Prince George's County Public Schools

Prototype Middle School
Educational Specifications

Approved
January 2015

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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 high schools.

Educational Specification Participants

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Middle School Educational Specification Prototype

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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

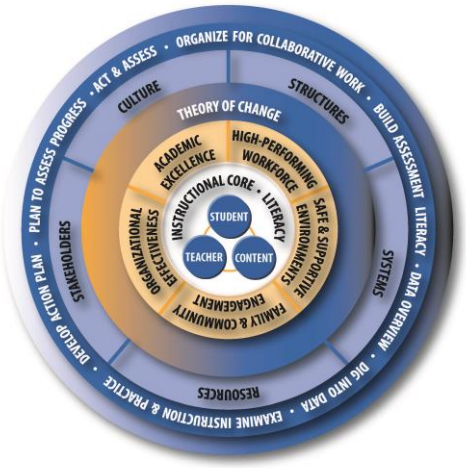
Project Scope

Site specific

Vision

Vision for Middle Schools

Prince Georges County Public Schools (PGCPS) believes that middle grades learners (6-8 grades) are developmentally diverse with unique needs related to their intellectual, physical, emotional/psychological and social development. Meeting the needs of these students for academic achievement, personal development and transitioning from childhood to adolescence is of paramount importance for the success of the individual, the well- being of our communities, and the pre-eminence of our nation. The educational program for the middle grades is of such importance that it warrants the use of extensive resources extending beyond the school into the local, national, and world communities.



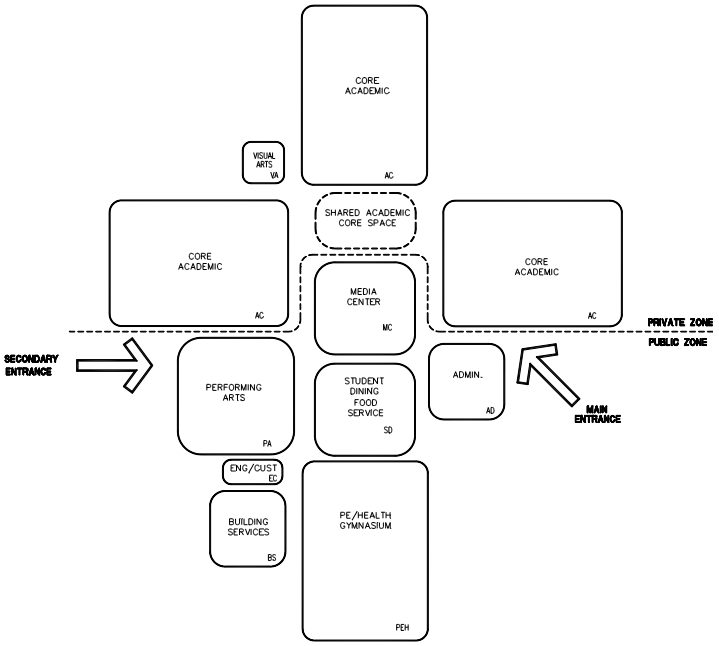
The middle school is a COMMUNITY OF LEARNING, which is characterized by:

- Close, trusting relationships among adults and students, which create a climate for the students' personal growth and intellectual development.
- Student mastery of the knowledge and skills associated with the various disciplines of the curriculum.
- Student proficiency in the thinking skills and processes associated with critical analysis and creativity.
- Teacher collaboration in making linkages across the curriculum and in meeting unique needs of individuals, and groups of students.
- Teachers and other instructional leaders having the freedom and expertise to adjust instruction as necessary to enhance student learning.
- Students' and staff members' health and fitness facilitating successful teaching, learning, and personal development.
- Teachers and students having access to the resources of the school, local, and world communities in learning activities.
- Parent and community volunteers assisting with and supporting teaching and learning at school.
- Extensive use of instructional technology to facilitate learning.
- Collaboration and cooperation among students in learning.
- Opportunities for students to explore and develop interests, knowledge and abilities related to the arts, technology, and family and independent living.
- Feelings of comfort, safety, and orderliness by students and adults in the school environment.
- High expectations of performance and behavior for all involved in supporting the teaching and learning process.
- Healthy, sustainable supportive environment.

Vision

The Learning Community School

Prince Georges County Public Schools is encouraging all middle schools to create small learning communities comprised of 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 teams 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.

Electives, 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 can substitute 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 (Reading/Language Arts, Math, Social Studies, Science)
- Classrooms for students with special needs
- Small group resource rooms for instruction
- Offices for support staff
- Teacher Support rooms and storage
- Student storage
- Bathrooms for students and adults
- Collaborative Learning Areas (from small alcoves for individual or small groups to larger presentation or listening areas)
- Outdoor learning 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 are 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.

General Planning Considerations

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 15:1 in co-taught and intensive level classes to 32:1 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.

Often part of school commons, new media centers are more than 50 percent digital and offer both learning areas as well as production areas. The ideal media ‘commons’ 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 room. 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.

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.

General Planning Considerations

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. See Appendix C for details and specifications of the High School Regional Special Education program.

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. School bus loading and unloading areas should be separated from parent drop-off areas and from staff and student parking.

All areas should be clearly identified. It is best to use signage, curb striping and other pavement markings to direct parent pick-up/drop-off lanes and to prohibit unauthorized vehicles from entering the school bus loops. Signage and bumpers for parking spaces shall be provided by the contractor.

Non-bus riders who walk and/or bike to school need to be isolated from all types of vehicular traffic and provided adequate pathways to and from the school building. Bike racks should be provided to make it feasible for students to bike to school.

Adequate space is needed to load and unload students who have physical disabilities. If possible, identify a school bus loading and unloading area closest to a door that is accessible for students who have physical disabilities to reduce the distance from the school building to the bus.

Design bus loops to accommodate both immediate and future needs to allow for expansion of programs and an increase in bus ridership that will result in more buses.

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.

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.

General Planning Considerations

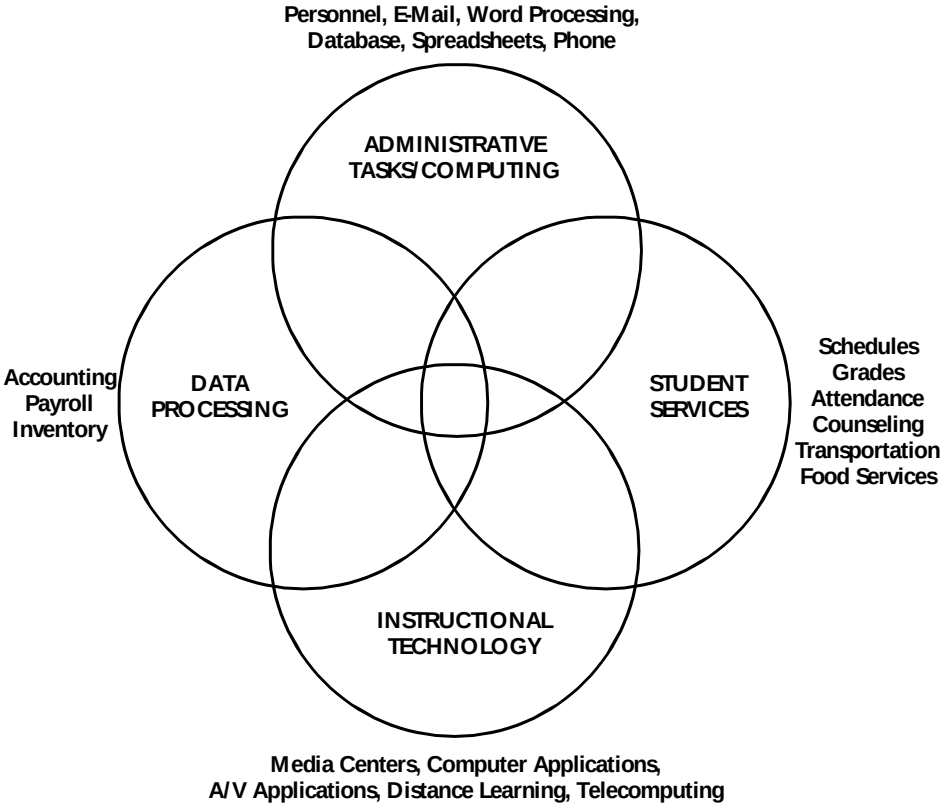
If possible, the music suite will be located near the performance area. Unless a separate auditorium already exists, the performance space seating area for middle school will be co-located with the multi-purpose/dining. This space should be able to seat 50% of the student population for a performance. The architect should consider acoustics, viewing site lines, and the logistical challenges of student performances early in the design process to ensure that these two functions can operate with minimal compromises.

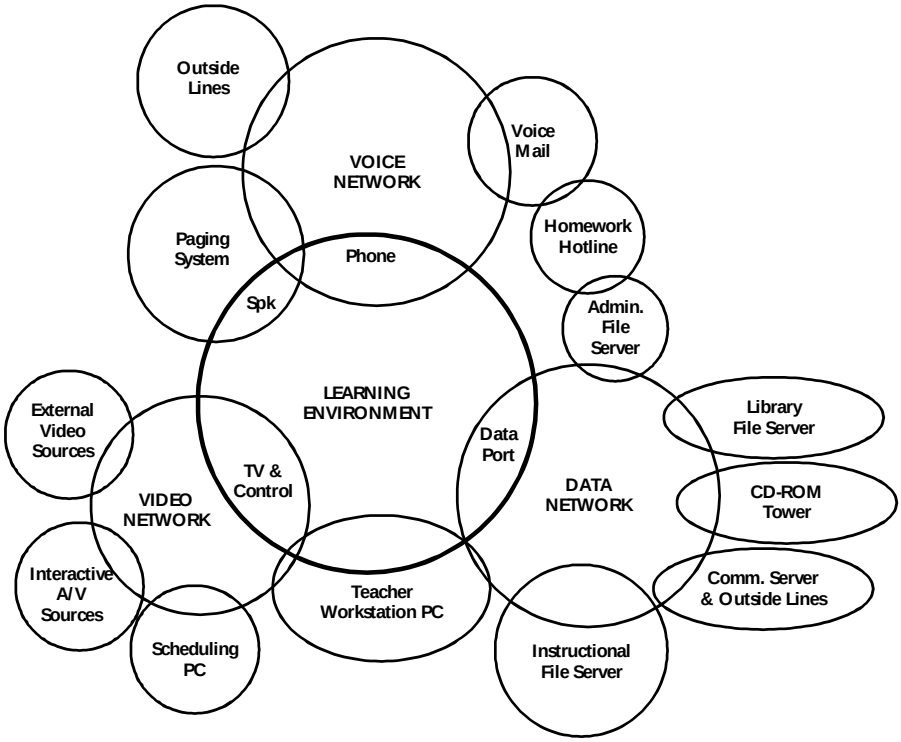
The art classroom should preferably be on the ground floor with an optimal north light orientation. An outside patio and seating area will offer additional work, display, and performance opportunities.

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.





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.

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:

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

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

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. (Knox Box 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.

	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.

Sustainability Criteria

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

Outdoor Environmental Classroom

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

Sustainability Criteria

- Wi-Fi access

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 are not 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 with no potential hiding spaces. What is going on within the classroom should also be visible from points within the school (i.e, windows in nearby classrooms).

Capacity Calculation

PGCPS has established a minimum and maximum size for middle schools of 600 and 1200 respectively. This prototype outlines the requirements for a 1200 student school. Appendix A is a matrix to adjust the prototype for smaller capacities.

Table 1 shows the breakout of classrooms by subject area and the associated State Rated Capacity (SRC). Based on scheduling data, average class sizes vary from 20 in the reading language arts rooms to over 30 in the electives. Further analysis may determine that PGCPS funds a smaller class size in the middle schools than the state formula anticipates, therefore overestimating the actual capacity.

The SRC assumes that classrooms will be used 85% of the school day. In most PGCPS schools, classrooms are used 70% of the day because they are not usually shared by other teachers. This is a practice and not a PGCPS policy.

The 1200 student middle school is designed around 3 teams per grade - each with approximately 135 students. The core classes include reading language arts, math, social studies, and science. It is common to have double periods of language arts and/or intensive level classes with smaller class sizes. The number of world language, reading, or other electives varies from school to school and will be identified during the development of a site specific educational specification.

STATE RATED CAPACITY SUMMARY

	# of Rooms	# Students/ Room	Capacity
Academic Classrooms/Skills Labs (Reading Language Arts 9; Math 9; Social Studies 9; Other 5*; Health 2)	34	25	850
Intensive/Co-teaching/ Alternative Programming Studios (in core subjects)	6	15	90
PE/Gym	2	25	50
Performing Art (Band/ Chorus/ Dance)	3	25-50	75
Science Lab	9	25	225
Special Education/ Self-contained Classrooms	3	10-15	30
STEAM Lab/Family and Consumer Science (FACS)	2	25	50
Visual Arts	2	25	50
Total	**61**		**1420**
Total at 85% (SRC)			**1207**

* World language, additional language arts or math, ESL, AVID

Capacity Calculation

Space Requirements Square Footage Tables

Space Requirements Summary

Base Required Space	Square Footage
Academic/Science	63,085
Administrative/ Guidance/ Health	7,345
Maintenance & Custodial Services	1,350
Media Center	6,700
PE/Indoor	14,750
Performing Arts	8,335
Student Dining & Food Service	10,120
Visual Arts	3,100
Building Support Areas [corridors, bathrooms, storage, stairwells, elevators]	43,527
Construction factor (walls)	12,664
Total	**170,976**

Plus Community Use (TBD) 3,000 sq.ft.

Academic Core Space Requirements

Space	Design Guideline			Comments
	Qty.	Sq.Ft.	Total	
Academic Classroom/ Studios	40	850-950	36,000	Includes Intensive/ Co-teaching classrooms, ISS, AVID
Collaborative Learning Areas (informal)		varies	3,060	Independent and informal learning areas; 1 per grade level
Family and Consumer Science Lab	1	1,800	1,800	Includes storage closet
Outdoor Learning Areas (patios, porches, green roofs)		varies	0	In addition to outdoor classroom; 1 per grade level
Science Classroom/ Lab	9	1,200	10,800	
Science Prep	3	300	900	1 per grade level
Small Group Instruction/ Resource Rooms	6	400-499	2,700	Resource areas
Special Needs Classroom/ Studios	3	875	2,625	Self-contained Rooms
Speech/OT/PT Room	1	300	300	
STEAM Lab	1	2,200	2,200	
Student Services Offices	6	150	900	
Teacher Support Rooms	3	400	1,200	1 per grade level
Technology Storage	3	200	600	1 per floor/ learning community
Total			**63,085**	

Space Summary

Administrative Space Requirements

Space	Design Guideline			Comments
	Qty.	Sq.Ft.	Total	
Lobby (Main)	1	1,000	1,000	In addition to regular circulation
Reception/ Waiting Area	1	600	600	Includes coat closet
Principal's Office	1	230	230	Includes toilet
Administrative Assistant's Office	1	120	120	
Administrative Workroom	1	200	200	
Business Manager's Office	1	150	150	
Conference Room	1	300	300	Adj. to principal
Mail Room	1	150	150	
Security Center/ Office Suite	1	200	200	
Staff Break Room	1	800	800	Includes bathrooms
Supply (General)/ Administrative Storage	1	250	250	
Text Book Room	1	800	800	2,000 linear ft. shelving
Toilet (Adult)	1	50	50	
Total			**4,850**	

Guidance/Student Services Space Requirements

Space	Design Guideline			Comments
	Qty.	Sq.Ft.	Total	
Guidance/ Student Services Suite				
Reception/ Welcome Center	1	300	300	
Conference/Testing Rooms	2	250	500	
Guidance Offices	6	120	720	
Parent Resource Center	1	300	300	
Records Storage	1	150	150	May be In admin. suite
Toilet (Adult)	1	50	50	
Total			**1,720**	

Health Suite Space Requirements

Space	Design Guideline			Comments
	Qty.	Sq.Ft.	Total	
Health Suite				
Reception/ Waiting Area	1	200	200	
Cot Rooms	2	100	200	
Exam Room/ Treatment Area	1	125	125	
Office	1	100	100	
Storage	1	50	50	
Toilet	2	50	100	
Total			**775**	

Space Summary

Maintenance & Custodial Space Requirements

Space	Design Guideline			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	150	300	
Total			**1,350**	

Media Center Space Requirements

Space	Design Guideline			Comments
	Qty.	Sq.Ft.	Total	
Library Commons Independent and on-line learning	1	3,300 1,100	4,400	Computer lab may be semi-open to the media commons
Equipment Storage	1	250	250	
Head End Room	1	250	250	
Office	1	150	150	
Production Multi-media Studio Control Room	1 1	260 100	360	
Staff Development/ Conference Room Instructional coach office	1	750 150	900	Office w/ corridor access
Toilet (Staff)	1	40	40	
Workroom	1	350	350	
Total			**6,700**	

Performing Arts Space Requirements

Space	Design Guideline			Comments
	Qty.	Sq.Ft.	Total	
General Music				
Band/Orchestra Room	1	1,800	1,800	
Choral/ Keyboard/ Guitar	1	1,400	1,400	
Choral Storage	1	200	200	
Instrument Storage	1	350	350	
Practice Rooms	2	80	160	For SmartMusic or similar tool
Shared classroom	1	900	900	Stage support (green room)
Stage	1	1,200	1,200	
Stage Sound and Light Control Room	1	75	75	
Stage Storage	1	450	450	
Dance Studio (Arts elective)	1	1,800	1,800	Locate near Phys. Ed. Locker Rm.
Bathrooms w/ changing area	2		0	Take from total allowance
Office	1	100	0	Take from total allowance
Total			**8,335**	

Space Summary

Physical Education Space Requirements

Space	Design Guideline			Comments
	Qty.	Sq.Ft.	Total	
Lobby	1	1,000	1,000	in addition to regular circulation
Gymnasium Bleacher Seating (600)	1	6,800 2,400	9,200	 Seating is ½ of Student Capacity
Fitness Room	1	1,400	1,400	
Laundry	1	100	100	
Offices (Department/ Athletic)	3	150	450	Includes toilet and shower
P.E. Locker Rooms/Showers	2	850	1,700	Male and female
Storage	3	varies	900	
Partner Office (optional)	0	200	0	
Total			**14,750**	

Site Requirements/Athletics

Outdoor Educational and Support Spaces	Square Footage
400 Meter Track - 200 Meter Straight	
Basketball Courts (4)	
Bus parking/circulation (may be used as play space during the school day)	
Exterior Grounds Equipment Storage [secure – w/ roll-up door]	400 SF
Fields for football, soccer and lacrosse (if feasible), Baseball, Softball, Practice	
Gardens and outdoor learning spaces	
Parking (___ staff and ___ visitor) *(Prototypical information to be included in each site specific school description)*	

Student Dining & Food Service Space Requirements

Space	Design Guideline			Comments
	Qty.	Sq.Ft.	Total	
Cafeteria/Commons	1	6,000	6,000	Cafeteria Seating is 1/3 of Student Capacity; Auditorium Seating is ½ of Student Capacity
Chair Storage	1	600	600	
Kitchen	1	2,000	2,000	
Serving Area	1	1,000	1,000	
Office	1	120	120	
Receiving/ Maintenance Closet	1	200	200	
Toilet/Shower/ Locker area	2	100	200	
Total			**10,120**	

Visual Art Space Requirements

Space	Design Guideline			Comments
	Qty.	Sq.Ft.		Qty.
Multi-Purpose Art Studios	2	1,300	2,600	
Kiln Room	1	100	100	
Storage	2	200	400	
Total			**3,100**	

Academic Core Space
ACADEMIC CLASSROOMS/LEARNING STUDIOS

QUANTITY:
- 40 classrooms

CAPACITY:
- 15-32 students
- 1-2 staff members
- Guest speakers and volunteers

SIZE:
- 850-950 SF

SPATIAL RELATIONSHIPS:
- Near science lab
- Near teacher support spaces
- Within the learning communities near informal learning spaces

GOAL:
- To create a learning environment that is comfortable, well lit, and acoustically designed for small and large group learning.
- To provide a learning environment that frees teachers and students to customize the classroom daily – different seating set-ups, wireless mobile computing, and various teaching/presentation options.
- To provide flexible space and layout to accommodate any of the core academic disciplines, such as English, mathematics, and social studies
- To help students become critical thinkers, problem solvers, and lifelong learners

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

ENVIRONMENTAL CONSIDERATIONS:
- Doors between classrooms for team teaching
- Electrical outlets for equipment
- Provide operable partition between a pair of classrooms in each grade level community for team teaching
- Uniform lighting with multi-level switching
- Window treatment to darken room for AV presentations
- Windows to provide natural light and egress

Built-in Fixtures:
- 2 Dry, white eraser-board (4' x 20' on two different walls) on track; all eraser-boards 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 20') minimum; tack strips on all walls

Loose Furnishings:
- 1 work table
- 2 file cabinets w/lock, 4-drawer
- 28 student chairs
- 28 student desks (trapezoid or square)
- Adjustable height bookshelves (24 LF)
- Cabinet (lockable) w/ charging station for 25 laptop computers or 30 tablets or graphing calculators (optional)
- Teacher wardrobe (lockable) 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 or ceiling mounted overhead projected (to be determined at the time of installation)
- Single point 'face plate' near teachers work station to include: Voice, data, VGA , audio enhancement, and HDMI

Exception:
Health Lab
- Plumbing connections required
- Regular classroom F&E

Sink with cabinets above and below

NOTES:

Academic Core Space

COLLABORATIVE LEARNING AREAS

QUANTITY:
- Varies (1 per grade level)

CAPACITY:
- 3 to 60 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:
- Electrical outlets for equipment
- Uniform lighting with multi-level switching
- 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

NOTES:

FAMILY AND CONSUMER SCIENCE LAB/ CLASSROOM

QUANTITY:
- 1

CAPACITY:
- 28 students
- 2 teachers

SIZE:
- 1,800 SF (includes storage closet with adjustable non-corrosive shelving

SPATIAL RELATIONSHIPS:
- Accessible to students from all learning communities

GOALS:
- Flexible space and layout to accommodate Mini learning units covering a wide variety of topics such as money management, software applications, child care, cooking, textiles, and nutrition

PROGRAM ACTIVITIES:
- Computerized instruction
- Data collection and analysis
- Hands-on activities
- Large and small group instruction
- Oral presentations
- Team teaching

ENVIRONMENTAL CONSIDERATION:
- Consider future technology needs; build-in
- Electrical outlets for equipment flexibility to retain options
- Moisture and stain/chemical resistant finishes: Lab table tops, floors, etc., need to be resistant to acids, heat, spills, etc.
- OSHA requirements maintained
- Rooms designed for ease of movement and accessibility; Students need to be able to move around the worktables
- Window treatment to darken room
- Windows to provide natural light

Laundry Area:
- Washer
- Dryer
- Counter with cabinets above and below

Classroom Area:
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
- Casework for dining equipment (dishes, table cloths, etc.)
- Casework: Teacher's wardrobe
- Clock (on side walls instead of rear walls)
- Tack board (4' x 8') minimum; tack strips on all walls

Loose Furnishings:
- 5, 6-person tables (duplex electric outlet for each table for sewing machines)
- 30 chairs
- Adjustable height stool for teacher
- Fire blanket/First Aid Kit
- Lockable teacher wardrobe with coat rod; tall cabinet w/ shelving (may be one unit)

Classroom Technology;
- Interactive white board or ceiling mounted overhead projected (to be determined at the time of installation);
- Projection screen, as needed
- Single point 'face plate' near teachers work station to include: Voice, data, VGA , audio e
- Additional ports: Printer, Cable/MATV port, 3 data ports for student use, Clock/PA, wireless

Demonstration Area:
Built-in Fixtures:
- Provide demonstration island with counter top, 9'L x 30"D x 34"H, sink and range with double outlets on each end of the demonstration table and slant mirror.
- Provide oven, counter and cabinet storage behind the island.
- Provide tall storage cabinet/pantry unit, lockable with adjustable shelves, 84"H X 36"W X 30"D.

