FBISD

INSPIRE • EQUIP • IMAGINE

2022 - EDUCATIONAL SPECIFICATIONS

INTRODUCTION TO FORT BEND ISD'S 2022 EDUCATIONAL SPECIFICATIONS

As Fort Bend ISD grows and builds new schools or renovates existing schools, the District is committed to creating future-focused learning environments that meet the needs of new generations of learners. These new construction projects must align with the District's strategic framework, including its Core Beliefs & Commitments which state all students can reach their full potential, and that student success is best achieved by inspiring and effective education delivered in a safe and supportive learning environment.

In accordance with the Profile of a Graduate, FBISD is committed to producing graduates who have a rigorous academic foundation as well as other attributes that focus on the whole child. The construction of new schools, classroom additions, and renovations to existing facilities provides Fort Bend ISD an opportunity to design and build these learning environments with this goal in mind.

Educational specifications are an integral part of the Fort Bend Independent School District's Long Range Facilities Master Plan, and they have been developed to support the District's mission, vision and strategic goals. Educational specifications should also be nimble enough to allow for the effective and efficient design of school facilities.

The educational specifications provide specific facility needs required to complement the District's educational delivery model. These will also provide consistency among similar project types from campus to campus, in order to reduce inequities, and simplify the planning process of future projects. Educational specifications must be updated after five years from date of approval or earlier, if the design and construction of a new campus or major renovation of an existing campus differs substantially from the board approved Educational Specifications.

The Texas Education Agency requires all school districts to create and review a written educational program that guides the design process of new proposed facilities or major renovations. The specific language can be referenced in the TEA School Facilities Standards for Construction on or after November 1, 2021, RULE §61.1040 (d) (2). These educational specifications should include a description of the proposed project, the scheduled program, and the minimum total square footage required to comply with the qualitative method of compliance.

CORE BELIEFS & COMMITMENTS

Core Belief 1: All students can reach their full potential.

Commitment: Fort Bend ISD will provide an educational system that will enable all students to reach their full potential.

Core Belief 2: We believe student success is best achieved…

…through effective teachers that inspire learning.

Commitment: Fort Bend ISD will recruit, develop and retain effective teachers.

…in a supportive climate and safe environment.

Commitment: Fort Bend ISD will provide a supportive climate and a safe learning/working environment.

…by empowered and effective leaders throughout the system.

Commitment: Fort Bend ISD will provide and promote leadership development at all levels.

…in a well-functioning, high-performing community of learners.

Commitment: Fort Bend ISD will be a collaborative, efficient and effective learning community.

FBISD MISSION

Fort Bend ISD exists to inspire and equip all students to pursue futures beyond what they can imagine.

FBISD VISION

Fort Bend ISD will graduate students who exhibit the attributes of the District's Profile of a Graduate.

PROFILE OF A GRADUATE

A Fort Bend ISD Graduate has a rigorous academic foundation, strong character, and is…

…equipped with skills for life. Fort Bend ISD graduates exhibit grit and determination in all aspects of life; respect self and others; engage in healthy life choices; are literate and articulate; proficient with technology; and meaningfully and practically apply knowledge in productive ways.

…a servant leader. Fort Bend ISD graduates demonstrate confidence while maintaining a humble and kind demeanor; prioritizing the needs of others while accepting responsibility for themselves and are accountable for their own actions; are optimistic; and strive to bring out the best in others.

…an effective communicator. Fort Bend ISD graduates communicate clearly both orally and in writing; respectfully and actively listen to others; appropriately engage in courageous conversations; and appropriately adapt their communication style to the audience.

…a critical thinker. Fort Bend ISD graduates are visionary and solutions-oriented problem solvers; are inquisitive and innovative; and have the courage to actively challenge conventional methods in order to improve themselves and the world around them.

…a compassionate citizen. Fort Bend ISD graduates are empathetic to their fellow citizens, exhibiting care and concern for others; are inclusive and embrace differences; are culturally aware; actively engage in improving our diverse community; exercise their right to vote; and are dependable, respectful, trustworthy, and self-disciplined.

…a collaborative team member. Fort Bend ISD graduates work effectively with others to achieve group goals; take actions that respect the needs and contributions of others; yield their own objectives to the goals of the team; and positively facilitate and contribute to teamwork.

…a life-long learner. Fort Bend ISD graduates approach life with wonder and curiosity; seek opportunities to be creative; possess a thirst for knowledge and the ability to adapt to change; and are academically prepared to pursue and attain futures beyond what they can imagine!

DISTRICT GOALS

District Goal 1

Fort Bend ISD will provide rigorous and relevant curriculum and deliver instruction that is responsive to the needs of all students.

District Goal 2

Fort Bend ISD will provide a positive culture and climate that provides a safe and supportive environment for learning and working.

District Goal 3

Fort Bend ISD will recruit, develop, and retain high quality teachers and staff.

District Goal 4

Fort Bend ISD will engage students, parents, staff and the community through ongoing communication, opportunities for collaboration and innovation, and partnerships that support the learning community.

District Goal 5

Fort Bend ISD will utilize financial, material, and human capital resources to maximize district outcomes and student achievement.

