EDUCATIONAL SPECIFICATIONS
PHASE 3 OF THE CAPITAL FACILITIES PROGRAM

ELEMENTARY SCHOOLS
MIDDLE SCHOOLS
HIGH SCHOOLS

Lake Washington
School District

11.27.2013

Introduction

The purpose of educational specifications is to provide guidelines for planning educational facilities. It is a document that provides guidelines for the design of a school building, connecting a school district's educational philosophy with the built environment (site and building).

The Lake Washington School District educational specifications are divided into separate components: a *vision description* and a *performance-based specification.* Both components are applicable to any major school construction project - whether the project is a modernization, a replacement or a new schoo*l.*

The vision description and performance-based specification are the baseline for the design of the new and the replacement projects included the 2014 bond. The previous educational specifications, completed in 1998 and updated in 2005, were used for all Phase One and Phase Two major construction projects. The document has been revised in 2013 to reflect knowledge gained from Phase One and Two work, and updates of the District's vision and goals. The education specification is intended to be an eight-year document, and will be updated again in 2020-2021.

The Educational Specifications define the program elements for a typical school at each specific level, but other optional programs, such as preschool or some special services elements, can be "plugged in" as is appropriate for individual schools. These elements are included as Additional Program Considerations. Inclusion of additional elements will be on a project by project basis as District and individual school site needs require.

Choice schools and other alternative education facilities are not the focus of these education specifications, however, concepts and principles from the specifications will still be implemented in the design solutions for these facilities. In addition, choice schools are considered to be a "school within a school" and not a separate structure.

The Educational Specifications will be utilized for all projects funded by the 2014 bond.

Process

These Educational Specifications were developed through a collaborative process that included input from a variety of contributors, including teachers, principals, and other District staff. In addition, review of information from the education specification in prior phases of the District's major construction program and research on current educational trends helped inform the latest version. Activities that have been part of the process include:

- An interactive workshop with a broad-based committee including school and district leaders
- Interviews with representatives of various departments, such as technology, special needs, and career and technical education
- Review and assessment of Phase Three school facilities, including facility condition and educational effectiveness
- Review and assessment of the Phase Two education specification and school design outcomes
- Other factors that shaped the education specification include codes and regulations, educational trends, budget, continued cost to operate facilities and resource impacts

Educational Vision

The Educational Vision is grounded in the mission and vision of the District as well as its Guiding Principles and Student Profile. It is crafted with an understanding of where the district is now and the assumptions and givens that frame the direction of educational delivery. Then it is expanded through an understanding of national trends in education and possible futures for the district. Finally, the vision is defined by bringing this information together and applying it to the specific goals and needs of district programs and facilities. All educational facilities (site and buildings) in the district should strive to meet this vision.

Guiding Principles

The Vision 2020 Guiding Principles describe the learning environments in Lake Washington School District, which are required to foster every student's ability to learn the knowledge, skills, and attributes specified in the Student Profile. The Guiding Principles are organized around the themes of Connection, Value, and Challenge for every student.

In the course of updating the educational specification a workshop was conducted that explored the implications of the Guiding Principles on future facility design, some of the workshop outcomes are included under the six aspects of the Guiding Principle themes.

CONNECTION calls for:
- Offering interdisciplinary courses of study
- Integrating curriculum
- Articulating a K-12 course of study
- Differentiating instruction
- Providing individual attention to students
- Providing choices for students
- Using information and data about student performance to make instructional decisions
- Providing e-learning opportunities
- Providing regular opportunities for students to collaborate with peers and adults around meaningful work

In accord with the **CONNECTION** theme, learning environments will support "**Interconnected Learning Experiences**" and "**Personalization & Individual Attention**". These aspects are further described in a later section.

VALUE calls for:
- Focusing on students' learning of concepts and skills
- Engaging students in project-based learning with real-world connections
- Providing internship and mentorship opportunities
- Ensuring open access to honors, AP, and other high level courses
- Engaging students in self-assessment, goal setting, and progress monitoring
- Teaching in a culturally responsive manner
- Ensuring that student voice influences learning and educational practice

In accord with the **VALUE** theme, learning environments will support "**Student Ownership & Engagement**" and "**Equity & Cultural Responsiveness**". These aspects are further described in a later section.

CHALLENGE calls for:
- Providing rigorous standards-based courses of study for every student
- Integrating technology appropriately
- Utilizing standards-based systems of assessment and reporting
- Providing multiple opportunities for students to show proficiency
- Instructing in a student-centered manner
- Using frequent formative assessments of student skills and knowledge to guide instruction
- Providing every student with the opportunity to progress, advance, and experience personally challenging work

In accord with the **CHALLENGE** theme, learning environments will support "**Challenging & Meaningful Curriculum**" and "**High Expectations & Quality Instruction**". These aspects are further described below.

Impact of Educational Trends

Learning activities are becoming more varied as greater emphasis is placed on direct experience by the student. Helping students to construct knowledge in this way, rather than delivering it by lecture or textbook, is the fundamental idea linking many emerging trends in education.

The resources available for this approach to learning are diverse. Many learning opportunities are not located on the school site but hinge on providing students with connections to the community and its businesses, agencies and organizations. Involving the community in education means developing opportunities for students to learn in nontraditional settings, and for community members to utilize school facilities in pursuit of learning
As the general approach to learning is shifted toward greater hands-on, project-based experiences for learners, a number of related trends in education can be discerned.

Understanding the impacts of educational trends is an important part of planning school facilities. The following list includes educational trends that are occurring across the nation and are expected to impact educational delivery and facilities in the Lake Washington School District.
- Equity Rather than Equality
- Smaller Schools and Smaller Class Sizes
- Changing Grade Configurations
- Changing Types and Use of Space
- Matching Instruction to Learning Styles
- Personalized Learning
- Flexibility and adaptability
- Increased Use of Technology for Instruction
- Problem Based Learning/ Science, Technology, Engineering and Math (STEM)
- Increased Community Use of School Facilities
- Partnerships with Business and Community

Each of the trends identified above has implications for the design of facilities that will best support a changing educational program. Making school buildings more flexible in day-to- day use and more adaptable over time will produce the greatest long-term economy in a modernization program, as well as an environment most supportive of an evolving educational program.

Program & Facility Goals

These education specifications include high-level goals and objectives for the various educational programs in growth and replacement schools as well as goals for the facilities that support them. The core organizational philosophy is embodied in professional learning communities. Intended positive outcomes for students, faculty and the district are outlined in this section.

Program specific goals and objectives are provided for general instruction, specialized instruction, special needs, physical education/athletics, music and performing arts, learning commons, food services/commons, administration, student services, faculty/staff support and building support.

Facility specific goals and objectives are provided for community use, site, traffic flow, and materials and systems.

Assumptions, givens and additional considerations are also provided to guide the design and construction of schools in Lake Washington School District.

As district strategic plans are developed and refined, the education specifications will be updated at that time to correspond with the changes and will be implemented in the subsequent projects.

Performance Specifications by Level

Every area of the educational facility is described in this document with performance specifications for each educational level - Elementary, Middle and High School. The narratives describe key activities and relationships for all program areas in the facility, including planning assumptions, activities narrative and relationship diagrams.

These specifications will be utilized for all projects funded by the 2014 bond. The design of each project will be tested to be in alignment with the performance specifications, balanced with other project criteria such as project budget, project timeline, relevant codes, district program and operational considerations.

Overview

The Student Profile is the foundational document for accomplishing Lake Washington School District's Mission and Vision. Built on the Student Profile, the Vision 2020 Guiding Principles describe the learning environments in the District, which are required to foster every student's ability to learn the knowledge, skills, and attributes specified in the Student Profile. This Educational Vision document further develops the Guiding Principles to inform the physical design of the district's schools.

"The Educational Vision is an iterative update starting about one and a half years prior to a bond measure. The process to update the vision statement includes representative staff (principals and teachers) from schools in the current bond measure as well as representative staff from potential projects in the next bond measure. The Educational Vision begins with a visioning workshop and then follows with reviews by workshop attendees of the draft update. The information gained from the Visioning Workshop and the current bond projects becomes the basis for proposed changes to the technical specification and associated costs."

"The costs for the changes go through an approval process because of the impact to the overall program budget for a scope of proposed bond measure projects. Once the scope of projects (by level and type) is determined, cost estimates for the projects are available to create options for a proposed bond measure."

Mission

Each student will graduate prepared to lead a rewarding, responsible life as a contributing member of our community and greater society.

Vision

Every Student Future Ready: Prepared for College, Prepared for the Global Workplace, Prepared for Personal Success.

Strategic Goals

Student Profile

   The Student Profile is a summation of the knowledge, skills, and attributes that every student needs to be Future Ready. The Student Profile includes the framework for INTERDISCIPLINARY SKILLS AND ATTRIBUTES such as: Academic Thinking Skills & Strategies, Communication & Collaboration Skills, Local & Global Citizenship Skills and Personal Attributes. The Student Profile also outlines INTERDISCIPLINARY CONTENT KNOWLEDGE in the following areas: Literacy & Language, Mathematical & Scientific Reasoning, Social Studies, Information & Communication Technology, Culture & the Arts, Career Planning & Life Management.

Guiding Principles

   The Vision 2020 Guiding Principles describe the learning environments in Lake Washington School District, which are required to foster every student's ability to learn the knowledge, skills, and attributes specified in the Student Profile. The Guiding Principles are organized around the themes of Connection, Value, and Challenge for every student.

   The Student Profile and Guiding Principles are considered to be a part of this Educational Vision document.

District Profile, last 13 years	1998	2005	2011
Enrollment	24,492	24,332	24,805
% that are minority students	16.8%	24.8%	34.7%
% that receive special education services	8.5%	10.4%	12.6%
% eligible for free or reduced price meals	8.8%	11.9%	14.2%
District educational facilities/programs			
Elementary Schools		25	27
Junior High / Middle Schools		7	7
Comprehensive High Schools		4	4
Alternative High School		1	1
Elementary & Secondary Choice Schools		6	11
Languages spoken by students in the District		41	

Regional Learning Communities

   The District is organized into four regional Learning Communities comprised of elementary, middle and choice schools that are associated with the four major high schools; Eastlake, Juanita, Lake Washington and Redmond. This structure provides consistent learning experiences and support for students as they progress through their primary and secondary years in the District. The design of elementary, middle and high school buildings share common learning setting characteristics to support a consistent continuum of learning.

Development

   The Educational Vision for Lake Washington School District was developed through a collaborative process that included input from a variety of contributors including teachers, principals, and District staff as well as information from the Educational Vision in prior phases of the Modernization Program and research on current educational trends.

The Educational Vision is crafted with an understanding of where the district is now and framed by Assumptions and Givens included on the following pages. The Educational Vision is expanded through an understanding of national Trends in Education and possible futures for the district. Finally, the Educational Vision is refined by bringing this information together and applying it to the specific goals and needs of district educational programs and facilities. All educational facilities in the district should strive to meet this Educational Vision.

Vision Update

We are grateful for the talents and insights of the diverse group of people who contributed to this update of the Educational Vision. Through interviews and workshop activities we have collected lessons learned during the last 14 years of the Capital Facilities Program and taken a look into the potential future of teaching and learning in the Lake Washington School District. The following is a list of contributors:

Contributors

Susan Allison	Teacher	Keller Elementary
Sally Askman	Director of Technology	Resource Center
Wendy Baker	Teacher	Alcott Elementary
Alicia Balle	Teacher	Lake Washington HS
Tobias Brenner	Principal	Frost Elementary
Brian Burdon	Teacher	Evergreen MS
Sean Cassidy	Principal	Evergreen MS
Lis Christiansen	Teacher	Lake Washington HS
Dale Cote	Director of School Support/JLC	Resource Center
George Crowder	AD Representative	Lake Washington HS
Kristian Dahl	Teacher	Juanita HS
Sandy Dennehy	Principal	Kirk Elementary
Steve Dougherty	MS PE Representative	Evergreen MS
Janene Fogard	Deputy Superintendent	Resource Center
Ashleigh Hasslinger	Teacher	Juanita HS
Melissa Headrick	Teacher	Wilder Elementary
Jon Holmen	Director of School Support/RLC	Resource Center
Joe Joss	Principal	Kamiakin MS
Sandy Klein	Principal	Mead Elementary
david Larson	Director of School Support/LWLC	Resource Center
Lindy Leifer	Teacher	Kirk Elementary
Ken Lyon	Director of School Support/ELC	Resource Center
Matt Manobianco	Assist. Supt. of Student & Prof. Learning Svcs.	Resource Center
Kirsten McArdle	Principal	Rockwell Elementary
Forrest Miller	Director Support Services	Support Services
Chris Moe	HS PE Representative	Lake Washington HS
Gary Moed	Principal	Juanita HS
Matt Palmer	Technology Projects Coordinator	Resource Center
Kelly Pease	Director of Intervention Programs	Resource Center
Dan Phelan	Director of Accelerated Programs & CTE	Resource Center

Traci Pierce	Superintendent	Resource Center
Sarah Poulin	Teacher	Frost Elementary
Steve Roetcisoender	Principal	Wilder Elementary
Melora Rouse	Teacher	Wilder Elementary
Anne Sandbo	Elementary Library Representative	Einstein Elementary
Victor Scarpelli	Principal	Finn Hill Middle School
Mary Schroeder	Teacher	Rush Elementary
Heather Sinclair	Assist. Supt. of Student & School Sup. Svcs.	Resource Center
Wynn Spaulding	Assoc. Director of Special Education	Resource Center
Kimo Spray	Principal	Alcott Elementary
Jason Steele	Teacher	Finn Hill Middle School
Jessie Sterling	Teacher	Mead Elementary
Linda Stevens	Director of Curriculum & Assessment	Resource Center
Brad Stolz	Principal & District Athletics Rep.	Rush Elementary
Tim Stonich	Principal	Keller Elementary
Christina Thomas	Principal	Lake Washington HS
Paul Vine	Director Special Services	Resource Center
Jamie Warner	Principal	Smith Elementary
Denise Waters	Teacher	Rockwell Elementary
Briana Woodworth	Teacher	Smith Elementary
Kristi Young	Teacher	Kamiakin MS

Guiding Principles (further description)

The Vision 2020 Guiding Principles describe the learning environments in Lake Washington School District, which are required to foster every student's ability to learn the knowledge, skills, and attributes specified in the Student Profile. The Guiding Principles are organized around the themes of Connection, Value, and Challenge for every student.

In the course of updating the Educational Vision a workshop was conducted that explored the implications of the Guiding Principles on future facility design, some of the workshop outcomes are included below under the six aspects of the Guiding Principle themes.

CONNECTION calls for:
- Offering interdisciplinary courses of study
- Integrating curriculum
- Articulating a K-12 course of study
- Differentiating instruction
- Providing individual attention to students
- Providing choices for students
- Using information and data about student performance to make instructional decisions
- Providing e-learning opportunities
- Providing regular opportunities for students to collaborate with peers and adults around meaningful work

In accord with the **CONNECTION** theme, learning environments will support "**Interconnected Learning Experiences**" and "**Personalization & Individual Attention**". These aspects are further described below.

Interconnected Learning Experiences: Students learn best when programs of study are integrated and interconnected and when learning builds upon previous learning experiences.
Workshop Input:
- Spaces in the school are interconnected – inside, outside, to the local community and globally
- Classrooms are open to shared spaces and technologically connected to all classes in the learning suite
- The design facilitates flexible grouping to collaborate or conduct small group instruction
- The design facilitates easy supervision and staff collaboration
- There is common work space for teacher collaboration with easy access to other classrooms, teachers, resources
- Staff collaboration areas are outfitted with information display; an info center about students' needs.
- Multiple departments will be located within the same area of the building
- There are no stand alone subjects
- Incorporate STEM education principles at all grade levels – develop Signature Programs in middle and high school
- Students make connections between subjects with ease
- Teachers share curriculum ideas across classrooms and more importantly, across all grade levels to integrate learning experiences
- Common grade level learning areas serve cross-content needs
- Learning communities create memorable shared experiences
- Specialists, and special services, are central and part of learning suites and learning communities

- Technology to expand beyond classroom walls – libraries have always done this
- Classroom design matches curriculum expectations. Technology is thoughtfully infused into classroom so it is part of, not added on.
- Online collaboration: open the world to students using a variety of technologies (Twitter, Pinterest, Facebook, Skype with professionals)

Personalization & Individual Attention: *Students learn best when they are known well by adults in the school, and when the instruction and support they receive meets their specific needs as learners and individuals.*
Workshop Input:
- Adults know kids
- Students should feel that adults in their school care about them; and that staff care about each other
- Teacher is the facilitator of learning as opposed to director of learning
- Growth of electronic instruction as an aid to diversifying approaches to learning
- Provide opportunities for online learning and subsequent class discussions
- Provide Intervention classes – differentiation; diagnosis; monitor and adjust
- Provide spaces adapt to student needs – support their feeling of being an individual
- Flexible grouping with a floor plan that accommodates that. Not "closed" pods.
- Space to learn, space to collaborate, space to meet small/large group.
- Space for whole group work; small group; individual; multi-class
- Connected environments that support organic movement
- Pacing, diagnosis, rapid adjustment – diversification
- Provide places and time for personal reflection
- Support a variety of learning styles and reasoning
- Settings are developmentally appropriate: foster/caring at elementary, wiggle at MS, social downtime at HS

VALUE calls for:
- Focusing on students' learning of concepts and skills
- Engaging students in project-based learning with real-world connections
- Providing internship and mentorship opportunities
- Ensuring open access to honors, AP, and other high level courses
- Engaging students in self-assessment, goal setting, and progress monitoring
- Teaching in a culturally responsive manner
- Ensuring that student voice influences learning and educational practice

In accord with the **VALUE** theme, learning environments will support "**Student Ownership & Engagement**" and "**Equity & Cultural Responsiveness**". These aspects are further described below.

Student Ownership & Engagement: *Students learn best when they are actively engaged in authentic learning, when work is personally relevant, and when both teachers and students are able to articulate what students are learning, why it is important, and how students are progressing in their learning.*
Workshop Input:
- Culture of schools should be about sharing work, displaying students' work with pride
- Design walls, writeable surfaces and touch screens should be part of the school/structure
- Bring the real world inside – partnership with businesses, schools, etc.

- With virtual field trips students learn, then share – kids become teachers
- Incorporate project-based learning to build, engineer and fabricate
- Production areas – supporting authentic learning, actual tangible outcomes
- Provide spaces for collaboration and showcasing
- Through team work students learn responsibility to self and others' learning
- Incorporate art work that reflects individual school, i.e. Wilder Wolves, Redmond "Tree" House feel
- Students collect and retain completed work to own a progression of learning
- Student progress and goals are individualized over time and easily accessed by students
- Students have individual spaces to learn and to work in private. Spaces can also be used for private tutorials.
- Space facilitates a variety of teaching and learning approaches
- Space is not limiting, doesn't define or prevent structures
- Provide a variety of tech work spaces, labs, community connections, and career-centered spaces

Equity & Cultural Responsiveness: *Students learn best in a culturally responsive environment that is equitable, honors diversity, promotes democratic ideals and good citizenship, and where mutual respect exists between and among students and staff.*

Workshop Input:

- Students (representing a diversity of cultures) should see themselves reflected in the learning environment – in art, in photos, in instructional materials
- Incorporate programs that celebrate diversity around school
- Incorporate and relate cultural history to present day issues
- Allow for family engagement with their students' experiences in the school, support multilingual communication
- Support multiple languages throughout the curriculum and learning settings around the school
- Learning should represent multi-cultural aspects of current issues and the curriculum

CHALLENGE calls for:

- Providing rigorous standards-based courses of study for every student
- Integrating technology appropriately
- Utilizing standards-based systems of assessment and reporting
- Providing multiple opportunities for students to show proficiency
- Instructing in a student-centered manner
- Using frequent formative assessments of student skills and knowledge to guide instruction
- Providing every student with the opportunity to progress, advance, and experience personally challenging work

In accord with the **CHALLENGE** theme, learning environments will support "**Challenging & Meaningful Curriculum**" and "**High Expectations & Quality Instruction**". These aspects are further described below.

Challenging & Meaningful Curriculum: *Students learn best when curriculum is rigorous, relevant, specifies standards for both content and student performance, and when those content and performance standards are made explicit to students*

Workshop Input:

- Change management: A culture of change will help manage the new ways of offering challenging and meaningful learning experiences for students
- Curriculum and learning activities must be challenging to kids
- Learning targets are visible and easily articulated in kid language
- Provide Learning Targets that relate to real world projects/experiences to enhance meaning.
- Problem-based learning challenges students to understand the dimensions of a problem and search for the resources to work toward a solution, define a reasonable means to test their idea and demonstrate that their idea works
- Classrooms have the tools and curriculum immediately accessible to allow for individual and collaborative work.
- Performance: –Students must demonstrate their learning in different ways. Spaces need to support a variety of ways students can demonstrate their proficiency with the curriculum.
- Easily accessible and usable equipment for technology resources
- Curriculum is embedded in and delivered through technology now. This provides the opportunity to integrate curriculum across disciplines more fluidly.
- Structure of the curriculum and the modes of instruction need to keep up with flexibility and adaptability of the facility

High Expectations & Quality Instruction: *Students learn best in an environment where the prevailing belief is that intelligence, talent, and ability is created by effort, where adults expect every student to succeed with effort, and where high quality instruction reflects educational best practice and results in student performance.*

Workshop Results:

- Provide time for professional learning
- Continual improvement of assessments give teachers better diagnosis and ability to respond with appropriate challenges to students
- Virtual field trips and multimedia instructional materials engage students in more immersive and tangible ways.
- Be mindful that as we use technology, we still need to unplug and do
- Learning settings reflect our expectations for the student experience. They should include presentation station, collaborative space, areas to practice, perform and demonstrate their learning.
- Facility and grounds should inspire wonder, creativity and innovation

Educational Trends

Understanding the impacts of educational trends is an important part of planning school facilities. The following list includes educational trends that are occurring across the nation and are expected to impact educational delivery and facilities in the Lake Washington School District.

Equity Rather Than Equality

Current planning strategies are moving away from providing "equality" in the form of identical programs and facilities in all schools toward providing "equity" between schools, so that each school has the required facilities to meet their specific programs.

- Identical schools do not equate to equal opportunities for students
- Students function best in different environments according to their talents, abilities and needs
- There is a greater variety of educational options for parents and students to choose from, such as charter schools and magnet/choice schools

Smaller Schools and Smaller Class Sizes

A growing body of research indicates that small schools are better at improving academic achievement and graduation rates. This results in a trend toward overall reduction of school size and organization of larger schools into houses or a 'school within a school' model.

- Increase in student involvement
- Opportunity to know students individually and for students to bond
- Provides a safer environment

There is also a continued interest in reducing class sizes.

- National average teacher-pupil ratio may decrease in next decade
- Requires more teachers and possibly more classrooms
- Decreases student capacity of existing buildings

Changing Grade Configurations

Traditional grade groupings are being reconsidered due to a variety of influences. Research has indicated that school transitions have a negative effect on learning, resulting in broader grade spans in some areas.

- Increased use of K-8 and K-12 models

Conversely, more limited grade spans are also being implemented, as a result of standards-based reform and new graduation requirements.

- Division of K-6 into separate primary and intermediate schools

In 2012 the District changed to a K-5 model for elementary schools and middle schools that serve grades 6-8. The high schools were expanded to include 9-12 grades.

Changing Types and Use of Space

Typical classrooms are being replaced by specialized labs, project areas, and shared instructional areas, providing holistic learning in a multipurpose environment.

- Increase in shared school facilities (community and business use)
- More "stuff" in classrooms (computers, students, materials)

- Increased use of visual presentations (multimedia, teacher and student display, whole class critique, work in progress area)
- Performance assessment (need space for large work, hands-on work, storage for work in progress, and multiple sinks for clean up)
- Increased emphasis on work done in small groups of students, requiring classrooms to change from one mode of activity (instruction) to another (small group) and perhaps another (presentation) rapidly.

Matching Instruction to Learning Styles

Students are increasingly grouped by learning style rather than just by age or to balance classroom sizes for teachers.

- Grouping students based on differentiation
- Different types of learning environments in one facility
- Different types of facilities

Teachers are collaborating more frequently and working in cross-discipline teams, requiring classrooms that have the potential to be combined and areas in which to plan together.

- Spaces need to promote staff/adult learning
- More cooperative learning spaces
- Common planning areas for teachers across disciplines (e.g. learning committees)
- Teaming (by grade level)

Personalized Learning

There has been a shift from teacher-centered instruction to more pupil-centered learning.

- Experiential, project-based learning, involving hands-on, real-world experience
- Performance-based learning (all levels, culminating exhibitions, "show what you know")
- Integrated learning
- Variety of learning environments to accommodate different learning styles
- Individualized instruction (one-on-one)
- Increasing student access to real-time feedback on lessons, project development and collaborative activities.

Increased Use of Technology for Instructional Delivery

Learning to use technology, and using technology to learn, will become integrated into all aspects of the curriculum. This will change the way students learn and the way faculty teach, requiring spaces that are flexible and systems that can be adapted over time.

- Revolutionized methods of acquiring and producing information
- Use of technology as a tool to control education costs through distance education, on-line curriculum and virtual learning and for educational delivery within the school (teacher/ computer combinations)
- Use of technology to accommodate teacher/skill shortages
- Increasing dependence on technology, including more technology use within the classroom
- Increasing parent-student access to assignments, grades, attendance, records
- At the secondary level students are assigned their own netbook with on-line access or wireless tablet. Increasing likelihood for elementary students to have similar age-appropriate resources.
- Increased access to curriculum and supporting tutorials through digital media, real-time, at home and in school.

- Students study instructive lessons at home and come to school to do related activities with the teacher more as a guide, and less as a lecturer.

Problem-Based Learning/Science, Technology, Engineering & Math (STEM)

Problem-based learning and STEM curriculum are generating a great deal of interest and development in education. STEM is largely based on the need for more graduates to enter the related fields to support our economy, but the principles of STEM education have benefits that can be enjoyed across the entire curriculum and serve to integrate it.

Like the scientific method, or the creative process, it begins with an ill-defined problem. Students are challenged to define the core issues from the start, and that begins the engagement. It is an iterative process with the following stages:

- Define the problem
- Research dimensions of the problem (draw on diverse resources)
- Generate/create an idea of a solution (working individually or as a team)
- Develop/refine and test the idea (in collaboration with peers and outside experts)
- Demonstrate & critique (again with peers and outside experts)
- "Back to the drawings board" with a better understanding of the problem and a deeper passion for finding a solution.

Students and teachers draw on resources and experts from the community or across the globe. Students are engaged with real-world problems and find meaning and relevance in taking charge of their learning as they work toward a solution. They test their work and hold it up to critique by their peers and professionals. A diversity of settings aids in supporting all stages of the process.

- Classrooms are the settings for engaging the dimensions of a problem and how it might relate to humanities and societal needs, giving context to the problem and generating ideas with collegues;
- Labs and studios are the settings for testing ideas,
- Fabrication spaces are for building models,
- In shared instruction areas students demonstrate their work and receive critique.
- All of these space elements are part of an integrated Learning Suite that holds the resources to complete the stages of Problem-based learning. It can serve a STEM emphasis or artistic/creative endeavors as well.

Increased Community Use of School Facilities

There is increasing interest in bringing the community into schools to utilize equipment and facilities and in extending learning activities for students into the community. This has resulted in increased movement of students between the school and the community and the need for buildings that can be independently secured.

- School as a community hub (new version of the 'town square') and as a community center for lifelong learning
- Increased use of school facilities during non-school hours
- Potential for blending learning space with housing or commercial space
- Social services available for community in school facilities (health clinic, classes, etc.)
- Greater usage will increase the emphasis on durable materials and equipment, easily maintainable and replaceable building systems and energy efficiency and life-cycle costing

Partnerships with Business and Community

Schools are increasingly utilizing the facilities and resources available from local businesses and communities to augment students' educational experiences.

- Increased student learning off campus at community and business venues
- Private businesses may run programs within the school
- Closer ties between high schools and community colleges
- Increased parental involvement and greater need for parent/grandparent support
- Community-based learning, including school-to-career internships

Diminishing Resources

School development is more often occurring in an environment of diminishing resources.

- State funding may not always be available
- Continued environment of unfunded mandates is expected
- Reduction in capital and general budgets for education
- Increase in operation and maintenance costs
- Competing resources

Emphasis on Sustainable, High Performance Facilities

Sustainable building includes design and construction practices that significantly reduce or eliminate the negative impact of buildings on the environment and occupants.

- Environmental site planning
- Safeguarding water and water efficiency
- Energy efficiency and renewable energy
- Conservation of materials and resources
- Indoor environmental quality
- Benefits of sustainable, high-performance buildings
  - Environmental: reduce impacts of natural resource consumption
  - Health and safety: enhance occupant comfort and health
  - Community: improve quality of educational experience, through improved air quality, better acoustics and increased access to natural light
  - 20-26% faster learning rate in well daylit classrooms and 7% faster learning rate in classrooms with operable windows (Heschong Mahone Daylighting Study)
- Washington State Sustainable Schools Program
  - Examines impacts of resource efficient techniques on K-12 construction and addresses aspects of high performance schools
  - Areas of interest include: water and energy efficiency, site planning, materials, and indoor environmental quality
- National Best Practices for High Performance Schools

Special Needs Education

- Continuing increase in identification of special needs population
- Increased diversity of learning levels (advanced placement, special needs)
- Specialization, such as different levels of high school diplomas

Physical Fitness Emphasis
- Health and fitness centers at school facilities
- Schools designed to support healthy lifestyles for students and adults (exercise, healthy food)

Library
- Increased use of on-line databases
- Increased collaboration between teachers and librarian/media specialist
- Increased collaboration between groups of students
- Library access from all classrooms
- Integration of print materials and on-line databases
- Print and non-print materials in same location
- College courses and credit in the high school
- Greater need for social/emotional support for students
- Expanding teacher role, to include social skills and emotional behavior

Assumptions & Givens

Assumptions

- Demographics will change
- State funding may not always be available
- Continued environment of unfunded mandates
- Educational trends will evolve
- Special needs population is growing
- Technology will change
- Specialized programs will continue to grow
- The school district will be competing for resources in a global economy
- The district will continue to focus on team, project and demonstration-based education
- This Education Vision is an eight-year document, which will be revised again in 2021

Givens

- Program equity will be maintained
- Schools will reflect individual communities, context and cultures

Educational Program Goals

The following pages describe program goals and objectives for primary and secondary education in the Lake Washington School District. As District strategic plans are developed and refined, the education specifications will be updated to correspond with the changes and implemented on subsequent projects.

Professional Learning Communities

Professional learning communities are a significant direction for the Lake Washington School District, and encompass many recent trends in education. It is a way to facilitate the move toward a richer, learning-centered environment. Learning communities are linked groupings of classes that enroll a common cohort of students and are organized around an interdisciplinary theme. Curriculum is restructured to link courses together, so that students have greater coherence in what they are learning and increased interaction with faculty and fellow students.

To support each professional learning community the school facility should provide collections of diverse physical settings that, depending on grade level, may include classrooms, labs, shared instruction areas, specialized learning labs, conference rooms and shared teacher planning areas. This collection of settings is called a *Learning Suite*.

Learning communities are a delivery system and a structure for the practice of collaborative education, encouraging continuity and integration in the curriculum. They engage in interdisciplinary, active learning. Faculty development occurs through co-planning and team-teaching across disciplinary boundaries. Faculty teams co-plan the coordinated study around an over-arching theme, or around related content/skills subjects. Generally, faculty members teach only within their learning community. Scheduling class time becomes quite flexible, including opportunities for large blocks of time for discussions, field trips, and workshops. The curriculum includes frequent use of synergetic learning and student projects.

The implementation of learning communities can result in positive outcomes for students, faculty and the district.
- Student outcomes
  - Student retention, achievement, involvement, and motivation
  - Increased time on-task, both in and out of class
  - Promote active learning, teamwork skills, and student leadership
  - Increase the success rate for under-represented students
  - Degree completion
- Faculty outcomes
  - Faculty development, including expanded teaching approaches, revised course content, and new scholarly interests
  - Faculty mentoring
  - Increased experimentation within curriculum and faculty engagement with students
  - Increased staff collaboration
- District outcomes
  - Learning communities as research and development sites for curriculum development, and the strengthening of teaching and learning

- Increased sense of community within the district
- Promote meaningful collaboration between faculty and staff, faculty and central office
- Promote a culture of assessment, of learning about student learning

General Instruction

- Offer opportunities for learning in the way each school facility and site is organized and designed
- Provide a variety (size and character) of spaces, with soft supervision, for learning activities, including spaces for small groups of 5 to 6, large groups of 60 to 90 and regular classrooms for 25 to 30
  - Accommodate messy or noisy work, or quieter work in a comfortable environment
  - Stimulate both physical and mental exploration
  - Provide flexibility to support different teaching styles
  - Provide sufficient area to accommodate a variety of information-access technologies
  - Develop spaces to simulate related work environments that will support school-to-career transition, where appropriate
- Labs that accommodate hands-on, project-based learning should be located near spaces that support more traditional learning activities
- General instruction activities can occur in more specialized learning settings, but the particular needs of specialized programs cannot be met in general instruction areas.
- Allow teachers to plan and teach together when desired and provide separate spaces for planning and group work that requires acoustic privacy
- Accommodate increasing numbers of students who will move from area to area as part of their daily activities
- Provide an associated outdoor space for learning settings at the primary level, allowing opportunities for movement and kinesthetic exploration
- Develop large volume spaces (gymnasium, commons, etc.) to support a wide variety of activities in addition to their major purpose (physical education, dining, etc.), including provision of sufficient storage, segregation for different users, and materials and finishes that can withstand a variety of uses
- Provide easily accessible storage in both classrooms and other learning spaces
- Provide long- term storage for less-frequently used or shared items in order to free up space in classrooms and other learning spaces.
- Provide access to telephone in each classroom and near other learning spaces for faculty
- Plan for programs that may form partnerships with a school in the future with an adaptable building plan that can be expanded or reconfigured in the future
- Organize learning settings so that security zones can be established, allowing community access to shared spaces while maintaining security for student work
- Zone building systems and amenities to maximize security, energy and utility efficiency.

Specialized Instruction
Science

- Enable science education to occur in a variety of settings: the learning suite, the studio or classroom and appropriate outdoor ecology study areas.
- Provide a setting for more complex hands-on projects in secondary level science classrooms, including work space for equipment and technology necessary to observe and analyze data.

Technology
- Electronic computing and telecommunications support should be available to students and teachers in all areas of the learning suite.
- In classroom settings, labs and shared locations within the learning suites provide multiple open wall surfaces for projecting interactive media that supports dynamic instruction, student presentation/demonstration and collaborative work in multiple small groups.
- Facilities should provide appropriate infrastructure to support instructional technology.

