

KILLEEN ISD

# HIGH 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 five main components: Design Guidelines, Instructional Programs, Precedent Images, Adjacency Diagrams and the Program of Spaces.

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.









# PROJECT OVERVIEW

<b>DISTRICT</b>	Killeen ISD
<b>SCHOOL</b>	High School
<b>GRADES SERVED</b>	9 - 12
<b>FUNCTIONAL CAPACITY</b>	2,500
<b>APPROX. SIZE</b>	450,000 - 500,000 SF
<b>SITE SIZE RANGE</b>	60 - 80 acres

**HOURS OF OPERATION (DAYS/TIMES)**

**Instructional Day**

**Extracurricular Activities**

Monday - Friday, 7:45 AM (0 period) - 4:15 (7th period) PM  
 (may vary depending on need)

Varies

**INSTRUCTIONAL PROGRAM**

**Foundation Curriculum**

- English Language Arts & Reading
- Math
- Science
- History

- + Computer Science
- + Engineering Studio
- + Architecture & Construction
- + Criminal Justice

Fine Arts

- + Band
- + Orchestra
- + Choir
- + Art
- + Theater

**Enrichment Curriculum**

- Career and Technical Education
- + Agriculture
- + Health Science
- + Family & Consumer Science
- + Audio/Visual Arts
- + Robotics

Health Education

- Languages other than English  
 (+ LOTE)

Athletics

- + Football
- + Volleyball
- + Baseball & Softball
- + B&G Basketball
- + B&G Track/Cross Country
- + B&G Soccer
- + B&G Tennis
- + B&G Golf
- + B&G Swimming
- + B&G Wrestling
- + Cheerleading
- + Dance/Drill

**SITE, SAFETY & SECURITY**

- + Double queue with dedicated student, staff, parent loop, bus loop, and SPED loops
- + Parking proportionate to HS #6 based on planned capacity
- + Cameras to accommodate floor plan
- + Access control
- + Perimeter fencing
- + Bullet resistant glazing where requested
- + Controlled vestibule
- + Panic with lock down
- + 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











## STUDIOS | GENERAL EDUCATION

### DESIGN GUIDELINES

#### Access

All studios should be accessed from a local or collector corridor within a learning neighborhood or classroom wing, rather than the building's main arterial corridors.

#### Natural Light

Studios should be designed with at least one window to provide students and teachers with natural light and views.

#### Acoustic Considerations

Neighboring studios should not be able to hear one another when teachers are speaking at a reasonable teaching level or when students are engaged in group conversations. In addition, noise from students engaged in small group activity within corridors should not be disrupting to students or teachers within studios.

#### Flexibility

Flexibility within studio design should be realized through mobility of furniture and storage only. All student and teacher furniture should be on casters to allow for flexibility in use of space and modes of learning. Studio walls will not be flexible to open to corridors or neighboring studios.

#### Transparency

Interior studio walls will not incorporate glass to allow any degree of visibility from corridors or neighboring studios. A small degree of glass should be provided in studio doors to allow limited visibility into studios from the corridor.

#### Safety & Security

Studio glazing will be limited to exterior walls. Studios are considered safe with solid walls and locked doors.

### INSTRUCTIONAL PROGRAM

#### Learning Activities & Teaching Modes

The space is a flexible learning environment facilitating exploration, socialization and development of various skills including collaboration, critical thinking, and public speaking.

#### Teaching Tools

Short throw projector, white boards, tack boards.

#### Storage (Materials and Spaces)

No storage room within the Studio other than teacher wardrobes. Additional storage to be accomplished through mobile furniture.

#### Characteristics of Furniture

Seating should accommodate a variety of layouts, reconfiguration will often be done by students.

#### Utilities and Infrastructure

- + Power: 10-12 receptacles per classroom with at least 1 being a quad.
- + Data: At least one to accommodate short throw projector + 2 near teacher's desk
- + Sinks: not required
- + Wi-Fi

# STUDIOS | SCIENCES

## DESIGN GUIDELINES

### Access

Science rooms should be accessed from a local or collector corridor within a learning neighborhood or classroom wing, rather than the building's main arterial corridors. Rooms should be designed in groups of four with each having access to a shared prep room, which will in turn provide access to a chemical storage room.

### Natural Light

Science rooms should be located internally with no windows in order to maximize space for upper storage cabinets.

### Acoustic Considerations

Neighboring studios and other rooms should not be able to hear voices from within the Science rooms when teachers are speaking at a reasonable teaching level or when students are engaged in group conversations. In addition, noise from students engaged in small group activity within corridors should not be disrupting to students or teachers within Science rooms.

### Flexibility

For the safety of science students and teachers, flexibility should be limited within the rooms. Furniture and storage may be easily mobile but should not be on casters. Perimeter countertops with lower and upper storage should be maximized. Workstations for groups of four should be movable but not on caster. As with studios, flexible walls should not be provided.

### Transparency

Neither exterior nor interior walls will incorporate glass to allow any degree of visibility from corridors or neighboring studios. A small degree of glass should be provided in doors to allow limited visibility into Science rooms from the corridor.

### Safety & Security

Science rooms are considered safe with solid walls and locked doors.

## INSTRUCTIONAL PROGRAM

### Learning Activities & Teaching Modes

The spaces are learning environments for facilitating exploration, socialization and development of various skills including collaboration, critical thinking, public speaking, and in particular to developing and providing hands-on scientific experimentation.

### Teaching Tools

Short throw projector, white boards, tack boards.

### Storage (Materials and Spaces)

Storage/Prep room with access into the science lab, casework appropriate for science experiments and equipment for preparation of hands on work. Chemical storage rooms per bldg. code with appropriate ventilation and fire suppression system. Prep rooms should be equipped with built-in counter tops having storage cabinets both above and below.

### Characteristics of Furniture

Science lab fixed furniture with stools.

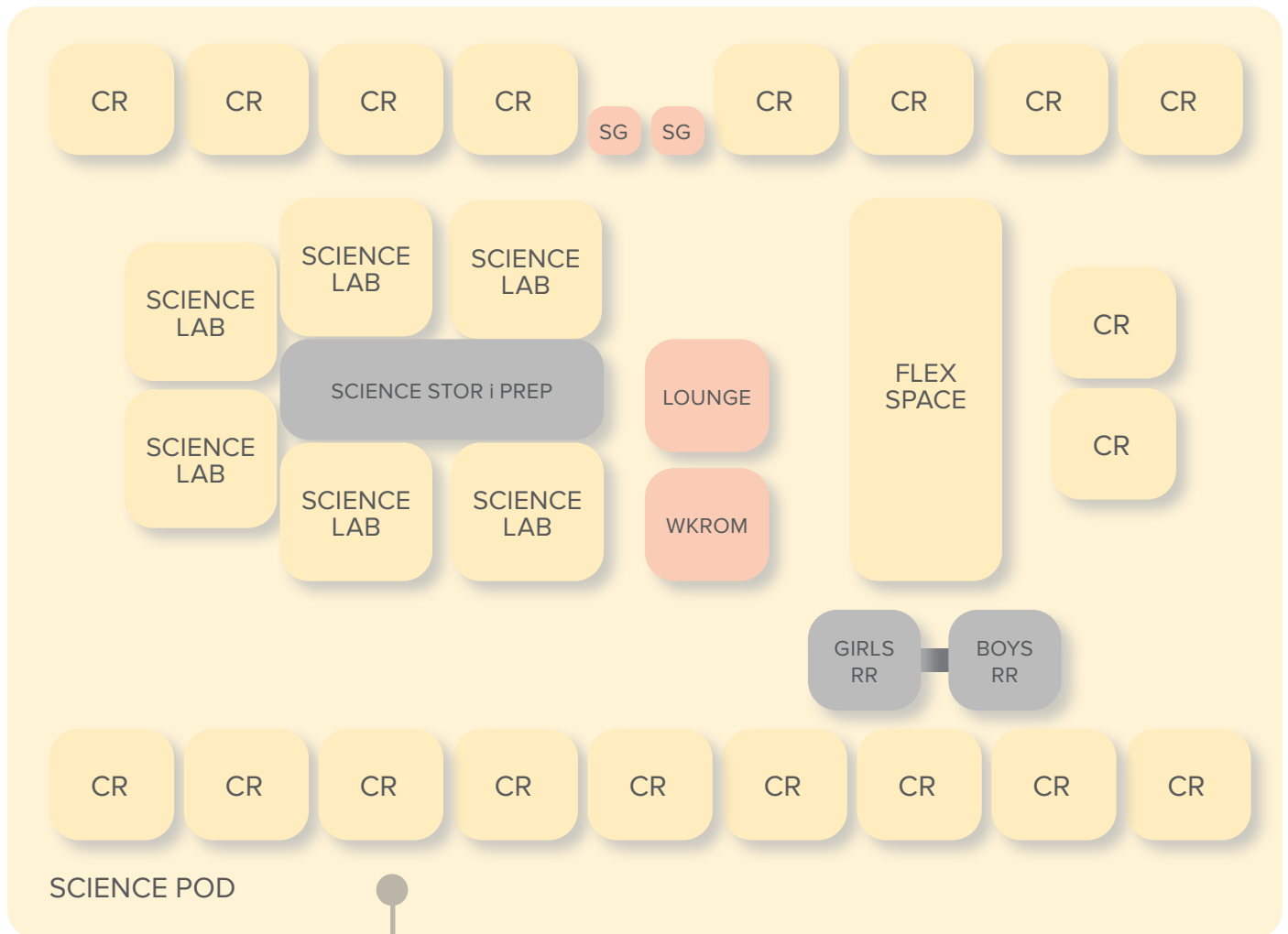
### Utilities and Infrastructure

- + Power: multiple receptacles at each science lab station.
- + Data: As needed at each lab station and one to accommodate short throw projector + 2 near teacher's desk.
- + Sinks: at each science lab station (except in Physics lab).
- + Wi-Fi
- + Ventilation in each lab



# ADJACENCIES

## GENERAL EDUCATION



Each pod will have classrooms surrounding special spaces, support areas, a PLC or workroom, lounge, and circulation collab space. Some pods may also have a resource room.







# CAREER & TECHNICAL EDUCATION

## CTE I ROBOTICS LAB

### DESIGN GUIDELINES

#### Accessibility

The Robotics Lab and Studio should be accessed from a local or collector corridor within a learning neighborhood or classroom wing, rather than the building's main arterial corridors. Direct access through a typical 3 foot door should be provided between the studio and the lab.

#### Natural Light

Windows are not required for these rooms, but may be provided if the overall building design allows.

#### Acoustic Considerations

Neighboring studios and other rooms should not be able to hear voices from within the rooms when teachers are speaking at a reasonable teaching level or when students are engaged in group conversations. In addition, noise from students engaged in small group activity within corridors should not be disrupting to students or teachers within the lab.

#### Flexibility

Flexibility within studios and labs should be realized through mobility of furniture and storage only. All student and teacher furniture should be on casters to allow for flexibility in use of space and modes of learning. Studio walls will not be flexible to open to corridors or neighboring studios.

#### Transparency

Interior Studio and Lab walls will not incorporate glass to allow any degree of visibility from corridors or neighboring studios. Vision panels should be provided in studio doors to allow limited visibility into either room from the corridor.

#### Safety & Security

Studios and Labs are considered safe with solid walls and locked doors.

#### Storage Rooms

Access to storage rooms will be provided within the rooms they serve rather the corridor. Shelves may be stationary but should not be built-in.

### INSTRUCTIONAL PROGRAM

#### Learning Activities & Teaching Modes

The students will learn robotics and electronics through lectures, videos, individual study/reading and group hands-on project based learning.

#### Teaching Tools

Short throw projector, white boards, tack boards, various shop equipment for robotic production.

#### Storage (Materials and Spaces)

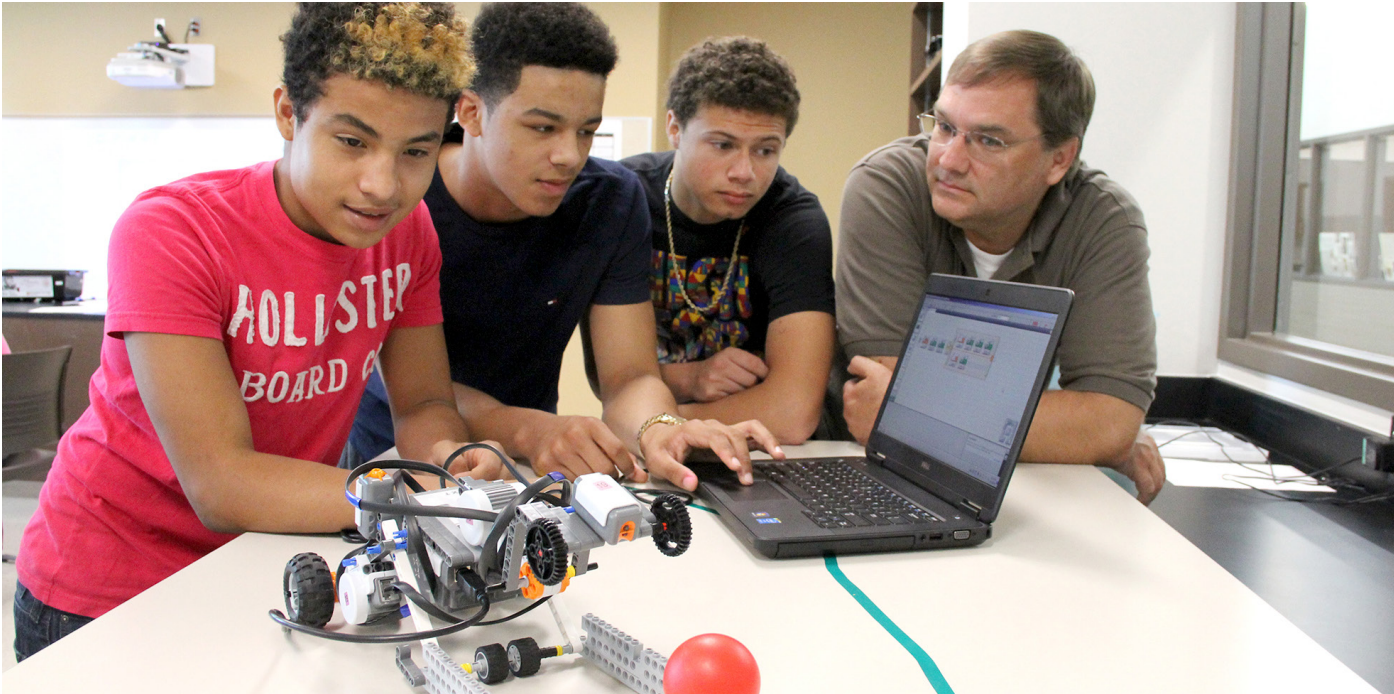
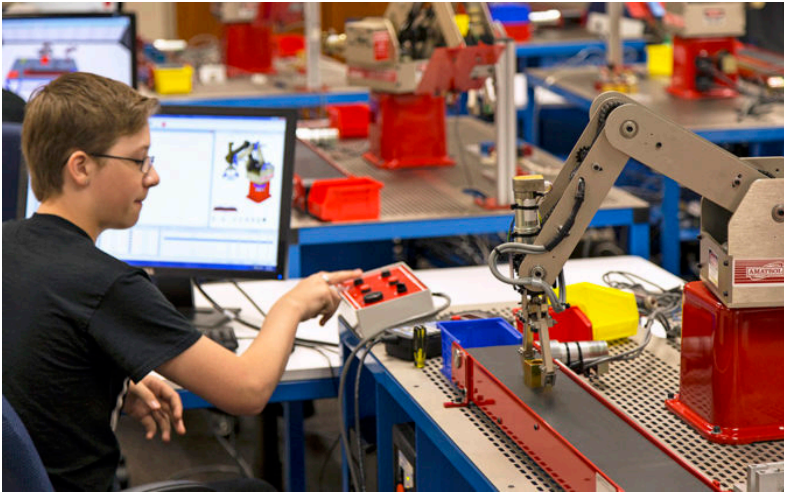
Storage room within the Lab for misc robotic equipment and tools.

#### Characteristics of Furniture

Mobile work tables conducive to tools, hardware and robotic electronic projects.

#### Utilities and Infrastructure

- + Power: multiple receptacles per classroom with at least 1 being a quad, consider electric reels ceiling mounted.
- + Data: One to accommodate short throw projector + 2 near teacher's desk, and multiple drops for student computers.
- + Sinks: not required
- + Wi-Fi
- + Ventilation
- + Charging stations



## CTE | ENGINEERING STUDIO

### DESIGN GUIDELINES

#### Accessibility

The Engineering Studio should be accessed from a local or collector corridor within a learning neighborhood or classroom wing, rather than the building's main arterial corridors. Direct access through a typical 3 foot door should be provided between the studio and the lab.

#### Natural Light

Windows are not required for these rooms, but may be provided in the overall building design allows.

#### Acoustic Considerations

Neighboring studios and other rooms should not be able to hear voices from within the rooms when teachers are speaking at a reasonable teaching level or when students are engaged in group conversations. In addition, noise from students engaged in small group activity within corridors should not be disrupting to students or teachers within the lab.

#### Flexibility

Flexibility within studios and labs should be realized through mobility of furniture and storage only. All student and teacher furniture should be on casters to allow for flexibility in use of space and modes of learning. Studio walls will not be flexible to open to corridors or neighboring studios.

