

planning for the future of

Anchorage School District



Educational Specifications:

Girdwood School

2ND DRAFT

June 24, 2009



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This document includes drawings, sketches and quotes by current students of the Girdwood School solicited and collected during the development of the educational specifications. They are included in no particular order and not necessarily linked to adjacent content. Thanks to all the Girdwood students for their ideas insights and valuable feedback!



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Educational Specifications:

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1.0

Executive Summary



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1.0 EXECUTIVE SUMMARY

Girdwood, Alaska is located in a natural rainforest approximately 40 miles southeast of Anchorage. The school is situated between two creeks in a mountain valley. The school forms a terminus to the town's major street. The public library forms the opposite terminus.

Girdwood School is currently undergoing a process for a facility renewal. This educational specification outlines facility requirements for the school facility. However, the extent of the existing facility which will remain in place, the extent of modernization, and the size and scope of any building additions are yet to be determined.

The K-8 school presently has a enrollment of approximately 165 students. The current building was completed in 1981, followed with a 4 classroom addition. For the renewal effort, a process was put into place in the Spring of 2009 to evaluate requirements for an Educational Specification. This effort included involvement by the school staff and students, the Girdwood community, as well as representatives from Anchorage School District administration and facilities.

This Educational Specification evaluates specific needs of Girdwood School—a small K8 program, located remotely from the city, with strong community programs—within the context of the existing ASD district-wide Educational Specifications which are applicable to both new schools and renewal projects.

Goals for the District-wide Educational Specifications (Ed Specs) include:

- To link educational goals and the design of school facilities;
- To promote consistency of school facilities throughout the District;
- To be flexible to adjust to individual school and community needs;
- To represent a collaborative effort with the groups involved in planning and designing, building, managing, and using the facilities.

Specifically in Girdwood, the Educational Specification for the renewal seeks to:

- Incorporate district-wide educational specifications where applicable;
- Provide space types that are currently missing from the school;
- Correct underperforming space types;
- Develop strategies for growth in student population;
- Develop strategies for program growth, either through course offerings or grade level expansion (for example Pre-K or K-12 offerings);
- Allow for expanded offerings through technology and distance learning opportunities;
- Capture qualities of Girdwood's environment and culture;
- Anticipate facility flexibility to accept an evolving academic program.

Creating a responsive school environment isn't rigidly defined by square-footage or a construction budget; more importantly, it's about making a thoughtful connection between learning and facilities. The use of this document is intended to be in conjunction with the educational, operational, administrative and functional goals of the District. In addition to programmatic parameters, the Ed Specs define requirements for building organization, design standards, safety and security, community use, and technology.



Capacity

A key consideration in the update of the District-wide Ed Spec is school capacity and the coordination of calculation methodologies with those of the ASD Demographics and GIS services for “program capacity”. More meaningful than Building Capacity which is typically a function of square footage, Program Capacity reflects the specific program offerings of a school. Key issues include: the optimal ASD elementary school size; the optimal average class sizes; the appropriate extent of specialty programs; etc.

Girdwood School is planned for an effective building capacity of 223 students, providing one core classroom each for grades K-8. The 223 capacity meets current enrollment and allows for growth.

As a scheduling model, Girdwood School students are assigned to home-base (homeroom classrooms), leaving the room unoccupied while using specialty classrooms and other school facilities such as resource rooms, the art room and the library. These “pull-out” programs are not considered “capacity classrooms” and do not add to the school’s capacity. Thus, core classrooms are used in calculating capacity and the utilization rate is 100%.

A Special Education Resource room is provided to accommodate a full-range of special services. This room is planned for approximately eight students.

Building Area Summary

Based upon the specific needs of Girdwood School—a small, remote K8 school with high community usage—the school is planned for approximately 55,400 gross square feet.

The State of Alaska Elementary Space Allocation for Girdwood School is approximately 30,700 gross square feet. While the planned program is higher than DEED allowances, the program at Girdwood School has been compared/benchmarked to other similar programs in the area.

To meet program requirements, small schools can require greater area per student to offer comparable program offerings. The space program at Girdwood includes a full-size gymnasium (larger than ASD Elementary School Ed Spec, smaller than ASD Middle School Ed Spec), an art/activities room, a music room, and library. The approved ASD Educational Specifications for Elementary Schools and Middle Schools have been used as guidelines in developing the Ed Spec for Girdwood School.

The building area of the current Girdwood School is approximately 30,000 gross square feet. The planned program adds approximately 25,000 gross square feet and renovates the existing building to transform Girdwood school into a 21st century learning environment.

<u>Building Area Calculations:</u>	<u>Square Feet</u>
Subtotal Net Area (nsf)	40,560
Grossing Factor* (= nsf x 1.40)	16,224
Total Gross Area (gsf)**	56,784
Gross Area per Student (gsf/student)**	255

** This includes area for hallways, stairways, elevators, walls, mechanical spaces, building services, toilet rooms, etc.*

*** Department of Education and Early Development (EED) gross building area for Girdwood School equals 30,673 Square Feet.*

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Educational Specifications:

Girdwood School

2.0

Introduction



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Map to Girdwood

“Girdwood is located just 40 miles south of Anchorage. Follow the Seward Highway along scenic Turnagain Arm while watching out for Dall Sheep, Eagles and Beluga Whales. Upon entering Glacier Valley, enjoy the spectacular mountain and glacier views and keep your eye out for Moose, Black Bear and the state bird, Ptarmigan. Whatever the season, Girdwood offers a variety of choices for activities, dining, shopping, and lodging.”

Source:
Girdwood Chamber of Commerce
www.girdwoodchamber.com



2.0 INTRODUCTION

Good educators can teach anywhere, and students can learn anywhere, anytime. However, today there is an expectation that all children succeed in school and beyond. Through the development and use of this Educational Specification for the Girdwood School, the Anchorage School District (ASD) aims to provide environments that are conducive to learning for the students of Girdwood.

Studies show that the environment has a significant impact on student's well-being and learning outcomes. This Educational Specification document is a tool to describe the specific program and design requirements for the Girdwood School renewal project.

2.1 Educational Specifications

2.1.1 Goals of this Document

- To link educational goals and the master planning and design of the renewal project;
- To promote appropriate consistency with other school facilities in the District;
- To represent a collaborative effort with the groups involved in planning and designing, building, managing, and using the facilities.

2.1.2 Use of this Document

Creating a responsive school environment isn't rigidly defined by square-footage or a construction budget; more importantly, it's about making a thoughtful connection between learning and facilities. This document is intended to be used in conjunction with the educational, operational, administrative and functional goals of the Girdwood School and Anchorage School District.

Although intended to ensure adequacy and consistency, the guidelines in this document are not intended to restrict the effective or efficient design of the school renewal. Instead, flexibility to allow for minor deviations in spatial requirements is expected. Such flexibility is essential to good design, but should not be allowed to become a means of lowering standards. It should be understood that in certain circumstances, some programs, spaces and/or attributes will not be appropriate or cannot be met due to unknowns such as existing conditions, site constraints, or funding parameters. During the course of the design of the renewal project, the team of architects and engineers in collaboration with ASD and on-site leadership, should document and account for these anomalies.

2.1.3 Building Codes, Regulations and Standards

In addition to responding to these Educational Specifications, the school master plan and design will conform to current applicable building codes and zoning regulations as adopted and amended by the Municipality of Anchorage, the community of Girdwood, and, where appropriate, applicable statutes adopted by the State of Alaska. Designs will also adhere to State-adopted code items which may be more stringent than local standards.



Anchorage School District has Design Guidelines and Standards. These parameters focus on maintenance and program needs and are frequently revised and re-issued as building material markets and educational needs change. In addition to basic civil, architectural, structural, mechanical and electrical requirements, these standards address Safety & Security, Emergency Shelter, FF&E, Energy Conservation, playground, and Instructional Technology. Designs will reflect the District's current standards.

2.2 Process

The Educational Specifications for the Girdwood School have been developed concurrently with the generation of a Conceptual Master Plan and Cost Estimate led by Kumin Associates. While the Educational Specification document is independent from the Master Plan, the overlap of these two efforts has allowed for an integrated process and efficient use of ASD, Girdwood School, and community resources. During a series of on-site meetings, input from various stakeholders was solicited and received by both BrainSpaces and Kumin Associates with effective coordination of information as the intended result.

In addition to efforts conducted prior to this contract, three on-site work sessions were conducted during this phase of the work to gather information and gain insights from school leadership, staff, parents and community members. The following outline summarizes these sessions.

Work Session #1 January 30, 2009 Project Orientation/Kick-off

The meetings presented an opportunity for the design team to introduce themselves to the school staff and begin to explain the process used to gather data for producing Educational Specifications and the Master Plan. It also allowed the team to begin to understand the uniqueness of the school and its place in the community. Meetings focused on core curriculum teachers. Activities included:

- Meet with Principal and Facility Tour
- Small Group Staff Meetings (K-2, 3-5, 6-8, Electives, PE, Sp. Ed., Student Support)
- All School Staff Wrap-Up Presentation & Open Discussion

The process was designed to identify those factors critical to the future direction of the facility. Common Planning Goals were identified including: anticipate change, remain flexible and agile, multiple resources, safety and security, technology, sustainability, and performance.

Issues highlighted included:

- Performance Drivers, (daylighting, acoustics, indoor air quality, ergonomics, color, school size),
- Multiple Stakeholders (students, teachers, the district, parents, and community), and
- Planning Drivers (collaborate, interact, communicate, gather, program synergy).



At the end of the meetings a presentation included diagrams, floor plans, and photographs intended to illustrate various ways to address these goals. The notion of how the school philosophy can be translated into a design concept was also illustrated through examples and virtual tours.

Work Session #2

March 18-20, 2009

Space Programming & Spatial Relationships

Over this three-day period, the design team met with ASD and Girdwood School Staff to further envision the renewal efforts for Girdwood School. The format of the sessions allowed for detailed input from specialist areas and wider input from a building design committee, school staff, and community members. For the staff workshops sessions were organized by functional area. For the all-staff workshops, activities were designed to cross-pollinate the groups. Each day of activities included:

Planning and Design Team work session, including ASD Project Manager
Planning and Design Team meeting with school Principal
Staff workshop session A (varies per day as noted below)
Staff workshop session B (varies per day as noted below)
All staff + planning/design committee workshop

- March 18: A - PE/Music
B - Middle School
- March 19: A - Lower Elementary School grade levels
B - Upper Elementary School grade levels
- March 20: A - Academic Specialists
B - Library

A list of on-line school planning resources were provided to ASD for distribution to school staff and the Building Design Committee to review in preparation for Work session #3. The list is included in the Appendix of this document. Participants were also encouraged to tour other schools in the District and region to gain insights which may be useful to planning efforts for the Girdwood Renewal Project.

Work Session #3

April 16-17, 2009

Program Verification & Building Adjacencies

Over this two-day period, the design team met with ASD and Girdwood School Staff to verify the programmatic components and preferred component adjacencies for the Girdwood School Ed Specs. The format of the sessions allowed for detailed input from specialist areas and larger view input from a building design committee, school staff, and community members. Activities included:



Thursday 4/16/09 ASD Leadership Project Status Meeting
Meeting with Principal
Lower Elementary Teachers
Upper Elementary Teachers
Middle School Teachers
Library/Academic Specialists
Open - All-staff, Planning/Design Committee

Friday 4/17/09 Team Work session
Meeting with Principal (recap, general discussion)
Art/Music/Performance
Lunch/Multi-Purpose
PE/Site
Admin./Staff/Student Services
School Dismissal
Summary - All-staff, Planning/Design Committee,
open invitation to Girdwood Community

Student Input

Student input was gathered through drawings and surveys created specifically for them. Students were also represented through student representatives included in the planning and design committee. Sketches and student quotes are represented throughout this document.

2.3 Participants

2.3.1 Girdwood

Girdwood School Leadership & Staff:

Kathy Recken Principal

Staff:

Betsy Connell	Cassie Cook
Barbara Crews	Christi Davidson
Julie Doepken	Molly Hickox
Joan Lower	Dawn Murphy
Loretta Ortiz-Daniel	Christine Robinson
Carole Schimscheimer	Kari Schmideke
Kelly Skustad	Amanda Snitzer
Tom Tucker	Pieter Vanderhoek
Erin Wells	Thalia Wilkinson

Planning/Design Committee:

Girdwood School Leadership & Staff plus:

Students:

Alyssa Connell



Natalie Sword
Preston Epley
Gibson Gamel
Skyler Hektner
Tad Sharit

Community Members:

Julie Jonas
Pat Preis
Lou Theiss
Marco Zaccaro

(Four Valleys Community School)

2.3.2 District

Facilities & Project Leadership:

Ray Amsden	ASD Facilities – Director
Rob Balivet	ASD Facilities – Design Planning Manager
Mary Cary	ASD Facilities – Project Manager

2.3.3 Educational Specifications Consultant

BrainSpaces Inc.

Educational Facilities Planning Amy Yurko, AIA & Peter Brown, AIA, LEED AP
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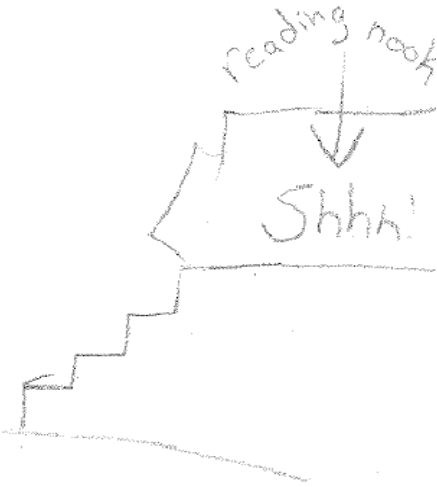
2.3.4 Master Planning Consultant

Kumin Associates, Inc.

Angie Barr	Principal in Charge
Daphne Brown	Contract Manager
Jon Stolle	Project Manager



Girdwood student suggestions:



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Girdwood School

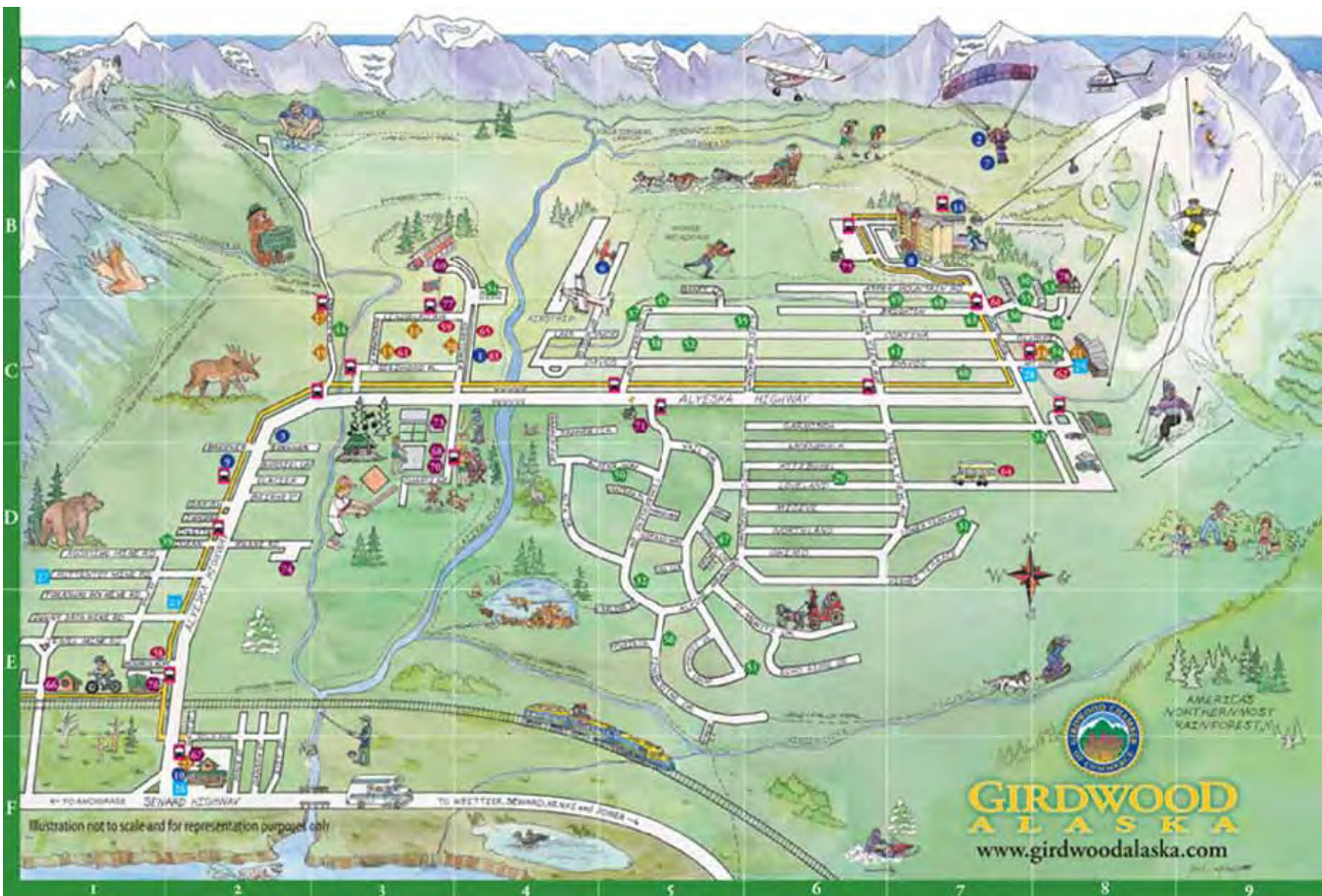
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Education & Context



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Map of Girdwood

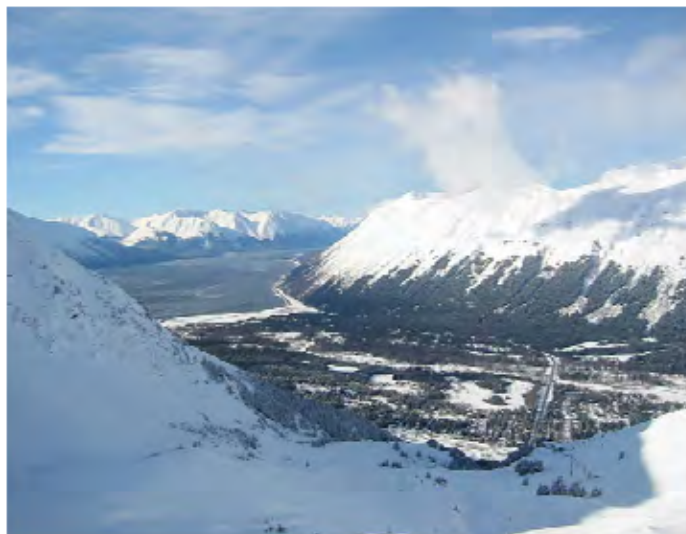
Source:
Girdwood Chamber of Commerce
www.girdwoodchamber.com



3.0 EDUCATION & CONTEXT

Girdwood K-8 School serves a small community at the base of Mount Alyeska. The education program is based on Anchorage School District curriculum and state standards. The program includes instruction in all academic areas, as well as physical education, music, art and technology. Additional offerings include band and orchestra at the upper grade levels, bilingual tutoring, special education, speech/language services and gifted enrichment for students who qualify.

Girdwood K-8 School is a learning community that fosters high academic achievement and community involvement. Parents and volunteers are active in our classrooms, and spend hours supervising after-school activities through our Four Valleys Community School Program. A strong sense of community in students is emphasized through service-learning projects, school activities and cooperative learning experiences. Ultimately, the goal is to produce healthy, active students who are well-educated and prepared for high school, both socially and academically. (source: 2007-2008 School Report Card)



3.1 Vision

The Anchorage School District's Ongoing Overall Goals include academic achievement for every student, a supportive and safe learning environment, and public accountability in support of its mission "to educate all students for success in life". While there is no formal vision statement for the Girdwood School, these overarching goals apply and reinforce the emphasis on teaching and learning at the Girdwood School.

Although part of the Anchorage School District, Girdwood School is located roughly 40 miles south of Anchorage. Girdwood is nestled among the significant geological features such as Turnagain Arm and Mt. Alyeska and is a year-round resort community. During the development of this Educational Specification document, many discussions with staff, students and the wider community focused on the educational opportunities offered by the context and environmental features of the school's location. Considering this unique context in addition to the community's general passion for the outdoors, there is an opportunity and strong interest in developing a more direct link between the curriculum and the environment. As the renewal of Girdwood School progresses, this opportunity should be explored more comprehensively.



3.2 Student Characteristics

The October 2008 Ethnicity Report for Girdwood School illustrates a student diversity which is quite unique for Anchorage School District:

Total Students	164	
White	142	87%
African American or Black	0	0%
Alaska Native or American Indian	3	2%
Asian or Pacific Islander	4	2%
Hispanic	9	5%
Multi-Ethnic	6	4%
Total Ethnic Minority	22	13%

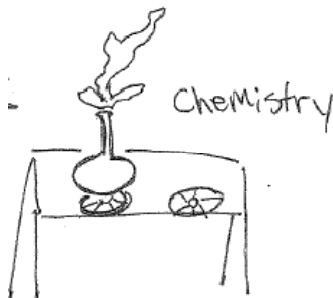
According to the 2007-08 Profile of Performance, Girdwood Students' test scores are among the highest in the District. The Profile of Performance is the District's report to the School Board and community on the academic achievement of Anchorage students and schools. Refer to the ASD website for updated information.

3.3 Programs

3.3.1 Curriculum

Girdwood School offers a variety of educational options to the students it serves. The educational program provides flexibility within a structured environment. Teaching is primarily through traditional methods of direct instruction, large group and small group instructional groupings, hands-on and participatory activities, cooperative learning, homework assignments and research.

Kindergarten introduces students to the formal school setting and structured learning environment. Primary grades (1 through 3) focus on learning basic skills, using discovery as a learning tool and recognizing different learning styles. Intermediate grades (4 through 6) teach a full spectrum of subject areas and use hands-on projects, publications and other age appropriate activities. Cross age grouping, community involvement and cooperative learning are encouraged.



The middle school currently includes grades 7 and 8, however there is interest in transitioning to a 6-8 model and incorporating characteristics such as: team teaching, interdisciplinary instruction, and additional opportunities for electives. The middle school philosophy can lead to increased student success academically and socially, thus ensuring a more successful transition to high school.



3.3.2 Special Education

Special Education services at Girdwood School offers a range of services designed to meet the needs of individual students in their least restrictive instructional environment. These services may be provided in settings which include the general educational classroom, resource classrooms, and other specialized classrooms.

There are currently no students at Girdwood School with severe to profound disabilities who require full time special education services, specialized curriculum and significant Related Services support. However, to accommodate future needs, accommodations should include an Intensive Needs classroom space.

3.3.3 Grades 9-12

At this time, planning does not include specific accommodations for high school students in the Girdwood School. However, several of the learning environments proposed in this ed spec may be able to accommodate some students in part-time distance-learning coursework. If such a need develops in the future, additional considerations to accommodate these students may be required.

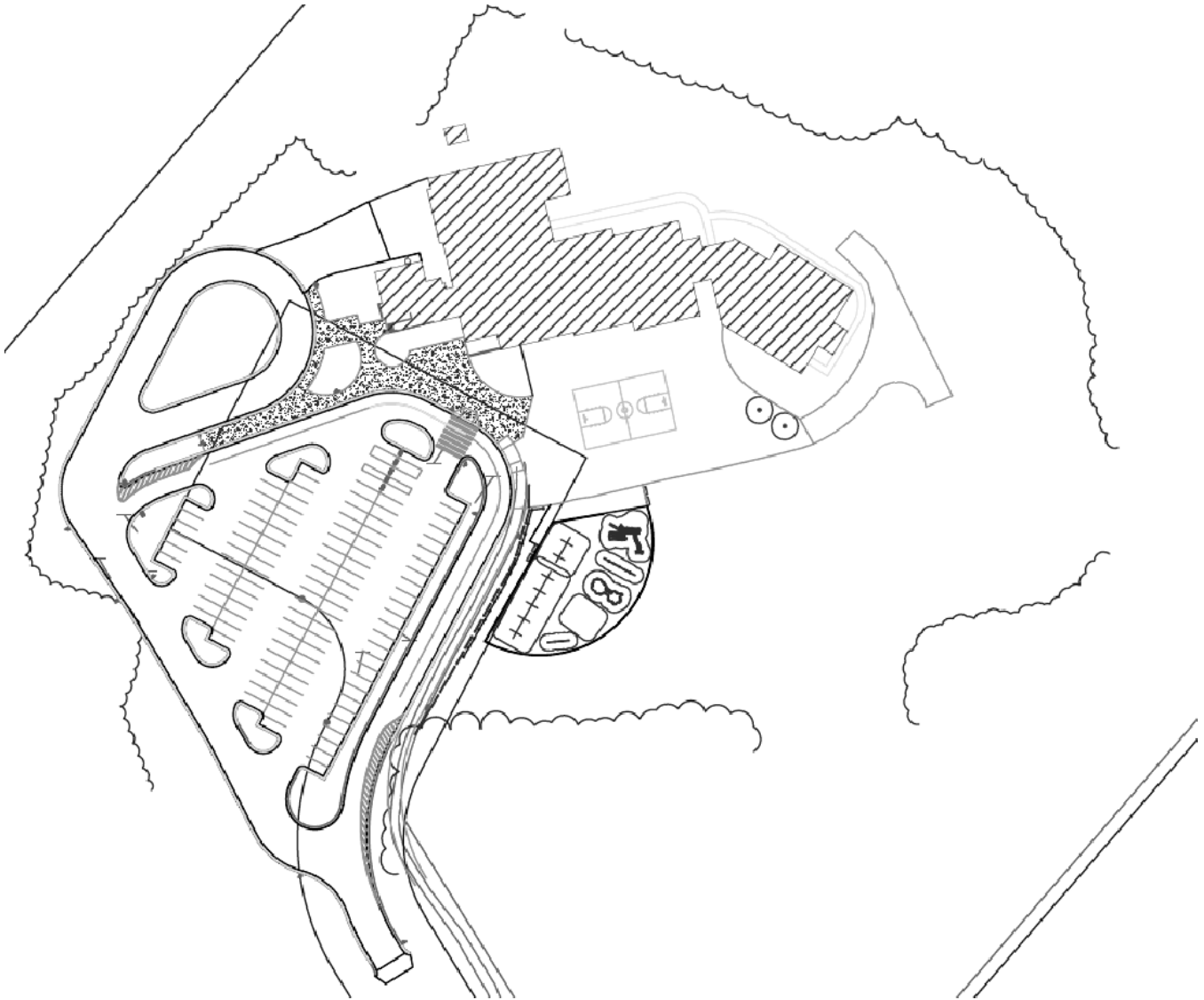
3.4 Community Partners

Four Valleys Community School (FVCS) office is located in the Girdwood School building, and the program offerings make use of school facilities. FVCS offers recreational, educational and cultural activities for the Four Valleys area (Girdwood, Portage, Bird and Indian, Alaska). Goals for the program include (paraphrased):

- Goal A: The K-8 program is enriched with community resources
- Goal B: Interagency cooperation with the community school
- Goal C: Community Development
- Goal D: Opportunities for the involvement of youth beyond school
- Goal E: Involvement of adults
- Goal F: Maximize use of school and other public facilities

(source: FVCS website - www.fourvalleys.org)





