KILLEEN ISD

MIDDLE 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” seve 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

DISTRICT	Killeen ISD
SCHOOL	Middle Schools
GRADES SERVED	6th - 8th Grades
FUNCTIONAL CAPACITY	1,350
APPROX. SIZE	175,000-200,000 SF
SITE SIZE RANGE	35-50 acre minimum

HOURS OF OPERATION (DAYS/TIMES)

Instructional Day

Monday - Friday, 8:00 AM (1st Period) - 3:30 PM (8th Period)

Extracurricular Activities

Monday - Friday (Some Weekends, Depending on Department Event)

INSTRUCTIONAL PROGRAM

Foundation Curriculum

English Language Arts & Reading
Math
Science
History

Enrichment Curriculum

+ Fine Arts
  + Band
  + Orchestra
  + Choir
  + Art
  + Theater
+ Health Education
+ Languages other than English (LOTE)
+ Athletics
  + Football
  + Volleyball
  + B&G Basketball
  + B&G Track
  + B&G Cross Country
  + B&G Soccer
  + B&G Golf
  + B&G Swimming
+ Physical Education (PE)
  + Basketball
  + Football
  + Swim
  + Tennis
  + Track & Field

SITE, SAFETY & SECURITY

+ Double queue with dedicated student loop, parent loop, bus loop, and SPED loop
+ 300 parking spaces (50 front (visitor+staff), 250 back (staff)
+ Cameras to accommodate floor plan
+ Access control
+ Perimeter fencing
+ Bullet resistant glazing where specified
+ Controlled vestibule
+ Panic with lock down
+ No metal detectors, recognition or entrance gates
+ Visual surveillance from reception to vestibule and parking lot
+ No transparency from classrooms into hallways
+ Protected areas
+ Additional considerations will be evaluated on a case by case basis


STUDIOS

STUDIOS (6TH-8TH GRADE)

DESIGN GUIDELINES

Accessibility
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 disruptive 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. Vision panels should be provided in studio doors to allow limited visibility into studios from the corridor.

Safety and 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, writable wall surfaces.

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

SCIENCE LABS (CHEMISTRY & BIOLOGY)

DESIGN GUIDELINES

Accessibility
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 three to four with each having access to a shared prep 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 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 Science rooms from the corridor.

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

Prep Rooms
Prep rooms should be equipped with built-in counter tops having storage cabinets both above and below, fume hood, eye wash, goggle cabinet with power for sterilization, safety blanket, appropriate fire extinguisher(s), emergency shutoff system for gas and power, and chemical storage cabinets.

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, writable wall surfaces.

Storage
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.

Furniture
Science lab fixed furniture with stools.

Utilities & Infrastructure Needs
+ Power: multiple receptacles at each science lab station.
+ Data: At least one to accommodate short throw projector + 2 near teacher's desk
+ Sinks: at each science lab station
+ Wi-Fi
+ Ventilation in each lab

STEM LABS

DESIGN GUIDELINES

Accessibility
STEM Lab 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 three to four with each having access to a shared prep room.

Natural Light
STEM Labs may be designed with exterior windows but should be equipped with shading devices to block light and glare on screens.

Acoustic Considerations
STEM 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 STEM labs.

Flexibility
Flexibility within STEM 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 spaces 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 and Security
STEM 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 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 experimentation with projects that simultaneously involve principles of science, technology, engineering and math.

Teaching Tools
Short throw projector, writable wall surfaces.

Storage
Some built-in casework appropriate for experiments and equipment for preparation of hands on work. Most storage should be accomplished through mobile furniture.

Furniture
All student and teacher furniture including tables, chairs and material storage should be easily reconfigurable to allow for variety in group size and project types.

Utilities & Infrastructure Needs
+ Power: multiple receptacles at each science lab station.
+ Data: At least one to accommodate short throw projector + 2 near teacher's desk
+ Sinks: at each science lab station.
+ Wi-Fi

MEDIA LABS

DESIGN GUIDELINES

Accessibility
Computer Labs may be centrally located and accessed from the building's main arterial corridors, or dispersed to learning neighborhoods or wings.

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 and 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, writable wall surfaces.

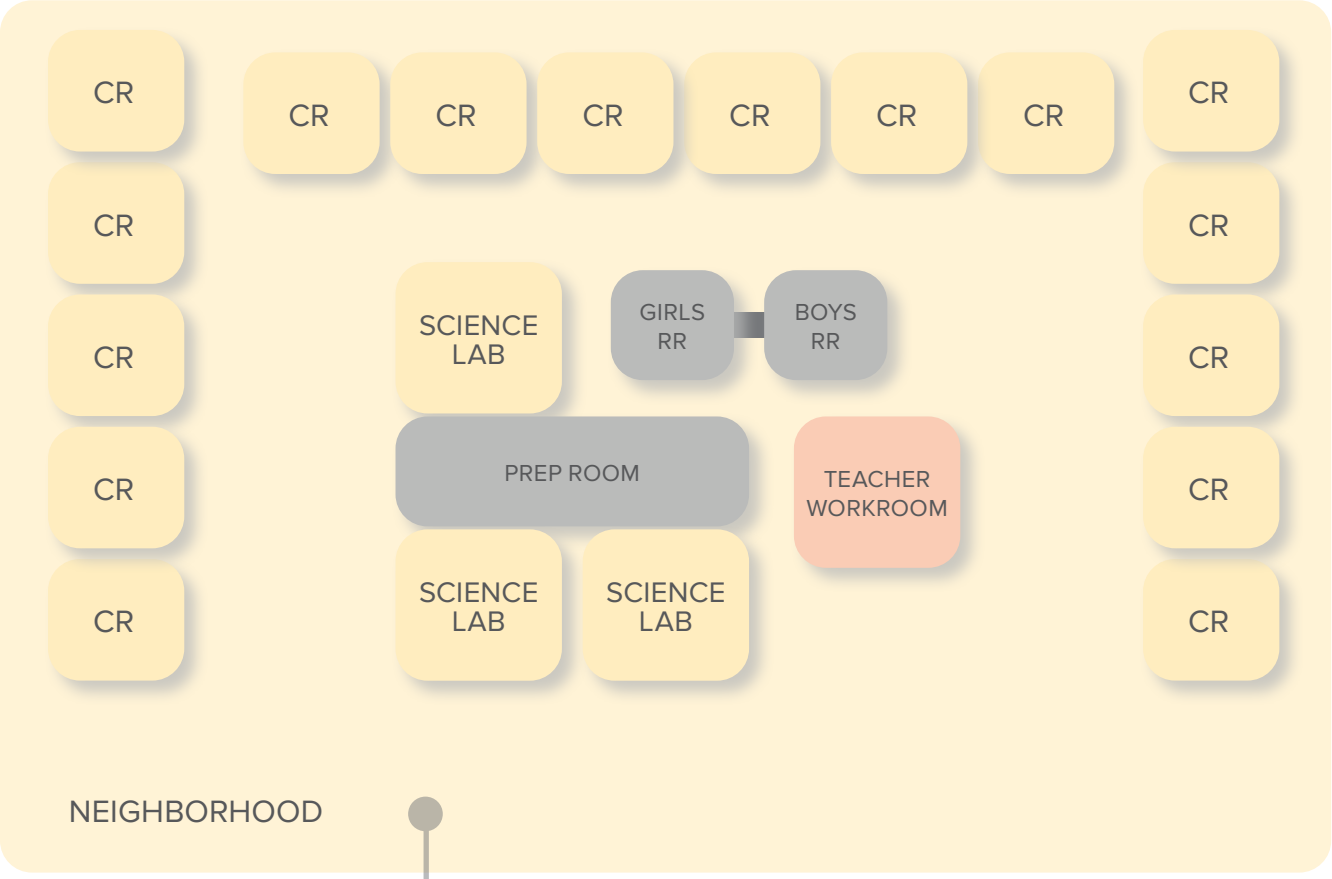
Storage
Small Storage Room accessible to the Labs for misc hardware and software materials.

