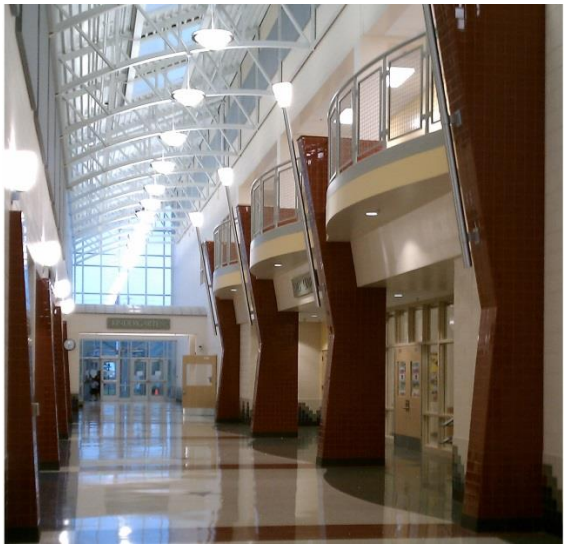

Prince George's County Public Schools

Prototype Elementary School
Educational Specifications

Approved
February 2015

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Purpose

Educational Specification Participants

The Project Planning Committee reviewed and revised the High School, Middle School and Elementary School Educational Specifications (Ed Specs) from July through November of 2014. The meetings occurred on July 17th, September 4th, October 2nd, and November 3rd. In addition, the group toured Oxon Hill HS on November 17th to compare it to the final draft of the Ed Spec. The final draft is the result of the participant's recommendations, suggestions, and guidance during the process of creating prototypical educational specification standards for all PGCPS elementary schools.

Educational Specification Participants

Academic Programs	Dr. Kara Miley-Libby, Director
Administrative Spaces	Dr. Sito Narcisse
Athletics (Interscholastic)	Mr. Earl Hawkins, Director
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Health Services	Ms. Karen Bates/ Ms. Pat Papa
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Maintenance/ Plant Operations	Mr. Carl Belcher, Director/ Mr. Sam Stefanelli
Mathematics	Ms. Stephanie McLeod (MS)/ Ms. Judith Russ (ES)
Media Center	Ms. Shari Blohm
Performing Arts/Drama	Ms. Anita Lambert, Coordinating Supervisor
Performing Arts/Music (Instrumental)	Mr. Lionel Harrell
Performing Arts/ Music (Vocal/ General)	Ms. Judith Hawkins
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Security	Mr. Rex Barrett, Director/ Mr. Scott Bond
Senior Television Systems Eng.	Mr. Grant Kittleson
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Student Services/Counseling	Mr. Daryl Williams/ Ms. Oretha Bridgewaters
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Visual Arts	Ms. Brenda Makle/ Ms. Patricia Payne

Purpose

Textbooks	Mr. Jason Brutvan
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Capital Programs	Ms. Sarah Woodhead, Director/ Mr. Rupert McCave, CIP Officer
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Capital Programs (Planning)	Elizabeth Chaisson
Capital Programs (Project Management)	Andrew Onukwubiri

Consultant, McKissack & McKissack (Public Pathways), Ms. Deanna Newman

Purpose of the Educational Specifications

Educational specifications serve as the link between the educational program and school facilities, whether contemplating a new building, or assessing the educational adequacy of an existing building prior to renovation. The purpose of educational specifications is to clearly describe the various learning activities to be housed in the school, their spatial requirements, appropriate locations within the building or the site and any special requirements that a designer or a facility planner would need to consider.

The development of educational specifications is more a process of pre-design problem definition than a process of problem solving. It is important that the educational specifications, as thoroughly as possible, describe the facility's anticipated uses and identify the specific physical characteristics that will be required to house and promote the proposed activities. The educational specifications should provide detailed parameters to guide the design professional's design, rather than describe how the facility is to be constructed.

The elements that all educational specifications should contain are fairly exact, however the processes used to develop the educational specifications and the manner in which the information is presented may vary. These differences in the development and presentation of the educational specifications can be attributed to a number of factors including, variations in community involvement, educational programs, and school sizes.

It is important that all educational specifications attempt to:

- Involve educators and community representatives in the definition of educational needs;
- Enable school planners to better understand the purposes of the facility;
- Help the designers to create a building that fits the educational program and needs of the building occupants or users, and;
- Eliminate oversights that are expensive to correct once construction is complete.

A well-prepared educational specification is an integral part in the creation of a building that enhances the learning environment, accommodates learning activities, and provides pleasant surroundings for occupants and visitors. A poorly developed educational specification generally results in a mediocre facility, or one that is marginally functional for education.

The Process for Developing the Educational Specifications

Facility programming, through the process of educational specification development, precedes the traditional architectural design phase in the building delivery process. The primary resources for this programming task are the building occupants or users. It is their objectives and needs that the planning team utilizes to shape the educational specifications. The ultimate success of a school capital project rests on the effective communication between those who design and those who will use the built environment. The educational specifications are the communication tool that must bridge the gap between the building's designers, educational planners, and final occupants.

There are several steps in the planning of a capital project that precede the development of the education specification to set parameters and define the scope.

Purpose

- Programmatic vision for what will be taught and how it will be taught including educationally specific descriptions
- Creation of an 'educational specification prototype' or design standards to provide continuity and equity across all comprehensive PGCPS schools
- Demographic analysis to confirm future capacity and thus future scopes
- Prioritization and timetable for accomplishing the capital program

After the scope and parameters for a project are identified, the next step in the educational specification process is to establish a school building planning team or committee. The planning team should be kept small enough so that it can function as a group and not become unwieldy, yet the planning team should be large enough to include a cross section of students, teachers, administrators, parents, and community members. A team of 8 to 20 members is probably sufficient for the task, however this may vary within each community. Team members should have the interest and desire to be involved in the planning of the school project and should have a stake in the outcome.

The planning team will be required to formulate, organize and prioritize all ideas and input regarding what the school should be. They will serve as the impetus in the collection of information, as a review body of what is proposed, and as a communicator regarding the educational specification effort with the school staff, the student body, and the community. It is essential that people who are going to work in the facility (building principal if known, teachers, maintenance and custodial support staff, and students), if not serving on the committee, be invited to provide input in the process that shapes the facility. These are the people who will spend the bulk of their time in the facility after it is constructed.

The team will be involved through the design process and work with the architects to translate the educational specification into drawings and eventually into the school facility they had envisioned.

Prototypical information to be included in each school building site description:

Background

Site specific

History

Site specific

Demographics

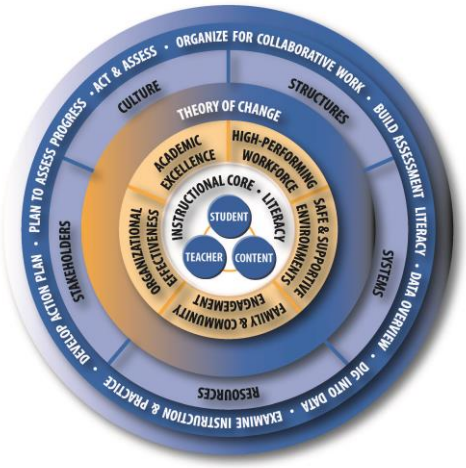
Site specific

Project Scope

Site specific

Vision

Vision for Elementary Schools

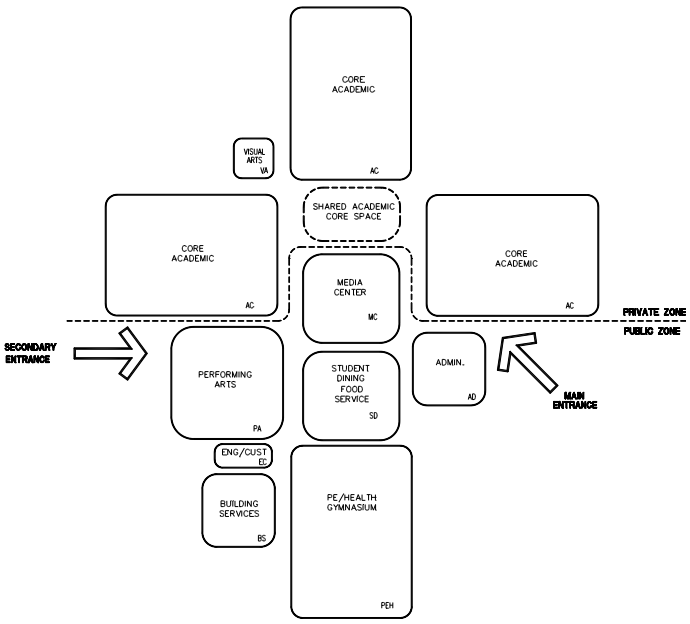


This Generic educational specification is predicated on the Prince George's County Public School's vision for all PGCPS schools, which is to provide a high performing environment for a diverse community of learners. This vision will be accomplished through the staff's commitment to monitor and adjust accurate objective data, to provide instructional programs based on this data, and to project high expectations for all students in a positive school environment with strong educational leadership and effective home/school relations. To accomplish this vision, there must be a philosophical commitment to provide:

- A safe and orderly environment
- Environmentally friendly, sustainable building and grounds
- Universally accessible campuses
- Technologically adaptable learning environments
- A climate of high expectation for the success of all students and teachers
- Strong instructional leadership
- A clear and focused mission
- Opportunities for parent and community engagement

Small Learning Communities

Prince Georges County Public Schools is encouraging all schools to create small learning communities comprised of one or two grade level teams. Small communities facilitate a variety of instructional strategies and provide a learning environment which is characterized by flexibility, a sense of community for the students and teachers, and a safe, well-supervised environment. Teachers will have the option and flexibility within a team to create and organize learning environments that work for students and their learning styles.



Academic classrooms should be located in the quiet areas of the building. Corridors should be short and multi-use, offering opportunities for informal learning and student interaction. Students should be able to interact with a common core of adults for most of their school day.

Art, music, the media commons, physical education and dining should be centrally located. Noisier areas should be grouped near the parking and public areas and allow for after-hours access. Diagram A shows a typical bubble design based on

the learning community concept.

It is understood that many projects will be the modernization of an older building and that this clear definition of spaces will be difficult to recreate. The architects will instead use color, patterns and other design solutions to create a sense of place.

Characteristics of the small learning communities would include

- One or more grade level teams with core academics classrooms
- Classrooms for students with special needs (if required)
- Small group rooms and offices for support staff
- Teacher support rooms and storage
- Bathrooms for students and adults
- Collaborative learning spaces (from small alcoves for individual or small groups to larger presentation or listen areas)
- Outside learning and collaboration areas

General Planning Considerations

Administration/Student Services

From the parking and walking access areas, all visitors should be able to identify a 'single point of entry' to the school. Immediately upon entry, universal signage and visual cues should guide parents to a spacious, welcoming area with seating and access to the main office staff. If feasible, visitors should be required to enter the welcome center before proceeding into the rest of the school.

Registration and family services should be located near the main office. The other administrative offices and guidance services may be decentralized to increase security and supervision throughout the campus.

Cafeteria

The cafeteria and serving lines should be well lit with natural and artificial light. The ceiling height should be balanced with the overall volume and treated acoustically. A variety of seating options, including outside seating, is desirable. Electrical outlets for charging mobile devices is also desirable.

This area will be used for student dining, group activities, and community meetings. It is proposed through creative design that this area will effectively house multiple functions.

- A movable wall will allow for multiple functions, and in large schools allow for smaller student groupings at lunchtime.
- At least 2 permanently mounted, white boards and electrical outlets for mobile projectors would support 'break-out' discussions
- Wireless access points and wall outlets need to be sufficient to support on-line testing if needed. Wireless capacity should match, or be greater than, room capacity.

Community Use

It is assumed that the community will use the building for recreation, meetings and educational functions. Security during these times is important. The architect will zone the building for flexible after-hours use, and note both active and passive security measures.

Corridors and Commons Spaces

The front entry lobby should be welcoming and inviting for students, staff, and visitors. A display monitor should be provided in the lobby and additional display systems should be provided for 2-dimensional and 3-dimensional student work and awards. Finishes should be durable and easy to maintain. Colors, artificial lighting, and natural daylighting should be managed artfully.

Minimize long low-lit hallways lined with classroom doors. Consider informal learning/ collaborative areas for pull-out and views to the outside. Transparency from the classrooms into the hallways will increase supervision and encourage use of the space for learning.

Display Case **-** A built-in recessed display case with tackable backboard and controlled recessed lights shall be located in the entrance foyer, music area, art area, media center, and at the entrance to each team or grade level area. Provide safety glass.

Sustainable Water Coolers should include reusable bottle fill-up options.

Furniture & Equipment

Classroom activities vary in terms of grouping and orientation; therefore, the furniture should be flexible to accommodate a variety of classroom formats for both individual and group activities. Teachers and students should have storage space for personal belongings, papers, books, supplies, and teaching materials. To the extent possible, movable furnishings will be used, rather than fixed casework, to provide flexibility for future reconfiguration.

Student desks and chairs should encourage rearrangement. Class sizes vary from 20:1 to 28:1 in some classrooms. PGCPS requires a larger classroom than has traditionally been designed to support larger classes and flexible arrangements. Alterative seating options will be considered for comfort, mobility, and/or compatibility.

Handicapped Accessibility

The entire facility will be accessible for students, staff, and visitors. This will be accomplished through judicious use of ramping and elevators with sufficient internal clearances for circulation, convenient bus/van loading and unloading, and nearby handicapped parking spaces. All elements of the Americans with Disabilities Act must be complied with, including wayfinding and signage, appropriate use of textures, and universal accessibility of all indoor and outdoor school facilities.

Media Center

School libraries are changing from being quiet book-lined spaces for research and contemplation to multi-media, interactive studios for social collaboration for faculty and students. It is one of the largest most flexible areas in the school, transforming itself from dozens of varied self-directed activities to a large group meeting and presentation space in a matter of minutes.

Soon media centers will be more than 50 percent digital and offer both learning areas as well as production areas. The ideal media center might move from noisy to quiet - through a ‘café’ and mobile computing environment, to small group study areas, to individual study carrels or an on-line learning. Visual access and varied seating is important to create a transparent and inviting culture.

On-line and independent learning applications are some of many new learning paths that schools are embracing. Virtual schools and ‘blended learning’ models are successfully reaching some students who need to learn at their own pace. As part of the media commons, the on-line learning center will have access to a variety of resources and expertise.

Special Education

PGCPS offers a continuum of services to students with special needs. To the extent possible students are educated in their home school using co-teaching, occasional ‘pull-out’ focused on intervention, or self-contained classroom settings. The number of students and range of teaching options may vary from year to year and all classrooms should be designed to accommodate all students regardless of their disabilities.

Special education facilities will be integrated throughout the school to support the concepts of inclusion and the specialized requirements for the students. Special attention will be given to accessibility of all facilities and an integrated learning program.

Occasionally, a regional program for students with more intensive needs will be located at a neighborhood school.

General Planning Considerations

Site

(more specifics listed under Safety and Security and Sustainability Considerations)

School sites shall have perimeter security fencing preventing access to walkways and courtyards when facility is not occupied, but allow for public use of exterior athletic facilities. Design exterior doors to prevent unauthorized entry by minimizing key locks and hardware on doors which would not be used for the purpose of entry but are installed for emergency egress.

A flag pole and electronic marquee will be installed in the front of the school.

Consider the entire school grounds as a teaching opportunity, with a central space as the 'outdoor learning area or classroom'. An ideal location for garden plots would be to the south of the school.

Traffic and Circulation

The site circulation will be organized for safety and efficiency. This will be accomplished through careful separation of vehicular and pedestrian traffic. Sufficient stacking space will be provided to prevent congestion of busy streets.

The following traffic-related activities occur on the school site: (*Prototypical information to be included in each school building site description)*

A. Approximately, ____ school buses will enter and exit the site at the beginning and end of each school day.
B. Approximately, ____staff will enter and exit the site daily.
C. Service and visitor (___ spaces) vehicles will enter and exit the site daily.

Proper signage should be included to delineate each area. Signage and bumpers for parking spaces shall be provided by the contractor.

Visual Arts and Performing Arts

The art and music classrooms will be shared by all grade levels for general class and small group instruction. The location and access to these rooms should promote orderly transitions.

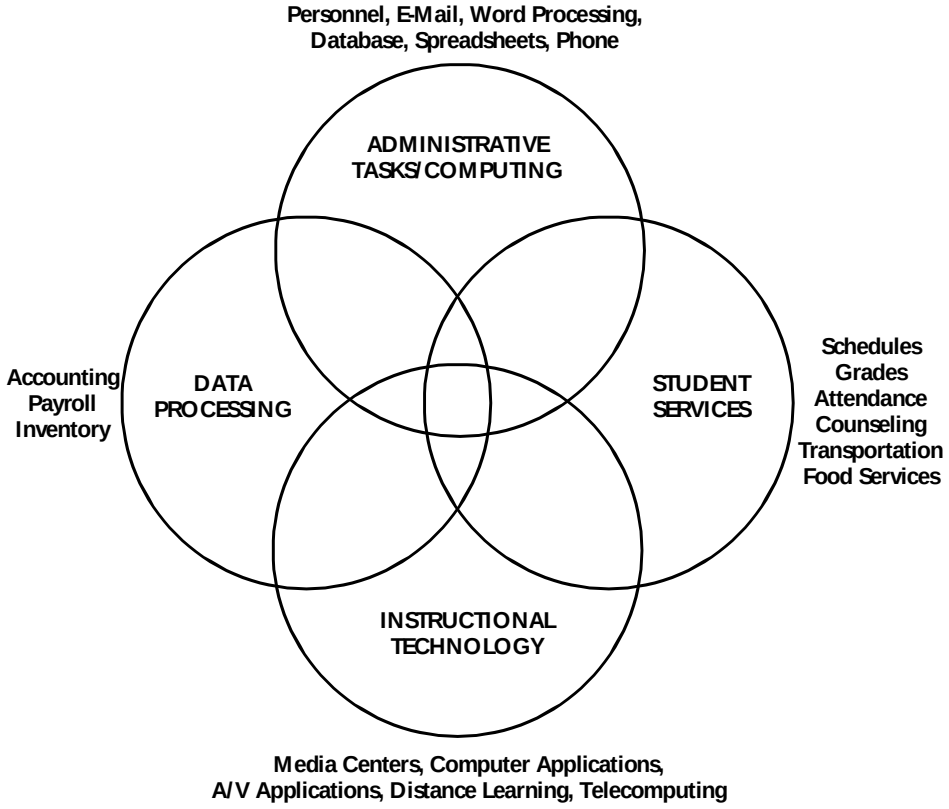
If possible, the music suite will be located near the performance area. Unless a separate auditorium already exists, the performance space seating area for Elementary school will be co-located with the multi-purpose/dining. This space should be able to seat ½ the school for a performance. The architect should consider acoustics, viewing site lines, and the logistical challenges of student performances early in the design process to insure that these two functions can operate with minimal compromises.

The art classroom should preferably be on the ground floor with an optimal north orientation. An outside patio and seating area will offer additional work, display, and performance opportunities.

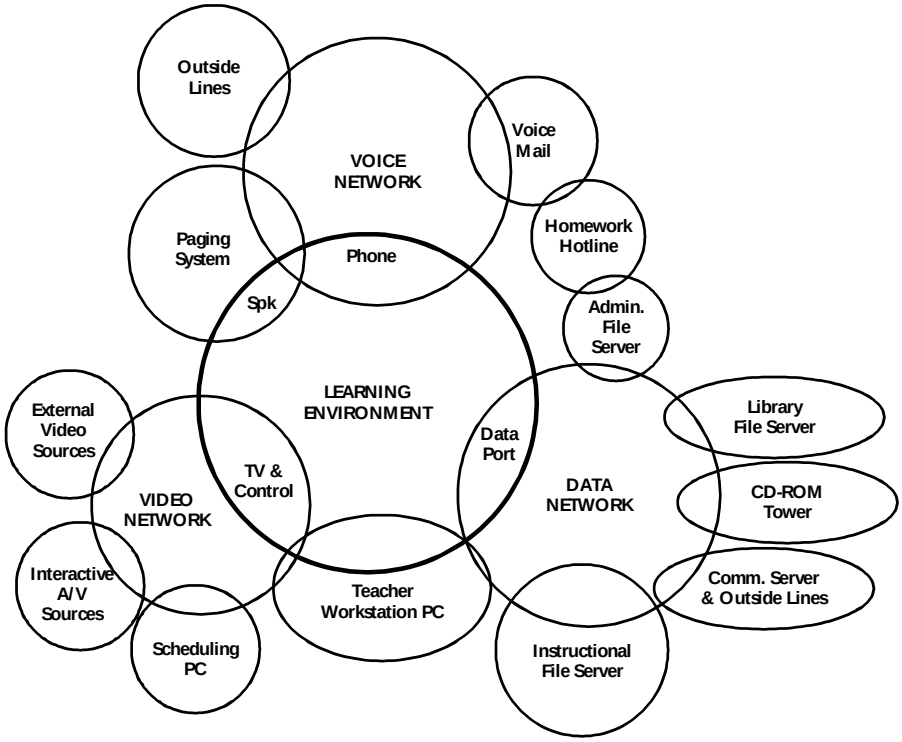
Educational Technology

The implementation of a voice, data, and video telecommunications system throughout schools is standard across the country. Appropriate and strategically designed and installed technology greatly enhances the teaching and learning of basic skills and positions a school to take advantage of technological developments in the future. All classrooms should be multi-use/multi-purpose with invisible technological support. There should be a seamless web of technology to support the classroom management between administration, teachers, students, and the home. As home and business worlds move into higher levels of technological applications, it is critical for schools to be able to integrate technology into the teaching and learning processes.

Technology has four primary applications within the school environment. These applications have the potential for a positive impact on every aspect of the educational processes found in schools. Diagram C provides a visual of how the four primary applications interface with each other and some examples of educational applications in each area.



Educational Technology



A good technology network can support multiple instructional designs:

Whole Group Instruction (20-30 students)
This includes the use of interactive boards/walls, LCD displays, video stills, and various forms of computer display techniques. For the near future, laptop computers, tablets and handheld devices will be the tools in the classroom and need to be secured and charged nightly.

Small Group Instruction (6-8 students)
This includes areas in the classroom and in shared common spaces where a teacher or another resource person can work with groups of 6-8 students. The technology is essentially the same as whole group instruction technology, the only difference being the size of the groups.

Individualized Instruction (1-2 students)
This is primarily a computer-based instruction design where students interact with a computer workstation. As all forms of technology become more and more digitized, it is envisioned that these will become multimedia workstations that integrate voice, video, and data formats.

In the future, it is likely that most end-user devices will be portable. The implications of an all mobile computing environment should be envisioned today to insure that schools are prepared for the wireless and electrical demands of the near future.

