DLRGROUP

JONATHAN LEVI ARCHITECTS

PREK-6 & 7-12 SCHOOL DESIGN STUDY

EDUCATIONAL AND PROGRAMMING STANDARDS

DECEMBER 2023

CITY of BOSTON

PUBLIC FACILITIES

Green New Deal BOSTON Public Schools

EDUCATIONAL AND PROGRAMMING STANDARDS

"If I were to have the full experience for my child, there's adequate spaces for exploration and discovery that don't involve sitting at a desk in a hard chair – creating the environments that will really push education...."

– BPS Parent

EDUCATIONAL AND PROGRAMMING STANDARDS OR EDUCATIONAL SPECIFICATIONS (Ed Specs) are design guidelines and concepts to be used by Boston Public Schools to guide new facility construction and major renovations to create inclusive and accessible learning environments that support BPS's vision of a High-Quality Student Experience.

BOSTON PUBLIC FACILITIES DEPARTMENT
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INTRODUCTION

Educational and Programming Standards or Educational Specifications (Ed Specs) are design guidelines and concepts to be used by Boston Public Schools (BPS) to guide new facility construction and major renovations to create inclusive and accessible learning environments that support BPS's vision of a high-quality student experience. Boston's vision of a high-quality student experience is grounded in the four core pillars of academic rigor for all students, strong partnerships that strengthen the learning experience, pathways that deepen learning, and school facilities that support experiential learning. The Educational Specifications presented in this document were designed with BPS's core pillars in mind.

Architects, engineers, BPS and the community will use the Ed Specs to guide their work as new projects emerge within BPS. The Ed Specs are intended to encourage collaboration to define elements that will best serve the BPS school community on a given site. Design teams are encouraged to collaborate with the community to shape conversations about new facilities and major renovations while relying on the Ed Specs to guide the baseline space needs to meet the high-quality student experience.

The Ed Specs were developed as a part of the Green New Deal for BPS School Design Study in 2023. They are intended to work with the Building and Architectural Design Standards to help accelerate progress towards BPS's goal of providing high-quality learning environments for every student, in every school, in every neighborhood of Boston. One of the key drivers of the Green New Deal is for BPS to create predictable Pre-K through 6 and 7 through 12 pathways across BPS schools. The Ed Specs outline the model space summaries for these grade configurations and how the spaces and grade levels interact within the building.

The recommendations in this document were driven by the BPS Mission and Vision, Opportunity and Achievement Gaps (OAG) Policy and the district's Academic Strategy, all of which center on equity of opportunity and access for every BPS student. BPS firmly believes that every child in every classroom is entitled to an equitable, world-class, high-quality education. The pursuit of educational equity recognizes the historical conditions and barriers that have closed off opportunities for students based on their race, ethnicity, language, disability, socioeconomic status, and other social conditions, and requires an intentional and systemic approach to dismantling structural barriers to ensure equitable access.

The six goals of the OAG Policy and the Eight Levers of the BPS Academic Strategy guide the recommendations:

OAG POLICY GOALS

Goal 1: District-wide Implementation and Oversight

Goal 2: District-wide focus on cultural proficiency as central to the work of Boston Public Schools

Goal 3: Diversity and Cultural Proficiency in Leadership and Human Capital

Goal 4: Holistic, Culturally Affirming Approach to School and Teacher Quality

Goal 5: Dismantling Structural Barriers and Providing Greater Access to Opportunities

Goal 6: Students, Families and Community as Authentic Partners

EIGHT LEVERS OF BPS ACADEMIC STRATEGY

1. High Quality, Culturally Relevant Instruction and Materials
2. Universal Pre-K and Strong Early Childhood Program and Practices
3. Social-emotional Learning
4. Continuum of Services
5. Native Language Access
6. Electives and Enrichment Opportunities
7. Community Hub Schools
8. Secondary Schools Agenda

The Learning Cohort is central to the recommendations of the Ed Specs and future learning environments in BPS. The Learning Cohort is a unique group of spaces that is home to a group of educators and students and offers different space types equipped with a variety of flexible furniture and equipment to support different learning activities. These spaces are the building blocks of the school facility. A Learning Cohort breaks down the scale of a full school and creates a cluster of classrooms to allow for high-quality learning opportunities and to build a sense of community for students and educators within the space.

The recommendations in the Ed Specs were created collaboratively with BPS Leadership and informed by needs of the entire BPS community.

GLOSSARY

Adaptive Physical Education – Physical Education that may be adapted or modified to address the individual needs of students to improve general physical health, motor skills, fundamental body movements, stamina, group participation, appreciation of sports and leisure activities, and social behavior during physical education.

Community Hub Schools – A distinct school strategy where educators, local community members, families, and students work together to review its assets and opportunities to take action to strengthen conditions for student learning and healthy development. As partners, they organize in- and out-of-school resources, supports, and opportunities so that young people thrive (Community Schools Forward, 2023).

Core Academic Disciplines – Programs of study that align with college and workforce expectations. It includes language arts, math, science, history/social science, world language, visual and performing arts, and health and wellness.

Culturally Relevant Education – A framework for education that draws on students' knowledge, customs, characteristics, cultural backgrounds and perspectives in teaching and learning.

Idea Lab – A classroom space for project-based and real-world learning that is slightly larger than a general inclusion classroom with equipment storage.

Inclusive Education – Provides all learners with equitable, rigorous access to high-quality grade-level aligned curriculum and instruction with individualized support for those that need it throughout their educational experience (**BPS Inclusive Education Plan**).

Individualized Education Plan (IEP) – A plan developed to ensure that a child with an identified disability who is attending an elementary or secondary school receives specially designed instruction and related services.

Innovation Career Pathways – Career pathways that are designed to give students coursework and experience in a specific high-demand industry, such

as information technology, engineering, healthcare, life sciences and advanced manufacturing.[1]

Inquiry – Learning that engages students in real-world learning through a process of exploring that leads to asking questions, making discoveries, and testing those discoveries in the search of new understanding.

Makerspace – A collaborative workspace for making, learning, exploring and sharing that uses high tech to no tech tools. (BPS has a specific process for implementing makerspaces, detailed in this guide.)

Massachusetts School Building Authority (MSBA) - A quasi-independent government authority created to reform the process of funding capital improvement projects in the Commonwealth's public schools.

MassCore - A state-recommended program of study intended to align high school coursework with college and workforce expectations.

Model Space Summary – A set of standard spaces for each program or department that meets the high-quality student experience and serves as the baseline for what should be included in a new or majorly renovated BPS facility.

Multi-Tiered System of Support (MTSS) - Tailors instruction based on student needs and promotes all children's academic and behavioral success.

Pull-out services – A type of instruction where students work closely with specialized services professionals outside of the general inclusion classroom, in small groups or one-on-one.

Push-in services – A type of instruction where students work closely with specialized services professionals inside the general education classroom through instructional support, differentiated instruction, or related services.

Restorative Practices – Practices that focus on creating a sense of community within classrooms to prevent conflict, encourage students to accept responsibility and rebuild relationships.[2]

1 Department of Elementary and Secondary Education. (2020). Massachusetts High Quality College and Career Pathways Initiative. https://www.doe.mass.edu/ccte/ccr/hqccp/

2 Kirsch, N. (2022, December 05). Restorative Practices for School Discipline, Explained. Future-ed.org. https://www.future-ed.org/restorative-practices-for-school-discipline-explained/

Sensory – Connected to the physical senses of touch, smell, taste, hearing and sight.

Substantially Separate Classroom – Also known as a self-contained classroom, a classroom environment outside of the general education setting for children with significant learning needs.

Structural Barriers – Obstacles that collectively affect a group disproportionately and perpetuate or maintain stark disparities in outcomes.[3]

Tier 1 Instruction - Universal, high-quality, rigorous instruction and support services are provided to all students, inclusive of students with disabilities, multilingual learners, and multilingual learners with disabilities, through inclusive practices that are evidence-based and linguistically and culturally responsive.

Tier 2 Instruction - Targeted instruction and support services are available to all identified students, including students with disabilities, multilingual learners, and multilingual learners with disabilities, in small groups. Tier 2 Instruction includes additional opportunities for students to practice the skills necessary to meaningfully participate in Tier 1 core instruction and/or services, through inclusive practices that are linguistically and culturally responsive.

Tier 3 Instruction - Intensive instruction and services support are available to identified students, including students with disabilities, multilingual learners, multilingual learners with disabilities, and advanced learners, in very small groups or individually through explicit, systematic and research-based interventions with progress monitoring in order to support students' ability to meaningfully participate in Tier 1 core instruction and/or services with universal supports, through inclusive practices that are linguistically and culturally responsive. Tier 3 is not synonymous with special education.

Universal Supports – Building level supports and strategies that help to impact changes in behavior, curriculum or programming to promote a positive and effective teaching and learning environment.

3 Simms, M.C., McDaniel, M., Fyffe, S.D., & Lowenstein, C. (2015). Structural Barriers to Racial Equity in Pittsburgh. Urban Institute. https://www.urban.org/research/publication/structural-barriers-racial-equity-pittsburgh-expanding-economic-opportunity-african-american-men-and-boys/

PART 1: PURPOSE AND PROCESS OVERVIEW

This part outlines the intent of the Educational Specifications, and the aspirations Boston Public Schools has for its learning environments. It will answer critical questions regarding spaces necessary to support future-facing teaching and learning.

PURPOSE AND PROCESS OVERVIEW

PURPOSE

Boston Public Schools believes that every child in every classroom is entitled to an equitable, world-class, high-quality education, the BPS Student Experience. Each child, especially students of color, Multilingual Learners with and without disabilities, students with disabilities, and students of low socio-economic status, should have the same unfettered access to every conceivable resource to unlock greatness within them per the BPS Opportunity and Achievement Gap Policy. The purpose of this document is to guide new facility construction and major school renovation projects to ensure that every student has access to the resources, supports, and programs they need to graduate from high school and be prepared for lifelong learning and success.

Educational Specifications are programming standards and planning concepts used by school districts to guide new facility construction and major school renovation projects. BPS's Ed Specs define elements of school facilities that will best serve educators, students, and the school community to ensure a high-quality education and learning experience for every BPS student. The Ed Specs also promote the development of equitable facilities across the district and serve as a blueprint for ensuring an equitable approach to addressing the district's facilities needs. The creation of these Ed Specs was a collaborative process that brought together BPS staff, students, and the community for conversation and sharing of ideas to help guide future-facing decisions. Current BPS guiding documents were also foundational to this collaborative process and the development of these Ed Specs. Through this collaborative process, the district's school facilities will better support teaching and learning and uphold the commitment BPS has made to its students, staff, and community.

DESIGNING WITH STUDENTS IN MIND

Guaranteeing all students access to opportunities to learn and develop their full potential is central to BPS's vision for its schools. BPS is committed to eliminating access and opportunity gaps that have led to disproportionate outcomes for traditionally marginalized students, while leveraging students' assets so that all students can perform at high levels and be prepared for college or career pathways. Specifically, the district is committed to closing achievement gaps that exist and persist among students of color, Multilingual Learners with and without disabilities, students with disabilities, and students of low socio-economic status.

To focus on achievement and access, the district is committed to eliminating structural barriers that prohibit a school's faculty, staff, and students from discovering their passions and striving in their school environment. Updating or creating flexible and accessible spaces within schools that allow for multiple modalities of teaching and learning can further support higher levels of academic achievement by expanding access to student-centered and individualized learning environments.

The recommendations in this document are inspired by the students in Boston Public Schools and provide a framework for community members to work with designers, academic professionals and administrators in the design and creation of future-facing learning spaces. This framework lays the groundwork for moving beyond the basics of a school facility and toward innovation to meet the BPS Academic Strategy, its commitment to equity of opportunity and access for all its students, and to providing every BPS student with a high-quality learning experience.

DOCUMENT ORGANIZATION

The Educational Specifications are organized into five parts:

Part 1 – Introduction and Process Overview
BPS Ed Specs are rooted in the Opportunity and Achievement Gap Policy (OAG Policy) and key principles of the BPS Academic Strategy. Part 1 identifies the drivers of change leading the district to think differently about facilities and the various strategies used to get input for this document. Part 1 also describes how all these factors come together and why certain decisions are made regarding the programming and educational spaces within Boston Public Schools. Specific recommendations and strategies for learning spaces are indicated in Parts 2-5 and further elaborated on in the Appendices.

Part 2 – A Flexible Framework For Learning
Part 2 outlines universal design principles, the Learning Cohort and space types that are the building blocks for new construction and major renovations of Pre-K through 6 and 7 through 12 schools and how these building blocks relate to each other within the Learning Cohort. This is what students, families, and community members can expect to experience from a BPS education. Additionally, these building blocks are centered on the students BPS serves. A flexible campus delivers on the promise of an excellent and equitable education, increasing access to rigorous academic programs, new enrichment opportunities, and well-designed and accessible facilities.

Part 3 – Student Experience: Beyond The Core
Part 3 focuses on all the additional space types within a school facility that complete the student experience. It provides insight on the various components of how these spaces relate to the Learning Cohort. Diagrams showing relationships between spaces are included and are intended to highlight the ideal program adjacencies for proper functionality. Further detail is provided in the Room Data Sheets in Part 6.

Part 4 – Model Space Summaries
Part 4 provides detailed lists of all the spaces that go into each campus, including quantity and sizes necessary to meet both the needs of the learning communities and Massachusetts School Building Authority (MSBA) guidelines.

Part 5 – Room Data Sheets
Part 5 provides detailed information for each space type and includes the functional information, location, orientation, and technical criteria as well as fixtures and furnishings. These Room Data Sheets serve as a bridge between the educational information included in the Ed Specs and the more technical design information that is part of the Building and Architectural Design Standards, which were also created during this process and are provided as a separate document.

ALIGNMENT WITH BPS VISION

BPS, in collaboration with the community, has articulated a vision for academic excellence to meet the diverse needs of its students. It is this vision for what should be true for all students, especially centering students of color, Multilingual Learners with and without disabilities, students with disabilities, and students of low socio-economic status, that drives the long-range facilities plan for BPS.

Green New Deal

BPS is committed to changing the way BPS facilities are managed and planned for. This planning process and the recommendations within this document aim to solve the problem that the physical footprint of BPS does not currently support the vision for a high-quality education and student experience. The BPS system has a rich history of excellence and innovation but was also built upon principles of institutional racism. The buildings have become a symptom and physical manifestation of these principles.

The Green New Deal is a shared commitment to expand safe, healthy, resilient, and inspiring learning spaces, with state-of-the-art classrooms, cafeterias, auditoriums, and athletic, outdoor, meeting and support spaces. The recommendations in this document create a vision for a new future of facilities in BPS. The Educational Specifications, along with the Building and Architectural Design Standards, prioritize quality educational and building standards, helping to accelerate progress towards BPS's district-wide facilities goals. Central to the goals is the reimagining of schools as full-service community hubs.

One of the key drivers of the Green New Deal is creating predictable Pre-K through 6 and 7 through 12 pathways in BPS schools and delivering a quality guarantee for every student, in every neighborhood of Boston. This document outlines the model space programs for these building configurations and how the spaces and grades interact within the building.

Mission and Vision

The BPS mission states: "A nation-leading, student-centered public school district providing an equitable and excellent well-rounded education that prepares every student for success in college, career, and life."

At BPS, every child in every classroom is entitled to an equitable, world-class, high-quality education. To eliminate the structural and institutional barriers to educational opportunity, a new approach and commitment to systemic change in the way funding is allocated, access to information and instruction is provided, and resources are made available to meet the needs of students to ensure equitable outcomes is required. The pursuit of educational equity recognizes the historical conditions and barriers that have prevented opportunity and success in learning for students based on their races, incomes, and other social conditions.

BPS Opportunity and Achievement Gap Policy Alignment

The BPS Opportunity and Achievement Gap Policy (OAG) is the central policy guiding the district's commitment to eliminate opportunity and achievement gaps in BPS. This policy serves as a guidepost for the development and implementation of a long-term facilities plan that ensures a clear and equitable approach to creating and maintaining buildings that inspire and support high-quality teaching and learning for all students, at every school, in every community. Using other tools and resources developed by BPS in alignment with this policy, including the use of the **Racial Equity Planning Tool (REPT)** in the planning and engagement process, the district's Academic Strategy, and its Inclusive Education Plan, BPS has laid a strong foundation for a comprehensive long-term facilities plan that supports a high-quality student experience for every BPS student. BPS's commitment to eliminating opportunity and achievement gaps drives the recommendations outlined within this Educational Specifications document.

To create more equitable access and opportunity within learning environments new construction and major renovation projects must consider and center the OAG Policy and its goals:

- **Goal 1:** District-wide Implementation and Oversight
- **Goal 2:** District-wide focus on cultural proficiency as central to the work of Boston Public Schools
- **Goal 3:** Diversity and Cultural Proficiency in Leadership and Human Capital
- **Goal 4:** Holistic, Culturally Affirming Approach to School and Teacher Quality
- **Goal 5:** Dismantling Structural Barriers and Providing Greater Access to Opportunities
- **Goal 6:** Students, Families and Community as Authentic Partners

The Ed Specs recommendations support inclusive and accessible student-centered spaces for all learners no matter what school they attend in the district. Student-centered spaces provide options that allow for student voice and choice to meet their own learning needs. The Ed Specs are also designed to aid BPS in ensuring access to high-quality educational spaces and facilities, so all students have the opportunity to live up to the greatness within them.

What Should Be True for the BPS Student Experience

Boston Public School's vision for a high-quality student experience centers around recognizing, leveraging, and supporting students' diverse skills, knowledge, and assets to unlock the potential and greatness within each student. BPS also recognizes that the work of preparing young people for fulfilling and successful futures is collective community work influenced by the relationships established, partnerships forged, and investments made in service of students. It is BPS's goal that every student – regardless of race, culture, gender, background, language, ability, or socio-economic status – have the same unfettered access to the tools, resources, and learning experiences that will allow them to thrive.

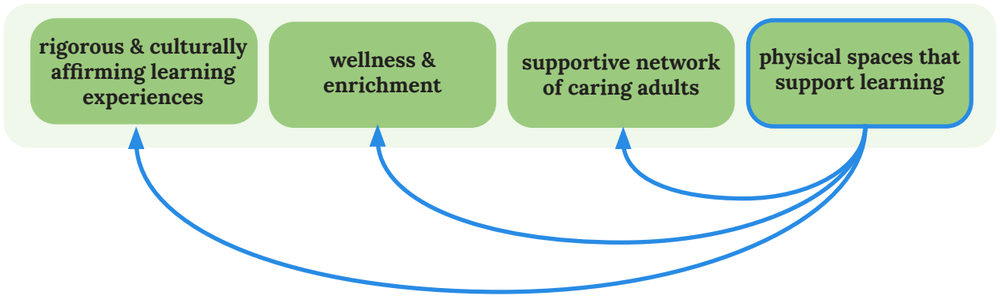
BPS has defined what every student should be provided with to create a high-quality student experience. This is the foundation and driving force of decisions BPS will make to transform the physical spaces across the district. BPS's vision for its facilities is informed by what BPS heard from students, families, and educators as critical components to a high-quality student experience:

- **Rigorous, culturally affirming curricula and instruction:** This component includes access to native language, inclusion with support, libraries and licensed librarians, all core subjects taught, visual and performing arts education, physical education, a district-wide common course catalog, computer and wi-fi and learning materials for project and center-based learning. The recommended physical spaces support these characteristics and are accessible in every facility.

- **Wellness and enrichment:** This component includes physical education, athletics (7 through 12), field trips and expeditionary learning, partnerships, fundraising equity across schools, before and after school programs, student debate, student government and Boston Student Advisory Council (BSAC).

- **Supportive network of caring adults:** This component includes social workers, school counselors, family liaisons, nurses, and additional support staff that are racially, ethnically, and linguistically diverse. It also includes access to fresh nutritious meals, support services for families and Community Hub Schools.

- **Physical spaces that support learning:** This component includes 21st century facilities and furniture, upgraded and well-maintained facilities including renovated bathrooms and improved drinking water access, cooling and heating systems that allow for a comfortable teaching and learning environment, air quality monitoring, playgrounds and gardens, gymnasiums, libraries, science labs and multi-purpose spaces, state-of-the-art auditoriums, and upgraded kitchen and cafeteria spaces.



While this document focuses primarily on the physical spaces that more directly support learning, all spaces within a school are critical to supporting a welcoming and high-quality student experience grounded in rigorous and culturally affirming learning experiences, ready access to wellness and enrichment activities, and a supportive network of caring adults.

It is also important to think about the universal expectations for BPS schools and how to know if what should be true for the BPS student experience is being achieved. BPS has identified initial "outcome evidence" and "practice evidence" to measure its continuous improvement toward that vision. Evidence indicators may change over time as part of BPS's continuous improvement efforts. In the first phase, "outcome evidence" will be measured by equitable literacy outcomes, school culture and climate, and attendance. "Practice evidence" will be measured by regional model support activities, access to high-quality materials and opportunities, aligned professional development, and critical teaming structures and processes.1 These expectations will be supported by the space types and activities within each learning space.

BPS ACADEMIC STRATEGY ALIGNMENT

The district's academic strategy focuses on the following eight levers across every school in the district to ensure equitable high-quality practices and access for all students:

- **Lever 1:** High Quality, Culturally Relevant Instruction and Materials
- **Lever 2:** Universal Pre-Kindergarten (UPK) and Strong Early Childhood Program and Practices
- **Lever 3:** Social-emotional Learning
- **Lever 4:** Continuum of Services
- **Lever 5:** Native Language Access
- **Lever 6:** Electives and Enrichment Opportunities
- **Lever 7:** Community Hub Schools
- **Lever 8:** Secondary Schools Agenda - College, Career, and Life Readiness

Lever 1: High Quality, Culturally Relevant Instruction and Materials

Central to the entire BPS academic vision and strategy is the belief that all students receive access to High Quality, Culturally Relevant Instruction and Materials. All three tiers of instruction are offered across all schools within BPS. Please refer to the glossary for the definitions of Tiers 1, 2, and 3.

Lever 2: Universal Pre-K and Strong Early Childhood Program and Practices

BPS provides its Pre-K and early elementary (K-2) teachers with a rigorous curriculum that includes effective instructional practices and relevant content-rich instructional and play-based materials, as well as training and ongoing coaching. This supports educators in effectively scaffolding routines that help children learn from grade to grade and promote agency, inquiry, and group collaboration, alongside supporting strong content that meets **Massachusetts Curriculum Frameworks**.

Lever 3: Social Emotional Learning (SEL)

BPS's SEL practices define what a safe, inclusive, culturally, and linguistically welcoming school and classroom should look like. This should include classrooms and spaces that reflect students' identities and honor their work through display. Spaces should support bullying prevention efforts and appropriate intervention. Spaces that support SEL include opportunities for student movement, space to explore various senses, and space for community meetings. These recommendations apply to all spaces within a school facility.

Lever 4: Continuum of Services - Inclusive Education

BPS's vision is for all schools to recognize the abilities, languages, cultures, and life experiences of its students to support them in having agency over their own learning and futures. Inclusive education provides all learners with equitable, rigorous access to high-quality grade-level aligned curriculum and instruction with individualized support for those that need it throughout their educational experience. Inclusion is not a place or a program but occurs in all BPS classrooms, as defined in BPS's Inclusive Education Plan.[4] A continuum of services at each school includes but is not limited to speech and language, vision, rules-based reading, occupational therapy, physical therapy, counseling, assistive technology both in general education and/or one-on-one or small group instruction inside and outside of general education settings. All schools must have space and staffing to provide these services in a way that makes the student feel included and have a sense of belonging.

4 Boston Public Schools. (2023). BPS Inclusive Education Plan. https://www.bostonpublicschools.org/domain/3031

Lever 5: Native Language Access

Being immersed in a learning environment where other adults speak the same language helps affirm and sustain the identities of multilingual learners, impacting their success. Native language access for multilingual learners helps to foster learning spaces where students feel empowered to draw upon their linguistic and cultural assets to enhance their overall academic experience. Multilingual Learners will spend more time engaging with and learning alongside their grade-level peers while receiving the language acquisition instruction they need, including increased opportunities for native language access and participation in dual language programs. Language acquisition research promotes using multilingual learners' (MLs) native language to facilitate second language development and skills transfer. However, it is essential to note that the sole use of the native language does not guarantee academic English learning or academic achievement in grade-level core subjects. The strategic use of native language in conjunction with explicit English language scaffolded instruction leads to bilingualism, biliteracy, sociocultural competency, and English language proficiency. Access to Bilingual Educational Programs and native language opportunities is critical to meeting the **OMME Strategic Plan**.

Lever 6: Electives and Enriching Opportunities

BPS students should have opportunities to thrive academically with access to opportunities that prioritize a well-rounded and enriching education. More specific information on the spaces to support electives and enriching opportunities can be found in Part 3 of this document.

Students in Grades Pre-K through 6 should have access to outdoor spaces, physical education, world language, visual and performing arts, libraries/media centers, places for exploration and engaging in inquiry, spaces that support SEL, and before/after school care.

Students in Grades 7 through 12 should have access to spaces that support SEL, counseling and restorative practices, visual and performing arts, innovative CTE spaces and integration of core academic spaces with CTE programs to foster and support interdisciplinary projects and project-based learning.

Lever 7: Community Hub Schools Framework and Model Across All Schools
All students should be provided with a rigorous, culturally relevant education and access to the rich ecosystem for which Boston is renowned. These opportunities will be provided through the **Community Hub Schools Model**. Community Hub Schools strategically collaborate with students, families, and partners, and leverage the resources of the school and broader community to produce strong academic and social outcomes for its students. They do so through wide-ranging culturally responsive experiences aligned to the six practices of community schools, designed by the **Brookings Institute**, **National Center for Community Schools**, **Coalition for Community Schools**, and **Institute for Educational Leadership**.

Lever 8: Secondary Schools Agenda
MassCore is the foundational strategy to advance access to rigorous coursework, and college, career, and life preparation across the board, including but not limited to the opportunity to access enrollment in a state university, for all BPS students. In May of 2021, the Boston School Committee adopted MassCore Graduation Requirements ("BPS Graduation Requirements") for the class of 2026 and beyond. At its core, this policy change adjusts the number of credits needed at all BPS high schools to 23, sets a minimum for course requirements in a discipline, sets specific course requirements in Math (with the completion of Algebra II) and History (with the inclusion of an Ethnic Studies course as 1 of 3 required courses) and provides a floor for the rigor of each course that counts toward graduation. This structure provides a needed guidepost for BPS's broader high school redesign strategy. Within this structure, BPS will be able to continue to provide schools with flexibility to maintain many but not all the course offerings that make their school distinctive and highly sought after. In addition to the foundational expectations of MassCore, schools must also offer some combination of advanced coursework and/or career opportunities for students.

ACADEMIC EXPECTATIONS BY CONTENT AREA

Equitable Literacy
Equitable Literacy is a district-wide multi-year instructional focus. The BPS Vision of Equitable Literacy includes:

- Centering the needs of students that are traditionally underserved;
- Ongoing learning and development for educators and leaders in the BPS Culturally and Linguistically Sustaining Practices (CLSP) Continuum; and
- Learning about and effectively implementing five research-based instructional practices across all grade levels and disciplines.

More information on the district's vision for Equitable Literacy can be found in the The BPS Early Literacy Strategy is centered around two principles:

- Centering Culturally and Linguistically Sustaining Complex Texts and Disrupting Dominant Narratives through Text Sets; and
- Phonics and Phonemic Awareness Instruction: Decodable texts and Bridging Foundations & Focus.

Mathematics
Project and problem-based math instruction that prioritizes procedural fluency, conceptual understanding, and application is central to BPS's curriculum. BPS defines effective mathematics instruction as eliciting evidence of students' current mathematical understanding via formative assessments and using that evidence as the basis for making instructional decisions.

Science
The BPS approach to science emphasizes that science is not just a series of isolated facts, but an interrelated world of inquiry. All students should engage in practice and build disciplinary core ideas and vocabulary while learning in an interdisciplinary way including conducting investigations, solving problems, engaging in discussions with teacher guidance, drawing and writing to offer explanations and support their positions. Appropriate support should be provided so that all students can engage in sophisticated science and engineering practices.

History, Social Studies, and Humanities
BPS utilizes an inquiry-based approach to teaching history and social studies. The focus is on exploring culture, people, and narratives throughout time, with an emphasis on the skills of contextualization, corroboration, and analysis. Students are expected to demonstrate civic knowledge and mastery of related skills that allows them to develop their civic identities and participate effectively in a diverse community with embedded opportunities for problem and project-based learning across all grades.

ALIGNMENT WITH COMMUNITY PRIORITIES FOR GND FOR BPS

Community engagement was a critical part of the initial planning for the development of a long-term facilities plan. More than 500 students, families, staff, partners, and community members shared their current and past experiences with BPS, and their goals for future learning environments, through a series of listening sessions and a survey. In January, February, and March of 2023, 75 small group conversations were held at 21 public listening sessions and community focus groups. Based on these conversations, an online survey was sent to students, families, staff, and community members to better understand their priorities for future facilities investment. More than 9,000 people responded to the survey, including at least 6,600 people who identified as belonging to one or more of the groups included in the OAG Policy. More information on community engagement is included in the Listening Engagement Report.

Community members emphasized the importance of well-maintained school facilities that support well-rounded students who are prepared for future careers and life beyond BPS. Spaces designed for collaboration and exploration, from athletics spaces to libraries to Science, Technology, Engineering, Arts and Math (STEAM) and Career Technical Education (CTE) classrooms, are important to students and families. Many participants also valued well-designed and open spaces within schools that support inclusive learning for students with disabilities, offering a more seamless learning experience throughout the building. Community members also expressed support for Community Hub Schools, including schools with public programming and public-use spaces, noting that they provide critical support and community for families and other community members during and beyond the school day.

> "I look for access to be equal, not separate. Everyone going in the same entrances accessing things the same way, it really does make a difference, even taking the bus, being able to take it with their peers. Disability [accommodation] is so much more than just physical access." – Community member, Disability Focus Group

> "My school would teach other skills beside the main subjects such as culinary, business, and other life skills classes. Everyone wants to have their own business and educating about business is good." – BPS Student

> "The pedagogy of how we educate children has changed dramatically and the spaces don't support that anymore. I think if I were to have the full experience for my child, there's adequate spaces for exploration and discovery that don't involve sitting at a desk in a hard chair -- just creating the environments that will really push education in this day and age." – BPS Parent

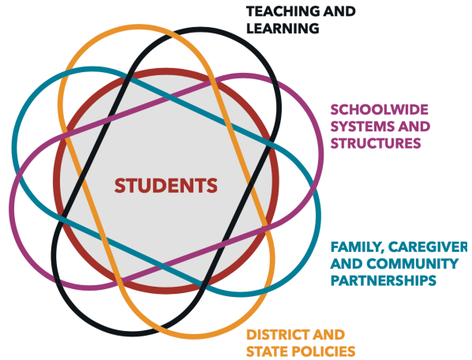
DRIVERS OF CHANGE

BPS, one of the most diverse school districts in the nation, serves, as of October 2023, 48,522 students in the culturally significant city of Boston. While Boston is known as the birthplace of public education and is home to some of the top educational institutions in the world, it is also home to some of the largest opportunity and achievement gaps. BPS strives to be at the forefront of education innovation and equity by centering students in its decision- and policy-making, with a particular focus on students of color, multilingual learners, students with disabilities, and multilingual learners with disabilities.

Opportunity and Achievement Gaps

BPS believes that every child in every classroom, in every school has the same potential to achieve greatness within them as anybody else. However, no city within the United States has realized this vision. BPS's pursuit of educational equity starts by recognizing the historical conditions and barriers that have prevented opportunity and success in learning for students based on their race, ethnicity, language, disability, socioeconomic status, and other social conditions. Opportunity and achievement gaps have been created and institutionalized over centuries. Eliminating them will require dedication and an intentional and strategic community-wide effort. Boston aims to eliminate the persistent opportunity and achievement gaps that have disproportionately impacted marginalized students and become the first city in the United States to achieve educational equity.

According to the **National Equity Project** and **Building Equitable Learning Environments (BELE) Framework**, "There has never been a greater time to come together and rebuild the education system into one that truly serves every student."



BELE Framework - A guide to building equitable learning environments

Shifting Educational Landscape

The needs and expectations of today's students have shifted significantly from traditional schooling from decades past. Today's learners are growing up in a more technologically advanced world with global access at their fingertips and new jobs being created every day. Today's learners must be prepared for a rapidly evolving and more globally connected world, continuous advances in existing and emerging industries, and an ever-widening landscape of opportunities. This constant evolution influences the way students learn and engage in the classroom. The ability to think critically, problem solve, communicate well, and collaborate are among the essential future-ready skills that today's students must gain to succeed in today's world. This is an age in

which technology, robots, artificial intelligence, and big data are fundamentally changing the way people live, work, and relate to one another. Students now must also master the skills to be able to address complex problems and build the emotional intelligence and cognitive flexibility (SEL) to be life ready.

Future-Ready Skills

The World Economic Forum also identifies skill sets that they consider necessary to thrive in today's world. Among them are the need to develop grit, perseverance, an intrinsic desire to learn and the capacity to empathize with others. This requires a teaching and learning environment that is inquiry based and provides the opportunity for deeper learning to support the development of these skills. This, in turn, impacts space and facility design to support deeper learning. Michael Fullan, educational researcher and author, shares that learning that incorporates these skills is considered deep learning or learning that sticks for life. Innovative and student-centered spaces are needed in school facilities to support this deep learning. Research shows that these types of spaces support an inquiry-based approach to learning, which affords greater access to learning for all learners and better meets their unique needs.

Social Emotional Learning

Researchers from Harvard share that "SEL helps address the non-academic skills that individuals need in order to set goals, manage behavior, build relationships, and process and remember information."[5] The Collaborative for Academic, Social, and Emotional Learning (CASEL) states that "SEL advances educational equity and excellence through authentic school-family-community partnerships to establish learning environments and experiences that feature trusting and collaborative relationships, rigorous and meaningful curriculum and instruction, and ongoing evaluation. SEL can help address various forms of inequity and empower young people and adults to co-create thriving schools and contribute to safe, healthy, and just communities."

5 Ecological Approaches to Social Emotional Learning (EASEL) Laboratory. (n.d.). Explore SEL. http://exploresel.gse.harvard.edu/about/

THE BOSTON METROPOLITAN ECONOMY

An additional driver of change is the vast array of opportunities that Boston's rich and diverse metropolitan economy offers. BPS must prepare students to leverage and be able to access the many opportunities that surround them. The greater Boston area is home to some of the most innovative higher education institutions and medical facilities in the world; institutions that are on the cutting edge of medical discoveries and technological advances. Well-established medical organizations and centers, such as Mass General Brigham, Boston Children's Hospital, and Beth Israel Deaconess Medical Centers, are some of the area's largest employers. World-renowned higher education institutions such as Boston University, Northeastern University, Boston College, Harvard, and MIT also attract countless talented individuals to the area. Given this, it is no surprise that the Education and Health Services industries employ the highest percentage of employment in the Boston-Cambridge-Newton, MA Division, at 25.8%.[6] The second and third highest percentage of employees in non-farm sectors work in Professional and Business Services (23.6%) and Trade, Transportation, and Utilities (13.5%). As of March 2023, the highest growing market over a one-year span is in Leisure and Hospitality at a 5.5% increase.[7] Notable companies with headquarters in Boston include Fidelity Investments, Gillette, and General Electric.

6 U.S. Bureau of Labor Statistics. (2023, July). Boston Area Employment. https://www.bls.gov/regions/northeast/news-release/areaemployment_boston.htm/

7 U.S. Bureau of Labor Statistics. (n.d.). Boston-Cambridge-Newton, MA Economy at a Glance. https://www.bls.gov/regions/new-england/ma_boston_nd.htm

SUMMARY

In summary, innovation has changed how and what students must learn to succeed in today's world. Today's students need a more comprehensive skill set (cognitive, social and emotional) to thrive in this rapidly evolving world. They require skills that are universal and transferable that will allow them to be competitive in emerging industries, to successfully navigate complex issues, and to excel at home, in school, in the workplace, and in the greater community.

Schools now focus on delivering curriculum content in a way that fosters these skill sets and develops future-focused, inquisitive minds. School facilities impact teaching and learning in profound ways. When designed flexibly, schools serve as the perfect vehicle for movement, collaboration and individual work that promotes inquiry-based learning. Flexible and student-centered spaces support the inquiry style delivery of instruction so that all students can excel academically, emotionally, and socially after high school.

PROCESS FOR DEVELOPING EDUCATIONAL SPECIFICATIONS

The process for developing Boston Public Schools' Pre-K through 6 and 7 through 12 Educational Specifications was a collaborative effort by the City of Boston, Boston Public Schools, Boston Public Facilities Department, the Boston community, and DLR Group. The outcome of this effort is a framework to ensure equity for new school facilities and guidance for major renovations of existing school facilities. The process involved a series of future-facing visioning workshops, focus group meetings, and other activities designed to understand the district's educational program, goals, priorities, and needs. Each of these workshops, meetings and activities resulted in the development of recommendations within this document to provide new interpretations of learning environments at BPS.

ENGAGEMENT AND EDUCATIONAL VISIONING WORKSHOP

The traditional setting of individual desks in rows is an instructional model that no longer supports success for today's students. School facilities must lend themselves to teaching and learning approaches that allow students to build the skills they need to succeed academically and in life, in a rapidly evolving world. The educational work groups discussed the need for a technology rich environment and inquiry-based learning experiences in a safe and flexible facility. The built environment now becomes a tool that can be customized to support different teaching approaches and individual student needs.

BPS School Committee members, leadership, staff, and community members participated in a day and a half of Learning Connections workshops with DLR Group to identify priorities to focus clearly on what is important for teaching and learning when supported with appropriate spaces, technology, furniture, safety, and security. Participants worked on what the future in BPS schools could look like. A summary of the activities and outcomes is provided below.

Learning Connections

The first activity was to identify the type of teaching and learning that best meets the goals for the future-facing learning. Participants were presented with a set of cards that identified different types of teaching and learning and were asked to select one card for teaching and one card for learning. The most selected cards for the type of learning experience are listed below, along with the definitions provided for each card:

- Authentic/Real World Learning: learners explore, discuss, and meaningfully construct concepts and relationships in contexts that involve real-world problems and projects that are relevant to the learner.
- Constructivist Learning: learners construct knowledge rather than just passively take in information. They build upon experiences and representations and incorporate new information into pre-existing knowledge.
- Inclusive Learning: providing access to opportunities, resources, and classes for all learners without segregation.
- Personalized Learning: learning is tailored to the preferences, interests, and passions of the learners. Instruction is paced to the learner's unique needs. Learners set goals with educators' support.

Participants then selected a card for teaching that would best support the type of learning that was selected. The most frequently selected cards were:

- Inquiry-Based Teaching: a dynamic form of active learning that begins with inquiry, problems, or scenarios. Learners then identify, investigate, and research issues and respond to challenges or complex problems.
- Teaching Through Facilitation: the educator's role is to create an engaging atmosphere that generates autonomous student learning.
- Differentiated Teaching: a practice where the content, process and resources are tailored to meet individual needs.

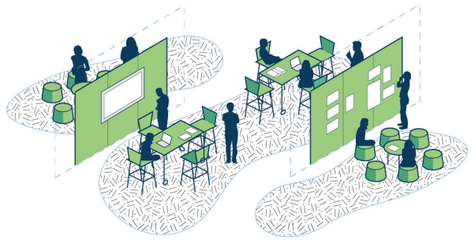
In group discussion following the selection of the cards, participants felt that Authentic/Real World Learning and Teaching Through Facilitation were most representative of where BPS is headed. As one participant stated, "The BPS community is global; we have to learn how to interact with people of different cultures in order to gain understanding and learn from one another." Teaching through Facilitation supports Authentic/Real World learning because it builds the capacity of the learners. Empowered students become independent learners.

Participants were also asked to prioritize types of spaces, furniture, technology, and safety and security measures to help round out the vision for teaching and learning in BPS schools of the future. Participants selected Media Labs/Idea Labs, Creative

Work/Makerspaces, Spaces that can be Easily Adapted/Changed, Spaces for Professional Development, and Outdoor Learning areas as the space types to best support Authentic/Real World learning and Teaching Through Facilitation. Under the Furniture and Technology categories, participants selected Flexible/Adaptable Furniture and Flexible Technology. Under the Safety and Security category, participants selected the Health & Wellness card as a priority, which emphasizes a holistic view of wellbeing in support of feelings of safety.

Day in the Life

This activity allowed for analysis of the current and future state of teaching and learning through a student's eyes. Working in separate groups by grade level span (Pre-K through 6 and 7 through 12), participants put themselves in the shoes of BPS learners by imagining characteristics of a student, and then mapped the types of learning activities that students engage in throughout the day. After mapping the current state, participants were asked to think about the future state they would want to see, backed by research and case studies.



Grades Pre-K through 6

Participants shared that they envisioned a future where students are exposed to experiences that inspire and spark curiosity, imagination, and creativity; all of which are areas that increase student engagement and increase inquiry-based skills such as investigation and research. Students should have more dedicated time to use outdoor spaces and have access to more open and flexible spaces in which to be active. This will not only increases brain stimulation to support increased engagement but also has a positive impact on a student's mental and physical health and wellbeing. It also increases opportunities for social interaction and connection. Exposure to fresh air, natural light, and nature supports students' wellbeing and enhance their daily school experience.

Participants envisioned students involved in inquiry-based learning activities where they become "owners" of their knowledge acquisition – motivated, engaged, and self-directed. Space is used as a flexible tool that encourages formal and informal learning and readily adapts to the activity when needed.

In this newly envisioned reality, only a small portion of the day would be spent in large group settings. Small group time would be used for most learning to allow for greater support, collaboration, and brainstorming. Activity and movement become intentional and consistent threads woven through all periods of the day.

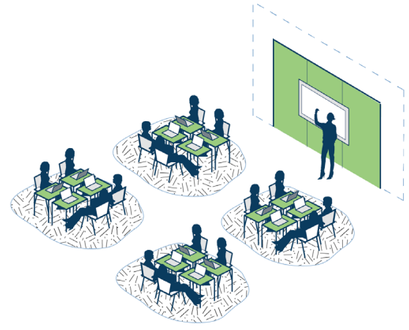
Grades 7 through 12

Participants in this workshop shared that where students spend their time is a message from the district about what is important. This message can be communicated and branded by the programs, learning opportunities, experiences and supports provided to the students.

There was great emphasis on ensuring that students are "ready" to learn and understand the need for all students to be physically and mentally well, and to have strong relationships and a connectedness to school. Participants would like to see social time or one-on-one check-ins at either end of the school day to give students an opportunity to connect with an adult who knows them well and can provide academic and/or emotional support.

As in the Pre-K through 6 workshop, participants imagined a future where less time is spent in large group instruction in favor of small group or individual learning experiences. This would offer students the opportunity to strengthen relationships, supports multiple pedagogies for more individualized learning opportunities and a culture that is student-focused and educator-guided. With proper space considerations and choices, classes would have the flexibility to be held in spaces designed to suit the learning of the moment and adjust, when necessary, both inside and outside the building.

All spaces would provide opportunities for learning. Cafeterias would no longer be used just for lunch; they would be open for learning throughout the day. Likewise, alcoves and open spaces in expanded, well-designed corridors can be used for small groups and individualized independent work. All school spaces should support instruction, community building, mindfulness, and smaller group activities. Hands-on activities encourage creating and experiencing, which impact student engagement and outcomes by supporting an inquiry-based learning model.



SCHOOL VIRTUAL TOURS

BPS leadership took virtual tours of 10 schools to explore school designs for all grade levels across the country. The schools they toured aligned with

best design practices to support experiential learning as defined by research. Afterwards, participants reflected on the different elements of the schools they toured and highlighted spaces and features that would support teaching and learning throughout BPS. Participants shared feedback on the spaces they saw within the schools they toured virtually. Aspects of the feedback are included in the recommendations.

FOCUS GROUP MEETINGS

A series of 21 program area focus meetings were conducted with BPS stakeholders. The purpose of these focus group meetings was two-fold: (1) to gain an understanding of the current educational program approach at BPS, and (2) identify future programmatic approaches, strategies, and priorities, and the space use and needs that would support them. Participants in these educational programs focus groups also reviewed existing standards, guidelines, and instructional philosophy at BPS. The groups identified current programmatic needs and shared their long-term vision for the district's educational program, which has been integrated into this document.

ED SPECS WORKING GROUP

BPS leadership convened a group of academic leaders for standing working group to help guide, evaluate, and recommend approaches for the Ed Specs to align with BPS's academic vision.

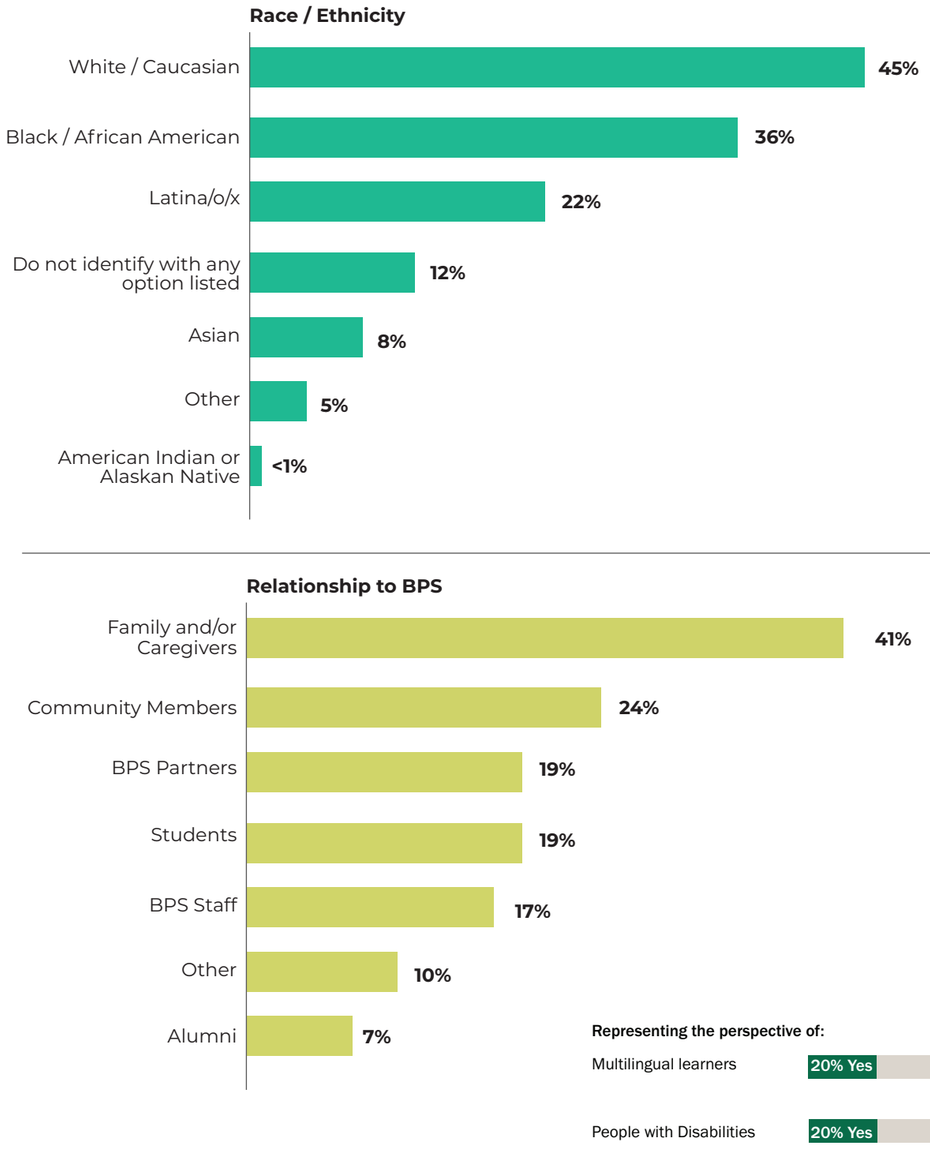
This group collaborated with DLR Group to translate curriculum goals and expectations into space and facility recommendations.

LISTENING SESSIONS AND COMMUNITY FOCUS GROUPS

In January, February and March of 2023, BPS held 21 listening sessions and in-depth conversations with a total of more than 500 students, families, educators, alumni, and community partners. Participants were asked about their BPS experiences – what is challenging or frustrating? What is going well? What are your hopes for the future? These listening sessions provided a clearer understanding of what the current BPS experience is for different stakeholder groups, surfaced concerns or barriers that need to be addressed, and ensured that the vision for what the ideal BPS experience should be reflected the dreams and goals of all stakeholder groups. The figure below provides demographic data of the participants.