#### Transparency

Interior Studio and Lab walls will not incorporate glass to allow any degree of visibility from corridors or neighboring studios. Vision panels should be provided in studio doors to allow limited visibility into either room from the corridor.

#### Safety & Security

Studios and Labs are considered safe with solid walls and locked doors.

### INSTRUCTIONAL PROGRAM

#### Learning Activities & Teaching Modes

Students are challenged from the traditional educational status quo through applied, authentic, and active learning experiences that foster critical thinking, collaboration, communication and literacy in a technology rich learning environment. Students participate in subject based learning, project based learning, formal presentations to expert panels, regular academic and behavioral reflection, internships, and community outreach.

#### Teaching Tools

Short throw projector, white boards, and Chrome Books.

#### Storage (Materials and Spaces)

Storage room within the Lab for equipment and tools. Access to storage rooms will be provided within the rooms they serve rather the corridor. Shelves may be stationary but should not be built-in.

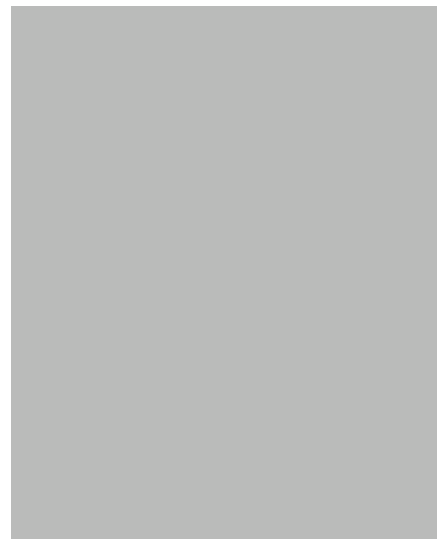
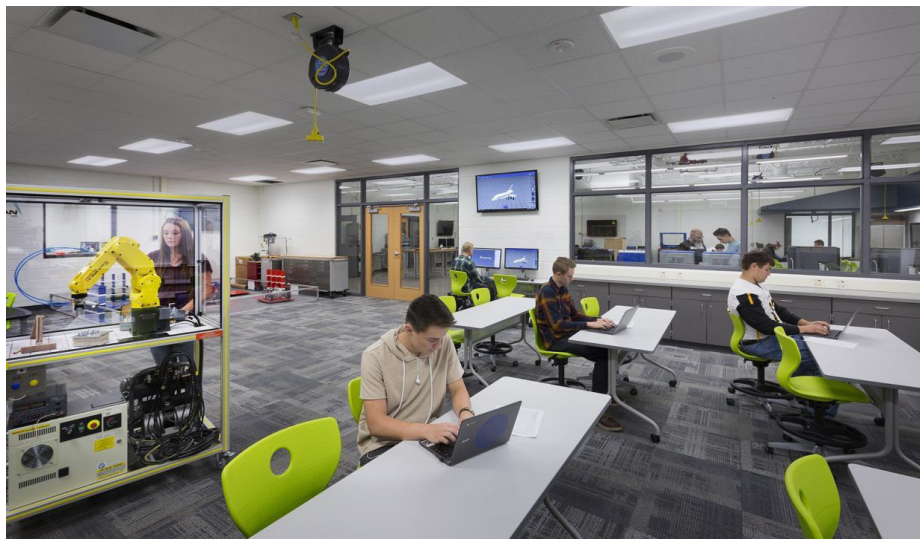
#### Characteristics of Furniture

Mobile work tables conducive to tools, hardware and electronic projects.

#### Utilities and Infrastructure

- + Power: multiple receptacles per classroom with at least 1 being a quad, electric reels ceiling mounted.
- + Data: One to accommodate short throw projector + 2 near teacher's desk, and multiple drops for student computers.
- + Sinks: not required
- + Wi-Fi
- + Ventilation
- + Charging stations





## CTE I HEALTH SCIENCES

### DESIGN GUIDELINES

#### Accessibility

Health Science Studios and Labs should be accessed from a local or collector corridor within a learning neighborhood or classroom wing, rather than the building's main arterial corridors. Direct access from classrooms to a lab is not necessary, but they should be in close proximity to one another.

#### Natural Light

Windows are not required for these rooms, but may be provided if the overall building design allows.

#### Acoustic Considerations

Neighboring studios and other rooms should not be able to hear voices from within the Health Science rooms when teachers are speaking at a reasonable teaching level or when students are engaged in group conversations. In addition, noise from students engaged in small group activity within corridors should not be disrupting to students or teachers within the rooms.

#### Flexibility

Flexibility within studios and labs should be realized through mobility of furniture and storage only. All student and teacher furniture should be on casters to allow for flexibility in use of space and modes of learning. Studio walls will not be flexible to open to corridors or neighboring studios.

#### Transparency

Interior Studio and Lab walls will not incorporate glass to allow any degree of visibility from corridors or neighboring studios. Vision panels should be provided in studio doors to allow limited visibility into either room from the corridor.

#### Safety & Security

Studio and Lab glazing will be limited to exterior walls. Studios are considered safe with solid walls and locked doors.

### INSTRUCTIONAL PROGRAM

#### Learning Activities & Teaching Modes

Students make a commitment to a challenging curriculum that introduces the health care professions. Students are exposed to real-world settings through clinical experiences, speakers and field trips. In their junior and senior years, students may complete a one-year clinical practicum in the medical setting that complements their field of interest. Science classroom/labs provide a flexible learning environment facilitating exploration, socialization and development of various skills including collaboration, critical thinking, and public speaking.

#### Teaching Tools

Short throw projector, white boards, Chrome Books, manikins.

#### Storage (Materials and Spaces)

Storage room within the Lab for equipment and tools. Access to storage rooms will be provided within the rooms they serve rather the corridor. Shelves may be stationary but should not be built-in.

#### Characteristics of Furniture

Science tables appropriate for the instruction and hospital beds.

#### Utilities and Infrastructure

- + Power: multiple receptacles per classroom with at least 1 being a quad.
- + Data: One to accommodate short throw projector + 2 near teacher's desk, and multiple drops for student computers.
- + Sinks: where appropriate for instruction.
- + Wi-Fi
- + Ventilation
- + Charging stations







## CTE | GRAPHIC ARTS | AV LABS

### DESIGN GUIDELINES

#### Accessibility

The Art/AV lab should be accessed from a local or collector corridor within a learning neighborhood or classroom wing, rather than the building's main arterial corridors.

#### Natural Light

This room should be located internally to avoid windows and natural light.

#### Acoustic Considerations

Neighboring studios and other rooms should not be able to hear voices from within the Art/AV lab when teachers are speaking at a reasonable teaching level or when students are engaged in group conversations. In addition, noise from students engaged in small group activity within corridors should not be disrupting to students or teachers within the lab.

#### Flexibility

Flexibility within studios and labs should be realized through mobility of furniture and storage only. All student and teacher furniture should be on casters to allow for flexibility in use of space and modes of learning. Studio walls will not be flexible to open to corridors or neighboring studios.

#### Transparency

Interior Studio and Lab walls will not incorporate glass to allow any degree of visibility from corridors or neighboring studios. Vision panels should be provided in studio doors to allow limited visibility into either room from the corridor.

#### Safety & Security

Labs are considered safe with solid walls and locked doors.

### INSTRUCTIONAL PROGRAM

#### Learning Activities & Teaching Modes

The spaces are learning environments that facilitate exploration, socialization and development of various skills including collaboration, critical thinking, specializing in the graphic arts, gaming, and audio/video editing and production.

#### Teaching Tools

Short throw projector, white boards.

#### Storage (Materials and Spaces)

Small Storage Room accessible to the Labs for misc hardware and software materials.

#### Characteristics of Furniture

Student desks to accommodate desktop computer with built in wiring racks.

#### Utilities and Infrastructure

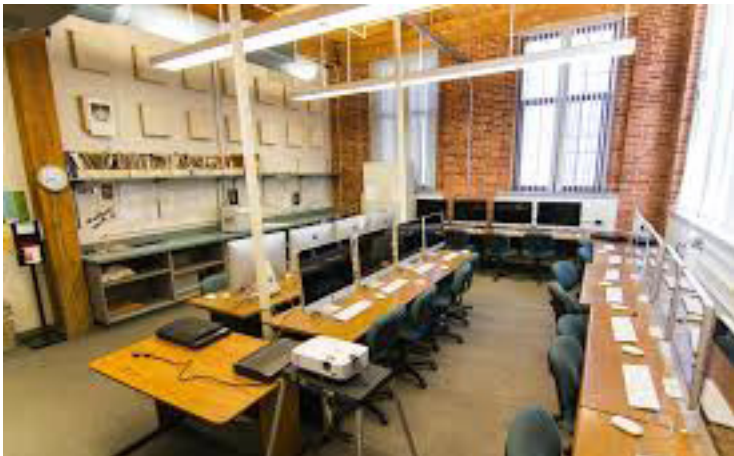
Power: multiple outlets per computer, no power poles in the labs allowed.

Data: data per student computer, one to accommodate short throw projector + 2 near teacher's desk

Sinks: not required

Wi-Fi





## CTE | CRIMINAL JUSTICE

### DESIGN GUIDELINES

#### Accessibility

The Criminal Justice Studios should be accessed from a local or collector corridor within a learning neighborhood or classroom wing, rather than the building's main arterial corridors. Direct access through a typical 3 foot door should be provided from each of the studios to the Mock Court; access to the Mock Court from a corridor is not required.

#### Natural Light

Windows are not required for these rooms but may be provided if the overall building design allows.

#### Acoustic Considerations

Neighboring studios and other rooms should not be able to hear voices from within the rooms when teachers are speaking at a reasonable teaching level or when students are engaged in group conversations. In addition, noise from students engaged in small group activity within corridors should not be disrupting to students or teachers within these rooms.

#### Flexibility

Flexibility within these rooms should be realized through mobility of furniture and storage only. All student and teacher furniture should be on casters to allow for flexibility in use of space and modes of learning. Studio walls will not be flexible to open to corridors or neighboring studios.

#### Transparency

Interior walls will not incorporate glass to allow any degree of visibility from corridors or neighboring studios. A small degree of glass may be provided in studio doors to allow limited visibility into either room from the corridor.

#### Safety & Security

Studios are considered safe with solid walls and locked doors.

### INSTRUCTIONAL PROGRAM

#### Learning Activities & Teaching Modes

Like a typical Studio Space, the Criminal Justice Studio is a flexible learning environment facilitating exploration, socialization and development of various skills including collaboration, critical thinking, and public speaking. The Mock Court Room should provide the students a trial experience as if in a real court.

#### Teaching Tools

Studios: Short throw projector, white boards.

Mock Court: judge's bench, witness stand, jury box.

#### Storage (Materials and Spaces)

No storage room within the Studio, storage to be accomplished through mobile furniture.

#### Characteristics of Furniture

Studios: Seating should accommodate a variety of layouts, reconfiguration will often be done by students.

Mock Court: All furniture should be incorporated to match a modern courtroom.

#### Utilities and Infrastructure

Studios:

- + Power: 10-12 receptacles per classroom with at least 1 being a quad.
- + Data: At least one to accommodate short throw projector + 2 near teacher's desk
- + Sinks: not required
- + Wi-Fi

Mock Court:

- + Power: 4-6 receptacles per classroom with at least 1 being a quad.
- + Data: At least one near the judge's bench and 1 near each of the plaintiff and defendant tables.
- + Sinks: not required
- + Wi-Fi
- + Wall mounted TV







## CTE | ARCHITECTURE & CONSTRUCTION

### DESIGN GUIDELINES

#### Accessibility

The Architecture and Construction Studio should be accessed from a local or collector corridor within a learning neighborhood or classroom wing, rather than the building's main arterial corridors.

#### Natural Light

Windows are not required for these rooms, but may be provided if the overall building design allows.

#### Acoustic Considerations

Neighboring studios and other rooms should not be able to hear voices from within the rooms when teachers are speaking at a reasonable teaching level or when students are engaged in group conversations. In addition, noise from students engaged in small group activity within corridors should not be disrupting to students or teachers within the lab.

#### Flexibility

Flexibility within studios should be realized through mobility of furniture and storage only. All student and teacher furniture should be on casters to allow for flexibility in use of space and modes of learning. Studio walls will not be flexible to open to corridors or neighboring studios.

#### Transparency

Interior Studio walls will not incorporate glass to allow any degree of visibility from corridors or neighboring studios. Vision panels should be provided in studio doors to allow limited visibility into either room from the corridor.

#### Safety & Security

Studios are considered safe with solid walls and locked doors.

### INSTRUCTIONAL PROGRAM

#### Learning Activities & Teaching Modes

The spaces are learning environments that facilitate exploration, socialization and development of various skills including collaboration, critical thinking, specializing in architectural design, computer-aided drafting, building information modeling, and construction techniques.

#### Teaching Tools

Short throw projector, white boards.

#### Characteristics of Furniture

Student desks to accommodate desktop computer with built in wiring racks.

#### Utilities and Infrastructure

- + Power: multiple outlets per computer, no power poles in the labs allowed.
- + Data: data per student computer, one to accommodate short throw projector + 2 near teacher's desk
- + Sinks: not required
- + Wi-Fi







## CTE I FAMILY & CONSUMER SCIENCE

### DESIGN GUIDELINES

#### Accessibility

Family & Consumer Science Studios and Labs should be accessed from a local or collector corridor within a learning neighborhood or classroom wing, rather than the building's main arterial corridors.

#### Natural Light

Windows are not required for these rooms, but may be provided if the overall building design allows.

#### Acoustic Considerations

Neighboring studios and other rooms should not be able to hear voices from within the Family & Consumer Science rooms when teachers are speaking at a reasonable teaching level or when students are engaged in group conversations. In addition, noise from students engaged in small group activity within corridors should not be disrupting to students or teachers within Science rooms.

#### Flexibility

Flexibility within studios and labs should be realized through mobility of furniture and storage only. All student and teacher furniture should be on casters to allow for flexibility in use of space and modes of learning. Studio walls will not be flexible to open to corridors or neighboring studios.

#### Transparency

Interior Studio and Lab walls will not incorporate glass to allow any degree of visibility from corridors or neighboring studios. Vision panels should be provided in studio doors to allow limited visibility into either room from the corridor.

#### Safety & Security

Studio and Lab glazing will be limited to exterior walls. Studios are considered safe with solid walls and locked doors.

### INSTRUCTIONAL PROGRAM

#### Learning Activities & Teaching Modes

Like a typical Studio Space, the Consumer Science Studio is a flexible learning environment facilitating exploration, socialization and development of various skills specializing in human services, personal finance and money management, interpersonal studies, Nutrition and Wellness, counseling and mental health, child development and guidance, as well as family and community services.

#### Teaching Tools

Studios: Short throw projector, white boards.  
One studio to be provided with 3 residential kitchenettes each equipped with a sink and typical household appliance such as a stove (with vent hood), oven, microwave and refrigerator.

#### Storage (Materials and Spaces)

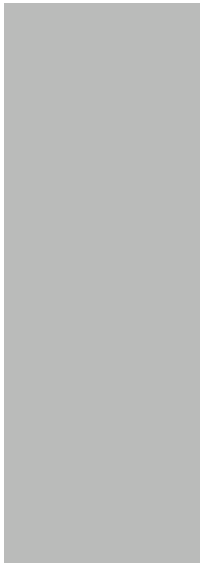
Storage will include a variety of typical household items for cooking, cleaning, and clothes, as well as other typical teaching and learning tools. : Access to storage rooms will be provided within the rooms they serve rather the corridor. Shelves may be stationary but should not be built-in.

#### Characteristics of Furniture

Studios: Seating should accommodate a variety of layouts, reconfiguration will often be done by students.

#### Utilities and Infrastructure

- + Power: 10-12 receptacles per classroom with at least 1 being a quad. Provide additional power at kitchenettes to serve each required appliance and vent hood. Ensure all kitchenette receptacles are GFCI.
- + Data: At least one to accommodate short throw projector + 2 near teacher's desk
- + Sinks: At least 3 to be provided in one room.
- + Wi-Fi



## CTE | AGRICULTURE

### DESIGN GUIDELINES

#### Accessibility

The Ag Studio may be accessed through any type of corridor. The Lab should be accessed through the Studio as well as from outside. Provide both a typical 3 foot door and 8 foot overhead door for exterior access. The storage room should be directly accessed through the lab .

#### Natural Light

Windows are not required for these rooms, but may be provided if the overall building design allows.

#### Acoustic Considerations

Neighboring studios and other rooms should not be able to hear voices from within the rooms when teachers are speaking at a reasonable teaching level or when students are engaged in group conversations. In addition, noise from students engaged in small group activity within corridors should not be disrupting to students or teachers within the lab.

#### Flexibility

Flexibility within studios and labs should be realized through mobility of furniture and storage only. All student and teacher furniture should be on casters to allow for flexibility in use of space and modes of learning. Studio walls will not be flexible to open to corridors or neighboring studios.

#### Transparency

Interior Studio and Lab walls will not incorporate glass to allow any degree of visibility from corridors or neighboring studios. Vision panels should be provided in studio doors to allow limited visibility into either room from the corridor.

#### Safety & Security

Studios and Labs are considered safe with solid walls and locked doors. Provide access control at exterior doors. Storage Rooms: Access to storage rooms will be provided within the rooms they serve rather the corridor. Shelves may be stationary but should not be built-in.

### INSTRUCTIONAL PROGRAM

#### Learning Activities & Teaching Modes

Like a typical Studio Space, the Ag Studio is a flexible learning environment facilitating exploration, socialization and development of various skills specializing in agricultural sciences and floral design.

