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4.1 | INTRODUCTION

Background

In 1994, California Department of Education (CDE) formalized regulations governing standards on the design and construction of new school facilities. Included in those standards are requirements for the submittal of educational specifications (Facility Standards) – see California Code of Regulations, Title 5, Section 14034. The requirements are delineated in the Education Code Section 39101 (c) and California Code of Regulations, Title 5, Section 1403o (a). Specific School design standards are contained in California Code of Regulations, Title 5, Section 14001, 14010 and 14030.

2009 CDE Changes
In 2009, CDE added a Plan Summary form for those projects applying for new construction funds from the State Allocation Board for a new school or additions to an existing school. In July 2010, all Facility Standards were required to be approved by the District's governing Board and submitted to CDE as part of any applications for funding.

Purpose of this Document

The purpose of K-12 Facility Standards are to ensure the following:

- *A Common Baseline*
  To guide a consistent approach in developing each school master plan proposed improvements.
- *Common Goals*
  To engage District stakeholders in a participatory process in developing their vision.
- *Outcome Focused*
  To serve to document educator's intent for program delivery and goals.
- *Equitable Quality*
  To be used for assessing existing facilities and budgeting project for a long term financial plan.
- *Continuous Improvement*
  As a tool for the reevaluation, adjustment and measurement of the plan over time.
- *Implementation*
  Even though this document represents a district-wide guideline, it is important that when these guidelines are implemented, that the administrators, faculty, students and community at each site are allowed to validate their site-specific program needs.







4.1 | INTRODUCTION CONTINUED

Contents

Space Programs:

Provided in this section are space programs for Elementary, Middle Schools and High School sites. The space programs identify the square footages that are used in the Implementation Plans and are used in determining area takeoffs for the cost estimates.

The purpose of the space programs are to provide a guideline and basis of the master plan assumptions used in the proposed project recommendations for new construction existing buildings modernization and/or reconfiguration. The programs are based on an assumed school size in order to determine the adequate size of the core spaces such as the Administration, Media Center and Multipurpose Room but may vary from site to site based on existing conditions or programmatic specific solutions.

Once a funding source has been identified and master plan projects are released to proceed into the next phase of design, a school site committee shall be formed to analyze the impact of site specific constraints and program specific needs.

This analysis may result in solutions that deviate from the Educational Program Vision described in this document. The design team should inform the District's Facilities Department of any significant deviations identified or proposed prior to the presentation of these solutions or options to the school site and/or committee members.

Space Program

- Itemizes each space and allocates square footage figures
- These areas are goals and may not be achievable due to existing site conditions and building limitations

Adjacency Diagram

- Shows a graphic representation of the spaces and how they are organized as a group

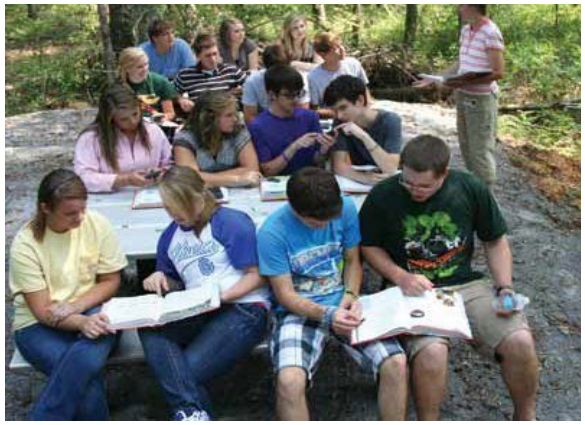
Program Activities:

- Provides a description of the functional goals of the space
- Describes types of activities and user needs
- Describes how the program is delivered and its schedule, if applicable

Design Objectives:

- Describes specific room characteristics, general shape and feel of the space
- Correlates the qualities of the space with specific program activities





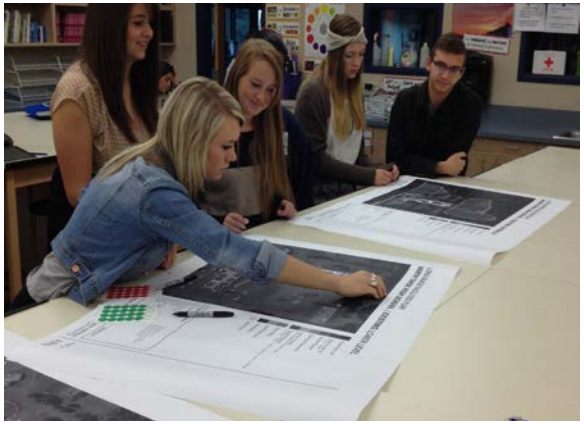


4.2 | DISTRICT PATHWAYS 2020

Strategic Goal 1

We will ensure all staff members are implementing effective instructional strategies, providing quality learning opportunities, integrating technology, and utilizing data to actively engage each scholar to learn at the highest levels, gain 21st century skills, and develop personal educational plans in order to be prepared for college, career, and life.

CLO Goal 1
Increase student learning, achievement, and access to 21st century skills for all students.



Vision / Beliefs

- …will engage scholars in effective and innovative instruction through a rigorous and relevant curriculum that promotes mastery of meaningful content, creativity, critical thinking, team work, problem solving, respect for diversity, the ability to communicate in multiple languages, and the effective use of technology.v
- 1. Students are the focus of all decisions.
- 4. The physical, social and emotional well-being of students results from a partnership between families, the school staff, and the community.
- 5. Learning is a process that combines nurturing, creativity, imagination, honoring a sense of wonder, and exploration of individual interests.
- 6. We believe in embracing the diversity embodied within our community and appreciating the richness it adds to life.
- 7. The Lake Tahoe region is precious, and we value our physical environment and integrate this element into our educational goals.

Strategic Action Steps

- Implement Common Core State Standards through Collaborative Process
- Provide Required Resources for CCSS Implementation (time, materials, etc.)
- Address Literacy at All Grade Levels
- Address Reading at Grade Level by End of Third Grade
- Explore Expansion of TWI and Additional ways to Access World Languages
- Incorporate Data Analysis in Program Evaluation
- Create and Enhance STEAM/CTE Pathways
- Provide Acceleration Opportunities and GATE Programs
- Continue Honors and AP Offerings with Evaluation of Efficacy
- Create Expeditionary Academy at TTHS
- Implement Comprehensive RtI2 Model for Academic and Social/Emotional
- Implement Wellness Policies
- Implement Community Service for Graduation Requirements

4.2 | DISTRICT PATHWAYS 2020

Strategic Goal 2

We will expand human, community, and financial resources and ensure these resources are used most effectively to achieve our vision for teaching and learning for all scholars.

CLO Goal 4
Continue to build positive collaborative relationships with the employee associations including unofficial groups.

CLO Goal 6
Develop a budget plan that maintains fiscal accountability, solvency, and appropriate reserves while maintaining a focus on all students learning at the highest levels.



Vision / Beliefs

- A culture of quality, accountability, responsibility, and respect shall characterize the school district.
- 1. Students are the focus of all decisions.
- 2. A culture of accountability shall drive excellence and promote the district vision of teaching and learning.
- 3. Open, honest, respectful and responsive communication is fundamental to the collaborative process.
- 11. All district staff members contribute to a safe environment conducive to providing challenging and engaging learning opportunities for students.

Strategic Action Steps

- Create TTUSD Leadership Development Program
- Design and Implement new Accountability Model
- Continue Work in Evaluation Committee

4.2 | DISTRICT PATHWAYS 2020

Strategic Goal 3

We will ensure effective two-way communication that is honest, transparent, and timely to build trusting relationships and create a unified collaborative learning community.

CLO Goal 2
Ensure effective district governance through positive Board of Education and Superintendent-Chief Learning Officer relations.

CLO Goal 3
Continue work to establish a supportive, positive, and safe district climate and culture.

CLO Goal 5
Develop open & positive relationships with internal and external stakeholders through open and transparent communication.



Vision / Beliefs

- A culture of quality, accountability, responsibility, and respect shall characterize the school district.
- 1. Students are the focus of all decisions.
- 2. A culture of accountability shall drive excellence and promote the district vision of teaching and learning.
- 3. Open, honest, respectful and responsive communication is fundamental to the collaborative process.
- 8. Schools, families and the community are partners in helping students develop a sense of ownership for their learning.

Strategic Action Steps

- Continue and Enhance Communication Methods at all Levels of the School District
- Develop and Implement Plan to Tell Our Stories
- Replace Current Web System
- New District Communications & Emergency System

4.2 | DISTRICT PATHWAYS 2020

Strategic Goal 4

We will design a system that creates challenging personal educational plans at each appropriate level in collaboration with scholars, families, and staff members.

CLO Goal 1
Increase student learning, achievement, and access to 21st century skills for all students.



Vision / Beliefs

- Highly skilled, motivated and caring principals and teachers will engage scholars in effective and innovative instruction through a rigorous and relevant curriculum that promotes mastery of meaningful content, creativity, critical thinking, teamwork, problem solving, respect for diversity, the ability to communicate in multiple languages, and the effective use of technology.
- 1. Students are the focus of all decisions.
- 5. Learning is a process that combines nurturing, creativity, imagination, honoring a sense of wonder, and exploration of individual interests.
- 8. Schools, families and the community are partners in helping students develop a sense of ownership for their learning.
- 9. Teachers are passionate professionals entrusted with the duty of ensuring the highest level of learning for all students.

Strategic Action Steps

- Develop Process, Procedures and Timelines to Create Individual Educational Plans for Each Student

4.2 | DISTRICT PATHWAYS 2020

Strategic Goal 5

We will integrate relevant technology into teaching, learning, and systems operations to achieve our vision.

CLO Goal 1
Increase student learning, achievement, and access to 21st century skills for all students.



Vision / Beliefs

- All Tahoe Truckee Unified School District scholars will be provided challenging and engaging learning opportunities in order to thrive and to be successful in a globally competitive age.
- Highly skilled, motivated and caring principals and teachers will engage scholars in effective and innovative instruction through a rigorous and relevant curriculum that promotes mastery of meaningful content, creativity, critical thinking, teamwork, problem solving, respect for diversity, the ability to communicate in multiple languages, and the effective use of technology.
- 1. Students are the focus of all decisions.
- 5. Learning is a process that combines nurturing, creativity, imagination, honoring a sense of wonder, and exploration of individual interests.

Strategic Action Steps

- Implement and Evaluate District Technology Plan Addendum
- Provide Relevant Staff Development & Support
- Incorporate Common Core Tech Matrix
- Transition to 1:1 Technology for ALL Students
- Provide Online Learning Opportunities

4.2 | DISTRICT PATHWAYS 2020

Strategic Goal 6

We will identify, model, and integrate positive character traits as well as develop means for assessment to help our scholars become contributing, responsible, and caring members of a diverse community.

CLO Goal 1
Increase student learning, achievement, and access to 21st century skills for all students.

CLO Goal 3
Continue work to establish a supportive, positive, and safe district climate and culture.



Vision / Beliefs

- 1. Students are the focus of all decisions.
- 4. The physical, social and emotional well-being of students results from a partnership between families, the school staff, and the community.
- 5. Learning is a process that combines nurturing, creativity, imagination, honoring a sense of wonder, and exploration of individual interests.
- 6. We believe in embracing the diversity embodied within our community and appreciating the richness it adds to life.

Strategic Action Steps

- Implement Second Steps Across the District
- Explore Additional Character Education/ Development Opportunities
- Include a School Climate Goal
- Continue to Implement Wellness Policies

4.2 | DISTRICT PATHWAYS 2020

Strategic Goal 7

We will actively engage families as valued partners in the education process.

CLO Goal 1
Increase student learning, achievement, and access to 21st century skills for all students.

CLO Goal 3
Continue work to establish a supportive, positive, and safe district climate and culture.

CLO Goal 5
Develop open & positive relationships with internal and external stakeholders through open and transparent communication.



Vision / Beliefs

- This goal will be accomplished through collaboration with students, parents, staff, and the community, united in dedication to our children's future.
- 8. Schools, families and the community are partners in helping students develop a sense of ownership for their learning.

Strategic Action Steps

- Implement Parent Involvement / Engagement Strategies
- Explore TTUSD Version of Community Schools

4.2 | DISTRICT PATHWAYS 2020

Strategic Goal 8

We will provide facilities that support the educational goals of the District.

CLO Goal 1
Increase student learning, achievement, and access to 21st century skills for all students.

CLO Goal 6
Develop a budget plan that maintains fiscal accountability, solvency, and appropriate reserves while maintaining a focus on all students learning at the highest levels.



Vision / Beliefs

- All Tahoe Truckee Unified School District scholars will be provided challenging and engaging learning opportunities in order to thrive and to be successful in a globally competitive age.
- Highly skilled, motivated and caring principals and teachers will engage scholars in effective and innovative instruction through a rigorous and relevant curriculum that promotes mastery of meaningful content, creativity, critical thinking, teamwork, problem solving, respect for diversity, the ability to communicate in multiple languages, and the effective use of technology.
- 1. Students are the focus of all decisions.

Strategic Action Steps

- Facilitate the Development of a Facilities Master Plan
- Upgrade Core Telecommunications and Safety Infrastructure
- Develop Funding Strategies to Implement Master Plan

4.3 | BOARD GOALS / BUDGET PRIORITIES 2013-2016

- Focus on what is best for scholars in all decisions
- Maintain small class size
- Develop, retain, and attract high quality teachers (avoid layoffs)
- Maintain, enhance, and evaluate educational programs and practices to address learning for all students
  - -Professional Learning Communities
  - -Focus on Quality Instruction (Explicit Direct Instruction, Differentiated Instruction, GATE programs, and etc.)
  - -Effective English Learner Programs and Support
  - -Common Formative and Summative Assessments
  - -Response to Instruction and Intervention (RtI2)
  - -Implementation of California Common Core State Standards
  - -Transition to Smarter Balance assessment system while maintaining interim STAR program
  - -Technology Plan Revision Implementation
  - -Academic coaching
- Develop comprehensive plan to provide additional opportunities for all scholars to be successful in college, careers, and life (strategic plan, Pathways Plan, etc.)
- Continue to provide support for the physical, social, and emotional wellbeing of scholars
- Address district-wide safety and disaster-preparedness
- Explore alternative funding methods and practices to provide interscholastic athletic opportunities for scholars
- Maintain classified staff at current levels to provide required support for teaching and learning
- Explore transformative partnerships for program and funding opportunities
- Maintain transportation system
- Address programs that encroach on the district's general fund

TAHOE TRUCKEE UNIFIED SCHOOL DISTRICT

4.4 | COMMON PROGRAM THEMES

COMMON PROGRAM THEMES

Through meetings with the School Site Community Committees and the Focus Groups throughout the District, the participants discussed program opportunities that could be incorporated into the Facility Master Plan Options. These discussions centralized around 21st Century Learning spaces and envisioning the future spaces that would support the educational process. The following 8 themes were a result of that process, and were common themes in the discussions:



1 Tahoe Truckee Community

Students are the focus of all decisions. The work that the committees and sub-committees did aligns to the District's Strategic Goals as well as the Board Goals and Budget Priorities, outlined in earlier in this section. The first common theme that came out of the process is that the Facility Master Plan will serve the entire district and connect both the community of North Tahoe and that of Truckee.



3 Enhanced Technology

The goal is to implement the District's Technology Plan. As achieving Common Core Standards and 21st Century Educational Spaces becomes increasingly more important, the facilities need to react to these changes to stay relevant. The focus of the enhancements is to provide seamless integration of technology in the educational spaces and to allow access to this technology through a 1:1 concept, with wireless access throughout campus.



2 Flexible + Agile

Learning spaces should be active and passive, allowing for flexible configuration that is able to seamlessly transition through different modes of learning. 21st Century Learning environments are effective when they can stimulate thinking, having a variety of possible arrangements and support activities to adapt to the user.



4 Student Collaboration

Student collaboration enriches the educational experience and allows students to think critically with their peers. Collaboration and Teamwork promote creativity, problem solving and productivity by enriching ideas through a merging of minds and disciplines. Lecture-based teaching still occurs, but so does group discussion.

4.4 | COMMON PROGRAM THEMES CONTINUED



5 Faculty Collaboration

In addition to District based professional learning spaces, instructors benefit from the opportunity to collaborate on a frequent basis to plan curriculum, project based learning and team-teaching opportunities. Incorporating spaces to stimulate faculty collaboration, such as team rooms and faculty work rooms throughout the campus enriches the culture of the educational environment.



6 Safety + Security

Safety and security apply to several aspects of a campus, from physical facility safety measures to data and communication systems. Saftey improvements may also include improvements in several locations to parent and bus drop off areas as well as parking and campus entry improvements. Additionally, fire alarm and emergency lighting, public address and communication systems and security camera systems help improve the security on campus.



7 Hands On Learning

The curriculum engages students of all levels in various project based learning activities. As the District continues to incorporate hands-on learning opportunities such as STEM/STEAM and CTE programs, the educational environments need to reflect the real-world situations - preparing students for a college-ready education.



8 Portable to Permanent

As portable buildings throughout the District continue to age, the Facilities Master Plan considers options for replacing portable buildings with Permanent Construction. Replacement also ensures classrooms meet standard CDE requirements and become more sustainable environments for learning.

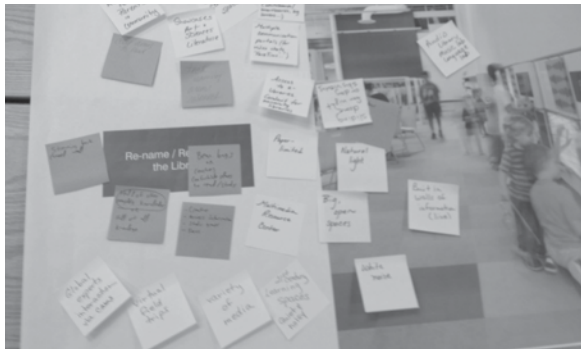
4.5 | SUPPORTING PROGRAM RESEARCH

FMP PROGRAM OPPORTUNITIES

District Vision
All Tahoe Truckee Unified School District scholars will be provided challenging and engaging learning opportunities in order to thrive and to be successful in a globally competitive age. This goal will be accomplished through collaboration with students, parents, staff, and the community, united in dedication to our children's future. Highly skilled, motivated and caring principals and teachers will engage scholars in effective and innovative instruction through a rigorous and relevant curriculum that promotes mastery of meaningful content, creativity, critical thinking, teamwork, problem solving, respect for diversity, the ability to communicate in multiple languages, and the effective use of technology. A culture of quality, accountability, responsibility, and respect shall characterize the school district.

Program Opportunities
Through a series of outreach meetings, site tours and interviews, the program components that are outlined in this section illustrate the educational opportunities as part of the facility master plan.







TAHOE TRUCKEE UNIFIED SCHOOL DISTRICT

Linking Program Opportunities To District's Beliefs…

The information shown in this section of each program opportunity illustrates how the program is tied to the District's Beliefs and Vision. The Intent is to illustrate a clear connection between facilities and learning.

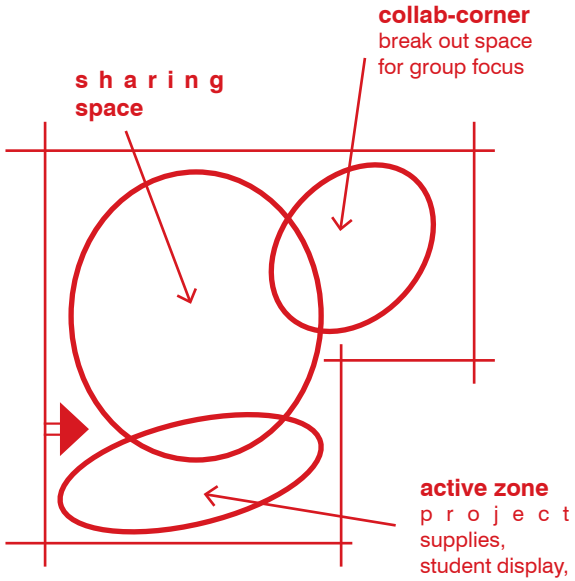
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4.5 | SUPPORTING PROGRAM RESEARCH

CLASSROOM FLEXIBILITY + AGILITY

Program Opportunities

- Match Kindergarten Classrooms to California Department of Education (CDE) standards. CDE requires 1350 SF / classroom space including dedicated restrooms.
- Providing Flexible Classrooms that allow for student collaboration and can be easily reconfigured between different modes of learning, including discussion, lecture, small group and individual focus.



Supporting Research

"Classrooms should be large and flexible enough to facilitate the use of a range of teaching methodologies, including group work, pair work, individual discovery-based learning and play. Size should also permit setting up different zones (or 'areas of interest') within the classroom, with the use of different surfaces, textures and materials to enhance pupil engagement."
(Darmody, Smith, Doherty, Designing Primary Schools for the Future, 2010)

"Architecturally well-defined behavior settings contribute to significantly greater degree of engagement with learning activities, more teacher involvement with children, less teacher interruptions, and more exploratory behavior, social interaction, and cooperative behaviors among children."
(Moore, 1986)

TAHOE TRUCKEE UNIFIED SCHOOL DISTRICT

Linking Program Opportunities To District's Beliefs…

1. The students are the focus of all decisions.

3. Open, honest, respectful and responsive communication is fundamental to the collaborative process.

5. Learning is a process that combines nurturing, creativity imagination honoring a sense of wonder, and exploration of individual interest.

Active Learning Spaces engage the students in the collective dialogue, improving student achievement. (Tiberius, Student Learning Style Implications, 1986)

Supporting Links

http://www.crlt.umich.edu/sites/default/files/resource_files/CRLT_no10.pdf
http://www.academia.edu/3426075/Designing_Primary_Schools_for_the_Future
http://www.cde.ca.gov/ls/fa/sf/completesch.asp
http://www.lsfurnishings.com/pdfs/VS/vs%20flex%20class%20brochure%20final.pdf

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4.5 | SUPPORTING PROGRAM RESEARCH

TECHNOLOGY INTEGRATION UPGRADES

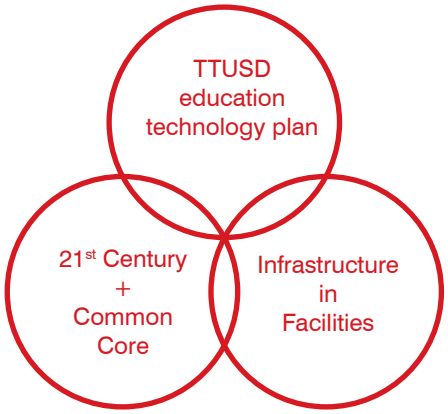
Program Opportunities

- Implement the Education Technology Plan
- Provide a location for Distance Learning
- Technology throughout the campus spaces should allow for multiple learning opportunities.
- Library Media Centers at the Elementary, Middle and High School Levels should be a resource for students to not only find information but also to create information. The Library Media center should be a social space that encourages multi-media production for project based activities, adjacent technology lab that is connected to the media center.
- At the Middle Schools the technology space as an innovation center, encouraging more collaboration.
- Integrate Technology into the Visual and Performing arts: Digital Arts, Multimedia Production and Video editing are skills all students benefit from.

