PRIMARY AND SECONDARY USES

- Custodial staff

RELATIONSHIP AND ORGANIZATION

Ideally this area should be directly connected to the delivery area. Exact location will depend on existing site conditions.

ENVIRONMENTAL SOUND CONTROL

- Walls: minimum STC 50
- Ceilings: minimum CAC 35, NRC .70

WRITING / DISPLAY SPACES

- Small tackboard and markerboard

FLOORING

- Sealed concrete

WINDOWS / DOORS

- Door with vision panel and shading

CASEWORK

- None

LIGHTING

- Overhead fixtures
- Low voltage light controls
- Occupancy sensors

PLUMBING

- None

ELECTRICAL

- Duplex receptacles on each wall in addition to power for computer at workstation

HVAC

- No special requirements

TECHNOLOGY/COMMUNICATIONS

- Wireless access for public and private networks

FURNITURE FOR THE SPACE

- Workstation with storage
- Task chair
- Metal shelving attached to wall

SPACE DESCRIPTIONS & RELATIONSHIPS

CUSTODIAL ROOMS

GENERAL CONCEPT AND ACTIVITIES

Custodial rooms should be placed around the campus to allow for access to water, buckets/mops, cleaning equipment and paper product storage for restrooms. These rooms will typically be used by one custodian at a time.

PRIMARY AND SECONDARY USES

- Custodial staff

RELATIONSHIP AND ORGANIZATION

These rooms should ideally be located close to large restrooms and one should be located close to the Nutrition Services area.

ENVIRONMENTAL SOUND CONTROL

- None

WRITING / DISPLAY SPACES

- None

FLOORING

- Sealed concrete

WINDOWS / DOORS

- Metal door

CASEWORK

- None

LIGHTING

- Overhead fixtures
- Low voltage light controls
- Occupancy sensors

PLUMBING

- Mop sink

ELECTRICAL

- Duplex receptacles on each wall

HVAC

- Exhaust

TECHNOLOGY/COMMUNICATIONS

- None

FURNITURE FOR THE SPACE

- Metal shelving and hooks for supplies

SPACE DESCRIPTIONS & RELATIONSHIPS

EMERGENCY STORAGE/SERVICE

GENERAL CONCEPT AND ACTIVITIES

This space is where emergency supplies would be kept on site in case of a regional disaster. Ideally this would be a permanent structure that would integrate with the architecture of the site.

PRIMARY AND SECONDARY USES

- Staff
- Community

RELATIONSHIP AND ORGANIZATION

This small building should be located away from the main school buildings and have easy access to the street or service drive.

ENVIRONMENTAL SOUND CONTROL

- None

WRITING / DISPLAY SPACES

- None

FLOORING

- Sealed concrete

WINDOWS / DOORS

- Overhead garage door
- Adjacent man door
- Exterior windows are not needed

CASEWORK

- None

LIGHTING

- Overhead fixtures—consider battery operated fixtures
- Low voltage light controls

PLUMBING

- Consider a mop sink if custodial closet is not close

ELECTRICAL

- Duplex receptacles on each wall

HVAC

- Exhaust fan

TECHNOLOGY/COMMUNICATIONS

- Wireless access point

FURNITURE FOR THE SPACE

- Metal storage units

RESTROOMS

CL
SE
LMC
VA
PA
CTE
NS
PE
AD
CU
RR

Restrooms for High Schools

PROGRAM SPACE	NET PROGRAM SQ. FT.
Student Restrooms	
Special Education Restrooms	
Administration Restrooms	
Teacher Restrooms	
PE Restrooms	

SPACE DESCRIPTIONS & RELATIONSHIPS

STUDENT RESTROOMS

GENERAL CONCEPT AND ACTIVITIES

These multi-fixture restrooms will provide students with facilities for use during the school day. The ideal restroom configuration for the District would provide restrooms in a central area, with individual stalls, and a shared plumbing wall/chase for toilets. Hand-washing would take place outside the restrooms in a shared open area for both boys and girls for supervision of washing and easier maintenance. Multi-fixture wash fountains would be placed in this area with automatic hand dryers.

PRIMARY AND SECONDARY USES

- Students
- Staff will supervise washing area

RELATIONSHIP AND ORGANIZATION

These restrooms should be located with easy access to the Classrooms so students have to travel minimal distance to get to a restroom. There should also be restrooms adjacent to the multipurpose room.

ENVIRONMENTAL SOUND CONTROL

- Walls: minimum STC 60
- Ceilings: minimum CAC 35, NRC .70

WRITING / DISPLAY SPACES

- None

FLOORING

- Porcelain tile

WINDOWS / DOORS

- No windows
- Privacy lock on individual restrooms

CASEWORK/EQUIPMENT

- Hooks for backpacks and personal items in the stalls and by the sinks
- Restroom accessories
- Mirrors

LIGHTING

- Overhead fixtures
- Low voltage light controls
- Occupancy sensors

PLUMBING

- Lavatory with cold water
- Toilets with manual flush valve
- Plumbing chase with access door

ELECTRICAL

- Duplex receptacle on each wall
- Hand dryer adjacent to sink area

HVAC

- Exhaust

TECHNOLOGY/COMMUNICATIONS

- None

FURNITURE FOR THE SPACE

- None

SPACE DESCRIPTIONS & RELATIONSHIPS

SPECIAL EDUCATION RESTROOMS

GENERAL CONCEPT AND ACTIVITIES

These restrooms will support the special education classrooms. They should be ADA accessible and large enough to accommodate any specialized equipment. These restrooms would also include a changing table.

