



NEW MIDDLE SCHOOL IN TEHALEH

Educational Specifications

30 JULY 2025

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PROJECT OVERVIEW

A Vision for Tehaleh: Building a Middle School for the Future

The Sumner-Bonney Lake School District is preparing to meet the needs of its growing community with the development of a new middle school in Tehaleh, funded through the successful passage of Proposition No.1 in November 2024. Designed to serve approximately 900 students, this school will address overcrowding in existing facilities while offering a forward-thinking educational environment tailored to the next generation of learners.

More than just a building, the new middle school will be a reflection of the Tehaleh community's identity and values. Drawing inspiration from the surrounding neighborhoods, the design will feature a Northwest modern aesthetic—characterized by clean lines, natural materials, and a harmonious relationship with the landscape. This architectural approach will create a warm, welcoming environment that feels both contemporary and rooted in place.

A strong connection to nature will be woven throughout the student experience. Generous daylight, outdoor learning areas, and expansive views will foster a sense of calm, focus, and well-being. These elements, combined with durable, low-maintenance materials, will support both the daily needs of students and the long-term sustainability of the facility. The result will be a school that not only serves its educational purpose but also enhances the quality of life for its students and the broader community.

This project aligns with Superintendent Laurie Dent's vision for education: "Together, we have transformed schools, served our community with compassion, and led with a relentless pursuit of fulfilling our promise to know, value, and support every student." The new middle school will embody this commitment—offering flexible, inclusive spaces where students feel seen, supported, and inspired to grow.

The new Tehaleh Middle School represents a bold investment in the future—one that honors the District's commitment to excellence, equity, and community.

Tehaleh: A Visionary Community in the Pacific Northwest

Tehaleh is a thoughtfully planned community nestled near the Bonney Lake Plateau in Pierce County, Washington. Originally imagined in the early 1990s as "Cascadia," the project aimed to create a self-sustaining town with thousands of homes, businesses, schools, and green spaces. Construction began in 2005, but the 2008 financial crisis brought everything to a halt. The original developer went bankrupt, and the land was foreclosed in 2010.

A new chapter began in 2011 when Newland Communities and Sekisui House purchased the land and reimagined the project as "Tehaleh," meaning "the land above" in Chinook. The new plan kept the original spirit but placed greater emphasis on nature, community, and sustainability. Since its official launch in 2012, Tehaleh has grown into a vibrant community with thousands of homes, schools, parks, and trails.

Nature at the Core

Tehaleh preserves over 1,800 acres of open space, including forests and wetlands. With more than 30 miles of trails and numerous parks, the design encourages outdoor living and a strong connection to the natural environment.

Community-Driven Design

Public spaces, local cafés, schools, and gathering spots like The Post foster a sense of belonging. The layout encourages interaction and supports a close-knit, village-like atmosphere.

Sustainable Living

Homes are built with energy efficiency in mind. The community uses low-impact development practices and smart stormwater systems. Walkability is prioritized, reducing car dependence and promoting long-term environmental health.

Middle School Experience in the Sumner-Bonney Lake School District

The Sumner-Bonney Lake School District (SBLSD) provides a middle school experience rooted in academic excellence, inclusive values, and future readiness. Guided by the District’s “Future Ready” strategic plan, students engage in a learning environment that emphasizes equity, innovation, and whole-child development. Core academic instruction is complemented by robust elective offerings, including music, visual arts, physical education, and technology, allowing students to explore diverse interests.

SBLSD’s commitment to future readiness is reflected in its “Portrait of a Graduate,” which defines the District’s vision for student success: self-empowered learners, innovative critical thinkers, globally conscious citizens, responsible community contributors, and 21st-century collaborators. These attributes are cultivated through programs such as Career & Technical Education (CTE), STEM fairs, and project-based learning experiences that promote real-world application and interdisciplinary thinking.

The District supports student well-being through digital wellness initiatives, mental health resources, and inclusive school cultures grounded in values like Preparation, Respect, Integrity, Diligence, and Excellence (PRIDE). Events like “Wolf Nights” at Mountain View Middle ease transitions and foster a sense of belonging.

In SBLSD, middle school is not only a bridge to high school—it is a launchpad for lifelong learning, leadership, and success in an ever-evolving world.

Tehaleh Middle School Student Profile

Students attending the new Tehaleh Middle School will be part of a vibrant, growing community where families place a high value on education, wellness, and connection. These students will arrive with a wide range of interests, cultural backgrounds, and learning styles, ready to explore who they are and who they want to become.

Their school experience will be shaped by a balance of academic challenge, creative expression, and social development. As digital natives, they will expect learning to be interactive and collaborative, with opportunities to engage in hands-on projects and real-world problem solving. They will thrive in environments that offer flexibility, choice, and a sense of ownership over their learning.

Natural light and views of the outdoors will play an important role in their daily experience, helping to create a calm, welcoming atmosphere that supports focus and well-being. Students will benefit from spaces that encourage movement, reflection, and connection—with peers, teachers, and the broader community.

Ultimately, the Tehaleh middle schooler will be curious, capable, and community-minded—ready to grow in a school that reflects their needs, values, and aspirations.

ADVISORY COMMITTEE MEETINGS

The Advisory Committee met four times to explore educational environments and program ideas. Discussions focused on desired experiences, activities, and cultural elements. The final meeting emphasized building and site context. The process aimed to define desired learning environments and outcomes for the students at the new Tehaleh Middle School.

Meeting 1: Experiences, Activities, Space, and Culture

The inaugural planning meeting for the new Tehaleh Middle School convened Sumner-Bonney Lake School District capital planning staff, middle school educators, and a parent to collaboratively explore the foundational experiences, activities, spaces, and culture desired for the future school. The session was visionary and highly participatory, aimed at gathering input to inform the design team's next steps.

Participants emphasized the importance of creating meaningful connections—linking students with local elementary schools, Bonney Lake High School, senior housing, and the broader community. The group envisioned a school that encourages exploration through natural light, access to nature, and diverse specialty classes such as arts, trades, and skills-based learning. A strong focus was placed on supporting the whole student, with safe, secure environments and access to counseling and growth opportunities.

Ideas for activities included outdoor learning, student leadership, and community involvement, while proposed spaces ranged from sensory rooms and culinary labs to flexible gathering areas and outdoor classrooms. The desired school culture is one that is welcoming, engaging, and deeply connected—offering every student a place to belong, grow, and thrive.

What experiences do we want the students at the new Middle School in Tehaleh to have?

Students at the new Tehaleh Middle School should experience a learning journey that is deeply connected, exploratory, and supportive of their whole selves. They will build meaningful relationships with peers, educators, and the broader community, while engaging in hands-on, nature-connected learning. The school will foster curiosity, creativity, and personal growth in a safe, inclusive environment.

What Activities will provide students with those experiences?

A wide range of activities will bring these experiences to life—outdoor learning on nature trails, environmental projects, and garden-based classes will connect students to their surroundings. Leadership opportunities, student-run clubs, and community service will empower students to take initiative. Social gatherings, athletics, and creative outlets will ensure every student finds a place to thrive.

What Spaces will support those activities?

Purpose-built spaces will support dynamic learning and engagement. These include flexible classrooms, outdoor learning areas, sensory and de-escalation rooms, and specialty spaces for arts, trades, and culinary programs. Gathering areas like gyms, commons, and social zones will foster collaboration and community, while ensuring accessibility and adaptability for all students and programs.

What will the Culture of the school be?

The culture of Tehaleh Middle School will be welcoming, engaging, and community-oriented. From the moment students arrive, they will feel seen, supported, and inspired. A strong emphasis on collaboration, movement, and inclusivity will shape a vibrant school identity—one where every student is encouraged to connect, contribute, and celebrate their unique strengths.

Meeting 2: Program Assumptions and Exploration

The second planning session for the new Tehaleh Middle School brought together the committee to collaboratively explore how physical spaces can best support teaching, learning, and community engagement. The meeting focused on identifying assumptions and possibilities, with an emphasis on flexibility, problem-solving, and future adaptability.

Participants discussed how instructional spaces should accommodate a variety of teaching modalities—small group, whole class, and individual work—through flexible furniture and multi-functional layouts. The group emphasized minimizing fixed utilities to allow for long-term adaptability and suggested multiple teacher desk locations with access to power and data.

Student support was a key focus, with calls for private spaces for specialists, small group testing, and behavioral support. The team also identified the need for large, flexible areas for clubs and advisory meetings outside of traditional commons or gym spaces.

Community use and safety were also addressed. Stakeholders recommended wide corridors, natural light, and transparent materials to support passive supervision. A major concern was ensuring safe and efficient egress for 900 students, prompting ideas for large, well-designed entry and exit zones.

This exploratory session laid the groundwork for a responsive, inclusive, and future-ready school environment.

How Will the Space Support Teaching?

Teaching will be supported through flexible, adaptable environments that accommodate various instructional styles. Multi-functional furniture and minimized fixed utilities allow spaces to evolve over time. Classrooms will include multiple teacher desk locations with power and data access, enabling small group, whole class, and individualized instruction with ease and efficiency.

How Will the Space Support Students?

Student support will be prioritized through dedicated spaces for specialists, small group testing, and behavioral needs. Breakout areas adjacent to classrooms will allow paraeducators to work with students or provide a calming space without removing them entirely from the learning environment. Large, flexible rooms will also support clubs and advisory sessions.

How Will the Space Support Community?

Community use will be enhanced by designing spaces that support diverse teaching modalities and shared activities. Flexible Encore spaces, extensive whiteboard surfaces for collaborative “vertical thinking,” and furniture like nesting tables will foster engagement.

After careful consideration of both current student behavior and long-term institutional goals, the committee decided not to include lockers in the school design. Observations indicated that locker use has declined among students who often prefer carrying their materials throughout the day. Additionally, lockers tend to create physical bottlenecks in hallways, impeding smooth transitions between classes and posing safety concerns during high-traffic periods. From a planning perspective, installing lockers imposes rigid spatial constraints that limit the school’s ability to adapt to fluctuating enrollment numbers. Their permanent nature reduces the District’s flexibility to reconfigure spaces as educational needs evolve. Eliminating lockers preserves valuable square footage that can be rededicated to educational space.

Meeting 3: Tour of Timberline Middle School, Redmond WA

Maintaining equity between the District’s existing middle schools and the new middle school at Tehaleh was stated as an early project goal. Prior to touring Timberline Middle School, the committee toured two of the District’s three existing middle schools, Lakeridge and Mountain View, to gain a deeper understanding of District standards. The committee then toured Timberline Middle School to explore design elements that could inform the planning of the new Tehaleh Middle School. The visit focused on identifying features that support student well-being, instructional flexibility, and community integration.

Participants appreciated Timberline’s seamless integration into its wooded surroundings, the timeless exterior materials, and the variety of outdoor spaces—including picnic tables near the entrance that offer students a welcoming place to gather. The three-story layout was noted for making the building feel smaller and more approachable.

Inside, the team admired the use of natural light, writable surfaces for “vertical learning,” and flexible learning zones created by Nana wall doors. Spaces like the culinary lab, fitness room, and “wolf den” for quiet lunches stood out as supportive of diverse student needs. The counseling center’s “Zen” space and the ease of supervision throughout the building were also praised.

Concerns included tight site constraints, underutilized stairwells, and the maintenance demands of landscaping. The group also discussed age-appropriate design, emphasizing the need for middle schoolers to have social spaces, organized play areas, and environments that foster growing independence while remaining developmentally supportive.

Exterior Images of Timberline Middle School



Exterior Observations

Pro

- Fit into neighborhood nicely
- Appreciated the picnic tables outside of admin- students have a place to sit if they are early or late at school
- Liked the variety of outdoor spaces
- Ties nicely into surrounding green belt
- Like the modern design in the woods
- Timeless exterior- like the use of brick and metal- like the durable finishes
- 3 story arrangement made the building feel smaller than it actually was

Con

- Felt like a tight site- the building filled up the site
- Needed bigger buffer area, possibly with security gates, to inform visitors they were on campus
- Plants take a lot of maintenance, rain gardens seemed to be overgrown



Tehaleh Middle School

ADVISORY COMMITTEE MEETINGS

Interior Images of Timberline Middle School



Commons



Shared Learning



Library

Interior Observations

Pro

- Loved the fold up doors in the lunchroom- when they are closed they look like walls- like ease of use
- Liked lost and found cubbies and closets
- Whiteboards and writable surfaces allow for expression & "Vertical Learning" but are easily cleanable
- Design is good for lockdowns
- Culinary space was amazing
- Fitness room was a great size- Easy to supervise, safe, not cramped
- Loved the wolf den as a space for a quiet lunch for kids that get overwhelmed easily
- Nana wall doors in project rooms open to shared learning to create a large learning zone
- Appreciate the size of the rooms and the expansion opportunities
- Love all the natural light
- Love the alternative seating options with different height chairs and tables
- Liked the "Zen" space in the counseling center
- Floor plan and access points allowed easy supervision throughout the day

Con

- Stairs towards the back are hard to supervise and are underutilized

Meeting 4: Building Relationships and Site Relationships

What is Age-Appropriate Design?