Educational Technology

Technology goal in the building:

Voice: Telephone (IP) and voice communications in every classroom and throughout the entire building as well as to other persons in the school system and external resources including parents and community members.

Data: Wireless data retrieval capabilities in every classroom and throughout the entire building as well as network capabilities district-wide and to other external databases. (wireless)

Video: Video distribution in every classroom and throughout the entire building with interactive video capabilities to support whole and small group instruction, distance learning, and providing access to a wide range of internal and external resources. Appropriate school-wide infrastructure is needed.

All Teaching Stations

Each learning studio (classroom, lab, resource room, conference room) will be equipped for multimedia presentation. The choice of equipment will be determined one year prior to school opening and will represent the best available teaching and learning tools at that moment.

Currently: PGCPS is installing interactive white boards (SMART Boards) with short throw projectors mounted just above the center of the writing board.

Alternatively: Ceiling mounted digital or LCD short throw projectors and wall mounted screens may be provided in each classroom. Multimedia sources such as PC, document camera, teacher audio assist, video tape decks; DVD and HDTV are connected to it. The teacher can select sources for display on an as-needed basis using remote control.

All playback devices and accessories in classrooms are placed in a lockable A/V cart situated near teacher's desk. All devices are permanently connected to the display panel and the teacher can control the operation by remote control at the desk.

Current standards require the following minimum number of outlets in a typical classroom or instructional area:

- Four (4) outlets for student use
- Two (2) outlets for wireless network
- One (1) outlet for the intercom system
- Two (2) outlets at the teacher station for a teacher's computing device and accessory
- One (1) outlet for telephone at the teacher station
- One (1) outlet for control of the classroom projector/interactive board

Twenty (20) ampere circuit, or additional as required, to support computers, printer, and typical classroom equipment shall be in each classroom. Electrical outlets shall be at six feet (6') on center. In standard classroom they shall be paired with four data outlets around the room, not including the teacher station outlet.

Every classroom will be wired for teacher audio enhancement and the audio system should be integrated into the intercom system. Research into this cutting-edge technology suggests that student learning can improve in classrooms where the teacher's voice is amplified and the classroom acoustics are designed to support voice clarity. Teachers in class rooms shall be provided with a directional wireless head worn microphone (Transmitter/Receiver) to ensure adequate

Educational Technology

audibility and intelligibility. A hand held/desk top microphone is provided for student participation. The mixed sound will be amplified and sent through the speakers (preferably ceiling mounted).

Conference Room Technology – All administrative conference rooms will have on-table computer connections to a video display screen and be internet capable.

Recharging stations - Opportunities to plug in user devices should be intentionally installed in the cafeteria, informal learning alcoves, media center, outdoor learning areas, etc.

Communication System

A two-way voice communication system shall be installed that will provide communication between the administrative area and each teaching station or support area, with a telephone in every room. This same system should have the potential to carry an auditory signal automatically controlled and located in the administrative area. Provision should be made for these signals to reach all teaching and support areas including the outdoor activity area. The public address system shall be integrated with the telephone system with a Call Back (CB) feature from the classrooms and support areas to the main office.

The telephone company will bring fiber cable to the building with wide area network connection.

Currently: Cable TV with a closed TV system is installed in each instructional area and conference rooms.

In the future: Video signals may be carried over IP from any internet able device. When that occurs, cable will still be needed in the gymnasium, auditorium, and main office for emergency broadcasts.

Head End (Telecom) Room

A central wiring closet will be located in the Media Center and house all POE (Power over Ethernet switches) to support phones, wireless access points, and video cameras. It will also house the central server, PA system, telephone, television, and technology wiring, with shelves for networking hubs, switch, UPS, file server, etc.

See individual space descriptions for special technology needs.

Safety and Security

PGCPS wants to maintain an inviting and de-institutionalized environment, while simultaneously providing a safe environment for students, staff, and community members, who use the facility and adjacent support services. The organization of a building will have a major impact on student behavior and safety concerns. Building security can be addressed in an active or a passive manner. Active security is based on security systems; passive security is based on program design, building configuration, and community participation. Schools should be based on passive concepts with applied active concepts where necessary.

Building Layout

- Avoid blind spots, corners, and cubby holes
- Design toilets to balance the need for privacy with the ability to supervise
- Develop spatial relationships that are natural transitions from one location to another
- Locate administrative and teacher preparation with good visual contact of major circulation areas (i.e., corridors, cafeteria, bus drop-off, parking)
- Locate areas likely to have significant community use close to parking and with zoned access

Egress and Life Safety

- All doors into classrooms, offices and support areas must have a clear safety glass window with blinds for control of views into the classroom; doors should be able to lock from the inside allowing the ability to shelter in place
- Door bells should be installed at the main and kitchen entrances
- Emergency generator capability, where appropriate, in compliance with MEMA regulations
- Outside lock box for police and fire departments to be provided. Knoxbox system.

Types of Building Materials

- Incorporate pitched roofs which inhibit roof entry and are aesthetically pleasing
- Install non-slip floors at point of entry
- Limit size of windows – use multiple smaller windows rather than one large window
- Use durable wall surfaces that are easy to clean so graffiti can be removed

Uses of Technology

- At least 1 electronic key entry into the building
- Building-wide all-call designed to be heard throughout the school and on the play fields
- Key systems that track users
- Motion or infra-red detectors, which can also be configured to conserve lighting costs
- Phones in every instructional and support area
- Video cameras both inside and outside of the building

Vehicular and Pedestrian Traffic/Landscaping

- Provide security lighting around building and parking lots with photocell timer with on/off
- Separate student (pedestrian) traffic flow
- Use aesthetically pleasing fencing around perimeter of the building
- Use high trees and low bushes (clear view between 3 to 6 feet high) to deter hiding

Sustainability Criteria

Energy and Environmental Design

Prince George's County Public Schools PGCPS has adopted the Prince George's County's, Go Green Initiative Executive Order 22-2007, which was approved in October 2007, and The High Performance Building Act of 2008, which was passed in the 2008 General Assembly session, requiring all new schools achieve a rating of Leadership in Energy and Environmental Design (LEED) Silver or equivalent from a nationally recognized accreditation entity. Under the 2009 LEED for Schools New Construction and Major Renovation, PGCPS has set a goal to achieve LEED Gold certification on all new schools. In 2009, PGCPS received LEED Gold certification for the Vansville Elementary School, and in 2010, received LEED Gold certification for the Barack Obama Elementary School. There are currently ten school projects that are registered with the U.S. Green Building Council to achieve LEED certification. A few of the 'GREEN' Initiatives are as follows:

Architectural Design:

- Architectural shade overhangs on west and south windows
- Clerestory windows and a classroom natural ventilation strategy
- Entrance canopy shades on windows
- Natural daylight in the entry hall

Alternative Energy Use:

- Geothermal mechanical systems have been adopted for all school projects

Energy:

- Fundamental and Enhanced commissioning of the building energy systems to include heating, ventilating, air conditioning, and refrigeration (HVAC-R) systems (mechanical and passive) and associated controls
- Lighting and day lighting controls
- Maximize use of natural day lighting in teaching areas
- Provide excellent indoor air quality (IAQ)
- Reducing Heat Island Effect at the roof level (green roof) and at the site grade level
- Renewable energy systems (wind, solar, photovoltaics, etc.)
- White Energy Star compliant roof for all projects
- Whole Building Energy Simulation
- Zero use of chlorofluorocarbon (CFC)-based refrigerants in new building HVAC-R systems

Environmental Site Design:

- Locating the buildings on site to maximize the open space for athletic play fields
- Minimizing the building footprint on the site, by building two or more stories
- Preferred parking will be provided for low-emitting and fuel efficient hybrid vehicles
- The use of any available natural woodlands on site for environmental classrooms or outdoor studies (Dr. Henry A. Wise, Jr. HS; Mary Harris "Mother" Jones ES, Future design for Fairmont Heights HS Replacement)
- The use of vegetated landscape on 50% or more of the open space

Construction Waste:

- Recycle construction and demolition waste

Sustainability Criteria

Education:

- A "School Yard Habitat" for planting
- An outdoor teaching classroom adjacent to the science classroom
- Green Building Curriculum
- School as a teaching tool by making “GREEN” building features as visible as possible

Maintenance and Housekeeping:

- Entrance Lobby Walk-Off mats
- Green Housekeeping

Materials and Resource:

- GREEN Guard certified furniture for the classrooms
- Select environmentally preferred building materials
- Utilizing materials from within 500 miles from the site

Recycling Initiative:

- Providing a room in each facility for storage and collection of recyclables

Water Efficiency and Conservation:

- Dual-flush water closets in all restrooms and toilets
- Low-flow lavatories in all restrooms and toilets
- Low-flow plumbing fixtures
- Low-flow shower heads
- Low-flow sinks in the classrooms
- No landscape irrigation.
- Use of drought tolerant, low maintenance native and adaptive plant species
- Waterless urinals

Environmental Performance

Scientists who study the "neuroscience of learning" are finding that certain lighting, acoustics, and spatial relationships support or hinder the learning process. Researchers have presented findings that link measurable outcomes such as student attendance, academic performance, faculty retention, and disciplinary actions.

Acoustics

Research links the importance of maintaining appropriate acoustic conditions for student learning. This relates to noise from external sources and reverberation in the classroom and is linked to academic achievement, behavior, attention, and academic concentration. Classroom design parameters are generally accepted as outlined.

Goal: Limiting reverberation and background noise and improving sound isolation.

Sustainability Criteria

	DESIGN PARAMETERS	PARAMETER NOTES
1) Reverberation	.6 per second	ANSI S12.60
2) Background Noise	35 dBA	LEED
3) Sound Isolation	STC 50 between Classrooms	

Environmental / Air Quality

According to the U.S. Center for Disease Control and Prevention, American children miss approximately fourteen million school days each year due to asthma. Controlling environmental factors such as dust, pollen, and carbon monoxide could help prevent more than 65 percent of asthma cases of elementary school-age students according to the American Journal of Respiratory and Critical Care Medicine. The following classroom design parameters should be considered when modernizing a school facility. (Note: where more recent U.S. Environmental Protection Agency (EPA) & American Society of Heating, Refrigerating, and Air-Conditioning Engineers (ASHRAE) parameters must follow recent updates.)

Goal: To ensure comfortable rooms, address temperature control, ventilation, and air filtration.

	DESIGN PARAMETERS	PARAMETER NOTES
1) Winter Temperature	68.5 to 75.5 degrees	EPA & ASHRAE 55-04
Summer Temperature	74 to 80 degrees	
2) Humidity	30 % to 60% relative humidity	EPA & ASHRAE 55-04
3) Air Changes	6-10 per hour minimum	ASHRAE
4) Outdoor Air Ventilation	10CFM per person minimum	Plus 0.12 per SF of area
5) Air Filtration	MERV 13	LEED

Ergonomics

A 2007 study compared adjustable furniture in schools to traditional fixed furniture. Students using adjustable furniture were found to have higher grades than those in the control group using traditional school furniture. Characteristics of furniture that promote good posture should be considered as well as adjustable desks and chairs to allow students of varying sizes and body types to improve their comfort levels when sitting for long periods of time.

Goal: Provide comfortable, mobile, and durable furniture for students and teachers. Consider a variety of seating options.

Note: All furniture and equipment shall meet the GREEN USGBC LEED requirements for new schools and major renovations.

Lighting Quality

The Heschong Mahone Group found statistical correlations between the amount of daylight in an elementary school classroom and the performance of students on standardized math and reading tests in 1999. Since then, case studies and further research have supported this finding and the educational facility planning community has generally accepted the following classroom design parameters.

Goal: Improve natural and artificial lighting in classrooms.

	DESIGN PARAMETERS	PARAMETER NOTES
1) Controlled Natural Lighting (Glazing)	10 - 12% of floor S.F.	LEED & Green Globe
2) Artificial Light	35-50 Foot-candles	IES

Sustainability Criteria

Outdoor Learning Areas

Connection to the Overall School Site: The outdoor classroom, learning area, should be clearly defined, but with a possibility for expansion of activities beyond into garden plots nearby. The outdoor classroom should be in a controlled and secure location but not isolated from view. The exit from the school should be accessible by all classes, e.g., not through a doorway in a particular classroom. The location should capitalize on any site features. For instance, create a clear connection to an on-site stream.

Accessibility: The pathway connecting the school, outdoor classroom, and any specifically programmed teaching areas associated with the classroom shall be clearly delineated and constructed of a solid material. All outdoor areas should be fully accessible to students of different mobility. For instance, at least some garden beds should be raised 18"-24" to be easily access from a wheelchair (if garden beds are built). Refer to the current ADA standards for minimum design requirements in this capacity. Apply these standards to any student garden areas, or other programmatic spaces associated with the outdoor classroom, as well.

Layout: Provide a station for the teacher to work from where he/she can see each student. Seating can be either fixed or flexible, depending on the site, but should accommodate up to 35 students. Orientation of the teacher and students should be along a north/south axis, so neither is looking into the sun during instruction times.

Maintenance: The outdoor classroom should be designed to be low maintenance and a specific maintenance plan should be written for each site's outdoor classroom. The school maintenance supervisor should be made aware of any special aspects and confident in his/her ability to care for the space.

Materials: The outdoor classroom should be built with natural materials like wood or stone. Limit the use of concrete and even then only in high traffic areas, for example the walkway connecting the school and the outdoor classroom. Consider the albido (reflectivity) of materials used, since glare can hinder the students' ability to focus. Permeable paving of any material is encouraged, including pervious concrete.

Plants: When choosing plant material, preference should be given to native shade trees and low maintenance shrubs. Plant material should be chosen based on each specific site conditions. Chose plant species based on how the mature size would fit into the landscape. Also, plants should be chosen with all 4 seasons in mind. When choosing plant material for the school site, use a variety of species as appropriate. The visual unity of the site is important, but a variety of species is also valuable in terms of biodiversity, sustainability, and it also provides the opportunity for a school arboretum.

Potential Site Elements:

- Composting area
- Greenhouse
- Interactive water and energy usage learning station
- Managed meadow
- Pollinator garden, with space and paths for students to get in and investigate
- Rain garden
- School arboretum
- Vegetable/community garden plots/raised beds
- WiFi access

Sustainability Criteria

Required Site Elements:

- Electrical access
- Exterior water hose hook up
- Point of access for larger vehicles/supplies
- Seating
- Shade, either by a shade structure or by trees
- Stocked tool shed

Signage: Interpretive signage should be incorporated into the outdoor classroom, as well as the whole school site, as much as possible. Possible features that could have interpretive signage include, but aren't limited to, native plants that attract beneficial insects, or a managed meadow, or a piece of public art, or a particular feature of the building, or whatever other interesting features get incorporated. Signs could be written in multiple languages.

Solar aspect/shade: The teaching area should be shaded, but the nearby areas for potential expansion with garden plots should receive 6-8 hours of sunshine a day. Ultimately an ideal location for garden plots would be to the south of the school with some accommodations made to shade the nearby classroom either with a structure or trees.

Visibility/Safety: There should be clearly defined edges to the outdoor classroom and a fence may be preferable, depending on the neighborhood context of the school. Within the space there should be clear lines of sight throughout - no potential hiding spaces. What's going on within the classroom should also be visible from points within the school (windows in nearby classrooms).

Capacity Calculation

PGCPS has established a minimum and maximum size for elementary schools of 411 and 822 respectively. This prototype outlines the requirements for a 800 student school. Appendix A is a matrix to adjust the prototype for smaller capacities (450, 640, and 800).

Table 1 shows the breakout of classrooms and the state rated capacity associated. The 800 student elementary school is designed around approximately 5 classes per grade. Elective spaces are shared across grades and are not part of the capacity calculation.

STATE RATED CAPACITY SUMMARY

	# of Rooms	# Students/ Room	State Capacity
Pre-Kindergarten	4	20	80
Kindergarten	5	22	110
Primary (Grades 1-3)	15	23	345
Intermediate (Grades 4-5)	10	23-25	230
Special Education/ Self-contained Classrooms	3	10	30
Visual Arts/ STEAM Lab	3	23	0
Performing Arts	3	23	0
Gym/PE	1	50	0
Total	**59**		**795**

Space Requirements Square Footage Tables

Space Requirements Summary

Base Required Space	Square Footage
Academic	44,953
Administrative/Guidance/ Health	5,090
Maintenance & Custodial Services	1,250
Media Center	4,021
PE/Indoor	7,600
Performing Arts	3,700
Student Dining & Food Service	6,575
Visual Arts	1,300
Building Support Areas [corridors, bathrooms, storage, stairwells, elevators]	25,714
Construction factor (walls)	8,128
Total	**108,331**

Plus Community Use (TBD) 3,000 SF

Academic Core Area Space Requirements

Space	Design Guideline			Comments
	Qty.	Sq.Ft.	Total	
Academic Classrooms (PreK-K)	9	1175	10,575	Includes bathroom and storage
Academic Classroom/ Studio (1st – 3rd)	15	950	14,250	Includes bathroom
Academic Classroom/Studio (4th – 5th)	10	900	9,000	
Collaborative Learning Areas (informal)		varies	1,628	Independent and informal learning
Outside Learning Areas	3	varies	0	Independent and informal teaching areas (patios, porches)
PreK Extended Learning Classroom	1	1,000	1,150	Indoor play space/ primary art
- Art Storage/ Office	1	150		
Small Group Instruction/ Resource Rooms			1,750	
- Special Education	3	250		
- Academic	3	250		
- Testing/Conference	1	250		
Special Needs Classroom/Studio	3	900	2,700	Includes bathroom
Speech/OT/PT	1	400	400	
STEAM/ Project lab	1	1,000	1,000	
STEM/ Project lab	1	1,100	1,100	
Student Services Offices	4	150	600	
Teacher Support Rooms	2	250	500	
Technology Storage	3	100	300	
Total			**44,953**	

Space Summary

Administration Space Requirements

Space				Comments
	Qty.	Sq.Ft.	Total	
Lobby	1	700	700	In addition to regular circulation
Reception/ Waiting Area	1	400	400	
Principal's Office	1	230	230	Includes toilet
Assistant Principal/other administrator	2	150	150	
Administrative Workroom	1	200	200	
Conference Room	1	300	300	Adj. to principal
Mail Room	1	75	75	
Records Room	1	125	125	
Staff Break Room	1	550	500	
Supply (General) Storage	1	125	125	
Storage/ After School Office	1	250	250	
Student Services Office	1	150	150	
Student Services Conference Room	1	200	200	
Text Book Room	1	500	500	1,200 linear ft. shelving
Toilet (Adult)	1	100	100	
Parent/ Family Resource Center PTA storage	1 1	250 50	300	
Total			**4,305**	

Health Suite Space Requirements

Space				Comments
	Qty.	Sq.Ft.	Total	
Health Suite				
Reception /Waiting	1	170	170	
Cot Room	2	100	200	
Exam Room/ Treatment Area	1	125	125	
Office	1	100	100	
Storage	1	40	40	
Toilet	1	50	50	
Total			**685**	

Maintenance & Custodial Space Requirements

Space	Suggestions			Comments
	Qty.	Sq.Ft.	Total	
Receiving and storage	1	600	600	
Custodial Office	1	150	150	
Custodial Storage	1	300	300	
Toilet/Shower/Lockers	2	100	200	
Total			**1,250**	

Space Summary

Media Center Space Requirements

Space	Design Guideline			Comments
	Qty.	Sq.Ft.	Total	
Library Commons Independent and on-line learning	1	2281 700	2981	Computer lab semi-open to the media commons
Equipment Storage	1	200	200	
Head End (Telecommunications) Room	1	150	150	
Office/ Workroom	1	250	250	
Production/ Multi-media Studio Control booth	1 1	300 100	400	
Toilet (Staff)	1	40	40	
Total			**4,021**	

Performing Arts Space Requirements

Space	Design Guideline			Comments
	Qty.	Sq.Ft.	Total	
Dual Purpose Room	1	1,100	1,100	
General Music Room	1	1,100	1,100	
Instrumental Music Room	1	900	900	
General Storage	2	150	300	
Instrument Storage	1	150	150	
Stage	1	1,000	1,000	
Stage Storage	1	150	150	
Total			**4,700**	

Physical Education Space Requirements

Space	Design Guideline			Design Guideline
	Qty.	Sq.Ft.	Total	
Gymnasium	1	7,000	7,000	
Dept. Office	1	200	200	
Storage	2	200	400	
Total			**7,600**	

Site/ Outdoor Requirements Summary

Exterior Spaces
Structured Play Area For Primary/Intermediate Grades
Protected Pre-School Play Area
Outdoor Paved Play Area [reduced size basketball courts, with markings for other games]
Outdoor Classroom/ Green area for garden/environmental programs
Multi-purpose soccer field and softball field (separate fields if feasible)
Faculty, Staff, and Visitor Parking (approx. 80-90 spaces)

Space Summary

Student Dining & Food Service Space Requirements

Space	Design Guideline			Comments
	Qty.	Sq.Ft.	Total	
Cafeteria/Commons	1	3,975	3,975	Seating is 1/3 of student capacity for dining and ½ student capacity for auditorium use
PreK Extended Learning Classroom	1	1,000	0	Optional Dining for PreK students
Art Storage/ Office	1	150		(See Academic Core Spaces)
Chair Storage	1	425	425	
Kitchen	1	1,325	1,925	
Serving Line Area	1	600		
Office	1	100	100	
Toilet/Locker area	1	150	150	
Total			**6,575**	

Visual Art Space Requirements

Space	Design Guideline			Comments
	Qty.	Sq.Ft.	Total	
Multi-purpose Studio	1	1,100	1,100	
Dual Purpose Room	0	1,100	0	See Performing Arts Spaces
PreK Extended Learning Classroom	1	1,000	0	See Academic Core Spaces
Art Storage/ Office	1	150		
Kiln Room	0	100	0	
Storage	1	200	200	
Total			**1,300**	

For modernizations, the architect will be expected to minimize the movement of ‘hard’ walls and fit the proposed programmed spaces into the existing building. Tolerances of + or – 5-15% are acceptable as is the combination of spaces within a suite. Adjacencies as specified are desirable, but options may be considered and should be reviewed with the planning team.

Academic Core Space
ACADEMIC CLASSROOM (PreK-K)

QUANTITY:
- 9

CAPACITY:
- 20-25 students
- Parents/other staff
- Teachers

SIZE:
- 1,175 SF (includes 50 SF toilet and 50 SF closet)
  Note: Storage closets may be shared between classrooms.

