Chico Unified School District

Jr. High Facility
PROGRAM DOCUMENT

Junior High School Conversion

June 2014

Bidwell Jr. High
Chico Jr. High
Marsh Jr. High

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Thank you to all who participated in this programing process! A successful program is the base for a successful design and construction project and your input and decision making was the key component in the program's creation.

Thank you to all of our committees and focus groups including:

- Steering Committee
- School Site Councils
- Science Focus Group
- Office Focus Group
- PE Focus Group
- Library Focus Group
- Food Service Focus Group
- Special Education Focus Group
- Common Core Focus Group
- Transportation Focus Group
- Maintenance & Operation Focus Group
- Facilities Department

Chico Unified School District

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Introduction

Chico Unified School District's Facilities Master Plan established the second phase as a conversion of the existing three junior high schools to a sixth-eighth grade middle school format.

This detailed facility programming process of the three junior high schools (Bidwell Jr. High, Chico Jr. High, and Marsh Jr. High) began by identifying a steering committee, staff, site councils, administration, and District facilities. Three areas of concentration were identified by the steering committee; science classrooms, library services, and special education services. In addition, each site identified specific areas of concern for review, discussion and prioritization. While the primary purpose of the programming sessions was to define in greater detail the functional areas the secondary purpose was to identify the priority order in which the plan for each site was to proceed into design. Primarily, prioritization was for the limited modernization and renovation of the facilities in line with Phase II of the District wide facilities master plan.

Chico Unified School District

What is in the Master Plan?

	Bidwell Jr.	Chico Jr.	Marsh Jr.
Infrastructure Technology Upgrade	X	X	X
Priority Modernization	X	X	(newer campus)
Site Improvements	X	X	Drainage as part of the MPR project
Library Upgrades	X	(some upgrades during recent Modernization)	(newer campus)
New Science Labs	(upgrades made during recent Modernization)	X	X
New MPR	(MPR built on campus)	(MPR built on campus)	X
Kitchen Upgrade	X	(upgrades made during recent Modernization)	(new kitchen as part of the new MPR)

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Programming Results

At the various meetings, information was recorded using a carding technique. This information has been translated into this program document. This document is not intended to dictate any design solutions but to create a basis for design implementation. Actual space size, orientation, and shape will depend on the site and building constraints. This document does however create a baseline for the various spaces. Variations to the requirements of this document will need to be reviewed by District Facilities and approved or denied in writing before proceeding.

As mentioned above, prioritization of modernization and renovation project components was completed by the individual Site Councils. The Site Council meetings were well attended and through an interactive process the three Council's completed the site specific pages along with cost and scope information from the District-Wide Facilities Master Plan.

General Assumptions

Chico Unified School District is currently in the process of defining the educational delivery, program and schedule for the sixth to eighth grade middle school format. To move forward with the facilities programing effort, certain general assumptions were made to insure the structure of "middle school" format could be accomplished within the existing facilities and to identify the most critical facilities needs for the conversion to be completed. These assumptions are listed below:

Student Enrollment:

- Average: 900 students
- Overall Capacity Goal: 950 students

Schedule:

- Six class periods
- Two lunches
  - Two lunches will keep serving time shorter
  - Two lunches will be a more reasonable number of students to sit on rainy days

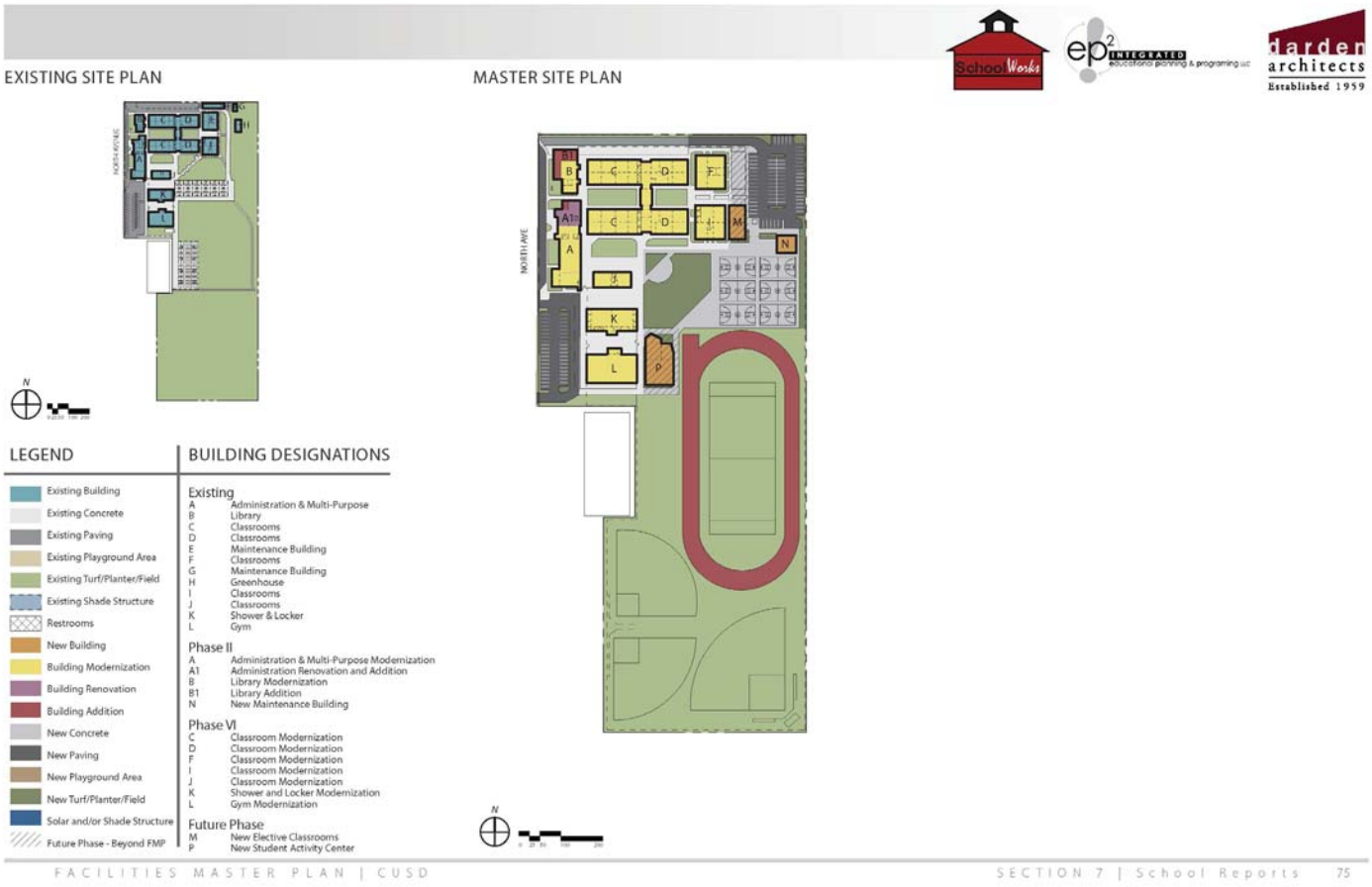
Class Offerings:

- While the sixth graders may travel less than the seventh and eighth, the general assumption is that every student will have one class period of the each of the following:
  - English
  - History
  - Math
  - Science
  - P.E
  - Elective
- Would like to integrate sixth into electives somehow but how has not been decided

Cost allocation from the District Wide Facilities Master Plan

The new construction budget was included for expansion of the office and library; however, alternative solutions for creating a more functional design should be considered.