Age-appropriate design for the new middle school should thoughtfully balance the developmental needs of adolescents by bridging the familiarity of elementary school with the growing independence of high school. Writable surfaces like whiteboards can support a range of learning styles and group configurations, encouraging collaboration and creativity. The design should promote autonomy through spaces like a commons area that connects to the outdoors, offering students a place to socialize and build peer relationships. At the same time, middle schoolers still benefit from structured play and movement. Recess should remain a part of the day, with easily supervised, activity-rich zones that support more organized games than those typical in elementary settings. This approach ensures students feel both supported and empowered as they transition through this critical stage of development.

Zone and Adjacency Diagrams

The group was divided into two for this exercise. They were provided each with a kit that has all the base spaces for a Middle School and each group created Adjacency diagrams with it based on their experiences and understanding of

how the building should be configured. This method ensures that the final design promotes an efficient and cohesive environment for students and staff.

Adjacency

The Adjacency Diagrams created by the two groups visualize the spatial relationships between different functional areas and shows how various spaces within the school should be positioned relative to each other to optimize flow, accessibility, and functionality.

Zone Diagrams

Zone Diagrams are visual tools used to illustrate the spatial organization and relationships between different zones for the Middle School. These diagrams help in understanding how different functions or activities are distributed and how they interact with each other. The diagrams have 3 zones, Public, Semi-Public and Private. The Public Section are designed for activities that involve large groups and are accessible to everyone. Semi-Public Section contains spaces that are accessible to students and staff but may have some restrictions. Private Section has areas that are intended for specific activities and are generally restricted to certain groups. The red triangle indicate the main entrance of the building.

Compiled Bubble Diagram

This Compiled Bubble Diagram combines the Adjacency and Zone Diagrams from the two groups.

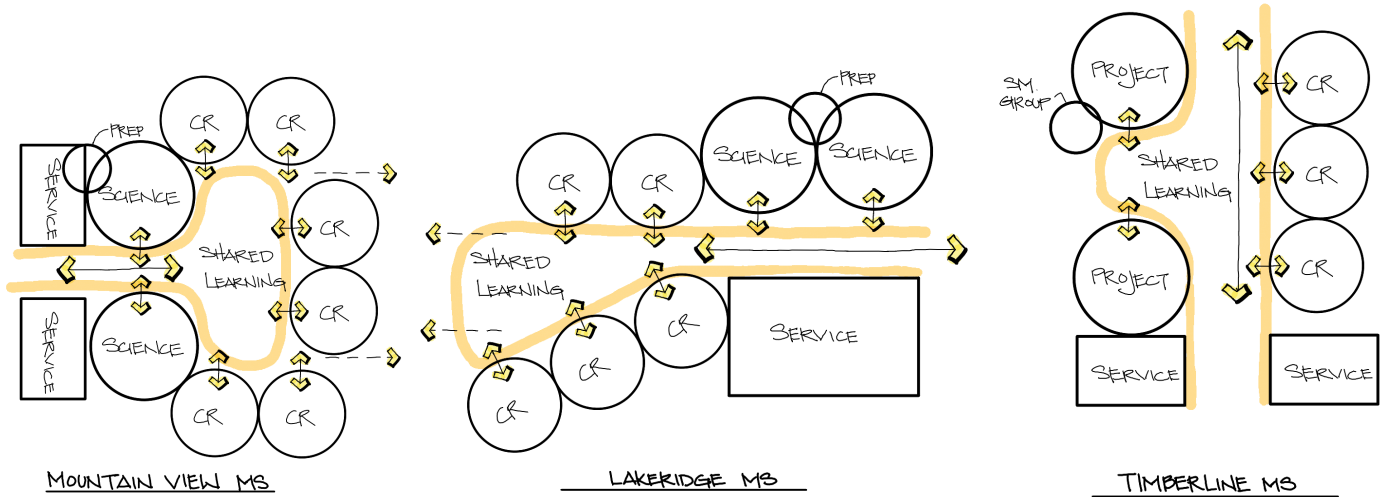


Tehaleh Middle School

ADVISORY COMMITTEE MEETINGS

After touring each of the middle schools and evaluating their overall strengths and limitations, the Advisory Committee turned its focus to a more detailed analysis of the classroom wings and shared learning spaces within each campus. This deeper dive allowed the group to explore how different architectural and instructional models support—or hinder—collaboration, flexibility, and student engagement. Through thoughtful discussion, the committee weighed the benefits and challenges of each layout, considering how design choices impact both day-to-day learning and long-term adaptability. These conversations ultimately led to a strong consensus around the value of shared learning environments, particularly those modeled after Timberline Middle School.

The Committee appreciated how project rooms at Timberline open into shared learning spaces, creating a more focused and less disruptive environment than traditional hallway-based breakout areas. These shared zones support a variety of instructional approaches, including co-teaching and small group collaboration, and are not limited to specific subjects like science. The group emphasized the importance of flexible seating options and adaptable spaces that can accommodate different learning styles and group sizes. A key insight was the value of ownership—spaces that are clearly designated tend to be better maintained. To enhance functionality and safety, the committee suggested using rolling magnetic whiteboards to cover glass partitions instead of traditional shades, which are often impractical. These whiteboards would serve both instructional and safety purposes, offering flexibility during lockdowns while remaining useful in everyday learning. Overall, the group envisions shared learning spaces as dynamic, inclusive environments that promote collaboration, adaptability, and student engagement.



NUMERIC SPECIFICATION

Area Summary

The complement of spaces and area allocations for the new middle school at Tehaleh were developed with reference to the existing Sumner-Bonney Lake School District's middle schools; concurrently with the exploration and activities of the School Advisory Committee. The needs of Tehaleh students and their families, as well as programs that are unique to Tehaleh are accounted for.

The design team also met with representatives from specific programs and departments to discuss the specific needs for each program space in more detail. Those discussions included:

- Administration
- Student Services
- Art
- Music
- Science
- Special Education
- Physical Education
- Career Technical Education
- Food Services
- Custodial
- Maintenance

The list of spaces and area allocations is located on the following pages.

Room Schedule Study

Tehaleh MS School Room Schedule Study

Student Capacity	900
Typical Classroom Load:	32
Science Lab Load:	32
Fine Art / CTE Class Load:	32
Band	40
Choir	32
PE Class Load:	38
Resource Class Load:	15
DLC Class Load:	14

	Period 1	Period 2	Period 3	Period 4	Period 5	Period 6			
General Classrooms									
English 1	32	32	32	P	32	32	160	928	Students accomodated
English 2	32	32	32	32	P	32	160	900	Projected need
English 3	32	32	32	32	32	P	160	28	Over/ Under Capacity
English 4	P	32	32	32	32	32	160		
English 5	32	P	32	32	32	32	160		
English 6	32	32	P	32		32	128		
Math 1	32	32	32	32	32	P	160	928	Students accomodated
Math 2	P	32	32	32	32	32	160	900	Projected need
Math 3	32	P	32	32	32	32	160	28	Over/ Under Capacity
Math 4	32	32	P	32	32	32	160		
Math 5	32	32	32	P	32	32	160		
Math 6	32	32	32	32	P		128		
Social Studies 1	32	32	32	32	32	P	160	928	Students accomodated
Social Studies 2	P	32	32	32	32	32	160	900	Projected need
Social Studies 3	32	P	32	32	32	32	160	28	Over/ Under Capacity
Social Studies 4	32	32	P	32	32	32	160		
Social Studies 5	32	32	32	P	32	32	160		
Social Studies 6	32	32	32		P	32	128		
Total Gen Ed CR	18								
Science Lab/Classrooms									
Science 1	32	32	32		32	P	128	928	Students accomodated
Science 2	P	32	32	32	32	32	160	900	Projected need
Science 3	32	P	32	32	32	32	160	28	Over/ Under Capacity
Science 4	32	32	P	32	32	32	160		
Science 5	32	32	32	P	32	32	160		
Science 6	32	32	32	32	P	32	160		
Total Science CR	6								
Electives									
Art Studio	32	32	32	32	32	P	160	1,320	Students accomodated
Band	P	40	40	40	40	40	200	1,350	Projected need
Choir	32	P	32	32	32	32	160	(30)	Over/ Under Capacity
Robotics	32	32	P	32	32	32	160		
Broadcast	32	32	32	P	32	32	160		
Computer Studio 1	32	32	32	32	P	32	160		
Computer Studio 2	32	32	32	32	32	P	160		
Computer Studio 3	32	32	P	32	32	32	160		
Total Elective CR	8								
Fitness/Physical Education									
Main Gym A	P	38	38	38	38	38	190	456	Students accomodated
Main Gym B	38	P	38	38	38	38	190	450	Projected need
Auxiliary Gym				38	P	38	76	6	Over/ Under Capacity
Exercise Room									
Total PE CR	3								

Specialized Instruction

DLC

Total Spec Ed CR

1

Total Teaching Stations:

36

Total Students each period

14	14	14	14	14	14

14

14 Students accomodated

14 Projected need

Over/**Under** Capacity

929 Average Per Period

88 Net Over/**Under** Capacity

No. of Students in General Classrooms

480

480

480

448

448

448

50%

6,842

Total Building Capacity
(room capacity x 6
periods)

No. of Students in Science

160

160

160

128

160

160

17%

5,502

Total number of
students accomodated

No. of Students in Electives

224

232

200

232

232

200

24%

80% Overall operational
efficiency

No. of Students in PE

38

38

76

114

76

114

8%

No. of Students in Specialized Instr.

14

14

14

14

14

14

2%

100%

1,140

Tehaleh Middle School

NUMERIC SPECIFICATION

Area Summary Spreadsheet

New Middle School At Tehaleh

Ed Specs - Area Tabulation

Target Enrollment: 900 Students

NEW PROGRAM SPACE

General Instructional Space	Teaching Stations	Support Space	Area	Subtotals
General Classrooms	18		950	17,100
English				
Math				
Social Studies				
Teacher Planning		3	350	1,050
Shared Student / Project Area		3	1,000	3,000
Physical Science Lab	6		1,250	7,500
Science Prep/Storage		3	200	600
Subtotal General Instruction	24	9		29,250

Net Program Area

Fine and Performing Arts	Teaching Stations	Support Space	Area	Subtotals
Art Classroom	1		1,250	1,250
Art Storage		1	200	200
Kiln Room		1	150	150
Band Room	1		1,600	1,600
Instrument Storage		1	350	350
Small Practice Room		3	75	225
Large Practice Rooms		1	200	200
Choir Room	1		1,250	1,250
Shared Music Office/Library		1	350	350
Stage/Drama/Dance	1		1,500	1,500
Stage Storage		1	250	250
Drama Office		1	180	180
Subtotal Fine and Performing Arts	4	10		7,505

Net Program Area

Physical Education / Athletics	Teaching Stations	Support Space	Area	Subtotals
Main Gym	2		10,250	10,250
Auxiliary Gym	1		5,900	5,900
Exercise Room		1	1,600	1,600
Male Locker Room		1	1,400	1,400
Male Toilet and Shower		1	250	250
Male PE Office		1	150	150
Male Coaches Office		1	150	150
Adult Male Locker Room		1	100	100
Adult Male Toilet/Shower		1	80	80
Female Locker Room		1	1,400	1,400
Female Toilet and Shower		1	250	250
Female PE Office		1	150	150
Female Coaches Office		1	150	150
Adult Female Locker Room		1	100	100
Adult Female Toilet/Shower		1	80	80
Training Room		1	150	150
Athletics Storage		1	500	500
P.E. Storage		1	600	600
Football Storage		1	500	500
Subtotal PE / Athletics	3	17		23,760