SPATIAL RELATIONSHIPS:
- Adjacent to early childhood play area
- Group classrooms for potential teaming with doors between classrooms
- Locate at first floor for emergency evacuations, if possible
- Locate coat cubbies near door

PROGRAM ACTIVITIES:
- Cooperative learning
- Discovery
- Language Art
- One-on–one instruction
- Role playing
- Small group
- Whole group teacher directed

Plumbing Features:
- 2 Sinks in classroom (1 child height with bubbler)
- Wall-mounted sink and toilet in toilet room

Built-in Fixtures:
- Carpentry: Student cubbies (24-28)
- Casework:
  Base/wall cabinets by sink
  Lockable wardrobe (18" x 18")
- Marker board (magnetic) (8 LF in primary)
- Optional Manual projection screen (60"X60")
- Soap/ Towel dispenser
- Sturdy shelving on 3 walls in storage area
- Tack board flanking marker boards plus two (2) parallel rows of continuous tack strips on all available walls (4 LF or longer) at 30" and 48" AFF

Loose Furnishings:
- 1 kidney/horseshoe table
- 1 round table
- 2 computer stations w/ chairs or stools
- 20-28 stackable chairs
- 4-6 rectangular tables (see staff for specific sizes)
- 4-drawer file cabinet
- Bound carpet rug (oval) whole class instruction, rug for reading area (review with staff)
- Learning center sets such as sand/water tables, kitchen, child-height dining, dress-up center, art cart, and blocks (review with staff)
- Mobile shelving (various)
- Teacher work surface w/ mobile storage and 2 chairs

Classroom Technology:
- Additional ports: Printer, Clock/PA, 2 wireless
- Interactive white board (typical)
- Single point 'face plate' near teachers work station to include: Voice, data, VGA , audio enhancement, and HDMI

NOTES: Where rooms are paired consider two toilets with joint access.

Core Academic Space

ACADEMIC CLASSROOM/ STUDIO (Grades 1-5)

QUANTITY:
- 25

CAPACITY:
- 22-24 students (1st –3rd)
- 23-25 students (4th – 5th)
- 1-2 teacher(s)
- Guest speakers/volunteers

SIZE:
- 900-950 SF

SPATIAL RELATIONSHIPS:
- Group classrooms for potential teaming with doors between classrooms
- Locate coat cubbies near door

PROGRAM ACTIVITIES:
- Computer instruction
- Group and teamwork activities
- Large group instruction
- Oral presentations
- Small group instruction and group work
- Team teaching
- Testing

Plumbing Features:
- 1 Sink in classroom (1 child height with bubbler)
- Wall-mounted sink and toilet in toilet room (1-3 grade only)
  Note: Bathrooms may be paired between similar grade classrooms with hallway connector.

Built-in Fixtures:
- Carpentry:
  Student cubbies (24-28)
  Storage units over cubbies
- Casework:
  Base/wall cabinets by sink
  Lockable wardrobe (18”X18”)
  Tall storage cabinet
  Wall shelving (24 LF- H 30-32”)
- Marker board (magnetic) on two walls (16 LF in PreK-K and 8 LF in 1-5 grades)
- Optional Manual projection screen (60”X60”)
- Soap/ Towel dispenser
- Tack board flanking marker boards plus 2 parallel rows of continuous tack strips on all available walls (4 LF or longer) at 30” and 48” AFF

Loose Furnishings:
- 1 kidney or horseshoe table
- 2 computer stations w/ chairs (consider swivel or stool)
- 24-28 student chairs (consider ‘alternative’ seating for 10%)
- 4-drawer file cabinet
- 6 trapezoid tables or 24-28 student desks
- Bound carpet rug (thru Grade 2)
- Learning center furniture (consult staff)
- Teacher work surface w/ mobile storage and 2 ergonomic chairs

Classroom Technology;
- Additional ports: Printer, Clock/PA, 2 wireless
- Interactive white board (typical)
- Single point ‘face plate’ near teachers work station to include: Voice, data, VGA , audio enhancement, and HDMI

NOTES: Classroom layouts should be opposite hand allowing sinks to be back to back.

Core Academic Space

COLLABORATIVE LEARNING AREAS

QUANTITY:
- Varies

CAPACITY:
- 3 to 30 persons

SIZE:
- 100 to 900 SF open space incorporated into corridors or lobbies

SPATIAL RELATIONSHIPS:
- Collaboration areas may be as small as an alcove outside of a classroom in the corridor or a place for large group activities to include such amenities as tiered seating, platform stage, large screens, etc. The space should be intentional and have appropriate fixtures and furniture. No loose furniture is allowed in the right-of-way.

GOALS:
- To provide a space for small group instruction, students working independently or in small groups
- To provide informal learning space for pull-out instruction

PROGRAM ACTIVITIES:
- Conferences
- Small group activities
- Students working on projects
- Tutoring

ENVIRONMENTAL CONSIDERATIONS:
- Visual access to Classrooms and Corridor

Built-in Fixtures: may include
- Built-in seating
- Dry, white eraser-board
- Locked storage
- Projection Screen
- Tack board

Loose Furnishings:
- TBD

Area Technology:
- Wireless ports

Electrical Features:
- Electrical Outlets for Equipment
- Uniform lighting with multi-level switching

NOTES:

Core Academic Space

OUTDOOR LEARNING AREAS

QUANTITY:
- Varies

CAPACITY:
- 3 to 60 persons

SIZE:
- 100 to 1000 SF

SPATIAL RELATIONSHIPS:
- Outdoor learning areas may be as small as a patio outside of a classroom or a covered area with tables or a place for large group activities to include such amenities as tiered seating, platform stage, etc. The space should be intentional and have appropriate fixtures and furniture.

GOALS:
- To provide a space for small group instruction, students working independently or in small groups
- To provide informal learning space for pull-out instruction

PROGRAM ACTIVITIES:
- Oral presentations
- Small group activities
- Students working on projects
- Tutoring

ENVIRONMENTAL CONSIDERATIONS:
- Boundaries such as hedges or fences
- Visual access to Classrooms

Loose Furnishings: may include
- 1 picnic table
- 1 park bench
- Tiered seating from natural materials

Electrical Features:
- Electrical Outlets for Equipment
- Uniform lighting

NOTES:

Core Academic Space

PK/K EXTENDED LEARNING

QUANTITY:
- 1

CAPACITY:
- 40 students

SIZE:
- 1,150 SF (includes art storage/ office)

SPATIAL RELATIONSHIPS:
- Located near PreK and Kindergarten classrooms
- Located near dining

GOALS:
- To provide a space for early childhood activities to include art, music, science, indoor play
- To provide possible dining area for PreK in a family setting

Plumbing Features:
Plumbing in classroom
- 1 Sink; one child height with bubbler
- 1 Sink with deep well and gooseneck faucet

ENVIRONMENTAL CONSIDERATIONS:
- Electrical outlets for equipment
- Visual access to Classrooms and Corridor

Built-in Fixtures:
- Casework:
  - Base/wall cabinets by sink
  - Storage cabinets along one wall - some shelving for supplies like art and music; some for larger items like balls or a mobile science cart
- Manual projection screen (60”X60”)
- Marker board (magnetic)
  - 16 LF primary
- Tack board flanking marker boards
- Soap dispenser
- Towel dispenser

Loose Furnishings:
- Stackable tables and chairs

NOTES:

Core Academic Space

SMALL GROUP INSTRUCTION/ RESOURCE ROOMS

QUANTITY:
- 7

CAPACITY:
- Up to 15 students
- 1 staff member

SIZE:
- 250 SF

SPATIAL RELATIONSHIPS:
- Two per learning community (8-9 academic classrooms)
- One Testing/ Conference room per school

GOAL:
- To provide flexible space to accommodate any of the special small group instruction(special education resource, reading, ESOL, math, resource)

PROGRAM ACTIVITIES:
- Computerized instruction
- Hands-on activities
- Small group instruction
- Team teaching

ENVIRONMENTAL CONSIDERATIONS:
- Comfortable rooms with pleasant décor
- Electrical outlets for equipment
- Uniform lighting
- Window treatment to darken room for AV presentation
- Windows to provide natural light and egress

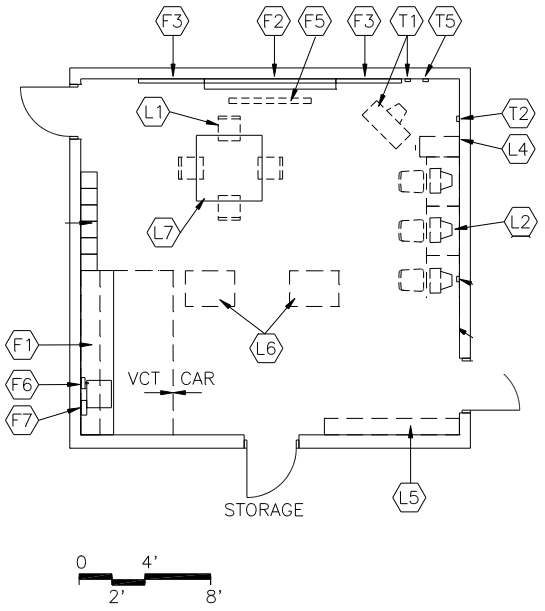
Built-in Fixtures:
- 1 Dry, white eraser-board (4' x 16') on track; eraser-board shall be installed with a marker tray, map rails with tack strip above
- Clock (on side walls instead of rear walls)
- Tack board (4' x 8') minimum; tack strips on all walls

Loose Furnishings:
- 1 file cabinet w/lock, 4-drawer
- 2 trapezoid tables and 6 chairs
- 3-4 computer workstations
- Adjustable height bookshelves (12 LF)
- Lockable teacher wardrobe with coat rod; tall cabinet w/ shelving (may be one unit)
- Teacher's desk/workstation and chair

Classroom Technology;
- Additional ports: Printer, Clock/PA, 2 wireless
- Interactive white board (typical)
- Single point 'face plate' near teachers work station to include: Voice, data, VGA , audio enhancement, and HDMI

NOTES:

SPEECH/ OCCUPATIONAL/ PHYSICAL THERAPY



QUANTITY:
- 1

CAPACITY:
- Up to 3 students
- Up to 2 staff

SIZE:
- 400 SF

SPATIAL RELATIONSHIPS:
- Near Special Needs Classrooms

GOAL:
- To provide private functional mobility training for students

PROGRAM ACTIVITIES:
- Assistive technology evaluation
- Exercise
- Occupational and Physical Therapy

ENVIRONMENTAL CONSIDERATIONS:
- Adequate ventilation
- Auditory privacy
- Environmental sound control:
  - Wall minimum: STC 45
  - Ceiling minimum: CAC 35
- Reinforce structure to support equipment such as a trapeze
- Wheelchair accessibility

Built-in Fixtures:
F1 Casework: Wall/base cabinets for sink
F2 Marker board (8 LF)
F3 Tack board (8 LF)
F5 Manual projection screen or interactive white board
F6 Soap dispenser
F7 Towel dispenser

Loose Furnishings:
L1 4 chairs
L2 1 computer workstation furniture
L4 4-drawer file cabinet
L5 Bookshelves
L6 OT/PT Therapy equipment (TBD)
L7 Work table

Room Technology:
T1 Video port, monitor
T2 Voice port and phone
T3 Wireless port

Electrical Features:
- Electrical Outlets for equipment
- Uniform lighting

NOTES: Loose furnishings and features shown represent one of many possible arrangements.

Core Academic Space

SPECIAL NEEDS CLASSROOM/STUDIO

QUANTITY:
- 3

CAPACITY:
- 10-15 students
- 1-2 teacher(s)
- Staff members

SIZE:
- 900 SF (including bathroom)

SPATIAL RELATIONSHIPS:
- Locate 1 in PreK-K community and 2 in 1st – 5th grade community
- Locate coat cubbies near door

PROGRAM ACTIVITIES:
- Computer instruction
- Small group instruction
- Team teaching
- Teamwork activities
- Testing

Plumbing:
- Sink with bubbler in classroom
- Toilet room with wall-mounted sink and toilet

Built-in Fixtures:
- Carpentry:
  - Student cubbies (16)
  - Storage units over cubbies
- Casework:
  - Base/wall cabinets by sink
  - Lockable wardrobe (18" x 18")
  - Wall shelving (24 LF- H 30-32")
- Manual projection screen (60"X60")
- Marker board (magnetic) on two walls
  - 16 LF primary/8 secondary
- Tack board flanking marker boards
  - Plus two (2) parallel rows of continuous tack strips on all available walls (4 LF or longer) at 30" and 48" AFF
- Tall storage cabinet
- Soap/ Towel dispenser

Loose Furnishings:
- 1 kidney or horseshoe table
- 10-15 student chairs (consider 'alternative' seating for 20%)
- 2 computer stations w/ chairs (consider swivel or stool)
- 3 trapezoid tables or 10-15 student desks
- 4-drawer file cabinet
- Bound carpet rug (thru Grade 2)
- Learning center furniture (consult staff)
- Teacher work surface w/ mobile storage and 2 ergonomic chairs

Classroom Technology;
- Additional ports: Printer, Clock/PA, 2 wireless
- Interactive white board (typical)
- Single point 'face plate' near teachers work station to include: Voice, data, VGA , audio enhancement, and HDMI

NOTES: Classroom layouts should be opposite hand allowing sinks to be back to back.

STEAM (Science, Technology, Engineering, Art, Math) LAB

QUANTITY:
- 1

CAPACITY:
- 28 students
- 2 teachers

SIZE:
- 1,000 SF (includes material storage alcove)

SPATIAL RELATIONSHIPS:
- Near the multi-purpose art room and STEM lab

GOALS:
- Flexible space and layout to accommodate student learning through active interaction with technology systems

PROGRAM ACTIVITIES:
- Computer simulations and instruction
- Data collection and analysis
- Hands-on activities
- Large and small group instruction
- Team teaching

ENVIRONMENTAL CONSIDERATIONS:
- Consider future technology needs; build-in flexibility to retain options.
- Dust collection, and exhaust systems to meet ASHRAE standards.
- OSHA requirements maintained
- Rooms designed for ease of movement and accessibility; Students need to be able to move around the worktables
- Windows to provide natural light and egress

Finishes:

Flooring:
- Moisture and stain-resistant finishes

Counter/Table Tops:
- Heat and chemical-resistant (to acids, etc.)

Furniture and Equipment:
- 1 Dry, white eraser-board (4' x 8') on track;
- 1 work table
- 2, file cabinets w/lock, 4-drawer
- 28 student desks and chairs or 14, 2-person lab tables
- Adjustable height bookshelves (24 LF)
- Clock
- Lockable cabinet w/ charging station for 25 laptop computers (optional)
- Lockable teacher wardrobe with coat rod; tall cabinet w/ shelving (may be one unit)
- Permanently-mounted projection screen (not in front of the white eraser board) or interactive board
- Tack board (4' x 16') minimum; tack strips on all walls
- Teacher's desk/workstation and chair

Classroom Technology;
- Interactive white board (typical)
- Single point 'face plate' near teachers work station to include: Voice, data, VGA , audio enhancement, and HDMI
- Additional ports: Printer, Clock/PA, 2 wireless

Electrical Features:
- Duplex receptacles to charge laptop carts when not in use
- Electrical outlets for equipment
- Uniform lighting with multi-level switching

Plumbing Features:
- Plumbing connections, floor drain
- Sink w/ Sink with bubbler for drinking water, cabinets above and below, and a separate, stainless steel scrub sink with hot and cold water, appropriate traps

NOTES:

Core Academic Space

STEM LAB

SIZE:
- 1,100 SF

CAPACITY:
- 28 students
- 2 teachers

GOALS:
- Flexible space and layout
- To accommodate student learning through active interaction with technology systems

PROGRAM ACTIVITIES:
- Computer simulations and instruction
- Data collection and analysis
- Hands-on activities
- Large and small group instruction
- Team teaching

SPATIAL RELATIONSHIPS:
- Door to 'outdoor classroom', if feasible
- Flexible seating options

ENVIRONMENTAL CONSIDERATION:
- Consider future technology needs; build-in flexibility to retain options
- Electrical outlets for equipment
- OSHA requirements maintained
- Rooms designed for ease of movement and accessibility; Students need to be able to move around the worktables
- Windows to exterior - view desirable

Finishes:

Flooring:
- Moisture and stain-resistant finishes

Counter/Table Tops:
- Heat and chemical-resistant (to acids, etc.)

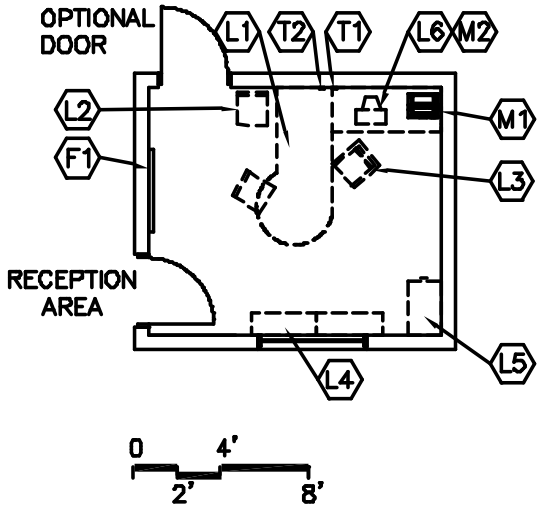
Built-in Features:
- 16' tack boards
- 2-3 Tall cabinets with clear glass in doors
- 4 sinks with storage cabinets below (age appropriate height)
- Goggle storage and sterilization with adequate ventilation.
- Install a 48" wide lockable tote tray cabinet and 35" wide tall cabinet with adjustable shelves
- Magnetic marker board (16 FT)
- Power for equipment (aquariums, terrariums, mobile science carts)
- Teachers wardrobe

Loose furniture:
- 2 Mobile science lab carts
- 4-drawer file cabinet
- 7, 4-student corrosive resistant lab tables with 28 student chairs
- 8, 2-person computer stations w/ chairs (consider swivel or stool)
- Refrigerator (under counter)
- Teacher work surface w/ mobile storage and 2 ergonomic chairs

Classroom Technology;
- Additional ports: Printer, Clock/PA, 2 wireless
- Interactive white board (typical)
- Single point 'face plate' near teachers work station to include: Voice, data, VGA, audio enhancement, and HDMI

NOTES:

STUDENT SERVICES OFFICES



QUANTITY:
- 4

CAPACITY:
- 1 staff member (Assistant Principals, social workers, instructional specialists, etc.
- Up to 3 visitors

SIZE:
- 150 SF

SPATIAL RELATIONSHIPS:
- Located centrally within the academic community

GOAL:
- To provide an office for the staff to perform administrative functions

PROGRAM ACTIVITIES:
- Coordination of school and support services
- Meeting with parents, students, and staff
- Telephone communications (private)

ENVIRONMENTAL CONSIDERATIONS:
- Auditory privacy
- Electrical outlets for equipment
- Environmental sound control:
  - Wall minimum: STC 45
  - Ceiling minimum: CAC 35
- Windows to provide natural light
- Uniform lighting

Built-in Fixtures:
F1 Tack board (4 LF)

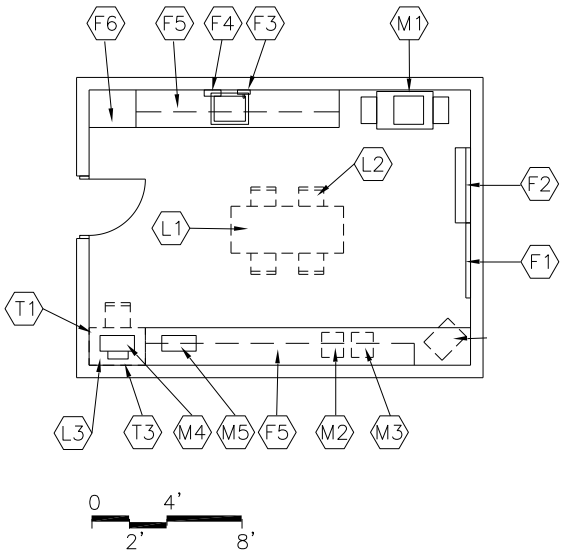
Loose Furnishings:
L1 Desk with conference table
L2 2 guest chairs
L3 Ergonomic task chair
L4 Adjustable height bookshelves (12 LF)
L5 1, 4-drawer locking file cabinet
L6 Computer workstation

Room Technology:
T1 1 voice port and phone
T2 2 data ports
M1/2 Computer/printer

NOTES: Loose furnishings and features shown represent one of many possible arrangements.

Administrative Space

TEACHER SUPPORT AREA



QUANTITY:
- 1

CAPACITY:
- 6-12 teachers

SIZE:
- 250 SF

ANCILLARY SPACES:
- Supply/ Storage Room
- Toilet (Adult)

SPATIAL RELATIONSHIPS:
- Bathroom access from corridor
- Distributed to different floor/wings from staff lounge
- Eating lunch
- Located near individual adult restrooms

GOAL:
- To provide an area for teacher collaboration and individual work

PROGRAM ACTIVITIES:
- Enter and access data
- Grade papers
- Prepare lessons using computer, video, and other resources.
- Storage

ENVIRONMENTAL CONSIDERATIONS:
- Auditory privacy
- OSHA requirements maintained
- Uniform lighting
- Wheelchair accessibility

Built-in Fixtures:
F1 Tack board (4 LF)
F2 Marker board (4 LF)
F3 Kitchen Sink w/soap dispenser
F4 Towel dispenser
F5 Casework: Base/ wall cabinets and shelving
F6 Under the counter refrigerator

Loose Furnishings:
L1 2 Square Work tables
L2 8 Ergonomic chairs
L3 Computer workstation with ergonomic task chair
Optional: Lounge chairs and end tables)

Miscellaneous Equipment (provided by owner):
M1 Copier/ printer
M2 Paper cutter
M3 Laminating machine
M4 Computer
M5 Microwave
- Under the counter refrigerator
- Vending machine

Room Technology:
T1 Voice ports and phones
T3 2 data ports

NOTES: Loose furnishings and features shown represent one of many possible arrangements.