	Soft Cost	Construction Cost	Project Cost
Modernization	$420,000	$1,401,000	$1,821,000
New Construction	$332,000	$1,105,000	$1,437,000
Renovation	$139,000	$463,000	$602,000
Technology	$235,000	$782,000	$1,017,000
ADA Priority List	$138,000	$461,000	$599,000
Grand Total	$1,264,000	$4,212,000	$5,476,000



Prioritized Improvement List from the Bidwell Site Council Committee

1. Priority ADA site work as defined in the District ADA Transition Plan
2. Complete all Technology infrastructure updates as stated in the District Technology Plan
3. Provide science amenities and furniture to existing science labs
4. Change all Door Hardware at all classrooms and other occupied spaces to meet District Standards
5. Upgrade Electrical in all areas
6. Redesign and construct a new Student Drop-Off, add Parking and create a new bike area with new Bike Rack. See District Facility Master Plan for site improvement ideas.
7. Upgrade/expand the front office, modernize the front lobby and lobby restrooms.
8. Replace gym lights and ceiling.
9. Refinish and paint the gym floor.
10. Modernize the cafeteria, add a water refill station, provide new lunch tables, and add a walk-in freezer and cooler
11. Improve outdoor seating and upgrade the serving area in the cafeteria
12. Paint the exterior of all buildings
13. Replace the windows that have holes. Remove the security grills on windows
14. Add HVAC in gym
15. Add a gravel (decomposed granite) track and redo the field with at least a 100' x 100' area that is without gophers and fix irrigation
16. Create a covered PE area
17. Upgrade/expand the Library
18. Fix drinking fountains around campus and add water stations (bottle fillers)
19. Improve site landscaping and improve drainage around the 400 wing
20. Re-do all the restrooms around on campus except in the front lobby which is prioritized earlier
21. Replace the chain link fence with a non-chain link
22. Add hallway lights
23. Replace desks in classrooms with collaboration tables in all classrooms
24. Update art room lockers, shelves and counters
25. Create a new snack bar
26. Paint the interior of all spaces

Campus Required Instructional Space Count

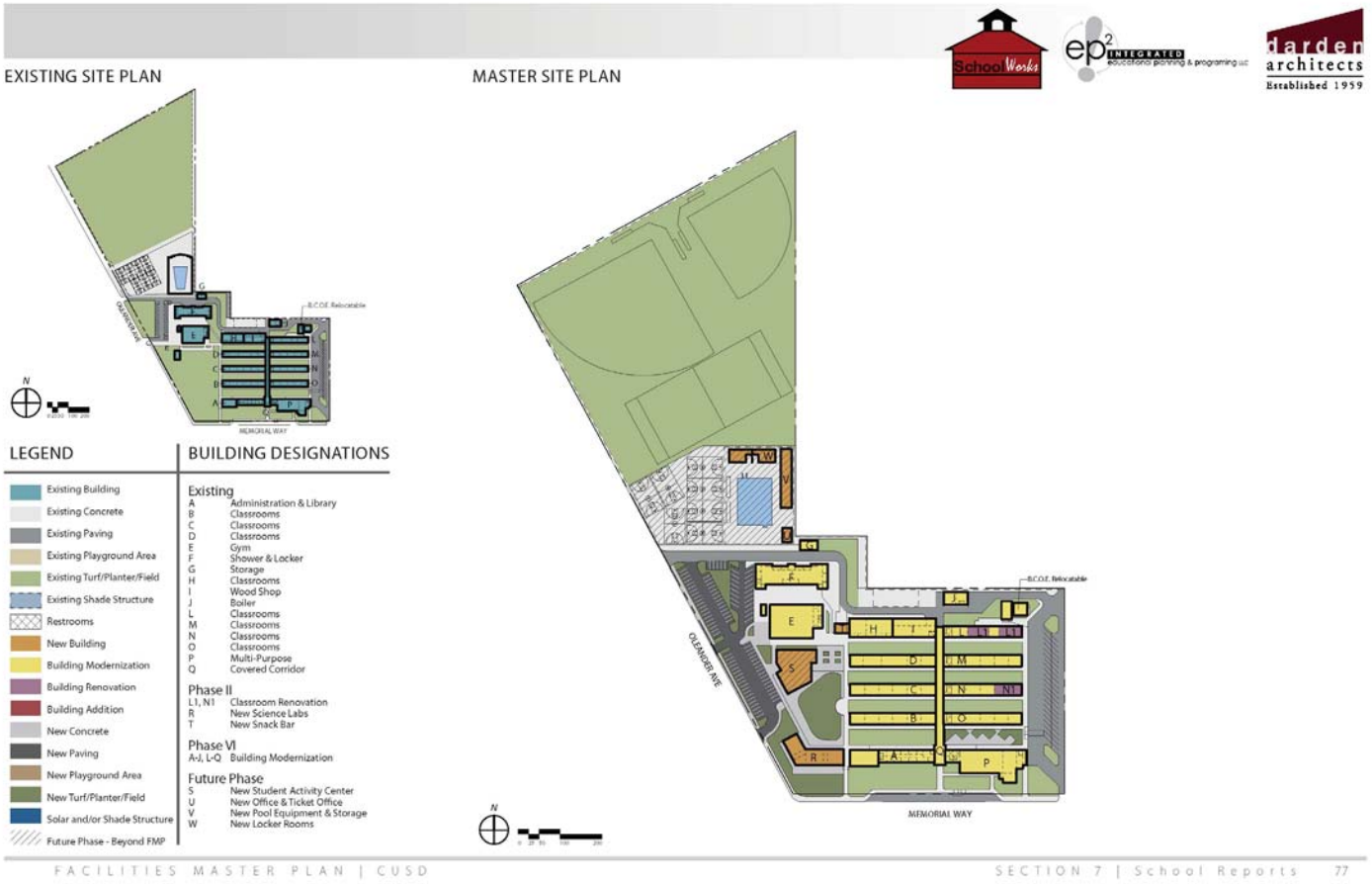
	Students / Room	Room Qty	Student Capacity
Required Classrooms*	33	26	858
Special Education			
Resource	18	3	54
SDC	18	2	36
SH	12	1	12
ED	12	0	0
Special Ed Total		6	102
New Construction			
New Science Labs	33	0	0
New Classroom	33	0	0
Total Classrooms		32	960

** Required Classrooms do not include teaching stations that are not dedicated to physical education. Instructional areas for physical education are needed beyond this base requirement. General use, non-dedicated computer labs are also not included in this tally.*

Chico Jr. High

Cost allocation from the District Wide Facilities Master Plan

	Soft Cost	Construction Cost	Project Cost
Modernization	$648,000	$2,160,000	$2,808,000
New Construction	$821,000	$2,738,000	$3,559,000
Renovation	$87,000	$289,000	$376,000
Technology	$236,000	$785,000	$1,021,000
ADA Priority List	$129,000	$429,000	$558,000
Grand Total	$1,921,000	$6,401,000	$8,322,000



Prioritized Improvement List from the Chico Junior Site Council Committee

1. Priority ADA site work as defined in the District ADA Transition Plan
2. Complete all Technology infrastructure updates as stated in the District Technology Plan
3. Replace fire alarm panel and devices to District standard
4. Replace exterior lights with LED
5. Upgrade existing science labs and build new science labs
6. Replace classroom desks with collaboration tables in all classrooms
7. Paint interior and exterior
8. Redo the field with at least a 100' x 100' area that is without gophers
9. Create a gravel track (decomposed granite)
10. Re-do restrooms and fix drinking fountains and add water fill stations (bottle fillers)
11. Re-do drop-off and provide better access for pedestrians and bikes and provide additional parking. See Facilities Master Plan for ideas.
12. Modernize locker rooms including reducing the number of showers, new lockers and providing HVAC
13. Upgrade the library but keep the charm
14. Renovate 501 with larger door and electrical improvements
15. Re-roof the 500 wing
16. Change all Door Hardware at all classrooms and other occupied spaces to meet District Standards
17. Renovate for SH special education
18. Fix the water leak in gym
19. Improve electrical in all spaces
20. Improve the landscape and add xeriscape including outdoor seating
21. Upgrade serving area in the cafeteria and add a snack bar
22. Provide new cafeteria tables
23. Add new bell/clock/intercom system with abilities for teachers to make an all call and notice for the field area, such as strobes
24. Mount wall projectors in classrooms with the extron system
25. Replace the windows with more energy efficient system; maintain natural light quantity with out glare.

