prepared for_

WOODLAND PUBLIC SCHOOLS

regarding_

WOODLAND HIGH SCHOOL

EDUCATIONAL SPECIFICATIONS

McGRANAHAN architects

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PROCESS OVERVIEW

PROCESS OVERVIEW

In 2012 the Woodland School District, with the support of McGranahan Architects, conducted a number of workshops with community groups, students, staff and the school board, to discuss the scope of the new high school. The information gathered from those workshops provided the starting point for the development of the Educational Specifications contained in this report.

The process for developing the Woodland High School Educational Specification was overseen by Superintendent Michael Green. McGranahan Architects served as the project architect and facilitator of the process. The detail was developed with the active participation of a committee of volunteers, comprised of community members, high school staff and district administrators.

The committee met regularly over several months. Over these meetings the committee's discussions moved from the general to the specific, from overall goals to some of the specific features of desired facilities. The committee meetings were augmented by meetings with teacher representatives from each department in the current high school, which focused on the particular needs of each program. The committee also toured existing high schools in other districts that, to a greater or lesser degree, represent some of the aspects that are envisioned for the new school.

From those discussions the committee developed a list of design goals for the project, a list of the program elements that will be included in the project, detailed requirements for each program element, and diagrams of the internal relationships of those elements. The information developed by the committee is contained in this report.

The members of the Design Advisory Committee included:

Michael Rosenbalm, Community Representative
Paul Cline, Community Representative
Janice Watts, WSD Board of Directors
Bill Woodard, WSD Board of Directors
Michael Green, WSD Superintendent
John Shoup, WHS Principal
Paul Huddleston, WHS Athletic Director
Stacy Brown, WSD Business Manger
Steve Rippl, WSD Technology Director
Kimberly Miller, WHS Teacher
Jason Cowley, WHS Teacher

McGranahan Architects representatives included:

Christopher J. Lilley, AIA
Michael McGavock, AIA
Dion Serra, Associate AIA

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OVERALL PROJECT GOALS

To serve as a guide in the design of the new Woodland High School the Design Advisory Committee developed eight design goal statements. The statements, which are listed in more detail on the following pages, cover the following topics:

- The Learning Working Environment
- Flexible and Adaptable Spaces
- Effective Use of Technology
- Sustainable Design Considerations
- Community Use
- Safety
- Quality Expectations
- Look and Feel

THE LEARNING / WORKING ENVIRONMENT

GOAL STATEMENT

The design of the new Woodland High School should provide the type, quantity, quality, and variety of facilities that are necessary to allow students to excel in their learning and staff to thrive in a professionally rewarding environment.

DESIGN CONSIDERATIONS

- Interpersonal relationships are key to a successful education. The design should encourage and sustain connections between and among students, students and faculty and between the school and the community. The architecture should not isolate the teachers or the students from one another. Teachers should be accessible to students and the design should underscore that accessibility.
- The design should foster collaboration among teachers, among students, and between teachers and students. This will be supported by visual transparency between classrooms and all teaching areas. There will also be shared activity areas that will provide space for students from different classes and groups of different sizes to work together.
- The design should allow for a variety of teaching settings and modalities; traditional classroom groups, small group study, individual study, quiet and contemplative study, loud, physical activities, student presentations, and hands-on project-based learning.
- To enable classes to change modalities from day-to-day, class–to-class, and even within a given class period, the building should provide a variety of spaces for instruction within the general vicinity of the standard classroom modules.
- Social learning, and peer-to-peer learning among students, can be as valuable in a student's development as formal instruction. The building should provide places for social interactions and small group study (that can be easily supervised) throughout the building. These places can be formal locations, such as the reading area of the library or the commons, as well as informal "eddies" in the hallways.
- The current school is relatively small and has a small school feel that is valued by the students, staff and community. Part of the small school feel comes from the relationships that students form across grade levels and across areas of focus and interest. To help maintain that quality it is assumed that the design of the new school will not force the separation of students by grade or departments.
- It is assumed that, at initial occupancy, teachers will "own" their individual classrooms and their prep time will be spent there. It is not anticipated that teachers will roam from classroom to classroom and there will be no common teacher prep areas.
- All areas where students and staff will work should have access to abundant natural light and be provided with a means to control that light.
- Space should be provided throughout the building to display and celebrate student work.
- Size of classrooms should not be compromised.
- The design should include adequate storage for the variety of functions in the school. Teachers should have a secure place in their classroom for their equipment, supplies and other tools.
- Teachers should have easy access to supplies, copiers, and other support equipment they need.
- Students and teachers should have access to outdoor spaces for social and educational activities.

FLEXIBLE ADAPTABLE SPACES

GOAL STATEMENT

The design of the new Woodland High School should maximize the use of current resources and allow for future changes in the way the building will be used by providing spaces that are both flexible and adaptable. Flexible space is space that can serve multiple functions and space whose function can change relatively easily with need. Adaptable space is space that can be adapted to serve a significantly different function over a longer period of time

DESIGN CONSIDERATIONS

- Recognizing that it is difficult to predict the variety of different approaches to curriculum delivery that will be implemented at the high school over its long life, the design should not respond to any one curriculum model too strongly. For example, the design should not assume that the school will always be organized by academic departments.
- Although flexibility is desired it should not be implemented to the point that spaces do not serve their primary function well – no "Swiss army knife" solutions.
- Ultimate flexibility, based on individual teacher preferences, is not anticipated. Teachers will have the latitude to arrange their individual rooms to their liking but within a range of school standards.
- The use of movable or operable walls to create flexible space should be limited. It is expected that there will be some instances in the building where a properly designed and installed operable partition will be very useful and will allow for a quick change in the function or configuration of a multi-use space. But their use should be limited to those locations where the potential uses of a space are distinct enough from one another and converting from one mode to another will occur regularly enough such that the operable partition will actually be used.
- Constructing physical, immovable constraints (e.g. floor mounted outlets, or built in risers in computer rooms) should be avoided to the extent possible.
- Necessary infrastructure, that is difficult and costly to move in the future, should be grouped. For example, electrical rooms, custodial rooms, stairs, and toilet rooms that serve a classroom wing should be grouped in one location to allow greater flexibility in the rest of the wing.
- Structural systems should strive to take advantage or exterior walls and walls associated with the fixed items noted above to allow greater flexibility within the floor plate of the building for future reconfigurations.
- Building services and utilities should be organized with a central line with branch circuits, rather than a loop system, so that when future renovations are necessary the branch circuits can more easily be modified without impacting the overall system.
- Furniture should be considered in the design phase as a viable way to create different configurations of similar spaces, which can be easily reconfigured in the future. Avoid extensive built in casework.

EFFECTIVE USE OF TECHNOLOGY

GOAL STATEMENT

The design of the new Woodland High School should provide ready, integrated, and flexible access to technology throughout the facility.

DESIGN CONSIDERATIONS

- The utilization of technology, in a wide variety of forms, is already infused throughout the curriculum delivery at Woodland High School. That is only expected to increase in the future.
- The design should provide appropriate infrastructure to support instructional technologies in classrooms, both those that are currently available and those that are likely to be employed in the foreseeable future. Currently this would mean supporting access to computers, the internet, video and image projection, digital output, "smart boards", voice amplification and other curriculum specific technology.
- Classroom infrastructure should allow teachers to customize the use of technology to fit curriculum and individual preferences. However, some standardization of classroom technology is anticipated to reduce the cost of system maintenance.
- The design should provide for the use of technology in all instructional, meeting, gathering and support spaces.
- The design should anticipate both enrollment growth and future changes in technology.
- The design should include appropriate technology that enhances student learning, improves school safety and security and supports energy and operational efficiency.
- Access to technology is not universal in all of the areas that the Woodland School District serves. Economic and geographical conditions within the District also make it unreasonable to expect that all students will have ready access to technology outside of school. While that is likely to change in the future, and the design will need to accommodate that change, in the short term the new school should not be based on a curriculum approach that depends upon students utilizing technology outside of the school.
- Technology is anticipated to move more and more toward individual handheld devices, such as tablet PCs and smart phones. That transition is already influencing how technology is used in Woodland High School and the trend is expected to continue. In the interim however, more traditional computer labs, with higher performing desktop workstations will be required for a variety of the programs in the school.
- The approach to technology in the new building should balance the desire to use the "latest and greatest" technology with the reality of the relatively short life span of technology and the related cost of replacing it in the future.

SUSTAINABLE DESIGN

GOAL STATEMENT

It is the Woodland School District's intent to design a school facility that is ecologically friendly, energy efficient and cost effective; A design that, at a minimum, meets the requirements of the Washington State Sustainable School Protocols, while maximizing opportunities to exceed those requirements; And a design that creates a healthy and safe learning environment for students, staff and the community.

DESIGN CONSIDERATIONS

- The design should be economically responsible, balancing long-term benefits with short term costs.
- The design should maximize resource efficiency (exceed energy code requirements).
- The design should invest in systems that will provide operational savings equal to their initial cost premium within the first half of their operational life span.
- The design should create a healthy indoor environment with access to natural light and views from all occupied spaces, appropriate temperature controls, and sufficient ventilation.
- The new facility should be flexible, adaptable and expandable, with minimal impact to ongoing operations.
- The building and site themselves can be used as teaching tools.
- The design should reduce the overall maintenance cost, per square foot of building area, when compared to other district facilities, through logical design and by selecting systems and finish materials that are maintenance friendly.

COMMUNITY USE OF THE FACILITY

GOAL STATEMENT

The new Woodland High School should be a focal point for the community and a center of community activity.

DESIGN CONSIDERATIONS

- The new Woodland High School will be first and foremost a school but it can also serve as an amenity to the community as a whole. It is anticipated that the school will be open and used by the community well outside of the normal school hours for meetings, sporting events, access to technology, community education, private events, etc.
- The design should allow for, and encourage, community use of a variety of the school's facilities – library, classrooms, commons, gym, fields, art rooms, etc. At the same time some areas should have restricted access for safety and security reasons (eg. the administration, or science rooms).
- The school should be organized in zones, such that certain facilities can be open to the community without opening the entire school.
- When visitors come to the school they should enter near or at the commons so that they know they are at a school and they get a sense of "school life".
- Provide adequate parking for large public events like graduation, performances and sporting events.
- Design spectator facilities, such as the gyms, that are large enough and have the seating capacity to handle large crowds.

SAFETY

GOAL STATEMENT

The design of the new Woodland High School should ensure a physically safe and emotionally secure environment for students, staff and visitors.

DESIGN CONSIDERATIONS

- The school grounds should be designed to segregate student traffic, bus traffic, and parent/visitor traffic, as well as pedestrian and bicycle traffic.
- Adequate exterior lighting should be provided for security of participants at evening events and to discourage unwanted activities on school grounds at night.
- Site landscaping should avoid creating hiding spots and obstructing site lines from the building and street.
- The majority of facilities should be contained under one contiguous roof.
- Building entry points should be limited such that all visitors to the school entry at a singular point. The design should include a controlled entry vestibule that requires anyone entering the building outside of the beginning and end of the school day to enter through administration.
- The administration should be located such that is has good visual supervision of all traffic coming on and off the site, all people approaching the building, and of the main building entry.
- Individual program spaces may be provided with direct access to the exterior of the building as their curriculum dictates (e.g. art, science, CTE). Individual instructors in those spaces will have responsibility for ensuring that the doors are closed and locked when not in use.
- An electronic access control system should be provided in the building that enables the District to easily control and track who has access to the building.
- Corridors should be wide and straight, with limited hidden spots to allow for easy supervision.
- Areas where students congregate (i.e. lockers, lunch room, bus drop off) should be adequately sized for the anticipated demand to reduce the potential of student conflicts.
- Specific places should be provided in the building for students to congregate and socialize before and after school, where school staff can easily monitor activities.
- All classrooms should have a visual connection to the building's corridors and shared spaces so that an administrator passing a room can easily see the activity inside.
- All classroom doors should be able to be locked from the inside, without requiring the instructor to open the door. All classroom windows should be provided with blinds. All classrooms should be provided with two-way communication to the admin and outside the school.

QUALITY EXPECTATIONS

GOAL STATEMENT

The design of the new Woodland High School should provide a school that is durable, easy to maintain and cost effective to operate.

DESIGN CONSIDERATIONS

- Longevity of the building is more important than aesthetics. Design for a 50-year life span for the structure, 30 years for the systems and 15 years for the finishes.
- Select finish materials that will be easy to maintain, with minimal manpower, and which can withstand the level of use typical at a high school without losing their appeal.
- Evaluate systems and materials based on their long-term maintenance costs and the impact that will have on future levies, not just initial purchase costs.
- Invest in infrastructure that will allow for future modifications without full replacement.
- Classrooms should be as functional in 20 years as they are on the day the school opens.
- The design should anticipate and plan for future expansion to the facility. Design core facilities that can support a larger student population than the initial occupancy.
- The design should provide for the current curriculum but allow for changes in that curriculum that will inevitably come with time.
- Every space in the building should be designed with flexibility as a goal. Flexibility in the programs it can support. Flexibility in its configuration. And flexibility in the way it will be used.

LOOK AND FEEL OF THE BUILDING

GOAL STATEMENT

The new Woodland High School should be an open, welcoming, and safe place for students, staff and visitors, which reflects the values and character of the Woodland Community.

DESIGN CONSIDERATIONS

- The building's scale, massing, form and configuration should clearly identify it as a school building and as an important building in the community.
- The new school will be very visible from I-5 which presents a great opportunity to make a statement about the value of education in the Woodland community.
- The shared experience of being from Woodland and attending the community's only high school should be apparent in the building. The legacy that is part of the current high school should somehow be transferred over to the new school.
- The design should provide ample places to display student work, school awards and trophies, and other elements that inspire school pride.
- The building should respect its rural context and fit well with its site and the larger community.
- The building should reflect the history and future of the community.
- Materials should be warm in color, texture and finish.
- The main entry should be easily identifiable and the organization of the building and site should be simple and logical.
- Congregation and circulation spaces should be wide and open. Adequate space should be provided inside and out for students, staff and visitors to spend time in the building.
- All areas of the building should have access to ample natural light and have a strong connection to the outdoors.

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BUILDING REQUIREMENTS

CALCULATING THE NUMBER OF TEACHING STATIONS

The first step in determining the size of the facility is to calculate the number of teaching stations that will be required. A teaching station is any area of the building where direct teacher to student instruction will occur. It may be a traditional classroom, a specialty lab, a gym, a shop, or any other place where teachers are formally assigned to instruct students.

To determine the number of teaching stations four main variables have to be taken into account:

1. The targeted student capacity of the building (in this case 900);
2. The average number of students in a typical class (in this case 30);
3. The composition of the school's curriculum (the number of basic requirements and electives each student has to have at each grade level);
4. The number of periods in a school day.

With those variables a model can be established to calculate the "ideal" number of teaching stations that are required. However, the actual number of stations required is influenced significantly by building efficiency, or how much of the building is being used at any given point in the day. Building efficiency depends on space utilization and program diversity.

BUILDING EFFICIENCY – SPACE UTILIZATION

The first variable in building efficiency is space utilization which speaks to how highly each space in the building is utilized in a given day. In other words, how many hours of each day is the space used for direct student instruction. At one end of the spectrum there are general classrooms; classrooms that do not have any specialized equipment and can serve a variety of programs. Those rooms can conceivably be utilized every period of the day and be 100% efficient. At the other end are the very specialized classrooms like the Industrial Technology Lab. The demand for that program may only require the space to be used 3 periods of the day, and, because of the specialized nature of the facility, it does not lend itself well for other programs. Therefore it is only utilized for 50% of the day. As an example, if there are 10 general classrooms being used all day and one shop being used half the day, the net average building efficiency is 95%.

Unfortunately, in a comprehensive high school like Woodland there are a number of programs that do not operate at 100% efficiency, such as CTE, drama, music, band, etc. As such, achieving a building efficiency even as high as 90% is very rare. That is only achievable if all the general classrooms are utilized at 100%. What that means is that when a teacher has their planning period they leave their room and another teacher comes in to use the space, every classroom, every period. Because every instructor has a planning period, at 100% efficiency for every five teachers who vacate their room you have one teacher that roams from room to room every period.

Even under the model where teachers leave their room for planning, because of the more specialized program spaces, 100% efficiency is not a realistic expectation. The average high school building, when running at design capacity, typically operates at 80-85% efficiency.

Another consideration in determining a building's efficiency is where the teachers will do their planning. If teachers are expected to leave their room for planning they will need somewhere else to go and area must be provided in the building for that activity. Common planning rooms and shared teacher offices have been used successfully by other districts to increase building efficiency and, in some cases, to increase collaboration among the staff. But the value of the increased efficiency must be weighed against the initial construction cost of adding the planning rooms. In the case of Woodland High School, it is not anticipated that the design will include shared planning rooms. Teachers will, for the most part, have a room that is their own and not move out during planning periods.

BUILDING EFFICIENCY – PROGRAM DIVERSITY

The second variable that will impact building efficiency is the variety and flexibility of the curriculum. Because Woodland High is the only high school in the district it must serve a wide range of curriculum needs. As discussed above, many of the programs will require specialized equipment, and as such, the rooms that house them will not lend themselves to serving other program offerings. As a result the building efficiency will go down. This phenomenon is exacerbated by the need to allow students to explore a wide range of possibilities in their high school career.

