

# Huckabee

KILLEEN ISD

# ELEMENTARY 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 five main components: Visioning, Instructional Programs, Design Guidelines, Adjacency Diagrams and the Program of Spaces.

Visioning captures the desired qualitative aspects of the school. It identifies cultural elements of the community and education that should in some way be infused into any new Elementary School. It also defines the experiential and perceptual benchmarks that can now be used to define the success of future elementary designs.

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.



# VISIONING

As part of the planning experience for Elementary School Education Specifications, Huckabee had the opportunity to facilitate a series of conversations and exercises with district and campus staff to identify the educational vision for the school.

These activities covered topics such as campus values and culture, desired building aesthetics, intended perceptions of student and staff, and educational priorities. Because the conversations were kept general enough to relate to any new elementary school, and as principals from other existing elementary campuses were involved, these conversations are both relevant and appropriate for inclusion in the educational specifications. The information captured through these activities serves as an inspiring guide for both the instructional program and design intent of any future Killeen ISD elementary school.



ADJACENCY DIAGRAMMING



LEARNING & DESIGN MATRIX



EMPATHY DIAGRAMMING & YESTERDAY, TODAY & TOMORROW DISCUSSIONS

## YESTERDAY, TODAY AND TOMORROW

While planning the future of new Elementary Schools, it seems only fitting to give consideration to both the past and present. This exercise is intended to invoke conversation about the people, spaces and events from yesterday and today that have come to encompass values and define culture either at a particular campus or throughout the district. It also allows for consideration of those things that might inhibit growth and impede upon the vision for the future. What aspects from yesterday and today do we want to take with us into the future? What aspects do we need to leave behind?



### WHAT DO WE LEAVE BEHIND?

- + Kids rushed & stretched for time
- + Isolation
- + Oversized student count

### WHAT DO WE TAKE WITH US?

- + Military culture & adopt-a-school program
- + Community involvement
- + Small town feel
- + Celebrating student work

### WHAT DO WE WANT FOR OUR FUTURE?

- + Low maintenance materials
- + Improved security measures
- + Teacher resources (media center, PLC, work rooms visible to students)
- + Classrooms sized to accommodate student and adult counts (special programs have more adults)
- + Improved safety and security
- + Technology leveraged for safety & security (student badge for transition times)
- + Flexible spaces
- + Spaces to inspire creativity such as green rooms & display cases for books
- + Dual language program
- + SEL spaces for yoga, meditation, sensory

## EMPATHY DIAGRAMMING

Buildings and spaces can be designed to facilitate specific experiences by appealing to our various perceptions. But understanding just what those experiences are does not need to be guesswork on the part of the district or the designer. Empathy diagramming helps to identify and define the characteristics of these intended experiences by asking participants to envision the building through the perceptions of the end users.

Participants are asked what they want students, staff, parents and visitors to **see**, **hear**, **think**, **feel** and **say** when they are in the new school. When the resulting design accurately facilitates the intended perceptions, the experience and culture of the building is intentionally designed as well.

### see

- + Color
- + Student work
- + Natural light
- + Flexible space
- + Appreciation
- + Direction & structure
- + Familiarity
- + Collaboration
- + Personal investment
- + Welcoming environment
- + Openness
- + Creative inspiration
- + Variety of textures
- + Military connection

### hear

- + Happy voices
- + Positivity
- + Teachers teaching
- + Student laughter
- + Collaboration
- + Contained noise

### feel

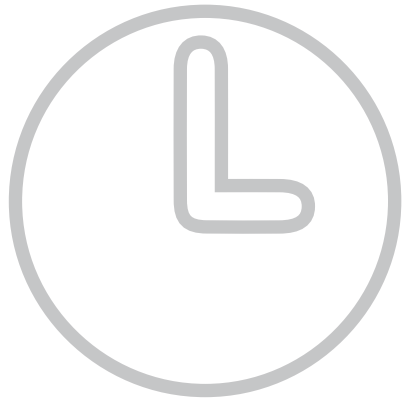
- + Safe
- + Supported
- + Loved
- + Appreciated
- + Valued
- + Welcomed & eager to learn
- + Comfortable
- + Calm & peaceful
- + Activated senses

### think

- + Open mindset.
- + I have the spaces I need to do what I need to do.
- + I'm so **lucky** to work here.
- + This school **values** me.
- + We are **happy** you are here.
- + My school is very **welcoming** to students.
- + I can't wait to go to school.
- + My work is **important** and worthy.
- + **I belong.**
- + I am **safe**, but not confined.
- + This is a great place to learn
- + This is the **best** (planned space) I have ever worked.
- + Wow! They must think I'm **important!**
- + Connected

### say

- + You are going to **love** our new school!
- + My time is **honored.**
- + I **love** coming to school!
- + **Wow!** I want my family to see this!
- + My campus is **amazing.**
- + Let's **collaborate!**
- + My classroom has a lot of storage.
- + I'm **excited** to come back tomorrow!



Our schools

should be...

flexible  
structured  
positive  
secure  
peaceful  
creative  
comfortable  
inspirational  
familiar  
textured  
bright  
open  
well-led



so our people can feel...

love  
open  
best  
belonging  
collaborative  
honored  
excited  
welcome  
valued  
important  
appreciated  
happy  
calm  
lucky  
safe

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# PROJECT OVERVIEW

DISTRICT	Killeen
SCHOOL	Elementary Schools
GRADES SERVED	PK - 5th Grades
FUNCTIONAL CAPACITY	1,050
APPROX. SIZE	100,000-150,000 SF
SITE SIZE RANGE	10-15 acre minimum

### HOURS OF OPERATION (DAYS/TIMES)

#### Instructional Day

Monday - Friday, 7:30 AM - 3:00 PM (may vary depending on need)

#### Extracurricular Activities

Monday - Friday, 6 AM - 6 PM (may vary depending on need)

### INSTRUCTIONAL PROGRAM

Foundation Curriculum	Enrichment Curriculum	Potential Curriculum
English Language Arts & Reading	Languages other than English	Art
Math	Health Education	
Science	Physical Education	
Social Studies	Music	
	Gifted/Talented Education	

### SITE, SAFETY & SECURITY

- + Double queue with dedicated parent loop, bus loop, and SPED/Pre-K loop
- + 200 parking spots( 2/3 front (visitor+staff), 1/3 back (staff))
- + 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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# CLASSROOMS

## Accessibility

Classrooms should be as inclusive as possible, considering all personalities, teaching types, learning styles, and abilities.

## Natural Light

Windows to the exterior should allow natural light into as many classrooms as possible.

## Acoustic Considerations

Sound bleed from classroom to classroom should be minimized.

## Flexibility

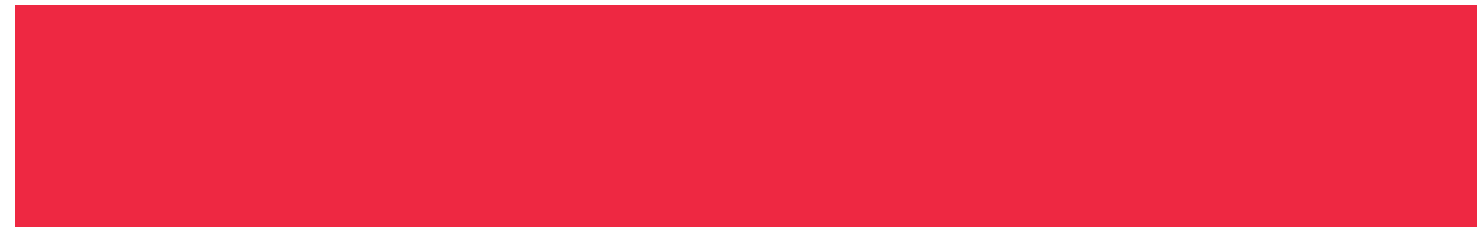
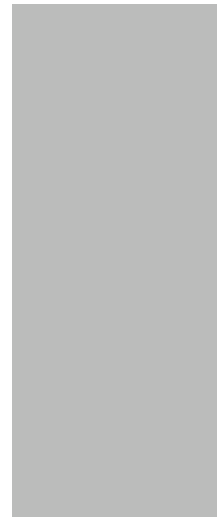
The size of the classroom should allow for a variety of learning modes, including one-on-one learning, read-alouds, centers, small groups, individual work, quiet time, activity, and in-classroom intervention.

## Transparency

Limit windows into hallways to minimize distractions and provide safety within the classroom. Exterior wall windows should create a connection to the outdoors.

## Safety and Security

Classroom glazing to be limited to exterior walls. Student classrooms are considered with solid walls and locked doors.



Classrooms should have the ability to incorporate all learning activities.