Net Program Area

Career and Technical Ed	Teaching Stations	Support Space	Area	Subtotals	
CTE Robotics Lab	1		1,500	1,500	
Robotics / CTE Storage		1	250	250	
CTE Media Lab	1		1,250	1,250	
Media Production		1	250	250	
CTE Science Lab	1		1,250	1,250	
Storage and Support		1	200	200	
Subtotal CTE	3	3		4,700	Net Program Area
Specialized Instruction	Teaching Stations	Support Space	Area	Subtotals	
Developmental Learning Center (DLC)	1		1,250	1,250	
Small Group		1	150	150	Explore Nook Furniture
Storage/Records		1	100	100	
Sensory Room		1	100	100	
Toilet Room		1	150	150	
De/escalation Room		1	80	80	
OT/PT		1	400	400	
SLP		1	180	180	
Resource Classroom		3	950	2,850	One for each grade level
Educational Material Storage		1	200	200	
Subtotal Special Ed	1	11		5,460	Net Program Area
Administration / Student Services	Teaching Stations	Support Space	Area	Subtotals	
Administration					
Main Office Reception & Student Waiting		1	700	700	
Office Manager					Included in Main Office Reception
Admin Secretary					Included in Main Office Reception
Principal		1	180	180	
Assistant Principal		2	120	240	
Dean of Students		1	120	120	
Conference Room / Large		1	300	300	
Conference Room / Small		1	200	200	
Attendance Office		1	120	120	
Registrar		1	120	120	
Health Room					
Sick Room		1	250	250	
Nurse's Office		1	120	120	
Storage Room		1	50	50	
Toilet Room		1	100	100	
Staff Workroom		1	500	500	
Staff Mailboxes					In Staff Work Room
Controlled Storage		1	100	100	
Alternative Learning / ISS		1	350	350	
Security		1	120	120	
Staff Lounge		1	750	750	
PTSA / Volunteer Room		1	180	180	
Admin Toilet Rooms		2	75	150	
Student Services					
Counseling Reception & Student Waiting		1	300	300	
Counselor's Office / Psychologist Office		2	180	360	
Itinerant		1	120	120	
Secretary/Registrar					Included in Reception
Storage		1	80	80	
Records Storage		1	80	80	
Admin Circulation			15%	839	
Subtotal Admin / Student Services	0	27		6,429	Net Program Area

Tehaleh Middle School

NUMERIC SPECIFICATION

Common Areas	Teaching Stations	Support Space	Area	Subtotals
Library				
Main Reading/Stacks/Instruction	1		3,400	3,400
Librarian Office		1	250	250
Librarian Work Room & Storage				
Book / Computer Storage				
Subtotal Library	1	1		3,650

Commons

Social Commons Cafeteria (Seating Area)		1	6,000	6,000
Quiet Commons Cafeteria (Seating Area)		1	1,500	1,500
Table Storage		1	500	500
ASB		1	180	180
Commons Subtotal	0	4		8,180

Food Services	Teaching Stations	Support Space	Area	Subtotals
Food Services				
Main Serving Area		1	500	500
Ala Carte Serving		1	150	150
Main Kitchen (Prep and Scullery)		1	3,000	3,000
Ware Wash / Scullery				
Dry Storage				
Walk-in Cooler				
Walk-in-Freezer				
Office		1	180	180
Staff Room/Coats/Toilet/Lockers		1	240	240
Food Services Subtotal	0	5		4,070

Included in Main Kitchen
Included in Main Kitchen
Included in Main Kitchen
Included in Main Kitchen

8 Lockers Req'd

Support	Teaching Stations	Support Space	Area	Subtotals
Support				
Lobby		1	500	500
Custodial				
Custodial Storage & Receiving		1	500	500
Custodial Office		1	240	240
Distributed Custodial Closets		5	60	300
Mechanical / Electrical				
Mechanical / Boiler Room		1	900	900
Distributed Mechanical Rooms Allowance		3	100	300
Main Electrical Room		1	300	300
Distributed Electrical Rooms		3	100	300
Emergency Supplies		1	120	120
Primary MDF Room		1	200	200
IDF		4	120	480
Tech Support Room		1	180	180
Misc. Storage		1	500	500
Toilet Rooms		3	750	2,250
Assembly Toilet Rooms		1	1,000	1,000
Private Staff Toilet Rooms		6	75	450
Private Student Toilet Rooms		6	75	450
Fire Riser Room		1	40	40
Elevator Equipment Rooms		2	120	240
Support Subtotal	0	43		9,250

Subtotal Common Areas

1

53

25,150

Net Program Area

Building Totals				
Totals Areas		Teaching	Support	
New		36	130	
Net Program Area				102,254
Allowance for Circulation				18% 18,406
Allowance for Walls/Structure/Stairs/Shfts				10% 10,225
Gross Area New Building				130,884
Total Gross Area				130,884
Area Per Student at full capacity				145
Target		130,000		
	SF/ Student	144		
	Student	900		
			Delta from Target:	-884
				100.68%

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SPECIFIC SPACE REQUIREMENTS

Room Data Sheets

The following pages include the Room Data Sheets (RDS) for all the program elements. RDS include the specific requirements for each space, including:

- A description of the specific program and anticipated activities that the space will support.
- Room size and intended occupant capacity.
- Requirements for physical adjacency to other program elements.
- Requirements for casework, technology, equipment, furniture and finishes.
- Unique requirements for lighting, electrical, HVAC or plumbing, where they may differ from the overall building standards.
- Requirements for windows, doors and natural lighting.
- Details on the ancillary support spaces that may be required within the space. For example, storage closets, offices, etc.

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General Information

General classrooms include rooms used for instruction in a variety of subjects including Math, English, Social Studies, Foreign Language, Health, etc. and do not typically require specialized equipment or accommodations.

Activity Description

A wide range of activities are expected to occur in the discourse classrooms including; formal lecture, group discussion (large and small), debate, presentations and public speaking, research, writing/typing, peer editing, seminars, independent work, hands-on projects, group projects, and computer work. The rooms should be as flexible as possible while still satisfying the requirements listed here.

Basic Room Parameters

Square Footage 950 SF

Occupants 32

Proximity Requirements

Adjacencies General classrooms are, by their very nature, flexible and can accommodate a wide variety of different subjects. As such there are no specific adjacency requirements. As many general classrooms as possible should have direct access to Shared Activity Spaces.

Casework, Equipment and Furniture

- Casework

Teacher’s wardrobe.

Tall storage (could also be furniture). Consider whiteboard surface on face of any built-in casework to allow surface to be useable for instruction.
- Technology

Document camera.

Wireless connection to movable TV for presentations.
- Equipment

Whiteboards.

Movable TV stand and Touchscreen TV.
- Furniture

Student seating and desks.

Teacher desk with (1) 4-drawer file cabinet.

Bookshelves.

Tall storage.

Service Requirements

Lighting Dimmable lighting (by zone) for presentations.

Electrical No unique requirements.

HVAC No unique requirements.

Plumbing No requirements.

Finishes

Floor Carpet.

Walls Tackable and writable surfaces at various locations around the room for group problem solving work.

Ceiling Acoustic ceilings.

Openings

Windows Exterior views and natural light required.

Relites Visual connections to the corridor and shared activity spaces. Explore built in rolling white board to cover relites in lockdown.

Doors No unique requirements.

Ancillary Support Spaces

None.

Other Requirements

There is a desire to have the ability to display student work throughout the school and in the vicinity of general classrooms. Avoid built-in furniture.

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General Information

The Science Labs in the school include facilities for Earth, Life, and Physical Sciences and other science disciplines. Science classrooms should be designed to accommodate all grade level curriculum.

Activity Description

The majority of learning in science, particularly in physical science, comes from collaborative work and/or discussions. Students will discuss course content in small groups and in full class discussions. They work together to research, create, and present topics of information. Lab Experiments occur multiple times per year and a number of simulation type activities are conducted in an external environment.

Basic Room Parameters

- Square Footage** 1,250 SF
- Occupants** 32

Proximity Requirements

- Adjacencies** The science labs should be distributed evenly throughout the building.
Direct access to a shared prep room.

Casework, Equipment and Furniture

- Casework** Teacher’s wardrobe.

Tall storage (could also be furniture). Consider whiteboard surface on face of any built-in casework to allow surface to be useable for instruction.

Locked storage for glassware.

Storage for safety equipment that is accessible to students.

Banks of upper and lower cabinets with locks.

Provide seismic safety lips at shelving.

Fixed lab stations at the perimeter with power, data, and water. They should be designed as individual workstations for four students each. The counter along the wall will be built in and house the sink and utilities. The peninsulas will be created by movable worktables. See furniture below.

An ADA station that raises and lowers would be ideal.

Chem-Safe PLAM countertops.

Technology	<p>Access to the District’s data network through both direct hard-wired connections and the buildings overall wireless network.</p> <p>Large, digital display.</p> <p>Sound system for presentations.</p> <p>Intercom/clock.</p> <p>Printer.</p>
Equipment	<p>Whiteboards.</p> <p>Fume hood.</p> <p>Goggle storage and sanitizing cabinet.</p> <p>Refrigerator for lab materials</p>
Furniture	<p>The instruction tables should be flexible and easily movable. When the class is in lecture or small group study mode they will be used as student desks in the center of the room. When the class is lab mode they will be moved to the perimeter of the room to create the peninsulas for the lab stations. That may require them to be adjustable height.</p> <p>Diverse seat options for students is desired.</p> <p>Flexible Demo Table with document camera.</p> <p>Teacher's desk with (1) 4 drawer file cabinet.</p>

Service Requirements

Lighting	Dimmable lighting (by zone) for presentations.
Electrical	No unique requirements.
HVAC	Independent ventilation system with ability to quickly purge the room in the event of a chemical spill.
Plumbing	<p>ADA accessible emergency eyewash and shower.</p> <p>Stainless steel sinks at perimeter.</p> <p>Floor drains associated with emergency eyewash and shower location.</p>
Finishes	
Floor	Resilient, chemical resistant.
Walls	Tackable and whiteboard surfaces at various locations around the room for group problem solving work.

	Water resistant wall covering at emergency eyewash and shower. (FRP or woven glass fabric wall finishing system.)
Ceiling	No unique requirements.
Openings	
Windows	Exterior views and natural light required.
Relites	Visual connection to the Prep Room.
	Visual connections to the corridor and shared activity spaces.
Doors	No unique requirements.

Ancillary Support Spaces

Shared Science Prep Room

- 200 square feet.
- Deep well stainless-steel sink with goose neck faucet.
- Full size refrigerator.
- Dishwasher, with stainless steel interior.
- Under-counter ice maker.
- Glassware storage.
- Glassware drying rack.
- Vented flammables storage cabinet.
- Vented acid and chemical storage.
- Prep counters with under-counter storage.
- Two tall storage cabinets with adjustable shelves and lockable doors.
- Emergency eye wash.

Other Requirements

None.

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General Information

Art Studio is used to introduce beginning art students to general art concepts and studio art.

Activity Description

Lecture, group, hands on, presentations, student talks, independent work in class. Media includes graphite, charcoal, pastels, acrylics and others.

Basic Room Parameters

Square Footage 1,250 SF

Occupants 32

Proximity Requirements

Adjacencies Near CTE and Classroom wings.

Casework, Equipment and Furniture

- Casework

Teacher’s wardrobe.

Flat file drawers for paper.

Tall storage.

(5) Tall storage cabinets for student projects. (30) trays per cabinet. Doors have tackable surface.

Countertop around perimeter of the room for equipment.

Upper cabinet space for storage. Doors have tackable surface.

Display cases to hallway.
- Technology

Document camera.

Wireless connection to movable TV for presentations.

Sound system for presentations.

Large, digital display.
- Equipment

Whiteboards.

Pottery Wheels.

Small Fume Hood for Spraying.

Projection Screen/surface.

Furniture	Adjustable height worktables with smooth surface and flexible seating options to allow SPED students to use space.
	Drying racks (built in or portable).
	Teacher's desk with (1) 4 drawer file cabinet.
	Tall Storage.
	Damp proof cabinet to store wet clay projects. (Could be located in Art Storage room)

Service Requirements

Lighting	Dimmable lighting.
	Would like some directable specialty lighting for projecting shadows for still life drawing.
Electrical	Power accessible in the center of the room, preferably from overhead.
HVAC	Independent ventilation with ability to purge room when using product with strong odors.
Plumbing	Emergency eye wash.
	Student sinks with easily accessible clay traps.
	Mop sink.
	Floor Drains.
Finishes	
Floor	Exposed, sealed concrete.
Walls	Tackable and whiteboard surfaces at various locations in the room.
	Acoustical wall panels.
Ceiling	High open ceiling with Unistrut grid for hanging projects.
	Acoustical ceiling clouds.
Openings	
Windows	Exterior views and controllable natural light required.
Relites	Visual connections to the corridor and shared activity spaces.
Doors	Direct access to outdoors is desired for outdoor drawing classes.

Ancillary Support Spaces

Art Storage	200 square feet.
	Open metal shelving system.
Kiln Room	150 square feet.
	Glass Kiln.
	Ceramics Kiln.

Other Requirements

- There is a desire to have the ability to display student work throughout the school and in the vicinity of the Art Studio. (Gallery)
- Would prefer exterior windows along the classroom facing north.
- Need photography niche with power outlets and individual lighting controls.

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BAND ROOM

General Information

The Band Room provides instructional space for instrumental music.

Activity Description

The space is used for all aspects of music instruction including, lecture, group discussion, individual performance, group performance, research and individual study and practice. There can be multiple rehearsals going at once in a class. Sectionals (small group breakout practice sections) are also a regular part of class time.

Basic Room Parameters

- Square Footage** 1,600 SF
- Occupants** 40 band members

Proximity Requirements

- Adjacencies** Direct adjacency to Choir, shared Practice Rooms, and a shared Music Office/Library.