Campus Required Instructional Space Count

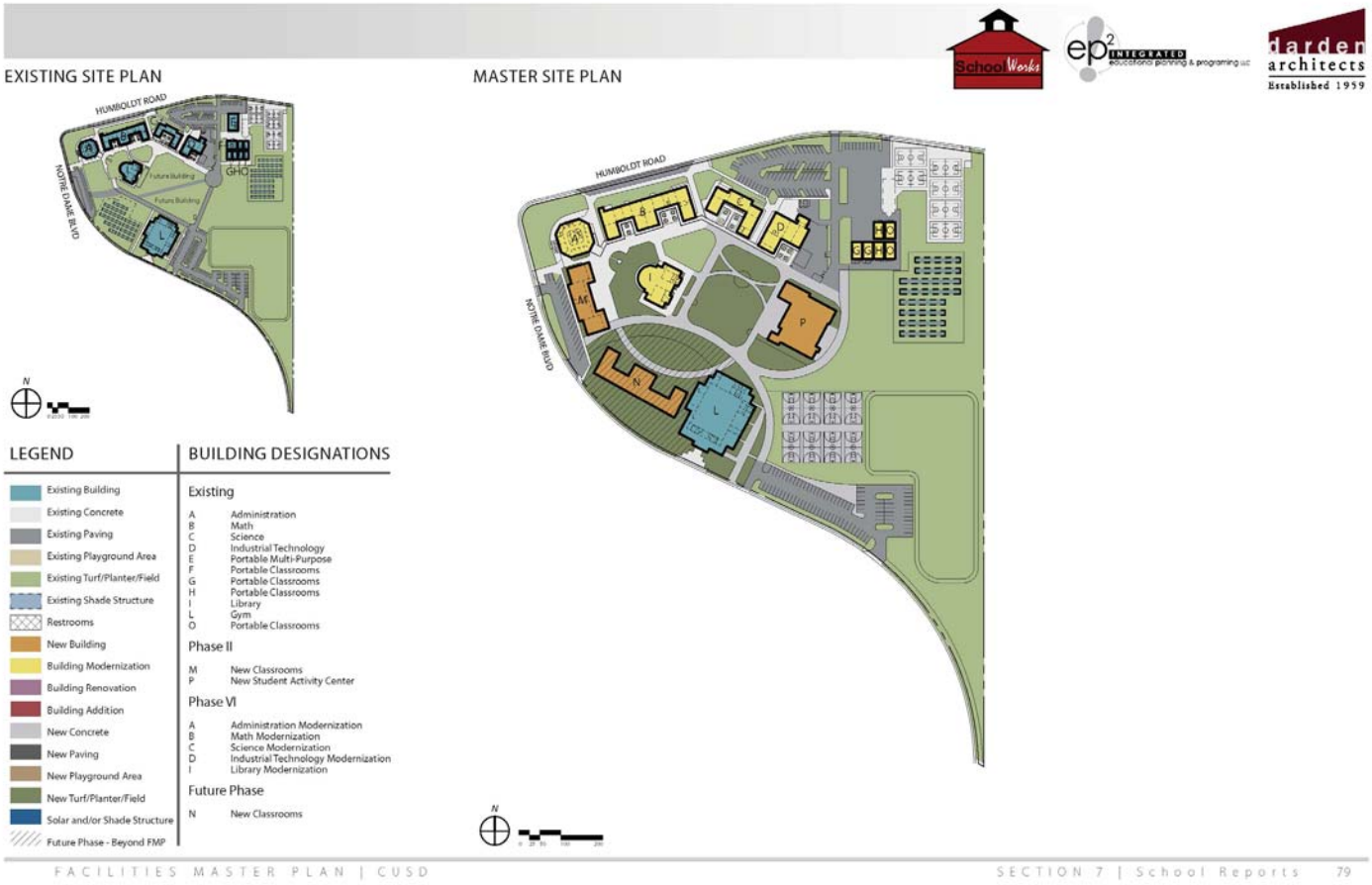
	Students / Room	Room Qty	Student Capacity
Required Classrooms*	33	23	759
Special Education			
Resource	18	3	54
SDC	18	3	54
SH	12	1	12
ED	12	0	0
Special Ed Total		7	120
New Construction			
New Science Labs	33	3	99
New Classroom	33	0	0
Total Classrooms		32	945

** Required Classrooms do not include teaching stations that are not dedicated to physical education. Instructional areas for physical education are needed beyond this base requirement. General use, non-dedicated computer labs are also not included in this tally.*

Marsh Jr. High

Cost allocation from the District Wide Facilities Master Plan

	Soft Cost	Construction Cost	Project Cost
New Construction	$2,900,000	$9,668,000	$12,568,000
Technology	$221,000	$738,000	$959,000
ADA Priority List	$52,000	$174,000	$226,000
Grand Total	$3,173,000	$10,580,000	$13,753,000



Prioritized Improvement List from the Marsh Site Council Committee

1. Priority ADA site work as defined in the District ADA Transition Plan
2. Complete all Technology infrastructure updates as stated in the District Technology Plan
3. Replace cafeteria with new facility.
4. Add new science labs, meeting new standards
5. Re-do drop-off area. See Facilities Master Plan for ideas.
6. Replace all walking canopy roofs, repair decay
7. Renovate existing science labs with new standards
8. Re-do track with all-weather material.

Campus Required Instructional Space Count

	Students / Room	Room Qty	Student Capacity
Required Classrooms*	33	21	693
Special Education			
Resource	18	3	54
SDC	18	0	0
SH	12	2	24
ED	12	1	12
Special Ed Total		6	90
New Construction			
New Science Labs	33	4	132
New Classroom	33	1	33
Total Classrooms		32	948

** Required Classrooms do not include teaching stations that are not dedicated to physical education. Instructional areas for physical education are needed beyond this base requirement. General use, non-dedicated computer labs are also not included in this tally.*

Transportation, Traffic and Parking

All forms of transportation should be considered and improved if modifications occur to the site. Encouraging and creating safer ways to walk and bike to school is as important as creating good drop-off and parking areas. In addition to school buses, students and staff also use public transportation especially at Chico Junior High. Pathways from the city bus stop should also be considered as part of the site and circulation planning.

School Bus

The Transportation Department operates both Type 1 and Type 2 buses to each of the school sites. School buses should have a separate drop-off area from the parent drop-off area. While the addition of the sixth grade will increase the overall population of the school sites, the number of buses at each campus at one time is not expected to fluctuate. The total number of buses at one time are expected to be as follows:

	BJH	CJH	MJH
Type 1 Bus	3 @ a time	2 @ a time	3 @ a time
Type 2 Bus	2 @ a time	2 @ a time	1 @ a time

Parking

Vehicular parking should include approximately 100 parking spaces. It is anticipated that with the addition of the sixth grade there will be a need for 85 staff/faculty parking spaces. An additional 5-7 parking spots should be reserved for visitors and located near the office entrance. The appropriate number of accessible parking stalls shall be provided based on code requirements.

Bike racks should also be provided on every campus. The location of the bike racks should be convenient and not cause the majority of bikers to enter through vehicular exits when following the most direct routes to the bike racks. Between 60 and 100 spaces should be provided for bikes to park. Marsh has the best ridership, although, all campuses bike ridership fluctuates depending on the weather. Bike parking areas should be fully enclosed with a fence and gate to discourage theft.

Parent Pick-Up and Drop-Off

The primary way most students come to school is by being dropped-off by a parent especially in bad weather. The drop-off zone should be well marked and logical. If the drop-off area is slow or tries to direct traffic in the opposite direction most people are traveling, then the rules are frequently broken. Ideally, the drop-off zone for parents would be separated from the buses and parking and be convenient for students to enter campus quickly.

Food Service

The cafeteria at Marsh Junior High School is through the majority of the design process and therefore this document did not complete a full program for the cafeteria and kitchen requirements. Although every requirement is not listed below particular deficiencies were identified at Chico and Bidwell Junior High Schools and needs in those areas are listed below.

Kitchen

A built-in freezer and refrigerator (120 sf each) is needed at every campus to store the required amount of food required for the student capacity.

The serving areas both within the cafeteria and around campus was another concern. Ideally serving lines would be replaced with a food court approach. Three to four theme oriented windows would provide a selection for students to choose from in the cafeteria. Each window would have a combination of cold and hot wells based on the food offerings with access to warm or cold draws/ovens to refill the wells as needed. Students would access a two sided condiments/ salad bar to complete the reimbursable meal requirements and customize their selection. For students in other popular outdoor dining areas around campus, the addition of snack bars would offer less customized but more convenient food options. Snack bars would also require hot or cold storage and a hand washing sink, but no food prep would be preformed at the remote locations. Consideration for any snack bar location should be adjacent to power and sewer with access to outdoor seating and weather covering especially for the students waiting in line.