Girdwood School Existing Site Plan

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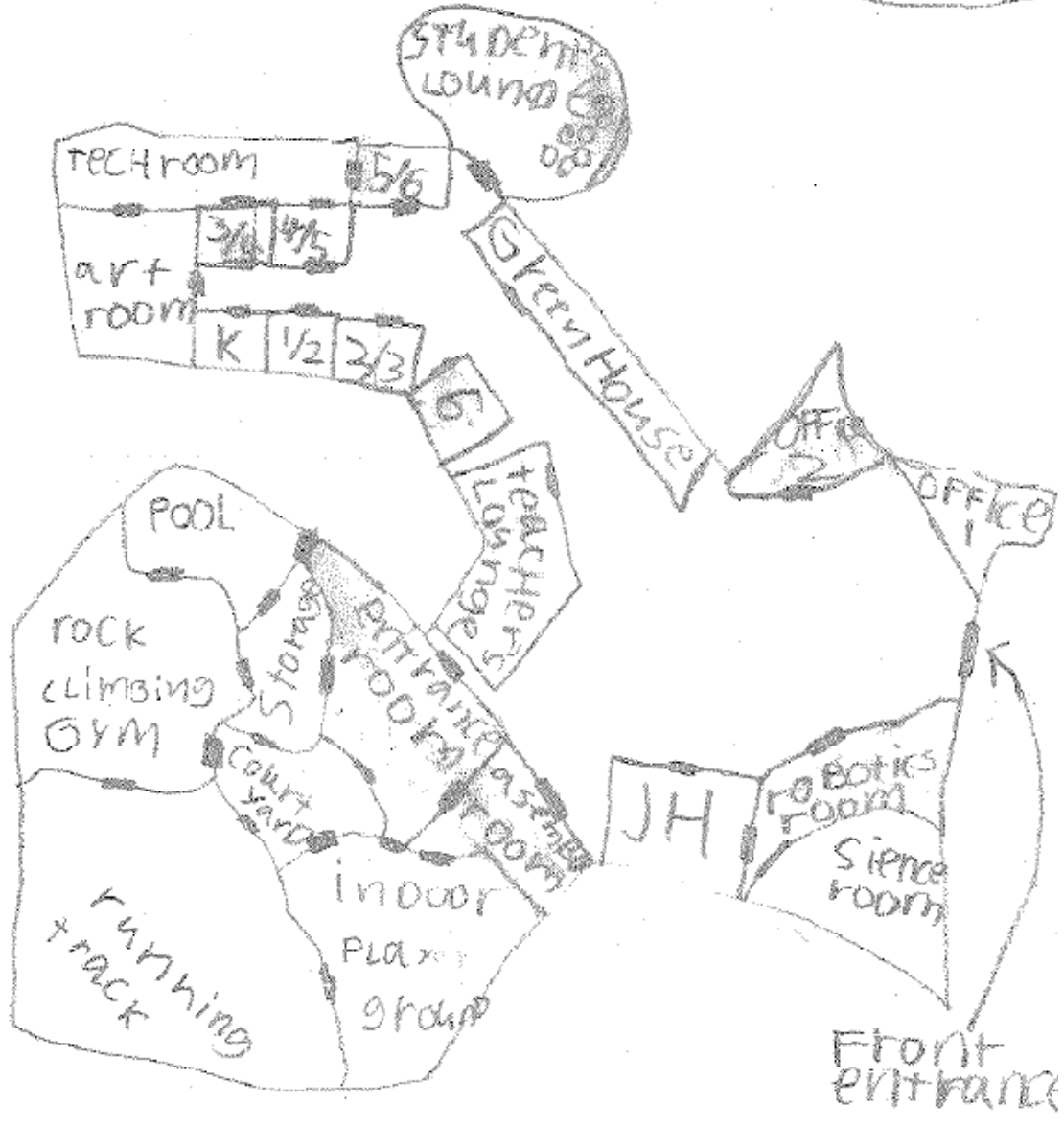
Planning
Considerations



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Bird's eye view of GS (without roof)





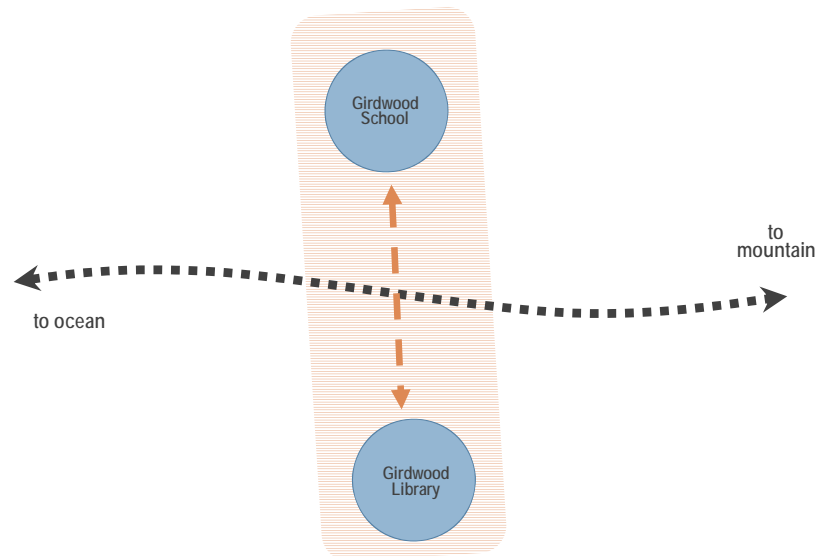
4.0 PLANNING CONSIDERATIONS

4.1 Organizational Concept Diagrams

Diagrams are intended to illustrate fundamental relationships only. While in some cases a floor plan is implied in loose response to the existing building layout, no distinction between existing vs new construction is made. Further interpretation of these relationships must be made by the design team as part of the development of the renewal project.

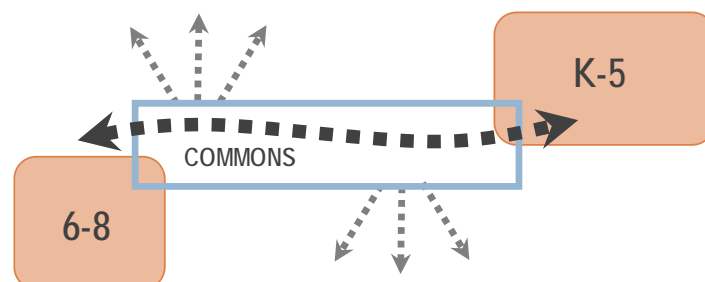
4.1.1 Connection to Community

Girdwood School has a civic presence, terminating a major axis through the town.



4.1.2 Connectivity of Key Components

- Academically, the Girdwood School is organized into two groups: K-5 and 6-8.
- These two groupings are connected by a Shared Commons Area. The commons areas provide a dynamic places for active programs, also providing a strong sense of school identity.
- As a program requirement, students from each academic groups should be able to access the common area without moving through the other academic group.





4.2 Functional Zone Diagram

Functional zones are created to allow desired social groupings. A shared social commons serves the whole school and community. The diagrams below illustrate several interpretations of the commons configuration.

Diagram A

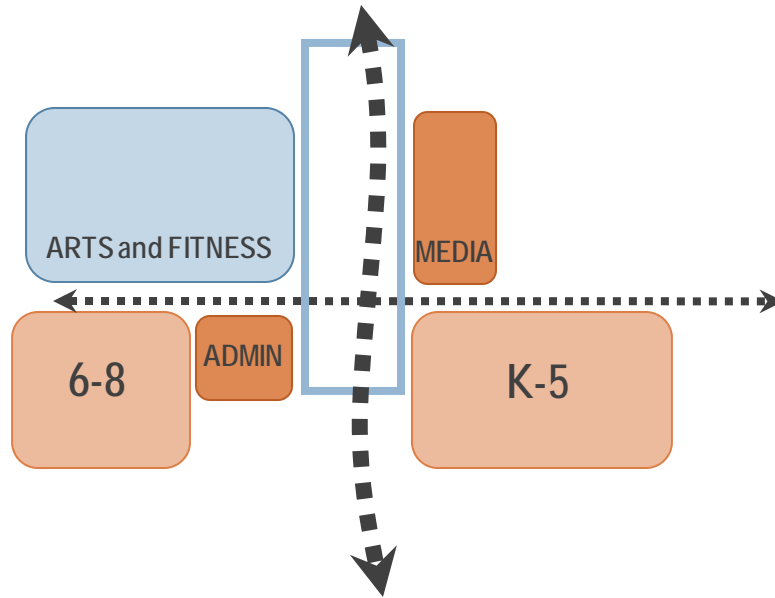
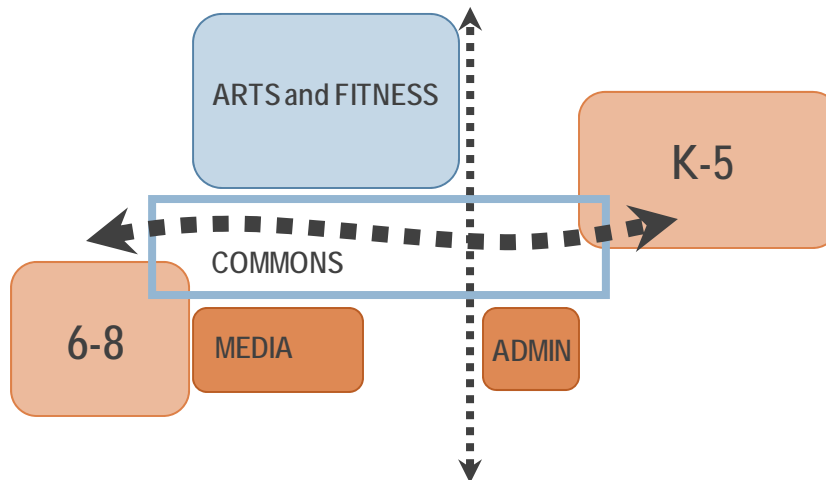


Diagram B

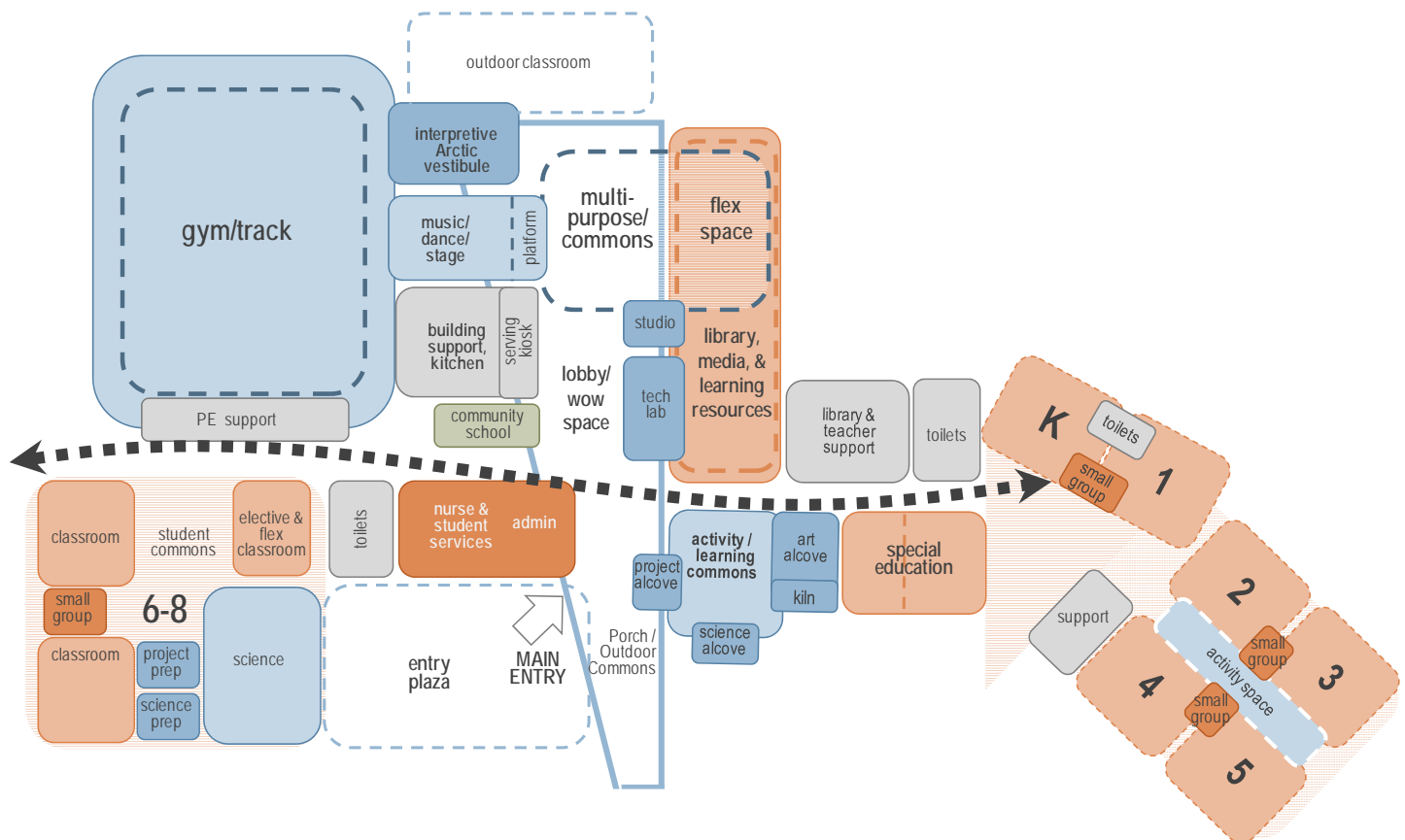




4.3 Building Planning Diagram

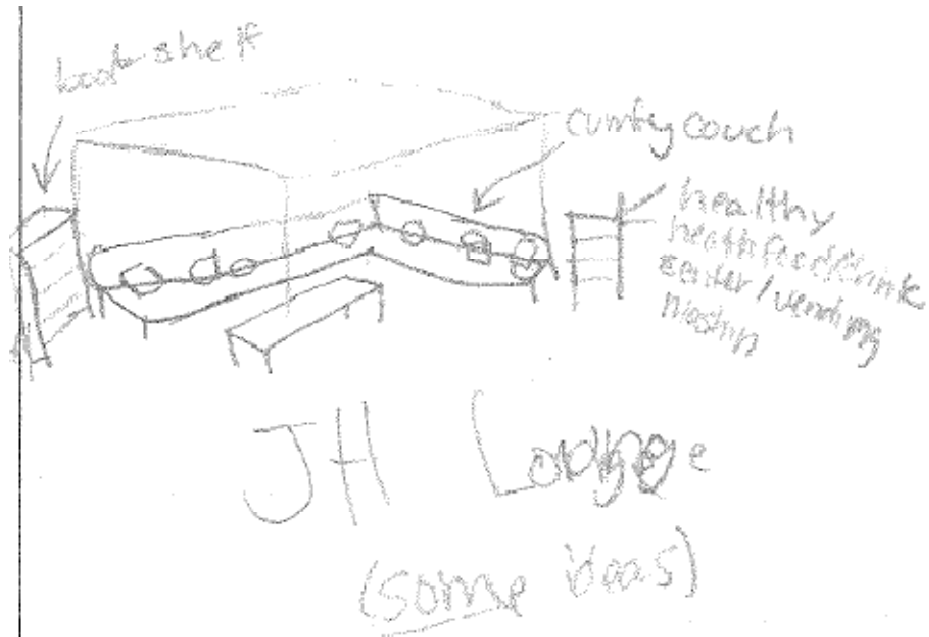
Key planning concepts:

- Grades K-5 are clustered together around the knuckle of the existing school.
- Special Ed is located at the edge of the elementary cluster, allowing 6-8 grades to utilize Special Ed resources without entering the K-5 domain.
- Grade 2-5 can be individual self-contained classrooms or be arranged as a suite of spaces.
- Small group rooms are shared by classrooms and also have access from hallway/circulation space.
- Functional Zone Diagram A is used to illustrate desirable adjacencies, however if Diagram B is used, similar adjacencies are recommended.





Girdwood student drawing:



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**Educational
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**Technology
Requirements**



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Girdwood Student Drawing:





5.0 TECHNOLOGY

5.1 Introduction

The Anchorage School District has several planning documents to delineate instructional and technical aspects of technology in their schools. The Instructional Technology Plan addresses the use of technology for instructional purposes and is a working document periodically up-dated to keep current with rapidly changing equipment, devices and infrastructure. ASD has also completed the process of reviewing the District Technology Plan to coordinate activities with the 6-Year Strategic Plan. The District Technology Plan has been approved by EED.

The Girdwood School Ed Specs are intended to work in conjunction with the ASD Instructional Technology Plan and the District's instructional technology experts. The following sections outline goals and needs for providing technology to support activities such as instruction, assessment, communications, administration and, of course, student achievement.

5.2 Technology-Supported Student Learning

Technology-supported student learning is part of the "new basics" required for participation in the Information Age. Technology, as a tool to support student learning, can give all students, including students with disabilities and those traditionally underserved, the chance to master basic skills in the core academic areas, and opportunities to apply those skills in project-based activities, using video, the Internet and other print and non-print resources, to provide them with personal learning experiences that are meaningful to them.

Teachers must be empowered to support all students learning, including students with disabilities and those traditionally underserved, with professional development that focuses on integrating technology, along with the new standards, into their teaching and learning strategies for the new curriculum.

Likewise, for technology to make a lasting impact educators must use a variety of teaching and learning approaches when utilizing technology in their classrooms. The most effective learning environments meld traditional approaches and new approaches to facilitate learning of relevant content while addressing individual needs. The resulting learning environments should prepare students to:

- Communicate using a variety of media and formats;
- Access and exchange information in a variety of ways;
- Compile, organize, analyze, and synthesize information;
- Draw conclusions and make generalizations based on information gathered;
- Know content and be able to locate additional information as needed;
- Become self-directed learners;
- Collaborate and cooperate in team efforts;
- Interact with others in ethical and appropriate ways.



It is recommended that all classrooms have voice, data, internet, and video accessibility. This will enhance the flexibility of the learning environment to respond positively to alterations in the use of space. The wiring and other infrastructure components should be the first priority since terminal devices can be added later with the exception of wireless networking which can be added as the need arises. The facility should have surplus electrical power and cooling capacity to permit expansion of technology.

Success Indicators for Instructional Technology in the Learning Environment:

- Students and educators are proficient in the use of technology and communication networks for educational endeavors;
- Use of technology makes it possible for the learner to acquire the basic skills with more depth;
- Use of technology makes it increasingly possible for the learner to engage in practices that lead to new ways of thinking, understanding, constructing knowledge and communicating results;
- Use technology, communication networks and associated learning contexts to engage in relevant, real-life applications of academic concepts;
- Access to technology increases the intrinsic motivation of learners;
- The school culture encourages, enables, and rewards educators and students individually and collectively to improve the learning and teaching processes through the effective use of technology and communication networks;
- Teachers and learners have sufficient access to productivity tools, on-line services, media-based instructional materials, and primary sources of data in a setting that enriches and extends their learning goals;
- The learning environment is a place where the effective use of information and communication technology is modeled for and by students;
- Connectivity is adequate to support current and rapidly growing demands created by the learning, communication, and administrative requirements of the educational system.

5.3 Technology Integration

Technology has four primary applications within the school environment. These applications interface with each other and impact all aspects of the educational processes.

Educational Technology:	Media, computer applications, A/V, Distance learning, etc.
Student Services:	schedules, grades, attendance, counseling, transportation, etc.
Communication/Productivity:	e-mail, phone, internet, word processing, spreadsheets, etc.
Business Systems:	accounting, payroll, inventory, staff/HR, etc.

Key components of the technology environment include:



- **Voice:** Telephone and voice communications in every classroom and workspace to support internal and external communications
- **Video:** Video distribution in every classroom and throughout the 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
- **Data:** Data retrieval capabilities in every classroom and throughout the building to support communication, management and instructional applications.

5.4 Technology Components

"What matters most are not the machines and the wiring themselves, but what teachers and students do with them... a constructivist approach toward learning, in which students work in rich environments of information and experience, often in groups, and build their own understandings about them, taps into the computer's greatest strengths" ¹

A rapidly changing technological environment makes specifying technology equipment and service difficult at best. In order to achieve the optimal use of technology in the school, it is prudent to discuss technology in terms of desired performance and support of the teaching and learning processes – as opposed to specifying actual equipment which may be obsolete before construction even begins.

Recognizing the need for appropriate technology to be available throughout the span of the renewal project and indeed throughout the life of the building, it is imperative for the design team to seek and find a balance of technology devices (short-term) and infrastructure (long term) that will support the learners of both today and tomorrow.

The matrix on the following pages defines the technology requirements for each space in the school. A legend for the keynotes is included below the matrix.

ADDITIONAL NOTE:

Digital Projector to be ceiling mounted, wall mounted or mobile as necessary to support the intended activities of a given space.

¹ Archer, J. (1998). The link to higher test scores. Education Week, 18 (5), 10-21.



Educational Specifications: Girdwood School

Room Name:	Communications:							Built-In Technology:							Replaceable Technology:							Keynotes (See Legend Below)				
	Voice/Phone	Intercom: Call Switch	Intercom: Handset	Intercom: Speaker	Public Address System	Synchronized Clock System	Other	Data Ports	Wireless Data Coverage	Sound field Amplification	Assistive Listening System	High Quality Sound System	TV Cable	High Speed Media Distribution	Technology Control Station	Other	Digital Projector	Interactive Whiteboard	Staff/Teacher Computer	Student Computers	Networked Printer		Facsimile Machine	Copier	Scanner	Document Camera

Key:

- Included within Space
- Indirect Access from within Space

1.0 CORE ACADEMICS

1.01	Kindergarten Classroom	●	●	●	●	●		●	○	●				●	●		●	●	●	●	●				●		
1.02	Classroom: Grade 1	●	●	●	●	●		●	○	●				●	●		●	●	●	●	●				●		
1.03	Classrooms: Grades 2-5	●	●	●	●	●		●	○	●				●	●		●	●	●	●	●				●		
1.04	Classrooms: Grades 6-8	●	●	●	●	●		●	○	●				●	●		●	●	●	●	●				●		
1.05	Science/Projects	●		●	●	●		●	○	●			●	●	●	●	●	●	●	●			●	●			
1.06	Small Group Room			●	○			●	○									●									
1.07	Science Prep			○	○			●	○																		
1.08	Project Prep			○	○			●	○																		
1.09	Elective/Flex Classroom	●	●	●	●	●		●	○	●				●	●	●	●	●	●	●				●			
1.10	Student Locker Commons			○	○				○																		
1.11	Resource Classroom	●	●	●	●	●		●	○	●			●	●	●	●	●	●	●	●						1	
1.12	Intensive Needs Restroom		●	○					○																		
1.13	Sp Ed & OT/PT Storage				○				○																		
1.14	Small/Flex Classroom	●	●	●	●	●		●	○							●		●		●							
1.15	Itinerant/Small Group Room	●			●	○		●	○									●									
1.16	Supply/Equipment Storage	●		●	●			●	○									○									



Room Name:	Communications:							Built-In Technology:							Replaceable Technology:							Keynotes (See Legend Below)				
	Voice/Phone	Intercom: Call Switch	Intercom: Handset	Intercom: Speaker	Public Address System	Synchronized Clock System	Other	Data Ports	Wireless Data Coverage	Sound field Amplification	Assistive Listening System	High Quality Sound System	TV Cable	High Speed Media Distribution	Technology Control Station	Other	Digital Projector	Interactive Whiteboard	Staff/Teacher Computer	Student Computers	Networked Printer		Facsimile Machine	Copier	Scanner	Document Camera

- Key:**
- Included within Space
 - Indirect Access from within Space

2.0 LEARNING COMMONS

2.01	Shared Commons	●	●	●	●	●		●	○	●							●	●	●	●	●							3/4
	Student Dining Area	●	●	●	●	●		●	○		●	●				●	●	●										8/10
	Commons Reading Area	●	●	●	●			●	○	●							●	●	●	●								4
	Performance Seating	●	●	●	●	●		●	○		●															●		14
	Platform Extension							●	○						●	●	●											
2.02	Outdoor Commons/Porch				●	●			○	●																		
2.03	Commons Storage																											
2.04	Media Center: Reference/Stacks	●	●	●	●	●		●	○					●	●	●	●	●	●									5
2.05	Independent Study / Small Group Area	●	●	●	●	●		●	○										●	●								
2.06	Technology/Distance Learning Studio	●	●	●	●	●		●	○	●				●	●	●	●	●	●	●	●				●			
2.07	Studio/Video Production Room		●	●	●	●		●	○				●							●	●							
2.08	Video Editing/Equipment	●				○		●	○																			
2.09	Teacher Workroom	●	●		●	●		●	○						●				●		●	●	●	●				
2.10	Teacher Professional Lounge	●	●		●	●		●	○																			
2.11	Instructional Storage				○	○		●	○																			
2.12	Librarian's Office	●	●	●	●	○		●	○													●						
2.13	Library Storage				○			●	○																			
2.14	Staff Restroom																											
2.15	Music / Dance Room	●	●	●	●	●		●	○	●		●					●	●			●				●			4
2.16	Platform Extension							●	○					●														
2.17	Instrument and Music Storage	●		●	○	○		●	○										●		●							
2.18	Performance Control Room							●	○																			
2.19	Platform Storage				○			●																				
2.20	Activity Lab	●	●	●	●	●		●	○				●		●	●	●	●	●	●								
2.21	Art Alcove and Kiln	○	○	○	○			●	○						○													
2.22	Science Alcove (kitchenette)	○	○	○	○	○		●	○						○													
2.23	Project Alcove	○	○	○	○	○		●	○						○													



Educational Specifications: Girdwood School

Room Name:	Communications:						Built-In Technology:						Replaceable Technology:						Keynotes (See Legend Below)							
	Voice/Phone	Intercom: Call Switch	Intercom: Handset	Intercom: Speaker	Public Address System	Synchronized Clock System	Other	Data Ports	Wireless Data Coverage	Sound field Amplification	Assistive Listening System	High Quality Sound System	TV Cable	High Speed Media Distribution	Technology Control Station	Other	Digital Projector	Interactive Whiteboard		Staff/Teacher Computer	Student Computers	Networked Printer	Facsimile Machine	Copier	Scanner	Document Camera

Key:

- Included within Space
- Indirect Access from within Space

3.0 PHYSICAL EDUCATION

3.01	Gymnasium	●	●	●	●	●	●	●	○		●	●			●	●											7/8
3.02	Indoor Track	○	●		●	○	●		○		○	○															
3.03	Dressing Rooms		●		●		●	●	○																		
3.04	Staff Dressing Room		●		●		●	●	○																		
3.05	PE/Adaptive PE Storage				○				○																		
3.06	Community Schools Storage				○																						
3.07	Interpretive / Arctic Vestibule	●		●	●		●	●	○	●				●	●		●	●	●								
3.08	Outdoor PE Storage							●																			

4.0 ADMINISTRATION

4.01	Reception	●		○		○		●	○								●										11
4.02	Secretary	●	●	●	●		●	●	○								●		●	●	●	●					12
4.03	Storage (Secure)				○			●							●												13
4.04	Conference Room	●	●		●		●	●	○				●	●		●	●										4/5
4.05	Principal's Office	●			●		●	●	○								●		●								4
4.06	Student Time Away				○				○									●									
4.07	School Nurse	●	●	●	●		●	●	○								●										

5.0 COMMUNITY LIFE

5.01	Parent Center	●	●		●		●	●	○				●	●		●	●										4/5
5.02	Community Schools	●	●	●	●		●	●	○								●		●	●	●						
5.03	Shared Storage				○				○																		

6.0 FOOD SERVICES

6.01	Kitchen/Serving/Storage	●	●	●	●		●	●	○								●									●	9
6.02	Dry Storage Area				○				○																		
6.03	Refrigerator/Freezer				○				○																		
6.04	Office/Lockers	●			●		●	●	○								●										
6.05	Emergency Food Storage				○				○																		



KEYNOTE LEGEND:

- 1 Include specialized computer hardware and workstations for student use
- 2 Telephone requires hands-free operation
- 3 On-Line Card Catalogue stations, Barcode reader and possible future electronic inventory protection gate
- 4 Ability to control volume of Intercom and/or PA System
- 5 Include data port(s) near GFCI floor outlet in center of room
- 6 Include computers, server racks & equipment, monitoring equipment, CCTV system's DVR recorder, etc.
- 7 PA system separate from school's intercom; Separate high-quality sound system, operable from inside gym; Electronic score-board. Microphone connections at performance location each side of room; cordless microphone;
- 8 Connection to Rental Panel for after-hours use.
- 9 Requires data ports supporting point of sale (POS) equipment; POS computer equipment
- 10 Requires volume control intercom; provide sound system controllable as separate function with multiple speakers; microphone connections at performance location & at either side of room; MATV ports at 2 min. locations
- 11 Include payphone, digital information display panel
- 12 Admin Office serves as Intercom Head End, Remote Weather Station
- 13 Include security/access control
- 14 Include Laminator
- 15 Flat-panel monitor for school announcements, digital exhibits, and other communications
- 16 Include emergency call device
- 17 Phone hook-up, isolatable with capacity to be switched off from inside building

planning for the future of

Anchorage School District



Educational Specifications:

Girdwood School

6.0

Space
Requirements



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Educational Facility Planning
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Girdwood Student Drawing:





6.0 SPACE REQUIREMENTS

6.1 Summary & Calculations

Based upon the specific needs of Girdwood School, a small, remote K8 school with high community usage, the school is planned for approximately 55,400 gross square feet. A summary of building areas is shown below, and a detailed listing of spaces with area requirements is included in Section 6.3.