Supporting Research

Successful technology integration generally involves three key principles:

- Students playing an active role in their learning and receiving frequent, personalized feedback
- Students critically analyzing and actively creating media messages
- Teachers connecting classroom activities to the world outside the classroom



TAHOE TRUCKEE UNIFIED SCHOOL DISTRICT

Linking Program Opportunities To District's Beliefs…

1. Students are the focus of all decisions.

5. Learning is a process that combines nurturing, creativity, imagination, honoring a sense of wonder, and exploration of individual interests.

8. Schools, families and the community are partners in helping students develop a sense of ownership for their learning.

9. Teachers are passionate professionals entrusted with the duty of ensuring the highest level of learning for all students.

Supporting Links

http://www.edutopia.org/technology-integration-research-learning-outcomes
https://net.educause.edu/ir/library/pdf/pub7101.pdf

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4.5 | SUPPORTING PROGRAM RESEARCH

STUDENT COLLABORATION SPACE

Program Opportunities

- Library Media Centers at the Elementary, Middle and High School Levels should allow for student collaboration, idea sharing and team work.
- A Lecture Hall at the High School level provides an opportunity for collaboration between students and community guest lectures, large group gathering and distance learning.
- Student Unions at High School support social and group learning activities by extending the learning day and connecting the student community.
- An ASB classroom and Student Assistance Center should be adjacent to the Student Union.
- Learning courts allow for breakout space for instructional use. include a quad with an amphitheater for outdoor gathering

Supporting Research

"In this global community, where information can be shared instantaneously and the ability to work together is critical to our collaborative future, the trend toward collaboration and group learning may be one of the most important issues facing universities today."
(Sinclair, 2007)

"In a review of 90 years of research, Johnson, Johnson and Smith found that cooperation improved learning outcomes relative to individual work across the board. Similar results were found in an updated study by the same authors that looked at 168 studies between 1924 and 1997".
(PRINCE, M. Does Active Learning Work? A Review of the Research. 2004)

"The best of these facilities are informed by user-centered studies that tap into the genuine needs of [students] and the faculty who teach them. These leading-edge spaces also provide opportunities to showcase student art and projects, hear intriguing lectures…, and find ample opportunities for social engagement."
(ARL, CNI, SPARC, 2009)

TAHOE TRUCKEE UNIFIED SCHOOL DISTRICT

Linking Program Opportunities To District's Beliefs…

1. The students are the focus of all decisions.

3. Open, honest, respectful and responsive communication is fundamental to the collaborative process.

5. Learning is a process that combines nurturing, creativity imagination honoring a sense of wonder, and exploration of individual interest.

6. We believe in embracing the diversity embodied within our community and appreciating the richness it adds to life.

Supporting Links

http://publications.arl.org/rli264/8#/rli264/8
http://net.educause.edu/ir/library/pdf/eqm0740.pdf
http://www.physics.emory.edu/~weeks/journal/Prince-2004.pdf

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4.5 | SUPPORTING PROGRAM RESEARCH

FACILITY COLLABORATION SPACE

Program Opportunities

- Student Services are the entry to the campus and the information center for student support. Creating a welcoming entry at the ES and MS level that grows to a very Academic setting at the HS level. Conference rooms should be available for staff to meet internally, with faculty and with parents.
- At High Schools, the Student Services should have zones for public interface, student interaction and discipline and attendance, creating a sequencing of access.
- Faculty Collaboration Spaces to encourage collaboration should be provided, supporting the Professional Learning Communities in the District.
- Provide a Parent Volunteer Workroom and Parent Education room with adjacency to the front of campus, allowing for community access during the school day and in the evening.

Supporting Research

"Content focus, active learning, and coherence exhibited a positive relationship to changes in teachers' knowledge and skills and changes in teaching practices... The extent to which each of these three professional development features was increasingly evident in professional learning community activities, teachers indicated increasing levels of change in their knowledge, skills, and practices."
(Graham, 2007)

"Students described their teachers as understanding, helpful, friendly, and easily accessible. Students reported feeling well known, supported, and respected by their teachers…The students perceived their team as a learning community".
(Boyer & Bishop, 2004)

TAHOE TRUCKEE UNIFIED SCHOOL DISTRICT

Linking Program Opportunities To District's Beliefs…

2. A culture of accountability shall drive excellence and promote the district vision of teaching and learning.

3. Open, honest, respectful and responsive communication is fundamental to the collaborative process.

9. Teachers are passionate professionals entrusted with the duty of ensuring the highest level of learning for all students

Supporting Links

http://www.nrccte.org/sites/default/files/external-reports-files/12-008_ijer_v21_no2_fnls.pdf
http://www.dropoutprevention.org/effective-strategies/career-and-technology-education-cte

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4.5 | SUPPORTING PROGRAM RESEARCH

SAFETY + SECURITY

Program Opportunities

"Access control is one of the key elements when determining effective placement of a school building. The access-controlled zone may range from a complete physical perimeter barrier (full control) to relatively minimal anti-vehicle protection with full pedestrian access, or simple electronic monitoring of the perimeter." (Buildings and Infrastructure Protection Series Primer to Design Safe School Projects in Case of Terrorist Attacks and School Shootings FEMA-428/BIPS-07/January 2012, Edition 2 Dept. of Homeland Security)

Create or Maintain a Single Point of Entry at Student Services areas at campuses, while maintaining an open and cooperative image to the community.

Supporting Research

"The majority of school crimes are perpetrated by students or other people who already have access. Hence, it has been very difficult to find strong evidence of the efficacy of fences."
(Berry, R. The Impact of School Fences on Public Health, 2009)

"To maintain safety in a nurturing learning environment, school districts must re-examine their use of zero tolerance policies; ensure educator control over school discipline; and foster communication and understanding among all stakeholders in the community, including students, educators, parents and School Safety Agents (SSAs)."
Safety with Dignity, NYCLU.org

TAHOE TRUCKEE UNIFIED SCHOOL DISTRICT

Linking Program Opportunities To District's Beliefs…

1. Students are the focus of all decisions.

4. The physical, social and emotional well being of students results from a partnership between families, the school staff and the community.

11. All district staff members contribute to a safe environment conducive to providing challenging and engaging learning opportunities for students.

Supporting Links

https://ccrec.soe.ucsc.edu/sites/default/files/langhout_annear_2010.pdf

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research + educational design

4.5 | SUPPORTING PROGRAM RESEARCH

HANDS-ON-LEARNING

Program Opportunities

- Provide Flexible Design Labs for Elementary School sites, including a material processing space and storage. This space should have an adjacent outdoor green house.
- Providing adjacency between Science, Technology and Art at the Middle School level. This connection provides a synergy between these programs allowing students to think critically and prototype ideas.
- Science Labs at the High Schools should be research based and designed to encourage an integrated approach to the learning lab. An environmental science lab with a greenhouse and outdoor space should be included.
- Provide facilities to serve the engineering, culinary and health science pathways.

Supporting Research

"Through exploration, children acquire social, cognitive and physical skills"
(Designing Primary Schools for the Future, the Economic and Social Research Institute, Darmody, et al. 2010)

"When students can see a connection between what they are learning today and doing tomorrow, they're more successful in college, and ultimately the workplace"
Tom Torlakson, 2010, Superintendent of Public Instruction

TAHOE TRUCKEE UNIFIED SCHOOL DISTRICT

Linking Program Opportunities To District's Beliefs…

1. Students are the focus of all decisions.

5. Learning is a process that combines nurturing, creativity, imagination, honoring a sense of wonder, and exploration of individual interests.

7. The Lake Tahoe region is precious, and we value our physical environment and integrate this element into our educational goals.

8. Schools, families and community are partners in helping students develop a sense of ownership for their learning.

Supporting Links

http://www.nrccte.org/sites/default/files/external-reports-files/12-008_ijer_v21_no2_fnls.pdf
http://www.dropoutprevention.org/effective-strategies/career-and-technology-education-cte

LPA red
research + educational design

4.5 | SUPPORTING PROGRAM RESEARCH

PORTABLES TO PERMANENT BUILDINGS

Program Opportunities

- Replace as many portable/temporary classrooms, which have a negative public perception, with permanent built classrooms.
- Ensure classrooms are of a standard size, meet standards for ventilation, indoor air quality, and acoustic concerns.

Supporting Research

"Research on portable classrooms' impact on student achievement shows a negative relationship, usually caused by poor acoustic separation and siting near roads or parking lots, noisy HVAC units, poor indoor air quality caused by water intrusion and off-gassing of building materials, and a smaller size that causes teachers concern about student behavior & disciplinary issues, as well as students' safety concerns when travelling to and from portable classrooms to use restrooms or other shared facilities. There is also a negative public perception of portable classrooms…"

"The most common problems with portable classrooms include:
Poorly functioning HVAC systems that provide minimal ventilation with outside air;
Poor acoustics from loud ventilation systems;
Chemical off-gassing from pressed wood and other high-emission materials, which may be of greater concern because of rapid occupancy after construction;
Water entry and mold growth;
Site pollution from nearby parking lots or loading areas"

Source: EPA, "IAQ Design Tools for Schools"

TAHOE TRUCKEE UNIFIED SCHOOL DISTRICT

Linking Program Opportunities To District's Beliefs…

1. The students are the focus of all decisions.

3. Open, honest, respectful and responsive communication is fundamental to the collaborative process.

5. Learning is a process that combines nurturing, creativity imagination honoring a sense of wonder, and exploration of individual interest.

Supporting Links

http://www.njea.org/pdfs/HS_TempClassrooms_10-09.pdf
http://www.arb.ca.gov/research/apr/reports/l3006.pdf
http://www.epa.gov/iaq/schooldesign/portables.html

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4.5 | SUPPORTING PROGRAM RESEARCH

IMPACT OF FACILITIES ON STUDENT ACHIEVEMENT

Program Opportunities

From studies regarding indoor air quality, day lighting, view windows, to condition of facilities in terms of graffiti, or perceived condition, there has been much research that shows the quality of school facilities has a mediating impact on students' attitudes, behavior, and achievement as well as teacher attitudes and rates of retention.

Supporting Research

"In almost all cases, the better the built environment is, the more positive the impact on students' test scores is: test scores between students in substandard buildings compared to students in better school environments differed by 5 to17 percentile points"
(Earthman, 1998)

"Results confirmed a link between the quality of school facilities and student achievement in English and mathematics. As well, quality facilities were significantly positively related to three school climate variables. Finally, results confirmed the hypothesis that school climate plays a mediating role in the relationship between facility quality and student achievement."
(Cynthia Uline, Megan Tschannen-Moran, (2008) "The walls speak: the interplay of quality facilities, school climate, and student achievement", Journal of Educational Administration, Vol. 46 Iss: 1, pp.55 – 73)

Educational Standards

Note, all programs outlined in the educational standards on the following pages represent net assignable area square footages. When designing a specific project a gross building square footage factor should be added to address space for toilets, circulation, storage and support spaces. The educational standards represent and optimum goal for the Tahoe Truckee Unified School District to strive for and will vary upon implementation at a specific school site based upon the unique programmatic needs at that facility.

Supporting Links

http://www.cefpi.org/i4a/ams/amsstore/itemview.cfm?ID=106
http://citiesandschools.berkeley.edu/reports/CCS2012CAK12facilities.pdf
http://www.cde.ca.gov/ls/fa/sf/documents/roundtablereport.pdf
http://www.21csf.org/best-home/docuploads/pub/210_lit-review-lettersize-final.pdf
http://www2.ed.gov/offices/OESE/archives/inits/construction/impact2.html
http://repository.tamu.edu/bitstream/handle/1969.1/85819/McGowen.pdf
http://www.designcouncil.org.uk/Documents/Documents/Publications/The%20Impact%20of%20School%20Environments_Design_Council.pdf
http://eric.ed.gov/?id=ED441329

TAHOE TRUCKEE UNIFIED SCHOOL DISTRICT

Linking Program Opportunities To District's Beliefs…

1. The students are the focus of all decisions.

2. A culture of accountability shall drive excellence and promote the district vision of teaching and learning.

3. Open, honest, respectful and responsive communication is fundamental to the collaborative process.

5. Learning is a process that combines nurturing, creativity imagination honoring a sense of wonder, and exploration of individual interest.

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4.6 | PROGRAM STANDARDS

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ELEMENTARY SCHOOLS

COMMON THEMES

4.6 | PROGRAM STANDARDS (ELEMENTARY SCHOOL)

KINDERGARTEN

The Kindergarten facilities and amenities must be flexible to accommodate a variety of instructional activities providing active and passive spaces that encourage different types of learning styles; from large lecture to small group and individual work. The should be programmed to respond to the California Department of Education requirement of 1,350sf per teaching station and support spaces.

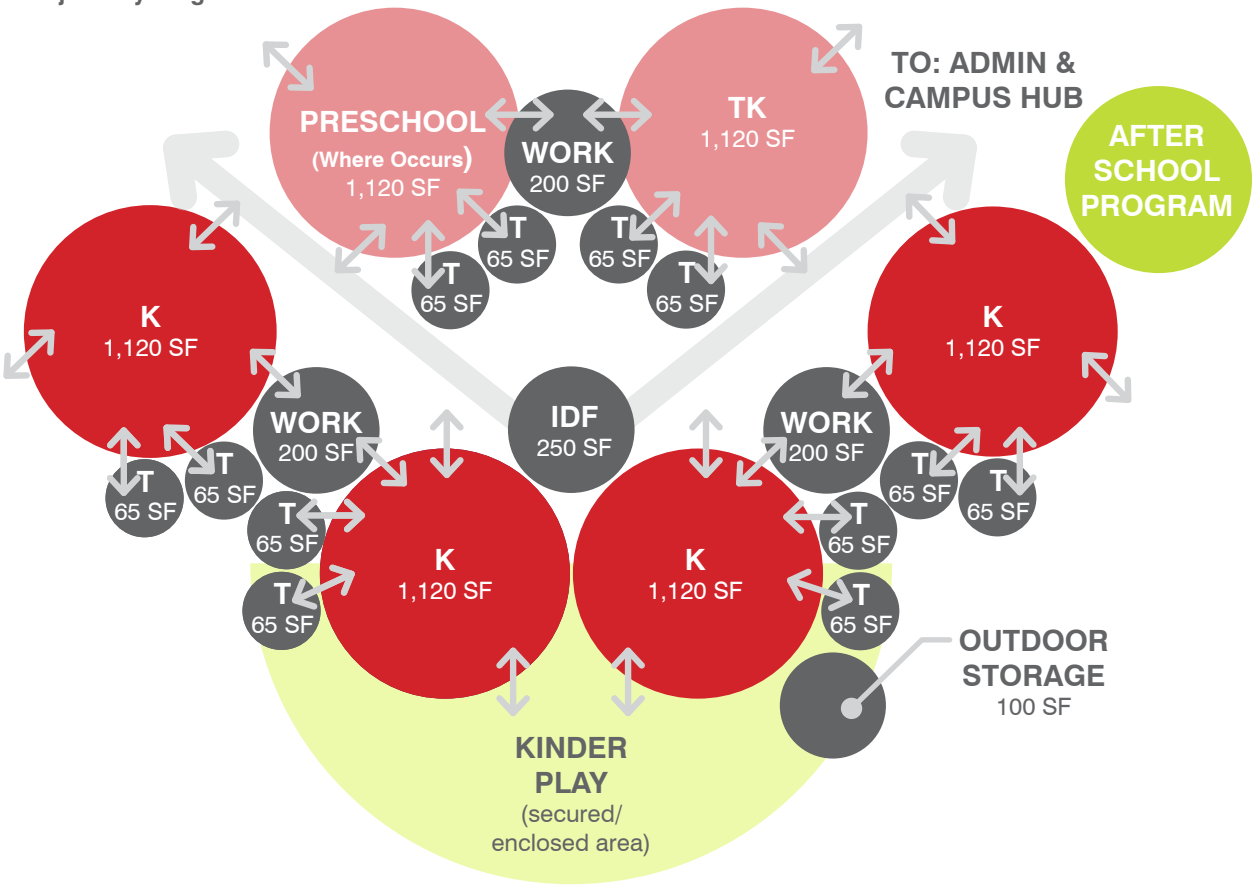
A 'wet' area for arts and crafts type activities with a sink and a 'dry' area should be provided. Kindergarten classrooms should be open and flexible with furniture that allows for reconfiguration to activity stations and reading areas.

Space Program

Kinder Classrooms (Number Varies by Site)	
(4) Classrooms	4,480 SF
(4) Toilets	520 SF
(2) Workrooms	400 SF
TK / Pre-School (Where Occurs)	
(2) Classrooms	2,240 SF
(2) Toilet	260 SF
(1) Workroom	200 SF
Kinder Support	
Outdoor Storage	100 SF
Intermediate Distribution Frame	250 SF

The square footages above are net areas to assist in developing new or reconfiguring existing floor plan layouts. The final plan layout will include circulation factors to achieve the gross square footage. This figure will vary depending upon the layout of the building (single or multi-story) and type of program spaces. Refer to the individual school implementation Plan Diagrams for specific program improvements and the cost estimates for square footage takeoffs. The cost estimate area takeoffs include a circulation factor (gross areas).

Adjacency Diagram



4.6 | PROGRAM STANDARDS (ELEMENTARY SCHOOL)

KINDERGARTEN

Program Activities

- Instructional activities
- Group and individual work
- Active and passive spaces that encourage different types of learning
- 'Wet' Area (for arts and crafts type activities) with sink

Design Objectives

- Group kindergarten and transitional kindergarten classrooms together with:
  - Shared storage
  - Shared workrooms
- Locate near drop-off and bus loading
- Access to kindergarten play yard equipped with appropriate play equipment
- Direct access to student toilets. Fixtures mounted at appropriate heights
- Environmental Considerations:
  - High indoor air quality
  - High efficiency HVAC systems
  - Individual control of HVAC at each classroom
  - Balance daylighting with efficient lighting system
    - Automatic controls and manual override switch adjacent to entry door
    - Motion sensors
    - Window coverings
  - Acoustical separation between classrooms
  - Acoustics within classrooms
- Integrated technology
  - Audio system for presentations
  - Wireless access
  - Document camera, tablet and hardwired computer for teacher
  - Laptop Charging Cart







4.6 | PROGRAM STANDARDS (ELEMENTARY SCHOOL)

CLASSROOMS

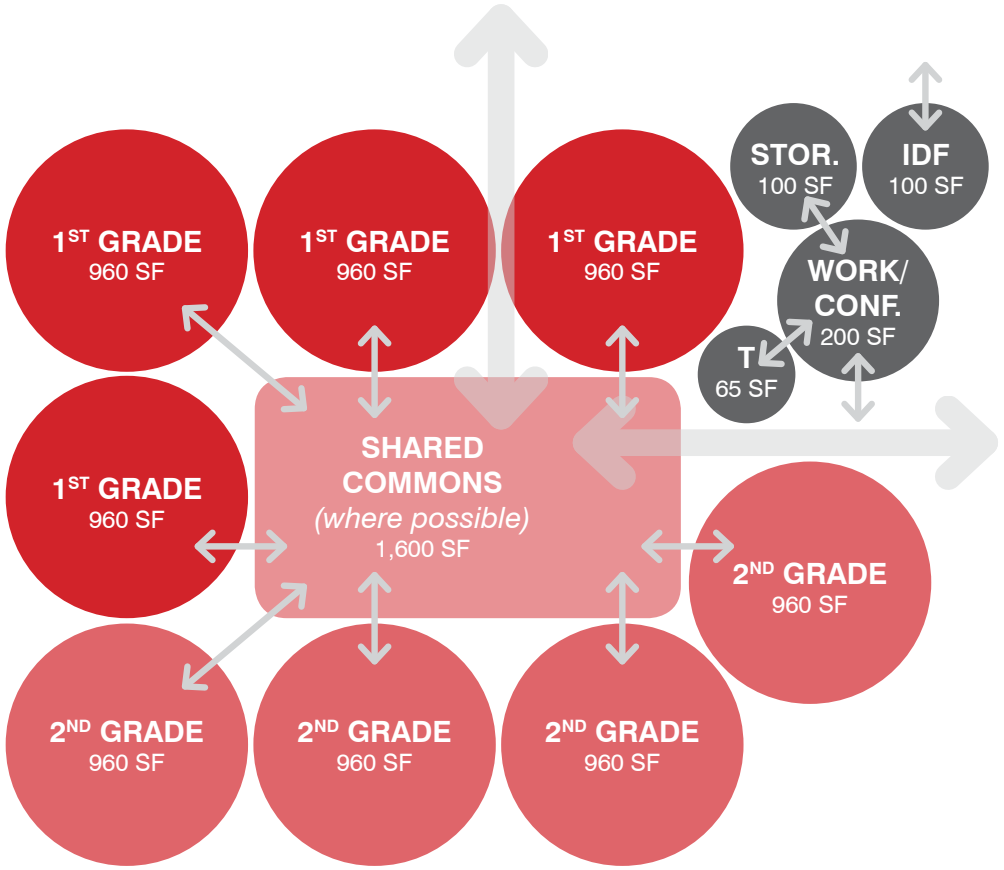
The standard Classrooms should be organized to facilitate an interdisciplinary, learner-centered approach to instruction with a full integration of technology. The classroom facilities and amenities must be flexible to accommodate a variety of instructional activities providing active and passive spaces that encourage different types of learning styles; from large lecture to small group to individual work. Because Art and Science are integrated into the curriculum, a sink should be provided for 'messy' activities. The Shared Commons provides a place for collaboration, break-out, teacher/ student activities and fosters collaboration.

Space Program

(6) Classrooms (Number Varies)	5,760 SF
Shared Commons	1,600 SF
Staff Workroom / Conference	200 SF
Staff Toilet	65 SF
Storage	100 SF
Intermediate Distribution Frame (IDF)	100

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Adjacency Diagram



*clusters can be grouped by grade level, 1st + 2nd grade and 3rd + 4th grades

4.6 | PROGRAM STANDARDS (ELEMENTARY SCHOOL)

CLASSROOMS

Program Activities

- Instructional activities
- Group and individual project based learning
- Lecture and presentations
- Active and passive learning spaces

Design Objectives

- Flexible, mobile furnishings to encourage project based learning and small group activities
- Flexible classroom layout to allow teaching on multiple sides of room
- Group classrooms around teacher shared resources:
  - Shared storage and prep area
  - Teacher workrooms separate from main teacher lounge and in multiple locations
- Backpack hooks or mobile backpack storage units
- Environmental Considerations:
  - High indoor air quality
  - High efficiency HVAC systems
  - Individual control of HVAC at each classroom
  - Balance daylighting and optimize with lighting controls
  - Automatic controls and manual override switch adjacent to entry door
  - Motion sensors
  - Window coverings
  - Acoustical separation between classrooms
  - Acoustics within classrooms
- Integrated technology
  - Audio system for presentations
  - Wireless access
  - Document camera, tablet and hardwired computer for teacher
  - Laptop Charging Carts









4.6 | PROGRAM STANDARDS (ELEMENTARY SCHOOL)

DIS LEARNING CENTER

Space Program

Resource Specialist Classroom (RSP)	960 SF
Special Day Classroom (SDC)	960 SF
Small Group Area	510 SF
Speech Therapist Office	150 SF
Psychologist Office	150 SF
Individualized Education Program (IEP) / Conference Room	150 SF

(1) Special Education Learning Center per Elementary School located near campus hub and Classroom clusters.