Seating

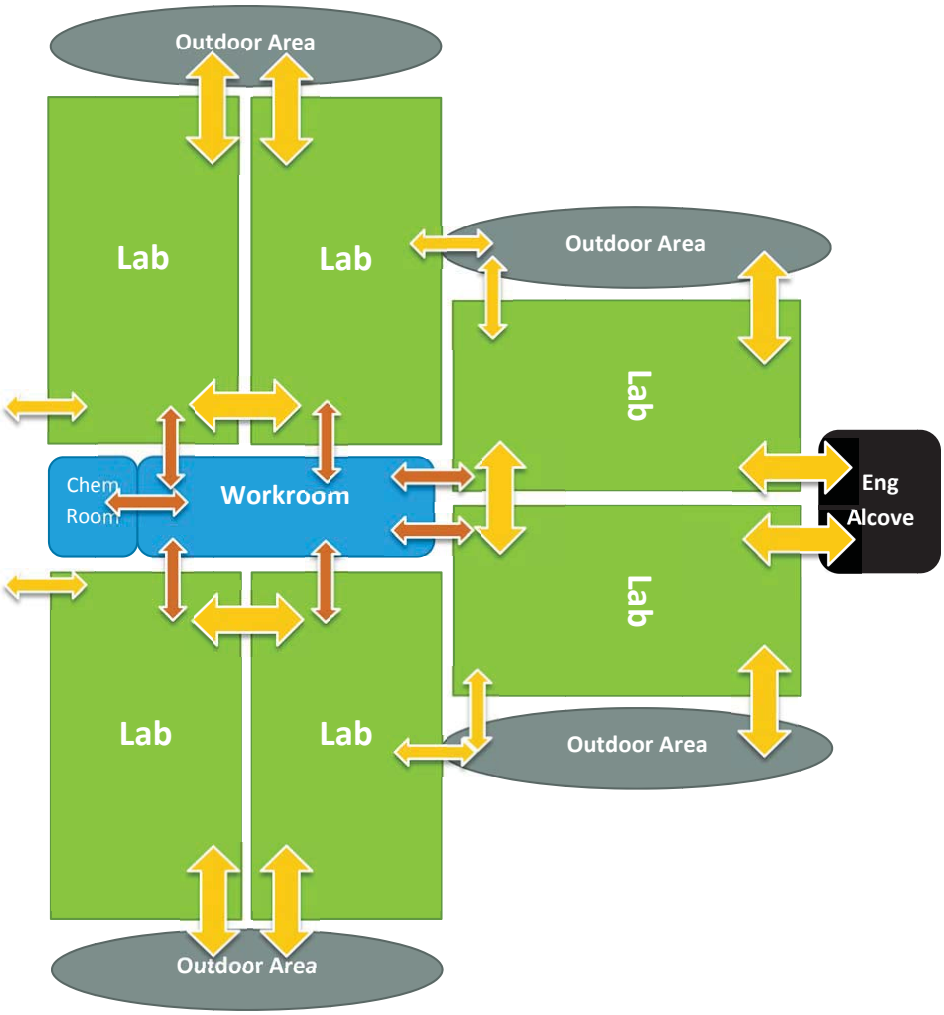
Within the cafeteria, there are in-wall tables which are not functioning well. Parts for the existing system are missing and broken. Proper repair parts are no longer available. These tables should either be replaced or removed. If removed a storage location for the cafeteria tables will be needed for when the room is used by other functions.

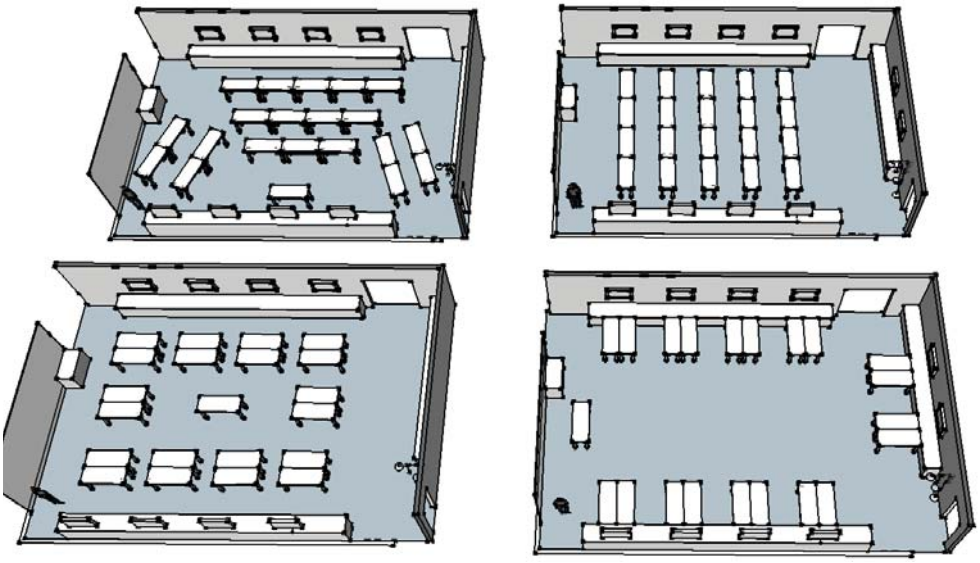
Designing increased or improved outdoor seating is a important part of student life, campus beatification and providing dining options. When making any adjustments to the site, consider adding student seating both informal and formal, covered and uncovered. A functional student gathering area or quad is underdeveloped or missing from all campuses and any opportunities to improve student life when making modification should be explored.