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

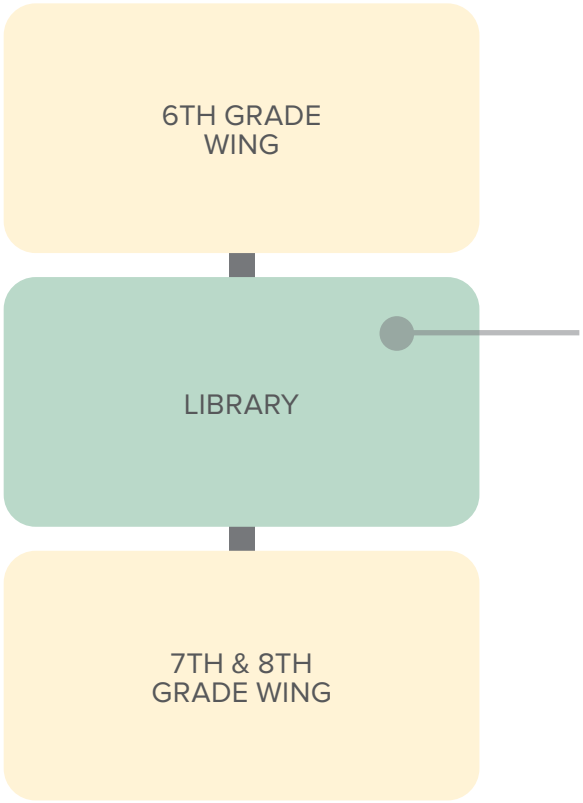
Utilities & Infrastructure Needs
+ Power: Multiple outlets per computer, no power poles in the labs allowed.
+ Data: At least one to accommodate short throw projector + 2 near teacher's desk
+ Sinks: not required
+ Wi-Fi

ADJACENCIES

GENERAL EDUCATION



Neighborhoods should include classrooms grouped around central science labs, a teacher workroom, and restrooms



MAP LEGEND

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

FINE ARTS

FINE ARTS | BAND & ORCHESTRA

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 all ancillary spaces should be provided through the Band, Orchestra and Choir rooms respectively. Each of these rooms should be accessed through a pair of 3 foot doors, both from the inside and to the outside of the building.

Natural Light
Consider providing natural light in these rooms through clerestory windows to maximize use of wall space below.

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. Consider vestibules that require occupants to pass through two set of doors in order to access these rooms.

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 and 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
Short throw projector, writable wall surfaces.

Storage
Storage for instruments and various band equipment and uniforms.

Furniture
Student chairs with music stands.

Utilities & Infrastructure Needs
+ Power: multiple receptacles in each space
+ 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.


MEMES


COMUNICATE
KIND

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 all ancillary spaces should be provided through the Band, Orchestra and Choir rooms respectively. Each of these rooms should be accessed through a pair of 3 foot doors, both from the inside and to the outside of the building.

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. Consider vestibules that require occupants to pass through two set of doors in order to access these rooms.

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

INSTRUCTIONAL PROGRAM

Learning Activities + Teaching Modes
Objectives include teaching vocal students all year, teaching general music students (short term), performances by all groups and community assemblies. Activities include individual and group rehearsals, individual or small group work on keyboards and after-school activities.

Teaching Tools
Short throw projector, writable wall surfaces.

Storage
Storage for various equipment and uniforms.

Furniture
Student chairs and risers.

Utilities & Infrastructure Needs
+ Power: multiple receptacles in each space.
+ Data: One to accommodate short throw projector + 2 near teacher's area.
+ Sinks: N/A
+ Wi-Fi
+ Sound system in the main rehearsal hall.

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. Each room should also have outdoor access through a typical 3 foot door.

Natural Light
Art studios should be designed with at least two windows to provide students and teachers with natural light and views.

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 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 Art rooms from the corridor.

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

Art Storage Rooms
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
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

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, writable wall surfaces.

Storage
Storage Room for various equipment/art materials/ products, art tools and student projects.

Furniture
Appropriate tables and chair/stools for art projects.

Utilities & Infrastructure Needs
+ 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


CREATE

FINE ARTS | THEATER ARTS

DESIGN GUIDELINES

Accessibility
Theater Arts 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. It should also be located adjacent and with access to the Stage.

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 and 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, writable wall surfaces in the classroom spaces.

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

Furniture
Appropriate tables and chair/stools for theater instruction.

Utilities & Infrastructure Needs
+ 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 classroom.

FINE ARTS | CAFETORIUM

DESIGN GUIDELINES - STAGE

Accessibility
Stage – The stage should be accessed from the Cafeteria, Set Shop and Fine Arts Neighborhood or wing.

+ Storage/Set Storage/ Costume Storage – These rooms should be located to the side of and have direct access to the stage through typical 3 foot doors.

Natural Light
The stage will be open to and accessed from the Cafeteria, which may in turn be designed with ample natural light. Consideration should be given to the ability to shade both rooms when performance require a darkened environment.

Acoustic Considerations
As the cafeteria is a 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 of space should be limited to performance requirements for sets and props.

Transparency
Windows are not required at the stage. The stage will be open to the cafeteria with a performance curtain that may be opened or closed as required.

Safety and Security
The Stage is not considered a space for shelter. Students may exit outdoors through the cafeteria or use the main arterial corridors to access safe spaces appropriate to the situation.

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

Utilities & Infrastructure Needs

+ 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)
+ Ceiling mounted presentation projector with screen

FINE ARTS | SUPPORT SPACES

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

DESIGN GUIDELINES - STAGE

Accessibility
These rooms should be accessed from within the larger Band, Orchestra and Choir rooms. Each room requires a typical 3 foot door for access.

Natural Light
No natural light is needed into these spaces.

Acoustic Considerations
Special consideration should be given to practice rooms with regard to noise transfer both from within and without. 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
Except for the Offices, neither exterior nor interior walls will incorporate glass to allow any degree of visibility from corridors or neighboring studios. Offices should be provided with windows that allow teachers visibility into their respective larger learning environments. Storage rooms - no glass. Ensemble rooms - 1/2 glass.

Safety and 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.

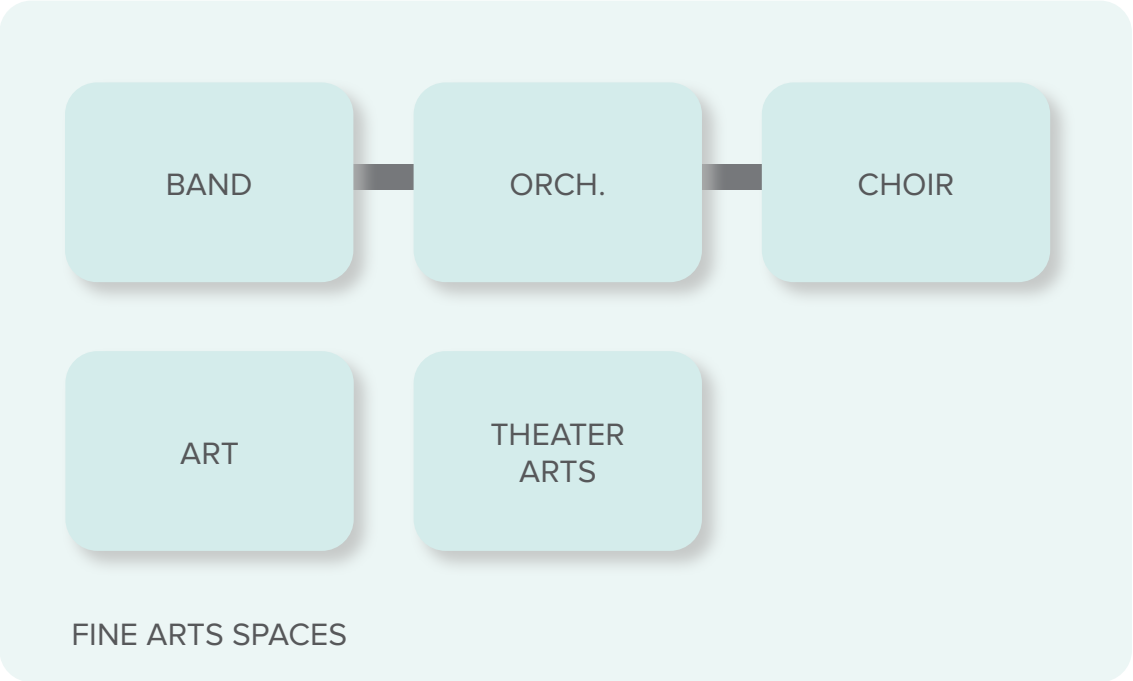
Teaching Tools
Light and Sound Board.