Kitchen Areas (3):
Built-in Fixtures:
- 3 –dishwashers
- 3 - Double bowl stainless steel kitchen sink with goose neck, swivel kitchen faucet and garbage disposal (HW/CW)

Academic Core Space

Plumbing Features:
- 4 sinks for kitchens
- Hook-up for washer
- Eye Wash station

HVAC Features:
- Ventilation for stoves and dryer

- Above counter cabinets: double doors, lockable with adjustable shelves. No upper cabinets protruding into the room, must provide clear visual supervision of all kitchen spaces.
- Base cabinets: 24”D x 34”H storage cabinets for work space/food preparation, and storage of various pieces of equipment, baking, cookware, etc. One bank of cabinets shall have all drawers of various depths, with one locking drawer. The remaining cabinets shall have adjustable shelves, with one bank of lockable doors.
- Provide cabinet mounted microwave ovens in all kitchens.
- Provide plastic laminate counter surface for kitchen work area. U-shaped kitchens are preferred. Kitchen units: one ADA compliant and two regular.
- Soap dispenser
- Towel dispenser

Loose Furnishings:
- 3 - Range, 30" w, front controls, timer, visual light door, self- cleaning oven with exhaust hood
- 3 - Microwaves-1,200 watt, residential, under cabinet mount
- Refrigerator, commercial upright, frost-free, 54”, vertical hinge double doors, minimum 46 cu. ft. stainless steel with shelving (used for storage of demonstration foods and as central storage of unprepared foods), lockable
- Upright freezer, commercial, frost-free, 30” W, vertical hinge single door, stainless steel with shelving, lockable

NOTES:

OUTDOOR LEARNING AREAS

QUANTITY:
- Varies (1 per grade level)

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 park bench
- 1 picnic table

Electrical Features:
- Electrical Outlets for Equipment
- Uniform lighting

NOTES:

Academic Core Space

SCIENCE CLASSROOM / LAB

QUANTITY:
- 9 lab/classrooms

CAPACITY:
- 24 students
- 1-2 staff members
- Guest speakers and volunteers

SIZE:
- 1,200 SF

ANCILLARY SPACES:
- Science Prep

SPATIAL RELATIONSHIPS:
- Accessible to students from Learning community
- Adjacent to Science Prep/Storage
- Lab stations should not cause students to have backs to the room

GOALS:
- Help students become critical thinkers, problem solvers, and lifelong learners
- Lab will be combination classroom/lab
- Provide flexible space and layout to support delivery of entire science curriculum
- Teach students to become reasonable caretakers of their bodies and environment

PROGRAM ACTIVITIES:
- Computerized instruction & simulations
- Data collection and analysis
- Hands-on activities
- Large and small group instruction
- Oral presentations (teacher, student, group)
- Team teaching

ENVIRONMENTAL CONSIDERATIONS:
- Consider future technology needs; build-in flexibility to retain options
- OSHA requirements maintained
- Rooms designed for ease of movement and accessibility; Students need to be able to move around the labs with chemicals, etc., in a safe way.
- Window treatment to darken room for AV presentations
- Windows to provide natural light and egress

Built-in Fixtures:
- 2 Dry, white eraser-board (4' x 20' on two different walls) on track; all eraser-boards shall be installed with a marker tray, map rails with tack strip above
- Clock (on side walls instead of rear walls)
- Projection screen, as needed
- Science Casework:
  Base cabinets and shelving per lab (no wall cabinets) - 6 stations peripheral
- Tack board (4' x 20') minimum; tack strips on all walls
- Towel/Soap Dispenser

Loose Furnishings:
- 12, 2-person adjustable height tables
- 2 tall cabinets for equipment storage
- 24 adjustable height stools
- Adjustable height stool for teacher
- Digital science instrumentation
- Extra tables and chairs for flexibility
- Fire blanket
- Fire extinguisher (ABC type), first aid kit, a shower/eye wash stations and a fire blanket.
- Goggle storage and sanitizer cabinet
- Mobile demonstration table with utilities

Classroom Technology:
- Interactive white board or ceiling mounted overhead projected (to be determined at the time of installation)
- Single point 'face plate' near teachers' work station to include: Voice, data, VGA, audio enhancement, and HDMI
- Additional ports: Printer, Cable/MATV port, 3 data ports for student use, Clock/PA, wireless

Plumbing Features:
- Plumbing connections: 6 Sinks, Safety chemical shower/eye wash Stations, Floor drains

Finishes:

Flooring:
- Moisture and stain-resistant finishes

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

SCIENCE PREP ROOM

QUANTITY:
- 3 rooms

CAPACITY:
- 1 or 2 staff members
- Student assistants

SIZE:
- 300 SF

SPATIAL RELATIONSHIPS:
- One per grade level community
- Central to science labs

GOAL:
- To allow for lab preparation

PROGRAM ACTIVITIES:
- General lab preparation
- Store equipment
- Set up experiments

Finishes:

Flooring:
- Moisture and stain-resistant finishes

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

Built-in Fixtures:
- Casework: Base/wall cabinets
- Clock
- Towel/ Soap dispenser

Loose Furnishings:
- 2 file cabinets on mobile pedestals
- 2 workstations
- Chemical storage cabinets (lockable)
- Drying rack
- Stools

Miscellaneous Equipment:
- Autoclave in at least one prep room
- Dishwasher
- Distiller in at least one prep room
- Under the counter, non-self-defrosting refrigerator

Electrical Features:
- Duplex receptacles in raceway above countertop
- Electrical Outlets for equipment
- Uniform lighting with multi-level switching

HVAC Features:
- Adequate ventilation/exhaust

Plumbing Features:
- Plumbing connections, floor drain
- Large and deep sink

NOTES:

Academic Core Space

SMALL GROUP INSTRUCTION/ RESOURCE ROOMS

QUANTITY:
- 6

CAPACITY:
- Up to 15 students
- 1 staff member

SIZE:
- 400-499 SF

SPATIAL RELATIONSHIPS:
- Two per learning community

GOAL:
- To provide flexible space to accommodate any of the special small group instruction needs

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

Electrical Features:
- Electrical Outlets for equipment
- Uniform lighting

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

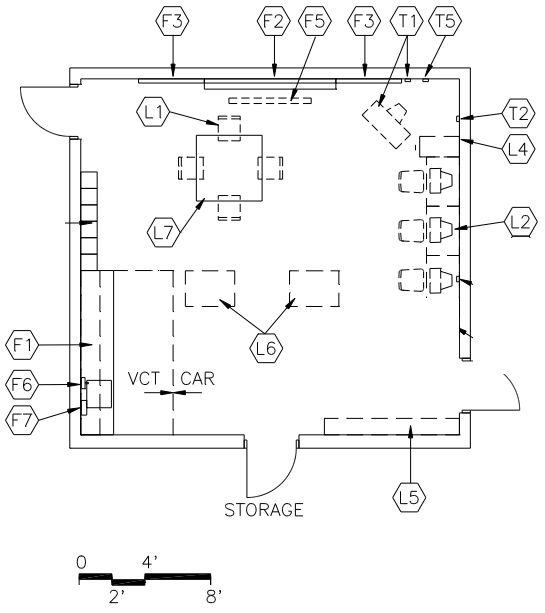
Built-in Fixtures:
- 1 Dry, white eraser-board (4' x 16') on track; eraser-board shall be installed with a marker tray, map rails with tack strip above
- Clock (on side walls instead of rear walls)
- Tack board (4' x 8') minimum; tack strips on all walls

Loose Furnishings:
- 1 file cabinet w/lock, 4-drawer
- 3 computer workstations
- 10 student desks and chairs
- 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, Cable/MATV port, 3 data ports for student use, Clock/PA, wireless
- Interactive white board or ceiling mounted overhead projected (to be determined at the time of installation)
- 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:
- 300 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
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

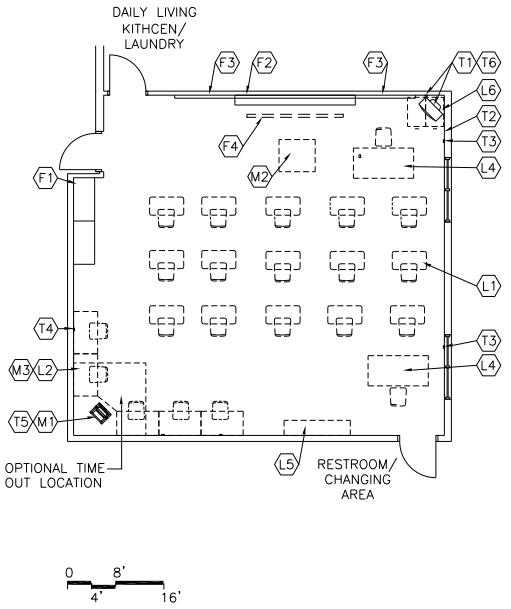
Room Technology:
T1 Video port, monitor
T2 Voice port and phone
T3 Wireless port

Electrical Features:
- Electrical Outlets for equipment
- Uniform lighting

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

Academic Core Space

SPECIAL NEEDS CLASSROOM/STUDIO



QUANTITY:
- 3 classrooms

CAPACITY:
- 2 or more staff
- 10 to15 students

SIZE:
- 875 SF

ANCILLARY SPACES:
- Daily Living/ Kitchen/ Laundry facilities if used as CRI classrooms

SPATIAL RELATIONSHIPS:
- Accessible ingress/egress to the building and classroom
- One per grade level community

GOAL:
- To provide a safe, accessible, and comfortable learning environment for students who are physically, mentally or emotionally challenged
- To provide classroom space and a flexible, specially-adapted learning environment that will meet the needs of students who have exhibited a need for more functional/ intensive services

PROGRAM ACTIVITIES:
- Independent work
- Individual instruction
- Small group work

ENVIRONMENTAL CONSIDERATIONS:
- Comfortable rooms with pleasant décor that contribute to an atmosphere conducive to creativity
- Positive acoustics for easier listening when conversing
- Window treatment to darken room for AV presentations
- Windows to provide natural light

Built-in Fixtures:
- 2 Dry, white eraser-board (4' x 20' on two different walls) on track; all eraser-boards shall be installed with a marker tray, map rails with tack strip above
- Clock (on side walls instead of rear walls)
- Permanently-mounted projection screen (not in front of the white eraser board) or interactive board
- Tack board (4' x 20') minimum; tack strips on all walls

Loose Furnishings:
L1 10-15 Student desks/tables and chairs
L2 3-5 Computer workstations
L3 Printer table
L4 Teacher desk/workstation and chair
L4 Workstation and chair for co-teacher/aide
L5 Adjustable height bookshelves (24 LF)
L6 2, file cabinets w/ lock, 4-drawer
1 Lockable teacher wardrobe with coat rod; tall cabinet w/ shelving (may be one unit)

Classroom Technology:
- Interactive white board or ceiling mounted overhead projected (to be determined at the time of installation)
- Single point 'face plate' near teachers' work station to include: Voice, data, VGA, audio enhancement, and HDMI
- Additional ports: Printer, Cable/MATV port, 3 data ports for student use, Clock/PA, wireless

Electrical Features:
- Electrical Outlets for equipment

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

QUANTITY:
- 1

CAPACITY:
- 28 students
- 2 teachers

SIZE:
- 2,200 SF (includes finishing room, tool and supply storage and material storage alcove adjacent to the fabrication area of the main laboratory)

SPATIAL RELATIONSHIPS:
- Three (3) areas: 1) the Seated Instructional area, 2) the Fabrication area, and 3) the Modular Instructional Units area.

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.)

Plumbing Features:
- Plumbing connections, floor drain

Seated Instructional area:

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 or 30 tablets or graphing calculators (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

Fabrication area:

Furniture and Equipment
- 1 Dry, white eraser-board (4’ x 8’) on track
- 2 work benches 24 X 72 should be along wall
- 4-6 work tables (48" x 60")
- A demonstration area is needed in the center the room with a 36” sink (hot and cold water). The top should be of made moisture and chemical resistant material.
- Install a 48” wide lockable tote tray cabinet and 35” wide tall cabinet with adjustable shelves
- Install goggle storage and sterilization with adequate ventilation.
- Tack board (4’ x 16’) minimum

Modular Instructional Units area:

Loose Furnishings:
- Modular Instruction units - site based TBD

Academic Core Space

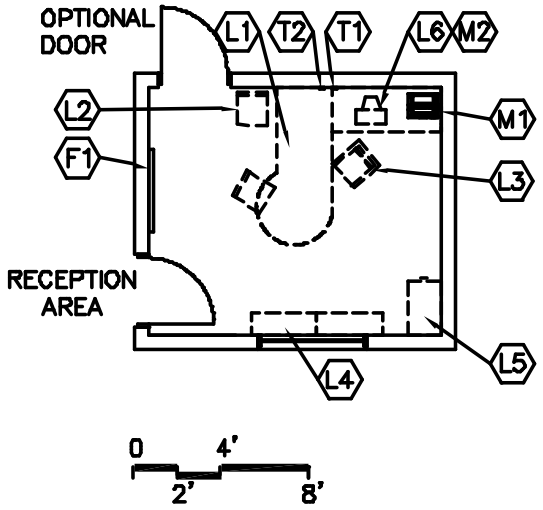
- Sink w/ Sink with bubbler for drinking water, cabinets above and below, and a separate, stainless steel scrub sink with hot and cold water, appropriate traps
- A safety station is to be installed with safety shower, automatic shut-off eyewash, floor drain with a sloped floor and should accommodate persons with disabilities.

Electrical Features:

- Ceiling mounted electric drops with automatic cord reel where appropriate.
- Duplex receptacles to charge laptop carts when not in use
- Electrical outlets for equipment
- Emergency stop switches / buttons should be installed to turn off power within the space.
- Minimum 70 foot-candles of light at bench height.
- Power for all equipment.
- Single-level switching
- Uniform lighting with multi-level switching

NOTES:

STUDENT SERVICES OFFICES



QUANTITY:
- 6

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

SIZE:
- 150 SF

SPATIAL RELATIONSHIPS:
- Located centrally within each 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)

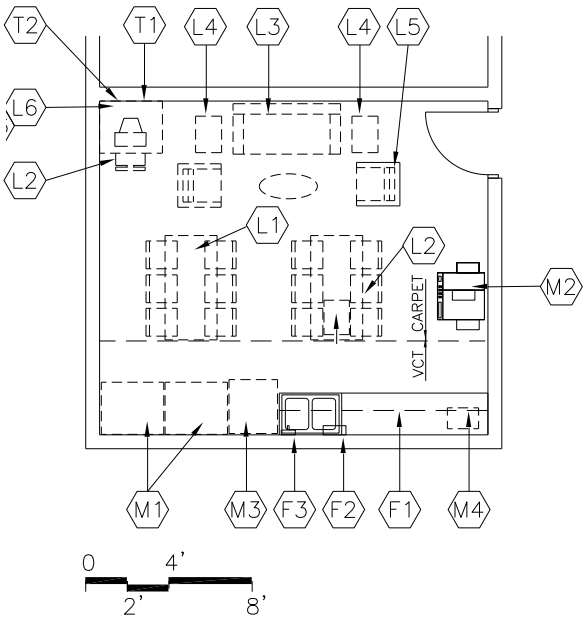
Loose Furnishings:
L1 Desk with conference table
L2 2 guest chairs
L3 Ergonomic task chair
L4 Adjustable height bookshelves (12 LF)
L5 1, 4-drawer locking file cabinet
L6 Computer workstation

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.

Academic Core Space

TEACHER SUPPORT ROOMS



QUANTITY:
- 3 (1 per grade level)

CAPACITY:
- 6-36 teachers

SIZE:
- 400 SF

SPATIAL RELATIONSHIPS:
- Access from Corridor
- Located near individual restrooms
- Located within Grade Level areas
- One per grade level community

GOAL:
- To provide space for teachers to carry out their administrative duties, prepare materials for class, access the Internet, lock up personal items, and to socialize and relax.

PROGRAM ACTIVITIES:
- Eating lunch
- Enter and access data
- Grade papers
- Prepare lessons using computer, video, and other resources.
- Store files (floating or shared department files

ENVIRONMENTAL CONSIDERATIONS:
- Adequate ventilation/exhaust
- Auditory privacy:
  Wall minimum: STC 45
  Ceiling minimum: CAC 35
- Consider future technology needs, build-in flexibility to retain options
- Electrical outlets for equipment
- OSHA requirements maintained
- Uniform lighting with multi-level switching
- Wheelchair accessibility

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

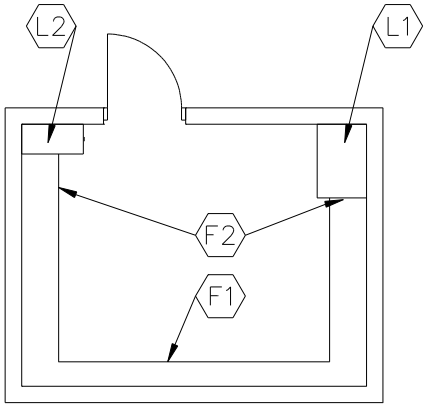
Loose Furnishings:
L1 2 Tables
L2 12-13 chairs
L3 Sofa (optional)
L4 End Tables (optional)
L5 Soft Chairs (optional)
L6 Computer workstation with ergonomic task chair

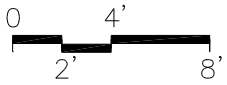
Miscellaneous Equipment (provided by owner)
M1 Vending machines
M2 Printer/ Copier/ Scanner/ Fax
M3 Refrigerator
M4 2 Microwaves

Room Technology:
T1 Voice ports and phones
T2 2 data ports
- Additional ports: Clock/PA, 2 wireless

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

TECHNOLOGY STORAGE





QUANTITY:
- 3

SIZE:
- 200 SF

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

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)

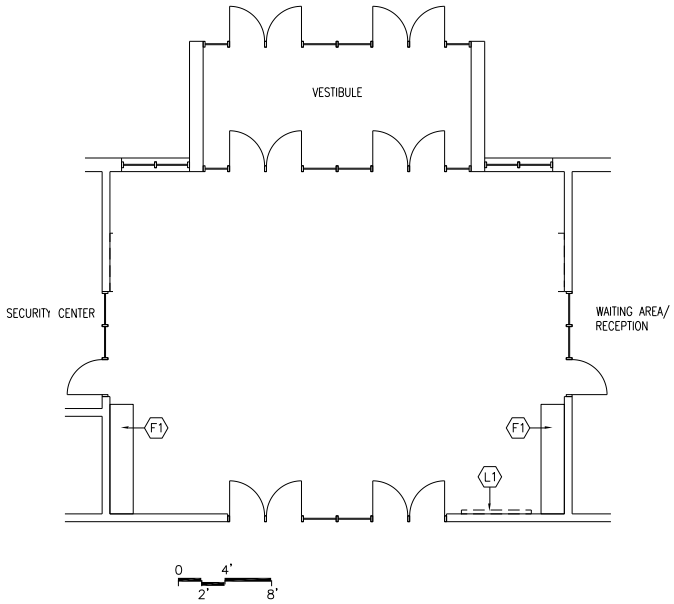
Loose Furnishings:
L1 Adjustable height shelving (24” deep)
L2 4-drawer file cabinet (legal)

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.

Academic Core Space

Administrative Space
LOBBY (MAIN)



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:
- 10 people

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

SPATIAL RELATIONSHIPS:
- Adjacent to Lobby
- Easy to locate and identify
- Maximize view to Lobby and entry
- The attendance area will have a lockable window to the corridor with a counter.

