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Capital Facilities Plan (2026–2033)

COLLEGE PLACE PUBLIC SCHOOLS
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CAPITAL FACILITIES PLAN ADOPTION (2026–2033)

RESOLUTION NO. 04-2025-2026

A resolution of the Board of Directors of College Place Public Schools Adopting the Capital Facilities Plan (2026-2033)

WHEREAS, the Board of Directors of College Place Public Schools is responsible for ensuring that adequate educational facilities are available to serve current and projected student enrollment within the district; and

WHEREAS, the district is experiencing enrollment growth pressures that affect facility capacity, particularly at the elementary level, and long-range planning is necessary to ensure safe, appropriate, and educationally sound learning environments; and

WHEREAS, the Capital Facilities Plan serves as the district's long-range facilities planning document and provides a framework for coordinating school facility needs with local jurisdictions under the Washington State Growth Management Act; and

WHEREAS, the Capital Facilities Plan is intended to inform coordination with the City of College Place and Walla Walla County related to land use planning, urban growth area considerations, capital financing, and potential school construction assistance; and

WHEREAS, the Capital Facilities Plan is informed by enrollment projections, facility capacity analysis, district-owned site readiness, and applicable state statutes and administrative codes, including but not limited to RCW 36.70A, WAC 365-196, and applicable Office of Superintendent of Public Instruction guidelines; and

WHEREAS, the Board has reviewed the Capital Facilities Plan (2026–2033) and finds it to be consistent with district goals, educational programming needs, and responsible long-range financial planning;

NOW, THEREFORE, BE IT RESOLVED by the Board of Directors of College Place Public Schools that:

1. The Capital Facilities Plan (2026–2033) is hereby adopted as the official long-range facilities planning document for College Place Public Schools.

2. The Superintendent or designee is authorized to transmit the adopted Capital Facilities Plan to the City of College Place, Walla Walla County, and other relevant agencies for purposes of coordination, planning, and compliance with applicable growth management requirements.

3. Adoption of this Capital Facilities Plan does not constitute approval of any specific construction project or financing mechanism, but establishes a planning framework to guide

future decision-making, including potential bond measures and applications for state funding assistance.

4. The Board directs that this Capital Facilities Plan be reviewed periodically and updated as necessary to reflect changes in enrollment, facility conditions, funding availability, or regulatory requirements.

APPROVED by the Board of Directors of College Place School District No. 250, Walla Walla County, Washington, in a regular meeting thereof held on the 27 day of January, 2026.

ATTEST:

Secretary to the Board

Chairman of the Board

Director

Director

Director

Director

College Place Public Schools
Capital Facilities Plan (2026–2033)

1. Introduction and Purpose

The Capital Facilities Plan (CFP) for College Place Public Schools (CPPS) outlines the district's long-term strategy to ensure sufficient school facility capacity for current and projected student enrollment. This CFP covers the period from 2026 to 2033 and addresses growth pressures, facility constraints, financial planning, and compliance with the Washington State Growth Management Act (GMA).

This document is designed to support internal decision-making and coordination with the City of College Place and Walla Walla County regarding future capital planning, bond development, and Urban Growth Area (UGA) alignment.

Supporting technical studies, enrollment analyses, site documentation, and planning exhibits referenced throughout this Capital Facilities Plan are identified in Appendix A.

2. District Description and Service Area Context

College Place Public Schools (School District No. 250) is a public school district serving the City of College Place and surrounding areas in Walla Walla County, Washington. The district's administrative offices are located at 1755 South College Avenue, College Place, WA 99324, and it provides education from pre-kindergarten through grade 12. The district includes three public schools that together serve approximately 1,500 to 1,550 students across all grade levels.

The district boundary generally coincides with the municipal limits of College Place, a small city of roughly 9,900 residents located immediately west of the larger city of Walla Walla. While most city residents are served by College Place Public Schools, portions of eastern College Place fall within the boundaries of Walla Walla Public Schools.

College Place is a community with a distinctive educational and cultural identity. The city grew up around Walla Walla University, a Seventh-day Adventist institution from which the city draws its name, and which contributes to the local population and community life. In addition to the public district, the area has several private and faith-based schools, including Rogers Adventist School and Walla Walla Valley Academy, reflecting the broader educational ecosystem in and around the College Place community.

The district's service area is part of the Walla Walla Valley, a region known for agriculture, wine country tourism, and a mix of residential neighborhoods. College Place's geographic footprint is approximately three-square miles and lies within a predominantly urbanized area of Walla Walla County. Enrollment levels over recent years have been relatively stable with modest growth trends, and the district's demographic profile includes a diverse student population with a student-to-teacher ratio near 15:1.

The district's planning and capital investment decisions must therefore reflect not only internal enrollment pressures but also the community's broader service needs, land use patterns, and coordination with adjacent jurisdictions. Its proximity to Walla Walla means that College Place Public Schools serves families in a region with shared infrastructure, transportation networks, and community resources.

District boundaries, service area context, and student density patterns are illustrated in the enrollment and geographic reference materials identified in Appendix A, Section A.2.

3. Existing Facilities and Capacity

School	Grade Levels	Design Capacity	Current Enrollment (2026)	Utilization (%)
Davis Elementary	TK–5	~550	648	118%
Sager Middle School	6–8	~450	402	89%
College Place High School	9–12	~525	465	89%
District Total	TK–12	~1,525	1,515	99%

Note: Davis Elementary also serves approximately 50 Pre-K and ECEAP students annually, increasing functional use beyond listed enrollment.

Facility capacity and utilization figures are based on district records and enrollment analyses summarized in Appendix A, Section A.1.

4. Enrollment Forecasts

Based on enrollment projections and demographic analyses prepared by FLO Analytics and summarized in Appendix A, Section A.1:

- **Total enrollment** projected to increase from 1,480 in 2023–24 to **1,699 by 2032–33**
- **Elementary (K–5)** enrollment to grow from 750 to **874 students**
- **Middle school (6–8)** enrollment to grow from 356 to **409 students**
- **High school (9–12)** enrollment to grow from 374 to **416 students**

"The largest increase in student enrollment over the next 10 years will occur at Davis Elementary School, where projected enrollment exceeds current design capacity by over 300 students by

2033." *Detailed enrollment forecasts, grade progression ratios, and supporting demographic data are included in Appendix A.*

5. Facility Needs and Constraints

- Davis is currently operating at 118% of design capacity (excluding Pre-K)
- Sager and CPHS are each at 89% utilization, limiting flexibility
- Forecasted enrollment would surpass existing district capacity by 174 students within 7 years

"Current capacity constraints at Davis Elementary and enrollment increases projected across all levels suggest the district will need additional instructional space by the early 2030s."

The facility needs and constraints identified above are derived from the enrollment forecasts and capacity analyses documented in Appendix A, Section A.1.

6. Legal and Regulatory Framework for Capital Planning

College Place Public Schools prepares its Capital Facilities Plan in accordance with Washington State statutes and administrative rules governing school facility planning, growth management, and public capital investment. The Capital Facilities Plan is intended to function as a long-range planning document rather than a project approval or financing authorization.

Under the Washington State Growth Management Act, public school facilities are defined as urban governmental services and must be planned in coordination with local jurisdictions to ensure adequate capacity to serve projected population growth. RCW 36.70A.110 requires that Urban Growth Areas include sufficient land for public facilities, including schools, while WAC 365-196-210 and WAC 365-196-310 provide guidance for how school districts and local governments coordinate facility planning and capacity needs.

The Office of Superintendent of Public Instruction establishes guidelines and methodologies used by school districts for enrollment forecasting, capacity analysis, and eligibility for state construction assistance. While OSPI enrollment projections and facility standards inform this plan, local conditions, district educational models, and site-specific constraints are also considered in determining practical capacity and facility needs.

This Capital Facilities Plan is designed to support coordination with the City of College Place and Walla Walla County for comprehensive planning purposes, including Urban Growth Area considerations, infrastructure alignment, and long-range capital planning. The plan does not establish development impact fees, bond measures, or construction schedules independently, but provides the planning foundation necessary for future policy decisions and funding strategies.

Supporting reference materials and technical exhibits identified in Appendix A are provided for planning context and do not constitute regulatory approvals or final project authorizations.

7. Educational Model and Configuration Plan

CPPS proposes a return to a four-school model (PK-3, 4/5, 6-8, 9-12) to better align instruction and space:

Possible Option: New 4–8 Intermediate & Middle School

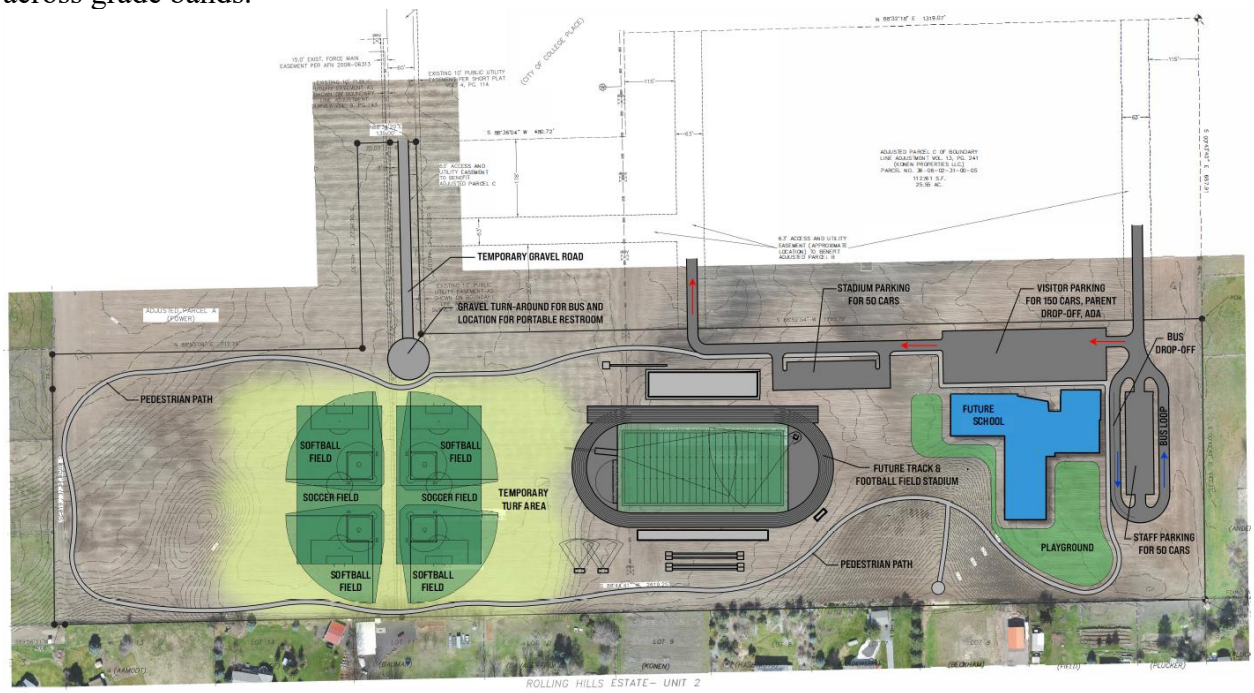
- Davis becomes PK–3 Primary School
- New facility houses grades 4–8
- Sager and CPHS remain unchanged

Possible Option: New High School

- CPHS relocates to new campus
- Existing SMS/CPHS becomes grades 4–8
- Davis becomes PK–3

Conceptual site layouts and planning diagrams associated with these options are included in Appendix A, Section A.4 and are provided for long-range planning purposes only.

This model supports improved transitions, right-sized learning environments, and flexibility across grade bands.



DRAFT--FOR PLANNING PURPOSES ONLY

COLLEGE PLACE SCHOOL DISTRICT
Master Plan

DATE: 3-21-22

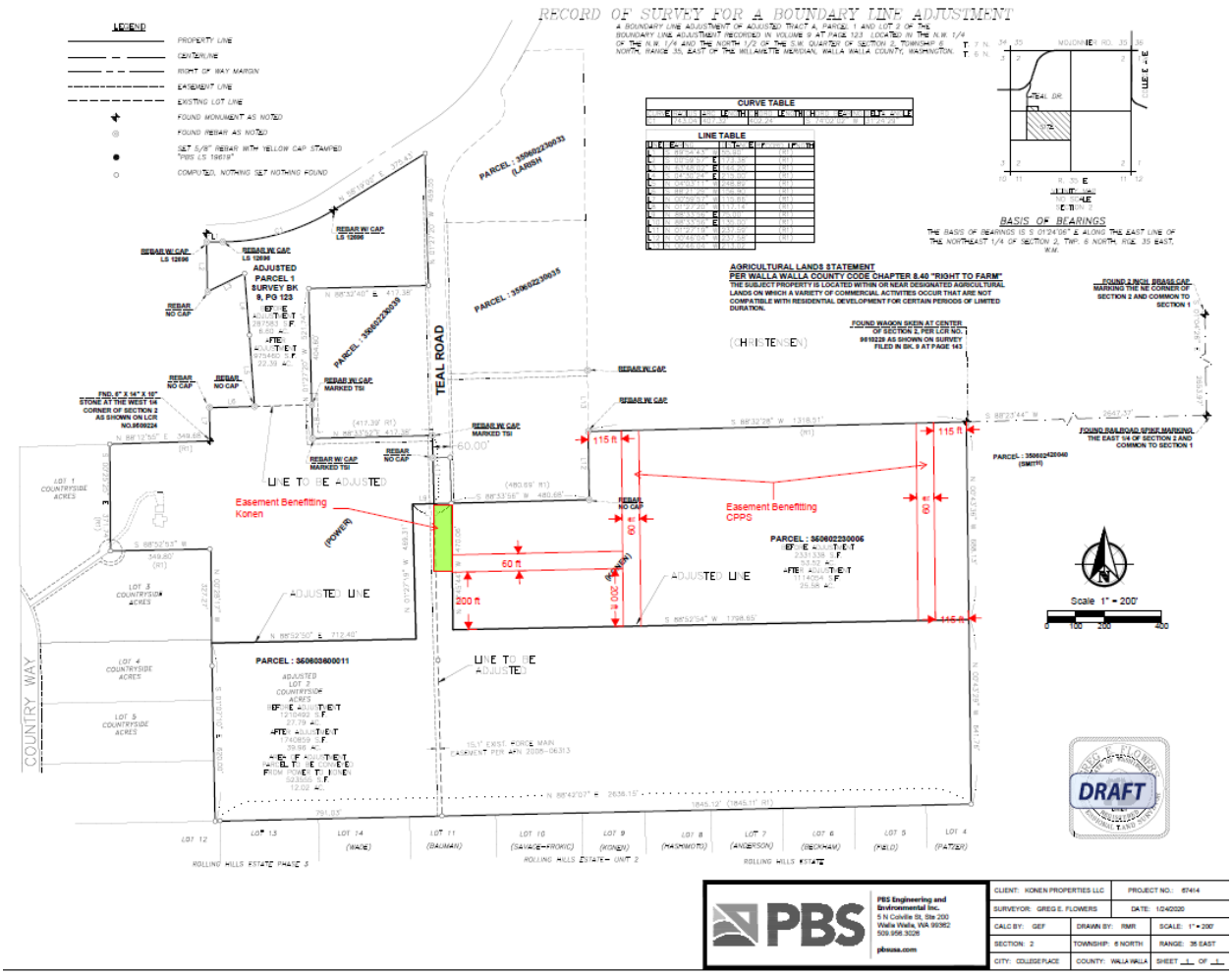
Architects West

8. Site Readiness and Growth Alignment

- The district owns a **40-acre parcel** (39.94 acres) near Mojonnier Road in the College Place growth corridor
- Site is shown in aerial overlay and parcel documentation including boundary line adjustments

Parcel boundaries, boundary line adjustments, easement agreements, and site access documentation are summarized in Appendix A, Section A.3.





- Easement agreements with adjacent property owners (Konen LLC and Lakeside Developing) are already in place. These provide access routes that directly tie into the planned internal street network of the Lakeside residential development.
- This configuration ensures walkable and serviceable access between future school facilities and the residential growth area.

The Lakeside development is anticipated to include approximately 700 dwelling units, adjacent to the school site. These homes will generate a significant increase in student population that the existing facilities cannot absorb.

- Utility extensions and road connectivity planned as part of the Lakeside development will align with the district-owned parcel, creating seamless access for transportation, infrastructure, and emergency services

Conceptual site planning and access relationships are illustrated in Appendix A, Section A.4.

9. Planning Timeline

Year	Milestone
2026–27	Pre-design planning, UGA inclusion efforts
2027–28	Schematic design, community engagement
2029–30	Final design, permitting, bond preparation
2030–31	Bond election (Nov 2030 or Feb 2031)
2031–33	Construction and school opening

"Planning for new school facilities typically requires a 3- to 5-year timeline prior to bond authorization, meaning preparatory work should begin no later than 2026."
The planning timeline reflects enrollment trends and growth projections summarized in Appendix A, Section A.1.

10. Financing Strategy

CPPS will pursue a mix of funding sources:

- Local capital bond (to replace expiring 2031 bond)
- OSPI School Construction Assistance Program (SCAP)
- Exploration of developer impact fees in collaboration with local government
- Potential phased implementation based on enrollment triggers

This plan does not commit the district to specific financing mechanisms; supporting planning materials are identified in Appendix A.

11. Growth Management Act Alignment

This CFP is aligned with GMA requirements:

- **RCW 36.70A.110(2)**: UGA must include areas for public facilities
- **WAC 365-196-210(4)**: Schools are defined as urban governmental services
- **WAC 365-196-310(5)(d)(F)(iv)**: Expansion of UGAs permitted where internal capacity cannot accommodate long-range facility needs

This alignment analysis is informed by the planning context and supporting materials identified in Appendix A.

12. Conclusion

CPPS is approaching capacity across all grade levels. With enrollment projected to increase by over 200 students in the next 7 years, the district must act now to prepare. This plan provides a

roadmap to responsibly align community growth, educational service levels, and facility planning with the next bond window in 2030–31.

By leveraging an existing site, validated forecasts, secured easements, and adjacent residential development, College Place Public Schools can proactively meet the needs of its students and families for the decade ahead.

The findings and recommendations in this plan are supported by the technical studies, enrollment analyses, and site documentation identified in Appendix A.

Addendum A

Agriculture and FFA Facility Planning Overview

Purpose and Program Context

College Place Public Schools is exploring development of an Agriculture and FFA instructional facility to support career and technical education programming, hands-on learning opportunities, and student leadership development aligned with the district's agricultural education pathway. The proposed facility is intended to enhance instructional capacity for Agriculture and FFA programs and provide dedicated space for supervised agricultural experiences, project-based learning, and community engagement.

Site Location and Relationship to Long-Range Planning

The proposed Agriculture and FFA Facility is conceptually located on district-owned property near Mojonnier Road within the College Place growth corridor and on adjoining land leased by the district from Konen LLC. This site is separate from existing instructional buildings and is compatible with the district's long-range capital planning strategy. The Agriculture and FFA Facility is planned as a program-specific improvement and is not dependent on, nor does it dictate, the timing, scope, or configuration of future comprehensive school construction identified in the Capital Facilities Plan.

Conceptual Scope and Planning Assumptions

Preliminary site concepts prepared for planning purposes illustrate a potential configuration that may include:

- A pole barn or agricultural storage facility
- An outdoor arena and associated instructional space
- Pasture areas to support agricultural instruction
- Limited on-site parking and controlled access points

Conceptual layouts and diagrams are illustrative only and are intended to support internal planning, feasibility review, and coordination with permitting authorities. The use of leased property is subject to the terms of existing lease agreements and any future amendments or approvals required. These concepts do not represent final design, approved scope, or

construction authorization.



Regulatory and Permitting Considerations

Initial coordination has occurred through a Technical Review Committee process, including review comments from SAFEBuilt related to fire, building, structural, and energy code requirements. These comments identify applicable state and local codes, required studies, and permitting steps that must be addressed prior to construction. Additional design development, code analysis, agency coordination, and permit approvals will be required before the project may proceed.

Relationship to the Capital Facilities Plan

This addendum is provided for informational and planning context only. Inclusion of the Agriculture and FFA Facility in this document does not amend the enrollment projections, facility capacity analysis, financing strategies, or bond planning assumptions contained in the Capital Facilities Plan. Any future decision to advance this project will be subject to separate board action, design development, regulatory review, and funding authorization.

Supporting References

Supporting materials for this addendum, including conceptual site plans, lease-related exhibits, easement documentation, and Technical Review Committee materials, are identified in Appendix A, Sections A.3 and A.4.

Appendix A

Reference Documents and Technical Materials

This appendix identifies the documents, studies, maps, and reference materials that support the Capital Facilities Plan (2026–2033) for College Place Public Schools. These materials provide the factual basis for enrollment projections, facility capacity analysis, service area context, site readiness, and long-range capital planning assumptions. The documents listed below were prepared by the district, its consultants, or public agencies and are incorporated by reference for planning purposes.

A.1 Enrollment and Demographic Analysis

• **College Place Public Schools Enrollment Forecasts Memo** (FLO Analytics)
This memorandum provides districtwide enrollment projections, grade-level forecasts, cohort progression analysis, student density mapping, and population context used to assess future facility needs. The memo includes district boundary maps, student density figures, and long-range enrollment scenarios that inform capacity planning decisions.

• **Preliminary Enrollment Forecast Tables**
Supporting tables detailing historical enrollment trends, grade progression ratios, births-to-kindergarten analysis, and forecasted enrollment by grade and school through the 2033–34 school year. These tables supplement the enrollment memorandum and support facility utilization and growth assumptions.

A.2 District Boundary, Service Area, and Geographic Context

• **District Overview and Student Density Maps**
Maps illustrating College Place Public Schools district boundaries, school locations, student density patterns, and the relationship between the district boundary, City of College Place limits, and adjacent City of Walla Walla areas. These materials establish the geographic service area and growth context used in planning.

• **Aerial Property Context Image**
Aerial imagery depicting the district-owned property near Mojonnier Road, its proximity to John Sager Middle School, adjacent agricultural and residential uses, and surrounding transportation corridors. This image is used to illustrate site context, land use patterns, and growth alignment considerations.

A.3 Site Ownership, Boundary, and Easement Documentation

• **Exhibit Map of Konen Properties LLC** (PBS Engineering and Environmental Inc.)
This exhibit documents parcel boundaries, boundary line adjustments, easements, rights-of-way, and access corridors associated with the district-owned property and adjacent parcels. The exhibit supports site readiness analysis and legal access planning.

• **Record of Survey for Boundary Line Adjustment**
Survey documentation detailing adjusted parcel boundaries, easement locations, legal descriptions, and agricultural lands statements relevant to the district-owned property and neighboring parcels. These records establish legal configuration and access conditions for future development.

• **Draft Easement and Boundary Line Adjustment Exhibits**
Preliminary exhibits documenting access and utility easements benefiting College Place Public Schools, including connections to planned internal street networks serving adjacent residential development.

A.4 Site Planning and Conceptual Layouts

• **College Place School District Master Plan – Field and Campus Layout** (Architects West)
Conceptual site plan illustrating future school placement, athletic facilities, circulation patterns, parking areas, pedestrian routes, and phased development concepts on the district-owned site. This plan is used for planning and coordination purposes.

• **Draft Field Layout and Site Planning Diagrams**
Preliminary planning diagrams showing athletic field layouts, temporary access routes, and phased site development concepts used for internal planning and long-range coordination.

A.5 Historic Planning and Educational Specifications

• **Educational Specifications and Capital Planning Reports (2012)**
Historic planning documents providing background on educational program assumptions, facility needs, and prior capital planning considerations. These materials inform continuity of planning but do not represent current enrollment, facility conditions, or adopted plans.

A.6 Appendix Index Summary Table

Appendix Section	Content Summary
A.1	Enrollment forecasts, demographic trends, grade-level projections
A.2	District boundaries, service area context, student density, aerial imagery
A.3	Parcel boundaries, surveys, easements, legal access documentation
A.4	Conceptual site plans, field layouts, campus planning diagrams
A.5	Historic educational specifications and prior planning documents

A.7 Use of Appendix Materials

The materials identified in this appendix are used collectively to support planning assumptions in the Capital Facilities Plan. Inclusion of these documents does not constitute adoption of individual exhibits or conceptual layouts as final designs or construction commitments. Rather, they provide technical context for long-range facility planning, coordination with local jurisdictions, and future capital decision-making.

MEMORANDUM

To: James Fry
College Place Public Schools
1755 College Ave
College Place, WA 99324

From: Charles Rynerson
Senior Demographer

Emma Swanson
GIS Technician

Date: January 25, 2024

Project No.: F2567.01.001

Re: 2024–25 to 2033–34 Enrollment Forecasts Report—College Place Public Schools

At the request of College Place Public Schools (District), FLO Analytics (FLO) prepared enrollment forecasts for grades kindergarten (K) through 12 for the 2024–25 to 2033–34 school years. The study was completed through three main tasks: (1) demographic and residential development analysis, (2) enrollment assessment, and (3) enrollment forecasting. FLO developed three scenarios (low, middle, and high) of district-wide enrollment forecasts, representing the total number of students living within and outside the district boundary and attending district schools and programs. These forecasts are provided as district-wide totals and by individual grade. FLO also prepared more granular forecasts of the number of students enrolled at each of the District's schools.

Demographic and Residential Development Analysis

Understanding the population and housing trends within the geographic area of the district and surrounding region (Figure 1) is an integral part of the enrollment forecasting process. FLO mapped the distribution of student residences (Figure 2); reviewed historical, current, and projected demographic characteristics of the region; and analyzed current land use policies and anticipated residential development.

Population Trends

Figure 3 illustrates the 2000 to 2020 population change for Walla Walla County, portions of the Cities of College Place and Walla Walla that are within the district boundaries, and the district. The county grew, adding about 3,600 residents in the 2000s and an additional 3,800 in the 2010s, resulting in 13.4 percent growth over the 20-year period. The district grew at a faster rate than the county each decade. Adding roughly 1,850 residents in the 2000s and 1,040 in the 2010s, the district grew by 26.2 percent in 20 years.

Figure 4 depicts how the proportion of the population under the age of 18 has been changing in relation to the population over the age of 18. According to decennial census counts, the district added 2,621 residents (30.9 percent) aged 18 and older between 2000 and 2020. In comparison, the population under the age of 18 grew by only 273 residents (10.7 percent). Of significance to future school enrollment, the district's population under age five was lower in 2020 than in 2010.

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The proportion of District population under the age of 18 was 23 percent in 2000, 22 percent in 2010, and 20 percent in 2020.

The Washington Office of Financial Management published population projections (low, medium, and high series) for Walla Walla County in December 2022. The medium series projection results in Figure 5 show the County continuing to grow in the 2020s and 2030s, but at a slower rate than in the 2000s or 2010s. The projected growth of 4,111 residents in the medium series between 2020 and 2040 compares with the 20-year growth of 7,404 residents between 2000 and 2020.

Housing Types and Student Generation Rates

Housing type is an important indicator of the expected average number of students generated per housing unit. For instance, on average, single-family (SF) housing units generate more students per unit than multifamily (MF) housing units. Factors that contribute to student generation rates (SGR), or yields, include the size of the housing units, the number of bedrooms, housing costs, neighborhood demographics, and family-friendly amenities such as playgrounds.

SGRs vary by geographic location in the district and by housing subtypes (e.g., SF detached, SF attached, MF market rate, MF income-restricted). Figure 6 includes the SF SGRs based on new residential construction between 2017 and 2022. Homes built in 2023 are excluded from the analysis, because they may not have been completed and occupied by October 2023.Generally, we estimate district-wide SGRs for the two most common housing types (i.e., SF and MF). However, MF development during the period consisted of only a few duplexes and no apartments, resulting in an inadequate sample from which to calculate reliable SGRs.

Planned Residential Construction

FLO gathered data from the planning departments of Walla Walla County and the City of College Place to assess residential housing trends within the district. Key development data are presented in Figures 7 and 8. Figure 7 depicts the locations of SF and MF developments that are currently in active construction or in planning stages. Figure 8 includes details of residential development data gathered by FLO such as development name, anticipated number of units, and current status.

Information obtained for Walla Walla County and the City of College Place indicate that there are approximately 807 new units in major developments under construction, planned, or proposed. Development in the district mainly consists of detached SF homes. All higher density residential development within the district is expected to occur within the City of College Place. Notable MF developments include, but are not limited to, the 180-unit Latitude Apartments (Map ID CP-2) and a 40-unit apartment planned on NE Spitzenburg Street (Map ID CP-8). In addition to the MF complexes, several large SF subdivisions are expected to be built within the forecast period. These include the Lakeside Development (Map ID CP-9), the Konen Property (Map ID CP-10), and the Villages at Garrison Creek Phase 12 and 13 (Map ID CP-3).

Enrollment Assessment

To better understand recent enrollment trends, FLO analyzed historical enrollment (October 2018–19 to 2023–24 headcount) based on the enrollment reports and student information system extracts (SIS) provided by the District. Students enrolled in Running Start full time, Open Doors, and Transitional Kindergarten were not included in our analyses and enrollment forecasts. FLO evaluated historical grade progression ratios (GPRs), as well as the number of students residing within the district compared to those transferring in from out-of-district.

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Enrollment Trends

Figure 9 shows the district-wide enrollment by individual grade. District-wide enrollment increased considerably by 115 students between 2018–19 and 2019–20 then decreased in 2020–21 by 16 students, largely due to the impacts of COVID-19. Enrollment continued to decrease through 2023–24, losing 48 students over the three-year period. Despite the decline, the highest enrollment shown in the table for most grades has occurred in the 2020–21 or later. The largest enrollment in any grade in any of the six years was 139, in both 4th and 9th grades in 2023–24.

Figure 10 tabulates enrollment by grade group and school. Elementary school (ES/K–5) enrollment fluctuated from year-to-year, peaking at 701 in 2019–20, and ending the period in 2023–24 with just two students fewer than in 2018–19. Middle school (MS/6–8) enrollment increased between 2018–19 and 2019–20 by 31 students, then fell between 2020–21 and 2023–24 by a total of 34 students. High school (HS/9–12) enrollment peaked in 2020–21 with a net gain of 58 students from 2018–19, and remained relatively stable, ending the period just two students lower than the peak.

Enrollment by Residence

Based on FLO's analysis of district-wide K–12 transfers (Figure 11), a total of 148 students who live outside the district boundary were enrolled in district schools in 2023–24, representing 9.9 percent of enrollment. The largest percentage of transfers occurs within the 9–12 grade group, with an out-of-district share of 15.1 percent.

Enrollment Forecasts: Summary

- Figure 12 presents historical and middle scenario forecast births, K enrollment, and K-to-birth ratios.
- Figure 13 includes K forecasts and K-to-birth ratios for the low, middle, and high scenarios.
- Figure 14 presents GPRs.
- Figure 15 is an overview of the annual district-wide low, middle, and high forecast scenarios. The middle scenario total of 1,511 students in 2033–34 depicts a slight increase of 18 K–12 students (one percent) from the 2023–24 total of 1,493. The high forecast anticipates an increase of 214 students (14 percent) in the 10-year horizon, while the low forecast shows a decrease of 154 students (10 percent).
- Figures 16 to 18 depict the grade group totals from 2023–24 to 2033–34 under the low, middle, and high scenarios.
  - Figure 16 shows the following 10-year change under the low scenario.
    - K–5 enrollment from 661 to 604 (8.6 percent decrease)
    - 6–8 enrollment from 349 to 301 (13.8 percent decrease)
    - 9–12 enrollment from 483 to 434 (10.1 percent decrease)
  - Figure 17 shows the following 10-year change under the middle scenario.
    - K–5 enrollment from 661 to 675 (2.1 percent increase)
    - 6–8 enrollment from 349 to 341 (2.3 percent decrease)
    - 9–12 enrollment from 483 to 495 (2.5 percent increase)

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  - Figure 18 shows the following 10-year change under the high scenario.
    - K–5 enrollment from 661 to 751 (13.6 percent increase)
    - 6–8 enrollment from 349 to 395 (13.2 percent increase)
    - 9–12 enrollment from 483 to 561 (16.1 percent increase)

- Figures 19, 20, and 21 provide annual district-wide enrollment by individual grade for the low, middle, and high forecast scenarios, respectively.
- Figures 22, 23, and 24 provide forecasts of students enrolled in each of the District's schools for the low, middle, and high forecast scenarios, respectively.

Enrollment Forecasts: Detailed Results

Historical Births and Kindergarten Enrollment

The number of students enrolled in a district is largely influenced by the number of school-aged children residing in the district. We compared historical birth data (i.e., live births to District residents from the Washington Department of Health) to historical K class sizes to determine annual K-to-birth ratios (i.e., the number of kindergarteners who enrolled in the District in comparison to the number of live births to women residing in the district). These values, in combination with age-group-specific population projections of childbearing-aged women residing in the district, allow us to forecast the number of anticipated births to District residents, and thus, the number of kindergarteners anticipated in future school years.

Figure 12 illustrates how the number of births to District residents through 2017–18 relates to historical K enrollment, and how the observed and forecasted number of births from 2018–19 to 2027–28 impacts the K forecast. While there was some modest year to year variation, District births decreased from 160 in 2012–13 to 141 in 2017–18. K enrollment averaged 103 students per year from 2018–19 to 2023–24, including a high of 132 in 2019–20 and a low of 88 in 2023–24. A key metric is the annual K-to-birth ratio, representing a combination of net migration between birth and age five and the share of five-year-old residents enrolled in District K classes, often referred to as a "capture rate." Ratios for the District have fluctuated from as low as 0.59 to as high as 0.80, presenting a challenge for forecasting. Many families move between their child's birth and school-age; therefore, births cannot exactly predict enrollment. However, in most years, growth or decline in K enrollment aligns with birth cohort trends, although the magnitude of change differs. In the middle scenario forecast we increase the K-to-birth ratio to 0.70 in the first year from its 2023–24 level of 0.62. After some fluctuation to account for observed variation in the size of birth cohorts the ratio stabilizes at 0.74 in 2028–29 and beyond.

Figure 13 illustrates how different rates of population growth and K-to-birth ratios may result in divergent scenarios of future K enrollment. The number of future births differs slightly between the low, middle, and high scenarios based on the population of women in child-bearing ages; adjusting the K-to-birth ratios amplifies the differences in K enrollment. Figure 13 depicts low, middle, and high birth ratios and their impact on enrollment. In the low scenario the ratio is initially 0.64 in 2024–25, fluctuates, and then stabilizes at 0.69 in 2029–30 and beyond. The lower ratio results in between six and 10 fewer K students each year, compared to the middle scenario forecast. Similarly, the high forecasts of four to 11 more K students each year result from a forecast ratio of 0.74 in 2024–25 increasing to 0.77 in 2028–29 and 0.80 in 2032–33. These adjustments have a cumulative impact on K–12 totals throughout the forecast period.

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Grade Progression Ratios

The progression of students from one grade to the next is a significant determinant of future enrollment, and therefore plays a significant role in FLO's forecasting process. FLO assesses how cohort sizes change over time by calculating GPRs—the ratio of enrollment in a specific grade in a given year to the enrollment of the same age cohort in the previous year. For instance, if 100 kindergarteners in 2017 were to become 105 1st graders in 2018, the GPR would be 1.05. GPRs quantify how cohort sizes change as students progress to subsequent grades, by considering that not all students advance to the next grade and that new students join existing cohorts. A GPR value greater than 1.00 indicates that the student cohort increased in size from one grade to the next. Such a result may be due to students moving into the district or students choosing to transfer into the district from other districts or nonpublic schools. Conversely, a GPR value less than 1.00 indicates that the student cohort decreased in size from one grade to the next. This may be due to students moving out of the district, students choosing to transfer to other districts or nonpublic schools, or students not advancing to the next grade.

Figure 14 depicts the GPRs for all K–12 students enrolled in the District from 2018–19 to 2023–24. In each transition except 2019–20 to 2020–21 and 2020–21 to 2021–22, GPRs for most grades have consistently been above 1.00, indicating that the District sees a net gain of students by cohort. In the year prior to the COVID-19 pandemic, cohorts progressing from 5th to 6th grade had the highest average GPR (1.17), followed by 1st to 2nd grade (1.10). Other ES and MS grades GPRs ranged between 0.96 and 1.08. After the enrollment loss in 2020–21 characterized by GPRs below 1.00, the relatively high GPRs reemerged in the two most recent years, 2022–23 and 2023–24. The final three columns in Figure 14 show our assumptions for future GPRs in the middle scenario enrollment forecast. GPRs for cohorts entering all grades except 12th are at or above 1.00, and consistent with historical averages.

District-wide Enrollment Forecasts

As shown in Figure 15, district-wide K–12 enrollment of 1,493 in 2023–24 grows in the high scenario by over 100 students in five years, by 2028–29, and over 200 students in the full 10-year forecast horizon. In the middle scenario, enrollment remains relatively stable, never falling below its 2023–24 level, nor exceeding it by more than 45 students. In the low scenario, losses amount to about 100 students in five years and 150 students in 10 years. These divergent outcomes depend on population and housing growth within the district, which is dependent on the strength of the regional economy and the share of future Walla Walla area housing growth that occurs within the district.

Forecasts for grade level groups K–5, 6–8, and 9–12 under the low, middle, and high scenarios are presented in the charts and tables in Figures 16, 17, and 18, with grade level detail included in Figures 19, 20, and 21. In the middle scenario steady ES decline is expected in the first five years of the forecast due to the recent downturn in births. By 2028–29, ES enrollment is 42 students lower than in 2023–24. In the following five years, from 2028–29 to 2033–34, ES enrollment grows, adding 56 students. The MS trend differs, with consistent enrollment growth until 2027–28 and decline between 2027–28 and 2033–34. HS enrollment fluctuates, reaching a peak in 2031–32 before falling in the last two years of the forecast horizon.

Individual School Enrollment Forecasts

Figures 22, 23, and 24 show enrollment forecasts for the District's schools under the three scenarios. Because the District has just one school at each elementary and secondary level, forecasts for Davis ES are equivalent to the district-wide forecasts for grades K–5, forecasts for John

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Sager MS are equivalent to the district-wide forecasts for grades 6–8, and forecasts for College Place HS are equivalent to the district-wide forecasts for grades 9–12.

Methodology

District-wide Population and Enrollment Forecasts

To prepare the 10-year forecasts from 2024–25 to 2033–34, FLO forecasts births through 2028. The birth forecasts depend on population forecasts by age and sex and age-specific birth rates for women of childbearing age. Birth rates estimated for 2020 resulted in a total fertility rate (TFR) estimate of 1.61 and are held constant in future years.[1] Cohort change ratios (CCRs) based on historical trends are used to forecast 2030 population age 10 and older by five-year age group and sex.[2] Forecasts of population under age 10 in 2030 based on ratios of population to births are added, resulting in 2020 to 2030 population growth of 642 in the low scenario, 1,089 in the middle scenario, and 1,580 in the high scenario, compared with 1,042 between 2010 and 2020.

The link between our population forecast and the district-wide school enrollment forecast occurs at kindergarten, where we use the forecast of births through 2028 and the K-to-birth ratios described previously in the Historical Births and Kindergarten Enrollment section (within Enrollment Forecasts – Detailed Results). Forecasts for grades 1–12 use GPRs based initially on a four-year average that includes two pre-pandemic years (2017–18 to 2018–19 and 2018–19 to 2019–20) and the most recent two years (2021–22 to 2022–23 and 2022–23 to 2023–24). GPRs embed implicit assumptions about the level of net migration and school choice. The middle scenario reflects observed trends, with upward or downward adjustments to K-to-birth ratios and GPRs for the high and low forecasts.

Forecasts for Individual Schools

Because the District has just one school at each elementary and secondary level, forecasts for Davis ES are equivalent to the district-wide forecasts for grades K–5, forecasts for John Sager MS are equivalent to the district-wide forecasts for grades 6–8, and forecasts for College Place HS are equivalent to the district-wide forecasts for grades 9–12.

Data Sources

FLO used the following data sources to inform the enrollment forecasts:

- Decennial Census and American Community Survey, U.S. Census Bureau
- Birth data, Washington Department of Health
- Population estimates and forecasts, Washington Office of Financial Management
- Enrollment data, College Place Public Schools
- Property characteristics, Walla Walla County Assessor
- Interview(s), City Administrator of the City of College Place, and the Assessor Department of Walla Walla County
- Comprehensive Plan, Walla Walla County
- Spatial data, Washington Office of Superintendent of Public Instruction

[1] TFR is the number of children that would be born to a woman over her child-bearing years, based on age-specific birth rates at a given time.
[2] Baker, Jack, David A. Swanson, Jeff Tayman, and Lucky M. Tedrow. *Cohort change ratios and their applications*. Springer International Publishing, 2017.

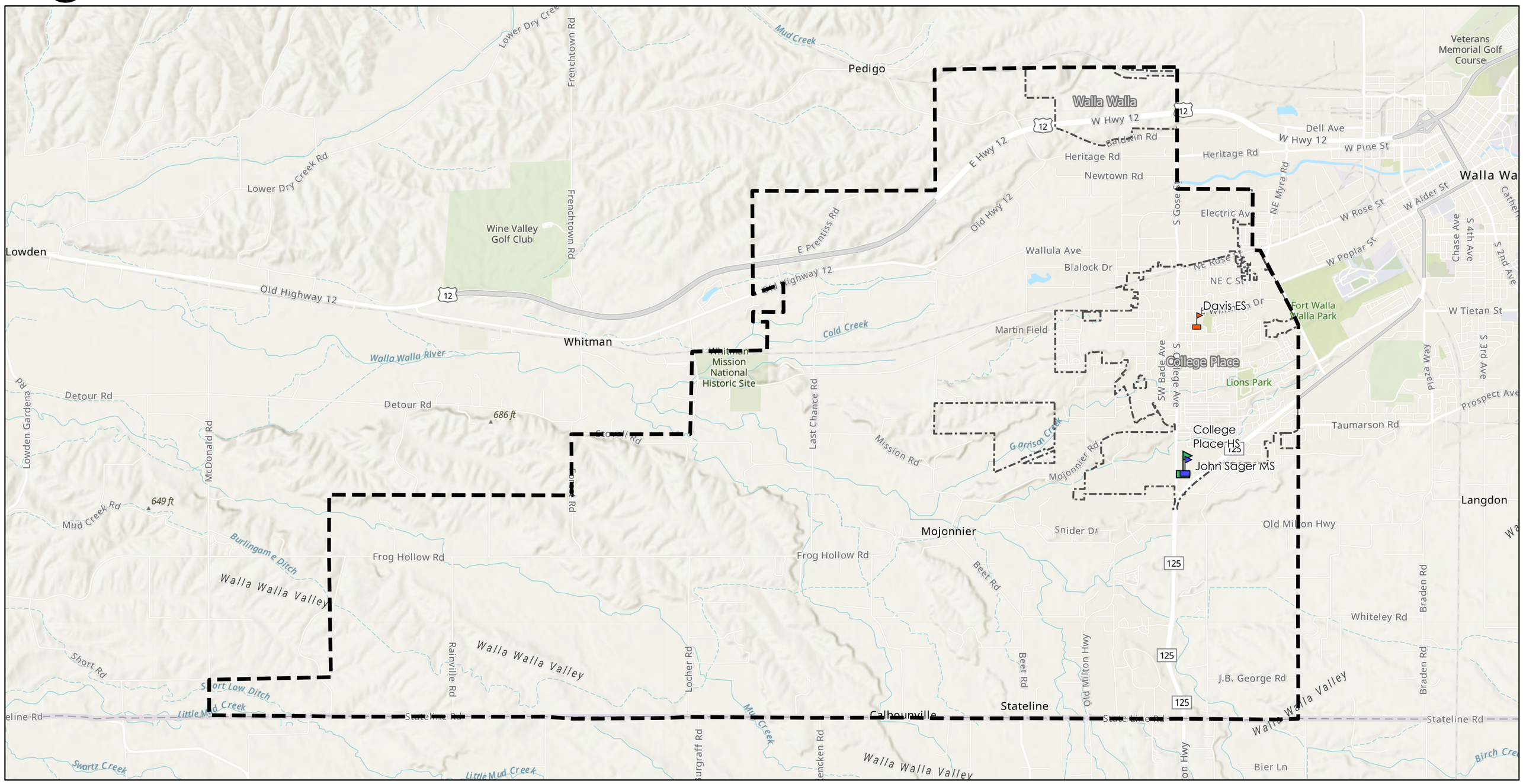
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Accuracy

Enrollment projections and forecasts are expected values based on assessment of current and past data, and as such, should be considered as just one of several planning tools, rather than absolute numbers for the allocation of future resources. Unlike measurable data, such as the results of a survey, projections and forecasts do not allow for the estimation of a confidence interval to measure accuracy. The best way to measure error is to compare actual enrollment with previously prepared projections or forecasts that were conducted using similar data and methodologies. Finally, when considering confidence and accuracy, the appropriate use of projections and forecasts includes an understanding that there is likely to be some degree of variation from the anticipated values. It is important that stakeholders monitor and manage the changing conditions that will affect future populations, and that projections or forecasts be updated either at a regular frequency, or when deviation of actual enrollment from the projections or forecasts is significant.

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Figure 1: District Overview



FLO Analytics

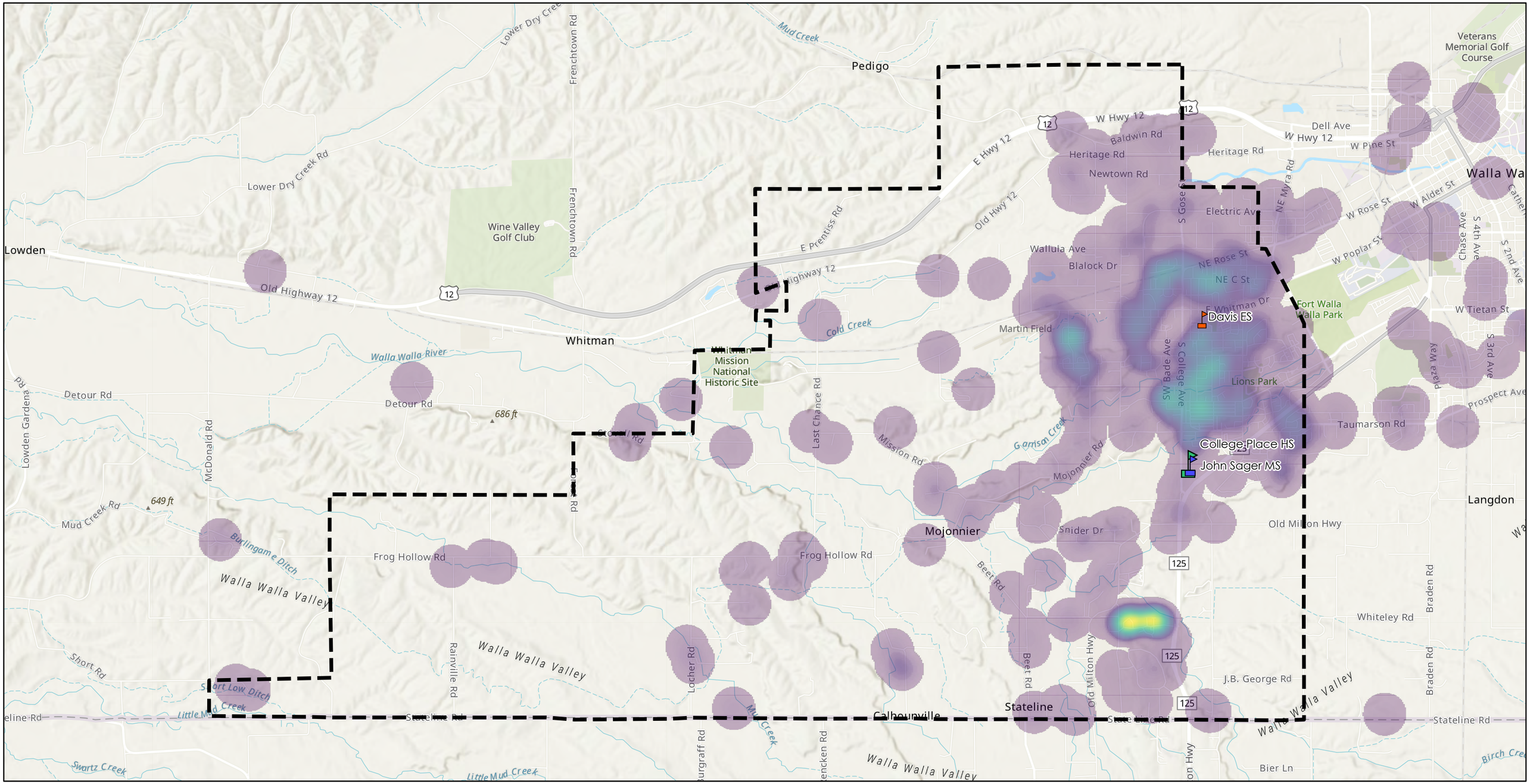
School Locations
- Elementary School
- Middle School
- High School

- District Boundary
- City Limits

N

0 0.5 1 2 Miles

Figure 2: Student Density



FLO Analytics

N

0 0.5 1 2 Miles

School Locations

- Elementary School
- Middle School
- High School

District Boundary

Student Density

- Sparse
- Dense

Figure 3: County, District, and City Population: 2000 to 2020

	2000	2010	2020	Average Annual Growth	
				2000–2010	2010–2020
Walla Walla County	55,180	58,781	62,584	0.6%	0.6%
College Place Public Schools	11,047	12,899	13,941	1.6%	0.8%
College Place city (part)	7,659	8,552	9,656	1.1%	1.2%
Walla Walla city (part)	11	0	104	--	--
Unincorporated Area	3,377	4,347	4,181	2.6%	-0.4%

Figure 4: College Place PS Population by Age Group: 2000 to 2020

	2000	2010	2020	Average Annual Growth	
				2000–2010	2010–2020
Total Population	11,047	12,899	13,941	1.6%	0.8%
Age 18 and over	8,492	10,122	11,113	1.8%	0.9%
Age 5 to 17	1,819	1,981	2,145	0.9%	0.8%
Age 0 to 4	736	796	683	0.8%	-1.5%
Under 18 share of total	23%	22%	20%	--	--

Figure 5: Walla Walla County Population Projections

	2020 Census	2030 Projection	2040 Projection	Average Annual Growth	
				2020–2030	2030–2040
Walla Walla County Low Series	62,584	59,399	60,219	-0.5%	0.1%
Walla Walla County Medium Series	62,584	64,977	66,695	0.4%	0.3%
Walla Walla County High Series	62,584	71,855	77,071	1.4%	0.7%

Sources

Figures 3 and 4: U.S. Census Bureau, 2000, 2010, and 2020 Censuses.

Figure 5: State of Washington, Office of Financial Management, Growth Management Act County Projections, December 2022.