## INSTRUCTIONAL PROGRAM

### GENERAL EDUCATION | GRADES PK - 1ST

#### LEARNING ACTIVITIES + TEACHING MODES

- + Centers
- + Read-alouds/carpet time
- + Small group activities (4-6 students)
- + Individual work
- + Quiet time
- + Individualized learning within the classroom - specialist participation & pull outs
- + Potential for co-teaching if space/resources allowed
- + Room for active students

#### TEACHING TOOLS

- + Age appropriate technology
- + Allow all students to be exposed to laptops, and iPad's equally
- + Interactive, short-throw projectors
- + Technology should also be used in flex spaces
- + Document cameras, potentially attached to the mobile desk
- + Mic system & surround sound

#### STORAGE

- + Ample closet space and casework to avoid supplies taking up premium floor space
- + Grade specific storage in close proximity/adjacent to classrooms
- + Supplies visible & easily shoppable
- + Curriculum specific rotation for manipulatives - younger students have
- + Adjustable shelves
- + Student storage in classrooms
- + COWS towers with power

#### FURNITURE

- + Large amount of flexibility needed
- + Tables rather than desks to increase flexibility & maximize space
- + Horseshoe configuration
- + Shapes that easily fit together & minimize footprint (e.g. trapezoid, yin-yang)
- + Carpet area or floor space for full class gathering & read-alouds
- + More than a single space for adult/student interaction
- + Mobile teaching desks or small built in to avoid wasted space

#### UTILITIES & INFRASTRUCTURE NEEDS

- + Single occupancy age appropriate restrooms, 1 per class
- + Mounted technology (iPad's) attached to power source
- + Strategically placed data
- + Data & power in flex spaces for integrated technology
- + Ample wireless connections needed

#### ADJACENCY NOTES

- + Should be located downstairs to avoid stairs, minimize travel distances between classrooms, specials & cafeteria
- + Central grade-level flexible & multi-functional collaboration space with surrounding classrooms
- + Grade level shared storage adjacent
- + Science lab adjacent to classrooms

## INSTRUCTIONAL PROGRAM

### GENERAL EDUCATION | GRADES 2ND - 5TH

#### LEARNING ACTIVITIES + TEACHING MODES

- + Small group activities (4-6 students)
- + Individual work
- + Quiet time
- + Full class participation activities - reading, meetings, learning, etc
- + Peer-to-peer learning
- + Project-based learning
- + Individualized learning within the classroom - specialist participation & pull outs
- + Video recording

#### TEACHING TOOLS

- + Interactive, short-throw projectors
- + Document cameras, potentially attached to the mobile desk
- + Mic system & surround sound
- + Mobile teaching desks or small built in to avoid wasted space
- + Strategically placed data

#### STORAGE

- + Ample closet space and casework to avoid supplies taking up premium floor space
- + Grade specific storage in close proximity/adjacent to classrooms
- + Supplies visible & easily shoppable
- + Curriculum specific rotation for manipulatives
- + Adjustable shelves
- + Student storage in classrooms

#### FURNITURE

- + Tables rather than desks to increase flexibility & maximize space
- + Horseshoe configuration
- + Shapes that easily fit together & minimize footprint (e.g.. trapezoid, yin-yang)
- + Carpet area or floor space for full class gathering & read-alouds
- + More than a single space for adult/student interaction

#### UTILITIES & INFRASTRUCTURE NEEDS

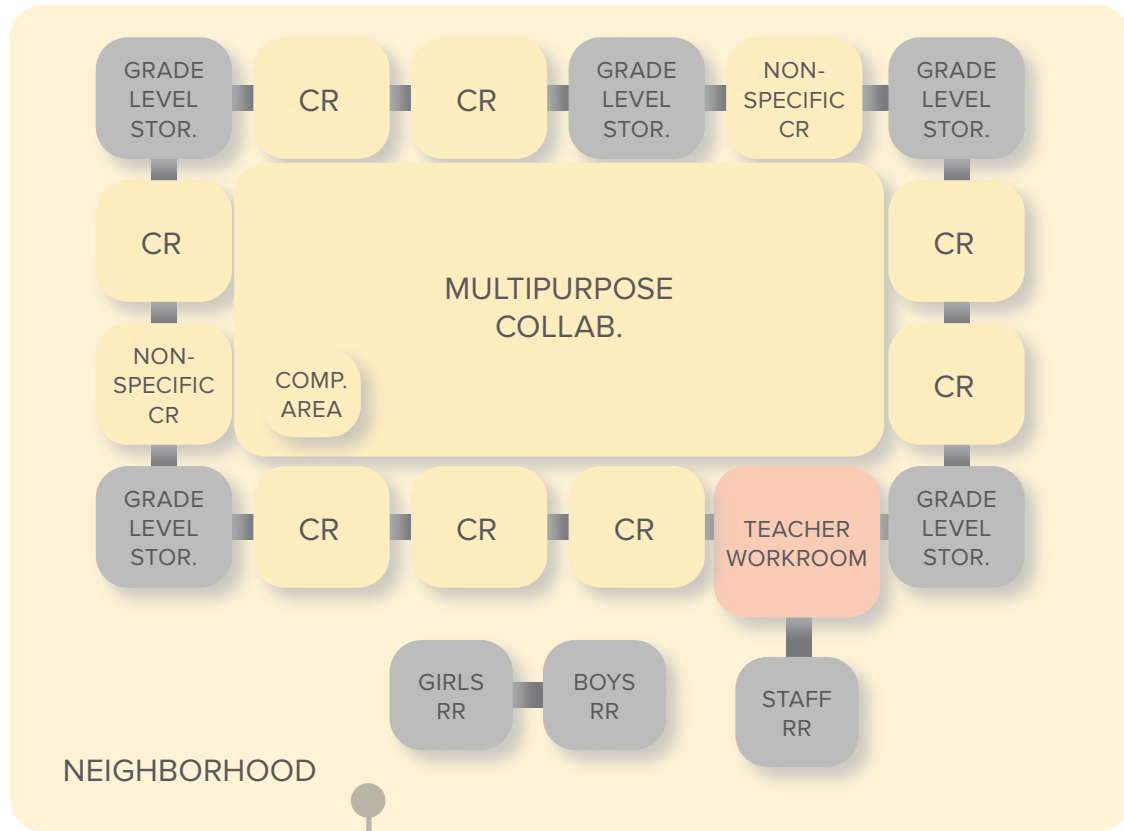
- + At least one restroom per grade level/wing (more restrooms in close proximity to all classrooms)
- + Document cameras & other HDMI hookups should be in multiple spaces around room or mobile
- + More power outlets around the room (groups of 4 as opposed to pairs) & possibly from ceiling as floor block is limiting
- + Wall mounted tablets maximize space (tablet carts are large and bulky & students can work on them while charging)
- + Drops should be at an age-appropriate height
- + Quiet area or green room for recording videos
- + Portable science lab cart & safety measures (e.g. eye wash) to conduct smaller experiments in the classroom

#### ADJACENCY NOTES

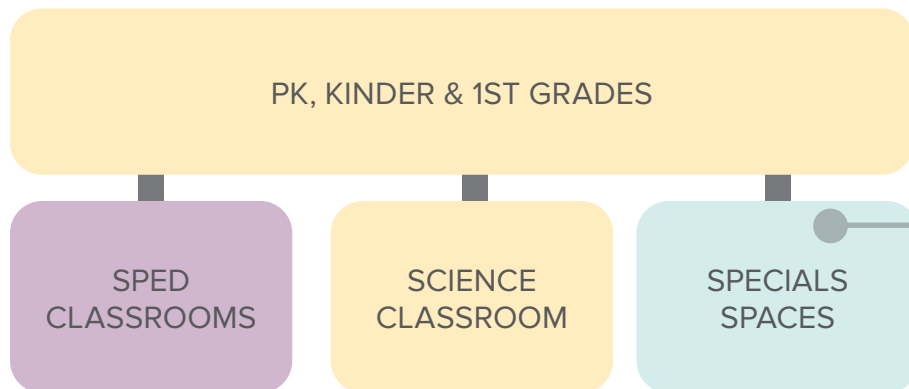
- + Central grade-level flexible & multi-functional collaboration space with surrounding classrooms
- + Grade level shared storage adjacent
- + Science lab adjacent to classrooms
- + Restrooms in close proximity to each wing