TECHNOLOGY STORAGE

QUANTITY:
- 3

SIZE:
- 100 SF

SPATIAL RELATIONSHIPS:
- One per learning community
- One per floor

GOAL:
- To provide a safe and secure area for storage of equipment and supplies

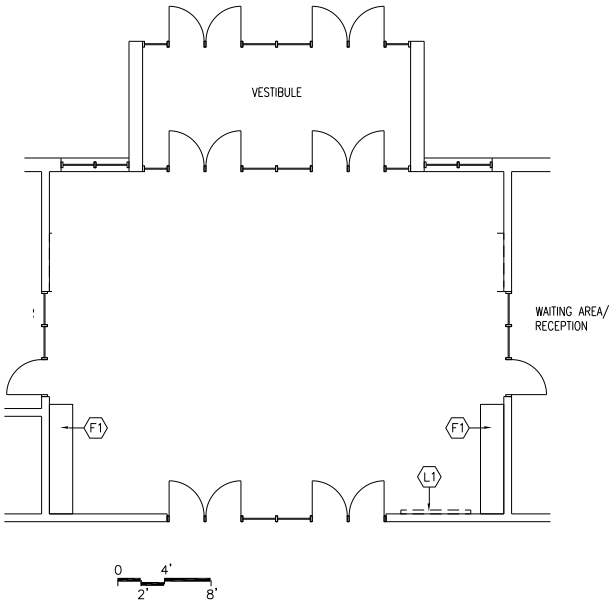
ENVIRONMENTAL CONSIDERATION:
- Adequate ventilation
- Air conditioning dedicated to this space
- Security of door
- Windowless

Electrical Features:
- Duplex receptacles to charge laptop carts when not in use
- Uniform lighting with Single-level switching

NOTES:

Administrative Space

Administrative Space
LOBBY



QUANTITY:
- 1

SIZE:
- 1,000 SF

SPATIAL RELATIONSHIP:
- Adjacent and access to Main Office
- Adjacent and access to Security Office

GOAL:
- To immediately greet visitors with a welcoming atmosphere and to provide easy accessibility for the public

ENVIRONMENTAL CONSIDERATIONS:
- Aesthetically pleasing
- Electrical outlets for equipment
- Provide exterior canopies at entrances
- The architect is to work with the school and district security to develop a safe and respectful security arrangement for students, staff and visitors
- The school wants all visitors during the day to go through the welcome area to get into the school.
- Treat for sound attenuation
- Uniform lighting with accent lighting as appropriate
- Window to provide ample natural light

Furnishings & Fixtures:
F1 Display cases
L1 Electronic board
- Security desk/counter with workstation

Room Technology:
- Voice and data to security desk

NOTE:
- The morning student entrance may be located near the dining area.
- The teachers' entrance may be near staff parking and must be pass key protected for controlled access at all times.

NOTES: Loose furnishings and features shown represent one of many possible arrangements.

Administrative Space

RECEPTION/ WAITING AREA

QUANTITY:
- 1

CAPACITY:
- 8 people

SIZE:
- 400 SF (includes 50 SF coat closet)

SPATIAL RELATIONSHIPS:
- Adjacent to Lobby
- Easy to locate and identify
- Maximize view to Lobby and entry

GOAL:
- To provide a welcoming atmosphere and to serve as an information area for those coming into the school

PROGRAM ACTIVITIES:
- Greeting people and directing them to the proper location or person
- Waiting area for visitors and staff members

ENVIRONMENTAL CONSIDERATIONS:
- Inviting to visitors
- Electrical outlets for equipment
- Windows to provide natural light (if feasible)
- Wheelchair accessibility

Built-in Fixtures:
- 18’ minimum reception counter (two level for handicapped access) with adjustable shelf storage on the inside
- Counter and base cabinets along back wall; space for master intercom console
- Tack board (8 LF)

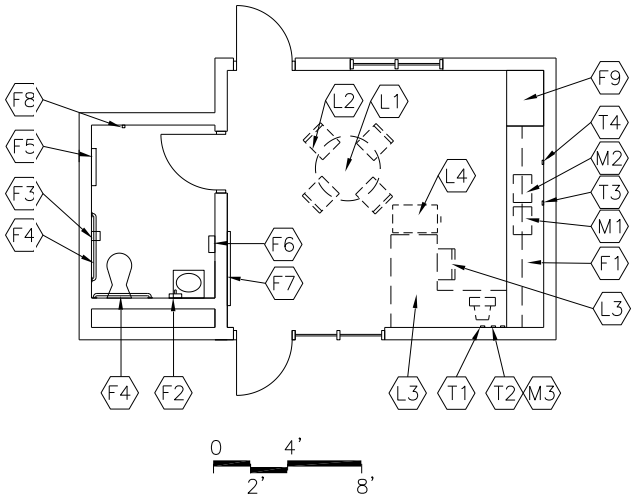
Loose furniture:
- 2 End tables
- 2 ergonomic chairs
- 2 under the desk file cabinets
- 6, 4-drawer file cabinets
- 6 Visitor chairs
- Desk/Workstations for 2 staff
- Display rack

Room Technology:
- Ability to ‘buzz’ access main entrance when electric and communication connections
- Master intercom console and appropriate electric and communication connections.
- Voice and data for each workstation

NOTES:

Administrative Space

PRINCIPAL'S OFFICE



QUANTITY:
- 1

CAPACITY:
- Up to 5 people

SIZE:
- 230 SF (includes 50 SF private toilet)

SPATIAL RELATIONSHIPS:
- Adjacent to Administrative Assistant's Office
- Near Conference Room

GOAL:
- To serve as the home base for the principal from which he/she can provide instructional leadership in a personal, flexible, and organized environment for students, staff, and community

PROGRAM ACTIVITIES:
- Administrative paperwork
- Computer input
- Conferences with staff and other visitors
- Interaction with students
- Planning
- Telephone calls

ENVIRONMENTAL CONSIDERATIONS:
- Adequate exhaust (restroom)
- Auditory privacy
- Private restroom

Built-in Fixtures:
F1 Casework: Base/wall cabinets and shelving
F2 Soap dispenser
F3 Toilet tissue holder
F4 36" and 42" grab bars
F5 24" x 60" mirror
F6 Towel dispenser
F7 Tack board (4 LF)
F8 Coat hook

Loose Furnishings:
L1 Conference table
L2 4 side chairs
L3 Desk and chair
L4 4-drawer locking file cabinet

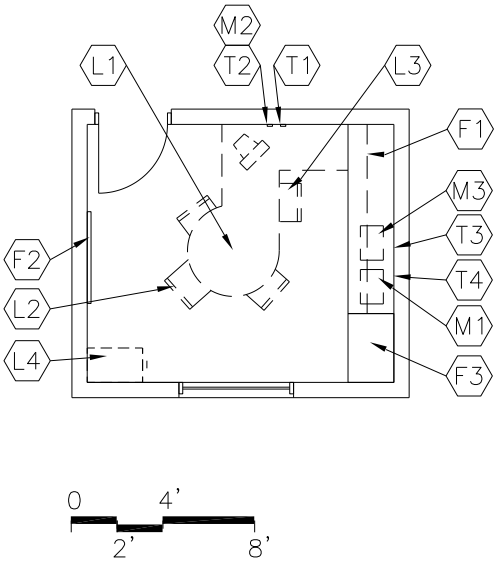
Miscellaneous Equipment (provided by owner):
M1/2 Fax/Printer
M3 Computer

Room Technology:
T1 Voice port and phone
T2 Data port near workstation
T3 Fax port
T4 Data port for printer

NOTES: Loose furnishings and features shown represent one of many possible arrangements.

Administrative Space

ASSISTANT PRINCIPAL'S OFFICE



QUANTITY:
- 1-2

CAPACITY:
- Up to 4 people

SIZE:
- 150 SF

SPATIAL RELATIONSHIPS:
- Adjacent to Administrative Assistant's Desk
- Near Main Office

GOAL:
- To serve as the home base for administrators from which he/she can provide leadership in a personal, flexible, and organized environment for students, staff, and community

PROGRAM ACTIVITIES:
- Administrative paperwork
- Computer input
- Meetings with parents, students, and staff
- Planning
- Student counseling
- Telephone calls

ENVIRONMENTAL CONSIDERATIONS:
- Auditory privacy
- OSHA requirements maintained
- Uniform lighting
- Wheelchair accessibility

Built-in Fixtures:
F1 Casework: Base cabinets and shelving
F2 Tack board (4 LF)
F3 Casework: Wardrobe

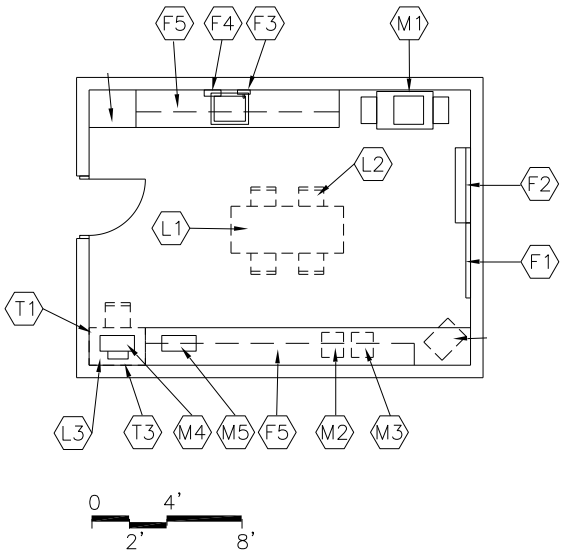
Loose Furnishings:
L1 Desk
L2 Side chairs
L3 Ergonomic Chair
L4 4-drawer locking file cabinet

Miscellaneous Equipment (provided by owner):
M1 Printer
M2 Computer
M3 Fax (optional)

Room Technology:
T1 Voice port and phone
T2 Data port near workstation
T3 Fax port (optional)
T4 Data port for printer

NOTES: Loose furnishings and features shown represent one of many possible arrangements.

ADMINISTRATIVE WORKROOM



QUANTITY:
- 1

CAPACITY:
- Up to 4 people

SIZE:
- 200 SF

ANCILLARY SPACES:
- Supply/ Storage Room
- Toilet (Adult)

SPATIAL RELATIONSHIPS:
- Near Reception/ Waiting Area

GOAL:
- To provide an area for office projects to be completed

PROGRAM ACTIVITIES:
- Binding reports
- Collating
- Copying
- Laminating
- Preparing communications for mailing
- Sorting of files
- Telephone communications

ENVIRONMENTAL CONSIDERATIONS:
- Auditory privacy
- OSHA requirements maintained
- Uniform lighting
- Wheelchair accessibility

Built-in Fixtures:
F1 Tack board (4 LF)
F2 Marker board (4 LF)
F3 Sink w/soap dispenser
F4 Towel dispenser
F5 Casework: Base cabinets and shelving

Loose Furnishings:
L1 Work table
L2 4 chairs
L3 Computer workstation with ergonomic task chair

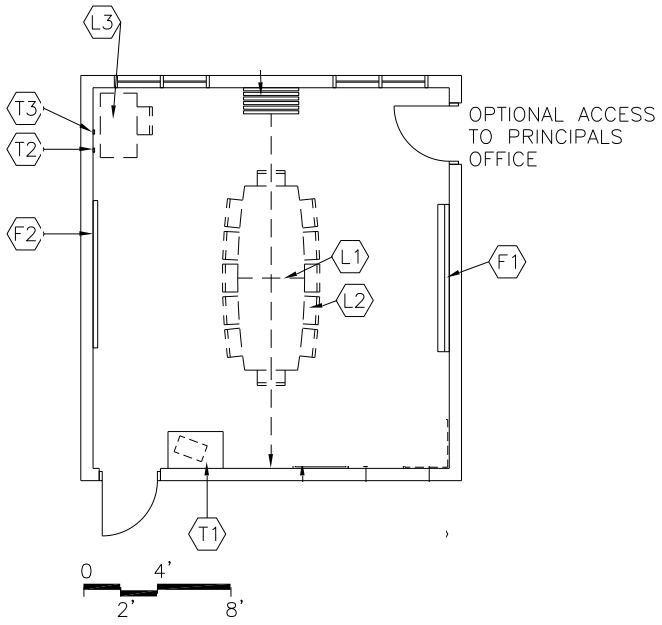
Miscellaneous Equipment (provided by owner):
M1 Copier
M2 Paper cutter
M3 Laminating machine
M4 Computer
M5 Printer

Room Technology:
T1 Voice ports and phones
T3 2 data ports

NOTES: Loose furnishings and features shown represent one of many possible arrangements.

Administrative Space

CONFERENCE ROOM



QUANTITY:
- 1

CAPACITY:
- Up to 20 people

SIZE:
- 300 SF

SPATIAL RELATIONSHIPS:
- In administrative suite

GOAL:
- To provide an area adequate for small and medium group conferences

PROGRAM ACTIVITY:
- Meetings/conferences
- Staff collaboration

ENVIRONMENTAL CONSIDERATIONS:
- Auditory privacy
- Design for computer aided presentations (electrical outlets from table for projection device, screen along short wall, light darkening capability)
- OSHA requirements maintained
- Uniform lighting
- Wheelchair accessibility

Built-in Fixtures:
F1 Marker board (8 LF)
F2 Tack board (8 LF)
- Counter 12" deep with base cabinets (8-10 LF)

Loose Furnishings:
L1 Conference table (with technology connections)
L2 10-15 Chairs
L3 Computer workstation furniture

Room Technology:
T1 Video port, monitor
T2 Voice port and phone
T3 Data port
- Interactive white board (optional)

NOTES: Loose furnishings and features shown represent one of many possible arrangements.

Administrative Space

Administrative Space

MAILROOM

QUANTITY:
- 1

SIZE:
- 75 SF

SPATIAL RELATIONSHIPS:
- Flow-through boxes to allow staff to load from behind
- Located within/adjacent to the Administrative work room

GOAL:
- To provide an area to disseminate incoming mail to staff members

PROGRAM ACTIVITIES:
- Collating materials
- Delivery of general mail

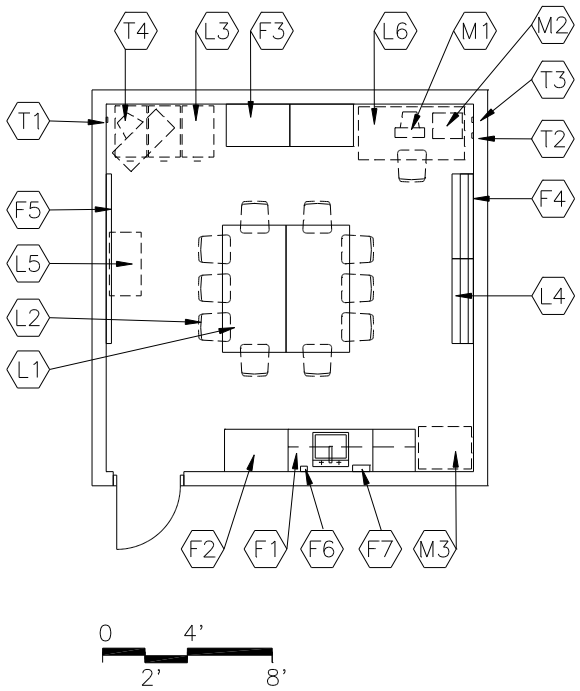
ENVIRONMENTAL CONSIDERATIONS:
- Auditory privacy
- OSHA requirements maintained
- Uniform lighting
- Wheelchair accessibility

Built-in Fixtures:
- Casework: 2-sided mail slots for 110% of staff with base cabinets below
- Tack board (4 LF)

Loose Furnishings:
- L1 Work table

NOTES:

PARENT RESOURCE CENTER



QUANTITY:
- 1

CAPACITY:
- Up to 12 People
- Parents
- PTA members
- Volunteers

SIZE:
- 300 SF (includes 50 SF PTA closet)

SPATIAL RELATIONSHIPS:
- Near Reception/ Welcome Center
- Near Main Lobby Entrance
- Near Public Restrooms

GOALS:
- To provide a place for parents to meet and work when they volunteer at school
- To provide a place for parents to store their personal belongings
- To provide a place for the PTA to store their materials
- To provide space for parents to check-out and use parenting sources

PROGRAM ACTIVITIES:
- Parent training
- Small group meetings
- Storage for personal items
- Storage of fundraising materials (PTA)
- Work area

Built-in Fixtures:
F1 Casework: Base/wall cabinets
F2 Casework: Wardrobe cabinet
F3 Casework: Storage cabinets
F4 Marker board (8 LF)
F5 Tack board (8 LF)
F6 Soap dispenser
F7 Towel dispenser

Loose Furnishings:
L1 2 tables (36" x 72")
L2 10 chairs
L3 4-drawer file cabinet
L4 Adjustable height bookshelves (20 LF)
L6 Computer workstation

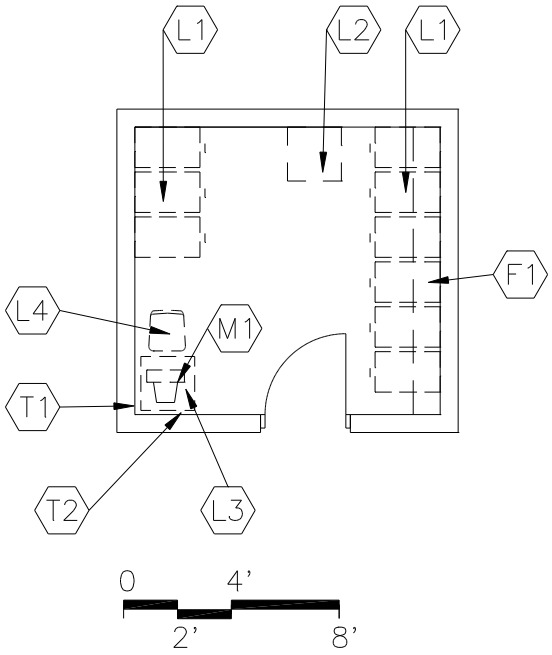
Miscellaneous Equipment (provided by owner):
M1 Computer
M2 Printer
M3 Refrigerator with ice maker

Plumbing Features:
Plumbing connections:
- Sink, single/deep bowl
- Hook-up for ice maker

NOTES: Loose furnishings and features shown represent one of many possible arrangements.

Administrative Space

RECORDS STORAGE ROOM



QUANTITY:
- 1

CAPACITY:
- Staff Up to 1

SIZE:
- 150 SF

SPATIAL RELATIONSHIPS:
- Near Data Entry Area

GOAL:
- To provide secure, fireproof, and adequate storage for money, records, and other valuable items

PROGRAM ACTIVITIES:
- Accessible to administration staff
- Storage of files and records
- Storing of money and other valuable items

ENVIRONMENTAL CONSIDERATIONS:
- 1-hour rated enclosure
- Security of door
- Uniform lighting

Built-in Fixtures:
F1 Casework: Wall shelving

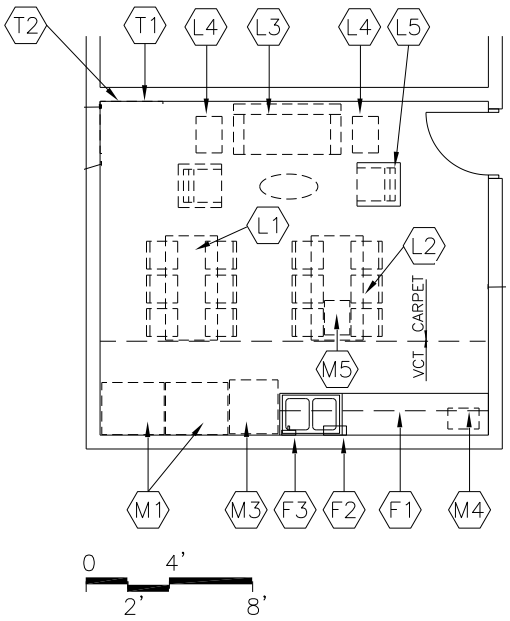
Loose Furnishings:
L1 8-10, 4-drawer file cabinets (fireproof)
L2 Small safe
L3 Small table
L4 Chair

Room Technology:
T1 Voice port and phone
T2 Data port

Miscellaneous Equipment (provided by owner)
M1 Computer

NOTES: Loose furnishings and features shown represent one of many possible arrangements.

STAFF BREAK ROOM



QUANTITY:
- 1

CAPACITY:
- Up to 16 person

SIZE:
- 500 SF

SPATIAL RELATIONSHIPS:
- Access from corridor
- Bathrooms directly accessible or near
- Near Dining

GOAL:
- To provide as an area for staff to relax and prepare for classes

PROGRAM ACTIVITY:
- Eating
- Interacting with peers
- Planning lessons
- Relaxing
- Using the telephone

ENVIRONMENTAL CONSIDERATIONS:
- Auditory privacy
- OSHA requirements maintained
- Uniform lighting
- Wheelchair accessibility

Built-in Fixtures:
F1 Casework: Base cabinets and shelving
F2 Sink w/soap dispenser
F3 Towel dispenser
- Tack board (4 LF)

Loose Furnishings:
L1 2 Tables
L2 12 chairs
L3 Sofa (optional)
L4 End Tables (optional)
L5 Soft Chairs (optional)

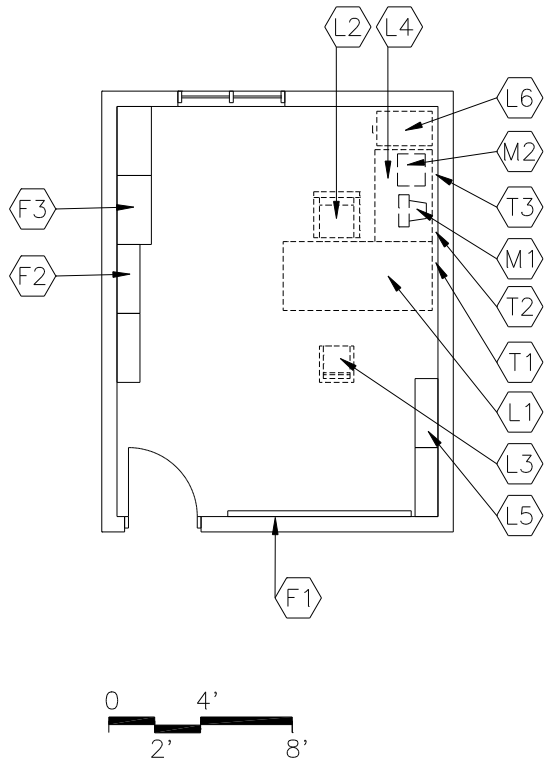
Miscellaneous Equipment (provided by owner)
M1 Vending machines
M3 Refrigerator
M4 2 Microwaves

Room Technology:
T1 Voice ports and phones
T3 2 data ports
- Additional ports: Clock/PA, 2 wireless

NOTES: Loose furnishings and features shown represent one of many possible arrangements.

