Education Specifications (Middle Schools)

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 This bond offers us an opportunity to not just redesign and rebuild outdated schools, but to reimagine and redefine the education that happens inside them.

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

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

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Table of Contents

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INTRODUCTION

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

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

To that end, Portland Public School commenced a community wide visioning initiative to identify key planning and design characteristics that all schools within PPS should have. This initiative resulted in development of a Facility Vision Statement and a series of Vision Themes that the school bond approved on September 9, 2013. The Facility Vision Statement can be found at: http://www.pps.k12.or.us/bond/8767.htm

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

The following is the Educational Specifications for Middle Schools. It is based on the Learning Environments portion of the Vision Statement/Themes and input from teachers and administrators at the Middle School level, and defines the District's vision of 21st century schools and classrooms. This is a living document and should be revised and updated as new information is discovered and educational programs evolve. In essence, these Educational Specifications are a working document. They represent a foundation on which master planning and design work can begin and should be used in conjunction with the Vision Statement and Themes of the Vision Statement. It is specific enough to outline desired building design characteristics all Middle School schools in PPS should have. However, it is intended to be broad enough to allow site based design decisions and modifications. Illustrations and diagrams are provided as concept level information and are not presented as design requirements.

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EXECUTIVE SUMMARY

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EXECUTIVE SUMMARY

Middle School Educational Specifications

This document provides the Educational Specifications (Ed Specs) for middle schools in the Portland Public Schools District. These Ed Specs are part of a larger set of Ed Specs for PPS that include Comprehensive High Schools, Middle Schools, and K-5 Schools. Information regarding District Ed Specs for other school configurations in PPS can be found at:
http://www.pps.k12.or.us/bond/index.htm

District-wide Ed Specs are a set of facilities guidelines that establish the ways school buildings support programs and curriculum, and establish baseline facilities standards across the District. Development of District-wide Ed Specs implements a "future step" of the District's Long Range Facility Plan. As a specific school site approaches significant modernization, the District-wide Ed Specs are tailored through a master planning process to suit the individual school, program and community through staff, student and community engagement with design professionals. The Ed Specs will also inform regularly occurring program changes and space planning considerations in schools not undergoing full modernization.

Implications to Schools – New Features

PPS has undertaken the development of District-wide Ed Specs as a mechanism to accommodate educational best practices in the future design of District Middle schools. Some of the features of the Middle School Ed Spec including classroom commons (pg. 58), updated media center (pg. 72), the sizing of gymnasiums to accommodate student assemblies (pg. 81) as well as the State of Oregon's requirements for additional physical education time starting in 2017.

EXECUTIVE SUMMARY (CONTINUED)

District-wide Ed Spec Development

Development of Ed Specs for the District occurred in two phases. The first phase engaged in a process to envision the future of educational facilities in PPS. This process was completed during the winter and spring of 2013 and is summarized in the Educational Facilities Vision (Vision) which can be found at :http://www.pps.k12.or.us/files/bond/13-0909_PPS_Education_Facilities_ Vision_Document_FINAL_lowres.pdf.

The Vision articulates a vision for the future of District school buildings and the key themes that emerged during community conversations on the topic.

The Middle School Ed Specs were developed in consultation with teachers and administrators from middle school schools as well as District operations staff. Summaries of the meetings with staff can be found in Appendix B.

Planning Principles (pg. 25) present aspirational concepts and diagrams for the design of middle schools in PPS. While the modernization of existing buildings will require these concepts and themes be modified to fit within existing structures, the concepts and principles should be incorporated to the greatest extent possible.

The Ed Specs are informed by the **Middle School Program** (pg. 11) and the curriculum and instructional methodology used to deliver this program. The application of the Middle School Ed Specs to the design or redesign of individual schools should be tied to a complete understanding of the Middle School program is delivered in the subject school.

The Area Program (pg. 35) identifies the quantity and size of spaces within a middle school needed to deliver the District's educational program for 675 students. The area program is meant to be a guide for the design of future middle schools. The specifications of the area program should be adapted to meet site specific building and site constraints as well as program needs.

Room Characteristics (pg. 45) provide details on the function, location and relationship of instructional and supports spaces to each other as well as other design, material , and equipment specifications.

PPS MIDDLE SCHOOL PROGRAM SUMMARY

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PPS MIDDLE SCHOOL PROGRAM DESCRIPTION

All students have access to a rigorous core program

The design of instructional spaces needs to accommodate a variety of ways of delivering educational programs. Annually, PPS develops core program requirements and guidelines for their implementation. The 2014-15 version of the core program requirements are found on subsequent pages. Designers of instructional spaces are strongly encouraged to acquaint themselves with the current version of the District's core program requirements and to work in concert with the administrative and teaching staff of each school to tailor the design, furnishings, and equipment of instructional spaces to the implementation needs of core curriculum at each school.

Middle schools are one of the four major configurations in which Portland Public Schools offers educational programing: high schools (grades 9-12); middle schools (grades 6-8); K- 8 schools (grades kindergarten – 8); and K-5 schools. As of 2014, PPS has 30 K-8 schools. Middle schools offer District educational programs to students in grades sixth through eighth grade. .

Regardless of the grade configuration, schools at all grades provide the core program. So while every school is different and reflects the culture of the local community and adapts to the skills and values of its instructional staff, on the whole, students attending "neighborhood schools" should experience relative consistency in terms of what they learn and which programs they access.

All middle schools in PPS offer all students access to rigorous core curriculum and the opportunities and facilities in which to learn, apply, and be assessed on the curriculum.

The PPS core program for middle schools identifies subjects and methods by which students successfully meet District benchmarks and Common Core State Standards (see below). The general elements of the core program offered in middle schools are described below. These are minimum level requirements. All schools are encouraged to go beyond the requirements where possible and where it meets the needs of individual school communities.

A strong core curriculum is a deliberate and thoughtful plan for teaching and learning in our schools, pre-K to 12, to provide every student a challenging and meaningful education. A core curriculum includes four key elements:

- **Standards and benchmarks** aligned with state and national standards, defining both the academic skills and the course content students should master.
- **Instructional strategies** for our teachers to use in the classroom, based on research and data on how students learn best.
- **Curriculum materials** for teachers and students, such as textbooks, practice guides, novel sets, lab materials and technology.
- **Common assessments and assignments** to allow schools to periodically evaluate students' progress against the standards.

Literacy standards for grades 6–12 in history/social studies, science, and technical subjects are meant to supplement content standards in those areas, not replace them. States determine how to incorporate these standards into their existing standards for those subjects or adopt them as content area literacy standards.

It is also important to note what a "core curriculum" is not. The core curriculum will not provide day-to-day lesson plans. It does not dictate learning unit themes, class projects, supplemental reading or materials, or the context of every writing assignment. A core curriculum provides a framework, but allows each teacher to bring their own passion, creativity and experience to instruction that creates a spark for students.

THE ACADEMIC CORE PROGRAM

PPS ACADEMIC CORE REQUIREMENTS 2014-15.

Grade 6
- Language arts, algebra*, humanities, science, social studies, academic discipline skill development, integrated technology, research/library, humanities, personal and social wellness, physical education
- Exploratory wheel (one or two quarters of e.g. art, instrumental music, choral music, dance, drama, world language, media, student leadership)

Upper Grades (7/8)
- Language arts, algebra*, world language*, science, social studies, academic discipline skill development, integrated technology, research/library, humanities, personal and social wellness, physical education
- Electives choice of two: e.g. art, instrumental music, dance, advanced robotics, computer graphics, drama, media, leadership

Students in all grades are given grade appropriate academic support and acceleration

* high school credit

2014-15 GRADES 6-8 CORE PROGRAM REQUIREMENTS

All of the requirements described here are **minimum** levels – **schools are encouraged to go beyond the requirements** where possible and where it meets the needs of individual school communities.

6-8 CORE PROGRAM REQUIREMENTS FOR 2014-15 (MIDDLE SCHOOLS)

- **Language Arts** (reading, writing, and literature) must be offered for 55-60 minutes per day or 275-300 minutes per week
- **Social studies** must be offered for a minimum of 45-55 minutes per day or 225-275 minutes per week. It can be blocked with Language Arts in order to provide greater integration with literacy and writing.
- **Math** must be offered 55-60 minutes daily or 275-300 minutes per week
- **8th Grade Compacted Math:** 8th grade must be offered access to 8th Grade Compacted Math for high school credit on site.
- **Science** must be offered for a minimum of 45-55 minutes per day or 225-275 minutes per week.
- **World language must be offered as an elective in the amount of one period per day at 7th and/or 8th grade for high school credit.** It is recommended that world language be offered as a 2 year course over the 7th and 8th grade years. 6th grade is not required to have access to world language. Schools can substitute ELD class for world language for those students who require daily ELD, provided that native speakers are offered the opportunity to acquire world language credit via proficiency exams.
- **Grades 7-8 must not be self-contained unless the classroom teacher is endorsed and highly qualified in all four core subjects.**
- **Grades 7-8 may be blended for core academic subjects** (a waiver must be requested and will be granted for focus option schools that have adopted a mixed age approach as part of their pedagogical model and schools who have unbalanced class sizes at the upper grades.) Acceleration or remediation periods can be mixed age where appropriate – i.e., 7th graders taking algebra or science with 8th graders, 7/8th graders together in a reading intervention class, 6-8 grade ELPA 1 and 2s in a single ELD with support class.

6-8 CORE PROGRAM REQUIREMENTS FOR 2014-15
(MIDDLE SCHOOLS AND PK-8/K-8 SCHOOLS) (CONTINUED)

- **All 6-8 grade teachers, including specialists who teach primarily 6-8th grade, are required to have a planning period that is a standard period inside the student school day.** The exception is self-contained 6th grades. These teachers can still have planning periods outside the student day. Although class period lengths often vary within the day for students in PreK-8 schools, the planning should be no less than 45 minutes. (Note that some of the core classes require double periods or other extended period lengths.)

- **Students should have at least 3 enrichment/elective periods per week above the world language requirement. PE is counted as part of enrichments. Arts FTE must be used to support performing and/or visual arts.** Students may be blended across grades and larger class sizes may be used for enrichment sections. Planning/staffing support will be provided to help smaller schools share enrichment staff via a quarter/semester rotation model by rotating staff between neighboring schools, in order to maximize the exposure for students to multiple enrichment areas.

- **All 6-8 students must have at least two periods per week of PE.** It is recommended that PE be offered all year long rather than a semester or trimester course. Dance may be substituted for PE. This requirement will increase in 2017. [2]

- **Library:** All schools must have the minimum library staffing requirement of 20 hours per week with either a .5 library assistant (0.25 FTE) or 0.5 media specialist. **Library can only be counted as an enrichment/elective if taught by a media specialist.** If library is staffed with a library assistant, assistants can provide instructional supports in a variety of ways but can only support content under the direction of the teacher or media specialist.

- **Counselors or other licensed staff** may provide full class instruction in social skills, leadership development and other enrichment topics on a regular rotating schedule. **This curriculum can be part counted as part of the enrichment/elective offering.**

- **One quarter of Health/Wellness** is required and can be integrated within PE, science, or taught as a stand-alone class.

- **A daily intervention period/academic support or acceleration time** (30-45 minutes) For 7th and 8th graders who are eligible, there should be 5 periods of ELD or a minimum of three academic support or acceleration per week in their schedule that could be delivered either during enrichment, world language or as a part of a double block time.

[2] In 2007, the legislature passed law that requires by 2017-18, all public school students in Kindergarten through grade 8 must participate in physical education for the entire school year. Students in grade kindergarten through grade 5 shall participate in physical education for at least 150 minutes during each school week and students in grades 6-8 shall participate in physical education for at least 225 minutes during each school week.

ASSESSMENT

Beginning in 2014-15 students will begin to take the Smarter Balanced Assessment (the SBA) rather than the Oregon Assessment of Knowledge and Skills (OAKS). The SBA :

- Will do a better job of measuring the range of content and skills that students have mastered.
- Will go beyond multiple-choice questions to include short-answer and math exercises that allow students to demonstrate writing and analytical skills – allowing students with varying learning styles to demonstrate what they know.
- Will be administered online for greater accuracy in scoring and greater range in the types of questions and responses that can be asked and measured (for example, students may watch a video and then write a short analytical essay).
- In addition to a year-end test, teachers will be able to administer interim assessments throughout the year to monitor student progress and make adjustments to instruction.
- Accommodations for students with disabilities or who are learning English will be built into the assessments so that their progress can be accurately measured.
- An online reporting system will provide clear, easy-to-understand data on student achievement and growth that parents, teachers and leaders can use to help students make even greater progress.

MILESTONES

The curriculum and assessment used by the District have been developed and implemented in support of students reaching the District's milestones for readiness for and achievement of academic success. PPS hopes middle school students will be:

- **Ready to read** – At the beginning of first grade, all students should be ready to read, so they have a foundation for future academic success.
- **Reading to learn** – By the end of third grade, students should be reading to gain an understanding of their world, in a variety of subjects.
- **Ready for high school** – In middle grades, students should have strong attendance habits and the writing and math skills to grasp more demanding content in high school.

COMMON CORE STATE STANDARDS

The State of Oregon and PPS have adopted the Common Core State Standards. The curriculum in PPS schools is the Common Core State Standards (CCSS). These standards identify proficiencies related to reading a variety of texts, writing, speaking and listening, and language that all students should obtain and apply to all subjects. The CCSS also identify standards for literacy in history/social studies, science and technical subjects in student strands of grades 6-8, 9-10 and 11-12. See http://www.corestandards.org/ for the latest description of the CCSS.

Related to literacy the Common Core asks students to read stories and literature, as well as more complex texts that provide facts and background knowledge in areas such as science and social studies. Students will be challenged and asked questions that push them to refer back to what they've read. This stresses critical-thinking, problem-solving, and analytical skills that are required for success in college, career, and life.

The standards establish guidelines for English language arts (ELA) as well as for literacy in history/social studies, science, and technical subjects. Because students must learn to read, write, speak, listen, and use language effectively in a variety of content areas, the standards promote the literacy skills and concepts required for college and career readiness in multiple disciplines.

The College and Career Readiness Anchor Standards form the backbone of the ELA/literacy standards by articulating core knowledge and skills, while grade-specific standards provide additional specificity. Beginning in grade 6, the literacy standards allow teachers of ELA, history/social studies, science, and technical subjects to use their content area expertise to help students meet the particular challenges of reading, writing, speaking, listening, and language in their respective fields.

The skills and knowledge captured in the ELA/literacy standards are designed to prepare students for life outside the classroom. They include critical-thinking skills and the ability to closely and attentively read texts in a way that will help them understand and enjoy complex works of literature. Students will learn to use cogent reasoning and evidence collection skills that are essential for success in college, career, and life. The standards also lay out a vision of what it means to be a literate person who is prepared for success in the 21st century.

PPS MIDDLE SCHOOL CORE PROGRAM IMPLEMENTATION

SUBJECT		GRADE LEVEL		
		PK	K	1-3
Literacy		5-10 minutes whole group instruction Integrated activities throughout the day which include small group, individual work and work in center/choosing time as well as Transition times Scott Foresman Reading Street (Main Selection, Amazing Words, Letter of Week) Read Aloud	Note: CCSS Instructional shifts should be used to deliver whole group and small group instruction. Whole Group • Oral Lang. • Build Background • Amazing Words • Comprehension • Word Work/Phonics Lesson • Fluency Small Groups • Comprehension • Vocab • Fluency • Phonics/Fluency Spelling w/in or outside the 90 minute block	Note: CCSS Instructional shifts should be used to deliver whole group and small group instruction. Whole Group • Oral Lang • Oral Vocab/Share Lit. - Review High Frequency Words (1 day) • Word Work • Phonics Lesson • Comprehension • Fluency Small Group: • Comprehension-Vocab Fluency • Phonics/Fluency Spelling w/in or outside the 90 minute block
	Minutes	5-10/day	90/day	90/day
Language, Arts, Reading and Writing				
	Minutes			
Writer's Workshop		Journaling and other activities		
	Minutes	5-10/day	30/day	30/day
Social Studies/ Science		Whole group and then integrated exploratory activities throughout the day	May rotate units	May rotate units
	Minutes	5-10/day	20-30/day	30/day
Science				
	Minutes			
Social Studies				
	Minutes			

GRADE LEVEL	
4-5	6-8

Note: CCSS Instructional shifts should be used to deliver whole group and small group instruction.

Whole Group
• Oral Lang. Development
• Comprehension/Vocab.
• Fluency

Small Groups
• Comprehension-Vocab
• Fluency
• Phonics/Fluency

Spelling
• w/in or outside the 90 minute block

90/day

	Grouping	Type of Instruction	Content in all groupings
		Note: CCSS Instructional shifts should be used to deliver whole group and small group instruction.	Reading:
• Comprehension
• Vocabulary
• Fluency (for below grade level readers)
	Whole Group	• Modeling
• Guided practice	
	Partner or Team Work	• Guided practice
• Independent Practice	Writing:
• Responding to Literature
• Arguments
• Informative/Explanatory
• Narratives
	Small Group - Pull Out	• Modeling
• Guided practice
Independent Practice	

55-60/day; 275-300/week

30/day

May rotate units

45/day

45-55/day; 225-275/week

45-55/day; 225-275/week

PPS MIDDLE SCHOOL CORE PROGRAM IMPLEMENTATION (CONTINUED)

SUBJECT	GRADE LEVEL		
	PK	K	1-3
Math	5-10 minutes whole group and then math activities at choosing time Every Day in Pre-K Calendar, Counting Tape and Make a Match activities	45 + 15 daily Note: The CCSS Mathematical Practices should be used to deliver guided instruction and focus lesson activities. Guided Instruction Number Corner Focus Lesson • Work places • Problems & Investigations	60+15 daily Note: The CCSS Mathematical Practices should be used to deliver guided instruction and focus lesson activities. Guided Instruction Number Corner Focus Lesson • Work places • Problems & Investigations
Minutes	5-10/day	60/day	75/day
CCSS Math **6th grade** **7th grade** **8th grade** **Compacted Math Year 1** **Compacted Math Year 2**** **(**HS Algebra credit)**			
Minutes			
Academic Support		2x weekly for Tier 2 Daily for Tier 3	2x weekly for Tier 2 Daily for Tier 3
Minutes	n/a	30	30
Social Studies/ Science	Whole group and then integrated exploratory activities throughout the day	May rotate units	May rotate units
Minutes	5-10/day	20-30/day	30/day
World Language	n/a	Not required	Not required
Wellness	Daily routines: health, social skills, personal hygiene, nutrition	Daily routines: Health, social skills	May integrate in homeroom
Minutes			20

GRADE LEVEL	
4-5	6-8
60+15 daily Note: The CCSS Mathematical Practices should be used to deliver guided instruction and focus lesson activities. Guided Instruction Number Corner Focus Lesson • Work places • Problems & Investigations	
75/day	
	Note: The CCSS Mathematical Practices should be used to deliver guided instruction and focus lesson activities. Launch (guided instruction/partner or team work) 10–20 min.. daily • Number Sense Warm-ups • Test Review Warm-ups • Launch of lesson Explore 25 – 40 min.. daily (partner/team work) • Focused content work Summary 5–15 min.. daily (partner/team work) • Team and whole group discussion • Guided Instruction
	55-60/day: 275-300/week
2x weekly for Tier 2 Daily for Tier 3	3x weekly (Tier 3 students up to daily intervention period)
30	
May rotate units	
45/day	
Not required	High School Equivalent; 8th grade 1 year and/or 7-8th grade 2 years
	45-55/day; 225-275/week
May integrate in homeroom	1 period/1 semester
30	45-55/day; 225-275/week

PPS MIDDLE SCHOOL CORE PROGRAM IMPLEMENTATION (CONTINUED)

SUBJECT	GRADE LEVEL		
	PK	K	1-3
English Language Development	Minimum of 150 min./week *Minutes don't include passing time. Schools need to adjust time in order to ensure 150 min. of solid ELD instruction. Levels 1-4 Options: • ESL Pull-out Teacher must hold ESOL endorsement • Content Based ESL with push-in or co-teaching Focus Lesson Expectations • Language Objective • Grammatical Forms • Topic Specific Vocabulary • Pattern for Prompts/Responses • Combination Teacher Modeling, Guided Practice, Interdependent Practice • Closure ___Every ELL getting core content classes ___Collaborative time for ELD and content teachers ___EB is assigned to ESL Homeroom in Synergy		
	Minutes	n/a	150/week
Enrichments	Daily	3x per week	
Music/Art/Dance/Band/Drama	Minutes	n/a	90/week
P.E.		Minimum 1x per week	
	Minutes	30/week	30/week
Library		Minimum 1x per week	
	Minutes	20-30/week	20-30/week
Library w/ Integrated Technology			
Assessment	Teacher conducts In-program assessments and/or check-ups across content areas as outlined in curriculum guides to check student learning after the unit of instruction is complete.		
Technology	Technology used to support instruction in all grades.		
Instructional Planning and Design	Teacher lesson plans across all content areas reflect accurate understanding of age group including the impact of race and culture, as well as exceptions to the general patterns. Teacher values and understands how students learn, their interest and heritage. Teacher applies what they know about their students in their lesson design.		