Program Activities

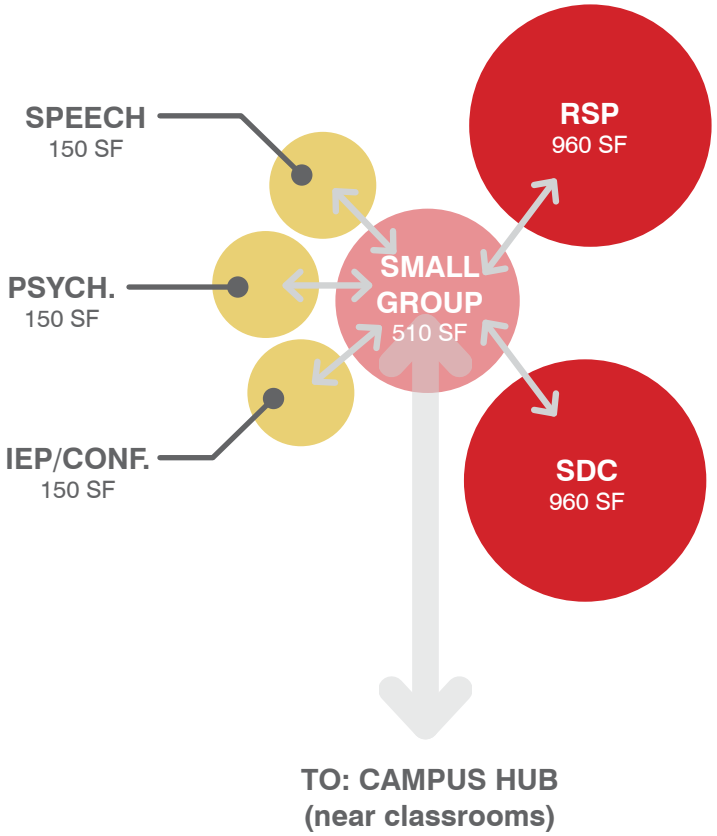
- One-on-one instruction
- Small group instruction
- Tutoring
- Counseling

Design Objectives

- Centrally located on campus adjacent to the Library / Media Center
- Offices to provide for private counseling sessions
- Small group room to be provided for breakout activities

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Adjacency Diagram



4.6 | PROGRAM STANDARDS (ELEMENTARY SCHOOL)

MILD/MODERATE SPECIAL EDUCATION CLASSROOMS

Space Program

Mild/Moderate Classroom (Number Varies)*	960 SF
Occupational Therapy / Physical Therapy Classroom	960 SF
Focus / Small Group Room	100 SF
Conference Room	120 SF
Toilet / Hygiene Room	270 SF
Laundry / Storage Room	100 SF

*Quantity of Mild/Moderate Classrooms may vary depending on needs of each school site. This will affect total square footage required.

Program Activities

- Individualized physical education activities
- Specialized training or technical support for the incorporation of assistive devices
- Aural rehabilitation
- Monitoring of hearing levels
- Development and improvement of language and communication skills
- Sensory activities and physical therapy

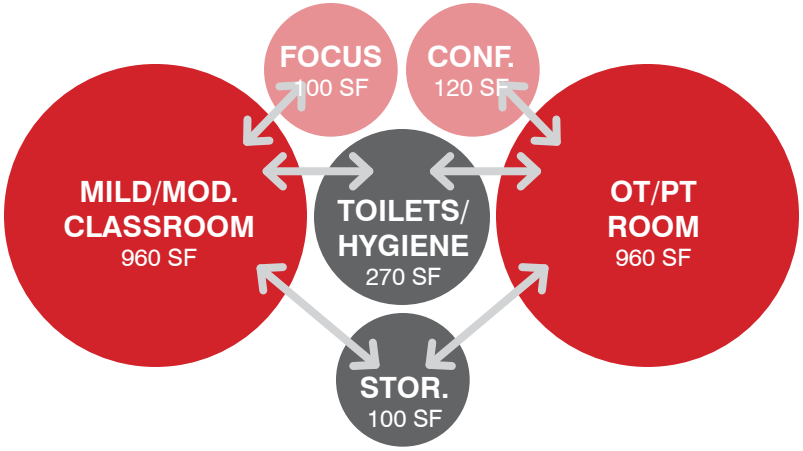
Design Objectives

- Integrate special education (SE) into campus – "Least Restrictive Environment" to have full inclusion of SE students on a campus
- Collaborative team Teaching in which a special education teacher and a general instructor teach a class together that includes both general and special education students.
- Instructional support provided by a special education teacher or instructional aide to help students with special needs in their classes through and Individual Education Program IEP.
- Monitoring of students by a special education teacher
- Provide more efficient layout and equipment to ease the teachers interaction with the students e.g. larger rooms, break out focus rooms, built in casework and lifts at changing rooms.





Adjacency Diagram



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4.6 | PROGRAM STANDARDS (ELEMENTARY SCHOOL)

PROJECT BASED LEARNING LAB

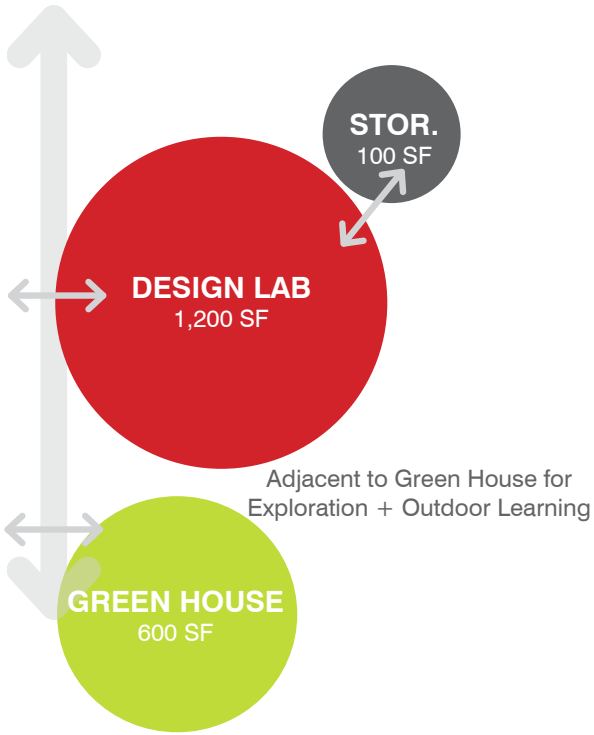
The Project Based Learning Lab should be designed for maximum flexibility. Spaces should have retractable walls so that spaces can be easily reconfigured to accommodate large or small groups. Various furniture types that can be adjusted should also be considered. The Project Based Learning (PBL) lab will house a multitude of electives for the elementary students and should be a place to explore technology, broadcasting, technical and digital and performing arts and allow for a shared space for collaboration and brainstorming for small group work.

Space Program

Design Lab	1,200 SF
Storage	100 SF

The square footages above are net areas to assist in developing new or reconfiguring existing floor plan layouts. The final plan layout will include circulation factors to achieve the gross square footage. This figure will vary depending upon the layout of the building (single or multi-story) and type of program spaces. Refer to the individual school implementation Plan Diagrams for specific program improvements and the cost estimates for square footage takeoffs. The cost estimate area takeoffs include a circulation factor (gross areas).

Adjacency Diagram



Program Activities

- Hands-on Art and Science projects
- Performing Arts support (amenities to build small stage sets for performances)

Design Objectives

- Hands on opportunities for students
- Flexible space & furnishings
- Facilitates Science & Art programs & student projects
- Centrally located on Campus





4.6 | PROGRAM STANDARDS (ELEMENTARY SCHOOL)

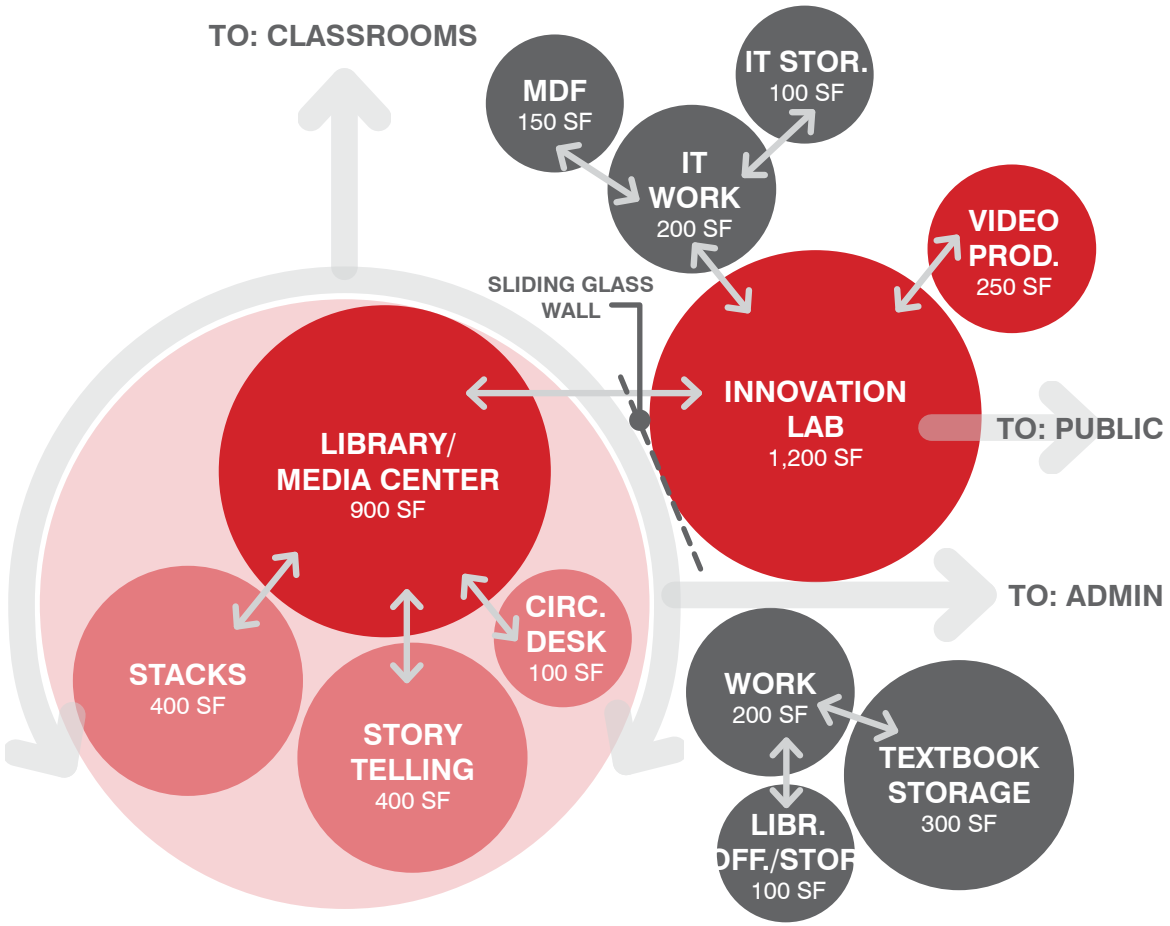
LIBRARY / MEDIA CENTER

The Library Media Center is considered the 'Campus Hub' of the school. The way students will be educated is continually evolving as educator's consider the impact of technology proliferating our everyday experiences on their teaching approach. Students are now learning and reading on computers and personal digital devices. The Library amennities have to evolve to support these needs. The Library Media Center should be a highly felxible space for collaboration, multi-modal learning and should provide ubiquitous access to mobile technologies. It should be welcoming, comfortable, informal, stimulus rich, well-lit environment that supports multiple concurrent activities; from active small group activities to quiet reading, research, and independent work. There should be a clear 'line of site' to all student areas for supervision. Acoustical treatments and finishes should be carefully chosen to allow multiple activities.

A. Space Program

Library / Media Center*	900 SF
Stacks	400 SF
Circulation Desk	100 SF
Story Telling	400 SF
Workroom	200 SF
Librarian Office / Storage	100 SF
Textbook Storage	300 SF
Innovation Program	
Innovation Lab	1,200 SF
Video / Broadcast Production	250 SF
Technology Support	
IT Workroom	200 SF
IT Equipment Storage	100 SF
MDF (Main Distribution Frame)	150 SF

Adjacency Diagram



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4.6 | PROGRAM STANDARDS (ELEMENTARY SCHOOL)

LIBRARY / MEDIA CENTER

Program Activities

- Reading
- Story area
- Circulation of materials and resources
- Research
- Small and large group instruction
- Community access for use of Innovation Lab if campus layout allows; e.g. parent education classes

Design Objectives

- *Referenced from the "Standards and Guidelines for Strong School Libraries" by the California School Library Association.*
  - The library media center facility affords physical and intellectual access to information and ideas.
  - Provides functional spaces for a variety of needs.
  - Provides collaborative teaching and meeting spaces.
  - Supports lifelong learning.
  - The library media center's physical systems are adjustable and effective.
  - Provides areas for the display, celebration, and validation of the learning community's products and ideas.
  - The library media center has a digital infrastructure, appropriate shelving and furniture, a workroom, and storage areas.

Design Objectives (cont.)

Recommended Exemplary Quantitative Standards:

Storytelling	15 SF per child
Pleasure Reading	32 - 45 SF per seat
Computing	36-45 SF per workstation

- Shelving LF: 21 books/student at 1" per book
- 2.3 SF/pupil plus 600 SF per California Department of Education
- Display area for student artwork
- Incorporate technology
- Acoustically adequate for reading, studying, research, and instructional activities
- Visibility of space from circulation desk
- Direct access to computer lab
- Adequate lighting balanced with daylighting, for reading activities







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4.6 | PROGRAM STANDARDS (ELEMENTARY SCHOOL)

MULTI-PURPOSE CENTER

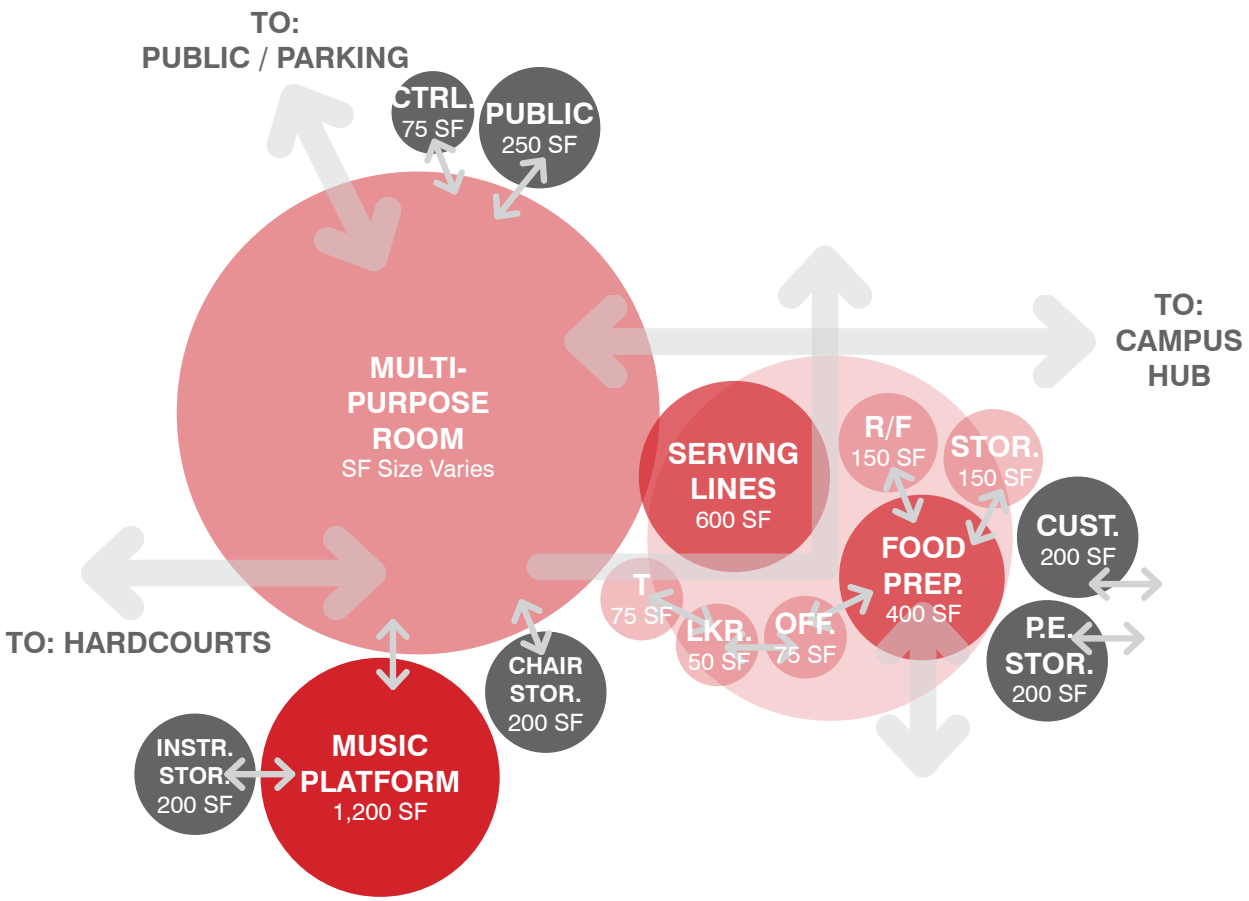
The Multi-Purpose Room will be centrally located on campus with access along the perimeter of the school to allow for before and after school use. It will have direct access to restrooms and the exterior. The MPR should include amenities to support public assemblies such as audio visual equipment and provide adequate acoustic qualities. (Note: At some school sites depending upon layout there could be a gym in addition to the MPR.)

Space Program

Multi-Purpose Program	
Multi-Purpose Room (SF Mln. Goal)	2,750 SF
Music Platform	1,200 SF
Instrument Storage	200 SF
Chair Storage	200 SF
Public Toilets	250 SF
Control Room / Storage	75 SF
Food Service Program	
Serving Lines	600 SF
Food Preparation	400 SF
Refrigerator / Freezer	150 SF
Storage	150 SF
Toilets	75 SF
Lockers	50 SF
Office	75 SF
Custodial Services	200 SF
P.E. Storage	200 SF

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Adjacency Diagram



4.6 | PROGRAM STANDARDS (ELEMENTARY SCHOOL)

MULTI-PURPOSE CENTER

Program Activities

- Instructional activities
- Assemblies and large group performances and presentations
- Community Use
- Food Service
- Fitness Activities
- Music Instrumental Classes

Design Objectives:

- Assembly and P.E. activities (mini-gym)
- Access to restrooms should be adjacent
- The placement of the MPR should be on the perimeter of the campus and adjacent to parking to enable community joint-use opportunities









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4.6 | PROGRAM STANDARDS (ELEMENTARY SCHOOL)

ADMINISTRATION

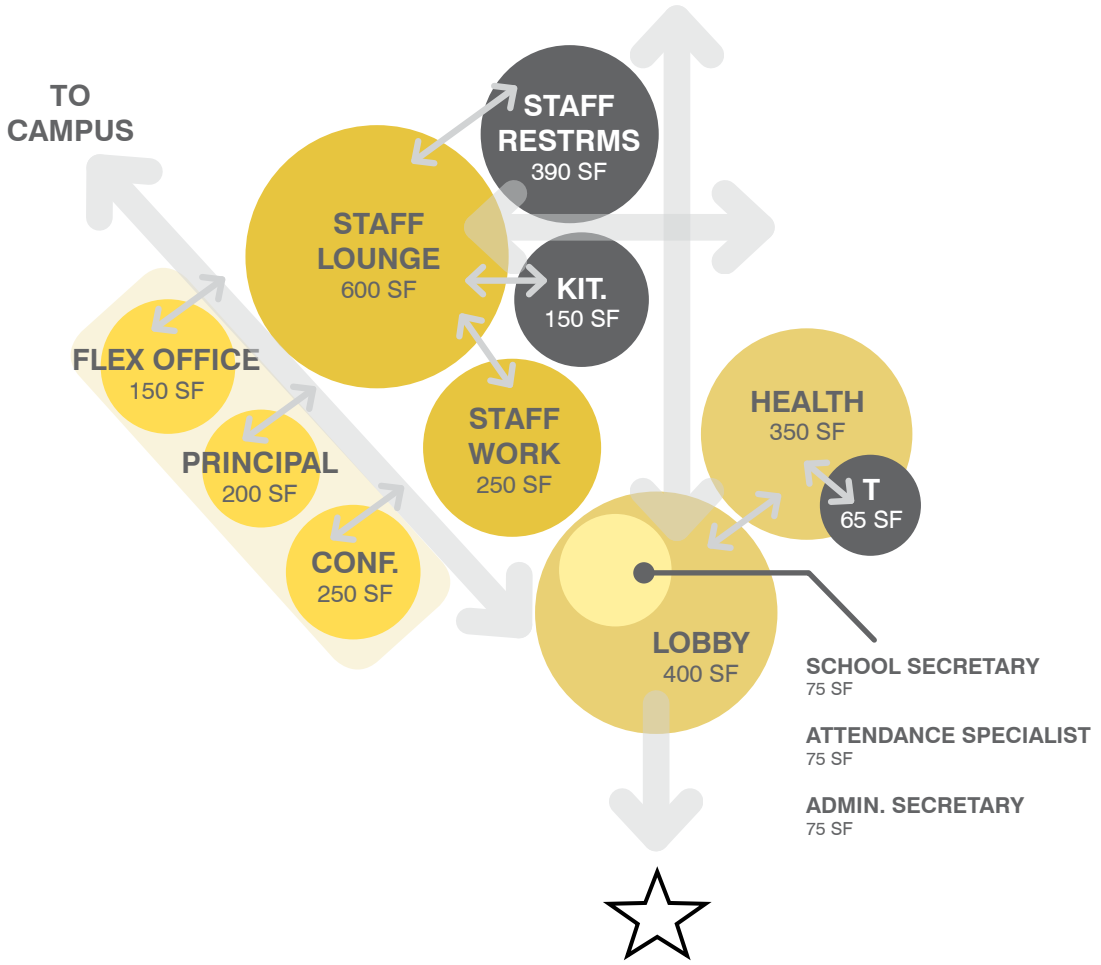
The main administration center of the campus should serve as a welcome center and provide a front entry for public, administrative duties, conference, discipline, counseling, health, support services and enrollment, attendance and records storage. Th entry and lobby should allow for parents to quickly find what they need, including current events, programs and activities.

