

Section 1

District Background & Development Process

DISTRICT MISSION AND VISION

The District's mission is to empower students with the skills, knowledge, and attitudes for success in an ever changing world. This is accomplished through the dedicated staff, who address the District's goals. The District's vision is that "students, parents, and the local community will recognize our excellence and see our schools as desirable places to be enrolled. The unique opportunities available include a strong emphasis on the local environment, technology, and the arts, in addition to a strong academic curriculum. The education process is structured to encourage parental involvement and enlist community support in the education of our children. Students, parents, faculty and administration are held accountable for meeting established expectations. All students have the opportunity to be educated to their maximum potential limited only by their interest, ability, and effort." The focus of the District is on student success, developing and supporting a variety of programs toward that end.

It is the goal of WPUSD to ensure that, upon graduation, all students are college and career ready. This means students are able to think creatively and critically, and work collaboratively, to solve problems. To this end, students need opportunities to engage in meaningful and relevant work that will stretch their thinking, foster their collaboration skills, and equip them with the technical skills needed to creatively tackle problems. Students' learning space needs to be flexible, rich with technology, and not confined within the walls of a traditional classroom.



DISTRICT GOALS

1. Develop and continually upgrade a well-articulated K-12 academic program that challenges all students to achieve their highest potential, with a special emphasis on students.
2. Foster a safe, caring environment where individual differences are valued and respected.
3. Provide facilities for all district programs and functions that are suitable in terms of function, space, cleanliness and attractiveness.
4. Promote the involvement of the community, parents, local government, business, service organizations, etc. as partners in the education of the students.
5. Promote student health and nutrition to enhance readiness for learning.

This High School Educational Specification is a foundation process and document for meeting the goals above, specifically #3, “Provide facilities for all district programs and functions that are suitable in terms of function, space, cleanliness and attractiveness”. District Goals #1, #2 and #4 also have facility implications. The maximum potential of each student will be realized through all programs provided by the District. To serve students well, programmatically appropriate facilities are necessary. To ensure a safe, caring environment, facilities must be designed and maintained to enable instruction to happen without worry from outside distractions.



DISTRICT BACKGROUND

Western Placer Unified School District (WPUSD) was formed on July 1, 1966, when it united twelve (12) smaller school districts. The District serves students in a 168 square mile area in Placer County. The City of Lincoln is home to the majority of students attending WPUSD and all but one of the schools are located in the City of Lincoln. Students who live in the City of Sheridan and parts of the City of Roseville and also served in WPUSD and one elementary school is located in the City of Sheridan serving as the hub for that small community. The District has a diverse ethnic and culturally enriched population. WPUSD is governed by a five (5) member Board of Trustees.

WPUSD includes, three (3) school sites with Transitional Kindergarten (TK), seven (7) K-5 elementary schools, two (2) middle schools for grades 6-8, a comprehensive senior high school for grades 9-12, and a continuation high school. They also provide Alternative Education through Independent Study for grades K-12. Student population for grades TK-12 is 6,816. In addition, WPUSD sponsors three (3) independent charter school districts; Horizon Charter, Partnerships for Student-Centered Learning, and John Adams Academy collectively serve roughly 3000 students from Placer and other surrounding counties.

The City of Lincoln was founded in 1859 and has a rich heritage of community spirit and neighborly charm. The Lincoln community is best known for Gladding McBean & Co. who established their pottery in Lincoln in 1875 and are still going strong today as the leader in Terra Cotta, Clay Pipe and Tile products. Lincoln also has a fully functioning airport and railroad. With a population of more than 47,000 people, Lincoln's community is very supportive and involved in its schools.

DISTRICT EDUCATIONAL PROGRAMS

The District's program of quality education is delivered in a wide range of educational settings and learning environments, including:

- 7 elementary schools (grades K-5)
- 2 middle schools (grades 6-8)
- 1 comprehensive high school (grades 9-12)
- 1 continuation high school
- GATE programs (grades 2 – 8); Honors/Advanced Placement (grades 9 – 12)
- English Learner Development (ELD) programs
- Advancement Via Individual Determination (AVID) program
- 1 Charter School (Horizon Instructional Systems)
- Special Education
- Transitional Kindergarten
- A 415 acre farm; the largest school farm in California



DEVELOPMENT PROCESS

The identification of educational facility goals is fundamental to the creation of comprehensive and responsive educational specifications. Facility goals provide the basis for the decisions, directions, and information detailed in the educational specifications and the conceptual design solution. It is important that the facility goals align with and respond to the mission and vision of the Western Placer Unified School District and the District Goals adopted by the Governing Board.

To obtain the necessary information in developing the educational specifications for the new High School, the design team facilitated discussions with a variety of stakeholders. A District Project Control Group was established to provide oversight to the process.

Project Control Group

Scott Leaman – Superintendent
Audrey Kilpatrick – Assistant Superintendent of Business Services
Karrie Callahan - Assistant Superintendent of Educational Services
Michael Adell – Director of Facilities
HMC Staff

Stakeholder Groups

ASB/Student Activities:

Mary MacQueen and Leadership Class

Administration/Counseling:

Jay Berns, Vikki Eutsey, Mike Maul, Stephanie Brown, Tom Kelley, Stevie Crisoto, Misty Alarcon, and Cleo Carrasco

Library Services:

Kathryn Hunt and Belinda Silva

Maintenance/Grounds/Transportation:

Stan Brandl, Mike Kimbrough, Mark DeRossett, and Carrie Carlson

Technology:

Tsugu Furuyama and Carrie Carlson

Food Service:

Susan Stewart and Carrie Carlson

Special Education:

Amy Pettersen, Susan Watkins, Clelia Jocoy, Alex Joe, Karla Manzano, Kari Koche

Science:

Tim Allen, Jen Horton, Marilou Edwards, Shane Dixon, David Foxworthy

PE/Athletics:

Donna Tofft, Jason Treanor, Mike Maul

Core Academics:

Jeanie Duncan, Jennifer Villanueva, Mark Freestone, Elizabeth Zamora

Performing Arts:

David Hill, Gina Escobar, Cindy Hagman, Henry Florence

CTE:

Jen Horton, Barret Hess, Debbie Tofft, Scott Seacrist, Amanda Retallack

Section 2

New School Overview & Educational Approach



NEW HIGH SCHOOL DESCRIPTION

General Project Summary

The following design parameters were established during the preliminary programming and design workshops for the new high school.

School Population

- Grade configuration: 9-12
- Initial student enrollment: 1200 students minimum
- Future expansion/build-out student enrollment: 2000 students
- Teachers/Staff: Initial: 80 / approximately 180 at full build out.

Site

Location: Southeast corner of Hwy 65 and Twelve Bridges Drive and immediately adjacent to the site of the existing City of Lincoln Public Library at Twelve Bridges.

Site Size: 55 acres

Parking: Faculty/staff/visitor – 100 stalls

Student – 700 stalls (1200 student enrollment)

1200 stalls (2000 student enrollment)

Bus loading – Bus loop for up to 3 traditional busses and 1 for Special Education

Fields/Courts:

Baseball (2)

Softball (2)

Physical education turf fields (2)

Soccer practice (1)

Football/soccer/track stadium (1)

Basketball/volleyball courts (8)

Tennis (6)

Swimming/aquatic center

Vehicular Circulation:

Primary campus access points:

Staff / Visitor / Bus - The intersection of Twelve Bridges Drive and Colonnade Drive (signalized)

Student - Fieldstone Drive across from Lincoln Village at Twelve Bridges intersection



NEW HIGH SCHOOL EDUCATIONAL PHILOSOPHY

The new high school, at its core, will operate as a traditional comprehensive high school. Its base curricular program will consist of general core and elective courses (i.e., math, science, PE, world language, etc.) that will allow students to meet the UC/CSU A-G eligibility requirements. In addition to the base curricular program, the new high school will offer a variety of honors and advanced placement (AP) courses to further prepare students for college. Furthermore, pathways of study in Health Science and Medical Technology; Arts, Media, and Entertainment; and Information and Communication Technologies will also be offered for students wishing to pursue careers in these industry sectors. To compliment the academic programs, the new high school will offer a variety athletic programs, performing arts (i.e., music, dance, theater), and co- and extra-curricular activities for students to participate in.



SPECIAL EDUCATION

WPUSD utilizes a collaborative service delivery model and approach for providing special education services for students with exceptional needs. A large emphasis is put on providing access to typically developing peers in the least restrictive environment. As such, WPUSD utilizes more push-in and co-teaching services. For our students with more intense needs, efforts are made to provide access through the use of elective classes and additional adult support in general education classes.

The new high school will provide services for special education students with disabilities ranging from mild to severe. It is our intent to provide a continuum of services to students in both self-contained and mainstream educational settings. Traditionally speaking, we will offer ILS, SDC and RSP programs.

classroom will provide a space for students to plan and edit footage. A series of workrooms will provide space for students to work in teams in quiet, isolated spaces. The TV broadcasting and video production studio will feature a control room for live broadcasts and will be located adjacent to the control room in the media and performing arts center. Students will operate the theater control room for live production of short film, or TV sitcoms in the traditional stage setting. Within the theater, students will be exposed to production lighting and videography. The stage will be outfitted with rigging to support creative video productions. The theater will also be used for screening short films and video productions to a broader audience.

DESIGN, VISUAL, & MEDIA ARTS CTE PROGRAM

WPUSD's new 5,950 square foot Design, Visual, and Media Arts facility will include a suite of spaces to support technical arts such as digital and traditional Photography, TV broadcasting, video production/editing, and journalism. Enhancements will be made to an adjacent performing arts theater allowing for full-stage performance broadcast capabilities. A photography studio with ample storage and a dark room will connect to a video production studio via a moveable partition where students will be introduced to digital and traditional photo history, composition, editing and technical processes, as well as the basis of lighting, video composition, and visual storytelling. Students will learn to operate a professional video camera in this flexible studio space. An adjacent video production



EDUCATIONAL TECHNOLOGY PLAN

As the district has grown, new buildings have been added – four schools in the last fifteen years. The new schools have been equipped for modern technology needs; the older schools have had a variety of retrofits to bring them up to par with the newer schools' technology. The District has made every effort to maximize technological improvements in infrastructure on all campuses, making use of E-rate monies toward this end whenever possible. Western Placer Unified School District includes five Title I schools; the District API is 822. Use of technology to assist in disaggregation of data in recent years has been extremely helpful in targeting students in need of support and intervention, and in yielding academic achievement improvements for our significant subgroups.

TECHNOLOGY VISION

As described in the overall mission of the Western Placer Unified School District, the purpose of education is to empower students with the skills, knowledge, and attitudes for success in an ever-changing world.

Within this context, we believe that technology is an integral tool for all learning and should inspire how we teach and learn in all content areas. It is the vision of Western Placer Unified School District that students and staff be engaged in technology-rich environments that build the knowledge and skills needed for success.

Specifically, we envision that technology is available, current, and effectively supported for all students and staff:

- To meet teaching and learning needs
- To refine critical thinking, problem-solving, and inquiry skills
- To encourage creativity and innovation
- To access learning anytime, anywhere
- To communicate effectively
- To improve efficiency and effectiveness of school-wide systems
- To collect, assess, and share performance information
- To provide skills and proficiencies necessary to be college and career ready
- To be a responsible digital citizen

It is our intention that this vision will remain constant over the course of our plan and that it will guide the day-to-day and year-to-year implementation of technology across Western Placer Unified School District.

High School Technology:

Our comprehensive high schools will have an instructional technology lab. In addition, there is a need for a part-time drop-in computer lab for core teacher and student use with available laptop carts. Intervention classrooms and special education classrooms have student computers for use to support and practice academic skills. At least one classroom is set up as a computer lab. We will continue planning for the development and implementation of BYOD, which will also address equitable access for all.

Section 3

Planning & Design Guidelines



THE INTEGRAL RELATIONSHIP BETWEEN ENVIRONMENT AND BEHAVIOR

Although it is often said “A good teacher can teach and mentor anywhere,” today’s on-going research suggests a correlative relationship between the conditions and design of school facilities and behavior and learning. An individual’s relationship with spaces and their surroundings can not only improve the quality of the individual’s experience in that space but most behavioral scientists believe a physical environment can also effect, motivate, and support behavior.

Learning is a complex activity that tests students’ motivation, mental concentration, and physical condition. There have been many studies that point to better attendance, improved test scores, and reduced disciplinary problems as evidence that the physical environment of a school can make a difference in a student’s educational experience. As one looks at results of the research, findings link improved student achievement with building quality, good lighting, thermal comfort, acoustics, and indoor air quality. Studies also show a relationship between safe, secure, and well-maintained schools and performance, attendance, and drop-out rate. The physical setting of a school can provide both students and staff with a sense of comfort and well-being creating a desire to want to be at that school.

The physical environment created for learning has a great opportunity to guide and encourage the type of transparent culture envisioned in the District’s Mission and Vision. Elements of an environment can either support or hinder desired behavior creating patterns for the way we act

as well as interact with others. For example, if we want to foster communication and interactive dialog we need to reinforce that with small areas for informal conversations and impromptu learning spaces both indoors and outside. If we want to encourage flexible group project work and teaming, the furniture, acoustics, and available space need to allow for a variety of group arrangements. Providing transparency through glass and more visible learning areas emphasizes the desire for transparency and open sharing among teachers, students, and administration on the campus. It also promotes sharing of work and accomplishments and allows for students learning from observing each other.

The flexibility of space and furnishings can encourage creative approaches to learning and team work rather than restricting process, thought, and project development. Students need to feel empowered to re-arrange and create a space to suit the needs of project development and learning styles.

Personalization of space also allows individuals to take ownership of that area which leads to both a sense of responsibility and pride. Research shows that when students participate in the creation of a space, students actively partake in maintaining their school. In addition, personalization of an environment can provide students with a sense of identity and belonging.

It may be as simple as a young child noting that he or she is part of the blue pod or is part of a theme

classroom. Some say it is this personalization that will give a space a human scale rather than create an institutional feeling. Individuals feel at home in a personalized space and will relax and respond differently than when they feel they are in a more sterile or formal environment. Display, art, gardens, personalized signage and graphics, as well as color are all ways to include learner-focused identity and personalization.

The same type of space does not support all the types of activities that take place during a day of learning. While interaction and collaboration are often needed for group work, quieter places for individuals to focus on a complex task are just as important. Individuals have different learning styles and their special needs and modes of concentration vary. A school environment needs to be sensitive to the needs of all individuals to allow for every student to have the opportunity to realize their potential. Gathering areas for students to present their work to larger groups need to be available at all times to encourage presentations and open discussion. Storage space and locations for project storage will not only keep spaces neater and safer for circulation but will help both students and staff remain organized as they approach their work.

Location is a component of the physical environment that impacts human behavior and interactive patterns. Providing adjacencies and proximity for those that should collaborate and team is important to encourage the desired interaction. A defined smaller area where

the same group of people gather and work allows for increased interaction with the same people promoting familiarity and comfort just as with a smaller neighborhood.

A physical environment can also symbolize certain qualities, values, and personal experiences. A learning facility has the opportunity to symbolize hope, opportunity, or stability for students or create negative feelings as well. Perhaps one of the biggest impacts of safe, comfortable, and inspiring schools is that they communicate a message to students that they are respected and special individuals and that their personal success is important to their community.



GENERAL CAMPUS ORGANIZATION

The main entrance to the school should be located adjacent to the Administration Office so that visitors, including parents, must come through the Administration to sign in and enter on to the campus. This secured main entry should be obvious to visitors and designed so it can be locked at desired times of the day. The campus access points are important cues for building interface for the users but also need to be developed with security of the campus and occupants in mind. Everyone should immediately recognize where the main entrance is located. The entry provides a first impression and communicates a message about the school. It should welcome both visitors and students. Other entries to the campus should be developed with visual cues as well and labeled with signage. On many of the existing campuses the main entry may be different than a larger entry that is open in the morning for students to enter the campus. This student entry should be sized to allow large groups of students (20-40) to flow through the entry at a given time period without crowding.

The school should be zoned to allow for public use with controlled access points from more private school spaces and functions. Public use spaces such as the Administration, the Gymnasiums, Performing Arts, and play fields would ideally have entrances that could be accessed after school hours without allowing access to the entire campus. These areas should also be located close to accessible parking. Classrooms would ideally be arranged around an outdoor common space with views from the Administration into this open common area

with clear sight lines. This will provide a safe and secure space for students as access to the campus is controlled and the common areas are visible to administrative leadership.

The drop-off/pick-up zone is one of the most challenging areas of a school where students live outside of a walkable neighborhood. When possible, the zone should be located away from parking to void pedestrian circulation crossing the vehicular drop-off zone. This crossing not only slows down the efficiency of the student drop-off process but also creates a major safety hazard for students and parents. The drop-off zone should be located away from busy streets and intersections as vehicles will back up beyond the drop-off lane on the site.

FLEXIBILITY AND ADAPTABILITY

Providing flexibility for any educational facility should be standard design practice. While it is difficult to know how our world, technology, culture and public education may change in the next 15-20 years, we do know it will change. Any new building structure and partition systems between rooms should allow for easy future layout modifications. Site master plans should allow for school expansion for increased enrollment or additional programs at a site such as health services or more community use.

Changes in needs for WPUSD schools and classrooms will not only occur from year to year but also from day to day to support the project-based hands on learning that will be so critical for the implementation of the Common Core Standards. Spaces and furnishings should provide flexibility for easy modification throughout the day to accommodate a variety of activities and instructional methods created for different topics and projects. Class size will vary depending on current funding, technology tools, and curriculum delivery. The groups of students who use the school originally may be totally different than those who use it in the future so art, colors and cultural references should be able to be modified in the future.

Consider loose furnishings in classrooms and offices to provide storage and support current technology and instruction methods rather than fixed casework. This will lend itself to adapting to future change. Mobile but durable furniture will also allow staff to reconfigure learning spaces to individual students' learning styles

and support all students in the way they best learn. Flexible furnishings and even storage units will empower students and teams to personalize their space providing another opportunity to create a sense of ownership in their educational journey. Tables and chairs should be able to easily move from a group presentation configuration to small group discussions and individual focused work. While there is a focus on collaboration on project work, students still need to have quiet space for individual quiet focus and study. Since most facilities at schools will be classrooms, utilizing flexible furnishings and storage is an easy way to upgrade all of the spaces to align with the District Mission and Vision without major structural changes and new construction.

Common spaces throughout the school should also be adaptable for multi-use to maximize the usage of all square footage. Indoor dining spaces should be planned to support a multitude of school and community activities such as presentations and performances, school fairs, project sharing, and dances. Spaces ideally should allow for community use and parent support. Mobile tables on casters and light weight, high density stacking chairs can provide flexibility as well as comfort but storage for these items should be included to assist with the flexibility of the space. Even outdoor spaces, including dining areas, should allow for flexibility and shared use.

Consider sheltered student circulation and opportunities for socialization both inside and outside buildings. These are great areas for student display and impromptu gathering and learning spaces.



SITE PLANNING AND DEVELOPMENT

A new high school development is a significant addition to the community fabric. In many communities like Lincoln, high school facilities are used for purposes other than those directly related to the learning activities of students; such as, community performances, community sports, adult education, public assembly, recreation, and election polling places.

The site should be convenient and readily accessible to present and/or future school populations to be served, and to the public for community use. It should also be conducive to the possibility for interrelationships and joint planning with other public facilities, such as parks, libraries, and other recreation facilities. It should be accessible to roads that are adequate to accommodate the added traffic generated by the school. It should be in a community that is safe and readily accessible to students, utilities, and services, but free from noise, air pollution and other disturbing elements. It should also be located near modes of public transportation.

Topography and Drainage:

Inadequate drainage or excessive earth moving can cause continual problems. Ideally, the site is gently sloping with an elevation and contours which will ensure good drainage. The site should be adaptable to intended use without massive and costly earth-moving activities or destruction of the existing environmental characteristics. The site should allow for natural gravity flow of sewage on or from the site, preferably without use of pumps.

Access and Traffic:

The site should be accessible at a reasonable cost to public roads and/or streets that are adequate or made adequate to hold the added traffic generated by the school. The site should be adjacent to or readily accessible to modes of transport useful to students and staff: school buses, private vehicles, public transportation, bicycles and/or pedestrian walkways and should be adequate to handle peak load traffic at the beginning and end of the school day and for after-hours public assembly activities without undue delay or hazards.

Security and Safety:

WPUSD wishes to provide a warm and nurturing school environment, while also providing a safe and secure campus for all students, staff, and parents. Both active and passive security design features can be used to create a safer school environment. The layout and zoning of the school will lay the foundation for securing the school, providing limited but friendly access points with clear open spaces for observation and control.

Large curves in buildings, hidden alcoves and large shrubs and other large landscaping features provide potential hiding spaces for both school intruders and students and should be avoided. Exterior spaces between multiple small buildings also create areas which are difficult to supervise. Student circulation between classes, lunch, and recess are often periods of student disruption so proximity of spaces, to limit circulation, and create open circulation pathways that can easily be monitored

are important to the security of the school. The position of the Administration and Principal's Office for control of the site and entry is critical. Everyone who enters the site should have to pass through the Administration for access to the rest of the campus.

Active security systems include surveillance cameras, access hardware, motion detectors, and alarm systems. The District will strive to provide each campus with up-to-date approaches that are appropriate for each school but much of the security and safe feeling of the campus will be provided by creating personalized learning environments where students and staff know each other and hold each other accountable for behavior and caring for their space. An atmosphere of trust and respect is a critical element in creating a safe and secure learning environment.

Community Use:

WPUSD believes that the school is an extension of the community and is committed to supporting the community and encourages participation with school events and collaborative opportunities. Industry partnerships are encouraged. Each school should be designed or redeveloped with zones for public use, close to adequate visitor parking and easy access to the Administration and support spaces, but the layout should limit access to all other areas of the school for security. The Performing Arts, and play fields could be used for community activities independent of school functions and therefore should be located for easy community

access and restrooms, but allow for controlled access to classrooms and labs.

Parents may also volunteer at the school or wish to speak to classes for special presentations. The District indicated they would like to bring community and industry leaders to the schools for mentoring and speaking events. Schools would also like to provide educational opportunities for parents either in a parent room or the Library / Media Center. Therefore, parking for visitors and parents, with easy access to the main entrance, should be included in the site layout to encourage and facilitate parent and community involvement.

STUDENT FOCUSED

Student Focused:

A school organization and design or master plan should be developed with the focus on meeting student needs and creating an environment that will both nurture and stimulate the learners. While educational facilities should support the teachers and staff and provide spaces that serve the community, the school's primary user who must perform every day is the student. Too often the students do not have a voice in the development of the design and the adults involved in the process can have a different perspective on what they would like to see in a facility. In the planning process for WPUSD, student perspectives were solicited and ideas are noted in this document. Color, lighting, scale, and aesthetics should relate to the students.

One of the District's goals is to provide an environment where every student can learn. Spaces should support a variety of learning styles of students. We know all students learn in different ways. Some students will prefer to do more independent work while others may require direct one-on-one or small group instruction. Learning spaces need to allow for hands on project-based learning and encourage students to explore subjects beyond what the initial requirements may be.

Most of today's students are competent with a variety of technology tools and will expect to use such tools in their daily learning. Spaces should have the latest technology tools as part of the environment with one-to one devices. Technology can also support the students in sharing

their projects with both their local and global community. This can expand the reputation of each school and the District beyond the walls of the local community.