Specialized Learning Labs (Middle and High School)
- Provide the Learning Suites with spaces that are larger and equipped with more specialized tools than the general instructional spaces for project-oriented work
- Curriculum areas supported by Learning Labs range from science and technology to business education and life-skills
- Although specialized to support these areas, each lab must be adaptable to changing uses and levels of student interest in the subject area served; information, communication, and building systems should be accessible and easily reconfigured to change the use of a particular lab space from physics, for example, to general science or technology
- Specialized studio labs for visual arts and technical and professional training should be related to one another and to work spaces of music and drama/theater programs
- Students working in the arts cluster should have access to studio space for messy work and separate spaces that support digital technology

Special Needs
- There are a variety of Special Education programs in the District that include but are not limited to: Pre-school; ELL (English Language Learners); EBD (emotionally behaviorally disabled); and, Transition
- Accommodate special needs students in general use spaces to the extent possible, while providing flexibility for instructors to work privately with individuals or small groups
- Deliver services within the learning setting whenever practical
- Services that require specialized equipment should be accessible from learning spaces
- Provide a lab outfitted to serve students with special needs and their caregivers, including a accessible toilet and shower, a changing table, a small washer/ dryer unit, and simple kitchen facilities at the secondary levels
- Provide a resource room and an ELL classroom at all educational facilities
- (Universal design considerations apply to all learning settings, permanent and relocatable, general and specialized, including FF&E provisions.)

Physical Education/Athletics
Physical education programs develop a sense of responsibility for lifelong fitness and health, self-esteem and self-confidence in students.
- Provide programs and facilities that serve all students, to use as learning environments during both the school day and after-school activities

- Provide enclosed space for physical education activities that can be used easily and efficiently for other activities (assembly, dining, music, etc.) and by various groups (community organizations, after school care, etc.), without compromising suitability for physical education and athletics programs

Music and Performing Arts

- Provide an environment in which students can develop their musical/rhythmic intelligence, combining intuitive and rational approaches to learning
- Provide students opportunities to develop their inter- and intra-personal intelligences, working individually and in teams toward a common goal
- Support the integration of visual arts into learning activities, providing students direct work experience in a variety of media (e.g. clay, paint, paper, wood, etc.)
- Space for music instruction should be accommodate group activities that integrate sound and movement, as well as singing or instrumental music performance
- Music and performing arts instruction spaces should support both individual and group composition and performance of music and drama
- Provide means of recording dramatic and musical performances to support further creative endeavors as well as sharing and critique of student work.
- High school performance facilities
  - Accommodate a variety of audience sizes and performance types
  - Support expressive action and speech as a demonstration of learning
  - Provide experience in operating a working theater, mounting dramatic works that require a full range of technical and dramatic skills
  - Allow students to work directly with materials used in the components of building production sets, linking artistic and vocational skills (scene shop and construction lab)
- High school music facilities
  - Design major music spaces for after-hours use by community music groups, with adequate storage and zoned access
  - Provide small group spaces for practice, composition, or recording and large ensemble rooms for vocal and instrumental music
- Music and Performing Arts spaces support many large assemblies, but may not accommodate all types of assemblies

Learning Commons (Library/Media Center)

The Learning Commons should be an inviting, stimulating, information rich, warm environment, charged with an expectation of discovery. It is the symbolic "heart" of the school's academic activities and a major focus of multi-disciplinary and lifelong learning. The Learning Commons is a place for working together: students with other students, with books, with materials, with teachers and the librarian.

- Provide instruction for access and distribution of information resources
- Locate the Learning Commons in an area that is prominent and easily accessible for both students and the community
- Provide space for group instruction in research skills and the use of media,
- Accommodate project-based learning activities, particularly research, project production and documentation
- Provide flexibility of furnishings and systems

- Allow for changing proportions of book storage, research stations, small group work and large group instruction areas; as well as informal, collaborative settings as all of these areas of the library evolve over time
- The Learning Commons should be a space that is zoned separately (security and building systems) and easily accessible for community meeting space without having access to the rest of the building.

Food Services/Commons
Lake Washington School District's Food Service is a self-supporting, customer-driven organization, which provides reasonably priced nutritious meals to students.
- Menus should promote a healthy lifestyle, and attract a high rate of participation in nutritious school lunches and other programs
- Food service supports readiness to learn by nourishing students' bodies and minds
- The commons will provide a setting for a variety of important activities: performances demonstrating learning accomplished, musical/drama instruction (on the stage), student dining, large group gathering, and before/after school care and/or special interest clubs
- Commons is sized to accommodate multiple lunch periods

Administration
The primary goal of school administration is to support the education of students and to be the initial point of contact with parents and the community. Administrative spaces should "extend a warm welcome" to all visitors to the school.
- Administrative spaces should reflect the character of the school and should be functional, bright, welcoming and clearly organized
- Administrative offices should be accessible to staff, students and the public
- Reception areas for visitors should be separated from the attendance and bookkeeping office area
- Locate administrative offices to provide visual surveillance by office staff of site and building main entries
- Create vestibules and secured doors so the entrance flow directs people only into the office instead of the school
- Provide health room surveillance and supervision from administrative reception area. A workstation for an itinerant nurse should be provided.

Student Services
- Support services provided to the student population and accommodate the professional needs of providers
- Provide a convenient entry that is visually separated from the main office reception area at secondary schools.
- Service provider offices, which may be shared, should be sized to allow the service provider to meet informally with at least three other people
- Provide adequate work space and appropriate location (within student-occupied space) for specialists
- Locate counseling near administration while maintaining confidentiality

Faculty/Staff Support
It is important for teachers and staff to have a place to relax and socialize in comfort.

- The faculty/staff lounge should be easily accessible to all teachers, but protected from interruptions by students or parents. It will not be sized for meetings of the full faculty and staff.
- A shared staff workroom should be provided near the administration. In buildings with a second floor, an additional staff workroom may be provided.
- Teacher planning/work/prep rooms should provide spaces that both encourage collegial interaction, provide additional preparation space and protect teachers from disturbance while working
- Locate teacher planning areas in the learning suite

Building Support

- Provide comfortable and durable places for students to "hang out"
- Provide adequate queuing areas throughout school facilities
- Be mindful of "flow" throughout the school. Provide additional area where streams of people converge around hallway intersections and stairs in particular.
- Locate a vestibule at the main entry of all school facilities that can direct visitors immediately into the office without the option of going into the school during school hours
- Provide accessibility to bathrooms and water for teachers, students and visitors
- Zone access, security and building systems so that after hour use, by the school or community members, can utilize portions of the building without having access to other secured areas, and teachers can have after-hours access to all areas of the school
- Locate visitor parking adjacent to main building entries

Facility Goals

The following pages describe facility goals and objectives for primary and secondary education in the Lake Washington School District.

Community Use

Each school should serve as a center for the surrounding community. Buildings should respond harmoniously to context, while clearly being educational institutions set in a larger community.

- Consider community-based learning opportunities and plan for movement of students between school and community
- Plan the library (Learning Commons), commons and gym as a community centers
- Both site design and educational programs should promote ownership of the site and buildings by students and the community
- Site development and outdoor equipment should be designed to serve all community users, with emphasis on the age level and educational program of students at the facility
- Provide zoned night lighting for parking areas, pedestrian paths and buildings, to ensure public safety and promote community/school partnerships
- Plan for community use of play fields and related facilities, such as toilets and drinking fountains, during non-school hours
-

Site

The site is a part of the school's learning environment and developed to stimulate a variety of learning activities, while maintaining safety and security for students and the surrounding neighborhoods.

- Provide outdoor activity space at both primary and secondary levels
    - Create opportunities for students to experience the natural environment as a meaningful, entertaining and inspiring part of the school experience
    - Create a variety of landscape types that satisfy a range of needs, skills, development stages, and ability levels
    - Create outdoor spaces for a variety of activities that support and enhance learning, including team sports, ecosystem studies, motor skill development, and safe "non- programmed" play (creative and flexible)
    - Provide teachable opportunities and signage
- Provide for appropriate play area supervision
- Exterior spaces should be easily visible for security
- Provide event parking on site to the greatest extent feasible
- Provide athletic facilities to meet exterior field needs, including all-weather synthetic fields where appropriate
- Provide eco-lawn and easily maintainable grounds
- Allow for additional sidewalks to be added where students really walk
- Reuse existing equipment and areas that are functioning well when possible
- Allow planned areas for potential community projects
- Separate on site circulation to provide separate bus and car student drop-off
-

Traffic Flow

Student safety is the priority for all traffic flow on school sites.

- Provide separation of circulation paths for pedestrians and vehicles
- Provide separation of bus and automobile passenger loading/off-loading zones
- Provide separation of parking areas from bus circulation and loading zones
- Staff parking can be separate from automobile passenger loading/off-loading and visitor parking
- Provide an access path separate from bus, automobiles and community areas for pedestrians and bicyclists
- Regular and special education buses are to utilize the same path of travel on site
- Provide a raised and striped crosswalk when a pedestrian path crosses vehicular circulation
- Site circulation paths should be clearly marked and easily understood by users
- Daily visitor parking should be accommodated in a parking area near the school's front or public entry
- Provide event parking on-site
- Vehicular access to the play fields must be controlled and only authorized vehicles should be allowed to drive off of hard surfaces, to prevent damage to play fields
- The administrative offices should have clear visual surveillance of the entire parking, loading, and automobile circulation area
- Provide roadway widths in loading areas that allow a moving vehicle to safely pass one that is stopped/parked
- Protection from inclement weather is desirable for passenger loading areas, especially ones designated for handicapped/disabled use
- Service vehicle parking and deliveries should be in a dedicated area and should not interfere with other site parking areas
- Zoned site lighting of parking areas and buildings should provide safe access to and from the building

Materials and Systems

- Use high quality, durable materials that are durable, easy to maintain and vandal-resistant
- Construct buildings that are flexible, adaptable and convertible
- Provide adaptable building structure and systems to accommodate changing educational programs
- Provide adaptable building systems (structural, architectural, mechanical, electrical, and data) to serve changing demands of the educational program and learning technologies
- Provide appropriate and controllable natural light and ventilation in all occupied spaces
- Design natural lighting to not interfere with projected instructional materials and to not result in thermal gain
- Consider ecological sustainability in the selection of materials and systems; both manufacturing and operations impacts
- Electrical and data outlets should be placed appropriately in all rooms (not just along the walls) in alignment with District technology and facility standards
- Install chemistry infrastructure (plumbing, gas) to all science labs to adapt to chemistry or physics in the future
- Create an easily identifiable main entry from both the site entry and the main parking area; provide clearly marked secondary entries for community users where appropriate (gymnasium, theater, library)
- Provide acoustic separation from loud or disruptive activities, without compromising the ability to connect spaces for large-group use
- Provide means to darken rooms to better accommodate projector/video/computer use
- Provide exterior lighting for buildings and sites to enhance safety and wayfinding for the public

- Provide extra capacity in cabling conduits to allow future additions to information-access technology (at least 25% additional)
- Roofs are to be inaccessible for persons other than District maintenance staff or contractors
- Provide for recycling of paper, glass, aluminum, and other wastes with value
- Dining environments should be conducive to both good behavior and relaxation in preparation for learning
- Lobbies, galleries, and corridors should provide display space and surfaces for student work by accepting fasteners (tacks, staples), providing adjustable lighting and power outlets, and allowing lightweight work to be suspended from the ceiling
- Design facilities to maintain good indoor air quality (IAQ)
- Plan for safe student traffic patterns throughout the site and facility
- A vestibule should be located at the main entry of all school facilities (entrance hall between the outer door and the interior of the building)
- Wayfinding systems will assist intuitive navigation of buildings
- Site and building systems will be highlighted and signed to provide teachable opportunities thoroughout the facility

Assumptions and Givens

Assumptions

- Buildings need to be flexible, adaptable and convertible
- Codes and regulations will continue to change
- First cost decisions affect operating costs and resources
- For Replacement projects some furniture and equipment will be retained and moved to the new building
- For Replacement projects some built-in and mobile instructional technology equipment will be retained and reinstalled/moved to the new building

Givens

- Buildings and sites will be masterplanned
- Portables will be masterplanned into all projects to allow for potential changes in demographics
- Building solutions will be code compliant
- Buildings will be constructed within budget
- Building infrastructure will have a life-span of 55 to 75 years; systems and materials should be able to be upgraded or replaced multiple times over the life of the building
- Buildings will be designed with an understanding of the resource impact, the cost of operation and maintaining, system upgrades, and ownership (i.e. total cost of ownership)
- Safety will be paramount during construction of new replacement buildings adjacent to existing schools
- Future portables will be master planned with the builidng/site design: Up to 4 portables at elementary schools, 6 at middle schools, 8 at high schools

Additional Considerations

- Gathering spaces for food service, athletic and theatrical events can serve as large group presentation spaces, but will not necessarily serve as all-school assembly spaces

Introduction

The following narratives and diagrams constitute the performance specifications for elementary schools. They describe key activities and relationships for all program disciplines in the facility, including planning assumptions, activities narrative and relationship diagrams. The design of each project will be tested to be in alignment with the performance specifications, balanced with other project criteria such as project budget, project timeline, relevant codes, district program and operational considerations.

They are organized into the following disciplines:

- Core Instruction
  - Learning Suites: Learning Settings and Shared Learning Areas
  - Instructional Technology
  - Small Group Rooms
  - Kindergarten
  - Preschool
- Specialized Learning
  - Art and Science Education
  - Music and Performing Arts
  - Resource Rooms
- Physical Education
- Learning Commons (Library/Media Center)
- Food Service/Commons
  - After School Care Program
- Administration
- Student Services
- Faculty/Staff Support
- Building Support
- Outdoor Amenities
- Vehicular Traffic

Elementary School Planning Assumptions

Overall planning assumptions for elementary schools include:

- Elementary School student population will include Kindergarten through Fifth grade.
- Pre-school programs will be located at selected elementary campus sites.
- Provide a continuum of educational settings and relationships of spaces from elementary through high school encouraging individual and collaborative, creative and project-based learning.
- There are two capacity models for elementary schools in the District, 450 student model with 19 teaching stations and a 550 model with 24 teaching stations. The primary difference between the two models are the number of Learning Suites.
- Each elementary school project should include room on the site and utility provisions for four portables to accommodate future enrollment growth. The grouping of portables should have easy access to restrooms and other common amenities in the school. Core facilities such as Commons, Learning Commons and athletic facilities should be sized to accommodate added enrollment in portables.

Core Instruction

Planning Assumptions

- Project-based learning, with students working in teams of two to six, will continue to increase as a major learning activity.
- Teachers will be working together in a variety of ways, while the use of parent volunteers and other adult aides will increase.
- There will continue to be an increasing use of technology in learning activities and greater need for students and teachers to access information. The District is transitioning to the use of portable computing devices for students in lieu of fixed computer stations and computer labs.
- More learning activities will take place off-site, making use of opportunities for learning in the community.

Activities Narrative

Learning Suites: Learning Settings and Shared Learning Areas

Learning settings must accommodate a wide variety of activities, ranging from individuals working alone to large and small groups working on projects over a span of several weeks. Activities include:

- Instruction of larger groups of students, team instruction with multiple classes of students
- Work with math, science, and art materials and manipulatives (wet and dry media)
- Presentations by teacher and students, singly or in groups
- Information access and manipulation by computer and portable or handheld devices
- Work at desk or table by individual or small group
- Project work in shared learning space
- Teacher planning, singly or in teams
- Planning and preparation for work or projects off-site

Because activities taking place in Learning Settings and the sizes of groups participating are so varied, a high degree of spatial flexibility within each space will be required to produce a supportive environment. Areas for small groups to meet and work will be important, including alcoves within larger rooms. Floor materials should be comfortable, durable and easy to clean. Furniture should be easily movable by students, allowing reconfiguration of the space with minimal effort. The walls of the Learning Settings should easily accept tacks or staples for display. Ceilings in these spaces should be a minimum of nine feet high, to help dispel feelings of crowding when many students are using the space and to enhance natural light and air distribution. Fresh air and daylight are important support elements. Learning Settings should have operable windows and means to control daylight.

Teachers and students value the opportunity to interact with others by either opening a wall or door separating adjacent learning settings or using shared common space. Doors and moveable walls should be located to accommodate efficient traffic patterns and usable wall space for teaching and display. Acoustic separation between adjacent spaces is essential for learning settings to function successfully.

Shared Learning Areas should have adequate storage and work space to accommodate project work. These areas should be separated from circulation paths, so activities in the space are not disturbed. Shared Learning Areas provide additional space for art activities that are too large or messy for typical learning settings. Additionally, shared spaces allow for collaboration between teachers and students in different general spaces of the same cluster. Shared Learning Areas should support art and science activities using wet and dry media that do not produce dust, which is harmful to electronic equipment. Opportunities for integration of performing and visual arts activities should be pursued in these spaces.

Instructional Technology
The current District approach to technology in the elementary school learning environment is to provide mobile computers for student use at a 3:1 ratio (3 students per computer) at the Kindergarten-Grade 2 level and 2:1 ratio for Grades 3-5. In addition, each Learning Setting will have a computer station with DVD drive dedicated to a centrally mounted digital projector, digital document camera, voice-assist speaker system, and an interactive display surface (i.e. ACTIVboard or wall surface system and interactive feedback devices for the interactive display). Learning Settings will also have a computer for teacher use. At the current ratio of students to computers, eight student machines could be placed in the Shared Learning Area for use by all students within the Learning Suite, with three to six additional student machines in each Learning Setting. Provide sufficient data and power outlets and wireless connectivity to allow flexibility in the location of these devices. These guidelines should be confirmed at the beginning of design and through the course of development of each project to accommodate changes in technology.

Small Group Rooms
Small group rooms associated with each Learning Suite provide space for individuals or groups to work outside of the Learning Setting. These areas can be used in a variety of ways, including:
- Three to eight students working on a project together
- Peer tutoring or work with instructional aide, either in groups or individually
- Teacher planning or meeting with parents or other adults
- Setting up a production center with printer, copier, scanner, binder, etc.
- Counseling or special services activities with students

Each Learning Suite should have one small group meeting area and it should be visually connected, but acoustically separated from other areas in the Learning Suite.

Kindergarten
The Kindergarten Learning Setting differs from a typical elementary learning setting in two significant ways: two groups of students use the same space, because many kindergarten students attend school half-time, and kindergarten students are the youngest and usually the smallest children in the student population. Consequently, storage for student supplies must be double in number, serving 60 students, although storage for coats, boots, and backpacks need only serve 30 students. Counters, mounting of soap and towel dispensers, tables, and other furnishings should be carefully sized and located for kindergarten use. The trend is toward more full-day kindergarten, with all-day kindergarten being mandated in the future.

A continuum of similar type learning spaces is encouraged from the Kindergarten/Elementary through High School grade levels. A Shared Learning Area or common space is incorporated into the grade 1-5 Learning Suites A Shared Learning Area for Kindergarten is an Additional Program Element that may be included based on the needs of each individual school. See Additional Program Elements in the Appendix. This space would function similar to the Shared Instruction Area for the other elementary Learning Suites in providing an easily accessible and flexible learning environment outside the typical learning setting.

In most respects, other than storage needs and physical size, kindergarten students do much the same sorts of activities as the other students: physical education, music, library, and computer-based activities. Because they stay at school for either a half-day or a full day, not all will participate in the school lunch program, although this could change over time if more of the program were to become a full-day kindergarten in response to the needs of working parents or legislative changes.

Preschool
Preschool programs are currently located at select schools within the District. It is difficult to plan a preschool at every facility, and it is undetermined at this time where future preschool programs will be located. Additional preschools as part of elementary school projects will be determined on a project-by-project basis. See Additional Program Elements in the Appendix.

Core Instruction Relationships
- Each Learning Setting should have access to nearby spaces of varying sizes, so groups of various sizes can be accommodated.
- Each Learning Setting should have direct access to shared learning space, allowing a variety of activities to take place simultaneously.
- Each Shared Learning Area should have direct access to an outdoor space, developed to support learning activities.
- Kindergarten suite should be located near parent drop-off area or main school entrance in order to monitor student pick-up and drop-off. Kindergarten should be located near main administrative offices.
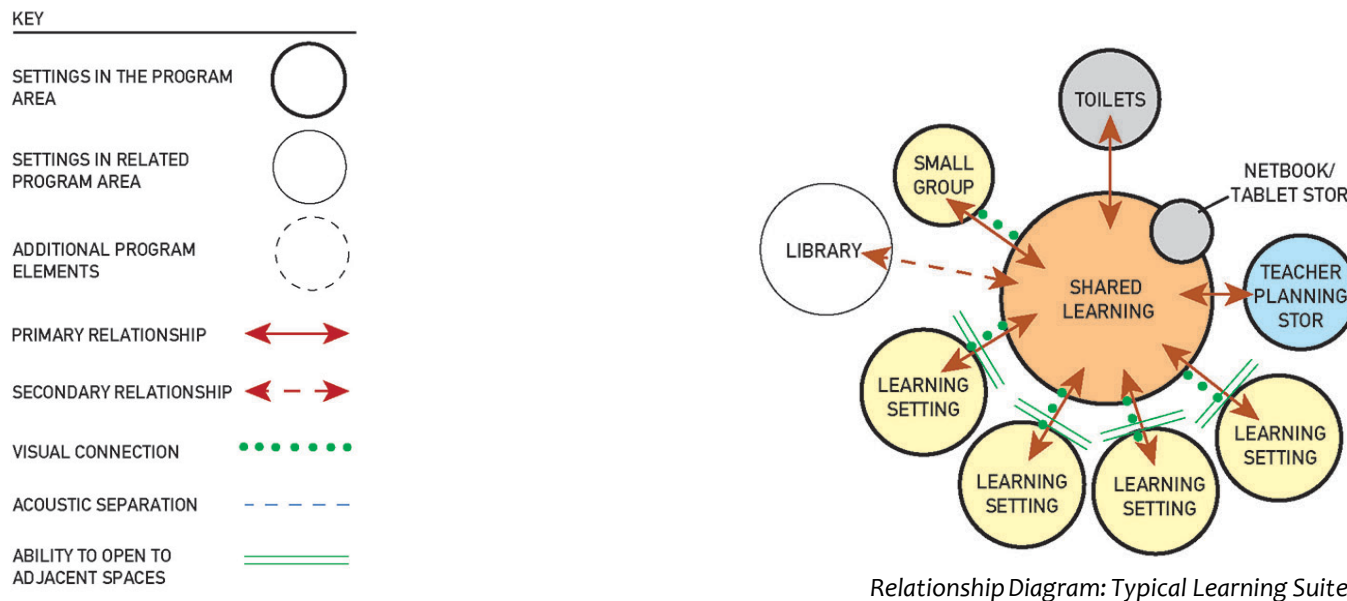
Relationship Diagram: Typical Learning Suite

KEY

SETTINGS IN THE PROGRAM AREA	⬤ (solid circle)
SETTINGS IN RELATED PROGRAM AREA	◯ (circle)
ADDITIONAL PROGRAM ELEMENTS	◌ (dashed circle)
PRIMARY RELATIONSHIP	◀—▶ (red solid)
SECONDARY RELATIONSHIP	◀- -▶ (red dashed)
VISUAL CONNECTION	•••••• (green dotted)
ACOUSTIC SEPARATION	– – – (blue dashed)
ABILITY TO OPEN TO ADJACENT SPACES	═══ (green double line)
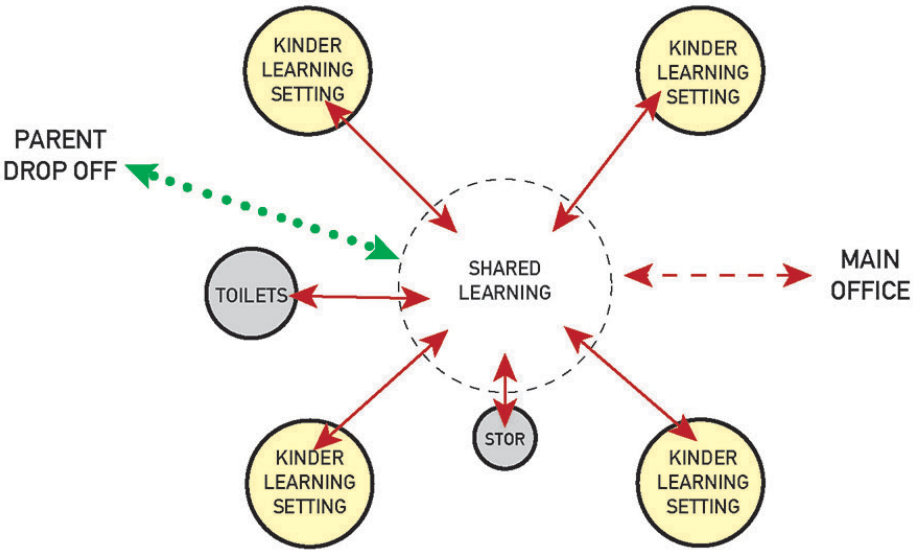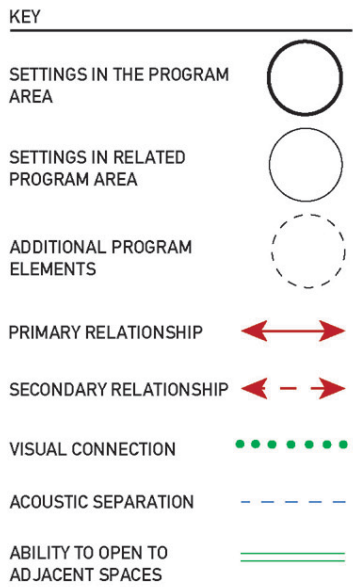
Relationship Diagram: Kindergarten Learning Suite

Specialized Learning

Planning Assumptions

- With greater emphasis on integrated, project-based education and a multimedia approach to documenting and manipulating information, the visual arts will play an increasingly fundamental role in elementary school education.
- Science, as an approach to learning and discovery, will continue to increase in importance as an element of each student's preparation for higher levels of education.
- Integration of musical composition and recorded material into student multimedia project work will continue to grow.
- Performance, as an integrated, project-based learning activity and as a demonstration of learning and accomplishment, will continue to increase in importance as a part of the educational program.

Activities Narrative

Art and Science Education

The Learning Suite should support a variety of activities, which emphasize learning in art and science. Visual arts activities in elementary education are widely varied, ranging from small scale drawing at a desk or table in the general learning cluster to large group projects, which require a large floor space and an environment which can tolerate messy work. Work in clay or wood requires other specialized equipment in a dedicated Art/Science Studio Lab. The visual arts should be supported in all Learning Settings but they also require a dedicated studio classroom space that should be available for larger, messier projects that cannot be accommodated in the Learning Suite.

Art activities in the Learning Suite will emphasize small-scale, "clean" projects, such as drawing, collage, or electronic work. Regular table surfaces will be adequate for these projects; tackable wall surfaces will provide display space. Supplies and shared equipment will be located in the Learning Settings or in the Teacher Work/Prep Area

The science education program at the elementary school level is not highly specialized. Some science learning activities can take place in a classroom. The science education program is project- based and emphasizes direct observation and experience of phenomena by the students, followed by research and reporting, using their skills in gathering, organizing, and presenting information. Many science-learning activities are better served by a shared room with a multiple sinks and tiled floor, in an outdoor area, in a workshop or lab intended for messy work, or off-site in a setting making use of resources in the community.

Because both art and science emphasize direct experience by doing projects, they have similar requirements for space and support. Sharing space and some equipment makes good sense. And because there are similarities in the ways that scientists and artists work, there is a potential educational advantage to sharing workspace. The requirements outlined above will be served in a dedicated Art/Science Studio Lab. Student project storage, materials storage and a kiln room should also be accommodated in the design.

Music and Performing Arts

Both music and the performing arts are important parts of an integrated education program. The emphasis, which they place on students' musical/rhythmic and spatial/visual intelligences, is unique in the elementary school curriculum. Because the performing arts encourage student expression as a demonstration of skills, they form a valuable part of a project-based approach to learning.

General music instruction occurs now as a specialized activity outside the Learning Suite in a dedicated classroom. Individual classes work with the music teacher and use a variety of musical apparatus in the music room at least once a week. Music rooms typically contain some of a variety of instruments: a piano, electronic keyboard instruments, percussion and rhythm instruments, and sound system for music appreciation instruction. These instruments are used individually and in large and small groups in a variety of ways. Furniture in the general music room must be easily reconfigured. The room must be large enough to provide clear floor space for movement to music when furnishings are pushed to the edge of the room. Power and data receptacles must be positioned to allow a variety of configurations for electronic instruments and equipment. Locating the Music Room adjacent to the Commons Area with an elevated floor level and acoustically rated operable partition allows this space to also function as a performance platform oriented to the Cafeteria/Commons.

In addition to the general music program, the school provides instruction in string and band instruments. Because these classes are usually taught by adjunct staff and can occur simultaneously with general music instruction, separate space is needed. This space can be shared with other activities, which are intermittent: dining/food service, physical education, or visual arts instruction often share a multipurpose room or stage space.

Although the education program at elementary school level has no specialist staff assigned to performing arts instruction, dramatic presentations to students and the community have always been an integral part of elementary school students' experience. Facilities for drama or movement are usually shared with instrumental music instruction, food service dining, physical education, or visual arts instruction.

In addition to a more formal performance space, opportunities for informal performance spaces in the Learning Settings and outdoors should be exploited wherever possible.

Acoustic separation from quieter Learning Settings and from other noisy activities is essential to making spaces that serve the music and performing arts programs well. While there may be reasons for placing general music and performing arts/instrumental instruction spaces near each other, it is important that they also be acoustically separated.

There is significant interest in developing spaces for music instruction so that the physical form of their structure and surfaces model many of the aesthetic principles being taught in the music program, such as color, texture, tone, timbre, and shading. Daylight and fresh air will be important to creating an optimal learning environment for music and performing arts instruction.

Performance space will be provided by locating the music program room adjacent to the Commons with an operable partition opening to up to the Commons. The Learning Settings and Shared Learning Areas can also be used for performances and presentations.

Resource Rooms
Four Resource Rooms will serve a variety of student support activities, generally working with students in small groups and individually within the room. Up to eight students will be served in each room, with movable partitions situated between groups and individual students to provide visual privacy and minimize distractions within the room. To provide more flexibility in group sizes and group configurations, the rooms should be adjacent and combinable with operable walls. Wall surfaces within the room should support display and whiteboards for a variety of groups. One wall of the room should be outfitted with instructional technology similar to a typical learning setting. Media, lighting and auditory assist technologies should also be similar. Additional Resource Room

Modules are included in the Additional Program Elements, to be determined on a project-by-project basis.

Special Needs Lab

Special needs education is a supplement to the activities of the Learning Suite, for students who have exceptional education skills and developmental needs. Because of the specialized nature of this program and its support spaces, the inclusion of a dedicated Special Needs Lab will be determined on a site-specific basis. See Additional Program Considerations in the Appendix.

Specialized Learning Relationships

- The Art/Science Studio Lab space should be adjacent to the art/science materials storage room and the kiln room. It should be easily accessible from the Learning Suites.
- An outdoor work area, covered if feasible, should be immediately adjacent to the Art/ Science Studio Lab space. A large door opening (possibly a garage door) should connect the indoor/outdoor spaces.
- Provide site circulation for vehicles delivering supplies and materials to the Art/ Science Studio Lab.
- Display areas for visual art and science projects should be provided throughout the facility.
- Spaces used for music instruction must be acoustically separate from other learning spaces.
- The Music Room should be easily accessible from all Learning Suites and be visibly accessible to the community.

Relationship Diagram: Specialized Learning
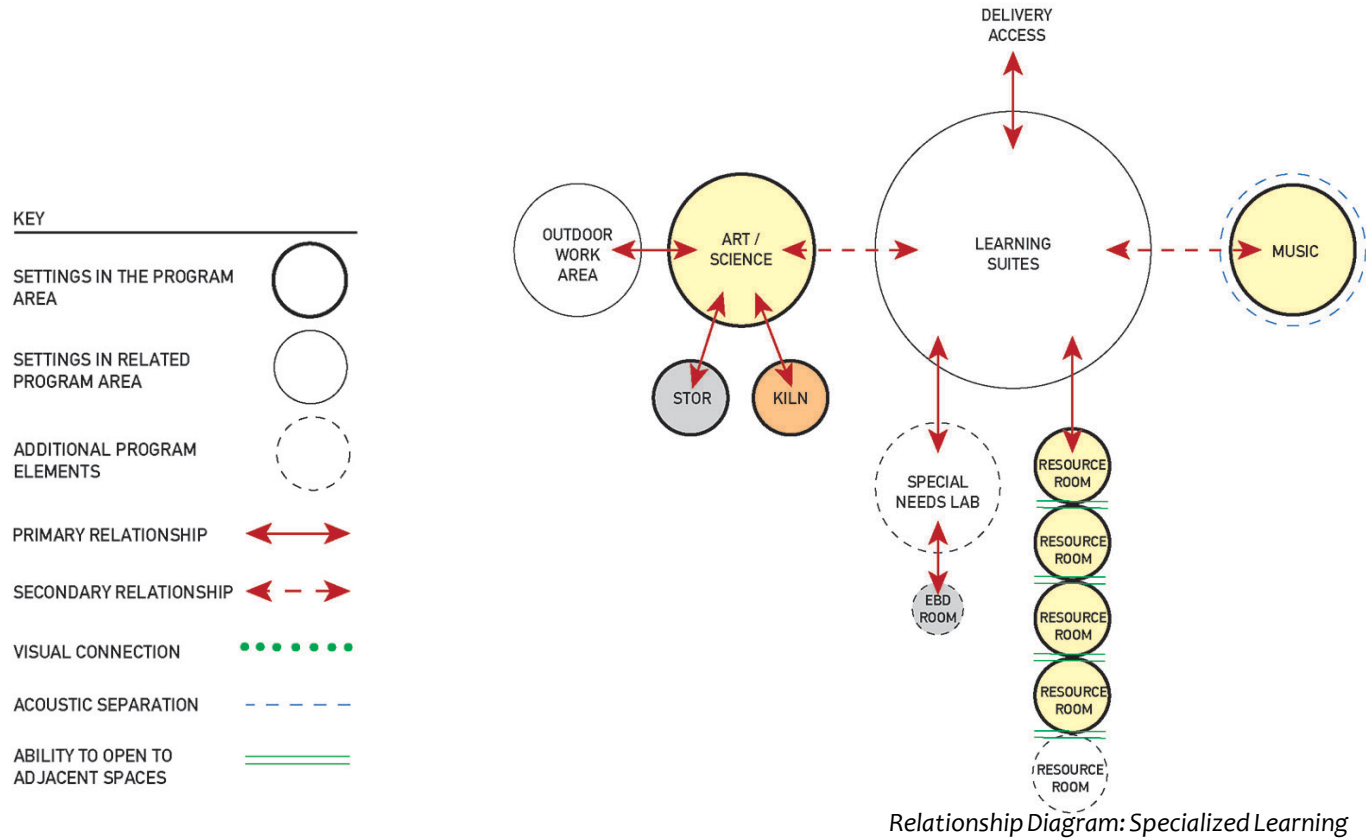
Physical Education

Planning Assumptions

- Physical education programs are incorporating more individual fitness, recreational, and athletic activities, in addition to traditional team sports.
- There is an increasing emphasis on activities that provide cardiovascular and respiratory system benefits.
- Use of computer technologies to gauge and monitor fitness is increasing.
- Fitness self-assessment and nutrition analysis skills are increasingly emphasized.
- Physically handicapped students are increasingly mainstreamed for a majority of their time at school, including physical education. Therefore, a variety of activities must be accommodated in the Gymnasium.
- The Gymnasium serves as a school and community gathering setting and should have appropriate lighting, acoustics and presentation technologies incorporated.