Space Program

Main Office / Lobby	
Principal's Office	200 SF
Flex Office	150 SF
Administrative Secretary	75 SF
Conference Room	250 SF
School Secretary	75 SF
Attendance Specialist	75 SF
Lobby	400 SF
Staff Support	
Staff Lounge	600 SF
Kitchenette	150 SF
Workroom	250 SF
Staff Restrooms	390 SF
Health Suite	
Health Technician / Cot Room	350 SF
Toilet	65 SF

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Adjacency Diagram



4.6 | PROGRAM STANDARDS (ELEMENTARY SCHOOL)

ADMINISTRATION

Program Activities

- Check-in/ Front entry/ 'Welcome Center'
- Administrative duties
- Conference
- Discipline
- Staff collaboration
- Supply and Records storage

Design Objectives

- Define a clear entry for campus and establish school pride
- Area for student artwork display
- Single-point entry
- Limited access to 'Private' staff spaces
- Allow for staff communication and collaboration
- Adequate sized staff lounge and administrative areas
- Meet CDE standards for health office
- Storage for record files and office supplies
- 3 SF per pupil (min. 600 SF) per California Department of Education











4.6 | PROGRAM STANDARDS (ELEMENTARY SCHOOL)

PARENT RESOURCE CENTER

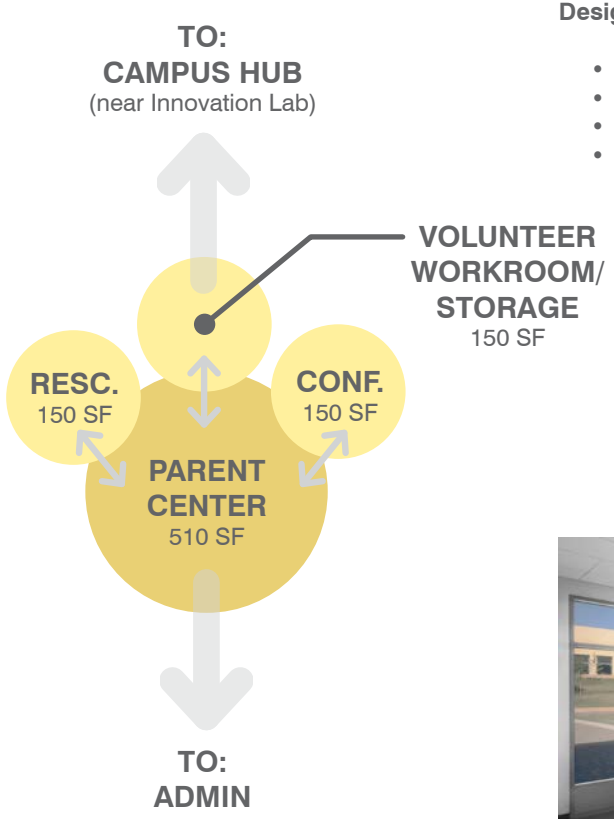
The Parent Resource Center should be provided adjacent to the Administration, allowing an accessible location for parent support and workroom functions. The conference and resource room should be flexible, allowing for meetings and project development supply storage. Having a space on campus where parents can engage in the student's education strengthens the learning experience and connects the community to the schools.

Space Program

Parent Center	510 SF
Conference Room	150 SF
Volunteer Workroom / Storage	150 SF
Resource Room	150 SF

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Adjacency Diagram



Program Activities

- Place for parent groups to meet
- Additional meeting room when not used by parents
- Small group instruction

Design Objectives

- Area to store parent resources
- Technology access
- Near public entrance and Main Office
- Access for public (voting location)



4.6 | PROGRAM STANDARDS (ELEMENTARY SCHOOL)

SITE ELEMENTS

A. Site Layout

- Parking drop off, bus loading areas, and parking shall be separated to allow students to enter and exit the school grounds safely, where feasible.
- Parking spaces are sufficient for staff and visitors. Provide a minimum of 2.25 parking stalls per teaching station, and accessible spaces per code.
- Locate site storage areas in places that do not obstruct supervision.
- Perimeter fencing layout and security to be evaluated on a school by school basis.

B. Playground and Field Areas

- Adequate physical education teaching stations shall be available to accommodate course requirements for the planned enrollment
- Supervision of playfields is not obstructed by buildings or objects that impair observation.
- Restrooms with direct access from the fields.

C. Delivery and Utility Areas

- Delivery and service areas shall be located to provide vehicular access that does not impact the safety of students and staff.
- Trash pickup is fenced or otherwise isolated and away from foot traffic areas.

D. Placement of Buildings

- Building placement shall consider compatibility of the various functions on campus and provide optimum patterns of pedestrian flow around and within buildings.
- Restrooms are conveniently located, require minimum supervision, and to the extent possible, are easily accessible from playground, classrooms and child care. The restroom count should meet current plumbing fixture code requirements.
- Student entry points into Classrooms from the playground shall be carefully planned to optimize supervision.

E. Outdoor Learning Opportunities

- Protected areas near classrooms to allow for outdoor classroom activities.





MIDDLE SCHOOL
COMMON THEMES

4.6 | PROGRAM STANDARDS (MIDDLE SCHOOL)

CLASSROOMS

The core classrooms shall facilitate an interdisciplinary, learner centered approach to instruction with full integration of technology. The facilities and amenities must be flexible to accommodate a variety of instructional activities, providing active and passive spaces that encourage different types of learning styles; from large lecture to small group to individual work. Core classes include Language Arts, Social Science, Math, and Science.

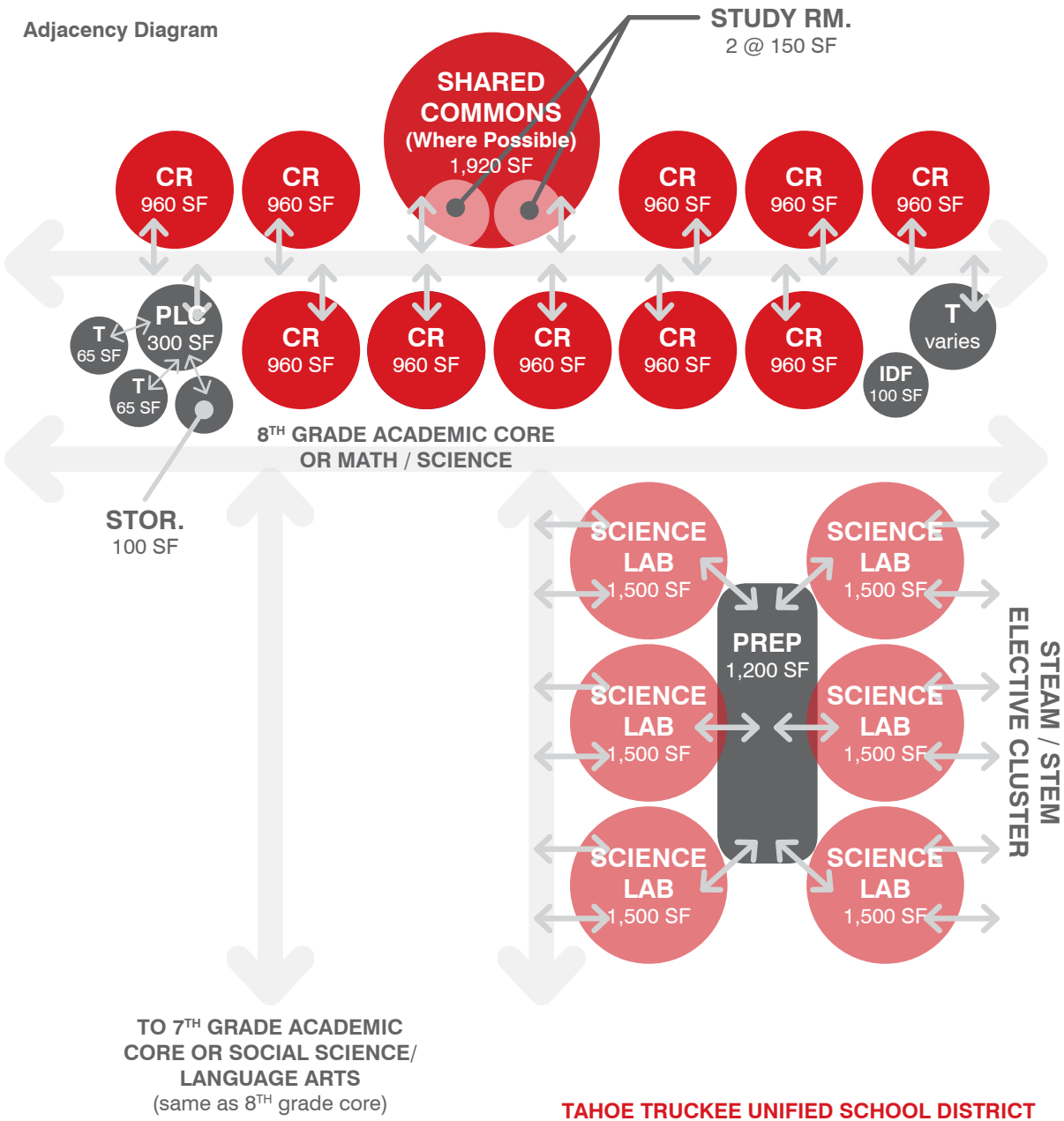
The Classrooms shall be technology rich, to support all student learning styles, have the ability to support diverse grouping strategies and encourage interdisciplinary teaching with visibility to shared collaboration and circulation areas as well as easy access to outdoor learning courtyards.

Space Program

Academic Core	
Classrooms (Number Varies)	9,600 SF
Shared Commons (Where Possible)	1, 920 SF
Study Rooms (2)	300 SF
PLC Staff Support	300 SF
Storage	100 SF
Restrooms	varies
Intermediate Distribution Frame (IDF)	100 SF
STEAM / STEM Elective Classrooms	
Science Labs (Number Varies)	9,000 SF
Prep Rooms (200 SF per lab)	varies
Total	

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Adjacency Diagram



4.6 | PROGRAM STANDARDS (MIDDLE SCHOOL)

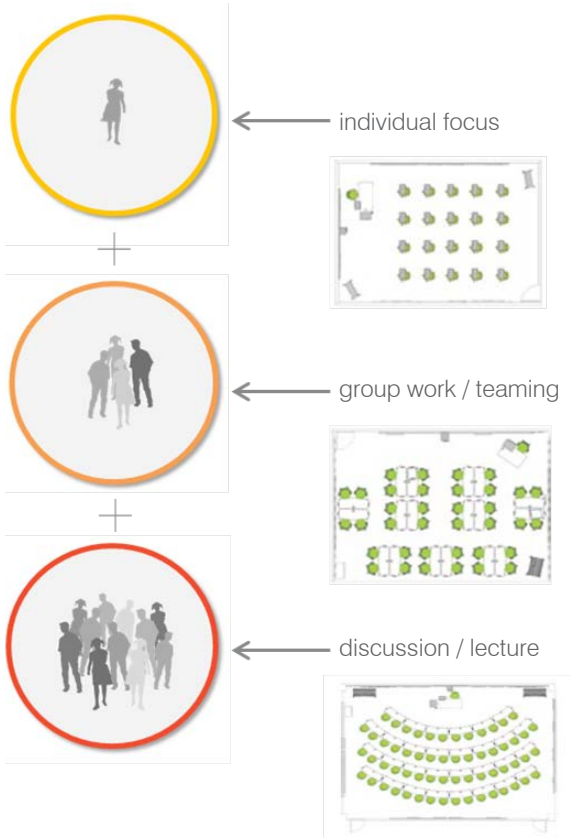
CLASSROOMS

Program Activities

- Interdisciplinary, learner-centered instruction with full-integration of technology
- Active and passive learning activities
- Large lecture to small group to individual work
- Core subject instruction: Language Arts, Social Studies, Math and Science

Design Objectives

- Classrooms to be organized in a cluster around a central collaboration space
- Ability to open to the outdoors
- Ability to support diverse grouping strategies, encourage interdisciplinary teaching with visibility to adjoining classrooms and shared collaboration areas
- The Shared Commons is a flexible space with moveable and group-able furniture.
- Spaces will be designed with appropriate charging stations, outlets and wireless technology for integration of mobile devices
- Provide areas of display in which students can feel a sense of ownership and pride



Furnishings should be appropriate for each grade level, flexible and agile to adapt to small and large groups, coordinated with the classroom technology, facilitating the adoption of 21st Century Learning.





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4.6 | PROGRAM STANDARDS (MIDDLE SCHOOL)

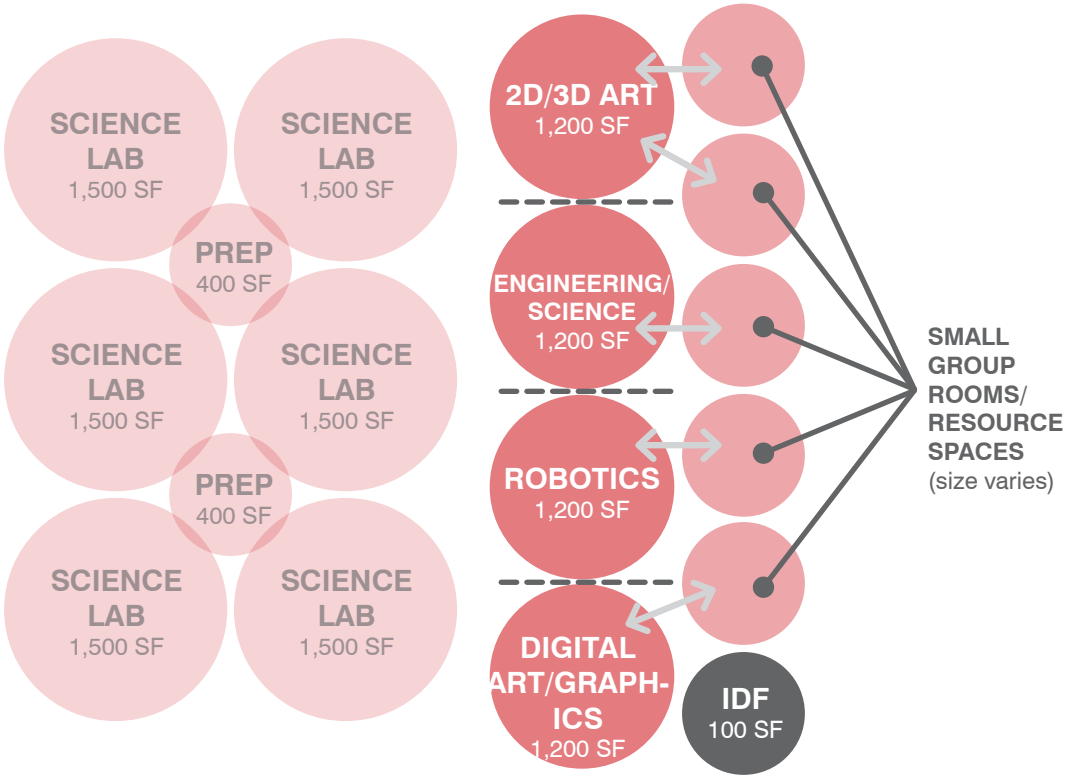
STEAM/STEM ELECTIVE CLUSTER

Space Program

2D/3D Art Lab	1,200 SF
Engineering / Science lab	1,200 SF
Robotics Lab	1,200 SF
Digital Art / Graphics Lab	1,200 SF
Independent Distribution Frame	100 SF
Small Group Rooms / Resource Spaces	varies

Note: Art, Engineering, Robotics and Digital Graphics Lab may not require separate teaching stations and could be in shared rooms depending on total student enrollment and number of sections required for each subject.

Adjacency Diagram



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4.6 | PROGRAM STANDARDS (MIDDLE SCHOOL)

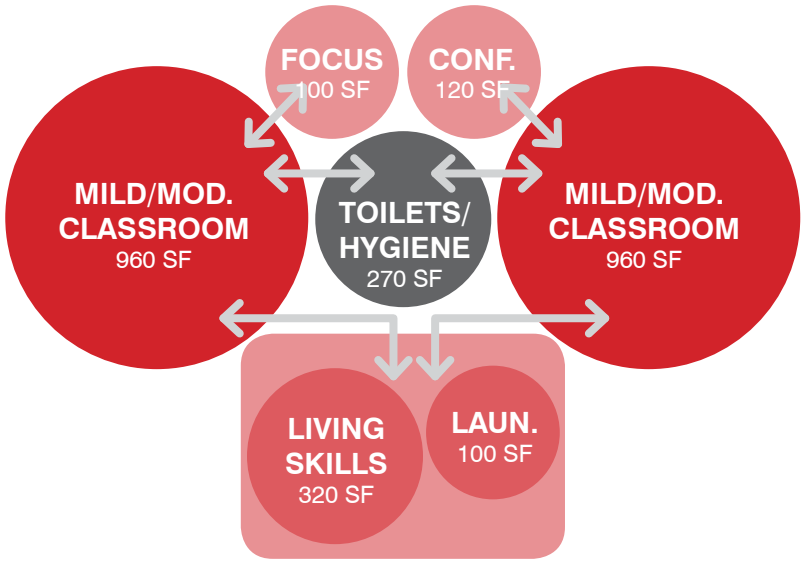
SPECIAL EDUCATION

Space Program

Mild/Moderate Classroom (Number Varies)*	1,920 SF
Focus / Small Group Room	100 SF
Conference Room	120 SF
Toilet / Hygiene Room	270 SF
Laundry / Storage Room	100 SF
Living Skills	320 SF

*Quantity of Mild/Moderate Classrooms may vary depending on needs of each school site. This will affect total square footage required.

Adjacency Diagram



Program Activities

- Individualized physical education activities
- Specialized training or technical support for the incorporation of assistive devices
- Aural rehabilitation
- Monitoring of hearing levels
- Development and improvement of language and communication skills

Design Objectives

- Integrate special education (SE) into campus – "Least Restrictive Environment" to have full inclusion of SE students on a campus
- Collaborative team Teaching in which a special education teacher and a general instructor teach a class together that includes both general and special education students.
- Instructional support provided by a special education teacher or instructional aide to help students with special needs in their classes through and Individual Education Program IEP.
- Monitoring of students by a special education teacher
- Provide more efficient layout and equipment to ease the teachers interaction with the students e.g. larger rooms, break out focus rooms, built in casework and lifts
- Consultation between a special education teacher and general education teacher(s)



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4.6 | PROGRAM STANDARDS (MIDDLE SCHOOL)

DIS LEARNING CENTER

Space Program

Small Group Area	600 SF
Speech Therapist Office	250 SF
Psychologist Office	150 SF
Flex Office	150 SF
Individualized Education Program (IEP) / Conference Room	150 SF

(1) Special Education Learning Center per Junior High School located near campus hub and Classroom clusters.

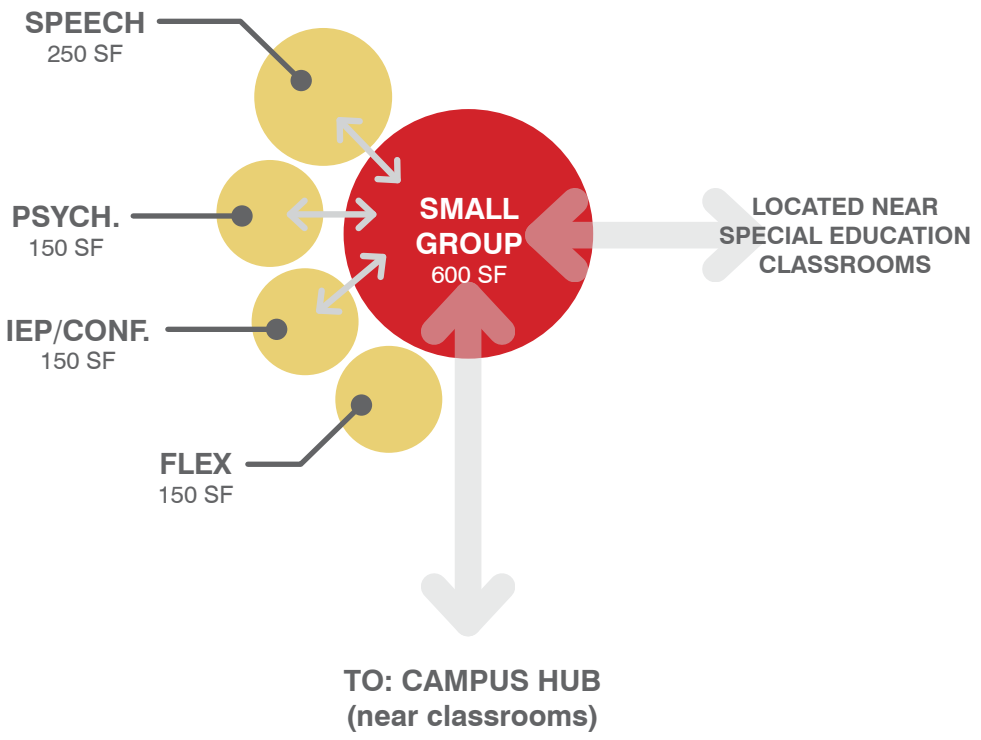
Program Activities

- One-on-one instruction
- Small group instruction
- Tutoring
- Counseling

Design Objectives

- Centrally located on campus adjacent to the Library / Media Center
- Offices to provide for private counseling sessions
- Small group room to be provided for breakout activities

Adjacency Diagram



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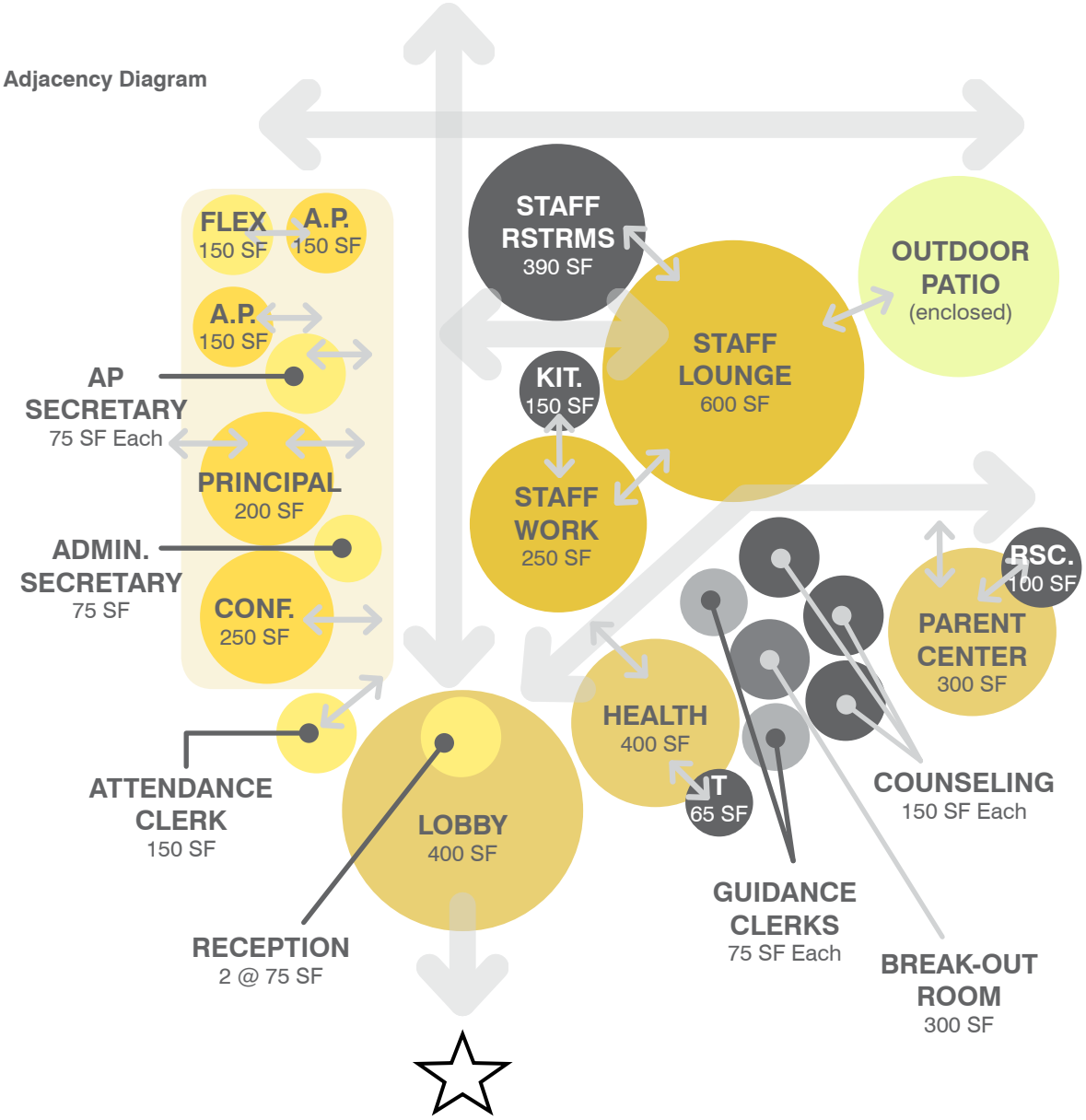
4.6 | PROGRAM STANDARDS (MIDDLE SCHOOL)

