Education Specifications (Comprehensive High Schools)

Portland Public Schools | Portland, Oregon

Revised September, 2017

"It's a pivotal moment for our schools and our community. A thriving city depends on a strong public school system. This bond offers us an opportunity to not just redesign and rebuild outdated schools, but to reimagine and redefine the education that happens inside them.

We heard the feedback in voices and languages that represent many of Portland's diverse communities. People want schools that are safer, more inclusive and more flexible than they are today. They want learning spaces that spur greater collaboration and stronger relationships between students and teachers. They want classrooms that inspire creativity and innovation, and give students a chance to engage new technology. They want schools that welcome the community and build partnerships that help students explore the world outside the school."

Carole Smith, *Superintendent Portland Public Schools*
May 28, 2013 PPS Vision Summit

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INTRODUCTION

In November 2012 Portland Public Schools (PPS) passed a $482,000,000 capital bond to begin modernizing, remodeling and replacing schools.

The first major design and construction projects include the remodel/modernization of three existing high schools and replacement of one K-8.

To that end, Portland Public School commenced a community wide visioning initiative to identify key planing and design characteristics that all schools within PPS should have. This initiative resulted in development of a Facility Vision Statement and a series of Vision Themes that the school bond approved on September 9, 2013.

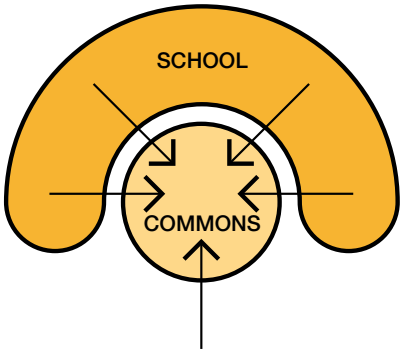
The Vision Statement and Themes provide a basis for development of Educational Specifications for PPS's high schools, middle schools, K-8 and K-5 schools. Educational specifications describes the desired organization characteristics of PPS's schools, the interrelationships of spaces, overriding themes and values preferred and specific room requirements. They are not site specific. Rather they represent the special organization and room design characteristics for all schools regardless of location.

The following is the Educational Specifications for comprehensive high schools. It is based on the Vision Statement/Themes and input from teachers and administrators at the high school level. This is a living document and should be revised and updated as new information is discovered and educational programs evolve. In essence, that Educational Specifications is a working document. It represents a foundation on which master planning and design work can begin. It is specific enough to outline desired building design characteristics all comprehensive high schools in PPS should have. However, it is intended to be broad enough to allow site based design decisions and modifications. Illustrations and diagrams are provided as concept level information and are not presented as design requirements.

HIGH SCHOOL PLANNING PRINCIPLES

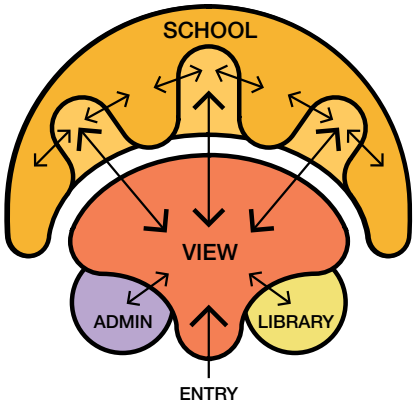
INTRODUCTION TO HIGH SCHOOL PLANNING PRINCIPLES

The concept and diagrams presented below are aspirational desires for the design of comprehensive high schools in PPS. They are conceptual and aspirational and as such are not design requirements. While the modernization of existing buildings will require these concepts and themes be modified to fit within existing structures, the concepts of these principles should be incorporated to the greatest extent feasible.



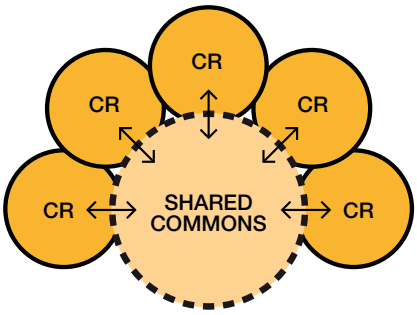
SCHOOL "HEART"

High schools should have a recognizable center, a heart, that represents the school's highest ideals. This place should be accessible by all. It should act like a town square, a gathering and social place from which all other functions in the school spring. It should display the best the school has to offer and celebrate daily, monthly and yearly successes.



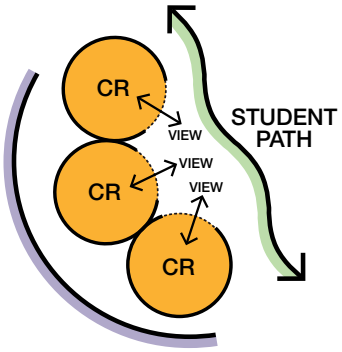
VIEWABLE

High schools should be viewable. Activities and programs should be seen from internal gathering and gather and circulation areas. The facility should feel open and accessible.



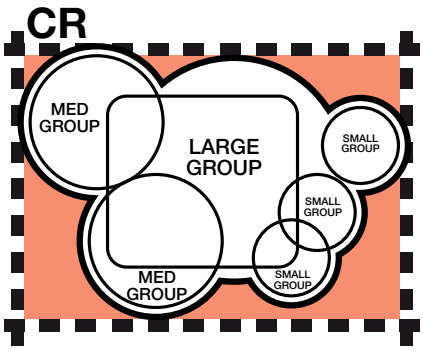
LEARNING SUITE

Classrooms should be grouped around a shared commons. Classroom quantities depending on building size, program configuration available space, etc. These grouping should support a wide variety of learning opportunities or possibilities.



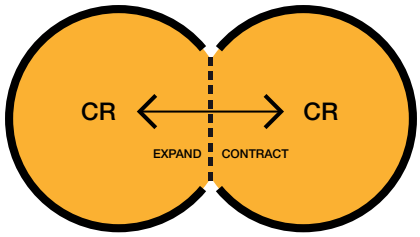
TRANSPARENT

Spaces should be transparent. The ability to see between spaces and to circulation systems should be supported. This supports security, interaction and collegiality.



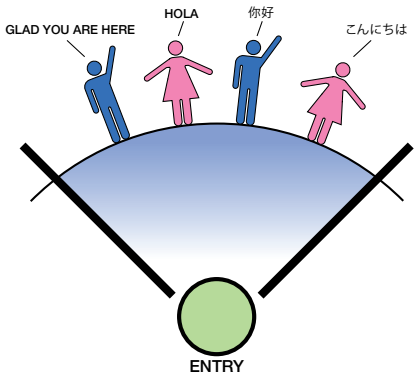
VARIETY

Spaces should be sized and designed to support a variety of student groupings and arrangements. Room shape and furniture should be carefully considered.



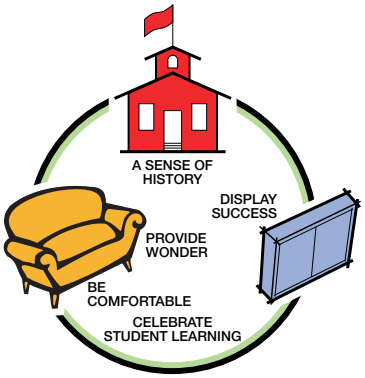
FLEXIBLE/AGILE

Rooms should be designed to expand and contract. This creates the ability to modify student groups, classroom capacity and program delivery. This ability to expand and contract should be easy to accommodate. Attention to building systems to accommodate expansion/contraction strategies (e.g. mechanical systems) needs to be considered.



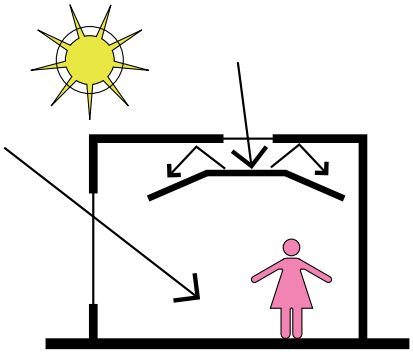
ENTRY

The school should have a strong identifiable main entry. It should draw you in, beginning at the street, all the way to the front door. The entry experience should convey the highest ideals of the school and represent what makes that school special. It should also be the control point for entry. It should be organized to provide a secure way to allow all to enter and remain safe.



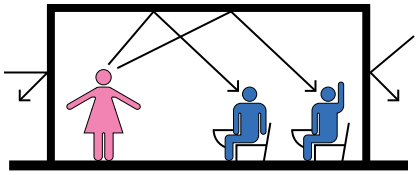
A SCHOOL SHOULD

A school should feel warm, inviting and comfortable. It should celebrate its history and place within its neighborhood. It should regularly celebrate students' success and accomplishments. The school should be student centered. Scaled, aligned and organized to accommodate the educational social and emotional needs of every students.



NATURAL LIGHT

The school should be light filled. All rooms, where practical, should be filled with natural light that is evenly distributed and controllable.



ACOUSTICS

Schools create a variety of sounds and sound levels. Special attention to the variety of acoustical impacts within a school needs to be considered. Careful analysis, control and attention throughout the school is desired to allow spaces and places to properly function.

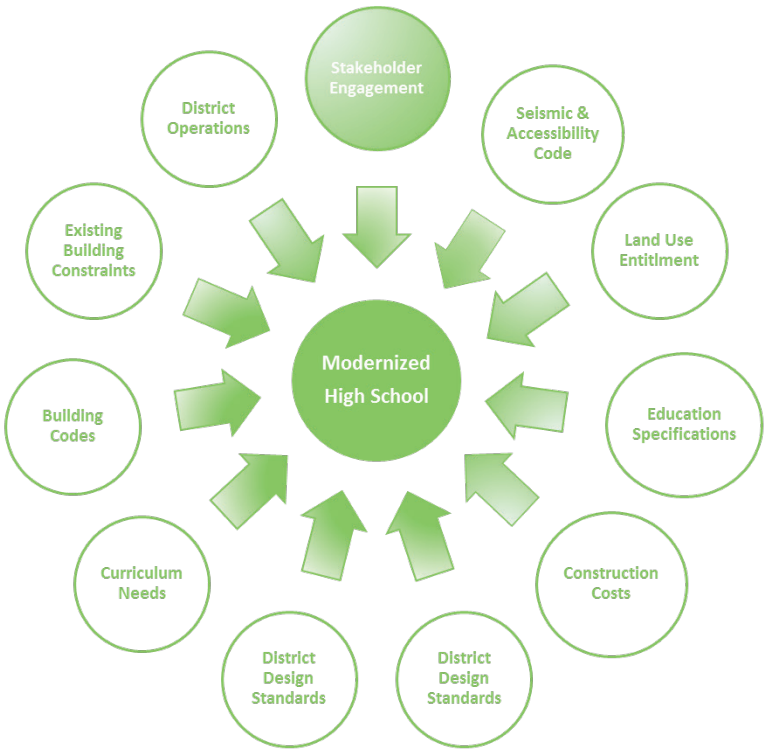
STAKEHOLDER ENGAGEMENT PLAN

STAKEHOLDER ENGAGEMENT PLAN

Introduction
The modernization of a high school campus is a unique opportunity to identify how building design can best support current and future teaching and learning. Participation in the design of a modernized high school process should be seen as more than an opportunity to change paint colors and finishes. It is an opportunity to envision different teaching methods, explore potential collaboration opportunities, community uses and use the construction process as an educational opportunity.

Purpose
The modernization of PPS high schools will be accomplished with a robust stakeholder engagement process that will consult and inform stakeholders throughout the design process as well as building users during the pre and post occupancy of modernized school buildings. The stakeholder planning process outline below provides design teams with guidance on the development of stakeholder engagement processes for modernization projects and expectations for the roles, conduct and level of engagement of all participants in stakeholder engagement.

Intent
It is important that all stakeholders understand their role in the process and how their role fits in the overall design, construction and occupancy of modernized buildings. All stakeholder input will advise District staff and the design team in the building design, furnishings and transitions. It is important to recognize that there are many factors that influence what ultimately gets built in modernization projects and that it can be a challenge to have all stakeholder ideas and requests reflected in a renovated school. It is equally important to provide stakeholders with an understanding of how and why feedback can or cannot be incorporated into the modernization project. The design of a modernized school must balance a number of factors (see below).



Design of the building modernization will continue after the work of stakeholder groups conclude. As the details of the design are finalized and costs of the proposed project are evaluated, it is quite likely there will be elements of the building design that are different from that last significant public input into the design.

To that end, a clearly defined process should be developed for every stakeholder group involved in providing input into the design of a modernization project. The processes described below provides a framework for the development of the stakeholder engagement process for each high school modernization project.

Design teams will be required to submit a stakeholder engagement plan as part of their submission in response to request for proposals for design work to modernize PPS facilities. The successful design team should modify their plan in consultation with the leadership of stakeholder advisory groups (typically the MPC/DAG co-chairs and the project manager) as part of the master planning process for each modernization project. Significant modifications to the outline below need to be approved by the Office of School Modernization in conjunction with the Office of Teaching and Learning.

Plan Elements

Stakeholder Recruitment
A Design Advisory Groups (DAG). A DAG will be formed for every major modernization project and will provide feedback to the design team (architect's team) through the design development phase of a modernization project. Depending on the timing of the master planning phase for each project, a master planning committee (MPC) may also be established to advise District staff at the concept/master planning level of design. District staff will inform the DAG of significant changes in design during the construction drawing phase. Appendix B contains a template for the development of a Design Advisory Group (DAG). The charter provides an overview of the roles, responsibilities and expectations for DAG members.

DAG members typically include:

- School principal
- Students
- High school parents
- School community members
- Alumni association
- Local business/neighborhood representatives
- Board of Education liaison

It is important to reiterate the role of the DAG members in the process of the design of a modernized school building. This DAG charter template should be modified as necessary to accommodate the needs of each DAG. Stakeholder group participants should be provided with ethics and expectation of committee members and have a clear understanding of the process role as a community spokesperson.

The project team (architects and Office School Modernization project director/manager) should consult with school administration, teachers and regular users of the school building for suggestions for representatives to the DAG and other stakeholder groups. School partners and other community organizations or service providers such as IRCO, Latino Network, Black Parent Initiative, NAYA, and neighborhood associations may be consulted for representation to stakeholder groups.

Additional Stakeholder Groups
While teachers and students will be represented in the MPC and/or DAG, separate engagement efforts are needed to address issues specific to the building users.

1. Teachers
Teacher engagement should include a broad cross section of teachers including general education teachers, science teachers, fine and performing arts, CTE, physical education and Special Education teachers and teacher/librarian. It is also important to engage staff based on the teaching model employed by the school (subject, academy, etc.).

It is also is important to engage the Office of Teaching Learning to advise the process on current and future curriculum delivery expectations and methods and discuss professional development support that can be provided by the District.

2. Staff
In addition to teachers, the design team should engage other staff in the building including athletics, security/campus monitors, custodial, counseling, career counseling and administrative to assess issues and concerns as well as how these elements of the program can support students overall.

3. Students
Student engagement should seek as wide an audience as possible and should give particular focus to students typically underrepresented in PPS engagement efforts. Student representation could come from: Leadership class, drama, fine arts,

athletes, CTE, as well as students in after school programs such as SUN. School clubs or affinity groups should also be interviewed.

Engagement of students should strive to hear from those who use all portions of the building: classrooms, specialty spaces, gym, cafeteria and sports fields.

4. Community Groups, Service Providers and Partnerships

PPS high schools are used by a wide variety of community groups and organizations and service providers that include a services to students and families. Representatives from these groups should be interviewed and their allowed uses of school facilities factored into a schedule analysis.

5. Central Office Departments

A number of District wide departments have responsibilities for providing services in each PPS building and should therefore be interviewed as to their design and operational needs:

- Facilities
- Maintenance
- Custodial
- Nutrition Services
- Transportation
- Security Services
- Information Technology
- Library Services

As noted above, the Office of Teaching and Learning should also be involved as part of the Design Advisory Group and available for questions related to curriculum needs and plans.

Interview questions/themes:

- Generally, interviews of stakeholders should endeavor to gain the following information:
    - Current use of the space? How often is it used?
    - What currently works in the space? What doesn't?
    - What other program or educational opportunities could also be served by improvements to the space in question. Interview participants should be encourage to "dream big" with this question.

Meeting Intent:

- Stakeholder groups should be informed of the design and construction process and what portion of the building design their input can provide guidance on. To the extent possible, stakeholder group members should be made aware of the context their issues and concerns have in the design of the entire building throughout the design process. While stakeholder groups should be encouraged to dream big, they should also be provided with realistic expectations of what can be done within the project budget and constraints presented by the existing building and site.
- While stakeholder group members do not make decisions, speak on behalf of or represent the school district, every effort should be made by the District staff and design team to hear and understand questions, concerns and suggestions made by stakeholder group participants and demonstrate how feedback is incorporated into design efforts and if not, provide information as to why not.

Meeting Format:

- DAG meetings and interviews with individuals will be scheduled by the Project Manager based on greatest availability by stakeholder group members.
- Meeting times with stakeholder groups should be convenient to the greatest number participants.
- Meetings should be scheduled at the school being modernized on an iterative basis allowing sufficient time for the design team to consider and reflect feedback from stakeholders.
- Project should, to the extent possible, identify how stakeholder input is reflected and if not, why not.
- Open communication should be provided between stakeholder groups and District staff.
- Opportunity for public input should be provided.
- Meeting minutes should be prepared and available and sent to the project manager within three business days.

BUILDING PROGRAM DEVELOPMENT

BUILDING PROGRAM DEVELOPMENT

INTRODUCTION

The current average age of PPS high school facilities (after the modernization of Franklin, Grant, and Roosevelt high schools) is 54 years. While teaching methodologies have changed over that time, teachers have made use of the space available to them. The intent of the Ed Specs is to provide spaces for teaching to occur in the 21st century while providing flexibility to adapt to future changes.

The District-wide Education Specifications (Ed Specs) specify a number of spaces not currently seen in District high schools including a maker space, black box theater, auxiliary gym, provision for wrap around services (including dedicated classrooms space for use by service providers). These spaces are included to provide greater opportunities to deliver educational programming in the 21st century. The project and design teams should discuss with the Office of Teaching and Learning during the engagement process how these spaces can be used to further educational programming.

Development of the program for a modernized high school needs to consider the area program for comprehensive high schools below and develop an area program to meet the program needs of each high school. The discussion below provides an overview of the area program and program development process. The design process should note variations from the area program and what the program needs that required the variations.

AREA PROGRAM

The area program below identifies the quantity and size of spaces within a comprehensive high school needed to deliver the District's educational program for 1,700 students. The use of 1,700 students as the target enrollment for the Ed Spec is based on the "planning capacity" identified in the Board of Education Resolution No. 4840 and factors in the current District-wide credit load taken by students and the schedule in comprehensive high schools. Application of the area program applies to the new construction and full modernization of District comprehensive high schools.

The District's High School System Design strives to provide parity of program at each comprehensive high school, however there will always be a certain amount of variability in student enrollment and programming between District comprehensive high schools and therefore the need to modify the elements of the area program to suit the needs of each individual school.

While the area program identifies the number and size of required spaces, **these numbers will and should be adapted to meet site specific building and site constraints as well as program needs**. The area program is meant to provide district-wide guidance to design teams for the delivery of high school curriculum and should be seen as a point of departure for design teams working on the modernization or replacement of comprehensive high schools. It is expected that room sizes, adjacencies, and layout will vary depending on the constraints of existing buildings.

Recommended, Preferred and Optional

Spaces identified as recommended in the area program should be provided or a demonstration of how programmatic needs for these spaces will be met. The number and type of instructional spaces may be altered depending on the programmatic need of a particular school, however the overall area for a category of spaces (e.g. general education classrooms or specialized classrooms) should remain the same.

A number of spaces in the area program are identified as preferred or optional. Preferred areas state a preference for an area different (often greater) than the identified required areas. Optional spaces are identified should the design process of an individual school identify the need for these spaces. Most optional spaces identified in the area program do not have corresponding room information sheets.

The intent of including preferred and optional spaces in the area program is to provide flexibility in the design process for individual schools to specify the number, type and size of spaces that best meet programmatic needs of each school. The use of preferred and/or optional spaces within the design process needs to be done within the context of the overall square foot limits of the area program. These spaces are not part of the overall required area and should be considered for inclusion by design teams into the program for each school as site, building and budget allow.

The area program contains recommendations for instructional and educational support spaces in support of the District's core academic program. Instructional spaces include, but are not limited to:

- General education classrooms,

- Labs
- Art room(s),
- Music and theater spaces
- Gymnasium(s)
- Career preparation
- Electives

Educational support areas include, but are not limited to:

- Computer labs
- Library/Media center
- Office areas
- Kitchen and student commons (cafeteria)
- Custodial areas

Teacher planning/collaboration areas provide teaching staff with office space for lesson preparation and/or collaboration with peers. The use of teacher planning/collaboration areas also allow classrooms to be shared by more than one teacher over the course of a teaching day. Installation of these spaces is optional, however the general requirements and functions of these spaces as identified in the room information sheets should be thoroughly explored and captured during the master planning and/or schematic design of each modernization project. The size and location of these areas should allow their conversion to classrooms over time when enrollment or school program requires it. The shared use of labs and specialty classrooms needs to be determined on a school by case basis. Shared use of instructional spaces need to ensure all teachers have storage for and access to instructional and classroom materials within the instructional space.

Computer labs are identified as both educational support spaces and specialty classrooms. Non-specialized computer labs provide student and teachers access to technology in support of core academic programs. Specialized computer labs provide technology access and support for career preparation or elective courses that require specialized hardware or software beyond the requirements of core program requirements.

The complete academic program offerings for comprehensive high schools will vary from school to school based on student interest, District identified programs of study for career technical education (CTE), staffing ratios and the average number of credits taken by students. The number of general education and specialized classrooms to meet core program requirements is based on a typical classroom allocation for 1,700 students. The number of classrooms devoted to each subject within the core academic program will vary from school to school. However, the total number of general education and specialized classrooms identified should remain within the total area specified within the area program.

The room data sheets describe the requirements, functions, relationships, equipment and size for each space. The information provided in the room data sheets should be used in conjunction with the District's Design Guidelines and Standards which provide a greater level of detail for the mechanical, electrical, plumbing, and communication requirements for new construction.

Partner/Community Use and Wrap-Around Service Providers
This portion of the area program outlines the spaces requirements of community and partner organizations in comprehensive high schools as well as the needs of wrap around service providers. The tier levels shown in this portion of the area program refer to a process to be used during the master planning process for each school undergoing capital bond work to determine how much space to provide for partners and service providers in each school. See Appendix B for more details on this process.

PROGRAM DEVELOPMENT PROCESS

While the program development process should size spaces appropriate to the school program based on the factors identified above, the intent of designing a building to the area program is to ensure buildings are sized adequately to ensure program for 1,700 students. Adjustments to the Ed Specs for individual school programs are expected and encouraged. The master planning and/or schematic design process for each school undergoing modernization should document the adjustments to the area program. The assumptions for use and number of occupants for each space should be passed down to future administrators.

The program development process below identifies how school community should be involved in the design process to ensure these guidelines are incorporated.

PROGRAM DEVELOPMENT PROCESS

1. Preparation - Information Needs:

In an effort to understand the current program needs for a school that is to undergo modernization, the design team will likely want to the following information:

- Student forecasting – past and present
- Current class schedule
- Teacher room assignments
- Total staffing: teaching, support; PPS and support organizations
- Teachers by subject; FTEs for each subject
- Number of students assigned to each class
- Extra-curricular programs
- Service providers: who they are, what rooms they use, schedule, number of students served
- Teaching model: academy or subject based? CTE classes – what supports are needed
- School generated events: athletic schedule; theater schedule;
- Community events: PTSA, community organizations; affinity groups (from CUB)
- Student government/clubs – what spaces do they use?

2. Schedule Analysis

The Ed Specs attempt to provide spaces sized and equipped to deliver current and future educational programming in an efficient manner. The design team will likely want to examine the school's master schedule and ask about space needs for subject areas and opportunities to provide spaces for subjects with varying class sizes. The design team should also discuss with the Office of Teaching and Learning the current and future direction of curriculum for all subject areas including career technical education. The OTL is available to support school administrative staff in the development of master schedules that accommodate the ability of new building spaces to support the overall educational program of the building.

The schedule analysis should also identify program needs that are not currently being met by the current facility (e.g. classes with smaller enrollment; CTE access to maker space equipment).

School leadership should select/appoint staff that represents staff/teacher interests and who can meaningfully engage in the discussion of how the many program needs can be represented in a modernized building. All elements of the school program should be represented in this discussion. Once all desired program elements have been identified, the staff team should develop and test schedules that can accommodate the program.

In addition to providing representation to the design team, teachers and staff should also be available for input on shared spaces; new instructional spaces and different location of rooms. **Development of a master schedule that incorporates the use of shared classrooms should be tested against the guidelines identified above for program development.** The master schedule can identify opportunities for teachers of similar subjects to share classrooms. It may also identify adjacency opportunities that could improve teaching. Schedule adjustments and building design elements should be presented to staff for feedback and refinements.

Examples of issues that may come up though this exercise include:

- Teachers assigned to classrooms without course specific materials available
- Teachers moving to a different classroom during passing time

- What classrooms do part time or itinerate staff use?
- How is equipment and storage for more than one teacher accounted for in a classroom?

It is important that any needs and issues developed during the schedule analysis be identified early and brought to the attention of the project manager.

3. School Visits & Peer Observation

The modernization of a high school provides a great opportunity to tour other modernized or new high school buildings in the area to see how new building design accommodates teaching and learning. This can provide inspiration for discussions during the design process. A tour can also provide an opportunity for peer observation (likely in a separate visit) of different teaching models including the use of shared classroom and teacher planning areas.

Building tours will generally be arranged by the project manager. Tours for peer observation should be arranged by the school principal or administration and should include teachers and staff who can evaluate how and whether the observed teaching model could be implemented in the modernized school. It is important this evaluation of the visit occur shortly after the school visit and any questions for the school being observed be asked soon thereafter.

Evaluation questions should include:

- Similarities/differences:
    - Schedule
    - Curriculum
    - Length of school day
- Collaboration opportunities
- Ability of students and parents to find staff
- Ability for unique room arrangement

Stakeholder Responsibilities

Stakeholder	*Stakeholder Recruitment*	*Schedule Analysis*	*Curriculum Dev./Analysis*	*Meeting Participation*	*Information Prep.*	*Constituent Communication*	*School Visits*	*Professional Development*
Project Manager	X	X		X	X	X	X	
School Administration	X	X	X	X	X	X	X	X
Teachers				X	X		X	
Design Team		X		X	X		X	
Office of Teaching and Learning		X	X	X				X

4. Classroom Utilization

Classroom utilization refers to the number of periods a teacher uses a classroom out of the potential number of periods the classroom is available during a teaching day.

Planning the utilization of classrooms should use some working assumptions:

- *Planning capacity enrollment:* number of students providing comprehensive high school programming: currently 1,700 students
- *Class size:* The average number of students assigned to a classroom. Classrooms should maintain the ability to accommodate variations in class sizes throughout the school day as the master schedule will likely have staffing levels above and below the average
- PE/Athletics, Special Education and smaller instructional spaces may have lower utilization rate than general education classrooms
- *Student to teacher ratio:* the maximum number of students assigned to a teacher under contract agreement

Program development considerations

The design process should strive to maximize teaching and learning opportunities by:

- Providing easy access for students to teachers
- Minimizing travel time for teachers
- Allowing teachers ample opportunity to customize their classrooms
- Providing teachers access to curriculum and teaching supplies

To ensure these opportunities are considered, the design process needs to ensure the following issues are thoroughly explored:

1. Switching classrooms during passing time

The school's schedule should play a prominent role in determining the number and location of instructional spaces. Teachers making use of shared classrooms switching between classrooms during passing times is strongly discouraged.

2. Teaching in more than one classrooms

To the greatest extent possible, teachers should not be scheduled to teach in more than two classrooms. If a teacher is in more than one classroom, proximity of these classrooms to each other or to the teacher planning area is critically important.

3. Student supervision

Student supervision is critical. The layout and exiting of library media centers, student commons, classrooms, flexible learning areas, hallways and student gathering areas should identify how student supervision is maintained.

The existing utilization rate of instructional spaces should be identified for all instructional spaces. The programmatic needs expressed through the master schedule should be used as a starting place for determining the number of instructional spaces. The design team working with stakeholder groups should model scenarios (see page 11) varying utilization rates and classroom areas to identify the number and size of classrooms to meet the current programmatic delivery for the average number of credits taken by students.

4. Adjustments to the Educational Specifications

The Ed Specs also strongly encourage flexibility in design to allow for changing program needs (and program delivery methods) and fluctuations in student enrollment and staffing. Sizing and locating smaller instructional spaces and teacher planning/collaboration areas adjacent to each other will allow conversion of these spaces to classrooms at a later date if need be.

Classrooms

The number of classrooms programmed for individual schools will be dependent on current District diploma and credit requirements, District adopted student to teacher ratio, as well as a historic and future assessment of students enrollments based on student forecasting.

Program needs, enrollment history and projections and staffing ratios for each school, regardless of proposed enrollment capacity, should be the primary determinants of the number and types of classrooms needed.

“General education classrooms” should accommodate core academic subjects including English, Math, Social Studies, Health and World Language. "Specialized" classrooms include science labs, art rooms, drama spaces and other elective courses. Teacher planning/collaboration areas are intended to provide space for teacher planning, collaboration and storage. A combination of general education classrooms and specialized classrooms are needed to deliver a complete academic program at every comprehensive high school. While it is acceptable to vary the number and size of classrooms, the instructional needs and methodologies for each classroom should be identified and provide sufficient space to be successful.

For the purposes of determining the number of classrooms needed to address changes in enrollment size or teaching staff, general education classrooms should be identified as having the potential to be shared. As teachers do not teach all periods, more than one teacher will have the ability to use general education classrooms in a day.

PE spaces generally will not share spaces with other instructors.
Generally changes to the ratio of students to teachers or classrooms to teachers will only affect the number of general education classrooms. With exception of science labs, changes to the number of staff that make use of specialized classrooms will generally not result in an increase in the number of spaces.

Specialty Classrooms. The number of specialty (non-general education classrooms) instructional spaces in the area program should be informed both by the number of credit requirements for the classes offered in the spaces for comprehensive high schools and the number and type of classes offered.

Similarly, the number and type of courses comprehensive high schools offer for career preparation and career technical education (CTE) will vary by school and is dependent on student interest, staffing, CTE credit requirements for graduation and current programs of study offered by each school. As these course offerings will be unique to each school, the area program does not specify the number of type of instructional spaces to be devoted to this part of the comprehensive high school program. The career preparation and CTE portion of the area program identifies the number and type of spaces needed for the CTE programs of study currently offered by PPS. The specialty spaces related to programs of study identify relationships, equipment and size for each space. The information provided in the room data sheets at the individual school level, therefore room data sheets for these spaces are not included in the Ed Spec.

Classroom Utilization Comparison Example

	Ed Spec (1,700 Students)									
	Total SF	÷ SF/TS	= TS	* Util	* Students per Classroom Range		= Stud - low	Stud - high
General Classroom	34,300	980	35	95%	20	30	665	998
Science	16,500	1,500	11	95%	20	30	209	314
Specialized Instruction		*varies*	18	90%	20	30	324	486
PE/Athletics		*varies*	4	75%	20	30	60	90
Special Education		*varies*	2	70%	20	30	28	42
Small Instructional	5,000	500	10	70%	20	30	140	210
Total	**281,370**		**80**				**1,426**	**2,139**

	Proposed Program at 85% (1,700 Students)							
	Total SF	÷ SF/TS	= TS	* Util	* Students per Classroom Range		= Stud - low	Stud - high
General Classroom	33,750	850	40	85%	20	30	675	1,013
Science	16,800	1,500	11	85%	20	30	190	286
Specialized Instruction		*varies*	20	75%	20	30	300	450
PE/Athletics		*varies*	5	50%	20	30	50	75
Special Education		*varies*	3	70%	20	30	42	63
Small Instructional	5,000	500	10	0%	20	30	0	0
Total	**281,370**		**89**				**1,257**	**1,886**

	Proposed Program at 75% (1,700 Students)							
	Total SF	÷ SF/TS	= TS	* Util	* Students per Classroom Range		= Stud - low	Stud - high
General Classroom	33,750	850	40	75%	20	30	596	893
Science	16,800	1,500	11	75%	20	30	168	252
Specialized Instruction		*varies*	20	75%	20	30	300	450
PE/Athletics		*varies*	5	50%	20	30	50	75
Special Education		*varies*	3	70%	20	30	42	63
Small Instructional	5,000	500	10	0%	20	30	0	0
Total	**281,370**		**89**				**1,156**	**1,733**

Yellow cells denotes variables

Arts. Areas identified for performing arts, band/orchestra, and choir should be sufficient to accommodate the percentage of student enrollment taking these classes. Credit requirements will likely not require the need for additional spaces beyond what is identified in the area program.

Special Education. Special education classrooms include learning resource centers (LRC), behavioral classrooms, and medically fragile classrooms. The number of special education classrooms within each high school will be dependent on the number of students requiring special education instruction. The number of classrooms specified in the area program for 1,700 students is based on a District-wide average of SPED students. The threshold for changing the number of learning centers should be about +/- 30 students receiving special education.

Smaller Instructional Spaces. Installation of these spaces is optional, however the use and benefits to students and staff of smaller instructional spaces to a school's program should be thoroughly explored and captured during the master planning and/or schematic design of each modernization project. When installed, the number of smaller instructional spaces should be adjusted with every 375 students.

Teacher Planning/Collaboration Areas. The number of teachers in a high school can be very dynamic depending on budget allocation and the certifications of teachers assigned to a school at any given time. When installed, the threshold for including an additional planning/collaboration areas for teachers should be approximately one planning/collaboration area per additional 10 teaching staff. When used for office purposes, office areas for staff include 80 SF of office per staff and 180 SF of space for kitchenette, and circulation for a total area of 980 SF to accommodate 10 staff.

Implementation of teacher planning/ collaboration areas allow greater utilization of classrooms during the school day although one period of planning time may need to be assumed (increasing the number of classrooms needed). The use of general education classrooms for instructional purposes that under-utilize the capacity of classroom will increase the need for additional classrooms or provide less overall school capacity. See classroom utilization above.

Other Considerations
Gross to Net Area. This is a measure of the area devoted to circulation, support spaces and wall thickness within a building. The area is added to the net building area as an estimate of overall gross building area. For the purposes of estimating gross area, 36 percent is used as the gross to net area ratio for new construction. This ratio will vary in modernization projects. Wall thickness in existing buildings may cause this ratio to be higher.

The quantity of outdoor recreational fields may need to increase depending on the number of teams practicing, scheduled games, and CUB use.

"Core" Space. "Core" space is defined as non-classroom spaces within a high school required to fully deliver and support the educational program of the school. These spaces include:

- Student Center/Commons
- Kitchen
- Media Center/Library
- Gymnasium(s)
- Toilet rooms
- Office space
- Boiler/mechanical room

Generally, any planning for target enrollments below 1,700 students should not decrease the sizes of core spaces identified in the area program for 1,700 students. The following should be considered when sizing core spaces for target enrollments above 1,700 students:

Gymnasium. The gymnasiums identified in the Ed Specs are designed for physical education instruction, competitions, and full student assembly of 1,700 students. Seating for a different target enrollment would need to be scaled at a one to one ratio. Alternatively, chairs placed on the gym floor could be used for additional student seating but would be dependent on assembly program needs.

Student Commons and Media Centers. Planning for student capacity changes greater than 500 students should have a corresponding change in area of 25%. Planning capacity adjustments less than 500 students should assess the ability of the student commons to move to two lunches and the media center's ability to accommodate study hall.

Offices. The ratio of vice principals and counselors will fluctuate with budget availability. At the time of this Ed Spec, the ratio of students to vice principals is 1:500. The ratio of students to counselors is 1:300. Office space for this staff should be added/subtracted at these increments. This ratio should be sufficient for students up to an additional 500. Target enrollments below 1,700 students should not cut office spaces below what is specified for 1,700 students.

Custodial Rooms. Custodial rooms are currently specified at one per 150 students. The location of custodial rooms is as important as the number of rooms. Programmatic needs in consultation with District maintenance staff should be the final determinant for the number and location of custodial rooms.

BUILDING OCCUPANCY PLANNING

BUILDING OCCUPANCY PLANNING

Moving Out
Significant modernization projects usually begin construction at the end of the school calendar. A significant amount of preparation will occur to prepare the building undergoing modernization. This preparation will usually begin several months before construction begins. Building administrators should be prepared to:

- Provide project management staff with schedule of classes and events for spring semester
- Convene staff as necessary to discuss schedules, identify issues and concerns and establish protocols for resolving issues
- Provide staff time to:
    - Participate in furniture survey
    - Meet with District staff and/or design team to discuss packing, moving, classroom setup. This may require multiple meetings as a group and/or individually depending on the equipment and furniture to be considered.
    - Identify what furniture needs to be moved
    - Pack classroom and/or office space – personal items only – not curriculum
    - Set up temporary classrooms in new location
    - Participate in PLCs to identify and resolve issues as they arise
    - Ask for details; expect unknown details

Project Meetings
Modernization project staff (project manager, project coordinator, central office staff, and design team) will likely want to set up frequent meeting with school administration to discuss construction and move schedules as well as how to communicate with staff throughout the process. Notes of these meetings will be prepared by the design team or project manager.

Moving In
Moving into a modernized school building or a swing site during construction will take some adjustment. In addition to new types of spaces (maker space, science labs, black box theater, and CTE spaces) there will likely be new equipment and furniture in classrooms, building systems, and different configuration of the school layout. Staff, students, and other users of the building should be made aware of these changes. Building administrators along with the building modernization design team should design an orientation for staff and community partners in the building before the end of the school year allowing sufficient time for teachers and staff to develop room layouts. This orientation should include:

- Building layout
- Room tours
    - General education classrooms
    - Science labs
    - Core spaces
- Security systems
- Building evacuation protocols and emergency response procedures
- Integrated technologies
- New spaces:
    - Maker space
    - Black box theater
    - Student commons

Development or augmentation of professional learning communities (PLCs) to include building use, collaboration opportunities, problems of practice and protocol for addressing issues as they arise is highly encouraged.

AREA PROGRAM SUMMARY

PPS Comprehensive High School(s) Area Program

SUMMARY				
Preferred: additional to recommended; Optional: not required; area not part of total or	RECOMMENDED	PREFERRED/OPTIONAL		
AREA [1,2]	Quantity	Quantity	S.F. Room	S.F. Total
COMPREHENSIVE HIGH SCHOOL PROGRAM - TEACHING STATIONS				
General Education (Gen-Ed) Classrooms	41			53,180
Science Labs	11			17,480
Fine & Performing Arts (Drama, Theater)	4			21,150
Career Preparation/CTE [3]	3			6,000
Athletics (incudes area for P.E. instruction)	3			35,580
Education Support [4]	2			67,400
Sub-Total Recommended Teaching Stations	***64***			***200,790***
Community Partners [5]				1,200
Wrap-Around Service Providers [5]				4,700
Sub-Total				***5,900***
SUB-TOTAL COMPREHENSIVE HIGH SCHOOL REQUIRED AREA				***206,690***
Net to Gross Ratio of 36% [6]				***74,408***
TOTAL COMPREHENSIVE HIGH SCHOOL REQUIRED				***281,098***

Notes:

[1] *Area program for 1,700 student enrollment. Required program refers to the education program needed to meet graduation requirements. The area program includes spaces to accommodate course offerings reflected in credit hours typically taken by students*

[2] *Areas identified in Area Program are more readily achieved in new construction; it is expected the area of rooms and spaces in existing buildings will vary from those of the area program to accommodate the floor plates and other structural limitations of existing buildings*

[3] *Each Comprehensive High School will contain a minimum of 6,000 SF for career preparation/CTE/Maker Space*

[4] *Includes Optional Teacher planning/collaboration areas*

[5] *Assumptions based upon current average area of partners/providers in high schools*

[6] *Gross area includes walls, corridors and circulation areas; 36% net to gross for new construction; ratio for modernization projects will vary depending on extent of work*

PPS Comprehensive High School(s) Area Program

Preferred: additional to recommended; Optional: not required; area not part of total or	RECOMMENDED		PREFERRED/OPTIONAL		
AREA	Quantity [7]	S.F. Room	Quantity	S.F. Room	Total Recommended
CORE PROGRAM [7]					
Career Preparation | CTE [8]					
Classrooms	TBD per site				
Specialized classrooms/labs					4,800
Maker Space	1	1,200			1,200
Sub-Total Career Prep | CTE					***6,000***
General Education Classrooms - Core Program Recommendations [9,10,11,12]					
English	***11***	980			10,780
Math	***8***	980			7,840
Social Studies	***8***	980			7,840
Health	***2***	980			1,960
World Language	***6***	980			5,880
Electives [13]	***6***	980			5,880
Sub-Total Gen Ed Classrooms	***41***				***40,180***
Specialized Classrooms - Core Program Recommendations					
Science Lab	***11***	1,500			16,500
Chemical Storage	1	180			180
Prep Rooms	4	200			800
Sub-Total Specialized Classrooms	***11***				***17,480***
Smaller Instructional Spaces [14]			10	500	
Flexible Learning Areas [14]			8	1,000	
Sub-Total Optional				13,000	
Sub-Total Recommended Classrooms					***63,660***
SUB-TOTAL RECOMMENDED: CORE PROGRAM + FLEXIBLE LEARNING + SMALLER INSTRUCTIONAL					***76,660***

Notes:

[7] *Bold italics text in quantity column indicates teaching station*

[8] *See "Career Preparation Spaces" and "STE(A)M" for a list of Career Preparation | CTE | STE(A)M spaces. Space devoted to classrooms and/or labs for career preparation above and beyond the area allocated for career preparation needs to be taken from the area for electives.*

[9] *See Education support for computer labs, SPED Learning Resource Centers, and ELL classrooms. Programmatic needs for ELL and SPED Resource Centers may also be met in Smaller Instructional Spaces.*

[10] *Classrooms greater than 1,000 SF require two exits*

[11] *Advanced classes held in regular classrooms*

[12] *Assumes general education classrooms could be used all periods. See classroom utilization in Program Development above.*

[13] *"Electives" include core and non-core program subjects; some electives may require specialized classroom space which will make them unavailable for general education classroom space*

[14] Smaller Instructional Spaces and Flexible Learning Areas as defined in room information sheet are optional. HOWEVER, the general requirements, functions, and location as defined in the room information sheet need to be considered during the design process and the spaces (not necessarily the area) provided to meet this function identified in the design. The sub-total area for Core Program + Flexible Learning Areas + Smaller Instructional Spaces needs to be maintained.

