Education Specifications (Comprehensive High Schools)

Portland Public Schools | Portland, Oregon

February 3, 2014

"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 This bond offers us an opportunity to not just redesign and rebuild outdated schools, but to reimagine and redefine the education that happens inside them.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, elementary and K-8 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.

PPS FACILITY VISION STATEMENT AND VISION THEMES

PPS FACILITY VISION STATEMENT

> ***Portland Public Schools seeks to be the best urban school district in this country. In the 21st century, learning takes place everywhere, all the time, and buildings play a critical supporting role in ensuring all of our students emerge as lifelong learners ready for the world that awaits them. We seek to create learning environments that nurture, inspire and challenge all students, regardless of race or class. We aspire to provide safe, healthy, joyful, beautiful, sustainable and accessible school environments that foster productive relationships year-round for all children, families, staff and their communities. We promote public confidence through strategic engagement and investments that support student achievement and reduce operating costs.***

This statement articulates Portland Public Schools vision for the role school buildings have in our community. The vision and key themes presented summarize a series of targeted community-based activities conducted to ensure that as PPS moves forward with its significant school building modernization effort, the work ultimately reflects the values and priorities of the PPS communities and constituencies it serves, and to ensure that all PPS students leaving their K-12 experience, regardless of race or class, will be ready for the 21st Century world that awaits them.

The various community involvement efforts beginning in 2007 and running up to the successful passage of the Capital Bond in the Fall of 2012, served to engage a diverse cross-section of the community and to identify goals and priorities that have been consistent over time. Taken together, they provided a broad and rich foundation for launching a community-wide Facilities Visioning Process intended to identify the key themes, ideas and characteristics all PPS Facilities should have as they are modernized, remodeled or replaced in support of educational goals.

PPS FACILITY VISION STATEMENT (CONTINUED)

The Facilities Visioning Process also provided an opportunity to reinforce significant School District educational goals including improvement of overall district academic performance while eliminating the predictability of disciplinary referrals and academic performance based on race -- which means we must close the achievement/opportunity gap.

Improving overall district academic performance while closing the achievement gap is pivotal to all students being fully prepared to contribute, collaborate and compete in our increasingly diverse community, country and global economies.

Therefore, as PPS begins to modernize, remodel and/or replace its schools, its Facilities Vision aligns with the educational priorities of the district.

School facilities in Portland Public Schools will provide the opportunity and inspiration to passionately pursue learning at any age; honor and exhibit the achievements of all students; and provide users of all needs, abilities, and backgrounds with vibrant, comfortable, healthy learning environments that bring the world of resources to the classroom.

PPS FACILITY VISION THEMES

SCHOOL AND COMMUNITY

- Every school will be the center of its neighborhood, welcoming people of all ages for activities that reflect local cultures, needs and interests; and that contribute to an expanded learning community that enriches both the school and our city.
- Every school will open its doors to the myriad learning opportunities our city offers, inviting people in to share what they know and sending students out to learn beyond the walls of our schools.
- Every school will support community partnerships that provide and support the services students and families need for expanded learning opportunities as well as ensuring the health and safety of our students.

FACILITIES SUPPORT

- Every school will be a beacon for its neighborhood, where integrated operational systems support a welcoming environment for parents and community members, as well as dynamic learning experiences for students.
- Every operational support system will contribute to safeguarding the health and safety of the students and adults in the school.
- School design, building systems choices, and materials selection will provide a healthy environment and enable sustainable operations and efficient maintenance, ensuring cost-savings over the building's long useful life.

CHARACTERISTICS OF KEY THEMES

TEACHING AND LEARNING

Every school will nurture the innate curiosity young children bring with them and, as they grow, help them to discover and sustain what motivates them to learn.

- Accept the fact that things are going to be different over time whether we like it or not. Engage in the internal conversation that empowers instructors to be successful, so students can be successful.
- Unlock the student's motivation, and learning will be fueled from inside.
- Make the transition from "source of knowledge" to "guide" who helps students find, evaluate, and apply knowledge.
- Allow students – and teachers – to go beyond their physical structure and geography to take part in a larger learning community.
- Understand how what you're doing as a teacher connects to things kids are interested in.
- Don't underplay the motivating power of curiosity. Elementary students are phenomenally curious creatures – don't let that get lost.
- Break down the barriers. Empower students to trust their own motivations and pursue them. Facilitate, enable, and give encouragement.
- Make schools more porous, more connected to business, to neighborhood, maybe to other neighborhoods. Take learning beyond the physical boundaries of the school.
- Be experimental and adaptive. Connect learning to the real world as that bridges from learning theory to making things – and that feeds curiosity.

TEACHING AND LEARNING (CONTINUED)

- Design for the children who will be housed in the school: age-appropriate, child-centered, and child-scaled. Schools should allow children to move around, to learn in different places, and to engage in a lot of different learning activities.

Every school will focus on giving students the skills they need to be independent and self-directed learners, in school and throughout their lives.

- Remember that the education model of the future may well have an intergenerational interface.
- Teach students they're in school to learn.
- Seek teachers who are engaged in their own self-learning, because that may trigger something bigger.
- Be experimental and adaptive, because things are changing rapidly. See what works and adapt. It's a good thing to model for students: how to learn to learn, how to learn to change, and how to be an agent for change.
- Activate learning and make everybody an active, lifelong learner. Become expert at facilitating learning - and at collaboration because that will be at the heart of it.
- If the goal of the future is to build connected learning communities, encourage experimentation, shift from prescription to permission, and encourage the self-organization of non-traditional learning communities (just let them happen).

TEACHING AND LEARNING (CONTINUED)

The district will ensure that all Portland students have equitable opportunities to succeed and that all schools have the resources to meet the unique needs of their students.

- Teach – and model – the value of diversity, sensitivity, and cross-cultural communication.
- Respond intentionally to the dramatic differences between underserved and well-served populations.
- Give students opportunities to form relationships – with peers and adults, in their own neighborhoods and beyond – that foster higher expectations.
- Schools should be designed to engage all students in learning and make them all feel part of the school community; all students should feel interested and included.
- Remember that the American Dream is still very much alive in our immigrant communities and that education is the engine that drives it.
- You can't avoid the externalities that push into the classroom and, to motivate students, you must acknowledge those externalities.

LEARNING ENVIRONMENTS

Every school will be an inspiration to its students, staff, and community – a vibrant and exciting place that celebrates growth and learning.

- Emphasize collaborative learning, flexibility, and experiential learning. School should be an exciting, vibrant place.
- Make it clear that this is a place where learning happens: you should see evidence of learning all around you.
- Create a learning environment that celebrates culture and diversity, and that honors all of the school's families.
- Kids should see themselves in the learning environment. An inviting and welcoming school should celebrate culture and diversity, and honor all of the school's families – through signage, art displays, and book/media selections.
- Schools should celebrate learning.

LEARNING ENVIRONMENTS (CONTINUED)

Every school will foster the personal relationships critical to effective learning by encouraging social interaction – as well as collaboration – among and between students, staff, and families.

- Create spaces that foster relationships.
- Recognize that everyone is a resource, whether to learn, share, play, or solve problems.
- Partnership space could have moveable walls so you can create spaces of different sizes for different activities – instruction, meetings, etc.
- Older people – multi-generational approach to who kids learn from in a school context, might be beneficial.
- Create partnership space in our schools where collaborative work can happen between school and greater community.
- Our schools should include space for parents to meet, with childcare available, so parents can be more involved in schools.
- School space should be configured to support collaboration.
- Design should emphasize collaborative learning, working together, agility, adaptability, to support our evolving understanding of different ways.
- Schools should have a rich variety of spaces that accommodate all student needs, including learning, social, and emotional needs.

LEARNING ENVIRONMENTS (CONTINUED)

Every building will enable teachers to provide a wide range of engaging and effective learning experiences and enable the school to adapt to future changes in instructional practice.

- Integrate health care, social services – all the things kids need to succeed.
- Allow all schools to be unique, to reflect – and build – their communities.
- Create fluid spaces that adapt to different activities right here, right now. Create connections and a sense of cohesion among spaces.
- Plan for floor dwelling. Provide places where kids can gather in a circle on the floor or do projects on the floor and feel comfortable and clean.
- Look at what brain research says about the importance of furnishings. The need for comfortable chairs and for different kinds of furniture for different students; fidgeting to focus; and flexible accommodations for different learner profiles.
- Schools should be permeable – bring the Building Trades and other industries into the schools to help reinvigorate CTE – Bring the "real world" into the classroom.
- Create space for early childhood education (pre-k in every elementary school).
- Provide project-based learning spaces and capabilities.
- Provide a variety of learning spaces, moveable walls, etc. to create small, medium, and large groupings.

SCHOOL AND COMMUNITY

Every school will be the center of its neighborhood, welcoming people of all ages for activities that reflect local cultures, needs, and interests and that contribute to an expanded learning community that enriches the school, its students, and our city.

- Our schools will be connected to the neighborhood and accessible to the neighborhood regardless of whether one has kids in the schools.
- Technology is reshaping the way we work and learn. We will use technology as a tool to better connect students/schools with the broader community.
- Support community partners by creating partnership space where they can work together, which may include confidential meeting spaces and flexible spaces. Provide services students need in order to succeed.
- There should be ample, securable, out-of-sight storage in classrooms because that may make teachers more amenable to sharing classrooms.
- Bringing in partners brings in the community. Look for opportunities to co-locate programs, e.g. with the library and with parks and recreation.
- Community health clinics could be available to parents as well as students if they were open in the evenings. Oral health is a big issue, and we also need to incorporate mental health services. Design for function. Don't let these programs be after thoughts.

SCHOOL AND COMMUNITY (CONTINUED)

Every school will open its doors to the myriad learning opportunities our city offers, inviting people in to share what they know and sending students out to learn beyond the walls of our classrooms.

- Permeability. PPS will be a model for a successful, dynamic exchange between the school and the surrounding neighborhood. Schools will be renewed by the constant infusion of the community life they serve.
- We will create a flow between the school and the community that helps kids feel connected. Inspiration, coupled with pride and ownership.
- We create educational institutions that support and enable creative collaboration, which requires social intelligence, creative intelligence, and resilience and that allows people to organize and disorganize to do new things.
- PPS will create the conditions for everyone in our community to feel welcomed as an important resource to enable collaborative creation.
- PPS schools will be intentionally designed to be more porous, more connected to business, to neighborhood, and other neighborhoods. We will strive to take learning beyond the physical boundaries of the school.
- Our school campuses will support students and the community and encourage the community to support students and schools.
- Need to get teachers out of the building, collaborating with non-teachers, as much as getting non-teachers IN the building.
- Families want more/easier access to business/organizational connections for their kids – networking, career counseling, navigating financial aid etc. so more kids can be more successful post high school.
- School buildings themselves should be living labs – energy systems, etc. – STEM focused teaching & learning.
- Work with local artists to make schools feel more welcoming and comfortable.
- Food/Cafeterias should be a vehicle for collaborating with farmers & for teaching healthy eating, nutrition, etc.

Every school will support community partnerships that provide the services students and families need to ensure the learning, health, and safety of our students.

- Create a parent resource room that provides access to computers, to help parents seeking employment or social services.
- We will embrace the myriad of wrap-around services – healthcare, social services, mental health, parent resources, etc. – that are becoming more and more the common fabric of schools necessary for student success.
- Seismically retrofit schools may act as centerpiece/go-to places for communities in the event of a seismic event.

SCHOOL AND COMMUNITY (CONTINUED)

- Use school athletic facilities for community at-large well beyond the school day.
- Consider common multi-use space for community activities:
  - Kitchens
  - Auditoriums
  - Computer labs
  - Movie theater
  - Coffee Shop
  - Library
  - Athletic facilities
- After-school services are critical for many kids especially those who may be at-risk – physical activity, the arts, food, homework help, computers, etc.
- Work with partners for food pantries and clothing closets for vulnerable families.
- Build on partnerships like the one PPS has with Portland Parks & Rec.
- Make the entire school welcoming and accessible: all students should have opportunities to participate fully in social and extracurricular activities, as well as instructional activities.
- Create a food-service environment that attracts students and welcomes parents and community.

FACILITIES SUPPORT

Every building in Portland Public Schools will be a beacon for its neighborhood, with integrated operational systems that support a welcoming environment for parents and community members, as well as dynamic learning experiences for students.

- Use the entire school site for learning: both the building and its grounds should provide learning opportunities.
- Support partners that provide services to students and families or educational/recreational opportunities for the community.
- Support connectivity between the school and the surrounding community.

Every operational support system will contribute to safeguarding the health and safety of the students and adults in that school.

- Provide a safe neighborhood gathering place in the event of a disaster.
- Use security zones to differentiate public and student areas; control access.
- Manage bus, car, bicycle, and pedestrian traffic to ensure student safety before and after school.
- Provide adequate backup power, to ensure a safe environment in an emergency as well as to support and protect technology.
- Provide a sufficient number of restrooms in both the public and school areas.
- Protect indoor building health through the selection of building materials, furnishings and cleaning products.