ADMINISTRATION

Space Program

Main Office / Lobby	
Lobby	400 SF
Reception Staff (2)	150 SF
Attendance Clerk	150 SF
Principal's Office	200 SF
Assistant Principal's Office (varies)	150 SF
AP Secretary (varies)	75 SF
Admin. Secretary	75 SF
Conference Room	250 SF
Flex Office	150 SF
Staff Support	
Staff Lounge	600 SF
Kitchenette	150 SF
Workroom	250 SF
Staff Restrooms	390 SF
Health Suite	
Cot Room	400 SF
Toilet	65 SF
Parent Center	
Parent Center	300 SF
Resource / Storage	100 SF
Counseling Area	
Counseling Offices (varies)	150 SF
Guidance Clerks (varies)	75 SF
Break-out Room	300 SF

Adjacency Diagram



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4.6 | PROGRAM STANDARDS (MIDDLE SCHOOL)

ADMINISTRATION

Program Activities

- Check-in/ Front entry / 'Welcome Center'
- Administrative duties
- Conference
- Discipline
- Counseling
- Health support
- Staff collaboration
- Attendance, enrollment, supply and records storage

Design Objectives

- Define a clear entry for campus and establish school pride
- Area for student artwork display
- Single-point entry
- Limited access to 'Private' staff spaces
- Clearly defined 'Public' spaces (lobby and waiting area)
- Allow for staff communication and collaboration
- Adequate sized staff lounge and administrative areas
- Meet CDE standards for health office
- Storage for record files and office supplies
- Parent / volunteer workroom
- 3 SF per pupil (min. 600 SF) per California Department of Education







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4.6 | PROGRAM STANDARDS (MIDDLE SCHOOL)

LIBRARY / MEDIA CENTER

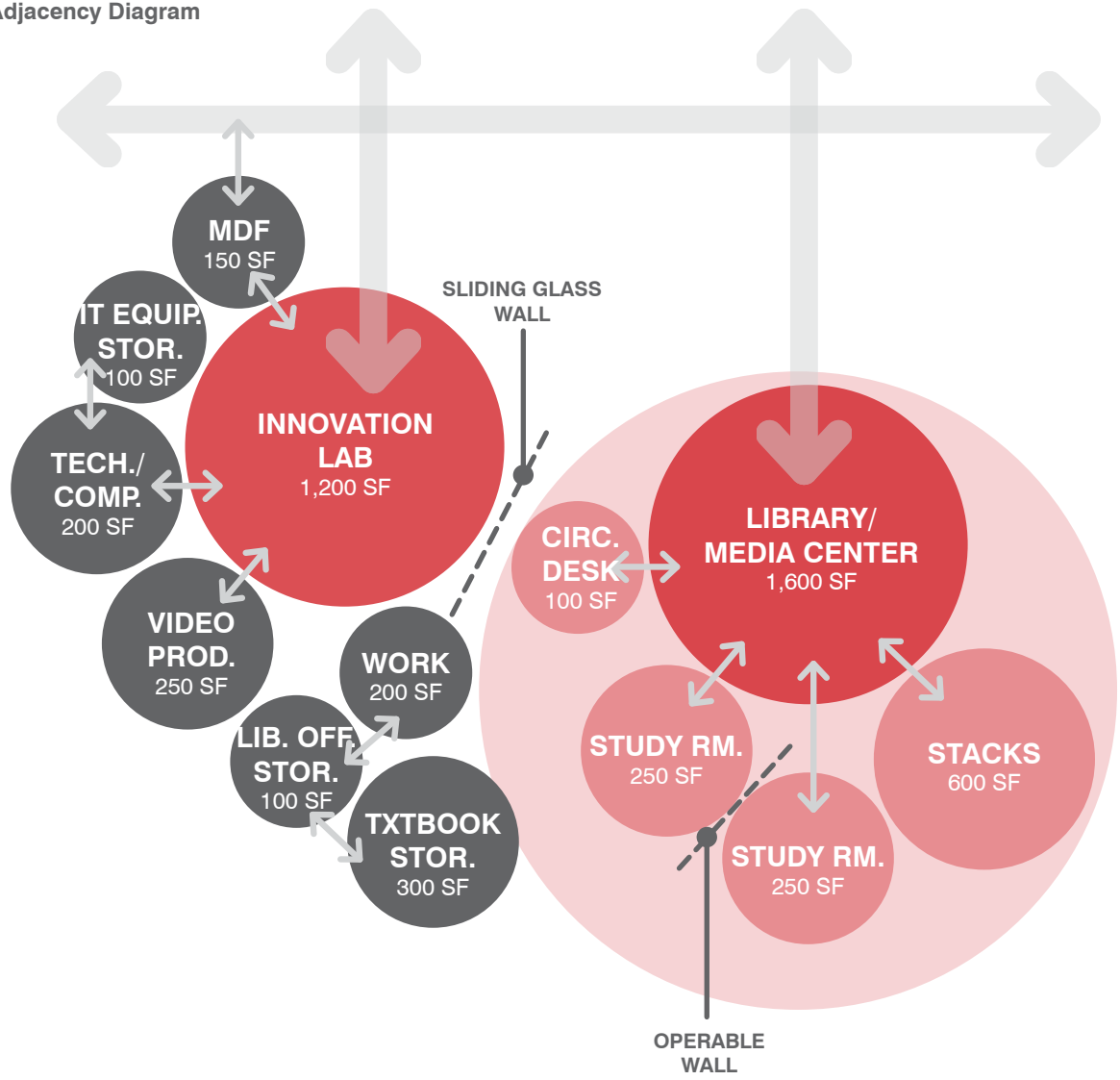
The Library Media Center is considered the 'Campus Hub' of the school. The Library Media Center should be a highly flexible space for collaboration, multi-modal learning and should provide ubiquitous access to mobile technologies. Adjacent and with the ability to open up into the Library, the Innovation Lab will support computer-based programs, on-line learning and virtual instruction. This Lab will be where technology can be updated more frequently and can act as an incubator for teachers to learn how to use new technology and apply it in their pedagogical practice.

Space Program

Library / Media Center	1,600 SF
Stacks	400 SF
Circulation Desk	100 SF
Study Room (2)	500 SF
Video Production	250 SF
Librarian Workroom	200 SF
Librarian Office / Storage	100 SF
Innovation Lab	1,200 SF
Textbook Storage	300 SF
MDF (Main Distribution Frame)	150 SF
IT Equipment Storage	100 SF
IT Workroom Office	200 SF

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Adjacency Diagram



4.6 | PROGRAM STANDARDS (MIDDLE SCHOOL)

LIBRARY / MEDIA CENTER

Program Activities

- Reading
- Circulation of materials and resources
- Display student work
- Research
- Small and large group instruction
- Community access (if applicable)

Design Objectives

- Create a “Campus Hub” for the school
- Centrally located to promote staff, student and community social interactions
- Wayfinding techniques should orient people to the overall layout of the school
- The library/media center should be a welcoming, comfortable, informal, stimulus-rich, well-lit environment that support multiple concurrent activities
- Located adjacent to the Innovation Lab to support computer-based programs, on-line learning and virtual instruction
- 3.3 SF per pupil plus 600 SF per California Department of Education

Pleasure Reading	32 - 45 SF per seat
Computing	36-45 SF per workstation







4.6 | PROGRAM STANDARDS (MIDDLE SCHOOL)

MULTI-PURPOSE CENTER

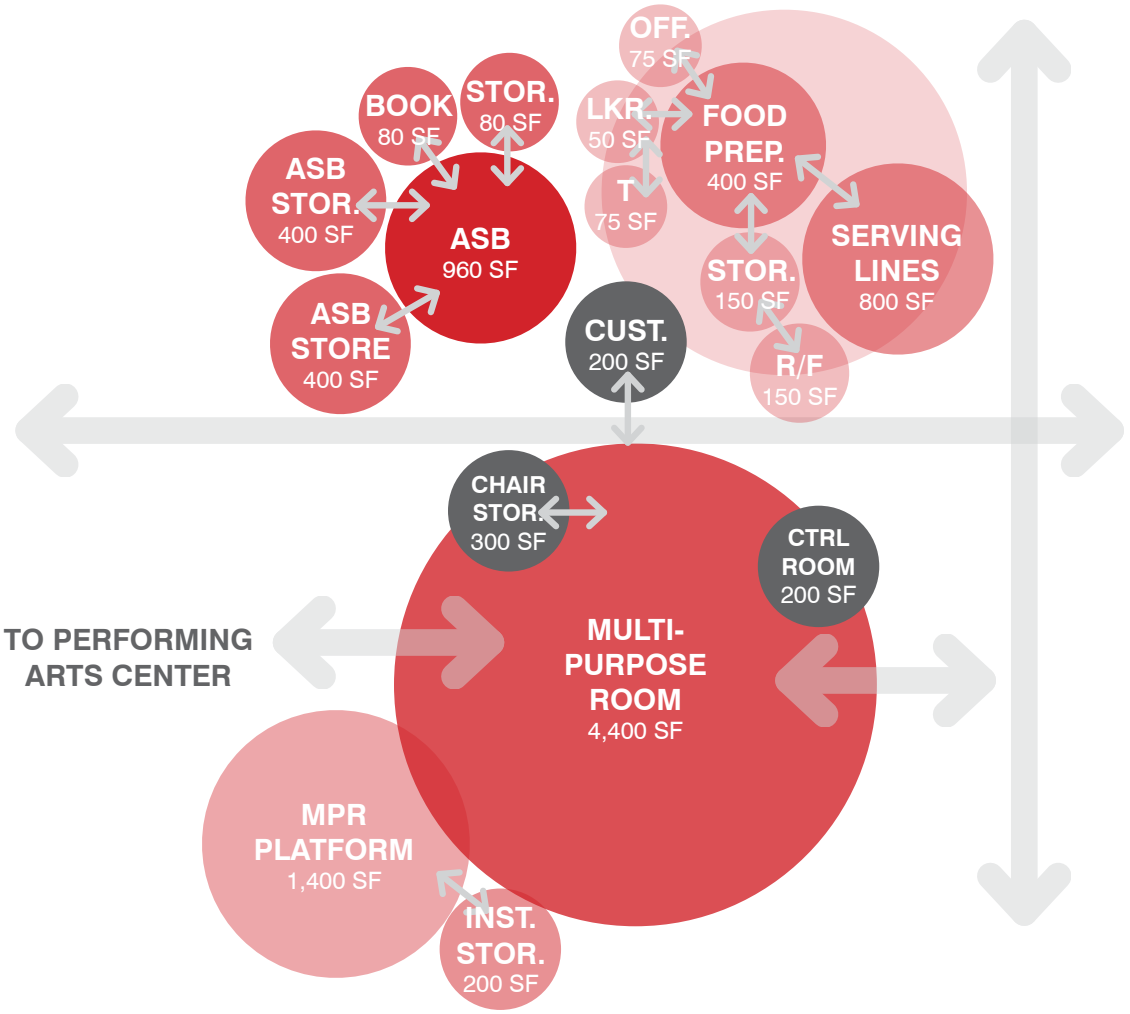
Space Program

MPR Program	
Multi-Purpose Room (SF Min. Goal)	4,400 SF
Music Platform	1,400 SF
Instrument Storage	200 SF
Chair Storage	300 SF
Control Room / Storage	200 SF
Toilets	250 SF
Food Service Program	
Serving Lines	800 SF
Food Preparation	400 SF
Refrigerator / Freezer	150 SF
Storage	150 SF
Toilets	75 SF
Lockers	50 SF
Office	75 SF
ASB Program	
ASB Classroom	960 SF
ASB Project Storage	400 SF
ASB Book Keeper	80 SF
Storage	80 SF
Custodial Services	200 SF

Note: Alder Creek Middle School has a MPR/Gym combination and North Tahoe School has a separate Middle School gym and shared Performing Arts Theater with the High School in lieu of an MPR.

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Adjacency Diagram



4.6 | PROGRAM STANDARDS (MIDDLE SCHOOL)

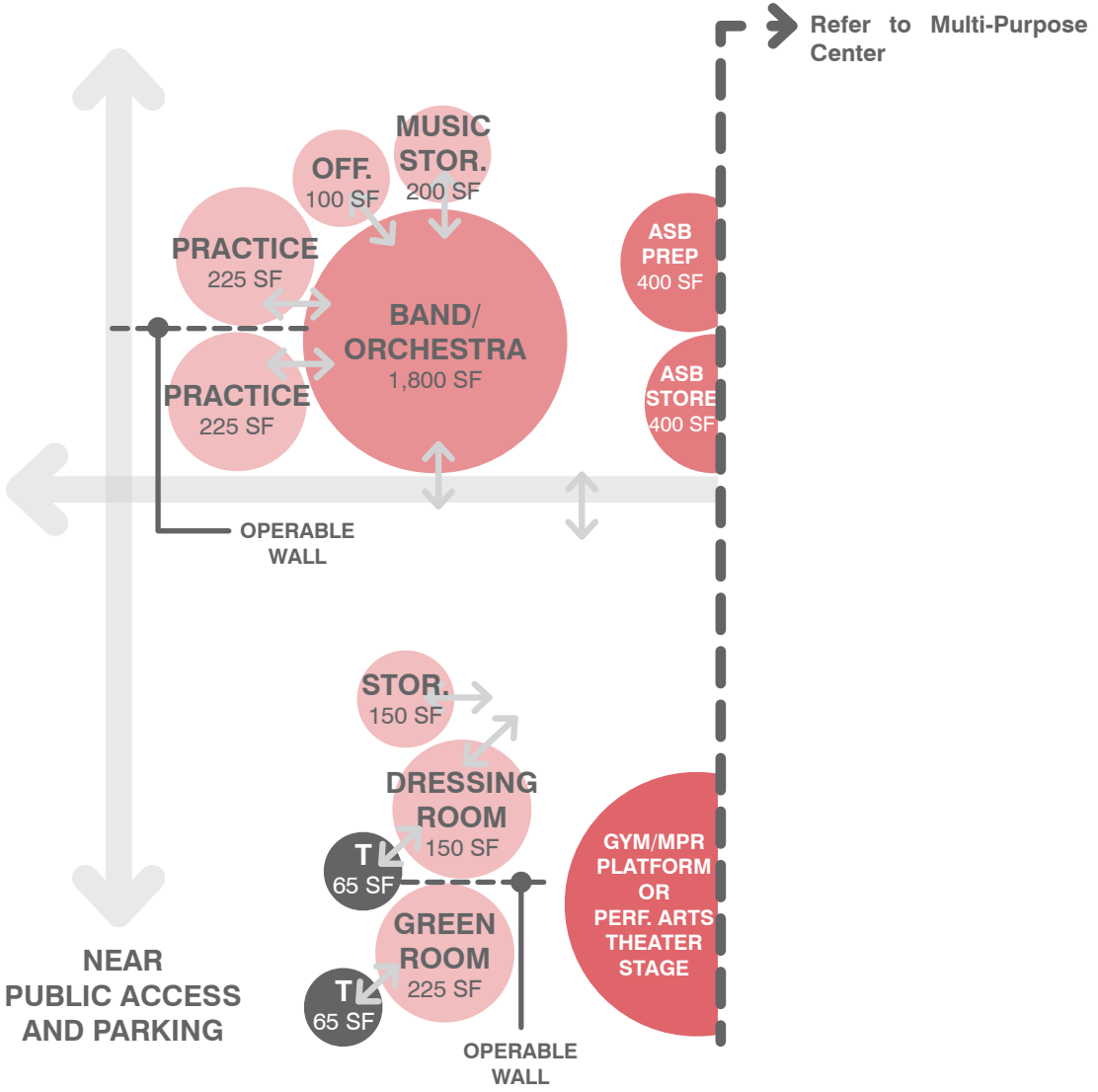
PERFOMING ARTS PROGRAM

Space Program

Band / Orchestra Room	1,800 SF
Practice Rooms (2)	450 SF
Office	100 SF
Music Storage	200 SF
Dressing Room	150 SF
Green Room	225 SF
Storage	150 SF
Toilets (2)	130 SF

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Adjacency Diagram



4.6 | PROGRAM STANDARDS (MIDDLE SCHOOL)

MULTI-PURPOSE CENTER AND PERFORMING ARTS PROGRAM

Program Activities

- Instructional activities
- Assemblies and large group performances and presentations
- Community Use
- Food Service
- Fitness Activities
- Music Instrumental Classes

Design Objectives:

- Approximately 5.3 SF/student, for a minimum 5,000 SF (CDE recommendation) for the Multi-purpose Room
- Student queuing into the serving area should planned for at the space. There should be clear views into the serving room to better manage flow. Separate entrance and exits from the serving line should be one-way and flow into the serving area (not through serving windows).
- Access to restrooms should be adjacent to the lunch and fitness areas.
- The placement of the MPR should be on the perimeter of the campus and adjacent to parking to enable community joint-use opportunities.
- Provide quality sound, lighting and acoustic systems and built-in control room functions







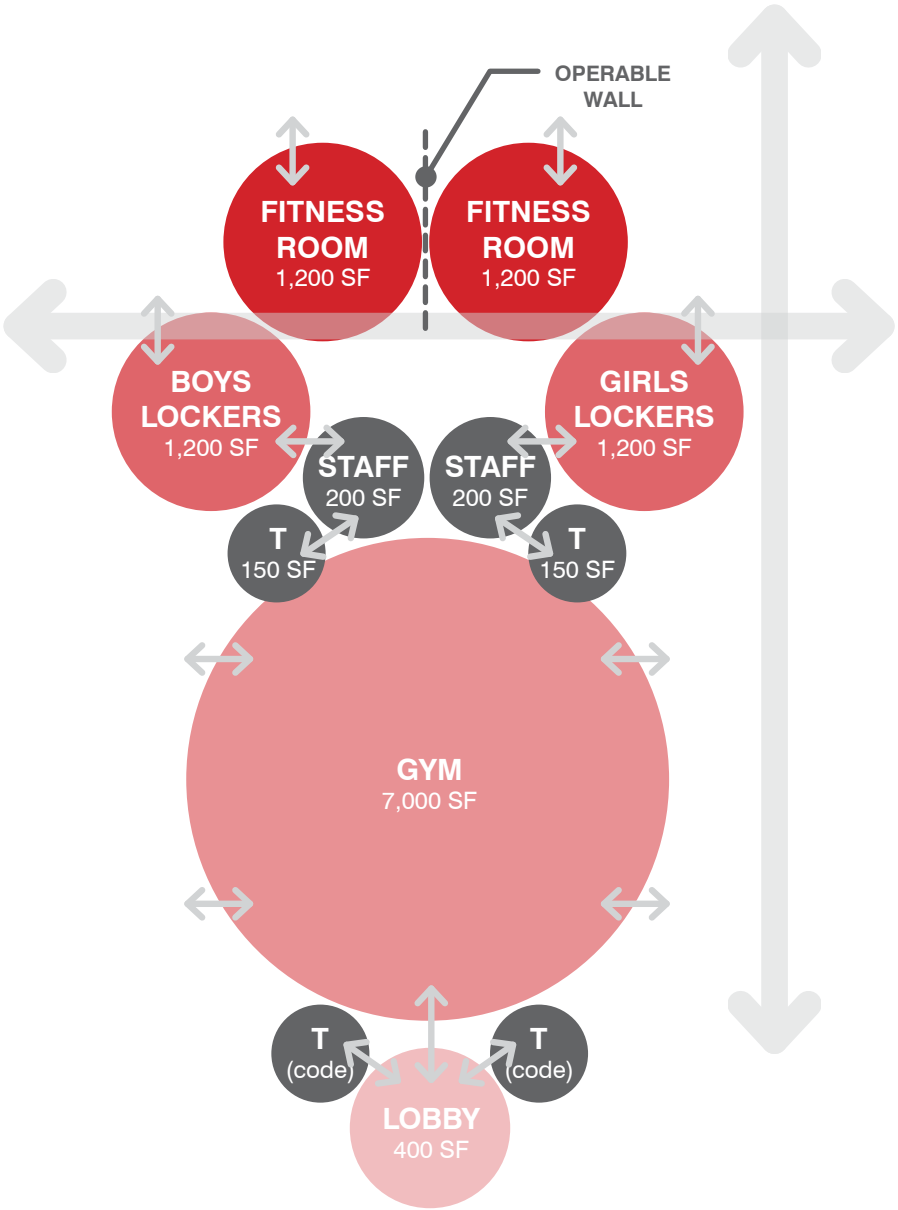
4.6 | PROGRAM STANDARDS (MIDDLE SCHOOL)

PHYSICAL EDUCATION

Space Program

Gymnasium	7,000 SF
Fitness Rooms (2)	2,400 SF
Boys Locker Room	1,200 SF
Girls Locker Room	1,200 SF
Staff (2)	400 SF
Toilets (2)	300 SF
Lobby	400 SF

Adjacency Diagram



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4.6 | PROGRAM STANDARDS (MIDDLE SCHOOL)

PHYSICAL EDUCATION

A. Program Activities

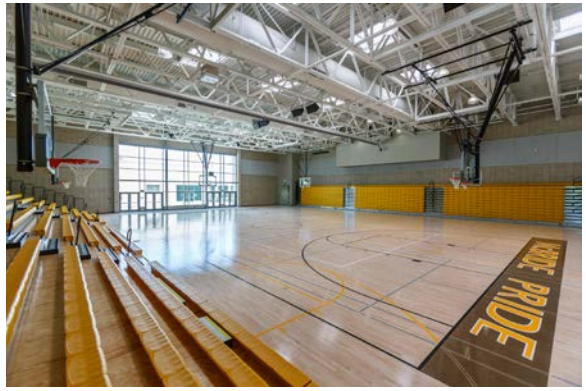
- Instructional activities
- Assemblies and large group performances and presentations
- Community Use
- P.E. / Athletics
- Health Classroom instruction

B. Design Objectives

- Proper sound system
- Wood flooring at gym
- Access to building near parking







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4.6 | PROGRAM STANDARDS (MIDDLE SCHOOL)

SITE ELEMENTS

A. Site Layout

- Parking drop off, bus loading areas, and parking shall be separated to allow students to enter and exit the school grounds safely, where feasible.
- Parking spaces are sufficient for staff and visitors. Provide a minimum of 2.25 parking stalls per teaching station, and accessible spaces per code.
- Locate site storage areas in places that do not obstruct supervision.
- Perimeter fencing and security to be evaluated on a school by school basis.