Easy access to the stage for larger instruments. That includes all doors being tall enough and wide enough and the two spaces being on the same floor level.

A close proximity to Drama is beneficial.

Casework Equipment and Furniture

- Casework** Storage racks for various instruments can be furniture.

Lockers for student instruments in hallway outside of Band Room. Variety of sizes for the various instruments.

Uniform storage for 50-60 shirts.
- Technology** Access to mobile computer labs.

Document camera.

Video projector.

Large, digital display or touch display.

Printer.
- Equipment** Multi-layered horizontal or vertical sliding whiteboard with staff lines.

Tack Boards.

Piano.

Furniture	Directors Podium.
	(40) Stackable chairs.
	(40) Music stands.

Service Requirements

Lighting	Dimmable lighting (by zone) for presentations.
Electrical	Performance sound system with ability to record and play back music. System needs to be stored in secure location. Could be on a cart that rolls in and out of a casework “garage”.
HVAC	Limiting noise from HVAC is a particular concern.
Plumbing	Drinking Fountain with water bottle filler in the room. (Musicians playing wind instruments need access to water regularly).
Finishes	
Floor	Carpet. Built-in risers with 16 power outlets in risers.
Walls	Walls should be sound rated to avoid noise contamination into or out of the room. Ideally walls on the sides of the room are not parallel to one another. Acoustical panels can be used on the walls to create the proper sound performance.
Ceiling	High ceilings are desired. Provide an acoustical ceiling that directs the sound to the location of the director’s podium. Use combination of diffusion, reflection and absorption tiles to allow the room to be tuned to the instructor’s preference.
Openings	
Windows	Exterior views and natural light required. Windows should be sound rated and have shades to black them out when necessary.
Relites	No unique requirements.
Doors	Doors in and out of this room should be sound rated, double doors with no fixed mullion. Large instruments need to be moved in and out of this room on a regular basis. Doors should have hold opens to assist in moving instruments in and out.

Ancillary Support Spaces

Instrument Storage

350 SF storage room, accessed from within the Band Room, for large instruments that students do not regularly take home. Shelving can be open adjustable shelves. Door should be oversized (42”) to allow large percussion instruments to be rolled in and out.

Tehaleh Middle School

FINE & PERFORMING ARTS

Practice Rooms

All practice rooms should be sound isolated, provided with data and power (multiple outlets), window into hallway, whiteboard with staff lines, and have the ability to record performances and practices. Provide (1) small practice room for drum kit and keyboard, and (1) large practice room 12 students with instruments and an upright piano. The practice rooms are shared with the Choir room and need to be accessible to both.

Shared Music Office/Library

(2) Standard teacher's wardrobes, desks and file cabinets. A counter with a deep well sink, with a goose neck faucet for cleaning instruments. This needs to have space for 1-2 students to practice. High density files for sheet music. Visibility into band and choir instruction space is required.

Other Requirements

Room should be medium live and acoustically adjusted for live reverberation times.

A display case for Band and Choir awards outside of the Band Room would be ideal to show pride in the accomplishments of the program. A digital display with a slideshow is also an option.

Could consider integration of sound domes or directional speakers for interactive experience.

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CHOIR ROOM

General Information

The Choir Room provides instructional space for vocal music.

Activity Description

The space is used for all aspects of music instruction including, lecture, group discussion, individual performance, group performance, research, and individual study and practice. There can be multiple rehearsals going at once for class. Sectionals (small group breakout practice sections) are also a regular part of class time.

Basic Room Parameters

Square Footage	1,250 SF
Occupants	32

Proximity Requirements

Adjacencies	Direct adjacency to Drama, Band and Shared Practice Rooms.
-------------	--

Casework Equipment and Furniture

Casework	Storage cabinet for choral binders. Need to hold 100 3-ring binders.
	Closet with rods and hangers for 50-60 choral robes and 50-60 shirts.
Technology	Document camera.
	Video projector.
	Large, digital display or touch display.
Equipment	Multi-layered horizontal or vertical sliding whiteboard with staff lines.
	Tack Boards.
	Piano.
Furniture	Directors Podium.
	(32) Music stands.
	(32) Stackable Chairs.

Service Requirements

Lighting	Dimmable lighting (by zone) for presentations.
Electrical	Performance sound system with ability to record and play back music. System needs to be stored in secure location. Could be on a cart that rolls in and out of a casework “garage”. Floor boxes at regular intervals with microphone jacks connected to the sound system.
HVAC	Limiting noise from HVAC is a particular concern.
Plumbing	Drinking Fountain with water bottle filler in the room.
Finishes	
Floor	Carpet. Built in risers with power in risers.
Walls	Walls should be sound rated to avoid noise contamination into or out of the room. Ideally walls on the sides of the room are not parallel to one another. Acoustical panels can be used on the walls to create the proper sound performance.
Ceiling	High ceilings are desired. Provide an acoustical ceiling that directs the sound to the location of the director’s podium. Use combination of diffusion, reflection and absorption tiles to allow the room to be tuned to the instructor’s preference.
Openings	
Windows	Exterior views and natural light required. Windows should be sound rated and have shades to black them out when necessary.
Relites	No unique requirements.
Doors	Doors in and out of this room should be sound rated, double doors with no fixed mullion. Large instruments may occasionally be brought into the room. Doors should have hold opens to assist in moving instruments in and out.

Ancillary Support Spaces

Practice Rooms Shared with Band. See the Band Room for a description of these spaces.

Shared Music

Office/Library Shared with Band. See the Band Room for a description of this space.

Other Requirements

Room should be medium live and acoustically adjusted for live reverberation times.

A shared display case with Band outside the room. See Band Room for a more detailed description.

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General Information

The Drama program offers instruction in acting, literary appreciation and film studies.

Activity Description

Activities in the Drama Classroom will include lecture, group discussion, rehearsals, writing, presentations, acting, improvisation, physical movement, applying make-up, research, testing, and independent study. The program will also use the Drama Classroom for hands-on learning in stagecraft activities, The Drama Classroom will function as a stage for performances and should have a proscenium opening to the commons.

Basic Room parameters

- Square Footage

1,500 SF
- Occupants

32

Proximity Requirements

- Adjacencies

Adjacency to Music and Choir rooms desired.

Direct access to Drama Storage (costumes, props, set pieces).

Casework Equipment and Furniture

- Casework

Tall storage cabinets on at least two walls. Need to be lockable.

Makeup storage.
- Technology

Document camera.

Video projector.

Sound system for presentations.

Large, digital display or touch display.

Basic lighting/sound equipment to teach technical theatre elements.
- Equipment

4' x 8' whiteboard.

Document Camera.

Movable TV stand and touch screen TV.

Stage curtains at the perimeter of the room to create a performance space atmosphere.

Curtain wings on each side of the stage.

Furniture Mobile clothes hanging for costumes in store room.
Student folding chairs and folding tables.

Service Requirements

Lighting Dimmable lighting (by zone) for presentations.
Ability to darken room (blackout).
Retractable, ceiling mounted, theatrical light bar.
Make-up lighting at makeup counter.

Electrical No unique requirements beyond support of lighting and sound equipment.

HVAC Ventilation system should take into account physical activity in the room.

Plumbing Sink and drinking fountain, with bottle filler.

Finishes

Floor Wood stage floor (black).
Walls Acoustical panels to tune the room.
Ceiling Need high ceilings. Should be acoustical tuned for dramatic performance and recorded music.

Openings

Windows Access to natural light is required, with curtains to black them out when needed.
Relites No unique requirements.
Doors Acoustically rated sound lock would be preferred.
Operable partition; prefer skyfold motorized door.

Ancillary Support Spaces

Storage Room 250 SF area, for costumes and props that is directly accessible from the Drama Classroom.

Drama Office. 180 SF area, includes Teacher desk with (1) 4 drawer file cabinet.

Other Requirements

Drama Classroom should have a floor level change from the Commons which supports use of the space as a stage. Accessible route needs to be provided directly from the Commons to the stage for easy access to stage for recipients of awards, etc. Such route should be considered equal to any other means available to access the stage (such as steps) and not require a person to navigate through back of house or behind curtains.

Create a proscenium opening to the Commons, designed to project sound from the Stage into the Commons.

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General Information

The school will be provided with a main Gymnasium and an auxiliary gym. The gymnasiums provide venues for PE classes, team sports, and community athletics.

The PE program provides students with learning opportunities in a wide range of fitness focused activities. The spaces support general fitness activities as well as team and individual sports, including recreational and competitive sports. PE programs may use the gymnasiums for team sports, including volleyball, basketball, wrestling, badminton and pickleball. These activities will occur in either of the gyms.

Students participate in physical and cognitive testing in both gyms and will require appropriate acoustical environment to support focus and learning.

Activity Description

Physical activities such as team sports, skill practice, fitness workouts, yoga, Pilates, step aerobics, etc. The Gyms will host athletic competitions, including basketball and volleyball, for both school and community teams. The school games will attract large crowds. The Gym will also be used for all school assemblies and community events. It is important that when the bleachers on the main floor provide capacity for 900 and when they are in the open position one side does not encroach on the main competition basketball court. This space may also serve as an emergency shelter in the event of a flood or other community disaster.

Court Striping

The Main Gym should be striped for (1) main competition basketball court and (2) practice courts; (1) competition volleyball court and (2) practice volleyball courts. There is also a desire for markings for agility training, ideally where they would be covered by bleachers during a competitive match on one of the main courts.

The Auxiliary Gym should both be striped for a full-sized basketball court and volleyball court running in the long dimension.

Basic Room Parameters

Square Footage Main Gym 10,250 SF. Auxiliary Gym 5,900 SF.

Occupants Varies by use

Proximity Requirements

Adjacencies Direct adjacency to the Locker Rooms, PE and Athletic Storage, and Exercise Room.

Proximity to the Commons.

Casework Equipment and Furniture

Casework	None.
Technology	Large projection screen / digital display in the Main Gym.
Equipment	<p>Bleacher Seating for 900 in main gym. Bleachers should be able to be deployed full or partially and still function. When they are fully open one side should not encroach on the main basketball or volleyball court, including required clearances for spectators accessing the bleachers, team seating, and safety clearances. When closed, bleaches should be non-climbable.</p> <p>Retractable divider curtain in the Main Gym to allow it to be divided into two spaces.</p> <p>(6) Retractable basketball hoops in the Main Gym, (2) at each of the striped courts. (2) retractable basketball hoops at the auxiliary gym. (1) at each end of the main court.</p> <p>Shot clocks for main basketball courts and practice courts, including in the Auxiliary Gym.</p> <p>Floor sleeves, standards and nets for volleyball, badminton, and pickleball as appropriate for the courts noted above.</p> <p>(2) Scoreboards in the Main Gym. (1) in the Aux Gym.</p> <p>(1) Mat hoist.</p>
Furniture	None.

Service Requirements

Lighting	Lighting appropriate to sporting events that is controllable for presentations and special events. Lights must be instant-on, even when they are turned off and immediately back on. Include wrestling light in lighting scheme.
Electrical	Sound/audio system capability for presentations, sporting events and use during class. Access to equipment should be secure. The sound system should be designed so that it can play in any one gym independently or all three gyms simultaneously, including announcements. Zone each gym for individual use with security key pad access.
HVAC	System should take into account the unique demands of a space that is used for physical activity by small and large groups and also occupied by very large crowds.
Plumbing	Drinking fountain with water bottle filler.
Finishes	
Floor	Wood athletic flooring in Main Gym and resilient flooring in Auxiliary Gym.
Walls	Abuse resistant with wall pads at runout areas for courts.
Ceiling	Min 25'-0" clearance to lowest structural member.

Openings

Windows	Natural light via diffused glazing for reduction of glare. Skylights or sola-tubes are also an option.
Relites	Visibility of gym and activities to Lobby and corridors.
Doors	Doors need to be large enough to accommodate wrestling mats being moved into and out of this space on a regular basis, without a center mullion.

Ancillary Support Spaces

See Athletic Support Spaces.

Other Requirements

Security and Access Control

The gyms will often be used by community groups. To facilitate that use the gyms would ideally be organized in a manner that allows them to be open for use, including toilet facilities, without opening any other portion of the school. An electronic key card system should be provided that allows for access to be controlled and avoids duplicate keys being made.

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EXERCISE ROOM

General Information

The Exercise Room is one component of the overall physical fitness training program at the school. This space provides a venue that is focused on training with free weights/dead weights and strength equipment. It is also used for athletic training for the various team sports.

Activity Description

The primary activity in this space will be focused on muscular strength and endurance.

Basic Room Parameters

- Square Footage

1,600 SF
- Occupants

38

Proximity Requirements

- Adjacencies

Proximity to the Gyms, and Locker Rooms.

Casework Equipment and Furniture

- Casework

One lockable cabinet to house the sound system and one cabinet to store miscellaneous equipment.
- Technology

Projector with projection screen or video display to show training videos.
- Equipment

Light dumbbells.