GRADE LEVEL	
4-5	6-8
	Minimum of 150 min../week Levels 1-4 Options: All EBs must have ELD course • ESL Class Period (Mid-HS); *Teacher must hold ESOL endorsement • Content Based ESL (teacher must hold HQ content; have an ESOL endorsement and/or work in consultation with ESL teacher)

	Levels 1 (Newcomers): Required
	• Additional minutes/class period per week focus on
	    Intensive English Language Development
	    Basic skill development (reading, writing, math)
	    Acculturation

	Focus Lesson Expectations • Language Objective • Grammatical Forms • Topic Specific Vocabulary • Pattern for Prompts/Responses • Closure • Combination Teacher Modeling, Guided Practice, Interdependent Practice
	___Every ELL getting core content classes
	___Collaborative time for ELD and content teachers
	___EB is assigned to ELD Course on Synergy
	150/week
	3 x weekly 6th grade exploratory wheel; 7th/8th 3 periods, 2 choice
	165/week
	Minimum 2x per week
30/week	110/week
20-30/week	
	Integrated
Daily	

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MIDDLE SCHOOL PLANNING PRINCIPLES

MIDDLE SCHOOL PLANNING PRINCIPLES

The concept and diagrams presented below are aspirational desires for the design of schools in PPS with grades 6 through 8 (middle school). They are conceptual and aspirational and as such are not design requirements. While the modernization of existing buildings will require these concepts and themes be modified to fit within existing structures, the concepts of these principles should be incorporated to the greatest extent feasible.
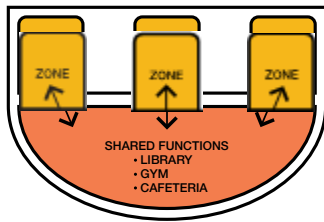
ZONED - WHOLE

The school should be organized in zones. Each zone should contain grouping of grades from small to large. While zoned the school should also feel as one with shared functions contributing to the sense that the school is one family.
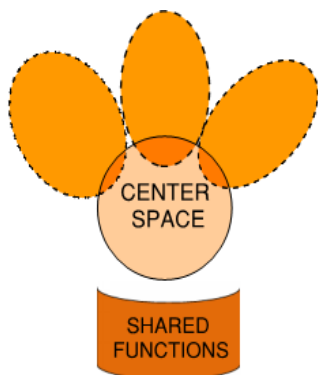
CENTER

While the school should be organized to accommodate the unique characteristics of different aged students, it should also have a Center: A place that informs how the school is organized, allows students of all ages to interact and connect, and celebrates the success of all within the building.
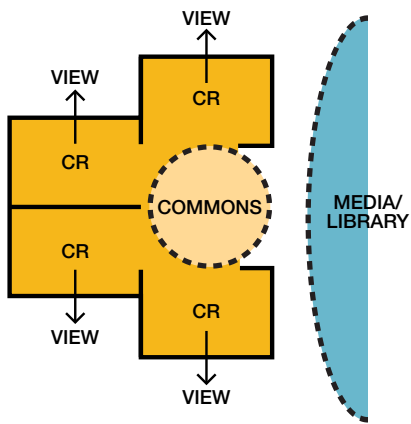
LEARNING SPACE ORGANIZATION

Classrooms should be grouped around a Commons/Extended Learning Areas. The number of classrooms grouped together depends on building, size, program configuration, available space, etc. These groupings should support a wide variety of learning opportunities and possibilities.
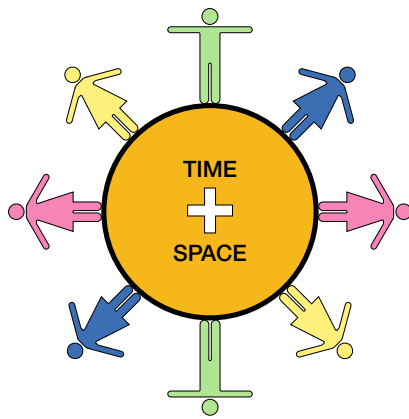
COMMUNITY OF PROFESSIONALS

The school should support and reinforce the notion that teachers, administrators, classified personnel and specialists are a community of professionals dedicated to student excellence and support. Space design, school organization and physical characteristics should consider efficiency, ease of use, the ability to collaborate and environmental well-being.
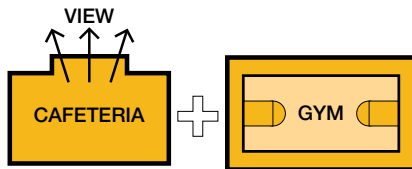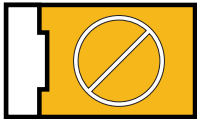
ENOUGH SPACE

The school should contain the size and quantity of spaces needed for a contemporary middle school.
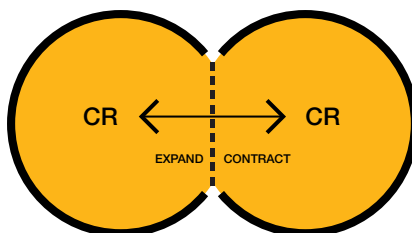
FLEXIBLE/AGILE

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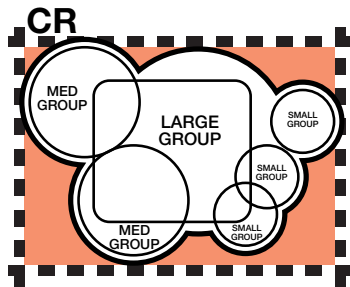
VARIETY

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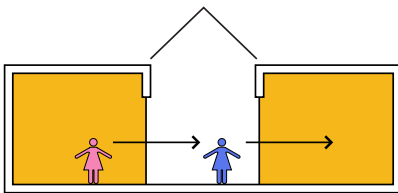
TRANSPARENCY

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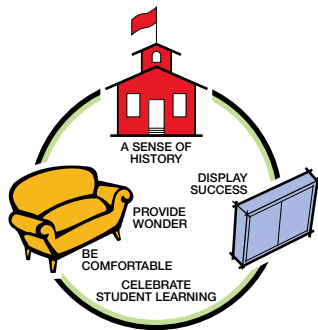
A SCHOOL SHOULD

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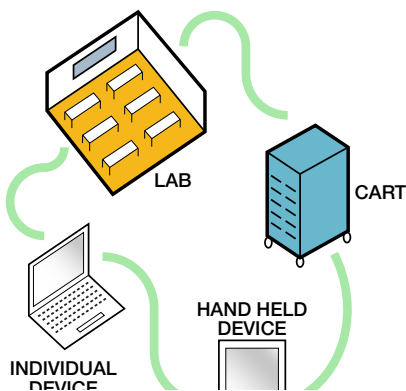
NATURAL LIGHT

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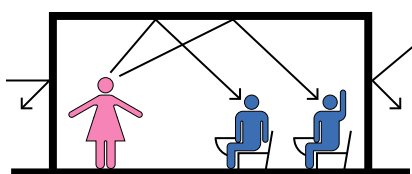
ACOUSTICS

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

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SPACE REQUIRED FOR PROGRAM AREA

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SPACE REQUIREMENTS FOR PROGRAM AREA

Space requirements for program area (area program) identifies the quantity and size of spaces within a middle school required to deliver the educational program using a planning capacity of 675 students in grades 6 through 8. The "planning capacity" of 675 students can be found in the District's Long Range Facilities Plan (LRFP) for middle schools, Enrollment Forecasts & Balancing and School & Site Utilization. To accommodate this planning capacity, the area program plans for three sections (classes) at most grade levels. Refer to the PPS Long Range Facility Plan.

The area program provides requirements for architectural design teams working on the modernization or replacement of middle schools. It is expected that room sizes, adjacencies, and layout will be modified based on the constraints of existing buildings or sites and specific site program needs.

To the extent possible, design teams should strive to incorporate these characteristics into the design of each space. Special attention should be given to the design of instructional spaces used for the delivery of core program requirements to ensure the number, size and characteristics of these spaces optimally provide for the achievement of students and teachers.

It is recognized that the space requirements identified in this document are more readily achieved in new construction. The modernization of existing historic buildings may present conditions where the guidance of this document cannot be fully implemented. To the extent possible, facility improvement projects should follow the guidance for room sizes. In situations where the area program cannot be achieved in the design work for individual schools, the design team are expected to provide project area program updates throughout the design process.

INSTRUCTIONAL AND EDUCATIONAL SUPPORT SPACES

The area program contains specifications for instructional and educational support spaces. Instructional spaces include general classrooms, science labs, and spaces for art and physical education. Educational support areas include gymnasiums, media center, office areas, kitchen and student commons, and custodial area. The room data sheets describe the requirements, functions, relationships, equipment and size for each space. The information provided in the room data sheets should be used in conjunction with the District's Design Guidelines and Standards which provide a greater level of detail for the mechanical, electrical, plumbing, and communication requirements for new construction.

PREFERRED AND OPTIONAL

A number of spaces in the area program are identified as "preferred" or optional. Preferred or optional elements of the area program provide a range of sizes for spaces to allow school designs to meet individual needs. These spaces should be considered for inclusion by design teams into the program for each school as site, building and budget allow. They are not, however, required spaces.

FUTURE PROGRAM CONSIDERATIONS

Physical Education Instruction

In 2007, the Oregon State Legislature passed House Bill 3141 (enacted as ORS 329.496). This legislation requires that by the 2017-18 school year all students in grades K through 5 receive physical education (PE) instruction for at least 150 minutes per week and students in grades 6-8 receive at least 225 minutes of weekly PE instruction. The reporting requirements of this legislation include the physical capacity of public schools to provide students with the required number of minutes of instruction.

Determining the physical capacity for required PE instruction is a function of the number of students in each grade and the physical capacity of spaces within the school to provide the instruction. For the purposes of PPS Education Specifications (Ed Specs) for middle schools, the gymnasium and outdoor covered play areas are the primary facilities for PE instruction. In determining the student capacity of these spaces, 125 square feet (SF) per student is used to determine student capacity (e.g. 6,800 SF / 125 SF/student = 55 students).

Planning the size and number of spaces needed for the required PE instruction will need to balance the PE instruction needs of these spaces and other uses for these spaces. For example, the 6,800 SF gymnasium shown in the example below is not sufficient to provide all required PE instructional space for a target enrollment of 675 students. However, in combination with a covered play area, more than enough space is made available for PE instruction. While a smaller gymnasium in combination with the covered play area would better meet the instructional space needs, the size of the gymnasium (6,800 SF) also needs to accommodate a full student assembly.

It is incumbent on the design teams in conjunction with District and school staff to determine the number and size of spaces to meet the instructional requirements of HB 3141 while meeting other programmatic needs of each school.

PE Instructional Space Determination 675 Student Middle School

Grade Level	# of Classrooms	Planning Capacity	Total Homeroom Capacity	Weekly Required PE Instruction per Student (minutes)	Weekly Required PE Instruction per Cohort*	PE Classes Required per Week per Cohort*	Class Available per Week in P.E. Space		Delta
							Gym	Covered Play	
Grades 6-8	27	25	675	225	6,075	102	33	20	
Total	**27**		**675**		**6,075**	**102**	**33**	**20**	

* Presumes 60 minute PE class   PE space student capacity = area (SF) / 125 SF per student   Gym area: 6,800 SF; Covered Play area: 4,000 SF

Total Homeroom Capacity: Number of Homerooms *****Students per Room
Weekly Required PE Instruction per Student: per HB 3141
Weekly Required PE Instruction per Cohort: Number of Homerooms ***** Weekly Required Instruction per Student
PE Classes Required per Week per Cohort: Weekly Required PE Instruction per Cohort / 60 minutes
Classes Available per Week in PE Space: (PE space student capacity / students per class) ***** six hours per day ***** five week days
Delta: PE Classes per week per cohort - sum of classes available per week in PE Space

AREA PROGRAM SUMMARY

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PPS Middle School Grades 6 through 8

MIDDLE SCHOOL PROGRAM [1]

Preferred: spaces preferred but not required or applied to area program total

AREA	Quantity	S.F. Room	S.F. Total
CLASSROOMS [2]			
Classrooms[3]	22	980	21,560
ESL classroom [4]	1	900	900
Science Classrooms	5	1,300	6,500
Science Prep	1	150	150
Science Storage (chemical storage optional)	1	64	64
Extended Learning Area [5]	3	1,500	4,500
Student Lockers (grades 6, 7, & 8) 225 students [6]	1	190	190
Conference Room	1	200	200
Preferred			200
Subtotal Required			***33,864***
Subtotal required + preferred			***34,064***

Notes:

[1] *Planning capacity for Middle School program is 675 students with a maximum of three sections of students at each grade level. Consult PPS Long Range Facilities Plan for determination student capacity for each instructional space.*

[2] *"Specialist" classroom functions such as Title I, Reading, and Math to be accommodated in "Extended Learning" areas*

[3] *Self-contained classrooms that deliver science curriculum for grades 6-8 need to be large enough to provide the additional sinks, outlets, eyewash and work space needs sufficient for a minimum of 32 students in a science classroom*

[4] *Room should be divisible into two smaller classrooms*

[5] *One Commons/Extended Learning Area @ 1,500 SF required per classroom type (grades 6,7,8). Two per classroom type @ 1,000 SF preferred*

[6] *Lockers can be full height; half height lockers should be stacked.*

PPS Middle School Grades 6 through 8

AREA	Quantity	S.F. Room	S.F. Total
EXPLORATORY			
Music (Band & Choir) Room [7,8]	1	1,400	1,400
Music Office	1	120	120
Art	1	1,200	1,200
Art Storage	1	120	120
Computer Lab	1	980	980
STEAM Lab [9]	1	1,200	1,200
Practice Rooms	2	50	100
Kiln Room	1	100	100
Student Project Storage	1	200	200
Dance [10]	1	980	980
Music, instrument, uniform storage	1	120	120
Preferred			2,700
Subtotal Required			**3,820**
Subtotal required + preferred			**6,520**
MEDIA/TECHNOLOGY			
Media Center [11]	1	1,650	1,650
Media Workroom (text book/media storage)	1	200	200
Conference/Small Group Study	1	200	200
Media Office	1	100	100
Preferred			100
Subtotal REQUIRED			**2,050**
Subtotal required + preferred			**2,150**

Notes:

[7] *Music Room with stage may be elevated 18 inches above adjacent cafeteria; separate with acoustic/operable wall that opens to cafeteria; stage to provide space for dance (or dance floor storage) if not provided elsewhere*

[8] *Music room should incorporate instrument storage if not built separately*

[9] *Science Technology Engineering Arts and Math (STEAM) lab equipped to accommodate science curriculum as well as fabrication and maker space activities*

[10] *Dance optional unless it is part of core program; can be located as pull out floor under stage/music room if it opens to cafeteria*

[11] *1,650 SF Media Center required; 3,200 SF preferred*

PPS Middle School Grades 6 through 8

Area	Quantity	S.F. Room	S.F. Total
PHYSICAL EDUCATION/ATHLETICS			
Gym (main) seating for 750 person assembly	1	6,800	6,800
Covered Play Area	1	4,000	4,000
PE Storage	2	200	400
Club Storage	3	80	240
PE Office [12]	1	120	120
Boy's Locker Room [13]	1	800	800
Girl's Locker Room [13]	1	800	800
Subtotal Required			*13,160*
ADMINISTRATION			
Reception/Secretary	1	450	450
Health Room/Toilet	1	200	200
Principal's Office [14]	1	180	180
Assistant Principal's Office [15]	1	120	120
Workroom/Mail	1	350	350
Staff Room	1	500	500
Conference Room [16]	1	180	180
Restroom [17]	2	45	90
Lost & Found	1	50	50
Flex Office	1	120	120
Secure Storage/Records [18]	1	150	150
Preferred			270
Subtotal Required			*2,120*
Subtotal required + preferred			*2,390*

Notes:

[12] *120 SF PE Office required; 200 SF office with shower preferred*

[13] *800 SF Locker Rooms required; 1,200 SF preferred; locker room showers are optional*

[14] *180 SF Principal's Office required; 200 SF preferred*

[15] *120 SF Assistant Principal's Office required; 150 SF preferred*

[16] *180 SF Conference Room required; 200 SF preferred*

[17] *45 SF single user, gender neutral restrooms required; 64 SF preferred.*

[18] *Secure Storage/Records optional only if records securely stored in administration*

PPS Middle School Grades 6 through 8

Area	Quantity	S.F. Room	S.F. Total
COUNSELING			
Counselor's Office	2	120	240
Record Storage	1	100	100
Mediation/Tutorial Room	1	120	120
Conference Room	1	200	200
Preferred			200
Subtotal REQUIRED			*460*
Subtotal required + preferred			*660*
SPECIAL EDUCATION			
Learning Center [19]	1	800	800
Itinerant Offices (Psych/Speech Path/Flex Office) [20]	3	80	240
Special Needs Toilet	1	120	120
Sensory Support Room	1	150	150
Life Skills Room [21]	1	980	980
Preferred			1,130
Subtotal REQUIRED			*1,160*
Subtotal required + preferred			*2,290*
COMMUNITY SUPPORT			
Parent/Volunteer Room	1	200	200
Parent/Family/Community Resource Room	1	800	800
Parent/Family Resource Offices [22]	1	120	120
Subtotal REQUIRED			*1,120*

Notes:

[19] *Number of Learning Centers dependent on SPED population within school; One 800 SF Learning Center required; additional Learning Centers may be smaller, min. of 600 SF*

[20] *Three 80 SF Itinerant Office required; three offices at 120 SF preferred*

[21] *Need for Life Skills room dependent on the needs of the student population*

[22] *One 120 SF Parent/Family Resource Office required; two 120 SF offices preferred*

PPS Middle School Grades 6 through 8

Area	Quantity	S.F. Room	S.F. Total
CAFETERIA/COMMONS			
Cafeteria [23]	1	4,250	4,250
Kitchen	1	800	800
Dishwashing [24]	1	250	250
Kitchen Freezer/Cooler [25]	0	140	0
Kitchen Office Alcove [26]	1	60	60
Servery [27]	1	900	900
Kitchen Staff Lockers [28]	1	20	20
Kitchen Restroom [29]	1	45	45
Table/Chair Storage	1	200	200
Kitchen Storage	1	150	150
Stage [30]	1	1,000	1,000
Stage Storage [31]	1	200	200
Preferred			1,200
Subtotal REQUIRED			***6,675***
Subtotal required + preferred			***7,875***

Notes:

[23] *4,500 SF Cafeteria preferred; three lunch periods allowed; two lunch periods preferred when scheduling allows*

[24] *Separate dishwashing area not required if kitchen over 1,000 SF*

[25] *Separate freezer/cooler area not required if installed in kitchen and kitchen is over 800 SF*

[26] *60 SF Kitchen Office Alcove required; 100 SF preferred*

[27] *Smaller servery allowed if more than two lunches served*

[28] *20 SF for staff lockers required; 100 SF preferred*

[29] *45 SF single user, gender neutral Kitchen Restroom required; 64 SF preferred*

[30] *Music room to double as stage is preferred; Music Room and stage should have close proximity to cafeteria to allow space for spectators*

[31] *For tables and chairs to support stage function. For installation of stage adjacent cafeteria only: preferred in/adjacent to cafeteria; alternatively install adjacent to music room if it includes a stage function.*

PPS Middle School Grades 6 through 8

Area	Quantity	S.F. Room	S.F. Total
BUILDING SUPPORT			
Restrooms [32]	6	45	270
Toilets - Boys [33]	3	200	600
Toilets - Girls [33]	3	200	600
Custodial Rooms [34]	4	100	400
Custodial Office/Lockers [35]	1	150	150
Materials Storage [36]	1	350	350
Custodial Storage (Just-in-Time) [37]	1	350	350
Building Storage/Receiving [38]	1	650	650
MDF Room [39]	1	160	160
IDF Rooms [40]	3	80	240
Electrical Room [41]	1	180	180
Central Mechanical Room [42]	1	600	600
Electrical Generator Room [43]	0	200	0
Corridors [44]	Variable		
Custodial Work Area	1	180	180
Outdoor Equipment Storage	1	200	200
Concessions	1	100	100
Preferred			480
Subtotal Required			***4,550***
Subtotal Required + Preferred			***5,030***

Notes:

[32] *Six 45 SF gender neutral restrooms required; six 64 SF restrooms preferred. Provide at least one gender neutral restroom on each floor and near gym facilities. Also ensure at least one gender inclusive and one accessible restroom are included within each area to be accessed outside regular school hours.*

[33] *Three 200 SF toilet rooms for boys and girls for grades 6-8 required or as required by applicable plumbing code*

[34] *Four 100 SF Custodial Rooms required; Five 100 SF rooms preferred*

[35] *150 SF Custodial Office/Lockers required; 180 SF preferred*

[36] *350 SF Materials Storage required; 400 SF preferred*

[37] *350 SF Custodial Storage required; 400 SF preferred*

[38] *650 SF Building Storage/Receiving required; 800 SF preferred*

[39] *160 SF MDF Room required; 180 SF preferred*

[40] *Three 80 SF IDF Rooms required; three 100 SF rooms preferred*

[41] *One 180 SF Electrical Room required; 200 SF preferred*

[42] *One 600 SF Central Mechanical Room required; 800 SF preferred*

[43] *Can be located outside building if site conditions allow; inside building preferred*

[44] *See Corridor Characteristics*

PPS Middle School Grades 6 through 8

Area	Quantity	S.F. Room	S.F. Total
COMMUNITY & PARTNER USES			
Partner Program Office	1	150	150
Pantry [45]	1	200	200
Clothes Closet	1	120	120
After school instruction [46]	2	500	1,000
Preferred			1,000
Subtotal REQUIRED			*470*
Subtotal required + preferred			*1,470*

PPS Middle School Grades 6 through 8

SUB-TOTAL MIDDLE SCHOOL AREA (Required - Covered Play)			*65,934*
Net to gross ratio of 29% [47]			*19,121*
MIDDLE SCHOOL PROGRAM TOTAL REQUIRED AREA			**85,055**
MIDDLE SCHOOL PROGRAM TOTAL PREFERRED AREA			**7,280**
MIDDLE SCHOOL PROGRAM TOTAL REQUIRED + PREFERRED AREA			**92,335**
Net to gross ratio of 29% [47]			*26,777*
MIDDLE SCHOOL PROGRAM TOTAL REQUIRED + PREFERRED AREA TOTAL			**119,112**

Notes:

[45] *200 SF Pantry required; 300 SF preferred*

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

[47] *Gross area includes walls, corridors and circulation areas; 29% net to gross for new construction; ratio for modernization projects will vary depending on extent of work*

PPS OPTIONAL COMMUNITY & PARTNER USES & ATHLETICS			
Area	Quantity	S.F. Room	S.F. Total
COMMUNITY & PARTNER USES			
Part Time Programs			
Offices	4	200	800
After school program storage	1	500	500
Health Clinic	1	1,200	1,200
Subtotal			*2,500*
PHYSICAL EDUCATION/ATHLETICS [48]			
Auxiliary Gym	1	5,200	5,200
Subtotal			*5,200*
Learning Garden [49]			
OPTIONAL SUBTOTAL			**7,700**
Net to Gross (minus covered play areas)			1,508
Middle School Program (net) + Optional (net) Total			73,149
Net to Gross			1.29
Total Gross Square Footage			*94,362*

Notes:

[48] *Development and use of covered play areas and/or auxiliary gym should be primarily to accommodate P.E. instruction time. The size of the these spaces, if installed, should accommodate at least two sections of students.*

[49] *As size and space allows. To be developed in consultation with PPS Facilities and Asset Management*

AREA PROGRAM & ROOM INFORMATION

INTRODUCTION

Information provided in the room information sheets are meant to provide general guidelines for the design of spaces. To the extent possible, design teams should strive to incorporate these characteristics into the design of each space. Special attention should be given to the design of instructional spaces used for the delivery of core program requirements to ensure the number, size and characteristics of these spaces optimally provide for the achievement of students and teachers.

