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KILLEEN ISD

HIGH SCHOOL EDUCATIONAL SPECIFICATIONS

JUNE 2026 *(original document created in March 2020)*

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EXECUTIVE SUMMARY

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

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

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

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

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

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

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

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PROJECT OVERVIEW

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

HOURS OF OPERATION (DAYS/TIMES)

Instructional Day

Monday - Friday, 7:45 AM (0 period) - 4:20 (7th period) PM (may vary depending on need)

Extracurricular Activities

Varies

INSTRUCTIONAL PROGRAM

Foundation Curriculum

English Language Arts & Reading
Math
Science
History

Enrichment Curriculum

Career and Technical Education
+ Agriculture
+ Health Science
+ Family & Consumer Science
+ Audio/Visual Arts
+ Robotics
+ Computer Science
+ Engineering Studio
+ Architecture & Construction
+ Criminal Justice/Law Enforcement
+ Family and Consumer Science
+ Education and Training
+ Business
+ JROTC

Fine Arts
+ Band
+ Cheer
+ Dance
+ Orchestra
+ Choir
+ Art
+ Theater

Health Education
Languages other than English (LOTE)
Physical Education (PE)
+ Baseball
+ Basketball
+ Dance/Drill
+ Football
+ Softball
+ Tennis
+ Track & Field
+ Wrestling
+ Swimming
+ Soccer

SITE, SAFETY & SECURITY

+ Double queue with dedicated student and parent loop, bus loop, and SPED loops
+ Parking
  Students – 430
  Staff – 75
  Visitor – 30
  Athletics - 120
+ Cameras to accommodate floor plan
+ Access control
+ Perimeter fencing
+ Forced entry resistant film on glazing at all locations deemed necessary by district
+ Controlled vestibule
+ Panic with lock down
+ Visual surveillance from reception to vestibule and parking lot
+ Minimize transparency from classrooms into hallways
+ Protected areas
+ Additional considerations will be evaluated on a case by case basis

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STUDIOS

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STUDIOS I GENERAL EDUCATION

DESIGN GUIDELINES

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

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

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

Flexibility
Flexibility within studio design should be realized through mobility of furniture and storage only. Studio walls will not be flexible to open to corridors or neighboring studios.

Transparency
Interior studio walls will not incorporate glass to allow any degree of visibility from corridors or neighboring studios.

Safety & Security
Studio glazing will be limited to exterior walls. Studios are considered safe with solid walls and locked doors. Doors should include a glass window for visibility into the space.

INSTRUCTIONAL PROGRAM

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

Teaching Tools
Short throw projector, writable wall surfaces.

Storage (Materials and Spaces)
No storage room within the Studio, storage to be accomplished through mobile furniture.

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

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

STUDIOS I SCIENCES

DESIGN GUIDELINES

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

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

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

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

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

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

INSTRUCTIONAL PROGRAM

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

Teaching Tools
Short throw projector, writable wall surfaces, demonstration table.

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

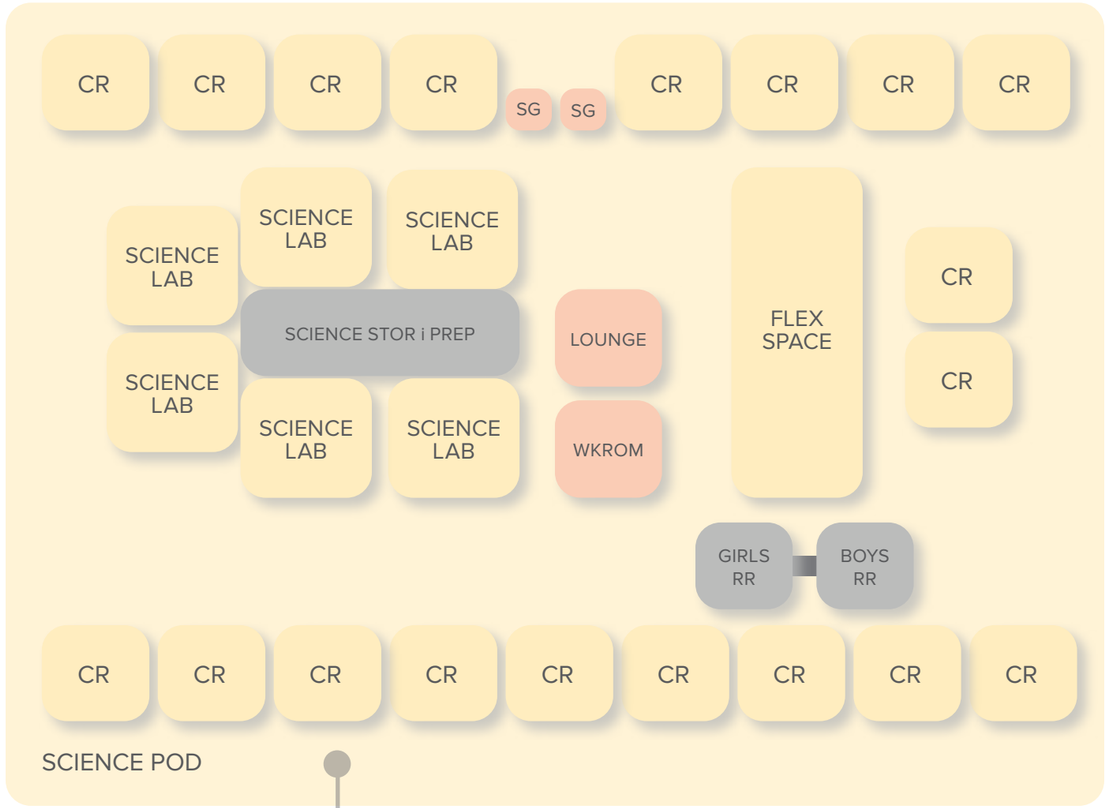
Characteristics of Furniture
Science lab fixed furniture with stools.

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

Facility Standards
At a minimum, all Killeen ISD high school lab spaces will be in compliance with TEA standards as well as Texas safety standards.

ADJACENCIES

GENERAL EDUCATION



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

CAREER & TECHNICAL EDUCATION

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CTE I ROBOTICS LAB

DESIGN GUIDELINES

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

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

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

Flexibility
Flexibility within studios and labs should be realized through mobility of furniture and storage only. Studio walls will not be flexible to open to corridors or neighboring studios.

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

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

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

INSTRUCTIONAL PROGRAM

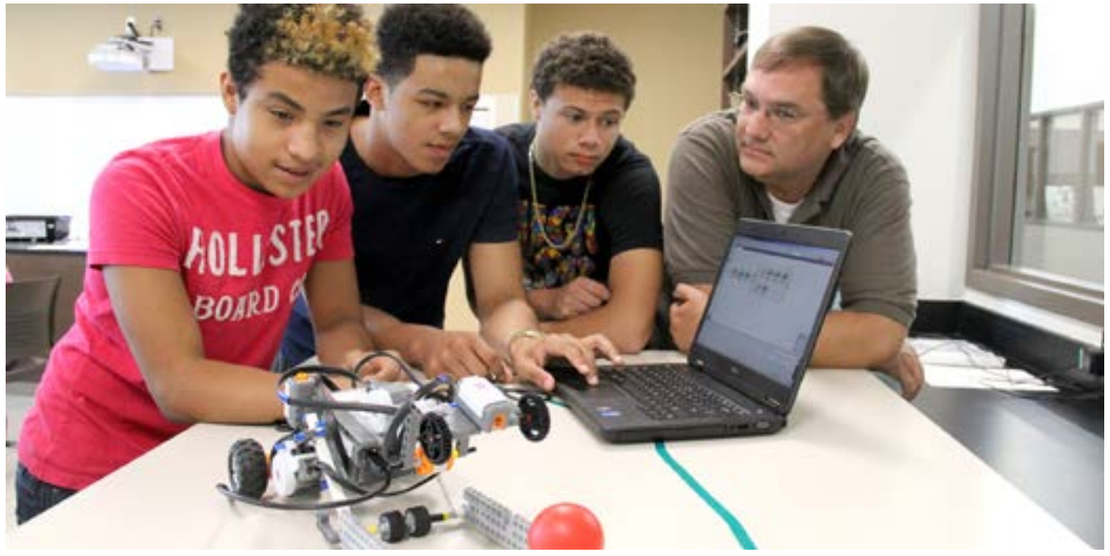
Learning Activities & Teaching Modes
The students will learn robotics and electronics through lectures, videos, individual study/reading and group hands-on project based learning.