As an example, the band room might be able to accommodate 56 students in first period. It is presumable that all 56 students are at the same level of musical competency, but they are very likely not all at the same grade level. In the next period those 56 students will go to their next classes throughout the building and fill up the equivalent of two general classrooms. If there are another 56 students that can come into the band room then the efficiency stays high. However, if the course offered in the next period is an advanced music program and only 28 students are qualified to be in the class, then the band room's capacity effectively drops from 56 to 28. There are 28 students that need to be somewhere else that period. That means another full teaching station is required in the second period that was not required in the first period. The choice becomes to either add a teaching station or to limit the music program to offerings that can serve a full 56 students.

The equation becomes even more complicated when taking into account the fact that many students will take several specialized courses in a variety of departments during the same quarter. The wider the variety of offerings, and the greater schedule flexibility the district allows, the lower the building efficiency.

TARGET

At the end of the process the objective is to project the right number and type of teaching stations that will be able to support the curriculum of the school and ensure that each period of the day there is a place for every student. The capacity and scheduling model enclosed in this report indicates that 43 teaching stations will be required to serve a student population of 900 students. The overall building efficiency will be targeted at 80-85%.

The following pages contain room scheduling analysis for the new school at its initial occupancy (projected to be 650 students) and its full capacity of 900.

Room Scheduling Scenarios

650 Student Capacity (Initial Occupancy)

Typical Classroom Count: 27
Science Lab Count: 32
Gym Class Count: 30
Music Class Count: 55
Special Ed Class Count: 8

27 Indicates number of students being accomodated in teaching station.
P Indicates teaching station being used for teacher planning
Indicates unused teaching station.

	Period 1	Period 2	Period 3	Period 4	Period 5	Period 6				
Core Curriculum Classrooms										
English 1	27	27	27	P	27	27	135	648	Students accomodated	972 Total Capacity
English 2	P	27	27	27	27	27	135	650	Projected need	648 Used Capacity
English 3	27	P	27	27	27	27	135	(2)	Delta	67% Efficiency
English 4	27	27	P	27	27	27	135			
English 5	30	27	27	27	27	P	108	*Does not include load of health classes in empty room		
Computer Lab 1										
Health using english room 2 periods										
Math 1	27	27	P	27	27	27	135	567	Students accomodated	810 Total Capacity
Math 2	27	27	27	27	P	27	135	585	Projected need	567 Used Capacity
Math 3	P	27	27	27	27	27	135	(18)	Delta	70% Efficiency
Math 4	27	27	27	27	27	P	135			
Computer Lab 2						27	27			
Computer Lab 3										
Health using computer lab 1 periods										
Social Studies 1	P	27	27	27	27	27	135	459	Students accomodated	648 Total Capacity
Social Studies 2	27	27	27	27	27	P	135	465	Projected need	459 Used Capacity
Social Studies 3	27	27	27	27	P	27	135	(6)	Delta	71% Efficiency
Social Studies 3	27	30	27				54	*Does not include load of health classes in empty room		
For. Language 1	P	27	27	27	27	27	135	324	Students accomodated	486 Total Capacity
For. Language 2	27	27	P	27	27	27	135	323	Projected need	324 Used Capacity
For. Language 3	27	27	30				54	2	Delta	67% Efficiency
Health using language room 1 period										
Science Lab/Classrooms										
Science 1	32	32	32	32	P	32	160	544	Students accomodated	1152 Total Capacity
Science 2	32	P	32	32	32	32	160	545	Projected need	544 Used Capacity
Science 3	32	32	P	32	32	32	160	(1)	Delta	47% Efficiency
Science 4	P	32	32				64			
Science 5										
Science 6										
Career & Technical Education										
Industrial Technology Lab	27	27	27	P			81	135	Students accomodated	324 Total Capacity
Horticulture Lab			P	27	27		54	135	Projected need	135 Used Capacity
									Delta	42% Efficiency
Business Technology/Marketing										
Business Applications Lab		P	27	27	27	27	108	162	Students accomodated	324 Total Capacity
Business Applications Lab			P		27	27	54	160	Projected need	162 Used Capacity
								2	Delta	50% Efficiency
Family and Consumer Science										
FCE Classroom	27	P	27	27	27	27	135	135	Students accomodated	162 Total Capacity
								148	Projected need	135 Used Capacity
								(13)	Delta	83% Efficiency
Fine Arts										
2D Art	27	27	27	27	27	P	135	216	Students accomodated	324 Total Capacity
3D Art				27	27	27	81	203	Projected need	216 Used Capacity
								13	Delta	67% Efficiency
Performing Arts										
Band	55	P	55		55		165	219	Students accomodated	510 Total Capacity
Drama/Choir	27	27		P			54	232	Projected need	219 Used Capacity
								(13)	Delta	43% Efficiency
Fitness/Physical Education										
Main Gym Station 1	30	30	30	30	P	30	150	300	Students accomodated	900 Total Capacity
Main Gym Station 2						P		317	Projected need	300 Used Capacity
Auxiliary Gym								(17)	Delta	33% Efficiency
Weight Room				P		30	30			
Fitness Room	30		P	30	30	30	120			
Specialized Instruction										
Resource		8	P		8	8	24	63	Students accomodated	111 Total Capacity
Resource	8		8		P	8	24	46	Projected need	63 Used Capacity
Life Skills/DD	8	8	8	8	8	8	15	17	Delta	57% Efficiency
45 Total Teaching Stations										
Total Students each period	662	631	659	650	651	642		649	Average Per Period	
Number in Health Classes (roaming)	30	30	30					90	Total in Health Classes (roaming)	

900 Student Capacity (Full Occupancy)

Typical Classroom Count:	30
Science Lab Count:	32
Gym Class Count:	35
Music Class Count:	55
Special Ed Class Count:	10

30 Indicates number of students being accomodated in teaching station.
P Indicates teaching station being used for teacher planning
Indicates unused teaching station.

	Period 1	Period 2	Period 3	Period 4	Period 5	Period 6				
Core Curriculum Classrooms										
English 1	30	30	30	P	30	30	150	900	Students accomodated	1080 Total Capacity
English 2	30	30	30	30	P	30	150	890	Projected need	900 Used Capacity
English 3	30	P	30	30	30	30	150	10	Delta	83% Efficiency
English 4	30	30	P	30	30	30	150			
English 5	30	30	30	30	30	P	150			
English 6	30	P	30	30	30	30	150			
Math 1	30	30	P	30	30	30	150	810	Students accomodated	900 Total Capacity
Math 2	30	30	30	30	P	30	150	810	Projected need	810 Used Capacity
Math 3	P	30	30	30	30	30	150		Delta	90% Efficiency
Math 4	30	30	30	30	30	P	150			
Math 5	30	30	30	P	30	30	150			
Math 6 / Health	30	30	30	P	30	30	60	*Does not include load of health classes in empty room		
Social Studies 1	P	30	30	30	30	30	150	600	Students accomodated	720 Total Capacity
Social Studies 2	30	30	30	30	30	P	150	645	Projected need	600 Used Capacity
Social Studies 3	30	30	30	30	P	30	150	(45)	Delta	83% Efficiency
Social Studies 4	30	P	30	30	30	30	150			
For. Language 1	P	30	30	30	30	30	150	450	Students accomodated	540 Total Capacity
For. Language 2	30	30	30	30	P	30	150	438	Projected need	450 Used Capacity
For. Language 3	30	30	30	30	P	30	150	13	Delta	83% Efficiency
Science Lab/Classrooms										
Science 1	32	32	32	32	P	32	160	800	Students accomodated	1152 Total Capacity
Science 2	32	P	32	32	32	32	160	810	Projected need	800 Used Capacity
Science 3	32	32	P	32	32	32	160	(10)	Delta	69% Efficiency
Science 4	32	32	32	32	32	P	160			
Science 5	32	32	32	P	32	32	160			
Science 6										
Career & Technical Education										
Industrial Technology Lab	30	30	30	P			90	180	Students accomodated	360 Total Capacity
Horticulture Lab			P	30	30	30	90	190	Projected need	180 Used Capacity
								(10)	Delta	50% Efficiency
Business Technology/Marketing										
Business Applications Lab	P	30	30	30	30	30	150	240	Students accomodated	360 Total Capacity
Business Applications Lab		30	P	30	30	30	90	220	Projected need	240 Used Capacity
Health using room for one period								20	Delta	67% Efficiency
								*Does not include load of health classes in empty room		
Family and Consumer Science										
Culinary Arts Classroom/Lab	30	30	P	30	30	30	150	150	Students accomodated	180 Total Capacity
								171	Projected need	150 Used Capacity
								(21)	Delta	83% Efficiency
Fine Arts										
2D Art	P	30	30	30	30	30	150	300	Students accomodated	360 Total Capacity
3D Art	30	30	30	P	30	30	150	250	Projected need	300 Used Capacity
								50	Delta	83% Efficiency
Performing Arts										
Band	55	P	55		55		165	285	Students accomodated	540 Total Capacity
Drama/Choir	30	30	30	30	P		120	286	Projected need	285 Used Capacity
								(1)	Delta	53% Efficiency
Fitness/Physical Education										
Main Gym Station 1	35	35	35	35	P	35	175	455	Students accomodated	1050 Total Capacity
Main Gym Station 2	35	35			35	P	105	456	Projected need	455 Used Capacity
Auxiliary Gym								(1)	Delta	43% Efficiency
Weight Room				P	35	35	70			
Fitness Room			P	35	35	35	105			
Specialized Instruction										
Resource		10	P	10	10		30	75	Students accomodated	135 Total Capacity
Resource	10			10	P	10	30	67	Projected need	75 Used Capacity
Life Skills/DD	10	10	10	10	10	10	15	8	Delta	56% Efficiency
43 Total Teaching Stations										
Total Students each period	905	908	888	888	908	913		902	Average Per Period	
Number in Health Classes (roaming)	30	30			30	30		120	Total in Health (roaming)	

AREA REQUIREMENTS

For every teaching station in the building there are a number of support spaces that are also required. Program spaces require storage rooms, offices and prep rooms. PE requires locker rooms, equipment storage, and laundry facilities. Band requires practice rooms and instrument storage. Just about every program space has associates support spaces that come with it.

There are also a variety of non instructional spaces that are required, such as administrative offices, food service facilities, the school nurse, the career center and others. There are spaces that augment instructional space but are not counted in the number of teaching stations, such as the Commons.

In addition to all the programmed spaces there are facilities that are required for the operation and maintenance of the building; things like hallways, stairs, toilet rooms, custodial closets, mechanical and electrical rooms and other incidental areas.

When all of those support areas are added to the required teaching stations and the teaching stations are allocated the appropriate floor area, we can develop a detailed estimate of the size of the new building. Based on the program contained in this report the new Woodland High School will be approximately 157,000 square feet. The specific area allocations, space by space, are shown in the Area Analysis on the following pages.

Area Analysis

Target Enrollment: **900** **Students**
Based on Requests From Staff During Preliminary Ed Spec Interviews
Last Updated September 28, 2012

General Classrooms	Teaching Stations	Support Space	Area	Subtotals	
English Classroom	5		850	4,250	
Math Classroom	5		850	4,250	
Social Studies Classroom	4		850	3,400	
Foreign Language Classroom	2		850	1,700	
Computer Labs	3		850	2,550	
Shared Activity Areas (Allowance)		1	5,000	5,000	
Subtotal General Classrooms	**19**	1			**21,150**

Science Classrooms	Teaching Stations	Support Space	Area	Subtotals	
Chemistry Lab	2		1,400	2,800	
Chemistry Prep / Storage		1	350	350	
Biology Lab	2		1,400	2,800	
Biology Prep / Storage		1	350	350	
Gen Science Lab	2		1,400	2,800	
General Science Prep/Storage		1	350	350	
Subtotal Science Classrooms	**6**	3			**9,450**

Career and Technical Education	Teaching Stations	Support Space	Area	Subtotals	
Industrial Technology					
Numeric Controlled Equip Shop (Metal)	1		1,000	1,000	
Numeric Controlled Equip Shop (Wood)	1		1,000	1,000	
Industrial Tech Shop	1		1,450	1,450	
CADD Lab	1		400	400	
Project Storage/Tools/Lockers/etc.		1	700	700	
Office		1	100	100	
Exterior Covered Storage		1	600	600	
Metals Technology Subtotal	**2**	3		**5,250**	
Horticulture / Floral					
Horticulture Lab (including Prep/Storage/Floral)	1		1,500	1,500	
Greenhouse / Potting Shed		1	1,500	1,500	
Horticulture Subtotal	**1**	1		**3,000**	
Business Education/Marketing					
Business / Marketing / Publications	2		1,200	2,400	
Student Store		1	500	500	
Store Storage / Prep		1	125	125	
Store Office		1	80	80	
Business Subtotal	**2**	3		**3,105**	
Family & Consumer Science					
Culinary Arts Lab	1		1,400	1,400	
Culinary Arts Storage		1	150	150	
Office		1	100	100	
Pantry/Laundry		1	150	150	
Family / Consumer Subtotal	**1**	3		**1,800**	
Subtotal CTE	**6**	10			**13,155**

Fine and Performing Arts	Teaching Stations	Support Space	Area	Subtotals	
Art					
3D Art Classroom	1		1,200	1,200	
2D Art Classroom	1		1,200	1,200	
Kiln Room		1	80	80	
Shared Art Storage		1	300	300	
Art Office		1	120	120	
Art Subtotal	**2**	3		**2,900**	
Music / Drama					
Band Room	1		2,500	2,500	
Instrument Storage		1	200	200	
Uniform Storage		1	125	125	
Music Office/Library		1	250	250	
Practice Rooms		3	75	225	
Ensemble Practice (12-person) / Recording		1	300	300	
Black Box Drama Classroom (Stage) / Choir	1		1,900	1,900	
Drama Storage		1	400	400	
Music Subtotal	**2**	8		**5,900**	
Subtotal Fine and Performing Arts	**4**	11			**8,800**

Physical Education / Athletics	Teaching Stations	Support Space	Area	Subtotals	
Main Gym (1,500 seats)	2		5,500	11,000	
Auxiliary Gym	1		5,100	5,100	
Weight Room	1		1,800	1,800	
Wrestling / Fitness Room	1		3,500	3,500	
Spin Bike Storage		1	350	350	
Athletics Storage		1	750	750	
P.E. Storage		1	750	750	
Mat Storage		1	200	200	
Boys Locker		1	2,100	2,100	
Male Teachers' Offices		1	170	170	
Male Coaches Office/Lockers		1	250	250	
Girls Locker		1	2,100	2,100	
Female Teachers' Offices		1	170	170	
Female Coaches Office/Lockers		1	250	250	
Training Room		1	250	250	
Laundry		1	200	200	
Events Concessions		1	200	200	
Event Foyer/Lobby		1	750	750	
Subtotal PE / Athletics	**5**	14			**29,890**

Special Education	Teaching Stations	Support Space	Area	Subtotals	
Resource Rooms	2		700	1,400	
Life Skills Room	1		950	950	
Toilet/Changing		1	160	160	
Time Out Room		1	80	80	
Storage		1	80	80	
Office		1	100	100	
OT/PT Storage		1	80	80	
Subtotal Special Education	**3**	5			**2,850**

Administration	Teaching Stations	Support Space	Area	Subtotals	
Administration					
Public Reception		1	300	300	
Secretary Work Area (3 work stations)		1	500	500	
Principal		1	160	160	
Assistant Principal		2	160	320	
Athletic Director		1	150	150	
Activities Coordinator / AD Secretary		1	100	100	
Attendance Office		1	150	150	
Health Room		1	250	250	
Nurses Office		1	100	100	
Toilet Room		1	80	80	
ISS Room		1	250	250	
Meeting/Conference Room		1	250	250	
Supplies/Storage Room		1	80	80	
Work Room		1	350	350	
Staff Mailboxes		1	50	50	
Staff Lounge		1	1,200	1,200	
Phone Room		1	50	50	
Admin Toilet Rooms		2	210	420	
Admin Subtotal	**0**	20		**4,760**	
Student Services					
Student Services Reception		1	300	300	
Counselors' Office		3	150	450	
Psychologist Office		1	125	125	
Specialist / Itinerant Office		1	125	125	
Registrar		1	120	120	
Records Storage		1	200	200	
Meeting/Conference Room		1	250	250	
ASB Workroom		1	200	200	
Career Center		1	850	850	
Student Service Subtotal	**0**	11		**2,620**	
Subtotal Admin Services	**0**	31			**7,380**

Building Support Spaces	Teaching Stations	Support Space	Area	Subtotals
Library				
Main Reading/Stacks/Instruction		1	3,800	3,800
Circulation		1	300	300
Librarian Office		1	120	120
Library Work Room & Storage		1	350	350
AV Multi-Media Production/Stor.		1	150	150
Textbook Storage		1	400	400
Library Computer Lab		1	950	950
Subtotal Library	**0**	7		**6,070**
Commons	**0**	1	7,000	**7,000**
Food Services				
Main Kitchen (Prep and Scullery)		1	1,600	1,600
Office		1	120	120
Dry Storage		1	400	400
Serving Area with Food Courts		1	1,000	1,000
Walk-in Cooler		1	150	150
Walk-in-Freezer		1	250	250
Staff Room/Coats/Toilet		1	200	200
Food Services Subtotal	**0**	7		**3,720**

Custodial					
Custodial Office			1	80	80
Custodial Storage and Receiving			1	600	600
Custodial Closets			6	35	210
Primary MDF Room			1	500	500
Satalite IDF Rooms			6	35	210
Main Boiler/Mechanical Room			1	750	750
Main Electrical Room			1	500	500
	Custodial Subtotal	**0**	17		**2,850**
Toilet Rooms					
Staff Toilet Rooms			3	80	240
Student Toilet Rooms			4	300	1,200
Public Toilet Rooms			4	400	1,600
	Toilet Rooms Subtotal	**0**	11		**3,040**
Subtotal All Building Support Spaces		**0**	36		**22,680**

Totals	**Teaching Stations**		**Area**
Total Teaching Stations	**43**		
Total Support Spaces		**111**	
Total Net Program Area			**115,355**
Circulation as a % of Net Program Area	25%		**28,839**
Walls as a % of Net Program Area	12%		**13,266**
Total Gross Area	**37%**		**157,460**

RELATIONSHIP OF VARIOUS PROGRAMS

Once we have defined the number of spaces that will be required and how large those spaces will be, we also need to define how the various spaces relate to one another.

