

ELEMENTARY SCHOOL EDUCATIONAL SPECIFICATIONS

Lake Oswego School District



IBI GROUP +



Lake Oswego
School District

ACKNOWLEDGMENTS

Effective school design is characterized by extensive stakeholder input. This Educational Specifications report builds on the foundational vision provided by the 2020 Long-Range Facility Plan and the extensive research and community-based decision making of the Long-Range Planning Committee. Lake Oswego School District would like to thank the following individuals for their contribution to this process:

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01

INTRODUCTION



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INTRODUCTION

This document represents the Educational Specifications for Lake Oswego School District's elementary school construction and/or renovation projects. The purpose of the Educational Specifications document is to align the district's strategic goals, curriculum requirements, and instructional philosophies with facility needs, ensuring that new and renovated elementary school facilities enhance and facilitate effective teaching and learning practices. The Educational Specifications document provides a common foundation for project-specific discussions, supporting parity between school projects while still providing the district with flexibility to adapt certain approaches based on the unique conditions at each school and/or site.

PROCESS OVERVIEW

In spring 2021, Lake Oswego School District embarked on a 6-week pre-design process to develop an area program and functional adjacency requirements based on the spatial needs of elementary school facilities that meet the School District Vision and Guiding Principles developed in the 2020 Long-Range Facilities Plan (LRFP). The Programming and Planning process engaged district representatives and elementary school students to translate building user needs into specific space requirements.



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A VISION FOR ELEMENTARY SCHOOLS



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MISSION. VISION. VALUES

The Vision for Lake Oswego Elementary Schools is built from the foundational research, prioritization, and community-based process of the 2020 Long-Range Facilities Plan (LRFP). The LRFP provides a set of recommended facility improvements to meet the needs of educational programs and initiatives that are priorities of the district and community. These programs include:

- Innovation Culture and Science, Technology, Engineering, and Math (STEM)
- Diversity, Equity, Inclusion and Access (DEIA)
- Student Wellbeing
- Sustainability and Resilience
- Safety and Security

MISSION. VISION. VALUES.

Lake Oswego School District's mission, vision and values are authentic to our learning community, reflective of our students and their families, teachers and staff. Our mission is who we are today and our vision is who we aspire to be. Both are grounded in our shared values.



MISSION

We are a learning community dedicated to creating a culture of belonging and educational excellence



VISION

We inspire socially responsible, globally conscious, critical thinkers who are empowered to contribute positively to a complex world.



VALUES

Inclusivity, Equity, Growth, Shared Leadership, Whole Child

GUIDING PRINCIPLES

The 2020 Long-Range Facilities Plan Guiding Principles provide the foundation for the programming and planning decisions for elementary schools.

1 Our schools will welcome all students.

Our schools will be safe, inclusive, and accessible to all. Students will feel encouraged and intrinsically validated in their ability to learn and succeed.

2 Our schools will be places of educational excellence.

Our school facilities will be places where exceptional teaching and learning are supported. They will be places that instill community pride.

3 Our schools will prepare students for the future.

We will design schools that are flexible and adaptable to suit the ever-evolving needs of our students. These spaces will serve us well into the future and keep pace with the changing educational and professional landscape.

4 Our schools will be places where students can be their best selves.

Schools will provide a positive and healthy environment. We will design spaces that are inviting, where students and teachers will feel excited and inspired.

5 We will build to reflect our community's values.

Sustainable design will be a priority and will influence all decisions. We will work to reduce our impact on the environment in all aspects of school operation and design.

6 We will build and design responsibly.

We will spend our community's dollars wisely. We will take care of our assets and design schools that are high performing and easy to maintain.

INNOVATION CULTURE AND STEM

School Districts have a crucial role to play in preparing students for the future. With the rapid changes in technology and innovation, many of the jobs that today's elementary school students will have do not yet exist, and new jobs are likely to put increasing value on technological and social-emotional skills.* Lake Oswego School District has implemented many improvements for STEM-based teaching and learning that promote the skills students need to be successful in an unforeseen future. The following are recommendations for ongoing and continued focus at elementary schools.

PROVIDE SPACES THAT SUPPORT COLLABORATION AND INQUIRY-BASED LEARNING

Include innovation labs (iLabs), outdoor classrooms, and learning gardens in all elementary schools. Throughout the school building and site, create spaces that support innovative educational approaches and different learning modalities, rather than solely lecture-based instruction. Support inquiry-based learning by providing spaces that help students develop critical thinking and problem-solving skills. Provide formal and informal spaces to support interaction and collaboration by different group sizes.



EMPHASIZE FLEXIBILITY OVER SPECIALIZATION

Innovation labs and areas that extend learning beyond the classroom walls should be open, adaptable spaces that can be arranged into multiple configurations. These spaces should be highly visible to inspire inquiry in students and to communicate the district's commitment to innovation and creativity.



INTEGRATE TECHNOLOGY

Consider the ways students can access project-based opportunities from a remote location and collaborate with those beyond the boundaries of the school.

*"World Economic Forum, January 2020. Schools of the Future: Defining New Models of Education for the Fourth Industrial Revolution."

DIVERSITY, EQUITY, INCLUSION AND ACCESS

In summer 2019, Lake Oswego School District Adopted an Educational Equity Policy. Educational Equity is achieved by acknowledging that systemic institutional policies and practices can act as barriers to success, then examining and removing these barriers to create concrete conditions that will lead to access and opportunity for every student. Successful implementation of this policy requires all decisions are considered through an equity lens. Developing a culture in which all students feel welcome, valued, and share a sense of belonging will make educational equity a reality. School facility design features that support equitable practices are included below.