After the listening sessions, BPS issued a survey to the broader community that generated more than 9,000 responses. The survey reported back what was heard in the listening sessions and asked the community to prioritize the issues that should be addressed through BPS Capital Planning. More information on what was heard can be found in the Listening Report. There were many community priorities that influenced the recommendations within the Educational Specifications, including:

- Consistent, high-quality academic programs for all students, including programs for students with disabilities and multilingual learners with and without disabilities
- Mental health and social-emotional support
- Increased support for teachers and staff
- Maintenance of school facilities
- Access to a variety of indoor spaces to support a rich student experience, such as art rooms and science classrooms and labs
- Outdoor spaces for learning, play and sports
- Indoor environmental conditions
- Technical training and career pathways
- Before- and after-school programming and partner spaces
- Inclusive education



BOSTON PUBLIC FACILITIES DEPARTMENT
DLR GROUP | JONATHAN LEVI ARCHITECTS

LEARNING SPACE RESEARCH

Why should educators care about school design? Researchers Dr. John Hattie[8] and Professor Peter Barrett[9] determined that learning spaces can impact learner achievement by 16% positively or negatively. They identified three major areas that need to be addressed in school facility design to support achievement in schools.

- Naturalness and nature within learning spaces such as daylight, ventilation, and proper temperature.
- Individualization and stimulation defined as students feeling that the classroom belongs to them when they have input, voice, and choice in it.
- Stimulation which is the balance between spaces that supports different learning activities throughout the learning process such as individual time, small group, medium group, or large group for movement, engagement, research, and collaboration; researchers note that learning spaces should neither be too calm and quiet nor be too chaotic, but a balance and/or variation.

The spaces and their qualities recommended in the Ed Specs include various activity settings to support the cycle of student learning. These settings include performance and presentation space for engaging activities, project presentations and community participation in schools; calmer spaces for reflection or individualized work; inspirational spaces where students can ideate and create; and spaces for brainstorming, research, and collaboration.

Buildings should be designed so that learning can easily happen throughout the building and not primarily in an assigned classroom space. There should be enough flexibility in spaces to facilitate opportunities for team-teaching between adjacent classrooms, and for classes to blend. Educators should have space to collaborate with other adults, and the building sight lines should be such to allow for adequate supervision by educators of student collaborative spaces. Providing a variety of flexible spaces with a variety of furniture options, combined with allowing students choice in where and how they learn, promotes student agency and allows schools to provide a wide range of learning experiences.

8 Hattie, J. (2008). Visible learning: A synthesis of over 800 meta-analyses relating to achievement. Routledge.

9 Barrett, P., Davies, F., Zhang, Y., & Barrett, L. (2015). The impact of classroom design on pupils' learning: Final results of a holistic, multi-level analysis. Building and Environment, 89, 118-133. https://doi.org/10.1016/j.buildenv.2015.02.013

BOSTON PUBLIC SCHOOLS PREK-6 & 7-12 SCHOOL DESIGN STUDY | EDUCATIONAL AND PROGRAMMING STANDARDS

PART 2: FLEXIBLE FRAMEWORK FOR CORE LEARNING

This part outlines the intent of the Educational Specifications, and the aspirations Boston Public Schools (BPS) has for its learning environments. It will answer critical questions regarding spaces necessary to support future-facing teaching and learning.

FLEXIBLE FRAMEWORK FOR CORE LEARNING

PURPOSE

This section of the Ed Specs addresses what should be true for every learning environment in BPS. It includes the building blocks for the Learning Cohort and how the spaces for it should be arranged. Each design team will work with the school community and District leaders to provide the space types needed to support the academic vision of BPS.

Ed Specs are based upon the Flexible Framework for Core Learning and three other key design components, described in detail below:

- Universal Design Principles
- The Learning Cohort
- The Learning Cohort: Space Type Components
- The Learning Cohort: Layout Examples

A priority for BPS is ensuring inclusive learning opportunities for all students and ensuring that those with special learning needs are seamlessly integrated into general instruction. While skilled educators can differentiate the learning and meet students where they are in any space, it becomes easier when supported by different space types and a strong team culture among educators.

Flexible spaces arranged into learning cohorts support student deep learning.[1] Borrowing from Hattie & Zierer's[2] work on teacher mind frames, these types of spaces also support educators' ability to focus on learning and the language of learning and engage with students in dialogue, versus monologue.[3] Shared ownership of spaces in a learning community model also allows for shared ownership of learners. This supports meeting the needs of individual learners and allows educators to teach to their strengths, both of which are aligned with BPS goals for inclusion and strong Tier 1 instruction.[4]

Students who learn in flexible spaces that include a variety of settings for different learning activities and along with choice in size of spaces and types of furniture, demonstrate more self-managing behaviors, more empowerment, and more collaboration.[5]

1 Murphy, D. J. (2020). Relationship between innovative learning environments, teacher mind frames and deep learning [Doctoral dissertation, University of Melbourne].
2 Hattie, J., & Zierer, K. (2018). 10 Mindframes for Visible Learning: teaching for success. Routledge: New York.
3 See Footnote 1.
4 French, R. (2021). The Transition to Innovative Learning Environments: A Systems View of Design and Organisational Factors [Doctoral dissertation, University of Melbourne].
5 French, R. (2021). The Transition to Innovative Learning Environments: A Systems View of Design and Organisational Factors [Doctoral dissertation, University of Melbourne]; Saltmarsh, S.,

UNIVERSAL DESIGN FOR LEARNING

BPS's vision is to provide a student-centered environment and the tools, resources, and instruction necessary to prepare all students for success in college, career, and life. This aligns with the Universal Design for Learning (UDL) framework referenced in Boston's District Accommodation Plan.

Another BPS priority for inclusion of UDL is support for equitable and deeper learning experiences for all learners through an inquiry style approach. UDL is a framework to improve and optimize teaching and learning for all students and educators based on scientific insights into how humans learn. UDL gives all students an equal opportunity to succeed, offers flexibility in the ways students access material and demonstrate what they know, and suggests different ways to keep students motivated.

UDL guidelines include multiple means of engagement, representation, as well as action and expression. The guidelines and principles support an equitable approach to teaching and learning by allowing students autonomy to learn individually, in a small group, and in large groups. Fulfilling the UDL guidelines requires various types of learning spaces to support presentation, demonstration, performance, experimentation, and reflection.

Working in unison with the UDL framework are Universal Design Principles. These principles are defined by the **Center for Excellence in Universal Design** as the design and composition of an environment so that it can be accessed, understood, and used to the greatest extent possible by all people regardless of age, size, ability, or disability.[6] All spaces within BPS schools should be designed to meet the needs of anyone who enters the facility. This not only supports those with diverse needs and abilities but creates better design for all users.

Universal Design Principles incorporate a variety of strategies and approaches for designing accessible school spaces through the **seven principles of Universal Design**:

1. Equitable use
2. Flexibility in use
3. Simple and intuitive use
4. Perceptible information
5. Tolerance for error
6. Low physical effort (Efficient use design)
7. Size and space for approach and use

Universal Design Principles should be considered when designing new school facilities or major renovations to existing school facilities, and incorporated to the greatest extent possible whenever changes are made to school buildings and their sites.

Chapman, A., Campbell, M., & Drew, C. (2015). Putting "structure within the space": spatially un/responsive pedagogic practices in open-plan learning environments. Educational Review, 67(3), 315–327; Tondeur, J., Herman, F., De Buck, M., & Triquet, K. (2017). Classroom biographies: Teaching and learning in evolving material landscapes (c. 1960-2015). European Journal of Education, 52, 280–294.

6 Center for Excellence in Universal Design. (n.d.). What is Universal Design. https://universaldesign.ie/what-is-universal-design/

BOSTON PUBLIC SCHOOLS PREK-6 & 7-12 SCHOOL DESIGN STUDY | EDUCATIONAL AND PROGRAMMING STANDARDS

Equitable Use

To the greatest extent possible school environments should be designed for use by the greatest number of people possible. Spaces should not be segregated for different purposes. Spaces should include provisions for safety, security and privacy for all users, and should be made appealing to students, educators, and families. Strategic small group spaces should be provided strategically to accommodate all identified Tier 2 and Tier 3 services for all abilities, including accommodations for de-escalation, lunch bunches and small group counseling.

Flexibility In Use

Spaces in BPS schools be designed to accommodate a wide range of individual, accessible preferences and abilities for students and educators. This can be achieved by providing choice, accommodating right and/or left-hand access, and providing adaptability for different functions throughout the school day and over the course of many years. Designing for the future and creating spaces that are flexible allows BPS to optimize space in an efficient manner to meet the needs of students and educators now and into the future.

Simple and Intuitive Use

Spaces in BPS schools should be easy to understand and navigate, regardless of the user's experience, knowledge, language, skills, or concentration level at any given time. This means eliminating unnecessary complexity, being consistent where possible, accommodating a wide range of literacy and language skills, and arranging information consistently according to what is most important to building users. The school building should communicate an inviting and welcoming environment through exterior

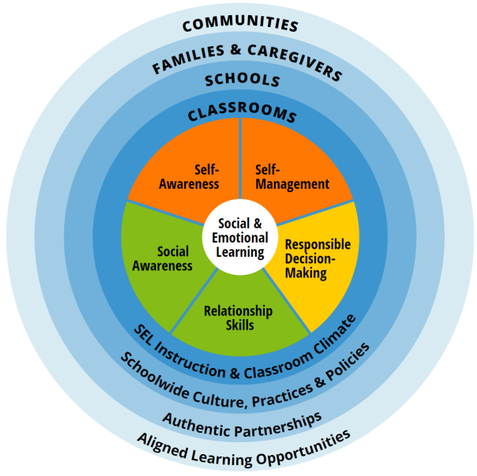
signage customized to the school community. This should include considerations for furniture, lighting, wayfinding, and physical access to spaces.

Perceptible Information
BPS school facilities and spaces in BPS should communicate the necessary information, regardless of lighting conditions or the user's sensory abilities. Using multiple visual, verbal, and tactile methods for presenting important information is essential. Good contrast between essential visual information and the background on which it is placed ensures legibility. Wayfinding elements should be clearly differentiated and intelligible to people with sensory differences so that it is easy to give them directions and for them to find their way.

Tolerance for Error
Buildings and spaces should be designed to minimize the adverse consequences of unintended or accidental actions. Where hazards are unavoidable, provide multi-sensory warnings and fail-safe features.

Low Physical Effort (Efficient Use Design)
Buildings and spaces should be designed to be used efficiently and comfortably with minimal effort and fatigue. This can be achieved by providing flexible, ergonomic furniture that is appropriately sized, support neutral body positions, and can be easily moved with reasonable operating forces. Repetitive actions and excessive physical effort should be minimized.

Size and Space for Approach and Use
Buildings and spaces should be designed for easy approach, reach and manipulation and use regardless of the user's body size, posture, or mobility. Clear lines of sight should be provided for both seated and standing users. All components, like door handles and fixtures, should be reachable and accommodate a variety of hand and grip sizes and strengths. Additionally, all spaces should have adequate space for the use of assistive devices, service animals, and additional human assistance.



Collaborative for Academic, Social, and Emotional Learning (CASEL). (n.d.). CASEL SEL Wheel [Image]. https://casel.org/fundamentals-of-sel/what-is-the-casel-framework/

SPACES FOR WELLNESS AND COMMUNITY

Physical space impacts student's health; school facilities can play a role in addressing health equity, which impacts learning. The BPS Wellness Policy and the Whole School Whole Community Whole Child Model are central to defining the spaces that support students. Adequate space and consideration should be provided to promote health and wellness, such as play spaces, sensory spaces, spaces for counseling services, hallways that can serve as learning spaces (active hallways), and spaces with privacy. School spaces should be provided for partner organizations to use throughout the school day as well as before and after school.

Schools should promote an inviting, inclusive, and comfortable environment for learning (academic, social, and emotional) to happen anytime and anywhere in the building. This can be individually, in small, medium, or large groups or multiple classes. The physical environment should be an inviting space that provides opportunity for students to engage in academic and non-academic (social skills or social emotional learning) learning and receive feedback from educators. This feedback can occur in academic and social situations. According to the BPS Health and Wellness Department, transformative Social Emotional Learning (SEL) is a process whereby young people and adults build strong, respectful, and lasting relationships that facilitate co-learning to critically examine root causes of inequity and to develop collaborative solutions that lead to personal, communal, and societal wellbeing. This occurs by delivering SEL lessons directly to learners, within specific social and academic situations both inside and outside of the classrooms. To support this, learning spaces should include adequately sized classrooms with space and furniture for learners to be able to think, cool down, pause, and reflect on how they are feeling or get the support they may need. **Think spaces** and sensory spaces are embedded throughout the Learning Cohort, both inside and outside the classroom. These spaces are designed to instill agency in the student: students choose when to use them. Designing active hallways also supports SEL through its approach to sensory exploration, stress reduction, creativity, and movement. The entire Learning Cohort becomes a shared space for learning and connection.

BPS guidance on creating an inclusive culture includes "creating sensory friendly learning environments".[7] The Equitable Multi-Tiered System of Support (MTSS) also calls for student-centered support for wellbeing.

Boston Public Schools. (n.d.). Transformative SEL Instruction [Image]. https://www.bostonpublicschools.org/seli

7 Boston Public Schools. (2022). Towards a Culture of Achievement and Inclusion for ALL: Cultivating an Inclusive District in the BPS.

SAFETY AND SECURITY

Space impacts physical and mental wellbeing. Buildings and sites must ensure student and educator safety and security while creating a welcoming, inclusive environment that supports teaching and learning, and creates a sense of belonging. Creating a positive and safe school relies on the Relational Safety Framework components:

> **Human connection** is the relationship between and among people to establish and sustain a sense of security, trust and belonging. Relationships and connections between people build deep and meaningful connections to create a sense of security, trust and belonging.
>
> The **Environment** plays a key role in a safe and secure school. Humans naturally desire environments that are predictable and orderly. This provides them with a sense of control, which in turn influences perceptions and behaviors. The use of space, technology, materials, and time all contribute to the physical environment so that security and safety are integrated with the school facility, not added on to it.
>
> **Technology** can help to create a safe environment for users of a school facility by impacting how they interact with others and their environment. Safety and security technology increasingly contributes to a safe and secure school.

These components work together to create a sense of trust and security throughout the school. However, this does not guarantee safety. Implementation of principles of **Crime Prevention through Environmental Design (CPTED)** help create a safe and secure environment to promote the best possible learning and prevent or minimize the impact of devastating events. The Relational Safety Framework provides a foundation for school communities that integrates CPTED principles of natural access control, natural surveillance, territoriality, activity support, and ease of maintenance. Additionally, there are two major frameworks that security and safety use: ANSI and NFPA code series. The American National Standards Institute (ANSI) is a private, non-profit organization that administers and coordinates the U.S. voluntary standards and conformity assessment system. NFPA publishes more than 300 consensus codes and standards intended to minimize the possibility and effects of fire and other risks. Combined, these two groups provide the necessary guidance for fire and life safety in buildings. The NFPA 101 Life Safety Code should be the path in design of safe environments.

From an emergency management perspective, the design of a safe school encompasses a secure infrastructure coupled with a prepared culture where all stakeholders in the school community are considered and coordinated. This can be as simple as a welcoming face immediately upon arrival as well as signage indicating direction and the presence and availability of safety equipment and personnel.

For each major facilities project, BPS District staff will work in close collaboration with partners across the City of Boston to ensure District and City safety policies and procedures are adhered to with the goal of maximizing the safety and wellbeing of the BPS community. In addition, key design considerations for BPS school facilities include:

Welcoming Environment
Cultural responsiveness, cultural competence and mutual respect are essential to creating an environment in which individuals feel safe, secure, and have a sense of belonging. Spaces within a school should be designed to support the development of relationships and connections among the people that use it.

Secure Entrance
The location, design, and layout of the main entrance to a school play a significant role in making users and visitors feel welcome, safe, and secure. Visitors should enter through a secure vestibule that has direct access to the main office. Views from the main office should include sight lines to the building approach, the entry vestibule, and the lobby beyond.

Zones of Use
There should be compartmentalized zones inside the school to control access in case of emergency. Compartmentalization also supports before- or after-hours use of the school facility by community members. Compartmentalizing a building allows certain zones of the building to be closed off at the discretion of the school leadership. Further compartmentalization should be carefully planned to provide for safe zoning without compromising safe egress and accessibility.

Lines of Sight
Adequate sight lines between learning spaces and shared, collaborative spaces will help to reduce bullying and violence. Creating clear lines of sight through windows between enclosed spaces, corridors, and open spaces, and avoiding concealed areas wherever possible allows for greater natural supervision by educators and staff. This form of supervision helps students, educators, and support staff feel safer and more relaxed in school. Entry doors to classrooms and other enclosed spaces should have clear glass sidelights. Clear sight lines to restroom and stair entrances should be maintained. Lines of sight into the building should also be considered, especially at grade level, where classroom and other windows should not extend down to the floor; BPS limits the use of full height exterior windows, especially at grade level, to reduce direct lines of sight into classrooms and other occupied spaces.

Technology
Technological solutions can further support and promote school safety and security. In considering the use of technology to enhance school safety, it is important to consider the overall impact the technology can have on a school's culture. Many types of technology are available, such as entry control equipment, video surveillance technology, two-way communication systems, alarm and protection systems, and others. Technology should be minimally invasive while providing an adequate level of security to support preventative and reactive safety measures.

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FURNITURE

Flexibility has been shown to be an influential factor in classroom performance; furniture can greatly enhance the benefits of flexibility in learning environments. Flexible furniture can change how a space functions. Spaces should be equipped with ergonomic furniture that enables all users to engage in learning experiences appropriately and comfortably. This may mean providing multiple types of tables and seating to accommodate student choice and a range of student sizes. Furniture should allow for students to move even while seated to support movement, which is essential for their brains to engage and focus. Additionally, consideration should be given to the weight, durability, and mobility of furniture.

Different learning activities require different furniture and different furniture configurations. For example if students are working on a collaborative project for which interaction and discussion are core activities, the furniture should adapt to the group size and tools, but when they are reflecting on their work or need to take a break and relax soft seating will be more appropriate. Allowing students to choose their seating style gives them agency and empowers them to be active participants in their own learning.

For many activities agile, mobile furniture is needed to reconfigure a space quickly and allow it to be used flexibly in multiple ways. The weight and durability of furniture should be considered to ensure stability and safety when it is moved.

Please refer to the Furniture Catalog for more information.

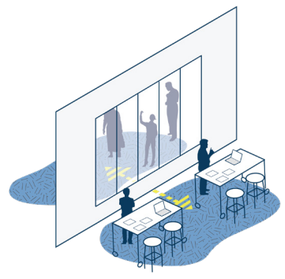
SPACES FOR EDUCATORS AND STAFF

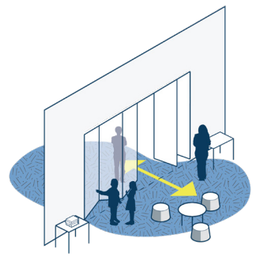
Spaces for educators and staff should accommodate the ability to plan, rejuvenate, and support all staff. They should also support basic needs such as hydration, nourishment (adequate refrigerators), socialization, collaboration, and independent work.

Since educator collaboration is the engine that drives the larger professional learning community of adults, the time spent collaborating is essential to support overall teaching and learning goals. Spaces for collaboration are necessary planning, lesson development, performance reviews, recharging, and professional learning. These professional workspaces not only allow for adult connection, but they also provide a consistent space to support and promote teaming.

The Learning Cohort is a unique group of spaces that is home to a group of educators and students and offers an interconnected array of different space types equipped with a variety of flexible furniture and equipment to support different learning activities. This core “building block” of the school facility is developed to provide a variety of spaces and functions to support the educators and students in the work they do.

All spaces should be accessible and designed to accommodate inclusive education. General classrooms, specialty instructional rooms, and supporting spaces may be organized within a facility as Learning Cohorts. Learning Cohorts within schools should consist of +/-150 students that are accommodated by clustered classroom design with shared common spaces. This spatial organization allows space for high-quality learning opportunities and creates a sense of community. By creating a culture of belonging within a Learning Cohort, the staff and students develop a sense of shared responsibility for the spaces and each other. This model also promotes safety through natural surveillance as spaces are physically and visually connected.





THE LEARNING COHORT

The BPS Learning Cohort is made up of multiple spaces. These spaces include:

- **General classrooms** are instructional spaces that provide flexibility to support a variety of educational options, strategies, and approaches. Classrooms should be large enough to accommodate an inclusion education including supporting learning activities for whole groups, small groups, individual instruction, and decompression. This is the primary learning space for students to engage in core instruction. These are designed as full inclusion classrooms where students can receive push-in services. These classrooms can also be connected to support team teaching and co-curricular activities. These rooms are equipped with appropriate storage, teaching tools and technology.
- **Substantially separate classrooms** are the core learning space for students whose IEPs require services outside of the general inclusion classroom more than 60% of the time. They should provide the same level of high-quality instruction while also providing space and features to accommodate the specific needs of the students.
- **Project classrooms** are like general education classrooms, but have more space, storage and sinks to support project-based learning activities. While these spaces can be used for STEM classes that don't need a full complement of science lab infrastructure, their primary purpose is to support project-based learning for all subjects.
- **Science rooms** support learning activities within the science and STEM curriculum.

- **Small group rooms** can be used by all students and educators within the Learning Cohort for collaboration, co-planning, pull-out, and other small group activities.
- **Large group rooms** are used by educators and students to support collaboration, co-planning, conferencing, pull-out, and other activities such as whole group instruction, speakers, presentations, etc.
- **Half-classrooms** can accommodate serve a half-class for a variety of functions including, but not limited to: Sheltered English Immersion (SEI), specialized services, or collaborative workspaces.
- **Educator planning spaces** are for educators and staff to utilize as a space to work, collaborate, co-plan, seek respite, and tend to their own wellness needs. A wellness room, a lactation room, and a staff restroom should be located near each Educator Planning space. Additionally, storage for personal items should be provided for staff who are assigned to teach in multiple classrooms.
- **Sensory spaces** serve all students in the Learning Cohort and are often used to help students decompress. They should offer a sense of privacy but do not need to have doors or full-height walls. These spaces should be used by students who need respite; they should not be used for punishment.
- **Open collaboration spaces** are spaces break out spaces open to the corridors and are purposefully designed to accommodate small groups of students for learning and socializing in a more informal setting. They become the "living rooms" of the Learning Cohort where work can be displayed and cultural expression can occur. These areas can also allow for additional student agency and choice and extend learning into all areas of the school.
- Note: See Room Data Sheets for more information on the features and furnishings required in each of the above spaces.

The Learning Cohort spaces and the relationships between them promote a sense of community and belonging for students and staff. A Learning Cohort functions as a school within a school. Educators work together as a team and are not limited in ownership to just their own classroom. They share responsibility to ensure students feel welcome.

Grades Pre-K through 6

The Learning Cohort and the spaces within it support the core curriculum.

Grades 7 through 8

In the Grades 7 through 12 model, 7th and 8th grade students have their own dedicated Learning Cohorts. These spaces support the core curriculum for Grades 7 through 8, while students share specialty spaces with Grades 9 through 12.

Grades 9 through 12

Currently, Grades 9 through 12 operate in a departmental model, meaning spaces are grouped by subject, so like spaces are with like spaces. Multiple arrangements are shown in the

Ed Specs to support both a Departmental model and Mixed Department model. This allows for flexibility to transition to a mixed department model with co-curricular instruction in the future.

INCLUSION IN THE CLASSROOM

The suite of spaces that comprise the Learning Cohort are the core spaces for all learners. All students should have access to Tier 1 instruction, and spaces should be designed to ensure that students who need additional support can access it in the classroom spaces. Learning Cohorts are designed to support the daily student experience and needs of students to allow for push-in, pull out and individualized support so that students who need additional support are able to receive it in spaces that meet their needs. Learning Cohorts are designed so that all spaces are used together to support the learning activities at hand for the unique needs of each student. All students, not just those receiving specialized services, can access small and large group rooms, sensory spaces and half classrooms. This supports BPS's goal of reducing the number of pull-out experiences and substantially separate classrooms for students needing specialized services.

Students Receiving Specialized Services

The Learning Cohort serves all students, supporting the vision of BPS's Office of Specialized Services for students to have equitable opportunities to engage in innovative, high-quality instruction in the least restrictive environment. The flexible spaces and classrooms in the Learning Cohort support meeting the unique needs of students receiving Specialized Services. All spaces should be universally accessible. The Learning Cohort should ensure all people feel comfortable and support all abilities. The variety of space types included in the Learning Cohort allow for students to find spaces that work best for them for the different types of learning activities in which they engage.

Multilingual & Multicultural Education

BPS's commitment to Multilingual and Multicultural Education is embedded in the Learning Cohort, which is designed to create equitable educational opportunities for BPS students and should reflect diverse cultures and language backgrounds of students enrolled in BPS. Multilingual learners should feel valued for their language and cultural knowledge. The needs of multilingual learners with and without disabilities are central to the spaces in the Learning Cohort. Specific space needs to support these learners include classrooms that can accommodate diverse whole groups, small groups, and individual instruction. Additionally, furniture and infrastructure should be appropriate to support various technology and devices needed for translation devices, research and completing work. Every space within the Learning Cohort is designed to support the needs of multilingual learners and support native language instruction. All multilingual learners should feel a sense of belonging, safety, welcome and joy for learning.

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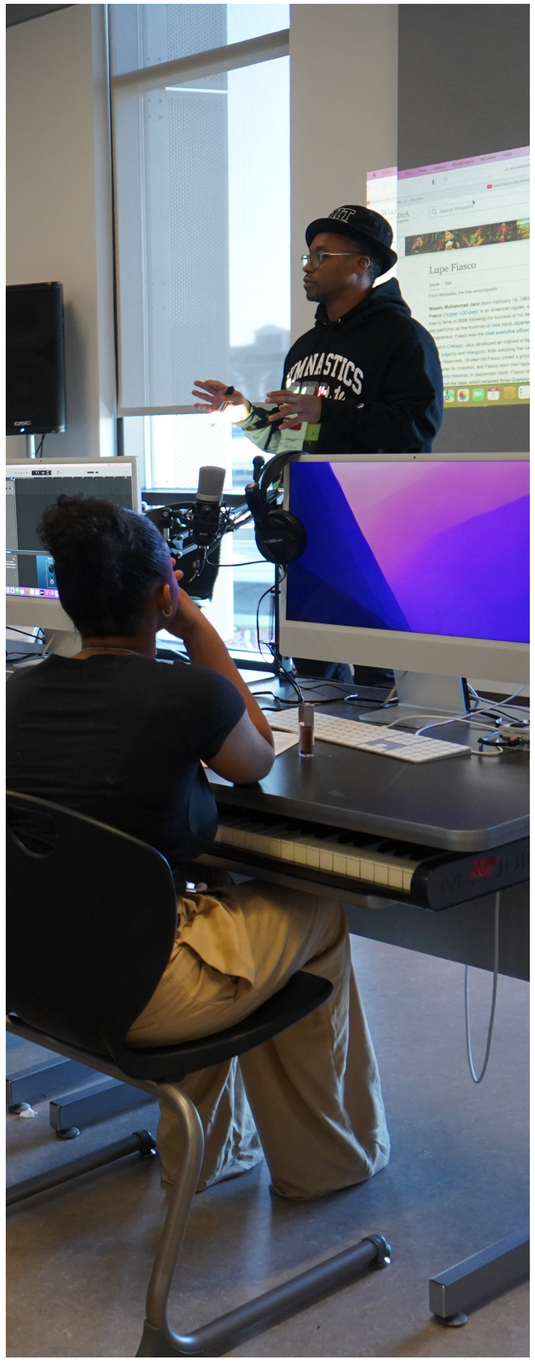

The following sections describe the space types within a Learning Cohort in detail. A description of activities, access, and considerations is provided for each space type. Diagrams showing potential adjacencies and connections among the space types are included.

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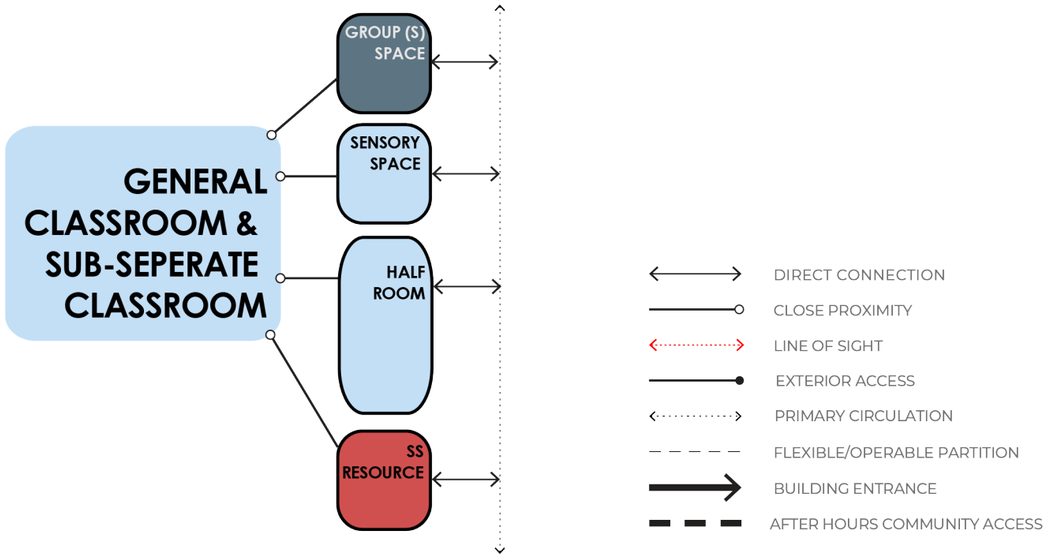
KO-K2 GENERAL CLASSROOM



BPS uses Focus on Early Learning as the model for early education. This model can be scaled and sustained in a variety of settings, all centered on students and empowering teachers. The guiding principles for this model include: constructing meaningful knowledge through robust interaction and high engagement; aspiring to be visible and valued; experiencing, processing, and interacting with the world in unique ways; and becoming experienced and capable agents of their own learning.

ACTIVITIES

Students in these grades learn by constructing meaningful knowledge through robust interaction and high engagement. They are agents of their own learning and develop social-emotional and academic skills by using critical thinking and creative skills and following explicit instructional practices. Spaces should support learning by doing and provide sufficient room for specific centers or studios. Activities often engage all four walls of the room as tools for learning literacy, language, science, engineering, social studies, arts, and social-emotional skills. Students use a variety of materials throughout the day for which sufficient storage should be provided. Students in these grades benefit from varied and authentic opportunities in the classroom. Classrooms should also support SEL centers that offer various items for students to take brain breaks and utilize different lighting and technology to meet sensory needs, fidget or and meditation tools.

ACCESS

K0 through K2 classrooms should have direct access to an outdoor playground or play area. There should be a toilet and sink within the classroom. While the experience of students in these grades is different than students in Grades 1 through 6, students and their families should feel a part of the broader school community and should witness the learning in other grade levels.

Where possible, early childhood classroom areas should have a dedicated arrival and dismissal area for family and bus drop-offs and pick-up.

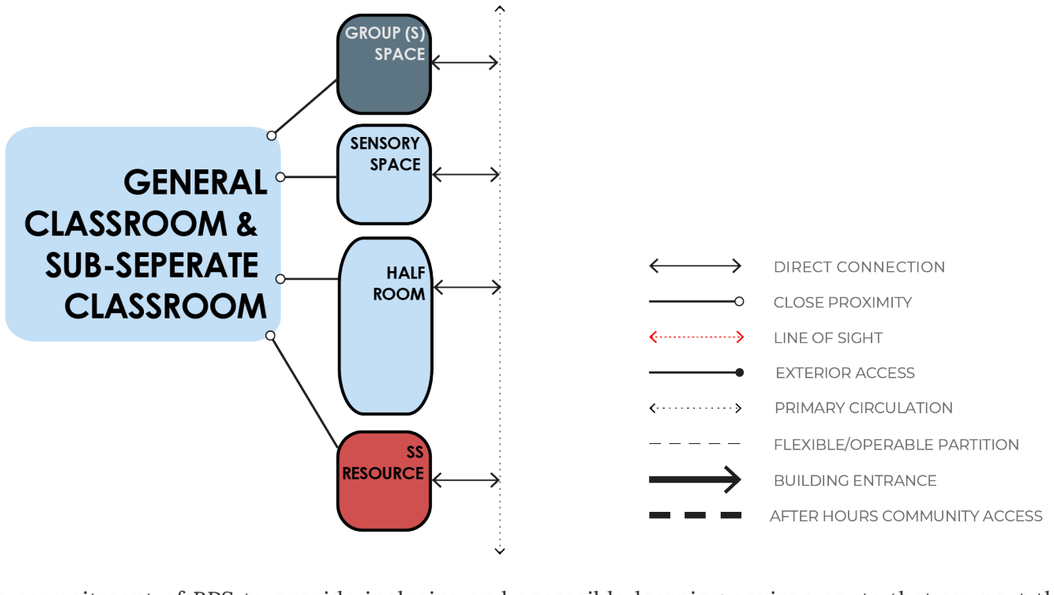
Some campuses will also have Countdown to Kindergarten Play-to-Learn programs incorporated within their Early Childhood suite. This program will be located at multiple campuses across the district based on the number of young children in a given neighborhood or catchment area and should be taken into consideration when planning adjacencies.

SPACE AND LAYOUT CONSIDERATIONS

Attention to the scale of elements in early childhood spaces is very important. Every effort should be made to create a comfortable environment for young learners, including:

- Adaptive outdoor play equipment for use by students with and without disabilities.
- Flexible furniture in classrooms to support varied instructional methods and approaches.
- Ample storage for large play components, manipulatives, cots, and other equipment.
- An area for decompression and regulation.
- Sinks for projects and hand-washing suitable for both students and teachers.
- Floor seating for community meetings and circle time.

GENERAL CLASSROOM



The commitment of BPS to provide inclusive and accessible learning environments that support the educational needs and desires of all students is centered in the recommendations for a general classroom. The shift toward Learning Cohorts and smaller cohorts of students is intended to create teams among educators in which they can teach to one another's strengths and provide equitable instruction through a student-centered approach that allows all learners to receive differentiated, equitable support. Please refer to Part 1: Alignment with BPS Vision, Academic Expectations by Content Area.

ACTIVITIES

All Grade Levels

General classrooms accommodate multiple learning activities and teaching modalities. Classrooms should support each student in the least restrictive way and allow for a full continuum of services. They should include technology for today and infrastructure to allow for future change. These spaces should allow for individualized instruction, small group collaboration and instruction as well as SEL centers that offer various items for students to take brain breaks, including different lighting and technology to meet sensory needs, and fidget or meditation tools. Collaboration is a critical activity in the classroom. There should also be spaces within the classroom to allow students to step away from their regular activities to decompress and reflect.

Grades 1 through 6

General classrooms for grades 1 through 6 are instructional spaces that provide flexibility to support a variety of educational options, strategies, and approaches, and to facilitate meeting students where they are in their learning. Classrooms should be large enough to accommodate an inclusion model as well as support learning activities for whole groups, small groups, and individual students. Students should have access to sensory spaces within the classroom so they can temporarily step away from their desk or an activity to regroup without having to leave the classroom to access these spaces.

Grades 7 through 8 and 9 through 12

As students transition to grades 9 through 12, learning becomes more differentiated by department. General classrooms should be accessible and accommodate inclusive education. General classrooms will support English Language Arts, math, multilingual instruction, and other electives that do not have specialized space requirements.

Project Classrooms (for All Grade Levels)
Project classrooms are slightly larger than general classrooms to provide flexibility in scheduling and activities and specifically support project-based learning for all subjects. They should include ample technology, multiple sinks and sufficient storage for materials and supplies. Any reference to general classrooms below should also assume a direct reference to project classrooms as well, unless noted otherwise.

ACCESS

All Grade Levels
General classrooms are the foundation of the Learning Cohort. All general classrooms should be accessible, accommodate inclusive education, and have access to the supporting spaces within the Learning Cohort including collaboration spaces, sensory spaces, spaces for small and large groups, and half classrooms. The supporting spaces should be located close to educator planning and collaboration spaces.

To the greatest extent possible, general classrooms should be located and organized to have direct access to daylight and views to the outside.
Operable partitions between at least one pair of general inclusion classrooms in each Learning Cohort should be considered to support co-teaching models in alignment with guidance provided for inclusion planning teams by BPS. Operable partitions also support bilingual programs that utilize a team-teaching model.

Grades Pre-K through 6
No additional considerations

Grades 7 through 8 and 9 through 12
Locating CTE programs adjacent to core academic disciplines to support and encourage interdisciplinary projects and project-based learning should be considered.

SPACE AND LAYOUT CONSIDERATIONS

All Grade Levels
General classrooms and project classrooms should be as flexible as possible to allow for multiple configurations to support the activities described above. Features should include:

- Adaptable space for multiple teaching methods, i.e lecture, small group, etc.
- Two teaching walls using fixed infrastructure and/or mobile furniture.
- Flexible furniture and equipment offering variety for personal choice (see Furniture Catalog).
- Project tables in Project Classrooms.
- Strategic glazing and transparency for visual connection between separate spaces and from corridors to the outside equipped with shades or other devices as for use during Safe Mode.
- Areas within classrooms that cannot be seen from inside the building for use during Safe Mode.
- Limited areas of carpets or rugs to improve acoustics, comfort, and flexibility.
- Limited areas of carpets and rugs to improve acoustics, comfort, and flexibility.
- Convenient but unobtrusive areas for charging carts.
- Effective task and ambient lighting switched to offer flexibility and choice.
- Storage space for materials, projects, and personal belongings.
- Appropriate daylighting and outside views.

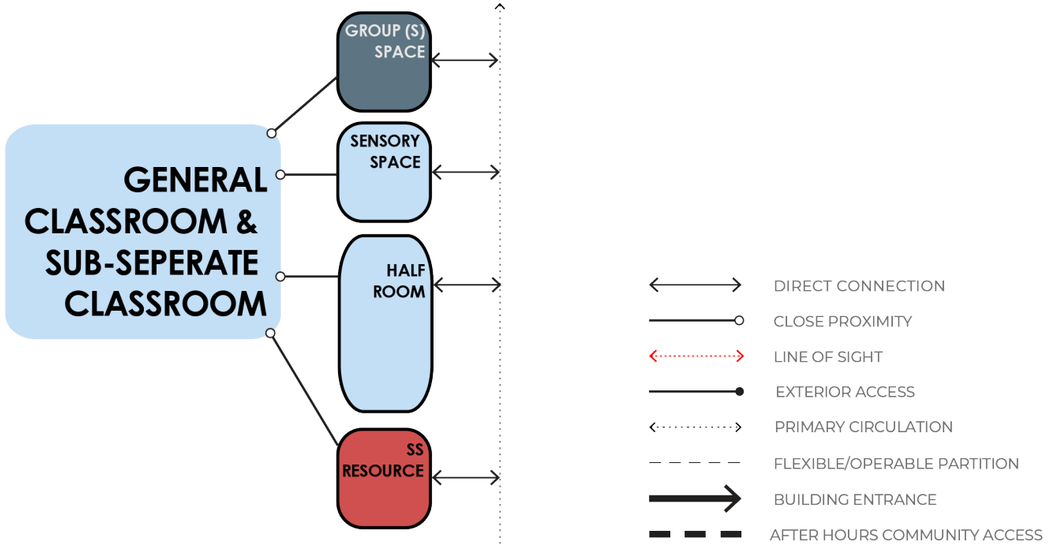
Grades 1 through 6
General classrooms serve as the main learning space for students in Grades 1 through 6. Elements that support this include:

- Power, Wi-Fi, technology for presentations and individual use, writable surfaces and sinks for project-based learning.
- Furniture that supports inquiry-based teaching and learning to accommodate students of all sizes and needs; multiple furniture configurations should be possible.
- Floor seating as appropriate.
- Please refer to the Furniture Catalog and Room Data Sheets for furniture considerations.

Grades 7 through 8 and 9 through 12

- Please refer to the Furniture Catalog and Room Data Sheets for furniture considerations.

SUBSTANTIALLY SEPARATE CLASSROOM



BPS provides a full continuum of specialized services to students with disabilities. All students' services are driven by an IEP team and provided as needed in general classrooms and pull-out spaces. BPS offers substantially separate programs for students with more specialized needs who are better served in a smaller and/or more therapeutic setting. Students are provided with specialized instruction throughout the day in smaller group settings. However, students in substantially separate programs are to have a "seat" in the General Classrooms so that they are able to be with their peers to the greatest extent possible.

ACTIVITIES

The overall goal of BPS is to provide the least restrictive learning environment possible for all students with disabilities. Substantially separate classrooms should be incorporated into the Learning Cohorts in proximity to small group rooms, large group rooms and half classrooms. Like general classrooms, substantially separate classrooms should support individual, small group and whole group instruction. Related services and activities include counseling, psychology, speech therapy, language therapy, hearing impaired support, visually impaired support, occupational therapy, physical therapy, assistive technology, and adaptive physical education. Spaces outside the Learning Cohort that support these services are identified in Student Supports and Physical Education. To the greatest extent possible, each substantially separate classroom should have a toilet room that can be directly accessed from the teaching space without going into the corridor; space may also be needed for a changing station.

Some students with special needs may require space designed to accommodate physical, occupational, and other specialized therapy equipment. Such students may learn in either general inclusion or substantially separate classrooms; both space types should therefore accommodate these needs. All spaces must be designed to meet the Americans with Disabilities Act and Massachusetts Architectural Access Board (MAAB) regulations, as listed in Section 521 of the Code of Massachusetts Regulations.

ACCESS

All Grade Levels

Substantially separate instructional and support spaces should be situated to provide easy access to bus drop-off and pick-up areas, adjacent to general classrooms, and close proximity to offices, conference rooms and the health services suite. All classrooms should have easy access to spaces for de-escalation and sensory calming.

To ensure access in the event of mechanical failure more than one elevator should be considered, especially in buildings where frequent transitions between floors are required. Elevators should be located intentionally to allow those students who need to use them to maintain similar paths of travel to their classmates. Where provided, social or learning stairs must be designed for full participation by students who use wheelchairs and other mobility devices.

Instructional spaces should have natural light with a view to the outdoors. Lighting should be designed, and interior color should be selected to avoid excessive stimulation. Additional support spaces may be needed for students with certain disabilities. In some cases, support services may be clustered together in a suite to allow for greater collaboration among teachers and paraprofessionals. These clusters should not prevent students from being included in a Learning Cohort of their peers.

> **Grades Pre-K through 6**
> Substantially separate classrooms are located within the Learning Cohort and have access to the same support spaces as the Learning Cohort.

> **Grades 7 through 8 and 9 through 12**
> Given the potential for departmental organization within the cohort, substantially separate classrooms should be dispersed by curricular area with careful consideration of paths of travel and accessibility. If a mixed model or house/pathway model is adopted, then the substantially separate classrooms should be proportionally dispersed within the Learning Cohorts.

SPACE AND LAYOUT CONSIDERATIONS

Substantially separate classrooms should comply with all the requirements for general inclusion classrooms as well as the following elements:

- Seating and furniture on casters (see Furniture Catalog).
- Acoustical treatment for students with sensitivity to noise.
- Sufficient and regularly placed charging stations.
- Open cubbies for supplies.
- Viewing and listening available from all areas.
- Attention to the needs of students with mixed disabilities.
- Nearby OT/PT and speech classrooms.
- Turnaround and de-escalation spaces, sized to accommodate wheelchairs and other assistive equipment and devices.

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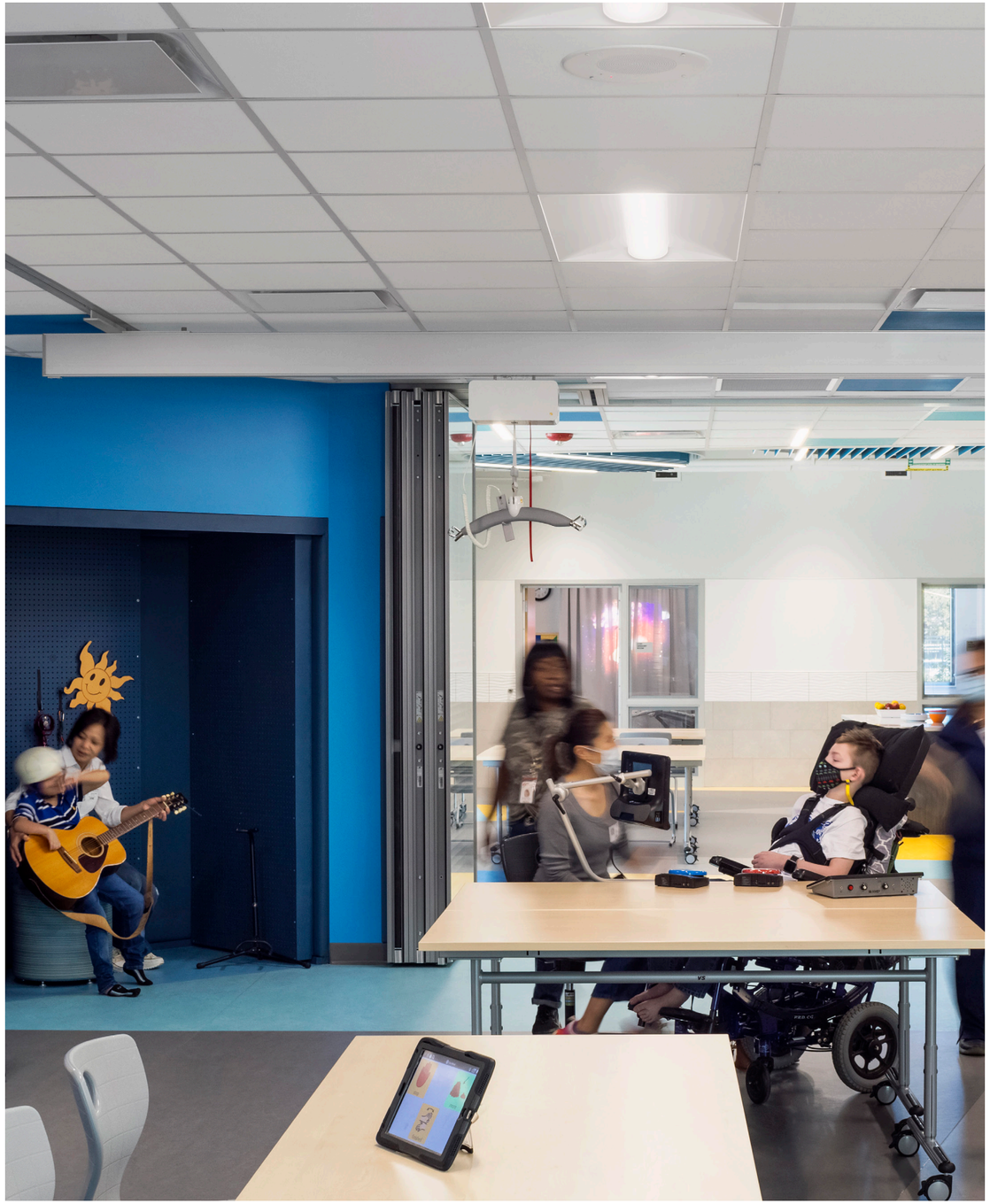
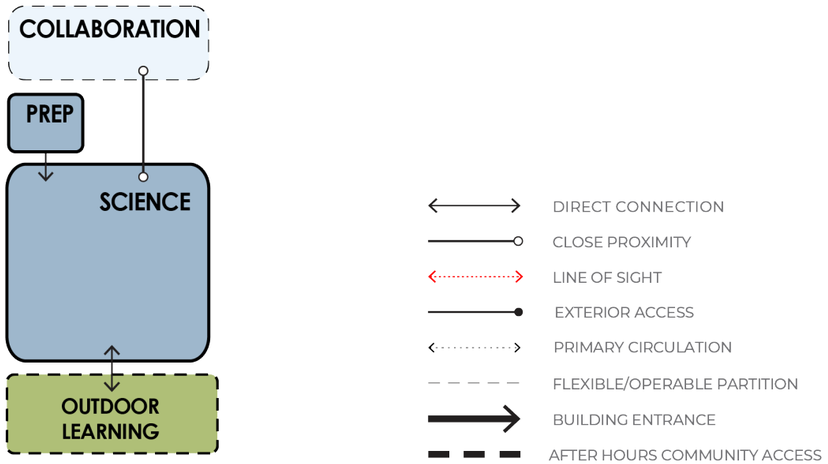


SCIENCE CLASSROOM



The BPS approach to science emphasizes that science is not just a series of isolated facts, but an interrelated world of inquiry. Students should engage in practice and build disciplinary core ideas and vocabulary while learning in an interdisciplinary way. Students conduct investigations, solve problems, and engage in discussion with teacher guidance. Students work to offer explanations and arguments with educator support while engaging in sophisticated science and engineering practices.

