KILLEEN ISD

ELEMENTARY SCHOOL EDUCATIONAL SPECIFICATIONS

JANUARY 2021

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EXECUTIVE SUMMARY

A requirement for any new school construction as well as major additions and renovations, "Educational Specifications" serve to combine a School's instructional program with the physical conditions necessary to see it carried out. They identify not only the TEA recommended sizes for rooms, but also the types of furniture, teaching tools, utilities, technology and spatial qualities needed to deliver education as intended by the District.

Ed Specs also serve as a comprehensive description of the ideal new school facility, taking into account the needs of students, teachers and administration while maintaining a practical approach to budget and equity across the district. They provide general approaches for defining solutions to evolving educational needs and state that these approaches are to be considered in all future facilities.

These specifications serve two primary entities, the school district and the Architect. They provide the district with a guiding document for planning any future facilities, while providing the Architect with a playbook by which to arrange spaces throughout a campus and develop plans that respond to the functional details of education. As such, each department is comprised of six main components: Visioning, Design Guidelines, Instructional Programs, Precedent Images, Adjacency Diagrams and the Program of Spaces.

Visioning captures the desired qualitative aspects of the school. It identifies cultural elements of the community and education that should in some way be infused into any new Elementary School. It also defines the experiential and perceptional benchmarks that can now be used to define the success of future elementary designs.

The Design Guidelines address the spatial qualities and elements required for a building to accommodate education as defined in the Instructional Program. As various classes and activities require variations in lighting, acoustics, finish materials and spatial flexibility, the school must be designed to provide for every required environment possible.

The Instructional Program is comprised of details related to how a school is intended to operate, how teachers intend to teach and how students are intended to learn. While Huckabee provided the framework for this section based on TEA's requirements, all content was provided directly by the teachers, principals, curriculum directors and Central Administration leadership of Killeen ISD. Thus, the driving force behind our future schools' design, education, has been defined exclusively by educators.

Precedent images shown in each section are intended to capture the general aesthetic and intended use of the spaces depicted. While some components shown within a room may not align with the district's vision, specific spatial qualities, furniture, finishes, utilities or teaching tools are reflective of the design guidelines and instructional programs of their respective programs.

Adjacency Diagrams tell the Architect how various functions within the school must relate to one another. It is only natural that due to functional similarities, curriculum alignments, or the expected characteristics of certain learning activities, that some spaces may need to be directly connected, in close proximity, or intentionally separated. A legend is provided to describe the intended meaning behind the bubbles' relationships.

The final section, Program on Spaces, is a comprehensive list of all the rooms to be included in a new school. It captures not only the major spaces such as classrooms, cafeteria or library, but also all support spaces such as storage closets, restrooms, staff offices and more. The required area (square feet) and quantity of each space type is indicated, and a percentage factor of the net area is provided to accommodate for circulation space and walls. Thus, the total gross area of the building is calculated and can be used as a guide for both the District's future planning and the Architect's design.

Huckabee

VISIONING

As part of the planning experience for Elementary School Education Specifications, Huckabee had the opportunity to facilitate a series of conversations and exercises with district and campus staff to identify the educational vision for the school.

These activities covered topics such as campus values and culture, desired building aesthetics, intended perceptions of student and staff, and educational priorities. Because the conversations were kept general enough to relate to any new elementary school, and as principals from other existing elementary campuses were involved, these conversations are both relevant and appropriate for inclusion in the educational specifications. The information captured through these activities serves as an inspiring guide for both the instructional program and design intent of any future Killeen ISD elementary school.


ADJACENCY DIAGRAMMING

LEARNING & DESIGN MATRIX

EMPATHY DIAGRAMMING & YESTERDAY, TODAY & TOMORROW DISCUSSIONS

YESTERDAY, TODAY AND TOMORROW

While planning the future of new Elementary Schools, it seems only fitting to give consideration to both the past and present. This exercise is intended to invoke conversation about the people, spaces and events from yesterday and today that have come to encompass values and define culture either at a particular campus or throughout the district. It also allows for consideration of those things that might inhibit growth and impede upon the vision for the future. What aspects from yesterday and today do we want to take with us into the future? What aspects do we need to leave behind?
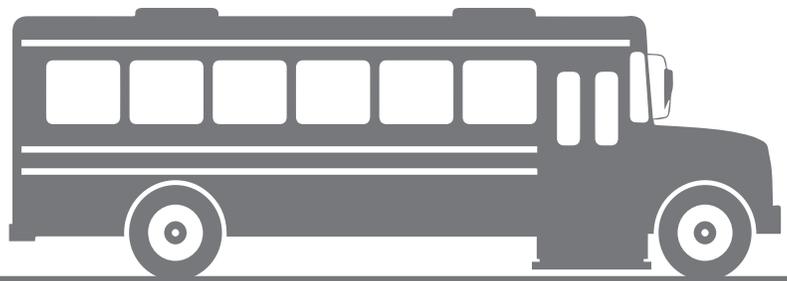
WHAT DO WE LEAVE BEHIND?

+ Kids rushed & stretched for time
+ Isolation
+ Oversized student count

WHAT DO WE TAKE WITH US?

+ Military culture & adopt-a-school program
+ Community involvement
+ Small town feel
+ Celebrating student work

WHAT DO WE WANT FOR OUR FUTURE?

+ Low maintenance materials
+ Improved safety & security measures
+ Teacher resources (media center, PLC, work rooms visible to students)
+ Classrooms sized to accommodate student and adult counts (special programs have more adults)
+ Technology leveraged for safety & security (student badge for transition times)
+ Flexible spaces
+ Spaces to inspire creativity such as green rooms & display cases for books
+ Dual language program
+ Social emotional learning spaces for yoga, meditation, sensory

EMPATHY DIAGRAMMING

Buildings and spaces can be designed to facilitate specific experiences by appealing to our various perceptions. But understanding just what those experiences are does not need to be guesswork on the part of the district or the designer. Empathy diagramming helps to identify and define the characteristics of these intended experiences by asking participants to envision the building through the perceptions of the end users.

Participants are asked what they want students, staff, parents and visitors to **see**, **hear**, **think**, **feel** and **say** when they are in the new school. When the resulting design accurately facilitates the intended perceptions, the experience and culture of the building is intentionally designed as well.

see

+ Color
+ Student work
+ Natural light
+ Flexible space
+ Appreciation
+ Direction & structure
+ Familiarity
+ Collaboration
+ Personal investment
+ Welcoming environment
+ Openness
+ Creative inspiration
+ Variety of textures
+ Military connection

hear

+ Happy voices
+ Positivity
+ Teachers teaching
+ Student laughter
+ Collaboration
+ Contained noise

feel

+ Safe
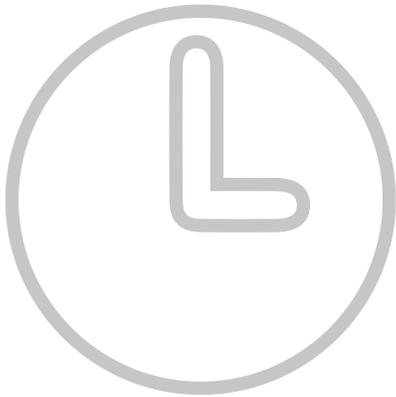+ Supported
+ Loved
+ Appreciated
+ Valued
+ Welcomed & eager to learn
+ Comfortable
+ Calm & peaceful
+ Activated senses

think

+ **Open** mindset.
+ I have the spaces I need to do what I need to do.
+ I'm so **lucky** to work here.
+ This school **value**s me.
+ We are **happy** you are here.
+ My school is very **welcoming** to students.
+ I can't wait to go to school.
+ My work is **important** and worthy.
+ I **belong**.
+ I am **safe**.
+ This is a great place to learn
+ This is the **best** (planned space) I have ever worked.
+ Wow! They must think I'm **important**!

say

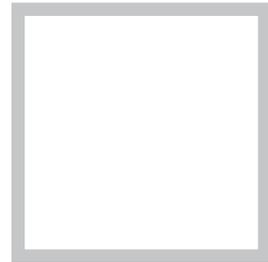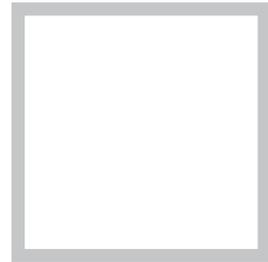+ You are going to **love** our new school!
+ My time is **honored.**
+ I **love** coming to school!
+ **Wow!** I want my family to see this!
+ My campus is **amazing.**
+ Let's **collaborate**!
+ My classroom has a lot of storage.
+ I'm **excited** to come back tomorrow!