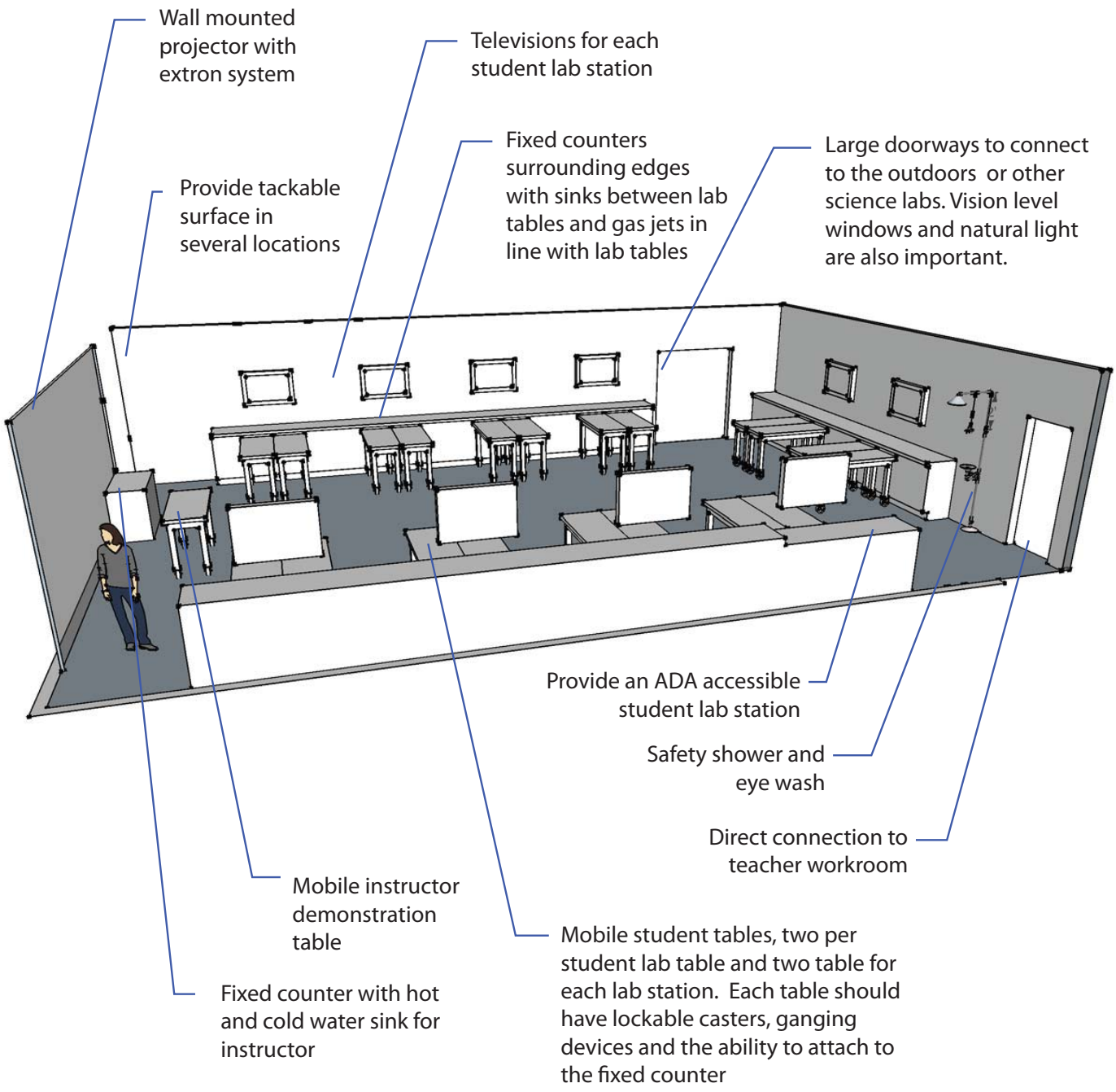
Science

Creating a overall suite of science laboratories with adjoining workroom is the overall concept of the science spaces. A shared work room allows for teacher collaboration and efficiency in sharing supplies and equipment. Expanding this concept to the science labs creates the opportunity for large doors to connect science labs together. This connection to exterior spaces and other labs opens opportunities of team teaching and cross classroom projects.

With Next Generation Science Standards comes many changes. One, the addition of engineering to the science curriculum and two, the possible breaking down and cross discipline requirements that lessens the strict segregation of science disciplines. As engineering becomes a component that is taught as part of science, a need to have additional storage and/or staging area for construction and specialized equipment is needed. The concept behind the engineering alcove is to create an area that can be accessed by a class with spill over into a lab or outdoor space. Equipment would be on wheels to allow access in an area that can fit a full class. Also with the need to teach multiple types of science a more flexible lab space is also needed. To create this flexibility lab, tables should be on wheels that can be locked in place when needed, but can be rolled into many configuration. These tables will provide easy transition from one type of science to the next while fixed utilities can be placed in cabinetry along the edge of the room. Here are several sample configurations that can be completed in this kind of flexible room.







While this diagram shows a general concept for how a science room could be layout, specific requirements for each room type are listed in the charts on the following pages.

Science - Detailed Space Requirements

Size/Amount	Science Lab	Engineering Alcove	Teacher Workroom
Quantity	6	1	1
Number of Occupants	40 Students (10 student group lab stations)	-	-
NSF	1500	400-600	500-700

Fixtures, Finishes and Equipment	Science Lab	Engineering Alcove	Teacher Workroom
Ceilings	• Noise Reduction Coefficient (NCR) of .70 -.90 and a Articulation Class (AC) of 170-180 • Minimum height: 10”	• Noise Reduction Coefficient (NCR) of .70 -.90 and a Articulation Class (AC) of 170-180	• Noise Reduction Coefficient (NCR) of .70 -.90 and a Articulation Class (AC) of 170-180
Walls	• Marker boards • Bulletin boards / tackable surface	• No specific requirements	• No specific requirements
Windows	• Widows with stationary locking blinds • Greenhouse window (one in at least 2 of the science rooms)	• To view outdoor learning environment • Stationary locking blinds	• No specific requirements
Floors	• Epoxy	• Epoxy	• Epoxy
Storage	• (6) 18x18 locking cabinets per student lab station for equipment and in progress experiments • Marine-grade plywood in cabinets subject to moisture • Lockable cabinets for supplies with positive latches	• Storage for hand tools	• Marine-grade plywood in cabinets subject to moisture • Upper and lower cabinets for supplies with positive latches • Wall mounted equipment drying racks
Equipment	• Safety shower • Eye wash within 25ft of any lab station • Goggle sanitizer	• No specific requirements	• Refrigerator (spark free) • Ice maker • Dishwasher (spark free) • Microwave • Fume hood • Safety shower and eye wash • Distilled water station
Furniture	• (2) mobile chemical resistant lab tables per student lab station with locking casters • (1) mobile instructor chemical resistant table with locking casters • (40) student stools / chairs • (1) instructor chair	• No specific requirements	• No specific requirements

Utilities	Science Lab	Engineering Alcove	Teacher Workroom
Technology	• (1) Ceiling-mounted projector • (1) TV for each student lab station mounted on wall • (1) document camera, instructor computer and phone • Sound system for instructor voice amplification and videos • Printer • Wireless internet access and data ports	• Wireless internet access	• Wireless internet access
Electrical	• (2) GFI protected outlet for each student lab station • Provide additional outlets for instructional technology listed above	• Electrical outlets for hand tools and large equipment	• Electrical outlets along cabinets
Water	• (7) 24x16x12 sink placed between where lab stations connect to counter tops with gooseneck faucet (depth will vary for ADA sink) • (1) teacher sink with hot and cold water and gooseneck faucet • Provide drain through a local dilution or neutralization device, or drain into a central acid waste system that is constructed of acid resistant materials • Provide class shut-off of water	• None	• (1) 24x16x12 sink with gooseneck faucet and hot and cold water • Provide drain through a local dilution or neutralization device, or drain into a central acid waste system that is constructed of acid resistant materials
Special Utilities	• Manual emergency exhaust system • Gas jets at each student lab station with class shut -off	• No specific requirements	• Manual emergency exhaust system

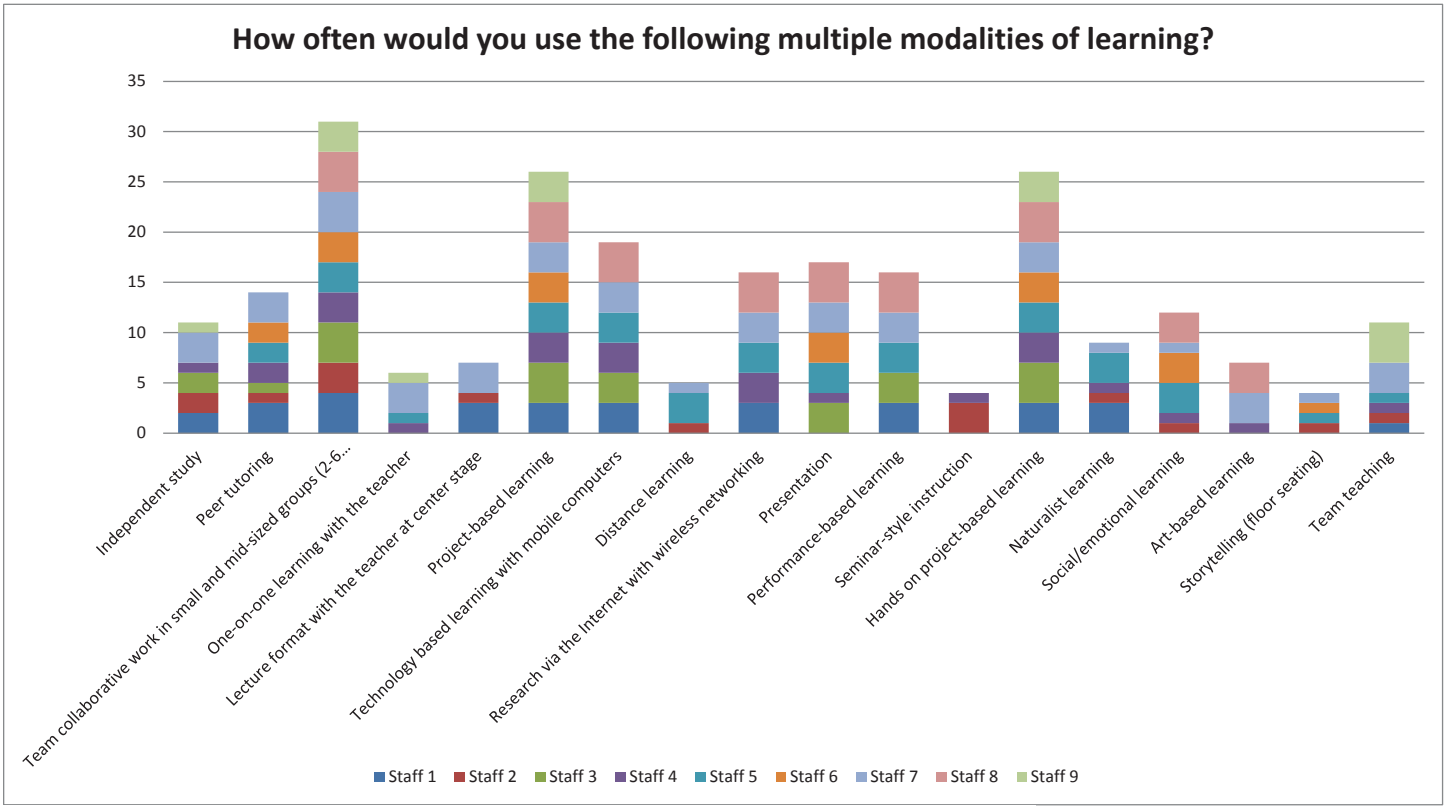
Adjacencies	Science Lab	Engineering Alcove	Teacher Workroom
Concepts	• All science labs should be clustered together and connect to the central teacher workroom and the chemical storage room (see additional requirements) • One lab to have the operable wall to the engineering alcove with large doors connecting the alcove to another science lab • Science labs should be flexible, allowing for tables to be rearrange into seminar seating, group seating and lab stations • Access to staff restrooms from the science complex • Connectivity to exterior learning space. The connection should be large enough for flow of class work from the interior to the exterior.		