FACILITIES SUPPORT (CONTINUED)

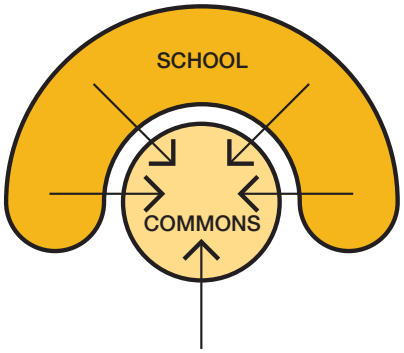
School design and materials selection will enable efficient operations and effective maintenance, which together ensure cost-savings over the building's long useful life.

- Choose finishes and furniture that are durable and easy to maintain, as well as aesthetically pleasing.
- Take advantage of passive as well as new, more efficient heating and cooling technologies.
- Take advantage of technologies that enable efficient facility management and maintenance.
- Install landscaping that is low-maintenance and environmentally responsible.
- Seek solutions that meet multiple needs in a single, integrated system.
- Consider future capacity in technology infrastructure and in mechanical and electrical systems.
- Choose building systems for operational efficiency and ease of maintenance.
- Design mechanical, lighting, and daylighting systems to work together.
- Design support spaces that enhance the productivity of the people who work in them.

HIGH SCHOOL PLANNING PRINCIPLES

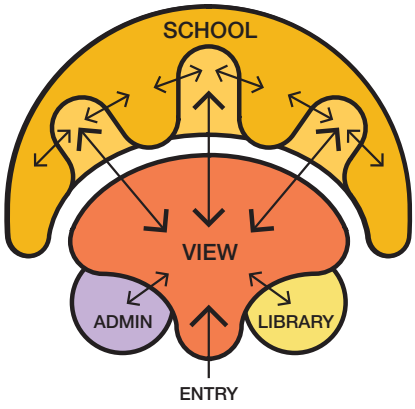
INTRODUCTION TO HIGH SCHOOL PLANNING PRINCIPLES

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.



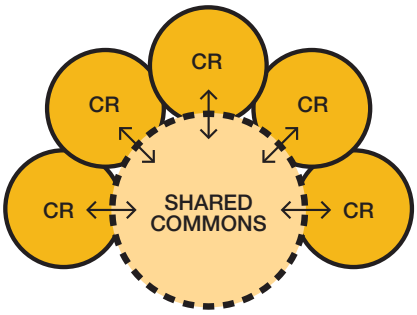
SCHOOL "HEART"

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.



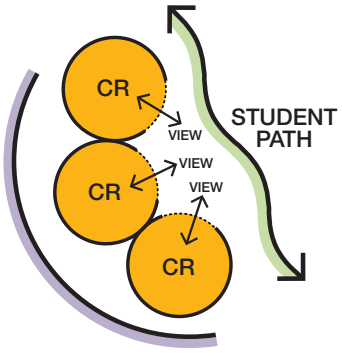
VIEWABLE

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.



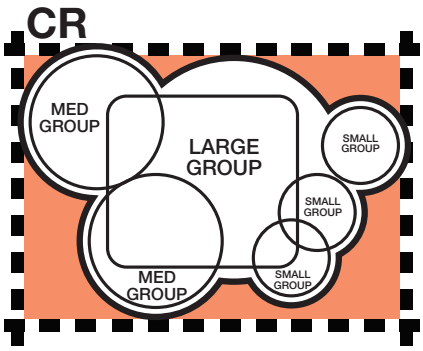
LEARNING SUITE

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.



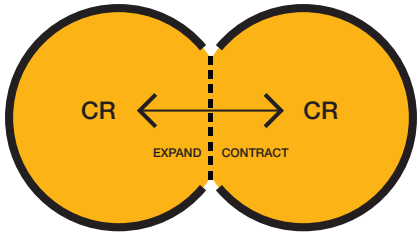
TRANSPARENT

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



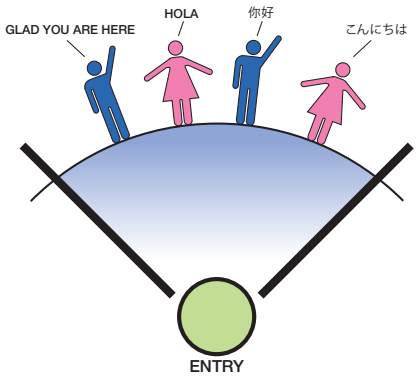
VARIETY

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



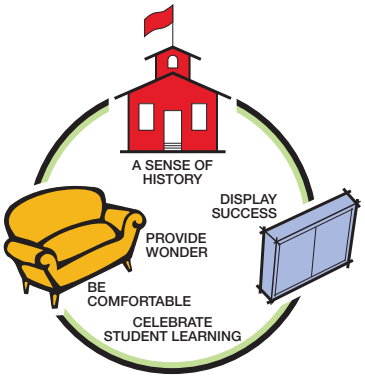
FLEXIBLE/AGILE

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.



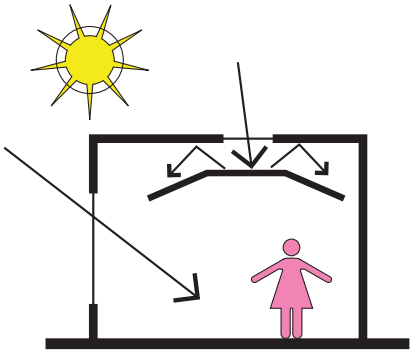
ENTRY

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.



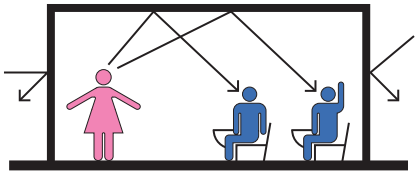
A SCHOOL SHOULD

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.

AREA PROGRAM INTRODUCTION

AREA PROGRAM

The area program identifies the quantity and size of spaces within a comprehensive high school needed to deliver the Districts' educational program for 1,500 students. The use of 1,500 students as the target enrollment for the Ed Spec is based on the "planning capacity" identified in the District's Long Range Facilities Plan (Enrollment Forecasts & Balancing and School & Site Utilization).

The area program is meant to be used as a guide for the design of future 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.

INSTRUCTIONAL AND EDUCATIONAL SUPPORT SPACES

The area program contains specifications for instructional and educational support spaces. Instructional spaces include general classrooms, science labs, and spaces for art and physical education. Educational support areas include gymnasiums, media center, office areas, kitchen and student commons, and custodial area. 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.

Appendix A provides guidance on what elements of the area program should be modified for the design of comprehensive high schools with student enrollments greater or less than 1,500 students.

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 and graduation requirements. 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 lists the array of spaces that schools can choose from to meet their specific program needs for these course offerings. The planning and design of these spaces is typically performed at the individual school level, therefore room data sheets for these spaces are not included in the Ed Spec.

AREA PROGRAM (CONTINUED)

PREFERRED AND OPTIONAL

A number of spaces in the area program are identified as “preferred” or optional. These spaces should be considered for inclusion by design teams in to the program for each school as site, building and budget allow.

PARTNER/COMMUNITY USE AND WRAP AROUND SERVICE PROVIDERS

This portion of the area program attempts to capture the potential spaces needs 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.

FOCUS OPTION SCHOOLS

At the writing of this document, the District supports seven comprehensive high schools and two focus option schools. The focus option schools provide core academic programs similar to that of the comprehensive high schools. They also provide programming that allows more in depth exploration of subjects and career pathways than do the comprehensive high schools and therefore have unique space requirements to contain and support varying equipment and instructional needs. Much of the information contained in the area program and room data sheets for comprehensive high schools are applicable to future design consideration at the focus option schools. The spaces unique to the focus option high schools will need to be considered during the master planning process for each school.

AREA PROGRAM SUMMARY

PPS Comprehensive High School(s)
Area Program

	AREA	Teaching Stations GC *	Science	Net Area ***
	SUMMARY			
Required	Core (including Science) **	34	8	52,160
	Fine & Performing Arts	4		19,390
	Career Preparation / CTE [1]	3		6,000
	Athletics (includes PE SF)	3		28,380
	Ed Support	1		47,910
	Smaller Instructional Spaces	4		2,000
	Sub-Total Required	49	8	**155,840**
Additional	Partners-Community [2]			1,200
	Wrap-Around Service Providers			4,700
				-
	Sub-Total Additional			**5,900**
	NET TO GROSS RATIO OF 30% [3]			**48,522**
	Total Comprehensive High School SF (Required)			**210,262**
	Preferred			12,660
	Required + Preferred			**222,922**
	Total Teaching Staff	49	8	

Notes:

Preferred: spaces and area **preferred but not required** in the area program; preferred areas not applied to area program total

Enhanced Elective Preferred: minimum 6,000 SF available to provide school program support, more program preferred as program and budget allow

Area program for 1,500 student enrollment

Curriculum terminology in this document determined per High School System Design (2010)

* Based upon 980 SF/general classroom

** Includes Teacher Workrooms @ 10 teacher offices per workroom

*** Areas identified in Area Program are preferred in new construction; it is expected the areas of rooms and spaces in existing buildings will vary from the areas identified in the area program to accommodate the floorplates and other structural limitations of existing buildings.

[1] Each Comprehensive High School will contain a minimum of 6,000 SF for career preparation / CTE. May be modified upon further research regarding STEM/CTE program requirements.

[2] Assumptions based upon current average SF of partners/providers in HS's or average

[3] Gross includes walls, corridor, circulation

PPS Comprehensive High School(s)

Area Program

AREA	# of Teaching Stations GC	Science	QTY.	Area S.F. ROOM [1]	S.F. TOTAL
CORE PROGRAM [2,3]					
English (2 for advanced courses)	10		10	980	9,800
Math (2 for advanced courses)	7		7	980	6,860
Social Studies	8		8	980	7,840
Health	2		2	980	1,960
World Languages	7		7	980	6,860
Sub-Total	**34**				**33,320**
Science		8	8	1,500	12,000
Chemical Storage			1	160	160
Prep Rooms			4	200	800
Sub-total	**0**	**8**			**12,960**
Teacher Offices (10 staff/office @ 980 SF/office) [3]			6	980	5,880
	0				**5,880**
Core Subtotal (Required)	**34**	**8**			**52,160**

Note:

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

[2] Advanced classes held in regular classrooms

[3] Assumes classrooms used all class periods (100% utilization). Teacher prep to occur in teacher offices which includes conference area and adjacent staff toilet.

PPS Comprehensive High School(s)

Area Program

AREA	Teaching Stations	QTY.	S.F. ROOM	S.F. TOTAL
CAREER PREPARATION / CTE				
Each Comprehensive High School will contain a minimum of 6,000 SF for career preparation / CTE. List is not conclusive. [1]				
Unique Space				
Design/Construction, Industrial 3d modeling	0	1	6,000	6,000
Introduction to Basic Equipment	0	1	4,000	4,000
Shop (various)	0	1	6,000	6,000
Sports Medicine	0	1	980	980
Culinary Arts, Farm to Table/Marketing,	0	1	1,600	1,600
Law/Courtroom	0	1	2,000	2,000
Photography Darkroom	0	1	800	800
Orchestra Room	0	1	2,400	2,400
Classroom				
Robotics	0	1	2,500	2,500
Marketing	0	1	1,500	1,500
Environmental Studies	0	1	980	980
Business	0	1	980	980
Accounting	0	1	980	980
Health Services	0	1	980	980
Peace Studies	0	1	980	980
Psychology	0	1	980	980
Future Educators	0	1	980	980
Sustainable Agriculture	0	1	3,000	3,000
Photography	0	1	980	980
Music Classroom		1	980	980
Computer Labs				
Multimedia/Web Design/Film	0	1	1,200	1,200
Digital Media	0	1	1,200	1,200
Architectural Drawing	0	1	1,200	1,200

Notes:

[1] Number of class offerings using similar type spaces may determine best use of SF available.

PPS Comprehensive High School(s)
Area Program

AREA	Teaching Stations	QTY.	S.F. ROOM	S.F. TOTAL
Science Technology Engineering Math (STEM) program within comprehensive high school				
STEM education is experiential, interdisciplinary, collaborative, hands-on and project based and is most successful when the specific facility and programmatic needs are developed with local industry or higher education partner(s).				
General STEM spaces - applicable to all STEM focus types depending on partner(s) and program needs				
Computer lab with 3D printer	0	1	1,350	1,350
Lecture Hall *	**0**	**1**	**2,000**	**2,000**
Small group work space *	**0**	**4**	**350**	**9,000**
Project Display	0	1	500	500
Engineering & Design/Construction or Manufacturing (higher ed, local industry partner(s))				
STEM Lab -woods, metal fabrication, welding	0	1	4,500	4,500
Science - AP Physics *	**0**	**1**	**1,000**	**1,000**
Math - AP Calculus *	**0**	**1**	**1,000**	**1,000**
Intro to Engineering *	**0**	**1**	**1,000**	**1,000**
Alternative energy		1	1,350	1,350
Health Sciences / Biomedical (university or research partner(s))				
Sports Medicine	0	1	1,200	1,200
Health *	**0**	**1**	**1,000**	**1,000**
Anatomy *	**0**	**1**	**1,000**	**1,000**
AP Physiology *	**0**	**1**	**1,000**	**1,000**
AP Chemistry *			**1,000**	**1,000**
STEM Lab - biotechnology			2,000	2,000
Automotive Services Technology or Transportation, Distribution and Logistics (higher ed., industry partner(s))				
Small Engines Lab	0	1	3,500	3,500
Electronic Trades	0	1	1,000	1,000
Mechanic	0	1	1,000	1,000
Sustainable transportation	0	1	1,750	1,750
Information Technology Studies (technology partner(s))				
Computer labs *		**3**	**1,100**	**3,300**
Software engineering *		**1**	**1,000**	**1,000**
Web and digital communications lab		1	1,200	1,200
* Comprehensive high school program space capable of being used for STEM program needs				

Notes:
-1 Number of class offerings using similar type spaces may determine best use of SF available.
-2 Space/room SF are estimates used as placeholders and will need to be designed to meet actual program needs.