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

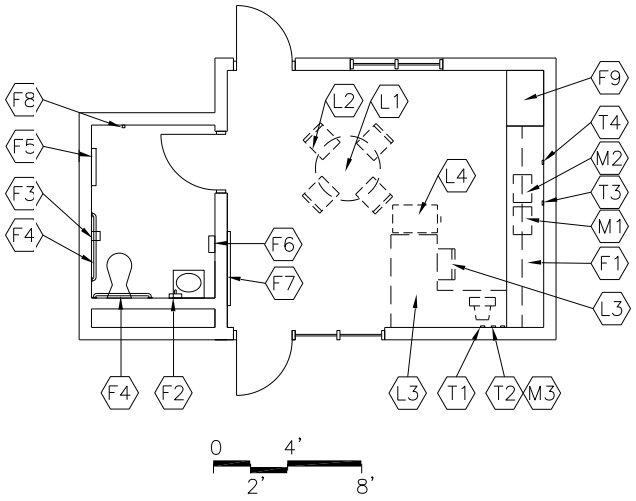
Built-in Fixtures:
- 18’ minimum reception counter (two level for handicapped access) with adjustable shelf storage on the inside
- Counter and base cabinets along back wall; space for master intercom console
- Tack board (8 LF)

Loose furniture:
- Desk/Workstations for 2 staff
- 2 ergonomic chairs
- 2 under the desk file cabinets
- 6-8 Visitor chairs
- 2 End tables
- Display rack

Room Technology:
- Ability to ‘buzz’ access main entrance when electric and communication connections
- Master intercom console and appropriate security is not available
- Voice and data for each workstation

NOTES:

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 Four-drawer locking file cabinet

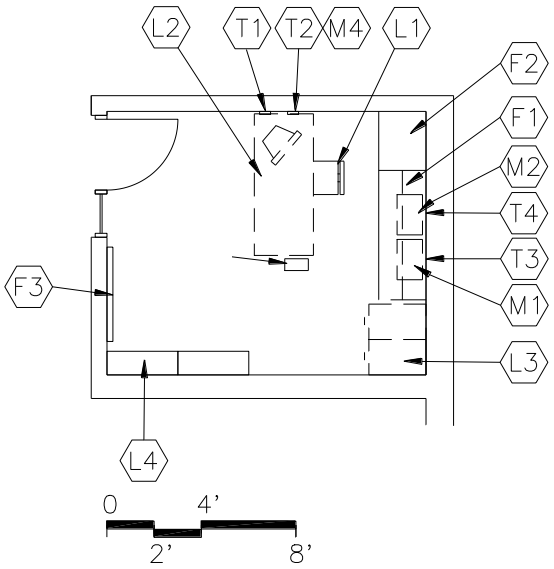
Miscellaneous Equipment (provided by owner):
M1/2 Fax/Printer
M3 Computer

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

ADMINISTRATIVE ASSISTANT'S OFFICE



QUANTITY:
- 1

CAPACITY:
- Up to 2 people

SIZE:
- 120 SF

SPATIAL RELATIONSHIPS:
- Adjacent and access to Waiting Area/Reception
- Visual access to Waiting Area/Reception
- Adjacent to Principal's Office

GOAL:
- To serve as an area from which the secretary can effectively provide administrative support

PROGRAM ACTIVITIES:
- Answering telephone
- Data input and retrieval
- Duties of confidential secretary
- Financial accounting and bookkeeper functions
- General office work

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

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

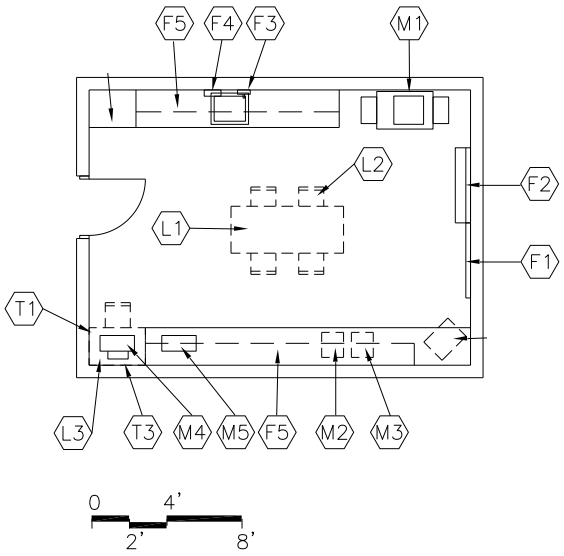
Loose Furnishings:
L2 Desk
L1 Ergonomic chair
L3 4-drawer locking file cabinet
L4 Bookcases

Miscellaneous Equipment (provided by owner):
M2 Printer
M4 Computer
M1 FAX

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 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

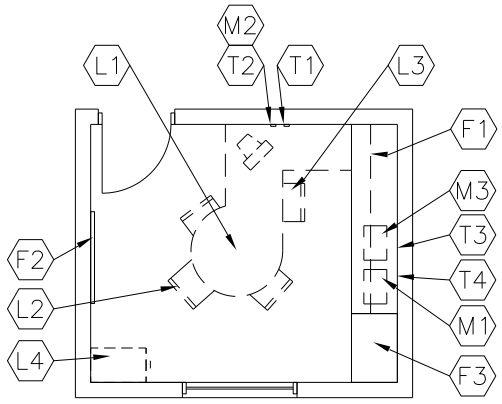
Miscellaneous Equipment (provided by owner):
M1 Copier
M2 Paper cutter
M3 Laminating machine
M4 Computer
M5 Printer

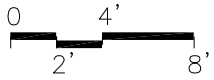
Room Technology:
T1 Voice ports and phones
T3 2 data ports

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

Administrative Space

BUSINESS MANAGER'S OFFICE





QUANTITY:
- 1

CAPACITY:
- Up to 4 people

SIZE:
- 150 SF

SPATIAL RELATIONSHIPS:
- Adjacent to Administrative Assistant's Office
- 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

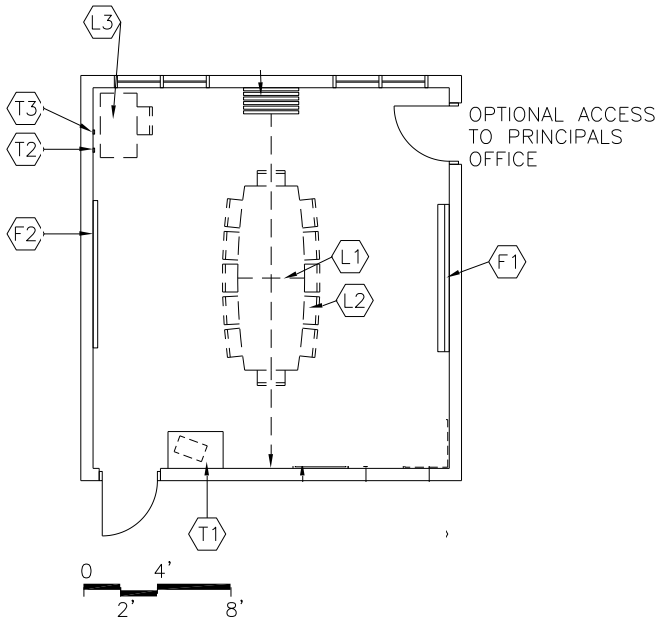
Miscellaneous Equipment (provided by owner):
M1 Printer
M2 Computer
M3 Fax (optional)

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 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)

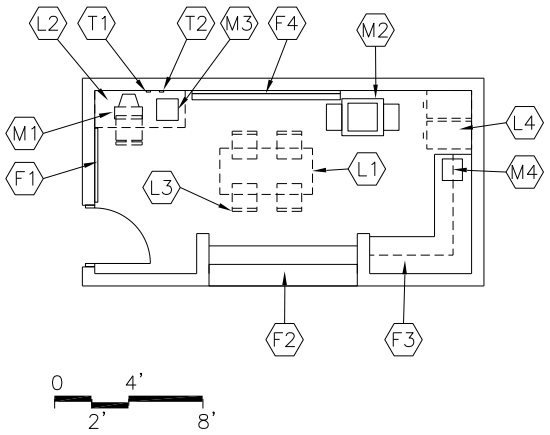
Loose Furnishings:
L1 Conference table
L2 Chairs
L3 Computer workstation furniture

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

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

Administrative Space

MAILROOM



QUANTITY:
- 1

SIZE:
- 150 SF

SPATIAL RELATIONSHIP:
- Located within/adjacent to the administrative suite

GOAL:
- To provide adequate space and equipment for office work projects and an area to disseminate incoming mail to staff members

PROGRAM ACTIVITIES:
- Collating materials
- Copying
- Delivery of general mail
- General office work
- Storing of pertinent files

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

Built-in Fixtures:
F1 Tack board (4 LF)
F2 Casework: 2sided mail slots for 110% of staff with base cabinets below
F3 Casework: Base/wall cabinets
F4 Marker board (8 LF)

Loose Furnishings:
L1 Work table
L2 Computer workstation with ergonomic task chair
L3 2-4 Chairs
L4 2, 4-drawer file cabinets

Miscellaneous Equipment (provided by owner):
M1 Computer (optional)
M2/3 Printer/copier (optional)
M4 FAX (optional)

Room Technology:
- Voice ports and phones
- 2 data ports

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

SECURITY CENTER/ OFFICE SUITE

QUANTITY:
- 1

CAPACITY:
- Up to 4 person

SIZE:
- 200 SF

SPATIAL RELATIONSHIPS:
- Near entrance to main Corridor
- Near student entrance if different
- Suite needs three activity areas
  1) Work/meeting space for team
  2) Breakout/quiet area (100 SF)
  3) Camera monitor area w/ privacy screen

GOAL:
- To serve as an area from which the school resource officers can perform their administrative and law enforcement functions

PROGRAM ACTIVITIES:
- Complete reports
- Meet with parents, staff, and other law enforcement officials
- Monitor surveillance equipment
- Perform counseling

ENVIRONMENTAL CONSIDERATIONS:
- Comfortable room with pleasant décor

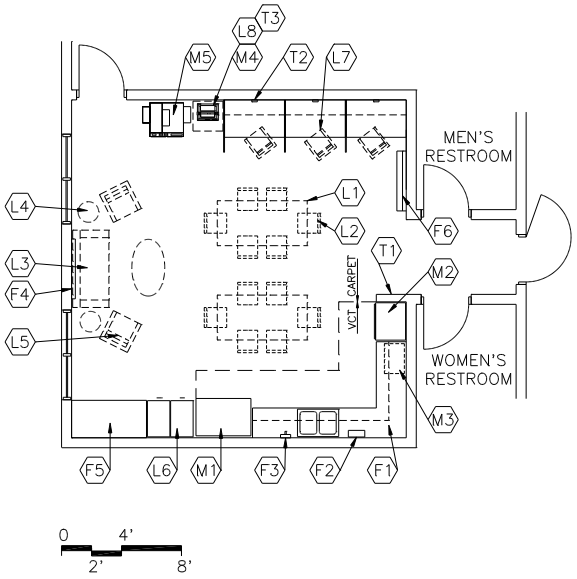
Loose Furnishings:
- Work tables
- 2-4 chairs
- Desks/workstation and chair

Room Technology:
- Voice ports and phones to both desks
- Data ports near workstations
- Base system for security cameras

NOTES:

Administrative Space

STAFF BREAK ROOM



QUANTITY:
- 1 room

CAPACITY:
- 6-36 teachers

SIZE:
- 800 SF (including bathrooms)

ANCILLARY SPACES:
- Men's and Women's Restrooms

SPATIAL RELATIONSHIPS:
- Access from Corridor
- Near Dining
- Restrooms within or near

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

PROGRAM ACTIVITIES:
- Eating
- Interacting with peers
- Prepare lessons using computer, video, and other resources.
- Relaxing
- Using the telephone

ENVIRONMENTAL CONSIDERATIONS:
- Adequate ventilation/exhaust
- Auditory Privacy:
  Wall minimum: STC 45
  Ceiling minimum: CAC 35
- Consider future technology needs, build-in flexibility to retain options
- Electrical outlets for equipment
- OSHA requirements maintained
- Uniform lighting with multi-level switching
- Windows to provide natural light and egress

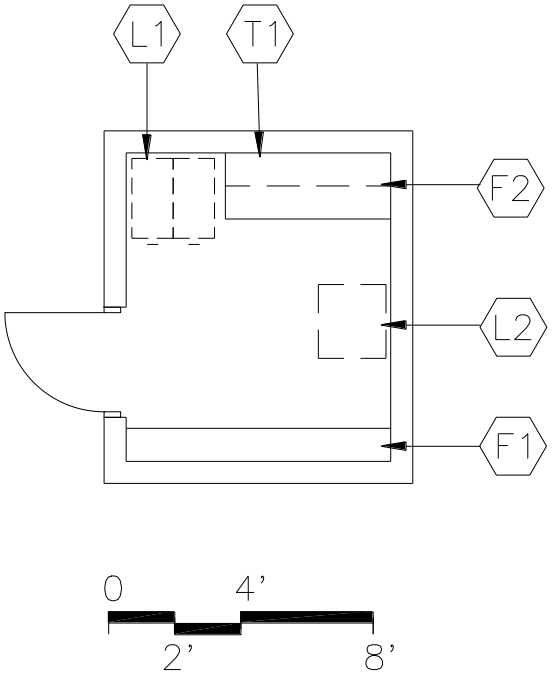
Built-in Fixtures:
F1 Casework: Base/wall cabinets
F2 Towel dispenser
F3 Soap dispenser
F4 Tack board (4 LF)
F5 Casework: Wardrobe for floating teachers
F6 Marker board (4 LF)

Loose Furnishings:
L1 2 Rectangular tables
L2 12 Chairs
L3 Sofa
L4 End tables
L5 Lounge chairs
L6 2-3, 2-drawer locking file cabinet for floating teachers
L7 2-3 Workstations for floating teachers with ergonomic task chairs
L8 Printer table
M1 Vending machine
M2 Refrigerator
M3 Microwave

Room Technology:
T1 1 voice port and phone
T2 1 data port in each workstation
T3 1 data port for printer
- Single point 'face plate' near teachers work station to include: Voice, data, VGA , and HDMI
- Additional ports: Clock/PA, 2 wireless

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

SUPPLY (General)/ ADMINISTRATIVE STORAGE



QUANTITY:
- 1

SIZE:
- 250 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

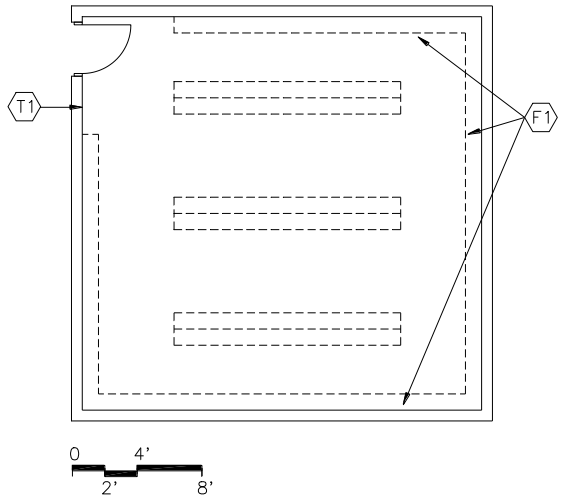
Loose Furnishings:
L1 2, 4-drawer file cabinet
L2 Small safe

Room Technology:
T1 Data port

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

Administrative Space

TEXT BOOK ROOM



QUANTITY:
- 1

SIZE:
- 800 SF (2,000 LF of shelving)

SPATIAL RELATIONSHIPS:
- Near Administration

GOAL:
- To provide secure storage for teaching materials

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

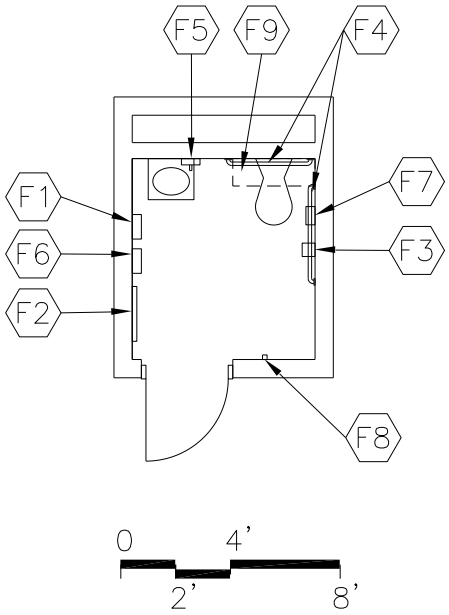
ENVIRONMENTAL CONSIDERATIONS:
- Electrical outlets
- Uniform lighting

Built-in Fixtures:
F1 Adjustable shelving (2,000 LF)

Room Technology:
T1 Voice port

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

TOILET (Adult)



QUANTITY:
- 1

CAPACITY:
- Up to 1 person

SIZE:
- 50 SF

SPATIAL RELATIONSHIPS:
- Adjacent to Administrative Workroom

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.

Administrative Space

Guidance/ Student Services Space
RECEPTION AND WELCOME CENTER

QUANTITY:
- 1

CAPACITY:
- Parents
- Staff
- Students
- Visitors

SIZE:
- 300 SF

SPATIAL RELATIONSHIPS:
- Locate near entrance
- Glass into the corridor for security and visibility

GOAL:
- To provide a space designated to help students and the public feel welcome and to provide information
- Waiting area for counselor services

PROGRAM ACTIVITIES:
- Administrative activities
- Greeting visitors
- Waiting area for students

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

Built-in Fixtures:
- Tack board (4 LF)
- Reception counter (optional)

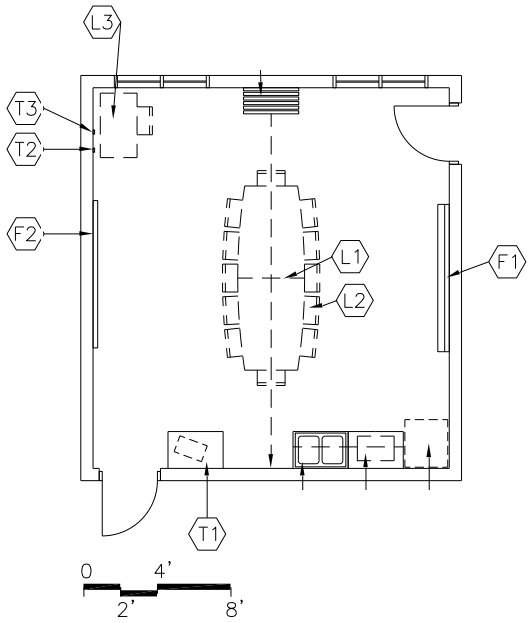
Loose Furnishings:
- 4 visitor chairs
- Desk
- End table
- Ergonomic task chair
- Information kiosk/display

Room Technology:
- Cable/MATV port
- Data port for printer
- Data port near workstation
- Video port, monitor, VCR, and brackets
- Voice port and phone

NOTES:

Guidance/ Student Services Space

CONFERENCE/ TESTING ROOMS



QUANTITY:
- 2

CAPACITY:
- Up to 16 people

SIZE:
- 250 SF

SPATIAL RELATIONSHIPS:
- In student services/ guidance suite

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

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)

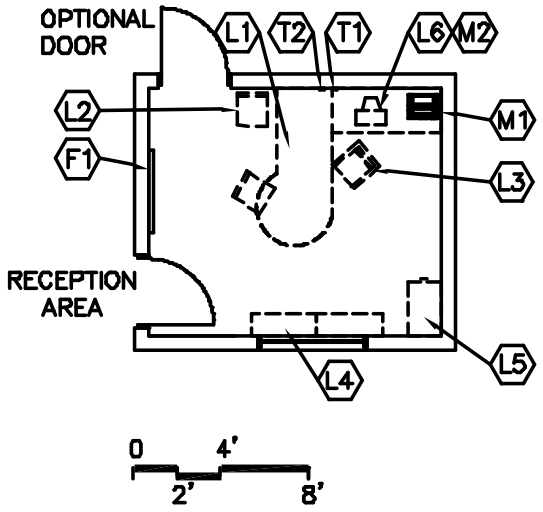
Loose Furnishings:
L1 Conference table
L2 16 Chairs
L3 Computer workstation with ergonomic task chair

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

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

Guidance/ Student Services Space

GUIDANCE OFFICES



QUANTITY:
- 6

CAPACITY:
- 1 Staff person
- Up to 3 people

SIZE:
- 120 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)

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

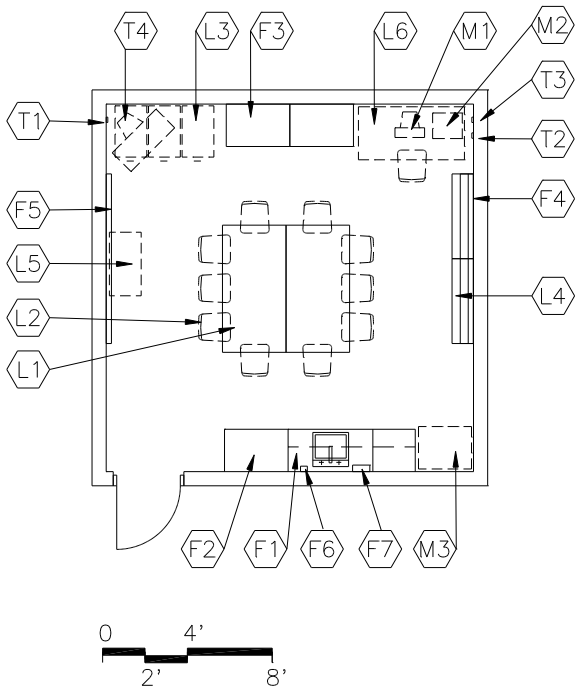
Room Technology:
T1 1 voice port and phone
T2 2 data ports

Miscellaneous Equipment (provided by owner):
M1/2 Computer/printer

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

Guidance/ Student Services Space

PARENT RESOURCE CENTER



QUANTITY:
- 1

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

SIZE:
- 300 SF

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 PTSA 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 (PTO/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

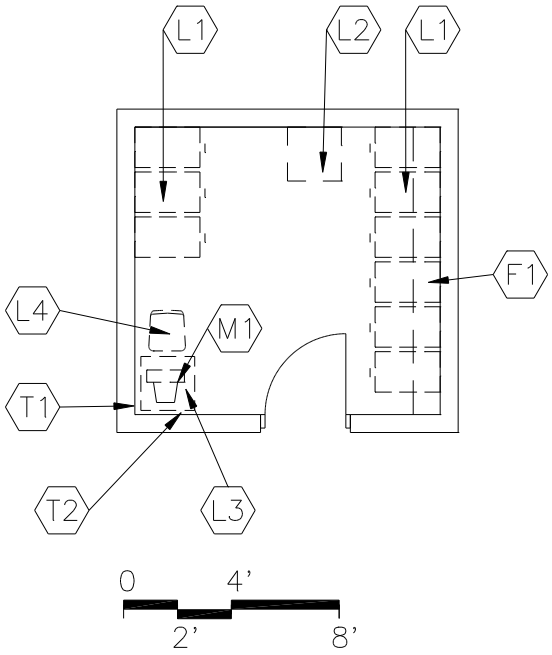
Loose Furnishings:
L1 2 tables (36" x 72")
L2 10 chairs
L3 4-drawer file cabinet
L4 Adjustable height bookshelves (20 LF)
L6 Computer workstation

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.