Additional Requirements

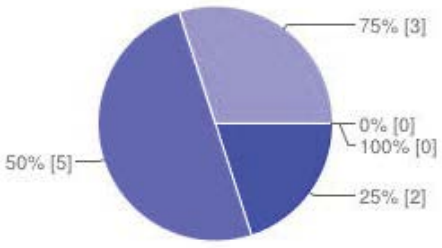
A chemical storage room shall be adjacent and connecting to the teaching workroom. The room shall contain properly ventilated and constructed cabinets for each chemical type. Ventilation and exhaust for the room should be designed as required by code for chemicals being stored.

Science Survey

In addition to the focus group meeting that established these concepts a survey was prepared and taken on line of all of the science staff in the three schools. The following represents a summary of the survey results:



On average, what percentage of the time would your students work in groups?



0%	**0**	0%
25%	**2**	20%
50%	**5**	50%
75%	**3**	30%
100%	**0**	0%

What level of transparency do you feel is most effective?

No windows to corridors	**1**	10%
View panels at doors	**1**	10%
Windows to Commons spaces, other Classrooms allow teachers to observe students working separately/independently	**8**	80%

How self contained should science rooms be?

Self contained classrooms with no connecting doors/walls	**0**	0%
Doors connecting to common teacher only space	**3**	30%
Barn/large doors connecting labs together with other instructional spaces	**3**	30%
Science suite with a variety of spaces used by all science instructors and students	**4**	40%

How would teacher teams work?

Self contained classroom teaching exclusively	**0**	0%
Common planning to coordinate curriculum/know students	**5**	50%
Teachers swap classes for sharing instruction but do not teach together	**0**	0%
Teachers occasionally integrate curriculum by teaching together in same place + same time	**4**	40%
Teachers regularly teach synchronously in coordinated teams	**1**	10%

What do you foresee as the role of technology in the Science rooms?

Teacher-lead use of a single projector	**2**	13%
Teacher-lead use of projection system with students able to suggest content	**3**	19%
Each student group uses computers	**4**	25%
Every student uses a device	**6**	38%
Other	**1**	6%

How would the spaces be arranged and furnished

Spaces/furniture rigid: conceived to serve one concept of current educational model	**0**	0%
Spaces/furniture allow several current educational deliveries with difficulty	**0**	0%
Spaces/furniture allow several current educational deliveries with ease	**5**	56%
Spaces/furniture flexible/agile to anticipate future educational trends	**4**	44%

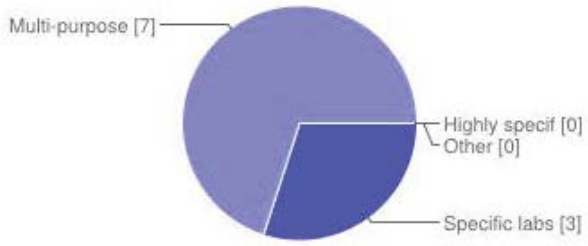
How would you anticipate teacher collaboration?

No special space needed, done in classroom/lab space	**0**	0%
A shared office space	**2**	20%
A shared prep/workroom	**7**	70%
Other	**1**	10%

How would you access classrooms and labs?

Self contained in one room	**5**	50%
May use another lab for a once a year experiment	**0**	0%
Would regularly rotate in order to have the best room for the current project	**1**	10%
Would team teach and use breakout spaces	**1**	10%
Other	**3**	30%

How specialized should the science labs be?

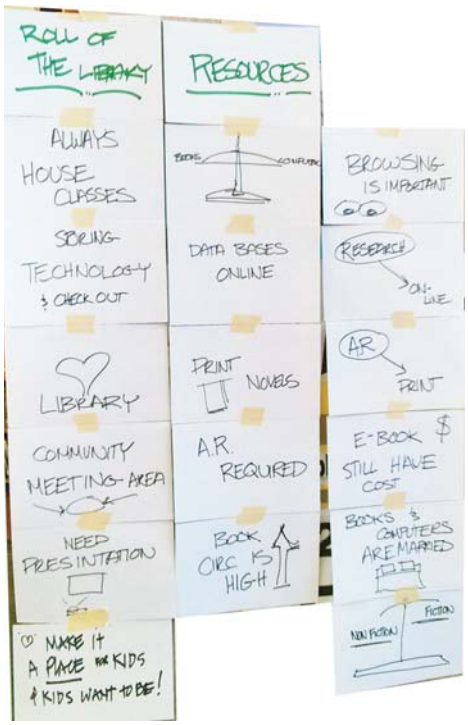


Library / Resource Center

The Library has become more than just a Library. It is space to connect, collaborate, access and understand information, a resource, a safe haven, an environment where the love of reading lives, a place to inspire creativity and finish last minute assignments; the heart of the campus!

Beyond its image as a book depository, a library's functions are many.

- As always, it stores what needs to be checked out including text books, non-fiction and fiction books, technology.
- A teaching space where classes are brought to learn how to access and evaluate resources and information.
- A meeting space for staff, community and student groups
- A hang out spot- at lunch as a social environment as well as a study space
- Access to a printer and other means for production such as a stapler, paper clips, glue sticks and markers
- A reading nook for mostly fiction and access to Accelerated Reader re-quired text
- A place to ask the experts for advice on research and resources



Library / Resource Center - Detailed Space Requirements

Size/Amount	Library	Librarian Office	Storage
Quantity	1	1	1
Number of Occupants	Table seating for 70	1 (2 at BJHS) and 2 guest	Floor space for 14 pallets
NSF	2,750 - 3,250	120	

Fixtures, Finishes and Equipment	Library	Librarian Office	Storage
Ceilings	• Noise Reduction Coefficient (NCR) of .70 -.90 and a Articulation Class (AC) of 170-180	• Noise Reduction Coefficient (NCR) of .70 -.90 and a Articulation Class (AC) of 170-180	• No specific requirements
Walls	• Acoustical properties where appropriate • Book shelves where needed (minimum 10” off floor and no higher than 56”) • Double doors	• Marker and bulletin board	• Double doors
Windows	• Windows with window coverings	• Relites to the library	• No specific requirements
Floors	• Stained concrete with carpet tile area rugs where appropriate	• Carpet	• No specific requirements
Storage	• (2) Lockable full height cabinets • (1) Lower cabinet with counter top for student assembly/supply area • (1) circulation desk with drawer/ cabinets and book drop	• No specific requirements	• No specific requirements
Equipment	• None	• None	• None
Furniture	• Table seating for 70 • Soft furniture in “fiction alcove” (single seat furniture only)	• Desk for each occupant with 2 guest chairs	• No specific requirements

Utilities	Library	Librarian Office	Storage
Technology	• (2) ceiling mounted projectors • (3) catalog stations (computers or touch screens) • (2) printer stations • Phone and internet at circulation desk • Wireless Internet	• Phone and internet at each desk	• None
Electrical	• Student charging stations • Outlets for instructional technology	• Outlets for each desk	• Charging plugs for technology carts
Water	• None	• None	• None
Special Utilities	• None	• None	• None

Adjacencies	
Concepts	• The circulation desk should be near the entrance of the library • Create a fiction alcove which contains the fiction book collection, soft seating and at least one of the catalogue stations near the circulation desk, which can be accessed without having to walk in front of either of the projection screens • Create (2) 35 seat table areas with projection capabilities, which can be combined

Special Education

The physical space requirements for specific special education programs are listed below. The number of each type of special education room needed at each campus is listed in the campus specific pages.