The State of Alaska Elementary Space Allocation for Girdwood School is approximately 30,700 gross square feet. While the planned program is higher than DEED allowances, the program at Girdwood School has been compared/benchmarked to other similar programs in the area.

To meet program requirements, small schools can require greater area per student to offer comparable program offerings. The program at Girdwood includes a full-size gymnasium (larger than ASD Elementary School Ed Spec, smaller than ASD Middle School Ed Spec), an art/activities room, a music room, and library. The ASD Educational Specifications for Elementary Schools and Middle Schools have been used as guidelines in evaluating the Girdwood Ed Spec.

The Girdwood Ed Spec also incorporates flexible, space saving strategies to provide program opportunities while controlling building area. These strategies include music on a platform stage, co-locating the library media center a dining room (allowing space to be fully utilized during the day), a professional work area shared by teachers and library, and a multi-function activity room that supports arts, sciences, and projects.

The area of the current Girdwood School is approximately 30,000 gross square feet. The planned program adds approximately 25,000 gross square feet and renovates the existing building to transform Girdwood school into a 21st century learning environment.

Program Components	Program Net Area
Core Academics, including SPECIAL ED	13,180
Learning Commons: Dining, Arts, Library	10,640
Physical Education	12,010
Administration	1,500
Community Life	900
Food Services	880
Mechanical & Custodial	1,450
Net Area Totals	40,560
Gross Area (net x 1.4)	16,224
Projected Gross Area	56,784
Student Capacity	223
Gross Area per Student	255
DEED Recommended Gross S.F.	30,673

Note that grossing area includes space for hallways, stairways, elevators, walls, mechanical spaces, building services, toilet rooms, etc.



6.2 Teaching Stations Counts

Teaching stations are categorized as both “regular” and “auxiliary” teaching stations. Regular Teaching Stations are “home” base classrooms scheduled for a fixed group of elementary students all day. Even though students periodically leave these rooms for specialty programs such as art, P.E. and music, home base classrooms count towards capacity at 100% utilization.

Auxiliary Teaching Stations are spaces that support the specific educational programs outside of a student’s “home” classroom. While each of these spaces can support a class of students, they do not add to the school’s enrollment capacity because different classes use these spaces throughout the day.

Girdwood School is a K8 campus. The Middle Grades, 6-8, are scheduled similar to an elementary school, however, specialized teachers share spaces throughout the school day and school week.

Program Components	Program		Total Teaching Stations
	Reg.	Aux.	
Classrooms	9	1	10
Special Education	1		1
Library/Instructional Media Center		2	2
Art and Music		2	2
Physical Education		2	2
Multi-Purpose/Food Services			
Net Area Totals	10	7	17



6.3 Facility Space Program

Note that spaces which are detailed in section 7 of this document are numbered. Spaces such as restrooms and other gross areas which are governed by codes and other standards are detailed only when such detail is above and beyond these standard requirements.

1.0 CORE ACADEMICS

A. K-5 LEARNING STUDIOS		Qty.	Each	Net Area	Notes
1.01	Kindergarten	1	1,200	1,200	
1.02	Classroom: Grade 1	1	1,200	1,200	Sized for future pre-k program
1.03	Classrooms: Grade 2-5	4	1,000	4,000	Possibly a suite of spaces
	Small Group (included as 1.15 below)				Shared between 2 classrooms
	Cubby Areas	6	-	-	Between classes and corridor
	Kindergarten & G1 Restrooms	2	-	Gross	Shared between K & G1 classroom
	Elementary Student Restrooms	2		Gross	Grouped for easy access
Sub-total:				6,400	

B. 6-8 LEARNING STUDIOS		Qty.	Each	Net Area	Notes
1.04	Classroom: Grades 6-8	2	900	1,800	Middle school organized in suite
1.05	Science / Projects	1	1,200	1,200	Able to open to flex classroom
1.06	Small Group Room: 6-8	1	200	200	Could also be for teacher or conf. rm.
1.07	Science Prep	1	200	200	
1.08	Project Prep	1	200	200	or could be small group space
1.09	Elective/Flex Classroom	1	600	600	
1.10	Student Locker Commons	1	400	400	Middle school social space
	Student Restrooms	2	-	Gross	
Sub-total:				4,600	

C. SPECIAL EDUCATION		Qty.	Each	Net Area	Notes
1.11	Resource Classroom	1	1,000	1,000	Divides into two rooms for flexibility in
1.12	Intensive Needs Restroom	1	80	80	
1.13	Sp Ed & PT/OT Storage	1	100	100	
Sub-total				1,180	

D. SHARED ACADEMIC SUPPORT		Qty.	Each	Net Area	Notes
1.14	Small/Flex Classroom	1	300	300	For ELL program
1.15	Itinerant / Small Group Room	3	200	600	Shared between G2-5 classrooms
1.16	Supply/Equipment Storage	1	100	100	
Sub-total:				1,000	

SUB-TOTAL - Academic Teams:				13,180	
------------------------------------	--	--	--	---------------	--



2.0 LEARNING COMMONS

A. COMMONS		Qty.	Each	Net Area	Notes
2.01	Shared Commons, includes:	1	2,700	2,700	
	Student Dining Area	-	-	-	125 students in one seating
	Commons Reading Area	-	-	-	Flex space for dining during lunch
	Performance Seating	-	-	-	Seating for 300+
	Platform Extension	-	-	-	400sf in front of music room
	Interpretive Area (see 3.07)	-	-	-	Combine function with Arctic Vestibule
2.02	Outdoor Commons/Porch	1	300	300	1,200 SF total, counted at 25%
2.03	Commons Storage	1	400	400	Could be divided into 2 spaces
Sub-total:				3,400	
B. MEDIA CENTER		Qty.	Each	Net Area	Notes
2.04	Reference, Stacks & Circ.	1	1,200	1,200	Opens into commons area
2.05	Independent Study / Small Group Area	1	600	600	Possible use for 9-12 remote program
2.06	Technology/Distance Learning Studio	1	750	750	
2.07	Studio/Video Production Room	1	200	200	Adjacent to distance learning
2.08	Video Editing/Equipment	1	120	120	Adjacent to video production
Sub-total:				2,870	
C. PROFESSIONAL CENTER		Qty.	Each	Net Area	Notes
2.09	Teacher Workroom	1	400	400	Shared by Teachers and Library
2.10	Teacher Professional Lounge	1	300	300	
2.11	Instructional Storage	2	100	200	
2.12	Librarian's Office	1	150	150	
2.13	Library Storage	1	150	150	
2.14	Staff Restrooms	2	-	Gross	
Sub-total				1,200	
D. PERFORMING ARTS		Qty.	Each	Net Area	Notes
2.15	Music / Dance Room	1	900	900	Multi-purpose for active classes
2.16	Instrument and Music Storage	1	250	250	Instruments and sheet music
2.17	Performance Control Room	1	80	80	Sound & lighting equipment storage
2.18	Platform Storage	2	120	240	Risers, props and uniforms
Sub-total				1,470	
E. ACTIVITIES LAB		Qty.	Each	Net Area	Notes
2.19	Activity Lab	1	900	900	Adjustable tables and seats
2.20	Art Alcove and Kiln	1	400	400	Messy area
2.21	Science Alcove (kitchenette)	1	200	200	Also for cooking projects
2.22	Project Alcove	1	200	200	
Sub-total				1,700	
SUB-TOTAL Commons:				10,640	



3.0 PHYSICAL EDUCATION		Qty.	Each	Net Area	Notes
3.01	Gymnasium	1	7,600	7,600	
3.02	Indoor Track	1	2,400	2,400	Upper level preferred
3.03	Dressing Rooms	2	300	600	Adjacent to group restrooms
3.04	Staff Dressing Room	2	80	160	For coach, referees, staff
3.05	PE Storage	1	500	500	For PE, athletics, adaptive PE
3.06	Community Schools Storage	1	200	200	
3.07	Interpretive / Arctic Vestibule	1	400	400	In addition to gross area of vestibule
3.08	Outdoor PE Storage	1	150	150	
Sub-total				12,010	

4.0 ADMINISTRATION		Qty.	Each	Net Area	Notes
4.01	Reception	1	150	150	
4.02	Admin / Secretary	1	300	300	
4.03	Storage (Secure)	1	150	150	
4.04	Conference Room	1	225	225	
4.05	Principal's Office	1	225	225	
4.06	Time Away	1	50	50	
4.07	School Nurse	1	400	400	Office, Shower, W/D, Clothes, Cots
4.08	Staff Restrooms	2	-	Gross	
Sub-total				1,500	

5.0 COMMUNITY LIFE		Qty.	Each	Net Area	Notes
5.01	Parent Center	1	250	250	
5.02	Community Schools	1	250	250	
5.03	Shared Storage	1	400	400	
Sub-total				900	

6.0 FOOD SERVICES		Qty.	Each	Net Area	Notes
6.01	Kitchen/Serving/Storage	1	400	400	Food preparation kitchen
6.02	Dry Storage Area	1	75	75	
6.03	Refrigerator/Freezer	2	50	100	
6.04	Office/Lockers	1	80	80	
6.05	Emergency Food Storage	1	225	225	
Sub-total				880	



7.0 MAINTENANCE/CUSTODIAL		Qty.	Each	Net Area	Notes
7.01	Supply Receiving & Loading	1	400	400	
7.02	Supply, Equip & Misc Storage	1	550	550	
7.03	BPO Office / Workroom	1	300	300	
7.04	Outdoor Storage	1	200	200	
7.05	Communications Control Room	1	150	Gross	
7.06	(Night) Custodial Closets	2	TBD	Gross	
7.07	Boiler Room		TBD	Gross	
7.08	Fan Room		TBD	Gross	
7.09	Electrical Room		TBD	Gross	
7.10	Intermediate Telecom. Closets		TBD	Gross	
Sub-total				1,450	

8.0 GENERAL BUILDING AREAS		Qty.	Each	Net Area	Notes
8.01	Building Entry Vestibule(s)		TBD	Gross	
8.02	Main Circulation Hallways		TBD	Gross	
8.03	Main Circulation Stairways		TBD	Gross	
8.04	Elevators		TBD	Gross	
8.05	Camper Host (Security)	1		-	
Sub-total				-	

TOTALS + CALCULATIONS

1.0	CORE ACADEMICS			13,180
2.0	LEARNING COMMONS			10,640
3.0	PHYSICAL EDUCATION			12,010
4.0	ADMINISTRATION			1,500
5.0	COMMUNITY LIFE			900
6.0	FOOD SERVICES			880
7.0	MAINTENANCE/CUSTODIAL			1,450
8.0	GENERAL BUILDING AREAS			-

SUMMARY

Total Net Area (NSF):		40,560
Estimated Gross Area Calculation:	1.40	16,224
GROSS AREA (GSF):		56,784
DEED Maximum Gross Area (GSF):		30,673
Student Capacity:		223
GSF/Student:		255

planning for the future of

Anchorage School District



Educational Specifications:

Girdwood School

7.0

Program
Component
Details



BrainSpaces

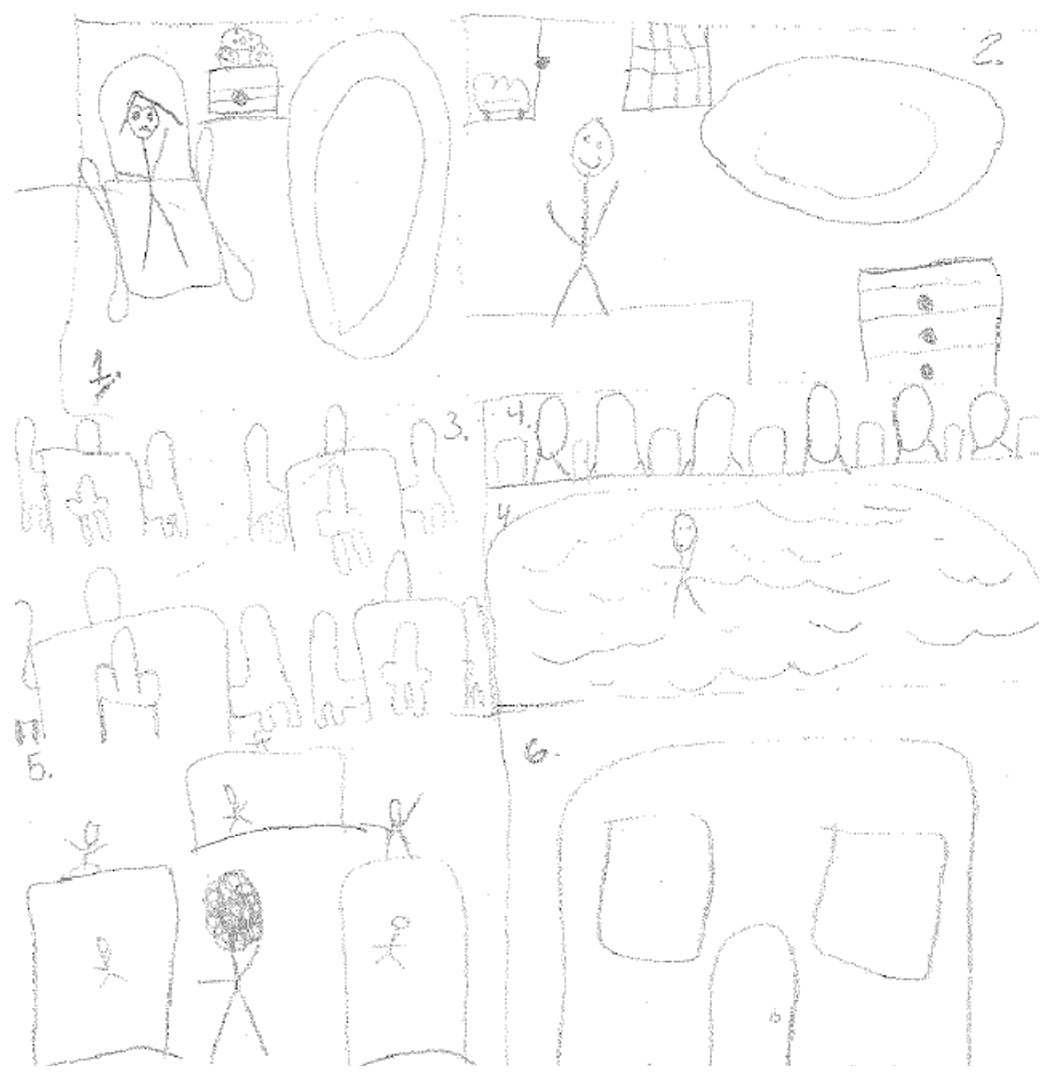
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Girdwood Student Survey Sheet:

ACTIVITY 7: New ideas about your school building.

Draw or write ideas about your school building that would help learning and school activities.

- 1. a breathing room/quiet room.
- 2. A what ever you want room
- 3. testing room
- 4. A swimming pool
- 5. science lab
- 6. warm up room (out side) have hot coffee





7.0 PROGRAM COMPONENT DETAILS

Categories of spaces to be included in the school are organized to align with the Facility Space Program included in Section 6.0 above. Each Program category includes detailed information on spaces listed in that section of the Space Program. Detailed information is intended to document user needs and assist the design team in accommodating them.

The following information is included for each programmatic category:

- Space Program Summary
- Individual Space Attributes

Note that spaces which are detailed with individual space attributes in this section of the document are assigned “program reference numbers” which correspond to the list of required spaces in Section 6.0 as well as in the numbering system of Section 7.0. Spaces such as restrooms and other gross areas which are governed by codes and other standards are included only when such detail is above and beyond these general requirements. Gross area spaces are listed (but not necessarily detailed) simply so that they are not forgotten during the planning and design processes.

Space Attributes describe each space with additional detail, including:

- Activities & Usage
- Spatial Relationships
- Furniture, Fixtures & Equipment
- Finishes
- Utilities & Services
- Windows & Vision Panels
- Control & Safety Needs
- Special Considerations

This information should be used in conjunction with ASD District-wide educational specifications, ASD standards and guidelines such as those for planning, design, building performance, and FF&E, and with all applicable codes and regulations, including ADA, and is not intended to supersede any such requirements. Energy-conscious and sustainability measures, as recommended by Energy Star, should also be considered.

Where guidelines noted herein are in conflict with these requirements, the applicable guidelines, codes and regulations will govern. Where guidelines noted herein are not planned to be incorporated into the building design, the design team should inform the ASD Project Manager and Building Design Committee and discuss acceptable alternatives.



7.1 Classrooms

7.1.1 Space Program Summary

Note that spaces which are detailed with individual space attributes in this section of the document are assigned "program reference numbers" which correspond to the list of required spaces in Section 6.0 as well as in the numbering system of Section 7.0. Spaces such as restrooms and other gross areas which are governed by codes and other standards are included only when such detail is above and beyond these general requirements. Gross area spaces are listed (but not necessarily detailed) simply so that they are not forgotten during the planning and design processes.

Program Reference #:	Name/Function	Quantity	Net Area Each	Total
1.01	Kindergarten Classroom	1	1,200	1,200
1.02	Classroom: Grade 1	1	1,200	1,200
1.03	Classrooms: Grades 2-5	4	1,000	4,000
-	Cubby Areas	6	-	-
-	K & G1 Restrooms	2	-	*
-	Elementary Student Restrooms	2	-	*
1.04	Classrooms: Grades 6-8	2	900	1,800
1.05	Science and Projects	1	1,200	1,200
1.06	Small Group Room	1	200	200
1.07	Science Prep	1	200	200
1.08	Project Prep	1	200	200
1.09	Elective/Flex Classroom	1	600	600
1.10	Student Locker Commons	1	400	400
-	6-8 Student Restrooms	2	-	*
1.11	Resource Classroom	1	1,000	1,000
1.12	Intensive Needs Restroom	1	80	80
1.13	Sped/OT/PT Storage	1	100	100
1.14	Small/Flex Classroom	1	300	300
1.15	Itinerant/Small Group Rooms	3	200	600
1.16	Supply/Equipment Storage	1	100	100

* gross area

Note that the Resource Room is included in Section 7.1 Classrooms in accord with the intent to include it within the classroom cluster.



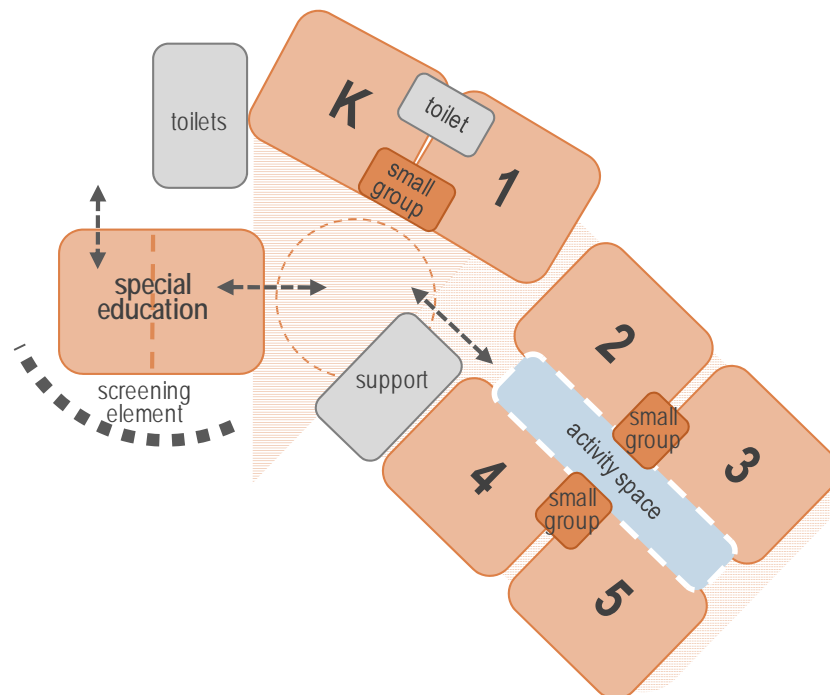
7.1.2 Component Planning Diagrams

Diagrams are intended to illustrate fundamental relationships only. While in some cases a floor plan is implied in loose response to the existing building layout, no distinction between existing vs new construction is made. Further interpretation of these relationships must be made by the design team as part of the development of the renewal project.

K-5 Classroom Cluster

Key Planning Concepts:

- Grades K-5 are clustered together around the knuckle of the existing school.
- Special Ed is located at the edge of the elementary cluster, allowing 6-8 grades to use special ed without entering the K-5 domain.
- Grade 2-5 can be individual self-contained classrooms or be arranged as a suite of spaces.
- Small group rooms are shared by classrooms.
- Special Education may require an outside screening element to address potential distractions.
- As an alternative, Special Education could be located on the north side of the building to provide visual and noise separation from the school's outdoor play area. However, this position would require reconfiguration of surrounding spaces to fit within the existing facility and current overall planning diagram.

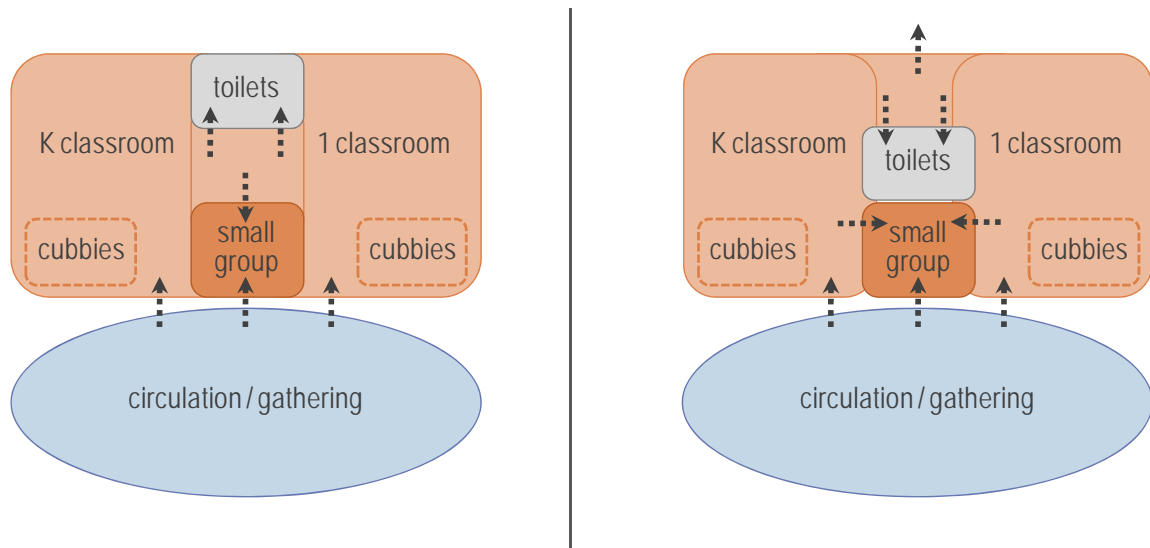




K-1 Classrooms

Key Planning Concepts:

- Kindergarten and First Grade are grouped together and share common support spaces.
- The Grade One classroom is similar to the Kindergarten classroom to provide future flexibility in an expanded kindergarten program.
- Cubby areas are located between classroom and corridor and create an 'in-between' space as a transition into the classroom.
- Toilets are directly accessed from the classrooms.
- A small group room is situated between the classrooms as academic support.
- Walls between classroom, small group rooms, and corridors can be transparent for passive supervision.
- The circulation space outside of the classrooms is also used as a gathering area for social interaction and informal learning.
- Two interpretations are shown in the diagrams below:

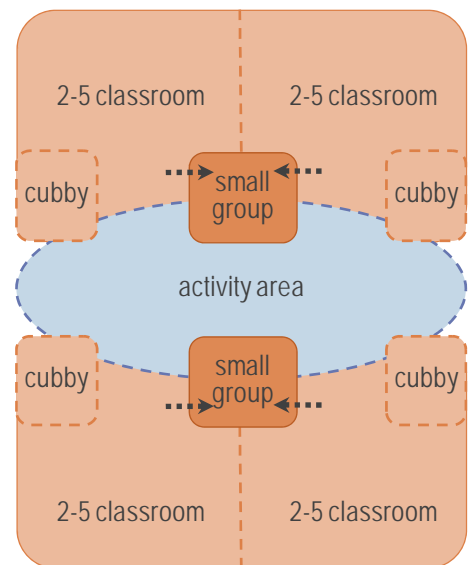
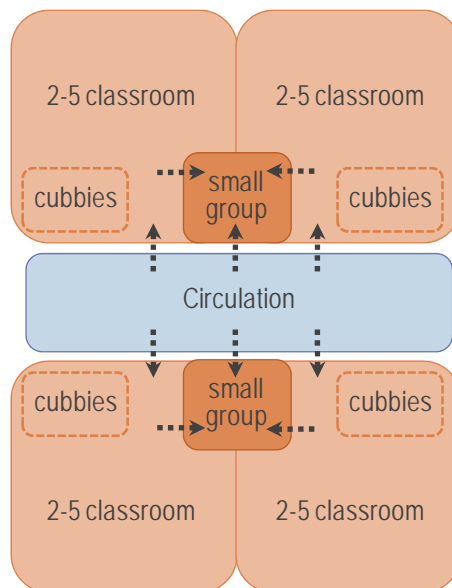




Grades 2-5 Classrooms

Key Planning Concepts:

- Classrooms for Grades 2-5 are grouped together and also share common support spaces.
- Classrooms are intended to be self-contained, and flexible to support multiple teaching and learning strategies, including: grade level, multi-age, looping, and team teaching.
- The design of the suite of spaces could support multiple teaching styles through blurring the space between classroom and corridor, providing larger transparent openings, and providing connections between classrooms.
- Cubby areas are located between classroom and corridor can assist in creating an 'inbetween' space as a transition into the classroom.
- A small group room is situated between the classrooms as academic support.
- Walls between classroom, small group rooms, and corridors can be transparent for passive supervision.
- The circulation space outside of the classrooms is also used as a gathering area for social interaction and informal learning.
- Two interpretations are shown in the diagrams below:

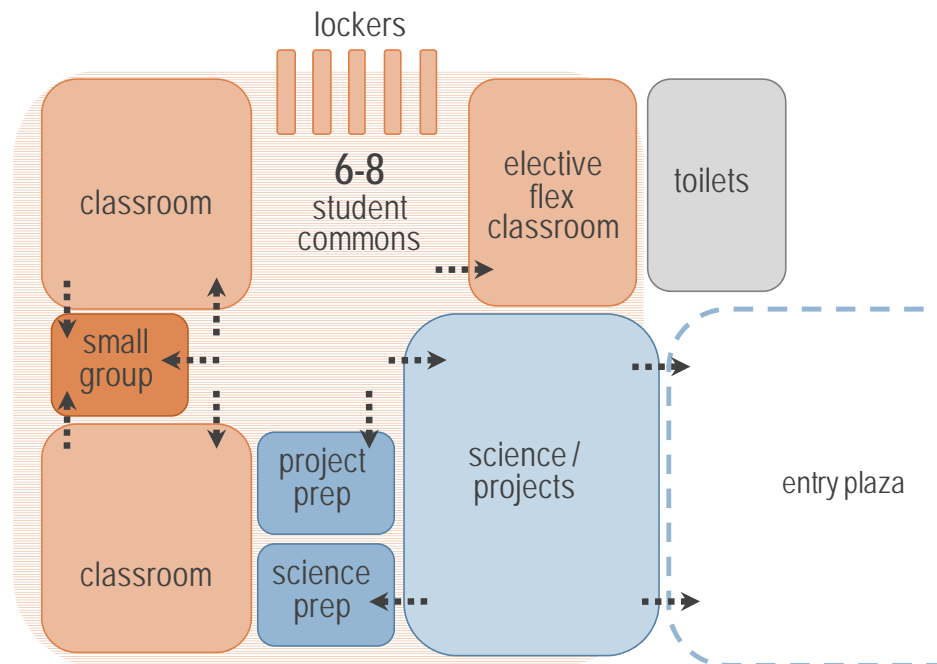




Middle School Cluster

Key Planning Concepts:

- Grades 6-8 are clustered together near to the school's social center. The spaces are arranged as a suite of spaces, allowing flexibility for teaching styles, learning styles, and schedules. This learning cluster can be accessed without moving through the classroom areas for the lower grades.
- Spaces are grouped around a student common area that includes a student locker area, forming a social hub for students, an identity for grades 6-8, and a place for informal learning.
- Teaching spaces are provided at various sizes to accommodate a range of student groupings. Standard classrooms provide whole group instruction. Classrooms may either be dedicated or shared among teachers. A science studio is provided to support science curriculum and to provide a project space for students. An Elective/Flex classroom allows schedule flexibility for course offerings and part-day teachers.
- The small group room, located with access from classrooms and commons provides a flexible place for independent study, specialized instruction, small classes, teacher prep, and projects.
- Support spaces are provided for prep and storage of projects and educational materials.
- The middle school is located with direct access to the entry plaza, creating social and educational opportunities for teaching and learning.