UTILIZE AN INCLUSIVE DESIGN PROCESS

Utilize a variety of communication tools and methods to reach a broad audience and ensure there is feedback from a wide range of stakeholder groups. Provide a forum for stakeholders to raise issues and provide solutions, make sure decision-making is truly informed by stakeholder input.



INCREASE STUDENT OWNERSHIP, VOICE, AND CHOICE

Students should be given opportunities to influence design decisions, especially in places where they have the most ownership naturally such as hallways, display areas, dining, library, and outdoor play/gathering spaces. Ensure all student voices are represented, utilize a variety of communication tools.

Increase flexibility in the learning environment so it can be modified to meet the needs of different students over time. Flexibility can be accomplished with mobile furniture solutions, thoughtful arrangement of classrooms adjacent to extended learning spaces, and transparency between classrooms and adjacent learning zones.

FOSTER CULTURES OF INCLUSIVITY

A variety of different types of learning, eating, and playing environments should be provided so that students can find places and opportunities that resonate with them personally. Schools should exceed expectations and welcome a more diverse population that reflects the region's reality. Consider the needs of students who are home insecure or in foster care.



BUILD A CULTURE OF COMMUNITY

Design with community in mind. Group classrooms and learning neighborhoods together to enable connections within and between grade levels. Increase visibility and transparency to reduce negative behavior and increase visual connections and a sense of community.



PRIORITIZE ACCESS FOR ALL

Embrace universal design principles. Accessible routes should not just be available, they should be convenient and inviting for all. All site amenities including gardens, playgrounds, and pick-up/drop-off areas should be fully accessible.

IMPROVE PROGRAM SUPPORT SPACES

Currently, not all schools are equipped to operate all Special Education programs offered by the district. Moving forward, all elementary schools will be designed to support all programs including Pathways, DELTA, ACCESS, and LEEP so that all students can attend their neighborhood school. Occupational Therapy/Physical Therapy (OT/PT) rooms, specialized restrooms, motor rooms, and tricycle-riding areas should be included in all elementary schools.

STUDENT WELLBEING

It is the core tenet of environmental psychology that our built and natural surroundings affect human relations and behavior. For students who are escalating, a trauma-informed approach requires three steps be taken: “regulate, relate, reason.”*



SUPPORT SPACES FOR SOCIAL-EMOTIONAL LEARNING

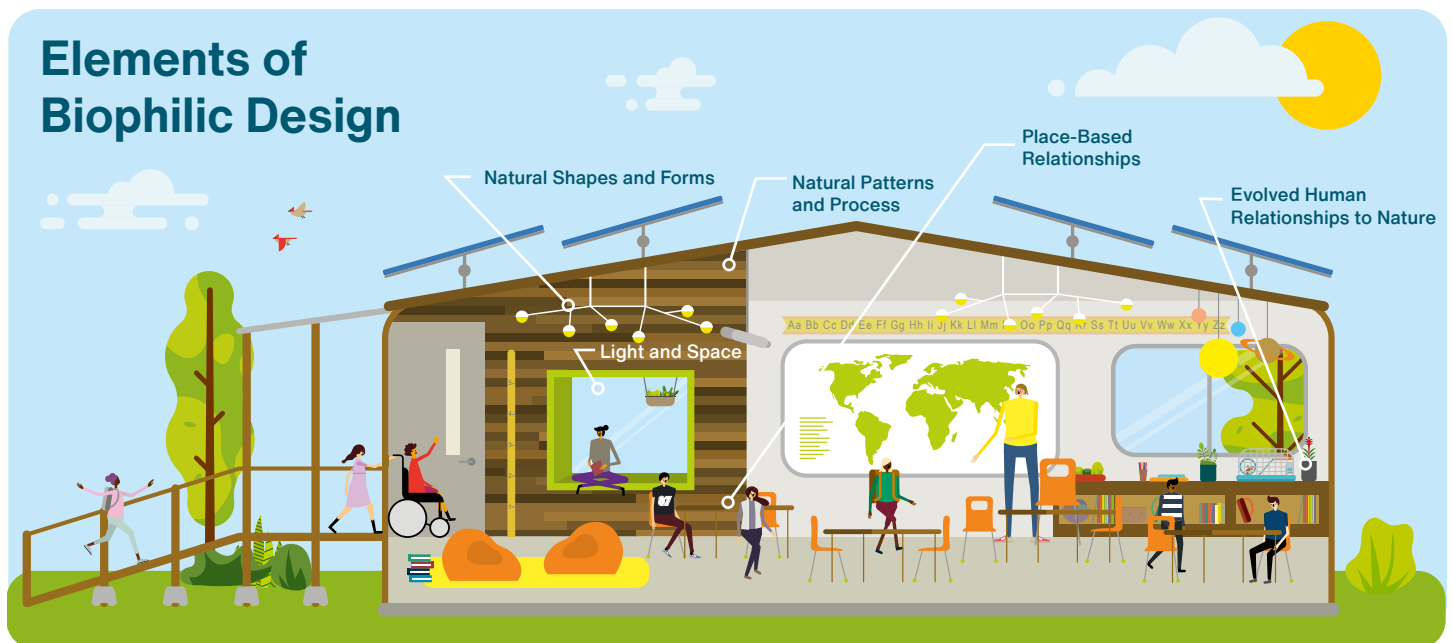
Students need environments where they feel safe and can de-escalate. Provide de-escalation, or chill-out zones where students can self-regulate. These zones should be distributed throughout the school and, at a minimum, be included in all classrooms, shared learning areas outside of classrooms, in the library, and outdoor garden.

DESIGN PRINCIPLES

Consider biophilic design principles, and trauma-informed design practices. Designing for student wellness is important for all students, not just those processing trauma. Increase access to daylight and connection to the natural world, especially in the winter months. Design elements that positively impact regulation include consistency, soothing lighting and colors, and sound absorption. Simplicity in the early years is especially critical, too much sensory stimulation will not provide calmness in the classroom. Some teachers are practicing mindfulness training in their classrooms, all new elementary schools should be designed with this function in mind.