ACTIVITIES

Science is an important component of the curriculum and learning experience for BPS students. While differing by grade level, science and investigative learning are daily occurrences for all. A summary of science activities at different grade levels is provided below:

All Grade Levels

Storage for science and STEM is needed across all grade levels, including longer-term material storage for science kits, just-in-time material storage for standard supplies, and secure storage for student projects.

Grades Pre-K through 6

The preference for grades K0 through 2 is to teach science in general inclusion classrooms, supported by science specialists. In grades K0 through 2, two to three classes may be brought together to launch projects. Starting in grade 3, students should have access to a dedicated science classroom. In grade 6 students begin to explore various science subjects intentionally through an open science approach. Acid neutralization is not required for these grades.

Grades 7 through 8 and 9 through 12

Students in grades 7 and 8 students follow the open science approach used in Grade 6. From grade 9 on science is broken into different disciplines. Acid neutralization is required for grades 9 through 12 but is not required for grades 7 and 8.

ACCESS

All Grade Levels

Please see below for access needs at the different grades.

Grades Pre-K through 6

Science classrooms should be in or near the Learning Cohort. Daylight should be provided in all science classrooms. Access to outdoor learning spaces is desired wherever feasible. Alignment between science classroom and flexible, exploratory CTE space infrastructure should be considered.

Science spaces must provide access to laboratory sinks, technology, and furniture choice for all students, especially those with physical disabilities. Please refer to the Furniture Catalog for recommendations on selection of furniture for science classrooms.

Grades 7 through 8 and 9 through 12

Locating two or more science classrooms next to one another ensures efficient management of materials and equipment. The efficiency gained should be weighed against the potential for interdisciplinary learning when disciplines are mixed. Creative floor plan arrangements should be considered that allow science classrooms to be stacked on multiple floors or be located at the edge of a Learning Cohort close to science classrooms in an adjacent Cohort.

SPACE AND LAYOUT CONSIDERATIONS

Science classrooms are large enough to accommodate experiments and associated materials and equipment. Science classrooms for grades 7 through 12 contain two distinct areas: an area with movable tables for demonstrations, lectures, and report outs, and an area with laboratory stations for experiments, preferably along the walls. Fixed laboratory station islands or peninsulas are discouraged as they prohibit flexibility and adaptability of the space. All science classrooms have storage rooms. Science classrooms for grades 7 through 12 also have preparation rooms.

Project-based learning classrooms and idea labs support the shift to open science and exploration at the lower grades. Equipment and materials for 3-D printing and other purposes are provided through a district-wide check-out system so that they can be shared across classes and grade levels. Appropriate professional development is provided for teachers on how to use the equipment in support of the curriculum.

All Grades

Science classrooms have specific needs at the different grade levels. Elements that support all science classrooms include:

- Pull-down power reels and ample power on walls

Grades Pre-K through 6

Elements that support science for these grades include:

- Science-specific storage in the Learning Cohort.
- Collaborative spaces with appropriate power.
- Flooring and countertop surfaces to support science instruction.
- Operable partitions between two science classrooms or between science classrooms and collaborative spaces for class project launches.

Grades 7 through 8 and 9 through 12

Science classrooms for these grades are more distinct from other learning environments. The following elements should be considered:

- Classrooms should be adaptable to support a variety of course offerings.
- Biology classrooms need access to water.
- Chemistry classrooms need gas and more resilient finishes.
- Science and CTE classroom infrastructure should be aligned especially for grades 7 and 8.

STUDENT SUPPORT SPACES

Student support spaces complete the suite of spaces for students within the Learning Cohort. These spaces allow for learning to extend beyond the classroom walls and provide opportunity for exploration, collaboration, and individualization. Student support spaces include collaboration space, sensory space, small group rooms, large group rooms, and half classrooms.

ACTIVITIES

All Grade Levels

These spaces support all learning activities and students within the Learning Cohort. They are intended to be flexible spaces that allow for student choice and voice. Students can work together, work in a self-directed manner, have a meeting and collaborate. These spaces can also support mindfulness and SEL. Additionally, these spaces are accessible by students receiving specialized services on an as needed basis without leaving the Learning Cohort. It is important that the majority of these spaces remain "unassigned" to individual teachers and are scheduled through a process agreeable to all professionals within the Learning Cohort.

Large group rooms and the half classrooms serve a variety of functions for group programs such as Language Specific Sheltered English Immersion, Multilingual Sheltered English Immersion, and Students with Limited or Interrupted Formal Education (SLIFE). This allows the Learning Cohort to be inclusive of all students while providing appropriate support as needed.

Sensory spaces are intended to be a space, rather than a room, where students can go to decompress or when they need a sensory break. These spaces are not intended to be scheduled but rather to be available to any student in the Learning Cohort who needs to use the space at any time. The relationship between sensory and other spaces should be carefully considered to provide appropriate privacy without diminishing safety.

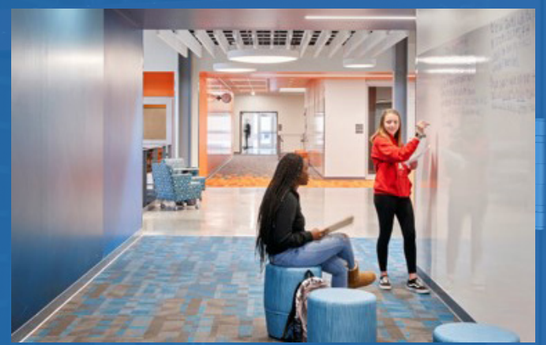
Open collaboration spaces are break-out spaces that are open to the corridors and are purposefully designed to accommodate small groups of students for learning and socializing in a more informal setting. Special attention is paid to proper acoustics and light, and the provision of whiteboards and technology are to be included for flexible use. They become the "living rooms" of the Learning Cohort where work may be displayed, and culture and diversity may be expressed. They should be connected visually to adjacent spaces to promote natural surveillance. Adjacent classrooms may open to them with large doors to extend the classroom area when more space is needed. These areas can also allow for additional student agency and choice and extend learning into all areas of the school.

Grades Pre-K through 6

There are no additional considerations for these grades.

Grades 7 through 8 and 9 through 12

Students in these grades have greater autonomy in using collaboration spaces throughout the school day.



ACCESS

All Grade Levels

Visual connection between classroom spaces and small group, large group and collaboration spaces is important for monitoring students. Convenient access to these spaces should be provided for smooth transitions between activities. None of these spaces are owned by individual professionals.

Grades Pre-K through 6

These spaces should be located so that students have equitable access within the Learning Cohort. Careful consideration should be given to proximity of stairs and exterior doors to minimize student elopement. Visual supervision to and from shared support spaces is critical to their success.

As students grow older, the hallways and support spaces should provide enough room for them to move comfortably and collaborate with one another. In grades 5 and 6 storage space for belongings is provided in the hallways. This storage should be coordinated with the design of the collaboration spaces.

Grades 7 through 8 and 9 through 12

All students are provided with lockers in these grades. Locker and support space locations should be coordinated with one another and allow for future combination of spaces with operable partitions to accommodate changing needs throughout the day. Providing access to student support spaces for before and after school student activity and community use should be considered.

SPACE AND LAYOUT CONSIDERATIONS

All Grade Levels

Functions of student support spaces vary according to the unique needs of learners, the configuration of the Learning Cohort, site layout, building design, and configuration. The following elements should be considered:

- Storage needs for shared manipulatives and materials.
- Writable surfaces and digital displays to support collaboration.
- Different furniture and seating styles to support a variety of seating and learning activities.
- Lighting, acoustics and furniture to support flexible use.
- Distinction between collaboration areas distinct from circulation.
- Using walls, floor patterns or furniture to define space.
- Power and technology to support a variety of learning activities, technology, and assistive devices.

Grades Pre-K through 6, Grades 7 through 8 and 9 through 12

There are no additional considerations for these grades.

BOSTON PUBLIC SCHOOLS PREK-6 & 7-12 SCHOOL DESIGN STUDY | EDUCATIONAL AND PROGRAMMING STANDARDS

EDUCATOR SUPPORT SPACES

Educator support spaces are an important component to the Learning Cohort. This group of spaces supports educators and helps create great work environments for adults in the school. The following spaces and their needs are included: educator planning, staff restroom, staff wellness room, and lactation room.

ACTIVITIES

All Grade Levels

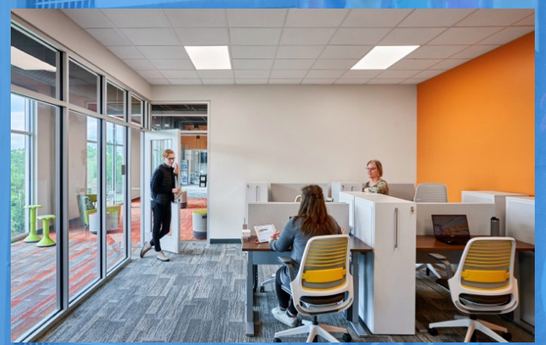
Each Learning Cohort has an educator planning space that includes space for preparation, independent work, and teamwork. Activities include collaboration, professional learning, brainstorming, conferencing, reflections, team meetings, socialization, dining, and administrative functions. In addition to the planning space, educators can access the sensory spaces, small group rooms, large group rooms and half classrooms for co-planning and other planning needs. An all-gender staff restroom, staff wellness room, and a lactation room should be located adjacent to the educator planning space.

Grades Pre-K through 6

Teachers still own their classrooms in these grades but can use the educator support spaces within the Learning Cohort for collaboration and co-planning.

Grades 7 through 8 and 9 through 12

There is a shift in ownership at these grades. Teachers in grades 7 through 8 will likely own core curriculum classrooms but then move to shared classrooms for grades 9 through 12 core curriculum. General classrooms used for electives should be considered shared classrooms for grades 7 through 12 to increase utilization and flexibility. Storage is provided for personal belongings in educator planning spaces for teachers who do not own a classroom.



ACCESS

All Grade Levels

Educator planning and support spaces should be located so that all educators within the cohort can access the spaces easily at all periods of the day.

Educator planning spaces may be located near stairs and elevators to provide natural surveillance and minimize student elopement.

SPACE AND LAYOUT CONSIDERATIONS

Educator planning and support spaces will vary according to the unique needs of the professional staff assigned to the various Learning Cohorts. Elements that support these spaces include:

All Grades

- Visual and acoustic privacy for confidential conversations.
- Sight lines into and out of the spaces.
- Furniture and displays to support a variety of activities.
- Shared or owned workspaces, depending on the needs of the school.
- Access to refrigeration and hand-washing close to the wellness/lactation rooms.

Grades Pre-K through 6

- Fixed and mobile storage for manipulatives and tools.

Grades 7 through 8 and 9 through 12

- Storage for personal belongings located in the educator planning areas.

LEARNING COHORT DIAGRAMS

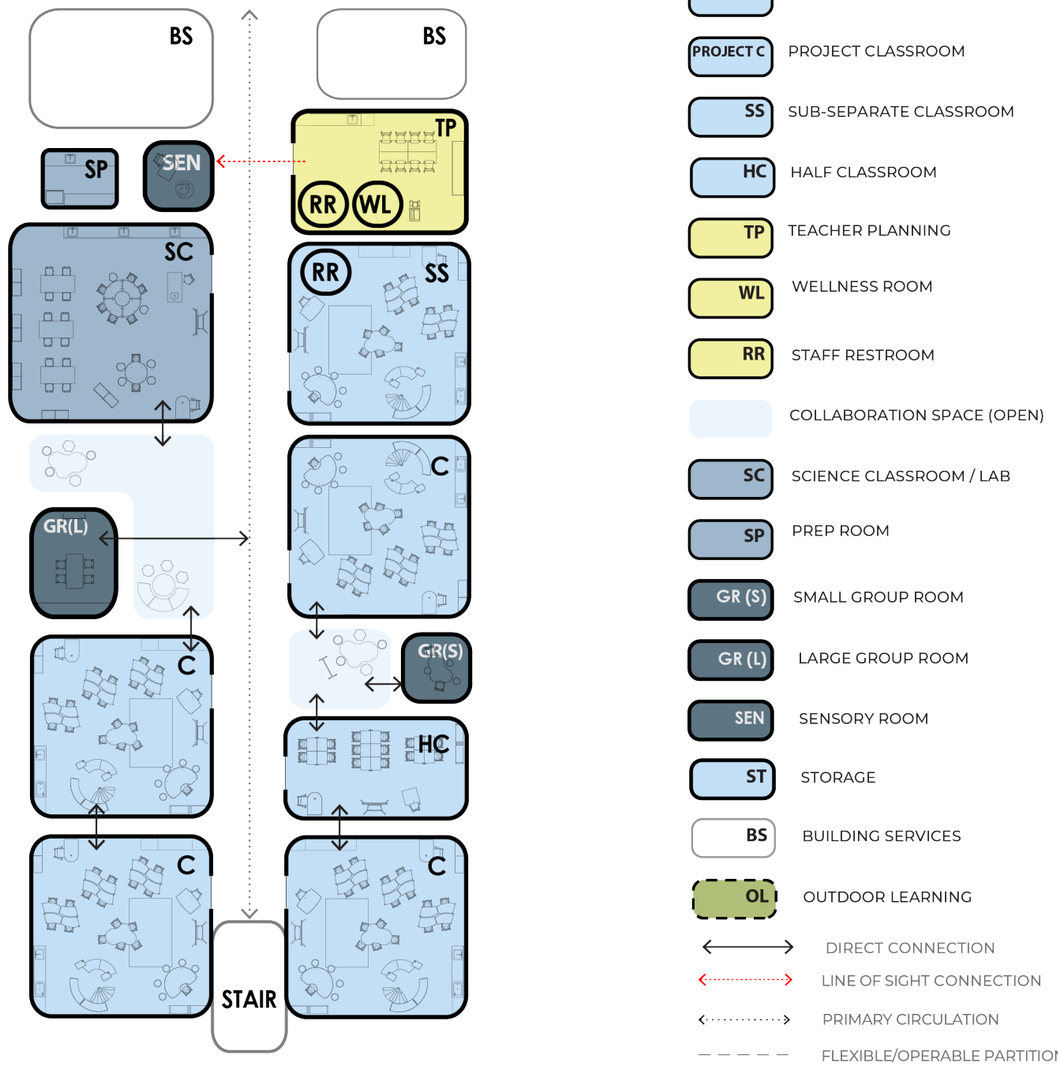
The following diagrams indicate space adjacencies within the Learning Cohort. Diagrams are provided for both major renovation and new construction projects.

The diagrams indicate potential adjacencies between required spaces which are critical to success in implementing the BPS vision. They are not intended to be floor plans and are among many potential configurations, some of which may be on more than one level.

The unique needs, limitations, and opportunities of each site and each existing building greatly influence the overall design of a particular school. Please refer to the Design Standards for specific design information and safety and security requirements.

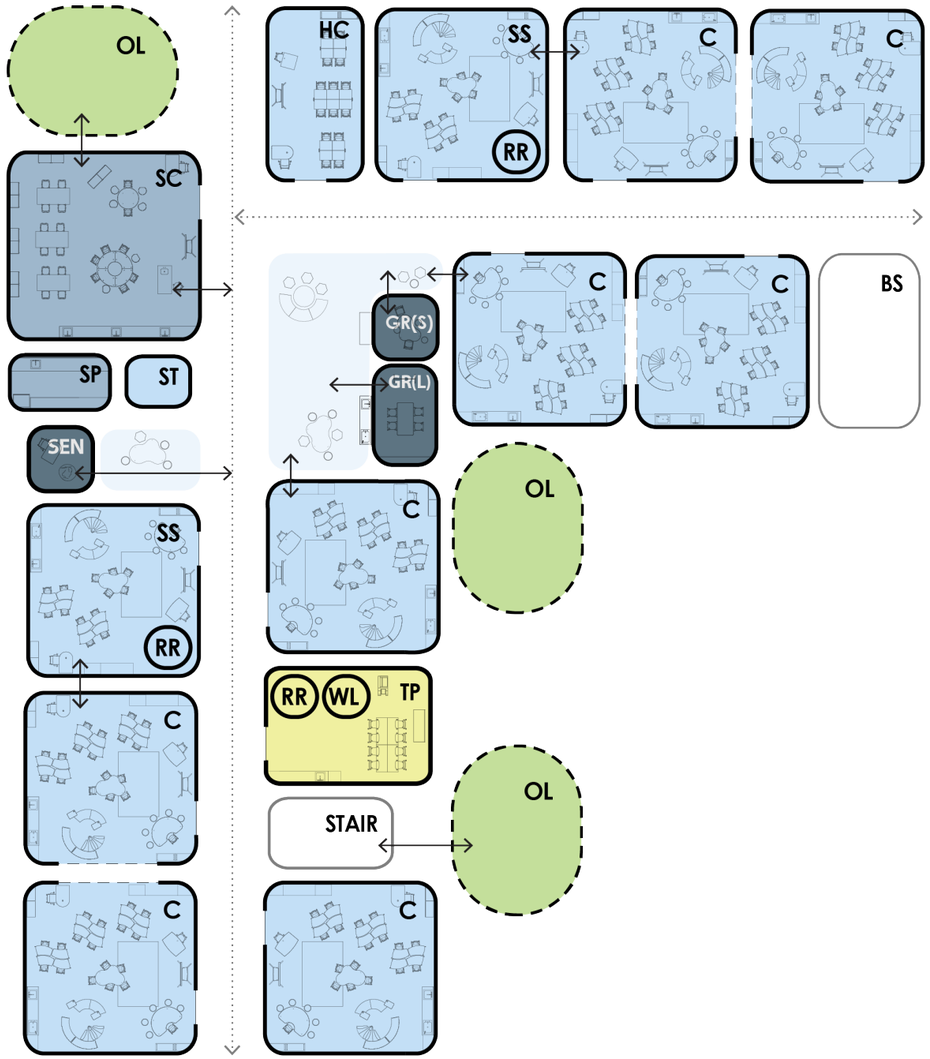
GRADES PREK-6 MAJOR RENOVATION

Note: Half of a Learning Cohort as shown may be planned in existing schools with small footprints. The full Learning Cohort would expand to include four more general classrooms and one substantially separate classroom either in the existing building or in an addition. See new construction diagram for more information.



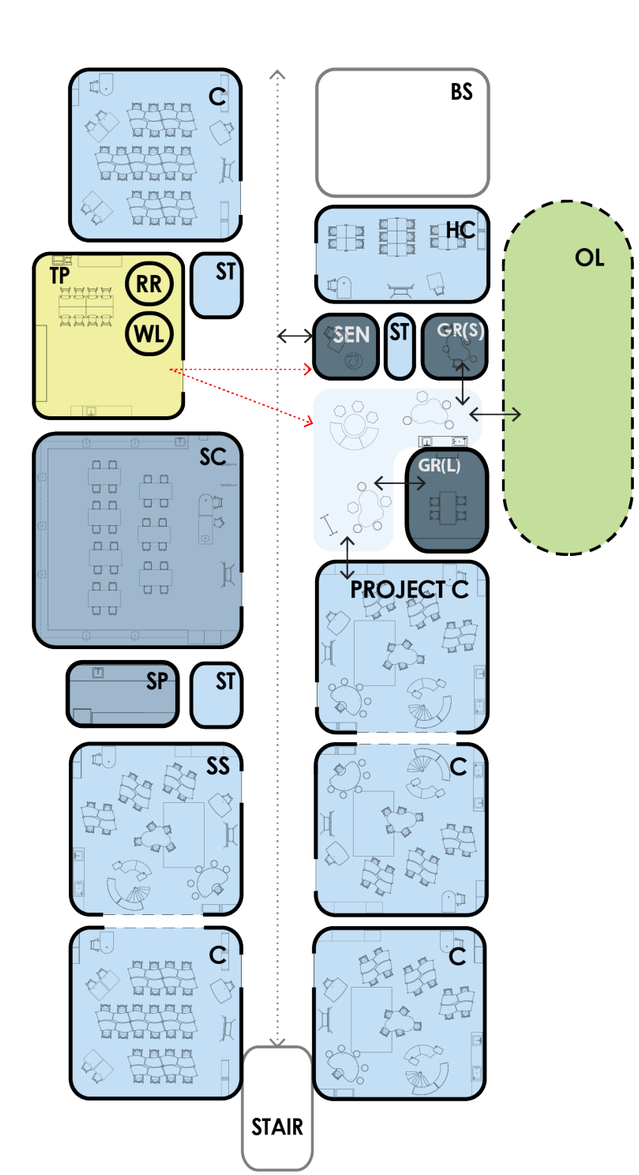
GRADES PREK-6 NEW CONSTRUCTION

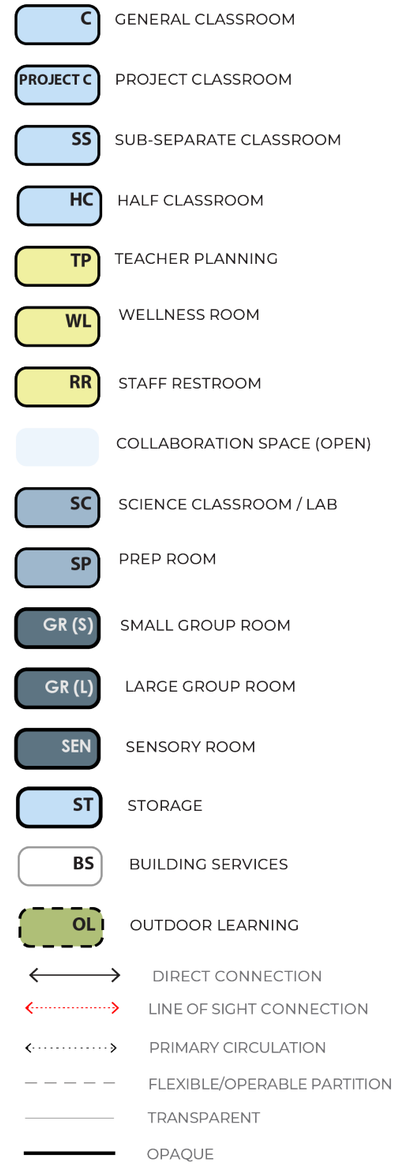
Note: The full Learning Cohort is shown below. For the 356 student model program, a learning cohort would serve four grades at two sections per grade. For the 712 student model program, a learning cohort would serve two grades at four sections per grade.



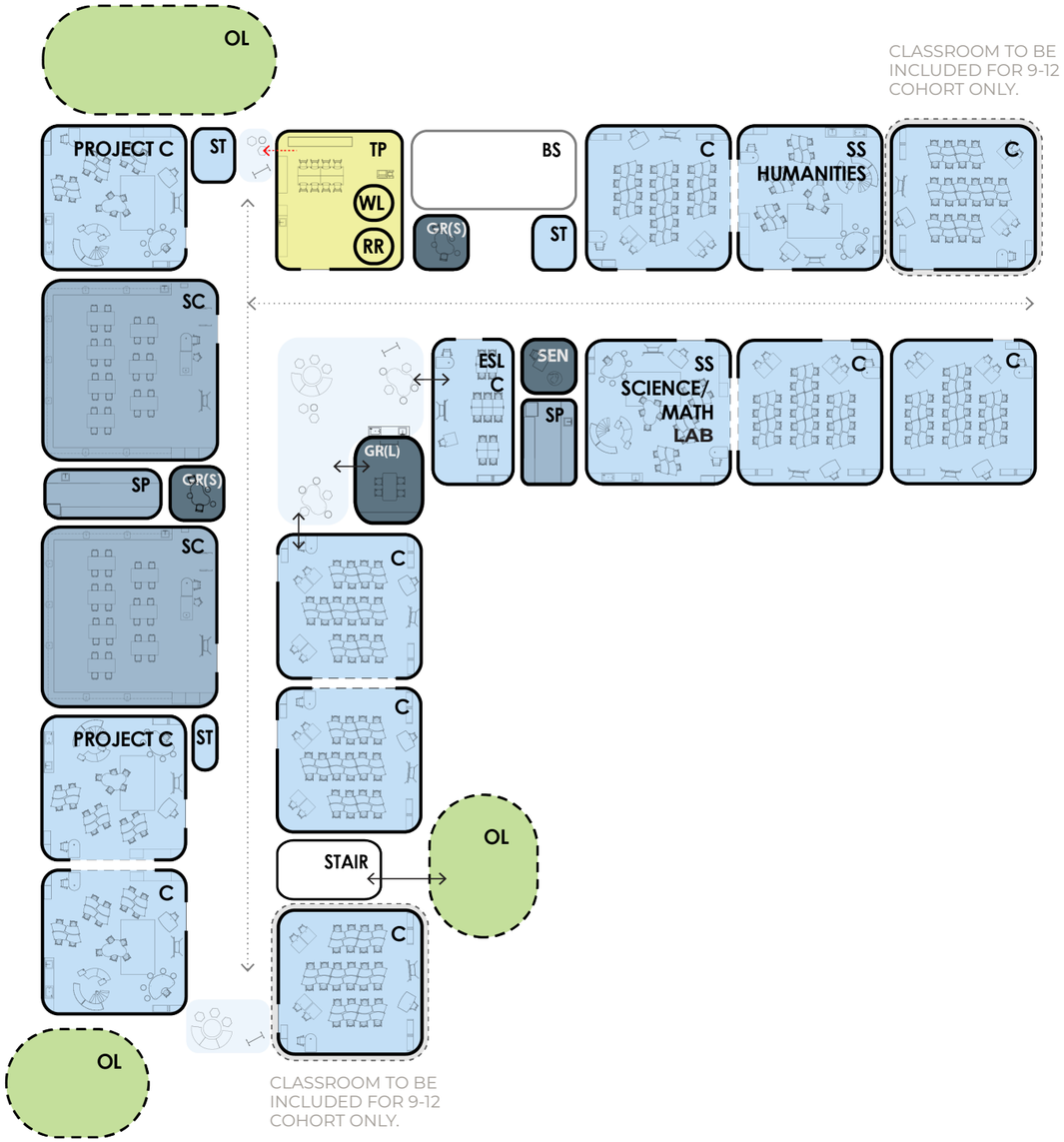
GRADES 7-8 AND 9-12 RENOVATION

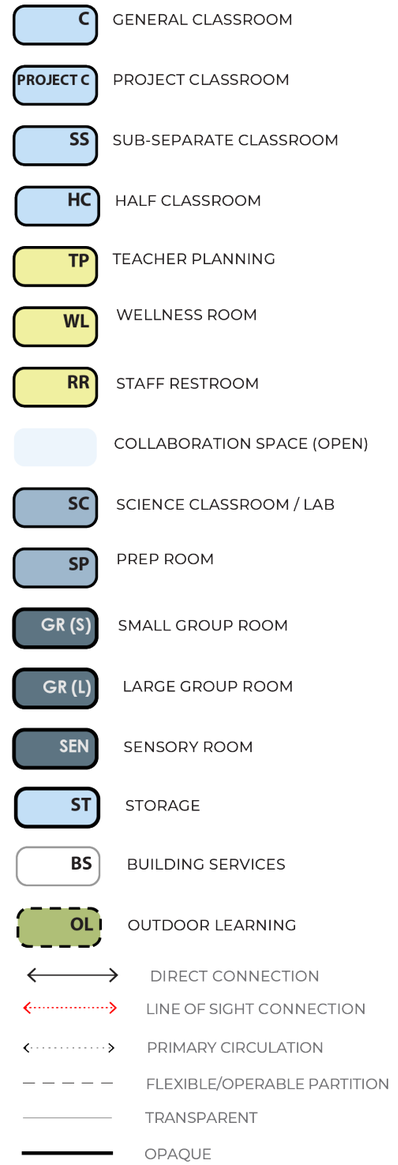
Note: Half of a Learning Cohort as shown may be planned in existing schools with small footprints. The full Learning Cohort would expand to include four more general classrooms and one substantially separate classroom either in the existing building or in an addition. See new construction diagram for more information.





GRADES 7-8 AND 9-12
NEW CONSTRUCTION – TEAM OR HOUSE MODEL; MIXED COHORT





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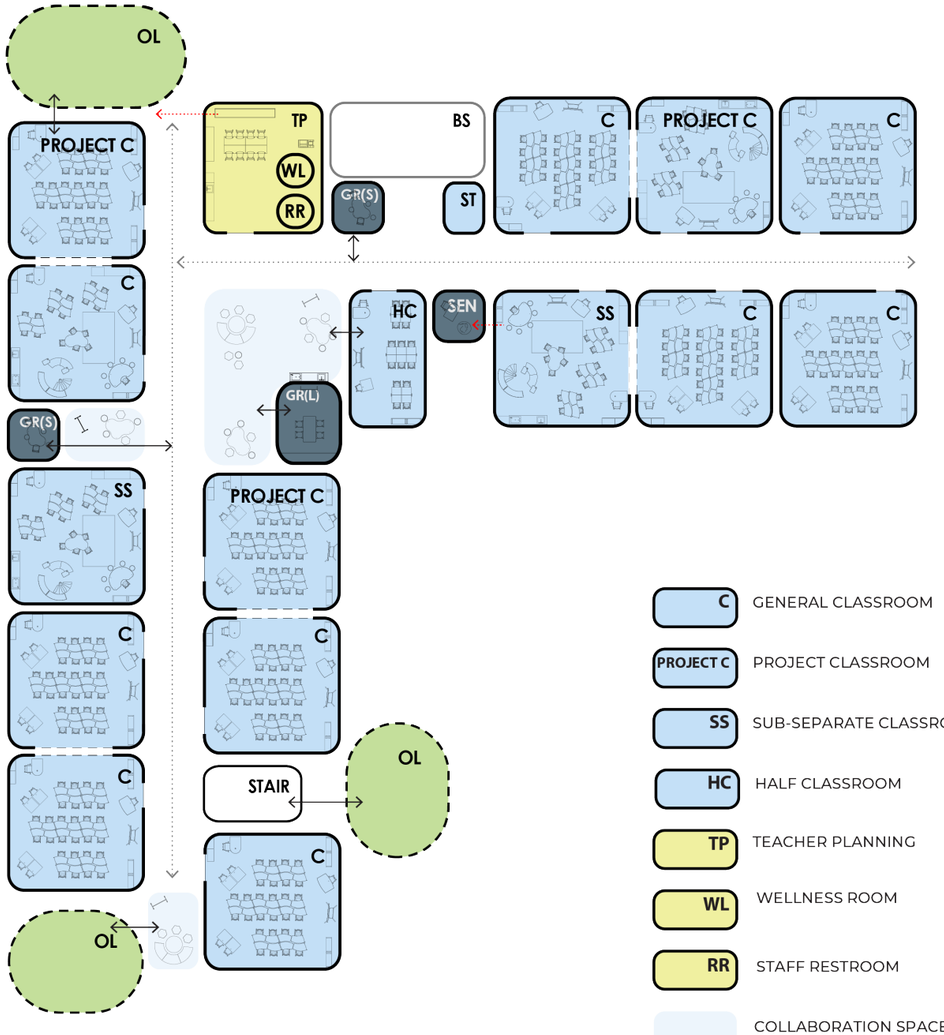
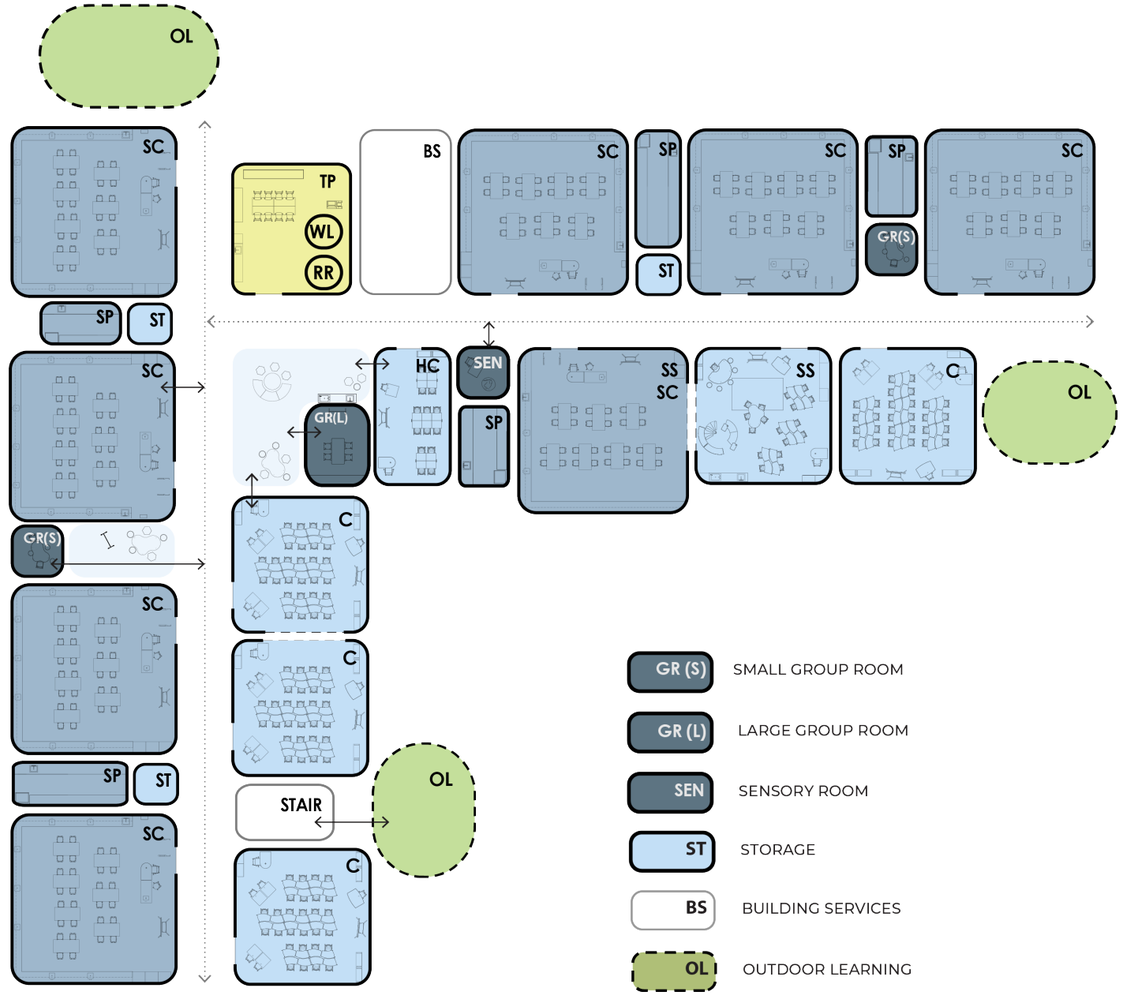
GRADES 9-12 NEW CONSTRUCTION
DEPARTMENTAL - HUMANITIES COHORT



- C — GENERAL CLASSROOM
- PROJECT C — PROJECT CLASSROOM
- SS — SUB-SEPARATE CLASSROOM
- HC — HALF CLASSROOM
- TP — TEACHER PLANNING
- WL — WELLNESS ROOM
- RR — STAFF RESTROOM
- COLLABORATION SPACE (OPEN)
- SC — SCIENCE CLASSROOM / LAB
- SP — PREP ROOM

GRADES 9-12 NEW CONSTRUCTION
DEPARTMENTAL – SCIENCE COHORT



- GR (S) — SMALL GROUP ROOM
- GR (L) — LARGE GROUP ROOM
- SEN — SENSORY ROOM
- ST — STORAGE
- BS — BUILDING SERVICES
- OL — OUTDOOR LEARNING
- DIRECT CONNECTION
- LINE OF SIGHT CONNECTION
- PRIMARY CIRCULATION
- FLEXIBLE/OPERABLE PARTITION
- TRANSPARENT
- OPAQUE

PART 3: STUDENT EXPERIENCE: BEYOND THE CORE

This part outlines the intent of the Educational Specifications, and the aspirations Boston Public Schools (BPS) has for its learning environments. It will answer critical questions regarding spaces necessary to support future-facing teaching and learning.

STUDENT EXPERIENCE: BEYOND THE CORE

PURPOSE

Part 3 highlights spaces that are central to a High-Quality Student Experience and serve the broader school community. These spaces are more specialized, and the design strategies respond to the specialized learning within each space type. This section details the uses and activities within the space types and functional requirements that align with BPS's academic vision and the Opportunity and Achievement Gap Policy.

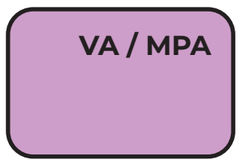
More detailed guidelines and requirements can be found in the Room Data Sheets.

BUILDING BLOCKS FOR A SCHOOL

The building blocks of a school facility include many space types beyond the Learning Cohort. These are the major programmatic spaces needed to ensure a high-quality student experience in BPS and can be arranged in different ways to ensure successful translation of BPS's vision to the learning environment for each school facility. The space types represent both required and optional programs, which are to be customized according to the needs of each school.

Learning Cohort (see Part 2)
Learning Cohorts, the primary building blocks of a school, are described in detail in Part 2. They are made up of a group of core student and educator spaces that function as the main learning area of the school facility. They include general classrooms, science classrooms, project classrooms and substantially separate classrooms, as well as small and large group rooms, sensory spaces, half classrooms, world language classrooms and language labs, and educator support spaces. The hallways also serve as spaces for active learning, sensory exploration, and collaboration. These spaces are designed inclusively for all students.

SPACES BEYOND THE LEARNING COHORT



Visual and Performing Arts: Fine Art, Music, Drama and Dance
Students explore and expand their visual and performing arts passion in these spaces. They are designed specifically to support mastery of the state requirements for each program by all students. These visual and performing arts spaces may be adapted to site-specifics and community input. They should also be coordinated with and may be shared by other schools in the district.

Career and Technical Education (CTE)
CTE program spaces support the BPS goal of expanding student access to high-quality career pathways. They are anchored in MassCore Graduation Requirements. These spaces support hands-on learning and are provided for Grades 7 through 8 and 9 through 12. Generic, modular CTE spaces are described in the Ed Specs, allowing campuses to customize their programs and accommodate change over time as offerings and community needs evolve.

Health Education & Physical Education
These spaces support health education and physical education, promoting lifelong healthy learning including exercise, play, fitness, and wellness, serving as a hub for the whole school community. They are inclusive so that all students with and without disabilities can access and use them.

Library /Media Center
The library/media center is a highly flexible resource and hub for all kinds of activities. It should be easily accessible by all users of the school facility, and available for community use, like community and business partners. The library/media center should be equipped with more than just book stacks; it should promote forward-thinking solutions, investigation/research, collaboration, creativity and the use of a variety of technologies.

Idea Lab
Idea Labs are flexible, multi-use, hands-on learning space for students of all grades. It is intended to be easily accessible, to be located near the library/media center and to support a variety of project-based learning activities and exploratory programs.

Dining and Food Services
Cafeterias are used for several activities throughout and beyond the school day. They should be separated from other parts of the school facility so that noise does not transfer to other areas. They should be designed to accommodate large gatherings and multiple small group activities in addition to their primary purpose of eating breakfast and lunch. They should also be designed to accommodate the ages of students that use them.

Health Services Suite
This suite accommodates student health needs with a balance of supervision and privacy. With easy access to the main entrance, the suite is a comfortable place for students to receive health services.

A

Administration and Student Services

Administrative and student support functions should be clustered in one area of the facility to support collaboration to best serve the student body. This allows for Administrative functions, Student Services and Health Services to work together to best serve the students. Offices and spaces supporting specialized services are included within Student Services.

CH

Community Hub Schools

These spaces support Community Hub Schools programming and are an integral part of the overall school, allowing for students, families, and community partners to meet, gather and learn together. This space type may include a range of spaces, from dedicated meeting spaces and community spaces that support family needs.

OL

Outdoor Learning

Direct access from the school facility to outdoor spaces and daylight is beneficial to students academically, physically and emotionally. In addition to specific outdoor learning spaces, walking paths, fields, courts, playscapes, outdoor gym equipment, and outdoor learning spaces all support student well-being.

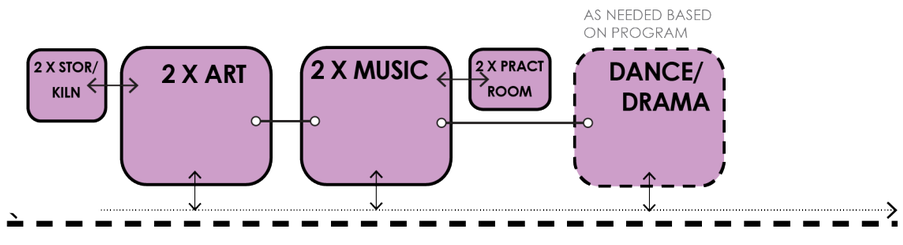
The following section provides greater detail on the specific space types to be included in each building block in each school facility.

BOSTON PUBLIC SCHOOLS PREK-6 & 7-12 SCHOOL DESIGN STUDY | EDUCATIONAL AND PROGRAMMING STANDARDS

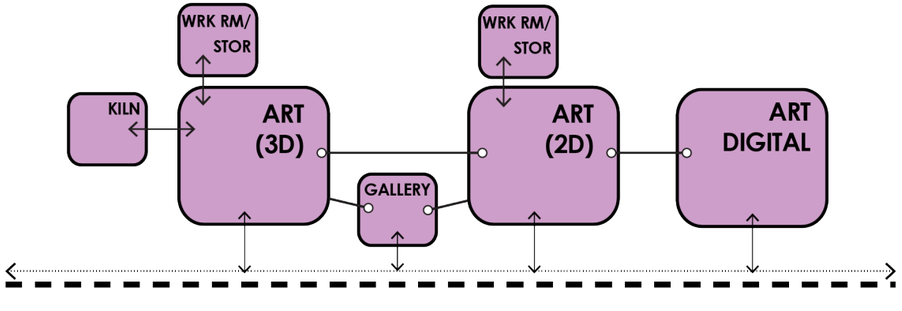
VISUAL ARTS

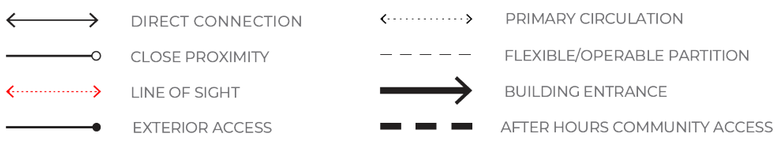
The BPS Visual and Performing Arts Department aims to provide excellence, access, and equity for arts education to all students. Visual Art (Art) is offered at all grade levels in compliance with district guidelines and standards. The number and types of art spaces vary by grade level and total student enrollment. Space types range from general art classrooms, to 2D and 3D art classrooms, to digital art classrooms. Additionally, support spaces vary by school and program.

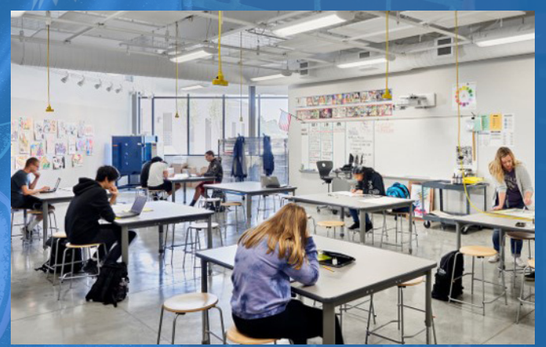
Grades Pre-K-6



Grades 7-12







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ACTIVITIES

All Grades

Areas for display and presentation of work should be provided in prominent locations where work can be both protected and seen by students and visitors.

Grades Pre-K through 6

The visual arts curriculum for Grades Pre-K through 6 is general in purpose and focuses on establishing foundational, technical, and critical skills needed to develop the artist. Visual arts classrooms should be designed to accommodate multiple activities and allow for choice by the students on what media they work with for the day. Visual arts activities require a variety of different supplies and separate or fenced kiln areas to support the curriculum.

Grades 7 through 8 and 9 through 12

Visual arts for Grades 7 through 12 is more specialized with various course offerings, allowing students to delve deeper into specific content areas through sequential programs of study. Spaces should be specialized, including 2D and 3D art classrooms, to accommodate the equipment and supplies needed to support the variety of specialized arts offerings. The design of digital arts classrooms should consider other course offerings with similar technology needs that may be taught in them for efficiency of use.

ACCESS

All Grade Levels

All grades should travel to dedicated visual arts classrooms featuring adjustable desks and tables. Visual arts classrooms should have proximity to the kiln area and storage for art supplies. There should be a window from an art classroom into the kiln space or room.

Grades Pre-K through 6

Visual arts classrooms should be located adjacent to and may be shared by one or more Learning Cohorts.

Grades 7 through 8 and 9 through 12

Students in grades 7 and 8 explore more course offerings and learn more about two-dimensional and three-dimensional art and techniques. Art is typically more specialized for grades 9 through 12 with ceramics, 2D, 3D and digital art all offered as separate classes. Classrooms for grades 9 through 12 need display space and should be located in more public areas of the building, and/or close to applied learning and CTE spaces that may complement arts learning.

SPACE AND LAYOUT CONSIDERATIONS

All Grade Levels

Spaces that support visual arts should be dedicated to the visual arts program and accommodate the goals of **creating, presenting, responding, and connecting**. Elements that support this include:

- Furniture appropriate to students in different grade levels (see Furniture Catalog for more information.)
- Ample electrical outlets placed around the room and at counters; hanging retractable extension cords may be used to increase availability of power.
- Display space for 2-D and 3-D student work
- Multiple sinks with sediment traps to clean materials and supplies.
- Storage for art materials with access to students and teachers.
- Drying racks and student project storage.

Grades Pre-K through 6

Spaces that support Visual Arts at Grades Pre-K through 6 should be flexible to accommodate different types of visual art curriculum. Elements that support this include:

- Space for at least twelve accessible tabletop pottery wheels, a slab roller and a pug mill in 3-D rooms.
- A kiln room or fenced kiln area with proper ventilation and fire protection systems.
- A small spray booth with proper ventilation.

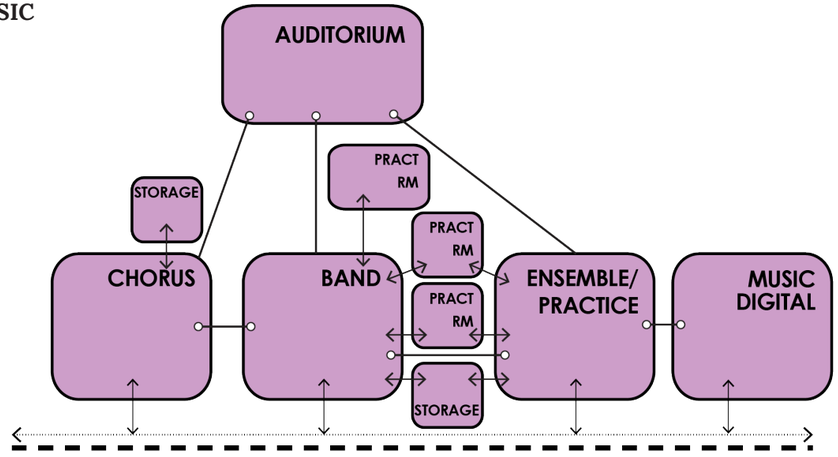
Grades 7 through 8 and 9 through 12

Spaces that support Visual Arts at Grades 7 through 8 and 9 through 12 can be more specialized to the different types of art but generally need to accommodate a wide variety of mediums to support the different levels and skills of students. Elements that support this include:

- A kiln room with proper ventilation and fire protection systems.
- 12 floor mounted pottery wheels, a slab roller, and a pug mill in 3-D art rooms with proper ventilation.
- A spray booth with proper ventilation.

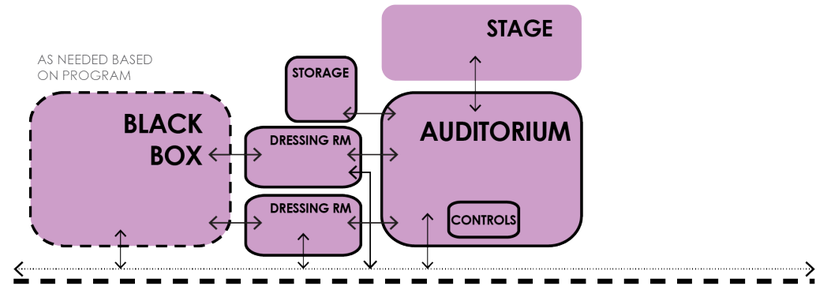
MUSIC AND PERFORMING ARTS

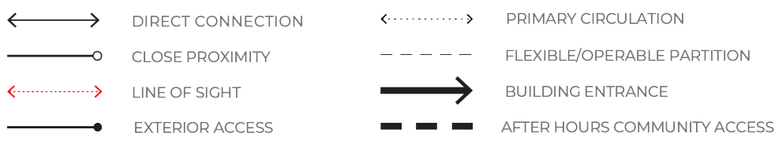
Grades 7-12
MUSIC



Music and performing arts curriculum is offered for all grade levels in compliance with BPS standards. The district embraces **Common Core and National Core Arts Standards**. The many different music learning activities are offered throughout BPS and mirror literacy strategies.