The room characteristics of this document are more readily achieved in new construction. The modernization and retrofitting of existing buildings (without complete demolition) will involve conditions/circumstances where the guidance of this document cannot be fully implemented. Additionally project budgets may not allow for all guidelines to be incorporated. To the extent possible improvement projects should follow the guidance for room size and characteristics for limited improvement work. Where these characteristics cannot into the design work for individual schools, the design team should document all variations.

The PPS Design Guidelines and Standards should be consulted for details on flooring, wall construction, windows, plumbing, electrical wiring, lighting levels, equipment and acoustics.

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PPS Middle School Grades 6 through 8

MIDDLE SCHOOL PROGRAM [1]			
Preferred: spaces preferred but not required or applied to area program total			
AREA	Quantity	S.F. Room	S.F. Total
CLASSROOMS [2]			
Classrooms[3]	22	980	21,560
ESL classroom [4]	1	900	900
Science Classrooms	5	1,300	6,500
Science Prep	1	150	150
Science Storage (chemical storage optional)	1	64	64
Extended Learning Area [5]	3	1,500	4,500
Student Lockers (grades 6, 7, & 8) 225 students [6]	1	190	190
Conference Room	1	200	200
Preferred			200
Subtotal Required			***33,864***
Subtotal required + preferred			***34,064***

Notes:

[1] *Planning capacity for Middle School program is 675 students with a maximum of three sections of students at each grade level. Consult PPS Long Range Facilities Plan for determination student capacity for each instructional space.*

[2] *"Specialist" classroom functions such as Title I, Reading, and Math to be accommodated in "Extended Learning" areas*

[3] *Self-contained classrooms that deliver science curriculum for grades 6-8 need to be large enough to provide the additional sinks, outlets, eyewash and work space needs sufficient for a minimum of 32 students in a science classroom*

[4] *Room should be divisible into two smaller classrooms*

[5] *One Commons/Extended Learning Area @ 1,500 SF required per classroom type (grades 6,7,8). Two per classroom type @ 1,000 SF preferred*

[6] *Lockers can be full height; half height lockers should be stacked.*

GENERAL MIDDLE SCHOOL CLASSROOM CHARACTERISTICS

General Requirements

- Provide classroom sized per area program
- Number of classrooms dependent on student population and program requirements
- Classrooms must be designed as learner-centered environments

Functions

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

Location

- Clusters of 4-6 classrooms adjacent to classroom commons/extended learning area
- Existing building footprints may preclude learning suite per diagram in Middle School Planning Principles. However, easily identifiable space for extended learning opportunities adjacent to classrooms should be identified. Attempt to organize classrooms in a manner that creates usable space adjacent to the classroom for extended learning opportunities including small group instruction and student collaboration.

Relationships

- Adjacent, with transparency to classroom commons/extended learning area
- "Open up" to classroom commons/extended learning area
- Student and Gender Neutral Restrooms
- Relationships may vary depending on program needs
- Ability to control or 'zone' access to classrooms from other parts of the school after school hours
- Adjacency to exterior exit near play area

Storage

- Cabinets with doors and drawers of various sizes. Some to hold oversized materials. Size and quantity to be determined during master planning of individual schools
- Teacher cabinet with locking doors
- Adjustable shelves in cabinets
- Cabinets with open shelves to house materials that students use and access, designed appropriate for age group
- Space for portable file cabinet
- See Room Equipment Matrix for preferred amount of cabinets

Floors

- Provide hard surface flooring. Consider acoustics, teacher and student comfort, ability to move furniture and ease of cleaning
- Carpeted area for 'floor time'; carpet tiles large enough to accommodate a class. See PPS Design Guidelines and Standards for allowable flooring types.

Walls

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

GENERAL MIDDLE SCHOOL CLASSROOM CHARACTERISTICS (CONTINUED)

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

Plumbing
- Built-in counter with sink, grades 1-5

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

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

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

Furniture
- Allow for student movement while seated to increase learning (kinetic furniture)
- Allow for a variety of teaching and learning styles
- Desks, chairs, tables per number of students programmed for each classroom and sized for age appropriateness
- Selection of furniture and equipment, including coat and student storage, to be made at individual school level in consultation with PPS Facilities

Equipment
- Required:
  - TVs and projectors at the discretion of PPS Operations, individual school administration and design team
  - Computers: laptops or mobile computer cart preferred; appropriate to grade level and curriculum requirements
  - Teachers desk, chair & computer
  - See Room Equipment Matrix
- Optional:
  - Capability to install classroom cameras
  - Microscope camera

Special Conditions
- For self-contained 6th grade classrooms, additional sinks, counter space and power outlet will be needed to accommodate science curriculum. See room equipment matrix for additional equipment needs.
- Door with window and operable shade
- Paper towel dispensers
- Toilet paper dispensers
- Soap dispensers

ESL CLASSROOM

General Requirements
- Provide ESL Classroom per area program
- Type and number of classrooms dependent on student population and program requirements

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

Location
- Location of ESL classroom will be a site-based decision
- Existing building footprints may preclude ideal location. However, easily identifiable space for ESL learning opportunities adjacent to general classrooms or special education should be identified.

Relationships
- Small group conference/meeting room
- Restrooms
- Relationships may vary depending on program needs

Storage
- Cabinets with doors and drawers of various sizes. Some to hold oversized materials. Size and quantity to be determined during master planning of individual schools
- Teacher cabinet with locking doors
- Adjustable shelves in cabinets
- Cabinets with open shelves to house materials that students use
- Space for portable file cabinet

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

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

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

Plumbing
- None required

ESL CLASSROOM (CONTINUED)

Power Requirements/Low Voltage

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

Lighting

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

Acoustics

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

Furniture

- Allow for student movement while seated to increase learning (kinetic furniture)
- Allow for a variety of teaching and learning styles
- Desks, chairs, tables per number of students programmed for each classroom and size for range of student ages

Equipment

- TVs and projectors at the discretion of individual school administration and design team
- Laptop computers or mobile computer cart with secure storage preferred
- Teachers desk, chair & computer
- Optional: capability to install classroom cameras and security
- See Room Equipment Matrix

Special Conditions

- Door with window

SCIENCE CLASSROOM REQUIREMENTS

General Requirements
- Provide Science Classrooms per area program

Functions
- Teacher/ instructional station
- Flexible for different types of modern learning and instruction: large group, small group and individual inquires/study. Small group areas for four students preferred.
- Display of instructional materials and student work
- Work stations for team projects
- Supports life, earth, and physical sciences and STEM curriculums for grades 6-8. Number of science classrooms to be determined at time of master planning.
- Ability to accommodate 25 to 35 students; sufficient work space to accommodate small groupings of students (2-4) around equipment and portable computing devices.

Location
- Science classrooms should be centrally located to allow sharing between different grade levels
- Where existing conditions preclude development of 'learning suites', attempt to organize classrooms in a manner that creates usable space adjacent to the classroom for extended learning opportunities including small group instruction and student collaboration.

Relationships
- Adjacent, with transparency to Commons/Extended Learning Environment, where applicable
- "Open up" to Commons/Extended Learning Area
- Adjacent to Science Support and Prep Rooms
- Restrooms

Storage
- Cabinets with doors and drawers of various sizes, sufficient to meet school specific program requirements
- Teacher cabinet with locking doors
- Space for portable file cabinet
- Adjustable shelves in cabinets
- Curriculum specific storage, goggle sanitizing cabinets, safety equipment
- See Room Equipment Matrix

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

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

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

SCIENCE CLASSROOM REQUIREMENTS (CONTINUED)

Plumbing
- Minimum of (4) sinks per science classroom plus (1) optional for teacher's demonstration station. Exact number of plumbing fixtures dependent on room layout.
- One plumbed accessible eyewash stations required per classroom if recommended by the National Science Teachers Association standards.

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

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

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

Furniture
- Allow for student movement while seated to increase learning
- Tables, chairs and desks to match number of students programmed for space. Chemical resistant surface
- Lab stations with chemical resistant surface, sinks
- Selection of furniture and equipment to be made at individual school level in consultation with PPS Facilities

Equipment
- See room equipment matrix for additional equipment needed for 6th grade curricula if delivered in self contained classrooms
- Computers: laptops or mobile computer carts preferred unless curriculum requires otherwise
- Teachers desk, chair & computer.
- Fume hood inclusion to be decided at individual school level in consultation with PPS Facilities
- Required: Teacher demo station, chair & computer; mobile teacher demonstration station for self-contained 6th grade classroom
        Pull down screen for video projection
        Fire extinguisher
        See Room Equipment Matrix
  Preferred: Gas and air spigots inclusion to be decided at individual school level in consultation with PPS Facilities.
        Blanket cabinet   Goggle sanitizer
        Beaker drying rack   Microwave
        Hotplates
- Paper towel dispensers
- Toilet paper dispensers
- Soap dispensers

Special Conditions
- Doors with re-lite window

SCIENCE STORAGE AND PREP ROOMS REQUIREMENTS

General Requirements
- Provide Storage Room per Area Program, chemical storage (where applicable) is secured within the Storage Room
- Provide Prep Rooms per Area Program

Functions
- Support science and optional STEAM classroom curriculum; Storage for science curriculum and cart to transport equipment/curriculum
- Counter space for working

Location
- Adjacent to science classrooms

Relationships
- Adjacency of storage and prep rooms preferred
- Adjacent to science optional STEAM classroom; science classrooms can typically share a storage and prep room pairing

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

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

Windows
- None required, natural light always preferred

Plumbing
- Need for sink in Prep Room to be made at individual school level in consultation with PPS Facilities

Power Requirements/Low Voltage
- Need for refrigerator, dish washer, and water purifier in prep rooms to be made at individual school level in consultation with PPS Facilities. Power to support this equipment required if installed.
- Power required for tools and devices needed to support school specific STEAM program
- See Room Equipment Matrix

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

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

SCIENCE SUPPORT ROOMS REQUIREMENTS (CONTINUED)

Equipment

- Fume hood in prep rooms to be determined at individual school level in consultation with PPS Facilities
- Gas, air spigots in prep rooms to be determined at individual school level in consultation with PPS Facilities
- Paper towel dispensers
- Toilet paper dispensers
- Soap dispensers
- Optional: refrigerator, dish washer and water purifier in prep rooms
- See Room Equipment Matrix

Special Conditions

- Locked - teacher to control access

Size

- Chemical Storage per Area Program
- Prep Room per Area Program

CLASSROOM COMMONS / EXTENDED LEARNING AREA

General Requirements
- Provide commons sized per area program
- Number of adjacent classrooms dependent on student population and program requirements
- The commons area is an open and flexible space that serves as an extension of the classroom environment

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

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

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

Storage
- Cabinets with doors and drawers of various sizes
- Adjustable shelves in cabinets
- See Room Equipment Matrix for preferred amount of cabinets

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

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

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

Plumbing
- None required

CLASSROOM COMMONS / EXTENDED LEARNING AREA (CONTINUED)

Power Requirements/Low Voltage

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

Lighting

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

Acoustics

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

Furniture

- Allow for a variety of teaching and learning styles and configurations
- Chairs and tables per area program for each commons and sized for age appropriateness
- Selection of furniture and equipment to be made at individual school level in consultation with PPS Facilities

Equipment

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

Special Conditions

- At the discretion of individual school administration and design team

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PPS Middle School Grades 6 through 8

AREA	Quantity	S.F. Room	S.F. Total
EXPLORATORY			
Music (Band & Choir) Room [7,8]	1	1,400	1,400
Music Office	1	120	120
Art	1	1,200	1,200
Art Storage	1	120	120
Computer Lab	1	980	980
STEAM Lab [9]	1	1,200	1,200
Practice Rooms	2	50	100
Kiln Room	1	100	100
Student Project Storage	1	200	200
Dance [10]	1	980	980
Music, instrument, uniform storage	1	120	120
Preferred			2,700
Subtotal Required			***3,820***
Subtotal required + preferred			***6,520***
MEDIA/TECHNOLOGY			
Media Center [11]	1	1,650	1,650
Media Workroom (text book/media storage)	1	200	200
Conference/Small Group Study	1	200	200
Media Office	1	100	100
Preferred			100
Subtotal REQUIRED			***2,050***
Subtotal required + preferred			***2,150***

Notes:

[7] *Music Room with stage may be elevated 18 inches above adjacent cafeteria; separate with acoustic/operable wall that opens to cafeteria; stage to provide space for dance (or dance floor storage) if not provided elsewhere*

[8] *Music room should incorporate instrument storage if not built separately*

[9] *Science Technology Engineering Arts and Math (STEAM) lab equipped to accommodate science curriculum as well as fabrication and maker space activities*

[10] *Dance optional unless it is part of core program; can be located as pull out floor under stage/music room if it opens to cafeteria*

[11] *1,650 SF Media Center required; 3,200 SF preferred*

MUSIC (BAND & CHOIR) CLASSROOM REQUIREMENTS

General Requirements

- Provide (1) Music Classroom per Area Program

Functions

- Music instruction including; identification of note values, scale structure, and proper musical tone and pitch
- Mechanical skills to successfully perform music, including instrument care, posture, and breathing
- Musical performance skills using correct tone, intonation and timing while performing in an ensemble with accurate balance
- Flexible for different types of modern learning and instruction: large group, small group and individual inquires/study
- Playing of band and orchestra instruments
- Recording

Location

- Adjacent or near gymnasium and stage area or multipurpose room
- Near or with exterior door for loading and unloading instruments is preferred

Relationships

- Music room office
- Gymnasium
- Stage or multipurpose room
- Practice rooms (where applicable)

Floors

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

Walls

- Minimum of one wall with windows
- Tackable wall surface covering permanent walls (where applicable)
- Minimum of (2) 4'x8' magnetic white boards on teaching wall (where applicable)
- Sound isolation with acoustical treatment

Windows

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

Plumbing

- Counter with large sink in walled music rooms. Plaster trap preferred, but not required

Power Requirements/Low Voltage

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

Lighting

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

MUSIC (BAND & CHOIR) CLASSROOM REQUIREMENTS (CONTINUED)

Acoustics

- Acoustic isolation between rooms
- Acoustic treatment throughout the room to reduce or eliminate background noise
- Acoustical treatments to reflect best practices in middle school band room design
- Ability to simultaneously conduct large and small group instruction

Furniture

- Allow for students to move chairs and configurations easily
- Director's chair, stand or podium

Equipment

- Classroom computers
- Teachers desk, chair & computer
- See equipment matrix

Special Conditions

- Door with re-lite window
- Tiered floor to be determined at individual school level in consultation with PPS Facilities

MUSIC OFFICE REQUIREMENTS

General Requirements
- Provide Music Office per Area Program

Functions
- Support for Band and Choir Room
- Teacher prep
- Student conference

Location
- Adjacent to Music Room with window into music room

Relationships
- Music classroom

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

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

Walls
- Minimum of one wall with windows
- Tackable wall surface covering all walls
- Minimum of (1) 4x4 magnetic white boards

Windows
- Access to natural light w/ sunshade to minimize glare

Plumbing
- None required

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

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

Acoustics
- Acoustic isolation between rooms

Furniture
- Comfortable, flexible

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

ART CLASSROOM REQUIREMENTS

General Requirements

- Provide Art Classroom per Area Program

Functions

- The curriculum involves rotating units on different art media
- Must support a wide variety of art activities that can accommodate messy, hands-on, project based activities
- Flexible for different types of modern learning and instruction: large group, small group and individual inquires/study
- Display and review of instructional materials and student work

Location

- Will be used by multiple grade levels, should be centrally located

Relationships

- Transparency to 'learning suite' or school as a whole
- "Open up" to commons/extended learning area, learning on display
- Art storage rooms
- Restrooms

Storage

- Abundant cabinets with doors and drawers of various sizes
- Teacher cabinet or mobile teacher cart with locking doors
- Adjustable shelves in cabinets
- Cabinets with open shelves to house materials that students use (paint, large format paper, brushes, hand tools), vertical slots for storage. Built-in counters with sinks.
- See Room Equipment Matrix

Floors

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

Walls

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

Windows

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

Plumbing

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

Power Requirements/Low Voltage

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

ART CLASSROOM REQUIREMENTS (CONTINUED)

Lighting

- Provide consistent direct and indirect lighting throughout the room appropriate for tasks as well as utilizing the overall space
- Acoustics
- Acoustic isolation between rooms
- Ability to simultaneously conduct large and small group instruction

Furniture

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

Equipment

- Teachers desk, chair & computer
- Paper towel dispensers
- Toilet paper dispensers
- Soap dispensers
- See Room Equipment Matrix

Special Conditions

- Ventilation for painting spaces

ART STORAGE / SUPPLY ROOMS REQUIREMENTS

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

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

Location
- Cluster with other arts classrooms

Relationships
- Art classroom

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

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

Walls
- Durable

Windows N/A

Plumbing N/A

Power Requirements/Low Voltage N/A

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

Acoustics
- Acoustic isolation between rooms

Equipment
- Specialized equipment
- See Room Equipment Matrix

COMPUTER LAB REQUIREMENTS

General Requirements
- Class based computer instruction or group based projects or research
- Computer based assessment testing

Functions
- Supports library and library instruction, and required testing
- Supports small and large group instruction

Location
- Near Media Center/Library and Classrooms

Relationships
- Media Center Library
- Core learning spaces

Storage
- Carts or lockable storage cabinets for technology
- Provide cabinets with doors wherever possible
- Lower and upper cabinets with adjustable shelving

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

Walls
- Minimum of (1) wall with windows
- Windows to be located to provide views and natural light
- Tackable wall surface
- (2) minimum 4' x8' magnetic white board on teaching wall (can be used as screen)

Windows
- Windows sized to provide ample natural light
- Ability to control natural light when necessary
- Operable windows low and high for circulation
- Interior windows for connectivity to Library

Plumbing
- None required

Power Requirements/Low Voltage
- Outlets provided and spaced sufficient to power computing devices and equipment in the 21st century learning environment, and the potential to stream video. Power required to operable specialty equipment and devices.

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

COMPUTER LAB REQUIREMENTS (CONTINUED)

Acoustics

- Acoustics should be designed to increase the ability to hear well throughout the space
- Ability to simultaneously conduct large and small group instruction
- Background noise should be reduced or eliminated. Audio reinforcement needed.

Furniture

- Tables and chairs
- Chairs
- One adjustable height teacher's desk, and chair
- Mobile file cabinets

Equipment

- Computers (students and teacher)
- See equipment matrix
- Wired for Voice Over IP

Special Conditions

- Doors with windows

OPTIONAL STEAM LAB CHARACTERISTICS

General Requirements

- Provide Flexible Classroom per Area Program

Functions

- Primarily supports District science and STEAM curriculum for grades 6-8; also supports fabrication and maker space type activities of other grade levels
- Flexible for different types of modern learning and instruction; large group, small group and individual inquires/study and project based learning
- Display of instructional materials and student work
- Space for team projects; work stations are optional
- Ability to accommodate 25-35 students; sufficient work space to accommodate small groupings of students (2-4) around equipment and portable computing devices

Location

- Connection to Science Classroom

Relationships

- Adjacent Science Classroom
- Adjacent with connection to science support classrooms
- Restrooms.

Storage

- Storage primarily to support science curriculum; cabinets with doors and drawers of various sizes sufficient to meet school specific program requirements
- Adjustable shelves in cabinets
- Teacher cabinet with locking doors
- Space for portable file cabinet
- Curriculum specific storage, goggle sanitizing cabinets, safety equipment

Floors

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

Walls

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

Windows

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

Plumbing

- Minimum of (4) sinks per science classroom plus (1) optional for teacher's demonstration station. Exact number of plumbing fixtures dependent on room layout.
- One plumbed accessible eyewash stations required per classroom if recommended by the National Science Teachers Association standards.