PPS Comprehensive High School(s) Area Program

	Science Lab		Project Lab			Classroom			Computer Lab		Specialized			
CAREER PREPARATION SPACE [15,23]														
Program of Study	Reg.	Ext.	Reg	Ext.	Lg.	Reg.	Ext.	Lg.	Reg.	Ext.	Lecture/Court	Photography	Small Group	Observation
Agriculture / Natural Resources	X													
Architecture & Construction				X	X				X					
Arts, AV Technology & Communications				X		X						X		
Business Management & Administration						X				X				
Education & Training [16]						X			X					X
Finance						X			X					
Government & Public Administration						X					X			
Health Services [17]								X						
Human Services						X			X					
Information Technology										X				
Law , Public Safety & Security							X				X			
Manufacturing					X		X		X					
Marketing, Sales & Service							X		X					
Science Technology Engineering (Art) Math		X							X				X	
Transportation, Distribution & Logistics							X		X					
Hospitality & Tourism							X		X					
Outdoor & Athletic							X		X					

ROOM AREAS	**SF**
Science Lab	1,300
Extended	2,500
Project Lab [19,21,22]	
Regular	1,500
Extended	3,000
Large	4,500
Classroom	
Regular	980
Extended	1,500
Large	2,000
Computer Lab	
Regular	1,200
Extended	1,500
Specialty	
Lecture/Court	2,000
Photography	980
Small Group	500
Observation	500

Notes

[15] See room data sheets for space description

[16] *Education program of study requires an observation area*

[17] *Health curriculum requires a minimum of one sink and should be taught in a large classroom*

[18] *Engineering needs separate secure computer lab*

[19] *"STEAM" curriculum requring lab space can occur in science lab or project lab*

[20] *Equipment in science and project labs should be devoted to a single proram of study*

[21] *STEAM lab functions shoud occur in project lab. Curriculum involving electronics, mechanical, manufacturing, should be in flexible project lab*

[22] *Culinary arts could be in project lab using specialized equipment*

[23] *Equipment in maker space to be shared by multiple programs*

PPS Comprehensive High School(s) Area Program

Preferred: additional to recommended; Optional: not required; area not part of total or	RECOMMENDED		PREFERRED/OPTIONAL		
AREA	Quantity	S.F. Room	Quantity	S.F. Room	Total Recommended
FINE & PERFORMING ARTS					
Fine & Visual Arts					
Art Room (2D)	***1***	1,200	1	1,700	1,200
Art Room (3D)	***1***	1,500	1	1,700	1,500
Kiln Room	1	100			100
Supply /Storage	1	160			160
Art Office(s)	1	120			120
Sub-Total Fine & Visual Arts					***3,080***
Band/Orchestra [24, 27]					
Band Room	***1***	2,200	1	2,400	2,200
Large Instrument Storage Room	1	250			250
Music Library & Uniform Storage [25]	1	200			200
Small Equipment Storage	1	200			200
Large Practice Rooms/Music Lab	1	300	2	300	300
Small Practice Rooms	2	100	3	100	200
Band/Choir Office [26]	1	120			120
Sub-Total Band/Orchestra					***3,470***
Choir [24,27]					
Choir Room			1	1,500	
Equipment & Robe Storage			1	200	0
Sub-Total Choir					***0***
Sub-Total Preferred				6,700	
Sub-Total Optional				1,700	
SUB-TOTAL RECOMMENDED FINE & PERFORMING ARTS Fine & Visual Arts					***6,550***

Notes:

[24] *Separate band and orchestra spaces are preferred. If installed as a single space, it should be able to accommodate band, orchestra, and choir functions (if choir room not built separately)*

[25] *Single music library to serve any combination of band/orchestra/choir room(s)*

[26] *Single office space to serve any combination of band/orchestra/choir rooms*

[27] *If separate choir room is not built, space for choir will be shared with band/orchestra*

PPS Comprehensive High School(s) Area Program

Preferred: additional to recommended; Optional: not required; area not part of total or	RECOMMENDED		PREFERRED/OPTIONAL		
AREA	Quantity	S.F. Room	Quantity	S.F. Room	Recommended Total
FINE & PERFORMING ARTS					
Theater/Dance [28]					
Theater (500 seat)	1	5,000	1	6,000	5,000
Orchestra Pit	1	500			500
Stage	1	3,500			3,500
Drama Classroom/Black Box	***1***	1,600	1	2,600	1,600
Multi-Purpose Production Area [29]			1	1,500	
Laundry	1	150			150
Control Room	1	200			200
Sound Room	1	100			100
Office	1	70			70
Box Office/Tickets [29]	1	100			100
Concession Stand [30]	1	100	1	200	100
Scenery Construction/Production Storage	1	1,500			1,500
Equipment Storage	1	120			120
Lighting Storage	1	100			100
Costume Storage	1	400			400
Make-up Room	1	400			400
Boy's Dressing	1	250			250
Girl's Dressing	1	250			250
Girl's Toilet	1	130			130
Boy's Toilet	1	130			130
Green Room			1	400	
Sub-Total Preferred				8,800	
Sub-Total Optional				1,900	
SUB-TOTAL RECOMMENDED FINE & PERFORMING ARTS Theater/Dance					***14,600***

Notes:

[28] *Dance accommodated in Mat/Wrestling/Dance room. See Physical Education/Athletics.*

[29] *If built, Multi-Purpose Production Area to include or be adjacent to shop, provide storage for equipment, lighting, costumes, make-up room, boy's and girl's dressing rooms and toilets and green room is required.*

[30] *Box office and concession stand to be located with other public venues when possible.*

PPS Comprehensive High School(s) Area Program

Preferred: additional to recommended. Optional: not required; area not part of total or	RECOMMENDED		PREFERRED/OPTIONAL		
AREA	Quantity	S.F. Room	Quantity	S.F. Room	Recommended Total
PHYSICAL EDUCATION/ATHLETICS					
Gym (large; two teaching stations) [31]	**1**	13,000	1	14,676	13,000
Mat/Wrestling/Dance [32]	1	2,750	1	3,500	2,750
Weight Room/Aerobics/Spinning	**1**	2,500	1	3,000	2,500
Boy's PE Coaches Office/Toilet/Shower/Lockers	1	300			300
Girl's PE Coaches Office/Toilet/Shower/Lockers	1	300			300
Boy's Locker Room/Shower [33]	1	1,900			1,900
Girl's Locker Room/Shower [33]	1	1,900			1,900
Multi-purpose Toilet/Shower	1	150			150
PE Storage	2	200			400
Training Room	1	580			580
School Team Room	1	800	1	800	800
Athletic Storage - Large	1	1,000			1,000
Athletic Storage - Small	1	500			500
Concessions [34]	1	100	1	200	100
Laundry Room	1	200			200
Uniform/Equipment Storage	1	1,000			1,000
Field Equipment Storage [35]	1	1,000			1,000
Gym (auxiliary - practice)	1	5,700	1	7,500	5,700
Auxiliary gym bleachers	1	1,000			1,000
Auxiliary gym storage	1	500			500
Sub-Total Preferred				**28,876**	
Sub-Total Optional				**800**	
SUB-TOTAL REQUIRED PHYSICAL EDUCATION/ATHLETICS					***35,580***

Notes:

[31] *Elevated running track is optional*

[32] *Optional size should be used with two mats; storage for dance included in area*

[33] *Locker rooms to use stacked baskets not individual lockers*

[34] *Concession area to be combined with and in proximity to other public venues*

[35] *Field Equipment Storage to be located outside of building. See "Site Requirements" for requirements related to outdoor athletic/recreational*

PPS Comprehensive High School(s) Area Program

Preferred: additional to recommended: Optional: not required; area not part of total or	RECOMMENDED		PREFERRED/OPTIONAL		
AREA	Quantity	S.F. Room	Quantity	S.F. Room	Recommended Total
EDUCATION SUPPORT					
Administration					
Reception/Lobby	1	400			400
Waiting Areas	1	100			100
Principal's Office	1	200			200
Principal's Secretary	1	125			125
Vice Principal's Office	2	150			300
Vice Principal's Secretary	2	120			240
Dean of Students	1	120			120
Teacher Planning/Collaboration Area [36]			10	980	0
Attendance	1	120			120
Bookkeeper	1	120			120
Resource Officer/Campus Monitor [37]	1	200			200
Camera Monitors [37]	1	100			100
Restrooms	2	60			120
Records Storage	1	200			200
Office Storage	1	125			125
Business Manager	1	120			120
Health Office	1	120			120
Sick Room	1	150	2	150	150
Sick Toilet	1	100			100
Student Support/Mediation Office	1	700			700
Student Support/Mediation Support	1	300			300
Workroom/Mail/Delivery Process Center	1	300			300
Staff Room	1	400			400
Conference Rooms	2	150			300
Parent Volunteers/Family Resource/PTA/Boosters/Alumni Room	1	500			500
Sub-Total Optional				10,100	
Sub-Total Administration					***5,460***
Sub-Total Admonition + Teacher Planning/Collaboration Areas [36]					***15,260***
Counseling/Career					
Counseling Offices	5	120			600
Counseling Secretary/Waiting	1	400			400
Drug/Alcohol Counselor Office	1	125			125
Conference Room (large)	1	240			240
Conference Room (medium)	1	150			150
Career Center	1	700	1	980	700
Career Center Office	1	120			120
Career Counselor	1	100			100
Secure Records Storage	1	180			180
Restroom	2	60			120
Sub-Total Counseling/Career					***2,735***

Notes:

[36] *Teacher planning/collaboration areas as defined in room information sheet are optional. HOWEVER, the general requirements, functions, location, and relationships as defined in the room information sheet need to be considered during the design process and the spaces (not necessarily the area) provided to meet this function identified in the design. Teacher planning/collaboration areas should be sized and located for potential use as instructional space as needed.* ***The sub-total area for administration needs to be maintained.***

[37] *Resource officer and campus monitor to be in separate rooms; camera monitors to be located in main office*

PPS Comprehensive High School(s) Area Program

Preferred: additional to recommended; Optional: not required; area not part of total or	RECOMMENDED		PREFERRED/OPTIONAL		
AREA	Quantity	S.F. Room	Quantity	S.F. Room	Recommended Total
EDUCATION SUPPORT					
Student Activities					
Athletic Director	1	150			150
AD Support Staff	1	120			120
Sub-Total Student Activities					***270***
Technology Access [38]					
Computer Lab (dedicated)	4	1,100			4,400
Computer Lab (non-specialized)	1	1,100			1,100
Sub-Total Student Testing					**5,500**
Special Education (SPED)					
Sensory Support Room	1	900			900
Learning Resource Center	3	900			2,700
Intensive Skills Classes [39]					
Low Intensity Classroom (includes kitchen)	2	600			1,200
Storage	1	100			100
Reception	1	100			100
Conference	1	120			120
Office(s)	1	100			100
Special Needs Toilet	1	200			200
Itinerants					
Speech Pathologist offices	2	120			240
Psychologist Offices	2	120			240
Sub-Total SPED					***5,900***
Emerging Language Learning (ELL)					
Emergent Bi-Lingual Classroom [40]	***1***	800			800
Sub-Total ELL					
Student Center					
Student Center/Commons: One lunch @ 600 students	1	7,800			7,800
Main Servery	1	1,700	1	1,800	1,700
Food Prep/Kitchen	1	1,500			1,500
Dish Washing	1	200			200
Dry Storage/Cart Storage	1	500			500
Cooler	1	200			200
Freezer	1	200			200
Office	1	120			120
Staff Lockers/Dressing Rooms	1	150			150
Table Storage	1	250			250
Sub-Total Student Center				1,800	***12,620***

Notes:

[38] *Dedicated computer labs support specific programs/ curriculum within each school. Non-specialized computer labs provide school wide technology access and assessment capabilities where required*

[39] *Number of Life Skills classrooms dependent on number of students in each school needing life skills and/or medical support*

[40] *Assumes more ELL instruction in classrooms (push-in pedagogy)*

PPS Comprehensive High School(s) Area Program

Preferred: additional to recommended; Optional: not required; area not part of total or	RECOMMENDED		PREFERRED/OPTIONAL		
AREA	Quantity	S.F. Room	Quantity	S.F. Room	Recommended Total
EDUCATION SUPPORT					
Media Center/Library [41]					
Library	1	8,000	1	4,500	8,000
Office	2	120			240
Workroom	1	200			200
Text Storage	1	750			750
Collaboration Space	1	400			400
Multi-use Rooms	3	150			450
IT Repair/Tech Coordinator	1	180			180
Library Classroom			1	980	
Sub-Total Media Center				980	***10,220***
Student Space					
Student Government Room/Office [42]	1	200			200
Sub-Total Student Space					***200***
Custodial					
Custodial Office	1	250			250
Custodial Rooms	10	100			1,000
Building Storage	1	2,000			2,000
Material Storage	1	500			500
Flammable Storage	1	100			100
Sub-Total Custodial					***3,850***

Notes:

[41] *Size of media center presumes renovation of existing larger space (auditorium in older structures). Optional space size is for new construction. Preference is to locate Media Center adjacent to Student Center/Commons to allow efficiencies of collaboration/breakout spaces.*

[42] *Student government areas should be located near Counseling/Career Center*

PPS Comprehensive High School(s) Area Program

Preferred: additional to recommended; Optional: not required; area not part of total or	RECOMMENDED		PREFERRED/OPTIONAL		
AREA	Quantity	S.F. Room	Quantity	S.F. Room	Recommended Total
EDUCATION SUPPORT					
Miscellaneous					
Lobby	1	2,000			2,000
Student Lockers [43]	850	1			850
Student Toilets	12	250			3,000
Gender Neutral Toilet [44]	1	60	1	64	60
Gender Neutral Shower	1	100			100
Boiler Room	1	2,000			2,000
MDF	1	180			180
IDF	5	80			400
Main Electrical Room	1	240			240
Sub Electrical Room	5	75			375
Restroom (teacher planning/collaboration areas)	10	70			700
Riser Room	1	60			60
Elevator Room	1	80			80
Mechanical Fan Rooms [45]			1	2,000	
Corridors [46]	Variable				
Sub-Total Miscellaneous					***10,045***
Sub-Total Preferred Educational Support				**1,864**	
Sub-Total Optional Educational Support				**3,830**	
SUB-TOTAL RECOMMENDED EDUCATIONAL SUPPORT					***67,400***

Notes:

[43] *Half size, double-stacked lockers are at the discretion of each school administration*

[44] *Provide at least one gender neutral restroom on each floor and near gym facilities. Also ensure at least one gender neutral and one accessible restroom are included within each area to be accessed outside regular school hours*

[45] *Preference is to locate mechanical fan rooms within building; otherwise mechanical fans should be located on roof*

[46] *See Corridor Characteristics*

PPS Comprehensive High School(s) Area Program

Preferred: additional to recommended; Optional: not required; area not part of total or	RECOMMENDED		PREFERRED/OPTIONAL		
AREA	Quantity	S.F. Room	Quantity	S.F. Room	Recommended Total
PARTNER & COMMUNITY USES [47]					
Partner Program Office			1	150	
Pantry			1	200	
Clothing/Food Closet	1	1,200	1	2,000	1,200
After School Instruction [48]			4	500	
Sub-Total Preferred				**2,000**	
Sub-Total Optional Educational Support				**850**	
SUB-TOTAL COMMUNITY & PARTNER USES					**1,200**
WRAP AROUND SERVICE PROVIDERS [48]					
Health Clinic	1	1,600			1,600
Teen Parent Services					
Infant Room [49]	1	500	1	50	500
Breastfeeding Room			1	50	
Toddler Room	1	500			500
Crawler Room	1	500			500
Toilet	1	50			50
Changing Area	1	50			50
Nap Area	1	200			200
Storage/Kitchen	1	300			300
Sub-Total Teen Parent Services					***2,100***
Office Space Social Service Providers (Includes SUN, STEP UP and ESL)			5	200	
Classroom(s)	2	500			1,000
SUB-TOTAL WRAP AROUND SERVICE PROVIDERS					***4,700***
SUB-TOTAL COMPREHENSIVE HIGH SCHOOL RECOMMENDED AREA					**206,690**
Net to gross ratio of 36% [50]					**281,098**
COMPREHENSIVE HIGH SCHOOL TOTAL RECOMMENDED AREA					
TOTAL PREFERRED AREA				**48,240**	
TOTAL OPTIONAL AREA				**8,230**	
TOTAL RECOMMENDED + PREFERRED					**329,338**

Notes:

[47] *See Appendix A for an assessment of space needs for service providers and community partners*

[48] *Number of afterschool instructional spaces to be determined in conjunction with program provider and PPS Facilities and Asset Management*

[49] *May be used as a Breastfeeding room for school employees and students. If used for this purpose, space should be built to the preferred size. Breastfeeding room should be a separate walled space.*

[50] *Gross area includes walls, corridors and circulation areas; 36% net to gross for new construction; ratio for modernization projects will vary depending on extent of work*

PPS MAKERSPACE EQUIPMENT LIST	Make/Model	Notes
Program Area Facility Requirements (inc. Fixtures)		
Multifunctional MakerSpace		Overhead door to exterior
Fixed Perimeter Chem-Resistant Counter		15' of cabinets below
Sink		
Wiremold w/multiple outlets above counter		
Unistrut w/cord reels for electrical and comp. air		
Storage Room w/power for rechargeable tools and computer charging		
Furniture		
Moveable island w/locked storage to use for textile station		
Adjustable Stools (Quantity 31)		
Mobile, adjustable height nesting Tables 30"x60" (Quantity 6)		
Mobile White Board 24"x36" (Quantity 5)	Whiteboard, 24" X 36"	
Moveable Consumable & Materials storage		
AC-PRO II Anywhere Cart up to 40-Unit Chromebook, Laptop & Tablet Cart	AC-PRO II Anywhere Cart	
Cisco Mobile Lab WAP & Injector (for Mobile Lab)		
Technology Cart with Tech Bundle		
Moveable island w/locked storage and similar surface to tables used in Science		
Moveable Project Storage		
Equipment		
MakerBot Replicator Fifth Generation 3D Printer (Quantity 3)	MakerBot Replicator Fifth Generation	
MakerBot Digitizer 3D Desktop Scanner	MakerBot/MODEL: MP03955	
Epilog Mini 24 Laser Cutter	Epilog Mini 24 Laser	Needs ventilation; 3 grounded outlets; CO2 Fire Extinguisher
Silhouette Curio DIY Cutting Machine (Quantity 2)		
Silhouette Cameo Electronic Cutting Machine (Quantity 2)		
CNC (Quantity 1)	Click-n-carve Premium/Model: BE3030	
CNC Router Larger (Shark)	CNC Shark Routing System, with New 7.5 Software	
Woodworking Tools & Materials (Intermediate Level)		
Table Vices, C-Clamps, Bar Clamps		
Metal Working Tools & Materials (Intermediate Level)		
HP 820 G1 PC Laptop @ $1,119.50 (Quantity 20) Vendor: CDWG	Model: 820 G1	
Nexus 9 Tablets @ $399 ea (Quantity 6)	Nexus 9	
General Tools & Materials (Intermediate Level)		
Textile Tools & Materials (Intermediate Level)		
Vernier tools for data capturing (LabQuest2 $329x6; Motion Detectors (CBR2) $99x6)	LabQuest 2: Lab Q2 and Motion Deters: CBR2	
Portable Dust Collection System	Delta-1-1/2 HP Portable Cyclone Dust Collector/Model 50-905	
Centroform Vacuum Forming Machine	Centroform EZFORM SV 1217-110V Tabletop	
EZ FORM SV 1217 (plastic sheets for vacuum forming)		
Sheet Metal Shear Brake Roller	Baileigh Industrial Sbr-3020	
Graphtec Vinyl Cutter	GRAPHTEC CE6000-60	Max. cutting area 23.7" X 164'

AREA PROGRAM & ROOM INFORMATION

PPS Comprehensive High School(s) Area Program

SUMMARY

Preferred: additional to recommended; Optional: not required; area not part of total or	RECOMMENDED	PREFERRED/OPTIONAL		
AREA [1,2]	Quantity	Quantity	S.F. Room	S.F. Total
COMPREHENSIVE HIGH SCHOOL PROGRAM - TEACHING STATIONS				
General Education (Gen-Ed) Classrooms	41			53,180
Science Labs	11			17,480
Fine & Performing Arts (Drama, Theater)	4			21,150
Career Preparation/CTE [3]	3			6,000
Athletics (incudes area for P.E. instruction)	3			35,580
Education Support [4]	2			67,400
Sub-Total Recommended Teaching Stations	***64***			***200,790***
Community Partners [5]				1,200
Wrap-Around Service Providers [5]				4,700
Sub-Total				***5,900***
SUB-TOTAL COMPREHENSIVE HIGH SCHOOL REQUIRED AREA				***206,690***
Net to Gross Ratio of 36% [6]				***74,408***
TOTAL COMPREHENSIVE HIGH SCHOOL REQUIRED				***281,098***

Notes:

[1] *Area program for 1,700 student enrollment. Required program refers to the education program needed to meet graduation requirements. The area program includes spaces to accommodate course offerings reflected in credit hours typically taken by students*

[2] *Areas identified in Area Program are more readily achieved in new construction; it is expected the area of rooms and spaces in existing buildings will vary from those of the area program to accommodate the floor plates and other structural limitations of existing buildings*

[3] *Each Comprehensive High School will contain a minimum of 6,000 SF for career preparation/CTE/Maker Space*

[4] *Includes Optional Teacher planning/collaboration areas*

[5] *Assumptions based upon current average area of partners/providers in high schools*

[6] *Gross area includes walls, corridors and circulation areas; 36% net to gross for new construction; ratio for modernization projects will vary depending on extent of work*

CAREER PREPARATION

The table below shows the current Career Pathways programs of study in PPS and the spaces to support them. The combination of spaces identified below are provided as guidance. Other combination of spaces may also support programs of study and career related learning in comprehensive high schools based on individual school program needs.

The design characteristics of each space are to be determined by individual schools and should consider the long term need to change or adjust spaces over time to address evolving program needs.

The Area Program includes 6,000 SF for career preparation including maker space. Additional area can be devoted to these spaces provided individual project budgets allow or space from other programmatic elements are devoted to this area.

PPS Comprehensive High School(s) Area Program

	Science Lab		Project Lab			Classroom			Computer Lab		Specialized			
CAREER PREPARATION SPACE [15,23]														
Program of Study	Reg.	Ext.	Reg	Ext.	Lg.	Reg.	Ext.	Lg.	Reg.	Ext.	Lecture/Court	Photography	Small Group	Observation
Agriculture / Natural Resources	X													
Architecture & Construction				X	X				X					
Arts, AV Technology & Communications				X		X						X		
Business Management & Administration						X				X				
Education & Training [16]						X			X					X
Finance						X			X					
Government & Public Administration						X					X			
Health Services [17]								X						
Human Services						X			X					
Information Technology										X				
Law , Public Safety & Security							X				X			
Manufacturing					X		X		X					
Marketing, Sales & Service							X		X					
Science Technology Engineering (Art) Math		X							X				X	
Transportation, Distribution & Logistics							X		X					
Hospitality & Tourism							X		X					
Outdoor & Athletic							X		X					

ROOM AREAS	**SF**
Science Lab	1,300
Extended	2,500
Project Lab [19,21,22]	
Regular	1,500
Extended	3,000
Large	4,500
Classroom	
Regular	980
Extended	1,500
Large	2,000
Computer Lab	
Regular	1,200
Extended	1,500
Specialty	
Lecture/Court	2,000
Photography	980
Small Group	500
Observation	500

Notes

[15] See room data sheets for space description
[16] *Education program of study requires an observation area*
[17] *Health curriculum requires a minimum of one sink and should be taught in a large classroom*
[18] *Engineering needs separate secure computer lab*
[19] *"STEAM" curriculum requring lab space can occur in science lab or project lab*
[20] *Equipment in science and project labs should be devoted to a single proram of study*
[21] *STEAM lab functions shoud occur in project lab. Curriculum involving electronics, mechanical, manufacturing, should be in flexible project lab*
[22] *Culinary arts could be in project lab using specialized equipment*
[23] *Equipment in maker space to be shared by multiple programs*

MAKERSPACE REQUIREMENTS

General Requirements

- A place for students to experiment, discover, model, construct, and design with the support of tools and technology not found in typical classrooms; support project based learning through hands-on application of the skills developed in the classroom
- Provide MakerSpace per Area Program

Functions

- Primarily supports District hands on project based learning, Career Technology Education (CTE), and Science, technology, engineering, art, math STEAM curricula
- Flexible for different types of project based learning and instruction; small group/individual inquires & project work area
- Space for team projects; work stations are preferable
- Ability to accommodate 25-35 students; sufficient work space to accommodate all students in small groupings of students (2-4) around specialized equipment, machinery and portable computing devices
- Infrastructure to support a variety of equipment and machinery

Relationships

- Adjacent Career Prep/ CTE Learning Spaces
- Adjacent Science Labs and/or any STEAM Labs supporting career preparation/CTE curriculum
- Proximity to specialized computer lab
- Adjacent with connection to science support classrooms
- Adjacent Material Storage
- Restrooms

Storage

- Adjustable shelves in cabinets
- Project storage
- Consumable & material storage (recommend lockable)
- Lockable equipment storage
- Storage space with power for rechargeable tools and computer charging
- Space for portable file cabinet

Floors

- Provide hard surface flooring, concrete preferred. Consider acoustics teacher and student comfort, ability to move furniture and ease of cleaning
- Durable, chemical resistant

Walls

- Minimum of one wall with windows
- Tackable wall surface covering all walls; minimum of (2) 4'x8' boards
- Minimum of (2) 4'x8' magnetic white boards on teaching wall

Windows

- Generous natural light with sunshade to minimize glare
- High and low operable windows for air circulation
- Operable window shades to control natural light as needed
- Light shelves allowed if appropriate and feasible

Plumbing

- Minimum of two (2) sinks per classroom. More sinks may be required if school specific program requires them.
- One plumbed accessible eyewash station required where required by applicable building codes

Power Requirements

- Overhead pull down & countertop outlets provided and spaced sufficient to power specialized equipment, machinery and computing devices
- Power availability to allow the potential to stream video to and related classrooms.
- See Room Equipment Matrix for preferred number of outlets

Lighting

- Provide consistent direct and indirect lighting throughout space; task lighting when necessary
- Natural daylighting

Acoustics

- Acoustic isolation between rooms
- Acoustic treatment throughout the room to reduce or eliminate background noise
- Ability to simultaneously conduct large and small group instruction

Furniture

- Moveable island(s) with locked storage and similar surface to tables used in Science Lab
- Moveable island(s) with storage of materials specific to curriculum
- Movable project storage
- Mobile adjustable height nesting tables
- Adjustable stools
- Lockable laptop and tablet cart with space up to 40 units
- Technology cart for technology bundle (if applicable for rooms without wall or ceiling mounted projector)
- Work station determination to be made at individual school level based on use of space in consultation with PPS Facilities:
  - Tables appropriate for project work requiring hand and/or power tools
- Minimum of 5 Mobile white boards (24" X 36")

Equipment

- Equipment to support makerspace function specific to individual high school program needs. See MakerSpace Equipment list for list of required and optional equipment
- Computers: laptops or mobile computer carts preferred unless curriculum requires otherwise
- Teacher's table/desk, chair and computer
- Pull down screen for video projection to support cart or ceiling mounted projectors; wall mounted projectors will use white board
- Fire extinguisher
- Hood ventilation may be required depending on equipment
- See Room Equipment Matrix

Special Conditions

- Exterior double doors that swing 180 degrees with operable stops or;
- Exterior garage door adjacent area for material loading

PROJECT LAB REQUIREMENTS

General Requirements

- Provide Project Lab per the area program sufficient to support a specific career learning program of study or elective. Project labs may need to be able to support several programs of study over time.
- Size and equip project labs to support core academic, career preparation and elective programming. See area program for sizes of project labs related to core program and career preparation. Size of project lab should accommodate programmatic requirements. Equipment in project lab should support a single program of study.
- Provide project labs that can support varying curricula over time.
- Material storage.

Functions

- Provide sufficient space to design, develop, construct and produce larger scale projects related to a program of study or elective.
- Provide sufficient space to accommodate equipment and/or materials needed for such projects.
- Flexible for different types of modern learning and instruction: large group, small group and individual inquires/study.
- Display of instructional materials and student work.
- Work stations for team projects.
- Supports Architecture/Construction, Arts, AV technology & Communications, Manufacturing, and Culinary Arts curricula. Number and type of labs in area program to be determined at time of master planning of individual schools. Chemistry labs need not be interchangeable.
- Ability to accommodate a minimum of 22 students; sufficient work space to accommodate small groupings of students (2-4) around larger equipment project stations, power tools, and portable computing devices

Location

- Adjacent classrooms and other labs supporting specific program of study.

Relationships

- Adjacent building loading area
- Material storage
- Teacher planning/collaboration / work rooms
- Restrooms

Storage

- Cabinets with doors and drawers of various sizes, sufficient to meet school specific program requirements.
- Teacher cabinet with locking doors.
- Space for portable file cabinet.
- Adjustable shelves in cabinets.
- Curriculum specific storage.
- Computer cart(s) or secure storage cabinets for mobile devices
- See Room Equipment Matrix

Floors

- Provide hard surface flooring. Concrete floors preferred due to maintenance.
- Durable, chemical resistant.

Walls

- Minimum of one wall with windows.
- Provide tackable wall; minimum of (2) 4'x8' boards.
- Minimum of (2) 4x16 magnetic white boards on teaching wall.

Windows

- Generous natural light w/ sunshade to minimize glare.
- High and low operable windows for air circulation.
- Operable window shades to control natural light as needed.
- Light shelves allowed if appropriate and feasible.

Plumbing

- Minimum of (2) sinks per project lab. Exact number of plumbing fixtures dependent on room layout and program need.
- Depending on program of study: grease trap; acid trap

Power Requirements/ Low Voltage

- Outlets provided and spaced sufficient to power a variety of equipment and power tools. Provide overhead power to stand alone equipment.
- Outlets provided and spaced sufficient to power computing devices and equipment in the 21st century classroom and the potential to stream video to and from classrooms. Outlets in perimeter counter top space to allow small groups of two to four students to use equipment and laptop computers is preferred. Classrooms/Labs without counter space to accommodate a minimum of 32 students should provide overhead power for teacher and student equipment.
- See Room Equipment Matrix for preferred number of outlets.

Lighting

- Natural daylighting
- Provide consistent direct and indirect lighting throughout the room appropriate for tasks and overall use of space.

Acoustics

- Acoustic isolation between rooms.
- Acoustic treatment throughout the room to reduce or eliminate background noise. Audio reinforcement preferred.
- Ability to simultaneously conduct large and small group instruction.

Furniture

- Allow for student movement while seated and or standing to increase learning.
- Tables, chairs and desks/workstations to match number of students programmed for space. Easily movable furniture for adequate floor space.
- Selection of furniture and equipment to be made in consultation with District Facilities & OSM staff.

Equipment

- Required:
  - Computers: per PPS IT purchasing requirements; laptops or mobile computer carts preferred unless curriculum requires otherwise.
  - Teacher desk, chair & computer
  - Pull down screen for video projection
  - Fire extinguisher
- Optional depending on program of study needs:
  - Gas and air spigots
  - Fume hood
  - Blanket cabinet
  - Microwave
  - Industrial vacuum and disposal
- See Room Equipment Matrix

Special Conditions

- Double doors with 180 degree swing or roll up door to receive larger equipment and materials

PPS Comprehensive High School(s) Area Program

Preferred: additional to recommended; Optional: not required; area not part of total or	RECOMMENDED		PREFERRED/ OPTIONAL		
AREA	Quantity [7]	S.F. Room	Quantity	S.F. Room	Total Recommended
CORE PROGRAM [7]					
Career Preparation | CTE [8]					
Classrooms	TBD per site				
Specialized classrooms/labs					4,800
Maker Space	1	1,200			1,200
Sub-Total Career Prep | CTE					***6,000***
General Education Classrooms - Core Program Recommendations [9,10,11,12]					
English	***11***	980			10,780
Math	***8***	980			7,840
Social Studies	***8***	980			7,840
Health	***2***	980			1,960
World Language	***6***	980			5,880
Electives [13]	***6***	980			5,880
Sub-Total Gen Ed Classrooms	***41***				***40,180***
Specialized Classrooms - Core Program Recommendations					
Science Lab	***11***	1,500			16,500
Chemical Storage	1	180			180
Prep Rooms	4	200			800
Sub-Total Specialized Classrooms	***11***				***17,480***
Smaller Instructional Spaces [14]			10	500	
Flexible Learning Areas [14]			8	1,000	
Sub-Total Optional				13,000	
Sub-Total Recommended Classrooms					***63,660***
SUB-TOTAL RECOMMENDED: CORE PROGRAM + FLEXIBLE LEARNING + SMALLER INSTRUCTIONAL					***76,660***

Notes:

[7] *Bold italics text in quantity column indicates teaching station*

[8] *See "Career Preparation Spaces" and "STE(A)M" for a list of Career Preparation | CTE | STE(A)M spaces. Space devoted to classrooms and/or labs for career preparation above and beyond the area allocated for career preparation needs to be taken from the area for electives.*

[9] *See Education support for computer labs, SPED Learning Resource Centers, and ELL classrooms. Programmatic needs for ELL and SPED Resource Centers may also be met in Smaller Instructional Spaces.*

[10] *Classrooms greater than 1,000 SF require two exits*

[11] *Advanced classes held in regular classrooms*

[12] *Assumes general education classrooms could be used all periods. See classroom utilization in Program Development above.*

[13] *"Electives" include core and non-core program subjects; some electives may require specialized classroom space which will make them unavailable for general education classroom space*

[14] Smaller Instructional Spaces and Flexible Learning Areas as defined in room information sheet are optional. HOWEVER, the general requirements, functions, and location as defined in the room information sheet need to be considered during the design process and the spaces (not necessarily the area) provided to meet this function identified in the design. The sub-total area for Core Program + Flexible Learning Areas + Smaller Instructional Spaces needs to be maintained.

GENERAL CLASSROOM

CHARACTERISTICS General Requirements

- Provide General Education classrooms per area program to support the following program requirements:
    - Career Preparation
    - Core program requirements
- Type, number and size of classrooms dependent on student population and program requirements

Functions

- Support multiple subjects in conjunction with teacher planning/collaboration areas; support multiple programmatic functions (e.g. core program math and CTE engineering)
- Flexible for different types of modern learning and instruction; large group, small group and individual inquires/study and project based learning;
- Display of instructional materials and student work
- Allow flexibility of storage and display area through determination at time of master planning

Location

- Clusters of 5 or 6 classrooms adjacent to classroom flexible learning areas
- Existing building footprints may preclude the installation of learning suites per diagram in High School Planning Principles. Regardless easily identifiable space for extended learning opportunities adjacent to classrooms should be identified.

Relationships

- Adjacent with access and closeable transparency to flexible learning areas
- “open up” to flexible learning areas when possible
- Career preparation spaces as needed
- Small group conference/meeting room
- Teacher planning/collaboration areas /work rooms
- Restrooms
- Relationships may vary depending on program needs; i.e. adjacency of classrooms to support Career Preparation classes may be different than comprehensive program

Storage

- Cabinets with doors and drawers of various sizes. Some to hold oversized materials. Size and quantity to be determined during master planning of individual schools
- Teacher cabinets with locking doors
- Adjustable shelves in cabinets
- Cabinets with open shelves to house materials that students use
- Space for portable file cabinet
- Computer cart(s) or secure storage cabinets for mobile devices
- See Room Equipment Matrix for preferred amount of cabinets

Floors

- Provide hard surface flooring. Consider acoustics teacher and student comfort, ability to move furniture and ease of cleaning

Walls

- Minimum of one wall with windows
- Tackable wall surface covering all walls per PPS Design Guidelines and Standards.
- Minimum of (2) 4’x8’ magnetic white boards on teaching wall

Windows
- Generous natural light with sunshade to minimize glare
- High and low operable windows for air circulation
- Operable window shades to control natural light as needed
- Light shelves allowed if appropriate and feasible

Plumbing
- None required. When sinks are installed, plumbing details provided in the PPS Design Guidelines and Standards

Power Requirements
- Outlets provided and spaced sufficient to power computing devices and equipment in the 21st century classroom and the potential to stream video to and from classrooms.
- See Room Equipment Matrix for preferred number of outlets

Lighting
- Provide consistent direct and indirect lighting throughout space appropriate for tasks as well as utilizing the overall space
- Natural daylighting

Acoustics
- Acoustic isolation between rooms
- Acoustic treatment throughout the room to reduce or eliminate background noise
- Ability to simultaneously conduct large and small group instruction
- Selection of ceiling material is an important component

Furniture
- Allow for student movement while seated to increase learning (kinetic furniture)
- Tables and/or desks, chairs to match number of students programmed for space.
- Allow for a variety of teaching and learning styles
- Selection of furniture and equipment to be made at individual school level in consultation with PPS Facilities

Equipment
- Computers: laptops or mobile computer carts preferred unless curriculum requires otherwise
- Teacher's table/desk, chair and computer
- Pull down screen for video projection to support cart mounted projectors; ceiling mounted projectors will use white board
- TVs and projectors at the discretion of individual school administration and design team
- Capability to install classroom cameras and security
- Teachers desk, chair & computer
- Microscope camera at discretion of District and design team
- See Room Equipment Matrix

Special Conditions
- Doors with re-lite windows

SCIENCE LAB REQUIREMENTS

General Requirements

- Provide Science Classrooms per the area program sufficient to support credit requirements for graduation and student interested expressed through individual school forecasting.
- Size and equip science classrooms to support core academic, career preparation and elective programming. See area program for sizes of science labs related to core program and career preparation.
- Provide science classrooms that can support varying curriculum over time.

Functions

- Teacher/ instructional station
- Flexible for different types of modern learning and instruction: large group, small group and individual inquires/study.
- Display of instructional materials and student work
- Work stations for team projects.
- Supports biology, chemistry, physics, anatomy, physiology, geology and astronomy curriculums. Number and type of labs in area program to be determined at time of master planning. Chemistry labs need not be interchangeable.
- Ability to accommodate a minimum of 22 students; sufficient work space to accommodate small groupings of students (2-4) around equipment and portable computing devices

Location

- Clusters of 5 or 6 classrooms adjacent to Flexible Learning Areas.
- Where existing conditions preclude development of flexible learning areas, attempt to organize classrooms in a manner that creates usable space adjacent to the classroom for extended learning opportunities including small group instruction and student collaboration.

Relationships

Core Program Science Labs:

- Adjacent, with access and closeable transparency to Flexible Learning Areas where applicable
- "Open up" to Flexible Learning Areas when possible
- Small group conference/meeting room

Career Preparation:

- Adjacent classrooms and labs supporting career preparation curriculum

All Science Labs:

- Adjacent to Prep Rooms
- Teacher planning/collaboration areas / work rooms
- Restrooms
- Chemistry labs adjacent to Chemical Storage Room/Area

Storage

- Cabinets with doors and drawers of various sizes, sufficient to meet school specific program requirements.
- Teacher cabinet with locking doors.
- Space for portable file cabinet.
- Adjustable shelves in cabinets.
- Curriculum specific storage.
- Computer cart(s) or secure storage cabinets for mobile devices
- See Room Equipment Matrix

Walls

- Minimum of one wall with windows.
- Tackable wall surface walls per PPS Design Guidelines and Standards; minimum of (2) 4'x8' boards.
- Minimum of (2) 4x16 magnetic white boards on teaching wall.

Windows

- Generous natural light w/ sunshade to minimize glare.
- High and low operable windows for air circulation.
- Operable window shades to control natural light as needed.
- Light shelves allowed if appropriate and feasible.

Plumbing

- Minimum of (6) sinks per science classrooms plus (1) for teachers station. Exact number of plumbing fixtures dependent on room layout and program need.
- Eyewash stations and emergency shower in all chemistry labs.

Power Requirements/ Low Voltage

- Outlets provided and spaced sufficient to power computing devices and equipment in the 21st century classroom and the potential to stream video to and from classrooms. Outlets in perimeter counter top space to allow small groups of two to four students to use equipment and laptop computers is preferred. Classrooms/Labs without counter space to accommodate a minimum of 28 students should provide overhead power for teacher and student equipment.
- Video outlet near demonstration area
- See Room Equipment Matrix for preferred number of outlets.

Lighting

- Natural daylighting
- Provide consistent direct and indirect lighting throughout the room appropriate for tasks and overall use of space.

Acoustics

- Acoustic isolation between rooms.
- Acoustic treatment throughout the room to reduce or eliminate background noise. Audio reinforcement needed.
- Ability to simultaneously conduct large and small group instruction.

Furniture

- Allow for student movement while seated to increase learning.
- Tables, chairs and desks to match number of students programmed for space. Chemical resistant surface for biology and chemistry. Physics: easily movable furniture for adequate floor space. Biology: extra window space for living organisms.
- Selection of furniture and equipment to be made in consultation with District Facilities staff.

Equipment

- Required: gas and air (1) spigots
  - Computers: per PPS IT purchasing requirements; laptops or mobile computer carts preferred unless curriculum requires otherwise.
  - Teacher desk, chair & computer
  - Pull down screen for video projection
  - Fire extinguisher
  - Fume hood in chemistry labs
- Preferred:
  - Blanket cabinet
  - Goggle sanitizer
  - Beaker drying rack
  - Microwave
  - Rod and Socket assembly
- See Room Equipment Matrix

Special Conditions

- Doors with re-lite windows

SCIENCE SUPPORT ROOMS REQUIREMENTS

General Requirements
- Provide Chemical Storage Room
- Provide Prep Rooms

Functions
- Support science classroom curriculum
- Counter space for working

Location
- Adjacent to science classrooms

Relationships
- Adjacent to Chemical Storage Room
- Adjacent to Prep Rooms
- Adjacent to science classrooms

Storage
- Secure abundant cabinets with doors and drawers of various sizes, based on program/ curriculum needs.
- Curriculum specific storage.
- Adjustable shelves in cabinets.
- Secure flammable liquids storage.
- Secure acid storage.
- See Room Equipment Matrix for preferred length of cabinet.

Floors
- Provide hard surface flooring. Consider acoustics, teacher comfort, ability to move furniture and ease of cleaning.
- Durable, chemical resistant
- See PPS Design Guidelines and Standards for allowed flooring types.

Windows
- None required.

Plumbing

Power Requirements/ Low Voltage
- Refrigerator in prep rooms
- Dish washer in prep rooms
- Water purifier in prep rooms
- See Room Equipment Matrix

Lighting
- Provide consistent direct and indirect lighting throughout the room appropriate for tasks as well as utilizing the overall space.

Acoustics
- Acoustic isolation between rooms.
- Acoustic treatment throughout the room to reduce or eliminate background noise.

Equipment
- Fume hood in prep rooms
- Gas, air spigots in prep rooms
- Deep freezer in prep rooms
- Water purifier in prep rooms
- See Room Equipment Matrix

Special Conditions

- Locked –teacher to control access.

Size: **Chemical Storage per Area Program**
Prep Room per Area Program

TEACHER PLANNING/COLLABORATION AREA RECOMMENDATIONS

General Requirements

- Provide teacher planning/collaboration areas based on estimate of teaching FTE and identified need
- Determination of mix of teacher planning and collaboration determined through master planning process
- Transparent environment; collaborative atmosphere
- Ability to convert to instructional space as needed.

Functions

- Teacher prep and personal storage; teacher collaboration area. Mix of planning and collaboration determined through master planning
- Student/parent conference

Location

- Distributed throughout building

Relationships

- Classrooms
- Small group meeting/ conference rooms
- Flex areas
- Staff toilet

Storage

- Cabinets with doors and drawers of various sizes
- Adjustable shelves in cabinets
- Space for two (2), (4) four drawer portable file cabinet when used for teacher planning
- Secure/lockable storage for each staff member when used for teacher planning
- Determination of built-in or portable storage determined at building level
- Space for mobile teacher cart in each office

Floors

- Provide hard surface flooring. Consider acoustics, teacher and student comfort, ability to move furniture and ease of cleaning.
- See PPS Design Guidelines and Standards for allowed flooring types.

Walls

- Minimum of one wall with windows.
- Tackable wall surface available on; minimum of two (2) 4x8 boards.
- Minimum of (1) 4x8 magnetic white board.

Windows

- Generous natural light w/ sunshade to minimize glare
- High and low operable windows for air circulation.
- Operable window shades to control natural light as needed.

Plumbing

- Plumbing to serve restroom and kitchenette facilities as provided

Power Requirements/ Low Voltage

- Outlets provided and spaced sufficient to power computing devices, copiers and equipment.
- Wiring details/ requirements to be provided in the PPS Design Guidelines.

Lighting

- Provide consistent direct and indirect lighting throughout the room appropriate for tasks as well as utilizing the overall space.

Acoustics

- Acoustic isolation between rooms.
- Acoustic treatment throughout the room to reduce or eliminate background noise.

Equipment

- Computers: laptops preferred
- Systems furniture to serve the number of teachers assigned to each planning area and specific to office needs
- See Room Equipment Matrix

Special Conditions

- Door with window.

FLEXIBLE LEARNING AREA

General Requirements

- Provide flexible learning areas based on estimated number of classrooms and identified need
- Number of adjacent classrooms dependent on student population and program requirements
- The flexible learning area is an open space that serves as an extension of the classroom environment

Functions

- Flexible for different types of modern learning and instruction: large group, small group and individual inquires/study
- Display of instructional materials and student work
- Allow flexibility of storage and display area through determination at time of master planning

Location

- Adjacent to 4-6 classrooms creating a 'learning suite'
- Existing building footprints may preclude learning suite per diagram in High School Planning Principles. However, easily identifiable space for extended learning opportunities adjacent to classrooms should be identified. Attempt to organize classrooms in a manner that creates usable space adjacent to the classroom for extended learning opportunities including small group instruction and student collaboration.
- Positioned so that students in the shared commons can be monitored by the adjacent classrooms

Relationships

- Adjacent, with transparency to classrooms
- Small group conference/meeting room
- Teacher planning/collaboration /work rooms
- Restrooms
- Relationships may vary depending on program needs
- Zoned for security

Storage

- Cabinets with doors and drawers of various sizes
- Adjustable shelves in cabinets

Floors

- Consider acoustics, teacher and student comfort, ability to move furniture and ease of cleaning

Walls

- Natural daylight
- Tackable wall surface available on some walls
- 4'x8' magnetic white board
- Interior window to classrooms

Windows

- Generous natural light with sunshade to minimize glare
- High and low operable windows for air circulation
- Operable window shades to control natural light as needed

Plumbing

- None required

Power Requirements/Low Voltage

- Outlets provided and spaced sufficient to power computing devices and equipment in the 21st century classroom and the potential to stream video

Lighting

- Natural daylighting
- Provide consistent lighting throughout the space appropriate for tasks as well as utilizing the overall space

Acoustics

- Acoustic treatment throughout the room to reduce background noise
- Ability to simultaneously conduct large and small group instruction
- Selection of ceiling material is an important component

Furniture

- Allow for a variety of teaching and learning styles and configurations
- Chairs and tables to meet programmatic need/use of the space
- Selection of furniture and equipment to be made at individual school level in consultation with PPS Facilities

Equipment

- TVs and projectors at the discretion of individual school administration and design team
- Computers: laptops or mobile computer cart preferred unless curriculum requires otherwise. Storage of computers needs to be within locked/secured area
- Optional: capability to install cameras and security
- See Room Equipment Matrix

Special Conditions

- Visibility to and from adjacent classrooms

PPS Comprehensive High School(s) Area Program

Preferred: additional to recommended; Optional: not required; area not part of total or	RECOMMENDED		PREFERRED/OPTIONAL		
AREA	Quantity	S.F. Room	Quantity	S.F. Room	Total Recommended
FINE & PERFORMING ARTS					
Fine & Visual Arts					
Art Room (2D)	***1***	1,200	1	1,700	1,200
Art Room (3D)	***1***	1,500	1	1,700	1,500
Kiln Room	1	100			100
Supply /Storage	1	160			160
Art Office(s)	1	120			120
Sub-Total Fine & Visual Arts					***3,080***
Band/Orchestra [24, 27]					
Band Room	***1***	2,200	1	2,400	2,200
Large Instrument Storage Room	1	250			250
Music Library & Uniform Storage [25]	1	200			200
Small Equipment Storage	1	200			200
Large Practice Rooms/Music Lab	1	300	2	300	300
Small Practice Rooms	2	100	3	100	200
Band/Choir Office [26]	1	120			120
Sub-Total Band/Orchestra					***3,470***
Choir [24,27]					
Choir Room			1	1,500	
Equipment & Robe Storage			1	200	0
Sub-Total Choir					***0***
Sub-Total Preferred				6,700	
Sub-Total Optional				1,700	
SUB-TOTAL RECOMMENDED FINE & PERFORMING ARTS Fine & Visual Arts					***6,550***

Notes:

[24] *Separate band and orchestra spaces are preferred. If installed as a single space, it should be able to accommodate band, orchestra, and choir functions (if choir room not built separately)*

[25] *Single music library to serve any combination of band/orchestra/choir room(s)*

[26] *Single office space to serve any combination of band/orchestra/choir rooms*

[27] *If separate choir room is not built, space for choir will be shared with band/orchestra*

PPS Comprehensive High School(s) Area Program

Preferred: additional to recommended; Optional: not required; area not part of total or	RECOMMENDED		PREFERRED/OPTIONAL		
AREA	Quantity	S.F. Room	Quantity	S.F. Room	Recommended Total
FINE & PERFORMING ARTS					
Theater/Dance [28]					
Theater (500 seat)	1	5,000	1	6,000	5,000
Orchestra Pit	1	500			500
Stage	1	3,500			3,500
Drama Classroom/Black Box	***1***	1,600	1	2,600	1,600
Multi-Purpose Production Area [29]			1	1,500	
Laundry	1	150			150
Control Room	1	200			200
Sound Room	1	100			100
Office	1	70			70
Box Office/Tickets [29]	1	100			100
Concession Stand [30]	1	100	1	200	100
Scenery Construction/Production Storage	1	1,500			1,500
Equipment Storage	1	120			120
Lighting Storage	1	100			100
Costume Storage	1	400			400
Make-up Room	1	400			400
Boy's Dressing	1	250			250
Girl's Dressing	1	250			250
Girl's Toilet	1	130			130
Boy's Toilet	1	130			130
Green Room			1	400	
Sub-Total Preferred				8,800	
Sub-Total Optional				1,900	
SUB-TOTAL RECOMMENDED FINE & PERFORMING ARTS Theater/Dance					***14,600***

Notes:

[28] *Dance accommodated in Mat/Wrestling/Dance room. See Physical Education/Athletics.*

[29] *If built, Multi-Purpose Production Area to include or be adjacent to shop, provide storage for equipment, lighting, costumes, make-up room, boy's and girl's dressing rooms and toilets and green room is required.*

[30] *Box office and concession stand to be located with other public venues when possible.*

2D ART CLASSROOM

REQUIREMENTS General Requirements

- Provide 2D Art Classroom per Area Program

Functions

- Drawing, painting.
- Flexible for different types of modern learning and instruction: large group, small group and individual inquires/study.
- Display and review of instructional materials and student work.