Some program elements require a direct adjacency to one another in order to run their program; for example the horticulture lab and the greenhouse. Other programs may have a looser connection to one another but still want a connection. For example, art, wood shop and drama will not work together every day but they may like to collaborate at various times in the year in the creation of scenery for plays. Those spaces do not need to be directly adjacent but they should be relatively near one another to facilitate that collaboration.

At the other end of the spectrum are spaces that require separation from one another. An example of those types of spaces may be the wood and metal shops that want to be separated from other programs for acoustic and safety reasons. All of the various program connections and relationships must be taken into account in the arrangement of the building if it is to serve its intended program.

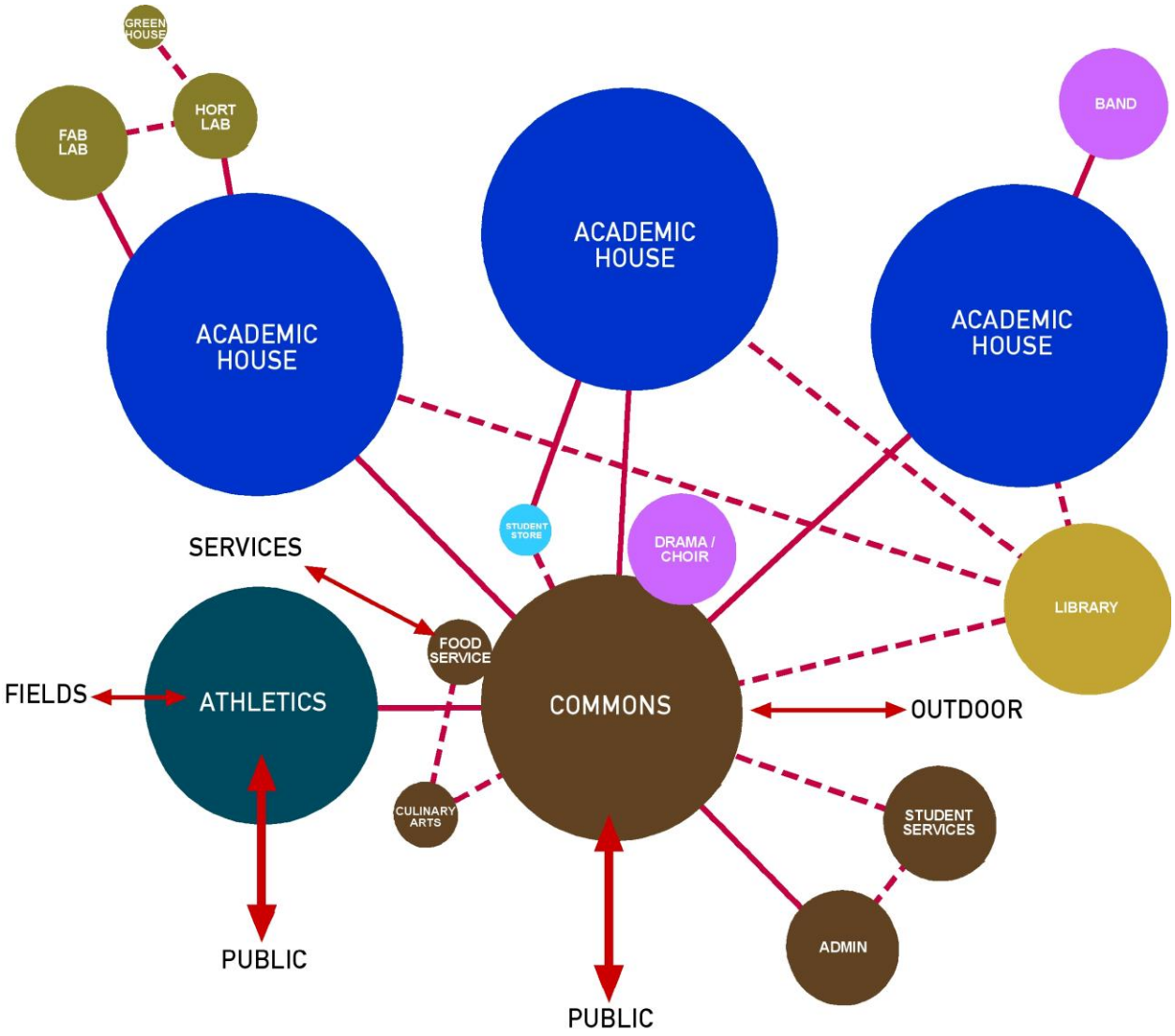
OVERALL ORGANIZATION

The individual programmatic relationships need to be accommodated within the constraints of the overall organizational scheme for the building. In the case of Woodland High School there are a few key organizational drivers:

- The Commons will be the "heart" of the building. It will be a large, open space that connects the rest of the areas of the building to one another. It will be the place where students and the public enter the building and where a variety of school activities take place.
- The general classrooms will be divided into three learning "houses". The houses will be roughly equal in size and each will contain an equal share of the general classrooms. In addition to general classrooms each house will also contain two science rooms, one set of specialty/elective spaces, and one CTE or project based program.
- It is anticipated that each house will serve students from all grade levels, although a different organization could be used in the future.
- The science classrooms will be divided into the houses as noted above, and they will be paired in groups of two to allow them to share storage and prep rooms.
- The fourth house will be the Health and Fitness house which will house the PE and athletic programs.

The following bubble diagrams depict the organizational relationships that are proposed for the new building.

Overall Bubble Diagram

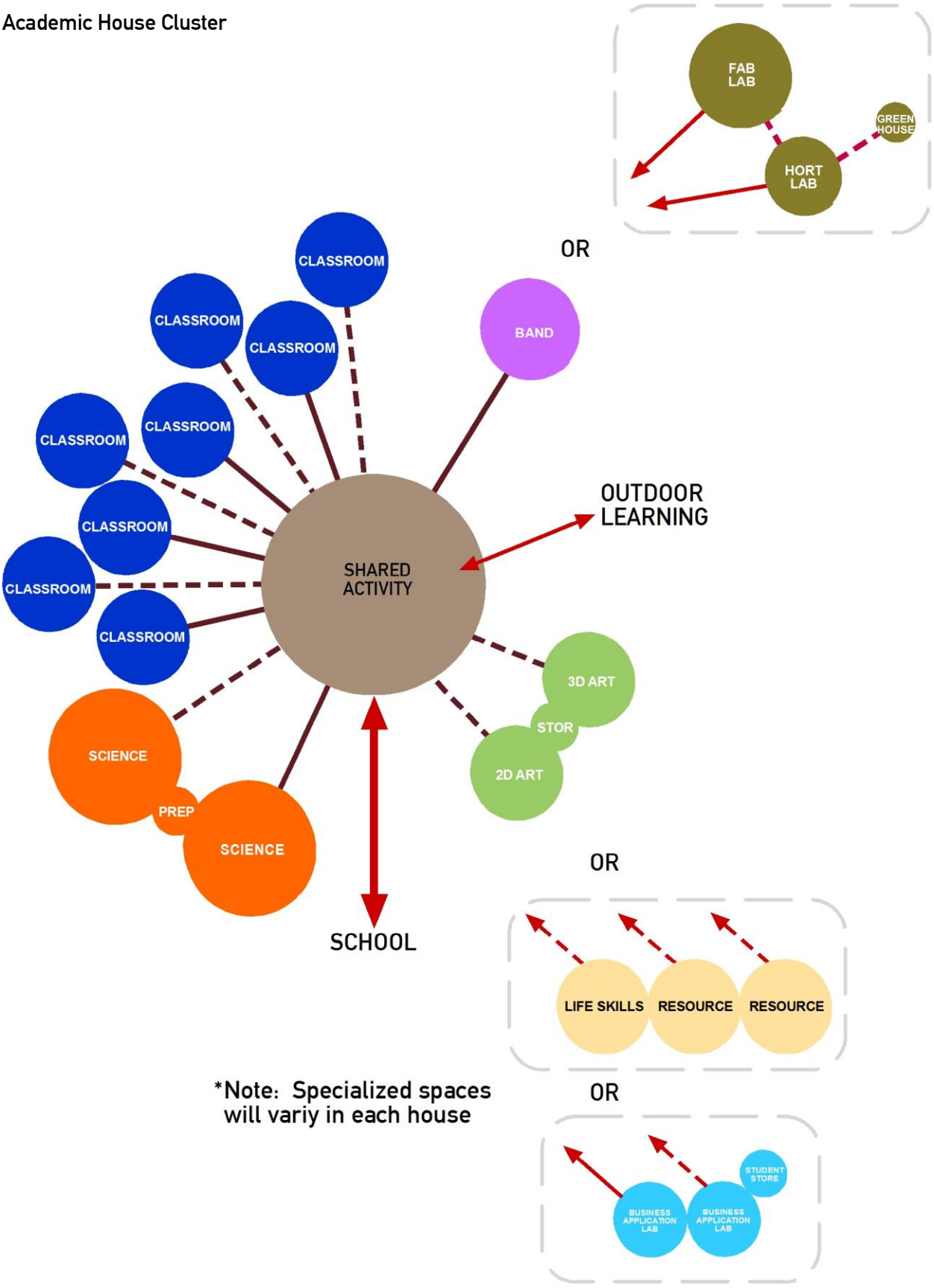


Indicates programs that require direct proximity to one another

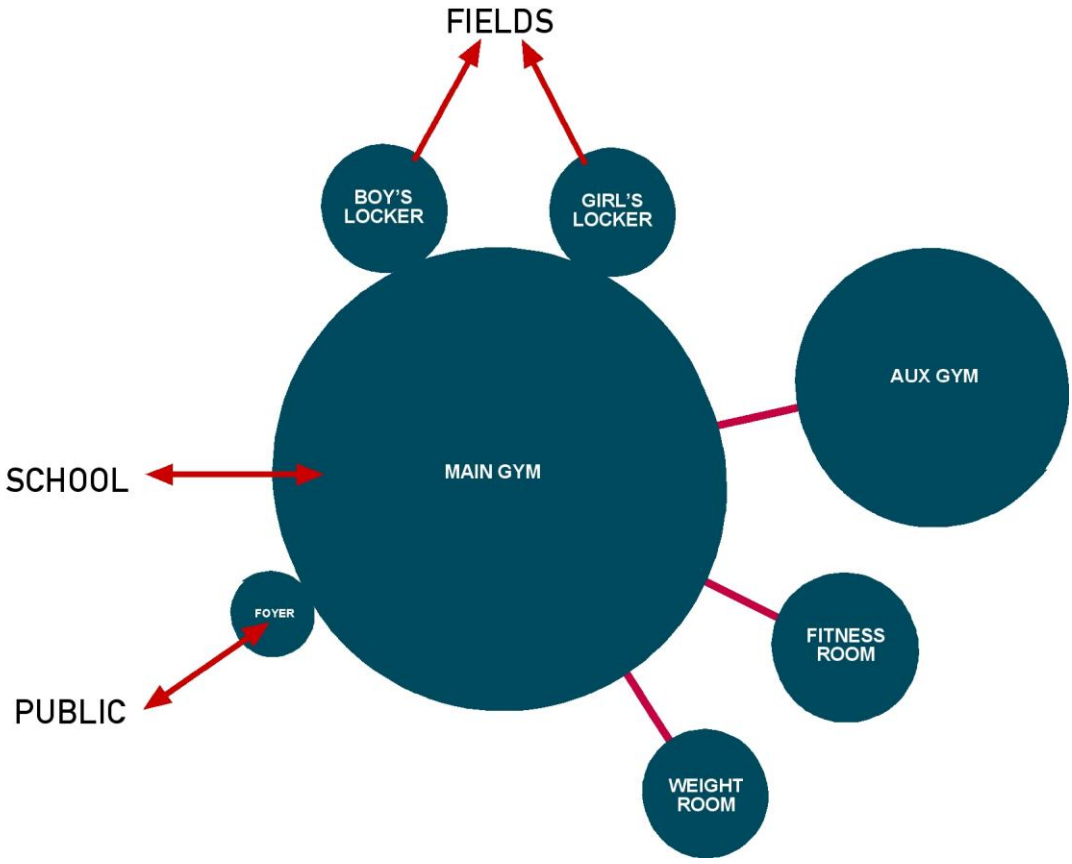
Indicates programs that have a programmatic relationship but not a need for a direct proximity

Programs that are shown touching require a direct adjacency

Academic House Cluster



Athletics Cluster



SPECIFIC PROGRAM REQUIREMENTS

The final component of the Ed Specs is establishing the specific requirements for each space in the building. Those specifics will develop as the design develops and will evolve over the life of the project. Some of the miscellaneous requirements for the overall building are listed below.

OVERALL BUILDING – MISCELLANEOUS REQUIREMENTS:

- The floors in the corridors and other public spaces will all be exposed concrete, with a color additive.
- The building will have a security camera system that covers all of the public and gathering spaces inside and around the building.
- The entire school will be equipped with an intercom system that allows for school wide announcements. That system will also allow music to be played in all of the public areas of the building.
- The capability will be provided to install LCD displays throughout the public areas of the building. These displays will be connected to the schools data network and allow for the display of a variety of digital media. For example; school announcements, student work, program specific projects, etc. The displays will be capable of displaying the same information on all screens simultaneously or displaying different content on each.
- The school will not have a specific space for TV broadcasting classes or digital photography. To accommodate those potential classes a portion of one wall in the Drama classroom will be painted green to serve as a green screen for digital camera work.

Space requirements for the specific programs in the building are included in the subsequent sections of this report.

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GENERAL CLASSROOMS

PRIMARY USE OF THE SPACE:

- General classrooms will provide the majority of the teaching stations in the new school, housing instruction of four primary subjects; English, Math, Social Studies, and Foreign Language.
- The rooms will allow individual teachers flexibility to arrange the room to their liking but in general they will be outfitted and equipped consistently. A room that is a Math classroom one year may serve as an English classroom or Social Studies classroom the next. Similarly a room that is a Math class for four periods of the day may serve as a Health classroom, or overflow English classroom the other two periods of the day.
- Teachers will typically "own" their room and use it for their planning period.
- Activities in general classrooms will include traditional instruction and lecture, group discussion, small group work, individual study, oral presentations and performance, computer research, and multimedia presentations.
- The design capacity of a general classroom space will be 30 students.

FURNITURE AND EQUIPMENT:

- Furniture should be adaptable for the variety of activities noted above.
- Two person student tables are preferred over individual desks.
- One end of the room will be the primary teaching wall. That wall will have two whiteboards (or one white board and one Smartboard as noted below), two tack boards and a pull down projection screen.
- The primary connection point for the technology at the teacher's desk will be located at the main teaching wall.
- Typical teacher's workstation will consist of a desk and two file cabinets.
- All general ed programs have a need for book storage in the classroom, both text books and other supporting material. Each room should have 8 lineal feet of bookshelves.
- Each room should also have one tall storage cabinet that can be adjusted to serve any unique storage needs a particular program or instructor may have.
- All rooms will have a lockable teacher's wardrobe cabinet.
- Flat counter space for two computer workstations and an associated printer.
- Anticipating future changes in needs and technologies, and to allow for flexibility within the room, storage shelves do not need to be built in, but they should all be lockable.
- All programs would like places to display student work, both inside and outside their rooms.

ENVIRONMENTAL CONSIDERATIONS:

- Floors in all general classrooms should be carpeted.
- Ceilings should be a minimum of 9 feet high and acoustically rated.
- Abundant natural light and views to the exterior should be provided for each room, along with blinds or other means to control the light and darken the room. Blinds should also be provided on any interior relites to accommodate a building lock down situation.
- All classrooms should have adequate acoustic separation from adjacent spaces to avoid distractions between different activities. All spaces will also meet the noise level requirements of state law.
- Individual classrooms should have the ability to adjust their own room temperature, within a given range, independently of any other spaces.
- All classrooms are to be provided with operable windows.