RECORDS STORAGE ROOM



QUANTITY:
- 1

CAPACITY:
- Staff Up to 1

SIZE:
- 150 SF

SPATIAL RELATIONSHIPS:
- Near Business Manager's Office

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:
- 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

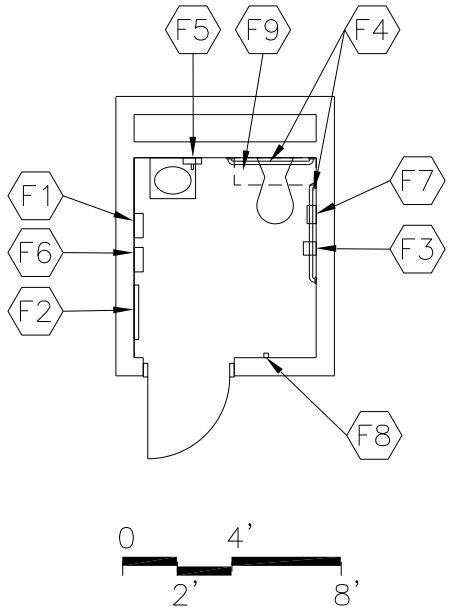
Room Technology:
T1 Voice port and phone
T2 Data port

Miscellaneous Equipment (provided by owner)
M1 Computer

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

Guidance/ Student Services Space

TOILET (Adult)



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

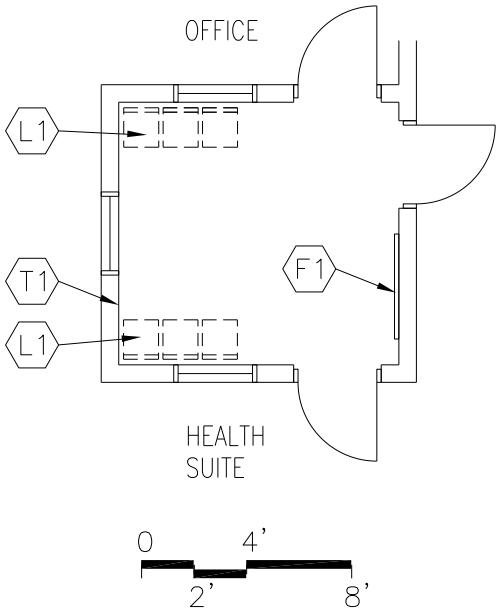
ENVIRONMENTAL CONSIDERATIONS:
- Adequate exhaust/ventilation
- Environmental sound control:
  Wall minimum: STC 45
  Ceiling minimum: CAC 35
- Moisture- and stain-resistant finishes
- Uniform lighting
- Wheelchair Accessibility

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.

Health Suite Space
RECEPTION/ WAITING AREA



QUANTITY:
- 1

CAPACITY:
- Up to 6 people

SIZE:
- 200 SF

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:
- Environmental sound control:
  Wall minimum: STC 45
  Ceiling minimum: CAC 35
- Uniform lighting
- Windows to provide natural light

Built-in Fixtures:
F1 Tack board
- Brochure rack

Loose Furnishings:
L1 4-6 visitor chairs
- 2 Side tables w/ lamps

Room Technology:
T1 Voice port

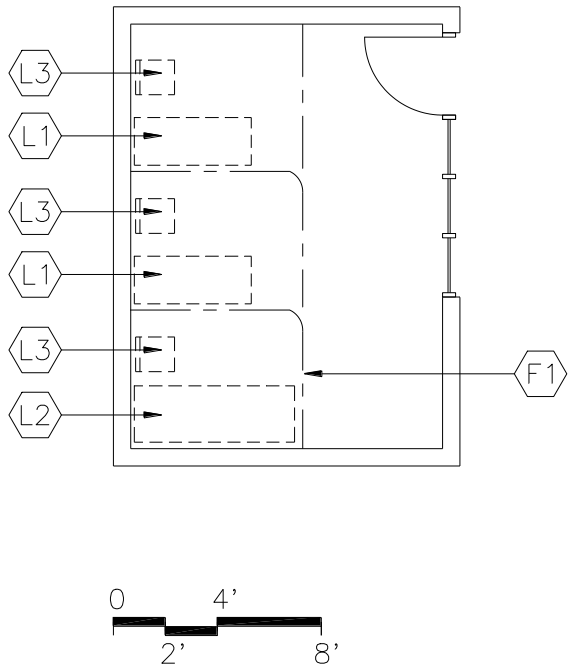
Finishes:
Flooring:
- Moisture and stain-resistant finishes

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

ANCILLARY SPACES:
- Toilet adjacent to each cot area

SPATIAL RELATIONSHIPS:
- Located within Health Suite

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
- Separate Male and Female Cot areas visible to the Office and Waiting Area
- Visual access to Waiting Area/Reception or Welcome Center

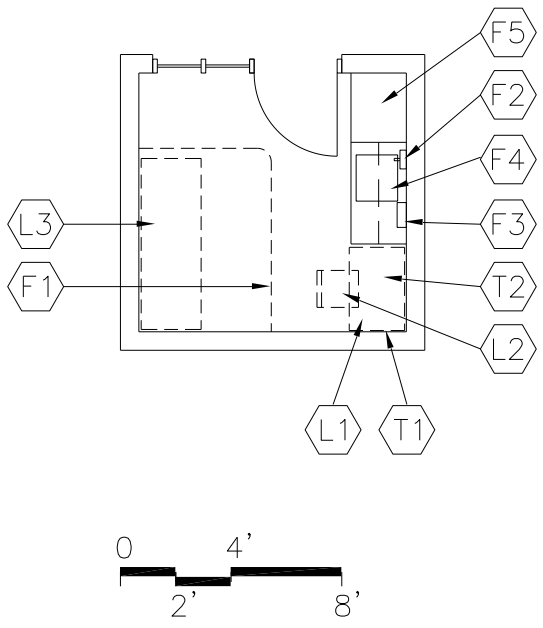
Built-in Fixtures:
F1 Cubical curtain

Loose Furnishings:
L1 2 small cots
L2 1 large cot
L3 3 chairs

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

ANCILLARY SPACES:
- Storage Area

SPATIAL RELATIONSHIPS:
- Located within Health Suite and adjacent to Treatment Area
- Near Waiting Area

GOAL:
- To provide school based health services

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

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 exam table

Room Technology:
T1 Voice port and phone
T2 Data port

Finishes:

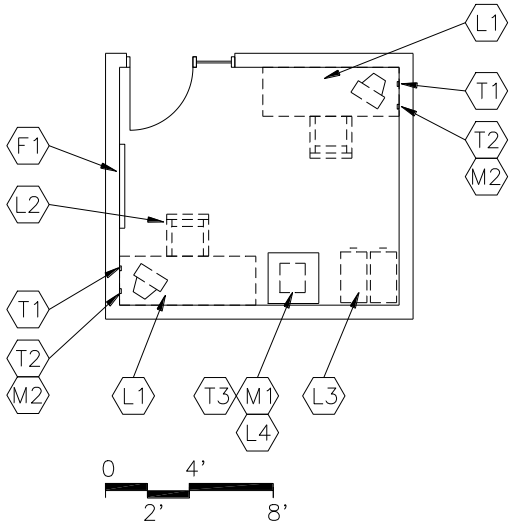
Flooring:
- Moisture and stain-resistant finishes

Counter Tops:
- Chemical-resistant

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

Health Suite Space

OFFICE



QUANTITY:
- 1

CAPACITY:
- Up to 2 people

SIZE:
- 100 SF

SPATIAL RELATIONSHIPS:
- Adjacent and visual into Waiting Area/Reception

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

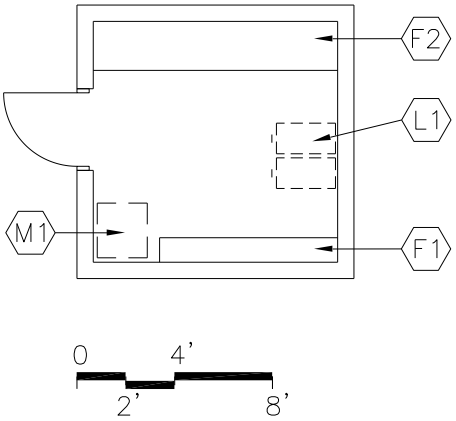
Loose Furnishings:
L1 1 desk
L2 1 ergonomic task chair
L3 1 4-drawer file cabinet
L4 Printer table
- Guest chair

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:
- 50 SF

SPATIAL RELATIONSHIPS:
- Adjacent and access to 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

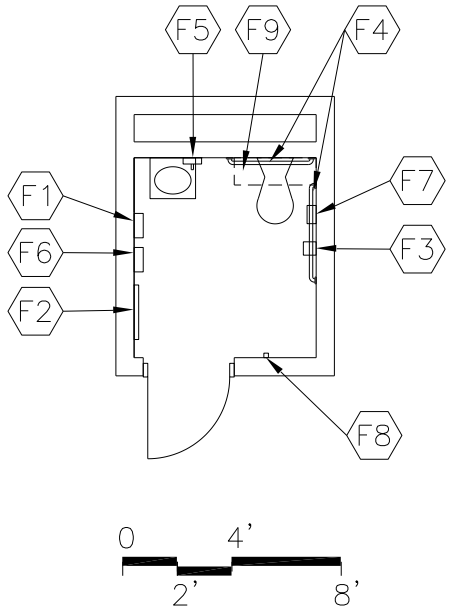
Miscellaneous Equipment:
M1 Refrigerator (lockable) with ice maker

Plumbing Features:
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

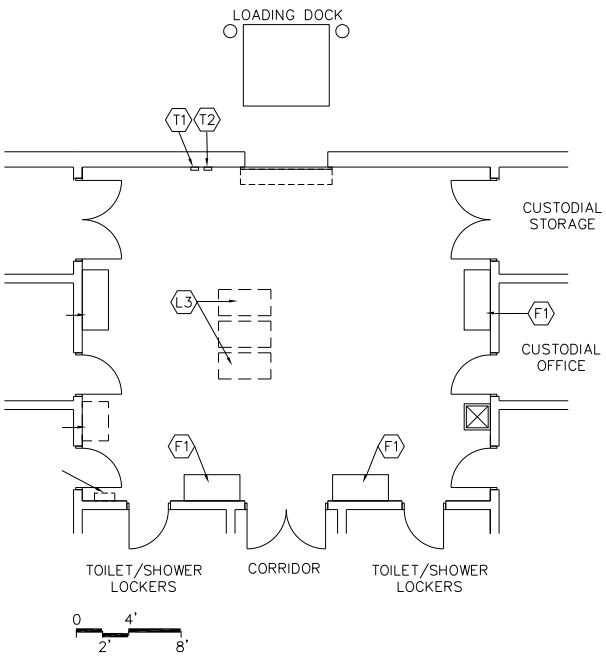
ENVIRONMENTAL CONSIDERATIONS:
- Adequate exhaust/ventilation
- Environmental sound control:
  Wall minimum: STC 45
  Ceiling minimum: CAC 35
- Moisture- and stain-resistant finishes
- Uniform lighting
- Wheelchair Accessibility

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

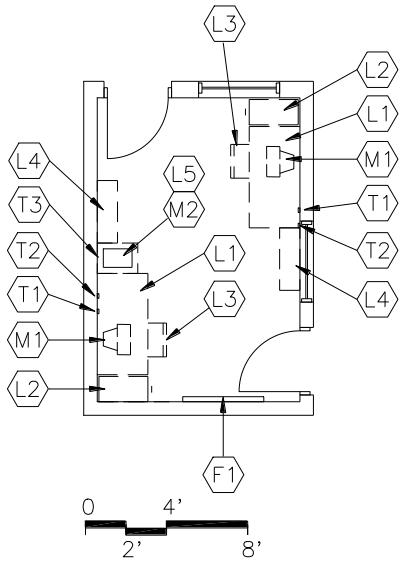
PROGRAM ACTIVITIES:
- Loading and unloading
- Storage of furniture, equipment, and general supplies

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:

Media Center 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

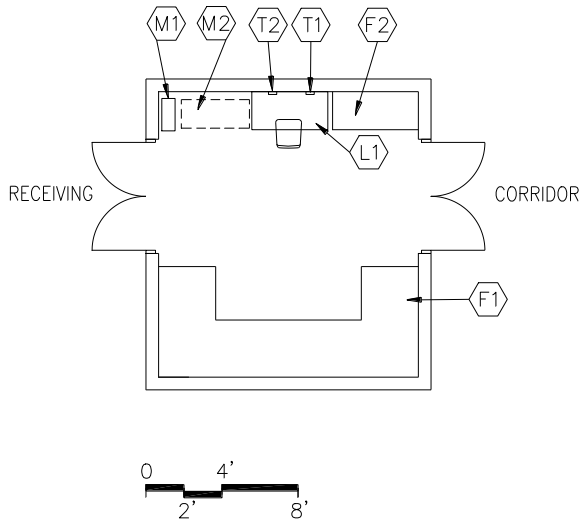
Loose Furnishings:
L1 2 desks
L2 2, 4-drawer file cabinets
L3 2 ergonomic task chairs
L4 Adjustable height bookshelves (12 LF)
L5 Printer table

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

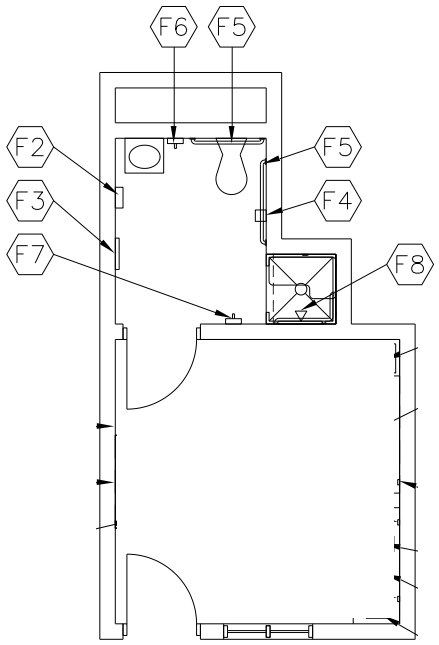
Room Technology:
T1/2 Voice and data connections

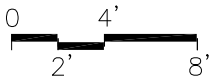
Miscellaneous Equipment :
M2 Metal cabinet for flammables

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

Media Center Space

TOILET/ SHOWER/ LOCKERS





QUANTITY:
- 2

CAPACITY:
- Custodial Staff

SIZE:
- 150 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:
- 100 students
- 200 persons for community or staff meeting
- Media Specialist
- Media Assistant

SIZE:
- 4,400 SF (including Independent and on-line learning of 1,100 SF)

ANCILLARY SPACES:
- Equipment Storage (250 SF)
- Head End Room (250 SF)
- Office (150 SF)
- Staff Development (900 SF)
- Staff Toilet (40 SF)
- Workroom (350 SF)

SPATIAL RELATIONSHIPS:
- Three (3) activity areas:
  1. Individual Research and Reading around periphery where stacks are located
  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

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

Finishes:
Flooring: Carpet
Resilient tile in production/ presentation area

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

ENVIRONMENTAL CONSIDERATIONS:
- 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

Loose Furnishings:
Individual research and reading area:
- 10 lounge chairs
- 5 end tables
- Book stacks mostly peripheral (quantity site specific); some low shelving (36") on castors
- Independent workstations distributed around the periphery (w/outlets); comfortable chairs

Interactive and Small Group area
- 12 four-person tables and chairs in two locations; consider different heights and alternative seating choices (outlets at every location)
- 24 seated computer work stations separating groups

Independent/ On-Line Learning area
- 32 computer work stations and chairs (swivel)
- Teacher workstation and chair

Room Technology:
- 2 data ports for network printers
- 24 data ports at seated stations
- Robust wireless access

Information Desk area
- 2 data ports
- Bar code reader
- Voice ports and phones

Media Center Space

Electrical:
- Duplex outlets throughout
- Electrical outlets at all column locations
- Flush covers for floor outlets
- Multilevel lighting
- Recessed floor/ wall electrical outlets in floor at tables

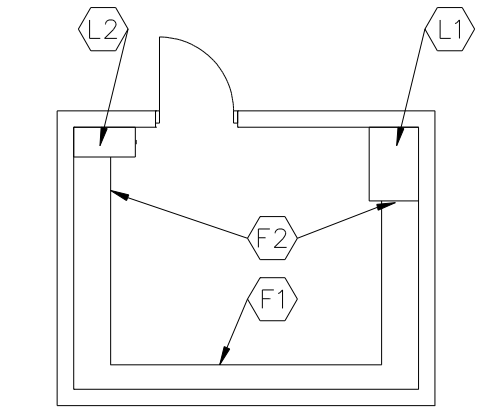
HVAC:
- Supply/return air system
- Independent temperature control

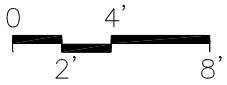
Interactive Small Group area
- Large screen monitor
- Data and cable TV port

On-Line Learning area
- 32 data ports
- Large screen monitor

NOTES:

EQUIPMENT STORAGE





QUANTITY:
- 1

SIZE:
- 250 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)

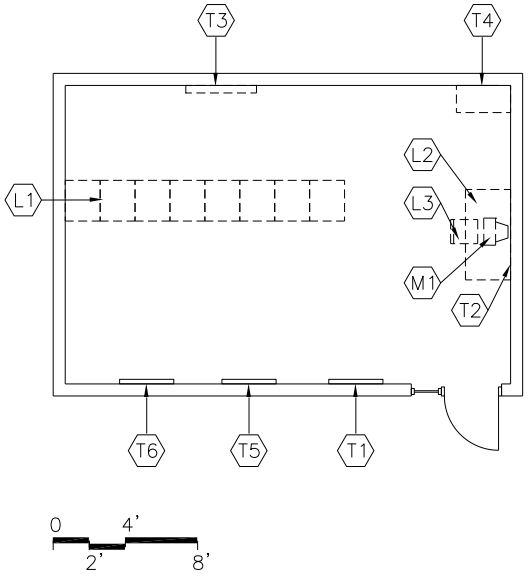
Loose Furnishings:
L1 Adjustable height shelving (24” deep)
L2 4-drawer file cabinet (legal)

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:
- 250 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

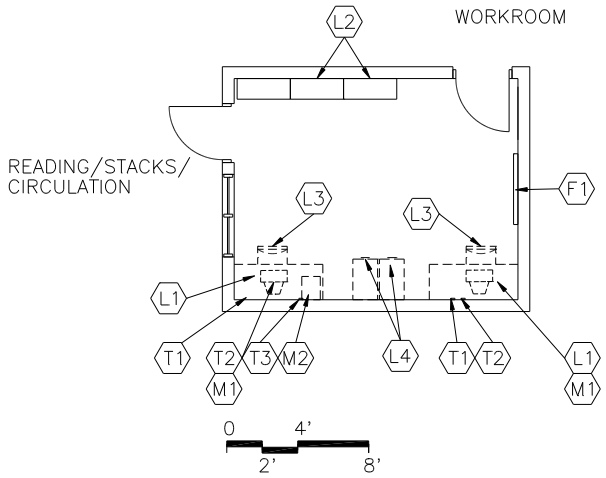
Loose Furnishings:
L1 6-8 racks
L2 Computer workstation/M1 computer
L3 Ergonomic task chair

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.

Media Center Space

OFFICE



QUANTITY:
- 1

CAPACITY:
- Media Specialist

SIZE:
- 150 SF

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

GOAL:
- To provide a private work area for the media specialist, easy access to the circulation desk, media production area, and computer resource area

PROGRAM ACTIVITIES:
- Ordering
- Scheduling
- Cooperative learning
- Administrative work (preparing budget, reports, etc.)
- Processing and repairing books, videos, discs, etc.