Figure 6: Student Generation Rates

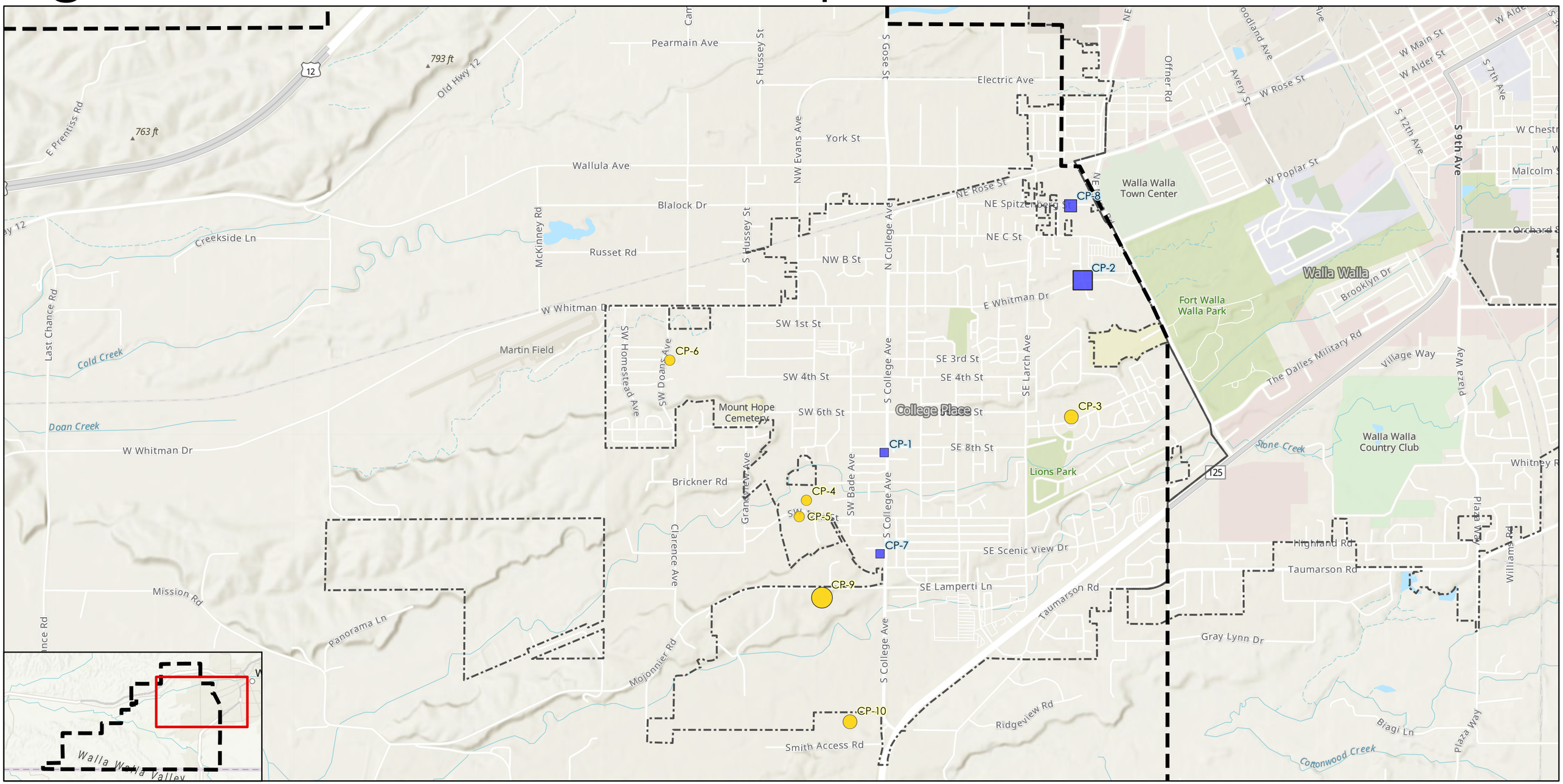
2023–24 College Place PS K–12 Students per Housing Unit Built 2017–2022

Housing Type	K-5	6-8	9-12	K-12 Total
Single-family	0.11	0.05	0.06	0.22

Sources

College Place Public Schools October 2023–24 enrollment (headcount) geocoded by FLO Analytics; Walla Walla County GIS parcels and Assessor data.

Figure 7: Residential Development



FLO Analytics

District Boundary
City Limits

Single-family Units
- 7 - 25
- 25 - 80
- 80 - 350

Multifamily Units
- 20 - 25
- 25 - 40
- 40 - 180

N

0 0.25 0.5 1 Miles

Label
Correspond to Map IDs on Figure 8.

Developments with less than 5 total units are not labeled.

Single-family and multifamily units provided by local planning departments.

Figure 8: Residential Development

Map ID	Jurisdiction	Development Name	Type	Anticipated Units	Notes
CP-1	College Place	VESPR	MF	24	Being constructed now.
CP-2	College Place	Latitude	MF	180	Construction on Phase 1 apartment complex with 180 units to begin in 2024. Phase 2-5 commercial development with 114 apartments.
CP-3	College Place	Villages at Garrison Creek Phase 12 and 13	SF	70	Working through final site plan issues. Expecting construction next year.
CP-4	College Place	Deer Meadows	SF	12	Plans approved, awaiting construction.
CP-5	College Place	Salerno Estates	SF	7	Plans approved, awaiting construction.
CP-6	College Place	Richland 132	SF	24	Last phase of Hayden Homes development.
CP-7	College Place	Hamby Apartments Phase II	MF	20	
CP-8	College Place	942 NE Spitzenburg Street	MF	40	5 individual apartment buildings, 2 levels containing 4 units per floor. 40 units total. Awaiting construction.
CP-9	College Place	Lakeside Development	SF	350	Could potentially be up to 759 units. Planning underway, no land use application yet.
CP-10	College Place	Konen Property	SF	80	Could accommodate 80 homes. Recently annexed; no land use application yet.
Totals				**807**	

Source

City of College Place, website and communication with City Administrator.

Figure 9: Historical Enrollment by Grade

Grade	2018–19	2019–20	2020–21	2021–22	2022–23	2023–24	2018–19 to 2023–24
K	95	132	104	99	101(a)	88	-7
1	124	98	128	106	102	108	-16
2	101	137	100	126	117	104	3
3	114	102	130	102	137	120	6
4	113	120	101	128	100	139	26
5	116	112	121	100	129	102	-14
6	112	136	117	117	107	121	9
7	118	120	136	125	118	103	-15
8	122	127	119	131	127	125	3
9	118	127	125	119	121	139	21
10	111	126	130	121	110	125	14
11	110	114	123	119	123	108	-2
12	88	106	107	125	117	111	23
District-wide Total	**1,442**	**1,557**	**1,541**	**1,518**	**1,509**	**1,493**	**51**

Notes

Students enrolled in Running Start full time, Open Doors and Transitional Kindergarten excluded from analysis. The lowest and highest enrollment values per grade are highlighted blue and orange, respectively.

(a) 2022-23 enrollment excludes 12 Transitional Kindergarten students that were included in the kindergarten headcount of 113.

Sources

College Place Public Schools October 2018–19 to 2023–24 enrollment (headcount) by grade.

Figure 10: Historical Enrollment by School and Grade Group

School Name	2018–19	2019–20	2020–21	2021–22	2022–23	2023–24	2018–19 to 2023–24
Davis ES	663	701	684	661	686(a)	661	-2
K–5 Total	**663**	**701**	**684**	**661**	**688(a)**	**661**	**-2**
John Sager MS	352	383	372	373	352	349	-3
6–8 Total	**352**	**383**	**372**	**373**	**352**	**349**	**-3**
College Place HS	427	473	485	484	471	483	56
9–12 Total	**427**	**473**	**485**	**484**	**471**	**483**	**56**
District-wide Total	**1,442**	**1,557**	**1,541**	**1,518**	**1,509**	**1,493**	**51**

Notes

Students enrolled in Running Start full time, Open Doors and Transitional Kindergarten excluded from analysis. The lowest and highest enrollment values per school are highlighted blue and orange, respectively.

(a) 2022-23 enrollment excludes 12 Transitional Kindergarten students that were included in the Davis ES headcount.

Sources

College Place Public Schools October 2018–19 to 2023–24 enrollment (headcount) by school and grade group.

Figure 11: Enrollment by Residence

School Name	Total Enrollment	District Resident Students	Out-of-District Students	Percent Out-of-District
Davis ES	661	624	37	5.6%
K-5 Total	**661**	**624**	**37**	**5.6%**
John Sager ES	349	311	38	10.9%
6-8 Total	**349**	**311**	**38**	**10.9%**
College Place HS	483	410	73	15.1%
9-12 Total	**483**	**410**	**73**	**15.1%**
K-12 Total	**1,493**	**1,345**	**148**	**9.9%**

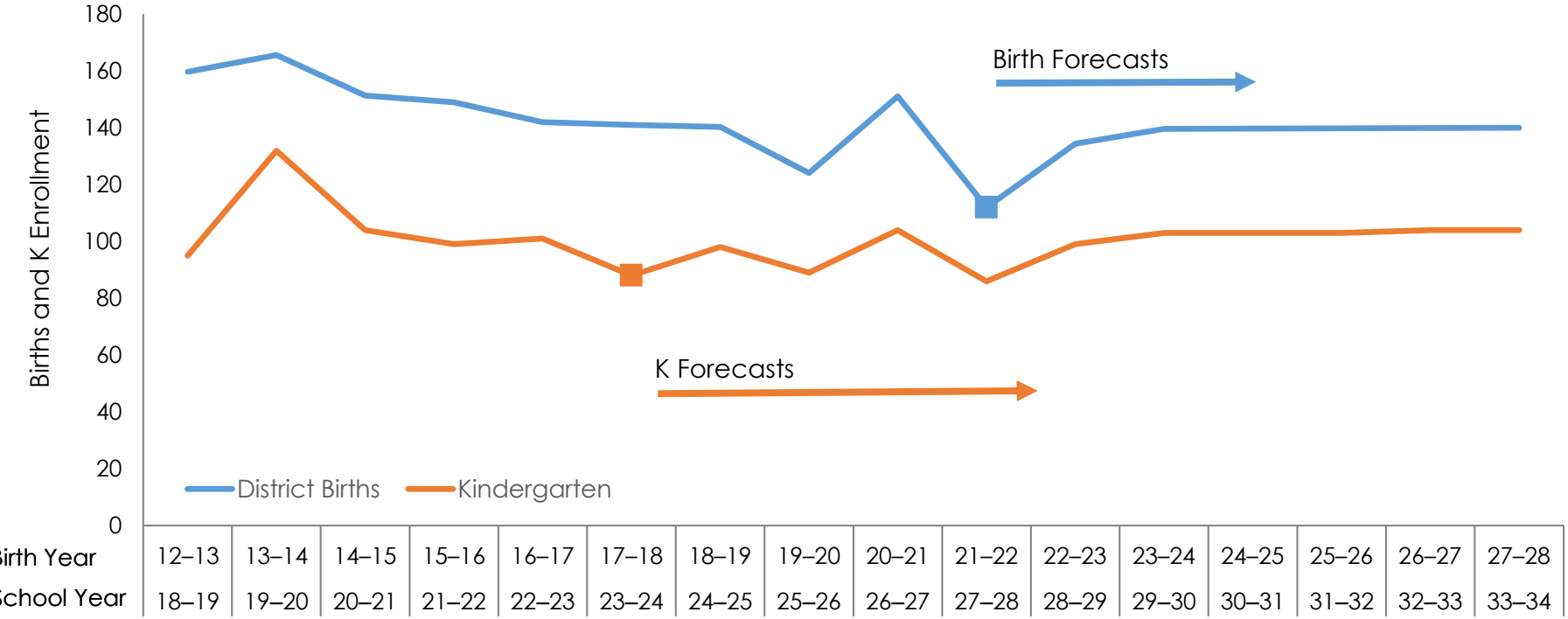
Source

October 2023 College Place Public Schools students geocoded by FLO Analytics.

Figure 12: District Births and Kindergarten Enrollment

Birth Year	12–13	13–14	14–15	15–16	16–17	17–18	18–19	19–20	20–21	21–22	Forecasts → 22–23	23–24	24–25	25–26	26–27	27–28
Births	160	166	151	149	142	141	140	124	151	112	134	140	140	140	140	140

School Year	18–19	19–20	20–21	21–22	22–23	23–24	Forecasts → 24–25	25–26	26–27	27–28	28–29	29–30	30–31	31–32	32–33	33–34
Kindergarten	95	132	104	99	101	88	98	89	104	86	99	103	103	103	104	104
Ratio to Births	0.59	0.80	0.69	0.66	0.71	0.62	0.70	0.72	0.69	0.77	0.74	0.74	0.74	0.74	0.74	0.74



Notes

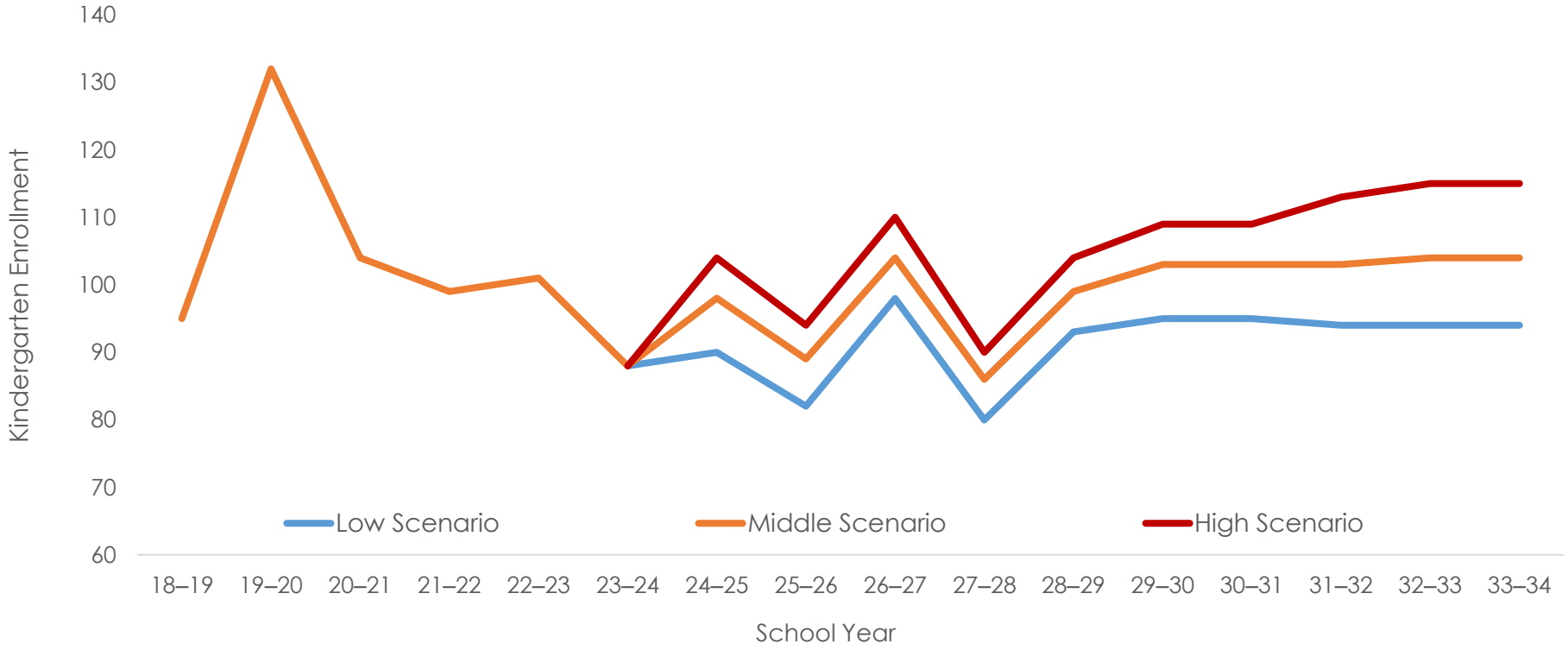
Enrollment includes students residing outside of the district boundary. Birth cohorts are aligned with K cohorts (e.g., the 17–18 birth year represents births from September 2017 to August 2018, which is the 23–24 K year). The ratio is calculated by dividing each K enrollment by the births five years earlier (e.g., 23–24 K divided by 17–18 births). Births from 2023 to 2028, which inform K classes beginning with the 2028–29 school year, were forecasted based on projections of women of childbearing age and estimated age-specific birth rates.

Sources

Washington Department of Health 2012 to 2022 births to mothers residing within the district boundary. College Place October 2018–19 to 2023–24 enrollment and FLO October 2024–25 to 2033–34 enrollment forecasts (middle scenario).

Figure 13: Kindergarten Enrollment and Ratio to Births

	K Enrollment						*Forecasts* →									
Scenario	**18–19**	**19–20**	**20–21**	**21–22**	**22–23**	**23–24**	**24–25**	**25–26**	**26–27**	**27–28**	**28–29**	**29–30**	**30–31**	**31–32**	**32–33**	**33–34**
Low						88	90	82	98	80	93	95	95	94	94	94
Ratio to Births						0.62	0.64	0.66	0.65	0.71	0.70	0.69	0.69	0.69	0.69	0.69
Middle	95	132	104	99	101	88	98	89	104	86	99	103	103	103	104	104
Ratio to Births	0.59	0.80	0.69	0.66	0.71	0.62	0.70	0.72	0.69	0.77	0.74	0.74	0.74	0.74	0.74	0.74
High						88	104	94	110	90	104	109	109	113	115	115
Ratio to Births						0.62	0.74	0.76	0.73	0.80	0.77	0.77	0.77	0.79	0.80	0.80



Notes

Enrollment includes students residing outside of the district boundary. The ratios are calculated by dividing each K enrollment by the birth five years earlier (e.g., October 2023–24 K divided by 2017–18 births).

Sources

Washington Department of Health 2012 to 2022 births to mothers residing within the district boundary. College Place October 2018–19 to 2023–24 enrollment and FLO October 2024–25 to 2033–34 enrollment forecasts (low, middle, and high scenarios).

Figure 14: Grade Progression Ratios

Grade Progression Ratios	2018–19 to 2019–20	2019–20 to 2020–21	2020–21 to 2021–22	2021–22 to 2022–23	2022–23 to 2023–24	2023–24 to 2024–25	2024–25 to 2025–26	2025–26 to 2033–34
K–1	1.03	0.97	1.02	1.03	1.07	1.04	1.04	1.04
1–2	1.10	1.02	0.98	1.10	1.02	1.04	1.04	1.04
2–3	1.01	0.95	1.02	1.09	1.03	1.04	1.04	1.04
3–4	1.05	0.99	0.98	0.98	1.01	1.01	1.01	1.01
4–5	0.99	1.01	0.99	1.01	1.02	1.02	1.02	1.02
5–6	1.17	1.04	0.97	1.07	0.94	1.03	1.03	1.03
6–7	1.07	1.00	1.07	1.01	0.96	1.00	1.00	1.00
7–8	1.08	0.99	0.96	1.02	1.06	1.04	1.04	1.04
8–9	1.04	0.98	1.00	0.92	1.09	1.02	1.02	1.02
9–10	1.07	1.02	0.97	0.92	1.03	1.02	1.02	1.02
10–11	1.03	0.98	0.92	1.02	0.98	1.00	1.00	1.00
11–12	0.96	0.94	1.02	0.98	0.90	0.94	0.94	0.94

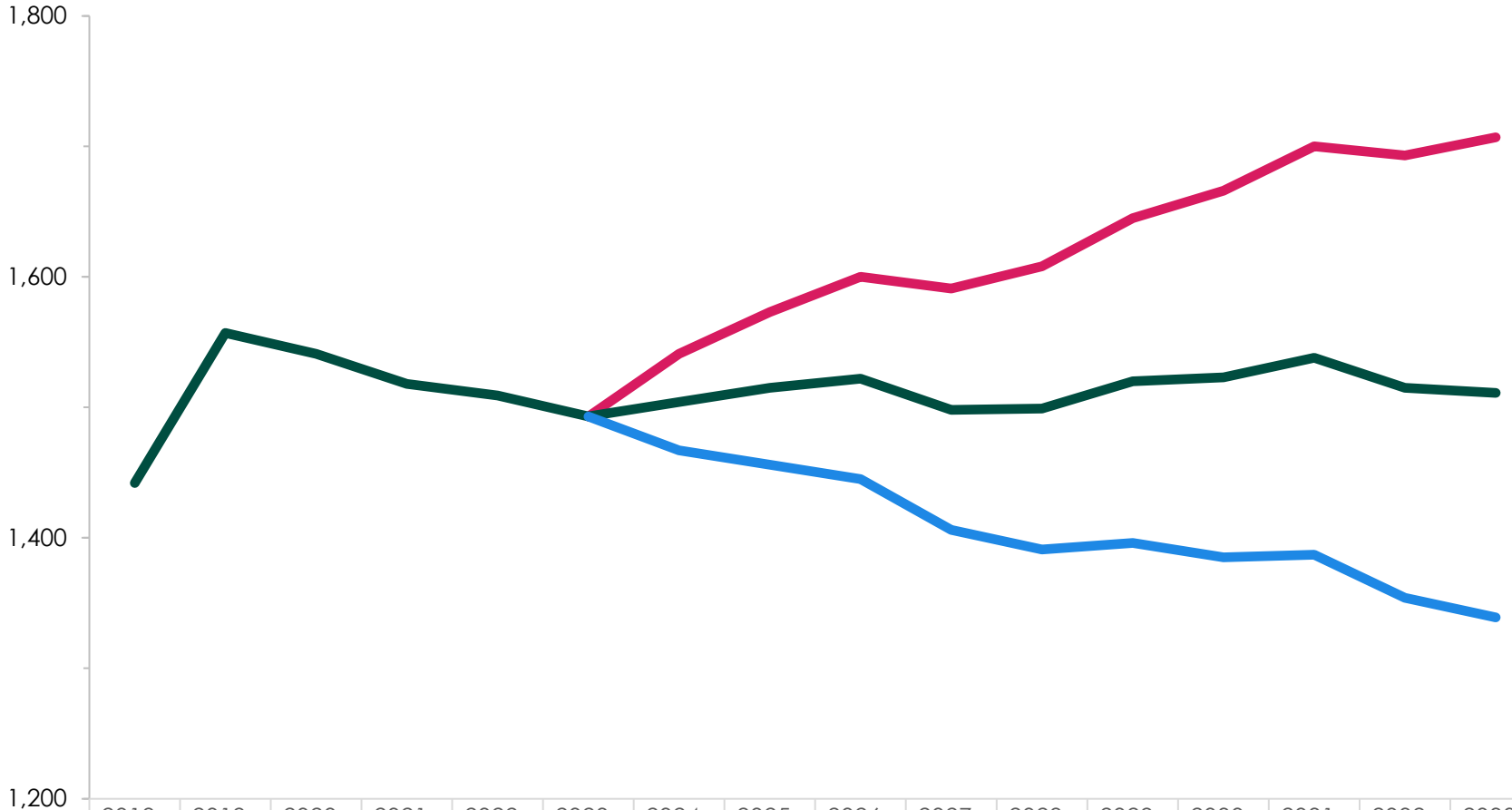
Notes

Grade progression ratios (GPRs) are calculated as the ratio of enrollment in a specific grade in a given year to the enrollment of the same age cohort in the previous year. GPRs quantify how cohort sizes change as students progress from one grade to the next, accounting for new students that join an existing cohort and for students that do not advance to the next grade. For instance, 150 kindergarteners in 2018–19 becoming 140 first graders in 2019–20 yields a K–1 GPR of 0.93. A GPR value greater than 1.00 indicates that the student cohort increased in size from one grade to the next. Conversely, a GPR value less than 1.00 indicates that the student cohort decreased in size from one grade to the next.

Sources

College Place PS October 2018–19 to 2023–24 enrollment and FLO October 2024–25 to 2033–34 enrollment forecasts (middle scenario).

Figure 15: District-wide Enrollment Forecasts: Low, Middle, and High Scenarios



	2018–19	2019–20	2020–21	2021–22	2022–23	2023–24	2024–25	2025–26	2026–27	2027–28	2028–29	2029–30	2030–31	2031–32	2032–33	2033–34
High						1,493	1,541	1,573	1,600	1,591	1,608	1,645	1,666	1,700	1,693	1,707
Middle	1,442	1,557	1,541	1,518	1,509	1,493	1,504	1,515	1,522	1,498	1,499	1,520	1,523	1,538	1,515	1,511
Low						1,493	1,467	1,456	1,445	1,406	1,391	1,396	1,385	1,387	1,354	1,339

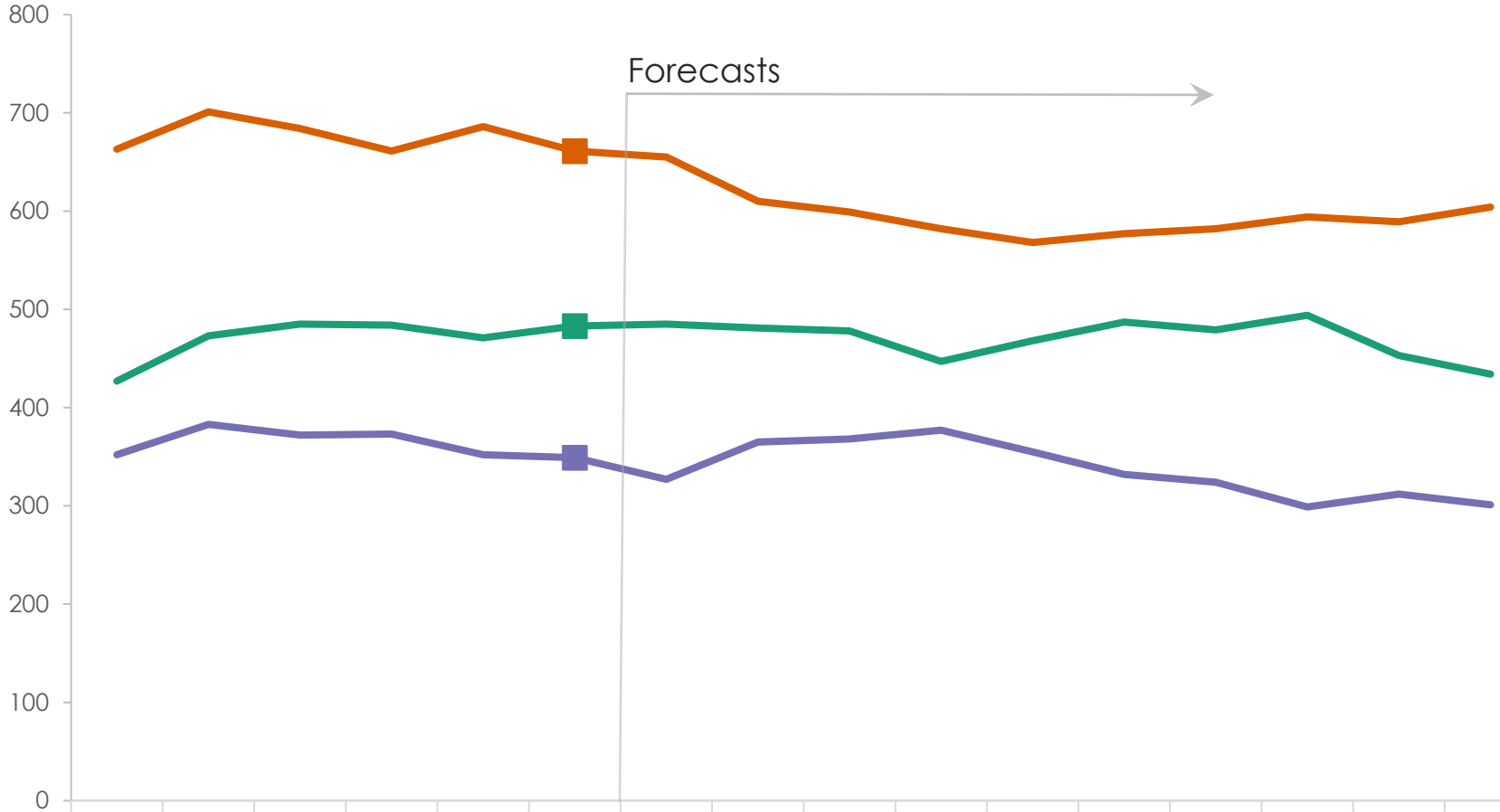
Notes

Students enrolled in Running Start full time, Open Doors, and Transitional Kindergarten excluded from analysis.

Sources

College Place Public Schools October 2018-19 to 2023–24 enrollment and FLO 2024–25 to 2033–34 enrollment forecasts (low, middle, and high scenarios).

Figure 16: District-wide Enrollment Forecasts by Grade Group: Low Scenario



	2018–19	2019–20	2020–21	2021–22	2022–23	2023–24	2024–25	2025–26	2026–27	2027–28	2028–29	2029–30	2030–31	2031–32	2032–33	2033–34
K–5	663	701	684	661	686	661	655	610	599	582	568	577	582	594	589	604
6–8	352	383	372	373	352	349	327	365	368	377	355	332	324	299	312	301
9–12	427	473	485	484	471	483	485	481	478	447	468	487	479	494	453	434

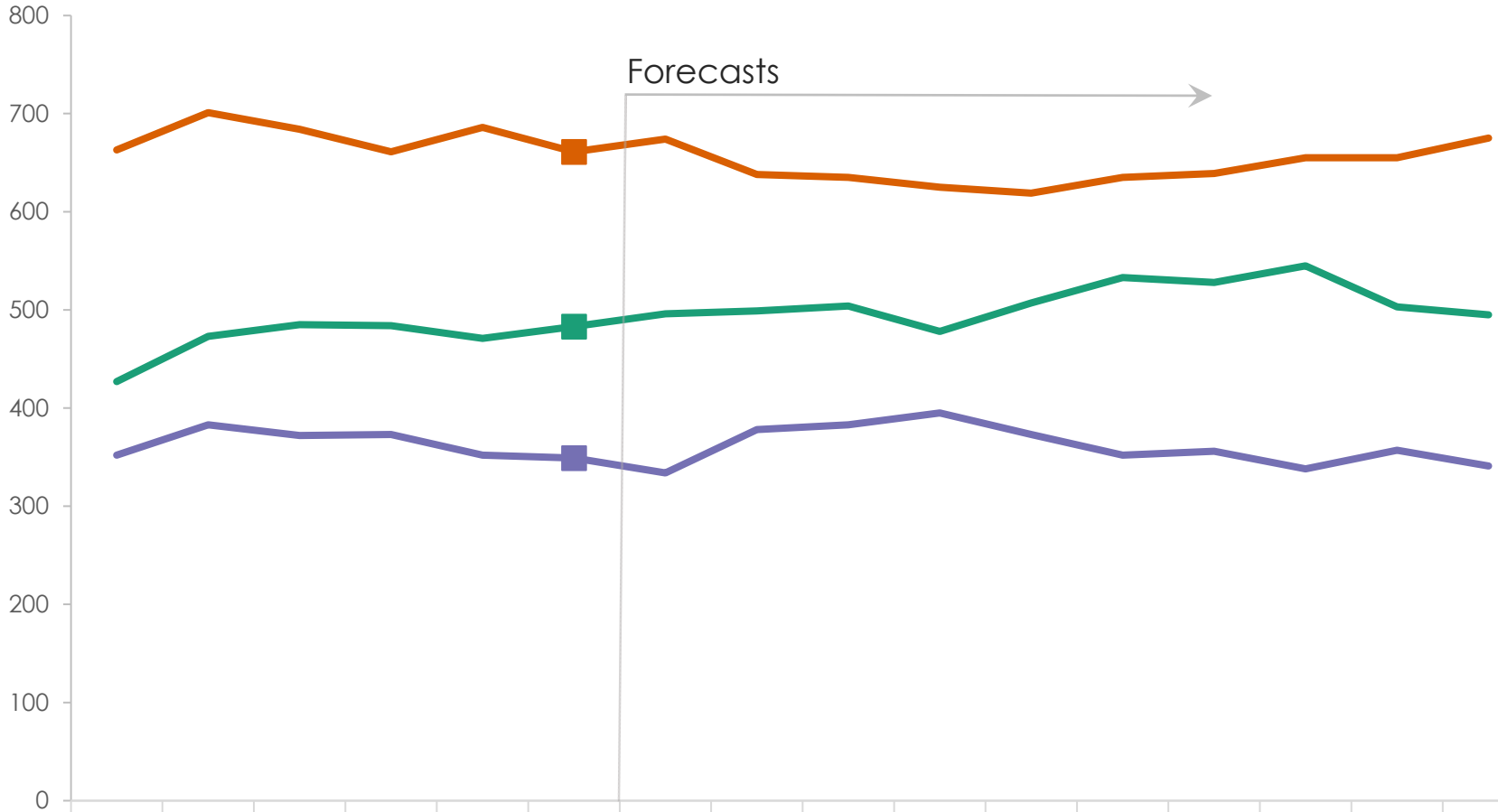
Notes

Students enrolled in Running Start full time, Open Doors, and Transitional Kindergarten excluded from analysis.

Sources

College Place Public Schools October 2018-19 to 2023–24 enrollment and FLO 2024–25 to 2033–34 enrollment forecasts (low scenario).

Figure 17: District-wide Enrollment Forecasts by Grade Group: Middle Scenario



	2018–19	2019–20	2020–21	2021–22	2022–23	2023–24	2024–25	2025–26	2026–27	2027–28	2028–29	2029–30	2030–31	2031–32	2032–33	2033–34
K–5	663	701	684	661	686	661	674	638	635	625	619	635	639	655	655	675
6–8	352	383	372	373	352	349	334	378	383	395	373	352	356	338	357	341
9–12	427	473	485	484	471	483	496	499	504	478	507	533	528	545	503	495

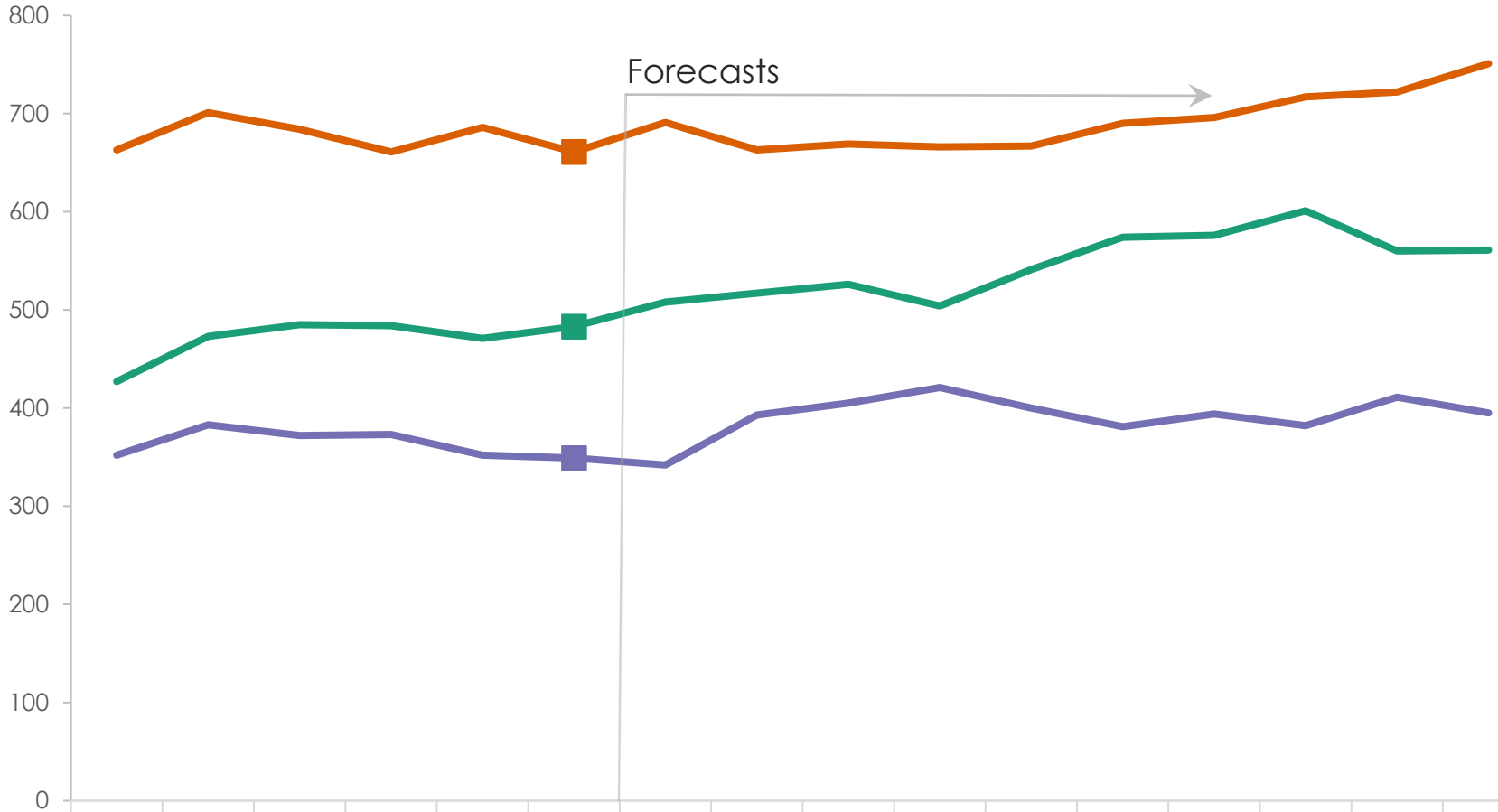
Notes

Students enrolled in Running Start full time, Open Doors, and Transitional Kindergarten excluded from analysis.

Sources

College Place Public Schools October 2018-19 to 2023–24 enrollment and FLO 2024–25 to 2033–34 enrollment forecasts (middle scenario).

Figure 18: District-wide Enrollment Forecasts by Grade Group: High Scenario



	2018–19	2019–20	2020–21	2021–22	2022–23	2023–24	2024–25	2025–26	2026–27	2027–28	2028–29	2029–30	2030–31	2031–32	2032–33	2033–34
K–5	663	701	684	661	686	661	691	663	669	666	667	690	696	717	722	751
6–8	352	383	372	373	352	349	342	393	405	421	400	381	394	382	411	395
9–12	427	473	485	484	471	483	508	517	526	504	541	574	576	601	560	561

Notes

Students enrolled in Running Start full time, Open Doors, and Transitional Kindergarten excluded from analysis.

Sources

College Place Public Schools October 2018-19 to 2023–24 enrollment and FLO 2024–25 to 2033–34 enrollment forecasts (high scenario).

Figure 19: Enrollment Forecasts by Individual Grade: Low Scenario

Grade	2023–24	2024–25	2025–26	2026–27	2027–28	2028–29	2029–30	2030–31	2031–32	2032–33	2033–34
K	88	90	82	98	80	93	95	95	94	94	94
1	108	90	93	85	101	82	96	98	98	97	97
2	104	111	93	96	88	104	85	99	101	101	100
3	120	107	115	96	99	91	108	88	102	104	104
4	139	119	107	116	97	100	92	109	89	103	105
5	102	138	120	108	117	98	101	93	110	90	104
6	121	103	141	123	111	120	100	103	95	113	92
7	103	119	102	140	122	110	119	99	102	94	112
8	125	105	122	105	144	125	113	122	102	105	97
9	139	125	106	123	106	145	126	114	123	103	106
10	125	137	124	105	122	105	144	125	113	122	102
11	108	123	136	123	104	121	104	143	124	112	121
12	111	100	115	127	115	97	113	97	134	116	105
K–5	661	655	610	599	582	568	577	582	594	589	604
6–8	349	327	365	368	377	355	332	324	299	312	301
9–12	483	485	481	478	447	468	487	479	494	453	434
Total	1,493	1,467	1,456	1,445	1,406	1,391	1,396	1,385	1,387	1,354	1,339

Notes

Students enrolled in Running Start full time, Open Doors, and Transitional Kindergarten excluded from analysis.

Sources

College Place Public Schools October 2023–24 enrollment and FLO 2024–25 to 2033–34 enrollment forecasts (low scenario).

Figure 20: Enrollment Forecasts by Individual Grade: Middle Scenario

Grade	2023–24	2024–25	2025–26	2026–27	2027–28	2028–29	2029–30	2030–31	2031–32	2032–33	2033–34
K	88	98	89	104	86	99	103	103	103	104	104
1	108	92	102	93	108	90	103	107	107	107	108
2	104	113	96	107	97	113	94	108	112	112	112
3	120	109	118	100	112	101	118	98	113	117	117
4	139	121	110	119	101	113	102	119	99	114	118
5	102	141	123	112	121	103	115	104	121	101	116
6	121	106	146	127	116	125	107	119	108	125	104
7	103	121	106	146	127	116	125	107	119	108	125
8	125	107	126	110	152	132	120	130	111	124	112
9	139	127	109	128	112	155	135	122	132	113	126
10	125	142	130	112	131	115	159	138	125	135	116
11	108	125	142	130	112	131	115	159	138	125	135
12	111	102	118	134	123	106	124	109	150	130	118
K–5	661	674	638	635	625	619	635	639	655	655	675
6–8	349	334	378	383	395	373	352	356	338	357	341
9–12	483	496	499	504	478	507	533	528	545	503	495
Total	1,493	1,504	1,515	1,522	1,498	1,499	1,520	1,523	1,538	1,515	1,511

Notes

Students enrolled in Running Start full time, Open Doors, and Transitional Kindergarten excluded from analysis.

Sources

College Place Public Schools October 2023–24 enrollment and FLO 2024–25 to 2033–34 enrollment forecasts (middle scenario).

Figure 21: Enrollment Forecasts by Individual Grade: High Scenario

Grade	2023–24	2024–25	2025–26	2026–27	2027–28	2028–29	2029–30	2030–31	2031–32	2032–33	2033–34
K	88	104	94	110	90	104	109	109	113	115	115
1	108	94	110	100	117	96	110	116	116	120	122
2	104	115	99	116	105	123	101	116	122	122	127
3	120	111	121	104	122	111	130	107	122	129	129
4	139	123	113	123	106	124	113	132	109	124	131
5	102	144	126	116	126	109	127	116	135	112	127
6	121	110	153	134	123	134	116	135	123	144	119
7	103	123	111	155	135	124	135	117	136	124	146
8	125	109	129	116	163	142	130	142	123	143	130
9	139	131	113	132	119	167	145	133	145	126	146
10	125	145	135	117	136	123	173	150	137	150	130
11	108	128	147	137	118	138	124	175	152	139	152
12	111	104	122	140	131	113	132	118	167	145	133
K–5	661	691	663	669	666	667	690	696	717	722	751
6–8	349	342	393	405	421	400	381	394	382	411	395
9–12	483	508	517	526	504	541	574	576	601	560	561
Total	1,493	1,541	1,573	1,600	1,591	1,608	1,645	1,666	1,700	1,693	1,707

Notes

Students enrolled in Running Start full time, Open Doors, and Transitional Kindergarten excluded from analysis.

Sources

College Place Public Schools October 2023–24 enrollment and FLO 2024–25 to 2033–34 enrollment forecasts (high scenario).

Figure 22: Enrollment Forecasts by School/Program: Low Scenario

School Name	2023–24	2024–25	2025–26	2026–27	2027–28	2028–29	2033–34
Davis ES	661	655	610	599	582	568	604
K–5 Total	**661**	**655**	**610**	**599**	**582**	**568**	**604**
John Sager MS	349	327	365	368	377	355	301
6–8 Total	**349**	**327**	**365**	**368**	**377**	**355**	**301**
College Place HS	483	485	481	478	447	468	434
9–12 Total	**483**	**485**	**481**	**478**	**447**	**468**	**434**
District-wide Total	**1,493**	**1,467**	**1,456**	**1,445**	**1,406**	**1,391**	**1,339**

Notes
Students enrolled in Running Start full time, Open Doors, and Transitional Kindergarten excluded from analysis.

Sources
College Place Public Schools October 2023–24 enrollment and FLO 2024–25 to 2033–34 enrollment forecasts (low scenario).

Figure 23: Enrollment Forecasts by School/Program: Middle Scenario

School Name	2023–24	2024–25	2025–26	2026–27	2027–28	2028–29	2033–34
Davis ES	661	674	638	635	625	619	675
K–5 Total	**661**	**674**	**638**	**635**	**625**	**619**	**675**
John Sager MS	349	334	378	383	395	373	341
6–8 Total	**349**	**334**	**378**	**383**	**395**	**373**	**341**
College Place HS	483	496	499	504	478	507	495
9–12 Total	**483**	**496**	**499**	**504**	**478**	**507**	**495**
District-wide Total	**1,493**	**1,504**	**1,515**	**1,522**	**1,498**	**1,499**	**1,511**

Notes
Students enrolled in Running Start full time, Open Doors, and Transitional Kindergarten excluded from analysis.

Sources
College Place Public Schools October 2023–24 enrollment and FLO 2024–25 to 2033–34 enrollment forecasts (middle scenario).

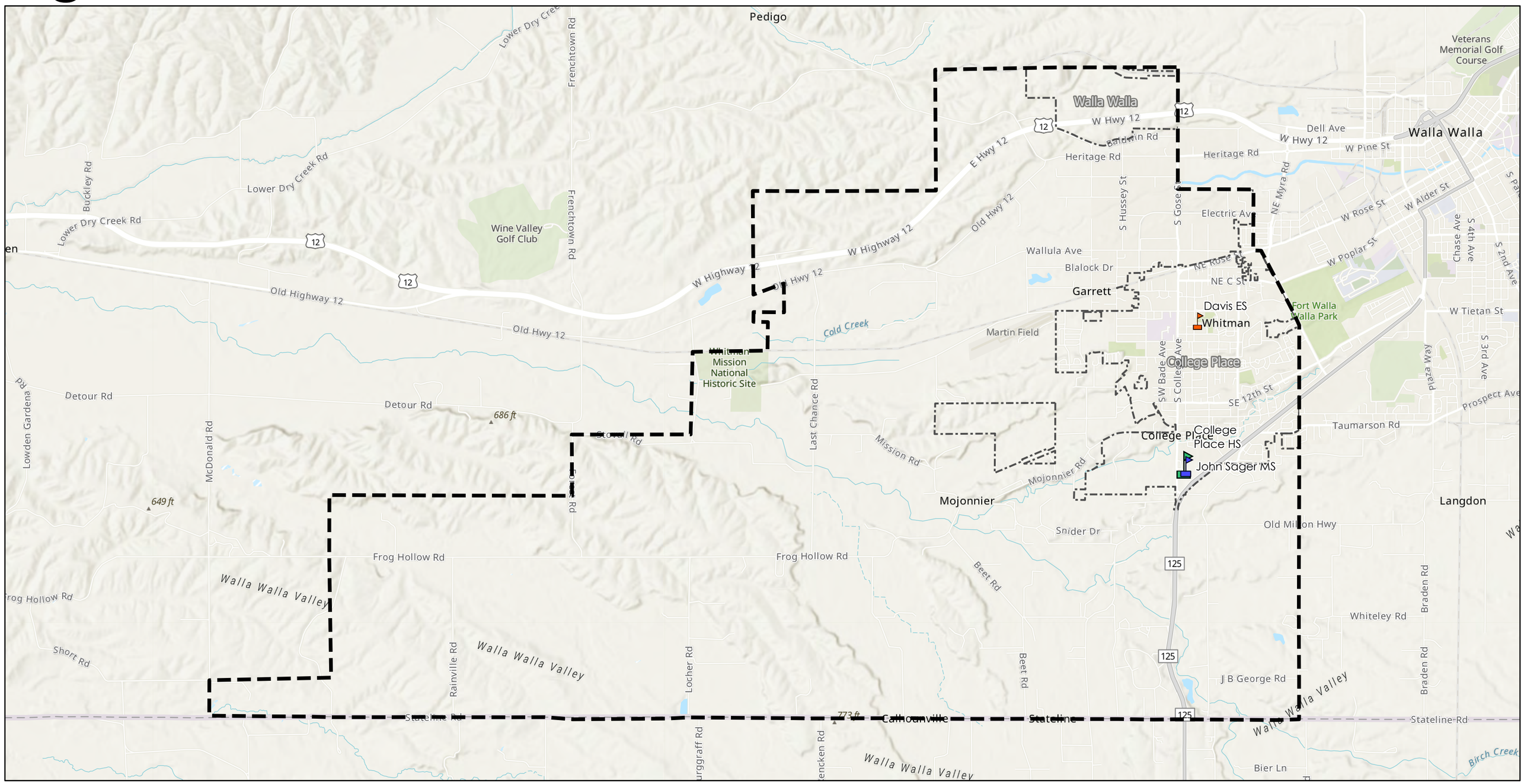
Figure 24: Enrollment Forecasts by School/Program: High Scenario

School Name	2023–24	2024–25	2025–26	2026–27	2027–28	2028–29	2033–34
Davis ES	661	691	663	669	666	667	751
K–5 Total	**661**	**691**	**663**	**669**	**666**	**667**	**751**
John Sager MS	349	342	393	405	421	400	395
6–8 Total	**349**	**342**	**393**	**405**	**421**	**400**	**395**
College Place HS	483	508	517	526	504	541	561
9–12 Total	**483**	**508**	**517**	**526**	**504**	**541**	**561**
District-wide Total	**1,493**	**1,541**	**1,573**	**1,600**	**1,591**	**1,608**	**1,707**

Notes
Students enrolled in Running Start full time, Open Doors, and Transitional Kindergarten excluded from analysis.

Sources
College Place Public Schools October 2023–24 enrollment and FLO 2024–25 to 2033–34 enrollment forecasts (high scenario).