# ADJACENCIES

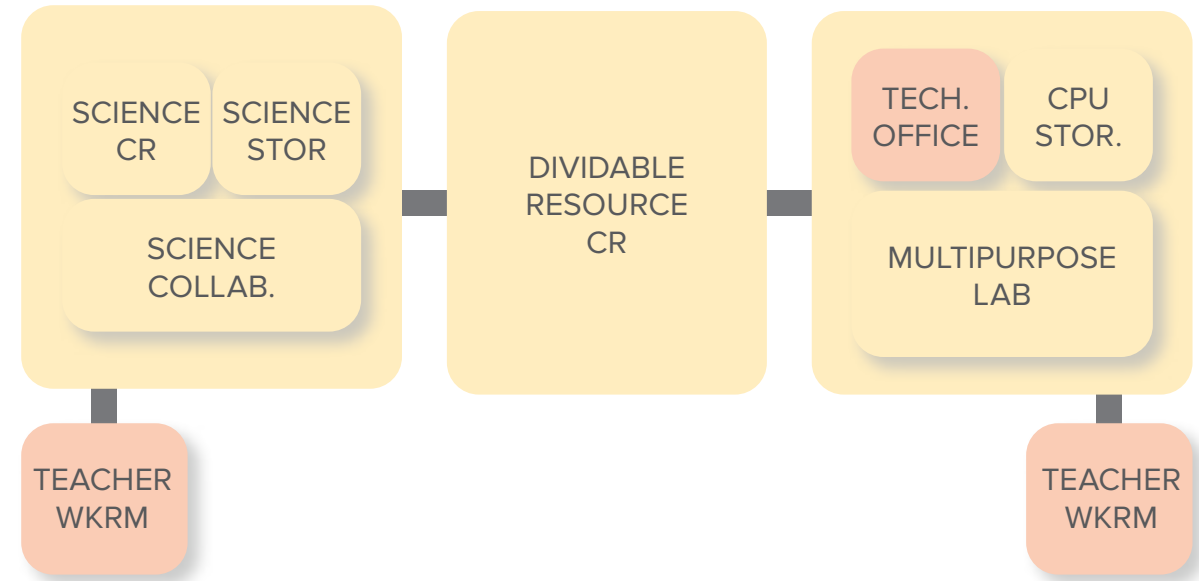
## GENERAL EDUCATION



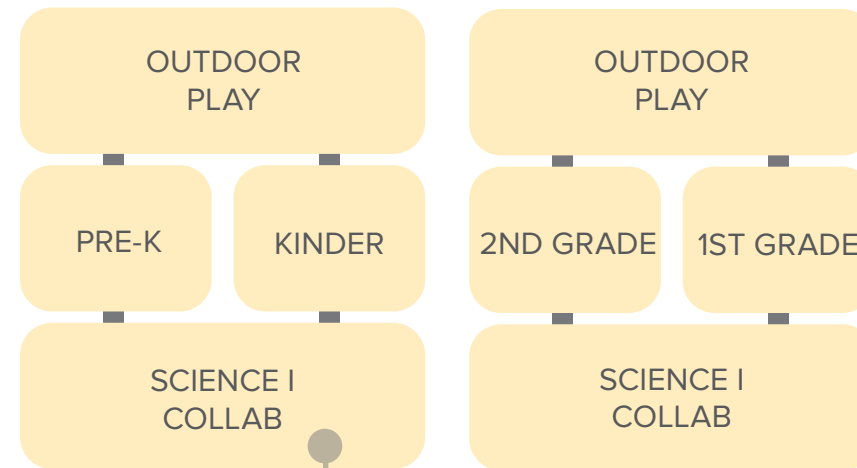
Each neighborhood consists of classrooms for 2-3 grade levels, 1-2 non-specific classrooms, central collaboration, grade-level storage, teacher workroom, and restrooms.



PK-1st should be in close proximity to Music, Art, Activity Room & Science to minimize walk times

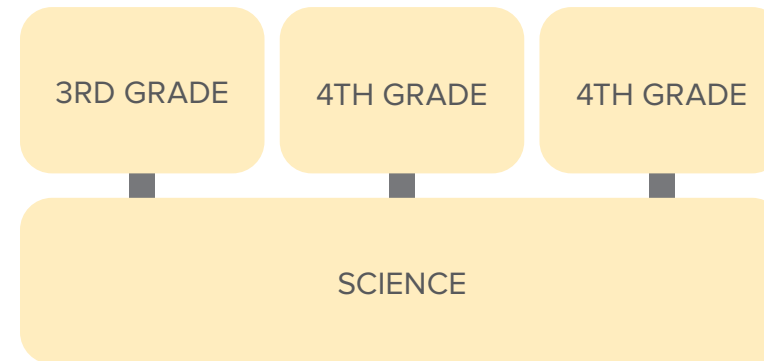


## GROUND LEVEL



All grade levels should have adjacent multiuse collaboration/science spaces

## UPPER LEVEL



### MAP LEGEND

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

# FINE ARTS

## Accessibility

The size of fine arts spaces should allow ample space for all students to participate in all activities. Supplies should be easy to access. There should be ADA access from at least one classroom onto the stage.

## Natural Light

In music rooms, natural light should be highly controllable to allow for projection. In art and science spaces, provide natural light and a visual connection to the outdoors.

## Acoustic Considerations

Noise from music rooms should be controlled as much as possible using measures such as insulation. Provide soft surfaces to dampen sounds in the classroom.

## Flexibility

Provide ample supply storage to maximize floor space. Furniture and equipment should be light and agile when able, and able to be stowed away when not in use.

## Transparency

Limit windows into hallways to minimize distractions and provide safety within the classroom. Exterior wall windows should create a connection to the outdoors.

## Safety and Security

Limiting furniture and maximizing floor space will prevent tripping hazards within the room when activities are occurring. As in classrooms, glazing to be limited to exterior walls, and the room should have the ability to be secured.



## INSTRUCTIONAL PROGRAM

### FINE ARTS | MUSIC

#### LEARNING ACTIVITIES + TEACHING MODES

- + Large groups
- + Seated activities
- + Movement, multiple simultaneous activities (3 separate spaces within the same room)
- + Music & dance
- + Instrument instruction
- + Centers/stations
- + Performance practice
- + Teacher-led instruction

#### TEACHING TOOLS

- + Instruments
- + White board with music bars/grid
- + Quaver tools & curriculum
- + Mic & surround sound essential
- + Flip form or standard risers
- + Music stands
- + Piano

#### STORAGE

- + Low, large storage space away from windows for large/heavy instruments
- + Riser storage
- + Shelving for music library
- + Instructional materials
- + Wall/in classroom storage preferable (should be secured & hidden from students)
- + Instruments include piano, large xylophones (10 lbs), tall drums, metallophones (20-25 lbs)
- + Chair storage

#### FURNITURE

- + Rugs/carpet squares mostly used for seating
- + Chairs for some occasions; should be color or another distinguishable characteristic different from rest of school)
- + Movable teacher station