1. INTRODUCTION AND PHILOSOPHY

In September of 2017, Fort Bend ISD partnered with PBK Architects to conduct a facilities assessment and revise/create new educational specifications to guide the District's future facility planning. On October 8, 2018, the 2018 Educational Specifications were issued to the District for Elementary, Middle and High School facilities. In 2021, the District, in partnership with PBK, updated the 2018 Educational Specifications, thus generating the new 2022 Educational Specifications.

Fort Bend ISD updated the current educational specifications in accordance with TAC 61.1040(6) and CS(Local) for elementary schools, middle schools and high schools. The design of these specifications was intentionally crafted to directly align with the desires of the community and Board of Trustees by honoring the Board-adopted strategic framework, including FBISD's Profile of a Graduate and Core Beliefs & Commitments. This framework provides the District's foundation for all future decision-making and was developed with significant community input. The Board-adopted Facility Standards (CS Local) philosophy states: The Board believes the physical environment impacts student learning. To that end, the District is committed to designing, constructing, adapting, renovating, and maintaining facilities that are adaptable for changing needs, inspire innovation, and produce future-ready students.

The Design Principles identified in the CS(Local) Policy established that the updated educational specifications should be directly aligned and designed to support the type of learning experience necessary for the students of Fort Bend ISD to develop the skills and attributes outlined in the Profile of a Graduate.

CS(Local) also states that the Superintendent shall incorporate the design principles described herein, along with the established definition and description of the educationally adequate learning environment, to develop educational specifications to guide the design, construction, and renovation of District facilities. The educational specifications shall also be used as the basis of developing budgets for new schools, school improvements, bond programs, and for the purchase of new school sites.

Policy also requires for the District to develop, define, and describe the learning environment that is educationally adequate to allow all students to reach their full potential. The Superintendent shall ensure that the learning environment supports progress toward achieving the Board's mission, vision, and core beliefs and commitments identified in policy AE(LOCAL), as well as the Board's adopted goals.

Finally, policy requires for the educational specifications to be reviewed at the outset of each effort to update the District's Capital Plan, or at any time deemed necessary by the Superintendent or Board to ensure the built environment of the District maintains alignment with the Board's adopted goals.

2. EDUCATIONAL SPECIFICATION LEARNING FRAMEWORK

Teaching and Learning

The dynamics of today's classroom have changed. The learning environment is no longer confined to a single classroom where lecture and transfer of knowledge happens from the front of the room. Technology and other tools create opportunities for student-centered learning in which students can develop learning pathways to match their circumstances and learning styles. The physical environment where this learning experience happens should serve as a tool for optimizing the student learning experience.

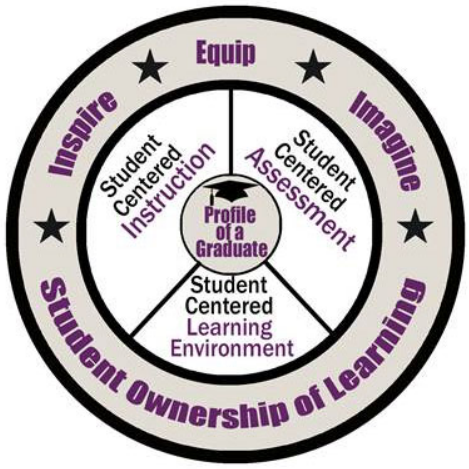
Application of the Design Principles for Learning Environment

The District curriculum supports a student-centered approach to instruction, which promotes student ownership of learning and aligns to the District Vision. A student-centered approach includes the components of instruction, assessment, and the learning environment to develop the attributes of the Profile of a Graduate.

- ✓ **Student Centered Instruction** develops student ownership of learning through clearly stated learning intentions and defined success criteria aligned to established learning progressions.

- ✓ **Student Centered Assessment** develops student ownership of learning by promoting self and peer assessment, goal setting, and feedback, including opportunities for revision.

- ✓ **Student Centered Learning Environments** develop student ownership through established protocols for communication, collaboration, and feedback aligned to learning progressions.



3. FACILITY DETAILS

Preliminary Facility Details

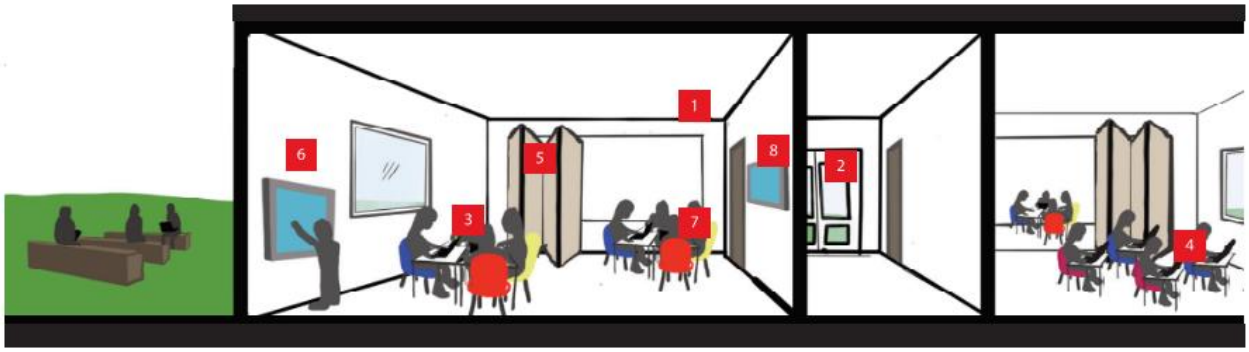
Elementary Schools
Grades Served: PreK – 5
Maximum Enrollment: 1,000