ENVIRONMENTAL CONSIDERATIONS:
- Environmental sound control:
  - Wall minimum: STC 45
  - Ceiling minimum: CAC 35
- Auditory privacy
- Electrical outlets for equipment
- Uniform lighting
- Visual access to Reading/Stacks/Circulation

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

Loose Furnishings:
L1 1-2 Computer workstations
L2 Adjustable height bookshelves (24 LF)
L3 1-2 Ergonomic task chairs
L4 2, 4-drawer file cabinets

Room Technology:
T1 Data network system near each workstation
T2 Voice port and phone near each workstation
T3 Data port for printer/copier/fax

Miscellaneous Equipment :
M1 Computer
M2 Printer/ copier/ fax (optional)

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:
- 360 (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 short throw projector or interactive white board
- Counter along window wall between and facing control room.
- Dry erase board (16’)
- Manual projection screen or interactive white board
- 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

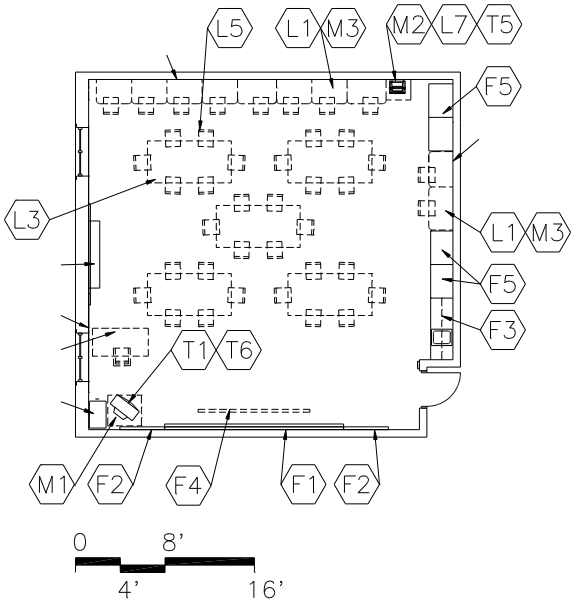
Plumbing Features:
- Plumbing connections for sink

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

STAFF DEVELOPMENT/ CONFERENCE ROOM



QUANTITY:
- 1

CAPACITY:
- Up to 24 people
- Guest speakers

SIZE:
- 750 SF

ANCILLARY SPACES:
- Instructional Coach's Office

SPATIAL RELATIONSHIPS:
- Near Media Center

GOAL:
- To provide flexible space as a resource area for meetings and training

PROGRAM ACTIVITIES:
- Computerized instruction
- Hands-on activities
- Large group and small group instruction
- Presentation

ENVIRONMENTAL CONSIDERATIONS:
- Comfortable rooms with pleasant décor that contribute to an atmosphere conducive to creativity
- Electrical outlets for equipment
- Proportion for effective viewing and listening from all areas of the classroom
- Uniform lighting
- Window treatment to darken room for AV presentation
- Windows to provide natural light and egress

Built-in Fixtures:
F1 Marker board on two walls (16 LF X 2)
F2 Tack board (8-16 LF)
F3 Casework: Base/wall cabinets around sink
F4 Manual projection screen (optional)
F5 Casework: Counter for coffee machine and microwave; under the counter refrigerator

Loose Furnishings:
L1 Computer station(s) and printer table (#TBD)
L3 4-5 rectangular tables
L5 24 chairs
L6 Adjustable height bookshelves (24 LF)
L7 Table for printer (optional)

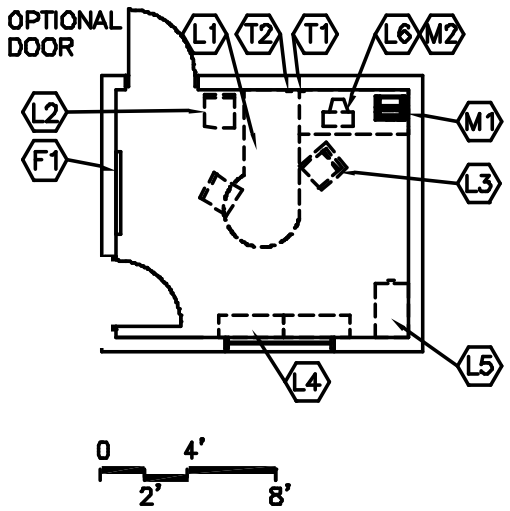
Room Technology:
T1 Data port for computer
T5 Data port for printer/copier/ fax
T6 Voice port and phone

Miscellaneous Equipment :
M1 Computer (optional)
M2 Printer/ copier/ fax (optional)
M3 2 wireless ports
- Interactive white board

Plumbing Features:
- Plumbing connections: Single, deep sink

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

INSTRUCTIONAL COACH'S OFFICE



QUANTITY:
- 1

CAPACITY:
- 2 people

SIZE:
- 150 SF

SPATIAL RELATIONSHIPS:
- Adjacent staff development suite

GOAL:
- To provide an office for instructional coach

PROGRAM ACTIVITIES:
- Maintain staff resource area
- Meet with staff for training

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

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

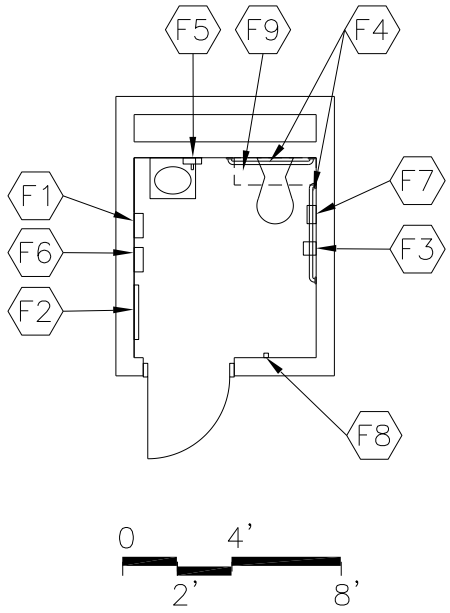
Loose Furnishings:
L1 Desk with conference table
L2 2 guest chairs
L3 Ergonomic task chair
L4 Adjustable height bookshelves (12 LF)
L5 1, 4-drawer locking file cabinet
L6 Computer workstation

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

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

Media Center Space

TOILET



QUANTITY:
- 2

CAPACITY:
- Up to 1 person

SIZE:
- 40 SF

SPATIAL RELATIONSHIPS:
- Located within Media Center near the Office and Workroom

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

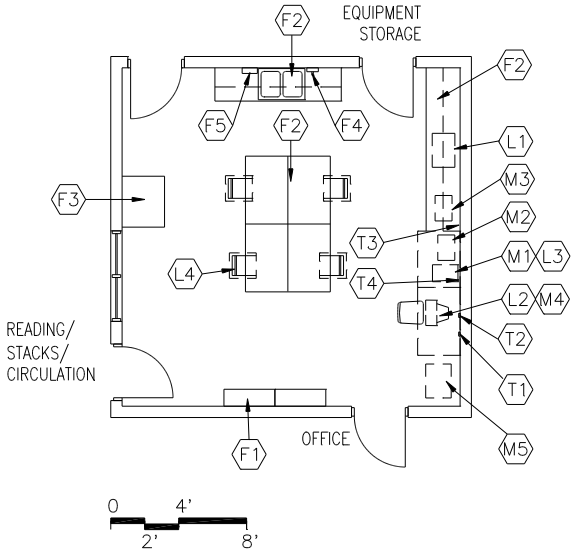
Built-in Fixtures:

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

Media Center Space

WORKROOM



QUANTITY:
- 1

CAPACITY:
- Media specialist
- Student assistants

SIZE:
- 350 SF

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

GOAL:
- To provide space for the management and organization of media resources and processing of incoming materials

PROGRAM ACTIVITIES:
- Receiving, processing, and duplicating library materials
- Repairing damaged or worn materials
- Scanning and digitizing

ENVIRONMENTAL CONSIDERATIONS:
- Electrical outlets for equipment
- Environmental sound control:
  Wall minimum: STC 45
  Ceiling minimum: CAC 35
- Uniform Lighting
- Visual access to Reading/Stacks/Circulation

Built-in Fixtures:
F1 Storage shelving: video
F2 Casework: Base/wall cabinets
F3 Casework: Tall storage
F4 Soap dispenser
F5 Towel dispenser

Loose Furnishings:
L1 Paper cutter
L2 Computer workstation furniture
L3 Equipment table
L4 Chairs

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

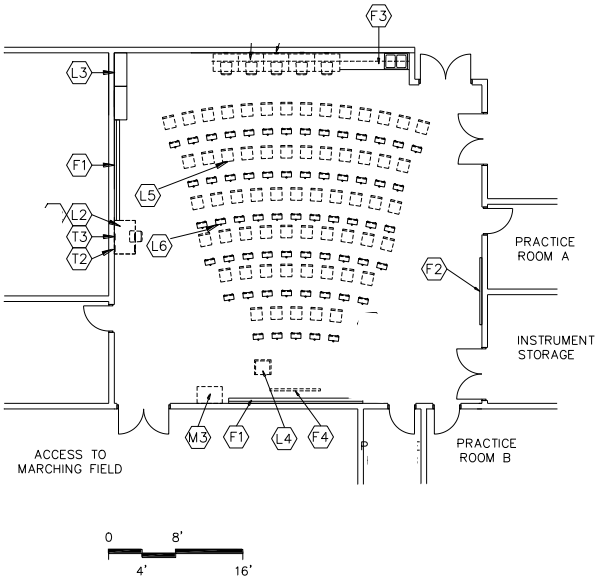
Miscellaneous Equipment:
M1 Fax
M2 Printer
M3 Scanner
M4 Computer
M5 Video distribution equipment

Plumbing Features:
- Plumbing connections: Sink

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

Media Center Space

Performing Arts Space
BAND/ ORCHESTRA ROOM



CAPACITY:
- Up to 60 students
- Teacher

SIZE:
- 1,800 SF (includes 100 SF office)

ANCILLARY SPACES:
- Instrument Storage
- Practice Rooms

GOAL:
- To serve as the learning and practice area for instrument classes

SPATIAL RELATIONSHIPS:
- Adjacent and access to Practice Rooms
- Adjacent and access to Instrument Storage
- Good access to Stage and Outdoors

PROGRAM ACTIVITIES:
- Independent study
- Individual and small group practice
- Jazz and chamber ensembles
- Performance
- Teaching and learning to read music

ENVIRONMENTAL CONSIDERATIONS:
- 8' high double doors throughout this area with removable mullions
- Adequate ventilation
- Appropriate acoustics and sound attenuation
- Baffled ductwork
- Ceiling Height (14' minimum)
- 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 proof HVAC system (under 35 dBa)
- Sound seals on doors
- Uniform multi-level lighting

Built-in Fixtures:
F1 Marker board (24 LF)- 1/2 with staff lines
F2 Tack board (12-16 LF)
F3 Casework: Base/wall cabinets (8 LF)
F4 Interactive White board
- Clock (on side walls instead of rear walls)

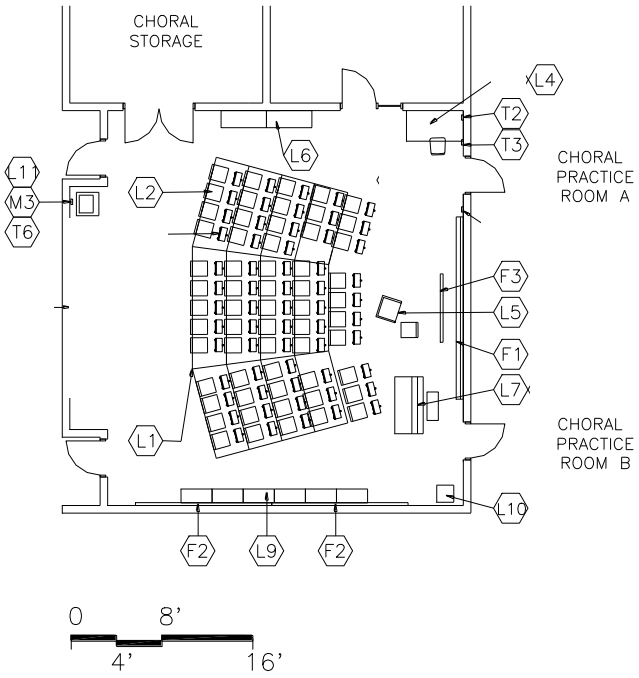
Loose Furnishings:
L2 Teacher desk and chair
L3 Sheet music cabinet (150 concert sized folio capacity)
L4 Conductors podium/stand/chair
L5 Music posture chairs
L6 60 music stands
- Teacher wardrobe (lockable) with coat rod; tall cabinet w/ shelving (may be one unit)

(Class)Room Technology;
M3 Band/orchestra sound system with sound recording/editing equipment and microphone connection
- 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: Loose furnishings and features shown represent one of many possible arrangements.

Performing Arts Space

CHORAL/ KEYBOARD/ GUITAR ROOM



QUANTITY:
- 1

CAPACITY:
- Up to 40 students
- Teacher

SIZE:
- 1,400 SF

ANCILLARY SPACES:
- Choral Storage

GOAL:
- To provide a space that will serve as the learning/ practice area for choral, keyboard, and guitar classes

PROGRAM ACTIVITIES:
- Practice for sectional groups
- Rehearsals
- Solos

ENVIRONMENTAL CONSIDERATIONS:
- Appropriate acoustical treatment
- Baffled ductwork
- Ceiling Height (14' minimum)
- Drinking fountain in adjacent area
- Electrical outlets for equipment
- Environmental sound control:
  - Wall minimum: STC 60
  - Ceiling minimum: CAC 35, STC 60
- Higher than normal ceiling height, possibly sloped
- Non-parallel surfaces (walls/ceiling) for acoustical benefits
- Quiet HVAC system (under 35 dBa)
- Sound seals on doors

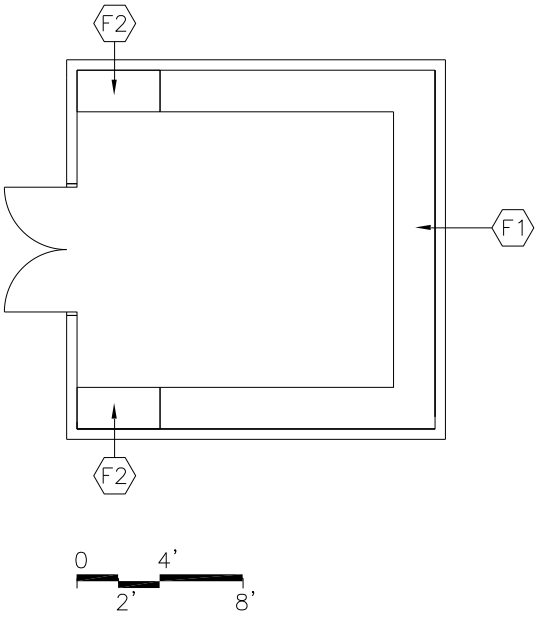
Built-in Fixtures:
F1 Marker board (24 LF)- 1/2 with staff lines
F2 Tack board (16 LF minimum)
F3 Interactive White board
- Clock (on side walls instead of rear walls)

Loose Furnishings:
L1 Portable standing choral risers
L2 40 musical posture chairs
L4 Teacher desk and chair
L5 Conductor's podium, chair, and stand
L6 Sheet music cabinet (150 concert sized folio capacity)
L7 Upright piano
L8 40 music stands
L9 Adjustable height bookshelves (48 LF)
L10 Sound recording/editing equipment cabinet
L11 Printer table
M3 Printer

Classroom Technology:
T2/3 Single point 'face plate' near teachers work station to include: Voice, data, VGA , audio enhancement, and HDMI
T6 Printer Port
- Additional ports: Printer, Clock/PA, 2 wireless

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

CHORAL STORAGE



QUANTITY:
- 1

CAPACITY:
- Student assistants
- Teacher

SIZE:
- 200 SF

SPATIAL RELATIONSHIP:
- Adjacent and access to Choral Room

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

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

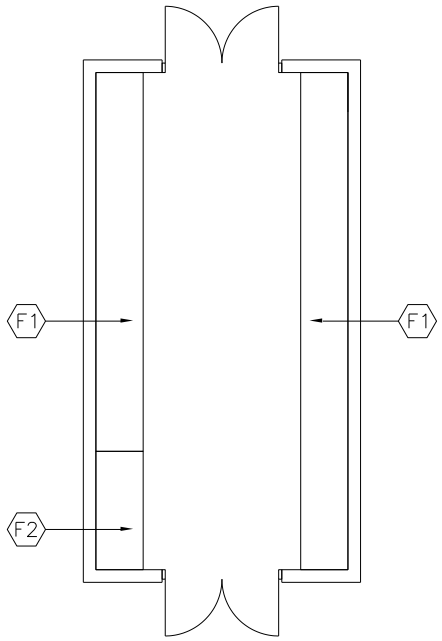
ENVIRONMENTAL CONSIDERATIONS:
- Adequate ventilation
- Uniform lighting

Built-in Fixtures:
F1 Rods for robes
F2 Casework: Tall cabinets
- Instrument storage w/ open grille doors
- 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.

Performing Arts Space

INSTRUMENT STORAGE



QUANTITY:
- 1

SIZE:
- 350 SF

SPATIAL RELATIONSHIP:
- Adjacent and access to Band/Orchestra Room
- Provide entrance and separate exit to the Band/Orchestra Room

GOAL:
- To provide secure and adequate storage for instruments

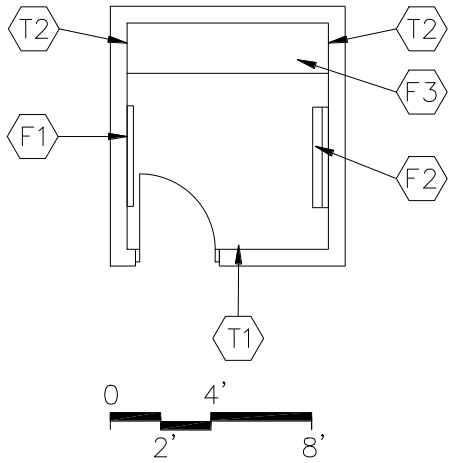
PROGRAM ACTIVITY:
- Storage of instruments

ENVIRONMENTAL CONSIDERATIONS:
- Adequate ventilation
- Uniform lighting

Built-in Fixtures:
F1 Storage shelving: Instrument storage w/ open grille doors
F2 Casework: Tall cabinets

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

PRACTICE ROOMS



QUANTITY:
- 2

CAPACITY:
- Up to 3 students
- Teacher

SIZE:
- 80 SF

SPATIAL RELATIONSHIP:
- Adjacent and access to Band/Orchestra Room

GOAL:
- To provide an area for individual student practice and rehearsals

PROGRAM ACTIVITY:
- Instrumental practice/rehearsals

ENVIRONMENTAL CONSIDERATIONS:
- Adequate ventilation
- Auditory privacy
- Environmental sound control:
  Wall minimum: STC 60
  Ceiling minimum: CAC 35, STC 60
- Quiet HVAC system (under 35 dBa)

Built-in Fixtures:
F1 Tack board (4 LF)
F2 Marker board (4 LF)
F3 Casework: Base cabinets (6 LF) (optional)
- Clock

Room Technology:
T2 Data port

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

Performing Arts Space

SHARED CLASSROOM/ STAGE SUPPORT SPACE

QUANTITY:
- 1

CAPACITY:
- 28 Students
- 1 Staff member

SIZE:
- 900 SF

ANCILLARY SPACES:
- Stage Storage
- Bathroom with changing area

GOAL:
- To provide needed space for general music classroom furniture
- To provide a 'green room for performances
- To teach drama or provide rehearsal space when the stage is in use
- To temporarily store props for an on-going production

Plumbing Features:
- Deep sink with gooseneck faucet

ENVIRONMENTAL CONSIDERATIONS:
- Electrical outlets for equipment
- Uniform lighting with multi-level switching

Built-in Fixtures:
- Clock (on side walls instead of rear walls)
- Counter and cabinets along one wall to include sink
- Dry, white eraser-board (4' x 20' on two different walls) on track
- Speaker system
- Tack board (4' x 20') minimum; tack strips on all walls

Loose Furnishings:
- 1 work table
- 28 stackable student chairs
- 28 student desks (square)
- Adjustable height bookshelves (24 LF)
- Teacher's desk/workstation and chair

Classroom Technology;
- Additional ports: Printer, Clock/PA, 2 wireless
- Interactive white board or ceiling mounted overhead projected (to be determined at the time of installation)
- Single point 'face plate' near teachers work station to include: Voice, data, VGA , audio enhancement, and HDMI

NOTES:

Performing Arts Space

STAGE

SIZE:
- 1,200 SF

ANCILLARY SPACES:
- Shared Classroom/ Stage Support Space

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- one 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

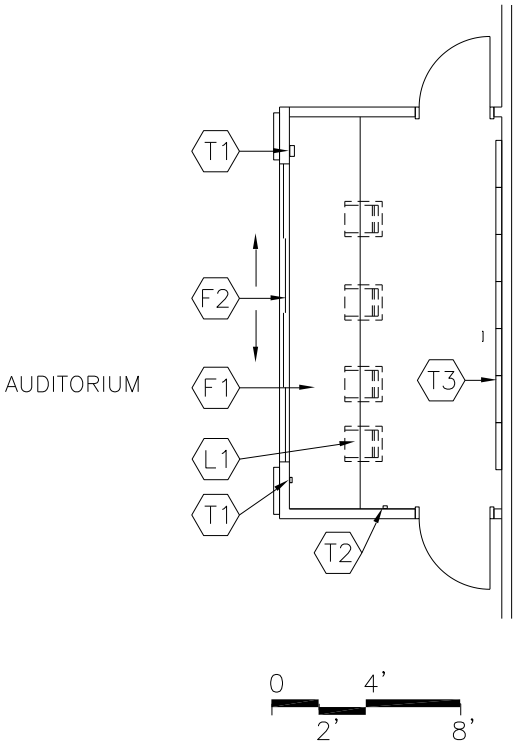
Finishes:

Flooring:
- Wood flooring

NOTES:

Performing Arts Space

STAGE SOUND AND LIGHT CONTROL



QUANTITY:
- 1

SIZE:
- 75 SF

ANCILLARY SPACES:
- Cafeteria/Multi-purpose Room

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

GOAL:
- To provide space for the equipment needed to operate the sound, lighting, and projection equipment for the stage

PROGRAM ACTIVITIES:
- Operation of the technical support for performances
- Teaching of Technical Theater

ENVIRONMENTAL CONSIDERATIONS:
- Unobstructed view of stage at all times
- Uniform Lighting
- Task lighting
- Electrical outlets for equipment
- Sound proof HVAC system
- Handicapped accessible

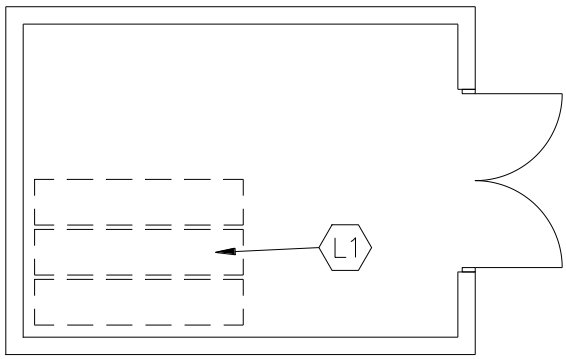
Built-in Fixtures:
F1 Casework: 36” deep plastic laminate counter top
F2 Sliding glass windows

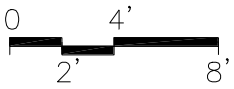
Loose Furnishings:
L1 Student stools

Room Technology:
T1 2 data ports
T2 Voice port and phone
T3 Video port
- Intercom/headset hook-up (audio/visual)

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

STAGE STORAGE





QUANTITY:
- 1

SIZE:
- 450 SF

SPATIAL RELATIONSHIP:
- Access from stage
- Near/ adjacent to Shared Classroom/ Stage Support Space