#### Teaching Tools

Studios: Short throw projector, white boards and tack boards.

Labs: White boards and tack boards.

#### Characteristics of Furniture

Studios: Seating should accommodate a variety of layouts, reconfiguration will often be done by students. Due to the nature of some activities, fabric on seating should be avoided.

Lab: Tall work tables to sit two students each should be easily movable for lab reconfiguration.

#### Utilities and Infrastructure

- + Power: 10-12 receptacles per classroom with at least 1 being a quad. Provide additional power at Lab; consider where power can be provided from the ceiling mounted or floor receptacles. Ensure all receptacles are GFCI.
- + Data: At least one to accommodate short throw projector + 2 near teacher's desk
- + Sinks: At least 3 to be provided in one room.
- + Wi-Fi
- + Floral refrigerators







## CTE | ROTC

### DESIGN GUIDELINES

#### Accessibility

ROTC Studios and the Firing Range should be accessed from a local or collector corridor within a learning neighborhood or classroom wing, rather than the building's main arterial corridors. Direct access from studios to the range is not necessary, but they should be in close proximity to one another. Due to noise and close proximity to outdoor spaces, the ROTC rooms may best be located near or within the Athletics wing.

#### Natural Light

Windows are not required for these rooms, but may be provided if the overall building design allows.

#### Acoustic Considerations

Neighboring studios and other rooms should not be able to hear voices from within the rooms when teachers are speaking at a reasonable teaching level or when students are engaged in group conversations. In addition, noise from students engaged in small group activity within corridors should not be disrupting to students or teachers within the rooms.

#### Flexibility

Flexibility within studios should be realized through mobility of furniture and storage only. All student and teacher furniture should be on casters to allow for flexibility in use of space and modes of learning. Studio walls will not be flexible to open to corridors or neighboring studios.

#### Transparency

Interior Studio walls will not incorporate glass to allow any degree of visibility from corridors or neighboring studios. A small degree of glass may be provided in studio doors to allow limited visibility into either room from the corridor.

#### Safety & Security

Studio glazing will be limited to exterior walls. The Firing Range should not have exterior or interior glazing. Both room types are considered safe with solid walls and locked doors.

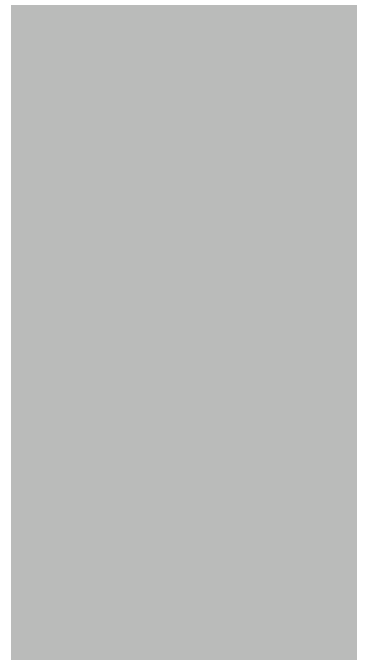
### INSTRUCTIONAL PROGRAM

#### Learning Activities & Teaching Modes

Office: An office should be provided within and accessed through the Firing Range.

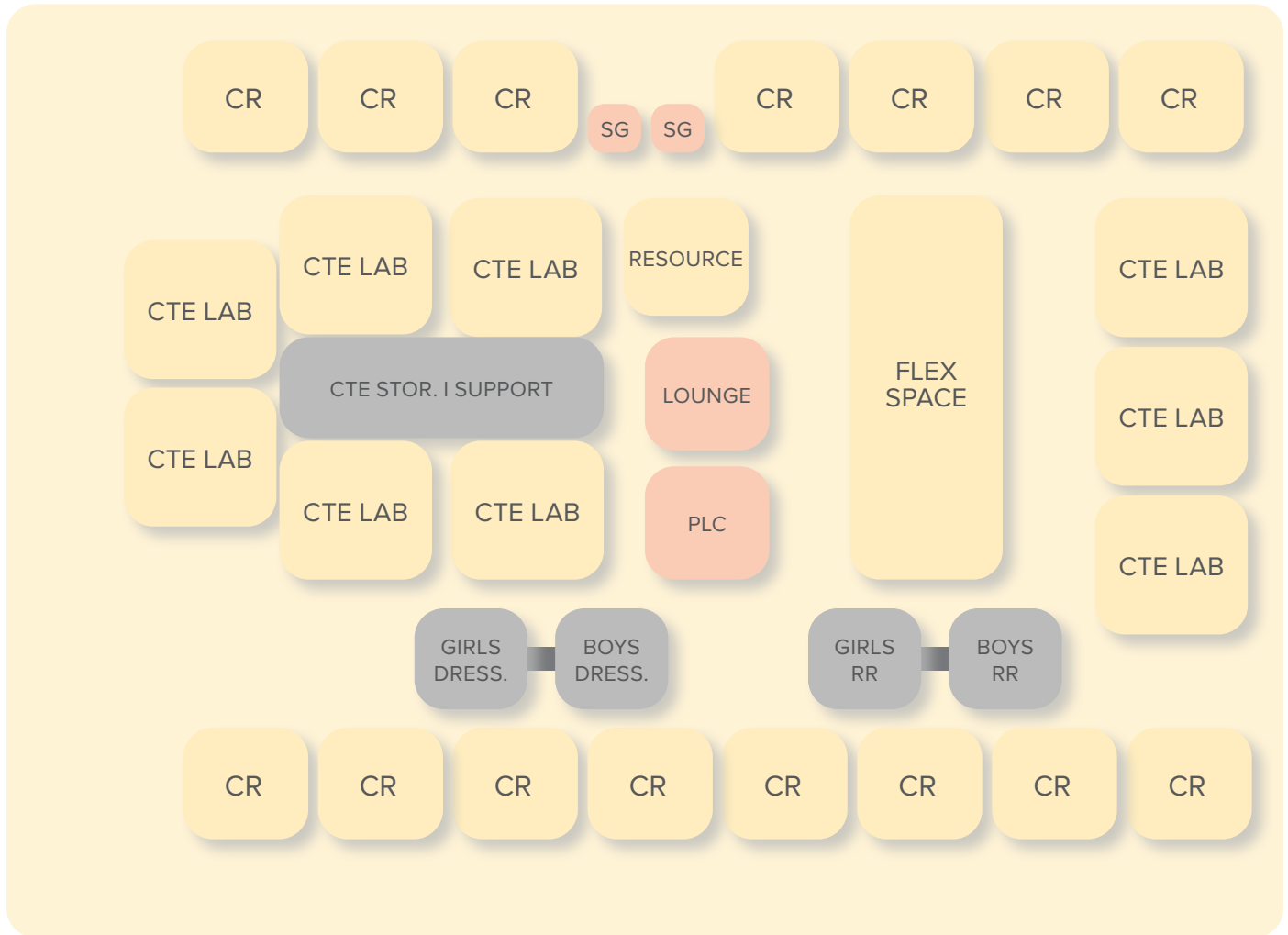
Firearms Storage: Access to the firearms storage should be provided through the office only rather than from the Firing Range or corridor. Shelves may be stationary but should not be built-in.

Changing Rooms: Changing rooms should be provided within and accessed through a corridor adjacent to the Firing Range.



# ADJACENCIES

## CTE



### MAP LEGEND

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







# MEDIA LABS, COMPUTER SCIENCES, & BUSINESS LABS

## COMPUTER LABS

### DESIGN GUIDELINES

#### Access

Computer labs should be centrally located and accessed from the building's main arterial corridors.

#### Natural Light

Computer labs may be designed with exterior windows but should be equipped with shading devices to block light and glare on screens.

#### Acoustic Considerations

Computer Labs should not be able to hear activity from neighboring rooms or spaces when teachers are speaking at a reasonable teaching level or when students are engaged in group conversations. In addition, noise from students engaged in small group activity within corridors should not be disrupting to students or teachers within computer labs.

#### Flexibility

Flexibility within computer lab design should be realized through mobility of furniture and storage only. All student and teacher furniture should be on casters to allow for flexibility in use of space and modes of learning. Studio walls will not be flexible to open to corridors or neighboring studios.

#### Transparency

Interior studio walls will not incorporate glass to allow any degree of visibility from corridors or neighboring rooms. Vision panels should be provided in computer lab doors to allow limited visibility into studios from the corridor.

#### Safety & Security

Computer lab glazing will be limited to exterior walls. Computer labs are considered safe with solid walls and locked doors.

### INSTRUCTIONAL PROGRAM

#### Learning Activities & Teaching Modes

The space is a flexible learning environment facilitating exploration, socialization and development of various skills including collaboration, critical thinking, and public speaking.

#### Teaching Tools

Short throw projector, white board.

#### Storage (Materials and Spaces)

Small Storage Room accessible to the Labs for misc hardware and software materials.

#### Characteristics of Furniture

Student desks to accommodate desktop computer with built in wiring racks.

#### Utilities and Infrastructure

- + Power: multiple outlets per computer, no power poles in the labs allowed.
- + Data: data per student computer, one to accommodate short throw projector + 2 near teacher's desk
- + Sinks: not required
- + Wi-Fi



# COMPUTER SCIENCES

## DESIGN GUIDELINES

### Accessibility

The Computer Science Lab should be accessed from a local or collector corridor within a learning neighborhood or classroom wing, rather than the building's main arterial corridors.

### Natural Light

This room should be located internally to avoid windows and natural light.

### Acoustic Considerations

Neighboring studios and other rooms should not be able to hear voices from within the Computer Science Lab when teachers are speaking at a reasonable teaching level or when students are engaged in group conversations. In addition, noise from students engaged in small group activity within corridors should not be disrupting to students or teachers within the lab.

### Flexibility

Flexibility within labs should be realized through mobility of furniture and storage only. All student and teacher furniture should be on casters to allow for flexibility in use of space and modes of learning. Lab walls will not be flexible to open to corridors or neighboring studios.

### Transparency

Interior Lab walls will not incorporate glass to allow any degree of visibility from corridors or neighboring studios. A small degree of glass may be provided in studio doors to allow limited visibility into either room from the corridor.

### Safety & Security

Labs are considered safe with solid walls and locked doors.

## INSTRUCTIONAL PROGRAM

### Learning Activities & Teaching Modes

The space is a flexible learning environment facilitating exploration, socialization and development of various skills including collaboration, critical thinking, and public speaking.

### Teaching Tools

Short throw projector, white board.

### Storage (Materials and Spaces)

Small Storage Room accessible to the Labs for misc hardware and software materials.

### Characteristics of Furniture

Student desks to accommodate desktop computer with built in wiring racks.

### Utilities and Infrastructure

- + Power: multiple outlets per computer, no power poles in the labs allowed.
- + Data: data per student computer, one to accommodate short throw projector + 2 near teacher's desk
- + Sinks: not required
- + Wi-Fi







## FINE ARTS | BAND | ORCHESTRA

### DESIGN GUIDELINES

#### Accessibility

All rooms should be accessed from a local or collector corridor within the Fine Arts neighborhood or wing, rather than the building's main arterial corridors. Access to small practice rooms should be provided from within the Choir, Band and Orchestra Rooms. Access to the Percussion and shared ensemble rooms should be provided from within the Band Hall. Access to all respective offices and storage rooms should be provided from within these rooms as well.

#### Acoustic Considerations

Special consideration should be given to each of these spaces with regard to noise transfer both from within and without. While the volume of sound from within these rooms may be loud, sound should not be heard from neighboring rooms. Conversely, sound generated from within these rooms should not be confounded by sounds from adjacent rooms and spaces.

#### Flexibility

For the safety of students and teachers, flexibility should be limited within the rooms. Furniture and storage may be easily mobile but should not be on casters. As with studios, flexible walls should not be provided.

#### Transparency

Interior walls will not incorporate glass to allow any degree of visibility from corridors or neighboring studios. Vision panels should be provided in doors to allow limited visibility into rooms from the corridor. Exterior windows may be provided.

#### Safety & Security

Fine Arts rooms are considered safe with solid walls and locked doors.

### INSTRUCTIONAL PROGRAM

#### Learning Activities & Teaching Modes

Objectives include teaching instrumental students all year, teaching general music students (short term), performances by all groups and community assemblies. Activities include individual and group rehearsals, composing and arranging instrumental music with keyboards, small group instructions/sectionals, repair of instruments and after-school activities.

#### Teaching Tools

Large screen projector, white boards.

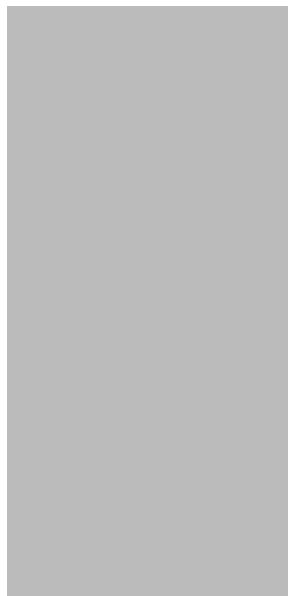
#### Storage (Materials and Spaces)

Storage for instruments and various band equipment and uniforms.

#### Characteristics of Furniture

- + Student chairs with music stands.
- + Utilities and Infrastructure
- + Power: multiple receptacles in each space. One power outlet in each small practice room.
- + Data: One to accommodate short throw projector + 2 near teacher's area.
- + Sinks: 1 deep sink in the workroom space. (band only)
- + Wi-Fi
- + Sound system in the main rehearsal hall.





## FINE ARTS | CHOIR

### DESIGN GUIDELINES

#### Accessibility

These rooms should be accessed from a local or collector corridor within the Fine Arts neighborhood or wing, rather than the building's main arterial corridors. Access to small practice rooms should be provided from within the Choir and Orchestra Rooms. Access to all respective offices and storage rooms should be provided from within the choir room.

#### Acoustic Considerations

Special consideration should be given to each of these spaces with regard to noise transfer both from within and outside. While the volume of sound from within these rooms may be loud, sound should not be heard from neighboring rooms. Conversely, sound generated from within these rooms should not be confounded by sounds from adjacent rooms and spaces.

#### Flexibility

For the safety of students and teachers, flexibility should be limited within the rooms. Furniture and storage may be easily mobile but should not be on casters. As with studios, flexible walls should not be provided.

#### Transparency

Neither exterior nor interior walls will incorporate glass to allow any degree of visibility from corridors or neighboring studios. Vision panels should be provided in doors to allow limited visibility into rooms from the corridor.

#### Safety & Security

Fine Arts rooms are considered safe with solid walls and locked doors.

### INSTRUCTIONAL PROGRAM

#### Learning Activities & Teaching Modes

Objectives include teaching instrumental students all year, teaching general music students (short term), performances by all groups and community assemblies. Activities include individual and group rehearsals, composing and arranging instrumental music with keyboards, small group instructions/sectionals, repair of instruments and after-school activities.

#### Teaching Tools

Large screen projector, white boards.

#### Storage (Materials and Spaces)

Storage for instruments and various band equipment and uniforms.

#### Characteristics of Furniture

- + Student chairs with music stands.
- + Utilities and Infrastructure
- + Power: multiple receptacles in each space. One power outlet in each small practice room.
- + Data: One to accommodate short throw projector + 2 near teacher's area.
- + Sinks: 1 deep sink in the workroom space.
- + Wi-Fi
- + Sound system in the main rehearsal hall.





## FINE ARTS I BAND, ORCHESTRA, & CHOIR SUPPORT SPACES

Includes instrument storage, percussion, marching storage, practice rooms, ensemble rooms, office, instrument repair, and library

### DESIGN GUIDELINES

#### **Access**

These rooms should be accessed from within the larger Band, Orchestra and Choir rooms. Instrument storage, Marching Storage and Percussion rooms should each have a set of 6 foot doors accessing the band room for ease of transferring larger items. The Instrument and Marching Storage rooms should also have exterior access through 6 foot overhead doors.

#### **Acoustic Considerations**

Special consideration should be given to practice rooms with regard to noise transfer both from within and outside. While the volume of sound from within practice rooms may be loud, sound should not be heard from neighboring rooms. Conversely, sound generated from within practice rooms should not be confounded by sounds from adjacent rooms and spaces.

#### **Flexibility**

For the safety of students and teachers, flexibility should be limited within the rooms. Furniture and storage may be easily mobile but should not be on casters. As with studios, flexible walls should not be provided.

#### **Transparency**

Neither exterior nor interior walls will incorporate glass to allow any degree of visibility from corridors or neighboring studios. Vision panels should be provided in doors to allow limited visibility into rooms from the corridor.

#### **Safety & Security**

Fine Arts rooms are considered safe with solid walls and locked doors.





## FINE ARTS | ART

### DESIGN GUIDELINES

#### Accessibility

Art studios should be accessed from a local or collector corridor within the Fine Arts neighborhood or wing, rather than the building's main arterial corridors.

#### Natural Light

Art studios should be designed to maximize exterior windows to provide students and teachers with natural light and views. Exterior doors are preferred.

#### Acoustic Considerations

Neighboring Art studios should not be able to hear one another when teachers are speaking at a reasonable teaching level or when students are engaged in group conversations. In addition, noise from students engaged in small group activity within corridors should not be disrupting to students or teachers within studios.

#### Flexibility

For the safety of students and teachers flexibility should be limited within the Art rooms. Furniture and storage may be easily mobile but should not be on casters. Perimeter countertops with lower and upper storage should be maximized at interior walls. Workstations for groups of four should be movable but not on caster. As with studios, flexible walls should not be provided.