Girdwood student drawing:





7.1.3 Individual Space Attributes

A. K-5 Learning Studios

Ref. #: 1.01 KINDERGARTEN

Area/Department:	CORE ACADEMICS: K – 5 LEARNING STUDIOS		
Occupants:	Students: 20	Faculty/Staff: 1-2	Other: 1-2
	Special Needs educator(s) and Volunteer(s) as necessary		

ACTIVITIES & SPACE USAGE

Educational	<p>Provide a nurturing learning environment for Kindergarten students</p> <ul style="list-style-type: none"> - Floor activities including large group motor skills, general play and games - Whole group or groups of 5 to 9 shifting activities at +/- 20 minute intervals - "Center" based activities; Hands-on projects; Some use of computers - Independent work, listening, art, math, writing, reading (with books) - "wet" activities such as science (design kitchenette alcove as science activity area) - Daily living skills experiences
Admin/Operational	Teacher planning/prep in classroom
Community	Parent volunteers in classroom encouraged. Volunteers coordinated by central Admin.

SPATIAL RELATIONSHIPS

Adjacent: Direct	K/Grade 1 shared student restroom; connection to paired classroom
earby: Indirect	Activity Lab (Science & Art); Library/Media Center; Nurse; Staff restrooms Other classrooms including other grade levels for sharing materials, etc. Easy access to outdoor play area, parent parking & drop-off; Bus drop-off
Distant: Separated	Acoustically buffer from high noise areas such as Music, Gym, Multi-purpose commons

FURNITURE, FIXTURES & EQUIPMENT

Fixed Casework	<ul style="list-style-type: none"> - 25" high counter surface for student use, 34" for adults, open shelving along one wall, min. - Cubbies, partitioned individually (1 per student), between classroom & corridor - Shelf over coat hook space; cabinet storage above - Wire boot rack under coat hook space, w/ clearance under boot rack for cleaning - Big book & chart storage, map holders. Kindergarten PE storage cabinet desirable - 12"x12" schoolwork/mailbox cubbies in room. Cubbies for bin storage system <p><i>NOTE: maximize use of movable furniture & casework</i></p>
Furniture	Teacher desk & chair; file cabinet; 1 tall storage unit, lockable (wardrobe, teacher items); student tables, combinable in various clusters; 24 age appropriate stackable student chairs; 1 large table for small group instruction for 6 students; 1 table for adult work; wastebaskets; movable tables for computers (may be located in adjacent small group room); Bookshelf units, movable to use as space dividers as needed
Fixtures & Equipment	<ul style="list-style-type: none"> - 1 Sliding Double Marker board & 1 additional Marker board, height for K student & teacher - Map rail holder/hooks over one board, map rail - 2 Tack boards; Tackable strip at student height ; Maximize tackable surface - Projection surface such as retractable projection screen or interactive whiteboard - Flag holder brackets, 2 per classroom - Soap dispenser and paper towel dispenser at hand wash lavatory - "Teaching walls" on two separate walls



Ref. #: 1.01 KINDERGARTEN

(continued)

FINISHES

Floor	Carpet, stain resistive, static resistive, approximately 2/3 of room; resilient flooring at lavatory & boot rack, approximately 1/3 of room
Ceiling	Acoustical ceiling tile, highly reflective; ceiling grid to support hanging displays
Walls	Maximize tackable surface where possible; feature color on one wall
Other Considerations	Coordinate all finishes with lighting and acoustical design

UTILITIES & SERVICES *(supplemental to all applicable building & life-safety codes, ASD Design Guidelines & Standards)*

Electrical	Duplex wall outlets 6' to 8' on center min., plus outlets for computers & other technology Separate circuits for AV equipment Cluster for 6 computers at one "smart" location One 20-Amp outlet on dedicated circuit for custodial use. Safety cover plates at outlets
Lighting	Natural light + Direct/indirect pendant fixtures, Uniform light at student desks, additional light on teaching walls, boards & displays, variable light level control for various activities
HVAC	Natural + mechanical ventilation, individual temperature control
Plumbing	Restroom w/ full sized fixtures, use lower ADA fixture heights. Include lavatory & floor drain in restroom. Additional hand washing lavatory in classroom for simultaneous use by multiple students. Sink with hot & cold water, gooseneck faucet & bubbler drinking fountain, 25" counter ht. Hot water tempered so as not to exceed 120 degrees (F); easily cleaned drain traps
Acoustical	35 dBA max. unoccupied background noise and wall STC as recommended by ANSI/ASA S12.60-2002
Special Utilities/Services	-
Other Considerations	If new construction, consider radiant heated floor slab.

WINDOWS & VISION PANELS

		Operable? (Y/N)	Shades? (Y/N)
Exterior	Abundant access to natural light and ventilation	Y	Y (blackout shades)
	Egress window (if on ground level), lockable	Y	Y (blackout shade)
	Exterior window sills at +/- 25"		
	Window suitable for seed starting/plant growing		
Interior	Sidelite at strike-jamb of corridor doors	N	Y
	Locate sidelite sill above seated student eye level to minimize distractions		

CONTROL & SAFETY NEEDS

Visibility	Visibility of entire room without "blind" areas
Access Control	Corridor doors lockable both sides Double doors between paired classrooms, lockable both sides
Disaster Preparedness	Provide space for storage of emergency disaster kits at structurally sound area of room. (Kits may include 1, 5-gallon container plus 2 gallons of water - to be verified annually)

SPECIAL CONSIDERATIONS

Flexibility	Provide flexibility for different table configurations, wall space, centers, display areas, etc.
Wayfinding	Provide easy wayfinding to Kinder rooms from within building.



Ref. #: **1.02 CLASSROOM: GRADE 1**

Area/Department:	CORE ACADEMICS: K – 5 LEARNING STUDIOS		
Occupants:	Students: 21 - 24	Faculty/Staff: 1-2	Other: 1-2
	Special Needs educator(s) and Volunteer(s) as necessary		

ACTIVITIES & SPACE USAGE

Educational	<ul style="list-style-type: none"> - Language Arts, Social Studies, Math - Movement, gross motor development - Learning "center" based education - Program flexible to meet diverse academic, social, emotional & physical needs of students - Whole group, small group & individual work; typically 5 groups of 4-6 students, change of activities on +/- 30-minute schedule - Hands-on projects, science - Oral & written testing - Special Ed "collaborators" support mainstreaming of special needs students - Technology integrated across the curriculum
Admin/Operational	Teacher planning/prep in classrooms. Teacher teams can meet in workrooms
Community	Parent volunteers in classroom encouraged. Volunteers coordinated by central Admin.

SPATIAL RELATIONSHIPS

Adjacent: Direct	Shared Kinder restroom. Direct or easy access to outdoor play area desirable Double door or equivalent connection between paired classrooms
Nearby: Indirect	Admin; Nurse; Teacher Workroom; Storage
Distant: Separated	Acoustically buffer from high noise areas such as Music, Gym, Multi-purpose commons

FURNITURE, FIXTURES & EQUIPMENT

Fixed Casework	<ul style="list-style-type: none"> - Coat & cubby area w/ coat hooks, between classroom & corridor - Shelf over coat hooks; Storage above coat closet - Boot tray under coat hooks, w/ clearance under boot rack to allow cleaning - Cubbies for student belongings, etc.; 12"x12" mail/schoolwork cubbies in room - 25" high counter tops and wide sills for displays and interest centers - Big book storage, horizontal & vertical chart storage - Closed storage cabinets large enough for curriculum unit boxes
Furniture <i>NOTE: maximize use of movable furniture & casework</i>	<ul style="list-style-type: none"> - 1 tall storage unit, lockable (wardrobe, teacher items, books, supplies, etc) - Teacher desk, double pedestal w/ allowance for computer. Teacher chair, file cabinet - Student tables configurable in various clusters; 26 stackable student chairs - 2 tables for learning centers; Movable tables for computers (may be located in adjacent shared small group rooms) - wastebasket
Fixtures & Equipment	<ul style="list-style-type: none"> - Sliding double marker board plus 1 additional marker board, height to accommodate 1st grade student and teacher - Map rail holder/hooks over one board, map rail securable to prevent accidental dislodging - Tack surface minimum of 18" down from ceiling where possible; large tack boards; tackable strip at student height; optional full height tack surface - Projection surface such as retractable projection screen or interactive whiteboard - 2 flag holder brackets (US & Alaska flags). - Soap and paper towel dispensers at hand washing lavatory



Ref. #: 1.02 CLASSROOM: GRADE 1

(continued)

FINISHES

Floor	Carpet, stain resistive, static resistive, approximately 2/3 of room Resilient flooring at lavatory & boot rack, approximately 1/3 of room
Ceiling	Acoustical ceiling tile, highly reflective; ceiling grid to support hanging displays
Walls	Maximize tackable surface where possible; feature color on one wall
Other Considerations	Ceiling height 9' minimum. Coordinate all finishes with lighting and acoustical design

UTILITIES & SERVICES *(supplemental to all applicable building & life-safety codes, ASD Design Guidelines & Standards)*

Electrical	Duplex wall outlets 6' to 8' on center min., plus outlets for computers & other technology Separate circuit for AV equipment One 20-Amp outlet on dedicated circuit for custodial use Safety cover plates at outlets
Lighting	Natural light + Direct/indirect pendant fixtures, uniform light at student desks, additional light on teaching walls, boards & displays, variable light level control for various activities
HVAC	Natural + mechanical ventilation, individual temperature control
Plumbing	Restroom easily accessible from classroom w/ toilet, floor drain; additional hand washing lavatory in classroom for simultaneous use by multiple students Sink with hot & cold water, gooseneck faucet & bubbler drinking fountain; hot water tempered so as not to exceed 120 degrees (F); easily cleaned drain trap
Acoustical	35 dBA max. unoccupied background noise, wall STC 45 min. as recommended by ANSI/ASA S12.60-2002
Special Utilities/Services	-
Other Considerations	-

WINDOWS & VISION PANELS

		Operable? (Y/N)	Shades? (Y/N)
Exterior	Abundant access to natural light and ventilation	Y	Exterior
	Egress window (if on ground level), lockable	Y	
	Exterior window sills at +/- 25"		
	Window suitable for seed starting/plant growing		
Interior	Sidelite at strike-jamb of corridor doors	N	Interior

CONTROL & SAFETY NEEDS

Visibility	Visibility of entire room without "blind" areas.
Access Control	Corridor doors lockable from both sides Optional access to outside play area, lockable Double door or other connection between pairs of classrooms
Disaster Preparedness	Provide space for storage of emergency disaster kits at structurally sound area of room. (kits may include 1, 5-gallon container plus 2 gallons of water - to be verified annually)
Other Considerations	-

SPECIAL CONSIDERATIONS

Flexibility	Provide flexibility for different table configurations, wall space, centers, display areas, etc.
	-



Ref. #: 1.03 CLASSROOMS: GRADES 2-5

Area/Department:	CORE ACADEMICS: K – 5 LEARNING STUDIOS		
Occupants:	Students: 24 - 27	Faculty/Staff: 1-2	Other: 1-2
	Special Needs educator(s) and Volunteer(s) as necessary		

ACTIVITIES & SPACE USAGE

Educational	<p>Full spectrum of subject areas (hands-on projects such as for science are supplemented through the nearby shared Activity Lab)</p> <ul style="list-style-type: none"> - Semi-self contained schedule - Program flexible for diverse academic, social, emotional & physical needs of students - Whole group & small group work; typically 5 groups of 4-6 students - Some cross age groupings - Hands-on projects & publications; computer assignments - Lectures, demonstrations, discussions, presentations - Oral & written testing - Special Ed "collaborators" support mainstreaming of special needs students - Technology integrated across the curriculum
Admin/Operational	Teacher planning/prep in classrooms, and/or teacher teams can meet in small group rooms
Community	Parent volunteers in classroom encouraged. Volunteers coordinated by central Admin.

SPATIAL RELATIONSHIPS

Adjacent: Direct	<p>Optional double door connection to adj. classroom</p> <p>Easy access to playground</p>
Nearby: Indirect	Student restrooms; Staff restroom; Teacher Workroom; Storage; Activities Lab
Distant: Separated	Acoustically buffer from high noise areas such as Music, Gym, Multi-purpose commons

FURNITURE, FIXTURES & EQUIPMENT

Fixed Casework	<ul style="list-style-type: none"> - Coat & cubby area w/ coat hooks, between classroom & corridor - Shelf over coat hooks; Storage above coat close - Boot tray under coat hooks, w/ clearance under boot rack to allow cleaning - Alternative cubby furniture such as cushion-top rolling units may be considered - Built-in casework on 1 wall only to allow flexible use of room - Book shelves at usable height (not too low); storage cabinets for supplies - Open shelving or cabinets for classroom sets of textbooks; 12"x12" schoolwork cubbies - Shelves large & tall enough for dictionaries & reference books - Closed storage cabinets large enough for curriculum unit boxes - Horizontal & vertical chart & display material storage
Furniture	<ul style="list-style-type: none"> - 1 tall storage unit, lockable (wardrobe, teacher items, books, supplies, etc) - Teacher desk, double pedestal w/ allowance for computer; teacher chair; file cabinet. - Student desks/tables for 26-30, configurable into various clusters; 26-30 student chairs - Movable tables for computers (may be located in adjacent small group room) - Optional movable dividers to allow partial division of space <p><i>NOTE: maximize use of movable furniture & casework</i></p>
Fixtures & Equipment	<ul style="list-style-type: none"> - Sliding double marker board plus 1 additional marker board, height to accommodate students and teacher - Map rail holder/hooks over one board - Tack surface/boards; tackable strip at student height; optional full height tack surface - Projection surface such as retractable projection screen or interactive whiteboard - 2 flag holder brackets (US & Alaska flags) - Soap and paper towel dispensers at hand washing lavatory



Ref. #: 1.03 CLASSROOMS: GRADES 2-5

(continued)

FINISHES

Floor	Carpet, stain and static resistive, approximately 2/3 of room Resilient flooring at lavatory & boot rack, approximately 1/3 of room
Ceiling	Acoustical ceiling tile, highly reflective
Walls	Maximize tackable wall surface; feature color on one wall
Other Considerations	Ceiling height 9' min. Coordinate all finishes with lighting and acoustical design

UTILITIES & SERVICES *(supplemental to all applicable building & life-safety codes, ASD Design Guidelines & Standards)*

Electrical	Duplex wall outlets 6' to 8' on center min., plus outlets for computers & other technology Separate circuit for AV equipment One 20-Amp outlet on dedicated circuit for custodial use Safety cover plates at outlets
Lighting	Natural light + Direct/indirect pendant fixtures, Uniform light at student desks, additional light on teaching wall, boards & displays, variable light level control for various activities
HVAC	Natural + mechanical ventilation, individual temperature control
Plumbing	Sink with hot & cold water, gooseneck faucet & bubbler drinking fountain; hot water tempered so as not to exceed 120 degrees (F); easily cleaned drain trap
Acoustical	35 dBA max. unoccupied background noise, wall STC 45 min. as recommended by ANSI/ASA S12.60-2002
Special Utilities/Services	-
Other Considerations	-

WINDOWS & VISION PANELS

		Operable? (Y/N)	Shades? (Y/N)
Exterior	Abundant access to natural light and ventilation	Y	Y (blackout shades)
	Egress window (if on ground level), lockable	Y	Y (blackout shade)
Interior	Sidelite at strike-jamb of corridor doors	N	Y

CONTROL & SAFETY NEEDS

Visibility	Visibility of entire room without "blind" areas
Access Control	Corridor doors lockable from both sides Optional access to outside play area, lockable Optional double doors between pairs of classrooms
Disaster Preparedness	Provide space for storage of emergency disaster kits at structurally sound area of room (Kits may include 1, 5-gallon container plus 2 gallons of water - to be verified annually)
Other Considerations	-

SPECIAL CONSIDERATIONS

Flexibility	Provide flexibility for various room configurations, wall space, centers, display areas, etc.
	-
	-



B. 6-8 Learning Studios

Ref. #: **1.04 CLASSROOMS: GRADES 6-8**

Area/Department:	CORE ACADEMICS: 6 - 8 LEARNING STUDIOS		
Occupants:	Students: 28 typical, 32 max.	Faculty/Staff: 1 - 2	Other: 1 - 2
	Special Needs educator(s) and Volunteer(s) as necessary		

ACTIVITIES & SPACE USAGE

Educational	<p>All core learning such as Language Arts, Social Studies, Math (Special Ed & ELL support) 6th grade may be self-contained class, similar to elementary classrooms</p> <ul style="list-style-type: none"> - Lectures, demonstrations, presentations, discussions - Instructional movies (projected; films/videos/TV) - Whole group, small group and individual work (writing, listening, research, projects, etc.) - Hands-on projects - Computer-based work: research, writing, analysis, spreadsheets, reports, etc. - Data gathering, collation, analysis, presentation - Interactive multimedia discussions with students/adults from other parts of the world. - Team teaching - Oral & written testing - Special Ed "collaborators" support mainstreaming of special needs students
Admin/Operational	-
Community	-

SPATIAL RELATIONSHIPS

Adjacent: Direct	Optional double door or equivalent connection to adjacent classroom. Student locker commons/hallway
Nearby: Indirect	Small Group Room; Library/Media Center; Technology/Distance Learning Studio, storage Student and Staff restrooms; Student lockers, Science/Projects Lab; other 6-8 classrooms
Distant: Separated	High noise areas such as Performing Arts, Multi-purpose commons, PE Minimize 6-8 student circulation among K-5 classrooms

FURNITURE, FIXTURES & EQUIPMENT

Fixed Casework	<p>Open shelving along one wall (suggest window-wall); Sliding white boards with shelving behind and cabinets below; cubbies for supply storage and student cubbies used for student council or projects</p> <p>NOTE: maximize use of movable furniture & casework</p>
Furniture (Movable)	<p>Modular tables to seat 30 students in a variety of configurations and groupings</p> <p>30 student chairs</p> <p>1 Teacher presentation station</p> <p>2 Activity tables</p> <p>1 Tall storage unit, lockable (wardrobe, teacher items, books, supplies, etc)</p> <p>Computer workstation tables/chairs; wastebasket</p> <p>Storage for maps and posters</p>
Fixtures & Equipment	<p>Sliding double marker board, tack surface</p> <p>Projection surface such as retractable projection screen or interactive whiteboard</p> <p>Flag and map racks</p>



Ref. #: **1.04 CLASSROOMS: GRADES 6-8**

(continued)

FINISHES

Floor	Carpet, stain resistive, static resistive
Ceiling	Acoustical ceiling tile, highly reflective; ceiling grid to support hanging displays
Walls	Paint – include feature color on teaching wall
Other Considerations	9'-0" min recommended ceiling height (10'-0" if possible) Coordinate finishes with lighting and acoustical design

UTILITIES & SERVICES *(supplemental to all applicable building & life-safety codes, ASD Design Guidelines & Standards)*

Electrical	Duplex wall outlets 6' to 8' on center min., plus outlets for computers & other technology Quad outlets at computer workstations; additional duplex outlets at teacher wall GFCI Quad floor outlets, water resistive covers Separate circuit for A/V equipment One 20-Amp outlet on dedicated circuit for custodial use
Lighting	Natural light + direct/indirect pendant fixtures; uniform light at student desks; additional light on teaching wall, boards & displays; variable light level control for various activities
HVAC	Natural + mechanical ventilation, individual temperature control
Plumbing	Sink with bubbler
Acoustical	35 dBA max. unoccupied background noise as recommended by ANSI/ASA S12.60-2002
Special Utilities/Services	-
Other Considerations	-

WINDOWS & VISION PANELS

		Operable? (Y/N)	Shades? (Y/N)
Exterior	Abundant access to natural light and ventilation Egress window (if on ground level)	Y	Y(blackout shades)
Interior	Sidelite at strike-jamb of corridor doors	N	Y
Other Considerations	Consider visibility from classrooms to adjacent activity spaces to promote collaboration and supervision	-	-

CONTROL & SAFETY NEEDS

Visibility	Visibility of entire room without "blind" areas
Access Control	Corridor doors lockable from both sides
Disaster kits	Provide space for storage of emergency disaster kits at structurally sound area of room. (Kits include 1, 5-gallon container plus 2 gallons of water. To be verified annually)
Other	-

SPECIAL CONSIDERATIONS

Social Studies	Map hanging areas (pull-down tracks & tack strips)
Team Teaching	Consider flexible connectivity to adjacent classrooms and/or Science/Projects Room for team teaching
Other	-



Ref. #: **1.05** **SCIENCE/PROJECTS**

Area/Department:	CORE ACADEMICS: 6 - 8 LEARNING STUDIOS		
Occupants:	Students: 28 typical, 56 max.	Faculty/Staff: 1 - 2	Other: 1 - 2
	Special Needs educator(s) and Volunteer(s) as necessary		

ACTIVITIES & SPACE USAGE

Educational	<p>Flexible space for art and science wet lab, core subjects and electives</p> <ul style="list-style-type: none"> - Lectures, demonstrations, presentations, discussions - Instructional media (projected: films/videos/slides/document camera) - Whole group, small group & individual work (writing, listening, research, projects, etc.) - Drawing, painting, digital graphics design - Hands-on experiments/projects: lab work using microscopes, chemicals, electricity - Computer-based work: research, writing, analysis, spreadsheets, reports, etc. - Live animal nurturing & observation - Testing - Elementary students hosted for special science demonstrations
Admin/Operational	-
Community	-

SPATIAL RELATIONSHIPS

Adjacent: Direct	Locker commons or hallway, Science Prep; Project Prep
Nearby: Indirect	Other 6-8 classrooms; Student & Staff Restrooms Outdoor experimental areas (horticulture, ecology, env. science, optional greenhouse)
Distant: Separated	High noise areas: Performing Arts, Multi-purpose commons, PE

FURNITURE, FIXTURES & EQUIPMENT

Fixed Casework	<p>Perimeter counter on 2-3 walls w/ fixed lab stations, resin or other chemical resistant work surface. Lockable cabinets for supplies and sensitive equipment. 1 teacher demonstration station (location designates "teaching wall"), lockable storage. Lockable base cabinets below perimeter lab stations. Wall cabinets above perimeter lab stations, markerboard panel doors, lockable. Large shallow horizontal drawers for 2D artwork. Materials used in cabinet work must not be susceptible to moisture damage.</p>
Furniture (Movable)	<p>Movable student lab tables with chemical resistive tops, (able to be "connected" to lab stations) Adjustable height student chairs; 1 Teacher desk & chair, 1 Teacher stool (at demo station); 1 Activity Table; Computer workstation tables/chairs. Lounge furniture in student social area.</p>
Fixtures & Equipment	<p>Sliding double marker board plus 1 additional marker board Tack (or tape) surface (maximize display surface). Projection surface such as retractable projection screen or interactive whiteboard Microscope able to connect to document camera & projector. Aquaria. Probe-ware: thermistors, acid probes, etc. for science use w/ probe analysis software Soap & paper towel dispensers, at lavatory. Trash receptacles. Ventilated work station (fume hood), double access (prep & lab). Alcohol burners and/or hot plates for science use (no gas)</p>



Ref. #: 1.05 SCIENCE / PROJECTS

(continued)

FINISHES

Floor	Durable floor surface – chemical resistive sheet flooring w/integral cove base
Ceiling	Acoustical ceiling tile, highly reflective. Ceiling grid to support hanging displays.
Walls	GWB, paint – include feature color on teaching wall.
Other Considerations	9'-0" min ceiling height (10'-0" if possible), coordinate with lighting design

UTILITIES & SERVICES *(supplemental to all applicable building & life-safety codes, ASD Design Guidelines & Standards)*

Electrical	GFCI duplex wall outlets 6' on center minimum, mounted above counter height. Additional GFCI duplex outlets at Demo Station & teacher wall. Separate circuit for A/V equipment. Two, 20-Amp outlets on dedicated circuits for custodial use.
Lighting	Natural light + Direct/indirect pendant fixtures, Uniform light at student desks, additional light on teaching wall, boards & displays, variable light level control for various activities.
HVAC	Natural + mechanical ventilation, individual temperature control Teacher-controlled low-volume exhaust fan at Demo station Room is negatively pressurized to control spreading of smells to other areas of building.
Plumbing	6 lab sinks at perimeter stations cold water, swivel faucets (1 per 4 students) plus 1 lab sink at demo station "Rinse-away sink" large, deep double sink primarily for clean-up, hot & cold water. Floor drain under emergency eye-wash station
Acoustical	35 dBA max. unoccupied background noise as recommended by ANSI/ASA S12.60-2002
Special Utilities/Services	-
Other Considerations	-

WINDOWS & VISION PANELS

		Operable? (Y/N)	Shades? (Y/N)
Exterior	Access to natural light & ventilation, views. Maximize horizontal & vertical separation betw/ operable windows for good natural ventilation. Visibility to outdoor art area for supervision.	Y	Y(blackout shades)
Interior	Sidelite at strike-jamb of corridor doors	N	Y
Other Considerations	-	-	-

CONTROL & SAFETY NEEDS

Visibility	Visibility of entire room without "blind" areas
Access Control	Corridor doors lockable both sides, hold-open hardware. Easy access to outside, lockable.
Emerg Shower/Eyewash	Yes, over floor drain
Goggle Station	Wall-mounted goggle station/storage (needs access to electrical outlet)
Emerg Shut-off Controls	Button-activated power shut-off switch
Safety Equipment	Safety station with fire extinguisher, fire blankets and first-aid supplies
Disaster kits	Provide space for storage of emergency disaster kits at structurally sound area of room. (Kits may include 1, 5-gallon container plus 2 gallons of water. To be verified annually)
Security	Motion detector security alarm
Other	Flammable materials storage cabinet

SPECIAL CONSIDERATIONS

Accessibility	Lab station(s) & equipment designed/located per ADA guidelines
Recycling	Include in-room recycling station (paper, plastic, aluminum)



Ref. #: **1.06** **SMALL GROUP ROOM**

Area/Department:	CORE ACADEMICS: 6 - 8 LEARNING STUDIOS		
Occupants:	Students: 8-10	Faculty/Staff: 1-2	Other: -
	Special Needs educator(s) and Volunteer(s) as required		

ACTIVITIES & SPACE USAGE

Educational	Pull-out for individual and small group work Tutoring, Special Ed, ELL, Psychologist services Small conferences, small group & individual discussion and work groups, testing Flexible classroom expansion where adjacent to 6-8 classroom or Science/Projects Room Option for one Itinerant/Small Group Room to be wired as computer lab
Admin/Operational	Quiet space for small groups and individual staff to work and have private conversations, discussions and small group meetings
Community	-

SPATIAL RELATIONSHIPS

Adjacent: Direct	6-8 classroom and/or Science/Projects Room (optional)
Nearby: Indirect	Other 6-8 classrooms and/or Science/Projects Room Teacher Room Science Prep; Project Prep Student and Staff Restrooms
Distant: Separated	High noise areas

FURNITURE, FIXTURES & EQUIPMENT

Fixed Casework	NOTE: maximize use of movable furniture & casework.
Furniture (Movable)	1 conference table 8-10 chairs
Fixtures & Equipment	Marker board; tackable surface



Ref. #: 1.06 SMALL GROUP ROOM

(continued)

FINISHES

Floor	Carpet
Ceiling	Acoustical ceiling tile, highly reflective
Walls	Painted
Other Considerations	9'-0" min recommended ceiling height.