Middle Schools
Grades Served: 6 – 8
Maximum Enrollment: 1,400 with core spaces for 1,600

High Schools
Grades Served: 9-12
Maximum Enrollment: 2,800 with core spaces for 3,000

Method of Compliance
Qualitative*

Flexibility Level
L3*



1. Multiple Presentation Spaces for Students and Teachers
2. Proximal Access to Outside Visible to Classrooms
3. Furniture Flexible and Mobile
4. Furniture Infrequently Rearranged
5. High Use of Multipurpose Walls
6. Learner-Centric Digital Instruction
7. High Access to Mobile Devices
8. Digital Touchscreens

**On July 25, 2022, the FBISD Board approved the TEA Qualitative Flexibility Level 3 for calculation of campus capacities.*

Qualitative Compliance

A school district board of trustees shall approve compliance with this method, or the method of compliance described in the flexibility levels section before the commencement of design development for a capital improvement project for an instructional facility. A school district may use the qualitative method of compliance for a capital improvement project only if the board of trustees has prior documented approval of one or more instructional or operational practices for the proposed project that distributes or manages student capacity in an innovative or non-traditional manner. Prior to approving the qualitative method of compliance, all instructional and operational practices applicable to the proposed project must have been documented and approved by the school district board of trustees to demonstrate compliance with the requirements.

To satisfy this method of compliance, the project shall meet the minimum total square footage based on the campus's flexibility level, the SF per student, and the adjusted maximum instructional capacity of the campus.

The minimum aggregate square footage shall be determined based on the minimum square footage per student by campus type and the selected flexibility level. The Fort Bend ISD Board adopted the Qualitative Flexibility Level 3.

a. Elementary Schools (Prekindergarten-Grade 5)
   - L3 42 SF pp
b. Middle Schools (Grades 6-8)
   - L3 36 SF pp
c. High Schools (Grades 9-12)
   - L3 36 SF pp

The minimum aggregate square footage required may be comprised of the following:

a. mathematics, English/language arts, and history/social studies classrooms;
b. combination science classrooms/laboratories;
c. science classrooms, if the separate science classroom and laboratory layout is used;
d. special education classrooms;
e. collaboration areas; and
f. elective classrooms or laboratories under the following circumstances:
   - if the elective classroom or laboratory is used between 51-100% of the school day, at a factor of 1
   - if the elective classroom or laboratory is used between 0-50% percent of the school day, at a factor of .5

Per TEA §61.1040, Gymnasiums may not be used to satisfy this method of compliance. Cafeterias and library space may be used to satisfy this method of compliance and shall be treated like an elective space.

Board Policy CS LOCAL defines the four (4) design principles which guide the development of the educational specifications. The four design principles are hereby contained below.

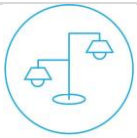
1. SAFETY: Learning environments are designed with the under-standing that the safety of our students and staff is paramount. For learning to take place, learning environments must be safe and secure, with design elements incorporating safety systems so that students and staff feel safe, welcomed, and protected.

	**Safety:** Building has controlled access with crisis alert systems in each room. There are state of the art safety alert systems for fire and gas and high quality intercom or public address systems present. System of evacuation is designed for maximum efficiency and safety.
	**Community Access:** Buildings are designed to intentionally provide opportunities for access to encourage the involvement of the community as vested stakeholder and user of the district facilities.
	**Inclusiveness:** Internal and external aspects of the built environment are intentionally designed to include students of all abilities and the community.
	**Learning Spaces:** Equips students, inspires learning and fosters the development of the critical attributes included in the FBISD Profile of a Graduate such as collaboration, creativity, and critical thinking.
	**Wellness Spaces:** Environment allows for a connection to nature through the use of transparency and other biophilic elements. Spaces are diverse in size and shape to allow staff and students opportunities to recharge and refocus throughout the day.
	**Movement:** Allows for efficient and safe circulation of people and resources inside and outside of the building(s).

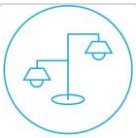
2. LEARNING: Learning spaces are designed to promote curiosity and wonder, inspire learning, equip students, and empower them to be responsible for their own learning.

	**Furniture:** Flexible and easily configured for autonomous or collaborative learning.
	**Adaptive Spaces:** Utilize materials, natural lighting, aesthetics, flexibility, inclusive of outdoor and wellness areas, to create a calm and inviting environment conducive to learning.
	**Movement:** Allows for efficient and safe circulation of people and resources inside and outside of the building(s).
	**Inclusiveness:** Internal and external aspects of the built environment are intentionally designed to include students of all abilities and the community.
	**Learning Spaces:** Equips students, inspires learning and fosters the development of the critical attributes included in the FBISD Profile of a Graduate such as collaboration, creativity, and critical thinking.
	**Wellness Spaces:** Environment allows for a connection to nature through the use of transparency and other biophilic elements. Spaces are diverse in size and shape to allow staff and students opportunities to recharge and refocus throughout the day.
	**Community Access:** Buildings are designed to intentionally provide opportunities for access to encourage the involvement of the community as vested stakeholder and user of the district facilities.
	**Technology/Future Ready Tools:** Environment provides access to technologically advanced tools, systems, processes, spaces, and futuristic advances to enhance the Learner Experience.
	**Collaboration Spaces:** Classrooms have visible and flexible space for collaboration both inside and outside of the room.
	**Presentation Spaces/Writable Surfaces:** Learning spaces are configured with multiple, flexible presentation spaces and surfaces throughout the building and classrooms are writable surfaces (e.g., whiteboards, portable whiteboards, smart boards, writable paint), and are accessible to all learners.