flexible

secure

peaceful

structured

creative

positive

comfortable

colorful

bright

inspirational

familiar

open

textured

well-led

so our people can feel...

love
calm open
happy best
lucky safe
valued welcome belonging
important collaborative
appreciated honored
excited

🔥 PROJECT OVERVIEW

DISTRICT	Killeen ISD
SCHOOL	Elementary Schools
GRADES SERVED	PK - 5th Grades
FUNCTIONAL CAPACITY	1,050
APPROX. SIZE	100,000-150,000 SF
SITE SIZE RANGE	10-15 acres

HOURS OF OPERATION (DAYS/TIMES)

Instructional Day

Monday - Friday, 7:30 AM - 3:00 PM (may vary depending on need)

Extracurricular Activities

Monday - Friday, 6 AM - 6 PM (may vary depending on need)

INSTRUCTIONAL PROGRAM

Foundation Curriculum	**Enrichment Curriculum**	**Potential Curriculum**
English Language Arts & Reading	Languages other than English	Art
Math	Health Education	
Science	Physical Education	
Social Studies	Music	
	Gifted/Talented Education	

SITE, SAFETY & SECURITY

+ Double queue with dedicated parent loop, bus loop, and SPED/Pre-K loop
+ 200 parking spots(2/3 front (visitor+staff), 1/3 back (staff)
+ Cameras to accommodate floor plan
+ Access control
+ Perimeter fencing
+ Ballistic rated glazing
+ Controlled vestibule
+ Lock down capabilities
+ No metal detectors, recognition or entrance gates
+ Visual surveillance from reception to vestibule and parking lot
+ Minimize transparency from classrooms into hallways
+ Protected areas
+ Additional considerations will be evaluated on a case by case basis

Huckabee

CLASSROOMS

Accessibility
Classrooms should be as inclusive as possible, considering all personalities, teaching types, learning styles, and abilities.

Natural Light
Windows to the exterior should allow natural light into as many classrooms as possible.

Acoustic Considerations
Sound bleed from classroom to classroom should be minimized.

Flexibility
The size of the classroom should allow for a variety of learning modes, including one-on-one learning, read-alouds, centers, small groups, individual work, quiet time, activity, and in-classroom intervention.

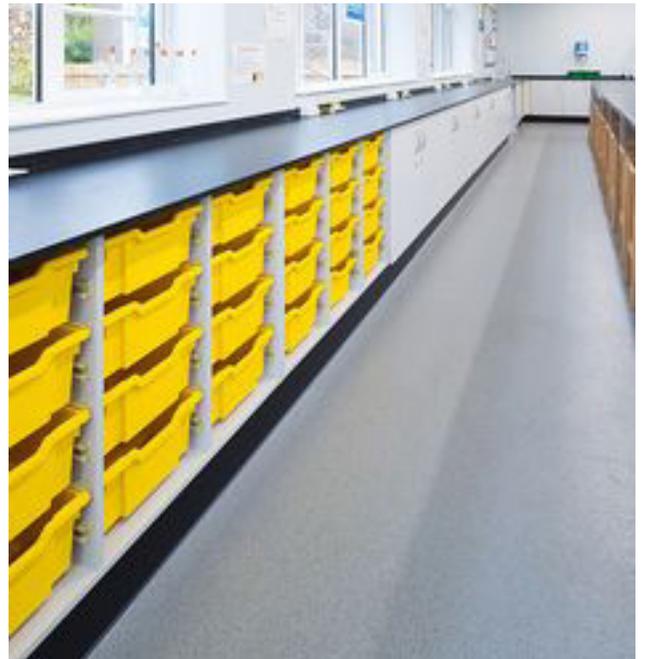**Transparency**
Limit windows into hallways to minimize distractions and provide safety within the classroom. Exterior wall windows should create a connection to the outdoors.

Safety and Security
Classroom glazing to be limited to exterior walls. Student classrooms are considered with solid walls and locked doors.
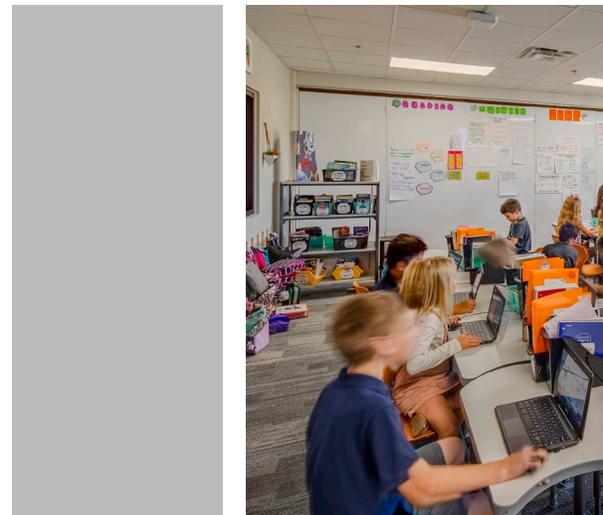
Classrooms should have the ability to incorporate all learning activities.

INSTRUCTIONAL PROGRAM
GENERAL EDUCATION I GRADES PK - 1ST

LEARNING ACTIVITIES + TEACHING MODES

+ Centers
+ Read-alouds/carpet time
+ Small group activities (4-6 students)
+ Individual work
+ Quiet time
+ Individualized learning within the classroom - specialist participation & pull outs
+ Potential for co-teaching if space/resources allowed
+ Room for active students

TEACHING TOOLS

+ Age appropriate technology
+ Allow all students to be exposed to desktops, laptops, and iPads equally
+ Interactive, short throw projectors
+ Technology should also be used in flex spaces
+ Document cameras, potentially attached to the mobile desk
+ Younger students have a greater need for computer labs/stations as opposed to laptops to avoid distractions & help them focus

STORAGE

+ Ample closet space and casework to avoid supplies taking up premium floor space
+ Grade specific storage in close proximity/adjacent to classrooms
+ Supplies visible & easily shoppable
+ Curriculum specific rotation for manipulatives - younger students have
+ Adjustable shelves
+ Student storage in classrooms
+ Computers on Wheels towers with power

FURNITURE

+ Large amount of flexibility needed
+ Tables rather than desks to increase flexibility & maximize space
+ Horseshoe configuration
+ Shapes that easily fit together & minimize footprint (e.g. trapezoid, yin-yang)
+ Carpet area or floor space for full class gathering & read-alouds
+ Soft seating (bean bags, futons, etc)
+ Variety of chairs (wobble chairs, comfortable chairs)
+ More than a single space for adult/student interaction
+ Mobile teaching desks or small built in to avoid wasted space

UTILITIES & INFRASTRUCTURE NEEDS

+ Single occupancy age appropriate restrooms, 1 per class
+ Mounted technology (iPads) attached to power source
+ Strategically placed data
+ Data & power in flex spaces for integrated technology
+ Ample wireless connections needed
+ Wireless Access Point in each classroom

ADJACENCY NOTES

+ Should be located downstairs to avoid stairs, minimize travel distances between classrooms, specials & cafeteria
+ Central grade-level flexible & multi-functional collaboration space with surrounding classrooms
+ Grade level shared storage adjacent
+ Science lab adjacent to classrooms

INSTRUCTIONAL PROGRAM

GENERAL EDUCATION I GRADES 2ND - 5TH

LEARNING ACTIVITIES + TEACHING MODES

+ Small group activities (4-6 students)
+ Individual work
+ Quiet time
+ Full class participation activities - reading, meetings, learning, etc
+ Peer-to-peer learning
+ Project based learning
+ Individualized learning within the classroom - specialist participation & pull outs
+ Video recording

TEACHING TOOLS

+ Interactive, short throw projectors
+ Mobile teaching desks or small built in to avoid wasted space
+ Document cameras, potentially attached to the mobile desk
+ Strategically placed data

STORAGE

+ Ample closet space and casework to avoid supplies taking up premium floor space
+ Grade specific storage in close proximity/adjacent to classrooms
+ Supplies visible & easily shoppable
+ Curriculum specific rotation for manipulatives
+ Adjustable shelves
+ Student storage in classrooms

FURNITURE

+ Tables rather than desks to increase flexibility & maximize space
+ Horseshoe configuration
+ Shapes that easily fit together & minimize footprint (e.g. trapezoid, yin-yang)
+ Carpet area or floor space for full class gathering & read-alouds
+ Soft seating (bean bags, futons, etc)
+ Variety of chairs (wobble chairs, comfortable chairs)
+ More than a single space for adult/student interaction

UTILITIES & INFRASTRUCTURE NEEDS

+ At least one group restroom per grade level/wing (more restrooms in close proximity to all classrooms)
+ Document cameras & other HDMI hookups should be in multiple spaces around room or mobile
+ Multiple power outlets around the room (groups of 4 as opposed to pairs) & possibly from ceiling
+ Charge points for technology should be at an age-appropriate height
+ Quiet area or green room for recording videos
+ Portable science lab cart & safety measures (e.g. eye wash) to conduct smaller experiments in the classroom
+ Built-in USB ports.