Grades 7-12
PERFORMING ARTS





ACTIVITIES

All Grade Levels

Music is offered at all grades from PK through 12. The number and type of music spaces provided vary by grade level and total student enrollment. Classroom space types range from general music to instrumental, choral music, and others. In addition, support spaces vary by school and include individual practice rooms and music, instrument, uniform, and equipment storage.

Grades Pre-K through 6

Students in elementary grades learn different music and performing skills including improvisation, composition, singing, playing instruments, and reading notation. They also learn to apply knowledge of the arts to other curricula and learn about concepts of style, inventions within the performing arts, and the purpose and the role of arts and artists in the community. Students build on the skills learned as they move through the grade levels. Art spaces should be flexible to accommodate the changes in curriculum from grade level to grade level.

Grades 7 through 8 and 9 through 12

In Grades 7 through 8 and 9 through 12, students have been introduced to the general curricular areas of music and performing arts in the lower grades. Students can build upon these skills and focus on building their skills in dance, drama, band, choir, instrumental ensemble, jazz band, music theory, orchestra, and vocal ensemble. They become proficient in core skills by rehearsing and performing them in school. Performing arts are rehearsed and performed in different group sized groups including individual, ensemble and full band, chorus, and orchestra.

ACCESS

All Grade Levels

All grades should travel to dedicated and appropriately furnished classrooms for music and performing arts. Space with appropriate flooring and equipment should also be provided for drama and dance in a manner that is flexible that can vary according to the size of the school. Adequate access to performance spaces from parking lots and primary building entrances for community visitors, advisory partners, and families during school hours. Adequate access should be provided to allow equipment to be moved through doorways, and corridors, and between floors.

Grades Pre-K through 6

In small elementary schools, dance and drama classes should use a flexible stage area that may be opened to a larger space for performances or closed for classes. In larger elementary schools, a flexible dance and drama classroom may be required depending on the curriculum offered. Music rooms should be located near the stage so that they may also serve as green rooms for performances.

Grades 7 through 8 and 9 through 12

Practice and ensemble rooms should be visible from and only accessible through music classrooms. In smaller high schools, a flexible dance and drama classroom located near the auditorium or gymnasium may be required depending on the curriculum offered. In larger high schools, a black box theater may be provided as a teaching and performance space if required by the curriculum and enrollment. The black box theater should be located near the auditorium in a part of the building that is accessible to the community.

SPACE AND LAYOUT CONSIDERATIONS

All Grade Levels

BPS music and performing arts spaces should be flexible or adaptable among music, drama, dance, and others with similar acoustics' needs, especially at small schools. Elements that support this include:

- String instrument storage on the walls within the classroom.
- Spaces located away from the Learning Core.
- Sound isolation between performing arts classrooms and other spaces.
- Appropriate volume of space and acoustical treatment for better listening/learning within the spaces.

Grades Pre-K through 6

Because Pre-K through 6 is more general in music and performing arts curriculum, spaces should be more flexible to accommodate a variety of curricular activities within the same space. Elements that support this include:

- One ADA accessible and one deep sink in music classrooms.
- Storage for instruments provided by the school and brought to school by students.
- String instrument storage on the walls of music classrooms.
- A cafetorium for most flexible use of common spaces.
- Dedicated music and uniform storage, when needed.
- Portable risers and ergonomic chairs with storage for when not in use (see Furniture Catalog for more information.
- Adaptable spaces among music, drama, and other core music areas with similar spatial, acoustic, and equipment requirements.
- Dedicated storage space for drums and recorders for the lower grades and keyboards and instruments for the upper grades.
- High lumen projectors with white cyclorama curtains on stages for digital backdrops.

Grades 7 through 8 and 9 through 12

High school music and performing arts curriculum provide many opportunities for students to explore their creativity and mastery of the arts. Elements that support this include:

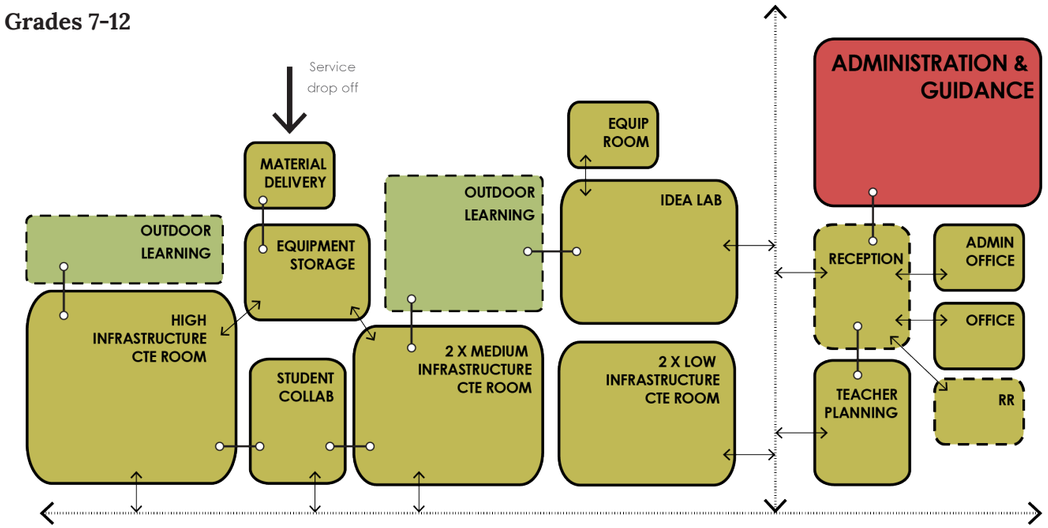
- Appropriate acoustical treatment to spaces used for the arts
- Soundproof practice rooms with windows for supervision
- Portable risers and ergonomic chairs (See Furniture Catalog for more information)
- Spaces that are adaptable for multiple sizes of class
- Specialized spaces for performance and practice
- Designated digital music, recording, and music production spaces
- Dedicated, lockable instrument storage and uniform storage
- Two sinks in instrumental rooms
- Double doors with removable middle pole at the band room
- Windows from practice rooms to classrooms for supervision
- Black box theater with infrastructure for dance and drama classes where needed to support curriculum and enrollment.

High school music and performing arts programs require performance spaces to support the curriculum. Elements that support such auditorium and performance spaces include:

- ADA accessible pit area in auditorium.
- Black box theater with flexible lighting and sound system to be used as a teaching and performance space for grades 9 through 12 and shared with grades 7 and 8 when the size of the school and the curriculum support the need (see Space Program).
- Costume storage and dressing rooms serving the auditorium and black box theater; other spaces such as music, dance, and drama classrooms may serve as green rooms.
- Lockable sound booth in the auditorium seating area.
- Double doors with removable central transom to the stage and black box theater.

CAREER AND TECHNICAL EDUCATION (CTE) / VOCATIONAL EDUCATION

Grades 7-12



DIRECT CONNECTION
CLOSE PROXIMITY
LINE OF SIGHT
EXTERIOR ACCESS
PRIMARY CIRCULATION
FLEXIBLE/OPERABLE PARTITION
BUILDING ENTRANCE
AFTER HOURS COMMUNITY ACCESS

BPS offers rigorous, standards-based career technical education programs that connect every student to high quality work experiences and internships and champion college and career awareness. BPS aims to connect students to high quality work experiences and internships and ensure students are prepared for college and career pathways. The hands-on activities within the CTE curriculum support a variety of college and career paths for students graduating from BPS.

ACTIVITIES

All Grade Levels

CTE programs, explorations and activities provide hands-on applied learning that builds and integrates with academic knowledge, problem-solving, and career-readiness skills. BPS supports a variety of CTE and vocational activities across the district that meet the definition of Massachusetts General Law Chapter 74, as well as non-Chapter 74 programs and Innovation/Early College Pathways.

Grades Pre-K through 6

At the elementary grades, CTE and vocational education are introduced in an application-based, project-based way, integrating CTE into the general academic curriculum and in general inclusion classrooms. All students are encouraged to explore a variety of pathways.

Grades 7 through 8 and 9 through 12

CTE spaces should be high-quality and exhibit features students can expect to see in real working environments. Typically, CTE spaces are technology intensive and have complex equipment requirements. Infrastructure should be designed to support specific program space and equipment requirements. There should also be enough flexibility in the spaces to respond to

local industry needs, without being too prescriptive. CTE learning spaces fall into three categories of infrastructure complexity and intensity:

High Infrastructure Spaces: Automotive, Carpentry, Welding, Construction Trades

Medium Infrastructure Spaces: Early Childhood Education, Fashion Technology, Health Assisting

Low Infrastructure Spaces: Business Technology, Environmental Science and Technology, Computer Programming & Web Development, Graphic Design & Visual Communication

ACCESS

All Grade Levels

Spaces that support career exploration including CTE spaces, idea labs, and project classrooms should have high visibility within the school to allow students to see this work in action and expose them to potential new interests and passions. These spaces may be used by community partners and speakers, and for events that support CTE in all grades. CTE spaces should be close to the exterior of the building for delivery of materials and equipment.

Grades Pre-K through 6

Spaces serving the application-based, project-based curriculum should be located close to the library/media center. Materials should be secure and accessible as needed in an equipment storage room that can be opened through a folding or garage-style door to an adjacent larger space. This equipment storage space may be adjacent to an open collaboration space, a flexible multi-use classroom space or a library/media center.

Grades 7 through 8 and 9 through 12

CTE spaces should be located where they may be easily accessed during, before, and after school hours. They should be adjacent to collaboration spaces for flexibility. Proximity to Learning Cohorts affords strategic integration with all academic programs. Providing views into CTE/vocations spaces puts learning on display and provides passive supervision. Ground level access, exterior access, and greater clear floor heights may be required for certain programs. Spaces and programs that require specific safety training before students may use them may not have open access and may not be shared by all students. Wherever spaces may be safely open to all students, equipment, and materials must be stored safely and securely.

Low Infrastructure Spaces may be located on upper levels of a building. Professionals from other career pathways should be able to access them easily from the main entrance to the school.

Medium and High Infrastructure Space should be located for easy delivery of materials and equipment. Hallways and elevators should be sized, and doors should be carefully designed to ensure access; materials and finishes should be selected to reduce damage to the building. Safety is critical for students using these spaces. Power shut-off locations and other required emergency and fire prevention apparatus should be planned and located carefully to meet all applicable codes and regulations.

SPACE AND LAYOUT CONSIDERATIONS

All Grade Levels

CTE spaces should be designed to support the look, feel, and function of professional/industry settings, so that BPS students receive authentic, real-world experiences. The number of spaces and specific infrastructure needed will be dependent on the number of students, schedule, and specific programs to be explored. The following elements should be considered for all CTE spaces:

- Flexible classrooms that accommodate multiple room layouts and arrangements.
- Flexible furniture (see the Furniture Catalog for more information).
- Appropriate power infrastructure including pull-down power reels and ample power on walls.
- Materials and equipment storage appropriate to each program.
- Sinks required for many CTE programs.
- Safe and protected storage for personal belongings.

Grades Pre-K through 6

Students in these grades are exploring different project-based learning approaches and elements that support this include:

- Spaces for exploratory programming in grade 6.
- Flexible spaces to serve as idea labs.
- Flexible spaces to support community engagement in the learning process.

Grades 7 through 8

Students in grades 7 and 8 do not yet have access to CTE courses but are encouraged to explore various pathways through exploration. Project-based classrooms, science classrooms, and idea labs support this exploration. The following elements support exploration in these spaces:

- Areas for synergy with general academics.
- Spaces for exploratory programming.

- Separation from and adjacency to high infrastructure spaces.
- Embedding units of study into core classrooms and using project-based learning spaces as needed
- Storage located close to department head or teacher responsible for materials.

Grades 9 through 12

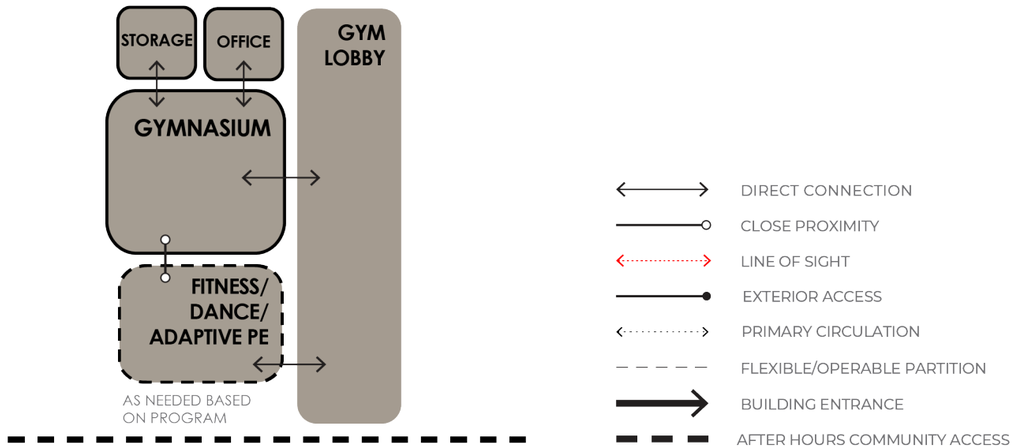
At these grade levels, CTE offerings require highly specialized equipment which may change over time. The following needs should be addressed in all CTE spaces:

- Requirements for highly specialized equipment are likely to change over time.
- Need to teach multiple levels of the same CTE program.
- Flexible space to accommodate changes over time.
- Need for electrical, plumbing, HVAC and architectural infrastructure to meet the specific needs of each CTE program.
- Flexible furniture to support a variety of classroom arrangements (see the Furniture Catalog for more information).
- Small meeting rooms to support collaboration among different sized groups of students.
- Larger spaces to support school and community group activities.

BOSTON PUBLIC SCHOOLS PREK-6 & 7-12 SCHOOL DESIGN STUDY | EDUCATIONAL AND PROGRAMMING STANDARDS

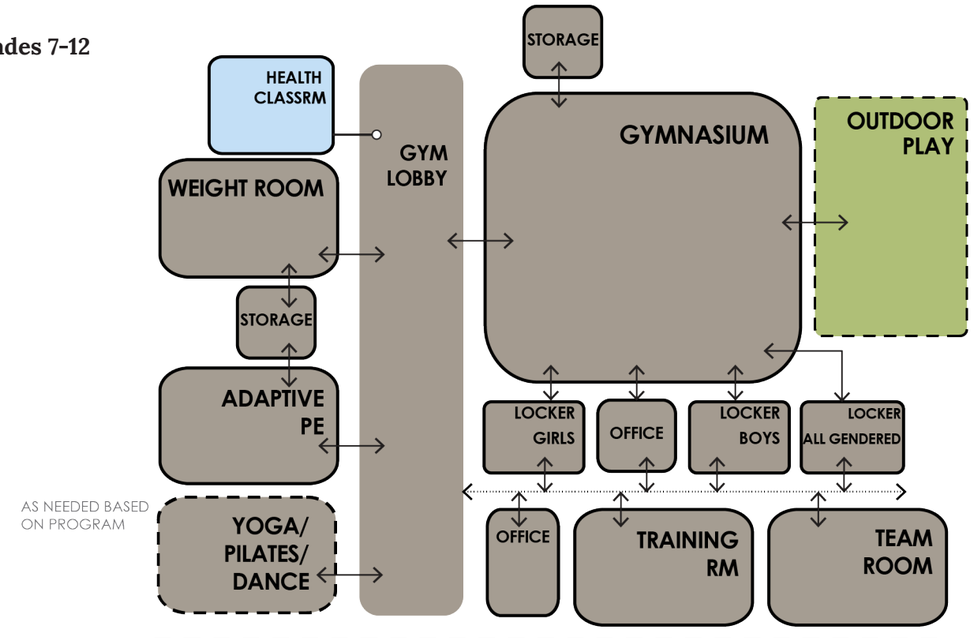
HEALTH EDUCATION & PHYSICAL EDUCATION

Pre-K through 6



BPS takes a holistic approach to health education and physical education (PE) to actively promote the social, emotional, and physical wellness of all students to support their healthy development and readiness to learn. The District's Wellness Policy supports these goals and aligns with the Center for Disease Control's (CDC) model of the Whole School, Whole Community, Whole Child model. The goal for physical education is physical literacy to support students with competence, confidence, and desire to be physically active in multiple settings for a lifetime. Research shows that activity and movement increase oxygen to the brain, and therefore improve cognition. These spaces ensure every child has access to high-quality health education, physical education & physical activity, and SEL instruction.

Grades 7-12



ACTIVITIES

All Grade Levels – Health Education

Health education requirements and goals are accomplished through formal and informal activities throughout the school facility. Health education primarily occurs in designated classrooms where students learn to analyze, communicate, and apply knowledge to keep themselves and others healthy. Students gain skills around goal setting, decision making, health literacy, health advocacy, interpersonal communication and accessing health information. The spaces that support these activities include classrooms, training rooms and team rooms.

All Grade Levels – Physical Education

PE requirements and goals of students are accomplished through formal and informal activities, including a variety of indoor and outdoor offerings and play opportunities which vary by grade level and school. The size and type of outdoor play must sometimes be adjusted in consideration of available land but is important for all grade levels. Indoor spaces should be large enough to support lots of movement and activity, including equipment that supports learning both in health education and PE spaces. Adaptive PE spaces and/or equipment should be considered to provide equitable access for all students.

> **Grades 7 through 8 & 9 through 12**
> In addition to gymnasiums, fitness spaces should be provided to support free weights, machines, and flexibility for other programs like yoga, Pilates, and dance. This will vary with school size.

ACCESS

Health Education

Health education spaces should be located near PE spaces and have flexibility to serve multiple health education needs. Training and team rooms should have access to locker rooms, all-gender changing rooms and gyms. Just as the curriculum is accessible to all students, the spaces must also be inclusive; spaces must be designed so that students with disabilities can participate and/or access specialized care. Consider partnerships with local health care clinics and teaching hospitals for Health Care Career teaching/management and Sports Career training/management.

Physical Education

PE spaces should be located with direct access to outdoor play areas for grades PK through 6 and play fields for grades 7 and 8 and 9 through 12). They should also be located away from academic spaces to avoid acoustic disruption to instruction. Multiple classes should be supported simultaneously in the gymnasium with dividers and appropriate acoustical and visual separation. Sources of drinking water and restrooms should be convenient to users with supervision from the active space and located to avoid tracking water into gymnasiums and fitness rooms. Access for after-hours use should be provided.

SPACE AND LAYOUT CONSIDERATIONS

All Grades

Spaces that support Health Education should consider:

- Ample storage for materials and equipment
- Support in general inclusion classrooms or flexible classrooms

For Physical Education spaces, consider:

- Zoned PE spaces for use during non-school times for athletics and/or community use
- Projection, sound and technological connections; including what is required for teaching and sporting events
- Quality artificial lighting and natural lighting with glare control
- Accessible, durable and easily maneuverable flooring to withstand intensive use
- Ample storage for physical education equipment and furniture storage
- Acoustics that support those with sensory needs
- Access to water and restrooms
- Infrastructure supporting active transportation on site for students and staff

> **Grades Pre-K through 6**
> Health education is supported in the general classrooms and appropriate space and furniture should be included to allow students **to exercise social and emotional competence with confidence, bringing anti-racist, strengths-based, safe, healthy, and joyful approaches to learning**.

In addition to the design considerations for all grade levels, consider the following elements for Grades Pre-K through 6 Physical Education:

- Visible cubby storage.
- Outdoor walking paths, fields, painted blacktops, basketball hoops, playscapes, and other outdoor gym equipment.
- Multi-purpose gymnasiums.
- Dividers with appropriate acoustical and visual separation in gymnasiums to offer multiple instructional opportunities.
- High density, durable seating (see the Furniture Catalog for more information).
- Adult restrooms near or in PE spaces.

Grades 7 through 12

At these grade levels, health education has dedicated teaching and learning spaces. These spaces should consider the following elements:

- Flexibility to support multiple types of learning
- Classrooms that support movement breaks and space for activity
- Multi-purpose classrooms
- Separate storage and educator work areas to be provided, if rooms are shared
- Storage of PE equipment
- Microphone/speaker access for school-wide assemblies

PE spaces in Grades 7 through 12 also support athletics. Additional considerations include:

- Inclusion of walking tracks on the second level of the gymnasium with netted guardrails.
- Fitness spaces with gym equipment (including adaptive equipment for students with disabilities such as hand-bikes).
- Open indoor and outdoor spaces for group exercise.
- Bleacher seating.
- Multi-disciplinary athletic training rooms (to support CTE pathways and physical education while being inclusive of all genders).

BOSTON PUBLIC SCHOOLS PREK-6 & 7-12 SCHOOL DESIGN STUDY | EDUCATIONAL AND PROGRAMMING STANDARDS

BOSTON PUBLIC FACILITIES DEPARTMENT
DLR GROUP | JONATHAN LEVI ARCHITECTS

ATHLETICS

The BPS Department of Athletics focuses on the physical development of student athletes and their social and emotional health and well-being. For new construction and major renovations, comprehensive high schools will be considered a host school for athletics to the greatest extent possible.

ACTIVITIES

Grades 7 through 8 & 9 through 12
In general, athletics spaces should integrate requirements of both BPS and the Massachusetts Interscholastic Athletics Association. BPS sports consist of junior varsity and varsity teams; however, future spaces should be designed in a way that students of all ages have access to them and can be easily introduced to sports.

Because most BPS sites are small meeting design standards for outdoor sports calls for creativity. Many of the outdoor fields used by BPS students are owned by the City of Boston and shared with the BPS through negotiated agreements. The standards included in the Ed Specs focus on sites over which BPS has full control. The following sports are currently offered at BPS:

- Baseball
- Basketball
- Cross country
- Football
- Ice hockey
- Outdoor track
- Soccer
- Softball
- Swimming
- Tennis
- Unified sports
- Volleyball
- Wrestling

The following sports are emerging and desired to be grown throughout the district:

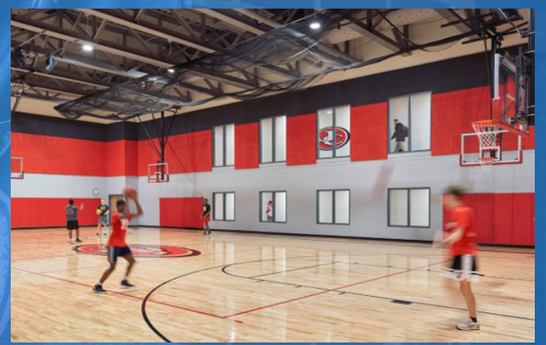
- Golf (currently at one campus)
- Lacrosse
- Swimming
- Rowing

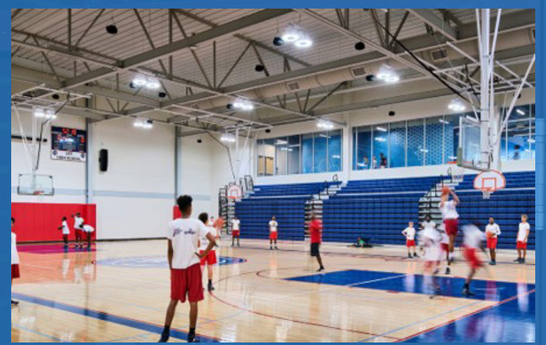
ACCESS

All Grades
Auxiliary PE spaces should be provided, where possible, to facilitate easier scheduling. They should have access to infrastructure such as water, technology and power to allow for after-hours and summer use.

Grades Pre-K through 6
There are no specific considerations for Grades Pre-K through 6.

Grades 7 through 8 and 9 through 12
Spaces supporting athletics should be flexible and able to host guest teams and other visitors. Separate team rooms should be provided near the locker rooms to allow students of all genders to participate in team meetings that would otherwise be held in locker rooms. Referees should also have access to a space where they can meet and change. Some programs, such as track, need indoor and outdoor spaces for year-round.





SPACE AND LAYOUT CONSIDERATIONS

All Grades

Because of the site constraints, programs will need to be reviewed with BPS on a school-by-school basis. Provisions for fields will be based on land availability. Additional considerations include:

- Providing age-appropriate spaces to meet physical education and athletic needs.
- Quality natural and artificial lighting in gymnasium spaces.
- Glare protection for natural lighting.
- Access to water and shade outdoors.
- Alternative solutions to security fences where possible.
- Balancing security, control, playability, and public access.

Grades Pre-K through 6

There are no specific considerations for Grades Pre-K through 6.

Grades 7 through 8 and 9 through 12

Athletics has additional space and layout considerations for Grades 7 through 12 program model creates additional space requirements and layout considerations for athletics. Elements that support athletics programs include:

- Multipurpose athletic fields that align with City policy.
- Designated classroom for Scholar Athlete meetings, academic support, and mentor sessions.
- Equal access of facilities for all genders, including Title IX locker room requirements.
- Locker rooms with safe and functional showers.
- All-gender locker and changing rooms near athletics spaces.
- Visiting team changing spaces.
- Meeting spaces for interscholastic athletic events.
- Outdoor athletic spaces should have outdoor spectator seating and flexible spaces that support multiple sports, simultaneous practices, and multiple, simultaneous activities.
- Strategic adjacencies between athletics spaces and CTE program spaces that support athletics, such as physical therapy and sports medicine.
- Competition spaces for tennis programs (requiring six courts).
- Competition-ready gymnasiums.
- Private and secure training spaces.

BOSTON PUBLIC SCHOOLS PREK-6 & 7-12 SCHOOL DESIGN STUDY | EDUCATIONAL AND PROGRAMMING STANDARDS

BOSTON PUBLIC FACILITIES DEPARTMENT
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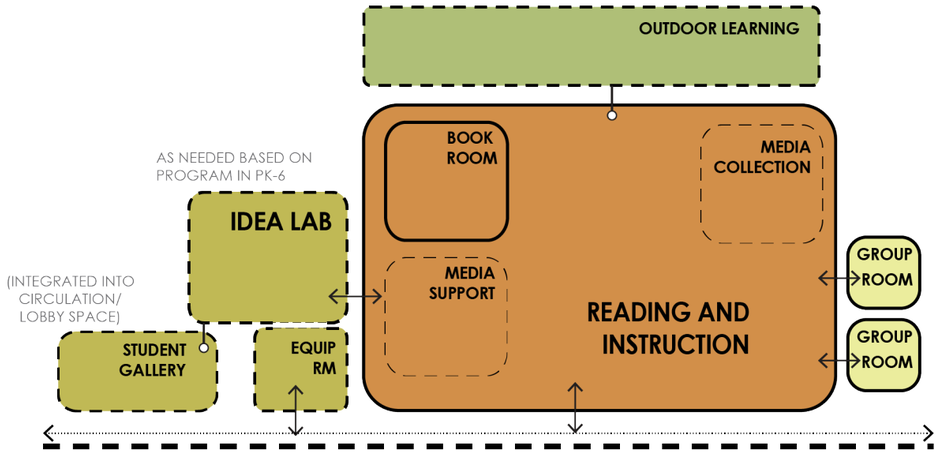
LIBRARY / MEDIA CENTER



BPS library/media center spaces provide physical and intellectual access to materials and services that nurture academic, social, and personal growth. The spaces should be safe and comfortable encouraging students, families, and community members to become agents of their own learning.

ACTIVITIES

Library / Media Center

The library / media center is the hub of the school; it is central to collaborative, generative, inquisitive, and critical practices for students, staff, and the broader school community. The library offers a variety of print and digital resources to inform knowledge-sharing and -building for the development of future-ready adults. The space should be inviting, comfortable, vibrant, and flexible. Additionally, it is important that the library spaces foster safety, inclusivity, and collaboration.

The library / media center is integrated into all content areas of the school and supports the curriculum while providing an environment for recreational reading; leading whole classes in lessons; and operating as a teaching, collaborating, and learning space like General Inclusion classrooms. The library should have flexible work and social settings for multiple activities that take place simultaneously, with appropriate measures for noise and privacy. It is the core of a suite of spaces that highlights technology in learning, and is used by all students, staff, and teachers. It can serve as a large or small group meeting location and may also be used by the community for student and family meetings, resource presentations, and more.

Idea Lab

Like the library/media center, the idea lab supports many learning activities, particularly those in which students have opportunities to explore, build, and extend their learning through inquiry. The idea lab is a flexible space that has different uses for different grade configurations. The idea lab serves as a classroom for all students, especially in grades PK-8 to explore hands-on STEM and project-based

learning. It is a space where students may brainstorm ideas on multiple writable wall surfaces and take advantage of technology to create videos, podcasts, and other presentation materials. It can also serve as a space for students to explore various career and technical pathways before choosing a path in grades 9 through 12. Though the idea lab may become a makerspace if needed it is primarily intended to be flexible to meet various needs of the school community. **Please refer to BPS guidance** and Appendix 2 for creating makerspaces.

ACCESS

Library / Media Center

The library/media center should be centrally located to provide easy access from all parts of the school building and reflect its importance to the entire school community. For security purposes, other spaces within the library, including workrooms and small group rooms should only be accessible from the library to limit the number of entrances to be locked when the library/media center is not open for use.

Where feasible, the library/media center should be conveniently located for after-hours access by staff. If it is to be utilized for after-school activities, there should be a secure space for library materials and technology to be locked and stored when a staff person is not present.

Idea Lab

The idea lab should be adjacent to the library with direct access from the library and a hallway or corridor. Visual access to the library should be provided to display project-based learning. Due to the nature of activities for which the idea lab is used and the variety of equipment needed, an equipment storage room should be located in the space with access to both the space and the corridor. It is recommended that the equipment storage room have a folding or garage-style door so that, when appropriate, it may be used as an extension of the idea lab classroom space. The equipment room should be lockable and managed so that materials stay intact. If the idea lab may transition at some point to a makerspace, the power and ventilation needed for a makerspace should be installed at the outset.

SPACE AND LAYOUT CONSIDERATIONS

All Grade Levels

For all library spaces, consider:

- Acoustic zones and treatments for a variety of activities.
- Combination of soft seating, high-top tables and chairs, mobile team project tables and chairs (see the Furniture Catalog for more information.)
- Cleanable/wipeable soft seating for reading and story time.
- Areas appropriate for presentations by students and guests such as external readers for story-time.
- Separate entrances from hallways for offices/workrooms.
- Allowance of 15 to 20 volumes per student.
- Coordination with Science, CTE and Arts Department on idea labs or makerspaces as applicable.
- Flexible scheduling for educators to engage in collaborative planning and delivery of instruction on information literacy.
- Networked information technology infrastructure to allows access from both in and beyond the school facility.

Grades Pre-K through 6

Libraries / media centers for Grades Pre-K through 6 will be visited by whole classes and at times, multiple classes. The following elements should be considered:

- Accommodation for at least one class at a time in small schools and up to three classes at the same time in large schools.
- Shelving heights appropriate to the ages of the students served that maintain clear sight lines throughout the space for circulation desk staff.
- Shelving with lockable casters to allow easy and safe reconfiguration of the space.
- Outward-facing shelving for picture books.
- Shelving and display areas for new books.
- Movable, non-permanent signage for library sections.
- Two to four check out stations on mounted iPads or desktops for student use, the number of stations depending on the size of the space and number of students served.
- Dimmable lighting for use with projectors during daytime.
- Glare control for natural lighting.
- Mobile projectors and screens.
- Space and connectivity for multiple mounted and/or mobile flat screen TVs.
- Flexible furniture sized and/or adjustable to accommodate students of different ages and sizes (see the Furniture Catalog for more information.)
- Area rugs or modular carpet tiles to define different sections of the space.

Grades 7 through 8 and 9 through 12

Students have more autonomy when using library/media center spaces such that the activities for which they are used may be more individualized. The following elements should be considered:

- Discrete workspaces for students within sight of library staff.
- Charging stations for personal and school technology.
- Student self-checkout options.
- Minimal alarms and distracting noises.
- Spaces that can be closed off to hold a full class.

BOSTON PUBLIC FACILITIES DEPARTMENT
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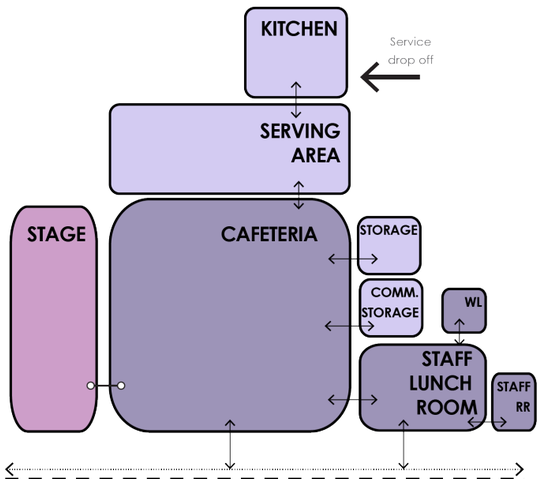
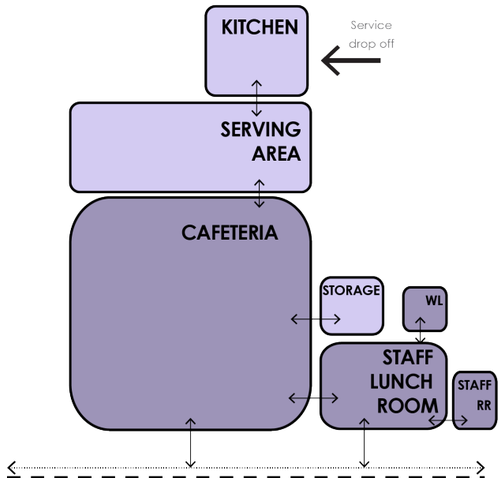
DINING & FOOD SERVICE

Grades Pre-K-6



Grades 7-12



DIRECT CONNECTION
CLOSE PROXIMITY
LINE OF SIGHT
EXTERIOR ACCESS
PRIMARY CIRCULATION
FLEXIBLE/OPERABLE PARTITION
BUILDING ENTRANCE
AFTER HOURS COMMUNITY ACCESS

ACTIVITIES

All Grade Levels

Dining and food service areas are comfortable and functional spaces where students eat, socialize, study, and perform, and food is served delivered, stored, prepared, and served. Cafeterias should be designed as flexible, holistic spaces that allow students to use and move through them without barriers. Furniture should offer choice and feel welcoming to students and families.

The cafeteria may be used for large group meetings and assemblies, after school activities, and community events. It may also be programmed for students to study individually and in and groups before and after school. Cafeterias may be used by community partners and in Community/Hub Schools for before and after school programs. Cafeterias should be designed to allow for multiple different configurations of use.

For all new construction and major renovations, food preparation will be fully prepared on site.

Grades Pre-K through 6

Cafeterias for grades Pre-K through 6, the student dining area is a combination of tables and chairs that are movable. Areas for stacking chairs should be provided. Food preparation must follow FDA and state regulations. The use of specific types of equipment for delivery of meals and collection of compost and waste will need to be reviewed for space constraints when designing each facility. All dining and food service areas require finishing kitchens.

Grades 7 through 8 & 9 through 12

Serving areas for grades 7 through 12 are arranged with food and drink stations. Food will be fully prepared on site for all newly constructed school buildings and all existing buildings subject to major renovations.

ACCESS

The food service kitchen should be located near a loading dock and should be closed off from all other areas of the school to prevent noise transmission. The cafeteria should be accessible for after-hours use and be located within one of the public zones in the building. It should be acoustically separated from academic zones and office areas.

SPACE AND LAYOUT CONSIDERATIONS

All Grade Levels

Cafeterias should be designed to allow all students to eat breakfast and lunch while interacting with one another and staff. Design elements to be considered include:

- Pass-through refrigerators between kitchens and serving areas for operational efficiency.
- Layouts that allow staff to interact with students.
- Storage for items in addition to tables and chairs.
- Writable surfaces on walls to support teaching and learning.

Grades Pre-K through 6

Spaces should accommodate varying student needs for lunch service in these grades. Elements to be considered include:

- Serving food and beverages from behind the serving line.
- Furniture to accommodate students of different sizes (see Furniture Catalog for more information).

Grades 7 through 8 and 9 through 12

Students have more autonomy for lunch in these grades. Because the cafeteria serves grades 7 through 12, layouts to serve students in different age groups should be provided. Elements to be considered include:

- Multiple serving lines with access to a central salad bar.
- Locating cashiers at exits from the serving area, rather than at each serving line.
- Presentation spaces and counter tops that provide are more retail-like.

BOSTON PUBLIC SCHOOLS PREK-6 & 7-12 SCHOOL DESIGN STUDY | EDUCATIONAL AND PROGRAMMING STANDARDS

BOSTON PUBLIC FACILITIES DEPARTMENT
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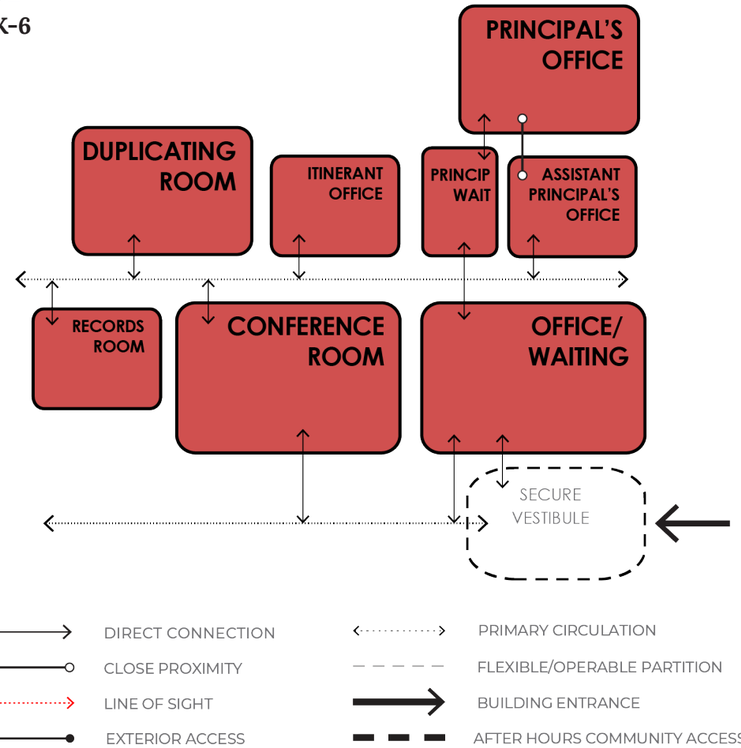
ADMINISTRATION AND STUDENT SUPPORT

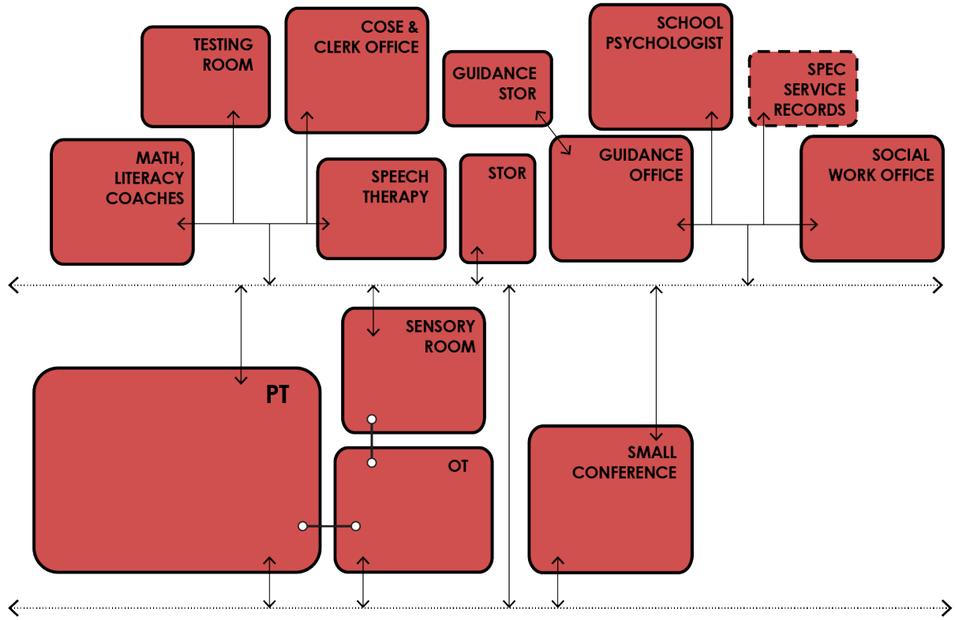
MAIN OFFICE

Grades Pre-K-6



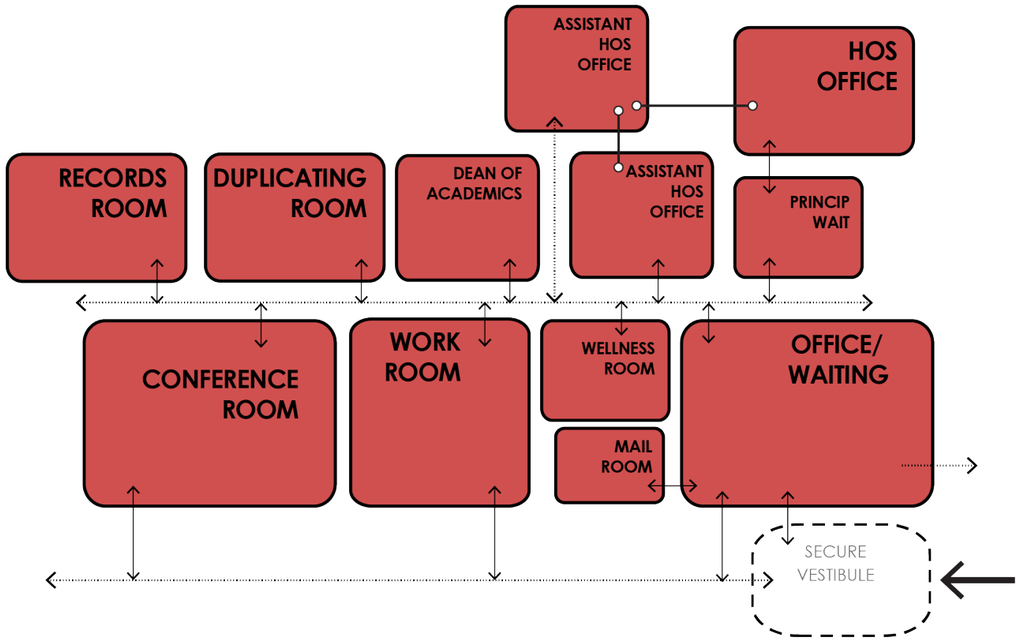
STUDENT & STAFF SUPPORT

Grades Pre-K-6



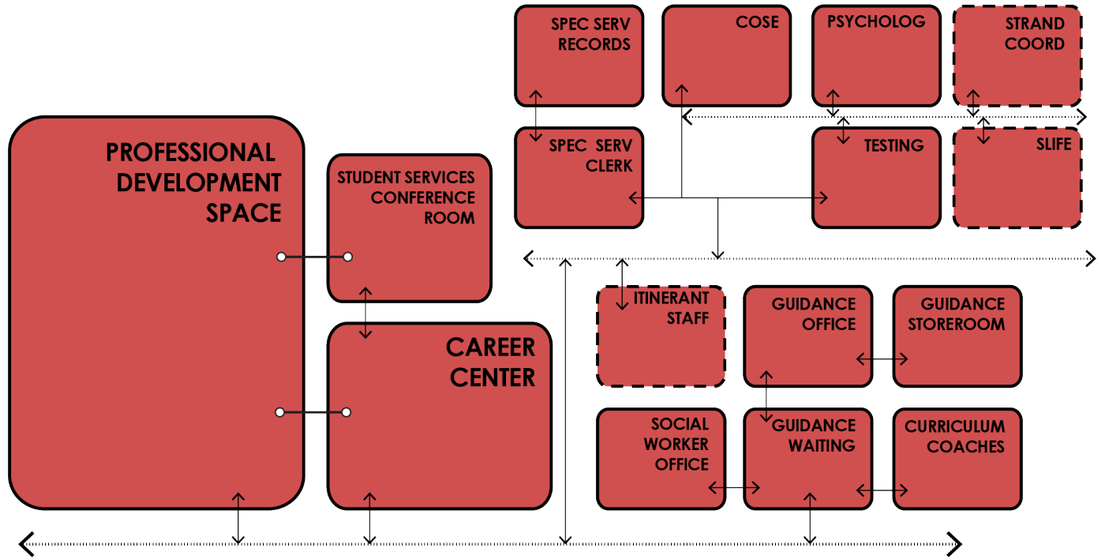
MAIN OFFICE

Grades 7-12



STUDENT & STAFF SUPPORT

Grades 7-12



ACTIVITIES

The **main office** serves as a welcome center and creates a positive image for the school. It is the primary point of entry to the school and to the administrative offices which support school operations. Operations include welcoming visitors to the school and administrative functions requiring private offices and conference spaces. Secure record storage, and a work area to accommodate mailboxes, copiers, and supplies are included in the main office area. Since administrative roles vary by school, final administrative space requirements are reviewed with BPS staff on a school-by-school basis.

Student Support Services, comprising guidance, social work, and other services, should be located near the administrative offices with direct connection to the health services suite to best serve students. BPS prefers that students visit guidance counselors and social workers in their offices rather than meeting with them in their own classrooms to clarify expectations. At the younger grades, counseling rotates with art and music. This ensures that all students have equal baseline access to counseling services.

Space for school counselors and social workers has been historically inadequate in BPS schools. Future spaces should be centralized and easily accessible to allow for staff to collaborate and provide emergency support as needed. Spaces should be adaptable and flexible so that they are customized to the needs of the counseling staff. Spaces need to support staff workspaces, including space for itinerant staff, as well as private meetings with students and/or families. Student spaces should be welcoming and comfortable to truly meet students where they are and encourage engagement with counseling and guidance services. This translates to providing natural light, high-quality lighting, window coverings with consideration for safety and privacy, and comfortable, flexible furniture to meet the different needs of students. Additionally, conference areas should be provided as needed for team meetings.

Career Exploration is another important facet of guidance and counseling services. How this looks depends on grade level and school size, but typically begins in grade 6. In lieu of career exploration, younger grades focus on social-emotional wellness. In middle school, career exploration is outsourced and supported by community partners, ideally including field trips and hands-on activities. In high school, guidance counselors also support college and career readiness.

ACCESS

Administrative and guidance offices are situated near the main entrance to the school building. Office reception staff, sometimes supported by school security staff, control visitor entrance to the school building through a secure entry vestibule. These spaces should be centralized and shared by all grade levels.

A private exit route should be identified for use by students who need to leave the school immediately after visiting guidance counselors and social workers. Proximity of students to academic spaces should be considered when locating administrative and student support offices.

SPACE AND LAYOUT CONSIDERATIONS

All Grade Levels

Administrative and student support space should be flexible to accommodate varying needs throughout the school day. Design requirements for these spaces include:

- Shared workspace for itinerant staff and community partners with access to private meeting rooms.
- Soft seating and comfortable furniture to encourage use and make visitors feel welcome.
- Appropriate power and technology throughout.
- Mixture of closed office and common space to support collaborative, group work and individual/private sessions.
- Commons spaces that allow students to engage with one another even if a counselor is not present.
- Conference room for 15 or more people paired with a smaller conference area.
- Proximity to staff lounge, wellness, and workroom.
- Acoustic separation for conference rooms, offices, and occupational therapy spaces.
- Access to outside for de-escalation.
- Visual and audio privacy.

Grades Pre-K through 6

The needs of students in these grades differ from students in grades 7 and 8. Elements that support their needs include:

- Larger centralized space to support group sessions, training, and lunches.
- Dedicated space for kindergarten programs.

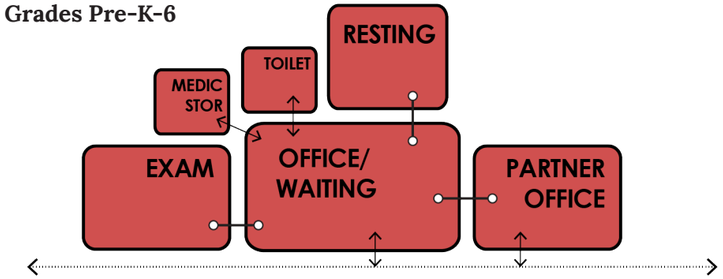
Grades 7 through 8 and 9 through 12

Though the needs of students in grades 7 through 8 and 9 through 12 vary the spaces provided for them should be located together and centrally in the school. The spaces should be welcoming to students, families, and staff. Elements that support this include:

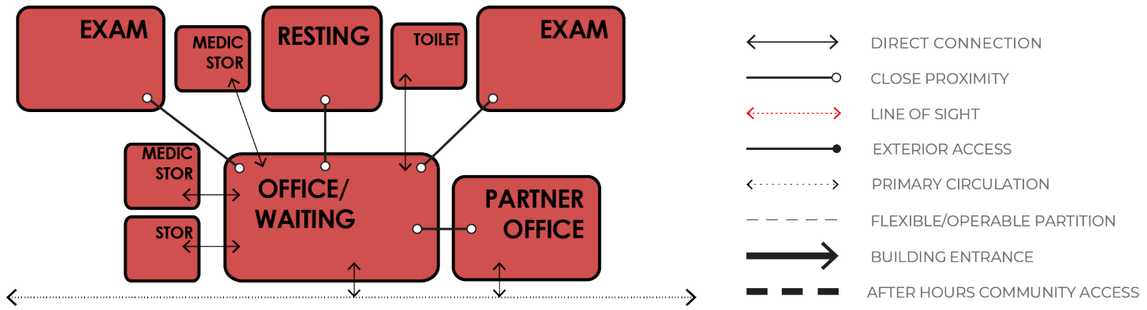
- Centralized multi-use spaces for events such as college and career fairs.
- Large, centralized spaces to support seminars and larger group sessions for students and staff.