Activities Narrative

Movement is a major focus for physical education in the primary grades, as it is an essential part of developing motor skills and coordination. In the winter months, movement activities need to occur indoors or under cover, thus the Gymnasium and covered play area must be large enough to give students plenty of room to move.

Activities that are part of the physical education program include:

- Running, jogging, and jumping rope
- Fitness assessment: entire class and individually
- "Lead-up" games (components of a sport)
- Primary skill development (movement in space, variety of kinesthetic games)
- Work with manipulatives (bounce and catch, etc., individually or with a partner)
- Activities for special needs students
- Work on locomotor (walk, run, jump and skip) and non-locomotor (stretching) abilities
- Typical outdoor sports and activities played in the gymnasium during winter months include softball, soccer, kickball and wallball

The Gymnasium is also used for large assemblies. Chair storage is provided in a storage room in the Commons. The Gymnasium's capacity for assembly use can be increased by providing a large opening to an adjacent Commons which can be closed with an acoustically rated operable wall. Because a performance platform (music room) will be available to the Commons, there is no need for theater-type lighting instruments in the Gymnasium. Nonetheless, sound system wiring should be planned and placed in the walls during construction. A portable platform for assembly use in the Gym can be supplied by the District's central warehouse.

The Gymnasium is also a community asset, used by the public in the evenings and weekends, as well as an important educational space. The Gymnasium should be in a separate security zone, so it can remain accessible (along with associated toilets and drinking fountains) when the rest of the school is secured.

Physical Education Relationships

- The Gymnasium should have direct access to athletic fields and play areas.
- The Gymnasium should be located to allow for easy access by the community and zoned such that it can be secured from the remainder of the school for community use.
- Consider locating the gymnasium so that an operable partition could open it to the Commons to accommodate large audiences for performances.
- Toilets and drinking fountains should be accessible to the Gymnasium.
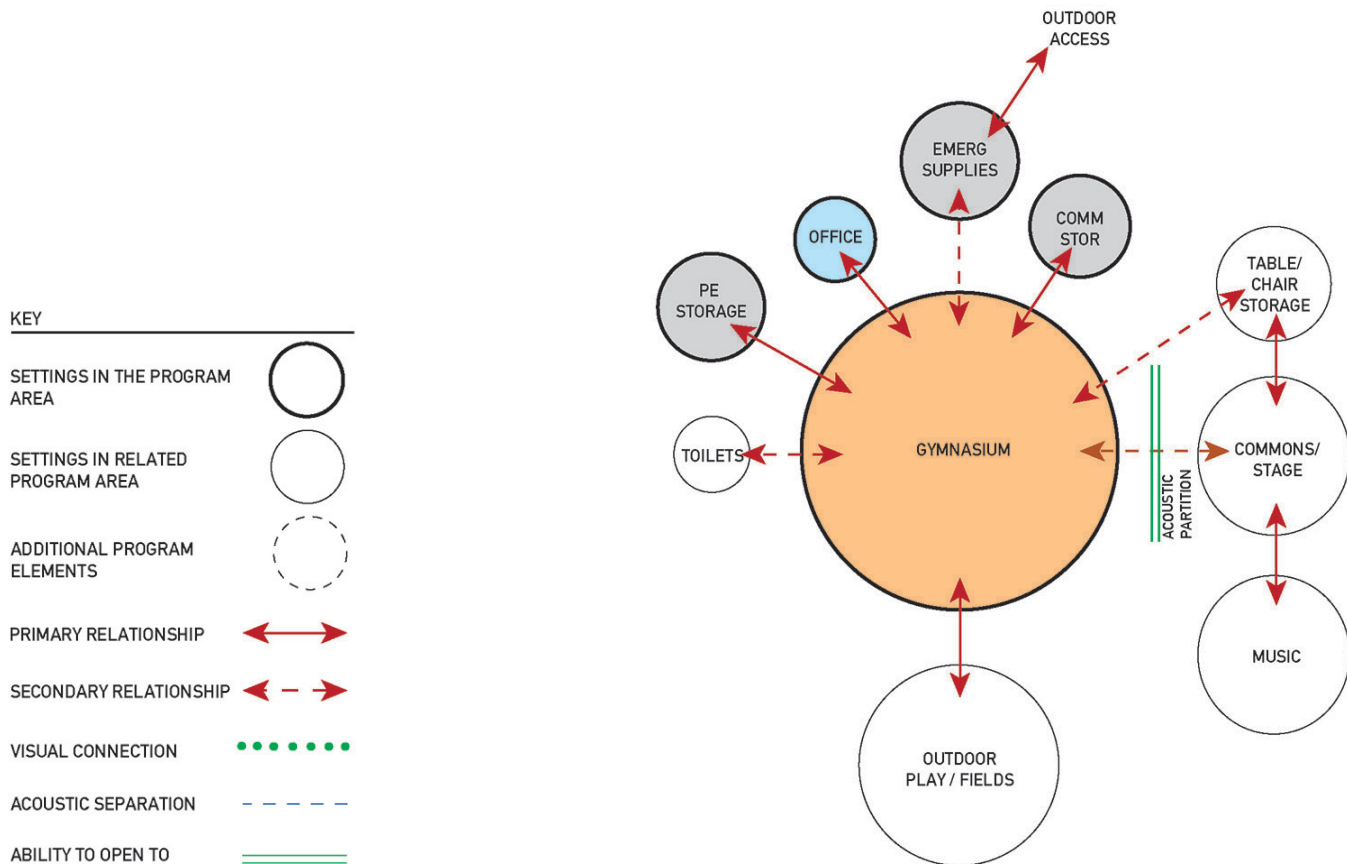
KEY

SETTINGS IN THE PROGRAM AREA

SETTINGS IN RELATED PROGRAM AREA

ADDITIONAL PROGRAM ELEMENTS

PRIMARY RELATIONSHIP

SECONDARY RELATIONSHIP

VISUAL CONNECTION

ACOUSTIC SEPARATION

ABILITY TO OPEN TO ADJACENT SPACES

Relationship Diagram: Physical Education

Learning Commons (Library/Media Center)

Planning Assumptions

- Community access to Learning Commons resources will be increasingly common. Zoning in the design of the school to safely accommodate after hours use and minimize staffing resources is critical.
- Information technology is becoming more decentralized. The importance of the Learning Commons as a center for technology resources may decrease, as the ability to access those resources from the learning setting increases. Print materials will still be concentrated in the Learning Commons, and the importance of the Learning Commons as a center for learning will continue.
- Instruction in how to access, filter and integrate information will continue to be a major focus of the librarian's work. The focus will be more on research skills than the physical repository of information.
- The technology cycle suggests that new and/or expensive production tools will be located in the Learning Commons before being distributed to the Learning Suites, making the Learning Commons an instruction, research, and production center. Professional development of staff may also occur here.
- The electronic card catalog has become a standard in many Learning Commons, allowing access to the collection catalogue directly from the Learning Settings.

Activities Narrative

The Learning Commons supports a wide variety of activities. Individual students use it for research, computer access, and recreational reading, while small groups may come to work on a project together. Entire classes may use the Learning Commons at one time. Occasionally, large groups use the Learning Commons for meetings.

Activities include:

- Drop-in recreational reading
- Instruction by librarian in research skills, library use and resources
- Research (large group with teacher and by individual students)
- Use of electronic technology
- Literature shared for all students, including story time for younger students
- Large group parent and community meetings (larger groups can be accommodated better in the gymnasium or commons)
- Small group meetings
- Display of books, magazines, visual materials, and student work
- Teaching staff
  - Preparation for classroom work
  - Direct instruction
  - Support student project work

Learning Commons Relationships

- The Learning Commons should be visible and easily identified from the main site entrance, and should have a visible entry for community members.
- The Learning Commons should form a "node" in the organizational structure of the school, becoming a recognized place for learning and social gathering, distinct from the Learning Suites.
- The Learning Commons should be in a separate security zone, so it can remain accessible to parents and general public (along with associated toilets and drinking fountains) when the rest of the school is secured.
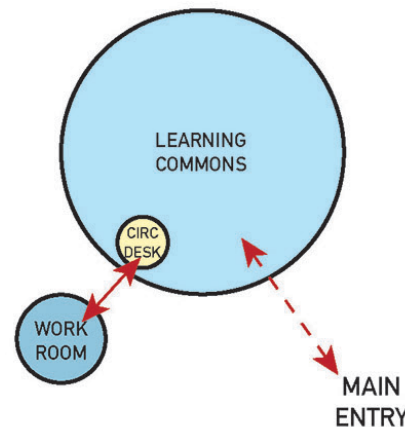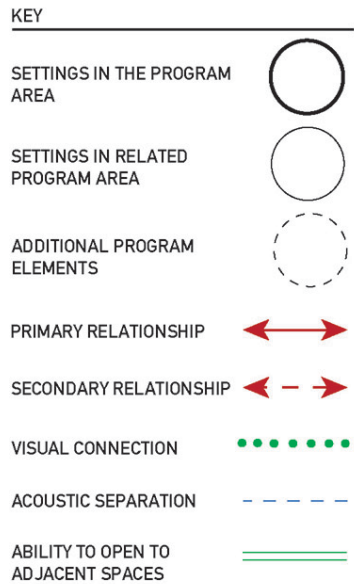
Relationship Diagram: Learning Commons

Food Service/Commons

Planning Assumptions

- The number of students served in the breakfast program and after school snack program continues to increase.
- The number of students in all-day Kindergarten continues to increase.
- As the need for a variety of instructional spaces/sizes increases, the commons will take on increasing importance as a large group meeting, presentation, and workspace, while continuing to serve as the school's dining area.
- Plan for up to three lunch periods at elementary school facilities and accommodate future growth provided in four portables.

Activities Narrative

The primary purpose of the food service facility is to provide students and staff with nutritious meals while at school. Elementary level food service facilities are receiving kitchens that heat and cool food, and do some basic cooking that does not require a hood. District central kitchens prepare food and deliver meals to each elementary school.

Kitchen workers operate the food service facility. Ease of accessibility and exiting are important to minimize the number of staff required at dining times.

Circulation through the food service area should be clear and unimpeded. Students eat in the cafeteria/commons area. The dining area is usually shared with other programs at the school. Convenient storage for dining tables and an easily cleaned floor are important considerations for successful use of this space for a variety of activities. Proper sound absorption should be provided because there will be a large number of students in the dining facility at one time. All kitchen surfaces should be easy to clean and require low maintenance.

The Commons should be sized to seat one-third of the school population, to allow for three lunch periods to occur. A larger seating capacity will be achieved in the Commons when configured for performance seating.

A dedicated, easily accessible loading space for delivery trucks should be located adjacent to the food service kitchen. All delivery trucks have tailgates, so no loading dock is required, but minimum slopes for rolling carts should be maintained.

Many elementary schools provide a federally subsidized breakfast program and an afternoon-care snack program.

Provide recycling stations to encourage recycling of paper, glass and plastic materials as well as compostable food and utensil waste if possible.

Students will also use the commons throughout the day. Large groups of several classes will gather here for presentations, large-scale project work, or instrumental music instruction. The room will be equipped with video projection equipment, basic theater lighting instruments, and a sound system. Cabling to the school's networked computers should be provided at several locations.

After School Care Program

The after school care program is currently housed in classrooms or other unassigned space. Comfortable furniture, games, books, and other recreational equipment are available for use by students. It is expected that the program

will grow. After school program storage is located in the Art/Science Studio Lab.

The after school care program could be housed in the Commons, with dedicated storage provided for the program's equipment. However, after school care may evolve toward the use of the Shared Instructional Areas, Gymnasium, Art/Science Studio Lab, playground, and Learning Commons.

Food Service/Commons Relationships
- Provide clearly defined access from the dining area to outdoor play areas so those students who have finished dining do not create a disturbance for other students.
- Locate adjacent to gymnasium in order to provide a combined space for larger assemblies using an acoustically rated operable wall system.
- Provide immediate access to waste disposal, recycling and composting receptacles.
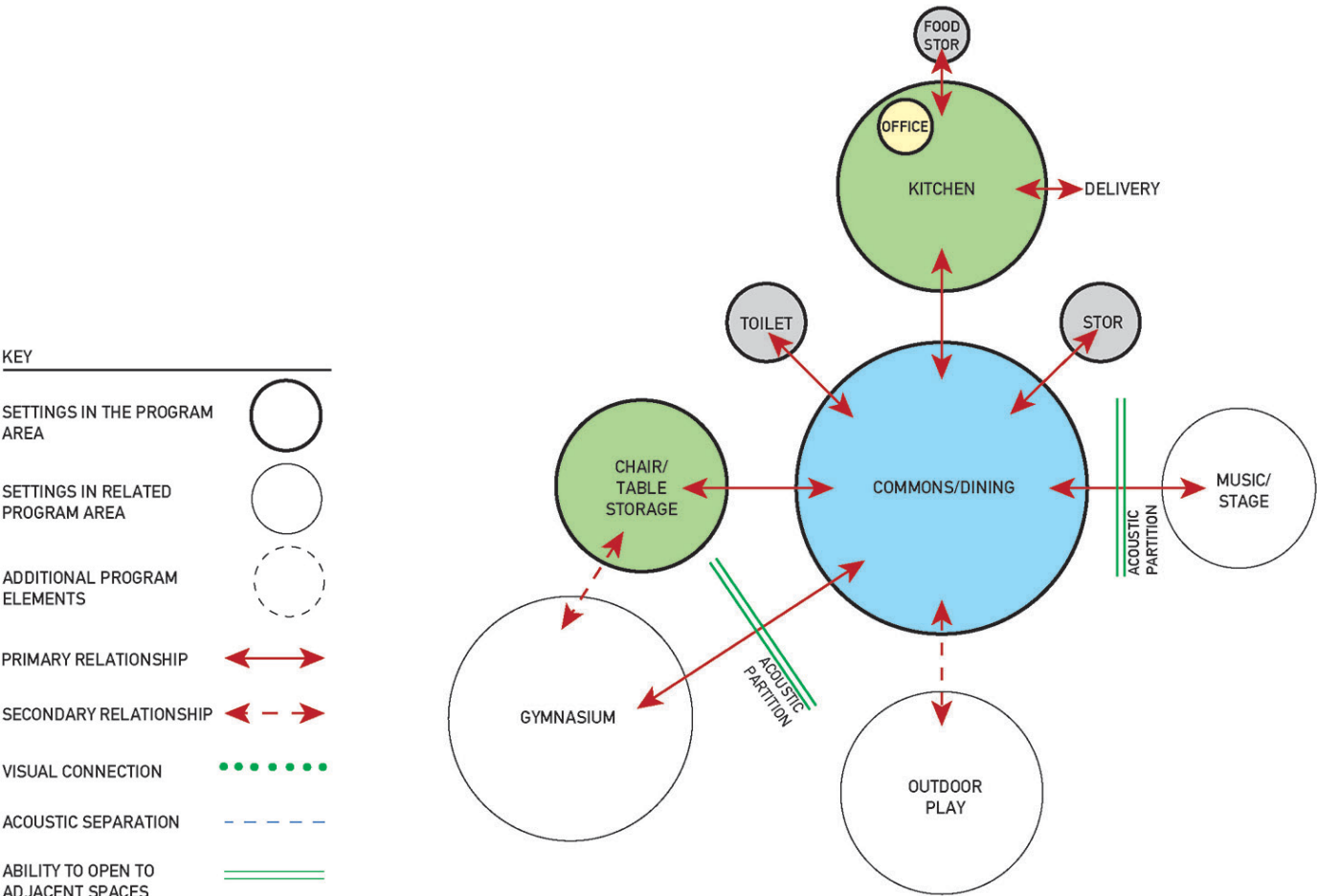
Relationship Diagram: Food Service/Commons

Administration

Planning Assumptions

- School administrators' responsibilities are rapidly expanding to include more support for community service and relations, as well as an increasing variety of student services.
- Security is a paramount responsibility, directed from the Administration area of the school.

Activities Narrative

The administrative spaces are both the center for school management and the community's first point of contact with the school. Administrative spaces should be developed to feel comfortable, reassuring, and welcoming. As the main control point for school security, the main entry should incorporate a vestibule allowing entrance to the campus only through the main office after start of the school day.

School management involves record keeping, accounting, and a great deal of interpersonal interaction. Privacy of information and conversation is important; secure records storage and conference rooms can provide this. The administrative spaces also house the connection and controls for security, telephone, intercom/clock systems, and the schools' links to off-site data resources.

Teachers use the administrative spaces as a communication center; receiving their mail and notices there, and have access to the workroom, which has copy machines and supplies. A covered bulletin board should be provided for notices and messages (for staff, students and parents) in the reception area or in the corridor outside main office.

Activities in the Administrative Spaces include:

- Reception
- Maintenance and storage of student records
- Communication systems control
- Meetings and parent conferences
- Discipline
- Workroom
- Mail distribution and message center
- Supplies storage
- Student referrals to specialist
- In-House student suspension area (discrete location)
- Secured storage for assessment materials
- Lost and Found - provide a supervised and organized alcove area for lost student items (access after hours is beneficial)

Administration Relationships

- Provide views from the office to the reception area, and complete, 180 degree, view of the front of the building, parking area, and main building entry.
- Locate the conference room adjacent to reception area.
- Provide visual access to the health room from the office manager's workstation.
- Provide easy access to the workroom.
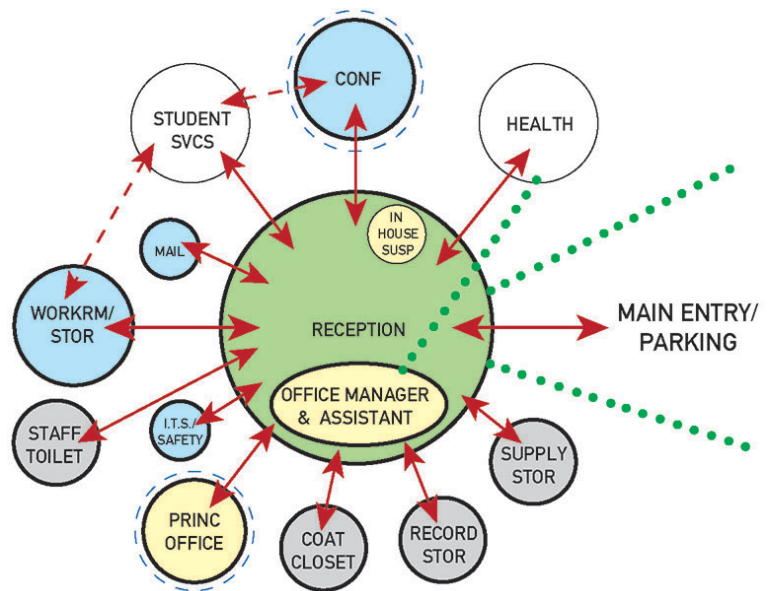
Relationship Diagram: Administration

Student Services

Planning Assumptions

- The District operates an integrated education model, allowing students with special needs to be integrated with regular classes for at least part of the day. This is changing the focus for special needs from a central campus to all campuses.
- Service providers are spending an increasing amount of time working with one or more students in the classroom setting, rather than removing students to isolated environments.
- Small, but increasing, numbers of medically fragile students are attending regular classes.
- School nurses typically visit each elementary school for part of a day a few times a week. A workspace should be provided for the nurse in the Health Room.

Activities Narrative

Services are provided for the general student population (guidance counselor, nurse) as well as those students with special needs (occupational therapist, physical therapist, psychologist, reading specialist, ELL specialist, communication disorders specialist, gifted enrichment specialist). The professionals providing services need access to private office space for preparing evaluations, counseling, testing students and other tasks. These spaces can be shared between providers.

Activities include:

- Guidance counselor (position often filled by the school psychologist)
  - o Makes presentations in the classroom to large groups (20 to 30 people)
  - o Consults with groups of parents and teachers (four to six people)
  - o Conducts pullout groups
  - o Consults with individual students, parents, or teachers
- Communication disorders specialist (speech and language therapist)
  - o Testing, one student at a time
  - o Group work, typically with three students, but up to as many as eight students
  - o Increasingly works with individual students, parents, or teachers
- School nurse (part-time at several schools)
  - o Conducts mandated screenings for health problems
  - o Trains site staff to administer medication to students who require it
  - o Monitors medically fragile students
  - o Makes presentations on health issues to student population
- Psychologist
  - o Works with individual students
  - o Counsels small groups
  - o Administers tests to students
  - o Performs educational assessments of students from kindergarten through sixth grade
  - o Facilitates guidance team meetings, which include five or six professionals, teacher(s), and an administrator, to discuss progress of an individual student
- Occupational therapist and physical therapist

-
- Staff offices are centrally located, with the most intensive OT/PT work with students occurring there, although more OT/PT work is taking place on-siteOn-site OT/PT space requires reinforced walls and ceilings for equipment, and can be shared with other service providers
  - o   Works only with special needs students
  - o   Works occasionally with one to three students at a time in a separate area of the building, probably in the special needs lab

In addition to the services provided by specialists, and as required on a site by site evaluation basis, there MAY be a Special Needs Lab with equipment and activities designed for special needs students, particularly for physically or developmentally disabled students. See Additive Program Elements in the Appendix.

The Health Room should provide a quiet and calm environment for students feeling ill. Students should be able to be monitored from the administrative area. It also is the location where students who receive medication at school are served and monitored. Secure storage for medicines is required as well as equipment belonging to particular special needs students. A locking, under-counter refrigerator with icemaker should be provided, with a nearby sink. A workspace should be provided for the nurse in the Health Room. The Health Room should accommodate two cots with retractable curtain dividers between them, an eye chart, medicine cabinet, a work area for the nurse and scale. There should be a handicap accessible toilet room directly accessible from the Health Room that will also serve the special needs students. In addition to the toilet facilities it should include an accessible shower area and an area for a free-standing, adjustable changing table (equipment – provide power).

Student Services Relationships
- The student services offices should be directly accessible from the main office, but students should not have to travel through administrative areas to reach service providers.
- Student services will have shared use of the administrative conference room.
- The nurse's office area should be located within the Health Room.
- A unisex handicapped-accessible toilet should be available to students and staff using the rooms in the student services area.
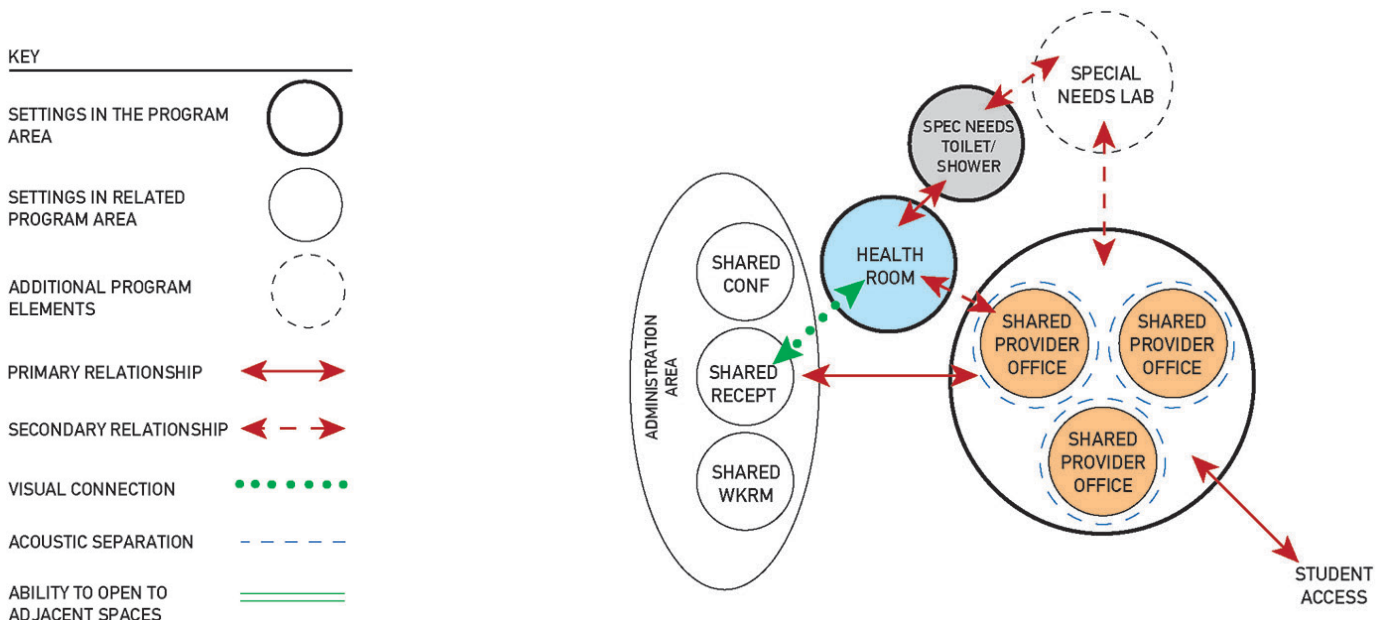
Faculty/Staff Support

Planning Assumptions
- The increasing amount of interactive work between teachers and students in the Learning Settings and Suites will make the Faculty/Staff Room more important for relaxation.
- The Teacher Work/Prep Areas in the Learning Suites will become increasingly valuable places for preparation and professional discourse, as teacher collaboration increases.

Activities Narrative

The Faculty/Staff Room is essential to the needs of the teachers and staff. The space provides an area for staff to relax during the school day. It is where teachers and staff eat and socialize with one another. It also provides a place where teachers and staff assigned to different learning suites can meet to discuss ideas and current issues in education.

The Faculty/Staff Room should include a kitchen area, work tables, lounge space and a private area for small conferences and/or phone calls. Though the space incorporates a number of separate activities, it should be open to facilitate interaction and flexible use. Direct access to staff toilets should be provided, while maintaining privacy of use.

The teacher work/prep room in each Learning Suite provides the faculty a space for collegial interaction, planning, and work outside of separate learning settings. This space should encourage development of a suite-based team, building on the strengths offered by each teacher in support of student learning.

Faculty/Staff Support Relationships
- The Faculty/Staff Room should have a central location within the school. It does not need direct connection to any other areas of the school, but should be close to the school workroom, Learning Suites and the food service area. The space should be acoustically separated.
- Direct access to the outdoors should be provided from the Faculty/Staff Room.
- The Faculty/Staff Room should be acoustically and visually separate from the workroom.
- The Teacher Work/Prep Area should be an integral part of the Learning Suite.

KEY

SETTINGS IN THE PROGRAM AREA

SETTINGS IN RELATED PROGRAM AREA

ADDITIONAL PROGRAM ELEMENTS

PRIMARY RELATIONSHIP

SECONDARY RELATIONSHIP

VISUAL CONNECTION

ACOUSTIC SEPARATION

ABILITY TO OPEN TO ADJACENT SPACES

WORK/PREP — LEARNING CLUSTER

WORK/PREP — LEARNING CLUSTER

WORK/PREP — LEARNING CLUSTER

WORK/PREP — LEARNING CLUSTER

STAFF TOILET

FACULTY/STAFF ROOM

PHONE ROOM

KITCHEN

EXTERIOR ACCESS

STOR

FOOD SERVICE

WORKROOM (ADMIN)
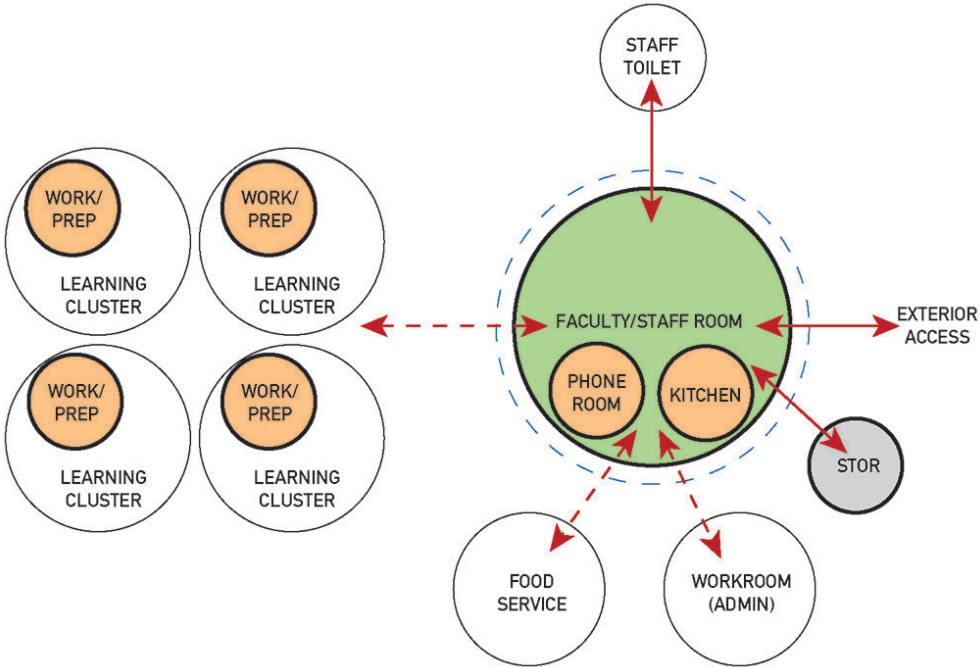
Relationship Diagram: Faculty/Staff Support

Building Support

Restrooms

Student toilets should be located in close proximity to each Learning Suite and should be grouped for efficient space utilization. Clearances must be adequate for large motorized chairs or additional toileting facilities provided. Community members using the school will also use these restrooms. Restrooms should be located near program components likely to be used by the community: Gymnasium, playing fields, Learning Commons, and Commons.

The Health Room, located in the Administration area, will be equipped with a large handicapped toilet/shower/changing room. It will serve students who need care from an adult, or assistance with toileting. A large roll-in shower and changing area will be available in this restroom. A washer/dryer unit will allow soiled clothing to be cleaned and dried.

Adult restrooms should generally be handicapped-accessible toilets. Staff restrooms should be located near the Faculty/Staff Room and may also serve the Administration area. Additional restrooms may be needed, depending on the layout of the school.

Access to restrooms and drinking fountains should be planned for future portables on the site. Plumbing fixture counts should take into account number of proposed future portables on site.

Custodial / Receiving

The custodian oversees receiving of goods and supplies at the school, except food service deliveries. Typically, deliveries are made directly into the custodian's office for later distribution. A pair of eight foot high doors at the delivery area will facilitate deliveries.

The custodian's office houses the main electrical power disconnects and should be near the boiler or major mechanical room. Custodians do very little maintenance on site, so shop or workbench space is not required. Storage for cleaning supplies and paper products is important, requiring both central and satellite locations. Each satellite location should provide floor sink, mop rack, and paper and cleaning supplies. Daylight and ventilation for the custodian's office should be provided.

Custodians may oversee the recycling/composting programs at their schools.

Outdoor Amenities

Planning Assumptions

- Provide students with a range of different play environments. This is essential in creating a world class education.
- Create flexible play areas and "loose parts" that activate creative and imaginative play.
- Create school yard ecosystems that help to stimulate environmental awareness, study, and participation.
- Provide play equipment and environments that enhance learning through color and movement.

Activities Narrative

Site development shapes the relationship of the surrounding community to the school's community. Public access to the site will be from parking and passenger loading areas, from which the public may access administrative offices, library/media center, and gymnasium. The site entry sequence should give both visitors and students a sense of welcoming and invitation.

Activities on site will vary, primarily depending upon the time of day and whether activities are part of the educational program. During the school day, student and staff movement around the site will occur during the following activities:

- Arrival and departure
- Recess play on playground and in outdoor areas
- Student use of outdoor areas for components of an educational program
- Physical education classes use of play fields or playground

Recess play activities occur several times each day, with mid-morning, noon, and afternoon recesses. Playground aides supervise the students at recess and distribute and collect the equipment. Students are free to play on playground equipment, to organize teams for play on the play fields, or to socialize during their recess periods.

Elementary school sites should include:

- Space for four portables on site (future)
- Covered play area
- Paved play area
- Play equipment
- All-purpose field

Planning for an outdoor education program at an elementary school should include opportunities for:

- Nature studies
- Learning basic physical science principles
- Geology, through study of a variety of rocks used in the site development work
- Group meetings, in an amphitheater or other outdoor gathering place

Unlike the small outdoor garden areas that may be associated with each Learning Suite's rooms, outdoor areas should be shared by all parts of the school community. Outdoor education areas should be flexible, to accommodate present needs and future changes. Outdoor play could include:

- "Wild" places as "loose parts" play areas, including native plants landscape or a field of tall grasses for non-programmed play
- Dedicated area(s) for K-2 students of approximately 40-foot diameter. The surface should be soft (fiber, sand, or similar surface types, but not asphalt). The area should be given clear boundaries and edges to provide for seating and to separate activities. Surfacing must meet ADA requirements.

Circulation areas between classrooms and outdoor areas should be clear and separated from vehicular traffic, and avoid conflict with learning areas where sound and visual distractions need to be controlled. Entry and exit from play areas should be defined to facilitate student circulation to and from outdoor areas.

Visitors should be able to orient themselves to the site, have clear direction to public areas, administration offices, and community shared gardens. Teacher supervision areas should be defined central locations where teachers can easily supervise large groups of children.

Outdoor Amenities Relationships
- Garden areas developed for student learning projects should be secure from vandalism during evenings and school vacations.

Vehicular Traffic

Planning Assumptions
- Plan for increased student use of public transportation to and from school. Bus stops servicing schools will be located at street frontage. It is also important to have a waiting area within view of administrative offices and a safe pedestrian path to school buildings.

Activities Narrative

On days that school is in session, the earliest activities are the arrival of staff, teachers, and administrators by automobile. Shortly thereafter students begin to arrive by bus, automobile, bicycle, and on foot. Departure patterns in the period after school are similar to arrival patterns, with teachers the last to leave. It is important to provide separated paths for the different types of transportation in order to ensure student safety.

Site development elements to accommodate these activities include:
- Sufficient parking area for staff and daytime visitor parking
- Passenger loading area for parents dropping off and picking up students
- Bus loading area to accommodate school buses (40' buses have a 42' turning radius at bumpers)
- Deliveries from off-site central kitchen to food service and receiving
- Trash and recycling pickups
- Special event parking areas for occasional all-school meetings and programs

Vehicle traffic for after-school care programs and evening use of facilities will be considerably less than during arrival/departure times, and will be oriented toward automobiles.