Administrative Space

STORAGE/ AFTER SCHOOL OFFICE



CAPACITY:
- Staff
- Coordinators of After School Program
- Parents/volunteers

SIZE:
- 250 SF

SPATIAL RELATIONSHIPS:
- Access to main corridor
- Near Gymnasium and Student Dining Area/ Multipurpose
- Near public use spaces

PROGRAM ACTIVITIES:
- Administrative duties
- Storing and retrieving supplies and equipment

Built-in Fixtures:
F1 Tack board (8 LF)
F2 Storage shelving: 12" deep
F3 Storage shelving: 18" deep

Loose Furnishings (provided by caregiver)
L1 Desk with conference table
L2 Ergonomic task chair
L3 Guest chair
L4 Computer workstation
L5 Book shelves
L6 1, 4-drawer locking file cabinet

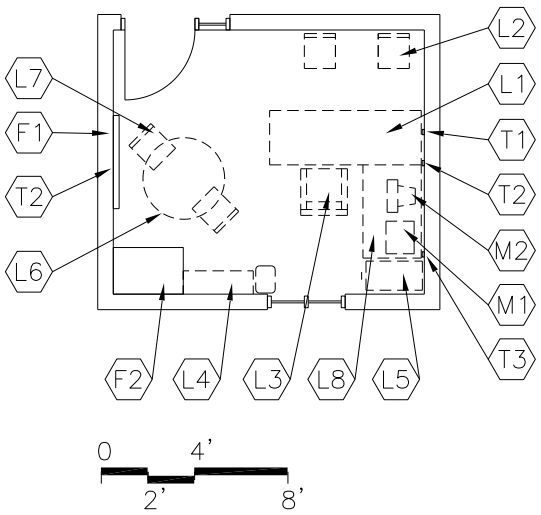
Room Technology:
T1 1 Voice port and phone
T2 Data ports
T3 FAX port (optional)

Miscellaneous Equipment (provided by owner)
M1 Computer
M2 Printer

Note: Consult caregiver on the quantity of storage.

NOTES: Loose furnishings and features shown represent one of many possible arrangements.

STUDENT SERVICES OFFICE



QUANTITY:
- 1

CAPACITY:
- 1 Staff person
- Up to 3 people

SIZE:
- 150 SF

GOAL:
- To provide an office for counselors and the registrar to perform administrative functions and meet with parents and students

PROGRAM ACTIVITIES:
- Conferencing with parents, students, and staff
- Coordination of school and support services
- Telephone communications (private)

ENVIRONMENTAL CONSIDERATIONS:
- Auditory privacy
- Electrical outlets for equipment
- Environmental sound control:
  Wall minimum: STC 45
  Ceiling minimum: CAC 35
- Uniform lighting
- Windows to provide natural light

Built-in Fixtures:
F1 Tack board (4 LF)
F2 Wardrobe

Loose Furnishings:
L1 Desk
L2 2 guest chairs
L3 Ergonomic task chair
L4 Adjustable height bookshelves/cabinets (24 LF)
L5 1, 4-drawer locking file cabinet
L6 Round table
L7 Guest chairs
L8 Computer workstation

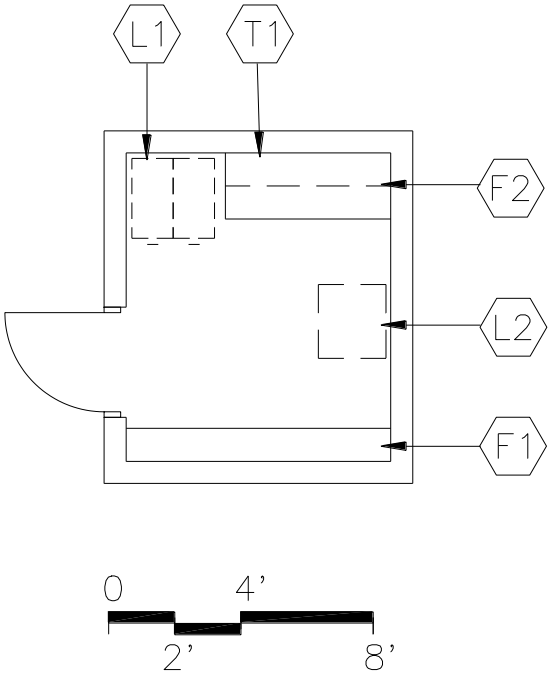
Room Technology:
T1 1 Voice port and phone
T2 Data ports
T3 FAX port (optional)

Miscellaneous Equipment (provided by owner)
M1 Computer
M2 Printer

NOTES: Loose furnishings and features shown represent one of many possible arrangements.

Health Suite Space

SUPPLY (General)/ ADMINISTRATIVE STORAGE



QUANTITY:
- 1

SIZE:
- 125 SF

SPATIAL RELATIONSHIPS:
- Adjacent and access to Administrative Workroom

GOAL:
- To provide adequate and secure storage for office supplies

PROGRAM ACTIVITY:
- Storing of office supplies, forms, and files

ENVIRONMENTAL CONSIDERATIONS:
- Auditory privacy
- Uniform lighting

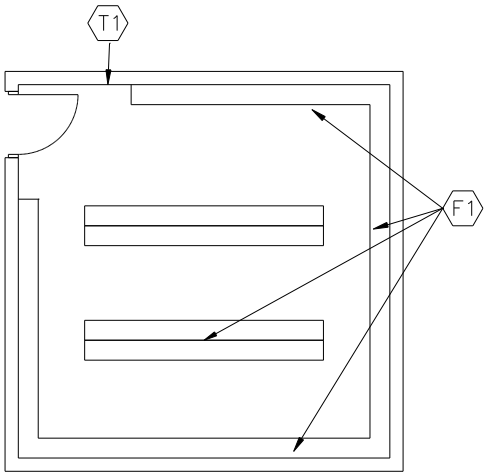
Built-in Fixtures:
F1 Shelving
F2 Lockable cabinets

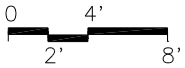
Loose Furnishings:
L1 2, 4-drawer file cabinet
L2 Small safe

Room Technology:
T1 Data port

NOTES: Loose furnishings and features shown represent one of many possible arrangements.

TEXT BOOK ROOM





QUANTITY:
- 1

CAPACITY:
- 1,200 LF of shelving

SIZE:
- 500 SF

SPATIAL RELATIONSHIP:
- Near Administration

GOAL:
- To provide secure storage for books and teaching materials

PROGRAM ACTIVITY:
- Storage of textbooks and teaching supplies and forms

ENVIRONMENTAL CONSIDERATIONS:
- Electrical outlets
- Uniform lighting

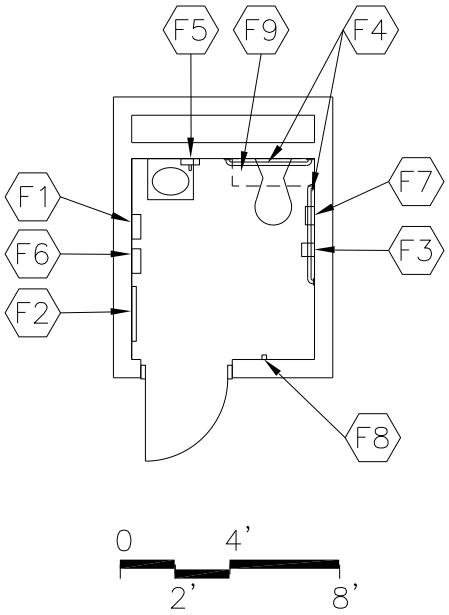
Built-in Fixtures:
F1 Storage shelving: 12" deep

Room Technology:
T1 Voice port

NOTES: Loose furnishings and features shown represent one of many possible arrangements.

Health Suite Space

TOILET (Adult)



QUANTITY:
- 2

CAPACITY:
- Up to 1 person

SIZE:
- 100 SF

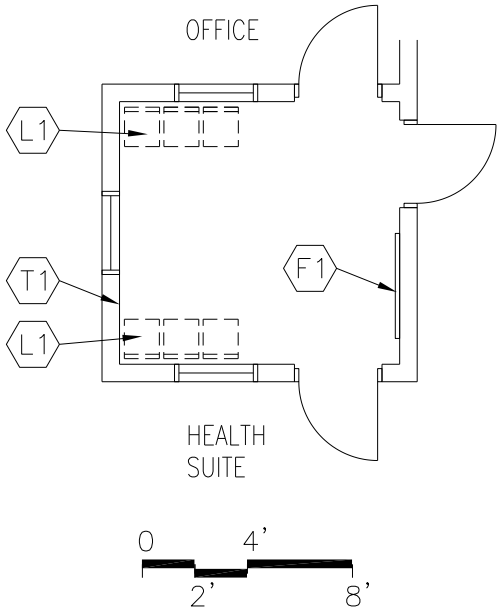
SPATIAL RELATIONSHIPS:
- Adjacent to Administrative Workroom
- Directly accessible to, or near, Staff Break Room

ENVIRONMENTAL CONSIDERATIONS:
- Adequate exhaust/ventilation
- Moisture- and stain-resistant finishes
- Wheelchair accessibility

Built-in Fixtures:
F1 Towel dispenser
F2 24" x 60" mirror
F3 Toilet tissue holder
F4 36” and 42” grab bars
F5 Soap dispenser
F6 Sanitary dispenser
F7 Sanitary disposal
F8 Coat hook
F9 Casework: Wall cabinet

NOTES: Loose furnishings and features shown represent one of many possible arrangements.

Health Suite Space
RECEPTION/ WAITING AREA



QUANTITY:
- 1

CAPACITY:
- 1 staff member/volunteer/nurse
- Students

SIZE:
- 170 SF

ANCILLARY SPACES:
- Cots
- Office
- Storage
- Toilet

SPATIAL RELATIONSHIPS:
- First space one enters in Health Suite
- Ground floor
- May include Nurse's desk and work station (see Office for description of F&E)

GOAL:
- To provide an area for students waiting to see the nurse or for parent pick-up

ENVIRONMENTAL CONSIDERATIONS:
- Adequate ventilation
- Auditory and visual privacy
- Door openings must be large enough to accommodate ambulance stretcher and also provide for necessary turns.
- Electrical outlets for equipment
- Environmental sound control:
  Wall minimum: STC 45
  Ceiling minimum: CAC 35
- Locate away from rooms with copiers-- interferes with hearing screening
- Uniform lighting
- Windows to provide natural light

Built-in Fixtures:
F1 Tack board
- Brochure rack

Loose Furnishings:
L1 4-6 visitor chairs

Room Technology:
T1 Voice port

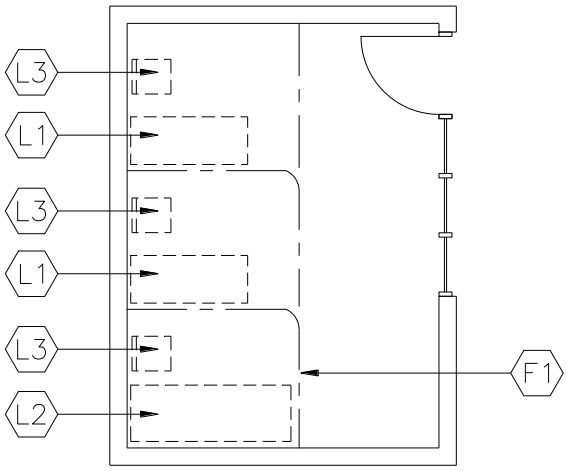
Finishes:
Flooring:
- Moisture and stain-resistant finishes

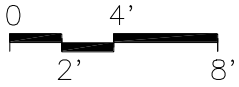
Counter Tops:
- Chemical-resistant

NOTES: Loose furnishings and features shown represent one of many possible arrangements.

Health Suite Space

COT ROOMS





QUANTITY:
- 2

CAPACITY:
- 1 person per cot

SIZE:
- 100 SF

SPATIAL RELATIONSHIPS:
- Located within Health Suite
- Adjacent to toilet

GOAL:
- To provide a place for students and staff to lie down when feeling ill

PROGRAM ACTIVITIES:
- Resting

ENVIRONMENTAL CONSIDERATIONS:
- Adequate ventilation
- Audio and visual privacy
- Visual access to Waiting Area/Reception

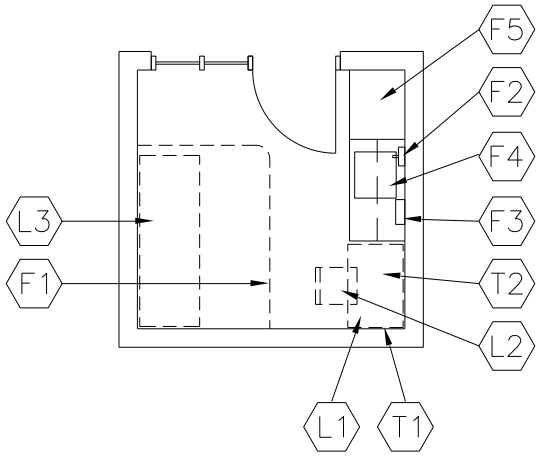
Built-in Fixtures:
F1 Cubical curtain between large and small cots and the waiting area

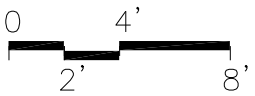
Loose Furnishings:
L1 2 small cots
L2 1 large cot (optional)
Note: The maximum length/width for each cot usually measures 74" L x 26" W, with height of headrest from floor 22".
L3 3 night stands

Finishes:
Flooring:
- Moisture and stain-resistant finishes

NOTES: Loose furnishings and features shown represent one of many possible arrangements.

EXAM ROOM/ TREATMENT AREA





QUANTITY:
- 1

CAPACITY:
- Up to 2 people

SIZE:
- 125 SF

GOAL:
- To provide a cot in private area for students in need of special services (catherization, etc.)
- To provide a room for isolation of students or staff with contagious conditions
- To provide school based health services (larger schools only)

PROGRAM ACTIVITIES:
- First aid
- Consultation with students
- Health screening
- Medical treatments
- Medication administration

SPATIAL RELATIONSHIPS:
- Located within Health Suite
- Near Waiting Area

ENVIRONMENTAL CONSIDERATIONS:
- Adequate ventilation
- Electrical outlets for equipment
- Sink with hot and cold water/gooseneck with paddle handles
- Visual access to Waiting Area/Reception
- Wheelchair area within space

Note: Nurse should have visual control over the cots and reception area even while in the treatment area.

Built-in Fixtures:
F1 Cubical curtain
F2 Soap dispenser
F3 Towel dispenser
F4 Casework: Base/wall cabinets
F5 Casework: Student-access medicine cabinet (see staff for space and design requirements)

Loose Furnishings:
L1 Desk
L2 Ergonomic chair
L3 Cot or adjustable, mobile exam table
• Stool

Room Technology:
T1 Voice port and phone
T2 Data port

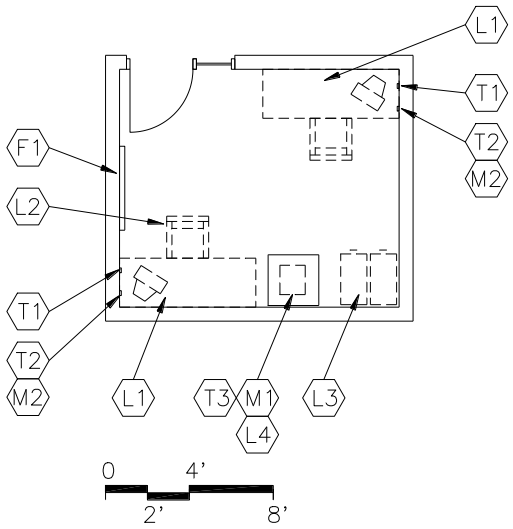
Finishes:
Flooring:
- Moisture and stain-resistant finishes

Counter Tops:
- Chemical-resistant

NOTES: Loose furnishings and features shown represent one of many possible arrangements.

Health Suite Space

OFFICES



QUANTITY:
- 1

CAPACITY:
- Up to 2 people

SIZE:
- 100 SF

SPATIAL RELATIONSHIPS:
- Within, or adjacent and visual to, Reception/ Waiting Area

GOAL:
- To provide an office for the staff to perform clerical functions

PROGRAM ACTIVITIES:
- Computer input
- Conferences with staff and other visitors
- Paperwork
- Planning
- Telephone calls

ENVIRONMENTAL CONSIDERATIONS:
- Auditory privacy
- Electrical outlets for equipment
- Environmental sound control:
  Wall minimum: STC 45
  Ceiling minimum: CAC 35
- Uniform lighting

Built-in Fixtures:
F1 Tack board

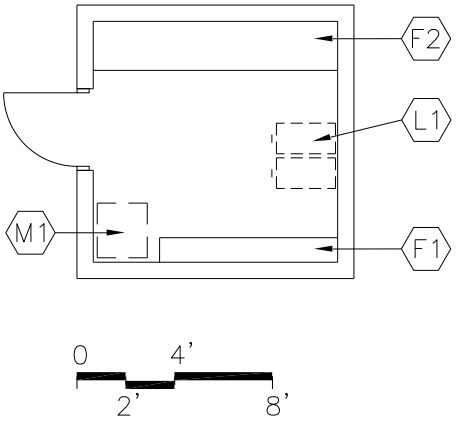
Loose Furnishings:
L1 1 desk
L2 1 ergonomic task chair
L3 1, 4-drawer file cabinet
L4 Printer table
- Guest chair

Room Technology:
T1 Voice port and phone
T2 Data port near workstation
T3 Data port for printer

Miscellaneous Equipment (provided by owner)
M1 Printer
M2 Computer

NOTES: Loose furnishings and features shown represent one of many possible arrangements.

STORAGE AREA



QUANTITY:
- 1

CAPACITY:
- Up to 1 person

SIZE:
- 40 SF

ANCILLARY SPACES:
- Bathroom in each cot area

SPATIAL RELATIONSHIPS:
- Adjacent and access to Exam Room/ Treatment Area

GOAL:
- To provide storage for medical supplies and equipment

PROGRAM ACTIVITIES:
- Storage

ENVIRONMENTAL CONSIDERATIONS:
- Security of equipment, supplies, and medicines
- Uniform lighting

Built-in Fixtures:
F1 Storage shelving - 12” deep
F2 Storage shelving - 24" deep

Loose Furnishings:
L1 File cabinets

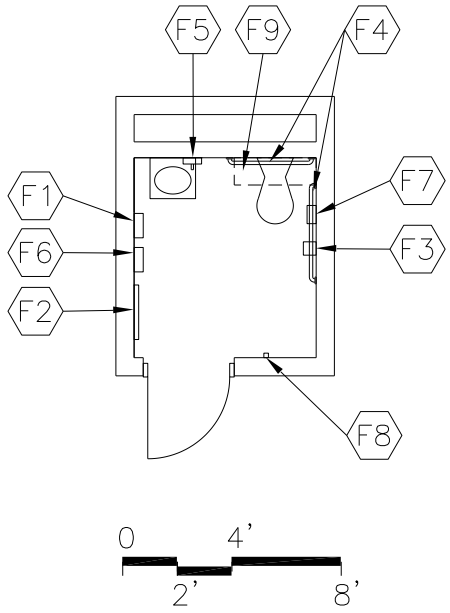
Miscellaneous Equipment:
M1 Refrigerator (lockable) with ice maker

Plumbing:
- Plumbing connections: Ice maker, refrigerator

NOTES: Loose furnishings and features shown represent one of many possible arrangements.

Health Suite Space

TOILET



QUANTITY:
- 2

CAPACITY:
- Up to 1 person

SIZE:
- 50 SF

SPATIAL RELATIONSHIPS:
- Located within Health Suite adjacent to the Cot Area

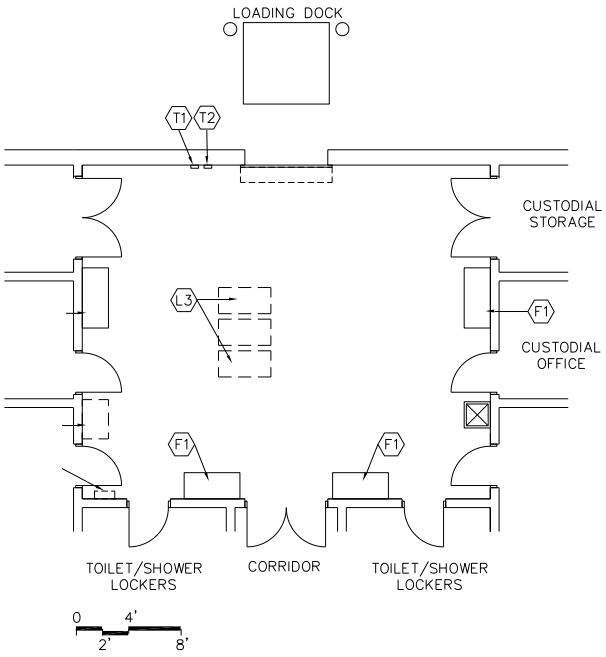
PROGRAM ACTIVITY:
- Changing clothing
- Personal and health needs for the health suite

ENVIRONMENTAL CONSIDERATIONS:
- Adequate exhaust/ventilation
- Environmental sound control:
  Wall minimum: STC 45
  Ceiling minimum: CAC 35
- Moisture- and stain-resistant finishes
- Uniform lighting
- Wheelchair Accessibility

Built-in Fixtures:
F1 Towel dispenser
F2 24" x 60" mirror
F3 Toilet tissue holder
F4 36” and 42” grab bars
F5 Soap dispenser
F6 Sanitary dispenser
F7 Sanitary disposal
F8 Coat hook
F9 Casework: Wall cabinet

NOTES: Loose furnishings and features shown represent one of many possible arrangements.