UTILITIES & SERVICES *(supplemental to all applicable building & life-safety codes, ASD Design Guidelines & Standards)*

Electrical	Duplex wall outlets 6' to 8' on center minimum GFCI quad floor outlet, water resistive cover, centered in room
Lighting	Direct/indirect pendant fixtures, uniform light at conference table, variable light level control for various activities.
HVAC	Quiet; supply/return air
Plumbing	-
Acoustical	35 dBA max. unoccupied background noise, wall STC 45 min. as recommended by ANSI/ASA S12.60-2002
Special Utilities/Services	-
Other Considerations	-

WINDOWS & VISION PANELS

		Operable? (Y/N)	Shades? (Y/N)
Exterior	Natural light & ventilation preferred, not required	Y	Y(blackout shades)
Interior	Sidelite at strike-jamb of corridor door	N	Y
	Vision panels for passive teacher supervision	N	Y
Other Considerations	-	-	-

CONTROL & SAFETY NEEDS

Access Control	Corridor doors lockable both sides
Classroom access	Direct access from adjacent classroom(s)
	-
	-

SPECIAL CONSIDERATIONS

	-
	-
	-



Ref. #: 1.07 SCIENCE PREP/STORAGE

Area/Department:	CORE ACADEMICS: 6 - 8 LEARNING STUDIOS		
Occupants:	Students: -	Faculty/Staff: 1 - 2	Other: -

ACTIVITIES & SPACE USAGE

Educational	<p>Teacher /Staff use</p> <ul style="list-style-type: none"> - A safe, secure area for teachers to prepare science experiments, labs, special demonstrations, etc. - Safe and secure storage of chemicals and equipment used in science lab - Material safety data sheets
Admin/Operational	NA
Community	NA

SPATIAL RELATIONSHIPS

Adjacent: Direct	Science/Projects
Nearby: Indirect	Teacher Room Project Prep
Distant: Separated	-

FURNITURE, FIXTURES & EQUIPMENT

Fixed Casework	<p>Flammable materials storage cabinet, lockable, labeled</p> <p>Ventilated acid storage cabinet, lockable, labeled</p> <p>Alkali metals & halogens storage cabinet, lockable, labeled</p> <p>Lockable base cabinets and glass front wall cabinets for storage of equipment, glassware, supplies (accommodate a variety of shapes/sizes)</p> <p>Chemical & stain resistive work surfaces</p> <p>All cabinets to have 15" minimum inside usable depth</p> <p>Lock cylinders should be keyed alike for convenience</p> <p>Securely anchor cabinets to walls or other structural supports for seismic stability</p>
Furniture (Movable)	<p>1 stool and 1 step stool</p> <p>Demo/equipment cart</p>
Fixtures & Equipment	<p>Refrigerator for chemical storage</p> <p>Dishwasher</p> <p>Ventilated work station (fume hood), double access (into Prep & Science/Projects Room)</p> <p>Trays to fit cabinets/shelves (used under bottles containing liquids to contain leaks)</p>



Ref. #: **1.07 SCIENCE PREP/STORAGE**

(continued)

FINISHES

Floor	Durable floor surface – chemical resistive sheet flooring w/integral cove base
Ceiling	Acoustical ceiling tile
Walls	Paint
Other Considerations	Chemical & stain resistive work and floor surfaces

UTILITIES & SERVICES *(supplemental to all applicable building & life-safety codes, ASD Design Guidelines & Standards)*

Electrical	GFCI Duplex wall outlets 6’ on center minimum, mounted above counter height
Lighting	recessed fluorescent ceiling fixtures + task lighting at sink & fume hood
HVAC	Dedicated room exhaust to outside, no connection to building return air
Plumbing	Sinks at prep station
Acoustical	-
Special Utilities/Services	Fume hood exhausts to outside, is not connected to building ventilation system
Other Considerations	

WINDOWS & VISION PANELS

		Operable? (Y/N)	Shades? (Y/N)
Exterior	-	-	-
Interior	Vision panel in door(s) to classroom(s)	NA	NA
Other Considerations	-	-	-

CONTROL & SAFETY NEEDS

Access Control	Doors lockable, view panel in each door to a classroom
Emerg Shower/Eyewash	Yes (access to classroom)
Emergency Shut-Off	Yes, easily accessible
Safety Equipment	Safety equipment storage cabinet
Signage	Sign on refrigerator: "For Hazardous Chemical Storage Only"
Signage	Appropriate signage advising of need for splash goggles
Other	-

SPECIAL CONSIDERATIONS

	-
	-
	-



Ref. #: **1.08** **PROJECT PREP**

Area/Department:	CORE ACADEMICS: 6 - 8 LEARNING STUDIOS		
Occupants:	Students: 8-10	Faculty/Staff: 1-2	Other: -
	Special Needs educator(s) and Volunteer(s) as required		

ACTIVITIES & SPACE USAGE

Educational	Storage for supplies and projects Prep for project-based lessons (non-hazardous chemicals) and presentations to be given in adjoining space
Admin/Operational	-
Community	-

SPATIAL RELATIONSHIPS

Adjacent: Direct	Science/Projects Room
Nearby: Indirect	6-8 classrooms Science Prep
Distant: Separated	-

FURNITURE, FIXTURES & EQUIPMENT

Fixed Casework	NOTE: maximize use of movable furniture & casework. Counter with base cabinets, some lockable, and overhead cabinets along one wall. Open heavy duty shelving
Furniture (Movable)	1 stool and 1 step stool Demo/equipment cart
Fixtures & Equipment	Small tackable surface



Ref. #: **1.08 PROJECT PREP**

(continued)

FINISHES

Floor	Durable floor surface – chemical resistive sheet flooring w/integral cove base
Ceiling	Acoustical ceiling tile, highly reflective
Walls	Painted
Other Considerations	Chemical & stain resistive work and floor surfaces 9'-0" min recommended ceiling height

UTILITIES & SERVICES *(supplemental to all applicable building & life-safety codes, ASD Design Guidelines & Standards)*

Electrical	Duplex wall outlets 6' to 8' on center, plus outlets for technology. Duplex wall outlets 6' on center minimum above counter, GFCI near sink.
Lighting	Recessed fluorescent ceiling fixtures
HVAC	-
Plumbing	Sink with gooseneck faucet, hot/cold water
Acoustical	35 dBA max. unoccupied background noise, wall STC 45 min. as recommended by ANSI/ASA S12.60-2002
Special Utilities/Services	-
Other Considerations	-

WINDOWS & VISION PANELS

		Operable? (Y/N)	Shades? (Y/N)
Exterior	Natural light & ventilation preferred, not required	Y	Y(blackout shades)
Interior	Sidelite at strike-jamb of corridor door	N	Y
	Vision panel in door(s) to learning areas	NA	NA
	Vision panels for passive teacher supervision	N	Y
Other Considerations	-	-	-

CONTROL & SAFETY NEEDS

Access Control	Corridor doors lockable both sides
Classroom access	Direct access from adjacent Science/Projects Room
	-
	-

SPECIAL CONSIDERATIONS

	-
	-
	-



Ref. #: **1.09** **ELECTIVE/FLEX CLASSROOM**

Area/Department:	CORE ACADEMICS: 6 - 8 CLASSROOMS		
Occupants:	Students: Up to 25	Faculty/Staff: 1	Other: 1

ACTIVITIES & SPACE USAGE

Educational	Shared learning environment for middle school electives Openable to Science/Projects Lab for larger project work and/or larger groupings of students
Admin/Operational	-
Community	-

SPATIAL RELATIONSHIPS

Adjacent: Direct	Science/Projects Room
Nearby: Indirect	Grades 6-8 classrooms Science Prep Project Prep Small Group Rooms
Distant: Separated	-

FURNITURE, FIXTURES & EQUIPMENT

Fixed Casework	NOTE: maximize use of movable furniture & casework
Furniture (Movable)	Modular tables to seat 25 students in a variety of configurations and groupings 25 student chairs 1 Teacher presentation station 1 Tall storage unit, lockable (wardrobe, teacher items, books, supplies, etc) wastebaskets
Fixtures & Equipment	Tackable surface; marker board Projection surface such as retractable projection screen or interactive whiteboard



Ref. #: 1.08 ELECTIVE/FLEX CLASSROOM

(continued)

FINISHES

Floor	Carpet
Ceiling	Acoustical ceiling tile
Walls	Paint
Other Considerations	-

UTILITIES & SERVICES *(supplemental to all applicable building & life-safety codes, ASD Design Guidelines & Standards)*

Electrical	Duplex wall outlets 6' to 8' on center min., plus outlets for computers & other technology
Lighting	Task lighting + recessed fluorescent fixtures; daylight
HVAC	Supply/return air; individual temp control; natural ventilation
Plumbing	-
Acoustical	35 dBA max. unoccupied background noise as recommended by ANSI/ASA S12.60-2002
Special Utilities/Services	-
Other Considerations	-

WINDOWS & VISION PANELS

		Operable? (Y/N)	Shades? (Y/N)
Exterior	Daylight and natural ventilation desirable	Y	Y
Interior	Sidelite at strike-jamb of door	N	Y
	Vision panels to adjacent teaching spaces for passive supervision	N	Y
Other Considerations	Operable wall between Flex and Science could include glass panels.	-	-

CONTROL & SAFETY NEEDS

Access Control	Solid doors, lockable. Corridor doors lockable both sides.
	-
	-
	-

SPECIAL CONSIDERATIONS

Flexibility	Room needs to support a variety of elective programs.
Collaboration with Science/Projects Lab	Room should be able to serve as an extension of the Science/Projects Lab and should have appropriate visibility and access for this function.
	-



Ref. #: **1.10** **STUDENT LOCKER COMMONS**

Area/Department:	CORE ACADEMICS: 6 - 8 LEARNING STUDIOS		
Occupants:	Students: Up to 80	Faculty/Staff: 1 - 2	Other: -

ACTIVITIES & SPACE USAGE

Educational	Individual storage of student books, coats and other personal items Social component Before and after school use as well as during the school day
Admin/Operational	-
Community	-

SPATIAL RELATIONSHIPS

Adjacent: Direct	Grades 6-8 Classrooms Building entryway (may be separate from main building entry)
Nearby: Indirect	Student restrooms Science/Projects room
Distant: Separated	-

FURNITURE, FIXTURES & EQUIPMENT

Fixed Casework	Small kitchenette with base cabinets, counter top and upper cabinets
Furniture (Movable)	Tackable areas for posters, student work, announcements, etc. Informal/comfortable seating Trash receptacles (consider recycling)
Fixtures & Equipment	1 locker per student: 80 Lockers (15" w x 18" d), preferably on perimeter wall. Partial height if not located at perimeter wall (visibility/supervision) Refrigerator and microwave at kitchenette



Ref. #: 1.10 STUDENT LOCKER COMMONS

(continued)

FINISHES

Floor	Durable floor surface
Ceiling	Sound absorptive ceiling; Ceiling grid to support hanging displays.
Walls	Durable finish to height above student reach (wainscot), Paint above is ok – include feature color on walls or lockers; durable finish at kitchenette (ceramic tile suggested)
Other Considerations	Recommended minimum 10'-0" ceiling height

UTILITIES & SERVICES *(supplemental to all applicable building & life-safety codes, ASD Design Guidelines & Standards)*

Electrical	Duplex wall outlets, quantity per code 20-Amp outlets on dedicated circuits for custodial use distributed 40' on center in corridors
Lighting	Recessed fluorescent fixtures + natural light as possible, zoned switching
HVAC	Supply/return air, natural ventilation if possible
Plumbing	Drinking fountains, sink at kitchenette
Acoustical	Utilize acoustical strategies to support a calm environment
Special Utilities/Services	-
Other Considerations	-

WINDOWS & VISION PANELS

		Operable? (Y/N)	Shades? (Y/N)
Exterior	Desirable, not required	TBD	N
Interior	Supervision from adjacent spaces and classroom areas	N	N
Other Considerations	-	-	-

CONTROL & SAFETY NEEDS

Visibility	Maximize supervision with visibility of entire space without "blind" areas
	-
	-

SPECIAL CONSIDERATIONS

Theme/Ownership	Consider color, graphics or other design features to distinguish middle school areas
	-
	-



C. Special Education

Ref. #: **1.11 RESOURCE CLASSROOM**

Area/Department:	CORE ACADEMICS: SPECIAL EDUCATION		
Occupants:	Students: Services 20 students, 4-6 at a time	Faculty/Staff: 1 - 3	Other: 1 - 3
Special Needs educator(s), Aide(s), Volunteer(s) and peer tutors as necessary			

ACTIVITIES & SPACE USAGE

Educational	<ul style="list-style-type: none"> - Multiple grade levels within single room - Lectures, demonstrations, presentations, discussions - Whole group, small group & individual work (writing, listening, research, projects, etc.) - Typically 2 groups of up to 6 students each; Each to have space to sit at a horseshoe- or kidney-shaped table with adult seated at central point or moving around the perimeter - TA, if present, needs to be supervised by teacher - Computer-based work: research, writing, analysis, spreadsheets, reports, etc. - Hands-on projects; time-management; study skills to support curriculum - Frequent individual & group oral & written testing; conferencing with parents & staff - May include Lifeskills I and II students - OT including fine & gross motor skills, muscle stretching, etc., usually 1 staff:1 student - "Collaborators" work with students within general classrooms - "Direct Service" = separate stand-alone class
Admin/Operational	Possible behavior concerns
Community	-

SPATIAL RELATIONSHIPS

Adjacent: Direct	<p>Preferably locate where adjacent classroom clusters meet; i.e. between K-1 and 2-5. intensive needs restroom</p> <p>Optional location next to Itinerant/Small Group Room for flexible expanded/shared space</p>
Nearby: Indirect	<p>Close to mainstream elementary classrooms, Psychology office, Nurse</p> <p>Location near an accessible individual toilet room is desirable.</p>
Distant: Separated	Acoustically buffer from high noise areas such as Music, Gym, outdoor PE & play areas, etc.

FURNITURE, FIXTURES & EQUIPMENT

Fixed Casework	<ul style="list-style-type: none"> - Shelves, cupboards, closets, &/or drawers for textbooks, workbooks, kits, manipulatives, etc. - Coat & backpack storage - Lockable cupboards for confidential materials
Furniture <i>NOTE: maximize use of movable furniture & casework</i>	<ul style="list-style-type: none"> - 2 large horseshoe or kidney shaped teaching tables (adjustable height) - student desks/tables for 20 students, configurable into a variety of clusters - 1 rectangular table; 20 student chairs, adjustable height - 1 teacher desk & 3 adult chairs; lockable file cabinet - 1 tall storage unit, lockable (wardrobe, teacher items, books, supplies, etc) - 1 low bookshelf, movable, usable to divide open space - wastebaskets
Fixtures & Equipment	<ul style="list-style-type: none"> - 1 sliding double marker board plus 1 additional marker board; tackable surfaces - Map rail holder/hooks over one board, map rail securable to prevent accidental dislodging - Projection surface such as retractable projection screen or interactive whiteboard - 1 eye bolt in ceiling, design load 750 lb., to attach OT apparatus - Sturdy hooks in the wall to hang bolsters, mats & swings for easy access & to reduce clutter - 2 "teaching walls" at opposite ends of room



Ref. #: **1.11 RESOURCE CLASSROOM**

(continued)

FINISHES

Floor	Carpet, stain and static resistive, approximately 2/3 of room Resilient flooring approximately 1/3 of room
Ceiling	Acoustical ceiling tile, highly reflective; ceiling grid to support hanging displays
Walls	Painted, include feature color on one wall
Other Considerations	9'-0" min recommended ceiling height. Coordinate finishes with acoustic & lighting design.

UTILITIES & SERVICES *(supplemental to all applicable building & life-safety codes, ASD Design Guidelines & Standards)*

Electrical	Duplex wall outlets 6' to 8' on center min., plus outlets for computers & other technology Additional outlets at teacher walls 2 GFCI Quad floor outlets, water resistive covers Separate circuit for A/V equipment One 20-Amp outlet on dedicated circuit for custodial use Safety cover plates all outlets
Lighting	Natural light + direct/indirect pendant fixtures, uniform light at student desks, additional light on teaching walls, boards & displays, variable light level control for various activities
HVAC	Natural + mechanical ventilation, individual temperature control
Plumbing	Double sink (for learning lifeskills & washing dishes) with gooseneck faucet & bubbler drinking fountain
Acoustical	35 dBA max. unoccupied background noise; fixed wall STC 45 min. as recommended by ANSI/ASA S12.60-2002
Special Utilities/Services	-
Other Considerations	-

WINDOWS & VISION PANELS

		Operable? (Y/N)	Shades? (Y/N)
Exterior	Abundant access to natural light and ventilation	Y	Y(blackout shades)*
	Egress window (if on ground level), lockable	Y	Y(blackout shade)
Interior	Sidelite at strike-jamb of corridor doors	N	N
Other Considerations	Locate sidelite sill above seated student eye level to minimize distractions * Consider high windows to provide daylight and mountain views while minimizing distractions from outdoor activity. Eye-level view windows in this room will often have blinds closed. Consider window treatments to allow for "bottom-up" operation.		

CONTROL & SAFETY NEEDS

Visibility	Visibility of entire room without "blind" areas
Access Control	Corridor doors lockable from both sides
Accessibility	Doorway clearance for wheelchairs and OT/PT equipment
Divisibility	Movable partition or equivalent for flexible division of room into two equal spaces
Disaster kits	Provide space for storage of emergency disaster kits at structurally sound area of room. (Kits may include 1, 5-gallon container plus 2 gallons of water - to be verified annually)
Other	First Aid Kit

SPECIAL CONSIDERATIONS

Room Shape	Configure for divisibility into two equal spaces.
Quiet Area	A special quiet alcove or room with visibility from the Resources Room may be desirable for individual study/de-escalation or tutoring
Location in Building	Preference for "quiet" side of building, away from parking, drop-off/pick-up, play areas, etc. to minimize auditory/visual distractions.



Ref. #: **1.12 INTENSIVE NEEDS RESTROOM**

Area/Department:	CORE ACADEMICS: SPECIAL EDUCATION		
Occupants:	Students: 1	Faculty/Staff: 1	Other: -

ACTIVITIES & SPACE USAGE

Educational	ADA restroom, serves Resource Classroom and other students school-wide as required
Admin/Operational	-
Community	-

SPATIAL RELATIONSHIPS

Adjacent: Direct	Resource Classroom
Nearby: Indirect	-
Distant: Separated	-

FURNITURE, FIXTURES & EQUIPMENT

Fixed Casework	-
Furniture (Movable)	-
Fixtures & Equipment	<ul style="list-style-type: none"> Soap dispenser and automated paper towel dispenser at lavatory Trash receptacle Mirror at lavatory Toilet paper dispenser Changing table Provide space for Hoya lift



Ref. #: 1.12 INTENSIVE NEEDS RESTROOM

(continued)

FINISHES

Floor	Ceramic tile – non-slip, slope to drain
Ceiling	Acoustical ceiling tile
Walls	Ceramic tile
Other Considerations	If floor finish changes at access door, include transition threshold for ease of rolling items.

UTILITIES & SERVICES *(supplemental to all applicable building & life-safety codes, ASD Design Guidelines & Standards)*

Electrical	Duplex wall outlets, per code; GFCI outlets as required
Lighting	Recessed fluorescent ceiling fixtures
HVAC	Exhaust fan, vent direct to outside
Plumbing	1 ADA lavatory (wheelchair clearance beneath) w/ hot & cold water 1 ADA toilet 1 Floor drain Hot & cold hose bib connections Full sized fixtures, use lower ADA fixture heights
Acoustical	Wall STC 50 to adjacent teaching stations
Special Utilities/Services	-
Other Considerations	-

WINDOWS & VISION PANELS

		Operable? (Y/N)	Shades? (Y/N)
Exterior	-	-	-
Interior	-	-	-
Other Considerations	-	-	-

CONTROL & SAFETY NEEDS

Access Control	Lockable doors, easily opened, with safety latch
Accessibility	Grab bars, wheelchair clearances per ADA
	-
	-

SPECIAL CONSIDERATIONS

	-
	-
	-



Ref. #: 1.13 SPED/OT/PT STORAGE

Area/Department:	SPECIAL EDUCATION		
Occupants:	Students:	Faculty/Staff: 1-2	Other: -

ACTIVITIES & SPACE USAGE

Educational	Special Ed program storage for supplies and curricular materials, used in Resource Classroom and in distributed classrooms and breakout rooms. Storage of equipment and apparatus to support the Occupational Therapy/Physical Therapy program and students as required
Admin/Operational	Allows floor space in Resource Room to be kept uncluttered for safety and efficiency
Community	-

SPATIAL RELATIONSHIPS

Adjacent: Direct	Resource Classroom Corridor (optional - for access to equipment & supplies for use in other areas without disrupting classroom space)
Nearby: Indirect	Nurse Gym
Distant: Separated	-

FURNITURE, FIXTURES & EQUIPMENT

Fixed Casework	-
Furniture (Movable)	Heavy-duty open shelving units 18" and 24" deep, with adjustable height shelves Rolling cart/bin for PT equipment
Fixtures & Equipment	Equipment stored in this space may include (depending on need): <ul style="list-style-type: none"> - Balance beams - Large exercise bolsters & ball swings - Balance boards - Scooter boards - Standers - Stairs - Wedge positioning devices - Sideline chairs - Wheelchair



Ref. #: 1.13 SPED/OT/PT STORAGE

(continued)

FINISHES

Floor	Utility floor surface (vinyl or sealed concrete)
Ceiling	Exposed
Walls	Paint
Other Considerations	If floor finish changes at access door, include transition threshold for ease of rolling carts.

UTILITIES & SERVICES *(supplemental to all applicable building & life-safety codes, ASD Design Guidelines & Standards)*

Electrical	Duplex outlets per code High voltage outlet for charging electric wheelchairs
Lighting	Fluorescent fixtures
HVAC	Zoned temperature control
Plumbing	-
Acoustical	-
Special Utilities/Services	-
Other Considerations	-

WINDOWS & VISION PANELS

Operable? (Y/N) Shades? (Y/N)

Exterior	-	-	-
Interior	-	-	-
Other Considerations	-	-	-

CONTROL & SAFETY NEEDS

Access control	Lockable doors
Doorway clearance	Provide adequate doorway clearance to both Resource Room and Corridor for easy passage of equipment (oversized door is preferable to double doors)

SPECIAL CONSIDERATIONS

	-
	-
	-



D. Shared Academic Support

Ref. #: **1.14** **SMALL/FLEX CLASSROOM**

Area/Department:	CORE ACADEMICS: SHARED ACADEMIC SUPPORT		
Occupants:	Students: 3-15	Faculty/Staff: 1-2	Other: -
	Special Needs educator(s) and Volunteer(s) as required		

ACTIVITIES & SPACE USAGE

Educational	ELL (English Language Learners) and speech classroom ELL program components include: Talking; gestures; physical props; online access Pull-out for individual and small group work Multi-purpose use by other programs as available Tutoring, Special Ed itinerant services Testing
Admin/Operational	Student numbers vary year to year in these programs When not used by ELL or Speech, this room may be used by other educational programs or staff conferences & work groups
Community	-

SPATIAL RELATIONSHIPS

Adjacent: Direct	-
Nearby: Indirect	Student and Staff Restrooms Centrally located to special education
Distant: Separated	-

FURNITURE, FIXTURES & EQUIPMENT

Fixed Casework	NOTE: maximize use of movable furniture & casework Cabinets for storing instructional props
Furniture (Movable)	Adjustable height student tables, modular for configuration flexibility, including tables for computers; chairs; trash receptacle Teacher desk (workstation) and chair; Lockable file cabinet; 1 tall lockable wardrobe cabinet
Fixtures & Equipment	Marker board; tackable surfaces



Ref. #: 1.14 SMALL/FLEX CLASSROOM

(continued)

FINISHES

Floor	Carpet, stain resistive, static resistive
Ceiling	Acoustical ceiling tile, highly reflective
Walls	Painted
Other Considerations	9'-0" min recommended ceiling height; 10"-0" min. preferred Coordinate all finishes with lighting and acoustical design

UTILITIES & SERVICES *(supplemental to all applicable building & life-safety codes, ASD Design Guidelines & Standards)*

Electrical	Duplex wall outlets 6' to 8' on center min., plus outlets for computers & other technology. Separate circuit for AV equipment
Lighting	Direct/indirect pendant fixtures, uniform light at work surfaces, variable light level control for various activities
HVAC	Quiet; supply/return air
Plumbing	-
Acoustical	35 dBA max. unoccupied background noise, wall STC 45 min. as recommended by ANSI/ASA S12.60-2002
Special Utilities/Services	-
Other Considerations	-

WINDOWS & VISION PANELS

		Operable? (Y/N)	Shades? (Y/N)
Exterior	Natural light & ventilation preferred, not required	Y	Y(blackout shades)
Interior	Sidelite at strike-jamb of corridor door	N	Y
	Vision panels for passive teacher supervision	N	Y
Other Considerations	-	-	-

CONTROL & SAFETY NEEDS

Access Control	Corridor doors lockable both sides
	-
	-

SPECIAL CONSIDERATIONS

	-
	-
	-



Ref. #: **1.15** **ITINERANT/SMALL GROUP ROOM**

Area/Department:	CORE ACADEMICS: SHARED ACADEMIC SUPPORT		
Occupants:	Students: 8-10	Faculty/Staff: 1-2	Other: -
	Special Needs educator(s) and Volunteer(s) as required		

ACTIVITIES & SPACE USAGE

Educational	Breakout space for Special Ed teacher, Special Ed itinerants, parent volunteers, aides or ELL Tutor to work with elementary students near the elementary classroom Tutoring, Special Ed, ELL, Psychologist services Small conferences, small group & individual discussion and work groups, testing Optional flexible classroom expansion where adjacent to classroom or Science/Projects Option for one Itinerant/Small Group Room to be wired as computer lab
Admin/Operational	Quiet space for small groups and individual staff to work and have private conversations, discussions and small group meetings
Community	-

SPATIAL RELATIONSHIPS

Adjacent: Direct	Elementary classrooms
Nearby: Indirect	Student and Staff Restrooms
Distant: Separated	High noise areas

FURNITURE, FIXTURES & EQUIPMENT

Fixed Casework	NOTE: maximize use of movable furniture & casework
Furniture (Movable)	student tables for flexible configurations 8-10 chairs
Fixtures & Equipment	Marker board; tackable surface



Ref. #: 1.15 ITINERANT/SMALL GROUP ROOM

(continued)

FINISHES

Floor	Carpet, stain resistive, static resistive
Ceiling	Acoustical ceiling tile, highly reflective
Walls	Painted
Other Considerations	9'-0" min recommended ceiling height. Coordinate all finishes with lighting and acoustical design.

UTILITIES & SERVICES *(supplemental to all applicable building & life-safety codes, ASD Design Guidelines & Standards)*

Electrical	Duplex wall outlets 6' to 8' on center minimum GFCI quad floor outlet, water resistive cover, centered in room Separate circuit for AV equipment
Lighting	Direct/indirect pendant fixtures, uniform light at conference table, variable light level control for various activities
HVAC	Quiet; supply/return air
Plumbing	-
Acoustical	35 dBA max. unoccupied background noise, wall STC 45 min. as recommended by ANSI/ASA S12.60-2002
Special Utilities/Services	-
Other Considerations	-

WINDOWS & VISION PANELS

		Operable? (Y/N)	Shades? (Y/N)
Exterior	Natural light & ventilation preferred, not required	Y	Y(blackout shades)
Interior	Sidelite at strike-jamb of corridor door	N	Y
	Vision panels for passive teacher supervision from adjacent elementary classroom(s)	N	Y
Other Considerations	-	-	-

CONTROL & SAFETY NEEDS

Access Control	Corridor doors lockable both sides
Classroom access	Direct access from adjacent classroom(s)
	-
	-

SPECIAL CONSIDERATIONS

	-
	-
	-



Ref. #: **1.16** **SUPPLY/EQUIPMENT STORAGE**

Area/Department:	CORE ACADEMICS: SHARED ACADEMIC SUPPORT		
Occupants:	Students: -	Faculty/Staff: 1 - 2	Other: -

ACTIVITIES & SPACE USAGE

Educational	-
Admin/Operational	Storage of textbooks and other books, props, instructional materials, displays, and equipment for ELL and other special programs. Ability to serve as a recharging station for laptop cart
Community	-

SPATIAL RELATIONSHIPS

Adjacent: Direct	Main classroom corridors
Nearby: Indirect	General Classrooms, Resource Classrooms, Itinerant/Small Group Rooms Staff Restrooms
Distant: Separated	-

FURNITURE, FIXTURES & EQUIPMENT

Fixed Casework	Counter with lockable base cabinets and overhead cabinets for storage of instructional materials & supplies at one end of room
Furniture (Movable)	Heavy duty shelving units 12" deep, with adjustable height shelves Lockable lateral file cabinets
Fixtures & Equipment	-



Ref. #: 1.16 SUPPLY/EQUIPMENT STORAGE

(continued)

FINISHES

Floor	Durable finish (resilient flooring or sealed concrete)
Ceiling	Exposed or Acoustical ceiling tile
Walls	Paint
Other Considerations	If floor finish changes at access door, include transition threshold for ease of rolling carts.