B. Playground and Field Areas

- Adequate outdoor physical education teaching stations shall be available to accommodate course requirements for the planned enrollment
- Supervision of playfields is not obstructed by buildings or objects that impair observation.
- Restrooms with direct access from the fields.

C. Delivery and Utility Areas

- Delivery and service areas shall be located to provide vehicular access that does not impact the safety of students and staff.
- Trash pickup area should be fenced or otherwise isolated away from foot traffic zones.

D. Placement of Buildings

- Building placement shall consider compatibility of the various functions on campus and provide optimum patterns of pedestrian flow around and within buildings.
- Restrooms are conveniently located, require minimum supervision, and to the extent possible, are easily accessible from playground and classrooms. The restroom count should meet current plumbing fixture code requirements.
- Student entry points into Classrooms from the playground shall be carefully planned to optimize supervision.

E. Outdoor Learning Opportunities

- Protected areas near classrooms to allow for outdoor classroom activities.

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HIGH SCHOOL
COMMON THEMES

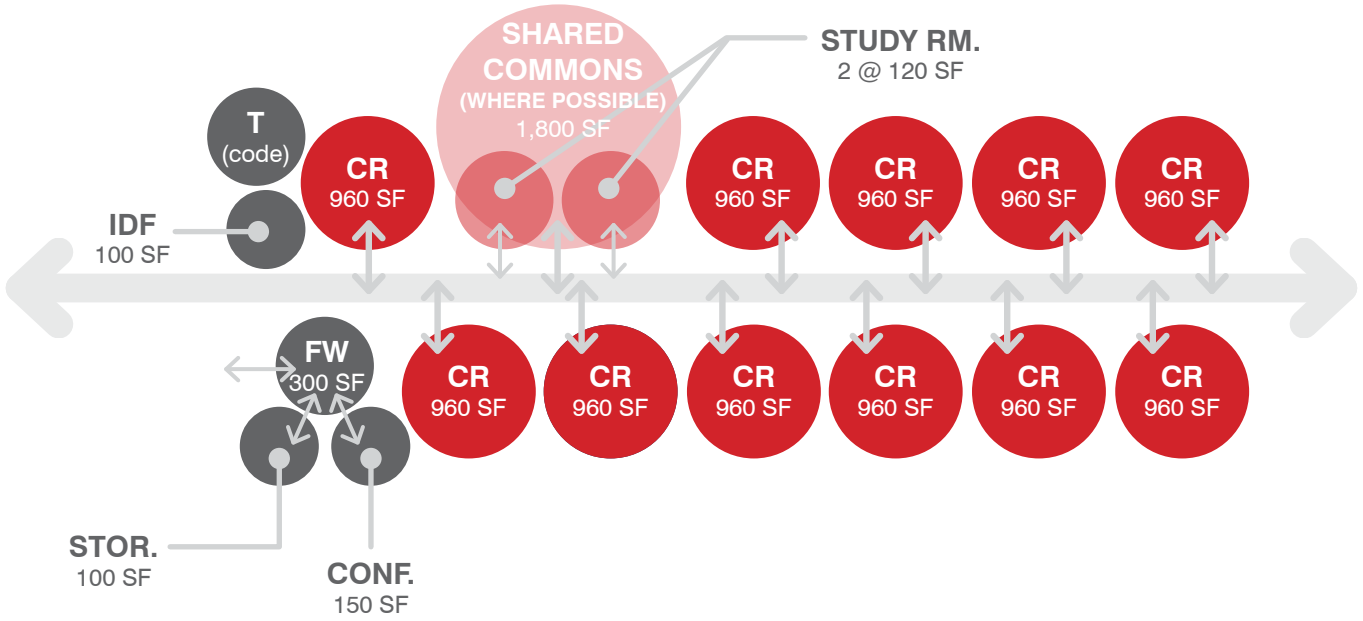
4.6 | PROGRAM STANDARDS (HIGH SCHOOL)

CLASSROOM CLUSTERS

Space Program

Classrooms (Number Varies)	9,600 SF
Shared Commons (Where Possible)	1,800 SF
Small Project Rooms (2)	240 SF
Faculty Workroom	300 SF
Conference Room	150 SF
Storage Room	100 SF
Intermediate Distribution Frame (IDF)	100 SF
Restrooms	per code

Adjacency Diagram



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4.6 | PROGRAM STANDARDS (HIGH SCHOOL)

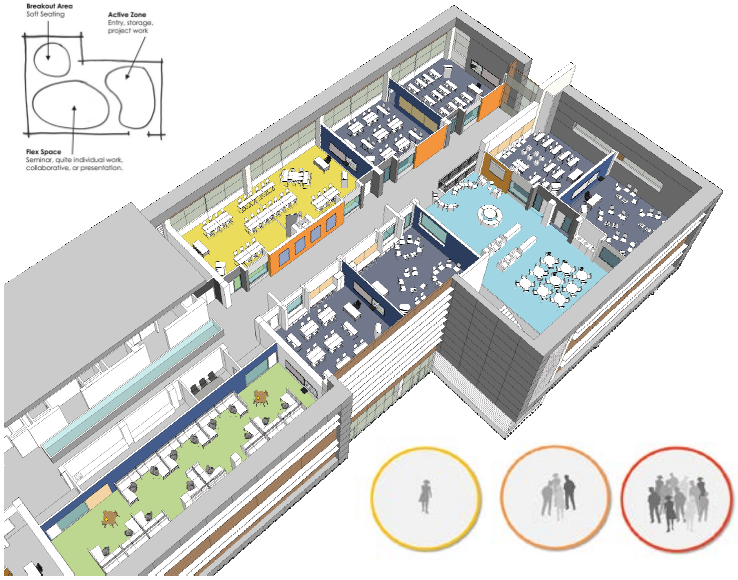
CLASSROOM CLUSTERS

Program Activities

- Student-centered planning
- Assessment and instruction in the least restrictive environments
- Development of and improvement of communication and language skills
- Assistive technology and communications devices for those in need
- Basic vocational skill building
- Instructional program includes transition planning

Design Objectives

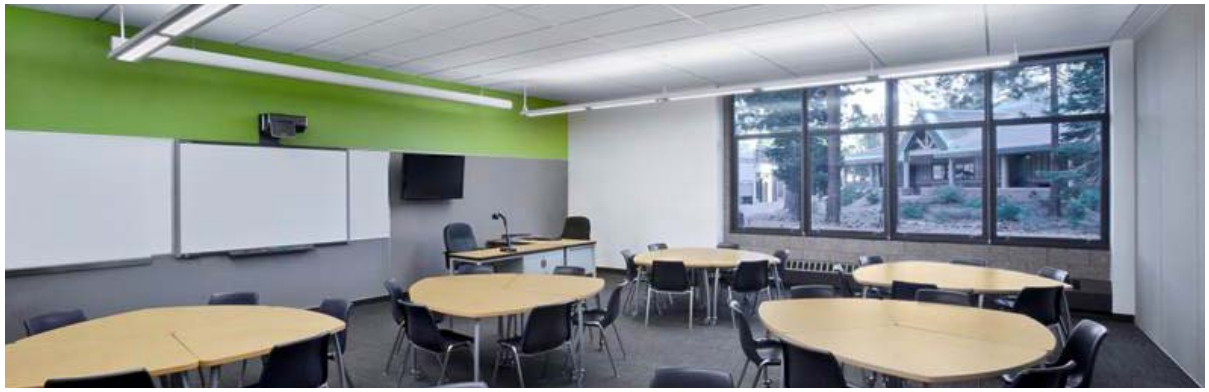
- Typical classrooms organized to maximize flexibility and evolve over time
- Program to include Mathematics, English, History, Social Science and Language Arts
- Interdisciplinary, learner-centered instructional approach with full integration of technology
- Active and passive spaces
- Large lecture to small group to individual accommodations
- Classrooms are organized in clusters near a collaboration area with flexible, moveable and easily grouped furnishings
- Ability to team teach, utilize student Shared Commons space for project activities
- The Shared Commons can also be a schedule-in space
- Teacher workstation areas allows for classrooms to be freed up for greater utilization and flexibility











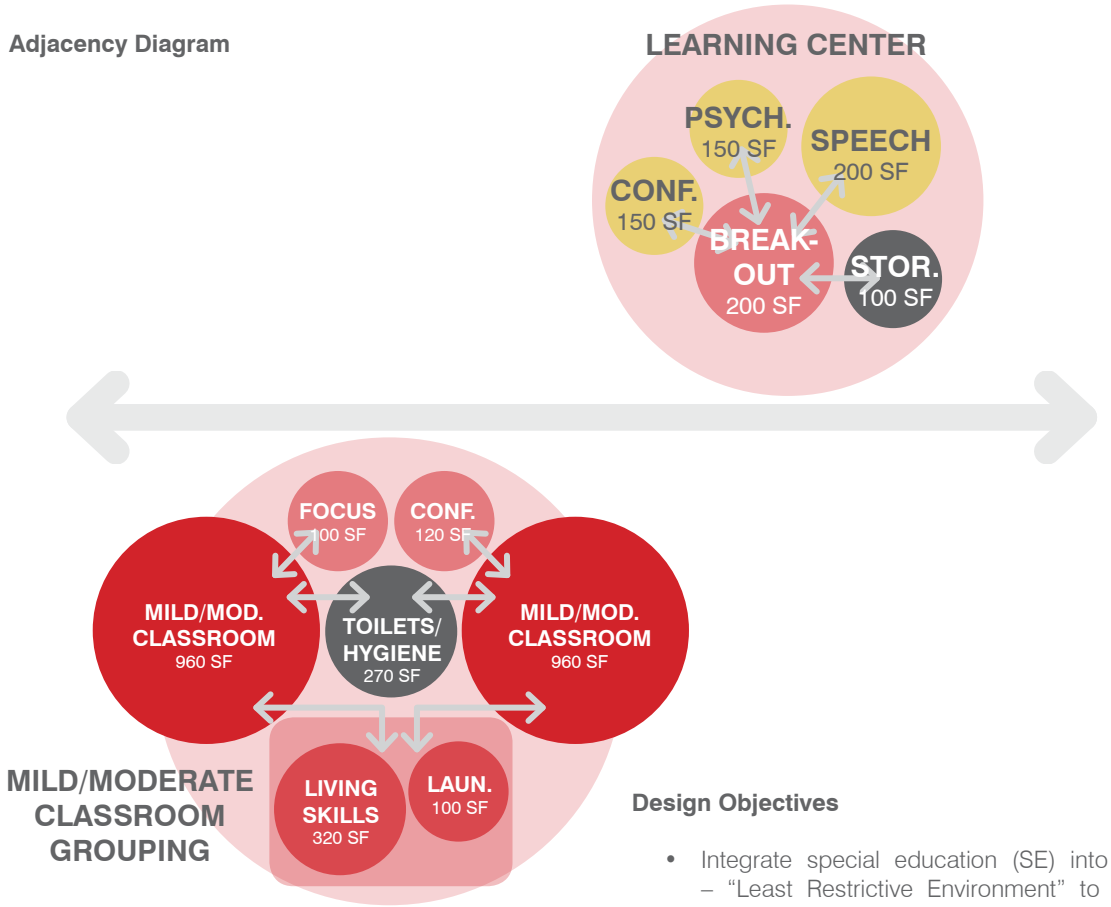
4.6 | PROGRAM STANDARDS (HIGH SCHOOL)

SPECIAL EDUCATION

Space Program

Mild / Moderate, S.E. Classroom (Varies)*	1,920 SF
Living Skills Area	350 SF
Laundry and Storage	100 SF
Toilet / Changing Area	100 SF
Breakout Area	200 SF
Conference Room	150 SF
Psychologist Office	125 SF
Speech Office	200 SF
Storage	100 SF

Adjacency Diagram



Program Activities

- Individual Educational Program (IEP)
- Student-centered planning
- Assessment and instruction in the least restrictive environments
- Development of and improvement of communication and language skills
- Assistive technology and communications devices for those in need
- Basic and vocational skill building
- Instructional program includes transition planning

Design Objectives

- Integrate special education (SE) into campus – "Least Restrictive Environment" to have full inclusion of SE students on a campus
- Collaborative team Teaching in which a special education teacher and a general instructor teach a class together that includes both general and special education students.
- Instructional support provided by a special education teacher or instructional aide to help students with special needs in their classes through and Individual Education Program IEP.
- Provide more efficient layout and equipment to ease the teachers interaction with the students e.g. larger rooms, break out focus rooms, built in casework and lifts

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4.6 | PROGRAM STANDARDS (HIGH SCHOOL)

SCIENCE LABS

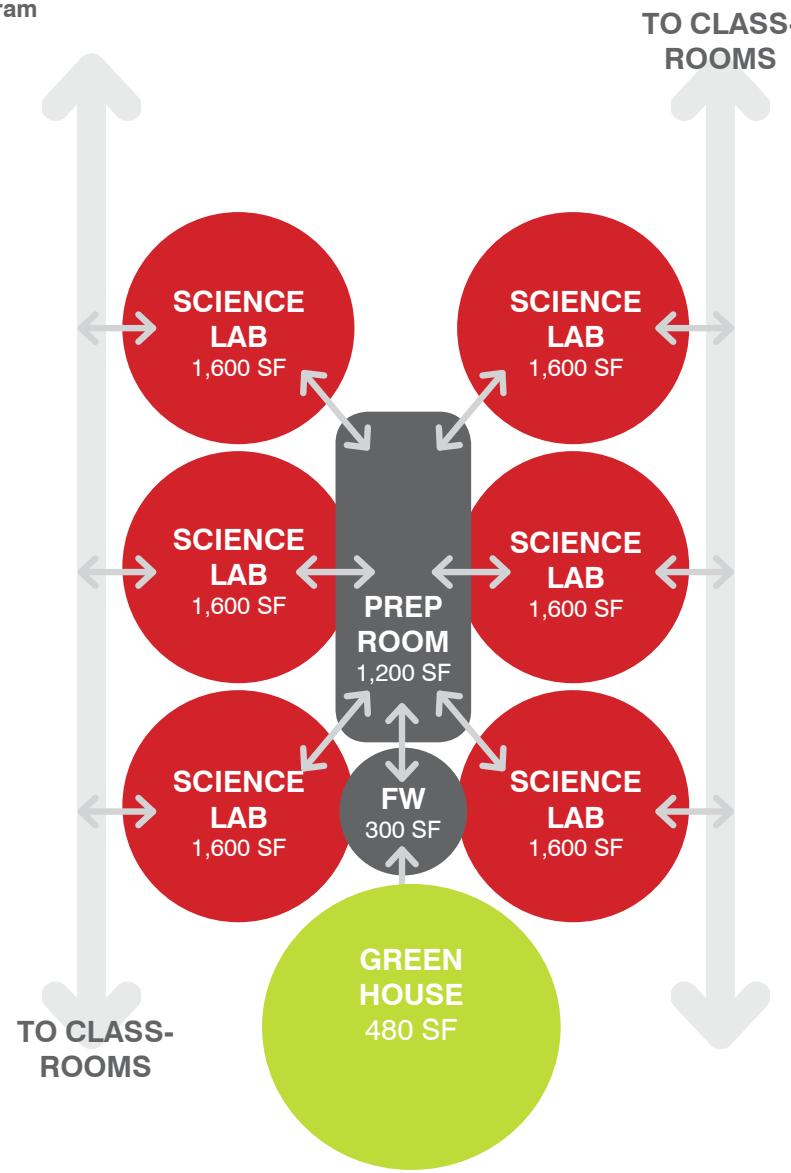
The activities in the Science Classroom will consist of hands-on lab experiments, small group working sessions and full curriculum lectures. Science classroom curriculum will include General Science, Biology, Physics, Environmental Science and Chemistry. The spaces should be designed to accommodate both Lab and Lecture modes of learning, with an emphasis on research based lab work; students should have the opportunity to experience a college-like lab setting.

Space Program

Science Labs (Number Varies)	
Biology (3)	4,800 SF
Environmental Science (1)	1,600 SF
Physics (4)	6,400 SF
Chemistry (4)	6,400 SF
Prep Room (200 SF per lab)	1,200 SF
Faculty Workroom (2)	600 SF
Green House	480 SF

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Adjacency Diagram



4.6 | PROGRAM STANDARDS (HIGH SCHOOL)

SCIENCE LABS

Program Activities

- Hands-on lab experiments
- Small group working sessions
- Full classroom lectures

Design Objectives

- Coordinate location of other electives with Science Labs to facilitate in STEAM / STEM activities
- Adjacency between Science Labs and Green House location for an environmental Science focus and instruction.











4.6 | PROGRAM STANDARDS (HIGH SCHOOL)

ELECTIVES

Space Program

Performing Arts
- Theater
- Drama / Black Box
- Dance
- Choral
- Instrumental Music
- Digital Music

Digital Media
- TV Broadcast Studio
- Digital Photography
- Video Production / Editing

Fine Arts
- Multi-Media
- 3D Art - Sculpture & Ceramics
- 2D Art - Drawing & Painting

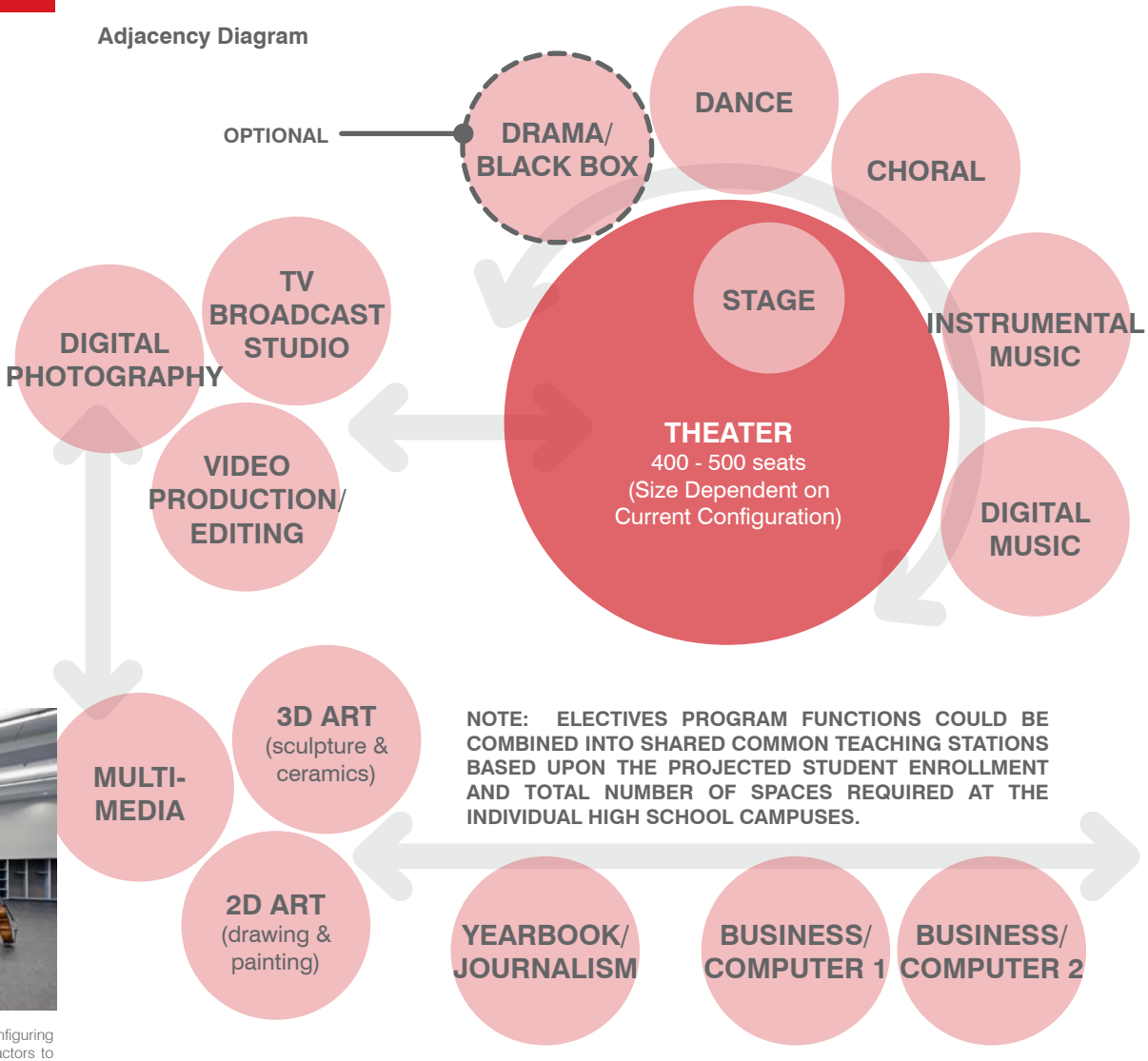
Yearbook / Journalism

Business / Computer 1
Business / Computer 2



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Adjacency Diagram



NOTE: ELECTIVES PROGRAM FUNCTIONS COULD BE COMBINED INTO SHARED COMMON TEACHING STATIONS BASED UPON THE PROJECTED STUDENT ENROLLMENT AND TOTAL NUMBER OF SPACES REQUIRED AT THE INDIVIDUAL HIGH SCHOOL CAMPUSES.

4.6 | PROGRAM STANDARDS (HIGH SCHOOL)

ELECTIVES

Program Activities

Visual Arts

- Instructional activities
- Group and individual project based learning
- Discussion of design theory and principles of design
- Sketching of designs
- Presentation of artwork / Curate an art exhibit
- Build a portfolio
- Presentation of artwork
- 2D drawing / sketching / painting / multi-media
- Digital illustration, photo manipulation
- Digital painting
- Logo/ Cover design
- Collages
- Photo/video composition and editing
- Basis of Lighting
- Journalism / Yearbook
- Research Artists
- Web Design
- Wheel throwing, slab construction
- Color theory, application, and firing process of glazes

Technical Arts

- Photo Composition
- Editing
- Video Camera Handling
- Video Editing
- Basis of Lighting
- Video Composition
- Yearbook
- Video Production
- Studio Production and Control Room
- Film Lab/Editing Bay

Design Objectives

Provide spaces that support the following curriculum goals:

Visual Arts

- Analyze and discuss/ plan and create complex ideas, such as distortion, color theory, arbitrary color, scale, expressive content, and real versus virtual in works of art.
- Analyze works of art to describe personal direction and style.
- Create and demonstrate in their own original works of art an increasing complexity and skill in a variety of media that reflect the student's own personal style that communicates an idea, theme, emotion, mood or feelings and points of view.
- Select works of art from their art portfolio and discuss the intent of the work and the use of the media.
- Analyze the works of a well-known artist as to the art media selected and the effect of that selection of the artist's own style.
- Solve a visual/ media arts problem that involves the effective use of the elements of art and the principles of design.
- Prepare a portfolio of original 2D and/ or 3D works of art that reflects refined craftsmanship and technical skills.
- Develop and refine skills in the manipulation of digital imagery.