- All classrooms will be provided with visual transparency to the adjacent corridor or shared activity spaces. The objective is to keep teachers from becoming isolated in their individual classrooms, to support the idea that teachers are accessible and approachable, and to foster a sense of community and connection between all the various programs and occupants of the building.

TECHNOLOGY:

- The entire building will be equipped with a low density, broad range wireless access system which will allow individual devices to have access to the school's network from anywhere in the building. Areas of concentrated wireless demand, for example a classroom that is using 30 laptop computers, will be augmented with a higher density, narrower range system. It is assumed that only a few classrooms will have the need for the higher demand access, but that will be dependent on the instructor in the room so it would be difficult to determine where to provide it initially. In response each teaching area will be provided with a connection point for a future wireless access device. That connection point will be wired into the building's data system so that the Owner can plug in an access device where it is needed without having to pull new wire. The access devices themselves will be provided by the District.
- It is not anticipated that the District's operating budget will allow for every class to have laptops for every student permanently assigned to every room, however each room will want at least a minimal ability to access data. To address this need each general classroom will be provided with two fixed workstations. It is assumed those work stations will be "thin client" machines. Thin client machines have a monitor, keyboard, mouse, and a connection back to a central server. They do not have their own hard drive. The login routine for each machine can be customized device by device so that they log into the server that is specific to the program they serve. Rooms that have higher needs may be provided with laptops and a wireless access devise as noted above.
- Every room will have the capability to have a Smartboard at the main teaching wall (i.e. every room will be wired to plug a Smartboard in without running new data or power). However, it is not expected that every teacher will use a Smartboard so not all rooms will be provided with one as part of the original construction. Those rooms that do not have a Smartboard will have standard whiteboards in their place. The Smartboards will be furnished and installed by the Owner after taking occupancy of the building.
- Each general classroom will have a permanent ceiling mounted projector, in a fixed location, which will project onto a pull down screen on the main teaching wall. The projector will be directly connected to the teacher's computer and be able to display whatever application the teacher is running. The projector will also have an independent connection to the school's network so that it can display data that is coming from another source (eg. morning announcements could be displayed to all the projectors in the school at one time). The specific type of connection (VGA/DVI/HDMI) is yet to be determined. Additional network connectivity is also anticipated.
- The general classrooms will be provided with a single connection point for the teacher's workstation at the front teaching wall (multiple connection ports will be provided in a single location). That workstation will be connected to the projector and the building's network. It is assumed that the teacher's desk will also be in that location. If a particular teacher prefers to teach from the back of the room they can be provided with a wireless tablet, keyboard, or mouse that will allow them to operate their computer from any point in the room. The computer itself however will remain at the fixed location. Floor mounted data and power boxes may be desirable depending on the location and type of desk selected.

- Each general classroom will be equipped with a voice amplification system for the instructor. The system should have speakers distributed around the room so that the sound is uniform. There should be two receivers in each room so that the signal from the teacher's microphone is not blocked by the teacher themselves when they are facing a particular way. They prefer a microphone that hangs around the teacher's neck like a lanyard, rather than a headset. The voice system should have the capability to also serve as speakers for the room's computer, to play music or when doing a multi-media presentation.
- Each general classroom will have the capability to utilize a document camera. It is preferred that he camera be located in a fixed position where the instructor can use it while lecturing but not where it will require cords to be strung out across the room, creating a tripping hazard.
- Each general classroom should have a space for a single, 8 ½ x 11, network printer.
- In addition each room should have power and data available on all walls at a maximum of 8'-0" on center.

PROGRAMMATIC ADJACENCIES:

- Because the general classrooms will be equipped similarly, regardless of the program that they contain, the building will support a variety of options for programmatic adjacencies within the core academic programs. The school may be organized in departments for example, with all the math classes in one portion of the building. It could just as easily be reorganized with a mix of Math, English, Social Studies and Language classes directly adjacent to one another.
- All general ed classrooms will require periodic access to the shared computer labs throughout the building. However they do not all need to be directly adjacent to the labs.
- Project based learning is anticipated to continue to be more and more a part of how the curriculum is delivered in years to come. As such, all general classrooms should have a close proximity to some form of project or performance space (eg. art, fabrication lab, music, etc.).
- Cross curriculum collaboration is seen to be a potential in the future, but the current school staff does not anticipate that it will occur regularly enough to necessitate specific program adjacencies for the general ed classrooms.
- The Math program can see the potential for collaboration with the Fabrication Lab, so proximity between those programs may be desirable.
- The English department will typically collaborate with the Drama program, but also has the potential to develop a shared curriculum with many other programs in the building.
- The general ed classrooms will be supported by shared activity areas. The degree to which individual instructors would take advantage of a shared space will vary. Some will want immediate adjacency to allow direct access while others will want less regular, less direct access, and prefer to be somewhat removed.
- None of the general ed programs will require exterior access on a regular enough basis to warrant doors to the exterior from each room.

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COMPUTER LABS

PRIMARY USE OF THE SPACE:

- The Computer Labs will be used for instruction in a variety of computer operations, including basic computer skills and program specific applications.
- The computer labs will be shared by all of the programs in the school and could be used by any one of the many programs on any given day.
- The District recognizes that in the long term, as personalized computing devices become more the norm in educational delivery, the need for formal computer labs will eventually go away. That transition will not occur before the new school opens so there will be a need for computer labs initially. Over time it also expected that the size of the student body will increase so the need for general classrooms will grow as the need for computer labs diminishes. Responding to this phenomenon the computers labs will be designed in the same module and general configuration as a general classroom so that they can easily convert to a general classroom in the future.
- The design capacity of a computer lab will be 30 students.

FURNITURE AND EQUIPMENT:

- The primary furniture in a computer lab will be individual student desks or worktables with desktop computers.
- One teaching wall that is similar to a regular classroom should be provided.
- The furniture will be configured such that all of the student's computer screens face the front of the room. Students will face the teaching wall for instruction, with their backs to their computers, then turn around to work on their computers so that the instructor can easily see what is on each screen.
- A teacher's desk, similar to a general classroom will be required.
- Additional casework will include tall storage cabinets with adjustable shelves for storage of text books and supplies, and flat counter space for a networked printer.

ENVIRONMENTAL CONSIDERATIONS:

- All finishes in the room will be the same as a general classroom.
- Because of the concentrated load of computers there will be a higher demand for air conditioning and ventilation.

TECHNOLOGY:

- The computer labs will have the same technological capabilities as the general classrooms, with the addition of 30 computer workstations.
- The workstations will all be hard wired power and data.
- The furniture should allow for proper cable management.
- Floor outlets are preferred over cords running to wall outlets. Floor boxes should be designed with cover boxes that sit flush with the concrete floor below the carpet so that they can be closed off cleanly when the room changes to a general classroom in the future.
- The instructor's computer will have the capability to monitor the content on the screens of every other machine in the room.

PROGRAMMATIC ADJACENCIES:

- The computer labs will be distributed evenly throughout the building, one per house, directly adjacent to the general classrooms.

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SHARED ACTIVITY AREAS

PRIMARY USE OF THE SPACE:

- The Shared Activity Areas will provide flexible space for the various programs in the building, outside of their traditional teaching stations.
- The activities in the Shared Activity Areas will include small group study, individual work, presentations by students, staff and visitors, group project work, testing and evaluation, and social interaction.
- The spaces may be used for formal instruction for one or more classes. They may be used to allow individual students or small groups of students to work independently from the rest of their class. They will provide teachers with an alternative instructional environment that can allow them to work in a different mode than their traditional classroom without having to rearrange their room.
- It is anticipated that classes will use these spaces on irregular intervals, for entire classes or portions of classes, and that the individual teachers in each academic house will cooperate for scheduling and access to the space.

FURNITURE AND EQUIPMENT:

- Furniture in the shared activity spaces should all be moveable to allow the room to be used in any manner an instructor can conceive. No built in desks or cabinets.
- Soft, comfortable seating should be provided for a portion of the area to support a less formal environment. It is important to have power available at these locations to support personal computing devices.
- Moveable work tables to support group project work should also be provided. These could be higher "bistro" tables which could be moved together to provide workspace or spread out and used as seating/standing tables for one or two individual students.
- At least one wall in the space should be set up to support multimedia presentations.
- Open walls should provide opportunities to display student work.
- A drinking fountain is desired in each shared activity area.
- A small conference room, for 2-3 people to meet around a small table, should be included within the Shared Activity Area.

ENVIRONMENTAL CONSIDERATIONS:

- Floors in all shared activity spaces should be exposed, sealed concrete to match the building's corridors.
- Ceilings should be open, and as high as the building structure will allow.
- Abundant access to natural light and views to the exterior are critical for these spaces. At the same time sun control to eliminate glare and heat gain will be important.
- It is not anticipated that exterior windows in these spaces will be provided with blinds.
- Visual transparency to adjacent classrooms is important.
- Acoustic separation from adjacent classrooms is important.
- No lockers should be located in these spaces.

TECHNOLOGY:

- The presentation wall will have the same capabilities as the main teaching wall in a general classroom, including projection.
- The Shared Activity Spaces will have their own voice amplification systems, similar to a general classroom.

- Data and power connections will be provided on all the walls at regular intervals.
- It is assumed that the level of wireless device use in these spaces will be low enough for the building's general wireless system to suffice. A dedicated wireless access is not anticipated but a connection point should be provided in case the need arises in the future.

PROGRAMMATIC ADJACENCIES:

- The shared activity spaces will be a component of each of the academic house.
- They will have the most direct adjacency to general education classrooms, with some rooms opening directly onto the shared spaces and others located nearby.
- Specialized programs in the building (eg. sciences, CTE, Art) will have access to these spaces but not necessarily direct adjacency.
- Direct access to outdoor teaching space is desirable as well as the ability to open the shared activity spaces to that outdoor space.

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SCIENCE CLASSROOMS

PRIMARY USE OF THE SPACE:

- The Science classrooms in the new high school will be equipped to support the specific needs of the science curriculum.
- Currently Woodland offers a wide variety of science programs including Anatomy, Astronomy, Biology, Chemistry, Geology, Marine Science, Zoology, Physics, and General Science. It is anticipated that the specific science offerings will change over time based on staff certification and state requirements therefore all of the science rooms in the building will be fully equipped as chemistry rooms, the most robust science rooms in the program. That will also allow the school to move the various science classes to different rooms in the building.
- Activities in the science classrooms will include traditional instruction and lecture, group discussion, small group work, individual study, oral presentations, computer research, multimedia presentations, and science experiments.
- The design capacity of a science classroom space will be 32 students.

FURNITURE AND EQUIPMENT:

- The science rooms will be set up for students to be at study tables in the center of the room for lecture, discussion and small group study, and then move to workstations around the perimeter of the room for the hands on experimentation portions of the class. The work stations will be designed for groups of 4 students to safely work at each.
- General configuration of the perimeter work stations will be peninsulas that extend into the room from the perimeter of the room. Each will have a sink at the outboard end, with a faucet on the outside edge and a gas/air connection on the inside edge. Adjacent to the sink will be a flat working surface for experiments. At the inboard end of the peninsula there will be accommodations for a computer in a manner that can be secured and protected for the activities occurring on the peninsulas. The work surface should be at standard counter height so that it can be used from a standing position or seated on high stools. Access to power should be provided at the inboard end of each peninsula.
- The teacher's workstation will consist of a teacher's desk, two file cabinets and a demonstration island. The demonstration island should be fully equipped similar to the workstations described above and be located such that students can see the experiment being demonstrated from the lecture tables. In addition the demonstration island will be provided with a vacuum system.
- The presentation wall will be fixed on one side of the room, behind the demonstration island, to allow workstations to be provided on the other three walls. The presentation wall will include a white board, projection screen with overhead projector, and the capability to add a Smartboard for those instructors that request one.
- All work surfaces, including the demonstration island, workstation, and tables, should be chemical and acid resistant surfaces.
- All waste piping for all science rooms will be acid resistant.
- The majority of storage should be contained in the shared sciences prep rooms. The perimeter wall area, behind the workstation peninsulas, can be used for storage cabinets. Storage should also be provided for 16 microscopes per room. These can be in upper cabinets on the perimeter walls, but they should have solid fronts, not glass. All cabinets should have the capability of being locked. All cabinetry in the science rooms should be built in. Movable workstations are not desirable.

- Each room should have a fume hood, with UV light, preferably located where students can observe demonstrations being conducted within the hood.
- Each room should have a solutions table for the set up and distribution of materials for experiments.
- Each science room shall be equipped with an emergency eye wash and shower.
- Empty counter space should be provided in each room, with power, for a variety of equipment that will be specific to each program (eg. incubators, fish tanks, etc.).

ENVIRONMENTAL CONSIDERATIONS:

- Floors in all science rooms should be a resilient flooring material, which is easy to clean. No carpet.
- Ceilings should be a minimum of 9 feet high and acoustically rated.
- Abundant natural light and views to the exterior should be provided for each science classroom, along with blinds or other means to control the light and darken the room. Blinds should also be provided on any interior relites to accommodate a building lock down situation.
- All science classrooms should have adequate acoustic separation from adjacent spaces to avoid distractions between different activities. All spaces will also meet the noise level requirements of state law.
- Individual science rooms should have the ability to adjust their own room temperature, within a given range, independently of any other spaces.
- The science classrooms should all be provided with the capability to quickly flush the air in the room and replace it with fresh air in the event of a chemical spill. That capability should be controlled from within the room.
- All science classrooms are to be provided with operable windows.
- All science classrooms will be provided with visual transparency to the adjacent corridor or shared activity spaces.

TECHNOLOGY:

- Science classrooms will be equipped with the same technology capabilities as a general classroom.
- Each peninsula will have a computer at one end to support the various experiments and recording data.

PROGRAMMATIC ADJACENCIES:

- The science classrooms will be grouped in pairs, with one shared science prep room for each pair. Each pair will be grouped with a collection of general classrooms to allow for future flexibility in how the overall building is programmed. There will not be a single science department where all the science rooms are located.
- Because of the specialized nature of the science rooms it is not anticipated that they will not be used for other subjects, other than potentially as overflow lecture space.
- Science classes will want periodic access to the shared computer labs throughout the building. However they do not need to be directly adjacent to the labs.
- Science classrooms should have a general proximity to the shared activity areas, but a direct adjacency is not required.
- At least one pair of science rooms will require direct access to the exterior of the building to allow access to the wetlands on the site for Biology and related science programs. The shared prep room for this class should also serve as a "mud room" where boots, shovels, bags, and other outdoor equipment can be stored.

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SCIENCE PREP ROOMS

PRIMARY USE OF THE SPACE:

- The Science Prep rooms will be used to store chemicals and other materials and equipment for the science classrooms.
- These spaces will also provide a space for science teachers to layout and prep materials for their individual classes.
- There will be one shared prep room for every two science classrooms.

FURNITURE AND EQUIPMENT:

- Storage cabinets for chemicals and materials used in science instruction.
- Specific storage for acids and flammable liquids.
- One full size residential refrigerator and one full sized residential freezer.
- One fume hood.
- One incubator.
- One ice machine.
- One deep sink.
- One under-counter residential dishwasher.
- One microwave.
- Book storage.
- One prep table with a sink and gas/air connection.

ENVIRONMENTAL CONSIDERATIONS:

- Floors should be the same as the science rooms.
- Ceilings should be a minimum of 8 feet and acoustically rated.
- The ventilation system should provide for fast exchange of air in the room in the event of a chemical spill.

TECHNOLOGY:

- A data connection and access to the internet at the prep table is desirable.

PROGRAMMATIC ADJACENCIES:

- Directly adjacent to two science classrooms.
- Visual connection from the prep room to the classrooms is desirable but not mandatory.
- Direct access to the prep room from the hallway is desired so that supplies can be moved in and out without going into the science classrooms.
- The prep room associated with the biology classroom should have direct access to the exterior of the building and allow for storage of boots, shovels, buckets and other field equipment.

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INDUSTRIAL TECHNOLOGY LAB

PRIMARY USE OF THE SPACE:

- To provide instruction and hands on experience with industrial and vocational trades and to provide students with a more general experience with traditional vocational opportunities.
- The programs at Woodland High School will be designed to feed into the programs offered at the Clark County Skills Center.
- The specific programs taught in these spaces are anticipated to change over time, as the demand for specific vocational skills in the community changes. Therefore the spaces will be designed as flexible spaces that can be relatively easily reequipped for a new program in the future.
- The overall lab will be divided into four separate spaces: a shared CAD lab, two numeric controlled equipment shops (one for metals and one for woods), and a larger multi-purpose Industrial Technology Shop.
- The four individual spaces are not intended as four independent programs. Rather, they are subsets of the overall Tech Lab that will offer different capabilities so that a holistic Industrial Technology program can be delivered in the suite of rooms.
- The design capacity of the overall Tech Lab will be 30 students.

CADD LAB:

- The CADD Lab will be utilized by all three of the other spaces.
- During any given class period some students may be in the CAD Lab while others from the same class are in one, two or all three of the shop spaces.
- The primary function of the CAD Lab is to provide technology support for the design and execution of projects in the three shops. Included in that capability are programs that allow students to design projects on the computers and send them to be fabricated on the numeric controlled equipment in the adjacent shops.
- The CADD Lab will include 12 computer work stations, counter space for one 8 ½ x 11 printer, and floor space for one larger format plotter. In addition one tall storage cabinet, with adjustable shelves, for miscellaneous supplies.
- Because students will be moving in and out of the CAD Lab throughout a class period it is important that the lab have windows to all three shops to allow for supervision between the four spaces.
- The CADD Lab should have positive air pressure to help keep dust and particulate from the shops out of the room.
- The room will be equipped with one white board, projection screen and overhead projector.