Movement of students will take place between learning space elements, away from the school's interface with the public and vehicular traffic. As noted above, vehicular traffic during the school day will be limited; it will include visitors to the school (parents, volunteers, and aides), deliveries, and waste pickups.

Vehicular Traffic Relationships
- Vehicular traffic should be kept to the edges for the site to avoid conflicts with pedestrians and educational program activities.
- Service loading and delivery, should be separated from the loading and delivery of people.
- Provide Drop-off/pick-up area for Kindergarten students near the Kindergarten program area.

Introduction

The following narratives and diagrams constitute the performance specifications for middle schools. They describe key activities and relationships for all program disciplines in the facility, including planning assumptions, activities narrative and relationship diagrams. The design of each project will be tested to be in alignment with the performance specifications, balanced with other project criteria such as project budget, project timeline, relevant codes, district program and operational considerations.

They are organized into the following disciplines:

Core Learning
>   Learning Suites: Learning Settings and Shared Learning Areas
>   Instructional Technology
>   Small Group Rooms

Specialized Learning
>   Design Lab
>   Material Fabrication Lab
>   Art Studio/Lab
>   Health and Consumer Science Lab
>   Resource Rooms
>   Special Needs Lab

Music and Performing Arts
>   Vocal Music
>   Instrumental Music

Physical Education

Learning Commons (Library/Media Center)

Food Service/Commons
>   Central Gathering Mall

Administration

Student Services

Faculty/Staff Support

Building Support

Outdoor Amenities

Vehicular Traffic

Middle School Planning Assumptions
- Middle School student population will include grades Six through Eight.
- Provide a continuum of educational settings and relationships of spaces from elementary through high school encouraging individual and collaborative, creative and project-based learning.
- Integrate project based learning and STEM education principles into middle school curriculum.
- There will continue to be an increasing use of technology in learning activities and greater need for students and teachers to access information. Middle school students will be issued a netbook or wireless tablet device with wireless access.
- More learning activities will take place off-site, making use of opportunities for learning in the community.
- Space should be flexible and accomodate a variety of teaching and learning approaches.
- Variety of presentation and collaboration spaces should be provided.
- There are two capacity models for middle schools in the District, 750 student model with 34 teaching stations and a 900 model with 39 teaching stations. The primary difference between the two models are the number of Learning Suites.
- Each middle school project should include room on the site and utility provisions for up to six portables to accommodate future enrollment growth. The grouping of portables should have easy access to restrooms and other common amenities in the school. Core facilities such as Commons, Learning Commons and athletic facilities should be sized to accommodate added enrollment in portables.

Core Instruction

Planning Assumptions
- Learning Suites should accommodate a variety of scenarios for learning, ranging from a traditional departmental organization to a cluster-based organization.
- Project-based learning, with students working in teams of two to six, will continue to increase as a major learning activity.
- Learning settings need to change activity modes rapidly from instruction to small group collaborative to presentation.
- Teachers will work together in single and cross-discipline teams, and the use of parent volunteers and other adult aides will increase.
- Learning Settings can open to Shared Learning Areas and technologically connected to all classes in the learning suite.
- The District is transitioning to the use of portable computing devices for students in lieu of fixed computer stations and computer labs.
- Science, as an approach to learning and discovery, will continue to play an important role in each student's preparation for higher levels of education.
- Increasing numbers of special needs students will take part in regular learning activities with other students, while still requiring support for special needs.
- Values and skills of teamwork and creative problem solving, essential to success in the workplace, will be instilled in middle–school-aged learners through structuring of the curriculum's learning activities.

Activities Narrative

Learning Suites: Learning Settings and Shared Learning Areas
Learning Settings must accommodate a wide variety of activities, ranging from individuals working alone to large and small groups working on projects over a span of several weeks. Activities include:
- Instruction of larger groups of students, team instruction with multiple classes of students

- Work with math, science, and art materials and manipulatives, including both wet and dry media
- Presentations by teacher and students, individually or in groups
- Information access and manipulation by computer and portable or handheld devices
- Work at desk or table by individual or small group
- Project work in Learning Settings and Shared Learning Areas
- Teacher planning, singly or in teams
- Planning and preparation for work or projects off-site

Because activities taking place in Learning Settings and the sizes of groups participating are so varied, a high degree of spatial flexibility within each space will be required to produce a supportive environment. Areas for small groups to meet and work will be important, including alcoves within larger rooms; at least one or two should be securable and acoustically separated from the other areas of the Learning Suite.

Floor materials should be comfortable, durable and easy to clean. Furniture should be easily moveable by students, allowing reconfiguration of the space with minimal effort. The walls of the learning settings should easily accept tacks or staples for display. Walls between some adjacent learning spaces should open to connect spaces, making a space big enough to accommodate 50 to 60 students. Ceilings in these spaces should be a minimum of nine feet high, to help dispel feelings of crowding when many students are using the space and to enhance natural light and air distribution. Learning Settings should have operable windows and means to control daylight.

Some learning settings will be dedicated to specific programs, including reading/math skill reinforcement, OT/PT, or other special needs.

Art activities in the learning settings will emphasize small-scale, "clean" projects, such as drawing, collage or electronic work. Regular table surfaces will be adequate for these projects; tackable wall surfaces will provide display space. Supplies and shared equipment will be located in the Learning Settings or in the shared teacher workroom/prep/storage room.

Shared Learning Areas provide additional space for activities that are too large or messy for the Learning Settings. Additionally, shared spaces allow for collaboration between teachers and students. Shared Learning Areas should support visual art and science activities using wet and dry media that does not produce dust, which is harmful to electronic equipment. Opportunities for integration of performing and visual arts activities as well as student project presentations should be pursued in these spaces.

A Learning Lab will be located in each Learning Suite and outfitted for science instruction and hands-on project work that requires water, sinks and large work area. Learning Lab storage areas for science should have seismically secured shelving, flammable cabinet, safety goggle cabinet, eyewash and shower.

Teachers and students value the opportunity to interact with others in adjacent Learning Settings, by either opening a wall or door separating the spaces or using a shared common space. Doors and moveable walls should be located to accommodate efficient traffic patterns and usable wall space for teaching and display. Acoustic separation between adjacent spaces is essential for classroom connections to function successfully.

Shared Learning Areas should have adequate storage and work space to accommodate project work. These areas should be separated from circulation paths, so activities in the space are not disturbed. Display area should be available for student work in various media. Fresh air, daylight, and access to the outdoors are important support elements. Shared Instruction Outdoor space gives middle school students an appropriate environment for channeling physical energy.

Instructional Technology
The current District approach to technology in the middle school level learning environment is to provide mobile computing devices for student use at a 1:1 ratio. In addition, each Learning Setting will have a computer station with DVD drive dedicated to a centrally mounted digital projector, digital document camera, voice-assist speaker system, and an interactive display surface (i.e. ACTIVboard or wall surface system and interactive feedback devices for the interactive display). Learning Settings will also have a mobile computer for teacher use. At the current ratio of students to computers, eight student machines could be placed in the Shared Learning Area for use by all students within the Learning Suite; with three to six additional student machines in each Learning Setting. Provide sufficient data and power outlets and wireless connectivity to allow flexibility in the location of these devices. These guidelines should be confirmed at the beginning of design and through the course of development of each project to accommodate changes in technology.

Small Group Rooms
Small group rooms associated with each Learning Suite provide space for individuals or groups to work outside of the learning setting. These areas can be used in a variety of ways, including:
- Three to eight students working on a project together
- Peer tutoring or work with instructional aide, either in groups or individually
- Teacher planning or meeting with parents or other adults
- Setting up a production center with printer, copier, scanner, binder, etc.
- Counseling or special services activities with students

Each Learning Suite should have two small group meeting areas and they should be visually connected, but acoustically separated from other areas in the Learning Suite.

Core Instruction Relationships
- Each Learning Setting should have access to nearby spaces of varying sizes, so groups of various sizes can be accommodated.
- Each Learning Setting should have direct access to Shared Learning Area, allowing a variety of activities to take place simultaneously.
- Each Shared Learning Area should have direct access to an outdoor space that is developed to support learning activities.
- Each Learning Suite should include a Learning Lab outfitted for science instruction and also available for hands-on project work.
- Shared program elements, including toilets, should be easily accessible from all Learning Settings.

KEY

SETTINGS IN THE PROGRAM AREA

SETTINGS IN RELATED PROGRAM AREA

ADDITIONAL PROGRAM ELEMENTS

PRIMARY RELATIONSHIP

SECONDARY RELATIONSHIP

VISUAL CONNECTION

ACOUSTIC SEPARATION

ABILITY TO OPEN TO ADJACENT SPACES
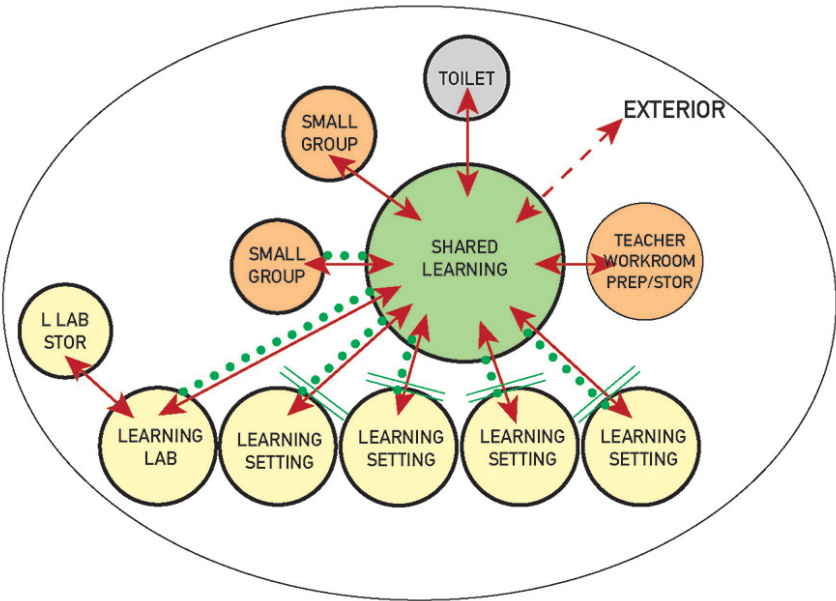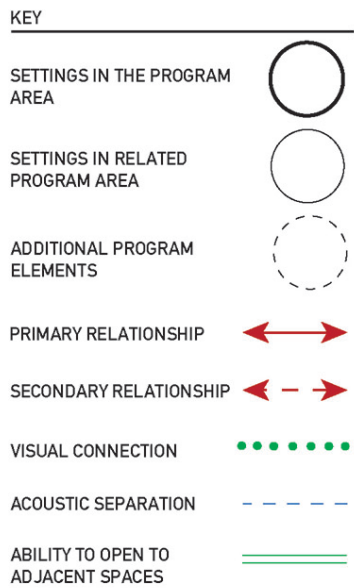
Relationship Diagram: Core Instruction

Specialized Instruction

Planning Assumptions

- With greater emphasis on integrated, project-based education and a multimedia approach to documenting and manipulating information, the visual arts will play an increasingly fundamental role in middle school education.
- Science labs will be distributed in each Learning Suite, including prep and storage space (see the Core Learning section).
- Areas of study requiring specialized tools and equipment (technical arts/fabrication, multimedia, fine and performing arts, special needs) should be shared by all learning clusters.
- The requirements of special needs students can vary greatly and the numbers of such students at each school fluctuates over time. The special needs lab must be easily adapted to support new types of training and education, including use by standard-curriculum teachers and students.
- Goal of special ed program is to mainstream students. Additional special needs student programs will be considered on a site by site and District wide basis.

Activities Narrative

Arts Studios and Technical Education Labs should support a variety of activities that emphasize pure and applied learning. These spaces support hands-on project-based learning activities that require large spaces or specialized tools. They include spaces dedicated to the visual arts, the technical arts and sciences, and special needs.

Technical Education Labs include a Design Lab offering CADD and computer graphics, and a Material Fabrication Lab supporting instruction in fabrication, manufacturing and materials science. Visual arts activities in secondary education are varied, ranging from small-scale drawing at a desk or table to large group projects, which may require floor space and an environment which can tolerate messy work. Work in clay or wood requires other specialized equipment in a dedicated space. The Art Studio/Lab will include a kiln room area and a supply storage area. Arts activities that produce the greatest noise and debris, such as plaster, clay, or woodwork, or require the most space, will take place in shared arts studio spaces. The studio lab should be able to accommodate large pieces done by small groups, as well as thirty students working individually on projects.

Specialized education will also include a Health and Consumer Science Lab, with associated storage. The Health and Consumer Science Lab is a space for direct, practical experience. The Lab will be set up initially to support food preparation, demonstrations and practice with limited built in amenities that will limit future adaptability. In addition, this lab should simulate a work environment and reflect current workplace trends, with equipment that can support instruction in health or general science.

As a hands-on learning environment, all studios and labs should have direct access to outdoor work space, preferably covered. Spaces that support the visual and technical arts education programs should be available for community use during non-school hours. Appropriate storage for all users (students, teachers, and community members) should be provided.

Resource Rooms

Three Resource Rooms will serve a variety of student support activities, generally working with students in small groups and individually within the room. Up to eight students will be served in each room, with movable partitions situated between groups and individual students to provide visual privacy and minimize distractions within the room. To provide more flexibility in group sizes and group configurations, the rooms should be adjacent and combinable with operable walls. Wall surfaces within the room should support display and whiteboards for a variety of groups. One wall of the room should be outfitted with instructional technology similar to a typical learning setting. Media, lighting and auditory assist technologies should also be similar. Additional Resource Room Modules are included in the Additional Program Elements, to be determined on a project-by-project basis.

Special Needs Lab (Transition)

The requirements of special needs students' vary widely. The most severely handicapped students and those who are medically fragile will spend time each day in the Special Needs Lab. This space will be outfitted with OT/PT equipment including ceiling-mounted lifts, cooking and cleaning facilities, and enough space to accommodate movement of students in motorized wheelchairs. This room should be located as close as possible to the building entrance used by special needs students and have a direct exit to the outside.

Because the number of students varies from year to year, as does the nature of each student's needs, equipment and furnishings within the lab will be frequently reconfigured. The room's wall and ceiling structure should allow for attachment of a variety of casework and equipment. In the event that a school has no students enrolled whose special needs require use of the lab; it should be easily adaptable to serve the regular curriculum as an additional lab or classroom space. A large handicapped-accessible toilet room with room for changing, clothing and showering with an assistant's help is provided. In addition to the toilet/shower facilities it should include an area for a free-standing, adjustable changing table (equipment – provide power). Soiled clothing can be washed and dried in the washer/dryer unit provided. An EBD separation room should also be provided as part of this special education lab program area.

Specialized Instruction Relationships

- Special Needs Lab should be located close to a handicapped student drop-off area and have direct access to the exterior. Proximity to the health room is not important.
- Special needs education is delivered within the Learning Setting whenever possible.
- Specialized Instruction Studios and Labs should be located near the Learning Suites and the Learning Commons.
- Visual and technical arts studio labs should be located near one another and adjacent to a covered outdoor work area.
- Provide site circulation for vehicles delivering supplies and materials to the studio labs.
- Display areas for visual and technical arts projects should be provided throughout the facility.

KEY

SETTINGS IN THE PROGRAM AREA

SETTINGS IN RELATED PROGRAM AREA

ADDITIONAL PROGRAM ELEMENTS

PRIMARY RELATIONSHIP

SECONDARY RELATIONSHIP

VISUAL CONNECTION

ACOUSTIC SEPARATION

ABILITY TO OPEN TO ADJACENT SPACES

PREP/ STOR

HEALTH & CONSUMER SCIENCE

KILN

SUPPLY STOR

ART STUDIO/ LAB

DELIVERIES

OUTDOOR WORK AREA

DESIGN LAB

MTLS STOR

MATERIAL FABRICATION LAB

TOILET/ SHOWER CHANGING/

EBD ROOM

SPECIAL NEEDS LAB

DROP OFF

RESOURCE ROOM

RESOURCE ROOM

RESOURCE ROOM

LEARNING CLUSTER
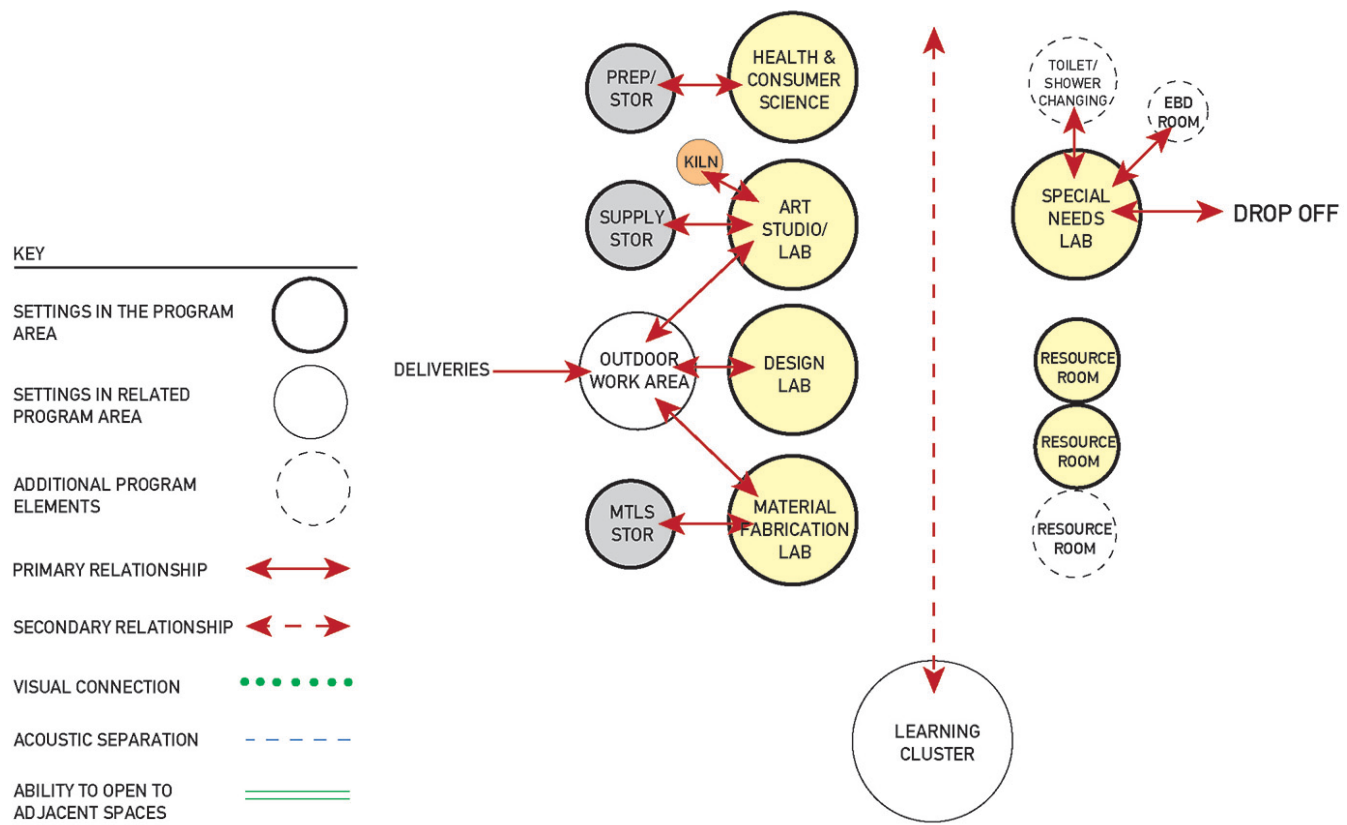
Relationship Diagram: Specialized Instruction

Music and Performing Arts

Planning Assumptions

- Performance, as an integrated, project-based learning activity and as a demonstration of learning and accomplishment, will continue to increase in importance as a part of the educational program.
- Integration of musical composition and recorded material into student multimedia project work will continue to grow.

Activities Narrative

Both music and performing arts are important parts of an integrated education program. The emphasis placed on students' musical/rhythmic and spatial/visual intelligence is unique in the middle school curriculum. Because the performing arts encourage student expression as a demonstration of skills, they form a valuable part of a project-based approach to learning.

Vocal music instruction occurs as a specialized activity outside the learning cluster in a dedicated room. Furniture in this general music room must be easily moved and reconfigured. The room must be large enough to provide a clear floor space for movement to music. Power and data receptacles must be positioned to allow a variety of configurations for electronic instruments and equipment.

The instrumental music program provides instruction in string and band instruments. This program requires substantial dedicated space, including storage space for instruments. Power and data receptacles should be located so as to serve all areas of the room. Consideration should be given to possible ways to subdivide the instrumental music space, allowing for a wider variety of music instruction offerings. Ideally, space would be available in the music area for individuals and small groups of students to work on independent music projects as part of their general work.

Supervision of the music and performing arts spaces is provided by a shared office/ workroom, with an adjacent sheet music library. Large and small practice rooms are also provided for student use.

Although the middle school level generally has no specialist staff assigned to performing arts instruction, dramatic presentations will increasingly be an integral part of learning. The stage area can be acoustically isolated from the commons area by means of an operable partition behind the curtain, providing additional space for drama or music rehearsal. The Shared Learning Area and Small Group Rooms of each Learning Suite can support early rehearsal and practice work. The Material Fabrication Lab will provide tools and space for scenery construction, while the music rooms can be used as green room and make-up space during a performance.

The stage will require a main curtain, cyclorama, and basic theatrical lighting and sound equipment with portable control boards. A handicapped-accessible path of travel must be provided from main seating area (Commons) to the stage level.

In addition to the more formal performance space of the Commons, there should be opportunities for informal performance spaces in the learning setting and outdoors. Acoustic separation from quieter learning settings, from other noisy activities, and separation between the music programs is essential for the music and performing arts programs.

There is interest in developing music instruction spaces so that the physical form of their structure and surfaces

model many of the aesthetic principles being taught in the music program, such as color, texture, tone, timbre and shading. Daylight and fresh air will be important to creating an optimal learning environment for music and performing arts instruction.

Relationships

- Spaces used for music instruction must be acoustically separate from other learning spaces; space used for vocal music must be separate from that used for performing arts/ instrumental instruction.
- The music rooms should be easily accessible from all learning clusters and be visibly accessible to the community.
- Locate Stage area near Material Fabrication Lab for ease of set building and installation for dramatic presentations.
- Locate music rooms in vicinity of Stage for use as green room and make-up space during performances.

KEY

SETTINGS IN THE PROGRAM AREA	◯
SETTINGS IN RELATED PROGRAM AREA	◯
ADDITIONAL PROGRAM ELEMENTS	(dashed circle)
PRIMARY RELATIONSHIP	◄──►
SECONDARY RELATIONSHIP	◄--►
VISUAL CONNECTION	• • • • • •
ACOUSTIC SEPARATION	– – – – –
ABILITY TO OPEN TO ADJACENT SPACES	═══
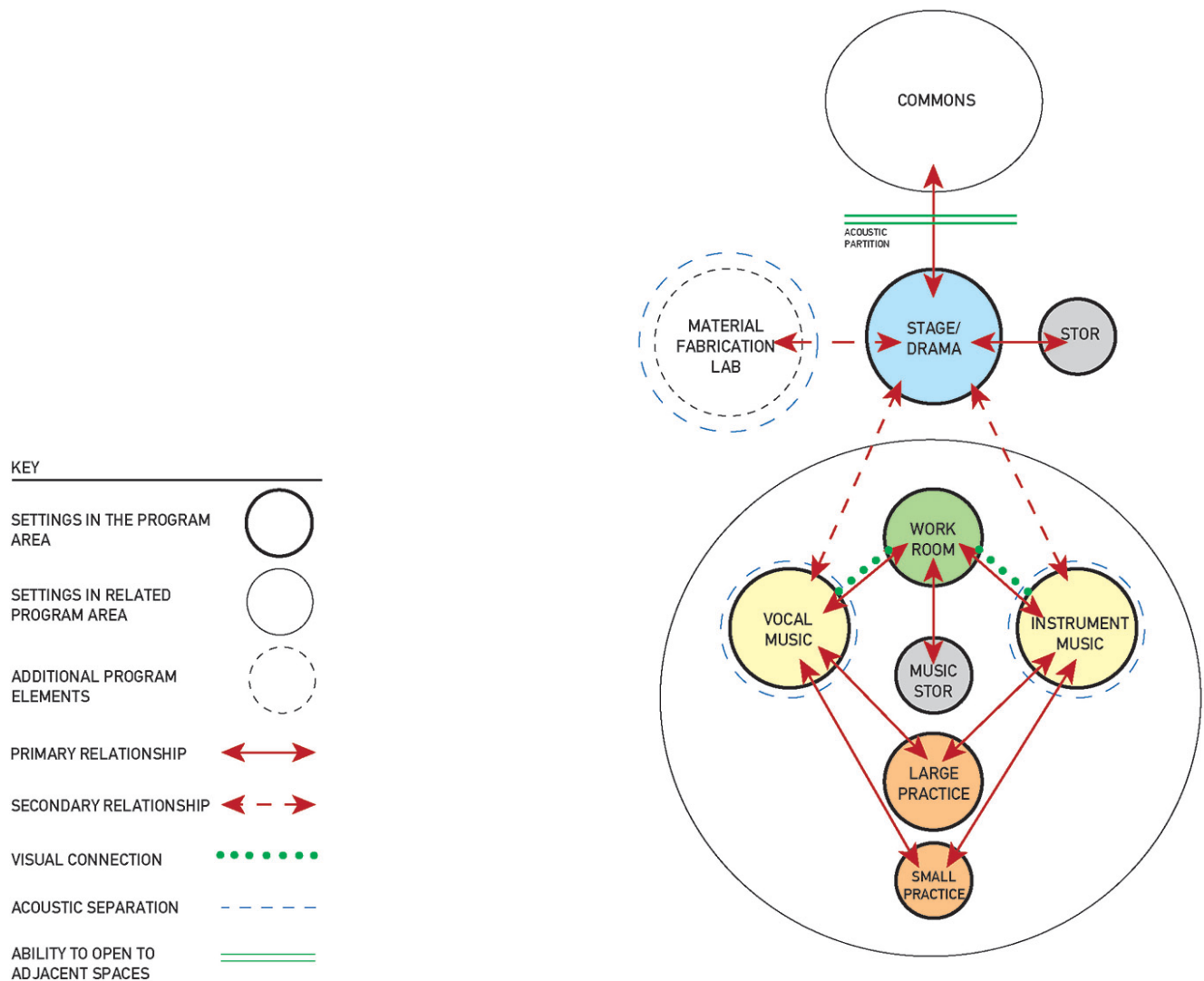
Relationship Diagram: Music and Performing Arts

Physical Education/Athletics

Planning Assumptions
- Physical education and athletics programs are incorporating more individual fitness, recreational, and athletic activities, in addition to traditional team sports.
- There is an increasing emphasis on activities that provide cardiovascular and respiratory system benefits and encourage life-long activity and fitness.
- Use of computer technologies to gauge and monitor fitness and physical technique is increasing.
- Fitness self-assessment and nutrition analysis skills are being emphasized increasingly.
- Physically handicapped students are increasingly being mainstreamed for a majority of their time at school, including physical education. Therefore, a wide variety of activities and equipment must be accommodated in the gymnasium and related spaces.

Activities Narrative

At the middle school level, developing teamwork and socialization skills is a major element of physical education, in addition to ongoing emphasis on coordination, endurance, and wellness. In the winter months most physical education activities take place indoors, making the Main Gymnasium and Fitness/Weight Room vital spaces. For this reason, it is important that they be large enough to give students plenty of room to move. Activities important to the physical education and athletics program include:
- Running, jogging, and jumping rope (cardio/respiratory activity)
- Fitness assessment: entire class and individually

Activities include:
- "Lead-up" games (components of a sport)
- Primary skill development (movement in space, variety of kinesthetic games, ball handling)
- Activities for special needs students
- Work on locomotor (walk, run, jump, throw) and non-locomotor (stretching) abilities
- Typical sports and activities played in the gymnasiums during winter months include basketball, volleyball, gymnastics, badminton and wrestling.

The Main Gymnasium is also used for large assemblies. Chair storage is provided in a storage room in the commons. Provide bleacher seating adequate for school student capacity. The gymnasium's capacity for assembly use can be increased by providing a large opening adjacent to the commons that can be separated with an acoustically-rated operable wall. Wiring for a sound system should be planned and placed in the walls during modernization or construction. A portable platform for assembly use can be supplied by the District's central warehouse.

The Fitness/Weight Room is an open space, intended to provide a space for general movement instruction, dance and aerobics. Wrestling and gymnastics may also be supported in this space requiring mats and equipment storage. The Weight Room has equipment for strength and endurance training and testing. These machines will be used by the athletics programs as well as by individuals, both student and the community.

Although there has been a marked decrease in the use of locker room facilities by middle school-aged students during the school day, the use of showers and changing areas is still high amongst student athletes participating in sports programs. Consideration should be given to use of locker rooms and showers by community groups or sports leagues using the facilities.

A room for emergency supplies will be located adjacent to the gymnasium and should be accessible from the outside. Its location should not compromise the ability to supervise the area.

The Gymnasium and Fitness/Weight Room are community assets, used by community groups during evenings and weekends. Along with associated toilets and drinking fountains, these spaces should be in a separate security zone so they can remain accessible when the remainder of the school is secured.

Relationships
- Physical education facilities (Gymnasium, Fitness/Weight Room, locker rooms and offices, storage for equipment, and training areas, and associated rest rooms) should be located together and comprise one security zone.
- The Gymnasium should have direct access to the athletic fields and outdoor play areas.
- The Gymnasium should be located near the main entrance to the school, or be visible from it, for easy access by the community.
- Locating the Gymnasium near the Commons will assist in supervision of students who want to play ball games during lunchtime.
- Handicapped accessible toilets and drinking fountains should be accessible to the Gymnasium.
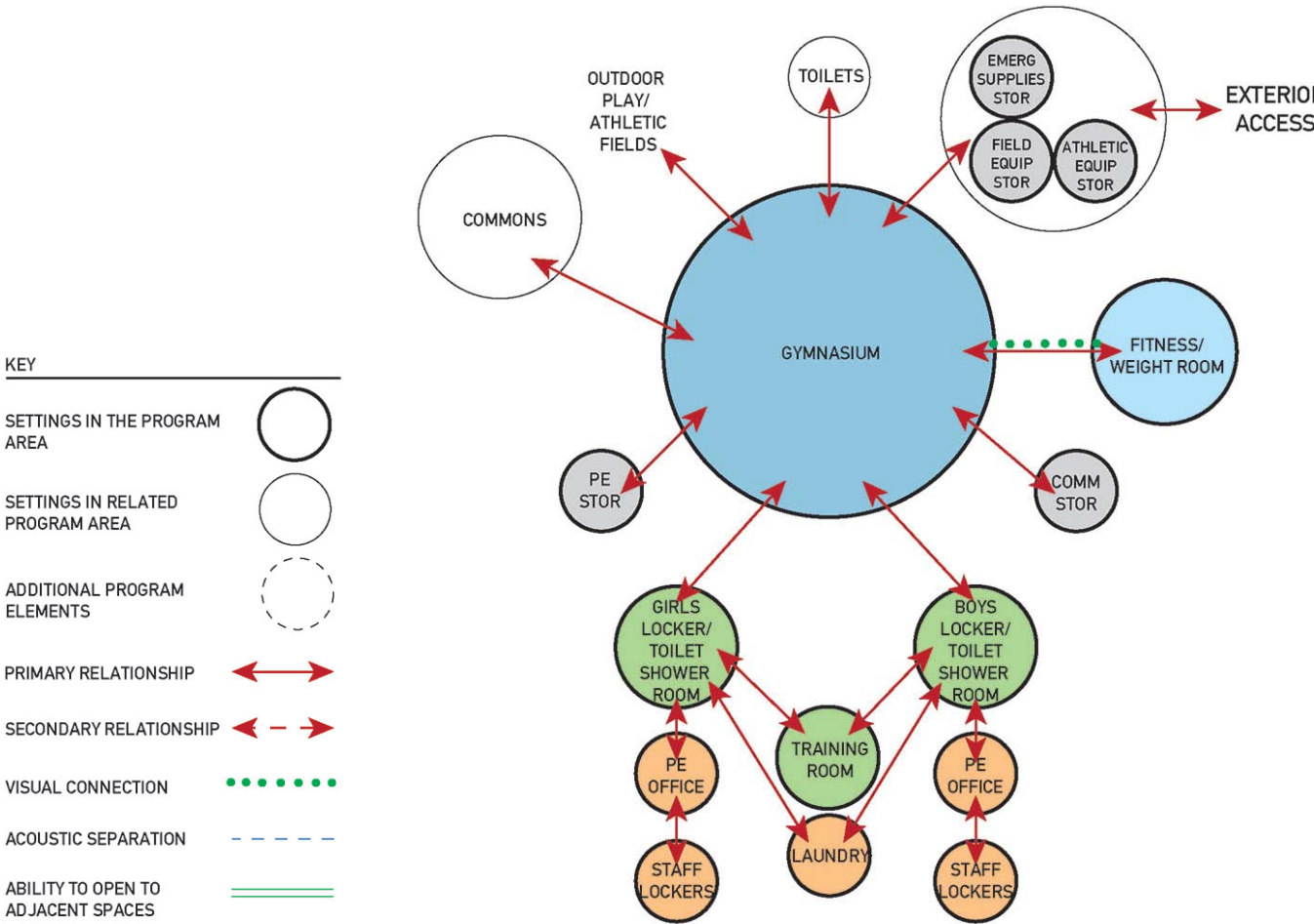
Relationship Diagram: Physical Education/Athletics

Learning Commons (Library/Media Center)

Planning Assumptions

- Community access to Learning Commons resources will be increasingly common. Locate the Learning Commons so that it is prominent and easily accessible by students and the community. The design should provide the ability to zone the building so that the Learning Commons is accessible after hours without opening the rest of the school.
- Information technology is becoming more decentralized. The importance of the Learning Commons as a center for technology resources will decrease as the ability to access those resources from Learning Settings and the rest of the school increases. Print materials will still be concentrated in the Learning Commons, and the importance of the Learning Commons as a center for learning and knowledge will continue.
- Instruction in how to access, evaluate, and integrate information, and to apply technology to these tasks, will continue to be a major focus of the librarian's work.
- Access to the collection catalog directly from the Learning Settings by means of electronic catalog data will continue to be supported.

Activities Narrative

The Learning Commons supports a wide variety of activities. It is used by individual students for research, computer access, and recreational reading, and by small groups for project work. As many as two full classes may be in the Learning Commons at one time. Occasionally, large groups may use the Learning Commons for meetings.