Maintenance/ Custodial Space
RECEIVING AND STORAGE



QUANTITY:
- 1

SIZE:
- 600 SF

SPATIAL RELATIONSHIPS:
- Access to a main corridor
- Access to loading dock area

GOAL:
- To serve as the central point for delivery and shipping of bulk commodities and equipment and provide adequate storage for supplies and materials

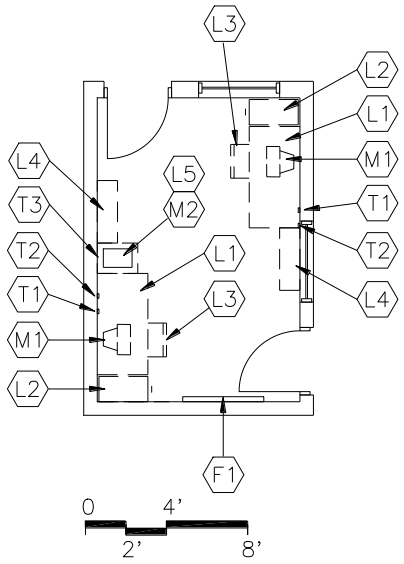
PROGRAM ACTIVITIES:
- Loading and unloading
- Storage of furniture, equipment, and general supplies

ENVIRONMENTAL CONSIDERATIONS:
- Double doors with removable mullions to corridor
- Electrical outlets for equipment
- High ceiling
- Staging area with insulated overhead door large enough for forklift access
- Uniform lighting

NOTES:

Maintenance/ Custodial Space

CUSTODIAL OFFICE



QUANTITY:
- 1

CAPACITY:
- Up to 2 People

SIZE:
- 150 SF

ANCILLARY SPACES:
- Toilet/Shower/Lockers

SPATIAL RELATIONSHIPS:
- Adjacent and access to Custodial Storage
- Adjacent and access to Receiving
- Near corridor

GOAL:
- To provide an area for the maintenance manager, staff, and building engineer to provide supervision of the physical plan

PROGRAM ACTIVITIES:
- Conferences with staff and other visitors
- Paperwork
- Telephone calls

ENVIRONMENTAL CONSIDERATIONS:
- Electrical outlets for equipment
- Uniform lighting
- Visual control from Custodial Shop
- Visual control from Receiving

Built-in Fixtures
F1 Book shelves

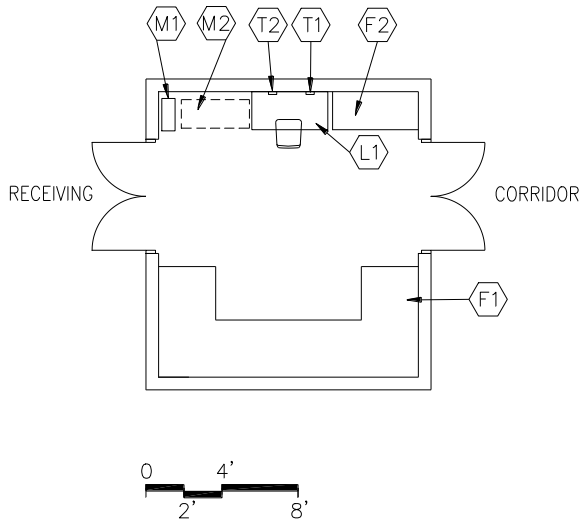
Loose Furnishings:
L1 2 desks
L2 2, 4-drawer file cabinets
L3 2 ergonomic task chairs
L4 Adjustable height bookshelves (12 LF)
L5 Printer table

Room Technology:
T1 2 voice port and phone
T2 2 data ports
T3 FAX (optional)

Miscellaneous Equipment (provided by owner):
M1 2 Computers
M2 1 Printer

NOTES: Loose furnishings and features shown represent one of many possible arrangements.

CUSTODIAL STORAGE



QUANTITY:
- 1

SIZE:
- 300 SF

SPATIAL RELATIONSHIPS:
- Adjacent to Receiving
- Easy access to a main corridor
- Near Custodial Office

GOAL:
- To serve as the central point for storage of bulk commodities and equipment

PROGRAM ACTIVITY:
- Storage of materials for special events, paper, and general supplies

ENVIRONMENTAL CONSIDERATIONS:
- Double doors with removable mullions to Receiving and Corridor
- Electrical outlets for equipment
- High ceilings
- Uniform lighting

Built-in Fixtures:
F1 Storage shelving (40 LF): 84" high x 36" deep
F2 Storage shelving: 84" high x 24" deep

Loose Furnishings:
L1 Desk and chair

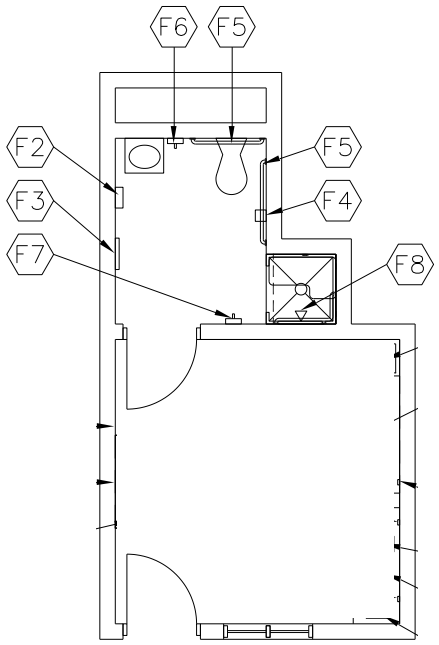
Room Technology:
T1/2 Voice and data connections

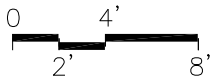
Miscellaneous Equipment :
M2 Metal cabinet for flammables

NOTES: Loose furnishings and features shown represent one of many possible arrangements.

Maintenance/ Custodial Space

TOILET/ SHOWER/ LOCKERS





QUANTITY:
- 2

CAPACITY:
- Custodial Staff

SIZE:
- 100 SF

SPATIAL RELATIONSHIP:
- Adjacent to Custodial Receiving Area
- Separate Male and Female rooms

GOAL:
- To provide an area for custodial staff to change and clean-up when needed.

PROGRAM ACTIVITIES:
- Changing
- Showering

Built-in Fixtures:
F2 Towel dispenser
F3 24" x 60" mirror
F4 Toilet tissue holder
F5 36" and 42" grab bars
F6 Soap dispenser
F7 Towel rack

Loose Furnishings:
- Benches and lockable lockers

NOTES: Loose furnishings and features shown represent one of many possible arrangements.

Media Center Space
LIBRARY COMMONS

QUANTITY:
- 1

CAPACITY:
- 75 students
- 140 persons for community or staff meeting
- Media Specialist
- Media Assistant

SIZE:
- 2981 SF (including 700 SF Independent/ On-line Learning)

ANCILLARY SPACES:
- Equipment Storage
- Head End Room
- Media Production
- Toilet (Staff)
- Workroom/ Office

SPATIAL RELATIONSHIPS:
- Three activity areas:
  1) Storytelling area
  2) Interactive and small group areas
  3) Independent/ On-line learning area
- Good sight lines to all ancillary spaces
- Information desk located close to entrance and near office/ workroom
- Locate standing card catalog station next to information desk
- Mobility for all free standing furniture including book shelves
- Permanent stacks on the periphery with some short shelving to divide activity areas

GOAL:
- To provide students, staff, and community with access to paper and digital information
- To provide a place for social interaction and multi-media production and presentation

Finishes:
Flooring: Carpet

PROGRAM ACTIVITIES:
- Reading, storytelling, speakers
- Circulation of materials and resources
- Whole group and small group instruction
- Meetings for staff and parents
- Multi-media production

ENVIRONMENTAL CONSIDERATIONS:
- Acoustical treatment for the presentation area to allow for simultaneous activities
- Adequate ventilation
- Ceiling height in proportion to room dimensions
- Lighting appropriate to task with switches to dim separate zones of media center
- Security of school when center is in use after school hours
- Wall mounts and appropriate wiring for TV/ video in whole class zone
- Window treatment to darken room for AV presentations
- Windows to provide natural light and egress

Built-in Fixtures:
- Information desk comprised of the following connected modules (minimum) – (1) book drop/book cart; (1) printer stand; (1) corner display unit; (1) desktop unit with computer space/keyboard tray; (1) desktop unit with locking drawer
- Tackboard near entry

Interactive and Small Group areas
- White erase board near teaching area

Storytelling area
- Storytelling seating area may be tiered or include storage for shift seating options

NOTES:

Media Center Space

LIBRARY COMMONS (continued)

HVAC Features:
- Supply/return air system
- Independent temperature control

Electrical Features:
- Duplex outlets throughout
- Electrical outlets at all column locations
- Flush covers for floor outlets
- Multilevel lighting
- Production/Presentation area:
  - Copy machine
  - Two network printers/scanners
  - Portable sound system
- Recessed floor/ wall electrical outlets in floor at tables

Loose Furnishings:
- Book stacks mostly peripheral (quantity site specific); some low picture book shelving (36") on castors - approx. 90 linear feet
- 2 paperback racks
- 6-8 soft chairs
- 3 end tables
- 8-10, 4-person tables and chairs in 2 locations; consider different heights and alternative seating choices (outlets at every location)

On-Line learning area
- 28 computer work stations and chairs (swivel)
- Teacher workstation and chair

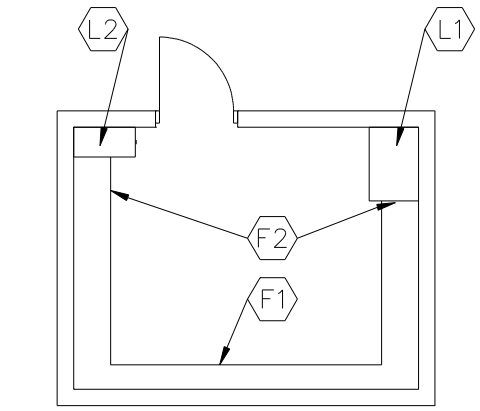
Area Technology:
- Interactive boards desirable in both storytelling and on-line teaching areas
- Information desk:
  - Voice ports and phones
  - Bar code reader
  - 2 data ports
- 2 data ports for network printers
- Robust wireless access

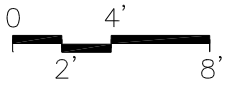
On-Line learning area
- Interactive boards desirable in on-line teaching area
- 28 data ports

Storytelling area
- Interactive boards desirable

NOTES:

EQUIPMENT STORAGE





QUANTITY:
- 1

SIZE:
- 200 SF

SPATIAL RELATIONSHIP:
- Adjacent and access to the workroom

GOAL:
- To provide a safe and secure area for storage of equipment and supplies

ENVIRONMENTAL CONSIDERATION:
- Security of door
- Uniform lighting with single-level switching
- Windowless

Built-in Fixtures:
F1 Storage shelving (12" deep)
F2 Storage shelving (18" deep)

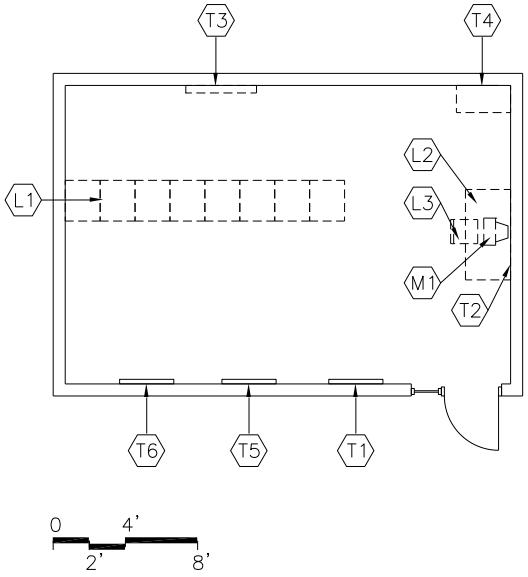
Loose Furnishings:
L1 Adjustable height shelving (24” deep)
L2 4-drawer file cabinet (legal)

Electrical Features:
- Duplex receptacles to charge laptop carts when not in use
- Single-level switching

NOTES: Loose furnishings and features shown represent one of many possible arrangements.

Media Center Space

HEAD END (Telecommunications) ROOM



QUANTITY:
- 1

SIZE:
- 150 SF

GOALS:
- To provide a secure area to serve as the information hub of the school. File servers will serve the buildings computer network
- To provide satellite up and down links that will send and receive voice, video, and data. Fiber optic cable will serve the telephone, fax, and video of the school and other district buildings

PROGRAM ACTIVITIES:
- Cable and CATV reception and broadcasting
- Network management
- Security system location
- Telephone wiring entry and distribution
- Voice, video, data reception and distribution

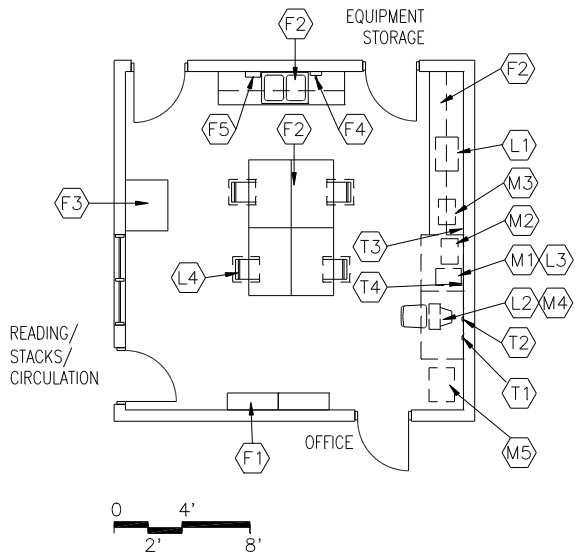
ENVIRONMENTAL CONSIDERATIONS:
- Access to ceiling and ceilings for modifications to systems and wiring
- Adequate power supply will be required and auxiliary UPS power for back-up. (Quality of power is important.)
- Adequate ventilation
- Air conditioning dedicated to this space
- Dedicated electrical circuitry
- Security of door

Loose Furnishings:
L1 6-8 racks
L2 Computer workstation/M1 computer
L3 Ergonomic task chair

Room Technology:
T1 Data network system
T2 Voice port and phone
T3 Telephone switchgear
T4 Video network control
T5 Satellite dish connection
T6 Satellite and cable system controls access

NOTES: Loose furnishings and features shown represent one of many possible arrangements.

OFFICE/ WORKROOM



QUANTITY:
- 1

CAPACITY:
- Media specialist

SIZE:
- 250 SF

SPATIAL RELATIONSHIPS:
- Adjacent and access to Reading/ Stacks/ Circulation
- Near circulation desk

GOAL:
- To provide a private work area for the media specialist, easy access to the circulation desk, management and organization of media resources, a computer resource area, and processing of incoming materials.

PROGRAM ACTIVITIES:
- Administrative work (ordering, scheduling, preparing budget, reports, etc.)
- Cooperative learning
- Receiving, processing, and duplicating library materials
- Repairing damaged or worn books, videos, discs, and other materials
- Scanning and digitizing

ENVIRONMENTAL CONSIDERATIONS:
- Auditory privacy
- Electrical outlets for equipment
- Environmental sound control:
  - Wall minimum: STC 45
  - Ceiling minimum: CAC 40
- Uniform lighting
- Visual access to Reading/Stacks/Circulation

Built-in Fixtures:
F1 Adjustable height video/ bookshelves (24 LF)
F2 Casework: Base/wall cabinets
F3 Casework: Tall storage
F4 Soap dispenser
F5 Towel dispenser
- Tack board (4 LF)

Loose Furnishings:
L1 Paper cutter
L2 Computer workstation table and ergonomic task chair
L3 Equipment table
L4 4 table chairs
- 2, 4-drawer file cabinets

Room Technology:
T1 Voice port and phone
T2 Data port near workstation
T3 Data port for printer/copier and scanner
T4 Fax port

Miscellaneous Equipment:
M1 Fax (optional)
M2 Printer/ copier
M3 Scanner
M4 Computer
M5 Video distribution equipment

Plumbing:
- Plumbing connections: Sink

NOTES: Loose furnishings and features shown represent one of many possible arrangements

Media Center Space

PRODUCTION/ MULTI-MEDIA STUDIO

CAPACITY:
- 4 students
- 1 teacher

SIZE:
- 400 (includes 100 SF Control Room)

SPATIAL RELATIONSHIPS:
- Accessible to and near the Library Commons
- Two separate rooms:
  1) Production/ Multi-media Studio
  2) Control Room

GOAL:
- To provide a soundproof, properly lighted room for video productions, audio productions, publication purposes, and multimedia productions using computer accessories and peripherals such as scanners, digital cameras, etc.

PROGRAM ACTIVITIES:
- Closed circuit TV production
- Creative writing
- Digitizing
- Newspaper production
- Scanning
- Video creation/production
- Voice over/dubbing

Finishes:
- **Flooring:** Studio floor should be medium gray tiles, and the Control Room should have VCT.
- **Walls/ Ceilings:** Should be painted flat black.

Electrical Features:
- Electrical outlets for equipment
- Lighting bar or grid with dimmer board in Control Room
- Provide a medium duty cyclorama I-beam supplied for “walk along” operation.
- Special lighting for video production
- Uniform lighting with an appropriate visual comfort level

ENVIRONMENTAL CONSIDERATIONS:
- Capability of transmitting live or pre-recorded programs to the rest of the school.
- Dual glass windows (typically 6’ x 3’) required between the studio and control room.
- Due to the changing nature of technology, a media production room is to be designed for flexibility of use.
- Electrical outlets for equipment
- Environmental sound control:
  Wall minimum: STC 45
  Ceiling minimum: CAC 40
  Acoustically improved entry door seals
- Provide visual control from media center, if adjacent

Built-in Fixtures:
- 12-16 ‘ counter (sink) with lockable cabinets below
- Ceiling mounted projector
- Counter along window wall between and facing control room.
- Dry erase board (16’)
- Manual projection screen
- Tack board above counter
- Wall curtain

Loose Furnishings:
Loose furniture TBD:
- 2 printer tables
- 4 six person tables (rectangles for easy reconfiguration)
- 6 stackable student chairs
- Book cases
- Cabinets for files and flat files

Area Technology:
- 2 data ports for printers
- 2 data ports for scanners
- 5 data ports
- Audio connection from counter along window wall between and facing Control Room
- Cable connections to Control Room for light and sound controls
- Communication connections between studio and control room
- Voice Port and phone

Media Center Space

HVAC Features:
- Separate HVAC control from the Media Center

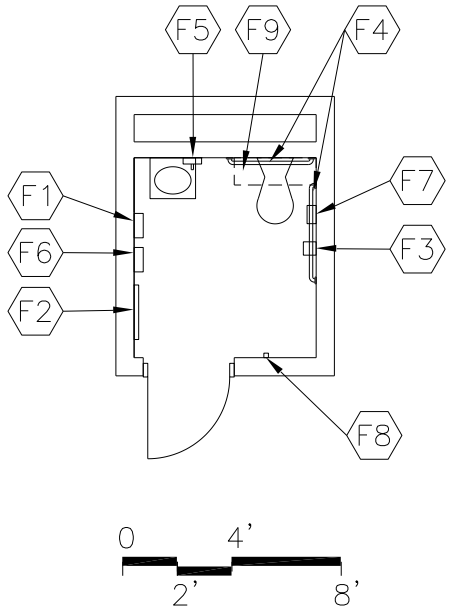
Plumbing Features:
- Plumbing connections for sink

Miscellaneous Equipment:
Video and production equipment TBD
- 2 network printers/scanners
- Copy machine
- Portable sound system

NOTES: Loose furnishings and features shown represent one of many possible arrangements.

Media Center Space

TOILET (Staff)



QUANTITY:
- 2

CAPACITY:
- Up to 1 person

SIZE:
- 40 SF

SPATIAL RELATIONSHIPS:
- Located within Health Suite adjacent to the Cot Area

PROGRAM ACTIVITY:
- Changing clothing
- Personal and health needs for the health suite

ENVIRONMENTAL CONSIDERATIONS:
- Adequate exhaust/ventilation
- Environmental sound control:
  Wall minimum: STC 45
  Ceiling minimum: CAC 35
- Moisture- and stain-resistant finishes
- Uniform lighting
- Wheelchair Accessibility

Built-in Fixtures:
F1 Towel dispenser
F2 24" x 60" mirror
F3 Toilet tissue holder
F4 36” and 42” grab bars
F5 Soap dispenser
F6 Sanitary dispenser
F7 Sanitary disposal
F8 Coat hook
F9 Casework: Wall cabinet

NOTES: Loose furnishings and features shown represent one of many possible arrangements.

Performing Arts Space
DUAL PURPOSE ROOM

QUANTITY:
- 1

SIZE:
- 1,100 SF

CAPACITY:
- 24-28 music students
- 24-28 Art students
- 1 teacher
- Parents/volunteers

ANCILLARY SPACES:
- Music Storage

PROGRAM ACTIVITIES:
- Choral, speech, theatrics, art
- View educational videos

SPATIAL RELATIONSHIPS:
- Adjacent and access to Music Storage
- Near to stage

Plumbing Features:
- Deep well sink with clay trap

ENVIRONMENTAL CONSIDERATIONS:
- 8' high double doors throughout this area with removable mullions
- Appropriate acoustics and sound attenuation
- Baffled ductwork
- Non-parallel surfaces (walls/ceiling) for acoustical benefits
- Sound proof HVAC system
- Sound seals on doors

Built-in Fixtures:
- Casework: Counter with base/wall cabinets (8 LF)
- Marker Board (16 LF)
- Teacher wardrobe (lockable) with coat rod; tall cabinet w/ shelving (may be one unit)
- Tack board (12-16 LF)

Loose Furnishings:
- TBD

Room Technology;
- Additional ports: Printer, Clock/PA, 2 wireless
- Interactive white board (typical)
- Single point 'face plate' near teachers work station to include: Voice, data, VGA , audio enhancement, and HDMI

Performing Arts Space

GENERAL MUSIC ROOM

QUANTITY:
- 1

SIZE:
- 1,100 SF

CAPACITY:
- 24-28 music students
- 1 teacher
- Parents/volunteers

ANCILLARY SPACES:
- Storage Room

SPATIAL RELATIONSHIPS:
- Adjacent and access to Storage
- Adjacent to Instrumental Music Room
- Near stage

PROGRAM ACTIVITIES:
- Choral, speech, theatrics
- Listen, analyze, describe, and compose music
- View educational videos

ENVIRONMENTAL CONSIDERATIONS:
- 8' high double doors throughout this area with removable mullions
- Appropriate acoustics and sound attenuation
- Baffled ductwork
- Non-parallel surfaces (walls/ceiling) for acoustical benefits
- Sound proof HVAC system
- Sound seals on doors

Built-in Fixtures:
- Casework:
  Counter with base/wall cabinets (8 LF)
- Marker board (16 LF)
- Tack board (12-16 LF)
- Teacher wardrobe (lockable) with coat rod; tall cabinet w/ shelving (may be one unit)

Loose Furnishings:
- 10 music stands
- 2 listening stations – included in the computer stations
- 2 movable paper storage carts
- 2 tables (30" x 60")
- 20 posture chairs stackable (in storage area)
- 28 posture chairs w/ writing arm (collapsible)
- 4 sections full size of elementary choral risers (in storage area or on stage)
- Acoustic piano-on a movable truck
- Bookcases for 140 texts
- Group carpet
- Pair of wall-mounted speakers
- Stereo audio system, CD player, AM-FM turner, amplifier
- Teacher's cart w/space for keyboard/CD player and locking cabinet

Room Technology;
- Additional ports: Printer, Clock/PA, 2 wireless
- Interactive white board (typical)
- Single point 'face plate' near teachers work station to include: Voice, data, VGA , audio enhancement, and HDMI

NOTES:

INSTRUMENTAL MUSIC ROOM

QUANTITY:
- 1

CAPACITY:
- 15-30 students
- 1 teacher

SIZE:
- 900 SF

ANCILLARY SPACES:
- Instrument Storage

SPATIAL RELATIONSHIPS:
- Adjacent and access to Instrumental Storage
- Adjacent to General Music Room
- Near stage

PROGRAM ACTIVITIES:
- Individual practice
- Performance of music
- Students will practice in large groups, small groups, and individually
- Teaching and learning to read music