Figure 1: District Overview



FLO Analytics

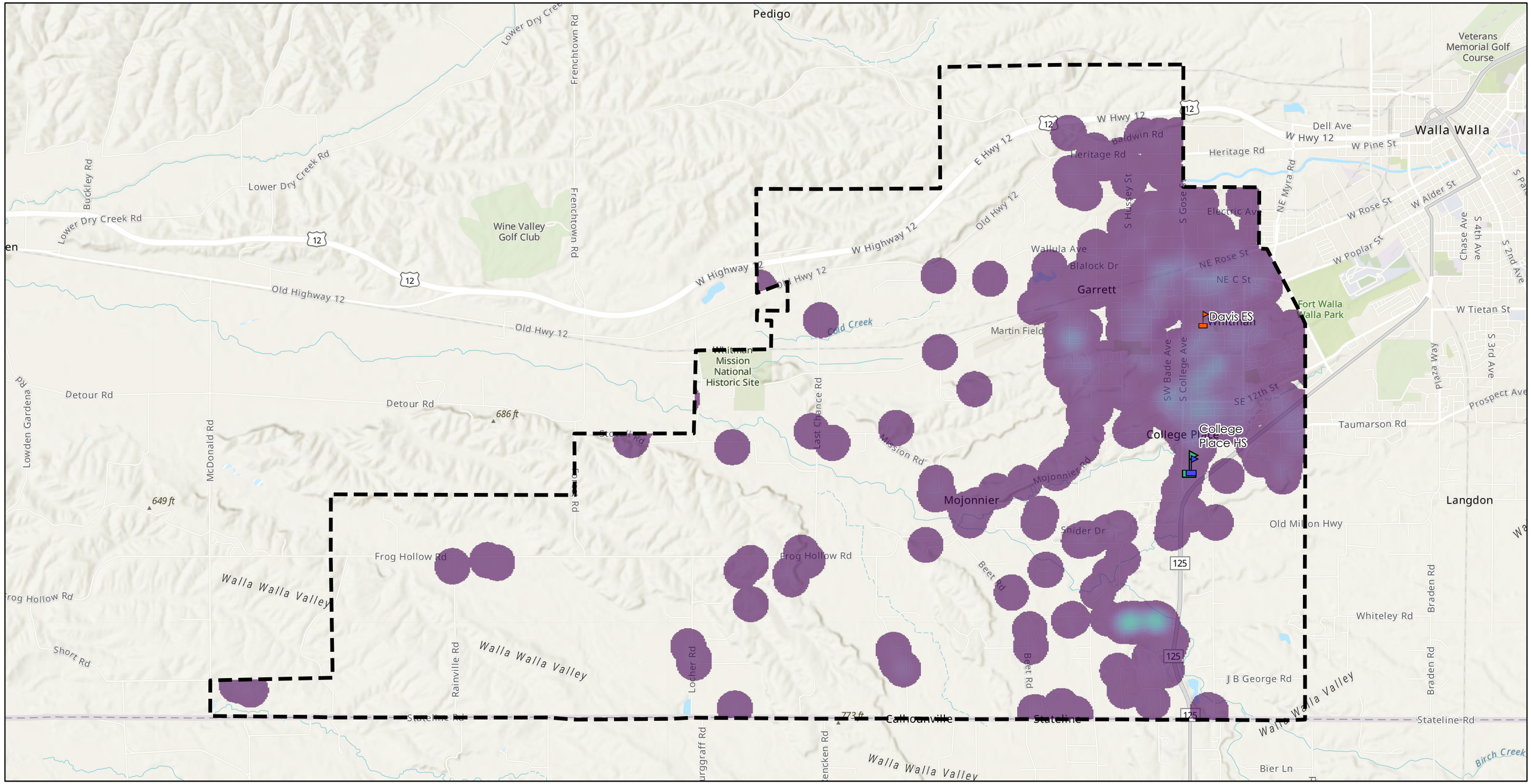
School Locations
- Elementary School (ES)
- Middle School (MS)
- High School (HS)

- District Boundary
- City Limits

N

0 0.5 1 2 Miles

Figure 2: Student Density



FLO Analytics

N

0 0.5 1 2 Miles

School Locations

- Elementary School (ES)
- Middle School (MS)
- High School (HS)
- District Boundary

Student Density

- Sparse
- Dense

Figure 3: County, District, and City Population: 2000 to 2020

	2000	2010	2020	Average Annual Growth	
				2000–2010	2010–2020
Walla Walla County	55,180	58,781	62,584	0.6%	0.6%
College Place Public Schools	11,047	12,899	13,941	1.6%	0.8%
College Place city (part)	7,659	8,552	9,656	1.1%	1.2%
Walla Walla city (part)	11	0	104	--	--
Unincorporated Area	3,377	4,347	4,181	2.6%	-0.4%

Figure 4: College Place PS Population by Age Group: 2000 to 2020

	2000	2010	2020	Average Annual Growth	
				2000–2010	2010–2020
Total Population	11,047	12,899	13,941	1.6%	0.8%
Age 18 and over	8,492	10,122	11,113	1.8%	0.9%
Age 5 to 17	1,819	1,981	2,145	0.9%	0.8%
Age 0 to 4	736	796	683	0.8%	-1.5%
Under 18 share of total	23%	22%	20%	--	--

Figure 5: Walla Walla County Population Projections

	2020 Census	2030 Projection	2040 Projection	Average Annual Growth	
				2020–2030	2030–2040
Walla Walla County Low Series	62,584	59,399	60,219	-0.5%	0.1%
Walla Walla County Medium Series	62,584	64,977	66,695	0.4%	0.3%
Walla Walla County High Series	62,584	71,855	77,071	1.4%	0.7%

Sources

Figures 3 and 4: U.S. Census Bureau, 2000, 2010, and 2020 Censuses.

Figure 5: State of Washington, Office of Financial Management, Growth Management Act County Projections, December 2022.

Figure 6: Student Generation Rates

2023–24 College Place PS K–12 Students per Housing Unit Built 2017–2022

Housing Type	K-5	6-8	9-12	K-12 Total
Single-family	0.11	0.05	0.06	0.22

Figure 9: Historical Enrollment by Grade

Grade	2018–19	2019–20	2020–21	2021–22	2022–23	2023–24	2018–19 to 2023–24
K	95	132	104	99	101(a)	88	-7
1	124	98	128	106	102	108	-16
2	101	137	100	126	117	104	3
3	114	102	130	102	137	120	6
4	113	120	101	128	100	139	26
5	116	112	121	100	129	102	-14
6	112	136	117	117	107	121	9
7	118	120	136	125	118	103	-15
8	122	127	119	131	127	125	3
9	118	127	125	119	121	139	21
10	111	126	130	121	110	125	14
11	110	114	123	119	123	108	-2
12	88	106	107	125	117	111	23
District-wide Total	**1,442**	**1,557**	**1,541**	**1,518**	**1,509**	**1,493**	**51**

Notes

Students enrolled in full-time Running Start, Open Doors, and preschool excluded from analysis. The lowest and highest enrollment values per grade are highlighted blue and orange, respectively.

(a) 2022-23 enrollment excludes 12 transitional kindergarten students that were included in the kindergarten headcount of 113.

Sources

College Place Public Schools October 2018–19 to 2023–24 enrollment (headcount) by grade.

Figure 10: Historical Enrollment by School and Grade Group

School Name	2018–19	2019–20	2020–21	2021–22	2022–23	2023–24	2018–19 to 2023–24
Davis ES	663	701	684	661	686(a)	661	-2
K–5 Total	**663**	**701**	**684**	**661**	**688(a)**	**661**	**-2**
John Sager MS	352	383	372	373	352	349	-3
6–8 Total	**352**	**383**	**372**	**373**	**352**	**349**	**-3**
College Place HS	427	473	485	484	471	483	56
9–12 Total	**427**	**473**	**485**	**484**	**471**	**483**	**56**
District-wide Total	**1,442**	**1,557**	**1,541**	**1,518**	**1,509**	**1,493**	**51**

Notes

Students enrolled in full-time Running Start, Open Doors, and preschool excluded from analysis. The lowest and highest enrollment values per school are highlighted blue and orange, respectively.

(a) 2022-23 enrollment excludes 12 transitional kindergarten students that were included in the Davis ES headcount.

Sources

College Place Public Schools October 2018–19 to 2023–24 enrollment (headcount) by school and grade group.

Figure 11: Enrollment by Residence

School Name	Total Enrollment	District Resident Students	Out-of-District Students	Percent Out-of-District
Davis ES	661	624	37	5.6%
K-5 Total	**661**	**624**	**37**	**5.6%**
John Sager ES	349	311	38	10.9%
6-8 Total	**349**	**311**	**38**	**10.9%**
College Place HS	483	410	73	15.1%
9-12 Total	**483**	**410**	**73**	**15.1%**
K-12 Total	**1,493**	**1,345**	**148**	**9.9%**

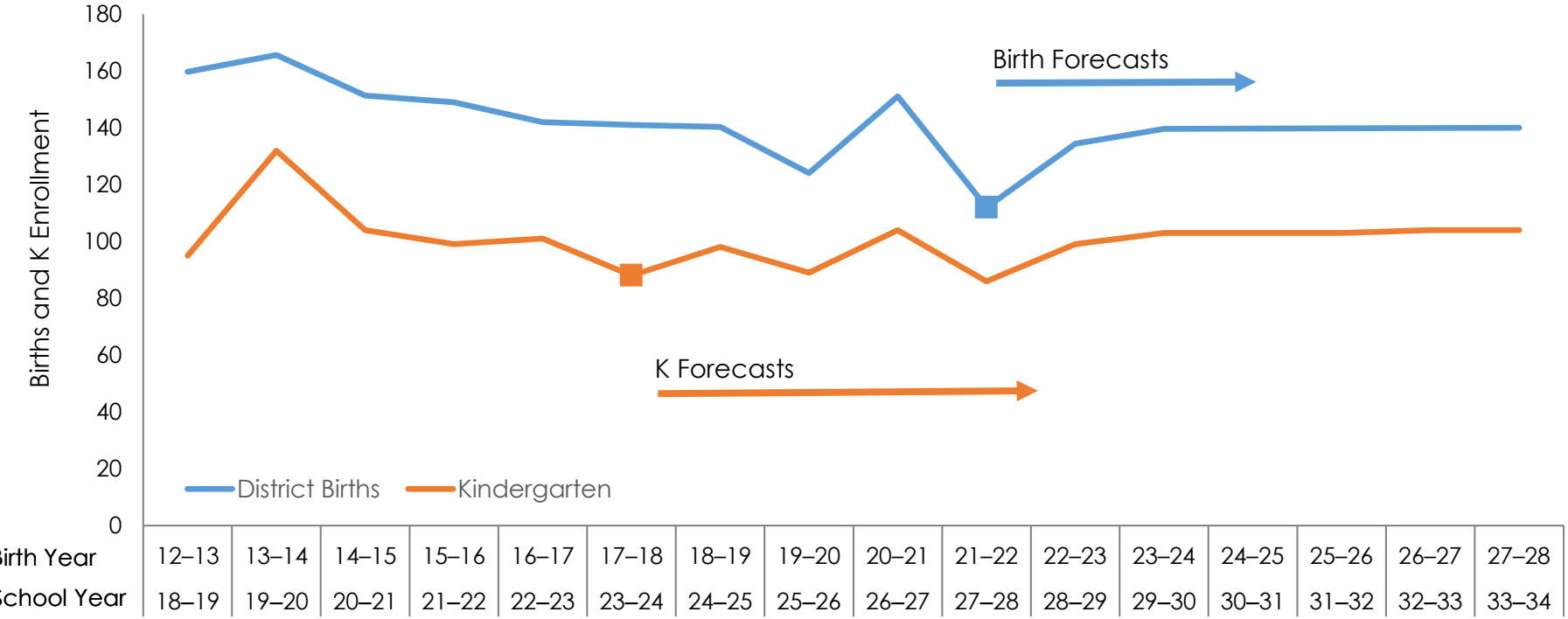
Source

October 2023 College Place Public Schools students geocoded by FLO Analytics.

Figure 12: District Births and Kindergarten Enrollment

Birth Year	12–13	13–14	14–15	15–16	16–17	17–18	18–19	19–20	20–21	21–22	Forecasts → 22–23	23–24	24–25	25–26	26–27	27–28
Births	160	166	151	149	142	141	140	124	151	112	134	140	140	140	140	140

School Year	18–19	19–20	20–21	21–22	22–23	23–24	Forecasts → 24–25	25–26	26–27	27–28	28–29	29–30	30–31	31–32	32–33	33–34
Kindergarten	95	132	104	99	101	88	98	89	104	86	99	103	103	103	104	104
Ratio to Births	0.59	0.80	0.69	0.66	0.71	0.62	0.70	0.72	0.69	0.77	0.74	0.74	0.74	0.74	0.74	0.74



Notes

Enrollment includes students residing outside of the district boundary. Birth cohorts are aligned with K cohorts (e.g., the 17–18 birth year represents births from September 2017 to August 2018, which is the 23–24 K year). The ratio is calculated by dividing each K enrollment by the births five years earlier (e.g., 23–24 K divided by 17–18 births). Births from 2023 to 2028, which inform K classes beginning with the 2028–29 school year, were forecasted based on projections of women of childbearing age and estimated age-specific birth rates.

Sources

Washington Department of Health 2012 to 2022 births to mothers residing within the district boundary. College Place October 2018–19 to 2023–24 enrollment and FLO October 2024–25 to 2033–34 enrollment forecasts (preliminary middle scenario).

Figure 14: Grade Progression Ratios

Grade Progression Ratios	2018–19 to 2019–20	2019–20 to 2020–21	2020–21 to 2021–22	2021–22 to 2022–23	2022–23 to 2023–24	2023–24 to 2024–25	2024–25 to 2025–26	2025–26 to 2033–34
K–1	1.03	0.97	1.02	1.03	1.07	1.04	1.04	1.04
1–2	1.10	1.02	0.98	1.10	1.02	1.04	1.04	1.04
2–3	1.01	0.95	1.02	1.09	1.03	1.04	1.04	1.04
3–4	1.05	0.99	0.98	0.98	1.01	1.01	1.01	1.01
4–5	0.99	1.01	0.99	1.01	1.02	1.02	1.02	1.02
5–6	1.17	1.04	0.97	1.07	0.94	1.03	1.03	1.03
6–7	1.07	1.00	1.07	1.01	0.96	1.00	1.00	1.00
7–8	1.08	0.99	0.96	1.02	1.06	1.04	1.04	1.04
8–9	1.04	0.98	1.00	0.92	1.09	1.02	1.02	1.02
9–10	1.07	1.02	0.97	0.92	1.03	1.02	1.02	1.02
10–11	1.03	0.98	0.92	1.02	0.98	1.00	1.00	1.00
11–12	0.96	0.94	1.02	0.98	0.90	0.94	0.94	0.94

Notes

Grade progression ratios (GPRs) are calculated as the ratio of enrollment in a specific grade in a given year to the enrollment of the same age cohort in the previous year. GPRs quantify how cohort sizes change as students progress from one grade to the next, accounting for new students that join an existing cohort and for students that do not advance to the next grade. For instance, 150 kindergarteners in 2018–19 becoming 140 first graders in 2019–20 yields a K–1 GPR of 0.93. A GPR value greater than 1.00 indicates that the student cohort increased in size from one grade to the next. Conversely, a GPR value less than 1.00 indicates that the student cohort decreased in size from one grade to the next.

Sources

College Place PS October 2018–19 to 2023–24 enrollment and FLO October 2024–25 to 2033–34 enrollment forecasts (preliminary middle scenario).

Figure 17: Enrollment Forecasts by Individual Grade: Preliminary Middle Scenario

Grade	2023–24	2024–25	2025–26	2026–27	2027–28	2028–29	2029–30	2030–31	2031–32	2032–33	2033–34
K	88	98	89	104	86	99	103	103	103	104	104
1	108	92	102	93	108	90	103	107	107	107	108
2	104	113	96	107	97	113	94	108	112	112	112
3	120	109	118	100	112	101	118	98	113	117	117
4	139	121	110	119	101	113	102	119	99	114	118
5	102	141	123	112	121	103	115	104	121	101	116
6	121	106	146	127	116	125	107	119	108	125	104
7	103	121	106	146	127	116	125	107	119	108	125
8	125	107	126	110	152	132	120	130	111	124	112
9	139	127	109	128	112	155	135	122	132	113	126
10	125	142	130	112	131	115	159	138	125	135	116
11	108	125	142	130	112	131	115	159	138	125	135
12	111	102	118	134	123	106	124	109	150	130	118
K–5	661	674	638	635	625	619	635	639	655	655	675
6–8	349	334	378	383	395	373	352	356	338	357	341
9–12	483	496	499	504	478	507	533	528	545	503	495
Total	1,493	1,504	1,515	1,522	1,498	1,499	1,520	1,523	1,538	1,515	1,511

Notes

Students enrolled in Open Doors and transitional kindergarten excluded from analysis.

Sources

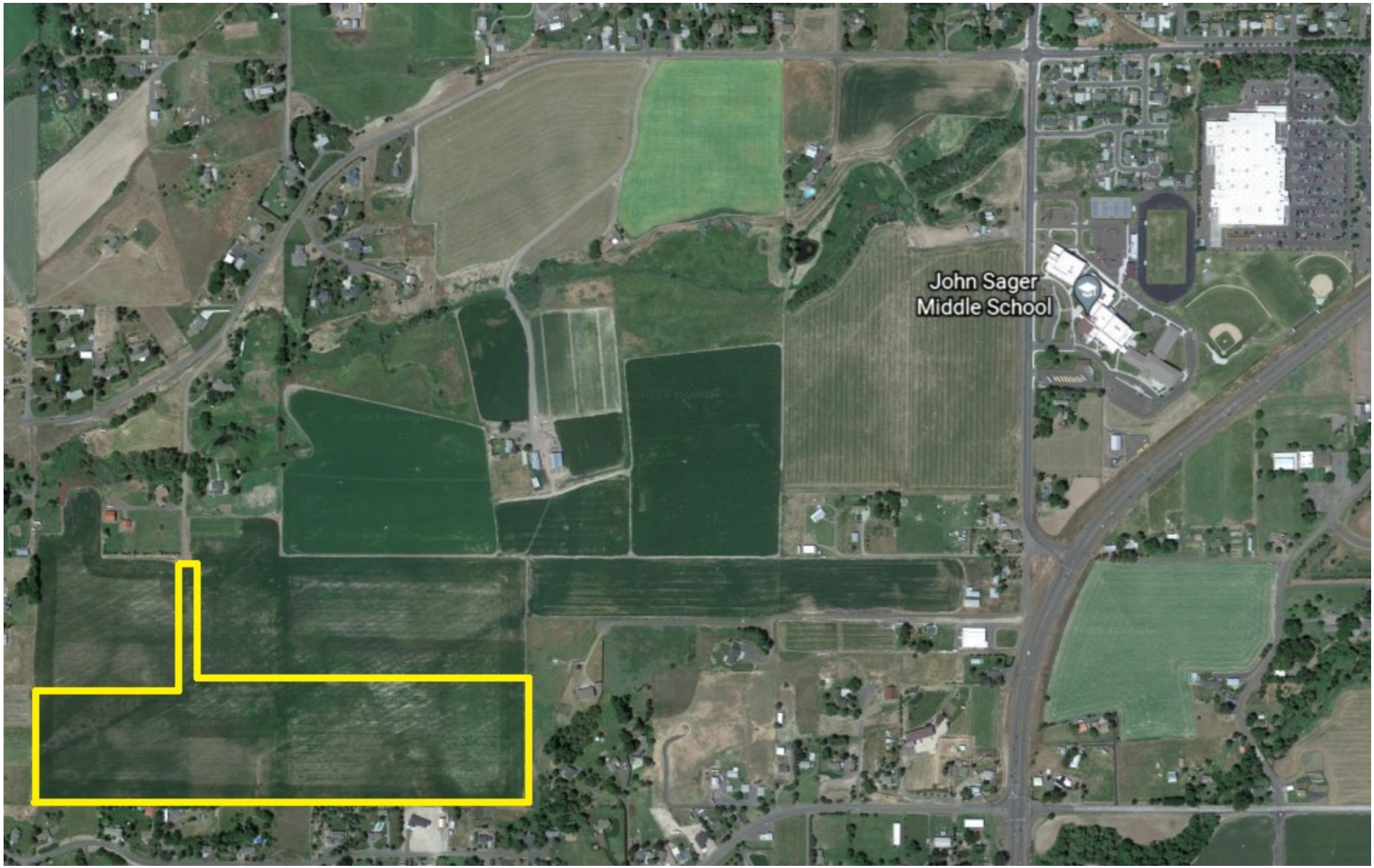
College Place Public Schools October 2023–24 enrollment and FLO 2024–25 to 2033–34 enrollment forecasts (preliminary middle scenario).

Figure 18: Enrollment Forecasts by School/Program: Preliminary Middle Scenario

School Name	2023–24	2024–25	2025–26	2026–27	2027–28	2028–29	2033–34
Davis ES	661	674	638	635	625	619	675
K–5 Total	**661**	**674**	**638**	**635**	**625**	**619**	**675**
John Sager MS	349	334	378	383	395	373	341
6–8 Total	**349**	**334**	**378**	**383**	**395**	**373**	**341**
College Place HS	483	496	499	504	478	507	495
9–12 Total	**483**	**496**	**499**	**504**	**478**	**507**	**495**
District-wide Total	**1,493**	**1,504**	**1,515**	**1,522**	**1,498**	**1,499**	**1,511**

Notes
Students enrolled in Open Doors and transitional kindergarten excluded from analysis.

Sources
College Place Public Schools October 2023–24 enrollment and FLO 2024–25 to 2033–34 enrollment forecasts (preliminary middle scenario).

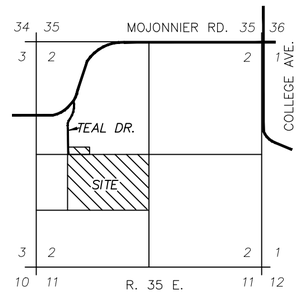

John Sager
Middle School

RECORD OF SURVEY FOR A BOUNDARY LINE ADJUSTMENT

A BOUNDARY LINE ADJUSTMENT OF ADJUSTED TRACT A, PARCEL 1 AND LOT 2 OF THE BOUNDARY LINE ADJUSTMENT RECORDED IN VOLUME 9 AT PAGE 123 LOCATED IN THE N.W. 1/4 OF THE N.W. 1/4 AND THE NORTH 1/2 OF THE S.W. QUARTER OF SECTION 2, TOWNSHIP 6 NORTH, RANGE 35, EAST OF THE WILLAMETTE MERIDIAN, WALLA WALLA COUNTY, WASHINGTON.

LEGEND

- PROPERTY LINE
- CENTERLINE
- RIGHT OF WAY MARGIN
- EASEMENT LINE
- EXISTING LOT LINE
- FOUND MONUMENT AS NOTED
- FOUND REBAR AS NOTED
- SET 5/8" REBAR WITH YELLOW CAP STAMPED "PBS LS 19619"
- COMPUTED, NOTHING SET NOTHING FOUND



VICINITY MAP
NO SCALE
SECTION 2

CURVE TABLE

CURVE	RADIUS	ARC LENGTH	CHORD LENGTH	CHORD BEARING	DELTA ANGLE
C1	743.04'	407.32'	402.24'	S 74°02'02" W	31°24'29"

LINE TABLE

LINE	BEARING	DISTANCE	RECORD LENGTH
L1	S 89°54'43" W	55.90'	(R1)
L2	S 00°59'57" E	173.38'	(R1)
L3	N 63°48'02" E	144.20'	(R1)
L4	S 04°30'24" E	215.00'	(R1)
L5	N 04°03'11" W	248.89'	(R1)
L6	S 88°21'29" W	156.90'	(R1)
L7	N 00°59'57" W	115.86'	(R1)
L8	N 01°27'20" W	117.14'	(R1)
L9	N 88°33'56" E	75.00'	(R1)
L10	N 88°33'56" E	135.00'	(R1)
L11	N 01°27'19" W	237.59'	(R1)
L12	N 00°46'04" W	237.58'	(R1)
L13	N 00°46'04" W	213.02'	

BASIS OF BEARINGS

THE BASIS OF BEARINGS IS S 01°24'06" E ALONG THE EAST LINE OF THE NORTHEAST 1/4 OF SECTION 2, TWP. 6 NORTH, RGE. 35 EAST, W.M.

AGRICULTURAL LANDS STATEMENT
PER WALLA WALLA COUNTY CODE CHAPTER 8.40 "RIGHT TO FARM"
THE SUBJECT PROPERTY IS LOCATED WITHIN OR NEAR DESIGNATED AGRICULTURAL LANDS ON WHICH A VARIETY OF COMMERCIAL ACTIVITIES OCCUR THAT ARE NOT COMPATIBLE WITH RESIDENTIAL DEVELOPMENT FOR CERTAIN PERIODS OF LIMITED DURATION.

FOUND 2 INCH BRASS CAP MARKING THE NE CORNER OF SECTION 2 AND COMMON TO SECTION 1

FOUND WAGON SKEIN AT CENTER OF SECTION 2, PER LCR NO. 9610229 AS SHOWN ON SURVEY FILED IN BK. 9 AT PAGE 143

FOUND RAILROAD SPIKE MARKING THE EAST 1/4 OF SECTION 2 AND COMMON TO SECTION 1

PARCEL : 350602420040 (SMITH)

PARCEL : 350602230033 (LARISH

PARCEL : 350602230035

PARCEL : 350602230039

ADJUSTED PARCEL 1 SURVEY BK 9, PG 123
BEFORE ADJUSTMENT
287583 S.F.
6.60 AC.
AFTER ADJUSTMENT
975460 S.F.
22.39 AC.

TEAL ROAD

(CHRISTENSEN)

FND. 6" X 14" X 10" STONE AT THE WEST 1/4 CORNER OF SECTION 2 AS SHOWN ON LCR NO.9509224

LINE TO BE ADJUSTED

Easement Benefitting Konen

(POWER)

Easement Benefitting CPPS

(KONEN)

PARCEL : 350602230005
BEFORE ADJUSTMENT
2331338 S.F.
53.52 AC.
AFTER ADJUSTMENT
1114054 S.F.
25.58 AC.

ADJUSTED LINE

LINE TO BE ADJUSTED

PARCEL : 350603600011

ADJUSTED LOT 2 COUNTRYSIDE ACRES
BEFORE ADJUSTMENT
1210492 S.F.
27.79 AC.
AFTER ADJUSTMENT
1740859 S.F.
39.96 AC.
AREA OF ADJUSTMENT PARCEL TO BE CONVEYED FROM POWER TO KONEN
523555 S.F.
12.02 AC.

15.1' EXIST. FORCE MAIN EASEMENT PER AFN 2008-06313

LOT 1 COUNTRYSIDE ACRES
LOT 3 COUNTRYSIDE ACRES
LOT 4 COUNTRYSIDE ACRES
LOT 5 COUNTRYSIDE ACRES
COUNTRY WAY

LOT 12 — ROLLING HILLS ESTATE PHASE 3
LOT 13, *LOT 14 (WADE)*, *LOT 11 (BAUMAN)*, *LOT 10 (SAVAGE–FROKIC)*, *LOT 9 (KONEN)* — ROLLING HILLS ESTATE– UNIT 2
LOT 8 (HASHIMOTO), *LOT 7 (ANDERSON)*, *LOT 6 (BECKHAM)*, *LOT 5 (FIELD)*, *LOT 4 (PATZER)* — ROLLING HILLS ESTATE

Scale 1" = 200'
0 100 200 400

GREG E. FLOWERS — STATE OF WASHINGTON — 19619 — REGISTERED PROFESSIONAL LAND SURVEYOR
DRAFT

PBS Engineering and Environmental Inc.
5 N Colville St, Ste 200
Walla Walla, WA 99362
509.956.3026
pbsusa.com

CLIENT: KONEN PROPERTIES LLC		PROJECT NO.: 67414
SURVEYOR: GREG E. FLOWERS		DATE: 1/24/2020
CALC BY: GEF	DRAWN BY: RMR	SCALE: 1" = 200'
SECTION: 2	TOWNSHIP: 6 NORTH	RANGE: 35 EAST
CITY: COLLEGE PLACE	COUNTY: WALLA WALLA	SHEET 1 OF 1

COLLEGE PLACE SCHOOL DISTRICT

Master Plan

DATE: 3-21-22

Architects West

EDUCATIONAL SPECIFICATIONS

for

A NEW ELEMENTARY SCHOOL,
COLLEGE PLACE PUBLIC SCHOOLS
COLLEGE PLACE, WA

In Compliance with
WAC 392-342-015

Developed for:

Architects West
210 E. Lakeside Avenue
Coeur d'Alene, ID 83814-2833

by
Teater Consulting, LLC
8128 N Stone Haven Dr.
Hayden, ID 83835

June 2012

ACKNOWLEDGMENTS

The College Place Public Schools administration, staff, and citizen committees spent many hours providing valuable information for this document. Without their considerable time and effort, this project would not have been possible.

COLLEGE PLACE PUBLIC SCHOOLS BOARD OF DIRECTORS

Doug Case, President
Brian Maiden, Vice President
Susan Moulton, Board Member
Marcie Knauft, Board Member
Troy Fitzgerald, Board Member

COLLEGE PLACE PUBLIC SCHOOLS DISTRICT ADMINISTRATION

Tim Payne, Superintendent
Chris Drabek, Principal, Davis Elementary School

TABLE OF CONTENTS

Page

INTRODUCTION i

1.0 COMMUNITY INFORMATION

1.1 Community Information 1-1
1.2 School District Information 1-1
1.3 Enrollment Projections 1-2
1.4 Project Rationale 1-4
1.5 Site Consideration 1-4

2.0 GENERAL BUILDING CONSIDERATIONS

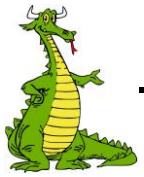
2.1 Circulation 2-1
2.2 Vehicle Access and Parking 2-1
2.3 Building Security and Safety 2-2
2.4 Technology and Communications 2-3
2.5 Community Use 2-4
2.6 Maintenance, Utilities, and Energy Conservation 2-4
2.7 Restrooms 2-5
2.8 Design Considerations 2-6
2.9 Other Considerations 2-6
2.10 General Classrooms 2-6

3.0 EDUCATIONAL AND SUPPORT SPACES

3.1 Administration 3-1
3.2 Custodian-Maintenance 3-11
3.3 ELL 3-13
3.4 Food Service 3-15
3.5 Kindergarten 3-22
3.6 Library 3-25
3.7 Music 3-29
3.8 Physical Education 3-33
3.9 Special Education 3-38
3.10 Staff Rooms 3-47
3.11 Title I 3-50
3.12 Other 3-54

APPENDICES

Appendix A: Tables and Graphs
Appendix B: Equipment Lists



INTRODUCTION

These educational specifications are a set of concisely written, organized objectives that describe the educational facility needs of students, educators, and the community. They collectively outline what these groups want to achieve for students, educators, the community, and their activities and relationships. This document serves as a written summary of communications from the District's construction project manager and the District's design professionals. The development of the educational specifications is only the first set of specifications and the first in a series of communications. Design specifications and construction specifications follow. Therefore, diagrams in this document are for illustration purposes only and are not to scale. Additional interpretation will be made by the design architect.



1.0 COMMUNITY INFORMATION

1.1 Community Information

The City of College Place is situated in Walla Walla County in Southeast Washington. The community was named for the Walla Walla College, a Seventh-day Adventist college. It is one of three institutions of higher learning in the Walla Walla – College Place area. The city is located approximately 37 miles east of the Tri-Cities and 210 miles east of Portland, OR. The city sits at an elevation of 1,110 feet above sea level. The population of College Place in the 2010 Census was 8,765 persons. That was an increase of approximately 12% over the 2000 Census.

College Place sits in the heart of the Walla Walla Wine Country at the foot of the rugged Blue Mountains in one of the nation's most fertile valleys. College Place sustains a variety of agricultural crops - most notably sweet onions, and a world-class wine industry, including a wine-making school at nearby Walla Walla Community College.

College Place gets 15 inches of rain per year and 13 inches of snowfall. On average, there are 189 sunny days per year in College Place. With mild weather through the year, climatic constraints on outdoor recreation are generally slight, and low humidity makes both summer and winter temperature extremes more bearable and pleasurable for outdoor recreational pursuits.

The combined qualities of arable land, ample water supply, and favorable climate contribute to the potential growth in the community.

1.2 School District Information

College Place Public Schools is presently a PK-8 school district. With the recent bond passage, it will become a PK-12 school district. The present enrollment for College Place Public Schools is over 786 students. To provide educational programs for these students, the District operates a PK-3 primary elementary school (Davis Elementary School), an intermediate elementary school (Meadow Brook Intermediate School), and one middle school (Sager Middle School). Student from grades 9-12 have attended Walla Walla High School or one of the private schools in the area.

1.2.1 Vision Statement

College Place Public Schools' stated vision statement reads:

> *"The Board, with participation by the community, shall envision the future of the school district's educational program and formulate goals, define outcomes and set the course for the school district. This will be done within the context of racial, ethnic and religious diversity and with a commitment to education excellence and equity for all students."*

1.2.2 School Learning Goals

College Place Public Schools' stated student learning goals are:

- *Read with comprehension, write with skill, and communicate effectively and responsibly in a variety of ways and settings;*
- *Know and apply the core concepts and principles of mathematics; social, physical, and life sciences; civics and history; geography; arts; and health and fitness;*
- *Think analytically, logically, and creatively, and to integrate experience and knowledge to form reasoned judgments and solve problems; and*
- *Understand the importance of work and how performance, effort, and decisions directly affect future career and educational opportunities.*

1.3 Enrollment Projections

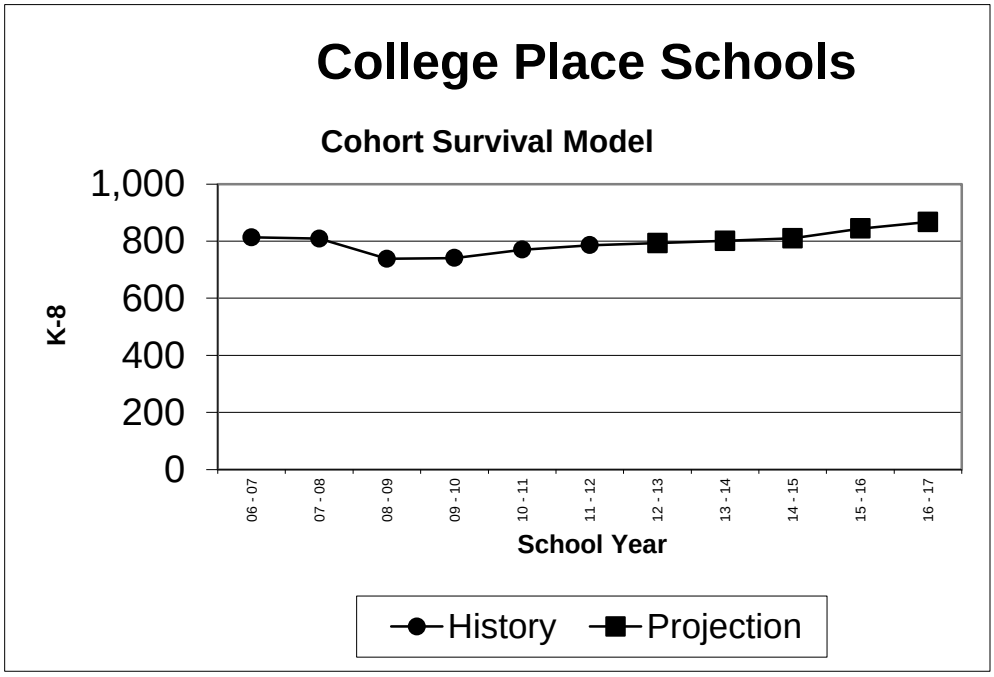
Enrollment projections for College Place Public Schools completed by the Office of Superintendent of Public Instruction indicate growing enrollment for the next five years even before the addition of grades 9-12 to the District. The table with the OSPI projection is included in Exhibit 1-1. Exhibit 1-2 is a graphical representation of the summary information from Exhibit 1-1.

EXHIBIT 1-1
OSPI ENROLLMENT PROJECTION TABLE (LINEAR REGRESSION K)

	06 - 07	07 - 08	08 - 09	09 - 10	10 - 11	11 - 12	Avg. %	12 - 13	13 - 14	14 - 15	15 - 16	16 - 17
K	73	100	75	91	94	99	Survival	101	105	109	112	116
1	91	78	95	80	84	93	99.95%	99	101	105	109	112
2	88	88	81	90	84	88	101.01%	94	100	102	106	110
3	96	94	88	89	89	74	100.74%	89	95	101	103	107
4	82	89	91	82	81	90	94.97%	70	85	90	96	98
5	93	84	82	91	94	74	100.11%	90	70	85	90	96
6	84	88	68	74	100	95	95.35%	71	86	67	81	86
7	106	80	83	68	76	88	96.05%	91	68	83	64	78
8	100	108	75	76	68	85	99.81%	88	91	68	83	64
K-5	523	533	512	523	526	518		543	556	592	616	639
6-8	290	276	226	218	244	268		250	245	218	228	228
K-8	813	809	738	741	770	786		793	801	810	844	867

Source: OSPI, 2011

EXHIBIT 1-2
OSPI ENROLLMENT PROJECTION CHART



Source: Teater Consulting, 2012

1.4 Project Rationale

College Place Public Schools is a moderately growing school district. In addition, the arrival of grades 9-12 will increase the number of students in the district by 400-500 students. The K-8 enrollment projections from the Office of Superintendent of Public Instruction indicate that the growth trend will continue for some years. To plan for this growth and better align grade levels with recent research in child development, the District has passed a bond issue to improve each of its schools. In addition, the District has reconfigured its grade level pattern from a PK-3, 4-5, and 6-8 configuration to a PK-5, 6-8, and 9-12 configuration. This new configuration in concert with additional construction will provide additional, adequate space for all programs and the projected growth. The additional high school students will attend school on the present site of the Sager Middle School and share some core spaces with grade 6-8 students who will attend classes in what is now the Meadow Brook School. The grade 4-5 student will be relocated to the Davis Elementary School. The additional students combined with the current condition of the Davis Elementary School led the community to pass a bond to replace the current Davis Elementary School with a larger, new elementary school. Therefore this new elementary school is being planned to accommodate the upcoming PK-3 growth and the addition of grades 4-5.

1.5 Site Considerations

The site for this project is on the east side of the current Davis Elementary school site. This site is somewhat smaller than desired but borders a city park. The District and City have agreed to share the two sites and are working on a shared use agreement.

Prevailing winds are from the west and northwest. The positions and orientation of the fields should take advantage of any wind protection available from proposed buildings. Efforts should be made to reduce blowing dust in those areas subject to the high winds. Despite a milder local climate, some snow and ice accumulations are to be expected.

The site will be served by existing city water and sewer services. Solid waste removal will be provided and local utility companies provide electricity and Internet access. This project will cause some increases in automobile and pedestrian traffic. Of course, there will be additional traffic during the major events held in the building. The site will be served by local fire and police services.

1.5.1 Outdoor Science

The present Davis Elementary School has developed an extensive “outdoor science lab” in the enclosed courtyard. Many of the items used in this program were purchased with grant funds. This program will need to be relocated to another protected, or enclosed, area in the new school design. Perhaps, this could be a walled-in area if a protected courtyard is not a viable design alternative.

1.5.2 Playground

At the time of the writing of these educational specifications, more specific site improvement issues could not be determined. At a minimum the site should accommodate three separated play areas for PK-1, 2-3, and 4-5. The site should also include:

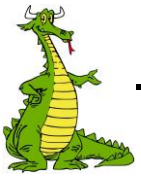
- A grass covered field large enough for soccer
- 2 softball fields
- An area for about 12 to 16 swings
- An area for climbing apparatus
- 3 tetherball poles
- Blacktop for foursquare, basketball hoops, and jump rope

A small, protected play area adjacent to the special education program would support their program.

A flag pole near the front of the building will be necessary.

After discussions with city officials have occurred and a concept plan has been developed, the specific site improvements possible may be more apparent.

The district should also provide an automatic underground irrigation system for the developed site.



3.0 GENERAL BUILDING CONSIDERATIONS

These general considerations are applicable to each program component unless otherwise specified or noted in this document. Other notes or specifications in this document may be more detailed, restrictive, or stringent in requirements than those noted in this chapter.

2.1 CIRCULATION

The design of foyers, corridors, and commons areas should allow as much visibility as possible for supervising these spaces by a minimum number of staff members. The number of "blind spots" in the building should be minimized. Accesses to all building areas and the site need to meet the needs of the disabled and the Americans with Disabilities Act.

The main entry area should be open and inviting with ample display areas for student work and achievements. The outside of the entry area should be covered to protect those arriving or exiting from inclement weather. Each entry should have a series of mats that "progressively scrub" the feet of those entering the building. The inside entry area needs to be open, airy, and provide a welcoming feeling. The main foyer and the corridors need to have higher lighting levels than typically specified.

Main entry floor areas need to be hard surface (ceramic, vinyl composition tile, or equivalent). The corridor floor surfaces should be hard surface for ease of cleaning.

2.2 VEHICLE ACCESS AND PARKING

The school should have a main facility drop-off zone located in the front of the building and near the main administration area. No driveway approaching the school should be designed to allow a vehicle to accelerate into the building (i.e. no long, straight roadways that would allow a vehicle to accelerate directly into the building). Efforts should be made to prevent crossing traffic in this area. The bus-loading zone should be separated from the main facility drop-off zone and should have parking space for 8-10 passenger buses including two handicapped buses. Buses will park "heel-to-toe" along a loading zone (curb). If bus loops are used, there should be a sufficient turning radius for the largest buses. All driveways and drop-off zones should be fully paved and curbed with appropriate handicapped access curb cuts.

There should be approximately 80-100 spaces for staff parking plus additional visitor parking near the main entrance. The number of visitor and handicapped parking spaces should be calculated and placed as per law. Six parking spaces are needed in the kitchen/delivery area for kitchen, custodial and maintenance staff. All parking lots should be fully paved and curbed with appropriate handicapped access curb cuts. Curbs may be eliminated in the interior of the parking lots in order to facilitate snow removal. All parking lots should have painted parking stripes.

Bicycle parking should be provided at a safe and separate distance from staff and visitor parking and should be visible from the front office.

A service area should be located on the site to minimize its effect on the surrounding properties and other on-site facilities. There should be space for two dumpsters adjacent to the kitchen with easy access for the trash hauling equipment. A loading area should be located at the kitchen delivery area.

Spaces for recycling containers should be provided.

All parking and driveway areas should be provided signs that clearly indicate traffic flow and parking requirements (e.g., BUS TRAFFIC ONLY, FIRE LANE, LOADING ZONE, VISITOR PARKING, etc.). Student routes to fields should not cross service or other access driveways. Access walkways to all parking lots should be clearly marked and sized for maximum use. Bollards may be used where practical. Parking lots should be lit for night use, as appropriate.

2.3 BUILDING SECURITY AND SAFETY

The design of the school should contribute to the safety and security of the facility. A bright, clean, orderly environment encourages students to keep it that way. The school design should contribute significantly to a clean, but not sterile, climate.

The design of the facility should also prevent unauthorized or illegal entry and contribute to maximum security. A fully programmable, IP-based “card-lock” locking system should be used on exterior doors. The card-lock system should have a notification feature when an exterior door is ajar. In addition, the building should have an IP-based, zoned security alarm system using card swipe devices. The system should monitor corridors, and selected sensitive areas, doors and hatches. (Selected sensitive areas, doors and hatches include but are not limited to office areas, computer rooms, chemical storage areas, audio/visual equipment storage areas, student records areas, and vaults.)

The exterior of the building should not provide any “natural ladders” that would provide access to the building roof. Recesses, blind corners, or crawl space accesses, and roof hatches should be eliminated where possible. If practical, restrooms should be located away from the entrances of the school for security purposes. Stairwells, if used, should be open for easy visual supervision.

The use of multiple, small, power over Ethernet (POE) cameras is anticipated. These cameras should be attached to the building network. The data drops for these cameras should be placed at strategic locations in the hallways and large core spaces. If these cameras are used to monitor exterior portions of the building campus, they will need to be protected from the weather.

There should be additional exterior soffit security lighting near entrances and walkways for visual supervision by law enforcement.

The building should be provided with a fire alarm system that has the capability to transmit an alarm to the fire department or a monitoring company. The fire alarm system shall have sensing devices and alarm initiating devices connected to a control/annunciator panel. Fire alarms shall have both audio and visual alarms. The control/annunciator panel shall be placed near the main administrative area. Fire extinguishers, exit lights, and exit door hardware should be provided as part of the construction package.

This school may serve as an emergency shelter and requires a generator. The circuitry and generator size should be designed to power phones, data systems, administrative lighting systems, and minimal lighting throughout other areas of the school.

The site perimeter should be fenced. To provide pedestrian access, baffle gates should be installed in the perimeter fence when it is adjacent to residential areas. There should be fencing around the service area with a gate wide enough for all service vehicles. All hazardous equipment storage areas should be fenced.

2.4 TECHNOLOGY AND COMMUNICATIONS

A fully programmable VOIP telephone system, including intercom features, should be provided for the school. Telephone wiring, terminal blocks, and termination cabinets should be located in a main distribution frame room. The equipment components of the telephone system, the clock/bell system, and data communications system should be installed in this room.

The intercom feature needs to provide the capacity for AM/FM radio input, CD player input, office-classroom communications, all-call functions, and the capability for remote assessment of building occupancy.

Within the school, a telephone and clock should be placed in each classroom, conference room, office, secretarial space, workroom, clinic, cafeteria, library/media center, gym, cafeteria, kitchen, or other frequently occupied space. Either the telephone or clock system should have intercom functions. The phone system should allow programming to enable outgoing calls directly from the classroom, but incoming calls allowed only after going through the main office switchboard. The phone system should allow for a fax machine in the administrative office area.

Wireless technology should be accessed from anywhere in the facility. Drops for the wireless routers should be placed in the center of each corridor, each router to cover approximately 2,500 square feet. If the wireless signal from the corridor is not adequate, an additional wireless drop may need to be centrally placed in each classroom or more frequently in the corridor. Every classroom should include a classroom sound field system with built-in speakers. Wireless access should be available in selected exterior locations as well.

A computer technology system to support the instructional and administrative needs of each school should be installed in the building and will be an integral part of this school's success. Each classroom, conference room, office, secretarial space, workroom, clinic, cafeteria, library/media center, and laboratory within the school needs to be connected internally with a local area network. The local area network needs to be connected to the other schools in the district through district-owned fiber optic cable and the Internet. Fiber optic cable should be considered for installation between the school's main distribution frame room and the intermediate frame distribution rooms (data closets) as required. Category 6 cable, or better, is to be used for the connections to each of the classroom drops. Each classroom, conference room, office, secretarial space, workroom, clinic, cafeteria, library/media center, and laboratory within the school should have multiple data drops as per the District standards (At the time of the last staff interview, a minimum of twelve (12) data drops was the standard.) Sufficient electrical outlets to supply the technology equipment should accompany each data drop. Each classroom should be provided the infrastructure for a wall or ceiling-mounted projector. Additional computer peripherals and software need to be provided as needed but may be outside the project construction budget.

The school should be provided with an IP-based video distribution system with equipment placed in a secure area. The system should include provisions for camera origination connections into the system from the library/media center, gym, and the cafeteria/multipurpose room. Wherever video equipment is located, electrical outlets should be placed on the wall near the site. The video distribution system should allow for connection to outside instructional television and streaming video. Monitors may be placed in different areas of the school, especially in the administrative office area to monitor video feeds from Ethernet-based (POE) cameras.

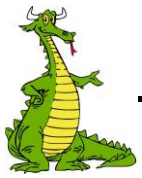
LED reader boards should be placed on the roadside near the entrance to the school. The reader board should be tied into the IP-based communications system for the school.

2.5 COMMUNITY USE

There will be considerable use of this facility by the general community and programs from other schools. The core areas need to be designed to accommodate such use. These core areas are defined as the gymnasium, public restrooms, library-media center, cafeteria/multipurpose, and the food service area. Some classrooms may receive extended use as teaching stations for higher education. In addition, the computer labs may receive extended hour use.

2.6 MAINTENANCE, UTILITIES, AND ENERGY CONSERVATION

The school should be provided with modern HVAC equipment and utility systems that take advantage of current utility conservation technologies. Classrooms should have fresh air occupancy sensors. Air handlers need to be selected that provide minimal classroom background noise and provide high acoustical qualities for a quiet learning environment. System controls need to be programmable and include economizer and optimized start-up



features. Each system should be capable of off-site control through the use of a laptop or remote computer. Additional controls to manage peak load demand should be included in each system. Load shedding controls and the ability to sequentially bring food service equipment on line are especially important. All lighting fixtures should be for T-8 or T-5 light tubes (with electronic ballasts) or LED lighting. Where spot lighting may be necessary, compact fluorescent lights should be used. In the gymnasium, compact fluorescent lighting should be used. No metal halide lighting should be used in the interior of this building. Restrooms and classrooms should be equipped with occupancy and daylight sensors to control lighting. The security lighting in each parking area should be placed on timers for energy conservation. Outdoor electrical outlets should be provided for lawn care equipment or other equipment.

To enable future remodeling with minimum cost, electrical service to classrooms should be provided overhead where practical. Electrical service should be sized larger than needed to provide future expansion space. Surge protection should be provided at the panel. Electrical outlets should be provided in the center of the corridor ceilings to power wireless routers. Ample outlets should also be provided in each hallway wall for custodial equipment.

The water pressure needs to be adequate to meet the plumbing needs. Restroom fixtures that have water conservation features should be selected. The district should consider electronic sink faucets, electronic hand dryers, electronic urinals (or waterless urinals), and water closets. There should be numerous isolation valves to allow easy servicing of the plumbing system. Irrigation meters should be separated from domestic water meters. Several outdoor spigots are needed.

2.7 RESTROOMS

Restrooms should be provided in sufficient quantity to meet local building requirements and enable students to access restrooms with a minimum loss of instructional time. Wall mounted toilet fixtures should be considered for ease of cleaning. Restrooms should have mirrors, soap dispensers, toilet tissue dispensers, and paper towel dispensers or electronic hand dryers, all placed at age-appropriate heights. All female restrooms should be equipped with feminine napkin disposal units. All restrooms should have floor drains. Restrooms should be equipped with very durable privacy partitions between toilets and urinals. Doors should be placed on the toilet partitions. There should be at least one sink inside each girl's restroom, even if a half-ring sink is used outside the restroom. Individual restrooms should be equipped with purge fans. Each fan should be controlled with an automatic timer that shuts off after ten (10) minutes of operation.

Staff restrooms that are accessible only from a secured space (e.g., teacher work room, staff dining area, etc) should have an entrance vestibule with both inside and outside doors for acoustical privacy. A shelf for books, papers, etc. should be provided inside the staff restroom stalls.

Plumbing cleanouts should be installed in numerous places around the building to provide ease of maintenance. Floor sinks should be used in the custodial closets. Non-slip ceramic tile should be used in the restrooms.

2.8 DESIGN CONSIDERATIONS

The design of the building should also reflect the natural, physical qualities of the surrounding environment. The use of materials, colors, and architectural features reflecting the surrounding mountains, hills, rivers, and fields is important.

A variety of remedial programs in this school "pull out" students from their home rooms. There is a desire to "push in" programs closer to the students and their home rooms. This "push in" effort will require the design of small tutoring and small group instructional spaces near the general classrooms. These small spaces may be used by remedial staff or parent volunteers. The design team may want to consider designs to accommodate these instructional strategies. If "open areas" or "pods" are used as a design solution, they should be equipped with projection equipment, a small kitchenette, acoustical partitions, whiteboards, and perhaps a small computer lab to allow flexibility in use.

The use of color is encouraged in the school. Colors should be coordinated with an overall color scheme. However, color selection should take the rate of soiling into account.

2.9 OTHER CONSIDERATIONS

The use of color is encouraged in the school. Colors should be coordinated with an overall color scheme. However, color selection should take the rate of soiling into account.

2.10 GENERAL CLASSROOMS

2.10.1 Program Functions

The programs offered in the general classrooms provide opportunities to have command of, among others, reading, writing, mathematics, social studies, and the fundamental tools for continued learning. Students are expected to use critical and constructive thinking in making wise individual and group decisions. While demonstrating the ability to maintain self-control in accordance with accepted social standards, each student is also expected to demonstrate the skills, attitudes, and knowledge for effective living in the home, at work, and in the community.

Instructional activities include one-on-one tutoring, small group instruction, and whole group instruction. Instructors also commonly make use of manipulatives and hands-on materials, visual learning aides, and auditory learning aides. Classroom instructors use a variety of instructional styles and instructional models.