Activities include:

- Drop-in and recreational reading
- Instruction by librarian in library use, resources, and application of technology to research and production
- Research (large group with teacher and individual)
- Use of electronic technology for research and production of student work
- Large group staff, parent and community meetings
- Small group meetings
- Display of books, visual materials, and student work
- Reading and research (in written, recorded, and visual-image formats) on careers and work in the Career Center

Relationships

- The Learning Commons should be visible and easily identifiable from the main site entrance, and should have a visible entry for community members.
- The Learning Commons should form a "node" in the organizational structure of the school, becoming a recognized place for learning, distinct from the Learning Suites.
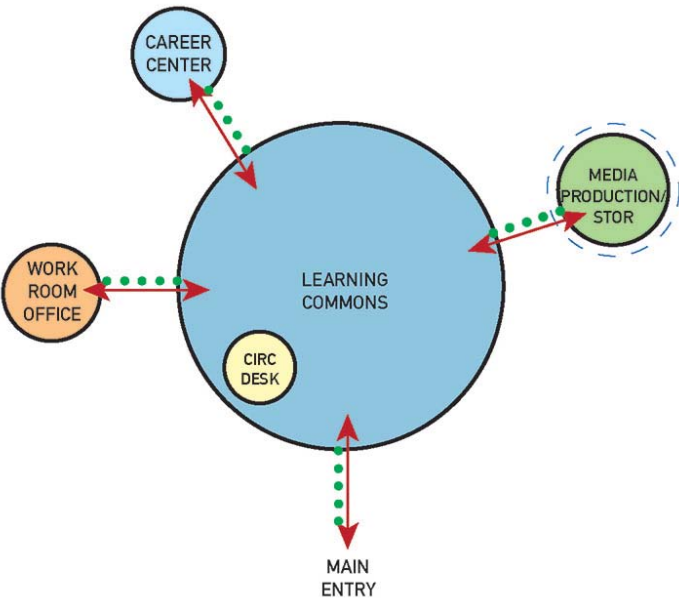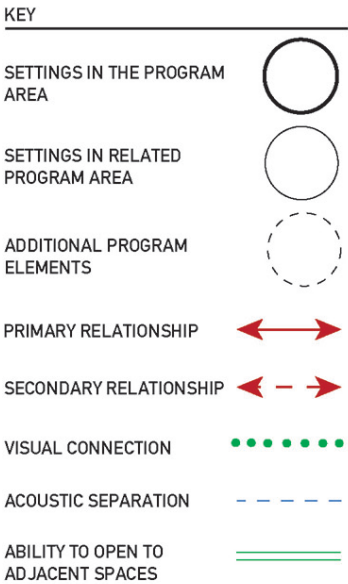
KEY

SETTINGS IN THE PROGRAM AREA ⬤

SETTINGS IN RELATED PROGRAM AREA ○

ADDITIONAL PROGRAM ELEMENTS (dashed circle)

PRIMARY RELATIONSHIP ◄──────►

SECONDARY RELATIONSHIP ◄ ─ ─ ►

VISUAL CONNECTION • • • • • • •

ACOUSTIC SEPARATION – – – – –

ABILITY TO OPEN TO ADJACENT SPACES ═══

Relationship Diagram: Learning Commons

Food Service/Commons

Planning Assumptions
- The number of students served in the breakfast program and after school snack program continues to increase.
- As the need for variety of instructional space-sizes increases, the commons will take on increasing importance to the educational program and community groups as a flexible large group meeting, presentation, and work space, while continuing to serve as the school's dining area.
- Gathering "Mall" space will serve as an adjunct to the commons as a flexible space for circulation, informal gathering and social interaction and study.

Activities Narrative

The Commons fulfills two major functions in the middle school complex. First, it provides a large assembly room for presentations and performances, large-scale project work, and stage drama instruction. Second, it provides a dining area to students and staff.

The stage opens to the commons, but can be separated with an acoustically rated operable partition. The room will be equipped with video and film projection equipment, theater lighting instruments and a sound system. At least one station should be provided for controlling lights and sound with a portable board from the main floor. Cabling to the school's networked computers will be provided at several locations. The commons should be equipped with acoustics for spoken word, musical events and lunchtime noise levels.

The Gathering "Mall" space can also open to the Commons or have more identity with other areas such as the admin/entry, Learning Commons or Learning Suites to create an informal transition, circulation and social node in the overall middle school layout.

Kitchens at the middle school level are complete production kitchens. Food service to middle students typically occurs in a "scramble" area, with a satellite serving area for "a la carte" items. This is best located in a corner or along the edge of the commons, so that service counters can be screened from the commons with overhead rolling doors when not in use.

Provide recycling stations to encourage recycling of paper, glass and plastic materials as well as compostable food waste if possible.

Kitchen workers operate the food service facility. It is the responsibility of classified staff to supervise the students in the dining area. Ease of accessibility, exiting and clear sight lines are important to minimize the number of staff required at dining times. Circulation through the food service area should be clear and unimpeded.

The food service dining area is usually shared with other programs. This space requires proper sound absorption, and easy to clean kitchen and dining surfaces and floor.

Storage in the Commons is important. Chairs and tables for dining or project work are unsuitable for performance seating. Tables should fold and roll away, chairs stack on rolling carts. A storage room large enough for all these should be provided. Performance seating can be provided with loose chairs, or the consideration of a folding seat system that would providing better sight lines and faster setup times. Seating for 450 to 500 audience members should be provided. (Larger assemblies will take place in the Main Gym.)

Provide a dedicated, easily accessible loading space for delivery trucks adjacent to the food service kitchen. Delivery trucks will typically have tailgates, so no loading dock is required, but minimum slopes for rolling carts should be maintained.

Relationships
- The Commons and Stage should be adjacent the music rooms so that they can serve as warm-up and green room space for performances.
- The Commons should be immediately visible to the arriving public and have direct access from the parking area for use as a performance venue.
- Locating the Commons adjacent to the gymnasium allows it to be used for supervised lunchtime play in rainy weather.
- Provide clearly defined access from the Commons to outdoor eating areas.
- Provide immediate access from kitchen to waste disposal or receptacles and recycling.
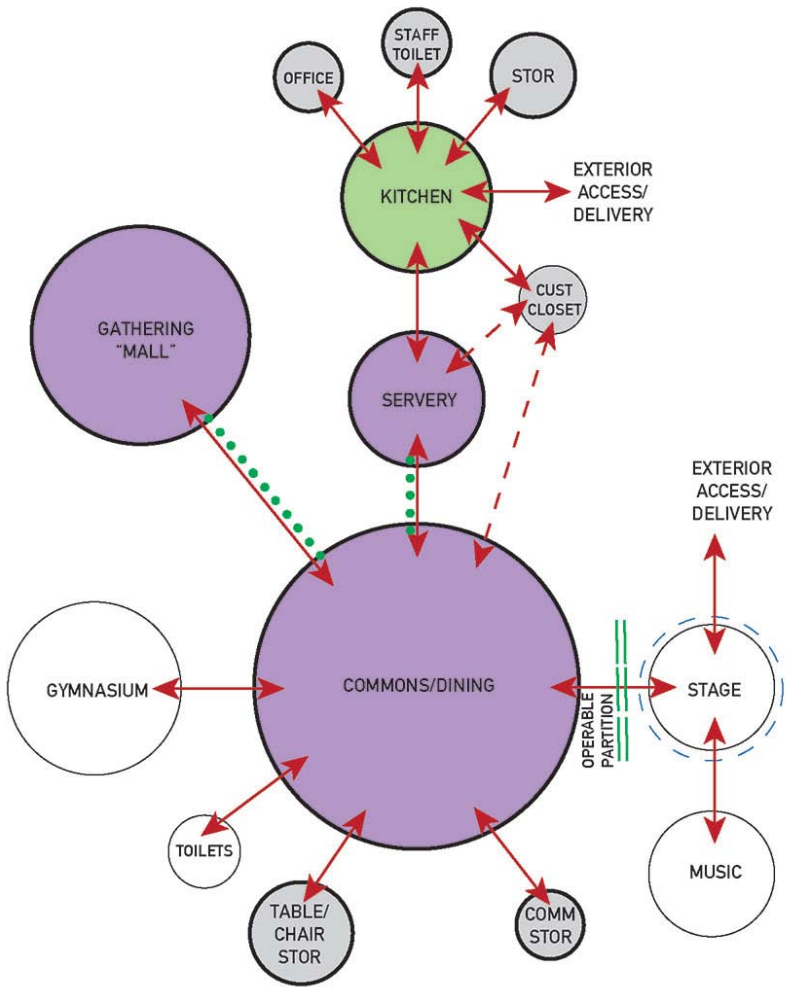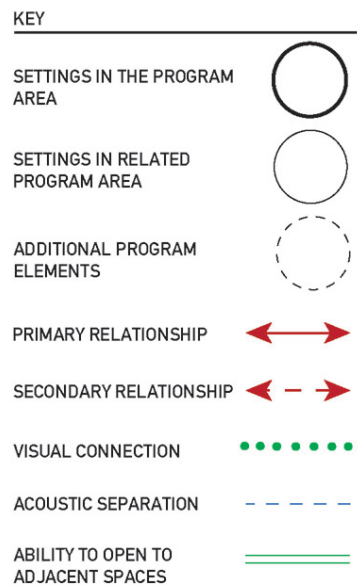
KEY

SETTINGS IN THE PROGRAM AREA

SETTINGS IN RELATED PROGRAM AREA

ADDITIONAL PROGRAM ELEMENTS

PRIMARY RELATIONSHIP

SECONDARY RELATIONSHIP

VISUAL CONNECTION

ACOUSTIC SEPARATION

ABILITY TO OPEN TO ADJACENT SPACES

OFFICE

STAFF TOILET

STOR

KITCHEN

EXTERIOR ACCESS/ DELIVERY

GATHERING "MALL"

CUST CLOSET

SERVERY

EXTERIOR ACCESS/ DELIVERY

GYMNASIUM

COMMONS/DINING

OPERABLE PARTITION

STAGE

TOILETS

MUSIC

TABLE/ CHAIR STOR

COMM STOR

Relationship Diagram: Food Service/Commons

Administration

Planning Assumptions
- School administrators' responsibilities are rapidly expanding to include more support for the community service and relations, as well as an expanding variety of student services.

Activities Narrative

The administrative spaces are both the center for school management and the community's first point of contact with the school. Administrative spaces should feel comfortable, reassuring, secure and welcoming.

As the main control point for school security, the main entry should incorporate a vestibule allowing entrance to campus only through main office after start of school day.

School management involves record keeping, accounting, and a great deal of interpersonal interaction. Privacy of information and conversation is important; secure records storage and conference rooms can provide this.

Teachers use the administrative spaces as a communication center, receiving their mail and notices here. Office staff has access to the administrative workroom, which has copying machines and supplies. A covered bulletin board should be provided for notices and messages (for staff, students and parents) in the reception area or in the corridor outside main office.

Activities in the Administrative Spaces include:
- Reception
- Maintenance and storage of student records
- Communication and Emergency systems control
- Meetings and parent conferences
- Staff Workroom
- Mail distribution and message center
- Supply storage
- Student referrals to specialists

Relationships
- Provide views from the office manager's area to the reception area, and 180-degree view of the front of the building, parking area, and main building entry.
- Locate the administrative conference room adjacent to reception area.
- Provide visual access to workroom from reception area.
- Provide easy access to workroom.

KEY

SETTINGS IN THE PROGRAM AREA	⭕
SETTINGS IN RELATED PROGRAM AREA	◯
ADDITIONAL PROGRAM ELEMENTS	◌
PRIMARY RELATIONSHIP	⟷
SECONDARY RELATIONSHIP	◄ – ►
VISUAL CONNECTION	• • • • • •
ACOUSTIC SEPARATION	– – – –
ABILITY TO OPEN TO ADJACENT SPACES	═══
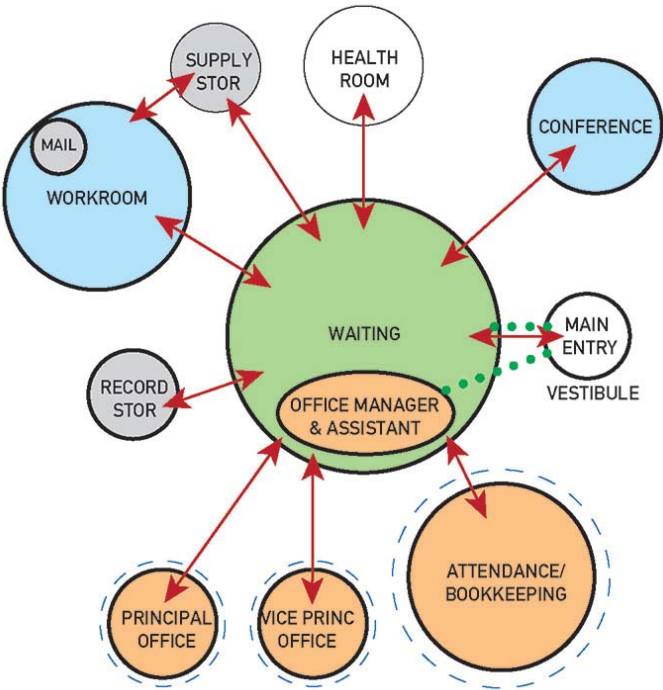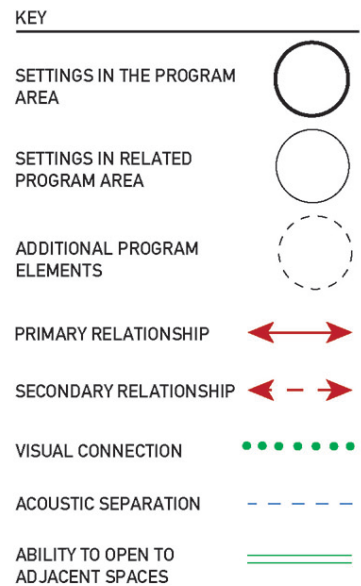
Relationship Diagram: Administration

Student Services

Planning Assumptions
- Students with special needs are often placed in regular classes for at least part of the day.
- This is changing the focus for serving most special needs students from a central campus to all campuses.
- Small, but increasing, numbers of medically fragile students are enrolled in the public schools. These students require specialized facilities (see Specialized Instruction).
- The school nurse provides health education and supervision of medication dispensed by the administrative staff. The school nurse may visit the school once or twice a week for two to three hours per visit.
- Therapist and specialists who generally move from campus to campus in the course of their work will generally share the itinerant shared provider office space. Resource rooms available for larger group work.

Activities Narrative

Services are provided for the general student population (guidance counselor, nurse) as well as those students with special needs (occupational therapist, physical therapist, psychologist, reading specialist, ELL specialist, communication disorders specialist, gifted enrichment specialist). The professionals providing services need private office space for preparing evaluations, counseling, and testing individual students and other tasks.

Activities include:

Guidance Counselor
- Make presentations in the classroom to large groups (20 to 30 people)
- Consults with groups of parents and teachers (four to six people)
- Consults with individual students, parents, or teachers about matters ranging from class assignment to career interests

Communication Disorders Specialist (speech and language therapist)
- Testing, one student at a time
- Group work, typically with three students, but up to as many as eight students
- Increasingly works with individual students in the learning setting

School Nurse (Part-Time at Several Schools)
- Conducts mandated screenings for health problems
- Trains site staff to administer medication to students who require it
- Monitors medically fragile students
- Makes presentations on health issues to student population

Psychologist
- Works with individual students
- Counsels small groups
- Administers tests to students
- Performs Educational Assessments of students
- Facilitates guidance team meetings, which include five or six professionals, teacher(s), and an administrator, to discuss progress of an individual student

Occupational Therapist and Physical Therapist
- Staff offices are centrally located off-site, with the most intensive OT/PT work with students occurring there, although more OT/PT work is taking place on-site
- On-site OT/PT space requires reinforced walls and ceilings for equipment, and can be shared with other service providers
- Work only with special needs students
- May work occasionally with one to three students at a time in a separate area of the building (see Specialized Instruction)

In addition to the services provided by specialists, there will be the need for a Special Needs Lab with equipment and activities designed for special needs students, particularly for physically or developmentally disabled students.

The Health Room should provide a quiet and calm environment for students feeling ill. It also is the location where students who receive medication at school are served and monitored. Secure storage for medication is required. A locking, under-counter refrigerator with icemaker should be provided, with a nearby sink. The Health Room should accommodate two cots with retractable curtain dividers between them, an eye chart, medicine cabinet, a work area for the nurse and scale. There should be a handicap accessible toilet and shower room directly accessible from the Health Room.

Relationships
- Student services can be located adjacent to Administration or near the Learning Suites.
- Students should not have to travel through Administration areas to reach service providers.
- The nurse's office area should be located within the Health Room.
- A unisex handicapped accessible toilet should be available to students and staff using the rooms in the Student Services area.

Relationship Diagram: Student Services

Faculty/Staff Support

Planning Assumptions
- Changes in the learning setting will make the teacher workroom/prep/storage areas increasingly valuable as a place for preparation and professional discourse.

Activities Narrative

The teacher workroom/prep/storage area in each Learning Suite is essential to the professional needs of teachers. These spaces provide the faculty with an area to plan together or meet with parents during the school day.

The Faculty/Staff Room provides a relaxed atmosphere for staff and faculty to eat and socialize with one another. This space should include a kitchen area, work tables, lounge space and a private area for small conferences and/or phone calls. The space should be open to facilitate interaction and flexible use. Direct access to staff toilets should be provided, while maintaining privacy of use.

Relationships
- The Faculty/Staff Room should be located a convenient distance from the Learning Suites, food service area and the workroom, with direct access to the outdoors.
- The Faculty/Staff Room should be acoustically and visually separate from the workroom.
- Staff toilets should be located within close proximity of the faculty/staff room.
- Each Learning Suite will have a teacher workroom/prep/storage area.

Relationship Diagram: Faculty/Staff Support

Building Support

Restrooms

Student toilets should be in close proximity to the learning clusters and should be grouped for efficient space utilization. Toilets will also be located in boys' and girls' locker rooms, near shower areas. Clearances must be adequate for large motorized chairs or additional toileting facilities provided. Community members using the locker rooms will also use these restrooms. Restrooms should be located near program components likely to be used by the community: gymnasiums, playing fields, library, and commons.

The Health Room, located in the student services area, will be equipped with a handicapped accessible toilet room. The Special Needs Lab will be equipped with a large toilet room containing a roll-in shower, a washer/dryer unit, and enough room for a care giver to change a student's clothing. It will serve students who need care from an adult, or assistance with toileting.

Adult restrooms should generally be handicapped accessible toilets. Staff restrooms will be located near the faculty/staff room. A single unisex toilet will be provided in the kitchen area for use by food service staff and custodian. Another two will be provided for administrative staff use in the reception and administrative office area. Staff toilets and showers for both physical education faculty and athletic coaches are provided adjacent to the staff offices for boys' and girls' physical education staff. Additional restrooms may be needed, depending on the layout of the school.

Adequate fixture numbers and access to restrooms and drinking fountains should be planned to support future portables on the site - allow for adding 6 future portable classrooms.

Custodial / Receiving

The custodian oversees receiving of most goods and supplies at the school, except for food service deliveries. Typically, deliveries are made directly into the custodian's office for later distribution. A pair of eight foot high doors at the delivery area will facilitate deliveries.

The custodian's office houses the main electrical power disconnect and should be nearby the boiler or major mechanical room. Custodians do very little maintenance on site, so shop or workbench space is not required. Storage for cleaning supplies and paper products is important, requiring both central and satellite locations. Each satellite location should provide floor sink, mop rack, and paper and cleaning supplies. Daylight and ventilation for the custodian's office should be provided.

Custodians may oversee the recycling programs at their school. Provide adequate niches or floor space for recycling receptacles at the Learning Suites and Commons areas.

Outdoor Amenities

Planning Assumptions

- Provide students with a range of different play environments. This is essential in creating a world class education.
- Create flexible play areas and "loose parts" that activate creative and imaginative play.
- Create schoolyard ecosystems that help to stimulate environmental awareness, study, and participation.
- Provide outdoor play environments that enhance learning through their color and movement.

Activities Narrative

Site development shapes the relationship of the surrounding community to the school's community. Public access to the site will be from parking and passenger loading areas, from which the public may access Administrative offices, Learning Commons and Gymnasium. The site entry sequence should give both visitors and students a sense of welcoming and invitation.

Activities on site will vary, primarily depending upon the time of day and whether or not activities are part of the educational program. During the school day, student and staff movement around the site will occur during the following activities:

- Arrival and departure
- Outside play - lunch time recreation, social and learning activities
- Student use of outdoor areas for components of educational program
- Physical education classes use of play fields or playground

Middle school students have some free time during their lunch period which could be used in learning activities, social interaction, active play or relaxation outdoors. During the school day, a teacher or class may schedule outdoor activities, ranging from small group work to independent study.

Planning for outdoor education programs at a middle school should include opportunities for:

- Nature studies
- Learning basic physical science principles
- Geology, through study of a variety of rocks and soils used in site development work
- Group meetings, in an amphitheater or other outdoor gathering place

Unlike the small outdoor garden areas that may be associated with each Learning Suite's rooms, outdoor areas should be shared by all parts of the school community. Outdoor education areas should be flexible, to accommodate present needs and future changes. Outdoor learning areas could include:

- Student gardens for planting and display
- Natural science experiment areas
- "Wild" places as "loose parts" play areas, including native plants landscape or a field of tall grasses for non-programmed play
- Areas for unprogrammed play. Team sports are typically accommodated on existing playfields. Smaller areas for smaller groups should also be provided. The areas should be given clear boundaries and edges to provide for seating and to separate activities.

Circulation areas between classrooms and outdoor areas should be clear and separated from vehicular traffic, and avoid conflict with learning areas where sound and visual distractions need to be controlled. Entry and exit from play areas should be defined to facilitate student circulation to and from outdoor areas.

Visitors should be able to orient themselves to the site, have clear direction to public areas, administration offices, and community shared gardens. Teacher supervision areas should be defined central locations where teachers can easily supervise large groups of children.

Relationships
- Garden areas developed for student learning projects should be secure from vandalism during non-school hours.

Vehicular Traffic

Planning Assumptions
- Plan for increase student use of public transportation to and from school. At many schools, public bus stops servicing schools will be located at street frontage. It is also important to have a waiting area within view of Administrative offices and a safe pedestrian path to school buildings.

Activities Narrative
On days that school is in session, the earliest activities are the arrival of staff, teachers, and administrators by automobile. Shortly thereafter students begin to arrive by bus, automobile, bicycle, and on foot. Departure patterns in the period after school is similar to arrival patterns, with teachers and administrators the last to leave.

It is important to provide separated paths for the different types of transportation in order to ensure student safety.

Site development elements to accommodate these activities include:
- Parking area sufficient for staff and daytime visitor parking
- Passenger loading area for parents dropping off and picking up students
- Bus loading area to accommodate school buses (40' buses have a 42' turning radius at bumpers)
- Deliveries from central kitchen to elementary schools' food service, receiving supplies
- Trash and recycling pickups
- Special event parking areas for occasional all-school meetings and programs

Vehicle traffic for after-school programs and evening use of facilities will be considerably less than during arrival/departure times. Alternative parking for special campus events may need to be addressed.

Movement of students will take place between learning space elements, away from the school's interface with the public and vehicular traffic. As noted above, vehicular traffic during the school day will be limited; it will include visitors to the school (parents, volunteers, and aides), deliveries, and waste pickups.

Relationships
- Vehicular traffic should be kept to the edges for the site to avoid conflict with pedestrians and educational program activities.
- Service loading and delivery should be separated from the loading and delivery of people.
- Students loading and unloading from auto and bus lanes should should be provided with safe routes of travel away from vehicular traffic.

Introduction

The following narratives and diagrams constitute the performance specifications for high schools. They describe key activities and relationships for all program disciplines in the facility, including planning assumptions, activities narrative and relationship diagrams. The design of each project will be tested to be in alignment with the performance specifications, balanced with other project criteria such as project budget, project timeline, relevant codes, district program and operational considerations.

They are organized into the following disciplines:

    Core Learning
        Learning Suites: Learning Settings and Shared Learning Areas
        Instructional Technology
        Small Group Rooms
    Specialized Learning
        Business Education
        Health and Consumer Science Lab
        Physics/Chemistry/Biology/General Science
        Special Needs Labs
        Resource Rooms
    Arts & Technology
        Design Technology Lab
        Digital Technology Lab
        Principles of Technology Lab
        Fabrication Technology Labs
        Digital Media Lab
        Art Studio – 2D
        Art Studio – 3D
    Music
        Vocal Music & Instrumental Music
    Performing Arts
        Black Box Theater/Drama Classroom
    Physical Education
        Gymnasium
        Auxiliary Gym
        Weight Room
        Movement/Wrestling
    Learning Commons (Library/Media Center)
    Food Service/Commons
    Administration
    Student Services
    Faculty/Staff Support
    Building Support
    Outdoor Amenities
    Vehicular Traffic

High School Planning Assumptions
- High School population will include grades Nine through Twelve.
- More learning activities will take place off-site, making use of opportunities for learning in the community.
- There will continue to be an increasing use of technology in learning activities and greater need for students and teacher to access information. High school students are currently issued a netbook or wireless tablet device with wireless network access.
- Increasing numbers of special needs students will take part in regular learning activities with other students, while still requiring support for special needs.
- Values and skills of teamwork and problem solving, essential to success in the workplace, will be instilled in high-school-aged learners through structuring of the curriculum's learning activities, as well as through career and technical education classes.

Core Learning

Planning Assumptions
- Learning Settings must support a variety of scenarios for learning, ranging from a traditional departmental organization to an interdisciplinary "suite"-based organization.
- Project-based learning, with students working in teams of two to six, will continue to increase as a major learning activity.
- Teachers will be working together in single and cross-discipline teams, while the use of parent volunteers and other adult aides will increase.

Activities Narrative

Learning Suites: Learning Settings and Shared Learning Areas

Learning settings must accommodate a wide variety of activities, ranging from individuals working alone to large and small groups working on projects over a span of several weeks. Activities include:
- Instruction of larger groups of students, team instruction with multiple classes of students
- Work with language arts, history, social studies, and math resources
- Presentations by teachers and students, singly or in groups
- Information access and manipulation by computers and mobile devices, linked with a school-wide network
- Work at desk or table in individual or small group
- Project work in shared space
- Teacher planning, singly or in teams
- Planning and preparation for work or projects off-site

Because activities taking place in Learning Settings and the sizes of groups participating are so varied, a high degree of spatial flexibility and variety of learning environments within each space will be required to produce a supportive, diverse learning environment and accommodate differing learning styles. Areas for small groups to meet and work will be important, including alcoves within larger rooms; several should be acoustically separate and securable from the other spaces of the cluster. Floor materials should be both comfortable and easy to clean. Furniture should be easily movable by students, allowing reconfiguration of the space with minimal effort. The walls of the Learning Setting should easily accept tacks or staples for display. Walls between adjacent learning spaces should open to connect spaces, making a space big enough to accommodate 50 to 60 students. Ceilings in these spaces should be a minimum of nine feet high, to help dispel feelings of crowding when many students are using the space. It should be possible to darken the room for presentations.

Art activities in the Learning Settings will emphasize small-scale, "clean" projects, such as drawing, collage, or electronic work. Regular table surfaces will be adequate for these projects. Storage for supplies and shared equipment will be located in the Learning Settings or in the faculty planning/storage room.

Shared Learning Areas provide additional space for activities that are too large or messy for general spaces. Additionally, shared spaces allow for collaboration between teachers and students. Shared Learning Areas should support visual art and science activities using dry and wet media that do not produce dust, which is harmful to electronic equipment. Opportunities for integration of performing and visual art activities should be pursued in these spaces. It will be important to be able to darken these spaces for presentations.

Teachers and students value the opportunity to interact with others in adjacent learning settings, by either opening a wall or door separating the spaces or using a shared common space. Acoustic separation between adjacent spaces is essential for classroom connections to function successfully. Some learning spaces will be dedicated to specific programs' use; such programs could include contract learning programs, OT/PT, or other special needs.

Shared Learning Areas should have adequate storage and work space to accommodate project work. These areas should be separated from circulation paths, so activities in the space are not disturbed.

Fresh air, daylight, and access to the outdoors are all important support elements. Learning Settings should have operable windows and means to control daylight

Instructional Technology

The current District approach to technology in the high school level learning environment is to provide mobile computing devices for student use at a 1:1 ratio. In addition, each Learning Setting will have a computer station with DVD drive dedicated to a centrally mounted digital projector, digital document camera, voice-assist speaker system, and an interactive display surface (i.e. ACTIVboard or wall surface system and interactive feedback devices for the interactive display). Learning Settings will also have a mobile computer for teacher use. At the current ratio of students to computers, eight student machines could be placed in the Shared Learning Area for use by all students within the Learning Suite, with three to six additional student machines in each Learning Setting. Provide sufficient data and power outlets and wireless connectivity to allow flexibility in the location of these devices. These guidelines should be confirmed at the beginning of design and through the course of development of each project to accommodate changes in technology.

Core Learning Relationships

- Each Learning Setting should have access to nearby spaces of varying sizes, so groups of various sizes can be accommodated.
- Each Learning Setting should have direct access to a Shared Learning Area, allowing a variety of activities to take place simultaneously.
- The main circulation "spine" should provide focus and spatial orientation to Learning Settings and Learning Labs.
- Shared program elements, including toilets, should be easily accessible from all Learning Settings.

KEY

SETTINGS IN THE PROGRAM AREA	⬤
SETTINGS IN RELATED PROGRAM AREA	○
ADDITIONAL PROGRAM ELEMENTS	○ (dashed)
PRIMARY RELATIONSHIP	◀——▶
SECONDARY RELATIONSHIP	◀ – – ▶
VISUAL CONNECTION	• • • • • •
ACOUSTIC SEPARATION	– – – –
ABILITY TO OPEN TO ADJACENT SPACES	═══
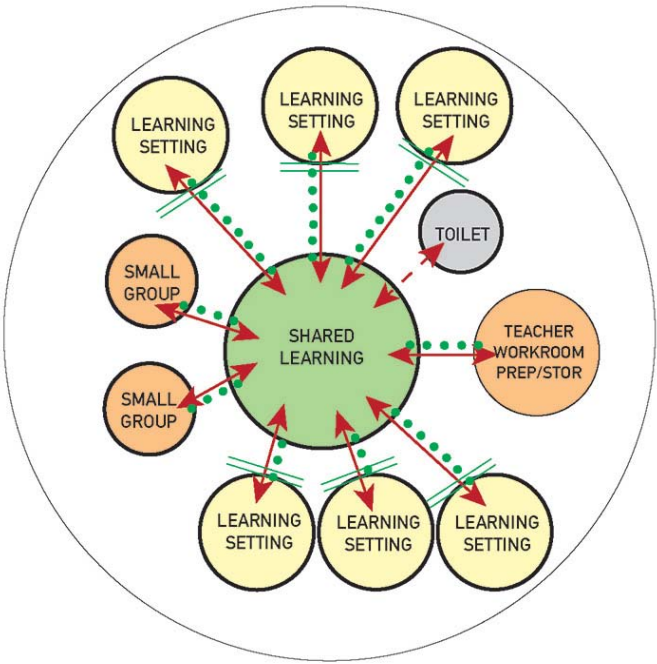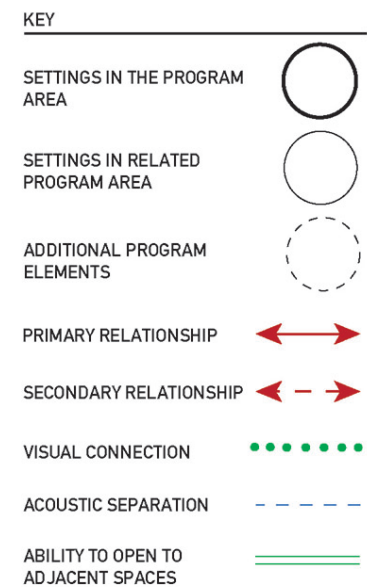
Relationship Diagram: Core Instruction

Specialized Learning

Planning Assumptions

- Science, as an approach to learning and discovery, is an important element in each student's preparation for a career or higher levels of education.
- With greater emphasis on integrated, project-based education and hands-on learning experiences, students will alternate time spent in learning lab settings and spaces oriented to research, discussion, presentation and critique.
- Specialized Learning programs and spaces may vary at each school facility.

Activities Narrative

Specialized Learning Labs support a variety of activities that emphasize pure and applied learning. These spaces support hands-on project-based learning activities that require large spaces or specialized tools. They include spaces dedicated to sciences, business, and special needs education.

Science

Science at the high school level includes labs dedicated to physics, chemistry, general science (multi-use), and biology. Labs will generally be used for instruction in groups of 32 to 34 students. The science prep/storage room should be located for access from the associated science lab(s) and include appropriate chemical storage, flammable cabinet, acid cabinet, safety goggle cabinet, eyewash and shower. Shelving should be seismically secured.

Science information covers the traditional curriculum areas and will require dedicated classrooms with specialized equipment. However, this equipment should be thought of as a specialized "lining" applied to a more generic space, that can be altered or exchanged as required by changes in the science curriculum. Example of such change might include introduction of biophysics or biotechnology to the curriculum or a shift to greater use of predictive models and virtual experiments in chemistry. In general, science classrooms should simulate actual investigative science labs.

Business

Business Labs should also simulate work environments as much as is practical. Here students will learn techniques of business operation and management, many of which employ electronic technologies. With increased exchange between community and school, there are opportunities for students to start and run businesses. One Business Lab should be adjacent to the student store to support the store program.

Health and Consumer Science Lab

As a part of life-skills instruction, the Health and Consumer Science Lab is a space for direct, practical experience. This lab should simulate a work environment that reflects current trends, with equipment that can support instruction in health, chemistry or general science. The Lab will be set up initially to support food preparation, demonstrations and practice. The foods lab could also serve school-to-career transition in conjunction with the business program by offering food service during times that the main kitchen is closed.

The Specialized Learning Lab spaces will be ideal for offering community members instruction during after school hours. Successful shared use depends upon adequate and appropriate storage for all users: students, teachers, and community, and zoned for security during non-school hours.

Resource Rooms

Six Resource Rooms will serve a variety of student support activities, generally working with students in small groups and individually within the room. Up to eight students will be served in each room, with movable partitions situated between groups and individual students to provide visual privacy and minimize distractions within the room. To provide more flexibility in group sizes and group configurations, the rooms should be adjacent and combinable with operable walls. Wall surfaces within the room should support display and whiteboards for a variety of groups. One wall of the room should be outfitted with instructional technology similar to a typical learning setting. Media, lighting and auditory assist technologies should also be similar. Additional Resource Room Modules are included in the Additional Program Elements, to be determined on a project-by-project basis.

Special Needs Lab (Transition)

The Special Needs Lab serves students with equipment and activities not available or appropriate in the Learning Suite. The requirements of special needs students' vary widely. The most severely handicapped students and those who are medically fragile will spend time each day in the Special Needs Lab. This space will be outfitted with OT/PT equipment including ceiling-mounted lifts, cooking and cleaning facilities, and enough space to accommodate movement of students in motorized wheelchairs.

Because the number of students varies from year to year, as does the nature of each student's needs, equipment and furnishings within the lab will be frequently reconfigured. Walls and ceiling should be reinforced to support lifts and physical therapy equipment. The lab should also have basic kitchen appliances to support life-skills instruction.