NUMERIC CONTROLLED EQUIPMENT SHOPS:

- These rooms will house equipment that is controlled by the computers in the CADD Lab and are capable of cutting, shaping and finishing a variety of materials.
- One room will house equipment that works with wood. The other will house equipment that works with metals and plastics.
- The equipment in these rooms will produce a large amount of dust and small particulate so both rooms will need to be separated from the adjacent spaces and provided with the appropriate dust collection systems.
- Power and data connections will be provided both in the perimeter walls and from overhead drops for equipment in the center of the room.
- Both rooms will require storage cabinets for miscellaneous equipment and supplies.

INDUSTRIAL TECH SHOP:

- The Industrial Tech Shop will house traditional, individually operated shop equipment.
- The specific equipment that is used in the room is anticipated to change over time so power and dust collection systems should be flexible to accommodate future changes.

- The program is not intended to be a full automotive trades program, but a base automotive maintenance class may be offered so a single, floor mounted vehicle lift is desired.
- In addition to the fabrication equipment large, durable worktables for 16-20 students should also be provided.
- This shop will require a direct access to an outdoor, covered, fenced storage yard, for storage of larger projects and materials. It should be connected to the Tech Shop by a larger, overhead roll-up door, and a single man-door.

MISCELLANEOUS REQUIREMENTS:

- It is anticipated that the specific programs taught in the shops will change over time. Therefore the mechanical, electrical and data systems, including exhaust and dust collection systems, need to be flexible so that they can easily adapt to future equipment changes or room reorganizations. Under-slab systems that lock equipment into a single location should be avoided.
- All of the floors in this area will be exposed, sealed concrete.
- All of the walls in this area will be durable material that is easily cleaned.
- The ceiling in the CADD Lab will be a suspended acoustic ceiling.
- The three shops will desire higher ceilings. Ceilings that are open, and expose the roof structure above are acceptable.
- Acoustics in all spaces will be important and the design should address the loud equipment that will operate in the rooms.
- Adequate and uniform lighting is important in all spaces.
- All three shops will be provided with emergency eye wash stations and the Industrial Tech Shop will also have an emergency shower.
- The suite of spaces will require a shared hand sink/wash area where students can clean up before leaving at the end of class. That space should also contain 30 cubbies for back pack storage and hanging space for 30 pairs of coveralls.
- The three shops will share a storage room for materials, tools and projects. Additional project storage space can be provided outside, in the covered exterior storage yard.
- One office that is large enough for two teacher's workstations should also be provided. It would be preferable if that office was visible to the CADD lab and one or more of the shops.

PROGRAMMATIC ADJACENCIES:

- It is anticipated that students will move among all four spaces within a given class period so clear internal connections among the four are required. Visual connections will also be important to allow a single instructor to supervise students in all four spaces.
- The three shops will all need materials delivered on a regular basis so large, roll-up, exterior doors will be required in each.

This program will require acoustic separation from other programs in the building, but it is important that the program be located such that it is seen as an integral part of the school's curriculum and not isolated from the rest of the building. Although the primary program taught in this space will be industrial technology the potential for collaboration with other programs in the building is very high so the Tech Lab should have a close proximity and internal connection to one of the academic houses.

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HORTICULTURE LAB

PRIMARY USE OF THE SPACE:

- The Horticulture Lab will be used for general classroom education and flower arranging.
- Two classes, one beginner and one more advanced, may be taught in the room at the same time.
- This room will also serve as the Floral Shop.
- Annual plant sales that are open to the community will be served out of this space.
- Support spaces include a greenhouse and potting shed.
- The design capacity of the space will be 30 students.

FURNITURE AND EQUIPMENT:

- The Horticulture Lab should be equipped with a primary teaching wall and teacher's desk similar to a general classroom.
- Long work tables are preferred to student desks. Tables should be high enough for students to stand or work from high stools. One table should be low enough to meet ADA requirements.
- Perimeter counters for layout space, with storage cabinets below.
- Several tall storage cabinets, with adjustable shelves, for storage of floral supplies.
- All cabinets should be lockable.
- Large utility sink (large enough to fill 5 gallon buckets) plus smaller hand sink for hand washing. Hand sink should include emergency eye wash.
- Two large, reach-in flower coolers.
- Storage needs include boots and shovels for outside work. This equipment may be stored in the greenhouse.
- Service window to corridor for plant sales is desirable.

ENVIRONMENTAL CONSIDERATIONS:

- Floors should be resilient vinyl or similar material.
- Would prefer higher ceilings than typical general classroom.
- Abundant natural light and views to the exterior, along with blinds or other means to control the light and darken the room. Blinds should also be provided on any interior relites to accommodate a building lock down situation.
- Higher air conditioning need due to heat created by flower coolers.
- Should have good visibility to building corridors to allow display of flowers.

TECHNOLOGY:

- The Horticulture Lab will be provided with the same technology capabilities as a general classroom.

GREENHOUSE / POTTING SHED:

- Greenhouse for growing plants, program instruction, classroom labs and storage of floral supplies and equipment.
- Metal grate planting tables.
- Concrete floor with floor drains.
- Automatic ventilation and shading system.
- Water available both from hose bibs at regular intervals and for a drip irrigation system.
- Greenhouse should be directly adjacent to the potting shed.
- Also require soil storage bins near potting shed and greenhouse.

PROGRAMMATIC ADJACENCIES:

- The Horticulture Lab will share the CAD Lab that is associated with the Industrial Technology Lab so a close proximity is preferred.
- Direct adjacency to the Greenhouse/Potting Shed is required.
- Direct access to the exterior of the building to allow for regular delivery of materials. This access can also be used during the public plant sales.
- Would prefer to be near parking lot to facility easy public access during plant sales.

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BUSINESS LABS

PRIMARY USE OF THE SPACE:

- The Business Labs will be used for instruction in Business and Marketing programs.
- Activities include direct instruction, small group work, individual study, large team projects, computer learning. There is a much higher emphasis on project based activities than direct lecture.
- The design capacity of a Business Lab will be 30 students.

FURNITURE AND EQUIPMENT:

- The Business labs should have the same capabilities as a general classroom.
- A single, fixed teaching wall, similar to a general classroom is required.
- Furniture should be adaptable for the variety of activities noted above.
- Four person student work tables are preferred over individual desks.
- Prefer computer workstations around the perimeter of the room and work tables in the center.
- These programs will need tall storage cabinets similar to the general classrooms, but have a higher need for perimeter counter space to provide flat working surfaces for computers and other equipment.
- Bookshelves to store Year Books from previous years.
- All cabinets should be lockable.
- Would like shelving on walls to display FBLA awards.

ENVIRONMENTAL CONSIDERATIONS:

- Interior finishes, systems and environmental considerations will be similar to a general classroom.

TECHNOLOGY:

- The Business Labs should be provided with all of the technology that a general classroom will have.
- 30 thin client workstations are required.
- Three 8 ½ x 11 printers will be required.

PROGRAMMATIC ADJACENCIES:

- The two Business Labs desire a close proximity to one another.
- At least one lab will have a direct adjacency to the student store and office.
- It is anticipated that other programs in the building will utilize the computers in the Business labs, but no other direct programmatic relationships are mandatory.

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STUDENT STORE

PRIMARY USE OF THE SPACE:

- To provide hands-on, practical application of concepts taught in the business and marketing programs.
- Activities include retail sales and product merchandising.
- Products sold are currently limited to beverages, hot foods, school supplies and candy. Hot foods are limited to pre-packaged foods that are opened and warmed up. Food is not prepared from scratch.
- Would like to expand into selling clothing in the future.
- Staffed by students with an instructor supervising.
- Direct support spaces include a Business Office and a Storage/Prep room.

FURNITURE AND EQUIPMENT:

- Retail sales counter with two points of sale (registers).
- Counters should be flexible to allow for future changes in equipment.
- Counter top display cooler for food products.
- Display in counter for candy and school supplies.
- "Display wall" on walls behind counters for additional products and future clothing display.
- Reach in freezer for frozen products.
- Reach in refrigerator for pop and other cold products.
- Hand sink.
- Layout counters behind service counter with sufficient power to add a variety of equipment in the future (eg. popcorn machine, nacho cheese warmer, etc.).
- All cabinets should be lockable.
- The store should be designed as a retail space and allow for the students to make changes to apply different strategies for product merchandizing.
- Would like café like seating area for 20 or so students directly adjacent to the store.
- Would like to provide 4 microwaves in front of store for general student use. This would allow customers to warm up their own purchases. Could also be used by students to warm up their individual lunches during the lunch period.
- Store should be able to be securely closed when not staffed.
- Would like security cameras in the student store and store room.
- Provide garbage and recycling station in public area.

ENVIRONMENTAL CONSIDERATIONS:

- Ventilations system should take into account the smells that will be generated by food prep.
- Lighting should consider the retail sales aspect of the space.
- Will have higher power demands for current and future equipment needs.
- Acoustics should take into consideration the concentrated load the store will have at peak times.
- Flooring in the retail area can be exposed, sealed concrete to match the general building circulation.
- Will need floor drains behind the service counters for cleanup.

TECHNOLOGY:

- Point of sale system at register stations that is connected back to office.
- LCD displays in store and possibly outside of store to display product information and marketing material.

STORE ROOM:

- Three compartment sink and hand sink to allow for food prep and dish cleanup.
- Under-counter dishwasher.
- Counter space for product/food prep.
- Tall storage cabinets for storage of dry goods and extra merchandise.
- One full size residential freezer and one full size residential refrigerator.
- Flooring should be resilient sheet flooring with floor drain.

BUSINESS OFFICE

- Sized to accommodate a single teacher's desk.
- Room for 2 full height 4-drawer file cabinets.
- Primary function is for supervision of the student store and to provide a secure location for counting money.
- Direct visibility to the Student Store

PROGRAMMATIC ADJACENCIES:

- The Student Store should be located on a main corridor, with good exposure to student traffic. It cannot open directly to the Commons so that it does not compete directly with the school lunch program.
- Direct adjacency to the business office and store room.

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CULINARY ARTS LAB

PRIMARY USE OF THE SPACE:

- The Culinary Arts Lab will be used for instruction of general life skills classes (cooking, sewing, etc.) and more advanced culinary arts and catering.
- Specific activities include lecture, small group study, individual study, sewing, food preparation and clean up.
- Support spaces include an instructor's office and a storage room.
- The design capacity of the space will be 30 students.

FURNITURE AND EQUIPMENT:

- The lab will be divided into two halves, one for seated instruction and individual and small group work, and the other with kitchens for practical application of instruction.
- Instruction and practical application for the life skills classes will occur in the lab.
- Instruction for the culinary arts programs will occur in the lab but practical application will occur in the school's main kitchen so a close proximity to that space will be required. Some storage will also be included in the main school kitchen for this program's dry goods, frozen goods, and equipment.
- The instruction half of the lab will be comprised of student desks in the center with storage and work surfaces around the perimeter.
- Student desks should be square, large enough for a portable sewing machine, but also capable to be moved together to form larger, contiguous work areas.
- Five fixed computer work stations are required.
- A standard instruction wall, similar to a general classroom, is required.
- The kitchen half of the lab will be comprised of six mini kitchens. Each mini kitchen will have a residential range/oven, microwave, sink, dishwasher and work counter. The storage cabinets should be identical at each kitchen for consistency in organization and instruction. 4-5 students will work at each mini kitchen.
- The two halves should be fully open to each other and between the two there will be a demonstration island equipped similar to a mini kitchen. The demo island will allow the instructor to demonstrate cooking techniques to class. It should include an overhead camera that is tied to displays in the room.
- Cooking utensils will be stored at each kitchen. Pots and pans will also be stored at each kitchen, preferably in overhead hanging pot racks.
- Large pans (eg. woks), and larger, unique cooking equipment will be stored in the store room.
- A three compartment sink and independent hand sink will be required.
- One large, reach-in, commercial cooler and one large, reach-in commercial refrigerator are required. Both should be located within the lab and both should be lockable.
- One dedicated tall storage unit for storage of dishes and equipment for catering events.
- Storage for 26 portable sewing machines.
- Floor space for one movable embroidery machine.
- Tall storage cabinets for hanging 45 lab coats and 20 table clothes.
- Would like space for mannequin heads to store 20 chef hats.
- Open storage shelving is preferred to the extent possible to allow the instructor to easily asses when students have or have not put products and equipment away correctly.
- Would like an outside location for an herb garden that is relatively easily accessible from the lab.

ENVIRONMENTAL CONSIDERATIONS:

- Floors should be resilient vinyl or similar material.
- Would prefer higher ceilings than typical general classroom, with open ceiling grid that will provide drop-down power connections for sewing machines at student desks.
- Abundant natural light and views to the exterior, along with blinds or other means to control the light and darken the room. Blinds should also be provided on any interior relites to accommodate a building lock down situation.
- Higher air conditioning need due to heat created by kitchens.

TECHNOLOGY:

- The Culinary Arts Lab will be provided with the same technology capabilities as a general classroom, including projection and voice amplification.
- A camera over the demo island that is connected to LCD displays in the instruction half of the lab.

INSTRUCTOR'S OFFICE:

- Office that is large enough for one teacher's desk, four full height, 4-drawer file cabinets and one typical teacher's wardrobe cabinet.

STORAGE ROOM:

- Open metal shelving for large pan ware, large equipment, dry food supplies and other miscellaneous equipment.
- Room should be accessible from the lab to allow students to access their own supplies during class, but lockable when not in use.

PROGRAMMATIC ADJACENCIES:

- Close proximity to the main school kitchen to allow for practical application of culinary arts in that space.
- Close proximity to the Commons for catering events.
- Easy access to the exterior of the building for regular deliveries and removal of trash.

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2D / 3D ART STUDIOS

PRIMARY USE OF THE SPACES:

- The fine arts program consists of two studio spaces; one focusing on two dimensional and computer art and the other focusing on three dimensional art.
- Students may work in both studios simultaneously.
- In the 2D studio students will work in a variety of mediums, including drawings, painting, silk screening, printing, glass, jewelry, air brush, photography, and computer graphics and animation.
- In the 3D studio students will work with clay and ceramics.
- Support spaces include a shared office, a shared material/project storage room and a kiln room.
- The design capacity of each studio will be 30 students.

2D STUDIO FURNITURE AND EQUIPMENT:

- Art work tables for all students seated at tall stools.
- Long work counter on one wall.
- 4 large sinks for cleanup.
- Eye wash
- Fume hood for spraying and soldering.
- Mat cutter.
- Computer desks for 8-10 students with associated printer and scanner.
- Project storage with 150 cubbies that can hold small tools and 18"x24" paper. Could be incorporated in work tables.
- Additional storage for canvases and flat stock material.
- Teaching wall with projection screen and whiteboard.

3D STUDIO FURNITURE AND EQUIPMENT:

- 10 pottery wheels.
- Art work tables similar to 2D art for students not working at pottery wheels.
- Wedging table.
- Large sinks with clay traps.
- Eye wash.
- Pugmull.
- Slabroller.
- Project storage cabinets for five periods.
- Some form of walk off mat or other system at entry door to reduce the amount of clay dust that is tracked into the main building.
- Teaching wall with projection screen and whiteboard.

ENVIRONMENTAL CONSIDERATIONS:

- Both studios should have sealed concrete floors. Floors should have floor drains, with clay trap at 3D studio.
- Both studios should have open ceilings that are as high as possible. A ceiling grid that allows for student work to be hung from the ceiling and provides for flexible access to power via ceiling drops is desirable.

- Abundant natural light and views to the exterior should be provided for both studios, along with blinds or other means to control the light and darken the room. Blinds should also be provided on any interior relites to accommodate a building lock down situation. Both studios would prefer northern exposures to avoid direct sun glare.
- Both studios should have adequate acoustic separation from adjacent spaces to avoid distractions between different activities.
- Both studios should have the ability to adjust their own room temperature, within a given range, independently of any other spaces.
- Ventilations system should account for the noxious odors that paints and other media can create. 3D studio's ventilation system will require a clay filter system.
- Both studios are to be provided with operable windows.
- Both studios will be provided with visual transparency to the adjacent corridor or shared activity spaces.
- Both studios desire abundant areas for display of student work, both inside their rooms and throughout the school.

TECHNOLOGY:

- Both studios will require the typical teacher technology that any general classroom will have.
- The 2D studio will have 8-10 computer workstations that have graphic arts applications, as well as printers and scanners to support that program.
- Smartboards are not anticipated for these programs but accommodations should be provided in case that changes.

SHARED ART OFFICE:

- Shared between two art studios.
- Desks for two instructors, including 2 file cabinets each.
- 2 sets of bookshelves, one for each instructor.
- 2 lockable teacher wardrobes.
- None of the furniture needs to be built in.
- Both workstations will require data and power and a shared printer.
- Exterior windows are not required.
- Floor should be sealed concrete due to potential of tracking material in from the art rooms.
- Visual connection to the two studios is desired.