Student considerations include:

- Storage for students' personal belongings, including backpacks and coats
- Appropriate restroom facilities where students can ensure personal hygiene
- Quiet or semi-private spaces to allow students privacy to express their emotions
- Comfortable furniture that supports ergonomics or High School Students
- Plenty of space to move without being crowded
- Spaces to display their work in a professional manner
- Easy access to food service that allows for time to eat and visit with friends
- Covered spaces from weather conditions for circulation and play
- Indoor and outdoor spaces where students can socialize and relax

Section 4

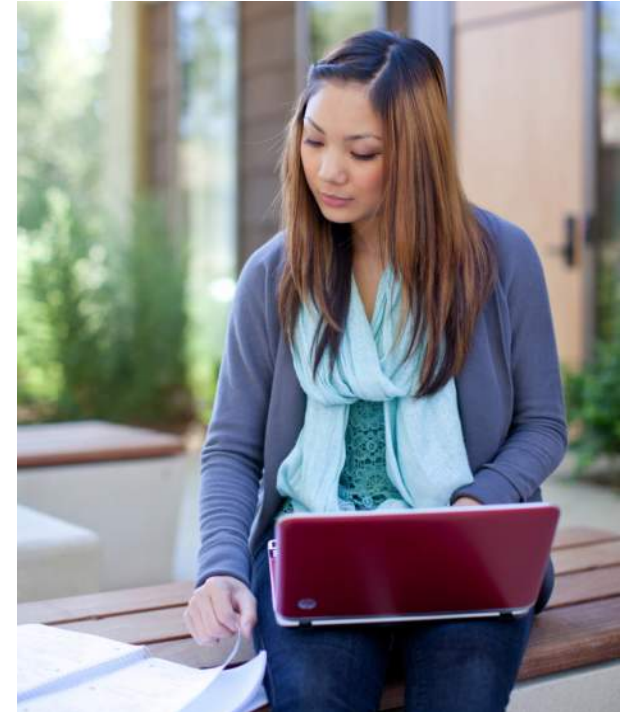
Program Spaces & Descriptions



GENERAL CAMPUS



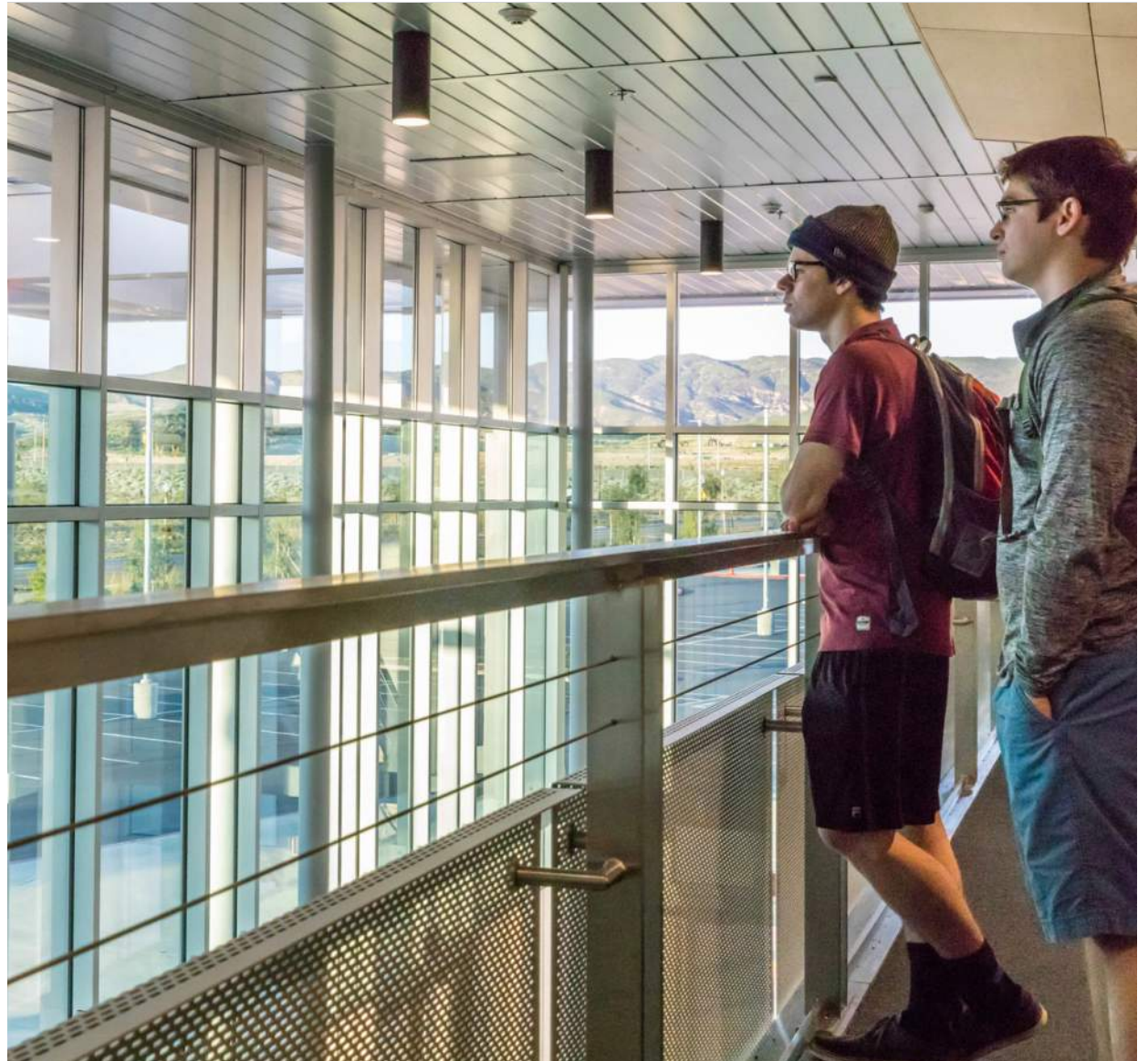
SPACE/FUNCTIONAL AREA		TEACHING STATIONS	ENROLLMENT CAPACITY	NET AREAS	GROSS AREAS
CLASSROOM BUILDING A					
	GENERAL CLASSROOMS			35,700	39,270
CLASSROOM BUILDING A TOTAL WITH CIRCULATION		28	722	40,160	44,176
CLASSROOM BUILDING B					
	GENERAL CLASSROOMS			35,700	39,270
CLASSROOM BUILDING B TOTAL WITH CIRCULATION		28	722	40,160	44,176
SCIENCE / TECHNOLOGY BUILDING					
	CAREER TECHNOLOGY			7,720	8,492
	SCIENCE			19,560	21,516
SCIENCE / TECHNOLOGY BUILDING TOTAL WITH CIRCULATION		12	270	33,022	36,324
VISUAL ARTS & MUSIC BUILDING					
	ARTS			7,360	8,096
	MUSIC			10,120	11,132
VISUAL ARTS & MUSIC BUILDING TOTAL WITH CIRCULATION		7	180	19,618	21,580
PERFORMING ARTS BUILDING					
	AUDITORIUM - 450 Seats)			18,670	20,537
PERFORMING ARTS BUILDING TOTAL WITH CIRCULATION		1	23	24,198	26,617
PHYSICAL EDUCATION / ATHLETICS BUILDING					
	PHYSICAL EDUCATION / ATHLETICS			41,900	46,090
PHYSICAL EDUCATION / ATHLETICS BUILDING TOTAL W/ CIRCULATION		4	113	48,575	53,433
FIELD ATHLETICS BUILDING					
	STADIUM/FIELDS/COURTS			3,500	3,850
FIELD ATHLETICS BUILDING TOTAL WITH CIRCULATION				4,210	4,631
HIGH SCHOOL TOTAL		80	2,030	237,680	261,661



RELATIONSHIP DIAGRAM



ACADEMIC CORE



SPACE/FUNCTIONAL AREA		SPACES	TEACHING STATIONS	ENROLLMENT CAPACITY	NET AREAS		GROSS AREAS
CLASSROOM BUILDING							
GENERAL CLASSROOMS						71,400	78,540
	General Classroom	56	56	1444	960	53,760	
	Students Collaboration/Resource	8			1,200	9,600	
	Collaboration/Study	16			180	2,880	
	Teacher Collaboration/Work Room	4			400	1,600	
	Support Offices	8			120	960	
	Staff Toilets	4			200	800	
	Storage	4			150	600	
	Student Toilets	4			300	1,200	
CIRCULATION & SERVICES						8,920	9,812
CLASSROOM BUILDING TOTAL		56	1,444			80,320	88,352
SCIENCE / TECHNOLOGY BUILDING							
CAREER TECHNOLOGY						7,720	8,492
	Classroom Engineering	2	2	45	960	1,920	
	Specialty Tech Lab/Shop	2	2	45	2,000	4,000	
	Materials Storage	2			200	400	
	Tool Storage	2			100	200	
	Project Storage	2			400	800	
	Teacher Collaboration/Work Room	1			400	400	
SCIENCE						19,560	21,516
	Science Lab/Lecture Chemistry	2	2	45	1,800	3,600	
	Prep/Storage	1			900	900	
	Science Lab/Lecture Physical	2	2	45	1,800	3,600	
	Prep/Storage	1			900	900	
	Science Lab/Lecture Physics	2	2	45	1,800	3,600	
	Prep/Storage	1			900	900	
	Science Lab/Lecture Biology	2	2	45	1,800	3,600	
	Prep/Storage	1			900	900	
	Students Collaboration/Resource	1			1,200	1,200	
	Collaboration/Study	2			180	360	
CIRCULATION & SERVICES						5,742	6,316
SCIENCE / TECHNOLOGY BUILDING TOTAL WITH CIRCULATION		12	270			33,022	36,324
VISUAL ARTS & MUSIC BUILDING							
ARTS						7,360	8,096
	2-D/Multi-Media Studio	2	2	45	1,400	2,800	
	Storage	1			120	120	
	3-D/Ceramics Studio	1	1	23	1,600	1,600	
	Storage	1			200	200	
	Kiln	1			120	120	
	Graphics Studio	1	1	23	1,200	1,200	
	Storage	1			120	120	
	Students Collaboration/Resource/Display	1			1,200	1,200	
MUSIC						10,120	11,132
	Instrumental Rehearsal Room	1	1	45	3,000	3,000	
	Instrument Storage	1			400	400	
	Percussion Rehearsal Room	1	1	23	1,200	1,200	
	Instrument Storage	1			200	200	
	Vocal Rehearsal Room	1	1	23	2,400	2,400	
	Uniform/Robe Storage	1			400	400	
	Practice Room	4			120	480	
	Ensemble Room	1			300	300	
	Support Office	2			120	240	
	Student Commons/ Resource / Lobby	1			500	500	
	Staff Toilets	2			200	400	
	Student Toilets	2			300	600	
CIRCULATION & SERVICES						2,138	2,352
VISUAL ARTS & MUSIC BUILDING TOTAL WITH CIRCULATION		7	180			19,618	21,580
PERFORMING ARTS BUILDING							



SPACE/FUNCTIONAL AREA		SPACES	TEACHING STATIONS	ENROLLMENT CAPACITY	NET AREAS		GROSS AREAS
AUDITORIUM - 450 Seats)						18,670	20,537
	Auditorium Seating	1			5,500	5,500	
	Stage	1			3,000	3,000	
	Stage Storage	1			400	400	
	Lobby	1			2,000	2,000	
	Tickets / Coats	1			200	200	
	Public Toilets	2			300	600	
	Stage Shop	1			1,500	1,500	
	Tool Storage	1			200	200	
	Materials Storage	1			400	400	
	Dimmer Room	1			150	150	
	Sound Control Room	1			100	100	
	Lighting Control Room	1			120	120	
	Control Room	1			280	280	
	Dressing/Toilet/Shower	2			400	800	
	Makeup	1			400	400	
	Costume Storage	1			300	300	
	Green Room	1			400	400	
	Black Box/Experimental Theater/Drama Classroom	1	1	23	2,000	2,000	
	Support Office	1			120	120	
	Storage	1			200	200	
CIRCULATION & SERVICES						5,528	6,080
PERFORMING ARTS BUILDING TOTAL WITH CIRCULATION			1	23		24,198	26,617
HIGH SCHOOL TOTAL			76	1,917		157,158	172,873

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ACADEMIC LEARNING SPACES

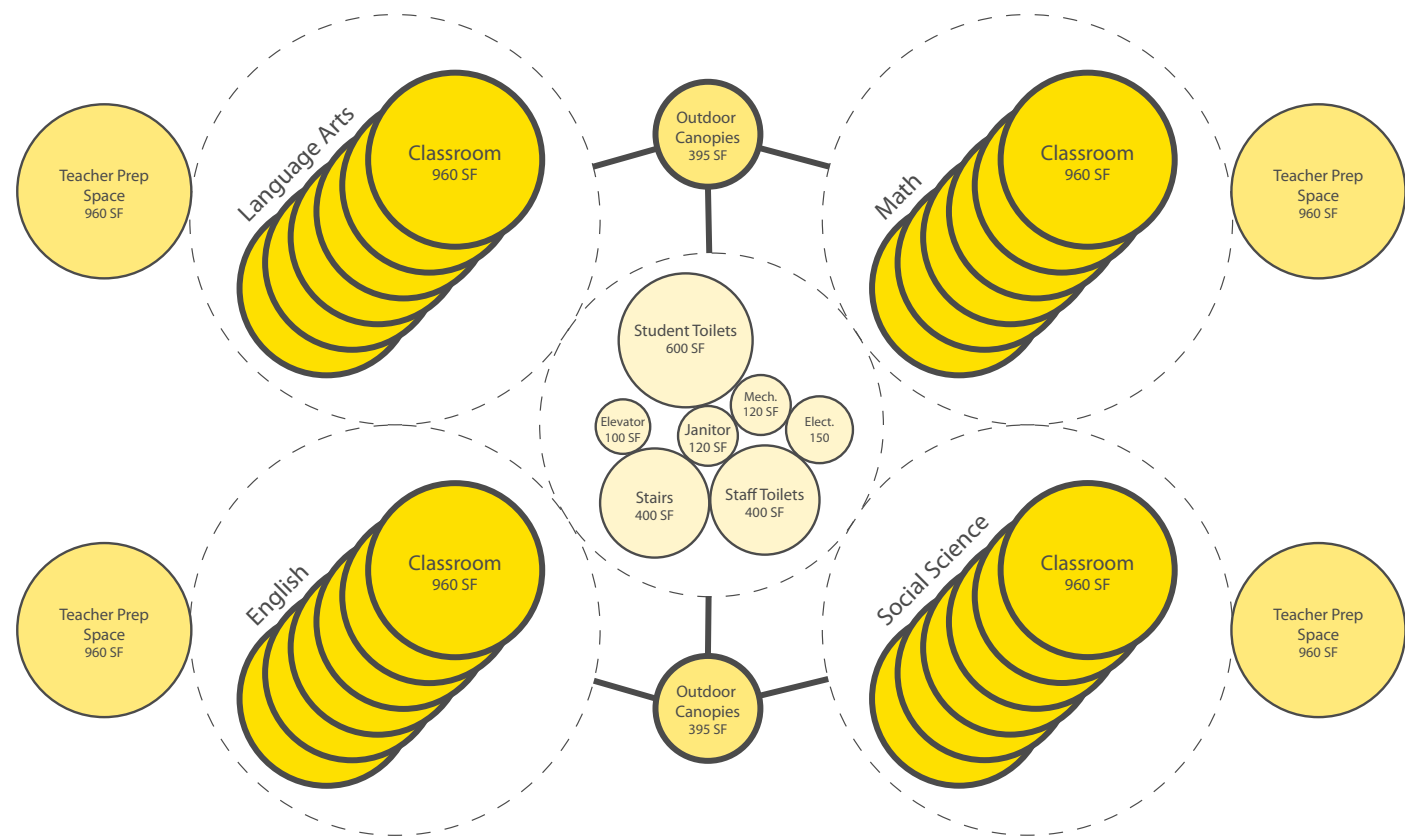


Academic Learning Program Spaces

PROGRAM SPACE	QUANTITY	SQ. FT.	AREA
General Classrooms			
Flex Lab			
Tech lab			
Computer Lab			
Project Room			
Science Capstone			
Chemistry Lab			
Biology Lab			
Science Workroom			
Science Storage			
Project Storage			
Textbook/Technology Storage			
Career Pathways 1			
Career Pathways 2			
Net Total for Academic Learning			



RELATIONSHIP
DIAGRAM





SPACE DESCRIPTIONS & RELATIONSHIPS

GENERAL CLASSROOM

GENERAL CONCEPT AND ACTIVITIES

The classroom learning environment should be learner-focused, while supporting the teaching staff. Student loading in each classroom may vary throughout the life of the school, depending on current educational philosophies, economic conditions, and core academic courses that will be offered in the classroom, ranging from 27-39. The classroom design should be flexible to adapt to multiple curriculums and delivery models in the future and should support a variety of activities and layouts that could change throughout the week or day. Mobile, durable furniture that is easy to move and re-configure should be considered. A single teacher or multiple staff may be providing instruction and support in general classrooms.

Activities will include large and small group instruction, teaming, class discussions, small group and individual project work, and technology supported projects on a wireless network. Adjacent outdoor learning areas should extend the classroom space and be considered an integral part of the learning environment. While some direct class instruction may exist in a presentation mode, students will also be engaged in project-based, hands-on learning. The rooms and adjacent corridors will display projects and provide the latest technology tools. Adjacent storage areas should provide project storage.

PRIMARY AND SECONDARY USES

- Teachers
- Students
- Guest Speakers/Industry Partners and parent volunteers

RELATIONSHIP AND ORGANIZATION

Classroom learning environments will be arranged around a central outdoor courtyard area with direct access to outdoor learning areas. The layout should feature groupings in clusters or zones based on the curriculum. Adjacent small work areas and media/research centers will allow for staff collaboration as well as student project based teaming. Staff and student restrooms will be located within easy walking distances. Internal passage in classroom/lab buildings should be designed as a transparent extension of the learning experience.

FEATURES OF THE SPACE

ENVIRONMENTAL SOUND CONTROL

- Walls: minimum STC 50
- Ceilings: minimum CAC 35, NRC .70

WRITING / DISPLAY SPACES

- Markerboard
- Tackboard

FLOORING

- Sealed concrete

WINDOWS / DOORS

- Windows that provide maximum natural daylight without heat gain - operable windows
- Position for outdoor view and visual connection
- Shading devices/glare control
- Vision panel in door
- Dual cylinder classroom lock for safety

CASEWORK

- Storage built into a teaching wall cabinet with lockable base cabinets with adjustable shelves, markerboard, tackboard, and bookcases
- Permanent casework should be minimal to allow for maximum flexibility

LIGHTING

- Overhead fixtures - indirect, where possible
- Natural lighting, light shelves and light monitor
- Energy efficient light switches with split controls

PLUMBING

- None

ELECTRICAL

- 3-4 utility electrical outlets on each wall and several above counters in addition to power required for technology

HVAC

- Passive natural ventilation system
- Radiant heating in floor

TECHNOLOGY/COMMUNICATIONS

- 1-2 computer drops
- Wireless access points for public and private networks
- 1 permanently mounted short throw digital projector
- Rough in and infrastructure for 2 flat screen display monitors
- Telephone
- Office-to-classroom two-way communication
- Consider cable television access

FURNITURE FOR THE SPACE

- Mobile chairs and tables - consider casters on tables for ease of movement
- Mobile lockable storage unit for student items/backpacks
- Teacher workstation
- Teacher task chair

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SPACE DESCRIPTIONS & RELATIONSHIPS

COMPUTER/MEDIA ARTS LAB

GENERAL CONCEPT AND ACTIVITIES

The computer lab will serve as an instructional classroom for a variety of coursework including design and media arts classes, as well as function as a school wide technology resource. This classroom will provide access to computer terminals, printers, plotters, and the Internet for a variety of curriculum in the Media Arts pathway. Activities could include such things as animation and gaming development as well as web page and other media and technology design and innovation, and development of architectural, product, and sustainable technology concepts. Students will work at computers or laptops independently but will also be working with student teams at a table and giving presentations. The classroom will be flexible as needs for computers and technology driven curriculum changes in the future.

PRIMARY AND SECONDARY USES

- Teachers
- Students
- Industry partners

RELATIONSHIP AND ORGANIZATION

The computer lab will be located close to the general classrooms, the Tech Lab, and a Media/Research Center. It would also be beneficial to be close to the Visual Arts Labs.

FEATURES OF THE SPACE

ENVIRONMENTAL SOUND CONTROL

- Walls: minimum STC 50
- Ceilings: minimum CAC 35, NRC .70

WRITING/DISPLAY SPACES

- Markerboard
- Tackboard

FLOORING

- Sealed concrete

WINDOWS/DOORS

- Windows that provide maximum natural daylight without heat gain – operable windows
- Shade devices/glare control
- Vision panel in door
- Dual cylinder lock on doors for safety

CASEWORK

- Teaching wall cabinet with lockable base cabinet and shelving

LIGHTING

- Overhead fixtures - indirect when possible
- Natural lighting - light shelf and light monitor
- Energy efficient lighting with split light switches

ELECTRICAL

- 1-2 utility receptacles in addition to power for technology
- Floor receptacles under tables

HVAC

- Mechanically assisted passive natural ventilation system
- Exhaust fan
- Radiant heat in floors

TECHNOLOGY/COMMUNICATIONS

- 38-42 computer drops for student use and printers/plotter/scanner
- Wireless access points for public and private networks
- 1 permanently mounted short throw digital projector
- Rough in and infrastructure for 1-2 flat screen display monitors
- Consider large flat screen display monitors for walls
- Telephone
- Office-to-classroom two-way communication
- Consider cable television access

FURNITURE FOR THE SPACE

- Adjustable computer workstations with wire management
- Ergonomic task chairs
- Teacher workstation and task chair
- Flexible small tables
- Plotter
- Printer and scanner



SPACE DESCRIPTIONS & RELATIONSHIPS

PROJECT ROOM

GENERAL CONCEPT AND ACTIVITIES

The project room is a flexible space that can be used for a variety of small group and individual activities including team project collaboration, staff collaboration, tutoring, testing, conferences, presentation prep and rehearsal and focused quiet work. This space can also be used to provide special education services for students adjacent to students' classroom environment. Activities may be connected with classroom work and need direct connection with the classroom. Activities may require privacy so acoustical control of the space is critical. This room should be very flexible for multiple uses and allow for a completely different use such as an office in the future.

PRIMARY AND SECONDARY USES

- Students
- Staff
- Parents or tutors

RELATIONSHIP AND ORGANIZATION

These rooms should be located close to the classrooms and labs with direct connection if possible.

FEATURES OF THE SPACE

ENVIRONMENTAL SOUND CONTROL

- Walls: minimum STC 50
- Ceilings: minimum CAC 35, NRC .70

WRITING/DISPLAY SPACE

- 1 6' markerboard
- Tackboard

FLOORING

- Sealed concrete

WINDOWS/DOORS

- Windows to exterior and classroom
- Vision panel in door
- Dual cylinder lock on doors for safety

CASEWORK

- Minimal or none

LIGHTING

- Overhead fixtures - indirect when possible
- Natural lighting, if possible

PLUMBING

- None

ELECTRICAL

- Utility electrical receptacles - 1- 2 per wall
- Power for computers

HVAC

- Passive natural ventilation system
- Radiant heating in floors

TECHNOLOGY/COMMUNICATIONS

- Wireless access points for public and private networks
- Consider office two-way communication

FURNITURE FOR THE SPACE

- Mobile table with 4-6 stacking chairs



SPACE DESCRIPTIONS & RELATIONSHIPS

CHEMISTRY LAB

GENERAL CONCEPT AND ACTIVITIES

The Chemistry lab will be used for curriculum developed to meet the California Standards for graduation, the D (Laboratory Science) requirement for the UC/CSU, and the educational emphasis of the school on biomedical science and support classes in general chemistry. This lab will be used in conjunction with other labs to provide a rich lab-based science curriculum and supported with storage space and preparation areas. The main use of the lab will be for chemistry and related subject matter and should provide a laboratory design that is consistent with high school chemistry curriculum requirements and lab safety requirements in dealing with chemicals. Activities will include hands on experiments and lab projects, as well as large and small group instruction, demonstrations, and multimedia presentations. The adjacent outdoor learning areas will be used for activities and research projects in this class. The outdoor lab space should have a sink. The chemistry lab may be used for microscopy in conjunction with the environmental studies focus.

PRIMARY AND SECONDARY USES

- Teachers
- Industry partners
- Students

RELATIONSHIP AND ORGANIZATION

The laboratory should be located with the other science labs and classrooms and have direct access to the outdoor learning lab space, storage and science workroom. The lab should be located close to a Media/Research Center.

FEATURES OF THE SPACE

- Accommodations for safety equipment: fire extinguisher, first aid kit, master disconnect valve for gas. Consider sanitized goggle cabinet for goggles.
- Secured storage areas for volatile, flammable, and corrosive chemicals - vented storage for corrosive (acids & bases) and non-vented separate storage for solvents
- Appropriate ventilation for hazardous materials that emit noxious fumes or odors, including high volume purge system in the event of accidental release of hazardous substances which may become airborne
- Eye wash, deluge shower station with drain in floor below
- Two exits
- Fume hood

ENVIRONMENTAL SOUND CONTROL

- Walls: minimum STC 50
- Ceilings: minimum CAC 35, NRC .70

WRITING/DISPLAY SPACES

- Markerboard
- Tackboard

FLOORING

- Sealed concrete

WINDOWS AND DOORS

- Operable windows with view to outdoor learning space
- Vision panel in door
- Dual cylinder lock on doors for safety

LIGHTING

- Overhead indirect lighting fixtures
- Natural lighting - light shelf and light monitoring
- Energy efficient light switches with split controls

PLUMBING

- Lab sinks (5 total) with hot and cold water and vacuum breakers
- Emergency shower / eye wash and floor drain
- Gas connection with master shut-off for gas - double cock valve shared at lab stations
- Acid waste plumbing - avoid under sink clean out if possible. Create sampling port for monitoring if permitted by local authorities in lieu of central neutralizing tank.