ADJACENCY NOTES

+ Central grade-level flexible & multi-functional collaboration space with surrounding classrooms
+ Grade level shared storage adjacent
+ Science lab adjacent to classrooms
+ Restrooms in close proximity to each wing

ADJACENCIES
GENERAL EDUCATION
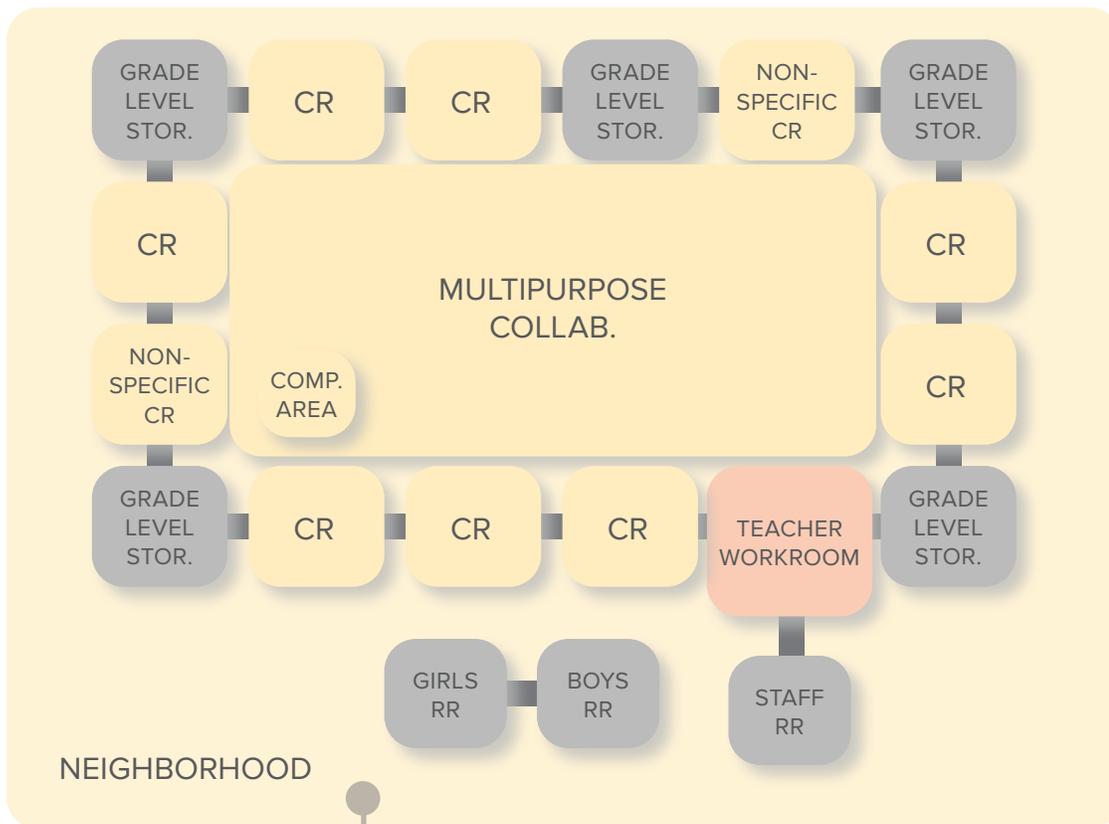
Each neighborhood consists of classrooms for 2-3 grade levels, 1-2 non-grade level specific classrooms, central collaboration, grade-level storage, teacher workroom, and restrooms.
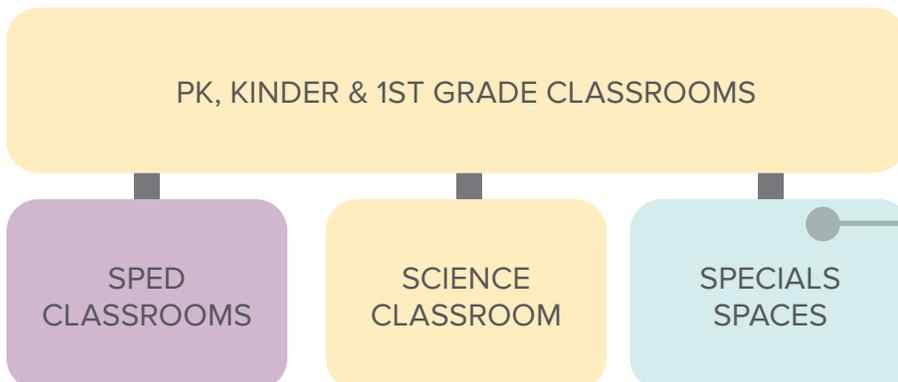
PK-1st should be in close proximity to Music, Art, Activity Room & Science to minimize walk times

SCIENCE CR

SCI. STOR.

SCIENCE COLLAB.

DIVIDABLE RESOURCE CR

TECH. OFFICE

CPU STOR.

MULTIPURPOSE LAB

TEACHER WORKROOM

TEACHER WORKROOM

GROUND LEVEL

OUTDOOR PLAY

OUTDOOR PLAY

PRE-K

KINDER

2ND GRADE

1ST GRADE
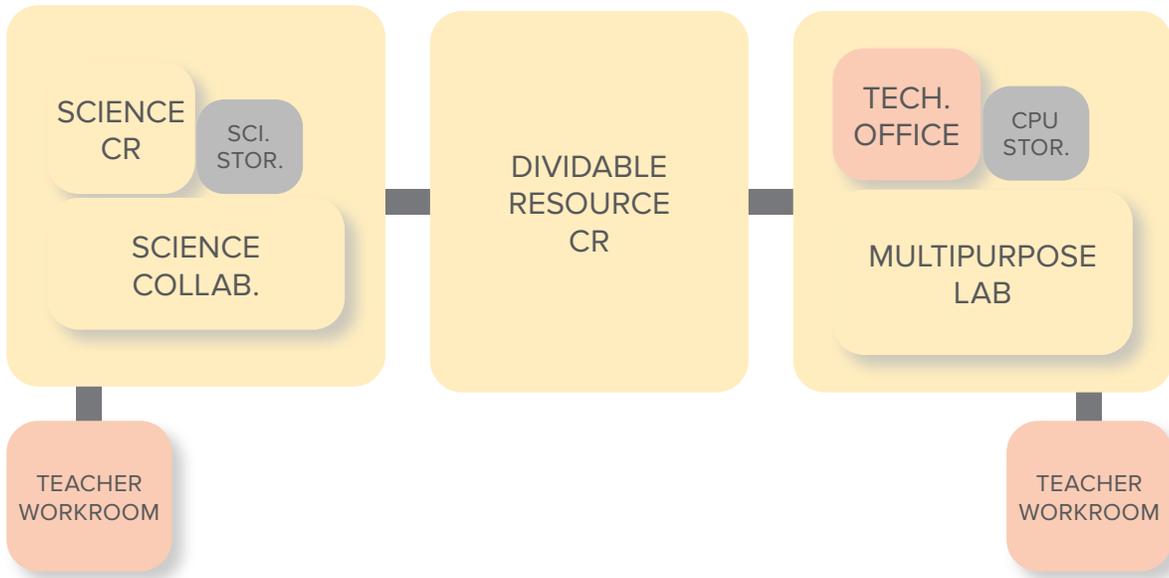
SCIENCE I COLLAB
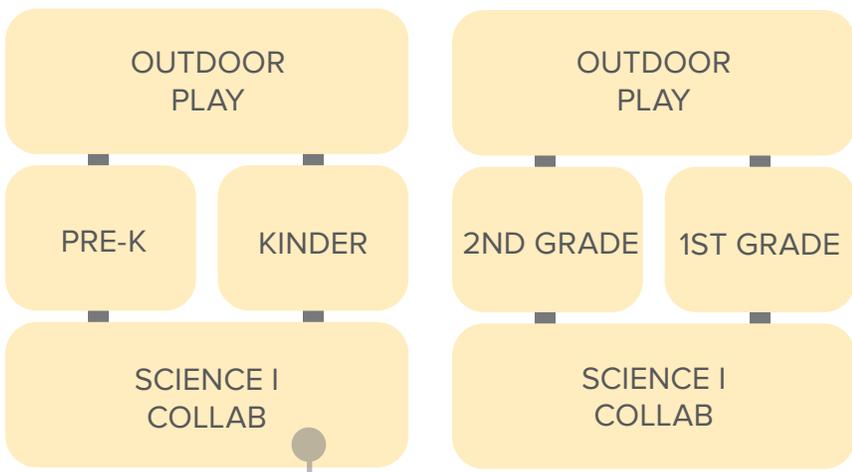
SCIENCE I COLLAB