Plumbing Features:
- Sink

ENVIRONMENTAL CONSIDERATIONS:
- 8' high double doors throughout this area with removable mullions
- Appropriate acoustics and sound attenuation
- Baffled ductwork
- Double doors with removable mullions
- Electrical outlets for equipment
- Environmental sound control:
  Wall minimum: STC 60
  Ceiling minimum: CAC 35, STC 60
- Non-parallel surfaces (walls/ceiling) for acoustical benefits
- Sound insulation in walls (extended above ceiling to underside of roof deck)
- Sound proof HVAC system (under 35 dBa)
- Sound seals on doors
- Uniform multi-level lighting

Built-in Fixtures:
- Base/wall cabinets around sink
- Casework: Book cubbies (28)
- Marker board (12 LF)-- 1/2 with music staff lines
- Tack board (12 LF)

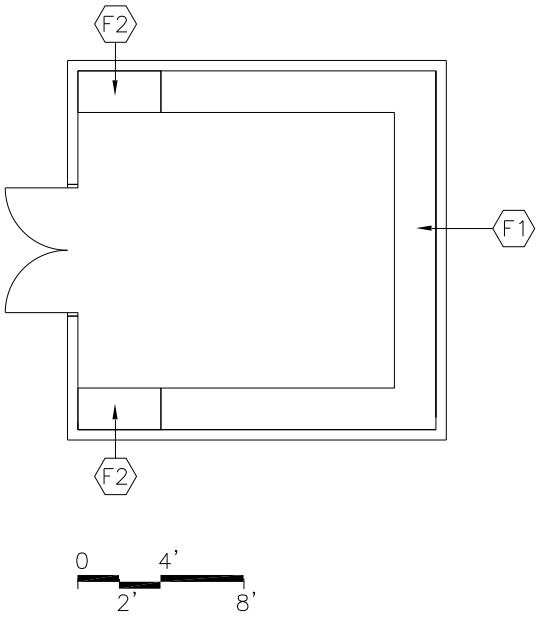
Loose Furnishings:
- 1 Integrated Audio Amplifier/Loudspeaker system
- 2 Computer tables with listening station
- 3, 4-drawer legal size, lockable file cabinets
- 4 music grade microphones
- 4 stands, microphone
- 40 music stands
- 40 posture chairs -suitable for 4th, 5th, and 6th grade students
- Electronic tuner
- Headphones
- Multi-track CD recorder/player
- Table (30" x 7)

Room Technology:
- Additional ports: Printer, Clock/PA, 2 wireless
- Interactive white board (typical)
- Single point 'face plate' near teachers work station to include: Voice, data, VGA , audio enhancement, and HDMI

NOTES:

Performing Arts Space

GENERAL STORAGE



QUANTITY:
- 1

CAPACITY:
- Teacher

SIZE:
- 150 SF

SPATIAL RELATIONSHIP:
- Adjacent and access to Dual Purpose and Music Rooms

GOAL:
- To provide adequate storage for portable choral risers, stackable posture chairs, accessories, and equipment

PROGRAM ACTIVITY:
- Storage and simple repair of portable choral risers, accessories, and equipment

ENVIRONMENTAL CONSIDERATIONS:
- Adequate ventilation
- Uniform lighting

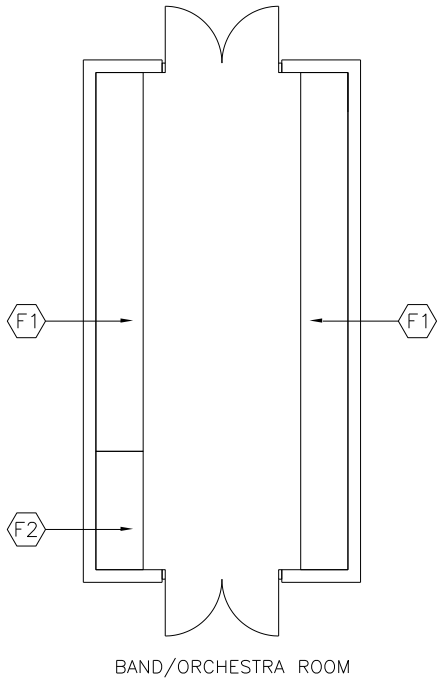
Built-in Fixtures:

F1 Storage shelving above 3 feet to allow for the storage of extra chairs and risers

F2 Casework: Tall cabinets
- Teacher wardrobe (lockable) with coat rod; tall cabinet w/ shelving (may be one unit)

NOTES: Loose furnishings and features shown represent one of many possible arrangements

INSTRUMENT STORAGE



QUANTITY:
- 1

CAPACITY:
- Students
- Teacher

SIZE:
- 150 SF

SPATIAL RELATIONSHIP:
- Directly accessible to Instrumental Music Room
- May be an alcove within the Instrumental Music Room instead of a separate room

GOAL:
- To provide adequate storage for instruments

PROGRAM ACTIVITY:
- Storage and simple repair of instruments and equipment

ENVIRONMENTAL CONSIDERATIONS:
- Adequate ventilation
- Two openings for flow-thru traffic if separate room
- Uniform lighting

Built-in Fixtures:
- Cabinets with locks for instrument storage, open cage design (see staff for quantity)
- 4 adjustable shelves (24 LF x 10” deep)

NOTES: Loose furnishings and features shown represent one of many possible arrangements.

Performing Arts Space

STAGE

QUANTITY:
- 1

SIZE:
- 1,000 SF

ANCILLARY SPACES:
- Storage Room

SPATIAL RELATIONSHIPS:
- Adjacent to Cafeteria/ Multi-purpose Room or Gymnasium

GOAL:
- To provide space for student performances, guest speakers, assembly presentations

Built-in Fixtures:
- Motorized projection screen
- Theater and stage equipment (lights, curtain, scrim)

Loose Furnishings:
- Mobile folding risers
- Podium
- Upright piano

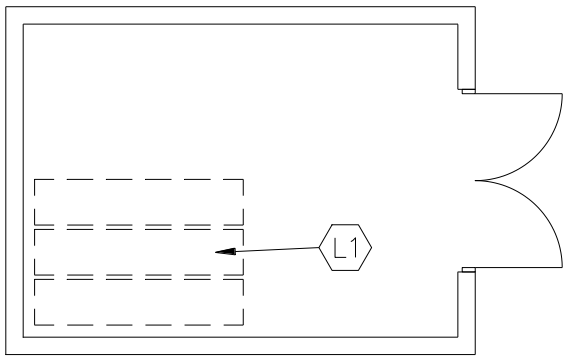
Room Technology:
- 3 data ports on stage- 1 in center of stage apron
- Cable/MATV port
- Jacks for sound system in apron at front of stage
- Microphone port
- Video port, monitor, video equipment, and bracket
- Voice port and telephone

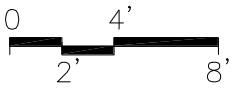
Finishes:

Flooring:
- Wood flooring

NOTES:

STAGE STORAGE





QUANTITY:
- 1

SIZE:
- 150 SF

SPATIAL RELATIONSHIP:
- Access from stage

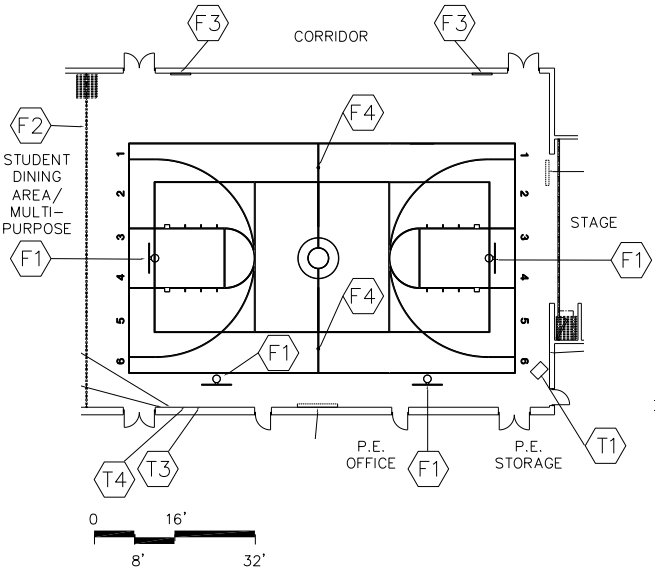
GOAL:
- To provide a secure area for storing the piano and other stage props

ENVIRONMENTAL CONSIDERATIONS:
- Smooth transition from stage to prevent piano jarring
- Uniform lighting
- Wide double door opening

NOTES: Loose furnishings and features shown represent one of many possible arrangements.

Performing Arts Space

Physical Education Space
GYMNASIUM



QUANTITY:
- 1

CAPACITY:
- 24-60 students
- 1-2 Teachers
- Parents and community members for meetings

SIZE:
- 7,000 SF

ANCILLARY SPACES:
- P.E. Office
- P.E. Storage

SPATIAL RELATIONSHIPS:
- Access to outdoor physical education play areas
- Located adjacent to Cafeteria to extend space (optional)
- Near public restrooms, with easy access
- Near visitor parking

GOALS:
- To provide space for P.E. classes

PROGRAM ACTIVITIES:
- Adaptive physical education
- Athletic skills and leader games
- Community use
- Lectures/Teaching

ENVIRONMENTAL CONSIDERATIONS:
- Ceiling heights should be proportional to room volume
- Clear height of 20' from floor to nearest obstruction
- Drinking fountain in adjacent corridor
- Electrical outlets for equipment
- Environmental sound control:
  Wall minimum: STC 60
  Walls and ceilings will require adequate sound control/ acoustical treatment
- Must be able to securely close off gymnasium from the rest of the school after hours
- Structure, lighting, and ducts designed not to trap P.E. balls
- The architect shall work with the coach for specific location for data drop.
- Uniform lighting with multilevel controls

Built-in Fixtures:
F1 Basketball backstops, adjustable height (ceiling hung or portable)
F2 Operable partition, motorized to separate gym into two teaching spaces and/ or to separate gym from cafeteria if adjacent
F3 White board in two locations with electrical outlet
F4 Court markings (minimum)
Basketball court (main/cross courts)
Volleyball court (main/cross courts)
- Tiered seating (2-3 rows) one side
- Sound system with wireless mics
- Clock w/ protective cage

Room Technology:
T1 Microphone port
T3 2 voice ports and phones
T4 Port for sound system
- Data ports near each white erase board

Miscellaneous:
M1 Court markings (minimum)
Basketball court (main/cross courts)
Volleyball court (main/cross courts)
Tennis court (cross courts)
- The gymnasium includes a 50 x 94 ft. basketball court with 6’ safety perimeter on

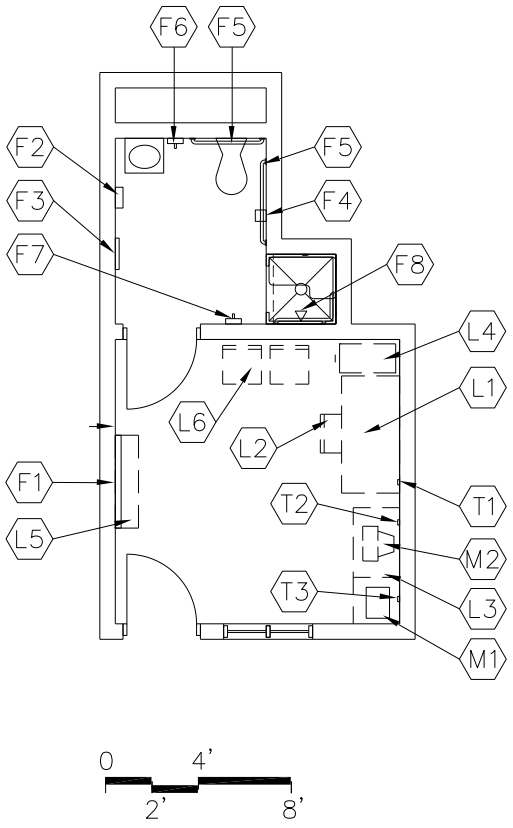
Physical Education Space

	the sides and 8' safety perimeter on the ends. Finishes: **Flooring:** Wood strip flooring for athletic applications or resilient athletic flooring **Ceiling:** Painted exposed structure on acoustical deck **Walls:** Acoustical wall treatment and/or sound absorbing concrete masonry units

NOTES: Loose furnishings and features shown represent one of many possible arrangements. This size space will accommodate a Middle School sized basketball court

Physical Education Space

P.E. OFFICE



QUANTITY:
- 1

CAPACITY:
- 1-2 Teachers
- Student Teachers

SIZE:
- 200 SF (including toilet/shower)

SPATIAL RELATIONSHIP:
- Adjacent to Gymnasium

GOAL:
- To provide a work area for physical education teachers and staff to conduct administrative duties

PROGRAM ACTIVITIES:
- Meetings
- Ordering
- Planning
- Scheduling

ENVIRONMENTAL CONSIDERATIONS:
- Auditory privacy
- Electrical outlets for equipment
- Uniform lighting
- Windows to provide natural light, desirable

Built-in Fixtures:
F1 Tack board (4 LF)
F2 Towel dispenser
F3 24" x 60" mirror
F4 Toilet tissue holder
F5 36" and 42" grab bars
F6 Soap dispenser
F7 Towel rack
- Tack board (4 LF)

Loose Furnishings:
L1 Desk
L2 Ergonomic task chair
L3 Computer workstation
L4 4-drawer file cabinet
L5 Adjustable height bookshelves (12 LF)
L6 Guest chairs

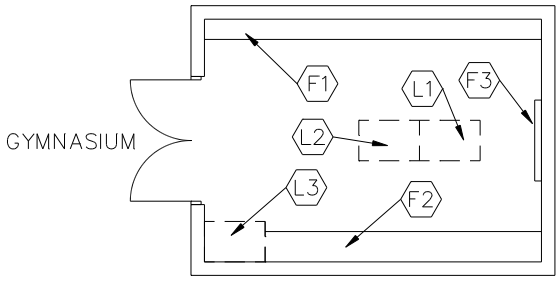
Room Technology:
T1 Voice port and phone
T2 Data port near workstation
T3 Data port for printer

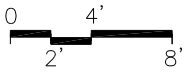
Miscellaneous Equipment (provided by owner):
M1 Printer
M2 Computer for teacher use

NOTES: Loose furnishings and features shown represent one of many possible arrangements.

Physical Education Space

P.E. STORAGE





QUANTITY:
- 2

CAPACITY:
- 1-2 teachers

SIZE:
- 200 SF

SPATIAL RELATIONSHIPS:
- Direct access to Gymnasium

GOAL:
- To provide convenient storage for all physical education equipment

PROGRAM ACTIVITIES:
- Storage

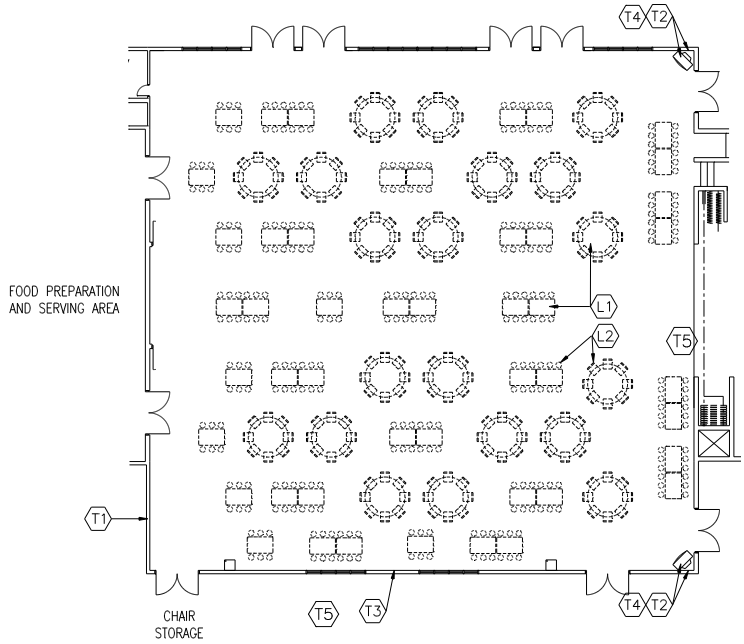
ENVIRONMENTAL CONSIDERATIONS:
- Leave space below shelving on one wall for portable bins
- Uniform lighting

Built-in Fixtures:
F1 Storage shelving: 12" deep
F2 Storage shelving: 18" deep
F3 Pegboard (4 LF)

Loose Furnishings:
L1-2 Ball bins
L3 Play equipment

NOTES:

Student Dining & Food Service Space
CAFETERIA / AUDITORIUM



CAPACITY:
- Up to 400 people for meals
- Up to 600 people for auditorium seating

SIZE:
- 6,000 SF

GOALS:
- To provide a pleasant atmosphere for students to eat meals
- To provide a flexible meeting space for groups if needed

SPATIAL RELATIONSHIPS:
- Adjacent and access to Kitchen
- Centrally located and adjacent to, Gymnasium (optional) to extend space
- Near parking and main entry to building

Loose Furnishings:
L1 Tables (variety of shapes and heights)
L2 270 Stackable student chairs
- Portable sound system
- Waste receptacles with lids
- Recycling bins

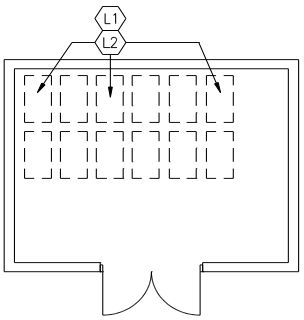
ENVIRONMENTAL CONSIDERATIONS:
- Adjust space and materials to manage acoustics; provide sound system
- Adjustable lighting
- Cleanable building surfaces
- Good sight lines to all areas of the room for supervision
- Identify location for presentations for up to 100 people (screen and electricity barrier-free)
- Identify location and electricity for satellite salad bar w/ cash register
- Proportion ceiling to volume
- Window treatment to darken room for AV presentations.
- Windows to provide ample natural light

Room Technology:
T1 1 voice port and phone
T2 Large screen, ceiling mounted LCD projection device
T3 1 data port
T4 2 cable/ MATV ports
T5 Microphone jacks

NOTES: Loose furnishings and features shown represent one of many possible arrangements.

Student Dining and Food Svcs Space

CHAIR/ TABLE STORAGE



QUANTITY:
- 1

CAPACITY:
- 150 Stackable Chairs

SIZE:
- 425 SF

SPATIAL RELATIONSHIPS:
- Adjacent and access to Cafeteria/ Auditorium

GOAL:
- To provide convenient storage of dining chairs and tables to be used for meetings and performances

PROGRAM ACTIVITY:
- Storage

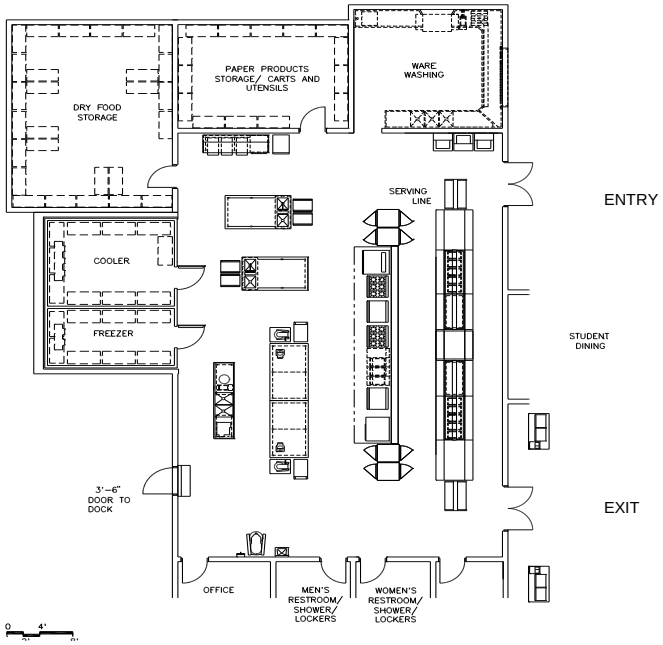
ENVIRONMENTAL CONSIDERATIONS:
- Accessibility for moving furniture in and out
- Cleanable building surfaces
- Uniform lighting

Loose Furnishings:
L1 150 Stackable Chairs
L2 Chair dollies per above count

NOTES:

Student Dining and Food Svcs Space

KITCHEN



QUANTITY:
- 1

CAPACITY:
- Up to 12 People

SIZE:
- 1,925 SF

SPATIAL RELATIONSHIPS:
- Adjacent and access to Cafeteria
- Adjacent and access to Outdoor Loading Dock

GOAL:
- To prepare and serve student meal (80% of 800 = 640)

PROGRAM ACTIVITIES:
- Preparing and serving food to students and staff
- Storage

ENVIRONMENTAL CONSIDERATIONS:
- Adequate ventilation
- Beginning of serving line should be located near entry door of Cafeteria
- Cleanable building surfaces
- Food service department, public health, code requirements, as applicable
- Queuing for serving should not conflict with tray return to dishwashing area.
- Uniform lighting

Room Technology:
- 1 voice port and phone
- 2 data ports at cash registers

NOTES: This is an example of a kitchen. Food service equipment will vary from school to school; confirm requirements with PGCPS Food Service Department.