2.10.2 Component Spaces

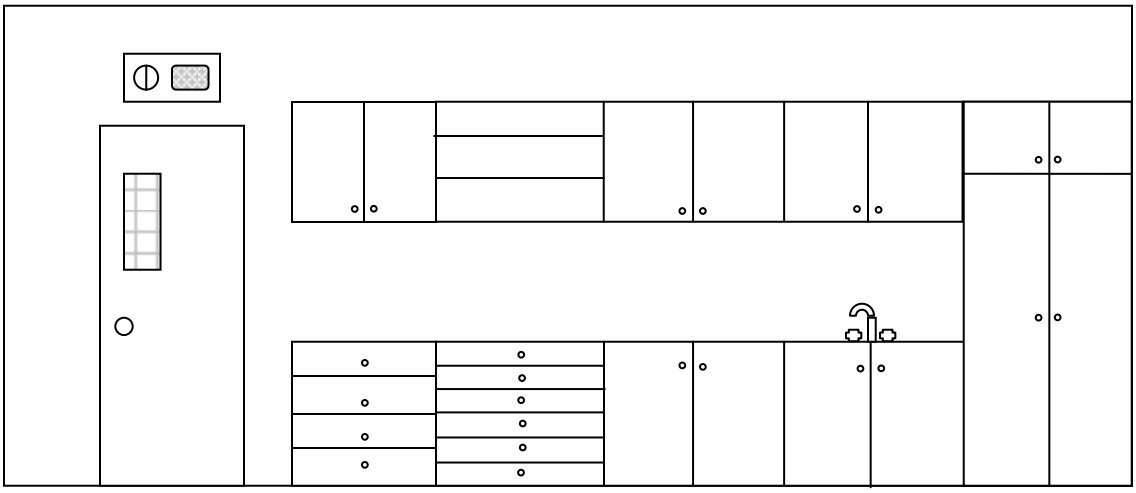
Description	# Areas	# Staff	# Students	Sq. Ft.	Sq. Ft. Total
General Classrooms 1-3	12	1	23	950	11,400
General Classrooms 4-5	8	1	26	950	7,600
Total					19,000

2.10.3 Component Relationships

The general classrooms should have easy access to the core areas of the school (office, library, gymnasium, food service, etc.) but be somewhat isolated from noisy areas (music room, multipurpose room, gymnasium, etc.). Each classroom needs to have easy access to restrooms to minimize loss of instructional time. Doorways need to be placed to allow students to enter and exit the room with minimum disruption of instruction. After school activities might include parent-teacher organization activities and night use of the building by higher education organizations.

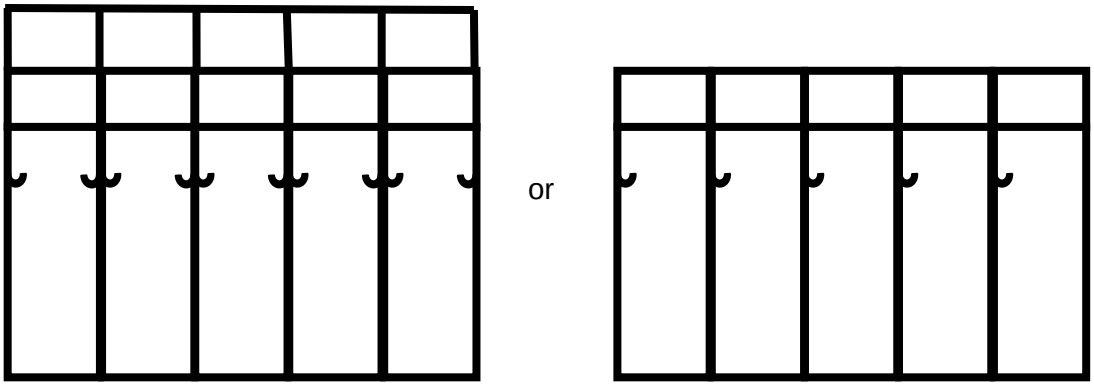
The typical casework includes one full-height cupboard approximately four feet wide, along with a combination of base cabinets, drawers, and one set of flat file drawers. Wall cabinets are above the base cabinets and may include a bookshelf unit. All cabinets have adjustable shelving and many cabinets are lockable.

Typical casework layout



Note: This diagram is for illustration purposes only and is not to scale. Additional interpretation will be made by the design architect.

Typical student coat/backpack “lockers” and cubbies for placement in the classroom.



Note: This diagram is for illustration purposes only and is not to scale. Additional interpretation will be made by the design architect.

2.10.4 SPACE ATTRIBUTES

General Classroom	
Utilities	
Plumbing	Plumbing noise dampened; sink with bubbler; hot/cold water; liquid soap dispenser, swivel high-neck faucet
HVAC	Individual room temperature control
Electrical	Generous outlets on each wall and above counters, one quad floor outlet for instructional equipment, electrical for sound field system, wiring for interactive whiteboard with short-throw projector
Lighting	T-8, T-5, or LED lighting switched by zones, ability to lower light levels across the room, occupancy sensors; zones should be front to back of classroom to enable darkening at the instructional end
Technology	Minimum of twelve (12) data outlets; video drop on each wall; telephone and intercom in each room; classroom sound field system, data for an interactive whiteboard with short-throw projector
Surfaces	
Ceiling	Acoustical tile in drop ceiling
Walls	As much tackable surface as possible
Flooring	Carpet (anti-static and hypo-allergenic) in approximately ¾ of room; hard surface around sink
Windows and Doors	
Windows	Natural light in each room; consider integral blinds in windows; if an open area, or pod design is used, consider interior windows with integral blinds to area
Doors	Door closer to dampen noise; small window in door
Storage	Approximately 20 linear feet of base cabinets with overhead cabinets and four linear feet of a full height cabinet all with adjustable shelves; many cabinets should be secure (See casework information above.); 30 student coat/backpack “lockers” and cubbies
Furniture & Equipment	Two magnetic whiteboards 8’ long with 8’ vertical sliding panel (one 8’ whiteboard on each side of the interactive whiteboard); speakers for sound field system; wall-mounted interactive whiteboard with short-throw projector, additional cubbies on rolling carts, (potentially a wireless router), desks, tables, chairs, two 4-drawer files cabinets
Other	

3.0 EDUCATIONAL AND SUPPORT SPACES

3.1 ADMINISTRATION AND COUNSELING

3.1.1 PROGRAM FUNCTIONS

The administrative offices provide leadership, program coordination, and facilitation services for teachers, students, and the general public in the areas of curriculum, instructional leadership, and student discipline. The administrative offices need to set a tone of organization and order while also providing a customer-friendly atmosphere. The administration often meets with students, teachers, and parents in small individual conferences and small group meetings. The administrative offices are typically high traffic areas with considerable public visibility. The office design needs to allow good sight lines to the entrance of the school and the clinic.

The elementary counseling program helps each student develop their personal, social, emotional, and intellectual awareness. Through both individual and group counseling, the counselor helps students prepare for their life goals. The counselor also works with parents, teachers, other agency professionals in allied areas (e.g. child abuse, alcohol counseling, family counseling, etc.). The guidance function involves coordinating much of the school's testing program which requires space to temporarily store testing materials and prepare testing packets prior to administration.

The reception area should be a warm and welcoming place that gives visitors and students a sense of calmness and professionalism. Current cumulative files for each student are stored in this administrative area. Archived files will be stored in the records storage room.

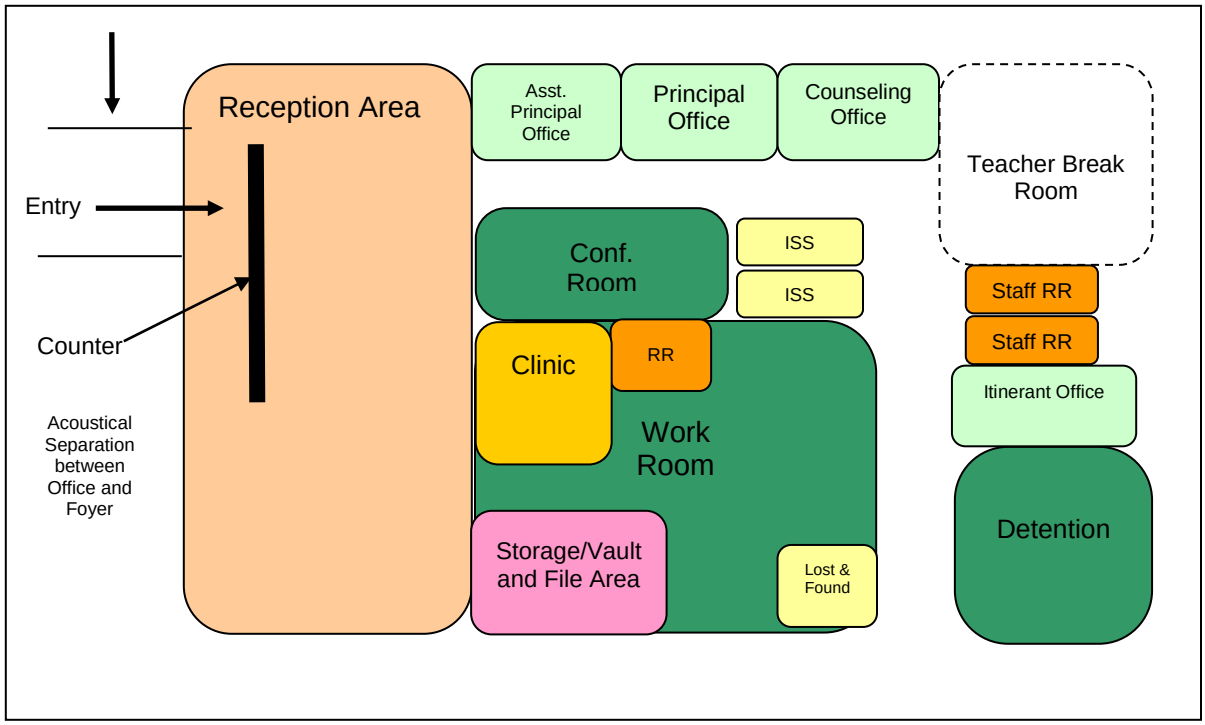
3.1.2 COMPONENT SPACES

Description	# Areas	# Staff	# Students	Sq. Ft.	Sq. Ft. Total
Clinic	1	1	1-4	150	150
Conf. Room	1	1-10	0	200	200
ISS/Cool Down	2	1	1	35	70
Detention Room	1	1	1-25	800	800
File Room (or Area)	1	0	0	100	100
Lost and Found Closet	1	0	0	25	25
Office - Counselor	1	2	1-4	180	180
Office - Itinerant	1	1	1-3	120	120
Office - Principal	1	1-4	1-4	180	180
Office - Asst. Principal	1	1	1-4	170	170
Reception Area - Adm.	1	1-4	1-6	350	350
Restrooms	3	1	0	70	210
Storage Room	1	0	0	150	150
Work Room (Shared)	1	1-2	0	400	400
Total					3,105

3.1.3 COMPONENT RELATIONSHIPS – ADMINISTRATION AND COUNSELING

The administration area includes the principal's office, the assistant principal's office, an itinerant office, the counselor's office, the clinic area, and the clerical-reception area. The principal's office, assistant principal's office, and counselor's office should be near the conference room. Offices should have natural light if possible. The administration reception area needs to have direct sight lines to the entrance of the building for traffic control and safety. The entrance to the school should be designed to force visitors to enter into the office before entering the school. Preferably, this is done by having an entrance vestibule with the interior set of doors locked and forcing visitors to enter the office through a side door in the vestibule rather than go through the second set of doors in the vestibule. The interior vestibule doors may be unlocked during public functions when the secure entrance is not desired. In addition, the clerical-reception area needs to have direct access and sight lines to the clinic.

The vice principal's office should be adjacent to the clerical area. It should have good sight lines to the parking lots and main entrance for proper supervision. The counselor's office should be easily accessible from the clerical area. The detention and ISS rooms should not be adjacent to the clerical area. One restroom is to be within the clinic. Adult restrooms should be near the administration offices. The work room should be accessible from the clerical area but circulation to the work room for teachers should not be through the office.



Note: This diagram is for illustration purposes only and is not to scale. Additional interpretation will be made by the design architect.

3.1.4 SPACE ATTRIBUTES

Clinic	
Utilities	
Plumbing	Sink
HVAC	Additional ventilation fan
Electrical	Additional outlets near nurse's desk top
Lighting	
Technology	Two data drops near nurse's desk top
Surfaces	
Ceiling	Ceiling-mounted curtain in between cots
Walls	Washable surface -- tackable near desk area
Flooring	Hard surface
Windows and Doors	
Windows	Interior window with sight line to the clerical area
Doors	Window in door (sight line to clerical area)
Storage	Large counter with base cabinets and wall cabinets; knee space under counter for desk
Furniture & Equipment	Secure, wall-hung, metal medication cabinet, three cots, small refrigerator; 4-drawer file cabinet; chair
Other	Desk area should be away from the sink.
Conference Room	
Utilities	
Plumbing	Counter sink
HVAC	
Electrical	Additional outlets above counter; power for interactive white board; power for small refrigerator
Lighting	
Technology	Data for projector
Surfaces	
Ceiling	
Walls	Tackable
Flooring	Carpet
Windows and Doors	
Windows	Natural light if possible
Doors	Window in door
Storage	At least 48 inches of base cabinet counter and wall cabinets
Furniture & Equipment	Short throw projector, interactive smart board; conference table with eight side chairs; small refrigerator
Other	

Cool Down (ISS) Room	
Utilities	
Plumbing	
HVAC	
Electrical	No electrical outlets in the room
Lighting	Light switches outside the cool down room
Technology	
Surfaces	
Ceiling	
Walls	Washable, durable surface (acoustically treated)
Flooring	Carpet
Windows and Doors	
Windows	Wireglass
Doors	Window in door
Storage	
Furniture & Equipment	Study carrel
Other	
Detention Room	
Utilities	
Plumbing	
HVAC	
Electrical	Electrical at each study carrel and instructor's desk
Lighting	
Technology	One data outlet at each study carrel and instructor's desk
Surfaces	
Ceiling	
Walls	Washable surface
Flooring	Carpet
Windows and Doors	
Windows	
Doors	Window in door
Storage	
Furniture & Equipment	Study carrels
Other	

Lost and Found	
Utilities	
Plumbing	
HVAC	
Electrical	
Lighting	
Technology	
Surfaces	
Ceiling	
Walls	
Flooring	
Windows and Doors	
Windows	
Doors	
Storage	Adjustable shelving
Furniture & Equipment	
Other	
Office – Asst. Principal	
Utilities	
Plumbing	
HVAC	
Electrical	
Lighting	
Technology	Data quad at desk
Surfaces	
Ceiling	
Walls	Tackable; white board
Flooring	Carpet
Windows and Doors	
Windows	Exterior windows
Doors	View window in door
Storage	Modular
Furniture & Equipment	White board; modular desk, table, chairs
Other	

Office - Counselor	
Utilities	
Plumbing	
HVAC	
Electrical	Electrical at desk area
Lighting	
Technology	Data drop at counselor desk area
Surfaces	
Ceiling	
Walls	Tackable wall space; white board
Flooring	Carpet
Windows and Doors	
Windows	Interior windows with integral blinds
Doors	Window in all doors
Storage	
Furniture & Equipment	Modular desk, table, chairs
Other	
Offices – Itinerant	
Utilities	
Plumbing	
HVAC	
Electrical	Additional outlets near desk top
Lighting	
Technology	Data at desk
Surfaces	
Ceiling	
Walls	Some tackable wall space
Flooring	Carpet
Windows and Doors	
Windows	Exterior windows
Doors	View window in door
Storage	
Furniture & Equipment	Modular desk, table, chairs
Other	

Office - Principal	
Utilities	
Plumbing	
HVAC	
Electrical	Additional outlets near desk top
Lighting	
Technology	Data near desk top
Surfaces	
Ceiling	
Walls	Tackable; white board
Flooring	Carpet
Windows and Doors	
Windows	Exterior windows
Doors	View window in door
Storage	
Furniture & Equipment	Modular desk, table, chairs
Other	
Secretary-Reception Area	
Utilities	
Plumbing	
HVAC	
Electrical	Outlets near desk tops, counteratops, fax, copier, printers; electrical for lighted display cases (foyer)
Lighting	
Technology	Fax line; master clock/bell control panel; telephone switchboard; multiple data drops
Surfaces	
Ceiling	
Walls	Tackable space
Flooring	Carpet
Windows and Doors	
Windows	Interior windows to main entrance; natural light
Doors	Window in doors
Storage	Locking base and upper wall cabinets; full height locking cabinet for personal items
Furniture & Equipment	Desk in rear of clerical area behind half-wall; counter/desk at entrance appropriate height for students; bulletin board outside the reception area to display official notices, etc.; comfortable chairs; display cases outside office in foyer
Other	Acoustical separation between office and foyer

Restrooms	
Utilities	
Plumbing	Sink, shower with hand-held shower head in clinic restroom; motion activated valves; urinal in men's restroom
HVAC	Additional ventilation fan with timer switch
Electrical	
Lighting	
Technology	
Surfaces	
Ceiling	
Walls	Washable wall surface, mirror
Flooring	Hard surface; perhaps a floor drain
Windows and Doors	
Windows	
Doors	
Storage	
Furniture & Equipment	Small storage shelf above each staff toilet, mirror
Other	
Storage (Records)	
Utilities	
Plumbing	
HVAC	
Electrical	Electrical outlets for recharging equipment
Lighting	
Technology	
Surfaces	
Ceiling	
Walls	
Flooring	Hard surface
Windows and Doors	
Windows	None
Doors	
Storage	Adjustable shelves
Furniture & Equipment	File cabinets; storage cabinets
Other	Crossing guard equipment

Work Room	
Utilities	
Plumbing	Sink
HVAC	Additional ventilation fan
Electrical	Outlet for copier, electrical at counter height; electrical at island
Lighting	
Technology	Data at counter height; data for copier and at island
Surfaces	
Ceiling	
Walls	Some tackable
Flooring	Hard surface
Windows and Doors	
Windows	
Doors	Window in door to clerical area
Storage	Island work area; storage under island including flat files; perimeter base cabinets with countertops and wall cabinets with adjustable shelving
Furniture & Equipment	Copier, laminator, binding equipment, etc.
Other	

3.2 CUSTODIAL - MAINTENANCE

3.2.1 PROGRAM FUNCTION

The custodial program provides appropriate cleaning support for the building by ensuring a clean, healthy, organized, and safe physical plant for the instruction of students. The custodians provide these services through regular sweeping, mopping, dusting, and scrubbing. They use larger cleaning equipment that requires additional storage space.

3.2.2 COMPONENT SPACES

Description	# Areas	# Staff	# Students	Sq. Ft.	Sq. Ft. Total
Can Wash Area	1	0	0	15	15
Custodial Closets (Lrg)	1	1	0	400	400
Custodial Closets (Sml)	3	1	0	50	150
Laundry (Shared)	1	1	0	60	60
Mechanical/Elec Room	1	0	0	700	700
Total					1,325

3.2.3 COMPONENT RELATIONSHIPS

The large custodial closet needs to be central in the school to enable an efficient cleaning schedule. It should be located adjacent to the cafeteria and still have easy access from the outside loading dock for deliveries. The smaller custodial closets should be distributed around the school to minimize the time custodians need to access equipment and supplies. One small custodial closet should be near the rear of the kitchen and dumpster area to serve as a can washing station. The mechanical room/electrical room need to be placed for easy service.

3.2.4 SPACE ATTRIBUTES

Custodial Closets	
Utilities	
Plumbing	Floor mop sink in custodial closets; closet near kitchen has spigots for hoses to wash garbage cans at loading area.
HVAC	
Electrical	Electrical outlets in closets
Lighting	
Technology	Phone and data in large custodial closet
Surfaces	
Ceiling	
Walls	Cleaning product dispenser attached to the wall
Flooring	Hard surface
Windows and Doors	
Windows	
Doors	
Storage	Sufficient adjustable shelving to store custodial supplies and small tools; locking wall cabinet
Furniture & Equipment	Cleaning products dispenser
Other	
Mechanical/Electrical Room	
Utilities	
Plumbing	
HVAC	
Electrical	
Lighting	
Technology	Phone and data drop in the mechanical room.
Surfaces	
Ceiling	
Walls	
Flooring	Hard surface
Windows and Doors	
Windows	No windows necessary
Doors	
Storage	
Furniture & Equipment	
Other	

3.3 ESL (English as a Second Language)

3.3.1 PROGRAM FUNCTION

The ESL program is a “pull-out” program for children needing additional help in meeting academic and language challenges in any of a number of subject areas and interests. The program insures that all students have the opportunity to learn through development in cognitive, psychomotor, or affective skills in these areas.

ESL students participate in varied activities, sometimes noisier than a regular classroom. These activities often include individual instruction, tutoring, and small group instruction. Students often learn by playing learning games and interest centers.

3.3.2 COMPONENT SPACES

Description	# Areas	# Staff	# Students	Sq. Ft.	Sq. Ft. Total
ESL Room	1	1	20	950	950
Total					950

3.3.3 COMPONENT RELATIONSHIPS

The ESL room should be near the regular education rooms. It should be somewhat rectangular and be capable of being divided into smaller learning areas with 4’ – 5’ moveable partitions (equipment items).

3.3.4 SPACE ATTRIBUTES

ESL Room	See General Classroom
Utilities	
Plumbing	
HVAC	
Electrical	
Lighting	
Technology	
Surfaces	
Ceiling	
Walls	
Flooring	
Windows and Doors	
Windows	
Doors	
Storage	
Furniture & Equipment	4’ – 5’ high movable partitions (optional equipment items); additional bookshelves
Other	

3.4 FOOD SERVICE

3.4.1 PROGRAM FUNCTIONS

The food service department is operated as a support service to the educational program. Meals are eaten in a cafeteria designed to provide some "volume" and sense of space to brighten and enhance the educational climate of the school. The kitchen is a full service kitchen. Food will be prepared on-site for both breakfast and lunch. There will be approximately 500-600 students served for lunch in a staggered lunch period and approximately 250 students for breakfast. There may be catering for staff and community banquets in addition to the daily meals.

The after-school program spaces will be located near the cafeteria/multipurpose room and may have access to the catering area.

3.4.2 COMPONENT SPACES

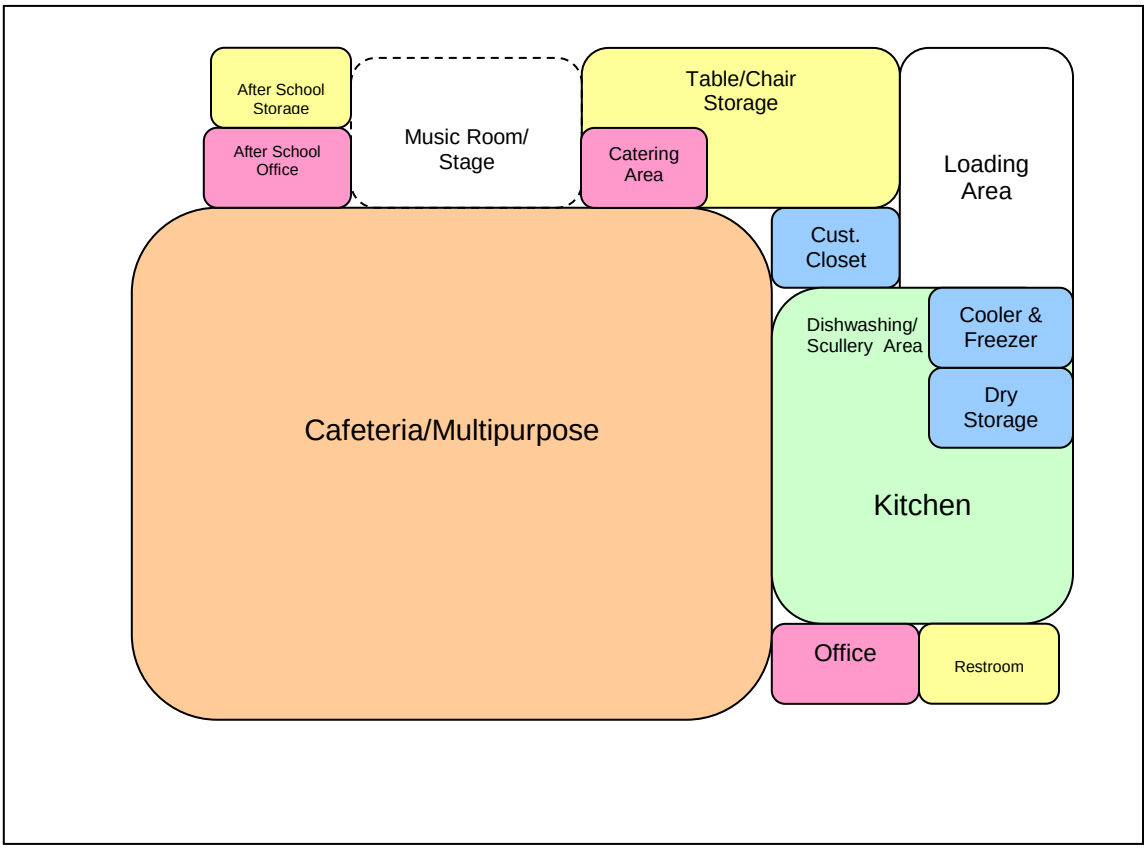
Description	# Areas	# Staff	# Students	Sq. Ft.	Sq. Ft. Total
Cafeteria/Multipurpose	1	2-4	300	3,600	3,600
Catering Area	1	1	0	50	50
Cooler	1	1	0	150	150
Dry storage	1	1	0	200	200
Freezer	1	1	0	200	200
Kitchen - Preparation	1	3	1-2	800	800
Office - After School	1	1	0	100	100
Office - Food Service	1	1	0	100	100
Restroom	1	1	0	35	35
Scullery	1	1-2	0	70	70
Serving Area	1	2-4	0	70	70
Storage - After School	1	0	0	100	100
Storage - Table/Chair	1	0	0	500	500
Total					5,975

3.4.3 COMPONENT RELATIONSHIPS

The kitchen and cafeteria/multipurpose room should be in the main core area of the school. The office, restroom, freezer, cooler, and dry storage room need to be adjacent to the kitchen. The cafeteria/multipurpose room and kitchen areas need to be adjacent to each other. This provides efficient security and supervision during non-school hours. The cafeteria and kitchen should be isolated from the classrooms to prevent unnecessary noise distractions. The food preparation and dishwashing/scullery areas need to be separated, but adjacent. The design of this space should prevent potentially unsafe collisions between serving personnel, cooking personnel, and dishwashing personnel.

This is especially important with hot foods and equipment. The design of the cafeteria should allow for the smooth flow of numerous students in the lunch lines.

The kitchen should be near a main service entrance of the school to easily accommodate food deliveries. The food service program will share laundry services with several other programs. The shared laundry equipment will be located in the custodial area. The food storage areas (freezers, coolers, and dry storage) and the kitchen need to be adjacent to each other and close to a loading area. One or more dumpsters should be placed near this area. Additional containers should be added for recycling. One small custodial closet should be near the dumpster area to serve as a can washing station. There should be a floor drain in the can wash and loading area.



Note: This diagram is for illustration purposes only and is not to scale. Additional interpretation will be made by the design architect.

3.4.4 SPACE ATTRIBUTES

Cafeteria/Multipurpose	
Utilities	
Plumbing	Drinking fountains
HVAC	
Electrical	Electrical for two points of sale stations and future a la cart stations
Lighting	One light bar on cafeteria ceiling directed at stage for drama performances (if stage is placed adjacent to this space)
Technology	Data for two points of sale for future a la cart stations
Surfaces	
Ceiling	
Walls	
Flooring	Hard surface; cleanable
Windows and Doors	
Windows	High windows
Doors	
Storage	
Furniture & Equipment	30-35 folding tables – not wall mounted; POS equipment including possible future thumb scanner
Other	Consider half-ring sinks for hand washing
Catering Area	
Utilities	
Plumbing	Sink, hot and cold water
HVAC	
Electrical	Electrical for range, coffee maker, microwave, and small refrigerator
Lighting	Task lighting
Technology	
Surfaces	
Ceiling	
Walls	
Flooring	Hard surface
Windows and Doors	
Windows	No windows
Doors	Roll-down door
Storage	Counter with base cabinet
Furniture & Equipment	Microwave, coffee maker, range with oven, small refrigerator
Other	

Cooler	
Utilities	
Plumbing	
HVAC	
Electrical	Special electrical anticipated for cooler
Lighting	
Technology	Temperature alarm
Surfaces	
Ceiling	
Walls	
Flooring	
Windows and Doors	
Windows	
Doors	Emergency exit hardware
Storage	Adjustable metal shelves
Furniture & Equipment	
Other	
Dry Storage	
Utilities	
Plumbing	
HVAC	
Electrical	Electrical outlets on walls
Lighting	
Technology	
Surfaces	
Ceiling	
Walls	
Flooring	Non-slip hard surface
Windows and Doors	
Windows	
Doors	Large door for loading dry goods
Storage	Rolling metal adjustable shelving units
Furniture & Equipment	
Other	

Freezer	
Utilities	
Plumbing	
HVAC	
Electrical	Special electrical anticipated for freezer
Lighting	
Technology	Temperature alarm
Surfaces	
Ceiling	
Walls	
Flooring	
Windows and Doors	
Windows	
Doors	Emergency exit hardware
Storage	Adjustable metal shelves
Furniture & Equipment	
Other	
Kitchen/Serving Area	
Utilities	
Plumbing	Two deep sinks and one hand washing sink in prep area; three compartment sink in dishwashing area; disposals in both prep and dishwashing areas
HVAC	Vent for cook top; ample ventilation for entire kitchen
Electrical	Special electrical for cook tops, ovens, etc (see Appendix B for equipment list); ample electrical outlets for small appliances; electrical for disposal
Lighting	Task lighting at work areas
Technology	
Surfaces	
Ceiling	Washable surface
Walls	Washable surfaces
Flooring	Non-slip hard surface
Windows and Doors	
Windows	High windows
Doors	Double doors leading to delivery area; roll-down door for access to serving line, window in door to dock
Storage	Stainless steel cabinet equipment for pots and pan storage
Furniture & Equipment	Recycling bins; can smasher, small compactor (See Appendix B for kitchen equipment list.)
Other	

Offices – Food Service and After School Program	
Utilities	
Plumbing	
HVAC	
Electrical	Electrical near desk
Lighting	
Technology	Data near desk
Surfaces	
Ceiling	
Walls	
Flooring	Hard surface
Windows and Doors	
Windows	Window with integral blind between kitchen office and kitchen.
Doors	
Storage	Modular desk system, chairs, coat hooks
Furniture & Equipment	
Other	
Restroom	
Utilities	
Plumbing	Sink; toilet
HVAC	Ventilation fan
Electrical	
Lighting	
Technology	
Surfaces	
Ceiling	
Walls	
Flooring	Hard surface
Windows and Doors	
Windows	
Doors	
Storage	
Furniture & Equipment	
Other	

Storage – After School	
Utilities	
Plumbing	
HVAC	
Electrical	Outlets on walls
Lighting	
Technology	
Surfaces	
Ceiling	
Walls	
Flooring	Hard surface
Windows and Doors	
Windows	
Doors	
Storage	Adjustable shelving
Furniture & Equipment	
Other	
Storage – Table/Chair	
Utilities	
Plumbing	
HVAC	
Electrical	
Lighting	
Technology	
Surfaces	
Ceiling	
Walls	Wall surface able to withstand bumping and scraping from moving equipment
Flooring	Hard surface
Windows and Doors	
Windows	
Doors	Oversized doors
Storage	
Furniture & Equipment	30-35 folding lunch tables
Other	

3.5 KINDERGARTEN and PRE-K

3.5.1 PROGRAM FUNCTION

The kindergarten and pre-kindergarten programs foster growth in cognitive, affective, social, and physical skills for three, four and five-year old children. The programs help young students develop and maintain language acquisition, concept development, emotional growth, and perceptual development.

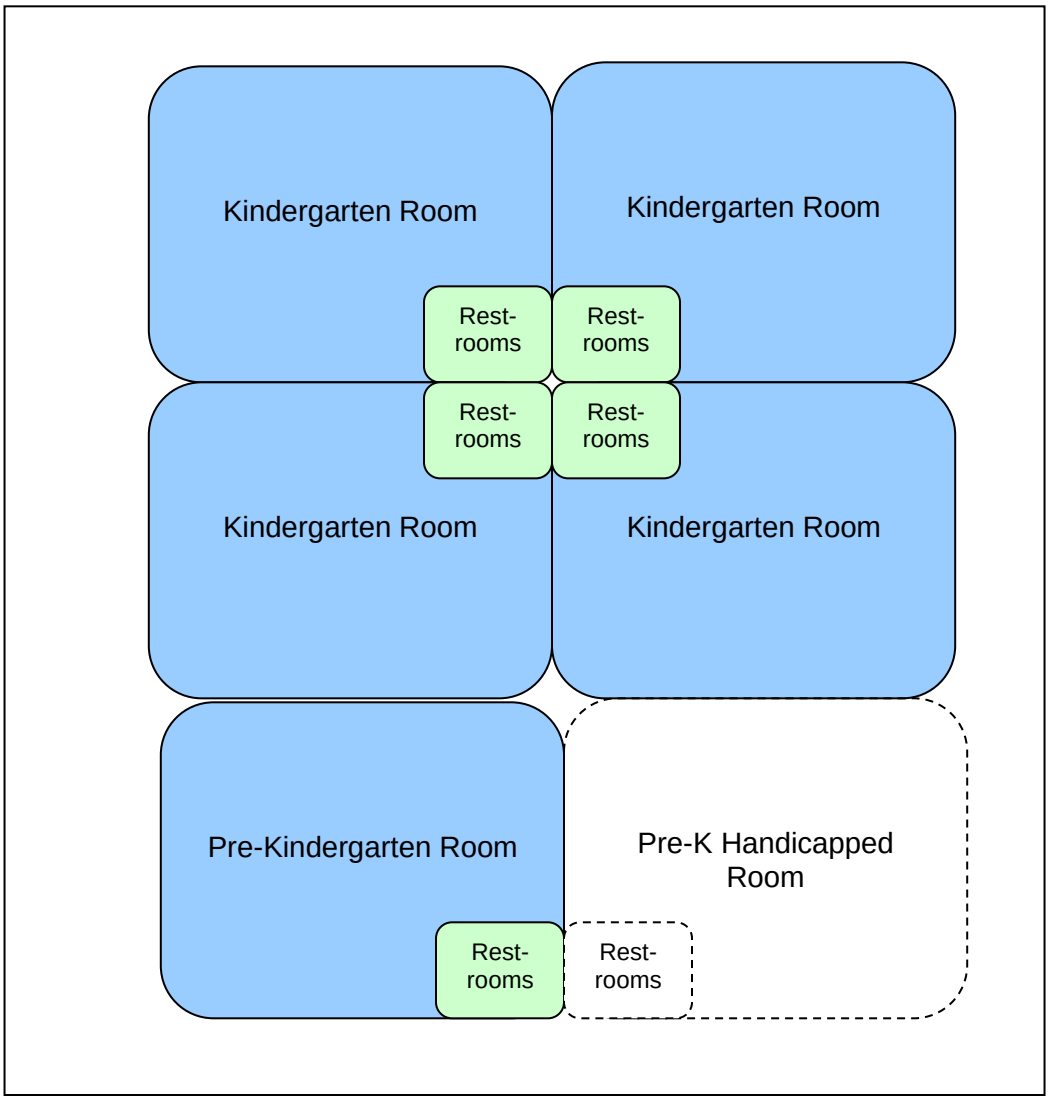
Students in these programs use varied activities, sometimes noisier than a regular classroom. These activities often include individual instruction, tutoring, and small group instruction. Students often learn by playing with large manipulative learning materials and participate in movement activities and interest centers. These may include painting, pasting, and cutting. Other activities include the use of rhythm instruments, dance, and group reading circles.

3.5.2 COMPONENT SPACES

Description	# Areas	# Staff	# Students	Sq. Ft.	Sq. Ft. Total
Kindergarten Classroom	4	1-2	23	1,100	4,400
Pre-School Classroom	1	1-2	24	1,100	1,100
Restroom	10	0	1	50	500
Total					6,000

3.5.3 COMPONENT RELATIONSHIPS

The kindergarten rooms should be near each other, perhaps in a common “suite” of early childhood rooms. The kindergarten classrooms should be near an outside, protected play area, specifically for early childhood use. Each classroom should have an adjacent restroom accessible only from the classroom. There is considerable interaction between the kindergarten rooms and a need for circulation between the rooms.



Note: This diagram is for illustration purposes only and is not to scale. Additional interpretation will be made by the design architect.

3.5.4 SPACE ATTRIBUTES

Kindergarten/Pre-K Room	
Utilities	
Plumbing	Two sinks with bubblers at appropriate height
HVAC	
Electrical	
Lighting	
Technology	
Surfaces	
Ceiling	
Walls	Cleanable wall surfaces near “art areas”; abundant tackable space
Flooring	50% hard surface (around sink and art area), carpet in remainder of classroom
Windows and Doors	
Windows	
Doors	Door between adjoining classrooms
Storage	Ample storage for student projects as well as large manipulatives
Furniture & Equipment	Some general tables, some horseshoe tables; teacher desks, chairs; play kitchen; additional cubbies on rolling carts; sensory tables
Other	
Restroom	
Utilities	
Plumbing	Sink, toilet (both sized for small children)
HVAC	Vent fan on 10 minute timer
Electrical	
Lighting	
Technology	
Surfaces	
Ceiling	
Walls	Washable wall surface
Flooring	Hard surface
Windows and Doors	
Windows	
Doors	Frosted window
Storage	
Furniture & Equipment	Changing table in Pre-K restrooms
Other	

3.6 LIBRARY/MEDIA CENTER

3.6.1 PROGRAM FUNCTIONS

The library serves as a center for culture, literacy and lifetime learning. It provides access to information that advances a free and open information society. Students are provided the opportunity to acquire basic information through a collection of books, periodicals, and other print media. In addition, they have access to information through technology. A variety of instructional activities occur in this space. Accordingly, there needs to be flexibility in the use of the space for quiet individual study and research, computer research, and a classroom-like space to work independently under the supervision of the classroom teacher. The library will also be used by the community as a meeting space.

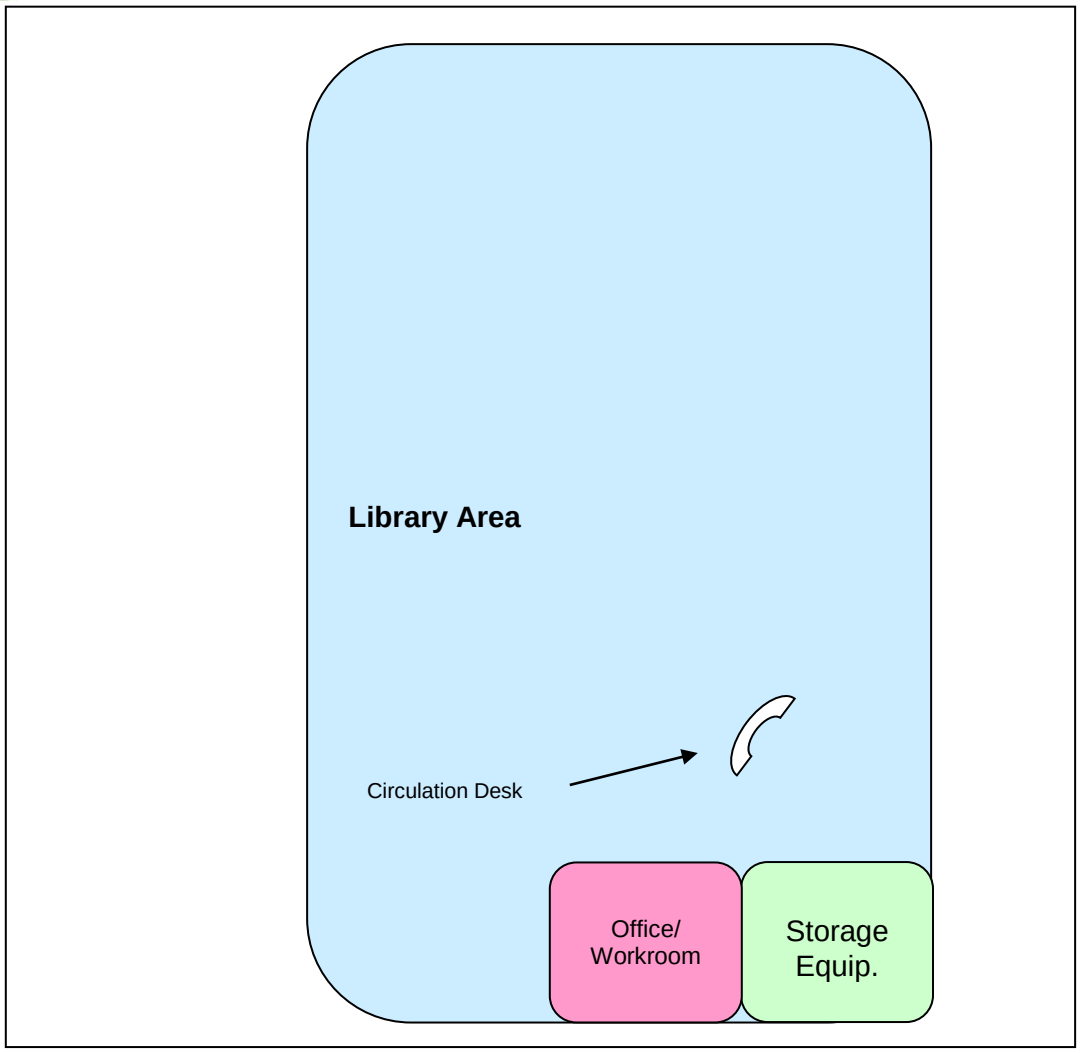
3.6.2 AREAS

Description	# Areas	# Staff	# Students	Sq. Ft.	Sq. Ft. Total
Library	1	1-5	1-48	2,400	2,400
Storage	1	0	0	150	150
Office/Workroom	1	1	0	225	225
Total					2,775

3.6.3 COMPONENT RELATIONSHIPS

The library-media center needs to have four main areas: (1) a general circulation area near the entrance that houses the circulation desk, card catalogues (including computerized card catalogues), computer stations, and some reference materials; (2) the main book shelving area (approximately 15,000 volumes); (3) a quiet reading area with comfortable furniture; and (4) an instructional area with equipment that can be used for the instruction of an entire classroom and special presentations by visiting authors.

The library/media center should have reasonable access from the academic classrooms. The library/media center office/workroom and storage room should be near the circulation desk. The librarian's office/workroom should be adjacent to the main library area and allow good visual supervision. Orient book stacks for good visual supervision from the circulation desk. Good sight lines are needed from the circulation desk to student computers. The library should be positioned in the building to minimize "through traffic" to other instructional spaces.



Note: This diagram is for illustration purposes only and is not to scale. Additional interpretation will be made by the design architect.

3.6.4 SPACE ATTRIBUTES

Library	
Utilities	
Plumbing	
HVAC	Quiet air handling system
Electrical	Adequate outlets throughout the library for 8-10 computer stations (some in floor); extra electrical at circulation desk; electrical for interactive whiteboard (with short-throw projector) in instructional area; power for lighted display cases, both inside and outside the library
Lighting	Indirect pendant lighting; lighting for display areas
Technology	Adequate data ports for 8-10 student computers; two data ports at circulation desk; phone at circulation desk; data for interactive whiteboard (with short-throw projector) in instructional area
Surfaces	
Ceiling	Minimum of 12'-14'
Walls	Book drop from hallway; tackable wall covering
Flooring	Carpet
Windows and Doors	
Windows	Windows for natural light; interior windows with operable, integral blinds in window between office/workroom and library for supervision by library staff
Doors	Double door entrance and exit
Storage	Shelving for book collection of approximately 15,000 volumes (height appropriate for supervision); high perimeter shelving, low shelving in center area (some mobile), small shelf space for periodicals; storage for media behind the circulation desk; shelving underneath the counters of the desk
Furniture & Equipment	Interactive whiteboard with short-throw projector; adjustable book shelves; tables; chairs; document camera, maps, display cases; (consider aquariums, terrariums, or other equipment to foster a learning-centered environment)
Other	Hallway displays (lighted) should also be planned; special acoustical treatment necessary for a quiet learning environment

Office/Workroom	
Utilities	
Plumbing	Sink in counter, hot and cold water
HVAC	
Electrical	Electrical at desk, counters, copier, island (if space allows)
Lighting	Task lighting at counter
Technology	One data/phone drop near desk; data/electrical quad above counter, data at island (if space allows)
Surfaces	
Ceiling	
Walls	Some tackable wall space
Flooring	Hard surface
Windows and Doors	
Windows	Interior window from office/workroom to library with operable, integral blinds
Doors	
Storage	One wall of base and wall cabinets; some flat file/media storage; work island with storage underneath (vertical and horizontal slots)
Furniture & Equipment	Small copier (owner or FF&E supplied); modular desk, chairs
Other	
Storage	
Utilities	
Plumbing	
HVAC	
Electrical	Electrical outlets for recharging equipment (including computer labs on carts)
Lighting	
Technology	
Surfaces	
Ceiling	
Walls	
Flooring	Hard surface
Windows and Doors	
Windows	
Doors	Oversized; locking door
Storage	Large and small equipment storage areas; adjustable wall shelves; large floor space near power outlets for computer carts carrying mobile computer labs
Furniture & Equipment	
Other	

3.7 MUSIC

3.7.1 GENERAL PROGRAM GOAL AND OBJECTIVES STATEMENT

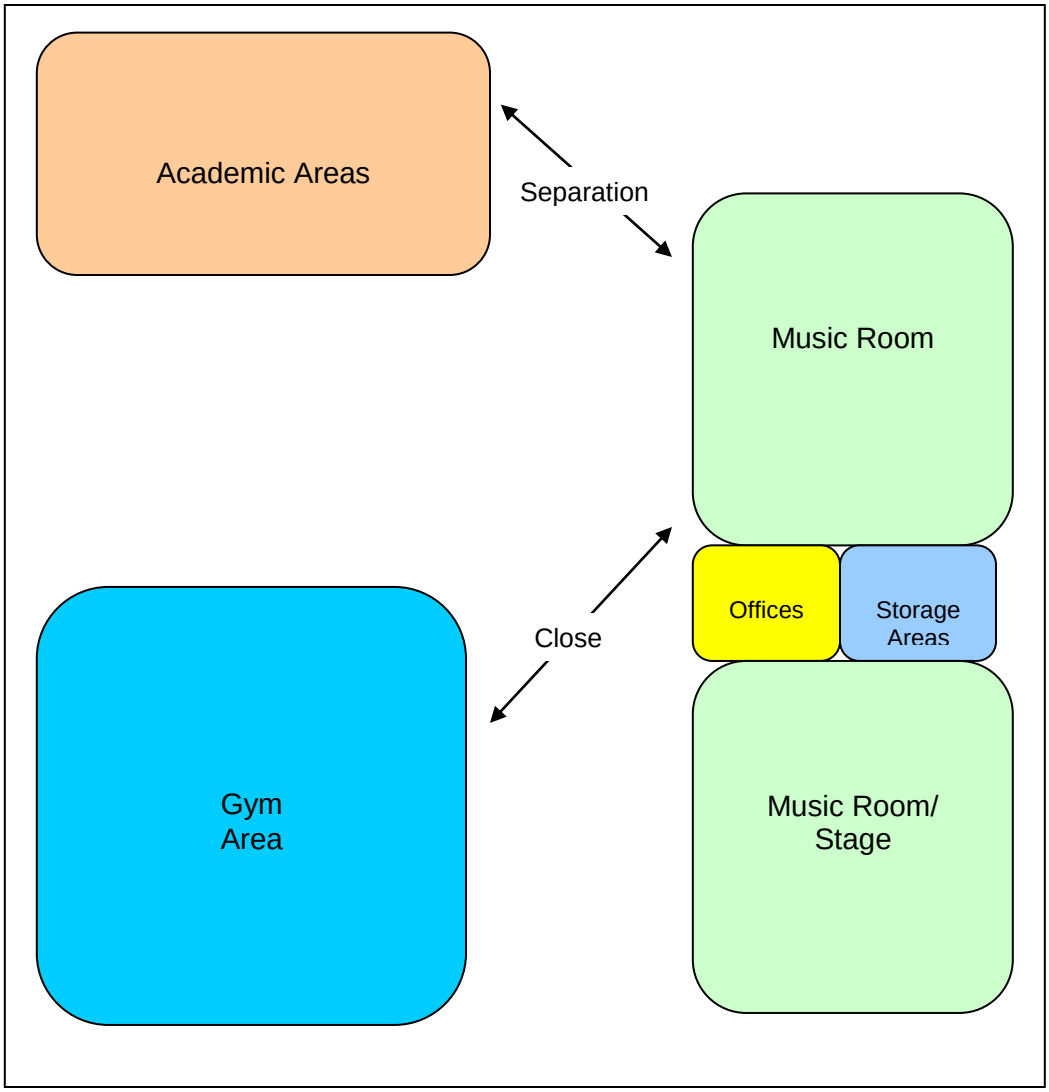
The music program helps students demonstrate and understand basic musical concepts through access to music resources and instruction through vocal and basic instruments. Students also receive instruction in the history, value, and appreciation of music in our culture. Through this program, students become more confident in their musical abilities and can demonstrate their musical knowledge and ability through required music productions. Music students develop self-discipline and experience the satisfaction of success. Music activities include large and small group instruction and some individual instruction.

3.7.2 COMPONENT SPACES

Description	# Areas	# Staff	# Students	Sq. Ft.	Sq. Ft. Total
Music Room	1	1	24	1,100	1,100
Music Room/Stage	1	1	24	1,100	1,100
Office	2	1	0	120	240
Storage - Costumes	1	0	0	150	150
Storage - Material	2	0	0	150	300
Total					2,890

3.7.3 COMPONENT RELATIONSHIPS

The music classrooms should be located away from quieter academic areas and have adequate acoustical separation from other adjacent spaces. The music department needs to be near the gym and a stage for music productions. One music room may double as a stage. The music rooms should be rectangular if possible and performances will be to an audience in the gymnasium or multipurpose room. The offices and storage rooms should be adjacent to each music classroom.



Note: This diagram is for illustration purposes only and is not to scale. Additional interpretation will be made by the design architect.