Storage
Instrument storage for Band and Orchestra should accommodate the typical wide range of instrument sizes. Instrument storage may be located within their respective rooms along perimeter walls; additional square footage should be applied to rooms with this arrangement. Provide storage in all fine arts music classes for additional chairs, music stands and cabinets for sheet music.

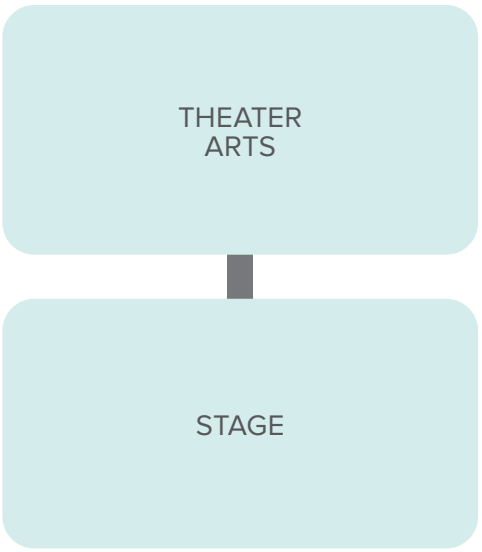
Furniture
Fixed theater style cushioned chairs, self-raising seats

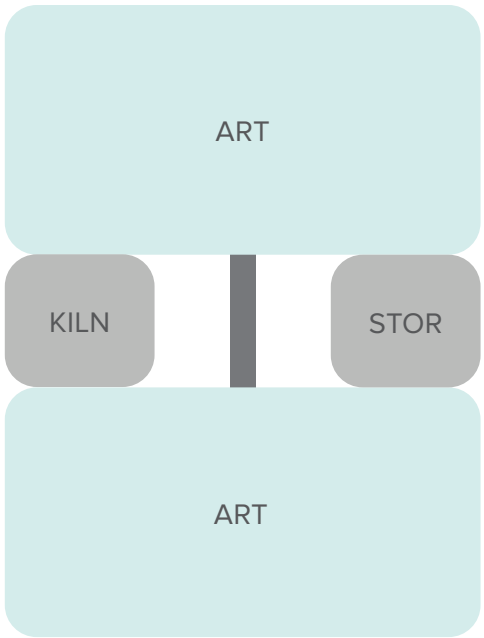
Utilities & Infrastructure Needs
+ Power: multiple receptacles in each primary teaching space. Provide one receptacle for each practice room.
+ Data: as appropriate in the control booth and stage
+ Wi-Fi
+ Theater lighting and sound systems
+ Stage curtains and tracks, stage rigging system (motorized system preferred)

ADJACENCIES

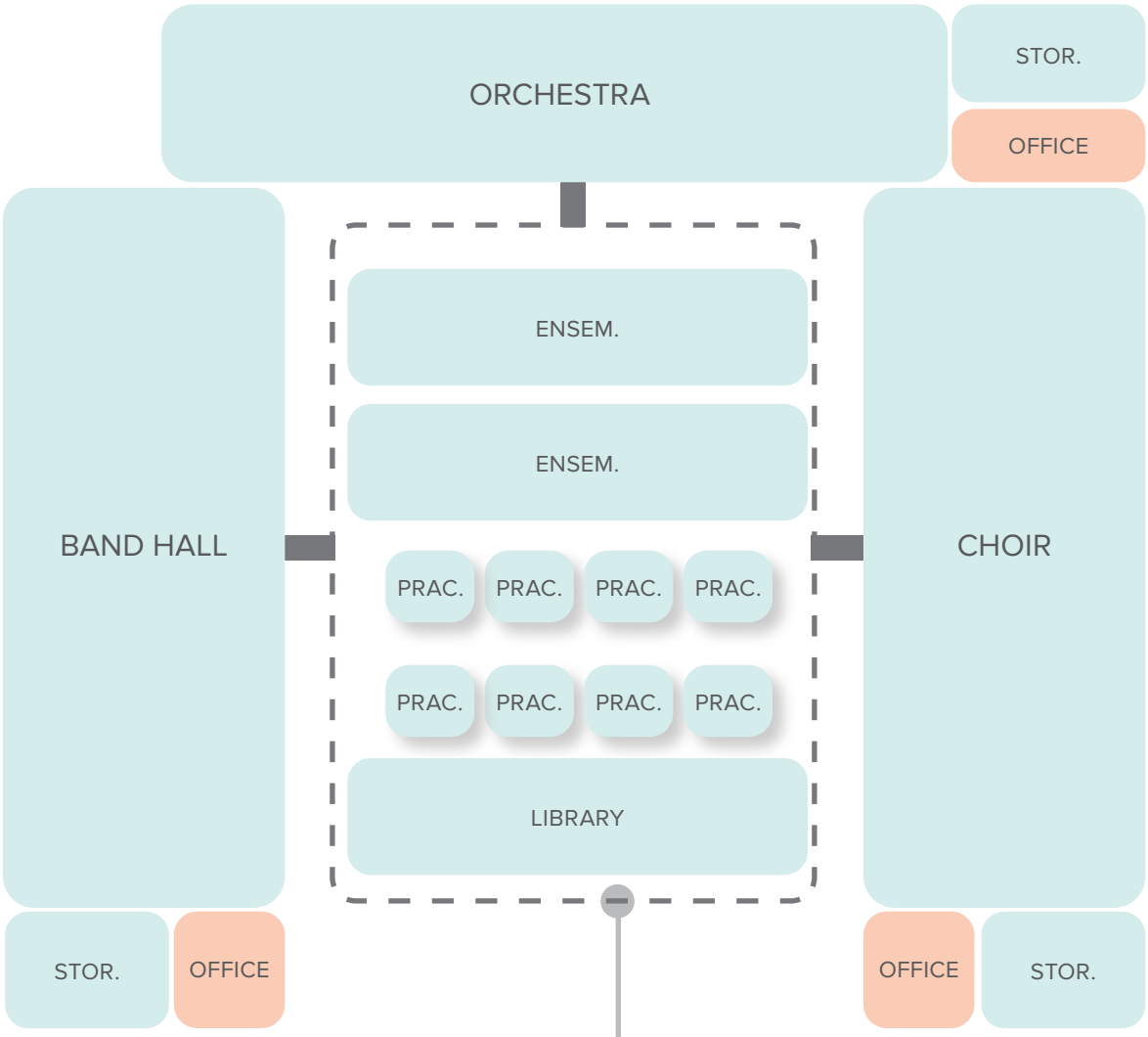


FINE ARTS SPACES





ADJACENCIES



Orchestra, Band and Choir to share ensemble rooms, practice rooms, and library

MAP LEGEND

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

ATHLETICS

PHYSICAL EDUCATION | ATHLETICS

DESIGN GUIDELINES

Accessibility

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

+ Lobby/Corridor – The lobby/corridor 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 room should be located within the lobby/corridor to allow for tickets, snack and drink purchases prior to entering the Gymnasiums.
+ Gymnasiums –Gyms will be accessed from the lobby/corridor; space should be provided on the gym-side of each door to prevent visitors from direct access to the court upon immediately entering. Gyms should also be accessed from local or collector corridors near the locker rooms.
+ Locker Rooms/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 adopt an open-plan design or be divided with walls into spaces specific to each sport while remaining open to and connected by a common circulation space. Restrooms and Showers can be shared between Locker Rooms and should be accessed from the common circulation space within the locker rooms.
+ Coaches Offices/Shower Rooms – Coaches offices and shower rooms should be included in the locker room units but accessed only from a corridor. The office should be provided with glass at the corridor wall for visibility and supervision. Coaches Rooms should not have direct access or visibility to the locker rooms.
+ Weight Room – One Weight Room should be accessed from a local corridor within the Athletics wing through typical 3 foot doors, as well as from outside through a pair of 6 foot doors. The weight room should be provided with interior windows that allow visibility into the room form the corridors.
+ 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.
+ Storage – Provide a storage room that is accessed from outside through a pair of 6 foot doors.