MATERIAL AND PROJECT STORE ROOM:

- Tall storage cabinets with adjustable shelves for storing a variety of materials.
- Vertical flat files for large canvases and other rigid, flat material.
- Horizontal flat files for non-rigid, flat materials.
- Direct access from both studios is desired.
- Exterior windows are not required.

KILN ROOM:

- Directly adjacent to 3D Art Studio.
- Allow floor space for one kiln, drying racks and bulk clay storage.
- Door should be lockable.

- Ventilation system should be interlocked with kiln operation and provide direct exterior venting.

PROGRAMMATIC ADJACENCIES:

- The two art studios want to be directly adjacent to one another.
- The two studios will share a common teacher office and material storage rooms. Both should be directly accessible from both studios.
- The 3D studio will want a direct adjacency to the kiln room. The 2D studio may also have need for accessing the kiln room but it does not need to be direct.
- Both studios desire direct access to outdoor teaching space. Preferably though a large roll up garage door which will allow them to open their spaces to the outdoors in good weather. There should also be a regular sized door to the exterior to allow students to step outside for spraying and other activities that will benefit from being done outdoors, when the large door is not open.
- The art programs may collaborate with a variety of programs in the building but none on a regular enough basis that it will dictate a specific programmatic adjacency.

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BAND ROOM

PRIMARY USE OF THE SPACE:

- The Band Room will be used for the instruction of traditional band, orchestra, jazz band and guitar classes.
- The space may also be used for Choir Instruction and practice.
- The design capacity of the Band Room will be 55 students.
- The room will be supported by 2 individual practice rooms and one ensemble practice room and a shared music office.

FURNITURE AND EQUIPMENT:

- Instructor's desk will be in the Music Office.
- The Band Room should be provided with a presentation wall that includes a Smartboard, projection capability, and a multi-panel moveable white board. The white board should have 3 panels pre-printed with musical staff and one that is blank.
- Sound system in lockable cabinet.
- 55 chairs for musicians.
- Carts for 55 music stands.
- Piano.
- Portable conductor's podium.
- Storage cabinets for marching band uniforms.
- Separate, lockable storage room for large instruments within the Band Room. Large percussion instruments do not need to be in a separate storage room. They can be left out in the room.
- Storage for 35 guitars.
- Individual student instrument lockers can be in the hallway, outside of the Band Room, so that students can retrieve an instrument without disrupting activities in the class.
- Desire to have recording capability, preferably from adjacent ensemble practice room.
- Also desire to have capability to use MIDI equipment within the room.

ENVIRONMENTAL CONSIDERATIONS:

- Floors should be a resilient surface that can reflect sound. Not carpet.
- The floor should be flat, with no built-in risers. Risers, if desired, will be movable.
- Ceiling should be acoustically designed to direct sound toward instructor/conductor station.
- Walls should not be square to one another to avoid sound flutter.
- Preference is for a "deader" room acoustically, but having the ability to acoustically tune the space to different instructor's preferences is desirable.
- The Band Room should be acoustically isolated to avoid disruption to other programs. This will include sound lock vestibules at the entries.
- Entry doors should be extra wide to allow for moving large equipment in and out of the room.
- Access to natural light and views is desirable, with the ability to darken the room if desired.

TECHNOLOGY:

- Teacher should have access to the same technology that any general classroom will have.
- Other specialized requirements include sound system, recording systems, and MIDI equipment.

PROGRAMMATIC ADJACENCIES:

- The Band Room will require direct exterior access to facilitate the marching band coming in and out for practice and performances.

MUSIC OFFICE:

- The Music Office will be shared by the Band and Choir instructors, although it will be located directly adjacent to the Band Room.
- The office will include a typical teacher's desk for each instructor.
- Equipment will include 8-10 full size, four drawer file cabinets for Choir and an additional 8-10 for Band.
- Casework should include a large, deep sink for cleaning musical instruments and a flat counter for instrument repair.

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CHOIR / DRAMA ROOM

PRIMARY USE OF THE SPACE:

- The Choir / Drama room will be used for the instruction of drama and choir classes.
- This space will also be used for performances by Choir, Band and Drama. One side of room will have an operable wall to allow it to open up to Commons for performances.
- The design capacity of the space will be driven by the Choir Program, which will be a maximum of 55 students per class.

FURNITURE AND EQUIPMENT:

- Choir instructor's desk will be in the Music Office. The Drama instructor is expected to also teach other subjects so their desk will be in another room.
- The room should be provided with a presentation wall that includes a Smartboard, projection capability, and a multi-panel moveable white board. The white board should have 3 panels pre-printed with musical staff and one that is blank.
- Sound system in lockable cabinet. Should be coordinated with sound system in Commons for performances.
- Portable risers for singers.
- Portable music shells for behind risers.
- Carts for 55 music stands.
- Piano.
- Overhead pipe grid for hanging scenery.
- Limited theatrical lighting in the room and in adjacent Commons.
- Desire to have capability to use MIDI equipment within the room.
- Theatrical curtains should be provided both at the proscenium opening and around the sides and back of the space so that permanent teaching equipment will be hidden during performances.
- One wall in this room will be painted green to serve as a "green screen" for video and photo productions.
- A nearby general classroom will be used as the "green room" for performances.
- The proscenium opening should be extra wide to allow for a larger number of band or choir performers to be visible. The opening should be capable of being narrowed for drama performances. The door that covers the opening should be sound rated to limit noise distractions to and from the adjacent Commons.

ENVIRONMENTAL CONSIDERATIONS:

- The floor should be a wood stage floor that can have scenery secured to it.
- The floor should be flat, with no built-in risers. Choir risers will be movable.
- Extra high ceilings are desired to allow for taller sets.
- Walls should not be square to one another to avoid sound flutter.
- Preference is for a "livelier" room acoustically.
- The Choir / Drama Room should be acoustically isolated to avoid disruption to other programs.
- Entry doors should be extra wide to allow for moving large equipment in and out of the room.
- Room and theatrical lighting must be locally controlled and able to be adjusted for different room uses.

- Ventilation system must avoid creating noise or air flows across the stage that will move curtains or scenery.

TECHNOLOGY:

- Teacher should have access to the same technology that any general classroom will have.
- Specialized equipment will include theatrical sound and lighting systems.

PROGRAMMATIC ADJACENCIES:

- The Choir/Drama room will be located directly adjacent to the Commons so that it can serve as a stage for audiences in the Commons.

DRAMA / CHOIR STORAGE:

- Storage Cabinets for 75 choir robes.
- Floor area to store portable risers and music shells.
- Tall cabinets for storage of 100 costumes and miscellaneous drama props.
- Open floor area storage for larger scenery and props.

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MAIN GYMNASIUM

PRIMARY USE OF THE SPACE:

- Physical Education classes focused on developing teamwork, socialization skills, endurance, coordination, athletic technique, and general physical wellness.
- Activities will include basketball, volleyball, badminton, pickleball, aerobics, running, jump rope, gymnastics, dance and a variety of other physical activities.
- Competitive athletic events will include basketball, volleyball and wrestling. (Wresting practice will occur in the Fitness/Wrestling Room).
- The room will also provide space for school and public assemblies.
- The educational design capacity of the main gymnasium will be based on two PE classes of 35 students each.
- The target bleacher seating capacity will be 1,200.

FURNITURE AND EQUIPMENT:

- Wood gym flooring, striped for the sports activities listed above.
- At a minimum the space will have the capability for two full sized basketball courts to operate simultaneously, with a retractable divider curtain between. These will be practice/community courts and the bleachers will not be extended when these courts are in use.
- One competition basketball court will be located in the space to maximize the full capacity of the bleacher seating for a game.
- Retractable basketball hoops and backboards will be provided for each of the three courts. Four additional retractable hoop and backboard assemblies will be provided for PE use.
- Practice and competition volleyball courts will be overlaid on each of the three main basketball courts.
- Recessed floor sleeves will be provided for volleyball net standards for all three of the volleyball courts.
- Scoreboards and shot clocks will be provided for the main competition court only. Controls shall be wireless to allow operation from a scorer's table set up in a variety of locations in the gym.
- Striping will also be provided for badminton and pickleball, as many courts as can be fit into the gym space once the basketball courts and bleachers have been configured.
- Standards for pickleball and badminton will be portable and not rely on floor inserts.
- Striping will also include agility ladders, preferably outside of basketball courts.
- Bleachers will be retractable and motorized and provided with closure panels at exposed ends. Preference is for systems that do not require aisle railings to be removed before bleachers are retracted.
- Wall pads will be provided directly behind basketball hoops where baseline is within ten feet of a wall.
- There is a desire for a retractable projection screen and projector for use at assemblies and for team introductions at sporting events.
- Recessed drinking fountains.

ENVIRONMENTAL CONSIDERATIONS:

- Natural light is desirable. Skylights are an acceptable method to provide for natural light.
- Acoustics are a prime concern, including clarity of sound system, management of noise levels at major events, and separation from other building areas.
- Adequate and uniform lighting throughout the space is important for sporting activities. Lights must have instant on capability (no warm up period).

- Heating and ventilation systems must be able to address the needs of the relatively small occupancy for PE as well as the large crowds that will attend a major sporting event or assembly.
- Interior finishes should be very durable and easy to clean/maintain.

TECHNOLOGY:

- A sound system will be provided for the gymnasium that will allow for game announcers, presentations, and music in the full gym space. Include "IPod" input to allow instructors to bring their own music. It will also allow for zoning to allow operation in either half or both halves independently when the divider curtain is down.
- A voice amplification system will be provided for instructors that allows one to teach in each half of the gym. They will be coordinated with the sound system.
- The gym will be covered by the building wide wireless data network. There will also be one connection point in each half of the gym for direct, hard wired access to the school's network.

PROGRAMMATIC ADJACENCIES:

- The main gym should have direct access to the locker rooms and immediate proximity to the auxiliary gym, weight room, fitness room, and PE storage spaces.
- The main gym should have an independent entry foyer to allow access to the gym for public events without access to the main building.
- Proximity to the outdoor sports facilities is also desirable.

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AUXILIARY GYMNASIUM

PRIMARY USE OF THE SPACE:

- Physical Education classes focused on developing teamwork, socialization skills, endurance, coordination, athletic technique, and general physical wellness.
- Activities will include basketball, volleyball, aerobics, running, jump rope, gymnastics, dance and a variety of other physical activities.
- Competitive athletic events will include basketball and volleyball.
- The educational design capacity of the auxiliary gymnasium will be 35 students.

FURNITURE AND EQUIPMENT:

- Wood gym flooring, striped for the sports activities listed above.
- The auxiliary gym will be striped for one full sized basketball court overlaid with one full size volleyball court. In addition smaller, practice basketball courts will be striped running perpendicular to the main court.
- The floor will also be striped for badminton and pickleball courts, as many as can fit once the basketball court is laid out.
- Basketball hoops will be wall or ceiling mounted and retractable. 6 total will be provided.
- Recessed floor sleeves will be provided for volleyball net standards.
- A scoreboard and shot clocks will be provided for the main basketball/volleyball court.
- A three row, fixed, aluminum bleacher will be provided on one side of the room to provide limited seating for events in that gym.
- Wall pads will be provided directly behind basketball hoops where baseline is within ten feet of a wall.
- Recessed drinking fountains.

ENVIRONMENTAL CONSIDERATIONS:

- Natural light is desirable. Skylights are an acceptable method to provide for natural light.
- Acoustics are a prime concern, including clarity of sound system, management of noise levels at major events, and separation from other building areas.
- Adequate and uniform lighting throughout the space is important for sporting activities. Lights must have instant on capability (no warm up period).
- Heating and ventilation systems must be able to address the needs of the relatively small occupancy for PE as well as the large crowds that will attend a major sporting event or assembly.
- Interior finishes should be very durable and easy to clean/maintain.

TECHNOLOGY:

- A sound system with similar capabilities as those listed for the main gymnasium.
- A voice amplification systems for instruction that is integrated with the sound system and works in conjunction with the systems in the main gym and other PE spaces.
- The Auxiliary Gym will be served by the building's overall wireless data network. In addition one connection location will be provided for a direct, hard wired access to the building's network.

PROGRAMMATIC ADJACENCIES:

- The auxiliary gym should have immediate proximity to the main gym, locker rooms, weight room, fitness room, and PE storage spaces.
- Direct access to the exterior is also desirable.

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FITNESS / WRESTLING ROOM

PRIMARY USE OF THE SPACE:

- Physical Education classes focused on developing teamwork, socialization skills, endurance, coordination, athletic technique, and general physical wellness.
- Activities will include aerobics, step, yoga, Pilates, running, jump rope, gymnastics, dance and a variety of other physical activities. The space may also support stationary "spin" bikes.
- This room will also provide a dedicated practice space for wrestling during the wrestling season.
- Support spaces will include a storage room for spin bikes or other cardio equipment.
- The educational design capacity of the Fitness room will be 35 students.

FURNITURE AND EQUIPMENT:

- The flooring in this room will be a resilient sports flooring.
- Floor configuration will allow for two 40'x40' practice wrestling areas.
- Wrestling mats are anticipated to be 8 foot wide by 40 foot long strips, not full 40 foot square mats. When not in use they will be rolled up and stored at one end of the room. There will be no need for a large mat storage system or a mat storage room.
- A competition wrestling mat is 38'x38'. The room needs to accommodate two mats with clearance.
- One wall of the room should have full height mirrors.
- All walls will have full height wall pads. That will include removable wall pads for the mirrored side of the room.
- Recessed drinking fountain will be provided.

ENVIRONMENTAL CONSIDERATIONS:

- Natural light and exterior views are desirable, but windows should not be located directly adjacent to the wrestling area.
- Operable windows for natural ventilation are desirable.
- Acoustics are a prime concern, including clarity of sound system, management of noise levels during classes, and separation from other building areas.
- Adequate and uniform lighting throughout the space is important for sporting activities. Dimmable lights are desirable.
- Heating and ventilation systems must be able to address the needs of the high activity level in the relatively small area.
- Interior finishes should be very durable and easy to clean/maintain.

TECHNOLOGY:

- A sound system for this room, with an "IPod" input to allow instructors to bring their own music. The system should be in a lockable cabinet.
- A voice amplification system for instruction that is integrated with the sound system and works in conjunction with the systems in the main gym and other PE spaces.
- DVD player with monitors for exercise videos.
- This room will be covered by the overall building wireless data network. In addition a hard wired connection point will be provided in the room to allow direct access to the school's network.

PROGRAMMATIC ADJACENCIES:

- The fitness room should have immediate proximity to the main gym, locker rooms, weight room, fitness room, and PE storage spaces.

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WEIGHT ROOM

PRIMARY USE OF THE SPACE:

- Physical Education classes focused on physical strength development.
- Support of strength aspects of athletic programs.
- The educational design capacity of the Fitness room will be 35 students.

FURNITURE AND EQUIPMENT:

- Rubberized athletic flooring.
- Six (6) Power Stations, with the capability of performing multiple core lifts, each with a bench and weigh stack attached.
- Multiple dumbbell rack with increments from 5 to 100 pounds.
- Storage for kettle balls from 8 to 50 pounds.
- Area for ladder agility stations.
- Medicine ball area.
- Area for one multi-joint equipment station.
- One wall of the room should have full height mirrors.
- Recessed drinking fountain.
- Storage cabinet in room to house sound system and miscellaneous instructional material.

ENVIRONMENTAL CONSIDERATIONS:

- Flooring will be rubber sports flooring.
- Natural light and exterior views are desirable.
- Acoustics are a prime concern, including clarity of sound system, management of noise levels during classes, and separation from other building areas.
- Adequate and uniform lighting throughout the space is important.
- Heating and ventilation systems must be able to address the needs of the high activity level in the relatively small area.
- Interior finishes should be very durable and easy to clean/maintain.

TECHNOLOGY:

- A sound system for this room, with an "IPod" input to allow instructors to bring their own music. The system should be in a lockable cabinet.
- A voice amplification system for instruction that is integrated with the sound system and works in conjunction with the systems in the main gym and other PE spaces.
- This room will be covered by the overall building wireless data network. In addition a hard wired connection point will be provided in the room to allow direct access to the school's network.

PROGRAMMATIC ADJACENCIES:

- The Weight Room should have immediate proximity to the main gym, locker rooms, weight room, fitness room, and PE storage spaces.
- Direct access to outdoors, via a larger roll up door, is desirable.

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PE / ATHLETIC SUPPORT SPACES

PRIMARY USE OF THE SPACES:

- Support of PE and Athletic programs.
- Functions include locker/changing facilities, instructors/coach offices, training room, laundry facilities, and PE and Athletic Storage.