#### Transparency

Interior walls will not incorporate glass to allow any degree of visibility from corridors or neighboring studios. Vision panels should be provided in doors to allow limited visibility into Art rooms from the corridor.

#### Safety & Security

Art rooms are considered safe with solid walls and locked doors.

### INSTRUCTIONAL PROGRAM

#### Learning Activities & Teaching Modes

Objectives include discover ideas for art in personal experiences, transform ideas to create art, work with media to make art, perceive, describe, interpret and evaluate works of art. Develop a life-long interest and appreciation of art and art techniques. Student work includes 2D and 3D projects, demonstration and instruction, researching art history, inter-relating core courses along with unified arts.

#### Teaching Tools

Short throw projector, white boards.

#### Storage (Materials and Spaces)

Storage for various equipment/art materials/products, art tools and student projects including drying racks and long art drawers. Art Storage rooms should be equipped with built-in counter tops having storage cabinets both above and below. Storage rooms should be accessed from within the Art room. Kiln Rooms should incorporate shelves for projects to be laid on; shelves should neither be built in nor mobile. Kiln rooms should be accessed from within the Art room

#### Characteristics of Furniture

Appropriate tables and chair/stools for art projects.

#### Utilities and Infrastructure

- + Power: multiple receptacles in each space.
- + Data: One to accommodate short throw projector + 2 near teacher's area.
- + Sinks: multiple sinks (at least one deep sink), all sinks to have plaster traps
- + Wi-Fi





## FINE ARTS | THEATER ARTS

### DESIGN GUIDELINES

#### Accessibility

Theater Arts Classroom and Black Box rooms should be accessed from a local or collector corridor within the Fine Arts neighborhood or wing, rather than the building's main arterial corridors. These two rooms should be designed in pairs with each having access to a shared office. The Black Box should provide access to the Control Room. These rooms should be located in close proximity to the Auditorium and other Fine Arts spaces

#### Natural Light

Theater Arts rooms should be located internally with no windows.

#### Acoustic Considerations

Special consideration should be given to each of these spaces with regard to noise transfer both from within and outside. While the volume of sound from within these rooms may be loud, sound should not be heard from neighboring rooms. Conversely, sound generated from within these rooms should not be confounded by sounds from adjacent rooms and spaces.

#### Flexibility

For the safety of students and teachers, flexibility should be limited within the rooms. Furniture and storage may be easily mobile but should not be on casters. As with studios, flexible walls should not be provided.

#### Transparency

Neither exterior nor interior walls will incorporate glass to allow any degree of visibility from corridors or neighboring studios. Vision panels should be provided in doors to allow limited visibility into rooms from the corridor.

#### Safety & Security

Fine Arts rooms are considered safe with solid walls and locked doors.

### INSTRUCTIONAL PROGRAM

#### Learning Activities & Teaching Modes

Objectives include introducing students to an appreciation of the arts, theater and the performing arts. Attention is paid to the inherent inter-disciplinary relationships between the various performing arts, including instrumental and vocal music, dance, theater and visual arts. Activities include acting, singing, dancing, scenery design/construction, lighting experiences, costume construction, technical theater and simple productions in controlled settings.

#### Teaching Tools

Short throw projector, white boards in the classroom spaces. Misc scene shop equipment for stage production sets/props.

#### Storage (Materials and Spaces)

Storage for various equipment/materials/props, tools and theater sets.

#### Characteristics of Furniture

Appropriate tables and chair/stools for theater instruction.

#### Utilities and Infrastructure

- + Power: multiple receptacles in each space.
- + Data: One to accommodate short throw projector + 2 near teacher's area.
- + Sinks: multiple sinks (at least one deep sink with plaster trap).
- + Wi-Fi
- + Pipe grid at 4'0"o.c. for hanging curtains, lights etc in the Black Box.

#### Spaces

- + Office: The office should have glass windows with views to both the Classroom and Blackbox.
- + Storage rooms for both the Classroom and Blackbox should be accessed from within their respective larger rooms.
- + Green Room: Due to similarities in acoustics, equipment requirements and students inclined to use it, the Green Room may be best located adjacent to the Theater Arts Classroom and Blackbox. However, direct access does not need to be provided between these rooms.





## FINE ARTS | MULTIPURPOSE | DANCE | DRILL STUDIO

### DESIGN GUIDELINES

#### Access

The Multipurpose Dance/Drill Studio should be accessed from a local or collector corridor within the Fine Arts neighborhood or wing, rather than the building's main arterial corridors. Access to the Dance Drill Locker Rooms, office and storage rooms should be from within the studio. The storage room should be provided with exterior access through a typical 3 foot door. Because of the multi-purpose nature of the rooms, its location within the Fine Arts neighborhood or wing may be best with closer proximity to the rest of the campus. Dressing rooms should be provided with locker rooms for changing clothes; showers not required. Refer to program for restroom space requirements.

#### Natural Light

The studio and its ancillary spaces should be located internally with no windows.

#### Acoustic Considerations

Special consideration should be given to each of these spaces with regard to noise transfer both from within and outside. While the volume of sound from within these rooms may be loud, sound should not be heard from neighboring rooms. Conversely, sound generated from within these rooms should not be confounded by sounds from adjacent rooms and spaces.

#### Flexibility

For the safety of students and teachers, flexibility should be limited within the rooms. The studio should be void of any furniture or storage; for this reason, any furniture or storage required for "multipurpose" use should be on casters to allow for ease of removal. As with other Fine Arts rooms, flexible walls should not be provided.

#### Transparency

A window should be provided at the office to maximize teacher visibility into the studio. For all other rooms, neither exterior nor interior walls will incorporate glass to allow any degree of visibility from corridors or neighboring studios.

#### Safety & Security

Fine Arts rooms are considered safe with solid walls and locked doors.

### INSTRUCTIONAL PROGRAM

#### Learning Activities & Teaching Modes

Objectives include introducing students to an appreciation of the art of dance and to the extracurricular activities of cheer leading and drill team.

#### Teaching Tools

Short throw projector, white boards as appropriate, dance beam, mirrored wall surface.

#### Storage (Materials and Spaces)

Storage for various equipment/materials/props, and uniforms

#### Utilities and Infrastructure

- + Power: multiple receptacles in each space.
- + Data: One to accommodate short throw projector + 2 near teacher's area.
- + Wi-Fi
- + Sound system





## FINE ARTS | AUDITORIUM

### DESIGN GUIDELINES

#### Accessibility

The auditorium should be accessed by the public through a lobby entrance containing a ticket booth and public restrooms. Internal corridors should provide students and teachers access from each of the main fine arts learning spaces. Doors and corridors that access the stage should allow for larger instruments to pass through. Ensure the stage is handicap accessible from both the house and wings. The stage should also be adjacent to and directly accessed from the set shop through a minimum 6-foot wide overhead door. In turn, the set shop should have exterior access through a minimum 6-foot wide overhead door.

#### Natural Light

The auditorium should not be provided with any windows. However, the lobby may be provided with ample natural light as allowed by district preference and budget. Provide vestibules between the lobby and auditorium that block natural light from entering the house when spectators pass through.

#### Acoustic Considerations

Special consideration should be given to the auditorium, lobby and set shop regarding noise transfer both from within and outside. While the volume of sound from within the auditorium may be loud, sound should not be heard from neighboring rooms. Conversely, sound generated from within the auditorium should not be confounded by sounds from adjacent rooms and spaces. Consideration should also be given to the audience's ability to hear and performer's ability to project sound from the stage. While amplified equipment may be used for various types of performances, walls and ceilings should be designed to minimize reverberation to rates suited to professional standards.

#### Flexibility

Flexibility is not required in these spaces, but the Lobby and Auditorium should be equipped for multiple uses and events. Access, lighting, acoustics and material finishes should consider and facilitate all possible uses.

#### Transparency

The lobby may be provided with ample glazing as allowed by district preference and budget.

#### Safety & Security

While the lobby does require public access, entrances should be minimized per building code. Provide cameras and access control at all exterior doors. Ensure interior connections from both the lobby and auditorium to other parts the campus can be locked down during public events.

### INSTRUCTIONAL PROGRAM

#### Learning Activities & Teaching Modes

Objectives include introducing students to an appreciation of the arts, theater and the performing arts. Attention is paid to the inherent inter-disciplinary relationships between the various performing arts, including instrumental and vocal music, dance, theater and visual arts. Activities include acting, singing, dancing, scenery design/construction, lighting experiences, costume construction, technical theater and simple productions in controlled settings.

#### Teaching Tools

Light and Sound Board

#### Storage (Materials and Spaces)

Storage for various equipment/materials/props, tools and theater sets.

#### Characteristics of Furniture

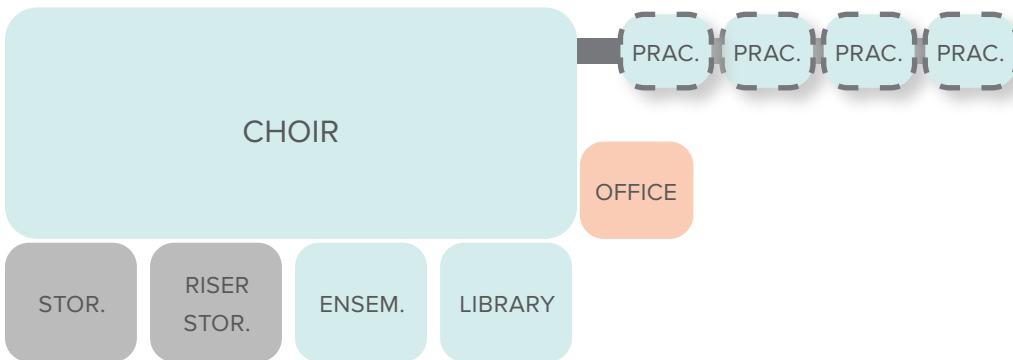
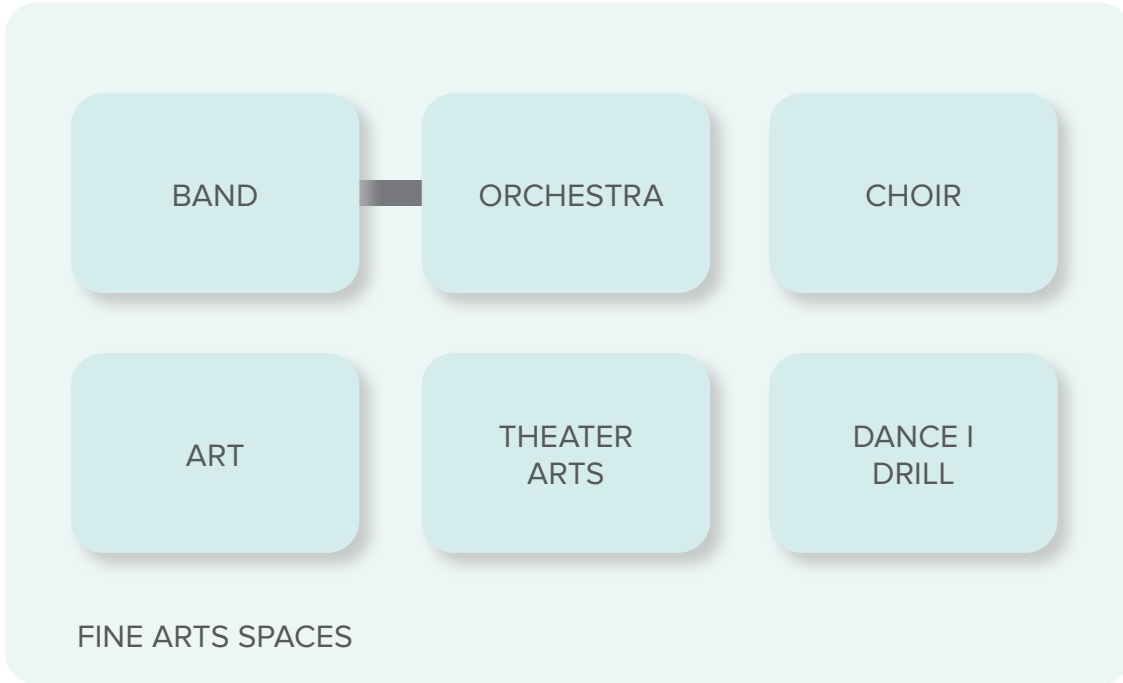
Fixed theater style cushioned chairs, self-raising seats.

#### Utilities and Infrastructure

- + Power: multiple receptacles in each space.
- + Data: as appropriate in the control booth and stage
- + Wi-Fi
- + Theater lighting and sound systems
- + Stage curtains and tracks, stage rigging system (motorized system preferred)

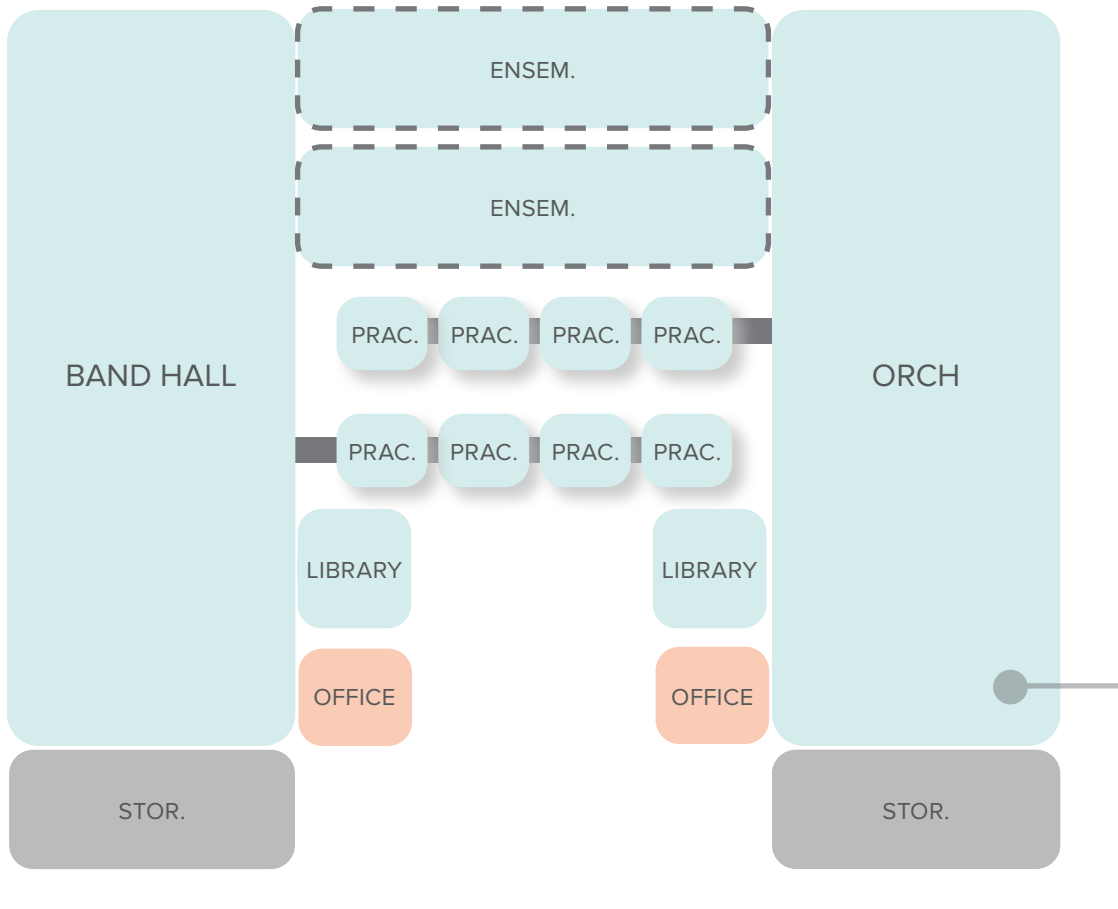
# ADJACENCIES

FINE ARTS | CHOIR | DANCE



# ADJACENCIES

## FINE ARTS | BAND | ORCHESTRA



Band & Orchestra to share ensemble rooms, but have dedicated offices, practice rooms, library, and storage.