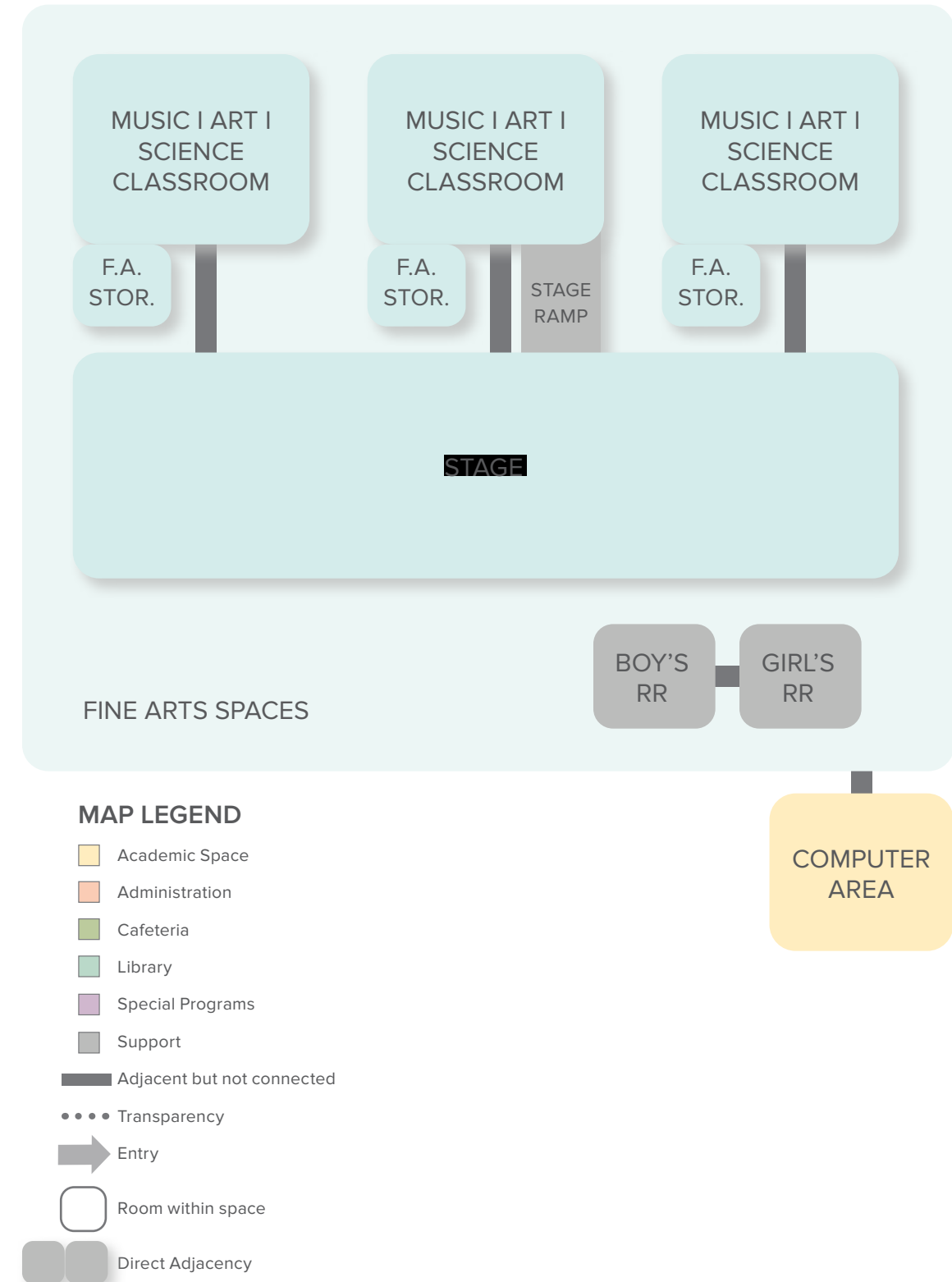
#### UTILITIES & INFRASTRUCTURE NEEDS

- + Every wall is a teaching wall - need to be able to project onto walls
- + Bluetooth mic system, speaker system
- + Consider noise bleed into adjacent classrooms
- + Stage adjacent to classroom - should be large enough for size of school with risers in front to accommodate additional students
- + Utility sink with sprayer to sanitize recorders

#### ADJACENCY NOTES

- + At least one music room adjacent to cafeteria with ramp access to the stage
- + Music rooms adjacent to each other to allow collaboration of teachers - when a music room is located on another floor, the teacher is siloed.
- + Considerations for short turnaround between classes - restrooms adjacent, faculty restrooms adjacent, near activity room & other specials programs

## ADJACENCIES





# PHYSICAL EDUCATION | ACTIVITY ROOM

## Accessibility

The size of physical education rooms should allow ample space for all students to participate in all activities.

## Natural Light

Natural light in activity rooms should be controlled to allow for projection as necessary.

## Acoustic Considerations

Noise from activity rooms should be controlled as much as possible using measures such as insulation.

## Flexibility

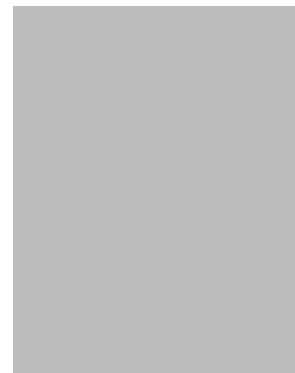
Provide minimal furniture and ample supply storage to maximize floor space.

## Transparency

Limit windows into hallways to minimize distractions and provide safety within the classroom. Exterior wall windows should create a connection to the outdoors.

## Safety and Security

Limiting furniture and maximizing floor will prevent tripping hazards within the room when activities are occurring. As in classrooms, glazing to be limited to exterior walls, and the room should have the ability to be secured.



## INSTRUCTIONAL PROGRAM

### PHYSICAL EDUCATION | ACTIVITY ROOM

#### LEARNING ACTIVITIES + TEACHING MODES

- + Large activity room
- + Group activities
- + Some teacher-led PE instruction

#### TEACHING TOOLS

- + Interactive technology
- + Movable projectors
- + Mic system & surround sound
- + Interactive notebooks
- + Projection on walls
- + White board
- + Augmented reality at Activity Rooms, QR codes

#### STORAGE

- + For technology when not in use - projectors, notebooks
- + In classroom shelving for supplies - balls, jump ropes, etc

#### FURNITURE

- + None needed

#### UTILITIES & INFRASTRUCTURE NEEDS

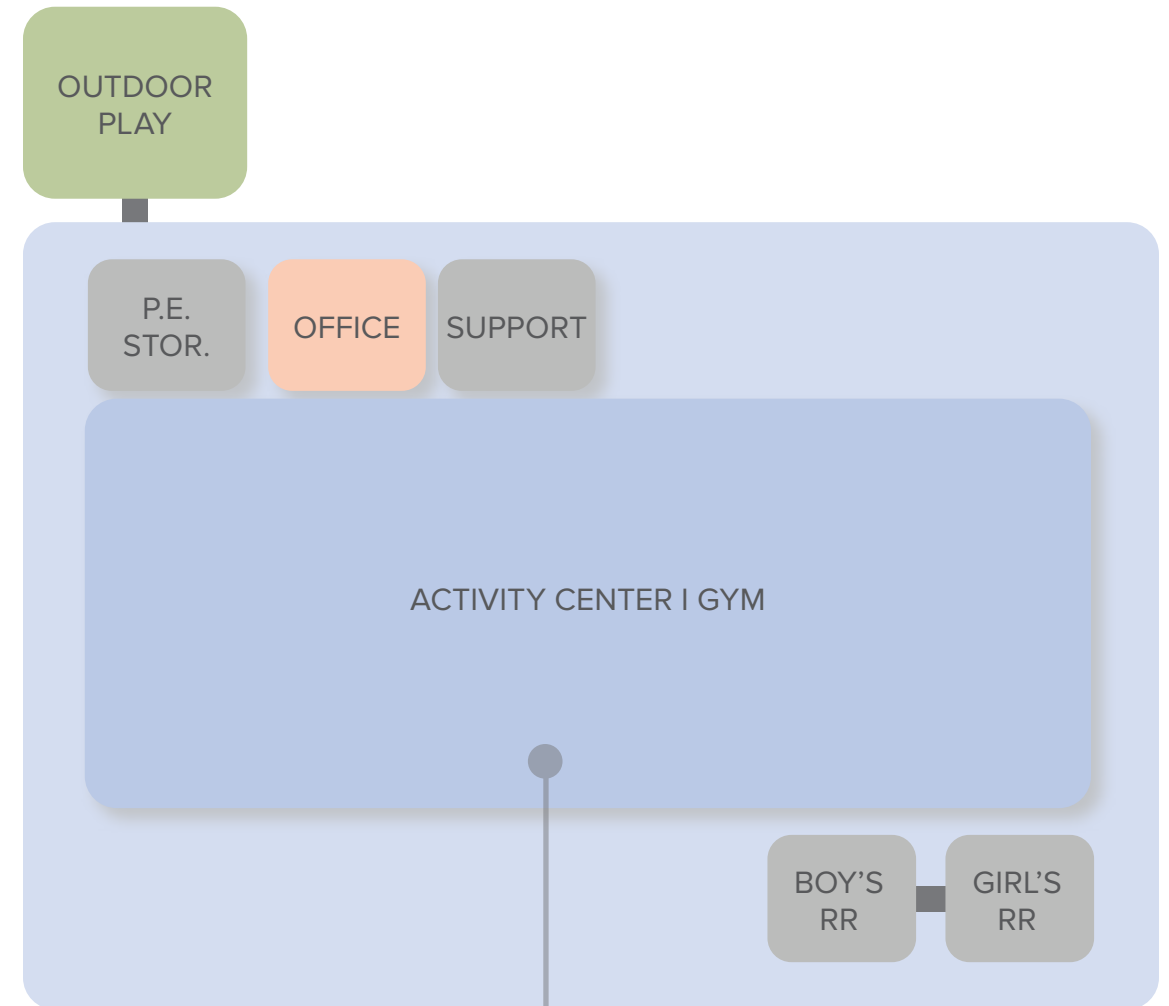
- + Drinking fountains with bottle fillers
- + Power & data on walls
- + Paint on walls low gloss for projection (above 8 ft)
- + Graphic on back wall
- + Ceiling mounted basketball goals

#### ADJACENCY NOTES

- + Adjacent office with seating for 3-4
- + Student restrooms nearby

## ADJACENCIES

### PHYSICAL EDUCATION | ACTIVITY ROOM



#### MAP LEGEND

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

Gym should be dividable and able to host a variety of activities

# SPECIAL PROGRAMS

## PROGRAMS

### Early Childhood Special Education (ECSE)

Pre-K students (3-4 year olds) diagnosed with various disabilities (PKA PPCD).

### Skills and Foundational Skills

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

### Communication, Academic, Social, Teaching Learning Environment (CASTLE)

Program for students with autism. Serving students with a wide range of IQ & disabilities. Students in Castle 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.

### Behavior Management Units (BMU)

BMU is a K-12 specialized placement designed to meet the needs of special education students with significant behavioral and/or emotional difficulties characterized by behaviors that substantially interfere with the learning process and may limit successful participation in the general education environment.