CASEWORK

- Lab stations for 38-40 students with epoxy resin counter tops with integral sinks

- Consider lockable drawers for team glassware and apparatus if space allows
- Lockable wall cabinets for science equipment - consider size required for microscopes
- 1-2 tall cabinets for secure equipment storage and display
- Shelving

ELECTRICAL

- Receptacles at each lab station
- Receptacles in floor under lab tables
- Power for computers at each lab station and table

HVAC

- Mechanically assisted passive natural ventilation system
- Radiant heating in floor
- Exhaust fan

TECHNOLOGY/COMMUNICATIONS

- Consider 1-2 computer drops
- Wireless access points for public and private networks
- 1 permanently mounted short throw digital projector
- Rough in and infrastructure for 2 flat screen display monitors
- Telephone
- Office-to-classroom two-way communication

FURNITURE FOR THE SPACE

- Lab stools
- Teacher workstation and task chair



SPACE DESCRIPTIONS & RELATIONSHIPS

SCIENCE LAB

GENERAL CONCEPT AND ACTIVITIES

The Biology lab will be used for curriculum developed to meet the California Standards for graduation, the D (Laboratory Science) requirement for the UC/CSU, and the educational emphasis of the school on biomedical science. This lab will be used in conjunction with other labs to provide lab-based science curriculum and supported with storage space and preparation areas. The main use of the lab will be for biology and related subject matter and should provide a laboratory design that supports biology lab curriculum and lab safety requirements. Activities will include hands on research, experiments, lab projects, as well as large and small group instruction, demonstrations, and multimedia presentations. The adjacent outdoor learning areas will be used for activities and research projects in this class.

PRIMARY AND SECONDARY USES

- Teachers
- Industry partners
- Students

RELATIONSHIP AND ORGANIZATION

The laboratory should be located with the other science labs and classrooms and have direct access to the outdoor learning lab space, storage and science workroom. The lab should be located close to the Media/Research Center.

FEATURES OF THE SPACE

- Accommodations for safety equipment: fire extinguisher, first aid kit, master disconnect valve for gas. Consider sanitized goggle cabinet for goggles.
- Secured storage areas for volatile, flammable, and corrosive chemicals - vented storage for corrosive (acids & bases) and non-vented separate storage for solvents
- Appropriate ventilation for hazardous materials that emit noxious fumes or odors, including high volume purge system in the event of accidental release of hazardous substances which may become airborne
- Eye wash, deluge shower station with drain in floor below
- Two exits
- Fume hood

ENVIRONMENTAL SOUND CONTROL

- Walls: minimum STC 50
- Ceilings: minimum CAC 35, NRC .70

WRITING/DISPLAY SPACES

- Markerboard
- Tackboard

FLOORING

- Sealed concrete

WINDOWS AND DOORS

- Operable windows with view to outdoor learning space
- Vision panel in door
- Dual cylinder lock on doors for safety

LIGHTING

- Overhead indirect lighting fixtures
- Natural lighting, light shelf and light monitoring
- Energy efficient light switches with split controls

PLUMBING

- Lab sinks with hot and cold water and vacuum breakers
- Emergency shower / eye wash and floor drain
- Gas connection with master shut-off for gas
- Acid waste plumbing - avoid under sink clean out if possible. Create sampling port for monitoring if permitted by local authorities in lieu of central neutralizing tank.

CASEWORK

- Lab stations with epoxy resin counter tops/integral sinks to support 38 students
- Consider drawers for equipment
- Lockable tall cabinets for science equipment - consider size required for microscopes
- Demo station with integral computer workstation, larger sink, and gas connection
- Teaching wall cabinet for secure equipment storage, display of models and specimens, etc.

ELECTRICAL

- Receptacles at each lab station
- Receptacles in floor under lab tables
- Power for computers at lab station and table

HVAC

- Mechanically assisted passive natural ventilation system
- Radiant heating in floor
- Exhaust fan

TECHNOLOGY/COMMUNICATIONS

- Computer drop
- Wireless access points for public and private networks
- 1 permanently mounted short throw digital projector
- Rough in and infrastructure for 2 flat screen display monitors
- Telephone
- Office-to-classroom two-way communication

FURNITURE FOR THE SPACE

- Lab stools



SPACE DESCRIPTIONS & RELATIONSHIPS

SCIENCE WORKROOM

GENERAL CONCEPT AND ACTIVITIES

The Science workroom should function as a lab prep room and storage area and will be used by both staff and students to gather supplies and prep for a class lab. The space could also be used for student make up labs and tests, and support independent research. It will also provide storage space.

PRIMARY AND SECONDARY USES

- Teachers
- Students

RELATIONSHIP AND ORGANIZATION

This room should be located between the Biology and Chemistry Labs and adjacent to the Science Storage space. Ideally this room would be close to all science labs and have direct access to the outdoor learning areas.

FEATURES OF THE SPACE

- Space for a refrigerator
- Space and rough in for an owner supplied lab dishwasher
- Consider space for animal cages
- Glassware drying rack

ENVIRONMENTAL SOUND CONTROL

- Walls: minimum STC 50
- Ceilings: minimum CAC 35, NRC .70

WRITING/DISPLAY SPACE

- Tackboard - if space allows

FLOORING

- Sealed concrete

WINDOWS/DOORS

- Doors to exterior or internal corridor, if possible
- Doors to Biology and Chemistry labs
- Vision panels in doors
- Dual cylinder lock on doors for safety

CASEWORK

- Combination of base and lockable wall cabinets with 1 lab station
- Tall storage cabinets - consider depth of microscopes
- Allow for space for refrigerator and dishwasher

LIGHTING

- Overhead fixtures - indirect when possible
- Natural lighting, if possible

PLUMBING

- Lab sink with hot and cold water and vacuum breaker
- Gas connection at lab station - double cock valve
- Rough in for dishwasher

ELECTRICAL

- Utility electrical receptacles - 2-3 per wall above casework
- Receptacles for refrigerator
- Power for dishwasher
- Power for computer

HVAC

- Mechanically assisted natural ventilation
- Radiant heating in floor
- Exhaust fan

TECHNOLOGY/COMMUNICATIONS

- Wireless access points for public and private networks
- Consider Telephone
- Office two-way communication

FURNITURE FOR THE SPACE

- Lab stools
- Small refrigerator
- Lab grade dishwasher for glassware and tools



SPACE DESCRIPTIONS & RELATIONSHIPS

PROJECT STORAGE

GENERAL CONCEPT AND ACTIVITIES

These Project Storage rooms would be used to store student projects which are completed or in process as well as potential project materials and supplies. These rooms should also have the capability to be used for electrical charging of laptop and hand-held digital tools such as ipads on storage carts. The goal of these rooms is to support the students in their project coursework while still allowing flexibility for other uses in the future.

PRIMARY AND SECONDARY USES

- Teachers
- Students

RELATIONSHIP AND ORGANIZATION

These rooms should be located close to the classrooms and labs.

FEATURES OF THE SPACE

ENVIRONMENTAL SOUND CONTROL

- Walls: minimum STC 50
- Ceilings: minimum CAC 35, NRC .70

WRITING/DISPLAY SPACES

- None

FLOORING

- Sealed concrete

WINDOWS/DOORS

- Doors to classrooms or corridor
- Vision panel in door

CASEWORK

- None

LIGHTING

- Utility lighting

PLUMBING

- None

ELECTRICAL

- Utility electrical receptacles - 4 per wall
- Receptacle for charging of technology device carts

HVAC

- Natural ventilation
- Radiant heating in floor

TECHNOLOGY/COMMUNICATIONS

- Wireless network access

FURNITURE FOR THE SPACE

- Metal utility shelving

SPACE DESCRIPTIONS & RELATIONSHIPS

SCIENCE STORAGE

GENERAL CONCEPT AND ACTIVITIES

The science storage room would be used by both staff and students to gather materials and supplies for a class. The space could also be used to store projects in progress or plants on lighted plant carts and animal cages. The location of the chemical and base storage cabinets will also be in this room so it will be important that the room is secure.

PRIMARY AND SECONDARY USES

- Teachers
- Students

RELATIONSHIP AND ORGANIZATION

This room should be located next to the science workroom and labs.

FEATURES OF THE SPACE

ENVIRONMENTAL SOUND CONTROL

- Walls: minimum STC 50
- Ceilings: minimum CAC 35, NRC .70

WRITING/DISPLAY SPACES

- May consider tackspace for written directions, lists, etc.

FLOORING

- Sealed concrete

WINDOWS/DOORS

- Doors to science workroom
- Vision panel in door
- Dual cylinder lock

CASEWORK

- None

LIGHTING

- Overhead utility fixtures

PLUMBING

- None

ELECTRICAL

- Utility electrical receptacles - 2-3 per long wall
- Receptacle for plant cart light
- Power for potential computer use

HVAC

- Mechanically assisted natural ventilation
- Exhaust fan

TECHNOLOGY/COMMUNICATIONS

- Wireless access points for public and private networks

FURNITURE FOR THE SPACE

- Shelving that can be secured to the walls
- Plant cart and other carts for lab materials prep
- Vented and non-vented chemical and base storage cabinets



SPACE DESCRIPTIONS & RELATIONSHIPS

CAREER PATHWAYS 1

The Design, Visual, and Media Arts facility will include a suite of spaces to support technical arts such as digital and traditional Photography, TV broadcasting, video production/editing, and journalism.

Photography Studio

The photography studio with ample storage and a dark room will connect to a video production studio via a moveable partition where students will be introduced to digital and traditional photo history, composition, editing and technical processes, as well as the basis of lighting, video composition, and visual storytelling. Students will learn to operate a professional video camera in this flexible studio space.

Video Production Classroom

The video production classroom will provide a space for students to plan and edit footage. A series of workrooms will provide space for students to work in teams in quiet, isolated spaces.

Video Production Studio

The video production studio will feature a control room for live broadcasts and will be located adjacent to the control room in the media and performing arts center. Students will operate the theater control room for live production of short film, or TV sitcoms in the traditional stage setting. Within the theater, students will be exposed to production lighting and videography.

Space Requirements:

The centerpiece of the DVMA facility is the combined video production studio and photography studio. The photography studio will seat up to 38 students in flexible furnishings with tall casework covering one wall for project and prop storage. A lockable storage room will house expensive photography and video production equipment. An isolated dark room is accessible directly from the studio. A moveable partition wall separates the photography studio from the Video Production Studio. The two flexible spaces will have a ceiling pipe grid system to allow for scenery, green screens, and lighting flexibility. The video production studio will be adjacent to a production control room, outfitted with the latest in technology to run small video productions.

The video production classroom will provide instructional space for video editing and production. Technology and power infrastructure will be spread throughout the space. Tall storage cabinets will provide general storage for the students and teaching staff. Four independent sound-isolated workrooms will provide ample space for group projects. The video production control room will have direct access to the media and performing arts center. Students will be trained to utilize the theater control room for larger video productions. A vestibule will provide access to lighting lofts and catwalks.

CAREER PATHWAYS 2

Creating something from nothing. Building and developing business ideas. Working together. These are the actions that define entrepreneurs. High school students can develop these skills through the ISS Pathway in the center for innovation, part of a newly envisioned Information, Communications and Technology Program that smartly merges today's start-up company vibe with project-based learning. WPUSD is proposing to develop a facility, merged with the new Student Center to create an innovation hub that would promote an entrepreneurial spirit and reinforce their business and technology-minded curriculum.

The core facility in the ISS pathway is a dynamic suite of two classrooms supporting curriculum geared toward aiding students develop skills in both hardware and software development and computing. Between the classrooms are two spaces for collaboration and presentation.

The adjacencies also enhance the students' curricular opportunities within this pathway. The student center is envisioned to be the center for student life on the campus. A portion of the traditional dining commons may be transformed into the bustling Center for Innovation, providing space for the students to work on their yearlong projects. With the ISS program promoting student-led and project-based learning, the learning environment must also embody those principles. The design solutions take inspiration from present-day workplace designs with varying collaboration areas, an energizing color palette, flexible furniture, and technology infused throughout. Small, medium, and large collaboration spaces accommodate student

teams working on group projects. Virtually every surface is writable, whether it's a glass or painted wall. At one end of the space, a student run IT help desk or "genius bar" will allow students to get first-hand experience in troubleshooting hardware and software issues. The Innovation lab will also be located near the College and Career Center allowing staff to recruit students interested in the program.

Space Requirements:

A computer lab will house up to 38 students in a flexible space allowing for student desks to be arranged and configured in a variety of ways. The traditional built in computer workstations have given way to this more mobile and flexible learning environment.

The Computer Hardware Lab will house eight maker space tables allowing for groups of four or five students to collaboratively work on hardware projects. Also included within this space are student hardware racks and panels, and deep casework storage for computers workboxes.

Between the hardware and software labs are two spaces for project-based work to occur – a presentation room and a collaboration room. Support spaces include a storage room and a dedicated data server room to support the ISS Pathway.

Adjacent to the ICT hardware lab is the Data Center, the technological hub of the campus. This room will house servers, hubs, mainframe wireless equipment and miscellaneous computer hardware/software. There will be adequate workspace needed for technical personnel to provide local area network monitoring, management and administration. The space will be visible from the lab and

will be designed to allow for student access to view and work with the District IT staff to understand the complex data and technology hub.

The Center for Innovation offers countless combinations of ways for students to choose how they want to interact with their project, groups, and work area. Monitors are placed throughout the area to quickly connect for sharing, writeable walls for brainstorming, various size collaboration areas, and different seating options which all can be manipulated to best suit the students' personal needs quickly. At one end of the Center for Innovation, a student operated IT Help Desk with parts storage / computer distribution, hardware and software labs directly supporting this desk.



SPACE DESCRIPTIONS & RELATIONSHIPS

CAREER PATHWAYS 3

The Western Placer Unified School District is developing a career pathway in the field of Biotechnology to prepare students for employment related to medicine, nursing, dentistry, and other medical-support services. Students in the Biotechnology pathway will learn the foundations of health care through coursework and through exposure to equipment comparable to what is found in the health care industry today.

The design includes a biomedical laboratory for skills practice, as well as student work stations and collaboration spaces for group and independent course work. Infrastructure includes network connectivity, water, gas, and electrical connections. An adjacent research lab will allow for more focused instruction in a flexible classroom setting with a mock nursing station and 3 patient simulation tables.

Adjacent to the biomedical lab, a training and physiology lab will allow students to learn specialized performance testing techniques. Specialty equipment included in this space include exercise equipment and flexible furnishings with storage. An office provides a workspace for students and instructors to review data to share and report. The spaces in the biomedical suite ring the proposed auxiliary gymnasium. The use of this adjacency will be critical for broader training of First Aid, CPR and other desired certification programs

Space Requirements:

The Biomedical Pathway building is designed with three primary spaces, biomedical lab, a research lab and a training and physiology lab. The biomedical lab is outfitted with perimeter sinks and storage with technology throughout. Maker space tables with stools will allow for groups of students to collaborate on focused projects. The space is also equipped with a fume hood. A prep and storage room sits behind the teaching wall to support the varied uses of the biomedical lab.

Half of the research lab will seat 32 – 38 students in a flexible lab environment for direct instruction. The other half will include a fully outfitted nursing station with 3 interactive patient simulation tables. The space will have adequate storage with a variety of writing surfaces on casework and walls for enhanced collaboration. Three small collaboration spaces separate the two labs allowing for small group work.

The training and physiology lab will include intelligent exercise equipment for student review and analysis. Moveable furnishings will allow for mobile collaboration throughout the space. Infrastructure includes network connectivity and electrical connections throughout. A lockable storage space will provide for bulk storage of miscellaneous training equipment and instructional aides. An office is set up for interpreting and analyzing data. A restroom is included specifically for use of the students in the biomedical pathway.



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- PA
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- AD
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SPACE DESCRIPTIONS & RELATIONSHIPS

TEXTBOOK/TECHNOLOGY STORAGE

GENERAL CONCEPT AND ACTIVITIES

This room should provide storage for a variety of instructional materials including textbooks, technology equipment and tools and other project materials and supplies. This room could also be used for minor repair of technology equipment. Due to a limited budget the amount of storage on the campus will be limited to control square footage so the room should be flexible to store a variety of items rather than just books, especially as use of text books will probably decrease in the future.

PRIMARY AND SECONDARY USES

- Teachers
- Administrators and possibly custodial staff

RELATIONSHIP AND ORGANIZATION

This room should be located close to the classrooms and labs with direct access to exterior circulation.

FEATURES OF THE SPACE

ENVIRONMENTAL SOUND CONTROL

- Walls: minimum STC 40
- Ceilings: minimum CAC 35, NRC .70

WRITING/DISPLAY SPACES

- Consider a small tackboard for listing inventory and other pertinent information

FLOORING

- Sealed concrete

WINDOWS/DOORS

- No windows are required
- Secured exterior door access

CASEWORK

- None

LIGHTING

- Overhead utility lighting

PLUMBING

- None

ELECTRICAL

- Utility electrical receptacles - 2 per main walls
- Receptacles for potential technology repair work
- Power for charging stations

HVAC

- Natural ventilation

TECHNOLOGY/COMMUNICATIONS

- 1-2 computer drops for flexibility and technology repair work
- Wireless network access

FURNITURE FOR THE SPACE

- Mobile table and chair for technology repairs
- Shelving which attaches to walls - variety of depths

SPECIAL EDUCATION

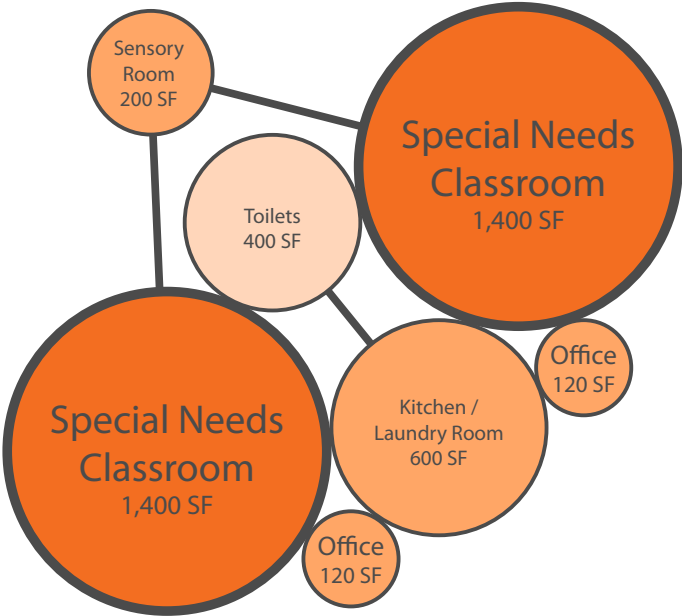


Special Education Program Spaces

PROGRAM SPACE	QUANTITY	SQ. FT.	AREA
SDC non-severe classroom	2	960	1,920
Resource specialist	1	960	960
Speech/language	1	300	300
Net total for Special Education			3,180



RELATIONSHIP
DIAGRAM





SPACE DESCRIPTIONS & RELATIONSHIPS

SDC SEVERE CLASSROOM

GENERAL CONCEPT AND ACTIVITIES

In order to serve the needs of students who exhibit moderate to significant disabilities, these special day classrooms provide a more appropriate environment than the learning center classrooms. The school will provide special day classrooms according to grade separations. Activities will be similar to middle school class activities.

PRIMARY AND SECONDARY USES

- Students
- Teachers
- Teacher's aides

RELATIONSHIP AND ORGANIZATION

This classroom should be integrated into the academic core area with other general classrooms.

FEATURES OF THE SPACE

ENVIRONMENTAL SOUND CONTROL

- Walls: minimum STC 50
- Ceilings: minimum CAC 35, NRC .70

WRITING / DISPLAY SPACES

- Magnetic markerboards
- Tackable wall surface on all walls

FLOORING

- Carpet
- Resilient flooring around the sink and entry door

WINDOWS / DOORS

- Exterior windows that provide maximum natural daylight without heat gain
- Shading devices - consider sensors
- Doors with vision panel in door
- Dual cylinder classroom lock for safety

CASEWORK

- 24-25 safety hooks or open compartments for lunches and backpacks near the classroom entrance
- Combination upper and lower cabinets with sink
- Teacher material storage along 1 wall- could be located behind marker and display boards for efficiency
- Consider low shelving for books and storage

LIGHTING

- Natural daylighting - maximize
- Overhead fixtures - indirect, where possible
- Energy efficient light switches with split controls
- Light sensors

PLUMBING

- Sink with cold water

ELECTRICAL

- 2 duplex receptacles on each wall in addition to power for computers/document cameras/technology
- 2 duplex receptacles above base cabinets

HVAC

- Energy efficient HVAC unit pack located outside classroom to avoid mechanical noise

TECHNOLOGY / COMMUNICATIONS

- Wireless access for public and private networks
- 2 computer drops for student use
- 1 computer drop for teacher use
- 1 permanently mounted short throw digital projector
- Rough-in for wall mounted large flat screen monitors
- Teacher's audio sound-field system with teacher and student microphones

FURNITURE FOR THE SPACE

- Tables and ergonomic chairs
- Some large desks for students to work independently and not be distracted
- Mobile deep shelving units for storage and classroom dividers (24"D x 42"H - on locking casters)
- Staff workstation and chair
- Comfortable chairs or beanbag chairs





SPACE DESCRIPTIONS & RELATIONSHIPS

RESOURCE SPECIALIST

GENERAL CONCEPT AND ACTIVITIES

This space is intended for students participating in the Resource Specialist Program. Typically, they are identified as students with mild to moderate learning disabilities. This space will be used for an assigned special education teacher according to the inclusion model. The teacher will provide direct intervention for identified special needs students on a consult basis or within the context of the regular education classroom. Activities in these spaces will be similar to those in other regular classrooms but on a smaller scale, so a variety of student group configurations and activities must be accommodated. There may be multiple age groups using this room.

PRIMARY AND SECONDARY USES

- Teacher
- Students
- Teacher aid or support staff

RELATIONSHIP AND ORGANIZATION

This classroom should be included in the academic core areas, intermixed with other classrooms. This room may be used as a collaboration space at some point in the future and this flexibility should be considered in its location.

FEATURES OF THE SPACE

ENVIRONMENTAL SOUND CONTROL

- Walls: minimum STC 50
- Ceilings: minimum CAC 35, NRC .70

WRITING / DISPLAY SPACES

- Magnetic markerboards
- Tackable wall surface on all walls

FLOORING

- Carpet
- Resilient flooring around the sink and entry door

WINDOWS / DOORS

- Exterior windows that provide maximum natural daylight without heat gain
- Shading devices - consider sensors
- Doors with vision panel in door
- Dual cylinder classroom lock for safety

CASEWORK

- 10-20 safety hooks or open compartments for lunches and backpacks near the entrance
- Combination upper and lower cabinets with sink
- Teacher material storage along 1 wall- could be located behind marker and display boards for efficiency
- Consider low shelving for books

LIGHTING

- Natural daylighting - maximize
- Overhead fixtures - indirect, where possible
- Energy efficient light switches with split controls
- Light sensors
- Mobile deep shelving units for storage and classroom dividers (24"D x 42"H - on locking casters)
- Staff workstation and chair
- Comfortable chairs or beanbag chairs for reading

PLUMBING

- Sink with cold water

ELECTRICAL

- 2 duplex receptacles on each wall in addition to power for computers/document cameras
- 2 duplex receptacles above base cabinets

HVAC

- Energy efficient HVAC unit pack located outside classroom to avoid mechanical noise

TECHNOLOGY / COMMUNICATIONS

- Wireless access for public and private networks
- 2 computer drops for student use
- 1 computer drop for teacher use
- 1 permanently mounted short throw digital projector
- Rough-in for wall mounted large flat screen monitors
- Teacher's audio sound-field system with teacher and student microphones

FURNITURE FOR THE SPACE

- Tables and ergonomic chairs



SPACE DESCRIPTIONS & RELATIONSHIPS

SPEECH/LANGUAGE

GENERAL CONCEPT AND ACTIVITIES

This space will provide an office and meeting area where the speech pathologist can meet with students, parents, and other staff. This space will primarily be used to provide instruction to several students or one student at a time. Good acoustics are critical in this room. This room will serve all grade levels.

PRIMARY AND SECONDARY USES

- Staff
- Students
- Parents

RELATIONSHIP AND ORGANIZATION

This room ideally would be located in or close to the academic core with easy access from all classrooms.