The lab should be laid out to accommodate twelve students and three to five assistants, and should include clearances required for large motorized wheelchairs or students lying on wheeled stretchers or gurneys. A large handicapped-accessible toilet room with room for changing clothing and showering with an assistant's help is provided. In addition to the toilet/shower facilities it should include an area for a free-standing, adjustable changing table (equipment – provide power). Soiled clothing can be washed and dried in the washer/dryer unit provided. An EBD separation room should also be provided as part of this Special Needs Lab program area.

The Special Needs Lab should be immediately adjacent to the handicapped student drop-off area and exit directly to the outside. In the event that a school has no students enrolled whose special needs require use of the lab; it should be easily adaptable to serve the regular curriculum as an additional lab or classroom space.

Specialized Learning Relationships

- Science preparation and storage rooms should open to the Learning Labs be served. Ideally the praparation/storage space will be shared by two teaching lab spaces.
- Learning Labs should be directly related to the Learning Suites, yet easily accessible to all students in the school.
- Learning Labs ideally will have direct access to secured exterior teaching space for additional teaching environment opportunities and as required for egress.
- Display space should be provided near the Learning Labs for projects.
- The Special Needs Lab should be near Student Services, where special needs providers have office space, with direct access to outside, and near handicapped student drop-off area.

STOR
STUDENT STORE
STOR
STOR
BUSINESS LAB
BUSINESS LAB
HEALTH & CONSUMER SCIENCE LAB

STUDENT SERVICES
TLT STOR
OUTDOOR ACCESS/ DROP OFF
TLT STOR
SPECIAL NEEDS
EBD
SPECIAL NEEDS

RESOURCE ROOM
RESOURCE ROOM
RESOURCE ROOM
RESOURCE ROOM
RESOURCE ROOM
RESOURCE ROOM

LEARNING CLUSTERS

PHYSICS
PHYSICS
CHEMISTRY
CHEMISTRY
CHEMISTRY
BIOLOGY
BIOLOGY
BIOLOGY
GENERAL SCIENCE

STOR
STOR
STOR
STOR
STOR
STOR
STOR
STOR
STOR

CENTRAL CHEMISTRY PREP/STOR

CENTRAL SCIENCE PREP/STOR

KEY

SETTINGS IN THE PROGRAM AREA

SETTINGS IN RELATED PROGRAM AREA

ADDITIONAL PROGRAM ELEMENTS

PRIMARY RELATIONSHIP

SECONDARY RELATIONSHIP

VISUAL CONNECTION

ACOUSTIC SEPARATION

ABILITY TO OPEN TO ADJACENT SPACES

Relationship Diagram: Specialized Instruction

Arts and Technology

Planning Assumptions

- With greater emphasis on integrated, project-based education and a multimedia approach to documenting and manipulating information, the visual arts and technology will play an increasingly fundamental role in high school education.
- Training in technical and professional career paths will increasingly integrate into the overall curriculum and activities of academically oriented areas of study.

Activities Narrative

The spaces that support Arts and Technology are a blend of what are traditionally known as studios, labs and shops. These Studio Labs should support a variety of activities that offer students experiences of pure and applied learning in the visual and technical arts. These spaces support hands-on, project-based learning that requires large spaces or specialized tools. They include spaces dedicated to the visual arts, the technical arts and sciences, and applied technology. While the spaces in these educational specifications have specific names to signify a different focus on areas of the curriculum, the Studio Labs should be designed to support a wide variety project-based, creative learning activities.

Students will work on projects in the Studio Labs individually and in teams. There will also be opportunities for work in these areas of study to take place off-campus, in partnerships with local businesses and community organizations. The Studio Labs should be configured to allow for work with tools or equipment and have space for reflection and critique of work underway; this can be done within the space by providing areas with chairs and tables, as well as bench and floor space.

The Studio Labs are arranged between two major spaces: an interior circulation space used as a Gallery Lobby and an Outdoor Work Area. The Studio Labs for Fabrication Technology are equipped for training in manufacturing, power, and construction aspects of industrial technology. Along with Fabrication Technology, the 3D Art Studio should have access to outdoor workspace. The Studio Labs associated with Computer-Aided Design and Drafting (CADD), Principles of Technology, Digital Media and 2D Art are organized around the gallery/lobby.

Visual arts activities in secondary education are widely varied, ranging from small-scale drawing to large group projects, like scene painting. Work in clay or wood requires specialized equipment in a dedicated space. Art activities that produce the greatest noise and debris, such as plaster, clay, or woodwork, or require the most space, will take place in Art Studio spaces as well as Fabrication Technology spaces. The Studio Labs should be able to accommodate the working of large pieces of material by small groups, as well as thirty students working individually on projects.

Because these spaces will be equipped with specialized and expensive tools and machines, access for community members will be in high demand and will require careful management. These spaces should be zoned for security during non-school hours and storage for tools and projects must be provided to avoid conflicts between school and community use.

Relationships

- Studio Labs, where activities occur that generates noise, mess, or dust, should be located away from the learning clusters, and grouped to share space, tools, and equipment.
- Consider the benefits of locating the Fabrication Technology Lab adjacent to the Drama Scene Shop if feasible and connecting to it by means of a large roll-up door.
- An outdoor work area, covered if feasible, should be immediately adjacent to most studio lab spaces. A large door opening could connect these spaces to the outdoor work area.
- Provide site circulation for vehicles delivering supplies and materials to the studio labs.
- Display areas for visual and technical arts projects should be provided in the entry and gallery lobbies and in the rooms.
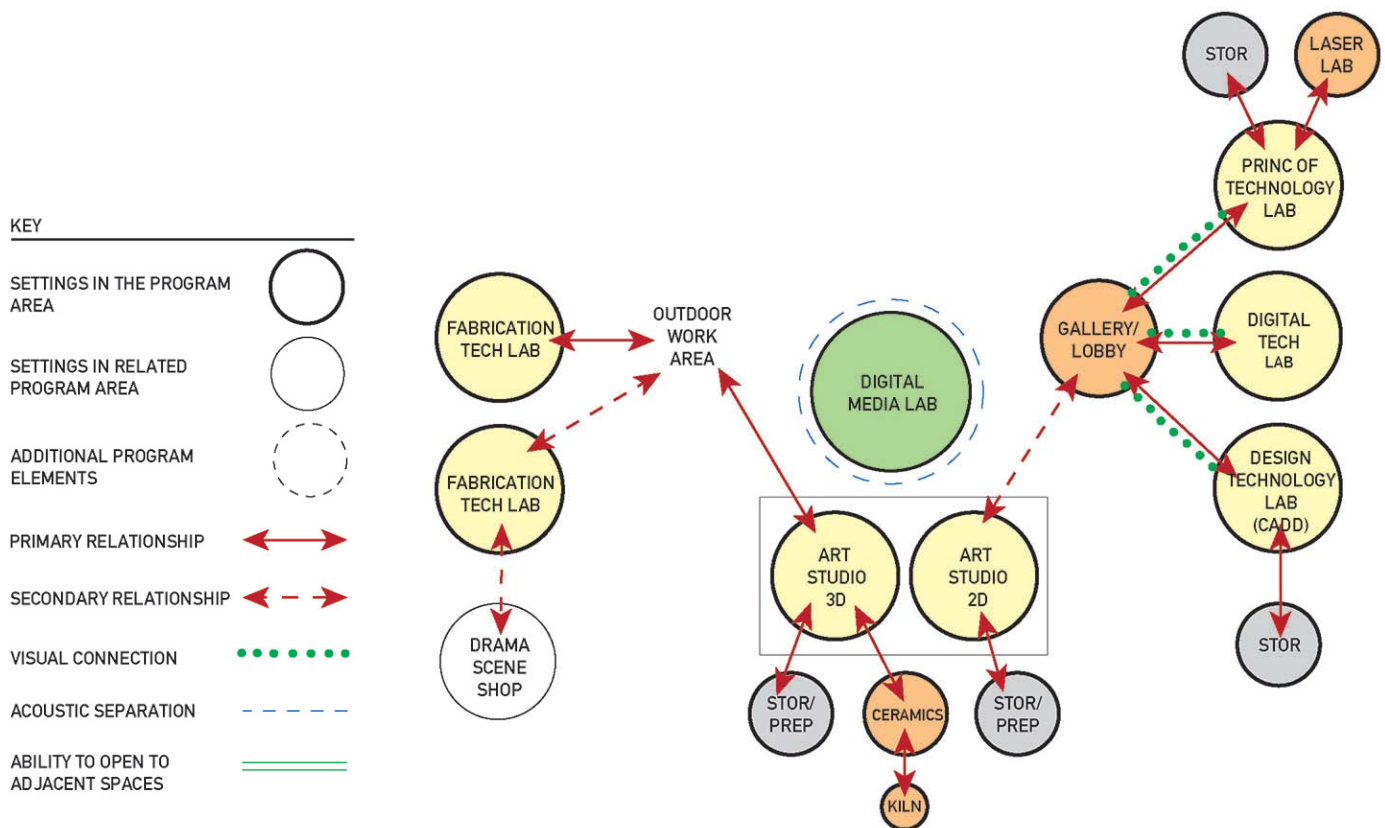
Relationship Diagram: Arts and Technology

Music

Planning Assumptions

- Integration of musical composition and recorded material into student multimedia project work will continue to grow.
- Musical performance, as an integrated, project-based learning activity and as a demonstration of learning and accomplishment is an important part of the educational program.
- The music program will provide general music experiences to a broad spectrum of students and more concentrated training to students with particular musical talents and interests.
- Provide an environment in which students can develop their musical/rhythmic intelligence, combining intuitive and rational approaches to learning.

Activities Narrative

Music is an important part of an integrated education program. Students should be encouraged to participate in making music, and in listening to and understanding musical expression.

Equipment for listening to music will be provided in all learning settings by means of playback equipment for audio/video and computer/CD ROM. The vocal and instrumental music rooms, practice rooms, and piano and electronic labs are the spaces in the school devoted to composing, playing and recording music. The vocal music room supports large- group choral instruction and rehearsal. This room should be acoustically configured to provide a good environment for recording. Consideration should be given to the flexibility of a flat-floor room with portable risers as opposed to fixed risers. A flat-floor room will support activities such as rehearsal and instruction.

The instrumental music room will be used for both band and string instruction. Storage for instruments that is secure and convenient is essential to protect students' substantial investments in instruments. Marching band uniforms will also be stored in this area.

Individual and ensemble rooms are provided for practice and composition.

Supervision of the music rooms is provided by an office/workroom shared by two instructors, with access to the sheet music library.

Daylight and fresh air will be important to creating an optimal learning environment for music instruction.

Relationships

- Spaces used for music instruction must be acoustically separate from other learning spaces; space used for vocal music must be separate from that used for instrumental instruction.
- The music rooms should have direct, but acoustically separated, access to the theater.
- The music rooms should be easy for community members to find.
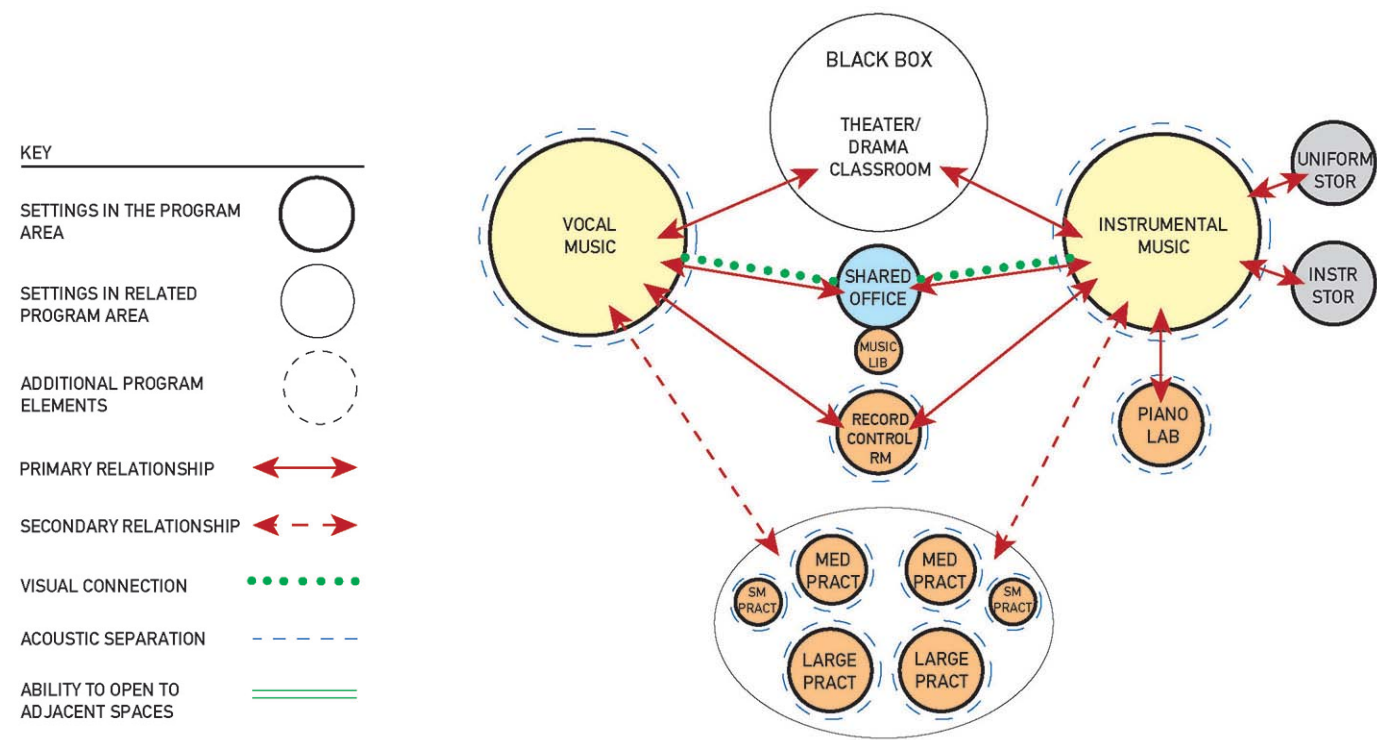
Relationship Diagram: Music

Performing Arts

Planning Assumptions

- Drama and theater will continue to be an important way of integrating learning and demonstrating mastery of material.
- The specialized equipment and controlled acoustic environment required by a theater dictates a grouping of theater and support spaces located independently.
- The Black-Box Theater performance space will be highly flexible to accommodate a variety of staging arrangements, audience sizes, and types of performance.

Activities Narrative

The Black-box theater is the heart of the performing arts area. It will accommodate both dramatic and musical performances in a variety of configurations and seating arrangements. The space will have lighting, rigging, and sound equipment exposed to view, giving students working in the space easy access to the systems that they must set up, for a specific performance. To allow for maximum flexibility, seating should be on movable, tiered platforms or retractable risers with seating built onto the risers. The space is sized to allow for a 50'x50' open performance area with seating for 250 people arranged on two sides. The space should be open to other configurations, as creative productions require.

The make-up/green room, dressing rooms, and costume storage form a set of spaces to support performers. Stagecraft students will have access to the tools and layout space of the Scene Shop. The Scene Shop will potentially have an adjacency to a Fabrication Technology Lab with more specialized equipment and space, offering the possibility of collaboration between theater and technology. This also allows the Scene Shop to be equipment intensive, allowing more workspace and staging area outside of the theater.

The Scene Shop is connected to the performance space with a pair of large rolling doors providing access between spaces, but also providing the required acoustical separation. The Theater or the Scene Shop should also have large doors to the exterior for delivery access. Stagecraft students also will use the control booth as a learning space as they run the lights and sound, for a production.

The Theater should also be available for community use. This will require that the performance space be located near an adequately sized foyer space, so that other areas of the Theater complex can be secured.

The Black-Box Theater is also the Drama Classroom; providing space for rehearsal and scene work. An adjacent Drama Storage room provides secure space for equipment, props, and materials that should not be available to other users of the performance space.

Relationships

- The theater should be directly adjacent to the scene shop and dressing rooms, etc. It should be near the vocal and instrumental music spaces.
- Provide immediate access from the theater to an exterior entrance for access during non- school hours.
- The scene shop should be adjacent and connected to an industrial technology lab.
- The green room, dressing rooms, and costume storage should be near the performance space and the drama classroom.
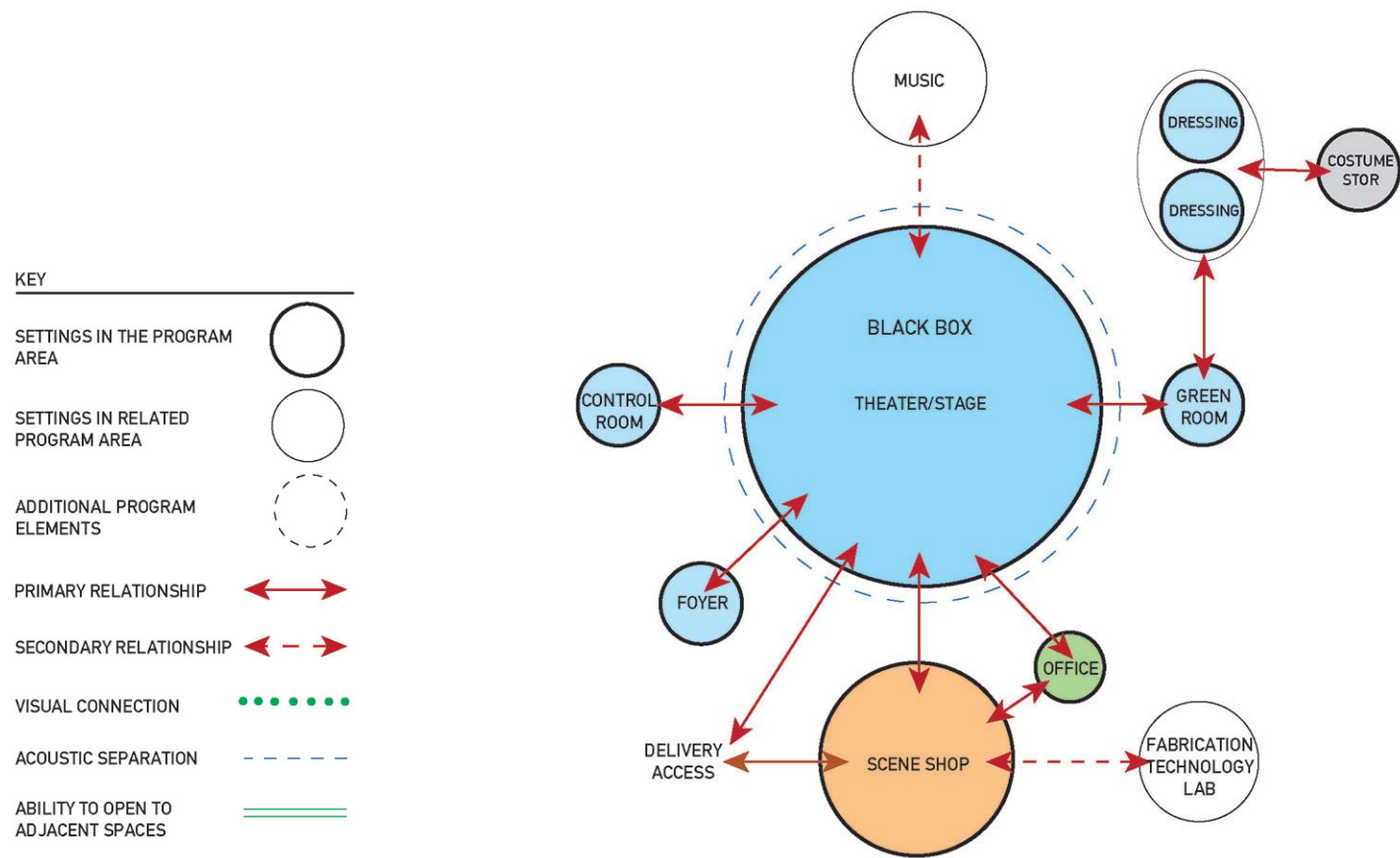
Relationship Diagram: Performing Arts

Physical Education/Athletics

Planning Assumptions

- Physical education and athletics programs are incorporating more individual fitness, recreational, and athletic activities, in addition to traditional team sports.
- There is an increasing emphasis on activities that provide cardiovascular and respiratory system benefits. Program focus on lifelong health, fitness and avoiding obesity.
- Use of computer technologies to gauge and monitor fitness and physical technique is increasing.
- Fitness self-assessment and nutrition analysis skills are increasingly being emphasized.
- Physically handicapped students are increasingly integrated with other students for a majority of their time at school, including physical education activities. Therefore, a wide variety of activities and equipment must be accommodated in the gymnasium and related spaces.

Activities Narrative

At the high school level, developing teamwork and socialization skills and sharpening athletic technique are major elements of physical education, in addition to the ongoing emphasis on coordination, endurance, and wellness. In the winter months, most physical education activities take place indoors, making the Main and Auxiliary Gymnasiums and Movement Studios essential educational spaces. For this reason, it is important that they be large enough to give students plenty of room to move.

Activities important to the physical education and athletics programs include:

- Running, jogging, and jumping rope (cardio/respiratory activity).
- Fitness assessment: entire class and individually.
- Athletic skills and technique.
- Typical sports activities played in the gymnasiums during winter months include basketball, volleyball, gymnastics, badminton and wrestling.

Athletic programs involve numerous students, many of whom have specialized equipment that must be stored securely. The boys' and girls' athletics locker rooms provide larger athletic lockers for gear, but share showers and other facilities with the physical education program. Athletic coaches have dedicated office space in each locker room. Each athletic locker room should provide drying racks for wet uniforms and have access to laundry facilities as well.

The Main Gymnasium is also used for large assemblies. Chair storage is provided in a storage room in the Commons. Bleacher seating should be provided on both sides of the Gymnasium, with the capacity to house the entire school population. The Gymnasium's capacity for assembly use can be increased by providing a large opening to an adjacent Auxiliary Gymnasium, separated from the Gymnasium with an acoustically rated operable wall. Wiring for a sound system should be planned and placed in the walls during modernization or construction. A portable platform for assembly use can be supplied by the District's central warehouse.

The Auxiliary Gymnasium is a non-dedicated space, intended to provide a space for general movement instruction, dance and aerobics. Wrestling and gymnastics are supported in a space requiring mats and equipment. The Fitness and weight room has equipment for strength and endurance training and testing. These machines will be used by athletic programs as well as by individual students, and the community.

The Gymnasiums, Movement Studios, and Fitness/Weight Rooms are a community asset and could be used by community groups in the evenings and weekends. Along with associated toilets and drinking fountains, these spaces should be in a separate security zone so they can remain accessible when the remainder of the school is secured.

Relationships
- Physical education facilities (gymnasiums, locker rooms and offices, storage for equipment, and training areas) should be located together and comprise one security zone.
- Gymnasiums should have direct access to athletic fields and outdoor play areas.
- Gymnasiums should be located near the main entrance to the school (or be visible from it) for easy access by the community.
- Storage spaces should be divisible within (with fencing or similar material) to support separating equipment for different sports or fitness programs.
- Accessible toilets and drinking fountains should be adjacent to the gymnasiums for use by spectators attending events.
- Athletics locker rooms should be situated within the physical education locker rooms for security reasons.
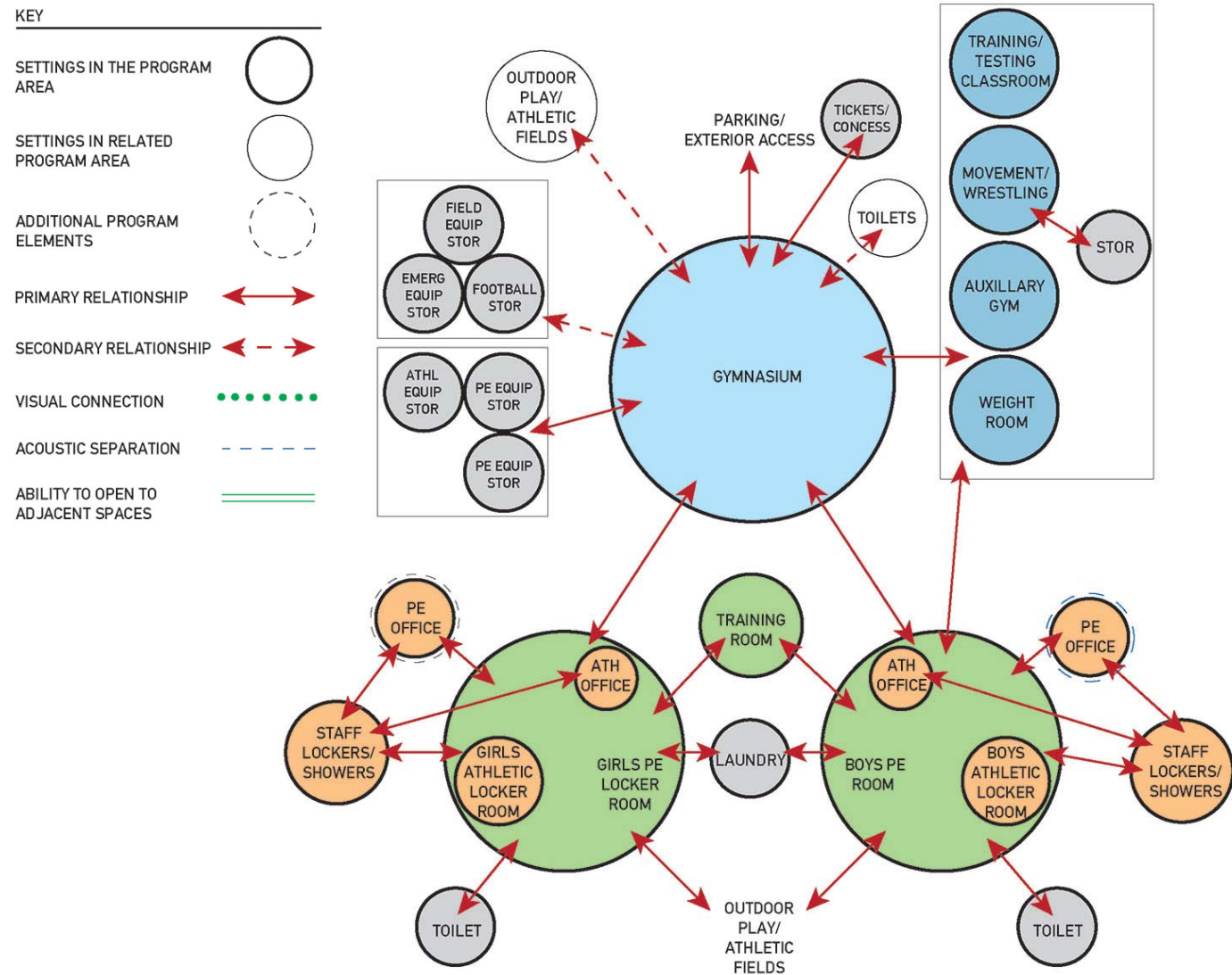
KEY

SETTINGS IN THE PROGRAM AREA

SETTINGS IN RELATED PROGRAM AREA

ADDITIONAL PROGRAM ELEMENTS

PRIMARY RELATIONSHIP

SECONDARY RELATIONSHIP

VISUAL CONNECTION

ACOUSTIC SEPARATION

ABILITY TO OPEN TO ADJACENT SPACES

Relationship Diagram: Physical Education/Athletics

Learning Commons (Library/Media Center)

Planning Assumptions

- Community access to Learning Commons resources will be increasingly common. Public access to equipment and resources will require proper zoning in the building design to minimize the impact on hours and staff.
- Information technology is becoming more decentralized. The importance of the library as a center for technology resources will decrease, as the ability to access resources from the Learning Setting, or throughout the school, increases. Print materials will still be concentrated in the library, it will be a place that welcomes "enjoyment readers."
- Instruction in how to access, evaluate, and integrate information will continue to be a major focus of the librarian's work.
- Collection catalogs are electronic in most Learning Commons, allowing access to information and some resources, directly from the Learning Setting, or anywhere in the school. For this reason power and data connections must be provided throughout the Learning Commons.

Activities Narrative

The Learning Commons supports a wide variety of activities. It is used by individual students for research, projects, and recreational reading. Small groups may go there to work on projects together. As many as two full classes may be in the LMC at one time, therefore, the space should accommodate a total of 90 students at one time, including seating and internet/look-up stations. Occasionally, large groups request the use of the Learning Commons for meetings.

Activities include:

- Drop-in and recreational reading
- Instruction by librarian in library use and resources
- Research (large group with teacher and individual)
- Use of electronic technology for research and production of student work
- Large group student, parent, and community meetings
- Small group meetings
- Display of books, visual materials, and student work

Relationships

- The Learning Commons should be visible and easily identifiable from the main site entrance for students and the community.
- The Learning Commons should form a "node" in the organizational structure of the school, creating a recognizable place for learning.

KEY

SETTINGS IN THE PROGRAM AREA	⬤
SETTINGS IN RELATED PROGRAM AREA	◯
ADDITIONAL PROGRAM ELEMENTS	(dashed circle)
PRIMARY RELATIONSHIP	◄──────►
SECONDARY RELATIONSHIP	◄ ─ ─ ►
VISUAL CONNECTION	• • • • • •
ACOUSTIC SEPARATION	─ ─ ─ ─
ABILITY TO OPEN TO ADJACENT SPACES	══════
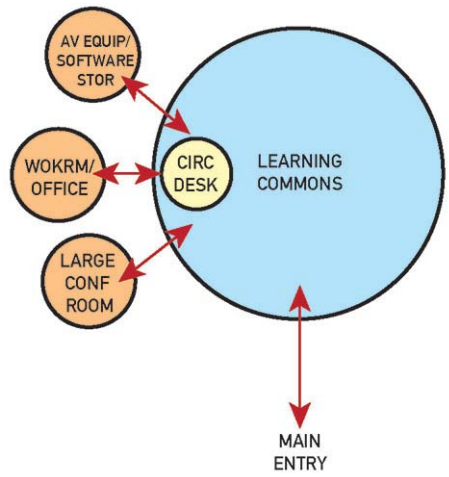
Relationship Diagram: Learning Commons

Food Service/Commons

Planning Assumptions

- As the need for a variety of instructional space sizes increases, the commons will take on increasing importance to the educational program and community groups as a large group meeting, presentation, and workspace, while continuing to serve as the school's dining area.
- The number of students served in the breakfast program and after school snack program continues to increase. A café area, open for studying and socializing, could provide snacks and refreshments.
- The design capacity of the Commons area based on seating aproximately 550 students for lunch (assumes three lunch periods).
- The Commons will serve as an informal seating area for performances of a variety of performance types.
- The Commons is envisioned as the center of the school - the place where students enter at the beginning of the day and leave at the end of the day.

Activities Narrative

The Commons fulfills two major functions in the high school complex. First, it provides a large assembly room for presentations and performances, large-scale project work, and large group instruction. Second, it provides a dining area to students and staff.

The commons will be equipped with video and film projection equipment, theater lighting and a sound system. At least one station should be provided for controlling lights and sound with a portable board from the main floor. Cabling to the school's networked computers will be provided to several locations. The volume of the commons space should be shaped for acoustical performances in spoken word and musical events. A portable stage platform for presentations or performance will be available from District maintenance if required.

Kitchens at high school facilities are complete production kitchens, preparing food for that school's students. Food service to high school students typically occurs in a "scramble" area, with a satellite serving area for "a la carte" items. This is best located in a corner or along the edge of the Commons, so that service counters can be screened from the Commons with overhead rolling doors when not in use.

Kitchen workers operate the food service facility. It is the responsibility of classified staff to supervise the students in the dining area. Ease of accessibility and exiting are important to minimize the number of staff required at dining times. Circulation through the food service area should be clear and unimpeded.

The food service dining area is usually shared with other programs. This space requires convenient storage for dining tables, proper sound absorption, and easy to clean kitchen surfaces and floors.

Storage in the Commons is important. Chairs and tables for dining or project work are unsuitable for performance seating. Tables should fold and roll away, while the chairs stack on rolling carts. A storage room large enough for all these should be provided. Performance seating can be provided with loose chairs, or by a folding seating system which would provide better sight lines and faster setup times. Seating for 550 to 650 audience members should be provided. (Larger assemblies will take place in the Main Gymnasium.)

All delivery trucks have tailgate lifts for loading; therefore, a loading dock is not required. They should have easy access to the food service kitchen and a dedicated loading space. Maintain minimum slopes for rolling carts.

Provide for recycling in commons and kitchen areas.

Relationships
- The Commons should be immediately visible to the arriving public and have direct access from the parking area for use as a performance venue.
- The Commons should have direct connection to outdoor gathering and seating space.
- Provide immediate access from kitchen to waste disposal and recycling receptacles
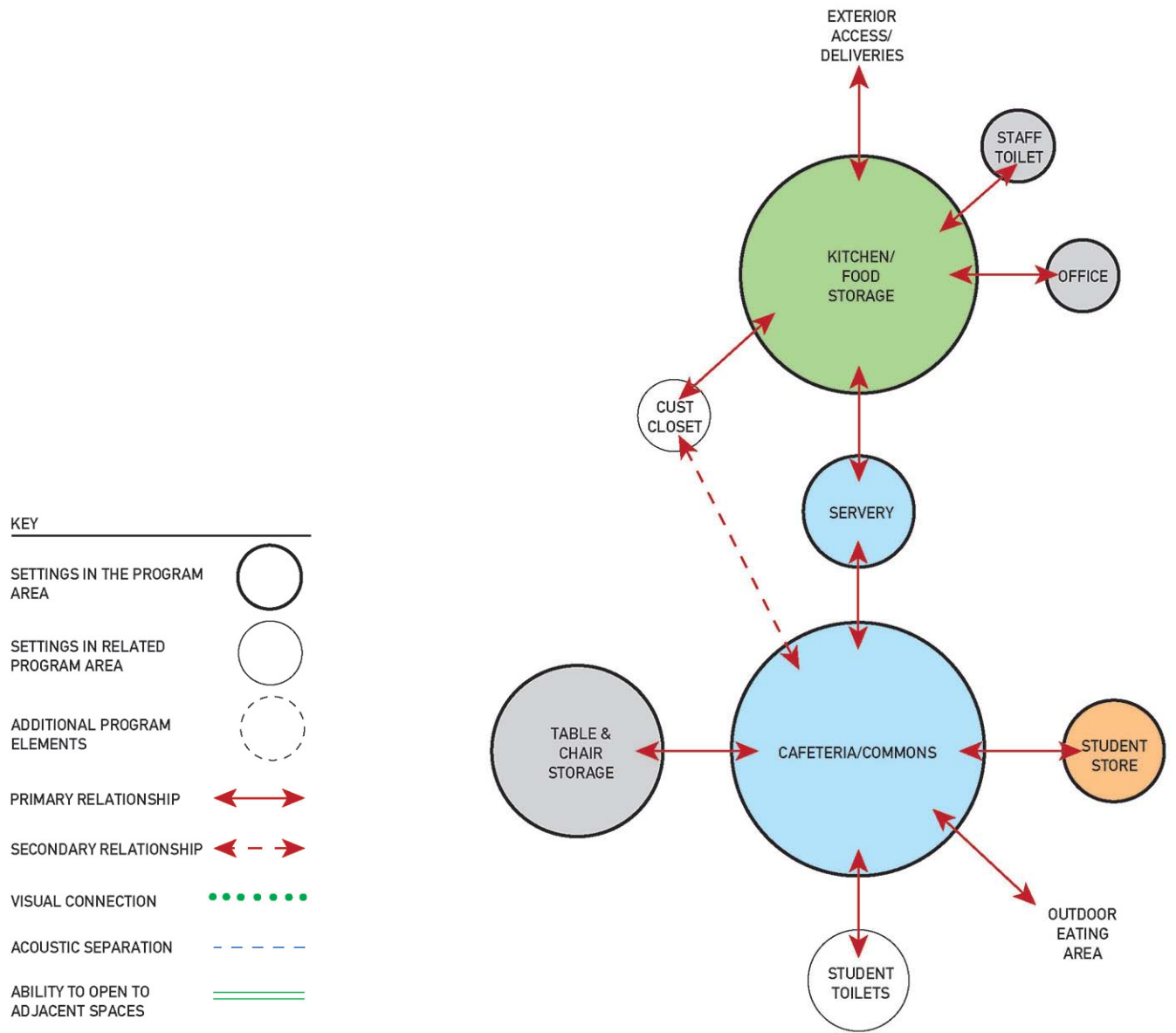
Relationship Diagram: Food Service/Commons

Administration

Planning Assumptions
- School administrators' responsibilities are rapidly expanding to include more support for community service and relations, as well as an increasing variety of student services.