3.7.4 SPACE ATTRIBUTES

Music Room	
Utilities	
Plumbing	Deep sink with swivel faucet and bubbler
HVAC	
Electrical	Power for future portable piano/keyboard lab
Lighting	
Technology	Sound system with four wireless microphones in instructional areas; data for future portable piano/keyboard lab
Surfaces	
Ceiling	Acoustically treated; higher ceiling
Walls	16‘ white board with 8’ slide board in front, staff lines on one back board; tackable wall space
Flooring	Carpet
Windows and Doors	
Windows	High windows and operable if possible
Doors	Oversized doors (prefer no mullion)
Storage	Base cabinet with sink; wall cabinet over sink; one wall of floor-to-ceiling cupboards (adjustable shelves); no coat racks; specialized equipment for storage of 30 keyboards and 30 guitars; small instrument storage around perimeter of room
Furniture & Equipment	Digital recording equipment, piano, 30 keyboards, marimbas and drum sets; 30 guitars; (See Appendix B for Equipment List.)
Other	Entire space should be acoustically treated

Office	
Utilities	
Plumbing	
HVAC	
Electrical	Numerous outlets
Lighting	
Technology	Data at desk
Surfaces	
Ceiling	
Walls	Some tackable wall space
Flooring	Carpet
Windows and Doors	
Windows	Exterior windows; interior window with integral blinds to music room
Doors	View window in door
Storage	Modular desk system, chairs, bookshelves
Furniture & Equipment	Table(s) and chairs; four 4-drawer file cabinets; bookshelves
Other	
Storage	
Utilities	
Plumbing	
HVAC	
Electrical	Electrical for recharging equipment
Lighting	
Technology	
Surfaces	
Ceiling	
Walls	
Flooring	Hard surface
Windows and Doors	
Windows	
Doors	Oversized door to music room
Storage	Secure file drawers for sheet music; secure cabinets with adjustable shelves
Furniture & Equipment	One wall of floor-to-ceiling cupboards with adjustable shelves
Other	Storage for costumes; sufficient storage space for risers

3.8 PHYSICAL EDUCATION

3.8.1 PROGRAM FUNCTIONS

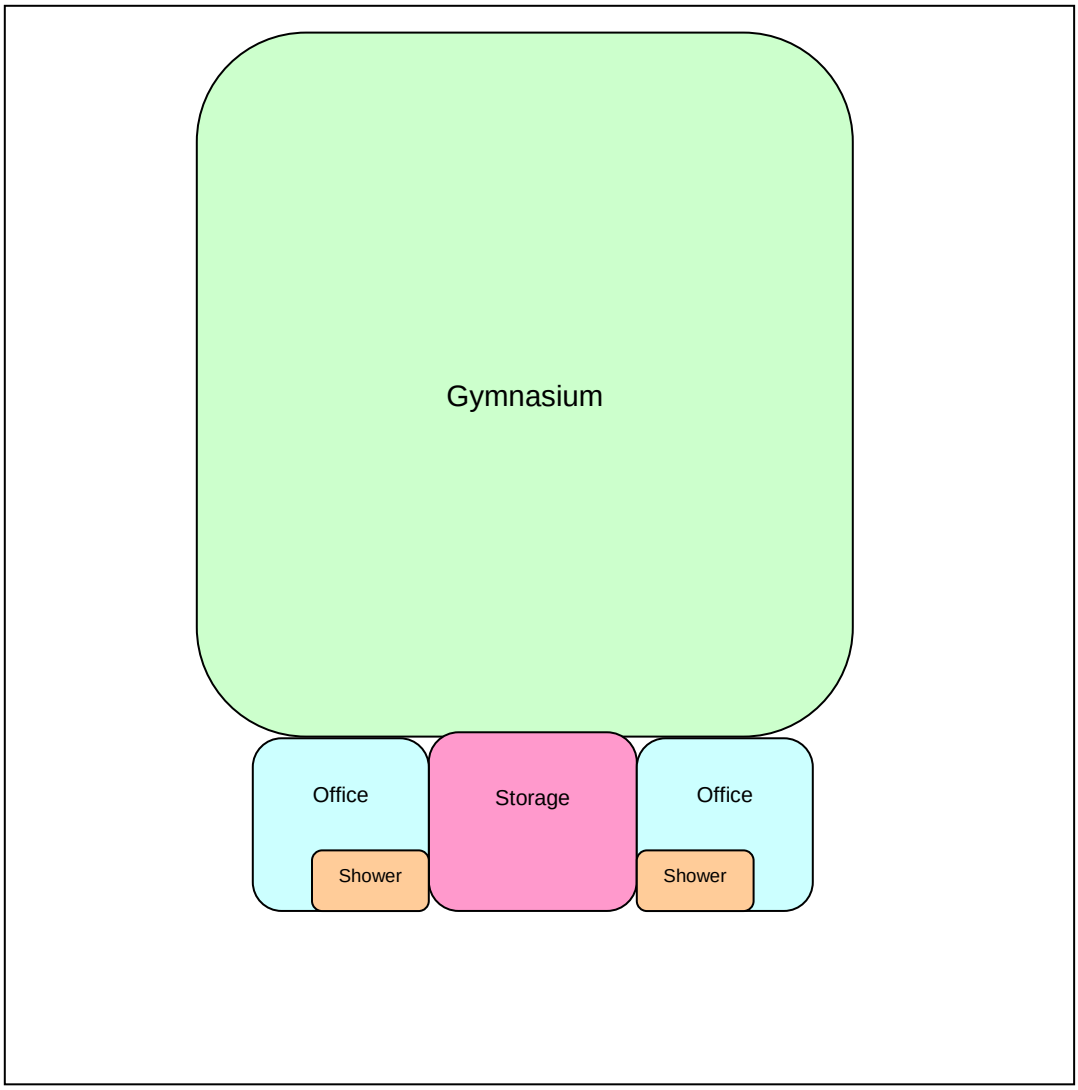
The physical education program enables students to learn skills necessary to perform a variety of physical activities and participate regularly in physical activity. All students shall gain an appreciation for a healthy, active lifestyle and know the implication of and benefits from involvement in physical activities. Activities include both indoor and outdoor activities that include basic movement awareness activities, fitness activities, exercises, lifetime sports, tumbling, gymnastics, aerobics, team sports, individual, and dual sports. Lecture and discussion are also included in the program.

3.8.2 COMPONENT SPACES

Description	# Areas	# Staff	# Students	Sq. Ft.	Sq. Ft. Total
Gymnasium	1	1	25	6,400	6,400
Office	2	1	0	120	240
Showers - Coach	2	1	0	50	100
Storage	2	0	0	300	600
Total					7,340

3.8.3 COMPONENT RELATIONSHIPS

The physical education program is a major public space and should be near the other "noisy" spaces in the school (cafeteria, kitchen, music, etc.) It should be located near drinking fountains and public restroom facilities. The gymnasium needs to be located near playgrounds and the front entrance of the building or have a separate public entrance. The physical education area should be easily secured for after school activities. The office and storage room should be adjacent to the gymnasium or have immediate access to the gymnasium. The coach's showers should be accessible only from the office. Circulation patterns should minimize traffic through the gym.



Note: This diagram is for illustration purposes only and is not to scale. Additional interpretation will be made by the design architect.

3.8.4 SPACE ATTRIBUTES

Gymnasium	
Utilities	
Plumbing	Bubbler (recessed into wall with no protruding fixture)
HVAC	Quiet HVAC air distribution system
Electrical	Electrical for scoreboard, scoring table, retractable backboards, motorized bleachers, motorized flag display, sound system; electrical drop down screen over stage
Lighting	
Technology	Data/phone at score table, sound jack on stage front; if possible: sound system that "drives" separate programs for each of the two instructional areas – access to sound system controls from office and stage
Surfaces	
Ceiling	Open beam, track for dividing curtain, motorized flag display
Walls	Padding on wall under and behind baskets; "horizontal" climbing wall; mascot graphics
Flooring	Hardwood flooring, basketball/volleyball lines; sleeves for volleyball standards; full and cross courts for basketball; lined for 4-square; mascot graphics
Windows and Doors	
Windows	Operable high windows (if possible)
Doors	Double doors on all main entrance locations
Storage	
Furniture & Equipment	Scoreboard, scoring table, sound system, six basketball backboards (perhaps variable height); bulletin board, 4' magnetic whiteboard with cork strip (whiteboard should be flush mount and not have protruding chalk tray); dividing curtain; bleachers for up to 800 (may protrude on to gym floor at full extension), electric screen; portable LCD projector
Other	

Coaches Showers	
Utilities	
Plumbing	Toilet, sink and shower
HVAC	Ventilation fan on 10 minute timer
Electrical	
Lighting	
Technology	
Surfaces	
Ceiling	
Walls	Ceramic tile
Flooring	Ceramic tile
Windows and Doors	
Windows	
Doors	
Storage	
Furniture & Equipment	Small bench
Other	
Office	
Utilities	
Plumbing	
HVAC	
Electrical	Electrical around desk area
Lighting	
Technology	Data drop at desk area; sound system controls in office with controls also accessed through a door from gymnasium
Surfaces	
Ceiling	
Walls	Small whiteboard; some tackable space
Flooring	Hard surface
Windows and Doors	
Windows	Window to gym (operable integral blinds)
Doors	
Storage	Four full-height lockers
Furniture & Equipment	
Other	

Storage	
Utilities	
Plumbing	
HVAC	
Electrical	
Lighting	
Technology	
Surfaces	
Ceiling	High ceilings for volleyball standard storage
Walls	
Flooring	Hard surface
Windows and Doors	
Windows	
Doors	
Storage	Adjustable shelving, cupboards, tubs, cubbies, and high cages to store PE equipment
Furniture & Equipment	Volleyball standards
Other	

3.9 SPECIAL EDUCATION

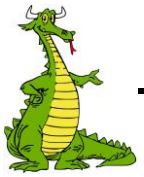
3.9.1 PROGRAM FUNCTIONS

The special education program ensures all individuals have the opportunity to learn and attain self fulfillment regardless of their disability. This process is often a collaborative educational effort among learners, educators, families, communities, governments, businesses, and industries. There are three major sub-program types: (1) the resource room program that addresses students with mild to moderate cognitive impairment, (2), the life skills program that addresses students with more severe cognitive impairment, medically fragile students, or those with multiple handicaps, and (3) the Pre-Kindergarten handicapped program that provide similar programs as life skills but for children ages 3-5. Physical therapy and occupational therapy (PT/OT) services often occur in the life skills instructional area. All instruction occurs individually in some programs or with group sizes of one to six students. Activities are quite varied in this program and are sometimes noisier than a regular classroom.

The psychologist and speech language pathologist (SLP) programs provide ancillary services to the special education program. It is not unusual for a special education student to receive services in two or more of the special education programs.

3.9.2 COMPONENT SPACES

Description	# Areas	# Staff	# Students	Sq. Ft.	Sq. Ft. Total
Conference Room	1	2-12	0	200	200
Cool-down room	1	0	1	25	25
Kitchenette	1	1	1-2	25	25
Laundry (Shared)	0		See Custodial		0
Life Skills Room	1	2-4	6	1,000	1,000
Pre-K Handicapped	1	1	6-12	800	800
Psychologist/Testing	1	1	1	140	140
PT/OT	1	1	1-2	500	500
Resource Room	2	2-4	6-16	950	1,900
Restroom	2	0	1	70	140
SLP	1	1-3	1-6	200	200
Storage Rm - Life Skills	1	0	0	200	200
Total					5,130



3.9.3 COMPONENT RELATIONSHIPS

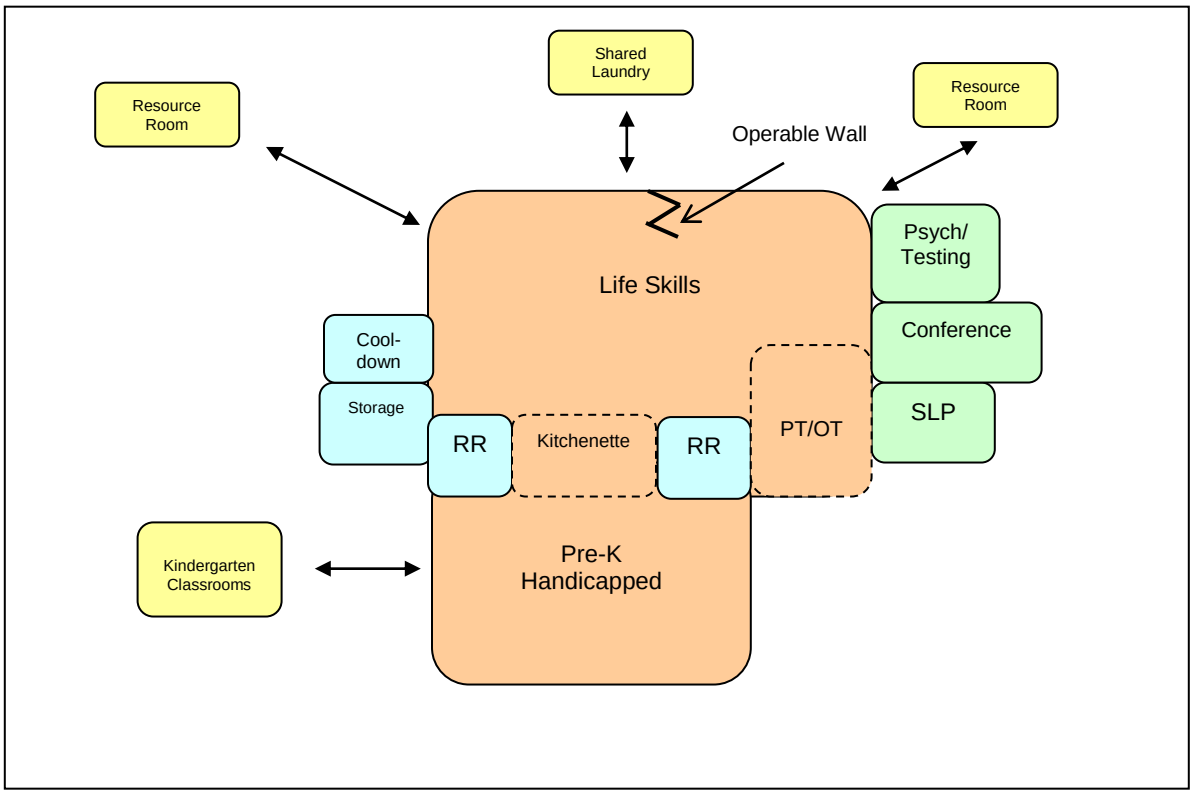
The resource rooms should be near the general classrooms and acoustically separated from the gymnasium, kitchen, and other noisy areas. It should have access to the general storage and regular student restrooms.

The life skills room should be near the administration offices. The life skills room should have an operable wall to divide the room. The PT/OT functions will occur on one “side” of the life skills room. This PT/OT area should have the ability to be screen off from the other area with a ceiling mounted privacy curtain. The “cool-down” room should be easily accessible from the both special education classrooms. One restroom should be primarily accessible from the life skills room.

Pre-K handicapped room should have close access to Pre-K and regular Kindergarten class as well as PT/OT. One restroom should be primarily accessible from the Pre-K handicapped room.

The psychologist/speech language pathologist (SLP) rooms should be an integral part of the special education “department” and have access from the corridor. It should be acoustically isolated from the noise in the other rooms. It should be near the general classrooms for articulation and language groups.





Note: This diagram is for illustration purposes only and is not to scale. Additional interpretation will be made by the design architect.

3.9.4 SPACE ATTRIBUTES

Conference Room	
Utilities	
Plumbing	
HVAC	
Electrical	Additional outlets above counter; power for interactive whiteboard with short-throw projector
Lighting	
Technology	Additional data drops above counter, data for interactive whiteboard with short-throw projector
Surfaces	
Ceiling	
Walls	Interactive whiteboard, tackable wall covering
Flooring	Carpet
Windows and Doors	
Windows	Natural light if possible
Doors	Window in door
Storage	
Furniture & Equipment	Interactive whiteboard (short throw), table, chairs
Other	This is a shared conference for special education staff
Cool-Down Room	
Utilities	
Plumbing	
HVAC	
Electrical	Light switch outside room
Lighting	
Technology	
Surfaces	
Ceiling	
Walls	Very durable (possibly padded); acoustically treated
Flooring	Hard surface
Windows and Doors	
Windows	One-way window to classroom with safety glass
Doors	Specialized lock hardware
Storage	
Furniture & Equipment	Counter with chair or carrel
Other	

Kitchenette	
Utilities	
Plumbing	Sink; disposal, ice maker for refrigerator; dishwasher
HVAC	Vent for hood over stove/oven
Electrical	Microwaves, full-sized refrigerator, disposal, outlets above counters; stove/oven
Lighting	
Technology	
Surfaces	
Ceiling	
Walls	Washable
Flooring	Hard surface; no pattern; neutral color
Windows and Doors	
Windows	Not necessary
Doors	Windows in doors
Storage	Some base and upper cabinets
Furniture & Equipment	Microwave, refrigerator/ice maker, disposal; stove with oven
Other	Shared with other special education programs
Life Skills Room	
Utilities	
Plumbing	Sink with bubbler; separate large sink with high swivel faucet near med prep area in counter
HVAC	
Electrical	Power provided for charging large equipment
Lighting	Task lighting over counter for med and feeding equipment use near sink
Technology	Data in all areas
Surfaces	
Ceiling	Hooks for feeding tubes, privacy curtain track around PT/OT and one other area in room (near hospital bed area; ceiling hoyer hook opposite end of PT/OT
Walls	Operable, acoustical wall with window at 4' height
Flooring	Hard surface with throw rugs; no pattern; neutral color
Windows and Doors	
Windows	
Doors	Oversized for wheelchair and other equipment
Storage	Extra full-height cupboards; all locking cabinets for med supplies; adjustable shelving in all cabinets
Furniture & Equipment	Treatment table (perhaps Murphy bed); acoustical dividers; swing, dishwasher; refrigerator; microwave; stove; hospital bed
Other	

Pre-K Handicapped Room	
Utilities	
Plumbing	Sinks with bubbler at appropriate height for small students plus one adult size sink -- all in classroom
HVAC	
Electrical	
Lighting	
Technology	
Surfaces	
Ceiling	
Walls	Cleanable wall surfaces near “art areas”
Flooring	Ample hard surface around much of the sink and art area, throw rugs in classroom; all surfaces neutral in color and no patterns
Windows and Doors	
Windows	
Doors	
Storage	16 project cubbies with tubs; 16 coat/backpack cubbies with top shelf; storage dedicated to large manipulatives
Furniture & Equipment	Tables, chairs, desks; low bean table; activity table, 2 sensory tables, mobile shelf unit for books and toys
Other	The restroom may be shared with the Life Skills classroom
Psych/Testing Room	
Utilities	
Plumbing	
HVAC	
Electrical	
Lighting	
Technology	
Surfaces	
Ceiling	
Walls	Acoustically treated; tackable space; small whiteboard
Flooring	Carpet
Windows and Doors	
Windows	Natural light if possible
Doors	
Storage	Locking cabinet storage for testing materials
Furniture & Equipment	Table, chairs, and desk file cabinets (district provided)
Other	

PT/OT (area)	An area within the life skills room
Utilities	
Plumbing	
HVAC	
Electrical	
Lighting	
Technology	
Surfaces	
Ceiling	Ceiling hoyer hook for hoyer lift; track for privacy curtain
Walls	
Flooring	Hard surface with throw rugs
Windows and Doors	
Windows	
Doors	
Storage	Floor to ceiling cupboards with adjustable shelving; space for filing cabinets
Furniture & Equipment	Treatment tables (perhaps Murphy bed); privacy curtain
Other	
Resource Room	See general classroom
Utilities	
Plumbing	
HVAC	
Electrical	Electrical in acoustical divider panels
Lighting	
Technology	Data in acoustical divider panels
Surfaces	
Ceiling	
Walls	
Flooring	
Windows and Doors	
Windows	
Doors	
Storage	
Furniture & Equipment	Mobile acoustical divider panels to accommodate 3-4 different teaching areas; 2 carrels; tables for up to six students per teacher
Other	Share cool down room, laundry and kitchenette with Life Skills

Restrooms	
Utilities	
Plumbing	Age-appropriate toilets and sinks in Pre-K handicapped; shower with hand held shower head
HVAC	Ventilation fan with timer
Electrical	Power for adjustable-height hanging
Lighting	
Technology	
Surfaces	
Ceiling	Privacy curtain track
Walls	Durable, washable surface; changing table attached to wall;
Flooring	Hard surface
Windows and Doors	
Windows	
Doors	
Storage	Locking storage cabinet near changing table; storage for clothing
Furniture & Equipment	Changing tables
Other	Large space around toilet for adult assistance; restrooms may be shared with Pre-K
SLP Room	
Utilities	
Plumbing	Sink with bubbler
HVAC	
Electrical	
Lighting	
Technology	
Surfaces	
Ceiling	
Walls	Tackable space; whiteboard
Flooring	Carpet
Windows and Doors	
Windows	Natural light if possible, window with integral blinds
Doors	
Storage	Two tall cabinets with adjustable shelves
Furniture & Equipment	Table, chairs, and 2 desks; two 4-drawer file cabinets; acoustical dividers
Other	

Storage Room	
Utilities	
Plumbing	
HVAC	
Electrical	Outlets in walls for recharging equipment
Lighting	
Technology	
Surfaces	
Ceiling	
Walls	
Flooring	Hard surface
Windows and Doors	
Windows	None
Doors	
Storage	Adjustable shelves; space for larger equipment (e.g. wheel chairs, walkers, breathing equipment, etc.)
Furniture & Equipment	
Other	

3.10 STAFF ROOMS

3.10.1 PROGRAM FUNCTIONS

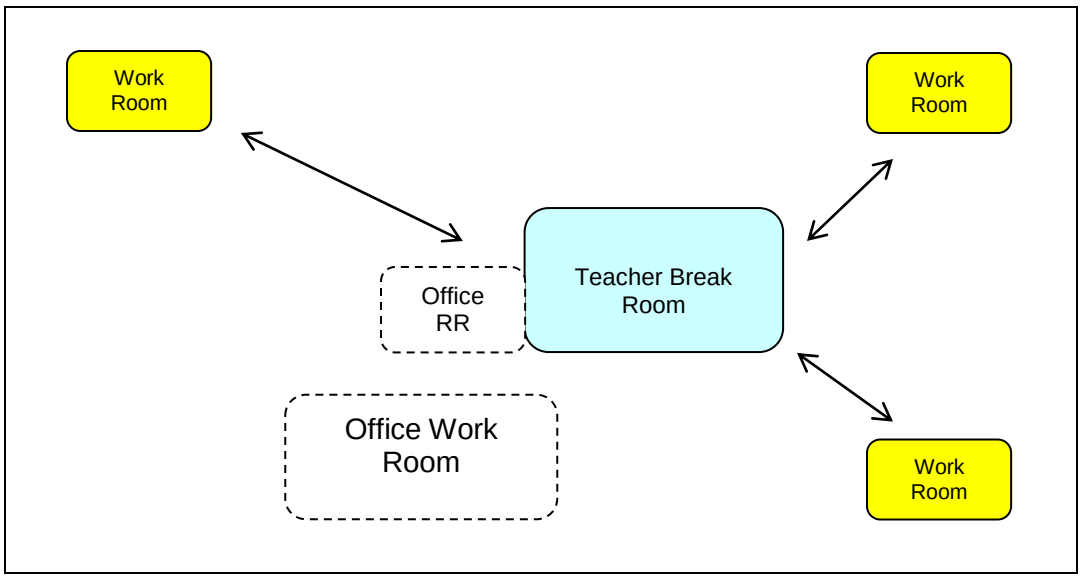
The staff rooms, although not an educational program, do provide space for important staff support functions in the school. These rooms provide spaces for teachers to meet with other teachers, students, parents, or other professionals. In addition, they provide space for teachers to prepare instructional materials, send and receive mail, and relax during scheduled breaks. Written announcements, job postings, and required personnel flyers are often displayed on bulletin boards in the staff rooms.

3.10.2 COMPONENT SPACES

Description	# Areas	# Staff	# Students	Sq. Ft.	Sq. Ft. Total
Restroom - Staff	3	1	0	50	150
Teacher Break Room	1	30	0	1,000	1,000
Workroom - Staff	3	1-6	0	200	600
Total					1,750

3.10.3 COMPONENT RELATIONSHIPS

The teacher break room should be near the administrative area, the office work room, and office storage room. The three staff workrooms should be located in the instructional areas, near the academic classrooms. The mailboxes for teachers should be in the break room. The break room should be located near a work room. One set of staff restrooms should be adjacent to the teachers' break room. The staff restrooms should have a small entry vestibule to ensure acoustical privacy in the restrooms.



Note: This diagram is for illustration purposes only and is not to scale. Additional interpretation will be made by the design architect.

3.10.4SPACE ATTRIBUTES

Teacher Break Room	
Utilities	
Plumbing	Sink; disposal, ice maker for refrigerator; dishwasher
HVAC	
Electrical	Electrical for microwave, refrigerator, disposal; outlets above counters
Lighting	
Technology	Some data ports in perimeter wall
Surfaces	
Ceiling	
Walls	Whiteboard, tackable spaces
Flooring	Hard surface around sink area, carpet otherwise
Windows and Doors	
Windows	
Doors	
Storage	Some base and upper cabinets in kitchen area
Furniture & Equipment	Comfortable chairs and table, microwave ovens, full-sized refrigerator, dishwasher disposal (All district or project FFE provided)
Other	

Work Room	
Utilities	
Plumbing	Sink
HVAC	Additional ventilation fan
Electrical	Outlet for copier, electrical at counter height
Lighting	
Technology	Data at counter height; data for copier
Surfaces	
Ceiling	
Walls	Some tackable
Flooring	Hard surface
Windows and Doors	
Windows	
Doors	
Storage	Storage including flat files; perimeter base cabinets with countertops and wall cabinets with adjustable shelving
Furniture & Equipment	Copier, laminator, binding equipment, etc.
Other	
Restroom	
Utilities	
Plumbing	Sink, toilet
HVAC	Ventilation fan with timer
Electrical	
Lighting	
Technology	
Surfaces	
Ceiling	
Walls	Washable wall surface, mirror
Flooring	Hard surface
Windows and Doors	
Windows	
Doors	
Storage	Shelf over toilet for placement of personal items while using restroom; wall mounted storage cabinet in restroom
Furniture & Equipment	Mirror
Other	Vestibule in restroom entrance

3.11 TITLE I

3.11.1 PROGRAM FUNCTION

The Title I program is a federally funded remedial education program for children deemed to be at risk in language arts and mathematics. The program insures that all students have the opportunity to learn through development in cognitive, skills in these areas. The program helps students develop and maintain language acquisition, mathematics concept development, and perceptual development. The program emphasizes early intervention.

Title I students often receive their program through small group instruction. In addition, they use varied activities, sometimes noisier than a regular classroom. These activities often include individual instruction, tutoring, and small group instruction. Students often learn by playing computerized learning games and interest centers.

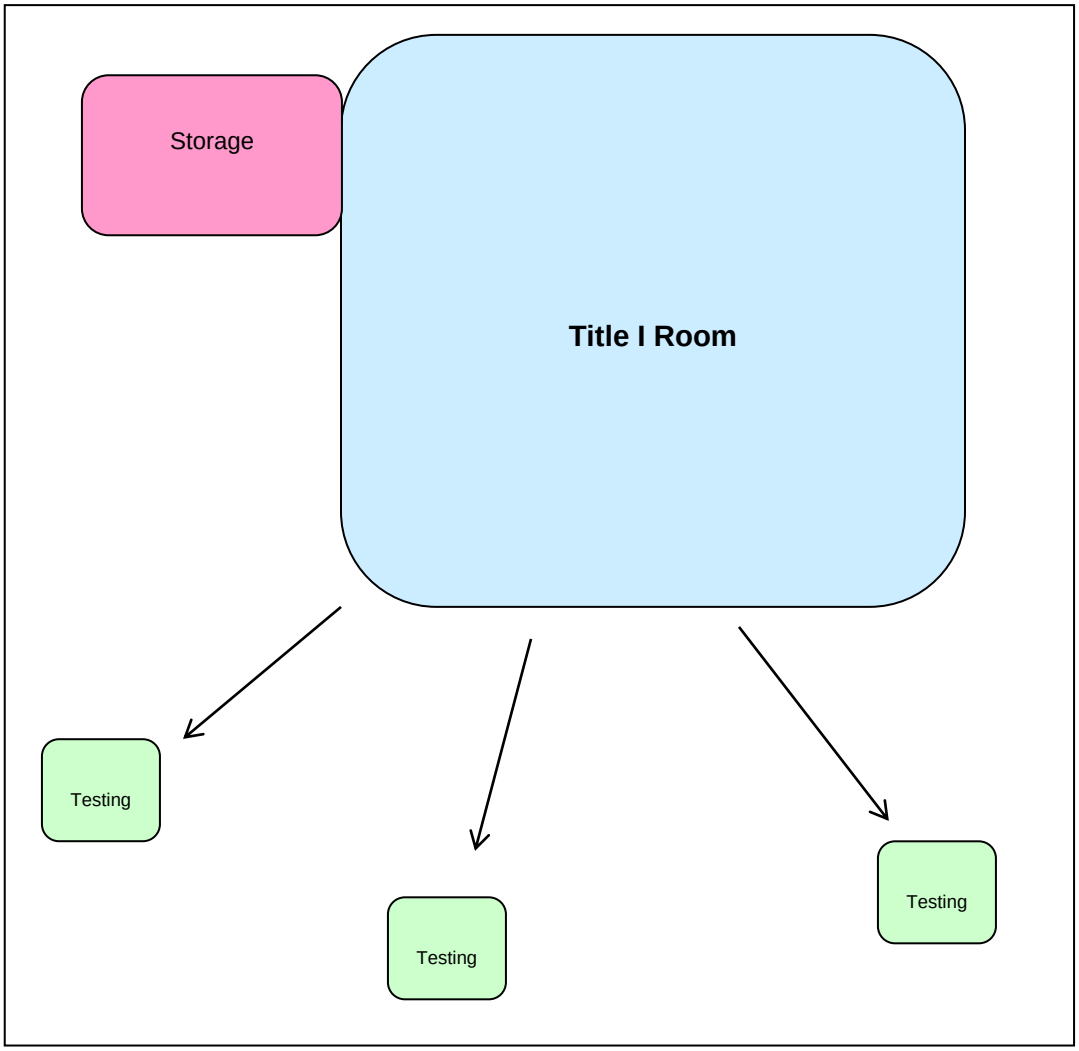
3.11.2 COMPONENT SPACES

Description	# Areas	# Staff	# Students	Sq. Ft.	Sq. Ft. Total
Storage Area	1	0	0	550	550
Testing Room	3	1	1	30	90
Title I Room	1	1-3	2-12	950	950
Total					1,590

3.11.3 COMPONENT RELATIONSHIPS

The Title I room should be near the early childhood education rooms (PK-1) and have easy access from them. The storage room should each be adjacent to, and accessible only from, the Title I room. The testing rooms should be distributed around the school, one each in grades PK-1, 2-3, and 4-5.

If a pod, or area, design is used for the school, the Title I room should be adjacent to the pod to allow small group instruction to “spill” into the pod/area.



Note: This diagram is for illustration purposes only and is not to scale. Additional interpretation will be made by the design architect.

3.11.4 SPACE ATTRIBUTES

Storage	
Utilities	
Plumbing	
HVAC	
Electrical	Electrical outlets for recharging equipment
Lighting	
Technology	
Surfaces	
Ceiling	
Walls	
Flooring	Hard surface
Windows and Doors	
Windows	None
Doors	
Storage	
Furniture & Equipment	Adjustable shelving, consider sliding-unit shelving, will need approximately 1,000 lineal feet of shelf space
Other	
Testing Room	
Utilities	
Plumbing	
HVAC	
Electrical	
Lighting	
Technology	
Surfaces	
Ceiling	
Walls	Acoustically treated
Flooring	
Windows and Doors	
Windows	Window in door
Doors	
Storage	
Furniture & Equipment	Table and chairs (district provided)
Other	

Title I Room	See General Classroom
Utilities	
Plumbing	
HVAC	
Electrical	
Lighting	
Technology	
Surfaces	
Ceiling	
Walls	
Flooring	
Windows and Doors	
Windows	
Doors	
Storage	
Furniture & Equipment	Tables, desks, chairs, mobile acoustical dividers; portable carrels
Other	

3.12 OTHER

3.12.1 PROGRAM FUNCTIONS

The "other" rooms, although not educational programs, do provide space for important functions in the school.

3.12.2 COMPONENT SPACES

Description	# Areas	# Staff	# Students	Sq. Ft.	Sq. Ft. Total
Gen. Storage Room	3	0	0	100	300
IDF Room	2	0	0	50	100
MDF Room	1	1	0	100	100
Parent Room	1	1-6	0	300	300
Total					800

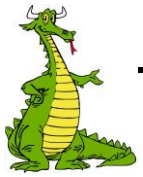
3.12.3 COMPONENT RELATIONSHIPS

The general storage rooms should be located near the academic classrooms. The main distribution frame (MDF) room should be located centrally in the school, probably near the library to house any video racks that would service the school. The intermediate distribution frame (IDF) rooms should be distributed around the school as necessary to provide voice, data, and video feeds to the classrooms. The Parent Room should be located centrally in the school but somewhat away from the teacher work room and teacher lounge.

3.12.4 SPACE ATTRIBUTES

General Storage Room	
Utilities	
Plumbing	
HVAC	
Electrical	Electrical outlets for charging equipment
Lighting	
Technology	
Surfaces	
Ceiling	
Walls	
Flooring	Hard surface
Windows and Doors	
Windows	None
Doors	
Storage	Adjustable shelving; some flat file storage
Furniture & Equipment	
Other	
IDF Room	
Utilities	
Plumbing	
HVAC	Extra ventilation/cooling
Electrical	Adequate electrical for technology equipment
Lighting	
Technology	This is a distribution hub for all video, voice and data distribution
Surfaces	
Ceiling	
Walls	
Flooring	Hard surface
Windows and Doors	
Windows	
Doors	
Storage	
Furniture & Equipment	Equipment racks; distribution panels
Other	

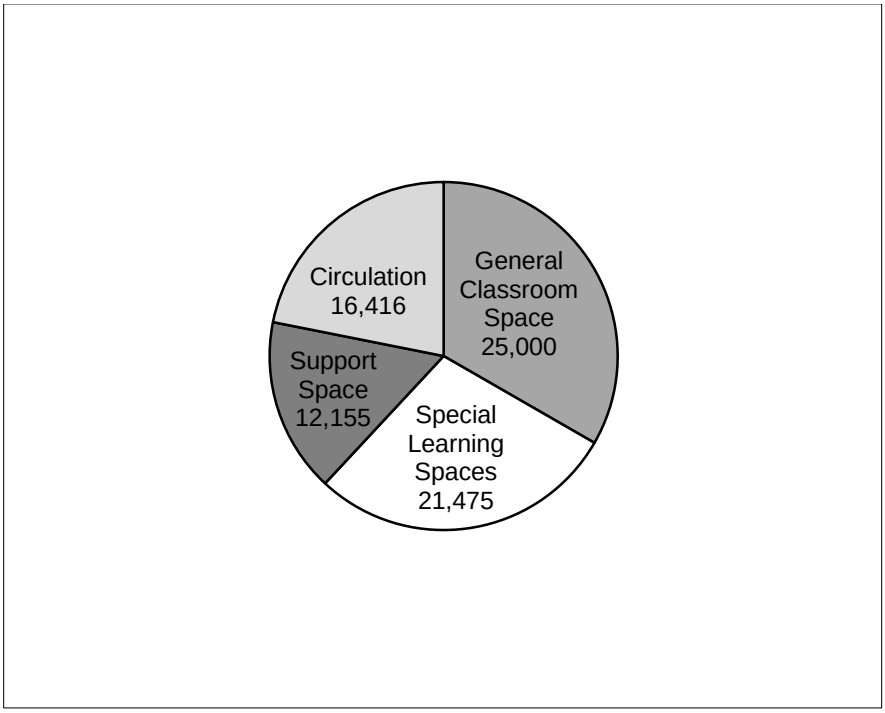
MDF Room	
Utilities	
Plumbing	
HVAC	Extra ventilation/cooling
Electrical	Adequate electrical for technology equipment
Lighting	
Technology	This is the main hub for all video, voice and data distribution
Surfaces	
Ceiling	
Walls	
Flooring	Hard surface
Windows and Doors	
Windows	
Doors	
Storage	Adjustable shelves
Furniture & Equipment	Equipment racks; phone distribution panel
Other	
Parent Room	
Utilities	
Plumbing	One deep sink with swivel faucet
HVAC	
Electrical	Electrical above counter
Lighting	
Technology	Several data drops
Surfaces	
Ceiling	
Walls	Tackable wall covering
Flooring	Hard surface
Windows and Doors	
Windows	
Doors	Window in door
Storage	One wall with a counter and base cabinets; wall cabinets above counter, all with adjustable shelving
Furniture & Equipment	Table and chairs
Other	



APPENDIX A - SPACE TABLES BY DEPARTMENT

	Future Space Data			
CLASSROOM SPACE	Number Teaching Spaces	Total Number Spaces	Projected Classroom Enrollment	Total Sq. Feet
Pre-K and Kindergarten Classrooms	5	15	23	6,000
Grade 1-5 General Classrooms	20	20	26	19,000
Other	0	0	0	0
Subtotal	25	35		25,000
SPECIAL PROGRAMS				
ESL	0	1	20	950
Library/Media Center	0	3	0	2,775
Music	0	7	0	2,890
Physical Education	0	7	0	7,340
Special Education	0	13	0	5,130
Title I	0	5	0	1,590
Other	0	7	0	800
Subtotal	0	43		21,475
SUPPORT SPACE				
Administration and Counseling	0	17	0	3,105
Custodian/Maintenance	0	7	0	1,325
Food Service/Cafeteria	0	13	0	5,975
Staff Rooms	0	7	0	1,750
Other	0	0	0	0
Subtotal	0	44	0	12,155
Circulation: Storage, Utilities, Hallways, Restrooms, etc. @		28%		
				16,416
GRAND TOTALS ===>	25			75,046




Circulation
16,416
General
Classroom
Space
25,000
Support
Space
12,155
Special
Learning
Spaces
21,475

A.1 Administration

Description	# Areas	# Staff	# Students	Sq. Ft.	Sq. Ft. Total
Clinic	1	1	1-4	150	150
Conf. Room	1	1-10	0	200	200
Cool Down Room (ISS)	2	1	1	35	70
Detention Room	1	1	1-25	800	800
File Room (or Area)	1	0	0	100	100
Lost and Found Closet	1	0	0	25	25
Office - Asst. Principal	1	1	1-4	170	170
Office - Counselor	1	2	1-4	180	180
Office - Itinerant	1	1	1-3	120	120
Office - Principal	1	1-4	1-4	180	180
Reception Area - Adm.	1	1-4	1-6	350	350
Restrooms	3	1	0	70	210
Storage Room	1	0	0	150	150
Work Room (Shared)	1	1-2	0	400	400
Total					3,105

A.2 Custodial-Maintenance

Description	# Areas	# Staff	# Students	Sq. Ft.	Sq. Ft. Total
Can Wash Area	1	0	0	15	15
Custodial Closets (Lrg)	1	1	0	400	400
Custodial Closets (Sml)	3	1	0	50	150
Laundry (Shared)	1	1	0	60	60
Mechanical/Elec Room	1	0	0	700	700
Total					1,325

A.3 ESL

Description	# Areas	# Staff	# Students	Sq. Ft.	Sq. Ft. Total
ESL Room	1	1	20	950	950
Total					950

A.4 Food Service

Description	# Areas	# Staff	# Students	Sq. Ft.	Sq. Ft. Total
Cafeteria/Multipurpose	1	2-4	300	3,600	3,600
Catering Area	1	1	0	50	50
Cooler	1	1	0	150	150
Dry storage	1	1	0	200	200
Freezer	1	1	0	200	200
Kitchen - Preparation	1	3	1-2	800	800
Office - After School	1	1	0	100	100
Office - Food Service	1	1	0	100	100
Restroom	1	1	0	35	35
Scullery	1	1-2	0	70	70
Serving Area	1	2-4	0	70	70
Storage - After School	1	0	0	100	100
Storage - Table/Chair	1	0	0	500	500
Total					5,975

A.5 General Classroom

Description	# Areas	# Staff	# Students	Sq. Ft.	Sq. Ft. Total
General Classrooms 1-3	12	1	23	950	11,400
General Classrooms 4-5	8	1	26	950	7,600
Total					19,000

A.6 Pre-K and Kindergarten

Description	# Areas	# Staff	# Students	Sq. Ft.	Sq. Ft. Total
Kindergarten Classroom	4	1-2	23	1,100	4,400
Pre-School Classroom	1	1-2	24	1,100	1,100
Restroom	10	0	1	50	500
Total					6,000

A.7 Library

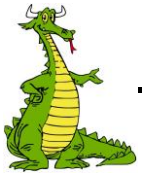
Description	# Areas	# Staff	# Students	Sq. Ft.	Sq. Ft. Total
Library	1	1-5	1-48	2,400	2,400
Storage	1	0	0	150	150
Office/Workroom	1	1	0	225	225
Total					2,775

A.8 Music

Description	# Areas	# Staff	# Students	Sq. Ft.	Sq. Ft. Total
Music Room	1	1	24	1,100	1,100
Music Room/Stage	1	1	24	1,100	1,100
Office	2	1	0	120	240
Storage - Costumes	1	0	0	150	150
Storage - Material	2	0	0	150	300
Total					2,890

A.9 Physical Education

Description	# Areas	# Staff	# Students	Sq. Ft.	Sq. Ft. Total
Gymnasium	1	1	25	6,400	6,400
Office	2	1	0	120	240
Showers - Coach	2	1	0	50	100
Storage	2	0	0	300	600
Total					7,340



A.10 Special Education

Description	# Areas	# Staff	# Students	Sq. Ft.	Sq. Ft. Total
Conference Room	1	2-12	0	200	200
Cool-down room	1	0	1	25	25
Kitchenette	1	1	1-2	25	25
Laundry (Shared)	0		See Custodial		0
Life Skills Room	1	2-4	6	1,000	1,000
Pre-K Handicapped	1	1	6-12	800	800
Psychologist/Testing	1	1	1	140	140
PT/OT	1	1	1-2	500	500
Resource Room	2	2-4	6-16	950	1,900
Restroom	2	0	1	70	140
SLP	1	1-3	1-6	200	200
Storage Rm - Life Skills	1	0	0	200	200
Total					5,130

A.11 Staff Room

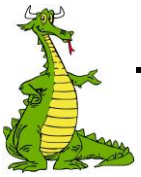
Description	# Areas	# Staff	# Students	Sq. Ft.	Sq. Ft. Total
Restroom - Staff	3	1	0	50	150
Teacher Break Room	1	30	0	1,000	1,000
Workroom - Staff	3	1-6	0	200	600
Total					1,750

A.12 Title I

Description	# Areas	# Staff	# Students	Sq. Ft.	Sq. Ft. Total
Storage Area	1	0	0	550	550
Testing Room	3	1	1	30	90
Title I Room	1	1-3	2-12	950	950
Total					1,590

A.13 Other

Description	# Areas	# Staff	# Students	Sq. Ft.	Sq. Ft. Total
Gen. Storage Room	3	0	0	100	300
IDF Room	2	0	0	50	100
MDF Room	1	1	0	100	100
Parent Room	1	1-6	0	300	300
Total					800



APPENDIX B – EQUIPMENT LISTS

Food Service Equipment

- Menu Board
- Steamers (rice, potatoes, pasta) - 2
- Cook top range
- Convection ovens - 2
- Warmers/proofers - 2
- 20 quart table top mixer
- Microwave
- Hot water dispenser
- Double door refrigerator by the serving counter
- Pan racks to hold bun pans - 2
- Milk cooler
- Hotel pans with a lip around the edge
- Food storage pans
- Food processor industrial-grating & chopping
- Blender
- Salad Bars
- Conveyer Style Dishwasher
- Disposal
- Under counter storage
- Spray hose at over dirty dish area
- Spray hose over three compartment dishwashing sinks
- Three prep counters with drawers
- Prep counter for veggies and fruit with garbage disposal and sprayer
- Serving counter with sneeze guards and drawers for serving utensils
- Serving counter with a tray rail
- Sinks in prep counters -two of them



Music Equipment

- piano
- Sound system
- 30 - piano keyboards-need a ledge with chairs for kids to play them
- 30 - guitars & storage cubbies
- 2 – bass xylophones
- 2 – alto xylophones
- 2 - soprano xylophones
- 4 - 3½ octave marimbas
- 2 - minnie marimbas
- 1 - metalophone
- 7 - tubano drums
- risers – 21’ wide X 6’ deep
- 20 - shelves for small hand instruments
- drum set
- large chart storage

EDUCATIONAL SPECIFICATIONS

for

A NEW HIGH SCHOOL,
COLLEGE PLACE PUBLIC SCHOOLS
COLLEGE PLACE, WA

In Compliance with
WAC 392-342-015

Developed for:

Architects West
210 E. Lakeside Avenue
Coeur d'Alene, ID 83814-2833



by
Teater Consulting, LLC
8128 N Stone Haven Dr.
Hayden, ID 83835



October 2012

ACKNOWLEDGMENTS

The College Place Public Schools administration, staff, and citizen committees spent many hours providing valuable information for this document. Without their considerable time and effort, this project would not have been possible.

COLLEGE PLACE PUBLIC SCHOOLS BOARD OF DIRECTORS

Doug Case, President
Brian Maiden, Vice President
Susan Moulton, Board Member
Marcie Knauft, Board Member
Troy Fitzgerald, Board Member

COLLEGE PLACE PUBLIC SCHOOLS DISTRICT ADMINISTRATION

Tim Payne, Superintendent

TABLE OF CONTENTS

Page

INTRODUCTION i

1.0 COMMUNITY INFORMATION

1.1 Community Information 1-1
1.2 School District Information 1-1
1.3 Enrollment Projections 1-2
1.4 Project Rationale 1-4
1.5 Site Consideration 1-4

2.0 GENERAL BUILDING CONSIDERATIONS

2.1 Circulation 2-1
2.2 Vehicle Access and Parking 2-1
2.3 Building Security and Safety 2-2
2.4 Technology and Communications 2-3
2.5 Community Use 2-4
2.6 Maintenance, Utilities, and Energy Conservation 2-4
2.7 Restrooms 2-5
2.8 Design Considerations 2-6
2.9 Other Considerations 2-8
2.10 General Classrooms 2-8

3.0 EDUCATIONAL AND SUPPORT SPACES

3.1 Administration 3-1
3.2 Art 3-9
3.3 Counseling and Student Services 3-12
3.4 Custodian-Maintenance 3-17
3.5 Drama 3-20
3.6 Family and Consumer Science 3-24
3.7 Flex Lab 3-27
3.8 Food Service 3-29
3.9 Library 3-36
3.10 Music 3-42
3.11 Physical Education 3-47
3.12 Science 3-58
3.13 Special Education 3-62
3.14 Staff Rooms 3-69
3.15 Other 3-73

APPENDICES

Appendix A: Tables and Graphs

INTRODUCTION

These educational specifications are a set of concisely written, organized objectives that describe the educational facility needs of students, educators, and the community. They collectively outline what these groups want to achieve for students, educators, the community, and their activities and relationships. This document serves as a written summary of communications from the District's construction project manager and the District's design professionals. The development of the educational specifications is only the first set of specifications and the first in a series of communications. Design specifications and construction specifications follow. Therefore, diagrams in this document are for illustration purposes only and are not to scale. Additional interpretation will be made by the design architect.

1.0 COMMUNITY INFORMATION

1.1 Community Information

The City of College Place is situated in Walla Walla County in Southeast Washington. The community was named for the Walla Walla College, a Seventh-day Adventist college. It is one of three institutions of higher learning in the Walla Walla – College Place area. The city is located approximately 37 miles east of the Tri-Cities and 210 miles east of Portland, OR. The city sits at an elevation of 1,110 feet above sea level. The population of College Place in the 2010 Census was 8,765 persons. That was an increase of approximately 12% over the 2000 Census.

College Place sits in the heart of the Walla Walla Wine Country at the foot of the rugged Blue Mountains in one of the nation's most fertile valleys. College Place sustains a variety of agricultural crops - most notably sweet onions, and a world-class wine industry, including a wine-making school at nearby Walla Walla Community College.

College Place gets 15 inches of rain per year and 13 inches of snowfall. On average, there are 189 sunny days per year in College Place. With mild weather through the year, climatic constraints on outdoor recreation are generally slight, and low humidity makes both summer and winter temperature extremes more bearable and pleasurable for outdoor recreational pursuits.

The combined qualities of arable land, ample water supply, and favorable climate contribute to the potential growth in the community.

1.2 School District Information

College Place Public Schools is presently a PK-8 school district. With the recent bond passage, it will become a PK-12 school district. The present enrollment for College Place Public Schools is over 786 students. To provide educational programs for these students, the District operates a PK-3 primary elementary school (Davis Elementary School), an intermediate elementary school (Meadow Brook Intermediate School), and one middle school (Sager Middle School). Student from grades 9-12 have attended Walla Walla High School or one of the private schools in the area.

1.2.1 Vision Statement

College Place Public Schools' stated vision statement reads:

"Focusing on kids and their learning"

1.2.2 Mission Statement

The stated mission statement says,

"In relentless pursuit of a comprehensive education for our community's kids"

1.2.3 School Learning Goals

College Place Public Schools' stated student learning goals are:

- *Exceed state standards in core content areas by building responsibility and increasing individual academic achievement;*
- *Collaborate with staff, student, parents and community to improve instructional effectiveness;*
- *Meet the learning needs of all students through efficient alignment of resources within our current facilities, while maintaining financial solvency.*

1.3 Enrollment Projections

Enrollment projections for College Place Public Schools completed by the Office of Superintendent of Public Instruction indicate growing enrollment for the next five years even before the addition of grades 9-12 to the District. The table with the OSPI projection is included in Exhibit 1-1. Exhibit 1-2 is a graphical representation of the summary information from Exhibit 1-1.

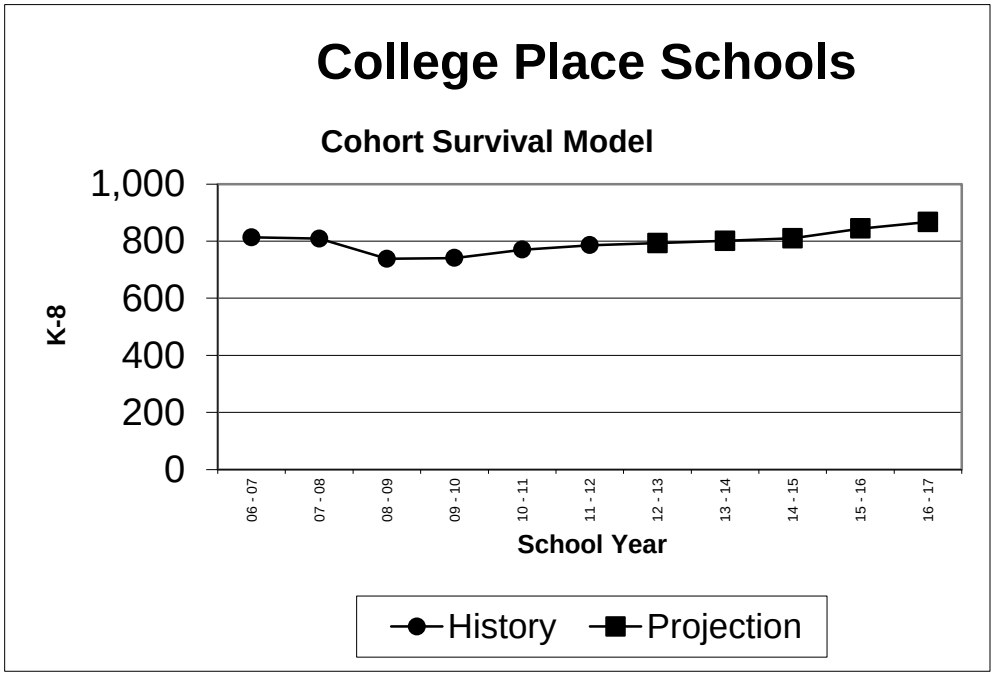
The District has reconfigured its grade level pattern from a PK-3, 4-5, and 6-8 configuration to a PK-5, 6-8, and 9-12 configuration. This new configuration in concert with additional construction will provide additional, adequate space for all programs and the projected growth. The additional high school students will attend school on the present site of the Sager Middle School and share some core spaces with grade 6-8 students who will attend classes in what is now the Meadow Brook School. The grade 4-5 student will be relocated to the Davis Elementary School.