FEATURES OF THE SPACE

ENVIRONMENTAL SOUND CONTROL

- Walls: minimum STC 50
- Ceilings: minimum CAC 35, NRC .70

WRITING / DISPLAY SPACES

- Magnetic markerboards
- Tackable wall surface on all walls

FLOORING

- Carpet

WINDOWS / DOORS

- Ideally would have exterior windows that provide maximum natural daylight without heat gain
- Shading devices - consider sensors
- Doors with vision panel in door
- Dual cylinder classroom lock for safety

CASEWORK

- Tall cabinets with adjustable shelves
- Staff wardrobe with coat/purse hook, 3 file drawers, and adjustable shelves

LIGHTING

- Natural daylighting - maximize
- Overhead fixtures - indirect, where possible
- Energy efficient light switches with split controls
- Light sensors

PLUMBING

- None required although a sink would allow for expanded flexibility of this space

ELECTRICAL

- 2 duplex receptacles on each wall in addition to power for computer and at staff workstation

HVAC

- Energy efficient HVAC unit pack located outside classroom to avoid mechanical noise

TECHNOLOGY / COMMUNICATIONS

- Wireless access for public and private networks
- 1 computer drop for teacher use

FURNITURE FOR THE SPACE

- Workstation or area where student can use a computer, laptop computer or other technology device including headphones
- Table and 6 student chairs
- Staff workstation and storage
- Staff task chair
- Adult guest chair

VISUAL ARTS

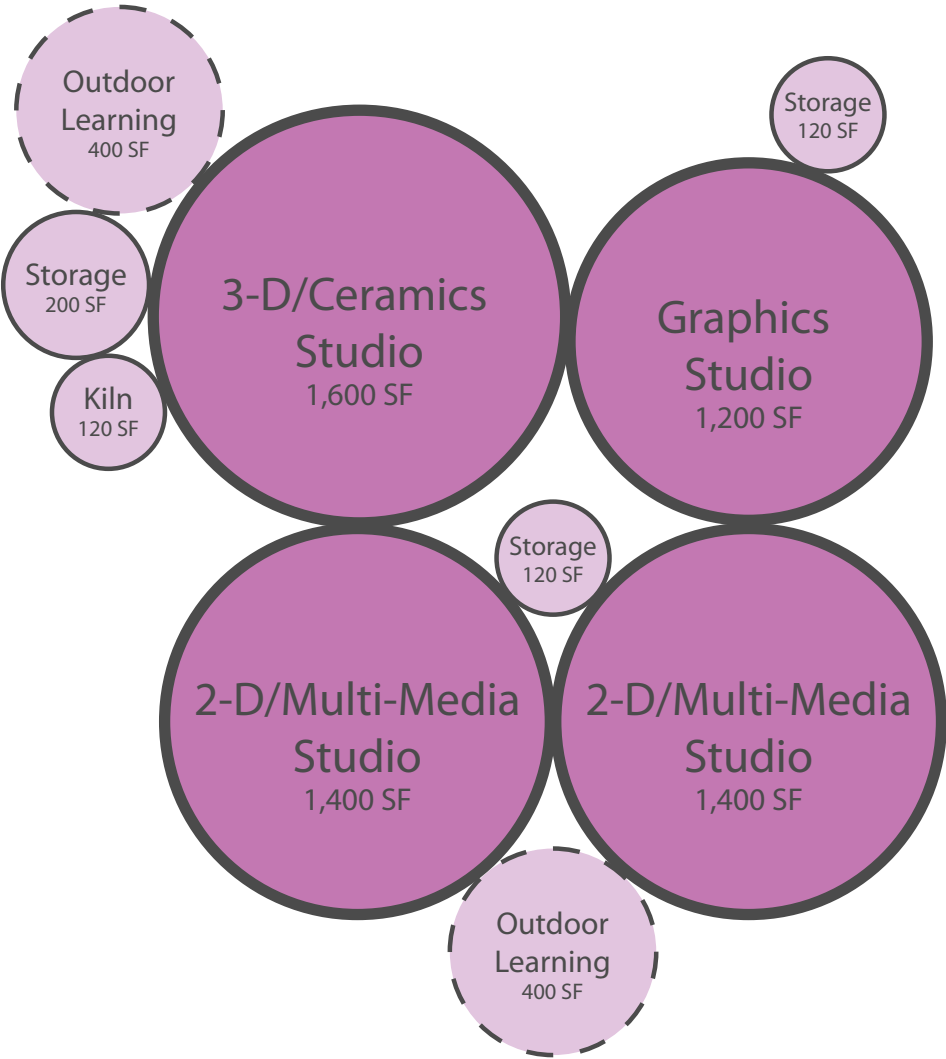


Visual Arts Spaces

PROGRAM SPACE	QUANTITY	SQ. FT.	AREA
Specialty Art			
Specialty Art Storage			
General Art			
Art Storage			
Glazing Room			
Dry Clay/Product Storage			
Net Total for Visual Arts			



RELATIONSHIP
DIAGRAM





SPACE DESCRIPTIONS & RELATIONSHIPS

SPECIALTY ART

GENERAL CONCEPT AND ACTIVITIES

Students from 9 – 12 will take courses that meet the F requirements in the A-G requirements for UC/CSU entrance. There will also be advanced classes in art including ceramics and sculpture. This lab will primarily provide lab space to develop 3 dimensional artwork but should be flexible in design to allow for other uses of this lab. Many classes will focus on ceramics but other project work may include the use of small hand tools, and larger project areas for larger sculptures. The lab should open out to an exterior space with views of the neighboring mountains for a natural setting for student activities in the arts. The space will include an area for potter wheels as well as tables for project work. Student projects will be stored in the classroom as well as in adjacent storage areas. The lab will also provide space for class presentations and critiques as well as demonstrations.

PRIMARY AND SECONDARY USES

- Students
- Teachers
- Artist partners

RELATIONSHIP AND ORGANIZATION

This lab should be located close to the General Art lab and adjacent to the Specialty Art Storage room. The lab should also connect directly to the Dry Storage area and the Glazing Room as these rooms provide integral lab space for ceramic projects. The lab will have direct access to the outdoor art space.

FEATURES OF THE SPACE

- Appropriate display space should be provided inside and outside the classroom.

ENVIRONMENTAL SOUND CONTROL

- Walls: minimum STC 50
- Ceilings: minimum CAC 35, NRC .70

WRITING/DISPLAY SPACES

- Markerboard
- Tackboard

FLOORING

- Sealed concrete

WINDOWS/DOORS

- Windows provide maximum daylight - view to mountains
- Roll-up "garage" style door to exterior for expansion of lab to outdoor project area
- Vision panel in doors
- Dual cylinder lock for safety

CASEWORK/FIXED EQUIPMENT

- Locker storage for projects -18"x 22" and 18"x 46"
- Tall cabinet with removable adjustable shelves
- Teaching wall casework with storage behind markerboards, base cabinets, shelving
- Drawers for tools

LIGHTING

- Overhead fixtures - indirect lighting if possible
- Natural lighting
- Energy efficient light switches with split controls

PLUMBING

- 2-3 oversized sinks with hot and cold water and clay traps
- Sinks could have multiple facets

ELECTRICAL

- Electrical outlets on each wall in addition to power for technology
- Power either in floor or overhead for electric potter wheels

HVAC

- Mechanically assisted passive natural ventilation system
- Exhaust fan for control of dust and fumes
- Radiant heat in floor

TECHNOLOGY/COMMUNICATIONS

- 1 computer drop for teacher use
- Wireless access points for public and private networks

- 1 permanently mounted short throw digital projector
- Telephone
- Office-to-classroom two-way communication
- Infrastructure for audio system

FURNITURE FOR THE SPACE

- Movable lab tables with resin tops
- Stools or chairs
- Mobile cart for lab supplies and/or plants, animal cages, etc.



SPACE DESCRIPTIONS & RELATIONSHIPS

GENERAL ART

GENERAL CONCEPT AND ACTIVITIES

Students in grades 9 – 12 will take courses that meet the F requirements in the A-G requirements for UC/CSU entrance. The general art lab will focus on 2-D art and possibly art appreciation. Activities could include independent and team projects in a variety of 2-D medium as well as explore the use of digital media. The classrooms should open out to exterior spaces for a natural setting for student activities in the arts. There should be unobstructed views towards the mountains that border the school.

PRIMARY AND SECONDARY USES

- Teachers
- Students
- School partner artists

RELATIONSHIP AND ORGANIZATION

This room should be located close to the Specialty art lab and connected to shared storage areas for art materials and supplies and project storage. The art labs should also be close to other classroom spaces.

FEATURES OF THE SPACE

- Appropriate display space should be provided inside and outside the classroom

- Consider area to set up still life displays and models for drawings and shadow studies

ENVIRONMENTAL SOUND CONTROL

- Walls: minimum STC 50
- Ceilings: minimum CAC 35, NRC .70

WRITING/DISPLAY SPACES

- Markerboard
- Tackable surfaces all walls

FLOORING

- Sealed concrete

WINDOWS/DOORS

- Windows provide maximum daylight - ideally northern light
- Operable windows
- Vision panel in door
- Dual cylinder lock for safety

CASEWORK

- Flat files for paper storage
- Base and wall cabinets at sinks - some wall cabinets can be open
- Tall cabinets
- Storage in teaching wall cabinet

LIGHTING

- Overhead fixtures
- Natural lighting
- Energy efficient light switches with split controls

- Consider adjustable track lighting for still life and model drawing work

PLUMBING

- Several oversized sinks with hot and cold water and clay traps
- Accessible sink - coordinate clay trap in adjacent casework
- Sinks in adjacent outdoor lab space

ELECTRICAL

- 2 -3 Electrical outlets on each wall and above countertop

HVAC

- Passive natural ventilation system
- Radiant heating in floor
- Separate purge system for any fumes

TECHNOLOGY/COMMUNICATIONS

- 1 computer drop for teacher use
- Wireless access points for public and private networks
- 1 permanently mounted short throw digital projector
- Consider rough in and infrastructure for flat screen display monitor if wall space permits
- Telephone
- Office-to-classroom two-way communication
- Consider infrastructure for audio system

FURNITURE FOR THE SPACE

- Mobile art tables with durable tops
- Chairs or stools
- Folding easels
- Supply art cart - on casters transport back and forth to storage room
- 2-3 drying racks
- Teacher computer workstation and task chair



SPACE DESCRIPTIONS & RELATIONSHIPS

ART STORAGE

GENERAL CONCEPT AND ACTIVITIES

This Art Storage room will provide storage for both the General Art Lab and the Specialty Art Lab. The majority of storage would be materials and supplies for the General Art Lab but this could change over time so there should be access to both labs. The room may also be used to store student projects.

PRIMARY AND SECONDARY USES

- Teachers
- Students

RELATIONSHIP AND ORGANIZATION

This room should be located adjacent to the General Art Lab with easy access to both labs.

FEATURES OF THE SPACE

- The room should be narrow to best utilize square footage for shelving along walls

ENVIRONMENTAL SOUND CONTROL

- Walls: minimum STC 50
- Ceilings: minimum CAC 35, NRC .70

WRITING/DISPLAY SPACES

- Consider tack space for listing of instructions

FLOORING

- Sealed concrete

WINDOWS/DOORS

- Exterior windows not required
- If possible provide interior window to lab
- Vision panel in door
- Dual cylinder lock for safety

CASEWORK

- Tall cabinets with adjustable shelves
- Minimal fixed casework along walls to allow for flexibility of space

LIGHTING

- Overhead utility fixtures

PLUMBING

- None

ELECTRICAL

- Electrical outlets on each wall
- Power for data port

HVAC

- Radiant heating in floor

TECHNOLOGY/COMMUNICATIONS

- Wireless access points for public and private networks

FURNITURE FOR THE SPACE

- Mobile Computer workstation and chair
- 2-3 drying racks - mobile
- Adjustable shelving of varying depths that can be secured to the walls

SPACE DESCRIPTIONS & RELATIONSHIPS

SPECIALTY ART STORAGE

GENERAL CONCEPT AND ACTIVITIES

The primary function of this room will be to provide storage for project materials and bulk supplies for 3 dimensional art projects developed in the specialty art lab. Some projects could also be stored in this room.

PRIMARY AND SECONDARY USES

- Teachers
- Students occasional

RELATIONSHIP AND ORGANIZATION

This room should be located adjacent to the Specialty Art Lab and exterior circulation pathway. The space should have direct access to the exterior for supply delivery.

FEATURES OF THE SPACE

- Long narrow space to maximize wall space for shelving with enough space to accommodate delivery pallets

ENVIRONMENTAL SOUND CONTROL

- Walls: minimum STC 50
- Ceilings: minimum CAC 35, NRC .70

WRITING/DISPLAY SPACES

- Consider tack space for listing of inventory and instructions

FLOORING

- Sealed concrete

WINDOWS/DOORS

- Exterior windows not required
- Oversized or double door to accommodate bulk deliveries on pallets
- Vents in door
- Vision panel in door to classroom
- Dual cylinder lock for safety

CASEWORK

- None

LIGHTING

- Overhead utility fixtures

PLUMBING

- None

ELECTRICAL

- Electrical outlets on each wall

HVAC

- Non-conditioned space

TECHNOLOGY/COMMUNICATIONS

- None

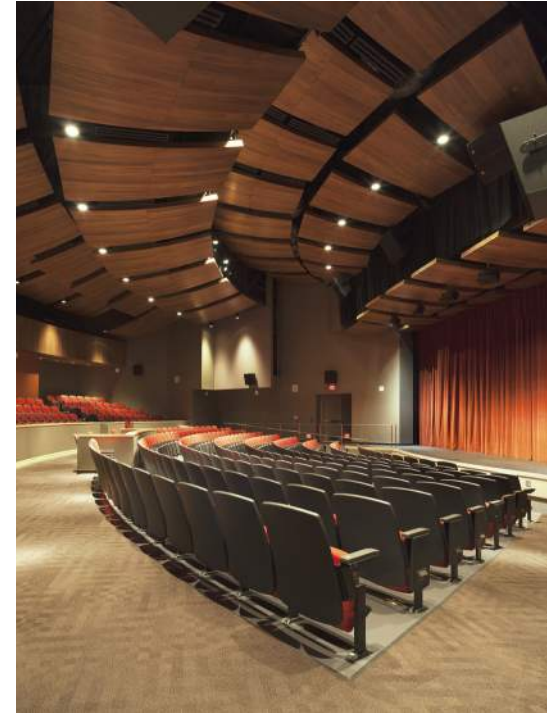
FURNITURE FOR THE SPACE

- Adjustable shelving of varying depths that can be secured to the wall

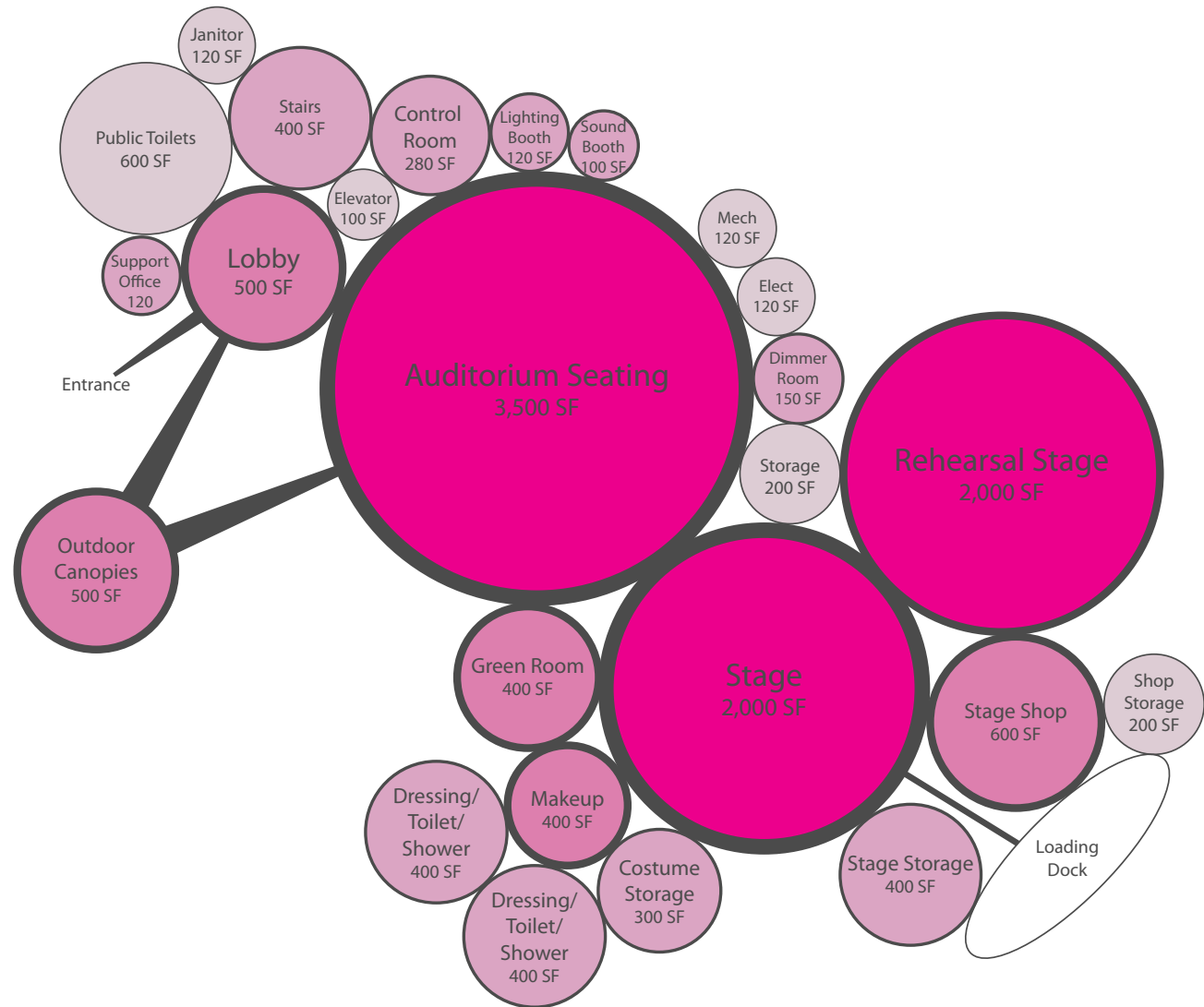
PERFORMING ARTS



SPACE/FUNCTIONAL AREA			SPACES	TEACHING STATIONS	ENROLLMENT CAPACITY	NET AREAS		GROSS AREAS
PERFORMING ARTS BUILDING								
	AUDITORIUM - 450 Seats)						18,670	20,537
		Auditorium Seating	1			5,500	5,500	
		Stage	1			3,000	3,000	
		Stage Storage	1			400	400	
		Lobby	1			2,000	2,000	
		Tickets / Coats	1			200	200	
		Public Toilets	2			300	600	
		Stage Shop	1			1,500	1,500	
		Tool Storage	1			200	200	
		Materials Storage	1			400	400	
		Dimmer Room	1			150	150	
		Sound Control Room	1			100	100	
		Lighting Control Room	1			120	120	
		Control Room	1			280	280	
		Dressing/Toilet/Shower	2			400	800	
		Makeup	1			400	400	
		Costume Storage	1			300	300	
		Green Room	1			400	400	
		Black Box/Experimental Theater/Drama Classroom	1	1	23	2,000	2,000	
		Support Office	1			120	120	
		Storage	1			200	200	
	CIRCULATION & SERVICES						5,528	6,080
		Interior Corridors	25.0%				4,668	
		Stairs	2			200	400	
		Elevator	1			100	100	
		Janitor	1			120	120	
		Mechanical	1			120	120	
		Electrical/Special Systems	1			120	120	
PERFORMING ARTS BUILDING TOTAL WITH CIRCULATION								
			1	23			24,198	26,617



RELATIONSHIP DIAGRAM





SPACE DESCRIPTIONS & RELATIONSHIPS

THEATRE HOUSE

GENERAL CONCEPT AND ACTIVITIES

The Theatre in the new high school should provide a performance space for the high school as well as the community. It may be used for functions for other schools in the District as well as used for community performances and activities. Ideally the theatre will have 700 seats with good site lines to the stage. The District liked the concept of the majority of the seats set in stadium style seating to provide maximum rise of the seat above the seat in front of it. The area will be used for both performances and rehearsals. The space may also be used for school and community presentations and assemblies.

PRIMARY AND SECONDARY USES

- Teachers
- Students
- Parents
- Community members

RELATIONSHIP AND ORGANIZATION

The Theatre House should be adjacent to the Lobby. The Performing Arts Center should be close to visitor parking and the school entry.

FEATURES OF THE SPACE

The seating layout should be split with a sloped floor in front and stadium style seating in the back of the House. Acoustics of the space should allow for performances of both the spoken word and music. Accessibility to stage should be provided without using a mechanical stage lift. Consider the potential to include an orchestra pit if budget allows.

ENVIRONMENTAL SOUND CONTROL

- Wall and ceiling design to address acoustics for spoken word and instrumental performances
- Acoustical roofing/ceiling system for external noise control such as rain

WRITING/DISPLAY SPACES

- None

FLOORING

- Sealed concrete floors under seating
- Carpet in aisles

WINDOWS/DOORS

- Provide light lock access to space

CASEWORK/FIXED EQUIPMENT

- Fixed upholstered theatre seating for 700

LIGHTING

- Overhead and side wall fixtures for general House lighting
- Theatrical stage lighting

- Consider side bar lighting
- Aisle lighting in floor or at aisle seats

PLUMBING

- None

ELECTRICAL

- Utility electrical receptacles on walls
- Power for data connections

HVAC

- Forced air system

TECHNOLOGY/COMMUNICATIONS

- Consider video ports throughout the space for connections throughout school
- Amplification system
- Wireless access points for public and private networks

FURNITURE FOR THE SPACE

- None



SPACE DESCRIPTIONS & RELATIONSHIPS

STAGE

GENERAL CONCEPT AND ACTIVITIES

The Stage should support a variety of productions both musical and theatrical, as well as speaker and multimedia presentations. The stage and rigging should be flexible to be further developed in the future as needs and funds develop. The stage will include a full fly and grid iron and will allow for student coursework in stagecraft to be developed in the future.

PRIMARY AND SECONDARY USES

- Staff
- Students
- Professional performers
- Stage manager

RELATIONSHIP AND ORGANIZATION

The stage will have direct access to the Scene Design/ Construction Classroom with large oversized door for scene and large prop (such as a car) movement and easy access to Dressing Rooms and Restroom facilities.

FEATURES OF THE SPACE

- Proscenium opening to be at least 38-40' wide
- Depth of stage to accommodate capacity for at least 35 line sets and cross over space for performers behind back curtain

ENVIRONMENTAL SOUND CONTROL

- Walls: minimum STC 50
- Ceilings: minimum CAC 35, NRC .70

WRITING/DISPLAY SPACES

- Consider tack space on each side of stage for instructions, cues, etc.

FLOORING

- Wood
- Concrete in counterweight arbor pit

WINDOWS/DOORS

- Double leaf sound doors providing 8' - 10' opening for sets and large prop transfer
- Additional single sound door for performer and utility access
- Exterior doors to be rated for sound

CASEWORK/FIXED EQUIPMENT

- Stage curtains and rigging

LIGHTING

- Overhead fixtures
- Theatrical stage lighting

PLUMBING

- None

ELECTRICAL

- Utility electrical receptacles - 4 per wall and several above casework

HVAC

- Forced air system

TECHNOLOGY/COMMUNICATIONS

- Consider 1-2 computer drops for flexibility
- Wireless access points for public and private networks
- Wired and wireless microphones
- Telephone
- Two-way communication to sound and lighting control areas

FURNITURE FOR THE SPACE

- Portable risers
- Music chairs - to be stored in different area but will be used on stage



SPACE DESCRIPTIONS & RELATIONSHIPS

PIANO STORAGE

GENERAL CONCEPT AND ACTIVITIES

This space would house the grand piano to be used on stage.

PRIMARY AND SECONDARY USES

- Staff
- Students
- Professional/community stage crew

RELATIONSHIP AND ORGANIZATION

These should be adjacent to stage with direct access to move piano onto stage.

FEATURES OF THE SPACE

ENVIRONMENTAL SOUND CONTROL

- N/A

WRITING/DISPLAY SPACES

- None

FLOORING

- Sealed concrete floor

WINDOWS/DOORS

- Oversized door

CASEWORK

- None

LIGHTING

- Utility lighting

PLUMBING

- None

ELECTRICAL

- Utility receptacles

HVAC

- Conditioned space

TECHNOLOGY/COMMUNICATIONS

- None

FURNITURE FOR THE SPACE

- Grand Piano

SPACE DESCRIPTIONS & RELATIONSHIPS

LOBBY/GALLERY

GENERAL CONCEPT AND ACTIVITIES

The Lobby should provide an inspiring and welcoming space for parents, students, and community. The lobby will not only provide a sheltered entrance to the Theatre House and access to restrooms, ticket purchase, and concessions but also should provide gallery space for art display and a space for receptions.

PRIMARY AND SECONDARY USES

- Staff
- Students
- Parents
- Community members

RELATIONSHIP AND ORGANIZATION

The Performing Arts Facility should be located close to parking and have easy access for visitors. The Lobby will provide direct access to the Theatre House. Access to upper seating level will be provided from this space.

FEATURES OF THE SPACE

This space will be the public face of the school and should reflect an inviting and creative atmosphere. The Performing Arts Center will be used by community and possibly professional performers and should reflect a professional environment.