All grade levels should have adjacent multi-use collaboration/ science spaces

UPPER LEVEL
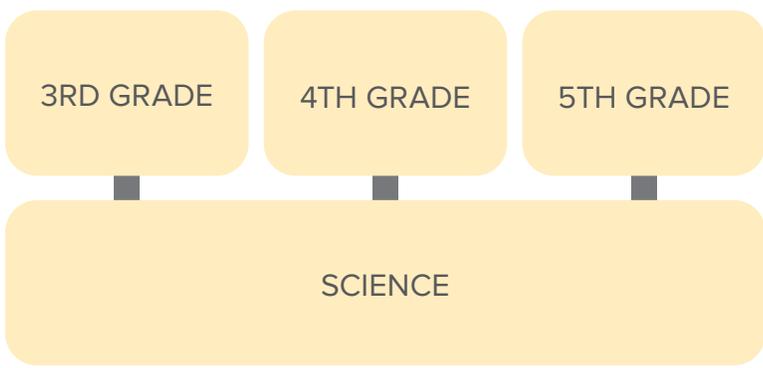
3RD GRADE

4TH GRADE

5TH GRADE

SCIENCE

MAP LEGEND

- ☐ Academic Space
- ☐ Administration
- ☐ Cafeteria
- ☐ Library
- ☐ Special Programs
- ☐ Support
- ▬ Adjacent but not connected
- • • • • Transparency
- ➡ Entry
- ▢ Room within space
- ▢▢ Direct Adjacency

FINE ARTS

Accessibility
The size of fine arts spaces should allow ample space for all students to participate in all activities. Supplies should be easy to access. There should be ADA access from at least one classroom onto the stage.

Natural Light
In music rooms, natural light should be highly controllable to allow for projection. In art and science spaces, provide natural light and a visual connection to the outdoors.

Acoustic Considerations
Noise from music rooms should be controlled as much as possible using measures such as insulation. Provide soft surfaces to dampen sounds in the classroom.

Flexibility
Provide ample supply storage to maximize floor space. Furniture and equipment should be light and agile when able, and able to be stowed away when not in use.

Transparency
No windows into hallways to minimize distractions and provide safety within the classroom. Exterior wall windows should create a connection to the outdoors.

Safety and Security
Limiting furniture and maximizing floor will prevent tripping hazards within the room when activities are occurring. As in classrooms, glazing to be limited to exterior walls, and the room should have the ability to be secured.
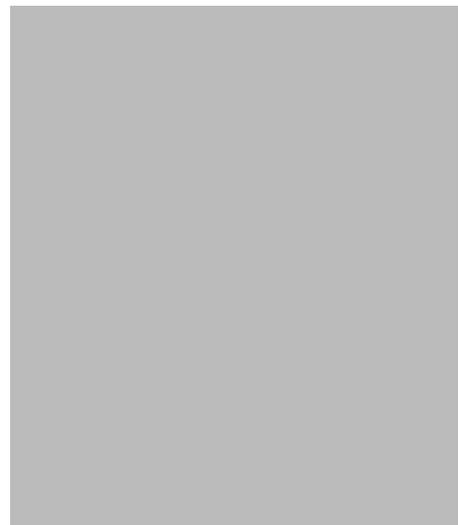
INSTRUCTIONAL PROGRAM
FINE ARTS I MUSIC

LEARNING ACTIVITIES + TEACHING MODES

+ Large groups
+ Seated activities
+ Movement, multiple simultaneous activities (3 separate spaces within the same room)
+ Music & dance
+ Instrument instruction
+ Centers/stations
+ Performance practice
+ Teacher-led instruction

TEACHING TOOLS

+ Musical Instruments
+ White board with music bars/grid
+ Technological capability for interactive software and
+ tools such as Quaver
+ Mic & surround sound essential
+ Flip form or standard risers
+ Music stands
+ Piano

STORAGE

+ Low, large storage space away from windows for large/heavy instruments
+ Riser storage
+ Shelving for music library
+ Instructional materials
+ Wall/in classroom storage preferable (should be secured & hidden from students)
+ Instruments include piano, large xylophones (10 lbs), tall drums, metallophones (20-25 lbs)
+ Chair storage

FURNITURE

+ Rugs/carpet squares mostly used for seating
+ Chairs for some occasions; should be color or another distinguishable characteristic different from rest of school)
+ Movable teacher station

UTILITIES & INFRASTRUCTURE NEEDS

+ Every wall is a teaching wall - need to be able to project onto walls
+ Bluetooth mic system, speaker system
+ Consider noise bleed into adjacent classrooms
+ Stage adjacent to classroom - should be large enough for size of school with stair steps in front to accommodate additional students
+ Utility sink with sprayer to sanitize recorders

ADJACENCY NOTES

+ At least one music room adjacent to cafeteria with ramp access to the stage
+ Music rooms adjacent to each other to allow collaboration of teachers
+ Considerations for short turnaround between classes - restrooms adjacent, faculty restrooms adjacent, near activity room & other specials programs

ADJACENCIES
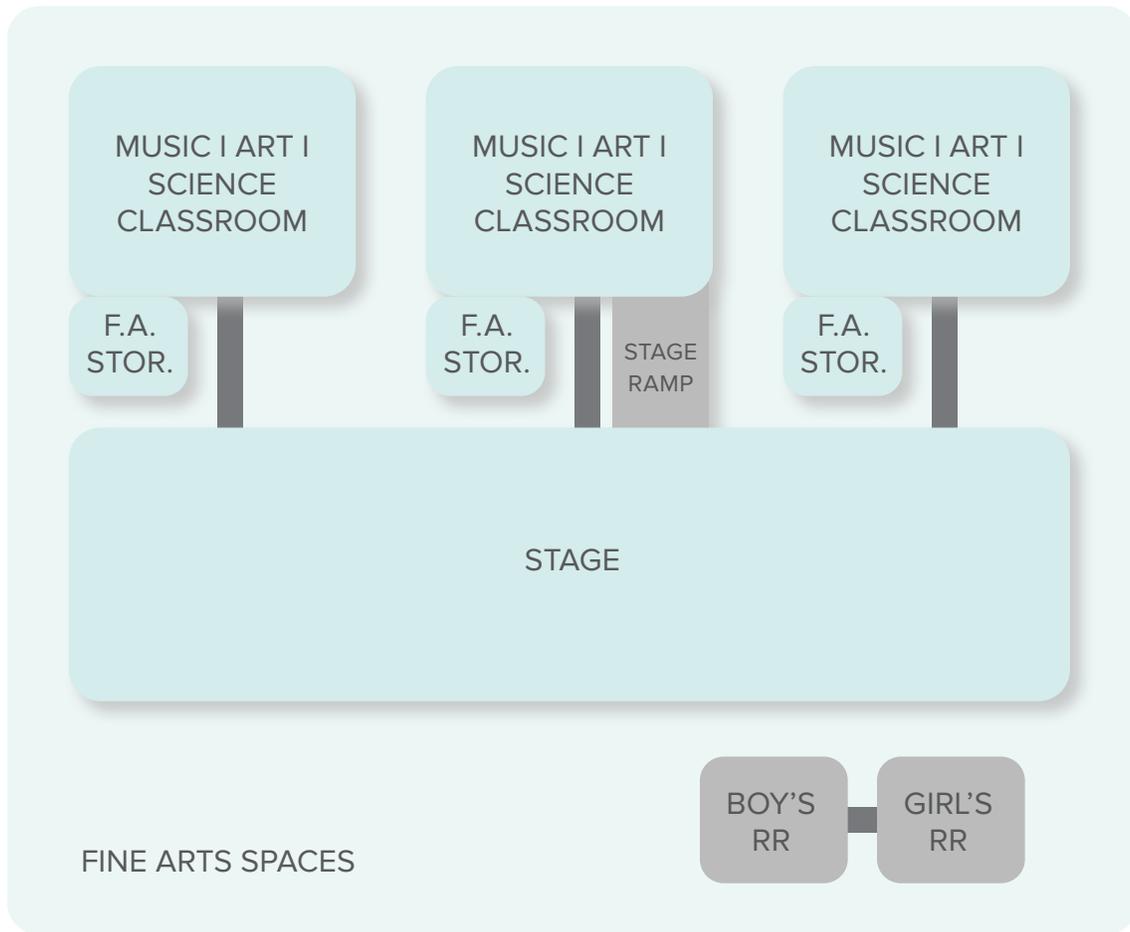
MUSIC I ART I SCIENCE CLASSROOM

MUSIC I ART I SCIENCE CLASSROOM

MUSIC I ART I SCIENCE CLASSROOM

F.A. STOR.