Exercise bands.

Wall anchors for exercise bands.

Medicine balls.

Stability balls on racks.

4'x8' Tack board.

4'x4' Tack board.
- Furniture

None.

Service Requirements

Lighting	Controllable by zone for presentations.
Electrical	More robust sound system than a typical classroom.
HVAC	Ventilation should take into consideration the physical activity in the room.
Plumbing	Drinking fountain with bottle filler.
Finishes	
Floor	Resilient rubber flooring.
Walls	Abuse resistant, with mirrors.
Ceiling	High, 12'-0" min.
Openings	
Windows	Natural light is desired. Views directly into space from exterior or corridor are not desired.
Doors	No specific requirements.

Ancillary Support Spaces

None.

Other Requirements

None.

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General Information

There will be four separate Locker Room Areas: one PE locker room for girls and for boys.

Activity Description

Changing facilities for PE students and athletes. PE locker rooms will also be used by visiting teams.

Basic Room Parameters

Square Footage 1,400 SF each.

Occupants 62

Proximity Requirements

- Adjacencies**
- The locker rooms will be paired by the gender they serve.
 - All should have direct adjacency to the Main Gym and general proximity to the Fitness Center.
 - Direct access to outside for field sports is desired.
 - Coach and/or Instructor office should have direct access to the locker rooms, with transparency into the locker room for supervision.

Casework Equipment and Furniture

- Casework** None.
- Technology** No unique requirements.
- Equipment**
- Metal lockers on concrete plinths. The plinths can be wide enough to serve as benches so floor mounted or loose benches are not required.
 - Provide a mixture of vented square lockers and vented larger team lockers without built in locks in each athletic locker room.
 - White board.
 - 4'x4' Tack board.
- Furniture** None.

Service Requirements

Lighting No unique requirements.

Electrical No unique requirements.

HVAC No unique requirements.

Plumbing Floor Drains.

Showers. Provide (2) shower compartments for each boys/girls locker rooms.
Teacher showers covered in Shared Staff Showers below.

Toilets and lavatories per code.

Drinking Fountain with bottle filler.

Finishes

Floor Exposed, sealed concrete at locker area. Tile flooring at showers and toilet area.

Walls Abuse resistant in all areas.

Tile at showers and toilet areas.

Ceiling Ceilings should be high and abuse resistant.

Openings

Windows None.

Relites Locker room visible from teacher's and coach's office.

Doors Outdoor access with direct access to sport fields. Separate "in" and "out" doors would help minimize conflicts when large groups are coming in and out at the same time.

Ancillary Support Spaces

Teachers Offices

Each PE locker room will have a teacher's office within it. The office will be set up like a typical teacher's office and have visibility to the locker area.

Coach's Offices

Each athletic locker room will have shared coach's office within it. This room will have desks for 3 coaches, a small conference table, white boards and tackboards and some tall, lockable storage cabinets. It will have visibility to the locker area.

Shared Staff Showers

The two offices will share a common teacher/coach toilet room and shower area.

Other Requirements

Supervision can be a challenge in a locker area. Avoid creating hidden areas. Lockers on the perimeter walls can be tall but in the middle of the space they should be half height so they do not block sight lines.

Showers will be required. They are required for wrestling but rarely used for other sports. Few students will take showers. Individual showers should be provided, not an open group shower room. Each individual shower should be provided with its own changing compartment.

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General Information

In addition to the specific athletic venues in the school and the larger program elements described elsewhere in this document, the athletic programs will require a number of miscellaneous facilities including an Equipment Drying Room, a Laundry, an Officials Room, and Athletic Storage Room.

Space Requirements

Football Storage

500 sf dedicated storage room for football storage. This room does not need to be accessible directly from the Main Gym but should be in the general vicinity of the gym.

PE Storage

A 600 sf dedicated storage room for PE equipment that is separate from storage for athletic equipment. Ideally this space would be directly accessible from the Main Gym.

Athletics Storage

500 SF with open metal shelving on two walls.

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General Information

The CTE Robotics Lab is a computer focused teaching space that supports a variety of technology courses, such as Flight in Space, 3D design and printing, and computer science.

Activity Description

Activities in these labs will include formal lecture, independent and small group projects, computer work, hands on activities, group discussion, and presentations. The laptops provided to each student are usually not robust enough for computer science and robotics activities. Desktops with larger screens would be beneficial.

Basic Room Parameters

- Square Footage

1,500 SF
- Occupants

32

Proximity Requirements

- Adjacencies

Adjacent to double height space within building that students can use for flight experiments.

Casework Equipment and Furniture

- Casework

Teacher’s wardrobe.

Lockable Tall storage (drones, robotic building materials, student projects, etc.).

Countertop with lockable storage below for printers.
- Technology

Document camera.

Wireless connection to a movable TV for presentations.

(32) Computer Stations.

(3) 3D Printers.
- Equipment

Whiteboards.

Movable TV stand and Touchscreen TV.

Computer stations with desktop computers and large screens.
- Furniture

Student seating and desks.

Teacher’s desk with (1) 4 drawer file cabinet.

Bookshelves.

Tall Storage.

Service Requirements

Lighting	Dimmable lighting (by zone) for presentations.
Electrical	Prefer overhead power/data drops to provide greater flexibility in arrangement of furniture. The space requires outlets for computers, printers, and scanners.
HVAC	The room will have a lot of computers and equipment so control of the room temperature will be required. Ventilation required for 3D printing station.
Plumbing	None.
Finishes	
Floor	Resilient flooring or polished concrete.
Walls	Tackable and whiteboard surfaces at various locations around the room for group problem solving work.
Ceiling	Acoustical ceilings.
Openings	
Windows	Exterior views and natural light required.
Relites	Visual connections to the corridor and shared activity spaces.
Doors	No unique requirements.

Ancillary Support Spaces

Robotics / CTE Storage

250 SF.

Flexible metal shelves.

Other Requirements

The rooms should be as flexible as possible while supporting the computer curriculum. Avoid built in furniture. The program requires a practice competition field that is 10'x10' plus clearances for students and spectators.

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General Information

The CTE Media Lab is a computer focused teaching space that supports a variety of business and computer technology courses, such as broadcasting, video editing, exploring digital media, and production.

Activity Description

Activities in these labs will include formal lecture, independent and small group projects, computer work, media production, group discussion, and presentations. The laptops provided to each student are usually not robust enough for video editing software. Desktops with larger screens would be beneficial.

Basic Room Parameters

Square Footage	1,250 SF
Occupants	32

Proximity Requirements

Adjacencies	Exterior access for photography section.
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Casework Equipment and Furniture

Casework	Teacher’s wardrobe.
	Lockable tall storage.
	Countertop with lockable storage below for printers.
Technology	Document camera.
	Wireless connection to a movable TV for presentations.
	(32) Computer Stations.
Equipment	Whiteboards.
	Movable TV stand and Touchscreen TV.
	Video monitor displays on (3) walls.
	Computer stations with desktop computers and large screens.
Furniture	Student seating and desks.
	Teacher’s desk with (1) 4 drawer file cabinet.
	Bookshelves.
	Tall Storage.

Service Requirements

Lighting	Dimmable lighting (by zone) for presentations.
Electrical	Prefer overhead power/data drops to provide greater flexibility in arrangement of furniture. The space requires outlets for computers, printers, and scanners.
HVAC	The room will have a lot of computers and equipment so control of the room temperature will be required.
Plumbing	None.
Finishes	
Floor	Carpet.
Walls	Tackable and whiteboard surfaces at various locations around the room for group problem solving work.
Ceiling	Acoustical ceilings.
Openings	
Windows	Exterior views and natural light required.
Relites	Visual connections to the corridor and shared activity spaces.
Doors	No unique requirements.

Ancillary Support Spaces

Media Production

250 SF.

Green room with cyclorama rollers to allow students to chose backgrounds.

Enhanced lighting to support media production.

Other Requirements

The rooms should be as flexible as possible while supporting the computer curriculum. Avoid built in furniture.

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General Information

The CTE Science Lab is a computer focused teaching space that supports a variety of business and computer technology courses, such as Medical Detectives, 3D design and printing, and digital dissections.

Activity Description

Activities in these labs will include formal lecture, independent and small group projects, computer work, group discussion, and presentations. The laptops provided to each student are usually not robust enough for digital dissections and 3D design and printing. Desktops with larger screens would be beneficial.

Basic Room Parameters

Square Footage 1,250 SF

Occupants 32

Proximity Requirements

Adjacencies No specific requirements.

Casework Equipment and Furniture

- Casework**
 - Teacher’s wardrobe.
 - Lockable Tall storage.
 - Countertop with lockable storage below for printers.
- Technology**
 - Document camera.
 - Wireless connection to a movable TV for presentations.
 - (3) Laser Engravers.
 - (32) Computer Stations.
 - (3) 3D Printers.
- Equipment**
 - Whiteboards.
 - Movable TV stand and Touchscreen TV.
 - Computer stations with desktop computers and large screens.
- Furniture**
 - Student seating and desks.
 - Teacher’s desk with (1) 4 drawer file cabinet.
 - Bookshelves.
 - Tall Storage.

Service Requirements

Lighting	Dimmable lighting (by zone) for presentations.
Electrical	Prefer overhead power/data drops to provide greater flexibility in arrangement of furniture. The space requires outlets for computers, printers, and scanners.
HVAC	The room will have a lot of computers and equipment so control of the room temperature will be required. Enhanced ventilation required for 3D printing and laser engraving stations.
Plumbing	None.
Finishes	
Floor	Carpet.
Walls	Tackable and whiteboard surfaces at various locations around the room for group problem solving work.
Ceiling	Acoustical ceilings.
Openings	
Windows	Exterior views and natural light required.
Relites	Visual connections to the corridor and shared activity spaces.
Doors	No unique requirements.

Ancillary Support Spaces

CTE Science Lab Storage

200 SF.

Flexible metal shelving.

Other Requirements

The rooms should be as flexible as possible while supporting the computer curriculum. Avoid built in furniture.

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General Information

The Developmental Learning Center supports a program for specialized placement of students with significant intellectual disabilities who need opportunities to develop functional academic skills, along with skills that they will need in everyday life such as self-care, vocational, functional reading and math, money management, jobs, social skills, and self-advocacy.

Activity Description

Activities are hands-on and in small groups. There are a few times a day when all students are in the classroom as a whole class. The whiteboard is used for things like showing the schedule or list behavior goals. Direct instruction uses projection screens several times a day, for informational videos, visual presentations, and the whole group reading aloud. The Life Skills program works to provide a space for students to learn about and practice.

Basic Room Parameters

- Square Footage**1,250 SF
- Occupants**10 students / 2 educators. The number of educators can vary greatly based on the individual needs of the students.

Proximity Requirements

- Adjacencies**Place near administration and specialists (OT/PT, SLP, Behavioral Health).
- The rooms should have easy access to a bus loading area. Ideally, they would be located on the first floor and in the mix or other general classrooms.

Casework, Equipment and Furniture

- Casework**

Teacher’s wardrobe.

Tall lockable storage. Consider whiteboard surface on the face of any built-in casework to allow surface to be useable for instruction.
- Technology**

Teacher’s podium with document camera.

Large, digital display.

Multiple mounted monitors for displaying information in different locations in the room.
- Equipment**

Whiteboard – (2) 4' x 8'.

Tackboard – (2) 4' x 4'.

Infrastructure for a ceiling hook for a therapy swing.

Furniture	Desks in the classroom for 2-3 paraeducators, depending on the current student load.
	Student cubbies for coats/backpacks.
	Student tables are preferred to desks.
	Student seating. A variety of types.
	Bookshelves – secured to wall to prevent toppling over by student.

Service Requirements

Lighting	Dimmable lighting (by zone) for student comfort.
Electrical	Additional plugs around the perimeter of the room.
HVAC	No unique requirements.
Plumbing	None.
Finishes	
Floor	Resilient.
Walls	Tackable and whiteboard surfaces at various locations around the room.
Ceiling	Acoustic ceilings.
Openings	
Windows	Exterior views and natural light.
Relites	Visual Connections to the corridor and shared activity spaces.
Doors	Doors into the space should have ADA operators. Doors within the space should have hardware that inhibits a student’s ability to slam the door.

Ancillary Support Spaces

Kitchenette

Provide a kitchenette within the learning space that includes typical, ADA compliant, residential upper and lower casework, sink range with hood, microwave, and refrigerator.

Toilet Rooms

Classroom should have direct access to two ADA compliant toilet room. The room should be screened from the general classroom and be large enough to allow an instructor to assist a student in a wheelchair with safe clearances.

Both toilet rooms should include a shower, changing tables, and infrastructure for a Hoyer lift. One of the toilet rooms should also include an ADA compliant stacked washer and dryer.