ENVIRONMENTAL SOUND CONTROL

- Walls: minimum STC 50
- Ceilings: minimum CAC 35, NRC .70

WRITING/DISPLAY SPACES

- Consider display cases for performance posters
- Consider professional display system for artwork

FLOORING

- Tile

WINDOWS/DOORS

- Window system that allows for light natural light and transparency into space
- Doors to Theatre to be sound doors

CASEWORK

- none

LIGHTING

- Overhead fixtures
- Natural lighting
- Consider spot lighting for art display

PLUMBING

- Drinking fountains

ELECTRICAL

- Multiple electrical utility outlets on each wall

HVAC

- Forced air system

TECHNOLOGY/COMMUNICATIONS

- Wireless access points for public and private networks

FURNITURE FOR THE SPACE

- Mobile Display glass enclosed cubes for sculpture and project display



SPACE DESCRIPTIONS & RELATIONSHIPS

CONCESSIONS

GENERAL CONCEPT AND ACTIVITIES

The main purpose of this space is to provide prepackaged food and drinks for concessions during intermission of performances. This space will also allow for more flexible use of the Lobby/Gallery space by creating an area where food items and drinks can be stored and prepped for receptions and other events taking place in the Lobby.

PRIMARY AND SECONDARY USES

- Teachers
- Students
- Parents

RELATIONSHIP AND ORGANIZATION

This room should be just off the Lobby/Gallery space.

FEATURES OF THE SPACE

- Roll up coiling counter door for service to lobby

ENVIRONMENTAL SOUND CONTROL

- Walls: minimum STC 50
- Ceilings: minimum CAC 35, NRC .70

WRITING/DISPLAY SPACES

- 1 small markerboard for instructions or notes for workers
- Consider tack space and or display case for listing purchase options and prices

FLOORING

- Tile or sealed concrete

WINDOWS/DOORS

- Coiling counter door

CASEWORK

- Transaction surface of durable material
- Lockable tall and wall cabinets with removable adjustable shelves
- Base cabinets with durable counter

LIGHTING

- Overhead fixtures

PLUMBING

- Sink with hot and cold water

ELECTRICAL

- Multiple electrical outlets on each wall and above counter for equipment
- Power for refrigerators
- Power for a cash register

HVAC

- Forced air system

TECHNOLOGY/COMMUNICATIONS

- Consider 1 computer drop for flexibility and possible cash register connection
- Wireless access points for public and private networks

FURNITURE FOR THE SPACE

- Two refrigerators
- Stools

SPACE DESCRIPTIONS & RELATIONSHIPS

TICKETS

GENERAL CONCEPT AND ACTIVITIES

Performance event tickets would be sold from this booth. The space should accommodate 2-3 people and the sale of tickets. The space should be flexible to allow for other uses including storage. This space could also be used to sell school spirit items.

PRIMARY AND SECONDARY USES

- Teachers
- Students
- Community members or professional theatre groups

RELATIONSHIP AND ORGANIZATION

This space should be directly off the Lobby/Gallery with direct access to the exterior for ticket sales at exterior window -close to Lobby entrance.

FEATURES OF THE SPACE

ENVIRONMENTAL SOUND CONTROL

- Walls: minimum STC 50
- Ceilings: minimum CAC 35, NRC .70 lay-in acoustical

WRITING/DISPLAY SPACES

- Consider tack space for posting information and posting sales and seating chart
- If space allows may consider small marker board or slatwall for display

FLOORING

- Tile or sealed concrete

WINDOWS/DOORS

- Exterior transaction window

CASEWORK

- Lockable tall cabinets
- Base cabinet/pedestal with lockable drawers
- Counter space of durable material

LIGHTING

- Overhead fixtures

PLUMBING

- None

ELECTRICAL

- Multiple electrical outlets on each wall and above counter
- Power for computer

HVAC

- Forced air system

TECHNOLOGY/COMMUNICATIONS

- Consider 1 computer drop
- Wireless access points for public and private networks
- Telephone

FURNITURE FOR THE SPACE

- Stools



SPACE DESCRIPTIONS & RELATIONSHIPS

DRESSING ROOMS

GENERAL CONCEPT AND ACTIVITIES

The Dressing Rooms will be used for performances in the Theatre as the primary location for changing into costumes and putting on make-up. Costumes for the current performance will be stored in between these rooms on mobile clothing racks. Student's belongings may also be stored during a performance.

PRIMARY AND SECONDARY USES

- Teachers
- Students
- Community or professional performers

RELATIONSHIP AND ORGANIZATION

This room should be located very close to the stage for easy access. The two dressing rooms should ideally be on each side of the Costume Storage.

FEATURES OF THE SPACE

- In-room bathroom facilities combined with a shower should be directly off the Dressing room
- Mirrors for applying makeup
- Hooks and shelf in restroom

ENVIRONMENTAL SOUND CONTROL

- Walls: minimum STC 50
- Ceilings: minimum CAC 35, NRC .70

WRITING/DISPLAY SPACES

- Consider 1 mounted 4' markerboard or tack space for instructions, etc.

FLOORING

- Tile or sealed concrete

WINDOWS/DOORS

- Consider sound doors if budget allows

CASEWORK/FIXED EQUIPMENT

- Consider hooks on wall for clothing with shelf above for props and accessories
- Consider cabinets for makeup
- Counter for applying makeup

LIGHTING

- Overhead fixtures
- Makeup lighting at mirrors

PLUMBING

- Sink with hot and cold water

ELECTRICAL

- Multiple electrical outlets on each wall
- Electrical receptacles above counter for curling irons, hair dryers, computer, etc

HVAC

- Forced air system

TECHNOLOGY/COMMUNICATIONS

- Wireless access points for public and private networks
- Two-way communication

FURNITURE FOR THE SPACE

- Stools
- Mobile garment racks

SPACE DESCRIPTIONS & RELATIONSHIPS

COSTUME STORAGE

GENERAL CONCEPT AND ACTIVITIES

This space would be used to temporarily store costumes and props for the duration of a performance. Since this room will have multiple users and limited space a permanent costume and prop collection will need to be stored in a separate location. Larger props such as furniture, car, motorcycle, etc. will need to be stored in other areas close to the stage. This space will be used for all performers.

PRIMARY AND SECONDARY USES

- Teachers
- Students
- Community or professional performers

RELATIONSHIP AND ORGANIZATION

This room should be located between the two dressing rooms with direct access.

FEATURES OF THE SPACE

ENVIRONMENTAL SOUND CONTROL

- Walls: minimum STC 50
- Ceilings: minimum CAC 35, NRC .70

WRITING/DISPLAY SPACES

- None

FLOORING

- Sealed concrete

WINDOWS/DOORS

- Large door opening to allow for movement or racks and carts

CASEWORK

- Minimal or no fixed casework will allow for maximum flexibility
- There could be mobile locking casework to provide secure storage for some costumes

LIGHTING

- Overhead fixtures

PLUMBING

- None

ELECTRICAL

- Multiple electrical outlets on each wall

HVAC

- Forced air system

TECHNOLOGY/COMMUNICATIONS

- None

FURNITURE FOR THE SPACE

- Mobile garment racks



SPACE DESCRIPTIONS & RELATIONSHIPS

SCENE DESIGN/CONSTRUCTION CLASSROOM

GENERAL CONCEPT AND ACTIVITIES

The Scene Design/Construction Classroom would be used for classes in stagecraft and set design and fabrication. The room will be used to create scenes and set elements for theatrical and musical productions as well as store some materials and tools to fabricate sets. The space will be used to instruct students on how to use various power tools and set construction techniques. There may be class presentations, demonstrations, and discussions so it would be beneficial to have an area for students to gather with mobile tables or stack chairs that can easily be moved out of the space. This will be the only fabrication shop at the school so the facility may be shared with students in all classes and pathways for use of power tools and a fabrication lab. Design of sets may utilize computer programs, printers, and plotters to assist in documentation, fabrication, and presentation.

PRIMARY AND SECONDARY USES

- Teachers
- Students
- Community and professional theatrical groups may need access to this room to bring their own sets and large props on the stage

RELATIONSHIP AND ORGANIZATION

The Scene Shop should be located adjacent to the stage with direct access to the stage. The space needs to have direct access to the exterior with an exterior overhead door for delivery of large props, vehicles, and construction materials for scene construction. This lab should have adjacent outdoor workspace to expand the lab area.

FEATURES OF THE SPACE

- Eye wash
- Fire extinguisher and first aid kit

ENVIRONMENTAL SOUND CONTROL

- Walls: minimum STC 50
- Ceilings: minimum CAC 35, NRC .70 lay-in acoustical ceiling

WRITING/DISPLAY SPACES

- Markerboards
- Tackboards

FLOORING

- Sealed concrete

WINDOWS/DOORS

- Overhead sound door and man door for access to stage
- Garage door to exterior
- Exterior windows to outdoor lab space for supervision

CASEWORK/EQUIPMENT

- Base cabinet with sink and epoxy resin worksurface
- Tall cabinet
- Sanitary goggle cabinet

LIGHTING

- Overhead shop fixtures
- Natural lighting

PLUMBING

- Sink with hot and cold water

ELECTRICAL

- Multiple electrical outlets on each wall
- Power receptacles for power tools - coordinate receptacle types or consider a bus duct or power cord drops from ceiling for equipment

HVAC

- Forced air system
- Dust collection system (could be portable depending on extent of equipment)

TECHNOLOGY/COMMUNICATIONS

- Consider 1-2 computer drops for design on computers
- Wireless access points for public and private networks
- Telephone
- Office-to-classroom two-way communication

FURNITURE FOR THE SPACE

- Stools for tables
- Stack chairs for class discussion
- Mobile work tables (could be flip top or folding)
- Wood workbench
- Mobile table saw
- Power machines
- Power hand tools
- Mobile tool cart that can be rolled on stage



SPACE DESCRIPTIONS & RELATIONSHIPS

SCENE PREP AND MATERIALS STORAGE

GENERAL CONCEPT AND ACTIVITIES

This space will be used to store scenes and scene construction materials that will be used for production sets. Students and stage crew will be going back and forth from this space to the Scene Design/Construction Classroom and the stage as they find materials for construction. This space ideally would be adjacent to the classroom space without walls for ease of material and set movement but could also be a separate room with large overhead doors.

PRIMARY AND SECONDARY USES

- Teachers
- Students
- Professional/community stage crew

RELATIONSHIP AND ORGANIZATION

This room should be close to the Scene Design/Construction Classroom and the stage with direct access for sets and construction materials and tools. The space should also have direct access to an exterior delivery area.

FEATURES OF THE SPACE

- Exposed high ceilings
- Durable wall construction

ENVIRONMENTAL SOUND CONTROL

- Walls: minimum STC 50
- Sound control between room and stage

WRITING/DISPLAY SPACES

- Consider small tackboard for instructions and inventory notes

FLOORING

- Sealed concrete

WINDOWS/DOORS

- Garage door to exterior delivery area
- Overhead door to stage area for moving sets and large props on and off stage
- Consider sound doors for doors to corridor/stage

CASEWORK

- None

LIGHTING

- Overhead shop fixtures

PLUMBING

- None

ELECTRICAL

- Multiple electrical outlets on each wall- these may be used for hand tools

HVAC

- Forced air system

TECHNOLOGY/COMMUNICATIONS

- None

FURNITURE FOR THE SPACE

- Mobile carts to assist in transport of materials (lumber, steel pipe, etc.) and tools
- Lumber storage racks

SPACE DESCRIPTIONS & RELATIONSHIPS

PRODUCTION PERFORMANCE STORAGE

GENERAL CONCEPT AND ACTIVITIES

This room will be used for the storage of small set props, costumes, and materials for performances in the production Performance Classroom. Chairs and folding tables used for class or productions may also be stored in this room as well.

PRIMARY AND SECONDARY USES

- Teachers
- Students

RELATIONSHIP AND ORGANIZATION

This room should be adjacent to the Production Performance Classroom with direct access.

FEATURES OF THE SPACE

- High Ceiling - ideally same height as adjacent Production Classroom

ENVIRONMENTAL SOUND CONTROL

- Walls: minimum STC 50
- Ceilings: minimum CAC 35, NRC .70 lay-in acoustical ceiling

WRITING/DISPLAY SPACES

- Consider small Tackboard

FLOORING

- Sealed concrete

WINDOWS/DOORS

- Overhead garage door - 8" wide min. -consider sound door

CASEWORK

- None

LIGHTING

- Overhead utility fixtures

PLUMBING

- None

ELECTRICAL

- Multiple electrical outlets on each wall
- Power for computer or charging station for laptops or ipads

HVAC

- Forced air system

TECHNOLOGY/COMMUNICATIONS

- Wireless access points for public and private networks

FURNITURE FOR THE SPACE

- Mobile carts
- Consider Mobile computer workstation for flexibility



SPACE DESCRIPTIONS & RELATIONSHIPS

The centerpiece of the DVMA facility is the combined video production studio and photography studio. The 1770 square foot photography studio will seat up to 38 students in flexible furnishings with tall casework covering one wall for project and prop storage. A larger 130 square foot lockable storage room will house expensive photography and video production equipment. A moveable partition wall separates the photography studio from the 770 square foot Video Production Studio. The two flexible spaces will have a ceiling pipe grid system to allow for scenery, green screens, and lighting flexibility. The video production studio will be adjacent to a 220 square foot production control room, outfitted with the latest in technology to run small video productions.

VIDEO PRODUCTION STUDIO & CONTROL ROOM

GENERAL CONCEPT AND ACTIVITIES

The 1160 square foot video production classroom will provide instructional space for video editing and production. Technology and power infrastructure will be spread throughout the space. Tall storage cabinets will provide general storage for the students and teaching staff. Four independent 100 square foot sound-isolated workrooms will provide ample space for group projects. The 220 square foot video production control room will have direct access to the media and performing arts center. Students will be trained to utilize the 260 square foot theater control room for larger video productions. A vestibule will provide access to lighting lofts and catwalks. The performance stage will have rigging specifically supporting larger video productions.

PRIMARY AND SECONDARY USES

- Teachers
- Students
- Industry partners and professionals

RELATIONSHIP AND ORGANIZATION

This space should be located in the Performing Arts Facility off the second story lobby space. There should be a relationship between this space and the Photography Studio space.

FEATURES OF THE SPACE

- The space should have a high ceiling with the ability to accommodate a pipe grid system with sound and light vestibule at entrance.

ENVIRONMENTAL SOUND CONTROL

- Walls: minimum STC 50
- Ceilings: minimum CAC 35, NRC .70
- Acoustical design of space for spoken word

WRITING/DISPLAY SPACES

- Markerboards
- Tackable surfaces

FLOORING

- Sealed concrete

WINDOWS/DOORS

- Doors should ideally be sound doors if budget allows

CASEWORK/FIXED EQUIPMENT

LIGHTING

- Overhead fixtures - general classroom
- Adjustable lighting

PLUMBING

- None

ELECTRICAL

- Multiple electrical outlets on each wall
- Power to pipe grid if budget allows

HVAC

- Forced air system

TECHNOLOGY/COMMUNICATIONS

- 2-4 computer drops for student use
- Wireless access points for public and private networks
- Telephone
- Office-to-classroom two-way communication
- Wired and wireless microphones
- Cable television access
- Sound system

FURNITURE FOR THE SPACE

- Mobile computer workstation
- Stack chairs for class
- Mobile flip top tables on casters - or folding tables with cart



SPACE DESCRIPTIONS & RELATIONSHIPS

PHOTOGRAPHY STUDIO

GENERAL CONCEPT AND ACTIVITIES

The Photography Studio is a space fully equipped to teach students the basics of using a camera, spacial requirements, and lighting. Big windows bring in lots of light for natural light photography and when blinds are closed the white walls and open space allow for larger studio lighting photography lessons. An adjacent workroom allows for small studio space when working on smaller scale photography.

PRIMARY AND SECONDARY USES

- Teachers
- Students
- Industry partners and professionals

RELATIONSHIP AND ORGANIZATION

This space should be located in the Performing Arts Facility off the second story lobby space. There should be a relationship between this space and the Video Production Studio.

FEATURES OF THE SPACE

- The space should have a high ceiling with the ability to accommodate a pipe grid system with sound and light vestibule at entrance.

ENVIRONMENTAL SOUND CONTROL

- Walls: minimum STC 50

- Ceilings: minimum CAC 35, NRC .70
- Acoustical design of space for spoken word

WRITING/DISPLAY SPACES

- Markerboards
- Tackable surfaces

FLOORING

- Sealed concrete

WINDOWS/DOORS

- Doors should ideally be sound doors if budget allows

CASEWORK/FIXED EQUIPMENT

LIGHTING

- Overhead fixtures - general classroom
- Adjustable lighting

PLUMBING

- None

ELECTRICAL

- Multiple electrical outlets on each wall
- Power to pipe grid if budget allows

HVAC

- Forced air system

TECHNOLOGY/COMMUNICATIONS

- 2-4 computer drops for student use
- Wireless access points for public and private networks
- Telephone

- Office-to-classroom two-way communication
- Wired and wireless microphones
- Cable television access
- Sound system

FURNITURE FOR THE SPACE

- Mobile computer workstation
- Stack chairs for class
- Mobile flip top tables on casters - or folding tables with cart



SPACE DESCRIPTIONS & RELATIONSHIPS

THEATRE CONTROL ROOM AND ADJACENT SOUND PORCH

GENERAL CONCEPT AND ACTIVITIES

These two spaces will be used to support productions with both sound and lighting.

PRIMARY AND SECONDARY USES

- Staff
- Students
- Professional stage/sound crew

RELATIONSHIP AND ORGANIZATION

Directly adjacent (integral part of) the Theatre House. These 2 spaces should be adjacent to each other with direct access.

FEATURES OF THE SPACE

- These spaces should have complete visibility of entire stage. The Sound Porch should be open to the House to allow for sound control and adjustment.

ENVIRONMENTAL SOUND CONTROL

- Walls: minimum STC 50
- Ceilings: minimum CAC 35, NRC .70 lay-in acoustical ceiling
- Provide good sound absorption on floor and walls

WRITING/DISPLAY SPACES

- Consider Tackboard or Markerboard in Control Room

FLOORING

- Carpet for acoustical control

WINDOWS/DOORS

- Large window to Theatre House - may consider sliding window

CASEWORK

- Consider a deep counter in front of the window to house the control boards and laptop
- This could also be accomplished by loose tables

LIGHTING

- Overhead fixtures
- Task lighting
- Consider low floor level lighting

PLUMBING

- None

ELECTRICAL

- Multiple electrical outlets on each wall in addition to power and connections for all lighting and sound controls equipment and several computers

HVAC

- Forced air system

TECHNOLOGY/COMMUNICATIONS

- 1-2 drops for potential connections
- Wireless access points for public and private networks
- 1 digital projector
- Telephone and room-to-room two-way communication

FURNITURE FOR THE SPACE

- Stools or chairs



SPACE DESCRIPTIONS & RELATIONSHIPS

FOLLOW SPOT

GENERAL CONCEPT AND ACTIVITIES

This space is for a person to control the large follow spot lights for performers on stage.

PRIMARY AND SECONDARY USES

- Staff
- Students
- Professional stage crew

RELATIONSHIP AND ORGANIZATION

This should be directly off the Theatre House at the rear or at least towards the rear and at the upper level of the space.

FEATURES OF THE SPACE

ENVIRONMENTAL SOUND CONTROL

- Control of all sound in the space since it is open to performances
- Consider acoustical wall treatment on back walls

WRITING/DISPLAY SPACES

- Consider small tackboard or markerboard

FLOORING

- Carpet for acoustical control

WINDOWS/DOORS

- Open window area to Theatre House

CASEWORK

- None

LIGHTING

- Overhead fixtures - indirect when possible
- Task lighting
- Consider floor lighting

PLUMBING

- None

ELECTRICAL

- Multiple electrical outlets on each wall for spot lights

HVAC

- Forced air system

TECHNOLOGY/COMMUNICATIONS

- Consider two-way communication with stage

FURNITURE FOR THE SPACE

- Stool

SPACE DESCRIPTIONS & RELATIONSHIPS

PRODUCTION CLASSROOM CONTROLS/ DIMMERS

GENERAL CONCEPT AND ACTIVITIES

This room provides light and sound control for productions in the Production Performance Classroom.

PRIMARY AND SECONDARY USES

- Teachers
- Students

RELATIONSHIP AND ORGANIZATION

This space should be directly off the Production Performance Classroom with direct visual access to the production space. Ideally this space would be up high looking down on the classroom/production area.

FEATURES OF THE SPACE

ENVIRONMENTAL SOUND CONTROL

- Walls: minimum STC 50
- Ceilings: minimum CAC 35, NRC .70 lay-in acoustical ceiling
- Noise control -consider acoustical wall panels

WRITING/DISPLAY SPACES

- Consider small tackboard or markerboard

FLOORING

- Consider carpet for acoustical control

WINDOWS/DOORS

- Window opening into performance space

CASEWORK

- None

LIGHTING

- General lighting
- Task or floor lighting

PLUMBING

- None

ELECTRICAL

- Multiple electrical outlets on each wall for equipment

HVAC

- Forced Air system

TECHNOLOGY/COMMUNICATIONS

- Wireless access points for public and private networks
- Two-way communication to space below

FURNITURE FOR THE SPACE

- Stool
- Support for equipment if not built-in



SPACE DESCRIPTIONS & RELATIONSHIPS

DANCE STUDIO

GENERAL CONCEPT AND ACTIVITIES

The Dance Studio Lab will provide both instruction and practice space for the dance program. The Dance Studio may also provide space for other groups as well including PE dance and fitness classes.

PRIMARY AND SECONDARY USES

- Teachers
- Students

RELATIONSHIP AND ORGANIZATION

This studio space should be close to the Theatre and adjacent to an outdoor performance space. It should also be close to dance attire changing rooms. Ideally this space would also be very close to restrooms and drinking fountain.

FEATURES OF THE SPACE

- The space should provide a professional dance environment including mirrors on the walls and a ballet bar on at least one wall
- Direct access to move from the interior dance studio to an outdoor performance area

ENVIRONMENTAL SOUND CONTROL

- Walls: minimum STC 50
- Ceilings: minimum CAC 35, NRC .70

WRITING/DISPLAY SPACES

- Markerboard
- Tackboard

FLOORING

- Wood dance floor

WINDOWS/DOORS

- Windows that provide maximum natural daylight - operable
- Overhead garage door to access outdoor performance space
- Vision panel in door
- Dual cylinder classroom lock

CASEWORK

- Consider cubbies for student backpacks, personal items, etc.

LIGHTING

- Overhead fixtures - indirect if possible
- Natural lighting
- Energy efficient light switches with split control

PLUMBING

- None

ELECTRICAL

- Multiple electrical outlets on each wall

HVAC

- Natural ventilation system
- Radiant heating in floor

TECHNOLOGY/COMMUNICATIONS

- 1 computer drop
- Rough in and infrastructure for flat screen display monitor
- Wireless access points for public and private networks
- Telephone and office-to-classroom two-way communication
- Infrastructure for sound system which extends to outdoor performance space

FURNITURE FOR THE SPACE

- None



SPACE DESCRIPTIONS & RELATIONSHIPS

DANCE OFFICE

GENERAL CONCEPT AND ACTIVITIES

The room will provide an office for the dance instructor and a place to meet and council students. It will also provide secure storage for the program and can provide a location for audio system and media.

PRIMARY AND SECONDARY USES

- Teachers
- Students

RELATIONSHIP AND ORGANIZATION

This office should be directly off the dance studio with direct access.

FEATURES OF THE SPACE

ENVIRONMENTAL SOUND CONTROL

- Walls: minimum STC 50
- Ceilings: minimum CAC 35, NRC .70

WRITING/DISPLAY SPACES

- Consider small tackboard

FLOORING

- Sealed concrete

WINDOWS/DOORS

- Interior window to the dance studio
- Vision panel in door

- Dual cylinder classroom lock

CASEWORK

- None

LIGHTING

- Overhead fixtures

PLUMBING

- None

ELECTRICAL

- Multiple electrical outlets on each wall
- Power for computer

HVAC

- Natural passive ventilation
- Radiant heating in floor

TECHNOLOGY/COMMUNICATIONS

- 1 computer drop for teacher use
- Wireless access points for public and private networks
- Telephone and office-to-classroom two-way communication

FURNITURE FOR THE SPACE

- Teacher workstation and task chair
- Storage system

SPACE DESCRIPTIONS & RELATIONSHIPS

UNIFORM STORAGE

GENERAL CONCEPT AND ACTIVITIES

This room will be used mainly used by band and choir students for storing uniforms when not in use.

PRIMARY AND SECONDARY USES

- Students

RELATIONSHIP AND ORGANIZATION

This room should be within close proximity to the band and choir rooms

FEATURES OF THE SPACE

- May consider mirror

ENVIRONMENTAL SOUND CONTROL

- Walls: minimum STC 50
- Ceilings: minimum CAC 35,

WRITING/DISPLAY SPACES

- Consider small tackboard for notices, etc.