Location

- Cluster with other arts classrooms adjacent to flexible learning area, when applicable and feasible.
- Where existing conditions preclude development of flexible learning area, attempt to organize art classrooms in a manner that creates usable space adjacent to the classroom for extended learning opportunities including small group instruction and student collaboration.

Relationships

- Adjacent, with and access and closeable transparency to flexible learning area
- Small group conference/meeting room
- Art offices/ work rooms
- Art storage rooms
- Restrooms
- Staff toilet

Storage

- Abundant cabinets with doors and drawers of various sizes.
- Large format (42"x36" preferred) paper storage
- Teacher cabinet or mobile teacher cart with locking doors.
- Space for (2) four drawer file cabinets.
- Adjustable shelves in cabinets.
- Cabinets with open shelves to house materials that students use (paint, large format paper, brushes, hand tools), vertical slots for storage.
- Easel storage, full student capacity.
- See Room Equipment Matrix

Floors

- Provide hard surface flooring. Consider acoustics, teacher and student comfort, ability to move furniture and ease of cleaning. See PPS Design Guidelines and Standards for allowed flooring types.

Walls

- Minimum of one wall with windows.
- Tackable wall surface covering all walls, sufficient for large format work.
- Minimum of (2) 4x8 magnetic white boards on teaching wall.

Windows

- Generous natural light w/ sunshade to minimize glare
- High and low operable windows for air circulation.
- Operable window shades to control natural light as needed.

Plumbing

- Sink for washing brushes. Two sinks preferred; one required.

Power Requirements/ Low Voltage

- Outlets provided and spaced sufficient to power computing devices and equipment in the 21st century classroom and the potential to stream video to and from classrooms.

Lighting
- Provide consistent direct and indirect lighting throughout the room appropriate for tasks as well as utilizing the overall space.

Acoustics
- Acoustic isolation between rooms.
- Acoustic treatment throughout the room to reduce or eliminate background noise
- Ability to simultaneously conduct large and small group instruction.

Furniture
- Allow for student movement while seated to increase learning.
- Allow for variety of teaching and learning styles.
- Standing desks, stools, and easels to meet program/curriculum requirements
- Furniture to be selected at individual school level in consultation with PPS Facilities.
- Computer tables when needed.

Equipment
- Teachers desk, chair & computer
- See Room Equipment Matrix

Special Conditions
- Door with window
- Ventilation for painting spaces

3D ART CLASSROOM

REQUIREMENTS General Requirements

- Provide 3D Art Classroom per Area Program

Functions

- Ceramics, sculpture
- Flexible for different types of modern learning and instruction: large group, small group and individual inquires/study.
- Display of instructional materials and student work.

Location

- Cluster with other arts classrooms adjacent to flexible learning area .
- Where existing conditions preclude development of flexible learning areas, attempt to organize art classrooms in a manner that creates usable space adjacent to the classroom for extended learning opportunities including small group instruction and student collaboration.

Relationships

- Adjacent, with access and closeable transparency to flexible learning area
- Small group conference/meeting room
- Art offices
- Art storage rooms
- Kiln Room
- Glaze Room
- Restrooms
- Staff toilet

Storage

- Cabinets with doors and drawers of various sizes. Some to hold oversized (42”x36” preferred) materials.
- Teacher cabinet with locking doors or mobile teacher cart.
- Space for (2) four drawer portable file cabinets.
- Adjustable shelves in cabinets.
- Portable racks
- See Room Equipment Matrix

Floors

- Provide hard surface flooring. Consider acoustics, teacher and student comfort, ability to move furniture and ease of cleaning. See PPS Design Guidelines and Standards for allowed flooring types.

Walls

- Minimum of one wall with windows.
- Tackable wall surface covering all walls.
- Minimum of (2) 4x8 magnetic white boards on teaching wall.
- Shelves and surfaces for display.

Windows

- Generous natural light w/ sunshade to minimize glare
- High and low operable windows for air circulation.
- Operable window shades to control natural light as needed.
- See PPS Design Guidelines and Standards.

Plumbing

- Number of plumbing fixtures dependent on room function and layout.
- Required: Minimum (2) utility sinks.
- Preferred: Floor drains with clay traps, eye wash station, exterior hose bib

Power Requirements/ Low Voltage

- Outlets provided and spaced sufficient to power computing devices and equipment in the 21st century classroom and the potential to stream video to and from classrooms
- Wiring details/ requirements to be provided in the PPS Design Guidelines and Standards.

Lighting

- Provide consistent direct and indirect lighting throughout the room appropriate for tasks as well as utilizing the overall space. See PPS Design Guidelines and Standards.

Acoustics

- Acoustic isolation between rooms.
- Acoustic treatment throughout the room to reduce or eliminate background noise.
- Ability to simultaneously conduct large and small group instruction.

Furniture

- Allow for student movement while seated to increase learning.
- Allow for a variety of teaching and learning styles.
- Standing desks, stools, and easels to meet program/curriculum requirements.

Equipment

- Pottery wheels
- Computers: laptops or mobile computer carts preferred unless curriculum requires otherwise.
- Teachers desk, chair & computer
- See equipment matrix

Special Conditions

- Door with window.

ART OFFICES REQUIREMENTS

General Requirements
- Provide Art Office

Functions
- Art Classrooms support
- Teacher prep
- Student conference

Location
- Adjacent to Art Classrooms

Relationships
- Adjacent to 2D, 3D, Photography and Classrooms
- Glaze Room
- Learning suite common space
- Small group conference/ meeting space

Storage
- Lockable teacher cabinet or mobile teacher cart.
- Cabinets with doors and drawers of various sizes.
- Space for four drawer portable file cabinet.

Floors
- Provide hard surface flooring. Consider acoustics, teacher and student comfort, ability to move furniture and ease of cleaning. See PPS Design Guidelines and Standards for preferred flooring types.

Walls
- Minimum of one wall with windows.
- Tackable wall surface covering all walls; preferred minimum of (2) 4x8 boards.
- Minimum of (1) 4x4 magnetic white boards; per PPS Design Guidelines and Standards.

Windows
- Generous natural light w/ sunshade to minimize glare
- High and low operable windows for air circulation.
- Operable window shades to control natural light as needed.

Plumbing
- Number of plumbing fixtures dependent on room function and layout.
- Plumbing details provided in the PPS Design Guidelines.

Power Requirements/ Low Voltage
- Outlets provided and spaced sufficient to power computing devices and equipment.

Lighting
- Provide consistent direct and indirect lighting throughout the room appropriate for tasks as well as utilizing the overall space.

Acoustics
- Acoustic isolation between rooms.
- Acoustic treatment throughout the room to reduce or eliminate background noise.

Furniture
- Comfortable
- Flexible
- Desk, chair

Equipment

- Computer; per PPS IT purchasing requirements. Laptop preferred.
- See Room Equipment Matrix

Special Conditions

- Door with window.

ART STORAGE/ SUPPLY ROOMS REQUIREMENTS

General Requirements
- Provide Art Storage/ Supply Rooms per Area Program

Functions
- Secure/lockable storage space for Art supplies and equipment

Location
- Cluster with other arts classrooms.

Relationships
- 2D art classroom
- 3D art classroom
- Photography Classroom
- Dark Room
- Digital Graphics

Storage
- Abundant cabinets with doors and drawers of various sizes. Some to hold oversized materials.
- Large format paper storage
- Adjustable shelves in cabinets.
- Portable open racks for student project storage.
- Easel storage, space to store easels for full capacity of students in class.

Floors
- Provide hard surface flooring. Consider acoustics, teacher and student comfort, ability to move furniture and ease of cleaning.

Walls
- Durable.

Windows
- Not required

Plumbing
- Plumbing details provided in the PPS Design Guidelines.

Power Requirements/ Low Voltage
- Wiring details/ requirements to be provided in the PPS Design Guidelines.

Lighting
- Provide consistent direct and indirect lighting throughout the room appropriate for tasks as well as utilizing the overall space.

Acoustics
- Acoustic isolation between rooms.
- Acoustic treatment throughout the room to reduce or eliminate background noise.

Equipment
- Specialized equipment
- See Room Equipment Matrix

Special Conditions

KILN ROOM REQUIREMENTS

General Requirements
- Provide Kiln Room per Area Program

Functions
- For firing/ storage of ceramics.

Location
- Adjacent to 3D Art Room.

Relationships
- Adjacent to 3D Art Room
- Art offices
- Art storage rooms
- Glaze Room

Storage
- Portable, open racks
- Open storage with adjustable shelving.

Floors
- Provide hard surface flooring. Consider acoustics and ease of cleaning.

Walls
- Durable

Windows
- None required.

Plumbing
- Plumbing details provided in the PPS Design Guidelines.

Power Requirements/ Low Voltage
- Wiring details/ requirements to be provided in the PPS Design Guidelines.
- Power sufficient or kiln.

Equipment
- See Room Equipment Matrix

Special Conditions
- None required

BAND/ORCHESTRA ROOM REQUIREMENTS

General Requirements
- Provide a combination Band/Orchestra/Choir Room per Area Program
- Excellent acoustics, tune for each music discipline.

Functions
- Instrument Instruction
- Small and large group instruction, performance and activities; accommodate 80 musicians.

Location
- Removed from general classroom locations to ensure acoustic isolation

Relationships
- Choir room (if provided separately)
- Orchestra room (if provided)
- Music classroom
- Practice rooms
- Instrument storage room
- Music library and uniform storage rooms
- Office
- Theater
- Learning suite common space
- Small group conference/ meeting space

Storage
- Cabinets with doors and drawers of various sizes. Some to hold oversized materials.
- Teacher cabinet with locking doors or mobile teacher cart.
- Adjustable shelves in cabinets.
- Cabinets with open shelves to house materials that students use.
- Space for portable file cabinet.
- See Room Equipment Matrix

Floors
- Provide hard surface flooring. Consider acoustics, teacher and student comfort, ability to move furniture and ease of cleaning. See PPS Design Guidelines and Standards for allowed floor types.

Walls
- Acoustic treatment
- Minimum of one wall with windows.
- Tackable wall surface covering all walls; preferred minimum (2) 4x8 boards.
- Minimum of (2) 4x8 magnetic white boards on teaching wall.

Windows
- Generous natural light w/ sunshade to minimize glare
- High and low operable windows for air circulation.
- Operable window shades to control natural light as needed.

Plumbing
- Provide (1) oversized sink.
- Plumbing details provided in the PPS Design Guidelines and Standards.

Power Requirements/ Low Voltage

- Outlets provided and spaced sufficient to power computing devices and equipment in the 21st century classroom and the potential to stream video to and from classrooms
- Wiring details/ requirements to be provided in the PPS Design Guidelines and Standards.
- See Room Equipment Matrix

Lighting

- Provide consistent direct and indirect lighting throughout the room appropriate for tasks as well as utilizing the overall space.

Acoustics

- Acoustic isolation between rooms.
- Acoustic treatment throughout the room appropriate for the room use.
- Ability to simultaneously conduct large and small group instruction.

Furniture

- Allow for student movement while seated to increase learning.
- Allow for a variety of teaching and learning styles.
- Ability to seat 80 musicians

Equipment

- Computers: laptops or mobile computer cart preferred unless curriculum requires otherwise.
- Teachers desk, chair & computer
- Fire extinguisher cabinet
- See Room Equipment Matrix

Special Conditions

- Potential use of tiered seating if used for choir.

LARGE INSTRUMENT STORAGE ROOM REQUIREMENTS

General Requirements
- Secure Storage for various instruments

Functions
- Large and small instrument storage

Location
- Adjacent to Band Room.

Relationships
- Band/Orchestra Classroom
- Music classroom
- Practice rooms
- Band Room
- Music library and uniform storage rooms
- Office
- Theater
- Learning suite common space
- Small group conference/ meeting space

Storage
- Locking "cubbies" of various sizes with transparent doors. Primarily for large brass and wood instruments.

Floors
- Provide hard surface flooring. Consider acoustics, teacher and student comfort, ability to move furniture and ease of cleaning. See PPS Design Guidelines and Standards for allowable flooring types.

Walls
- Durable.

Windows
- None required

Plumbing
- Plumbing details provided in the PPS Design Guidelines and Standards.

Power Requirements/ Low Voltage
- Wiring details/ requirements to be provided in the PPS Design Guidelines and Standards.
- See Room Equipment Matrix

Lighting
- Provide consistent direct and indirect lighting throughout the room appropriate for tasks as well as utilizing the overall space.

Acoustics
- Acoustic isolation between rooms.
- Acoustic treatment throughout the room to reduce or eliminate background noise.

Equipment
- Specialized equipment
- See Room Equipment Matrix

Special Conditions
- Door with window

MUSIC LIBRARY & UNIFORM STORAGE ROOM REQUIREMENTS

General Requirements
- Secure storage for sheet music/ instructional material.
- Secure storage for marching band uniforms.
- Good ventilation

Functions
- Secure storage for sheet music/ instructional material.
- Secure storage for marching band uniforms

Location
- Adjacent to Band and Orchestra Rooms.

Relationships
- Choir room
- Band/Orchestra room
- Music classroom
- Practice rooms
- Office
- Theater

Storage
- Portable clothing racks.
- Cabinets with doors and drawers of various sizes. Some to oversized materials.
- Adjustable shelves in cabinets.
- Cabinets with open shelves to house materials that students use.
- Space for portable file cabinet.

Floors
- Provide hard surface flooring. Consider acoustics, teacher and student comfort, ability to move furniture and ease of cleaning.

Walls
- Durable

Windows
- None required.

Power Requirements/ Low Voltage
- Outlets provided and spaced sufficient to power computing devices.
- Wiring details/ requirements to be provided in the PPS Design Guidelines and Standards.

Lighting
- Provide consistent direct and indirect lighting throughout the room appropriate for tasks as well as utilizing the overall space.

Acoustics
- No special provisions required.

Equipment
- Specialized equipment
- Portable clothing racks
- See Room Equipment Matrix

PRACTICE ROOMS FOR BAND/ ORCHESTRA REQUIREMENTS

General Requirements
- Provide large practice rooms and music lab per Area Program
- Provide small practice rooms per Area Program
- Excellent acoustics

Functions
- Small group or individual practice space

Location
- Adjacent to Band/ Orchestra Room.

Relationships
- Choir room
- Orchestra room
- Music classroom
- Practice rooms
- Band Room
- Offices
- Theater

Floors
- Provide hard surface flooring. Consider acoustics, teacher and student comfort, ability to move furniture and ease of cleaning.

Walls
- Minimum of one wall with windows.
- Tackable wall surface available on all walls.
- Minimum of (2) 4x4 magnetic white boards.

Windows
- None required

Power Requirements/ Low Voltage
- Outlets provided and spaced sufficient to power computing devices and equipment.
- Wiring details/ requirements to be provided in the PPS Design Guidelines and Standards.

Lighting
- Provide consistent direct and indirect lighting throughout the room appropriate for tasks as well as utilizing the overall space.

Acoustics
- Acoustic isolation between rooms.
- Acoustic treatment throughout the room to reduce or eliminate background noise.

Furniture
- Allow for student movement while seated to increase learning.
- Allow for a variety of teaching and learning styles.

Equipment
- See Room Equipment Matrix

Special Conditions
- Acoustic door with window.

Size: Large Practice Room per Area Program
Small Practice Room per Area Program

MUSIC OFFICE REQUIREMENTS

General Requirements
- Provide Music Office(s) per Area Program

Functions
- Support for Band, Orchestra and Choir Rooms.
- Teacher prep.
- Student conference

Location
- Adjacent to Band, Orchestra and Choir Rooms

Relationships
- Choir room
- Band/Orchestra room
- Music classroom
- Practice rooms
- Instrument storage room
- Music library and uniform storage rooms
- Theater
- Learning suite common space
- Small group conference/ meeting space

Storage
- Teacher cabinet
- File cabinet space
- Cabinets with doors and drawers of various sizes

Floors
- Provide hard surface flooring. Consider acoustics, teacher and student comfort, ability to move furniture and ease of cleaning.

Walls
- Minimum of one wall with windows.
- Tackable wall surface covering all walls.
- Minimum of (2) 4x4 magnetic white boards.

Windows
- Generous natural light w/ sunshade to minimize glare
- High and low operable windows for air circulation.
- Operable window shades to control natural light as needed.

Plumbing
- None required

Power Requirements/ Low Voltage
- Outlets provided and spaced sufficient to power computing devices and equipment.
- Wiring details/ requirements to be provided in the PPS Design Guidelines and Standards.

Lighting
- Provide consistent direct and indirect lighting throughout the room appropriate for tasks as well as utilizing the overall space.

Acoustics
- Acoustic isolation between rooms.
- Acoustic treatment throughout the room to reduce or eliminate background noise.

Furniture

- Comfortable.
- flexible

Equipment

- Computer; laptops preferred.
- Desk, chair
- See Room Equipment Matrix

Special Conditions

- Door with window.

EQUIPMENT AND ROBE STORAGE ROOM REQUIREMENTS

General Requirements
- Provide Equipment Storage Room for Band/Orchestra/Choir needs

Functions
- Secure equipment storage

Location
- Adjacent to Band/Orchestra and Choir Room

Relationships
- Choir room (if provided separately)
- Band/Orchestra room
- Practice rooms
- Instrument storage room
- Music library and uniform storage rooms
- Offices
- Theater

Storage
- Music stand storage space.
- Cabinets with doors and drawers of various sizes. Some to hold oversized materials.
- Adjustable shelves in cabinets.
- Cabinets with open shelves to house materials that students use.

Floors
- Provide hard surface flooring. Consider acoustics, ability to move equipment and ease of cleaning.

Walls
- Durable.

Windows
- None required

Plumbing
- None required

Power Requirements/ Low Voltage
- Wiring details/ requirements to be provided in the PPS Design Guidelines and Standards.

Lighting
- Provide consistent direct and indirect lighting throughout the room appropriate for tasks as well as utilizing the overall space.

Acoustics
- No special requirements.

Equipment
- Specialized equipment.
- See Room Equipment Matrix

THEATER REQUIREMENTS

General Requirements
- Fixed seating for 500.
- Excellent acoustics
- Public use outside of school hours, including access to restrroms
- Unobstructed site lines to stage

Functions
- Performances
- Instructional venue for Drama and Music curriculum
- Lecture and Presentation venue.

Relationships
- Stage/Orchestra Pit
- Drama classroom
- Scenery Construction/ Production Storage
- Equipment, lighting and costume storage
- Dressing/Make-up Rooms
- Toilet Rooms
- Green Room
- Control Room
- Box Office/ Tickets

Floors
- Specialized flooring.

Walls
- Durable

Windows
- None required

Plumbing
- None required

Power Requirements/ Low Voltage
- Sufficient to power equipment.
- Wiring details/ requirements to be provided in the PPS Design Guidelines and Standards.

Lighting
- Specialized lighting (house and performance).

Acoustics
- Acoustic treatment on walls and ceiling for maximum effect.
- Shape room for maximum effect.
- Acoustic isolation between rooms.

Furniture
- Theater seating

Equipment
- See Room Equipment Matrix

ORCHESTRA PIT REQUIREMENTS

General Requirements
- Excellent acoustics
- Audio and Visual equipment
- Public use outside of school hours
- Shape pit to maximize acoustic delivery, accommodate required number of musicians

Functions
- Performances
- Instructional venue for Music curriculum

Relationships
- Theater
- Drama classroom/ black box theater
- Multi-purpose production area, Scenery Construction/ Production Storage -if provided separately
- Dressing Rooms-if provided separately
- Toilet Rooms-if provided separately
- Green Room-if provided separately
- Laundry-if provided separately
- Control Room-if provided separately
- Offices
- Box Office/ Tickets

Floors
- Provide hard surface flooring. Consider acoustics, teacher and student comfort, ability to move furniture and ease of cleaning.
- See PPS Design Guidelines and Standards for allowed flooring types and substitutions.

Walls
- Acoustic treatment appropriate for room use.

Windows
- None required

Plumbing
- None required

Power Requirements/ Low Voltage
- Outlets provided and spaced sufficient to power computing devices and equipment in the 21st century classroom and the potential to stream video to and from classrooms
- Wiring details/ requirements to be provided in the PPS Design Guidelines and Standards.
- See Room Equipment Matrix.

Lighting
- Provide consistent direct and indirect lighting throughout the room appropriate for tasks as well as utilizing the overall space.

Acoustics
- Acoustic isolation between rooms.
- Acoustic treatment throughout the room to reduce or eliminate background noise.

Furniture
- Allow for student movement while seated to increase learning.
- Allow for a variety of teaching and learning styles.

Equipment
- Specialized lighting, audio equipment
- See Room Equipment Matrix

STAGE REQUIREMENTS

General Requirements
- Specialized lighting
- Specialized audio and visual equipment
- Fly loft with rigging
- Large format projector screen.
- Stage curtain

Functions
- Performance, drama, music, lecture and presentation venue.
- Instructional venue for drama and music curriculum.

Location
- Theater

Relationships
- Theater
- Drama Classroom/ Black Box Theater
- Orchestra Pit
- Control Room-if provided separately
- Dressing Rooms-if provided separately
- Set Production Room-if provided separately
- Equipment, Lighting, Costume Storage-if provided separately
- Restrooms

Storage
- See equipment storage room.

Floors
- Specialized flooring

Walls
- Durable

Windows
- None required.

Plumbing
- None required.

Power Requirements/ Low Voltage
- Specialized power provided and spaced sufficient to power computing devices and equipment.
- Wiring details/ requirements to be provided in the PPS Design Guidelines and Standards.

Lighting
- Specialized direct and indirect lighting throughout the room appropriate for tasks as well as utilizing the overall space.

Acoustics
- Acoustic isolation between rooms.
- Acoustic treatment throughout the room to reduce or eliminate background noise.

Equipment
- Computers, if needed to meet various performance requirements
- See Room Equipment Matrix

DRAMA CLASSROOM/ BLACK BOX REQUIREMENTS

General Requirements
- Provide (1) Drama Classroom
- Excellent acoustics

Functions
- Small group performances
- Instructional venue for Drama curriculum

Relationships
- Scenery Construction/ Production Storage
- Dressing Rooms
- Toilet Rooms
- Green Room
- Laundry
- Offices

Floors
- Provide hard surface flooring. Consider acoustics, teacher and student comfort, ability to move furniture and ease of cleaning.

Walls
- Painted black.
- Acoustic treatment appropriate for room use.

Windows
- None required.

Plumbing
- None required.

Power Requirements/ Low Voltage
- Outlets provided and spaced sufficient to power computing devices and equipment in the 21st century classroom and the potential to stream video to and from classrooms
- Wiring requirements to be provided in the PPS Design Guidelines and Standards.

Lighting
- Provide consistent direct and indirect lighting throughout the room appropriate for tasks as well as utilizing the overall space.

Acoustics
- Acoustic isolation between rooms.
- Acoustic treatment throughout the room to reduce or eliminate background noise.
- Ability to simultaneously conduct large and small group instruction.

Furniture
- Allow for student movement while seated to increase learning.
- Allow for a variety of teaching and learning styles.
- Seating adjustable to a variety of audience sizes and configurations

THEATER MULTIPURPOSE PRODUCTION AREA

General Requirements
- Provide multipurpose room
- Tool and material storage
- Provide Boy's Dressing area
- Provide Girl's Dressing area
- Direct and easy access to outside (loading, unloading area)
- Make-Up 'stations' with mirrors, counter tops and storage space
- Wardrobe cubbies

Functions
- Support space for Stage & Drama Classroom
- Waiting area for Stage productions, green room, make-up room, scenery construction and storage
- Support space for theater productions

Location
- Adjacent to Dressing Room, near back of stage

Relationships
- Stage
- Toilet Rooms

Storage
- Cabinets with doors and drawers of various sizes.
- Adjustable shelves in cabinets.
- Scene storage

Floors
- Provide hard surface flooring. Consider acoustics, teacher and student comfort, ability to move furniture and ease of cleaning.

Walls
- Tackable wall surface covering all walls
- (1) mirror per each make-up station
- Minimum of (2) 4x4 magnetic white boards

Windows
- Generous natural light w/ sunshade to minimize glare
- High and low operable windows for air circulation.
- Operable window shades to control natural light as needed.

Plumbing
- (1) standard sink.
- Plumbing details provided in the PPS Design Guidelines and Standards.

Power Requirements/ Low Voltage
- Outlets provided and spaced sufficient to power computing devices and equipment in the 21st century classroom and the potential to stream video to and from classrooms
- Wiring details/ requirements to be provided in the PPS Design Guidelines and Standards.

Lighting
- Provide consistent direct and indirect lighting throughout the room appropriate for tasks as well as utilizing the overall space.

Acoustics
- Acoustic isolation between rooms.
- Acoustic treatment throughout the room to reduce or eliminate background noise.
- Ability to simultaneously conduct large and small group instruction.

Furniture

- Soft furniture.
- Allow for student movement while seated to increase learning.
- Allow for a variety of teaching and learning styles.

Equipment

- Audio & video feed
- Vending machines
- Computer: laptops preferred; other arrangements as required by individual drama programs.
- Wall mounted flat panel TV
- Painting equipment
- Wardrobe lockers
- Benches
- Ventilation sufficient to remove fumes and dust from indoor work area
- See Room Equipment Matrix

Special Conditions

- Door with window.
- Overhead door into stage

LAUNDRY ROOM REQUIREMENTS

General Requirements
- Provide Laundry Room
- Good ventilation

Functions
- Support space for Stage, Drama, Choir and Orchestra and Band
- Washing & drying costumes, clothes, robes and uniforms

Location
- Adjacent to Dressing Room
- Accessible to Band, Choir, Orchestra and Band

Relationships
- Stage
- Drama Classroom/ Black Box Theater
- Dressing Rooms
- Toilet Rooms
- Band/Orchestra room; Choir room (if provided separately)

Storage
- Drying Racks
- Portable clothing bins
- Portable clothing racks
- Cabinets with doors and drawers of various sizes.
- Adjustable shelves in cabinets.

Floors
- Provide hard surface flooring. Consider acoustics, teacher and student comfort, ability to move furniture and ease of cleaning.

Walls
- Durable

Windows
- None required.

Plumbing
- (1) Utility sink.
- Plumbing details provided in the PPS Design Guidelines and Standards.

Power Requirements/ Low Voltage
- Outlets provided and spaced sufficient to power computing devices and equipment.
- Wiring details/ requirements to be provided in the PPS Design Guidelines and Standards.

Lighting
- Provide consistent direct and indirect lighting throughout the room appropriate for tasks as well as utilizing the overall space.

Acoustics
- Acoustic isolation between rooms.

Furniture
- None required.

Equipment

- Portable clothing racks
- See Room Equipment Matrix

CONTROL/ SOUND ROOM REQUIREMENTS

General Requirements
- Theater Support
- Visual and audio connection to stage

Functions
- Theater lighting control
- Theater sound control
- A/V control

Location
- Theater

Relationships
- Stage
- Theater

Storage
- Cabinets with doors and drawers of various sizes.
- See Room Equipment Matrix

Floors
- Provide hard surface flooring. Consider acoustics, teacher and student comfort, ability to move furniture and ease of cleaning. See PPS Design Guidelines and Standards for allowed flooring types and alternatives.

Walls
- One wall with view window to theater/ stage
- Tackable wall surface covering all walls.

Windows
- Visual connection to theater/ stage. Operable, sound control preferred.

Plumbing
- None required.

Power Requirements/ Low Voltage
- Outlets provided and spaced sufficient to power computing devices and equipment.
- Wiring details/ requirements to be provided in the PPS Design Guidelines and Standards.

Lighting
- Provide consistent direct and indirect lighting throughout the room appropriate for tasks as well as utilizing the overall space.

Acoustics
- Acoustic isolation between rooms.
- Acoustic treatment throughout the room to reduce or eliminate background noise.

Furniture
- Appropriate for room use.

Equipment
- Sound system rack and Specialized video control
- Computer
- See Room Equipment Matrix

THEATER OFFICE REQUIREMENTS

General Requirements
- Provide Theater Office per Area Program

Functions
- Work space for Theater/ Drama teacher

Location
- Theater

Relationships
- Stage
- Theater
- Theater support spaces
- Small group meeting/ conference rooms
- 'learning suite' common space

Storage
- Cabinets with doors and drawers of various sizes.
- Adjustable shelving in cabinets
- Teachers cabinet
- Space for portable file cabinet.

Floors
- Provide hard surface flooring. Consider acoustics, teacher and student comfort, ability to move furniture and ease of cleaning.

Walls
- Minimum of one wall with windows.
- Tackable wall surface covering all walls.
- Minimum of (1) 4x8 magnetic white boards.

Windows
- Generous natural light w/ sunshade to minimize glare
- High and low operable windows for air circulation.
- Operable window shades to control natural light as needed.

Plumbing
- None required

Power Requirements/ Low Voltage
- Outlets provided and spaced sufficient to power computing devices and equipment.
- Wiring details/ requirements to be provided in the PPS Design Guidelines and Standards.

Lighting
- Provide consistent direct and indirect lighting throughout the room appropriate for tasks as well as utilizing the overall space.

Acoustics
- Acoustic isolation between rooms.
- Acoustic treatment throughout the room to reduce or eliminate background noise.

Furniture
- Comfortable
- Flexible.

Equipment

- Desk, chair & computer
- See Room Equipment Matrix

Special Conditions

- Door with window.

BOX OFFICE REQUIREMENTS

General Requirements
- Provide Box Office per Area Program
- Can function independently from school hours

Functions
- Selling/ distributing tickets for public theater performances.
- Marque display

Location
- Theater lobby

Relationships
- Theater
- Theater lobby.

Storage
- Cabinets with doors and drawers of various sizes.
- Adjustable shelving in cabinets

Floors
- Provide hard surface flooring. Consider acoustics, ability to move furniture and ease of cleaning.

Walls
- Minimum of one wall with service window.
- Tackable wall surface covering all walls.

Windows
- Secure service window(s)

Plumbing
- None required

Power Requirements/ Low Voltage
- Outlets provided and spaced sufficient to power computing devices and equipment.
- Wiring details/ requirements to be provided in the PPS Design Guidelines and Standards.

Lighting
- Provide consistent direct and indirect lighting throughout the room appropriate for tasks as well as utilizing the overall space.

Acoustics
- Acoustic isolation between rooms.

Furniture
- Appropriate for the room use.

Equipment
- Ticket selling equipment
- Computer: laptop(s) preferred
- Secure lock box
- Digital marque
- See Room Equipment Matrix

THEATER CONCESSIONS REQUIREMENTS

General Requirements
- Selling food and souvenirs for theatrical and other events
- Adequate storage and display
- Coiling door or opening for viewing/purchasing items
- Secure doors/windows
- Display capabilities
- Lockable storage

Functions
- Provides place for students and spectators to purchase refreshments and souvenirs

Location
- Centrally located to serve various spaces

Relationships
- Adjacent to Commons
- Near Theater

Storage
- Display wall (either open angled shelving or "Slat Wall" system) on at least one wall
- Shelves to display goods
- Provide cabinets with doors wherever possible
- Ample countertop space
- Cabinet or drawer for cash drawer

Floors
- Provide hard surface flooring. Consider acoustics, teacher and staff movement, ease of cleaning and type of instruction when selecting flooring materials.

Walls
- Display on at least one wall
- Transaction counter (and door/window) on wall opposite display wall

Windows
- Transaction window

Plumbing
- (1) Sink
- See PPS Design Guidelines and Standards for plumbing requirements.

Power Requirements/Low Voltage
- Outlets provided and spaced sufficient to power computing devices and equipment in the 21st century learning environment. Power required to operable specialty equipment and devices. See PPS Design Guidelines and Standards for wiring requirements.

Lighting
- Provide lighting appropriate for tasks and activities. Lighting should be consistent to allow access to all parts of the space.

Acoustics
- Acoustics should be designed to increase the ability to hear well throughout the space.

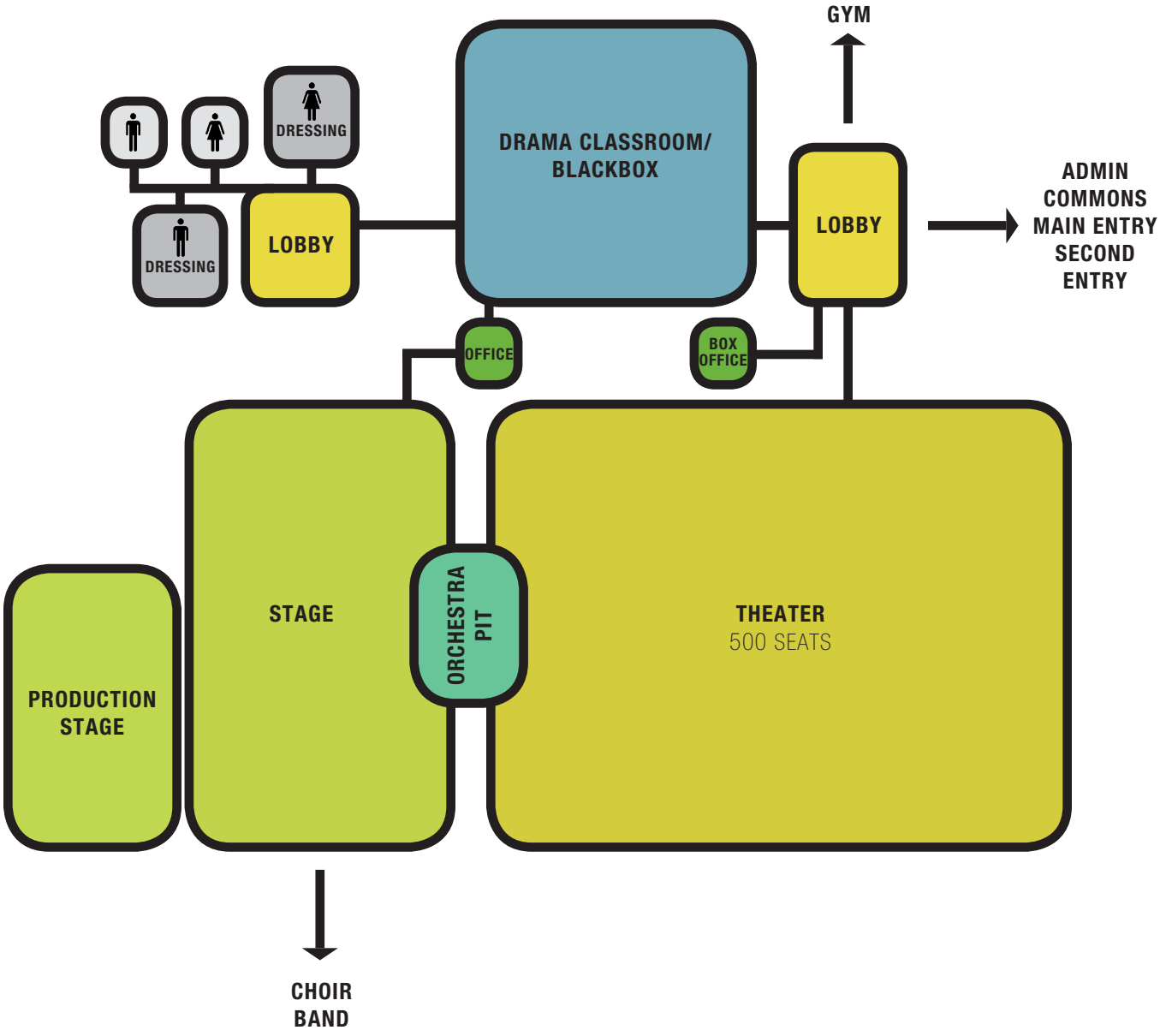
Furniture

Equipment

- Coffee maker
- See Room Equipment Matrix

Special Conditions

- Door with window
- Specialty signage



performing arts areas layout diagram

PPS Comprehensive High School(s) Area Program

Preferred: additional to recommended; Optional: not required; area not part of total or	RECOMMENDED		PREFERRED	OPTIONAL	
AREA	Quantity	S.F. Room	Quantity	S.F. Room	Recommended Total
PHYSICAL EDUCATION/ATHLETICS					
Gym (large; two teaching stations) [31]	**1**	13,000	1	14,676	13,000
Mat/Wrestling/Dance [32]	1	2,750	1	3,500	2,750
Weight Room/Aerobics/Spinning	**1**	2,500	1	3,000	2,500
Boy's PE Coaches Office/Toilet/Shower/Lockers	1	300			300
Girl's PE Coaches Office/Toilet/Shower/Lockers	1	300			300
Boy's Locker Room/Shower [33]	1	1,900			1,900
Girl's Locker Room/Shower [33]	1	1,900			1,900
Multi-purpose Toilet/Shower	1	150			150
PE Storage	2	200			400
Training Room	1	580			580
School Team Room	1	800	1	800	800
Athletic Storage - Large	1	1,000			1,000
Athletic Storage - Small	1	500			500
Concessions [34]	1	100	1	200	100
Laundry Room	1	200			200
Uniform/Equipment Storage	1	1,000			1,000
Field Equipment Storage [35]	1	1,000			1,000
Gym (auxiliary - practice)	1	5,700	1	7,500	5,700
Auxiliary gym bleachers	1	1,000			1,000
Auxiliary gym storage	1	500			500
Sub-Total Preferred				**28,876**	
Sub-Total Optional				**800**	
SUB-TOTAL REQUIRED PHYSICAL EDUCATION/ATHLETICS					***35,580***

Notes:

[31] *Elevated running track is optional*

[32] *Optional size should be used with two mats; storage for dance included in area*

[33] *Locker rooms to use stacked baskets not individual lockers*

[34] *Concession area to be combined with and in proximity to other public venues*

[35] *Field Equipment Storage to be located outside of building. See "Site Requirements" for requirements related to outdoor athletic/recreational*

GYMNASIUM REQUIREMENTS

General Requirements

- After hours accessibility
- Nondestructive walls
- Community and athletic instructional use
- Main gymnasium and auxiliary gymnasium
- Regulation size main courts
- Enough bleacher seating for student assemblies
- Accommodates a variety of seating capacities
- Tall ceilings and large floor space to accommodate a variety of sports
- Large doors
- Varsity competition court, (1) JV competition court and (3) practice basketball courts
- Adequate ventilation

Functions

- Physical education classes sufficient to meet graduation requirements
- Competitions
- Sports practices
- Community use (Parks and Rec)

Location

- Close to outdoor fields
- Adjacent to parking lot/parking area

Relationships

- Locker Rooms
- Access to fields and parking areas
- PE Offices

Storage

- Chair storage sufficient to allow full student assembly in gymnasium (if auxiliary gym is not provided).
- General equipment storage

Floors

- Provide wood flooring system
- Floor striping for basketball, volleyball
- Floor striping for specialty sports as determined at the individual school level.

Walls

- Wall padding on all walls
- High windows to provide natural light (number of walls dependent upon building configuration)
- Acoustical wall treatment

Windows

- High windows, sized to provide ample natural light
  Ability to control natural light when necessary

Plumbing

- Drinking fountains in gymnasium or directly outside (i.e. lobby).
- See PPS Design Guidelines and Standards for plumbing requirements.

Power Requirements/Low Voltage

- Outlets provided and spaced sufficient to power computing devices and equipment in the 21st century learning environment, and the potential to stream video. Power required to operable specialty equipment and devices. See PPS Design Guidelines and Standards for wiring requirements.

Lighting

- Provide lighting appropriate for tasks and activities. Lighting should be consistent to allow access to all parts of the space.
- Provide industrial type lighting and/or wire guards for protection.
- Access to lighting from within gym

Acoustics

- Acoustics should be designed to increase the ability to hear well throughout the space. Acoustic isolation should be considered for this space.

Furniture

- Bleachers
- Chairs for assembly (if required)

Equipment

- Motorized bleachers
- Hanging bars
- Recessed floor plates for nets
- Scoreboard
- See Room Equipment Matrix

Special Conditions

- Card access for after use hours
- Doors with windows and kickplates

Sizes:
Main Gym per Area Program
Auxiliary Gym per Area Program

MAT/WRESTLING/DANCE ROOM REQUIREMENTS

General Requirements
- Flexible space/allows for varied programs
- Transparent and visible
- Views and fresh air
- Community usage
- Adequate ventilation
- Floor space for practice mats
- Ceiling height sufficient to suspend wrestling mat(s)

Functions
- Wrestling
- Other athletics activities (in off-season)

Location
- Near Gymnasium(s)
- Exterior access

Relationships
- Gymnasium
- Locker Rooms

Storage
- Hoist system or mat storage area so room can be used for other functions
- Tall, lockable storage cabinets for general equipment storage
- Provide cabinets with doors whenever possible

Floors
- Provide hard surface flooring. Consider acoustics, teacher and staff movement, ease of cleaning and type of instruction when selecting flooring materials.
- Provide a minimum (2) practice mats
- Able to be used by other sports

Walls
- Provide mirrors on at least two walls
- Provide wall padding on all other walls
- Windows to be located to provide views and an abundance of natural light

Windows
- High windows, sized to provide ample natural light
- Ability to control natural light when necessary
- Operable windows for circulation

Plumbing
- Drinking fountain, in room or adjacent hall.

Power Requirements/Low Voltage
- Outlets provided and spaced sufficient to power computing devices and equipment in the 21st century learning environment, and the potential to stream video. See PPS Design Guidelines and Standards for wiring requirements.

Lighting
- Provide lighting appropriate for activities. Lighting should be consistent to allow access to all parts of the space.

Acoustics
- Acoustics should be designed to increase the ability to hear well throughout the space. Acoustic isolation should be considered for this space.

Furniture

- See Equipment

Equipment

- See Room Equipment Matrix

Special Conditions

- Doors with windows

WEIGHT/AEROBICS/SPINNING ROOM REQUIREMENTS

General Requirements
- Non-athletic feel; emphasize lifelong health/wellness
- Feel accessible to all students
- Transparent and viewable
- Views and fresh air
- Interactive walls (monitors, TV screens)
- Adequate ventilation
- Accommodate 30 athletes at 3000 SF

Functions
- Health and Wellness
- Other athletics activities

Location
- Near Gymnasium(s)

Relationships
- Other Fitness rooms
- Locker Rooms

Storage
- Lockable cabinet for stereo system storage
- Storage racks or open shelving for small weights storage
- Provide cabinets with doors whenever possible

Floors
- Provide rubber or sports flooring. Consider acoustics, teacher and staff movement, ease of cleaning and type of instruction when selecting flooring materials.

Walls
- Mirrors on at least (2) walls
- Windows to be located to provide views and an abundance of natural light

Windows
- High windows, sized to provide ample natural light
- Ability to control natural light when necessary
- Operable windows for circulation

Plumbing
- Drinking fountain per PPS Design Guidelines and Standards, either in room or in adjacent hall.

Power Requirements/Low Voltage
- Outlets provided and spaced sufficient to power computing devices and equipment in the 21st century learning environment, and the potential to stream video. Power required to operable specialty equipment and devices. See PPS Design Guidelines and Standards for wiring requirements.

Lighting
- Provide lighting appropriate for tasks and activities. Lighting should be consistent to allow access to all parts of the space.

Acoustics
- Acoustics should be designed to increase the ability to hear well throughout the space. Acoustic isolation should be considered for this space.