Teaching Tools
Short throw projector, writable wall surfaces, various shop equipment for robotic production.

Storage (Materials and Spaces)
Storage room within the Lab for misc robotic equipment and tools.

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

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



CTE I ENGINEERING STUDIO

DESIGN GUIDELINES

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

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

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

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

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

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

INSTRUCTIONAL PROGRAM

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

Teaching Tools
Short throw projector, writable wall surfaces.

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

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

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

CTE I HEALTH SCIENCES

DESIGN GUIDELINES

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

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

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

Flexibility
Flexibility within studios and labs should be realized through mobility of furniture and storage only. Studio walls will not be flexible to open to corridors or neighboring studios.

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

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

INSTRUCTIONAL PROGRAM

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

Teaching Tools
Short throw projector, writable wall surfaces, manikins.

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

Characteristics of Furniture
Science tables appropriate for the instruction.

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

CTE I GRAPHIC ARTS I AV LABS

DESIGN GUIDELINES

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

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

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

Flexibility
Flexibility within studios and labs should be realized through mobility of furniture and storage only. Studio walls will not be flexible to open to corridors or neighboring studios.

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

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

INSTRUCTIONAL PROGRAM

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

Teaching Tools
Short throw projector, writable wall surfaces.

Storage (Materials and Spaces)
Small Storage Room accessible to the Labs for misc hardware and software materials.

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

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

CTE I CRIMINAL JUSTICE

DESIGN GUIDELINES

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

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

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

Flexibility
Flexibility within these rooms should be realized through mobility of furniture and storage only. Studio walls will not be flexible to open to corridors or neighboring studios.

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

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

INSTRUCTIONAL PROGRAM

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

Teaching Tools
Studios: Short throw projector, writable wall surfaces.
Mock Court: judge's bench, witness stand, jury box.

Storage (Materials and Spaces)
No storage room within the Studio, storage to be accomplished through mobile furniture.

Characteristics of Furniture
Studios: Seating should accommodate a variety of layouts, reconfiguration will often be done by students.
Mock Court: All furniture should be incorporated to match a modern courtroom.

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

Mock Court (increase the size to adequately support larger student enrollments):
+ Power: 4-6 receptacles per classroom with at least 1 being a quad.
+ Data: At least one near the judge's bench and 1 near each of the plaintiff and defendant tables.
+ Sinks: not required
+ Wi-fi
+ Wall mounted TV

CTE I ARCHITECTURE & CONSTRUCTION

DESIGN GUIDELINES

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

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

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

Flexibility
Flexibility within studios should be realized through mobility of furniture and storage only. Studio walls will not be flexible to open to corridors or neighboring studios.

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

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

INSTRUCTIONAL PROGRAM

Learning Activities & Teaching Modes
The spaces are learning environments that facilitate exploration, socialization and development of various skills including collaboration, critical thinking, specializing in architectural design, CAD drafting, and building information modeling, and construction techniques.

Teaching Tools
Short throw projector, writable wall surfaces.

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

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

CTE I FAMILY & CONSUMER SCIENCE

DESIGN GUIDELINES

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

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

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

Flexibility
Flexibility within studios and labs should be realized through mobility of furniture and storage only. Studio walls will not be flexible to open to corridors or neighboring studios.

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

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

INSTRUCTIONAL PROGRAM

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

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

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

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

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

CTE I AGRICULTURE

DESIGN GUIDELINES

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

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

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

Flexibility
Flexibility within studios and labs should be realized through mobility of furniture and storage only. Studio walls will not be flexible to open to corridors or neighboring studios.

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

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

INSTRUCTIONAL PROGRAM

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

Teaching Tools
Studios: Short throw projector, writable wall surfaces.
Labs: Short throw projector, writable wall surfaces.

Characteristics of Furniture
Studios: Seating should accommodate a variety of layouts, reconfiguration will often be done by students. Due to the nature of some activities, fabric on seating should be avoided.
Lab: Tall work tables to sit two students each should be easily movable for lab reconfiguration.

Utilities and Infrastructure

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

CTE I ROTC

DESIGN GUIDELINES

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

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

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

Flexibility
Flexibility within studios should be realized through mobility of furniture and storage only. Studio walls will not be flexible to open to corridors or neighboring studios.

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

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

INSTRUCTIONAL PROGRAM

Learning Activities & Teaching Modes
Office: An office should be provided within and accessed through the Firing Range.
Firearms Storage: Access to the firearms storage should be provided through the office only rather than from the Firing Range or corridor. Shelves may be stationary but should not be built-in.
Changing Rooms: Changing rooms should be provided within and accessed through the Firing Range

ADJACENCIES

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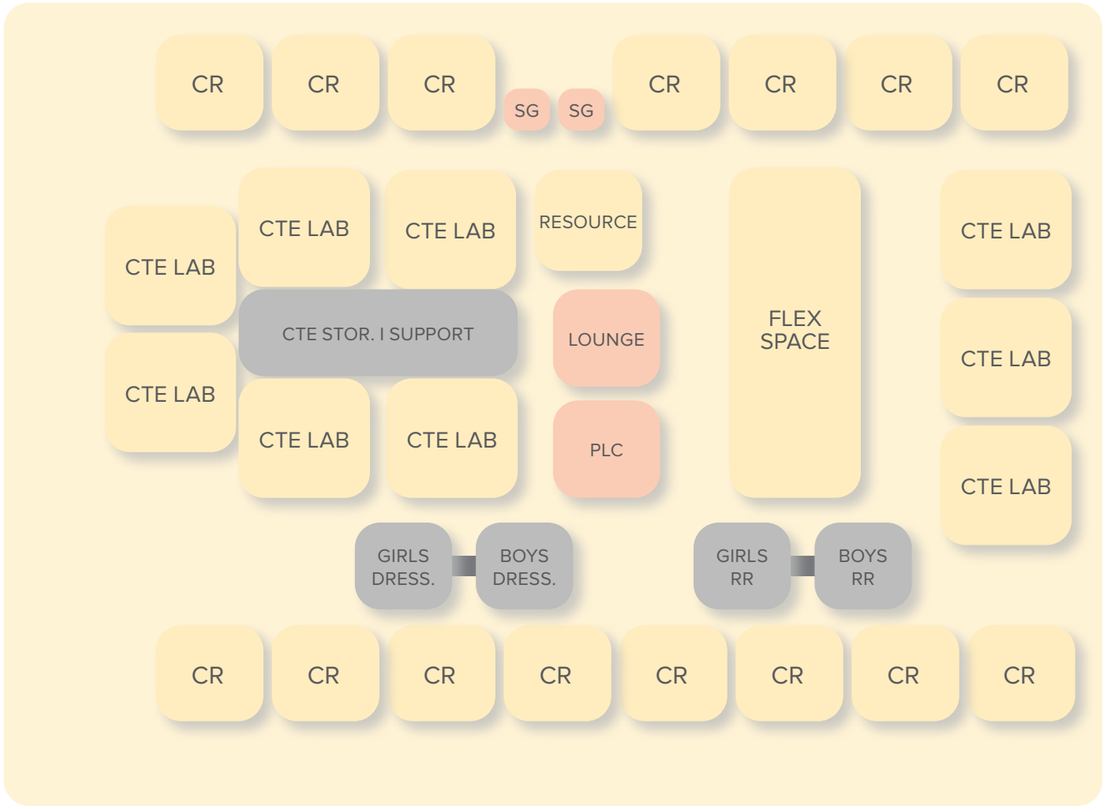

MAP LEGEND

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

MEDIA LABS, COMPUTER SCIENCES, & BUSINESS LABS

COMPUTER LABS

DESIGN GUIDELINES

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

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

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

Flexibility
Flexibility within computer lab design should be realized through mobility of furniture and storage only. Studio walls will not be flexible to open to corridors or neighboring studios.

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

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

COMPUTER SCIENCES

DESIGN GUIDELINES

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

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

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

Flexibility
Flexibility within labs should be realized through mobility of furniture and storage only. Lab walls will not be flexible to open to corridors or neighboring studios.

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

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

INSTRUCTIONAL PROGRAM

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

Teaching Tools
Short throw projector, writable wall surfaces.