FLOORING

- Sealed concrete

WINDOWS/DOORS

- Exterior windows not required

CASEWORK

- Hooks with shallow shelf above

LIGHTING

- Overhead fixtures

PLUMBING

- None

ELECTRICAL

- Multiple electrical outlets on each wall

HVAC

- Radiant heating in floor

TECHNOLOGY/COMMUNICATIONS

- None

FURNITURE FOR THE SPACE

- Consider loose stools or a bench



SPACE DESCRIPTIONS & RELATIONSHIPS

BAND/CHOIR ROOM

GENERAL CONCEPT AND ACTIVITIES

The Band & Choir Rooms will potentially be used for band, orchestra, choral, and theory instruction, as well as rehearsal, and independent music projects. Students will be bringing their instruments into the Band Room from the Instrument Storage. The room most likely will always house a piano. Although the primary use of the Band Room will be for instrumental music practice, this space and the Choir Room may also be used for a collaboration space for students coming together from multiple areas of the performing arts pathway. Individual students or small groups may be performing for other students in the rooms. Presentations on music theory and artists may also be given in the rooms.

PRIMARY AND SECONDARY USES

- Teachers
- Students
- Professional artists visitors

RELATIONSHIP AND ORGANIZATION

These rooms should be located in close proximity to all other studios and classrooms in the performing arts pathway and close to the Theatre. It is also beneficial to be close to bus access for band competitions and transfer loading of instruments. There should be a drinking fountain close to the spaces.

FEATURES OF THE SPACE

- These spaces should have sound separation walls between other spaces.
- High ceiling if possible - 16' min.

ENVIRONMENTAL SOUND CONTROL

- Walls: minimum STC 50
- Ceilings: minimum CAC 35, NRC .70
- Acoustical wall treatment

WRITING/DISPLAY SPACES

- Markerboard
- Tackboard

FLOORING

- Sealed concrete or consider carpet tile for acoustical control

WINDOWS/DOORS

- Windows that provide daylight - operable
- Interior window to the Music Office
- Vision panel in door
- Dual cylinder classroom lock

CASEWORK

- None

LIGHTING

- Overhead fixtures - indirect if possible
- Natural lighting
- Energy efficient light switches with split controls

PLUMBING

- None

ELECTRICAL

- Multiple utility receptacles on each wall
- Power for synthesizers and electronic instruments

HVAC

- Natural ventilation system
- Radiant heating in floors

TECHNOLOGY/COMMUNICATIONS

- Consider 1-2 computer drops
- Wireless access points for public and private networks
- 1 permanently mounted short throw digital projector
- Telephone and office-to-classroom two-way communication
- Infrastructure for sound system and video broadcast

FURNITURE FOR THE SPACE

- Piano
- Electronic keyboards and synthesizers
- Sheet music storage cabinet
- Mobile computer workstation
- Mobile flip-top tables and chairs
- Conductor station
- Music chairs and music stands



SPACE DESCRIPTIONS & RELATIONSHIPS

INSTRUMENT PRACTICE ROOM

GENERAL CONCEPT AND ACTIVITIES

This room is used for individual instrumental practice. It may also be used for a duet practice as well.

PRIMARY AND SECONDARY USES

- Teachers
- Students

RELATIONSHIP AND ORGANIZATION

This room should be directly off the Band/Music Room with direct access and visual control.

FEATURES OF THE SPACE

Sound needs to be completely controlled for this space.

ENVIRONMENTAL SOUND CONTROL

- Walls: minimum STC 50
- Ceilings: minimum CAC 35, NRC .70 lay-in acoustical ceiling
- Avoid noise transfer
- Acoustical wall treatment

WRITING/DISPLAY SPACES

- Nones

FLOORING

- Carpet tile for acoustical control

WINDOWS/DOORS

- Interior window sound glass to have STC rating of 50-56
- Acoustical sound door

CASEWORK

- None

LIGHTING

- Overhead fixtures

PLUMBING

- None

ELECTRICAL

- Multiple electrical outlets on each wall

HVAC

- Radiant heating in floor

TECHNOLOGY/COMMUNICATIONS

- Wireless access points for public and private networks

FURNITURE FOR THE SPACE

- 1-2 music chairs

SPACE DESCRIPTIONS & RELATIONSHIPS

INSTRUMENT STORAGE ROOM

GENERAL CONCEPT AND ACTIVITIES

The Instrument Storage Room would be the location where both student instruments and school instruments would be stored. Ideally there would be storage space for anticipated growth in the music department. Students will access this room to get and put away their instrument before and after class and practice. This room will have a lot of student traffic flow in it at one time so organization is critical.

PRIMARY AND SECONDARY USES

- Teachers
- Students

RELATIONSHIP AND ORGANIZATION

This room would be located directly off the Band/Music Room with direct access.

FEATURES OF THE SPACE

- Ideally this room is a long and narrow space which maximizes wall space for instrument storage cabinets.

ENVIRONMENTAL SOUND CONTROL

- Walls: minimum STC 50
- Ceilings: minimum CAC 35, NRC .70 lay-in acoustical ceiling

WRITING/DISPLAY SPACES

- None

FLOORING

- Sealed concrete

WINDOWS/DOORS

- Exterior windows are not required
- Two doors at opposite ends of the space are beneficial to allow for an entrance and a separate exit for better student traffic flow
- Vision panel in door
- Dual cylinder classroom lock

CASEWORK

- Special instrument storage cabinets to house 125-135 instruments - owner to provide

LIGHTING

- Overhead fixtures

PLUMBING

- Ideally the room would include a large sink for instrument cleaning - if possible

ELECTRICAL

- Multiple receptacles on each wall

HVAC

- Natural ventilation
- Radiant heating in floor

TECHNOLOGY/COMMUNICATIONS

- None

FURNITURE FOR THE SPACE

- None



SPACE DESCRIPTIONS & RELATIONSHIPS

MUSIC OFFICE

GENERAL CONCEPT AND ACTIVITIES

This room will provide workspace for the music instructor(s) and a place to meet and council students. It will also provide secure storage for the program and can provide a location for the audio system and media. This room, along with the dance office could provide staff a small collaboration space for instructors in the performing arts pathway.

PRIMARY AND SECONDARY USES

- Teachers
- Students

RELATIONSHIP AND ORGANIZATION

This office would ideally be located directly off the Band/ Music Room with direct access.

FEATURES OF THE SPACE

ENVIRONMENTAL SOUND CONTROL

- Walls: minimum STC 50
- Ceilings: minimum CAC 35, NRC .70 lay-in acoustical ceiling

WRITING/DISPLAY SPACES

- Consider small tackboard

FLOORING

- Carpet or sealed concrete

WINDOWS/DOORS

- Interior window to the Band/Music Room
- Vision panel in door
- Dual cylinder classroom lock

CASEWORK

- None

LIGHTING

- Overhead fixtures

PLUMBING

- None

ELECTRICAL

- Multiple electrical outlets on each wall
- Power for computer

HVAC

- Natural ventilation
- Radiant heating in floor

TECHNOLOGY/COMMUNICATIONS

- 1 computer drop for teacher use
- Wireless access points for public and private networks

FURNITURE FOR THE SPACE

- Workstation and chair for staff
- May consider small flip top table for collaboration and stack chairs
- Sheet music storage cabinets





SPACE DESCRIPTIONS & RELATIONSHIPS

MEDIA CONTROL ROOM

GENERAL CONCEPT AND ACTIVITIES

The Control Room for a production studio houses a variety of tasks, stations, and equipment for controlling broadcasting and recording. In professional TV and film studios there are often 2-3 of these control rooms for audio control, lighting/camera control, and production control. In a teaching environment some of these functions may occur in the studio classroom on the side of the set or filming area or several functions may take place in the control room due to space constraints. This Control Room will house the sound and production control. The audio console monitor and the monitors for production control will be in this room. Lighting and camera control equipment may also be in this room. Visual contact between the Studio and the Control Room is needed.

PRIMARY AND SECONDARY USES

- Teachers
- Students
- Industry partners

RELATIONSHIP AND ORGANIZATION

The Control Room should be adjacent to the Broadcasting & Film Classroom with direct visual connection and passage access.

FEATURES OF THE SPACE

ENVIRONMENTAL SOUND CONTROL

- Walls: minimum STC 50
- Ceilings: minimum CAC 35, NRC .70 lay-in acoustical ceiling
- Acoustical wall treatment

WRITING/DISPLAY SPACES

- Markerboard
- Tackboard

FLOORING

- Carpet for acoustical control

WINDOWS/DOORS

- Interior windows with STC rating of 50
- Lockable sound door
- No exterior windows

CASEWORK

- None - use loose furnishing to provide maximum flexibility

LIGHTING

- Overhead fixtures - indirect when possible
- Energy efficient light switches with split controls
- Avoid direct light and glare

PLUMBING

- None

ELECTRICAL

- Multiple electrical outlets on each wall
- Power for all control equipment

HVAC

- System for controlled environment

TECHNOLOGY/COMMUNICATIONS

- 1-3 computer drops
- Wireless access points for public and private networks
- Cable connections between studio equipment and control equipment
- Telephone - two-way communication
- Audio system connections from studio
- Video connections from studio
- Cable television access

FURNITURE FOR THE SPACE

- Workstations for control equipment and task chairs
- May consider mobile flip top tables and a few stack chairs

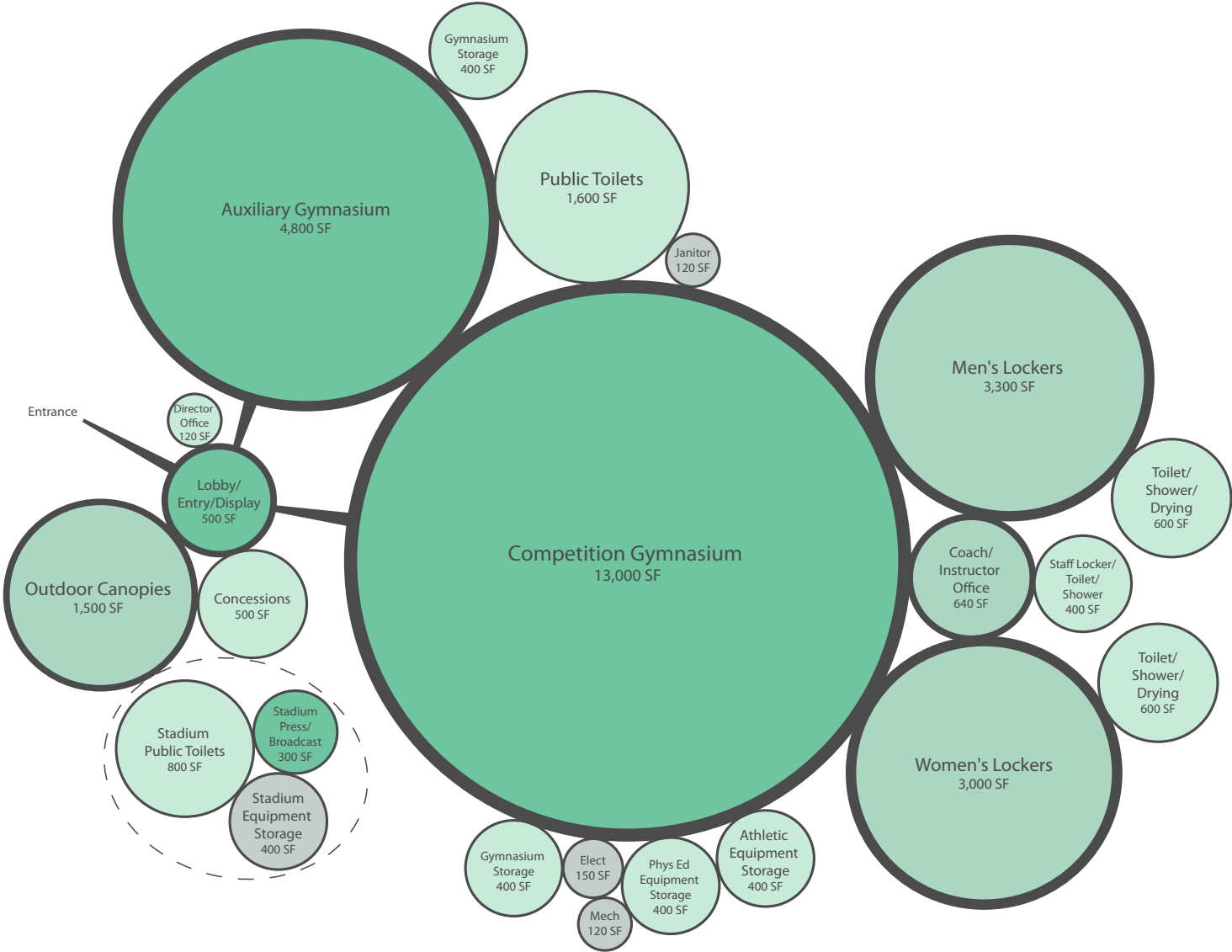
PHYSICAL EDUCATION/ ATHLETICS



SPACE/FUNCTIONAL AREA			TEACHING STATIONS	ENROLLMENT CAPACITY	NET AREAS	GROSS AREAS
PHYSICAL EDUCATION / ATHLETICS BUILDING						
	PHYSICAL EDUCATION / ATHLETICS				41,900	46,090
		Competition Gymnasium (1600 blchr. Seats / 44'84' xcrt.-	1	45		
		Auxiliary Gymnasium (250 blchr. Seats / 44'x60' xcrt.-)	1	23		
		Gymnasium Storage				
		Lobby/Entry/Display				
		Admin/Control/Ticketing				
		Concessions				
		Public Toilets				
		Men's Lockers (900 p.e. box/ 150 st. + 200 athl.)				
		Toilet/Shower/Drying				
		Women's Lockers (900 p.e. box/ 150 st. + 200 athl.)				
		Toilet/Shower/Drying				
		Coach/Instructor Office				
		Coach/Instructor Locker/Toilet/Shower				
		Weights	1	23		
		Storage				
		Dance/Aerobics/Exercise/Wrestling	1	23		
		Training Room				
		Phys Ed Equipment Storage				
		Athletic Equipment Storage				
		Athletic Director Office				
	CIRCULATION & SERVICES				6,675	7,343
		Interior Corridors				
		Janitor				
		Mechanical				
		Electrical/Special Systems				
PHYSICAL EDUCATION / ATHLETICS BUILDING TOTAL W/ CIRCULATION			4	113	48,575	53,433
FIELD ATHLETICS BUILDING						
	STADIUM/FIELDS/COURTS				3,500	3,850
		Stadium Public Toilets				
		Stadium Concessions				
		Stadium Equipment Storage				
		Stadium Press/Broadcast				
	CIRCULATION & SERVICES				710	781
		Interior Corridors				
		Janitor				
		Mechanical				
		Electrical/Special Systems				
FIELD ATHLETICS BUILDING TOTAL WITH CIRCULATION					4,210	4,631



RELATIONSHIP
DIAGRAM



- AL
- SE
- MC
- VA
- PA
- PE
- FS
- AD
- CU



SPACE DESCRIPTIONS & RELATIONSHIPS

PE CLASSROOM

GENERAL CONCEPT AND ACTIVITIES

The PE classroom will be used for a variety of PE activities including short instructional sessions, demonstrations, and discussions where students may be sitting on the floor. It will also be used for aerobic exercise, tumbling, and coordination skill development and may also be used for strength building with machines and other apparatus. The space should remain flexible to allow for different activities. The room may also be used after school as well.

PRIMARY AND SECONDARY USES

- Teachers
- Students

RELATIONSHIP AND ORGANIZATION

This room should be close to the PE locker rooms and the outdoor courts and play fields.

FEATURES OF THE SPACE

- Open space that has good ventilation

ENVIRONMENTAL SOUND CONTROL

- Walls: minimum STC 50
- Ceilings: minimum CAC 35, NRC .70

WRITING/DISPLAY SURFACES

- Markerboard

- Small tackboard for safety instructions, announcements, etc.

FLOORING

- Rubber flooring

WINDOWS/DOORS

- Operable windows to exterior if possible or large garage door opening to exterior PE space
- Vision panel in door
- Dual cylinder lock

ELECTRICAL

- Utility receptacles on all walls
- Power for aerobic exercise machines

LIGHTING

- Overhead uniform lighting
- Natural light if possible

PLUMBING

- Drinking fountain

ELECTRICAL

- Multiple electrical outlets on each wall
- Power for aerobic machines

HVAC

- Natural ventilation

TECHNOLOGY AND COMMUNICATION

- Telephone and two-way communication with office
- Rough in for audio system
- Consider 1 permanently mounted short throw

projector

- Consider rough in and infrastructure for 1-2 flat screen display monitors
- May consider teacher audio sound system with teacher microphone

FURNITURE FOR THE SPACE

- Metal storage racks attached to the wall
- Ball carts
- Consider workstation and task chair for PE staff



SPACE DESCRIPTIONS & RELATIONSHIPS

TRAINING/PHYSIOLOGY ROOM

GENERAL CONCEPT AND ACTIVITIES

The training and physiology lab will include intelligent exercise equipment for student review and analysis. Moveable furnishings will allow for mobile collaboration throughout the space. Infrastructure includes network connectivity and electrical connections throughout. A lockable 150 sf storage space will provide for bulk storage of miscellaneous training equipment and instructional aides. A 150 sf office is set up for interpreting and analyzing data. A restroom is included specifically for use of the students in the biomedical pathway.

PRIMARY AND SECONDARY USES

- Teachers
- Students

RELATIONSHIP AND ORGANIZATION

This room should be close to the PE locker rooms and the outdoor courts and play fields.

FEATURES OF THE SPACE

- Open space that has good ventilation

ENVIRONMENTAL SOUND CONTROL

- Walls: minimum STC 50
- Ceilings: minimum CAC 35, NRC .70

WRITING/DISPLAY SURFACES

- Markerboard
- Small tackboard for safety instructions, announcements, etc.

FLOORING

- Rubber flooring

WINDOWS/DOORS

- Operable windows to exterior if possible
- Vision panel in door
- Dual cylinder lock

ELECTRICAL

- Utility receptacles on all walls
- Power for aerobic exercise machines

LIGHTING

- Overhead uniform lighting
- Natural light if possible

PLUMBING

- Drinking fountain

ELECTRICAL

- Multiple electrical outlets on each wall
- Power for aerobic machines

HVAC

- Natural ventilation

TECHNOLOGY AND COMMUNICATION

- Telephone and two-way communication with office
- Rough in for audio system

- Consider 1 permanently mounted short throw projector
- Consider rough in and infrastructure for 1-2 flat screen display monitors
- May consider teacher audio sound system with teacher microphone

FURNITURE FOR THE SPACE

- Metal storage racks attached to the wall
- Ball carts
- Consider workstation and task chair for PE staff



SPACE DESCRIPTIONS & RELATIONSHIPS

PE STORAGE

GENERAL CONCEPT AND ACTIVITIES

This room will be used to store a variety of large P.E. equipment for the entire school.

PRIMARY AND SECONDARY USES

- Teachers
- Possibly students

RELATIONSHIP AND ORGANIZATION

This storage room should be close to the PE classroom and if possible, direct access to the play courts and field.

FEATURES OF THE SPACE

FLOORING

- Sealed concrete

CEILING

- Exposed

WINDOWS/DOORS

- No windows

ELECTRICAL

- Utility receptacles on all walls

LIGHTING

- Overhead uniform lighting
- Single level switching

PLUMBING

- None

HVAC

- Natural ventilation

CASEWORK

- Ball racks and shelving - this could also be loose furnishing

TECHNOLOGY AND COMMUNICATION

- None

FURNITURE FOR THE SPACE

- Ball carts

SPACE
DESCRIPTIONS &
RELATIONSHIPS

EQUIPMENT STORAGE

GENERAL CONCEPT AND ACTIVITIES

This room provides storage for a variety of large items at the school.

PRIMARY AND SECONDARY USES

- Teachers
- Custodial staff

RELATIONSHIP AND ORGANIZATION

Should have outdoor access.

FEATURES OF THE SPACE

ENVIRONMENTAL SOUND CONTROL

- Walls: minimum STC 50
- Ceilings: minimum CAC 35, NRC .70

FLOORING

- Sealed concrete

WINDOWS/DOORS

- Oversized doors

ELECTRICAL

- Utility receptacles at workstation and on three walls

LIGHTING

- Overhead uniform lighting
- Single level switching

PLUMBING

- None

TECHNOLOGY AND COMMUNICATION

- None

FURNITURE FOR THE SPACE

- Shelving





SPACE DESCRIPTIONS & RELATIONSHIPS

LOCKER ROOMS/RESTROOMS

GENERAL CONCEPT AND ACTIVITIES

The locker rooms will be used by students for changing from school dress to appropriate PE attire for physical education classes and any extra curricular athletic programs. Students will store PE clothing in small box lockers. The locker room will have some showers for those students who wish to use them.

PRIMARY AND SECONDARY USES

- Teachers
- Students

RELATIONSHIP AND ORGANIZATION

The locker room should be close to the PE classroom room and have direct access to outdoor play fields and courts. Restrooms are part of the locker room facility. The PE Staff Office should be located adjacent to the locker room and have direct access and vision for supervision and emergencies.

FEATURES OF THE SPACE

ENVIRONMENTAL SOUND CONTROL

- Walls: minimum STC 50
- Ceilings: minimum CAC 35, NRC .70

FLOORING

- Porcelain ceramic mosaic tile in shower area and sealed concrete in locker rooms

CEILING

- Painted gypsum board for control of ceilings

WINDOWS/DOORS

- Interior window to PE staff office for supervision

CASEWORK/EQUIPMENT

- May consider a few loose stools or benches
- Box lockers
- Benches
- Hooks or half-size lockers for school attire while students are in PE class

ELECTRICAL

- Utility receptacles on all walls

LIGHTING

- Overhead uniform lighting
- Single level switching
- Natural daylighting if possible

PLUMBING

- As required for restrooms and showers
- Consider drinking fountain in or directly outside space

HVAC

- Exhaust fan and gravity vent

TECHNOLOGY AND COMMUNICATION

- Consider emergency call button/intercom

FURNITURE FOR THE SPACE

- None

SPACE DESCRIPTIONS & RELATIONSHIPS

PE STAFF OFFICES

GENERAL CONCEPT AND ACTIVITIES

The PE staff offices (male/female) will be used for planning, grading, individual conferences, scheduling, and potentially storage of small items for PE activities and programs. There needs to be facilities for staff to change clothes and shower.

PRIMARY AND SECONDARY USES

- Teachers
- Students

RELATIONSHIP AND ORGANIZATION

Adjacent to PE locker rooms with direct access and close to the PE classroom room. These spaces should also have direct access to the outdoor play fields and court space.

FEATURES OF THE SPACE

This space includes a shower and restroom with dressing area for staff.