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. Bleachers within gym should be retractable and motorized.

Transparency

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

Safety and Security

Provide vestibules in all locker rooms to eliminate site lines from corridors. All programmed spaces including locker rooms and gyms should be accessed from interior corridors to minimize the number of exterior doors provided.

INSTRUCTIONAL PROGRAM - GYMNASIUM

Learning Activities + Teaching Modes
Boys and Girls athletic and physical education spaces as well as athletic tournaments and community use.

Teaching Tools
N/A

Storage
PE and Athletic equipment storage.

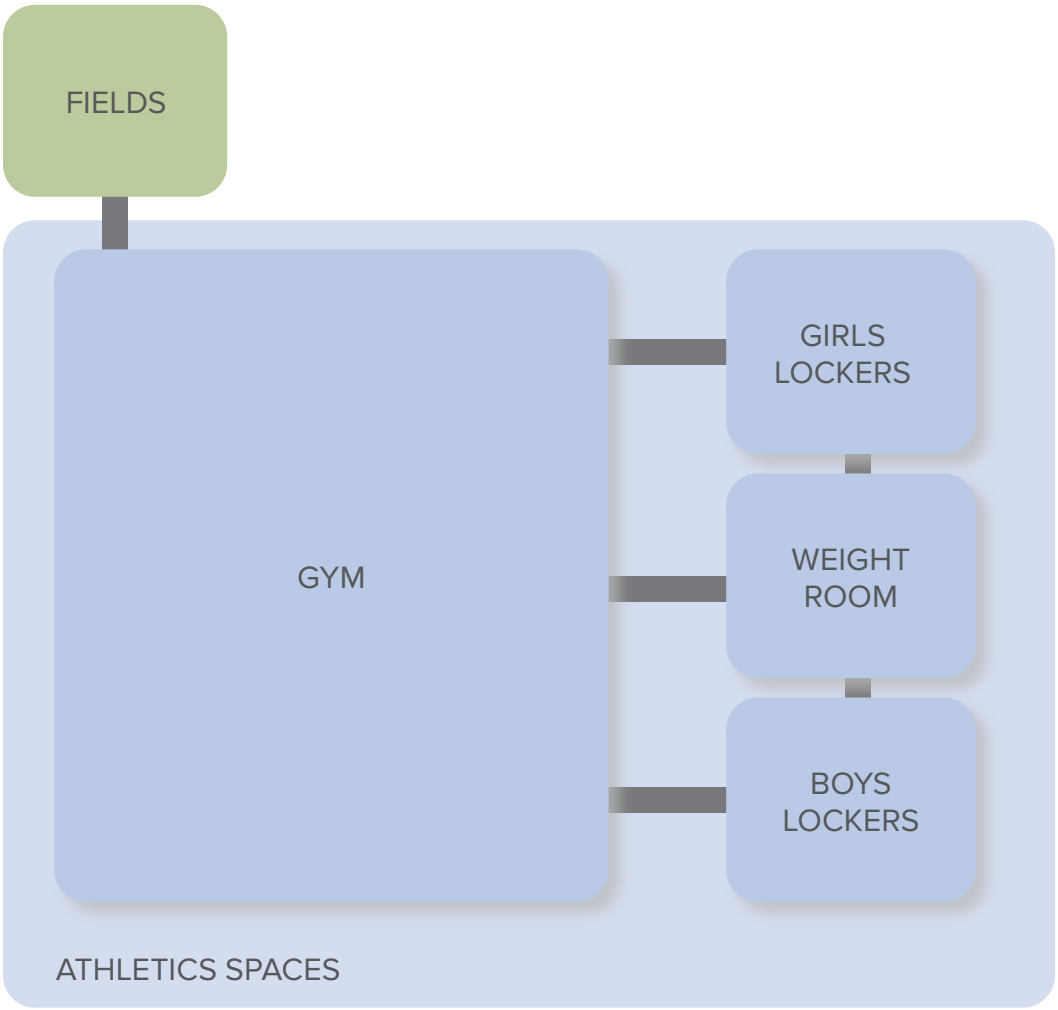
Furniture
Seating a combination of fixed seats and folding bleachers as appropriate.

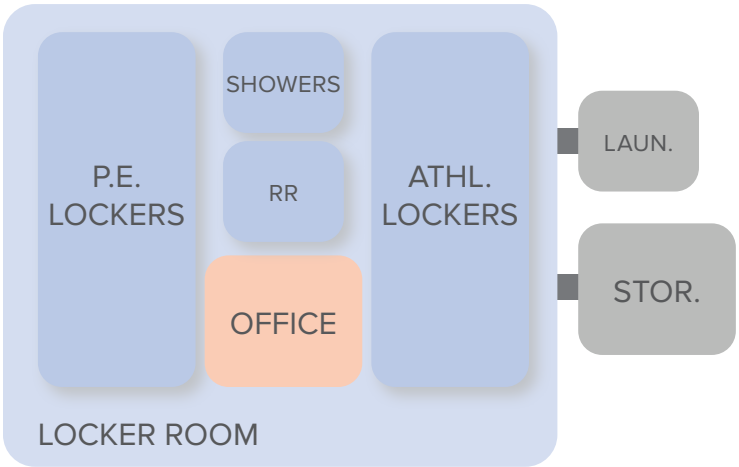
Utilities & Infrastructure Needs

+ Power: multiple receptacles for equipment usage.
+ Sinks: not required
+ Wi-Fi
+ Motorized retractable goals and bleachers, volley ball inserts, scoreboards.
+ Courtside receptacles for game time score table and score board usage.

ADJACENCIES

PHYSICAL EDUCATION I ATHLETICS





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 | LIFE SKILLS

DESIGN GUIDELINES

Accessibility
Life Skills rooms should be accessed from main arterial corridor as well as a local or collector corridor within the administration suite. If more than one life skills room is provided, rooms should be designed in pairs with each having access to a shared vestibule which in turn will provide access to a shared restroom. Each room should also provide direct access to a kitchen and restrooms, both of which may be shared when paired Life Skills rooms are provided.

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

Acoustic Considerations
Neighboring Life Skills rooms should not be able to hear one another when teachers are speaking at a reasonable teaching level or when students are engaged in normal daily activities. Special consideration should be given to the enhanced level of voices that may occur within these rooms. In addition, noise from students engaged in small group activity within corridors should not be disrupting to students or teachers within life skills rooms.

Flexibility
For the safety of life skills students 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 Life Skills rooms from the corridor.

Safety & Security
Life Skills rooms are considered safe with solid walls and locked doors.

INSTRUCTIONAL PROGRAM

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
+ 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.