F.A. STOR.

STAGE RAMP

F.A. STOR.

STAGE

BOY'S RR

GIRL'S RR

FINE ARTS SPACES

COMPUTER AREA

MAP LEGEND

- Academic Space
- Administration
- Cafeteria
- Library
- Special Programs
- Support
- Adjacent but not connected
- •••• Transparency
- Entry
- Room within space
- Direct Adjacency

PHYSICAL EDUCATION I ACTIVITY ROOM

Accessibility
The size of physical education rooms should allow ample space for all students to participate in all activities.

Natural Light
Natural light in activity rooms should be controlled to allow for projection as necessary. If windows are located high beyond reach, provide automatic roller shades.

Acoustic Considerations
Noise from activity rooms should be controlled as much as possible using measures such as insulation.

Flexibility
Provide minimal furniture and ample supply storage to maximize floor space.

Transparency
Limit windows into hallways to minimize distractions and provide safety within the classroom. Exterior wall windows should create a connection to the outdoors.

Safety and Security
Limiting furniture and maximizing floor will prevent tripping hazards within the room when activities are occurring. As in classrooms, glazing to be limited to exterior walls, and the room should have the ability to be secured.

INSTRUCTIONAL PROGRAM
PHYSICAL EDUCATION I ACTIVITY ROOM

LEARNING ACTIVITIES + TEACHING MODES

+ Large activity room
+ Group activities
+ Some teacher-led PE instruction

TEACHING TOOLS

+ Interactive technology
+ Movable projectors
+ Mic system & surround sound
+ Interactive notebooks
+ Projection on walls
+ White board
+ Consider accommodations for future technology, such as augmented reality & QR codes

STORAGE

+ For technology when not in use - projectors, notebooks
+ Shelving for supplies in storage room - balls, jump ropes, etc.

FURNITURE

+ None needed

UTILITIES & INFRASTRUCTURE NEEDS

+ Drinking fountains with bottle fillers
+ Power & data on walls
+ Paint on walls low gloss for projection (above 8 ft)
+ Graphic on back wall
+ Ceiling mounted basketball goals

ADJACENCY NOTES

+ Adjacent office with seating for 3-4
+ Student restrooms nearby

ADJACENCIES
PHYSICAL EDUCATION I ACTIVITY ROOM
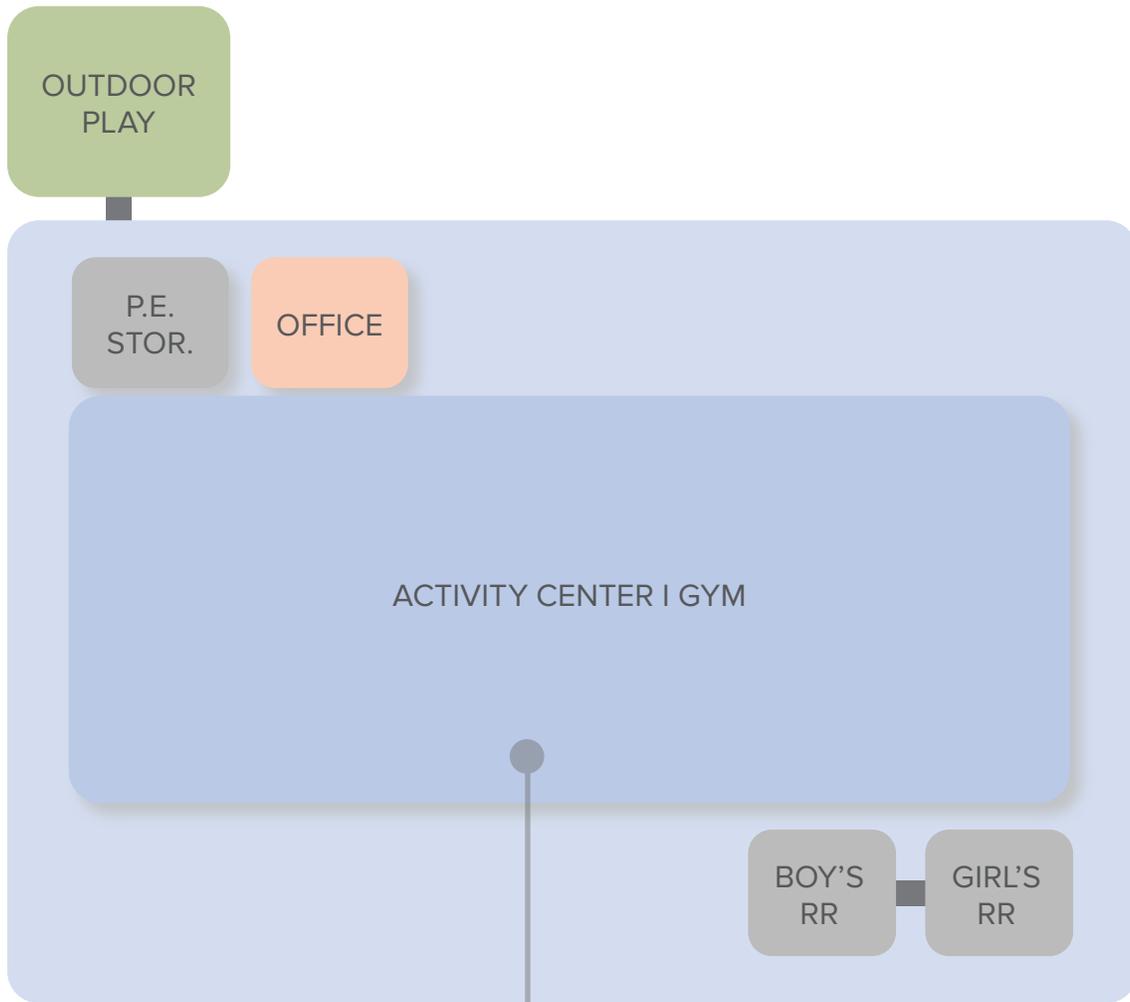
OUTDOOR PLAY

P.E. STOR.

OFFICE

ACTIVITY CENTER I GYM

BOY'S RR

GIRL'S RR

Gym should be dividable and able to host a variety of activities

MAP LEGEND

Academic Space

Administration

Cafeteria

Library

Special Programs

Support

Adjacent but not connected

• • • • Transparency

Entry

Room within space

Direct Adjacency

SPECIAL PROGRAMS

PROGRAMS

Post Behavioral Support (PBS) + Therapeutic Learning Classroom (TLC)
Students requiring a more structured environment, but will ultimately transition back to a general education classroom when ready.

Early Childhood Special Education (ECSE)
Pre-K students (3-4 year olds) diagnosed with various disabilities.

Life Skills + Functional Skills
Self-contained classes with severe disabilities, with curriculum emphasizing academic skills, personal care, social skills, and social/emotional skills.

Communication, Academic, Social, Teaching Learning Environment (CASTLE)
Program for students with autism. Serving students with a wide range of IQ & disabilities. Classes in CASTLE 1 are the same as general education. Students in CASTLE 3 are non-verbal and non-physical.

Disciplinary Alternative Education Program (DAEP)
Students are removed from classes for behavioral reasons & temporarily placed in DAEP as an alternative to suspension or expulsion.

Regional Day School for the Deaf Program (RDSDP)
Students who have auditory impairments receive instruction from certified teachers.