Storage (Materials and Spaces)
Small Storage Room accessible to the Labs for misc hardware and software materials.
Student desks to accommodate desktop computer with built in wiring racks.

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

FINE ARTS

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FINE ARTS I BAND I ORCHESTRA

DESIGN GUIDELINES

Accessibility
These rooms should be accessed from a local or collector corridor within the Fine Arts neighborhood or wing, rather than the building's main arterial corridors. Access to four small practice rooms should be provided from within the Choir and Orchestra Rooms. Access to remaining practice rooms should be provided near the Band Hall. Access to the Percussion and ensemble rooms should be provided from within the Band Hall. Access to all respective offices and storage rooms should be provided from within these rooms as well. Each of these rooms should be accessed through a pair of 42-inch doors, both from the inside and to the outside of the building.

Acoustic Considerations
Special consideration should be given to each of these spaces with regard to noise transfer both from within and without. While the volume of sound from within these rooms may be loud, sound should not be heard from neighboring rooms. Conversely, sound generated from within these rooms should not be confounded by sounds from adjacent rooms and spaces. Strong consideration should be given to sealing the walls to the ceiling, capping practice and ensemble rooms, and providing vestibules that require occupants to pass through two sets of doors in order to access these rooms. Consider the student auditory learning experience when placing sound-making equipment such as speakers.

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

Transparency
Walls will not incorporate glass that allows visibility from corridors or neighboring studios. A limited degree of glass may be provided in doors to allow restricted visibility into rooms from the corridor. In select spaces, clerestory glazing may be incorporated on exterior walls where appropriate to provide daylight while maintaining privacy.

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

INSTRUCTIONAL PROGRAM

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

Teaching Tools
Short throw projector, writable wall surfaces.

Storage (Materials and Spaces)
Storage for instruments and various band equipment and uniforms.

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

FINE ARTS I CHOIR

DESIGN GUIDELINES

Accessibility
These rooms should be accessed from a local or collector corridor within the Fine Arts neighborhood or wing, rather than the building's main arterial corridors. Access to four small practice rooms should be provided from within the Choir room. Access to remaining practice rooms should be provided near the Band Hall. Access to the Percussion and ensemble rooms should be provided from within the Band Hall. Access to all respective offices and storage rooms should be provided from within these rooms as well. Each of these rooms should be accessed through a pair of 42-inch doors, both from the inside and to the outside of the building.

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

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

Transparency
Interior and exterior walls will generally avoid glass that allows direct visibility from corridors or neighboring studios; however, limited glazing may be incorporated where appropriate. A small degree of glass may be provided in doors to allow restricted visibility into rooms from the corridor, and select spaces may include clerestory glazing on exterior walls to provide daylight while maintaining privacy.

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

INSTRUCTIONAL PROGRAM

Learning Activities & Teaching Modes
Objectives include teaching instrumental students all year, teaching general music students (short term), performances by all groups and community assemblies. Activities include individual and group rehearsals, small group instructions/sectionals and after-school activities.

Teaching Tools
Short throw projector, writable wall surfaces.

Storage (Materials and Spaces)
Storage for instruments and various band equipment and uniforms.

Characteristics of Furniture
+ Student chairs with music stands.
+ Utilities and Infrastructure
+ Power: multiple receptacles in each space.
+ Data: One to accommodate short throw projector + 2 near teacher's area.
+ Wi-fi
+ Sound system in the main rehearsal hall.

FINE ARTS I BAND, ORCHESTRA, & CHOIR SUPPORT SPACES

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

DESIGN GUIDELINES

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

Acoustic Considerations
Special consideration should be given to practice rooms with regard to noise transfer both from within and without. While the volume of sound from within practice rooms may be loud, sound should not be heard from neighboring rooms. Conversely, sound generated from within practice rooms should not be confounded by sounds from adjacent rooms and spaces. Consider capping practice and ensemble rooms for sound mitigation.

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

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

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

FINE ARTS I ART

DESIGN GUIDELINES

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

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

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

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

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

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

INSTRUCTIONAL PROGRAM

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

Teaching Tools
Short throw projector, writable wall surfaces.

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

Characteristics of Furniture
Appropriate tables and chair/stools for art projects.

Utilities and Infrastructure
+ Power: multiple receptacles in each space.
+ Data: One to accommodate short throw projector + 2 near teacher's area.
+ Sinks: multiple sinks (at least one deep sink), all sinks to have plaster traps
+ Wi-fi
+ Power and ventilation for kiln in separate kiln room

FINE ARTS I THEATER ARTS

DESIGN GUIDELINES

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

Natural Light
Theater Arts rooms should be located internally with no windows.

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

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

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

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

INSTRUCTIONAL PROGRAM

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

Teaching Tools
Short throw projector, writable wall surfaces in the classroom spaces. Misc scene shop equipment for stage production sets/props.

Storage (Materials and Spaces)
Storage for various equipment/materials/props, tools and theater sets.

Characteristics of Furniture
Appropriate tables and chair/stools for theater instruction.

Utilities and Infrastructure
+ Power: multiple receptacles in each space.
+ Data: One to accommodate short throw projector + 2 near teacher's area.
+ Wi-fi
+ Pipe grid at 4'0"o.c. for hanging curtains, lights etc in the Black Box.

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

FINE ARTS I MULTIPURPOSE I DANCE I DRILL STUDIO

DESIGN GUIDELINES

Access
The Multipurpose Dance/Drill Studio should be accessed from a local or collector corridor within the Fine Arts neighborhood or wing, rather than the building's main arterial corridors. Access to the Dance / Drill Locker Rooms, office and storage rooms should be from within the studio. The storage room should be provided with exterior access though a typical 3 foot door. Because of the multi-purpose nature of the rooms, its location within the Fine Arts neighborhood or wing may be best with closer proximity to the rest of the campus. Consideration should be provided to ensure room accessibility for students with disabilities if sub flooring is installed.

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

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

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

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

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

INSTRUCTIONAL PROGRAM

Learning Activities & Teaching Modes
Objectives include introducing students to an appreciation of the art of dance and to the extracurricular activities of cheer leading and drill team.

Teaching Tools
Short throw projector, writable wall surfaces as appropriate, dance barret, mirrored wall surface. Dance flooring such as Marley or sprung wood flooring that ensures safety, shock absorption, and slip resistance. Consider adding basketball court markings on the floor.

Storage (Materials and Spaces)
Storage for various equipment/materials/props, and uniforms

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

FINE ARTS I AUDITORIUM

DESIGN GUIDELINES

Accessibility
The Auditorium should be designed as a highly visible and welcoming destination within the Fine Arts area, with direct access from a main corridor, lobby, or public gathering space. The lobby should incorporate glass and natural light to create an open and inviting atmosphere while supporting visibility and supervision. The design should include convenient access to the ticket booth, public restrooms, concessions, and other audience support spaces. The Auditorium should also maintain close proximity to other Fine Arts spaces to support shared performances, events, and community use.

Natural Light
The Auditorium lobby and associated public gathering spaces should incorporate access to natural light through the use of glass and exterior-facing elements where appropriate. While the performance space itself may require controlled lighting conditions, the overall design should emphasize an open, welcoming environment that enhances the visitor experience and strengthens the connection between the facility and the campus.

Acoustic Considerations
Special consideration should be given to each of these spaces with regard to noise transfer both from within and without. While the volume of sound from within these rooms may be loud, sound should not be heard from neighboring rooms. Conversely, sound generated from within these rooms should not be confounded by sounds from adjacent rooms and spaces. Strong consideration should be given to sealing the walls to the ceiling, and providing vestibules that require occupants to pass through two sets of doors in order to access these rooms.

Flexibility
For the safety of students and teachers, flexibility should be limited within the rooms.

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

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

INSTRUCTIONAL PROGRAM

Learning Activities & Teaching Modes
Objectives include introducing students to an appreciation of the arts, theater and the performing arts. Attention is paid to the inherent inter-disciplinary relationships between the various performing arts, including instrumental instruction, dance, theater and visual arts. Activities include individual and group rehearsals, individual or small group work on keyboards, learning choreography and movement activities, and after-school activities.

Teaching Tools
Light and Sound Board

Storage (Materials and Spaces)
Storage for various equipment and uniforms.