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SPECIALIZED INSTRUCTION

Sensory Room 100 SF

The Sensory Room is intended to be a respite from the stimulation of the classroom. This space should be set up with minimal furniture that has a warm, homey feeling, adjustable light levels, and sensory items that students can use to help them regulate. Nook furniture in the classroom area can be explored. The De/escalation Room should not be lockable inside or out, but a button that will hold the door closed while depressed should be provided on the classroom side of the door.

Small Group 150 SF

Storage/Records 100 SF

De/escalation Room 80 SF

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General Information

Resource classrooms include rooms used for instruction in a variety of subjects including Math, English, Social Studies, Foreign Language, Health, etc. and do not typically require specialized equipment or accommodations.

Activity Description

A wide range of activities are expected to occur in the discourse classrooms including; formal lecture, group discussion (large and small), debate, presentations and public speaking, research, writing/typing, peer editing, seminars, independent work, hands-on projects, group projects, and computer work. The rooms should be as flexible as possible while still satisfying the requirements listed here.

Basic Room Parameters

Square Footage	950 SF
Occupants	32

Proximity Requirements

Adjacencies	Resource classrooms are, by their very nature, flexible and can accommodate a wide variety of different subjects. As such there are no specific adjacency requirements. As many resource classrooms as possible should have direct access to Shared Activity Spaces.
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Casework, Equipment and Furniture

Casework	Teacher’s wardrobe. Tall storage (could also be furniture). Consider whiteboard surface on face of any built-in casework to allow surface to be useable for instruction.
Technology	Document camera. Wireless connection to movable TV for presentations.
Equipment	Whiteboards. Movable TV stand and Touchscreen TV.
Furniture	Student seating and desks. Teacher desk with (1) 4-drawer file cabinet. Bookshelves. Tall storage.

Service Requirements

Lighting Dimmable lighting (by zone) for presentations.

Electrical No unique requirements.

HVAC No unique requirements.

Plumbing No requirements.

Finishes

Floor Carpet.

Walls Tackable and writable surfaces at various locations around the room for group problem solving work.

Ceiling Acoustic ceilings.

Openings

Windows Exterior views and natural light required.

Relites Visual connections to the corridor and shared activity spaces. Explore built in rolling white board to cover relites in lockdown.

Doors No unique requirements.

Ancillary Support Spaces

None.

Other Requirements

There is a desire to have the ability to display student work throughout the school and in the vicinity of resource classrooms. Avoid built-in furniture.

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General Information

This program primarily works with students who have motor delays &/ or impairments. Many of these students have equipment including walkers, standers, and wheelchairs. The program helps them develop skills needed to transfer between equipment, balance, and fine motor skills.

Activity Description

OT/PT focuses on movement activities, fine motor activities, computer access and testing. Students need to be able to access the mat table, have space in the room for mobility/gross motor skills, and access to a table for fine motor tasks.

Basic Room Parameters

- Square Footage

400 SF.
- Occupants

1-2 students at a time.

Proximity Requirements

- Adjacencies

Close proximity to DLC.

Casework, Equipment and Furniture

- Casework

Tall storage, with adjustable shelving, lockable.

Storage for large equipment (walker, stander, etc.).

Storage for gross motor supplies (balance board, balls, etc.).
- Technology

(2) computer workstations.
- Equipment

Whiteboard.

Swing with sufficient clearances.

Mat table (adjustable height).

Storage bins for fine motor materials and small adaptive supplies.
- Furniture

None.

Service Requirements

- Lighting

No fluorescent or flickering lighting.

Dimmable lighting (by zone) for presentations.

Electrical	No unique requirements.
HVAC	No unique requirements.
Plumbing	Sink with drinking fountain.
Finishes	
Floor	Carpet.
Walls	No unique requirements.
Ceiling	Acoustic ceilings.
Openings	
Windows	Exterior views and natural light required.
Relites	None.
Doors	No unique requirements.

Ancillary Support Spaces

None.

Other Requirements

None.

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General Information

The Administration area is a suite of offices, conference rooms, and support spaces that house the administrative staff for the school. The Admin serves students, staff, parents/guardians and the community. For many visitors it will be where they have their first, and in some instances only, interface with the school. It should be open, warm and welcoming to students and visitors alike. It should convey a sense of an organized and professional office environment. It will be accessed through a secure entry vestibule during school hours.

The majority of the spaces in the Admin area are included in this section. The Staff Workroom and Staff Lounge are covered in separate sections following this section.

Activity Description

Activities that occur in Admin include public arrival and reception; interface with students; administrative tasks in private and shared offices; small and medium group meetings; one-on-one student/teacher/parent/guardian meetings; material and records storage; and other miscellaneous administrative tasks.

Proximity Requirements

- Adjacencies

The Admin should be located directly adjacent to the main school entry. Visitors to the school should enter directly into admin during school hours, through a secure entry vestibule.

Admin should be adjacent to Student Services, however the two areas should not share a common entry or waiting area. Ideally there would be an internal connection to allow ease of movement between the two areas for staff while maintaining distinct external faces. They could be on separate floors, provided they are in close proximity to one another. Visitors who come to the school to meet with someone in Student Services will arrive at Admin first. It is important that it be easy to direct them to Student Services from there.

General proximity to the Commons would be beneficial although noise from that space would be a design consideration.

Basic Room Parameters

All of the individual rooms in Admin will have the same systems and finishes except as noted the individual space descriptions below. See the Area Summary for the design floor area for each space.

Casework Equipment and Furniture

- Casework

Provide a lockable wardrobe cabinet and bookshelf for each office. Built in casework is not required. May be furniture.
- Technology

The Admin will house the front end and main interface for the buildings systems for school announcements/broadcasting and lockdown initiation.

Each workstation noted below will be provided with phone, power, data connections and access to a printer.

In addition, the entire Admin Area will be provided with wireless access to the building network.

Other specific technology requirements are noted in the individual space requirements below.

Furniture	Furniture is described in the individual space requirements noted below.
Equipment	<p>Stop the bleeding kit; (1) in Admin- (3) dispersed through the rest of the building AED as needed throughout building.</p> <p>Narcan at each AED cabinet.</p>

Service Requirements

Lighting	<p>Lighting appropriate to desk tasks, with the ability to adjust the lighting levels.</p> <p>Access to natural light is desired from all individual offices.</p>
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Electrical	No unique requirements.
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HVAC	Individual office control of temperature.
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Plumbing	No unique requirements.
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Finishes

Floor	<p>All offices and conference rooms will be carpet.</p> <p>Staff toilet rooms will be tile or resilient sheet flooring.</p>
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Walls	No unique requirements.
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Ceiling	Acoustical ceiling tile.
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Openings

Windows	Exterior views and natural light is required for all offices and spaces that are occupied all day.
Relites	All offices should have relites in the door or directly adjacent to the door to allow for soft supervision of teacher-student meetings. All relites should have blinds.
Doors	No unique requirements.

Individual Space Requirements

Reception/Lobby

A small waiting area with 6 chairs. A Reception Counter that will serve as the workstation for the Receptionist and have a station for a student assistant. It should provide easy, approachable accommodations for visitors and students coming into the Admin Area. It should provide a writing surface for people to complete

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paperwork while standing in front of the counter, including disabled persons. It should also provide some privacy for the receptionist doing their work.

The workstation at the reception counter should include a printer and a two-drawer lateral file cabinet.

The reception area should have ample surfaces for display of material, including racks for pamphlets and other hand out materials and a wall mounted digital display screen.

The receptionist should have good site lines to building's front door to allow viewing of people arriving at the building, preferably before they are in the school.

Student Waiting Area

This would be a small area for 5-6 students to sit while they wait to see an administrator. It should be out of view of the Reception.

Office Manager

The Office Manager performs a wide variety of administrative support tasks for the school. One individual L shaped workstation. Tall storage cabinet and bookshelf. (3) lateral file cabinets. Does not need a private office. It could be an open workstation.

The Office Manager should not be directly visible to Reception. They may occasionally cover the receptionist function, but their role is not an external, public greeting role and being directly accessible from Reception can be too distracting for them. Easy access to Admin Workroom and large conference room. They should also have direct adjacency to the Admin Secretary.

Admin Secretary

The Admin Secretary provides direct administrative support for the school's Administrators. The need a workstation with one individual L shaped desk, a tall storage cabinet, and (2) lateral file cabinets. Tall storage cabinet. Does not need a private office. It could be an open workstation. Direct adjacency to Office Manager and close proximity to the Principal are desired. The admin secretary should have easy access to HVAC Shelter in Place and Lockdown buttons at their workstation.

Principal

The Principal oversees all school operations. Private office with one individual L shaped desk and a small conference table for up to 6 people. (2) lateral file cabinets. Tall storage cabinet. (2) bookshelves. Small white board. Small tackboard. Wall mounted digital screen.

Direct adjacency to a large conference room and the Office Manager and Admin Secretary. Should be located near the front of Admin, near reception, but it does not need to be directly connected to Reception.

Assistant Principals

The two Assistant Principals handle a variety of administrative functions. Private offices for each with one individual L shaped desk and a small conference table for up to 4 people. (2) lateral file cabinets. Tall storage cabinet. (2) bookshelves. Small white board. Small tackboard. Wall mounted digital screen.

The Dean of Students should be directly adjacent to the Student Intervention Center. They will benefit from easy access to the Admin Secretary and Office Manager, but direct adjacency is not critical. Easy access to the Large Conference Room is also beneficial.

Dean of Students

The Dean of Students handles a variety of administrative functions, including student discipline. Private office with one individual L shaped desk and a small conference table for up to 4 people. (2) lateral file cabinets. Tall storage cabinet. (2) bookshelves. Small white board. Small tackboard. Wall mounted digital screen.

The Dean of Students should be directly adjacent to the Student Intervention Center.

Conference Rooms

Large Conference Room

Meeting room with conference table large enough for 15 people. Provide a whiteboard, overhead projector or digital display with ability to connect to the school/district network and to a local device. Sound system tied to display. Phone with ability to support conference calls. Room should have relites and be very visible but have blinds for privacy when required. Natural light is desired but not mandatory. Located on first floor.

Small Conference Room

Meeting room with conference table large enough for 8 people. Provide a whiteboard, overhead projector or digital display with ability to connect to the school/district network and to a local device. Sound system tied to display. Phone with ability to support conference calls. Room should have relites and be very visible but have blinds for privacy when required. Natural light is desired but not mandatory.

Attendance Office

The Attendance secretary records student attendance and addresses student attendance issues. They interact directly with students on a daily basis, particularly at the beginning of the day. Private office with one individual L shaped desk and two extra chairs for meeting with students or parents/guardians. (4) file cabinets. Tall storage cabinet. (2) bookshelves. Small white board. Small tackboard. Wall mounted digital screen.

Ideally this space would have a service window that opened directly into the hallway so that students who need to check in with Attendance at the beginning of the day can queue up in the hall and not the Admin Lobby.

Athletic Director

The Athletic Director handles a variety of administrative functions related to school sports. Private office with one individual L shaped desk and a small conference table for up to 6 people. (2) lateral file cabinets. Tall storage cabinet. (2) bookshelves. Small white board. Small tackboard. Wall mounted digital screen.

The Athletic Director regularly receives materials and supplies for various teams and events and needs to store them in their office until they can be distributed. Items like jerseys, miscellaneous sporting equipment, awards, etc. They need a large shelving unit (5 shelves x 5') to store that material. Ideally that would be in a

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cabinet with doors so the office does not appear like a storage closet. They also store radios for coaching staff which will require access to power for charging.

The Athletic Director should be directly adjacent to the Athletic Secretary.

Admin Work Room

This is a small production work room for the Admin Department. It should accommodate a copier/printer, paper cutter, letter folder, counter space for layout, one tall storage cabinet for supplies, and staff mailboxes.

Staff Planning Room

A flexible space for staff planning activities, including printing and copying. Consider locating in classroom wing to be easily accessible by staff during the day.

Controlled Storage

A small storage room with open adjustable shelving for storage bulk office supplies (paper, pens, folders, notepads, etc. and other items that need to be secured in Admin. Space for (5) carts. Lockable storage for drugs, vapes, and other contraband items.

Alternative Learning Room (ISS)

This space is for students who have discipline issues that preclude them from being in their regular classes. It may be for part of a day or all day for several days. The space should be equipped with individual study carrels that can be spread out enough to give an upset student some personal space.

This space should be directly adjacent to the Dean of Students.

Campus Security Officers

The Campus Security Officer handle low level security issues and interfaces with local law enforcement agents. One private office with windows on all walls for supervision, an L shaped desk and at least two extra chairs for meeting with students or parents/guardians. Lateral file cabinet. Tall storage cabinet. A large wardrobe cabinet for storing uniforms, jackets, rain gear, and small traffic safety items like flags. A bookshelf. Small white board. Small tackboard. A large computer monitor for monitoring security cameras. Extra power outlets for charging radios and other equipment. Police officers and other local law enforcement should be able to access the office without traveling through the main administration space or the waiting/reception room.