Furniture
- See Equipment

Equipment

- TV screens/monitors
- Free weights
- See Room Equipment Matrix

Special Conditions

- Doors with windows

PE/COACHES OFFICE REQUIREMENTS

General Requirements
- Supervision into locker rooms
- Separate toilet and shower facilities
- Controlled space; access by key
- Desk space for coach plus teacher's aid
- Located for supervision to locker room doors

Functions
- Office and changing area for PE staff, coaches and officials

Location
- As part of the locker room footprint

Relationships
- Locker Room
- Gymnasiums
- Outdoor fields

Storage
- Provide cabinets with doors whenever possible
- Tall, lockable teacher's cabinet for personal storage

Floors
- Provide hard surface flooring. Consider acoustics, teacher and staff movement, ease of cleaning and type of instruction when selecting flooring materials.

Walls
- Minimum (1) 4'x6' magnetic white board
- Durable materials/surface for all walls
- Minimum (1) 4'x4' tack board or (1) wall of tackable wall surface

Windows
- Provide relites for supervision into locker rooms

Plumbing
- Provide (1) sink, (1) water closet and (1) shower for adjacent toilet room.
- See PPS Design Guidelines and Standards for plumbing requirements.

Power Requirements/Low Voltage
- Outlets provided and spaced sufficient to power computing devices and equipment in the 21st century learning environment, and the potential to stream video. See PPS Design Guidelines and Standards for wiring requirements.

Lighting
- Provide lighting appropriate for tasks and activities. Lighting should be consistent to allow access to all parts of the space.

Acoustics
- Acoustics should be designed to increase the ability to hear well throughout the space.

Furniture
- Provide furniture to support an office environment
- Chairs
- Desk (if not built-in)
- File cabinets

Equipment

- See Room Equipment Matrix

Special Conditions

- Doors with windows

LOCKER ROOM REQUIREMENTS

General Requirements

- Boys Locker Room and Girls Locker Room
- Connection to PE Offices for supervision
- Connection to Gymnasium
- Adjacent restroom and shower amenities
- Small shower area with individual stalls for privacy
- Afterhours use by community programs and coaches
- Screened/configured for privacy from public access

Functions

- Place for student to change for PE classes and storage personal belongings
- Shower amenities
- Storage of personal items

Location

- Near the main gymnasium with direct access
- Additional access from hallway or circulation path

Relationships

- Gymnasium

Storage

- Lockers: 600 ½ height vandal proof lockers; vented doors and hasp for padlocks preferred; otherwise lockable stacked baskets.

Floors

- Provide hard surface flooring. Consider acoustics, teacher and staff movement, ease of cleaning and type of instruction when selecting flooring materials. See PPS Design Guidelines and Standards for allowed flooring types and substitutions.

Walls

- Minimum of (1) 4'x8' magnetic white board
- Durable wall material/construction

Windows

- Visual supervision for teachers/coaches via interior windows (relites)

Plumbing

- Shower:
  - 6-10 shower heads in shower area
- Restroom:
  - Provide sinks and toilets (and urinals where appropriate): quantity to be determined by Building Code
- Floor drains in locker room, shower area and toilet rooms
- See PPS Design Guidelines and Standards for plumbing requirements.

Power Requirements/Low Voltage

- Outlets provided and spaced sufficient to power computing devices and equipment in the 21st century learning environment, and the potential to stream video. See PPS Design Guidelines and Standards for wiring requirements.

Lighting

- Provide lighting appropriate for activities. Lighting should be consistent to allow access to all parts of the space.

Acoustics

- Acoustics should be designed to increase the ability to hear well throughout the space. Acoustic isolation should be considered for this space.

Furniture
- Benches

Equipment
- See Room Equipment Matrix

Special Conditions
- Doors with windows at coaches office
- Room layout addresses potential sightline issues via walls, hallways, etc.
- All doors to have kickplates

MULTIPURPOSE TOILET/SHOWER ROOM REQUIREMENTS

General Requirements
- Provide Multipurpose Toilet/Shower Room
- Provide required fixtures and amenities.

Functions
- Provide a private room for restroom use.

Location
- Locate near locker rooms

Relationships
- Athletics suite

Storage
- None required.

Floors
- Provide sanitary, hard surface flooring. Consider acoustics and ease of cleaning.

Walls
- Provide sanitary, hard surface wall covering. Consider acoustics and ease of cleaning.

Windows
- None required.

Plumbing
- Number of plumbing fixtures dependent on room layout.
- Plumbing details provided in the PPS Design Guidelines.

Power Requirements/ Low Voltage
- Sufficient to power equipment.
- Wiring details/ requirements to be provided in the PPS Design Guidelines.

Lighting
- Provide consistent direct and indirect lighting throughout the room appropriate for tasks as well as utilizing the overall space.

Acoustics
- Acoustic isolation between rooms.

Equipment
- Paper towel dispensers
- Toilet paper dispensers
- Soap dispensers
- Toilet seat cover dispensers
- Mirrors
- See equipment matrix

ATHLETIC STORAGE REQUIREMENTS

General Requirements
- Storage rooms need to accommodate in-season sports that don't use team rooms (i.e. skiing, golf and lacrosse)
- Ability to store off-season sports
- Accessible to all coaches (men's and women's)
- Large doors for access
- Dedicated storage rooms for: physical education equipment, uniforms, field equipment and general storage
- Dedicated storage for equipment to support visiting teams and partner organizations and clubs

Functions
- Provide space for miscellaneous storage of athletic equipment, supplies and uniforms

Location
- Near Gymnasium(s)
- Field Equipment should be located with exterior access or in bleachers/grandstands area

Relationships
- Adjacent to Gymnasiums and fields

Storage
- Adjustable shelving
- Shelves deep enough to hold oversized materials
- Bars/Racks for uniform storage

Floors
- Provide hard surface flooring. Consider acoustics, teacher and staff movement, ease of cleaning and type of instruction when selecting flooring materials.

Walls
- Durable wall construction and finish

Windows

Plumbing
- Floor drain

Power Requirements/Low Voltage
- Outlets provided and spaced sufficient to power devices. See PPS Design Guidelines and Standards for wiring requirements.

Lighting
- Provide lighting appropriate for activities. Lighting should be consistent to allow access to all parts of the space.

Acoustics
Furniture
Equipment
- See equipment matrix

Special Conditions
- Door(s) should swing 180 degrees to allow ease in moving equipment

Sizes:
PE Storage Room per Area Program
Athletic Storage Rooms per Area Program
Uniform Equipment per Area Program
Field Equipment per Area Program

TRAINING ROOM/TOILET REQUIREMENTS

General Requirements
- Dedicated space for a variety of treatment areas
- Ample storage
- Transparency/visibility
- Adjacent toilet room
- Accessible from both locker rooms
- Accessible from gym and fields
- Adequate ventilation

Functions
- Treatment center for injured athletes

Location
- Near Gymnasium(s)
- Near Locker Rooms

Relationships
- Access to room separate from locker or team rooms
- Access to fields/outdoor athletic spaces

Storage
- Floor space to store rehab equipment (i.e. bikes, scales, etc.)
- Drawers and cabinets to store supplies
- Cabinets with adjustable shelves to a variety of storage
- Provide cabinets with doors and locks wherever possible; see Room Equipment Matrix and PPS Design Guidelines and Standards for preferred amount and type of cabinet.
- Provide multiple types of built-in storage
- Adequate counter space
- Lockable file cabinets for medical file storage

Floors
- Provide hard surface flooring. Consider acoustics, teacher and staff movement, ease of cleaning and type of instruction when selecting flooring materials.

Walls
- Minimum of (1) magnetic white board
- Minimum (1) tack board or (1) wall of tackable wall surface
- Windows on minimum of (1) wall

Windows
- Windows sized to provide ample natural light
- Ability to control natural light when necessary
- Operable windows for circulation

Plumbing
- (1) sink, (1) toilet in adjacent toilet room
- Deep sink for soaking in training room
- (1) Hand sink in training room
- Ice Machine and Whirlpool
- See PPS Design Guidelines and Standards for plumbing requirements.

Power Requirements/Low Voltage
- Outlets provided and spaced sufficient to power computing devices and equipment in the 21st century learning environment. Power required to operable specialty equipment and devices. See PPS Design Guidelines and Standards for wiring requirements. See Room Equipment Matrix for preferred number of outlets.

Lighting

- Provide lighting appropriate for tasks and activities. Lighting should be consistent to allow access to all parts of the space.

Acoustics

Furniture

- Treatment tables

Equipment

- See Room Equipment Matrix

Special Conditions

- Door with window

CONCESSIONS REQUIREMENTS

General Requirements
- Selling food and souvenirs for athletic, theatrical and other academic events
- Adequate storage and display
- Coiling door or opening for viewing/purchasing items
- Secure doors/windows
- Display capabilities
- Lockable storage

Functions
- Provides place for students and spectators to purchase refreshments and souvenirs

Location
- Centrally located to serve various spaces

Relationships
- Adjacent to Commons
- Near Gymnasium and/or Theater

Storage
- Display wall (either open angled shelving or "Slat Wall" system) on at least one wall
- Shelves to display goods
- Provide cabinets with doors wherever possible
- Ample countertop space
- Cabinet or drawer for cash drawer

Floors
- Provide hard surface flooring. Consider acoustics, teacher and staff movement, ease of cleaning and type of instruction when selecting flooring materials.

Walls
- Display on at least one wall
- Transaction counter (and door/window) on wall opposite display wall

Windows
- Transaction window

Plumbing
- (1) Sink
- See PPS Design Guidelines and Standards for plumbing requirements.

Power Requirements/Low Voltage
- Outlets provided and spaced sufficient to power computing devices and equipment in the 21st century learning environment. Power required to operable specialty equipment and devices. See PPS Design Guidelines and Standards for wiring requirements.

Lighting
- Provide lighting appropriate for tasks and activities. Lighting should be consistent to allow access to all parts of the space.

Acoustics
- Acoustics should be designed to increase the ability to hear well throughout the space.

Furniture

Equipment

- Coffee maker
- See Room Equipment Matrix

Special Conditions

- Door with window
- Specialty signage

LAUNDRY ROOM REQUIREMENTS

General Requirements
- Washers and Dryers
- Storage
- Adequate ventilation for equipment

Functions
- Provides laundry facilities for laundering of uniforms, towels, etc.

Location
- Should be located in the athletic portion of the building, but with direct access off hallway for use by everyone

Relationships
- Locker Rooms

Storage
- Shelving or cabinets for detergents, supplies
- Shelving or cabinets with adjustable shelving for towel storage

Floors
- Provide hard surface flooring. Consider acoustics, teacher and staff movement, ease of cleaning and type of instruction when selecting flooring materials.

Walls
- Durable wall construction/finishes

Windows

Plumbing
- Utility sink
- Mop/floor sink
- Floor drain
- See PPS Design Guidelines and Standards for plumbing requirements.

Power Requirements/Low Voltage
- Power and outlets required to operable specialty equipment and devices. See PPS Design Guidelines and Standads for wiring requirements.

Lighting
- Provide lighting appropriate for tasks and activities. Lighting should be consistent to allow access to all parts of the space.

Acoustics

Furniture

Equipment
- Minimum of (2) commercial washers
- Minimum of (3) commercial dryers
- See Room Equipment Matrix

Special Conditions
- Door with window
- Adequate venting and ventilation

ATHLETIC STORAGE REQUIREMENTS

General Requirements
- Storage rooms need to accommodate in-season sports that don't use team rooms (i.e. skiing, golf and lacrosse)
- Ability to store off-season sports
- Accessible to all coaches (men's and women's)
- Large doors for access
- Dedicated storage rooms for: physical education equipment, uniforms, field equipment and general storage
- Dedicated storage for equipment to support visiting teams and partner organizations and clubs

Functions
- Provide space for miscellaneous storage of athletic equipment, supplies and uniforms

Location
- Near Gymnasium(s)
- Field Equipment should be located with exterior access or in bleachers/grandstands area

Relationships
- Adjacent to Gymnasiums and fields

Storage
- Adjustable shelving
- Shelves deep enough to hold oversized materials
- Bars/Racks for uniform storage

Floors
- Provide hard surface flooring. Consider acoustics, teacher and staff movement, ease of cleaning and type of instruction when selecting flooring materials.

Walls
- Durable wall construction and finish

Windows

Plumbing
- Floor drain

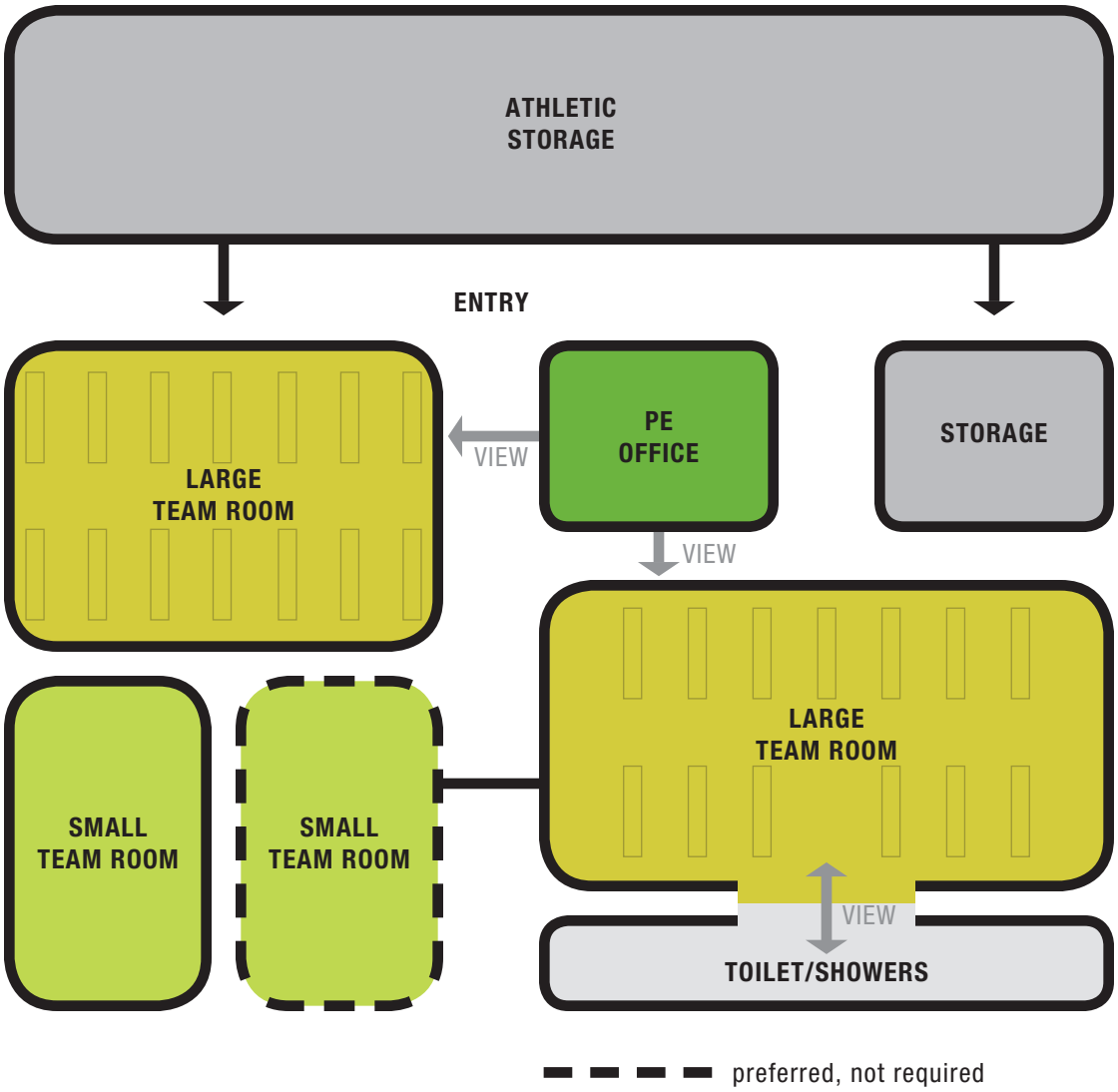
Power Requirements/Low Voltage
- Outlets provided and spaced sufficient to power devices. See PPS Design Guidelines and Standards for wiring requirements.

Lighting
- Provide lighting appropriate for activities. Lighting should be consistent to allow access to all parts of the space.

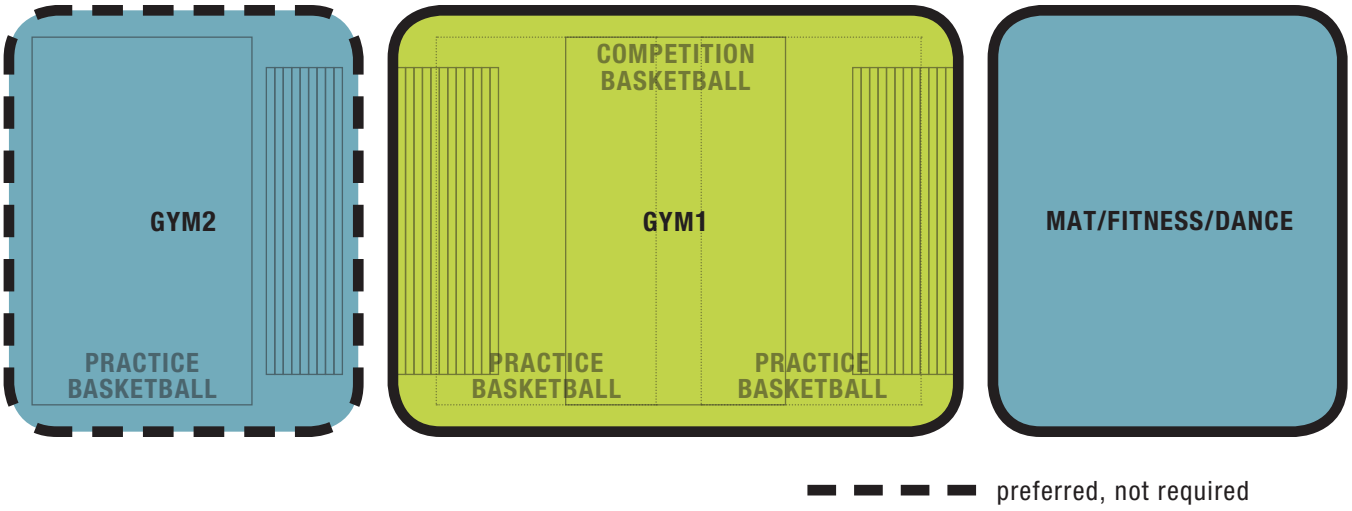
Acoustics
Furniture
Equipment
- See equipment matrix

Special Conditions
- Door(s) should swing 180 degrees to allow ease in moving equipment

Sizes:
PE Storage Room per Area Program
Athletic Storage Rooms per Area Program
Uniform Equipment per Area Program
Field Equipment per Area Program



athletics areas layout diagram



section

athletics areas layout diagram

PPS Comprehensive High School(s) Area Program

Preferred: additional to recommended; Optional: not required; area not part of total or	RECOMMENDED		PREFERRED/OPTIONAL		
AREA	Quantity	S.F. Room	Quantity	S.F. Room	Recommended Total
EDUCATION SUPPORT					
Administration					
Reception/Lobby	1	400			400
Waiting Areas	1	100			100
Principal's Office	1	200			200
Principal's Secretary	1	125			125
Vice Principal's Office	2	150			300
Vice Principal's Secretary	2	120			240
Dean of Students	1	120			120
Teacher Planning/Collaboration Area [36]			10	980	0
Attendance	1	120			120
Bookkeeper	1	120			120
Resource Officer/Campus Monitor [37]	1	200			200
Camera Monitors [37]	1	100			100
Restrooms	2	60			120
Records Storage	1	200			200
Office Storage	1	125			125
Business Manager	1	120			120
Health Office	1	120			120
Sick Room	1	150	2	150	150
Sick Toilet	1	100			100
Student Support/Mediation Office	1	700			700
Student Support/Mediation Support	1	300			300
Workroom/Mail/Delivery Process Center	1	300			300
Staff Room	1	400			400
Conference Rooms	2	150			300
Parent Volunteers/Family Resource/PTA/Boosters/Alumni Room	1	500			500
Sub-Total Optional				10,100	
Sub-Total Administration					***5,460***
Sub-Total Admonition + Teacher Planning/Collaboration Areas [36]					***15,260***
Counseling/Career					
Counseling Offices	5	120			600
Counseling Secretary/Waiting	1	400			400
Drug/Alcohol Counselor Office	1	125			125
Conference Room (large)	1	240			240
Conference Room (medium)	1	150			150
Career Center	1	700	1	980	700
Career Center Office	1	120			120
Career Counselor	1	100			100
Secure Records Storage	1	180			180
Restroom	2	60			120
Sub-Total Counseling/Career					***2,735***

Notes:

[36] *Teacher planning/collaboration areas as defined in room information sheet are optional. HOWEVER, the general requirements, functions, location, and relationships as defined in the room information sheet need to be considered during the design process and the spaces (not necessarily the area) provided to meet this function identified in the design. Teacher planning/collaboration areas should be sized and located for potential use as instructional space as needed.* ***The sub-total area for administration needs to be maintained.***

[37] *Resource officer and campus monitor to be in separate rooms; camera monitors to be located in main office*

PPS Comprehensive High School(s) Area Program

Preferred: additional to recommended. Optional: not required; area not part of total or	RECOMMENDED		PREFERRED/OPTIONAL		
AREA	Quantity	S.F. Room	Quantity	S.F. Room	Recommended Total
EDUCATION SUPPORT					
Student Activities					
Athletic Director	1	150			150
AD Support Staff	1	120			120
Sub-Total Student Activities					***270***
Technology Access [38]					
Computer Lab (dedicated)	4	1,100			4,400
Computer Lab (non-specialized)	1	1,100			1,100
Sub-Total Student Testing					**5,500**
Special Education (SPED)					
Sensory Support Room	1	900			900
Learning Resource Center	3	900			2,700
Intensive Skills Classes [39]					
Low Intensity Classroom (includes kitchen)	2	600			1,200
Storage	1	100			100
Reception	1	100			100
Conference	1	120			120
Office(s)	1	100			100
Special Needs Toilet	1	200			200
Itinerants					
Speech Pathologist offices	2	120			240
Psychologist Offices	2	120			240
Sub-Total SPED					***5,900***
Emerging Language Learning (ELL)					
Emergent Bi-Lingual Classroom [40]	***1***	800			800
Sub-Total ELL					
Student Center					
Student Center/Commons: One lunch @ 600 students	1	7,800			7,800
Main Servery	1	1,700	1	1,800	1,700
Food Prep/Kitchen	1	1,500			1,500
Dish Washing	1	200			200
Dry Storage/Cart Storage	1	500			500
Cooler	1	200			200
Freezer	1	200			200
Office	1	120			120
Staff Lockers/Dressing Rooms	1	150			150
Table Storage	1	250			250
Sub-Total Student Center				1,800	***12,620***

Notes:

[38] *Dedicated computer labs support specific programs/ curriculum within each school. Non-specialized computer labs provide school wide technology access and assessment capabilities where required*

[39] *Number of Life Skills classrooms dependent on number of students in each school needing life skills and/or medical support*

[40] *Assumes more ELL instruction in classrooms (push-in pedagogy)*

PPS Comprehensive High School(s) Area Program

Preferred: additional to recommended; Optional: not required; area not part of total or	RECOMMENDED		PREFERRED	OPTIONAL	
AREA	Quantity	S.F. Room	Quantity	S.F. Room	Recommended Total
EDUCATION SUPPORT					
Media Center/Library [41]					
Library	1	8,000	1	4,500	8,000
Office	2	120			240
Workroom	1	200			200
Text Storage	1	750			750
Collaboration Space	1	400			400
Multi-use Rooms	3	150			450
IT Repair/Tech Coordinator	1	180			180
Library Classroom			1	980	
Sub-Total Media Center				980	***10,220***
Student Space					
Student Government Room/Office [42]	1	200			200
Sub-Total Student Space					***200***
Custodial					
Custodial Office	1	250			250
Custodial Rooms	10	100			1,000
Building Storage	1	2,000			2,000
Material Storage	1	500			500
Flammable Storage	1	100			100
Sub-Total Custodial					***3,850***

Notes:

[41] *Size of media center presumes renovation of existing larger space (auditorium in older structures). Optional space size is for new construction. Preference is to locate Media Center adjacent to Student Center/Commons to allow efficiencies of collaboration/breakout spaces.*

[42] *Student government areas should be located near Counseling/Career Center*

PPS Comprehensive High School(s) Area Program

Preferred: additional to recommended; Optional: not required; area not part of total or	RECOMMENDED		PREFERRED/OPTIONAL		
AREA	Quantity	S.F. Room	Quantity	S.F. Room	Recommended Total
EDUCATION SUPPORT					
Miscellaneous					
Lobby	1	2,000			2,000
Student Lockers [43]	850	1			850
Student Toilets	12	250			3,000
Gender Neutral Toilet [44]	1	60	1	64	60
Gender Neutral Shower	1	100			100
Boiler Room	1	2,000			2,000
MDF	1	180			180
IDF	5	80			400
Main Electrical Room	1	240			240
Sub Electrical Room	5	75			375
Restroom (teacher planning/collaboration areas)	10	70			700
Riser Room	1	60			60
Elevator Room	1	80			80
Mechanical Fan Rooms [45]			1	2,000	
Corridors [46]		Variable			
Sub-Total Miscellaneous					***10,045***
Sub-Total Preferred Educational Support				**1,864**	
Sub-Total Optional Educational Support				**3,830**	
SUB-TOTAL RECOMMENDED EDUCATIONAL SUPPORT					***67,400***

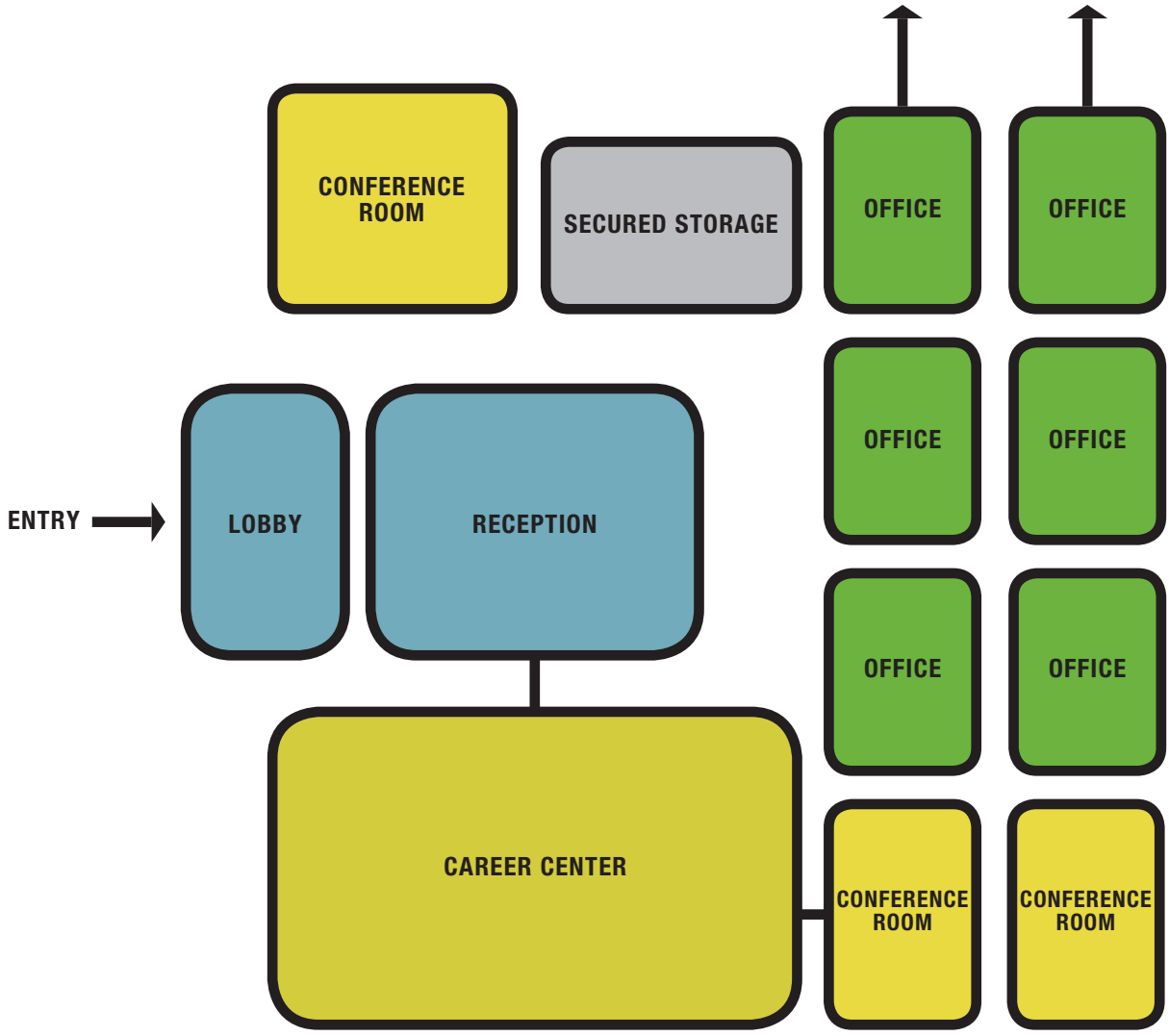
Notes:

[43] *Half size, double-stacked lockers are at the discretion of each school administration*

[44] *Provide at least one gender neutral restroom on each floor and near gym facilities. Also ensure at least one gender neutral and one accessible restroom are included within each area to be accessed outside regular school hours*

[45] *Preference is to locate mechanical fan rooms within building; otherwise mechanical fans should be located on roof*

[46] *See Corridor Characteristics*



administration areas layout conceptual diagram

Diagram encompasses all spaces in area program; not all areas may be portrayed

RECEPTION REQUIREMENTS

General Requirements

- Main entry to the building
- Handled by students and parent volunteers
- Ample space to accommodate traffic of student, staff, parents and visitors
- Visibility/supervision to front door for security
- Transparency/visibility
- Inspirational space
- Ability to provide navigation to those entering the building, in multiple languages
- Passive supervision
- Ability to view camera monitors

Functions

- Greeting visitors
- Providing information
- Monitoring/supervision
- Place to fill out forms
- Student management area

Location

- Near main entry to school

Relationships

- Principal
- Secretaries
- Front door/main entry
- Attendance/Bookkeeper
- Parent and volunteer space

Storage

Floors

- Provide hard surface flooring or entry mat flooring. Consider acoustics, movement, ease of cleaning and durability when selecting flooring materials.

Walls

- Interior window into main office area for additional supervision
- Provide durable wall construction/finish
- Provide space for display and/or signage
- Windows to be located to provide views and an abundance of natural light.

Windows

- Windows sized to provide ample natural light
- Ability to control natural light when necessary

Plumbing

Power Requirements/Low Voltage

- Outlets provided and spaced sufficient to power computing devices and equipment in the 21st century learning environment, and the potential to stream video. See PPS Design Guidelines and Standards for wiring requirements.

Lighting

- Provide lighting appropriate for tasks and activities. Lighting should be consistent to allow access to all parts of the space.

Acoustics

- Acoustics should be designed to increase the ability to hear well throughout the space.

Furniture

- Seating (chairs, soft seating and/or benches)
- Ability to accommodate desk top computers

Equipment

- See Room Equipment Matrix

Special Conditions

- Card reader access
- Door openers for accessibility
- Door(s) with window(s)

WAITING AREA REQUIREMENTS

General Requirements
- Located near main entrance and reception/lobby
- Ample floor space for waiting
- Seating areas
- Welcoming space
- Warm and inviting
- Transparent

Functions
- Provide places for students, parents and staff to wait for assistance

Location
- Near main entrance and lobby/reception

Relationships
- Lobby
- Secretarial area(s)

Storage
- Reception desk (built-in or mobile) should have multiple types of file cabinets and drawers
- All drawers and cabinets should be lockable
- Desk should have transaction height counter as well as lower countertop

Floors
- Provide carpet flooring. Consider acoustics, teacher and staff movement, ease of cleaning and type of activities when selecting flooring materials.

Walls
- Windows to be located to provide views and an abundance of natural light.
- Provide tack board or tackable wall surface on a minimum of (1) wall
- Display area/wall

Windows
- Windows sized to provide ample natural light
- Ability to control natural light when necessary
- Operable windows for circulation

Plumbing

Power Requirements/Low Voltage
- Outlets provided and spaced sufficient to power computing devices and equipment in the 21st century learning environment, and the potential to stream video. See PPS Design Guidelines and Standards for wiring requirements.

Lighting
- Provide lighting appropriate for tasks and activities. Lighting should be consistent to allow access to all parts of the space.

Acoustics
- Acoustics should be designed to increase the ability to hear well throughout the space.

Furniture
- Tables
- Chairs
- Soft seating (couches, chairs, etc.)

Equipment

- Computers
- See Room Equipment Matrix

Special Conditions

- Door with window
- Door opener for accessibility
- Multiple doors for access into school for security purposed

PRINCIPAL'S OFFICE REQUIREMENTS

General Requirements
- Private office space with door
- Acoustical isolation
- Space within office to meet with (2) or more people

Functions
- Space for private conferences and calls
- Individual workspace for Principal
- Supervision to front entry and/or parking area
- Interaction with students and parents
- Ability to video conference

Location
- In administration/office area

Relationships
- Principals' Secretary
- Reception/Lobby
- Vice Principal (s)

Storage
- Built-in file drawers and cabinets
- Lockable coat closet
- Provide cabinets with doors wherever possible
- Open shelving for storage
- Countertop/desk space (either built-in or mobile)
- Lockable

Floors
- Provide carpet flooring. Consider acoustics, teacher and staff movement, ease of cleaning and type of instruction when selecting flooring materials.

Walls
- Minimum of (1) 4'x4' tack board or (1) wall of tackable wall surface
- (1) 4'x4' (minimum) magnetic white board
- Windows to be located to provide views and an abundance of natural light.
- Interior window on (1) wall for connection to secretary/office area

Windows
- Windows sized to provide ample natural light
- Ability to control natural light when necessary
- Operable windows for circulation

Plumbing

Power Requirements/Low Voltage
- Outlets provided and spaced sufficient to power computing devices and equipment in the 21st century learning environment, and the potential to stream video. Power required to operable specialty equipment and devices. See PPS Design Guidelines and Standards for wiring requirements.

Lighting
- Provide lighting appropriate for tasks and activities. Lighting should be consistent to allow access to all parts of the space.

Acoustics

- Acoustics should be designed to increase the ability to hear well throughout the room.
- Room should be acoustically separated.

Furniture

- Desk (built-in or mobile)
- Bookshelves
- Chairs
- File cabinets
- Provide durable and comfortable furniture.
- Ability to accommodate desktop computer.

Equipment

- Computer; laptop preferred
- See Room Equipment Matrix

Special Conditions

- Second exit/access
- Connectivity to Vice Principals
- Door with window

PRINCIPAL'S SECRETARY OFFICE REQUIREMENTS

General Requirements

- 1-2 workstations
- Ample size for desk/work station and waiting area
- Storage that can be locked
- Direct access to Principal
- Supervision to front door/lobby

Functions

- Assistant to the Principal
- Clerical work
- Point of contact for students and parents
- Information center
- Provides a welcoming atmosphere for students, parents and community
- Office Manager functions

Location

- Within administration area
- Close to lobby/reception and front door
- Adjacent or in front of Principal's office

Relationships

- Vice Principal's Secretaries
- Principal
- Mail room
- Health Room

Storage

- Built-in file drawers and cabinets
- Provide cabinets with doors wherever possible
- Countertop/desk space (either built-in or mobile); lower counter for work space and higher counter for students and parents if built-in
- Lockable

Floors

- Provide carpet flooring. Consider acoustics, teacher and staff movement, ease of cleaning and type of instruction when selecting flooring materials.

Walls

- Tackable wall surface
- Interior windows for connectivity to main hallways or main entrance (dependent upon plan layout).
- Windows to be located to provide views and an abundance of natural light (dependent upon plan layout).

Windows

- Windows sized to provide ample natural light (dependent upon plan layout)
- Ability to control natural light when necessary (dependent upon plan layout)
- Operable windows for circulation (dependent upon plan layout)

Plumbing

Power Requirements/Low Voltage

- Outlets provided and spaced sufficient to power computing devices and equipment in the 21st century learning environment, and the potential to stream video. See PPS Design Guidelines and Standards for wiring requirements.

Lighting
- Provide lighting appropriate for tasks and activities. Lighting should be consistent to allow access to all parts of the space.

Acoustics
- Acoustics should be designed to increase the ability to hear well throughout the space.

Furniture
- Desk (built-in or mobile)
- Bookshelves
- Chairs
- File cabinets
- Provide durable and comfortable furniture.
- Ability to accommodate desktop computer.

Equipment
- Computer; laptop
- See Room Equipment Matrix

Special Conditions
- Door with window (if enclosed space)

VICE PRINCIPAL OFFICE REQUIREMENTS

General Requirements

- Provide offices
- Private offices with doors
- Acoustic isolation
- Space within office to meet with (2) or more people

Functions

- Interaction with students and parents
- Dealing with disciplinary issues
- Interaction with Principal
- Individual workspace for Vice Principal
- Space for private conferences and calls

Location

- Access to commons for student supervision/interaction
- In administration/office area

Relationships

- Vice Principal Secretary
- Principal
- Reception/Lobby
- Student Support/Mediation Office
- Dean of Students

Storage

- Built-in file drawers and cabinets
- Lockable coat closet
- Provide cabinets with doors wherever possible
- Open shelving for storage
- Countertop/desk space (either built-in or mobile)
- Lockable

Floors

- Provide carpet flooring. Consider acoustics, teacher and staff movement, ease of cleaning and type of instruction when selecting flooring materials.

Walls

- Minimum of (1) 4'x4' tack board or (1) wall of tackable wall surface
- (1) 4'x4' (minimum) magnetic white board
- Windows to be located to provide views and an abundance of natural light.
- Interior window on (1) wall for connection to secretary/office area

Windows

- Windows sized to provide ample natural light
- Ability to control natural light when necessary
- Operable windows for circulation

Plumbing

Power Requirements/Low Voltage

- Outlets provided and spaced sufficient to power computing devices and equipment in the 21st century learning environment, and the potential to stream video. Power required to operable specialty equipment and devices. See PPS Design Guidelines and Standards for wiring requirements.

Lighting
- Provide lighting appropriate for tasks and activities. Lighting should be consistent to allow access to all parts of the space.

Acoustics
- Acoustics should be designed to increase the ability to hear well throughout the space.
- Space should be acoustically separated.

Furniture
- Desk (built-in or mobile)
- Bookshelves
- Chairs
- File cabinets (mobile)
- Provide durable and comfortable furniture.
- Ability to accommodate desktop computer.

Equipment
- Computer; laptop
- See Room Equipment Matrix

Special Conditions
- Second/ exit/access
- Connectivity to Principal and Vice Principals
- Door with window

VICE PRINCIPAL SECRETARY OFFICE REQUIREMENTS

General Requirements

- Workspace for Vice Principal Secretaries
- Ample size for (2) desks/work stations
- Privacy work areas
- Storage that can be locked
- Direct access to Vice Principal

Functions

- Assistants to the Vice Principal
- Clerical work
- Point of contact for students and parents
- Information center
- Provides a welcoming atmosphere for students, parents and community

Location

- Within administration area
- Close to lobby/reception and front door
- Adjacent or in front of Vice Principal's office

Relationships

- Principal's Secretary
- Vice Principal (s)
- Dean of Students
- Health Room
- Mail room

Storage

- Built-in file drawers and cabinets
- Provide cabinets with doors wherever possible
- Countertop/desk space (either built-in or mobile); lower counter for work space and higher counter for students and parents if built-in
- Lockable

Floors

- Provide carpet flooring. Consider acoustics, teacher and staff movement, ease of cleaning and type of instruction when selecting flooring materials.

Walls

- Tackable wall surface
- Interior windows for connectivity to main hallways or main entrance (dependent upon plan layout).
- Windows to be located to provide views and an abundance of natural light (dependent upon plan layout).

Windows

- Windows sized to provide ample natural light (dependent upon plan layout)
- Ability to control natural light when necessary (dependent upon plan layout)
- Operable windows for circulation (dependent upon plan layout)

Plumbing

Power Requirements/Low Voltage

- Outlets provided and spaced sufficient to power computing devices and equipment in the 21st century learning environment, and the potential to stream video. See PPS Design Guidelines and Standards for wiring requirements.

Lighting
- Provide lighting appropriate for tasks and activities. Lighting should be consistent to allow access to all parts of the space.

Acoustics
- Acoustics should be designed to increase the ability to hear well throughout the space.

Furniture
- Desk (built-in or mobile)
- Bookshelves
- Chairs
- File cabinets
- Provide durable and comfortable furniture.
- Ability to accommodate desktop computer.

Equipment
- Computer; laptop preferred
- See Room Equipment Matrix

Special Conditions
- Door with window (if enclosed space)

DEAN OF STUDENTS OFFICE REQUIREMENTS

General Requirements
- Secure space
- Room to meet with (2) or more people
- Acoustical isolation

Functions
- Head of administrative services and student discipline
- Individual workspace
- Space for private conferences and calls
- Interaction with students and parents

Location
- In administration area
- Near or adjacent to Vice Principals

Relationships
- Vice Principal (s)
- Vice Principal Secretary
- Reception/Lobby
- Conference rooms
- Secured storage
- Student Support/Mediation Office

Storage
- Built-in file drawers and cabinets
- Lockable coat closet
- Provide cabinets with doors wherever possible
- Open shelving for storage
- Countertop/desk space (either built-in or mobile)
- Lockable

Floors
- Provide carpet flooring. Consider acoustics, teacher and staff movement, ease of cleaning and type of instruction when selecting flooring materials.

Walls
- Minimum of (1) 4'x4' tack board or (1) wall of tackable wall surface
- (1) 4'x4' (minimum) magnetic white board
- Windows to be located to provide views and an abundance of natural light.

Windows
- Windows sized to provide ample natural light
- Ability to control natural light when necessary
- Operable windows for circulation

Plumbing

Power Requirements/Low Voltage
- Outlets provided and spaced sufficient to power computing devices and equipment in the 21st century learning environment, and the potential to stream video. See PPS Design Guidelines and Standards for wiring requirements.

Lighting
- Provide lighting appropriate for tasks and activities. Lighting should be consistent to allow access to all parts of the space.

Acoustics

- Acoustics should be designed to increase the ability to hear well throughout the space.
- Space should be acoustically separated.

Furniture

- Desk (built-in or mobile)
- Bookshelves
- Chairs
- File cabinets
- Provide durable and comfortable furniture.
- Ability to accommodate desktop computer.

Equipment

- Computer; laptop preferred
- See Room Equipment Matrix

Special Conditions

- Door with window

ATTENDANCE OFFICE REQUIREMENTS

General Requirements
- Secure room
- Secured/lockable storage
- Direct access for students and parents
- Workstation

Functions
- Point of contact for parents and students for school attendance
- Maintains student attendance records
- Individual workspace

Location
- Within administration area
- Close to lobby/reception and front door

Relationships
- Front Entry
- Administration and Counseling Areas
- Bookkeeper
- Secured Storage

Storage
- Built-in file drawers and cabinets
- Provide cabinets with doors wherever possible
- Open shelving for storage
- Countertop/desk space (either built-in or mobile)
- Lockable
- File cabinets for student files

Floors
- Provide carpet flooring. Consider acoustics, teacher and staff movement, ease of cleaning and type of instruction when selecting flooring materials.

Walls
- Interior window (sliding window or roll-up window) for student/parent interaction
- Minimum of (1) tack board or (1) wall tack surface

Windows

Plumbing

Power Requirements/Low Voltage
- Outlets provided and spaced sufficient to power computing devices and equipment in the 21st century learning environment, and the potential to stream video. See PPS Design Guidelines and Standards for wiring requirements.

Lighting
- Provide lighting appropriate for tasks and activities. Lighting should be consistent to allow access to all parts of the space.

Acoustics
- Acoustics should be designed to increase the ability to hear well throughout the space.

Furniture

- Desk (built-in or mobile)
- Chair
- File cabinets
- Provide durable and comfortable furniture.
- Ability to accommodate desktop computer.

Equipment

- Computer; laptop preferred
- See Room Equipment Matrix

Special Conditions

- Door with window

BOOKKEEPER REQUIREMENTS

General Requirements
- Secured room
- Secured/lockable storage
- Safe
- Work station
- Direct access for students and parents

Functions
- Responsible for financial transactions
- General accounting duties
- Collection of funds
- Maintaining financial records of student activities

Location
- Administration Area

Relationships
- Front Entry
- Administration and Counseling Areas
- Attendance
- Records Storage

Storage
- Lockable storage for personal items
- Storage for petty cash and other monies
- Provide cabinets with doors wherever possible
- Countertop/desk space (either built-in or mobile)
- Lockable
- File cabinets for student files

Floors
- Provide carpet flooring. Consider acoustics, teacher and staff movement, ease of cleaning and type of instruction when selecting flooring materials.

Walls
- Interior window (sliding window or roll-up window) for student/parent interaction
- Minimum of (1) tack board or (1) wall tack surface

Windows

Plumbing

Power Requirements/Low Voltage
- Outlets provided and spaced sufficient to power computing devices and equipment in the 21st century learning environment, and the potential to stream video. Power required to operable specialty equipment and devices. See PPS Design Guidelines and Standards for wiring requirements.

Lighting
- Provide lighting appropriate for tasks and activities. Lighting should be consistent to allow access to all parts of the space.