Other programs:
Speech, Bilingual Program, Language Therapy, Dyslexia, ESL, Vision Impairment, Content Mastery, Inclusion, Resource Classes

INSTRUCTIONAL PROGRAM
SPECIAL EDUCATION

LEARNING ACTIVITIES + TEACHING MODES

+ Mostly individual/one-on-one activities
+ 2 aides per teacher - need space for adults and students
+ A few small group activities
+ Split into age groups
+ Highly structured learning environments

TEACHING TOOLS

+ White board
+ Short throw projection
+ Manipulatives
+ Life skills tools/appliances (kitchenette, laundry)
+ Technology should be same as typical gen ed classroom (PBS technology should be less extensive)
+ Small student whiteboards (used instead of iPads)

STORAGE

+ None in classroom
+ Equipment storage rooms for functional/CASTLE/ ECSE classrooms
+ Manipulatives
+ High chairs, booster seats, wheelchairs, etc
+ Shared storage closets

FURNITURE

+ Soft seating (bean bag chairs)
+ Minimal hard surfaces, corners
+ Swings (not ceiling mounted)
+ Variety of seating
+ Desks for paraprofessionals (not for students)
+ High chairs with attached table
+ Nothing on wheels
+ Horseshoe table

UTILITIES & INFRASTRUCTURE NEEDS

+ Shared changing room/restrooms
+ Kitchenette
+ Washer/dryer
+ Changing table vestibule restroom area
+ Hoyer lift, possibly tracks
+ Windows to the exterior
+ Doors with half vision lites (no additional windows)

ADJACENCY NOTES

+ Provide office for SPED facilitator at administration.
+ Student restrooms nearby.
+ Communities in Schools should be located with other classroom spaces on the ground floor with connection to an exterior vestibule for after hours access.

Accessibility
With special program spaces, accessibility is especially important. All rooms in special program spaces should accommodate an extremely wide spectrum of student abilities.

Natural Light
Exterior windows should allow natural light into the room, however, it is important to be able to control the amount of light entering these spaces. Students with disabilities are generally more sensitive to light, so teachers and assistants should be allowed to brighten or darken the room on a situational basis.

Acoustic Considerations
Noise into corridors and between rooms should be controlled as much as possible using measures such as insulation.

Flexibility
Special program spaces should be designed to accommodate a wide variety of students with disabilities and disorders.

Transparency
No windows into hallways to minimize distractions and provide safety within the classroom. Exterior wall windows should create a connection to the outdoors.

Safety and Security
Minimize hazards and hard surfaces by providing soft furniture and ample storage for supplies and equipment. As in classrooms, glazing to be limited to exterior walls, and the room should have the ability to be secured.

ADJACENCIES
SPECIAL PROGRAMS

LANGUAGE & SPEECH
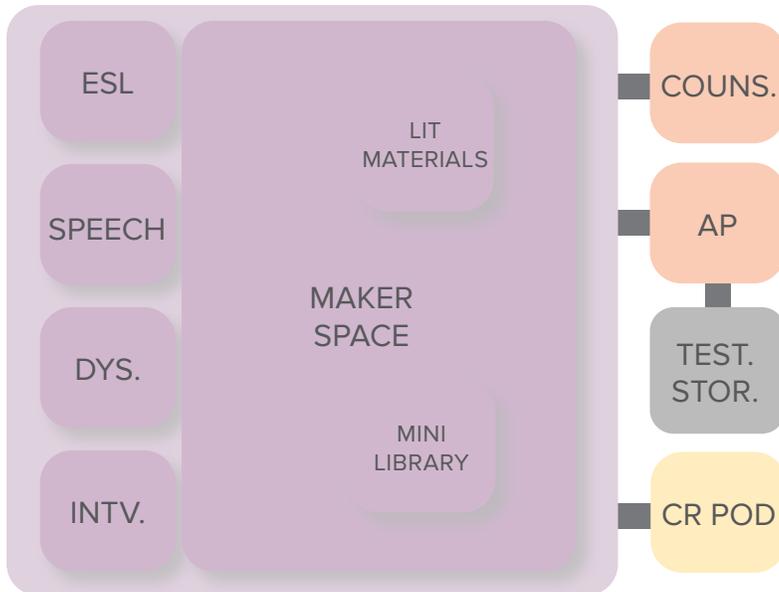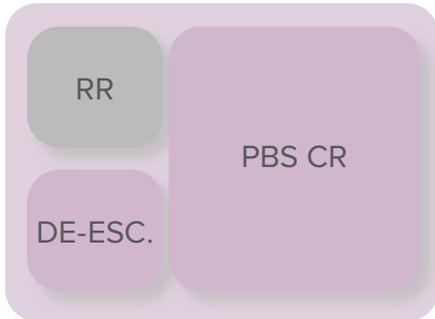
ESL

SPEECH

DYS.

INTV.

LIT MATERIALS

MAKER SPACE

MINI LIBRARY

COUNS.

AP

TEST. STOR.

CR POD

SPECIAL EDUCATION

ECSE/PPCD

TLC

CASTLES

OTHER SPECIAL PROGRAMS

ENTRY VEST

COMMUNITY IN SCHOOLS CLASSROOM

CR POD

PBS SPACE

RR

DE-ESC.

PBS CR

LIFE SKILLS

LIFE SKILLS CR

SHARED LIFE SKILLS SPACE

RR LAUND. CHANG. KITCH.

LIFE SKILLS CR

MAP LEGEND

Academic Space

Administration

Cafeteria

Library

Special Programs

Support

Adjacent but not connected

Transparency

Entry

Room within space

Direct Adjacency

🔥 LIBRARY, MEDIA & MAKER SPACE

Accessibility
The library should be as accessible as possible to promote independence and allow students to utilize all its spaces and resources.

Natural Light
Windows should allow natural light into the library as much as possible. When necessary, natural light should be controlled for activities such as presentations.

Acoustic Considerations
The library should be designed to host a variety of activities and noise levels from loud group work to quiet individual study. A kiva or green room may be provided for sound-sensitive activities such as video recordings.

Flexibility
The layout and furniture within the library's spaces should allow for a variety of activities and uses. The Maker Space within the library could also function as a teacher work space.

Transparency
The library is a space that may be displayed, and transparency allowed.

Safety and Security
While the library is a central and open space, security should be considered when designing the space. Generally, spaces within the school should have the ability to be secured and accommodate emergency protocol.

Libraries should be considered the heart of the school, and should allow for every type of learning mode or activity.

LIBRARY & MAKER SPACE

SPACES

+ Workroom
+ Office
+ AV storage
+ Large and small group activities
+ Mobile maker space off main room
+ Perimeter laptop stations
+ Green screen lab & sound booth
+ Transparent spaces to display activities
+ Provide space for a variety of learning modes including quiet and collaborative areas
+ Book drop

LOCATION AND ADJACENCIES

+ Centrally located
+ Maker Space - open room off main library
+ Computer lab adjacent

TOOLS & TECHNOLOGY

+ Heavy in integrated technology
+ Mobile TVs
+ 3D printer
+ Multi-function printer
+ Self check out kiosk is preferred
+ Projector
+ At least 15 desktops to laptops (COW) - supplemental computer labs

FURNITURE

+ Flexible
+ Mobile
+ Variety including soft seating and work tables
+ Technology integrated
+ Writable surfaces
+ Comfortable flexible seating
+ White board magnetic wall
+ Portable Lego walls
+ Mobile furniture

UTILITIES & INFRASTRUCTURE NEEDS

+ Flexible power around the room
+ Consider additional power and storage for things like power towers
+ Data for projection

FLEX LABS

+ Allows supervision for younger students (PK-K)
+ Teaches students to use mice
+ Prefer flexible seating/ desks
+ No floor receptacles
+ Projection screen for instruction (wireless)
+ Whiteboards & tack boards similar to classrooms
+ Technology is a resource
+ Also serves as testing center (ST math, intervention, research)
+ May use desktops, laptops or iPads

ADJACENCIES

LIBRARY

QUIET STUDENT WORK SPACE

OFFICE

MAKER SPACE I TEACHER COLLAB

READING I SOFT SEATING AREA

WORKROOM

COMP. AREA

AV STOR.

READING I STACKS

CIRCULATION DESK

READING I STACKS

FLEX LAB I TECHNOLOGY

TECH. OFFICE

CPU STOR.