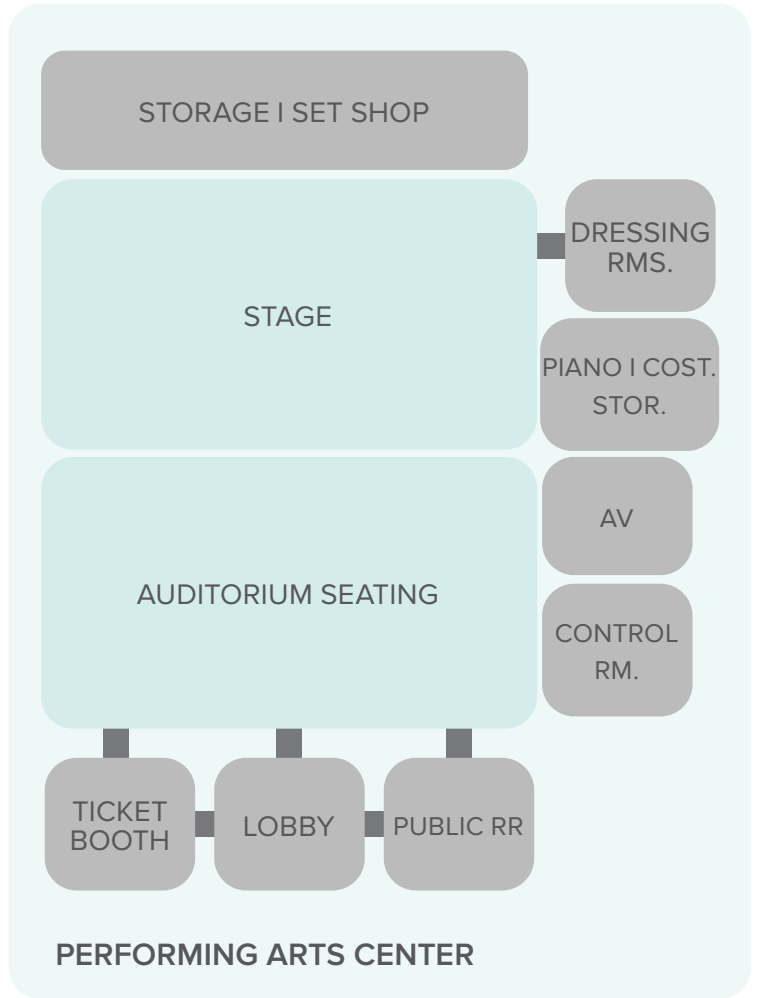
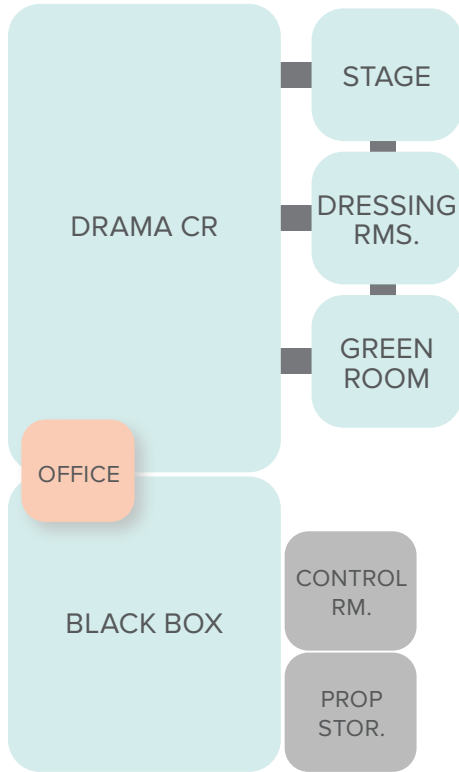
### MAP LEGEND

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



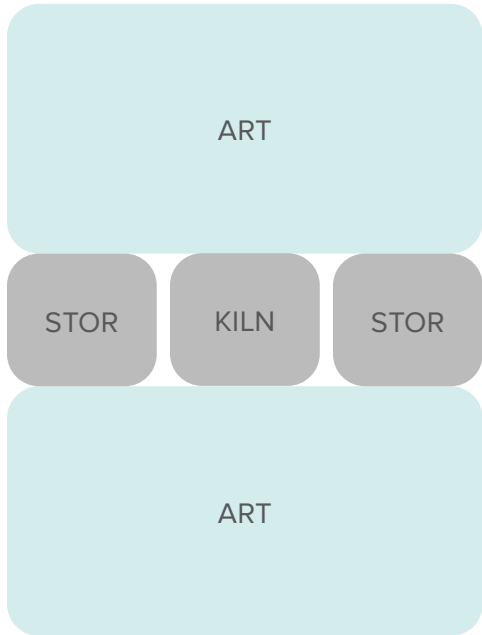
# ADJACENCIES

## FINE ARTS | THEATER ARTS



## ADJACENCIES

### FINE ARTS | VISUAL ARTS











# ATHLETICS

## DESIGN GUIDELINES

### Access

The Athletics wing will consist of the following rooms and spaces. Public access will be provided through the lobby with emergency exits providing egress to either the outside or a neighboring corridor.

- + Lobby  
The lobby should provide public access from outside to the Gymnasiums. Public restrooms should also be accessed from the lobby. The lobby may also provide direct access to the rest of the Athletics wing through a set or sets of lockable doors. A Concessions should be located within the lobby to allow for tickets, snack and drink purchases prior to entering the Gymnasiums.
- + Gymnasiums  
Both the Main and Auxiliary Gyms will be accessed from the lobby; space should be provided on the gym-side of each door to prevent visitors from direct access to the court upon immediately entering.
- + Locker Rooms/Coaches Offices/Restrooms/Showers  
For both boys and girls athletics, these rooms should be grouped together into one unit for each respectively. Access to each unit should be from a local athletics corridor through a vestibule with two doors to maintain privacy. The vestibules should provide direct access to the locker rooms. Locker rooms may be divided with walls into spaces specific to each sport while remaining open to and connected by a common circulation space. Coaches rooms, Restrooms and Showers should be accessed from the common circulation space.
- + Wrestling Room  
The Wrestling Room should be accessed from a local corridor within the Athletics wing through a set of 6 foot doors, as well as from outside through a typical 3 foot door.
- + Weight Room

Two Weight Rooms should be accessed from a local corridor within the Athletics wing through a set of 6 foot doors, as well as from outside through a typical 3 foot door. The larger weight room should also be provided with an 8 foot overhead door to the outside.

- + Training Room  
The Training Room should be accessed from a local corridor within the Athletics wing through a set of 6 foot doors, as well as from outside through a typical 3 foot door. The storage rooms, office, locker room, and restroom associated with training should be accessed from within Training Room rather than a corridor. Direct access through a typical 3 foot door should also be provided from the training room to the smaller Weight Room. The garage storage room should be located on an exterior wall with an 8 foot door for outside access.
- + Ancillary Spaces  
Ancillary Athletics Spaces such as the Equipment Room, Meeting Rooms, Coach's Offices, Laundry Storage, etc., should be accessed from a local or collector corridor within the athletics wing.

### Natural Light

Except for the Lobby, rooms within the athletics wing do not require natural light. However, windows and clerestories may be considered where the design permits. For example, the weight rooms may be provided with windows that allow light and views, where as the gyms may be provided with windows above bleacher height. When locating windows, special attention should be given to privacy concerns.

### Acoustic Considerations

Special consideration should be given to each of these spaces with regard to noise transfer both from within and outside of the athletics wing. While the higher volume of sound from rooms within the athletics wing may not be

disruptive internally, sound generated from within this wing should not be disruptive to any educational and administrative activities throughout the campus.

### **Flexibility**

For the safety of students and teachers, flexibility should be limited within the rooms. Furniture and storage in coaches offices and conference rooms may be on casters. Gyms will be two separate rooms with no flexibility between them. Bleachers within both gyms should be retractable.

### **Transparency**

With the exception of the gymnasiums, wrestling rooms, coaches offices, conference rooms and weight rooms, no interior walls or doors should incorporate glass to allow any degree of visibility. At the gymnasiums, coaches offices and conference rooms, door may incorporate small windows to provide limited visibility into each space. The main entrance at the lobby may incorporate extensive glass to provide a welcoming public façade.

### **Safety & Security**

While the Athletics wing does require a number of exterior doors, the quantity of doors should be minimized at all locations to provide only what is needed by code or for logistical purposes. Access control should be provided at all exterior doors. To minimize the possibility of guests accessing the school, lockable interior doors should also be provided at any connection from a public space to the rest of the Athletics wing or adjacent parts of the remaining campus.



## ATHLETICS | INSTRUCTIONAL PROGRAM

### GYMNASIUMS

#### LEARNING ACTIVITIES + TEACHING MODES

Boys and Girls athletic and physical education spaces as well as athletic tournaments and community use.

#### STORAGE

PE and Athletic equipment storage.

#### FURNITURE

Seating a combination of fixed seats and folding bleachers as appropriate.

#### UTILITIES & INFRASTRUCTURE NEEDS

- + Power: multiple receptacles for equipment usage, floor box at score table and infrastructure for TV broadcasting.
- + Sinks: not required
- + Wi-Fi
- + Motorized retractable goals and bleachers, volleyball inserts, scoreboards
- + Sound system

#### ADJACENCY NOTES

Immediately accessible from the main hallways, near the Cafeteria. Intentionally separated from the Instructional areas. Gyms to have the ability to be isolated for after-hours use.

### WEIGHT ROOMS

#### LEARNING ACTIVITIES + TEACHING MODES

Weight Room is utilized for athletic weight training and individual strength conditioning.

#### STORAGE

PE and Athletic equipment storage.

#### TEACHING TOOLS

Short throw projector, white boards as appropriate, various strength and conditioning equipment.

#### UTILITIES & INFRASTRUCTURE NEEDS

- + Power: multiple receptacles for equipment
- + Data: data drops as needed
- + Wi-Fi
- + Sound system
- + Mirrors on one wall.

#### ADJACENCY NOTES

Both Weight Rooms should be located within the Athletics wing with direct exterior access. The smaller weight room should be adjacent to the Training Room.

### WRESTLING

#### LEARNING ACTIVITIES + TEACHING MODES

Wrestling mat room for the wrestling teams to utilize for practice.

#### STORAGE

Storage for various equipment

#### TEACHING TOOLS

Short throw projector, white boards as appropriate, various strength and conditioning equipment.

#### UTILITIES & INFRASTRUCTURE NEEDS

- + Power: multiple receptacles for equipment
- + Data: data drops as needed
- + Wi-Fi
- + Sound system
- + Wall pads as needed.

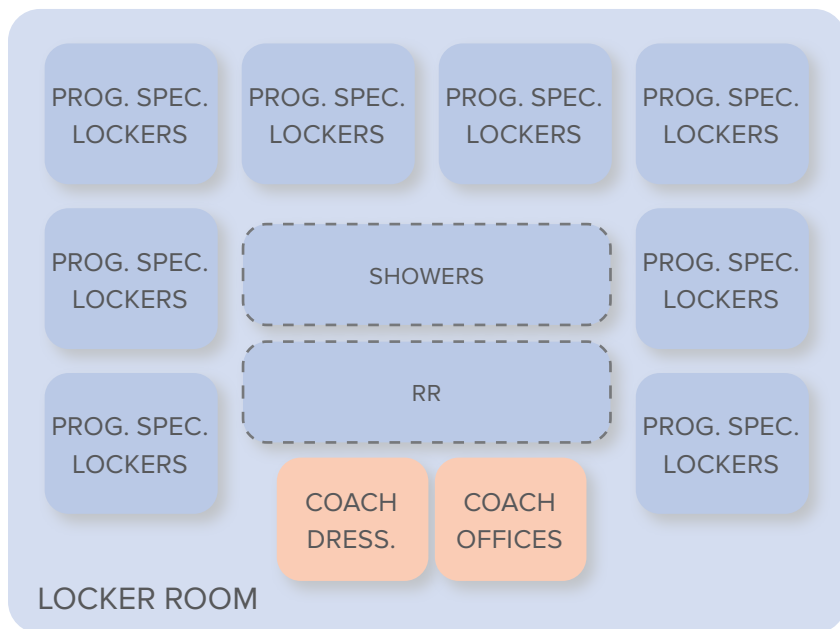
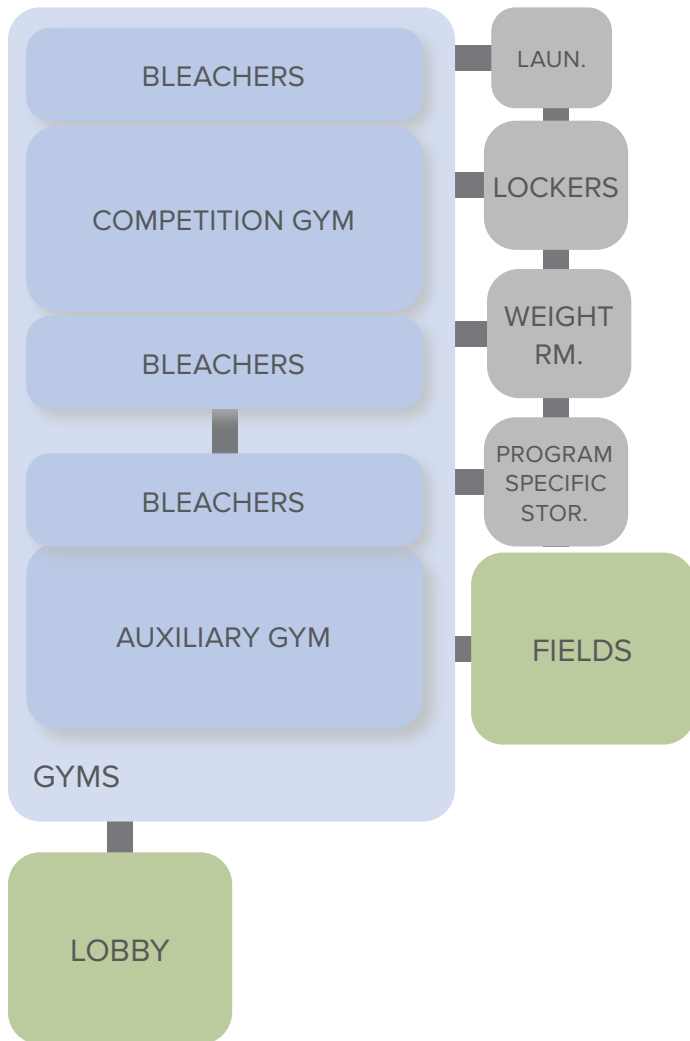
#### ADJACENCY NOTES

Near the associated locker rooms and gym spaces.



# ADJACENCIES

## PHYSICAL EDUCATION | ATHLETICS SPACES



### MAP LEGEND

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





# SPECIAL PROGRAMS

## SPECIAL PROGRAMS

### PROGRAM DESCRIPTIONS

#### **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.

#### **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 1 are the same as general education. Students in 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

## LIFE SKILLS

### LEARNING ACTIVITIES + TEACHING MODES

The Special Program spaces will serve students with special needs who need additional resources to support their learning and growth. The rooms will be made up of “Learning Centers” focused on exploration, socialization, small group activity, and gross motor skill activity.

### TEACHING TOOLS

Short throw projector, white boards.

### STORAGE

No storage room within the Studio, storage to be accomplished through mobile furniture.

### FURNITURE

Seating should accommodate a variety of layouts, reconfiguration will often be done by students.

### UTILITIES & INFRASTRUCTURE NEEDS

Power: 10-12 receptacles per classroom with at least 1 being a quad.

Data: At least one to accommodate short throw projector + 2 near teacher’s desk

Sinks: not required in the Classroom space.

Wi-Fi

2 Life Skills rooms share a common restroom that has 1 lav, 1 water closet and 1 changing table

Each Life Skills room to have access to a kitchenette with a stove, refrigerator, microwave, sink, washer and dryer.

### ADJACENCY NOTES

Immediately accessible from the main hallways, near the specialized instructional areas such as Studios and Media Center, and intentionally separated from the louder areas such as the cafeteria and gymnasiums. Locate for easy access to an exterior exit with pickup and drop-off drive.

## PBS

### LEARNING ACTIVITIES + TEACHING MODES

The Special Program spaces will serve students with special needs who need additional resources to support their learning and growth. The rooms will be made up of “Learning Centers” focused on exploration, socialization, small group activity, and gross motor skill activity. Each PBS room should have a quiet room inside.

### TEACHING TOOLS

Short throw projector, white boards.

### STORAGE

No storage room within the Studio, storage to be accomplished through mobile furniture.

### FURNITURE

Seating should accommodate a variety of layouts, reconfiguration will often be done by students.

### UTILITIES & INFRASTRUCTURE NEEDS

Power: 10-12 receptacles per classroom with at least 1 being a quad.

Data: At least one to accommodate short throw projector + 2 near teacher’s desk

Sinks: not required in the Classroom space.

Wi-Fi

### ADJACENCY NOTES

Immediately accessible from the main hallways, near the Life Skills rooms and the specialized instructional areas such as Studios and Media Center, and intentionally separated from the louder areas such as the cafeteria and gymnasiums. Locate for easy access to an exterior exit with pickup and drop-off drive.

# INSTRUCTIONAL PROGRAM

## THERAPY LEARNING CENTER

### LEARNING ACTIVITIES + TEACHING MODES

The Therapy Learning Center will serve students with emotional and behavioral needs, a space to 'cool down' when appropriate.

### TEACHING TOOLS

NA

### STORAGE

No storage room within the Studio, storage to be accomplished through mobile furniture.

### FURNITURE

Seating should be individualized with soft furniture as needed.

### UTILITIES & INFRASTRUCTURE NEEDS

Power: 10-12 receptacles per space with at least 1 being a quad.

Data: At least one to accommodate short throw projector + 2 near teacher's desk

### ADJACENCY NOTES

Immediately accessible from the main hallways, near the specialized instructional areas such as Studios and Media Center, and intentionally separated from the louder areas such as the cafeteria and gymnasiums. Locate for easy access to an exterior exit with pickup and drop-off drive. Room should also be not be adjacent to either Studio rooms or the main office area.

## RESOURCE

### LEARNING ACTIVITIES + TEACHING MODES

The space is a flexible learning environment facilitating exploration, socialization and development of various skills including collaboration, critical thinking, and public speaking.

### TEACHING TOOLS

Short throw projector, white boards.

### STORAGE

No storage room within the Studio, storage to be accomplished through mobile furniture.

### FURNITURE

Seating should accommodate a variety of layouts, reconfiguration will often be done by students.

### UTILITIES & INFRASTRUCTURE NEEDS

Power: 10-12 receptacles per classroom with at least 1 being a quad.