OPTIONAL STEAM LAB CHARACTERISTICS (CONTINUED)

Power Requirements

- Outlets provided and spaced sufficient to power computing devices and equipment in the 21st century classroom and the potential to stream video to and from classrooms
- Video outlet near demonstration area
- See Room Equipment Matrix for preferred number of outlets

Lighting

- Provide consistent direct and indirect lighting throughout space
- Natural daylighting

Acoustics

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

Furniture

- Allow for student movement while seated to increase learning
- Tables and/or desks, chairs to match number of students programmed for space
- Work station determination to be made at individual school level based on use of space in consultation with PPS Facilities:
  - Lab stations with chemical resistant surface, sinks (if required by science curriculum) to support science curriculum; lab stations can also be incorporated into counter top area
  - Tables appropriate for project work requiring hand and/or power tools

Equipment

- Required: Computers: laptops or mobile computer carts preferred unless curriculum requires otherwise

    Teacher's table/desk, chair and computer

    Pull down screen for video projection to support cart mounted projectors; ceiling mounted projectors will use white board

    Fire extinguisher

    For Science program:

    Teacher demo station

  Preferred: Blanket cabinet

    Goggle Sanitizer

    Beaker drying rack

    Microwave

    Hotplates

    Tools and equipment to support school specific fabrication and maker space needs

- Paper towel dispensers
- Toilet paper dispensers
- Soap dispensers
- See Room Equipment Matrix

Special Conditions

- Doors with re-lite window

MEDIA CENTER/LIBRARY REQUIREMENTS

General Requirements

- Core area of the school
- Welcoming area
- Focus point/destination
- Visual openness and transparency
- Lots of natural light
- Variety of medium and high volume spaces
- Flexible
- "Student hang" space, student seating throughout (student seating required in various areas)
- Small group (10-15) and tutoring spaces
- Potential resource center for community
- Hub for collaboration and creation
- Addresses and celebrates technology
- Secure (for books and equipment)
- Circulation Desk:
    - Centrally located
    - Space for checkout as well as repair area, counter with cabinets above and below
- Computer lab/technology Design Studio located adjacent media center/library
- Space for whole class instruction
- Reading lounge

Functions

- Provides an inviting space for students to gather for academic and social situations
- Flexible/mobile furnishings so space can be reconfigured daily and over time
- Provides areas for collaboration, reading, research and congregation and library functions
- Provides areas for large group collaboration as well as smaller areas or niches for tutoring or counseling
- Instruction space, whole class and individual

Location

- Should be centrally located
- Interior/exterior connectivity

Relationships

- Classrooms
- Exterior courtyard
- Main entry (for after-hours use)
- Computer lab
- Media office
- Restrooms and security controls, if used after school hours

Storage

- Variety of fixed and mobile shelving
- Shelving should be adjustable and deep enough to house variety of books/book sizes and technical equipment. See Room Equipment Matrix
- Computer stations/carts/kiosks (classroom equivalent; reference and circulation)

MEDIA CENTER/LIBRARY REQUIREMENTS (CONTINUED)

- Circulation Desk:
    - Drawers and cabinets
    - Lockable storage for personal items
    - Cabinets should have doors wherever possible
    - Counter top space with varying heights
    - Space for mobile file cabinet
    - Space for book return unit
- Display cases or open shelving
- Shipping/receiving of text books

Floors

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

Walls

- Windows to be located to provide views and an abundance of natural light
- Minimum of (1) 4'x8' magnetic whiteboard (can be used as screen)
- Tackable wall surface or tack boards wherever possible

Windows

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

Plumbing

- (1) sink

Power Requirements/Low Voltage

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

Lighting

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

Acoustics

- Acoustics should be designed to increase the ability to hear well throughout the space
- Ability to simultaneously conduct large and small group instruction as well as individual research and instruction

Furniture

- Mobile book shelving for flexibility in room arrangement. Units should be sized to allow ease of movement
- Allow for student movement while seated to increase learning. Provide furniture for different learning types. Provide durable and comfortable seating.
- Provide seating that can be integrated with technology (power and data)
- Tables, to accommodate a variety of student sizes
- Chairs, to accommodate a variety of student sizes
- Soft seating, that is durable and cleanable

MEDIA CENTER/LIBRARY REQUIREMENTS (CONTINUED)

Equipment

- Computers; for student research
- Circulation desk
- Space for Security gates/detection device
- Telephone/Intercom
- Motorized shades at tall windows (if applicable)
- Portable/mobile projection screen for flexibility
- Paper towel dispensers
- Toilet paper dispensers
- Soap dispensers
- See Room Equipment Matrix

Special Conditions

- Doors with windows
- Common area outdoors to be used for additional instruction, possible after hours entry

MEDIA WORKROOM

General Requirements
- Ample workspace
- Secure room
- Visual connection to Media Center
- Production space for staff
- Book repair/maintenance
- Production space for creative activities

Functions
- Place for staff to produce materials housed in the media center/library
- Provides a supervised production space for students to work on creative activities and provides technology to support these activities
- Receive and store textbooks
- Provides areas for large group collaboration as well as smaller areas or niches for tutoring or counseling
- Instruction space, whole class and individual
- Text book & media storage

Location
- Adjacent to media center/library

Relationships
- Media center/library

Storage
- Countertop
- Flat file or vertical storage sized appropriately for charts and posters

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

Plumbing
- Sink for project clean up

Power Requirements / Low Voltage
- Outlets provided and spaced sufficient to power equipment and devices in the 21st century learning environment.
- Flat file or vertical storage sized appropriately for charts and posters

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

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

Furniture
- Desk (if not built-in)
- Chair
- Ability to accommodate desktop computer

MEDIA WORKROOM CONTINUED

Equipment

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

MEDIA CENTER CONFERENCE / SMALL GROUP REQUIREMENTS

General Requirements

- Flexible
- Instructional space
- Classroom activities

Functions

- Supports Media Center instruction
- Flexible for different teaching styles and group sizes
- Supports small and medium group instruction

Location

- Near/adjacent to Media Center/Library

Relationships

- Media Center/Library
- Core learning spaces

Storage

- Carts or lockable storage cabinets for technology
- Provide cabinets with doors wherever possible
- Open shelves for material students use during activities

Floors

- Consider acoustics, teacher and student movement, ease of cleaning and type of instruction when selecting flooring materials

Walls

- Minimum of (1) wall with windows
- Windows to be located to provide views and natural light
- Tackable wall surface
- Minimum 4' x8' magnetic white board on teaching wall (can be used as screen)

Windows

- Windows sized to provide ample natural light
- Ability to control natural light when necessary
- Operable windows low and high for circulation
- Interior windows for connectivity to Media Center/Library

Plumbing N/A

Power Requirements/Low Voltage

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

Lighting

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

MEDIA CENTER CONFERENCE / SMALL GROUP REQUIREMENTS (CONTINUED)

Acoustics

- Acoustics should be designed to increase the ability to hear well throughout the space
- Background noise should be reduced or eliminated. Audio reinforcement needed.
- Furniture
- Mobile tables
- Chairs

Equipment

- Computers (students and teacher); laptops with secure storage preferred
- See equipment matrix

Middle School - Media Center/Library

**MEDIA CENTER
READING ROOM
&
CIRCULATION DESK**

**COMPUTER
LAB**

**WORK
ROOM**

OFFICE

**CONFERENCE
ROOM**

**TO CLASSROOM
CLUSTERS**

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PPS Middle School Grades 6 through 8

Area	Quantity	S.F. Room	S.F. Total
PHYSICAL EDUCATION/ATHLETICS			
Gym (main) seating for 750 person assembly	1	6,800	6,800
Covered Play Area	1	4,000	4,000
PE Storage	2	200	400
Club Storage	3	80	240
PE Office [12]	1	120	120
Boy's Locker Room [13]	1	800	800
Girl's Locker Room [13]	1	800	800
Subtotal Required			*13,160*
ADMINISTRATION			
Reception/Secretary	1	450	450
Health Room/Toilet	1	200	200
Principal's Office [14]	1	180	180
Assistant Principal's Office [15]	1	120	120
Workroom/Mail	1	350	350
Staff Room	1	500	500
Conference Room [16]	1	180	180
Restroom [17]	2	45	90
Lost & Found	1	50	50
Flex Office	1	120	120
Secure Storage/Records [18]	1	150	150
Preferred			270
Subtotal Required			*2,120*
Subtotal required + preferred			*2,390*

Notes:

[12] *120 SF PE Office required; 200 SF office with shower preferred*

[13] *800 SF Locker Rooms required; 1,200 SF preferred; locker room showers are optional*

[14] *180 SF Principal's Office required; 200 SF preferred*

[15] *120 SF Assistant Principal's Office required; 150 SF preferred*

[16] *180 SF Conference Room required; 200 SF preferred*

[17] *45 SF single user, gender neutral restrooms required; 64 SF preferred.*

[18] *Secure Storage/Records optional only if records securely stored in administration*

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GYMNASIUM REQUIREMENTS

General Requirements

- Physical Education instruction, partner and community use
- After hours accessibility
- Nondestructive walls
- Main gymnasium
- Size basketball court for Grades 6-8
- Enough seating for all-school student assemblies
- Accommodates a variety of seating capacities
- Tall ceilings and large floor space to accommodate a variety of sports and fitness activities
- Adequate ventilation and good natural daylight

Functions

- Physical education classes sufficient to meet state physical education and curriculum requirements
- Competitions and practices
- Community use
- Accommodate all school student assemblies

Location

- Close to outdoor fields
- Adjacent to covered play areas and/or auxiliary gym where applicable
- Adjacent to parking lot/parking area

Relationships

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

Storage

- Chair storage sufficient to allow full student assembly in gymnasium, as required
- General PE equipment storage and sports team storage

Floors

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

Walls

- Wall padding on all walls
- High windows to provide natural light
- Acoustical wall treatment

Windows

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

GYMNASIUM REQUIREMENTS (CONTINUED)

Plumbing

- Drinking fountains in gymnasium or directly outside (i.e. lobby)

Power Requirements/Low Voltage

- Outlets provided and spaced sufficient to power computing devices and equipment in the 21st century learning environment, and the potential to stream video. Power required to operable specialty equipment and devices.

Lighting

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

Acoustics

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

Furniture

- Bleachers
- Chairs for assembly (if required)

Equipment

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

Special Conditions

- Doors with kickplates and windows into adjacent common areas

See PPS Design Guidelines and Standards for details on:

- Flooring, wall construction, windows, plumbing, electrical wiring, lighting levels, equipment and acoustics

PE / CLUB STORAGE REQUIREMENTS

General Requirements
- Ability to store sports and fitness equipment; i.e. volleyball standards, ball racks, floor mats, etc.
- Accessible by all coaches (men's and women's)
- Large doors for access

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

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

Relationships
- Adjacent to Gymnasiums and fields

Storage
- Adjustable shelving, deep enough for boxes, etc.
- Volleyball standards, ball racks, floor mats, lacrosse goals
- Bars/Racks for uniform storage

Floors
- Provide hard surface flooring

Walls
- Durable wall construction and finish

Windows N/A

Plumbing
- Floor drain may be desirable

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

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

Acoustics/Furniture N/A

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

PE / COACHES OFFICE REQUIREMENTS

General Requirements

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

Functions

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

Location

- As part of the locker room footprint

Relationships

- Locker Room
- Gymnasiums
- Outdoor fields

Storage

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

Floors

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

Walls

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

Windows

- Provide ability to monitor student changing areas from P.E. office while maintaining student privacy

Plumbing

- Provide (1) sink; optional: (1) water closet and (1) shower for adjacent toilet room

Power Requirements/Low Voltage

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

Lighting

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

Acoustics

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

PE / COACHES OFFICE REQUIREMENTS (CONTINUED)

Furniture

- Provide furniture to support an office environment
- Chairs
- Desk (if not built-in)
- File cabinets
- Equipment
- See Room Equipment Matrix

Special Conditions

- Doors with windows

LOCKER ROOM REQUIREMENTS

General Requirements

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

Functions

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

Location

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

Relationships

- Gymnasium, outdoor playfields

Storage

- Lockers: 105- ½ height vandal proof lockers, vented doors and hasp for padlocks preferred; otherwise 105 lockable stacked baskets with 50 to 60-1/2 lockers for changing. Number of lockers/ stacked baskets will need to adjust to meet varying planning enrollments.

Floors

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

Walls

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

Windows

- Visual supervision for teachers/coaches via interior windows (relites); Provide ability to monitor student changing area while maintaining student privacy

Plumbing

- Restroom: Provide sinks and toilets (and urinals where appropriate): quantity to be determined by Building Code
- Optional shower: 2-4 shower heads in shower area or as determined by design team in conjunction with PPS Facilities and Asset Management
- Floor drains in locker room, shower area and toilet rooms

Power Requirements/Low Voltage

- Outlets provided and spaced sufficient to power computing devices and equipment in the 21st century learning environment, and the potential to stream video.

Lighting

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

LOCKER ROOM REQUIREMENTS (CONTINUED)

Acoustics

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

Furniture

- Benches
- Equipment
- See Room Equipment Matrix

Special Conditions

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

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Middle School - Physical Education

TO FIELDS

COVERED PLAY STRUCTURE OR AUX. GYM

EXTERIOR PE STORAGE

CLUB STORAGE

GYMNASIUM

P.E. STORAGE

GIRLS LOCKER

P.E. OFFICE ADJACENT TO RESTROOMS

BOYS LOCKER

TO OTHER BUILDING AREAS
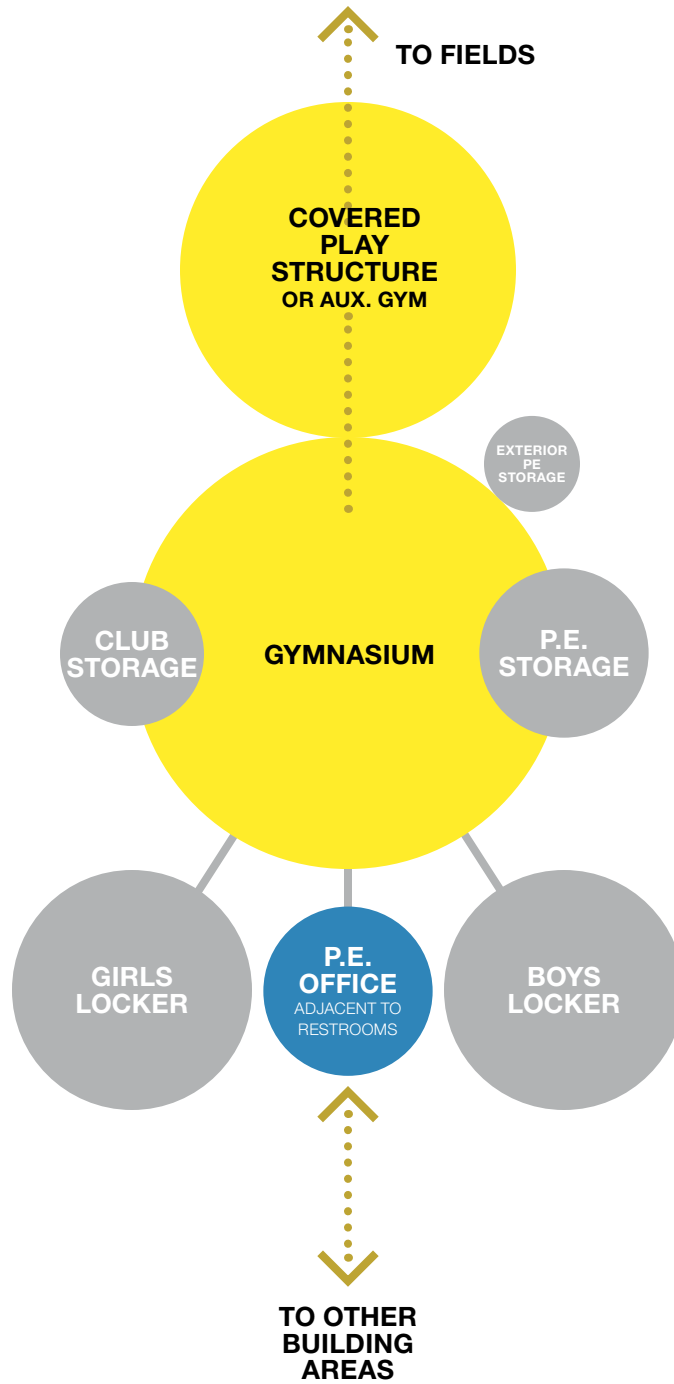
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RECEPTION / SECRETARY REQUIREMENTS

General Requirements

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

Functions

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

Location

- Near main entry to school

Relationships

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

Storage N/A

Floors

- Consider acoustics, movement, ease of cleaning and durability when selecting flooring materials

Walls

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

Windows

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

Plumbing N/A

RECEPTION / SECRETARY REQUIREMENTS (CONTINUED)

Power Requirements/Low Voltage
- Outlets provided and spaced sufficient to power computing devices and equipment in the 21st century learning environment, and the potential to stream video.

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

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

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

Equipment
- See Room Equipment Matrix

Special Conditions
- Door openers for accessibility
- Door(s) with window(s)

HEALTH AREA REQUIREMENTS

General Requirements

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

Functions

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

Location

- In the Administration Area

Relationships

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

Storage

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

Floors

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

Walls

- Walls to have durable finish (i.e. paint) or wainscot (tile preferred)

Windows

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

Plumbing

- Sinks and Toilet in Toilet Room
- Sink in Sick Room
- Refrigerator
- Floor drains may be desirable

Power Requirements/Low Voltage

- Outlets provided and spaced sufficient to power devices and equipment

HEALTH AREA REQUIREMENTS (CONTINUED)

Lighting

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

Acoustics

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

Furniture

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

Equipment

- Computer
- Paper towel dispensers
- Toilet paper dispensers
- Soap dispensers
- See Room Equipment Matrix

Special Conditions

- Door with window at Health Office and Sick Room

Size

- Health Office per Area Program
- Sick Room per Area Program

PRINCIPAL'S OFFICE REQUIREMENTS

General Requirements

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

Functions

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

Location

- In administration/office area

Relationships

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

Storage

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

Floors

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

Walls

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

Windows

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

Plumbing N/A

Power Requirements/Low Voltage

- Outlets provided and spaced sufficient to power computing devices and equipment in the 21st century learning environment, and the potential to stream video. Power required to operable specialty equipment and devices.

PRINCIPAL'S OFFICE REQUIREMENTS (CONTINUED)

Lighting

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

Acoustics

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

Furniture

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

Equipment

- Computer; laptop preferred
- See Room Equipment Matrix

Special Conditions

- Second exit/access
- Connectivity to Assistant Principal(s)
- After-hours access

ASSISTANT PRINCIPAL OFFICE REQUIREMENTS

General Requirements
- Provide office per area program
- Acoustic isolation
- Space within office to meet with (2) or more people

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

Location
- Near Principal and video monitoring
- In administration/office area

Relationships
- Secretaries
- Principal's office
- Reception/Lobby
- Optional Mediation/Tutorial Room
- Security

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

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

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

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

ASSISTANT PRINCIPAL OFFICE REQUIREMENTS (CONTINUED)

Plumbing N/A

Power Requirements/Low Voltage
- Outlets provided and spaced sufficient to power computing devices and equipment in the 21st century learning environment, and the potential to stream video. Power required to operable specialty equipment and devices.

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

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

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

Equipment
- Computer; laptop
- See Room Equipment Matrix

Special Conditions
- Second exit/access
- Connectivity to Principal and other Assistant Principals
- After-hours access

MAIL / WORKROOM REQUIREMENTS

General Requirements

- Mailboxes for all staff members for internal and external mail
- Counter space
- Recycling/trash receptacles, copiers
- Accessed without walking through main office/reception area

Functions

- Dedicated area for distribution and receiving of internal and external mail for staff
- Making copies, supply storage
- Countertop areas to support a variety of support and production for teachers and staff

Location

- Within the Administration area but with secondary access for staff
- Adjacent to secretarial spaces

Relationships

- Secretaries
- Staff areas

Storage

- Single or double sided mailboxes (dependent upon room layout); provide enough quantities/slots for staff
- Cabinets/shelving for oversize packages; cabinets should have doors wherever possible
- Countertop space
- Maximized shelving/storage on all walls
- Recycling bins

Floors

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

Walls

- Provide tackable wall surface on all walls

Windows N/A

Plumbing N/A

Power Requirements/Low Voltage

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

Lighting

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

Acoustics

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

Furniture

- Chairs/stool

Equipment

- See Room Equipment Matrix

STAFF ROOM REQUIREMENTS

General Requirements
- Capacity for small and large groups of faculty at one time
- Provide a relaxed, comfortable atmosphere for staff
- Accessible without entering main office area
- Food preparation area
- Located for potential use during and after school hours through the District's Civic Use of Buildings

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

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

Relationships
- Work Room
- Gender neutral toilets

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

Floors
- Consider acoustics, teacher and staff movement, and ease of cleaning when selecting floor materials

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

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

STAFF ROOM REQUIREMENTS (CONTINUED)

Plumbing
- Double sink
- Dishwasher
- Refrigerator

Power Requirements/Low Voltage
- Outlets provided and spaced sufficient to power computing devices and equipment in the 21st century learning environment, and the potential to stream video. Power required to operable specialty equipment and devices.

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

Acoustics
- Acoustic separation from other adjacent rooms

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

Equipment
- Vending/soda machines
- Paper towel dispensers
- Toilet paper dispensers
- Soap dispensers
- See equipment matrix

Special Conditions
- Small phone room or alcove within staff room for private phone calls

CONFERENCE ROOM REQUIREMENTS

General Requirements
- Meeting spaces for a variety of functions and individuals
- Enclosed space
- Flexible space
- Transparency

Functions
- Separate meeting area for staff
- Make-up testing room

Location
- In Administration Area

Relationships
- Reception/Lobby
- Secretary
- Principal's Office

Storage
- Lockable cabinets with doors for general storage

Floors N/A

Walls
- Tackable wall surface on a minimum of (1) wall
- Windows to be located to provide views and an abundance of natural light (dependent upon room placement/layout)
- (1) 4'x8' magnetic white board (to be used as screen)
- Glass walls for transparency and connection to other spaces (dependent upon room placement/layout)

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

Plumbing N/A

Power Requirements/Low Voltage
- Outlets provided and spaced sufficient to power computing devices and equipment in the 21st century learning environment, and the potential to stream video

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

Acoustics
- Acoustics should be designed to increase the ability to hear well throughout the space
- Room should be acoustically separated from adjacent spaces

CONFERENCE ROOM REQUIREMENTS (CONTINUED)

Furniture

- Tables
- Chairs
- Furniture should be flexible/adjustable to accommodate different meeting types and sizes
- Provide durable and comfortable seating/furniture

Equipment

- Ability to accommodate desktop computer
- Optional: ability to accommodate projector and presentation space
- See Room Equipment Matrix

SINGLE USER RESTROOM REQUIREMENTS

General Requirements
- Single user, gender neutral restroom facility
- (2) in Administration area
- Ability for staff to store toiletries and freshen-up

Functions
- Private, staff-only restrooms

Location
- Within administration area

Relationships
- Administrative offices, staff and workroom

Storage
- Optional: Half-height lockers or wire baskets; provide hasps for locks

Floors
- Provide hard surface flooring
- Flooring should be slip resistant

Walls
- Walls should have paneling or protective wainscot (tile preferred), minimum of 4'-0" high

Windows N/A

Plumbing
- Toilet (quantities to be determined by Building Code)
- Sinks (quantities to be determined by Building Code)
- Floor drains if desirable

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

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

Acoustics
- Consider providing acoustic isolation

Furniture N/A

Equipment
- Full length mirror
- Paper towel dispensers
- Toilet paper dispensers
- Soap dispensers
- See Room Equipment Matrix

LOST & FOUND STORAGE REQUIREMENTS

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

Functions
- Place to house lost and found clothing, bags, sports equipment, etc.