UTILITIES & SERVICES *(supplemental to all applicable building & life-safety codes, ASD Design Guidelines & Standards)*

Electrical	Duplex wall outlets, per code Power supply for recharging laptop carts
Lighting	Fluorescent fixtures
HVAC	Supply/return air, zoned temperature control
Plumbing	-
Acoustical	-
Special Utilities/Services	-
Other Considerations	-

WINDOWS & VISION PANELS

Operable? (Y/N) Shades? (Y/N)

Exterior	-	-	-
Interior	-	-	-
Other Considerations	-	-	-

CONTROL & SAFETY NEEDS

Access Control	Lockable room
	-
	-
	-

SPECIAL CONSIDERATIONS

Access clearance	door width/clearance for movement of supplies & equipment
	-
	-



7.2 Learning Commons

7.2.1 Space Program Summary

Program Reference #:	Name/Function	Quantity	Net Area Each	Total
2.01	Shared Commons:	1	2,700	2,700
	a. Student Dining Area			
	b. Commons Reading Area			
	c. Performance Seating			
	d. Platform Extension			
2.02	Outdoor Commons/Porch (25%)	1	300	300
2.03	Commons Storage	1	400	400
2.04	Stacks, Reading & Circulation	1	1,200	1,200
2.05	Independent Study/Small Group	1	600	600
2.06	Tech/Distance Learning Studio	1	750	750
2.07	Video Production Room	1	200	200
2.08	Video Editing/Equipment	1	120	120
2.09	Teacher Workroom (shared)	1	400	400
2.10	Teacher Professional Lounge	1	300	300
2.11	Instructional Storage	2	100	200
2.12	Librarian's Office	1	150	150
2.13	Library Storage	1	150	150
2.14	Staff Restroom	2	-	*
2.15	Music/Dance Room	1	900	900
2.16	Instrument & Music Storage	1	250	250
2.17	Performance Control Room	1	80	80
2.18	Platform Storage	2	120	240
2.19	Activity Lab	1	900	900
2.20	Art Alcove and Kiln	1	400	400
2.21	Science Alcove (kitchenette)	1	200	200
2.22	Project Alcove	1	200	200

* gross area



7.2.2 Component Planning Diagrams

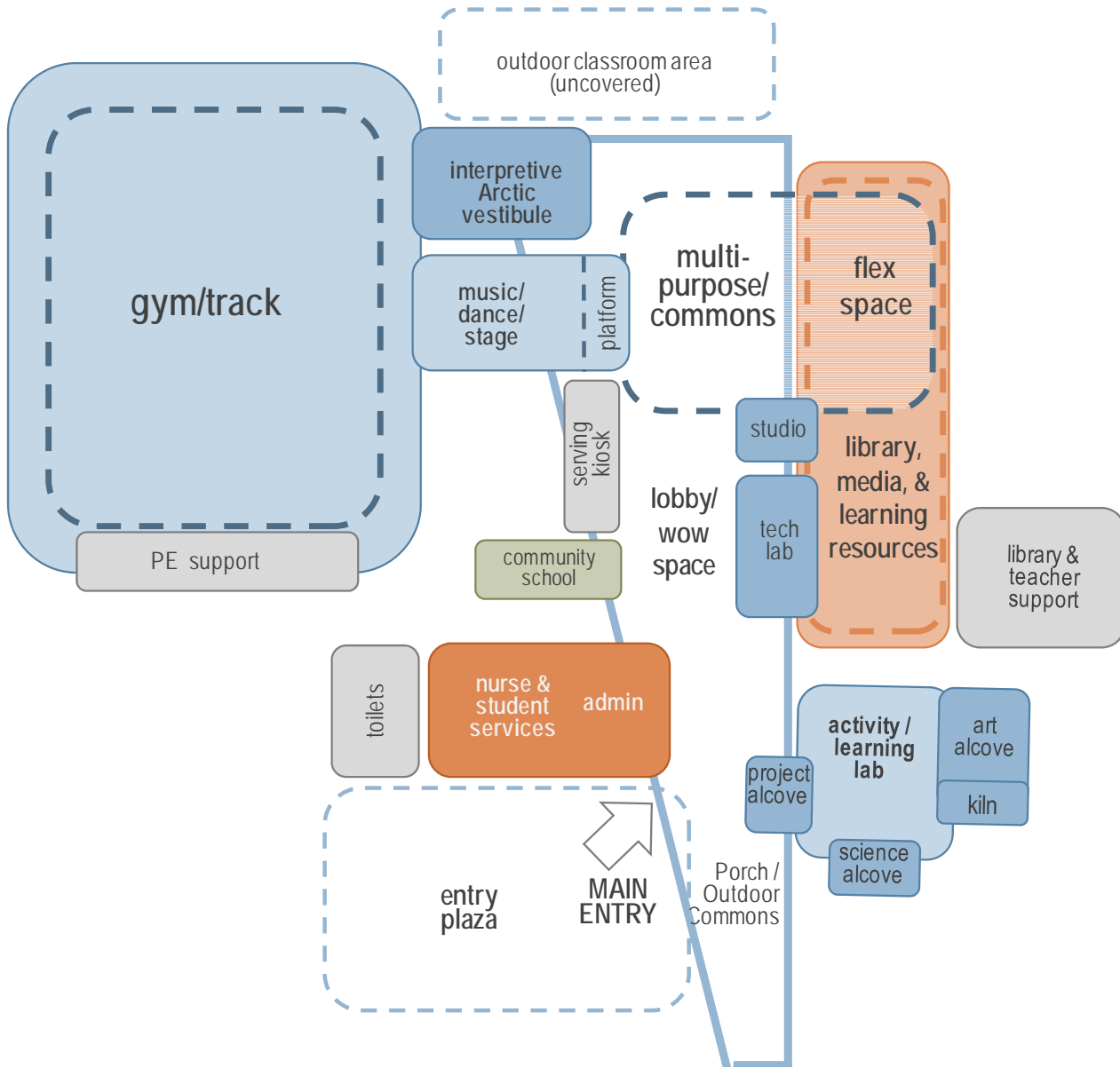
Diagrams are intended to illustrate fundamental relationships only. While in some cases a floor plan is implied in loose response to the existing building layout, no distinction between existing vs new construction is made. Further interpretation of these relationships must be made by the design team as part of the development of the renewal project.

Shared Commons

Key Planning Concepts:

- Flexible multiple-purpose space with access before, during and after school to major public areas (gym, music, library, technology, art)
- Performance Music opens to commons, forming a stage for plays and concerts. A platform extension extends the stage area, and provides a focal point for presentations when the music room is closed to the commons.
- The library and media areas open to commons and can borrow design cues from retail environments. The library support spaces are shared by the teacher professional areas and form a resource area for teachers and the library staff.
- An educational interpretive space is provided as an arctic vestibule, transitioning between indoors and outdoors, providing a wet/dry space for briefing and debriefing for outdoor learning activities. An outdoor classroom envisioned as a learning center to connect students with outdoor activities, the environment, and the natural features of the site.
- Community schools is centrally located in the public area of the school and the School's administrative suite is central to interior spaces and provides a strong visual access to school entry.

(see diagram on next page)



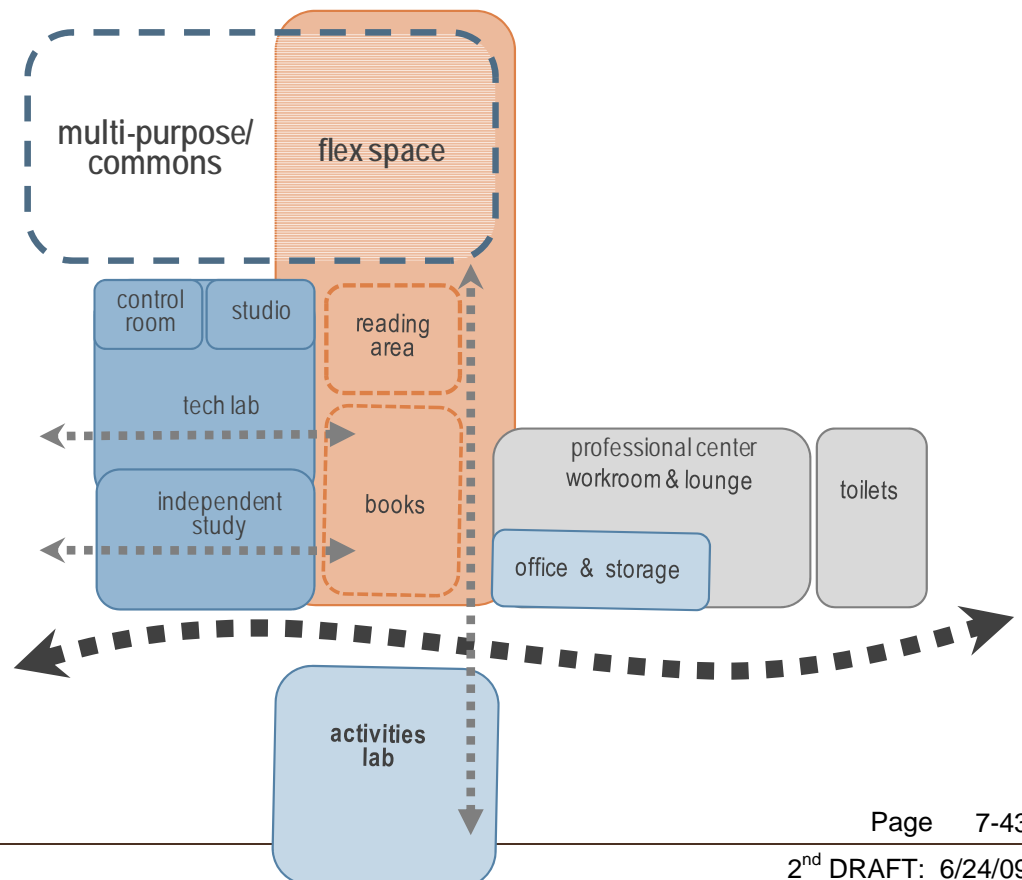


Library / Media Center

Key Planning Concepts:

- The library at Girdwood School has three essential components:
 - o Technology and academic support spaces
 - o Book stacks and reading spaces
 - o Office and professional support

- Each of these spaces works with adjacent spaces to extend the spaces.
- The reading area is co-located with the commons, allowing the library to expand when the commons is not in use as a dining hall.
- The Technology lab opens both to the library and the commons, allowing the space to be used as an instructional space with the library and a community resource for on-line and distance learning. A studio provides opportunities for students to develop broadcast presentation. This space is co-located with the performance control room for stage productions.
- An independent study room provides a flexible technology enabled environment for student projects and the potential for independent grade 9-12 students.
- Supporting the library services is a collection of spaces forming a professional center for teachers and other professionals in the building.
- The library shares a close proximity to the activity lab, providing opportunities for students to research topics, and engage in hands-on activities.

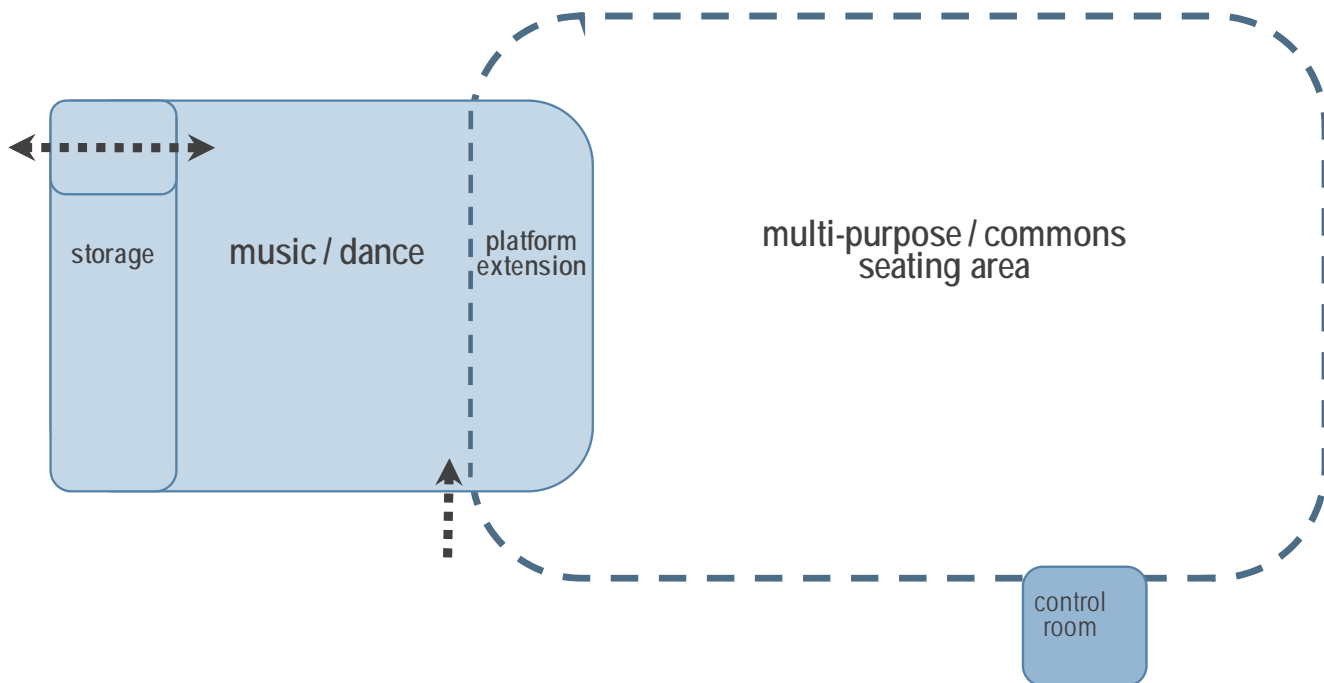




Music / Dance

Key Planning Concepts:

- Located next to the commons, the music/dance room provides a self-contained teaching space for music and movement activities.
- An operable wall connects the music/dance room with the commons area and provides a venue for plays and concerts. A platform extension provides a deeper stage during productions and allows for a raised podium when the music room is closed to the commons.
- The control room houses lighting and sound equipment for performances and should be located near the “back of the house”. This space also serves as storage for A/V equipment to be used in the commons.



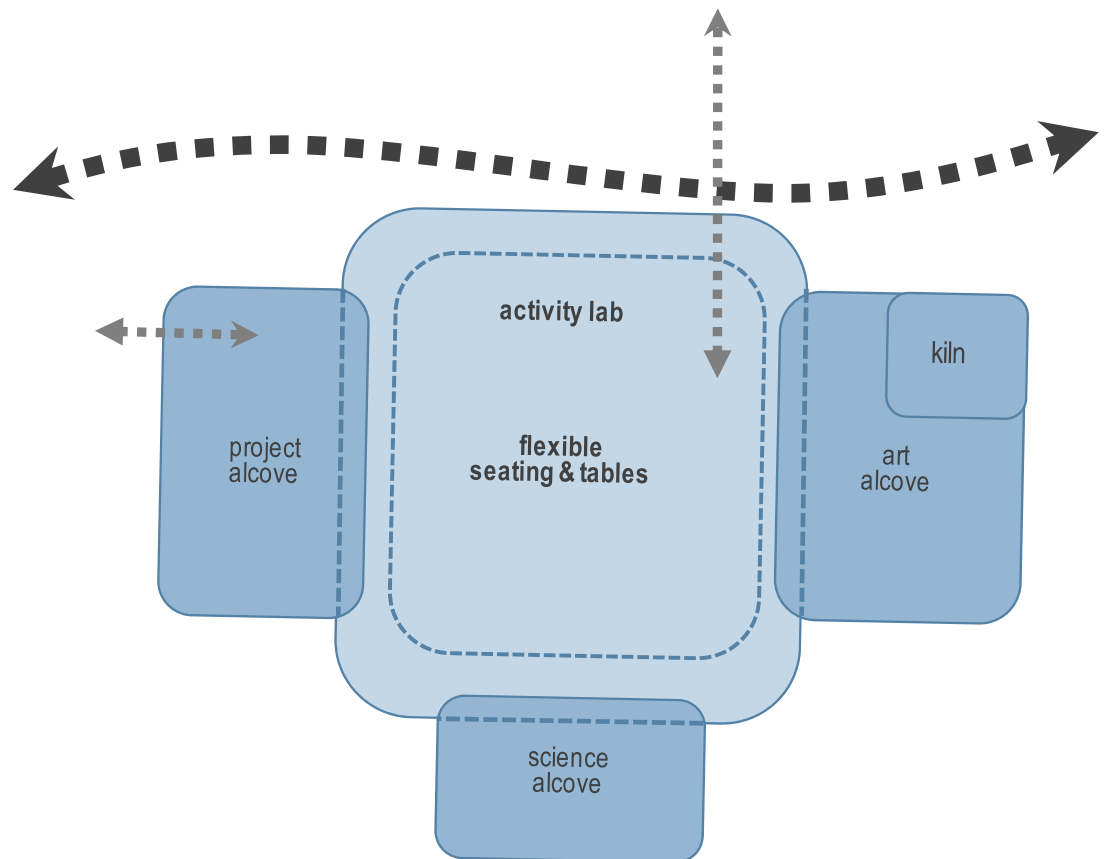


Activity/Project Lab

All grades can take advantage of this multi-function project lab space. This hands-on learning space is supported by smaller perimeter rooms for science and art which open onto the central classroom/activity space. A connection to the outdoors can also support outdoor learning activities and the interpretive space.

Key Planning Concepts:

- The activity lab provides a flexible space for multiple project types.
- Activity alcoves that open (and close) to the workspace, enlarging the studio and providing project specific resources.
- The art alcove includes a place for messy projects, sinks, and a kiln.
- The science alcove includes a prep kitchen for science and cooking projects.
- The project alcove provides resources student and community projects.
- This Activity lab is a highly flexible space that allows the school to provide art, science and project programs in a concise floor area.





7.2.3 Individual Space Attributes

A. Commons

Ref. #: **2.01 SHARED COMMONS**

Area/Department:	LEARNING COMMONS: SHARED COMMONS		
Occupants:	Students: +/- 75 (lunch)	Faculty/Staff: 2-4	Other:
	300+ seated in chairs for assemblies		

ACTIVITIES & SPACE USAGE (includes Dining, Reading, Performance Platform & Audience seating)

Educational	<ul style="list-style-type: none"> - Student assemblies; choral, band, orchestra, dance & drama performances; multi-media presentations; banquets, recognition ceremonies, art exhibits, etc. - Supports educational programs during day; community use in evenings - Large group instruction; student collaboration & study area; indoor recess; physical exercise venue alternative to the gym - Includes space used for dining lunch and as additional Library reading area during rest of day
Admin/Operational	<ul style="list-style-type: none"> Capable of seating all of school's students Includes platform extension usable independently of Music/Dance/Stage with wall closed Can serve as lobby/concession area during gym events
Community	<ul style="list-style-type: none"> Community gathering place for special programs: meetings; community fairs; dances; carnivals & productions; catering; before/after school programs. Flex Space could be used for FVCS classes

SPATIAL RELATIONSHIPS

Adjacent: Direct	<ul style="list-style-type: none"> Food Service; Table/chair storage Kitchen (student culinary/business curriculum & community use) Main lobby/circulation corridor Music/Dance Classroom/Performance Platform
Nearby: Indirect	<ul style="list-style-type: none"> Administration, Front Entry Lobby, Arctic Vestibule, Gym, Visitor/event parking, Public restrooms, optional outdoor classroom
Distant: Separated	<ul style="list-style-type: none"> Provide adequate acoustic separation from teaching stations and from core library during lunch period

FURNITURE, FIXTURES & EQUIPMENT

Fixed Casework	<ul style="list-style-type: none"> Access to separate securable storage for before & after school programs. Window seats in reading area
Furniture (Movable)	<ul style="list-style-type: none"> High quality folding lunch tables; Folding &/or stacking chairs to seat all students for lunch Additional chairs for event seating. Recycling containers, trash cans Include comfortable furniture for recreational reading
Fixtures & Equipment	<ul style="list-style-type: none"> Tack boards for displays & marketing; optional marker board at Flex Space teaching wall Retractable projection screen at proscenium opening, 12' wide min. electrically operated Library book carts, used in reading area



Ref. #: **2.01 SHARED COMMONS**

(continued)

FINISHES

Floor	Resilient flooring
Ceiling	15' minimum height, up to 18'-20' preferred; sound attenuation
Walls	Non porous, easily cleaned surfaces; acoustical wall treatment above 8' as needed
Other Considerations	-

UTILITIES & SERVICES *(supplemental to all applicable building & life-safety codes, ASD Design Guidelines & Standards)*

Electrical	Duplex wall outlets per code; plus outlets as needed for computers & other technology Separate circuits for A/V equipment Microphone connections at performance location & at both sides of room 20-Amp outlet on dedicated circuit for custodial use
Lighting	Natural + fluorescent light; variable light level control for various activities Provide performance and spot lighting for performance area.
HVAC	Individual temp control; control from Rentals panel for after-hrs use
Plumbing	Two drinking fountains
Acoustical	Sound absorption to attenuate noise from large group activities
Special Utilities/Services	-
Other Considerations	-

WINDOWS & VISION PANELS

		Operable? (Y/N)	Shades? (Y/N)
Exterior	Natural light, views & natural ventilation	Y, limited	Y
Interior	Vision panels to library reference, stacks & circ.	N	N
Other Considerations	-	-	-

CONTROL & SAFETY NEEDS

Access Control	Double doors to classroom corridor, lockable both sides. Two sets of exterior double doors to adjacent arctic vestibule and/or outdoor porch
Operable Wall	Operable wall between Platform Extension & Music/Dance Room on stage, min. 45 STC
Other Considerations	-

SPECIAL CONSIDERATIONS

After hours use	Separate civic activity space from rest of school for after hours use where possible
Lunch lines	Minimize cross traffic
Design aesthetics	Design comfortable, informal areas to avoid sterile/institutional aesthetic



Ref. #: 2.02 OUTDOOR COMMONS/PORCH

Area/Department:	LEARNING COMMONS: SHARED COMMONS		
Occupants:	Students: varies	Faculty/Staff: -	Other: -

ACTIVITIES & SPACE USAGE

Educational	Outdoor extension of dining commons Covered educational area Site specific environmental education laboratory; provides students with a hands-on outdoor learning experience and develop an awareness of the interdependence of the natural and human environments.
Admin/Operational	-
Community	Potential after-hours use by community schools

SPATIAL RELATIONSHIPS

Adjacent: Direct	Shared Commons Interpretive Area/Arctic Vestibule
Nearby: Indirect	-
Distant: Separated	-

FURNITURE, FIXTURES & EQUIPMENT

Fixed Casework	
Furniture (Movable)	
Fixtures & Equipment	



Ref. #: **2.02 OUTDOOR COMMONS / PORCH**

(continued)

FINISHES

Floor	-
Ceiling	-
Walls	-
Other Considerations	-

UTILITIES & SERVICES *(supplemental to all applicable building & life-safety codes, ASD Design Guidelines & Standards)*

Electrical	Access to weather-protected electrical connection
Lighting	Energy efficient outdoor lighting fixtures, caged or otherwise vandal resistive. Consider computer programmed seasonal & daily on-off switching schedule.
HVAC	-
Plumbing	Access to exterior hose bib
Acoustical	-
Special Utilities/Services	-
Other Considerations	-

WINDOWS & VISION PANELS

Operable? (Y/N)

Shades? (Y/N)

		Operable? (Y/N)	Shades? (Y/N)
Exterior	Visibility from building (passive supervision)	-	-
Interior	-	-	-
Other Considerations	-	-	-

CONTROL & SAFETY NEEDS

Building Access	May be used for after-hours programs and activities
	-
	-

SPECIAL CONSIDERATIONS

	-
	-
	-



Ref. #: 2.03 COMMONS STORAGE

Area/Department:	LEARNING COMMONS: SHARED COMMONS		
Occupants:	Students: -	Faculty/Staff: 1 - 2	Other: 1 - 2

ACTIVITIES & SPACE USAGE

Educational	-
Admin/Operational	Storage of multipurpose dining/performance seating commons folding tables, folding chairs on dollies
Community	-

SPATIAL RELATIONSHIPS

Adjacent: Direct	Multipurpose Commons
Nearby: Indirect	Performance platform
Distant: Separated	-

FURNITURE, FIXTURES & EQUIPMENT

Fixed Casework	-
Furniture (Movable)	Chair dollies Table storage for lunchroom tables and table carts Coordinate proportions of storage areas to accommodate furniture and cart dimensions
Fixtures & Equipment	-



Ref. #: **2.03 COMMONS STORAGE**

(continued)

FINISHES

Floor	Resilient flooring continuous with multipurpose commons
Ceiling	Exposed
Walls	Durable; Paint
Other Considerations	-

UTILITIES & SERVICES *(supplemental to all applicable building & life-safety codes, ASD Design Guidelines & Standards)*

Electrical	Per code
Lighting	Fluorescent fixtures
HVAC	-
Plumbing	-
Acoustical	-
Special Utilities/Services	-
Other Considerations	-

WINDOWS & VISION PANELS

Operable? (Y/N) Shades? (Y/N)

Exterior	-	-	-
Interior	-	-	-
Other Considerations	-	-	-

CONTROL & SAFETY NEEDS

Doorway	Double door (with no or removable mullion) to accommodate oversized loads Door height to allow passage of loaded table and chair dollies Provide magnetic hold open devices on doors
---------	--

SPECIAL CONSIDERATIONS

Alternate chair Storage	Locate additional chair storage under stage if feasible.
	-
	-



B. Media Center

Ref. #: **2.04 STACKS, READING & CIRC.**

Area/Department:	LEARNING COMMONS: MEDIA CENTER		
Occupants:	Students: 40	Faculty/Staff: 1-2	Other:
	Special Needs educator(s) and Volunteer(s) as necessary		

ACTIVITIES & SPACE USAGE

Educational	This core library area hosts the school's media collection including fiction, nonfiction, reference materials, professional development collection, periodicals and newspapers as well as online resources. Simultaneous activities include: <ul style="list-style-type: none"> - Storytelling - Computer catalog search, internet search, online database & e-media access - Use of print reference media. Quiet reading & study during lunch period. - Small group & individual projects & activities (may also use adjacent learning studios) - Skills acquisition, study & project guidance by librarian or volunteer aide - Ignite; Math Olympiad (may use studios if available) - Digital viewing of students' lessons by parents
Admin/Operational	Staff & professional development meetings
Community	-

SPATIAL RELATIONSHIPS

Adjacent: Direct	Librarian's Office; Teacher Workroom (shared w/ library); Technology/Distance Learning Studio; Independent Study/Small Group Area; Video Production Studio; Video Editing/Equipment
Nearby: Indirect	Easy access from public building entry & from all classrooms
Distant: Separated	High noise areas: Music, Gym. Ability to close off from Dining Commons during lunch (noise)

FURNITURE, FIXTURES & EQUIPMENT

Fixed Casework	<ul style="list-style-type: none"> - Display case at entrance to have 12" deep shelves for 3D work. - Circulation desk: min. 6' desk-level counter w/ 6' standing height counter & 4' student height counter, book drop, drawers for small supplies, files; centrally located w/ sight lines to entrance & exit & to computer screens. Provide space at circulation desk for computer, printer & under-counter paper storage. - Perimeter shelving as needed.
Furniture <i>NOTE: maximize use of movable furniture & casework</i>	Six library catalog/online database/search stations, each with area for student books & papers 400 lineal feet of book stack shelving (25% more than current) - movable stacks, 3 and/or 5 shelves high, display surface on top. Include picture book storage for 4,000 books, some bins & some vertical storage with dividers; 2 high, 14" high clearance, 12" deep. 2 low round tables to seat 6 kinder/toddlers each Display cabinets
Fixtures & Equipment	Marker & Tack Boards (fixed & movable) Book-drop from corridor with catch bin at/near circulation desk Portable interactive marker board for use at 2 or more locations, provide for efficient stowage options



Ref. #: **2.04 STACKS, READING & CIRCULATION**

(continued)

FINISHES

Floor	Carpet, stain & static resistive, in reference seating/work area.
Ceiling	Highly reflective. High ceilings where possible; consider a variety of heights for visual interest. Ceiling grid to support hanging displays.
Walls	wall display areas
Other Considerations	Coordinate finishes with lighting and acoustical design.