*2020 Interview with Patrick Tomblin, former Executive Director of Student Services

Elements of Biophilic Design



COUNSELING AND PROFESSIONAL SERVICES

There is a Response to Intervention (RTI) coordinator assigned to each school in the district, and counseling services have been expanded in recent years.

Ensure students have easy and equitable access to services by distributing offices and conference rooms where confidential and sensitive conversations with professionals can occur throughout the learning environment. Places where students access these services must be inviting and comfortable, a place of refuge and calm for students seeking help.

RECOGNIZE THE ROLE NUTRITION PLAYS

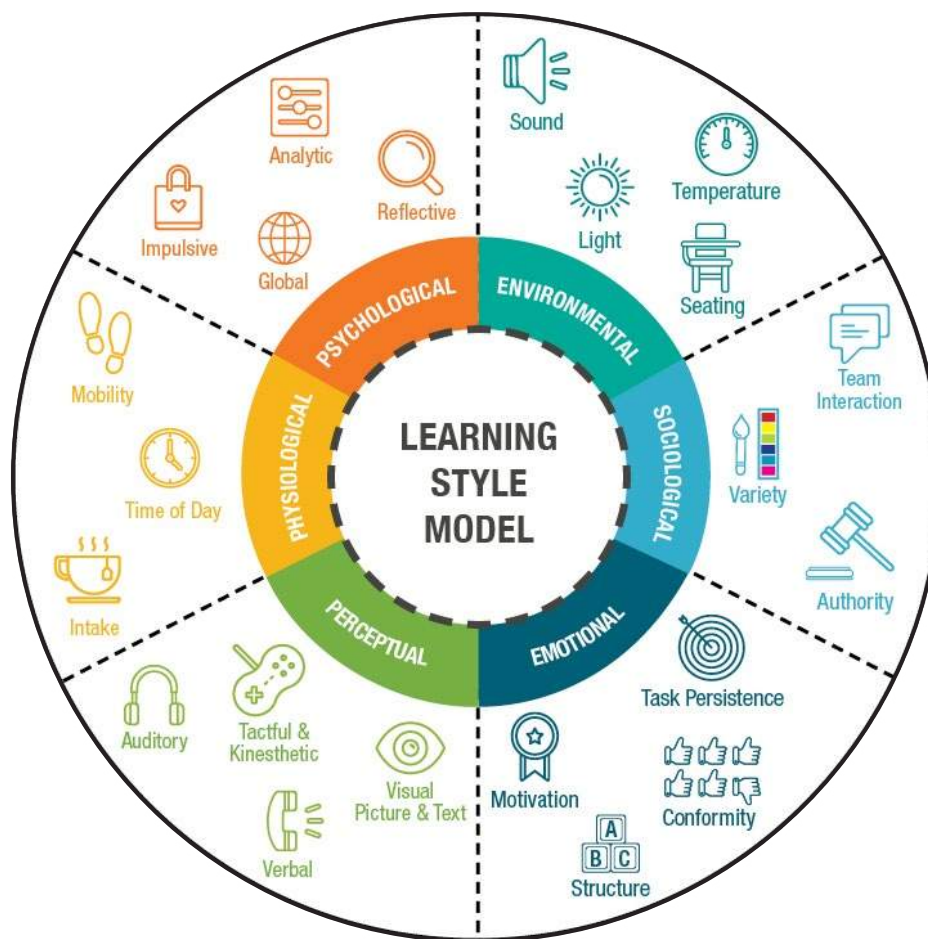
Ensure school lunches provide the nutritional balance for overall health and wellbeing. Think about the dining experience and other communal spaces. Design and

remodel dining spaces to encourage different types of eating zones and groupings. Do away with the “mess hall” style of eating.

LISTEN TO TEACHERS, PRINCIPALS, COUNSELORS, AND STAFF

During the design phase, consider the advice and solutions provided by the Student Services team. Bring research to future design teams to better understand the effect design has on wellbeing. Use the audit report developed by the Urban Special Education Leadership Collaborative in October 2018 to guide recommendations at all schools. Provide spaces for Student Services professionals.

Staff should feel fully supported and valued and have places to collaborate and recharge away from the students they serve.



A representation of the considerations to design differentiated learning environments. Graphic adaption of the Dunn & Dunn Learning Style Model, 1996

SUSTAINABILITY AND RESILIENCE

Resilience refers to the ability to plan for, absorb, recover from, and more successfully adapt to environmental stressors. Those stressors include earthquakes and events brought on by climate change like drought, extreme weather, and forest fires. Recently, the COVID-19 pandemic has placed additional challenges on school facilities, requiring a renewed focus on the meaning of resilience.

Lake Oswego School District places a high value on building sustainable and resilient schools. The following are recommendations for ongoing and continued focus at elementary schools.

PROVIDE GARDENS AND OUTDOOR CLASSROOMS

Gardens with raised beds are a resource on which to build for the future and should be adjacent to a covered outdoor classroom area. These spaces will be incorporated into the STEM curriculum and would therefore be best placed in proximity to the iLab.



USE SUSTAINABLE FEATURES AS LEARNING TOOLS

Indoor and outdoor sustainable features may be used as learning tools. Sustainable features such as energy monitoring or rainwater collection should be exposed and labeled to allow them to function as educational tools. Schools can create an integrated curriculum that is linked to sustainability.

CONNECTIONS TO NATURE

The district recognizes the innumerable health and mental benefits that come with exposure to the natural environment. Principles of biophilic design should be included in future construction and remodel projects. New school designs should incorporate ample daylight. Consider the addition of skylights and/or courtyards at existing schools to provide daylight to interior spaces.