PPS Comprehensive High School(s)

Area Program

AREA	# of Teaching Stations	QTY.	S.F. ROOM	S.F. TOTAL
FINE & PERFORMING ARTS PROGRAM				
Fine & Visual Arts				
Art Room (2D)[1]	1	1	1,200	1,200
Art Room (3D)[1]	1	1	1,500	1,500
Kiln Room		1	100	100
Supply/Storage		1	160	160
Art Office(s)		1	120	120
Sub-Total	***2***			**3,080**
Band/Orchestra [2]				
Band Room	1	1	2,200	2,200
Large Instrument Storage Room		1	250	250
Music Library & Uniform Storage [3]		1	200	200
Practice Rooms - Large + Music Lab [4]		1	300	300
Practice Rooms - Small [4]		2	100	200
Office [5]		1	140	140
Sub-Total	**1**			**3,290**
Choir [6]				
Choir Room	1	1	1,500	1,500
Equipment & Robe Storage		1	200	200
Sub-Total	**1**			**200**

Notes:

[1] Preferred size of 2D Art Room is 1,300 SF; Preferred size of 3D Art Room is 1,700 SF

[2] 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).

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

[4] Preferred number of Large Practice Rooms is two (2); Preferred number of Small Practice Rooms is three (3)

[5] Single office space to serve any combination of band/orchestra/choir room(s). Equipment and robe storage to

[6] Separate choir room is a preferred option but not required. If separate choir room is not built, space for choir will be shared with band/orchestra space

PPS Comprehensive High School(s)
Area Program

AREA	# of Teaching Stations	QTY.	S.F. ROOM	S.F. TOTAL
FINE & PERFORMING ARTS PROGRAM				
Theater/Dance				
Theater (500 seat) [7]		1	5,000	5,000
Orchestra Pit		1	500	500
Stage		1	3,500	3,500
Drama Classroom/Black Box [8]	1	1	1,600	1,600
Multi-Purpose Production Area [9]		1	1,500	1,500
Scenery Construction/Production Storage [9]		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	400
Laundry		1	150	150
Control Room		1	200	200
Sound Room		1	100	100
Office		1	70	70
Box Office/Tickets [10]		1	100	100
Concession Stand [10]		1	100	100
Sub-Total	**1**			**12,820**
Preferred				5,180
Sub-total REQUIRED	4			**20,590**
Sub-total required + preferred				**27,370**

Notes:

[7] 5,000 SF theater is required. 6,000 SF is preferred.

[8] Black Box Theater @ 2,600 SF is preferred. If notprovided then 1,600 SF Drama Room is required.

[9] Separate Scenery construction/Production Storage is preferred. Otherwise, a Multi-Purpose Production Area to include shop, storage for equipment, lighting, costumes, make-up room, boy's and girl's dressing rooms and toilets and green room is required.

[10] Box office and concession stand to be located with other public venues when possible; preferred size of concession stand is 200 SF

PPS Comprehensive High School(s)

Area Program

	AREA	# of Teaching Stations	QTY.	S.F. ROOM	S.F. TOTAL
ADVANCED COURSES					
Social Studies	English	In Core	0	1,000	0
	Math	In core	0	1,000	0
	Biology Labs	In Core	0	1,500	0
	Chemistry Labs	In Core	0	1,500	0
	Physics Labs	In Core	0	1,500	0
	2 Flexible Labs	In Core	0	1,500	0
	Anthropology	0	0	1,000	0
	Psychology	0	0	1,000	0
	Government & Politics	1 in core	0	1,000	0
	History	2 in core	0	1,000	0
	20th Century				0
	US				0
	European				0
	History of the Americas				0
	Human Geography	1 in core	0	1,000	0
	20th Century World History				0
World Language	Languages	2 in core	0	1,000	0
	Spanish				0
	French				0
	Chinese Language and Culture				0
	Mandarin				0
	German				0
	Spanish Literature				0
	Arabic				
	Russian				
	Vietnamese				0
	Latin				0
					0
	Advanced Subtotal	**0**			**0**

Note: Advanced courses in labs will use same labs as core program

PPS Comprehensive High School(s)
Area Program

AREA	# of Teaching Stations	QTY.	S.F. ROOM	S.F. TOTAL
ATHLETICS				
Physical Education				
Gym (large) w/track [1]	1	1	13,000	13,000
Gym (auxiliary - practice) [2]	0	1	5,700	5,700
Mat/Wrestling/Dance [3]	0	1	2,750	2,750
Weight Room/Aerobics/Spinning [4]	1	1	2,500	2,500
Boy's PE/Coaches				
Office/Toilet/Shower/Officials/Lockers		1	300	300
Girl's PE/Coaches				
Office/Toilet/Shower/Officials/Lockers		1	300	300
Boy's Locker Room/Shower [5]		1	1,900	1,900
Girl's Locker Room/Shower [5]		1	1,900	1,900
Multi-purpose toilet/shower		1	150	150
PE Storage		2	200	400
Training Room/Toilet		1	580	580
School Large Team Room [6]		1	800	800
School Large Team Room		1	800	800
Athletic Storage - Large		1	1,000	1,000
Athletic Storage - Small		1	500	500
Concessions [7]		1	100	100
Laundry Room		1	200	200
Uniform/Equipment Storage		1	1,000	1,000
Field Equipment Storage [8]		1	1,000	1,000
Sub-total	**3**			**28,380**

Preferred	6,500
Sub-total REQUIRED	**28,380**
Sub-total Required + Preferred	**34,880**

Notes:

[1] Preferred size of Large Gymnasium is 14,676 SF

[2] Auxiliary gym is preferred; aux. gym as shown is sized for practice court; run-off area to meet OSAA minimum; preferred size of aux. gym is 7,500 SF

[3] Preferred size of Mat/Wrestling/Dance is 3,500 SF; can be reduced to 2,500 SF if wrestling program uses only one mat

[4] Preferred size of Weight Room/Aerobics/Spinning is 3,000 SF

[5] Locker rooms to use stacked baskets not individual lockers

[6] Preferred two Large Team Rooms; preferred size is 1,000 SF

[7] Preferred size of athletics concession stand is 200 SF; concession area to be combined with and in proximity to other public venues

[8] Field Equipment Storage to be located outside of building. See "Site Requirements" beginning on page 241 for requirements related to outdoor athletic/recreation facilities.

PPS Comprehensive High School(s)

Area Program

AREA	Teaching Stations	QTY.	S.F. ROOM	S.F. 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 offices		2	150	300
VP Secretary		1	120	120
Dean of students		1	120	120
Attendance		1	120	120
Bookkeeper		1	120	120
Resource Officer/Campus Monitor [1]		1	200	200
Camera Monitors		1	100	100
Staff Toilets		2	60	120
Records storage		1	180	180
Office storage		1	125	125
Business Manager		1	120	120
Health office		1	120	120
Sick room		1	150	150
Sick toilet		1	100	100
Student Support/Mediation office		1	700	700
Student Support/Mediation conference		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 Room/PTA/Boosters/Alumni		1	500	500
Sub-Total				**5,320**
Counseling/Career				
Counseling Offices		5	120.00	600.00
Counseling Secretary/Waiting		1	400.00	400.00
Drug/Alcohol Counselor Office		1	125.00	125.00
Conference Room (large)		1	240.00	240.00
Conference Room (medium)		1	150.00	150.00
Career Center/Office		1	400.00	400.00
Career Counselor		1	100.00	100.00
Secure Records Storage		1	180.00	180.00
Staff Toilet		2	60.00	120.00
Sub-Total				**2,315.00**

[1] 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

AREA	Teaching Stations	QTY.	S.F. ROOM	S.F. TOTAL
EDUCATION SUPPORT				
Student Activities				
Athletic Director		1	150.00	150.00
AD Support Staff		1	120.00	120.00
Sub-Total				**270.00**
Student Testing				
Computer Lab(s) (Non-specialized)		2	1,100.00	2,200.00
Sub-Total				**2,200.00**
SPED				
Sensory Support Room		1	900.00	900.00
Learning Center		3	900.00	2,700.00
Life Skills				
Low Intensity Classroom (includes kitchen)		1	1,200.00	1,200.00
Storage		1	100.00	100.00
Reception		1	100.00	100.00
Conference		1	120.00	120.00
Office(s)		1	100.00	100.00
Special needs toilet		1	200.00	200.00
Itinerants				
Speech Pathologist Offices		2	120.00	240.00
Psychologist Offices		2	120.00	240.00
Sub-Total				**5,900.00**
ESL [2]				
ESL Classroom	1	1	800.00	800.00
Sub-Total				**800.00**
Student Center				
Student Center/Commons: ONE lunch @ 600 students)		1	7,800.00	7,800.00
Main Servery [3]		1	1,700.00	1,700.00
Food Prep/Kitchen		1	1,500.00	1,500.00
Dish Washing		1	200.00	200.00
Dry Storage/Cart Storage		1	500.00	500.00
Cooler		1	200.00	200.00
Freezer		1	200.00	200.00
Office		1	120.00	120.00
Staff Lockers/dressing rooms		1	150.00	150.00
Table Storage		1	250.00	250.00
Sub-Total				**12,620.00**
Media Center [4]				

[2] Assumes more ESL instruction in classrooms (push-in pedagogy).
[3] Preferred size of main servery is 1,800 SF

PPS Comprehensive High School(s)

Area Program

AREA	Teaching Stations	QTY.	S.F. ROOM	S.F. TOTAL
EDUCATION SUPPORT				
Library (include large/med/sm breakout spaces)		1	4,500.00	4,500.00
Office		2	120.00	240.00
Workroom		1	200.00	200.00
Library Classroom		1	980.00	980.00
Text Storage		1	750.00	750.00
Collaboration space		1	400.00	400.00
Multiuse Rooms		3	150.00	450.00
IT Repair/Tech Coordinator		1	180.00	180.00
Sub-Total				**6,720.00**
Student [5]				
Student Government Room/Office		1	200.00	200.00
Sub-Total				**200.00**
Custodial				
Custodial Office		1	250.00	250.00
Custodial Rooms		10	100.00	1,000.00
Building Storage		1	1,200.00	1,200.00
Material Storage		1	500.00	500.00
Flammable Storage		1	100.00	100.00
Sub-Total				**3,050.00**

[4] Preference is to locate Media Center adjacent to Student Center Commons to allow efficiencies of collaboration/breakout spaces

[5] Student government area should be located near Counseling/Career Center

PPS Comprehensive High School(s)
Area Program

AREA	Teaching Stations	QTY.	S.F. ROOM	S.F. TOTAL
EDUCATION SUPPORT				
Miscellaneous				
Lobby			1.00	2,000.00
Student Lockers [6]		0	1.00	-
Student Toilets		12	250.00	3,000.00
Gender Neutral Toilet		1	60.00	60.00
Gender Neutral Shower		1	100.00	100.00
Boiler Room		1	1,600.00	1,600.00
MDF		1	180.00	180.00
IDF		5	80.00	400.00
Main Electrical Room		1	240.00	240.00
Sub Electrical Rooms		5	75.00	375.00
Mechanical Fan Rooms [7]		0	2,000.00	-
Staff Toilets		6	70.00	420.00
Riser Rooms		1	60.00	60.00
Elevator Room		1	80.00	80.00
Sub-Total				**8,515.00**
Preferred				980.00
Sub-total REQUIRED	1			**47,910.00**
Sub-total Required + Preferred				**48,890.00**

Notes:

[6] Half size, double-stacked student lockers are at the discretion of each school administration.

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

PPS Comprehensive High School(s)
Area Program

AREA	Teaching Stations	QTY.	S.F. ROOM	S.F. TOTAL
SMALLER INSTRUCTIONAL SPACES [1]				
One per 375 students		4	500	2,000
Smaller Instructional Spaces Sub-total				**2,000**

Notes:

[1] ESL and SPED resource centers needs may use some of these spaces when necessary. Area program presumes more SPED and ESL instruction in classroom

PPS Comprehensive High School(s)

Area Program

AREA		QTY.	S.F. ROOM	S.F. TOTAL
PARTNER/COMMUNITY USE				
Tier 1				
Unique/Dedicated				
Office Space		-	-	-
Classroom		-	-	-
Shared/Dual Use				
Office Space		-	-	-
Classroom		-	-	-
	Sub-Total Tier 1			**0**
Tier 2				
Unique/Dedicated				
Office Space	Clothes/Food Closet [1]	1	1,200	1,200
Classroom		-	-	-
	Civic Use of Buildings	-	-	-
	PCC	-	-	-
Shared/Dual Space				
	Sub-Total Tier 2			-
Tier 3				
Unique/Dedicated				
	Community Center (Pool and/or exercise center outside school hours)			
Office Space			-	-
Classroom			-	-
Shared Dual Space				
	Sub-Total Tier 3			**-**
Partner/Community Total				**1,200**

Notes:

[1] Preferred size for clothes/food closet is 2,000 SF or greater depending on need.