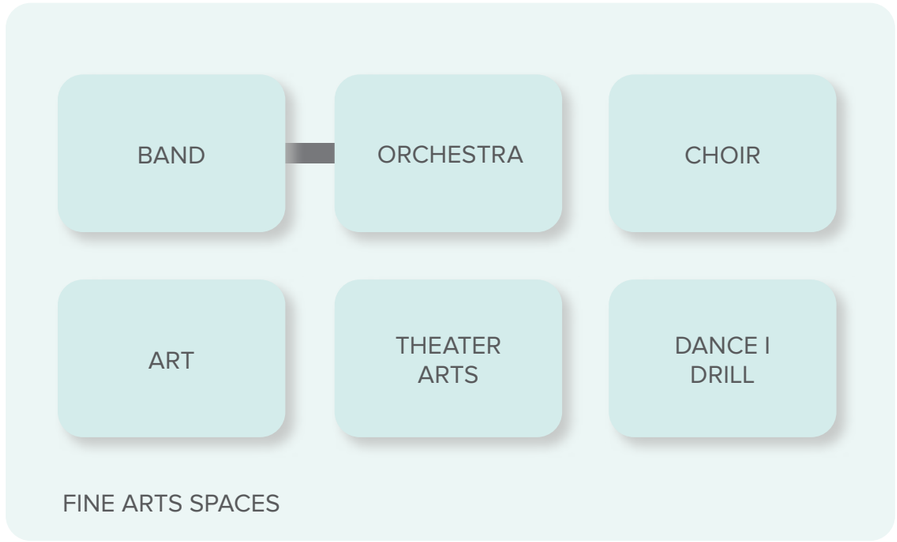
Furniture
Student chairs and risers.

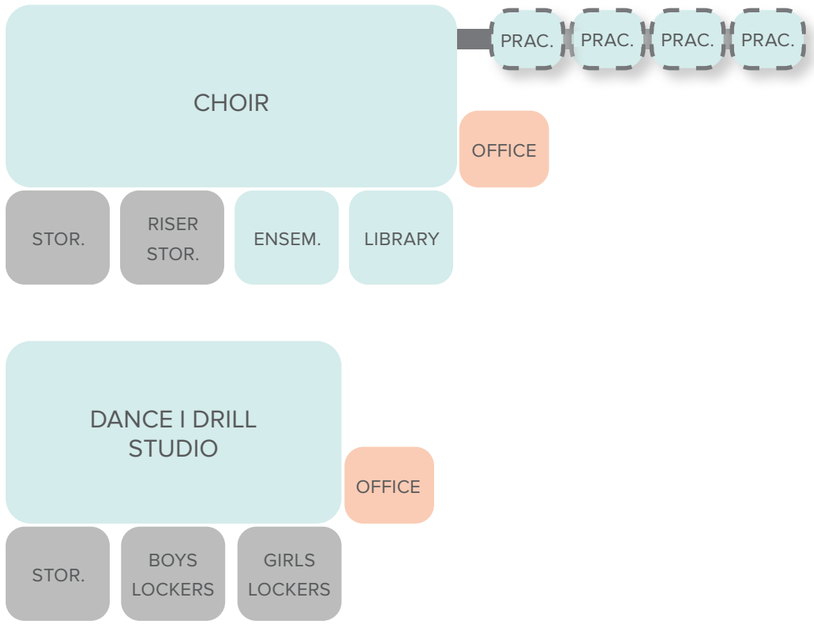
Characteristics of Furniture
Fixed theater style cushioned chairs, self-raising seats.

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

ADJACENCIES

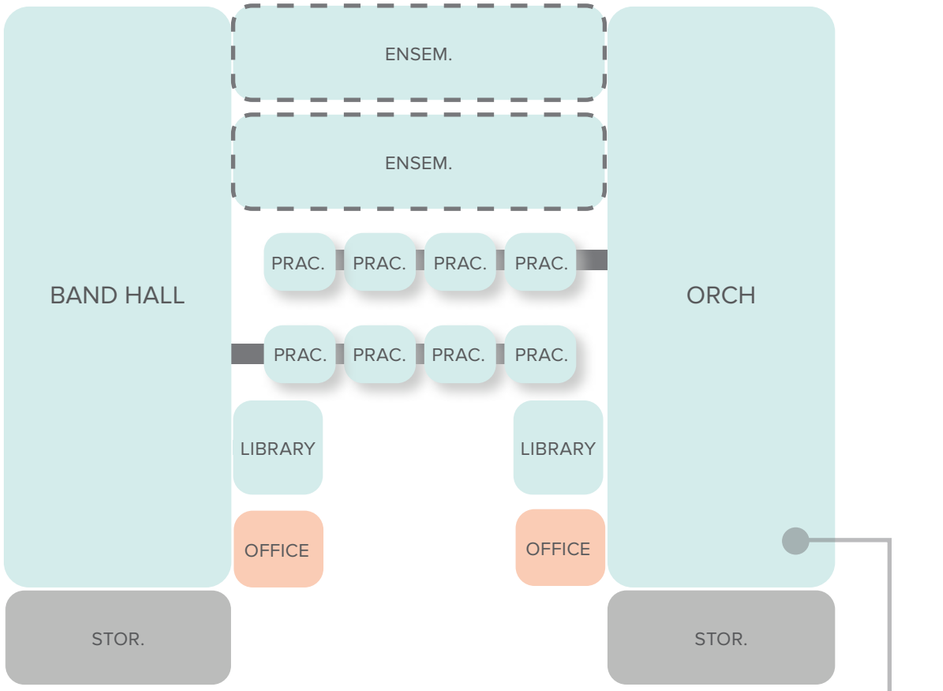
FINE ARTS I CHOIR I DANCE





ADJACENCIES

FINE ARTS I BAND I ORCHESTRA



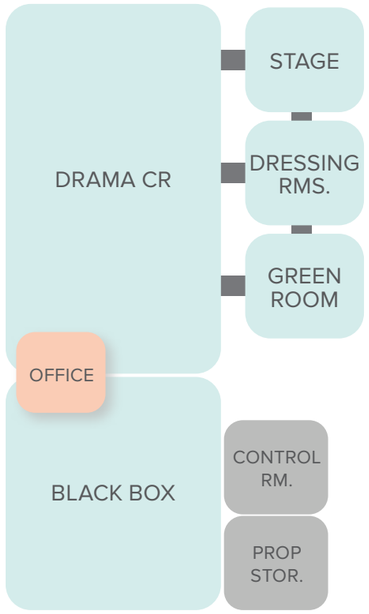
Band & Orchestra to share ensemble rooms, but have dedicated offices, practice rooms, library, and storage.

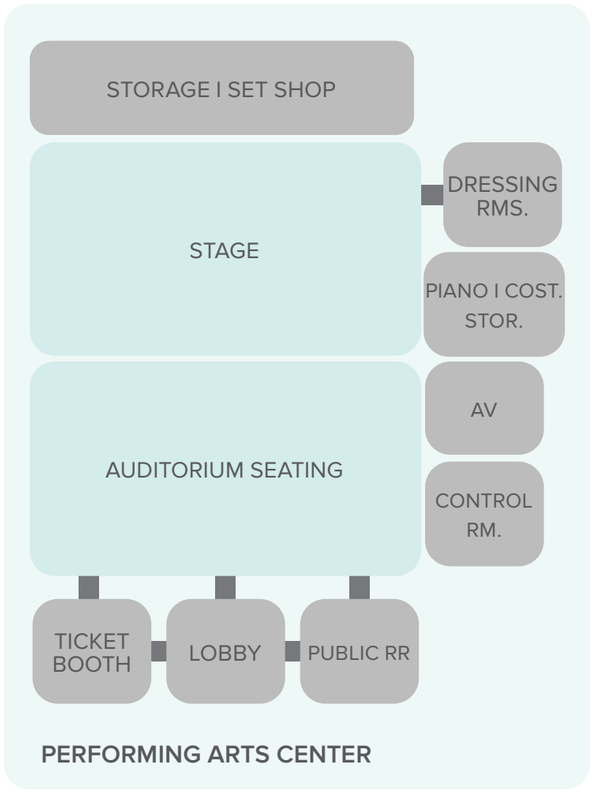
MAP LEGEND

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

ADJACENCIES

FINE ARTS I THEATER ARTS

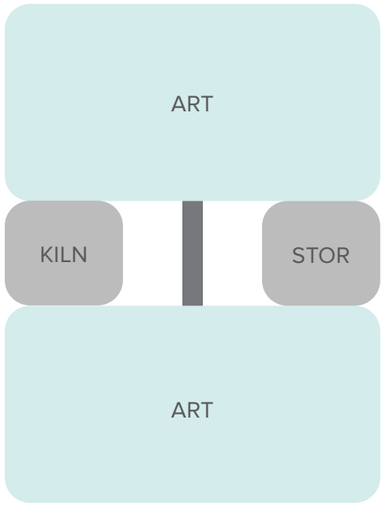




PERFORMING ARTS CENTER

ADJACENCIES

FINE ARTS I VISUAL ARTS



ATHLETICS

ATHLETICS

DESIGN GUIDELINES

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

+ Lobby
  The lobby should provide public access from outside to the Gymnasiums. Public restrooms should also be accessed from the lobby. The lobby may also provide direct access to the rest of the Athletics wing through a set or sets of lockable doors. A Concessions should be located within the lobby to allow for tickets, snack and drink purchases prior to entering the Gymnasiums.