Activities Narrative

The administrative spaces are both the center for school management and the community's first point of contact with the school. The administrative offices should be clearly identifiable to a visitor. A prominent position will also give the offices good surveillance of the school's major entry area. Administrative spaces should feel comfortable, reassuring, and welcoming.

School management involves record keeping, accounting, and a great deal of interpersonal interaction. Privacy of information and conversation is important; secure records storage and conference rooms can provide this. A floor vault should be provided in the bookkeeper's space.

Teachers use the administrative spaces as a communication center, receiving their mail and notices there. Office staff has access to the administrative workroom, which has copying machines and supplies. A covered bulletin board should be provided for notices and messages (for staff, students and parents) in the reception area or in the corridor outside main office.

Activities in the administrative spaces include:
- Reception
- Maintenance and storage of student records
- Communication systems control
- Attendance
- Meetings and parent conferences
- Workroom
- Mail distribution and message center
- Supplies storage
- Student referrals to specialists

Relationships
- Provide views from the office manager's area to the reception area, and 180-degree view of the front of the building, parking area, and main building entry.
- Locate the administrative conference room adjacent to reception area.
- Provide visual access to workroom from reception area.
- Provide easy access to workroom.
- Student access to Attendance Counter without entering Admin area.
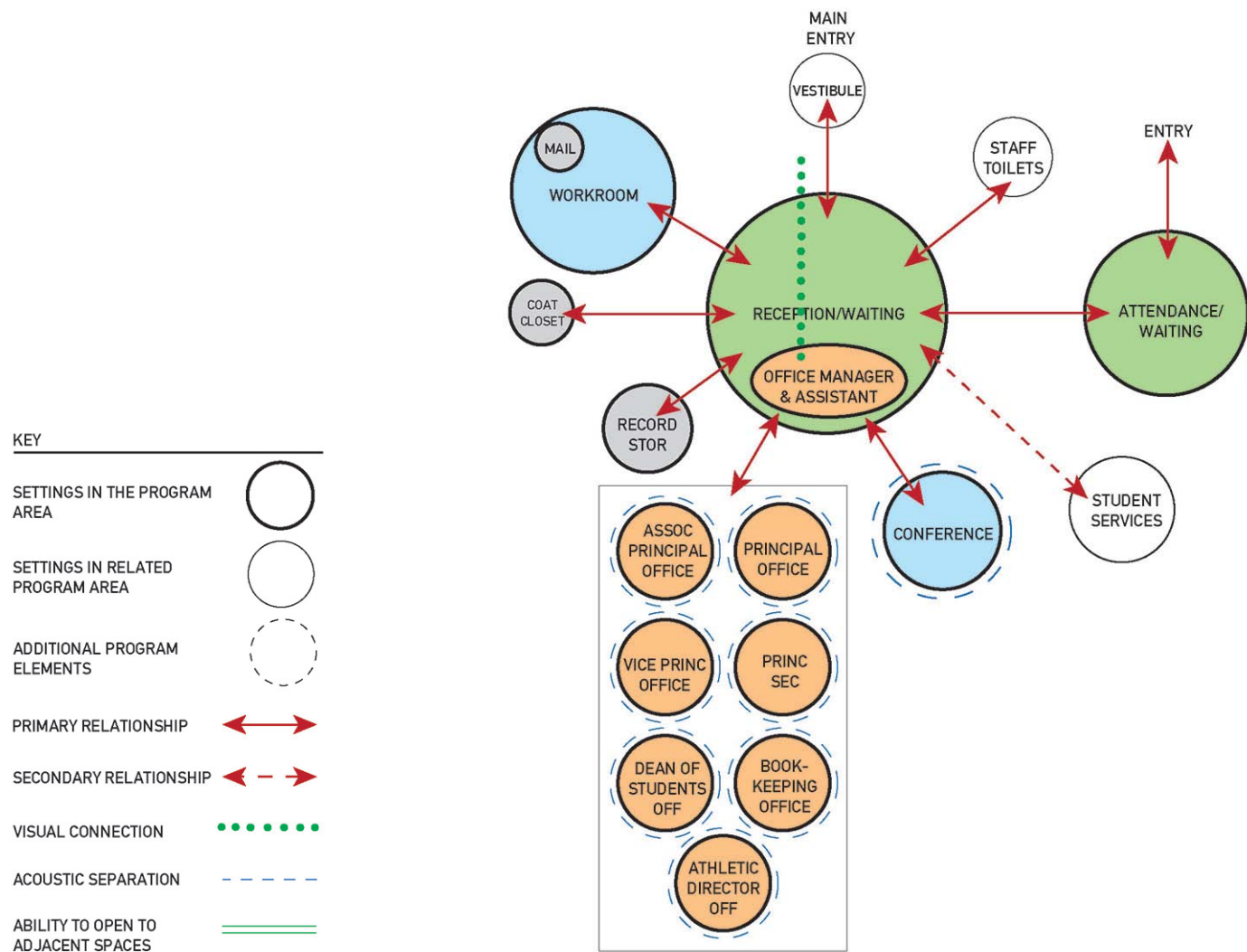
Relationship Diagram: Administration

KEY

SETTINGS IN THE PROGRAM AREA

SETTINGS IN RELATED PROGRAM AREA

ADDITIONAL PROGRAM ELEMENTS

PRIMARY RELATIONSHIP

SECONDARY RELATIONSHIP

VISUAL CONNECTION

ACOUSTIC SEPARATION

ABILITY TO OPEN TO ADJACENT SPACES

Student Services

Planning Assumptions

- Students with special needs are often placed in regular classes for much of the day. This is changing the focus for serving special needs students from a central campus to all campuses.
- Service providers are spending an increasing amount of time working with one or more students in the learning setting rather than removing students to isolated environments.
- Small, but increasing, numbers of medically fragile students are enrolled in the public schools (see Specialized Instruction).
- The role of the School nurse has changed from direct care of students to health education and supervision of medication dispensed by the administrative staff. A school nurse typically visits each school once or twice a week for two or three hours per visit.

Activities Narrative

Services are provided for the general student population (guidance counselor, nurse) as well as those students with special needs (occupational therapist, physical therapist, psychologist, reading specialist, ELL specialist, communication disorders specialist, gifted enrichment specialist). The professionals providing services need private office space for preparing evaluations, counseling, and testing individual students and other tasks. Their activities include:

Guidance Counselor

- Make presentations in the classroom to large groups (20 to 30 people)
- Consults with groups of parents and teachers (four to six people)
- Conducts pullout groups
- Consults with individual students, parents, or teachers about matters ranging from class assignment to career interests
- Should be located near learning settings to encourage interaction with all students

Communication Disorder Specialist (Speech and Language Therapist)

- Testing, one student at a time
- Group work, typically with three students, but up to as many as eight students
- Increasingly works with individual students in the learning setting

School Nurse (Part-Time at Several Schools)

- Conducts mandated screenings for health problems
- Trains site staff to administer medication to students who require it
- Monitors medically fragile students
- Makes presentations on drugs/alcohol and general health issues to student population

Psychologist

- Works with individual students
- Counsels small groups
- Administers tests to students
- Performs Education Assessments of students

- Facilitates guidance team meetings that include five or six professionals, teacher(s), and an administrator, to discuss progress of an individual student

Occupational Therapist and Physical Therapist
- Staff offices are centrally located, with the most intensive OT/PT work with students occuring there, although more OT/PT work is taking place on-site
- On-site OT/PT space requires reinforced walls and ceilings for equipment, and can be shared with other service providers
- Work only with special needs students
- May work occasionally with one to three students at a time in a separate area of the building (see Specialized Instruction)

In addition to the services provided by specialists, there will be special needs labs with equipment and activities designed for special needs students, particularly for physically or developmentally disabled students. (See Specialized Instruction.)

The Health Room should provide a quiet and calm environment for students feeling ill. It also is the location where students who receive medication at school are served and monitored. Secure storage for medicines is required. A locking, under-counter refrigerator with icemaker should be provided, with a nearby sink. The Health Room should accommodate two cots with retractable curtain dividers between them, an eye chart, medicine cabinet, a work area for the nurse and scale. There should be a handicap accessible toilet room directly accessible from the Health Room.

The Associated Student Body (ASB) office provides space for student government officers and others involved with the organization. It should be directly accessible from public circulation.

Relationships
- Student services can be located adjacent to administration or near the Learning Suites.
- Students should not have to travel through administration areas to reach the service providers.
- The nurse's office area should be located within the Health Room.
- A unisex handicapped accessible toilet should be available to students and staff using the rooms in the Student Services area.

KEY

SETTINGS IN THE PROGRAM AREA

SETTINGS IN RELATED PROGRAM AREA

ADDITIONAL PROGRAM ELEMENTS

PRIMARY RELATIONSHIP

SECONDARY RELATIONSHIP

VISUAL CONNECTION

ACOUSTIC SEPARATION

ABILITY TO OPEN TO ADJACENT SPACES
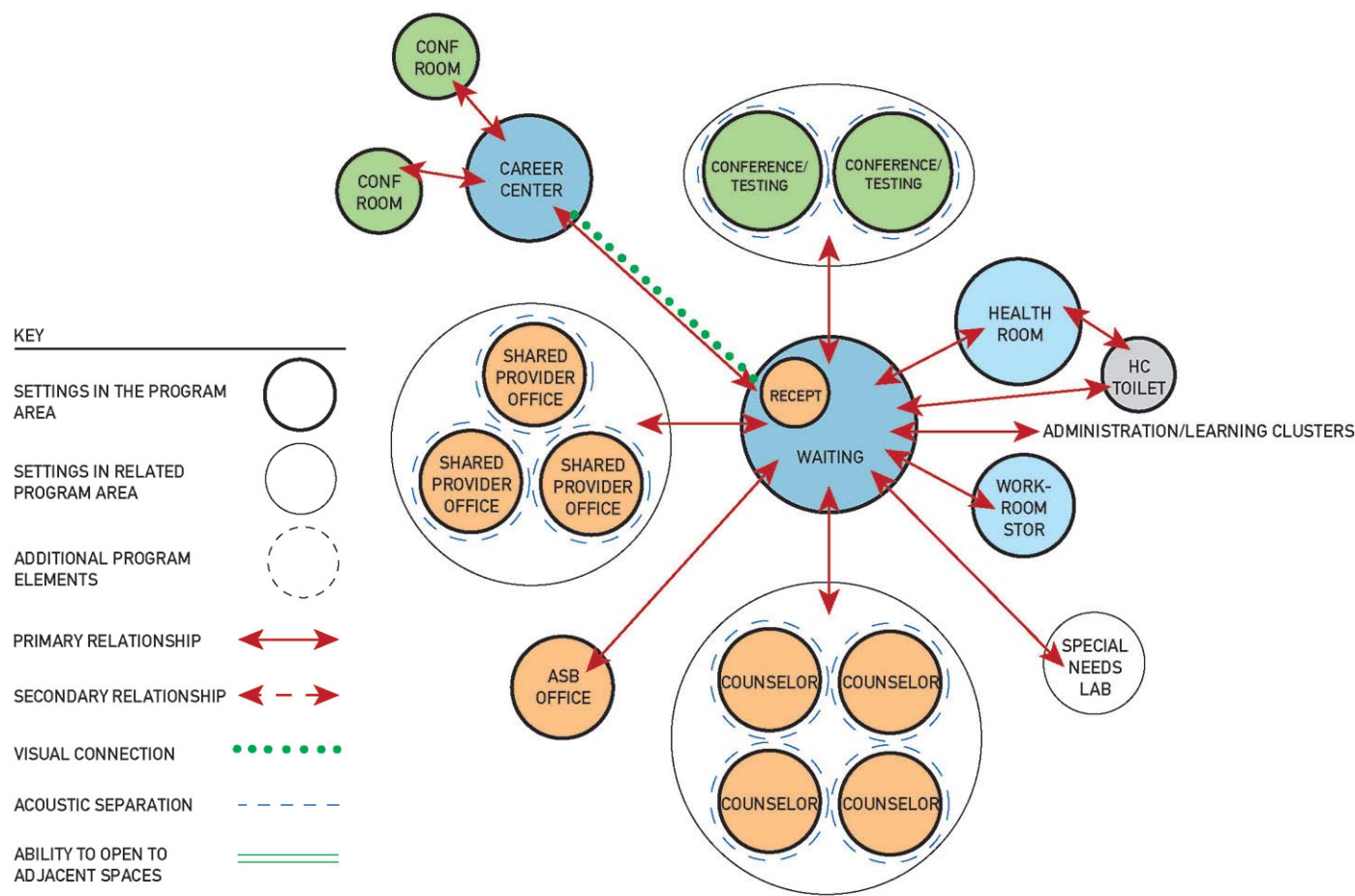
Relationship Diagram: Student Services

Faculty/Staff Support

Planning Assumptions

▪ Changes in the Learning Setting will make the Teacher Workroom/Prep/Storage areas increasingly valuable as a place for preparation and professional discourse.

Activities Narrative

The faculty preparation room in each Learning Suite is essential to meeting the professional needs of teachers. These spaces provide the faculty an area to plan together or to meet with parents during the school day.

The Faculty/Staff Room provides a relaxed atmosphere for staff and faculty to eat and socialize with one another. This space should include a kitchen area, work tables, lounge space and a private area for small conferences and/or phone calls. The space should be open to facilitate interaction and flexible use. Direct access to staff toilets should be provided, while maintaining privacy of use.

Relationships

▪ The Faculty/Staff Room should be located a convenient distance from the Learning Suites, administration, food service area and the workroom, with direct access to the outdoors.
▪ The Faculty/Staff Room should be acoustically and visually separate from the workroom.
▪ Staff toilets should be located within close proximity of the Faculty/Staff Room.
▪ Each Learning Suite will have a Teacher Workroom/Prep/Storage area.

Relationship Diagram: Faculty/Staff Support

Building Support

Restrooms

Student toilets should be in close proximity to the learning clusters and should be grouped for efficient space utilization. Toilets will also be located in boys' and girls' locker rooms, near shower areas. Clearances must be adequate for large motorized chairs or additional toileting facilities provided. Community members using the locker rooms will also use these restrooms. Restrooms should be located near program components likely to be used by the community: gymnasiums, playing fields, library, and commons.

The Health Room, located in the Student Services area, will be equipped with a handicapped accessible toilet room. The Special Needs Labs will be equipped with a large toilet room containing a roll-in shower, a washer/dryer unit, and enough room for a care giver to change a student's clothing. It will serve students who need care from an adult, or assistance with toileting.

Adult restrooms should generally be handicapped accessible toilets. Staff restrooms will be located near the faculty/staff room. A single unisex toilet will be provided in the kitchen area for use by food service staff and custodian. Another will be provided for administrative staff use in the reception and administrative office area. Staff toilets and showers for both physical education faculty and athletic coaches are provided adjacent to the staff offices for boys' and girls' physical education staff. Additional restrooms may be needed, depending on the layout of the school.

Access to restrooms and drinking fountains should be planned for future portables on the site.

Custodial / Receiving

The custodian oversees receiving of most goods and supplies at the school, except for food service deliveries. Typically, deliveries are made directly into the custodian's office for later distribution. A pair of eight foot high doors at the delivery area will facilitate deliveries.

The custodian's office houses the main electrical power disconnect and should be nearby the boiler or major mechanical room. Custodians do very little maintenance on site, so shop or workbench space is not required. Storage for cleaning supplies and paper products is important, requiring both central and satellite locations. Each satellite location should provide floor sink, mop rack, and paper and cleaning supplies. Daylight and ventilation for the custodian's office should be provided.

The high school custodial staff are important partners with instructional staff and students in operating a flexible facility. Custodians are trained to operate movable partitions, furniture storage systems, and other elements of the building used to transform spaces. The space provided for their offices should reflect their importance to the functioning of the school.

Outdoor Amenities

Planning Assumptions

- Provide students with a range of different outdoor environments. This is essential in creating a world class education.
- Create schoolyard ecosystems that help to stimulate environmental awareness, study, and participation.
- Provide equipment and environments that enhance learning through color and movement.

Activities Narrative

Site development shapes the relationship of the surrounding community to the school's community. Public access to the site will be from parking and passenger loading areas, from which the public may access administrative offices, library/media center, and gymnasium. The site entry sequence should give both visitors and students a sense of welcoming and invitation.

Activities on site will vary, primarily depending upon the time of day and whether or not activities are part of the educational program. During the school day, student and staff movement around the site will occur during the following activities:

- Arrival and departure
- Student use of outdoor area for components of educational program
- Physical education classes use of playfields

High school students have free time during their lunch period that could be used in learning activities, social interaction, or relaxation outdoors. During the school day, outdoor activity may be scheduled by teacher or class, ranging from small group work to independent study.

Planning for outdoor education programs at high schools should include opportunities for:

- Nature studies
- Learning basic physical science principles
- Geology, through study of a variety of rocks and soils used in site development work
- Group meetings, in an amphitheater or other outdoor gathering place

Unlike the small outdoor garden areas that may be associated with each learning cluster's rooms, outdoor areas should be shared by all parts of the school community. Outdoor education areas should be flexible, to accommodate present needs and future changes. Outdoor learning areas could include:

- Student gardens for planting and display
- Natural science experiment areas

Outdoor education areas should be flexible to accommodate present and future needs and changes in interests.

Circulation areas between classrooms and outdoor areas should be clear and separated from vehicular traffic, and avoid conflict with learning areas where sound and visual distractions need to be controlled. Entry and exit from outdoor activity areas should be defined to facilitate safe student circulation to and from outdoor areas.

Visitors should be able to orient themselves to the site, have clear direction to public areas, administration offices, and community shared gardens. Teacher supervision areas should be defined central locations where teachers can easily supervise large groups of students.

Relationships

- Garden areas developed for student learning projects should be secure from vandalism during evenings and school vacations.

Vehicular Traffic

Planning Assumptions
- Plan for increase student use of public transportation to and from school. Public bus stops servicing schools will be located at street frontage. It is also important to have a waiting area within view of administrative offices and a safe pedestrian path to school buildings.
- Plan for an increase of automobile traffic at the lunch hours if the school has an "open- campus" policy.

Activities Narrative

On days that school is in session, the earliest activities are the arrival of staff, teachers, and administrators by automobile. Shortly thereafter students begin to arrive by bus, automobile, bicycle, and walking. Departure patterns in the period after school is similar to arrival patterns, with teachers and administrators the last to leave.

It is important to provide separated paths for the different types of transportation in order to ensure student safety.

Site development elements to accommodate these activities include:
- Parking area sufficient for staff, student and daytime visitor parking
- Passenger loading area for parents dropping off and picking up students
- Bus loading area to accommodate school buses (40' buses have a 42' turning radius at bumpers)
- Food service deliveries
- Trash and recycling pickups
- Special event parking areas for occasional all-school meetings and programs

Vehicle traffic for after-school programs and evening use of facilities will be considerably less than during arrival/departure times.

As partnerships with community organizations and businesses increase in number, more students will move between learning activities on site, to learning activities in the community.

Relationships
- Vehicular traffic should be kept to the edges of the site to avoid conflicts with pedestrians and educational program activities.
- Service loading and delivery, should be separated from the loading and delivery of people.
- Students loading and unloading from auto and bus lanes should should be provided with safe routes of travel away from vehicular traffic.

ADA	Americans with Disabilities Act
Admin.	Administration
ASB	Associated student body
AV	Audio/video
Circ.	Circulation
Comm.	Community
Conf.	Conference
EBD	Emotionally and behaviorally disabled
Ed.	Education
ELL	English language learners
Equip.	Equipment
FACS	Family and Consumer Science
GSF	Gross square feet
H C	Handicapped
IAQ	Indoor air quality
Off.	Office
OSPI	Office of the Superintendent of Public Instruction
OT/PT	Occupational therapy/physical therapy
PDA	Personal digital assistant
PE	Physical Education
Pract.	Practice
Princ.	Principal
Rm.	Room
Sec.	Secretary
SF	Square feet
SF/RM	Square feet per room
Sp. Gen.	Space generator (number of stations, seats, volumes, etc. required) Sta. Station
Stor.	Storage
Stud.	Student
TDD	Telecommunications device for the deaf
Tech.	Technology
Tlt.	Toilet
T STA	Teaching stations
VOC	Volatile organic compound
Vol.	Volumes
W/D	Washer/Dryer
Wkrm.	Workroom

Introduction

    While the Educational Specifications provide for the general requirements of school facilities, some projects will warrant Additional Program Elements to meet the needs of particular student populations around the district or changes to the level of service required by legislation or community expectations. The following Additional Program Elements are included to provide for these trends and special project needs. Inclusion of Additional Program Elements will be determined on a project-by-project basis.

    Additional Program Elements considered in the Educational Specifications:
        Elementary School
            Kindergarten Shared Instructional Areas
            Preschool
            Additional Resource Room Module
            Special Needs Lab
        Middle School
            Additional Resource Room Module
        High School
            Additional Resource Room Module

Elementary School Additional Program Elements

Kindergarten Shared Instructional Area
A continuum of similar type learning spaces is encouraged from the Kindergarten/Elementary through High School grade levels. A Shared Instructional Area or common space is incorporated into the grade 1-5 Learning Suites A Shared Instructional Area for Kindergarten is an Additional Program Element that may be included, based on the needs of each individual school. This space would function similar to the Shared Instruction Area for the other elementary Learning Suites in providing an easily accessible and flexible learning environment outside the typical Learning Setting.

Preschool
Preschool programs are currently located at select existing schools within the District, based on needs of the student population. It is difficult to plan a preschool at every facility, and it is undetermined at this time where future preschool programs will be located. Once the locations have been determined, a typical preschool program area will include the following spaces: two to four classrooms, shared offices, parent room, food service and eating space, toileting facilities and a separate play area. Preschools are Additional Program Elements, to be determined on a project-by-project basis.

Additional Resource Room Modules
Four Resource Rooms will serve a variety of student support activities, generally working with students in small groups and individually within the room. To provide more flexibility in group sizes and group configurations, the rooms should be adjacent and combinable with operable walls. Additional Resource Room Modules will be included as Additional Program Elements, to be determined on a project-by-project basis.

Special Needs Lab

Special needs education is a supplement to the activities of the Learning Suite for students who have exceptional education skills. Because of the specialized nature of this program and its support spaces, the inclusion of a dedicated Special Needs Lab to support this program will be developed on a site-specific basis. These include handicapped, developmentally disabled, emotionally and behaviorally disabled (EBD), gifted, and ELL (English language learner) students. A special needs teacher typically works with one to three assistants and usually no more than eight students at a time. However, this number may grow as more students with special needs and students with more severe handicaps enter the public school system. The Special Needs Toilet Room, a part of the basic space allocation, will be located nearby in the health area, and should be large enough to allow an attendant to change a student's clothing and should include a roll-in shower and a compact washer/dryer unit.

The majority of special needs learning is done in small groups or individually, seated at tables or working on the floor. The special needs program makes use of technology for learning and will have computers. Furniture should be easily movable to allow for a variety of activities. The dedicated Special Needs Lab should be located so that other students do not pass by its windows, distracting students within. An EBD room, similar in function to a time-out room, will be located adjacent to the Special Needs Lab.

Middle School Additional Program Elements

Additional Resource Room Modules

Three Resource Rooms will serve a variety of student support activities, generally working with students in small groups and individually within the room. To provide more flexibility in group sizes and group configurations, the rooms should be adjacent and combinable with operable walls. Additional Resource Room Modules will be included as Additional Program Elements, to be determined on a project-by-project basis.

High School Additional Program Elements

Additional Resource Room Modules

Six Resource Rooms will serve a variety of student support activities, generally working with students in small groups and individually within the room. To provide more flexibility in group sizes and group configurations, the rooms should be adjacent and combinable with operable walls. Additional Resource Room Modules will be included as Additional Program Elements, to be determined on a project-by-project basis.

Introduction

While the Educational Specifications provide for the general requirements of school facilities, the District's educational programs are continually evolving. The following Program Area Notes are taken from conversations during the Phase 3 planning process. They are provided to give a broader sense of the issues that are in consideration, yet not resolved. These notes should be reviewed during the predesign and design phase activities for each project in Phase 3.

Program Area Notes are provided for the following programs:
> Special Education
> Intervention/Safety Net
> Career and Technical Education
> Technology
> Physical Education and Athletics

Program Area Notes

Special Education
- Preschool intervention programs are growing. They work in alignment with Title I and HeadStart at various elementary schools.
- Most critical students are in home school.
- The Transition (Developmentally Disabled programs, at elementary and secondary levels are taking more equipment. This could have space implications.
- There should be a Transition classroom at each middle school and at every high school.
- A fee based program, called Ready Start, was started within the last couple of years. It is offered on a space available basis around the District. There is not capacity or funding to offer the program at each elementary.
- There are not many medically fragile students in the District now. Though this may be a future consideration at Kamiakin MS and Juanita HS.
- At the elementary level there are needs for DD/Transistion rooms, with space for equipment and sensory rooms (but no need for locks). Give consideration to this at the beginning of each project.
- At the middle and high school levels Transition programs need more space, the equivalent of 2-3 classrooms. They should be more like Resource Rooms. Trying to get away from swings. Storage areas are important. Doesn't always need to be in the classroom, but close by.
- Specialists work in multiple buildings. Shared space is OK.
- Flexibility is paramount.
- Need to loop more with Safety Net programs. Delivery model needs to be reviewed with Safety Net.
- Have a proliferation of records centrally.
- Student equipment/operators, wheelchairs primarily.
- Traffic: need separate drop off and easy access for Special Ed students
- Consider parking needs for Special Ed staff
- Technology: not much different from what other students use in the school

Intervention/Safety Net
- Safety Net programs are a subset of intervention services that include Title I, Disremediation, Targeted Assistance, LAP & ELL (offered in every school)
- Intervention services also offered in all schools: Extended Day, Native American Program & support for homeless students
- Safety Net programs vary from school to school. Offered outside of the school day and during the school day
- Safety Net services are provided in hallways, commons and in classrooms, many settings are less than desirable
- Safety Net programs need classroom space for small group instruction, services are also being pushed to other classrooms.
- Safety Net staff need work space.
- At the secondary level, safety Net is in addition to the core curriculum. Need classroom space and work space for teachers. Some programs happen in classrooms with general ed students.
- Some schools are starting Extended Day services
- ELL programs desire to have their own classroom – work in small groups, many small groups at the same time
- Structure the entrance/exit from the school to safely serve Extended Day and other Before/After School programs.
- Intervention services are essentially moving to a 7 period day for some kids.
- All day Kindergarten is mandated in 2018. This translates to an additional 8 classrooms around the District. They cannot be located in a portable or on the second floor of a building.
- Kindergarten classrooms should be close to a restroom, space for small group instruction, space for instructional assistants with kids and a teacher nearby
- A separate kindergarten play area is not needed
- Extended day programs currently offered at 10 sites, would offer more with resources to manage them.
- Extended day programs use classrooms, portables, commons and gymnasium
- Parking for Intervention staff should be accomodated
- There may be transportation impacts if students in before and after school programs are served

Career and Technical Education
- Focusing on kids making things, such as airplane kits, robotics or rocketry
- Still need ventilation with the use of saws and drills
- Want more middle school design/build areas
- Still have Family & Consumer Science, less food preparation oriented
- Technology labs have a "signature program" flavor to feed into high school offerings
- Need to do a better job of career planning, something near counselors so they can track students better

Middle school considerations:
- Education is moving to "what you do with what you are learning"
- The goal of school is not to get into college for all students
- There is a shift toward connecting areas of applications to learning elements
- Requires more flexible rooms with areas for design, workbench space and tool areas
- Looking to bring in pieces of STEM to new Signature Programs and CTE

High school considerations:

- The goal for Signature Programs is to integrate a CTE course, a language arts and one other discipline (like math or business marketing or...)
- Every high school should offer Computer Science & Engineering plus a Signature Program
- School buildings need flexible classrooms, not present in all facilities
- Material science in three high schools will become more critical. They have shop tools, ventilation, laser optics and may be working more with plastics and coatings. These may grow into Signature Programs.
- Aircraft assembly is another area of potential growth with Boeing experiencing strong needs

- CTE & WaNIC – WaNIC only a 6-district skills center cooperative. Students go to other districts and vice versa. Since Signature Programs are new, not sure how students will choose between skill center programs and Signature. Signature programs will be skills center projects.

- Fabrication will become a bigger part of CTE: space needs include ventilation (flexible and support for composite work), allowance for flexible arrangement of space, flexible power grid
- STEM will have Engineering (aeronautics and computers)
- Goal: do engineering and then build

Current district-wide focus:
- Computer programming and engineering
- Manufacturing and materials sciences
- Culinary arts
- Video broadcast

Studio Art at each school + STEM:
- Fabrication/publishing
- Art for business sake
- Criminal Justice and forensics
- Health sciences with the health clinic in the building

Juanita High School
- Family and consumer science
- Biotechnology
- Psychology
- Photography
- Architectural drawing and mechanical engineering
- Medical engineering in the future
- Greenhouse in the future as a program

Redmond High School
- Environmental programs
- Business and marketing
- Family and consumer science
- Media/small video broadcast

Lake Washington High School
- Culinary arts
- Video broadcast
- Engineering is getting big
- Digital design
- Robotics

Eastlake High School
- Largest material science program in the country
- Engineering is really big

Signature Programs: Student staffing ratio - 90 students with three teachers

CTE has had a lot of focus in recent state legislative sessions
LWSD has their next accreditation renewal in 2013.

Technology
- Marker board space is more important than some technology
- Active board technology – moving to wireless and short throw on the wall surface, not a board
- Electrical in the floor, frequent and often. An alternative is a charging shelf in the learning environment for 3-4 net books. Battery life is getting longer.
- If technology needs to be web-based it needs to be hosted by a vendor. We will always have need for some servers.
- Need to standardize the specifications. Need a shared technology and facility specification for infrastructure and electrical.