EXHIBIT 1-1
OSPI ENROLLMENT PROJECTION TABLE (LINEAR REGRESSION K)

	06 - 07	07 - 08	08 - 09	09 - 10	10 - 11	11 - 12	Avg. %	12 - 13	13 - 14	14 - 15	15 - 16	16 - 17
K	73	100	75	91	94	99	Survival	101	105	109	112	116
1	91	78	95	80	84	93	99.95%	99	101	105	109	112
2	88	88	81	90	84	88	101.01%	94	100	102	106	110
3	96	94	88	89	89	74	100.74%	89	95	101	103	107
4	82	89	91	82	81	90	94.97%	70	85	90	96	98
5	93	84	82	91	94	74	100.11%	90	70	85	90	96
6	84	88	68	74	100	95	95.35%	71	86	67	81	86
7	106	80	83	68	76	88	96.05%	91	68	83	64	78
8	100	108	75	76	68	85	99.81%	88	91	68	83	64
K-5	523	533	512	523	526	518		543	556	592	616	639
6-8	290	276	226	218	244	268		250	245	218	228	228
K-8	813	809	738	741	770	786		793	801	810	844	867

Source: OSPI, 2011

EXHIBIT 1-2
OSPI ENROLLMENT PROJECTION CHART



Source: Teater Consulting, 2012

1.4 Project Rationale

College Place Public Schools has been a moderately growing school district. With the student growth over the past years, there has been increasing interest in transforming the District into a PK-12 school district by adding a high school facility and moving College Place resident high school students "back home" from Walla Walla High School. In 2012, the community passed a bond issue to build a high school, among other improvements.

The arrival of grades 9-12 will increase the number of students in the district by approximately 400 students. (The School Board has determined that the new high school will be occupied in phases beginning with ninth grade the first year, ninth and tenth grade the second year, and so on.) The K-8 enrollment projections from the Office of Superintendent of Public Instruction indicate that the growth trend will continue for some years.

1.5 Site Considerations

The site for this project is on the current Sager-Meadowbrook school site. This site is somewhat smaller than a typical high school but is adequate.

Prevailing winds are from the west and northwest. The positions and orientation of the fields should take advantage of any wind protection available from proposed buildings. Efforts should be made to reduce blowing dust in those areas subject to the high winds. Despite a milder local climate, some snow and ice accumulations are to be expected.

The site will be served by existing city water and sewer services. Solid waste removal will be provided and local utility companies provide electricity and Internet access. This project will cause some increases in automobile and pedestrian traffic. Of course, there will be additional traffic during the major events held in the building. The site will be served by local fire and police services.

At the time of the writing of these educational specifications, discussions were underway on specific site improvement issues. If space allows, the site should accommodate:

- A football field (all-weather if budget allows)
- A track (all-weather if budget allows)
- Soccer field
- Baseball field
- Softball field
- Six tennis courts

A flag pole near the front of the building will be necessary.

The district should also provide an automatic underground irrigation system for the developed site.

2.0 GENERAL BUILDING CONSIDERATIONS

These general considerations are applicable to each program component unless otherwise specified or noted in this document. Other notes or specifications in this document may be more detailed, restrictive, or stringent in requirements than those noted in this chapter.

2.1 CIRCULATION

The design of foyers, corridors, and commons areas should allow as much visibility as possible for supervising these spaces by a minimum number of staff members. The number of "blind spots" in the building should be minimized. Accesses to all building areas and the site need to meet the needs of the disabled and the Americans with Disabilities Act.

The main entry area should be open and inviting with ample display areas for student work and achievements. The outside of the entry area should be covered to protect those arriving or exiting from inclement weather. Each entry should have a series of mats that "progressively scrub" the feet of those entering the building. The inside entry area needs to be open, airy, and provide a welcoming feeling. The main foyer and the corridors need to have higher lighting levels than typically specified. Main entry floor areas need to be hard surface (ceramic, vinyl composition tile, or equivalent). The corridor floor surfaces should be hard surface for ease of cleaning.

At the time of publication of these educational specifications, the District had not decided whether or not to install student hallway lockers. However, District officials were leaning away from the concept.

2.2 VEHICLE ACCESS AND PARKING

The school should have a main facility drop-off zone located in the front of the building and near the main administration area. No driveway approaching the school should be designed to allow a vehicle to accelerate into the building (i.e. no long, straight roadways that would allow a vehicle to accelerate directly into the building). Efforts should be made to prevent crossing traffic in this area. The bus-loading zone should be separated from the main facility drop-off zone and should have parking space for 8-10 passenger buses including two handicapped buses. Buses will park "heel-to-toe" along a loading zone (curb). If bus loops are used, there should be a sufficient turning radius for the largest buses. All driveways and drop-off zones should be fully paved and curbed with appropriate handicapped access curb cuts.

There should be approximately 40 spaces for staff parking plus additional visitor parking near the main entrance. Student parking should accommodate at least 200 parked cars. The number of visitor and handicapped parking spaces should be calculated and placed as per law. Six parking spaces are needed in the kitchen/delivery area for kitchen, custodial and maintenance

staff. All parking lots should be fully paved and curbed with appropriate handicapped access curb cuts. Curbs may be eliminated in the interior of the parking lots in order to facilitate snow removal. All parking lots should have painted parking stripes.

Bicycle parking should be provided at a safe and separate distance from staff and visitor parking and should be visible from the front office.

A service area should be located on the site to minimize its effect on the surrounding properties and other on-site facilities. There should be space for two dumpsters adjacent to the kitchen with easy access for the trash hauling equipment. A loading area should be located at the kitchen delivery area.

Spaces for recycling containers should be provided.

All parking and driveway areas should be provided signs that clearly indicate traffic flow and parking requirements (e.g., BUS TRAFFIC ONLY, FIRE LANE, LOADING ZONE, VISITOR PARKING, etc.). Student routes to fields should not cross service or other access driveways. Access walkways to all parking lots should be clearly marked and sized for maximum use. Bollards may be used where practical. Parking lots should be lit for night use, as appropriate.

2.3 BUILDING SECURITY AND SAFETY

The design of the school should contribute to the safety and security of the facility. A bright, clean, orderly environment encourages students to keep it that way. The school design should contribute significantly to a clean, but not sterile, climate.

The design of the facility should also prevent unauthorized or illegal entry and contribute to maximum security. A fully programmable, IP-based “card-lock” locking system should be used on exterior doors. The card-lock system should have a notification feature when an exterior door is ajar. In addition, the building should have an IP-based, zoned security alarm system using card swipe devices. The system should monitor corridors, and selected sensitive areas, doors and hatches. (Selected sensitive areas, doors and hatches include but are not limited to office areas, computer rooms, chemical storage areas, audio/visual equipment storage areas, student records areas, and vaults.)

The exterior of the building should not provide any “natural ladders” that would provide access to the building roof. Recesses, blind corners, or crawl space accesses, and roof hatches should be eliminated where possible. If practical, restrooms should be located away from the entrances of the school for security purposes. Stairwells, if used, should be open for easy visual supervision.

The use of multiple, small, power over Ethernet (POE) cameras is anticipated. These cameras should be attached to the building network. The data drops for these cameras should be placed at strategic locations in the hallways and large core spaces. If these cameras are used to

monitor exterior portions of the building campus, they will need to be protected from the weather.

There should be additional exterior soffit security lighting near entrances and walkways for visual supervision by law enforcement.

The building should be provided with a fire alarm system that has the capability to transmit an alarm to the fire department or a monitoring company. The fire alarm system shall have sensing devices and alarm initiating devices connected to a control/annunciator panel. Fire alarms shall have both audio and visual alarms. The control/annunciator panel shall be placed near the main administrative area. Fire extinguishers, exit lights, and exit door hardware should be provided as part of the construction package.

This school may serve as an emergency shelter and requires a generator. The circuitry and generator size should be designed to power phones, data systems, administrative lighting systems, and minimal lighting throughout other areas of the school.

The site perimeter should be fenced. To provide pedestrian access, baffle gates should be installed in the perimeter fence when it is adjacent to residential areas. There should be fencing around the service area with a gate wide enough for all service vehicles. All hazardous equipment storage areas should be fenced.

2.4 TECHNOLOGY AND COMMUNICATIONS

A fully programmable VOIP telephone system, including intercom features, should be provided for the school. Telephone wiring, terminal blocks, and termination cabinets should be located in a main distribution frame room. The equipment components of the telephone system, the clock/bell system, and data communications system should be installed in this room.

The intercom feature needs to provide the capacity for AM/FM radio input, CD player input, office-classroom communications, all-call functions, and the capability for remote assessment of building occupancy.

Within the school, a telephone and clock should be placed in each classroom, conference room, office, secretarial space, workroom, clinic, cafeteria, library/media center, gym, cafeteria, kitchen, or other frequently occupied space. Either the telephone or clock system should have intercom functions. The phone system should allow programming to enable outgoing calls directly from the classroom, but incoming calls allowed only after going through the main office switchboard. The phone system should allow for a fax machine in the administrative office area.

Wireless technology should be accessed from anywhere on the campus. Drops for the wireless access points should be placed in the center of each corridor, each access point to cover approximately 1,000 square feet. If the wireless signal from the corridor is not adequate, an additional wireless access point may need to be centrally placed in each classroom or more

frequently in the corridor. Every classroom should include a classroom sound field system with built-in speakers. Wireless access should be available in selected exterior locations as well.

A computer technology system to support the instructional and administrative needs of each school should be installed in the building and will be an integral part of this school's success. Each classroom, conference room, office, secretarial space, workroom, clinic, commons, library/media center, and laboratory within the school needs to be connected internally with a local area network. The local area network needs to be connected to the other schools in the district through district-owned fiber optic cable and the Internet. Fiber optic cable should be considered for installation between the school's main distribution frame room and the intermediate frame distribution rooms (data closets) as required. Category 6 cable, or better, is to be used for the connections to each of the classroom drops. Each classroom, conference room, office, secretarial space, workroom, clinic, commons, library/media center, and laboratory within the school should have multiple data drops as per the District standards (At the time of the last staff interview, a minimum of twelve (12) data drops was the standard.) Sufficient electrical outlets to supply the technology equipment should accompany each data drop. Each classroom should be provided the infrastructure for a wall or ceiling-mounted projector. Additional computer peripherals and software need to be provided as needed but may be outside the project construction budget.

The school should be provided with an IP-based video distribution system with equipment placed in a secure area. The system should include provisions for camera origination connections into the system from the library/media center, gym, and the cafeteria/multipurpose room. Wherever video equipment is located, electrical outlets should be placed on the wall near the site. The video distribution system should allow for connection to outside instructional television and streaming video. Monitors may be placed in different areas of the school, especially in the administrative office area to monitor video feeds from Ethernet-based (POE) cameras.

LED reader boards should be placed on the roadside near the entrance to the school. The reader board should be tied into the IP-based communications system for the school.

2.5 COMMUNITY USE

There will be considerable use of this facility by the general community and programs from other schools. The core areas need to be designed to accommodate such use. These core areas are defined as the gymnasium, public restrooms, library-media center, commons, and the food service area. Some classrooms may receive extended use as teaching stations for higher education. In addition, the computer lab may receive extended hour use.

2.6 MAINTENANCE, UTILITIES, AND ENERGY CONSERVATION

The school should be provided with modern HVAC equipment and utility systems that take advantage of current utility conservation technologies. Classrooms should have fresh air

occupancy sensors. Air handlers need to be selected that provide minimal classroom background noise and provide high acoustical qualities for a quiet learning environment. System controls need to be programmable and include economizer and optimized start-up features. Each system should be capable of off-site control through the use of a laptop or remote computer. Additional controls to manage peak load demand should be included in each system. Load shedding controls and the ability to sequentially bring food service equipment on line are especially important. All lighting fixtures should be for T-8 or T-5 light tubes (with electronic ballasts) or LED lighting. Where spot lighting may be necessary, compact fluorescent lights should be used. In the gymnasium, compact fluorescent lighting should be used. No metal halide lighting should be used in the interior of this building. Restrooms and classrooms should be equipped with occupancy and daylight sensors to control lighting. The security lighting in each parking area should be placed on timers for energy conservation. Outdoor electrical outlets should be provided for lawn care equipment or other equipment.

To enable future remodeling with minimum cost, electrical service to classrooms should be provided overhead where practical. Electrical service should be sized larger than needed to provide future expansion space. Surge protection should be provided at the panel. Electrical outlets should be provided in the center of the corridor ceilings to power wireless access points. Ample outlets should also be provided in each hallway wall for custodial equipment.

The water pressure needs to be adequate to meet the plumbing needs. Restroom fixtures that have water conservation features should be selected. The district should consider electronic sink faucets, electronic hand dryers, electronic urinals (or waterless urinals), and water closets. There should be numerous isolation valves to allow easy servicing of the plumbing system. Irrigation meters should be separated from domestic water meters. Several outdoor spigots are needed.

2.7 RESTROOMS

Restrooms should be provided in sufficient quantity to meet local building requirements and enable students to access restrooms with a minimum loss of instructional time. Wall mounted toilet fixtures should be considered for ease of cleaning. Restrooms should have mirrors, soap dispensers, toilet tissue dispensers, and paper towel dispensers or electronic hand dryers, all placed at age-appropriate heights. All female restrooms should be equipped with feminine napkin disposal units. All restrooms should have floor drains. Restrooms should be equipped with very durable privacy partitions between toilets and urinals. Doors should be placed on the toilet partitions. There should be at least one sink inside each girl's restroom, even if a half-ring sink is used outside the restroom. Individual restrooms should be equipped with purge fans. Each fan should be controlled with an automatic timer that shuts off after ten (10) minutes of operation.

Staff restrooms that are accessible only from a secured space (e.g., teacher work room, staff dining area, etc) should have an entrance vestibule with both inside and outside doors for

acoustical privacy. A shelf for books, papers, etc. should be provided inside the staff restroom stalls.

Plumbing cleanouts should be installed in numerous places around the building to provide ease of maintenance. Floor sinks should be used in the custodial closets. Non-slip ceramic tile should be used in the restrooms.

2.8 DESIGN CONSIDERATIONS

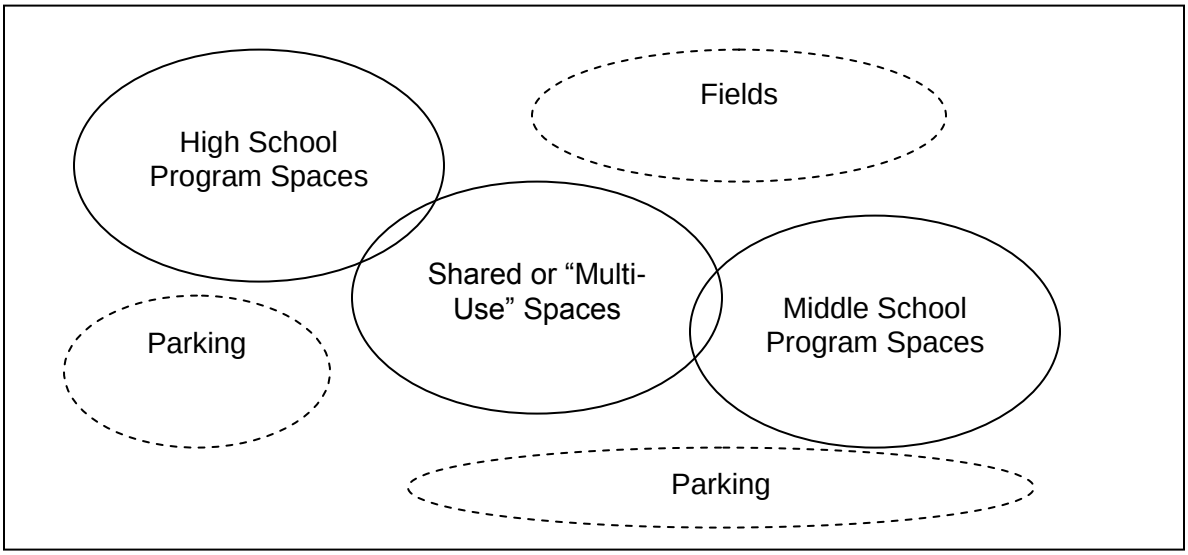
The design of the building should also reflect the natural, physical qualities of the surrounding environment. The use of materials, colors, and architectural features reflecting the surrounding mountains, hills, rivers, and fields is important.

This project will tie in both existing structures and new space construction. It will also provide new spaces for the new grade 6-8 middle school to be housed in the current Meadowbrook facility. The following spaces will be shared, or "multi-use," in conjunction with the middle school:

- Library-media program
- Life skills program
- Art program
- Music program (vocal/instrumental)
- Family consumer science program
- Food services
- Commons and stage area

Therefore, the ideal general layout of the two schools is graphically depicted in Exhibit 2-1:

EXHIBIT 2-1
IDEAL GENERAL LAYOUT DEPICTION



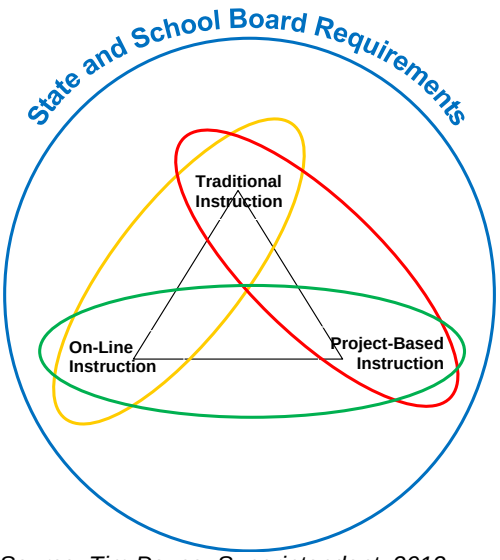
Source: Teater Consulting, 2012

Although not fully developed, the instructional program for the new high school is emerging. It will certainly meet OSPI and local graduation requirements. The instructional model will be based on the blending of three instructional delivery systems:

- Traditional,
- On-line/digital, and
- Project-based

Probably one of the better graphics depicting this model was presented by the Superintendent as part of the educational specification development process. Exhibit 2-2 replicates the Superintendent's graphic.

EXHIBIT 2-2
THREE INSTRUCTIONAL DELIVERY SYSTEMS



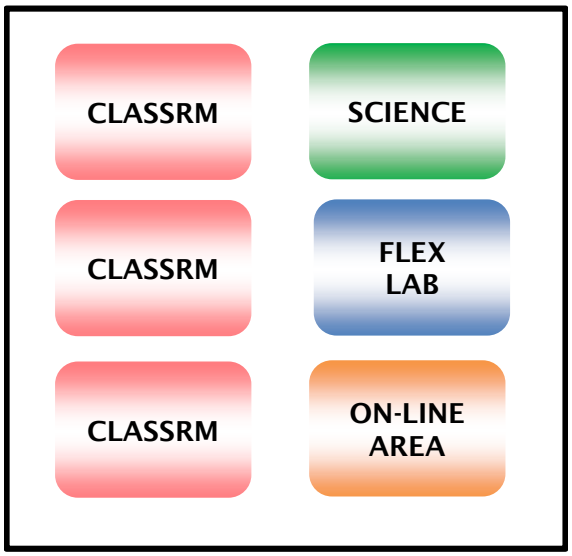
Source: Tim Payne, Superintendent, 2012

The traditional classroom instruction will take place in traditional classrooms and/or in group instructional areas. On-line instruction can take place in any learning space but will typically be delivered in more open group instruction areas with staff assistance and supervision. All students will be encouraged to apply their newly acquired skills in ongoing projects. These projects may take place in a variety of spaces, but open flexible space labs (flex labs) will be designated and equipped for these special learning activities.

In order to deliver this model, the District has determined that "Focused Areas" will be necessary to effectively deliver the content in a variety of methods. Exhibit 2-3 graphically

depicts a "focused area" and the interrelationship of a variety of learning spaces. The District anticipates that three of these focused areas (groups of learning spaces) will be necessary. The on-line area may also be used for a home-schooling area or another general classroom area.

EXHIBIT 2-3
FOCUSED AREA



2.9 OTHER CONSIDERATIONS

The use of color is encouraged in the school. Colors should be coordinated with an overall color scheme. However, color selection should take the rate of soiling into account.

2.10 GENERAL CLASSROOMS

2.10.1 Program Functions

The programs offered in the general classrooms provide opportunities to have command of, among others, reading, writing, mathematics, social studies, and the fundamental tools for continued learning. Students are expected to use critical and constructive thinking in making wise individual and group decisions. While demonstrating the ability to maintain self-control in accordance with accepted social standards, each student is also expected to demonstrate the skills, attitudes, and knowledge for effective living in the home, at work, and in the community.

Instructional activities include one-on-one tutoring, small group instruction, and whole group instruction. Instructors also commonly make use of manipulatives and hands-on

materials, visual learning aides, and auditory learning aides. Classroom instructors use a variety of instructional styles and instructional models.

2.10.2 Component Spaces

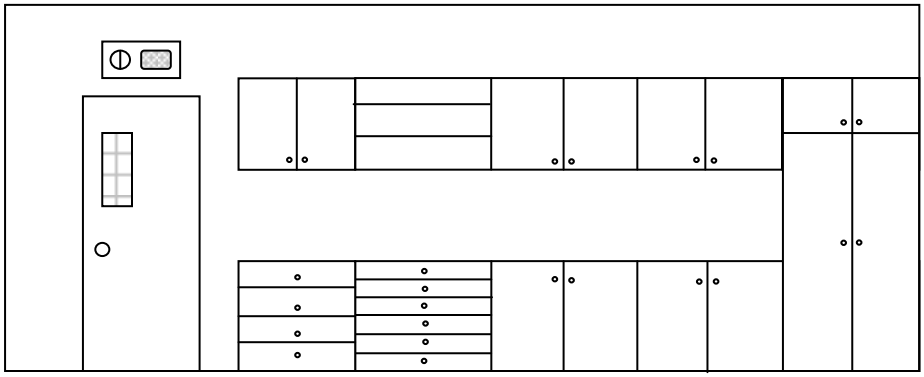
Description	# Areas	# Staff	# Students	Sq. Ft.	Sq. Ft. Total
General Classrooms	9	1	28	900	8,100
On-line Classroom	3	1-3	2-30	900	2,700
Total					10,800

2.10.3 Component Relationships

The general classrooms should have easy access to the core areas of the school (office, library, gymnasium, food service, etc.) but be somewhat isolated from noisy areas (music room, commons, gymnasium, etc.). Each classroom needs to have easy access to restrooms to minimize loss of instructional time. Doorways need to be placed to allow students to enter and exit the room with minimum disruption of instruction. After school activities might include parent-teacher organization activities and night use of the building by higher education organizations.

The typical casework includes one full-height cupboard approximately four feet wide, along with a combination of base cabinets, drawers, and one set of flat file drawers. Wall cabinets are above the base cabinets and may include a bookshelf unit. All cabinets have adjustable shelving and many cabinets are lockable. Exhibit 2-4 graphically depicts the typical casework layout.

EXHIBIT 2-4
TYPICAL CASEWORK LAYOUT



Note: This diagram is for illustration purposes only and is not to scale. Additional interpretation will be made by the design architect.

2.10.4 SPACE ATTRIBUTES

General Classroom	
Utilities	
Plumbing	
HVAC	Individual room temperature control
Electrical	Generous outlets on each wall and above counters, one quad floor outlet for instructional equipment, electrical for sound field system, wiring for interactive whiteboard with short-throw projector
Lighting	T-8, T-5, or LED lighting switched by zones, ability to lower light levels across the room, occupancy sensors; zones should be front to back of classroom to enable darkening at the instructional end
Technology	Minimum of twelve (12) data outlets; video drop on each wall; telephone and intercom in each room; classroom sound field system, data for an interactive whiteboard with short-throw projector
Surfaces	
Ceiling	Acoustical tile in drop ceiling
Walls	As much tackable surface as possible
Flooring	Carpet (anti-static and hypo-allergenic)
Windows and Doors	
Windows	Natural light in each room; consider integral blinds in windows; if an open area, or pod design is used, consider interior windows with integral blinds to area
Doors	Door closer to dampen noise; small window in door
Storage	Approximately 20 linear feet of base cabinets with overhead cabinets and four linear feet of a full height cabinet all with adjustable shelves; many cabinets should be secure (See casework information above.); 30 student coat/backpack “lockers” and cubbies
Furniture & Equipment	Two magnetic whiteboards 8’ long with 8’ vertical sliding panel (one 8’ whiteboard on each side of the interactive whiteboard); speakers for sound field system; wall-mounted interactive whiteboard with short-throw projector, desks, tables, chairs, two 4-drawer files cabinets
Other	

3.0 EDUCATIONAL AND SUPPORT SPACES

3.1 ADMINISTRATION

3.1.1 PROGRAM FUNCTIONS

The administrative offices provide leadership, program coordination, and facilitation services for teachers, students, and the general public in the areas of curriculum, instructional leadership, and student discipline. The administrative offices need to set a tone of organization and order while also providing a customer-friendly atmosphere. The administrative reception area should be a warm and welcoming place that gives visitors and students a sense of calmness and professionalism. Current cumulative files for each student are stored in this administrative area. Archived files will be stored in the storage-vault room.

The administrative staff often meets with students, teachers, and parents in small individual conferences and small group meetings. The administrative offices are typically high traffic areas with considerable public visibility. The office design needs to allow good sight lines to the entrance of the school and the clinic which is in the nearby counseling- -student services area.

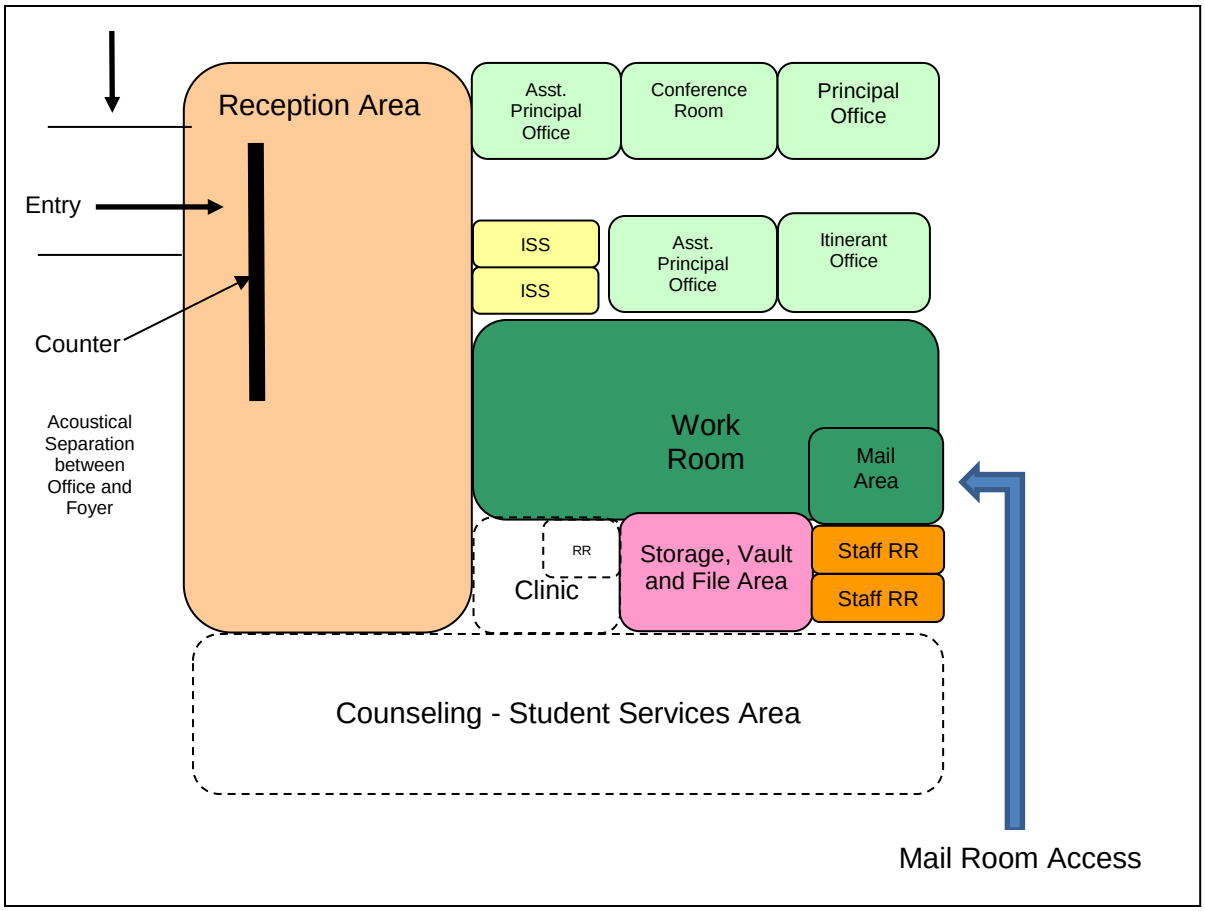
3.1.2 COMPONENT SPACES

Description	# Areas	# Staff	# Students	Sq. Ft.	Sq. Ft. Total
Conference Room	1	2-15	0	220	220
ISS Room	2	1	1-10	40	80
Mail Area	1	1	0	80	80
Office - Asst. Principal	2	1	4	160	320
Office - Itinerant	1	1	1-3	150	150
Office - Principal	1	1	4	200	200
Restroom	2	1	0	75	150
Secty/Reception Area	1	4-5	2-8	700	700
Storage/Vault	1	1	0	150	150
Work Room	1	2	0	250	250
Total					2,300

3.1.3 COMPONENT RELATIONSHIPS – ADMINISTRATION AND COUNSELING

The administration area includes the clerical-reception area, the principal's office, the assistant principal offices, and an itinerant office. The principal's office and assistant principal offices should be near the conference room. Offices should have natural light if possible. The administration reception area needs to have direct sight lines to the entrance of the building for traffic control and safety. The entrance to the school should be designed to force visitors to enter into the office before entering the school. Preferably, this is done by having an entrance vestibule with the interior set of doors locked and forcing visitors to enter the office through a side door in the vestibule rather than go through the second set of doors in the vestibule. The interior vestibule doors may be unlocked during public functions when the secure entrance is not desired. In addition, the clerical-reception area needs to have direct access and sight lines to the clinic.

One assistant principal office should be adjacent to the clerical area. It should have good sight lines to the parking lots and main entrance for proper supervision. The ISS rooms should be adjacent to the clerical area. Adult restrooms should be near the administration and counseling - student services offices. The work room should be accessible from the clerical area and counseling student services area but circulation to the work room for teachers should not be through the office.



Note: This diagram is for illustration purposes only and is not to scale. Additional interpretation will be made by the design architect.

3.1.4 SPACE ATTRIBUTES

Conference Room	
Utilities	
Plumbing	Counter sink
HVAC	
Electrical	Additional outlets above counter; power for interactive white board; power for small refrigerator
Lighting	
Technology	Data for projector
Surfaces	
Ceiling	
Walls	Tackable
Flooring	Carpet
Windows and Doors	
Windows	Natural light if possible
Doors	Window in door
Storage	At least 48 inches of base cabinet counter and wall cabinets
Furniture & Equipment	Short throw projector, interactive smart board; conference table with eight side chairs; small refrigerator
Other	
In-School Suspension Room	
Utilities	
Plumbing	
HVAC	
Electrical	No electrical outlets in the room
Lighting	Light switches outside the cool down room
Technology	
Surfaces	
Ceiling	
Walls	Washable, durable surface (acoustically treated)
Flooring	Carpet
Windows and Doors	
Windows	Wireglass
Doors	Window in door
Storage	
Furniture & Equipment	Study carrel
Other	

Mail Area	
Utilities	
Plumbing	
HVAC	
Electrical	Outlets for postal equipment
Lighting	
Technology	Data outlets
Surfaces	
Ceiling	
Walls	
Flooring	Hard surface
Windows and Doors	
Windows	
Doors	
Storage	Mail boxes (rear-feed if possible)
Furniture & Equipment	Adjustable shelving and counter for postal equipment
Other	
Office – Asst. Principal	
Utilities	
Plumbing	
HVAC	
Electrical	
Lighting	
Technology	Data quad at desk
Surfaces	
Ceiling	
Walls	Tackable; white board
Flooring	Carpet
Windows and Doors	
Windows	Exterior windows
Doors	View window in door
Storage	Modular
Furniture & Equipment	White board; modular desk, table, chairs
Other	

Office – Itinerant	
Utilities	
Plumbing	
HVAC	
Electrical	Additional outlets near desk top
Lighting	
Technology	Data at desk
Surfaces	
Ceiling	
Walls	Some tackable wall space
Flooring	Carpet
Windows and Doors	
Windows	Exterior windows
Doors	View window in door
Storage	
Furniture & Equipment	Modular desk, table, chairs
Other	
Office - Principal	
Utilities	
Plumbing	
HVAC	
Electrical	Additional outlets near desk top
Lighting	
Technology	Data near desk top
Surfaces	
Ceiling	
Walls	Tackable; white board
Flooring	Carpet
Windows and Doors	
Windows	Exterior windows
Doors	View window in door
Storage	
Furniture & Equipment	Modular desk, table, chairs
Other	

Restrooms	
Utilities	
Plumbing	Sink, motion activated valves; urinal in men's restroom
HVAC	Additional ventilation fan with timer switch
Electrical	
Lighting	
Technology	
Surfaces	
Ceiling	
Walls	Washable wall surface, mirror
Flooring	Hard surface; perhaps a floor drain
Windows and Doors	
Windows	
Doors	
Storage	
Furniture & Equipment	Small storage shelf above each staff toilet, mirror
Other	

Secretary-Reception Area	
Utilities	
Plumbing	
HVAC	
Electrical	Outlets near desk tops, countertops, fax, copier, printers; electrical for lighted display cases (foyer)
Lighting	
Technology	Fax line; master clock/bell control panel; telephone switchboard; multiple data drops
Surfaces	
Ceiling	
Walls	Tackable space
Flooring	Carpet
Windows and Doors	
Windows	Interior windows to main entrance; natural light
Doors	Window in doors
Storage	Locking base and upper wall cabinets; full height locking cabinet for personal items
Furniture & Equipment	Desk in rear of clerical area behind half-wall; counter/desk at entrance appropriate height for students; bulletin board outside the reception area to display official notices, etc.; comfortable chairs; display cases outside office in foyer
Other	Acoustical separation between office and foyer

Storage (Records)	
Utilities	
Plumbing	
HVAC	
Electrical	Electrical outlets for recharging equipment
Lighting	
Technology	
Surfaces	
Ceiling	
Walls	
Flooring	Hard surface
Windows and Doors	
Windows	None
Doors	
Storage	Adjustable shelves
Furniture & Equipment	File cabinets; storage cabinets
Other	
Work Room	
Utilities	
Plumbing	Sink
HVAC	Additional ventilation fan
Electrical	Outlet for copier, electrical at counter height; electrical at island
Lighting	
Technology	Data at counter height; data for copier and at island
Surfaces	
Ceiling	
Walls	Some tackable
Flooring	Hard surface
Windows and Doors	
Windows	
Doors	Window in door to clerical area
Storage	Island work area if space allows; storage under island including flat files; perimeter base cabinets with countertops and wall cabinets with adjustable shelving
Furniture & Equipment	Copier, laminator, binding equipment, etc.
Other	

3.2 ART

3.2.1 PROGRAM FUNCTIONS

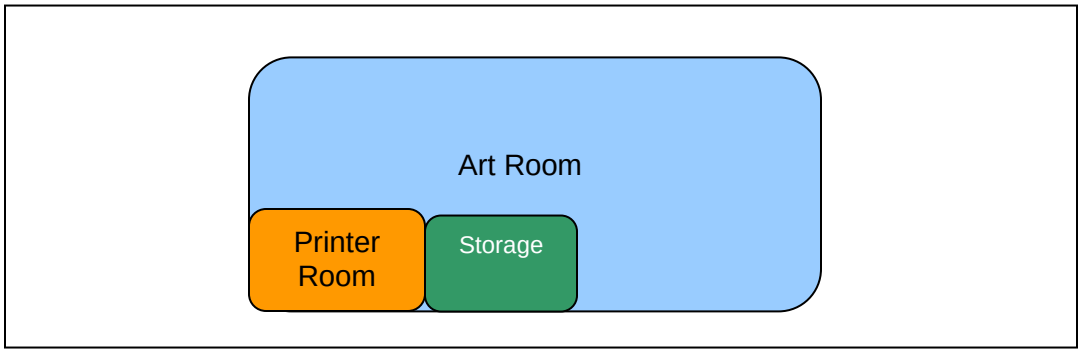
The art program provides students with an understanding and appreciation of the basic principles and elements of art. The art program includes art from a historical perspective as well as an understanding and appreciation of art as the expression of culture and cultural diversity. The art program offers both two-dimensional art (drawing and painting) and computer graphic art - a growing area in the art program. As a result of participation in the art program, students are able to apply problem-solving, decision-making, and creative thinking to art. Student art projects are displayed in the school and county fair.

3.2.2 COMPONENT SPACES

Description	# Areas	# Staff	# Students	Sq. Ft.	Sq. Ft. Total
Art Room	1	1	28	1,200	1,200
Printer Room	1	1	0	100	100
Storage Rm	1	1	0	150	150
Total					1,450

3.2.3 COMPONENT RELATIONSHIPS

The art space will be a multi-use (shared) space between the high school and the middle school. It should be placed away from the noisy spaces of the PE program and food service. For the computer graphic art aspects of the program, it would benefit from being near, or even adjacent to, a computer lab. In addition, the art room would benefit from being adjacent to an outside area or courtyard for expansion of the art program into more natural surroundings. The printer room will support the graphic arts program and should be adjacent to the art room with easy access from the art room.



Note: This diagram is for illustration purposes only and is not to scale. Additional interpretation will be made by the design architect.

3.2.4 SPACE ATTRIBUTES

Art Room	
Utilities	
Plumbing	8 small deep stainless steel sinks with high swivel faucets; hot and cold water at all sinks; floor drain
HVAC	Extra ventilation
Electrical	Drop down electrical from ceiling with retractable cords; electrical outlets in outside display cases
Lighting	Spot lights for highlighting wall art projects; lighting outside the classroom for display cases
Technology	Data outlets above counters
Surfaces	
Ceiling	Ceiling height of a minimum 10 feet; consider reinforcing the ceiling for hanging art
Walls	As much tackable surface as possible; cleanable, non-stainable surfaces around sinks
Flooring	Sealed concrete
Windows and Doors	
Windows	
Doors	All doors need windows; double doors into the classrooms; door to outside patio area
Storage	Adjustable shelves wherever possible; 24”x36” flat file storage; horizontal and vertical storage shelves; some perimeter base cabinets with counters; some secure perimeter wall cabinets; drying racks for paintings
Furniture & Equipment	
Other	Display areas throughout the school should be planned for art projects

Printer Room	
Utilities	
Plumbing	
HVAC	Extra ventilation
Electrical	Adequate power for multiple printers
Lighting	
Technology	Data drops for multiple printers
Surfaces	
Ceiling	Acoustical separation from art room
Walls	Acoustical separation from art room
Flooring	
Windows and Doors	
Windows	Window between printer room and art classroom
Doors	
Storage	Some adjustable shelving
Furniture & Equipment	
Other	
Storage Room	
Utilities	
Plumbing	
HVAC	
Electrical	
Lighting	
Technology	
Surfaces	
Ceiling	
Walls	
Flooring	Sealed concrete
Windows and Doors	
Windows	
Doors	
Storage	Adjustable shelves
Furniture & Equipment	
Other	

3.3 COUNSELING - STUDENT SERVICES

3.3.1 PROGRAM FUNCTIONS

The counseling and student services program helps each student develop their personal, social, emotional, academic/intellectual, and career awareness. Through both individual and group counseling, counselors help students prepare to meet their life goals after high school. The counselors also work with other agency professionals in allied areas (e.g. school-to-work, drug and alcohol counseling, pregnancy counseling, etc.).

The reception area of the counseling - student services area should be warm and welcoming places that give visitors and students a sense of calmness and professionalism. The reception area for counseling – student services may also "double" as an alcove in the administrative reception area. Career information is made available for student use and is commonly housed in the counseling reception area. The guidance function involves coordinating much of the school's testing program which requires space to temporarily store testing materials and prepare testing packets prior to administration. Cumulative files for each student are stored in the vault area in the administrative area, but should be close to this area.

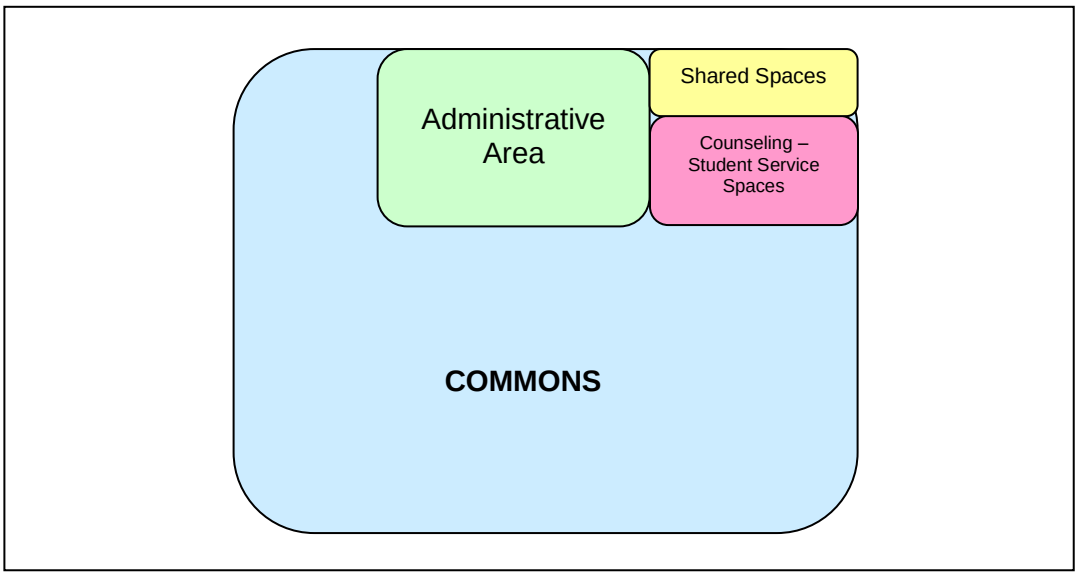
The student health services program provides illness and injury assessments and interventions; health assessments and participation in development of Individualized Education Plan for students with special needs.

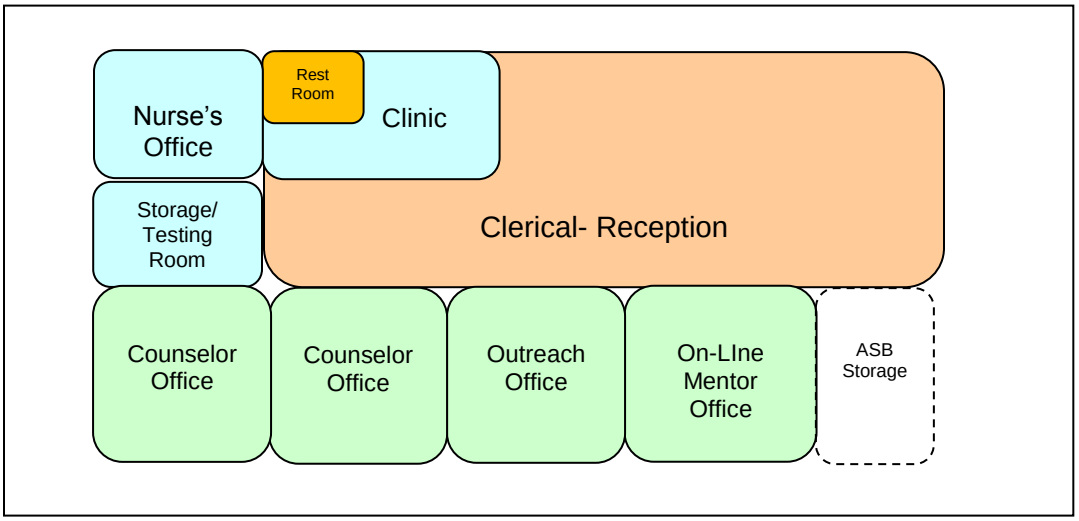
3.3.2 COMPONENT SPACES

Description	# Areas	# Staff	# Students	Sq. Ft.	Sq. Ft. Total
Clinic	1	1	1-3	150	150
Office - Counseling	2	1	1-2	120	240
Office - Nurse	1	1	1	120	120
Office - On-line Mentor	1	1	1-2	120	120
Office - Outreach	1	1	1-2	120	120
Reception - Reading Area	1	1	1-4	200	200
Restroom	1	1	0	80	80
Storage - Testing	1	0	0	100	100
Total					1,130

3.3.3 COMPONENT RELATIONSHIPS

The counseling and student service offices should be near, but separate from, the administrative offices. These spaces share the administrative office work room. The counseling offices should be near the commons area. The clinic area should be observable from the clerical area for supervision when the school nurse is absent from the nursing office. ASB storage should be near student services.





Note: These diagrams are for illustration purposes only and are not to scale. Additional interpretation will be made by the design architect.

3.3.4 SPACE ATTRIBUTES

Clinic	
Utilities	
Plumbing	Sink; toilet
HVAC	Additional ventilation fan
Electrical	
Lighting	
Technology	Data drops on each wall
Surfaces	
Ceiling	
Walls	Washable surface
Flooring	Hard surface
Windows and Doors	
Windows	Interior window with blinds to nurse's office; sight lines to receptionist
Doors	
Storage	Locking base cabinets with counter and wall cabinet
Furniture & Equipment	Secure, wall-hung, metal medication cabinet; two cots
Other	
Offices	
Utilities	
Plumbing	
HVAC	
Electrical	Additional outlets near desk top
Lighting	
Technology	Data at desk top and all four walls
Surfaces	
Ceiling	
Walls	Tackable wall space
Flooring	Carpet; nurse office has hard, cleanable surface
Windows and Doors	
Windows	Interior window to commons with operable, blinds
Doors	View window in door
Storage	
Furniture & Equipment	Small round table and chairs; modular desk system
Other	

Reception	**See Administrative Reception Area**
Utilities	
Plumbing	
HVAC	
Electrical	
Lighting	
Technology	
Surfaces	
Ceiling	
Walls	
Flooring	Carpet
Windows and Doors	
Windows	
Doors	Windows in door
Storage	Space for four 4-drawer file cabinets
Furniture & Equipment	Display shelves or cases for reading/career materials; comfortable furniture
Other	The secretary/reception area must have good sight lines to the clinic
Restroom (Clinic)	
Utilities	
Plumbing	Toilet and sink
HVAC	Ventilation fan in restroom
Electrical	
Lighting	
Technology	
Surfaces	
Ceiling	
Walls	
Flooring	Hard surface
Windows and Doors	
Windows	
Doors	Access door to clinic only
Storage	
Furniture & Equipment	Locking storage cabinet
Other	

Storage – Testing	
Utilities	
Plumbing	
HVAC	
Electrical	Outlets for charging equipment and devices
Lighting	
Technology	
Surfaces	
Ceiling	
Walls	
Flooring	Hard surface
Windows and Doors	
Windows	None
Doors	
Storage	Adjustable shelves for paper boxes as well as miscellaneous supplies; space for one 4-drawer fire-proof file cabinet and one 4-drawer lateral file cabinet
Furniture & Equipment	
Other	

3.4 CUSTODIAL - MAINTENANCE

3.4.1 PROGRAM FUNCTION

The custodial program provides appropriate cleaning support for the building by ensuring a clean, healthy, organized, and safe physical plant for the instruction of students. The custodians provide these services through regular sweeping, mopping, dusting, and scrubbing. They use larger cleaning equipment that requires additional storage space.

3.4.2 COMPONENT SPACES

Description	# Areas	# Staff	# Students	Sq. Ft.	Sq. Ft. Total
Custodial Closet - Lrg.	1	1	0	300	300
Custodial Closet - Sml.	3	1	0	50	150
Electrical Room	2	1	0	180	360
Laundry	1	0	0	75	75
Mechanical Room	1	1	0	700	700
Outdoor access storage	1	0	0	50	50
					0
Total					1,635

3.4.3 COMPONENT RELATIONSHIPS

The large custodial closet needs to be central in the school to enable an efficient cleaning schedule. It should be located adjacent to the cafeteria and still have easy access from the outside loading dock for deliveries. The smaller custodial closets should be distributed around the school to minimize the time custodians need to access equipment and supplies. One small custodial closet should be near the rear of the kitchen and dumpster area to serve as a can washing station. The mechanical room/electrical room need to be placed for easy service.

3.4.4 SPACE ATTRIBUTES

Custodial Closets	
Utilities	
Plumbing	Floor mop sink in custodial closets; closet near kitchen has spigots for hoses to wash garbage cans at loading area.
HVAC	
Electrical	Electrical outlets in closets
Lighting	
Technology	Phone and data in large custodial closet
Surfaces	
Ceiling	
Walls	Cleaning product dispenser attached to the wall
Flooring	Hard surface
Windows and Doors	
Windows	
Doors	
Storage	Sufficient adjustable shelving to store custodial supplies and small tools; locking wall cabinet
Furniture & Equipment	Cleaning products dispenser
Other	
Mechanical/Electrical Room	
Utilities	
Plumbing	
HVAC	
Electrical	
Lighting	
Technology	Phone and data drop in the mechanical room.
Surfaces	
Ceiling	
Walls	
Flooring	Hard surface
Windows and Doors	
Windows	No windows necessary
Doors	
Storage	
Furniture & Equipment	
Other	

Laundry Room	
Utilities	
Plumbing	Plumbing for washer; plumbing for gas (if gas dryer)
HVAC	Extra ventilation required
Electrical	Electrical for washer; special electrical for dryer
Lighting	
Technology	Telephone
Surfaces	
Ceiling	
Walls	
Flooring	Non-slip floor covering
Windows and Doors	
Windows	
Doors	Large door to accommodate laundry carts
Storage	Cabinets, cupboards, and shelving for cleaning supplies, soaps, bleaches, etc.
Furniture & Equipment	Washer, dryer, laundry carts, tables for folding clothes
Other	

3.5 DRAMA

3.5.1 PROGRAM FUNCTIONS

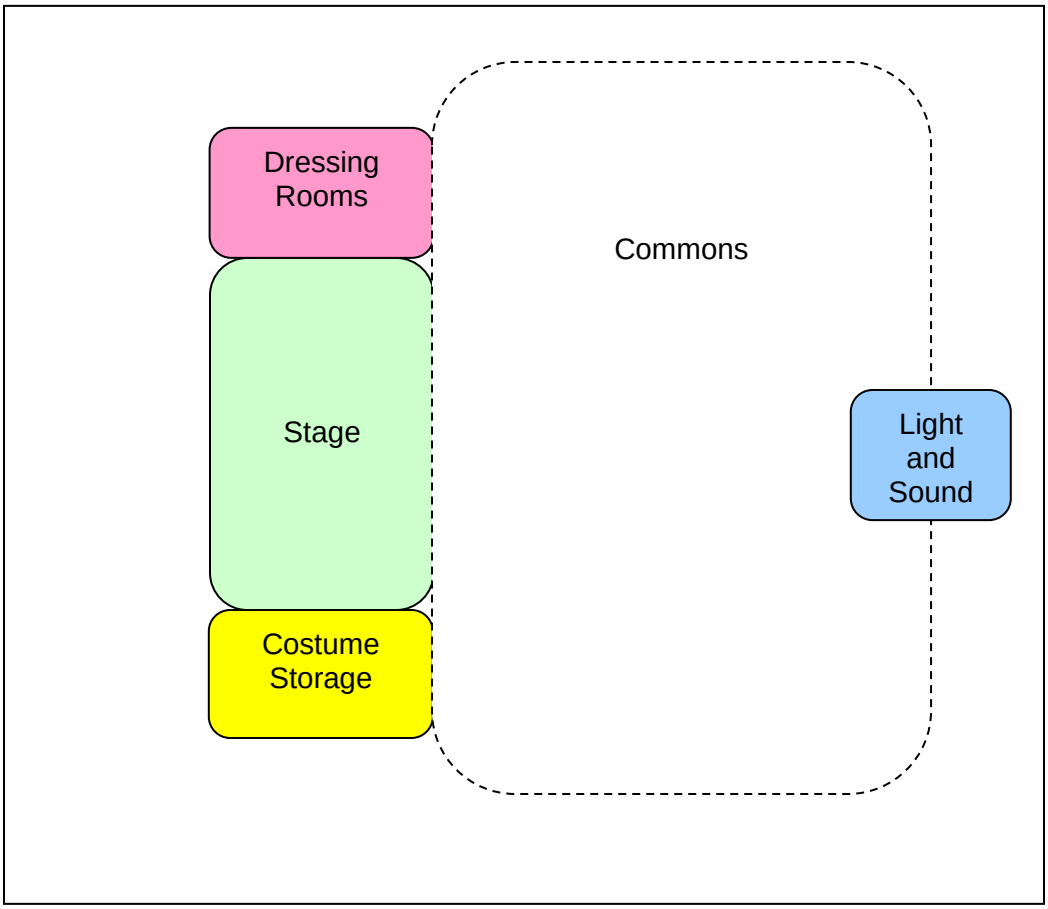
The drama program helps students understand and apply performing arts knowledge and skills. Students participate in classroom discussion, observation of theatrical talent, and role playing. Creative expression is nurtured through participation in dramatic roles in small group settings as well as public dramatic presentations in larger venues. Activities include makeup application, costume selection, and interaction with other arts programs in the school (e.g. music, art, language arts, etc.)