PRIMARY AND SECONDARY USES

- Administrative staff
- Parents
- Staff

RELATIONSHIP AND ORGANIZATION

Ideally there would be restrooms directly attached to special education classrooms.

ENVIRONMENTAL SOUND CONTROL

- Walls: minimum STC 60
- Ceilings: minimum CAC 35, NRC .70

WRITING / DISPLAY SPACES

- None

FLOORING

- Porcelain tile

WINDOWS / DOORS

- No windows

CASEWORK AND EQUIPMENT

- Restroom accessories—Paper towel dispenser and trash receptacle
- Changing table
- Storage cabinet for extra clothing or other special support equipment
- Hoyer lift

LIGHTING

- Overhead fixtures
- Low voltage light controls
- Occupancy sensors

PLUMBING

- Lavatory with cold water
- Toilet
- Walk in shower with handheld shower faucet

ELECTRICAL

- Duplex receptacle on each wall
- Power for motorized changing table

HVAC

- Exhaust

TECHNOLOGY/COMMUNICATIONS

- Intercom/"help button"

FURNITURE FOR THE SPACE

- None

SPACE DESCRIPTIONS & RELATIONSHIPS

ADMINISTRATION RESTROOMS

GENERAL CONCEPT AND ACTIVITIES

These restrooms will support the administrative staff and visitors in this area.

PRIMARY AND SECONDARY USES

- Administrative staff
- Parents
- Staff
- Visitors

RELATIONSHIP AND ORGANIZATION

These restrooms should be located with easy access to both administrative staff and adult visitors in the administrative suite. Location should provide privacy at entrance to restrooms.

ENVIRONMENTAL SOUND CONTROL

- Walls: minimum STC 60
- Ceilings: minimum CAC 35, NRC .70

WRITING / DISPLAY SPACES

- None

FLOORING

- Porcelain tile

WINDOWS / DOORS

- No windows
- Privacy lock

CASEWORK/EQUIPMENT

- Hooks
- Restroom accessories
- Mirrors

LIGHTING

- Overhead fixtures
- Low voltage light controls
- Occupancy sensors

PLUMBING

- Lavatory with cold water
- Toilet

ELECTRICAL

- Duplex receptacle on each wall

HVAC

- Exhaust

TECHNOLOGY/COMMUNICATIONS

- None

FURNITURE FOR THE SPACE

- None

SPACE DESCRIPTIONS & RELATIONSHIPS

TEACHER RESTROOMS

GENERAL CONCEPT AND ACTIVITIES

These restrooms will support teachers.

PRIMARY AND SECONDARY USES

- Teachers

RELATIONSHIP AND ORGANIZATION

These restrooms should be located with easy access to both administrative staff and adult visitors in the administrative suite. Location should provide privacy at entrance to restrooms.

ENVIRONMENTAL SOUND CONTROL

- Walls: minimum STC 60
- Ceilings: minimum CAC 35, NRC .70

WRITING / DISPLAY SPACES

- None

FLOORING

- Porcelain tile

WINDOWS / DOORS

- No windows
- Privacy lock

CASEWORK/EQUIPMENT

- Hooks
- Restroom accessories
- Mirrors

LIGHTING

- Overhead fixtures
- Low voltage light controls
- Occupancy sensors

PLUMBING

- Lavatory with cold water
- Toilet

ELECTRICAL

- Duplex receptacle on each wall

HVAC

- Exhaust

TECHNOLOGY/COMMUNICATIONS

- None

FURNITURE FOR THE SPACE

- None

SPACE DESCRIPTIONS & RELATIONSHIPS

PE RESTROOMS

GENERAL CONCEPT AND ACTIVITIES

These multi-fixture restrooms will provide students with facilities for use during PE class, sports practice, and sporting events. The restroom configuration would provide restrooms with individual stalls, with a shared plumbing wall/chase for toilets. Multi-fixture wash fountains shall be placed in this area with electric hand dryers on adjacent walls.

PRIMARY AND SECONDARY USES

- Students
- Staff will supervise washing area

RELATIONSHIP AND ORGANIZATION

Restrooms should also be accessible from outdoor fields.

ENVIRONMENTAL SOUND CONTROL

- Walls: minimum STC 60
- Ceilings: minimum CAC 35, NRC .70

WRITING / DISPLAY SPACES

- None

FLOORING

- Porcelain tile

WINDOWS / DOORS

- No windows

CASEWORK/EQUIPMENT

- Hooks for backpacks and personal items
- Restroom accessories
- Mirrors

LIGHTING

- Overhead fixtures
- Low voltage light controls
- Occupancy sensors

PLUMBING

- Lavatory with cold water
- Toilets
- Plumbing chase with access door

ELECTRICAL

- Duplex receptacle on two walls
- Hand dryer

HVAC

- Exhaust

TECHNOLOGY/COMMUNICATIONS

- None

FURNITURE FOR THE SPACE

- None