3. COMMUNITY: Buildings are designed to intentionally provide opportunities for community access and use. Buildings are a place of pride in the community and encourage the involvement of community members as vested stakeholders and users of the District facilities.

	**Community Access:** Buildings are designed to intentionally provide opportunities for access to encourage the involvement of the community as vested stakeholder and user of the district facilities.
	**Aesthetics:** Environment is appealing and welcoming by using unique, variable, and natural elements that foster an inspiring learning environment.
	**Inclusiveness:** Internal and external aspects of the built environment are intentionally designed to include students of all abilities and the community.
	**Collaboration Spaces:** Classrooms have visible and flexible space for collaboration both inside and outside of the room.
	**Learning Spaces:** Equips students, inspires learning and fosters the development of the critical attributes included in the FBISD Profile of a Graduate such as collaboration, creativity, and critical thinking.
	**Adaptive Spaces:** Utilize materials, natural lighting, aesthetics, flexibility, inclusive of outdoor and wellness areas, to create a calm and inviting environment conducive to learning.

4. SUSTAINABILITY: Buildings are designed to enhance the learning environment in a sustainable, energy efficient way, including, but not limited to lighting, air quality, temperature, and furniture.

	**Sustainability:** Spaces are energy efficient, using renewable energy and post-recycled materials when possible.
	**Wellness Spaces:** Environment allows for a connection to nature through the use of transparency and other biophilic elements. Spaces are diverse in size and shape to allow staff and students opportunities to recharge and refocus throughout the day.
	**Technology/Future Ready Tools:** Environment provides access to technologically advanced tools, systems, processes, spaces, and futuristic advances to enhance the Learner Experience.
	**Learning Spaces:** Equips students, inspires learning and fosters the development of the critical attributes included in the FBISD Profile of a Graduate such as collaboration, creativity, and critical thinking.
	**Adaptive Spaces:** Utilize materials, natural lighting, aesthetics, flexibility, inclusive of outdoor and wellness areas, to create a calm and inviting environment conducive to learning.

IMPLEMENTATION OF THE DESIGN PRINCIPLES

The Design Principles informed the development of the education specifications. These serve as the final confirmation that input from the Board of Trustees, Fort Bend ISD Staff and the Education Design Team were the driving force behind these specifications.

The Education Specifications team reviewed each of the Design Principles and analyzed every space in each of the educational facilities (Elementary, Middle and High School) and integrated them in a manner that helped enhance the student experience (refer to Design Principle Implementation and Considerations).

CONCLUSION

Ultimately, this process has included the community's input and highest hopes for learners, defined an innovative learning experience for students, incorporated Board approved Educational Specifications, and reinforced the Design Principles necessary to optimize that experience. The resulting Educational Specifications will allow Fort Bend ISD to provide learning environments for students to thrive. FBISD exists to inspire and equip all students to pursue futures beyond what they can imagine.

1. DESIGN CONSIDERATIONS

The Educational Specifications for Fort Bend ISD will provide the guidelines and design considerations for planning renovations of existing facilities or designing new facilities. What worked twenty years ago for a school now provides barriers to eduation, so a new approach and vision is needed.

With a goal of creating innovative learning environments for Fort Bend ISD, consideration must be given to the impact and importance of the learning environment on student achievement and behavior. Unlike previous years where research on the relationship between student achievement and the built environment was anecdotal, clear evidence has been found that well-designed school environments boost student's academic performance. In addition, well-designed school environments can result in reduced absenteeism, as school environments can affect children's health, concentration and performance. Research shows that children spend 90% of their time indoors, with a majority of that time spent in school, therefore school facilities should be designed to maximize the attributes of the built environment that impact learning, such as natural lighting, indoor air quality and acoustics.

Research overwhelmingly shows that the impact of the environment is a holistic experience, where a full range of factors are in play together. These factors are critically important to the users' experience of the spaces they occupy. The inclusion of these design principles represents a shift from a relatively passive focus to a fuller consideration of the active response of people to their built surroundings.

When planning, designing and renovating Fort Bend ISD's schools, consideration must be given to these factors, and their relationship to each other. The following pages discuss these design considerations in detail while providing photographic examples of practical applications at various schools across the nation. Each design consideration is aligned with the Fort Bend ISD's design principles which were the outcome of the Educational Specification Learning Framework Committee.