Special Education - Detailed Space Requirements

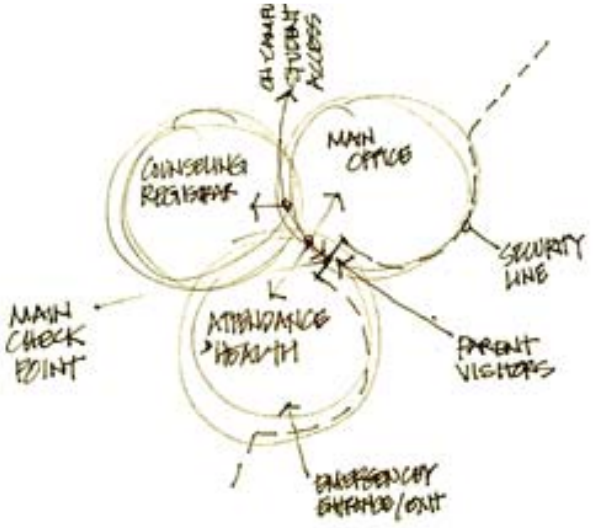
Size	Resource/Special Day Class (SDC)	Severely H. (SH)	Emotionally Disturbed (ED)
Number of Occupants	18-24	12	12
NSF	1000-1100 classroom	1000-1100 classroom	1000-1100 classroom
Fixtures, Finishes and Equipment	**Resource/Special Day Class (SDC)**	**Severely H. (SH)**	**Emotionally Disturbed (ED)**
Ceilings	• Noise Reduction Coefficient (NCR) of .70 -.90 and a Articulation Class (AC) of 170-180	• Noise Reduction Coefficient (NCR) of .70 -.90 and a Articulation Class (AC) of 170-180	• Noise Reduction Coefficient (NCR) of .70 -.90 and a Articulation Class (AC) of 170-180
Walls	• Areas of tackable surface and whiteboard distributed throughout the room	• Areas of tackable surface and whiteboard distributed throughout the room • Automated self opening doors	• Areas of tackable surface and whiteboard distributed throughout the room
Windows	• Windows with glare control	• Windows with glare control	• Windows with glare control
Floors	• Hard surface	• Hard surface	• Hard surface in food prep area • Carpet in other areas
Storage	• Upper and lower cabinets • Lockable full height cabinets • Lockable file cabinets for student files	• Upper and lower cabinets • Lockable full height cabinets • Lockable file cabinets for student files • Storage room for large manipulatives, therapy equipment and mobility tools	• Upper and lower cabinets • Lockable full height cabinets • Lockable file cabinets for student files
Equipment	• None	• Microwave • Refrigerator • Lift in restroom area	• Microwave • Refrigerator
Furniture	• Small group table seating • Individual work stations • Instructor desk and chair	• Small group table seating • Individual work stations • Instructor desks and chairs	• Small group table seating • Individual work stations • Instructor desk and chair

Utilities	Resource/Special Day Class (SDC)	Severely H. (SH)	Emotionally Disturbed (ED)
Technology	• Ceiling mounting projector • Sound system • Document camera and instructor computer • (6) Student computer stations		• Ceiling mounting projector • Sound system • Document camera and instructor computer • Computer Stations (6-10 in individual stations that have lockable roll down top)
Electrical	• Plugs throughout the room	• Plugs throughout the room	• Plugs throughout the room
Water	• Sink with hot and cold water	• Sink with hot and cold water suitable for hygiene instruction and dish washing	• Sink with hot and cold water suitable for dish washing
Special Utilities		• Enhanced ventilation	

Adjacencies	Resource/Special Day Class (SDC)	Severely H. (SH)	Emotionally Disturbed (ED)
Concepts	• Cluster resource rooms with the general education rooms that are teaching the same discipline • Adjacent to breakout rooms	• Cluster with the general education rooms • Directly adjacent to restroom with changing table, storage for student personal items and HVAC	• Adjacent to student rest rooms • Direct access to recovery room, clinician office & life skills/project room

Office

The office is comprised of several clusters described below. Although these clusters are described as standalone groupings there should continue to be cross connection in both the public and back of house areas between the groups. All three of these clusters would ideally have entrance for visitors that would not require the visitor to pass through the security perimeter or check-in and receive directions to another counter or window. Each cluster would also have a means of access from the campus side for students to enter without having to exit the security perimeter.



Main Office Cluster

The Main Office Cluster includes a reception area with lobby space for waiting visitors. The counter space should have enough room for several people standing without inhibiting additional visitors to sit in the desk chairs. Behind the counter should be two work stations for staff and additional seating for students who are waiting to see the assistant principal. Two offices, the principal and assistant principal as well as a conference room should be part of this cluster.

The main activities performed by this cluster are:

- Directing Visitors: Currently all visitor traffic is funneled through this office and a large portion of the day is occupied by directing visitors to the attendance window or the counseling department. The latter is particularly difficult because staff normally escorts visitors through the back office to counseling or the registrar. A goal of the renovation is to eliminate need to escort visitors to counseling and reduce the number of people needing to be redirected.
- Registering Substitutes: Substitutes need to register with the office manager and receive the keys to the classroom
- Appointments with the Principal and Assistant Principal: Visitors with appointments check-in with office staff and wait until the appropriate person is ready to see them in their office or conference room
- Discipline: When there is a discipline problem, students wait behind the front counter in view of the office manager until the Assistant Principal is ready to see them in his or her office.

Main Office Cluster - Detailed Space Requirements

Size/Amount	Reception	Principal and AP	Conference Room
Quantity	1	1 each	1 Small 1 Large
Number of Occupants	2 Staff 1 Student Aids 4 Guests 5 Students	1 Staff 3 Guests	6-8 10-12
NSF	300-400	150	180 300

Fixtures, Finishes and Equipment	Reception	Principal and AP	Conference Room
Ceilings	• Noise Reduction Coefficient (NCR) of .70 -.90 and a Articulation Class (AC) of 170-180	• Noise Reduction Coefficient (NCR) of .70 -.90 and a Articulation Class (AC) of 170-180	• Noise Reduction Coefficient (NCR) of .70 -.90 and a Articulation Class (AC) of 170-180
Walls	• Bulletin board readable from waiting area	• Marker and bulletin board	• Marker and bulletin board
Windows	• Windows with window coverings	• Windows with window coverings	• No specific requirements
Floors	• Carpet	• Carpet	• Carpet
Storage	• (1) reception counter with shelves and drawers for supplies and forms	• Wardrobe	• No specific requirements
Equipment	• None	• None	• None
Furniture	• (3) Desks/Workstations • (9) guest chairs • File cabinets	• Desk • Table with 3 guest chairs	• Conference table • 12 chairs

Utilities	Reception	Principal and AP	Conference Room
Technology	• (1) printer stations • Phone and internet at each workstation and reception counter • Wireless internet	• Phone and internet at desk • Wireless internet	• Capability to show presentations • Wireless internet
Electrical	• Outlets for each desk and in the reception counter	• Outlets for each desk	• Outlets in table
Water	• None	• None	• None
Special Utilities	• None	• None	• None

Adjacencies			
Concepts	• Access to the public front and campus • Group with Counseling, Attendance and Health Office and Support Spaces		

The Attendance and Health Office Cluster

The Attendance and Health Office Cluster includes the attendance clerk's office and window, the nurse's office, the health office and restroom. Access from the campus for students should be through the health office with attached nurse's office and restroom. The attendance office should include one workstation or the attendance clerk and one workstation for a student aid. A workstation, a cot and seating for an additional student should be in both the health office and nurse's office.