Acoustics
- Acoustics should be designed to increase the ability to hear well throughout the space.

Furniture

- Desk (built-in or mobile)
- Chair
- File cabinets
- Bookshelves
- Provide durable and comfortable furniture.
- Ability to accommodate desktop computer.

Equipment

- Computer; laptop preferred
- See Room Equipment Matrix

Special Conditions

- Fire safe
- Door with window

RESOURCE OFFICER/CAMPUS MONITOR/CAMERA MONITOR REQUIREMENTS

General Requirements
- Resource officer/campus monitor space
- Space for (3) campus monitors and (2) security and resource offices (SRO)
- Shared/flexible space

Functions
- Dedicated room to monitor school's activities
- Safety and security

Location
- Administration area

Relationships
- Main entry
- Office area
- Student Support/Mediation Office
- Exterior areas (parking, front entrance, etc.)

Storage
- Lockable cabinets (with doors) for general storage
- Lockable cabinet (with doors) for personal items

Floors
- Provide carpet flooring. Consider acoustics, teacher and staff movement, ease of cleaning and type of instruction when selecting flooring materials.

Walls
- Minimum of (1) 4'x4' tack board or (1) wall of tackable wall surface
- (1) 4'x4' (minimum) magnetic white board
- Wall space for monitors if necessary

Windows

Plumbing

Power Requirements/Low Voltage
- Outlets provided and spaced sufficient to power computing devices and equipment in the 21st century learning environment, and the potential to stream video. Power required to operable specialty equipment and devices. See PPS Design Guidelines and Standards for wiring requirements.

Lighting
- Provide lighting appropriate for tasks and activities. Lighting should be consistent to allow access to all parts of the space.

Acoustics
- Acoustics should be designed to increase the ability to hear well throughout the space.

Furniture
- Desk (built-in or mobile)
- Chairs
- File cabinets
- Provide durable and comfortable furniture
- Ability to accommodate desktop computer

Equipment

- Computers; laptop preferred
- See equipment matrix

Special Conditions

- Door with window

Sizes:
Resource Officer/Campus Monitor per Area Program
Camera Monitor per Area Program

CAMERA MONITOR ROOM REQUIREMENTS

General Requirements
- Campus camera monitor space
- (3) campus monitors and (2) security and resource offices (SRO)
- Shared/flexible space

Functions
- Dedicated room to monitor school's activities
- Safety and security

Location
- Administration area

Relationships
- Main entry
- Office area
- Student Support/ Mediation Room
- Exterior areas (parking, front entrance, etc.)

Storage
- Lockable cabinets (with doors) for general storage
- Lockable cabinet (with doors) for personal items

Floors
- Provide carpet flooring. Consider acoustics, teacher and staff movement, ease of cleaning and type of instruction when selecting flooring materials.

Walls
- Minimum of (1) 4'x4' tack board or (1) wall of tackable wall surface
- (1) 4'x4' (minimum) magnetic white board
- Wall space for monitors if necessary

Windows

Plumbing

Power Requirements/Low Voltage
- Outlets provided and spaced sufficient to power computing devices and equipment in the 21st century learning environment, and the potential to stream video. Power required to operable specialty equipment and devices. See PPS Design Guidelines and Standards for wiring requirements.

Lighting
- Provide lighting appropriate for tasks and activities. Lighting should be consistent to allow access to all parts of the space.

Acoustics
- Acoustics should be designed to increase the ability to hear well throughout the space.

Furniture
- Desk (built-in or mobile)
- Chairs
- File cabinets
- Provide durable and comfortable furniture

Equipment

- Computers
- See Room Equipment Matrix

Special Conditions

- Door with window

TOILET ROOM REQUIREMENTS

General Requirements
- A total of (4) are required; (2) in Administration area and (2) in Counseling Area
- Ability for staff to store toiletries and freshen-up

Functions
- Private, staff-only restrooms

Location
- Within administration and counseling areas

Relationships
- Administrative offices

Storage
- Half-height lockers; provide hasps for locks

Floors
- Provide hard surface flooring. Consider acoustics, teacher and staff movement, ease of cleaning and type of instruction when selecting flooring materials.
- Flooring should be slip resistant

Walls
- Walls should have paneling or protective wainscot (i.e. FRP or plastic laminate), minimum of 4'-0" high

Windows

Plumbing
- Toilet and/or urinals (quantities to be determined by Building Code)
- Sinks (quantities to be determined by Building Code)
- Floor drains
- See PPS Design Guidelines and Standards for plumbing requirements.

Power Requirements/Low Voltage
- Outlets provided and spaced sufficient to power computing devices and equipment in the 21st century learning environment, and the potential to stream video. See PPS Design Guidelines and Standards for wiring requirements.

Lighting
- Provide lighting appropriate for tasks and activities. Lighting should be consistent to allow access to all parts of the space.

Acoustics
- Consider providing acoustic isolation

Furniture

Equipment
- Full length mirror
- See Room Equipment Matrix

Special Conditions

RECORDS STORAGE REQUIREMENTS

General Requirements
- Secure room
- Space for multiple file cabinets
- Space for viewing files
- Meet Oregon Department of Education's requirements to securely store student records on site.

Functions
- Separate, secure location for student files and other school records

Location
- Administration area

Relationships
- Principal
- Secretaries
- Vice Principals
- Dean
- Counselors

Storage
- Lockable file cabinets

Floors
- Provide hard surface flooring. Consider acoustics, teacher and staff movement, ease of cleaning and type of instruction when selecting flooring materials.

Walls
- Durable wall construction/finishes

Windows

Plumbing

Power Requirements/Low Voltage
- Outlets provided and spaced sufficient to power computing devices and equipment in the 21st century learning environment. See PPS Design Guidelines and Standards for wiring requirements.

Lighting
- Provide lighting appropriate for tasks and activities. Lighting should be consistent to allow access to all parts of the space.

Acoustics

Furniture
- Table
- Chair

Equipment
- See Room Equipment Matrix

Special Conditions
- Door with window
- Fireproof

OFFICE STORAGE REQUIREMENTS

General Requirements
- Provide dedicated room for general storage
- Secured access (lockable)

Functions
- Place to house extra supplies and materials

Location
- In the Administration Area
- Easy access to all offices/staff

Relationships
- Secretaries

Storage
- Adjustable shelving
- Lockable cabinets

Floors
- Provide hard surface flooring. Consider acoustics, teacher and staff movement, ease of cleaning and type of instruction when selecting flooring materials.

Walls
- Durable wall construction/finishes
- Shelving on at least (2) walls

Windows

Plumbing

Power Requirements/Low Voltage
- Outlets provided and spaced sufficient to power computing devices and equipment in the 21st century learning environment. See PPS Design Guidelines and Standards for wiring requirements.

Lighting
- Provide lighting appropriate for tasks and activities. Lighting should be consistent to allow access to all parts of the space.

Acoustics

Furniture

Equipment
- See Room Equipment Matrix

Special Conditions
- Door with window
- Fireproof

BUSINESS MANAGER REQUIREMENTS (when applicable)

General Requirements
- Secured storage
- Workstation space

Functions
- Manages non-teaching activities
- Manages staff, outside partnerships and financial management
- Ability to video conference

Location
- In Administration Area

Relationships
- All administration offices

Storage
- Lockable coat closet
- Built-in file drawers and cabinets
- Provide cabinets with doors wherever possible
- Countertop/desk space (either built-in or mobile)
- Lockable

Floors
- Provide carpet flooring. Consider acoustics, teacher and staff movement, ease of cleaning and type of instruction when selecting flooring materials.

Walls
- Minimum of (1) 4'x4' tack board or (1) wall of tackable wall surface
- (1) 4'x4' (minimum) magnetic white board
- Windows to be located to provide views and an abundance of natural light.

Windows
- Windows sized to provide ample natural light
- Ability to control natural light when necessary
- Operable windows for circulation

Plumbing

Power Requirements/Low Voltage
- Outlets provided and spaced sufficient to power computing devices and equipment in the 21st century learning environment, and the potential to stream video. See PPS Design Guidelines and Standards for wiring requirements.

Lighting
- Provide lighting appropriate for tasks and activities. Lighting should be consistent to allow access to all parts of the space.

Acoustics
- Acoustics should be designed to increase the ability to hear well throughout the space.
- Space should be acoustically separated.

Furniture

- Desk (built-in or mobile)
- Bookshelves
- Chairs
- File cabinets
- Provide durable and comfortable furniture.
- Ability to accommodate desktop computer.

Equipment

- Computer; laptop preferred
- See Room Equipment Matrix

Special Conditions

- Door with window

HEALTH AREA REQUIREMENTS

General Requirements

- Health Office to accommodate (2) part time nurses
- Sick Room
- Toilet Room
- Visible from Reception for additional supervision
- Good ventilation

Functions

- Provide place for ill students to rest or wait until released from school.
- First aid and medicine dispensing
- Office area for staff to do paperwork and store personal items

Location

- In the Administration Area

Relationships

- Health office should be accessible by reception area and secretary
- Sick Room and toilet should be adjacent to Health Office

Storage

- Lockable cabinet for medicine storage
- Lockable drawers or cabinets in Health Office
- Clothes closet (cabinet with coat rod or shelves for bins)
- Wheelchair storage
- Cabinets to have doors whenever possible

Floors

- Provide hard surface flooring. Consider acoustics, teacher and staff movement, ease of cleaning and type of instruction when selecting flooring materials.
- Flooring to be slip resistant in toilet area and sick room.

Walls

- Walls to have durable finish (i.e. paint) or wainscot (FRP or plastic laminate).

Windows

- Interior window/connection from sick room to health office and/or main office space for supervision

Plumbing

- Sinks and Toilet in Toilet Room
- Sink in Sick Room
- Refrigerator
- Floor drains
- See PPS Design Guidelines and Standards for plumbing requirements.

Power Requirements/Low Voltage

- Outlets provided and spaced sufficient to power computing devices and equipment in the 21st century learning environment. See PPS Design Guidelines and Standards for wiring requirements.

Lighting

- Provide lighting appropriate for tasks and activities. Lighting should be consistent to allow access to all parts of the space.

Acoustics

- Acoustics should be designed to increase the ability to hear well throughout the space.

Furniture

- Health Office:
  - Desk (if not built in)
  - Chairs
  - Mobile file cabinets
- Sick Room:
  - Cots/beds
  - Privacy curtain(s)

Equipment

- Computer
- See Room Equipment Matrix

Special Conditions

- Door with window at Health Office and Sick Room

Sizes:
Health Office per Area Program
Sick Room per Area Program
Sick Toilet per Area Program

STUDENT SUPPORT/MEDIATION OFFICE & CONFERENCE ROOM REQUIREMENTS

General Requirements
- Capacity of 15-20 students at a time
- Classroom size space
- Transparency/supervision
- Space for student monitor/staff

Functions
- Dedicated space for students with disciplinary issues.
- Ability to observe behavior via security camera.

Location
- Administration Area

Relationships
- Secretary
- Resource Officer
- Dean

Storage

Floors
- Provide hard surface flooring. Consider acoustics, teacher and staff movement, ease of cleaning and type of instruction when selecting flooring materials.

Walls
- Provide tackable wall surface on all walls
- Minimum of (1) 4'x8' magnetic white board

Windows
- Interior windows for supervision

Plumbing

Power Requirements/Low Voltage
- Outlets provided and spaced sufficient to power computing devices and equipment in the 21st century learning environment, and the potential to stream video. See PPS Design Guidelines and Standards for wiring requirements.

Lighting
- Provide lighting appropriate for tasks and activities. Lighting should be consistent to allow access to all parts of the space.

Acoustics
- Acoustics should be designed to increase the ability to hear well throughout the space.

Furniture
- Tables/desks (teacher and students)
- Chairs

Equipment
- Security cameras for monitoring
- See Room Equipment Matrix

Special Conditions
- Door with window

WORK/MAIL/DELIVERY PROCESS CENTER REQUIREMENTS

General Requirements

- Counter space
- Copier area and workspace
- Maximum storage
- Computer area
- Work areas (counters and/or work island)

Functions

- Provides a wide variety of support services for the staff and the school
- Paper storage
- Room for production

Location

- Multiple entrances
- Within administration area

Relationships

- Staff Room
- Staff toilets
- Entry/Main Office
- Staff Mailboxes
- Classrooms/Learning suites

Storage

- Maximized shelving/storage on all walls
- Open adjustable shelving for paper
- Paper roll storage
- Recycling bins
- Upper and lower cabinets with adjustable shelves; provide doors on cabinets wherever possible
- Deeper counters where possible for specialized equipment; deeper cabinets and/or shelving below for equipment storage

Floors

- Provide hard surface flooring. Consider acoustics, teacher and staff movement, ease of cleaning and type of instruction when selecting flooring materials.

Walls

- Tackable wall surface covering on all walls

Windows

- High windows, sized to provide ample natural light (dependent upon plan layout)
- Ability to control natural light when necessary (dependent upon plan layout)
- Operable windows for circulation (dependent upon plan layout)

Plumbing

Power Requirements/Low Voltage

- Outlets provided and spaced sufficient to power computing devices and equipment in the 21st century learning environment. Power required to operable specialty equipment and devices. See PPS Design Guidelines and Standards for wiring requirements.

Lighting

- Provide lighting appropriate for tasks and activities. Lighting should be consistent to allow access to all parts of the space.

Acoustics

- Acoustics should be designed to increase the ability to hear well throughout the space.

Furniture

- Chairs/stools

Equipment

- Binding machines
- Laminator
- Paper cutters
- Electric staplers
- See Room Equipment Matrix

Special Conditions

- Adequate ventilation for machinery
- Door(s) with windows

STAFF ROOM REQUIREMENTS

General Requirements

- Capacity for groups of faculty at one time
- Provide a relaxed, comfortable atmosphere for staff
- Accessible without entering main office area
- Food preparation area
- Located for use during school hours and after hours by community

Functions

- Ample space for individuals and/or groups to work on projects
- Community space
- Social interaction for lunch and break times for staff
- Dining space
- Meeting space
- Food preparation and storage
- Telephone room/alcove

Location

- Near/adjacent to administration work room
- Within Administration Area
- Exterior/courtyard access

Relationships

- Work Room
- Staff toilets

Storage

- Upper and lower cabinets for food storage, dishes, glassware
- Drawers for kitchen accessories/supplies
- All cabinets to have doors whenever possible
- Ample countertop space
- Adjustable shelving in all cabinets
- Lockable

Floors

- Provide hard surface flooring. Consider acoustics, teacher and staff movement, ease of cleaning and type of instruction when selecting flooring materials.

Walls

- Tackable wall surface on a minimum of (2) walls
- Minimum of (1) wall with windows
- Windows to be located to provide views and an abundance of natural light.

Windows

- Windows sized to provide ample natural light
- Ability to control natural light when necessary
- Operable windows for circulation

Plumbing

- Double sink
- Dishwasher
- Refrigerator
- See PPS Design Guidelines and Standards for plumbing requirements.

Power Requirements/Low Voltage

- Outlets provided and spaced sufficient to power computing devices and equipment in the 21st century learning environment, and the potential to stream video. Power required to operable specialty equipment and devices. See PPS Design Guidelines and Standards for wiring requirements.

Lighting

- Provide lighting appropriate for tasks and activities. Lighting should be consistent to allow access to all parts of the space.

Acoustics

- Acoustics should be designed to increase the ability to hear well throughout the space.

Furniture

- Tables/desks
- Chairs
- Soft seating (couches, chairs, etc.)
- Phone table

Equipment

- Vending/soda machines
- See equipment matrix

Special Conditions

- Door with window
- Small phone room or alcove within staff room for private phone calls

CONFERENCE ROOM REQUIREMENTS

General Requirements
- Meeting spaces for a variety of functions and individuals
- Enclosed space
- Flexible space
- Transparency

Functions
- Separate meeting area for staff
- Make-up testing rooms

Location
- In Administration Area

Relationships
- Reception/Lobby
- Secretary
- Principal's Office

Storage
- Lockable cabinets with doors for general storage

Floors
- Provide carpet flooring. Consider acoustics, teacher and staff movement, ease of cleaning and type of activity when selecting flooring materials.

Walls
- Tackable wall surface on a minimum of (2) walls
- Windows to be located to provide views and an abundance of natural light (dependent upon room placement/layout).
- (1) 4'x8' magnetic white board (to be used as screen)
- Glass walls for transparency and connection to other spaces (dependent upon room placement/layout).

Windows
- Windows sized to provide ample natural light (dependent upon plan layout)
- Ability to control natural light when necessary (dependent upon plan layout)
- Operable windows for circulation (dependent upon plan layout)

Plumbing

Power Requirements/Low Voltage
- Outlets provided and spaced sufficient to power computing devices and equipment in the 21st century learning environment, and the potential to stream video. See PPS Design Guidelines and Standards for wiring requirements.

Lighting
- Provide lighting appropriate for tasks and activities. Lighting should be consistent to allow access to all parts of the space.

Acoustics
- Acoustics should be designed to increase the ability to hear well throughout the space.
- Room should be acoustically separated from adjacent spaces.

Furniture

- Tables
- Chairs
- Furniture should be flexible/adjustable to accommodate for meeting types and sizes.
- Provide durable and comfortable seating/furniture.

Equipment

- Computer; laptop preferred
- Door with window
- See Room Equipment Matrix

Special Conditions

- Door with window

PARENT/VOLUNTEER ROOM REQUIREMENTS

General Requirements
- Support volunteer activities at the school
- Lockable storage for volunteer's personal belongings
- Flexible space

Functions
- Projects
- Small meeting space
- Workspace
- Volunteer support space
- Storage
- Usable space for parents and families, volunteers, PTA, boosters, alumni, etc.

Location
- Close to front entrance/main office or community area

Relationships
- Work Room
- Classrooms
- Reception/Lobby

Storage
- Lockable cabinets (upper and lower)
- Cabinets to have doors wherever possible
- Open shelving for supplies
- Lockable coat closet or lockers for personal belongings

Floors
- Flooring per PPS Design Guidelines and Standards for office areas.

Walls
- Tackable wall covering on a minimum of (1) wall

Windows

Plumbing

Power Requirements/Low Voltage
- Outlets provided and spaced sufficient to power computing devices and equipment in the 21st century learning environment, and the potential to stream video. See PPS Design Guidelines and Standards for wiring requirements.

Lighting
- Provide lighting appropriate for tasks and activities. Lighting should be consistent to allow access to all parts of the space.

Acoustics
- Acoustics should be designed to increase the ability to hear well throughout the space.

Furniture
- Tables
- Chairs
- Mobile file cabinets

Equipment

- Computer; laptop(s) with secure storage preferred
- See Room Equipment Matrix

Special Conditions

- Door with window

COUNSELING OFFICES REQUIREMENTS

General Requirements

- Counseling offices per area program
- Work station space
- Ample space to meet with several people within individual office
- Soundproof/acoustic isolation for privacy
- Lockable storage
- Offices should all be located together

Functions

- Works with students and parents
- Private student and/or parent conferences
- Private phone calls
- Ability to video conference

Location

- Within or near the Counseling area
- Centralized location

Relationships

- Near college/career counseling
- Counseling Secretary
- Other counseling offices
- Main entry (for parent access)

Storage

- Built-in file drawers and cabinets
- Lockable coat closet
- Provide cabinets with doors wherever possible
- Open shelving for storage
- Countertop/desk space (either built-in or mobile)
- Lockable

Floors

- Provide carpet flooring. Consider acoustics, teacher and staff movement, ease of cleaning and type of instruction when selecting flooring materials.

Walls

- Minimum of (1) 4'x4' tack board or (1) wall of tackable wall surface
- (1) 4'x4' (minimum) magnetic white board
- Windows to be located to provide views and an abundance of natural light.

Windows

- Windows sized to provide ample natural light
- Ability to control natural light when necessary
- Operable windows for ventilation

Plumbing

Power Requirements/Low Voltage

- Outlets provided and spaced sufficient to power computing devices and equipment in the 21st century learning environment, and the potential to stream video. See PPS Design Guidelines and Standards for wiring requirements.

Lighting

- Provide lighting appropriate for tasks and activities. Lighting should be consistent to allow access to all parts of the space.

Acoustics

- Acoustics should be designed to increase the ability to hear well throughout the space.
- Space should be acoustically separated.

Furniture

- Desk (built-in or mobile)
- Bookshelves
- Chairs
- File cabinets
- Provide durable and comfortable furniture.
- Ability to accommodate desktop computer.

Equipment

- Computer; laptop with secure storage preferred
- See Room Equipment Matrix

Special Conditions

- Door with window
- All windows should have blinds or shades for privacy.

COUNSELING SECRETARY/WAITING REQUIREMENTS

General Requirements
- Ample room for multiple people to wait
- Support for counseling staff
- Workstation for 1-2 people

Functions
- Provide area for students and/or parents to wait to meet with counselors
- Provide support for counselors
- Data processing
- Handles registration

Location
- Centrally located within the counseling area or adjacent to counselors offices

Relationships
- College/Career Counseling
- Counselor's Offices

Storage
- Built-in file drawers and cabinets
- Provide cabinets with doors wherever possible
- Countertop/desk space (either built-in or mobile); lower counter for work space and higher counter for students and parents if built-in
- Lockable

Floors
- Provide carpet flooring. Consider acoustics, teacher and staff movement, ease of cleaning and type of instruction when selecting flooring materials.

Walls
- Tackable wall surface
- Interior windows for connectivity to main hallways or main entrance (dependent upon plan layout).
- Windows to be located to provide views and an abundance of natural light (dependent upon plan layout).

Windows
- Windows sized to provide ample natural light (dependent upon plan layout)
- Ability to control natural light when necessary (dependent upon plan layout)
- Operable windows for circulation (dependent upon plan layout)

Plumbing

Power Requirements/Low Voltage
- Outlets provided and spaced sufficient to power computing devices and equipment in the 21st century learning environment, and the potential to stream video. See PPS Design Guidelines and Standards for wiring requirements.

Lighting
- Provide lighting appropriate for tasks and activities. Lighting should be consistent to allow access to all parts of the space.

Acoustics
- Acoustics should be designed to increase the ability to hear well throughout the space.

Furniture

- Desk (built-in or mobile)
- Bookshelves
- Chairs
- File cabinets
- Soft seating (chairs, couches)
- Provide durable and comfortable furniture.
- Ability to accommodate desktop computer.

Equipment

- Computer; laptop with secure storage preferred.
- See Room Equipment Matrix

Special Conditions

- Door with window (if enclosed space)

DRUG/ALCOHOL COUNSELOR REQUIREMENTS

General Requirements
- Secure space
- Private
- Acoustic isolation
- Ample room for (2) or more people to meet

Functions
- Provides counseling for drug and/or alcohol issues
- Private phone calls
- Private meetings

Location
- Should be adjacent to health clinic or within counseling area (adjacent to counselors)

Relationships
- Conference Rooms
- Counselors
- Health Clinic

Storage
- Lockable storage for files and student information
- Lockable storage for personal items
- All cabinets should have doors wherever possible

Floors
- Provide hard surface flooring. Consider acoustics, teacher and staff movement, ease of cleaning and type of instruction when selecting flooring materials.

Walls
- Minimum of (1) 4'x4' magnetic white board
- Minimum of (1) 4'x4' tack board or (1) wall of tackable wall surface

Windows
- If windows are desired (interior and exterior), provide shading devices for privacy.
- If exterior windows provide, provide operable windows for circulation and the ability to control natural light when necessary.

Plumbing

Power Requirements/Low Voltage
- Outlets provided and spaced sufficient to power computing devices and equipment in the 21st century learning environment. See PPS Design Guidelines and Standards for wiring requirements.

Lighting
- Provide lighting appropriate for tasks and activities. Lighting should be consistent to allow access to all parts of the space.

Acoustics
- Acoustics should be designed to increase the ability to hear well throughout the space.
- Consider acoustic separation of this space.

Furniture
- Desk (if not built in), ability to accommodate desktop computer.
- Chairs
- Mobile file cabinets

Equipment

- Computer; laptop with secure storage preferred.
- See Room Equipment Matrix

Special Conditions

- Door with window
- All windows should have blinds or shades for privacy

COUNSELING CONFERENCE ROOM REQUIREMENTS

General Requirements
- Large conference room and small conference room
- Meeting spaces for a variety of functions and individuals
- Enclosed space
- Flexible space
- Transparency
- Ability to video conference

Functions
- Separate meeting areas for counselors and career counseling needs

Location
- In Counseling Area

Relationships
- Counseling Secretary/Waiting
- College/Career Center and Career Counselor

Storage
- Lockable cabinets with doors for general storage

Floors
- Provide carpet flooring. Consider acoustics, teacher and staff movement, ease of cleaning and type of activity when selecting flooring materials.

Walls
- Tackable wall surface on a minimum of (2) walls
- Windows to be located to provide views and an abundance of natural light (dependent upon room placement/layout).
- (1) 4'x8' magnetic white board (to be used as screen)
- Glass walls for transparency and connection to other spaces (dependent upon room placement/layout).

Windows
- Windows sized to provide ample natural light (dependent upon plan layout)
- Ability to control natural light when necessary (dependent upon plan layout)
- Operable windows for circulation (dependent upon plan layout)

Plumbing

Power Requirements/Low Voltage
- Outlets provided and spaced sufficient to power computing devices and equipment in the 21st century learning environment, and the potential to stream video. See PPS Design Guidelines and Standards for wiring requirements.

Lighting
- Provide lighting appropriate for tasks and activities. Lighting should be consistent to allow access to all parts of the space.

Acoustics
- Acoustics should be designed to increase the ability to hear well throughout the space.
- Room should be acoustically separated from adjacent spaces.

Furniture

- Tables
- Chairs
- Furniture should be flexible/adjustable to accommodate for meeting types and sizes.
- Provide durable and comfortable seating/furniture.
- Ability to accommodate desktop computer.

Equipment

- Computer
- See Room Equipment Matrix

Special Conditions

- Door with window

Sizes: Large Conference Room per Area Program
Small Conference Room per Area Program

CAREER CENTER REQUIREMENTS

General Requirements

- Ample storage/display
- Welcoming feel
- Easily accessible
- Variety of seating/spaces for research and meetings
- Space for 3-4 Parent Volunteers
- Easy access to computers for students to perform research
- Display/wall space for college information and events

Functions

- Provides resource center for students looking at post high school opportunities
- Meeting area for students and college/university recruiters

Location

- Central location for student access

Relationships

- Counseling
- Career Counselor
- Counseling Conference Room(s)

Storage

- Shelving or racks for pamphlets, brochures and other related information
- Open shelving for paperwork/forms
- Cabinets with adjustable shelving for additional storage
- Cabinets to have doors wherever possible
- Drawers at least 30"x40" to hold posters, charts, etc.

Floors

- Provide hard surface flooring. Consider acoustics, teacher and staff movement, ease of cleaning and type of instruction when selecting flooring materials.

Walls

- Minimum of (1) wall with windows.
- Windows to be located to provide views and an abundance of natural light.
- Tackable wall surface covering on all walls

Windows

- Windows sized to provide ample natural light
- Ability to control natural light when necessary
- Operable windows for circulation
- Interior windows for connectivity to school (i.e. hallways)

Plumbing

Power Requirements/Low Voltage

- Outlets provided and spaced sufficient to power computing devices and equipment in the 21st century learning environment, and the potential to stream video. Power required to operable specialty equipment and devices. See PPS Design Guidelines and Standards for wiring requirements.

Lighting

- Provide lighting appropriate for tasks and activities. Lighting should be consistent to allow access to all parts of the space.

Acoustics

- Acoustics should be designed to increase the ability to hear well throughout the space.
- Ability to simultaneously conduct large and small group instruction.

Furniture

- Provide furniture for different meetings/groups. Provide durable and comfortable seating.
- Tables/desks
- Chairs
- One teacher's desk, and chair
- Brochure racks/kiosks
- Soft seating
- Ability to accommodate desktop computer(s)

Equipment

- Computers
- See Room Equipment Matrix

Special Conditions

- Door with window
- Specialty signage
- Display cases

CAREER COUNSELOR OFFICE REQUIREMENTS

General Requirements
- Dedicated space for counselor
- Acoustical isolated
- Secured space for privacy
- Connectivity/visibility to Career Center
- Flexibility to add additional counselor (total of 2)

Functions
- Support staff for career center
- Provides assistance/guidance for students looking to attend colleges or universities

Location
- Adjacent to Career Center

Relationships
- Counseling area/Counselors
- Counseling conference rooms
- Career Center

Storage
- Lockable storage for personal items

Floors
- Provide hard surface flooring. Consider acoustics, teacher and staff movement, ease of cleaning and type of instruction when selecting flooring materials.

Walls
- Minimum of (1) wall with windows.
- Windows to be located to provide views and an abundance of natural light.
- Tackable wall surface covering on a minimum of (1) wall
- (1) minimum 4'x4' magnetic white board

Windows
- Windows sized to provide ample natural light
- Ability to control natural light when necessary
- Operable windows for circulation
- Interior windows for connectivity to Career Center

Plumbing

Power Requirements/Low Voltage
- Outlets provided and spaced sufficient to power computing devices and equipment in the 21st century learning environment, and the potential to stream video. See PPS Design Guidelines and Standards for wiring requirements.

Lighting
- Provide lighting appropriate for tasks and activities. Lighting should be consistent to allow access to all parts of the space.

Acoustics
- Acoustics should be designed to increase the ability to hear well throughout the space.

Furniture
- Desk (if not built in)
- Chairs
- Mobile file cabinets
- Ability to accommodate desktop computer

Equipment

- Computers; laptop with secure storage preferred
- See Room Equipment Matrix

Special Conditions

- Door with window

SECURE RECORDS STORAGE REQUIREMENTS

General Requirements
- Secure room
- Space for multiple file cabinets
- Space for viewing files

Functions
- Separate, secure location for student files and other school records
- Digital records exchange

Location
- Counseling area

Relationships
- Counselor
- Counseling Secretary

Storage
- Lockable file cabinets

Floors
- Provide hard surface flooring. Consider acoustics, teacher and staff movement, ease of cleaning and type of instruction when selecting flooring materials.

Walls
- Durable wall construction/finishes

Windows

Plumbing

Power Requirements/Low Voltage
- Outlets provided and spaced sufficient to power computing devices and equipment in the 21st century learning environment. See PPS Design Guidelines and Standards for wiring requirements.

Lighting
- Provide lighting appropriate for tasks and activities. Lighting should be consistent to allow access to all parts of the space.

Acoustics

Furniture
- Table
- Chair

Equipment
- See Room Equipment Matrix

Special Conditions
- Door with window
- Fireproof

COUNSELING TOILET ROOM REQUIREMENTS

General Requirements
- (2) in Counseling Area
- Ability for staff to store toiletries and freshen-up

Functions
- Private, staff-only restrooms

Location
- Within administration and counseling areas

Relationships
- Administrative offices

Storage
- Half-height lockers; provide hasps for locks

Floors
- Provide hard surface flooring. Consider acoustics, teacher and staff movement, ease of cleaning and type of instruction when selecting flooring materials.
- Flooring should be slip resistant

Walls
- Walls should have paneling or protective wainscot (i.e. FRP or plastic laminate), minimum of 4'-0" high

Windows

Plumbing
- Toilet and/or urinals (quantities to be determined by Building Code)
- Sinks (quantities to be determined by Building Code)
- Floor drains
- See PPS Design Guidelines and Standards for plumbing requirements.

Power Requirements/Low Voltage
- Outlets provided and spaced sufficient to power computing devices and equipment in the 21st century learning environment, and the potential to stream video. See PPS Design Guidelines and Standards for wiring requirements.

Lighting
- Provide lighting appropriate for tasks and activities. Lighting should be consistent to allow access to all parts of the space.

Acoustics
- Consider providing acoustic isolation

Furniture

Equipment
- Full length mirror
- See Room Equipment Matrix

Special Conditions

ATHLETIC DIRECTOR OFFICE REQUIREMENTS

General Requirements
- Office space for Athletic Director

Functions
- Oversees work of coaches and related staff involved in athletic programs

Location
- Near administration area
- Access to Gymnasium

Relationships
- Gymnasium
- Administration area
- AD Support Staff

Storage
- Lockable drawer or cabinets for personal items and supplies
- All cabinets to have doors whenever possible

Floors
- Provide hard surface flooring. Consider acoustics, teacher and staff movement, ease of cleaning and type of instruction when selecting flooring materials.

Walls
- Minimum of (1) 4'x4' magnetic white board
- Minimum of (1) 4'x4' tack board or (1) wall of tackable wall surface

Windows
- Interior window/connection to AD Support space

Plumbing

Power Requirements/Low Voltage
- Outlets provided and spaced sufficient to power computing devices and equipment in the 21st century learning environment, and the potential to stream video. See PPS Design Guidelines and Standards for wiring requirements.

Lighting
- Provide lighting appropriate for tasks and activities. Lighting should be consistent to allow access to all parts of the space.

Acoustics
- Acoustics should be designed to increase the ability to hear well throughout the space.

Furniture
- Desk (if not built in)
- Chairs
- Mobile file cabinets
- Ability to accommodate desktop computer

Equipment
- Computer; laptop with secure storage preferred
- See Room Equipment Matrix

Special Conditions
- Door with window

ATHLETIC DIRECTOR SUPPORT STAFF ROOM REQUIREMENTS

General Requirements
- Separate space for AD support staff to work
- Provides support for athletic director

Functions
- Interaction with Athletic Director and with visitors

Location
- Near Administration

Relationships
- Athletic Director
- Gymnasiums
- Administration Area

Storage
- Lockable file cabinets
- Drawers or cabinets for personal items and supplies
- All cabinets to have doors whenever possible

Floors
- Provide hard surface flooring. Consider acoustics, teacher and staff movement, ease of cleaning and type of instruction when selecting flooring materials.

Walls
- Minimum of (1) 4'x4' magnetic white board
- Minimum of (1) 4'x4' tack board or (1) wall of tackable wall surface

Windows
- Interior window/connection to AD Director

Power Requirements/Low Voltage
- Outlets provided and spaced sufficient to power computing devices and equipment in the 21st century learning environment, and the potential to stream video. See PPS Design Guidelines and Standards for wiring requirements.

Lighting
- Provide lighting appropriate for tasks and activities. Lighting should be consistent to allow access to all parts of the space.

Acoustics
- Acoustics should be designed to increase the ability to hear well throughout the space.

Furniture
- Desk (if not built in)
- Chairs
- Mobile file cabinets

Equipment
- Computer
- See Room Equipment Matrix

Special Conditions
- Door with window

COMPUTER LAB REQUIREMENTS

General Requirements

- Provide the number and size of computer labs sufficient to support general education career preparation curriculum. Computer labs may be dedicated to support specific curriculum (i.e. digital media, coding, or journalism)
- Provide specialized equipment and furniture
- Class based computer instruction or group based projects or research
- Computer based assessment
- Adequate power and data
- Flexible space
- Lockable space due to nature of equipment

Functions

- Provide access to technical equipment and instruction in support of core academic program
- Support small and large group instruction
- Provide technology
- Provide options for computer based assessment

Location

- Near Media Center/Library for support of General Education curriculum
- Near Career Preparation labs and classrooms in support of Career Preparation curriculum

Relationships

- Media Center/Library; Reception/Lobby
- Core learning spaces
- Career preparation spaces

Storage

- Computer carts or secure storage cabinets for 1700 mobile devices in summer
- Tall storage cabinets for smaller devices
- Adjustable shelves
- Lower and upper cabinets
- Countertop space
- Cabinets should have doors whenever possible

Floors

- Provide hard surface flooring. Consider acoustics, teacher and staff movement, ease of cleaning and type of instruction when selecting flooring materials.

Walls

- Tackable wall surface on a minimum of (2) walls
- Minimum of (1) wall with windows.
- Windows to be located to provide views and an abundance of natural light.
- (2) minimum 4'x16' magnetic white boards on teaching wall (can be used as screen)

Windows

- Windows sized to provide ample natural light
- Ability to control natural light when necessary
- Operable windows for circulation
- Interior windows for connectivity to Media Center or adjacent career preparation labs

Plumbing

- None required

Power Requirements/Low Voltage

- Outlets provided and spaced sufficient to power computing devices and equipment in the 21st century learning environment, and the potential to stream video. Power required to operable specialty equipment and devices. See Room Equipment Matrix for preferred number of outlets.

Lighting

- Provide lighting appropriate for tasks and activities. Lighting should be consistent to allow access to all parts of the space.

Acoustics

- Acoustics should be designed to increase the ability to hear well throughout the space.
- Ability to simultaneously conduct large and small group instruction.
- Background noise should be reduced or eliminated. Audio reinforcement needed.

Furniture

- Tables/desks
- Chairs
- One adjustable height teacher's desk and chair
- Mobile file cabinets
- Ability to accommodate desktop computer

Equipment

- Computers (students and teacher); laptop with secure storage preferred
- See Room Equipment Matrix

Special Conditions

- Doors with windows

SENSORY SUPPORT ROOM REQUIREMENTS

General Requirements
- Located in learning suites
- Safe and secure
- Calming environment
- Kinetic space
- 2-3 offices within space

Functions
- Dedicated room to develop people's sense through special lighting, music and/or objects
- Therapy room

Location
- Dispersed throughout learning suites with other core academic areas

Relationships
- Classrooms
- Other Special Education spaces

Storage
- General storage for specialty equipment and supplies
- Cabinets to have doors wherever possible
- Adjustable shelving

Floors
- Provide hard surface flooring. Consider acoustics, teacher and staff movement, ease of cleaning and type of instruction when selecting flooring materials.

Walls
- Walls to have durable finish/wainscot.

Windows

Plumbing

Power Requirements/Low Voltage
- Outlets provided and spaced sufficient to power computing devices and equipment in the 21st century learning environment, and the potential to stream video. See PPS Design Guidelines and Standards for wiring requirements.

Lighting
- Provide lighting appropriate for tasks and activities. Lighting should be consistent to allow access to all parts of the space.

Acoustics
- Acoustics should be designed to increase the ability to hear well throughout the space.

Furniture
- Offices:
    - Desk (if not built in)
    - Chairs
    - Mobile file cabinets

Equipment

- Computer; laptop with secure storage preferred
- Swing
- Trampoline(s)
- Soft balls
- See Room Equipment Matrix

Special Conditions

- Door with window

LEARNING CENTER REQUIREMENTS

General Requirements

- Number dependent on student demographics and enrollment
- Located in learning suites
- Transparency and openness
- Safe and secure
- Calming environment

Functions

- Integrated classroom space for students with varying disabilities

Location

- Dispersed throughout learning suites with other core academic areas

Relationships

- Classrooms
- Life Skills
- Speech Pathologist
- Psychologist

Storage

- Tall cabinets
- Upper and lower cabinetry
- Cabinets to have doors wherever possible
- Adjustable shelving
- Countertops

Floors

- Provide hard surface flooring. Consider acoustics, teacher and staff movement, ease of cleaning and type of instruction when selecting flooring materials.

Walls

- Walls to have durable finish/wainscot
- Minimum of (1) wall with windows
- Windows to be located to provide views and an abundance of natural light.
- Tackable wall surface covering on teaching walls
- (1) minimum 4' x8' magnetic white board on teaching wall

Windows

- Windows sized to provide ample natural light
- Ability to control natural light when necessary
- Operable windows for circulation

Plumbing

Power Requirements/Low Voltage

- Outlets provided and spaced sufficient to power computing devices and equipment in the 21st century learning environment, and the potential to stream video. See PPS Design Guidelines and Standards for wiring requirements.

Lighting

- Provide lighting appropriate for tasks and activities. Lighting should be consistent to allow access to all parts of the space.

Acoustics

- Acoustics should be designed to increase the ability to hear well throughout the space.

Furniture

- One teacher's desk and chair
- Mobile file cabinets
- Portable room partitions
- Soft seating
- Furniture should be durable and mobile

Equipment

- Computers: per PPS IT purchasing requirements; laptops or mobile computer cart preferred
- See Room Equipment Matrix
- Projection screen per PPS Design Guidelines and Standards

Special Conditions

- Door with window

INTENSIVE SKILLS CLASSES

Recommendations

- Low intensity classroom – 600 SF or more
- Storage
- Reception
- Conference room
- Office
- Special Needs toilet
- Calming environment
- Integrated within the school
- Secure
- Light and open; connection to outside
- Kitchen
- Laundry
- Ample floor space
- Privacy for staff
- Meeting spaces

Functions

- Provide academic support space for life skills programs
- Provide dedicated rooms for support staff
- Supports specific programmatic needs for students

Location

- Integrated within academic areas or located as close as possible
- Life skills program should be self-contained
- Exterior/parking access (for drop-off and pick up)

Relationships

- Speech Pathologist
- Psychologist
- Offices

Storage

- Drawers and cabinets for kitchen supplies and storage
- Tall lockable storage
- Tall lockable storage for staff's personal items
- All cabinets should have doors wherever possible
- Adjustable shelves
- Adjustable shelving near laundry area for supplies
- Countertop space
- See Room Equipment Matrix

Floors

- Provide hard surface flooring. Consider acoustics, teacher and staff movement, ease of cleaning and type of instruction when selecting flooring materials.
- Flooring to be slip resistant in toilet room.

Walls

- Provide tackable wall surface on teaching wall
- Provide minimum (1) 4'x8' interactive white board on teaching wall.
- Minimum of (1) wall with windows.
- Windows to be located to provide views and an abundance of natural light
- All other walls to have durable finish

Windows
- Windows sized to provide ample natural light
- Ability to control natural light when necessary
- Operable windows for circulation
- Light shelves allowed if appropriate and feasible

Plumbing
- Sink, toilet and roll in shower in Toilet Room
- Sink, dishwasher and refrigerator
- Floor drains
- Washer and Dryer for students as program requires.
- See PPS Design Guidelines and Standards for plumbing requirements.

Power Requirements/Low Voltage
- Outlets provided and spaced sufficient to power computing devices and equipment in the 21st century learning environment, and the potential to stream video. Power required to operable specialty equipment and devices. See PPS Design Guidelines and Standards for wiring requirements. See Room Equipment Matrix.

Lighting
- Provide lighting appropriate for tasks and activities. Lighting should be consistent to allow access to all parts of the space.

Acoustics
- Acoustics should be designed to increase the ability to hear well throughout the space.
- Ability to simultaneously conduct large and small group instruction.

Furniture
- Tables/desks
- Chairs
- One teacher's desk, and chair
- Mobile file cabinets
- Soft seating
- Furniture should allow for student movement while seated to increase learning. Provide furniture to support different learning types.
- Furniture should be durable and comfortable.

Equipment
- Lift/Changing table (motorized) in classroom
- (1) Residential Washer
- (1) Residential Dryer
- Stove/cooktop
- Computers: per PPS IT purchasing requirements; laptops or mobile computer cart preferred.
- See Room Equipment Matrix
- Projection screen per PPS Design Guidelines and Standards

Special Conditions
- Door with window
- Secondary/exterior door for outside access

Sizes:
Low Intensity Classroom per Area Program
Storage per Area Program
Reception per Area Program
Conference per Area Program
Office per Area Program
Special Needs Toilet per Area Program

SPEECH PATHOLOGIST OFFICE REQUIREMENTS

General Requirements
- Number of offices per Area Program
- Secure space
- Private
- Lockable/secure storage

Functions
- Office space for speech therapist
- Space to work with students on speech issues

Location
- Within or adjacent to Life Skills

Relationships
- Administrative offices
- Life Skills
- Psychologist
- Learning Center

Storage
- Lockable file cabinets for student files
- Tall cabinet for personal items
- Call cabinets to have doors whenever possible

Floors
- Provide carpet flooring. Consider acoustics, teacher and staff movement, ease of cleaning and type of instruction when selecting flooring materials.

Walls
- Windows to be located to provide views and an abundance of natural light.
- Tackable wall surface covering minimum (1) wall
- (1) minimum 4' x4' magnetic white board

Windows
- Windows sized to provide ample natural light
- Ability to control natural light when necessary
- Operable windows for circulation

Plumbing

Power Requirements/Low Voltage
- Outlets provided and spaced sufficient to power computing devices and equipment in the 21st century learning environment, and the potential to stream video. See PPS Design Guidelines and Standards for wiring requirements.

Lighting
- Provide lighting appropriate for tasks and activities. Lighting should be consistent to allow access to all parts of the space.

Acoustics
- Acoustics should be designed to increase the ability to hear well throughout the space.
- Acoustic isolation of this space for privacy

Furniture

- Desk (if not built-in)
- Chairs
- Mobile file cabinets
- Ability to accommodate desktop computer

Equipment

- Computer; laptop with secure storage preferred
- Adaptive and assistive technology
- See Room Equipment Matrix

Special Conditions

- Door with window

PSYCHOLOGIST OFFICE REQUIREMENTS

General Requirements
- Number of offices per Area Program
- Secure space
- Private
- Lockable/secure storage

Functions
- Office space for psychologist

Location
- Within or adjacent to Life Skills

Relationships
- Administrative offices
- Life Skills
- Speech Pathologist
- Learning Center

Storage
- Lockable file cabinets for student files
- Tall cabinet for personal items
- Call cabinets to have doors whenever possible

Floors
- Provide carpet flooring. Consider acoustics, teacher and staff movement, ease of cleaning and type of instruction when selecting flooring materials.

Walls
- Windows to be located to provide views and an abundance of natural light.
- Tackable wall surface covering minimum (1) wall
- (1) minimum 4' x4' magnetic white board

Windows
- Windows sized to provide ample natural light
- Ability to control natural light when necessary
- Operable windows for circulation

Plumbing

Power Requirements/Low Voltage
- Outlets provided and spaced sufficient to power computing devices and equipment in the 21st century learning environment, and the potential to stream video. See PPS Design Guidelines and Standards for wiring requirements.