3.5.2 COMPONENT SPACES

Description	# Areas	# Staff	# Students	Sq. Ft.	Sq. Ft. Total
Dressing Room	2	1	1-4	120	240
Light and Sound Booth	1	1	1-3	120	120
Stage	1	0	1-30	1,200	1,200
Storage (Costume)	1	0	0	150	150
Total					1,710

3.5.3 COMPONENT RELATIONSHIPS

Drama will generally be taught in the general classrooms. Performances will be on the stage which is adjacent to the commons area. The storage room for costumes should be adjacent to the stage and have direct access to it from the side. The dressing rooms should also have direct access to the stage at the side. The light and sound booth should be at the rear of the commons with enough elevation to support stage productions without distracting the audience. Theses spaces need to be near the music program.



Note: This diagram is for illustration purposes only. Additional interpretation will be made by the design architect.

3.5.4 SPACE ATTRIBUTES

Dressing Room	
Utilities	
Plumbing	Sinks in counters
HVAC	
Electrical	Electrical above counter on wall
Lighting	Lighting for makeup application
Technology	
Surfaces	
Ceiling	
Walls	Mirrors on walls above counters
Flooring	Hard surface
Windows and Doors	
Windows	None
Doors	Quiet door closers
Storage	Some base cabinets between desk knee spaces
Furniture & Equipment	
Other	
Light and Sound Booth	
Utilities	
Plumbing	
HVAC	
Electrical	
Lighting	Dimmable lighting
Technology	Control panel cable termination; access to video cable
Surfaces	
Ceiling	Acoustically treated
Walls	Acoustically treated
Flooring	Carpet
Windows and Doors	
Windows	Window from booth to commons
Doors	Quiet door closers
Storage	Wall cabinets with adjustable shelving
Furniture & Equipment	Control consoles
Other	

Stage	
Utilities	
Plumbing	
HVAC	
Electrical	Ceiling-mounted electrical screen on stage front; electrical on stage front
Lighting	Stage lighting should consist of light bars in front and behind the curtain. These should be bars that can be lowered for maintenance purposes; two "follow spot" lights
Technology	Data on stage front
Surfaces	
Ceiling	Black ceiling; curtain tracks
Walls	Stage area should be painted black; Back and side walls of the stage need a 2"x6" nail strip.
Flooring	Black paint
Windows and Doors	
Windows	None
Doors	Double doors with quiet closers; doors to storage and dressing rooms, also with quiet closers
Storage	
Furniture & Equipment	Stage curtains
Other	
Storage - Costumes	
Utilities	
Plumbing	
HVAC	
Electrical	Electrical outlets
Lighting	
Technology	
Surfaces	
Ceiling	
Walls	
Flooring	Hard surface
Windows and Doors	
Windows	
Doors	
Storage	Hanging space for costumes; adjustable shelving;
Furniture & Equipment	
Other	

3.6 FAMILY AND CONSUMER SCIENCE

3.6.1 PROGRAM FUNCTIONS

The family and consumer science program provides instruction on foods, textiles, careers, and money management. Students gain knowledge, skills and behaviors for successful employment in the culinary arts and hospitality industries. Food preparation and simulated catering activities are common daily activities. The textile program includes sewing, ironing, and clothing design. Because the instructional program uses a variety of techniques for instruction, the classroom space needs to remain open and allow for flexible use.

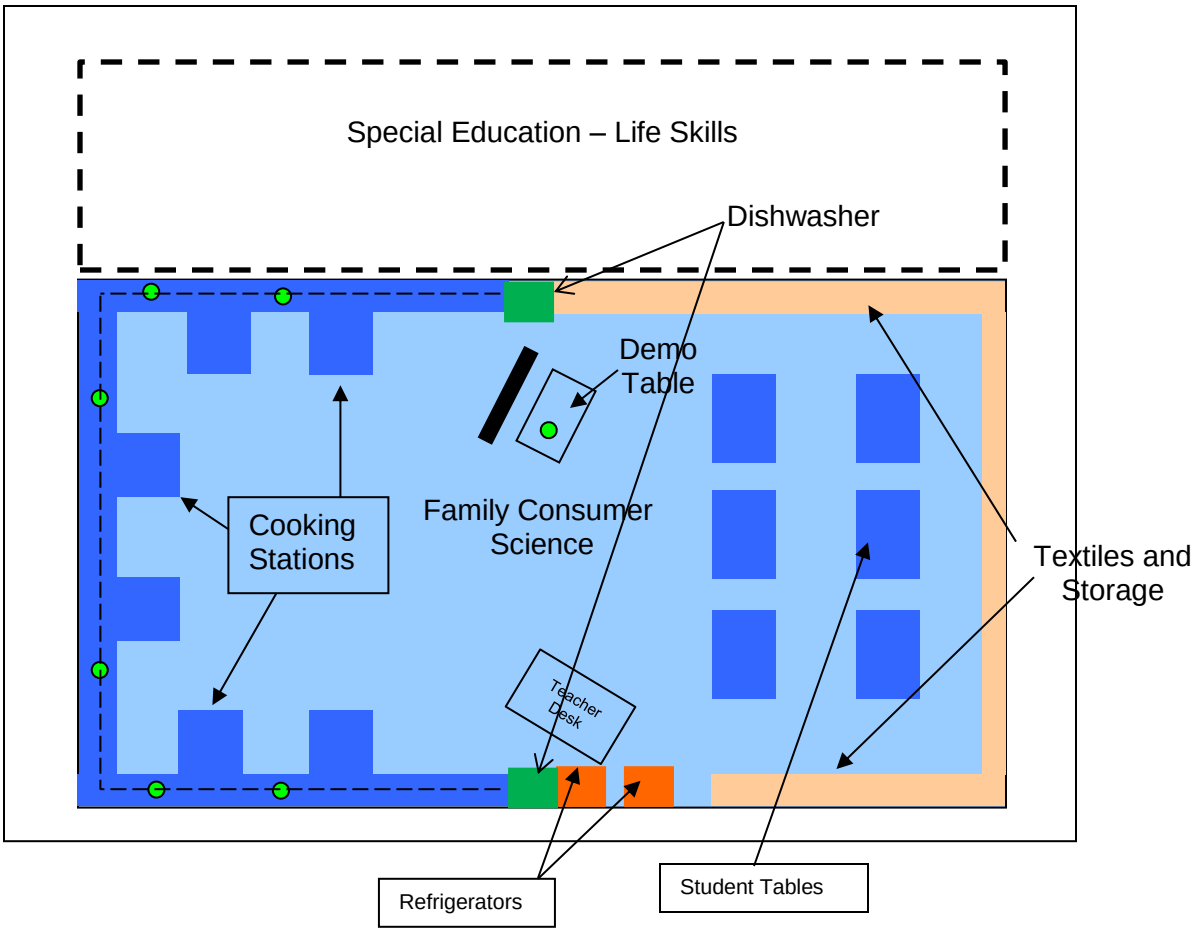
3.6.2 COMPONENT SPACES

Description	# Areas	# Staff	# Students	Sq. Ft.	Sq. Ft. Total
FCS Classroom	1	1	28	1,600	1,600
Total					1,600

3.6.3 COMPONENT RELATIONSHIPS

The family consumer science room should be near the kitchen and the life skills program. The family consumer science room is divided into three main areas: a food preparation area, a textiles area, and a lecture area. A shared laundry area should be provided in the life skills area with easy access from the family consumer science room. An outside door for food delivery should be near a parking or delivery area.

The demo table may be placed on one side of the lecture area and the teacher desk on the other side. (Not shown below.) The demo table may be moveable (mobile).



Note: This diagram is for illustration purposes only and is not to scale. Additional interpretation will be made by the design architect.

3.6.4 SPACE ATTRIBUTES

FCS Room	
Utilities	
Plumbing	Two dishwashers, six standard double sinks and six garbage disposals in the kitchen stations
HVAC	All cook tops need vent hoods
Electrical	Two dishwashers, six disposals, six microwaves, two refrigerator/freezers, six oven/cook tops; electrical supply at mobile demo table; extra outlets at counter tops; electrical outlets near teacher's desk; electrical for sewing
Lighting	
Technology	Data ports in some areas of kitchen countertops; data ports over perimeter cabinets countertops in lecture area; data near teacher's desk; data at mobile demo table
Surfaces	
Ceiling	
Walls	Washable walls; whiteboard and tackable area in lecture area; wall mounts for microwaves; counter in textile area
Flooring	Hard surface
Windows and Doors	
Windows	Natural light where possible
Doors	Double doors to delivery area
Storage	Wall storage cabinets (with adjustable shelves) on perimeter of lecture/textile area; one full height cabinet for personal belongings; kitchen stations have base and overhead cabinets; some storage space may be needed for carts used for catering events
Furniture & Equipment	Cabinet counter tops should be high quality material; six tables; chairs; mobile demo table; portable interactive whiteboard; teacher desk and chair
Other	

3.7 FLEX LAB

3.7.1 PROGRAM FUNCTIONS

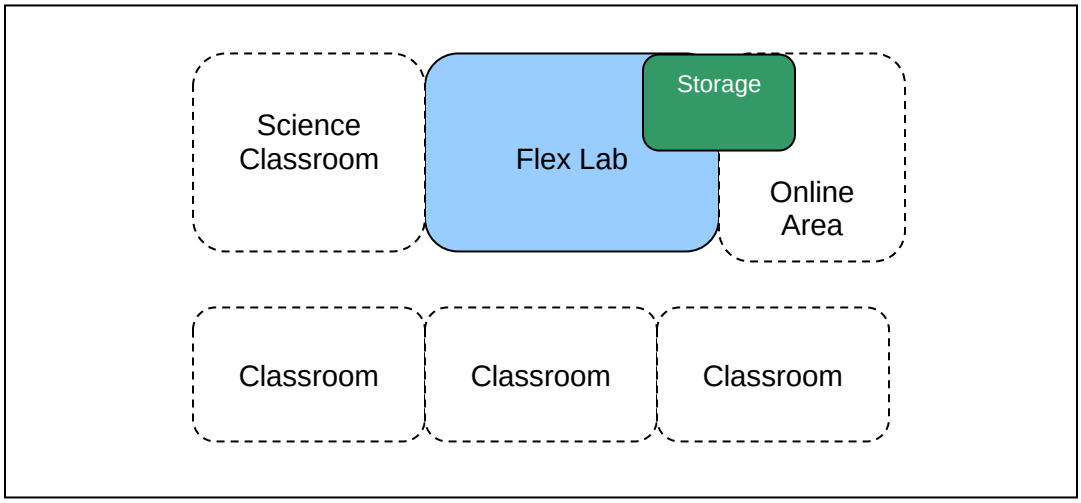
The "flex lab" and support a number of different programs and provides important space for the application of skills being developed in those programs. In many ways, the flex lab is similar to a computer lab or an "introduction to technology lab." It may have small shop equipment and tools, but is primarily a "clean lab" environment.

3.7.2 COMPONENT SPACES

Description	# Areas	# Staff	# Students	Sq. Ft.	Sq. Ft. Total
Flex Lab	3	1	28	1,200	3,600
Storage	3	0	0	200	600
Total					4,200

3.7.3 COMPONENT RELATIONSHIPS

The flex labs should be located near the academic classrooms. The flex lab should have a solid wall between it and the science classroom and acoustical panel walls between it and other spaces.



Note: This diagram is for illustration purposes only and is not to scale. Additional interpretation will be made by the design architect.

3.7.4 SPACE ATTRIBUTES

Flex Lab	
Utilities	
Plumbing	Two deep sinks
HVAC	Additional ventilation
Electrical	Numerous electrical outlets on each wall and overhead
Lighting	Task lighting around the perimeter
Technology	Numerous data outlets on the walls and overhead.
Surfaces	
Ceiling	May have an open beam ceiling
Walls	Durable and cleanable
Flooring	Hard surface
Windows and Doors	
Windows	
Doors	
Storage	Wall cabinets above a perimeter counter on three walls
Furniture & Equipment	Various types of specialized equipment will be used and stored in these spaces
Other	
Storage Room	
Utilities	
Plumbing	
HVAC	
Electrical	
Lighting	
Technology	
Surfaces	
Ceiling	
Walls	
Flooring	Sealed concrete
Windows and Doors	
Windows	
Doors	
Storage	Adjustable shelves
Furniture & Equipment	
Other	

3.8 FOOD SERVICE

3.8.1 PROGRAM FUNCTIONS

The food service department is operated as a support service to the educational program. Meals are eaten in a cafeteria designed to provide some “volume” and sense of space to brighten and enhance the educational climate of the school. The kitchen is a full service kitchen. Food will be prepared on-site for both breakfast and lunch. There will be approximately 200-400 students served for lunch in a staggered lunch period and approximately 150 students for breakfast. There may be catering for staff and community banquets in addition to the daily meals.

3.8.2 COMPONENT SPACES

Description	# Areas	# Staff	# Students	Sq. Ft.	Sq. Ft. Total
Catering Area	1	1-2	0	150	150
Commons	1	1-2	400	5,800	5,800
Cooler	1	1	0	200	200
Dry Storage	1	1	0	300	300
Freezer	1	1	0	200	200
Kitchen	1	1-6	0	1,000	1,000
Office	1	1	0	100	100
Restroom	1	1	0	80	80
Scullery	1	1-2	0	70	70
Serving Area	1	2-4	0	70	70
Table-Chair Storage	1	0	0	500	500
Total					8,470

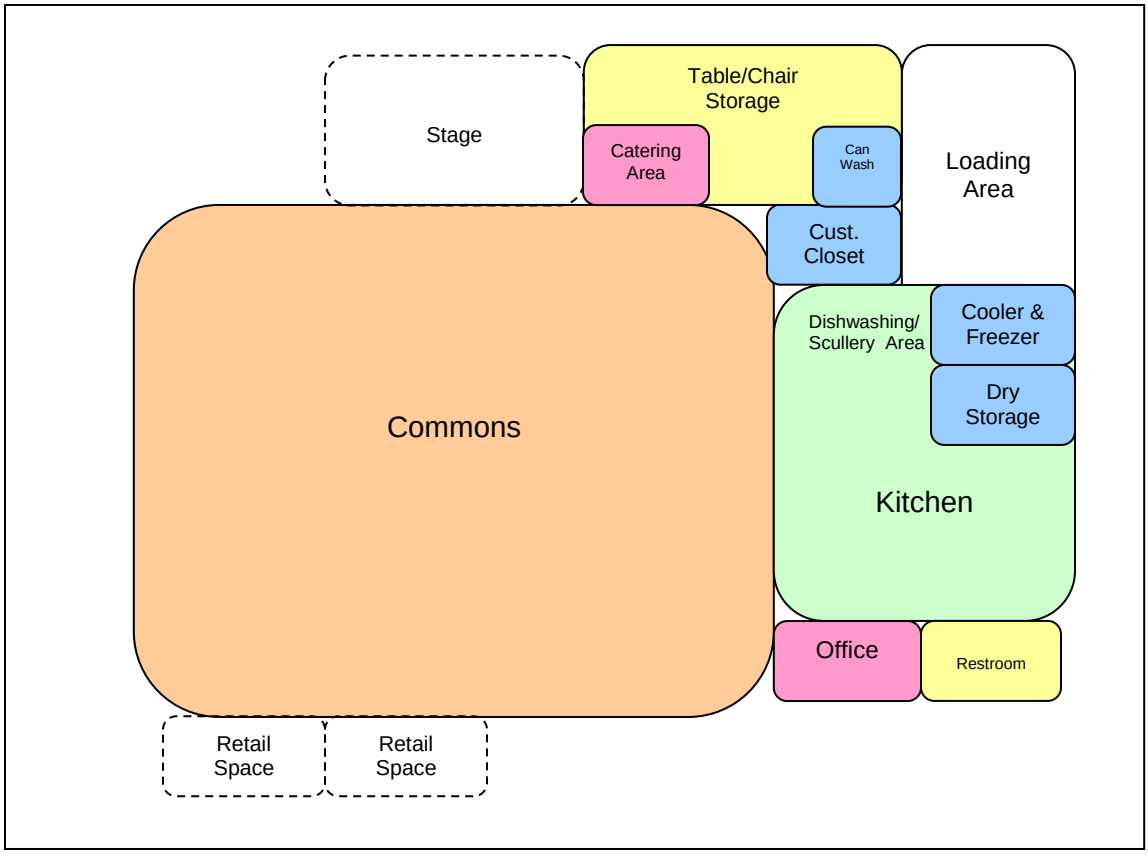
3.8.3 COMPONENT RELATIONSHIPS

The kitchen and commons should be in the main core area of the school. The office, restroom, freezer, cooler, and dry storage room need to be adjacent to the kitchen. The commons and kitchen areas need to be adjacent to each other. This provides efficient security and supervision during non-school hours. The commons and kitchen should be isolated from the academic classrooms to prevent unnecessary noise distractions. However, the food service area may be near the other “noisy” areas of the school (e.g. gymnasium, music, etc.). The food preparation and dishwashing/scullery areas need to be separated, but adjacent. The design of this space should prevent potentially unsafe collisions between serving personnel, cooking personnel, and dishwashing personnel.

This is especially important with hot foods and equipment. The design of the commons should allow for the smooth flow of numerous students in the lunch lines.

The kitchen should be near a main service entrance of the school to easily accommodate food deliveries. Lockers for food service staff should be placed in the back o the kitchen area, perhaps in a hallway area. The food service program will share laundry services with several other programs. The shared laundry equipment will be located in the adjacent large custodial area. The food storage areas (freezers, coolers, and dry storage) and the kitchen need to be adjacent to each other and close to a loading area near the back of the building. One or more dumpsters should be placed near this area. Additional containers should be added for recycling. One small custodial closet should be near the dumpster area to serve as a can washing station. There should be a floor drain in the can wash and loading area.

Retail spaces may be “store fronts” to the commons.



Note: This diagram is for illustration purposes only and is not to scale. Additional interpretation will be made by the design architect.

3.8.4 SPACE ATTRIBUTES

Catering Area	
Utilities	
Plumbing	Sink, hot and cold water
HVAC	
Electrical	Electrical for range, coffee maker, microwave, and small refrigerator
Lighting	Task lighting
Technology	
Surfaces	
Ceiling	
Walls	
Flooring	Hard surface – not hard tile
Windows and Doors	
Windows	No windows
Doors	Roll-down door
Storage	Counter with base cabinet
Furniture & Equipment	Microwave, coffee maker, range with oven, small refrigerator
Other	
Commons	
Utilities	
Plumbing	Drinking fountains
HVAC	
Electrical	Electrical for points of sale and a la cart stations
Lighting	One light bar on cafeteria ceiling directed at stage for drama performances (if stage is placed adjacent to this space)
Technology	Data for points of sale for a la cart stations; finger scanner
Surfaces	
Ceiling	
Walls	
Flooring	Hard surface - not hard tile; cleanable
Windows and Doors	
Windows	High windows
Doors	
Storage	
Furniture & Equipment	30-35 folding tables – not wall mounted; POS equipment including possible future thumb scanner
Other	Consider half-ring sinks for hand washing; finger scanner

Cooler	
Utilities	
Plumbing	
HVAC	Frost-free model
Electrical	Special electrical anticipated for cooler
Lighting	
Technology	Temperature alarm
Surfaces	
Ceiling	Frost/mold free
Walls	
Flooring	Easy-clean flooring
Windows and Doors	
Windows	
Doors	Emergency exit hardware; glass door
Storage	Adjustable metal shelves
Furniture & Equipment	
Other	
Dry Storage	
Utilities	
Plumbing	
HVAC	
Electrical	Electrical outlets on walls
Lighting	
Technology	
Surfaces	
Ceiling	
Walls	
Flooring	Non-slip hard surface
Windows and Doors	
Windows	
Doors	Large door for loading dry goods
Storage	Rolling metal adjustable shelving units
Furniture & Equipment	
Other	

Freezer	
Utilities	
Plumbing	
HVAC	
Electrical	Special electrical anticipated for freezer
Lighting	
Technology	Temperature alarm
Surfaces	
Ceiling	
Walls	
Flooring	
Windows and Doors	
Windows	
Doors	Emergency exit hardware
Storage	Adjustable metal shelves
Furniture & Equipment	
Other	
Kitchen/Serving/Scullery	
Utilities	
Plumbing	Two deep sinks and one hand washing sink in prep area; three compartment sink in dishwashing/scullery area; disposals in both prep and dishwashing areas
HVAC	Vent for cook top; ample ventilation for entire kitchen
Electrical	Special electrical for cook tops, ovens, etc; ample electrical outlets for small appliances; electrical for disposal
Lighting	Task lighting at work areas
Technology	
Surfaces	
Ceiling	Washable surface
Walls	Washable surfaces
Flooring	Non-slip hard surface; mat for back door
Windows and Doors	
Windows	High windows
Doors	Double doors leading to delivery area; roll-down door for access to serving line and scullery, window in door to dock
Storage	Stainless steel cabinet equipment for pots and pan storage
Furniture & Equipment	Recycling bins; can smasher, small compactor; warming ovens; cook/stove top range; 3 sets convection ovens, 2-3 salad/veg. bars; microwaves; milk cooler; lockers in back hallway area
Other	

Office	
Utilities	
Plumbing	
HVAC	
Electrical	Electrical near desk
Lighting	
Technology	Data near desk
Surfaces	
Ceiling	
Walls	Menu board
Flooring	Hard surface – not ceramic tile
Windows and Doors	
Windows	Window with integral blind between kitchen office and kitchen.
Doors	
Storage	Modular desk system, chairs, coat hooks; two filing cabinets
Furniture & Equipment	
Other	
Restroom	
Utilities	
Plumbing	Sink; toilet
HVAC	Ventilation fan
Electrical	
Lighting	
Technology	Automatic sinks
Surfaces	
Ceiling	
Walls	
Flooring	Hard surface
Windows and Doors	
Windows	
Doors	
Storage	Cupboards
Furniture & Equipment	
Other	

Storage – Table/Chair	
Utilities	
Plumbing	
HVAC	
Electrical	
Lighting	
Technology	
Surfaces	
Ceiling	
Walls	Wall surface able to withstand bumping and scraping from moving equipment
Flooring	Hard surface
Windows and Doors	
Windows	
Doors	Oversized doors
Storage	
Furniture & Equipment	30-35 folding lunch tables
Other	

3.9 LIBRARY/MEDIA CENTER

3.9.1 PROGRAM FUNCTIONS

The library serves as a center for culture, literacy and lifetime learning. It provides access to information that advances a free and open information society. Students are provided the opportunity to acquire basic information through a collection of books, periodicals, and other print media. In addition, they have access to information through technology. A variety of instructional activities occur in this space. Accordingly, there needs to be flexibility in the use of the space for quiet individual study and research, computer research, and a classroom-like space to work independently under the supervision of the classroom teacher. The library will also be used by the community as a meeting space.

3.9.2 AREAS

Description	# Areas	# Staff	# Students	Sq. Ft.	Sq. Ft. Total
Broadcast Control Room	1	1	1-2	100	100
Broadcast Studio	1	1-6	0	200	200
Computer Lab	1	1	28	900	900
Library	1	1	50	2,000	2,000
Office/Work Room	1	1	0	225	225
Storage - Equipment	1	0	0	150	150
Total					3,575

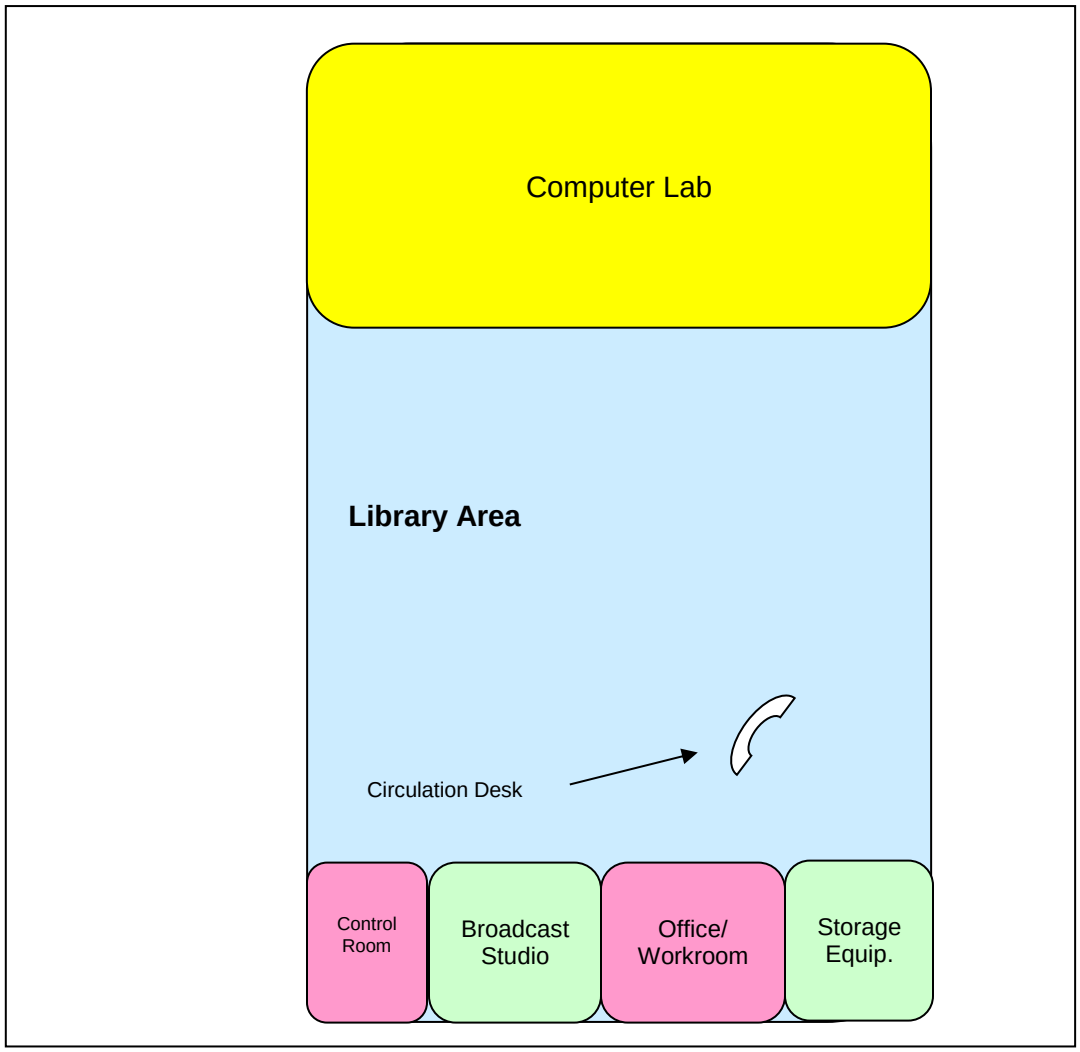
3.9.3 COMPONENT RELATIONSHIPS

The library-media center needs to have five main areas: (1) a general circulation area near the entrance that houses the circulation desk, card catalogues (including computerized card catalogues), computer stations, and some reference materials; (2) the main book shelving area; (3) a quiet reading area with comfortable furniture; (4) an instructional area with equipment that can be used for the instruction of an entire classroom and special presentations by visiting authors; and (5) a computer lab area that supports both the library and the other programs in the school.

Attached to the library media center are the spaces for the internal broadcast program. The studio should be accessed through the library and the control room accessed through the studio.

The library/media center should have reasonable access from the academic classrooms. The library/media center office/workroom and storage room should be near the circulation desk. The librarian's office/workroom should be adjacent to the main library area and

allow good visual supervision. Orient book stacks for good visual supervision from the circulation desk. Good sight lines are needed from the circulation desk to student computers. The library should be positioned in the building to minimize “through traffic” to other instructional spaces.



Note: This diagram is for illustration purposes only and is not to scale. Additional interpretation will be made by the design architect.

3.9.4 SPACE ATTRIBUTES

Broadcast Control Room	
Utilities	
Plumbing	
HVAC	
Electrical	Specialized conditioned power
Lighting	
Technology	Control panel and termination wiring for AV equipment
Surfaces	
Ceiling	Acoustically treated walls
Walls	Acoustically treated walls
Flooring	Hard surface
Windows and Doors	
Windows	Large window between studio and control room
Doors	Windows in doors; access door from control room to studio
Storage	Adjustable shelves; counters for equipment
Furniture & Equipment	Control panel
Other	
Broadcast Studio	
Utilities	
Plumbing	
HVAC	Extra cooling/ventilation
Electrical	Extra electrical in both floor and walls; electrical in ceiling for light bar
Lighting	Spot lighting fixed to two ceiling light bars (drop down)
Technology	Multiple audio/video data ports on the perimeter; drop down ceiling microphone
Surfaces	
Ceiling	Higher than normal ceiling; ceiling should be dark in color; black
Walls	Acoustical walls; walls may be painted black
Flooring	Hard surface (dark color)
Windows and Doors	
Windows	Window between studio and control room only
Doors	Access to the library and control room
Storage	
Furniture & Equipment	Mirror; storage closet
Other	

Library	
Utilities	
Plumbing	
HVAC	Quiet air handling system
Electrical	Adequate outlets throughout the library for 10-15 computer stations (some in floor); extra electrical at circulation desk; electrical for interactive whiteboard (with short-throw projector) in instructional area; power for lighted display cases, both inside and outside the library
Lighting	Indirect pendant lighting; lighting for display areas
Technology	Adequate data ports for 10-15 student computers; two data ports at circulation desk; phone at circulation desk; data for interactive whiteboard (with short-throw projector) in instructional area
Surfaces	
Ceiling	Minimum of 12'-14'
Walls	Book drop from hallway; tackable wall covering
Flooring	Carpet
Windows and Doors	
Windows	Windows for natural light; interior windows with operable, integral blinds in window between office/workroom and library for supervision by library staff
Doors	Double door entrance and exit
Storage	Shelving for book collection (height appropriate for supervision) – many book shelves should be on wheels for portability; high perimeter shelving, low shelving in center area (some mobile), small shelf space for periodicals; storage for media behind the circulation desk; shelving underneath the counters of the desk
Furniture & Equipment	Interactive whiteboard with short-throw projector; adjustable book shelves; tables; chairs; document camera, maps, display cases; (consider aquariums, terrariums, or other equipment to foster a learning-centered environment); interior display window
Other	Hallway displays (lighted) should also be planned; special acoustical treatment necessary for a quiet learning environment

Computer Lab	
Utilities	
Plumbing	
HVAC	Extra ventilation
Electrical	Electrical in perimeter chase around perimeter of room, just above desk height; some in floor
Lighting	
Technology	Data in perimeter chase around perimeter of room, just above desk height; some floor data for interactive white board
Surfaces	
Ceiling	
Walls	Interactive whiteboard
Flooring	Carpet
Windows and Doors	
Windows	Interior window in lab for supervision by library staff
Doors	
Storage	
Furniture & Equipment	Interactive white board; modular computer desks
Other	
Office/Workroom	
Utilities	
Plumbing	Sink in counter, hot and cold water
HVAC	
Electrical	Electrical at desk, counters, copier
Lighting	Task lighting at counter
Technology	One data/phone drop near desk; data/electrical quad above counter, data at island (if space allows)
Surfaces	
Ceiling	
Walls	Some tackable wall space
Flooring	Hard surface
Windows and Doors	
Windows	Interior window from office/workroom to library with operable, integral blinds
Doors	
Storage	One wall of base and wall cabinets; some flat file/media storage; storage underneath (vertical and horizontal slots)
Furniture & Equipment	Small copier (owner or FF&E supplied); modular desk, chairs
Other	

Storage - Equipment	
Utilities	
Plumbing	
HVAC	
Electrical	Electrical outlets for recharging equipment (including computer labs on carts)
Lighting	
Technology	
Surfaces	
Ceiling	
Walls	
Flooring	Hard surface
Windows and Doors	
Windows	
Doors	Oversized; locking door
Storage	Large and small equipment storage areas; adjustable wall shelves; large floor space near power outlets for computer carts carrying mobile computer labs; flat files
Furniture & Equipment	
Other	

3.10 MUSIC

3.10.1 GENERAL PROGRAM GOAL AND OBJECTIVES STATEMENT

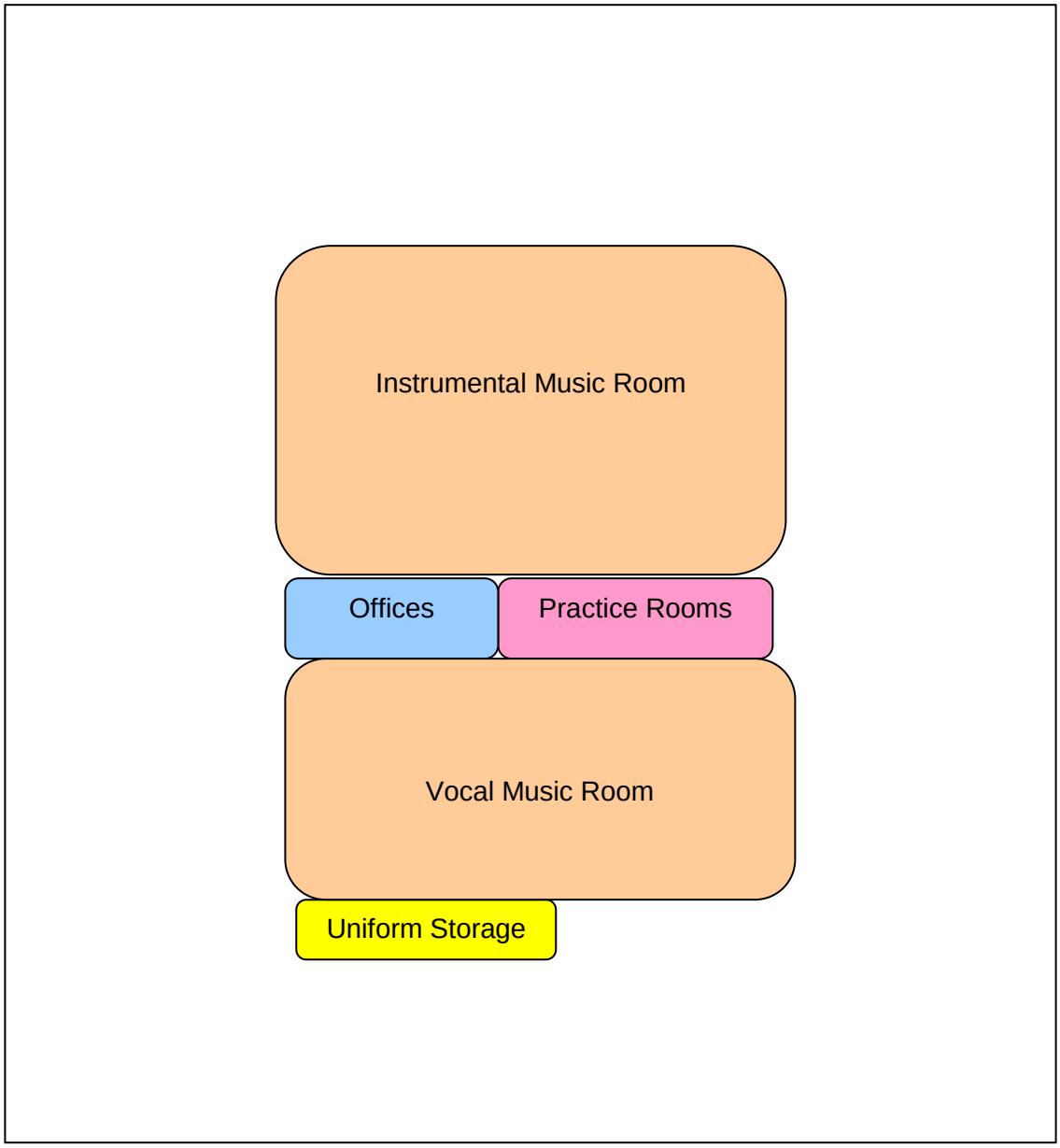
The music program helps students demonstrate and understand basic musical concepts through access to music resources and instruction through band, orchestra, and choir. Students also receive instruction in the history, value, and appreciation of music in our culture. Through this program, students become more confident in their musical abilities and can demonstrate their musical knowledge and ability through required musical and music productions. Music students develop self-discipline and experience the satisfaction of success. Music activities include large and small group instruction and some individual instruction.

3.10.2 COMPONENT SPACES

Description	# Areas	# Staff	# Students	Sq. Ft.	Sq. Ft. Total
Music Room - Instrumental	1	1	50	1,800	1,800
Music Room - Vocal	1	1	50	1,200	1,200
Office	2	1	0	100	200
Practice Room (Large)	1	1	1-6	150	150
Practice Room (Small)	2	1	1-3	80	160
Storage - Uniform	1	1	0	150	150
Total					3,660

3.10.3 COMPONENT RELATIONSHIPS

The music classroom should be located away from quieter academic areas and have adequate acoustical separation from other adjacent spaces. The office and practice rooms should be adjacent to the music classrooms. The medium and small instruments will be at the classroom perimeter in storage cages. Larger instruments will be stored in the instrument storage room, which should open directly on the instrument music room. Uniform storage is also accessible to classroom.



Note: This diagram is for illustration purposes only and is not to scale. Additional interpretation will be made by the design architect.

3.10.4 SPACE ATTRIBUTES

Music Room - Instrumental	
Utilities	
Plumbing	Deep sink with high swivel faucet and bubbler
HVAC	
Electrical	
Lighting	
Technology	Sound system in the classroom
Surfaces	
Ceiling	Acoustically treated; approximately 18' ceiling
Walls	All surfaces should be treated acoustically correct to fit the program; additional whiteboard with staff lines
Flooring	Flat floor
Windows and Doors	
Windows	High windows; interior windows to office and practice rooms
Doors	Door to office; doors to practice rooms
Storage	Perimeter medium and small cages for instrument storage; cabinets for digital recording equipment
Furniture & Equipment	Interactive white board with short throw projector, DVD player, TV; digital recording equipment; chairs and music stands for classroom
Other	
Music Room - Vocal	
Utilities	
Plumbing	Sink with bubbler
HVAC	
Electrical	
Lighting	
Technology	Sound system in the classroom
Surfaces	
Ceiling	Acoustically treated; approximately 18' ceiling
Walls	All surfaces should be treated acoustically correct to fit the program; additional whiteboard with staff lines
Flooring	Flat floor
Windows and Doors	
Windows	High windows; interior windows to office and practice rooms
Doors	Door to office; doors to practice rooms
Storage	Cabinets for digital recording equipment
Furniture & Equipment	Interactive whiteboard with short throw projector, DVD player, TV; digital recording equipment; chairs and music stands for classroom; wireless microphone
Other	

Office	
Utilities	
Plumbing	
HVAC	
Electrical	Electrical at desk area
Lighting	
Technology	Data and phone at desk
Surfaces	
Ceiling	
Walls	
Flooring	Carpet
Windows and Doors	
Windows	Interior window to classrooms
Doors	
Storage	
Furniture & Equipment	Modular desk system
Other	
Practice Rooms	
Utilities	
Plumbing	
HVAC	
Electrical	Electrical around room on walls
Lighting	
Technology	Data around room on walls; sound system, microphone jack in wall
Surfaces	
Ceiling	Acoustically treated
Walls	Acoustically treated
Flooring	Carpet
Windows and Doors	
Windows	
Doors	Door with window
Storage	
Furniture & Equipment	Keyboards, piano; chairs
Other	

Storage – Uniforms	
Utilities	
Plumbing	
HVAC	Some additional ventilation to prevent mold-mildew
Electrical	
Lighting	
Technology	Data drops
Surfaces	
Ceiling	
Walls	
Flooring	Hard surface
Windows and Doors	
Windows	None
Doors	Double doors to vocal music room
Storage	Hangers for uniforms and robes; cubbies for hats; shelves over rods
Furniture & Equipment	
Other	

3.11 PHYSICAL EDUCATION

3.11.1 PROGRAM FUNCTIONS

The physical education program enables students to learn skills necessary to perform a variety of physical activities and participate regularly in physical activity. All students shall gain an appreciation for a healthy, active lifestyle and know the implication of and benefits from involvement in physical activities. Activities include both indoor and outdoor activities that include fitness activities and exercises, lifetime sports, tumbling, gymnastics, aerobics, team sports, individual and dual sports, and weight training. Lecture and discussion are also included in the program.

A basic course in sports medicine may be taught using the training room.

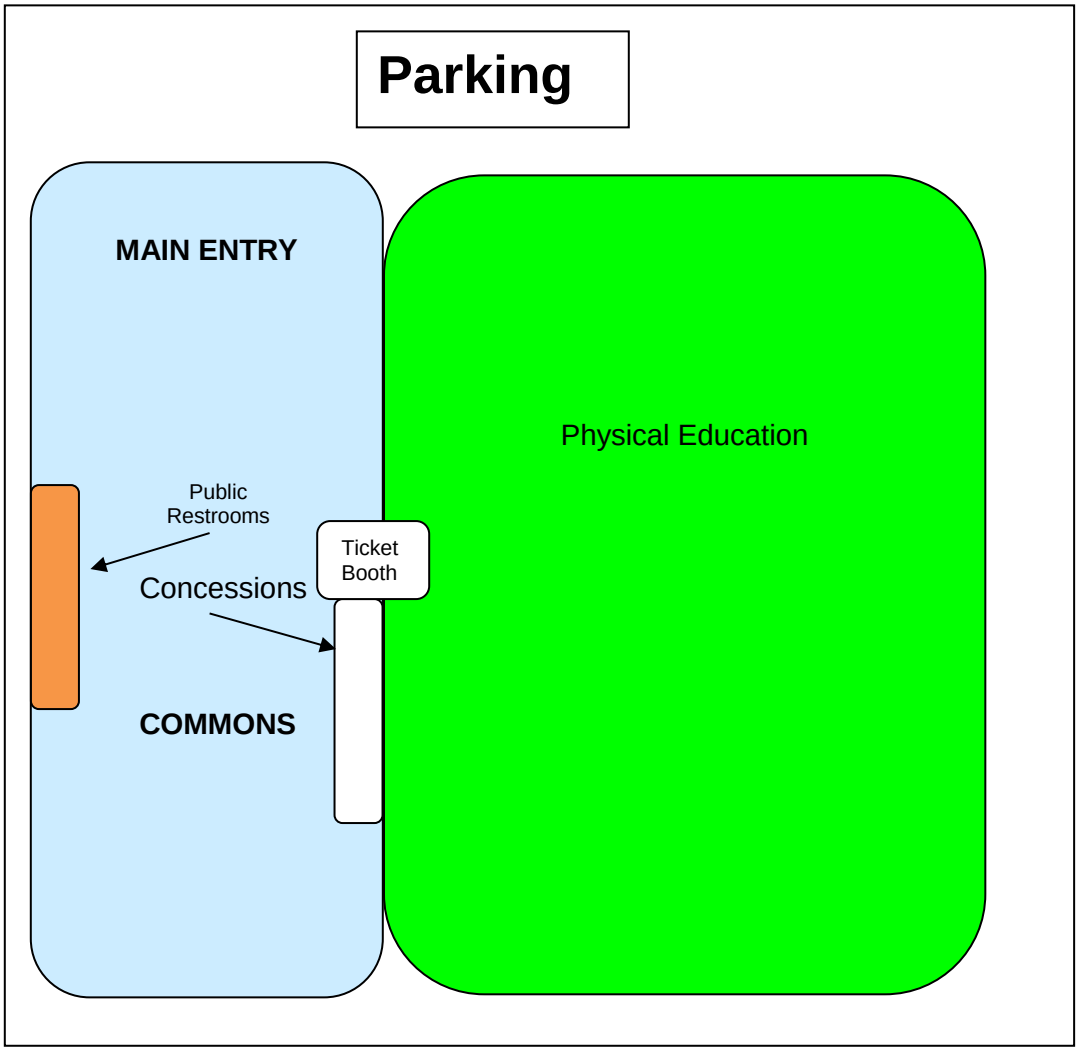
3.11.2 COMPONENT SPACES

Description	# Areas	# Staff	# Students	Sq. Ft.	Sq. Ft. Total
Coaches Showers	2	1	0	80	160
Concession Area	1	1-2	1-2	120	120
Drying Room	1	0	0	200	200
Gymnasium (Perform)	1	2	1,000	11,500	11,500
Gymnasium (Practice)	1	2	375	6,400	6,400
Locker Room - Athletics	2	1	80	1,000	2,000
Lockers (PE)	2	1	28	1,000	2,000
Office	4	2	0	100	400
Referee Room	1	2-3	0	150	150
Storage (Athletic)	1	1	0	250	250
Storage (PE)	2	1	0	300	600
Ticket Booth	1	1	0	35	35
Training Room	1	1	4	200	200
Weight Room	1	1	28	1,200	1,200
Total					25,215

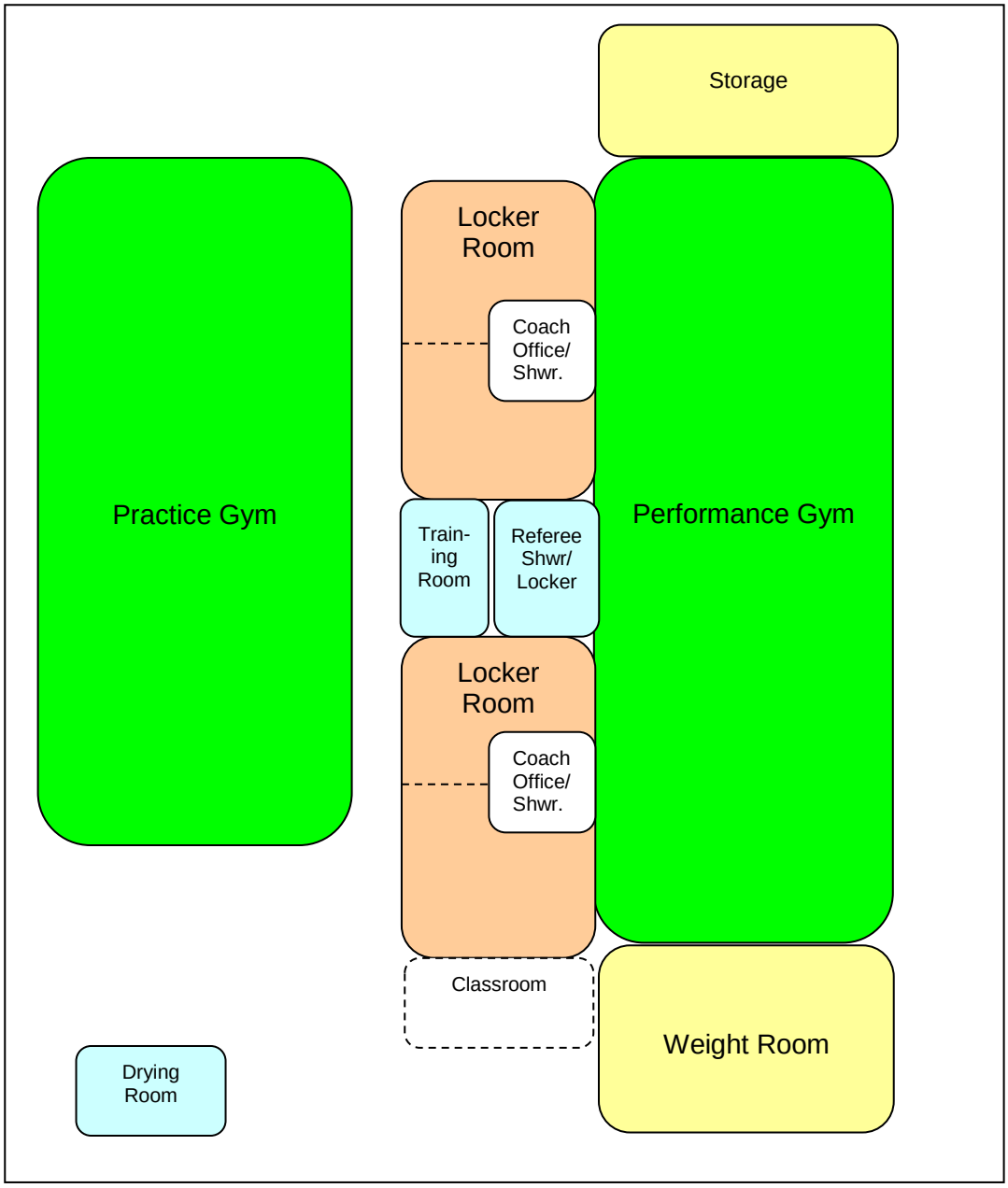
3.11.3 COMPONENT RELATIONSHIPS

The physical education program should be acoustically separated from the academic spaces in the school. If possible, it should be located near the cafeteria/commons area to share food service spaces, drinking fountains, and public restroom facilities. The physical education program is conducted primarily in two gymnasiums and the weight training room. The gymnasium complex needs to be located near the front entrance of the building or have a separate public entrance. The entrance should be easily secured

for crowd control. The performance gymnasium should be near the public parking lots. Outside entrances are needed into the gymnasium and locker rooms from playfields. The concession area should have its "storefront" near the gym foyer area. Locker rooms need to have immediate access to the gymnasium. The circulation pattern should minimize traffic through the gym. The offices should be adjacent to their respective locker rooms and to the coach's' showers. The training room and weight room should all be adjacent to the gym area. The drying room and practice gymnasium can be somewhat removed from the performance gymnasium. A general classroom should be adjacent to the physical education area to act as a health classroom and team room.



Note: This diagram is for illustration purposes only and is not to scale. Additional interpretation will be made by the design architect.



Note: This diagram is for illustration purposes only and is not to scale. Additional interpretation will be made by the design architect.