Data: At least one to accommodate short throw projector + 2 near teacher's desk

Sinks: not required

Wi-Fi

### ADJACENCY NOTES

Immediately accessible from the main hallways, near the specialized instructional areas such as fine arts and Media Center, and intentionally separated from the louder areas such as the cafeteria and gymnasiums

## DESIGN GUIDELINES

### LIFE SKILLS

#### Accessibility

Life Skills rooms should be accessed from a local or collector corridor, rather than the building's main arterial corridors. These two rooms should be designed in pairs with each having access to a shared office.

#### Natural Light

Life skills rooms should be located internally with no windows.

#### Acoustic Considerations

Special consideration should be given to each of these spaces with regard to noise transfer both from within and outside. While the volume of sound from within these rooms may be loud, sound should not be heard from neighboring rooms. Conversely, sound generated from within these rooms should not be confounded by sounds from adjacent rooms and spaces.

#### Flexibility

For the safety of students and teachers, flexibility should be limited within the rooms. Furniture and storage may be easily mobile but should not be on casters. As with studios, flexible walls should not be provided.

#### Transparency

Neither exterior nor interior walls will incorporate glass to allow any degree of visibility from corridors or neighboring studios. Vision panels should be provided in doors to allow limited visibility into rooms from the corridor.

#### Safety & Security

Rooms are considered safe with solid walls and locked doors.

### PBS | THERAPY LEARNING CENTER | RESOURCE

#### Access

PBS and Therapy Learning rooms should be accessed from a local or collector corridor near the Life Skills rooms, rather than the building's main arterial corridors. Resource Rooms should be spread across the campus and accessed from a local or collector corridor near general Studio spaces.

#### Natural Light

Natural light is not required but is welcome and may be provided if the building design permits.

#### Acoustic Considerations

Neighboring studios and other rooms should not be able to hear voices from with the Resource room when teachers are speaking at a reasonable teaching level or when students are engaged in group conversations. In addition, noise from students engaged in small group activity within corridors should not be disrupting to students or teachers within Resource rooms.

#### Flexibility

Flexibility within Resource rooms should be realized through mobility of furniture and storage only. All student and teacher furniture should be on casters to allow for flexibility in use of space and modes of learning. Studio walls will not be flexible to open to corridors or neighboring studios.

#### Transparency

Interior walls will not incorporate glass to allow any degree of visibility from corridors or neighboring studios. Vision panels should be provided in studio doors to allow limited visibility into studios from the corridor.

#### Safety & Security

Glazing will be limited to exterior walls. Resource rooms are considered safe with solid walls and locked doors.

## DIAGNOSTICIAN | TESTING | ARD | ISS

### **Access**

These spaces should be located near one another and accessed from a local or collector corridor within a learning neighborhood or classroom wing, rather than the building's main arterial corridors. The ARD rooms should also be directly accessed from the administration suite.

### **Natural Light**

Natural light is not required but is welcome and may be provided if the building design permits.

### **Acoustic Considerations**

Neighboring rooms should not be able to hear voices from these rooms when occupants are speaking at a reasonable level or engaged in group conversations. In addition, noise from students engaged in small group activity within corridors should not be disrupting to students or teachers within studios. Special consideration should be given to the private nature of conversations that may occur in these rooms.

### **Flexibility**

Flexibility within these rooms should be realized through mobility of furniture and storage only. All student and teacher/admin furniture should be on casters to allow for flexibility in use of space. Walls will not be flexible to open to corridors or neighboring rooms.

### **Transparency**

Interior walls will not incorporate glass to allow any degree of visibility from corridors or neighboring studios. Vision panels should be provided in doors to allow limited visibility from the corridor.

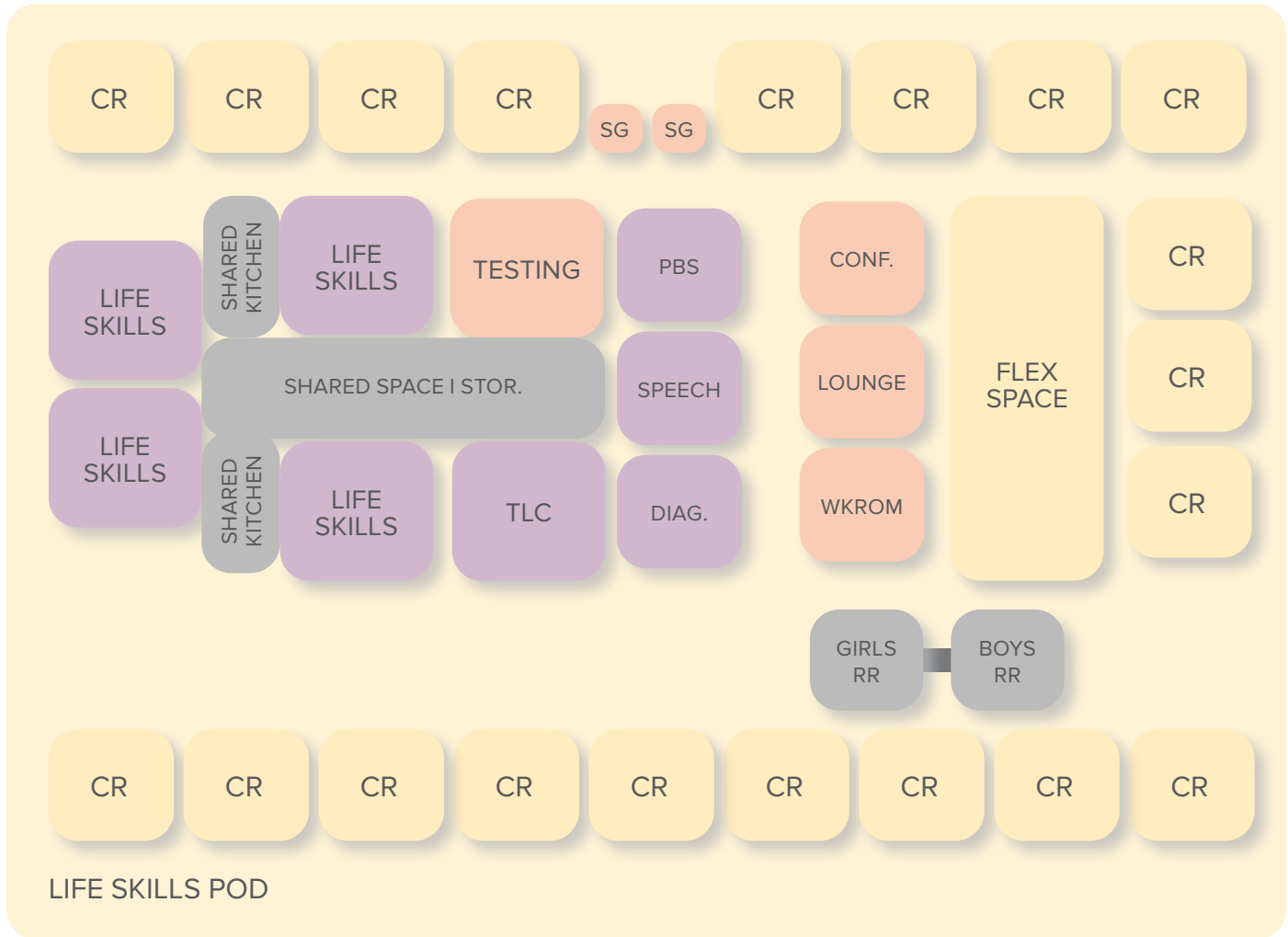
### **Safety & Security**

Glazing will be limited to exterior walls. These rooms are considered safe with solid walls and locked doors.



# ADJACENCIES

## SPECIAL PROGRAMS



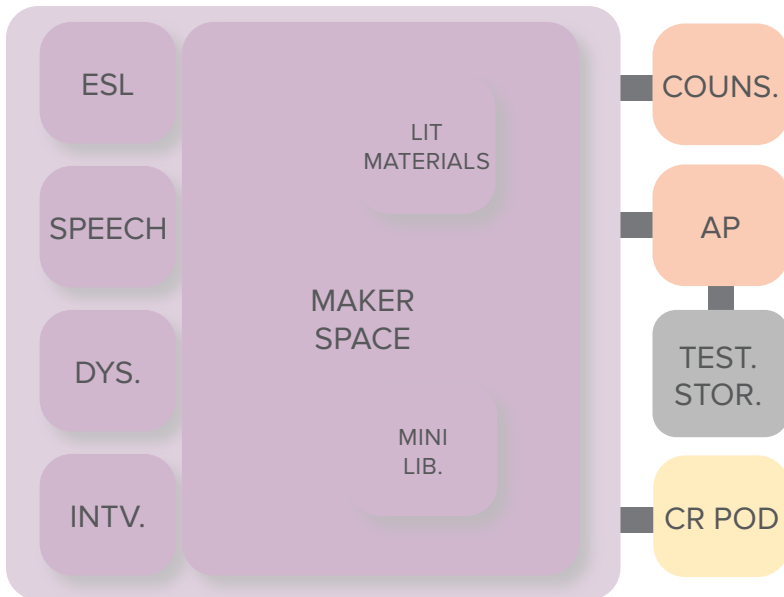
LIFE SKILLS POD

### MAP LEGEND

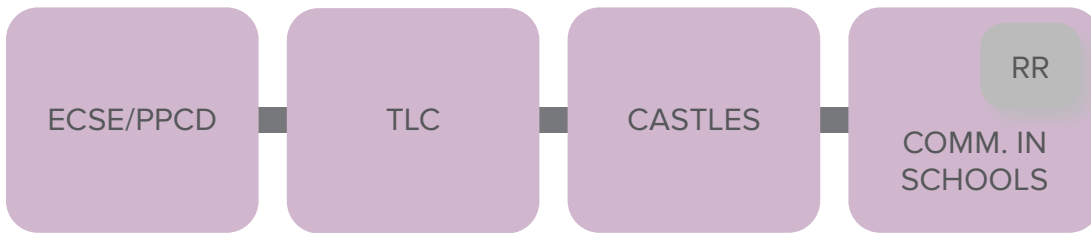
- Academic Space
- Administration
- Cafeteria
- Library
- Special Programs
- Support
- Adjacent but not connected
- Transparency
- Entry
- Room within space
- Direct Adjacency



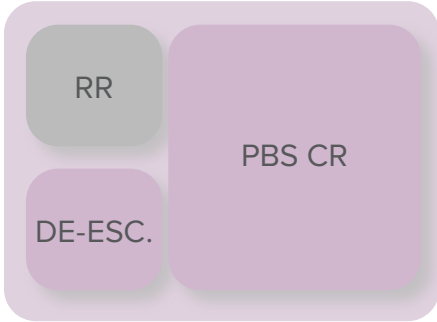
## LANGUAGE & SPEECH



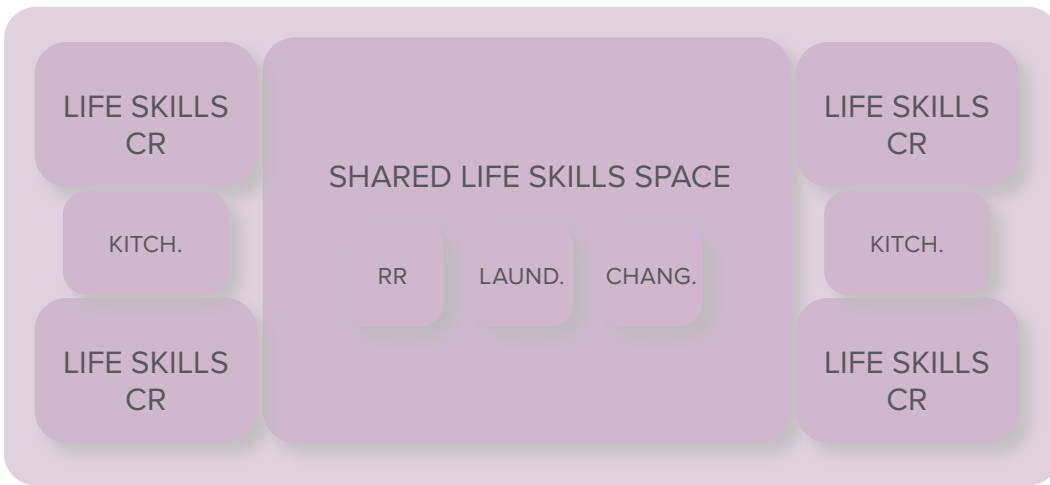
## SPECIAL EDUCATION



PBS SPACE



LIFE SKILLS



MAP LEGEND

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



LIBRARY, MEDIA, &  
MAKER SPACE

## **MEDIA CENTER**

### **DESIGN GUIDELINES**

#### **Access**

The Media Center should be centrally located and accessed from a main arterial corridors. However, access to all ancillary spaces should be through the Media Center.

#### **Natural Light**

Natural light and views should be maximized throughout.

#### **Acoustic Considerations**

Neighboring spaces should not be able to hear sound from within the Media Center when student are speaking at a reasonable conversational level. In addition, noise from students engaged in large or small group activity within neighboring corridors and core spaces should not be disrupting to students and staff within the Media Center.

#### **Flexibility**

Flexibility throughout the Media Center and its' ancillary rooms should be realized through mobility of furniture and storage only. Furniture does not need to be on casters but should be easily moved. Storage and Book shelves should be on casters to allow for reconfiguring of spaces.

#### **Transparency**

Both Interior and Exterior walls of the Media Center may incorporate large amounts of glazing to provide views to both the outside and neighboring rooms and spaces.

#### **Safety & Security**

The Media Center is not considered a space for shelter. However, ancillary spaces within the Media Center may be designed without windows to provide a safe room for students when needed.



## OTHER NOTES

### SPACES

The Media Center is a flexible learning environment facilitating exploration, socialization and development of various skills including collaboration, critical thinking, and public speaking. Students may be engaged in individual learning and research, one on one activities as well as both small and large group collaboration.

### LOCATION AND ADJACENCIES

The Media Center should be centrally located, adjacent to a main arterial corridor and preferably near the commons.

### TOOLS & TECHNOLOGY

2 Large Projection Screens and Projectors. 12 Desktop Computers with data drops. Writable surfaces where room design permits.

### FURNITURE

Seating should accommodate a variety of layouts, reconfiguration will often be done by students. Casework for books should be on casters to allow ease of space reconfiguration.

### UTILITIES & INFRASTRUCTURE NEEDS

Power: multiple receptacles throughout the media center and within each office. Floor outlets at various locations.

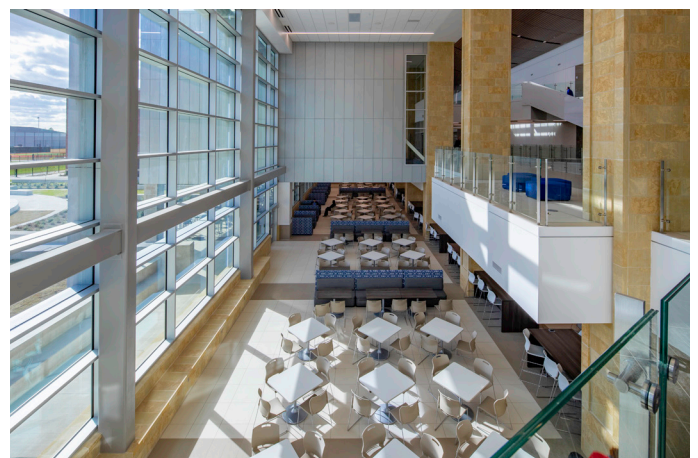
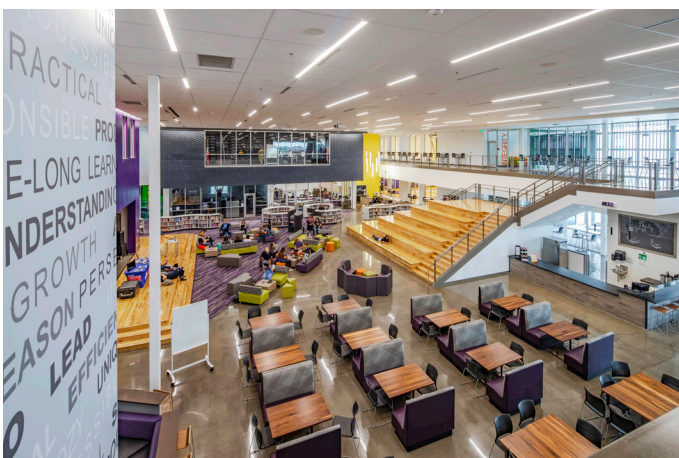
Data: 2 located at the check-out desk, 12 for desktop computers, 2 data drops per office and work room, 2 data drops within the green room.

Sinks: provide double sink in the work room.