PPS Comprehensive High School(s)
Area Program

AREA	QTY.	S.F. ROOM	S.F. TOTAL
WRAP AROUND SERVICE PROVIDERS			
Tier 1			
Unique/Dedicated			
Health Clinic	1	1,600	1,600
Teen Parent Services			
Infant Room	1	500	
Toddler Room	1	500	
Crawler Room	1	500	
Toilet	1	50	
Changing Area	1	50	
Nap Area	1	200	
Storage/Kitchen	1	300	
Outdoor Play Area			
Sub-Total			2,100
Office Space			
Social Service Providers (Includes SUN, Step UP and ESL)	5	200	1,000
Classroom	-	-	-
Shared/Dual Use			
Office Space	-	-	-
Classroom	-	-	-
Sub-Total Tier 1			**4,700**
Tier 2			
Unique/Dedicated			
Office Space		-	-
Classroom			
MESD		1,000	
Shared/Dual Space			
Sub-Total Tier 2			**-**
Tier 3			
Unique/Dedicated			
Office Space		-	-
Classroom		-	-
Shared Dual Space			
Sub-Total Tier 3			**-**
Wrap Around Service Providers Total			**4,700**

AREA PROGRAM & ROOM INFORMATION

PPS Comprehensive High School(s)

Area Program

AREA	# of Teaching Stations GC	Science	QTY.	Area S.F. ROOM [1]	S.F. TOTAL
CORE PROGRAM [2,3]					
English (2 for advanced courses)	10		10	980	9,800
Math (2 for advanced courses)	7		7	980	6,860
Social Studies	8		8	980	7,840
Health	2		2	980	1,960
World Languages	7		7	980	6,860
Sub-Total	**34**				**33,320**
Science		8	8	1,500	12,000
Chemical Storage			1	160	160
Prep Rooms			4	200	800
Sub-total	**0**	**8**			**12,960**
Teacher Offices (10 staff/office @ 980 SF/office) [3]			6	980	5,880
	0				**5,880**
Core Subtotal (Required)	**34**	**8**			**52,160**

Note:

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

[2] Advanced classes held in regular classrooms

[3] Assumes classrooms used all class periods (100% utilization). Teacher prep to occur in teacher offices which includes conference area and adjacent staff toilet.

GENERAL CLASSROOM CHARACTERISTICS

General Requirements

- Provide English Classrooms per area program.
- Provide Math Classrooms per area program.
- Provide Social Studies Classrooms per area program.
- Provide Health Classrooms per area program.
- Provide World Languages Classrooms 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.
- Capacity for 30 students (@ 980 SF); planning capacity determined by District capacity model in LRFP.

Location

- Clusters of 5 or 6 classrooms adjacent to common space (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.

Relationships

- Adjacent, with transparency to 'learning suite' common space
- "open up" to 'learning suite' common space
- Small group conference/meeting room
- Teacher offices/ work rooms
- Restrooms
- Staff toilet
- Relationships may vary depending on program needs; i.e. 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.
- 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. See PPS Design Guidelines and Standards for allowed flooring types.

Walls

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

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.
- Lighting 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/ 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.

Lighting

- Provide consistent direct and indirect lighting throughout the room appropriate for tasks as well as utilizing the overall space.
- Lighting levels and fixtures per 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.
- Selection of ceiling material is 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.
- 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.
- 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

- Lockable in a way which also allows teachers to use the classroom/ building during weekends.
- Door with window.

SCIENCE CLASSROOM REQUIREMENTS

General Requirements
- Provide (8) Science Classrooms

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 to be determined at time of master planning. Chemistry labs need not be interchangeable.
- Accommodate 30 students @ 1,500 SF.

Location
- Clusters of 5 or 6 classrooms adjacent to common space (learning suite).
- Where existing conditions preclude development of 'learning suites', 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 transparency to 'learning suite' common space
- "open up" to 'learning suite' common space
- Small group conference/meeting room
- Adjacent to Chemical Storage Room/Area
- Adjacent to Prep Rooms
- Teacher offices/ work rooms
- Restrooms
- Staff toilet

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.
- See Room Equipment Matrix for preferred lengths.

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

Walls
- Minimum of one wall with windows.
- Tackable wall surface covering all 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.
- See PPS Design Guidelines and Standards for window specifications.

Plumbing

- Minimum of (6) sinks per science classrooms plus (1) for teachers station. Exact number of plumbing fixtures dependent on room layout.
- Eyewash stations and emergency shower in all chemistry labs.
- All plumbing to follow 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
- See Room Equipment Matrix for preferred number of outlets.

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.
- 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 at individual school level in consultation with PPS Facilities.

Equipment

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

Special Conditions

- Card access allowing teachers to use the classroom/ building during weekends
- Doors with 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 OFFICES REQUIREMENTS

General Requirements
- Provide teacher offices per area program and estimate of teaching FTE
- (10) work stations per office
- Transparent environment/ collaborative atmosphere
- Group two rooms (980 sf each) together creating one space at 1,960 SF; ability to function as two separate spaces.

Functions
- Teacher prep and personal storage
- Student conference
- Teacher collaboration area

Location
- Distributed throughout building

Relationships
- Classrooms
- Small group meeting/ conference rooms
- 'learning suite' common space
- 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
- Secure/lockable storage for each staff member
- 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 needed restroom and kitchenette facilities

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.

- Ability to simultaneously conduct large and small group instruction.

Equipment

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

Special Conditions

- Door with window.
- Card access allowing teachers to use the office/building during weekends.

PPS Comprehensive High School(s)

Area Program

AREA	# of Teaching Stations	QTY.	S.F. ROOM	S.F. TOTAL
FINE & PERFORMING ARTS PROGRAM				
Fine & Visual Arts				
Art Room (2D)[1]	1	1	1,200	1,200
Art Room (3D)[1]	1	1	1,500	1,500
Kiln Room		1	100	100
Supply/Storage		1	160	160
Art Office(s)		1	120	120
Sub-Total	***2***			**3,080**
Band/Orchestra [2]				
Band Room	1	1	2,200	2,200
Large Instrument Storage Room		1	250	250
Music Library & Uniform Storage [3]		1	200	200
Practice Rooms - Large + Music Lab [4]		1	300	300
Practice Rooms - Small [4]		2	100	200
Office [5]		1	140	140
Sub-Total	**1**			**3,290**
Choir [6]				
Choir Room	1	1	1,500	1,500
Equipment & Robe Storage		1	200	200
Sub-Total	**1**			**200**
Theater/Dance				
Theater (500 seat) [7]		1	5,000	5,000
Orchestra Pit		1	500	500
Stage		1	3,500	3,500
Drama Classroom/Black Box [8]	1	1	1,600	1,600
Multi-Purpose Production Area [9]		1	1,500	1,500
Scenery Construction/Production Storage [9]		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

Notes:

[1] Preferred size of 2D Art Room is 1,300 SF; Preferred size of 3D Art Room is 1,700 SF

[2] 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).

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

[4] Preferred number of Large Practice Rooms is two (2); Preferred number of Small Practice Rooms is three (3)

[5] Single office space to serve any combination of band/orchestra/choir room(s). Equipment and robe storage to

[6] Separate choir room is a preferred option but not required. If separate choir room is not built, space for choir will be shared with band/orchestra space

PPS Comprehensive High School(s)

Area Program

AREA	# of Teaching Stations	QTY.	S.F. ROOM	S.F. TOTAL
FINE & PERFORMING ARTS PROGRAM				
Boy's Toilet		1	130	130
Green Room		1	400	400
Laundry		1	150	150
Control Room		1	200	200
Sound Room		1	100	100
Office		1	70	70
Box Office/Tickets [10]		1	100	100
Concession Stand [10]		1	100	100
Sub-Total	**1**			**12,820**
Preferred				5,180
Sub-total REQUIRED	4			**20,590**
Sub-total required + preferred				**27,370**

Notes:

[7] 5,000 SF theater is required. 6,000 SF is preferred.

[8] Black Box Theater @ 2,600 SF is preferred. If notprovided then 1,600 SF Drama Room is required.

[9] Separate Scenery construction/Production Storage is preferred. Otherwise, a Multi-Purpose Production Area to include shop, storage for equipment, lighting, costumes, make-up room, boy's and girl's dressing rooms and toilets and green room is required.

[10] Box office and concession stand to be located with other public venues when possible; preferred size of concession stand is 200 SF

PREFERRED

A number of spaces in the area program are identified as "preferred". These spaces should be considered for inclusion by design teams in to the program for each school. They are not, however, required spaces.

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

Some suggestions are included below. List is not conclusive. [1]

Fine & Performing Arts Program				
Choir Room	1	1	1,500	1,500
Theater (500 seat)		1	5,000	5,000
Scenery Construction/Production Storage [1]		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	400
Preferred				**10,180**

Notes:

[1] Separate Scenery Construction/Production Storage is preferred. Otherwise, a Multi-Purpose Production Area to include shop, storage for equipment, lighting, costumes, make-up room, boy's and girl's dressing rooms and toilets and green room is required.

The 3,680 SF Scenery Construction/Production Storage and additional theater support spaces would be added to the 1,500 SF Multi-Purpose Production Area.

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 common space (learning suite), when applicable.
- Where existing conditions preclude development of 'learning suites', 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 transparency to 'learning suite' common space
- "open up" to 'learning suite' common space
- 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 common space (learning suite).
- Where existing conditions preclude development of 'learning suites', 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 transparency to 'learning suite' common space
- "open up" to 'learning suite' common space
- 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

- Card access allowing teachers to use the classroom/ building during weekends.
- 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

- Card access allowing teachers to use the classroom/ building during weekends.
- 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
- Card access allowing teachers to use the classroom/ building during weekends.

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

- Card access allowing teachers to use the classroom/ building during weekends.
- 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

- Card access allowing teachers to use the classroom/ building during weekends.
- 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.