PRIORITIZE RENEWABLE BUILDING DESIGN AND REDUCED ENERGY CONSUMPTION

Reduce building materials like concrete that have the greatest negative impact to the environment. Consider the carbon footprint of materials and systems as part of the decision-making process. Invest in renewable energy resources at school sites and create a plan to operate schools as Net Zero* buildings (where feasible). Buildings should be renewable-ready without major retrofitting. All new schools should be built to be 100% electric.

PRIORITIZE LIFE CYCLE COST

Consider long-term operational costs when selecting building equipment and systems. Invest in durable products that reduce operating costs through lower energy consumption and/or resource conservation.

* "To design and construct a Path to Net Zero building, project teams first establish a clear energy-efficiency target and a plan of approach. We make this goal-setting process as simple as possible by focusing on two key areas: the Energy Use Intensity (EUI) of the building and initial design strategies for fundamental building systems."

Learn more about the Path to Net Zero buildings
bit.ly/PathtoNetZero

SAFETY AND SECURITY

School buildings should project a welcoming image to parents and community members while still protecting the security of staff and students through effective monitoring, communications, and controlled access. Secure design features should be seamlessly integrated in a manner that is inconspicuous and does not feel overly intrusive, ensuring that Lake Oswego elementary schools retain a welcoming feeling to students, staff, and community members. To achieve this balance, the district will implement the following design approaches when designing a new or renovated elementary school.

CONTROLLED ACCESS

New schools should be designed with community use in mind, with the ability to easily separate public areas from instructional areas after hours. Access to elementary schools should be limited to one (1) main entry, with all other exterior doors secured. The main entry should be directly visible to staff in the main office and have a secondary set of locked entry doors, creating a secure vestibule where visitors will be greeted and check-in before being granted access to the rest of the school.

security fences so that students are not required to walk into an unsecured outdoor area to reach a disconnected part of the school. Strategically placed perimeter fencing should be considered. Provide distinct parent and bus drop off lanes to promote traffic safety for student pedestrians and ease traffic congestion. Ensure that school sites are thoughtfully designed to support safe arrivals/departures of students through multiple modes of transport. Parking should be positioned in front of the school (if feasible), with a distinct area for staff parking.



SAFE AND SECURE SITES

Provide exterior lighting and video surveillance to protect the safety of students, staff, and community and deter acts of vandalism. All new schools and additions will be internally connected or have exterior



WINDOW HARDENING AND DOOR HARDWARE

All windows that can be accessed at ground level shall have laminated security glazing up to a minimum 7'-0" above grade. Glass in main entry vestibules shall have laminated security glazing up to 7'-0" min. on all interior and exterior windows. Door hardware must comply with the district's safety plan and include keycard access on exterior doors and classroom doors with interior locks.



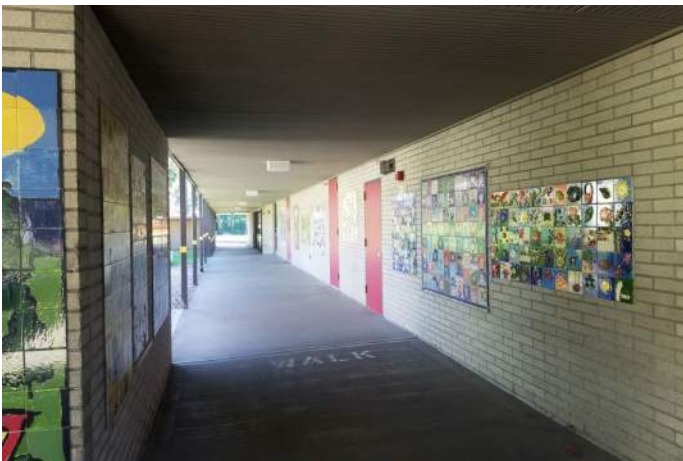
occupants. Avoid potential hidden areas within the building or site where students (or an unauthorized visitor) may escape detection from staff.

CONSIDER STUDENT MENTAL HEALTH AND WELLBEING

Conversations about safety should include adding supports for student mental health. Solutions should be developed to reduce internal threats from bullying, or the mental health challenges that result in self-harm or other unsafe behavior.

SAFE ROUTES TO SCHOOLS

Many elementary schools in the district are surrounded by neighborhoods with no sidewalks or safe bike routes. Safe access for students traveling to school in ways other than bus or car should be provided in coordination with the local jurisdiction.



INCREASE NATURAL SURVEILLANCE OF INTERIOR AND EXTERIOR SPACES

Designs with ample interior windows and glass walls provide a sense of visual transparency that allows staff to easily supervise students throughout the day. Sightlines and visual connections should be prioritized in the design and maintained as users occupy the building. Transparency also has the added value of creating a sense of connectedness between building

03

PLANNING CONSIDERATIONS FOR ELEMENTARY SCHOOLS



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LEARNING NEIGHBORHOODS

Lake Oswego School District's elementary schools will align with the district's strategic goals and facilitate effective teaching and learning practices by embodying the design features outlined in this section.

Elementary schools will be organized into learning neighborhoods. The components of each are:

- Three to five general classrooms with an internal de-escalation or chill-out zone.
- One specialty classroom of the same size.
- A shared extended learning area for large group gatherings off of which all classrooms connect.
- Work zones that are open to the extended learning area that include support infrastructure such as furniture, markerboard, and shelving and are appropriately designed for academic interventions.
- One larger chill-out zone that is open to the extended learning area that can be used by individuals or groups for quiet activities.
- One small group room that is appropriate for private Social Emotional Learning (SEL) interventions.
- Direct access to an outdoor area.
- Student restrooms with a trough-style handwashing sink that faces the extended learning area and can be used for projects and art activities. Restrooms will have two sides with stalls and one single-occupant room.