LOCKER ROOMS

- Equal facilities will be provided for boys and girls.
- Both locker rooms should be divided into two spaces, one for athletic lockers and one for PE lockers.
- Ideally the two spaces can be physically separated to allow the athletic locker side to be used by one team while a visiting team is using the PE side.
- All lockers will be steel.
- 100 athletic lockers are required for both boys and girls. Each should be large enough to accommodate football gear, with large mesh sides to allow for ventilation. Minimum of 18"d x 24"w x 36" h.
- A separate drying room is not required.
- PE lockers will be a combination of 5 tier baskets and 2 tier lockers, with two stacks of 5 tiers for every one stack of 2 tier. Students will store their PE equipment in one of the 5 tier lockers when they are not in class and move to one of the 2 tier lockers for their book bags and street clothes during a PE class. Total count in each locker room will be 200 small lockers and 40 larger lockers.
- Any lockers in the center of the PE side of the room should be limited to half height to allow for supervision of the entire room. Half height lockers will have diamond plate steel tops.
- The school will provide students with individual padlocks for use in PE or Athletics. The lockers will not have built-in combination locks.
- Each locker room will provide toilet and shower facilities as required by code. Shower facilities are rarely used and should be limited to code required minimums.
- Floors in locker area should be exposed concrete. Toilet and shower areas will be ceramic tile.
- Walls in lockers will be painted CMU or similar durable material. Walls in toilet and shower areas will be ceramic tile.
- The ventilation system should be capable of producing enough air flow to dry out wet gear stored in athletic lockers.
- Both locker rooms should be provided with large mirrors with shelves, and sufficient power for several individual hair dryers.
- Both locker rooms should be provided with whiteboards for team prep, preferable one in both the PE and athletic side.
- Both locker rooms should be provided with tack boards near the main entry door for posting of flyers and notices.
- All four locker room sections should have direct access to the main gym and the exterior of the building.

PE / ATHLETIC OFFICES

- Each locker room will include one shared office for teachers and coaches. The room should be large enough to accommodate two teacher's workstations and two coach's desks. The teacher's desk will be similar to a standard general classroom teacher's station, including 4 four drawer vertical file cabinets.

- The office should have windows to both sides of the locker room to provide supervision of the entire room.
- Within the PE office should be a private shower/changing/toilet area for the instructors and coaches with 12 full height lockers.

TRAINING ROOM:

- Prefer direct access to the main gym.
- Provide three seated taping stations.
- Equipment to include, ice machine, full height residential freezer and storage cabinets for medical equipment.
- All cabinets in the room should be lockable.

LAUNDRY ROOM:

- Provide one industrial washer and one industrial dryer.
- Provide storage for detergent and other materials.
- Provide open adjustable storage for towels and uniforms.

PE / ATHLETIC STORAGE:

- PE storage includes a variety of sports equipment, including balls, racquets, jump ropes, nets, cones, etc.
- Balls and other loose equipment will be stored in movable bins to allow them to be easily rolled into the gym for use. Could be located beneath fixed upper cabinets.
- Storage for volleyball standards could be in the main gym if it can be accommodated in a covered and securable location. If not they should be accommodated in this room.
- Athletic storage includes storage of balls and other equipment for indoor sports. Also includes long term storage for uniforms for all sports.
- The specific uniform storage use will be seasonal with the current seasons uniforms being stored in athletic lockers, while the off season uniforms are in the storage room.
- Outdoor athletic equipment will be stored in the grandstand or other outdoor facilities.
- Wrestling mats will be stored in the wrestling room.
- It would be preferable to have a separate room for PE and Athletics but a combined room that is internally divided by wire mesh partitions would be acceptable.
- Whether in with PE or not the athletic storage portion should be subdivided to allow defined areas for specific sports.
- Both rooms should be easily accessible from the main gym. Ideally they would be located on the path of travel between the main gym and lockers so that student assistants can return gear on the way to the locker room.

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RESOURCE ROOMS

PRIMARY USE OF THE SPACE:

- Specialized support for individual students in specific areas of focused learning.
- Activities will include one on one instruction, small group instruction, individual work, student testing, and meetings. Different activities may occur in the same room at the same time.
- Support spaces include a shared Special Ed Office.
- Special Ed programs require more area per student than other programs. As such the design capacity of a resource room will be 15 students, but they will be the same size as a general ed classroom.

SPECIFIC ROOM REQUIREMENTS:

- The Resource Rooms will have the same equipment, finishes and systems as any standard classroom with the differences noted below.
- Flexible furniture is desired to allow the rooms to be zoned for different activities.
- Two full walls of white boards to allow for the variety of classes that occur in the space.
- Acoustic separations between the Resource Room and other adjacent spaces is more critical than in typical classrooms, particularly if the adjacent occupancy is a particularly loud program.
- Acoustics within the room are particularly critical in Resource Rooms so additional acoustic treatment is anticipated.

SPECIAL ED OFFICE:

- The office can be shared between these rooms and the Life Skills room.
- It should provide enough room for an instructor to meet with a student and 2-3 adults as well as two teacher's workstations.
- An LCD monitor on the wall that will allow an instructor to display data from their computer during a parent/teacher conference is desirable.
- The room should be lockable.

TECHNOLOGY:

- The Resource Rooms should be equipped with the same technology that a general classroom has.
- Smartboards are desired in both Resource Rooms.
- Accommodations should include assistive learning technologies.
- Need area for 6 laptops for ELL in one of the rooms.

PROGRAMMATIC ADJACENCIES:

- The two resource rooms work in tandem and require a direct adjacency. An internal connection between the rooms, both physical and visual, is desired.
- The resource rooms would also prefer a close proximity to the Life Skills room to allow the office to be a shared space.
- There is a strong desire to keep all of the special ed programs in the mix with other general classrooms and avoid creating a "special ed wing".

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LIFE SKILLS ROOM

PRIMARY USE OF THE SPACE:

- Specialized education for students with physical and mental disabilities.
- Activities will include one on one instruction, small group instruction, individual work, occupational and physical therapy, and teaching of basic life skills (cooking, cleaning, personal care, etc.).
- Many different activities will occur in the room at the same time.
- Support spaces include a toilet/shower/changing room, time out room, kitchenette, storage room and Shared Special Ed Office.
- Special Ed programs require more area per student than other programs. As such the design capacity of a Life Skills room will be 15 students but it will be approximately the same size as a general ed classroom.

SPECIFIC ROOM REQUIREMENTS:

- The Resource Rooms will have the same equipment, finishes and systems as any standard classroom with the following differences:
- Flexible furniture is desired to allow the rooms to be zoned for different activities.
- A ceiling hook should be provided to support a swing for physical therapy.
- Tall storage cabinets with adjustable shelving is preferred to book shelves to allow for the variety of unique items that need to be stored.
- There will not be a teacher's desk or wardrobe in the room. Those will be in the adjacent office.
- Acoustic separation between the Life Skills Room and other adjacent spaces is more critical than in typical classrooms, particularly if the adjacent occupancy is a particularly loud program.
- Acoustics within the room are particularly critical in Resource Rooms so additional acoustic treatment is anticipated.

TECHNOLOGY:

- The Life Skills Room should be equipped with the same technology as a general classroom.
- A Smartboard is desired.
- Accommodations for two workstations with assistive learning technologies.

TOILET ROOM:

- Toilet, sink and shower, all ADA compliant.
- Changing table.
- Tall storage cabinet for towels, toiletries and extra clothing.
- Sufficient floor area for easy wheelchair maneuverability. Toilet and shower area should be designed to allow a staff member to assist a student but always have room to retreat from an aggressive student.
- Would like to consider options that would allow a staff member to supervise students who may need help using the toilet but still have some form of physical separation (eg. a half height door).

TIME OUT ROOM:

- Separate room to isolate students who are having physical or emotional outbursts.
- Room should be wide enough in each dimension to avoid students climbing the walls by wedging themselves between two sides.
- Resilient flooring that is easy to clean.

- Wall surfaces that are easy to clean and durable enough to withstand students banging on them.
- Room should have acoustic walls to reduce noise in adjacent spaces form students banging on walls.
- Door should have a peephole on the outside to allow staff to keep an eye on the student in the room without them being able to see the staff member.
- Electronic door lock that requires a staff member to physically hold a button to keep the door locked. Do not use a floor mounted button, or locate the button in a position that will allow staff to set a weight on the button to keep the door locked.

KITCHENETTE:

- Space set up as a typical residential kitchen to teach students basic kitchen skills.
- Equipment to include residential oven/range, refrigerator/freezer, microwave and dishwasher and sink.
- Storage cabinets for dishes, pans, utensils and dry goods.
- Space can also serve to teach students laundry skills so it should include a residential clothes washer and dryer and a wall mounted fold down ironing board.
- All cabinets should be lockable.

STORAGE ROOM:

- Small, lockable storage room for miscellaneous equipment including physical therapy pads, balls and other equipment.

SPECIAL ED OFFICE:

- Shared between the Life Skills Room and the Resource rooms.
- Large enough for two teacher's desks, 8 full height 4-drawer file cabinets, and a small conference table.

PROGRAMMATIC ADJACENCIES:

- The Life Skills Room will share an office with the Resource Rooms so a direct adjacency to those programs is desired.
- There is a strong desire to keep all of the special ed programs in the mix with other general classrooms and avoid creating a "special ed wing".
- The Life Skills Room should not be located directly adjacent to any particularly loud programs, for example Band.
- Students in this program may have a regular need to leave school during the day or arrive late so a close proximity to the entry is desired.
- A first floor room is preferred for students with physical handicaps.

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ADMINISTRATION

PRIMARY USE OF THE SPACE:

- The administration area provides administrative support for the overall operation of the building.
- Functions include office for the Principal and Assistant Principals, attendance, registrar, student discipline, public reception, health room, staff lounge, staff mailboxes and associated storage and work rooms.

GENERAL REQUIREMENTS:

- All spaces will be provided with carpet floors, acoustic ceiling tile ceilings, and painted walls.
- All offices and workstations will have access to the school's data network, both through direct, hard wired connections, and the building's overall wireless network.
- Typical office workstation will include a desk, chair, two file cabinets and one open book cabinet with adjustable shelves.
- Workstations in offices will be furniture, not built in.
- All offices will have one small white board, one small tack board and coat hooks.
- All offices will have exterior windows for views and natural light. The windows will be operable and have blinds to allow for sun control and darkening the room.
- All offices will have interior relites or relites in their doors to provide visibility to activities in all rooms.
- All offices will have the capability of adding a dedicated, desktop printer.
- Offices will be acoustically separated from one another and shared spaces to allow for acoustic privacy.

PUBLIC RECEPTION:

- Primary function is to welcome visitors to the school.
- This space should be directly adjacent to the main entry of the school and during operational hours this will be the primary entry for anyone arriving at the school.
- Reception counter with two workstations and a waiting area large enough for four people.
- Serves as gate keeper to the rest of the Admin area.

REQUIRED OFFICES:

- One Principal's office that is large enough to allow for principals desk and small conference table for up to 6 people.
- Two Assistant Principal's offices, each large enough for a desk and small conference table for up to 6 people.
- One Attendance Office that is large enough for two desks. Preferably with a service window to the building corridor so that students who are late for school can check in with Attendance outside of the main admin Reception area.
- One Athletic Director's Office that is large enough for a desk and a small conference table for up to 6 people. This office may be either in the Admin area or located in the Athletic wing of the building.
- One AD Secretary's office, sized for one desk/workstation. Direct adjacency to the AD's office is required. Would like service window to building corridor for serving students who are paying athletic fees, etc.
- One Secretary's work area that will contain three secretaries' workstations. This space does not need to be in a separate office. It can be a shared space that is directly adjacent to the Principal's and Assistant Principal's offices.

ADMIN WORKROOM:

- The Admin Workroom provides a production work room for the admin staff and teachers.
- Equipment in the room will include a large volume, floor mounted copy machine, table top laminator, paper cutter.
- Casework should include tall storage cabinets with adjustable shelves for storage of general office supplies as well as flat work surfaces for document production.
- A small kitchenette with a sink, and counter space is also desired.
- Direct adjacency to the secretary work area.
- No need for exterior windows.
- Floor should be resilient vinyl flooring.

HEALTH ROOM:

- Main health room that is large enough for 2 cots. Each cot should be capable of being separated from the others by retractable curtains.
- One nurse assistant's workstation in the Health Room.
- Counter space for a sink and tall storage cabinets of medical equipment.
- Under-counter refrigerator for medicine.
- Lockable drug cabinet for prescription medicines.
- Flooring in Health Room should be resilient vinyl.
- Lighting should be dimmable.
- Room should have immediate adjacency to Secretary Work area to allow for supervision of the space when it is occupied but the school nurse is not on campus.
- Room will have a directly adjacent, ADA accessible toilet room.
- Also have a directly adjacent Nurse's office that is large enough for one workstation and a small conference table for 4 people.

STAFF LOUNGE

- Seating for 30 teachers at a combination of lunch tables and soft seating.
- Kitchen area with counters for preparing food, 3 microwave ovens, 2 full sized residential refrigerator/freezers, a sink and 2 under-counter dishwashers.
- Room for three vending machines.
- Desire exterior windows for natural light and views. Windows should be operable.
- Direct access to the exterior of the building is desirable but not mandatory.
- Include separate phone room to allow individual staff members to make private phone calls. This room should also have a data connection point and room for a computer to allow staff to access the school network.
- Flooring should be carpet with resilient flooring near kitchen area.
- Access to the lounge should be independent of the main admin reception.

SUPPORT SPACES:

- In School Suspension Room which is used to house students who are removed from the general classrooms for disciplinary reasons. This is an instructional space which should accommodate up to 6 students at individual study carrels. This room will be supervised by an Assistant Principal so a close proximity to their offices is desired. The room should not be open or visible to the Public Reception area and ideally could be accessed without bringing students through that public space.

- One conference room that is large enough for a conference table for 12. One wall should have a whiteboard and projection screen. The room should also have data capability, including a fixed overhead projector. The room does not need to have exterior windows but it should have large interior relites to provide visibility to activities occurring in the room.
- Staff Mailboxes. Located in the general proximity of the secretary work area. Adequate floor space to allow for mail slots for the entire school staff. Mail slots should be large enough for 8 ½ x 11" papers to lay flat and allow for a teacher's name to be assigned to each box. The counter below the mailboxes can be used for larger mail items.
- Men's and Women's toilet rooms.

PROGRAMMATIC ADJACENCIES:

- One of the primary functions of Administration is as gate keeper of the main school entry. As such it will be required to have a direct adjacency to the main entry.
- The reception area should also have an open face to the school's corridor system to allow easy access for students.
- A close proximity to the Commons is desirable for the soft supervision of that space that Admin can provide.
- There is not a need for Admin to be directly adjacent to Student Services.
- Internal adjacencies are listed above with specific spaces.

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STUDENT SERVICES

PRIMARY USE OF THE SPACE:

- The student services area provides support services for the student body.
- Functions include counselors, psychologist, other itinerant and full time specialists, and the Career Center.
- This area is visited by students, parents, administrators and other outside resources.

GENERAL REQUIREMENTS:

- All spaces will be provided with carpet floors, acoustic ceiling tile ceilings, and painted walls.
- All offices and workstations will have access to the school's data network, both through direct, hard wired connections, and the building's overall wireless network.
- Typical office workstation will include a desk, chair, two file cabinets and one open book cabinet with adjustable shelves.
- Workstations in offices will be furniture, not built in.
- All offices will have one small white board, one small tack board and coat hooks.
- All offices will have exterior windows for views and natural light. The windows will be operable and have blinds to allow for sun control and darkening the room.
- All offices will have interior relites or relites in their doors to provide visibility to activities in all rooms.
- All offices will have the capability of adding a dedicated, desktop printer.
- Offices will be acoustically separated from one another and shared spaces to allow for acoustic privacy.
- A staff toilet room should be easily accessible from Student Services.
- This area will require space for a large volume, floor mounted, copy machine, with network capability. The copier should be accessible to everyone in the Student Services department. A separate work room is not required but some shelving for material storage and counter space for layout and a fax machine should be provided next to the copier.

STUDENT SERVICE RECEPTION:

- Primary function is to greet students who are coming to see counselor or other specialist and direct them to the correct resource.
- This space should be directly accessible to school's corridor system and very visible to the student body.
- It will include a reception counter with one workstation and a waiting area large enough for four people.
- Serves as gate keeper to the rest of the Student Services area.

REQUIRED OFFICES:

- Three Counselor's offices that are each large enough to allow for a workstation and a small conference table for up to 4 people.
- One Psychologist office that is large enough for a workstation and additional seating for three others.
- One Specialist office that is the same size as the Psychologist's office, and similarly equipped, that will be used by part time and itinerant specialists who are working in the building. This space may also be used by specialists for testing and conferences.
- One Registrar's office large enough for one desk and four, full height, 4-drawer file cabinets.

- Records Storage for storing active student records. Should be directly adjacent to the Registrar's office and ideally access would be controlled by the Registrar. This room will not house long term District archive files.

LARGE CONFERENCE ROOM:

- Room that is large enough for a conference table that seats 15.
- This room will be shared by the Student Services staff.
- It should have interior relites to provide visibility to activities in the room. It should be accessible to, but not directly visible to the reception area.
- One wall should be provided with a whiteboard and projection screen.
- The room should have hard wired access to data and the school's network as well as projection capability.
- One wall should have storage cabinets for general office supplies and open counter space.
- There is a preference for exterior windows in this space but that is not mandatory.

CAREER CENTER:

- The Career Center provides instruction and assistance to students in career research as individuals, in small groups, and in full class presentations.
- The room should be equipped like a general classroom in terms of finishes, equipment and technology.
- Casework should have book shelves and open shelving to display books and other material, as well as tall storage cabinets for materials and books.
- Furniture to include 8 computer workstations, two teacher's desks and worktables for 20 students.