Lighting
- Provide lighting appropriate for tasks and activities. Lighting should be consistent to allow access to all parts of the space.

Acoustics
- Acoustics should be designed to increase the ability to hear well throughout the space.
- Acoustic isolation of this space for privacy

Furniture
- Desk (if not built-in)
- Chairs
- Mobile file cabinets
- Ability to accommodate desktop computer

Equipment

- Computer; laptop computer with secure storage preferred.
- See Room Equipment Matrix

Special Conditions

- Door with window

ESL CLASSROOM

General Requirements

- Provide ESL Classroom per area program.
- Type and number of classrooms dependent on student population and program requirements

Functions

- Flexible for different types of modern learning and instruction: large group, small group and individual inquires/study.
- Display of instructional materials and student work.
- Allow flexibility of storage and display area through determination at time of master planning.
- Accommodate 15-20 students at 800 SF.

Location

- Clusters of 5 or 6 classrooms adjacent to Flexible Learning Areas.
- Existing building footprints may preclude learning suite per diagram. However, easily identifiable space for extended learning opportunities adjacent to classrooms should be identified. Attempt to organize classrooms in a manner that creates usable space adjacent to the classroom for extended learning opportunities including small group instruction and student collaboration.

Relationships

- Adjacent, with access and closeable transparency to 'learning suite' common space
- "open up" to Flexible Learning Areas
- Small group conference/meeting room
- Teacher planning/collaboration areas / work rooms
- Restrooms
- Staff toilet
- Relationships may vary depending on program needs; adjacency of classrooms to support STEM program may be different than comprehensive program.

Storage

- Cabinets with doors and drawers of various sizes. Some to hold oversized materials. Size and quantity to be determined during master planning of individual schools.
- Teacher cabinet with locking doors.
- Adjustable shelves in cabinets.
- Cabinets with open shelves to house materials that students use.
- Space for portable file cabinet.

Floors

- Provide hard surface flooring. Consider acoustics, teacher and student comfort, ability to move furniture and ease of cleaning.

Walls

- Minimum of one wall with windows.
- Tackable wall surface covering or available on all walls. Preferred minimum of (2) 4x8 boads.
- Minimum of (2) 4x16 magnetic white boards on teaching wall.

Windows

- Generous natural light with sunshade to minimize glare.
- High and low operable windows for air circulation.
- Operable window shades to control natural light as needed.

Plumbing

- Number of plumbing fixtures dependent on curriculum requirements, room function and layout.
- Plumbing requirements provided in the PPS Design Guidelines and Standards.

Power Requirements/ Low Voltage

- Outlets provided and spaced sufficient to power computing devices and equipment in the 21st century classroom and the potential to stream video to and from classrooms.
- Wiring requirements to be provided in the PPS Design Guidelines and Standards.

Lighting

- Provide consistent direct and indirect lighting throughout the room appropriate for tasks as well as utilizing the overall space.

Acoustics

- Acoustic isolation between rooms.
- Acoustic treatment throughout the room to reduce or eliminate background noise.
- Ability to simultaneously conduct large and small group instruction.
- Selection of ceiling material an important component.

Furniture

- Allow for student movement while seated to increase learning (kinetic furniture).
- Allow for a variety of teaching and learning styles.
- Desks, chairs, tables per number of students programmed for each classroom.

Equipment

- TVs and projectors at the discretion of individual school administration and design team.
- Computers per IT purchasing program; laptop computers or mobile computer cart with secure storage preferred.
- Capability to install classroom cameras and security
- Teachers desk, chair & computer
- Microscope camera at discretion of District and design team
- See Room Equipment Matrix

Special Conditions

- Door with window.

STUDENT CENTER/COMMONS REQUIREMENTS

General Requirements

- Heart of the school
- Feels like an open and comfortable living room
- Large, open and comfortable area, durable without feeling industrial
- Supports a variety of seating arrangements, casual meeting area
- Display areas for students/interactive devices i.e. monitors, TV's etc.
- Food court feel
- Flexible floor space
- Large volume space with natural light
- Connectivity to outdoors
- Internet café/technology
- Dynamic
- Integrate food service and instruction into commons space
- Open and transparent
- (2) lunch periods, each to accommodate up to 40% of student body
- Space for tables/chairs/equipment for special events

Functions

- Social space for students to congregate and interact
- Meeting space
- Space for meals, breaks, etc.
- Additional study space
- Lunch
- Raised area for performance/presentation

Location

- Should be centrally located
- Adjacent to exterior eating spaces

Relationships

- Exterior courtyard with seating for 100
- Kitchen
- Gymnasiums
- Gender neutral restrooms

Storage

- Recycling bins or built-in recycling station
- Tables /chairs and equipment for special events

Floors

- Provide hard surface flooring. Consider acoustics, teacher and staff movement and ease of cleaning when selecting flooring materials.
- No rubber or carpet.

Walls

- Windows to be located to provide views and an abundance of natural light
- Minimum (1) full wall of tackable wall surface or dispersed throughout the commons area
- Wainscoting

Windows

- Windows or skylights sized to provide ample natural light
- Ability to control natural light when necessary
- Operable windows for circulation

Plumbing
- Hand washing sink(s)
- Drinking fountains designed to also fill bottles with water.

Power Requirements/Low Voltage
- Outlets provided and spaced sufficient to power computing devices and equipment in the 21st century learning environment, and the potential to stream video. Power required to operable specialty equipment and devices.
- Power and data in student gathering areas and available for public speaking.

Lighting
- Provide lighting appropriate for tasks and activities. Lighting should be consistent to allow access to all parts of the space.
- Natural lighting is preferred.

Acoustics
- Acoustics should be designed to increase the ability to hear well throughout the space. Acoustic isolation should be considered for this space.

Furniture (each design team will have flexibility in choosing FF&E)
- Provide furniture for different activity types. Provide durable, comfortable and mobile furniture that does not scratch the floor. Allow for student movement.
- Provide mobile storage units for food, beverage, entrees and cashier station; units can be open shelving or cabinets with lockable doors.
- Tables (various heights and sizes)
- Chairs and stools sufficient for the number of students served at lunch.
- Booths (mobile preferred)
- Benches
- Soft seating
- Kiosks/mobile stations
- Outdoor seating in a variety of ways with umbrellas
- Consider mobility of furniture with thresholds and scratching. Also wainscoting. No space for student food prep (microwaves).

Equipment
- Computers
- Lighting for small productions
- See Room Equipment Matrix

Special Conditions
- Doors with windows
- Outdoor space for social congregation
- Area for garbage cans should be enclosed; recycling stations are preferred if space allows

MAIN SERVERY REQUIREMENTS

General Requirements
- Inviting/Appealing
- Open
- Secure/lockable (coiling doors and/or windows)
- Transparent/Visible
- Interactive; doubles as instructional space
- Less institutional
- Provide many options for students
- Provide seamless service to all students regardless of meal payment status
- "Food Court" atmosphere
- Designed to provide fast service

Functions
- Provides space for food to be served to the students
- Integrated part of commons

Location
- Adjacent to Commons
- Adjacent to Kitchen

Relationships
- Commons
- Kitchen and Food/Prep
- Dish washing

Storage
- Serving line/stations as determined by food service consultant

Floors
- Provide hard surface flooring. Consider acoustics, teacher and staff movement, ease of cleaning and type of instruction when selecting flooring materials.
- Floor should be slip resistant

Walls
- All walls should have paneling or durable finish (i.e. FRP, ceramic tile)

Windows
- Provide coiling doors or grille to secure space in off/after hours.

Plumbing
- See PPS Design Guidelines and Standards for plumbing requirements.

Power Requirements/Low Voltage
- Outlets provided and spaced sufficient to power computing devices and equipment in the 21st century learning environment, and the potential to stream video. Power required to operable specialty equipment and devices. See PPS Design Guidelines and Standards for wiring requirements.

Lighting
- Provide lighting appropriate for tasks and activities. Lighting should be consistent to allow access to all parts of the space.
- Natural lighting is preferred.

Acoustics
- Acoustics should be designed to increase the ability to hear well throughout the space.

Furniture

Equipment

- Specialty food service equipment (serving line, etc. to be determined by food service consultant)
- Pay stations/kiosks/ computers where applicable
- See Room Equipment Matrix

Special Conditions

- Doors with visions windows and kickplates
- Provide appropriate ceiling type for food service application.

FOOD PREP/KITCHEN REQUIREMENTS

General Requirements
- Ample floor area for specialty food preparation equipment
- Secondary access for kitchen staff (10-12)
- Adequate ventilation
- Storage
- Cleanable floor and wall surfaces
- Ability to be used as instructional space (without violation of applicable health codes)
- Transparent/Visible

Functions
- Production facility for school
- Preparing and warming food

Location
- Within the Kitchen area of the school
- Outdoor access
- Loading dock area

Relationships
- Main Servery
- Commons
- Staff Room

Storage
- Specialty storage shelving and racks
- Specialty storage as determined by food service consultant

Floors
- Provide hard surface flooring. Consider acoustics, teacher and staff movement, ease of cleaning and usage when selecting flooring materials.
- Flooring needs to be slip resistant.
- See PPS Design Guidelines and Standards for allowed flooring types.

Walls
- As determined by equipment manufacturer
- All other wall space should have paneling (i.e. FRP) at a minimum of 4'-0" high
- See Room Equipment Matrix

Windows
- Windows sized to provide ample natural light
- Ability to control natural light when necessary
- Operable windows for circulation

Plumbing
- See PPS Design Guidelines for plumbing details.

Power Requirements/Low Voltage
- Power required to operable specialty equipment and devices. See PPS Design Guidelines for wiring details/requirements.

Lighting
- Provide lighting appropriate for tasks and activities. Lighting should be consistent to allow access to all parts of the space.
- Lighting should be gasketed.

Acoustics
- Cleanable acoustic ceiling tile per PPS Design Guidelines

Furniture

Equipment

- Specialty kitchen equipment
- See Room Equipment Matrix

Special Conditions

- Floor slab may need to be recessed depending upon selected floor material.
- Loading dock/delivery area adjacency
- Provide ceiling appropriate for food service application.
- Doors to have kickplates

DISH WASHING REQUIREMENTS

General Requirements
- Durable surfaces
- Adequate ventilation
- Sanitary
- Counter space; enough space for 'clean' and 'dirty'. Exit from this area should be located in the 'clean' area.

Functions
- Provides space for dishwashing equipment

Location
- Within the kitchen area of the school

Relationships
- Food Prep and Kitchen
- Main Servery –near the exit of the dining room/student center

Storage
- As determined by food service consultant

Floors
- Provide hard surface flooring. Consider acoustics, teacher and staff movement, ease of cleaning and usage when selecting flooring materials.
- Flooring needs to be slip resistant.

Walls
- As determined by equipment manufacturer
- All other wall space should have paneling (i.e. FRP) at a minimum of 4'-0" high

Windows

Plumbing
- See PPS Design Guidelines and Standards for plumbing requirements.

Power Requirements/Low Voltage
- Power required to operable specialty equipment and devices. See PPS Design Guidelines and Standards for wiring requirements.

Lighting
- Provide lighting appropriate for tasks and activities. Lighting should be consistent to allow access to all parts of the space.
- Lighting should be gasketed.

Acoustics

Furniture

Equipment
- See Room Equipment Matrix

Special Conditions
- Provide ceiling appropriate for food service application
- Dish return window should be 36" wide, sill height 1" higher than dish table.

DRY STORAGE AND CART STORAGE REQUIREMENTS

General Requirements
- Durable surfaces
- Secured space
- Ample floor space for carts
- Shelving

Functions
- Dedicated room to house mobile carts and other dry storage materials

Location
- Within the kitchen area of the school

Relationships
- Kitchen and Food Prep
- Cooler
- Freezer

Storage
- Shelving
- Shelving sized to accommodate a variety of items; aisles 36" minimum, 42-48" best, door 42" wide.

Floors
- Provide hard surface flooring. Consider acoustics, teacher and staff movement, ease of cleaning and type of instruction when selecting flooring materials.

Walls
- Walls should have paneling (i.e. FRP) or protective finish – all walls

Windows

Plumbing

Power Requirements/Low Voltage
- Outlets provided and spaced sufficient to power devices and equipment. See PPS Design Guidelines and Standards for wiring requirements.

Acoustics

Furniture
- Mobile carts

Equipment
- See Room Equipment Matrix

Special Conditions
- Door with window, kickplates on both sides
- Consider wider door or double doors for cart access
- Door(s) to have kickplates

COOLER REQUIREMENTS

General Requirements
- Sanitary
- Secure
- Durable surfaces
- Dunnage racks

Functions
- Walk-in cooler for storage of food and liquids
- Ability to monitor temperature

Location
- Within the kitchen area of the school, visible from managers desk, near receiving area

Relationships
- Adjacent to Kitchen
- Freezer
- Loading dock area

Storage
- Racks or shelves for food storage

Floors
- Provide hard surface flooring. Consider acoustics, teacher and staff movement, ease of cleaning and usage when selecting flooring materials.
- Flooring needs to be slip resistant.

Walls
- As determined by equipment manufacturer

Windows

Plumbing
- See PPS Design Guidelines and Standards for plumbing requirements.

Power Requirements/Low Voltage
- Power required to operate specialty equipment and devices. See PPS Design Guidelines and Standards for wiring requirements.

Lighting
- Provide lighting appropriate for tasks and activities. Lighting should be consistent to allow access to all parts of the space.

Acoustics

Furniture

Equipment
- See Room Equipment Matrix

Special Conditions
- Slab needs to be recessed (to be determined by cooler manufacturer and food service consultant)

FREEZER REQUIREMENTS

General Requirements
- Sanitary
- Secure
- Durable surfaces
- Ability to monitor temperature

Functions
- Walk-in cooler for storage of food and liquids

Location
- Within the kitchen area of the school

Relationships
- Adjacent to Kitchen
- Cooler
- Loading dock area

Storage
- Dunnage racks or shelves for food storage
- Aisles 36"-48"

Floors
- Provide hard surface flooring. Consider acoustics, teacher and staff movement, ease of cleaning and usage when selecting flooring materials.
- Flooring needs to be slip resistant.

Walls
- As determined by equipment manufacturer

Windows

Plumbing
- See PPS Design Guidelines and Standards for plumbing requirements.

Power Requirements/Low Voltage
- Power required to operable specialty equipment and devices. See PPS Design Guidelines and Standards for wiring requirements.

Lighting
- Provide lighting appropriate for tasks and activities. Lighting should be consistent to allow access to all parts of the space.

Acoustics

Furniture

Equipment
- See Room Equipment Matrix

Special Conditions
- Slab needs to be recessed (to be determined by cooler manufacturer and food service consultant)

WORK AREA REQUIREMENTS

General Requirements
- Secure
- Work area space

Functions
- Office space for kitchen staff
- Visibility to kitchen productions as well as receiving area

Location
- Within the kitchen area of the school

Relationships
- Kitchen

Storage
- Cabinets or drawers
- Provide cabinets with doors wherever possible

Floors
- Provide hard surface flooring. Consider acoustics, teacher and staff movement, ease of cleaning and usage when selecting flooring materials.

Walls
- Durable construction/finish
- Minimum of (1) 4'x4' tack board

Windows
- Natural light
- Shading devices

Plumbing

Power Requirements/Low Voltage
- Outlets provided and spaced sufficient to power computing devices and equipment. See PPS Design Guidelines and Standards for wiring requirements.

Lighting
- Provide lighting appropriate for tasks and activities. Lighting should be consistent to allow access to all parts of the space.

Furniture
- Desk
- Chair

Equipment
- Computer
- See Room Equipment Matrix

Special Conditions
- Door with window

STAFF LOCKERS/DRESSING ROOM REQUIREMENTS

General Requirements
- Secure, private
- Storage
- Accommodate 5-7 staff

Functions
- Provides separate changing area for kitchen staff

Location
- Within the kitchen area of the school

Relationships
- Kitchen
- Kitchen office

Storage
- Provide a minimum of (8) ½ height lockers. Lockers to have solid doors and hasps for padlocks.

Floors
- Provide hard surface flooring. Consider acoustics, teacher and staff movement, ease of cleaning and type of instruction when selecting flooring materials.

Walls
- Durable wall construction/finish
- Minimum of (1) 4'x4' tack board

Windows

Plumbing

Power Requirements/Low Voltage
- Outlets provided and spaced sufficient to power computing devices and equipment. See PPS Design Guidelines and Standards for wiring requirements.

Lighting
- Provide lighting appropriate for tasks and activities. Lighting should be consistent to allow access to all parts of the space.

Acoustics

Furniture
- Table
- Chairs

Equipment
- See Room Equipment Matrix

Special Conditions
- Solid door, kick plates on both sides

TABLE STORAGE ROOM REQUIREMENTS

General Requirements
- Large doors
- Durable surfaces
- Secure

Functions
- Storage for tables for commons

Location
- Adjacent to the Commons

Relationships
- Commons

Storage
- Ample floor space to store tables and or other commons seating/furniture

Floors
- Provide hard surface flooring. Consider acoustics, teacher and staff movement, ease of cleaning and type of instruction when selecting flooring materials.

Walls
- Durable wall materials and finishes

Windows

Plumbing

Power Requirements/Low Voltage
- Outlets provided and spaced sufficient to power devices. See PPS Design Guidelines and Standards for wiring requirements.

Lighting
- Provide lighting appropriate for activities. Lighting should be consistent to allow access to all parts of the space.

Acoustics

Furniture
- Provide furniture for different seating arrangements.
- Provide durable and comfortable seating.
- Tables, seating (chairs, stools, etc.)

Equipment
- See Room Equipment Matrix

Special Conditions
- Double doors that swing 180 degrees

LIBRARY REQUIREMENTS

General Requirements

- Heart of the school
- Welcoming area
- Focus point/destination
- Visual openness and transparency
- Lots of natural light
- Variety of medium and high volume spaces
- Flexible
- "Student hang" space, student seating throughout (student seating required in various areas)
- Small group (10-15) and tutoring spaces
- Potential 24/7 resource center
- Hub for collaboration and creation
- Addresses and celebrates technology
- Secure (for books and equipment)
- Circulation Desk:
    - Centrally located
    - Space for checkout as well as repair area (counter)
- Computer lab located within library
- Potential juice/coffee bar
- Reading lounge

Functions

- Provides an inviting space for students to gather for academic and social situations
- Flexible/mobile furnishings so space can be reconfigured over time
- Provides areas for collaboration, reading, research and congregation
- Provides areas for large group collaboration as well as smaller areas or niches for tutoring or counseling
- Instruction space

Location

- Should be centrally located
- Interior/exterior connectivity

Relationships

- Classrooms
- Exterior courtyard
- Main entry (for after-hours use)
- Computer lab

Storage

- Variety of fixed and mobile shelving
- Shelving should be adjustable and deep enough to house variety of books/book sizes (see Room Equipment Matrix)
- Computer stations/carts/kiosks (classroom equivalent; reference and circulation)
- Circulation Desk:
    - Drawers and cabinets
    - Lockable storage for personal items
    - Cabinets should have doors wherever possible
- Display cases or open shelving
- Shipping/receiving of text books

Floors

- Carpet flooring. Consider acoustics, teacher and staff movement, ease of cleaning and type of instruction when selecting flooring materials.

Walls
- Windows to be located to provide views and an abundance of natural light
- Minimum of (1) 4'x16' magnetic whiteboard (can be used as screen)
- Tackable wall surface or tack boards wherever possible

Windows
- Windows sized to provide ample natural light
- Ability to control natural light when necessary
- Operable windows low and high for circulation

Plumbing

Power Requirements/Low Voltage
- Outlets provided and spaced sufficient to power computing devices and equipment in the 21st century learning environment, and the potential to stream video. Power required to operable specialty equipment and devices. See PPS Design Guidelines and Standards for wiring requirements.

Lighting
- Provide lighting appropriate for tasks and activities. Lighting should be consistent to allow access to all parts of the space.

Acoustics
- Acoustics should be designed to increase the ability to hear well throughout the space.
- Ability to simultaneously conduct large and small group instruction as well as individual research and instruction.

Furniture
- Mobile book shelving for ultimate flexibility in room arrangement
- Allow for student movement while seated to increase learning. Provide furniture for different learning types. Provide durable and comfortable seating.
- Provide seating that can be integrated with technology
- Tables
- Chairs
- Couches
- Soft seating chairs
- Benches

Equipment
- Computers; minimum 6 for student research
- Circulation desk
- Security gates/detection device
- Telephone/Intercom
- Motorized shades at tall windows (if applicable)
- Portable/mobile projection screen for flexibility
- See Room Equipment Matrix

Special Conditions
- Doors with windows
- Common area outdoors to be used for additional instruction

LIBRARY OFFICE REQUIREMENTS

General Requirements
- Secure space
- Visual connection to library
- Personal calls
- Clerical work
- Flexible space

Functions
- Dedicated private space for library staff
- Can also double as small conference or break-out space

Location
- Adjacent/within Library

Relationships
- Library
- Library Workroom

Storage
- Lockable storage for personal items
- Drawers and cabinets
- Provide cabinets with doors wherever possible

Floors
- Carpet flooring. Consider acoustics, teacher and staff movement, ease of cleaning and type of instruction when selecting flooring materials.

Walls
- Minimum of (1) 4'x4' magnetic white board
- Minimum of (1) 4'x4' tack board or one wall of tackable wall surface

Windows
- Interior window (with shades) for visual connection and supervision to library and circulation desk.

Plumbing

Power Requirements/Low Voltage
- Outlets provided and spaced sufficient to power computing devices and equipment in the 21st century learning environment, and the potential to stream video. See PPS Design Guidelines and Standards for wiring requirements.

Lighting
- Provide lighting appropriate for tasks and activities. Lighting should be consistent to allow access to all parts of the space.

Acoustics
- Acoustics should be designed to increase the ability to hear well throughout the space. Acoustic isolation should be considered for this space.

Furniture
- Desk (if not built-in)
- Chair
- Ability to accommodate desktop computer

Equipment

- Computer; laptop with secure storage preferred
- See Room Equipment Matrix

Special Conditions

- Door with window

LIBRARY WORKROOM REQUIREMENTS

General Requirements
- Ample workspace
- Secure room
- Visual connection to library
- Production space
- Book repair/maintenance
- Production space for creative activities

Functions
- Place for students and staff to produce materials housed in the library
- Provides a production space for students to work on creative activities and provides needed technology to support these activities

Location
- Adjacent to Library

Relationships
- Library

Storage
- Countertop
- Flat files or drawers on guides sized appropriately for charts and posters
- Lockable cabinets (upper and lower)
- Deeper countertops or work island for larger projects; deeper cabinets or open shelving below to hold oversized materials
- Provide cabinets with doors wherever possible

Floors
- Provide hard surface flooring. Consider acoustics, teacher and staff movement, ease of cleaning and type of instruction when selecting flooring materials.

Walls
- Information to be provided in the Construction Standards

Windows
- Interior windows (with shades) for connection to Library

Plumbing

Power Requirements/Low Voltage
- Outlets provided and spaced sufficient to power computing devices and equipment in the 21st century learning environment. Power required to operable specialty equipment and devices. See PPS Design Guidelines and Standards for wiring requirements.

Lighting
- Provide lighting appropriate for tasks and activities. Lighting should be consistent to allow access to all parts of the space.

Acoustics
- Acoustics should be designed to increase the ability to hear well throughout the space.

Furniture
- Chairs/Stools
- Ability to accommodate desktop computer

- Ability to accommodate desktop computer

Equipment

- Computers; laptop with secure storage preferred
- Paper cutter
- Laminator
- See Room Equipment Matrix

Special Conditions

- Provide door with window

TEXT STORAGE REQUIREMENTS

General Requirements
- Ample storage
- Easily accessed from library
- Secured space
- Transaction space for book check out and check in

Functions
- Houses textbooks, lit sets, math sets, etc.
- Shipping and receiving of text books

Location
- Adjacent to library

Relationships
- Library
- Classrooms

Storage
- Open, adjustable shelving for book storage (book sizes vary)
- Extend shelving to ceiling to maximize storage space
- Countertop space

Floors
- Provide hard surface flooring. Consider acoustics, teacher and staff movement, ease of cleaning and type of instruction when selecting flooring materials.

Walls

Windows
- Window/transaction window for book check in/out as well as connectivity to Library

Plumbing

Power Requirements/Low Voltage
- Outlets provided and spaced sufficient to power computing devices and equipment in the 21st century learning environment. See PPS Design Guidelines and Standards for wiring requirements.

Lighting
- Provide lighting appropriate for tasks and activities. Lighting should be consistent to allow access to all parts of the space.

Acoustics
- Acoustics should be designed to increase the ability to hear well throughout the space.
- Ability to simultaneously conduct large and small group instruction.

Furniture
- Chair/stool

Equipment
- See Room Equipment Matrix
- Computer

Special Conditions
- Door with window

LIBRARY COLLABORATION SPACE

General Requirements
- Flexible
- Instructional space
- Classroom activities

Functions
- Supports library and library instruction
- Flexible for different teaching styles
- Supports small and large group instruction

Location
- Near/adjacent to Library

Relationships
- Library
- Core learning spaces

Storage
- Carts or lockable storage cabinets for technology
- Provide cabinets with doors wherever possible
- Open shelves for material students use during activities
- Lower and upper cabinets with adjustable shelving
- File cabinet space

Floors
- Provide hard surface flooring. Consider acoustics, teacher and staff movement, ease of cleaning and type of instruction when selecting flooring materials.

Walls
- Minimum of (1) wall with windows.
- Windows to be located to provide views and an abundance of natural light.
- Tackable wall surface covering on all walls
- (2) minimum 4' x16' magnetic white board on teaching wall (can be used as screen)

Windows
- Windows sized to provide ample natural light
- Ability to control natural light when necessary
- Operable windows low and high for circulation
- Interior windows for connectivity to Library

Plumbing

Power Requirements/Low Voltage
- Outlets provided and spaced sufficient to power computing devices and equipment in the 21st century learning environment, and the potential to stream video. Power required to operable specialty equipment and devices. See PPS Design Guidelines and Standards for wiring requirements.

Lighting
- Provide lighting appropriate for tasks and activities. Lighting should be consistent to allow access to all parts of the space.

Acoustics
- Acoustics should be designed to increase the ability to hear well throughout the space.
- Ability to simultaneously conduct large and small group instruction.
- Background noise should be reduced or eliminated. Voice enhancement needed.

Furniture

- Tables/desks
- Chairs
- One teacher's desk, and chair
- Mobile file cabinets

Equipment

- Computers (students and teacher); laptops with secure storage preferred
- See equipment matrix

Special Conditions

- Doors with windows

MULTIUSE ROOMS REQUIREMENTS

General Requirements
- Number of rooms per Area Program; should seat 4-8 students
- Movable glass walls to create quiet or active space
- Flexible
- Encourages student interaction

Functions
- Flexible rooms to serve as conference rooms, quiet spaces, collaboration areas and creative spaces

Location
- Within Library or adjacent to Library space

Relationships
- Library

Storage

Floors
- Provide hard surface flooring. Consider acoustics, teacher and staff movement, ease of cleaning and type of instruction when selecting flooring materials.

Walls
- Tackable wall surface on all non-glass walls
- Minimum of (1) 4'x8' interactive white board
- Moveable glass walls

Windows

Plumbing

Power Requirements/Low Voltage
- Outlets provided and spaced sufficient to power computing devices and equipment in the 21st century learning environment, and the potential to stream video. See PPS Design Guidelines and Standards for wiring requirements.

Lighting
- Provide lighting appropriate for tasks and activities. Lighting should be consistent to allow access to all parts of the space.

Acoustics
- Acoustics should be designed to increase the ability to hear well throughout the space.
- Ability to simultaneously conduct large and small group instruction.

Furniture
- Tables/desks (mobile preferable)
- Chairs

Equipment
- See Room Equipment Matrix

Special Conditions
- Door should have maximum glazing allowed

IT REPAIR/TECH COORDINATOR REQUIREMENTS

General Requirements
- Ample counter space
- Secure room
- Adequate ventilation
- Storage
- Office/workspace for technology coordinator

Functions
- Provides dedicated location to repair and maintain technology of the entire school
- Office

Location
- Adjacent to library

Relationships
- Media Center
- Classrooms
- Computer labs

Storage
- Ample countertop/work space
- Lockable cabinets for parts storage
- Lockable cabinets for personal items
- Provide cabinets with doors wherever possible
- Adjustable shelving

Floors
- Provide hard surface flooring. Consider acoustics, teacher and staff movement, ease of cleaning and type of instruction when selecting flooring materials.

Walls
- Minimum of (1) 4'x4' magnetic white board

Windows
- Interior window (relite) for connectivity

Plumbing

Power Requirements/Low Voltage
- Outlets provided and spaced sufficient to power computing devices and equipment in the 21st century learning environment, and the potential to stream video. Power required to operable specialty equipment and devices. See PPS Design Guidelines and Standards for wiring requirements.

Lighting
- Provide lighting appropriate for tasks and activities. Lighting should be consistent to allow access to all parts of the space.

Acoustics
- Acoustics should be designed to increase the ability to hear well throughout the space. Acoustic isolation should be considered for this space.

Furniture
- Stools/Chairs
- Ability to accommodate desktop computer

Equipment

- Computers; laptop with secure storage preferred
- See Room Equipment Matrix

Special Conditions

- Door with window

STUDENT GOVERNMENT ROOM REQUIREMENTS

General Requirements
- Provide Student Government Room per Area Program

Functions
- Meeting/ work space for student government
- Display of instructional materials and student work.

Location
- Centrally located.

Relationships
- Student government office
- Student Assembly Room
- Small group conference/meeting room
- Administration offices
- Restrooms
- Staff toilet

Storage
- Cabinets with doors and drawers of various sizes. Some to hold oversized materials.
- Teacher cabinet with locking doors.
- Adjustable shelves in cabinets.
- Cabinets with open shelves to house materials that students use.
- Space for portable file cabinet.

Floors
- Provide hard surface flooring. Consider acoustics, teacher and student comfort, ability to move furniture and ease of cleaning.

Walls
- Minimum of one wall with windows.
- Tackable wall surface covering all walls.
- Minimum of (1) 4x5 magnetic whiteboard.

Windows
- Generous natural light w/ sunshade to minimize glare
- High and low operable windows for air circulation.
- Operable window shades to control natural light as needed.

Plumbing
- Number of plumbing fixtures dependent on room function and layout.
- Plumbing requirements provided in the PPS Design Guidelines and Standards.

Power Requirements/ Low Voltage
- Outlets provided and spaced sufficient to power computing devices and equipment.
- Wiring requirements to be provided in the PPS Design Guidelines and Standards.

Lighting
- Provide consistent direct and indirect lighting throughout the room appropriate for tasks as well as utilizing the overall space.

Acoustics
- Acoustic isolation between rooms.
- Acoustic treatment throughout the room to reduce or eliminate background noise.
- Ability to simultaneously conduct large and small group instruction.

Furniture

- Allow for student movement while seated to increase learning.
- Allow for a variety of teaching and learning styles.

Equipment

- Computers; laptop with secure storage preferred
- See Room Equipment Matrix

Special Conditions

- Door with window.

CUSTODIAL ROOMS REQUIREMENTS

General Requirements
- Provide Custodial Rooms
- Custodial mop sink
- Access to area limited to custodial only
- Good ventilation

Functions
- Cleaning and sanitation supply storage.
- Cleaning and sanitation staging area.
- Design to receive just in time delivery for custodial supplies

Location
- Distributed throughout building

Relationships
- Custodial office
- Building storage
- Materials storage

Storage
- Open racks for cleaning supplies
- Mop rack.

Floors
- Provide hard surface flooring.

Walls
- Durable.

Windows
- None required.

Plumbing
- Mop sink.
- Hot and cold water supply
- Plumbing requirements provided in the PPS Design Guidelines and Standards.

Power Requirements/ Low Voltage
- Outlets provided and spaced sufficient to power equipment.
- Wiring requirements to be provided in the PPS Design Guidelines and Standards.

Lighting
- Provide consistent direct and indirect lighting throughout the room appropriate for tasks as well as utilizing the overall space.

Acoustics
- Acoustic isolation between rooms.

Equipment
- Specialized equipment (bulk supply of cleaning agents, soaps, etc.)
- Height to accommodate ladders
- See Room Equipment Matrix

CUSTODIAL OFFICE REQUIREMENTS

General Requirements
- Provide Custodial Office per Area Program

Functions
- Administrative work space for custodial staff.

Location
- Custodial suite

Relationships
- Kitchen
- Building storage
- Material storage
- Flammable storage
- Receiving area
- Restrooms

Storage
- Cabinets with doors and drawers of various sizes. Some to hold oversized materials.
- Adjustable shelves in cabinets.
- Space for portable file cabinet.

Floors
- Provide hard surface flooring. Consider acoustics and ability to move furniture and ease of cleaning.

Walls
- Durable
- Minimum of one wall with windows.
- Minimum of (1) 4x8 magnetic white board.

Windows
- Generous natural light w/ sunshade to minimize glare
- High and low operable windows for air circulation.
- Operable window shades to control natural light as needed.

Plumbing
- Number of plumbing fixtures dependent on room function and layout.
- Plumbing requirements provided in the PPS Design Guidelines and Standards.

Power Requirements/ Low Voltage
- Outlets provided and spaced sufficient to power computing devices and equipment.
- Wiring requirements to be provided in the PPS Design Guidelines and Standards.

Lighting
- Provide consistent direct and indirect lighting throughout the room appropriate for tasks as well as utilizing the overall space.

Acoustics
- Acoustic isolation between rooms.
- Acoustic treatment throughout the room to reduce or eliminate background noise.

Equipment
- See Room Equipment Matrix

BUILDING STORAGE ROOM REQUIREMENTS

General Requirements
- Provide (1) Building Storage Room
- Work station for furnishings repair
- Easy access
- Height 16'

Functions
- Storage space for excess furnishings

Location
- Custodial suite

Relationships
- Custodial office
- Materials storage

Storage
- Heavy duty open racks

Floors
- Provide hard surface flooring.

Walls
- Durable

Windows
- None required.

Plumbing
- None required.

Power Requirements/ Low Voltage
- Outlets provided and spaced sufficient to power computing devices and equipment.
- Wiring requirements to be provided in the PPS Design Guidelines and Standards.

Lighting
- Provide consistent direct and indirect lighting throughout the room appropriate for tasks as well as utilizing the overall space.

Acoustics
- Acoustic isolation between rooms.

Equipment
- Specialized equipment
- See Room Equipment Matrix

MATERIALS STORAGE ROOM REQUIREMENTS

General Requirements
- Provide (1) Materials Storage Room

Functions
- Storage space for facility materials such as paper, office supplies, etc.

Location
- Custodial suite

Relationships
- Custodial office
- Materials storage
- Building storage

Storage
- Heavy duty open racks
- Cabinets with doors and drawers of various sizes. Some to hold oversized materials.
- Adjustable shelving in cabinets

Floors
- Provide hard surface flooring. Consider acoustics, ability to move furniture and ease of cleaning.

Walls
- Durable

Windows
- None required.

Plumbing
- None required.

Power Requirements/ Low Voltage
- Outlets provided and spaced sufficient to power computing devices and equipment.
- Wiring requirements to be provided in the PPS Design Guidelines and Standards.

Lighting
- Provide consistent direct and indirect lighting throughout the room appropriate for tasks as well as utilizing the overall space.

Acoustics
- Acoustic isolation between rooms.

Equipment
- Computer; laptop with secure storage preferred
- Desk, chair
- See Room Equipment Matrix

FLAMMABLE STORAGE ROOM REQUIREMENTS

General Requirements
- Provide (1) Flammable Storage Room
- Specialized ventilation

Functions
- Secure storage for volatile and hazardous materials.

Location
- Custodial suite

Relationships
- Custodial office
- Materials storage
- Building storage

Storage
- Flammable storage cabinet
- Hazardous liquids storage cabinet
- Cabinets with doors and drawers of various sizes.
- Adjustable shelving in cabinets

Floors
- Provide hard surface flooring. Chemical and hazardous material resistant.
- Ease of cleaning.

Walls
- Durable.

Windows
- None required.

Plumbing
- None required.

Power Requirements/ Low Voltage
- Outlets provided and spaced sufficient to power computing devices and equipment.
- Wiring requirements to be provided in the PPS Design Guidelines and Standards.

Equipment
- Flammable storage cabinet
- Hazardous liquids storage cabinet
- See Room Equipment Matrix

Special Conditions
- Specialized ventilation for removal of noxious fumes/odors.

LOBBY REQUIREMENTS

General Requirements

- Main entry to the building
- Handled by students and parent volunteers
- Ample space to accommodate traffic of student, staff, parents and visitors
- Visibility/supervision to front door for security
- Transparency/visibility
- Inspirational space
- Ability to provide navigation to those entering the building, in multiple languages
- Passive supervision
- Include security vestibule that requires visitors during school hours to enter the Administration/Reception area first

Functions

- Greeting visitors
- Providing information
- Monitoring/supervision
- Student management area
- Security

Location

- Main entry to school

Relationships

- Principal
- Secretaries
- Front door/main entry
- Attendance/Bookkeeper
- Parent and volunteer space

Storage

Floors

- Provide hard surface flooring or entry mat flooring. Consider acoustics, movement, ease of cleaning and durability when selecting flooring materials.

Walls

- Interior window into main office area for additional supervision
- Provide durable wall construction/finish
- Provide space for display and/or signage
- Windows to be located to provide views and an abundance of natural light.

Windows

- Windows sized to provide ample natural light
- Ability to control natural light when necessary

Plumbing

Power Requirements/Low Voltage

- Outlets provided and spaced sufficient to power computing devices and equipment in the 21st century learning environment, and the potential to stream video. See PPS Design Guidelines and Standards for wiring requirements.

Lighting

- Provide lighting appropriate for tasks and activities. Lighting should be consistent to allow access to all parts of the space.

Acoustics

- Acoustics should be designed to increase the ability to hear well throughout the space.

Furniture

- Seating (chairs, soft seating and/or benches)

Equipment

- See Room Equipment Matrix

Special Conditions

- Door openers for accessibility
- Door(s) with window(s)
- Electronic door locks

STUDENT TOILET ROOMS REQUIREMENTS

General Requirements
- Provide (12) Student Toilet Rooms
- Provide gender specific fixtures and amenities.

Functions
- Provide a private/ semi-private room for restroom use.

Location
- Distributed throughout building

Relationships
- Learning suites
- Theater
- Athletics suite
- Media center
- Conference/ meeting rooms

Storage
- None required.

Floors
- Provide sanitary, hard surface flooring. Consider acoustics and ease of cleaning.

Walls
- Provide sanitary, hard surface wall covering. Consider acoustics and ease of cleaning.

Windows
- None required.

Plumbing
- Number of plumbing fixtures dependent on room layout.
- Plumbing details provided in the PPS Design Guidelines.

Power Requirements/ Low Voltage
- Sufficient to power equipment.
- Wiring details/ requirements to be provided in the PPS Design Guidelines.

Lighting
- Provide consistent direct and indirect lighting throughout the room appropriate for tasks as well as utilizing the overall space.

Acoustics
- Acoustic isolation between rooms.

Equipment
- Paper towel dispensers
- Toilet paper dispensers
- Soap dispensers
- Toilet seat cover dispensers
- Mirrors
- Gender specific equipment

MULTIPURPOSE TOILET ROOM REQUIREMENTS

General Requirements
- Provide Gender Neutral Toilet Room on each floor per Area Program

Functions
- Provide a private room for restroom use

Location
- Centrally located

Relationships
- Learning suites
- Theater
- Athletics suite
- Media center
- Conference/ meeting rooms
- Locate adjacent to spaces likely to have after hours use.

Storage
- None required.

Floors
- Provide sanitary, hard surface flooring. Consider acoustics and ease of cleaning.

Walls
- Provide sanitary, hard surface wall covering. Consider acoustics and ease of cleaning.

Windows
- None required.

Plumbing
- (1) toilet and (1) sink.
- Plumbing requirements provided in the PPS Design Guidelines and Standards.

Power Requirements/ Low Voltage
- Outlets provided and spaced sufficient to power equipment.
- Wiring requirements to be provided in the PPS Design Guidelines and Standards.

Lighting
- Provide consistent direct and indirect lighting throughout the room appropriate for tasks as well as utilizing the overall space.

Acoustics
- Acoustic isolation between rooms.

Equipment
- Mirror
- See equipment matrix

MULTIPURPOSE TOILET/SHOWER ROOM REQUIREMENTS

General Requirements
- Provide Multipurpose Toilet/Shower Room
- Provide required fixtures and amenities.

Functions
- Provide a private room for restroom use.

Location
- Locate near locker rooms

Relationships
- Athletics suite

Storage
- None required.

Floors
- Provide sanitary, hard surface flooring. Consider acoustics and ease of cleaning.

Walls
- Provide sanitary, hard surface wall covering. Consider acoustics and ease of cleaning.

Windows
- None required.

Plumbing
- Number of plumbing fixtures dependent on room layout.
- Plumbing details provided in the PPS Design Guidelines.

Power Requirements/ Low Voltage
- Sufficient to power equipment.
- Wiring details/ requirements to be provided in the PPS Design Guidelines.

Lighting
- Provide consistent direct and indirect lighting throughout the room appropriate for tasks as well as utilizing the overall space.

Acoustics
- Acoustic isolation between rooms.

Equipment
- Paper towel dispensers
- Toilet paper dispensers
- Soap dispensers
- Toilet seat cover dispensers
- Mirrors
- See equipment matrix

BOILER/FURNACE ROOM REQUIREMENTS

General Requirements
- Provide (1) Boiler Room
- Easy/ generous access from building exterior
- Work station with computer, separate room
- Ventilation/ exhaust
- Floor drains, adequate make-up air for appliances, gas, boilers

Functions
- Building infrastructure providing hot water to building.
- Designated area for building plans and building operation procedures
- Value and plumbing charts, easy access to all equipment

Location
- Custodial suite

Relationships
- Electrical Room
- Custodial office

Storage
- Cabinets with doors and drawers of various sizes
- Adjustable shelves in cabinets

Floors
- Provide hard surface flooring, preferably concrete

Walls
- Durable/ industrial

Windows
- None required

Plumbing
- Specialized plumbing for equipment.
- Plumbing requirements provided in the PPS Design Guidelines and Standards.

Power Requirements/ Low Voltage
- Outlets provided and spaced sufficient to power computing devices and equipment.
- Wiring requirements to be provided in the PPS Design Guidelines and Standards.
- Data access throughout

Lighting
- Provide consistent direct and indirect lighting throughout the room appropriate for tasks as well as utilizing the overall space.

Acoustics
- Acoustic isolation between rooms.

Equipment
- Specialized equipment
- Work station, computer
- See Room Equipment Matrix

TECHNOLOGY SUPPORT ROOMS REQUIREMENTS

General Requirements
- Provide MDF Room as required by PPS IT infrastructure network at each school.
- Provide IDF Rooms as required by PPS IT infrastructure network at each school.
- Excellent ventilation

Functions
- Location for the data distribution systems for the building.

Location
- MDF centralized on site
- IDFs distributed every 185 meters from nearest MDF.

Relationships
- MDF should be connected to district network using 50 micron, laser optimized fiber optic connections
- MDFs and IDFs should be connected to each other using 50 micron, laser optimized fiber optic connections
- Related to the service function of the school away from main entry if possible, with easy access to classroom communities

Floors
- Provide hard surface flooring. Consider acoustics, teacher and student comfort, ability to move furniture and ease of cleaning.

Walls
- Durable

Windows
- None required.

Plumbing
- None required.

Power Requirements/ Low Voltage
- Sufficient to power specialized equipment.
- Wiring requirements to be provided in the PPS Design Guidelines and Standards.

Lighting
- Provide consistent direct and indirect lighting throughout the room appropriate for tasks as well as utilizing the overall space.

Acoustics
- Acoustic isolation between rooms.

Equipment
- Racks, network switches, routers, backup uninterruptible power, etc.
- See equipment matrix

Special Conditions
- Provide conditioned ventilation to prevent overheating of equipment.

Size: **MDF Room per Area Program**
IDF Room per Area Program

ELECTRICAL ROOMS REQUIREMENTS

General Requirements
- Provide Main Electrical Room as required by building electrical infrastructure and/or building code.
- Provide Sub-Electrical Rooms as required by building electrical infrastructure and/or building code.
- Excellent ventilation
- Easy access to panel locations
- Wall mounted copy of building electrical service near main switch gear

Functions
- Building infrastructure for electrical distribution

Location
- Custodial suite for Main Electrical Room
- Distributed throughout building for Sub-Electrical Rooms

Storage
- None required.

Floors
- Provide hard surface flooring, concrete preferred.

Walls
- Durable; fire-rated

Windows
- None required.

Plumbing
- None required.

Power Requirements/ Low Voltage
- Specialized power requirements.
- Wiring requirements to be provided in the PPS Design Guidelines and Standards.

Lighting
- Provide consistent direct and indirect lighting throughout the room appropriate for tasks as well as utilizing the overall space.

Acoustics
- Acoustic isolation between rooms.

Equipment
- Specialized electrical equipment.
- See Room Equipment Matrix

Size: **Main Electrical Room per Area Program**
Sub-Electrical Room per Area Program

SINGLE USER RESTROOM

General Requirements
- Provide single user restrooms per the area program or as required by applicable plumbing code.

Functions
- Provide a secure, private room for restroom use for building staff.

Location
- Distributed throughout building.

Relationships
- Learning suites
- Administration area
- Theater
- Athletics suite
- Media center
- Conference/ meeting rooms
- Custodial suite

Storage
- None required.

Floors
- Provide sanitary, hard surface flooring. Consider acoustics and ease of cleaning.

Walls
- Provide sanitary, hard surface wall covering. Consider acoustics and ease of cleaning.