2. DESIGN PRINCIPLES

The following design principles shall guide the development of the educational specifications:

- Safety: Learning environments are designed with the under- standing that the safety of our students and staff is para- mount. For learning to take place, learning environments must be safe and secure, with design elements incorporating safety systems so that students and staff feel safe, welcomed, and protected. Characteristics/attributes of safe spaces include:
    a. Safety and security systems and
    b. Efficient and safe circulation.

- Learning: Learning spaces are designed to promote curiosity and wonder, inspire learning, equip students, and empower them to be responsible for their own learning. Characteristics/attributes of learning spaces include:
    a. Collaboration spaces;
    b. Flexible spaces;
    c. Adaptable spaces;
    d. Ergonomic, student-centered furniture and fixtures that allow for movement;
    e. Technology and future-ready tools; and
    f. Spaces for creativity and innovation that encourage students to learn by doing.

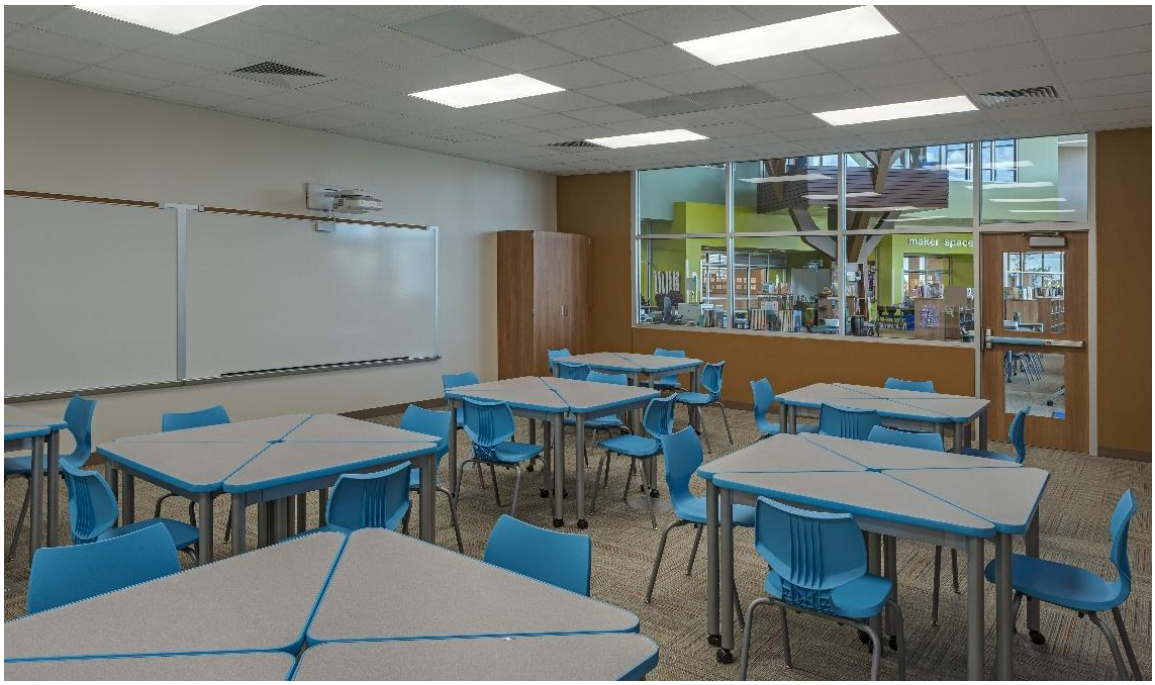
- Community: Buildings are designed to intentionally provide opportunities for community access and use. Buildings are a place of pride in the community and encourage the involvement of community members as vested stakeholders and users of the District facilities. Characteristics/ attributes of community spaces include:
    a. Collaboration spaces;
    b. Welcoming aesthetics; and
    c. Accessibility to core building spaces.

- Sustainability: Buildings are designed to enhance the learning environment in a sustainable, energy-efficient way, including, but not limited to, lighting, air quality, temperature, and furniture. Characteristics/attributes of sustainable spaces include:
    a. Natural light;
    b. Cost-effective systems that conserve resources;
    c. Durable, cost-effective finishes; and
    d. Maintenance-friendly and efficient.

Furniture: Flexible and easily configured for autonomous or collaborative learning.

Design Considerations:

- No static rows of desks.
- Wheels to move furniture easily.
- Consider different shapes of furniture to allow for diverse learning settings.
- Tables with writable tops for enhanced collaboration.
- Adjustable heights and configurations of tables and desks to support our diverse learners.
- Soft seating areas to enhance casual connections.



Learning Spaces: Equips students, inspires learning and fosters the development of the critical attributes included in the FBISD Profile of a Graduate such as collaboration, creativity, and critical thinking.

Design Considerations:

- Learning spaces are diverse in size and shape.
- Learning spaces can connect through the use of folding walls or by the use of transparency.
- Provide flexible spaces for STEM exploration and maker space activities for increased opportunities for student collaboration and problem solving.
- The school building is awe inspiring through the use of graphics and bright day lit rooms.

Collaboration Spaces: Classrooms have visible and flexible space for collaboration both inside and outside of the room.