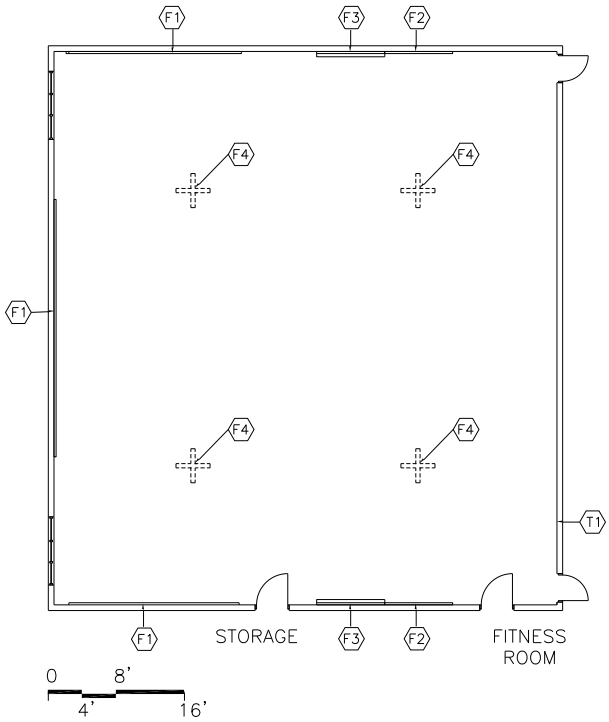
GOAL:
- To provide a secure area for storing the piano and other stage props

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

DANCE STUDIO (Arts Elective)



QUANTITY:
- 1

CAPACITY:
- 25 Students
- 1 Teachers

SIZE:
- 1,800 SF

SPATIAL RELATIONSHIPS:
- Near PE Locker Rooms/Showers
- Near stage

GOAL:
- To support the Dance program (note: This staff would like to be near the performing arts if the need for a locker room can be addressed)

PROGRAM ACTIVITIES:
- Ballet
- Ethnic Dance
- Modern Dance
- Tap Dance

ENVIRONMENTAL CONSIDERATIONS:
- Adequate ventilation and ceiling fans
- Ceiling Height (25' Minimum)
- Drinking fountain in adjacent corridor
- Electrical outlets for equipment
- Flexibility of space
- High windows to provide natural light is desirable
- Multi-level lighting

Built-in Fixtures:
F1 Mirrors (6' high 6" from floor)
F2 Tack board (16 LF) outside room
F3 Marker board (16 LF) with electric outlet below
F4 Ceiling fans
- Student storage and bench near door (cubbies)
- Adjustable/removable Barres (range 32"-34" up to 44"-46" from floor)

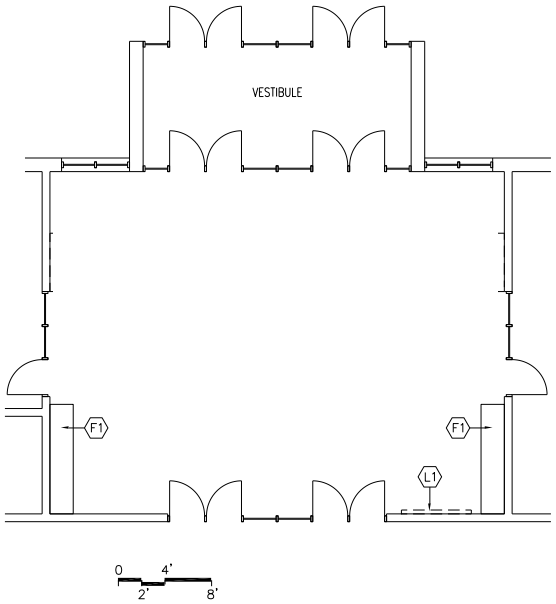
Room Technology:
T1 Voice port and phone
- Ceiling hung projector with screen

Miscellaneous Equipment:
M1 Surround sound system – consult staff

Finishes:
Flooring:
- Wooden floating sub floor

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

Physical Education Space
LOBBY



QUANTITY:
- 1

CAPACITY:

SIZE:
- 1,000 SF

SPATIAL RELATIONSHIP:
- Adjacent and access to Gymnasium

GOAL:
- To provide a standing area before games and events.

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
- 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

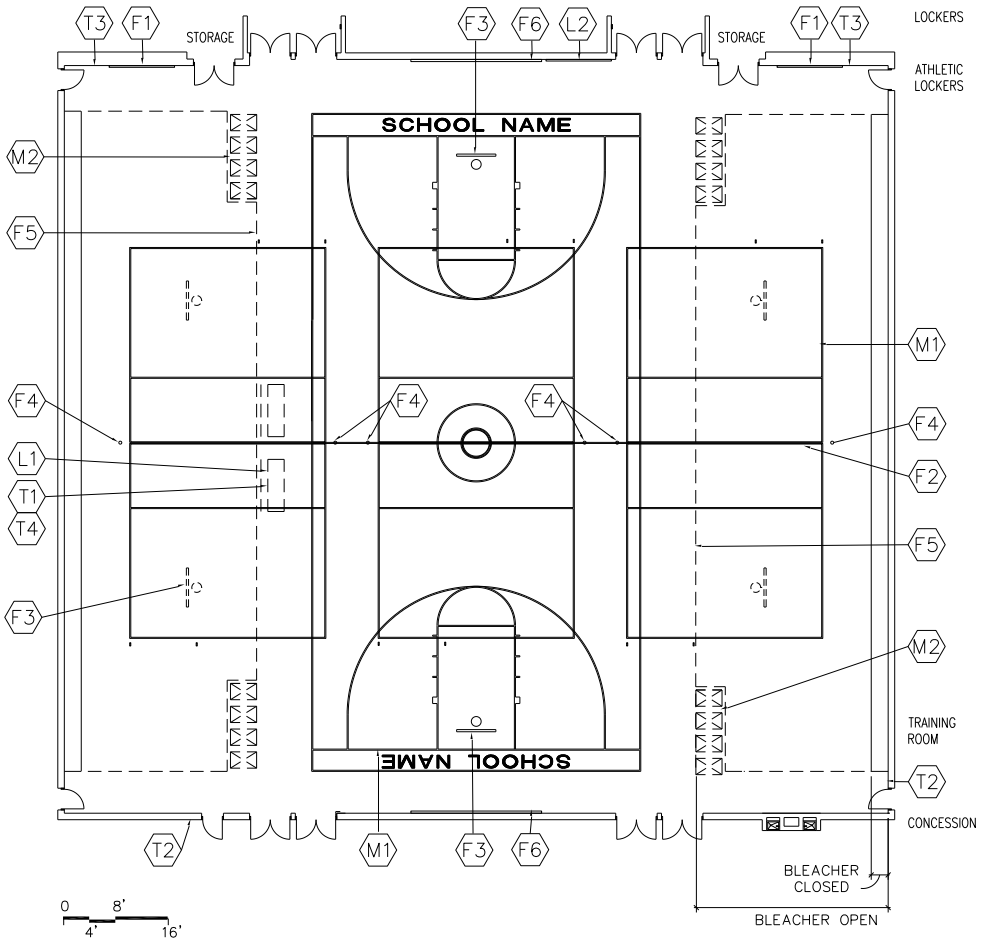
- Security desk/counter with workstation

Room Technology:
- Voice and data to security desk

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

Physical Education Space

GYMNASIUM



QUANTITY:
- 1

CAPACITY:
- 50-600 Students
- 2-4 Teachers

SIZE:
- 6,800 SF
- 2,400 SF Bleachers

ANCILLARY SPACES:
- PE Locker Rooms/Showers
- Storage

SPATIAL RELATIONSHIPS:
- Near outdoor athletic fields
- Near visitor parking and public

PROGRAM ACTIVITIES:
- Community programs and activities, secured
- Interscholastic competition and daily practices
- Physical education classes

ENVIRONMENTAL CONSIDERATIONS:
- Clear height of 25' from floor to nearest obstruction
- Drinking fountain in adjacent corridor
- Environmental sound control:
  Wall minimum: STC 60
- Must be able to isolate the gymnasium from the rest of the school after hours
- The architect shall work with the coach for specific location for data drop.
- The walls and ceilings will require acoustical treatment.
- Uniform lighting with multilevel controls

Physical Education Space

Finishes:

Flooring:

- Wood strip flooring for athletic applications

Built-in Fixtures/Equipment:

- A quality P/A sound system to service the gymnasium shall be provided.
- Clock (with protective cage)
- Padding on walls behind the goals and on the backboards shall be provided.
- Provide block outs for three sets of volleyball standards and nets.
- Provide dividing curtain to create two basketball courts when the bleachers are withdrawn
- Some tack strips on the walls are required to fasten banners.
- The bleacher seating shall be electrically operated & fold back to provide a flat surface.
- The gymnasium will require a multi-sport scoreboard.
- The gymnasium will require Glass lexon basketball backboard (2), with break-away rims, forward swing, main court, Fiberglass basketball backboard (4), forward swing, side, cross court. Each backboard (6) is to be raised and lowered electrically and shall retract away from bleachers.
- Two white boards with electrical outlets on either side of the curtain.

Room Technology:

T1 Microphone port
T2 Outside microphone port
T3 2 voice ports and phones
T4 Port for sound system

- Data ports near each white erase board

Miscellaneous:

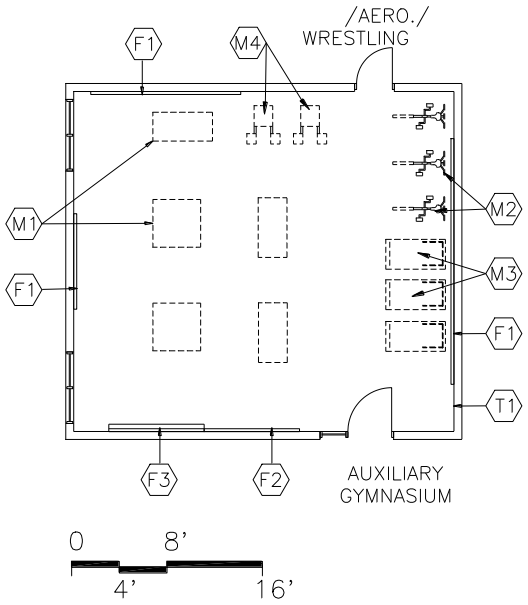
M1 Court markings (minimum)
Basketball court (main/cross courts)
Volleyball court (main/cross courts)
Tennis court (cross courts)

- The gymnasium includes a 50 x 94 ft. basketball court with 6’ safety perimeter on the sides and 8’ safety perimeter on the ends.

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

Physical Education Space

FITNESS ROOM



QUANTITY:
- 1

CAPACITY:
- 25 Students
- 1 Teachers

SIZE:
- 1,400 SF

SPATIAL RELATIONSHIPS:
- Must be able to isolate the Fitness Room from the rest of the school after hours

GOAL:
- To serve as a physical education teaching area and a wellness/workout area for students and community members.

PROGRAM ACTIVITIES:
- Physical education classes learning to develop muscular, respiratory, and cardiovascular systems
- Community and staff members learning to develop and maintain health and fitness

ENVIRONMENTAL CONSIDERATIONS:
- Adequate ventilation
- Electrical outlets for equipment
- Flexibility of space
- Windows to provide natural light

Built-in Fixtures:
F1 Mirrors
F2 Tack board (8 LF)
F3 Marker board (8 LF) with electric outlet
- Ceiling fans

Room Technology:
T1 Voice port and phone
- Wireless capability

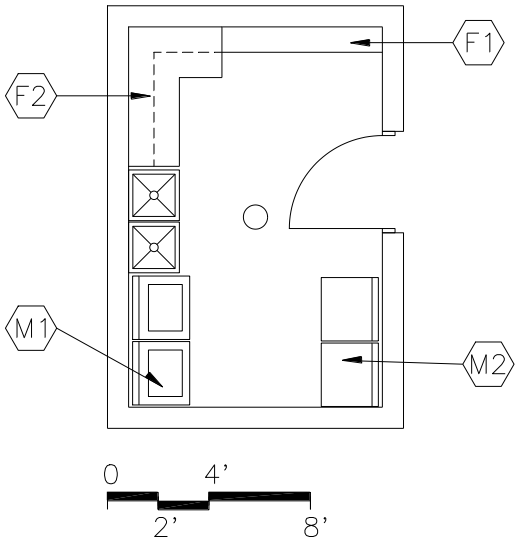
Miscellaneous:
M1 Exercise equipment TBD
M2-3 Aerobic Equipment TBD

Finishes:
Flooring:
- Resilient athletic flooring

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

Physical Education Space

LAUNDRY



QUANTITY:
- 1

CAPACITY:
- 1-2 Teachers

SIZE:
- 100 SF

SPATIAL RELATIONSHIPS:
- Near PE Locker Room/Showers
- Near Athletic Lockers

GOAL:
- To provide space to wash/dry athletic/PE garments, towels, etc.

PROGRAM ACTIVITY:
- Washing and drying clothes

ENVIRONMENTAL CONSIDERATIONS:
- Adequate ventilation/exhaust
- Cleanable building surfaces
- Electrical outlets for equipment

Built-in Fixtures:
F1 Rust-resistant 12" deep shelving
F2 Casework: Base/wall cabinets and shelving

Miscellaneous Equipment:
M1 Commercial washers (2)
M2 Commercial dryers (2)

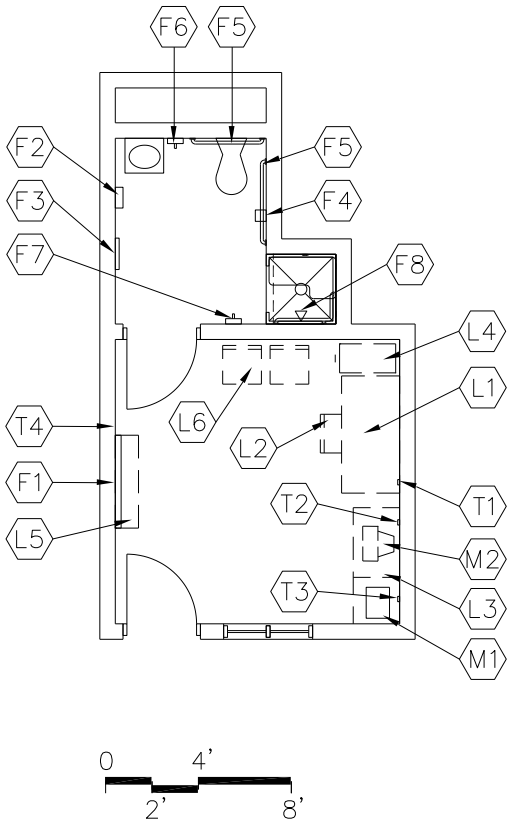
Plumbing:
Plumbing connections
- Sinks, utility
- Floor drains

HVAC:
- Washer and dryer connections

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

Physical Education Space

OFFICES (DEPARTMENT/ ATHLETIC)



QUANTITY:
- 3

CAPACITY:
- 1-2 Teachers
- Visitors

SIZE:
- 150 SF (including toilet/shower)

SPATIAL RELATIONSHIP:
- Near Locker Rooms/Showers

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

PROGRAM ACTIVITIES:
- Meeting
- Ordering
- Planning
- Scheduling

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

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

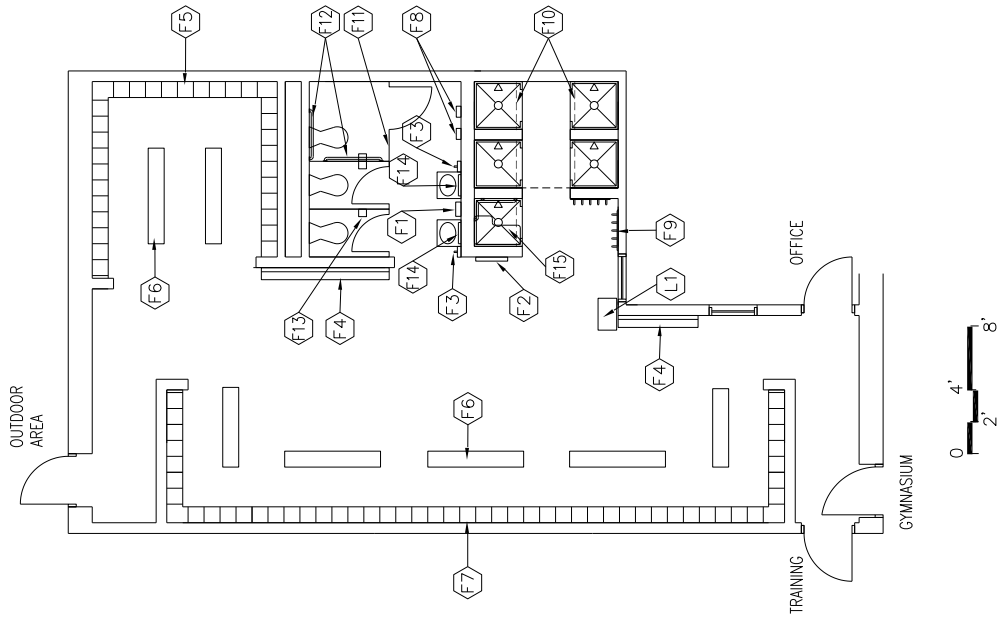
Room Technology:
- See standard office technology

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

PE LOCKER ROOM/SHOWERS



QUANTITY:
- 2

CAPACITY:
- 50 Students
- 1 Teachers

SIZE:
- 850 SF

ANCILLARY SPACES:
- Athletic Lockers

SPATIAL RELATIONSHIPS:
- Adjacent and access to Gymnasium

GOAL:
- To provide a safe and clean area for students to change, store clothes, and shower

PROGRAM ACTIVITIES:
- Change clothing
- Clothing storage
- Showering

ENVIRONMENTAL CONSIDERATIONS:
- Adequate ventilation/exhaust
- Cleanable building surfaces
- Humidity controls
- Locate lockers on wall outside of toilet shower room
- Minimize isolated areas
- Temperature controls in each area
- Towel storage in adjacent area

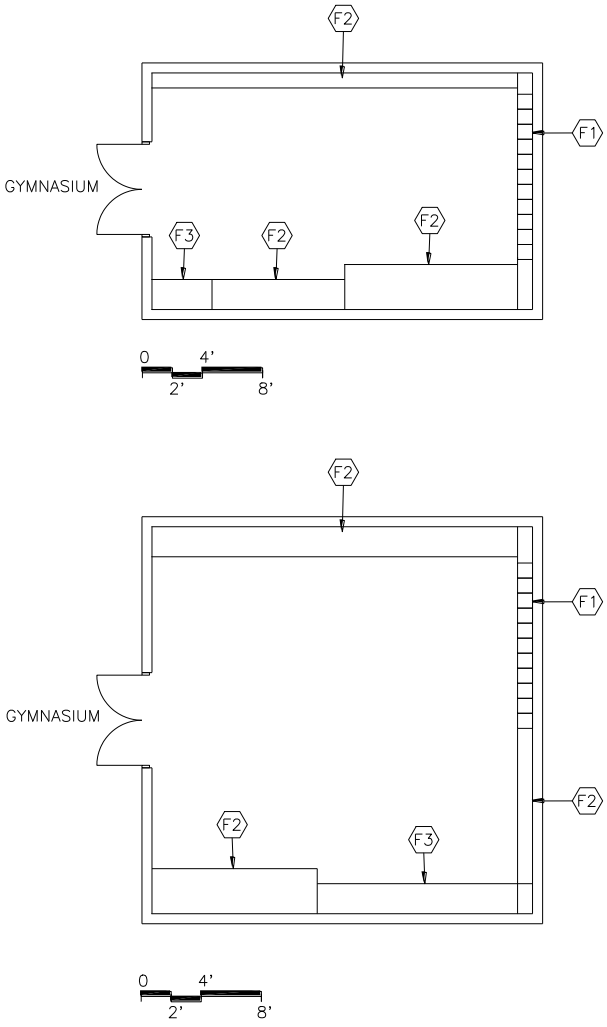
Built-in Fixtures:

F1	Towel dispenser
F2	24" x 60" mirror
F3	Soap dispenser
F4	Narrow counter with mirror above
F5	Athletic lockers (30 athletic)
F6	Locker benches
F7	Athletic lockers (50 Phys Ed)
F8	Hand dryer
F9	Towel hooks
F10	Shower curtain and rod
F11	Toilet partitions
F12	36" x 42" grab bars
F13	Toilet tissue holders
F14	16" x 24" mirror
F15	ADA shower accessories (note: 3-6 individual showers)

NOTES: Features shown represent one of many possible arrangements.