Windows
- None required.

Plumbing
- (1) toilet and (1) sink per toilet room
- Plumbing requirements provided in the PPS Design Guidelines and Standards.

Power Requirements/ Low Voltage
- Outlets provided and spaced sufficient to power equipment.
- Wiring requirements to be provided in the PPS Design Guidelines and Standards.

Lighting
- Provide consistent direct and indirect lighting throughout the room appropriate for tasks as well as utilizing the overall space.

Acoustics
- Acoustic isolation between rooms.

Equipment
- Mirror
- See Room Equipment Matrix

RISER ROOM REQUIREMENTS

General Requirements
- Provide (1) Riser Room
- Access from building exterior.

Functions
- Building infrastructure for fire sprinkler distribution.
- Building infrastructure for fire alarm system.

Location
- Custodial suite

Relationships
- Custodial suite

Storage
- None required.

Floors
- Hard surface flooring.

Walls
- Durable.

Windows
- None required.

Plumbing
- Specialized plumbing necessary for fire sprinkler distribution system.
- Plumbing requirements provided in the PPS Design Guidelines and Standards.

Power Requirements/ Low Voltage
- Provide power necessary for specialized fire alarm equipment.
- Wiring requirements to be provided in the PPS Design Guidelines and Standards.

Lighting
- Provide consistent direct lighting throughout the room appropriate for task.

Acoustics
- Acoustic isolation between rooms.

Equipment
- Specialized equipment for fire sprinkler distribution system.
- Specialized equipment for fire alarm equipment.
- See Room Equipment Matrix

ELEVATOR EQUIPMENT ROOM REQUIREMENTS

General Requirements
- Provide Elevator Equipment Room at each elevator cluster

Functions
- Building infrastructure for elevators.

Location
- Elevators

Relationships
- Elevators

Storage
- None required.

Floors
- Provide hard surface flooring.

Walls
- Durable.

Windows
- None required.

Plumbing
- Specialized plumbing for hydraulic elevator infrastructure.
- Plumbing requirements provided in the PPS Design Guidelines and Standards.

Power Requirements/ Low Voltage
- Specialized electrical provisions necessary for elevator equipment.
- Wiring requirements to be provided in the PPS Design Guidelines and Standards.

Lighting
- Provide consistent direct and indirect lighting throughout the room appropriate for tasks as well as utilizing the overall space.

Acoustics
- Acoustic isolation between rooms.

Equipment
- Specialized equipment
- See Room Equipment Matrix

PARTNER/WRAP AROUND SERVICES

The Area Program for PPS's High School Educational Specification identifies space for partners/ community and service providers. A three tier system has been established to determine the size and extent of space to be provided for these uses, institution and agencies. That process is outlined in Appendix A.

Space identified for consideration are identified in the Area Program.

Specific design characteristics for individual functions should be developed in partnership with the institutions, agencies and groups providing services. Additionally the State of Oregon has specific requirements for
Child Care Centers
(http://arcweb.sos.state.or.us/pages/rules/oars_400/oar_414/414_300.html) and
School-Based Health Centers
(http://public.health.oregon.gove/HealthyPeopleFamilies/Youth/HealthSchool/SchoolBasedHealthCenters/Documents/CertificationStandards2010.pdf).

PPS Comprehensive High School(s) Area Program

Preferred: additional to recommended; Optional: not required; area not part of total or	RECOMMENDED		PREFERRED/OPTIONAL		
AREA	Quantity	S.F. Room	Quantity	S.F. Room	Recommended Total
PARTNER & COMMUNITY USES [47]					
Partner Program Office			1	150	
Pantry			1	200	
Clothing/Food Closet	1	1,200	1	2,000	1,200
After School Instruction [48]			4	500	
Sub-Total Preferred				**2,000**	
Sub-Total Optional Educational Support				**850**	
SUB-TOTAL COMMUNITY & PARTNER USES					**1,200**
WRAP AROUND SERVICE PROVIDERS [48]					
Health Clinic	1	1,600			1,600
Teen Parent Services					
Infant Room [49]	1	500	1	50	500
Breastfeeding Room			1	50	
Toddler Room	1	500			500
Crawler Room	1	500			500
Toilet	1	50			50
Changing Area	1	50			50
Nap Area	1	200			200
Storage/Kitchen	1	300			300
Sub-Total Teen Parent Services					***2,100***
Office Space Social Service Providers (Includes SUN, STEP UP and ESL)			5	200	
Classroom(s)	2	500			1,000
SUB-TOTAL WRAP AROUND SERVICE PROVIDERS					***4,700***
SUB-TOTAL COMPREHENSIVE HIGH SCHOOL RECOMMENDED AREA					**206,690**
Net to gross ratio of 36% [50]					**281,098**
COMPREHENSIVE HIGH SCHOOL TOTAL RECOMMENDED AREA					
TOTAL PREFERRED AREA				**48,240**	
TOTAL OPTIONAL AREA				**8,230**	
TOTAL RECOMMENDED + PREFERRED					**329,338**

Notes:

[47] *See Appendix A for an assessment of space needs for service providers and community partners*

[48] *Number of afterschool instructional spaces to be determined in conjunction with program provider and PPS Facilities and Asset Management*

[49] *May be used as a Breastfeeding room for school employees and students. If used for this purpose, space should be built to the preferred size. Breastfeeding room should be a separate walled space.*

[50] *Gross area includes walls, corridors and circulation areas; 36% net to gross for new construction; ratio for modernization projects will vary depending on extent of work*

BREASTFEEDING ROOM CHARACTERISTICS

General Requirements
- Provide Lactation Room per area program to support the needs of nursing mothers for breastfeeding and/or expressing breast milk.
- Requirements of Lactation Room can be met in other spaces (co-location) provided these characteristics and federal and state workplace laws regarding breastfeeding mothers are met
- Space cannot be accommodated in a restroom

Functions
- Provide a private, shielded from view, intrusion free, comfortable space for nursing mothers
- Provide comfortable place to sit and temporarily store personal belongings
- Room must be available for use by nursing mothers when needed

Location
- Centrally located; easily accessible by employees and students

Relationships
- Central administration area or other centrally located portion of building
- Teen Parent Services
- Teacher planning/collaboration areas /work rooms
- Restrooms

Storage
- Lockable Cabinets with doors for temporary storage or personal belongings

Floors
- Provide hard surface flooring.

Walls
- Completely walled space; no windows
- Tackable wall surface area; minimum six (6) square feet

Equipment
- Refrigerator (optional)
- Comfortable soft seating

Special Conditions
- Solid, lockable door

SITE AND BUILDING CODE REQUIREMENTS

General Site Requirements

- Provide on-site vehicle and covered bicycle parking for personnel and students per city code requirements
- Provide (1) Baseball Field with Dug-Outs
- Provide (1) Softball Field with Dug Outs
- Provide (1) Soccer Field
- Provide (1) Track and Field/ Football Field
- Provide Tennis Courts; 4 required, 6 preferred
- Provide Spectator Bleachers.
- Provide Concessions & Restroom Facilities
- Master plan for teaching or community garden

Functions

- Parking area for school personnel, students and visitors per the City of Portland Zoning Code.
- Venue for athletic practice, competition and instruction.
- Play/ practice for baseball, softball, soccer, track & field events (high jump, javelin, long/ triple jump, discus/ hammer throw, pole vault, shot put, running), football.
- Support facilities for spectators.
- Consider providing athletic "team rooms" under spectator bleachers in lieu of inside building.

Location

- On school site.
- Clustered wherever possible.

Relationships

- School athletic suite (locker rooms, training rooms, etc.)
- Parking
- Transit access (where applicable).

Track and Field/ Football Field

- Provide 400 meter event running track per the latest edition of the National Federation of State High School Associations and the Oregon School Activities Association (OSAA).
- Provide competition football field and goal posts per the latest edition of the National Federation of State High School Associations and the Oregon School Activities Association (OSAA).
- Provide spectator bleachers.

Baseball/ Softball Fields

- Provide field dimensions and layout per the latest edition of the National Federation of State High School Associations and the Oregon School Activities Association (OSAA).
- Provide backstop and safety fencing per the latest edition of the National Federation of State High School Associations and the Oregon School Activities Association (OSAA).
- Provide dug-outs for each field.

Soccer and Tennis

- Provide field dimensions and layout per the latest edition of the National Federation of State High School Associations and the Oregon School Activities Association (OSAA).
- Provide court dimensions, layout and safety fencing per the latest edition of the National Federation of State High School Associations and the Oregon School Activities Association (OSAA).

General Building Code Requirements

- School building facilities to be designed and constructed to the latest edition of the Oregon Structural Specialty Code (OSSC) and subsequent amendments.
- School building facilities to be designed and constructed to the latest edition of the State of Oregon Fire Code and subsequent amendments.
- School building facilities to be designed and constructed to the latest edition of the State of Oregon Mechanical Specialty Code and subsequent amendments, and State Historic Preservation Office requirements.
- Site planning to conform to the City of Portland Planning, Land Use and Environmental, Transportation, and Historic Preservation regulations and requirements.
- PPS policies and directives related to preservation of historic buildings and the development of new buildings.

ROOM EQUIPMENT MATRIX

PPS ED SPEC
EQUIPMENT SUMMARY[1]

Room	Marker board	Marker board with Musical Staff	Tackable Surfaces	Shelving	Large Format Storage (OFCI)	Storage Racks	Heavy Duty Racks	Cabinets (OFCI)	Teacher Locking Storage (OFCI)	Mobile Cart/Storage	Space for file cabinet	Lab station	Loading Dock	Sink (OFCI)	Power/Data Outlets	Wireless Access Point (OFCI)	Projection Screen (OFCI)	Digital Projector (OFCI)	Wall Mounted TV (OFOI)	Video Display (OFOI)	Document Camera (OFOI)	Sound Reinforcement	Speaker Sound System	Telephone (OFOI)	Clock/Intercom	Copier	Window Shades	Fume Hoods	Refrigerator (OFOI)	Freezer	Ice Machine	Dishwasher	Microwave	Flammable Storage Cabinet	Chemical Storage Cabinet	2D Printer (OFOI)	3D Printer (OFOI)	Kiln (OFOI)	Photo Enlarger (OFOI)	Development Tanks (OFOI)	Audio Playback System (OFOI)	Portable Robe Racks (OFOI)	Portable Clothing Racks (OFOI)	Theater Lighting	Audio Mixing Board	Lighting Mixing Board	Rigging	Curtain(s)	Scrim/Teasers	Battens	Flown Acoustical Shells/Towers	Pipe Grid
CLASSROOMS																																																			
General Ed. Classrooms	X		X	X	X			X	X	X	X				12	X		X			X	X	X	X	X		X																								
ESL Classroom	X		X	X	X			X	X	X	X				12	X		X			X	X	X	X	X		X																								
Health Classroom	X		X	X	X			X	X	X	X			X	12	X		X			X	X	X	X	X		X																								
Science	X		X	X	X			X	X	X	X	X		X	32	X		X			X	X	X	X	X		X	X																								
Chemical Storage				X		X																										X	X																				
Science Prep				X										X														X		X		X	X																				
Commons	X		X	X				X						X	24	X		X						X	X	X	X		X																								
Teacher Office	X		X	X				X						X	24	X		X						X	X	X	X		X				X																		
ARTS																																																				
Art Room (2D)	X		X	X	X			X	X		X			2	X	X	X	X			X	X	X	X	X		X							X																	
Art Room (3D)	X		X	X	X			X	X		X			4	X	X	X	X			X	X	X	X	X		X								x																
Kiln Room						X		X																													X														
Glaze Room						X																																													
Supply/Storage						X		X							X																																				
Art Offices				X				X	X		X													X	X		X																								
Music Room (Band & Choir)	X	X	X	X				X	X	X				X	6	X	X	X			X	X		X	X		X													X											
Large Practice Rooms + music lab															12									X	X														X											
Small Practice Rooms															4									X	X														X											
Large Instrument Storage Room				X		X									X																																			
Office	X		X	X											X									X	X		X																								
Music Library/Uniform Storage				X											X										X															X	X										
Choir Room	X	X	X														X	X			X	X		X	X		X													X	X										
Equipment & Robe Storage				X											1																										X	X										
Robe Storage																																																			
Music Library																																																			
Practice Rooms																																										X									
Office	X		X																					X	X		X																							
Theater															30	X									X														X			X	X	X					
Orchestra Pit															X										X																								
Stage															X										X																		X	X	X	X	X	X	X	X	X
Drama Classroom/Black Box	X		X	X	X			X						X	X	X	X	X			X	X		X	X															X			X	X	X		X	X		X
Multi-purpose production area	X		X	X	X	X		X			X			X	X	X								X	X																X									
Scenery Cons/Production Storage				X		X		X							X																																				
Equipment Storage				X		X		X							X																																				
Lighting Storage				X		X		X							X																																				
Costume Storage				X		X		X							X																															X					
Make-up Room								X							X										X																									
Boy's Dressing				X				X							X										X																									
Girl's Dressing				X				X							X										X																									
Girl's Toilet															X																																			
Boy's Toilet															X																																			
Green Room	X		X												X									X	X																								
Laundry				X				X						X																																				
Control/Sound Room			X					X							12									X	X															X				X	X					
Office	X		X	X											X									X	X		X																							
Box Office/Tickets								X							X									X	X																								
Concession Stand																								X	X			X	X			X																	
PHYSICAL EDUCATION / ATHLETICS																																																			
Gym (main)			X												X	X	X			X		X	X		X		X													X										
Mat/Wrestling			X												X		X	X				X	X	X	X		X													X										
Weight/Aerobics/ Spinning/Dance			X	X				X							4		X	X					X	X	X		X													X										
Boys' PE Coaches Offices / Toilet / Shower / Lockers	X		X	X											X									X	X																								
Girls' PE Coaches Offices / Toilet / Shower / Lockers	X		X	X							X				X									X	X																								
Boy's Locker Room														X	X										X																								
Girl's Locker Room														X	X										X																								
Multi-purpose Toilet/Shower														X	X																																		
PE Storage				X		X		X							X																																			
Training Room	X													X					X						X		X		X																				
School Team Room	X		X					X							X										X																								
Athletic Storage (large)				X		X		X							X																																			
Athletic Storage (small)				X			X	X							X																																			
Concessions															X									X	X			X			X																		
Laundry Room				X				X						X	X																																			
Uniform/ Equip. Storage				X		X	X	X							X																																			
Field Equipment Storage							X	X							X																																		
Gym (auxiliary - practice)			X												X	X	X			X		X	X	X	X		X													X										
Auxiliary gym storage				X			X	X							X																																			
EDUCATIONAL SUPPORT																																																			
Reception/Lobby			X	X											X				X	X		X		X	X		X																							
Waiting Areas			X	X				X							X					X		X		X	X																								
Principal's Office	X		X	X				X							X				X					X	X		X																							
Principal's Secretary	X		X	X											X									X	X																								
Vice Principal's Offices	X		X	X											X				X					X	X		X																							
VP Secretary	X		X	X											X									X	X																								
Dean of Students	X		X	X											X				X					X	X		X																							
Teacher Offices	X		X	X				X						X	24	X		X						X	X	X	X		X																					
Attendance	X		X	X											X									X	X		X																							
Bookkeeper	X		X	X											X									X	X		X																							
Resource Officer/Campus Monitor	X		X	X											X				X					X	X		X																							
Camera Monitors	X		X												X				X					X	X		X																							
Restrooms															X																																			
Records Storage				X		X									X									X																									

PPS ED SPEC
EQUIPMENT SUMMARY[1]

Room	Orchestra Pit Cover	Auditorium Seating	Risers (OFOI)	Commercial Washer	Commercial Dryer	Power Tools (OFOI)	Hand Tools (OFOI)	Wrestling Mats (OFOI)	Mat Lift	Wall Mats/Padding	Scoreboards (OFCI)	Climbing Rope	Sports Divider Curtain	Exercise Equipment (OFOI)	Cardio Equipment (OFOI)	Whirlpool	Taping Tables (OFOI)	Lockers	Cafeteria Furniture (OFOI)	Kitchen Equipment	Security Equipment	Toilet Accessories (OFCI)	Paper Towel Dispenser (OFCI)	Soap Dispenser (OFCI)	Trash Compactor (OFCI)	Dumpsters (OFOI)	Motorized Basketball Hoops	Manual Basketball Hoops	Volleyball Insets (OFCI)	Rock Climbing Wall (OFOI)	Baseball Backstops	Softball Backstops	Track	Goal Posts	Track Equipment in ground (OFCI	Tennis Nets (OFOI)	Fencing	Fixed Interior Bleachers	Fixed Exterior Bleachers	Exterior Score Board	Portable Exterior Bleachers
CLASSROOMS																																								
General Ed. Classrooms																																								
ESL Classroom																																								
Health Classroom																																								
Science																							X	X																
Chemical Storage																																								
Science Prep																							X	X																
Commons																							X	X																
Teacher Office																							X	X																
ARTS																																								
Art Room (2D)																							X	X																
Art Room (3D)																							X	X																
Kiln Room																																								
Glaze Room																																								
Supply/Storage																																								
Art Offices																																								
Music Room (Band & Choir)			X																																				
Large Practice Rooms + music lab																																								
Small Practice Rooms																																								
Large Instrument Storage Room																																								
Office																																								
Music Library/Uniform Storage																																								
Choir Room			X																																				
Equipment & Robe Storage																																								
Robe Storage																																								
Music Library																																								
Practice Rooms																																								
Office																																								
Theater		X																																					
Orchestra Pit	X																																						
Stage																																								
Drama Classroom/Black Box			X																																				
Multi-purpose production area						X	X														X	X	X	X																
Scenery Cons/Production Storage						X	X																																	
Equipment Storage																																								
Lighting Storage																																								
Costume Storage																																								
Make-up Room																																								
Boy's Dressing																																								
Girl's Dressing																																								
Girl's Toilet																						X	X	X																
Boy's Toilet																						X	X	X																
Green Room																																								
Laundry				X	X																																		
Control/Sound Room																																								
Office																																								
Box Office/Tickets																																								
Concession Stand																							X	X																
PHYSICAL EDUCATION / ATHLETICS																																								
Gym (main)								X	X	X	X	X	X														X	X	X			X								
Mat/Wrestling								X	X																					X											
Weight/Aerobics/ Spinning/Dance										X				X	X																										
Boys' PE Coaches Offices / Toilet / Shower / Lockers																		X				X	X	X																
Girls' PE Coaches Offices / Toilet / Shower / Lockers																		X				X	X	X																
Boy's Locker Room																		X				X	X	X																
Girl's Locker Room																		X				X	X	X																
Multi-purpose Toilet/Shower																						X	X	X																
PE Storage																																								
Training Room																X	X					X	X	X																
School Team Room																		X																						
Athletic Storage (large)																																								
Athletic Storage (small)																																								
Concessions																							X	X																
Laundry Room				X	X																																		
Uniform/ Equip. Storage																																								
Field Equipment Storage																																								
Gym (auxiliary - practice)										X	X	X															X	X	X	X										
Auxiliary gym storage																																								
EDUCATIONAL SUPPORT																																								
Reception/Lobby																																								
Waiting Areas																																								
Principal's Office																																								
Principal's Secretary																																								
Vice Principal's Offices																																								
VP Secretary																																								
Dean of Students																																								
Teacher Offices																							X	X																
Attendance																																								
Bookkeeper																																								
Resource Officer/Campus Monitor																					X																			
Camera Monitors																					X																			
Restrooms																		X				X	X	X																
Records Storage																																								

PPS ED SPEC
EQUIPMENT SUMMARY[1]

Room	Marker board	Marker board with Musical Staff	Tackable Surfaces	*Shelving*	*Large Format Storage (OFCI)*	Storage Racks	Heavy Duty Racks	*Cabinets (OFCI)*	*Teacher Locking Storage (OFCI)*	*Mobile Cart/Storage*	*Space for file cabinet*	*Lab station*	*Loading Dock*	Sink (OFCI)	*Power/Data Outlets*	*Wireless Access Point (OFCI)*	Projection Screen (OFCI)	Digital Projector (OFCI)	Wall Mounted TV (OFCI)	Video Display (OFCI)	Document Camera (OFCI)	Sound Reinforcement	Speaker Sound System	Telephone (OFCI)	Clock/Intercom	*Copier*	Window Shades	Fume Hoods	Refrigerator (OFCI)	Freezer	Ice Machine	Dishwasher	Microwave	Flammable Storage Cabinet	Chemical Storage Cabinet	2D Printer (OFCI)	3D Printer (OFCI)	Kiln (OFCI)	Photo Enlarger (OFCI)	Development Tanks (OFCI)	Audio Playback System (OFCI)	Portable Robe Racks (OFCI)	Portable Clothing Racks (OFCI)	Theater Lighting	Audio Mixing Board	Lighting Mixing Board	Rigging	Curtain(s)	Scrim/Teasers	Battens	Flown Acoustical Shells/Towers	Pipe Grid
Office Storage				X	X	X		X							X																																				
Business Manager	X		X	X											X									X	X		X																										
Health Office			X	X											X									X	X		X																										
Sick Room								X							X										X		X		X																								
Sick Toilet														X	X																																						
Student Support/Mediation Office	X		X	X							X				X			X	X		X	X		X	X		X																										
Student Support/Mediation Support	X			X											X									X	X		X																										
Workroom/Mail/Delivery Process Center	X		X	X		X		X						X	X				X					X	X	X	X																										
Staff Room	X		X					X							X									X	X	X	X		X	X		X	X																			
Conference Rooms	X		X	X											X		X	X				X		X	X		X																										
Parent Volunteers/PTA/ Boosters/Family Resource	X		X	X				X						X	X									X	X		X																										
Counseling Offices	X		X	X											X									X	X	X	X																										
Counseling Secretary/Waiting			X	X											X									X	X		X																										
Drug/Alcohol Counselor Office	X		X	X											X									X	X		X																										
Conference Room (Large)	X		X	X				X							X		X	X				X		X	X		X																										
Conference Room (Medium)	X		X	X				X							X		X	X				X		X	X		X																										
Career Center/Office	X		X	X											X			X	X					X	X		X																										
Career Counselor	X		X	X											X									X	X		X																										
Secure Records Storage				X		X		X							X												X																										
Restroom														X	X																																						
Athletic Director	X		X	X											X				X					X	X		X																										
AD Support Staff	X		X												X									X	X		X																										
Computer Labs	X		X					X		X	X				X	X		X				X		X	X		X																										
Sensory Support Room	X		X	X	X			X		X					X	X		X				X		X	X		X																										
Learning Resource Center	X		X	X	X			X	X	X	X			X	X	X		X	X		X	X		X	X		X																										
Life Skills Classroom	X		X	X				X	X	X					X			X			X	X		X	X		X																										
Life Skills Storage				X	X	X		X							X										X																													
Life Skills Reception			X	X											X									X	X		X																										
Life Skills Conference	X		X	X											X		X	X				X		X	X		X																										
Life Skills Office(s)	X		X	X											X									X	X		X																										
Life Skills Toilet														X																																						
Speech Pathologist Office	X		X	X											X									X	X		X																										
Psychologist Office	X		X	X											X									X	X		X																										
Emergent Bi-Lingual Classrooms	X		X	X	X			X	X	X					X			X			X	X		X	X		X																										
ESL Office	X		X	X											X									X	X		X																										
Student Center/Commons			X											X	X	X	X	X	X	X		X	X	X	X		X																										
Main Servery															X					X					X																												
Food Prep/Kitchen				X									X	X	X										X																												
Dish Washing				X										X	X																																						
Dry Storage/Cart Storage				X		X									X																																						
Cooler				X											X																																						
Freezer				X											X																																						
Office	X		X												X									X	X		X																										
Staff Lockers/Dressing Room			X												X									X	X																												
Table Storage						X																																														
Media Center/Library	X		X	X	X	X		X			X				X	X	X	X		X	X	X		X	X		X																										
Office	X		X	X					X		X				X									X	X		X																										
Workroom				X	X	X		X			X			X	X									X	X																												
Text Storage				X		X							X		X																																					
Collaboration Space	X		X	X				X							X				X			X		X	X		X																										
Multiuse Rooms	X		X												X				X					X	X		X																										
IT Repair/IT Tech Coordinator			X			X		X			X				X				X					X	X		X																										
Student Government Room/Office	X		X	X										X	X			X				X		X	X		X																										
Custodial Office	X		X	X				X							X									X	X		X																										
Custodial Rooms				X			X							X	X																																						
Building Storage							X	X							X																																					
Material Storage				X			X								X																																					
Flammable Storage															X																			X																	
																						X		X																												
Lobby			X												X					X					X																										
Student Lockers															X																																					
Student Toilets														X	X										X																										
Gender Neutral Toilet														X	X										X																										
Gender Neutral Shower														X																																					
Boiler Room															X									X	X																										
MDF															X									X	X																										
IDF															X																																					
Main Electrical Rm															X									X																										
Sub Electrical Rm															X																																			
Mechanical Fan Rooms															X																																			
Restrooms (teachers offices)														X	X										X																										
Riser Rooms																																																		
Elevator Room															X																																				
SMALLER INSTRUCTIONAL SPACES																																																		

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Office Storage																																									
Business Manager																																									
Health Office																																									
Sick Room																							X	X																	
Sick Toilet																						X	X	X																	
Student Support/Mediation Office																																									
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Workroom/Mail/Delivery Process Center																																									
Staff Room																							X	X																	
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Sensory Support Room																																									
Learning Resource Center																																									
Life Skills Classroom																							X	X																	
Life Skills Storage																																									
Life Skills Reception																																									
Life Skills Conference																																									
Life Skills Office(s)																																									
Life Skills Toilet																						X	X	X																	
Speech Pathologist Office																																									
Psychologist Office																																									
Emergent Bi-Lingual Classrooms																																									
ESL Office																																									
Student Center/Commons																			X				X	X																	
Main Servery																				X			X	X																	
Food Prep/Kitchen																				X			X	X	X	X															
Dish Washing																				X			X	X																	
Dry Storage/Cart Storage																																									
Cooler																																									
Freezer																																									
Office																																									
Staff Lockers/Dressing Room																		X					X	X																	
Table Storage																																									
Media Center/Library																																									
Office																																									
Workroom																																									
Text Storage																																									
Collaboration Space																																									
Multiuse Rooms																																									
IT Repair/IT Tech Coordinator							X																																		
Student Government Room/Office																																									
Custodial Office							X											X																							
Custodial Rooms																																									
Building Storage																																									
Material Storage																																									
Flammable Storage																																									
Lobby																																									
Student Lockers																		X																							
Student Toilets																						X																			
Gender Neutral Toilet																						X																			
Gender Neutral Shower																						X																			
Boiler Room																																									
MDF																																									
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Mechanical Fan Rooms																																									
Restrooms (teachers offices)																						X																			
Riser Rooms																																									
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SMALLER INSTRUCTIONAL SPACES																																									

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Room	Marker board	Marker board with Musical Staff	Tackable Surfaces	*Shelving*	*Large Format Storage (OFCI)*	Storage Racks	Heavy Duty Racks	*Cabinets (OFCI)*	*Teacher Locking Storage (OFCI)*	*Mobile Cart/Storage*	*Space for file cabinet*	*Lab station*	*Loading Dock*	Sink (OFCI)	*Power/Data Outlets*	*Wireless Access Point (OFCI)*	Projection Screen (OFOI)	Digital Projector (OFOI)	Wall Mounted TV (OFOI)	Video Display (OFOI)	Document Camera (OFOI)	Sound Reinforcement	Speaker Sound System	Telephone (OFOI)	Clock/Intercom	*Copier*	Window Shades	Fume Hoods	Refrigerator (OFOI)	Freezer	Ice Machine	Dishwasher	Microwave	Flammable Storage Cabinet	Chemical Storage Cabinet	2D Printer (OFOI)	3D Printer (OFOI)	Kiln (OFOI)	Photo Enlarger (OFOI)	Development Tanks (OFOI)	Audio Playback System (OFOI)	Portable Robe Racks (OFOI)	Portable Clothing Racks (OFOI)	Theater Lighting	Audio Mixing Board	Lighting Mixing Board	Rigging	Curtain(s)	Scrim/Teasers	Battens	Flown Acoustical Shells/Towers	Pipe Grid
Smaller Instructional Spaces	X		X	X	X			X	X	X	X				X	X	X	X			X	X		X	X		X																							
PARTNER & COMMUNITY USE																																																					
Partner Program office	X		X					X						X	X									X	X		X																									
Pantry				X										1																											X	X										
Clothes/Food Closet				X		X		X						X																												X										
After School Instruction	X		X	X	X			X	X	X	X			12	X		X			X	X	X		X	X		X																							
WRAP AROUND SERVICE PROVIDERS																																																				
Health Clinic								X						X	X	X								X	X		X		X	X		X	X																		
Teen Parent Services																																																			
Infant Room	X		X	X				X						X										X	X		X																							
Toddler Room	X		X	X				X						X	X									X	X		X																							
Crawler Room	X		X	X										X	X									X	X		X																							
Toilet														X	X																																				
Changing Area				X				X						X	X										X																									
Nap Area				X				X							X							X			X															X										
Storage/Kitchen				X		X		X						X	X												X			X	X																			
CTE																																																			
Project Lab	X		X	X				X	X	X	X			X	X	X		X			X	X		X	X		X																							

OFOI = Owner Furnished, Owner Installed, Infrastructure by base contract
OFCI =Owner Furnished, Contractor Installed

	All rooms required per Area Program unless noted as preferred or optional; room quantity and size per area program
	Preferred/Optional
X	Required equipment (unless noted as preferred or optional)
X	Equipment preferred (not required)
X	Specifications per PPS Design Guidelines & Standards
#	Number of required items

Notes

[1] **See Area Program for designation of rooms/spaces that are preferred and optional. Equipment specification is provided for rooms that are preferred/optional in the event they are installed.**

Cabinets: moveable preferred per DG&S

Minimum preferred lengths: ***General Classroom:*** 20 lineal feet ; ***Science lab*** s: 100 LF base w/doors; 50 SF upper w/doors ; ***Science Prep*** : 40 LF base w/doors; 40 LF upper w/doors; **Offices:** 20 LF ; ***2D/3D Art*** : base cabinet w/sink 18/32 LF; Upper cabinet locking 18/16 LF; Band: 50 LF for instruments; base cabinet 5 LF; upper cabinet 5 LF; **Control room:** 5 LF upper**;** Weight/Wrestling Room **: 5 LF; Training Room:** Base - 20 LF; Upper - 20 LF;

Tall lockable storage = 6 ft. preferred
File cabinet = two (2) four-drawer unless otherwise noted
Provide teacher locking storage in classrooms if teacher offices are not provided

Bookshelves: **Office**: System furniture available through FF&E; **Library**: Based on collection + 20% excess
Shelving Min.: 2D/3D Art: 9 LF shelving; flat file storage for 42" X 36" materials;
Lab stations:
Chemistry: fixed stations; all other labs moveable with lockable wheels and storage preferred;
Provide access to gas, compressed air, water in chemistry labs
Fume hood: Min 1 in science prep rooms; 1 preferred in chemistry labs
Sinks in each chemistry lab station, demonstration station, plus two extra
Science Prep:
Consult with school faculty for specialty shelving needs
Tackable Surfaces: Min. (2) 4' X 8' boards; wall surfaces preferred
Magnetic White Boards: Min (2) 4' X 8' boards w/ map rail
Power/data outlets: Provide general access outlets in all spaces or as needed for specialty equipment. Classrooms generally: 2 per non-teaching wall co-located with data preferred unless specified other wise; additional outlets as required by technology bundle, clocks, voice amplification; science lab: 22 wall data/power outlets;

Sinks:
Specialty sinks in: 2D and 3D Art: utility sinks; floor drain w/clay trap in 3D; Band room; multi-purpose theater support; laundry room; custodial rooms; teen parent services
Card Key Access: exterior doors required per PPS Design Guidelines & Standards; opportunities to "zone" school preferred
Countertops: Life skills: Min. 50 LF; **Control Room:** Length of wall facing theater **; reception/lobby length of public reception - height to accommodate ADA requirements;**
Mobile Storage:
Classroom: 1 cart preferred per teacher when teacher offices in stalled; part of system furniture in teacher offices
Food Service Equipment:
Kitchen: cold storage room, double-stack combi-oven/steamer, reach in fridges and freezers, dishwasher-conveyor, hose reel, walk-in cooler, walk-in cooler, food warmer cabinet; double stack full-size convection oven (gas preferred), tilting kettle, titling skillet, 2-burner cook top range, pizza conveyor oven, robot-coupe food processor, Panini sandwich grill.
Servery: mobile milk coolers, mobile POS station, serving lines with counter and hot/cold wells, water station, three compartment sinks, vegetable prep sinks, hand sinks condiment bar, 3-sided venue

Multi-purpose production area: required to support theater; individual support spaces preferred
Tennis Courts: Min. of 4 courts; 6 preferred
Computers:
Classrooms generally: minimum of eight (8) laptops for students; one laptop per teacher; mobile computer cart with laptops is preferred. Charging kiosks for laptops and/or mobile cart required; when mobile computer carts are assigned to a room, they need to be secured in permanent casework.
Offices: Administrative/counseling: individual school decision re. desktop or laptop computers. Desks should be able to accommodate desktop computer; Departmental offices should accommodate laptop computers.

Speaker Sound System: Provide to the extent needed to support sound reinforcement systems

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Smaller Instructional Spaces																																								
PARTNER & COMMUNITY USE																																								
Partner Program office																																								
Pantry																																								
Clothes/Food Closet																																								
After School Instruction																																								
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Health Clinic																																								
Teen Parent Services																																								
Infant Room																																								
Toddler Room																																								
Crawler Room																																								
Toilet																						X	X	X																
Changing Area																							X	X																
Nap Area																																								
Storage/Kitchen																																								
CTE																																								
Project Lab																																								

MAKERSPACE EQUIPMENT LIST

PPS MAKERSPACE EQUIPMENT LIST	Make/Model	Notes
Program Area Facility Requirements (inc. Fixtures)		
Multifunctional MakerSpace		Overhead door to exterior
Fixed Perimeter Chem-Resistant Counter		15' of cabinets below
Sink		
Wiremold w/multiple outlets above counter		
Unistrut w/cord reels for electrical and comp. air		
Storage Room w/power for rechargeable tools and computer charging		
Furniture		
Moveable island w/locked storage to use for textile station		
Adjustable Stools (Quantity 31)		
Mobile, adjustable height nesting Tables 30"x60" (Quantity 6)		
Mobile White Board 24"x36" (Quantity 5)	Whiteboard, 24" X 36"	
Moveable Consumable & Materials storage		
AC-PRO II Anywhere Cart up to 40-Unit Chromebook, Laptop & Tablet Cart	AC-PRO II Anywhere Cart	
Cisco Mobile Lab WAP & Injector (for Mobile Lab)		
Technology Cart with Tech Bundle		
Moveable island w/locked storage and similar surface to tables used in Science		
Moveable Project Storage		
Equipment		
MakerBot Replicator Fifth Generation 3D Printer (Quantity 3)	MakerBot Replicator Fifth Generation	
MakerBot Digitizer 3D Desktop Scanner	MakerBot/MODEL: MP03955	
Epilog Mini 24 Laser Cutter	Epilog Mini 24 Laser	Needs ventilation; 3 grounded outlets; CO2 Fire Extinguisher
Silhouette Curio DIY Cutting Machine (Quantity 2)		
Silhouette Cameo Electronic Cutting Machine (Quantity 2)		
CNC (Quantity 1)	Click-n-carve Premium/Model: BE3030	
CNC Router Larger (Shark)	CNC Shark Routing System, with New 7.5 Software	
Woodworking Tools & Materials (Intermediate Level)		
Table Vices, C-Clamps, Bar Clamps		
Metal Working Tools & Materials (Intermediate Level)		
HP 820 G1 PC Laptop @ $1,119.50 (Quantity 20) Vendor: CDWG	Model: 820 G1	
Nexus 9 Tablets @ $399 ea (Quantity 6)	Nexus 9	
General Tools & Materials (Intermediate Level)		
Textile Tools & Materials (Intermediate Level)		
Vernier tools for data capturing (LabQuest2 $329x6; Motion Detectors (CBR2) $99x6)	LabQuest 2: Lab Q2 and Motion Deters: CBR2	
Portable Dust Collection System	Delta-1-1/2 HP Portable Cyclone Dust Collector/Model 50-905	
Centroform Vacuum Forming Machine	Centroform EZFORM SV 1217-110V Tabletop	
EZ FORM SV 1217 (plastic sheets for vacuum forming)		
Sheet Metal Shear Brake Roller	Baileigh Industrial Sbr-3020	
Graphtec Vinyl Cutter	GRAPHTEC CE6000-60	Max. cutting area 23.7" X 164'

APPENDIX

APPENDIX A

PROCESS FOR MASTER PLANNING THE SPACE NEEDS OF SERVICE PROVIDERS, PARTNERS, AND COMMUNITY USERS IN DISTRICT SCHOOLS

The Area Program for PPS Educational Specifications identifies space for service providers and partners/community uses. For the purposes of District-wide Educational Specifications they are defined as:

Service Provider: PPS, non-profit agency, federal, state, or local government that provides a service to improve the health, welfare, and/or safety of students, families, or staff of the school they reside in and/or eliminating barriers to student success. Examples include county health clinic, teen parent service/early head start program, SUN program, and food and clothes closets.

Partner/Community User: PPS, non-profit agency, parent group/association, business association, higher education partners, etc. providing students, families, staff, community members with access to programs geared to boost academic performance, college level instruction, support of athletic teams, and access to career and employment resources. Examples of spaces used by partners/community users include office space for school PTA, Boosters, shared classroom space for college level instruction, office space for college recruiters.

Space needs: Service providers and partner/community users will have need for space dedicated to their specific uses as well as be able to share existing spaces within schools. The PPS Ed Spec identifies the space requirements of users with unique/dedicated space needs as well as users able to share spaces within the school building.

Planning for the space needs of service providers and partner/community users will occur during the master planning process for each school undergoing capital bond full modernization or replacement work. The tier levels established below identify which spaces will be considered in the master planning process, under what circumstances, and by whom.

Tier 1: Automatically included in the master planning process

Considerations:

- What is the appropriate size for each tier one space based on the needs of the space users and District resources to provide the space?

Tier 2: Considered/negotiated during master planning process

Considerations:

- Would the user of the space meet the intent of service provider or partner/community user defined above?
- If Tier 2 spaces require unique or dedicated spaces, priority should be given to spaces for service providers that serve the greatest need or greatest number of students
- Are District resources available to help pay for the space? The capital bond project budget for each school is available for Tier 2 spaces ONLY after spaces for required academic programming is developed
- Has (or can) the space user developed a proposal including space requirement, cost, and authority to proceed by space user's organization?

Tier 3: Developed in concert with capital partner

Considerations:

- Would the user of the space meet the intent of service provider or partner/community user defined above?
- Would the users of the space provide a significant benefit to the school/families/community?
- Has (or can) the space user developed a proposal including space requirement, cost, and authority to proceed by space user's organization?
- Are District resources available to incorporate the Tier 3 space into the rest of the facility? What are the District capital and operational obligations?
- How easily will the proposed space integrate with the rest of the facility?
- If Tier 3 spaces require unique or dedicated spaces, those spaces should be configured so the District is able to reuse the space in the future.

APPENDIX B

DESIGN ADVISORY GROUP CHARTER TEMPLATE

PORTLAND PUBLIC SCHOOLS • April 2017

HIGH SCHOOL
DESIGN ADVISORY GROUP
CHARTER TEMPLATE

Mission

Portland Public Schools is committed to achieving quality work while completing construction projects on time and within budget. The use of this Design Advisory Group will be effective in ensuring that community voice as regards site-specific program needs are addressed and incorporated into the _____ High School full modernization project.

Charge

The Design Advisory Group (DAG) will help Portland Public Schools ensure that stakeholder representatives of the _____ school community have the opportunity to participate in the planning and design of school improvements.

DAG members will be briefed by the District's _____ Project Director on the schedule and general scope of work set by the Board of Education. The DAG will review PPS' Long Range Facilities Plan, educational specifications, master plans, and schematic and design development drawings.

DAG members will help to:

- advise project management team on characteristics unique to the _____ school community.
- synthesize community-wide input to the design process.
- assist staff and community with tours, public design events, public conversations with the contractor, groundbreaking and ribbon cutting events.
- work together to learn about renovation and construction projects, and provide input into _____ full modernization planning and design.

While DAG members do not make decisions, speak on behalf of nor do they represent the District, DAG members will work with PPS and the project management team to provide input. DAG members will also help to organize and participate in community meetings during the master planning, schematic and design development processes, which may last up to 12 months.

Design Advisory Group Structure and Membership

The Design Advisory Group (DAG) is chartered for the _____ High School capital improvement project, and group members will be expected to serve for about 12 months.

The PPS Chief of School Modernization will select and appoint the DAG members through an open application process, in-consultation with the Superintendent of Schools.

A Chairperson will be designated by the District to assist in meeting protocol.

The DAG will meet regularly through the Master Planning and Schematic Design phases, and as needed through the Design Development Phase.

The DAG shall consist of fourteen members, representing the demographics of students served including gender, cultural and ethnic diversity, and geographic distribution and further to include representatives of/from:

- _____ High School principal (1)
- _____ students (3)
- _____ teachers (2)
- _____ High School parents (2)
- _____ Cluster Parents (2)
- School community members (1)
- Alumni associations (1)
- Local business/neighborhood representatives (3)
- Board of Education liaison (1)

The meetings will be open to the public.

A member wishing to resign shall do so in writing directed to the Chief of School Modernization; such writing may be through electronic means.

DAG Meetings

- The DAG shall meet as scheduled by the District's Project Director to review the individual school status and related information, and to perform other duties as provided herein. The Project Director may request additional meetings as deemed necessary and appropriate.
- DAG meetings shall be held in a public setting with the public allowed to attend. Comment cards will be available at each meeting on which the public may record their questions and concerns. Comments will be transcribed and incorporated into the meeting minutes.
- The DAG shall report to the Project Director for the _____ High School Capital Improvement Project.

Ethics & Expectations

This ethics clause provides general operational guidelines for DAG members to follow in carrying out their roles. Not all ethical issues that DAG members face are covered below. However, this document captures some of the critical areas that help define ethical and professional conduct for DAG members.

- The DAG members are volunteers and receive no direct or indirect compensation from the District for their services as members of the DAG.
- The DAG members may not have an active or pending contract with the District, nor enter into a contract during their term of service.
- The DAG may not include any vendor, contractor or consultant of the District.
- A DAG member serves at the discretion of the Chief of School Modernization. If a DAG member resigns, violates the Ethics clauses contained herein, fails to attend two consecutive DAG meetings without reasonable excuse, or otherwise becomes unable to serve on the DAG, the PPS Chief of School Modernization may declare the position on the DAG to be vacant and appoint another qualified person to the DAG.

EXPECTATIONS: As a Committee member, you are expected to:

- Recognize that the chief function of PPS at all times is to serve the best interest of all its students.
- Affirm the dignity and worth of the public education services rendered by Portland Public Schools and maintain a constructive, creative and practical attitude toward PPS affairs and a deep sense of social responsibility as group members.
- Accept and support the work completed by previous committees where that work has a direct impact on the work of this group.
- Make every effort to attend all meetings, to arrive on time, and to be prepared.
- Advise the DAG's support staff in advance if you know you will be absent for a DAG meeting.
- Be respectful of all people at all times, regardless of whether you agree or disagree with their point of view.
- Take personal responsibility for encouraging respectful behavior among your fellow committee members.
- Refrain from criticizing board members, staff members, other committee members, or any citizen in public.

- Speak when recognized by the chairperson. Don't interrupt or engage in side conversations when another group member is speaking or a member of the design team is presenting. Expect that same courtesy.
- Be brief and to the point; don't posture or grandstand.
- Clearly explain how you came to your position on a subject and how it serves the public interest.
- Respect the different styles of fellow committee members.
- Be open to changing your mind based on new information.
- Understand that it is not necessary to weigh in on every question.
- Recognize that you are seen as Design Advisory Group members at all times during the process, no matter how you may see yourself. You are part of a team.
- Share credit generously and spread opportunities to get positive recognition for the entire group.
- Support the legitimacy of design outcomes achieved through a public process, even those you don't agree with. When a decision is made, move on.
- Refrain from activities which undermine public confidence.
- Be crystal clear in public about whether you are speaking as an individual and stating your personal opinion, or have been recognized by the DAG to speak on their behalf.
- Understand that every letter and/or e-mail to any district personnel or elected official is a public document, and can be asked for by members of the public and the media. Whenever you put anything in writing regarding the DAG's work, know that anyone has the right to ask for and receive what you are sending or receiving.
- Know that your DAG's work is of interest to the public. Media inquiries should be expected and discussion about how to respond to inquiries should be reviewed by the Project Director during your initial meeting. All inquiries and responses must be shared with the entire DAG and district support staff.

CONFLICT OF INTEREST: A DAG member shall not make or influence a District decision related to:

- any contract funded by bond proceeds; or
- any construction project which will benefit the DAG member's outside employment, business, or provide a financial benefit to a family member, such as a spouse, child, parent or sibling.

OUTSIDE EMPLOYMENT: A DAG member shall not use his or her authority over a particular matter to negotiate future employment or contract with any person or organization that relates to:

- any contract funded by bond proceeds; or
- any construction project. A DAG member shall not make or influence a District decision related to any construction project involving the interest of a person with whom the member has an agreement concerning current or future employment, or remuneration of any kind.