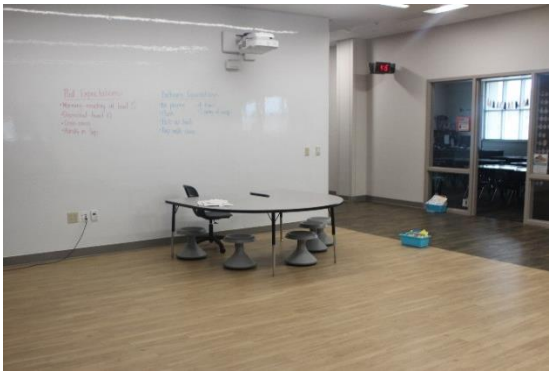
Design Considerations:

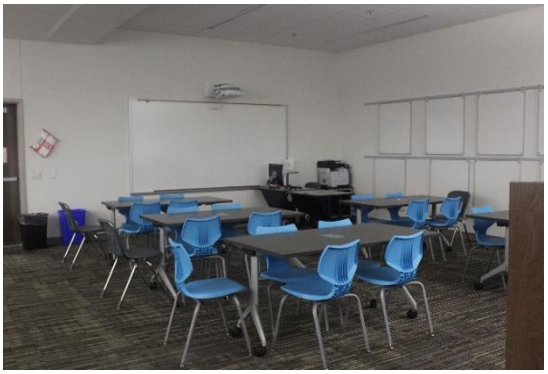
- Provide furniture that can be rearranged into groups to foster collaboration.
- Provide collaboration spaces flanking the classrooms to extend the learning outside of the classrooms.
- Provide transparency and connectedness from the classrooms to collaboration spaces.
- Learning spaces with folding walls allow for collaboration between classroom spaces.

Presentation Spaces/Writable Surfaces: Learning spaces are configured with multiple, flexible presentation spaces and surfaces throughout the building and classrooms are writable surfaces (e.g., whiteboards, portable whiteboards, smart boards, writable paint), and are accessible to all learners.

Design Considerations:

- Multiple writable spaces on different walls in a space to activate all areas of the room.
- Different materials for writable surfaces to provide diversity, and to differentiate between permanent and temporary postings.
- Movable writable surfaces that help define spaces for group or individual work.
- Writable surfaces on furniture to enhance collaboration and teamwork.





	Movement: Allows for efficient and safe circulation of people and resources inside and outside of the building(s).

Design Considerations:

- Provide ample hallways that allow for ease of circulation and supervision.
- Bring in natural light into circulation spaces for enhanced visual stimulation.
- Eliminate traditional corridors by providing collaboration areas and study nooks along the way.
- Provide outdoor areas that are easily accessible and allow for multiple classes at a time.
- Provide display areas for student work.

Adaptive Spaces: Utilize materials, natural lighting, aesthetics, flexibility, inclusive of outdoor and wellness areas, to create a calm and inviting environment conducive to learning.

Design Considerations:

- Utilize a color palette that is calming and conducive to learning.
- Provide natural light into all spaces with windows or skylights.
- Provide natural lighting into interior spaces with transparency that allows for borrowed light from exterior surfaces.
- Provide connections to the outdoor learning spaces and settings for a continuous process of learning.

	Wellness Spaces: Environment allows for a connection to nature through the use of transparency and other biophilic elements. Spaces are diverse in size and shape to allow staff and students opportunities to recharge and refocus throughout the day.

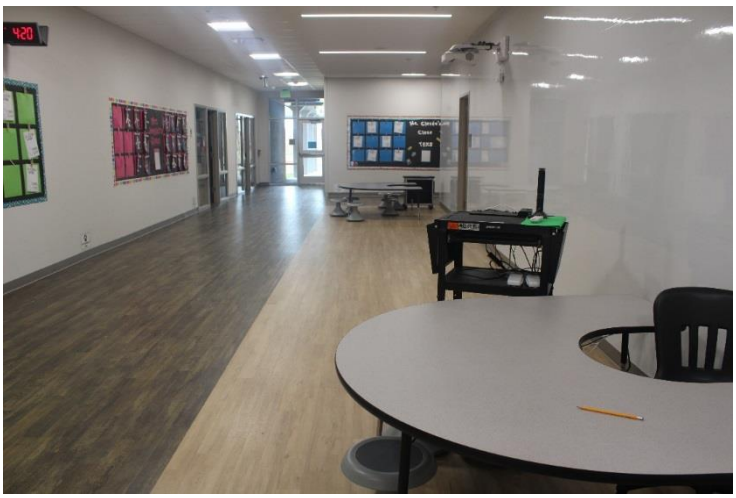
Design Considerations:

- Introduce natural materials throughout the building to enhance the connection with nature.
- Provide visual connection to the outdoors for visual stimulation,
- Provide movable furniture that allows students and staff to be comfortable and recharge.
- Provide natural elements inside the building by creating spaces that emulate natural settings.

Technology/Future Ready Tools: Environment provides access to technologically advanced tools, systems, processes, spaces, and futuristic advances to enhance the Learner Experience.