TEACHER WORKROOM

MULTIPURPOSE LAB

MAP LEGEND

Academic Space

Administration

Cafeteria

Library

Special Programs

Support

Adjacent but not connected

• • • • Transparency

Entry

Room within space

Direct Adjacency

CAFETERIA & DINING

SPACES

+ Allow for 3 serving lines
+ Hot line, cold line and grab-and-go for breakfast
+ Consider decentralized locations for dining, including collaboration, common and flexible learning spaces
+ Encourage breakfast by allowing for both in the classroom and grab and go
+ Allow for additional serving areas elsewhere in the school to relieve bottlenecks
+ Additional spaces include office, lockers & restrooms
+ TV screens, one at cafeteria for announcements
+ Provide infrastructure for digital menu board at kitchen
+ Space should serve as a Cafetorium with stage lighting and sound capabilities
+ Projector, sound system integrated
+ Provide space for shareable perishables (sharing table)

STORAGE & SUPPLIES

+ Hard trays
+ Warmers
+ Coolers
+ Pantry
+ Pass-through freezers
+ Combination ovens
+ Tilt skillets
+ Prep tables
+ Dishwasher area
+ Decentralized storage needed

From time to time, cafeterias may be used for teacher led instruction and student led instruction, social events, extra curricular activities, and campus-wide programs.

ADJACENCIES
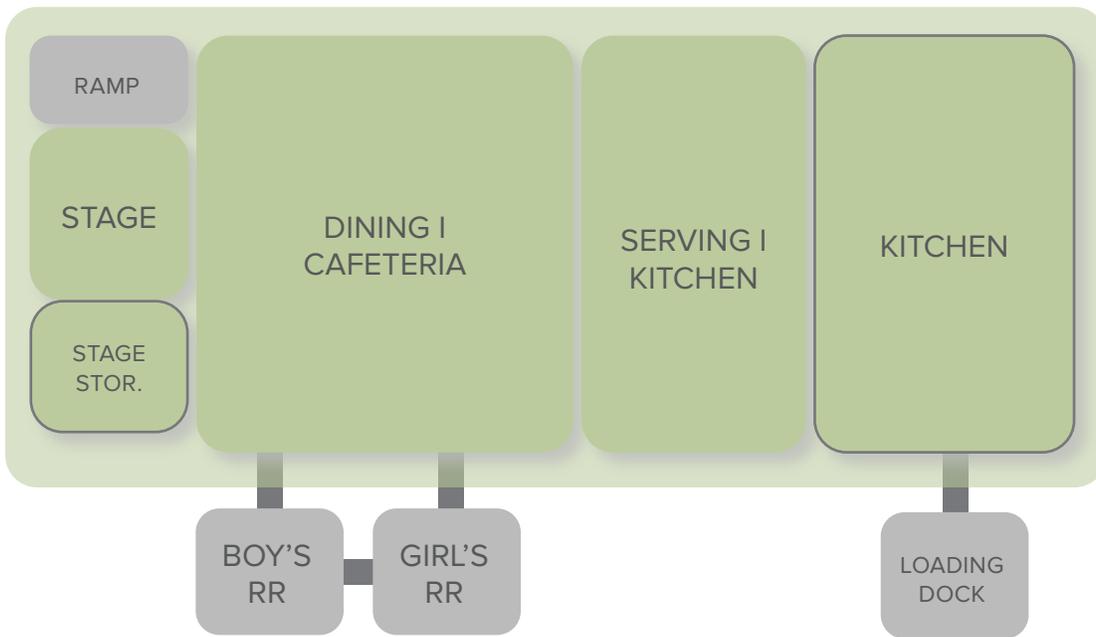
RAMP			
STAGE	DINING I CAFETERIA	SERVING I KITCHEN	KITCHEN
STAGE STOR.			

BOY'S RR   GIRL'S RR

LOADING DOCK

MAP LEGEND

- Academic Space
- Administration
- Cafeteria
- Library
- Special Programs
- Support
- Adjacent but not connected
- • • • • Transparency
- Entry
- Room within space
- Direct Adjacency

ADMINISTRATIVE SPACES

Accessibility
Allow accessibility into administration to provide a welcoming environment for all students, faculty, and visitors.

Natural Light
Windows to the exterior should allow natural light into administrative spaces as much as possible.

Acoustic Considerations
Private spaces should be equipped to hold private conversations with accommodations such as increased insulation or white noise.

Flexibility
Furniture should allow some flexibility for a variety of uses.

Transparency
Strategically allow transparency into administrative spaces to increase connection from students to administrators. Show teachers modeling collaboration and work ethic. Exterior wall windows should create a connection to the outdoors.

Safety and Security
Provide secure vestibule into administrative spaces. Allow visibility to parking lot, entryway and access points.

All spaces throughout should allow collaboration in some capacity.

ADMINISTRATION & COUNSELING

SPACES

+ Provide private office space for individuals as needed, including principal, assistant principals and secretaries
+ Provide space for Community in Schools (CIS)
+ Media Room
+ Conference Rooms
+ In School Suspension
+ Mail room
+ Copy room
+ Professional Learning Center
+ Break space
+ Work room

STORAGE

+ Vault storage
+ Book storage
+ All storage rooms should be office ready
+ Locked closet in at least one flex room for testing materials
+ Built-in cabinetry for materials

UTILITIES & INFRASTRUCTURE NEEDS

+ Conference rooms and reception require data for projector & TV
+ Counseling spaces may need projection for Admission, Review and Dismissal (ARD) and Professional Learning Community (PLC) meetings
+ Flexibility should allow future technology.
+ Power necessary for office equipment
+ Staff restrooms
+ Built-in mailboxes
+ Flexible, lockable furniture
+ Built-in cabinets/storage
+ Multiple data drops in tech office

ADJACENCIES/LAYOUT

+ Reception desk in front with door access control system
+ Flex work space for secretaries/AP central in main admin
+ Place conference room at the front for parent meetings
+ Restroom in ISS
+ Open office space works when lockable storage and supplemental private spaces are provided
+ Centrally located break space with bathroom, microwave, and seating
+ Flexible spaces throughout the school
+ Counselors and diagnosticians may be decentralized

CLINIC

ADJACENCY/LAYOUT

+ Chairs at entry for waiting
+ Cots on the side.
+ Desks facing entry
+ Secured space with refrigeration for medications
+ Stacking space for kids
+ Separate well-waiting and ill-waiting areas
+ Funnel students into clinic by single access point
+ Adjacency & access to front office and central corridors
+ Doors should be located efficiently to maximize floor space utilization
+ Clinic should be centrally located but somewhat isolated to allow privacy

SPACES NEEDED

+ Office
+ Sound and testing room
+ Storage closet
+ Restrooms

UTILITIES & INFRASTRUCTURE NEEDS

+ Power and data drops, at standing height and at desk for easy tracking
+ Sink for hand washing
+ Two restrooms
+ Short, dorm size refrigerator is preferred.
+ Separate ice makers are preferred.
+ Two cots are preferred

STORAGE/MILLWORK

+ Double the storage.
+ 10' clear space for vision.

ADJACENCIES

ADMINISTRATION

CONTROLLED VESTIBULE

MAIN CORRIDOR

RECEPTION

ADMIN CONF. ROOM

PRINCIPAL OFFICE

SECRETARIAL AREA

VAULT/ RECORDS STOR.

ITINERANT OFFICE

MAIN OFFICE

WAITING

CLINIC

STOR.