### Other programs:

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



## INSTRUCTIONAL PROGRAM

### SPECIAL EDUCATION (LIFE SKILLS)

#### LEARNING ACTIVITIES + TEACHING MODES

- + Mostly individual/one-on-one activities
- + 2 aides per teacher - need space for adults and students
- + A few small group activities
- + Split into age groups
- + Highly structured learning environments

#### TEACHING TOOLS

- + White board
- + Mounted projection
- + Manipulatives
- + Life skills tools/appliances (kitchenette, laundry)
- + Technology should be same as typical gen ed classroom
- + Small student whiteboards
- + iPads

#### STORAGE

- + None in classroom
- + Equipment storage rooms for functional/CASTLE/ECSE classrooms
- + Manipulatives
- + High chairs, booster seats, wheelchairs, etc
- + Shared storage closets

#### FURNITURE

- + Soft seating
- + Minimal hard surfaces, corners
- + Swings
- + Variety of seating
- + High chairs with attached table
- + Nothing on wheels
- + Horseshoe table

#### UTILITIES & INFRASTRUCTURE NEEDS

- + Shared changing room/restrooms
- + Kitchenette
- + Washer/dryer
- + Changing table vestibule restroom area
- + Hoyer lift, possibly tracks
- + Windows to the exterior
- + Doors with half vision lites (no additional windows)
- + Provide data cabling above ceilings at each SPED room to allow for a future security camera if parents request them.

#### ADJACENCY NOTES

- + Adjacent office with seating for 3-4
- + Student restrooms nearby

#### Accessibility

With special program spaces, accessibility is especially important. All rooms in special program spaces should accommodate an extremely wide spectrum of student abilities.

#### Natural Light

Exterior windows should allow natural light into the room, however, it is important to be able to control the amount of light entering these spaces. Students with disabilities are generally more sensitive to light, so teachers and assistants should be allowed to brighten or darken the room on a situational basis.

#### Acoustic Considerations

Noise into corridors and between rooms should be controlled as much as possible using measures such as insulation.

#### Flexibility

Special program spaces should be designed to accommodate a wide variety of students with disabilities and disorders.

#### Transparency

Limit windows into hallways to minimize distractions and provide safety within the classroom. Exterior wall windows should create a connection to the outdoors.

#### Safety and Security

Minimize hazards and hard surfaces by providing soft furniture and ample storage for supplies and equipment. As in classrooms, glazing to be limited to exterior walls, and the room should have the ability to be secured.

# INSTRUCTIONAL PROGRAM

## SPECIAL EDUCATION (BEHAVIOR MANAGEMENT UNITS)

### LEARNING ACTIVITIES + TEACHING MODES

- + Primarily individualized and small-group instruction
- + Structured behavioral intervention and social-emotional learning activities
- + Highly structured and predictable daily routines
- + Calm-down, de-escalation, and sensory regulation opportunities integrated throughout the day
- + Opportunities for restorative conversations and reflection
- + Spaces designed to reduce overstimulation and anxiety

### TEACHING TOOLS

- + Interactive display or mounted projection system
- + Whiteboards and writable surfaces
- + Sensory regulation tools and calming supports
- + Small-group instructional materials and intervention resources
- + Secure storage for behavioral and instructional supports
- + Communication systems for staff assistance and emergency response

### STORAGE

- + Secure storage for student belongings and personal items
- + Locked storage for potentially hazardous materials or equipment
- + Storage for sensory tools, manipulatives, and intervention resources
- + Staff-accessible storage for behavior management supplies
- + Shared storage closets for specialized instructional materials

### FURNITURE

- + Soft seating and calming furniture options
- + Durable furniture with minimized sharp edges and hard surfaces
- + Staff desks positioned for visibility and supervision
- + Small-group tables
- + Furniture selected for safety, durability, and ease of supervision
- + Minimal mobile furniture unless required for instruction

### UTILITIES & INFRASTRUCTURE NEEDS

- + Secure classroom entry with controlled access
- + Communication systems connected to campus safety and administration
- + Acoustic treatments to minimize noise transfer and overstimulation
- + Dimmable lighting controls to support sensory needs
- + Durable and tamper-resistant finishes and fixtures
- + Windows to exterior spaces for natural light while maintaining safety and supervision

### ADJACENCY NOTES

- + Located near student support services and administration
- + Access to counseling, behavioral specialists, and related service providers
- + Separation from high-traffic or high-noise areas when possible
- + Access to secure outdoor or sensory regulation spaces
- + Proximity to student restrooms and health services

### Accessibility

Behavior Management Unit spaces shall support a wide range of student behavioral, emotional, sensory, and learning needs. Spaces should be designed to maximize accessibility, predictability, safety, and student dignity while supporting individualized programming and supervision requirements.

### Natural Light

Natural light should be incorporated whenever possible to support student wellness and emotional regulation. Lighting levels should be easily controlled through dimming systems, shades, or blackout capabilities to accommodate sensory sensitivities and de-escalation needs.

### Acoustic Considerations

Acoustics are critical within BMU environments. Noise transfer between corridors and adjacent rooms should be minimized through acoustic insulation, sound-absorbing materials, and thoughtful spatial planning to reduce overstimulation and support emotional regulation.

### Flexibility

BMU spaces should support varying student needs, staffing models, and intervention approaches. Spaces should allow for individualized instruction, counseling, de-escalation, small-group learning, and behavioral intervention while maintaining safety and supervision.

### Transparency

Interior glazing should be carefully balanced to support supervision while minimizing distractions and preserving student privacy and dignity. Exterior windows should provide connection to natural light and outdoor environments without compromising safety or overstimulating students.

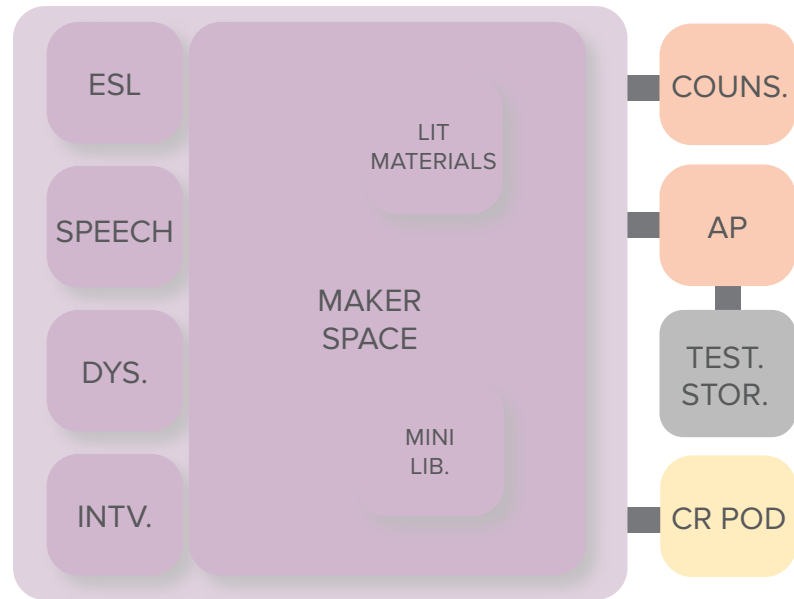
### Safety and Security

Safety and security are foundational to the design of BMU spaces. Environments should minimize opportunities for injury, aggression, elopement, or property destruction through durable materials, secure storage, controlled access, tamper-resistant fixtures, and clear staff sightlines. Spaces should support de-escalation and crisis response while maintaining a welcoming and therapeutic environment for students and staff.

# ADJACENCIES

## SPECIAL PROGRAMS

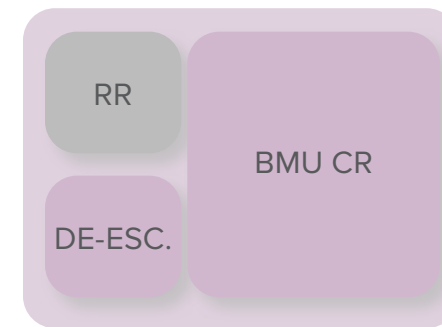
### LANGUAGE & SPEECH



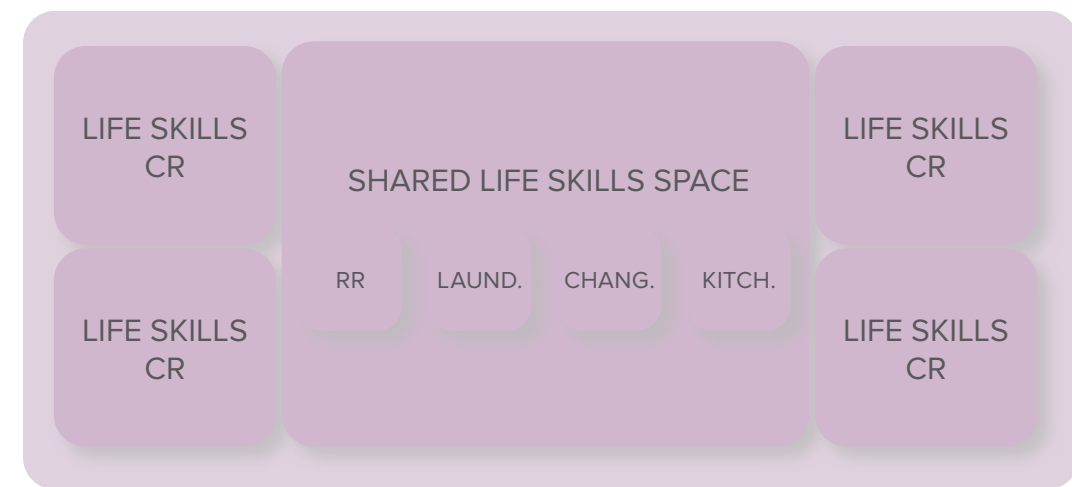
### SPECIAL EDUCATION



### 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

## Accessibility

The library should be as accessible as possible to promote independence and allow students to utilize all its spaces and resources.