Design Considerations:

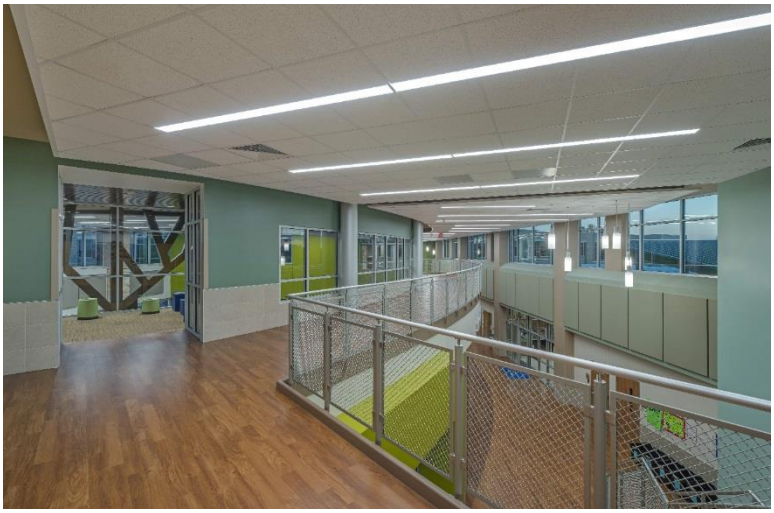
- Access to technology resources should be abundant throughout the school.
- Provide robust wireless connectivity inside and outside the school.
- Provide mobile devices and the ability to charge them in multiple locations throughout the building.
- Incorporate diverse projection devices depending on the setting and size of space.
- Provide furniture that supports technology and enhances collaboration.
- Provide daylight control to reduce glare on screened devices.
- Provide sound enhancement systems in learning spaces.



Sustainability: Spaces are energy efficient, using renewable energy and post-recycled materials when possible.

Design Considerations:

- Minimize energy usage with high efficiency building systems and components.
- Provide plentiful daylighting that allows for artificial lighting use to be reduced.
- Provide opportunities for students to make connections to the environment by making the building itself a learning tool.



Inclusiveness: Internal and external aspects of the built environment are intentionally designed to include students of all abilities and the community.

Design Considerations:

- Eliminate barriers that may limit participation and inclusion of all building users.
- Create flexible environments that can adapt to the daily lessons and to the diverse student population.
- Provide outdoor environments that are inviting and welcoming to all staff and students.

Aesthetics: Environment is appealing and welcoming by using unique, variable, and natural elements that foster an inspiring learning environment.

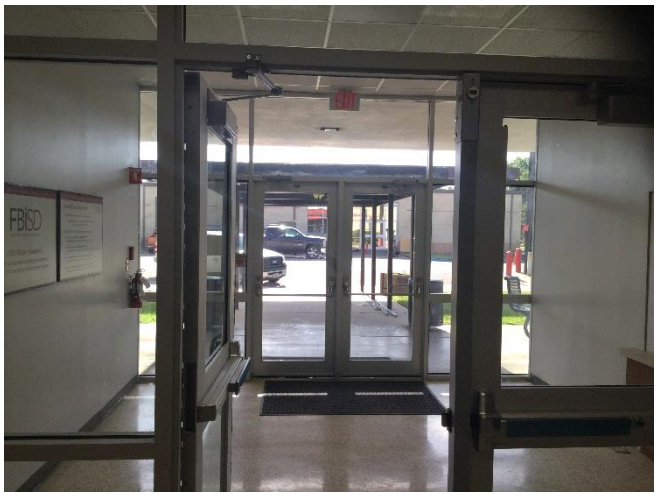
Design Considerations:

- Design using materials that are natural and diverse, stimulating to staff and students.
- Delineate spaces with different colors, materials and graphics to enhance wayfinding and provide inspiration daily.
- Create high volume, daylight filled spaces where students come together to work in large groups.
- Create a beautiful outdoor setting that capitalizes on the building's context and community.

Safety: Building has controlled access with crisis alert systems in each room. There are state of the art safety alert systems for fire and gas and high quality intercom or public address systems present. System of evacuation is designed for maximum efficiency and safety.

Design Considerations:

- Consider visibility as the primary deterrent.
- Secure the building exterior with fencing, LED lighting, and emergency call boxes.
- Provide a clear sense of entry to direct visitors to the correct entry point to the building.
- Ensure a single point of entry for visitors that is welcoming, yet secure that controls access to the building during school hours.
- Provide simple circulation that allows for maximum ease of supervisions.
- Provide shielded outdoor areas that protect staff and students while in use.
- Provide state of the art security systems to allow for staff and students to feel safe while they are in the building, thus enhancing the learning experience.



Community Access: Buildings are designed to intentionally provide opportunities for access to encourage the involvement of the community as vested stakeholder and user of the district facilities.

Design Considerations:

- Provide large spaces where staff and student body can come together as an overall community of learners.
- Provide spaces where the community can come in and engage in the daily learning activities.
- The school should have a sense of place, responding to its context and providing the occupants with an experience that is highly connected to its place.
- Provide neighborhoods within the building so students belong to a community of learners.