+ Gymnasiums
  Both the Main and Auxiliary Gyms will be accessed from the lobby; space should be provided on the gym-side of each door to prevent visitors from direct access to the court upon immediately entering.

+ Locker Rooms/Coaches Offices/Restrooms/Showers
  For both boys and girls athletics, these rooms should be grouped together into one unit for each respectively. Access to each unit should be from a local athletics corridor through a vestibule with two doors to maintain privacy. The vestibules should provide direct access to the locker rooms. Locker rooms may be divided with walls into spaces specific to each sport while remaining open to and connected by a common circulation space. Coaches rooms, Restrooms and Showers should be accessed from the common circulation space.

+ Wrestling Room
  The Wrestling Room should be accessed from a local corridor within the Athletics wing through a set of 6 foot doors, as well as from outside through a typical 3 foot door.

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

+ Training Room
  The Training Room should be accessed from a local corridor within the Athletics wing through a set of 6 foot doors, as well as from outside through a typical 3 foot door. The storage rooms, office, locker room, and restroom associated with training should be accessed from within Training Room rather than a corridor. Direct access through a typical 3 foot door should also be provided from the training room to the smaller Weight Room. The garage storage room should be locate on an exterior wall with an 8 foot door for outside access.

+ Ancillary Spaces
  Ancillary Athletics Spaces such as the Equipment Room, Meeting Rooms, Coach's Offices, Laundry Storage, etc., should be accessed from a local or collector corridor within the athletics wing.

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

Acoustic Considerations
Special consideration should be given to each of these spaces with regard to noise transfer both from within and without the athletics wing. While the higher volume of sound from rooms within the athletics wing may not be disruptive internally, sound generated from within this wing should not be disruptive to any educational and administrative activities throughout the campus.

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

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

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

ATHLETICS I INSTRUCTIONAL PROGRAM

GYMNASIUMS

LEARNING ACTIVITIES + TEACHING MODES

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

STORAGE

PE and Athletic equipment storage.

FURNITURE

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

UTILITIES & INFRASTRUCTURE NEEDS

+ Power: multiple receptacles for equipment usage.
+ Sinks: not required
+ Wi-fi
+ Motorized retractable goals, volley ball inserts, scoreboards

ADJACENCY NOTES

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

WEIGHT ROOMS

LEARNING ACTIVITIES + TEACHING MODES

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

STORAGE

PE and Athletic equipment storage.

TEACHING TOOLS

Short throw projector, writable wall surfaces as appropriate, various strength and conditioning equipment.

UTILITIES & INFRASTRUCTURE NEEDS

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

ADJACENCY NOTES

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

WRESTLING

LEARNING ACTIVITIES + TEACHING MODES

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

STORAGE

Storage for various equipment

TEACHING TOOLS

Short throw projector, writable wall surfaces as appropriate, various strength and conditioning equipment.

UTILITIES & INFRASTRUCTURE NEEDS

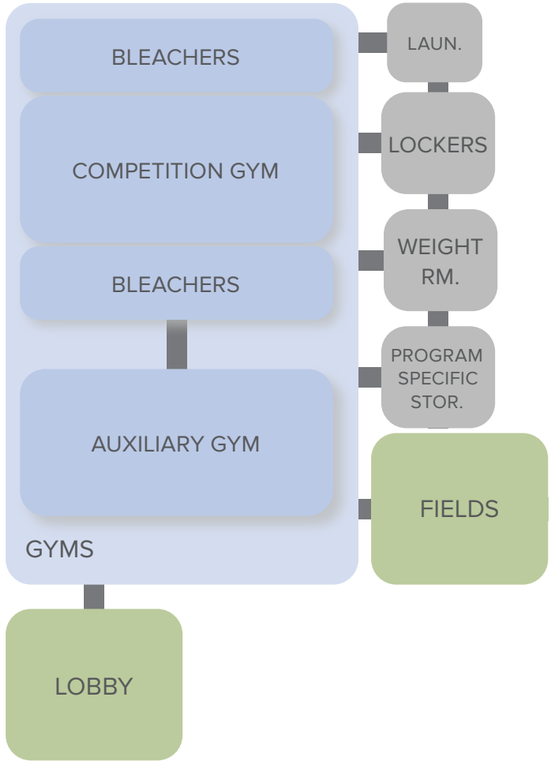
+ Power: multiple receptacles for equipment
+ Data: data drops as needed
+ Wi-fi
+ Sound system
+ Wall pads as needed.

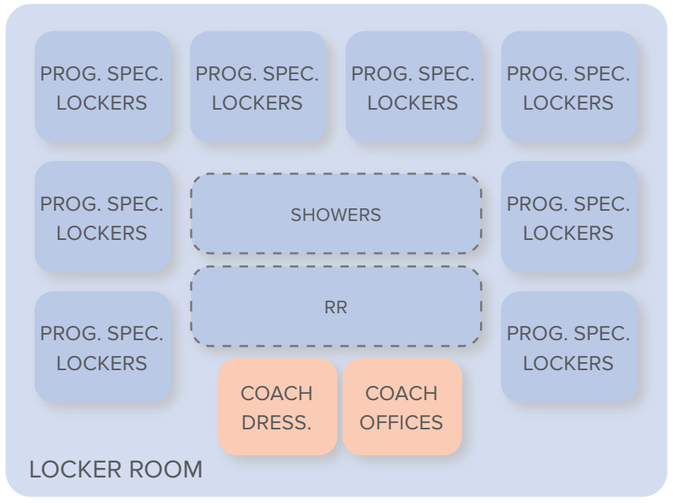
ADJACENCY NOTES

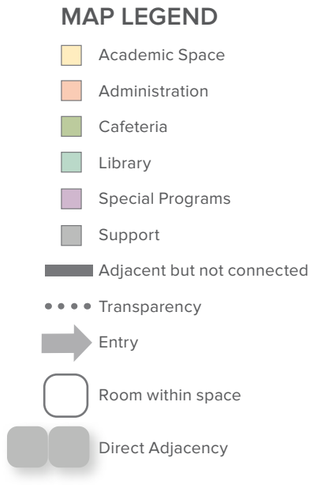
Near the associated locker rooms and gym spaces.

ADJACENCIES

PHYSICAL EDUCATION I ATHLETICS SPACES







SPECIAL PROGRAMS

SPECIAL PROGRAMS

PROGRAM DESCRIPTIONS

Behavior Management Unit (BMU)
Students requiring a more structured environment, but will ultimately transition back to a general education classroom when ready.

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

Communication, Academic, Social, Teaching Learning Environment (CASTLE 3)
Program for students with autism. Serving students with a wide range of IQ & disabilities. Students in 3 are non-verbal.

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

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

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

INSTRUCTIONAL PROGRAM

LIFE SKILLS

LEARNING ACTIVITIES + TEACHING MODES

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

TEACHING TOOLS

Short throw projector, writable wall surfaces.

STORAGE

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

FURNITURE

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

UTILITIES & INFRASTRUCTURE NEEDS

Power: 10-12 receptacles per classroom with at least 1 being a quad.
Data: At least one to accommodate short throw projector + 2 near teacher’s desk
Sinks: not required in the Classroom space.
Wi-fi
2 Life Skills rooms share a common restroom that has 1 lav, 1 water closet and 1 changing table
Each Life Skills room to have access to a kitchenette with a stove, refrigerator, microwave, sink, washer and dryer.