Physical Education Space

STORAGE



QUANTITY:
- 3

SIZE:
- Varies (900 SF total)

SPATIAL RELATIONSHIPS:
- Adjacent and access to Gymnasium
- Adjacent and access to Auxiliary Gymnasium (may be used for JROTC uniform storage)
- Near PE areas

GOAL:
- To provide space to adequately store PE and athletic equipment (PE and athletic equipment needs to be stored separately)

PROGRAM ACTIVITIES:
- Storage for equipment
- Storing sound system and other equipment in the physical education/athletic area

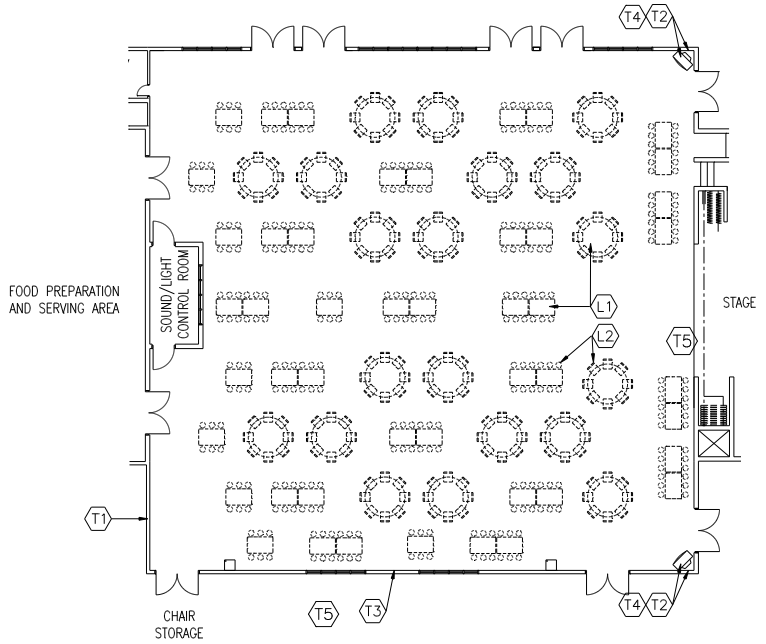
ENVIRONMENTAL CONSIDERATIONS:
- Climate control to dry uniforms and other equipment which get wet during use
- Electrical outlets for equipment
- Flexibility of storage use
- Open space
- Provide secure storage
- Separate storage areas for inactive sports, physical education, and athletics
- Uniform lighting

Built-In Fixtures:
F1 Pegboard
F2 12" shelving
F3 18" shelving

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

Student Dining/ Food Services Space

Student Dining & Food Service Space
CAFETERIA / COMMONS



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 to Administration, Gymnasium, Main Academic, and Media Center
- Near parking and main entry to building

Loose Furnishings:
L1 Tables (variety of shapes and heights)
L2 400 Chairs
- Portable sound system
- Waste receptacles with lids
- Recycling bins

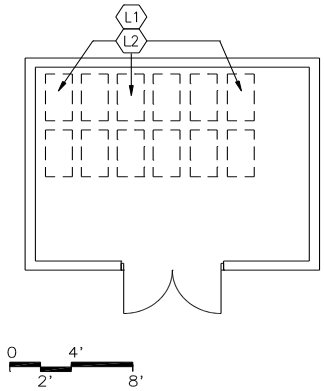
ENVIRONMENTAL CONSIDERATIONS:
- Adjust space and materials to manage acoustics; provide sound system
- Adjustable lighting
- Cleanable building surfaces
- Good sight lines to all areas of the room for supervision
- Identify 2 locations for presentations for up to 100 people (screen and electricity barrier-free)
- 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 2 video ports, large screen monitors, video, and brackets
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/ Food Services Space

CHAIR/ TABLE STORAGE



QUANTITY:
- 1

CAPACITY:
- 200 Chairs

SIZE:
- 600 SF

SPATIAL RELATIONSHIPS:
- Adjacent and access to Student Dining Area/Multipurpose

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

PROGRAM ACTIVITY:
- Storage

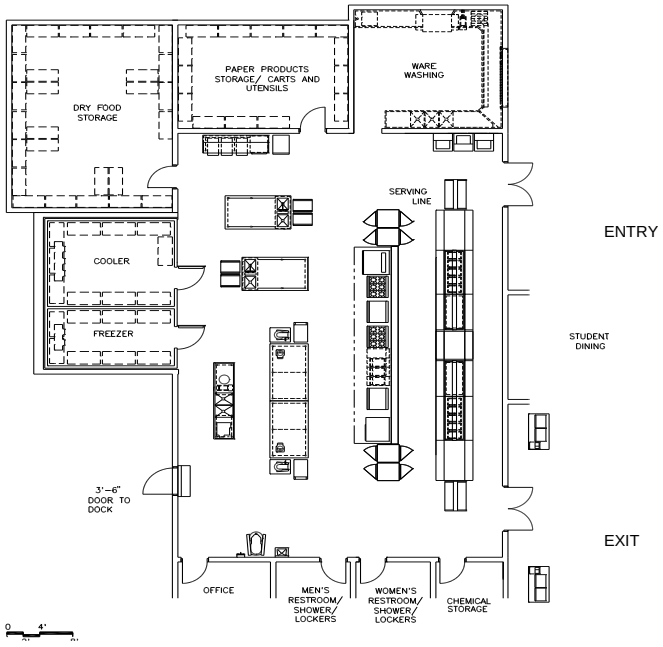
ENVIRONMENTAL CONSIDERATIONS:
- Accessibility for moving furniture in and out
- Cleanable building surfaces
- Uniform lighting

Loose Furnishings:
L1 200 Stackable Chairs
L2 Chair dollies per above count

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

Student Dining/ Food Services Space

KITCHEN



QUANTITY:
- 1

CAPACITY:
- Up to 12 People

SIZE:
- 2,000 SF

GOAL:
- To prepare and serve student meals (80% of 1200=960)

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

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

ENVIRONMENTAL CONSIDERATIONS:
- Adequate ventilation
- Beginning of serving line should be located near entry door of Cafeteria/Commons
- 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/ Food Services Space

KITCHEN (continued)

Features (Specifications from PGCPS):

Kitchen	
Food Preparation Area	900
Dry Food Storage	400
Freezer & Cooler	300
Pot/Tray Washing	300
Paper storage	100

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

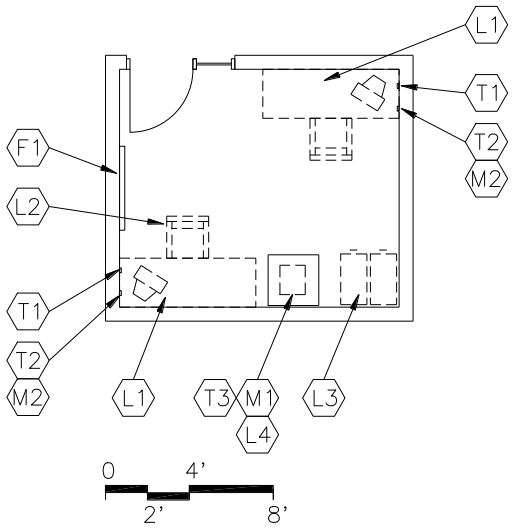
Loose Furnishings:
- Work Tables

Miscellaneous Equipment:
- Refrigeration - Reach-ins

NOTES:

Student Dining/ Food Services Space

OFFICE



QUANTITY:
- 1

CAPACITY:
- Up to 2 people

SIZE:
- 120 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

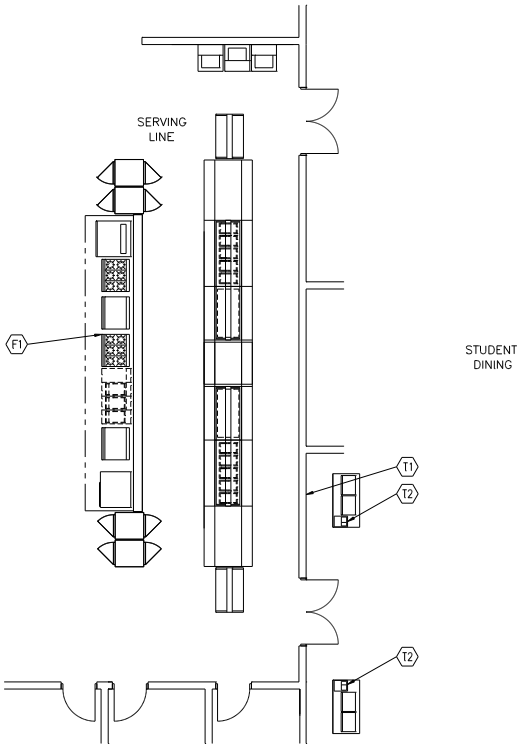
Room Technology:
T1 Voice port and phone near workstation
T2 Data port near workstation
T3 Data port for printer

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

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

Student Dining/ Food Services Space

SERVING AREA



QUANTITY:
- 1

SIZE:
- 1,000 SF

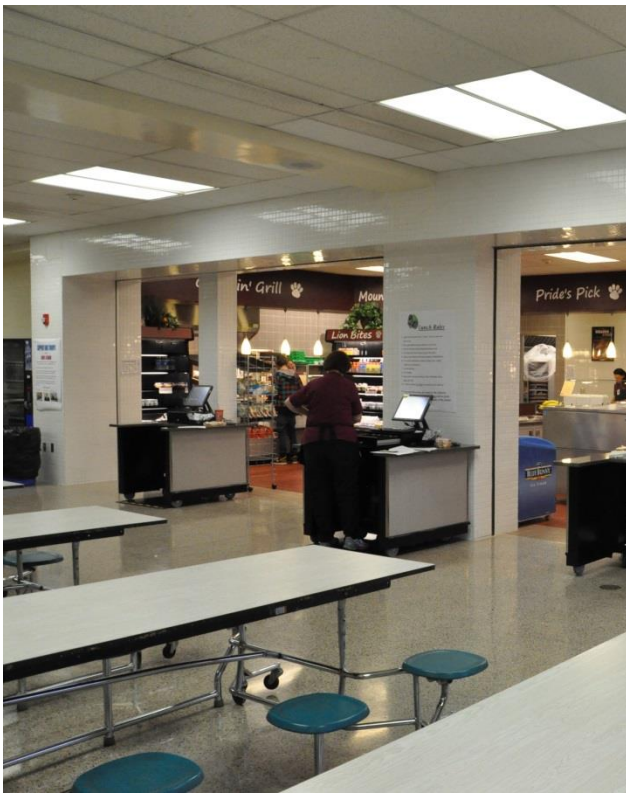
SPATIAL RELATIONSHIPS:
- Adjacent and access to the Kitchen
- Adjacent and access to the Cafeteria/ Commons

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:

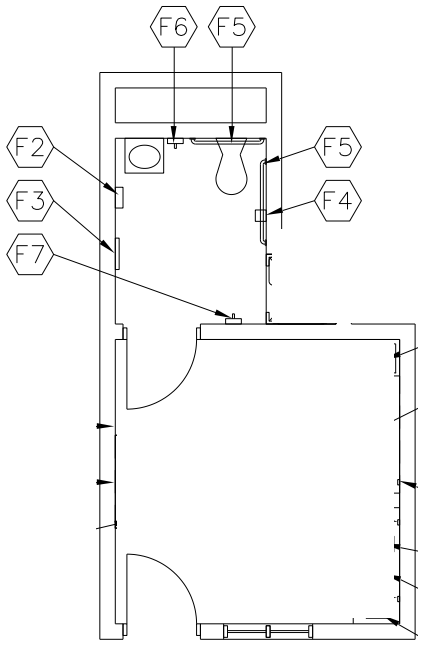


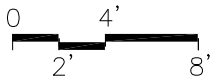
- Additional satellite services may be able to provide a salad bar or pre-made items

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:
- 100 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/ Food Services Space

Visual Arts Space
MULTI-PURPOSE STUDIO

QUANTITY:
- 2

CAPACITY:
- 28 Students
- 1 Staff member

SIZE:
- 1,300 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/DVDs/CD-Roms

Note: Second art room may be 3D, graphics, or other medium

Plumbing Features:
- Plumbing connections

Sink with hot and cold water, one island to hold two sinks, (54" x 54") overall dimensions, each sink cabinet bases with two sink bowls. Each sink bowl should be ten (10") deep x thirty-two (32") across and sixteen (16") wide with one faucet, each having a hot and cold water faucet. Storage with shelves below sinks in cabinets. Sink cabinet should a minimum of 2-drawers on each side. Clay and plaster traps should be included in the sinks.

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.
- Windows to provide natural light and egress
- Electrical outlets for equipment
- Window treatment to darken room for AV presentations

Built-in Fixtures:
- Marker board (16 LF)
- Tack board (12-24 LF)
- Tack strip on all walls at two heights (or tackable surface)
- Casework: Base/wall cabinets and shelving
- Paper storage
- Vertical files (30" x 40" work)
- Towel and soap dispenser

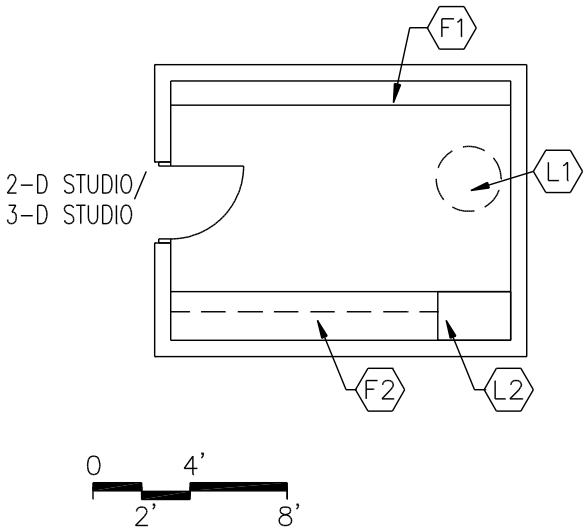
Loose Furnishings:
- 7 worktables (seat 4)
- 4 Computer workstations (MACs)
- 28 stools
- Adjustable height bookshelves (24 LF)
- Project storage lockers (10" x 15" x 20")
- Teacher desk and chair
- Cabinets w/ drying racks
- Movable art display panels
- Light table
- Extra worktable

Classroom 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

  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. A damp cabinet should be placed in this room.

SPATIAL RELATIONSHIPS:
- Adjacent and access to 3-D Studio

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

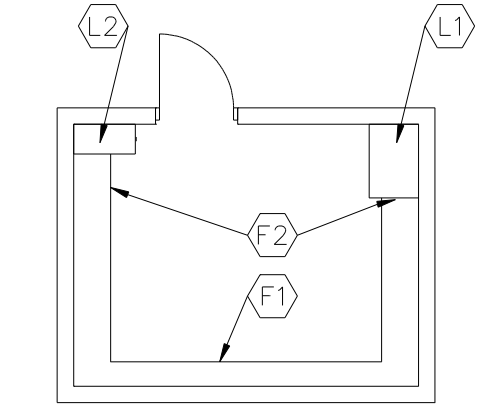
Built-in Fixtures:
F1 Storage shelving (12" deep)
F2 Casework: Base/wall cabinets and shelving

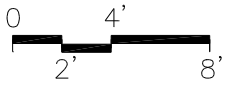
Loose Furnishings:
L1 Kiln
L2 Greenware shelving

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

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

STORAGE





QUANTITY:
- 2

SIZE:
- 200 SF

SPATIAL RELATIONSHIPS:
- Adjacent and access to 3-D Studio

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

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

Loose Furnishings:
L1 Greenware Shelving
L2 4-drawer file cabinet (legal)

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

Visual Arts Space

Athletic Fields Space Specifications

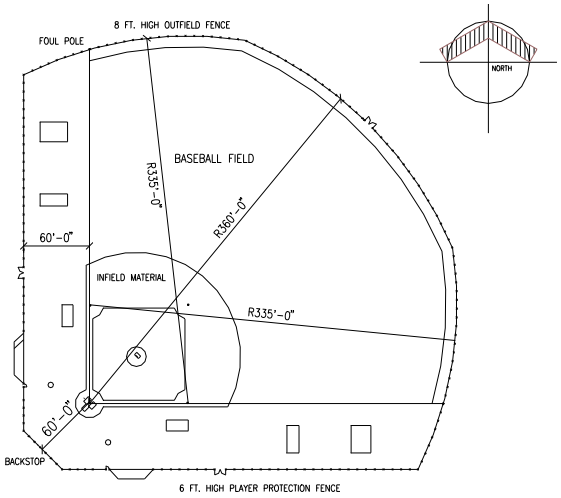
Athletic Fields (If feasible)

Provide 6 to 8lane running track with center soccer/football field; field events; bleacher seating for 400, 2 basketball courts and a softball field. Baseball field is desirable.

Provide grading of fields with 1 percent to 1-1/2 percent slope.

BASEBALL FIELD (if feasible)

Verify radius required based on program use of field. Estimate of area needed is based on 360 feet radius to center field and 335 feet to right and left outfield. See below Figure.



Provide infield area in compliance with High School Athletic Association guidelines. See adjacent Figure.

Provide a 24-foot high backstop a minimum of 60 feet from home plate.

Provide a player protection fence that is 6-foot high chain link fence offset 60 feet from first and third base lines.

Consider outfield fencing 8-foot high chain link fence with foul poles and top rail protective pad between foul lines for competition fields.

Provide for player benches, set back from side fence line.

Provide secure storage (under bleachers if provided.)

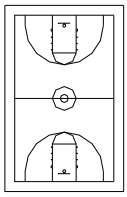
Provide bleacher seating on home and visitor sides for competition fields only.

Athletic Fields Space

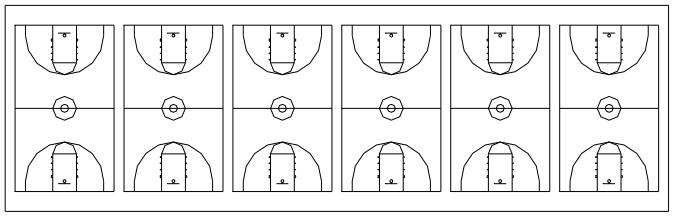
BASKETBALL

Provide 50 feet x 84 feet courts with 2 inch wide white striped lines on play pavement.

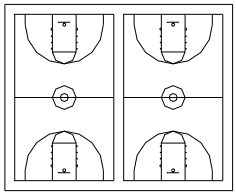
Courts in quantity of 1-2 have 5 feet pavement surrounding and between courts. Courts in quantity of 3 or more have 10 feet pavement beyond ends of court and 5 feet to sides or between courts.



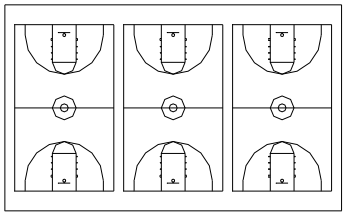
ONE COURT: 5640 S.F.



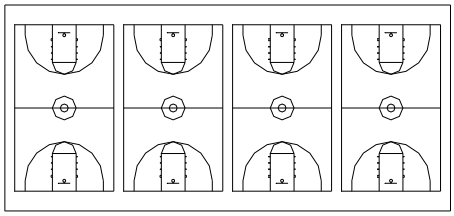
SIX COURTS: 34,840 S.F.



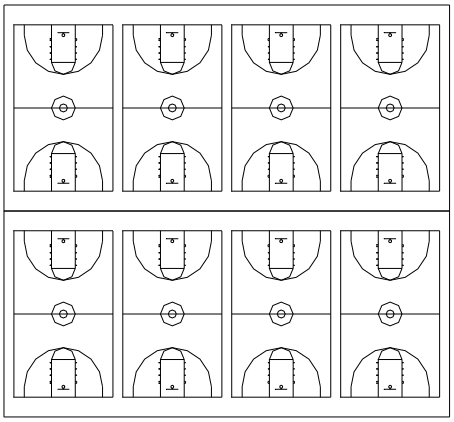
TWO COURTS: 10,810 S.F.



THREE COURTS: 17,680 S.F.



FOUR COURTS: 23,400 S.F.

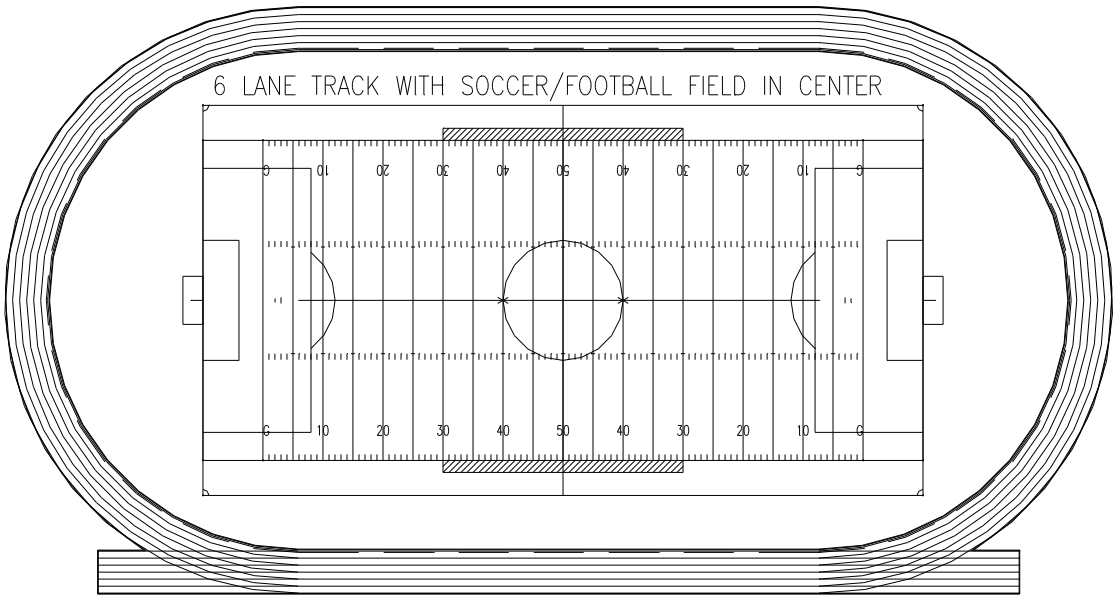


EIGHT COURTS: 46,800 S.F.

FOOTBALL/SOCCER FIELD w/ running track

Provide 6- or 8-lane, 400-meter running track/football field in accordance with NCAA standards. See below Figure.

Design track radius to allow for a soccer or football field inside the track with player benches.



Provide field events that include long/triple jump.

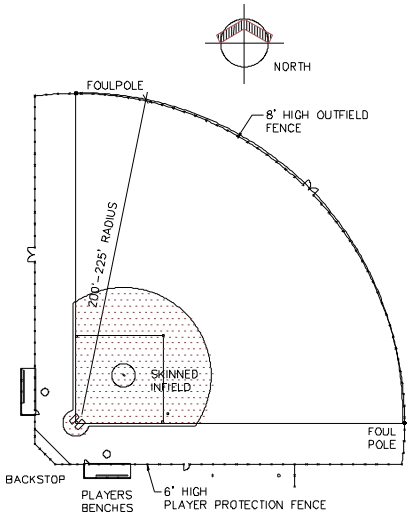
Provide a 4-foot high chain link perimeter fence surrounding track with gates at center field and as needed for maintenance.

Include track equipment storage under bleachers.

Athletic Fields Space

SOFTBALL FIELD

Provide softball field radius of 225 feet to 275 feet. See below Figure.



Provide infield area in compliance with the High School Athletic Association guidelines. See adjacent Figure.

Provide a backstop having a 17-foot 6-inch overhang height; and a 10-foot high by 20-foot wide back panel with 10-foot wide side panels. Locate backstop a minimum of 25 feet and a maximum of 30 feet behind home plate.

Provide 6-foot high chain link player protection fence.

Consider 8-foot high chain link outfield fencing, foul poles, and top rail protective pad for competition fields.

Provide player benches, set back from side fence line.

Provide bleacher seating on home and visitor sides for competition fields only. Provide space for future bleachers at practice fields.