All classroom neighborhoods will be in close proximity to one another, organized around a central "hub" like an open library or outdoor courtyard.

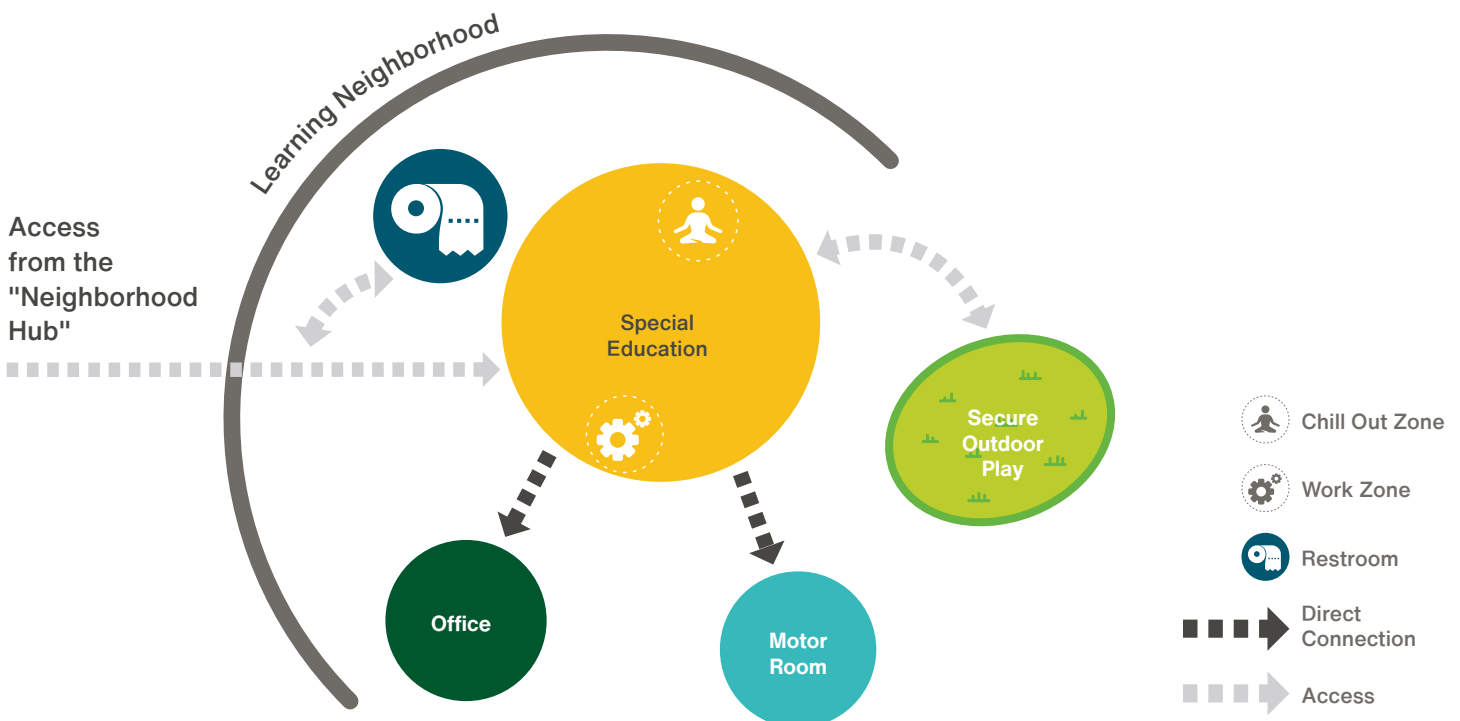


SUPPORT FOR SPECIALIZED INSTRUCTION

Schools today are faced with accommodating a growing number of specialized programs requiring dedicated instructional spaces, offices, and private meeting rooms. Spaces are needed to support Special Education, English language learners (ELL), Title I, and other programs. It is important to design elementary school facilities with sufficient specialized classrooms and support areas to meet future needs, ensuring that general classrooms are not coopted for these functions. Integrate specialized classrooms within learning neighborhoods to promote inclusion and minimize transition times for students.

Each elementary school will have one Special Education (SPED) classroom that is designed with specific support spaces:

- One motor room that can be used for Occupational Therapy/Physical Therapy activities and is about two-thirds the size of a typical classroom and can be directly accessed by the SPED room. The motor room will need to accommodate storage of large items.
- One office that can accommodate two workstations, be used for confidential conversations, has file storage, and can be directly accessed by the SPED room.
- One larger restroom with changing, storage, and room for a hoist lift and two assisting adults should be accessible from the main circulation or neighborhood but directly adjacent to the SPED room. This restroom needs to be accessible by students without having to enter the SPED room. A washer/dryer and shower will be included in the health room restroom within the admin area.
- Nearby access to an outdoor play area that has a secure perimeter to ensure the safety of students who are prone to “bolting” when outdoors.