Technical Arts

- Develop skills in photo development and composition in conjunction with producing their own portfolio
- Understand current photographic technologies, process, and materials used in the graphic arts.
- Students learn the fundamentals of the art and technique of black and white photography.
- Produce black and white and color images under natural and studio lighting conditions

Video Production and TV Broadcasting

- Create a challenging work environment that replicates real time technologies
- Provide skill sets for the entertainment industry
- Compare and contrast similar styles of work of art done in electronic media with those done with materials traditionally used in visual arts
- Know the component steps and skills requires to design, edit, and produce a production for audio, video, electronic, or printed presentation



4.6 | PROGRAM STANDARDS (HIGH SCHOOL)

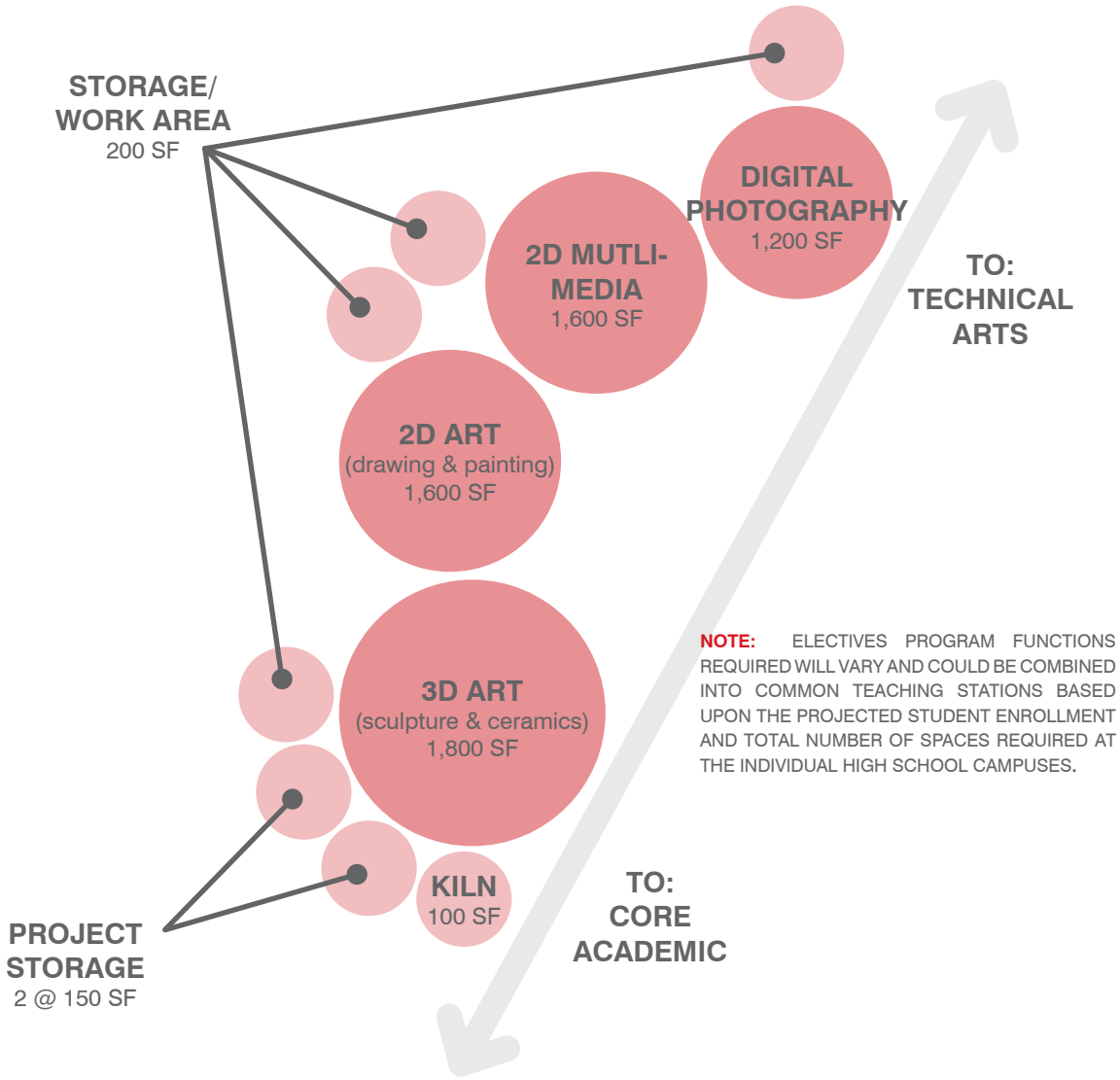
VISUAL ARTS

Space Program

Digital Photography	1,200 SF
Storage / Work Area	200 SF
2D Multi-media	1,600 SF
Storage / Work Area	200 SF
2D Drawing & Painting	1,600 SF
Storage / Work Area	200 SF
3D Sculpture & Ceramics	1,800 SF
Kiln	100 SF
Project Storage (2)	300 SF
Storage / Work Area	200 SF

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Adjacency Diagram



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4.6 | PROGRAM STANDARDS (HIGH SCHOOL)

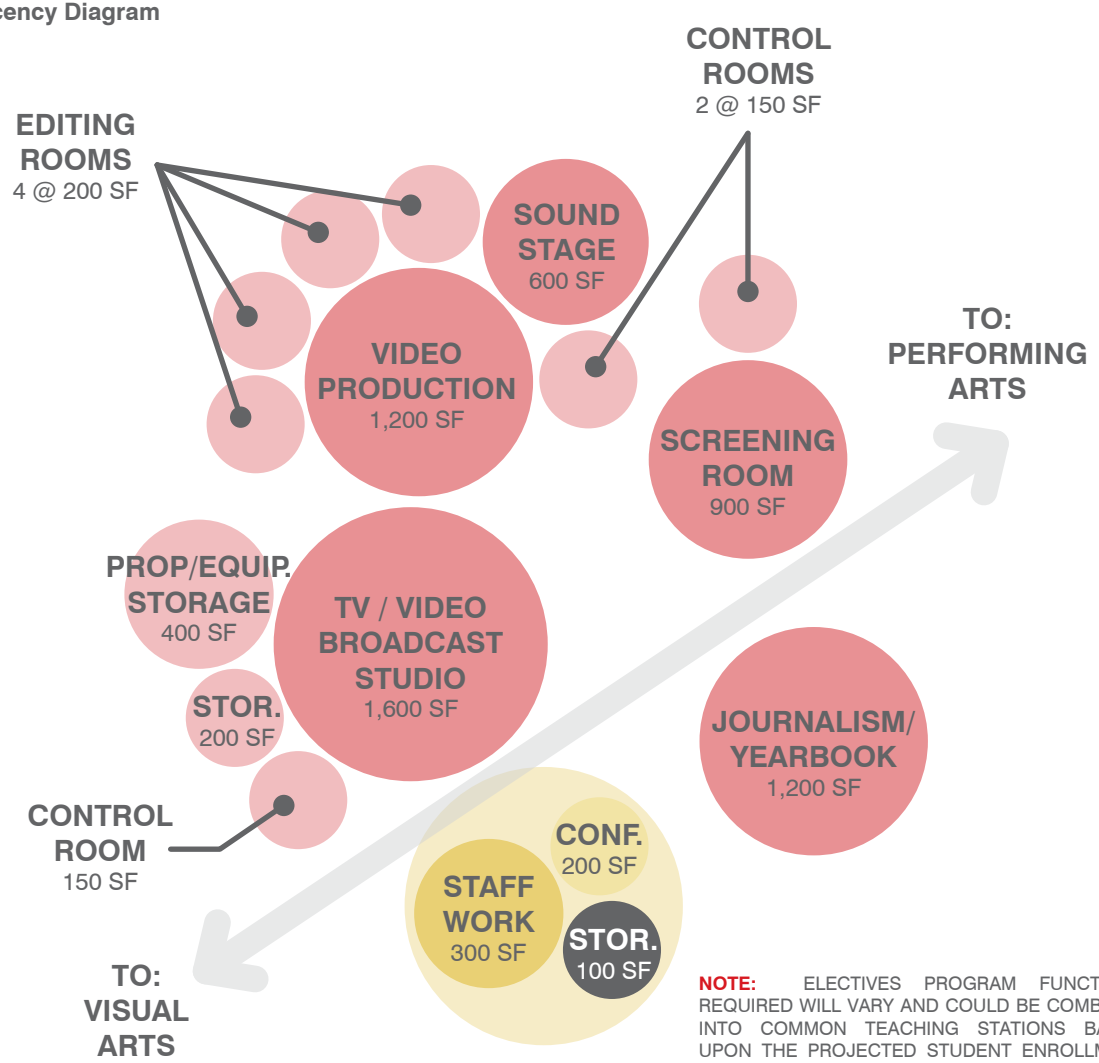
TECHNICAL ARTS

Space Program

Video Production	1,200 SF
Foley Sound Stage	600 SF
Editing Rooms (4)	800 SF
Control Room	150 SF
Screening Room	900 SF
Control Room	150 SF
TV / Video Broadcast Studio	1,600 SF
Prop and Equipment Storage	400 SF
Control Room	150 SF
Storage / Workroom	200 SF
Journalism / Yearbook	1,200 SF
Storage / Workroom	200 SF
Staff Work	300 SF
Conference	200 SF
Storage	100 SF

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Adjacency Diagram



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4.6 | PROGRAM STANDARDS (HIGH SCHOOL)

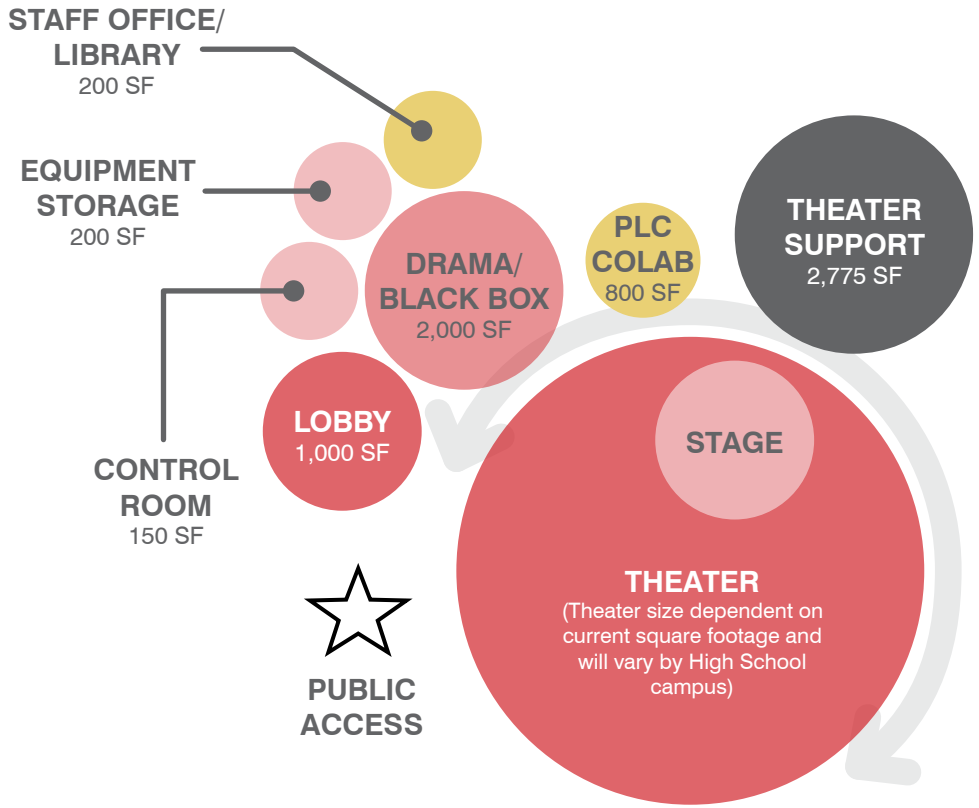
PERFORMING ARTS

Space Program

Theater	Varies
Stage	2,400 SF
Theater Support	2,775 SF
Black Box/Drama (Optional Program)	2,000 SF
PLC Colab	800 SF
Staff Office / Library	200 SF
Equipment Storage	200 SF
Control Room	150 SF
Lobby	1,000 SF



Adjacency Diagram



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4.6 | PROGRAM STANDARDS (HIGH SCHOOL)

PERFORMING ARTS

Program Activities

- Hands-on experience through rehearsals and after-school performances
- Development of technical abilities and improvisation techniques
- Ability to rehearse and record in the main classrooms and practice/ensemble rooms
- Ability to broadcast live audio to other parts of the campus and theater lobby

Design Objectives

Main Theater
- Fixed seating with sloped floor
- Catwalk to access lighting grid
- Acoustical Performance Criteria: to be designed by acoustical consultant
- Room Volume and Reverberation:
  - The multi-purpose use of the theater will be based upon the current layout and modernization potential of the existing space. It may be necessary to change the reverberant conditions of the space to accommodate both music and assembly requirements. Variable absorption can be achieved through the use of acoustical curtains or more acoustically efficient absorptive panels
- Wall and Ceiling Shaping
  - Ceiling and wall surfaces should be profiled to provide sound reflections back into the seating area. Surfaces must be angle so that there are no direct reflections back to the front of the theater or to the stage.
- Room Shape
  - The plan form of the side walls must be, for the most part, parallel to the centerline. A fan-shaped room, or a room which is wider than it is deep, will not work well acoustically.
- Mechanical System Noise Criteria
  - The basic design should incorporate separate zones for the house and stage. The background noise level for the theater should be NC-20 to 25. The mechanical units should be remote and not located on the roof of the theater or stage and the air flow velocities must be low.

Control Room
- Operable window into theater
- At cross aisle provide infrastructure and space for portable sound and lighting boards to be placed for smaller events

Stage
- Proscenium opening approximately 50 ft. wide x 22 ft. tall (ability to trim down to 40'-0" wide opening)
- Main stage floor space 50 ft. wide by 30 ft. deep from upstage to back wall
- Wing space should be minimum 20 ft. wide by 40 ft. deep
- Double doors or roll up doors between performance space and back-of-house support circulation
- Area to store Orchestra Shell

Costume Storage
- High ceilings for stacked hanging storage

Lobby/Display
- Restrooms in lobby may be only accessible during performances to reduce supervision issues, student restrooms would be located in the back-of-house area
- Gallery space for 2D/3D display and digital display (live performances on LCD screens)
- Consider external courtyard as an extension of lobby
- Black Box should have a primary entrance off the main Lobby to utilize the common support spaces such as concessions, public restrooms and the ticket booth. This would allow for a small performance to occur at the same time as the Main Theater is being used.

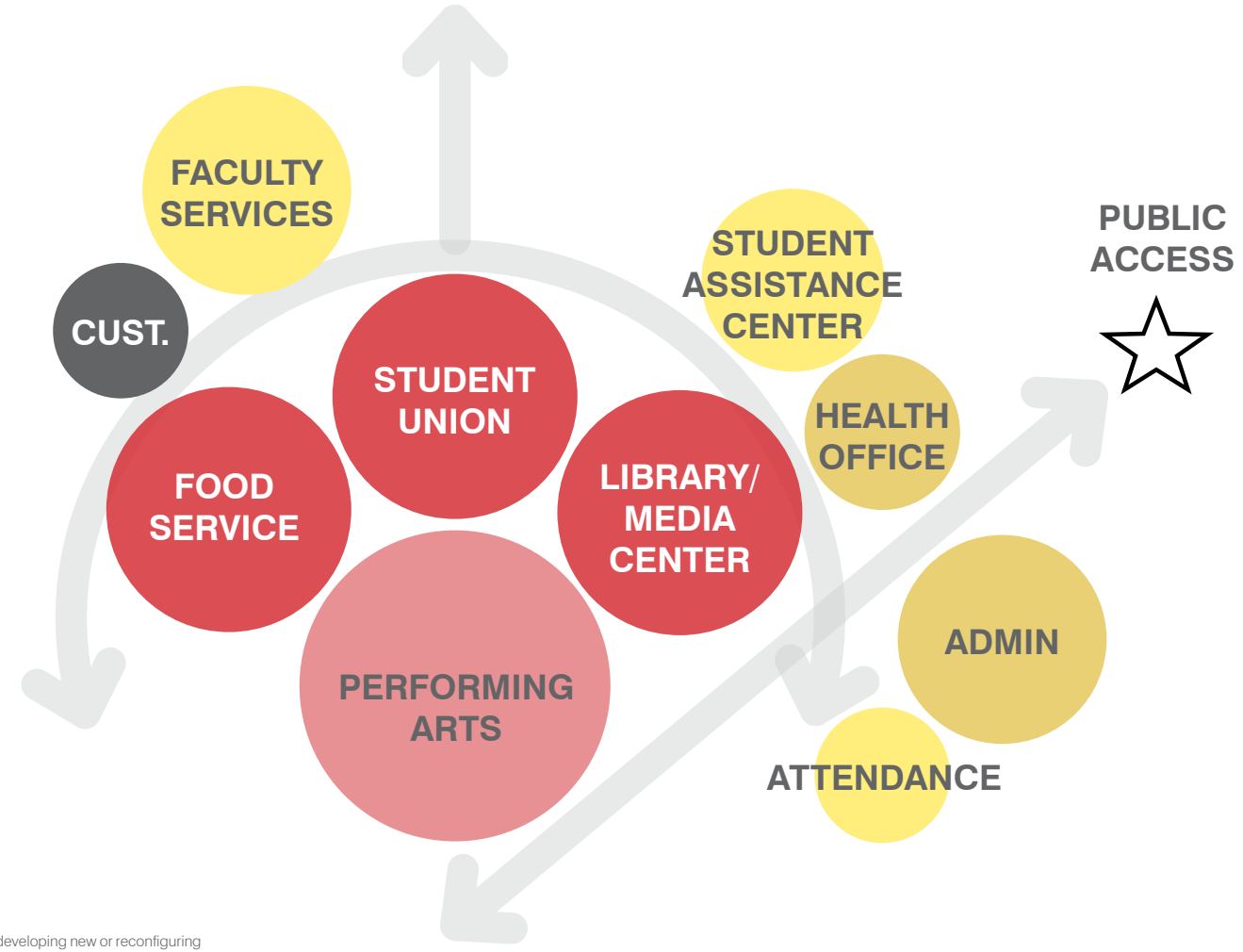
Concessions
- Internal access and transaction window
- Roll-up window for exterior access

Ticket Booth
- Internal and/or external access for cueing
- Coordinate exterior cueing with weather protection area

Black Box (optional) / Drama Classroom
- Smaller entry lobby area for public and secondary entries for performers from back-of-house circulation and dressing room/green room functions (consider adjacent to student restrooms to function as dressing rooms)
- High ceiling with lighting grid and cat walk
- Raised control room with accessible lift
- Flexible platforms to allow for various staging and seating configurations

4.6 | PROGRAM STANDARDS (HIGH SCHOOL)

SUPPORT SERVICES



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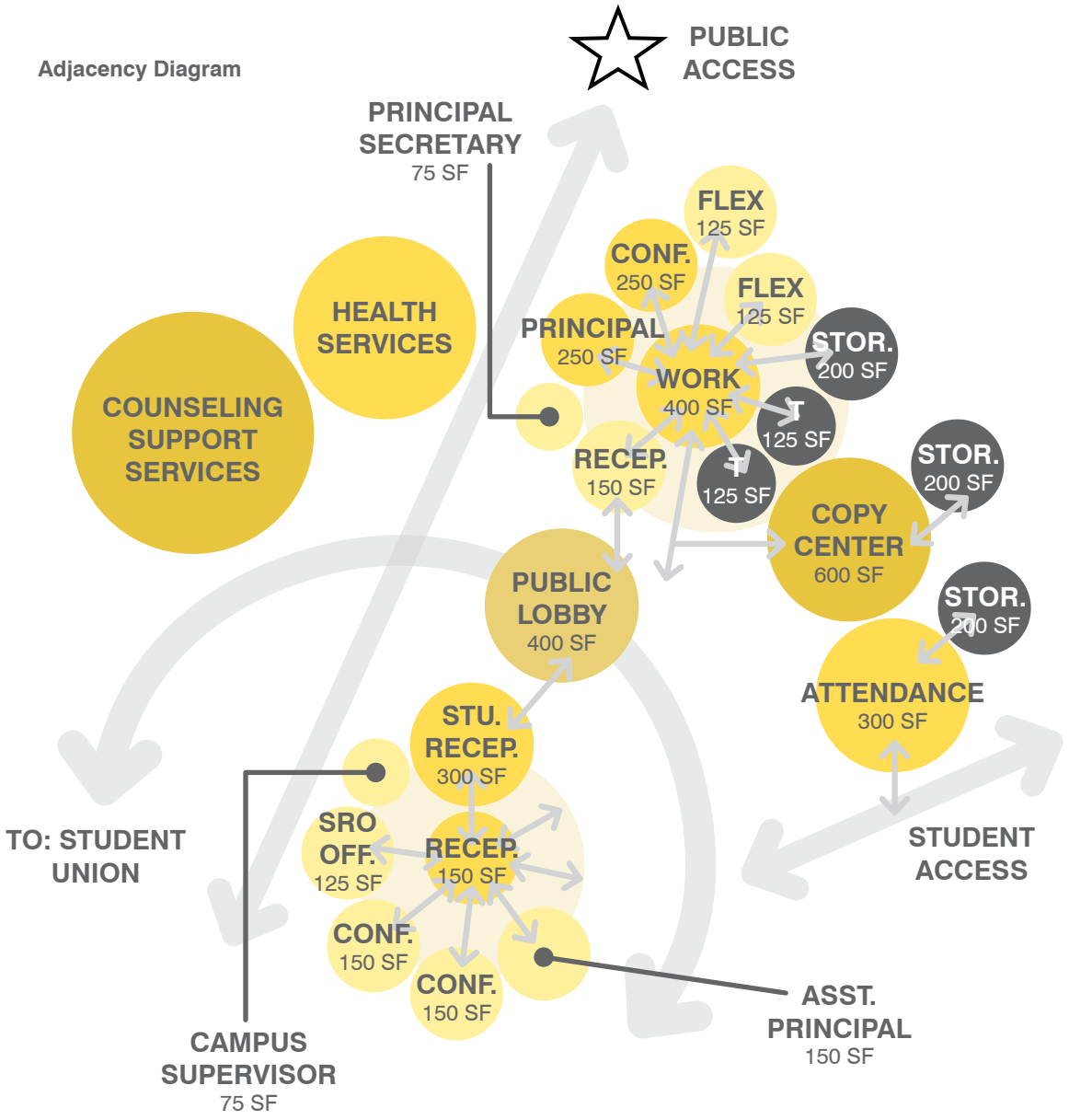
4.6 | PROGRAM STANDARDS (HIGH SCHOOL)

ADMINISTRATION

Space Program

Public Administration	
Public Lobby / Reception	400 SF
Receptionist / Clerical Support	150 SF
Principal's Office	250 SF
Principal's Secretary	75 SF
Conference Room	250 SF
Flex Office (2)	250 SF
Administration Work / Staff Mailboxes	400 SF
Supply Storage	200 SF
Toilet (2)	250 SF
Site Administration / Discipline	
Student Reception / Waiting Area	300 SF
Receptionist / Clerical Support	150 SF
Assistant Principal's Office	150 SF
School Resource Office (SRO)	125 SF
Campus Supervisor	75 SF
Conference Room (2)	300 SF
Main Copy Room	
Xerox / Copy Center	600 SF
Supply Storage	200 SF
Attendance	
Attendance Office	300 SF
Current Records Storage	200 SF

Adjacency Diagram



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4.6 | PROGRAM STANDARDS (HIGH SCHOOL)

ADMINISTRATION

Program Activities

- Check-in/ Front entry/ 'Welcome Center'
- Administrative duties
- Conference
- Discipline
- Staff collaboration
- Attendance, enrollment, supply and records storage