ADJACENCY NOTES

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

INSTRUCTIONAL PROGRAM

BEHAVIOR MANAGEMENT UNIT

LEARNING ACTIVITIES + TEACHING MODES

The Behavior Management Unit will serve students with emotional and behavioral needs, a space to 'cool down' when appropriate.

TEACHING TOOLS

Short throw projector, writable wall surface.

STORAGE

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

FURNITURE

Seating should be individualized with soft furniture as needed.

NATURAL LIGHT

Behavior Management Units should incorporate access to natural light to support student well-being and create a calm, supportive learning environment. Where exterior windows are provided, glazing should be located at clerestory height to maximize daylight while maintaining student privacy, safety, and appropriate supervision.

UTILITIES & INFRASTRUCTURE NEEDS

Power: 4-5 receptacles per space with at least 1 being a quad.
Data: At least one to accommodate short throw projector + 2 near teacher's desk

ADJACENCY NOTES

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

RESOURCE

LEARNING ACTIVITIES + TEACHING MODES

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

TEACHING TOOLS

Short throw projector, writable wall surfaces.

STORAGE

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

FURNITURE

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

UTILITIES & INFRASTRUCTURE NEEDS

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

ADJACENCY NOTES

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

DESIGN GUIDELINES

LIFE SKILLS

Accessibility
High School Life Skills spaces should support accessibility, inclusion, and efficient supervision while maintaining convenient access to core academic and student support areas. The suite should provide clear circulation, appropriate transitions between spaces, and controlled access where needed.

Natural Light
Natural light should be incorporated to create a calm, welcoming, and supportive learning environment. Where exterior windows are provided, glazing should be located at clerestory height when appropriate to maintain privacy, safety, and reduced distractions.

Acoustic Considerations
Acoustical separation should minimize distractions from adjacent classrooms, corridors, and high-traffic areas. Sound-absorbing materials should support sensory regulation, focused instruction, and individualized student support.

Flexibility
Spaces should support a variety of instructional models including whole-group, small-group, individualized instruction, and life skills training. Furniture and layouts should allow for adaptability while maintaining structure and predictability for students.

Transparency
Limited interior glazing may be incorporated to support supervision and campus safety while maintaining student dignity and privacy. Transparency should be carefully balanced to reduce distractions and support a calm learning environment.

Safety & Security
The suite should provide a safe, secure, and supportive environment for students and staff. Controlled access, durable finishes, and clear views should support supervision, behavioral support, and secure movement throughout the space.

BEHAVIOR MANAGEMENT UNIT I RESOURCE

Accessibility
Behavior Management Units should be located in an area that supports controlled access, supervision, and student safety while remaining connected to appropriate student support services and instructional spaces. The suite should be accessed from local or collector corridors rather than major building circulation paths to reduce unnecessary traffic and distractions.

Natural Light
If exterior windows are provided, glazing should be located at clerestory height to maintain safety, privacy, and reduced distractions.

Acoustic Considerations
Behavior Management Units should be designed to minimize sound transfer from adjacent classrooms, corridors, and shared spaces. Acoustical treatments should support deescalation, sensory regulation, privacy, and focused instruction.

Flexibility
Spaces should support a variety of instructional, behavioral, counseling, and deescalation needs throughout the day. Furniture and room arrangements should provide adaptability while maintaining a structured, secure, and predictable environment.

Transparency
Transparency should be carefully limited to support safety, supervision, and student privacy. Limited glazing may be incorporated in doors or selected interior locations to allow appropriate staff visibility while minimizing distractions.

Safety & Security
Behavior Management Units should provide a safe, secure, and supportive environment for students and staff. Controlled access, durable finishes, clear sightlines, and secure transitions between spaces should be incorporated throughout the suite, and exterior windows should be avoided.

DIAGNOSTICIAN I TESTING I ARD I ISS

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

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

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

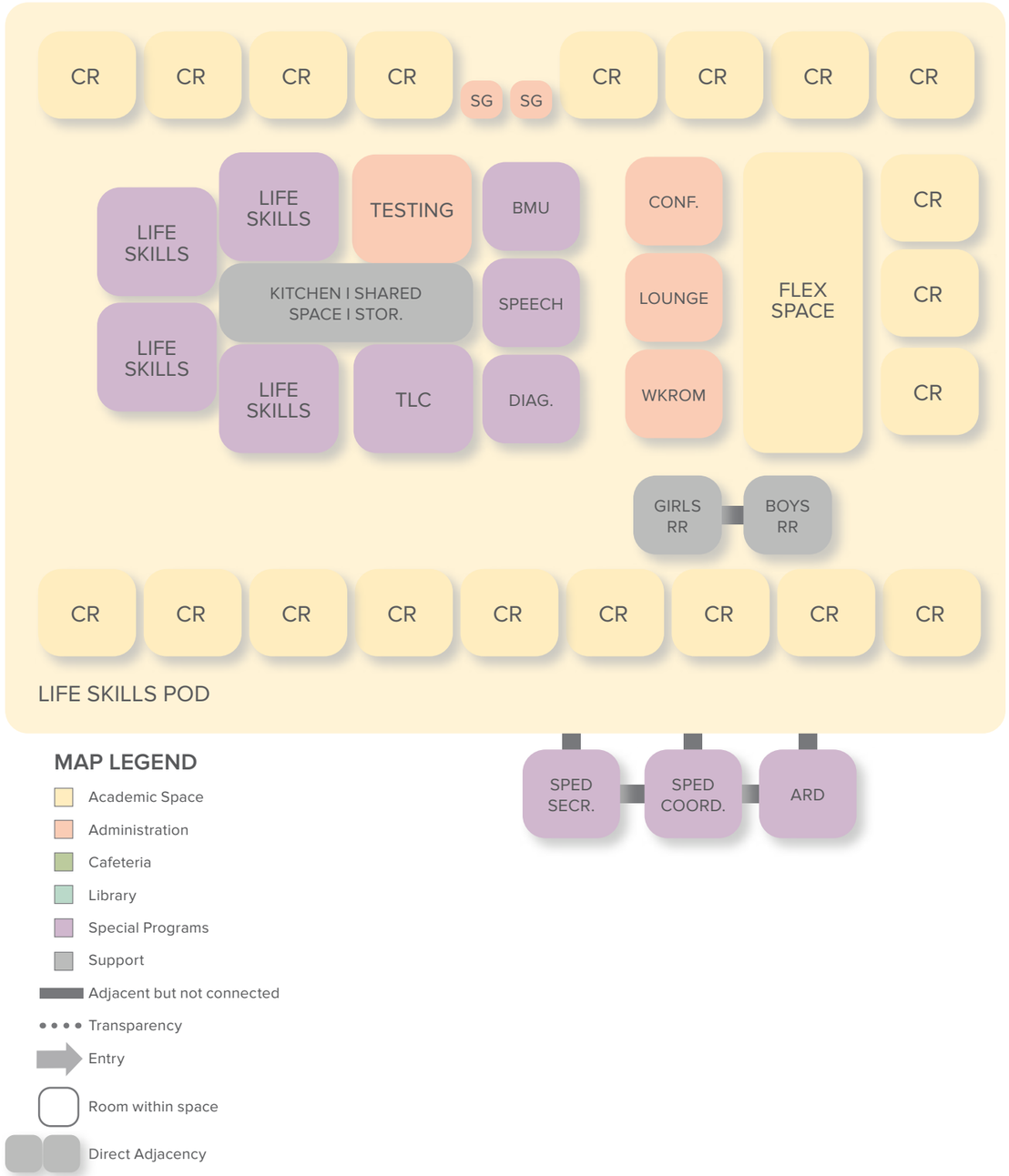
Flexibility
Flexibility within these rooms should be realized through mobility of furniture and storage only. All student and teacher/admin furniture should be on casters to allow for flexibility in use of space. Walls will not be flexible to open to corridors or neighboring rooms.