For a period of one (1) year after leaving the DAG, a former DAG member may not represent any person or organization for compensation in connection with any matter pending before the District that, as a DAG member, he or she participated in personally and substantially. Specifically, for a period of one (1) year after leaving the DAG, a former DAG member and the companies and businesses for which the member works shall be prohibited from contracting with the District with respect to:

- bidding or proposing to provide services on projects funded by the bond proceeds; and/or
- any construction project funded by the District.

COMMITMENT TO UPHOLD LAW: Each DAG member shall uphold the federal and Oregon Constitutions, the laws and regulations of the United States and the State of Oregon, and the policies, procedures, rules and regulations of the Portland Public School District.

COMMITMENT TO THE PUBLIC: Each DAG member shall place the interests of the public above any personal or business interest of the member.

APPENDIX C: MEETING NOTES

PORTLAND PUBLIC SCHOOLS Educational Visioning and Specifications
High School Ed Specs Teachers Conversation Summary

Date: May 29, 2013
Participants:

Name	Affiliation	Name	Affiliation
Steve Bardi	Multnomah County Health Dept.	Jo Lane	Roosevelt High School
Lilly Wirdle	Lincoln High School	Jim Owens	PPS Office of School Modernization
Walt Hollands	Grant High School	Michelle Platter	PPS OSM
Nicholas Budge	Grant High School	Debbie Pearson	PPS OSM
John Eisemann	Grant High School	Kristin Wells	PPS FAM
Paige Battle	Grant High School	Jen Sohm	PPS OSM
Cristy McCarty	Grant High School	John Weekes	Project Team - DOWA-IBI Group
Jill Semlick	Maddison High School	Nancy Hamilton	Project Team - DOWA-IBI Group
Paul Gouveia	Ockley Green	Paul Cathcart	Project Team - PPS OSM

1. Welcome, Introductions, and Overview

PPS Project Manager Paul Cathcart welcomed committee members to the first of three meetings that will lead to the development of high school educational specifications (ed specs), or building design criteria. These district-wide criteria will guide the site-specific designs of the high school projects funded in current and future bond programs. This is the second phase in the Educational Visioning and Specifications process. The visioning phase culminated earlier this week in a summit that convened more than 130 people, following 15 "community conversations" that involved approximately 360 people over the last two months.

Paul introduced members of the DOWA team that facilitated the community conversations: John Weekes, DOWA IBI Group; Nancy Hamilton, Nancy Hamilton Consulting; and Dick Withycombe, Withycombe Scotten & Associates. Committee members introduced themselves. The nine school-based committee members present represented four high schools (Grant, Madison, Roosevelt, and Lincoln) and several disciplines (library, instructional technology, art, music, theater, and science). A tenth member represented Multnomah County's school-based health program. Five members of the district's facilities department also attended the meeting.

DOWA team members provided an overview of the ed specs process.

- The district has embarked on a substantial effort to remodel three high schools and replace Faubion Elementary School. Our team has been hired to facilitate and document the first two segments in a long chain of work: developing a vision about what future PPS facilities should look and feel like in the decades ahead, and then identifying the building design characteristics, or ed specs. One leads to the next, and this committee's work will lead to the design of specific projects.
- This phase is about words, not drawings. (That's the next phase.) We will talk about the nature of spaces and the relationships among them, without considering how these buildings are currently arranged. Every school is different, and we will collect those differences; our document will provide space for school-specific considerations, but these will be applied later, in the designs for specific modernization projects.
- Teachers who participate in an ed specs process often describe it as a powerful experience, and we want you to feel that way too. This is important work, because it will affect multiple schools over several bonds.
- It's important to have the diverse perspectives associated with different specializations, but it's also important that committee members step outside their own areas of interest and help us think about the entire school in a collaborative way.

- This is an opportunity to step out of your comfort zone and to look to the future. If we talk only about what we know, we will end up where we are today - and it's evident from the visioning phase that this is not what our community wants.

Committee members received copies of the summaries of the community conversations and of the themes that were drawn from them. (These themes were presented at the visioning summit on May 28, where participants expressed significant levels of support for all of them.) Committee members also reviewed examples of ed specs documents from other school districts.

2. Preliminary Discussion About Spaces

The Core of the School

- The entry should have a sense of light and openness. It could have the office on one side and the library on the other, with lots of glass - and perhaps an atrium.
- Place security at the front door, but the administrative offices should be like a beehive at the center of the school. The administrators would have a better sense of what's going on in the school; and, as a teacher, I would like to see the administrators (rather than having them gathered at the front with the school at their backs).
- It should be clear how to navigate the school. The spatial relationships should make sense, and the signage should be clear.
- As you enter the school, there should be someone there to greet you: a human being who's right at the door to welcome you and head you in the right direction.
- All classrooms should be accessed from the interior of the school; students should not have to go outside to get to any classrooms.
- I would want to see what students are currently engaged in, also some vision of the futures they're working on. Also, what the school stands for (its history, its relationship to the neighborhood). The vision of the future is important, to balance the historical feel of the schools.
- When you enter the school, you shouldn't feel as if you could be just anywhere. It shouldn't feel like a hotel or a mall. It should be inspirational. It should feel like a school - like an important institution.
- It shouldn't feel like a mall -or like a suburban school. That wouldn't appeal to our students.
- When you walk in, you should see examples of what's happening with students, but also some history: where we come from, where we are now. Students relate to that. They want to see what other students are doing; it gets them interested in classes. Parents want to see that too.
- There should be art that reflects the cultures of the school's community.
- It should be like a McMenamins. They always stay true to the history of a place; they honor it, and that invites you in, piques your curiosity.
- Historical memorabilia can be the soul of a school. Display the legacy of those who have gone before. And challenge students: what will you do to contribute to that soul? Celebrate both history and the future (the potential of students).
- Approach security through visual openness, the "eyes on the courtyard" concept—not solid doors, but transparency, no hidden corners, fluid and open.
- There should be a sense of visual openness both indoors and outdoors.
- The heart of the school is the library.
- The heart of the school is the commons, the central space everyone eventually comes into. It should be a social space for students where everyone belongs, especially if the building is meant to be a community school.

- There should be a space that functions as a big living room, with gathering places and seating for students: a large, open, comfortable, welcoming area so students don't segregate themselves into different areas of the school.
- There should be many gathering places for students, in hallways, perhaps in alcoves. Maybe students could eat in those too.
- There should be something like the bowl outside the student union at the University of Oregon, an outdoor gathering and performance space.
- There should be outdoor gathering areas for students, with seating.
- Food service should be integrated into the commons area. You don't need a dedicated eating space, and a large space would help to avoid social segregation.
- Food service should be less institutional, and there should be more options.
- A big commons area could also be used for meetings and studying and as an internet café (with WIFI and charging stations).
- Food carts near the campus would be better than McDonald's. Kids want to be away from campus, so make it easier to get there and get back on time.
- Integrate free and reduced food service in unseen ways in an alternative approach to food service (e.g., a food court or food carts).

Instructional Areas

- Openness and transparency in classroom areas enhances both security and professional collaboration.
- The science wing at Grant is a kind of "ghetto version" of a classroom suite. It's great because teachers can see each other and talk to each other. Kids can see what other kids are doing, and they can work on projects in the middle. It feels like a community, like a learning place. There are four or five classrooms and a common area. The science teachers eat lunch there. You can see into the classrooms, so kids can come in take a test and we can still talk and plan; sometimes kids eat lunch in the classrooms. And kids know where to find the teachers.
- The flip side is security and distraction. When you need to lock down a school in an emergency, you need physical and visual barriers. You also need to keep the public out in the evening.
- If there are moveable walls, you need to be careful about acoustics.
- Sound is an important part of a school. You want to have a large open space, but you don't want an echoing canyon or a chaotic feeling.
- Openness is good, but you need a sense of where you are, some structure.
- Our kids do not want a suburban high school. They want an urban high school. They don't want to be Anytown, USA.
- Part of that is woodwork, attention to detail, the work of artisans, and traditional building materials.
- We should repurpose some of the things we have, reuse some of the materials.
- The classrooms in the oldest parts of Grant are all a little different—not just the displays, but the rooms themselves (maybe because they were designed for some now-forgotten specific purposes). They're not cookie-cutter rooms. They all have their own feel, their identifying features (e.g., an interesting arched window or wood paneling). People are concerned about losing those spaces; some were even named after people. Maybe Grant's 1926 gym could be repurposed; the space is really powerful.
- Long-term flexibility is important, in case the building is no longer needed as a school.

- A high school should have a staff room, where people can work together on projects. It could also be used by the community.
- We need to think about a variety of needs, and the different ways kids learn. Some students need cozy spaces with stable lighting (i.e., no flickering).

3. Next Meeting June 19

The high school committee will meet next on June 19 (9:00 a.m. to 11:00 a.m.) in the Harriet Tubman library. Committee members who cannot attend were encouraged to send a colleague—and to share information with them.

Between meetings, the DOWA team will provide links to relevant information, including documents from related planning meetings (e.g., teachers' meetings with architects), and to new and modernized high school projects in other school districts (especially historical renovations).

At the next meeting, the architects will share bubble diagrams showing how a high school could be organized, based on today's discussion.

PORTLAND PUBLIC SCHOOLS Educational Visioning and Specifications
High School Ed Specs Teachers Conversation Summary

Date: June 19, 2013
Location: Tubman School
Participants:

Name	Affiliation	Name	Affiliation
Steve Bardi	Multnomah County Health Dept.	Leigh Brown	Franklin High School
Nicholas Budge	Grant High School	Jo Lane	Roosevelt High School
John Eisemann	Grant High School	Alison Taylor (Strom)	Roosevelt High School
Steve Matthews	Franklin High School	Michelle Platter	PPS OSM
Ethan Medley	Grant High School	Debbie Pearson	PPS OSM
Sandra Childs	Franklin High School	John Weekes	Project Team - DOWA-IBI Group
Joshua Forsythe	Franklin High School	Paul Cathcart	Project Team - PPS OSM

1. Welcome, Introductions, and Overview

PPS Project Manager Paul Cathcart welcomed committee members to the second of three meetings. Some of the participants in this meeting attended the last meeting but a majority were attending for the first time. Therefore a review of the process that will lead to the development of high school educational specifications (ed specs), or building design criteria was discussed. The district-wide criteria will guide the site-specific designs of the high school projects funded in current and future bond programs. This is the second phase in the Educational Visioning and Specifications process. The visioning phase culminated at the end of May in a summit that convened more than 130 people, following 15 "community conversations" that involved approximately 360 people over the last two months.

Paul introduced the DOWA team that facilitated the community conversations: John Weekes, DOWA IBI Group. Committee members introduced themselves. The nine school-based committee members present represented four high schools (Grant, Franklin, Roosevelt, and Lincoln) and several disciplines (library, SPED, art, music, theater, and science). A tenth member represented Multnomah County's school-based health program. Four members of the district's facilities department also attended the meeting.

DOWA team members provided an overview of the ed specs process.

- The district has embarked on a substantial effort to remodel three high schools and replace Faubion Elementary School. Our team has been hired to facilitate and document the first two segments in a long chain of work: developing a vision about what future PPS facilities should look and feel like in the decades ahead, and then identifying the building design characteristics, or ed specs. One leads to the next, and this committee's work will lead to the design of specific projects.
- This phase is about words, not drawings. (That's the next phase.) We will talk about the nature of spaces and the relationships among them, without considering how these buildings are currently arranged. Every school is different, and we will collect those differences; our document will provide space for school-specific considerations, but these will be applied later, in the designs for specific modernization projects.
- Teachers who participate in an ed specs process often describe it as a powerful experience, and we want you to feel that way too. This is important work, because it will affect multiple schools over several bonds.
- It's important to have the diverse perspectives associated with different specializations, but it's also important that committee members step outside their own areas of interest and help us think about the entire school in a collaborative way.
- This is an opportunity to step out of your comfort zone and to look to the future. If we talk only about what we know, we will end up where we are today -and it's evident from the visioning phase that this is not what our community wants.

John presented a summary of the themes and ideas developed at the May 29th High School Ed Spec meeting for teachers. Those themes included building design characteristics and possible space arrangement. Ideas included entry, school progression (open and viewable), school center (school heart), administration location, classroom arrangements (learning suites), transparency, agility/flexibility, school characteristics (sense of history, student display, comfort, and celebration), the need for student gathering places, natural light and acoustics.

Meeting participants reviewed the summary of themes from the May 29th meeting and agreed they represented the outcomes from the last meeting. Participants noted the following:

- Outdoor spaces for students are available at some Portland high schools now. At Madison and Marshall for example, there are courtyards that are used by students particularly at lunch.
- Security is an issue that overlays the entire school and balancing ideas about open and accessible while providing a safe secure environment should be considered.
- Teachers would benefit from having more immediate access to administrators and locating Admin where students and teachers are, rather than being isolated, might be beneficial. Placement in the school might be in a variety of locations. For example Admin could be dispersed rather than concentrated. Possibly, they could be in the "learning suites".
- Greeting visitors is important and a clear meet and greet function at the main entry is important.
- Counseling is different and does not need to be located adjacent to administration. Maybe counseling is located adjacent to the Commons along with Student Government, SUN or other shared programs.
- If administration is located "in the school" rather than the front door, clear and direct access needs to be provided.
- Are there examples at other high schools that we could consider regarding the placement of administration? Are there lessons learned from those facilities?

There are a number of different models for location of administration functions at newer high schools. Some locate admin and counseling adjacent to the main entry. Some locate admin adjacent to the main entry and counseling is dispersed throughout the school facility. While others provide a meet and greet function including receptionist, bookkeeping, attendance, and principal adjacent to the main entry and all other admin functions and counseling are dispersed. There are pros and cons to each of these planning options.

- Rather than identify one option for location of the admin maybe the school design accommodates a variety of possibilities that allow each school to change in the future depending on evolving circumstances.
- It is important to cluster support agencies like health clinic, SUN and other similar programs near of adjacent to each other. A lot of times these programs work together. It is also important to position them in the school where the general population resides, strategically located, to avoid creating a situation where students may feel stigmatized because the programs are "down that hall".
- Maybe support agencies, tutoring, library, government and counseling are examples of activities and functions that can surround the commons.
- Location of parking and its relationship to the main entry is something to consider. Where does the main entry begin? At the street, parking lot or the building entry?
- Security issues are on everyone's mind but I would like us to consider the health, openness and inclusiveness of our communities.
- While the building may need multiple entries for fire exiting, we should consider ways to control entry to all but a few doors with technology, card key systems and magnetic locks.
- I do like the ideas of learning suites. There may be some tension around organizing departmentally, interdisciplinary or by academies for example, but they appear flexible enough to allow a variety of models.

- Science may be an exception. Because of infrastructure requirements, science may require a fixed location in the building which would preclude moving them around to accommodate different organizational models (i.e. academies, interdisciplinary instruction, etc.)
- In the learning suites, is SPED dispersed or centrally located?
- The number of classrooms in the learning suite accommodates or impacts the opportunity to accommodate various functional groupings. Attention to the composition of rooms in the suites is important. Maybe they are organized in various sizes and configurations to be the most flexible?
- Consider adding conference room and offices to the learning suites.
- The idea of "student path" in which transparency and view ability is provided I like.
- Maybe classrooms are not owned by teachers. Teachers instead are provided a series of teacher offices.
- Teacher offices are common these days in high schools. At Westview they are big open rooms that have a mixture of math, science, english, etc. teachers. In essence each office is cross disciplinary. However if Westview wanted they could also organize the offices departmentally. Though each teacher has an open office they are generally assigned one classroom which is used by a "swing" teacher during the "home" teachers prep and lunch.
- Because of current teacher loads in PPS, owning a classroom is the most efficient model.
- We should avoid subject specific wings. They tend to segregate and isolate programs. It would be desirable to arrange the HS to let students pass by, see and even experience other programs.
- Some programs like band have substantial equipment considerations and location/arrangement in the school to accommodate security concerns is important.
- Consider providing hybrid rooms that can accommodate messy, noisy, and kinetic activities. They would be shared spaces. They might be used one semester by a teacher and the next semester by another teacher.
- There are different physical needs for some SPED programs. Behavior support programs are pushed out into the general CR environment in some schools and self-contained in others. Life skills is usually self-contained and has specific programmatic needs.
- There is a need for smaller spaces throughout the school for conferencing, tutoring, meetings, pull out activities, SPED support and other small group activities.
- We should design the school to accommodate future programs. Some of these programs have been eliminated due to budget cuts but may return. Others are new programs that may emerge as education evolves. For example, some schools don't have wood shop or choir programs but in the future they could return.
- The learning suite commons should include small group meetings, soft furniture and computers. CR's adjacent to the commons should have the ability to "open up" to the commons.

PORTLAND PUBLIC SCHOOLS Educational Visioning and Specifications
High School Ed Specs Administrators Conversation Summary

Date: June 24, 2013
Location: Tubman School
Participants:

Name	Affiliation	Name	Affiliation
Cherie Kinnersley	Lincoln High School	Debbie Pearson	PPS OSM
Steve Matthews	Franklin High School	John Weekes	Project Team - DOWA-IBI Group
Curtis Wilson	Grant High School	Mat Braun	Project Team - DOWA-IBI Group
Elisa Schorr	Roosevelt High School	Paul Cathcart	Project Team - PPS OSM
Michelle Platter	PPS OSM		

1. Welcome, Introductions, and Overview

PPS Project Manager Paul Cathcart welcomed Administrators to the Committee Meeting. He stated one meeting was proposed to collect input from Administrators to support development of the Ed Spec but if so desired additional meetings could be arranged. A review of the process that will lead to the development of high school educational specifications (ed specs), or building design criteria was discussed. The district-wide criteria will guide the site-specific designs of the high school projects funded in current and future bond programs. This is the second phase in the Educational Visioning and Specifications process. The visioning phase culminated at the end of May in a summit that convened more than 130 people, following 15 “community conversations” that involved approximately 360 people over the last two months.

Paul introduced the DOWA team that facilitated the community conversations: John Weekes, DOWA IBI Group. Committee members introduced themselves. Four Administrators present represented Grant, Roosevelt, Franklin and Lincoln. Four members of the district’s facilities department also attended the meeting.

DOWA provided an overview of the ed specs process.

- The district has embarked on a substantial effort to remodel three high schools and replace Faubion Elementary School. Our team has been hired to facilitate and document the first two segments in a long chain of work: developing a vision about what future PPS facilities should look and feel like in the decades ahead, and then identifying the building design characteristics, or ed specs. One leads to the next, and this committee’s work will lead to the design of specific projects.
- This phase is about words, not drawings. (That’s the next phase.) We will talk about the nature of spaces and the relationships among them, without considering how these buildings are currently arranged. Every school is different, and we will collect those differences; our document will provide space for school-specific considerations, but these will be applied later, in the designs for specific modernization projects.
- Teachers who participate in an ed specs process often describe it as a powerful experience, and we want you to feel that way too. This is important work, because it will affect multiple schools over several bonds.
- It’s important to have the diverse perspectives associated with different specializations, but it’s also important that committee members step outside their own areas of interest and help us think about the entire school in a collaborative way.
- This is an opportunity to step out of your comfort zone and to look to the future. If we talk only about what we know, we will end up where we are today - and it’s evident from the visioning phase that this is not what our community wants.

2. Emerging Themes, Ideas and Building Characteristics

John reviewed the ideas developed to date by the Teacher Conversation Group for reference. Additionally meeting participants were asked to provide their own perspective, as an Administrator, on the key building characteristics, organizational concepts and functional arrangements they feel are important to consider. The following was noted:

- Does the district have a district vision for how the high school programs will be configured? Is there a common vision for all high schools or is every high school on its own? The district has completed a multi-year process to redesign the high schools across the district known as high school system design. That work identifies common programs between schools and the potential for unique programs at each school.
- Every high school in PPS has a basic core set of subjects it has to deliver that are the same between all campuses. Additionally there are programs that maybe thriving at some schools and due to budget cuts or other circumstances may be less robust or have been eliminated. However in the future the district may want every school to provide that program in the event that funding or emphasis shifts. (ie. Grant has a robust choir program and Franklin's is part time. In the future, Franklin's program may become full-time and space would need to be available.) The identification and selection of those programs is yet to be determined.
- Additionally, some schools have programs unique to that school. For example, Franklin has Woods and Foods. Other schools do not. The inclusion of these unique programs in an overall building program will be determined on a site by site basis.
- How the high school is redesigned physically will be prominently determined at each individual school through the DAG (Design Advisory Group) process.
- Our cafeteria at Grant is undesirable. It stigmatizes the students that use it. It should be brighter, spacious, higher and moved from the basement to the main level so that all student access it.
- Having a student run coffee cart or student store would be desirable.
- Maybe there is a single kitchen/servery but consider dispersing where students eat.
- The cafeteria at Newberg High School is very inviting for students. It is light, bright and a high volume that looks out onto a courtyard.
- It is not desirable to have a police officer greeting people. So how do you create a welcoming but safe entry experience?
- Having the Admin adjacent to the entry is desirable. Visitors, parents and others when entering the school are usually looking for the Admin Center.
- Maybe those services used most by students (ie counseling) can be dispersed.
- At Grant we tried locating the Vice Principals close to the reception desk in cubicles in the open office area. We found that often we were dealing with students who had disciplinary issues and their presence in the same space as visitors and parents was disruptive. So the VP's have moved to offices removed from the reception area and that has seemed to reduce those issues.
- Every principal has different ideas how the Administration functions should be organized. Flexibility to re-organize, re- locate and re- arrange administrative functions is desirable depending on future Principal preference or functional needs.
- Attendance and bookkeeper needs to be adjacent to the Admin Area and near the main Entrance.
- Visitors and parents need access to the counselors (ie. to get transcripts, discuss student issues, etc.)
- Separating counselors from each other may be a problem. Locating counselors together is desirable. Maybe consider locating them along with student government, etc. adjacent to the central Commons.
- Consider providing a Family Resource Room similar to Rosa Parks with computers, tables, soft furniture, water, coffee and conferencing space for family/parent use.

- At Grant we are reorganizing teachers to group them more into departments. However Grant's 9th grade academies are interdisciplinary groupings: Math, SS, English, Science. (Science is located remote from the 9th Grade Academy's because the Labs are in a separate building.) At Franklin we are departmentalized including the 9th Grade Academies. 9th Grade Academies are not located together rather students travel between departments. At Roosevelt it could be either way. Lincoln doesn't have academies.
- Science teachers are more concerned about the quality of their lab vs. whether they are decentralized or departmentalized. This is best discussed with teachers.
- Science lab configurations could be a lab separate from the CR – or – a combined CR/lab space.
- A separate lab and CR allows 2 classes to be taught at once.
- Consider locating SPED in the Learning Suites rather than locating SPED all together in one portion of the school building.
- There seems to be a lot of positive options and opportunities in how one could organize the Learning Suites.
- Transparency and openness is appealing. The amount of openness needs to be balanced with other needs.
- Within each classroom the ability to arrange students in small, medium, large groups is desirable. Furniture is an important component that supports this. Increasingly teachers want table and chairs in lieu of single chairs with attached writing surface in their classroom. Tables that can be grouped in two's, three's and four's is something teachers are requesting in their current classrooms.
- At Grant most students, when not in class, are sitting on the corridor floors doing homework. There are instances when some students are noisy but the majority are quiet and on task. When designing the school it would be helpful if places where students who want to talk can have a place to be.
- Cafeteria is used for lunch and study periods in some schools. In others it is used just for lunch. It would be desirable to create cafeteria space that is warm and inviting and allows for multiple activities (ie. lunch, study hall, large group meetings, etc.)
- Libraries at PPS high schools vary in their activities and noise levels. Some are very quiet. Others are zoned where there may be some noisy work areas and other quiet areas.
- Libraries have multiple uses including but not limited to instruction, study, research production and community uses. It is a multi-use space.
- Could the cafeteria be organized into a series of spaces: big, small, alcoves, etc. where you could eat, study, socialize and present, creating a "commons" feel like colleges have.
- It would be desirable to make student gathering spaces feel inviting and exciting rather than sterile.
- With limited staff it is hard to monitor the entire campus. Limit access points into the school. Card key access, electronic monitoring and cameras would be helpful. Cameras are a great deterrent to disruptive student issues and vandalizing the school.
- Do teacher offices mean they don't own a classroom? Is it more appropriate to provide places for teachers to meet like a conference room?
- Teacher offices are desirable. Maybe they are organized by academies or departments.
- Providing places for teachers to collaborate, team and meet outside the classroom is important.
- Maybe there are a variety of teacher office/meeting options. One option is there are formal offices with desk, credenzas, conferencing space, toilet and small kitchen. In this option, teachers don't own the classroom. Another is the teacher owns a classroom but their desk is located in a central teacher office or multiple office spaces. Another option is no teacher offices and teachers own their classrooms. An additional model is teachers own their classroom and provide a conference room to meet. There are pros and cons to each.
- Most teachers are territorial about their classrooms but like being able to meet together (ie. conference room) elsewhere.

- Copy machines are spread throughout most schools. Four to six copiers is usually the quantity needed.
- High schools are open early and close late. Sport practices alone require access well into the evening. Zoning the building to control access is important.
- Other services are also located at high schools. STEP UP, MESD, Head Start, SUN, Early Head Start, Health Clinic, SEI and civic use of buildings provide services for students and community. Placement, zoning and arrangement of these programs is important to allow efficient program delivery and limited impact on the building.
- Most "outside" programs share existing space.
- While it would be helpful to provide dedicated space for "outside" programs there are so many that it is doubtful that the construction budget would support this option.
- PCC uses a lot of different rooms in our building. They teach woods, metals, drama and choir for example. Providing a single room for these programs would not be sufficient.
- Do wrap around services need to be dispersed or co-located? Multnomah County Health supports locating some services together since they are dealing with similar issues or clients. While locating programs together is beneficial, sometimes that leads to a portion of the building being known as "that area" which is stigmatizing to those that need service help.
- Provide space or spaces for parents is desirable. Providing a place for volunteers, PTA, and boosters would be helpful.
- Providing a room like the Rosa Parks Family Resource Room is also something we should consider.
- Students often spend a lot of time before school and after hours at the school. Sometimes they are waiting for sport practices but a lot of times they are using computers, production tools, etc. that are not available at home. Sometimes they are staying late because it is a safe place to be.

3. Preliminary Area Program Review

A "preliminary" Area and Functional Program was distributed for review. The program was organized based on the high school redesign outcomes initiated by Portland Schools in 2011 and 2012.

These outcomes identified core programs all students take and a selection of programs (art, electives, advanced courses and support courses) students can select from to complete their high school diploma. (Arts, electives, advanced courses and support courses vary between high schools in PPS. The Area Program is a preliminary summary of all art, elective, advanced courses and support courses available within Portland Public Schools).

The second portion of the Area Program identifies spaces and functions necessary to operate a high school. These include administration, counseling, student activities, athletics, special ed, cafeteria, media/library, custodial, support and partnership/community spaces.

The Area Program is a "preliminary draft" and Administrators were asked to review and identify any additions or modifications. If items need to be adjusted, email Paul Cathcart with suggestions.

4. Next meeting

Paul to establish a future meeting.

PORTLAND PUBLIC SCHOOLS Educational Visioning and Specifications
High School Ed Specs Teachers Conversation Summary

Date: July 8, 2013
Location: Tubman School
Participants:

Name	Affiliation	Name	Affiliation
John Eisemann	Grant High School	Kristen Wells	PPS FAM
Sandy Childs	Franklin High School	John Weekes	Project Team - DOWA-IBI Group
Ethan Medley	Grant High School	Nancy Hamilton	Project Team - DOWA-IBI Group
Alison Taylor (Strom)	Roosevelt High School	Paul Cathcart	Project Team - PPS OSM

1. Welcome, Introductions and Overview

John Weekes, DOWA, distributed an updated area program based on previous discussions by the High School Teachers Committee. He noted that since the last meeting on June 19th the Ed Spec Team also met with high school administrators to solicit their ideas. At that meeting teachers input was shared and administrators were supportive.

John noted that the updated program reflects input received at the June 19th meeting except a delineation of space within the library. Library input/ information received subsequent to the 19th meeting was rich in content and ideas and the committee as a whole should hear and discuss what the possibilities are.

The current program is organized to reflect PPS's high school redesign outcomes. Those outcomes describe a community comprehensive high school system in which all high schools will have a basic core curriculum. Additionally, it recognized that there is a mixture of programs that are specific to a high school site (ie. wood shop, foods, academic support, etc.). These programs will not be housed at every community comprehensive high school and are site dependent. The other area program components include programs that are not curriculum dependent but are required to run a high school (ie. administration, counseling, media/library, etc.). Lastly, the area program is beginning to identify all the partnership programs PPS is currently accommodating which may or may not be included in every high school.

The Committee noted the following:

Since Exploratory or CTE programs evolve over time maybe providing big open spaces that can be changed is appropriate. In the meantime we should define all the spaces within a particular program. For example, Woods has an office, storage needs, paint booth, etc. _____ will research the specific internal space components for CTE programs and forward to Paul Cathcart.

In electives, we should add Computer Coding and Computer Hardware since Computer Applications which has evolved into basic computer literacy.

Computers need a place to be repaired. Currently schools don't have FTE assigned to make repairs but that space might be located near the media center.

The SPED information in the current program is based on teacher input. There is a meeting planned with district SPED administrators to review SPED needs at the K – 12 level.

By identifying biology, chemistry and physics, it assumes there are three basic lab configurations. There are other science programs taught like anatomy, physiology, geology or astronomy. These are typically taught in a physics or biology lab but they have specific storage needs that need to be accommodated.

At Grant the Chem Lab is separated from the Science CR. At Franklin, the lab stations are at the back of the room and a flexible area up front is

provided for direct instruction. At Roosevelt the lab stations are also used for direct instruction. The Roosevelt model is not desirable because students "play" with the gas and air nozzles.

In Biology and Physics Labs students sitting at fixed stations can do both experiments and group/direct instruction work. In those labs it is desirable to have perimeter counters around the room with sinks, gas, air and electrical outlets.

Maybe the area program should reflect a variety of organizational arrangements and sizes for Bio, Chem and Physics Labs. _____ will consult with is science peers to solicit their advice on needs/arrangements.

It is not necessary to have flexible science lab and storage rooms.

The capacity of a Science Lab is the same as an English or Social Studies classroom. In the recent past, labs have been as large as 40-45 students. Currently they are about 30 students.

Provide within the library an area with juice bar (coffee cart)/reading lounge. The idea is to create "student hang" space. The media center is a 24/7 resource center and a home for collaboration and creation outside the classroom.

Include conference spaces, quiet spaces, collaboration spaces and creative space in the Media Center that seat 4-8 students. It is a room or alcove adjacent to the larger Media Center space and has moveable glass walls. This allows it to be a quiet space or an active collaboration space. These spaces should be of different sizes.

Also provide a production space. This can be used for creative activities. Production would have specific equipment in it. Digital graphic computers, copiers and layout space.

The book collection in libraries is getting smaller and smaller. Currently there are two ways to store collections: "Public access" and "textbook, lit sets, math sets area". (This is an area that is controlled/secured and usually the library staff are asked to retrieve books, materials or equipment from this area for student or classroom use).

The Library Workroom in a Library is where staff and designated students are producing materials housed in the library. While some ask for a Librarian's Office, it is rarely used. Librarians have limited time to use an office so if a space is provided it should have multiple uses.

The circulation desk should be more centrally located in the library. How that is designed should be discussed with the library staff at each school.

Within the circulation area provide an area where immediate work and repair of materials can be accommodated.

The Circulation Desk does not need to be secure. The Library Workroom should be secured because with more and more digital devices being utilized a secure area for storage/repair is necessary.

The Circulation Desk should also be located so that one can view the entry door. All books currently have electronic strips so electronic security gates at the entry are desirable.

Within the bigger library space provide an area for classroom activities. It can be flexible and open.

A computer area adjacent to the library is necessary. It may be the district will be migrating to one to one devices in the next 4-5 years and during that time PPS will be phasing out desk tops and laptops generally but for specific purposes (ie. graphics, web, coding, etc), desktop will still be necessary.

The character of the library space should be filled with natural light and have a variety of medium and high volume spaces.

The library is the place where tutoring, one on one counseling and small group meetings happen. The small conference /collaboration/creative spaces are good places to accommodate those needs.

There are differences of opinion between media specialists about how much control and security should be provided within the library. There is no clear consensus on this issue.

How many computer labs are required varies. Some schools have gone to computer carts like Roosevelt, and they like them. Others have carts but are experiencing some difficulties. The use of carts allows computers to be located right in the classroom. However access to printers and other auxiliary devices is difficult with carts.

For testing computer use varies. Some schools use labs and computer carts for testing. Computer labs are necessary for some programs like BIM, film, web design, gaming, coding and graphics. These programs require devices with substantial power, storage, and large scale viewing (big screens) capabilities that hand held devices and laptops currently don't have. General instruction may be moving to hand held devices in the future.

Other than ACT/SAT testing, testing can take place in a general classroom. There is not a requirement to remove educational materials on the wall in that circumstance. ACT/SAT tests need to be held in environments in which educational materials on the walls are covered up.

With more and more use of carts in use, provide places to store them.

If the media center is being used properly, then box computers will probably remain since they are so heavily used. However, looking forward free or multi-use computer labs will become rare. Big box computer use will more than likely be limited to specific programs (ie. coding, film, wet design, BIM, etc) that require specific computer configurations.

In an ideal school learning should be happening everywhere in a school. So even the corridors should be configured to support learning. Consider the use of large video monitors throughout the school. Consider the location of electrical outlets because students will congregate around those devices.

Do media centers need to be enclosed? Some high schools have "open libraries" which changes the nature and feel of the high school. A survey of existing librarians in the district is probably beneficial . _____ will contact current librarians and ask them about their opinions and what they think key building characteristics of a library should be.

In Choir and Band, the room should be sized to hold the enrollment of the entire program at once. Especially to accommodate staging and queuing for concerts. Typical quantity of students is 150-200.

Since Choir Rooms are rarely used for choir full-time, they can be used for other activities like lectures, college/career days, presentations, etc. when not being used for choir.

There are no limitations on the amount of students that can be in choir.

Tiered seating is desirable in Choir. There are a variety of arrangements and options. Whether the risers should be fixed or portable would probably best be left up to the individual schools.

There are different opinions about the location of Choir in a high school. Does it need to be by the Band or Stage? At Grant, Choir is located by English classrooms and students coming and going get to see the choir program which is desirable. Windows that are operable are desirable.

PORTLAND PUBLIC SCHOOLS Educational Visioning and Specifications
High School Ed Specs Administrators Conversation Summary

Date: July 11, 2013
Location: Tubman School
Participants:

Name	Affiliation	Name	Affiliation
Steve Matthews	Franklin High School	John Weekes	Project Team - DOWA-IBI Group
Brian Chatard	Wilson High School	Nancy Hamilton	Project Team - DOWA-IBI Group
C.J. Sylvester	PPS Chief Operating Officer	Paul Cathcart	Project Team - PPS OSM
Debbie Pearson	PPS OSM		

1. Welcome, Introductions, and Overview

PPS Project Manager Paul Cathcart welcomed Administrators to the Committee Meeting. He stated one meeting was held on June 24th to collect input from Administrators to support development of the Ed Spec. Paul reviewed the process that will lead to the development of high school educational specifications (ed specs), or building design criteria. The district-wide criteria will guide the site-specific designs of the high school projects funded in current and future bond programs. This is the second phase in the Educational Visioning and Specifications process. The visioning phase culminated at the end of May in a summit that convened more than 130 people, following 15 “community conversations” that involved approximately 360 people over the last two months.

Paul introduced the DOWA team that facilitated the community conversations: John Weekes, DOWA-IBI Group and Nancy Hamilton, Nancy Hamilton Consulting. Committee members introduced themselves. Two administrators were present representing Wilson and Franklin.

John noted that at the last meeting a preliminary area program was distributed for review. The “program” identified spaces that were envisioned to be included in a new high school but that a review by administrators is desired to ensure programs that have not been excluded. The following was noted:

One of the interesting phenomenon’s about older PPS high schools is that people feel they are part of their neighborhoods. Even during the school days neighbors will walk across the grounds with their dog. They enter the school to look at the pictures on the walls. Alumni often show up and are found walking the halls. This is much different than suburban schools or schools in California where it is clear unless you are a student, parent or teacher you should stay off the grounds. Especially if school is in session.

In the community partnership portion of the program, Cameron has developed a more detailed list of existing partners at Roosevelt. She should send that to the Ed Spec Team.

We should add Social Services onto the area program.

PE is much different than when most PPS high schools were built. In the locker rooms, there is a lot of space dedicated to showers but students no longer shower. Towel rooms are no longer necessary. Today schedule and the structure of PE large shower areas are no longer necessary.

Coaches, teachers and refs do shower and a place for that is necessary. Consider locating showers in the coaches/PE office. At some schools, showers are important for the homeless students. Typically PE showers are available for them.

Because of staff availability it is increasingly difficult to monitor the locker rooms. Some schools are hiring an aid to help supervision especially if the coed PE class is taught by a male and/or female teacher and no one is available to supervise the “opposite sex” students.

Privacy for students in showers is more appropriate than gang showers.

Consider a small shower area for students around 6-10 heads.

In the near future, new regulations for PE are being implemented. What are the implications for schools?

Hopefully the options for PE become more varied. A variety of programs and options are important. Look at the program L.A. Fitness or 24 Hour Fitness provides as an example. So spaces that are more varied. Rooms with mats, different weights and aerobic equipment are examples. It should feel very accessible to students who are not athletes.

Today most PPS PE Programs are in the basements. They are dark and poorly ventilated. We should relocate these programs to more light filled places. They should be transparent and viewable to all students.

Providing views and fresh air increases their appeal. When you are working out you want to look at something other than blank walls. Views to the exterior, video screens showing movies or news, music all contribute to a more accessible atmosphere concerned places like 24 hour fitness as an example. A place like that would also be appealing to the community and partners like PCC.

In locker rooms the old model of six smaller lockers around one bigger locker doesn't work well. Theft is common. Often the locks are broken. Students mostly carry their gear so provide a half height locker which can hold a backpack and a PE bag. Lockers need to be vandal proof and sturdy.

Today only 9th graders take PE so size the quantity of lockers for 9th graders. 10-12th graders are usually athletes and they use team rooms.

Team rooms are seasonal and not dedicated year round to a particular sport. So provide team storage areas for off-season sports. Also, lots of storage for in-season sports that don't use team rooms (ie. skiing, golf and lacrosse) need a place to store their equipment.

In terms of the football team and equipment room there are two options worthy of consideration. Locating them in the school or locating them adjacent to football field or under the bleachers.

The weight room should have a non-athletic feel and an emphasis on life long health/wellness.

In a gym the need for seating is dependent on the quality of athletics. For assemblies, the gym should hold the entire student body.

By creating large venue gym spaces one runs the risk of appearing to have over built when the bleachers are not full. Since (in general) average games are not well attended but in certain playoff situations they are, the gym should be designed to provide for a variety of seating capacities (see diagram).

It would be desirable to have 3 basketball practice courts, 1 Varsity competition court and 1 JV competition court (see diagram).

Currently PPS has theaters that hold up to 1,500. So often school assemblies are held in the theater (other than pep rallies). Is the theater where large student assemblies should be held?

Other than an occasional event rarely are theaters full to capacity.

At Franklin typically there are 400-500 in attendance for performers.

It should be a district wide conversation where large assemblies should take place. One of the issues is parity across. Another is the quality of the assembly space. A theater is a different space than a gymnasium.

For theater space there are costs associated with the number of seats. The cost of drama scrips are set by the number of seats. So there are operational costs to consider.

At Todd Beamer their theater is the cafeteria. They have a seating system that retracts from the wall and the seats have backs to them. Maybe in the gym we consider sections of bleachers that have seat backs. That might improve the quality of the space and comfort during events/assemblies. If the large assembly area moves from the theater to the gym the quality of that venue needs to be improved. That not only includes seating but acoustics, light, air and general aesthetics.

The largest events are school wide assemblies. They can be loud and active. Generally these are organized around athletic events and these are appropriate for the gym.

Other school wide events include, for example, Martin Luther King Day in which the focus is more serious. In those cases these are held in the theater.

The diagram (see attached) for the gym also allows students to sit on one side and the floor. This avoids students all looking at each other. It creates an arrangement in which everyone is looking at the same direction. This would require a place to store portable chairs and attention to acoustics.

Not the entire bleacher sections need to be bench seats with backs.

What are the implications of creating a smaller theater of 500-600 seats but with substantially better theater facilities? Franklin the Drama Department probably like it. However those that hold community events may have some concerns. The same is probably similar at Wilson. At Grant they do fill the theater for the musical but most other drama productions are held on the stage with seating or in the drama classroom.

Officials do not need a separate dressing room. They do need a place to change and shower but they can share the coaches office facilities.

The coaches office and PE office can be adjacent to one another but provide some separation.

Consider locating teacher toilets at the back of student restrooms so that staff have to walk through student areas for supervision (similar to Liberty High School in Hillsboro).

It's important to have visual supervision from the PE offices to the locker rooms.

The coaches office and PE office is a controlled space and would have access because they provided with a key by the building AD.

Community program coaches would just use the locker rooms.

Wrestling programs are determined by the feeder programs. A nice high school facility helps to support a feeder program because it can used by younger kids.

The movement of wrestling mats needs to be considered because they are so heavy.

To create a viable wrestling program, you probably need a minimum of two practice mats.

Since wrestling is a winter sport (Nov-Feb), design the practice space so that mats can be stored and it can be converted to dance, aerobics or some other activity. That means the floor might want to be wood or synthetic sports flooring. At walls have removable mats with mirrors behind.

Provide the opportunity to locate a climbing wall depending on interior height requirements maybe that is in the gym.

Exterior field space should include tennis (4-6 courts), football, soccer, baseball, softball, lacrosse, and track. The high school sites are small compared to the suburbs so the master plan process would determine how many venues of each would be located at each site. Also note that any arrangement of exterior sport venues needs to conform with Title 9.

In the Ed Spec state that covered tennis court(s) are desirable.

Should PPS be identifying some comprehensive high schools as schools with enhanced facilities, like large gyms, bigger stadiums, larger trucks, etc. that all high schools could use or would be the location for large tournaments or events. Rather than providing large enhanced facilities at all sites.

A central location in the City (not attached to a school) for an enhanced athletic complex that all schools could use is another option. Locating an enhanced facility at a particular school creates access and availability challenges. Even though they may be larger the school still has its own programs, which currently need access 16/6 and ensuring availability to other schools would be challenging.

Additionally location in the city is important. The schools in the City with large properties tend to be located on the edges of the district. Schools at opposite ends of district needing access to enhanced facilities would probably not use them because of travel time and transportation costs. Centrally located facilities somewhere in the City, possibly in partnerships with Parks and Rec, seems a better option.

How many seats are in the gym at Liberty High School? They are able to hold large tournaments and events for the region.

Administrative functions add the following:

- Principal secretary
- Data processing should be located in counseling and merged with counselor's secretary. They do the same tasks.
- 2 VP secretary
- Reception is handled by student volunteers and parents
- Business Manager and Office Manager are the same person. Business manager is the better term. Currently only two high schools have business managers due to budget cuts but in the future it is a position that should be added back.
- Principals Secretary also does Office Manager functions but it should be labeled Principals Secretary
- At Franklin, attendance is located in counseling. At Grant, attendance is located in administration. Attendance and bookkeeping should be located near the front entry. Whether they are collocated with admin or counseling depends on the location of those functions.
- Maintain the Dean of Student Space. They should be located near or adjacent to the VP's.
- A large common space where students can congregate is desirable. Maybe the space is two stories high and around the perimeter is located admin, counseling, media, etc. From an admin perspective, a VP sitting in their office would then have a second set of eyes on the commons. A central common space is a reoccurring theme from a lot of people including the teachers.

Passive supervision is very important.

Administration office toilet(s) is important. Two are preferred. A place where staff can change clothes and freshen up since they are in the building long hours. Provide half height lockers and a full length mirror in that toilet so that a change of clothes, toiletries, etc. can be stored.

Campus Monitor, Security and Resource Officer (SRO) can all share the same space. A typical high school has 3 campus monitors and 2 SROs.

Provide an ISS room with a capacity of about 15-20 at a time. A classroom-sized space is desirable.

Typically there are four counselors today. In the high school redesign, 1 counselor / 300 students is the model which would be 5 total counselors. It is more desirable to have 1 counselor / 200 to 250 students which would be 6 counselors.

Three secretaries are desirable.

MESD provides funding drug & alcohol counselors and at Franklin, they are located in the health clinic.

There are two PPS nurses 0.5 FTE each (provided by MESD). They are separate from the health clinic.

Health clinic should be located at each high school. They currently are located at some high schools.

A teen parent center should be located at every high school. PPS runs this program.

Kathy LaBouf has the design needs for a Teen Parent Program.

High school is currently not considered as the location for Pre-K programs.

A child care program is part of the Early Learners Program. Currently, they do not exist at all high schools. PPS has had limited conversations on whether this is required. Paul to discuss with Harriet Adair the need.

Drug and Alcohol can be located in either the health clinic or in counseling next to psychologists.

Senior project capstones projects are not required in PPS.

Conference rooms can be used for make-up testing. A small testing room is not required.

One or two computer labs is all that is necessary. A mixture of computer platforms including hand-held devices, laptops, computer carts and big box labs should all be accommodated.

College and career counseling currently has one counselor and 3-4 parent volunteers. It has 15+/- computers. It does not need to be next to counseling but near counseling is desirable. In the future, two career counselors are desirable.

Provide conference room in counseling that can be shared by career counseling

A dedicated repair shop for building furniture, equipment, etc. is not required. A small counter for repair in the building storage area would suffice.

A computer repair area for the site technology coordinator is required. It can be located next to the media center.

Registrar is not a separate person. The counseling secretary handles registration.

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