Design Objectives

- Define a clear entry for campus and establish school pride
- Area for student artwork display
- Single-point entry
- Limited access to 'Private' staff spaces
- Clearly defined 'Public' spaces (lobby and waiting area)
- Allow for staff communication and collaboration
- Adequate sized staff lounge and administrative areas
- Meet CDE standards for health office
- Storage for record files and office supplies
- Parent / volunteer workroom









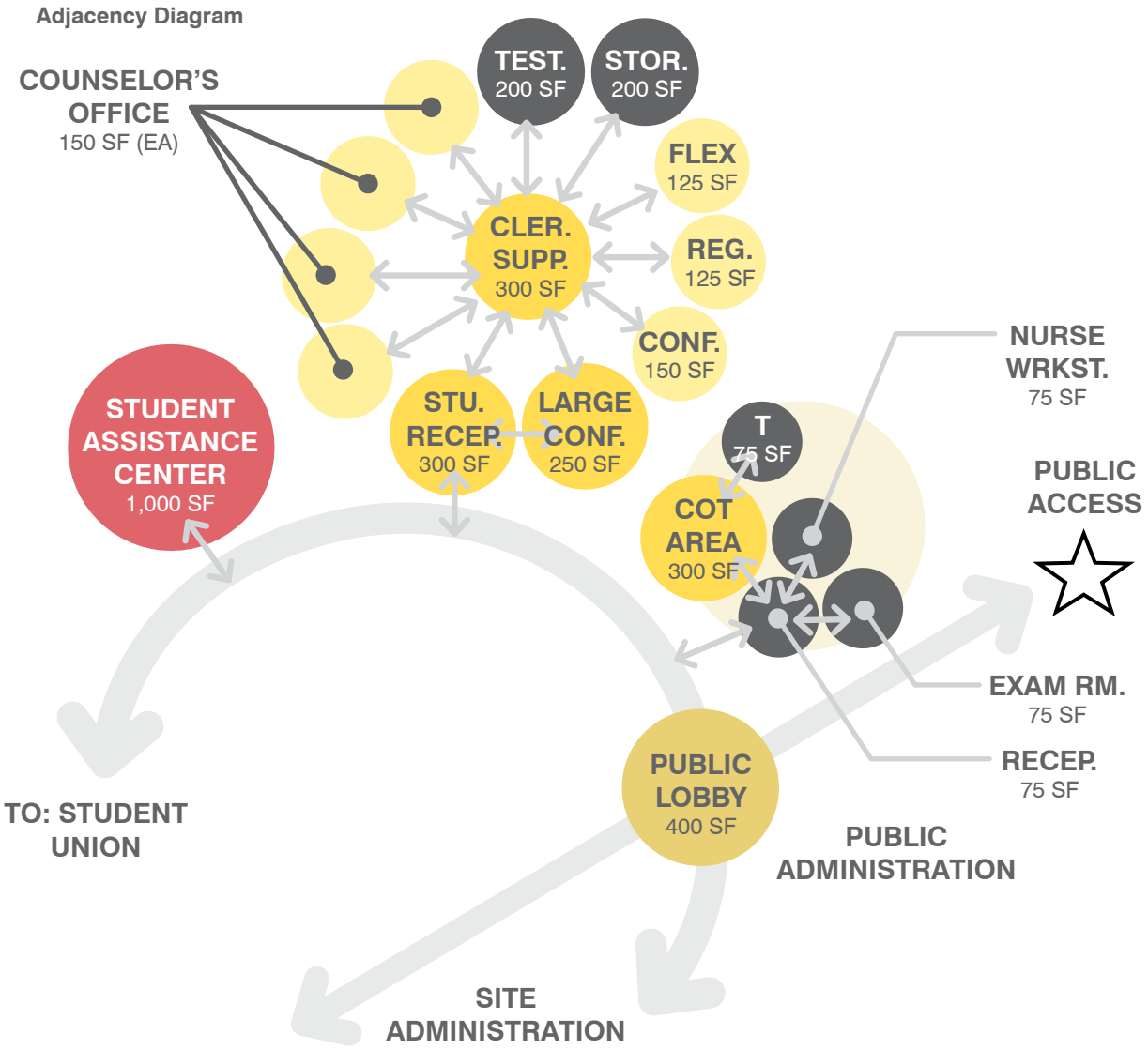
4.6 | PROGRAM STANDARDS (HIGH SCHOOL)

STUDENT ASSISTANCE CENTER

Space Program

Health Office	
Student Reception / Waiting Area	75 SF
Screening / Exam / Isolation Room	75 SF
Nurse / Health Aid Workstation	75 SF
Cot Area	300 SF
Toilet	75 SF
Counseling / Student Assistance Center	
Student Reception / Waiting Area	300 SF
Clerical Support / Counseling	300 SF
Counselor's Office (Number Varies)	150 SF
Student Assistance Center	1,000 SF
Registrar's Office	125 SF
Flex Office	125 SF
Small Conference	150 SF
Large Conference / Workroom	250 SF
Long-term Records Storage	200 SF
Secure Testing Materials	200 SF
Storage	200 SF

Adjacency Diagram



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4.6 | PROGRAM STANDARDS (HIGH SCHOOL)

STUDENT SUPPORT SERVICES

Program Activities

- Counseling
- Health support

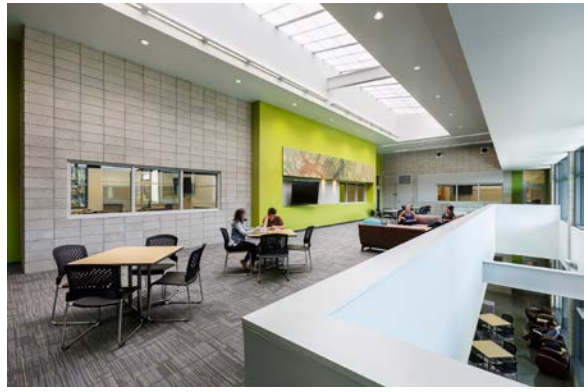
Design Objectives

- Provide a transparent location for student interaction that is inviting and supports student needs
- Allow for flexibility in use, giving the SAC more than one function allows for more frequency of use - reaching a broad number of students
- Provide a clear area for student announcements or information
- Allow for staff communication and collaboration
- Storage for record files and office supplies









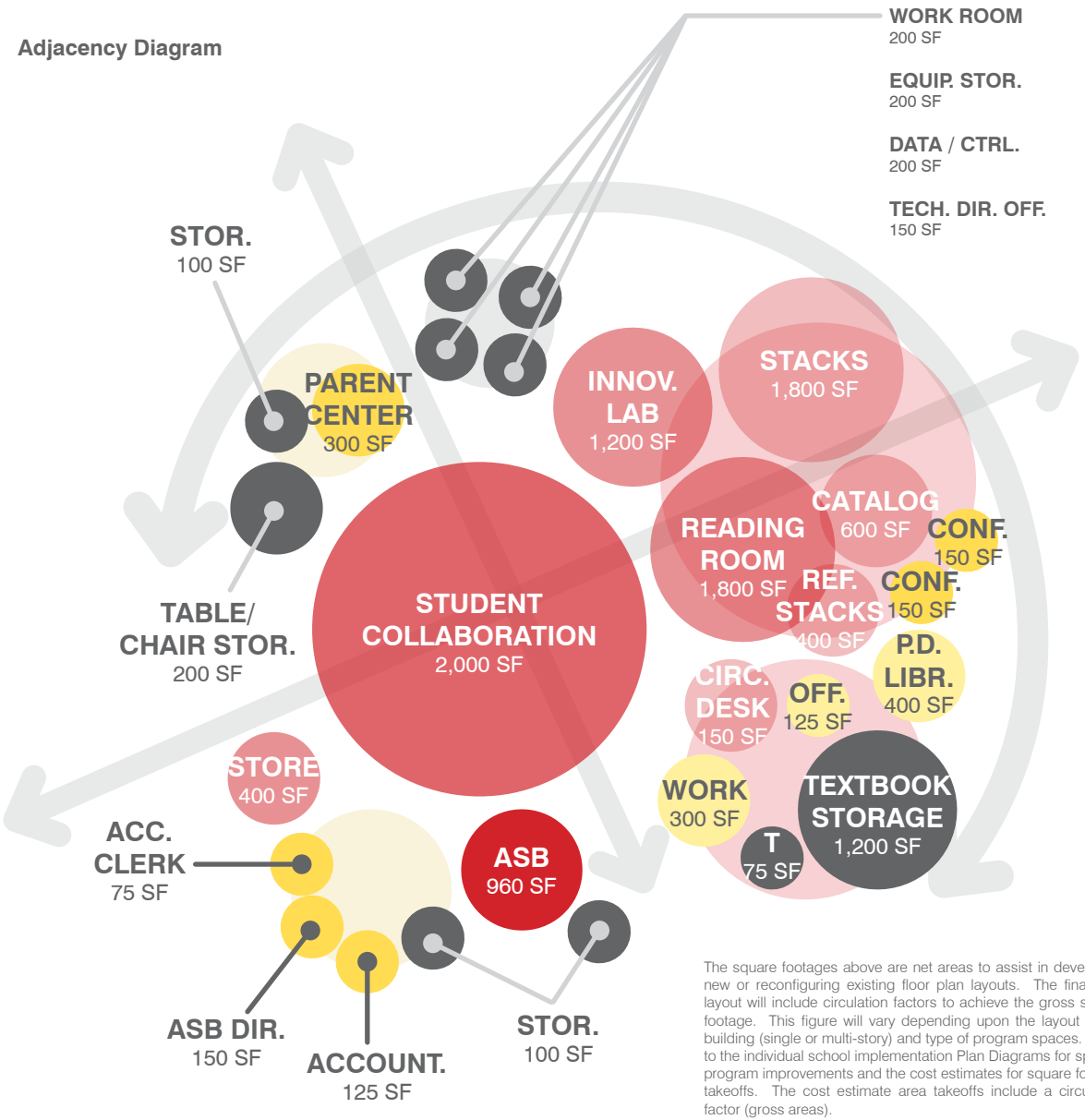
4.6 | PROGRAM STANDARDS (HIGH SCHOOL)

STUDENT UNION / LIBRARY

Space Program

Library / Media Center	
Circulation Desk	200 SF
Librarian's Office	125 SF
Work / Processing Room	300 SF
Textbook Storage / Distribution	1,200 SF
Reference / On-line Catalog Stations	600 SF
Reading Room	1,800 SF
Stacks	1,800 SF
Reference / Periodical Stacks	400 SF
Conference Room (2)	300 SF
Professional Development Library	400 SF
Staff Toilet (1)	75 SF
Open Computer Commons	
Innovation Lab	1,200 SF
Technology Support	
Technology Director's Office	150 SF
Technology Workroom	200 SF
Equipment Storage Room	200 SF
Data / Control Room	200 SF
Student Union	
Accounting Office	125 SF
Accounting Clerk Workstation	75 SF
Activities Storage Room	100 SF
ASB Room	960 SF
Student Store / Vending	400 SF
ASB Storage	100 SF
Student Collaboration	2,000 SF
Table / Chair Storage	200 SF
Parent Volunteer Center	
PTO Work / Conference Room	300 SF
Storage Room	100 SF

Adjacency Diagram



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4.6 | PROGRAM STANDARDS (HIGH SCHOOL)

STUDENT UNION

Program Activities

- Main, central gathering space for students
- Promote staff, student and community social interactions
- Display student work and promote current events at the school

Design Objectives

- Provide a high flexible space for collaboration and multimodal learning
- Provide ubiquitous access to mobile technologies
- Provide spaces for the display of student work and revolving thematic displays
- Provide a clear “line of sight“ to all student areas for supervision
- Provide a dedicated space for the community and parents to work and prep for activities

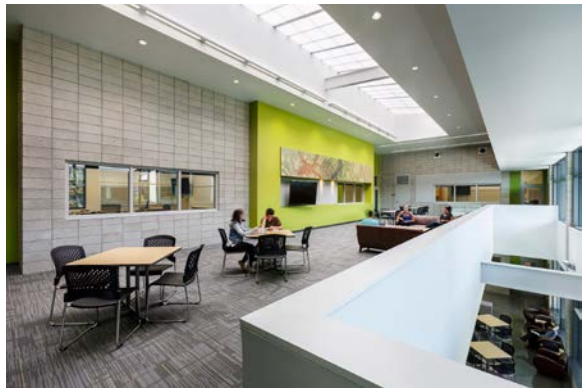














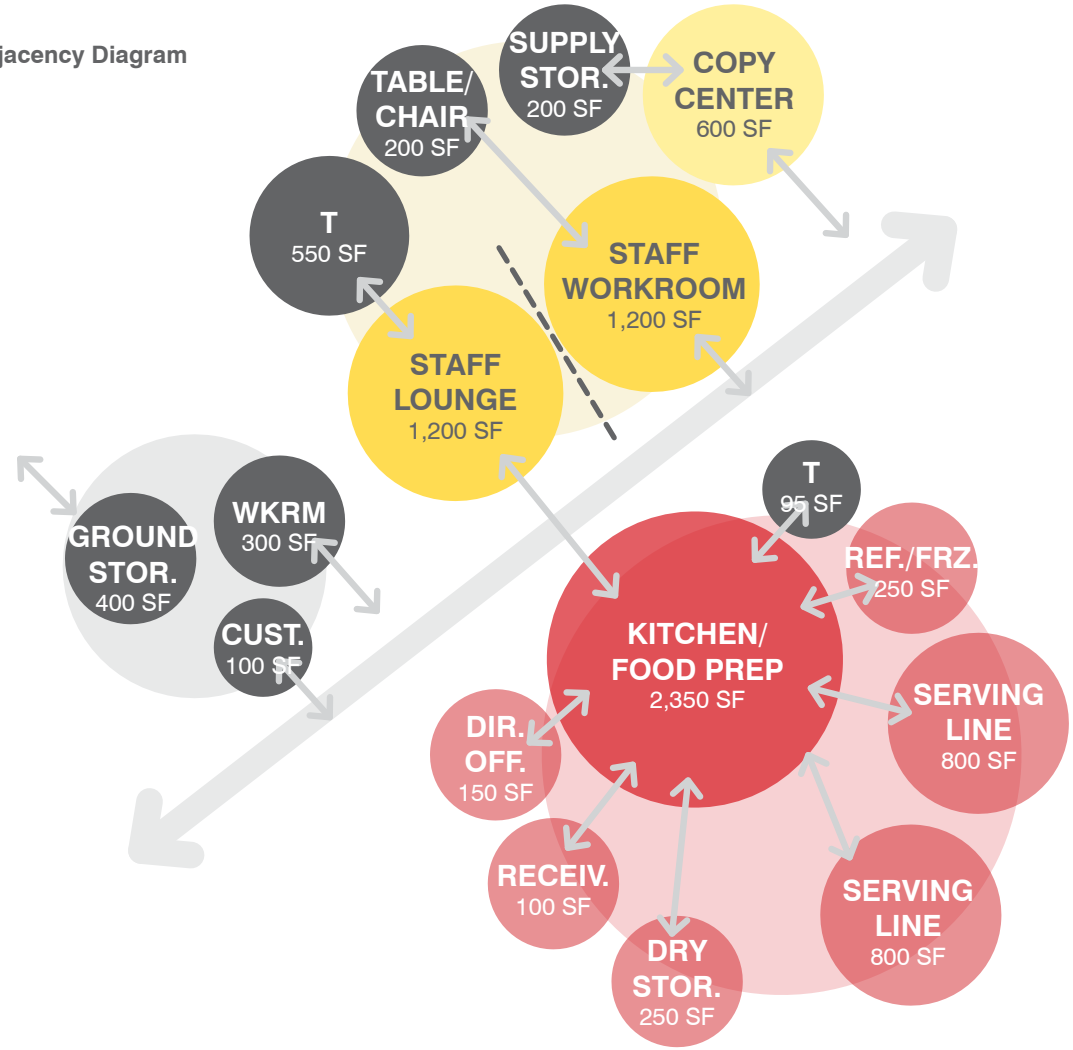
4.6 | PROGRAM STANDARDS (HIGH SCHOOL)

FOOD SERVICE / FACULTY SERVICES

Space Program

Kitchen / Food Prep	
Kitchen / Food Prep	2,350 SF
Dry Storage	250 SF
Walk-in Refrigerator / Freezer	250 SF
Serving Line (2)	1,600 SF
Changing Room / Toilet	95 SF
Food Service Director Office	150 SF
Receiving	100 SF
Custodial Support Services	
Custodian Office	100 SF
Custodian / Maintenance Workroom	300 SF
Supply / Grounds Storage	400 SF
Faculty Services	
Staff Lounge	1,200 SF
Staff Workroom	1,200 SF
Copy Center	600 SF
Supply Storage	200 SF
Table / Chair Storage	200 SF
Toilet	550 SF

Adjacency Diagram



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4.6 | PROGRAM STANDARDS (HIGH SCHOOL)

FOOD SERVICE

Program Activities

The Food Service / Dining area will serve as a place where students, staff, and visitors can obtain a quick, healthy, and economical meal. The Kitchen / Food Prep area will support food preparation, cooking and food storage. A staff Lounge at the Faculty Services provides staff a separate place to eat and is near the Food Service component to promote student-staff interaction.

Design Objectives

The prep area should be immediately adjacent to the cooking area and have easy access to walk-ins and dry storage.

There should be significant consideration to location of deliveries and loading for Food Service.











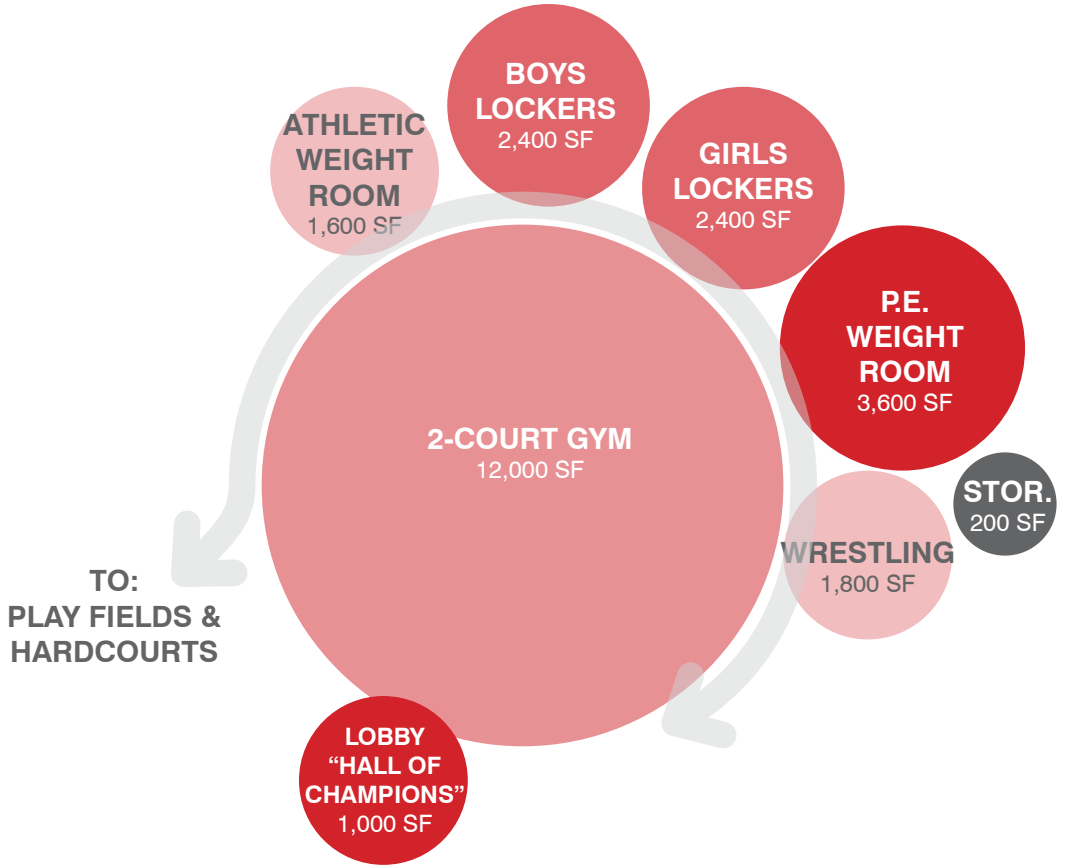
4.6 | PROGRAM STANDARDS (HIGH SCHOOL)

PHYSICAL EDUCATION

Space Program

2-Cross Court Gymnasium	12,000 SF
P.E. Weight Room	3,600 SF
Athletic Weight Room	1,600 SF
Wrestling Room	1,800 SF
Boys Locker Room	2,400 SF
Girls Locker Room	2,400 SF
Lobby “Hall of Champions“	1,000 SF
Storage	200 SF
Total	

Adjacency Diagram



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4.6 | PROGRAM STANDARDS (HIGH SCHOOL)

PHYSICAL EDUCATION

Program Activities

- Physical Education programs are integral to supporting each student's high school experience. Engaging students at all ages to be physically fit promotes an active and healthy lifestyle.
- Include Indoor fitness facilities that support a diverse physical education program and also provide support for a strong athletic program.
- In addition, the outdoor playfields, hard courts and stadium shall provide a variety of spaces in which fitness education can occur.

Design Objectives

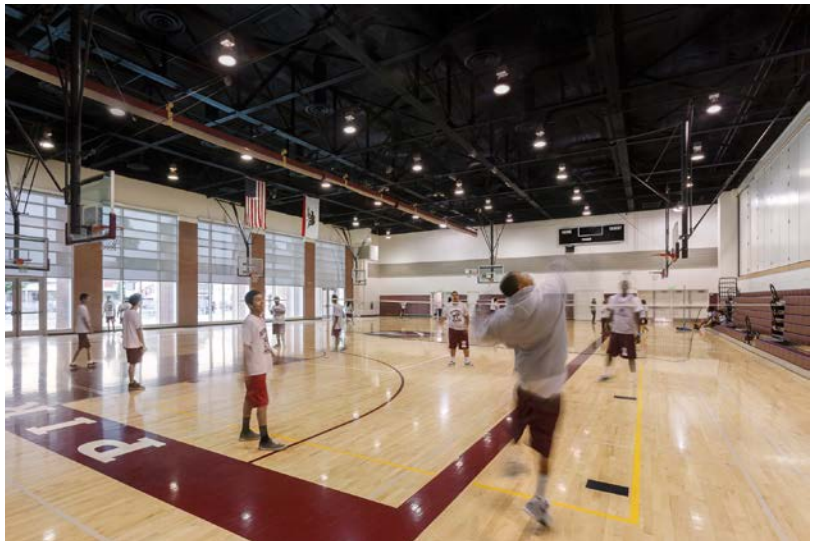
- Provide indoor and outdoor activity areas that have safe and appropriate surfaces to support each program.
- Indoor spaces should be open and flexible to enable a variety of activities
- Assembly or class may be held in this space and it is, therefore, beneficial to provide the appropriate AV systems within each physical education space.











4.6 | PROGRAM STANDARDS (HIGH SCHOOL)

STADIUM / FIELDHOUSE

Space Program

Track and Field	
Press Box	500 SF
Ticket Booth (2)	150 SF
Concessions	300 SF
Women's Restrooms (2)	450 SF
Men's Restrooms (2)	450 SF



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Adjacency Diagram