Student Dining and Food Svcs Space

KITCHEN (continued)

Features (Specifications from PGCPS):

Kitchen	
Food Preparation Area	700
Serving Area	600
Dry Food Storage	200
Freezer & Cooler	225
Pot/Tray Washing	200

Plumbing Features:
- Connections to food service equipment
- Floor drains
- Hand washing lavatory
- Plumbing and gas connections

HVAC Features:
- Air conditioning
- Independent temperature control
- Kitchen canopy exhaust system
- Supply/return air system

Built-in Fixtures:
- Combination Steamer/Oven
- Convection oven
- Convection steamer
- Exhaust Hood Systems, including Fire Suppression
- Food Preparation Sinks
- Hand Sinks
- Mop washing sink
- Pizza Oven, Deck oven or Conveyor Oven
- Pot washing sinks
- Storage shelving
- Tilt Skillet
- Ware Washing Machine with appropriate accessories (tables, booster heater, disposer, etc.)
- Warming/Holding/Proofing Cabinets
- Work Tables

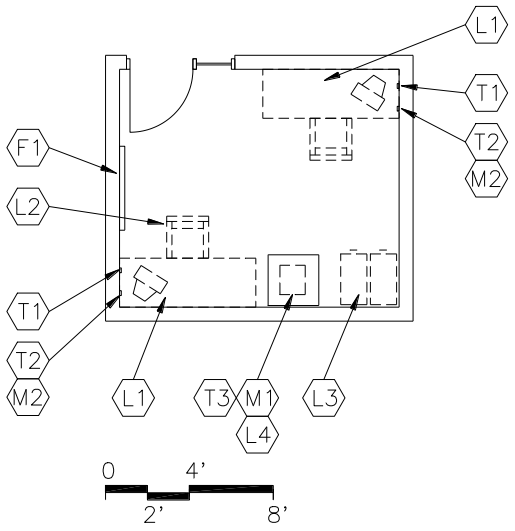
Loose Furnishings:
- Work Tables

Miscellaneous Equipment:
- Refrigeration - Reach-ins

NOTES:

Student Dining and Food Svcs Space

OFFICE



QUANTITY:
- 1

CAPACITY:
- Up to 2 people

SIZE:
- 100 SF

SPATIAL RELATIONSHIPS:
- Adjacent and visual to Kitchen or Receiving area

GOAL:
- To provide an office for the staff to perform clerical functions

PROGRAM ACTIVITIES:
- Computer input
- Conferences with staff and other visitors
- Paperwork
- Planning
- Telephone calls

ENVIRONMENTAL CONSIDERATIONS:
- Auditory privacy
- Electrical outlets for equipment
- Environmental sound control:
  Wall minimum: STC 45
  Ceiling minimum: CAC 35
- Uniform Lighting

Built-in Fixtures:
F1 Tack board

Loose Furnishings:
L1 1-2 desks
L2 1-2 ergonomic task chairs
L3 2 4-drawer file cabinets
L4 Printer table
- Guest chair

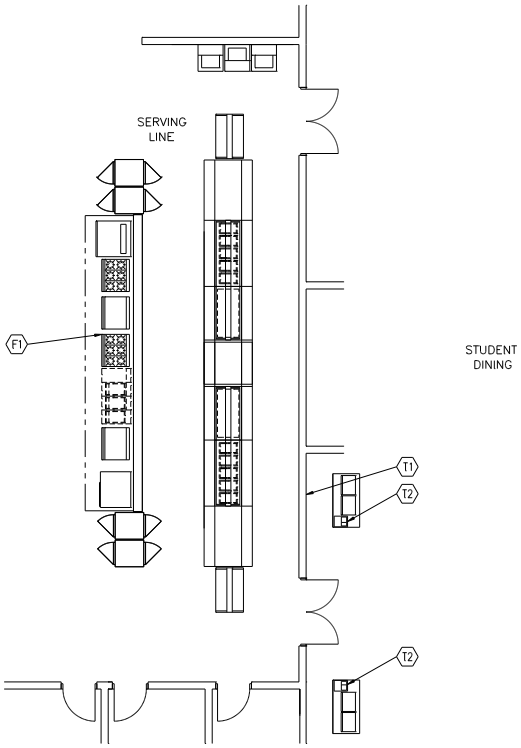
Room Technology:
T1 Voice port and phone near workstation
T2 Data port near workstation
T3 Data port for printer

Miscellaneous Equipment (provided by owner):
M1 Printer
M2 Computer

NOTES: Loose furnishings and features shown represent one of many possible arrangements.

Student Dining and Food Svcs Space

SERVING AREA



QUANTITY:
- 1

SIZE:
- 600 SF

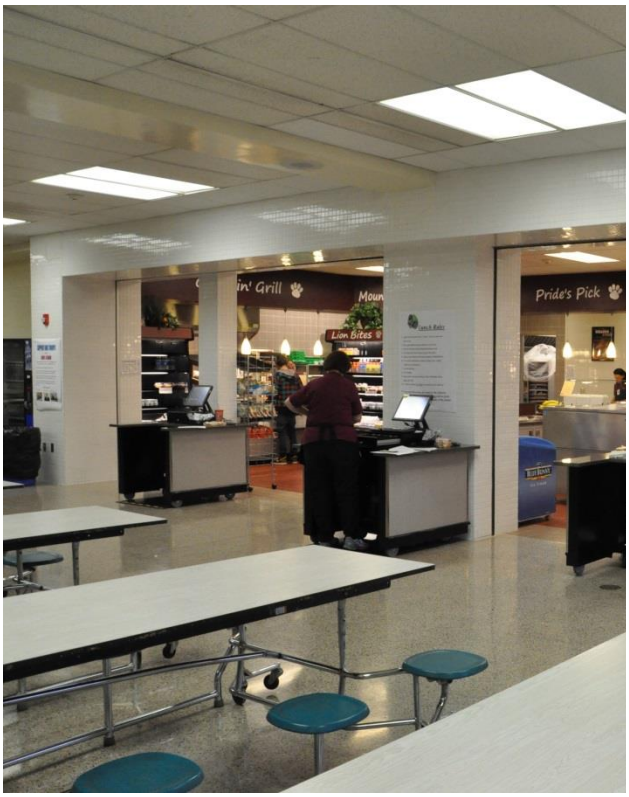
SPATIAL RELATIONSHIPS:
- Adjacent and access to the Kitchen
- Adjacent and access to the Cafeteria/ Commons

GOAL:
- To provide space and equipment to serve student meals

PROGRAM ACTIVITIES:
- Serve food

DESIGN GUIDE:
- 'Food court' serving lines: TBD
- All lines have drinks and misc. items

Sample Lines and equipment needs below:

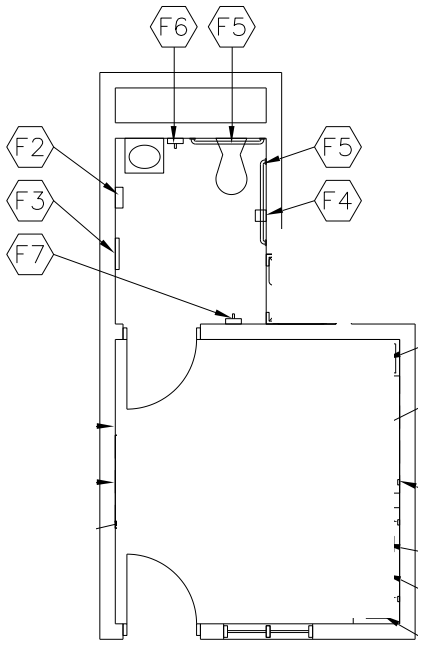


- Additional satellite services may be able to provide a salad bar or pre-made items

Built-in Fixtures:
- TBD

NOTES: Loose furnishings and features shown represent one of many possible arrangements

TOILET/ LOCKER AREA



QUANTITY:
- 2

CAPACITY:
- Kitchen Staff: Separate Male and Female rooms

SIZE:
- 75 SF

SPATIAL RELATIONSHIP:
- Adjacent to Kitchen/ Serving Area

GOAL:
- To provide an area for kitchen staff to change and clean-up before and after work.

PROGRAM ACTIVITIES:
- Changing
- Resting

Built-in Fixtures:
F2 Towel dispenser
F3 24” x 60” mirror
F4 Toilet tissue holder
F5 36” and 42” grab bars
F6 Soap dispenser
F7 Towel rack

Loose Furnishings:
- Benches and lockable lockers

NOTES: Loose furnishings and features shown represent one of many possible arrangements.

Student Dining and Food Svcs Space

Visual Arts Space
MULTI-PURPOSE STUDIO

QUANTITY:
- 1

CAPACITY:
- 28 Students
- 1 Staff member

SIZE:
- 1,100 SF

ANCILLARY SPACES:
- Storage

GOAL:
- To provide a learning environment where students can learn two dimensional art and create their own art pieces

PROGRAM ACTIVITIES:
- Art history and culture
- Computer graphics and internet access
- Cooperative group work
- Drawing/Painting
- Viewing of slides

Plumbing Features:
Plumbing connections:
- Sink with hot and cold water
- 1, 54" x 54" island to hold 1 ADA/student sink and 1 ADA/ teacher sink
- Each sink cabinet base with two sink bowls and a minimum of 2-drawers on each side.. Each sink bowl should be 10" deep x 32" across and 16" wide with one faucet, each having a hot and cold water faucet. Clay and plaster traps should be included in the sinks.
- Lockable storage with shelves below sinks in cabinets.

Electrical Features:
- 8 duplex electrical outlets for equipment

ENVIRONMENTAL CONSIDERATIONS:
- Adjustable full-spectrum lighting/Track lighting for display wall
- Double width doors (with removable mullion) to allow for moving of large equipment and projects.
- Window treatment to darken room for AV presentations
- Windows to provide natural light and egress

Built-in Fixtures:
- Cabinets with formica tops on walls opposite windows
- Display cases in corridor if allowed
- Enclosed display case with lock for display of 3-dimensional student work mounted in back of room
- Marker board (16 LF)
- Open shelving under windows, cubicle style
- Paper storage
- Tack board (12-24 LF)
- Tack strip on all walls at two heights (or tackable surface)
- Tall cabinets in back of classroom with lockable storage for students projects
- Towel/ Soap dispenser
- Vertical files (30" x 40" work)

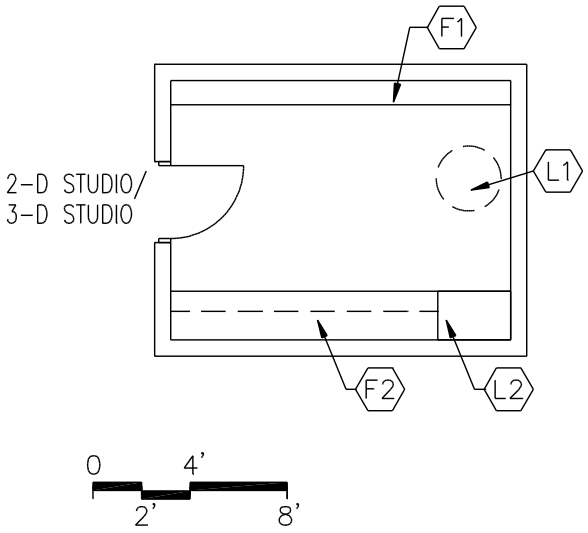
Loose Furnishings:
- 28 chairs /stools
- 4 Computer workstations (MACs)
- 8 tables, standard height (42" w x 72" l x 29" h)
- Adjustable height bookshelves (24 LF)
- Cabinets w/ drying racks
- Extra worktable
- Movable art display panels
- Project storage lockers (10" x 15" x 20")
- Teacher desk and chair

Studio Technology;
- Additional ports: Clock/PA, 2 wireless
- Interactive white board (typical)
- Single point 'face plate' near teachers work station to include: Voice, data, VGA, audio enhancement, and HDMI

NOTES:

Visual Arts Space

KILN ROOM



QUANTITY:
- 1

SIZE:
- 100 SF

GOAL:
- To provide a space to fire and store completed clay work and clay bins

PROGRAM ACTIVITIES:
- Firing the kiln
- Storing ceramics work

ENVIRONMENTAL CONSIDERATIONS:
- Adequate ventilation/exhaust
- Electrical outlets for equipment
- Wired for 2 C 1100 kiln, hood vented to outdoors

Built-in Fixtures:
F1 Adjustable metal shelving (12" deep)
F2 Casework
Base/wall cabinets and shelving
Door w/ lock and key

Loose Furnishings:
L1 2 Small Kilns
L2 Greenware shelving
2 portable clay containers
1 clay supply cart

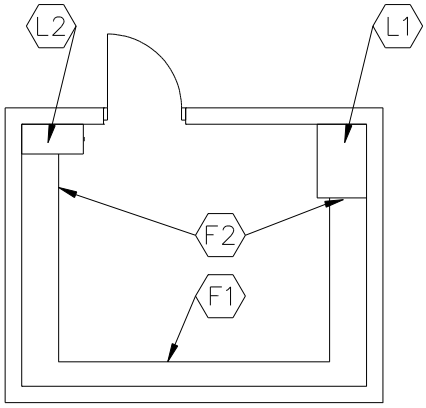
Miscellaneous Equipment:
- Shop-type vacuum cleaner

HVAC Features:
- Hooded exhaust for glazing
- Temperature controlled exhaust
- Ventilation for kilns

NOTES:
- This room will house the ceramic kilns for firing. A supply of moist clay in 50-pound boxes will be kept there. Two portable clay containers and the clay supply cart will be parked in this room. Projects ready for firing will be stored to dry on adjustable metal shelving located around the room. The storage of kiln shelves, shelf supports, cones, and kiln wash will be kept in a cabinet. A shop-type vacuum cleaner will be stored here. Above the kiln will be an exhaust ventilation hood adequate for effective ventilation direct to the outside when the kiln is in use. This door should have a lock with key.

NOTES: Loose furnishings and features shown represent one of many possible arrangements.

STORAGE



Built-in Fixtures:

F1 Lockable base and wall cabinets with counter top room for movable paper cutter

F2 Storage shelving (30" deep) with counter top adjustable shelving and built-in cabinets above counters

Loose Furnishings:

L1 Greenware Shelving

L2 4-drawer file cabinet (legal)

- Flat work table with drawers

Miscellaneous Equipment:

- Movable paper cutter

QUANTITY:

- 1

SIZE:

- 200 SF

SPATIAL RELATIONSHIPS:

- Adjacent and access to Multi-purpose and Dual Purpose Art Studios
- Can be combined with the Kiln Room

GOAL:

- To provide secure and adequate space to store art supplies, portable equipment, technology peripherals, and materials

PROGRAM ACTIVITIES:

- Storage of equipment, supplies, and projects

NOTES: Loose furnishings and features shown represent one of many possible arrangements.

Visual Arts Space

APPENDIX A: Size Matrices

Elementary School Matrices
for
Capacities from 200 - 950
(Provided in electronic format)

Appendix A

ELEMENTARY SCHOOLS

SUMMARY OF SPACES

	200 Students	314 Students	425 Students	560 Students	640 Students	800 Students	950 Students
	SF	**SF**	**SF**	**SF**	**SF**	**SF**	**SF**
Grade Configuration: PreK-5							
Number of Students	202	314	425	516	648	815	952
# of Classrooms	9	14	20	24	32	38	44
Square Feet Per Student:	151.91	138.55	139.12	140.82	138.63	133.99	129.16
Total Gross Square Feet Allowed	**30,686**	**43,505**	**59,127**	**72,661**	**89,835**	**109,198**	**122,963**
PROGRAM AREA							
Academic Core Spaces	10,575	15,900	23,846	28,768	38,045	44,953	50,845
Administrative/ Health Svs Spaces	1,955	2,725	3,570	3,970	4,525	5,090	5,755
Maintenance & Custodial Services Spaces	750	800	900	1,100	1,150	1,250	1,300
Media Center Spaces	1,460	2,020	2,190	2,854	3,432	4,021	4,472
Performing Arts Spaces	1,500	1,700	1,800	2,650	2,800	3,700	3,800
Physical Education Spaces	2,450	2,450	3,250	4,850	4,900	7,600	7,600
Student Dining & Food Service Spaces	2,080	2,820	3,625	4,255	5,365	6,575	7,710
Visual Arts Spaces	0	1,150	1,250	1,250	1,300	1,300	2,675
Building Support Spaces	7,590	10,643	14,215	17,458	21,510	25,714	29,487
Facility Total	**28,360**	**40,208**	**54,646**	**67,155**	**83,027**	**100,923**	**113,644**
Construction Factor	0.082	0.082	0.082	0.082	0.082	0.082	0.082
Gross Square Feet	**30,686**	**43,505**	**59,127**	**72,661**	**89,835**	**108,331**	**122,963**

APPENDIX B: Special Education Regional

PGCPS
Special Education Regional Program
for
Elementary Schools

Appendix B

General Planning Considerations

Rooms can be clustered in traditional wing configuration with availability within the building to provide maximum contact between all students and staff. Support areas are to be located near the classrooms. All students in this program have Individual Education Plans (IEP), which specifies the services each student requires and the specific staffing that is required to implement their IEPs as indicated in the PGCPS Special Education Staffing Plan.

This program assumes that the school has a health clinic. If there is no clinic, the health suite requirements for the regional program should be modified to include a clinic layout.

1. Number of Participants

25-30 Students with multiple disabilities
6-7 students per classroom

2. **Staff Required**

1 Coordinator/Specialist
1 Speech Therapist
1 Health Technician
3-5 Teachers
3-5 Paraprofessionals

3. Spaces Required

Regional Classrooms (5@1,000 sq ft)	5,000 sq ft
Toilet/Changing Rooms (5@150 sq ft)	750 sq ft
OT/PT/M.O.V.E room	900 sq ft
Speech Therapy	300 sq ft
Instructional Kitchen and laundry	380 sq ft
Conference Room	300 sq ft
Coordinator/Specialist Office(s)	300 sq ft
Health Room w/Toilets (size based on proximity to school's health suite)	250 sq ft
TOTAL SQUARE FOOTAGE	**8,180 sq ft**

4. Goals

- Develop activities which lead to greater utilization of leisure time
- Develop appropriate work habits
- Develop augmentative and verbal communication skills
- Develop basic academic functional readiness
- Develop behavioral skills
- Develop functional daily living skills
- Develop sensory and motor skills
- Develop socialization skills
- Develop work study skills

5. Planned Activities

- Arts and crafts activities
- Computer use
- Gross and fine motor activities
- Individualized instruction
- Interdisciplinary instruction with classroom teacher and specialists
- Motor Development/M.O.V.E. activities
- Total classroom group instruction
- Utilization of audiovisual equipment
- Vocational workshop activities

6. Groupings

- Small groups of 6-7 students
- Students working individually or in small groups

7. Relationship to Other Activities

- Convenient access to bus pick up and drop off point
- Direct access to Elementary school
- M.O.V.E./Motor/PT/OT Room should be situated closest to Elementary school
- Health Room should be adjacent to the school's health suite and coordinator's office (if adjacency is not feasible a larger separate health suite must be designed)

8. Environmental Requirements

- Thermal – Special consideration to ventilation in bathrooms and storage areas. Need special attention to on-floor activities.
- Acoustical – Particular attention to external equipment noise

9. Display for each classroom

- 1 Tack board 4' x 8'
- 1 Magnetic Marker board 4' x 8'

10. Support Facilities

- Bathroom/Changing rooms directly accessible to each classroom

11. Furniture and Equipment

- Furniture and equipment not listed have generic requirements listed in General Building Considerations. Items marked with an asterisk (*) are to be provided In Contract (IC).

Classroom

<u>Furniture and Equipment</u>

- 4 ceiling hooks for suspended equipment
- 2 Rifton Positioning Chairs
- 2 large teacher desks
- 1 small teacher desk
- 3 teacher desk chairs
- 3 adult chairs w/wheels
- 1 rectangular height adjustable table
- 2 round height adjustable tables

Appendix B

- 2 file cabinets w/locks and four drawers
- 1 art cabinet with wheels
- 2 computer tables with 2 computers, 1 for students to share and 1 for teacher
- 3-6 student chairs as needed
- 3-6 student adjustable desks as needed
- Full body-size wall mirror
- Coat rack with 6-7 hooks
- Mobile cart for TV and VCR-Up to date Technology Equipment as outlined in all classes
- Mat Table
- Large Wedge with straps for positioning

Utilities

- 10, 115 volt duplex outlets per classroom
- Sink with hot and cold water, wheelchair accessible
- Minimum of five (5) computer outlets with isolated ground receptacles
- CATV outlets

Storage

- The storage closets need to be long and narrow (about 5’ to 6’) with entrances on either end or folding partition for easy access
- Built in cabinets on one (1) wall, w/locks accessible to teacher
- Built in cabinets below sink and counter
- Built in cabinets above sink
- On one wall, two (2) shelves 15’ long and 1’ deep
- On one wall, two (2) shelves 10’ long and 2’ deep

Bathroom/Changing Room

Furniture and Equipment

- 1 Rifton Blue Wave Toilet System
- 1 Height Adjustable Electric Changing table
- 1 Hoyer Lift
- 2 Handicap accessible adult toilets
- 1 Handicap accessible adult sink
- Built in cabinets below sink and counter
- Built in cabinets above sink

Coordinator/Specialist Office Furniture and Equipment

- 3 teacher desks
- 3 adult desk chairs with wheels
- 3 filing cabinets

Conference Room

Furniture and Equipment

- 1 large conference table with 12 chairs
- 1 Tack Board 4’ x 8’

- 1 LCS Liquid Chalk Markerboard
- Mobile cart with TV and VCR

Health Room Furniture and Equipment

- Bathroom with 1adult size accessible toilet and sink
- Sink with counter space and built in cabinets above and below sink
- 1 electrical height adjustable changing table
- Refrigerator with ice maker for medications
- 2 Adult desks and chairs
- Locking file cabinet

Utilities

- 115 volt duplex outlets
- Sink with hot and cold water, wheelchair accessible
- Multiple computer outlets
- CATV

Storage

- Built in cabinets on one (1) wall, w/locks accessible to teacher
- Built in cabinets below sink and counter
- Built in cabinets above sink

Instructional Kitchen

Furniture and Equipment

- Sink: Split level sink accommodating students in wheelchairs and students who can stand
- Extended flat sided handles at the sink
- Extended faucet
- Wheel chair accessible work counter to include space for a microwave
- Stove: Knobs on the front, angled mirror above to reflect stove top surface
- Refrigerator: Side by side with roll out bins
- Mounted jar opener and can opener

Utilities

- Five (5) 115 volt duplex outlets
- Sink with hot and cold water, wheelchair accessible

Storage

- Cabinets: wheelchair accessible, drawers with slide out bins & shelves, drawer handles large enough for a hand to slip through

Laundry Room

Furniture and Equipment

- Commercial Washer & Dryer
- Sink with counter space and built in cabinets above and below sink

Appendix B

Utilities
- 100 and 220 volt as needed

Storage
- Built in cabinets on one (1) wall, w/locks accessible to teacher

M.O.V.E./Motor/PT/OT/Room

Furniture and Equipment
- 4 ceiling hooks for suspended equipment
- 4 Folding mats
- Physical Therapy training stairs
- Large Therapy Ball
- Large Mobile Mirror
- Mobile cart with TV and VCR

Utilities
- 10, 115 volt duplex outlets per classroom
- Sink with hot and cold water, wheelchair accessible
- Two (2) computer outlets with isolated ground receptacles
- CATV Outlets

Storage
- Built in cabinets on one (1) wall, w/locks accessible to teacher
- 1 large storage cabinet with locks
- Built in cabinets below sink and counter
- Built in cabinets above sink

Speech Therapy Room

Furniture and Equipment
- 1 Teacher desk and chair
- 2 drawer file cabinet with locks
- 2 adult chairs with wheels
- 1 height adjustable table
- 4 student chairs
- Mobile cart with TV and VCR

Utilities
- 115 volt duplex outlets
- Sink with hot and cold water, wheelchair accessible
- Two (2) computer outlets with isolated ground receptacles
- CATV Outlets

Storage
- Built in cabinets on one (1) wall, w/locks accessible to teacher
- Built in cabinets below sink and counter
- Built in cabinets above sink

Appendix B

Special Education Regional Program Specification Notes

- Automatic doors are to be installed wherever needed in this facility.
- Corridors near classrooms to have alcoves for wheelchairs with quick single lane parking, handles out.
- Parking area for 15-20 and 2 spaces for Parking for the Handicapped with easy access to Special Education Wing.