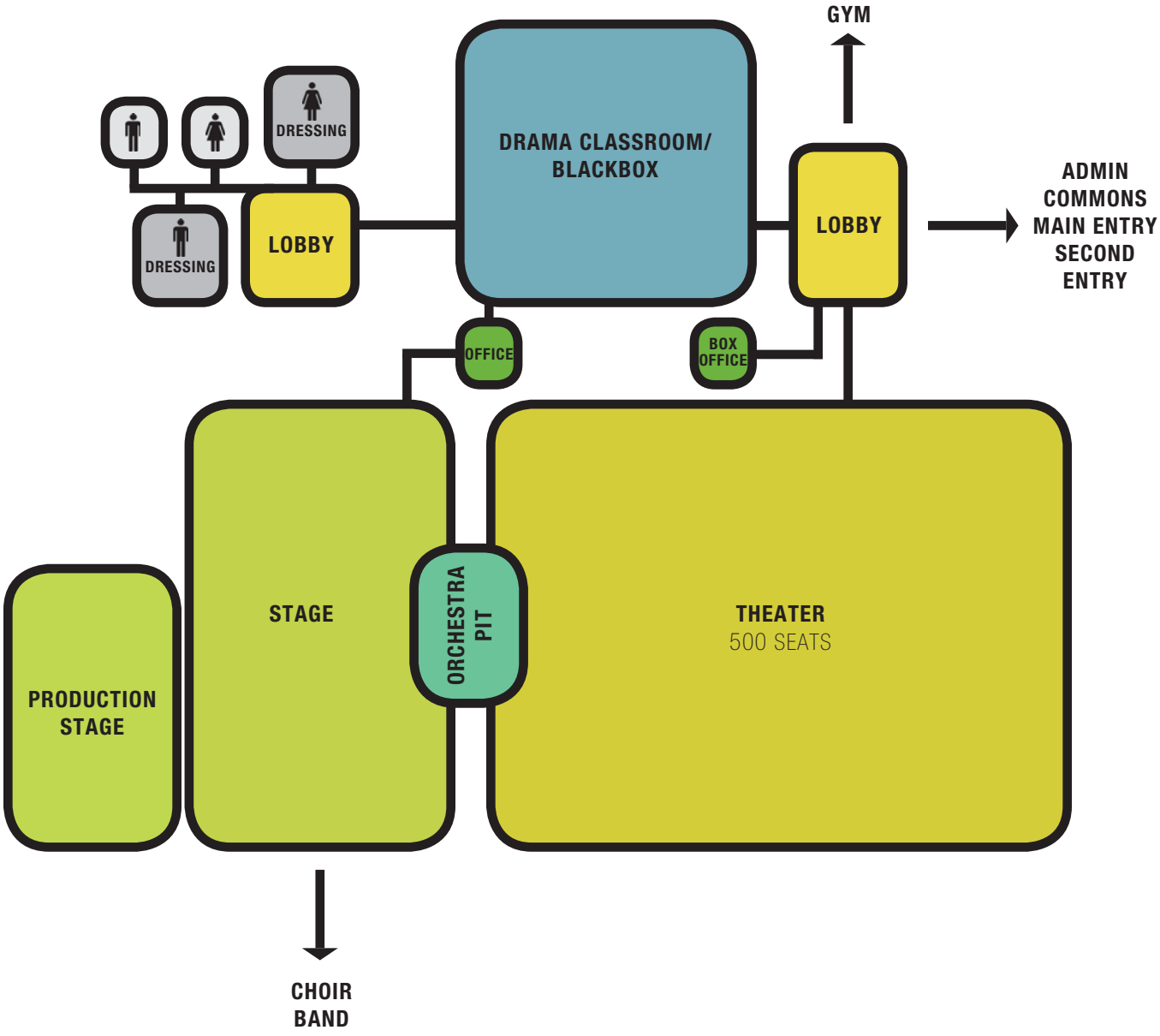
Furniture

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

	AREA	# of Teaching Stations	QTY.	S.F. ROOM	S.F. TOTAL
ADVANCED COURSES					
Social Studies	English	In Core	0	1,000	0
	Math	In core	0	1,000	0
	Biology Labs	In Core	0	1,500	0
	Chemistry Labs	In Core	0	1,500	0
	Physics Labs	In Core	0	1,500	0
	2 Flexible Labs	In Core	0	1,500	0
	Anthropology	0	0	1,000	0
	Psychology	0	0	1,000	0
	Government & Politics	1 in core	0	1,000	0
	History	2 in core	0	1,000	0
	20th Century				0
	US				0
	European				0
	History of the Americas				0
	Human Geography	1 in core	0	1,000	0
	20th Century World History				0
World Language	Languages	2 in core	0	1,000	0
	Spanish				0
	French				0
	Chinese Language and Culture				0
	Mandarin				0
	German				0
	Spanish Literature				0
	Arabic				
	Russian				
	Vietnamese				0
	Latin				0
					0
	Advanced Subtotal	**0**			**0**

Note: Advanced courses in labs will use same labs as core program

PPS Comprehensive High School(s)
Area Program

AREA	# of Teaching Stations	QTY.	S.F. ROOM	S.F. TOTAL
ATHLETICS				
Physical Education				
Gym (large) w/track [1]	1	1	13,000	13,000
Gym (auxiliary - practice) [2]	0	1	5,700	5,700
Mat/Wrestling/Dance [3]	0	1	2,750	2,750
Weight Room/Aerobics/Spinning [4]	1	1	2,500	2,500
Boy's PE/Coaches				
Office/Toilet/Shower/Officials/Lockers		1	300	300
Girl's PE/Coaches				
Office/Toilet/Shower/Officials/Lockers		1	300	300
Boy's Locker Room/Shower [5]		1	1,900	1,900
Girl's Locker Room/Shower [5]		1	1,900	1,900
Multi-purpose toilet/shower		1	150	150
PE Storage		2	200	400
Training Room/Toilet		1	580	580
School Large Team Room [6]		1	800	800
School Large Team Room		1	800	800
Athletic Storage - Large		1	1,000	1,000
Athletic Storage - Small		1	500	500
Concessions [7]		1	100	100
Laundry Room		1	200	200
Uniform/Equipment Storage		1	1,000	1,000
Field Equipment Storage [8]		1	1,000	1,000
Sub-total	**3**			**28,380**

Preferred	6,500
Sub-total REQUIRED	**28,380**
Sub-total Required + Preferred	**34,880**

Notes:

[1] Preferred size of Large Gymnasium is 14,676 SF

[2] Auxiliary gym is preferred; aux. gym as shown is sized for practice court; run-off area to meet OSAA minimum; preferred size of aux. gym is 7,500 SF

[3] Preferred size of Mat/Wrestling/Dance is 3,500 SF; can be reduced to 2,500 SF if wrestling program uses only one mat

[4] Preferred size of Weight Room/Aerobics/Spinning is 3,000 SF

[5] Locker rooms to use stacked baskets not individual lockers

[6] Preferred two Large Team Rooms; preferred size is 1,000 SF

[7] Preferred size of athletics concession stand is 200 SF; concession area to be combined with and in proximity to other public venues

[8] Field Equipment Storage to be located outside of building. See "Site Requirements" beginning on page 241 for requirements related to outdoor athletic/recreation facilities.

PREFERRED

A number of spaces in the area program are identified as “preferred”. These spaces should be considered for inclusion by design teams in to the program for each school. They are not however required spaces.

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.

Some suggestions are included below. List is not conclusive. [1]

Athletics				
Gym (Auxiliary - Practice)	0	1	5,700	5,700
School Large Team Room		1	1,000	1,000
		1		
Preferred				**6,700**

Notes

[1] Number of class offerings using similar type spaces may determine best use of SF available.

GYMNASIUM REQUIREMENTS

General Requirements

- After hours accessibility
- Nondestructive walls
- Community and athletic instructional use
- Main gymnasium and auxiliary gymnasium (preferred)
- 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

- Card access for after-hours use/community use
- 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
- Card reader for after-hours access/community use

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
- Card access for after use hours

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

- Card access for after use hours
- 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
- After hours usage

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 capabilies
- 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

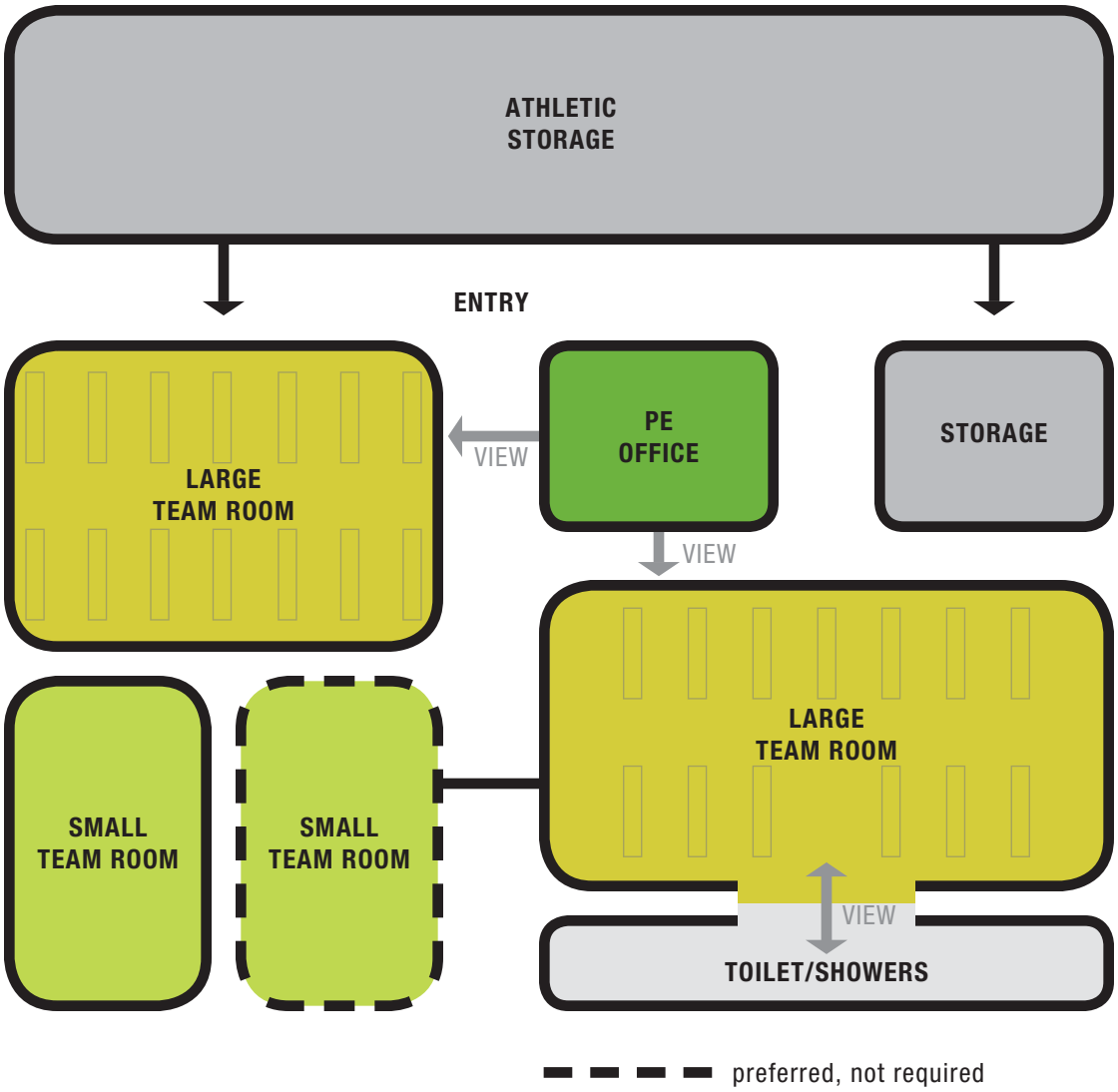
Power Requirements/Low Voltage
- Outlets provided and spaced sufficient to power devices. See PPS Design Guidelines and Standards for wiring requirements.

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

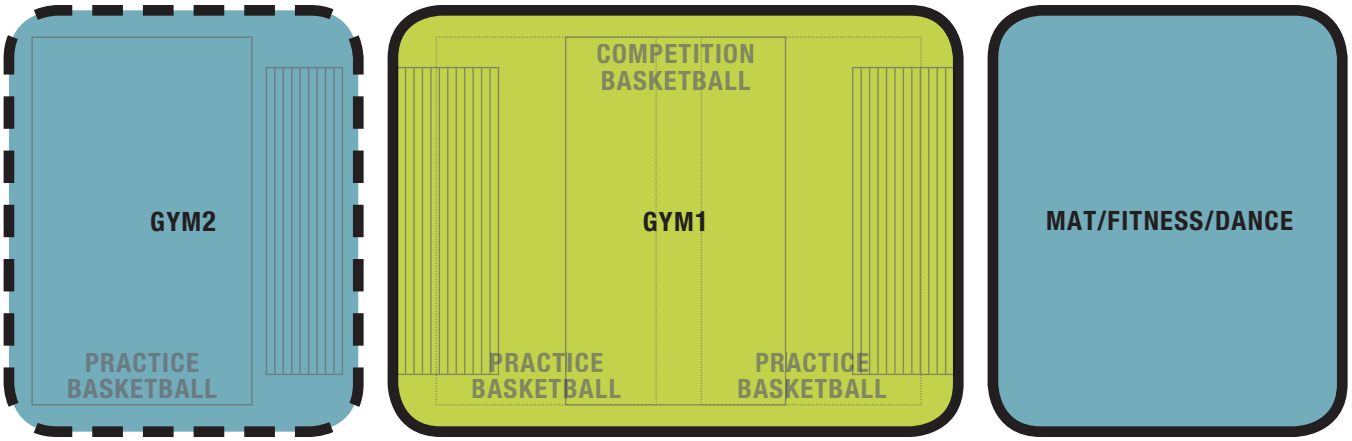
Acoustics
Furniture
Equipment
- See equipment matrix

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

AREA	Teaching Stations	QTY.	S.F. ROOM	S.F. 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 offices		2	150	300
VP Secretary		1	120	120
Dean of students		1	120	120
Attendance		1	120	120
Bookkeeper		1	120	120
Resource Officer/Campus Monitor [1]		1	200	200
Camera Monitors		1	100	100
Staff Toilets		2	60	120
Records storage		1	180	180
Office storage		1	125	125
Business Manager		1	120	120
Health office		1	120	120
Sick room		1	150	150
Sick toilet		1	100	100
Student Support/Mediation office		1	700	700
Student Support/Mediation conference		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 Room/PTA/Boosters/Alumni		1	500	500
Sub-Total				**5,320**
Counseling/Career				
Counseling Offices		5	120.00	600.00
Counseling Secretary/Waiting		1	400.00	400.00
Drug/Alcohol Counselor Office		1	125.00	125.00
Conference Room (large)		1	240.00	240.00
Conference Room (medium)		1	150.00	150.00
Career Center/Office		1	400.00	400.00
Career Counselor		1	100.00	100.00
Secure Records Storage		1	180.00	180.00
Staff Toilet		2	60.00	120.00
Sub-Total				**2,315.00**

[1] 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

AREA	Teaching Stations	QTY.	S.F. ROOM	S.F. TOTAL
EDUCATION SUPPORT				
Student Activities				
Athletic Director		1	150.00	150.00
AD Support Staff		1	120.00	120.00
Sub-Total				**270.00**
Student Testing				
Computer Lab(s) (Non-specialized)		2	1,100.00	2,200.00
Sub-Total				**2,200.00**
SPED				
Sensory Support Room		1	900.00	900.00
Learning Center		3	900.00	2,700.00
Life Skills				
Low Intensity Classroom (includes kitchen)		1	1,200.00	1,200.00
Storage		1	100.00	100.00
Reception		1	100.00	100.00
Conference		1	120.00	120.00
Office(s)		1	100.00	100.00
Special needs toilet		1	200.00	200.00
Itinerants				
Speech Pathologist Offices		2	120.00	240.00
Psychologist Offices		2	120.00	240.00
Sub-Total				**5,900.00**
ESL [2]				
ESL Classroom	1	1	800.00	800.00
Sub-Total				**800.00**
Student Center				
Student Center/Commons: ONE lunch @ 600 students)		1	7,800.00	7,800.00
Main Servery [3]		1	1,700.00	1,700.00
Food Prep/Kitchen		1	1,500.00	1,500.00
Dish Washing		1	200.00	200.00
Dry Storage/Cart Storage		1	500.00	500.00
Cooler		1	200.00	200.00
Freezer		1	200.00	200.00
Office		1	120.00	120.00
Staff Lockers/dressing rooms		1	150.00	150.00
Table Storage		1	250.00	250.00
Sub-Total				**12,620.00**

[2] Assumes more ESL instruction in classrooms (push-in pedagogy).