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

Relationships
- Reception

Storage
- Adjustable shelving, clothes rod
- Lockable cabinet, for jewelry and phones

Floors
- Provide hard surface flooring, site specific choice

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

Windows N/A

Plumbing N/A

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

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

Acoustics
- Furniture

Equipment
- See Room Equipment Matrix

Special Conditions
- Door with window

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PPS Middle School Grades 6 through 8

Area	Quantity	S.F. Room	S.F. Total
COUNSELING			
Counselor's Office	2	120	240
Record Storage	1	100	100
Mediation/Tutorial Room	1	120	120
Conference Room	1	200	200
Preferred			200
Subtotal REQUIRED			*460*
Subtotal required + preferred			*660*
SPECIAL EDUCATION			
Learning Center [19]	1	800	800
Itinerant Offices (Psych/Speech Path/Flex Office) [20]	3	80	240
Special Needs Toilet	1	120	120
Sensory Support Room	1	150	150
Life Skills Room [21]	1	980	980
Preferred			1,130
Subtotal REQUIRED			*1,160*
Subtotal required + preferred			*2,290*
COMMUNITY SUPPORT			
Parent/Volunteer Room	1	200	200
Parent/Family/Community Resource Room	1	800	800
Parent/Family Resource Offices [22]	1	120	120
Subtotal REQUIRED			*1,120*

Notes:

[19] *Number of Learning Centers dependent on SPED population within school; One 800 SF Learning Center required; additional Learning Centers may be smaller, min. of 600 SF*

[20] *Three 80 SF Itinerant Office required; three offices at 120 SF preferred*

[21] *Need for Life Skills room dependent on the needs of the student population*

[22] *One 120 SF Parent/Family Resource Office required; two 120 SF offices preferred*

COUNSELING OFFICES REQUIREMENTS

General Requirements
- Counseling offices per area program
- Work station space
- Ample space to meet with several people within individual office
- Soundproof/acoustic isolation for privacy
- Lockable storage
- Offices should all be located together

Functions
- Private student and/or parent conferences
- Private phone calls
- Ability to video conference

Location
- Near Administration and Entry area
- Centralized location

Relationships
- Main entry (for parent access)
- Records Storage

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

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

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

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

Plumbing N/A

Power Requirements/Low Voltage
- Outlets provided and spaced sufficient to power computing devices and equipment in the 21st century learning environment, and the potential to stream video.

COUNSELING OFFICES REQUIREMENTS (CONTINUED)

Lighting

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

Acoustics

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

Furniture

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

Equipment

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

Special Conditions

- Door with window or relite
- After-hours access
- All windows should have blinds or shades for privacy

STUDENT MEDIATION / TUTORIAL ROOM REQUIREMENTS

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

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

Location
- Administration Area

Relationships
- Secretary
- Resource Officer

Storage N/A

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

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

Windows
- Interior windows for supervision

Plumbing

Power Requirements/Low Voltage
- Outlets provided and spaced sufficient to power computing devices and equipment in the 21st century learning environment, and the potential to stream video.

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

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

Furniture
- Tables/desks (teacher and students)
- Chairs
- Equipment
- Security camera
- See Room Equipment Matrix

Special Conditions
- Door with window or relite

RECORD STORAGE REQUIREMENTS

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

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

Location
- Administration area
- Relationships
- Principal
- Secretaries
- Assistant Principals
- Counselors

Storage
- Lockable file cabinets

Floors
- Provide hard surface flooring

Walls
- Durable wall construction/finishes

Windows N/A

Plumbing N/A

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

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

Acoustics N/A

Furniture
- Table
- Chair

Equipment
- See Room Equipment Matrix

Special Conditions
- Fireproof cabinets required; fireproof room construction preferred

Middle School - Administration Area

VIEWS

VIEWS

PRINCIPAL OFFICE

CONFERENCE ROOM

ASSISTANT PRINCIPAL OFFICE

CORE SUPPORT FUNCTIONS
• WORK ROOM/COPY
• TOILETS
• KITCHENETTE
• MAIL ROOM
• STORAGE

COUNSELING

BUILDING AREA SECURED ACCESS

INTER-AGENCY SERVICES

VIEWS

HEALTH SUITE

RECEPTION & WAITING

ADMIN SECRETARIAL WORK AREA

SECURED ENTRY VESTIBULE

TO/FROM PARKING, PARENT & BUS LOOPS

ACCESS DURING SCHOOL DAY

PRIMARY CIRCULATION

LEARNING CENTER REQUIREMENTS

General Requirements

- Number of Learning Centers dependent on student demographics and enrollment, see Area Program
- Located in learning suites
- Transparency and openness
- Safe and secure
- Calming environment

Functions

- Integrated classroom space for students with varying disabilities

Location

- Dispersed throughout classroom clusters with other core academic areas

Relationships

- Classrooms
- Life Skills
- Speech Pathologist
- Psychologist

Storage

- Tall cabinets
- Upper and lower cabinetry
- Cabinets to have doors wherever possible
- Adjustable shelving
- Countertops

Floors

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

Walls

- Walls to have durable finish/wainscot
- Minimum of (1) wall with windows
- Windows to be located to provide views and an abundance of natural light.
- Tackable wall surface covering
- (1) minimum 4' x8' magnetic white board on teaching wall

Windows

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

Plumbing One sink

Power Requirements/Low Voltage

- Outlets provided and spaced sufficient to power computing devices and equipment in the 21st century learning environment, and the potential to stream video.

LEARNING CENTER REQUIREMENTS (CONTINUED)

Lighting

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

Acoustics

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

Furniture

- One teacher's table and chair
- Tables and chairs
- Mobile file cabinets
- Portable room partitions
- Cleanable soft seating
- Furniture should be durable and mobile

Equipment

- Laptops or mobile computer cart preferred
- See Room Equipment Matrix

Special Conditions

- Door with relite

ITINERANT OFFICE REQUIREMENTS

General Requirements
- Number of offices per Area Program
- Secure space
- Private
- Lockable/secure storage

Functions
- Office space for speech therapist, psychologist, etc.
- Space to work with students

Location
- Within or adjacent to Life Skills

Relationships
- Administrative offices
- Life Skills
- Psychologist
- Learning Center

Storage
- Lockable file cabinets for student files
- Tall cabinet for personal items
- All cabinets to have doors whenever possible

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

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

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

Plumbing N/A

Power Requirements/Low Voltage
- Outlets provided and spaced sufficient to power computing devices and equipment in the 21st century learning environment, and the potential to stream video.

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

ITINERANT OFFICE REQUIREMENTS (CONTINUED)

Acoustics

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

Furniture

- Desk (if not built-in)
- Table with chairs
- Mobile file cabinets
- Ability to accommodate desktop computer

Equipment

- Computer; laptop with secure storage preferred
- Adaptive and assistive technology
- See Room Equipment Matrix

Special Conditions

- Door with relite

SPECIAL NEEDS TOILET REQUIREMENTS

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

Functions
- Provide a private room for restroom use

Location
- Locate near Special Education

Relationships
- Near Learning Center, Itinerant offices, and Life Skills rooms (where applicable)

Storage
- None required.

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

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

Windows
- None required

Plumbing
- Number of plumbing fixtures dependent on room layout

Power Requirements/Low Voltage
- Sufficient to power equipment

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

Acoustics
- Acoustic isolation between rooms

Equipment
- Paper towel dispensers
- Toilet paper dispensers
- Soap dispensers
- Toilet seat cover dispensers
- Mirrors
- See Room Equipment Matrix

PARENT / VOLUNTEER ROOM REQUIREMENTS

General Requirements

- Support volunteer activities at the school
- Lockable storage for volunteer's personal belongings
- Flexible space

Functions

- Projects
- Small meeting space
- Workspace
- Volunteer support space
- Storage
- Usable space for parents and families, volunteers, PTA, boosters, alumni, etc.

Location

- Close to front entrance, main office or community area
- Relationships
- Work Room
- Classrooms
- Reception/Lobby

Storage

- Lockable cabinets (upper and lower)
- Cabinets to have doors wherever possible
- Open shelving for supplies
- Lockable coat closet or lockers for personal belongings

Floors

- Carpet

Walls

- Tackable wall covering on a minimum of (1) wall

Windows

- Windows for generous natural daylight

Plumbing N/A

Power Requirements/Low Voltage

- Outlets provided and spaced sufficient to power computing devices and equipment in the 21st century learning environment, and the potential to stream video.

Lighting

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

Acoustics

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

PARENT / VOLUNTEER ROOM REQUIREMENTS (CONTINUED)

Furniture

- Tables
- Chairs

Equipment

- Computer; laptop(s) with secure storage preferred
- See Room Equipment Matrix

Special Conditions

- Door with relite

PARENT / FAMILY / COMMUNITY RESOURCE ROOM REQUIREMENTS

General Requirements
- Support parents and families with access to computers and community resources at the school
- Lockable storage for volunteer's personal belongings
- Flexible space

Functions
- Small meeting space
- Workspace with computers
- Support space
- Usable space for parents and families, volunteers, PTA, boosters, alumni, etc.

Location
- Close to front entrance, main office or community area
- Relationships
- Workroom, Volunteer room
- Reception/Lobby

Storage
- Lockable cabinets (upper and lower)
- Open shelving for supplies
- Floors
- Carpet

Walls
- Tackable wall covering on a minimum of (1) wall

Windows
- Windows for generous natural daylight

Plumbing

Power Requirements/Low Voltage
- Outlets provided and spaced sufficient to power computing devices and equipment in the 21st century learning environment, and the potential to stream video.

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

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

Furniture
- Tables, chairs

Equipment
- Computer; laptop(s) with secure storage preferred
- See Room Equipment Matrix
- Special Conditions
- Door with relite

PARENT / FAMILY / RESOURCE OFFICE REQUIREMENTS

General Requirements
- Support parents and families with access to computers and community resources at the school
- Support for family with young children while they gain access to a computer and community information
- Flexible space

Functions
- Small meeting space
- Workspace with computer
- Support space
- Usable space for parents and families, volunteers, PTA, boosters, alumni, etc.

Location
- Close to front entrance, main office or community area

Relationships
- Workroom, Community Resource room, Volunteer room
- Reception/Lobby

Storage
- Lockable cabinets (upper and lower)
- Open shelving for supplies

Floors
- Carpet

Walls
- Tackable wall covering on a minimum of (1) wall

Windows
- Windows for generous natural daylight

Plumbing N/A

Power Requirements/Low Voltage
- Outlets provided and spaced sufficient to power computing devices and equipment in the 21st century learning environment, and the potential to stream video.

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

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

Furniture
- Table, chairs

Equipment
- Computer; laptop(s) with secure storage preferred
- See Room Equipment Matrix

Special Conditions
- Door with relite

PPS Middle School Grades 6 through 8

Area	Quantity	S.F. Room	S.F. Total
CAFETERIA/COMMONS			
Cafeteria [23]	1	4,250	4,250
Kitchen	1	800	800
Dishwashing [24]	1	250	250
Kitchen Freezer/Cooler [25]	0	140	0
Kitchen Office Alcove [26]	1	60	60
Servery [27]	1	900	900
Kitchen Staff Lockers [28]	1	20	20
Kitchen Restroom [29]	1	45	45
Table/Chair Storage	1	200	200
Kitchen Storage	1	150	150
Stage [30]	1	1,000	1,000
Stage Storage [31]	1	200	200
Preferred			1,200
Subtotal REQUIRED			***6,675***
Subtotal required + preferred			***7,875***

Notes:

[23] *4,500 SF Cafeteria preferred; three lunch periods allowed; two lunch periods preferred when scheduling allows*

[24] *Separate dishwashing area not required if kitchen over 1,000 SF*

[25] *Separate freezer/cooler area not required if installed in kitchen and kitchen is over 800 SF*

[26] *60 SF Kitchen Office Alcove required; 100 SF preferred*

[27] *Smaller servery allowed if more than two lunches served*

[28] *20 SF for staff lockers required; 100 SF preferred*

[29] *45 SF single user, gender neutral Kitchen Restroom required; 64 SF preferred*

[30] *Music room to double as stage is preferred; Music Room and stage should have close proximity to cafeteria to allow space for spectators*

[31] *For tables and chairs to support stage function. For installation of stage adjacent cafeteria only: preferred in/adjacent to cafeteria; alternatively install adjacent to music room if it includes a stage function.*

CAFETERIA / COMMONS REQUIREMENTS

General Requirements

- Heart of the school
- Feels like an open and comfortable living room
- Large, open and comfortable area, durable without feeling industrial
- Supports a variety of seating arrangements, casual meeting area
- Display areas for student work/ interactive devices i.e. monitors, TV's etc.
- Food court feel
- Flexible floor space
- Large volume space with natural light
- Connectivity to outdoors
- Integrate food service and instruction into commons space
- Open and transparent
- Three (3) lunch periods; two (2) lunch periods preferred when scheduling allows
- Space for tables/chairs/equipment for special events

Functions

- Social space for students to congregate and interact
- Meeting space
- Space for meals
- Additional study space
- Raised area for performance/presentations, per site specific design committee

Location

- Should be centrally located to student areas
- Adjacent to exterior eating spaces

Relationships

- Exterior courtyard with seating for 100
- Kitchen
- Gymnasium

Storage

- Recycling bins or built-in recycling station
- Tables/chairs and equipment for special events

Floors

- Provide hard surface flooring. Consider acoustics, teacher and staff movement and ease of cleaning when selecting flooring materials.
- No rubber or carpet

Walls

- Windows to be located to provide views and an abundance of natural light
- Minimum (1) full wall of tackable wall surface or dispersed throughout the commons area
- Wainscoting

CAFETERIA / COMMONS REQUIREMENTS (CONTINUED)

Windows

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

Plumbing

- Hand washing sink(s)
- Drinking fountains designed to also fill water bottles

Power Requirements/Low Voltage

- Outlets provided and spaced sufficient to power computing devices and equipment in the 21st century learning environment, and the potential to stream video. Power required to operable specialty equipment and devices.
- Power and data in student gathering areas and available for public speaking

Lighting

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

Acoustics

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

Furniture

- Each design team will have flexibility in choosing FF&E ; approval of furniture by PPS Facilities and Asset Management
- Provide furniture for different activity types. Provide durable, comfortable and mobile furniture that does not scratch the floor. Allow for student movement.
- Provide mobile storage units for food, beverage, entrees and cashier stations units
- Tables (various heights and sizes)
- Chairs sufficient for the number and ages of students served at lunch
- Benches
- Soft seating
- Kiosks/mobile stations
- Outdoor access and seating in a variety of ways
- Consider mobility of furniture with thresholds and scratching, also wainscoting. No space for student food prep (microwaves).

Equipment

- Lighting for small productions
- See Room Equipment Matrix

Special Conditions

- Doors with windows
- Outdoor space for social congregation
- Area for garbage cans should be enclosed; recycling stations are preferred if space allows

KITCHEN REQUIREMENTS

General Requirements
- Ample floor area for specialty food preparation equipment
- Secondary access for kitchen staff
- Adequate ventilation
- Storage
- Cleanable floor and wall surfaces
- Ability to be used as instructional space (without violation of applicable health codes)
- Transparent/Visible

Functions
- Food production facility for school
- Preparing and warming food

Location
- Within the Kitchen area of the school
- Outdoor access
- Loading dock area

Relationships
- Main Servery
- Commons
- Staff Room

Storage
- Specialty storage shelving and racks
- Specialty storage as determined by food service consultant

Floors
- Provide hard surface flooring. Consider acoustics, staff movement, ease of cleaning and usage when selecting flooring materials.
- Flooring needs to be slip resistant
- See PPS Design Guidelines and Standards for allowed flooring types

Walls
- As determined by equipment manufacturer
- All other wall space should have durable and cleanable surfacing/finish at a minimum of 4'-0" high
- See Room Equipment Matrix

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

Plumbing
- Review with Food Service consultant

Power Requirements/Low Voltage
- Power required to operate specialty equipment and devices

KITCHEN REQUIREMENTS (CONTINUED)

Lighting

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

Acoustics

- Cleanable acoustic ceiling tile

Furniture N/A

Equipment

- Specialty kitchen equipment
- Paper towel dispensers
- Toilet paper dispensers
- Soap dispensers
- See Room Equipment Matrix

Special Conditions

- Floor slab may need to be recessed depending upon selected floor material
- Loading dock/delivery area adjacency
- Provide ceiling appropriate for food service application
- Doors to have kickplates

DISHWASHING REQUIREMENTS

General Requirements

- Durable surfaces
- Adequate ventilation
- Sanitary
- Counter space; enough space for 'clean' and 'dirty'. Exit from this area should be located in the 'clean' area.

Functions

- Provides space for dishwashing equipment

Location

- Within the kitchen

Relationships

- Food Prep and Kitchen
- Main Servery – near the exit of the dining room/student center

Storage

- As determined by food service consultant

Floors

- Provide hard surface flooring. Consider acoustics, staff movement, ease of cleaning and usage when selecting flooring materials.
- Flooring needs to be slip resistant

Walls

- As determined by equipment manufacturer
- All other wall space should have paneling (i.e. FRP) at a minimum of 4'-0" high

Windows N/A

Plumbing

- Review with Food Service consultant

Power Requirements/Low Voltage

- Power required to operable specialty equipment and devices

Lighting

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

Acoustics N/A

Furniture N/A

Equipment

- See Room Equipment Matrix

Special Conditions

- Provide ceiling appropriate for food service application
- Dish return window should be 36" wide, sill height 1" higher than dish table

FREEZER & COOLER REQUIREMENTS

General Requirements
- Sanitary
- Secure
- Durable surfaces
- Ability to monitor temperature from outside of freezer or cooler

Functions
- Walk-in freezer and cooler for storage of food and liquids

Location
- Within the kitchen area of the school

Relationships
- Adjacent to Kitchen
- Cooler
- Loading dock area

Storage
- Dunnage racks or shelves for food storage
- Aisles 36"-48"

Floors
- Provide hard surface flooring. Consider acoustics, staff movement, ease of cleaning and usage when selecting flooring materials.
- Flooring needs to be slip resistant

Walls
- As determined by equipment manufacturer

Windows N/A

Plumbing
- Review with Food Service consultant

Power Requirements/Low Voltage
- Power required to operable specialty equipment and devices

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

Acoustics N/A

Furniture N/A

Equipment
- See Room Equipment Matrix

Special Conditions
- Slab needs to be recessed (to be determined by cooler manufacturer and food service consultant)

KITCHEN OFFICE / WORK AREA REQUIREMENTS

General Requirements
- Secure
- Work area space

Functions
- Office space for kitchen staff
- Visibility to kitchen productions as well as receiving area

Location
- Within the kitchen area of the school

Relationships
- Kitchen

Storage
- Cabinets or drawers
- Provide cabinets with doors wherever possible

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

Walls
- Durable construction/finish
- Minimum of (1) 4'x4' tack board

Windows
- Natural light
- Shading devices

Plumbing N/A

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

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

Furniture
- Desk, if not built-in
- Chair

Equipment
- Computer
- See Room Equipment Matrix

Special Conditions
- Door with window

SERVERY REQUIREMENTS

General Requirements

- Inviting/Appealing
- Open
- Secure/lockable (coiling doors and/or windows)
- Transparent/Visible
- Interactive; doubles as instructional space
- Provide many options for students
- Provide seamless service to all students regardless of meal payment status
- "Food Court" atmosphere
- Designed to provide fast service

Functions

- Provides space for food to be served to the students
- Integrated part of commons

Location

- Adjacent to Commons
- Adjacent to Kitchen
- Relationships
- Commons
- Kitchen and Food/Prep
- Dishwashing

Storage

- Serving line/stations as determined by food service consultant

Floors

- Provide hard surface flooring. Consider acoustics, student movement, ease of cleaning and type of instruction when selecting flooring materials.
- Floor should be slip resistant

Walls

- All walls should have paneling or durable finish that is easy to clean

Windows

- Provide coiling doors or grille to secure space in off/after hours.

Plumbing

- Review with Food Service consultant

Power Requirements/Low Voltage

- Outlets provided and spaced sufficient to power computing devices and equipment in the 21st century learning environment, and the potential to stream video. Power required to operable specialty equipment and devices.

Lighting

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

SERVERY REQUIREMENTS (CONTINUED)

Acoustics

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

Furniture

Equipment

- Specialty food service equipment (serving line, etc. to be determined by food service consultant)
- Pay stations/kiosks/ computers where applicable
- See Room Equipment Matrix

Special Conditions

- Doors with vision windows and kickplates
- Provide appropriate ceiling type for food service application

KITCHEN STAFF LOCKERS REQUIREMENTS

General Requirements
- Secure, private
- Storage
- Accommodate kitchen staff

Functions
- Provides separate storage area for kitchen staff

Location
- Within the kitchen area of the school

Relationships
- Kitchen
- Kitchen office

Storage
- Provide a minimum of (6) ½ height lockers. Lockers to have solid doors and hasps for padlocks.