## Natural Light

Windows should allow natural light into the library as much as possible. When necessary, natural light should be controlled for activities such as presentations.

## Acoustic Considerations

The library should be designed to host a variety of activities and noise levels from loud group work to quiet individual study. A kiva or green room may be provided for sound-sensitive activities such as video recordings.

## Flexibility

The layout and furniture within the library's spaces should allow for a variety of activities and uses. The Maker Space within the library could also function as a teacher work space.

## Transparency

The library is a space that may be displayed, and transparency allowed.

## Safety and Security

While the library is a central and open space, security should be considered when designing the space. Generally, spaces within the school should have the ability to be secured and accommodate emergency protocol.



Libraries should be considered the heart of the school, and should allow for every type of learning mode or activity.

## LIBRARY & MAKER SPACE

### SPACES

- + Combined workroom & office
- + AV storage
- + Large and small group activities
- + Maker space within the Library
- + Perimeter laptop stations
- + Green screen lab & sound booth
- + Transparent spaces to display activities
- + Provide space for a variety of learning modes including quiet and collaborative areas
- + Book drop

### LOCATION AND ADJACENCIES

- + Centrally located
- + Maker Space - open room off main library
- + Computer lab adjacent

### TOOLS & TECHNOLOGY

- + Heavy in integrated technology
- + Mobile TVs
- + 3d printer
- + Multi-function printer
- + Self check out kiosk would be great,
- + Projector
- + At least 15 desktops to laptops (COW) - supplemental computer labs
- + Space for vending machines
- + 2 Desktop Computers at circulation desk
- + 1 Printer at circulation desk

## FLEX LABS

- + Allows supervision for younger students (PK-K)
- + Teaches students to use mice
- + Prefer flexible seating/ desks
- + No floor receptacles
- + Project screen for instruction (wireless)
- + Whiteboards & tack boards similar to classrooms
- + Technology is a resource
- + Also serves as a testing center (digital assessments and screeners)
- + May use desktops, laptops or iPad's

### FURNITURE

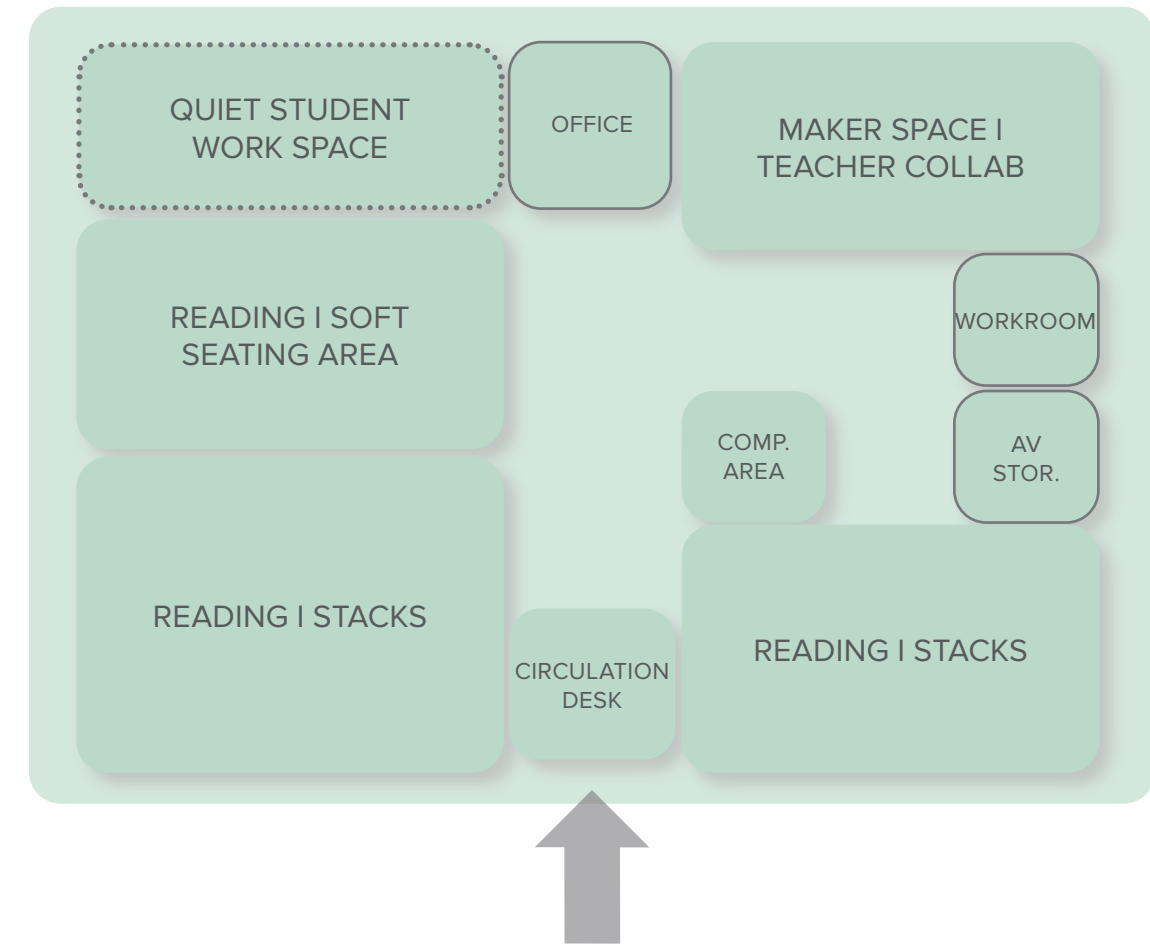
- + Flexible
- + Mobile
- + Variety including soft seating and work tables
- + Technology integrated
- + Writable surfaces
- + Comfortable flexible seating
- + White board magnetic wall
- + Portable Lego walls
- + Mobile furniture

### UTILITIES & INFRASTRUCTURE NEEDS

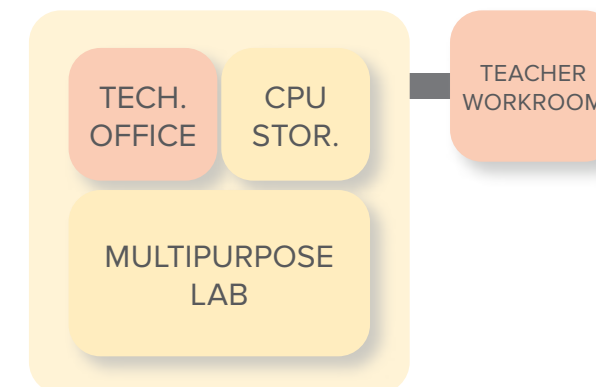
- + Flexible power around the room
- + Consider additional power and storage for things like power towers
- + Data for projection

## ADJACENCIES

### LIBRARY



### FLEX LAB | TECHNOLOGY



### MAP LEGEND

- Academic Space
- Administration
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# CAFETERIA & DINING