[3] Preferred size of main servery is 1,800 SF

Media Center [4]				

PPS Comprehensive High School(s)

Area Program

AREA	Teaching Stations	QTY.	S.F. ROOM	S.F. TOTAL
EDUCATION SUPPORT				
Library (include large/med/sm breakout spaces)		1	4,500.00	4,500.00
Office		2	120.00	240.00
Workroom		1	200.00	200.00
Library Classroom		1	980.00	980.00
Text Storage		1	750.00	750.00
Collaboration space		1	400.00	400.00
Multiuse Rooms		3	150.00	450.00
IT Repair/Tech Coordinator		1	180.00	180.00
Sub-Total				**6,720.00**
Student [5]				
Student Government Room/Office		1	200.00	200.00
Sub-Total				**200.00**
Custodial				
Custodial Office		1	250.00	250.00
Custodial Rooms		10	100.00	1,000.00
Building Storage		1	1,200.00	1,200.00
Material Storage		1	500.00	500.00
Flammable Storage		1	100.00	100.00
Sub-Total				**3,050.00**

[4] Preference is to locate Media Center adjacent to Student Center Commons to allow efficiencies of collaboration/breakout spaces

[5] Student government area should be located near Counseling/Career Center

PPS Comprehensive High School(s)

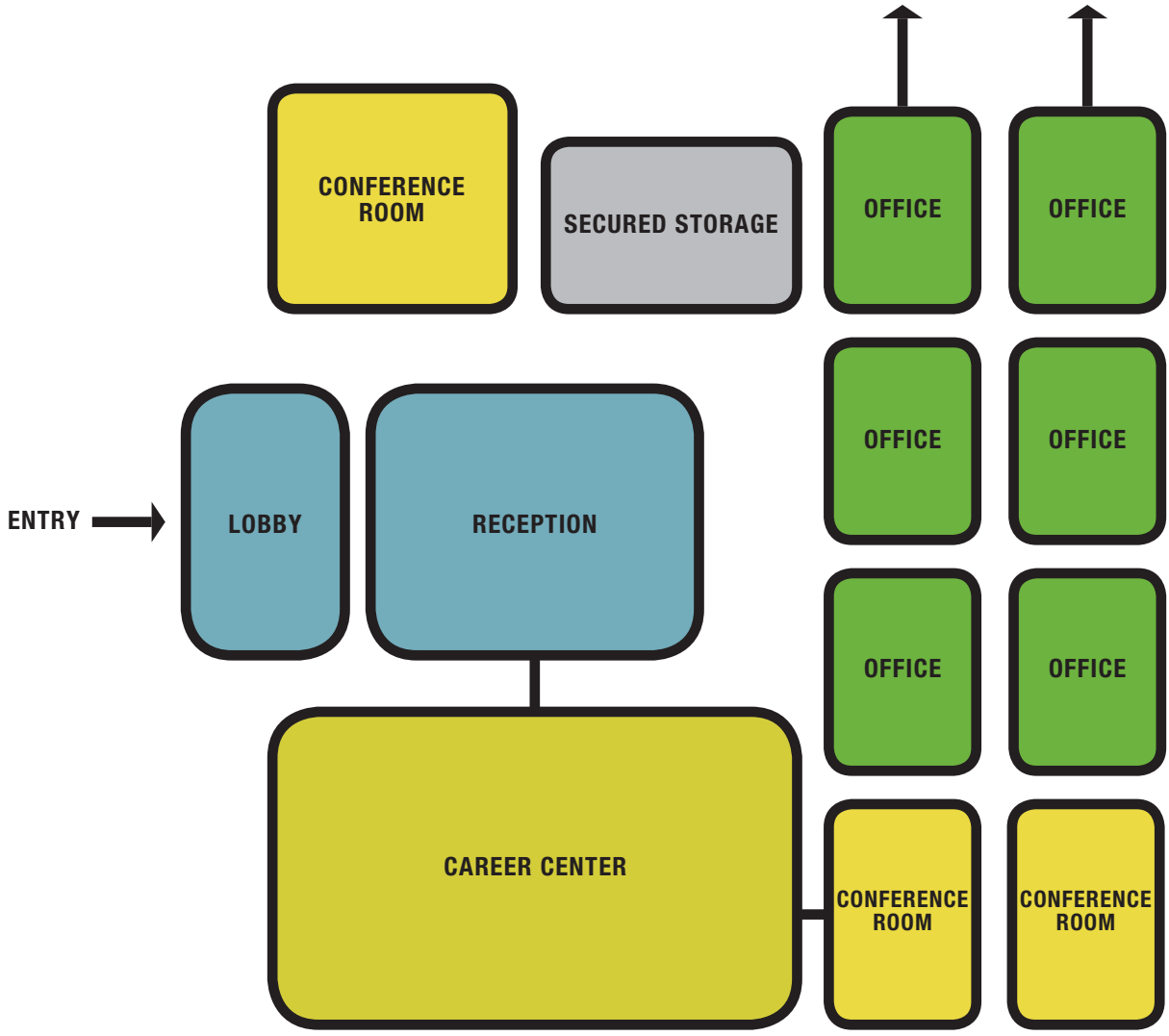
Area Program

AREA	Teaching Stations	QTY.	S.F. ROOM	S.F. TOTAL
EDUCATION SUPPORT				
Miscellaneous				
Lobby			1.00	2,000.00
Student Lockers [6]		0	1.00	-
Student Toilets		12	250.00	3,000.00
Gender Neutral Toilet		1	60.00	60.00
Gender Neutral Shower		1	100.00	100.00
Boiler Room		1	1,600.00	1,600.00
MDF		1	180.00	180.00
IDF		5	80.00	400.00
Main Electrical Room		1	240.00	240.00
Sub Electrical Rooms		5	75.00	375.00
Mechanical Fan Rooms [7]		0	2,000.00	-
Staff Toilets		6	70.00	420.00
Riser Rooms		1	60.00	60.00
Elevator Room		1	80.00	80.00
Sub-Total				**8,515.00**
Preferred				980.00
Sub-total REQUIRED	1			**47,910.00**
Sub-total Required + Preferred				**48,890.00**

Notes:

[6] Half size, double-stacked student lockers are at the discretion of each school administration.

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



administration areas layout conceptual diagram

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

PREFERRED

A number of spaces in the area program are identified as “preferred”. These spaces should be considered for inclusion by design teams in to the program for each school. They are not however required spaces.

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.

Some suggestions are included below. List is not conclusive. [1]

Education Support	Teaching Stations		
Library Classroom	1	1,000	1,000
Mechanical Fan Rooms [2]		2,000	-
Preferred			**1,000**

Notes:

[1] Number of class offerings using similar type spaces may determine best use of SF available.

[2] Preference is to locate mechanical fan rooms within building; may also be located on roof. If located within attic area, convenient adequate access to accomodate staff and equipment shall be provided to all equipment.

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
- Card reader access to utilize after hours or on weekends
- 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
- After-hours access

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
- After-hours access
- 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
- After-hours access

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

- After-hours access
- 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
- After-hours access

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
- Card reader access

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
- Card reader access

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

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
- After-hours access

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
- Card reader access for staff to use on weekends/after hours

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
- Card reader access to utilize after hours or on weekends
- 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
- After-hours access
- 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

- After-hours access
- 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
- Labs
- Accommodate a mixture of computer platforms/types
- Adequate power and data
- Flexible space
- Lockable space due to nature of equipment

Functions
- Teacher support
- Optional testing spaces

Location
- Easily accessed by all staff

Relationships
- Classrooms
- Staff Room
- Reception/Lobby

Storage
- Computer carts; secure storage for 1500 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

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. 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. Voice enhancement needed.

Furniture

- Tables/desks
- Chairs
- Teacher's desk and chair
- Mobile file cabinets
- Ability to accommodate desktop computer

Equipment

- Computers; laptop with secure storage preferred
- See Room Equipment Matrix

Special Conditions

- Wireless capabilities
- Doors with windows
- Card access allowing teachers to use the building/classroom during weekends

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

LIFE SKILLS REQUIREMENTS

General Requirements

- Low intensity classroom – serves 12 students or less at 1200 SF
- 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 (regardless of the installation of teacher offices)
- 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

- Card access allowing teachers to use the classroom/building during weekends
- 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

- Card access allowing teachers to use the classroom/building during weekends
- 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 common space (learning suite).
- 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 transparency to 'learning suite' common space
- "open up" to 'learning suite' common space
- Small group conference/meeting room
- Teacher offices/ 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

- Lockable in a way which also allows teachers to use the classroom/ building during weekends.
- 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
- Card readers for after hours use at exterior entrances to be used by the public; zoned for community use
- 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.
- Card reader access

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.
- Card reader access for staff
- 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
- Card access for after hours use
- 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

- Card access allowing teachers to use the classroom/building during weekends
- 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
- Card reader/special access for security

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 (1) Custodial Office

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

- Card reader access
- 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

STAFF TOILET ROOMS REQUIREMENTS

General Requirements
- Provide (6) Staff Toilet Rooms 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

PPS Comprehensive High School(s)

Area Program

AREA	Teaching Stations	QTY.	S.F. ROOM	S.F. TOTAL
SMALLER INSTRUCTIONAL SPACES [1]				
One per 375 students		4	500	2,000
Smaller Instructional Spaces Sub-total				**2,000**

Notes:

[1] ESL and SPED resource centers needs may use some of these spaces when necessary. Area program presumes more SPED and ESL instruction in classroom

OPTIONAL

"Optional" spaces are provided in the area program as guidance for career related learning, electives, or Science Technology, Engineering and Math (STEM) classes that comprehensive high schools may offer based on individual school program needs. They are not required spaces.

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 enhanced electives and/or career related learning. Additional area can be devoted to these spaces provided individual project budgets allow. Some suggestions are included below. List is not conclusive. [1]

Unique Space				
Design/Construction, Industrial 3D Modeling	0	1	6,000	6,000
Introduction to Basic Equipment	0	1	4,000	4,000
Shop (Various)	0	1	6,000	6,000
Sports Medicine	0	1	980	980
Culinary Arts, Farm to Table/Marketing,	0	1	1,600	1,600
Law/Courtroom	0	1	2,000	2,000
Photography Darkroom	0	1	800	800
Orchestra Room	0	1	2,400	2,400
Classroom				
Robotics	0	1	2,500	2,500
Marketing	0	1	1,500	1,500
Environmental Studies	0	1	980	980
Business	0	1	980	980
Accounting	0	1	980	980
Health Services	0	1	980	980
Peace Studies	0	1	980	980
Psychology	0	1	980	980
Future Educators	0	1	980	980
Sustainable Agriculture	0	1	3,000	3,000
Photography	0	1	980	980
Music Classroom		1	980	980
Computer Labs				
Multimedia/Web Design/Film	0	1	1,200	1,200
Digital Media	0	1	1,200	1,200
Architectural Drawing	0	1	1,200	1,200

Notes:

[1] Number of class offerings using similar type spaces may determine best use of SF available.

[2] Orchestra room would be in addition to band room identified in Fine & Performing Arts program

General STEM spaces - applicable to all STEM focus types depending on partner(s) and program needs				
Computer Lab with 3D Printer	0	1	1,350	1,350
Lecture Hall *	0	1	2,000	2,000
Small Group Work Space *	0	4	350	9,000
Project Display	0	1	500	500
Robotics with Work Stations	0	1	1,750	1,750
Engineering & Design/Construction or Manufacturing (higher ed, local industry partner(s))				
STEM Lab - Woods, Metal Fabrication, Welding	0	1	4,500	4,500
Science - AP Physics *	0	1	1,000	1,000
Math - AP Calculus *	0	1	1,000	1,000
Intro to Engineering *	0	1	1,000	1,000
Alternative Energy		1	1,350	1,350
Health Sciences / Biomedical (university or research partner(s))				
Sports Medicine	0	1	1,200	1,200
Health *	0	1	1,000	1,000
Anatomy *	0	1	1,000	1,000
AP Physiology *	0	1	1,000	1,000
AP Chemistry *			1,000	1,000
STEM Lab - Biotechnology			2,000	2,000
Automotive Services Technology or Transportation, Distribution & Logistics (higher ed., industry partner(s))				
Small Engines Lab	0	1	3,500	3,500
Electronic Trades	0	1	1,000	1,000
Mechanic	0	1	1,000	1,000
Sustainable Transportation	0	1	1,750	1,750
Information Technology Studies (technology partner(s))				
Computer Labs *		3	1,100	3,300
Software Engineering *		1	1,000	1,000
Web and Digital Communications Lab		1	1,200	1,200

* Comprehensive high school program space capable of being used for STEM program needs

Space/Room SF are estimates used as placeholders and will need to be verified at the individual school level.