ELEMENTARY SCHOOL BUILDING PROGRAM

Elementary School Building Program - Summary	Total Provided SF (Range)
	135,000 SF - 140,000 SF
	includes Circulation & Mechanical
ADMINISTRATION	
Administration Suite	
Clinic	
Counseling Suite	
ACADEMIC CLASSROOMS	
Collaboration Space	
Academic Classrooms and Support	
Special Education	
CAFETERIA / KITCHEN / CUSTODIAL	
Cafeteria / Student Dining	
Kitchen	
Custodial	
LIBRARY	
Library/Learning Center	
Library/Learning Center Accessory and Support Spaces	
ATHLETICS / PHYSICAL EDUCATION	
Gymnasium / PE	
Gymnasium / PE Support Spaces	
SPECIALIZED ROOMS	
Specialized Classrooms and Support	
Extended Learning Program	
TECHNOLOGY & SECURITY	
Technology	
Security	

ELEMENTARY SCHOOL BUILDING PROGRAM

Elementary School Building Program - Summary	Total Provided SF (Range)

SITE ELEMENTS	Quantity
Parking Spaces - Visitor	60
Parking Spaces - Staff	110
Parent & Bus Drives	
Digital Marquee	1
Perimeter Site Fencing	*Includes fencing around playground and playfield areas*
Bicycle Racks	6
Playground	2
Playfields	1 grass area sufficient for kick-ball / soccer
Swings	(2) 8 bay sets
Walking Track	1/4 mile
Outdoor Play Court	1
Outdoor Learning Area	2
Service Yard	1

MIDDLE SCHOOL
BUILDING PROGRAM

Middle School Building Program - Summary	Total Provided SF (Range)
	250,000 SF - 270,000 SF
	includes Circulation & Mechanical
ADMINISTRATION	
Administration Suite	
Clinic	
Counseling Suite	
ACADEMIC CLASSROOMS	
Collaboration Space	
Academic Classrooms and Support	
Special Education	
STEM Classrooms and Support	
CAFETERIA / KITCHEN / CUSTODIAL	
Cafeteria / Student Dining	
Kitchen	
Custodial	
LIBRARY	
Library/Learning Center	
Library/Learning Center Accessory and Support Spaces	
ATHLETICS / PHYSICAL EDUCATION	
Gymnasium	
Physical Education	
Kickstart	
Boys' Athletics	
Girls' Athletics	
SPECIALIZED AREAS	
CTE	
Visual Arts Suite	
Drama / Theater Suite	
Band Suite	
Choir Suite	
Orchestra Suite	
TECHNOLOGY & SECURITY	
Technology	
Security	

MIDDLE SCHOOL
BUILDING PROGRAM

Middle School Building Program - Summary	Total Provided SF (Range)

SITE ELEMENTS	Quantity
Parking Spaces - Visitor	88 spaces
Parking Spaces - Staff	115 spaces
Parent & Bus Drives	
Digital Marquee	1
Perimeter Site Fencing	
Bicycle Racks	11
Competition Football Field / Soccer Stadium	Lights, bleacher seating for 460 (min.), 4-lane track
Practice Football / Soccer Field	1
Baseball & Softball Backstops	1 each
Concessions & Ticket Area	1
Track & Field Events	1
Tennis Courts	4
Outdoor Learning Area	2
Outdoor Storage	1
Outdoor Restrooms	2
Service Yard	1

HIGH SCHOOL
BUILDING PROGRAM

High School Building Program - Summary	Total Provided SF (Range)
	500,000 SF - 530,000 SF
	includes Circulation & Mechanical
ADMINISTRATION	
Administration Suite	
Clinic	
Counseling Suite	
ACADEMIC CLASSROOMS	
Collaboration Space	
Academic Classrooms and Support	
Special Education	
CAFETERIA / KITCHEN / CUSTODIAL	
Cafeteria / Student Dining	
Kitchen	
Custodial	
LIBRARY	
Library/Learning Center	
Library/Learning Center Accessory and Support Spaces	
ATHLETICS / PHYSICAL EDUCATION / FIELD HOUSE	
Gymnasium	
Physical Education	
Girls' Athletics	
Boys' Athletics	
Field House - Main	
Field House - Boys' Sports	
Field House - Girls' Sports	
SPECIALIZED AREAS	
CTE Classrooms	
JROTC	
Visual Arts Suite	
Drama Suite	
Band Suite	
Choir Suite	
Orchestra Suite	
Dance Suite	
Auditorium	850 seats (min.)

HIGH SCHOOL
BUILDING PROGRAM

High School Building Program - Summary	Total Provided SF (Range)
TECHNOLOGY & SECURITY	
Technology	
Security	
SITE ELEMENTS	**Quantity**
Parking Spaces - Visitor	40
Parking Spaces - Staff	235
Parking Spaces - Student	600
Parking Spaces - Buses	28
Parent, Bus, & Student Drives	
Digital Marquee	1
Perimeter Site Fencing	
Bicycle Racks	11
Guard Shack	1
Band Practice Area with Tower	1
Competition Football Field / Soccer Stadium	Lights, bleacher seating for 1,000 (max.), 8-lane track, Press box
Track / Field Concessions & Ticket Area	1
Outdoor Storage	3
Outdoor Restrooms	2
Practice Football Field	2
Practice Soccer Field	1
Track & Field Events	1
Tennis Courts	6 courts, lights, bleacher seating for 300 (min.)
Baseball Stadium	Lights, Press box, bleacher seating for 600 (min.)
Softball Stadium	Lights, Press box, bleacher seating for 450 (min.)
Baseball / Softball Restrooms	2
Baseball / Softball Ticketing & Concessions	1
Outdoor Learning	2
Service Yard	1