UTILITIES & SERVICES *(supplemental to all applicable building & life-safety codes, ASD Design Guidelines & Standards)*

Electrical	Duplex wall outlets 6' to 8' on center min., plus outlets for computers & other technology. Separate circuit for A/V equipment. GFCI Quad floor outlets for computer terminals. 20-Amp outlet on dedicated circuit for custodial use.
Lighting	Natural light + direct/indirect pendant fixtures and task lighting; Uniform light at work surfaces, additional light on teaching walls, boards & displays, variable light level controls for various activities. Emergency lighting required.
HVAC	Quiet; Natural + mechanical ventilation; individual temperature control
Plumbing	Access to drinking fountain
Acoustical	35 dBA max. unoccupied background noise. as recommended by ANSI/ASA S12.60-2002; sound attenuation throughout; simultaneous use by large & small groups & individuals
Special Utilities/Services	-
Other Considerations	-

WINDOWS & VISION PANELS

		Operable? (Y/N)	Shades? (Y/N)
Exterior	Provide natural light and views, natural ventilation	Y	Y(blackout shades)
	High windows to allow wall use		Y
Interior	Visibility from Librarian's Office & Workroom	N	-
	Visibility to adjacent Studios	N	-
	Visibility to adjacent Flex Space/reading area	N	N
	Visibility through library from corridor & commons	N	N

CONTROL & SAFETY NEEDS

Supervision/Visibility	Locate circulation desk to control at least one library entrance & optimize visibility throughout library. Mirrors as necessary to enhance supervision.
	Locate computer monitors so screens can be viewed from circulation desk.
Access Control	Two corridor doors, widely spaced, lockable from both sides
	Design entry doors to allow a line of students to enter, & space for students to line up & exit
	Ability to close off from commons during lunch
	Doors to adjacent Learning Studios
Security	Door to exterior only if required by code
	Security system

SPECIAL CONSIDERATIONS

Power/Data Access	Locate ports & outlets for easy access and flexible use.
	Teaching area: K-Primary class of 24 to sit near teacher on floor for reading, story telling & picture books. Sitting rug area and teacher window seat. Consider portable, toddler-sized carpeted step risers. May be located near core library picture books area.



Ref. #: **2.05** **IND. STUDY/SMALL GROUP AREA**

Area/Department:	LEARNING COMMONS: MEDIA CENTER		
Occupants:	Students: 18 max.	Faculty/Staff: 1-2	Other: -
	Special Needs educator(s) and Volunteer(s) as required		

ACTIVITIES & SPACE USAGE

Educational	<p>Language Arts, Social Studies, Math</p> <ul style="list-style-type: none"> - Lectures, demonstrations, presentations, discussions - Whole group, small group and individual work (writing, listening, research, projects, etc.) - Hands-on projects - Computer-based work: research, writing, analysis, spreadsheets, reports, etc. - Data gathering, collation, analysis, presentation - Oral & written testing - Space for student groups to collaborate on team projects with nearby access to library resources, without disturbing other library users. - May serve grades 9-12 home school and charter school students from local community
Admin/Operational	-
Community	Possible community schools use by special arrangement, with supervision

SPATIAL RELATIONSHIPS

Adjacent: Direct	Reference, Stacks & Circulation
Nearby: Indirect	<p>Technology/Distance Learning Studio</p> <p>Video Production Studio</p> <p>Commons</p> <p>Flex Space reading area</p> <p>Restrooms</p>
Distant: Separated	<p>High noise areas: Gym; Music</p> <p>Acoustically separated from library and commons</p>

FURNITURE, FIXTURES & EQUIPMENT

Fixed Casework	NOTE: maximize use of movable furniture & casework.
Furniture (Movable)	<p>9 modular student tables for 2 student each</p> <p>18 adjustable height chairs</p> <p>1 presentation station & adjustable height chair</p> <p>1 Activity Table</p> <p>1 Tall Storage Unit, lockable (wardrobe, teacher items, books, supplies, etc)</p> <p>Production table for printer/scanner</p> <p>Trash receptacle</p>
Fixtures & Equipment	<p>Marker board</p> <p>Tack surfaces at perimeter walls</p> <p>Projection surface such as retractable projection screen or interactive whiteboard</p>



Ref. #: 2.05 INDEPENDENT STUDY/ SMALL GROUP AREA

(continued)

FINISHES

Floor	Carpet, stain resistive, static resistive
Ceiling	Acoustical ceiling tile, highly reflective
Walls	Paint
Other Considerations	10'-0" min recommended ceiling height

UTILITIES & SERVICES *(supplemental to all applicable building & life-safety codes, ASD Design Guidelines & Standards)*

Electrical	20 Duplex wall outlets in continuous raceway at room perimeter, maximize flexibility 4 duplex outlets at presentation wall 6 GFCI quad floor outlets Separate circuit for AV equipment 20 Amp outlet on dedicated circuit for custodial use
Lighting	Direct/indirect pendant fixtures, uniform light at student tables, task lights optional at work stations, additional light on presentation wall, boards & displays; variable light level control for various activities
HVAC	Quiet; supply/return air; individual temperature control Account for heat load of computers and equipment
Plumbing	-
Acoustical	45 dBA max. unoccupied background noise as recommended by ANSI/ASA S12.60-2002 (35 dBA max. preferred)
Special Utilities/Services	-
Other Considerations	-

WINDOWS & VISION PANELS

		Operable? (Y/N)	Shades? (Y/N)
Exterior	-	N	Y (blackout shades)
Interior	Sidelite at strike-jamb of corridor door	N	Y
	Window wall to core library, for visibility from circulation desk, Librarian's Office & Teacher Workroom	N	Y
	Optional window wall to commons – visibility through room to library	N	Y
Other Considerations	Natural light (borrowed OK)	-	-

CONTROL & SAFETY NEEDS

Visibility	Visibility of entire room without "blind" areas
Access Control	Corridor doors lockable both sides
	-

SPECIAL CONSIDERATIONS

Flexibility	Consider use of modular partition systems to allow reconfiguration and/or relocation of this space over time. Consider raised floor system for maximum flexibility of power & data locations.
	-
	-



Ref. #: **2.06** **TECH/DISTANCE LEARNING**

Area/Department:	LEARNING COMMONS: MEDIA CENTER		
Occupants:	Students: 28	Faculty/Staff: 1 - 2	Other:
	Special Needs educator(s) as necessary; Community volunteers; University interns		

ACTIVITIES & SPACE USAGE

Educational	<p>Technology; Language Arts, Social Studies, Math, Science, Foreign Language</p> <ul style="list-style-type: none"> - Gateway to internet-assisted learning opportunities using interactive digital communications - Guidance from librarian, teachers & community professionals (e.g. Forest Service) to online curricular and project support materials - Media literacy – training in evaluation of online information resources - Peer to peer collaborative online communications skill building - Student team project based learning - Individual student projects & independent research - Technology classes, lectures, demonstrations, presentations, discussions - Online group collaboration using interactive marker board - Computer-based work: research, writing, analysis, spreadsheets, reports, etc. - Data gathering, collation, analysis, presentation - Online testing - Foreign language skills - Media Construction/Deconstruction: critical & social analysis of digital media - Student website building - Use by local community 9-12 home school and charter school students
Admin/Operational	Staff training
Community	Possible community schools use by special arrangement, with supervision

SPATIAL RELATIONSHIPS

Adjacent: Direct	Reference, Stacks & Circulation
Nearby: Indirect	<p>Independent Study/Small Group Area</p> <p>Video Production Studio</p> <p>Commons; Restrooms; Classrooms</p>
Distant: Separated	<p>High noise areas: Gym; Music</p> <p>Acoustically separated from library and commons</p>

FURNITURE, FIXTURES & EQUIPMENT

Fixed Casework	NOTE: maximize use of movable furniture & casework – systems furniture where possible.
Furniture	<p>14 modular student tables for 2 students each (30" x 60")</p> <p>28 adjustable height chairs</p> <p>1 presentation station & adjustable height chair</p> <p>1 Activity Table</p> <p>1 Tall Storage Unit, lockable (wardrobe, teacher items, books, supplies, etc)</p> <p>Production table for printer/scanner</p> <p>Trash can</p>
Fixtures & Equipment	<p>Interactive marker board</p> <p>Marker board</p> <p>Tack surfaces at perimeter walls</p>



Ref. #: **2.06 TECHNOLOGY/ DISTANCE LEARNING STUDIO**

(continued)

FINISHES

Floor	Carpet, stain and static resistive
Ceiling	Acoustical ceiling tile, highly reflective.
Walls	Paint – include feature color on teaching wall
Other Considerations	10'-0" min recommended ceiling height

UTILITIES & SERVICES *(supplemental to all applicable building & life-safety codes, ASD Design Guidelines & Standards)*

Electrical	24 Duplex wall outlets in continuous raceway at room perimeter, maximize flexibility 8 Quad floor outlets, water resistive covers 4 duplex outlets on presentation wall Separate circuit for A/V equipment One 20-Amp outlet on dedicated circuit for custodial use
Lighting	Natural light + Direct/indirect pendant fixtures; adjustable task lighting at work surfaces; Uniform light at student desks; additional light on teaching wall, boards & displays; variable light level control for various activities
HVAC	Individual temperature control Account for heat load of computers and equipment.
Plumbing	-
Acoustical	45 dBA max. unoccupied background noise as recommended by ANSI/ASA S12.60-2002 (35 dBA max. preferred)
Special Utilities/Services	-
Other Considerations	-

WINDOWS & VISION PANELS

		Operable? (Y/N)	Shades? (Y/N)
Exterior	-	Y	Y(blackout shades)
Interior	Sidelite at strike-jamb of corridor doors	N	Y
	Window wall to core library, for visibility from circulation desk, Librarian's Office & Teacher Workroom	N	Y
	Optional window wall to commons – visibility through room to library	N	Y
Other Considerations	Natural light (borrowed OK)	-	-

CONTROL & SAFETY NEEDS

Visibility	Visibility of entire room without "blind" areas
Access Control	Corridor doors lockable both sides, security alarm doors
	-

SPECIAL CONSIDERATIONS

Flexibility	Consider raised access floor for maximum flexibility of power & data locations.
	-
	-



Ref. #: **2.07** **TV STUDIO/VIDEO PROD. ROOM**

Area/Department:	LEARNING COMMONS: MEDIA CENTER		
Occupants:	Students: 6-10	Faculty/Staff: 0-1	Other: 1
	Community volunteers & guest speakers		

ACTIVITIES & SPACE USAGE

Educational	Multimedia for radio, journalism and video production <ul style="list-style-type: none"> - Learning to use multimedia production and editing equipment - Planning, scripting, editing - Producing live and taped broadcasts - Orientation to multimedia production in the workplace, society and education - Students collaborate on projects and transfer skills to each other directly - Possible use for after-school student programs - Producing podcasts and webcasts
Admin/Operational	School-wide student-produced announcements & broadcasts coordinated with school administration
Community	Student multimedia productions to market the artist-in-residence and other school hosted programs

SPATIAL RELATIONSHIPS

Adjacent: Direct	Video Editing/Equipment Storage
Nearby: Indirect	Technology/Distance Learning Studio Administration
Distant: Separated	Acoustically separated from Reference, Stacks & Circulation and other surrounding spaces

FURNITURE, FIXTURES & EQUIPMENT

Fixed Casework	Equipment storage cabinets, lockable
Furniture (Movable)	1 Activity Table 3 Computer desks/tables 6 adjustable height student chairs 1 bookcase
Fixtures & Equipment	Digital video cameras and tripod, wireless preferred Marker board; Tack Board Consider monitor mounted in nearby library or commons showing current video production in real time.



Ref. #: **2.07 TV STUDIO/VIDEO PRODUCTION ROOM**

(continued)

FINISHES

Floor	Carpet or VCT
Ceiling	Acoustical ceiling tile
Walls	Paint
Other Considerations	If floor finish changes at access door, include transition threshold for ease of rolling carts.

UTILITIES & SERVICES *(supplemental to all applicable building & life-safety codes, ASD Design Guidelines & Standards)*

Electrical	Duplex wall outlets 6' on center minimum, plus outlets for computers & other technology Outlets/power for presentation and production equipment 2 GFCI Quad floor outlets with water resistive covers Separate circuit for A/V equipment
Lighting	Ambient and task lighting, variable light level control for various activities Video production lighting on tracks, tripods and/or stands
HVAC	Quiet; Supply/return air, individual temp control
Plumbing	-
Acoustical	35 dBA max. unoccupied background noise, wall STC 45 min. as recommended by ANSI/ASA S12.60-2002
Special Utilities/Services	-
Other Considerations	-

WINDOWS & VISION PANELS

		Operable? (Y/N)	Shades? (Y/N)
Exterior	-	-	-
Interior	-	-	-
Other Considerations	-	-	-

CONTROL & SAFETY NEEDS

Access Control	Lockable doors, security alarm Vision panels in doors
	-
	-

SPECIAL CONSIDERATIONS

	-
	-
	-



Ref. #: 2.08 VIDEO EDITING/EQUIPMENT

Area/Department:	LEARNING COMMONS: MEDIA CENTER		
Occupants:	Students: 1-2	Faculty/Staff: 1-2	Other: -

ACTIVITIES & SPACE USAGE

Educational	-
Admin/Operational	Storage of Multimedia production equipment, supplies, reference materials, etc.
Community	-

SPATIAL RELATIONSHIPS

Adjacent: Direct	TV Studio/Video Production Room
Nearby: Indirect	Librarian's Office
Distant: Separated	-

FURNITURE, FIXTURES & EQUIPMENT

Fixed Casework	-
Furniture (Movable)	Heavy duty shelving units 12" to 18" deep, with adjustable height shelves Lockable supply cabinets for a variety of sizes and shapes supplies and objects Lockable file cabinet Bookshelves
Fixtures & Equipment	2 video production equipment carts



Ref. #: 2.08 VIDEO EDITING/EQUIPMENT STORAGE

(continued)

FINISHES

Floor	Carpet or VCT
Ceiling	Exposed
Walls	Painted GWB
Other Considerations	If floor finish changes at access door, include transition threshold for ease of rolling carts.

UTILITIES & SERVICES *(supplemental to all applicable building & life-safety codes, ASD Design Guidelines & Standards)*

Electrical	Duplex wall outlets, per code
Lighting	Fluorescent fixtures
HVAC	-
Plumbing	-
Acoustical	-
Special Utilities/Services	-
Other Considerations	-

WINDOWS & VISION PANELS

Operable? (Y/N) Shades? (Y/N)

Exterior	-	-	-
Interior	-	-	-
Other Considerations	-	-	-

CONTROL & SAFETY NEEDS

Access Control	Lockable doors
Security	Security alarm
	-
	-

SPECIAL CONSIDERATIONS

	-
	-
	-



C. Professional Center

Ref. #: **2.09** **TEACHER WORKROOM**

Area/Department:	LEARNING COMMONS: PROFESSIONAL CENTER		
Occupants:	Students: -	Faculty/Staff: varies	Other: varies

ACTIVITIES & SPACE USAGE

Educational	Example of efficient, collaborative, professional environment
Admin/Operational	Space for Librarian, teachers and teacher assistants to work as a team and/or individually to plan instruction, prepare materials, carry out administrative duties, store personal items, etc. - Media production, copying, printing, scanning - Prepare materials for inclusion in library - Book repair & book jackets - Professional meetings/planning/collaboration - Parent conferences & phone communications - Small group staff training activities - Passive monitoring of Media Center
Community	NA

SPATIAL RELATIONSHIPS

Adjacent: Direct	Teacher Professional Lounge Media Center
Nearby: Indirect	Staff Restrooms Main corridor (access to copy paper storage) Classrooms
Distant: Separated	-

FURNITURE, FIXTURES & EQUIPMENT

Fixed Casework	Base & wall cabinets for storage of supplies, equipment & resources 36" height perimeter work counter with space for 2 computers Open wall shelving
Furniture <i>NOTE: maximize use of movable furniture & casework</i>	Adjustable height chairs or stools 1 large central work/layout table or counter with intermittent knee room & storage beneath Media production station (for copier/printer/scanner) Wastebaskets Color coded recycling receptacle for white paper waste 1 tall wardrobe unit, lockable
Fixtures & Equipment	Marker board and tackable surface Production equipment such as paper cutter; 3-hole punch, laminator, etc.



Ref. #: **2.09 TEACHER WORKROOM**

(continued)

FINISHES

Floor	Carpet, stain resistive, static resistive.
Ceiling	Acoustical ceiling tile, highly reflective
Walls	Paint; include feature color on one wall
Other Considerations	9'-0" min recommended ceiling height (10'-0" if possible).

UTILITIES & SERVICES *(supplemental to all applicable building & life-safety codes, ASD Design Guidelines & Standards)*

Electrical	Duplex wall outlets 6' to 8' on center min., plus outlets for computers & other technology Quad outlets at workstations (for access from counter top) 1 GFCI Quad floor outlet, water resistive cover, centered in room Dedicated outlet for laminator.
Lighting	Task lighting + recessed fluorescent fixtures, task lighting at work surfaces, daylight desirable (borrowed OK).
HVAC	Exhaust ventilation, natural ventilation if possible
Plumbing	-
Acoustical	45 dBA max. unoccupied background noise, wall STC 45 min.
Special Utilities/Services	-
Other Considerations	-

WINDOWS & VISION PANELS

		Operable? (Y/N)	Shades? (Y/N)
Exterior	Access to natural light and ventilation preferred	Y	Y(blackout shades)
Interior	Sidelite at strike-jamb of corridor doors	N	Y
	Visibility to Media Center (passive supervision)	N	Y
Other Considerations		-	-

CONTROL & SAFETY NEEDS

Access Control	Corridor doors lockable both sides.
Interior Doors	Vision panels in doors.
	-
	-

SPECIAL CONSIDERATIONS

	No sink in this area, use sink/kitchenette in adjacent teacher lounge.
	-
	-



Ref. #: **2.10** **TEACHER PROFESSIONAL LOUNGE**

Area/Department:	LEARNING COMMONS: PROFESSIONAL CENTER		
Occupants:	Students: -	Faculty/Staff: 10-25 (intermittent use)	Other: -

ACTIVITIES & SPACE USAGE

Educational	Example of efficient, collaborative, collegiate environment.
Admin/Operational	Comfortable area for teaching staff to work, eat lunch and relax during their conference/preparation periods and duty-free lunch. <ul style="list-style-type: none"> - Team meetings/planning/collaboration - Small group teacher training activities - Relaxing; breakfast, breaks, lunch & coffee (kitchenette) - Private area for personal & school telephone communications - Celebrations - Aides
Community	NA

SPATIAL RELATIONSHIPS

Adjacent: Direct	Teacher Workroom
Nearby: Indirect	Staff restrooms (off hall outside of lounge) Staff Mailboxes Librarian's Office
Distant: Separated	Acoustically and visually buffered from parent/public reception & waiting, student traffic.

FURNITURE, FIXTURES & EQUIPMENT

Fixed Casework	Counter space (+/- 10') for appliances, 2 coffee makers, dish rack, etc. Storage cupboards for dishes, utensils, dry foods; Base cabinets under counter. Microwave shelf above counter Open wall shelving near work stations
Furniture (Movable)	2 workstations (locate at room perimeter) w/ adjustable task chairs Soft furniture to seat 6 to 8 Tables and chairs for 20 staff 2 tall wardrobe units, lockable Folding table for serving &/or visual displays
Fixtures & Equipment	Full-size refrigerator w/ icemaker; microwave, dishwasher, range; coffee service Tack boards, marker board, magazine rack



Ref. #: 2.10 TEACHER PROFESSIONAL LOUNGE

(continued)

FINISHES

Floor	Carpet, stain resistive. Resilient flooring at kitchenette area
Ceiling	Acoustical ceiling tile; high ceiling desirable to help dissipate noise & cooking odors
Walls	Paint
Other Considerations	Coordinate finishes with acoustical and lighting design.

UTILITIES & SERVICES *(supplemental to all applicable building & life-safety codes, ASD Design Guidelines & Standards)*

Electrical	Duplex wall outlets 6' to 8' on center min., plus outlets for computers & other technology. Quad outlets at workstations (1 at each workstation, for access from counter top) GFCI Duplex outlets (2) at kitchenette, above counter height GFCI Quad floor outlet, water resistive cover, centered in room 220v outlets as required for range, other equipment
Lighting	Task lighting + direct/indirect pendant fluorescent fixtures, variable light level control for various activities; daylight desirable.
HVAC	Supply/return air, individual temp control, natural ventilation if possible
Plumbing	1 sink with hot & cold water and instant hot water Water service to ice-maker Garbage disposal; dishwasher
Acoustical	Sound attenuation
Special Utilities/Services	Hood at range, exhaust to outside
Other Considerations	-

WINDOWS & VISION PANELS

		Operable? (Y/N)	Shades? (Y/N)
Exterior	Natural light & ventilation desirable	Y	Y (blackout shades)
Interior	Sidelite at strike-jamb of interior office suite doors only (not corridor doors)	N	Y
Other Considerations	-	-	-

CONTROL & SAFETY NEEDS

Access Control	Corridor doors lockable from both sides
	-
	-

SPECIAL CONSIDERATIONS

Staff Restrooms	Provide 2, single use staff restrooms close to lounge. Door hardware should be privacy lock type.
	-
	-



Ref. #: **2.11** **INSTRUCTIONAL STORAGE**

Area/Department:	LEARNING COMMONS: PROFESSIONAL CENTER		
Occupants:	Students: -	Faculty/Staff: 1 - 2	Other: -

ACTIVITIES & SPACE USAGE

Educational	-
Admin/Operational	Storage of classroom booksets, instructional materials, topic based curricular materials & displays, and equipment Ability to serve as a recharging station for laptop cart
Community	-

SPATIAL RELATIONSHIPS

Adjacent: Direct	Main classroom corridor
Nearby: Indirect	Teacher Workroom General Classrooms, Resource Classroom, Itinerant/Small Group Rooms Staff Restrooms
Distant: Separated	-

FURNITURE, FIXTURES & EQUIPMENT

Fixed Casework	Counter with lockable base cabinets and overhead cabinets for storage of instructional materials & supplies at one end of room
Furniture (Movable)	Heavy duty shelving units 12" deep, with adjustable height shelves Lockable file cabinets
Fixtures & Equipment	-



Ref. #: 2.11 INSTRUCTIONAL STORAGE

(continued)

FINISHES

Floor	Durable finish (resilient flooring or sealed concrete)
Ceiling	Exposed or Acoustical ceiling tile
Walls	Paint
Other Considerations	If floor finish changes at access door, include transition threshold for ease of rolling carts.

UTILITIES & SERVICES *(supplemental to all applicable building & life-safety codes, ASD Design Guidelines & Standards)*

Electrical	Duplex wall outlets, per code Power supply for recharging laptop carts
Lighting	Fluorescent fixtures
HVAC	Supply/return air, zoned temperature control
Plumbing	-
Acoustical	-
Special Utilities/Services	-
Other Considerations	-

WINDOWS & VISION PANELS

Operable? (Y/N) Shades? (Y/N)

Exterior	-	-	-
Interior	-	-	-
Other Considerations	-	-	-

CONTROL & SAFETY NEEDS

Access Control	Lockable doors
Access clearance	Full width doors to provide clearance for equipment carts and lift truck
	-
	-

SPECIAL CONSIDERATIONS

	-
	-
	-



Ref. #: **2.12 LIBRARIAN'S OFFICE**

Area/Department:	LEARNING COMMONS: PROFESSIONAL CENTER		
Occupants:	Students: 1	Faculty/Staff: 1 - 2	Other: 1 - 2

ACTIVITIES & SPACE USAGE

Educational	Exhibit professional & orderly atmosphere.
Admin/Operational	Administrative space for librarians/media specialists to promote efficient student, faculty & community use of Library/Media Center Resources: <ul style="list-style-type: none"> - Ordering, receiving & previewing library materials - Processing materials into library circulation database - Coordinating circulation, maintenance & repair of materials - Planning for instruction and scheduling of space & equipment - Meeting with visitors, product representatives & vendors, parents, teachers, students - Data entry/software use - E-mail & internet access - Telephone communications - Coordination of after-hours use of Library facilities - Store librarian's files, resource materials & reference books
Community	-

SPATIAL RELATIONSHIPS

Adjacent: Direct	Direct access & ample visibility to Library reading room, circulation desk
Nearby: Indirect	Teacher Workroom (shared with Library); Library Storage; conference room Staff restroom
Distant: Separated	High noise areas: Music, PE

FURNITURE, FIXTURES & EQUIPMENT

Fixed Casework	NOTE: maximize use of movable furniture & casework
Furniture (Movable)	Lockable file cabinet Desk for computer workstation, with lockable drawer Ergonomic chair 1 tall lockable wardrobe cabinet Open bookshelves; wall cabinets Side chair Trash can
Fixtures & Equipment	Tack boards or tack strips 4' x 4' marker board 2 book carts



Ref. #: **2.12 LIBRARIAN'S OFFICE**

(continued)

FINISHES

Floor	Carpet, stain resistive, static resistive
Ceiling	Acoustical ceiling tile
Walls	Painted GWB
Other Considerations	9'-0" min ceiling height (10'-0" if possible)

UTILITIES & SERVICES *(supplemental to all applicable building & life-safety codes, ASD Design Guidelines & Standards)*

Electrical	Duplex wall outlets 6' to 8' on center min., plus outlets for computers and other technology. Quad outlets at workstations (for access from desk top)
Lighting	Task lighting + recessed fluorescent fixtures, task lighting at work surfaces, daylight (borrowed ok).
HVAC	Supply/return air; individual temp control; natural ventilation if possible
Plumbing	-
Acoustical	Provide reasonable auditory privacy for confidential meetings
Special Utilities/Services	-
Other Considerations	-

WINDOWS & VISION PANELS

		Operable? (Y/N)	Shades? (Y/N)
Exterior	Desirable, not required	Y	Y
Interior	Large lite at strike-jamb of door, for easy supervision of circulation desk and reading room from within office	N	Y
Other Considerations	-	-	-

CONTROL & SAFETY NEEDS

Access Control	Solid door, lockable
	-
	-
	-

SPECIAL CONSIDERATIONS

	-
	-
	-



Ref. #: **2.13 LIBRARY STORAGE**

Area/Department:	LEARNING COMMONS: PROFESSIONAL CENTER		
Occupants:	Students: -	Faculty/Staff: 1 - 2	Other: -

ACTIVITIES & SPACE USAGE

Educational	-
Admin/Operational	Storage of Library administrative materials, instructional materials, displays, and equipment Ability to serve as a recharging station for laptop carts (requires power) Testing and minor repairs of equipment DVD Storage Storage of AV equipment and reference manuals
Community	-

SPATIAL RELATIONSHIPS

Adjacent: Direct	Teacher Workroom (shared with Library) Main classroom corridor
Nearby: Indirect	Circulation Desk General Classrooms Technology/Distance Learning Studio Studio/Video Production Room Consider ease of access from Receiving
Distant: Separated	-

FURNITURE, FIXTURES & EQUIPMENT

Fixed Casework	Work counter with base cabinets and overhead cabinets, some lockable, along one wall CD/DVD shelving
Furniture (Movable)	Heavy duty shelving units with adjustable height shelves Lockable lateral file cabinets
Fixtures & Equipment	Video monitors & other AV equipment on carts Laptop carts 2 book carts



Ref. #: 2.13 LIBRARY STORAGE

(continued)

FINISHES

Floor	Utility floor surface (resilient flooring or sealed concrete)
Ceiling	Exposed or acoustical ceiling tile
Walls	Paint
Other Considerations	If floor finish changes at corridor door, include transition threshold for ease of rolling carts.