Notes:
Number of class offerings using similar type spaces may determine best use of SF available.

PPS Comprehensive High School(s)

Area Program

AREA		QTY.	S.F. ROOM	S.F. TOTAL
PARTNER/COMMUNITY USE				
Tier 1				
Unique/Dedicated				
Office Space		-	-	-
Classroom		-	-	-
Shared/Dual Use				
Office Space		-	-	-
Classroom		-	-	-
	Sub-Total Tier 1			**0**
Tier 2				
Unique/Dedicated				
Office Space	Clothes/Food Closet [1]	1	1,200	1,200
Classroom		-	-	-
	Civic Use of Buildings	-	-	-
	PCC	-	-	-
Shared/Dual Space				
	Sub-Total Tier 2			-
Tier 3				
Unique/Dedicated				
	Community Center (Pool and/or exercise center outside school hours)			
Office Space			-	-
Classroom			-	-
Shared Dual Space				
	Sub-Total Tier 3			**-**
Partner/Community Total				**1,200**

Notes:

[1] Preferred size for clothes/food closet is 2,000 SF or greater depending on need.

PPS Comprehensive High School(s)
Area Program

AREA	QTY.	S.F. ROOM	S.F. TOTAL
WRAP AROUND SERVICE PROVIDERS			
Tier 1			
Unique/Dedicated			
Health Clinic	1	1,600	1,600
Teen Parent Services			
Infant Room	1	500	
Toddler Room	1	500	
Crawler Room	1	500	
Toilet	1	50	
Changing Area	1	50	
Nap Area	1	200	
Storage/Kitchen	1	300	
Outdoor Play Area			
Sub-Total			2,100
Office Space			
Social Service Providers (Includes SUN, Step UP and ESL)	5	200	1,000
Classroom	-	-	-
Shared/Dual Use			
Office Space	-	-	-
Classroom	-	-	-
Sub-Total Tier 1			**4,700**
Tier 2			
Unique/Dedicated			
Office Space		-	-
Classroom			
MESD		1,000	
Shared/Dual Space			
Sub-Total Tier 2			**-**
Tier 3			
Unique/Dedicated			
Office Space		-	-
Classroom		-	-
Shared Dual Space			
Sub-Total Tier 3			**-**
Wrap Around Service Providers Total			**4,700**

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 B.

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).

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

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/printer	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
CORE																																														
English (30)	X		X	X	X			X	X	X	X				12	X		X			X	X	X	X	X		X																			
Math(30)	X		X	X	X			X	X	X	X				12	X		X			X	X	X	X	X		X																			
Social Studies (30)	X		X	X	X			X	X	X	X				12	X		X			X	X	X	X	X		X																			
Health (30)	X		X	X	X			X	X	X	X			X	12	X		X			X	X	X	X	X		X																			
World Languages (30)	X		X	X	X			X	X	X	X				12	X		X			X	X	X	X	X		X																			
Science (30)	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											
Prep Rooms				X										X														X			X		X	X											
Teacher Office (20)	X		X	X				X						X	24	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		X																		
Band Room	X	X	X	X				X	X	X				X	6	X	X	X			X	X		X	X		X														X				
Large Instrument Storage Room				X		X									X																														
Music Library/Uniform Storage				X											X										X																	X	X		
Large Practice Rooms + music lab	X														12									X	X																X				
Small Practice Rooms	X														4									X	X																X				
Office	X		X	X											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	X	
Orchestra Pit															X										X																				
Stage															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							X																															
Costume Storage				X		X		X							X																													X			
Make-up Room		X						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					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												

Room	Curtain(s)	Scrim/Teasers	Battens	Flown Acoustical Shells/Towers	Pipe Grid	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)	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
CORE																																													
English (30)																																													
Math(30)																																													
Social Studies (30)																																													
Health (30)																																													
World Languages (30)																																													
Science (30)																											X	X																	
Chemical Storage																																													
Prep Rooms																											X	X																	
Teacher Office (20)																											X	X																	
ARTS																																													
Art Room (2D)																											X	X																	
Art Room (3D)																											X	X																	
Kiln Room																																													
Glaze Room																																													
Supply/Storage																																													
Art Offices																																													
Band Room								X																																				
Large Instrument Storage Room																																													
Music Library/Uniform Storage																																													
Large Practice Rooms + music lab																																													
Small Practice Rooms																																													
Office																																													
Choir Room								X																																				
Equipment & Robe Storage																																													
Robe Storage																																													
Music Library																																													
Practice Rooms																																													
Office																																													
Theater							X																																					
Orchestra Pit						X																																							
Stage	X	X	X	X	X																																							
Drama Classroom/Black Box		X	X		X			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																	

PPS ED SPEC EQUIPMENT SUMMARY

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/printer	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
ADVANCED (SEE CORE)																																															
ATHLETICS																																															
Large Gym (with track)			X												X	X	X			X		X	X	X	X		X													X						
Auxiliary Gym			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													X						
Boy's PE/Coaches Offices	X		X	X											X								X	X	X																						
Girl's PE/Coaches Offices	X		X	X							X				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																																
PE Storage				X		X		X							X																																
Training Room/Toilet	X													X					X						X		X		X		X															
Boy's Large Team Room	X		X					X							X										X																						
Boy's Small Team Room	X		X												X										X																						
Girl's Large Team Room	X		X					X							X										X																						
Girl's Small Team Room	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																																
EDUCATIONAL SUPPORT																																														
Reception/Lobby			X	X											X				X	X		X		X	X		X													X						
Waiting Areas			X	X				X							X					X		X		X	X															X						
Principal's Office	X		X	X				X							X				X					X	X		X													X						
VP Secretary	X		X	X											X									X	X	X														X						
Vice Principal's Offices	X		X	X											X				X					X	X		X													X						
Dean of Students	X		X	X											X				X					X	X		X													X						
Attendance	X		X	X											X									X	X		X													X						
Bookkeeper	X		X	X											X									X	X		X													X						
Resource Officer/Campus Monitor	X		X	X											X				X					X	X		X													X						
Camera Monitors	X		X												X				X					X	X		X													X						
Staff Toilets															X																																
Principal's Secretary	X		X	X											X									X	X																						
Records Storage				X		X									X									X																							
Office Storage				X	X	X		X							X																																
Business Manager	X		X	X											X									X	X		X																				
Health Office			X	X											X									X	X		X		X																	
Sick Room								X							X										X		X																				
Sick Toilet														X	X																																
Student Support/Mediation Office	X		X	X							X				X			X	X		X	X		X	X		X																				

Room	Curtain(s)	Scrim/Teasers	Battens	Flown Acoustical Shells/Towers	Pipe Grid	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)	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
ADVANCED (SEE CORE)																																												
ATHLETICS																																												
Large Gym (with track)													X	X	X	X	X	X													X	X	X	X			X						
Auxiliary Gym															X	X	X														X	X	X	X									
Mat/Wrestling													X	X																				X										
Weight/Aerobics/ Spinning/Dance																			X																									
Boy's PE/Coaches Offices																						X				X	X	X																
Girl's PE/Coaches Offices																						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/Toilet																				X	X					X	X	X																
Boy's Large Team Room																						X																						
Boy's Small Team Room																						X																						
Girl's Large Team Room																						X																						
Girl's Small Team Room																						X																						
Athletic Storage (large)																																												
Athletic Storage (small)																																												
Concessions																											X	X																
Laundry Room									X	X																																		
Uniform/ Equip. Storage																																												
Field Equipment Storage																																												
EDUCATIONAL SUPPORT																																												
Reception/Lobby																																												
Waiting Areas																																												
Principal's Office																																												
VP Secretary																																												
Vice Principal's Offices																																												
Dean of Students																																												
Attendance																																												
Bookkeeper																																												
Resource Officer/Campus Monitor																									X																				
Camera Monitors																									X																				
Staff Toilets																						X				X	X	X																
Principal's Secretary																																												
Records Storage																																												
Office Storage																																												
Business Manager																																												
Health Office																																												
Sick Room																											X	X																
Sick Toilet																										X	X	X																
Student Support/Mediation Office																																												

PPS ED SPEC EQUIPMENT SUMMARY

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/printer*	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
Student Support/Mediation Conference	x			x											x									x	x		x																			
Workroom	x		x	x		x		x						x	x				x					x	x	x	x																			
Mail/Delivery Process Center			x	x		x		x							x									x	x	x																					
Staff Room	x		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	x	x																			
Drug/Alcohol Counselor Office	x		x	x											x									x	x		x																			
Large Conference Room	x		x	x				x							x		x	x			x	x		x	x		x																			
Medium Conference Room	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																			
Staff Toilet														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		x																			
Sensory Support Room	x		x	x	x			x		x					x	x		x				x		x	x		x															x					
Learning Center	x		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		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	x		x	x											x									x	x		x																			
Life Skills Toilet														x																																	
Speech Pathologist	x		x	x											x							x		x	x		x																			
Psychologists	x		x	x											x									x	x		x																			
infant childcare																																															
ESL Classroom	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		x														x					
Main Servery															x					x					x																					
Staff Room	x		x											x	x				x					x	x		x		x	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																				

Room	Curtain(s)	Scrim/Teasers	Battens	Flown Acoustical Shells/Towers	Pipe Grid	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)	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
Student Support/Mediation Conference																																													
Workroom																																													
Mail/Delivery Process Center																																													
Staff Room																											X	X																	
Conference Rooms																																													
Parent Volunteers/PTA/ Boosters/Family Resource																																													
Counseling Offices																																													
Counseling Secretary/Waiting																																													
Drug/Alcohol Counselor Office																																													
Large Conference Room																																													
Medium Conference Room																																													
Career Center/Office																										X	X	X																
Career Counselor																																													
Secure Records Storage																																													
Staff Toilet																										X	X	X																
Athletic Director																																													
AD Support Staff																																													
Computer Labs																																													
Sensory Support Room																																													
Learning Center																																													
Life Skills Classroom																											X	X																	
Life Skills Storage																																													
Life Skills Reception																																													
Life Skills Conference																																													
Life Skills Office																																													
Life Skills Toilet																										X	X	X																
Speech Pathologist																																													
Psychologists																																													
infant childcare																																													
ESL Classroom																																													
ESL Office																																													
Student Center/Commons																							X				X	X																
Main Servery																								X			X	X																
Staff Room																											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																

PPS ED SPEC EQUIPMENT SUMMARY

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/printer	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
Table Storage						X																																								
concession stand																								X	X			X				X													
Library	X		X	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	X																			
Library Classroom	X		X	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		X																	
IT Repair/IT Tech Coordinator			X			X		X			X				X				X					X	X		X																	
Juice/coffee bar															X																													
Student Government Room	X		X	X										X	X			X				X		X	X		X																	
Student Government Office	X		X																					X	X		X																	
Student Assembly	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											
Receiving Area						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																													
Staff Toilets														X	X										X																			
Riser Rooms																																												
Elevator Room															X																													
SMALLER INSTRUCTIONAL SPACES																																													
Smaller Instructional Spaces	X		X	X	X			X	X	X	X				X	X	X	X			X	X		X	X		X																	
ENHANCED CTE																																													
Design/ Construction	X		X	X	X			X							X	X		X			X	X		X	X		X																	
Intro to Basic Equipment	X		X	X				X							X	X		X			X	X		X	X		X																	
Shops	X		X	X				X							X	X		X			X	X		X	X		X																	
Sports Medicine	X		X	X				X						X	X	X		X			X	X		X	X		X																	
Culinary Arts	X		X	X				X							X	X		X			X	X		X	X		X																	
Law/Courtroom	X		X	X											X	X		X			X	X		X	X		X																	
Photography Darkroom	X		X	X	X			X						X	X	X		X			X	X		X	X		X												X	X					
Orchestra Room	X	X	X	X	X			X							X	X	X	X			X	X		X	X		X														X				

Room	Curtain(s)	Scrim/Teasers	Battens	Flown Acoustical Shells/Towers	Pipe Grid	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)	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
Table Storage																																													
concession stand																																													
Library																																													
Office																																													
Workroom																																													
Library Classroom																																													
Text Storage																																													
Collaboration Space																																													
Multiuse Rooms																																													
IT Repair/IT Tech Coordinator												X																																	
Juice/coffee bar																																													
Student Government Room																																													
Student Government Office																																													
Student Assembly																																													
Custodial Office												X										X																						
Custodial Rooms																																													
Building Storage																																													
Material Storage																																													
Flammable Storage																																													
Receiving Area																														X														
Lobby																																													
Student Lockers																						X																						
Student Toilets																										X																		
Gender Neutral Toilet																										X																		
Gender Neutral Shower																										X																		
Boiler Room																																													
MDF																																													
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ENHANCED CTE																																													
Design/ Construction											X	X																																	
Intro to Basic Equipment Shops																																													
Sports Medicine																			X		X						X	X																	
Culinary Arts																								X			X	X																	
Law/Courtroom																																													
Photography Darkroom																																													
Orchestra Room								X																																				