HEALTH SERVICES SUITE (NURSE'S SUITE)

Grades Pre-K-6



Grades 7-12



The BPS Health & Wellness Department works to "actively promote the health and wellness of all students to support both their healthy development and readiness to learn."

ACTIVITIES

BPS takes a holistic approach to health with the Office of Health and Wellness leading efforts to implement a Whole Child approach, including acoustics, sensory needs, and lifelong learning (exercise, play, fitness, and wellness). The health services suite is where students are treated for illnesses, have required screenings, and can seek out wellness needs and preventative measures. It is also a location for students to recover or wait to be picked up by a parent or caretaker when they are ill. Students' medicine may be stored and administered by the nurse.

ACCESS

Health services suites should be located near the main office and near the entrance of the school. Health services should be accessible to all students, regardless of their abilities or disabilities. Families and outside partners may also need to access the Health Services suite.

SPACE AND LAYOUT CONSIDERATIONS

All Grade Levels

All BPS schools need to provide Health Services spaces, which remain consistent across the different grade configurations. Elements that support the services provided include:

- A balance of supervision and privacy.
- All-gender restroom/changing room.
- Location on the same level as the main entry.
- Accommodations for district's minimum number of nurses.
- Student and community needs on site-by-site basis.
- Easily cleanable partitions for privacy (no curtains).
- Sight lines from nurse workstations to resting areas with privacy from waiting areas.
- Locked storage and refrigerators for medication at nurse workstations and partner spaces.

Grades Pre-K through 6

The health services suite should accommodate the developmental stages of younger students. Elements that support this include:

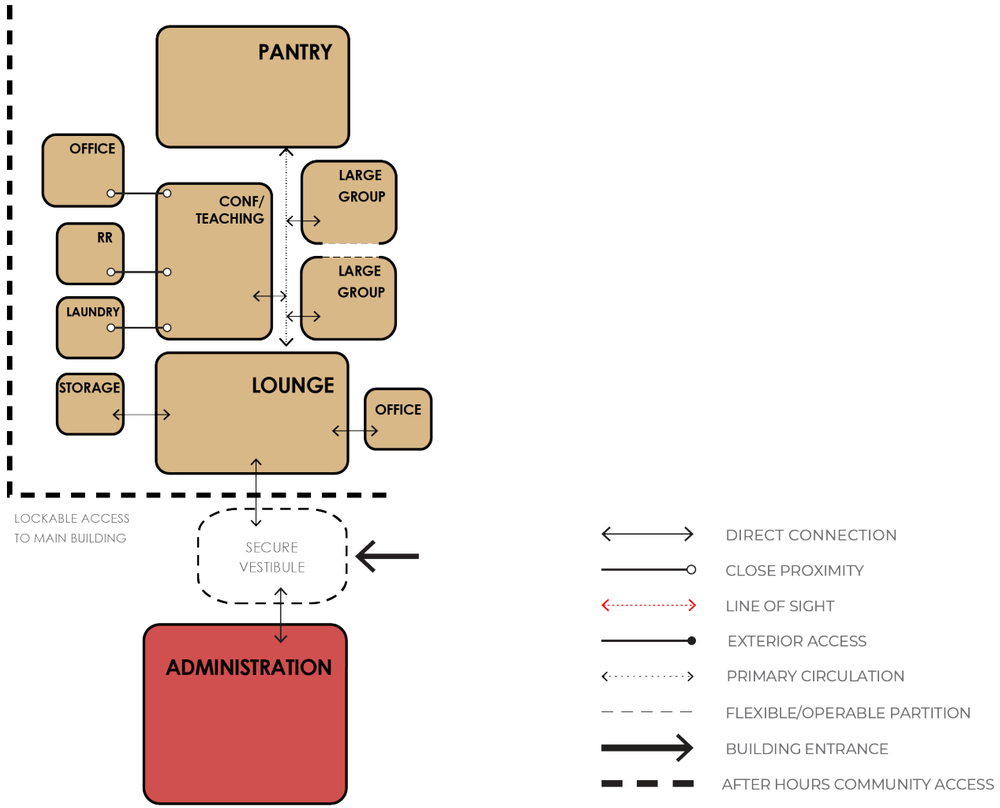
- Diapering and toileting needs at Kindergarten and Play-to-learn locations

Grades 7 through 8 and 9 through 12

The health needs of these students are different from those in younger grades. Elements that support the services provided include:

- Partner spaces accessible from the health services suite waiting area.
- Site-specific needs for school-based health centers and mini clinics.

COMMUNITY HUB SCHOOLS



Community Hub Schools are spaces where families & community members are partners in decision-making. They are welcoming places filled with joy, love, and community that reflect the cultures and backgrounds of the students. Learning in Community Hub Schools reflects students' assets and draws on their strengths. Adults and leadership who use the space acknowledge racism and are anti-racist in their practice. The programs provided are aligned with the school community's wants and needs and grow together with restorative and healing practices. The Community Hub staff support the school community to transfer power to the people.

ACTIVITIES

To support this vision for Boston Community Hub Schools, facilities should include a flexible suite of spaces for partners leading arts, social, academic and social-emotional programming before, during, and after school and for increased family and community engagement. Space should support the district's ability to transform in providing expanded, enriching learning opportunities, including space for wraparound services. Community Hub Schools are where families and community members come together to learn, lead, and raise their voice to shift the energy in the school environment for instructional leaders and teachers in an effort to promote strong collaboration and belonging.

Campuses may include the following activities:

- Before- and after-school programming.
- Community / family lounge.
- Food pantry / clothing assistance.
- Social work services.
- Adult education / Family Resource Center.
- Mental health counseling.
- Event space (can be the cafetorium).

- Confidential meeting space to support multiple programs.
- Arts enrichment.
- Mentorship and tutoring.
- Laundry services.

Other high priority options that schools could incorporate based on the needs of their school community include:

- Childcare.
- Office space for community partners.
- School community gardens.
- Career counseling / employment programs.
- Nutrition / life skills classes.
- Health clinics.

ACCESS

Community Hub School spaces should be located with direct exterior access for partners and community members. Spaces should be designed in a way that allows the community to feel connected to the school. Spaces for small and large group community and family meetings should be directly adjacent and shared between the school and Community Hub programming. Design teams should provide access to plumbing for washers and dryers, accessible all-gender restrooms, and kitchenettes. Design should locate Community Hub programming to balance security needs with community access. Spaces that provide services for community members and families including food pantries, clothing services, and laundry services should be located for easy access.

SPACE AND LAYOUT CONSIDERATIONS

All Grade Levels

Design teams should provide dedicated community spaces at each campus, to be customized by each school community based on their unique needs and opportunities. Considerations to support programs may include:

- Community lounge/classroom with kitchenette and flexible seating
- Multipurpose spaces to support a variety of programs, education, and additional services.
- Shared spaces between community/family lounge and adult education/Family Resource Center.
- Ample technology including projectors and screens throughout spaces.
- Flexible, multi-use tables and chairs.
- Storage for resources (books, Chromebook carts, etc.) accessed off family lounge.
- Alignment with general academics, library services and cafetorium spaces.
- Confidential meeting space.
- Dedicated space for Hub Schools Coordinator to meet with partners.
- Variety of spaces for different sized groups.

BOSTON PUBLIC SCHOOLS PREK-6 & 7-12 SCHOOL DESIGN STUDY | EDUCATIONAL AND PROGRAMMING STANDARDS

OUTDOOR LEARNING

Outdoor spaces in BPS schools support both informal play and intentional outdoor learning experiences. Students' access to the different learning opportunities during lunch and recess should be determined on a campus-by-campus basis. Spatial adjacencies should be determined at each school to ensure there are clear sight lines for easy supervision. Natural materials and permeability are preferred in schoolyards and playgrounds. Outdoor learning spaces should have materials that are durable and easily maintained.

ACTIVITIES

Outdoor Learning and Play

Space to move and explore is a priority in BPS, regardless of age level. Currently, play space designs are guided by school stakeholders and therefore site specific. Guidelines and baseline standards should provide for a level of customization at each school. Where possible outdoor spaces should be coordinated with indoor play and activity spaces. Starting in grade 7, games and sports become more organized, and shaded spaces for socialization are prioritized. Regardless, spaces for exploratory learning and play should always be included. Outdoor classroom areas should be provided whenever possible, including on roof terraces where necessary. When an outdoor classroom is not possible, more flexible multi-use spaces should be considered. While such multi-use spaces may require more rules and management by staff due to fewer design elements to guide activities, they allow for a greater variety of activities and gatherings.

Outdoor Classrooms

Intentional spaces for outdoor learning should be clearly delineated in a manner that is welcoming – clearly defined yet not physically separated entirely. Access to these spaces should balance openness and community use. Design teams should collaborate with the community when designing all outdoor spaces to find the appropriate balance. Outdoor classrooms should be designed with elements to support learning and support one class at a time. This includes sensory station activities for younger grades and the ability to support a variety of projects and technology (such as stations for phones/photography) for the older grades. Multiple spaces should ideally be provided. Outdoor classroom spaces, where possible, should have a writing surface, worktables, chairs, and access to a sink. Plants should be included to invite wildlife. Provisions for storage of tools and equipment should also be considered.

School Gardens

School gardens are another teaching tool and resource that should be designed intentionally to facilitate outdoor teaching and learning. Raised bed gardens and healthy landscapes should be installed and thoughtfully placed. Many school gardens are partner supported and should be coordinated on a site-specific basis. Please refer to the **BPS Outdoor Teaching and Learning Philosophy** for more information.

ACCESS

Access to outdoor learning classrooms and play spaces should be provided near Learning Cohorts, libraries / media centers, and physical education spaces; outdoor spaces should be coordinated with indoor spaces. Each school site is unique and therefore requires different elements and functionalities. Design decisions are site-specific and made collectively at each school. Flexible outdoor learning space requires more management, which should be taken into consideration when considering access and implementation at a specific school site.

SPACE AND LAYOUT CONSIDERATIONS

There are many opportunities to enhance teaching and learning when incorporating outdoor learning and play. Elements that should be considered include:

There are many opportunities to enhance teaching and learning with outdoor learning and play. Elements that should be considered include:

- Infrastructure for technology.
- Opportunities for learners to navigate landscaped areas using pathways.
- Flexible, movable, and durable furniture.
- Multi-language, durable wayfinding signage.
- Multi-use play areas where dedicated outdoor classroom spaces are not feasible.
- Spaces that allow for movement and exploration by children of all abilities.
- Delineated play areas.
- Permeable materials in playgrounds and schoolyards.
- Natural materials for fencing and playground surfaces wherever possible.
- Protected and separated raised planting beds.
- Lockable, weatherproof storage for teaching materials, tools, and equipment.

BOSTON PUBLIC SCHOOLS PREK-6 & 7-12 SCHOOL DESIGN STUDY | EDUCATIONAL AND PROGRAMMING STANDARDS

WHOLE BUILDING ADJACENCY DIAGRAMS

The whole building adjacency diagrams on the following pages expand on the BPS vision for flexible, collaborative schools that support the High-Quality Student Experience. The diagrams serve as guidelines for successful space relationships, adjacencies, and integration of space types across the whole school building. As specific programs are defined for specific school buildings and sites, implementation of the relationships and ideas from these diagrams will ensure successful translation of the BPS vision into built learning environments.

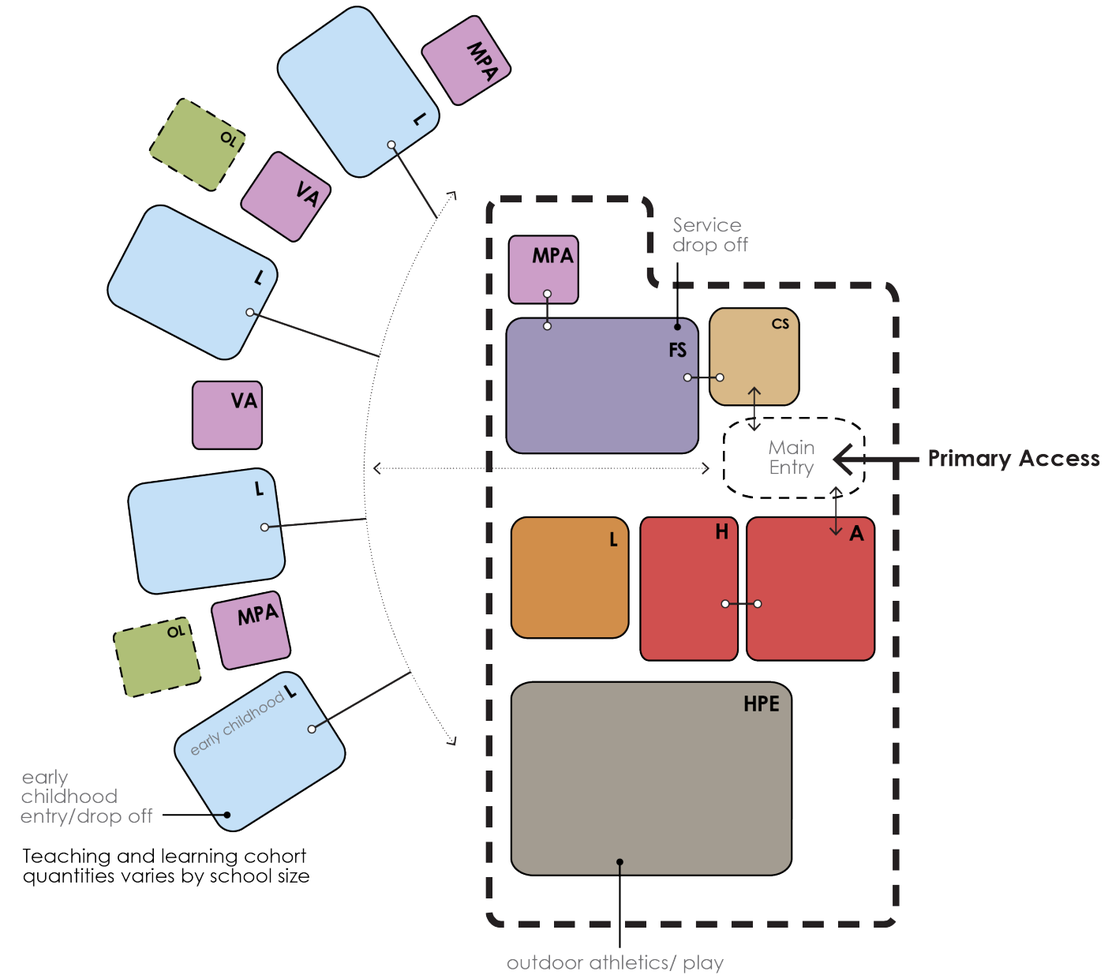
The diagrams show potential adjacencies between required space types that are critical to the success of newly constructed school buildings or existing school facilities subject to major renovations. They are not intended to be floor plans; there are many more potential configurations, many of which will be on more than one floor. All spaces should be designed to allow furniture to be easily reconfigured to support a variety of learning experiences and activities.

Each school facility and site have its own unique site opportunities and constraints that will influence the overall building design. Please refer to the Design Principles found in the Building and Architectural Design Standards for detailed design requirements for building exteriors and interiors.

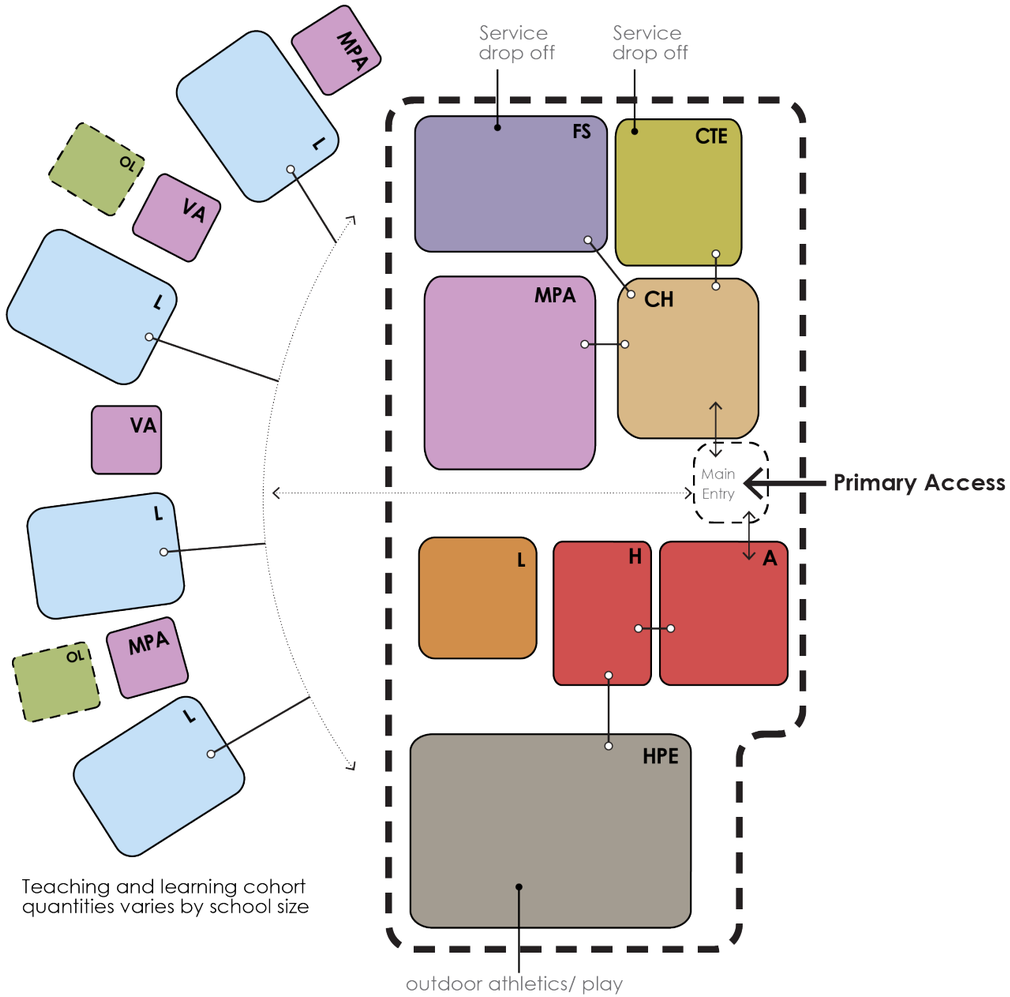
KEY

- L — LEARNING COHORT
- VA — VISUAL ARTS
- MPA — MUSIC / PERFORMING ARTS
- CTE — CTE / VOCATIONS
- HPE — HEALTH EDUCATION & PHYSICAL EDUCATION
- ATH — ATHLETICS
- L — LIBRARY / MEDIA CENTER
- FS — DINING & FOOD SERVICE
- A — ADMINISTRATION & STUDENT SUPPORT
- H — HEALTH SERVICES SUITE
- CH — COMMUNITY / HUB
- OL — OUTDOOR LEARNING
- DIRECT CONNECTION
- CLOSE PROXIMITY
- LINE OF SIGHT
- EXTERIOR ACCESS
- PRIMARY CIRCULATION
- FLEXIBLE/OPERABLE PARTITION
- BUILDING ENTRANCE
- AFTER HOURS COMMUNITY ACCESS

GRADES PREK-6 NEW CONSTRUCTION



GRADES 7-8 AND 9-12
NEW CONSTRUCTION



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PART 4: MODEL SPACE SUMMARIES

Part 4 shows four different school models, outlining the type, quantity, and size of spaces within a school.

> Elementary: PK-6 (712 students)
> Elementary: PK-6 (356 students)
> Secondary: 7-12 (1650 students)
> Secondary: 7-12 (1150 students)

MODEL SPACE SUMMARIES

DESCRIPTION

Model space summaries are detailed lists of all the spaces that go into each school, including quantity and sizes necessary to meet both the needs of BPS and Massachusetts School Building Authority (MSBA) guidelines and space standards.

The four models included serve as the foundation for new construction and major renovations of Pre-K through 6 and 7 through 12 school facilities in BPS. A model space summary is a quantitative list of each space with the size in net square feet of space. The program spaces included reflect the space types and Learning Cohorts described within the Educational Speci ications

and are meant to be used in concert with the adjacency diagrams provided in Part 2 and Part 3. Design teams will collaborate with campus teams to confirm space needs and appropriate spatial relationships. The grossing factor will vary depending on the systems selected and the overall design layout.

While some schools may deviate from the listed spaces due to special programs or enrollment needs, they will always have the core spaces within the Learning Cohorts. Specialty schools with space programs outside of Ed Specs standards will require BPS approval.

KEY TERMS AND ABBREVIATIONS

NFA	Net Floor Area; the usable area of a space
Qty	Quantity
Grossing factor	Multiplier to account for additional required building areas, such as circulation, restrooms and wall thicknesses.
GFA	Gross Floor Area; the overall area or size of a building or space

PREK-6 MODEL SPACE SUMMARY: 712 STUDENT CAPACITY

	PROPOSED				MSBA GUIDELINES (refer to MSBA Educational Program & Space Standard Guidelines)			
ROOM TYPE	**ROOM NFA[1]**	**# OF RMS**	**AREA TOTALS**	**COMMENTS**	**ROOM NFA[1]**	**# OF RMS**	**AREA TOTALS**	**COMMENTS**
LEARNING COHORT SPACES (4 Cohorts; divide # of rooms by 4)		**32**	**51,000**	Capacity generating classrooms; Cohorts are K0-K2, 1-2, 3-4 & 5-6		**33**	**43,550**	Capacity generating classrooms
Classrooms without K0-K1		28		Classroom count without K0-K1 rooms		29		Classroom count without K0-K1 rooms
All classrooms		42		Capacity generating and non-capacity generating		40		Capacity generating and non-capacity generating
Pre-Kindergarten classrooms w/ toilet (K0 & K1)	1,200	4	4,800		1,200	4	4,800	1,100 SF min - 1,300 SF max
Play-to-Learn Space	1,200	0	0	Play-to-Learn spaces to be provided across district accounting for future growth; space similar to Pre-K classroom w/ toilet				
Kindergarten classrooms w/ toilet (K2)	1,200	4	4,800		1,200	5	6,000	1,100 SF min - 1,300 SF max; 2 sinks min. req
General Classrooms - Grade 1-6	950	24	22,800	Based on 4 sections per grade	950	24	22,800	900 SF min - 1,000 SF max; 2 sinks min. req
Science Room (Grades 3-6)	1,080	2	2,160		1,080	2	2,160	
Science Room Storage	120	2	240		120	2	240	
Teacher Planning	300	4	1,200	One per Cohort				
Wellness Room	80	4	320					
Staff Restroom	65	4		SF included in GSF; shown here for adjacency need				
Sensory Space	100	2	200	Could be alcove or even have partial walls; for self-regulation; Not a time-out space				
Collaboration Space	400	4	1,600					
Sub-Separate Classroom (K0-K2)	1,200	2	2,400					
Sub-Separate Classroom (1-6)	1,000	6	6,000	1 per grade level	950	5	4,750	900-1,300 SF equal to surrounding
Sub-Separate - toilet	60	8	480		60	5	300	
Half Classroom	500	4	2,000	Flexible, Half Classroom for flexible use, SEI if needed; 1 per Cohort minimum	500	3	1,500	1/2 size Genl. Clrm.
Small Group Room / Reading	125	8	1,000		500	2	1,000	1/2 size Genl. Clrm.
Large Group Room	250	4	1,000					
Toilet w/ shower	120	0	0	With Hoyer Lift & Adult Changing Table; Room without shower should be 100 SF.				
ART & MUSIC			**6,500**				**5,000**	
Art Classroom - 25 seats	1,000	2	2,000		1,000	2	2,000	assumed schedule 2 times / week /
Art Workroom w/ Storage & kiln	150	2	300		150	2	300	
Music Classroom / Large Group - 25-50 seats	1,200	2	2,400		1,200	2	2,400	assumed schedule 2 times / week /
Music Practice / Ensemble	150	2	300		75	4	300	
Dance / Drama Classroom	1,500	1	1,500	Use Stage as back-up space for Dance/Drama				
HEALTH EDUCATION & PHYSICAL EDUCATION			**6,300**				**6,300**	Excess PE Spaces Policy
Gymnasium	6,000	1	6,000		6,000	1	6,000	6000 SF Min. Size
Gym Storeroom	150	1	150		150	1	150	
Health Instructor's Office w/ Shower & Toilet	150	1	150		150	1	150	
Fitness / Dance Room / Adaptive PE	1,500	0	0	Not included in Large ES unless Adaptive PE needed; Dance provided in Arts				
MEDIA CENTER			**4,024**				**3,874**	
Media Center / Reading Room	3,874	1	3,874	Based on K0-6 population. Consider population using Library	3,874	1	3,874	
Book Room	150	1	150	Centralized, can be distributed as needed				
IDEA Lab with Equipment Room	1,200	0	0	As needed for maker space, technology, collaboration or exploration space				
DINING & FOOD SERVICE			**6,821**				**8,341**	
Cafeteria / Dining	3,160	1	3,160	Calculated based on three seatings of K2-6 population	4,740	1	4,740	2 seatings - 15SF per seat
Stage	1,000	1	1,000	Serves as drama classroom; design accordingly with separation	1,000	1	1,000	
Chair / Table / Equipment Storage	411	1	411		411	1	411	
Community Storage	30	2	60					
Kitchen	1,932	1	1,932		1,932	1	1,932	1600 SF for first 300 + 1 SF/student Add'l
Staff Lunch Room	258	1	258		258	1	258	20 SF/Occupant
HEALTH SERVICES SUITE			**730**				**610**	
Medical Suite Toilet	60	1	60		60	1	60	
Nurses' Office / Waiting Room	225	1	225	Ratio of 1:550	250	1	250	
Nurses' Storage	25	1	25					
Examination Room / Resting	100	1	100		100	3	300	
Resting	100	2	200					
Partner Office	120	1	120	As needed; 120-200 SF pending number of people				
ADMINISTRATION & STUDENT SUPPORT			**4,575**				**2,617**	
MAIN OFFICE			**1,455**				**1,816**	
General Office / Waiting Room / Toilet	300	1	300		466	1	466	
Staff Mail and Time Room	0	0	0		100	1	100	
Copy Room	200	1	200	Mail/Time combined with Duplicating Room in Small ES	150	1	150	
Records Room	110	1	110		110	1	110	
Principal's Office w/ Conference Area	225	1	225		375	1	375	
Principal's Waiting Room	80	1	80		125	1	125	
Assistant Principal's Office	120	1	120		120	1	120	
Itinerant Office (Supervisory / Spare Office)	120	1	120		120	1	120	
Conference Room	300	1	300		250	1	250	

PREK-6 MODEL SPACE SUMMARY: 712 STUDENT CAPACITY (CTD.)

	PROPOSED				MSBA GUIDELINES (refer to MSBA Educational Program & Space Standard Guidelines)			
ROOM TYPE	**ROOM NFA[1]**	**# OF RMS**	**AREA TOTALS**	**COMMENTS**	**ROOM NFA[1]**	**# OF RMS**	**AREA TOTALS**	**COMMENTS**
STUDENT & STAFF SUPPORT			**3,120**				**801**	
Social Worker Office / Guidance Office	150	2	300		150	2	300	
Guidance Storeroom	35	0	0		35	1	35	
Small Conference Room	250	1	250	Space intended to support IEP meetings				
Testing Room	100	1	100					
Teachers' Work Room	0	0	0	See teacher planning above with Learning Cohort	466	1	466	Based on 632 students
Teachers' Lunch Room	500	1	500	Teachers' Lounge; Centrally located				
Wellness Room	80	1	80					
Math, Literacy Coaches	150	2	300					
Occupational Therapy	200	1	200	Includes office spaces for staff to meet with students				
Physical Therapy	700	1	700					
OT/PT Storage	70	1	70					
Speech Therapy	120	1	120					
School Pyschologist	150	1	150					
COSE & Clerk Office	200	1	200					
Specialized Services Records	40	0	0					
Sensory Room	150	1	150	Located near Social Worker Office				
CUSTODIAL & MAINTENANCE			**1,916**				**2,232**	
Custodian's Office	150	1	150		150	1	150	
Custodian's Workshop	375	1	375		375	1	375	
Custodian's Storage	375	1	375		375	1	375	
Recycling Room / Trash	400	1	400		400	1	400	
Receiving and General Supply	205	1	205		311	1	311	
Storeroom	211	1	211		421	1	421	
Network / Telecom Room	200	1	200		200	1	200	
OTHER			**160**				**0**	
Security Resource Office	160	1	160	Sized Accordingly for 2 SROs				
Total Building Net Floor Area (NFA)			**82,026**				**72,524**	
Proposed Student Capacity / Enrollment							**712**	Total K0-6
							632	Total K-6
							264	Lower Elementary; Grades K-2
							368	Upper Elementary; Grades 3-6
							80	K0-K1 (Not counted in capacity by MSBA)
NON-PROGRAMMED SPACES		% of GFA						
Other Occupied Rooms (list separately)		0%						Non-Programmed space areas are
		0%						required to be included in the
		0%						following submittals:
		0%						Schematic Design Submittal
Unoccupied MEP/FP Spaces		0%						Design Development Submittal
Unoccupied Closets, Supply Rooms & Storage Rooms		0%						60% Construction Documents
Toilet Rooms		0%						90% Construction Documents
Circulation (corridors, stairs, ramps & elevators)		0%						Final Construction Documents
Remaining		30%						
Total Building Gross Floor Area (GFA)[2]			**117,132**				**108,785**	
Grossing factor (GFA/NFA)	1.43		**1.43**	1.5 is max grossing factor. DLR Group average is 1.4285			**1.50**	Maximum Grossing Factor
GFA/Student			**165**	Based on Total K0-6 population of 712 students				
OUTDOOR SPACES			**0**					
Small Gathering Space			TBD					
Large Gathering Space			TBD					
Play Space			TBD					
Athletic Space			TBD					
School Gardens			TBD					
COMMUNITY HUB SCHOOLS			**2,910**					
Community / Family Lounge	700	1	700					
Conference / Teaching Space	500	1	500					
Nourishment Station / Alcove	30	1	30					
Food / Clothing Pantry	700	1	700					
Storage	75	1	75					
Hub School Coordinator	150	1	150					
Small Group Room / Conference Room	100	1	100					
Large Group Room	250	2	500					
Laundry	75	1	75					
All Gender Restroom w/ shower	80	1	80					
Total Building Net Floor Area (NFA)			84,936					
Total Building Gross Floor Area (GFA)[2]			121,288					
Grossing Factor (GFA/NFA)			1.43					
GFA/Student			170					

[1] **Individual Room Net Floor Area (NFA)**; also known as Net Square Footage (NSF)

[2] **Total Building Gross Floor Area (GFA)**; also known as Gross Square Footage (GSF)

Note: This space program was built using the December 2019 MSBA Form.

PREK-6 MODEL SPACE SUMMARY: 356 STUDENT CAPACITY

	PROPOSED				MSBA GUIDELINES (refer to MSBA Educational Program & Space Standard Guidelines)			
ROOM TYPE	**ROOM NFA[1]**	**# OF RMS**	**AREA TOTALS**	**NOTES**	**ROOM NFA[1]**	**# OF RMS**	**AREA TOTALS**	**COMMENTS**
LEARNING COHORT (2 Cohorts; divide # of rooms by 2)		**16**	**24,340**	Capacity generating classrooms. Cohorts are K0-2 & 3-6.		**16**	**21,930**	Capacity generating classrooms
Classrooms without K0-K1		***14***		Classroom count without K0-K1 rooms		***14***		Classroom count without K0-K1 rooms
All classrooms		***20***		Capacity generating and non-capacity generating		***20***		Capacity generating and non-capacity generating
Pre-Kindergarten classrooms w/ toilet (K0 & K1)	1,200	2	2,400		1,200	2	2,400	1,100 SF min - 1,300 SF max
Play-to-Learn Space	1,200	0	0	Play-to-Learn spaces to be provided across district accounting for future growth; space similar to Pre-K classroom w/ toilet				
Kindergarten classrooms w/ toilet (K2)	1,200	2	2,400		1,200	2	2,400	1,100 SF min - 1,300 SF max; 2 sinks min.
General Classrooms - Grades 1-6	950	12	11,400	Based this on 2 sections per grade	950	12	11,400	900 SF min - 1,000 SF max; 2 sinks min. req
Science Room - Grades 3-6	1,080	1	1,080		1,080	1	1,080	
Science Room Storage	120	1	120		120	1	120	
Teacher Planning	300	2	600	One per Cohort				
Wellness Room	80	2	160					
Staff Restroom	65	2		SF included in GSF; shown here for adjacency need				
Sensory Space	100	1	100	Could be alcove or even have partial walls; for self-regulation; Not a time-out space; for relaxation & reflection				
Collaboration Space	400	2	800					
Sub-Separate Classroom - Grades K0-K2	1,200	1	1,200					
Sub-Separate Classroom - Grades 1-6	950	2	1,900	1 per 3 grades	950	3	2,850	900-1,300 SF equal to surrounding
Sub-Separate - toilet	60	3	180	Included within the sub separate classrooms	60	3	180	
Half Classroom	500	2	1,000	Flexible, Half Classroom for flexible use, SEI if needed; 1 per Cohort minimum	500	2	1,000	1/2 size Genl. Clrm.
Small Group Room / Reading	125	4	500		500	1	500	1/2 size Genl. Clrm.
Large Group Room	250	2	500					
Toilet w/ shower	120	0	0	With Hoyer Lift & Adult Changing Table; Room without shower should be 100 SF.				
ART & MUSIC			**2,500**				**2,500**	
Art Classroom - 25 seats	1,000	1	1,000		1,000	1	1,000	assumed schedule 2 times / week /
Art Workroom w/ Storage & kiln	150	1	150		150	1	150	
Music Classroom / Large Group - 25-50 seats	1,200	1	1,200		1,200	1	1,200	assumed schedule 2 times / week /
Music Practice / Ensemble	150	1	150		75	2	150	
Dance / Drama Classroom	1,500	0	0	Not included at small ES; Use PE Alternative or Stage for				
HEALTH EDUCATION & PHYSICAL EDUCATION			**6,200**				**6,300**	Excess PE Spaces Policy
Gymnasium	4,400	1	4,400		6,000	1	6,000	6000 SF Min. Size
Gym Storeroom	150	1	150		150	1	150	
Health Instructor's Office w/ Shower & Toilet	150	1	150		150	1	150	
Fitness / Dance Room / Adaptive PE	1,500	1	1,500	Includes storage; Use for Dance &/or Drama in Small ES				
LIBRARY / MEDIA CENTER			**2,347**				**2,272**	
Media Center / Reading Room	2,272	1	2,272	Based on K0-6 population. Consider population using Library	2,272	1	2,272	
Book Room	75	1	75	Centralized; can be distributed as needed				
IDEA Lab with Equipment Room	1,000	0	0	As needed for maker space, technology, collaboration or exploration space				
DINING & FOOD SERVICE			**4,731**				**5,491**	
Cafeteria / Dining	1,580	1	1,580	Calculated based on three seatings of K2-6 population	2,370	1	2,370	2 seatings - 15SF per seat
Stage	1,000	1	1,000	Serves as drama classroom; design accordingly with separation	1,000	1	1,000	
Chair / Table / Equipment Storage	305	1	305		305	1	305	
Community Storage	30	1	30					
Kitchen	1,616	1	1,616		1,616	1	1,616	1600 SF for first 300 + 1 SF/student Add'l
Staff Lunch Room	200	1	200		200	1	200	20 SF/Occupant
HEALTH SERVICES SUITE			**510**				**510**	
Medical Suite Toilet	60	1	60		60	1	60	
Nurses' Office / Waiting Room	225	1	225	Ratio of 1:550	250	1	250	
Nurses' Storage	25	1	25					
Examination Room	100	1	100		100	2	200	
Resting Area with Handwashing Station	100	1	100					
Partner Office	120	0	0	As needed; 120-200 SF pending number of people				
ADMINISTRATION & STUDENT SUPPORT			**3,563**				**2,031**	
MAIN OFFICE			**1,245**				**1,538**	
General Office / Waiting Room / Toilet	300	1	300		308	1	308	
Staff Mail and Time Room	0	0	0		100	1	100	
Copy Room	150	1	150	Mail/Time combined with Duplicating Room in Small ES	150	1	150	
Records Room	70	1	70		110	1	110	
Principal's Office w/ Conference Area	225	1	225		375	1	375	
Principal's Waiting Room	80	1	80		125	1	125	
Assistant Principal's Office	120	0	0		120	0	-	
Itinerant Office (Supervisory / Spare Office)	120	1	120		120	1	120	
Conference Room	300	1	300		250	1	250	

PREK-6 MODEL SPACE SUMMARY: 356 STUDENT CAPACITY (CTD.)

	PROPOSED				MSBA GUIDELINES (refer to MSBA Educational Program & Space Standard Guidelines)			
ROOM TYPE	**ROOM NFA[1]**	**# OF RMS**	**AREA TOTALS**	**NOTES**	**ROOM NFA[1]**	**# OF RMS**	**AREA TOTALS**	**COMMENTS**
STUDENT & STAFF SUPPORT			**2,318**				**493**	
Social Worker Office / Guidance Office	150	1	150		150	1	150	
Guidance Storeroom	35	0	0		35	1	35	
Small Conference Room	250	1	250	Space intended to support IEP meetings				
Testing Room	100	0	0					
Teachers' Work Room	0	0	0	See teacher planning above with Learning Cohort	308	1	308	
Teachers' Lunch Room	328	1	328	Teachers' Lounge; Centrally located				
Wellness Room	80	1	80					
Math, Literacy Coaches	150	1	150					
Occupational Therapy	120	1	120	Includes office spaces for staff to meet with students				
Physical Therapy	700	1	700					
OT/PT Storage	70	1	70					
Speech Therapy	120	1	120					
School Pyschologist	150	0	0	As needed based on campus				
COSE & Clerk Office	200	1	200					
Specialized Services Records	40	0	0					
Sensory Room	150	1	150	Located near Social Worker Office				
CUSTODIAL & MAINTENANCE			**1,916**				**1,916**	
Custodian's Office	150	1	150		150	1	150	
Custodian's Workshop	375	1	375		375	1	375	
Custodian's Storage	375	1	375		375	1	375	
Recycling Room / Trash	400	1	400		400	1	400	
Receiving and General Supply	205	1	205		205	1	205	
Storeroom	211	1	211		211	1	211	
Network / Telecom Room	200	1	200		200	1	200	
OTHER			**80**				**0**	
Security Resource Office	80	1	80	Sized accordingly for 1 SRO				
Total Building Net Floor Area (NFA)			**46,187**				**42,950**	
Proposed Student Capacity / Enrollment							**356**	Total K0-6
							316	Total K-6
							132	Lower Elementary; Grades K-2
							184	Upper Elementary; Grades 3-6
							40	K0-K1 (Not counted in capacity by MSBA)
NON-PROGRAMMED SPACES		% of GFA						
Other Occupied Rooms (list separately)		0%						Non-Programmed space areas are
		0%						required to be included in the
		0%						following submittals:
		0%						Schematic Design Submittal
Unoccupied MEP/FP Spaces		0%						Design Development Submittal
Unoccupied Closets, Supply Rooms & Storage Rooms		0%						60% Construction Documents
Toilet Rooms		0%						90% Construction Documents
Circulation (corridors, stairs, ramps & elevators)		0%						Final Construction Documents
Remaining		0%						
Total Building Gross Floor Area (GFA)[2]			**65,955**				**64,425**	
Grossing factor (GFA/NFA)			**1.43**	1.5 is max grossing factor. DLR Group average is 1.4285			**1.50**	Maximum Grossing Factor
GFA/Student			**185**	Based on Total K0-6 population of 356 students				
OUTDOOR SPACES			**0**					
Small Gathering Space			TBD					
Large Gathering Space			TBD					
Play Space			TBD					
Athletic Space			TBD					
School Gardens			TBD					
COMMUNITY HUB SCHOOLS			**2,910**					
Community / Family Lounge	700	1	700					
Conference / Teaching Space	500	1	500					
Nourishment Station / Alcove	30	1	30					
Food / Clothing Pantry	700	1	700					
Storage	75	1	75					
Hub School Coordinator	150	1	150					
Small Group Room / Conference Room	100	1	100					
Large Group Room	250	2	500					
Laundry	75	1	75					
All Gender Restroom w/ shower	80	1	80					
Total Building Net Floor Area (NFA)			**49,097**					
Total Building Gross Floor Area (GFA)[2]			**70,111**					
Grossing Factor (GFA/NFA)			**1.43**					
GFA/Student			**197**					

[1] **Individual Room Net Floor Area (NFA)**; also known as

[2] **Total Building Gross Floor Area (GFA)**; also known as Gross Square Footage (GSF)

Note: This space program was built using the December 2019 MSBA Form.

7-12 MODEL SPACE SUMMARY: 1,650 STUDENT CAPACITY

	PROPOSED				MSBA GUIDELINES (refer to MSBA Educational Program & Space Standard Guidelines)			
ROOM TYPE	**ROOM NFA[1]**	**# OF RMS**	**AREA TOTALS**	**COMMENTS**	**ROOM NFA[1]**	**# OF RMS**	**AREA TOTALS**	**COMMENTS**
7-8 LEARNING COHORT (3 cohorts total minimum; divide # of rooms by 3)								
CORE ACADEMIC SPACES - Grades 7-8		**27**	**35,035**	Total classrooms including science labs and sub separates		**27**	**33,790**	Total classrooms including science labs and sub separates
General Classroom	875	14	12,250	6 per Cohort including Project Classrooms, if grade based/team model	950	18	17,100	850 SF min - 950 SF max
Project Classroom	935	4	3,740	Includes storage; 1 per cohort plus 1 to support science				
Teacher Planning	300	3	900	Distributed based on cohort and science locations	100	18	1,800	
Wellness Room	80	3	240	1 per floor minimum; always adjacent to TP; 30 SF outside of room for storage and refrigerator				
Staff Restroom	65	3		SF included in GFA; shown here for adjacency need				
Half Classroom	500	3	1,500	1 per cohort; with folding wall to be divisible	500	1	500	
Small Group Room	125	3	375					
Collaboration Space (breakout space, open to corridor)	450	3	1,350	disributed along corridor within cohort (corridor is 8' min, more with lockers)				
Science Classroom / Lab- Grades 7-8	1,440	5	7,200	Classrooms shared between cohorts if grade based/team model; paired with Math if dept. model	1,440	5	7,200	1 period / day / student;
Prep Room	300	3	900	Shared	200	5	1,000	
Central Chemical Storage Rm	100	1	100		150	1	150	
Storage	30	3	90	Distributed across all learning cohorts				
Sub-Separate Classroom	900	4	3,600	Distribute in Cohorts	950	4	3,800	850-950 SF equal to surrounding classrooms
Sub-Separate Toilet	60	4	240		60	4	240	
Sensory Space	100	3	300	Part of Learning Cohort for all students; Could be alcove or even have partial walls; for self-regulation; Not a time-out space. If there is a strand, may need additional dedicated sensory room				
Large Group Room	250	6	1,500	Part of Learning Cohort; serves intervention needs	500	3	1,500	1/2 size Genl. Clrm.
Small Group Room / Reading	125	6	750	Part of learning cohort	500	1	500	1/2 size Genl. Clrm.
Life Skills	1,600	0	0	Per specific school student population & curriculum				
Toilet w/ shower	120	0	0	With Hoyer Lift & Adult Changing Table; Room without shower should be 100 SF.				
9-12 LEARNING COHORT (4 cohorts minimum, divide # of rooms by 4)								
LEARNING COHORT SPACES - GRADES 9-12		**57**	**66,815**	Total classrooms including science labs and sub separates		**57**	**67,230**	Total classrooms including science labs and sub separates
General Classroom	850	30	25,500	7 per Cohort if mixed dept model; Split between Humanities & Math for dept model	850	39	33,150	825 SF min - 950 SF max
Project Classroom	935	9	8,415	Includes storage. Distributed across learning cohorts				
Teacher Planning	500	4	2,000	One per Learning Cohort or one per floor at minimum; additional SF distributed throughout the building. Size may vary depending on how many professionals are served within a cohort	100	39	3,900	
Wellness Room	100	4	400	Includes 30 sf in corridor for storage/refrigerator				
Staff Restroom	65	4		SF included in GFA; shown here for adjacency need				
Collaboration Space (open to corridor)	500	4	2,000					
Half Classroom	500	0	0	Eliminated because half-classroom is captured below.	500	3	1,500	
Science Classroom / Lab	1,440	10	14,400		1,440	10	14,400	3 x85% ut=20 Seats-1 per /day/student
Prep Room	350	5	1,750	Shared between two rooms; can vary size based on arrangement	200	10	2,000	
Central Chemical Storage Rm	150	1	150	Quantity and size dependent on number of science rooms that need chemical storage	200	1	200	
Storage	30	4	120	Distributed across all learning cohorts				
Sub-Separate Classroom	900	8	7,200		950	8	7,600	825-950 SF equal to surrounding classrooms
Sub-Separate Toilet	60	8	480		60	8	480	
Sensory Space	100	4	400	Part of Learning Cohort for all students; Could be alcove or even have partial walls; for self-regulation; Not a time-out space. If there is a strand, may need additional dedicated sensory room				
Half-Classroom	500	4	2,000		500	4	2,000	1/2 size Genl. Clrm.
Large Group Room	250	4	1,000					
Small Group Room	125	8	1,000		500	4	2,000	1/2 size Genl. Clrm.
Life Skills	1,600	0	0	Per specific school student population & curriculum				
Toilet w/shower	120	0	0	With Hoyer Lift & Adult Changing Table				
ART & MUSIC			**10,020**				**8,350**	
Art Classroom 2D - 25 seats	1,200	1	1,200		1,200	3	3,600	Assumed use - 25% Population - 5 times/week
Art Classroom 3D - 25 seats	1,200	1	1,200					
Art Classroom Digital - 25 seats	1,200	1	1,200	Storage included within this room				
Art Workroom w/ Storage	100	3	300	1 storage room per 2D and 3D Art Classroom	150	3	450	
Kiln Room	120	1	120					
Band - 50 - 100 seats	1,500	1	1,500		1,500	1	1,500	Assumed use - 25% Population - 5 times/week
Chorus - 50 - 100 seats	1,500	1	1,500		1,500	1	1,500	
Ensemble / Practice Room	200	1	200		200	1	200	
Music - Digital	1,200	1	1,200	Minimum of 22 stations				
Music Practice - Large	125	3	375		75	8	600	
Music Practice - Small	75	3	225					
Instrument Storage	500	1	500		500	1	500	
Music Storage	500	1	500	Includes sheet music and uniforms; distribute as needed				
CTE / VOCATIONS & TECHNOLOGY		8	**19,150**			10	**14,400**	
Low Infrastructure CTE Room	1,100	3	3,300		1,440	8	11,520	Assumed use - 100% Population - 5 times/week; 825 SF -2,000 SF
Medium Infrastructure CTE Room	1,500	3	4,500					
High Infrastructure CTE Room	2,000	2	4,000					
IDEA Lab	1,100	2	2,200	Can support 7&8 grade exploratory CTE; Recommend locating it with Library	1,440	2	2,880	
IDEA Lab Equipment Room	200	2	400					
CTE Offices	200	1	200	Accommodate 1-2 people; To be used by staff and partners / not owned				
Restrooms - all gender with shower	150	4	600					
Admin Office (CTE Director/Partnership Coord. Etc.)	200	1	200					
Teacher Planning Space (includes collaboration)	500	1	500	Serves 8-10 people (needs confidentiality				
Student Collaboration Areas	500	1	500					
Lockers (embedded in circulation/associated with collab area)								
Material Delivery (per basis)	250	1	250					
Materials and Equipment Storage	2,000	1	2,000	Distribute as needed				
Reception / Waiting Area	500	1	500	Located near administration				

7-12 MODEL SPACE SUMMARY: 1,650 STUDENT CAPACITY (CTD.)