Security Storage

Small storage room for traffic cones, barricades and signs. Should be accessible from the driveway/parking areas. Does not need to be in Admin or directly adjacent to the Security Officer's room.

Staff Lounge

It should have a counter for a coffee pot and some prep space, a sink, cabinets for storing coffee cups and dishes, as well as cleaning supplies and space for a full-size refrigerator, microwave and dishwasher. There should be room for 8-12 staff to sit comfortably at a table, have access to a printer and copier and be near a staff toilet room. Include (2) Tack panels, 4'x8', one designated for L&I and workplace state required employer/employee info.

PTSA / Volunteer Room

This is a small work room for the PTSA and volunteers to use. It should have one wall of upper and lower cabinets, a small sink, and accommodate a copier/printer, paper cutter, and letter folder. The space should have direct access to student circulation for sales and transactions, preferably close to the commons. This connection could be provided either through a transaction window or a Dutch door.

Staff Toilet Rooms

Two ADA compliant, single user, toilet rooms.

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General Information

The Health Room assesses and treats acute and chronic health issues within the student population and faculty. The suite is comprised of four spaces; the Sick Room where students that are not feeling well can lie on cots while they wait for someone to come pick them up, the Triage/Treatment Room where the nurse will work directly with students, the Nurse’s Office, and the Toilet/Shower Room.

Activity Descriptions

Activities in the Health Room and Nurse’s Office include treating injuries and changing dressings, health screenings, dispensing medicine, taking vital signs, education, and confidential discussions.

Basic Room Requirements

Sick Room	<p>250 SF. Room for (3) beds. This is the room where students who are sick will rest until they are picked up to go home or feel well enough to return to class.</p> <p>The space is supervised by the School Nurse. It should be visually connected to the Treatment/Triage area with a door that allows it to be acoustically isolated.</p> <p>Seating for a student and the nurse directly adjacent.</p> <p>8’ work counter with hand sink, lockable cabinets below and above.</p> <p>Full size refrigerator, with lockable door for medicines.</p> <p>Wall mounted, lockable med cabinet would suffice with rods for hanging medication bags..</p> <p>Small under-counter ice machine.</p> <p>Microwave.</p> <p>Residential scale stacked washer and dryer. This could be in the Toilet Room.</p>
Nurses Office	<p>120 SF. The nurse will do typical office activities in this space as well as confidential conversations with students and parents.</p> <p>The room should be directly adjacent to the Sick Room with good visual supervision of the space.</p> <p>Furniture should include a desk, with 2 additional chairs for students and parents, lateral file cabinet, 3’ wide vertical storage cabinet (could be furniture), standard teacher’s wardrobe cabinet, white board and tackboard.</p>
Toilet Room	<p>100 SF. ADA compliant with toilet, sink and shower.</p> <p>Vertical storage cabinet with lockable doors.</p>

Proximity Requirements

- Adjacencies** The Health Room should be within the Administration. Students will access the school nurse through the Administration lobby. A waiting area for 3-4 students in the lobby for students to wait while the nurse is with another student. Ideally those would be apart from other waiting in that space. The staff in Administration will supervise the students in the Health Room when the nurse is not on campus.
- The Nurse's Office needs to be acoustically separated from the other spaces but still have visual supervision of those spaces.
- The Nurse's Office needs to be acoustically separate from the Sick Room so that students can discuss medical issues with the nurse without other students in the Sick Room overhearing.
- Ideally the Health Room would be located on the first floor near an entry/exit so that when a student needs to be taken out on a gurney they can be taken quickly and discreetly.

Casework, Equipment and Furniture

- Casework** See specific room requirements above.
- Technology** Typical phone and data in the Nurse's office and Sick Room.
- Prefer a phone with a wireless handset to allow students or parents to use it without being in the nurse's office.
- Wireless access to the building's network.
- Printer in the Nurse's office.
- Equipment** Under-counter ice machine.
- Refrigerator.
- Clothes washer and dryer.
- Furniture** Nurse's Office should have a typical teacher's desk, (1) lateral file cabinet, bookshelf, and a small conference table with 4 chairs.
- The Sick Room should have three beds with privacy curtains. Ideally the beds would have lockable storage cabinets or drawers below to allow supplies to be close at hand.

Service Requirements

- Lighting** Warm, soft lighting, with the ability to adjust the lighting levels in all spaces.
- Electrical** No unique requirements.

HVAC	Negative pressure and good exhaust so that potential airborne contaminants are not carried outside the room by the HVAC.
Plumbing	Sick room needs to have a sink.
Finishes	
Floor	Resilient sheet flooring in all spaces.
Walls	Washable surfaces in Sick Room. Prefer warm, calming colors.
Ceiling	No unique requirements.
Openings	
Windows	Exterior views and natural light desired, but student privacy is most important.
Relites	The Nurse’s Office should have windows to allow supervision on the Sick Room.
Doors	No unique requirements.

Ancillary Support Spaces

None.

Other Requirements

The Health Room should be accessible with a gurney in the event that a student has a significant medical issue that requires emergency response. That may require oversized doors in all location between that room and the main entry.

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General Information

The Student Services area is a suite of offices, and support spaces that house the school counselors, registrar, and other specialists. Students come to Student Services for a wide array of support, from help with their class schedule and academic plan, to mental health and drug and alcohol counseling. Parents/guardians will also come to Student Services to meet with counselors. This space should be open, warm and welcoming. It should convey a sense of an organized and professional office environment.

The majority of the spaces that compose Student Services are included in this section.

Activity Description

Activities that occur in Student Services include greeting students and parents/guardians; interface with students; administrative tasks in private and shared offices; small and medium group meetings; one-on-one student/counselor/parent/guardian meetings; material and records storage; and other miscellaneous administrative tasks.

Proximity Requirements

- Adjacencies**
- Student Services should be very accessible to students.

Student Services should be adjacent to Admin, however the two areas should not share a common entry or waiting area. Ideally there would be an internal connection to allow ease of movement between the two areas for staff while maintaining distinct external faces. This space could be on a different floor than Admin, provided it quickly accessible.

Basic Room Parameters

All of the individual rooms in Student Services will have the same systems and finishes except as noted the individual space descriptions below. See the Area Summary for the design floor area for each space.

Casework Equipment and Furniture

- Casework**
- Provide a lockable wardrobe cabinet and bookshelf for each office. Built in casework is not required. This may be furniture.
- Technology**
- Each workstation noted below will be provided with phone, power, data connections and a printer. In addition, the entire Student Services area will be provided with wireless access to the building network.

Other specific technology requirements are noted in the individual space requirements below.
- Furniture**
- Furniture is described in the individual space requirements noted below.

Service Requirements

Lighting	Lighting appropriate to desk tasks, with the ability to adjust the lighting levels. Access to natural light is desired from all individual offices.
Electrical	No unique requirements.
HVAC	Ability to control room temperature for each individual office. No other unique requirements.
Plumbing	No other requirements.
Finishes	
Floor	All offices and conference rooms will be carpet. Staff toilet rooms will be tile or resilient sheet flooring.
Walls	No other requirements.
Ceiling	Acoustical ceiling tile.
Openings	
Windows	Exterior views and natural light is required for all offices and spaces that are occupied all day.
Relites	All offices should have relites in the door or directly adjacent to the door to allow for soft supervision of counselor-student meetings.
Doors	No other requirements.

Individual Space Requirements

Counseling Reception & Student Waiting, 300 SF

The Receptionist desk is the front door to Student Services. This is where students and parents/guardians will be greeted and directed to whoever they are there to meet. The feel should be welcoming, comfortable and calm. The lobby should have easy access to all the offices in the suite.

A Reception Counter that will serve as the workstation for the Counseling Secretary. It should provide easy, approachable accommodations for visitors and students coming into Student Services. It should provide a writing surface for people to complete paperwork while standing in front of the counter, including disabled persons. It should also provide some privacy for the counseling secretary doing their work. In addition the workstation at the reception counter should accommodate a student office assistant. Provide a printer and a (2) two drawer lateral file cabinets.

The lobby should provide waiting for 10 people. Seating for up to 4 students who are waiting to see the school nurse should be separate from the rest of the seating. 4 study carrels for students. Comfortable seating for visitors.

Tehaleh Middle School

ADMINISTRATION / STUDENT SERVICES

Counselor's Offices / Psychologist Office, 180 SF each

The School Counselors and the School Psychologist use their offices to meet privately with students and families to support them with their academic, personal/social, and career planning aspirations. Private office with one individual L shaped desk and a small conference table for up to six people. Lateral file cabinet, tall storage cabinet, and bookshelves. Small white board. Small tackboard.

Direct adjacency to the Counseling Secretary. These offices should be easily accessible for students who have checked in at Reception. Each should be provided with a solid door and a large relite adjacent to provide acoustic privacy but good visibility when they are meeting with students.

Itinerant Offices, 120 SF

The Itinerant Offices will be used by a variety of individual specialists who are in the school on a part time basis. Those include the Native American Liaison, Speech Pathologist, Substance Abuse Counselor, and Social Worker. These will change over time depending on need and funding. They will share three offices. Each of those offices will include one individual L shaped desk and two additional chairs for visitors in the office. (1)Lateral file cabinet, tall storage cabinet, and bookshelves. Small white board. Small tackboard. **Home Room**

Separate seating should be provided for up to 4 students who are waiting to see a counselor and are upset. It is a "step away" or "cool down" space. That should be removed from the lobby and visible to one of the Counselor Offices. Can be accommodated in circulation SF.

Registrar, 120 SF

The Registrar is responsible for enrolling students, withdrawing students, maintaining the master schedule, monthly district counts and report cards. Private office with one individual L shaped desk. (2) lateral file cabinets. (2) Tall storage cabinets. (1) bookshelf. Small white board. Small tackboard.

The Registrar should be close to the lobby but not directly visible from that space. Visitors should not be encouraged to bypass the reception and go directly to the Registrar. The Records Storage Room should be directly adjacent to the Registrar's Office to allow them to control access.

Storage, 80 SF

The Counselors often need to provide students with clean clothes or food. Two tall storage cabinets should be provided to accommodate that need. They should not be in the Lobby but easily accessible to all the counselors.

Records Storage, 80 SF

Secure storage room for confidential, active student records. The room must be secure and fire-resistant construction. (4) lateral file cabinets for transcripts. Tall storage cabinets for up to 100 binders. The Record Storage room is accessed by a number of people in Student Services but that access should be controlled. Ideally the door to the vault would be visible from the Registrar's desk.

Staff Toilet Rooms, 75 SF each

Two ADA compliant, gender neutral, toilet rooms.

Staff Lounge, 750 SF

The Staff Lounge is a social gathering space for teachers to interact and eat lunch together. The lounge can be close to Administration, but doesn't have to be located within the main Admin area. Provide a counter with upper and lower cabinets and sink and consider a kitchen island or similar fixtures or furniture for dining, (2) Refrigerators, (2) Microwaves, an area for a coffee machine and a facet with filtered water and insta-hot water at the sink. Ensure there is tables for eating, soft seating chairs and couches, and side tables to create a comfortable environment for teachers to unwind and relax.

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STAFF WORKROOM

General Information

The Staff Workroom is where staff and teachers print, collate and prepare material.

Activity Descriptions

Activities in the Workroom will include copying, printing, layout and collating of printed material, binding, cutting, and other miscellaneous document production activities.

Basic Room Parameters

Square Footage 500 SF

Occupants 3-5

Proximity Requirements

Adjacencies Direct adjacency to the Staff Lounge.
Close proximity to Admin. The admin staff maintain the space and stock staff mailboxes.

Casework, Equipment and Furniture

Casework Two walls of counters with upper and lower cabinets.
One wall of tall, adjustable shelf storage cabinets.
Central island, standing height, work surface.

Technology No unique requirements.

Equipment (2) Large volume, floor mounted copier/printers.
Laminator.
Large paper cutter.

Furniture None.

Service Requirements

Lighting Bright, task level light, with the ability to adjust the lighting levels.

Electrical No unique requirements.

HVAC Exhaust ventilation for copiers.

Plumbing None.

Finishes

Floor	Resilient sheet flooring , or polished concrete.
Walls	No unique requirements.
Ceiling	Acoustical.

Openings

Windows	This space is not continually occupied so windows are not required.
Relites	None required.
Doors	No unique requirements.

Ancillary Support Spaces

Staff Mailboxes

Space should be included for mailboxes for 50 staff members. These are filled by admin staff and instructors stop by to pick up their mail throughout the day. The individual boxes should accommodate an 8 ½"x11" paper lying flat and be at least 4" tall. Accommodations should be made for larger items to sit on a counter nearby where they will be visible to the staff member when they come pick up their mail. The boxes should be ADA accessible. Enough floor area should be provided in front of the mailboxes to allow multiple individuals to access them simultaneously. The mailboxes could be directly in the Staff Workroom or in the adjacent Staff Lounge.