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

Walls
- Durable wall construction/finish

Windows N/A

Plumbing N/A

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

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

Acoustics N/A

Furniture
- Small table
- Chairs

Equipment
- See Room Equipment Matrix

Special Conditions
- None

KITCHEN RESTROOM REQUIREMENTS

General Requirements

- (1) in Kitchen area
- Ability for staff to store toiletries and freshen-up
- Single user, gender neutral restroom

Functions

- Private, kitchen staff-only restroom

Location

- Within kitchen area

Relationships

- Adjacent to Kitchen Staff Lockers, near Kitchen Office

Storage

- Cabinet

Floors

- Provide hard surface flooring
- Flooring should be slip resistant

Walls

- Walls should have paneling or protective durable, cleanable wainscot, minimum of 4'-0" high

Windows N/A

Plumbing

- Toilet
- Sinks (quantities to be determined by Building Code)
- Floor drains if desirable

Power Requirements/Low Voltage

- Outlets provided and spaced sufficient to power devices and equipment

Lighting

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

Acoustics

- Consider providing acoustic isolation

Furniture N/A

Equipment

- Paper towel dispersers
- Toilet paper dispensers
- Soap dispensers
- See Room Equipment Matrix

Special Conditions N/A

TABLE / CHAIR STORAGE ROOM REQUIREMENTS

General Requirements
- Large doors
- Durable surfaces
- Secure

Functions
- Storage for tables and chairs for the Cafeteria/Commons

Location
- Adjacent to the Cafeteria/Commons

Relationships
- Cafeteria/Commons

Storage
- Ample floor space to store tables and or other commons seating/furniture

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

Walls
- Durable wall materials and finishes

Windows N/A

Plumbing N/A

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

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

Acoustics N/A

Furniture
- Tables, seating (chairs, stools, etc.)

Equipment
- See Room Equipment Matrix

Special Conditions
- Double doors that swing 180 degrees

Middle School - Commons & Cafeteria

SERVICE YARD

CUSTODIAL

STORAGE

RECEIVING

GYMNASIUM

FULL PREP KITCHEN

SERVERY

CAFETERIA

CART STORAGE

TABLE CHAIR STORAGE

GIRLS RESTROOM

THESE MAY SHARE WITH GYM

SINGLE USER RESTROOM

TO OTHER BUILDING AREAS

BOYS RESTROOM

PPS Middle School Grades 6 through 8

Area	Quantity	S.F. Room	S.F. Total
BUILDING SUPPORT			
Restrooms [32]	6	45	270
Toilets - Boys [33]	3	200	600
Toilets - Girls [33]	3	200	600
Custodial Rooms [34]	4	100	400
Custodial Office/Lockers [35]	1	150	150
Materials Storage [36]	1	350	350
Custodial Storage (Just-in-Time) [37]	1	350	350
Building Storage/Receiving [38]	1	650	650
MDF Room [39]	1	160	160
IDF Rooms [40]	3	80	240
Electrical Room [41]	1	180	180
Central Mechanical Room [42]	1	600	600
Electrical Generator Room [43]	0	200	0
Corridors [44]	Variable		
Custodial Work Area	1	180	180
Outdoor Equipment Storage	1	200	200
Concessions	1	100	100
Preferred			480
Subtotal Required			***4,550***
Subtotal Required + Preferred			***5,030***

Notes:

[32] *Six 45 SF gender neutral restrooms required; six 64 SF restrooms preferred. Provide at least one gender neutral restroom on each floor and near gym facilities. Also ensure at least one gender inclusive and one accessible restroom are included within each area to be accessed outside regular school hours.*

[33] *Three 200 SF toilet rooms for boys and girls for grades 6-8 required or as required by applicable plumbing code*

[34] *Four 100 SF Custodial Rooms required; Five 100 SF rooms preferred*

[35] *150 SF Custodial Office/Lockers required; 180 SF preferred*

[36] *350 SF Materials Storage required; 400 SF preferred*

[37] *350 SF Custodial Storage required; 400 SF preferred*

[38] *650 SF Building Storage/Receiving required; 800 SF preferred*

[39] *160 SF MDF Room required; 180 SF preferred*

[40] *Three 80 SF IDF Rooms required; three 100 SF rooms preferred*

[41] *One 180 SF Electrical Room required; 200 SF preferred*

[42] *One 600 SF Central Mechanical Room required; 800 SF preferred*

[43] *Can be located outside building if site conditions allow; inside building preferred*

[44] *See Corridor Characteristics*

RESTROOM REQUIREMENTS

General Requirements
- Located throughout school; number per area program
- Ability for staff to store toiletries and freshen-up
- Single user, gender neutral restroom

Functions
- Private, staff-only restrooms

Location
- Within administration area in area accessible only by staff

Relationships
- Administrative offices, staff and workroom

Storage
- Half-height lockers; provide hasps for locks

Floors
- Provide hard surface flooring
- Flooring should be slip resistant

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

Windows N/A

Plumbing
- Toilet (quantities to be determined by Building Code)
- Sinks (quantities to be determined by Building Code)
- Floor drains if desirable

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

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

Acoustics
- Consider providing acoustic isolation

Furniture N/A

Equipment
- Full length mirror
- Paper towel dispensers
- Toilet paper dispensers
- Soap dispensers
- See Room Equipment Matrix

STUDENT TOILET ROOMS REQUIREMENTS

General Requirements
- Provide (6) total Student Toilet Rooms (3 boys and 3 girls) or as required by latest edition of applicable plumbing code
- Provide gender specific fixtures and amenities

Functions
- Provide a private/semi-private room for restroom use
- Doorless entry to restrooms is preferred

Location
- Distributed throughout building

Relationships
- Classroom clusters
- Media center
- Conference/meeting rooms

Storage N/A

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

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

Windows N/A

Plumbing
- Number of plumbing fixtures dependent on room layout

Power Requirements/Low Voltage
- Sufficient to power equipment

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

Acoustics
- Acoustic isolation between rooms

Equipment
- Paper towel dispensers
- Toilet paper dispensers
- Soap dispensers
- Toilet seat cover dispensers
- Mirrors
- Gender specific equipment
- See Room Equipment Matrix

CUSTODIAL ROOMS REQUIREMENTS

General Requirements
- Provide Custodial Rooms
- Custodial mop sink in floor
- Access to area limited to custodial staff only
- Good ventilation
- Large enough to contain large custodial cart

Functions
- Cleaning and sanitation supply storage
- Cleaning and sanitation staging area
- Design to receive just in time delivery for custodial supplies

Location
- Distributed throughout building; minimum of one per floor

Relationships
- Custodial office
- Building storage
- Materials storage
- Learning suites, commons, gym

Storage
- Open racks for cleaning supplies
- Mop rack
- Large custodial cart

Floors
- Provide hard surface flooring. Sealed concrete preferred.

Walls
- Durable

Windows N/A

Plumbing
- In-floor mop sink
- Hot and cold water supply

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

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

Acoustics
- Acoustic isolation between rooms

Equipment
- Specialized equipment (bulk supply of cleaning agents, soaps, etc.)
- Height to accommodate ladders
- See Room Equipment Matrix

CUSTODIAL OFFICE REQUIREMENTS

General Requirements
- Provide (1) Custodial Office

Functions
- Administrative work space for custodial staff

Location
- Custodial suite-custodial storage, materials storage, receiving, mechanical room

Relationships
- Kitchen
- Building storage
- Material storage
- Receiving area

Storage
- Cabinets with doors and drawers of various sizes. Some to hold oversized materials.
- Adjustable shelves in cabinets
- Space for portable file cabinet
- Shelving specific to storage needs

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

Walls
- Durable
- Minimum of (1) 4'x8' magnetic white board

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

Plumbing
- Number of plumbing fixtures dependent on room function and layout

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

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

Acoustics
- Acoustic treatment as needed throughout the room to reduce or eliminate background noise

Equipment
- Space for desktop computer
- See Room Equipment Matrix

MATERIAL STORAGE ROOM REQUIREMENTS

General Requirements
- Provide (1) Materials Storage Room

Functions
- Storage space for facility materials such as paper, office supplies, etc.

Location
- Custodial suite

Relationships
- Custodial office
- Building storage

Storage
- Heavy duty open racks
- Cabinets with doors and drawers of various sizes. Some to hold oversized materials.
- Adjustable shelving in cabinets

Floors
- Provide hard surface flooring. Sealed concrete preferred.

Walls
- Durable

Windows N/A

Plumbing N/A

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

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

Acoustics
- Acoustic isolation between rooms

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

CUSTODIAL STORAGE ROOM REQUIREMENTS

General Requirements
- Provide (1) Custodial Storage Room (just-in-time)

Functions
- Storage space for facility materials such as building repair materials, cleaning supplies and equipment, etc.

Location
- Custodial suite

Relationships
- Custodial office
- Materials storage
- Building storage
- Adjacent to receiving area
- Exterior dumpster/recycling area

Storage
- Heavy duty open racks
- Cabinets with doors and drawers of various sizes. Some to hold oversized materials.
- Adjustable shelving in cabinets
- Heavy-duty open shelving sized for various sized storage needs
- Flammable storage

Floors
- Provide hard surface flooring. Sealed concrete preferred.

Walls
- Durable

Windows N/A

Plumbing N/A

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

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

Acoustics
- Acoustic isolation between rooms

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

Special Conditions
- Double doors that swing 180 degrees

BUILDING STORAGE & RECEIVING ROOM REQUIREMENTS

General Requirements
- Provide (1) Building Storage Room
- Work station for furnishings repair
- Easy access
- Height 16'+/-

Functions
- Storage space for excess furnishings

Location
- Custodial suite

Relationships
- Custodial office
- Materials storage

Storage
- Heavy duty open racks

Floors
- Provide hard surface flooring. Sealed concrete preferred.

Walls
- Durable

Windows N/A

Plumbing N/A

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

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

Acoustics
- Acoustic isolation between rooms

Equipment
- Specialized equipment
- See Room Equipment Matrix

TECHNOLOGY SUPPORT ROOMS REQUIREMENTS

General Requirements
- Provide (1) MDF Room as required by PPS IT infrastructure network at each school
- Provide IDF Rooms as required by PPS IT infrastructure network at each school
- Excellent ventilation

Functions
- Location for the data distribution systems for the building

Location
- MDF centralized on site
- IDFs distributed as required from MDF

Relationships
- MDF should be connected to district network using 50 micron, laser optimized fiber optic connections, or most current standard
- MDFs and IDFs should be connected to each other using 50 micron, laser optimized fiber optic connections, or most current standard
- Related to the service function of the school away from main entry if possible, with easy access to classroom communities

Floors
- Provide hard surface flooring.

Walls
- Durable

Windows N/A

Plumbing N/A

Power Requirements/Low Voltage
- Sufficient to power specialized equipment

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

Acoustics
- Acoustic isolation between rooms

Equipment
- Racks, network switches, routers, backup uninterruptible power, etc
- See equipment matrix

Special Conditions
- Provide conditioned ventilation to prevent overheating of equipment

ELECTRICAL ROOM REQUIREMENTS

General Requirements
- Provide Main Electrical Room as required by building electrical infrastructure and/or building code
- Excellent ventilation
- Easy access to panel locations
- Wall mounted copy of building electrical service near main switch gear

Functions
- Building infrastructure for electrical distribution

Location
- Custodial suite for Main Electrical Room

Storage N/A

Floors
- Provide hard surface flooring. Sealed concrete preferred.

Walls
- Durable; fire-rated

Windows N/A

Plumbing N/A

Power Requirements/Low Voltage
- Specialized power requirements

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

Acoustics
- Acoustic isolation between rooms

Equipment
- Specialized electrical equipment
- See Room Equipment Matrix

CENTRAL MECHANICAL ROOM REQUIREMENTS

General Requirements

- Provide (1) Mechanical Rooms

Functions

- Building infrastructure for HVAC distribution

Location

- Near Building Storage and Custodial Suite
- Building design specific. May be located on a mechanical mezzanines/lofts

Relationships

- Building Infrastructure
- Electrical rooms

Storage N/A

Floors

- Provide hard surface flooring. Sealed concrete preferred.
- Acoustic isolation for mechanical units located above sensitive areas

Walls

- Durable

Windows N/A

Plumbing

- Specialized plumbing or HVAC use

Power Requirements/Low Voltage

- Sufficient to power equipment

Lighting

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

Acoustics

- Acoustic isolation between rooms including floor structure where rooms are located above sensitive areas
- Acoustic treatment throughout the room to reduce or eliminate background noise

Equipment

- Specialized HVAC equipment
- See equipment matrix

ELECTRICAL GENERATOR ROOM REQUIREMENTS

General Requirements
- Provide (1) Generator Room per the area program
- Proper ventilation

Functions
- Back-up generator to provide electrical power essential equipment in the event of a power failure

Location
- Near Mechanical, Building Storage and Custodial Suite
- Building design specific

Relationships
- Building Infrastructure
- Electrical room

Storage N/A

Floors
- Provide hard surface flooring. Sealed concrete preferred. Consider acoustics and ease of cleaning.
- Acoustic isolation for mechanical units located near occupied building areas

Walls
- Durable

Windows N/A

Plumbing
- Specialized plumbing or HVAC use

Power Requirements/Low Voltage
- Sufficient to power equipment

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

Acoustics
- Acoustic isolation between rooms including floor structure where rooms are located near sensitive areas

Equipment
- Specialized HVAC equipment
- See equipment matrix

Special Conditions
- See PPS Design Guidelines and Standards for details on emergency generator specifications

CORRIDOR CHARACTERISTICS

General Requirements
- Provide corridor access to all instructional, indoor athletic and building support spaces

Functions
- Sufficient spaces for users of the building to circulate between spaces
- Sufficient spaces to exit building during emergencies
- Light and air to circulation area
- Area for student lockers/storage
- Way finding opportunities
- Areas for display of student art, student/school awards, school and community announcements
- Space and opportunities for conversation
- Visual connection between classrooms
- Ability to limit access to different zones of the building

Location
- Throughout building

Relationships
- Adjacent all instructional, athletic, and building support spaces

Storage
- Student lockers
- Access to custodial Rooms

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

Walls
- Durable

Windows
- Provide as much natural daylight as possible within the constraints of security requirements and privacy of neighboring property owners

Plumbing
- Floor drains as required

Power Requirements/Low Voltage
- Sufficient to power instructional and custodial equipment used in corridors
- Data port access where required for digital kiosks

Lighting
- Provide consistent direct and indirect lighting throughout each corridor appropriate for pedestrian circulation
- Specialized lighting appropriate to the display of students work

Acoustics N/A

Furniture N/A

Equipment
- HVAC equipment

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PPS Middle School Grades 6 through 8

Area	Quantity	S.F. Room	S.F. Total
COMMUNITY & PARTNER USES			
Partner Program Office	1	150	150
Pantry [45]	1	200	200
Clothes Closet	1	120	120
After school instruction [46]	2	500	1,000
Preferred			1,000
Subtotal REQUIRED			*470*
Subtotal required + preferred			*1,470*

PPS Middle School Grades 6 through 8

SUB-TOTAL MIDDLE SCHOOL AREA (Required - Covered Play)	*65,934*
Net to gross ratio of 29% [47]	*19,121*
MIDDLE SCHOOL PROGRAM TOTAL REQUIRED AREA	**85,055**
MIDDLE SCHOOL PROGRAM TOTAL PREFERRED AREA	**7,280**
MIDDLE SCHOOL PROGRAM TOTAL REQUIRED + PREFERRED AREA	**92,335**
Net to gross ratio of 29% [47]	*26,777*
MIDDLE SCHOOL PROGRAM TOTAL REQUIRED + PREFERRED AREA TOTAL	**119,112**

Notes:

[45] *200 SF Pantry required; 300 SF preferred*

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

[47] *Gross area includes walls, corridors and circulation areas; 29% net to gross for new construction; ratio for modernization projects will vary depending on extent of work*

PARTNER PROGRAM OFFICE REQUIREMENTS

General Requirements
- Provide (1) office for a partner program
- Accessible to public

Functions
- Student & community support services

Location
- Near Administration area

Relationships
- Meeting/conference room
- Restrooms
- Main Office

Storage
- Cabinets with doors and drawers of various sizes, some to hold oversized materials with adjustable shelves
- Space for portable file cabinet

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

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

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

Plumbing
- Sink if not installed in other community/partner area

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

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

Acoustics
- Acoustic treatment throughout the room to reduce or eliminate background noise. Large and small group discussion

Furniture
- Chairs and tables

Equipment
- See equipment matrix
- Special Conditions
- Door with window or relite

PANTRY ROOM REQUIREMENTS

General Requirements
- Provide (1) Pantry Room
- Easy access

Functions
- Storage space for food, clothing and other materials stored by school or partner programs

Location
- Near Custodial suite

Relationships
- Custodial office
- Materials storage

Storage
- Heavy duty open racks

Floors
- Provide hard surface flooring

Walls
- Durable

Windows N/A

Plumbing N/A

Power Requirements/Low Voltage
- Outlets provided and spaced sufficient to power computing devices and other equipment to be housed in this area

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

Acoustics
- Acoustic isolation between rooms

Equipment
- Specialized equipment
- See Room Equipment Matrix

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PPS Middle School Grades 6 through 8

Area	Quantity	S.F. Room	S.F. Total
COMMUNITY & PARTNER USES			
Partner Program Office	1	150	150
Pantry [45]	1	200	200
Clothes Closet	1	120	120
After school instruction [46]	2	500	1,000
Preferred			1,000
Subtotal REQUIRED			*470*
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[47] *Gross area includes walls, corridors and circulation areas; 29% net to gross for new construction; ratio for modernization projects will vary depending on extent of work*

COVERED PLAY AREA REQUIREMENTS

General Requirements
- After hours accessibility
- Nondestructive walls, where applicable
- Community and physical education instructional use
- Tall roof to accommodate a variety of sports and fitness activities

Functions
- Physical education classes
- Outdoor recess on rainy days
- Community use (Parks and Rec)

Location
- Close to outdoor fields/play equipment
- Near to gymnasium and auxiliary gym (if installed)

Relationships
- Locker Rooms and/or restrooms
- Access to fields and gymnasium
- P.E. Offices

Storage N/A

Floors
- Concrete preferred, asphalt acceptable
- Surface striping for basketball, and other sports as determined by building design team

Walls
- Not required but can be useful for some playground games

Windows N/A

Plumbing
- Downspouts as required
- Power Requirements/Low Voltage
- Optional

Lighting
- Optional

Acoustics N/A

Furniture N/A

Equipment
- Basketball hoops
- See Room Equipment Matrix

Special Conditions
- Specific to building design team

COMMUNITY & PARTNER OFFICES REQUIREMENTS

General Requirements

- Community offices per area program
- Work station space
- Ample space to meet with several people within individual office
- Soundproof/acoustic isolation for privacy
- Lockable storage
- Offices should all be located together
- Design and furnishings of spaces in conjunction with PPS Facilities and Asset Management

Functions

- Private student and/or parent conferences
- Private phone calls
- Ability to video conference

Location

- Near Administration and Entry area
- Centralized location

Relationships

- Main entry (for parent access)
- Records Storage

Storage

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

Floors

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

Walls

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

Windows

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

Plumbing N/A

Power Requirements/Low Voltage

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

COMMUNITY & PARTNER OFFICES REQUIREMENTS (CONTINUED)

Lighting

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

Acoustics

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

Furniture

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

Equipment

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

Special Conditions

- Door with window or relite
- After-hours access
- All windows should have blinds or shades for privacy

AFTER SCHOOL INSTRUCTION CHARACTERISTICS

General Requirements

- Provide classroom size per area program
- Number of classrooms dependent on student population and program requirements
- Classrooms must be designed as learner-centered environments
- Space primarily reserved for after school instruction by school or partner program

Functions

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

Location

- Cluster classrooms adjacent to commons/extended learning area

Relationships

- Adjacent, with transparency to classroom commons/extended learning area
- "Open up" to classroom commons/extended learning area
- Partner Program Offices
- Restrooms
- Single user restrooms
- Relationships may vary depending on program needs
- Ability to control or 'zone' access to classrooms from other parts of school after school hours

Storage

- Cabinets with doors and drawers of various sizes. Some to hold oversized materials. Size and quantity to be determined during master planning of individual schools.
- Teacher cabinet with locking doors
- Adjustable shelves in cabinets
- Cabinets with open shelves to house materials that students use and access, designed appropriate for age group
- Space for portable file cabinet
- See Room Equipment Matrix for preferred amount of cabinets

Floors

- Consider acoustics, teacher and student comfort, ability to move furniture and ease of cleaning.
- Carpeted area for 'floor time'; carpet tiles large enough to accommodate a class.

Walls

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

Windows

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

AFTER SCHOOL INSTRUCTION CHARACTERISTICS (CONTINUED)

Plumbing

- Built-in counter with sink

Power Requirements/Low Voltage

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

Lighting

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

Acoustics

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

Furniture

- Allow for student movement while seated to increase learning (kinetic furniture)
- Allow for a variety of teaching and learning styles
- Desks, chairs, tables per number of students programmed for each classroom and sized for age appropriateness
- Selection of furniture and equipment to be made at individual school level in consultation with PPS Facilities

Equipment

- TVs and projectors at the discretion of individual school administration and design team
- Computers: laptops or mobile computer cart preferred; appropriate to grade level and curriculum requirements
- Capability to install classroom cameras and security
- Teachers desk, chair & computer
-
- Paper towel dispensers
- Toilet paper dispensers
- Soap dispensers
- See Room Equipment Matrix

Special Conditions

- Door with window or relite

AFTER SCHOOL PROGRAM STORAGE REQUIREMENTS

General Requirements
- Provide Storage Room per area program
- Easy access

Functions
- Storage space for After School Program materials and equipment

Location
- Easily accessible to program, dedicated

Relationships
- Adjacent to after school instruction areas
- Near after school offices

Storage
- Heavy duty open racks

Floors
- Provide hard surface flooring

Walls
- Durable

Windows N/A

Plumbing N/A

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

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

Acoustics
- Acoustic isolation between rooms

Equipment
- Specialized equipment
- See Room Equipment Matrix

HEALTH CLINIC REQUIREMENTS

General Requirements
- Provide (1) Health Clinic
- Accessible to public; Separated access from school building.