	PROPOSED				MSBA GUIDELINES (refer to MSBA Educational Program & Space Standard Guidelines)			
ROOM TYPE	**ROOM NFA[1]**	**# OF RMS**	**AREA TOTALS**	**COMMENTS**	**ROOM NFA[1]**	**# OF RMS**	**AREA TOTALS**	**COMMENTS**
HEALTH EDUCATION & PHYSICAL EDUCATION			**28,940**				**25,440**	Excess PE Spaces Policy
Gymnasium	12,000	1	12,000		12,000	1	12,000	
PE Alternatives (Weight Room)	3,000	1	3,000		3,000	1	3,000	
PE Alternatives (Adaptive PE)	1,500	1	1,500					
PE Alternatives (Yoga/Pilates/Dance)	1,500	0	0	See Auditorium / Drama				
Gym Storeroom	300	1	300		300	1	300	
Locker Rooms - Boys / Girls w/ Toilets	9,240	1	9,240	Includes all-gender changing rooms supporting PE; 2 separate rooms for boys/girls	9,240	1	9,240	5.6 sf/student total
Team Rooms (All-gender for home and guests)	500	2	1,000	Includes all-gender changing room for referees.				
Phys. Ed. Storage	500	1	500		500	1	500	
Flex Office (Athletic Director's Office)	150	1	150		150	1	150	
Health Instructor's Office w/ Shower & Toilet	250	1	250	Can be used as ref/ump office during athletic events.	250	1	250	
Training Room	1,000	1	1,000	1000 SF includes small office and space to treat the athletes.				
LIBRARY / MEDIA CENTER			**10,363**				**10,213**	
Media Center / Reading Room	10,213	1	10,213		10,213	1	10,213	
Book Room for Classrooms	150	1	150					
AUDITORIUM / DRAMA			**12,600**				**10,400**	Excess Auditorium Spaces Policy
Auditorium	7,500	1	7,500		7,500	1	7,500	2/3 Enrollment @ 10 SF/Seat - 750 seats MAX
Stage	1,600	1	1,600		1,600	1	1,600	
Auditorium & Drama Storage	500	1	500	Includes storage for Auditorium and Black Box Spaces	500	1	500	
Make-up / Dressing Room	300	2	600	Dressing rooms shared between Auditorium & Black Box	300	2	600	
Controls / Lighting / Projection	200	1	200		200	1	200	
Dance / Drama Flex Space	1,500	0	0	Optional pending curriculum				
Black Box Theater	2,200	1	2,200	Includes control room; Black box outfitted with infrastructure to support dance and drama class				
DINING & FOOD SERVICE			**12,401**				**12,401**	
Cafeteria / Student Lounge / Break-out	8,250	1	8,250		8,250	1	8,250	3 seatings - 15SF per seat
Chair / Table Storage	563	1	563		563	1	563	
Scramble Serving Area	600	1	600		600	1	600	
Kitchen	2,450	1	2,450		2,450	1	2,450	1600 SF for first 300 + 1 SF/student Add'l
Staff Lunch Room (includes bathroom)	538	1	538		538	1	538	20 SF/Occupant
HEALTH SERVICES SUITE			**1,520**				**1,410**	
Medical Suite Toilet	60	1	60		60	1	60	
Nurses' Office / Waiting Room	260	1	260	Desk for two staff; Ratio of 1:550	250	1	250	
General Storage	30	1	30	Sized for wheelchairs etc.				
Medication Storage	20	1	20	Sized for refrigerator and locked cabinet				
Handwashing Station	25	1	25	Proximate to resting area				
Exam / Interview Room	120	4	480		100	4	400	
Resting Area	75	7	525	Sized for length of cot + 5' turning radius	100	7	700	
Partner Office	120	1	120					
ADMINISTRATION & STUDENT SUPPORT								
MAIN OFFICE			**2,750**				**2,625**	
General Office / Waiting Room / Toilet	575	1	575	Includes space for check-in/reception desk and 1-2 staff	575	1	575	
Staff Mail and Time Room	100	1	100		100	1	100	
Copy Room	200	1	200		200	1	200	
All School Records Room	200	1	200		200	1	200	
Conference Room	450	1	450		450	1	450	
Head of School (Principal's Office w/ Conference Area)	250	1	250		375	1	375	
Head of School Waiting (Principal's Waiting)	125	1	125		125	1	125	
Asst. Head of School 9-12 (Assistant Principal's Office - AP1)	150	1	150		150	1	150	
Asst. Head of School 7-8 (Assistant Principal's Office - AP2)	150	1	150		150	1	150	
Dean of Academics	150	1	150					
Wellness Room	100	1	100					
Teachers' Work Room	300	1	300		300	1	300	
STUDENT SERVICES & STAFF SUPPORT			**4,146**				**2,276**	
Curriculum Coaches (Supervisory / Spare Office)	120	2	240		120	1	120	
Guidance Office	120	9	1,080	200 students per Guidance Counselor for total student body	150	9	1,350	
Social Worker Office	120	7	840	250 students per Social Worker for total student body				
Student Services Conference Room	250	1	250	For 8-10 people				
Guidance Waiting Room	100	1	100		100	1	100	
Guidance Storeroom	100	1	100		100	1	100	
Career Center	438	1	438		438	1	438	
Specialized Services Clerk	100	1	100					
COSE	100	1	100					
Specialized Services Records Room	169	1	169		169	1	169	
School Psychologist	150	1	150					
SLIFE (OMME)	120	0	0					
Strand Coordinators	120	0	0					
Testing / Small Conference Room	120	4	480					
Itinerant Staff	100	1	100					
Professional Development Space	2,800	0	0	Size and quantity may vary based on needs. Should be flexible to accommodate different uses and student presentation				
Sensory Room	150	0	0	As required near Social Workers' offices				
CUSTODIAL & MAINTENANCE			**2,863**				**2,863**	
Custodian's Office	150	1	150		150	1	150	
Custodian's Workshop	250	1	250		250	1	250	
Custodian's Storage	375	1	375		375	1	375	
Recycling Room / Trash	400	1	400		400	1	400	
Receiving and General Supply	563	1	563		563	1	563	
Storeroom	925	1	925		925	1	925	
Network / Telecom Room	200	1	200		200	1	200	

7-12 MODEL SPACE SUMMARY: 1650 STUDENT CAPACITY (CTD.)

	PROPOSED				MSBA GUIDELINES (refer to MSBA Educational Program & Space Standard Guidelines)			
ROOM TYPE	**ROOM NFA[1]**	**# OF RMS**	**AREA TOTALS**	**COMMENTS**	**ROOM NFA[1]**	**# OF RMS**	**AREA TOTALS**	**COMMENTS**
OTHER			**640**				**0**	
Security Resource Office	640	1	640	Sized Accordingly for 8 SROs				
Total Building Net Floor Area (NFA)			**207,242**				**191,397**	
Proposed Student Capacity / Enrollment						Grades 9-12	**1,150**	162 GSF/Stu
						Grades 7-8	**500**	Based on 175 students per grade
						Total	**1,650**	
NON-PROGRAMMED SPACES		% of GFA						
Other Occupied Rooms (list separately)		0%						
		0%						
		0%						
		0%						
Unoccupied MEP/FP Spaces		0%						
Unoccupied Closets, Supply Rooms & Storage Rooms		0%						
Toilet Rooms		0%						
Circulation (corridors, stairs, ramps & elevators)		0%						
Remaining		0%						
Total Building Gross Floor Area (GFA)[2]			**295,941**				**287,095**	
Grossing factor (GFA/NFA)			**1.43**	1.5 is max grossing factor. DLR Group average is 1.4285			**1.50**	Maximum Grossing Factor
GFA/Student			**179**					
OUTDOOR SPACES								
Small Gathering Space			TBD					
Large Gathering Space			TBD					
Play Space			TBD					
Athletic Space			TBD					
School Gardens			TBD					
COMMUNITY HUB SCHOOLS			**2,910**					
Community / Family Lounge	700	1	700	Holds approx. 25 people plus reception desk and variety of seating and tables				
Conference / Teaching Space	500	1	500	Holds approx. 20 people; can be made confidential				
Nourishment Station / Alcove	30	1	30	Can be along a corridor; if it is a room, needs to be larger				
Food / Clothing Pantry	700	1	700	Accomodates food and clothing;				
Storage	75	1	75	Equipment, chairs, etc.				
Hub School Coordinator	150	1	150	Holds 2 people and Coordinator				
Small Group Room / Conference Room	100	1	100					
Large Group Room	250	2	500	These spaces are adjacent to one another and the conference / teaching space and can be one large space or made into small group rooms.				
Laundry	75	1	75					
All Gender Restroom w/ shower	80	1	80					
Total Building Net Floor Area (NFA)			**210,152**					
Total Building Gross Floor Area (GFA)[2]			**300,517**					
Grossing Factor (GFA/NFA)			**1.43**					
GFA/Student			**182**					

[1] **Individual Room Net Floor Area (NFA)**; also known as Net Square Footage (NSF)
[2] **Total Building Gross Floor Area (GFA)**; also known as Gross Square Footage (GSF)
Note: This space program was built using the December 2019 MSBA Form.

BOSTON PUBLIC SCHOOLS PRE-K-6 & 7-12 SCHOOL DESIGN STUDY | EDUCATIONAL AND PROGRAMMING STANDARDS

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7-12 MODEL SPACE SUMMARY: 1,150 STUDENT CAPACITY

	PROPOSED				MSBA GUIDELINES (refer to MSBA Educational Program & Space Standard Guidelines)			
ROOM TYPE	ROOM NFA[1]	# OF RMS	AREA TOTALS	COMMENTS	ROOM NFA[1]	# OF RMS	AREA TOTALS	COMMENTS
7-8 LEARNING COHORT (2 cohorts minimum; divide # of rooms by 2)								
CORE ACADEMIC SPACES - Grades 7-8		**19**	**24,125**	Total classrooms including science and sub-separate		**19**	**23,750**	Total classrooms including science and sub-separate
(List classrooms of different sizes separately)								
General Classroom	875	10	8,750	6 per Cohort including Project Classrooms, if grade based/team model	950	13	12,350	850 SF min - 950 SF max
Project Classroom	935	3	2,805	Large General Classroom. Includes storage & sinks; 1 per cohort plus 1 to support science				
Teacher Planning	300	2	600	Distributed based on cohort and science locations	100	13	1,300	
Wellness Room	80	2	160	1 per floor minimum; always adjacent to TP; 30 SF outside of room for storage and refrigerator				
Staff Restroom	65	2		SF included in GFA; shown here for adjacency need				
Half Classroom	500	2	1,000	1 per cohort; with folding wall to be divisible	500	1	500	
Small Group Room	125	2	250					
Collaboration Space (breakout space, open to corridor)	450	2	900	disributed along corridor within cohort (corridor is 8' min, more with lockers)				
Science Classroom / Lab- Grades 7-8	1,440	3	4,320	Classrooms shared between cohorts if grade based/team model; paired with Math if dept model	1,440	3	4,320	1 period / day / student;
Prep Room	300	2	600	Shared	200	3	600	
Central Chemical Storage Rm	100	1	100		150	1	150	
Storage	30	2	60	Distributed across all learning cohorts				
Sub-Separate Classroom	900	3	2,700	Distribute in Cohorts	950	3	2,850	850-950 SF equal to surrounding
Sub-Separate Toilet	60	3	180		60	3	180	
Sensory Space	100	2	200	Part of Learning Cohort for all students; Could be alcove or even have partial walls; for self-regulation; Not a time-out space. If there is a strand, may need additional dedicated sensory room				
Large Group Room	250	4	1,000	Part of learning cohort	500	2	1,000	1/2 size Genl. Clrm.
Small Group Room / Reading	125	4	500	Part of learning cohort	500	1	500	1/2 size Genl. Clrm.
Life Skills	1,600	0	0	Per specific school student population & curriculum				
Toilet w/shower	120	0	0	With Hoyer Lift & Adult Changing Table				
9-12 LEARNING COHORT (3 cohorts total minimum, divide # of rooms by 3)								
CORE ACADEMIC SPACES - Grades 9-12		**41**	**48,340**	Total classrooms including science and sub-separate		**41**	**48,340**	Total classrooms including science and sub-separate
General Classroom	850	22	18,700	7 per Cohort if mixed dept model; Split between Humanities & Math for dept model	850	28	23,800	825 SF min - 950 SF max
Project Classroom	935	6	5,610	Includes storage. Distributed across learning cohorts				
Teacher Planning	500	3	1,500	One per Learning Cohort or one per floor at minimum; additional SF distributed throughout the building, Size may vary depending on how many professionals are served within a cohort	100	28	2,800	
Wellness Room	100	3	300	Includes 30 sf in corridor for storage/refrigerator				
Staff Restroom	65	3		SF included in GFA; shown here for adjacency need				
Collaboration Space (open to corridor)	500	3	1,500					
Half Classroom	500	0	0	Eliminated because half-classroom is captured in half classroom below.	500	2	1,000	
Science Classroom / Lab	1,440	7	10,080		1,440	7	10,080	3 x85% ut=20 Seats-1 per /day/student
Prep Room	350	4	1,400	Shared between two rooms; can vary size based on arrangement	200	7	1,400	
Central Chemical Storage Rm	100	1	100	Quantity and size dependent on number of science rooms that need chemical storage	200	1	200	
Storage	30	3	90	Distributed across all learning cohorts				
Sub-Separate Classroom	900	6	5,400		950	6	5,700	825-950 SF equal to surrounding classrooms
Sub-Separate Toilet	60	6	360		60	6	360	
Sensory Space	100	3	300	Part of Learning Cohort for all students; Could be alcove or even have partial walls; for self-regulation; Not a time-out space. If there is a SS strand, may need additional dedicated sensory room				
Half-Classroom	500	3	1,500		500	3	1,500	1/2 size Genl. Clrm.
Large Group Room	250	3	750					
Small Group Room	125	6	750		500	3	1,500	1/2 size Genl. Clrm.
Life Skills	1,600	0	0	Per specific school student population & curriculum				
Toilet w/ shower	120	0	0	With Hoyer Lift & Adult Changing Table; Room without shower should be 100 SF.				
ART & MUSIC - Grades 7-12			**9,595**				**6,775**	
Art Classroom 2D - 25 seats	1,200	1	1,200		1,200	2	2,400	Assumed use - 25% Population - 5 times/week
Art Classroom 3D - 25 seats	1,200	1	1,200					
Art Classroom Digital - 25 seats	1,200	1	1,200	Storage included within this room				
Art Workroom w/ Storage	100	2	200	1 storage room per 2D and 3D Art Classroom	150	2	300	
Kiln Room	120	1	120					
Band - 50 - 100 seats	1,500	1	1,500		1,500	1	1,500	Assumed use - 25% Population - 5 times/week
Chorus - 50 - 100 seats	1,500	1	1,500		1,500	1	1,500	
Ensemble / Practice Room	200	1	200		200	1	200	
Music - Digital	1,200	1	1,200	Minimum of 22 stations				
Music Practice - Large	125	1	125		75	5	375	
Music Practice - Small	75	2	150					
Instrument Storage	500	1	500		500	1	500	
Music Storage	500	1	500	Includes sheet music and uniforms; distribute as needed				

7-12 MODEL SPACE SUMMARY: 1,150 STUDENT CAPACITY (CTD.)

	PROPOSED				MSBA GUIDELINES (refer to MSBA Educational Program & Space Standard Guidelines)			
ROOM TYPE	ROOM NFA[1]	# OF RMS	AREA TOTALS	COMMENTS	ROOM NFA[1]	# OF RMS	AREA TOTALS	COMMENTS
CTE / VOCATIONS & TECHNOLOGY		**6**	**10,650**			**7**	**10,080**	
Low Infrastructure CTE Room	1,100	2	2,200		1,440	5	7,200	Assumed use - 100% Population - 5 times/week; 825 SF -2,000 SF
Medium Infrastructure CTE Room	1,500	2	3,000					
High Infrastructure CTE Room	2,000	1	2,000					
IDEA Lab	1,100	1	1,100	Can support 7&8 grade exploratory CTE; Recommend locating it with Library	1,440	2	2,880	
IDEA Lab Equipment Room	200	1	200					
Offices (Staff and Partners for touch down needs/not owned)	200	1	200	Accommodate 1-2 people; To be used by staff and partners / not owned				
Restrooms - all gender with shower	150	0	0	As needed, based on the program				
Admin Office (CTE Director/Partnership Coord. Etc.)	200	1	200					
Teacher Planning Space (includes collaboration)	500	1	500	Serves 8-10 people (needs confidentiality				
Student Collaboration Areas	500	1	500					
Lockers (embedded in circulation/associated with collab area)								
Material Delivery (per basis)	250	1	250					
Materials and Equipment Storage	500	1	500	Distribute as needed				
Reception / Waiting Area	500	0	0					
HEALTH EDUCATION & PHYSICAL EDUCATION			**26,140**				**22,640**	Excess PE Spaces Policy
Gymnasium	12,000	1	12,000		12,000	1	12,000	
PE Alternatives (Weight Room)	3,000	1	3,000		3,000	1	3,000	
PE Alternatives (Adaptive PE)	1,500	1	1,500					
PE Alternatives (Yoga/Pilates/Dance)	1,500	0	0	Dance taught in Black Box				
Gym Storeroom	300	1	300		300	1	300	
Locker Rooms - Boys / Girls w/ Toilets	6,440	1	6,440	Includes all-gender changing rooms supporting PE; 2 separate rooms for boys/girls	6,440	1	6,440	5.6 sf/student total
Team Rooms (All-gender for home and guests)	500	2	1,000	Includes all-gender changing room for referees.				
Phys. Ed. Storage	500	1	500		500	1	500	
Flex Office (Athletic Director's Office)	150	1	150		150	1	150	
Health Instructor's Office w/ Shower & Toilet	250	1	250	Can be used as ref/ump office during athletic events.	250	1	250	
Training Room	1,000	1	1,000	1000 SF includes small office and space to treat the athletes.				
LIBRARY / MEDIA CENTER			**7,238**				**7,088**	
Media Center / Reading Room	7,088	1	7,088		7,088	1	7,088	
Book Room for Classrooms	150	1	150	May vary depending on curriculum				
AUDITORIUM / DRAMA			**10,400**				**10,350**	Excess Auditorium Spaces Policy
Auditorium	7,500	1	7,500		7,500	1	7,500	2/3 Enrollment @ 10 SF/Seat - 750 seats MAX
Stage	1,600	1	1,600		1,600	1	1,600	
Auditorium & Drama Storage	500	1	500	Includes storage for Auditorium and Black Box Spaces	450	1	450	
Make-up / Dressing Room	300	2	600	Dressing rooms shared between Auditorium & Black Box	300	2	600	
Controls / Lighting / Projection	200	1	200		200	1	200	
Black Box Theater	2,200	0	0	As needed, based on the program. Includes control room; outfitted with infrastructure to support dance and drama class				
DINING & FOOD SERVICE			**9,338**				**9,338**	
Cafeteria / Student Lounge / Break-out	5,750	1	5,750		5,750	1	5,750	3 seatings - 15SF per seat
Chair / Table Storage	438	1	438		438	1	438	
Scramble Serving Area	600	1	600		600	1	600	
Kitchen	2,100	1	2,100		2,100	1	2,100	1600 SF for first 300 + 1 SF/student Add'l
Staff Lunch Room (includes bathroom)	450	1	450		450	1	450	20 SF/Occupant
HEALTH SERVICES SUITE			**1,130**				**1,010**	
Medical Suite Toilet	60	1	60		60	1	60	
Nurses' Office / Waiting Room	260	1	260	Desk for two staff; Ratio of 1:550	250	1	250	
General Storage	30	1	30	Sized for wheelchairs etc.				
Medication Storage	20	1	20	Sized for refrigerator and locked cabinet				
Medication Storage	25	1	25	Proximate to resting area				
Exam / Interview Room	120	2	240		100	2	200	
Resting Area	75	5	375	Sized for length of cot + 5' turning radius	100	5	500	
Partner Office	120	1	120					
ADMINISTRATION & STUDENT SUPPORT			**5,770**				**3,570**	
MAIN OFFICE			**2,575**				**2,000**	
General Office / Waiting Room / Toilet	400	1	400	Includes space for check-in/reception desk and 1-2 staff	400	1	400	
Staff Mail and Time Room	100	1	100		100	1	100	
Copy Room	200	1	200		200	1	200	
All School Records Room	200	1	200		200	1	200	
Conference Room	450	1	450		450	1	450	
Head of School (Principal's Office w/ Conference Area)	250	1	250		375	1	375	
Head of School Waiting Room (Principal's Waiting Room)	125	1	125		125	1	125	
Asst. Head of School 9-12 (Assistant Principal's Office - AP1)	150	1	150		150	1	150	
Asst. Head of School 7-8 (Assistant Principal's Office - AP2)	150	1	150		150	0	-	
Dean of Academics	150	1	150					
Wellness Room	100	1	100					
Teachers' Work Room	300	1	300		300	1	300	

7-12 MODEL SPACE SUMMARY: 1,150 STUDENT CAPACITY (CTD.)

	PROPOSED				MSBA GUIDELINES (refer to MSBA Educational Program & Space Standard Guidelines)			
ROOM TYPE	**ROOM NFA[1]**	**# OF RMS**	**AREA TOTALS**	**COMMENTS**	**ROOM NFA[1]**	**# OF RMS**	**AREA TOTALS**	**COMMENTS**
STUDENT SERVICES & STAFF SUPPORT			**3,195**				**1,570**	
Curriculum Coaches (Supervisory / Spare Office)	120	2	240		120	1	120	
Guidance Office	120	6	720	200 students per Guidance Counselor for total student body	150	6	900	
Social Worker Office	120	5	600	250 students per Social Worker for total student body				
Student Services Conference Room	250	1	250	For 8-10 people				
Guidance Waiting Room	100	1	100		100	1	100	
Guidance Storeroom	100	1	100		100	1	100	
Career Center	350	1	350		350	1	350	
Specialized Services Clerk	100	1	100					
COSE	100	1	100					
Specialized Services Records Room	125	1	125		125	1	125	
School Psychologist	150	1	150					
SLIFE (OMME)	120	0	0					
Strand Coordinators	120	0	0					
Testing / Small Conference Room	120	3	360					
Itinerant Staff	100	0	0					
Professional Development Space	2,000	0	0	Size and quantity may vary based on needs. Should be flexible to accommodate different uses and student presentation				
Sensory Room	150	0	0	As required near Social Workers' offices				
CUSTODIAL & MAINTENANCE			**2,488**				**2,488**	
Custodian's Office	150	1	150		150	1	150	
Custodian's Workshop	250	1	250		250	1	250	
Custodian's Storage	375	1	375		375	1	375	
Recycling Room / Trash	400	1	400		400	1	400	
Receiving and General Supply	438	1	438		438	1	438	
Storeroom	675	1	675		675	1	675	
Network / Telecom Room	200	1	200		200	1	200	
OTHER			**0**				**0**	
Security Resource Office	480	1	480	Sized Accordingly for 6 SROs				
Other (specify)			0					
Total Building Net Floor Area (NFA)			**155,213**				**145,428**	
Proposed Student Capacity / Enrollment						Grades 9-12	**800**	186 GSF/Stu
						Grades 7-8	**350**	Based on 175 students per grade
						Total	**1,150**	
NON-PROGRAMMED SPACES		% of GFA						
Other Occupied Rooms (list separately)		0%						
		0%						
		0%						
		0%						
Unoccupied MEP/FP Spaces		0%						
Unoccupied Closets, Supply Rooms & Storage Rooms		0%						
Toilet Rooms		0%						
Circulation (corridors, stairs, ramps & elevators)		0%						
Remaining		0%						
Total Building Gross Floor Area (GFA)[2]			221,644				**218,142**	
Grossing factor (GFA/NFA)			**1.43**	1.5 is max grossing factor. DLR Group average is 1.4285			**1.50**	Maximum Grossing Factor
GFA/Student			**193**					
OUTDOOR SPACES			**5,065**					
Small Gathering Space			TBD					
Large Gathering Space			TBD					
Play Space			TBD					
Athletic Space			TBD					
School Gardens			TBD					
COMMUNITY HUB SCHOOLS			**2,910**					
Community / Family Lounge	700	1	700	Holds approx. 25 people plus reception desk and variety of seating and tables				
Conference / Teaching Space	500	1	500	Holds approx. 20 people; can be made confidential				
Nourishment Station / Alcove	30	1	30	Can be along a corridor; if it is a room, needs to be larger				
Food / Clothing Pantry	700	1	700	Accomodates food and clothing				
Storage	75	1	75	Equipment, chairs, etc.				
Hub School Coordinator	150	1	150	Holds 2 people and Coordinator				
Small Group Room / Conference Room	100	1	100					
Large Group Room	250	2	500	These spaces are adjacent to one another and the conference / teaching space and can be one large space or made into small group rooms.				
Laundry	75	1	75					
All Gender Restroom w/ shower	80	1	80					
Total Building Net Floor Area (NFA)			**158,123**					
Total Building Gross Floor Area (GFA)[2]			**226,116**					
Grossing Factor (GFA/NFA)			**1.43**					
GFA/Student			**197**					

[1] **Individual Room Net Floor Area (NFA)**; also known as Net Square Footage (NSF)

[2] **Total Building Gross Floor Area (GFA)**; also known as Gross Square Footage (GSF)

Note: This space program was built using the December 2019 MSBA Form.

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PART 5: ROOM DATA SHEETS

Part 5 is organized by spaces referenced in the Ed Specs and Model Space Summary and where appropriate reference back to the typical teaching space and non-teaching space Room Data Sheets.

ROOM DATA SHEETS

DESCRIPTION

Room Data Sheets are intended to guide the design of spaces by providing information about location and orientation criteria, technical criteria, and fixtures / furnishings. These sheets should be used with the Building and Architectural Standards.

The Typical Teaching Space Room Data Sheet identifies the architectural and technical requirements that would be needed as a baseline standard in all teaching spaces, regardless of the specific subject taught. Likewise, the Typical Non-Teaching Space Room Data Sheet identifies the architectural and technical requirements that would be needed in all non-teaching spaces, such as staff offices, work and planning spaces.

Core Academics

Typical Teaching Spaces

Baseline typical items that should be in all spaces designated as a teaching space

FUNCTIONAL CRITERIA

Description: Academic & Arts Teaching Spaces
Area: -
Ceiling Height: -
Occupants: -
Internal Rooms: -

LOCATION/ORIENTATION CRITERIA

Users: Varies
Adjacencies: Varies
Level: Varies

TECHNICAL CRITERIA

Floor/Base: Linoleum, Concrete or Rubber with Rubber base, unless otherwise noted

Walls: Gypsum wallboard, painted

Ceiling: Varies

Door/Frame: Solid wood door with sidelight; Full perimeter acoustic seals

Windows: Fixed & Operable per Building & Architectural Standards: 24 sf area of interior borrowed light minimum w/ roller shade. Exterior windows for daylight and views to exterior required. Recommend at least one operable window. The area of windows, operable and fixed, should meet the requirements of the Building & Architectural Standards.

Shading: Exterior windows should have mesh roller shades for light/glare control plus black-out shades when educational programs require black-out conditions. Manual roller shades for sidelight. Manual roller shades at interior for windows with sills below 5'-0" AFF; powered roller shades for windows with sills above 5'-0" (clerestory). Exterior sunshades and interior light shelves are recommended at east, south and west facing facades

Lighting: Direct/ Indirect LED; flexible (3-way multi switching); light sensors at perimeter; dedicated lighting options, including under-cabinet lights at upper casework. Consider additional task lighting at project zone

Power: Outlets distributed; quad at each teaching and presentation location; GFI quad for every sink in casework; power for projector &/or LCD; equipment as indicated.

Data/Com: Network = 6 data jacks & Wireless = 2 ceiling mounted; IP central clock; PA system with 2-way communication to main office

Audio/Video: Portable presentation device (rolling LCD screen or projector); Speakers; Assisted Listening

Security: Manual Lock

Acoustical: Maximum background sound level 40 dBA; Acoustical finishes equal or greater to the entire floor area, with minimum NRC 0.70. Refer to the Acoustics section in Building & Architectural Standards for STC ratings.

Mechanical: Dedicated thermostat; System Varies, Refer to Building & Architectural Standards

Ventilation: Varies, Refer to Building & Architectural Standards

Plumb/Fire: Refer to Building & Architectural Standards; see specific room data sheets and plans for additional plumbing

FIXTURES / FURNISHINGS

Casework: Varies

Furnishings: Varies, Reference specific Room Data Sheets
Mobile Presentation Station

Writing/Tack Surfaces: (2) 12' + (2) 4' magnetic markerboards w/ chalk rail, tackable strip & flag standard with bracket; (2) 6' tackboard U.N.O.
The mounting height of the markerboards from the finish floor to the bottom of the board shall be:
PK-1: 24"
2-4: 30"
5-12: 36"

Equipment: Varies, Reference specific Room Data Sheets,

- Pencil sharpener block
- Teaching laptop
- Document camera
- Flag standard w/ bracket
- Wastebasket
- Recycling bin

Storage: Varies

Typical Non-Teaching Spaces

FUNCTIONAL CRITERIA

Description:	Typical Offices, Conference Rooms, Teacher Planning
Quantity:	-
Area:	-
Ceiling Height:	-
Occupants:	-
Internal Rooms:	-

LOCATION/ORIENTATION CRITERIA

Users:	-
Adjacencies:	-
Level:	-
Orientation:	-
Views:	-

TECHNICAL CRITERIA

Floor/Base:	Linoleum, Concrete, Rubber with Rubber base, unless otherwise noted.
Walls:	multi-layer gypsum wallboard, painted
Ceiling:	ACT
Door/Frame:	Wood w/ full-height narrow lite at offices; Wood w/ full glass door at conference rooms / Hollow Metal; Full perimeter acoustic seals
Windows:	Fixed & Operable per Building & Architectural Standards: 24 sf area of borrowed light minimum w/ roller shade
Shading:	Manual roller shades at door and sidelights; Manual roller shades at interior for windows with sills below 5'-0" AFF; powered roller shades for windows with sills above 5'-0" (clerestory);
Lighting:	Recessed LED; flexible (multi switching); light sensors at perimeter in large rooms w/multiple lights; dedicated lighting options
Power:	Outlets distributed; 2 quad for each workstation; outlets for equipment locations
Data/Com:	VOIP telephone at each workstation; Network = 4 minimum or 1 per desk/table; Wireless = 1 ceiling mounted each space; IP central clock; intercom w/2-way communication
Audio/Video:	Data Projection as per plans; Speakers
Security:	Card-enabled Electric Lock
Acoustical:	Maximum background sound level 40 dBA; Acoustical finishes equal or greater to the entire floor area, with minimum NRC 0.70. Refer to the Acoustics section in Building & Architectural Standards for STC ratings.
Mechanical:	System Varies, Refer to Building & Architectural Standards
Ventilation:	Refer to Building & Architectural Standards
Plumb/Fire:	Speaker/strobe alarm & sprinkler system

FIXTURES / FURNISHINGS

See Specific Room Data Sheets and Plans

Classroom - General Education

See Teaching Spaces Room Data Sheet for typical information where indicated below.

FUNCTIONAL CRITERIA

Description: Teaching Space: General Teaching Classrooms
Area: Refer to Space Program
Ceiling Height: 10'-0" - 11'-4" (typical)
Occupants: **K0-K1:**
(2)Teachers/professional;
(20)Students
K2:
(2)Teachers/professional;
(22)Students
1-2:
(2)Teachers/professional;
(22)Students
3-6:
(2)Teachers/professional;
(23)Students
7-8:
(2)Teachers/professional;
(25)Students
9-12:
(2)Teachers/professional;
(28)Students
Internal Rooms: **K0-K2:** Storage; ADA bathroom

LOCATION/ORIENTATION CRITERIA

Users: Teachers & Students
Adjacencies: Learning Cohort; Laptop Storage Closet (can be shared or on corridor); Collaboration space; Small Group Room; Student Wellness Space
Level: Varies

TECHNICAL CRITERIA

Floor/Base: Typical Teaching Space
Walls: Typical Teaching Space
Ceiling: ACT
Door/Frame: Typical Teaching Space; Connecting doors between classrooms (Flush Wood/HM)
Windows: Typical Teaching Space
Shading: Typical Teaching Space
Lighting: Typical Teaching Space
Power: Typical Teaching Space
Data/Com: Typical Teaching Space
Audio/Video: Typical Teaching Space
Security: Typical Teaching Space
Acoustical: Typical Teaching Space
Mechanical: Typical Teaching Space
Ventilation: Refer to Building & Architectural Standards.
Plumb/Fire: Typical Teaching Space
K0-6
2 sinks

FIXTURES / FURNISHINGS

Casework: **K0-6:**
9 LF Base and wall cabinets; 2 sinks, 1 ADA; (1) 30" W Wardrobe w/ doors; (2) 30"W Tall cabinets w/ adjustable shelves; window seat
Furnishings: Typical Teaching Space;

- Bookshelves – (8) 36" W x 30" H; adjustable shelves
- Stackable chairs , one per student
- Desks, one per student
- Filing cabinet(s) – 12 LF (2- 36" two drawer file cabs)
- 1 Teacher desk with pedestal filing
- 1 Teacher desk chair; 2 chairs to move around room
- **K0-K2:** toys for Center Stations.

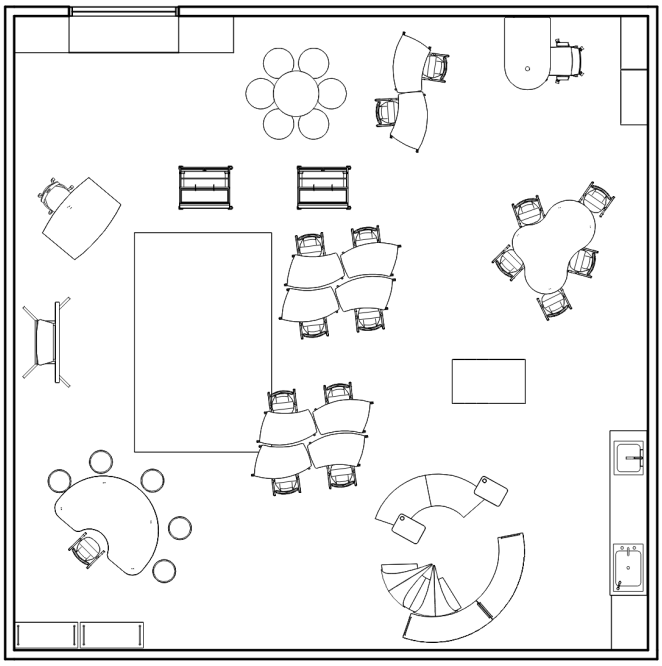
- **K0-6**: reading carpets, Step stools, floor pads

Writing Surfaces: Typical Teaching Space

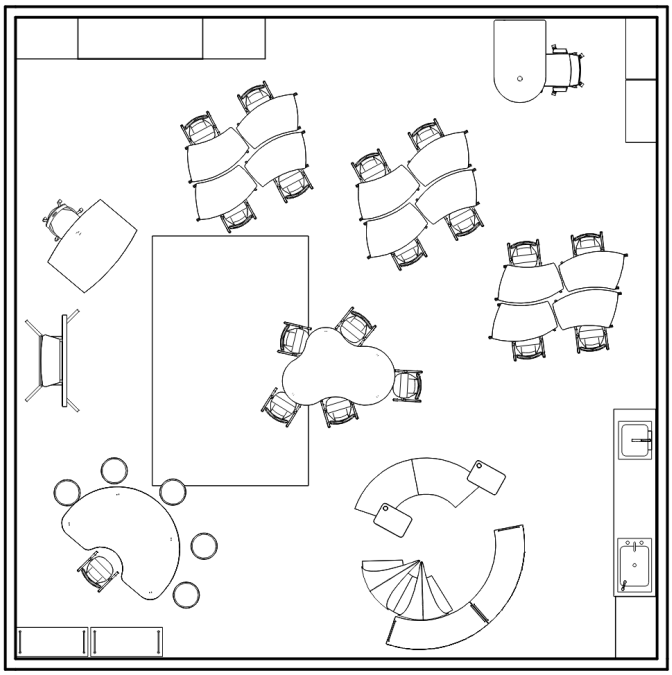
Equipment: Typical Teaching Space, laptop charging storage cart

Storage: In-room cabinets as noted, supplemental rooms

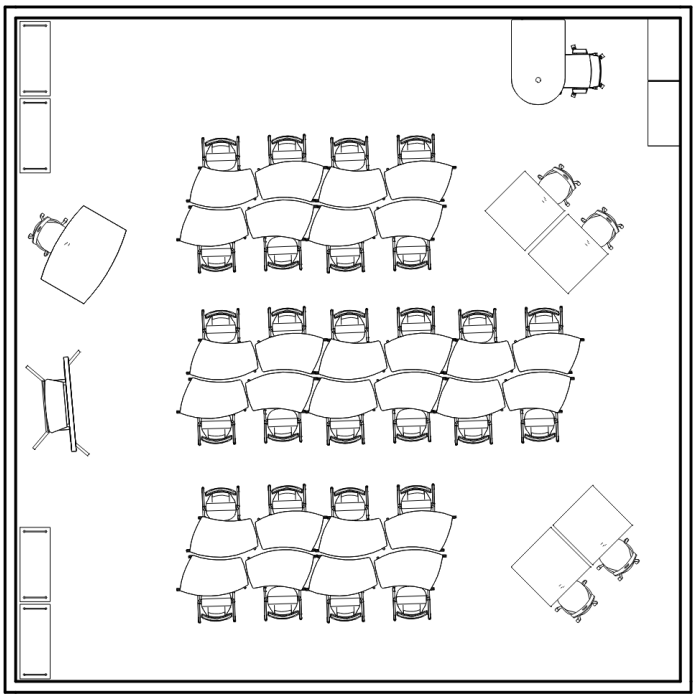
Grades K0-6, 22 students, toilet not shown. Toilet required for K0, K1, & K2.



Grades K0-6, 22-25 students, toilet not shown. Toilet required for K0, K1, & K2.



Grades 7-12, 31 students



Project Classroom

See Teaching Spaces Room Data Sheet for typical information where indicated below.

FUNCTIONAL CRITERIA

Description: Teaching Space for project-based activities
Area: Refer to Space Program
Ceiling Height: 11'-4" (typical)
Occupants: Classrooms – General
Internal Rooms: Storage

LOCATION/ORIENTATION CRITERIA

Users: Teachers & Students
Adjacencies: Same as Classroom - General
Level: Varies

TECHNICAL CRITERIA

Floor/Base: Typical Teaching Space
Walls: Typical Teaching Space
Ceiling: ACT w/ Unistrut grid for power/data at 10' AFF
Door/Frame: Typical Teaching Space
Windows: Typical Teaching Space
Shading: Typical Teaching Space
Lighting: Typical Teaching Space; LED undercabinet lights at wall cabinets
Power: Typical Teaching Space; (8) GFI quads at counters; (8) retractable electrical cords hung from ceiling; Distributed outlets in Prep Rooms
Data/Com: Typical Teaching Space; (8) data jacks
Audio/Video: Typical Teaching Space
Security: Typical Teaching Space
Acoustical: Maximum background sound level 45 dBA; Acoustical finishes equal or greater to the entire floor area, with minimum NRC 0.70. Refer to the Acoustics section in Building & Architectural Standards for STC ratings.
Mechanical: Typical Teaching Space
Ventilation: Refer to Building & Architectural Standards.
Plumb/Fire: 3 sinks

FIXTURES / FURNISHINGS

Casework: Cabinets & phenolic resin countertop; 1 ADA sink; 2 additional sinks. (3) Tall storage cabinets
Furnishings: Typical Teaching Space;

- 1 Teacher desk with pedestal filing, task chair
- 1 Teacher desk chair; 1 stool to move around room
- Mobile workbench tables and stools
- 1 Large mobile project demo workbench
- 2 Mobile storage carts with various manipulative size removable bins
- 10 mobile project carts (2 each room)
- LED grow lights w/mobile shelving unit

Writing Surfaces: Typical Teaching Space
Equipment: Typical Teaching Space;

- Tool cabinet as needed

Storage: iPad/laptop cart/storage; Hand tool storage

Science Classroom / Lab

See Teaching Spaces Room Data Sheet for typical information where indicated below.

FUNCTIONAL CRITERIA

Description: Teaching Space: Science Lab Classroom with Prep Room
Area: Refer to Space Program
Ceiling Height: 11'-4" (typical)
Occupants: **3-6:**
(2) Teacher/professional;
(23) Students
7-12:
(2) Teacher/professional;
(24) Students maximum per MSBA
Internal Rooms: Chemical Storage, Prep room

LOCATION/ORIENTATION CRITERIA

Users: Teachers & Students
Adjacencies: Other Science Labs and Prep Rooms; Same as Classroom - General
Level: Varies

TECHNICAL CRITERIA

Floor/Base: Typical Teaching Space
Walls: Typical Teaching Space
Ceiling: ACT w/ unistrut grid for power/data at 10' AFF
Door/Frame: Typical Teaching Space; Connecting doors to Prep Room (Full-height narrow lite Wood/HM)
Windows: Typical Teaching Space
Shading: Typical Teaching Space
Lighting: Typical Teaching Space; LED undercabinet lights at wall cabinets
Power: Typical Teaching Space; (8) GFI quads at counters; (8) retractable electrical cords hung from ceiling; Distributed outlets in Prep Rooms
Data/Com: Typical Teaching Space; (8) data jacks
Audio/Video: Typical Teaching Space
Security: Typical Teaching Space
Acoustical: Typical Teaching Space
Mechanical: Typical Teaching Space; Same as General Classroom; Additional makeup air will be provided in labs with ducted fume hoods.
Ventilation: Fume Hood w/ gas and electric at Chemistry and Biology.
Plumb/Fire: (7) Perimeter sinks ; sinks in prep rooms per plans; undercounter dishwasher in prep rooms; 5-gallon chip tank at each sink in casework; (7) Lab turrets at each Chemistry; Gas shutoff valve where lab turrets are provided; Emergency Deluge Shower & Eyewash in Chemistry and Biology

FIXTURES / FURNISHINGS

Casework: Perimeter upper and lower cabinets with phenolic or epoxy resin countertop; Lab sinks: 1 sink per 4 students, including 1 ADA sink each room; safety goggle sterilizer; tall storage units; apron hooks; glass shelves at corridor windows
Furnishings: Typical Teaching Space;

- 1 Teacher desk with pedestal filing
- 1 Teacher desk chair; 1 demo table stool
- Mobile demonstration table with portable sink
- 10 mobile project carts (2 each room)
- LED grow lights w/mobile shelving unit

- Student mobile lab tables/stools

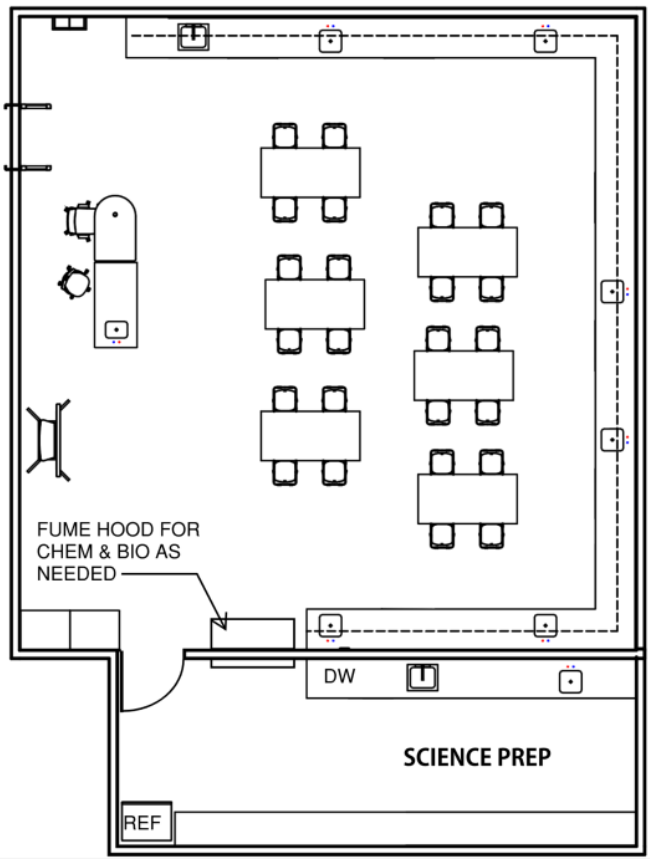
Writing Surfaces: Typical Teaching Space; Sliding magnetic markerboards

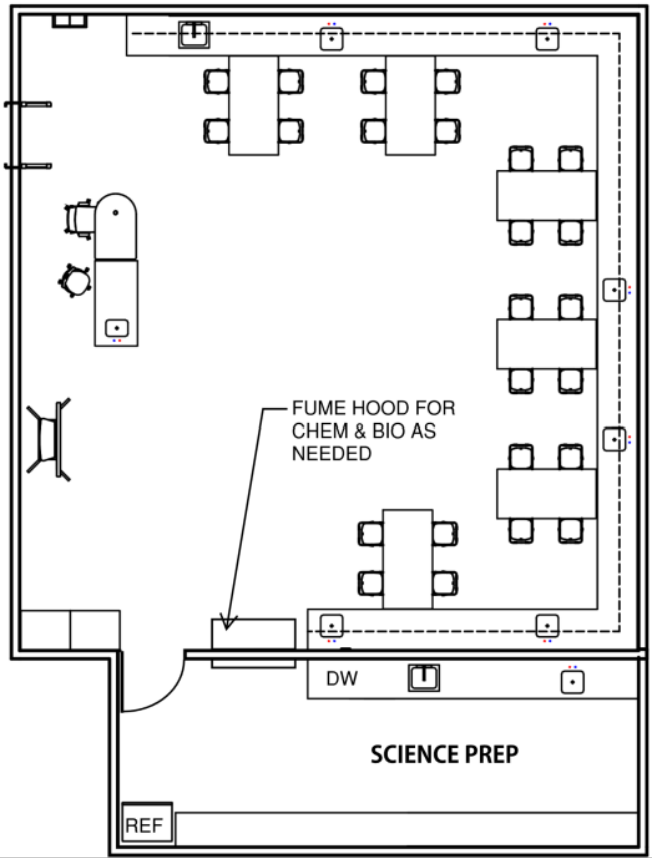
Equipment: Typical Teaching Space; Chemistry & Biology:

- Glasswares
- Refrigerator in prep room
- Double sided Fume hood in science/prep as needed for grades 7-12
- Dishwasher in prep
- Microwave in prep

Storage: Chemistry requires lockable chemical storage closet w/flammable storage cabinet; iPad/laptop cart/storage; Hand tool storage at STEM

24 Students





Group Room

See Typical Non-Teaching Spaces Room Data Sheet for typical information where indicated below.

FUNCTIONAL CRITERIA

Description: Meeting rooms
Area: Refer to Space Program
Ceiling Height: 11'-4" (typical)
Occupants: 6-12
Internal Rooms: None

LOCATION/ORIENTATION CRITERIA

Users: Staff; Teacher; Students
Adjacencies: Classroom - General
Level: Varies

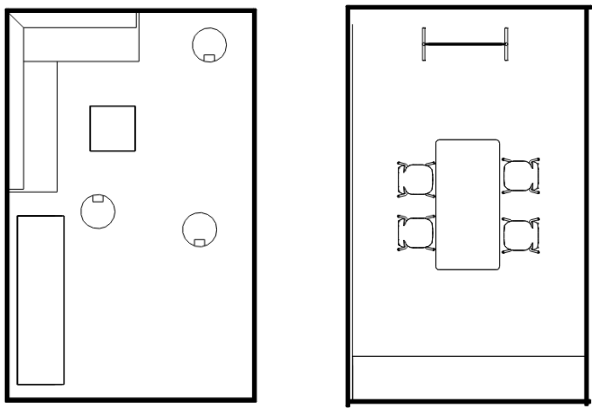
TECHNICAL CRITERIA

Floor/Base: Typical Non-Teaching Spaces
Walls: Typical Non-Teaching Spaces; One wall plywood behind gyp for LCD screen mounting; One wall 1" thick x 4'-0" H acoustical wall panel
Ceiling: Typical Non-Teaching Spaces
Door/Frame: Typical Non-Teaching Spaces; Aluminum storefront
Windows: Typical Non-Teaching Spaces; aluminum storefront window to corridor
Shading: Typical Non-Teaching Spaces
Lighting: Typical Non-Teaching Spaces
Power: Typical Non-Teaching Spaces
Data/Com: Typical Non-Teaching Spaces
Audio/Video: Large LCD screen w/ AV
Security: No lock
Acoustical: Typical Non-Teaching Spaces
Mechanical: Typical Non-Teaching Spaces
Plumb/Fire: Typical Non-Teaching Spaces
Ventilation: Typical Non-Teaching Spaces

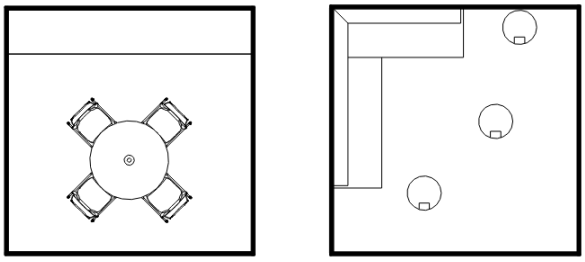
FIXTURES / FURNISHINGS

Casework: None
Furnishings: Small Group Room for 2-4: Meeting table, chairs, provide round shape table.
Large Group Room for 6+: Multiple tables that can join together, chairs
Writing Surfaces: 8' of Magnetic Markerboard; Additional Magnetic Markerboard or Writeable Walls as needed
Equipment: None
Storage: None

Large Group Room



Small Group Room



Collaboration Space (Break-out Space)

See Typical Non-Teaching Spaces Room Data Sheet for typical information where indicated below.