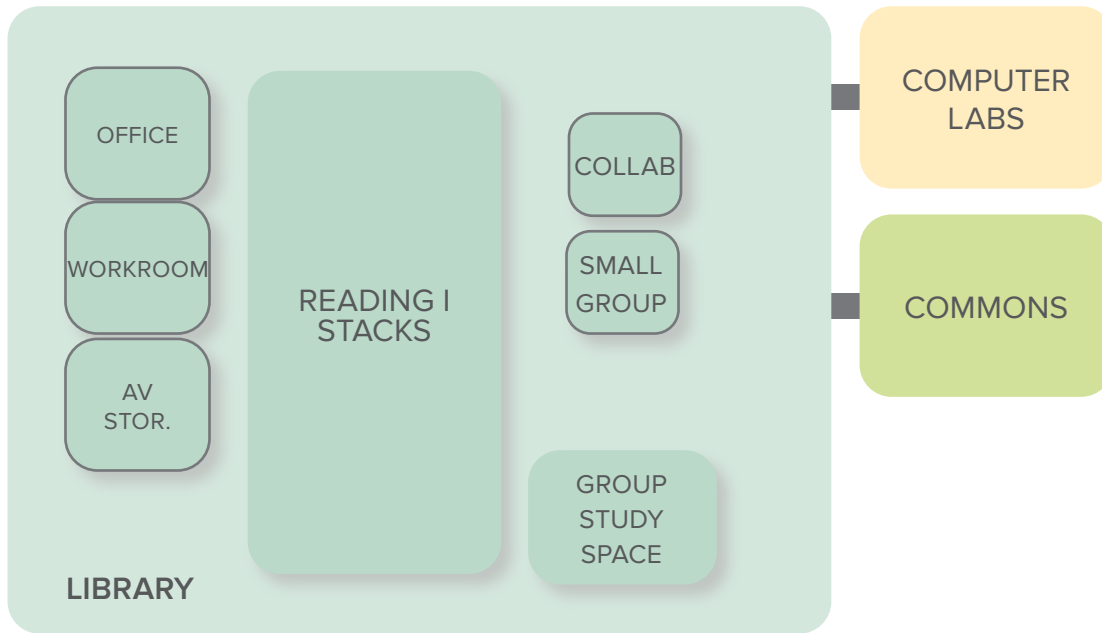
Wi-Fi

### STORAGE

Storage required for books and audio/visual equipment.



## ADJACENCIES



### MAP LEGEND

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



## DESIGN GUIDELINES

### **Access**

The Commons should be centrally located, accessed from and open to main arterial corridors. However, Access to the Kitchen should be through the Commons or Outside.

### **Natural Light**

Natural light and views should be maximized throughout.

### **Acoustic Considerations**

As the Commons is the hub for large group congregation and activity, neighboring spaces may be able to hear sound emanating from within it. Special consideration should be given to minimize the echo or transmission of this sound to a practical extent.

### **Flexibility**

Flexibility throughout the Commons should be realized through mobility of furniture. Furniture does not need to be on casters but should be easily moved.

### **Transparency**

Both Interior and Exterior walls of the Commons may incorporate large amounts of glazing to provide views to both the outside and neighboring rooms and spaces.

### **Safety & Security**

The Commons is not considered a space for shelter. Students may exit outdoors or use the main arterial corridors to access safe spaces appropriate to the situation.

# OTHER NOTES

## SPACES

Aside from serving as a dining hall, the Commons can be a flexible learning environment facilitating exploration, socialization and development of various skills including collaboration, critical thinking, and public speaking. Like the Media Center, students may be engaged in individual learning and research, one on one activities as well as both small and large group collaboration.

## TEACHING TOOLS

1 Large Projection Screen and Projector  
Writable surfaces where room design permits

## STORAGE & FURNITURE

Seating and tables should accommodate a variety of layouts, reconfiguration will often be done by students. Tables should be provided in a variety of shapes, sizes and heights.



## UTILITIES & INFRASTRUCTURE

Power: multiple receptacles throughout the commons. Consider if and where power may be provided from the ceiling or floors to allow all students working away from walls to plug in and charge.

Sinks: N/A

Drinking Fountains and Bottle Fillers

Wi-Fi

Projector and motorized screen

Motorized roller shades where requested

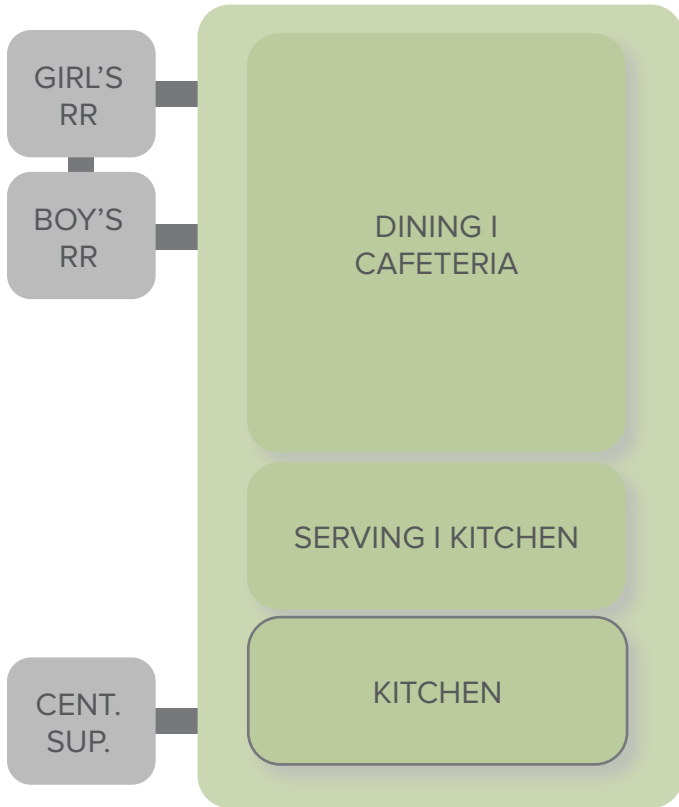
## ADJACENCIES

The Commons should be centrally located, adjacent to a main arterial corridor and preferably near the Media Center.
















# ADJACENCIES



## MAP LEGEND

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

# ADMINISTRATIVE SPACES

## DESIGN GUIDELINES

### MAIN ADMINISTRATION

#### Access

The administration suite should be located at the front of the school to allow direct visitor access to the reception room from the main entrance vestibule. However, the reception room's design should inhibit visitors from unassisted access to any other rooms or spaces within the suite or the main campus. The suite should be located next to the building's main arterial corridors. However, direct access to these corridors should be limited to the following rooms:

- + Reception
- + Attendance Waiting Room
- + Reg. Waiting Room
- + Student Activity Room
- + ACA Supply Room
- + Mail Room
- + Counseling Conference Room
- + Counseling Waiting Room
- + Cashier
- + Gear Up
- + Police Offices
- + Processing Room
- + AP Waiting Room

All other administrative rooms should be accessed from a local or collector corridor within the suite rather than the building's main arterial corridors.

#### Natural Light

Natural Light should be provided at the reception room to provide a welcoming environment. Windows should also be considered for all offices, such as the Principal's, AP's and Counselors, to the extent that overall building design may allow.

#### Acoustic Considerations

Neighboring office should not be able to hear one another when administrators are speaking at a reasonable conversational level. Special consideration should be given the private nature of conversations that occur within specific rooms and spaces. In addition, noise from students engaged in large or small group activity

within neighboring corridors and core spaces should not be disrupting to administrative staff within the suite.

#### Flexibility

Flexibility within all administrative rooms should be realized through mobility of furniture and storage only. Furniture does not need to be on casters but should be easily moved. Storage should be on casters to allow for reconfiguring of spaces.

#### Transparency

Interior walls will not incorporate glass to allow any degree of visibility from corridors or neighboring rooms. Vision panels should be provided in doors to allow limited visibility into each space

#### Safety & Security

Except at Reception, glazing will be limited to exterior walls. The Administration Suite is considered safe with solid walls and locked doors.

## CLINIC

### Access

The Clinic should be located within the Administration suite and locate near the reception room. Access to the clinic by students should be from a main arterial corridor. Access for staff from the clinic to a shared space such as a lounge should be provided through a typical 3 foot door. The clinic's restroom, storage and isolation rooms should be accessed from within the clinic.

### Natural Light

Natural light is not required but may be provided in the overall building design permits.

### Acoustic Considerations

Neighboring office should not be able to hear the nurse and patients when speaking at a reasonable conversational level. In addition, noise from students engaged in large or small group activity within neighboring corridors and core spaces should not be disrupting to the nurse or students within the suite.

### Flexibility

Flexibility within the clinic should be realized through mobility of furniture and storage only. Furniture does not need to be on casters but should be easily moved. Some built-in cabinets and counter tops may be provided within the clinic, but other storage pieces on castors may also be provided. Shelves within the storage room should not be built-in.

### Transparency

Interior walls will not incorporate glass to allow any degree of visibility from corridors or neighboring rooms. Vision panels should be provided in doors to allow limited visibility into each space

### Safety & Security

Glazing will be limited to exterior walls if the overall building design allows. The Clinic is considered safe with solid walls and locked doors.

## PLC | WORKROOM | LOUNGE

### Access

Access to these rooms should be from a local or collector corridor within a learning neighborhood or classroom wing, rather than the building's main arterial corridors.

### Natural Light

Natural light is not required but may be provided in the overall building design permits.

### Acoustic Considerations

Neighboring corridors and studios should not be able to hear staff within these rooms when speaking at a reasonable conversational level. In addition, noise from students engaged small group activity within neighboring corridors and studios should not be disrupting to staff within these rooms.

### Flexibility

Flexibility within these rooms should be realized through mobility of furniture and storage only. Furniture does not need to be on casters but should be easily moved. Some built-in cabinets and counter tops may be provided within the lounge and workroom, but other storage pieces on castors may also be provided.

### Transparency

Interior walls will not incorporate glass to allow any degree of visibility from corridors or neighboring rooms. A small degree of glass may be provided in doors to allow limited visibility into each space

### Safety & Security

Glazing will be limited to exterior walls if the overall building design allows. These rooms are considered safe with solid walls and locked doors.

## OTHER NOTES

### MAIN ADMINISTRATION

#### SPACES

The administration offices function as the central oversight for campus operations. Functions performed include student enrollment, discipline, attendance records, student record keeping, along with testing storage and protocols. Offices provided for all required staff functions, Counselors, Administrators and Support Staff.

#### STORAGE

Storage required for student records, testing materials and general office supplies

#### UTILITIES & INFRASTRUCTURE NEEDS

Power: multiple receptacles per office.

Data: 2 data drops per office

Sinks: provide double sink in the break room.

Wi-Fi

#### ADJACENCIES/LAYOUT

Locate Admin offices at the Main Entry, accessible through a controlled vestibule. Remote office suites may be positioned throughout the campus as necessary. A separate Counselors suite adjacent to the main office area can be considered.

### CLINIC

#### SPACES

The Clinic provides space for medical attention for staff and students, as well as storage and administration of medications. Cots should be provided in clinic room.

#### STORAGE

Storage required for medical supplies and medications.

#### UTILITIES & INFRASTRUCTURE NEEDS

Power: multiple receptacles per office.

Data: 2 data drops per office

Restroom(s), individual handicap accessible restroom.

Wi-Fi

#### ADJACENCY/LAYOUT

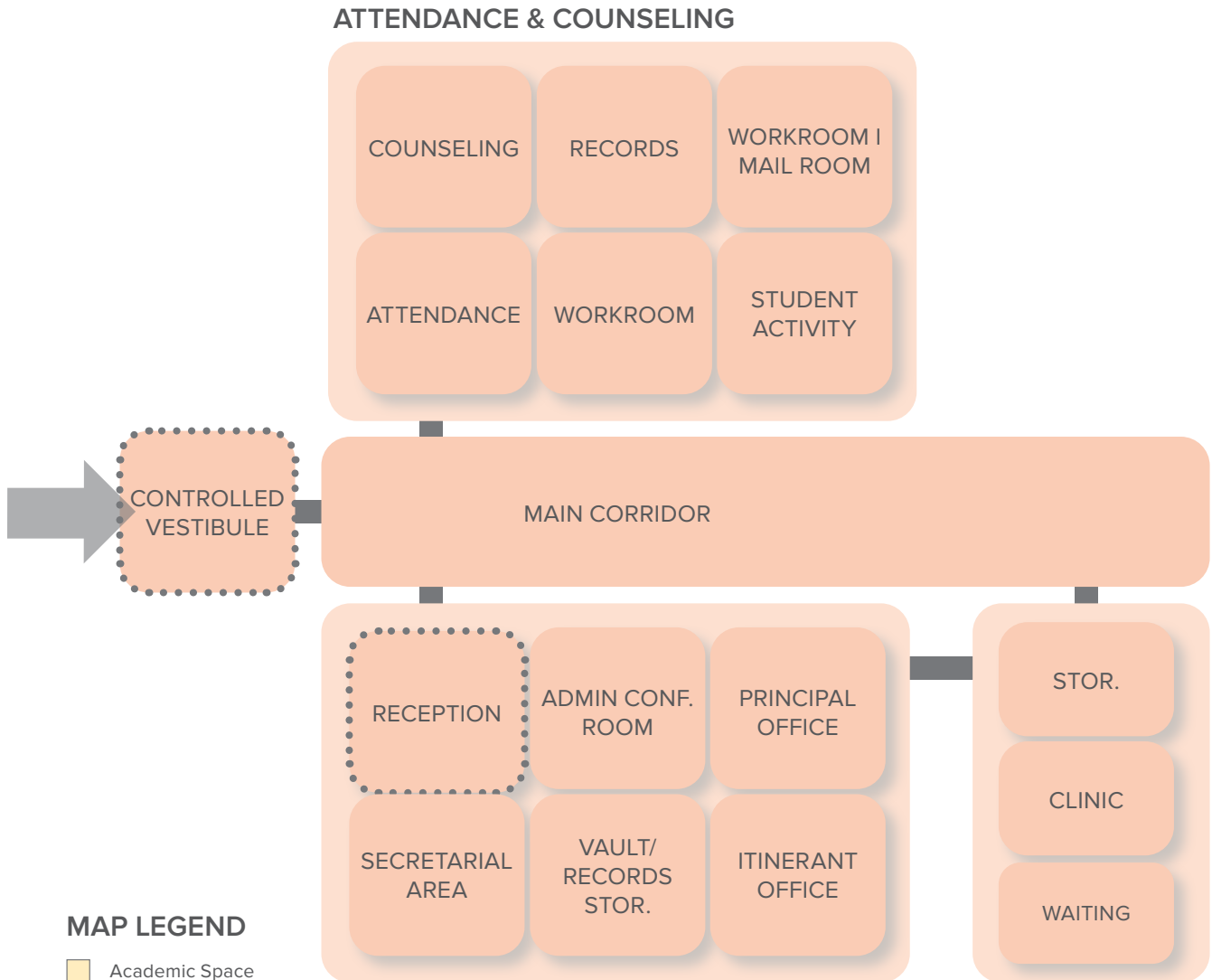
Locate Clinic adjacent to the main office area, close to the main entry. Enter from a corridor directly into the Clinic and through the main reception area.





# ADJACENCIES

## ADMINISTRATION



### MAP LEGEND

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





# CORRIDORS, COLLABORATION & OUTDOOR LEARNING

## DESIGN GUIDELINES

### **Access**

Group Study is encouraged in arterial, local and collector corridors throughout the building by providing furniture that can support various activities and modes of learning.

### **Natural Light**

Natural light should be considered throughout all corridors to the extent the overall building design allows.

### **Acoustic Considerations**

While group study and collaboration is encouraged throughout all corridors, special consideration should be given to minimize the echo or transmission of this sound to neighboring rooms to a practical extent.

### **Flexibility**

Flexibility throughout corridors should be realized through mobility of furniture. Furniture does not need to be on casters but should be easily moved.

### **Safety & Security**

Except for the Media Center, interior walls will not incorporate glass to allow any degree of visibility from corridors or neighboring rooms. A small degree of glass may be provided in some doors to allow limited visibility into studios from the corridor. Corridors that lead to visiting public areas such as the Auditorium or Gymnasiums should be provided with lockable doors that limit public access during events. The overall building design may also allow various zones of the building to be locked down in emergency situations; lockable doors in corridors may be incorporated to define these zones.

# OTHER NOTES

## SPACES

Like the Cafeteria, corridors can be a flexible learning environment facilitating exploration, socialization and development of various skills including collaboration, critical thinking, and public speaking. Students may be engaged in individual learning and research, one on one activities as well as both small and large group collaboration.

## LOCATION AND ADJACENCIES

Special attention to all adjacency requirements throughout the building can allow corridors to both serve room connection and provide appropriately located break-out learning spaces.

## TOOLS & TECHNOLOGY

Writable surfaces where room design permits



## FURNITURE

Seating and tables should accommodate a variety of layouts, reconfiguration will often be done by students. Tables should be provided in a variety of shapes, sizes and heights.

## UTILITIES & INFRASTRUCTURE NEEDS

Power: multiple receptacles throughout corridors where student learning is intentionally provided for through design. Consider if and where power may be provided on the floors to allow all students working away from walls to plug in and charge.

Sinks: N/A

Drinking Fountains and Bottle Fillers

Wi-Fi

Prop Alarms at Exterior Doors

## STORAGE

Storage required for tables, chairs and furniture.