The main activities performed by this cluster are:

- Care for sick or injured student: Assessment of student condition normally occurs in the health office. When first aid is needed supplies of bandages and ice packs are kept in the health office. If a quieter or more private area is needed, the student uses the nurse's office. If a student needs to go home, he or she will wait in either the nurse's office or health office until a parent comes to the attendance window to check the student out. The attendance clerk will then notify the health clerk and the student will exit the school perimeter; however the health office should not be used as a "path-way" through which everyone must come in order to reach the attendance office from the campus side.
- Checking in late students: Late students must come to the attendance win-dow and submit their note to the attendance clerk. They will then receive a pass and proceed to class.
- Attendance Reports: Creating reports for attendance requires a dedicated computer. The attendance clerk requires 2 computers at a workstation to continue to work while reports are generated.
- Dress code violations: Students who are not in compliance with the dress code receive loner clothing from the attendance office and are directed to change in the restroom associated with the health office.
- Hearing and vision testing: Testing is performed in the nurse's office. Hear-ing test are administered through headphones and the vision chart must be placed on the wall where a student can stand 10 feet away from the chart.
- Medication: Students who require prescription medication come to the health office and receive medication in the health office or nurse's office. A small locking refrigerator and locking cabinet must be available to store the medication.

The Attendance and Health Office Cluster - Detailed Space Requirements

Size/Amount	Attendance Office	Health Office	Nurse's Office
Quantity	1	1 each	1
Number of Occupants	1 Staff 1 Student Aid	1 Staff 3 Guests	1 Staff 1 Guest
NSF	120	150-200	120-180

Fixtures, Finishes and Equipment	Attendance Office	Health Office	Nurse's Office
Ceilings	• Noise Reduction Coefficient (NCR) of .70 -.90 and a Articulation Class (AC) of 170-180	• Noise Reduction Coefficient (NCR) of .70 -.90 and a Articulation Class (AC) of 170-180	• Noise Reduction Coefficient (NCR) of .70 -.90 and a Articulation Class (AC) of 170-180
Walls	• Bulletin board readable from waiting area	• Cleanable surface • Bulletin board	• Marker and bulletin board
Windows	• Service window	• Windows with window coverings	• No specific requirements
Floors	• Carpet	• VCT	• VCT
Storage	• (1) Service window / reception counter with shelves and drawers for supplies and forms • Storage for clothing to cover dress code violations • Storage for student items	• Upper and lower cabinets for first aid and other supplies • Space for a wheel chair	• Upper and lower cabinets for first aid and other supplies
Equipment	• None	• Large refrigerator with freezer • Small refrigerator with lock	• None
Furniture	• (2) Desks/Workstations • File cabinets	• (1) Desks/ Workstations • (1) Cot • (2) Guest Chairs • (2) Lockable File Cabinet for student health files	• (1) Desk • (1) Cot • (1) Guest Chair • (1) Scale

Utilities	Attendance Office	Health Office	Nurse's Office
Technology	• (1) printer stations • Phone and internet at each workstation and reception counter • Wireless internet	• Phone and internet at desk • Wireless internet	• Phone and internet at desk • Wireless internet
Electrical	• Outlets for each desk and in the reception counter	• Outlets at the desk and at the counter	• Outlets at the desk
Water	• None	• Sink with eyewash	• None
Special Utilities	• None	• None	• None

Adjacencies			
Concepts	• Access to the public front and campus • Group with Counseling, Main Office and Support Spaces • Health Office to have direct access to student restroom		

Counseling and Registrar Cluster

The Counseling and Registrar cluster consists of four offices, student file storage room, conference room, registrar work station, a parent portal workstation, sign-in counter and waiting area. The registrar should be able to have visitors sit across from his or hers desk. The parent portal workstation should also be designed for several people to be able to look at the screen. The sign-in counter needs to be accessible without obstructing the waiting area chairs. Confidentiality is especially important for this cluster so people waiting should not be able to hear what is being said in the offices and the entrance from the campus side should not be the same door as discipline uses.

The main activities performed by this cluster are:

- Registration of new students: Parents see the registrar to start the process of registering a student. They fill out paper work and may access the parent portal. Parents also talk to the counselor for class placement.
- Counseling Appointments: Students and sometimes parents have scheduled appointments with a counselor. Students sign-in at the counter and wait to be called to an office or conference room. Parents must enter the counseling office without having to go through the school perimeter. Counselors can see students one on one or in a group setting. Access to small and large conference spaces is important.
- Outside agencies: Beyond the school counselors other agencies and counselors use office space to meet with students. Some of these agencies come on a regular schedule while others drop-in on an as needed basis.

Counseling and Registrar Cluster - Detailed Space Requirements

Size/Amount	Registrar and Lobby	Counseling Office	Conference Room
Quantity	1	4	1
Number of Occupants	2 Workstations 4 Guests	1 Workstation 3 Guests	10-12
NSF	175-225	150	300

Fixtures, Finishes and Equipment	Registrar and Lobby	Counseling Office	Conference Room
Ceilings	• Noise Reduction Coefficient (NCR) of .70 -.90 and a Articulation Class (AC) of 170-180	• Noise Reduction Coefficient (NCR) of .70 -.90 and a Articulation Class (AC) of 170-180	• Noise Reduction Coefficient (NCR) of .70 -.90 and a Articulation Class (AC) of 170-180
Walls	• Bulletin board readable from waiting area	• Marker and bulletin board	• Marker and bulletin board
Windows	• No specific requirements	• Windows with window coverings	• No specific requirements
Floors	• Carpet	• Carpet	• Carpet
Storage	• (1) Small reception counter with shelves and drawers for supplies and forms	• Wardrobe	• No specific requirements
Equipment	• None	• None	• None
Furniture	• (2) Desks/Workstations • File cabinets	• Desk • Table with 3 guest chairs	• Conference table • 12 chairs

Utilities	Registrar and Lobby	Counseling Office	Conference Room
Technology	• (1) printer stations • Phone and internet at each workstation and reception counter • Wireless internet	• Phone and internet at desk • Wireless internet	• Capability to show presentations • Wireless internet
Electrical	• Outlets for each desk and in the reception counter	• Outlets for each desk	• Outlets in table
Water	• None	• None	• None
Special Utilities	• None	• None	• None

Adjacencies	
Concepts	• Access to the public front and campus • Group with Main Office, Attendance and Health Office and Support Spaces • Adjacent to a file storage room for student files - files must be in a lockable room which holds (3) file cabinets plus old transcripts drawers

Additional Office Requirements

Beyond the three clusters there are general support spaces and one office. A work room, staff mailboxes and data room support the entire office. The Student Association Office (ASB) is staffed by an accounting technician who needs a window on the campus side of the office for students to pay fees. The mail boxes should be conveniently located for staff to enter the office. The workroom should be close enough to the main office work area so the office manager can "grab" copies off the copy machine without leaving students unsupervised. In addition to listed requirements easy access to staff restrooms are also needed.

Additional Office Requirements - Detailed Space Requirements

Size/Amount	ASB Office	Workroom
Quantity	1	1
Number of Occupants	1	None
NSF	100	150
Fixtures, Finishes and Equipment	**ASB Office**	**Workroom**
Ceilings	• Noise Reduction Coefficient (NCR) of .70 -.90 and a Articulation Class (AC) of 170-180	• No specific requirements
Walls	• Bulletin board	• Marker and bulletin board
Windows	• Service Window	• No specific requirements
Floors	• Carpet	• VCT
Storage	• (1) Small service window with shelves and drawers for supplies and forms	• Upper and Lower Cabinets
Equipment	• None	• Refrigerator
Furniture	• (1) Desks/Workstations • File cabinets • Safe	• Worktable
Utilities	**ASB Office**	**Workroom**
Technology	• Phone and internet the workstation • Wireless internet	• Phone • Connection for large printers • Wireless internet
Electrical	• Outlets at desk and in the reception counter	• Outlets at counters
Water	• None	• Sink
Special Utilities	• None	• None
Adjacencies		
Concepts	• Access to service window from the campus side of the office	• Adjacent to all clusters with direct access from Main Office reception area