Infrastructure:
- Need to have consistency in vendors for ease in installation.
- Dedicated technology placement with work space for technicians to work is critical.
- Future will bring diagnostic equipment to the building
- Want to get away from hardware dependency
- In 10 years will printers go away? If not, consider more centralized equipment/services
- Get away from the telecom industry: Big shift in phones, too much redundancy, want to go voice over IP
- Smaller and more effective tech, less dependency on hardwire, higher needs on power

Physical Education and Athletics
Secondary athletics:
- Athletic director at each high school
- Athletic director at each middle school
- Admin helps oversee middle school

Elementary PE:
- Goal and community needs
- Gyms too small to run school PE
- Good to have adjustable baskets
- Space for climbing wall in the multipurpose room
- Need good adjacency with commons and music

- Size limits what we can do
- Make gyms more flexible for multi use (gain community support)

Site considerations:
- Nonstructural play area needed to do "other stuff"
- Soccer fields with turf/all weather fields for community use
- Need a new all weather solution!
- Continued focus on health/fitness and obesity
- State wants more time in these areas

Middle school considerations:
- Do we need as much field space?
- Don't need baseball/softball fields
- Need space for kids:
- Tennis, ultimate frisbee, cross country/track, soccer, flag football.
- Outdoor area with baskets for basketball
- Weight rooms will stay
- What we have done with gymnasiums is okay. We still need locker rooms and laundry.
- Gymnasiums will still serve basketball, wrestling, badminton and volleyball

High school considerations:
- Always need field space, possibly more
- There is a desire to build bigger gyms, to hold the entire school
- What programs should we house on site vs. offsite? (for example Washington gymnastics)
- Every school will have 3 to 4 teams: Basketball, soccer, football, lacrosse in the future
- For fitness exercise and diet classes, consider a classroom off of the gym. It can also be used for team meetings
- Like Kamiakin Middle School, consider partial wood floor and other area with a multipurpose surface

19 Teaching Station Model (450 students)

CORE INSTRUCTION	T STA	RM	SP GEN	SF/RM	TOTAL SF
Learning Suite (4)					
Learning Setting	16	16	30 sta	890	14,240
Shared Instructional Area		4	1 area	1,000	4,000
Small Group/Planning		4	1 rm	100	400
Teacher Workrm/Prep/Storage		4	1 rm	250	1,000
Netbook/Tablet Cart Storage		4	1 rm	25	100
Student Toilets		*included in building support			
Staff Toilets		*included in building support			
Kindergarten Learning Suite (1)					
Kindergarten Learning Setting	3	3	30 sta	1,100	3,300
Storage		1	1 rm	60	60
Student Toilets		3	1 rm	40	120
Core Instruction Subtotal	**19**				**23,220**

SPECIALIZED INSTRUCTION	T STA	RM	SP GEN	SF/RM	TOTAL SF
Art/Science					
Studio Lab		1	30 sta	990	990
Student Project Storage		*located within Art/Science Studio Lab			
Materials Storage		1	1 rm	100	100
Kiln		1	1 rm	70	70
After School Program Storage		*use cabinets in the Art/Science Studio Lab			
Music					
Music Room		1	30 sta	1,100	1,100
Instrument Storage		1	1 rm	200	200
Special Needs Lab (Transition)		*use Learning Setting/add'l program as needed by site			
EBD Room			1 rm	50	
Toilet/Shower/Changing/W&D		*included in health area			
Resource Room (Adjacent/Combinable)		4	8 sta	400	1,600
Special Instructional Subtotal					**4,060**

PHYSICAL EDUCATION	T STA	RM	SP GEN	SF/RM	TOTAL SF
Gymnasium		1	1 rm	3,070	3,070
Office		1	1 rm	100.0	100
PE Storage		1	1 rm	200.0	200
Community Storage		1	1 rm	150.0	150
Emergency Supplies		1	1 rm	200	200
Physical Education Subtotal					**3,720**

LIBRARY/MEDIA CENTER	T STA	RM	SP GEN	SF/RM	TOTAL SF
Reading Room		1			2,490
Stacks			6,000 vol	480	
Class Seating			30 seats	540	
Literature Share/Story Area			1 area	150	
Reference/Data Access			30 sta	750	
Circulation Desk			1 area	120	
Reading Area and Aisles			1 area	450	
Workroom/AV Production		1	1 rm	240.0	240

Library/Media Center Subtotal **2,730**

FOOD SERVICE/COMMONS	T STA	RM	SP GEN	SF/RM	TOTAL SF
Food Service					
Kitchen		1	1 rm	700	700
Servery		1	1 area	625	625
Office Alcove (in kitchen)		1	1 sta	50	50
Food Storage		1	1 rm	125	125
Cafeteria/Commons					
Seating		1	185 seats	2,775	2,775
Community Storage		1	1 rm	30	30
Table and Chair Storage		1	1 rm	550	550

Food Service/Commons Subtotal **4,855**

ADMINISTRATION	T STA	RM	SP GEN	SF/RM	TOTAL SF
Reception		1	1 sta	120	120
Office Manager & Assistant		1	2 sta	200	200
In-House Suspension Area		1	3 sta	60	60
Principal		1	1 rm	160	160
Coat Closet		1	1 rm	10	10
Conference		1	10 seats	200	200
Workroom/Storage		1	1 rm	250	250
Mailboxes		1	1 area	70	70
Records Storage		1	1 area	50	50
Supply Storage		1	1 rm	150	150
ITS/Safety Room		1	1 rm	80	80
Staff Toilets			*included in building support*		

Administration Subtotal **1,350**

STUDENT SERVICES	T STA	RM	SP GEN	SF/RM	TOTAL SF
Reception/Secretary			*shared with Administration		
Shared Provider Office		4	1 rm	150	600
Health Room		1	1 rm	250	250
Toilet/Shower/Changing/W&D		1	1 rm	150	150
Conference			*shared with Administration		
Workroom/Storage			*shared with Administration		
Student Services Subtotal					**1,000**

FACULTY / STAFF SUPPORT	T STA	RM	SP GEN	SF/RM	TOTAL SF
Staff Room/Kitchen		1	1 rm	550	550
Supply Storage		1	1 rm	10	10
Teacher Workroom/Prep			*located in Learning Suites		
Staff Toilets			*included in Building Support		
Faculty/Staff Support Subtotal					**560**

BUILDING SUPPORT	T STA	RM	SP GEN	SF/RM	TOTAL SF
Student Toilets		10	3 stalls	150	1,500
Staff Toilets		7	1 rm	45	315
Public Toilets		2		180	360
Custodial/Receiving Office/Storage		1	1 rm	350	350
Custodial Closets		3	1 rm	40	120
Covered Play (1/2 total area)		1	1 area	1,625	1,625
Information Network Maint. Station/MDF		1	1 rm	200	200
Building Support Subtotal					**4,470**

TOTAL TEACHING STATIONS	*19*	
BUILDING ASSIGNABLE SF		**45,965**

UNASSIGNABLE AREAS		
Mechanical Rooms and Shafts	3.00%	1,379
Electrical/Telecom	1.00%	460
Circulation	20.00%	9,193
Interior/Exterior Walls	8.00%	3,677
Unassignable Areas Subtotal	32%	**14,709**

TOTAL BUILDING GSF	**60,674**

Number of Students	**450**
Square Feet per Student	135

SITE PLAY AREAS

Covered Play Area	1	1 area	4,000	4,000
Paved Play Area	1	1 area	10,000	10,000
Play Equipment	3	1 area	1,200	3,600
All-Purpose Field	1	1 area	75,600	75,600
Softball/Baseball Field (by others)				
Site Play Areas Subtotal				**93,200**
			acres:	2.14

Total Site Area (acres)   10
  Includes play areas, building, space for four(4) future portable classrooms, parking,
  drives, stormwater retention and landscaping

24 Teaching Station Model (550 students)

CORE INSTRUCTION	T STA	RM	SP GEN	SF/RM	TOTAL SF
Learning Suite (5)					
Learning Setting	20	20	30 sta	890	17,800
Shared Instructional Area		5	1 area	1,000	5,000
Small Group/Planning		5	1 rm	100	500
Teacher Workrm/Prep/Storage		5	1 rm	250	1,250
Netbook/Tablet Cart Storage		5	1 rm	25	125
Student Toilets			*included in building support		
Staff Toilets			*included in building support		
Kindergarten Learning Suite (1)					
Kindergarten Learning Setting	4	4	30 sta	1,100	4,400
Storage		1	1 rm	60	60
Student Toilets		4	1 rm	40	160
Core Instruction Subtotal	**24**				**29,295**

SPECIALIZED INSTRUCTION	T STA	RM	SP GEN	SF/RM	TOTAL SF
Art/Science					
Studio Lab		1	30 sta	990	990
Student Project Storage			*located within Art/Science Studio Lab		
Materials Storage		1	1 rm	100	100
Kiln		1	1 rm	70	70
After School Program Storage			*use cabinets in the Art/Science Studio Lab		
Music					
Music Room		1	30 sta	1,100	1,100
Instrument Storage		1	1 rm	200	200
Special Needs Lab (Transition)			*use Learning Setting/add'l program as needed by site		
EBD Room			1 rm	50	
Toilet/Shower/Changing/W&D			*included in health area		
Resource Room (Adjacent/Combinable)		4	8 sta	400	1,600
Special Instructional Subtotal					**4,060**

PHYSICAL EDUCATION	T STA	RM	SP GEN	SF/RM	TOTAL SF
Gymnasium		1	1 rm	3,070	3,070
Office		1	1 rm	100	100
PE Storage		1	1 rm	200	200
Community Storage		1	1 rm	150	150
Emergency Supplies		1	1 rm	200	200
Physical Education Subtotal					**3,720**

LIBRARY/MEDIA CENTER	T STA	RM	SP GEN	SF/RM	TOTAL SF
Reading Room		1			2,490
Stacks			6000	480	
Class Seating			30 seats	540	
Literature Share/Story Area			1 area	150	
Reference/Data Access			30 sta	750	
Circulation Desk			1 area	120	
Reading Area and Aisles			1 area	450	
Workroom/AV Production		1	1 rm	240	240

Library/Media Center Subtotal — **2,730**

FOOD SERVICE/COMMONS	T STA	RM	SP GEN	SF/RM	TOTAL SF
Food Service					
Kitchen		1	1 rm	700	700
Servery		1	1 area	625	625
Office Alcove (in kitchen)		1	1 sta	50	50
Food Storage		1	1 rm	125	125
Cafeteria/Commons					
Seating		1	220 seats	3,300	3,300
Community Storage		1	1 rm	30	30
Table and Chair Storage		1	1 rm	550	550

Food Service/Commons Subtotal — **5,380**

ADMINISTRATION	T STA	RM	SP GEN	SF/RM	TOTAL SF
Reception		1	1 sta	120	120
Office Manager & Assistant		1	2 sta	200	200
In-House Suspension Area		1	3 sta	60	60
Principal		1	1 rm	160	160
Coat Closet		1	1 rm	10	10
Conference		1	10 seats	200	200
Workroom/Storage		1	1 rm	250	250
Mailboxes		1	1 area	70	70
Records Storage		1	1 area	50	50
Supply Storage		1	1 rm	150	150
ITS/Safety Room		1	1 rm	80	80
Staff Toilets			*included in building support*		

Administration Subtotal — **1,350**

STUDENT SERVICES	T STA	RM	SP GEN	SF/RM	TOTAL SF
Reception/Secretary			*shared with Administration*		
Shared Provider Office		4	1 rm	150	600
Health Room		1	1 rm	250	250
Toilet/Shower/Changing/W&D		1	1 rm	150	150
Conference			*shared with Administration*		
Workroom/Storage			*shared with Administration*		
Student Services Subtotal					**1,000**

FACULTY / STAFF SUPPORT	T STA	RM	SP GEN	SF/RM	TOTAL SF
Staff Room/Kitchen		1	1 rm	550	550
Supply Storage		1	1 rm	10	10
Teacher Workroom/Prep			*located in Learning Suites*		
Staff Toilets			*included in Building Support*		
Faculty/Staff Support Subtotal					**560**

BUILDING SUPPORT	T STA	RM	SP GEN	SF/RM	TOTAL SF
Student Toilets		10	3 stalls	150	1,500
Staff Toilets		7	1 rm	45	315
Public Toilets		2		180	360
Custodial/Receiving Office/Storage		1	1 rm	350	350
Custodial Closets		3	1 rm	40	120
Covered Play (1/2 total area)		1	1 area	1,625	1,625
Information Network Maint. Station/MDF		1	1 rm	200	200
Building Support Subtotal					**4,470**

TOTAL TEACHING STATIONS	24	
BUILDING ASSIGNABLE SF		52,565

UNASSIGNABLE AREAS		
Mechanical Rooms and Shafts	3.00%	1,577
Electrical/Telecom	1.00%	526
Circulation	20.00%	10,513
Interior/Exterior Walls	8.00%	4,205
Unassignable Areas Subtotal	32%	**16,821**

TOTAL BUILDING GSF		**69,386**

Number of Students		**550**
Square Feet per Student		126

SITE PLAY AREAS

Covered Play Area	1	1 area	4,000	4,000
Paved Play Area	1	1 area	10,000	10,000
Play Equipment	3	1 area	1,200	3,600
All-Purpose Field	1	1 area	75,600	75,600
Softball/Baseball Field (by others)				

Site Play Areas Subtotal **93,200**

acres: 2.14

Total Site Area (acres) 10
Includes play areas, building, space for four(4) future portable classrooms, parking, drives, stormwater retention and landscaping

39 Teaching Station Model (900 students)

CORE INSTRUCTION	T STA	RM	SP GEN	SF/RM	TOTAL SF
Learning Suite		6			
Learning Setting	24	24	30 sta	890	21,360
Learning Lab (science, etc.)	6	6	30 sta	1200	7,200
Learning Lab Storage		6	1 rm	100	600
Shared Instructional Area		6	1 area	1,200	7,200
Small Group/Planning		12	1 rm	110	1,320
Teacher Workrm/Prep/Storage		6	1 rm	400	2,400
Core Instruction Subtotal	*30*				**40,080**

SPECIALIZED INSTRUCTION	T STA	RM	SP GEN	SF/RM	TOTAL SF
Design Lab	1	1	30 sta	1200	1,200
Art Studio/ Lab	1	1	30 sta	1200	1,200
Student Project Storage			*located within Art Studio/Lab		0
Supply Storage		1	1 rm	100	100
Kiln Room		1	1 rm	70	70
Health and Consumer Science Lab	1	1	30 sta	1350	1,350
Prep/Storage		1	1 rm	100	100
Material Fabrication Lab	1	1	30 sta	1950	1,950
Materials Storage		1	1 rm	100	100
Special Needs Lab (Transition)	0	1	18 sta	950	950
EBD Room		1	1 rm	50	50
Toilet/Shower/Changing/W&D		1	1 rm	150	150
Resource Room (Combinable)		3	8 sta	400	1,200
Special Instructional Subtotal	*4*				**8,420**

MUSIC PERFORMING ARTS	T STA	RM	SP GEN	SF/RM	TOTAL SF
Vocal Music	1	1	60 sta	1200	1,200
Instrumental Music	1	1	40 sta	1520	1,520
Instrument Storage			*included in Instrumental Music Rm		0
Large Practice Room		1	1 rm	250	250
Small Practice Room		1	1 rm	70	70
Workroom		1	1 rm	150	150
Sheet Music Storage		1	1 rm	60	60
Stage/Drama Instruction	0	1	1 rm	1200	1,200
Storage		1	1 rm	100	100
Music/Performing Arts Subtotal	*2*				**4,550**

PHYSICAL EDUCATION/ ATHLETICS	T STA	RM	SP GEN	SF/RM	TOTAL SF
Gymnasium	2	1	1 rm	12600	12,600
Fitness/Weight Room	1	1	1 rm	3120	3,120
Storage					
PE Equipment		1	1 rm	400	400
Athletic Equipment		1	1 rm	300	300
Field Equipment (outdoor access)		1	1 rm	800	800
Community Storage (in gym)		1	1 rm	150	150
Emergency Supplies		1	1 rm	320	320
Lockers/Showers/Toilets		2	1 rm	1300	2,600
PE Office		2	1 rm	140	280
Staff Locker/Showers		2	1 rm	140	280
Training		1	1 rm	170	170
Laundry		1	1 rm	75	75
Physical Education/Athletics Subtotal	*3*				**21,095**

LEARNING COMMONS (LIBRARY)	T STA	RM	SP GEN	SF/RM	TOTAL SF
Reading Room		1			2,800
Stacks			7,500	750	
Class Seating			50 seats	750	
Reference/Data/Access			16 sta	400	
Circulation Desk			1 area	150	
Reading Area and Aisles			1 area	750	
Career Center		1	1 rm	200	200
Library Circulation Grossing Factor		1	1 area	200	200
Media Production Center		1	1rm	300	300
Librarian Workroom/Office		1	1 rm	250	250
AV Equipment/Software Storage		0	1 rm	150	0
Library/Media Center Subtotal					**3,750**

FOOD SERVICE/COMMONS	T STA	RM	SP GEN	SF/RM	TOTAL SF
Food Service					
Kitchen		1	1 rm	2,000	2000
Servery		1	1 rm	990	990
Storage		1	1 rm	600	600
Office		1	1 rm	80	80
Toilet		1	1 rm	50	50
Cafeteria/Commons					
Seating		1	300 seats	4700	4700
Stage/Drama Instruction		*listed with Music/ Performing Arts			
Central Gathering 'Mall'/Circulation		1	1 area	5,000.00	5000
Community Storage		1	1 rm	30	30
Table and Chair Storage		1	1 rm	500	500
Food Service/Commons Subtotal					**13,950**

Administration	T STA	RM	SP GEN	SF/RM	TOTAL SF
Reception/Waiting		1	1 area	350	350
Office Manager		1	1 area	80	80
Principal Office		1	1 rm	160	160
Vice Principal Office		1	1 rm	130	130
Attendance/Bookkeeper		1	1 rm	300	300
Conference		1	12 seats	240	240
Workroom		1	1 rm	160	160
Mailboxes		1	1 area	60	60
Supply Storage		1	1 rm	25	25
Records Storage		1	1 area	50	50
Staff Toilet			*included in Building Support		
Admin. Circulation Grossing Factor					233
Administration Subtotal					**1,788**

STUDENT SERVICES	T STA	RM	SP GEN	SF/RM	TOTAL SF
Reception/Waiting		1	1 area	300	300
Shared Provider Office		4	1 rm	150	600
Counselor Office		4	1 rm	120	480
Workroom Storage			*shared with Administration		
Conference			*shared with Administration		
Health Room		1	1 rm	180	180
HC Toilet/Shower		1	1 rm	70	70
Student Services Subtotal					**1,630**

FACULTY/STAFF SUPPORT	T STA	RM	SP GEN	SF/RM	TOTAL SF
Staff Room/Kitchen		1	1 rm	620	620
Workroom		1	1 rm	400	400
Teacher Prep Areas			*located in learning clusters		
Staff Toilets			*located in Building Support		
Faculty/Staff Support Subtotal					**1,020**

BUILDING SUPPORT	T STA	RM	SP GEN	SF/RM	TOTAL SF
Student Toilets		12	6 stalls	300	3,600
Staff Toilets		8	1 rm	50	400
Custodial/Receiving Office/Storage		1	1 rm	500	500
Custodial Closets		4	1 rm	40	160
Information Network Maint. Station/MDF		1	1rm	200	200
Faculty/Staff Support Subtotal					**4,860**

TEACHING STATIONS	**39**				
BUILDING ASSIGNABLE SF SUBTOTAL					**101,143**

UNASSIGNABLE AREA

Mechanical Rooms and Shafts	3.00%	
Electrical/Telecom	1.00%	
Circulation	20.00%	
Interior/Exterior Walls	8.00%	
Unassignable Areas Subtotal	32.00%	**32,366**

TOTAL BUILDING GSF

133,509

Number of Students	**900**
Square Feet per Student	**148**

SITE PLAY AREAS

Football/Track and Field	1	1 area	236,220	236,220
Soccer/Football Field	1	1 area	75,600	75,600
Baseball/Softball Field	2	1 area	122,500	245,000
Tennis Courts/Practice Wall	6	1 area	7,776	46,656
Basketball Courts				
Exercise Trail System 'Fitness Course'				
Site Play Areas Subtotal				603,476
Acres:				14

Total Site Area (Acres) **20**
(includes play areas, building area, space for six future portable classrooms, parking, drives, storm water retention and landscaping.)

34 Teaching Station Model (750 Students)

CORE INSTRUCTION	T STA	RM	SP GEN	NSF	SF/RM	TOTAL SF
Learning Suite		5				
Learning Setting	20	20	30 sta	29.5	890	17,800
Learning Lab (science, etc.)	5	5	30 sta	40.0	1200	6,000
Learning Lab Storage		5	1 rm	100.0	100	500
Shared Instructional Area		5	1 area	1200.0	1,200	6,000
Small Group/Planning		10	1 rm	110.0	110	1,100
Teacher Workrm/Prep/Storage		5	1 rm	400.0	400	2,000
Core Instruction Subtotal	25					33,400

SPECIALIZED INSTRUCTION	T STA	RM	SP GEN	NSF	SF/RM	TOTAL SF
Design Lab	1	1	30 sta	40.0	1200	1,200
Art Studio/ Lab	1	1	30 sta	40.0	1200	1,200
Student Project Storage			*located within Art Studio/Lab			0
Supply Storage		1	1 rm	100.0	100	100
Kiln Room		1	1 rm	70.0	70	70
Health and Consumer Science Lab	1	1	30 sta	45.0	1350	1,350
Prep/Storage		1	1 rm	100.0	100	100
Material Fabrication Lab	1	1	30 sta	65.0	1950	1,950
Materials Storage		1	1 rm	100.0	100	100
Special Needs Lab (Transition)	0	1	18 sta	52.8	950	950
EBD Room		1	1 rm	50.0	50	50
Toilet/Shower/Changing/W&D		1	1 rm	150.0	150	150
Resource Room (Combinable)		3	8 sta	50.0	400	1,200
Special Instructional Subtotal	4					8,420

MUSIC PERFORMING ARTS	T STA	RM	SP GEN	NSF	SF/RM	TOTAL SF
Vocal Music	1	1	60 sta	20.0	1200	1,200
Instrumental Music	1	1	40 sta	38.0	1520	1,520
Instrument Storage			*included in Instrumental Music Rm			0
Large Practice Room		1	1 rm	250.0	250	250
Small Practice Room		1	1 rm	70.0	70	70
Workroom		1	1 rm	150.0	150	150
Sheet Music Storage		1	1 rm	60.0	60	60
Stage/Drama Instruction	0	1	1 rm	1200.0	1200	1,200
Storage		1	1 rm	100.0	100	100
Music/Performing Arts Subtotal	2					4,550

PHYSICAL EDUCATION/ ATHLETICS	T STA	RM	SP GEN	NSF	SF/RM	TOTAL SF
Gymnasium	2	1	1 rm	12600.0	12600	12,600
Fitness/Weight Room	1	1	1 rm	3120.0	3120	3,120
Storage						
PE Equipment		1	1 rm	400.0	400	400
Athletic Equipment		1	1 rm	300.0	300	300
Field Equipment (outdoor access)		1	1 rm	800.0	800	800
Community Storage (in gym)		1	1 rm	150.0	150	150
Emergency Supplies		1	1 rm	320.0	320	320
Lockers/Showers/Toilets		2	1 rm	1300.0	1300	2,600
PE Office		2	1 rm	140.0	140	280
Staff Locker/Showers		2	1 rm	140.0	140	280
Training		1	1 rm	170.0	170	170
Laundry		1	1 rm	75.0	75	75
Physical Education/Athletics Subtotal	**3**					**21,095**

LEARNING COMMONS (LIBRARY)	T STA	RM	SP GEN	NSF	SF/RM	TOTAL SF
Reading Room		1				2,800
Stacks			7,500	0.1	750	
Class Seating			50 seats	15.0	750	
Reference/Data/Access			16 sta	25.0	400	
Circulation Desk			1 area	150.0	150	
Reading Area and Aisles			1 area	750.0	750	
Career Center		1	1 rm	200.0	200	200
Library Circulation Grossing Factor		1	1 area	200.0	200	200
Media Production Center		1	1rm	300.0	300	300
Librarian Workroom/Office		1	1 rm	250.0	250	250
AV Equipment/Software Storage		0	1 rm	150.0	150	0
Library/Media Center Subtotal						**3,750**

FOOD SERVICE/COMMONS	T STA	RM	SP GEN	NSF	SF/RM	TOTAL SF
Food Service						
Kitchen		1	1 rm	2000.0	2,000	2000
Servery		1	1 rm	990.0	990	990
Storage		1	1 rm	600.0	600	600
Office		1	1 rm	80.0	80	80
Toilet		1	1 rm	50.0	50	50
Cafeteria/Commons						
Seating		1	300 seats	15.7	4700	4700
Stage/Drama Instruction			*listed with Music/ Performing Arts			
Central Gathering 'Mall'/Circulation		1	1 area	5000.0	5,000.00	5000
Community Storage		1	1 rm	30.0	30	30
Table and Chair Storage		1	1 rm	500.0	500	500
Food Service/Commons Subtotal						**13,950**

Administration	T STA	RM	SP GEN	NSF	SF/RM	TOTAL SF
Reception/Waiting		1	1 area	350.0	350	350
Office Manager		1	1 area	80.0	80	80
Principal Office		1	1 rm	160.0	160	160
Vice Principal Office		1	1 rm	130.0	130	130
Attendance/Bookkeeper		1	1 rm	300.0	300	300
Conference		1	12 seats	20.0	240	240
Workroom		1	1 rm	160.0	160	160
Mailboxes		1	1 area	60.0	60	60
Supply Storage		1	1 rm	25.0	25	25
Records Storage		1	1 area	50.0	50	50
Staff Toilet	*included in Building Support					
Admin. Circulation Grossing Factor						233
Administration Subtotal						1,788

STUDENT SERVICES	T STA	RM	SP GEN	NSF	SF/RM	TOTAL SF
Reception/Waiting		1	1 area	300.0	300	300
Shared Provider Office		4	1 rm	150.0	150	600
Counselor Office		4	1 rm	120.0	120	480
Workroom Storage	*shared with Administration					
Conference	*shared with Administration					
Health Room		1	1 rm	180.0	180	180
HC Toilet/Shower		1	1 rm	70.0	70	70
Student Services Subtotal						1,630

FACULTY/STAFF SUPPORT	T STA	RM	SP GEN	NSF	SF/RM	TOTAL SF
Staff Room/Kitchen		1	1 rm	620.0	620	620
Workroom		1	1 rm	400.0	400	400
Teacher Prep Areas	*located in learning clusters					
Staff Toilets	*located in Building Support					
Faculty/Staff Support Subtotal						1,020

BUILDING SUPPORT	T STA	RM	SP GEN	NSF	SF/RM	TOTAL SF
Student Toilets		10	6 stalls	50.0	300	3,000
Staff Toilets		8	1 rm	50.0	50	400
Custodial/Receiving Office/Storage		1	1 rm	500.0	500	500
Custodial Closets		4	1 rm	40.0	40	160
Information Network Maint. Station/MDF		1	1rm	200.0	200	200
Faculty/Staff Support Subtotal						4,260

TEACHING STATIONS	**34**					
BUILDING ASSIGNABLE SF SUBTOTAL						**93,863**

UNASSIGNABLE AREA

Mechanical Rooms and Shafts	3.00%			
Electrical/Telecom	1.00%			
Circulation	20.00%			
Interior/Exterior Walls	8.00%			
Unassignable Areas Subtotal	**32.00%**			**30,036**

TOTAL BUILDING GSF   123,899

Number of Students	**750**
Square Feet per Student	**165**

SITE PLAY AREAS

Football/Track and Field	1	1 area	236,220	236,220	236,220
Soccer/Football Field	1	1 area	75,600	75,600	75,600
Baseball/Softball Field	2	1 area	122,500	122,500	245,000
Tennis Courts/Practice Wall	6	1 area	7,776	7,776	46,656
Basketball Courts					0
Exercise Trail System 'Fitness Course'					
Site Play Areas Subtotal					603,476
Acres:					14

Total Site Area (Acres)   **20**
  (includes play areas, building area, space for six future portable classrooms,
  parking, drives, storm water retention and landscaping.)

56 Teaching Station Model (1400 students)

	T STA	RM	SP GEN	SF/RM	TOTAL SF
CORE LEARNING					
Learning Cluster		4	4 houses w/6 cr per cluster		
Learning Setting	24	24	30 sta	890	21,360
Shared Instructional Area		4	1 area	1,600	6,400
Storage		4	1 rm	80	320
Small Group/Planning		8	1 rm	200	1,600
Teacher Workrm/Prep		4	1 rm	680	2,720
Instructional Media		2		500	1,000
Book Storage		2		520	1,040
Core Instruction Subtotal	**24**				**34,440**

SPECIALIZED iNSTRUCTION	**T STA**	**RM**	**SP GEN**	**SF/RM**	**TOTAL SF**
Business Education	2	1	30 sta	1250	1,250
Storage		1	1 rm	150	150
Health and Consumer Science	1	1	30 sta	1250	1,250
Storage		1	1 rm	150	150
Physics	2	2	30 sta	1250	2,500
Storage		2	1 rm	150	300
Chemistry	3	3	30 sta	1450	4,350
Storage		2	1 rm	150	300
Biology	3	4	30 sta	1250	5,000
Storage		2	1 rm	150	300
General Science	1	2	30 sta	1250	2,500
Storage		1	1 rm	150	150
Central Chemistry Prep/Storage		1	1 rm	650	650
Central Science Prep/Storage		1	1 rm	650	650
Media Production Lab		*included in Library/Media Center			0
Special Needs Lab (Transition)		2	18 sta	1600	3,200
Toilet/Shower/Changing/W&D		2	1 rm	150	300
Resource Room (Dividable)		6	15 sta	600	3,600
Specialized Instructional Subtotal	**12**				**26,600**

ARTS AND TECHNOLOGY STUDIO LABS	T STA	RM	SP GEN	SF/RM	TOTAL SF
Fabrication Technology Lab	2	2	30 sta	1600	3,200
Digital Technology Lab	1	1	30 sta	1050	1,050
Storage		1	1 rm	125	125
Design Technology Lab (CADD)	2	2	30 sta	1050	2,100
Principles of Technology Lab	2	3	30 sta	1600	4,800
Laser Lab		1	1 rm	80	80
Storage		1	1 rm	80	80
Art Studio - 2D	1	1	30 sta	1250	1,250
Student Project Storage			*located within Art Studio/Lab		
Materials Storage/Prep		1	1 rm	150	150
Art Studio - 3D	1	1	30 sta	1450	1,450
Student Project Storage			*located within Art Studio/Lab		
Materials Storage/Prep		1		250	250
Ceramics area		1	1 rm	400	400
Kiln Room		1	1 rm	70	70
Digital Media Lab		1	1 rm	1390	1390
Display cases		1	area	175	175
Gallery Lobby		1	1 area	850	850
Arts and Technology Subtotal	9				**17,420**

MUSIC	T STA	RM	SP GEN	SF/RM	TOTAL SF
Vocal Music	1	1	85	1700	1,700
Instrumental Music	1	1	65	2535	2,535
Instrument Storage			*included in Instrumental Music Rm		
Gen. Band Equipment Storage		1	1 rm	550	550
Uniform Storage		1	1 rm	240	240
Practice Room - Large		2	1 rm	200	400
Practice Room - Medium		2	1 rm	150	300
Practice Room-Small(Recording)		2	1 rm	125	250
Piano Lab		1	1 rm	550	550
Recording Control Room		1	1 rm	400	400
Office/Music Library		1	1 rm	255	255
Music Subtotal	2				**7,180**

PERFORMING ARTS	T STA	RM	SP GEN	SF/RM	TOTAL SF
Black Box/Drama Classroom	1	1	250 seats	6400	6,400
Foyer		1	1 rm	600	600
Control Room		1	1 rm	200	200
Scene Shop		1	1 rm	1450	1,450
Dressing Rooms		2	1 rm	175	350
Make-Up/Green Room		1	1 rm	300	300
Costume Storage		1	1 rm	180	180
Drama Storage		1	1 rm	180	180
Office/Planning		1	1 rm	150	150
Performing Arts Subtotal	1				**9,810**

LAKE WASHINGTON SCHOOL DISTRICT

PHYSICAL EDUCATION/ ATHLETICS	T STA	RM	SP GEN	SF/RM	TOTAL SF
Gymnasium	2	1	1 rm	13300	13,300
Auxilliary Gymnasium	1	1	1 rm	5500	5,500
Fitness and Weight Room	1	1	1 rm	2750	2,750
Movement /Wrestling/Gymnastics	1	1	1 rm	1800	1,800
Storage					
Wrestling/Gymnastics (divisible within)		1	1 rm	500	500
PE Equipment		2	1 rm	400	800
Athletic Equipment		1	1 rm	280	280
Field Equipment (outdoor access)		1	1 rm	850	850
Football Equipment (outdoor access)		1	1 rm	280	280
Emergency Supplies (outdoor access)		1	1 rm	500	500
Training/Testing Classroom	1	1	1 rm	890	890
PE Lockers/Showers		2	1 rm	1350	2,700
Training Room (separate from team rm)		1	1 rm	260	260
Athletics Lockers		2	1 rm	550	1,100
Student Toilets		2	5 stalls	225	225
PE Office		2	1 rm	185	370
Athletics Office (Coaches)		2	1 rm	185	370
Staff Locker/Showers		2	1 rm	240	480
Laundry		1	1 rm	120	120
Ticket/ Concessions		1	1rm	200	200
Foyer		1		900	900
Physical Education/Athletics Subtotal	**6**				**34,175**

LEARNING COMMONS (Library/Media Center)	T STA	RM	SP GEN	SF/RM	TOTAL SF
Reading Room		1			5,755
Stacks			12,000 vol	1,200	
Reading/Studying Area			120	2,880	
Reference/Data/Access			50	1,250	
Circulation Desk/Reserve			1 area	425	
Librarian Workroom/Office		1	1 rm	400	400
AV Equipment/Software Storage		1	1 rm	180	180
Large Conference Room		1	15	300	300
Learning Commons Subtotal					**6,635**

FOOD SERVICE/COMMONS	T STA	RM	SP GEN	SF/RM	TOTAL SF
Food Service					
Kitchen/Food Storage		1	1 rm	4,500	4500
Office		1	1 rm		
Servery		1	1 area	1,500	1500
Staff Toilet		1	1 rm	60	60
Cafeteria/Commons					
Seating		1	533	8000	8000
Student Store		1	1 rm	700	700
Table and Chair Storage		1	1 rm	1000	1000
Food Service/Commons Subtotal					**15,760**

ADMINISTRATION	T STA	RM	SP GEN	SF/RM	TOTAL SF
Office Manager & Asst/Reception		1	1 area	250	250
Principal's Secretary		1	1 area	160	160
Principal Office		1	1 rm	180	180
Associate Principal Office		1	1 rm	160	160
Coat Closet		1	1 rm	25	25
Conference		1	15 seats	300	300
Vice Principal Office		1	1 rm	160	160
Attendance/Waiting		1	1 area	425	425
Dean of Students Office		1	1 rm	140	140
Athletic Director Office		1	1 rm	165	165
Bookkeeper Office		1	1 rm	150	150
Workroom		1	1rm	280	280
Copy Center		1	1rm	500	500
Mailboxes		1	1rm	80	80
Record Storage		1	1 rm	120	120
Staff Toilet (Unisex)		*included in Building Support			
Administration Subtotal					**3,095**

STUDENT SERVICES	T STA	RM	SP GEN	SF/RM	TOTAL SF
Reception/Secretary		1	1 area	425	425
Shared Provider Offices		6	1 rm	150	900
Data Processor Office		1	1 rm	225	225
Conference/Testing		2	1 rm	250	500
Counselor Office		6	1 rm	135	810
Career Center					
Reference Area		1	1 area	1000	1,000
Small Conference		1	2 rm	160	160
Workroom/Storage		1	1 rm	240	240
Health Room		1	1 rm	180	180
HC Toilet		1	1 rm	70	70
Student Services Subtotal					**4,510**

LAKE WASHINGTON SCHOOL DISTRICT

FACULTY/STAFF SUPPORT	T STA	RM	SP GEN	SF/RM	TOTAL SF
Staff Room/Kitchen		1	1 rm	1280	1,280
Supply Storage		1	1 rm	10	10
Faculty Planning			*located in learning clusters		0
Workroom		1	1 rm	200	200
Phone/Sick Room		2	1 rm	40	80
Staff Toilets			*located in Building Support		0
Faculty/Staff Support Subtotal					**1,570**

BUILDING SUPPORT	T STA	RM	SP GEN	SF/RM	TOTAL SF
Student Toilets		24	6 stalls	300	7,200
Staff Toilets		12	1 rm	50	600
Custodial/Receiving Office/Storage		1	1 rm	1500	1,500
Custodial Closets		10	1 rm	40	400
Information Network Maint. Station/MDF		1	1 rm	200	200
Faculty/Staff Support Subtotal					**9,900**

TOTAL TEACHING STATIONS	**54**		
BUILDING ASSIGNABLE SF SUBTOTAL			**171,095**

UNASSIGNABLE AREAS

Mechanical Rooms and Shafts	3.90%	
Electrical/Telecom/MDF-IDF	1.10%	
Circulation	19.60%	
Interior/Exterior Walls	7.40%	
Unassignable Areas Subtotal	32.00%	**54,750**

TOTAL BUILDING GSF   225,845

	1349	54TS @ 30 x .833 efficiency	
Number of Students	36	2TS @ 18 x 1.00 efficiency	**1,400**
Square Feet per Student	1385	Total Capacity	161

SITE PLAY AREAS

	RM	SP GEN	SF/RM	TOTAL SF
Football/Track & Field	1	1 area	201,740	201,740
Soccer/Football Field	2	1 area	102,900	205,800
Baseball Field	2	1 area	110,000	220,000
Softball field	4	1 area	38,000.00	152,000
Tennis Courts/Practice Walls	12	1 area	7,776.00	93,312
Site Play Areas Subtotal				872,852
			acres:	20.04

Total Site Area (acres)   40.0

Includes building area, play areas, space for eight(8) future portable classrooms, parking, drives, stormwater retention and landscaping.