ENVIRONMENTAL SOUND CONTROL

- Walls: minimum STC 50
- Ceilings: minimum CAC 35, NRC .70

FLOORING

- Porcelain ceramic mosaic tile in restroom/shower

and sealed concrete in office

CEILING

- Lay-in accoustical ceiling tile

WINDOWS/DOORS

- Interior window locker room

ELECTRICAL

- Utility receptacles at workstation and on three walls in addition to power for computer

LIGHTING

- Overhead uniform lighting
- Single level switching

PLUMBING

- As required for toilet rooms and shower

TECHNOLOGY AND COMMUNICATION

- Phone access
- Dataport

CASEWORK

- Consider 30" wide teacher wardrobe with built in file cabinet and clothing hooks

FURNITURE FOR THE SPACE

- Workstation
- Deep shelving for P.E. equipment
- Task chair

FOOD
SERVICE

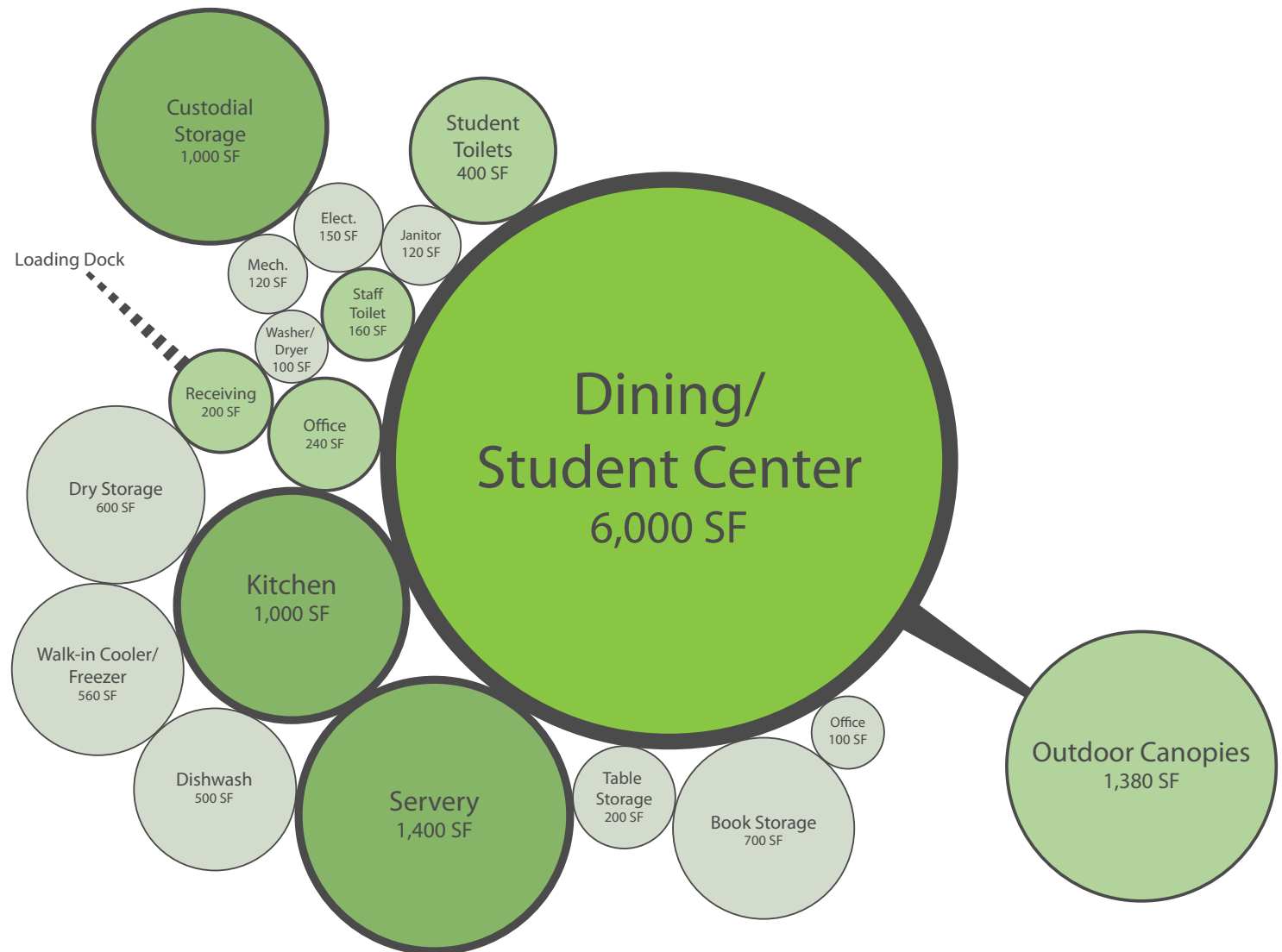


- AL
- SE
- MC
- VA
- PA
- PE
- FS
- AD
- CU

SPACE/FUNCTIONAL AREA			OCCUPANTS	SPACES	NET AREAS		GROSS AREAS
STUDENT CENTER BUILDING							
	DINING / FOOD SERVICE (Capacity - 500)					13,920	15,312
		Dining	500	1	7,500	7,500	
		Table Storage		1	200	200	
		Servery		1	1,400	1,400	
		Kitchen (1800 meals)		1	2,000	2,000	
		Walk-in Cooler/Freezer		2	280	560	
		Dishwash		1	500	500	
		Dry Storage		1	600	600	
		Receiving		1	200	200	
		Office Areas		2	120	240	
		Washer Dryer		1	100	100	
		Snack Bar		1	300	300	
		Vending Machines		4	80	320	
	MAINTENANCE					2,700	2,970
		Warehouse/Storage		1	800	800	
		Workshop		1	300	300	
		Grounds Equipment Storage		1	300	300	
		Flammable Storage		1	80	80	
		Office		1	120	120	
		Refuse Collection/Compaction		1	200	200	
		Custodial Closets		18	50	900	
	CIRCULATION & SERVICES					3,523	3,875
		Interior Corridors		15.0%		2,493	
		Student Toilets		2	200	400	
		Employee Locker/Toilet		2	120	240	
		Janitor		1	120	120	
		Mechanical		1	120	120	
		Electrical/Special Systems		1	150	150	
STUDENT CENTER BUILDING TOTAL WITH CIRCULATION			20,143 22,157				



RELATIONSHIP DIAGRAM





SPACE DESCRIPTIONS & RELATIONSHIPS

MULTIPURPOSE ROOM

GENERAL CONCEPT AND ACTIVITIES

This room will serve as a central gathering space for the school and possibly the community as well. The primary functions for the Multi-purpose Room include interior dining, larger group assemblies, school and community meetings and presentations. This space should provide a pleasant and inviting environment for dining and student socialization. The area should function in conjunction with a full service kitchen and serving area for student dining. The room should have the ability to expand out to the outdoor dining area.

PRIMARY AND SECONDARY USES

- Students
- Staff
- Parents
- Community Members

RELATIONSHIP AND ORGANIZATION

This space should be located with easy access to the classrooms, but convenient for community use and able to be zoned for evening use without allowing access to the entire campus. Locate the Multi-purpose Room adjacent to the serving area and the outdoor dining area and close to restrooms. Ideally the delivery area should be in a location to allow truck delivery and trash pick-up access without crossing pedestrian circulation.

FEATURES OF THE SPACE

Environmental Sound Control

- Walls: minimum STC 50
- Ceilings: minimum CAC 35, NRC .70
- Acoustical control to minimize reverberation such as acoustical wall treatment

Writing/Display Surfaces

- Consider small tackboard and display case for student projects
- Consider

Flooring

- Porcelain tile

Windows/Doors

- Maximize daylight as much as possible with windows or skylights
- Consider garage doors that open up to the outdoor dining area

Casework

- None

Lighting

- Overhead - indirect and natural daylight

Electrical

- Utility outlets - every wall
- Power for technology

Plumbing

- None

HVAC

- Passive natural ventilation
- Radiant heating in floor

TECHNOLOGY

- Consider rough in and infrastructure for flat screen display monitors
- A public address system and speakers
- Consider projection capability
- Wireless network access
- Electric large retractable projection screen

FURNITURE FOR THE SPACE

- Individual high density stacking chairs
- Consider some higher height tables and stools
- Variety of table sizes to support both dining and community meetings - folding and flip-top tables - could be on locking caster for easy movement



SPACE DESCRIPTIONS & RELATIONSHIPS

KITCHEN/STORAGE

GENERAL CONCEPT AND ACTIVITIES

The kitchen will be used for preparation for nutrition and lunch at this campus. Food items will be prepared and cooked/baked on site. The food serving area should be in a separate area or room with convenient access to the dining area.

PRIMARY AND SECONDARY USES

- Food Service Staff
- Food Service Site Manager

RELATIONSHIP AND ORGANIZATION

The kitchen should be adjacent to the serving area and close to the Multi-purpose Room. It should also be close to a delivery point and trash/recycling pick-up area.

FEATURES OF THE SPACE

- Commercial kitchen equipment
- Walk in cooler and freezer
- Kitchen office
- Staff locker rooms and restrooms

ENVIRONMENTAL SOUND CONTROL

- Walls: minimum STC 50
- Ceilings: minimum CAC 35, NRC .70

Writing/Display Surfaces

- Consider small tackboard in office

Flooring

- Quarry tile

Windows/Doors

- Interior window in office

Casework

- None

Wall Finish

- Ceramic tile or scrubable paint
- FRP panels could also be considered

Ceiling

- FDA approved ceiling tile

Electrical

- Appropriate power for all equipment

Lighting

- Overhead direct lighting

Plumbing

- Hand sink
- Three pot sink
- Floor drains
- Utility sink
- Restroom fixtures

Heat/Air/Ventilation

- Appropriate ventilation for equipment

Technology

- Telephone
- Wireless network access

FURNITURE FOR THE SPACE

- Workstation and task chair for office
- Bookcase or file cabinet

SPACE DESCRIPTIONS & RELATIONSHIPS

SERVING SPEED LINES

GENERAL CONCEPT AND ACTIVITIES

This room will be used to serve lunch and nutrition break items in an efficient manner. Students should be able to move through the line quickly selecting options and then move to one of three cashiers. Hot food items, salads, sandwiches, and other food options will be served as well as drinks. This area may be used for serving during a school banquet or other type of event.

PRIMARY AND SECONDARY USES

- Students
- Staff

RELATIONSHIP AND ORGANIZATION

This room should be between the kitchen and the Multi-purpose Room with direct access to the Multi-purpose and the exterior dining area

FEATURES OF THE SPACE

- Consider creative signage above serving lines identifying food options

ENVIRONMENTAL SOUND CONTROL

- Walls: minimum STC 50
- Ceilings: minimum CAC 35, NRC .70

Wall Finish

- Ceramic tile or scrubable paint

Flooring

- Quarry tile

Windows/Doors

- 180 degree hold open on doors to Multi-purpose Room

Electrical

- Utility outlets - every wall at 6'-0"
- Power for cooler units, heating and warmer units, and cash registers

Lighting

- Overhead - indirect and natural daylight
- Consider feature lighting for food display

Plumbing

- Plumbing access to serving units
- Floor drain
- Hand sink on server side of food line

TECHNOLOGY

- Wireless network access

FURNITURE FOR THE SPACE

- Support for cash register



SPACE DESCRIPTIONS & RELATIONSHIPS

COVERED DINING

GENERAL CONCEPT AND ACTIVITIES

This area will provide dining space for students in addition to the Multi-purpose Room. Students will also be able to eat lunch in the courtyard area close to their classrooms as well as in the Media/Research Centers as they work on projects. The Covered Dining space can also provide an outdoor informal gathering space for students both during and after school.

PRIMARY AND SECONDARY USES

- Students
- Staff

RELATIONSHIP AND ORGANIZATION

The Covered Dining area should be located adjacent to the Multi-purpose Room ideally with garage door connections that can open up for easy access back and forth. The space would also be located on the site close to the outdoor performance area to allow students to enjoy performances and presentations during lunch.

FEATURES OF THE SPACE

Environmental Sound Control

- Walls: minimum STC 50
- Ceilings: minimum CAC 35, NRC .70

Flooring

- Sealed concrete

Windows/Doors

- Garage doors to Multi-purpose Room

Electrical

- Utility outlets for flexibility

Lighting

- Natural daylight
- May consider some exterior light for evening use and safety

Plumbing

- Hose bib close
- Analyze drain requirements and relationship with water management plan

TECHNOLOGY

- Wireless network access

FURNITURE FOR THE SPACE

- Site tables and stools or benches

SPACE DESCRIPTIONS & RELATIONSHIPS

OUTDOOR DINING

GENERAL CONCEPT AND ACTIVITIES

This area will provide dining space for students in addition to the Multipurpose Room. Students will also be able to eat lunch in the courtyard area surrounding the outdoor dining pavilions. These pavilions should allow good cross ventilation and natural lighting in the covered space. A garden area with low bushes and shade trees could surround the shade structures to expand the dining area and options. The Covered Dining space can also provide an outdoor informal gathering and learning space for students both during and after school.

PRIMARY AND SECONDARY USES

- Students
- All Staff
- Parents
- Community members

RELATIONSHIP AND ORGANIZATION

The Covered Dining area should be located adjacent to the Multipurpose Room. The space should be directly accessible from the Serving Area. This area should be located in an area away from direct play and ball courts

FEATURES OF THE SPACE

- Good cross ventilation
- Pleasant environment to allow for quiet breaks at lunch
- Consider pavilion design and material that is transparent and allows for natural light

ENVIRONMENTAL SOUND CONTROL

LIGHTING

- Natural daylighting - maximize
- Consider skylights or clerestory when possible
- Overhead fixtures - indirect, where possible
- Energy efficient light switches with split controls
- Light sensors
- Performance lighting for stage area

PLUMBING

- Consider a hose bib and coordinate drain and sewer connection with site storm water management system

ELECTRICAL

- Consider power for outdoor projects

TECHNOLOGY / COMMUNICATIONS

- Wireless access for public and private networks

FURNITURE FOR THE SPACE

- Outdoor tables and chairs
- Trash containers



SPACE DESCRIPTIONS & RELATIONSHIPS

SERVING AREA

GENERAL CONCEPT AND ACTIVITIES

This room will be used to serve lunch and morning nutrition break in an efficient manner. Students should be able to move through the line quickly selecting options and then move to one of the cashiers. Hot food items, salads, sandwiches, fresh fruit and vegetables, and other food options will be served as well as cold drinks. This area may be used for serving food during a school banquet or other type of event in the evenings.

PRIMARY AND SECONDARY USES

- Students
- All Staff

RELATIONSHIP AND ORGANIZATION

This space should be located between the kitchen and the Multipurpose Room with direct access to the Multipurpose Room and the exterior dining area.

FEATURES OF THE SPACE

- Consider creative signage above serving lines identifying food options

ENVIRONMENTAL SOUND CONTROL

- Walls: minimum STC 50
- Ceilings: minimum CAC 35, NRC .70

WRITING / DISPLAY SPACES

- Markerboard or Display board for menu options

FLOORING

- Quarry tile or porcelain tile

WINDOWS / DOORS

- Exterior windows that provide maximum natural daylight without heat gain - position for outdoor view
- Shading devices - consider sensors
- Doors with vision panel in door
- Dual cylinder classroom lock for safety

CASEWORK/EQUIPMENT

- Cool and hot serving equipment
- Mobile cashier station and chair

LIGHTING

- Overhead fixtures - indirect, if possible
- Energy efficient light switches

PLUMBING

- Connection to fill serving equipment

ELECTRICAL

- Power for serving equipment
- Power for electronic check out/cashier's station - may be a card reader

HVAC

- Energy efficient HVAC unit

TECHNOLOGY / COMMUNICATIONS

- Wireless access for public and private networks
- May need computer drops at cashier station

FURNITURE FOR THE SPACE

- None





SPACE DESCRIPTIONS & RELATIONSHIPS

STAFF DINING

GENERAL CONCEPT AND ACTIVITIES

This space will be available for use by all staff for dining during the day. Staff may bring their lunch and store in this room in a refrigerator or buy their lunch from the food service line. There should be an area for staff to heat up food or prepare a light meal. The room may also be used for staff collaboration and informal meetings. Staff may use this room in conjunction with the workroom.

PRIMARY AND SECONDARY USES

- All Staff

RELATIONSHIP AND ORGANIZATION

This space should be located adjacent to the workroom but in proximity to the Serving Area and Food Service Kitchen if possible. Staff Dining could be a part of the workroom if there was a visual and acoustical barrier between the 2 spaces.

FEATURES OF THE SPACE

ENVIRONMENTAL SOUND CONTROL

- Walls: minimum STC 50
- Ceilings: minimum CAC 35, NRC .70

WRITING / DISPLAY SPACES

- Small markerboard or tackboard

FLOORING

- Resilient flooring

WINDOWS / DOORS

- Exterior windows that provide maximum natural daylight without heat gain
- Shading devices - consider sensors
- Doors with vision panel in door

CASEWORK

- Base cabinets with drawers and doors and sink
- Wall cabinets
- Space for dishwasher

LIGHTING

- Natural daylighting if possible
- Overhead fixtures
- Energy efficient light switches
- Light sensors

PLUMBING

- Sink
- Connection for dishwasher

ELECTRICAL

- Power for refrigerator, coffee maker, and microwave
- Duplex receptacles above counter
- Duplex receptacles on every wall
- Consider power for vending machine

HVAC

- Energy efficient HVAC unit

TECHNOLOGY / COMMUNICATIONS

- Wireless access for public and private networks

FURNITURE FOR THE SPACE

- Folding or flip-top tables on locking casters to sit 8
- High density stacking chairs
- Refrigerator
- Microwave
- Coffee maker



SPACE DESCRIPTIONS & RELATIONSHIPS

BREAKFAST CART STORAGE

GENERAL CONCEPT AND ACTIVITIES

This storage room should be designed to store the breakfast carts that are used to take breakfast trays to the kindergarten classrooms and possibly other primary grade levels as well. This space may be used to store other items as well.

PRIMARY AND SECONDARY USES

- Staff

RELATIONSHIP AND ORGANIZATION

This room should be located close to the kitchen with direct access. Ideally this room would have a direct path of travel to the kindergarten wing.

FEATURES OF THE SPACE

ENVIRONMENTAL SOUND CONTROL

- Walls: minimum STC 40
- Ceilings: minimum CAC 35, NRC .70

WRITING / DISPLAY SPACES

- None

FLOORING

- Sealed concrete

WINDOWS / DOORS

- Door with vision panel in door

CASEWORK

- None

LIGHTING

- Overhead fixtures
- Energy efficient light switches

PLUMBING

- None

ELECTRICAL

- Duplex receptacles on 2 walls in addition to power for technology charging station

HVAC

- Energy efficient HVAC unit pack

TECHNOLOGY / COMMUNICATIONS

- Wireless access for public and private networks

FURNITURE FOR THE SPACE

- Breakfast tray carts

SPACE DESCRIPTIONS & RELATIONSHIPS

TABLE & CHAIR STORAGE

GENERAL CONCEPT AND ACTIVITIES

This storage room will be used to store chairs for performances and dining tables during performances.

PRIMARY AND SECONDARY USES

- Staff

RELATIONSHIP AND ORGANIZATION

This room should have direct access to the Multipurpose Room.

FEATURES OF THE SPACE

ENVIRONMENTAL SOUND CONTROL

- Walls: minimum STC 40
- Ceilings: minimum CAC 35, NRC .70

WRITING / DISPLAY SPACES

- None

FLOORING

- Sealed concrete

WINDOWS / DOORS

- Consider an oversized door for convenience

CASEWORK

- None

LIGHTING

- Overhead fixtures
- Energy efficient light switches

PLUMBING

- None

ELECTRICAL

- Duplex receptacles on 2 walls in addition to power for technology charging station

HVAC

- Energy efficient HVAC unit pack

TECHNOLOGY / COMMUNICATIONS

- Wireless access for public and private networks

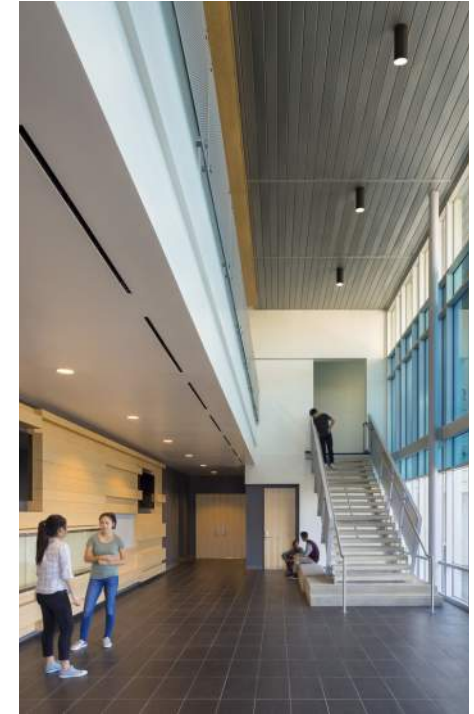
FURNITURE FOR THE SPACE

- Chair and table carts

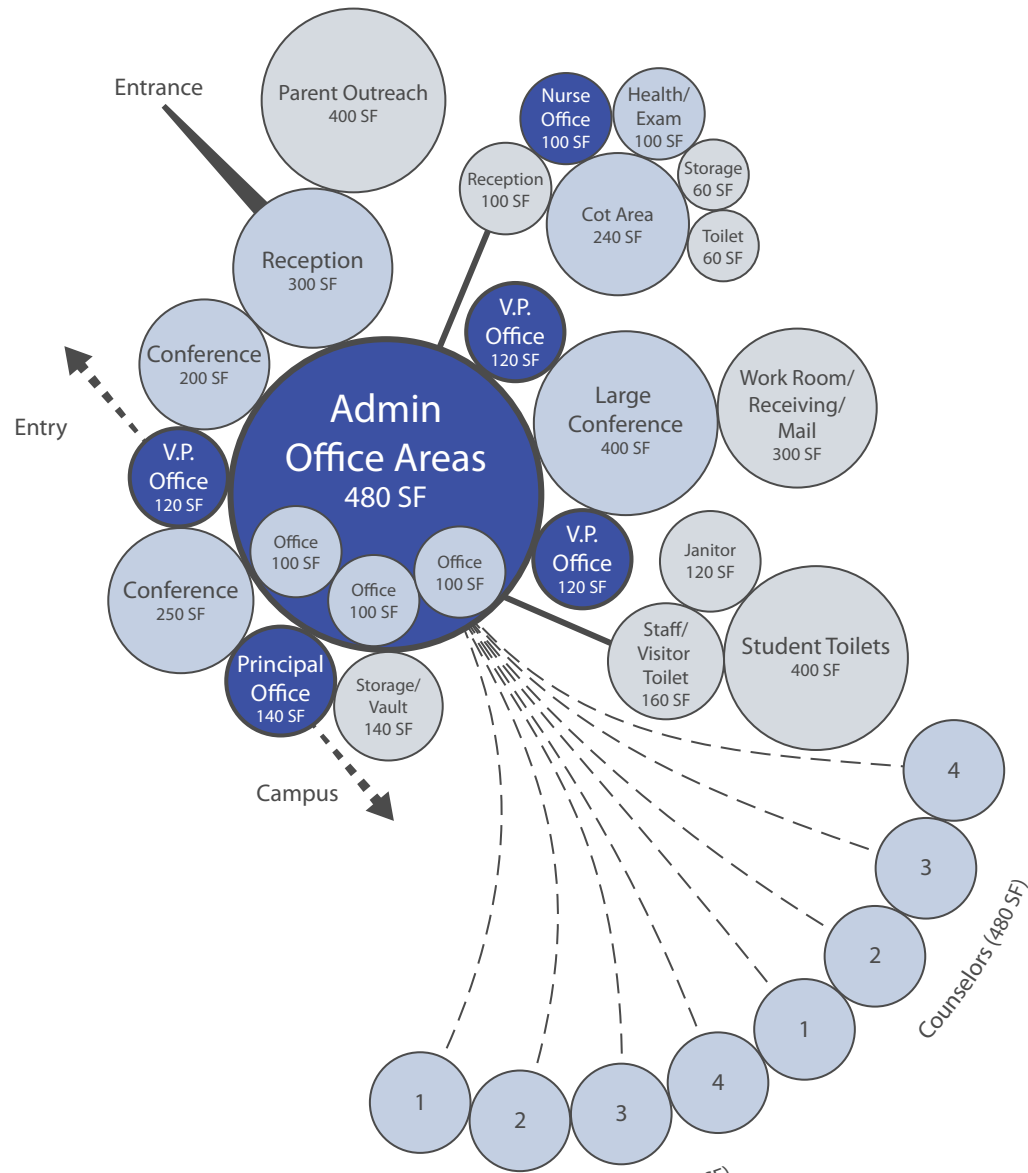
ADMINISTRATION



SPACE/FUNCTIONAL AREA			OCCUPANTS	SPACES	TEACHING STATIONS	UTILIZATION	ENROLLMENT CAPACITY	NET AREAS			GROSS AREAS		
STUDENT SERVICES BUILDING													
ADMINISTRATION			4,270									15.0%	4,911
	MAIN OFFICE												
		Public Reception		1				300	300				
		Principal Office		1				140	140				
		Vice Principal Office		2				120	240				
		Office Areas		6				80	480				
		Storage / Vault		1				140	140				
		Conference	8	1				200	200				
		Conference	10	1				250	250				
		Work Room/Receiving/Mail		1				300	300				
		Resource Officer Office		1				100	100				
		Outreach Officer Office		1				100	100				
		Student Support Offices		4				120	480				
		Counselors		4				120	480				
		Parent Outreach		1				400	400				
	NURSE/HEALTH												
		Reception		1				100	100				
		Health Screening/Exam		1				100	100				
		Nurse Office		1				100	100				
		Cot Area		2				120	240				
		Toilet		1				60	60				
		Storage		1				60	60				
	MISCELLANEOUS		1,600									10.0%	1,760
		Textbook Storage (30,000 vols. Mobile shelving)		1				1,400	1,400				
		Book Store		1				200	200				
	CIRCULATION & SERVICES		1,724									10.0%	1,896
		Interior Corridors		20.0%					1,174				
		Staff/Visitor Toilet		2				80	160				
		Janitor		1				120	120				
		Mechanical		1				120	120				
		Electrical/Special Systems		1				150	150				
STUDENT SERVICES BUILDING TOTAL			7,594										8,567



RELATIONSHIP DIAGRAM





SPACE DESCRIPTIONS & RELATIONSHIPS

RECEPTION & STAFF SUPPORT/GREETER

GENERAL CONCEPT AND ACTIVITIES

The administration reception area will be the entrance point for parents and visitors to meet with some of the administrative staff. This space therefore provides a first impression of the school and how it is run, so it should reflect a welcoming and professional appearance as any business would. The school administrators/school greeters in this space should have a reception desk and workspace which is neat and organized. If space allows or existing circumstances are appropriate, this area could also incorporate the concept of a Museum/Gallery exhibit space.

PRIMARY AND SECONDARY USES

- Administrative staff
- Parents
- Students
- Staff
- Visitors

RELATIONSHIP AND ORGANIZATION

This space should be located at the main entry of the school and positioned to monitor the entry.