INQUIRY AND MAKING:

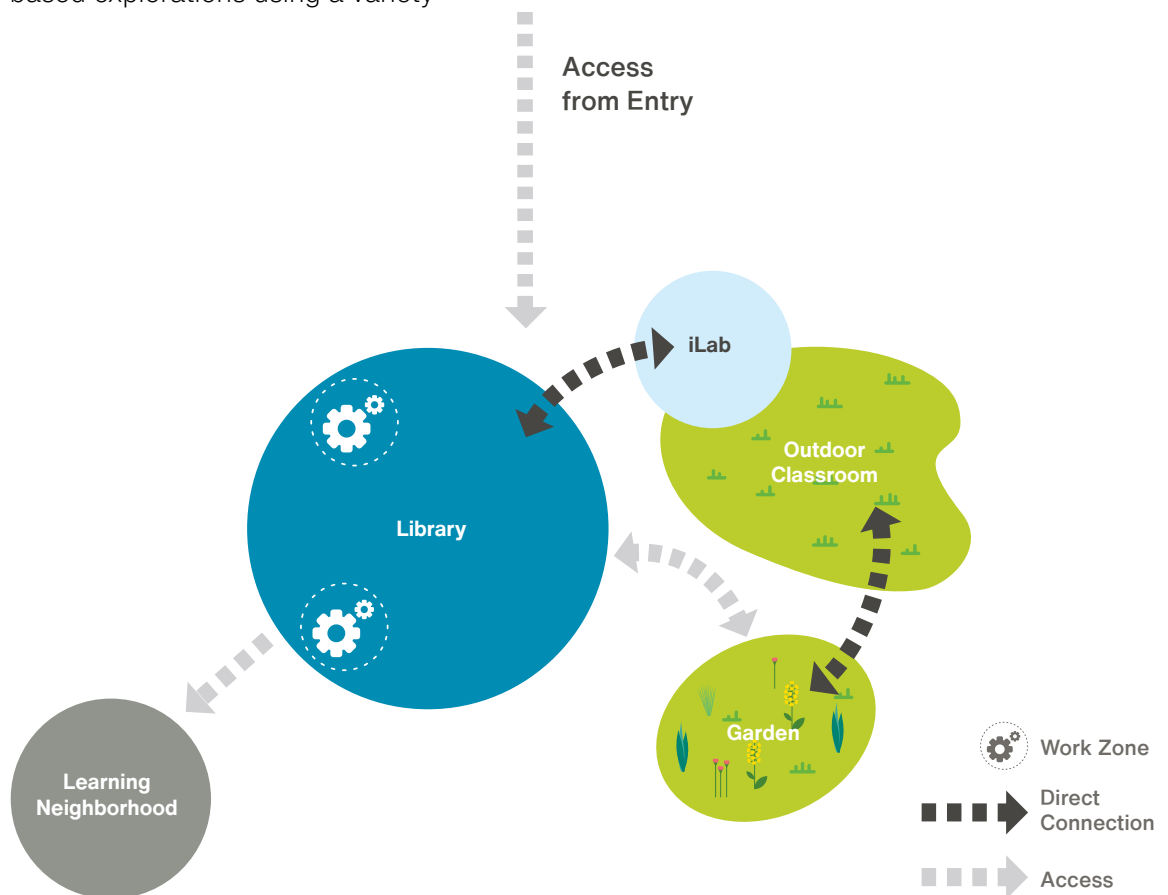
LIBRARY, INNOVATION LAB, AND OUTDOOR LEARNING

Elementary school libraries are vibrant, dynamic, and flexible learning spaces that engage students in a myriad of learning experiences. They are not infrequently visited peripheral destinations, but are instead learning hubs that invite daily use by students, staff, and community. Printed materials are augmented by a rich array of technological resources, expanding learning opportunities to a global level. The library should accommodate a large variety of activities and group sizes, including formal and informal spaces for collaboration, presenting/sharing, and individual reading. It is important to provide access to quiet nooks or spaces of refuge for reflection or concentration.

The library is paired with the innovation lab, allowing students to apply research-based theories and concepts to project-based explorations using a variety

of tools, materials, and resources. The innovation lab should be centralized and connected to the activities of the classrooms. The innovation lab is where large, messy projects will be built and temporarily stored, but the lab must also serve as a resource to the project-based learning that is happening in the classroom neighborhoods with supplies moving from one space to the other.

An outdoor learning area will be adjacent to the innovation lab and connected to the lab with large, glass garage-style doors for easy access and connectivity. The learning area will be composed of a covered classroom and large area for garden beds.



OUTDOOR PLAY, PHYSICAL EDUCATION, NUTRITION, AND COMMUNITY GATHERING

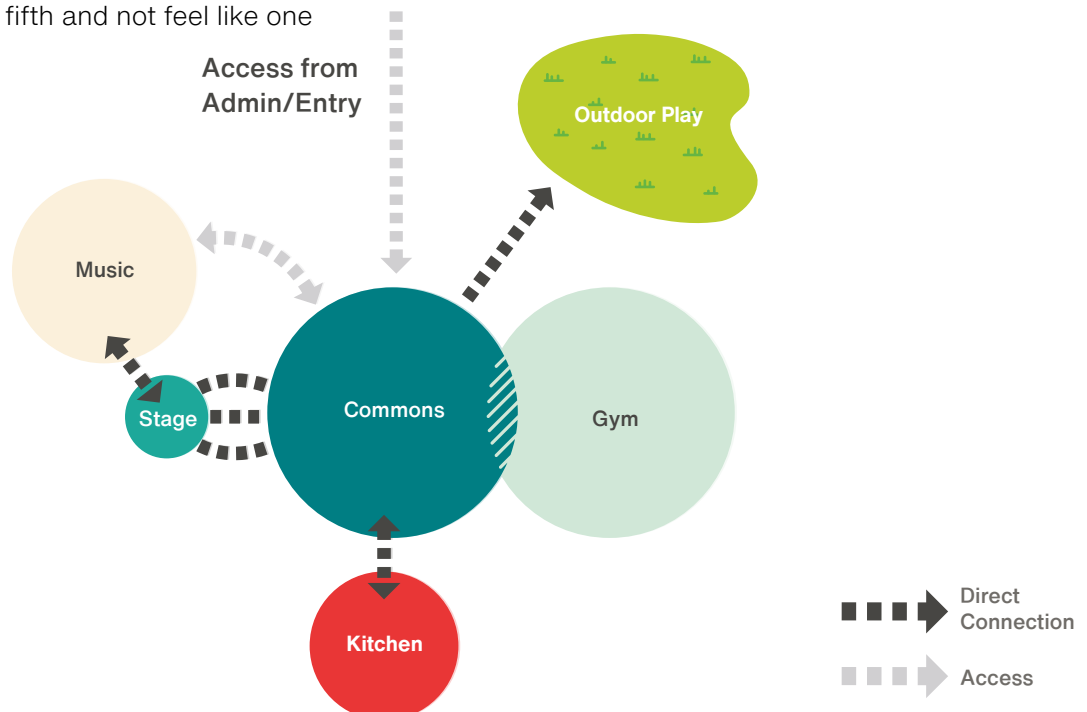
Elementary schools will include a multipurpose commons that is the community center of the school. This is where formal and informal assemblies will take place for large and small groups. The multipurpose commons will also be used for serving school breakfast and lunch and can double as additional space for PE activities.