PROGRAMMATIC ADJACENCIES:

- Student services should have a visible presence in the school's main corridor system and be easily accessible to students and visitors.
- The Career Center also requires a very prominent exposure to the school. It should be directly accessible from the building's corridor system.
- The entries to the Career Center and Student Services should be closely related such that a student who is waiting to see a counselor can browse through material in the Career Center while they wait.
- There is not a need for Student Services to be directly adjacent to Admin.

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LIBRARY

PRIMARY USE OF THE SPACE:

- The Library will be used for teaching research skills to large and small groups, individual study and research, small group work, and social space (student hangout).
- The Library will be used by the community outside of school hours.
- The Library will hold the school's central book storage and check text books in and out to students.
- The Library will also provide computer instruction and serve as a drop in computer lab.
- Support spaces include Book Storage, AV Storage, Computer Lab and Library Workroom.

FURNITURE AND EQUIPMENT:

- Book cases as appropriate for collection of 15,000 titles. Taller shelves at walls, lower in the center of the room to maintain visibility over entire room.
- Smaller collection of newspapers, magazines and DVDs. These will typically be stored behind the circulation counter.
- May have one section of shelving dedicated to professional library for school staff.
- Soft seating to serve as many as 50 students during lunch, in groups of 8-10.
- Two areas with classroom seating for 30 students and a typical classroom presentation wall. Areas should be separated from one another to allow separate classes to work in each simultaneously. Instruction areas will need ability to control lighting for presentations so they should be located away from exterior windows and/or exterior windows should have blinds to allow the space to be darkened.
- Study tables and chairs for 10-12 students for drop in use.
- 10-12 computer stations for drop in use.
- Main library areas should be arranged to avoid blind or hidden spots. Ideally the entire library will be visible from the circulation desk.
- Prefer one entry/exit point for security and control.
- Circulation desk should have three staff workstations, book return, and computer that is available for quick use by students/visitors.
- Librarian should have visibility to library when in the Workroom/Office.
- Book return should be inside the library, not at a remote location or accessible from outside the library.

ENVIRONMENTAL CONSIDERATIONS:

- Flooring should be carpet.
- Would like higher ceilings.
- Desire abundant natural light, but with ability to control glare and lighting levels. Also desire exterior views.
- Would like operable windows.
- Acoustics should allow activity in multiple zones of an open floor area without undue conflict.
- Lighting should be designed to illuminate books at high and low shelving areas.
- Should have the capability to adjust lighting levels in the room for various functions.

TECHNOLOGY:

- Teaching areas should be provided with typical configuration of a general classroom, including voice amplification system for that particular zone.
- Drop in computer stations as noted above.
- A book security system is not required.
- Book inventory (check in/check out) system at circulation counter.
- It is expected that the Library will be served by the building wide wireless network.
- Additional ports for direct network access should be provided at all soft seating areas, and distributed at regular intervals throughout the Library, along with power.

CENTRAL BOOK STORAGE:

- The Central Book Storage Room will store textbooks for programs throughout the building.
- Students will check out different text books from the Library at certain times of year.
- The checkout process is independent of the Library checkout system so a service window to the corridor would be desirable.
- Will require high density storage shelving similar to what they have at the current high school (4 double sided, full height units, which are approximately 15 feet long.

AV STORAGE:

- Storage and check out of 4 AV carts.
- 2 tall storage cabinets with adjustable shelving for storage of other miscellaneous AV equipment.
- Ideally accessible from corridor so that equipment does not need to be rolled through the library.
- Can be combined with the Workroom/Office.

COMPUTER LAB:

- Computer lab for 30 students.
- Equipped like typical computer lab elsewhere in the building (see Computer Lab under General Classrooms).
- Strong visual connection to the Library to allow the librarian to supervise activities in the lab from the Library.
- Access to this lab should be through the library only.

LIBRARY WORKROOM/OFFICE:

- Provides office space and workroom for Library staff.
- Should have good visual connection to Library to allow supervision of the Library from within the Workroom and allow the librarian to be visible when in the workroom.
- Two teacher's work stations.
- 2 Typical teacher's wardrobe cabinets.
- Tall storage cabinets for supplies.
- Room for four, full height, 4-drawer file cabinets.
- Large, flat counter space (preferably an island) for book repair and other project work.
- Would prefer a sink, microwave and under-counter refrigerator.
- Floor area for large volume copier.
- Should be securable independent of library.

PROGRAMMATIC ADJACENCIES:

- The Library is used by all programs in the building so a central location is preferable.
- The Library should be located away from any noisy programs.
- Easy access for the community after hours is desirable.
- A second story location is acceptable.
- Strong visual connection to associated computer lab to allow for supervision by library staff.
- Strong visual connection to building corridor is desired.

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ASB WORKROOM

PRIMARY USE OF THE SPACE:

- The ASB workroom provides a space for the leadership of the Associated Student Body to meet, to work on a variety of projects, and to store supplies.
- Leadership classes that are associated with the ASB will be taught in a general classroom elsewhere in the building.

FURNITURE AND EQUIPMENT:

- Flooring should be resilient vinyl.
- Ceilings will be acoustic ceiling tile.
- Tall storage cabinets with adjustable shelves for storage of art supplies and other material.
- 6 feet of open counter space for layout and production, with a hand sink for cleanup.
- Open floor area for storage of construction paper dispenser and other miscellaneous equipment.
- Work table and chairs for 8-10 people.
- One open wall with whiteboard and tackboard.
- Room should be securable when not in use.
- All cabinetry should be lockable.
- The ability to display material (posters, flyers, etc.) on the wall outside of the room is desirable.

TECHNOLOGY:

- The ASB Workroom will have access to the school's wireless network. A hard wired connection point should also be provided to allow the use of a desktop computer.
- A connection point for a ceiling mounted projector should be provided to allow the school to add a projector in the future.

PROGRAMMATIC ADJACENCIES:

- The ASB Workroom should be directly adjacent to the Commons to allow students in the ASB to use the Commons for project space.
- Relatively easy access to the exterior of the building is desirable.
- A close proximity to Drama and Art are both desirable but not mandatory.

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COMMONS

PRIMARY USE OF THE SPACE:

- The primary use of the Commons is to provide seating for the food service program.
- The secondary use of the Commons is as a performance space, including music, drama, spoken word and multi-media presentations.
- Additional uses for the Commons may include school dances, community meetings, ASB activities, school assemblies, and a wide variety of other miscellaneous school events.
- The design capacity of the Commons will be based on lunch seating for 450 students.

FURNITURE AND EQUIPMENT:

- The Commons will be provided with tables and chairs to provide seating for the capacity noted above. Tables will be independent from the chairs.
- There will be no table storage room. When the Commons is being used for another function the tables and chairs will be rolled down the adjacent hallway.
- The Commons will be provided with its own sound system to play music in the room and for use during performances and presentations. This will be in addition to the overall school intercom system.
- The Commons will have limited theatrical lighting capability to support performances on the stage. The lighting will be limited to a one or two ceiling mounted lighting bars with adjustable and independently controllable lights. There will be no "follow spots" or manned lighting stations.
- Retractable, bleacher type, theater seating will be provided on the wall directly opposite the stage.
- The Commons should include display cases and other opportunities to display awards, trophies and student work.
- A small kitchenette should be provided that can provide the community with access to a sink and counter space for community meetings. This space should be closable and lockable during the school day.

ENVIRONMENTAL CONSIDERATIONS:

- The floor of the Commons will be exposed, stained concrete.
- The ceiling is anticipated to be 1 ½ to 2 stories high to provide for the stage opening and a connection to the upper floor of the classroom wings.
- The commons should be provided with abundant natural light and views to the exterior.
- Acoustical treatments of ceilings and walls may be used to address the unique acoustical requirements of a large room with such differing functional requirements.

TECHNOLOGY:

- Sound system and theatrical lighting as noted above. Both should have their "head end" in a secured, lockable location and have the capability to be used remotely from within the commons and from on the stage.
- The sound system should include a wireless microphone capability.
- A large projection screen will be provided at the front of the stage with a permanently mounted projector. The system should be capable of projecting any form of media that a computer can display. It is not anticipated that the entire commons will be capable of being "darkened" for presentations so a high lumen projector will be required.

- There is a desire to have one or more LCD displays in the Commons that are tied back to a central system and can be used to display school messages and other multi-media presentations.

PROGRAMMATIC ADJACENCIES:

- The Commons is envisioned as the "heart" of the school. It will be the place where students enter in the morning and leave at the end of the day. It will be where visitors arrive at the school.
- The Commons will serve as the seating area for performances in the Choir/Drama room and as such will require an immediate adjacency to that room.
- The Commons should have a strong, open connection the academic houses. It is desirable to have a connection on the first and second floors.
- The Commons will serve as the seating area for food service so it will have an immediate adjacency to the Kitchen and Servery.
- The Commons should have direct access to an outdoor gathering and seating space.
- The Commons should have a close proximity to the Administration.
- The Commons can also serve as an overflow lobby for large events in the Gymnasiums so a connection between the two is desired. However, the two must also be able to be separated physically so that one can be open without the other, and acoustically to allow events to occur in both simultaneously.

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BUILDING SERVICES

CUSTODIAL:

- The building will be provided with one central receiving area for all bulk deliveries to the school, including building supplies, custodial supplies, and kitchen deliveries.
- The main custodial office and storage room will be directly adjacent to the receiving area. This space will include storage shelving for a variety of equipment and supplies, 4 metal lockers for custodian's personal belongings and one main custodial office that is large enough for 1 desk/workstation.
- The office will have phone, power and data similar to the offices in Admin.
- Satellite custodial closets will be distributed throughout the school. Each will be large enough for a mop sink, mop/broom storage, and storage of a janitor's cart. They will each also contain one tall cabinet with open adjustable shelves for storage of janitorial supplies. At a minimum there will be one per floor for each major zone of the building.
- The flooring in all custodial areas will be exposed, sealed concrete, including the main custodial office.
- The main office should have a suspended acoustical ceiling. All other custodial spaces can have ceilings that are open to the structure above.

TOILET ROOMS:

- Toilet facilities will be distributed throughout the building to facilitate easy access from all instructional areas.
- Separate facilities will be provided for staff and students.
- Toilet facilities should be located/grouped such that the same facilities that serve the day-to-day operation of the school can also serve the after-hours assembly needs.
- Student toilet rooms will have ceramic tile floors and walls, and painted GWB ceilings.
- Staff toilet rooms will have resilient vinyl flooring, plastic laminate wainscoting and painted GWB ceilings.

MECHANICAL / ELECTRICAL / DATA:

- Primary mechanical and electrical rooms will be provided as necessary to support a school of this size.
- Secondary electrical rooms will be distributed throughout the building as necessary to provide appropriate distribution and zoning of electrical systems.
- To the extent possible, secondary mechanical spaces will be located in attics and interstitial spaces above occupied rooms to reduce the need to create additional floor area.
- Access to any M/E rooms that are not directly accessible from a building corridor will be by standard stair or ships ladder. No vertical wall mounted ladders will be used.
- When ships ladders are used as access to mechanical spaces they will be provided with an adjacent chain hoist to allow heavier equipment and parts to be lifted up to the space without having to be carried up the ladder.
- The MDF Room will be centrally located to reduce the length of data runs out to the rest of the building. This space will include adequate floor area for the building's main servers and switch gear, including adequate access for maintenance. The room will also have storage for spare parts and equipment and a sitting height work counter for computer maintenance. Several data and power connections should be provided at the work counter to allow multiple computers to be connected and operational at the same time.

- Secondary IDF rooms will be located throughout the building as required for appropriate distribution of data to all areas of the building.
- All building systems should be designed in such a manner that individual classrooms that may have trouble with a system can be isolated and serviced without disrupting services to other portions of the building. The system should also allow for the majority of the serviceable components to be accessible without having to enter occupied spaces of the building.

FOOD SERVICES:

- Food preparation and service facilities will be provided to support breakfast and lunch programs at the new school.
- The District has not yet determined if the school will be an open or closed campus but the kitchen capacity will assume a closed campus. The projected utilization rate for a closed campus is 70%.
- The kitchen facilities will support the preparation, serving and cleanup for a program of this scale, including storage of food and commodities.
- At full capacity it is anticipated that lunch will be served in two periods.
- Serving will be done in 3 or 4 separate serving lines, to allow a large number of students to be served relatively quickly. It is important that the serving lines be open and inviting to attract more students to take advantage of the service.
- Students will be allowed to eat in a variety of places throughout the building but the primary seating area will be in the Commons so the kitchen and Servery will have a direct connection to the Commons.
- Dish bussing stations will be provided throughout the Commons to allow students to drop their dishes, garbage and recycling off as they leave the Commons. Those stations will be cleaned by kitchen staff. A dish return window is not anticipated.
- The Servery should be capable of being separated from the Commons when meals are not being served to allow prep to be ongoing in the Servery without disrupting any activities in the Commons.
- It is necessary for the Servery to have a direct connection to the kitchen to support the prep and sale of food, but the kitchen should not be visible from the Servery. A separating wall is required.
- The kitchen will serve as the hands-on teaching space for the Culinary Arts program. To accommodate that secondary use, additional storage for pots, pans and utensils, commodities and frozen goods will be provided beyond the kitchens immediate need. That additional storage will be segregated from the kitchen's storage to avoid conflicts in use.
- The kitchen will receive deliveries on a regular, even a daily basis, so immediate adjacency to the building's receiving area will be required. Similarly the kitchen will generate a large amount of waste product each day so easy access to outdoor garbage and recycling facilities is required.
- Deliveries often come early in the morning, before the school is open so a door bell/buzzer at the receiving area that will let kitchen staff know when deliveries arrive is required.
- The kitchen will require and outdoor area with a hose bib (preferably with warm water) for washing large carts.
- A raised loading dock is not required.
- A locker area with 6 lockers for kitchen staff is required.
- A kitchen office that is large enough for two typical work stations will be provided. It is preferable if that space has a good visual connection to the kitchen and proximity to the delivery door.
- Kitchen staff will arrive early in the morning, before the school is open. The entry to the kitchen should be well lit and in a very open and visible area. The building's security and key system should allow for entry at the kitchen outside of regular school hours.

- There should be parking for the kitchen staff relatively close to the kitchen entry.
- The flooring in the kitchen will be a resilient, slip and stain resistant, sheet vinyl, with a 6' perimeter cover base.
- The ceilings will be vinyl faced acoustic ceiling tiles.
- The walls will be FRP paneling.
- Stainless steel back splashes will be provided behind all prep, cooking, and washing areas that directly abuts walls.
- Hand sinks will be provided throughout the kitchen.
- One unisex toilet room will be provided.

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SITE COMPONENTS

BASIC REQUIREMENTS

- One goal of the overall site organization is to provide sufficient entries and driveways to allow for safe vehicular circulation on the site. That includes the separation of parent traffic, staff traffic, bus traffic and student traffic.
- Parking will be provided as required to meet regulatory requirements and the calculated need for the school. Staff parking areas will be separate from student parking areas. Clearly visible visitor parking will be provided.
- A long and easily accessible drop off zone will be provided for parents who drive their kids to school in a location that does not require students to cross traffic after being dropped off.
- Paved walkways and plazas will be provided around the building as required to access the building. Sidewalks will connect the school to the various site elements and the adjacent public streets.
- Outdoor courtyards and other areas will be developed for social gathering and outdoor teaching.
- General landscaping throughout the site as required by local regulation. Planting materials will be durable, drought tolerant and easily maintainable. Specific attention will be placed on the selection of plant material that can be used to support the Horticulture program in the school.
- Access will be maintained to the wetlands that will be retained on site to allow them to be used as a teaching station for biology and other programs.
- Other miscellaneous facilities will include a flagpole, reader board, monument sign and fencing for athletic fields.

ATHLETIC FACILITIES:

- There will be one primary, grass, competition game field for football and soccer.
- That field will be enclosed by an 8 lane, all-weather 400 meter running track.
- Other track venues will include shot put, discus, javelin, high jump, triple jump and pole vault.
- There will be one varsity competition baseball field and one practice baseball field. Each will have grass infields and outfields.
- There will also be one varsity competition softball field and one practice field. The competition field will have a skinned infield and grass outfield. The practice field will have grass infield and outfield.
- Both competition fields will be fenced and have dugouts, bull pens and a score boards. The practice fields will have fenced backstops and bleacher seating, but no outfield fence, no bullpens and no score boards.
- The practice baseball and softball fields will be adjacent to one another and aligned such that their outfields can be combined to provide additional practice space for PE, soccer and football.
- There will be a soft surface running track around the perimeter of the site for use by PE and cross country, as well as community use.
- The District would like to explore the potential of providing covered batting cages near the baseball and softball fields.
- Area on the site will be identified for future tennis courts that will not be part of this project.

GRANDSTAND:

- A new, 1,500 seat, pre-engineered aluminum grandstand, with a roof and press boxes, will be provided directly adjacent to the competition football field and track.
- The area beneath the grandstand will house facilities for concessions, public toilet rooms and miscellaneous athletic equipment storage.
- The facility will include a sound/public address system and electronic scoreboard.
- A freestanding ticket booth will be provided near the grandstand.
- Also included will be field lighting for the football field. This will be the only field provided with lighting for night games.

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