Functions
- Student & community support services

Location
- Administration area

Relationships
- Family Resource Room
- Child care
- Counseling
- Restrooms

Storage
- Secure specialized storage racks
- Cabinets with doors and drawers of various sizes. Some to hold oversized materials
- Adjustable shelves in cabinets
- Space for portable file cabinets

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

Walls
- Minimum of one wall with windows
- Sanitary, durable walls.
- Minimum of (1) 4'x4' magnetic white board
- Tack surface

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

Plumbing
- Number of plumbing fixtures dependent on room function and layout

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

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

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

HEALTH CLINIC REQUIREMENTS (CONTINUED)

Furniture
- Chairs
- Tables

Equipment
- Specialized medical equipment
- Computers
- Paper towel dispensers
- Toilet paper dispensers
- Soap dispensers
- See equipment matrix

Special Conditions
- Private setting
- Accessible to public during school hours
- Parking as required by the City of Portland's zoning code

SITE AND BUILDING CODE REQUIREMENTS

General Site Requirements

- Provide on-site vehicle and covered bicycle parking for personnel and students per city code requirements
- Provide (1) Softball Field
- Provide (1) Soccer Field (can overlay the Softball Field)
- Play Equipment Area for 6th to 8th Grade
- Hardsurface Play Area for 6th to 8th Grade
- Separate Bus Drop-off Area
- Parking area for school personnel and visitors per the City of Portland Zoning Code
- Separate staff and visitors parking if possible
- Play/practice for baseball, soccer and running trail

Location

- On school site

Relationships

- Parking adjacent to city streets
- Connect to transit access (where applicable)
- Provide separate service entry access drive if possible
- Locate fields near gym
- Locate play areas near cafeteria and gym
- Locate visitor parking so as to be viewable from admin. office

General Building Code Requirements

- School building facilities to be designed and constructed to the latest edition of the Oregon Structural Specialty Code (OSSC) and subsequent amendments
- School building facilities to be designed and constructed to the latest edition of the State of Oregon Fire Code and subsequent amendments
- School building facilities to be designed and constructed to the latest edition of the State of Oregon Mechanical Specialty Code and subsequent amendments, and State Historic Preservation Office requirements
- Site planning to conform to the City of Portland Planning, Land Use and Environmental, Transportation, and Historic Preservation regulations and requirements
- PPS policies and directives related to preservation of historic buildings and the development of new buildings.

ROOM EQUIPMENT MATRIX

ROOM EQUIPMENT MATRIX

Room	Marker board	Marker board with Musical Staff	Tackable Surfaces	Shelving	Large Format Storage	Storage Racks	Heavy Duty Racks	Cabinets	Teacher Locking Storage	Mobile Cart/Storage	Space for file cabinet	Demonstration station	Loading Dock	Sink	Power/Data Outlets	Wireless Access Point	Projection Screen	Wall Mounted Short Throw Projector	Wall Mounted TV	Video Display	Document Camera	Audio reinforcement	Speaker Sound System	Telephone	Clock/Intercom	Copier	Window Shades	Fume Hoods	Refrigerator	Freezer	Ice Machine	Dishwasher	Microwave	Flammable Storage Cabinet	Chemical Storage Cabinet	2D Printer	3D Printer	Kiln	Photo Enlarger	Development Tanks	Audio Playback System	Portable Robe Racks	Portable Clothing Racks	Theater Lighting	Audio Mixing Board	Lighting Mixing Board	Rigging	Curtain(s)	Scrim/Teasers
CLASSROOMS																																																
Gr. 6-8 Classroom	X		X	X	X			X	X	X	X			X	12	X		X			X	X	X	X	X		X																						
ESL Classroom	X		X	X	X			X	X	X	X				12	X		X			X	X	X	X	X		X																						
Science	X		X	X	X		X	X	X	X	X	X		X	32	X		X			X	X	X	X	X		X	X						X	X														
Chemical Storage				X		X								X																				X	X														
Science Prep				X										X															X		X			X	X														
Commons	X		X	X				X						X	24	X		X						X	X	X	X		X				X																
Conference Room																																																	
EXPLORATORY																																																
Music Room (Band & Choir)	X	X	X	X	X	X			X	X	X			X	X	X	X	X			X		X	X			X																		X				
Office	X		X	X											X									X	X		X																						
Art Room	X		X	X	X			X		X		X			2	X	X	X	X		X	X	X	X	X		X					X																	
Art Storage						X		X						X																																			
Practice Rooms														X													X	X																	X				
Kiln Room														X																								X											
Student Project Storage			X			X								X																																			
Dance	X		X	X										X										X	X		X			PP															X		X	X	X
Music, instrument, uniform storage				X		X								X																																			
MEDIA / TECHNOLOGY																																																
Media Center	X		X	X	X	X			X	X		X			X	X	X		X	X	X	X	X	X	X		X																		X				
Computer Lab	X		X						X		X	X			X	X		X					X	X	X		X																						
Conference / small group study	X		X	X					X						X					X			X	X	X		X																						
Media Office	X		X	X					X		X		X	X	X									X	X																								
Workroom			X	X	X	X			X		X		X	X										X	X		X																						
PHYSICAL EDUCATION / ATHLETICS																																																
Gym (main)			X											X	X	X	X			X		X	X	X	X		X																		X				
Gym (auxiliary)																																																	
PE Storage			X	X		X		X						X																																			
Club Storage			X	X		X		X						X																																			
PE Office	X		X	X								X		X										X	X																								
Boy's Locker Room													X	X											X																								
Girl's Locker Room													X	X											X																								
ADMINISTRATION																																																
Reception / Secretary			X	X										X				X	X		X			X	X		X																						
Health Room/Toilet									X				X	X											X																								
Principal's Office	X		X	X					X					X										X	X																								
Asst. Principal's Offices	X		X	X										X										X	X																								
Workroom/Mail	X		X	X		X			X				X	X					X					X	X	X																							
Staff Room	X		X	X										X		X	X						X	X	X		X		X	X		X	X																
Conference Rooms	X		X	X					X					X										X	X		X																						
Gender Neutral Restroom													X																																				
Lost & Found	X			X										X																																			
Flex Office	X			X					X	X	X			X										X	X																								
Secure Storage / Records				X					X					X										X	X																								
Mediation / Tutorial Room	X			X										X										X	X		X																						
COUNSELING																																																
Counseling Offices			X	X										X										X	X		X																						
Records Storage				X	X	X			X					X																																			
Conference Room	X		X	X										X						X	X			X	X		X																						
SPECIAL EDUCATION																																																
Learning Center	X		X	X	X				X	X	X			X	X			X	X		X			X	X		X																						
Itinerant Offices	X		X	X							X			X										X	X		X																						
Special needs Toilet													X	X										X	X		X																						
Sensory Support Room	X		X	X	X				X	X	X			X	X			X						X	X		X																		X				
COMMUNITY SUPPORT																																																
Volunteer Room	X		X	X					X					X	X									X	X		X																						
Parent / Family / Comm. Res. Room	X		X	X					X					X	X									X	X		X																						
Parent / Family Resource Offices	X		X	X										X										X	X	X	X																						
CAFETERIA/COMMONS																																																
Cafeteria			X											X	X	X	X	X	X	X	X	X	X	X	X		X																		X				
Kitchen			X										X	X	X												X																						
Dishwashing			X			X								X	X																																		
Kitchen Freezer / Cooler			X											X																																			
Kitchen Office Alcove	X		X											X										X	X																								
Servery														X																																			
Kitchen staff lockers			X																X					X	X																								
Kitchen staff toilet													X	X																																			
Table / Chair Storage					X																																												
Kitchen Storage			X	X		X								X																																			
Stage														X													X																		X	X	X	X	X	X
Stage Storage			X		X		X							X																																			
BUILDING SUPPORT																																																
Custodial Rooms			X				X						X	X																																			
Custodial Office/Lockers	X		X	X					X		X			X										X	X	X	X																						
Materials Storage			X	X			X							X																																			
Custodial Storage			X	X	X		X	X						X													X										X	X											
Building Storage			X	X	X		X	X						X													X																						
MDF Rooms														X										X	X																								
IDF Rooms														X										X	X																								

PPS

PPS ED SPEC
EQUIPMENT SUMMARY

Room	Battens	Flown Acoustical Shells/Towers	Pipe Grid	Orchestra Pit Cover	Auditorium Seating	Risers	Commercial Washer	Commercial Dryer	Power Tools	Hand Tools	Wrestling Mats	Mat Lift	Wall Mats/Padding	Scoreboards	Climbing Rope	Sports Divider Curtain	Exercise Equipment	Cardio Equipment	Whirlpool	Taping Tables	Lockers	Cafeteria Furniture	Kitchen Equipment	Security Equipment	Toilet Accessories	Paper Towel Dispenser	Soap Dispenser	Trash Compactor	Dumpsters	Motorized Basketball Hoops	Manual Basketball Hoops	Volleyball Insets	Rock Climbing Wall	Baseball Backstops	Softball Backstops	Track	Goal Posts	Track Equipment in ground	Tennis Nets	Fencing	Fixed Interior Bleachers	Fixed Exterior Bleachers	Exterior Score Board	Portable Exterior Bleachers
CLASSROOMS																																												
Gr. 6-8 Classroom																																												
ESL Classroom																																												
Science																										X	X																	
Chemical Storage																																												
Science Prep																										X	X																	
Commons																										X	X																	
Conference Room																																												
EXPLORATORY																																												
Music Room (Band & Choir)																																												
Office																																												
Art Room																										X	X																	
Art Storage																																												
Practice Rooms																																												
Kiln Room																																												
Student Project Storage																																												
Dance																					X				X	X	X																	
Music, instrument, uniform storage																																												
MEDIA / TECHNOLOGY																																												
Media Center																																												
Computer Lab																																												
Conference / small group study																																												
Media Office																																												
Workroom																										X	X																	
PHYSICAL EDUCATION / ATHLETICS																																												
Gym (main)											X	X	X	X	X	X														X	X	X	X											
Gym (auxiliary)											X	X				X																												
PE Storage																																												
Club Storage																																												
PE Office																					X				X	X	X																	
Boy's Locker Room																					X				X	X	X																	
Girl's Locker Room																					X				X	X	X																	
ADMINISTRATION																																												
Reception / Secretary																																												
Health Room/Toilet																									X	X	X																	
Principal's Office																																												
Asst. Principal's Offices																																												
Workroom/Mail																										X	X																	
Staff Room																																												
Conference Rooms																																												
Gender Neutral Restroom																									X	X	X																	
Lost & Found																																												
Flex Office																																												
Secure Storage / Records																																												
Mediation / Tutorial Room																																												
COUNSELING																																												
Counseling Offices																																												
Records Storage																																												
Conference Room																									X	X	X																	
SPECIAL EDUCATION																																												
Learning Center																										X	X																	
Itinerant Offices																																												
Special needs Toilet																									X	X	X																	
Sensory Support Room																																												
COMMUNITY SUPPORT																																												
Volunteer Room																																												
Parent / Family / Comm Res. Room																																												
Parent / Family Resource Offices																																												
CAFETERIA/COMMONS																																												
Cafeteria																						X				X	X																	
Kitchen																							X			X	X	X	X															
Dishwashing																							X			X	X																	
Kitchen Freezer / Cooler																																												
Kitchen Office Alcove																					X				X	X																	
Servery																								X		X	X																	
Kitchen staff lockers																					X				X	X																	
Kitchen staff toilet																																												
Table / Chair Storage																																												
Kitchen Storage																																												
Stage	X	X	X																																									
Stage Storage									X	X																																		
BUILDING SUPPORT																																												
Custodial Rooms																																												
Custodial Office/Locker										X											X																							
Materials Storage																																												
Custodial Storage							X	X																																				
Building Storage																																												
MDF Rooms																																												
IDF Rooms																																												

Room	Marker board	Marker board with Musical Staff	Tackable Surfaces	Shelving	Large Format Storage	Storage Racks	Heavy Duty Racks	Cabinets	Teacher Locking Storage	Mobile Cart/Storage	Space for file cabinet	Demonstration station	Loading Dock	Sink	Power/Data Outlets	Wireless Access Point	Projection Screen	Wall Mounted Short Throw Projector	Wall Mounted TV	Video Display	Document Camera	Audio reinforcement	Speaker Sound System	Telephone	Clock/Intercom	Copier	Window Shades	Fume Hoods	Refrigerator	Freezer	Ice Machine	Dishwasher	Microwave	Flammable Storage Cabinet	Chemical Storage Cabinet	2D Printer	3D Printer	Kiln	Photo Enlarger	Development Tanks	Audio Playback System	Portable Robe Racks	Portable Clothing Racks	Theater Lighting	Audio Mixing Board	Lighting Mixing Board	Rigging	Curtain(s)	Scrim/Teasers
Electrical Rooms															X										X																								
Central Mechanical Room															X																																		
Electrical Generator Room															X																																		
Custodial Work Area				X	X									X	X									X	X																								
Outdoor Equipment Storage																																																	
Concessions			X																						X																								
PARTNER / COMMUNITY																																																	
SUN Program Office	X		X					X							X	X								X	X		X																						
Clothes/Food Closet			X			X		X							X																												X						
OPTIONAL																																																	
P.E. ATHLETICS																																																	
Covered Play Area															X																																		
COMMUNITY/PARTNER																																																	
Part time programs	X		X					X							X									X	X		X																						
Offices	X		X					X							X									X	X		X																						
After school instruction	X		X	X				X		X	X	X			X	X			X			X	X	X	X		X																						
After school storage															X																																		
Health Clinic			X					X						X	X	X								X	X		X		X	X		X	X																

PPS ED SPEC
EQUIPMENT SUMMARY

Room	Battens	Flown Acoustical Shells/Towers	Pipe Grid	Orchestra Pit Cover	Auditorium Seating	Risers	Commercial Washer	Commercial Dryer	Power Tools	Hand Tools	Wrestling Mats	Mat Lift	Wall Mats/Padding	Scoreboards	Climbing Rope	Sports Divider Curtain	Exercise Equipment	Cardio Equipment	Whirlpool	Taping Tables	Lockers	Cafeteria Furniture	Kitchen Equipment	Security Equipment	Toilet Accessories	Paper Towel Dispenser	Soap Dispenser	Trash Compactor	Dumpsters	Motorized Basketball Hoops	Manual Basketball Hoops	Volleyball Insets	Rock Climbing Wall	Baseball Backstops	Softball Backstops	Track	Goal Posts	Track Equipment in ground	Tennis Nets	Fencing	Fixed Interior Bleachers	Fixed Exterior Bleachers	Exterior Score Board	Portable Exterior Bleachers
Electrical Rooms																																												
Central Mechanical Room																																												
Electrical Generator Room																																												
Custodial Work Area							X	X																																				
Outdoor Equipment Storage																																												
Concessions																																												
PARTNER / COMMUNITY																																												
SUN Program Office																																												
Clothes/Food Closet																																												
OPTIONAL																																												
P.E. ATHLETICS																																												
Covered Play Area																																												
COMMUNITY/PARTNER																																												
Part time programs																																												
Offices																																												
After school instruction																																												
After school storage																																												
Health Clinic																																												

	All rooms required per Area Program unless noted as preferred or optional; room quantity and size per area program
	Room preferred (not required); dependent on school program
X	Required equipment (unless noted as preferred or optional)
X	Equipment preferred (not required)
X	Details per PPS Design Guidelines & Standards
#	Number of required items

Notes

[1] See Area Program for designation of rooms/spaces that are preferred and optional. Equipment specification is provided for rooms that are preferred/optional in the event they are installed.

Determination of who furnishes and installs equipment made by PPS

Cabinets: moveable preferred per DG&S

<u>Minimum preferred lengths</u>: *General Classroom:* 20 lineal feet ; *Science classrooms* : 100 LF base w/doors; 50 SF upper w/doors ; *Science Prep* : 40 LF base w/doors; 40 LF upper w/doors; **Offices:** 20 LF ; *Art* : base cabinet w/sink 18/32 LF; Upper cabinet locking 18/16 LF; Band: 50 LF for instruments; base cabinet 5 LF; upper cabinet 5 LF; **Control room:** 5 LF upper**;**

Tall lockable storage = 6 ft. preferred

File cabinet = two (2) four-drawer unless otherwise noted

Provide teacher locking storage in classrooms if teacher offices are not provided

Bookshelves: **Office:** System furniture available through FF&E; **Library:** Based on collection + 20% excess

Shelving Min.:

Art: 9 LF shelving; flat file storage for 42" X 36" materials;

Custodial Rooms: secured cabinets sufficient to accommodate supplies and equipment needed to service the number of rooms assigned to each custodial room. Storage for large format building plans

Science classrooms:

Four (4) sinks in each science classroom, optional demonstration station

Self-contained science classrooms delivering science curriculum for grades 6-8 should provide at least two sinks, counter space and power outlets sufficient to allow six to eight small groups of four students to use equipment and portable computing devices

Science Prep:

Consult with school faculty for specialty shelving needs

Tackable Surfaces: Min. (2) 4' X 8' boards; wall surfaces preferred

Magnetic White Boards:

Instructional Spaces: Min (2) 4' X 8' boards w/ map rail

Offices including custodial: optional w/ 4' X 8' preferred or as space allows

Power/data outlets: Provide general access outlets in all spaces or as needed for specialty equipment.

Classrooms generally: 2 per non-teaching wall co-located with data preferred unless specified other wise; additional outlets as required by technology bundle, clocks, audio reinforcement;

Science Classroom: power outlets sufficient to power equipment required by science curriculum - science classroom and other classrooms teaching science curriculum for grades 6-8 spaced to allow groups of 2 to 4 students use equipment and mobile computing device on counter top area; science classrooms < 800 SF may provide overhead power for student work stations.

Gym: dedicated power for bleacher seating, scoreboard and control, shot clock, divider curtain, phone, intercom, sound system, clock; four outlets on non-bleacher walls

Sinks:

Utility sinks in Art, Media Center, Music Room, stage storage, laundry room, custodial rooms; floor drain w/clay trap in Art; on-floor mop sink required in custodial rooms

Card Key Access: access to exterior entry doors, MDF and IDF rooms only

Countertops: Life skills: Min. 50 LF; reception/lobby length of public reception - height to accommodate ADA requirements

Food Service Equipment:

Kitchen: cold storage room, double-stack combi-oven/steamer, reach in fridges and freezers, dishwasher-conveyor, hose reel, walk-in cooler, walk-in cooler, food warmer cabinet; double stack full-size convection oven (gas preferred), tilting kettle, tilting skillet, 2-burner cook top range, pizza conveyor oven, robot-coupe food processor, Panini sandwich grill.

Servery: mobile milk coolers, mobile POS station, serving lines with counter and hot/cold wells, water station, three compartment sinks, vegetable prep sinks, hand sinks condiment bar, 3-sided venue

Tennis Courts: Min. of 4 courts; 6 preferred

Computers:

Classrooms generally: appropriate to grade level and curriculum requirements. One (1) laptop per teacher; one (1) desktop (PC) per classroom; mobile computer cart for laptops or other devices is preferred in classrooms. Specifications of the number and type of computers per classroom to be made in consultation with PPS IT, PPS Project Manager and school administration. Charging kiosks for laptops and/or mobile cart required; when mobile computer carts are assigned to a room, they need to be secured in permanent casework.

Offices: Administrative/counseling: individual school decision re. desktop or laptop computers. Desks should be able to accommodate desktop computer; Departmental offices should accommodate laptop computers.

Speaker Sound System: Provide to the extent needed to support sound reinforcement systems, assistive listening as needed and as required by ADAAG

Furniture Preference:

FF&E to be specified at individual school level and is dependent on available budget and ability to reuse furniture and equipment; soft furniture in student commons and administrative area is allowed; rolling furniture is acceptable; in student commons area **General classrooms**: student tables and chairs per class size and appropriate to age level; computer tables where desktop computers are provided; teacher table/desk/mobile storage cart; technology bundle mobile cart/cabinet; mobile A/V cabinet; printer table/cabinet; **Science Classrooms :** student tables and chairs per class size; teacher chairs; tech bundle mobile cart/cabinet; printer table/cabinet; Life Skills (alternative to GC classroom): ADA accessible student tables and chairs to accommodate program size; computer tables for 25% of students; **2D Art**: student tables and stools; teacher table and stool; computer tables for classroom desktops; printer table; **Band Room: teacher podium;** 80 student music chairs and stands; **Office generally:** systems furniture to support office environment: lockable desk (sized for desktop computer), office chair, side chair, file cabinet(s), lockable storage; book shelving 30 LF preferred; **Office management:** additionally - small conference table and chairs; **Library/Media Center (non-classroom)**: Student tables and chairs to accommodate two classes; casual reading chairs; mobile circulation desk (space for 2 computers) w/ book return cart; librarian chair/stool; printer table; bookshelves to accommodate school collection + 20% additional; mobile periodical and newspaper racks

APPENDIX

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APPENDIX A

PROCESS FOR MASTER PLANNING THE SPACE NEEDS OF SERVICE PROVIDERS, PARTNERS, AND COMMUNITY USERS IN DISTRICT SCHOOLS

The Area Program for PPS Educational Specifications identifies space for service providers and partners/community uses. For the purposes of District-wide Educational Specifications they are defined as:

Service Provider: PPS, non-profit agency, federal, state, or local government that provides a service to improve the health, welfare, and/or safety of students, families, or staff of the school they reside in and/or eliminating barriers to student success. Examples include county health clinic, early head start program, SUN program, and food and clothes closets.

Partner/Community User: PPS, non-profit agency, parent group/association, business association, higher education partners, etc. providing students, families, staff, community members with access to programs geared to boost academic performance, college level instruction, support of athletic teams, and access to career and employment resources. Examples of spaces used by partners/community users include office space for school PTA, Boosters, shared classroom space for college level instruction, office space for college recruiters.

Space needs: Service providers and partner/community users will have need for space dedicated to their specific uses as well as be able to share existing spaces within schools. The PPS Ed Spec identifies the space requirements of users with unique/dedicated space needs as well as users able to share spaces within the school building.

Planning for the space needs of service providers and partner/community users will occur during the master planning process for each school undergoing capital bond full modernization or replacement work. The tier levels established below identify which spaces will be considered in the master planning process, under what circumstances, and by whom.