10:18
Monday, May 21
CHILDCRAFT


Non Fiction Text Features
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Illustration & Photograph
Caption
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Glossary
Diagram
Chart
Label
Expository Writing
May 21, 2018
5-21-18

SPECIAL PROGRAMS | RESOURCE

DESIGN GUIDELINES

Accessibility
These spaces traditionally require similar educational and design standards to one another, but need not necessarily be located near each other.

+ The Testing Room and storage may be located within the Administration Suite, though accessed only from a main arterial corridor.
+ ISS may be isolated from other studios and offices and accessed from a main arterial corridor.

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. A small degree of glass may 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.

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.

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

SPECIAL PROGRAMS I SPECIAL EDUCATION SUPPORT

DESIGN GUIDELINES

Accessibility
These spaces traditionally require similar educational and design standards to one another, but need not necessarily be located near each other.

+ The Diagnostician Room may be located within and accessed from the Counselors suite.
+ The ARD Room should be located within the Administration Suite but only accessed through the Reception Room.

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. A small degree of glass may 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.

INSTRUCTIONAL PROGRAM

Learning Activities + Teaching Modes
These spaces provide the support for ease of access of additional resources for students in the SPED programs. It provides space for focused testing and diagnostics, controlled environments for student support and coaching.

Teaching Tools
N/A

Storage
Storage room for student files.

Furniture
Standard office furniture.

Utilities & Infrastructure Needs

+ Power: 4 receptacles per office with at least 1 being a quad.
+ Wi-Fi

SPECIAL PROGRAMS I IN-SCHOOL SUSPENSION (ISS)

DESIGN GUIDELINES

Accessibility
ISS may be isolated from other studios and offices and accessed from a main arterial corridor.

Natural Light
No natural light is needed into these spaces.

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. 1315 W Allen Fort Worth be provided in doors to allow limited visibility from the corridor.

Safety & Security
These rooms are considered safe with solid walls and locked doors.

INSTRUCTIONAL PROGRAM

Learning Activities + Teaching Modes
The space is for students having discipline issues.

Teaching Tools
Short throw projector, writable wall surfaces.

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

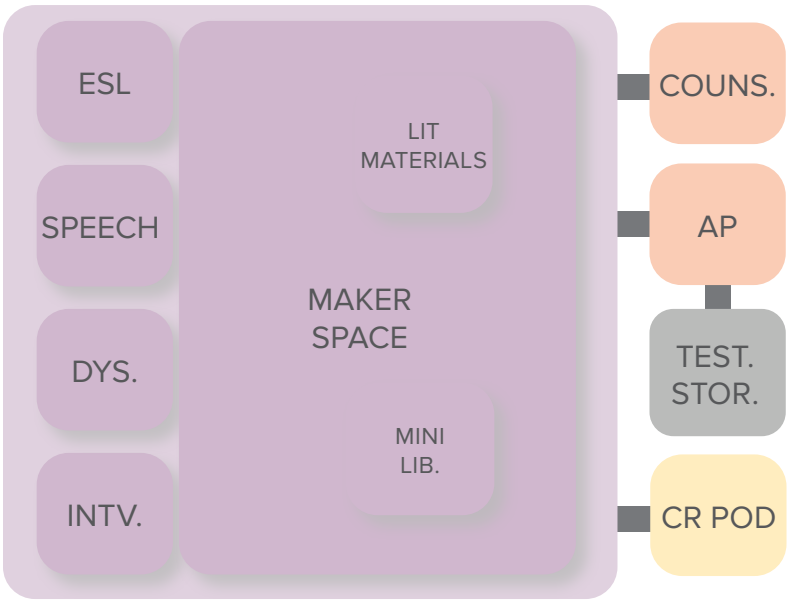
Furniture
Individual study carols for focused study

Utilities & Infrastructure Needs
+ Power: 1 receptacle per study carol.
+ Data: 1 drop per study carol, and one to accommodate short throw projector + 2 near teacher's desk
+ Wi-Fi
+ Provide one single-user restroom accessed from within the ISS room to prevent students from needing to leave during suspension.

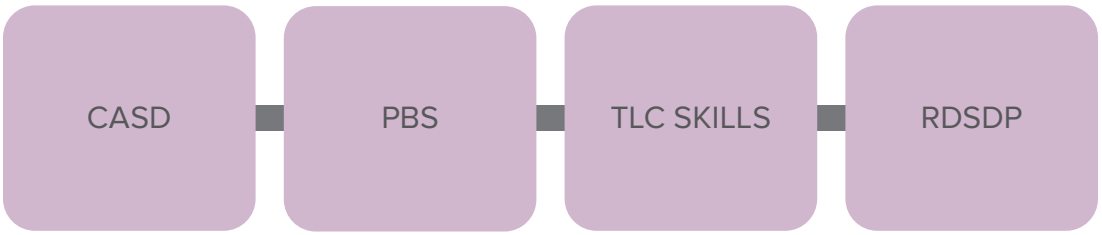
ADJACENCIES

SPECIAL PROGRAMS

LANGUAGE & SPEECH

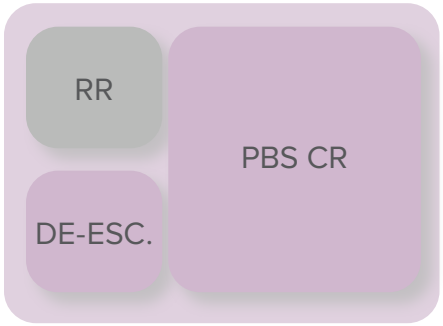


SPECIAL EDUCATION

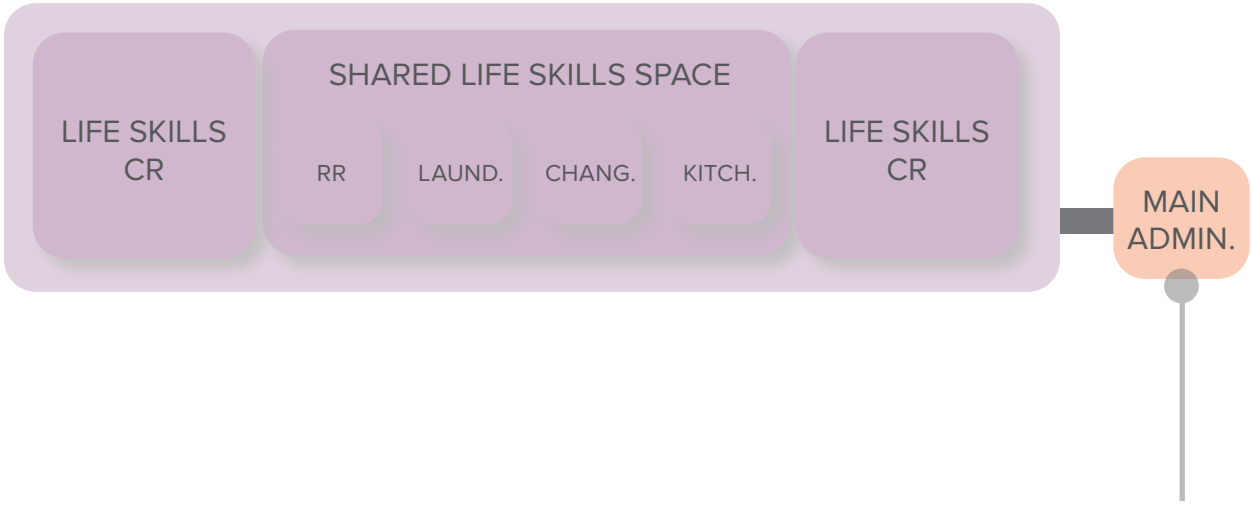


OTHER SPECIAL PROGRAMS

PBS SPACE



LIFE SKILLS



Life Skills should be located adjacent to the main admin area.

MAP LEGEND

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

LIBRARY, MEDIA, &
MAKER SPACE

LIBRARY/MEDIA CENTER

DESIGN GUIDELINES

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

Natural Light
Natural light and views should be maximized throughout with shades/blinds for projector use.