This multipurpose room will also be the place for community gatherings outside of school hours. The gymnasium and multipurpose commons will share a wall that can be opened to create a much larger room for large events. The stage proscenium will face the commons for performances and special assemblies. This is also the place for students in after-school childcare programs to gather.

The design of the multipurpose room shall be functional for each of these events. It's primary daily function, a place for student dining, requires the space not feel welcome and inviting to students from kindergarten through fifth and not feel like one

large mess-hall-style cafeteria. The design should include differentiated seating options and scales where students can socially connect with one another during a meal without straining to speak. Consider supervision and an efficient flow of student circulation from the classrooms into the serving line, to a seating area, and then to outdoor play.

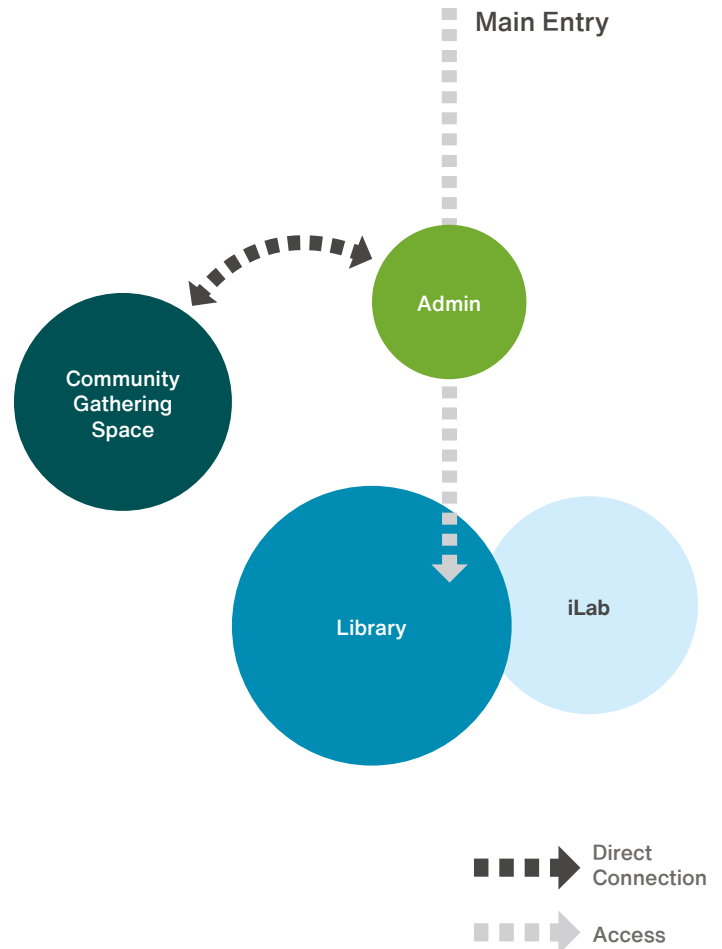
Outdoor play will occur at several scales and activity levels. Some students prefer to sit and draw or play a board game at a table during recess, while others gravitate to more active playground activities. A combination of hard-surface and soft-surface playground areas will be included, along with seating and gathering areas. Every outdoor play zone will be fully accessible to all students and embody universal design principles. Rainy-day recess is a frequent occurrence in the local climate and the covered play area should be generous enough to enable students to play in all weather.



ENTRY AND IDENTITY

The view upon entering the school main should embrace the project-based and maker identity of Lake Oswego elementary schools. The highly engaging and creative innovation lab should be highly visible from the entry to illicit inspiration and curiosity among students and visitors.

After-hours community use should be facilitated by effective zoning. Instruction areas like learning neighborhoods, library, and innovation lab should be secured after-hours with access only to the larger assembly spaces: multipurpose commons and gymnasium.



PURPOSEFUL, YET FLEXIBLE SPACES

Effective teaching and learning require flexible, agile, varied spaces that accommodate different group sizes and activities. Optimize the balance between formal and informal areas within the school, achieving an effective ratio of purposeful and flexible spaces. Maximize “found” spaces (such as under stairways) for activity zones or storage. When designing multipurpose spaces, establish a shared understanding of the supported activities,

ensuring that these spaces are not later underutilized. Elementary school classrooms should be generously sized to accommodate easy reconfiguration to support multiple activities. Schools shall provide a robust technological infrastructure to ensure that mobile access, streaming, and projection capabilities are supported in instructional, administrative, and social settings.

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HEARING FROM STUDENTS



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Q. Student were asked to rate images and explain why they liked/disliked them.