Provide secure storage (under bleachers if provided.)

APPENDIX A: Size Matrices

Middle School Matrices
for
Capacities from 600 - 1,200
(Provided in electronic version)

Appendix A

MIDDLE SCHOOL

SUMMARY OF SPACES

	600 Students	800 Students	1200 Students
	SF	**SF**	**SF**
Grade Configuration: 6-8			
Number of Students	600	800	1,200
Square Feet Per Student:	158.44	154.72	142.48
Total Gross Square Feet Allowed	**95,067**	**123,777**	**170,976**
PROGRAM AREA			
Academic Core Spaces	32,425	43,015	63,085
Administrative Spaces	4,905	6,230	7,345
Maintenance & Custodial Spaces	1,000	1,000	1,350
Media Center Spaces	4,440	5,040	6,700
Performing Arts Spaces	3,275	4,725	8,335
Physical Education / Health Spaces	10,700	13,000	14,750
Student Dining Spaces	5,700	7,290	10,120
Visual Arts Spaces	1,500	2,900	3,100
Building Support Spaces (restrooms, corridors, mechanical)	24,080	31,408	43,527
Facility Total	**88,025**	**114,608**	**158,312**
Construction Factor	0.080	0.080	0.080
Gross Square Feet Developed	**95,067**	**123,777**	**170,976**

APPENDIX B: Phys Ed Guidelines

State of Maryland
Physical Education Guidelines

Appendix B

PHYSICAL EDUCATION FACILITIES GUIDELINES

FOR NEW CONSTRUCTION AND MAJOR RENOVATIONS

MARYLAND STATE DEPARTMENT OF EDUCATION
Preparing World-Class Students

June 2011

5.0 Secondary School Facilities Design Guidelines

5.1 Main Gymnasium (Secondary)

Purpose/Activities
Secondary physical education instruction including games, dance, gymnastics, fitness and assessment through lecture, demonstration, and use of instructional technology and equipment and sports such as basketball, volleyball, wrestling, gymnastics, badminton, and indoor soccer

Users
1-2 teachers, typically 25-35 students per teacher, whole class, small group, and individual activities

Area, Height, Volume, Configuration
Middle School – 6,800 sq feet minimum
High School – 10,000 sq feet minimum

Should be at least the size of two basketball courts and should be able to be divided into two private teaching stations large enough to handle two classes of typically 25-35 students.

The ceiling should have a minimum height of 24' of clear space, free of obstacles and lights.

Relationships to other spaces
Should have easy access to outdoor instructional areas in order to facilitate quick transitions from indoor to outdoor facilities

Direct access to locker rooms, teacher office, storage

Acoustics
Limit background noise to 40 dB. Treat walls and ceilings for excess reverberation. Provide STC rating of 60 for walls and ceiling assemblies between adjacent spaces. See ANSI S12.60-2002.

Accessibility
Provide access for persons with disabilities to all program elements.

Display
Provide bulletin boards for class notices and instructional materials, white board or projection screen and television/DVD/VCR.

In Room Storage
Boundaries of the instructional space should be clearly defined to exclude the areas in which tables or other equipment is stored.

There should be a minimum safety zone of 10 feet between stored items and the instructional area.

Storage
Provide indoor and outdoor storage rooms. See elementary school facilities.

Finishes
Floor surface should be hardwood.

Gymnasium walls should have a smooth or flat surface from the floor up to 10 to 15 feet of height.

Mechanical & Plumbing
The gymnasium should provide mechanical heating, ventilating, humidity, and air conditioning systems to ensure healthy indoor environmental quality.

Electrical, Lighting & Telecommunications
Lights should be covered with protective grids.

Illumination should be sufficient to facilitate the instructional program (e.g., ball handling activities: striking with the body; striking w/paddles; volleyball).

Should be uniformly lit and free from shadows

Provide an ample number of electrical power outlets for routine maintenance, instructional equipment, general convenience, and computers. Provide both floor and wall outlets.

Provide minimum per MSDE standards: 1 data, 1 voice, and 1 video outlet. One set per teacher recommended.

If room will be used for public assemblies, provide an assistive listening device for people with hearing disabilities.

Appendix B

5.2 Auxiliary Gymnasium (Secondary)

Purpose/Activities
Secondary physical education instruction including games, dance, gymnastics, fitness and assessment through lecture, demonstration, and use of instructional technology and equipment and sports

Users
1 teacher, typically 25-35 students, whole class, small group, and individual activities

Should be built to accommodate a class of 25-35 students

Area, Height, Volume, Configuration
Middle School – 3,200 sq feet
High School – 6,000 sq feet

The ceiling should have a minimum height of 20' of clear space free of obstacles and lights and a preferred height of 24' of clear space.

Relationships to other spaces
Should have easy access to outdoor instructional areas in order to facilitate quick transitions from indoor to outdoor facilities

Acoustics
Limit background noise to 40 dB. Treat walls and ceilings for excess reverberation. Provide STC rating of 60 for walls and ceiling assemblies between adjacent spaces. See ANSI S12.60-2002.

Accessibility
Provide access for persons with disabilities to all program elements.

Display
Provide bulletin boards for class notices and instructional materials, white board or projection screen and television/DVD/VCR.

Finishes
Floor surface should be hardwood, adequate cushioning, or a synthetic composition product with appropriate markings.

Gymnasium walls should have a smooth or flat surface from the floor up to 10 to 15 feet of height.

Storage
Provide indoor and outdoor storage rooms. See elementary school facilities.

Mechanical & Plumbing
Should provide mechanical heating, ventilating, humidity, and air conditioning systems to ensure healthy indoor environmental quality

Electrical, Lighting & Telecommunications
Lights should be covered with protective grids.

Illumination should be sufficient to facilitate the instructional program (e.g., ball handling activities: striking with the body; striking w/paddles; volleyball).

Should be uniformly lit and free from shadows

Power and telecommunications, same as Main Gymnasium (Secondary)

5.3 Specialized Smaller Designated Space (Secondary)

Purpose/Activities
Secondary physical education instruction through lecture, demonstration, and use of specialized equipment for programs such as strength training, fitness/aerobics, adventure education (climbing walls), and dance

Users
Should be built to accommodate a class of 25-35 students

Area, Height, Volume, Configuration
As needed for programmed activities

Relationships to other spaces
Convenient to other physical education instructional and support spaces.

Acoustics
Limit background noise to 40 dB. Treat walls and ceilings for excess reverberation. Provide STC rating of 60 for walls and ceiling assemblies between adjacent spaces. See ANSI S12.60-2002.

Accessibility
Provide access for persons with disabilities to all program elements.

Display
Provide bulletin boards for class notices and instructional materials, white board or projection screen and television/DVD/VCR.

Finishes
Flooring, wall, and ceiling surfaces to support specific activity

Storage
As needed to support programmed activities

Mechanical & Plumbing
Should provide mechanical heating, ventilating, humidity, and air conditioning systems to ensure healthy indoor environmental quality

Electrical, Lighting & Telecommunications
Lights should be covered with protective grids.
Illumination should be sufficient to facilitate the instructional program (e.g., ball handling activities: striking with the body; striking w/paddles; volleyball).

Should be uniformly lit and free from shadows

Power as needed to support specialized equipment.

Telecommunications minimum, same as gymnasium

5.4 Teacher Office (Secondary)

Purpose/Activities
Office space for teacher planning, consultation, dressing, and storage

Users
Teachers, coaches

Area, Height, Volume, Configuration
120 nsf per full time teacher

Relationships to other spaces
Adjacent to gymnasium and locker rooms

Acoustics
Standard office

Display
Provide bulletin and display boards for teacher's use.

Storage
Filing cabinets, book cases, wardrobe units, First Aid supplies

Finishes
Standard office flooring, wall, and ceiling

Mechanical & Plumbing
Provide mechanical heating, ventilating, humidity, and air conditioning systems to ensure healthy indoor environmental quality.

Private toilet and shower room desirable if space permits. Toilet/shower rooms for occupants of individual offices must be accessible or adaptable for use by persons with disabilities.

Electrical, Lighting & Telecommunications
Standard office lighting and power

1 data outlet minimum per occupant plus additional data outlets for networked devices as required

1 voice outlet minimum

5.5 Indoor Storage (Secondary)

Purpose/Activities
Distribution, collection, and storage of physical education equipment

Users
Teachers, coaches, recreation program personnel, students

Area, Height, Volume, Configuration
400 to 600 nsf

Clear height of 12'-15'

8' high double doors to allow for movement and storage of large equipment

Provide adequate space with reasonable ease of access to needed equipment.

Provide labeled high racks, shelving, and hanging devices to maximize use of space and manage inventory.

All physical education equipment should be marked for purposes of keeping an updated inventory and to guard against loss or theft.

Relationships to other spaces
Adjacent to gymnasium

Convenient to teacher office, locker rooms, and access to outdoors

Isolate physically from outdoor storage rooms to minimize routes for pests to enter building.

Provide separate lockable area for equipment used by classroom teachers and/or for recess.

Provide separate secure storage areas for use by recreation and athletic programs.

Acoustics
Locate storage rooms to serve as buffers around noisy spaces.

Appendix B

Display
Provide small bulletin or notice board for announcements and record keeping.

Finishes
Standard storage room floor and wall, open ceiling acceptable

Mechanical, Plumbing, Electrical, Lighting & Telecommunications
Standard storage room utilities and lighting

Floor drain and access to hose bib for cleaning room desirable

Provide minimum 1 data outlet and 1 voice outlet in all storage rooms greater than or equal to 100 nsf to accommodate record keeping and future uses.

5.6 Outdoor Storage (Secondary)

Purpose/Activities
Distribution, collection, and storage of outdoor physical education equipment

Users
Teachers, students, coaches, recreation program personnel

Area, Height, Volume, Configuration
400 to 600 nsf, room or separate building

Clear height of 12'-15'

8' high double doors to allow for movement and storage of large equipment

Provide adequate space with reasonable ease of access to needed equipment.

Provide labeled high racks, shelving, and hanging devices to maximize use of space and manage inventory.

All physical education equipment should be marked for purposes of keeping an updated inventory and to guard against loss or theft.

When feasible, design canopies or overhangs to provide shelter in case of inclement weather.

Relationships to other spaces
Locate away from occupied classrooms.

Locate close enough to school building to permit convenient access to equipment.

Provide separate lockable area for equipment used by classroom teachers and/or for recess.

Provide separate secure storage areas for use by recreation and athletic programs.

Acoustics
Locate storage rooms to serve as buffers around noisy spaces.

Display
Provide small bulletin or notice board for announcements and record keeping.

Finishes
Standard storage room flooring and wall surfaces, open ceiling acceptable

Mechanical, Plumbing, Electrical, Lighting & Telecommunications
Standard storage room utilities and lighting

Floor drain and access to hose bib for cleaning room desirable

Provide minimum 1 data outlet and 1 voice outlet in all storage rooms greater than or equal to 100 nsf to accommodate record keeping and future uses.

Provide separate restroom facilities for recreational program groups using outdoor facilities.

5.7 Classroom (Secondary)

Purpose/Activities
Secondary physical education instruction through lecture, demonstration and use of instructional technology in subjects such as health education, fitness, wellness, and nutrition

Users
Should be able to accommodate typically 25-35 students

Area, Height, Volume, Configuration
Middle School – 800 sq feet
High School – 900 sq feet

Relationships to other spaces
Convenient to other physical education facilities

Acoustics
Limit maximum background noise level to 35 dB., maximum reverberation time to 0.6 seconds, and minimum STC rating of 45 to adjacent spaces. See ANSI S12.60-2002.

Accessibility
Provide access for persons with disabilities to all program elements.

Display
Standard classroom – marker/chalk/white boards, LCD projector

Finishes
Standard classroom – acoustical ceiling, painted walls, hard surface flooring

Storage
Standard casework, teacher storage closet, bookcases

Mechanical & Plumbing
The classroom should provide mechanical heating, ventilating, humidity, and air conditioning systems to ensure healthy indoor environmental quality.

Electrical, Lighting & Telecommunications
Should have internet access, a computer, and screen which can be used with an LCD projector.

Minimum 5 data, 1 voice, and 2 video outlets per MSDE standards

5.8 Locker Rooms (Secondary)

Purpose/Activities
Storage of personal items for each student enrolled in physical education

Users
Locker room space should also be provided for sports teams and visiting teams.

Area, Height, Volume, Configuration
Locker room design provides for student supervision and safety.

Locker rooms should provide restroom facilities, individual showers, sinks, and paper towels for student use as needed.

Relationships to other spaces
Locker rooms should have access to the outside in case of emergencies.

Convenient to equipment storage rooms

Adjacent to the physical education teacher's office to allow students convenient access to their teacher for supervision, consultation and/or assistance

Acoustics
See ANSI S12.60-2002.

Accessibility
5%, but not less than one of all fixed and built-in seats, table, work surfaces and storage units, including lockers, must be accessible to persons with disabilities, per ADA.

Display
Bulletin boards, marker boards, electronic display

Finishes
Durable, easily maintained, anti-slip flooring in wet areas

Storage
Towels, equipment, uniforms, etc.

Mechanical & Plumbing
Provide an accessible shower, locker and changing area, per ADA.

Provide towel washing and drying facilities as needed.

Electrical, Lighting & Telecommunications
Protected for wet areas, toilet, shower

Sufficient power for custodial services

Control humidity.

5.9 Bleachers (Secondary)

Purpose/Activities
Gymnasiums may be built with bleachers for seating during classes, assemblies, sports events, before- and after-school programs, and weekend recreational activities.

Users
Children and adults (One large Maryland school system provides seating for 80% of the school capacity.)

Area, Height, Volume, Configuration
Bleachers should meet specifications determined by the individual district and the manufacturer of the bleachers. The International Building Code includes provisions regulating guardrails, openings, and regular safety inspections.

It is of utmost importance that the gymnasium be free from potential safety hazards such as protruding structures.

Appendix B

Boundaries of the gymnasium should be clearly defined to exclude the area in which bleachers or other equipment is stored.

Relationships to other spaces
Should be a space between open bleachers and the instructional area

Accessibility
Bleacher design must include seating for persons with disabilities, per ADA.

5.10 Outdoor Hard Surface Area (Secondary)

Purpose/Activities
Physical education and fitness instruction, practice, games, and drills

Users
1 teacher, typically 25-35 students

Area, Height, Volume, Configuration
Provide sufficient space for students to move freely and safely.

110-150 nsf per child

2,200-4,500 nsf per space recommended

Provide a level area, sloped to drain, approximately 50' x 80' typical.

Surface may be asphalt or a synthetic product designed for outdoor physical education instruction.

Relationships to other spaces
Isolate from the general play areas to ensure physical education instruction may be conducted without interruptions by other classes.

Accessibility
Provide accessible or adaptable equipment such as benches with backs and arms or adjustable height basketball nets.

Provide accessible routes from the school building into and around the hard surface area.

Display
Mark all-weather outdoor surfaces with circles, lines, courts, etc. to permit participation in a wide variety of activities that are appropriate for students with varied ability levels.

Mechanical & Plumbing
Provide access to drinking water.

Electrical, Lighting & Telecommunications
Provide access to electrical power.

Provide security and task lighting as appropriate.

Public Address Systems
Within range for emergency announcements

5.11 Outdoor Playing Fields (Secondary)

Purpose/Activities
Physical education and fitness instruction, practice, games, and drills

Users
Teachers, students, coaches, recreation personnel

Area, Height, Volume, Configuration
150' x 300' per class

If permanent structures such as backstops, volleyball standards, benches, and goals are present they should be inspected and maintained regularly.

Provide area for students to gather as a class.

Provide access to shade if possible.

Relationships to other spaces
Location shall allow for instruction without interruption and away from occupied classrooms.

Accessibility
Provide accessible route from school building to and around edge of fields.

Display
Provide notice boards protected from the weather for posting announcements and rules.

Storage
Provide lockable storage containers as required.

Mechanical & Plumbing
Provide access to drinking water.

Electrical & Lighting
Security and task lighting and power as required

Telecommunications & Public Address Systems
Emergency communications as required

5.12 Secondary Pools

This document does not address pools or specific guidelines for pools. However, pools are an eligible expense under the PSCP. If a district desires to add a pool under new construction or renovations, it should seek the services of knowledgeable design consultants for pools and pool construction. Acoustics, accessibility, safety, and mechanical considerations are key design elements.

5.13 Secondary Indoor & Outdoor Spaces for Sports

Courts and fields to be used for interscholastic sports must comply with the design standards of the individual sport's governing body. Stadia may be designed to support interscholastic sports.

The website for the National Federation of State High School Associations (NHFS) (www.nfhs.org) includes court and field diagrams for the following sports: basketball, football, soccer, track and field/cross country, baseball, field hockey, softball, and volleyball (see Appendix H). The Maryland Public Secondary Schools Athletic Association is a member of NFHS.

For tennis, see the United States Tennis Association (www.usta.com) and for golf, see the United States Golf Association (www.usga.org).

See specific sports associations for archery, lacrosse, wrestling, gymnastics, water polo, swimming, and diving.

5.13.1 Synthetic Surfaces

There is a trend toward the use of synthetic, all-weather, track and field surfaces in new high schools. Similarly, synthetic turf is frequently specified for the main football or soccer field in a new stadium complex. The cost of the synthetic surface fields is sometimes shared with local parks and recreation departments, local semi-professional leagues, or sports clubs. Exterior lighting for night games and recreation programs is desirable.

Synthetic surfaces have an advantage over natural grass fields in that they can be used throughout the year and under most weather conditions. They are sometimes criticized for increasing injuries and increasing temperatures of the playing surface. The estimated cost for converting high school fields ranges from $700,000 to $1.2 million.

5.14 Secondary Equipment Guidelines

Sufficient regulation equipment should be available for secondary physical education programs to teach a variety of movement forms, including at least one from each of the following:

1. Team Sports (basketball, football, soccer, softball, volleyball, team handball, lacrosse, and field/floor hockey)

   Equipment such as: basketballs, footballs, soccer balls, softballs, volleyballs, volleyball trainers, team handballs

2. Outdoor/Adventure Education (adventure/ initiatives, backpacking, orienteering, geocaching)

   Equipment such as: compasses, global positioning system (GPS) units, various sports equipment for adventure/cooperative initiatives

3. Dance (jazz, folk, aerobic, modern, creative, line, western, square)

   Equipment such as: variable speed record/tape/CD player with remote and a collection of music for folk, creative, and rhythmical dance

4. Individual and Dual Activities (gymnastics, archery, badminton, self defense, golf, tennis, wrestling, track and field)

   Equipment such as: racket/club/bow, etc. for every student, a ball for every two students, golf clubs, hurdles, high jump standards, discus, shot put, and sufficient pieces of large equipment for various activities in gymnastics

5. Fitness Education

   Equipment such as: heart rate monitors, pedometers, bioelectrical impedance machines, sit and reach boxes, fitness data collection software, treadmills, ellipticals, stationary bikes, rowers, strength training equipment/dumbells, step-aerobic boxes, and jump ropes

6. Recreational Activities (bowling, bocce, frisbee golf)

   Equipment such as: bowling sets, bocce sets, frisbees

To allow for maximum learning opportunities, enough equipment for one class should be provided so that students spend virtually no time waiting for turns or standing in lines. All equipment should be maintained and in good condition. All equipment should be inspected regularly and repaired or replaced as needed.

Appendix B

General Shared Equipment

- Chalk or white board
- Bags To Carry Balls
- Rolling Ball Carriers
- Ball Inflator
- Bulletin Board
- Clipboards
- First Aid Kit
- Measuring Tape 100', 50'
- Crates or Baskets for Storage
- Field Marker (for chalking lines)
- Portable Gym Standards
- Nets for Standards
- Cones
- Pinnies, Sashes, or Vests
- Scooter Boards w/Handles
- Spotmarkers
- Stopwatches
- Computers (6 per class)
- Multiple Computer Jacks/Data Outlets
- Walkie-Talkie for Communication
- Gymnastic Mat Storage/Movers
- Mobile Technology Cart (could include resources such as computers, TV/Video Projector, CD/Tape Player, and Smart Board)

5.15 Space Recommendations for Secondary Physical Education Programs

This document does not specify all the many areas required to support full secondary physical education, interscholastic sports, and community recreation programs likely to be offered in Maryland middle and high schools. Local school systems must evaluate staffing, enrollments, sports programs, and community life and support in developing the educational specifications for the gymnasium and ancillary facilities. Connecting the physical education facilities to improving the health and wellness of all students should be a primary focus of the physical education program. Consideration should be given to linking the space and equipment needs of the facilities to the State curriculum for physical education and any elective courses that are offered in the schools.

A comparison of space requirements for five recently planned Maryland public high schools is included as **Appendix E**. The schools range in size from 1,000 to 2,000 students. The area provided for physical education, interscholastic athletes, and public recreation range from 26,000 to 38,000 net square feet and from 16 to 29 net square feet per student. The outdoor facilities required at these five schools are listed as **Appendix F**. Outdoor facilities are heavily dependent on space available and degree of support for athletic programs. Some critical site planning guidelines for outdoor facilities are shown in **Appendix G**.

APPENDIX C: Special Education Regional

PGCPS
Special Education Regional Program
for
Middle Schools

Appendix C

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. Goals

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

2. Planned Activities

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

3. Number of Participants

- 21-28 Students with multiple disabilities
- 6-7 students per classroom

4. **Staff Required**

- Three to five (3-5) Teachers
- Three to five (3-5) Paraprofessionals
- One (1) Coordinator/Specialist
- One (1) Speech Therapist
- One (1) Health Technician

5. Spaces Required

Regional Classrooms (3@1,000 sq ft)	3,000 sq ft
Toilet/Changing Rooms (3@150 sq ft)	450 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	**5,880 sq ft**

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 middle school
- M.O.V.E./Motor/PT/OT Room should be situated closest to middle 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

- One (1) Tack board 4' x 8'
- One (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).

Academic Classroom

Furniture and Equipment

- 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
- 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

Classroom Utilities

- Ten (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

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

Coordinator/Specialist Office

Furniture and Equipment

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

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

Appendix C

Laundry Room

Furniture and Equipment

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

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

- Ten (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

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.

Appendix C