3.11.4 SPACE ATTRIBUTES

Coaches Showers	
Utilities	
Plumbing	Toilet, sink and shower
HVAC	Ventilation fan
Electrical	
Lighting	
Technology	
Surfaces	
Ceiling	
Walls	Ceramic tile; small white board
Flooring	Non-slip ceramic tile
Windows and Doors	
Windows	
Doors	
Storage	Four full sized lockers
Furniture & Equipment	Towel storage locker
Other	
Concession Area	
Utilities	
Plumbing	Sink; ice machine; drain
HVAC	Exhaust fan
Electrical	Electrical at counters for small appliances, cooler, and cash register
Lighting	
Technology	Data at cash register
Surfaces	
Ceiling	
Walls	
Flooring	Non slip hard surface
Windows and Doors	
Windows	Roll down window for order/serving
Doors	
Storage	Storage cabinets under counters; some wall and base cabinets with counters; wall shelving for display space; large storage closet for equipment
Furniture & Equipment	Refrigerator/cooler; popcorn machine; coffee machine; microwave; cash register
Other	

Drying Room	
Utilities	
Plumbing	
HVAC	Extra ventilation
Electrical	
Lighting	
Technology	
Surfaces	
Ceiling	
Walls	
Flooring	Non-slip sealed concrete
Windows and Doors	
Windows	
Doors	Consider oversized door for large equipment
Storage	Large racks, shelving, and storage space for athletic equipment
Furniture & Equipment	
Other	

Gymnasium - Performance	
Utilities	
Plumbing	
HVAC	
Electrical	Electrical supply at scoreboard (ends), shot clocks, and at scoring table; wiring for a high quality sound system with ports at scoring table, electric bleachers, electric winches on all backboards, and lighted trophy cases; electrical supply for wrestling mat hoists
Lighting	Lighting in the performance gymnasium needs at least two levels -- one level for normal, daily operations, the second level provides additional light for public performances and events; lighting should be even with no bright spots behind baskets.
Technology	Data and phone at score table; wiring for two shot clocks (one on each backboard); data and video at video platform
Surfaces	
Ceiling	Drop-down dividing curtain
Walls	Padding beneath boards (with graphics)
Flooring	Graphics on center court floor; adequate side line space for chairs; floor standards for volleyball; lines for basketball, volleyball, pickle ball, badminton, and dot drills; video platform
Windows and Doors	
Windows	High windows
Doors	Double doors on all main entrance locations
Storage	Storage for two wrestling mats at one end of the gym.
Furniture & Equipment	Scoreboard, scoring tables, sound system, two end backboards and four side backboards (all with electric winches); electrical wrestling mat hoists
Other	

Gymnasium - Practice	
Utilities	
Plumbing	
HVAC	
Electrical	Electrical for score boards and scoring table; electric winches on all backboards
Lighting	The lighting should be even with no bright spots behind baskets
Technology	Data and phone at score table;
Surfaces	
Ceiling	Drop-down dividing curtain
Walls	Padding beneath boards; ; climbing wall
Flooring	Hardwood; lines for basketball, volleyball, pickle ball, badminton, and dot drills; floor standards for volleyball
Windows and Doors	
Windows	
Doors	Double doors on all main entrance locations
Storage	
Furniture & Equipment	Scoreboard, scoring tables, two end backboards and four side backboards (all with electric winches)
Other	
Locker Rooms	
Utilities	
Plumbing	One gang shower and four privacy showers in each of the boys and girls locker rooms; cold whirlpool
HVAC	Exhaust fans
Electrical	Electrical for scoreboard time clock
Lighting	
Technology	Data for scoreboard time clock
Surfaces	
Ceiling	
Walls	Ceramic tile; white board
Flooring	Non-slip ceramic tile
Windows and Doors	
Windows	Interior window with blind in coaches' office in sight line with locker rooms
Doors	Roll-down door to divide each of the two locker areas
Storage	75 boy's PE lockers; 75 girl's PE lockers; 50 football lockers in boy's side; and 50 changing lockers for girls
Furniture & Equipment	Benches in front of lockers; electronic score4board clock
Other	

Offices	
Utilities	
Plumbing	
HVAC	
Electrical	Electrical above counters
Lighting	
Technology	Data desk top and all four walls
Surfaces	
Ceiling	
Walls	Tackable space; small whiteboard
Flooring	Hard surface
Windows and Doors	
Windows	Interior windows with blinds to locker rooms
Doors	
Storage	Secure storage cabinets
Furniture & Equipment	
Other	
Referee Room	
Utilities	
Plumbing	Toilet, sink, shower, floor drain
HVAC	Exhaust fans
Electrical	Electric for scoreboard time clock
Lighting	
Technology	Data for scoreboard time clock
Surfaces	
Ceiling	
Walls	Ceramic tile
Flooring	Non-slip ceramic tile
Windows and Doors	
Windows	
Doors	
Storage	
Furniture & Equipment	Three full-height lockers; scoreboard time clock
Other	Bench in front of locker

Storage - Athletic	
Utilities	
Plumbing	
HVAC	
Electrical	Outlets in perimeter
Lighting	
Technology	
Surfaces	
Ceiling	
Walls	
Flooring	Hard surface
Windows and Doors	
Windows	
Doors	
Storage	Large floor to ceiling divided cages for equipment storage for each sport
Furniture & Equipment	
Other	
Storage PE	
Utilities	
Plumbing	
HVAC	
Electrical	Outlets in perimeter
Lighting	
Technology	
Surfaces	
Ceiling	
Walls	
Flooring	Hard surface
Windows and Doors	
Windows	
Doors	
Storage	Wire cages, divided and secure for PE equipment
Furniture & Equipment	
Other	

Ticket Booth	
Utilities	
Plumbing	
HVAC	
Electrical	Electrical outlets
Lighting	
Technology	Phone and data
Surfaces	
Ceiling	
Walls	
Flooring	Hard surface
Windows and Doors	
Windows	Roll-down window
Doors	
Storage	Counter
Furniture & Equipment	Chair
Other	
Training Room	
Utilities	
Plumbing	Hot and cold whirlpool, sink with high faucet, ice machine; floor sink; floor drain
HVAC	Exhaust fan
Electrical	Wiring for whirlpool; outlets 4' above the floor (near training tables) and all four walls
Lighting	
Technology	Data ports at countertops and all four walls
Surfaces	
Ceiling	
Walls	Tackable surface; whiteboard
Flooring	Sloped to drain; non-slip hard surface
Windows and Doors	
Windows	
Doors	Oversized doors
Storage	Storage cabinets underneath training tables; some secure storage cabinets with adjustable shelves some of these cabinets need to be floor to ceiling
Furniture & Equipment	Two training tables – more if space allows.
Other	

Weight Room	
Utilities	
Plumbing	Bubbler
HVAC	Extra ventilation
Electrical	Electrical outlets at all four walls; electrical for time clock
Lighting	
Technology	Data port on all four walls; data for time clock
Surfaces	
Ceiling	
Walls	Mirrors on walls
Flooring	Reinforced floor, sealed concrete below interlocking heavy duty floor pad
Windows and Doors	
Windows	Consider some interior windows to hallway
Doors	Double doors for large equipment
Storage	Some small base cabinets with countertops
Furniture & Equipment	Weight lifting and strength training equipment; time clocks; stereo system (perhaps through intercom)
Other	

3.12 SCIENCE

3.12.1 PROGRAM FUNCTIONS

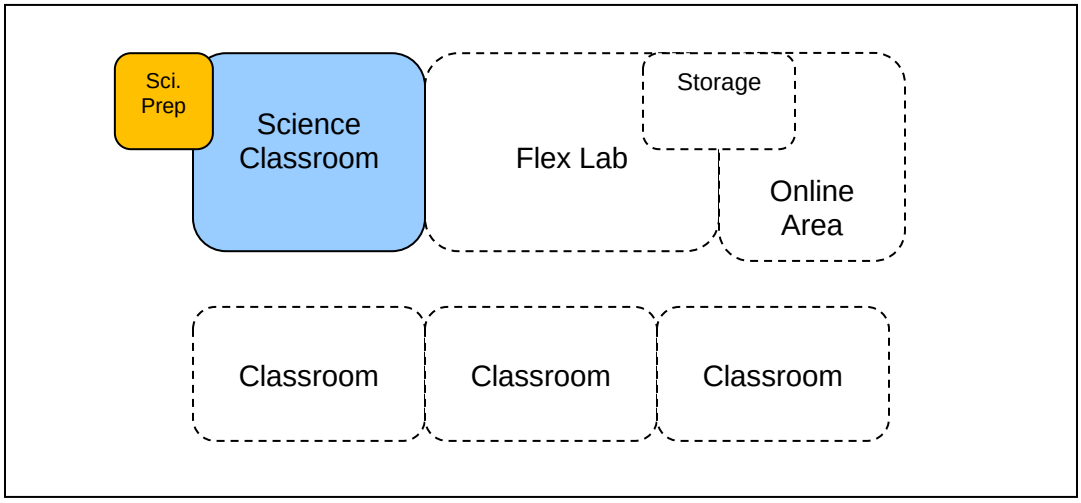
The science program helps students recognize and explain cause and effect relationships as it applies to science in the world around us. By using critical thinking process skills to solve problems, develop concepts and make informed decisions, students learn scientific methods through hands-on experiences. They are expected to integrate thought processes from other academic disciplines to develop understanding of science. Students are also expected to recognize the impact of science on society. Technology is used in a wide variety of interactions and hands-on experiences. Science is taught using both large and small group instruction. There are demonstration activities and hands-on lab activities.

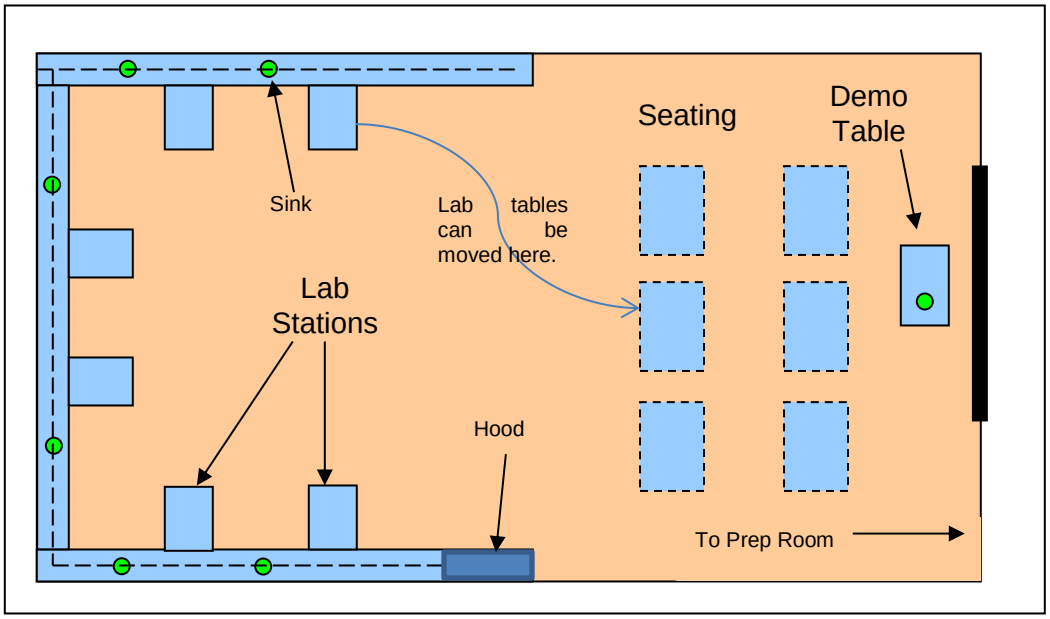
3.12.2 COMPONENT SPACES

Description	# Areas	# Staff	# Students	Sq. Ft.	Sq. Ft. Total
Science Room	3	1	24	1,400	4,200
Storage/Prep Room	2	1	0	200	400
Total					4,600

3.12.3 COMPONENT RELATIONSHIPS

The science classrooms should be located in the academic core of the school. Each of the science classrooms should be integrated into the three “project pods” in the school. Each of the classrooms should be a prototypical “combination” classroom-lab with an area for demonstration and lecture as well as a lab area. Each science lab should have an adjacent science prep room. Each science room should have reasonable access to the outside grounds for potential on-site life science activities.





Note: These diagrams are for illustration purposes only and are not to scale. Additional interpretation will be made by the design architect.

3.12.4 SPACE ATTRIBUTES

Science Lab	
Utilities	
Plumbing	Gas, compressed air, vacuum at lab stations; sink with hot and cold water at each lab station and at demo table; a master gas and water shut off valve; each sink and drain is to be corrosion resistant; sink faucets located inside sink edge and not in counter (if possible); grease traps drains; emergency shower and eye wash; water spigot at the eyewash area
HVAC	One fume hood per lab, positioned to allow demonstrations for small groups; switch at hood
Electrical	One fourplex electrical outlet at each lab station on a vertical surface; two duplex outlets on each side of the instructors' demonstration table; electrical supply for fume hood; microwave
Lighting	Task lighting at each lab
Technology	Data drops at each lab station vertical surfaces; data at the demo table; data in several locations in lecture area for teacher desk
Surfaces	
Ceiling	
Walls	Interactive whiteboard; tackable wall space
Flooring	Hard surface
Windows and Doors	
Windows	
Doors	Dutch door to prep room
Storage	Secure, perimeter wall cabinets with solid doors; all cabinets locking; base cabinets on perimeter of room and underneath each lab station; counter tops and backsplash made of non-corrosive, durable materials; counter tops should extend over the edge of the base cabinet to form a lip to allow clamping and attachment of lab equipment; base cabinet storage under the demo table; any shelving holding glassware should be equipped with earthquake proof lip
Furniture & Equipment	Eyewash; emergency shower; demo table with sink; overflow lip on demo table edge; microwave
Other	

Storage/Prep Room	
Utilities	
Plumbing	Deep double sink with drain boards in the storage/prep room; dishwasher
HVAC	Extra manually controlled ventilation
Electrical	Electrical supply for dishwasher; electrical outlets above the counters; refrigerator; microwave
Lighting	
Technology	Data drops above counters
Surfaces	
Ceiling	
Walls	
Flooring	Hard surface
Windows and Doors	
Windows	
Doors	Dutch door
Storage	Separate and secured acid and base storage cabinets with earthquake-proof lips on shelving and corrosive resistant countertops
Furniture & Equipment	One dishwasher; microwave; refrigerator
Other	

3.13 SPECIAL EDUCATION

3.13.1 PROGRAM FUNCTIONS

The special education program ensures all individuals have the opportunity to learn and attain self fulfillment regardless of their disability. This process is often a collaborative educational effort among learners, educators, families, communities, governments, businesses, and industries. There are two major sub-program types: (1) the resource room program that addresses students with mild to moderate cognitive impairment, and (2) the life skills program that addresses students with more severe cognitive impairment, medically fragile students, or those with multiple handicaps. Physical therapy and occupational therapy (PT/OT) services often occur in the life skills instructional area. All instruction occurs individually in some programs or with group sizes of one to six students. Activities are quite varied in this program and are sometimes noisier than a regular classroom.

The psychologist and speech language pathologist (SLP) programs provide ancillary services to the special education program. It is not unusual for a special education student to receive services in two or more of the special education programs.

3.13.2 COMPONENT SPACES

Description	# Areas	# Staff	# Students	Sq. Ft.	Sq. Ft. Total
"Cool Down" Room	1	0	1	40	40
Kitchenette	1	0	0	150	150
Laundry	1	1	0	70	70
Life Skills/PT-OT Room	1	2	8	1,450	1,450
Psychologist Office	2	1	1	120	240
Resource Room	1	1	16	900	900
Restroom	1	0	1	150	150
SLP Room	1	1	1-6	200	200
Storage Room - Equip	1	0	1	150	150
Total					3,350

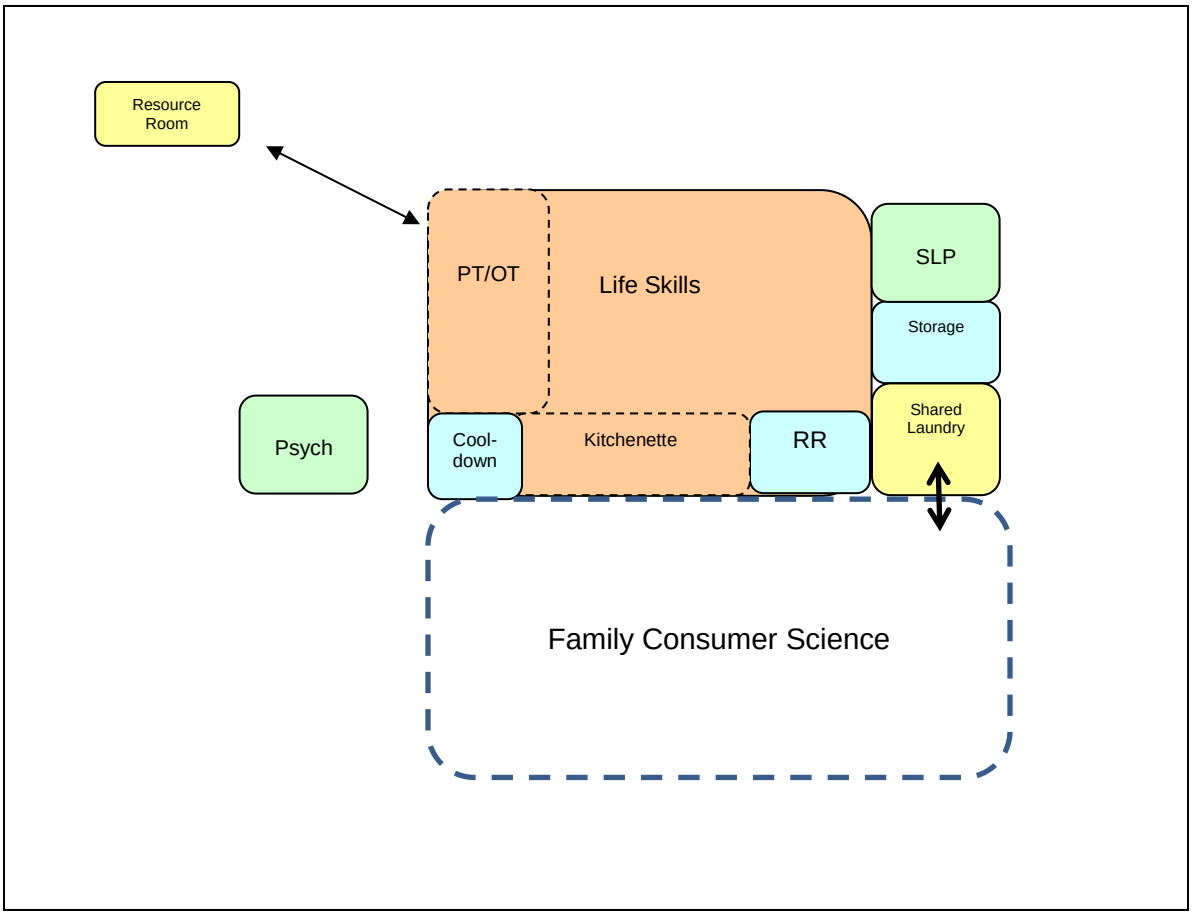
3.13.3 COMPONENT RELATIONSHIPS

The resource room should be near the general classrooms and acoustically separated from the gymnasium, kitchen, and other noisy areas.

The life skills room should be near the administration offices. The life skills room should have an operable wall to divide the room. The PT/OT functions will occur on one “side” of

the life skills room. This PT/OT area should have the ability to be screen off from the other area with a ceiling mounted privacy curtain. The “cool-down” room should be easily accessible from the life skills classrooms. One restroom should be primarily accessible from the life skills room. The laundry should be easily accessible from the life skills restroom and have easy access, also, from the nearby family consumer science classroom.

The psychologist office and speech language pathologist (SLP) room should be integral parts of the special education “department” and have access from the corridor. It should be acoustically isolated from the noise in the other rooms. It should be accessible from the general classrooms.



Note: This diagram is for illustration purposes only and is not to scale. Additional interpretation will be made by the design architect.

3.13.4 SPACE ATTRIBUTES

Cool-Down Room	
Utilities	
Plumbing	
HVAC	
Electrical	Light switch outside room
Lighting	
Technology	
Surfaces	
Ceiling	
Walls	Very durable (possibly padded); acoustically treated
Flooring	Hard surface
Windows and Doors	
Windows	One-way window to classroom with safety glass
Doors	Specialized lock hardware
Storage	
Furniture & Equipment	Counter with chair or carrel
Other	
Kitchenette	
Utilities	
Plumbing	Sink; disposal, ice maker for refrigerator; dishwasher
HVAC	Vent for hood over stove/oven
Electrical	Microwaves, full-sized refrigerator, disposal, outlets above counters; stove/oven
Lighting	
Technology	
Surfaces	
Ceiling	
Walls	Washable
Flooring	Hard surface; no pattern; neutral color
Windows and Doors	
Windows	Not necessary
Doors	Windows in doors
Storage	Some base and upper cabinets
Furniture & Equipment	Microwave, refrigerator/ice maker, disposal; stove with oven
Other	Shared with other special education programs

Laundry Room	
Utilities	
Plumbing	Plumbing for washer; plumbing for gas (if gas dryer)
HVAC	Extra ventilation required
Electrical	Electrical for washer; special electrical for dryer
Lighting	
Technology	Telephone
Surfaces	
Ceiling	
Walls	
Flooring	Non-slip floor covering
Windows and Doors	
Windows	
Doors	
Storage	Cabinets, cupboards, and shelving for cleaning supplies, soaps, bleaches, etc.
Furniture & Equipment	Washer, dryer, table or counter for folding clothes
Other	

Life Skills Room	
Utilities	
Plumbing	Sink with bubbler; separate large sink with high swivel faucet near med prep area in counter
HVAC	
Electrical	Power provided for charging large equipment
Lighting	Task lighting over counter for med and feeding equipment use near sink
Technology	Data in all areas
Surfaces	
Ceiling	Hooks for feeding tubes, privacy curtain track around PT/OT and one other area in room (near hospital bed area; ceiling hoyer hook opposite end of PT/OT
Walls	Operable, acoustical wall with window at 4' height
Flooring	Hard surface with non-slip throw rugs; no pattern; neutral color
Windows and Doors	
Windows	
Doors	Oversized for wheelchair and other equipment
Storage	Extra full-height cupboards; all locking cabinets for med supplies; adjustable shelving in all cabinets
Furniture & Equipment	Treatment table (perhaps Murphy bed); acoustical dividers; swing, dishwasher; refrigerator; microwave; stove; hospital bed
Other	

Psychologist Office	
Utilities	
Plumbing	
HVAC	
Electrical	Electrical for desk
Lighting	
Technology	Data for desk
Surfaces	
Ceiling	
Walls	Acoustically treated; tackable space; small whiteboard
Flooring	Carpet
Windows and Doors	
Windows	Natural light if possible
Doors	
Storage	Locking cabinet storage for testing materials
Furniture & Equipment	Table, chairs, and desk file cabinets (district provided)
Other	
PT/OT (area)	**An area within the life skills room**
Utilities	
Plumbing	
HVAC	
Electrical	
Lighting	
Technology	
Surfaces	
Ceiling	Ceiling hoyer hook for hoyer lift; track for privacy curtain
Walls	
Flooring	Hard surface with throw rugs
Windows and Doors	
Windows	
Doors	
Storage	Floor to ceiling cupboards with adjustable shelving; space for filing cabinets
Furniture & Equipment	Treatment tables (perhaps Murphy bed); privacy curtain
Other	

Resource Room	See general classroom
Utilities	
Plumbing	
HVAC	
Electrical	Electrical in acoustical divider panels
Lighting	
Technology	Data in acoustical divider panels
Surfaces	
Ceiling	
Walls	
Flooring	
Windows and Doors	
Windows	
Doors	
Storage	
Furniture & Equipment	Mobile acoustical divider panels to accommodate 2-3 different teaching areas; tables for up to six students per teacher
Other	
Restroom	
Utilities	
Plumbing	Shower with hand held shower head
HVAC	Ventilation fan with timer
Electrical	Power for adjustable-height changing table
Lighting	
Technology	
Surfaces	
Ceiling	Privacy curtain track
Walls	Durable, washable surface
Flooring	Hard surface
Windows and Doors	
Windows	
Doors	
Storage	Locking storage cabinet near changing table; storage for clothing
Furniture & Equipment	Changing table
Other	Large space around toilet for adult assistance

SLP Room	
Utilities	
Plumbing	Sink with bubbler
HVAC	
Electrical	
Lighting	
Technology	
Surfaces	
Ceiling	
Walls	Acoustically treated; tackable space; small whiteboard
Flooring	Carpet
Windows and Doors	
Windows	Natural light if possible
Doors	
Storage	Locking cabinet storage
Furniture & Equipment	Table, chairs, and desk file cabinets (district provided)
Other	
Storage Room	
Utilities	
Plumbing	
HVAC	
Electrical	Outlets in walls for recharging equipment
Lighting	
Technology	
Surfaces	
Ceiling	
Walls	
Flooring	Hard surface
Windows and Doors	
Windows	None
Doors	
Storage	Adjustable shelves; space for larger equipment (e.g. wheel chairs, walkers, breathing equipment, etc.)
Furniture & Equipment	
Other	

3.14 STAFF ROOMS

3.14.1 PROGRAM FUNCTIONS

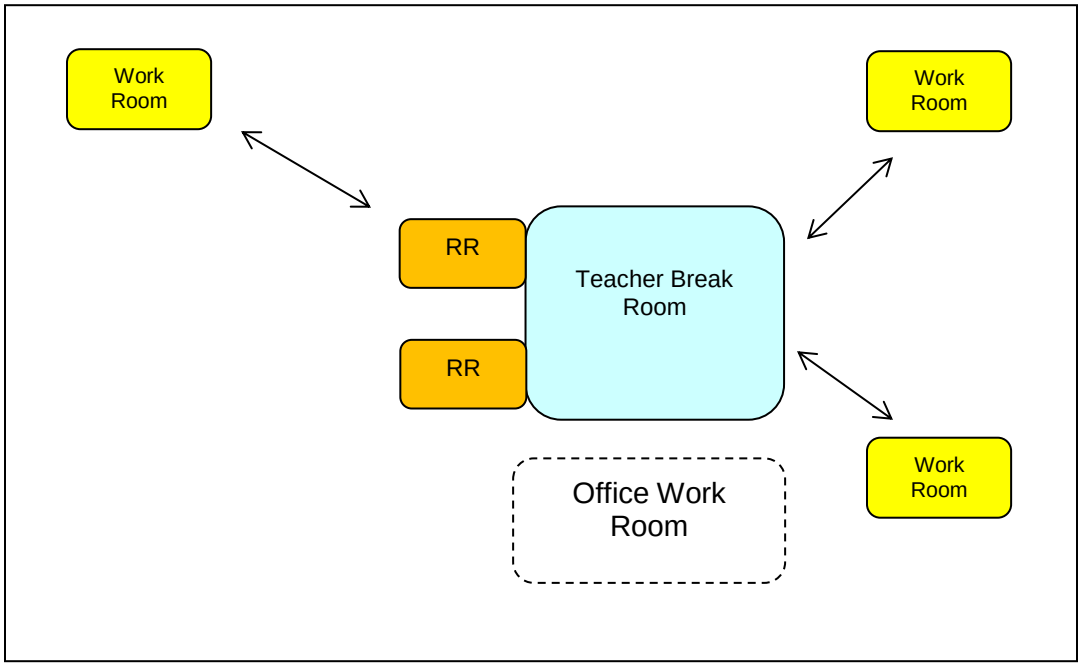
The staff rooms, although not an educational program, do provide space for important staff support functions in the school. These rooms provide spaces for teachers to meet with other teachers, students, parents, or other professionals. In addition, they provide space for teachers to prepare instructional materials, send and receive mail, and relax during scheduled breaks. Written announcements, job postings, and required personnel flyers are often displayed on bulletin boards in the staff rooms.

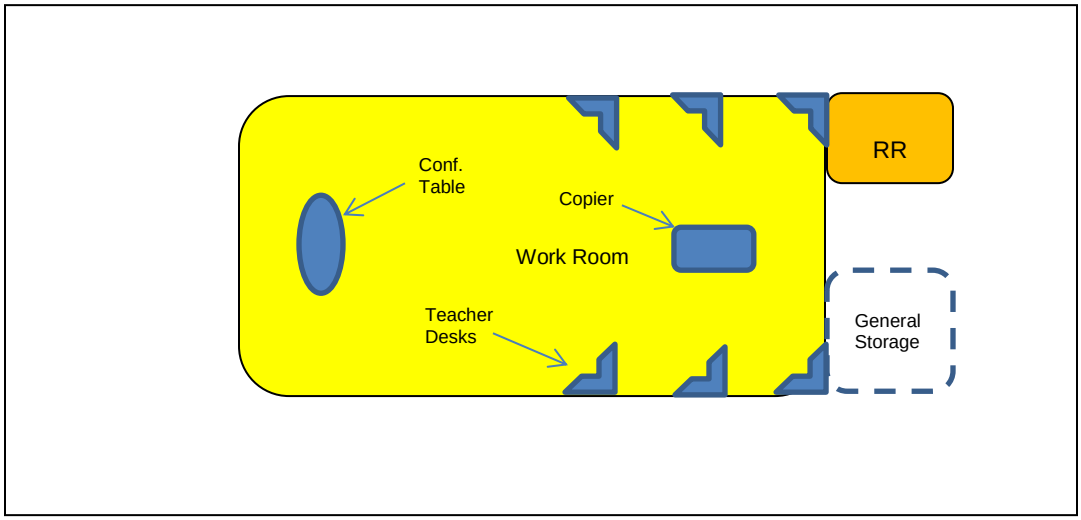
3.14.2 COMPONENT SPACES

Description	# Areas	# Staff	# Students	Sq. Ft.	Sq. Ft. Total
Restroom - Staff	5	1	0	35	175
Teacher Break Room	1	30	0	900	900
Workroom - Staff	3	1-6	0	250	750
Total					1,825

3.14.3 COMPONENT RELATIONSHIPS

The teacher break room should be near the center of the school, perhaps near the administrative area. The three staff workrooms should be located one-each in the instructional areas or “project pods”, near the academic classrooms. The mailboxes for teachers should be in the administrative work room but close to the break room. One set of staff restrooms should be adjacent to the teachers’ break room. The staff restrooms should have a small entry vestibule to ensure acoustical privacy in the restrooms.





Note: These diagrams are for illustration purposes only and are not to scale. Additional interpretation will be made by the design architect.

3.14.4 SPACE ATTRIBUTES

Restroom	
Utilities	
Plumbing	Sink, toilet
HVAC	Ventilation fan with timer
Electrical	
Lighting	
Technology	
Surfaces	
Ceiling	
Walls	Washable wall surface, mirror
Flooring	Hard surface
Windows and Doors	
Windows	
Doors	
Storage	Shelf over toilet for placement of personal items while using restroom; wall mounted storage cabinet in restroom
Furniture & Equipment	Mirror
Other	Vestibule in restroom entrance
Teacher Break Room	
Utilities	
Plumbing	Sink; disposal, ice maker for refrigerator; dishwasher; instant hot water at sink
HVAC	
Electrical	Electrical for microwave, refrigerator, stove, disposal; instant hot water device, outlets above counters
Lighting	
Technology	Some data ports in perimeter wall
Surfaces	
Ceiling	
Walls	Whiteboard, tackable spaces
Flooring	Hard surface around sink area, carpet otherwise
Windows and Doors	
Windows	
Doors	
Storage	Some base and upper cabinets in kitchen area
Furniture & Equipment	Comfortable chairs and table, microwave ovens, full-sized refrigerator, stove, dishwasher, disposal, instant hot water device (All district or project FFE provided)
Other	

Work Room	
Utilities	
Plumbing	Sink
HVAC	Additional ventilation fan
Electrical	Outlet for copier, electrical at counter height
Lighting	
Technology	Data at counter height; data for copier
Surfaces	
Ceiling	
Walls	Some tackable
Flooring	Hard surface
Windows and Doors	
Windows	
Doors	
Storage	
Furniture & Equipment	Modular desks, small conference table and chairs, copier, bookshelves
Other	

3.15 OTHER

3.15.1 PROGRAM FUNCTIONS

The "other" rooms, although not educational programs, do provide space for important functions in the school. At the time of the writing of the educational specifications, it was unclear what type of programs might occupy the "retail spaces." Possibilities included the student store, a branch of a local bank or credit union, among others.

3.15.2 COMPONENT SPACES

Description	# Areas	# Staff	# Students	Sq. Ft.	Sq. Ft. Total
Gen. Storage Room	3	0	0	100	300
IDF Room	2	0	0	50	100
MDF Room	1	1	0	100	100
Office - Technology	1	2	0	200	200
Retail Spaces	2	1-2	0-3	200	400
Storage - ASB	1	1	0	100	100
Total					1,200

3.15.3 COMPONENT RELATIONSHIPS

The general storage rooms should be located near the academic classrooms and adjacent to the teacher work rooms. The ASB storage should be near the student services area. The main distribution frame (MDF) room should be located centrally in the school to house any video racks that would service the school. The technology office should be adjacent to the MDF room and both of those spaces may be near a technology instructional space. The intermediate distribution frame (IDF) rooms should be distributed around the school as necessary to provide voice, data, and video feeds to the classrooms.

Retail spaces should be adjacent to the commons as "store fronts."

3.15.4 SPACE ATTRIBUTES

General Storage Room	
Utilities	
Plumbing	
HVAC	
Electrical	Electrical outlets for charging equipment
Lighting	
Technology	
Surfaces	
Ceiling	
Walls	
Flooring	Hard surface
Windows and Doors	
Windows	None
Doors	
Storage	Adjustable shelving; some flat file storage
Furniture & Equipment	
Other	
IDF Room	
Utilities	
Plumbing	
HVAC	Extra ventilation/cooling
Electrical	Adequate electrical for technology equipment
Lighting	
Technology	This is a distribution hub for all video, voice and data distribution
Surfaces	
Ceiling	
Walls	
Flooring	Hard surface
Windows and Doors	
Windows	
Doors	
Storage	
Furniture & Equipment	Equipment racks; distribution panels
Other	

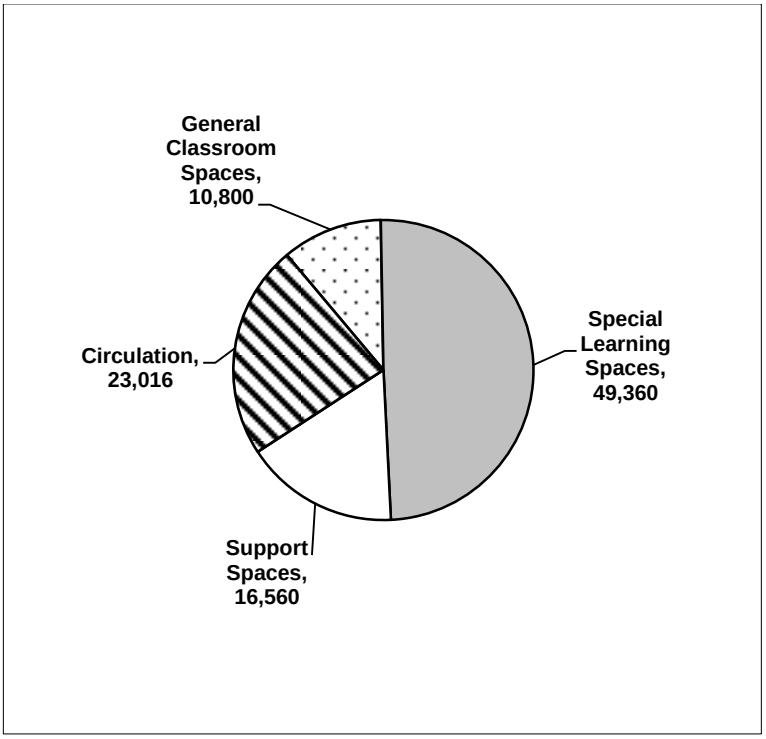
MDF Room	
Utilities	
Plumbing	
HVAC	Extra ventilation/cooling
Electrical	Adequate electrical for technology equipment
Lighting	
Technology	This is the main hub for all video, voice and data distribution
Surfaces	
Ceiling	
Walls	
Flooring	Hard surface
Windows and Doors	
Windows	
Doors	
Storage	Adjustable shelves
Furniture & Equipment	Equipment racks; phone distribution panel
Other	

Offices	
Utilities	
Plumbing	
HVAC	
Electrical	Additional outlets near desk top
Lighting	
Technology	Data at desk top and all four walls
Surfaces	
Ceiling	
Walls	Tackable wall space
Flooring	Carpet; nurse office has hard, cleanable surface
Windows and Doors	
Windows	Interior window to commons with operable, blinds
Doors	View window in door
Storage	
Furniture & Equipment	Small round table and chairs; modular desk system
Other	

Retail Spaces	
Utilities	
Plumbing	
HVAC	
Electrical	Ample electrical outlets
Lighting	Task lighting
Technology	Ample data outlets
Surfaces	
Ceiling	
Walls	
Flooring	Hard surface
Windows and Doors	
Windows	"Windows" may be roll-up doors
Doors	
Storage	Adjustable shelving; some base cabinets with counter; counter space
Furniture & Equipment	Modular desks, chairs, tables; specialized equipment
Other	
Storage - ASB	
Utilities	
Plumbing	
HVAC	
Electrical	Electrical outlets for charging equipment
Lighting	
Technology	
Surfaces	
Ceiling	
Walls	
Flooring	Hard surface
Windows and Doors	
Windows	None
Doors	
Storage	Adjustable shelving; some flat file storage
Furniture & Equipment	
Other	

APPENDIX A - SPACE TABLES BY DEPARTMENT

	Future Space Data				
GENERAL CLASSROOM SPACES	Number Teaching Spaces	Total Number Spaces	Projected Avg. Room Enrollment	Total Design Capacity	Total Sq. Feet
Grade 9-12 General Classrooms	12	12	28	279	10,800
Other	0	0	0	0	0
Subtotal	12	12		279	10,800
SPECIAL LEARNING SPACES					
Art	1	3	14	12	1,450
Drama/Stage	0	5	0	0	1,710
Family Consumer Science	1	1	14	12	1,600
Flex Labs	3	6	28	70	4,200
Library and Learning Center	0	6	0	0	3,575
Music	2	8	14	23	3,660
Physical Education	3	21	28	70	25,215
Science	3	5	24	60	4,600
Special Education	2	10	12	20	3,350
Other	0	0	0	0	0
Subtotal	15	65		266	49,360
SUPPORT SPACES					
Administration and Counseling	0	13	0	0	2,300
Counseling	0	9	0	0	1,130
Custodian/Maintenance	0	9	0	0	1,635
Food Service/Cafeteria/Multipurpose	0	11	0	0	8,470
Staff Rooms	0	9	0	0	1,825
Other	0	10	0	0	1,200
Subtotal	0	61	0	0	16,560
Circulation (Storage, Utilities, Hallways, Restrooms)					
				@ 30.00%	23,016
				GRAND TOTALS => 544	99,736


General Classroom Spaces, 10,800
Special Learning Spaces, 49,360
Circulation, 23,016
Support Spaces, 16,560

A.1 Administration

Description	# Areas	# Staff	# Students	Sq. Ft.	Sq. Ft. Total
Conference Room	1	2-15	0	220	220
ISS Room	2	1	1-10	40	80
Mail Area	1	1	0	80	80
Office - Asst. Principal	2	1	4	160	320
Office - Itinerant	1	1	1-3	150	150
Office - Principal	1	1	4	200	200
Restroom	2	1	0	75	150
Secty/Reception Area	1	4-5	2-8	700	700
Storage/Vault	1	1	0	150	150
Work Room	1	2	0	250	250
Total					2,300

A.2 Art

Description	# Areas	# Staff	# Students	Sq. Ft.	Sq. Ft. Total
Art Room	1	1	28	1,200	1,200
Printer Room	1	1	0	100	100
Storage Rm	1	1	0	150	150
Total					1,450

A.3 Counseling – Student Services

Description	# Areas	# Staff	# Students	Sq. Ft.	Sq. Ft. Total
Clinic	1	1	1-3	150	150
Office - Counseling	2	1	1-2	120	240
Office - Nurse	1	1	1	120	120
Office - On-line Mentor	1	1	1-2	120	120
Office - Outreach	1	1	1-2	120	120
Reception - Reading Area	1	1	1-4	200	200
Restroom	1	1	0	80	80
Storage - Testing	1	0	0	100	100
Total					1,130

A.4 Custodial-Maintenance

Description	# Areas	# Staff	# Students	Sq. Ft.	Sq. Ft. Total
Custodial Closet - Lrg.	1	1	0	300	300
Custodial Closet - Sml.	3	1	0	50	150
Electrical Room	2	1	0	180	360
Laundry	1	0	0	75	75
Mechanical Room	1	1	0	700	700
Outdoor access storage	1	0	0	50	50
Total					1,635

A.5 Drama-Auditorium-Stage

Description	# Areas	# Staff	# Students	Sq. Ft.	Sq. Ft. Total
Dressing Room	2	1	1-4	120	240
Light and Sound Booth	1	1	1-3	120	120
Stage	1	0	1-30	1,200	1,200
Storage (Costume)	1	0	0	150	150
Total					1,710

A.6 Family Consumer Science

Description	# Areas	# Staff	# Students	Sq. Ft.	Sq. Ft. Total
FCS Classroom	1	1	28	1,600	1,600
Total					1,600

A.7 Flex Labs

Description	# Areas	# Staff	# Students	Sq. Ft.	Sq. Ft. Total
Flex Lab	3	1	28	1,200	3,600
Storage	3	0	0	200	600
Total					4,200

A.8 Food Service

Description	# Areas	# Staff	# Students	Sq. Ft.	Sq. Ft. Total
Catering Area	1	1-2	0	150	150
Commons	1	1-2	400	5,800	5,800
Cooler	1	1	0	200	200
Dry Storage	1	1	0	300	300
Freezer	1	1	0	200	200
Kitchen	1	1-6	0	1,000	1,000
Office	1	1	0	100	100
Restroom	1	1	0	80	80
Scullery	1	1-2	0	70	70
Serving Area	1	2-4	0	70	70
Table-Chair Storage	1	0	0	500	500
Total					8,470

A.9 General Classroom

Description	# Areas	# Staff	# Students	Sq. Ft.	Sq. Ft. Total
General Classrooms	9	1	28	900	8,100
On-line Classroom	3	1-3	2-30	900	2,700
Total					10,800

A.10 Library

Description	# Areas	# Staff	# Students	Sq. Ft.	Sq. Ft. Total
Broadcast Control Room	1	1	1-2	100	100
Broadcast Studio	1	1-6	0	200	200
Computer Lab	1	1	28	900	900
Library	1	1	50	2,000	2,000
Office/Work Room	1	1	0	225	225
Storage - Equipment	1	0	0	150	150
Total					3,575

A.11 Music

Description	# Areas	# Staff	# Students	Sq. Ft.	Sq. Ft. Total
Music Room - Instrumental	1	1	50	1,800	1,800
Music Room - Vocal	1	1	50	1,200	1,200
Office	2	1	0	100	200
Practice Room (Large)	1	1	1-6	150	150
Practice Room (Small)	2	1	1-3	80	160
Storage - Uniform	1	1	0	150	150
Total					3,660

A.12 Physical Education

Description	# Areas	# Staff	# Students	Sq. Ft.	Sq. Ft. Total
Coaches Showers	2	1	0	80	160
Concession Area	1	1-2	1-2	120	120
Drying Room	1	0	0	200	200
Gymnasium (Perform)	1	2	1,000	11,500	11,500
Gymnasium (Practice)	1	2	375	6,400	6,400
Locker Room - Athletics	2	1	80	1,000	2,000
Lockers (PE)	2	1	28	1,000	2,000
Office	4	2	0	100	400
Referee Room	1	2-3	0	150	150
Storage (Athletic)	1	1	0	250	250
Storage (PE)	2	1	0	300	600
Ticket Booth	1	1	0	35	35
Training Room	1	1	4	200	200
Weight Room	1	1	28	1,200	1,200
Total					25,215

A.13 Science

Description	# Areas	# Staff	# Students	Sq. Ft.	Sq. Ft. Total
Science Room	3	1	24	1,400	4,200
Storage/Prep Room	2	1	0	200	400
Total					4,600

A.14 Special Education

Description	# Areas	# Staff	# Students	Sq. Ft.	Sq. Ft. Total
"Cool Down" Room	1	0	1	40	40
Kitchenette	1	0	0	150	150
Laundry	1	1	0	70	70
Life Skills/PT-OT Room	1	2	8	1,450	1,450
Psychologist Office	2	1	1	120	240
Resource Room	1	1	16	900	900
Restroom	1	0	1	150	150
SLP Room	1	1	1-6	200	200
Storage Room - Equip	1	0	1	150	150
Total					3,350

A.15 Staff Room

Description	# Areas	# Staff	# Students	Sq. Ft.	Sq. Ft. Total
Restroom	5	1	0	35	175
Teacher Lounge	1	30	0	900	900
Teacher Work Room	3	6	0	250	750
Total					1,825

A.16 Other

Description	# Areas	# Staff	# Students	Sq. Ft.	Sq. Ft. Total
Gen. Storage Room	3	0	0	100	300
IDF Room	2	0	0	50	100
MDF Room	1	1	0	100	100
Office - Technology	1	2	0	200	200
Retail Spaces	2	1-2	0-3	200	400
Storage - ASB	1	1	0	100	100
Total					1,200



Architects West

COLLEGE PLACE SCHOOL DISTRICT

AGRICULTURE AND FFA FACILITY

SITE CONCEPT 1

January 2025

0 20 40 60 feet

1" = 50'

NORTH

Customer Meeting team SAFEBuilt comments TRC25-06
20250226

Dear project owner and design team,
Outlined below are the requirements derived from our recent meeting and the information provided. Please be aware that additional information may be necessary during the review of the submitted permit application data.

NFPA https://www.nfpa.org/for-professionals/codes-and-standards/nfpa-link
International Code Counsel Library https://codes.iccsafe.org/
Uniform Plumbing Code https://www.iapmo.org/publications/read-uniform-codes-online/
Washington State Energy Code Commercial Provisions https://sbcc.wa.gov/sites/default/files/2020-04/2018%20WSEC_C%202nd%20print.pdf
Walla Walla County Code https://library.municode.com/wa/walla_walla_county/codes/code_of_ordinances

Fire:

1) Demolition and Construction shall comply with Washington State Amended 2021 International Fire Code (IFC) Chapter 33-Fire Safety During Construction and Demolition.
2) At the beginning of demolition and/or construction provide an approved premises address identification sign for the project location. The address shall be legible and placed in a position visible from the street. 2021 IFC 505.
3) Approved vehicle access roads shall be provided to all construction and demolition sites capable of supporting fire apparatus under all weather conditions. Temporary access roads shall be maintained until permanent fire apparatus roads are installed. Washington State Amended 2021 IFC 3307.1.
4) Approved water supplies for fire protection with a fire flow meeting the requirements of 2021 IFC 507 or 2019 NFPA 1142, Standard Water Supplies for Suburban and Rural Firefighting, shall be made available as soon as combustible material arrives on site.
5) A fire hydrant shall be located within 50 feet of the building as required by 2019 NFPA 1142.
6) Fire Apparatus Access Roads shall be 20 feet wide and shall be parallel to one entire side of the building as approved by the fire code official. Fire apparatus access roads shall be designed and maintained to support the imposed loads of 25 tons.
7) Key boxes may be required at exterior doors where immediate access is required for life safety or fire emergencies. 2021 IFC 506. These locations shall be approved by the fire code official.
8) Provide portable fire extinguishers throughout the building per 2021 IFC 906.

Adrian K. Jones, PE
Fire Protection Engineer
SAFEbuilt, Washington

(425) 954-0311
ajones@safebuilt.com

SAFEbuilt LLC WASHINGTON

Building:

9) Please review Section 105.2 of the current International Building Code and the current Washington State Amended Code (WAC) regarding 'Work Exempt from Permit.' If the proposed construction or features are not exempt, they will require a permit. Note that separate structures and building features will need individual building permit applications. While a single plan set with accompanying documents may be submitted, each feature must be treated individually.

10) Each building will require a separate permit application and a distinct submission of construction documents.

11) Provide a full scope of work associated with the development on this project.

12) Employ a qualified design professional(s) who are familiar with the 2021(or current accepted code cycle) International Code Council (ICC) requirements to develop a full code study identifying the following.

- Identify all applicable codes and their year cycle designs were developed with.
- Create a drawing index for all submitted designs.
- Construction type (IBC Table 504.3 and Chapter 6)
- Structural Risk Category type (IBC Table 1604.5)
- Occupancy type (IBC Chapter 3)
- Required showing occupants per floor and room (IBC 107.2.3)
- Develop a full egress plan with distances noting that a clear path to required exits must be maintained.
- Develop a fire extinguisher plan with location and type of fire extinguisher.
- Review tables 307.1 and section 414 of the current International Building Code then provide a list of quantity and type of hazardous material stored in any adjacent or proposed structure (This shall include the storage of hay).
- General heights and areas requirements (IBC Chapter 5)
- Mixed Use Occupancy requirements (IBC section 508)
- Fire and Smoke Protection Features requirements (IBC Chapter 7)
- Fire Protection System requirements (IBC Chapter 9 and IFC chapters 9 and 11)
- Means of egress requirements (IBC Chapter 10)
- Accessibility requirements (IBC chapter 11 and A117.1 of the current accepted Accessibility Code). Notably, accessibility requirements must include provisions for accessible parking, which mandates a hard surface; gravel is not permissible.
- Plumbing System Requirements (IBC chapter 29 and the current Uniform Plumbing Code)
- Provide Electrical Vehicle (EV) Charging Infrastructure compliant with section 406.2.7 and 429.2 of the current International Building Code and WAC 51-50-0429.
- Provide full designs and details where applicable with Battery charging Ventilation Requirements compliant with section 502 of the current International Mechanical Code.

- Provide full designs and details for Solar Readiness compliant with site specific conditions, section C411.3 of the current Washington State Energy Code (WSEC) Commercial Provisions, and WAC 51-11c-411 Renewable Energy.

13) Provide a fully dimensioned and scalable site plan with identified occupancy and separation distance between existing structures, proposed structures, and property lines, and centerlines of roads where applicable.

14) Provide full architectural plans, designs, and details which counterpart structural designs, demonstrating full compliance with required code study items, and demonstrating compliance with the current Washington State Energy Code- Commercial Provisions, the International Code Counsel Library, and Occupational Safety and Health Administration (OSHA) requirements.

15) Where applicable, provide full mechanical plans, designs, and details compliant with the current Washington State Energy Code- Commercial Provisions, IMC, IFGC, IBC, and Washington State Electrical Code.

16) Provide electric plans, designs, and details compliant with the current Washington State Energy Code-Commercial Provisions, IBC, and Washington State Electrical Code.

17) Provide plumbing plans, specifications, calculations, and riser diagrams compliant with the current Uniform Plumbing Code, Washington State Energy Code-Commercial Provisions and Occupational Safety and Health Administration (OSHA) requirements.

Structural:

18) Provide comprehensive site-specific engineered designs, details, and calculations for all vertical and lateral loads from the lowest point of the foundation to the highest point of the proposed structure.

19) Provide concrete slab requirements chapter 19 of the current International Building Code and ACI 318 to include but not limited to the anchoring and mounting of equipment and machinery.

20) Review the special inspection agreement form provided. Confirm that the engineer of record has specified the required special inspections and their durations. Ensure all relevant parties sign the form and submit the completed document for building plan review.

Energy Code:

21) Provided Washington State Energy Code-Commercial are inclusive and will require full compliance with Washington State Energy Code for Lighting, Mechanical, and Building Envelope. Please visit the below link and fully develop and provide compliance tools for project specific applicable Lighting, Mechanical, and Building Envelope. Please be sure to indicate the sheet number(s) on energy document where compliance is achieved www.waenergycodes.com

END COMMENTS.

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