PPS ED SPEC EQUIPMENT SUMMARY

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/printer*	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
																X																																
Robotics	X	X	X	X				X							X	X		X			X	X		X	X		X																				
Marketing	X	X	X	X				X							X	X		X			X	X		X	X		X																				
Environmental Studies	X	X	X	X				X							X	X		X			X	X		X	X		X																				
Business	X	X	X	X				X							X	X		X			X	X		X	X		X																				
Accounting	X	X	X	X				X							X	X		X			X	X		X	X		X																				
Health Services	X	X	X	X				X						X	X	X		X			X	X		X	X		X																				
Peace Studies	X	X	X	X				X							X	X		X			X	X		X	X		X																				
Psychology	X	X	X	X				X							X	X		X			X	X		X	X		X																				
Future Educators	X	X	X	X				X							X	X		X			X	X		X	X		X																				
Sustainable Agriculture	X	X	X	X				X							X	X		X			X	X		X	X		X																				
Photography	X	X	X	X	X			X							X	X	X	X			X	X		X	X		X												X	X							
Music Classroom	X	X	X	X	X			X							X	X		X			X	X		X	X		X													X							
Multimedia/Web Design/Film	X	X	X	X	X			X							X	X	X	X	X		X	X		X	X		X									X	X				X						
Computer Applications/ Coding/Hardware	X	X	X	X				X							X	X		X			X	X		X	X		X																				
Digital Media	X	X	X	X				X							X	X	X	X	X		X	X		X	X		X									X	X				X						
Architectural Drawing	X	X	X	X	X			X							X	X		X			X	X		X	X		X									X	X										
PARTNER/ COMMUNITY USE																																															
Clothes/Food Closet				X		X		X							X																										X						
WRAP AROUND SERVICE PROVIDERS																																															
Health Clinic								X						X	X	X								X	X		X		X	X		X	X												
Teen Parent Infant Room	X		X	X				X						X										X	X		X																				
Teen Parent Toddler Room	X		X	X				X						X	X									X	X		X																				
Teen Parent 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														
Outdoor Play Area																																										X						
Social Service Providers	X		X					X							X	X			X						X	X		X																				
MESD															X																																	
STEM																																															
Computer Lab	X		X	X	X			X	X	X	X				X	X	X	X				X		X	X		X																				
Lecture Hall	X		X	X				X	X	X	X				X		X	X			X	X		X	X		X																			X	
Small group work space	X		X	X	X			X	X	X	X				X				X					X	X		X																				
Project Display			X	X				X	X	X	X				X																																
Robotics	X		X	X				X	X	X	X			X	X	X		X			X	X		X	X		X																				
STEM Lab	X		X	X				X	X	X	X			X	X	X		X			X	X		X	X		X																				
Science - AP Physics	X		X	X	X			X	X	X	X			X	X	X		X			X	X		X	X		X																				
Math - AP Calculus	X		X	X	X			X	X	X	X				X	X		X			X	X		X	X		X																				
Intro to Engineering	X		X	X				X	X	X	X				X	X		X			X	X		X	X		X																				
Alternative Energy	X		X	X	X			X	X	X	X				X	X		X			X	X		X	X		X																				

Room	Curtain(s)	Scrim/Teasers	Battens	Flown Acoustical Shells/Towers	Pipe Grid	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)	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
Robotics																																												
Marketing																																												
Environmental Studies																																												
Business																																												
Accounting																																												
Health Services																											X	X																
Peace Studies																																												
Psychology																																												
Future Educators																																												
Sustainable Agriculture																											X	X																
Photography																																												
Music Classroom								X																																			
Multimedia/Web Design/Film																																												
Computer Applications/ Coding/Hardware																																												
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Teen Parent Crawler Room																																												
Toilet																										X	X	X															
Changing Area																											X	X															
Nap Area																																												
Storage/Kitchen																																												
Outdoor Play Area																																										X		
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Robotics																																												
STEM Lab																																												
Science - AP Physics																											X	X																
Math - AP Calculus																																												
Intro to Engineering																																												
Alternative Energy																																												

PPS ED SPEC EQUIPMENT SUMMARY

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/printer	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
Sports Medicine	x		x	x				x	x	x	x				x	x		x			x	x		x	x		x																		
Health	x		x	x	x			x	x	x	x			x	x	x		x			x	x		x	x		x																		
Anatomy	x		x	x	x			x	x	x	x				x	x		x			x	x		x	x		x																		
AP Physiology	x		x	x	x			x	x	x	x				x	x		x			x	x		x	x		x																		
AP Chemistry	x		x	x	x			x	x	x	x				x	x		x			x	x		x	x		x	x																	
STEM Lab - biotechnology	x		x	x	x			x	x	x	x			x	x	x		x			x	x		x	x		x																		
Small Engines Lab	x		x	x	x			x	x	x	x				x	x		x			x	x		x	x		x																		
Electronic Trades	x		x	x				x	x	x	x				x	x		x			x	x		x	x		x																		
Mechanics	x		x	x	x			x	x	x	x				x	x		x			x	x		x	x		x																		
Aviation	x		x	x	x			x	x	x	x				x	x		x			x	x		x	x		x																		
Sustainable Transportation	x		x	x	x			x	x	x	x				x	x		x			x	x		x	x		x																		
Computer Labs	x		x	x	x			x	x	x	x				x	x		x			x	x		x	x		x																		
Software Engineering	x		x	x	x			x	x	x	x				x	x		x			x	x		x	x		x																		
Web/Digital Communications Lab	x		x	x	x			x	x	x	x				x	x		x	x		x	x		x	x		x								x	x								
SITE REQUIREMENTS																																														
Baseball field (1)																																														
Softball field (1)																																														
Soccer field (1)																																														
Track and Field/Football Field (1)																																														
Tennis Court (6)																																														
Spectator Bleachers																																														
Concessions/Restrooms																																														

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
Room preferred (not required); dependent on school program
Room optional; dependent on school program
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. Equipement 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 labs: 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.

Room	Curtain(s)	Scrim/Teasers	Battens	Flown Acoustical Shells/Towers	Pipe Grid	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)	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
Sports Medicine																											X	X																	
Health																											X	X																	
Anatomy																											X	X																	
AP Physiology																											X	X																	
AP Chemistry																											X	X																	
STEM Lab - biotechnology																											X	X																	
Small Engines Lab											X	X																																	
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Sustainable Transportation											X	X																																	
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Track and Field/Football Field (1)																																													
Tennis Court (6)																																													
Spectator Bleachers																																													
Concessions/Restrooms																																													

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.

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: Lifeskills: 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.

Speaker Sound System: Provide to the extent needed to support sound reinforcement systems.

APPENDIX

APPENDIX A

AREA PROGRAM CONSIDERATIONS FOR SCHOOLS WITH TARGET ENROLLMENTS DIFFERENT THAN 1,500 STUDENTS

The PPS Long Range Facility Plan identifies a planning capacity of 1,500 students as the estimated minimum school capacity when planning for replacement or full modernization of comprehensive high schools. The District's Educational Specifications for comprehensive high schools used 1,500 students as the basis for developing the area program for comprehensive high schools in the District. The area program identifies the quantity and sizes of instructional and support spaces to accommodate a comprehensive high school of 1,500 students in Portland Public Schools.

Planning for the replacement or full modernization of District high schools may use different planning capacities for different high schools depending on a variety of factors considered during the master planning process. Different components of the area program for comprehensive high schools may need to be modified depending on whether the planned capacity is below or above 1,500 students.

Below is a list of areas within the area program that need to be considered when master planning comprehensive high schools with planning capacities other than 1,500 students. Instructional and support (aka "core") spaces both need to be addressed. Generally, support spaces should not be sized for less than 1,500 students. Both instructional and support spaces will likely need to increase in area to accommodate more than 1,500 students. Additionally, the area program contains a number of "optional" spaces that should be considered when student enrollment will be greater than 1,500 students.

INSTRUCTIONAL SPACE

Classrooms

The number of classrooms programmed for individual schools will be dependent on current District diploma and credit requirements as well as a historic and future assessment of how many students enroll in classes offered at a particular high school.

The Ed Spec identifies the following type of classrooms for "core" academic subjects:

- English
- Math
- Social Studies
- Health
- World Languages

"General classrooms" should accommodate any of these subjects. Non-core classrooms include science labs, art/drama spaces and other elective courses. Teacher offices are intended to provide space for teacher planning and collaboration time and storage.

The number of classrooms needed for each subject is dependent on the District credit requirements for the subject and the number of students enrolling in each class. The number of classrooms specified in the 1,500 student area program is estimated by dividing the total number of students needing credit in a particular subject divided by the student capacity of the type of classroom divided by the number of periods the classroom is available divided by a utilization rate.

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

The Ed Specs include spaces to accommodate a variety of teaching and learning needs including SPED Learning Centers, ESL classrooms, and smaller instructional spaces. The number of these instructional spaces should be determined by each schools programmatic need. The Ed Spec identifies a student capacity for each instructional space and presumes each instructional space will be used near its capacity and near full utilization. However class sizes can vary significantly making the presumption of full capacity and utilization imprecise depending on the number of students in each class or section. This means the proposed enrollment (design) capacity may not match the actual capacity depending upon how spaces are utilized.

Implementation of teacher offices allows 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 classrooms for instructional purposes that underutilize the capacity of classroom will increase the need for additional classrooms or provide less overall school capacity.

The area program identifies the number of students ideally programmed for each type of instructional space. Variations to room sizes from the area program should also adjust the number of students that can be programmed for these spaces by the area per student identifies in Table 2.

Table 2

Space	SF/Students
General Classrooms	30
Industrial Arts (Shop)	67
Science Labs	42
Band/Choir	33
Art (2D/3D)	33

Number of Classrooms

An analysis of the number of sections or classes needed for each subject in each school best reflects the number of classrooms needed for each subject. This analysis accounts for variation in class size, however class sizes that approach the full capacity and utilization of classrooms will require fewer classrooms.

Adjusting the number of classrooms needed to accommodate different target student enrollments should follow the general format below.

General Classrooms

*Sections per subject / (periods per teaching day * utilization rate.)*

Each school administration will need to determine how the total number of proposed students will translate into specific sections by subject. For modernization projects, an assessment of how many sections can be accommodated in existing classrooms should be performed. This

assessment should include how many periods per teaching day each room is in use. The change in the number of sections required by the proposed change in the number of students (+/- 1,500 students) should be divided by the number of periods each classroom is available during a teaching day multiplied by the anticipated utilization of each room. This will result in the total number of classroom needed.

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

Learning Center

The number of Learning Centers within each high school will be dependent on the number of students requiring instruction in a Learning Center environment. The number of Learning Centers specified in the area program for 1,500 students is based on a District-wide average of SPED students. The threshold for changing the number of learning centers should be about +/- 30 SPED students.

Smaller Instructional Spaces

Additional, smaller instructional spaces/conference rooms should be added with each additional 375 students.

Teacher Office Spaces

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. The threshold for including an additional offices for teachers should be approximately one additional office for each additional 10 teaching staff.

> *Change in students / number of students per teaching staff / 80 square feet office space per teacher.*

The 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.

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 area. For the purposes of estimating gross area, 30 percent is used as the gross to net area ratio. 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 CONSIDERATIONS

"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:

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

Generally, planning for target enrollments below 1,500 students should not decrease the sizes of core spaces identified in the area program for 1,500 students. The following should be considered when sizing core spaces for target enrollments above 1,500 students:

Gymnasium

The gymnasiums identified in the Ed Specs are designed for physical education instruction, competitions, and full student assembly of 1,500 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.

The following spaces should be increased in area by 25% for each additional 500 students (beyond 1,500 students):

- Student Center
- Media Center

For student increases below 500 students the following should be considered:

- Student center/cafeteria moves to two lunches
- Ability of media center 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 at these increments. This ratio should be sufficient for students up to an additional 500. Target enrollments below 1,500 students should not cut office spaces below what is specified for 1,500 students.

Custodial Rooms

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

Toilet rooms

The number of toilets and lavatories to be provided is a function of the applicable building/ plumbing code. Different ratios exist for staff and students. At the time of this Ed Spec the 2010 Oregon Structural Specialty Code requires the following ratios:

Staff	Toilets
1-30	1
32-70	2
72-110	3
110+	1:40

The ratios listed above combine the code requirements for males and females. The current plumbing code should be consulted for the addition or subtraction of gender specific toilets for staff.

Students	Toilets
Male	1:40
Female	1:30

The size of toilet rooms varies depending on their location and function within the school. The Ed Spec currently averages a ratio of approximately 3.7 student toilets to each toilet room (not including gender neutral toilets). For the general purpose of determining the need of additional toilet rooms, one toilet room should be added for every additional four toilets needed. Additional toilets/toilet rooms should be added when the target enrollment requires it, not when planning for increases in core size.

Other considerations

City codes will determine the number of vehicle and bicycle parking areas required on site. Required parking spaces are generally dependent on the number of classrooms.

All portions of buildings on high school campuses will need to meet city/state fire code. Additional fire access may be required with increased building area.

APPENDIX B

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 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 (ie. 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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