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

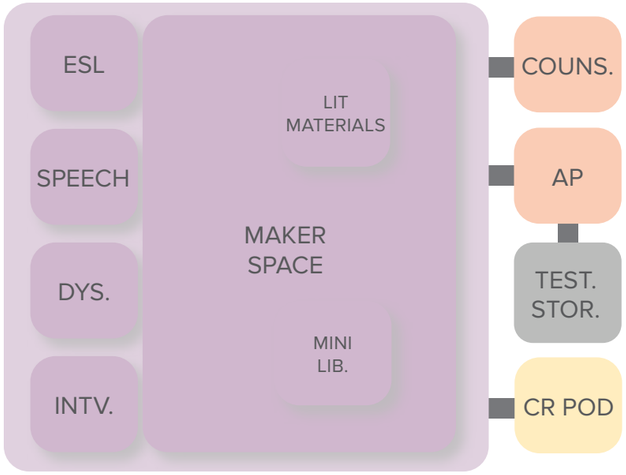
Safety & Security
Glazing will be limited to exterior walls. These rooms are considered safe with solid walls and locked doors.

ADJACENCIES

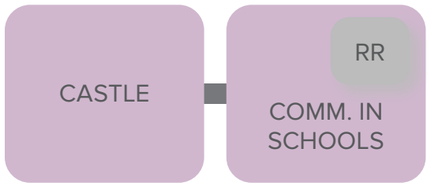
SPECIAL PROGRAMS



LANGUAGE & SPEECH

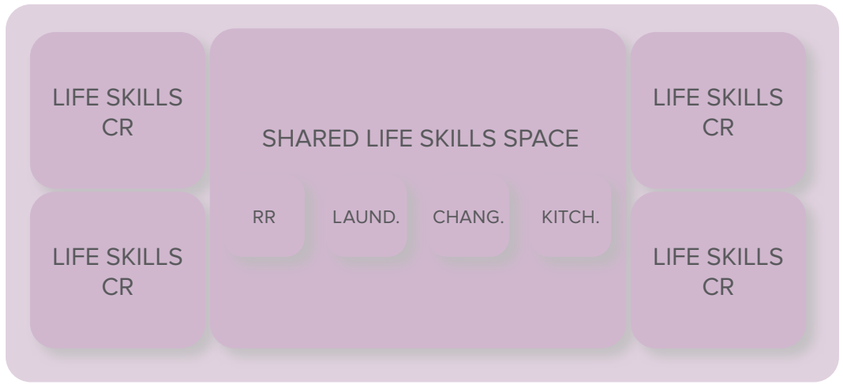


SPECIAL EDUCATION



BMU SPACE

LIFE SKILLS



MAP LEGEND

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

LIBRARY, MEDIA, & MAKER SPACE

Huckabee

MEDIA CENTER

DESIGN GUIDELINES

Access
The Media Center should be centrally located and accessed from a main arterial corridors. However, access to all ancillary spaces should be through the Media Center. The Media Center should have the ability to be closed and secured as needed.

Natural Light
Natural light and views should be maximized throughout.

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

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

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

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

OTHER NOTES

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

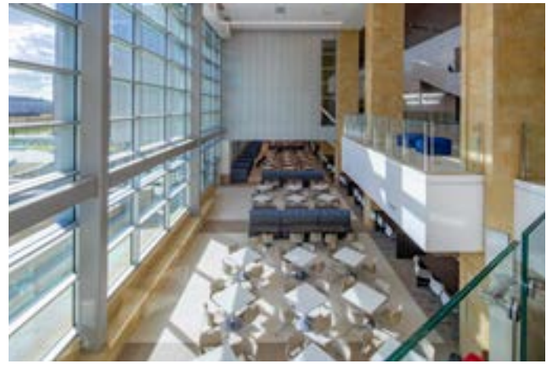
LOCATION AND ADJACENCIES
The Media Center should be centrally located, adjacent to a main arterial corridor and preferably near the commons.

TOOLS & TECHNOLOGY
1 Large Projection Screen and Projector. 12 Desktop Computers with data drops. Writable surfaces where room design permits. The circulation desk should be equipped to support 2 Desktop Computers and 1 Printer.

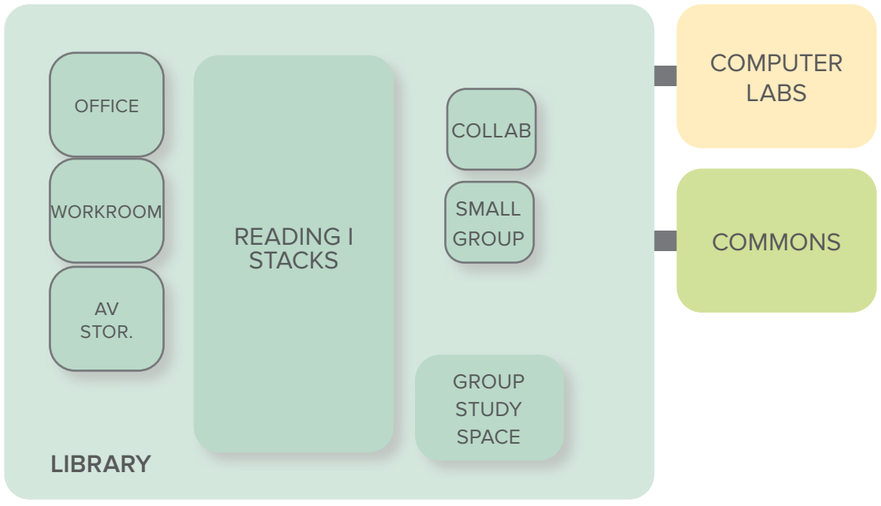
FURNITURE
Seating should accommodate a variety of layouts, reconfiguration will often be done by students. Casework for books should be on casters to allow ease of space reconfiguration.

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

STORAGE
Storage required for books and audio/visual equipment.



ADJACENCIES



MAP LEGEND

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

COMMONS

DESIGN GUIDELINES

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

Natural Light
Natural light and views should be maximized throughout.

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

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

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

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

OTHER NOTES

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

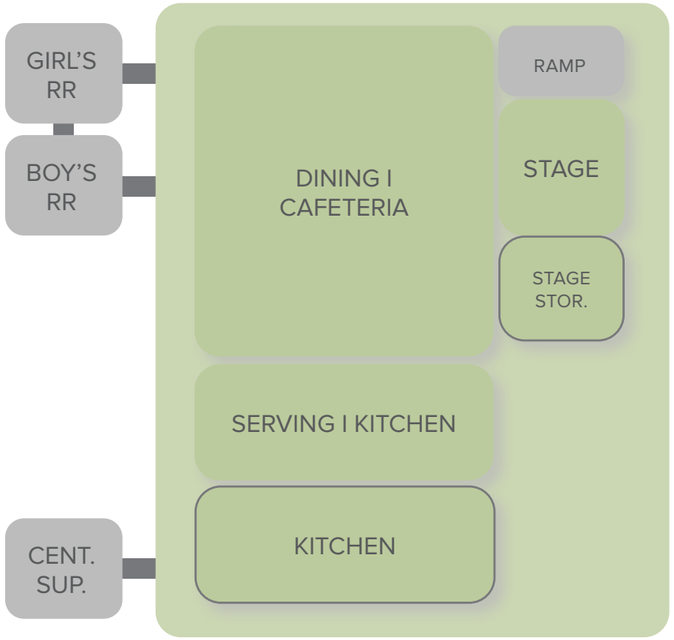
TEACHING TOOLS
1 Large Projection Screen and Projector
Writable surfaces where room design permits
Sound system

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

UTILITIES & INFRASTRUCTURE
Power: multiple receptacles throughout the commons. Consider if and where power may be provided from the ceiling or floors to allow all students working away from walls to plug in and charge.
Sinks: N/A
Drinking Fountains and Bottle Fillers
Wi-fi

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

ADJACENCIES



MAP LEGEND

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

ADMINISTRATIVE SPACES

DESIGN GUIDELINES

MAIN ADMINISTRATION

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

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

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

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

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

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

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

Safety & Security
Glazing will be limited to exterior walls. The Administration Suite is considered safe with solid walls and locked doors.

CLINIC

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

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

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

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

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

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

PLC I WORKROOM I LOUNGE

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

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

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

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

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

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

OTHER NOTES

MAIN ADMINISTRATION

SPACES

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

STORAGE

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

UTILITIES & INFRASTRUCTURE NEEDS

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

ADJACENCIES/LAYOUT

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

CLINIC

SPACES

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

STORAGE

Storage required for medical supplies and medications.