FEATURES OF THE SPACE

- Could include the display elements to create the Museum/Exhibit space in school depending on site
- Should include acoustical control

- Security monitoring potential - both digitally and with appropriate sight lines - may include entry lock control

ENVIRONMENTAL SOUND CONTROL

- Walls: minimum STC 50
- Ceilings: minimum CAC 35, NRC .70

WRITING / DISPLAY SPACES

- Display cases or display system
- Tackboard
- Digital Flat screen monitor

FLOORING

- Part of space - porcelain tile
- Part of space - carpet

WINDOWS / DOORS

- Should have exterior windows that allow for good observation of front entry and natural light
- Interior windows to corridor when located off an entry corridor
- Shading devices - consider sensors
- Interior doors with vision panel

CASEWORK

- Reception desk with file storage and area for transaction counter
- Wall-mounted display area for forms (could be part of loose furnishings)

LIGHTING

- Natural daylighting when possible
- Overhead fixtures - indirect, if possible
- Energy efficient light switches with split controls
- Light sensors
- Consider task lights at reception desk

PLUMBING

- None

ELECTRICAL

- 2 duplex receptacles on each wall in addition to power for computers
- Duplex receptacles at reception desk

HVAC

- Energy efficient HVAC unit pack

TECHNOLOGY / COMMUNICATIONS

- Wireless access for public and private networks
- 2 computer drops at reception desk
- Rough-in for wall mounted large flat screen monitors (to potentially be added in the future)

FURNITURE FOR THE SPACE

- 3-4 guest chairs for waiting
- Small side table
- Task chairs for reception desk
- Consider mobile display cubes



SPACE DESCRIPTIONS & RELATIONSHIPS

PRINCIPAL'S OFFICE

GENERAL CONCEPT AND ACTIVITIES

The principal's office will be the headquarters for providing leadership to the school and should communicate a professional and organized environment. In addition to working in this space, the principal will meet with parents, students, other administrators, and staff members in a one-on-one or small group conference setting. The office should accommodate 1- 5 people at a time. This space will also be used for personal storage and will possibly house some confidential records.

PRIMARY AND SECONDARY USES

- Administrative staff
- Parents
- Students
- Staff
- Visitors/community members

RELATIONSHIP AND ORGANIZATION

This office should be close to the Reception/Waiting for Administration and would ideally have good visibility of the interior campus of the school. This office should be close to the main Conference Room and should be adjacent to administrative support staff, with a visual connection, if possible. It should also be close to the other Co-Administrator's Office.

FEATURES OF THE SPACE

ENVIRONMENTAL SOUND CONTROL

- Walls: minimum STC 50
- Ceilings: minimum CAC 35, NRC .70

WRITING / DISPLAY SPACES

- Tackboard

FLOORING

- Carpet

WINDOWS / DOORS

- Should have exterior windows that allow for good observation of the campus and natural light
- Door to the conference room if possible
- Shading devices - consider sensors
- Interior doors with vision panel

CASEWORK

- None

LIGHTING

- Natural daylighting
- Overhead fixtures - indirect, if possible
- Energy efficient light switches
- Light sensors
- Consider task lights at workspace

PLUMBING

- None

ELECTRICAL

- Duplex receptacles on each wall in addition to power for computer/printer

HVAC

- Energy efficient HVAC unit pack

TECHNOLOGY / COMMUNICATIONS

- Wireless access for public and private networks
- 1 computer drop at workstation
- Consider need for printer

FURNITURE FOR THE SPACE

- 3-4 guest chairs
- Small conference table or consider section of desk as conferencing space
- Workstation with storage
- Ergonomic task chair



SPACE DESCRIPTIONS & RELATIONSHIPS

CO-ADMINISTRATOR'S OFFICE

GENERAL CONCEPT AND ACTIVITIES

This office would be used for a co-administrator, assistant principal, or may be used for itinerant staff. The office should be designed with similar features as the Principal's Office, but should be flexible in layout so it could also accommodate different functions such as a testing room or small conference space during the life of the facility. Administrators or other staff will meet with parents and students in this office. The room should accommodate up to 4 people comfortably.

PRIMARY AND SECONDARY USES

- Administrative staff
- Parents
- Students
- Staff

RELATIONSHIP AND ORGANIZATION

This office should be close to the Reception/Waiting area and the Principal's Office. This space should also be relatively close to the main conference room and administrative staff as well.

FEATURES OF THE SPACE

ENVIRONMENTAL SOUND CONTROL

- Walls: minimum STC 50
- Ceilings: minimum CAC 35, NRC .70

WRITING / DISPLAY SPACES

- Tackboard

FLOORING

- Carpet

WINDOWS / DOORS

- Should have exterior windows for natural light
- Shading devices - consider sensors
- Interior doors with vision panel

CASEWORK

- None

LIGHTING

- Natural daylighting
- Overhead fixtures - indirect, if possible
- Energy efficient light switches with split controls
- Light sensors
- Consider task lights at workstation

PLUMBING

- None

ELECTRICAL

- Duplex receptacles on each wall in addition to power for computer/printer

HVAC

- Energy efficient HVAC unit pack

TECHNOLOGY / COMMUNICATIONS

- Wireless access for public and private networks
- 1 computer drop at work area
- Consider need for printer

FURNITURE FOR THE SPACE

- 3-4 guest chairs
- Small conference table or consider section of desk as conferencing space
- Workstation with storage
- Ergonomic task chair



SPACE DESCRIPTIONS & RELATIONSHIPS

CONFERENCE ROOM

GENERAL CONCEPT AND ACTIVITIES

The Conference Room would provide space that could be used by the administration and other staff for meetings and presentations with 12-14 people seated at a conference table. This room could be used for parent meetings and District presentations and discussions. The room design should allow for multimedia presentations. Beverages may be served in this room. The room should be flexible enough to allow an additional 2-3 people to be seated on the side of the room if needed.

PRIMARY AND SECONDARY USES

- Administrative staff
- Parents
- Students
- Staff
- Visitors

RELATIONSHIP AND ORGANIZATION

This space should be located with direct access to the reception area and close to the Principal's and Co-administrator's Office. The room should also be in close proximity to restrooms.

FEATURES OF THE SPACE

ENVIRONMENTAL SOUND CONTROL

- Walls: minimum STC 50
- Ceilings: minimum CAC 35, NRC .70

WRITING / DISPLAY SPACES

- Tackable wall surface

FLOORING

- Carpet

WINDOWS / DOORS

- Ideally would have exterior windows that allow for natural light but this is not a high priority
- Shading devices if there are exterior windows - consider sensors
- Interior doors with vision panel

CASEWORK

- Consider base cabinets along one short wall where presentation materials could be stored and beverages or food could be placed on a counter for service

LIGHTING

- Natural daylighting when possible
- Overhead fixtures - indirect, if possible
- Energy efficient light switches with split controls
- Light sensors
- Consider multiple types of lights over table

PLUMBING

- None

ELECTRICAL

- 2 duplex receptacles on each wall
- Power for coffee pot warmer/hotplate above counter
- Duplex receptacles in floor under conference table

HVAC

- Energy efficient HVAC unit pack

TECHNOLOGY / COMMUNICATIONS

- Wireless access for public and private networks
- 1 computer drop under table
- Rough-in for wall mounted large flat screen monitors or interactive board (to potentially be added in the future)

FURNITURE FOR THE SPACE

- 14 conference chairs
- Large conference table with cord access



SPACE DESCRIPTIONS & RELATIONSHIPS

ADMINISTRATIVE SUPPORT AREA

GENERAL CONCEPT AND ACTIVITIES

This space will primarily be used as a work area for the administrative assistants that support the principal and co-administrators as well as the entire school. There may be an addition of staff members in the future so the layout should be flexible.

PRIMARY AND SECONDARY USES

- Administrative staff
- Teachers

RELATIONSHIP AND ORGANIZATION

This space should be close to the Principal's and Co-administrator's Offices as well as the Workroom and Records Room.

FEATURES OF THE SPACE

ENVIRONMENTAL SOUND CONTROL

- Walls: minimum STC 50
- Ceilings: minimum CAC 35, NRC .70

WRITING / DISPLAY SPACES

- Tackboard

FLOORING

- Carpet

WINDOWS / DOORS

- It would be beneficial to have exterior windows for natural light
- Shading devices if there are exterior windows - consider sensors

CASEWORK

- None - loose furnishings would provide more flexibility

LIGHTING

- Natural daylighting when possible
- Overhead fixtures - indirect, where possible
- Energy efficient light switches with split controls
- Light sensors
- Consider task lights at workspace

PLUMBING

- None

ELECTRICAL

- 2 duplex receptacles on each wall in addition to power for computers/printers
- Duplex receptacles at workspace
- May need power for small copier/scanner

HVAC

- Energy efficient HVAC unit pack

TECHNOLOGY / COMMUNICATIONS

- Wireless access for public and private networks
- Computer drops at workspace
- Computer port for printer/copier

FURNITURE FOR THE SPACE

- Workstations with files and overhead storage
- Ergonomic task chairs
- May need additional lateral files



SPACE DESCRIPTIONS & RELATIONSHIPS

PSYCHOLOGIST'S OFFICE

GENERAL CONCEPT AND ACTIVITIES

This office will serve a school psychologist who may or may not be on a site full time. The office should have the flexibility to allow for use by other itinerant staff if needed. There should be a space in this office to allow a staff member to meet with a student for one-on-one discussions as well as have meetings with 1-2 parents. Tests may also be administered in the room. This space will also provide an area for storage of personal belongings and files. The Counseling Office would be similar.

PRIMARY AND SECONDARY USES

- Administrative staff
- Parents
- Students
- Staff

RELATIONSHIP AND ORGANIZATION

This space would ideally be located close to classrooms since the psychologist will primarily be servicing students but could also be located in the administrative suite depending on existing conditions of site. The office should be able to be accessed directly from a corridor or from the exterior without going through another occupied space. Parents may need to access this room as they enter onto the campus so the space should be easy to find.

FEATURES OF THE SPACE

ENVIRONMENTAL SOUND CONTROL

- Walls: minimum STC 50
- Ceilings: minimum CAC 35, NRC .70

WRITING / DISPLAY SPACES

- Small markerboard/writing surface would be beneficial
- Tackboard

FLOORING

- Carpet

WINDOWS / DOORS

- It would be beneficial to have exterior windows for natural light
- Shading devices if there are exterior windows - consider sensors
- Doors with vision panel
- Dual cylinder lock for safety

CASEWORK

- None

LIGHTING

- Natural daylighting if possible
- Overhead fixtures - indirect, if possible
- Energy efficient light switches
- Light sensors
- Consider task lights at workspace

PLUMBING

- None

ELECTRICAL

- Duplex receptacles on each wall in addition to power for computer/printer
- Duplex receptacles at workspace

HVAC

- Energy efficient HVAC unit pack

TECHNOLOGY / COMMUNICATIONS

- Wireless access for public and private networks
- Computer drop at workspace

FURNITURE FOR THE SPACE

- 3-4 guest chairs
- Small conference table
- Task chair
- Workstation with storage



SPACE DESCRIPTIONS & RELATIONSHIPS

WORKROOM/STORAGE/COPY ROOM

GENERAL CONCEPT AND ACTIVITIES

The workroom may be used by the administrative staff to support the operation of the school but will mainly be used by teachers for a variety of prep activities and some production. Supplies and copy paper for the school would be stored in this room. The room will also have a copier, however, the use of the copier or multiple copiers may diminish as everyone moves towards electronic distribution and filing.

PRIMARY AND SECONDARY USES

- Administrative staff
- Parents may use it
- Staff/teachers

RELATIONSHIP AND ORGANIZATION

This space should be located close to the Staff Dining area and ideally would have direct access. It could also be part of the same room if sound barriers were provided. The room should be in close proximity to the Administrative Suite since it will also support the Administrative staff from time to time. Exact location may depend on existing site conditions.

FEATURES OF THE SPACE

ENVIRONMENTAL SOUND CONTROL

- Walls: minimum STC 50
- Ceilings: minimum CAC 35, NRC .70

WRITING / DISPLAY SPACES

- Tackboard
- Small markerboard for meetings/collaboration

FLOORING

- Resilient flooring

WINDOWS / DOORS

- Exterior windows are not critical and could interfere with maximizing wall cabinet storage
- Interior doors with vision panel

CASEWORK

- Base cabinets with drawers, doors, and adjustable shelves
- Overhead wall cabinets with adjustable shelves
- Lockable tall cabinets with adjustable shelves
- Consider small desk height workstation for laptop use or writing surface by staff
- Storage could also all be mobile to allow for multiple uses and configurations of this space

LIGHTING

- Overhead fixtures
- Energy efficient light switches
- Light sensors

PLUMBING

- None

ELECTRICAL

- 2 duplex receptacles on each wall and above base cabinets
- Duplex receptacle at workstation
- Power for copier

HVAC

- Energy efficient HVAC unit pack

TECHNOLOGY / COMMUNICATIONS

- Wireless access for public and private networks
- Computer connection at copier/printer/scanner

FURNITURE FOR THE SPACE

- Stool for working at counter
- Task chair for workstation



SPACE DESCRIPTIONS & RELATIONSHIPS

RECORDS ROOM

GENERAL CONCEPT AND ACTIVITIES

This room in the Administration Suite is for storing past and present student records. This may be a location to also store back up records on digital storage devices. While more and more records are stored electronically, some hard copies of student records may need to be kept on site. These files may be accessed by administrative staff or teachers.

PRIMARY AND SECONDARY USES

- Administrative staff
- Teachers

RELATIONSHIP AND ORGANIZATION

This space should be located in the Administrative Suite close to the Administrative Support Area.

FEATURES OF THE SPACE

- This room may require a two-hour fire wall. Discuss with District for current requirements.

ENVIRONMENTAL SOUND CONTROL

- Walls: minimum STC 50
- Ceilings: minimum CAC 35, NRC .70

WRITING / DISPLAY SPACES

- Small tackboard

FLOORING

- Resilient flooring or sealed concrete

WINDOWS / DOORS

- Should not have exterior windows
- Fire-rated door - no vision panel

CASEWORK

- None

LIGHTING

- Overhead fixtures
- Energy efficient light switches
- Light sensors

PLUMBING

- None

ELECTRICAL

- Duplex receptacles on 2 walls

HVAC

- Energy efficient HVAC unit pack

TECHNOLOGY / COMMUNICATIONS

- Wireless access for public and private networks

FURNITURE FOR THE SPACE

- Vertical or lateral files to maximize storage capacity
- If room does not have a two-hour rating consider fire-proof files
- Small table to assist in document searches



SPACE DESCRIPTIONS & RELATIONSHIPS

PARENT CENTER/CLASSROOM

GENERAL CONCEPT AND ACTIVITIES

The District believes that parent involvement is critical to the success of students and therefore wants to have parents involved with the schools. To facilitate this involvement at the schools there should be a parent room where parents can meet and discuss school issues or provide volunteer help to the school. This also may be an area where parents can get tutoring or access to a computer or other technology to learn programs that will help them support their children. Ideally the space is large enough to provide classes to parents and community members. A full size classroom would allow for flexibility of the space to be used for a variety of uses in the near and long term future. The room should make the parents feel welcome and provide space for personal belongings such as a coat or bag while they are at the school.

PRIMARY AND SECONDARY USES

- Administrative staff
- Parents
- Students
- Staff
- Visitors

RELATIONSHIP AND ORGANIZATION

Ideally this room would be close to the Administration Suite and have direct access from the exterior so parents can access the space without going through the Administration Suite to use the space in the evenings.

FEATURES OF THE SPACE

- This space should be designed with similar features as a typical general classrooms to allow future flexibility.

ENVIRONMENTAL SOUND CONTROL

- Walls: minimum STC 50
- Ceilings: minimum CAC 35, NRC .70

WRITING / DISPLAY SPACES

- Magnetic markerboards
- Tackable wall surface on all walls

FLOORING

- Carpet
- Resilient flooring around the sink and entry door

WINDOWS / DOORS

- Exterior windows that provide maximum natural daylight without heat gain
- Shading devices - consider sensors
- Doors with vision panel in door
- Dual cylinder classroom lock for safety

CASEWORK

- Safety hooks or open compartments for coats/bags
- Combination upper and lower cabinets with sink
- Storage along 1 wall- could be located behind marker and display boards for space efficiency

LIGHTING

- Natural daylighting - maximize
- Overhead fixtures - indirect, if possible
- Energy efficient light switches with split controls
- Light sensors

PLUMBING

- Sink with cold and hot water

ELECTRICAL

- 2 Duplex receptacles on each wall in addition to power for computers/technology
- Power for technology charging cart
- Duplex receptacles above base cabinets

HVAC

- Energy efficient HVAC unit pack

TECHNOLOGY / COMMUNICATIONS

- Wireless access for public and private networks
- 2 -4 computer drops
- 1 computer drop for presentation
- 1 permanently mounted short throw digital projector
- Rough-in for wall mounted large flat screen monitors

FURNITURE FOR THE SPACE

- Mobile tables and ergonomic chairs
- Mobile deep shelving for storage
- Mobile workstation and task chair
- Surfaces to support technology (could be desktop computers, laptops, or small interactive pads)



SPACE DESCRIPTIONS & RELATIONSHIPS

FLEX OFFICE/SMALL CONFERENCE

GENERAL CONCEPT AND ACTIVITIES

The small conference room is to provide a flexible meeting space for 4-6 people for all the administrative staff and special education staff. These rooms need to be flexible in design so they can be converted into office space if needed in the future. The room may also be used for certain types of testing.

PRIMARY AND SECONDARY USES

- Administrative staff
- Parents
- Students
- Staff

RELATIONSHIP AND ORGANIZATION

This room should be part of the administration suite, but have easy access to the public corridor or main circulation pathway.

FEATURES OF THE SPACE

ENVIRONMENTAL SOUND CONTROL

- Walls: minimum STC 50
- Ceilings: minimum CAC 35, NRC .70

WRITING / DISPLAY SPACES

- Tackboard
- Small markerboard

FLOORING

- Carpet

WINDOWS / DOORS

- Ideally would have an exterior window to allow for natural light
- Shading devices - consider sensors
- Interior door with vision panel

CASEWORK

- None

LIGHTING

- Natural daylighting if possible
- Overhead fixtures
- Energy efficient light switches
- Light sensors

PLUMBING

- None

ELECTRICAL

- Duplex receptacle on each wall in addition to power for computer

HVAC

- Energy efficient HVAC unit pack

TECHNOLOGY / COMMUNICATIONS

- Wireless access for public and private networks
- Computer drop at workstation location

FURNITURE FOR THE SPACE

- 4 - 6 chairs
- Small table for meetings



SPACE DESCRIPTIONS & RELATIONSHIPS

SPACE HEALTH CLINIC

GENERAL CONCEPT AND ACTIVITIES

This room is where a nurse or staff member can address students who are feeling ill. Ill students may wait here until parents can pick them up. Eye exams may take place here. The restroom in this space is for students seeking medical attention and supports the clinic and nurse. There may not be a full time nurse at the school so health services support will be supplemented by the administrative staff. The receptionist or other administrative staff will need direct observation of the clinic, either through a door or internal window, however, privacy for students from the reception area must also be addressed. Activities in this space include treating students with illness, resting on a cot or chair, eye exams, preventative health measures, and discussions with parents.

PRIMARY AND SECONDARY USES

- Administrative staff
- Students
- Nurse
- Parents

RELATIONSHIP AND ORGANIZATION

This space should be located within the Administration area when possible. The Health Clinic may need to be supervised by administrative staff if a nurse is not on site so a location close to administrative workstations should be considered. Ideally, students would also be able to access this space without going through the school

Reception where visitors may be waiting.

FEATURES OF THE SPACE

- Restroom within space

ENVIRONMENTAL SOUND CONTROL

- Walls: minimum STC 50
- Ceilings: minimum CAC 35, NRC .70

WRITING / DISPLAY SPACES

- Tackboard

FLOORING

- Resilient flooring

WINDOWS / DOORS

- No exterior windows
- Interior window to administration may be beneficial for observation
- Interior door with vision panel

CASEWORK/EQUIPMENT

- Base and lockable wall cabinets for secure storage for supplies and medicine
- Privacy curtains and track for cot area
- Opening under counter for owner-supplied small refrigerator
- Consider tall deep cabinet with removable shelving for large medical equipment such as wheel chair or crutches

LIGHTING

- Overhead fixtures - combination of direct and indirect if possible
- Energy efficient light switches with split controls for 2 types of lighting
- Light sensors

PLUMBING

- Sink with hot and cold water

ELECTRICAL

- Duplex receptacles on each wall in addition to power for computer/laptop
- Power for under counter refrigerator

HVAC

- Energy efficient HVAC unit pack

TECHNOLOGY / COMMUNICATIONS

- Wireless access for public and private networks
- Computer drop

FURNITURE FOR THE SPACE

- 2-3 guest chairs for waiting
- 2-3 cots
- Under counter refrigerator



SPACE DESCRIPTIONS & RELATIONSHIPS

NURSE'S OFFICE

GENERAL CONCEPT AND ACTIVITIES

This is a small room where the nurse can store records, perform administrative duties, and make private phone calls to parents or health institutions. The nurse would need to have the capability of observing the clinic while in the office. This space could be an alcove off of the clinic and may not need a door.

PRIMARY AND SECONDARY USES

- Nurse and administrative staff
- Parents
- Students

RELATIONSHIP AND ORGANIZATION

This space should be located off of the clinic.

FEATURES OF THE SPACE

ENVIRONMENTAL SOUND CONTROL

- Walls: minimum STC 50
- Ceilings: minimum CAC 35, NRC .70

WRITING / DISPLAY SPACES

- Tackboard

FLOORING

- Resilient flooring

WINDOWS / DOORS

- Does not require exterior windows

- Interior window to clinic
- Interior door with vision panel
- Interior window to Nurse's Office

CASEWORK

- None to allow for flexibility

LIGHTING

- Overhead fixtures
- Energy efficient light switches
- Light sensor
- Consider task light at desk

PLUMBING

- None

ELECTRICAL

- Duplex receptacles on each wall
- Power for computer at workstation

HVAC

- Energy efficient HVAC unit pack

TECHNOLOGY / COMMUNICATIONS

- Wireless access for public and private networks
- May need computer drop at desk

FURNITURE FOR THE SPACE

- Guest chair for waiting
- Workstation with storage
- Task chair

SPACE DESCRIPTIONS & RELATIONSHIPS

RESTROOMS

GENERAL CONCEPT AND ACTIVITIES

These restrooms will support the administrative staff and visitors in this area.

PRIMARY AND SECONDARY USES

- Administrative staff
- Parents
- Staff
- Visitors

RELATIONSHIP AND ORGANIZATION

These restrooms should be located with easy access to both administrative staff and adult visitors in the Administrative Suite. Location should provide privacy at entrance to Restrooms.

FEATURES OF THE SPACE

ENVIRONMENTAL SOUND CONTROL

- Walls: minimum STC 50
- Ceilings: minimum CAC 35, NRC .70

WRITING / DISPLAY SPACES

- None

FLOORING

- Porcelain tile

WINDOWS / DOORS

- No windows
- Privacy lock

CASEWORK/EQUIPMENT

- Consider a shallow overhead cabinet above the toilet for personal supplies - cannot be more than 6"
- Hooks
- Restroom accessories - Paper towel dispenser and trash receptacle

LIGHTING

- Overhead fixtures
- Energy efficient light switches
- Light sensors

PLUMBING

- Lavatory with hot and cold water
- Toilet

ELECTRICAL

- Duplex receptacle on two walls

HVAC

- Energy efficient HVAC unit pack
- Exhaust

TECHNOLOGY / COMMUNICATIONS

- None

FURNITURE FOR THE SPACE

- None



SPACE DESCRIPTIONS & RELATIONSHIPS

FAMILY RESTROOM

GENERAL CONCEPT AND ACTIVITIES

The purpose of this restroom is to provide a unisex restroom where someone can assist another (child or baby, elderly person or someone with special needs) in the use of personal facilities. It also provides additional adult restrooms facilities for public use.

PRIMARY AND SECONDARY USES

- Visitors/parents
- Staff

RELATIONSHIP AND ORGANIZATION

This restroom should be located with easy access to public/community spaces such as the Multipurpose Room and the Administration Suite. Ideally, this facility would be adjacent to the parent room to provide a restroom for that space.

FEATURES OF THE SPACE

ENVIRONMENTAL SOUND CONTROL

- Walls: minimum STC 50
- Ceilings: minimum CAC 35, NRC .70

WRITING / DISPLAY SPACES

- None

FLOORING

- Porcelain tile

WINDOWS / DOORS

- No windows
- Privacy lock

CASEWORK/EQUIPMENT

- Wall mounted baby changing unit
- Adult changing table or support bench
- Hooks

LIGHTING

- Overhead fixtures
- Energy efficient light switches
- Light sensors

PLUMBING

- Lavatory
- Toilet

ELECTRICAL

- Duplex receptacles on two walls

HVAC

- Energy efficient HVAC unit pack

TECHNOLOGY / COMMUNICATIONS

- None



- AL
- SE
- MC
- VA
- PA
- PE
- FS
- AD
- CU