FUNCTIONAL CRITERIA

Description: Collaboration spaces
Area: Refer to Space Program
Ceiling Height: Varies
Occupants: 6-20
Internal Rooms: None

LOCATION/ORIENTATION CRITERIA

Users: Staff; Teacher; Students
Adjacencies: Classroom – General; Science Large or Small Group
Level: Varies

TECHNICAL CRITERIA

Floor/Base: Typical Non-Teaching Spaces
Walls: Typical Non-Teaching Spaces; One wall plywood behind gyp for LCD screen mounting; One wall 1" thick x 4'-0" H acoustical wall panel
Ceiling: Typical Non-Teaching Spaces
Door/Frame: Open to corridor. May use aluminum folding doors and/or glass or magnetic markerboard folding walls to increase adaptability.
Windows: Open to corridor. Windows to exterior preferred; Interior windows to adjacent spaces for sight lines.
Shading: Typical Non-Teaching Spaces
Lighting: Typical Non-Teaching Spaces
Power: Typical Non-Teaching Spaces
Data/Com: Typical Non-Teaching Spaces
Audio/Video: Large LCD screen w/ AV
Security: Typical Non-Teaching Spaces
Acoustical: Typical Non-Teaching Spaces
Mechanical: Typical Non-Teaching Spaces
Plumb/Fire: Typical Non-Teaching Spaces; Accessible sink as required
Ventilation: Typical Non-Teaching Spaces

FIXTURES / FURNISHINGS

Casework: 5'-0" minimum of base cabinets and countertop with uppers at collaboration areas at center of Learning Cohort (see Learning Cohort diagrams)
Furnishings: Variety of heights of tables and chairs include some comfortable seating, mobile Magnetic Markerboard; Tackboard
Writing Surfaces: Magnetic Markerboard or Writeable Walls
Equipment: None
Storage: Tall cabinets and/or bookshelves for storage as needed

Sensory Space in Learning Cohort (Decompression)

See Typical Non-Teaching Spaces Room Data Sheet for typical information where indicated below.

FUNCTIONAL CRITERIA

Description: Space for students to self-regulate, decompress, and/or reflect; Can be alcove with some visual privacy while providing sight lines for staff; Should not be used as a "time-out" room.
Area: Refer to Space Program
Ceiling Height: 8'-0" minimum
Occupants: 1-2
Internal Rooms: None

LOCATION/ORIENTATION CRITERIA

Users: Staff; Teacher; Students
Adjacencies: Classroom - General
Level: Varies

TECHNICAL CRITERIA

Floor/Base: A combination of cork, linoleum, and carpet/ Rubber base
Walls: Typical Non-Teaching Spaces; Wall paint color should be soft and calming; Walls can be 48" or 54" high or full height as determined by specific users
Ceiling: Typical Non-Teaching Spaces
Door/Frame: Not required; If door is desired by specific user group, it can be a half door, "Dutch-door", or typical door with sidelights; Door should have a latch-set (no lock).
Windows: Typical Non-Teaching Spaces;
Shading: Typical Non-Teaching Spaces
Lighting: Typical Non-Teaching Spaces, Lighting levels should be adjustable
Power: Typical Non-Teaching Spaces
Data/Com: Typical Non-Teaching Spaces
Audio/Video: Typical Non-Teaching Spaces
Security: Typical Non-Teaching Spaces
Acoustical: Typical Non-Teaching Spaces
Mechanical: Typical Non-Teaching Spaces
Plumb/Fire: Typical Non-Teaching Spaces
Ventilation: Typical Non-Teaching Spaces

FIXTURES / FURNISHINGS

Casework: None
Furnishings: Small table, soft chairs or sofa, bean bag chairs
Writing Surfaces: Magnetic Markerboard or Writeable Walls
Equipment: None
Storage: None

Teacher Planning Space (Main Office Copy Room, similar)

See Typical Non-Teaching Spaces Room Data Sheet for typical information where indicated below.

FUNCTIONAL CRITERIA

Description: Non-Teaching Space: Teacher planning, meeting, copy, and work space for itinerant staff
Area: Refer to Space Program
Ceiling Height: 11'-4"
Occupants: 6-8 Teachers
Internal Rooms: Office spaces (optional)

LOCATION/ORIENTATION CRITERIA

Users: Teachers
Adjacencies: Central within Teaching and Learning Cohort
Level: Varies
Views: Varies

TECHNICAL CRITERIA

Floor/Base: Typical Non-Teaching Space
Walls: Typical Non-Teaching Space
Ceiling: Typical Non-Teaching Space
Door/Frame: Typical Non-Teaching Space
Windows: Typical Non-Teaching Space
Shading: Typical Non-Teaching Space
Lighting: Typical Non-Teaching Space; LED undercabinet lights at upper wall cabinets.
Power: Typical Non-Teaching Space; 4 duplex outlets at Casework.
Data/Com: Typical Non-Teaching Space
Audio/Video: Typical Non-Teaching Space
Security: Typical Non-Teaching Space
Acoustical: Maximum background sound level 45 dBA; Acoustical finishes equal or greater to the entire floor area, with minimum NRC 0.70. Refer to the Acoustics section in Building & Architectural Standards for STC ratings.
Mechanical: Typical Non-Teaching Space
Plumb/Fire: Typical Non-Teaching Space; Sink; Water/ice in refrigerator
Ventilation: Typical Non-Teaching Space

FIXTURES / FURNISHINGS

Casework: 3' Tall cabinet and 6' counter and upper wall cabinets
Furnishings: Meeting table, (2) adjustable height desks, chairs; (2) 36" W x 30" H bookcases with adjustable shelves; Provide workroom island at main office copy room
Writing Surfaces: 8' magnetic marker board, 4' tack board
Equipment: copier/printer/scanner, paper cutter, 3 hole punch, refrigerator, coffeemaker, microwave; Provide one laminator per school in main office copy room
Storage: in-room storage as noted

Wellness Room

See Typical Non-Teaching Spaces Room Data Sheet for typical information where indicated below.

FUNCTIONAL CRITERIA

Description: Non-Teaching Space: For relaxation and/or lactation.
Area: Refer to Space Program
Ceiling Height: 8'-0" minimum
Occupants: 1 Teacher
Internal Rooms: Office spaces (optional)

LOCATION/ORIENTATION CRITERIA

Users: Teachers
Adjacencies: Within or adjacent to Teacher Planning
Level: Varies
Orientation: Varies
Views: Varies

TECHNICAL CRITERIA

Floor/Base: Typical Non-Teaching Space
Walls: Typical Non-Teaching Space
Ceiling: Typical Non-Teaching Space
Door/Frame: Typical Non-Teaching Space
Windows: Typical Non-Teaching Space
Shading: Typical Non-Teaching Space
Lighting: Typical Non-Teaching Space; LED undercabinet lights at upper wall cabinets, dimming capabilities
Power: Typical Non-Teaching Space; 4 duplex outlets at Casework.
Data/Com: Typical Non-Teaching Space
Audio/Video: Typical Non-Teaching Space
Security: Manual lock with occupied indicator
Acoustical: Maximum background sound level 45 dBA; Acoustical finishes equal or greater to the entire floor area, with minimum NRC 0.70. Refer to the Acoustics section in Building & Architectural Standards for STC ratings.
Mechanical: Typical Non-Teaching Space
Plumb/Fire: Typical Non-Teaching Space; 1 HC sink in counter.
Ventilation: Typical Non-Teaching Space

FIXTURES / FURNISHINGS

Casework: 6' counter and upper wall cabinets with 1 sink.
Furnishings: Recliner seat with unattached worksurface.
Writing Surfaces: 8' magnetic marker board
Equipment: under counter locking refrigerator
Storage: in-room storage as noted

Substantially Separate

Substantially Separate Classroom

See Teaching Spaces Room Data Sheet for typical information where indicated below.

FUNCTIONAL CRITERIA

Description: Teaching Space: General Teaching Classrooms
Area: Refer to Space Program
Ceiling Height: 11'-4" (typical)
Occupants: Varies based on the Special Education strand. General SPED class size for K0-12 is: (2)Teachers/professional; (8-12) Students
Internal Rooms: ADA bathroom; lift and changing station as required

LOCATION/ORIENTATION CRITERIA

Users: Teachers & Students
Adjacencies: Within Teaching and Learning Cohort; Laptop Storage Closet (can be shared or on corridor); Small/Large Group Rooms
Level: Varies

TECHNICAL CRITERIA

Floor/Base: Typical Teaching Space
Walls: Typical Teaching Space
Ceiling: ACT
Door/Frame: Typical Teaching Space
Windows: Typical Teaching Space
Shading: Typical Teaching Space
Lighting: Typical Teaching Space
Power: Typical Teaching Space
Data/Com: Typical Teaching Space
Audio/Video: Typical Teaching Space
Security: Typical Teaching Space
Acoustical: Typical Teaching Space
Mechanical: Typical Teaching Space
Ventilation: Typical Teaching Space
Plumb/Fire: Typical Teaching Space
2 sinks in the classroom and 1 sink in the bathroom.

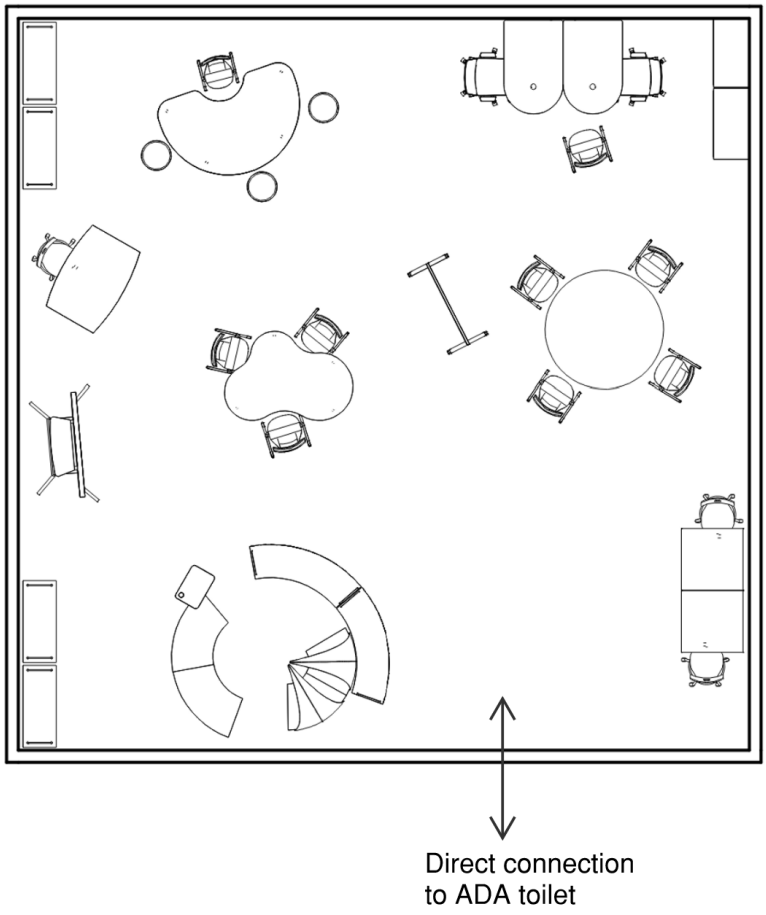
FIXTURES / FURNISHINGS

Casework: 1 ADA sink in the classroom and 1 ADA sink in the bathroom; (1) 30" W Wardrobe w/ doors; (2) 30"W Tall cabinets w/ adjustable shelves
Furnishings: Typical Teaching Space;

- Bookshelves – (8) 36" W x 30" H; adjustable shelves
- Stackable chairs, one per student
- Mix of Desks and tables, minimum one per student
- Filing cabinet(s) – 12 LF (2- 36" two drawer file cabs)
- 2 Teacher desk with pedestal filing; 1 mobile presentation podium
- 2 Teacher desk chair; 2 stools to move around room

Writing Surfaces: Typical Teaching Space
Equipment: Typical Teaching Space
Bathroom: Wall hung mirror, soap dispenser, towel holder, tall locking storage cabinet
Storage: in-room cabinets as noted, supplemental rooms

8-12 students, toilet not shown



Half Classroom / Resource Room

See Typical Non-Teaching Spaces Room Data Sheet for typical information where indicated below.

FUNCTIONAL CRITERIA

Description: Space for specialized instruction for an individual or small group.
Area: Refer to Space Program
Ceiling Height: 11'-4" (typical)
Occupants: 12-15
Internal Rooms: None

LOCATION/ORIENTATION CRITERIA

Users: Staff; Teacher; Students
Adjacencies: Central within Teaching and Learning Cohort
Level: Varies

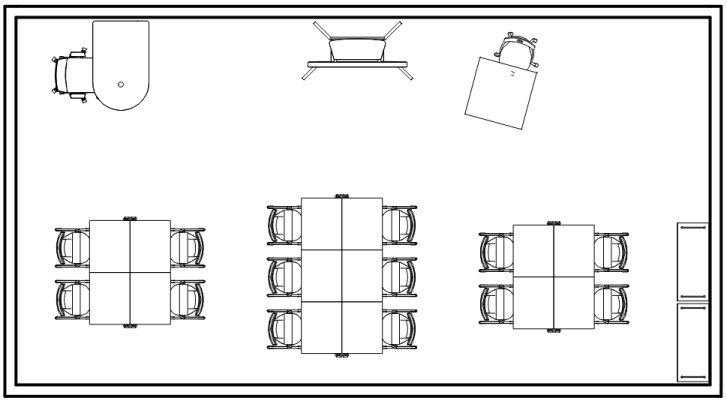
TECHNICAL CRITERIA

Floor/Base: Typical Teaching Spaces
Walls: Typical Teaching Spaces; One wall plywood behind gyp for LCD screen mounting; One wall 1" thick x 4'-0" H acoustical wall panel
Ceiling: Typical Non-Teaching Spaces
Door/Frame: Typical Teaching Spaces
Windows: Typical Teaching Spaces
Shading: Typical Teaching Spaces
Lighting: Typical Teaching Spaces
Power: Typical Teaching Spaces
Data/Com: Typical Teaching Spaces
Audio/Video: Typical Teaching Spaces
Security: Typical Teaching Spaces
Acoustical: Typical Teaching Spaces
Mechanical: Typical Teaching Spaces
Plumb/Fire: 1 HC sink in countertop
Ventilation: Typical Teaching Spaces

FIXTURES / FURNISHINGS

Casework: 5 LF of upper/lower cabinets with countertop
Furnishings: Typical Teaching Spaces; Meeting table(s), chairs; mobile bookcases, tall storage cabinets; 1 teacher desk
Writing Surfaces: 12' of magnetic markerboard; two 4' tack boards; additional magnetic markerboard or writable walls
Equipment: Typical Teaching Space
Storage: In-room storage

12-15 students



Visual Arts

PreK-6 Art (2D / 3D)

See Teaching Spaces Room Data Sheet for typical information where indicated below.

FUNCTIONAL CRITERIA

Description: 2D and 3D Art classroom
Area: Refer to Space Program
Ceiling Height: 11'-4" (typical) to 16'-0" as needed
Occupants: (2) Teachers/ professional;
(23) Students
Internal Rooms: Supply Room, Kiln Room

LOCATION/ORIENTATION CRITERIA

Users: Teachers and students
Adjacencies: Varies
Level: 1st floor

TECHNICAL CRITERIA

Floor/Base: Sealed Concrete/Rubber base
Walls: Typical Teaching Space, additional pinup space
Ceiling: ACT or exposed ceiling.
Door/Frame: Typical Teaching Space; dutch door to supply room
Windows: Typical Teaching Space
Shading: Typical Teaching Space
Lighting: Typical Teaching Space; portable lighting, track lighting on 1 wall
Power: Typical Teaching Space; (6) retractable cord reels above work tables
Data/Com: Typical Teaching Space
Audio/Video: Typical Teaching Space
Security: Typical Teaching Space
Acoustical: Typical Teaching Space
Mechanical: Typical Teaching Space
Plumb/Fire: Typical Teaching Space; (1) Utility floor mounted sink, (1) stainless steel commercial sink; (1) ADA sink, (all sinks with sediment filters) (1) sink for teacher presentation on a mobile cart, floor drain(s), floor mop sinks
Ventilation: Typical Teaching Space, Additional exhaust and makeup air as needed

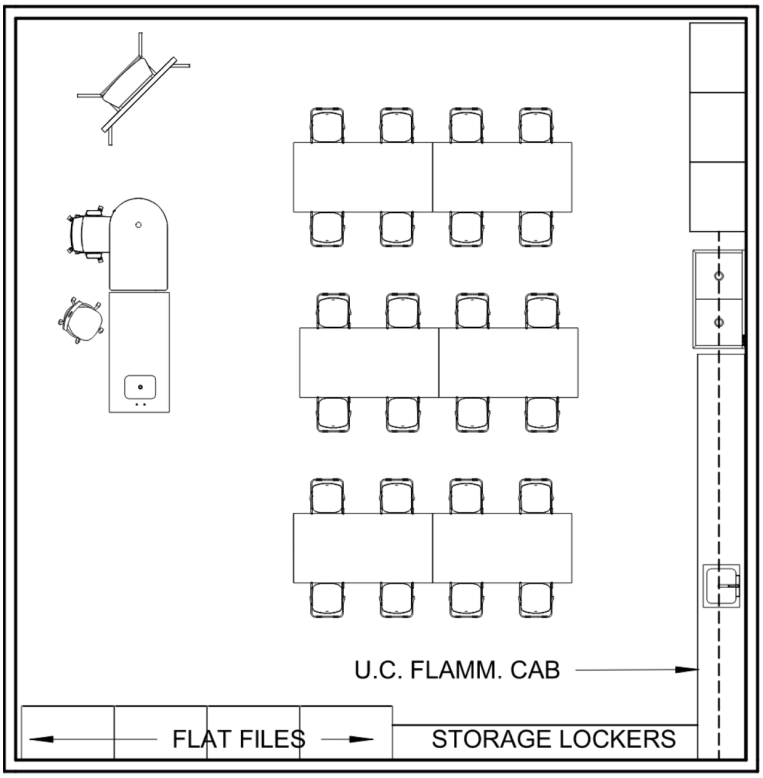
FIXTURES / FURNISHINGS

Casework: 16 LF counters w/ shelves above
Furnishings:

- 1 Teacher desk with pedestal filing
- 1 Teacher desk chair; 1 demo table stool
- Mobile demonstration table with portable sink
- Student mobile maker tables/stools
- Flat storage drawers
- Rolling carts

Writing Surfaces: Typical Teaching Space
Equipment: Typical Teaching Space; Drying racks, (24) lap boards, portable lighting, large paper cutters, Easels. Clay & ceramics: (clay storage, wedging table, Kiln room and horizontal drying racks, pottery wheels), u.c. flammable cabinet for paints.
Storage: Flat files - 120 drawers total (1 drawer/stu.), Locking storage, storage for wood, fibers and yarns, tool storage. paper, clay, flammable paint cabinets

23 students



7-12 Art Studio (2D)

See Teaching Spaces Room Data Sheet for typical information where indicated below.

FUNCTIONAL CRITERIA

Description: 2D Studio
Area: Refer to Space Program
Ceiling Height: 11'-4" (typical) to 16'-0" as needed
Occupants: **7-8**:
(2) Teachers/professional; (25) Students
9-12:
(2) Teachers/professional; (28) Students
Internal Rooms: Supply Room; ventilated, enclosed Alcove for paint spray booth

LOCATION/ORIENTATION CRITERIA

Users: Teachers and students
Adjacencies: 3D Studio
Level: 1st floor

TECHNICAL CRITERIA

Floor/Base: Sealed Concrete/Rubber base
Walls: Typical Teaching Space, additional pinup space
Ceiling: ACT or exposed ceiling
Door/Frame: Typical Teaching Space; dutch door to supply room
Windows: Typical Teaching Space
Shading: Typical Teaching Space
Lighting: Typical Teaching Space; portable lighting, track lighting on 1 wall
Power: Typical Teaching Space; (6) retractable cord reels above work table
Data/Com: Typical Teaching Space
Audio/Video: Typical Teaching Space
Security: Typical Teaching Space
Acoustical: Typical Teaching Space
Mechanical: Typical Teaching Space
Plumb/Fire: Typical Teaching Space; (1) Utility floor mounted sink, (1) stainless steel commercial sink; (all sinks with sediment filters) (1)sink for teacher presentation on a mobile cart
Ventilation: Typical Teaching Space, Additional exhaust and makeup air as needed

FIXTURES / FURNISHINGS

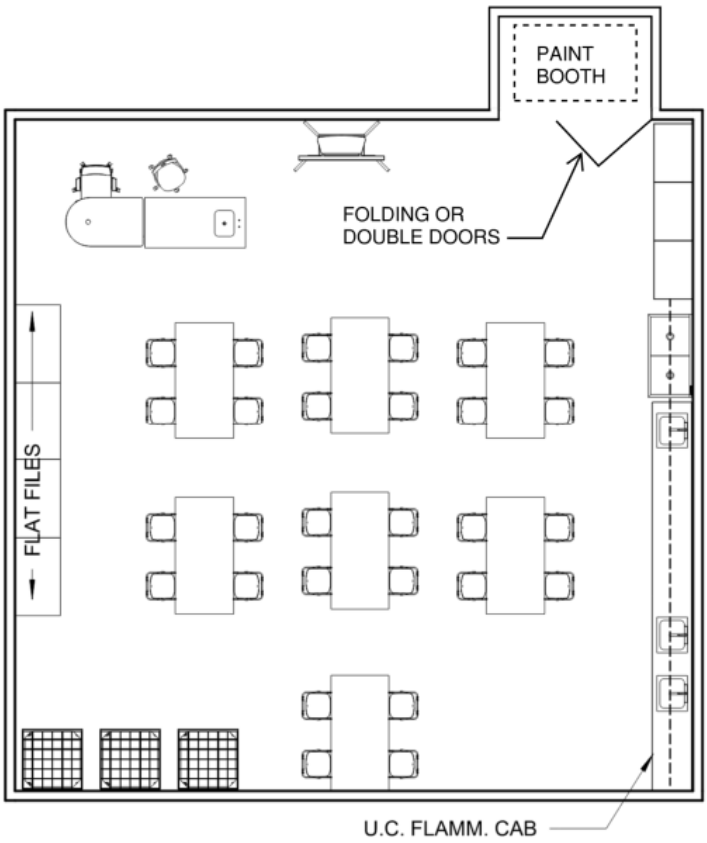
Casework: 20 LF counters w/ shelves above, tall storage cabinets

Furnishings:

- 1 Teacher desk with pedestal filing
- 1 Teacher desk chair; 1 demo table stool
- Mobile demonstration table with portable sink
- Student mobile maker tables/stools
- Flat storage drawers
- Mobile Drying racks

Writing Surfaces: Typical Teaching Space
Equipment: Typical Teaching Space; Drying racks, 25 standing easels, (25) lap boards, Table Press (18"), Silkscreening (1 large silkscreen light table, light safe booth, emulsion equipment, 4 head screen press), portable lighting, possible book binding machine, large paper cutters, Unistrut system at ceiling, u.c. flammable cabinet for paints
Storage: Flat files - 120 drawers total (1 drawer/stu.), Lockers, lockable tall storage

25 students



7-12 Art Studio (3D)

See Teaching Spaces Room Data Sheet for typical information where indicated below.

FUNCTIONAL CRITERIA

Description: 3D Studio
Quantity: 1
Area: refer to Space Program
Ceiling Height: 11'-4" (typical) to 16'-0" as needed
Occupants: **7-8:**
(2) Teachers/professional; (25) Students
9-12:
(2) Teachers/professional; (28) Students
Internal Rooms: Kiln/Work Room; Supply Room

LOCATION/ORIENTATION CRITERIA

Users: Teachers and students
Adjacencies: 2D Studio
Level: Varies

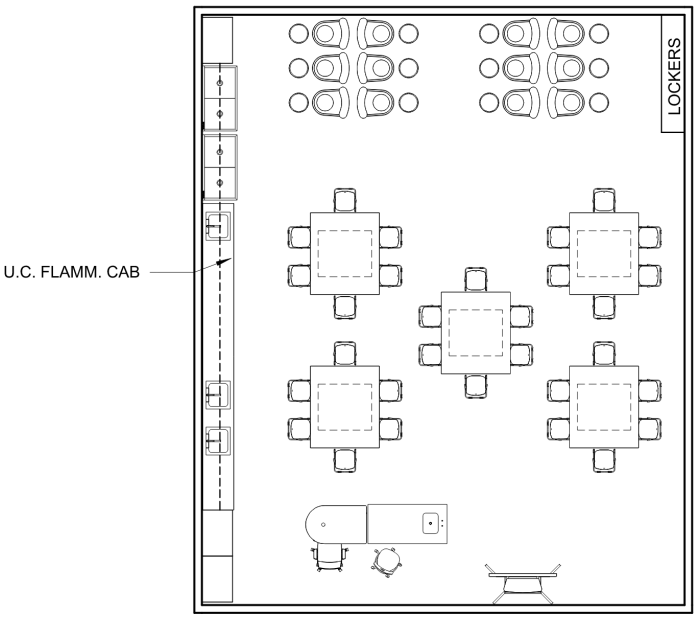
TECHNICAL CRITERIA

Floor/Base: Sealed Concrete/Rubber base
Walls: Typical Teaching Space, additional pinup space
Ceiling: ACT or Exposed ceiling
Door/Frame: Typical Teaching Space; dutch door to supply room
Windows: Typical Teaching Space
Shading: Typical Teaching Space
Lighting: Typical Teaching Space
Power: Typical Teaching Space; (6) retractable cord reels above work table, charging station
Data/Com: Typical Teaching Space
Audio/Video: Typical Teaching Space
Security: Typical Teaching Space
Acoustical: Typical Teaching Space
Mechanical: Typical Teaching Space
Plumb/Fire: Typical Teaching Space; (1) Utility floor mounted sink, (1) stainless steel commercial sink (5' wide w/ 2 faucets, dishwashing spray nozzle); (all sinks with sediment filters) (1) sink for teacher presentation on a mobile cart; floor drain(s), floor mop sinks
Ventilation: Typical Teaching Space, Additional makeup air as needed in Kiln/Work Room

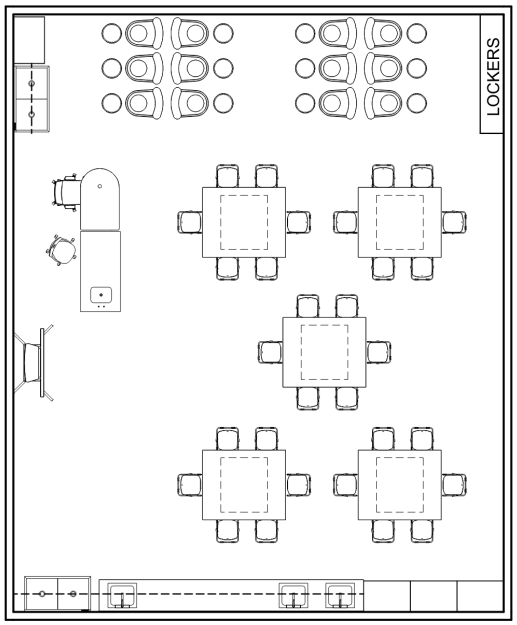
FIXTURES / FURNISHINGS

Casework: 20 LF counters w/ shelves above, tall storage cabinets
Furnishings: 1 Teacher desk with pedestal filing
1 Teacher desk chair; 1 demo table stool
Mobile demonstration table with portable sink
Student mobile maker tables/stools
Flat storage drawers
Writing Surfaces: Typical Teaching Space
Equipment: Typical Teaching Space; Kiln, Clay & ceramics, clay storage, wedging table, motorized potter's wheels (12 min.), 1 vise/table, simple power tools, foam cutter, hot wire knife, Flammable cabinet for paints, glazes, Spray Booth. (Kiln room and horizontal drying racks).
Shop equipment: drill press, band saw, other smaller items may be needed per program.
Storage: Storage for wood, fibers and yarns, tool storage. paper, clay;

25 students (Grades 7-8 shown; adjust for Grades 9-12), 12 wheels, teaching wall along short wall



25 students (Grades 7-8 shown; adjust for Grades 9-12), 12 wheels, teaching wall along long wall;



7-12 Art Studio (Digital)

See Teaching Spaces Room Data Sheet for typical information where indicated below.

FUNCTIONAL CRITERIA

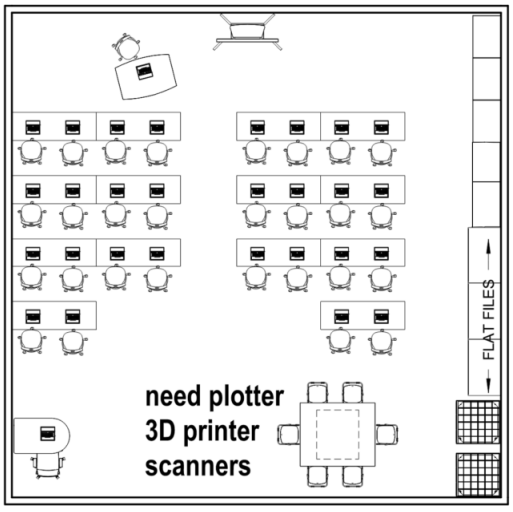
Description: Computer Graphics Lab
Area: Refer to Space Program
Ceiling Height: 11'-4" (typical)
Occupants: **7-8:**
(2) Teachers/professional; (25) Students
9-12:
(2) Teachers/professional; (28) Students
Internal Rooms: Equipment Room

LOCATION/ORIENTATION CRITERIA

Users: Teachers and Students
Adjacencies: Photography or other art spaces
Level: Varies

TECHNICAL CRITERIA

Floor/Base: Typical Teaching Space
Walls: Typical Teaching Space
Ceiling: ACT (2x2)
Door/Frame: Typical Teaching Space
Windows: Typical Teaching Space
Shading: Typical Teaching Space
Lighting: Typical Teaching Space
Power: Typical Teaching Space
Data/Com: Typical Teaching Space
Audio/Video: Typical Teaching Space; additional LCD screens as needed
Security: Typical Teaching Space
Acoustical: Typical Teaching Space
Mechanical: Typical Teaching Space
Plumb/Fire: Typical Teaching Space
Ventilation: Typical Teaching Space; Additional makeup air as needed



FIXTURES / FURNISHINGS

Casework: None
Furnishings: Seating & Computer stations (28); wiggle seating; project table for model building; (5-10) standing desks; (2) laptop carts
Writing Surfaces: Typical Teaching Space
Equipment: Typical Teaching Space; (30) Computers; (6) Scanners; (1) 24" color plotter, 3D printer
Storage: C/G Equipment Room

Music / Performing Arts

PreK-6 Music

See Teaching Spaces Room Data Sheet for typical information where indicated below.

FUNCTIONAL CRITERIA

Description: Music instruction
Area: Refer to Space Program
Ceiling Height: 11'-4" (typical) to 16'-0" (preferred)
Occupants: Varies
Internal Rooms: Choral riser storage; instrument storage

LOCATION/ORIENTATION CRITERIA

Users: Students; Teachers
Adjacencies: Varies
Level: Varies

TECHNICAL CRITERIA

Floor/Base: Typical Teaching Space
Walls: Typical Teaching Space Ceiling: ACT
Door/Frame: Typical Teaching Space
Windows: Typical Teaching Space
Shading: Typical Teaching Space
Lighting: Typical Teaching Space
Power: Typical Teaching Space
Data/Com: Typical Teaching Space
Audio/Video: Typical Teaching Space; Audio recording and playback system; Wall-Mounted Speakers; Projector; Screen
Security: Typical Teaching Space
Acoustical: Maximum background sound level 40 dBA; Acoustic absorption on the ceiling and at least two walls with minimum NRC of 0.80. reverberation time 0.9s maximum. Refer to the Acoustics section in Building & Architectural Standards for STC ratings.
Mechanical: Typical Teaching Space
Plumb/Fire: Typical Teaching Space, 1 HC sink in counter
Ventilation: Typical Teaching Space

FIXTURES / FURNISHINGS

Casework: 6 LF of base and upper cabinets with countertop
Furnishings: Choral risers (5); Stackable music Chairs, one per student, piano bench, sheet music mailbox cabinet, shelving or cabinets for instrument storage
Writing Surfaces: (1) 12'-0" + (2) 4'-0" magnetic marker boards w/ chalk rail & tackable strip, 1 w/ staff lines
Equipment: Typical Teaching Space; Piano; Conductor Music Stand (1) conductor platform, conductor chair, Student music stands
Storage: 60-80 LF sheet music storage may be stored in high density filing or file cabinets.

PreK-6 Dance / Drama

See Teaching Spaces Room Data Sheet for typical information where indicated below.

FUNCTIONAL CRITERIA

Description: Teaching Space for dance
Area: Refer to Space Program
Ceiling Height: 16'-0"
Occupants: Varies
Internal Rooms: Storage

LOCATION/ORIENTATION CRITERIA

Users: Students; Teachers; Parents
Adjacencies: Varies
Level: Varies

TECHNICAL CRITERIA

Floor/Base: Floating dance floor assembly, Marley surface, Rubber Base (vented)
Walls: Typical Teaching Space; Mirrors with masking curtains at 1 long wall and 1 short wall.
Ceiling: ACT or Exposed. Refer to Building & Architectural Standards.
Door/Frame: Typical Teaching Space; Connecting doors between classrooms (Wood)
Windows: Typical Teaching Space
Shading: Typical Teaching Space; Black-out roller shades; Walk-draw curtains to cover mirrors, when not in use.
Lighting: Typical Teaching Space
Power: Typical Teaching Space
Data/Com: Typical Teaching Space
Audio/Video: Typical Teaching Space; Audiovisual system
Security: Typical Teaching Space
Acoustical: Typical Teaching Space; Acoustical wall panels or drapery to supplement for the room height.
Mechanical: Typical Teaching Space
Ventilation: Typical Teaching Space
Plumb/Fire: Typical Teaching Space; Water cooler with bottle filler nearby

FIXTURES / FURNISHINGS

Casework: Lockable cabinet for AV and storage
Furnishings: Fixed ballet barres on 2 mirrored walls; Portable ballet barres; rosin box, paper towel holder
Equipment: (1) 12'-0" (typical) + (2) 4'-0" magnetic markerboards (no chalk rails) w/ tackable strip
Storage: Dance Supply Storage Room should accommodate ballet barres and exercise equipment

7-12 Choral

See Teaching Spaces Room Data Sheet for typical information where indicated below.

FUNCTIONAL CRITERIA

Description: Vocal instruction for chorus groups
Area: Refer to Space Program
Ceiling Height: 16'-0" to 18'-0"
Occupants: Varies
Internal Rooms: Practice Rooms; Storage

LOCATION/ORIENTATION CRITERIA

Users: Students; Teachers
Adjacencies: Ensemble Room; Practice Rooms
Level: Varies

TECHNICAL CRITERIA

Floor/Base: Linoleum tile/Rubber base
Walls: Typical Teaching Space
Ceiling: ACT
Door/Frame: Typical Teaching Space; Door panels w/ vision panel/metal. Refer to Building & Architectural Standards.
Windows: Typical Teaching Space
Shading: Typical Teaching Space
Lighting: Typical Teaching Space
Power: Typical Teaching Space
Data/Com: Typical Teaching Space
Audio/Video: Typical Teaching Space; Audio recording and playback system; Wall-Mounted Speakers; Projector; Screen
Security: Typical Teaching Space
Acoustical: Maximum background sound level 35 dBA; Acoustic absorption and diffusion distributed on both walls and ceiling; reverberation time 0.9s -1.3 s. Refer to the Acoustics section in Building & Architectural Standards for STC ratings.
Mechanical: Typical Teaching Space
Plumb/Fire: Typical Teaching Space
Ventilation: Typical Teaching Space

FIXTURES / FURNISHINGS

Casework: None
Furnishings: Seated choral risers (5); Choral Shells, Stackable music Chairs (30), piano bench, sheet music mailbox cabinets (1 slot per student), utility carts, chair dolly
Writing Surfaces: (1) 12' (typical) + (2) 4' magnetic marker boards w/ chalk rail & tackable strip, 1 w/ staff lines
Equipment: Piano; Conductor Music Stand, (1) conductor platform, conductor chair, (1) Digital upright piano, student music stands. Stage dance platform when required.
Storage: 60-80 LF sheet music storage may be stored in high density filing or file cabinets, closets or tall cabinets for choral robes

7-12 Band

See Teaching Spaces Room Data Sheet for typical information where indicated below.

FUNCTIONAL CRITERIA

Description: Instrumental instruction for band/orchestra; Performance Space
Area: Refer to Space Program
Ceiling Height: 18'-0" to 20'-0"
Occupants: Varies
Internal Rooms: Chair/Riser Storage; Instrument Storage

LOCATION/ORIENTATION CRITERIA

Users: Students; Teachers; Parents; Community Groups
Adjacencies: Music Classrooms
Level: Varies

TECHNICAL CRITERIA

Floor/Base: Linoleum/Rubber base
Walls: Typical Teaching Space
Ceiling: ACT. Refer to Building & Architectural Standards.
Door/Frame: Door panels w/ vision panel/metal. Full perimeter acoustic seals. Refer to Building & Architectural Standards.
Windows: Typical Teaching Space
Shading: Typical Teaching Space; Room Darkening
Lighting: Typical Teaching Space
Power: Typical Teaching Space
Data/Com: Typical Teaching Space
Audio/Visual: Typical Teaching Space; Audio recording and playback system; Wall Mounted Speakers; Projector and Screen. Equipment rack to support audio, video, and control components to operate room. Video components to include video source switcher to route different video inputs to the projection system. Audio components to include amplifiers for speakers, audio processor for signal management and processing, and a solid state digital audio recording unit to capture audio from ceiling suspended microphones and to playback recorded content and other audio media through the rooms speaker system. A control interface shall be mounted to the wall or desktop near the primary teaching wall to allow for control of video system components, audio system, and the ability to use the room's recording/playback system.
Security: Typical Teaching Space
Acoustical: Maximum background sound level 35 dBA; Acoustic absorption and diffusion distributed on both walls and ceiling; reverberation time 0.8 s -1.1 s. Refer to the Acoustics section in Building & Architectural Standards for STC ratings.
Mechanical: Typical Teaching Space
Plumb/Fire: Typical Teaching Space; 1 HC sink in countertop
Ventilation: Typical Teaching Space

FIXTURES / FURNISHINGS

Casework: Casework: 6' base cabinet with counter and sink + upper cabinets (located in storage or recessed in wall), Instrument storage quantity based on specific school.
Furnishings: Music chairs (50), stacking audience chairs on dollys (150), piano bench, sheet music mailbox

	cabinets (1 slot per student), piano dolly, Platform Risers.		chair, Digital Upright Piano, adjustable drapery at side walls to control sound diffusion/scattering elements; student music stands
Writing Surfaces:	(1) 12'-0" (typical) + (2) 4'-0" magnetic marker boards w/ chalk rail & tackable strip, 1 w/ staff lines	Storage:	Instrument and chair/riser storage; 80-100 LF of sheet music storage, may be stored in high density filing or file cabinets, Uniform storage.
Equipment:	Music Stands (50), Backline, Piano; Conductor Music Stand (1) conductor platform, conductor		

7-12 Ensemble

See Teaching Spaces Room Data Sheet for typical information where indicated below.

FUNCTIONAL CRITERIA

Description: Instrumental instruction for band/orchestra
Area: Refer to Space Program
Ceiling Height: 11'-4" (typical) to 14'-0"
Occupants: 6-8
Internal Rooms: Practice Room

LOCATION/ORIENTATION CRITERIA

Users: Students; Teachers; Parents; Community Groups
Adjacencies: Band/Recital Hall; Instrumental Classrooms
Level: Varies

TECHNICAL CRITERIA

Floor/Base: Linoleum/Rubber base
Walls: Typical Teaching Space
Ceiling: ACT. Refer to Building & Architectural Standards.
Door/Frame: Typical Teaching Space; Door panels w/ vision panel/metal. Refer to Building & Architectural Standards.
Windows: Typical Teaching Space; Borrowed light
Shading: Typical Teaching Space
Lighting: Typical Teaching Space
Power: Typical Teaching Space
Data/Com: Typical Teaching Space
Audio/Video: Typical Teaching Space; Audio recording and playback system; Wall Mounted Speakers; Projector and Screen
Security: Typical Teaching Space
Acoustical: Maximum background sound level 40 dBA; Distributed acoustic absorption on ceiling and walls to meet reverberation time 1.1 s -1.3 s. Refer to the Acoustics section in Building & Architectural Standards for STC ratings.
Mechanical: Typical Teaching Space
Plumb/Fire: Typical Teaching Space
Ventilation: Typical Teaching Space

FIXTURES / FURNISHINGS

Casework: none
Furnishings: (30) Stackable music chairs, piano bench, risers, sheet music mailbox cabinet (1 per student)
Writing Surfaces: (1) 6'-0" magnetic marker board w/ chalk rail & tackable strip & with staff lines.
Equipment: Music Stands; Backline; Grand Piano; digital upright piano.
Storage: Sheet music storage to accommodate library (4 drawer lateral file)

7-12 Practice Rooms

See Teaching Spaces Room Data Sheet for typical information where indicated below.

FUNCTIONAL CRITERIA

Description: Musical Practice Rooms of varying size
Area: Small, Medium; Refer to Space Program
Ceiling Height: 11'-4" (typical)
Occupants: Varies
Internal Rooms: None

LOCATION/ORIENTATION CRITERIA

Users: Students and Teachers
Adjacencies: Music Rooms
Level: Varies

TECHNICAL CRITERIA

Floor/Base: Linoleum/Rubber base
Walls: Typical Teaching Space, Practice Mirrors
Ceiling: ACT
Door/Frame: Typical Teaching Space
Windows: Typical Teaching Space
Shading: Typical Teaching Space
Lighting: Direct / Indirect LED
Power: Outlets distributed
Data/Com: None
Audio/Video: None
Security: Typical Teaching Space
Acoustical: Maximum background sound level 40 dBA; Acoustically absorptive finishes equal or greater to 150% footprint of room, with minimum NRC 0.70. Refer to the Acoustics section in Building & Architectural Standards for STC ratings.
Mechanical: Typical Teaching Space
Plumb/Fire: Typical Teaching Space
Ventilation: Typical Teaching Space

FIXTURES / FURNISHINGS

Casework: None
Furnishings: Piano bench; Chairs- Sm (1), Med (4)
Writing Surfaces: None
Equipment: Piano (1/room), Music Stands (same number as chairs in room)
Storage: None

7-12 Music Technology

See Teaching Spaces Room Data Sheet for typical information where indicated below.

FUNCTIONAL CRITERIA

Description: Digital music studio/ MIDI Lab
Area: Refer to Space Program
Ceiling Height: 11'-4" (typical)
Occupants: (2) Teachers / professionals
(25) Students
Internal Rooms: Control Room

LOCATION/ORIENTATION CRITERIA

Users: Students and Teachers
Adjacencies: Music Rooms, Storage rooms
Level: Varies

TECHNICAL CRITERIA

Floor/Base: Typical Teaching Space
Walls: Typical Teaching Space
Ceiling: See acoustical
Door/Frame: Typical Teaching Space
Windows: Typical Teaching Space
Shading: Typical Teaching Space
Lighting: Typical Teaching Space
Power: Typical Teaching Space
Data/Com: Typical Teaching Space
Audio/Video: Typical Teaching Space;
Security: Typical Teaching Space
Acoustical: Maximum background sound level 40 dBA; Acoustically absorptive finishes equal or greater to 150% footprint of room, with minimum NRC 0.70. Refer to the Acoustics section in Building & Architectural Standards for STC ratings. Supplementary acoustical wall panels
Mechanical: Typical Teaching Space
Plumb/Fire: Typical Teaching Space
Ventilation: Typical Teaching Space

FIXTURES / FURNISHINGS

Casework: None
Furnishings: Teacher's desk/chair; Student desk/chairs
Writing Surfaces: (1) 12'-0" (typical) marker board, (2) 4'-0" marker board w/ staff lines
Equipment: Computers (25), MIDI Keyboards (25), Audio controllers (25), Central audio controller (1)
Storage: None

7-12 Dance / Drama

See Teaching Spaces Room Data Sheet for typical information where indicated below.

FUNCTIONAL CRITERIA

Description: Teaching Space for dance
Area: Refer to Space Program
Ceiling Height: 16'-0"
Occupants: Varies
Internal Rooms: Storage

LOCATION/ORIENTATION CRITERIA

Users: Students; Teachers; Parents
Adjacencies: Dance Department; Dance Lockers; Fitness; Gym; Dance Supply Storage; Dance Costume Storage, Prop Storage
Level: Varies

TECHNICAL CRITERIA

Floor/Base: Floating dance floor assembly, Marley surface, Rubber base (vented)
Walls: Typical Teaching Space; Mirrors with masking curtains at 1 long wall and 1 short wall.
Ceiling: ACT or Exposed. Refer to Building & Architectural Standards.
Door/Frame: Typical Teaching Space; Connecting doors between classrooms (Wood)
Windows: Typical Teaching Space
Shading: Typical Teaching Space; Black-out shades
Lighting: Typical Teaching Space
Power: Typical Teaching Space
Data/Com: Typical Teaching Space
Audio/Video: Typical Teaching Space; Audiovisual system; ceiling-mounted projection onto Magnetic Markerboard (no screen)
Security: Typical Teaching Space
Acoustical: Typical Teaching Space; Acoustical wall panels or drapery to supplement for the room height.
Mechanical: Typical Teaching Space
Ventilation: Typical Teaching Space
Plumb/Fire: Typical Teaching Space; Water cooler with bottle filler nearby

FIXTURES / FURNISHINGS

Casework: Lockable cabinet for AV and storage
Furnishings: Fixed ballet barres on 2 mirrored walls; Portable ballet barres; rosin box, paper towel holder
Equipment: (1) 12'-0" (typical) + (2) 4'-0" magnetic markerboards (no chalk rails) w/ tackable strip, piano and bench
Storage: Dance Supply Storage Room should accommodate ballet barres and exercise equipment, costume and prop storage

7-12 Black Box / Theater Classroom

See Teaching Spaces Room Data Sheet for typical information where indicated below.

FUNCTIONAL CRITERIA

Description: Black Box Theatre Lab/Control Room
Area: Refer to Space Program
Ceiling Height: 20'-0"
Occupants: Varies
Internal Rooms: Control Room, Storage, Prop Storage, Barre storage when used for Dance

LOCATION/ORIENTATION CRITERIA

Users: Students, Teachers, Visitors
Adjacencies: Theatre Dept; Auditorium; Dressing Rooms; Freight Elevator
Level: Varies

TECHNICAL CRITERIA

Floor/Base: Painted ¼" double tempered hardboard over (2) layers ¾" T&G plywood subfloor set on 2x4 wood sleepers @ 16" o.c. Provide 4x4x5/5" wood stop blocks with ¾" neoprene pads staggered at 16" o.c. at underside of sleepers / vented rubber cove base; Catwalk - checker plate, ptd steel channels and ptd steel guardrails; Provide Marley Floor covering if used for Dance.
Walls: Epoxy painted CMU, Impact resistant acoustic panels. Mirrors with masking curtains at 1 long wall and 1 short wall.
Ceiling: Exposed, refer to Building & Architectural Standards.
Door/Frame: Flush wood. Refer to Building & Architectural Standards
Windows: Typical Teaching Space; Control Booth - sliding double insulated safety glass windows
Shading: Typical Teaching Space; Black out roller shades; Walk-draw curtains to cover mirrors when not in use.
Lighting: Theatrical: Hybrid tungsten/LED lighting system. 48x ETC Source 4 Series 2 LED Tungsten HD, 24x ETC Selador Desire D60, Control system (ETC Ion, Net3 RVI, external monitors)
Architectural: LED house fixtures (ETC Pro Four-cell pendant), ETC BlueDome backstage run lights, ETC Paradigm control system
Power: Fixed power distribution system supplemented with loose cable
Data/Com: Typical Teaching Space; Fixed data distribution (Ethernet) with loose cable
Audio/Video: Full production audiovisual system:
Wireless microphones, Automatic microphone mixer, Digital mixing console, digital signal processor, CD/media player, effects playback computer and software, portable loudspeakers, backstage audio monitoring and paging, production intercom system, digital audio network
Security: Typical Teaching Space
Acoustical: Maximum background sound level 35 dBA; Distributed acoustic absorption on ceiling and walls to meet reverberation time 0.8 s -1.1 s. Refer to the Acoustics section in Building & Architectural Standards for STC ratings. Sound and light lock. Full perimeter acoustic seals.