Other Requirements

None.

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General Information

The Library is envisioned to have the feel and use of a contemporary book store. Students come to the Library to read, to do research, to learn research skills, to study and to socialize. The Librarian is responsible for development of the school’s book collection, for library management, and for research instruction. The Library will have areas for book storage (stacks) but the proportion of floor area dedicated to that function will be far less than it has historically been. Much more of the area will be used for group instruction, for individual and small group study, for computer work, and for socializing and casual reading.

Activity Description

In the Library students will do independent reading and research and small group work. Full classes will meet in the library for lecture, and instruction, then break into smaller groups to do research. Students will come to the library before and after school and during lunch to hang out, play chess, do jigsaw puzzles, etc. Clubs will use the library for after school meetings and community groups may use the library for evening and weekend meetings. The library is used throughout the year for testing. The library does house the school’s textbook storage room, but that function is decreasing with time. In its place the library is now the location for storage and distribution of the individual student laptops. Given the diversity of uses the furniture and equipment should be as flexible as possible to allow the room to be reconfigured. The library is envisioned to be a somewhat active space. Not as lively as the Commons, but should be a space where students are comfortable talking and hanging out. Not the traditional quiet library.

Basic Room Parameters

- Square Footage** 3,400 SF.
- Occupants** As many as 64 at any given time.

Proximity Requirements

- Adjacencies** Proximity to the Commons is desired but acoustic separation is important.

The Library is envisioned as a space used by a large percentage of the student body and should be located in a visible and easily accessible location.

Casework Equipment and Furniture

- Casework** Perimeter bookshelves can be tall and built in. All bookshelves interior to the room should be no taller than four feet and movable. The shelves should have built in book-ends.

Take advantage of ends for bookshelf rows for unique display.

Circulation desk with book drop (no external book drop). Needs to accommodate two people working at the counter. Should be located close to the entry doors and in a very visible, accessible location in the library.

Display case and display shelves.

Technology	Document camera.
	Book security and inventory system.
	(2) Large format digital displays.
Equipment	Whiteboards in multiple locations.
Furniture	Study Carrels.
	Soft Seating.
	Tables and chairs for 32 students.
	Mobile lectern for document camera.

Service Requirements

Lighting	Dimmable lighting (by zone) for presentations.
Electrical	No unique requirements.
HVAC	Exhaust in Workroom for laminator.
Plumbing	Sink in workroom.
Finishes	
Floor	Carpet in library.
	Resilient in workroom and storage.
Walls	Abundant tackable surfaces.
Ceiling	Acoustical ceiling.
Openings	
Windows	Exterior views and natural light required.
Relites	Visible connection between workroom/office and library.
Doors	No other requirements.

Ancillary Support Spaces

Librarian Office

250 SF office with two standard teacher's desks and wardrobes. Should be directly adjacent to the Workroom and have good visual and acoustic connection to the main library. The perimeter walls should be a combination of counter with upper and lower storage cabinets, and tall storage cabinets with adjustable shelving. Provide enough countertop to accommodate a computer, printer, laminator, coffee pot, under counter mini refrigerator, and small sink. Provide a standing height work island in the center of the room with flat file storage drawers below.

Other Requirements

The Library wants to be very open and visible in the school which presents a challenge in a lockdown situation. Lockdown procedures for the library should be discussed during the design process.

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General Information

The Commons serves as a gathering and meeting space for students and the community. It is also where breakfast and lunch are served to students.

Activity Description

Activities in the Commons will range from food service and eating, to social gatherings, to small performances and guest speakers. The school and the community will use the space for meetings and presentations. Teachers may also use the large open space for instruction and class activities that require floor area. The school will not have a formal performance space so the Commons will be used for informal presentations, like the jazz choir or a small play. Lighting and acoustics should be designed with that use in mind. It will also be used for awards ceremonies.

Basic Room Parameters

Square Footage 8,180 SF

Occupants 300

Proximity Requirements

- Adjacencies** The Commons should be located directly adjacent to the main entry to the school so it is easily accessible to visitors. It will be the space where students first arrive in the morning (coming by car or bus) and where they leave at the end of the day. It is a social mixing bowl and ideally would be part of a student’s movement through the school throughout the day. The Commons should not be a “destination” at one extreme end of the school.
- Direct adjacency to the Kitchen and Servery is required.
- Close proximity to the Admin and general proximity to Student Services.
- Proximity to Library.
- The Commons should be easily accessible from the classroom areas, but it does not have a specific adjacency requirement to any one program.
- Direct access to outdoor space is required, ideally with adjacent, covered outdoor seating.

Casework, Equipment and Furniture

- Casework** Garbage, compost, and recycling center.
- Display cases for student work, school awards, and memorabilia.
- Technology** Digital displays to show school news and upcoming events.
- Large, wall mounted projection screen.
- Sound system for presentations and performances.

Equipment	None.
Furniture	Lunch tables and chairs for 300 students. Service Requirements.
Lighting	Dimmable lighting (by zone) for presentations. Minimal accommodations for lighting for performances. Possibly a light bar or two and/or spotlights.
Electrical	Ample access to power and USB plugs for students to charge their phones.
HVAC	No unique requirements.
Plumbing	Drinking fountain with bottle fille.
Finishes	
Floor	Exposed, sealed concrete.
Walls	Provide tackable surfaces at several locations for display of student work.
Ceiling	Acoustic ceilings. Prefer higher ceilings.
Openings	
Windows	Exterior views and natural light required.
Relites	None.
Doors	Large doors that connect to adjacent outdoor courtyard.

Ancillary Support Spaces

Social Commons Cafeteria

6,000 sf. Seating area for students that enjoy social engagement and time with friends during lunch. Consider providing a variety of furniture solutions to accommodate different preferences.

Quiet Commons Cafeteria

1,500 sf. Seating area for students who desire a quieter, less social experience during lunch. Providing a variety of furniture solutions to accommodate different preferences, a projector and screen or digital display with a sound system that supports sharing movies and media.

Table Storage

500 square foot storage room for tables and chairs that is directly accessible from the Commons.

Tehaleh Middle School

COMMON AREAS

ASB Office

180 SF, the ASB Workroom is used to make posters and other material for student events and activities, and to store supplies used for those projects. Tall storage for supplies. Tackboard and whiteboard. Sink for clean up. Large table for working on projects. Resilient flooring, acoustic ceiling. Provide coiling counter door between ASB and Commons.

Other Requirements

None.

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General Information

The food service facilities for the new school will include a full-service Central Kitchen and Servery to service the campus population as well as preparing meals to support three elementary schools.

Activity Description

The Kitchen will prepare and serve meals to students at Fife Senior HS and three District elementary schools. The Kitchen will serve a maximum on-site student population of 1,300. Meal service to include breakfasts, lunches, and ala carte meals each day. Current student participation is roughly 50% and the goal is to increase student interest by providing a modernized Food Court design. In addition, the Kitchen will prepare and deliver one hot and one cold meal delivery cart each day to each of three elementary schools with a combined population of 1,700 students.

Basic Room Parameters

- Square Footage** Servery: 500 SF.
Ala Carte Serving: 150 SF.
Main Kitchen: 3,000 SF.
Dry Storage: included in Main Kitchen.
Walk-In Cooler: included in Main Kitchen.
Walk-In Freezer: included in Main Kitchen.

Occupants 4-5

Proximity Requirements

- Adjacencies** The Kitchen and Servery should be directly adjacent to the Commons.
Direct access to the kitchen from outside for deliveries is required. Deliveries will require a service yard. The District prefers the functionality of the service yard layout at SHS Phase 1.

Specific Requirements

A more detailed programming effort for the kitchen than what was completed for these Ed Specs will be required at the beginning of design. That programming effort will involve the District’s Food Service Director and the design team’s specialty food service designer. The following general requirements were discussed during the Ed Spec process:

- Fixtures** All Kitchen prep tables and counters to be stainless steel.
Serving counters will have multiple stations. Finishes will be durable while providing a less institutional with a color palette selected by working with the District and Design Team.

Technology	Digital displays to show menus outside Servery.
	Hard wired point of sale systems at Servery and remote Ala Carte.
Equipment	Dry storage shelving and can racks.
	Walk-in cooler and freezer with shelving.
	Prep table with sinks.
	Hand washing sinks.
	Mobile racks and carts.
	Mixers.
	Food processor.
	Ice machine.
	Canopy hood with fire protection system.
	Cooking equipment utility source (gas and/or electric) to be determined.
	Combi-oven/steamers.
	Convection Ovens.
	Flat top griddle.
	Ware washing with dish tables, waste collector, high temp conveyor ware washer, and drying racks.
	Pot washing sink table.
	Mobile waste receptacles.
	Pass through warmers.
	Pass through coolers.
	Support counters.
	Prep top refrigerator.
	Ventless rapid bake display ovens.
	Serving counters.
	Hot/cold wells.
	Heated pass-thru merchandising cases.
	Refrigerated grab 'n go display cases.
	Salad bars.
	Cashier counters.
	Waste management stations in the Commons.

Service Requirements

Lighting	Bright lighting in kitchen.
	Decorative lighting in Servery. The intention is to make Food Service more appealing.
Electrical	Power as required for various pieces of equipment.
HVAC	Grease hood at cooking line and ware washing.
Plumbing	Appropriate utilities (gas, water, and sewer) for the various pieces of equipment.
	Floor sinks and floor drains where required.
	Outdoor grease interceptor.
Finishes	
Floor	Altro with welding seams.
Walls	FRP wainscot full height.
Ceiling	Vinyl faced acoustical tile. Prefer taller ceilings.
Openings	
Windows	High windows that let some natural light in over prep areas are desirable.
Relites	TBD.
Doors	Large, roll up doors to close off Servery outside of meal service times.
	Door between kitchen and Commons that does not go through the Servery.
	An oversized taller door to the receiving loading area should be large enough to allow for large equipment and pallets to be brought in on a pallet jack.

Ancillary Support Spaces

Office	Kitchen managers office with one desk and one file cabinet and a conf table for 4.
Toilet Room	Unisex toilet room.
	Lockers/Laundry Provide 8 metal lockers for staff, storage cabinet for laundry supplies, and residential washer and dryer.
Janitor Closet	To include mop sink and chemical storage shelving.

Other Requirements

Whenever possible, equipment will be made portable. Those items with closed bodies shall be set on raised bases. Open base equipment shall be made with tubular stainless-steel legs having sanitary gussets and bullet-shaped feet or casters.

Equipment shall conform to all local and national codes. All items shall be designed to National Sanitation Foundation Standards.

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General Information

The Custodial support spaces in the building are comprised of two components; Central Custodial Receiving and Storage, and Remote Custodial Closets.

Activity Descriptions

The Custodial spaces are used to store equipment and materials used in the daily process of cleaning and maintaining the building. The main Custodial Room also supports administrative tasks for the custodial staff.

Basic Room Parameters

Square Footage	Central Receiving: 400 SF.
	Custodial Closets: (5) at 60 SF each.
Occupants	N/A

Proximity Requirements

Adjacencies	The Main Custodial Room needs to have direct exterior access for deliveries. A service yard can be shared with the Kitchen.
	The Custodial Closets should be distributed throughout the building with some intentionally located near the Student Toilet Rooms and the Kitchen.

Casework, Equipment and Furniture

Casework	No built-in casework.
Technology	No unique requirements.
Equipment	Open, industrial, steel storage racks in main custodial for storage of bulk material.
	(1) Bank of adjustable shelves in each custodial closet.
	Full size washer and dryer in main receiving.
	3M Chemical Dispenser connected to cold water in each custodial closet.
Furniture	None.

Service Requirements

Lighting	No unique requirements.
Electrical	No unique requirements.
HVAC	No unique requirements.

Plumbing

Floor mounted mop sinks in all custodial rooms. Locate near the front of the closet so they can be easily accessed and used without having to empty the room.

Deep well sink and floor mounted mop sink in Main Custodial.

Hot and cold water available in each custodial closet.

Finishes

Floor Exposed, sealed concrete.

Walls Washable wainscot at walls adjacent to mop sinks.

Ceiling No unique requirements.

Openings

Windows None required.

Relites None required.

Doors Doors at Custodial Closets should swing out of the space to maximize usable floor area for storage of custodial carts.

42" wide doors at custodial closets are desirable.

The Main Custodial Room requires a roll up door to accommodate large deliveries.

The door from Main Custodial Room to the interior of the building should be a double door, with a removable mullion.

Ancillary Support Spaces

Custodial Office

240 SF office, directly adjacent to Main Custodial Room. (1) Whiteboard and (1) Tackboard. (2) desks and (2) 4-drawer file cabinets. (1) meeting/lunch table for (4) people.

Other Requirements

The custodial closets should be designed to accommodate storage of custodial carts , and floor scrubbers.

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