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 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 should incorporate glass to allow visibility from corridors or neighboring rooms. Glass may be provided in doors to allow 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.

INSTRUCTIONAL PROGRAM

Learning Activities + Teaching Modes
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.

Teaching Tools
+ 1 Large Projection Screen and Projector
+ 12 Desktop Computers with data drops
+ Writable surfaces where room design permits

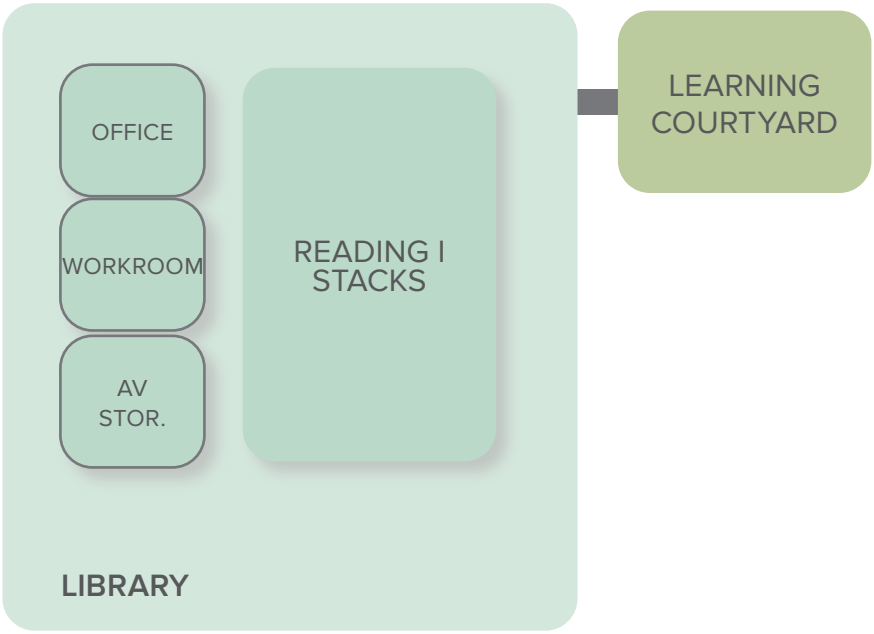
Storage
Storage required for books and audio/visual equipment.

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.

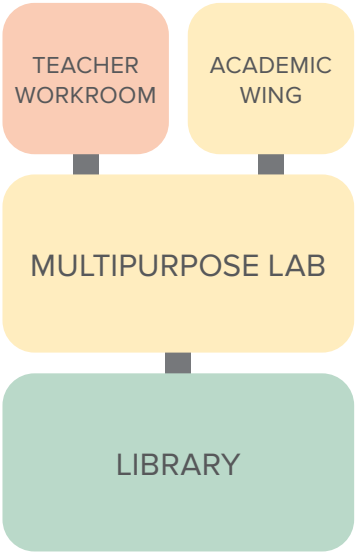
Utilities & Infrastructure Needs
+ Power: multiple receptacles throughout the media center and within each office.
+ Data: 2 located at the check-out desk, 12 for desktop computers, 2 data drops per office and work room, 2 data drops within the green room.
+ Sinks: provide double sink in the work room.
+ Wi-Fi


Nonfiction
Nonfiction

ADJACENCIES



FLEX LAB I TECHNOLOGY



MAP LEGEND

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

CAFETERIA &
DINING

DINING | CAFETERIA

DESIGN GUIDELINES

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

Natural Light
Natural light and views should be maximized throughout.

Acoustic Considerations
As the Cafeteria 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 Cafeteria should be realized through mobility of furniture. Cafeteria tables should be on casters to be easily moved.

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

Safety & Security
The Cafeteria 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.

PROGRAM

Learning Activities + Teaching Modes
Aside from serving as a dining hall, the Cafeteria 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

Storage
Storage required for tables, chairs and furniture

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 the Cafeteria. 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. Data and power needed for menu boards.
+ Sinks: N/A
+ Drinking Fountains and Bottle Fillers
+ Wi-Fi

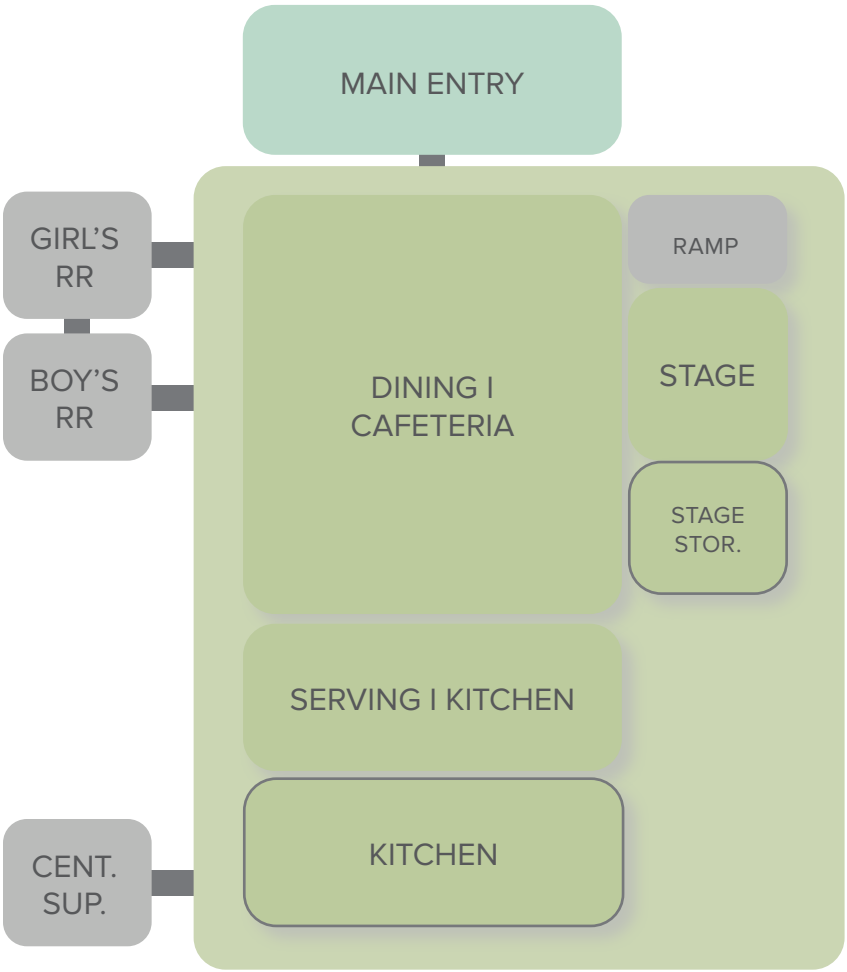
SPACES

+ Allow for 3 serving lines
+ Hot line, cold line and grab-and-go for breakfast
+ Consider decentralized locations for dining, including collaboration, common and flexible learning spaces
+ Encourage breakfast by allowing grab and go
+ Allow for additional serving areas elsewhere in the school to relieve bottlenecks
+ Additional spaces include office, lockers & restrooms
+ One TV Screen for announcements
+ Projector, sound system integrated
+ Provide space for shareable perishables (sharing table)

STORAGE & SUPPLIES

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

ADJACENCIES



MAP LEGEND

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

ADMINISTRATIVE
SPACES

MAIN ADMINISTRATION

DESIGN GUIDELINES

Accessibility
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. With the exception of the ARD Conference Rooms and Attendance Clerk's Office, 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
+ Testing Storage
+ STEM Counselor Secretary
+ Counselors' Reception 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 offices 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
Glazing will be limited to exterior walls except at the Reception area. The Administration Suite is considered safe with solid walls and locked doors.