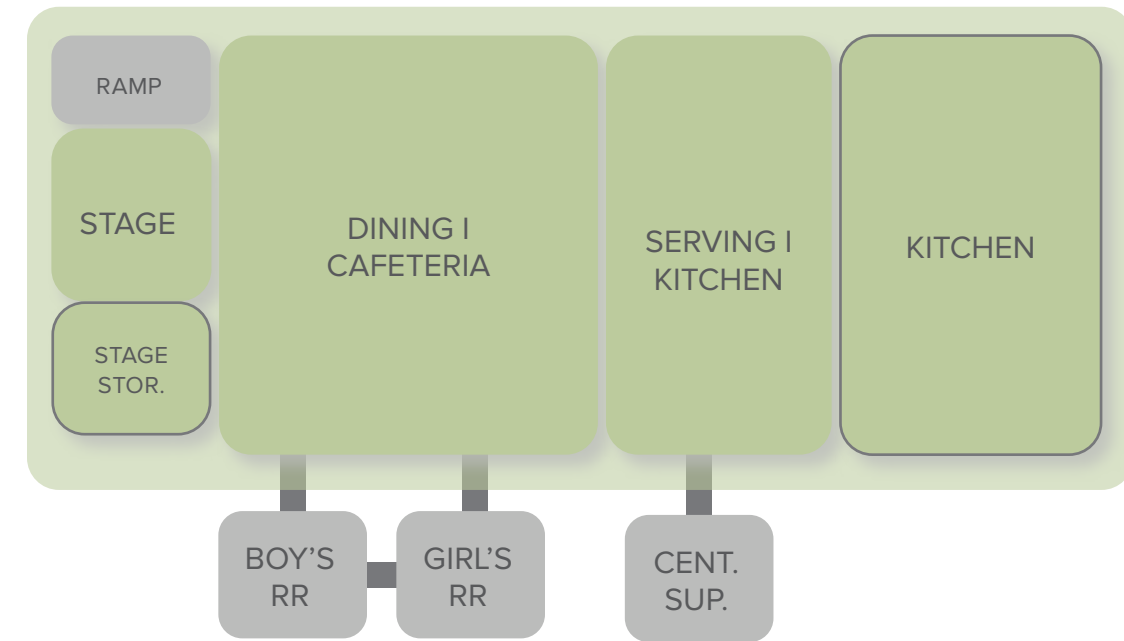
## SPACES

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

## STORAGE & SUPPLIES

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

## ADJACENCIES



## MAP LEGEND

- Academic Space
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From time to time, cafeterias may be used for teacher led instruction and student led instruction, social events, extra curricular activities, and campus-wide programs.

**Huckabee**

# ADMINISTRATIVE SPACES

## Accessibility

Allow accessibility into administration to provide a welcoming environment for all students, faculty, and visitors.

## Natural Light

Windows to the exterior should allow natural light into administrative spaces as much as possible.

## Acoustic Considerations

Private spaces should be equipped to hold private conversations with accommodations such as increased insulation or white noise.

## Flexibility

Furniture should allow some flexibility for a variety of uses.

## Transparency

Strategically allow transparency into administrative spaces to increase connection from students to administrators. Show teachers modeling collaboration and work ethic. Exterior wall windows should create a connection to the outdoors.

## Safety and Security

Provide secure vestibule into administrative spaces. Allow visibility to parking lot, entryway and access points. Glazing to be limited to exterior walls. Provide separation between office reception area and administrative spaces.



All spaces throughout should allow collaboration in some capacity.

## ADMINISTRATION & COUNSELING

### SPACES

- + Provide private office space for individuals as needed, including principal, assistant principals and secretaries
- + Provide space for Community in Schools (CIS)
- + Media Room
- + Conference Rooms
- + ISS
- + Mail room
- + Copy room
- + PLC
- + Break space
- + Work room

### STORAGE

- + Vault storage
- + Book storage
- + All storage rooms should be office ready
- + Locked closet in at least one flex room for testing materials
- + Built-in cabinetry for materials

### UTILITIES & INFRASTRUCTURE NEEDS

- + Conference rooms and reception require data for projector & TV
- + Counseling spaces may need projection for IEP meetings and Professional Learning Community (PLC) meetings
- + Flexibility should allow future technology.
- + Power necessary for office equipment
- + Staff restrooms
- + Built-in mailboxes
- + Flexible, lockable furniture
- + Built-in cabinets/storage
- + Multiple data drops in tech office

### ADJACENCIES/LAYOUT

- + Security desk in front
- + Flex work space for secretaries/AP central in main admin
- + Place conference room at the front for parent meetings
- + Restroom in ISS
- + Open office space works when lockable storage and supplemental private spaces are provided
- + Centrally located break space with bathroom, microwave, and seating
- + Flexible spaces throughout the school
- + Counselors and diagnosticians may be decentralized

## CLINIC

### ADJACENCY/LAYOUT

- + Chairs at entry for waiting
- + Cots on the side.
- + Desks facing entry
- + Secured space for medications
- + Stacking space for kids
- + Separate well-waiting and ill-waiting areas
- + Funnel students into clinic by single access point
- + Adjacency & access to front office and central corridors
- + Doors should be located efficiently to maximize floor space utilization
- + Clinic should be centrally located but somewhat isolated to allow privacy

### SPACES NEEDED

- + Office
- + Sound and testing room
- + Storage closet
- + Restrooms

### UTILITIES & INFRASTRUCTURE NEEDS

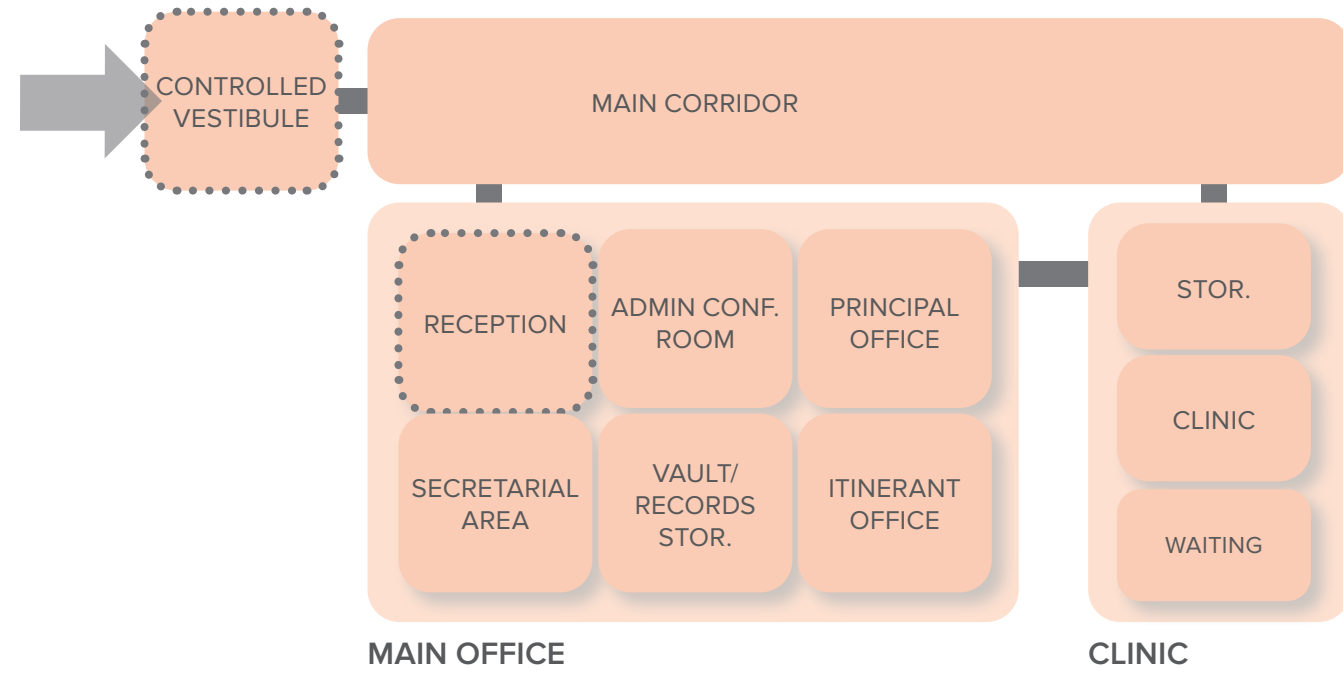
- + Power and data drops, at standing height and at desk for easy tracking
- + Sink for hand washing
- + Two restrooms
- + Short, dorm size refrigerator is preferred.
- + Separate ice makers are preferred.
- + Two cots are great

### STORAGE/MILLWORK

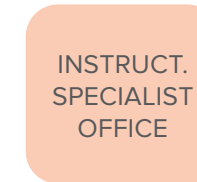
- + Double the storage.
- + 10' clear space for vision.