Woodland Elementary School, Milford Public Schools
[HMFH Architects] (Milford, MA)



Trillium Creek Primary School, West-Linn Wilsonville School District
[IBI Group] (West Linn, OR)



Manassas Park Elementary Schools, Manassas Park City Schools
[VMDO Architects, P.C.] (Manassas Park, VA)



Discovery Elementary School, Arlington Public Schools
[VMDO Architects] (Arlington, VA)



Richard J. Lee Elementary School, Coppell Independent School District
[Stantec] (Dallas, TX)



Our Lady of the Southern Cross Primary School
[Baldasso Cortese Architects] (Victoria, Australia)

In responses to the images presented, students broadly had a more positive reaction to the spaces portraying comfortable, individual learning spaces. Images 2 and 4, both portraying a student reading while reclining, were overwhelmingly the most highly rated with many students highlighting how they appreciate student-owned spaces. For image 2, respondents enjoyed the prospect of large windows with a direct connection to nature from a learning space.

In the responses to image 1, the lowest rated, many appreciated the color and shape, but felt it was too crowded and open and “needs more comfy stuff,” as one student put it.

Images 5 and 6, which depicted flexible group learning spaces (in a classroom and learning neighborhood, respectively), both elicited positive responses. Students liked how the rooms are well set-up for collaboration and the variety of spaces available with one student saying they liked image 5 “because of the different seating and the windowsill for reading in.”

The following is a selection of quotes from students when asked what they would like the designers of the new River Grove Elementary School to know:

 <p>think like a kid</p> 	<p>More windows for better light</p> 	<p>more plants and trees!</p> 
	<p>I love bright open places with lots of colors</p> 	<p>To make comfy places in classrooms and libraries</p>
	<p>Make it fun and bright and comfy. A place where kids really want to go and feel safe</p>	<p>To make it colorful</p>

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AREA PROGRAM



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AREA PROGRAM


 Teaching Station for General Instructions

 Teaching Station for Pullout Programs/Support



	No.	Area (ea)	Net Area (sf)	
ADMINISTRATION				
Reception	1	450	450	
Health Room and Toilet	1	500	500	
Principal's Office	1	180	180	
Student Waiting Area	1	100	100	
Lactation Room	1	65	65	
General Offices (VP, Itinerant, volunteer)	2	150	300	
Workroom/Mail	1	350	350	
Records Storage	1	150	150	
Staff Room	1	500	500	
Conference Room	1	200	200	
Staff Toilet	3	100	300	
Community Room/Family Resource Room	1	350	350	
SUBTOTAL			3,445	


CLASSROOM NEIGHBORHOODS (6)				
Private Small Group Room	6	120	720	
Open Small Group Zone	6	200	1,200	
Extended Learning Area	6	750	4,500	
Classrooms K-5	24	950	22,800	24
Pre-K Classroom	1	950	950	
SUBTOTAL			30,170	


SPECIALIST/RESOURCE				
DELTA/Pathways Classroom	1	950	950	1
DELTA/Pathways Restroom	1	175	175	
Conference Room	1	200	200	
DELTA/Pathways Office	1	150	150	
OT/PT and Mobility Room	1	550	550	
Speech Pathologist	1	180	180	
Title 1 Resource Room	1	950	980	
Counselor Office w/adjacent waiting area	2	250	500	
SUBTOTAL			3,655	

 Teaching Station for
General Instructions


 Teaching Station for
Pullout Programs/
Support

	No.	Area (ea)	Net Area (sf)	
ARTS AND MAKING				
Music	1	1,200	1,200	
Innovation Lab	1	1,200	1,200	
Innovation Lab Storage	1	200	200	
Innovation Lab Kiln Room	1	100	100	
Stage	1	1,000	1,000	
Stage Storage	1	200	200	
SUBTOTAL			3,900	

RESEARCH AND INQUIRY				
Library	1	2,500	2,500	
Library Workroom	1	180	180	
Library Office	1	100	100	
Library Conference Room/Small Group	1	200	200	
SUBTOTAL			2,980	

PHYSICAL EDUCATION/ATHLETICS				
Gym (w/divider)	1	5,500	5,500	
PE Storage	1	250	250	
PE Office (with shower)	1	200	200	
Club Storage	1	250	250	
SUBTOTAL			6,200	

DINING AND NUTRITION				
Cafeteria	1	3,500	3,500	
Kitchen (incl. storage, freezer, cooler)	1	1,450	1,450	
Kitchen Office	1	150	150	
Kitchen Restroom, Custodial	1	150	150	
Servery	1	250	250	
Receiving	1	250	250	
SUBTOTAL			5,750	

 Teaching Station for
General Instructions

 Teaching Station for
Pullout Programs/
Support

	No.	Area (ea)	Net Area	
BUILDING SUPPORT				
Unisex Toilets (other than admin)	3	80	240	
Family Toilet	1	100	100	
Student Toilets, Learning Neighborhoods	6	300	1,800	
Assembly Toilets (gym, cafeteria)	2	550	1,100	
Custodial Rooms	4	60	240	
Custodial Office, Lockers, Workroom	1	450	450	
Custodial Storage	1	200	200	
Building Storage/Receiving	1	800	800	
Academic Materials and Book Storage	1	650	650	
MDF/IDF	3	80	240	
Electrical Distribution	2	80	160	
Main Electrical	1	600	600	
Main Mechanical	1	800	800	
Ventilation Shafts*	1	1,000	1,000	
Riser Room	1	50	50	
Elevator	1	150	150	
SUBTOTAL			8,580	
Net SF			64,680	
Gross SF	Calculated Gross		82,144	
(Net: Gross Factor)			1.27	

OUTDOOR PROGRAMS				
Garden	1	2,000	2,000	
Outdoor Classroom — Covered	1	900	900	
Outdoor Classroom — Uncovered	1	900	900	
Covered Play Area	1	4,000	4,000	
SUBTOTAL			7,800	

*Ventilation shaft placeholder applicable only for buildings designed with natural ventilation or displacement systems.

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