Counselors' Suite
Consideration may be given to provide the counselors with their own suite separated from the rest of the administration rooms. The intent is to locate counselors closer to the student rooms and spaces, making them more private and inviting to students. In this configuration, access to all Counselor's offices should be through a Reception room which should be equipped with chairs for a minimum of six people.

AP Offices
Consideration may also be given to locating Assistant Principals' offices within the Learning Neighborhoods or wings. The intent is to locate AP's closer to the student rooms and spaces, making them more accessible and inviting to students, while providing Assistant Principals better opportunity for supervision. Direct access to these offices should be provided from a local or collector corridor

INSTRUCTIONAL PROGRAM

Learning Activities + Teaching Modes
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

Teaching Tools
N/A

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

Furniture
Office furniture appropriate for the various functions

Utilities & Infrastructure Needs

+ Power: multiple receptacles per office.
+ Data: 2 data drops per office
+ Sinks: provide double sink in the break room.
+ Wi-Fi


J.R. IRVIN ELEMENTARY

ADMINISTRATION | CLINIC

DESIGN GUIDELINES

Accessibility
The Clinic should be located within the Administration suite and near the reception room. Access to the clinic by students should be from the main corridor outside the administration suite. 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 offices 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. The Clinic is considered safe with solid walls and locked doors.

INSTRUCTIONAL PROGRAM

Learning Activities + Teaching Modes
The Clinic provides space for medical attention for staff and students, as well as storage and administration of medications.

Teaching Tools
N/A

Storage
Storage required for medical supplies and medications. Refrigerator needed for medications.

Furniture
Office furniture appropriate for clinic functions. Cots and cubicle curtains to be provided in the clinic room.

Utilities & Infrastructure Needs
+ Power: multiple receptacles per office.
+ Data: 2 data drops per office
+ Restroom(s), individual handicap accessible restroom.
+ Wi-Fi

ADMINISTRATION | WORKROOM

DESIGN GUIDELINES

Accessibility
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 should 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.

INSTRUCTIONAL PROGRAM

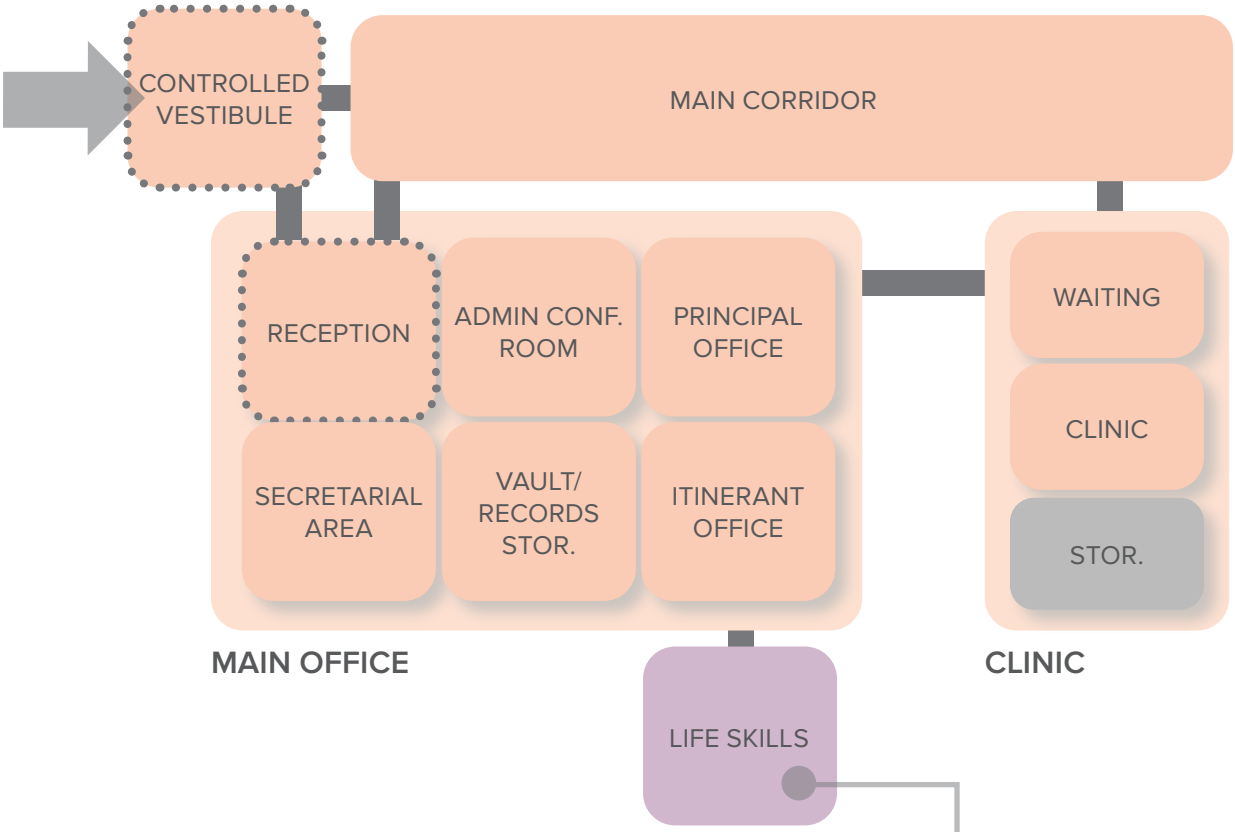
Teaching Tools
N/A

Furniture
Office furniture appropriate for the various functions

Utilities & Infrastructure Needs
+ Power: multiple receptacles
+ Data: 2 data drops per office
+ Sinks: provide double sink in the break room.
+ Wi-Fi

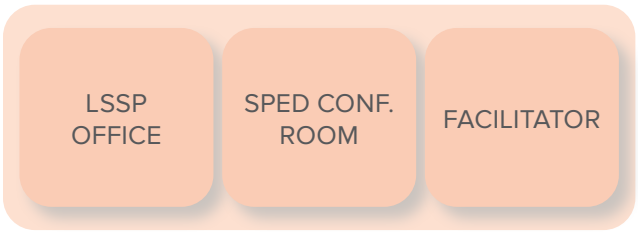
ADJACENCIES

ADMINISTRATION

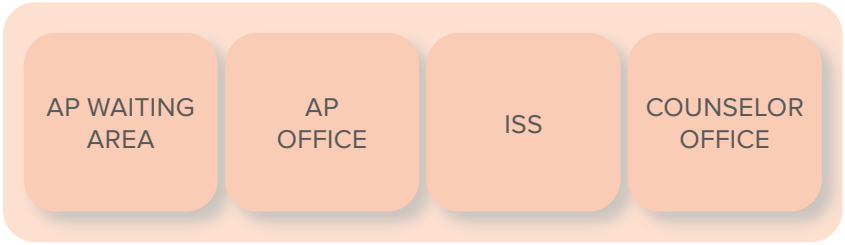


Life Skills should be located adjacent to the main admin area.

SPECIAL PROGRAMS

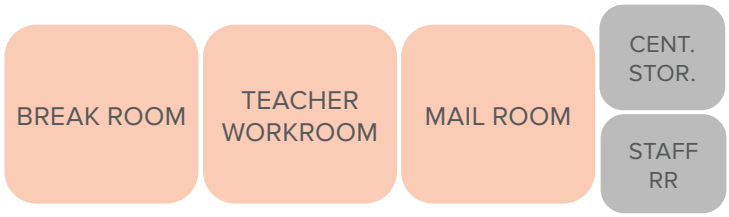


AP & COUNSELING

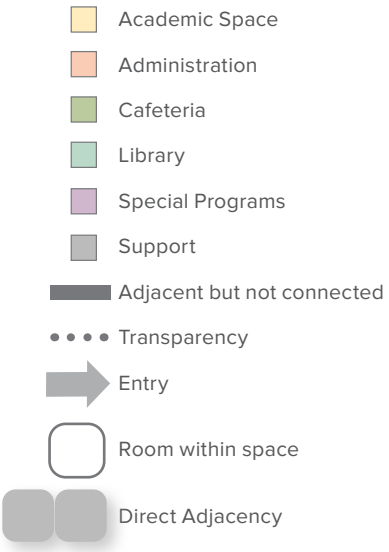


OTHER SPACES

TEACHER SPACES



MAP LEGEND



CORRIDORS, COLLABORATION & OUTDOOR LEARNING

GROUP STUDY & COLLABORATION

DESIGN GUIDELINES

Accessibility
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.