<b>PROGRAM OF SPACES</b>				
<b>Space/Type of Space</b>	<b>Quantity</b>	<b>Square Footage per Space</b>	<b>Total Square Footage</b>	<b>Max Capacity (23 Students per Classroom)</b>
<b>ACADEMIC STUDIOS</b>				
<b>Studios</b>				
General Studios	72	776	55,872	1,656
ISS Room	1	765	765	
Small Group Rooms	8	152	1,216	
LGI	1	889	889	
Storage	5	144	720	
<b>SUBTOTAL</b>			<b>59,462</b>	
<b>Science Labs</b>				
Science Lab / Studio Combo	20	1,456	29,120	460
Prep Room	2	784	1,568	
Prep Room	2	487	974	
Science Lab	2	1,046	2,092	
Prep Room	1	227	227	
Chemical Storage	4	117	468	
<b>SUBTOTAL</b>			<b>34,449</b>	
<b>ACADEMIC STUDIOS TOTAL</b>			<b>93,911</b>	<b>2,116</b>
<b>CAREER AND TECHNICAL EDUCATION</b>				
<b>CTE</b>				
<b>Robotics</b>				
Robotics Lab	1	1,322	1,322	23
Robotics Studio	1	880	880	23
Robotics Storage	1	406	406	
<b>Engineering</b>				
Engineering Lab	1	1,256	1,256	23
Engineering Studio	1	802	802	23
<b>Health Science</b>				
Health Science Lab	2	1,230	2,460	46
Health Science Storage	1	213	213	
<b>Graphic Art/AV</b>				
Arts / AV Lab	1	913	913	23
<b>Architecture and Construction</b>				
Architecture and Construction Studio	1	803	803	23
<b>Criminal Justice</b>				
Criminal Justice	2	825	1,650	46
Mock Court	1	626	626	

## PROGRAM OF SPACES

Space/Type of Space	Quantity	Square Footage per Space	Total Square Footage	Max Capacity (23 Students per Classroom)
<b>CAREER AND TECHNICAL EDUCATION, CONT.</b>				
<b>Family and Consumer Science</b>				
FC&S Lab	2	1,080	2,160	46
FC&S Storage	2	216	432	
<b>Agriculture</b>				
<b>Ag Lab</b>	<b>1</b>	<b>1,211</b>	<b>1,211</b>	<b>23</b>
Ag Classroom	1	711	711	23
Ag Storage	1	140	140	
<b>Journalism</b>				
Journalism	1	1,122	1,122	23
Journalism Storage	1	177	177	
<b>SUBTOTAL</b>			<b>17,284</b>	
<b>JROTC</b>				
Firing Range	1	1,572	1,572	
Classrooms	3	740	2,220	69
Office	1	143	143	
Arm Storage	1	164	164	
Uniform Storage	1	244	244	
Changing Rooms	2	191	382	
<b>SUBTOTAL</b>			<b>4,725</b>	
<b>CTE TOTAL</b>			<b>22,009</b>	<b>414</b>
<b>CAREER TECH PROGRAM</b>				
Health Lab	1	1,501	1,501	23
Health Lab Storage	1	366	366	
Dispensary	1	120	120	
Health Studios	8	814	6,512	184
Dental Lab	1	1,390	1,390	23
Dental Lab Storage	1	151	151	
Girls Dressing	1	223	223	
Boys Dressing	1	160	160	
<b>CAREER TECH TOTAL</b>			<b>10,423</b>	<b>230</b>

<b>PROGRAM OF SPACES</b>				
<b>Space/Type of Space</b>	<b>Quantity</b>	<b>Square Footage per Space</b>	<b>Total Square Footage</b>	<b>Max Capacity (23 Students per Classroom)</b>
<b>MEDIA LABS, COMPUTER SCIENCE &amp; BUSINESS LABS</b>				
<b>Computer Science</b>				
Computer Science	2	1,337	2,674	46
<b>Business</b>				
Business Lab	2	1,176	2,352	46
Business Storage	1	290	290	
Retail Shop	1	378	378	
<b>MEDIA LABS TOTAL</b>			<b>5,694</b>	<b>92</b>
<b>FINE ARTS</b>				
<b>Band</b>				
Band Hall	1	3,966	3,966	
Ensemble 1	1	318	318	
Ensemble 2	1	463	463	
Practice rooms	7	80	560	
Office	3	128	384	
Percussion Room	1	468	468	
Marching Storage	1	235	235	
Instrument Storage	1	684	684	
Instrument Repair	1	126	126	
Guard Room	1	146	146	
Uniform Storage	1	179	179	
Booster Storage	1	125	125	
Library	1	183	183	
Student Restrooms / Dressing Area	2	358	716	
<b>SUBTOTAL</b>			<b>8,553</b>	
<b>Orchestra</b>				
Orchestra Hall	1	2,440	2,440	
Ensemble	1	463	463	
Practice Room	3	80	240	
Practice Room	1	115	115	
Office	2	134	268	
Instrument Storage	1	395	395	
Uniform Storage	1	226	226	
<b>SUBTOTAL</b>			<b>4,147</b>	



## PROGRAM OF SPACES

Space/Type of Space	Quantity	Square Footage per Space	Total Square Footage	Max Capacity (23 Students per Classroom)
<b>FINE ARTS, CONT.</b>				
<b>Choir</b>				
Choir Room	1	2,258	2,258	
Choir Ensemble	1	304	304	
Uniform Storage	1	186	186	
Riser Storage	1	271	271	
Practice Rooms	4	64	256	
Office	2	122	244	
Library	1	121	121	
<b>SUBTOTAL</b>			<b>3,640</b>	
<b>Visual Art</b>				
Art	4	1,209	4,836	
Kiln	2	108	216	
Storage Room	4	122	488	
<b>SUBTOTAL</b>			<b>5,540</b>	
<b>Theater</b>				
Black Box	1	1,675	1,675	
Drama Classroom	1	944	944	
Equipment / Control Room	1	133	133	
Office	1	131	131	
Prop Storage	1	444	444	
Green Room	1	193	193	
Laundry	1	141	141	
<b>SUBTOTAL</b>			<b>3,661</b>	
<b>Dance / Gymnastics / Drill</b>				
Dance Studio	1	2,943	2,943	
Office	1	184	184	
Storage	1	302	302	
Storage	1	186	186	
Lockers	2	277	554	
Restrooms	2	56	112	
<b>SUBTOTAL</b>			<b>4,281</b>	

<b>PROGRAM OF SPACES</b>				
<b>Space/Type of Space</b>	<b>Quantity</b>	<b>Square Footage per Space</b>	<b>Total Square Footage</b>	<b>Max Capacity (23 Students per Classroom)</b>
<b>FINE ARTS, CONT.</b>				
<b>Auditorium</b>				
Auditorium Lobby	1	3,697	3,697	
Auditorium	1	12,379	12,379	
Stage	1	2,241	2,241	
Wing 1	1	871	871	
Wing 2	1	516	516	
Set Shop	1	1,686	1,686	
Tech / Set Storage	1	487	487	
Costume Storage	1	361	361	
Cat Walk Access Stair	1	381	381	
Piano Storage	1	148	148	
Boys Dressing	1	333	333	
Girls Dressing	1	352	352	
Control Booth	1	238	238	
Storage	1	326	326	
AV Storage	1	154	154	
Box Office	1	183	183	
Men's Restrooms	1	299	299	
Women's Restrooms	1	362	362	
Staff Restrooms	2	80	160	
Ramp to Control room	1	136	136	
<b>SUBTOTAL</b>			<b>25,310</b>	
<b>FINE ARTS TOTAL</b>			<b>55,132</b>	<b>92</b>

## PROGRAM OF SPACES

Space/Type of Space	Quantity	Square Footage per Space	Total Square Footage	Max Capacity (23 Students per Classroom)
<b>ATHLETICS</b>				
<b>Gymnasia</b>				
Gym Lobby	1	2,660	2,660	
Competition Gym	1	14,123	14,123	
Auxiliary Gym	1	8,957	8,957	
P.E./ Gym Storage	3	235	705	
Weight Room 1	1	3,485	3,485	
Weight Room 2	1	1,320	1,320	
Wrestling	1	2,310	2,310	
<b>Large Laundry Room</b>	<b>1</b>	<b>423</b>	<b>423</b>	
Small Laundry Room	1	316	316	
Storage	1	165	165	
Storage	1	184	184	
Cheerleading Storage	1	129	129	
Men's Restrooms	1	477	477	
<b>Women's Restrooms</b>	<b>1</b>	<b>492</b>	<b>492</b>	
Concessions	1	262	262	
Conference	1	187	187	
Officials Changing	2	188	376	
<b>SUBTOTAL</b>			<b>36,571</b>	
<b>Training</b>				
Training Room	1	1,272	1,272	
Restroom	1	90	90	
Office	1	127	127	
<b>Lockers</b>	<b>1</b>	<b>99</b>	<b>99</b>	
<b>Storage</b>	<b>1</b>	<b>205</b>	<b>205</b>	
Garage Storage	1	281	281	
<b>SUBTOTAL</b>			<b>2,074</b>	

<b>PROGRAM OF SPACES</b>				
<b>Space/Type of Space</b>	<b>Quantity</b>	<b>Square Footage per Space</b>	<b>Total Square Footage</b>	<b>Max Capacity (23 Students per Classroom)</b>
<b>ATHLETICS, CONT.</b>				
<b>Boys Athletics</b>				
Coaches Offices	1	497	497	
Coaches Dressing	1	298	298	
Swimming / Wrestling	1	224	224	
Tennis / Golf	1	263	263	
Track / XC	1	325	325	
JV / 9th Baseball	1	498	498	
Varsity Baseball	1	526	526	
JV / 9th Basketball	1	463	463	
Varsity Basketball	1	334	334	
Soccer	1	370	370	
Boys P.E.	1	283	283	
Boys Showers	1	441	441	
Boys Restrooms	1	377	377	
Track Storage	1	90	90	
Baseball Storage	1	105	105	
Basketball Storage	1	96	96	
Soccer Storage	1	117	117	
Golf Storage	1	90	90	
Tennis Storage	1	94	94	
Wrestling Storage	1	316	316	
<b>SUBTOTAL</b>			<b>5,807</b>	
Field House				
AD Office	1	153	153	
Coaches Office	1	629	629	
Coaches Dressing	1	314	314	
Meeting Room	1	994	994	
Freshman Lockers A&B Football	1	1,579	1,579	
JV Varsity Football	1	1,327	1,327	
Varsity Football	1	1,412	1,412	
Large Equipment Storage	1	675	675	
Showers	2	242	484	
Restrooms	2	236	472	
<b>SUBTOTAL</b>			<b>8,039</b>	

## PROGRAM OF SPACES

Space/Type of Space	Quantity	Square Footage per Space	Total Square Footage	Max Capacity (23 Students per Classroom)
<b>ATHLETICS, CONT.</b>				
<b>Girls Athletics</b>				
Coaches Offices	1	499	499	
Coaches Dressing	1	289	289	
Swimming / Wrestling	1	255	255	
Tennis / Golf	1	254	254	
Track / XC	1	335	335	
JV / 9th Softball	1	606	606	
Varsity Softball	1	392	392	
JV / 9th Basketball	1	333	333	
Varsity Basketball	1	380	380	
JV / 9th Volleyball	1	471	471	
Varsity Volleyball	1	333	333	
Cheerleading	1	209	209	
Soccer	1	349	349	
Girls P.E.	1	268	268	
Girls Showers	1	299	299	
Girls Restrooms	1	4,373	4,373	
Track Storage	1	90	90	
Softball Storage	1	105	105	
Basketball Storage	1	89	89	
Soccer Storage	1	94	94	
Volleyball Storage	1	93	93	
Tennis Storage	1	94	94	
Golf Storage	1	90	90	
<b>SUBTOTAL</b>			<b>10,300</b>	
<b>ATHLETICS TOTAL</b>			<b>62,791</b>	



<b>PROGRAM OF SPACES</b>				
<b>Space/Type of Space</b>	<b>Quantity</b>	<b>Square Footage per Space</b>	<b>Total Square Footage</b>	<b>Max Capacity (23 Students per Classroom)</b>
<b>SPECIAL PROGRAM SPACES</b>				
<b>Special Education</b>				
Skills Studios	4	783	3,132	
Skills Restrooms	2	82	164	
Kitchen	2	282	564	
PBS Studio	1	669	669	
Restroom	1	71	71	
TLC Studio	1	831	831	
SPED Laundry Room	1	0	0	
Diagnostician Office	1	143	143	
Speech Office	1	130	130	
Sped Secretary	1	134	134	
Sped Coordinator Office	1	165	165	
ARD Conference Room	1	261	261	
<b>SUBTOTAL</b>			<b>6,264</b>	
<b>Resource</b>				
Resource Room	1	791	791	
Resource Room	1	458	458	
Sped Storage	1	115	115	
<b>SUBTOTAL</b>			<b>1,364</b>	
<b>SPECIAL PROGRAM TOTAL</b>			<b>7,628</b>	
<b>LIBRARY/MEDIA CENTER/MAKER SPACE</b>				
Media Center	1	6,095	6,095	
AV Equipment Storage	1	283	283	
Workroom	1	201	201	
Restroom	1	60	60	
Small Storage	1	45	45	
Office	2	123	246	
Large Collaboration Space	1	375	375	
Small Collaboration Space	1	181	181	
Computer Lab	3	1,026	3,078	
<b>LIBRARY TOTAL</b>			<b>10,564</b>	

## PROGRAM OF SPACES

Space/Type of Space	Quantity	Square Footage per Space	Total Square Footage	Max Capacity (23 Students per Classroom)
<b>COMMONS/FOOD SERVICES</b>				
<b>Commons</b>				
Dining Commons	1	17,575	17,575	
Chair Storage	1	550	550	
Restrooms	2	252	504	
<b>Kitchen</b>				
Kitchen / Serving	1	7,419	7,419	
<b>COMMONS/FOOD SERVICE TOTAL</b>			<b>26,048</b>	
<b>ADMINISTRATION</b>				
<b>Main Administration</b>				
Reception	1	648	648	
Admin Storage	1	140	140	
Attendance Secretary / Waiting	1	533	533	
Attendance Office	1	149	149	
Public Restroom	1	60	60	
Principal's Office	1	195	195	
Principal Secretary	1	121	121	
Principal Conference Room	1	219	219	
Storage Room	1	120	120	
Flex Conference Room	1	169	169	
Storage	1	199	199	
Staff Lounge	1	407	407	
Mail Room	1	291	291	
Copy Center/Work Room	1	642	642	
Paper Storage	1	171	171	
Registrar Waiting	1	374	374	
Registrar Office	1	146	146	
Cashier	1	176	176	
Cashier Storage	1	82	82	
Secretary Office	1	150	150	
Gear Up Office	1	207	207	
Gear Up Storage	1	99	99	
CIS Office	1	141	141	
Records Storage	1	203	203	
Vault	1	84	84	

<b>PROGRAM OF SPACES</b>				
<b>Space/Type of Space</b>	<b>Quantity</b>	<b>Square Footage per Space</b>	<b>Total Square Footage</b>	<b>Max Capacity (23 Students per Classroom)</b>
<b>ADMINISTRATION, CONT.</b>				
<b>Main Administration, Cont.</b>				
Records Storage	1	203	203	
Vault	1	84	84	
Academic Support Center	1	446	446	
Student Activity Waiting / Reception	1	323	323	
Student Activity Office	1	139	139	
Student Activity Storage	1	100	100	
Conference Room	1	850	850	
Staff Restrooms	4	70	280	
<b>SUBTOTAL</b>			<b>7,864</b>	
<b>AP Suite</b>				
Waiting Area	1	202	202	
Secretary	2	132	264	
AP Offices	6	154	924	
Conference Room	1	211	211	
<b>SUBTOTAL</b>			<b>1,601</b>	
<b>Counselor Suite</b>				
Waiting Area	1	218	218	
Counselor Secretary	2	140	280	
Counselor Offices	6	156	936	
Conference Room	1	198	198	
<b>SUBTOTAL</b>			<b>1,632</b>	
<b>Clinic</b>				
Clinic	1	601	601	
Restroom	1	60	60	
Storage Room	1	113	113	
Isolation Room	1	99	99	
<b>SUBTOTAL</b>			<b>873</b>	
<b>Police</b>				
Police Office	1	181	181	
Police Work Room	1	159	159	
Police Processing	1	173	173	
<b>SUBTOTAL</b>			<b>513</b>	

## PROGRAM OF SPACES

Space/Type of Space	Quantity	Square Footage per Space	Total Square Footage	Max Capacity (23 Students per Classroom)
<b>ADMINISTRATION, CONT.</b>				
<b>Admin Auxiliary</b>				
Book Room	1	844	844	
Testing Room	1	457	457	
Testing Conference Room	1	144	144	
Testing Storage	1	170	170	
Professional Learning Center	4	368	1,472	
Teacher Lounge	4	368	1,472	
Staff Restrooms	8	60	480	
<b>SUBTOTAL</b>			<b>5,039</b>	
<b>ADMINISTRATION TOTAL</b>			<b>17,522</b>	
<b>BUILDING SUPPORT</b>				
Large Equipment Storage	1	437	437	
Central Custodial	1	276	276	
Central Receiving	1	278	278	
Custodial Closets	10	116	1,160	
Electrical Rooms	8	118	944	
IDF Rooms	7	102	714	
Main Telecomm (MDF)	1	217	217	
Main Electrical	1	669	669	
Main Mechanical	1	1,637	1,637	
Mechanical Space	1	4,653	4,653	
Mechanical Mezzanine	1	1,500	1,500	
Student Restrooms	8	360	2,880	
<b>BUILDING SUPPORT TOTAL</b>			<b>15,365</b>	
<b>TOTAL BUILDING AREA/CAPACITY TOTALS</b>				
<b>TOTAL NUMBER OF STUDENTS, MAX CAPACITY</b>				<b>2,944</b>
<b>TOTAL STUDENTS AT 88% CAPACITY</b>				<b>2,591</b>
<b>TOTAL NET SQUARE FOOTAGE</b>			<b>327,087</b>	
<b>TOTAL NON-ASSIGNABLE SPACES (CIRCULATION &amp; WALLS)</b>			<b>116,421</b>	<b>36.0%</b>
<b>TOTAL ESTIMATED BUILDING GROSS AREA</b>			<b>443,508</b>	



Prepared for Killeen ISD by

**Huckabee**