Tier 1: Automatically included in the master planning process

Considerations:
- What is the appropriate size for each tier one space based on the needs of the space users and District resources to provide the space?

Tier 2: Considered/negotiated during master planning process

Considerations:
- Would the user of the space meet the intent of service provider or partner/community user defined above?
- If Tier 2 spaces require unique or dedicated spaces, priority should be given to spaces for service providers that serve the greatest need or greatest number of students
- Are District resources available to help pay for the space? The capital bond project budget for each school is available for Tier 2 spaces ONLY after spaces for required academic programming is developed
- Has (or can) the space user developed a proposal including space requirement, cost, and authority to proceed by space user's organization?

Tier 3: Developed in concert with capital partner

Considerations:

- Would the user of the space meet the intent of service provider or partner/community user defined above?
- Would the users of the space provide a significant benefit to the school/families/community?
- Has (or can) the space user developed a proposal including space requirement, cost, and authority to proceed by space user's organization?
- Are District resources available to incorporate the Tier 3 space into the rest of the facility? What are the District capital and operational obligations?
- How easily will the proposed space integrate with the rest of the facility?
- If Tier 3 spaces require unique or dedicated spaces, those spaces should be configured so the District is able to reuse the space in the future.

APPENDIX B: MEETING NOTES

PORTLAND PUBLIC SCHOOLS Educational Visioning and Specifications
Middle School Ed Specs Teachers Conversation Summary

Date: July 17, 2013
Participants:

Name	Affiliation	Name	Affiliation
Karl Newsome	Astor School	Dave Blanchard	Vestal School
Ashley Coltin	Faubion School	Carla Oesterle	Vestal School
Takiyah Williams	Faubion School	Gretchen Rowland	Vestal School
Sandra Boon	Faubion School	Lavell Wood	Vestal School
Jeff Gentile	Roseway Heights School	Nancy Hamilton	DOWA-IBI Group

1. Overview and Presentation

To begin the meeting John presented diagrams reflecting input from committees July 10 meeting. The key themes identified from that meeting included:

- Age appropriate scale
- Controlled movement
- A school zoned to accommodate various age groups but feel like a whole and complete school
- School organization
- Community of professionals
- Classroom organization
- Enough space
- Variety of technology platforms
- Flexible and agile space
- Transparency

The committee offered the following clarifying comments:

In addition to age appropriate scale in the vertical direction (i.e. Cabinets, drinking fountains, etc) room size should be different depending on the students' age. Larger spaces are required for younger students to accommodate the variety of instructional programs provided them.

Maybe space shape is something to consider. Classrooms are generally rectangles but are there other shapes that create greater flexibility and educational opportunity.

Middle School is a "school family", which is a unique characteristic of Middle School.

The idea of creating a center of school, a commons area, opens up other options. It could be a place where the Friday Snack Shack is located. Maybe the library is adjacent to the central space which provides a logical place for a book return. Maybe the library is conjoined with the center space or is an extension of that space.

The more we open up the school acoustics becomes important. The ability to dampen and reduce unwanted sound is important.

The ability to arrange students in various sizes or groups (small, medium and large) near or within the classroom is much more desirable than moving students throughout the school to places that provide that capability.

Currently our wireless system is slow particularly when large groups of students access it all the same time. In the future, it is desirable that data capacity is large enough to allow increased speed, more access by large groups of students and is configured to accommodate a variety of technology platforms.

Transparency and connectiveness provides not only the ability to see and learn from peers but to observe how students are learning.

The ability to control views into classrooms from corridors and the building exterior for lockdowns needs to be considered.

If the building has long wings of classrooms consider creating secondary pathways at the end of the wings to link the ends together. This helps reduce the amount of travel time within the school for those specialists who are constantly moving about the building.

Exterior

It would be desirable to have covered walkways from the parking lot to the building. A cover at the student drop off and bus drop off is also desirable.

We do need covered play area(s) for students and ways to allow them to que under cover before recess and after recess before entering the building.

Consider multiple play areas for students that are age appropriate. Size and arrange play equipment based on age. Even older students like climbing on play equipment. These areas should be separated to allow different age groups to form "ownership" of their play area.

It seems that most play equipment is designed to be risk adverse. It would be nice if the equipment was not so "watered down".

An amphitheater seating area would be beneficial.

Service delivery should be placed so it does not interfere with student play and circulation areas.

In the playground area, provide areas to post "playground expectations".

One school visited in Walla Walla had wings. There was a play structure off the K-2 wing and a more complicated (wall like) play structure off the 6-8 wing. The 6-8 wing was closest to the large soccer and play fields.

Play structures today have a lot of engineering and safety built into them. They have been developed over a long period of time to address safety issues that were not present in earlier structures. There are also a large variety of play structures available and many are designed to be age appropriate.

The management of the playground ultimately is about the school culture. In some Middle School's all students are playing together; others divide recess by age groups. But school culture and expectations best determine how effectively a school play area is used.

It would be nice to have an area where a whole class could sit and meet outside. Consider a circle of concrete benches. Parents would like an area to sit when watching kids in the play area.

Oversized stairs also creates seating or amphitheater opportunities.

One existing building in PPS has 2 light wells open to the sky and are unused. Maybe they could be covered and turned into an indoor naturally lit eating and seating area.

2. Draft Area Program

John presented a "draft" area program for a Middle School. It was based on typical Middle School's in the Northwest. The categories of spaces (i.e. classrooms, SPED, etc.) are a placeholder at this point and the functions/spaces are a first attempted to identify what is required in a typical Middle School. John noted that there are more than likely adjustments required. For example prior to this Middle School meeting John and Paul met with the SPED department at PPS. That meeting further clarified the SPED spaces needed in a Middle School which the program distributed does not represent.

John asked everyone to review the program and identify modifications, adjustments or additions. The following was noted: (see attached program)

The quantity of specialists classrooms varies across the district depending on need.

To accommodate changes in enrollment consider zoning the school to allow the ability to "close" a portion (turn off the heat and lights) to address reduced enrollment.

It would be nice if math and reading specialists had a regular classroom. The specialists typically divide the classroom into zones with furniture and bookcases.

There are some programs that the district funds that need space like the Portland Reading Foundation. They support PPS reading specialists and usually share space but it would be desirable if they have their own space.

Community partners can vary between schools and change within schools over time. It would be desirable if partners are provided a space to set up a small office/work area and store supplies.

Currently before and after school programs use existing classroom's. It would be desirable to provide a separate space for those programs.

An office near the entry for Partner Programs like SUN is important. SUN coordinates numerous volunteers, employees and participants. At Faubion SUN uses the cafeteria, gym and 10-15 classrooms. The office would best be placed where programs are delivered and easily viewable to people entering the school.

The school should be zoned to accommodate before and after school programs without accessing the entire school.

Currently there is a discussion that all schools will have SUN or similar programs.

Before and after school child care is another program that shares space.

MDF (main distribution frame) and IDF (independent distribution frame) are technology network rooms required in a school for the data system.

Maybe the cafeteria could be provided with moveable walls to create smaller spaces that would accommodate partner program or specialty programs when the cafeteria is not is uses.

PORTLAND PUBLIC SCHOOLS Educational Visioning and Specifications
Middle School Ed Specs Teachers Conversation Summary

Date: July 10, 2013
Location: Tubman School
Participants:

Name	Affiliation	Name	Affiliation
Carla Oesterle	Vestal School	Ashley Coltin	Faubion School
Dave Blanchard	Vestal School	Takiyah Williams	Faubion School
Gretcgeb Rowland-Horrigan	Vestal School	Meredith Caldwell	Faubion School
Lavell Wood	Vestal School	Nancy Hamilton	DOWA-IBI Group
Jennifer Birch	Astor School	John Weekes	DOWA-IBI Group

1. Welcome, Introductions, and Overview

PPS Project Manager Paul Cathcart welcomed committee members to the first of three meetings. A review of the process that will lead to the development of Middle School educational specifications (ed specs), or building design criteria was discussed. The district-wide criteria will guide the site-specific designs of future Middle School projects. This is the second phase in the Educational visioning and Specifications process. The visioning phase culminated at the end of May in a summit that convened more than 130 people, following 15 "community conversations" that involved approximately 360 people over the last three months.

Paul introduced the DOWA-IBI team that facilitated the community conversations: John Weekes, DOWA-IBI Group and Nancy Hamilton, Nancy Hamilton Consulting. Committee members introduced themselves.

DOWA-IBI provided an overview of the ed specs process.

- The district has embarked on a substantial effort to remodel three high schools and replace Faubion Elementary School. Our team has been hired to facilitate and document the first two segments in a long chain of work: developing a vision about what future PPS facilities should look and feel like in the decades ahead, and then identifying the building design characteristics, or ed specs. One leads to the next, and this committee's work will lead to the design of specific projects.

- This phase is about words, not drawings. (That's the next phase). We will talk about the nature of spaces and the relationships among them, without considering how these buildings are currently arranged. Every school is different, and we will collect those differences; our document will provide space for school-specific considerations, but these will be applied later, in the designs for specific modernization projects.

- Teachers who participate in an ed specs process often describe it as a powerful experience, and we want you to feel that way too. This is important work because it will affect multiple schools over several bonds.

- It's important to have the diverse perspectives associated with different specializations, but it's also important that committee members step outside their own areas of interest and help us think about the entire school in a collaborative way.

- This is an opportunity to step out of your comfort zone and to look to the future. If we talk only about what we know, we will end up where we are today – and it's evident from the visioning phase that this is not what our community needs.

2. Committee Conversation

John began by asking participants what are the key characteristics that define and differentiate a Middle School school? What is an ideal Middle School?

A Middle School physical environment takes into account the different physical needs of students depending on their age and size.

The essence of a Middle School is finding the appropriate way to have students of different ages housed in the same building and finding ways of creating a whole environment for all and strategically separating students by age and size.

In a Middle School (unlike a middle school where I see 120 students a day) I work with 40-45 students. That affords me a more focused relationship with my students.

Early Middle School's were designed along the lines of the "Factory Model". One of the challenges is to consider movement of students of different ages. Conceptually it would be desirable if older students would move about the school without interfering with the younger students.

Consider the idea that there is a central space common to the whole school. Possibly the older students are located on the upper level and younger students are located on the main level. The central space provides a way to help with large movements of students creates a whole school feeling but allows students of different ages to be located so that they do not interfere with one another.

Consider acoustics. It is the nature of students to be loud. But this can disrupt instruction. Find ways to allow students the ability to make noise without disrupting instructional activity.

One of the unique characteristics of a Middle School is the ability for older students to be mentors for younger students, develop leadership skills and to stay connected to the kindergarten or first grade teacher. A key characteristic of a Middle School is the ability to nurture. A Middle School is a family.

Think about the cafeteria. The furniture needs to be different for different ages. Older students like to socialize so consider how a cafeteria is laid out to support their needs.

We should consider providing additional space for mentoring or buddy classrooms.

The Cafeteria should be separated from the gym. The overall use of the school would be more efficient.

Spaces should have more than one use, functions or multiple uses.

Provide covered outdoor space to play

K-5 are younger students and 6-8 are older students. If you were to zone a school by age it would be best to create three zones: K-2, 3-5, 6-8. That allows the school to be scaled for each age group including furniture.

Consider how to display "student expectations" in the school.

Maybe the school is like a venn diagram. The center is where functions that all students use are located (gym, cafeteria, library). The pedals of the venn diagram are where grade specific classrooms are located.

Sexton Mountain Elementary School in Beaverton is an interesting layout. The library is the center of the school and is open. It is surrounded by classroom pods that consist of 4-6 classrooms which open to a shared common area. The common area opens onto the library. Acoustics is not an

issue even though it is an open environment. Sexton Mountain is all one level. A two story adaptation of Sexton Mountain in Beaverton is Nancy Ryles ES.

It is interesting that in the United States teachers own their rooms. In France students own the classrooms and teachers move between the classrooms.
How do you create a community of professionals?
- Create a daily schedule that allows teachers to meet
- Provide the right mix of space in the school to allow students to be scheduled in a way that allows teachers to meet. Need separate music rooms, art rooms, and cafeteria and gym space. This allows multiple opportunities to schedule students.
- Provide a place where teachers can meet formally. Conference rooms, seminar rooms, etc.
- Provide a place where teachers can meet informally. For example, a small table with chairs, discussion area in the workroom, mailroom are ways to allow in formal conversations
- Consider providing large teacher prep/office space. A space with desks, production materials/equipment; and toilet.
- Provide a teacher's lounge. It should be separate from the school workroom.

Make sure there are enough electrical outlets and evenly distributed throughout the classrooms.

Due to the evolving nature of technology, provide a mixture of computer labs, computer laptop carts and a few big box computers in every classroom. Overtime, PPS will move to one device per student, the device being an iPad or similar. A mixture of technology setup allows teachers to accommodate a variety of student learning and testing needs.

It would be beneficial if the computer lab was not part of the library. Currently when students are being tested they close our library.

A place for parent to access computers would be beneficial. At Rosa Parks School they provided a Family Resource Center, especially for parents or guardians. It has computers, meeting spaces, conference space, a small kitchen and soft furniture space.

In the school consider the multiple ways students learn. They are kinetic and auditory. Sometimes they work in groups and sometimes individually. The classroom should be organized and sized to accommodate these multiple learning needs. In our current schools it is hard to accommodate this variety. Outlets need to be distributed and space adjacent to the classroom should be provided for specific pull out activities. All rooms should have sinks.

As a concept maybe space can be like a transformer, a place that changes from direct instruction to a free learning space.

I like the idea of a central entry for a school. At Lane you enter the school into a main space which is the cafeteria. During the day the tables are stored elsewhere but the entry experience is very nice.

What is the center or hear of the school?
- It could be the library
- Maybe it's a social space like the cafeteria
- Maybe the library and cafeteria are combined like Barnes & Noble

Displaying student work in the school is important. It should be located throughout the school and in the central common areas.

It is important that learning is on display. You should be able to see into spaces and between spaces. Maybe at the school entry there are video screens showing classrooms and live teaching taking place.

Transparency and connection between spaces is important. We should see what is going on in rooms and throughout the school.

If we want our schools to be center of our community then we need to provide space for the community. For example, health clinics or a Multnomah County Library Branch. Or consider creating flexible space for the community to use as they may need on a rotating basis.

PORTLAND PUBLIC SCHOOLS Educational Visioning and Specifications
Middle School Ed Specs Teachers Conversation Summary

Date: August 6, 2013
Location: BESC
Participants:

Name	Affiliation	Name	Affiliation
Paul Cathcart	FAM/BECS	Carla Oesterle	Vestal School
Kristin Wells	FAM	Nancy Hamilton	DOWA-IBI Group
Sarah Lewins	Roseway Heights School	John Weekes	DOWA-IBI Group

Overview

John provided an overview of the process to date. To start the Middle School meetings have focused on the unique cultural, educational and organizational characteristics that define a Middle School. Additionally participants have identified, reviewed refined spaces and clarified functions that are required in a Middle School. Based on this input conceptual organizational diagrams for a Middle School have been created and a preliminary functional program developed. Previous meetings have helped to clarify functional needs but further discussion and review is desired.

The following was discussed regarding the Draft Area Program:

Select toilets and sinks so their height and size are age appropriate.

Pre-K classrooms need to be accommodated in a Middle School. A Pre-K classroom is similar in size to a Kindergarten classroom. Because most students spend most of their time on the floor, it should have a solid surface and be easily cleanable. Wall to wall carpet should be avoidable. Small area carpets on top of the hard surface is acceptable. The district is headed towards full day programs. Currently, most Pre-K programs are half day.

Pre-K students nap or rest. This is usually done in the classroom on portable mats. Storage area for mats is important.

There should be a toilet room attached to the Pre-K & Kindergarten classroom with 2-3 toilets and a sink. The toilet room should have a small changing area because some students use diapers.

The Pre-K classroom should also have a sink.

The exterior play area for Pre-K can share grades K-2 play area.

In some Pre-K programs food is cooked in the classroom. There is a need for a storage closet for food and a microwave.

In the Pre-K classroom consider a small "amphitheater" or risers for kids to gather. Furniture should be sized for the student. White boards and bulletin boards should be low on the wall. Some teachers like carpet throughout except where water or sand tables are located. Bookshelves should be sized to hold large books. Storage for tricycles, big balls and resting maps should be provided.

Pre-K parents like to see their kids during the day so provide relites or two-way glass into the classroom to support this need.

The Pre-K & Kindergarten Classroom is full of different equipment that is organized to create learning stations. The students are usually moving between different zones within the classroom defined by these stations. Students tend to be very active.

Head Start has requirements that limit the number of students per adult in the classroom. The most students the more adults (teachers) required.

Class size for Pre-K varies to providing a large classroom space that can hold a larger student capacity provides the most flexibility.

Provide a kiln room for the Art room. In the Art room, clay is stored in the classroom. Provide a closet with storage racks for this purpose.

In Grade 7 & 8 Science room, provide a fume hood. In the Prep room provide sinks, chemical storage cabinets, fire cabinets and a small stove.

Most grade levels in a Middle School use water. For maximum flexibility all classrooms in a Middle School should have sinks.

More and more schools have a food pantry located in them. The pantry program is run by church groups and other organizations. Sometimes they run daily and some open of Friday, after school, to distribute food to students for the weekend.

The ideal location for the pantry would be a room with access directly to the exterior. Exterior overhead canopies to protect participants from the rain as they line up is desirable. Possibly locate the pantry adjacent to the covered play structure.

The pantry should have shelves for storage of bulk food products and a refrigerator for perishable items.

Sometimes schools use a classroom for a pantry if the room has an exterior door. Because there often afterschool activities running in the cafeteria or gym, these spaces cannot be used for pantry needs.

There are also weekend and afterschool music programs that use space. Ethos is common in schools. They have musical instruments (mostly percussion) that need to be stored. The Portland Youth Symphony uses Roseway Heights for their program. They pay to rent space but generally use every large space in the school during the weekend. Up to 300 students participate in this program though at any one time 100 to 150 are present since most of the practices are staggered.

The Youth Symphony has large musical instruments that need to be stored. Mostly percussion instruments, bases and pianos. Other instruments (violins, cellos, brass and woodwind) are carried by the student musicians.

Portland Parks and Recreation use school facilities, particularly the gyms, almost every night and on the weekends. They transport their own equipment and on-site storage is not necessary.

There are a number of educational support programs that are run by volunteers like SMART reading. It would be desirable to have a flex classroom available for these partners. Consider locating it adjacent to the library and/or accessible from the library as it is not used to accommodate other needs when space is tight.

The Specialty Classrooms identified in the Area Program don't need to be regular size classrooms. They hold 10-15 students at a time. A half-size space is adequate. It doesn't need to have typical classroom storage and sinks.

At Faubion, the librarian is only 2 hours per day. A major portion of their time is maintaining technology.

Maybe we should think about classroom shape. What if a classroom had a "small tail". A small bump out that could be used for pullout activities or small group instruction. It could also be a place where a school specialists could work with students right in the classroom.

Maybe the classroom is "L" shaped.

Consider exterior space needs like covered play areas, multiple play equipment zones (age appropriate), separate bus, pedestrian/car drop off zones, bicycle racks and separation between modes of transportation (bicycle, pedestrian, vehicular)

Currently health clinics are located in the largest Middle School's. We should consider having clinics in all Middle School's.

Provide a Parent/Family Resource Room with computers, conferencing, small children play area and soft furniture. It is a space that is available to parents and has programs that support their needs including career resource/support, parent/teacher meetings, PTA meetings and an adult social area.

Bicycle storage should be lockable. Consider a bicycle parking compound surrounded by a fence that contains bicycle racks and is locked up and secured during the school day.

Vehicle parking requirements vary between campuses and is set by the City of Portland's Development Code depending on available mass transit options.

Most schools lack enough parking stalls for teachers and a safe/covered path from those stalls to the school in order to park and carry supplies, projects, work, etc.

Looking at the proposed science components, there is not a need for separate chemical, prep and storage rooms. These can be combined into one prep room.

Showers are not required in the boys and girls locker room. There is not enough time to provide the required PE curriculum and also provide time for showers.

Staff showers are desired. In the current program there is a coaches office provided. Currently there are no PPS athletic programs at the middle school or Middle School level. A coaches office is not required. A shower in the PE offices that can be used by PE and school staff is acceptable.

The PE office shower could also be used by students if there was a specific need.

Athletic programs at the MS/Middle School level are clubs run by Portland Parks and Recreation. They do not require an office but there are storage needs for these programs.

At large school site concessions and a storage building for exterior fields is desirable. The clubs that use those fields maintain them and mow them.

Provide an In-School Suspension Room located adjacent to the Vice Principals office.

A Counseling Secretary is not required.

Records Storage should be located adjacent to the admin secretaries.

More than one computer lab is desirable. Especially when testing is going on and make-up testing is needed. Maybe there are small computer grouping in the specialties rooms that can be used for make-up testing.

In a Middle School one copier is not enough. In addition to the main workroom in the office one or two remote smaller workrooms with copiers is necessary. They should be spread out in the school and located centrally to allow efficient use by as many teachers as possible.

A large AV storage room is not necessary. Since classroom's will each have a full array of digital teaching tools (i.e. TV, digital projector, digital overhead, etc.) a room to store school-wide AV equipment is necessary (i.e. digital projector/laptop cart, audio systems, cords, cables, etc.)

A Project Storage Room is not required. A place to store student art projects in the student Art Room is required.

Middle School's don't have wood shop, metal shop, drafting, computer web design, etc. programs.

Coat storage: Provide cubbies or hooks in the classroom for grades Pre-K thru 3. Provide corridor lockers for Grades 4-8.

For the younger grades having coat storage in the classroom helps in classroom management and communications. It's easier for teachers to see if "take home" papers, notices and homework are being placed in backpacks and properly on their way after school.

Provide a Clothing Closet. It holds donated clothes, coats and shoes for students who come to school with missing clothing items.

Either the gym or cafeteria needs to be sized to hold an all school assembly. It's an important contributor to a Middle School culture.

The stage should be located adjacent to the large assembly space.

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