UTILITIES & INFRASTRUCTURE NEEDS

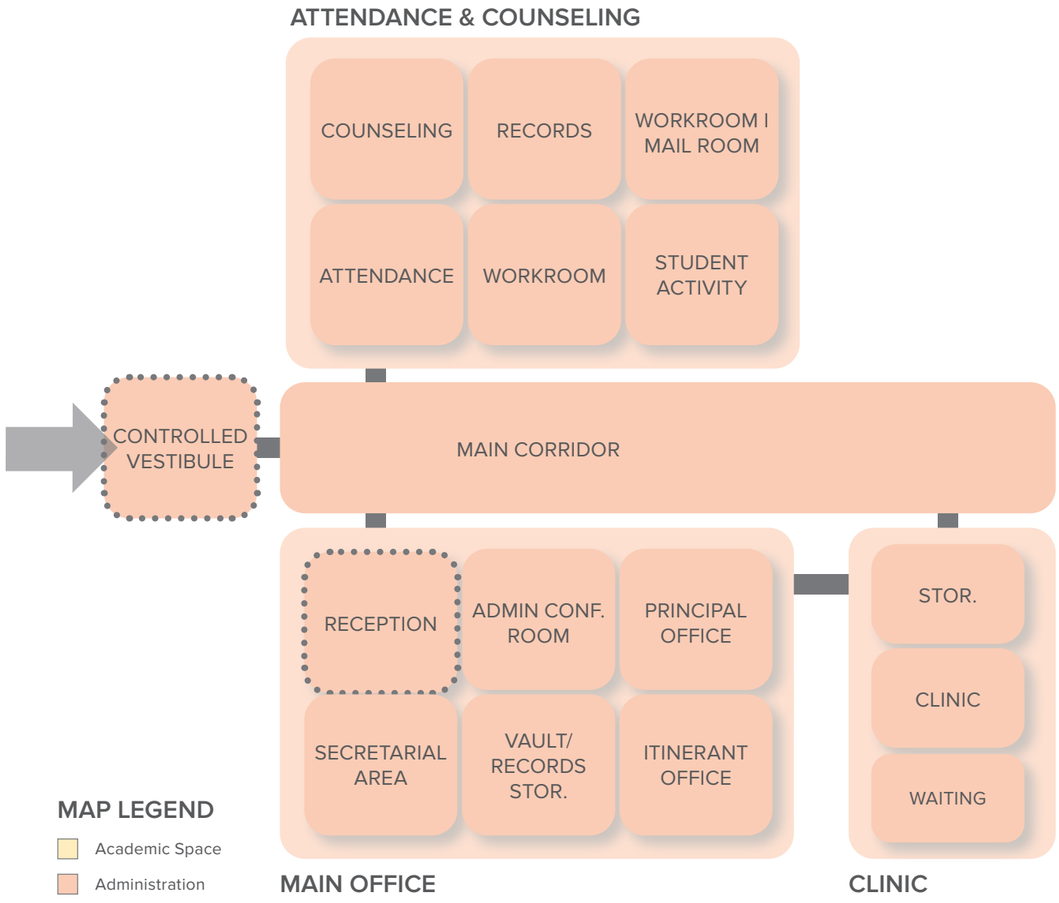
Power: multiple receptacles per office.
Data: 2 data drops per office
Restroom(s), individual handicap accessible restroom.
Wi-fi

ADJACENCY/LAYOUT

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

ADJACENCIES

ADMINISTRATION



CORRIDORS, COLLABORATION & OUTDOOR LEARNING

DESIGN GUIDELINES

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

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

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

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

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

OTHER NOTES

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

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

TOOLS & TECHNOLOGY
Writable surfaces where room design permits

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

UTILITIES & INFRASTRUCTURE NEEDS
Power: multiple receptacles throughout corridors where student learning is intentionally provided for through design. Consider if and where power may be provided from the ceiling or floors to allow all students working away from walls to plug in and charge.
Sinks: N/A
Drinking Fountains and Bottle Fillers
Wi-fi

STORAGE
Storage required for tables, chairs and furniture.

4

PROGRAM OF SPACES

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

PROGRAM OF SPACES

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

PROGRAM OF SPACES

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

PROGRAM OF SPACES

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

PROGRAM OF SPACES

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

PROGRAM OF SPACES

Space/Type of Space	Quantity	Square Footage per Space	Total Square Footage	Max Capacity (23 Students per Classroom)
ATHLETICS				
Gymnasium				
Gym Lobby	1	2,660	2,660	
Competition Gym	1	14,123	14,123	
Auxiliary Gym	1	8,957	8,957	
P.E./ Gym Storage	3	235	705	
Weight Room 1	1	3,485	3,485	
Weight Room 2	1	1,320	1,320	
Wrestling	1	2,310	2,310	
Large Laundry Room	**1**	**423**	**423**	
Small Laundry Room	1	316	316	
Storage	1	165	165	
Storage	1	184	184	
Men's Restrooms	1	477	477	
Women's Restrooms	**1**	**492**	**492**	
Concessions	1	262	262	
Conference	1	187	187	
Officials Changing	2	188	376	
SUBTOTAL			**36,442**	
Training				
Training Room	1	1,272	1,272	
Restroom	1	90	90	
Office	1	127	127	
Lockers	**1**	**99**	**99**	
Storage	**1**	**205**	**205**	
Garage Storage	1	281	281	
SUBTOTAL			**2,074**	

PROGRAM OF SPACES

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

PROGRAM OF SPACES

Space/Type of Space	Quantity	Square Footage per Space	Total Square Footage	Max Capacity (23 Students per Classroom)
ATHLETICS, CONT.				
Girls Athletics				
Coaches Offices	1	499	499	
Coaches Dressing	1	289	289	
Swimming / Wrestling	1	255	255	
Tennis / Golf	1	254	254	
Track / XC	1	335	335	
JV / 9th Softball	1	606	606	
Varsity Softball	1	392	392	
JV / 9th Basketball	1	333	333	
Varsity Basketball	1	380	380	
JV / 9th Volleyball	1	471	471	
Varsity Volleyball	1	333	333	
Cheerleading	1	209	209	
Soccer	1	349	349	
Girls P.E.	1	268	268	
Girls Showers	1	299	299	
Girls Restrooms	1	4,373	4,373	
Track Storage	1	90	90	
Softball Storage	1	105	105	
Basketball Storage	1	89	89	
Soccer Storage	1	94	94	
Volleyball Storage	1	93	93	
Tennis Storage	1	94	94	
Golf Storage	1	90	90	
Cheerleading Storage	1	129	129	
SUBTOTAL			**10,429**	
ATHLETICS TOTAL			62,791	

PROGRAM OF SPACES

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

PROGRAM OF SPACES

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

PROGRAM OF SPACES

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

PROGRAM OF SPACES

Space/Type of Space	Quantity	Square Footage per Space	Total Square Footage	Max Capacity (23 Students per Classroom)
ADMINISTRATION, CONT.				
Admin Auxiliary				
Book Room	1	844	844	
Testing Room	1	457	457	
Testing Conference Room	1	144	144	
Testing Storage	1	170	170	
Professional Learning Center	4	368	1,472	
Teacher Lounge	4	368	1,472	
Staff Restrooms	8	60	480	
SUBTOTAL			**5,039**	
ADMINISTRATION TOTAL			**17,522**	
BUILDING SUPPORT				
Large Equipment Storage	1	437	437	
Central Custodial	1	276	276	
Central Receiving	1	278	278	
Custodial Closets	10	116	1,160	
Electrical Rooms	8	118	944	
IDF Rooms	7	102	714	
Main Telecom (MDF)	1	217	217	
Main Electrical	1	669	669	
Main Mechanical	1	1,637	1,637	
Mechanical Space	1	4,653	4,653	
Mechanical Mezzanine	1	1,500	1,500	
Student Restrooms	8	360	2,880	
BUILDING SUPPORT TOTAL			**15,365**	

TOTAL BUILDING AREA/CAPACITY TOTALS		
TOTAL NUMBER OF STUDENTS, MAX CAPACITY		**2,944**
TOTAL STUDENTS AT 88% CAPACITY		**2,591**
TOTAL NET SQUARE FOOTAGE	**327,087**	
TOTAL NON-ASSIGNABLE SPACES (CIRCULATION)	**93,546**	*28.60%*
TOTAL NON-ASSIGNABLE SPACES (WALLS & CHASES)	**22,875**	*6.99%*
TOTAL ESTIMATED BUILDING GROSS AREA	**443,508**	

Huckabee

MORE THAN ARCHITECTS