Refer to Building & Architectural Standards.

Mechanical: Typical Teaching Space

Plumb/Fire: Typical Teaching Space

Ventilation: Typical Teaching Space

FIXTURES / FURNISHINGS

Casework: 24" deep built in counter at control booth with 2" continuous gap along wall for cords, Dressing rooms to receive lighted make-up mirrors.

Furnishings: 175 stacking loose chairs, seating platforms

Writing Surfaces: (1) 12'-0" (typical) marker board, (2) 4'-0" marker board

Equipment: 4'x4' painted 1 .5" N.P.S. Schedule 40 steel pipe grid suspended from structure above. Accessories for lighting (color frames, gobo holders, clamps, safeties, side arms, boom bases, 12' lengths of pipe). Masking drapery. Portable ballet barres; provide ballet barres at mirror walls when used for dance instruction.

Storage: Dedicated lighting and prop storage rooms

Physical Education

Note: See Classroom – General Education for Health Education Classroom information

PreK-6 Gymnasium

See Teaching Spaces Room Data Sheet for typical information where indicated below.

FUNCTIONAL CRITERIA

Description: Teaching Space: Physical Education, Indoor Sports
Area: Refer to Space Program
Ceiling Height: 32'-0" (25'-0" clear to obstructions)
Occupants: Students and Teachers
Internal Rooms: Gym Storage , AV closet

LOCATION/ORIENTATION CRITERIA

Adjacencies: Fitness/Dance, Locker Rooms, Public Entry
Level: Varies

TECHNICAL CRITERIA

Floor/Base: Athletic synthetic or wood floor system over structurally isolated slab; volleyball and basketball game lines/Wood
Walls: Concrete, Epoxy painted; Wall pads to 7'-0"; Acoustic Panels above 10'-0"
Ceiling: Exposed painted acoustical deck
Door/Frame: Typical Teaching Space; No sidelight
Windows: Typical Teaching Space
Shading: Typical Teaching Space
Lighting: Wire guard protected high-bay LED with vacancy sensors; Light sensors at perimeter
Power: Typical Teaching Space
Data/Com: Telephone, WAP, IP central clock; Intercom w/2-way communication
Audio/Video: Audio playback/announce system
Security: Typical Non-Teaching Space
Acoustical: Maximum background sound level 45 dBA; Distributed acoustic absorption on ceiling and walls to meet maximum reverberation time 1.2-1.5s. Refer to the Acoustics section in Building & Architectural Standards for STC ratings.
Mechanical: Dedicated ERV; Displacement ventilation; (2) ceiling-mounted destratification fans
Plumb/Fire: Typical Teaching Space
Ventilation: Refer to Building & Architectural Standards

FIXTURES / FURNISHINGS

Casework: None
Furnishings: (2) 8' Magnetic Marker Boards
Equipment: (2) Acrylic retractable basketball backboards; (4) Acrylic fixed basketball backboards; (2) Adjustable chin-up bars; Climbing wall with protection cover; (2) Portable volleyball stanchions; (2) Ropes course with climbing harness; retractable bleachers when size allows.
Storage: Gym Storage Room

7-12 Gymnasium

See Teaching Spaces Room Data Sheet for typical information where indicated below.

FUNCTIONAL CRITERIA

Description: Teaching Space: Physical Education, Indoor Sports
Area: Refer to Space Program
Ceiling Height: 32'-0" (25'-0" clear to obstructions)
Occupants: Students and Teachers
Internal Rooms: Gym Storage, AV closet

LOCATION/ORIENTATION CRITERIA

Adjacencies: Weight/Fitness/Dance, Locker Rooms, Team and Training Rooms, Alternative PE, Public Entry, Play Fields
Level: Level 1

TECHNICAL CRITERIA

Floor/Base: Athletic wood floor system over structurally isolated slab; volleyball and basketball game lines, Vented Rubber Base
Walls: Concrete, Epoxy painted; Wall pads
Ceiling: Exposed painted acoustical deck
Door/Frame: Typical Teaching Space; No sidelight
Windows: Typical Teaching Space
Shading: Typical Teaching Space
Lighting: Wire guard protected high-bay LED with vacancy sensors; Light sensors at perimeter
Power: Typical Teaching Space
Data/Com: Telephone, WAP, IP central clock; Intercom w/2-way communication
Audio/Video: Audio playback/announce system
Security: Typical Non-Teaching Space
Acoustical: Maximum background sound level 45 dBA; Distributed acoustic absorption on ceiling and walls to meet maximum reverberation time 1.2-1.5s. Refer to the Acoustics section in Building & Architectural Standards for STC ratings.
Mechanical: Dedicated ERV; Displacement ventilation; (2) ceiling-mounted destratification fans
Plumb/Fire: Typical Teaching Space
Ventilation: Refer to Building & Architectural Standards

FIXTURES / FURNISHINGS

Casework: None
Furnishings: (2) 8' Magnetic Marker Boards with no chalk tray
Equipment: (6) Acrylic retractable basketball backboards; (2) Adjustable chin-up bars; (2) Portable volleyball stanchions; (2) Ropes course with climbing harness; scoreboards; retractable bleachers
Storage: Gym Storage Room

7-12 Physical Education Alternatives (Fitness | Weight | Adaptive Physical Education)

See Teaching Spaces Room Data Sheet for typical information where indicated below.

FUNCTIONAL CRITERIA

Description: Physical education, strength training, conditioning, pilates, gyrokinesis, and physical therapy
Area: Refer to Space Program
Ceiling Height: 11'-4" minimum, 16'-0" preferred
Occupants: Students and Teachers
Internal Rooms: Storage

LOCATION/ORIENTATION CRITERIA

Users: Students; Teachers
Adjacencies: Gymnasium, Locker Rooms, Team and Training Rooms, Gymnasium, Play Fields
Level: Level 1 preferred or level 2 overlooking gymnasium

TECHNICAL CRITERIA

Floor/Base: Resilient athletic floor, vented rubber base
Walls: Typical Teaching Space; Epoxy paint, Mirrors on one wall
Ceiling: ACT, or Exposed acoustic deck
Door/Frame: Typical Teaching Space
Windows: Typical Teaching Space
Shading: Typical Teaching Space
Lighting: Typical Teaching Space
Power: Typical Teaching Space
Data/Com: Telephone, WAP, IP central clock; Intercom w/2-way communication
Audio/Video: Typical Teaching Space
Security: Typical Teaching Space
Acoustical: Maximum background sound level 45 dBA; Distributed acoustic absorption on ceiling and walls to meet maximum reverberation time 1.2-1.5s. Refer to the Acoustics section in Building & Architectural Standards for STC ratings.
Mechanical: Dedicated ERV. FCU or VRF heat pumps with heat recovery
Plumb/Fire: Typical Teaching Space; Hand sink
Ventilation: Refer to Building & Architectural Standards

FIXTURES / FURNISHINGS

Casework: 4' upper and base cabinets w/ hand sink
Furnishings: None
Writing Surfaces: (2) markerboards; tackboards
Equipment: Equipment as determined by user group, such as privacy curtain, TRX training, flex bands, elliptical machines (or treadmill), mounted bars, sit up bench, Gyrotonic trainer (or Pilates Reformer), recumbent cycles, exercise ball storage, squat racks, weights racks. Adaptive PE Equipment as needed.
Storage: Storage Room industrial shelving

7-12 Locker Rooms

FUNCTIONAL CRITERIA

Description: Gym Locker and Changing Room
Area: Refer to Space Program
Ceiling Height: 10'-0" minimum
Occupants: Varies
Internal Rooms: None

LOCATION/ORIENTATION CRITERIA

Users: Students & Teachers
Adjacencies: Gymnasium, Restrooms, Team and Training Rooms; PE Office
Level: Level 1 preferred

TECHNICAL CRITERIA

Floor/Base: Porcelain Mosaic Tile
Walls: Moisture Resistant Gypsum wallboard, painted; Porcelain Tile
Ceiling: Moisture Resistant Gypsum wallboard or Exposed
Door/Frame: Flush wood / Hollow Metal
Windows: N/A
Shading: N/A
Lighting: Surface mounted cage protected strip lighting
Power: GFCI convenience outlets
Data/Com: Telephone, WAP, IP central clock; Intercom w/ 2-way communication
Audio/Video: Announce system
Security: Typical Teaching Space
Acoustical: Maximum background sound level 45 dBA; Distributed acoustic absorption on ceiling and walls to meet maximum reverberation time 1.2-1.5s. Refer to the Acoustics section in Building & Architectural Standards for STC ratings.
Mechanical: Refer to Building & Architectural Standards
Plumb/Fire: Typical Teaching Space; Showers; Drinking fountain w/ bottle filler
Ventilation: Refer to Building & Architectural Standards

FIXTURES / FURNISHINGS

Casework: None
Furnishings: Mirrors; benches
Equipment: Lockers – coordinate number and size with specific programming needs.
Storage: (30) coat hooks on wall

7-12 Training Room

See Teaching Spaces Room Data Sheet for typical information where indicated below.

FUNCTIONAL CRITERIA

Description: Provides health services for injuries and illnesses resulting from athletics.
Area: Refer to Space Program
Ceiling Height: 10'-0" minimum
Occupants: Students and Teachers
Internal Rooms: Storage, Office

LOCATION/ORIENTATION CRITERIA

Users: Students, Teachers, and/or Physical Therapist
Adjacencies: Gymnasium, Dance Department
Level: Varies

TECHNICAL CRITERIA

Floor/Base: Resilient athletic floor
Walls: Typical Teaching Space; Epoxy paint. Space for rehab area and equipment.
Ceiling: ACT
Door/Frame: Typical Teaching Space
Windows: Typical Teaching Space
Shading: Typical Teaching Space
Lighting: Typical Teaching Space
Power: Typical Teaching Space
Data/Com: Network = data jacks & Wireless = ceiling mounted; IP central clock;
Audio/Video: Maximum background sound level 45 dBA; Distributed acoustic absorption on ceiling and walls to meet maximum reverberation time 1.2-1.5s. Refer to the Acoustics section in Building & Architectural Standards for STC ratings.
Security: Typical Teaching Space
Acoustical: Maximum background sound level 45 dBA; Acoustical finishes equal or greater to the entire floor area, with minimum NRC 0.70. Refer to the Acoustics section in Building & Architectural Standards for STC ratings.
Mechanical: Refer to Building & Architectural Standards
Plumb/Fire: Typical Teaching Space; Hand sink
Ventilation: Refer to Building & Architectural Standards

FIXTURES / FURNISHINGS

Casework: 6' upper and base cabinets w/ hand sink; coordinate with specific program needs
Furnishings: Mirrors on one wall; therapy table; rolling stools, Taping station
Writing Surfaces: (2) markerboards; tackboards
Equipment: Equipment as determined by user group, such as elliptical machines (or treadmill) recumbent cycles, exercise ball; electric treatment tables and electric treatment cabinets, whirlpool tables, wood or aluminum treatment tables, modality carts, large ice machine; Weight squat rack
Storage: Storage Room industrial shelving

7-12 Team Room / Film Room

FUNCTIONAL CRITERIA

Description: Meeting room and to watch games.
Area: Refer to Space Program
Ceiling Height: 16'-0"
Occupants: Varies
Internal Rooms: None

LOCATION/ORIENTATION CRITERIA

Users: Students & Teachers
Adjacencies: Gymnasium, Dance Department, Toilet rooms, Locker Room
Level: Varies

TECHNICAL CRITERIA

Floor/Base: Linoleum/Rubber
Walls: Typical Non-Teaching Spaces; One wall plywood behind gyp for LCD screen mounting; One wall 1" thick x 4'-0" H acoustical wall panel
Ceiling: ACT or exposed ceiling
Door/Frame: Typical Non-Teaching Space; Aluminum storefront
Windows: Typical Non-Teaching Spaces; aluminum storefront window to corridor
Shading: Typical Non-Teaching Spaces
Lighting: Typical Non-Teaching Spaces
Power: Typical Non-Teaching Spaces
Data/Com: Network = 6 data jacks & Wireless = 2 ceiling mounted; IP central clock;
Audio/Video: Large LCD screen w/ AV
Security: Typical Teaching Space
Acoustical: Maximum background sound level 45 dBA; Acoustical finishes equal or greater to the entire floor area, with minimum NRC 0.70. Refer to the Acoustics section in Building & Architectural Standards for STC ratings.
Mechanical: Refer to Building & Architectural Standards
Plumb/Fire: Typical Non-Teaching Spaces
Ventilation: Refer to Building & Architectural Standards

FIXTURES / FURNISHINGS

Casework: None
Furnishings: flip tables on casters, nesting chairs no arms, mobile markerboards
Writing Surfaces: (2) Markerboards
Equipment: none
Storage: none

Library / Media Center

Reading & Instruction

See Teaching Spaces Room Data Sheet for typical information where indicated below.

FUNCTIONAL CRITERIA

Description: Library, Media Center, and Student Resource
Area: Refer to Space Program
Ceiling Height: 15'-0"
Occupants: Library Director, Students/Parents
Internal Rooms: Library Director Office; Book Storage; Circulation Desk; Media Lab (Idea Lab); Makerspace

LOCATION/ORIENTATION CRITERIA

Users: Students; Teachers; Parents; Community Groups
Adjacencies: Varies
Level: Varies

TECHNICAL CRITERIA

Floor/Base: Cork or Linoleum with rubber base Carpet at Reading areas and behind Circulation desk
Walls: Typical Teaching Space
Ceiling: ACT; Exposed
Door/Frame: Typical Teaching Space; Aluminum storefront
Windows: Typical Teaching Space
Shading: Typical Teaching Space
Lighting: Typical Teaching Space; Up/Down Pendant Lights
Power: Typical Teaching Space
Data/Com: Typical Teaching Space
Audio/Video: Typical Teaching Space
Security: Typical Non-Teaching Space
Acoustical: Maximum background sound level 40 dBA; Acoustical finishes equal or greater to the entire floor area, with minimum NRC 0.70. Refer to the Acoustics section in Building & Architectural Standards for STC ratings.
Mechanical: Refer to Building & Architectural Standards
Plumb/Fire: Typical Teaching Space
Ventilation: Refer to Building & Architectural Standards

FIXTURES / FURNISHINGS

Casework: Custom circulation desk
Furnishings: Mobile tables and chairs; perimeter library stacks; mobile library shelving max 48"H; book trucks. Office: workstation, task chair; lateral filing cabinet, wardrobe
Writing Surfaces: Per teaching area, (3) 6'-0" magnetic marker boards w/ chalk rail & tackable strip; Min of 811'-4" (typical) magnetic marker boards w/ chalk rail and tackable strip; (3) 6'-0" tack boards
Equipment: Computers; copy machine/printer, laptop charging cart; portable marker boards and LCD screens
Storage: In-room storage as noted
Storage Room: High Density book storage, workroom storage shall have 12 LF of counter and storage with sink.

Idea Lab

See Teaching Spaces Room Data Sheet for typical information where indicated below.

FUNCTIONAL CRITERIA

Description: Space for students to independently work on projects under supervision.
Area: Refer to Space Program
Ceiling Height: 11'-4" (typical)
Occupants: Varies
Internal Rooms: Equipment Storage

LOCATION/ORIENTATION CRITERIA

Users: Teachers & Students
Adjacencies: Varies
Level: Varies

TECHNICAL CRITERIA

Floor/Base: Typical Teaching Space
Walls: Typical Teaching Space
Ceiling: ACT
Door/Frame: Typical Teaching Space
Windows: Typical Teaching Space
Shading: Typical Teaching Space
Lighting: Typical Teaching Space; LED undercabinet lights at wall cabinets
Power: Typical Teaching Space; (8) GFI quads at counters
Data/Com: Typical Teaching Space; (8) data jacks
Audio/Video: Typical Teaching Space
Security: Typical Non-Teaching Space
Acoustical: Maximum background sound level 45 dBA; Acoustical finishes equal or greater to the entire floor area, with minimum NRC 0.70. Refer to the Acoustics section in Building & Architectural Standards for STC ratings.
Mechanical: Typical Teaching Space
Ventilation: Typical Teaching Space
Plumb/Fire: Typical Teaching Space; 3 sinks

FIXTURES / FURNISHINGS

Casework: 12 LF of phenolic resin counter and storage; 1 ADA sink; 2 sinks, (3) Tall storage cabinets
Furnishings: Mobile workbench tables and Stools; 1 Large mobile project demo workbench; 2 Mobile storage carts with various manipulative size removable bins; Mobile project carts;
Writing Surfaces: Typical Teaching Space
Equipment: Typical Teaching Space; Equipment could include makerspace equipment, such as 3D printers or technology equipment such as cameras and recording equipment used for making videos or podcasts. Equipment needs to be determined on a per school basis to meet program needs. LED grow lights w/mobile shelving unit
Storage: iPad/laptop cart/storage; Hand tool storage as needed

Dining & Food Services

PreK-6 Cafetorium

See Teaching Spaces Room Data Sheet for typical information where indicated below.

FUNCTIONAL CRITERIA

Description: Dining Space; Performance Stage
Area: Refer to Space Program
Ceiling Height: 16'-0" minimum, 24'-0" preferred
Occupants: Students; Teachers; Parents; Community Groups
Internal Rooms: Furniture storage room; General storage room

LOCATION/ORIENTATION CRITERIA

Adjacencies: Kitchen and Servery
Level: 1st

TECHNICAL CRITERIA

Floor/Base: Dining room floor shall be linoleum or rubber flooring or polished concrete. Stage floor shall be carpet tile where elevated and not used as primary dining space. When stage floor used as dining space, match linoleum or rubber flooring used elsewhere in the room.
Walls: Gypsum wall board, painted; Tile as accent and wall protection
Ceiling: Acoustic tiles, vertical baffles, or others as consistent with design language
Door/Frame: Full lite double doors; Sidelights
Windows: Typical Teaching Space; Varies
Shading: Typical Teaching Space
Lighting: Wire guard protected high-bay LED with vacancy sensors; Light sensors at perimeter. See Auditorium for additional needs for Stage.
Power: Outlets distributed; quad at each teaching and presentation location; power for projector
Data/Com: Telephone, WAP, IP central clock; Intercom w/2-way communication
Audio/Video: Audio playback/announce system; Pull down projector screen. See Auditorium for additional needs for Stage.
Security: Typical Non-Teaching Space
Acoustical: Maximum background sound level 45 dBA; Distributed acoustic absorption on ceiling and walls to meet maximum reverberation time 1.2-1.5s. Refer to the Acoustics section in Building & Architectural Standards for STC ratings.
Mechanical: Dedicated ERV; Displacement ventilation
Plumb/Fire: Water fountain with bottle fillers
Ventilation: Refer to Building & Architectural Standards

FIXTURES / FURNISHINGS

Casework: Compost/ Recycling/ Trash stations
Furnishings: (2) 8' Magnetic Marker Boards; (2) 8' Tack Boards. Variety of seating options; Dining chairs and tables to be unattached; Free-standing, stackable chairs as needed.
Equipment: Waste baskets; Recycling bins. See Auditorium for additional needs for Stage.
Storage: Furniture storage room; General storage room

Cafeteria

See Teaching Spaces Room Data Sheet for typical information where indicated below.

FUNCTIONAL CRITERIA

Description: Dining Space
Area: Refer to Space Program
Ceiling Height: 16'-0" minimum, 24'-0" preferred
Occupants: Students; Teachers; Parents; Community Groups
Internal Rooms: Furniture storage room; General storage room

LOCATION/ORIENTATION CRITERIA

Adjacencies: Kitchen and Servery
Level: 1st

TECHNICAL CRITERIA

Floor/Base: Flooring to be linoleum or rubber, with rubber base.
Walls: Gypsum wallboard, painted; Tile as accent and wall protection
Ceiling: Acoustic tiles, vertical baffles, or other as consistent with design language
Door/Frame: Full lite double doors; Sidelights
Windows: Typical Teaching Space; Varies
Shading: Typical Teaching Space
Lighting: LED with vacancy sensors; Light sensors at perimeter
Power: Outlets distributed; quad at each teaching and presentation location; power for projector
Data/Com: Telephone, WAP, IP central clock; Intercom w/2-way communication
Audio/Video: Audio playback/announce system
Security: Typical Non-Teaching Space
Acoustical: Maximum background sound level 45 dBA; Distributed acoustic absorption on ceiling and walls to meet maximum reverberation time 1.2-1.5s. Refer to the Acoustics section in Building & Architectural Standards for STC ratings.
Mechanical: Dedicated ERV; Displacement ventilation
Plumb/Fire: Water fountain
Ventilation: Refer to Building & Architectural Standards

FIXTURES / FURNISHINGS

Casework: Compost/ Recycling/ Trash stations
Furnishings: (2) 8' Magnetic Marker Boards; (2) 8' Tack Boards. Variety of seating options; Dining chairs and tables to be unattached; Free-standing, stackable chairs as needed
Equipment: Waste baskets; Recycling bins
Storage: Furniture storage room; General storage room

Kitchen and Servery

See Teaching Spaces Room Data Sheet for typical information where indicated below.

FUNCTIONAL CRITERIA

Description: Food preparation and serving space
Area: Refer to Space Program
Ceiling Height: 11'-4" (typical)
Occupants: Staff
Internal Rooms: Refrigerated rooms; Dry goods storage; Staff lockers

LOCATION/ORIENTATION CRITERIA

Adjacencies: Cafetorium; Cafeteria; Toilets; Service yard
Level: 1st

TECHNICAL CRITERIA

Floor/Base: Linoleum, Sealed Concrete, or Rubber with Rubber base, unless otherwise noted.
Walls: Concrete, Epoxy painted; add FRP panels to full width of walls in locations where extra moisture-resistance is required or where heavy cart traffic is present.
Ceiling: ACT
Door/Frame: HM doors; Roll up doors
Windows: Typical Non-Teaching Spaces; Varies
Shading: Typical Non-Teaching Spaces
Lighting: Direct/ Indirect LED; flexible (3-way multi switching); light sensors at perimeter; dedicated lighting options
Power: Outlets distributed
Data/Com: Telephone, WAP, IP central clock; Intercom w/2-way communication
Audio/Video: Typical Non-Teaching Spaces
Security: Keyed doors
Acoustical: Refer to Building & Architectural Standards
Mechanical: Refer to Building & Architectural Standards
Plumb/Fire: Refer to Building & Architectural Standards
Ventilation: Refer to Building & Architectural Standards

FIXTURES / FURNISHINGS

Casework: None
Furnishings: Refer to Building & Architectural Standards
Equipment: Refer to Building & Architectural Standards
Storage: Refrigerated rooms; Dry goods storage

Staff Lunch Room (Lounge)

See Typical Non-Teaching Spaces Room Data Sheet for typical information where indicated below.

FUNCTIONAL CRITERIA

Description: Non-Teaching Space: Teacher meeting, lounge, and lunch space
Area: Refer to Space Program
Ceiling Height: 11'-4"
Occupants: Varies
Internal Rooms: None

LOCATION/ORIENTATION CRITERIA

Users: Staff; Teachers
Adjacencies: Central within Teaching and Learning Cohort
Level: Varies
Orientation: Varies
Views: Varies

TECHNICAL CRITERIA

Floor/Base: Typical Non-Teaching Space
Walls: Typical Non-Teaching Space
Ceiling: Typical Non-Teaching Space
Door/Frame: Typical Non-Teaching Space
Windows: Typical Non-Teaching Space
Shading: Typical Non-Teaching Space
Lighting: Typical Non-Teaching Space; LED undercabinet lights at upper wall cabinets.
Power: Typical Non-Teaching Space; 2 GFI duplex outlets at Casework – coordinate with appliances needed
Data/Com: Typical Non-Teaching Space
Audio/Video: Typical Non-Teaching Space
Security: Typical Non-Teaching Space
Acoustical: Maximum background sound level 45 dBA; Acoustical finishes equal or greater to the entire floor area, with minimum NRC 0.70. Refer to the Acoustics section in Building & Architectural Standards for STC ratings.
Mechanical: Typical Non-Teaching Space
Plumb/Fire: Typical Non-Teaching Space; Sink; water/ice in refrigerator
Ventilation: Typical Non-Teaching Space

FIXTURES / FURNISHINGS

Casework: 8 LF of upper/lower cabinets with double sink, tall microwave cabinet
Furnishings: Meeting table, chairs; (2) 36" W x 30" H bookcases with adjustable shelves, lounge seating.
Writing Surfaces: 8' marker board,
Equipment: (1) 4'-0" tackboard; microwave(s), coffee maker, refrigerator
Storage: in-room storage as noted

Health Services Suite (Nurse's Suite)

Health Services

See Typical Non-Teaching Spaces Room Data Sheet for typical information where indicated below.

FUNCTIONAL CRITERIA

Description: Medical/Nurse's Suite
Area: Refer to Space Program
Ceiling Height: 8'-0" minimum
Occupants: Varies
Internal Rooms: Waiting; Exam; Resting; Toilet Room; Storage.

LOCATION/ORIENTATION CRITERIA

Users: Nurse; Staff; Teachers; Students
Adjacencies: Main Entrance; Main Office
Level: 1st

TECHNICAL CRITERIA

Floor/Base: Typical Non-Teaching Spaces
Walls: Typical Non-Teaching Spaces
Ceiling: Typical Non-Teaching Spaces
Door/Frame: Typical Non-Teaching Spaces
Windows: Typical Non-Teaching Spaces
Shading: Typical Non-Teaching Spaces
Lighting: Typical Non-Teaching Spaces
Power: Typical Non-Teaching Spaces
Data/Com: Typical Non-Teaching Spaces; Emergency buttons in each office
Audio/Video: Typical Non-Teaching Spaces
Security: Typical Non-Teaching Spaces
Acoustical: Typical Non-Teaching Spaces
Mechanical: Typical Non-Teaching Spaces
Plumb/Fire: Typical Non-Teaching Spaces; Hand sink; Toilet; Lavatory
Ventilation: Typical Non-Teaching Spaces

FIXTURES / FURNISHINGS

Casework: Reception desk; upper/lower cabinets; tall storage
Furnishings: Office desk/chair/filing; Waiting chairs; Exam table; Resting cots; Tackboards
Writing Surfaces: Magnetic Markerboard or Writeable Walls
Equipment: Staff computer; Lockable Medicine cabinet; Medicine carts; Phenolic partition
Storage: Dedicated lockable storage room for crutches, wheelchairs, supplies

Administration & Student Support

Public Reception & Main Office

See Typical Non-Teaching Spaces Room Data Sheet for typical information where indicated below.

FUNCTIONAL CRITERIA

Description: Office
Area: Refer to Space Program
Ceiling Height: 11'-4"
Occupants: Varies
Internal Rooms: Office, Storage, Conference room, Staff Mail and Time Room, Copy Room, Records Room, Wellness Room and Teacher's Work Room.

LOCATION/ORIENTATION CRITERIA

Users: Administrative staff; Teachers; Students; Parents; Community
Adjacencies: Main Entry Lobby
Level: 1st
Views: Main Entry

TECHNICAL CRITERIA

Floor/Base: Typical Non-Teaching Spaces; Recessed Walk-off mat at Main Entry Vestibule
Walls: Typical Non-Teaching Spaces
Ceiling: Typical Non-Teaching Spaces
Door/Frame: Typical Non-Teaching Spaces; Storefront at all walls connecting to public lobby/vestibule
Windows: Typical Non-Teaching Spaces; Interior aluminum storefront; Window from the entrance vestibule into the Main Office
Shading: Typical Non-Teaching Spaces
Lighting: Typical Non-Teaching Spaces; Recessed, uniform lighting, task lighting at each workstation (for multi-user office)
Power: Typical Non-Teaching Spaces; (2) GFI duplex outlets at counter with sink
Data/Com: Typical Non-Teaching Spaces
Audio/Video: Connection to the camera at the front entrance of the school; Telephone, WAP, IP central clock; Intercom w/2-way communication; Data jacks for network
Security: Video and voice enabled camera at the front entrance of the school; Electronic keyed access through the main entrance door into the entrance vestibule and the doors from the entrance vestibule into the school; Electronic keyed access to the Main Office Door from the entrance vestibule.
Acoustical: Maximum background sound level 45 dBA; Acoustical finishes equal or greater to the entire floor area, with minimum NRC 0.70. Refer to the Acoustics section in Building & Architectural Standards for STC ratings.
Mechanical: Typical Non-Teaching Spaces
Ventilation: Typical Non-Teaching Spaces
Plumb/Fire: Typical Non-Teaching Spaces

FIXTURES / FURNISHINGS

Casework: 8' base and upper cabinets with countertop; Custom reception desk and counter with cabinets above; (2) Tall storage cabinets; (2) Wardrobe
Furnishings: Workstations; Task Chairs; lateral file Cabinets; Small meeting tables; Guest chairs; Conference table w/chairs, brochure rack.
Writing Surfaces: (1) 4'x6' magnetic markerboards in reception
Equipment: Staff computers; countertop printer/copier/scanner; low/no

emissions high-speed standing copier/printer/scanner.	Storage: In-room cabinets as indicated; Coat hook on office doors

Conference Rooms

See Typical Non-Teaching Spaces Room Data Sheet for typical information where indicated below.

FUNCTIONAL CRITERIA

Description: Meeting rooms
Area: Refer to Space Program
Ceiling Height: 11'-4" (typical)
Occupants: 6-20
Internal Rooms: None

LOCATION/ORIENTATION CRITERIA

Users: Staff; Teacher; Community members
Adjacencies: Reception and Main Office
Level: Varies

TECHNICAL CRITERIA

Floor/Base: Typical Non-Teaching Spaces
Walls: Typical Non-Teaching Spaces; One wall plywood behind gyp for LCD screen mounting; One wall 1" thick x 4'-0" H acoustical wall panel
Ceiling: Typical Non-Teaching Spaces
Door/Frame: Typical Non-Teaching Spaces; Aluminum storefront
Windows: Typical Non-Teaching Spaces; aluminum storefront window to corridor and/or main office.
Shading: Typical Non-Teaching Spaces
Lighting: Typical Non-Teaching Spaces
Power: Typical Non-Teaching Spaces
Data/Com: Typical Non-Teaching Spaces
Audio/Video: Large LCD screen w/ AV
Security: Typical Non-Teaching Spaces
Acoustical: Maximum background sound level 35 dBA; Acoustical finishes equal or greater to the entire floor area, with minimum NRC 0.70. Refer to the Acoustics section in Building & Architectural Standards for STC ratings.
Mechanical: Typical Non-Teaching Spaces
Plumb/Fire: Typical Non-Teaching Spaces
Ventilation: Typical Non-Teaching Spaces

FIXTURES / FURNISHINGS

Casework: None
Furnishings: Meeting table, chairs, Credenza, low, bookshelf
Writing Surfaces: Magnetic Markerboard or Writeable Walls
Equipment: None
Storage: None

Offices

See Typical Non-Teaching Spaces Room Data Sheet for typical information where indicated below.

FUNCTIONAL CRITERIA

Description: Office
Area: Refer to Space Program
Ceiling Height: 9'-0" minimum
Occupants: Varies
Internal Rooms: N/A

LOCATION/ORIENTATION CRITERIA

Users: Administrative staff; Teachers; Community; Students
Adjacencies: Varies
Level: Varies

TECHNICAL CRITERIA

Floor/Base: Typical Non-Teaching Spaces
Walls: Typical Non-Teaching Spaces
Ceiling: Typical Non-Teaching Spaces
Door/Frame: Typical Non-Teaching Spaces
Windows: Typical Non-Teaching Spaces; interior aluminum storefront
Shading: Typical Non-Teaching Spaces
Lighting: Typical Non-Teaching Spaces; Recessed, uniform lighting, task lighting at each workstation (for multi-user office)
Power: Typical Non-Teaching Spaces
Data/Com: Typical Non-Teaching Spaces
Audio/Video: LCD Screen as needed
Security: Typical Non-Teaching Spaces
Acoustical: Maximum background sound level 45 dBA; Acoustical finishes equal or greater to the entire floor area, with minimum NRC 0.70. Refer to the Acoustics section in Building & Architectural Standards for STC ratings.
Mechanical: Typical Non-Teaching Spaces
Plumb/Fire: Typical Non-Teaching Spaces
Ventilation: Typical Non-Teaching Spaces

FIXTURES / FURNISHINGS

Casework: None
Furnishings: Provide (1) per person: Workstations including wardrobe and upper storage; Task Chairs; Lateral File Cabinets; Bookshelves; Small meeting table; Guest chairs
Writing Surfaces: 4'x4' Marker Board
Equipment: Staff computers
Storage: In-room cabinets as indicated under furnishings; Coat hook on office doors

Counseling & Student Services

See Typical Non-Teaching Spaces Room Data Sheet for typical information where indicated below.

FUNCTIONAL CRITERIA

Description: Office
Area: Refer to Space Program
Ceiling Height: 9'-0" minimum
Occupants: Varies
Internal Rooms: Waiting; Office; Conference Room

LOCATION/ORIENTATION CRITERIA

Users: Administrative staff; Teachers; Students; Parents; Community Partners
Adjacencies: Main Entry Lobby
Level: 1st

TECHNICAL CRITERIA

Floor/Base: Typical Non-Teaching Spaces
Walls: Typical Non-Teaching Spaces
Ceiling: Typical Non-Teaching Spaces
Door/Frame: Typical Non-Teaching Spaces
Windows: Typical Non-Teaching Spaces; interior aluminum storefront
Shading: Typical Non-Teaching Spaces
Lighting: Typical Non-Teaching Spaces; Recessed, uniform lighting, task lighting at each workstation (for multi-user office)
Power: Typical Non-Teaching Spaces
Data/Com: Typical Non-Teaching Spaces
Audio/Video: Typical Non-Teaching Spaces
Security: Typical Non-Teaching Spaces
Acoustical: Maximum background sound level 45 dBA; Acoustical finishes equal or greater to the entire floor area, with minimum NRC 0.70. Refer to the Acoustics section in Building & Architectural Standards for STC ratings.
Mechanical: Typical Non-Teaching Spaces
Plumb/Fire: Typical Non-Teaching Spaces
Ventilation: Typical Non-Teaching Spaces

FIXTURES / FURNISHINGS

Casework: None
Furnishings: Workstations including wardrobe and upper storage; Task Chairs; Lateral File Cabinets; Bookshelves; Small meeting table; Guest chairs
Writing Surfaces: 4'x4' Marker Board
Equipment: Staff computers; Printer & Copier per Student Services Suite
Storage: In-room cabinets as indicated under furnishings; Coat hook on office doors

College & Career Center

See Typical Non-Teaching Spaces Room Data Sheet for typical information where indicated below.

FUNCTIONAL CRITERIA

Description: Office
Area: Refer to Space Program
Ceiling Height: 11'-4" (typical)
Occupants: Varies
Internal Rooms: Waiting; Office; Conference Room

LOCATION/ORIENTATION CRITERIA

Users: Administrative staff; Teachers; Community; Students
Adjacencies: Main Entry Lobby
Level: 1st

TECHNICAL CRITERIA

Floor/Base: Typical Non-Teaching Spaces
Walls: Typical Non-Teaching Spaces
Ceiling: Typical Non-Teaching Spaces
Door/Frame: Typical Non-Teaching Spaces
Windows: Typical Non-Teaching Spaces; interior aluminum storefront
Shading: Typical Non-Teaching Spaces
Lighting: Typical Non-Teaching Spaces; Recessed, uniform lighting, task lighting at each workstation (for multi-user office)
Power: Typical Non-Teaching Spaces
Data/Com: Typical Non-Teaching Spaces
Audio/Video: Typical Non-Teaching Spaces
Security: Typical Non-Teaching Spaces
Acoustical: Maximum background sound level 45 dBA; Acoustical finishes equal or greater to the entire floor area, with minimum NRC 0.70. Refer to the Acoustics section in Building & Architectural Standards for STC ratings.
Mechanical: Typical Non-Teaching Spaces
Plumb/Fire: Typical Non-Teaching Spaces
Ventilation: Typical Non-Teaching Spaces

FIXTURES / FURNISHINGS

Casework: None
Furnishings: Workstations including wardrobe and upper storage; Task Chairs; Lateral File Cabinets; Bookshelves; Small meeting table; Guest chairs, brochure racks.
Writing Surfaces: (1) 4'x8' markerboard minimum.
Equipment: Staff computers; Printer & Copier per Counseling & Student Services Suite
Storage: In-room cabinets as indicated under furnishings; Coat hook on office doors

Sensory Room

See Typical Non-Teaching Spaces Room Data Sheet for typical information where indicated below.

FUNCTIONAL CRITERIA

Description: Sensory-focused environment within the Student Support area. Please note that Sensory Room is a different space than the Sensory Space within the Learning Cohort.
Area: Refer to Space Program
Ceiling Height: 8'-0" minimum
Occupants: 2-8
Internal Rooms: None

LOCATION/ORIENTATION CRITERIA

Users: Staff; Teacher; Students
Adjacencies: OT
Level: Varies

TECHNICAL CRITERIA

Floor/Base: A combination of cork, linoleum, and carpet/ Rubber base
Walls: Typical Non-Teaching Spaces; Wall paint color should be soft and calming
Ceiling: Typical Non-Teaching Spaces
Door/Frame: Typical Non-Teaching Spaces; Aluminum storefront with manual shades
Windows: Typical Non-Teaching Spaces;
Shading: Typical Non-Teaching Spaces
Lighting: Typical Non-Teaching Spaces, Dimmable and color changing light fixtures
Power: Typical Non-Teaching Spaces
Data/Com: Typical Non-Teaching Spaces
Audio/Video: Typical Non-Teaching Spaces
Security: Typical Non-Teaching Spaces
Acoustical: Maximum background sound level 35 dBA; Acoustical finishes equal or greater to the entire floor area, with minimum NRC 0.70. Refer to the Acoustics section in Building & Architectural Standards for STC ratings.
Mechanical: Typical Non-Teaching Spaces
Plumb/Fire: Typical Non-Teaching Spaces
Ventilation: Typical Non-Teaching Spaces

FIXTURES / FURNISHINGS

Casework: None
Furnishings: Meeting table, chairs, comfortable seating, storage cabinet
Writing Surfaces: Magnetic Markerboard or Writeable Walls, mirrors
Equipment: Equipment as determined by user group, such as ball pit, sensory board, therapy trampoline, fiber-optic lighting, sensory swing
Storage: In-room cabinets

Individual Shower

FUNCTIONAL CRITERIA

Description: Locker, Shower, and Changing Room
Area: Refer to Space Program
Ceiling Height: 9'-0" minimum
Occupants: Varies
Internal Rooms: None

LOCATION/ORIENTATION CRITERIA

Users: Students & Teachers
Adjacencies: Gymnasium, Dance Department, Toilet rooms, Team Rooms
Level: Varies

TECHNICAL CRITERIA

Floor/Base: Porcelain Mosaic Tile
Walls: Moisture Resistant Gypsum wallboard, painted; Porcelain Tile
Ceiling: Moisture Resistant Gypsum wallboard or Exposed
Door/Frame: Flush wood / Hollow Metal
Windows: N/A
Shading: N/A
Lighting: Typical Non-Teaching Space
Power: None
Data/Com: None
Audio/Video: None
Security: Lever-style lock
Acoustical: Maximum background sound level 45 dBA; Distributed acoustic absorption on ceiling and walls to meet maximum reverberation time 1.2-1.5s. Refer to the Acoustics section in Building & Architectural Standards for STC ratings.
Mechanical: Refer to Building & Architectural Standards
Plumb/Fire: Typical Non-Teaching Space; Showers;
Ventilation: Refer to Building & Architectural Standards

FIXTURES / FURNISHINGS

Casework: None
Furnishings: Mirrors; benches
Equipment: 15" W x 15" D x 18" H 3-tier storage cubbies (no doors)
Storage: Coat hooks on wall

Non-athletic Locker Room

FUNCTIONAL CRITERIA

Description: Changing Room
Area: Refer to Space Program
Ceiling Height: 10'-0" minimum
Occupants: Varies
Internal Rooms: None

LOCATION/ORIENTATION CRITERIA

Users: Teachers and staff
Adjacencies: Individual Shower
Level: Varies

TECHNICAL CRITERIA

Floor/Base: Porcelain Mosaic Tile
Walls: Moisture Resistant Gypsum wallboard, painted; Porcelain Tile
Ceiling: Moisture Resistant Gypsum wallboard or Exposed
Door/Frame: Flush wood / Hollow Metal
Windows: N/A
Shading: N/A
Lighting: Typical Non-Teaching Space
Power: GFCI convenience outlets
Data/Com: Telephone, WAP, IP central clock; Intercom w/2-way communication
Audio/Video: None
Security: Typical Teaching Space
Acoustical: Maximum background sound level 45 dBA; Distributed acoustic absorption on ceiling and walls to meet maximum reverberation time 1.2-1.5s. Refer to the Acoustics section in Building & Architectural Standards for STC ratings.
Mechanical: Refer to Building & Architectural Standards
Plumb/Fire: Typical Non-Teaching Space
Ventilation: Refer to Building & Architectural Standards

FIXTURES / FURNISHINGS

Casework: None
Furnishings: Mirrors benches
Equipment: 15" W x 15" D x 18" H lockable storage; changing cubicle phenolic partition
Storage: Coat hooks on wall

Accessible Restrooms for All Genders

FUNCTIONAL CRITERIA

Description: Individual toilet stalls with open hand washing area
Area: Refer to Space Program
Ceiling Height: 9'-0" minimum
Occupants: Varies
Internal Rooms: None

LOCATION/ORIENTATION CRITERIA

Users: Students
Adjacencies: Varies
Level: Varies

TECHNICAL CRITERIA

Floor/Base: Porcelain Mosaic Tile
Walls: Moisture Resistant Gypsum wallboard, painted; Porcelain Tile
Ceiling: Moisture Resistant Gypsum wallboard or Exposed
Door/Frame: Flush wood for the toilet stalls
Windows: N/A
Shading: N/A
Lighting: Typical Non-Teaching Space
Power: Power for hand dryers
Data/Com: None
Audio/Video: None
Security: Lever-style locks for bathroom stalls
Acoustical: Maximum background sound level 45 dBA; Distributed acoustic absorption on ceiling and walls to meet maximum reverberation time 1.2-1.5s. Refer to the Acoustics section in Building & Architectural Standards for STC ratings.
Mechanical: Refer to Building & Architectural Standards
Plumb/Fire: Typical Non-Teaching Space; Sinks
Ventilation: Refer to Building & Architectural Standards

FIXTURES / FURNISHINGS

Casework: None
Furnishings: Mirrors
Equipment: Toilet Stall: Toilet tissue dispenser; waste receptacle
ADA stall: Grab bars
Handwashing area: Soap dispenser; hand dryer; towel dispenser/waste receptable recessed
Storage: None

Community Hub Schools

Community Hub

See Typical Non-Teaching Spaces Room Data Sheet for typical information where indicated below.

FUNCTIONAL CRITERIA

Description: Community space
Area: Refer to Space Program
Ceiling Height: 11'-4" (typical)
Occupants: Varies
Internal Rooms: Community / Family Lounge, Conference / Teaching Space, Nourishment Station / Alcove, Food / Clothing Pantry, Storage, Office, Group Rooms, Laundry, Restroom

LOCATION/ORIENTATION CRITERIA

Users: Administrative staff; Teachers; Students; Parents; Community
Adjacencies: Main Entry Lobby
Level: 1st
Views: Main Entry

TECHNICAL CRITERIA

Floor/Base: Typical Non-Teaching Spaces; Recessed Walk-off mat at Main Entry Vestibule
Walls: Typical Non-Teaching Spaces
Ceiling: Typical Non-Teaching Spaces
Door/Frame: Typical Non-Teaching Spaces; Storefront at all walls connecting to public lobby
Windows: Typical Non-Teaching Spaces; Interior aluminum storefront
Shading: Typical Non-Teaching Spaces
Lighting: Typical Non-Teaching Spaces; Recessed, uniform lighting, task lighting at each workstation (for multi-user office)
Power: Typical Non-Teaching Spaces; (2) GFI duplex outlets at counter with sink
Data/Com: Typical Non-Teaching Spaces
Audio/Video: LCD Screen as needed
Security: Electronic keyed access through the main entrance door into the main entrance vestibule
Acoustical: Maximum background sound level 45 dBA; Acoustical finishes equal or greater to the entire floor area, with minimum NRC 0.70. Refer to the Acoustics section in Building & Architectural Standards for STC ratings.
Mechanical: Typical Non-Teaching Spaces
Ventilation: Typical Non-Teaching Spaces
Plumb/Fire: Typical Non-Teaching Spaces; Sink in counter at base cabinets

FIXTURES / FURNISHINGS

Casework: 8' base and upper cabinets with countertop; Custom reception desk and counter with cabinets above; (2) Tall storage cabinets; (2) Wardrobe
Furnishings: Guest chairs; Conference table w/chairs; movable tables and chairs
Writing Surfaces: (3) 4'x6' magnetic markerboards
Equipment: Under-counter refrigerator at kitchenette
Storage: In-room cabinets as indicated; Coat hook on office doors

Outdoor Learning

Small Gathering Space

FUNCTIONAL CRITERIA

Description: Outdoor space for small gatherings, including counseling, teacher/student meetings, and use by teachers and staff; Minimum of 2 small gathering spaces per school preferred

Area: Locate in interstitial outdoor spaces, requires minimal space

Occupants: 4-6 people

LOCATION/ORIENTATION CRITERIA

Users: Small groups of students and/or teachers, or staff

Adjacencies: Provide at least one small gathering space that is separated from the Outdoor Play Space

Level: Ground floor or roof terrace (if applicable)

TECHNICAL CRITERIA

Surfacing: Stabilized stone dust recommended (other materials may be appropriate depending on site conditions)

Shade: Site specific, with preference for at least one shaded small gathering space

FIXTURES / FURNISHINGS

Seating: Picnic table or café style table with seating for 4-6 people, provide mobile writing surfaces.

Large Gathering Space

FUNCTIONAL CRITERIA

Description: Outdoor space for full class gatherings, presentation, or performance; may be integrated into Outdoor Learning Space or separate space, as preferred by school and as dictated by site conditions (area, topography and sun aspect)

Area: Site Specific, minimum of 300 sf

Occupants: K0-8 – up to 25 students & 2 teachers
9-12 – up to 28 students & 2 teachers

LOCATION/ORIENTATION CRITERIA

Users: One class with teachers
Adjacencies: Learning Cohort
Level: Ground floor or roof terrace (if applicable)

TECHNICAL CRITERIA

Surfacing: Site specific, provide accessible surface

FIXTURES / FURNISHINGS

Seating: Site specific, may include boulder or log seating, benches, stepped seating with concrete walls, or make use of a slope, provide mobile writing surfaces.

Play Space

FUNCTIONAL CRITERIA

Description: Outdoor play space, including playground, courts and fields used for recess and outdoor movement breaks

Area: 2000 sf playground (minimum); larger preferred
5000 sf (minimum for K-8 level), recreational multi-purpose field, larger preferred (refer to specific size requirements for formal athletics use)

Occupants: 1 class of up to 25 students with teacher or recess monitor (minimum)

LOCATION/ORIENTATION CRITERIA

Users: Students with teachers/recess monitors

Adjacencies: Cafeteria; adjacency to Learning Cohort allows ease of use for shorter breaks

Level: Ground floor

TECHNICAL CRITERIA

Playground
Surfacing: Poured-in-Place Rubber

Multi-purpose
Field: Synthetic Turf

Courts: Bituminous Concrete, seal-coated with Acrylic Painted Graphics

Shade: Provide shaded areas throughout the day; shade source is site specific, and can include building, trees (existing and/or new), and shade structures

FIXTURES / FURNISHINGS

Playground
Equipment: site specific, selected as appropriate for specific age groups (3-5, 5-12); Refer to Building & Architectural Standards

Seating: Provide benches for teachers/recess monitors and student socializing; locate seating to provide clear sight lines to students at all times

Storage: Provide lockable shed for storage of balls and outdoor equipment if preferred by school

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