CLINIC

SPECIAL PROGRAMS

LSSP OFFICE

SPED CONF. ROOM

FACILITATOR

COUNSELING

AP WAITING AREA

AP OFFICE

ISS

COUNSELOR OFFICE
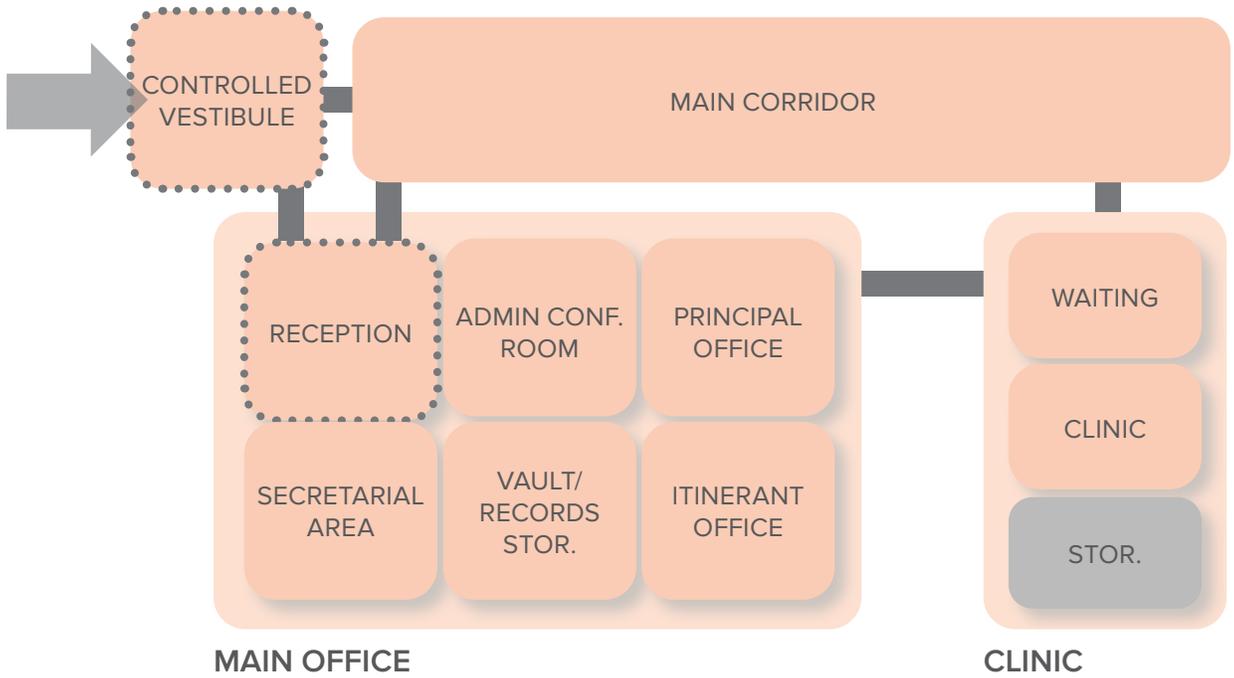
OTHER SPACES

INSTRUCT. SPECIALIST OFFICE

TEACHER SPACES

BREAK ROOM

TEACHER WORKROOM

MAIL ROOM

CENT. STOR.

STAFF RR

MAP LEGEND

☐ Academic Space
☐ Administration
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CORRIDORS, COLLABORATION & OUTDOOR LEARNING

Be intentional about creating learning opportunities in hallways through use of writable surfaces, monitors, pin up space (showcase student work) & appropriate furniture for both teachers and students

Safe & secure outdoor spaces should be provided that allow for various modes and activities of learning to occur weather permitting

Provide accessible and inclusive outdoor play areas with protective shade structures
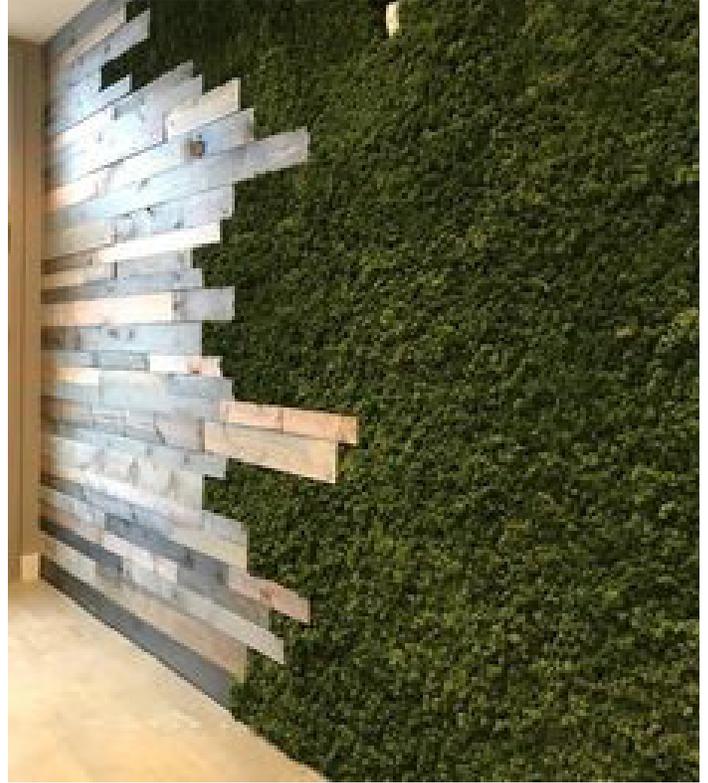
PROGRAM OF SPACES

PROGRAM OF SPACES			
	Pershing Park / Sugar Loaf / Bellaire ES Consolidation		
Space/Type of Space	Quantity	Square Footage per Space	Total Square Footage
ACADEMICS			
Pre-Kindergarten	6	850	5,100
Kindergarten	9	850	7,650
First Grade	9	850	7,650
Second Grade	7	750	5,250
Third Grade	8	750	6,000
Fourth Grade	8	750	6,000
Fifth Grade	8	750	6,000
Restrooms in Each Pre-K – 1st Classrooms	24	50	1,200
Common Area Restrooms	4	900	3,600
Talented & Gifted Classroom	1	750	750
AREA SUB TOTAL			**49,100**
SPECIAL USE CLASSROOMS			
Science	2	1,000	2,000
Music	3	950	2,850
Computer Lab	2	950	1,900
Resource Room	1	757	757
Special Resource Room	1	606	606
Life Skills (including shared tlt./laundry)	2	1,125	1,895
AREA SUB TOTAL			**10,008**
LIBRARY			
Stack Area	1	3,881	3,881
Reading Area - 44 students			0
Kiva - 22 students			0
Circulation Desk Area			0
Computer Area - 12 workstations			0
Office	1	258	258
Work Room	1	224	224
AV Storage	1	287	287
AREA SUB TOTAL			**4,650**

PROGRAM OF SPACES

Space/Type of Space	Quantity	Square Footage per Space	Total Square Footage
	Pershing Park / Sugar Loaf / Bellaire ES Consolidation		
DINING			
Cafetorium - Seating for 400	1	5,790	5,790
Platform	1	1,195	1,195
FOOD SERVICES	**1**	**3,726**	**3,726**
Serving Line	3		0
Food Preparation Area	1		0
Scullery	1		0
Manager Office (Manager & Lunchroom Sec.)	1		0
Dry Food Storage	1		0
Walk-In Refrigerator	1		0
Walk-In Freezer	1		0
Janitorial	1		0
Toilet w/Lockers	1		0
AREA SUB TOTAL			**10,711**

PROGRAM OF SPACES CONTINUED

PROGRAM OF SPACES			
	Pershing Park / Sugar Loaf / Bellaire ES Consolidation		
Space/Type of Space	Quantity	Square Footage per Space	Total Square Footage
PHYSICAL EDUCATION			
Activity Center/Gym	1	4,034	4,034
Coaches Office (new space for 4 coaches)	1	410	410
Public Toilets	2	85	170
Storage	1	344	344
AREA SUB TOTAL			**4,958**
ADMINISTRATION			
Reception	1	532	532
Principal Office	1	256	256
Assistant Principal	3	180	540
Waiting	1	138	138
Secretarial Area (new space for 4 FTE)	1	462	462
Instructional Specialist Office	1	173	173
Counselor Office	2	172	344
Counselor Office/Conference	1	350	350
Technologist Office	1	450	450
Central Workroom	1	392	392
Vault - Record Storage	1	194	194
Book Room	1	580	580
Clinic (2 Beds w/Toilet)	1	300	300
Teacher Workroom w/Toilet	3	400	1,200
Conference Room	1	299	299
Testing Storage	1	170	170
Storage	1	68	68
Office	1	188	188
ISS	1	264	264
Restroom	2	55	110
Itinerant Office (for 4)	1	400	400
AREA SUB TOTAL			**7,410**

PROGRAM OF SPACES

Space/Type of Space	Pershing Park / Sugar Loaf / Bellaire ES Consolidation		
	Quantity	Square Footage per Space	Total Square Footage
CUSTODIAL			
Central Supply Storage/Workroom	1	441	441
Cart Storage Workrooms	4	44	176
Grounds Equipment Storage	1	922	922
AREA SUB TOTAL			1,539

TOTAL BUILDING AREA/CAPACITY TOTALS		
TOTAL NUMBER OF STUDENTS, MAX CAPACITY		**1,050**
TOTAL NET SQUARE FOOTAGE	**88,376**	
TOTAL NON-ASSIGNABLE SPACES (WALL, CIRCULATION, CHASES, ETC.)	**36,384**	*29%*
TOTAL ESTIMATED BUILDING GROSS AREA	**124,760**	