Transparency
Interior walls will not incorporate glass to allow any degree of visibility from corridors or neighboring rooms. Provide glazing at group study rooms; high visibility preferred in these areas.

Safety & Security
Except for the Media Center, interior walls will not incorporate glass to allow any degree of visibility from corridors or neighboring rooms. Vision panels should 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 the locked down in emergency situations; lockable doors in corridors may be incorporated to define these zones.

INSTRUCTIONAL PROGRAM

Learning Activities + Teaching Modes
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.

Teaching Tools
Writable surfaces where design permits

Storage
Storage required for tables, chairs and furniture.

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 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

PROGRAM OF SPACES

Space/Type of Space	Quantity	Square Footage per Space	Total Square Footage	Max Capacity (25 Students per Classroom)
INSTRUCTIONAL SPACES				
STUDIOS/SCIENCE LABS/COMPUTER LABS				
Sixth Grade Studios	16	738	11,808	400
Science Labs	3	1,243	3,729	75
Science Prep	1	654	654	
Seventh Grade Studios	16	736	11,776	400
Science Labs	3	1,221	3,663	75
Science Prep	1	655	655	
Eighth Grade Studios	16	728	11,648	400
Science Labs	3	1,214	3,642	75
Science Prep	1	635	635	
Computer Lab	1	949	949	25
STEM LABS				
Secretary	1	195	195	
Counselor	1	199	199	
Lab	1	1,040	1,040	25
Computer Lab	2	740	1,480	50
AREA SUBTOTAL			**51,124**	**1,500**
FINE ARTS				
BAND				
Band Hall	1	3,005	3,005	
Ensemble Room	2	402	804	
Office	1	293	293	
Music Library & Workroom	1	271	271	
Instrumental Storage	1	439	439	
Uniform Storage	1	255	255	
Individual Practice Rooms	8	54	432	
CHOIR				
Practice Hall	1	2,372	2,372	
Office	1	293	293	
Uniform Storage	1	168	168	
Riser Storage	1	148	148	
ORCHESTRA				
Rehearsal Room	1	2,200	2,200	
Office	1	195	195	
Instrument Storage	1	225	225	
Uniform Storage	1	225	225	
Total Non-Assignable Spaces (walls, circulation, etc.)			845	
AREA SUBTOTAL			**12,170**	**1,500**

PROGRAM OF SPACES

Space/Type of Space	Quantity	Square Footage per Space	Total Square Footage	Max Capacity (25 Students per Classroom)
FINE ARTS, CONT.				
ART				
Art Room	3	1,202	3606	75
Kiln Room	1	148	148	
Art Storage	3	100	300	
THEATER ARTS				
Classroom	1	833	833	25
Costume & Prop Storage	1	274	274	
UIL Set & Platform Storage	1	168	168	
Choir Riser Storage	1	155	155	
AREA SUBTOTAL			**13,964**	**100**
PHYSICAL EDUCATION				
Main Gymnasium	1	12,410	12,410	
Boys Athletics - Varsity Dressing Room	1	883	883	
Boys PE Dressing Room	1	698	698	
Boys Tlt and Showers	1	611	611	
Boys Storage	1	107	107	
Boys Storage	1	155	155	
Boys Coaches Office	1	264	264	
Head Coach's Office	1	123	123	
Coaches Tlt and Shower Room	1	121	121	
Girls Athletics - Varsity Dressing Room	1	881	881	
Girls PE Dressing Room	1	696	696	
Girls Tlt and Showers	1	627	627	
Girls Storage	1	107	107	
Girls Storage	1	155	155	
Girls Coaches Office	1	264	264	
Head Coach's Office	1	123	123	
Coaches Tlt and Shower Room	1	121	121	
Athletic Laundry	1	250	250	
General Athletic Storage	1	360	360	
Concessions	1	213	213	
Weight Room	1	1,943	1,943	
AREA SUBTOTAL			**21,112**	

PROGRAM OF SPACES

Space/Type of Space	Quantity	Square Footage per Space	Total Square Footage	Max Capacity (25 Students per Classroom)
SPECIAL PROGRAMS				
ISS (with tlt room)	1	531	531	
Life Skills (with tlt room)	1	1,211	1,211	
Computer Lab	2	1,012	2,024	
AREA SUBTOTAL			**3,766**	**50**
LIBRARY/LEARNING RESOURCE CENTER				
Media Area/Comp/Reading	1	4,319	4,319	
Office/Workroom	1	254	254	
Makerspace	1	228	228	
AV Storage	1	286	286	
AREA SUBTOTAL			**5,087**	
DINING				
Cafetorium	1	8,337	8,337	
Stage	1	2,003	2,003	
Chair Storage	1	364	364	
Kitchen (incl serving lines, office, dry stor, frz/ clr, janitor etc)	1	2,809	2,809	
AREA SUBTOTAL			**13,513**	
ADMINISTRATION				
MAIN ADMINISTRATION				
Reception/Waiting/Sec - 4 FTE	1	612	612	
Attendance Office	1	223	223	
Vault	1	244	244	
Work Room	1	541	541	
Principal Secretary	1	178	178	
Principal Office	1	263	263	
Conference Room	1	264	264	
Clinic (includes 2 cots & tlt rm)	1	406	406	
Storage	1	90	90	
Restrooms for Staff	2	53	106	
CMC (Content Mastery Center)	1	215	215	
CIS (Campus Instructional Specialist) Office	1	208	208	
ARD Conference Room	1	183	183	

PROGRAM OF SPACES

Space/Type of Space	Quantity	Square Footage per Space	Total Square Footage	Max Capacity (25 Students per Classroom)
ADMINISTRATION, CONT.				
SECONDARY OFFICE AREA				
Sec/Waiting for AP's	1	205	205	
Assistant Principal Offices	3	165	495	
AP Conference Room	1	169	169	
Counselor's Offices	3	176	528	
Conference Room	1	148	148	
Book Room	1	320	320	
Teacher Workrooms (1 per CR wing)	3	506	1518	
Technologist Office	1	388	388	
Testing Storage	1	362	362	
AREA SUBTOTAL			7,666	
GENERAL SUPPORT				
CUSTODIAL				
Central Supply Stor/Workroom	1	136	136	
Custodial Closets	5	102	510	
Grounds Equip Storage	1	160	160	
BUILDING SUPPORT SERVICES				
Main Electrical	1	355	355	
Electrical	5	185	925	
Elevator	1	56	56	
MDF	1	187	187	
IDF	4	115	460	
Fire Riser Room	1	123	123	
Student Restrooms (Girls)	5	242	1210	
Student Restrooms (Boys)	5	228	1140	
Single-user Toilet Rooms	2	52	104	
AREA SUBTOTAL			5,366	
TOTAL BUILDING AREA/CAPACITY TOTALS				
TOTAL NUMBER OF STUDENTS, MAX CAPACITY				**1,687**
TOTAL STUDENTS AT 80% CAPACITY				**1,350**
TOTAL NET SQUARE FOOTAGE			**126,237**	
TOTAL NON-ASSIGNABLE SPACES (WALL, CIRCULATION, CHASES, ETC.)			49,232	*39.0%*
TOTAL ESTIMATED BUILDING GROSS AREA			**175,469**	

Prepared for Killeen ISD by

Huckabee