# ADJACENCIES

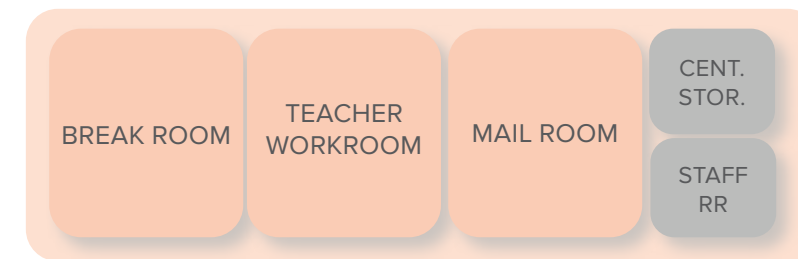
## ADMINISTRATION



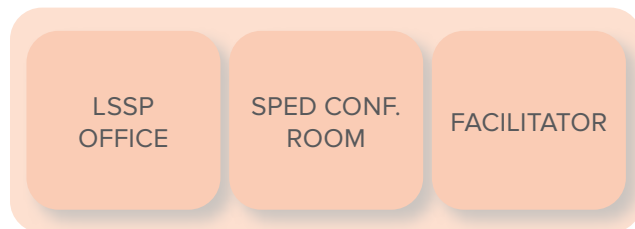
## OTHER SPACES



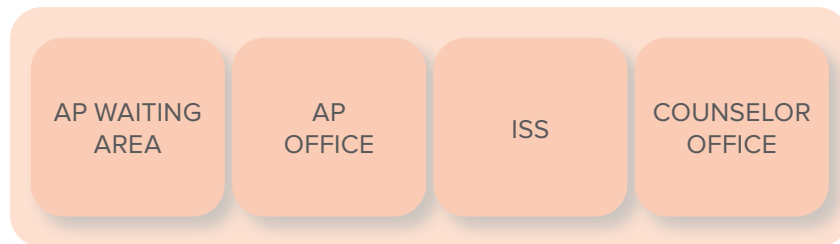
## TEACHER SPACES



## SPECIAL PROGRAMS



## CLINIC



## MAP LEGEND

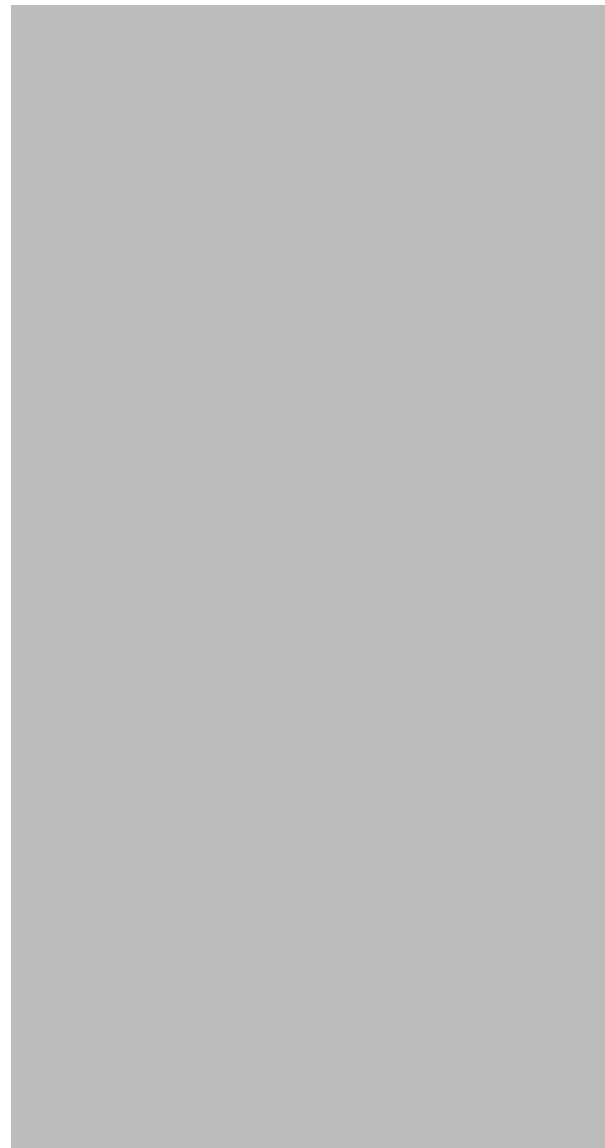
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- Direct Adjacency

# CORRIDORS, COLLABORATION & OUTDOOR LEARNING

Be intentional about creating learning opportunities in hallways through use of writeable surfaces, monitors, pin up space (showcase student work) & appropriate furniture for both teachers and students

Safe & secure outdoor spaces should be provide that allow for various modes and activities of learning to occur weather permitting

Provide accessible and inclusive outdoor play areas with protective shade structures



5



New Elementary School 1,050 Student Capacity <i>Based on a capacity of 22 students per classroom</i>	Consolidated Elementary School		
	Pershing Park / Sugar Loaf / Bellaire ES Consolidation		
<b>ACADEMICS</b>			
PRE-KINDERGARTEN	6	850	5,100
KINDERGARTEN	9	850	7,650
FIRST GRADE	9	850	7,650
SECOND GRADE	7	750	5,250
THIRD GRADE	8	750	6,000
FOURTH GRADE	8	750	6,000
FIFTH GRADE	8	750	6,000
RESTROOMS IN EACH PRE-K – 1ST CLASSROOMS	24	50	1,200
COMMON AREA RESTROOMS	4	900	3,600
TALENTED & GIFTED CLASSROOM	1	750	750
<b>Area Sub Total</b>			<b>49,100</b>
<b>SPECIAL USE CLASSROOMS</b>			
SCIENCE	2	1,000	2,000
MUSIC	3	950	2,850
COMPUTER LAB	2	950	1,900
RESOURCE ROOM	1	757	757
SPECIAL RESOURCE ROOM	1	606	606
LIFE SKILLS (including shared tit./laundry)	2	1,125	1,895
<b>Area Sub Total</b>			<b>10,008</b>
<b>LIBRARY</b>			
STACK AREA	1	3,881	3,881
READING AREA - 44 students			0
KIVA - 22 students			0
CIRCULATION DESK AREA			0
COMPUTER AREA - 12 workstations			0
OFFICE	1	258	258
WORK ROOM	1	224	224
AV STORAGE	1	287	287
<b>Area Sub Total</b>			<b>4,650</b>

New Elementary School 1,050 Student Capacity <i>Based on a capacity of 22 students per classroom</i>	Consolidated Elementary School		
	Pershing Park / Sugar Loaf / Bellaire ES Consolidation		
<b>DINING</b>			
CAFETORIUM - SEATING FOR 400	1	5,790	5,790
PLATFORM	1	1,195	1,195
<b>FOOD SERVICES</b>	1	3,726	3,726
SERVING LINE	3		0
FOOD PREPARATION AREA	1		0
SCULLERY	1		0
MANAGER OFFICE (MGR. & LUNCHROOM SEC)	1		0
DRY FOOD STORAGE	1		0
WALK-IN REFRIGERATOR	1		0
WALK-IN FREEZER	1		0
JANITORIAL	1		0
TOILET W/LOCKERS	1		0
<b>Area Sub Total</b>			<b>10,711</b>

## PROGRAM OF SPACES CONTINUED

New Elementary School 1,050 Student Capacity <i>Based on a capacity of 22 students per classroom</i>	Consolidated Elementary School		
	Pershing Park / Sugar Loaf / Bellaire ES Consolidation		
<b>PHYSICAL EDUCATION</b>			
ACTIVITY CENTER/GYM	1	4,034	4,034
COACHES OFFICE (new space for 4 coaches)	1	410	410
PUBLIC TOILETS	2	85	170
STORAGE	1	344	344
<b>Area Sub Total</b>			<b>4,958</b>
<b>ADMINISTRATION</b>			
RECEPTION	1	532	532
PRINCIPAL OFFICE	1	256	256
ASSISTANT-PRINCIPAL	3	180	540
WAITING	1	138	138
SECRETARIAL AREA (new space for 4 FTE)	1	462	462
INSTRUCTIONAL SPECIALIST OFFICE	1	173	173
COUNSELOR OFFICE	2	172	344
COUNSELOR OFFICE/CONFERENCE	1	350	350
TECHNOLOGIST OFFICE	1	450	450
CENTRAL WORKROOM	1	392	392
VAULT - RECORD STORAGE	1	194	194
BOOK ROOM	1	580	580
CLINIC (2 BEDS w/TOILET)	1	300	300
TEACHER WORKROOM w/TOILET	3	400	1,200
CONFERENCE ROOM	1	299	299
TESTING STORAGE	1	170	170
STORAGE	1	68	68
OFFICE	1	188	188
ISS	1	264	264
RESTROOM	2	55	110
ITINERANT OFFICE (for 4)	1	400	400
<b>Area Sub Total</b>			<b>7,410</b>

New Elementary School 1,050 Student Capacity <i>Based on a capacity of 22 students per classroom</i>	Consolidated Elementary School		
	Pershing Park / Sugar Loaf / Bellaire ES Consolidation		
<b>CUSTODIAL</b>			
CENTRAL SUPPLY STORAGE/WORKROOM	1	441	441
CART STORAGE WORKROOMS	4	44	176
GROUNDS EQUIPMENT STORAGE	1	922	922
<b>Area Sub Total</b>			<b>1,539</b>
<b>Total Net Square Footage</b>			
			<b>88,376</b>
<b>PLUS NON-ASSIGNABLE SPACES</b>			
Walls, Storage, Electrical, Corridors, IDF			
<b>Area Sub Total</b>			<b>36,384</b>
<b>Total Estimated Building Gross Area</b>			<b>124,760</b>



**MORE THAN** ARCHITECTS