UTILITIES & SERVICES *(supplemental to all applicable building & life-safety codes, ASD Design Guidelines & Standards)*

Electrical	Duplex wall outlets, per code Duplex wall outlets above counter Power supply for recharging laptop carts
Lighting	Surface-mounted fluorescent tube fixtures
HVAC	Supply/return air, zoned temperature control
Plumbing	-
Acoustical	-
Special Utilities/Services	-
Other Considerations	-

WINDOWS & VISION PANELS

		Operable? (Y/N)	Shades? (Y/N)
Exterior	-	-	-
Interior	-	-	-
Other Considerations	-	-	-

CONTROL & SAFETY NEEDS

Access Control	Lockable doors with security alarms.
Lock down security	Corridor door lockable from both sides.
Access clearance	Full width doors to provide clearance for equipment carts and lift truck

SPECIAL CONSIDERATIONS

	-
	-
	-



Ref. #: **2.14** **STAFF RESTROOMS**

Area/Department:	LEARNING COMMONS: PROFESSIONAL CENTER		
Occupants:	Students: -	Faculty/Staff: 1	Other: -

ACTIVITIES & SPACE USAGE

Educational	-
Admin/Operational	Unisex toilet rooms to accommodate staff
Community	-

SPATIAL RELATIONSHIPS

Adjacent: Direct	Locate off of short hall connecting Teacher Lounge to main corridor.
Nearby: Indirect	Teacher Lounge Teacher Workroom Librarian's Office Main corridor
Distant: Separated	-

FURNITURE, FIXTURES & EQUIPMENT

Fixed Casework	-
Furniture (Movable)	-
Fixtures & Equipment	Soap dispenser and automated paper towel dispenser at lavatory Toilet paper dispenser Trash receptacle Mirror at lavatory, with narrow shelf under mirror



Ref. #: 2.14 STAFF RESTROOMS

(continued)

FINISHES

Floor	Ceramic or quarry tile, non-slip. Slope to drain.
Ceiling	Acoustical ceiling tile
Walls	Paint.
Other Considerations	-

UTILITIES & SERVICES *(supplemental to all applicable building & life-safety codes, ASD Design Guidelines & Standards)*

Electrical	Duplex GFCI wall outlet above lavatory
Lighting	Fluorescent fixtures
HVAC	Exhaust fan, switch controlled
Plumbing	ADA Lavatory w/ hot & cold water ADA Toilet Floor drain
Acoustical	-
Special Utilities/Services	-
Other Considerations	-

WINDOWS & VISION PANELS

Operable? (Y/N) Shades? (Y/N)

Exterior	-	-	-
Interior	-	-	-
Other Considerations	-	-	-

CONTROL & SAFETY NEEDS

Access Control	Single solid door, open inward, privacy lock
Accessibility	Wheelchair clearances per ADA
	-

SPECIAL CONSIDERATIONS

Corridor outlets	Nearby main corridors to have 20 Amp electrical outlet on dedicated circuit for custodial equipment
	-
	-



D. Performing Arts

Ref. #: **2.15 MUSIC/DANCE ROOM**

Area/Department:	LEARNING COMMONS: PERFORMING ARTS		
Occupants:	Students: 20 (instrumental)	Faculty/Staff: 1-2	Other:
	Up to 50 for drama performances (with use of Platform Extension)		
	Up to 80 choral with risers (with use of Platform Extension)		

ACTIVITIES & SPACE USAGE

Educational	<p>Music, Dance & Drama instruction: skills, concepts, theory, rehearsing, performance</p> <ul style="list-style-type: none"> - Listening to music recordings; identification and awareness of instruments - Singing; Rhythm instruments; Folk dances and rhythm movement - Band, orchestra and chorus - Dance; aerobics; yoga - Plays; performances; visiting musicians; student council; testing; AP math
Admin/Operational	-
Community	Community use after hours: pilates; yoga; dance; aerobics

SPATIAL RELATIONSHIPS

Adjacent: Direct	<p>Platform Extension projects into Commons, is usable independently of Music/Dance/Stage when operable acoustical partition is closed.</p> <p>Instrument & Music Storage Commons performance seating</p>
Nearby: Indirect	<p>Platform Storage (Risers; Props & uniforms)</p> <p>Acoustically isolated from other school activities, but easily reached by all classes. Not necessarily centrally located</p> <p>Restrooms; Dressing Rooms; Gym Arctic Vestibule (may be used as performance green room or alternative practice space)</p>
Distant: Separated	<p>Acoustically buffer from Media Center, Classrooms, Special Education spaces; Speech Therapy; location in civic use area able to be locked off from main classroom wings</p>

FURNITURE, FIXTURES & EQUIPMENT

Fixed Casework	<p>Wall cabinets &/or wall lockers near room entrance may be used to store large instruments such as cello and drums, as an alternative to storage in the Instrument & Music Storage Room; minimize projections, niches & nooks.</p>
<p>Furniture</p> <p><i>NOTE: maximize use of movable furniture & casework</i></p>	<p>20 music stands w/ storage cart; 30 stackable chairs, lectern</p> <p>Music sorting rack usable by students; sheet music storage</p> <p>Tall storage cabinet</p>
Fixtures & Equipment	<p>Bulletin Boards on end walls; marker board with staff lines, could be movable for flexibility</p> <p>Marker board & corkboard, 50% staff lined, on operable wall</p> <p>Marker & tack board on rear wall.</p> <p>Back drop curtains. performance curtain optional</p> <p>Large retractable projection screen</p> <p>Electronic keyboards; Piano; Music stand racks</p> <p>Stage sound system</p> <p>Ceiling grid to support hanging sets, lighting and equipment</p> <p>Portable risers for use on stage (store in Platform Storage)</p>



Ref. #: 2.15 MUSIC/DANCE ROOM

(continued)

FINISHES

Floor	Flat floor, elevated 2-4 steps above Commons floor level. Wooden spring floor for dance optional. Elementary kids often sit on floor in music class - to be considered when specifying flooring that would also be used for dance and aerobics
Ceiling	Design height and shape for good acoustics
Walls	Paint, with optional curtains for sound reverberation control
Other Considerations	-

UTILITIES & SERVICES *(supplemental to all applicable building & life-safety codes, ASD Design Guidelines & Standards)*

Electrical	Duplex wall outlets 6' to 8' on center min., plus outlets for computers and other technology Additional outlets at teacher wall Quad floor outlets, water resistive Separate circuit for AV equipment
Lighting	Natural light (borrowed ok) + direct/indirect lighting, additional light on teaching wall, boards & displays, variable light level control for various activities, Provide special stage lighting with secure switching
HVAC	Supply/return air, individual temperature control; natural ventilation desirable Quiet, high volume, low velocity diffusers. Route ducting to discourage migration of cooking odors from Food Service Kitchen to Music Classroom.
Plumbing	Access to drinking fountain. Access to hot & cold sink for instrument maintenance & repairs
Acoustical	Sound reduction/attenuation. "Neutral acoustics" (not dead) Operable wall opening to Platform Extension in Commons to be sound barrier type, with equal sound transmission class to surrounding wall construction
Special Utilities/Services	-
Other Considerations	40 dBA max. unoccupied background noise. Strive to design space not to exceed 85dBA TWA (time-weighted average) per OSHA standard for music classrooms.

WINDOWS & VISION PANELS

		Operable? (Y/N)	Shades? (Y/N)
Exterior	Natural light and ventilation desirable	Y	Y (blackout shades)
Interior	Sidelite at strike-jamb of corridor door(s)	N	Y
Other Considerations	-		

CONTROL & SAFETY NEEDS

Visibility	Visibility of entire space without "blind" areas
Access Control	2 full-width corridor doors, one near each end of room, lockable both sides, to facilitate movement of students & equipment. Also provide door in operable wall to commons Full width door to Music Storage Room for passage of large instruments
Accessibility	ADA access to stage
Piano	Provide ramp if required for moving piano on/off stage
Other Considerations	-

SPECIAL CONSIDERATIONS

Room orientation	Long side of space parallel to the operable wall separation from the main audience space, to avoid a "deep" performance area
Other Considerations	-



Ref. #: **2.16 INSTRUMENT & MUSIC STORAGE**

Area/Department:	LEARNING COMMONS: PERFORMING ARTS		
Occupants:	Students: Max 50, min 18/period	Faculty/Staff: -	Other: -

ACTIVITIES & SPACE USAGE

Educational	-
Admin/Operational	Storage of Band and Orchestra instruments (storage lockers) Storage of drum sets & rhythm instruments, Orff Instruments, recorders, guitar sets, etc. used in elementary and middle school music programs Storage of sheet music Storage of audio and multimedia recordings Storage of digital music equipment Instrument cleaning & repair tools & equipment storage Students may drop off personal instruments here each morning when they arrive at school Personal band & orchestra instruments are usually taken home by students for practice after school and are distinct from music program instruments provided by the school. This room may also serve as an office for the Music Teacher.
Community	-

SPATIAL RELATIONSHIPS

Adjacent: Direct	Multi-Purpose Music/ Dance Room
Nearby: Indirect	Sink and counter for instrument cleaning & repair Arctic Vestibule (may be used as alternative practice space)
Distant: Separated	-

FURNITURE, FIXTURES & EQUIPMENT

Fixed Casework	Instrument storage cabinets, cage door style, sized for band and orchestra instruments (numbers, sizes, configurations to be verified) Sheet music storage cabinet
Furniture (Movable)	Teacher workstation (to facilitate use as a teacher office as necessary)
Fixtures & Equipment	-



Ref. #: 2.16 INSTRUMENT & MUSIC STORAGE

(continued)

FINISHES

Floor	Carpet or resilient flooring
Ceiling	Acoustical ceiling tile
Walls	Paint
Other Considerations	If floor finish changes at access door, include transition threshold for ease of rolling instruments.

UTILITIES & SERVICES *(supplemental to all applicable building & life-safety codes, ASD Design Guidelines & Standards)*

Electrical	Duplex wall outlets, per code
Lighting	Fluorescent ceiling fixtures
HVAC	Supply/return air, Zoned temp control with adjacent music/dance room
Plumbing	-
Acoustical	-
Special Utilities/Services	-
Other Considerations	-

WINDOWS & VISION PANELS

		Operable? (Y/N)	Shades? (Y/N)
Exterior	-	-	-
Interior	Supervision from Music/Dance Room	N	N
Other Considerations	-	-	-

CONTROL & SAFETY NEEDS

Access Control	Corridor doors lockable both sides. Full width doors for passage of instruments. Doors to Music/Dance Room lockable, with view panels
Security	Security alarm
	-

SPECIAL CONSIDERATIONS

	-
	-
	-



Ref. #: **2.17** **PERFORMANCE CONTROL ROOM**

Area/Department:	LEARNING COMMONS: PERFORMING ARTS		
Occupants:	Students: 1 - 2	Faculty/Staff: 1	Other: -

ACTIVITIES & SPACE USAGE

Educational	Space for control of stage sound, lighting, and projection equipment - Technical support for performances - Technical theater training Space for storage of movable A/V and other equipment used for performances
Admin/Operational	-
Community	-

SPATIAL RELATIONSHIPS

Adjacent: Direct	Commons Performance Seating
Nearby: Indirect	Performance platform
Distant: Separated	-

FURNITURE, FIXTURES & EQUIPMENT

Fixed Casework	Equipment table or counter
Furniture (Movable)	Equipment cart 2 stools Trash can
Fixtures & Equipment	Sound control board Lighting control board Video control equipment Headset communication with stage



Ref. #: 2.17 PERFORMANCE CONTROL (& STORAGE) ROOM

(continued)

FINISHES

Floor	Carpet or resilient flooring
Ceiling	Exposed or acoustical ceiling tile
Walls	Paint
Other Considerations	If floor finish changes at access door, include transition threshold for ease of rolling carts.

UTILITIES & SERVICES *(supplemental to all applicable building & life-safety codes, ASD Design Guidelines & Standards)*

Electrical	Duplex wall outlets, per code Coordinate electrical service with equipment needs
Lighting	Task lighting + low-level ambient fluorescent lighting
HVAC	Supply/return air; balance HVAC to account for heat-producing equipment
Plumbing	-
Acoustical	-
Special Utilities/Services	-
Other Considerations	-

WINDOWS & VISION PANELS

		Operable? (Y/N)	Shades? (Y/N)
Exterior	-	-	-
Interior	Provide sliding window to auditorium to permit direct voice communication & view of stage	Y	N
Other Considerations	-	-	-

CONTROL & SAFETY NEEDS

Access Control	Lockable door with view panel
	-
	-
	-

SPECIAL CONSIDERATIONS

	-
	-
	-



Ref. #: 2.18 PLATFORM STORAGE

Area/Department:	LEARNING COMMONS: PERFORMING ARTS		
Occupants:	Students: -	Faculty/Staff: -	Other: -

ACTIVITIES & SPACE USAGE

Educational	-
Admin/Operational	2 storage rooms: 1for storage of props & uniforms; 1for storage of risers
Community	-

SPATIAL RELATIONSHIPS

Adjacent: Direct	Performance Platform/Music/Dance Room
Nearby: Indirect	Commons performance seating
Distant: Separated	-

FURNITURE, FIXTURES & EQUIPMENT

Fixed Casework	Hanging rods for robes, 2 high (props & uniforms storage room) Wall mirrors (props & uniforms storage room)
Furniture (Movable)	Heavy duty open shelving units 12" to 18" deep, with adjustable height shelves, one wall Lockable cabinet for A/V equipment Modular/knock-down portable platform for gym events (optional)
Fixtures & Equipment	Portable robe racks on wheels



Ref. #: 2.18 PLATFORM STORAGE

(continued)

FINISHES

Floor	Utility floor surface (resilient flooring or sealed concrete)
Ceiling	Exposed
Walls	Paint
Other Considerations	If floor finish changes at access door, include transition threshold for ease of rolling carts.

UTILITIES & SERVICES *(supplemental to all applicable building & life-safety codes, ASD Design Guidelines & Standards)*

Electrical	Duplex wall outlets, per code
Lighting	Fluorescent fixtures
HVAC	Adequate ventilation for storing robes year round. Zoned temp control
Plumbing	-
Acoustical	-
Special Utilities/Services	-
Other Considerations	-

WINDOWS & VISION PANELS

Operable? (Y/N) Shades? (Y/N)

Exterior	-	-	-
Interior	-	-	-
Other Considerations	-	-	-

CONTROL & SAFETY NEEDS

Access Control	Lockable door(s)
Doorway clearance	Consider double doors with removable center mullion
Circulation	Consider separate exit and entry doors for ease of circulation or access to both performance platform and gym
	-

SPECIAL CONSIDERATIONS

	-
	-
	-



E. Activities Lab

Ref. #: **2.19 ACTIVITY LAB**

Area/Department:	LEARNING COMMONS: ACTIVITIES LAB		
Occupants:	Students: 24	Faculty/Staff: 1-2	Other:
	Special Needs educator(s) and Volunteer(s) as necessary		

ACTIVITIES & SPACE USAGE

Educational	<p>Flexible 2D Art, lecture and dry project space supporting adjacent wet science, 3D Art and project spaces</p> <ul style="list-style-type: none"> - Whole group instruction or class of students working in small groups - Painting, coloring & drawing - Large group projects such as banners, gardening, etc. - non-Lab science activities w/ students in groups of 4, at tables - Instructional media (projected: films/videos/slides/document camera) - Presentations; demonstrations
Admin/Operational	May be used as alternate music space depending on need & availability
Community	-

SPATIAL RELATIONSHIPS

Adjacent: Direct	<p>Commons Art Alcove; Kiln room (controlled student access). Outdoor Classroom Semi-protected outdoor area (overhang, wind break)</p>
Nearby: Indirect	<p>Science Alcove; Project Alcove Restrooms; Elementary classrooms</p>
Distant: Separated	<p>High-noise areas: Gym; Music</p>

FURNITURE, FIXTURES & EQUIPMENT

Fixed Casework	<ul style="list-style-type: none"> - 1 teacher desk/display table with single lab sink/station - Display case visible from corridor <p>NOTE: maximize use of movable furniture & casework</p>
Furniture	<ul style="list-style-type: none"> - Rectangular tables w/ plastic laminate tops, combinable in clusters - Adjustable height student chairs - Drawing stands and stools
Fixtures & Equipment	<ul style="list-style-type: none"> - 1 Sliding double marker board plus 1 additional Marker board - Tack board, Tackable surfaces. - Projection surface such as retractable projection screen or interactive whiteboard - Microscope able to connect to document camera & projector. - Soap & paper towel dispensers at lavatory. - Flammable Materials Storage Cabinet, lockable (spray fixatives & paints, used for outdoor application only), locate near exit to outside art area. - Trash receptacles - Aquaria



Ref. #: **2.19 ACTIVITY LAB**

(continued)

FINISHES

Floor	Durable surface – Sealed concrete or chemical resistive resilient flooring w/ integral cove base
Ceiling	Acoustical ceiling tile, highly reflective.
Walls	Paint – include feature color on teaching wall
Other Considerations	9'-0" min recommended ceiling height; 10'-0" min. preferred

UTILITIES & SERVICES *(supplemental to all applicable building & life-safety codes, ASD Design Guidelines & Standards)*

Electrical	Duplex wall outlets 6' to 8' on center min., plus outlets for computers & other technolog. Additional outlets at teacher wall Separate circuit for AV equipment One 20-Amp outlet on dedicated circuit for custodial use
Lighting	Natural light + direct/indirect pendant fixtures, uniform light at work surfaces, additional light on teaching wall, boards & displays, variable light level control for various activities
HVAC	Quiet; Natural + mechanical ventilation, individual temperature control. Room is negatively pressurized to control spreading of odors to other areas of building.
Plumbing	Access to sinks in art and science alcoves
Acoustical	35 dBA max. unoccupied background noise as recommended by ANSI/ASA S12.60-2002
Special Utilities/Services	-
Other Considerations	-

WINDOWS & VISION PANELS

		Operable? (Y/N)	Shades? (Y/N)
Exterior	Abundant access to natural light and ventilation	Y	Y (blackout shades)
	Visibility to outdoor art area for supervision	N	Y
Interior	Sidelites at strike-jams of corridor doors – provide visibility of student art work & activity from hall	N	Y

CONTROL & SAFETY NEEDS

Visibility	Visibility of entire room without "blind" areas
Access Control	2 corridor doors, lockable from both sides. Door to Outdoor Classroom/ outside art area lockable.
Emergency Shut-Off	Easy teacher access to button-activated power shut-off for kiln & other equipment in Art Alcove & Kiln Room.
Security	Motion detector security alarm.

SPECIAL CONSIDERATIONS

Accessibility	Provide tables/chairs accessible for ADA students
	-



Ref. #: **2.20** **ART ALCOVE & KILN**

Area/Department:	LEARNING COMMONS: ACTIVITIES LAB		
Occupants:	Students: 10 - 12	Faculty/Staff: 1 - 2	Other: -
Possible T.S.	Special Needs educator(s) and Volunteer(s) as necessary		

ACTIVITIES & SPACE USAGE

Educational	Space for messy 3D art processes, adjacent to Activities Lab - Small group and individual work - Creating wheel-thrown pottery - Designing and modeling clay projects; Sculpture; Jewelry - Clay firing. Include kiln room for electric kiln. - Middle School students hosted for use of throwing wheels and kiln.
Admin/Operational	-
Community	- Summer Fine Arts Camp

SPATIAL RELATIONSHIPS

Adjacent: Direct	Activity Lab Locate on outside wall for outdoor venting of kiln hood and room exhaust.
Nearby: Indirect	Exit & outdoor art area, deliveries Classrooms
Distant: Separated	-

FURNITURE, FIXTURES & EQUIPMENT

Fixed Casework	Work counter & base cabinets w/ adjustable shelves along 1 wall, w/ vision panel doors, lockable, for storing art tools & supplies; stain resistive countertops Heavy-duty open shelving Project storage lockers or cubbies, minimum size 20"x20"x20" NOTE: maximize use of movable furniture & casework
Furniture (Movable)	Work tables with heavy flat surfaces and stools Plaster wedging table w/ storage underneath Adjustable height chairs or stools Sturdy adjustable metal racks in kiln room for drying greenware
Fixtures & Equipment	Throwing wheels Soap & paper towel dispensers at sinks 2 damp boxes for storage of work in progress Marker board; Tack boards & tack strips Storage rack for hanging/drying prints located near print making sink Lockable clay storage/ reclamation bin in kiln room. Clay mixer in kiln room Rolling cart for moving greenware, in kiln room 2 mobile trash cans with tops Optional equipment: 1 clay slab roller; extruder; pug mill (consult art teacher)



Ref. #: 2.20 ART ALCOVE & KILN

(continued)

FINISHES

Floor	Sealed concrete or resilient flooring
Ceiling	Exposed, painted white; or acoustical ceiling tile. Avoid ceiling penetrations in all areas, but especially in this area (high moisture zone).
Walls	Tile or masonry
Other Considerations	9'-0" min ceiling height (10'-0" if possible), coordinate with lighting design

UTILITIES & SERVICES *(supplemental to all applicable building & life-safety codes, ASD Design Guidelines & Standards)*

Electrical	Duplex wall outlets for equipment, above counter height as necessary GFCI Duplex outlets at each wheel station Electrical service for kiln, exhaust systems NO floor outlets – use overhead power drops as necessary
Lighting	Natural light + adjustable full spectrum lighting, Uniform light at work surfaces Movable track lighting. Built-in display cases need integral lighting & switching
HVAC	Quiet; Include natural ventilation, individual room control. Exhaust direct to outside Room is negatively pressurized to control spreading of smells to other areas of building
Plumbing	Student height utility sink, hot & cold water, swivel faucet, used for hand washing and cleanup. 1 large, deep, double bowl "rinse-away sink," adult height, used by teacher for print making and washing art equipment, with drop down sprayer hose for spraying/washing silk screens; clay/plaster drain traps on all sinks; floor drain w/ sediment trap; hose bib
Acoustical	45 dBA max. unoccupied background noise max.; 35 dBA recommended
Special Utilities	Electric kiln & kiln hood, exhaust direct to outside. Dust collection system at clay mixer in kiln room, exhaust to outside. Dust control/removal system in Art Alcove, exhaust to outside
Other Considerations	Ability to "wash-down" kiln room and Art Alcove floors

WINDOWS & VISION PANELS

		Operable? (Y/N)	Shades? (Y/N)
Exterior	Ample daylight and natural ventilation	Y	Y(blackout shades)
Interior	Sidelite at strike-jamb of corridor doors	N	Y
	Visibility to art activities from circulation corridor	N	Y
	Visibility to indoor kiln	N	N
	Full visibility from Activity Lab (window wall)	N	N
Other Considerations			

CONTROL & SAFETY NEEDS

Interior Access	Full-width or double doors, w/ view panels, for moving carts and equipment
Exterior Access	Easy access to open, covered outdoor area Exterior access may also be used for deliveries Exterior door width for easy service/replacement of kiln
Emergency Shut-Off	Button-activated shut-off control for power to wheels, kiln & other equipment
Safety Equipment	Safety station with fire-extinguisher, fire blankets & first-aid kit
Other	-

SPECIAL CONSIDERATIONS

Accessibility	Provide tables/chairs accessible for ADA students
Materials	All FF&E to be of material not susceptible to moisture damage
Other	-



Ref. #: **2.21** **SCIENCE ALCOVE (kitchenette)**

Area/Department:	LEARNING COMMONS: ACTIVITIES LAB		
Occupants:	Students: na	Faculty/Staff: 1 - 2	Other: 1 - 2
	Special Needs educator(s) and Volunteer(s) as necessary		

ACTIVITIES & SPACE USAGE

Educational	<p>NOTE: This space is an alcove open to the Activity Lab to support the teaching and learning of science and cooking in the Activity Lab. The Activity Lab is intended as the "classroom" or student space while the Science Alcove supports the teacher and demo station. The Science Alcove may also support small groups of students for more focused hands-on work.</p> <p>Wet lab/kitchenette for elementary science & cooking</p> <ul style="list-style-type: none"> - Teacher area and demonstration station for science activities in the Activity Lab - Small group & individual work - Inquiry-based exploratory learning - Hands-on experiments/projects - Cooking instruction & projects - Business projects (associated with cooking i.e. snack sales, parent coffee service, etc.)
Admin/Operational	-
Community	-

SPATIAL RELATIONSHIPS

Adjacent: Direct	Activity Lab
Nearby: Indirect	Project Alcove Elementary classrooms; Restrooms Outdoor experimental areas
Distant: Separated	High noise areas: Gym; Music

FURNITURE, FIXTURES & EQUIPMENT

Fixed Casework	1 teacher demonstration station with chemical/stain resistive top and lockable storage Lockable base cabinets below perimeter lab demo station Lockable cabinets for supplies & sensitive equipment Casework materials resistive to moisture
Furniture (Movable)	1 Teacher stool (at demo station) Use furniture in adjacent Activity Lab
Fixtures & Equipment	Microscope able to connect to document camera & projector Soap & paper towel dispensers Refrigerator, microwave, electric cook top, electric baking oven, dishwasher



Ref. #: **2.21 SCIENCE ALCOVE (kitchenette)**

(continued)

FINISHES

Floor	Durable floor surface – sheet flooring w/integral cove base
Ceiling	Acoustical ceiling tile or gypsum board
Walls	GWB, paint and/or ceramic tile at kitchenette/demo station
Other Considerations	9'-0" min ceiling height

UTILITIES & SERVICES *(supplemental to all applicable building & life-safety codes, ASD Design Guidelines & Standards)*

Electrical	GFCI duplex outlets at Demo Station and kitchenette A/V equipment in adjacent Activity Lab
Lighting	Natural light through adjacent Activity Lab; recessed down lights; task lighting at work surfaces, variable light level control for various activities
HVAC	Teacher-controlled low-volume exhaust fan at Demo station
Plumbing	Lab sink at demo station with hot/cold water, gooseneck faucet
Acoustical	-
Special Utilities/Services	-
Other Considerations	-

WINDOWS & VISION PANELS

Operable? (Y/N) Shades? (Y/N)

Exterior	-	-	-
Interior	-	-	-
Other Considerations	-	-	-

CONTROL & SAFETY NEEDS

Visibility	Visibility of space from Activity Lab without "blind" areas
Access Control	Open to Activity Lab
Goggle Station	Safety goggle station/storage

SPECIAL CONSIDERATIONS

Recycling	Recycling station (paper, plastic, aluminum) in adjacent Activity Lab



Ref. #: **2.22 PROJECT ALCOVE**

Area/Department:	LEARNING COMMONS: ACTIVITIES LAB		
Occupants:	Students: 10 - 12	Faculty/Staff: 1-2	Other: -
	Special Needs educator(s) and Volunteer(s) as required		

ACTIVITIES & SPACE USAGE

Educational	<p>NOTE: This space is an alcove open to the Activity Lab to support teaching and learning in the Activity Lab. The Activity Lab is intended as the "classroom" or student space while the Project Alcove supports the teacher and a small demo station. The Project Alcove may also support small groups of students for more focused hands-on work.</p> <p>Wet lab/kitchenette for elementary hands-on projects</p> <ul style="list-style-type: none"> - Teacher area and demonstration station for project-based activities in the Activity Lab - Small group & individual work - Inquiry-based exploratory learning - Hands-on experiments/projects
Admin/Operational	-
Community	-

SPATIAL RELATIONSHIPS

Adjacent: Direct	Activity Lab
Nearby: Indirect	Science Alcove Art Alcove & Kiln Elementary classrooms MP Small/Flex Classroom
Distant: Separated	High noise areas: Gym, Music

FURNITURE, FIXTURES & EQUIPMENT

Fixed Casework	Counter with base cabinets, lockable, and overhead cabinets 1 teacher demonstration station with stain resistive top Lockable cabinets for supplies & equipment Casework materials resistive to moisture
Furniture (Movable)	1 Teacher stool (at demo station) Use furniture in adjacent Activity Lab
Fixtures & Equipment	Soap and paper towel dispenser at sink



Ref. #: 2.22 PROJECT ALCOVE

(continued)

FINISHES

Floor	Durable floor surface – resilient flooring w/integral cove base
Ceiling	Acoustical ceiling tile, highly reflective
Walls	Painted
Other Considerations	9'-0" min recommended ceiling height.

UTILITIES & SERVICES *(supplemental to all applicable building & life-safety codes, ASD Design Guidelines & Standards)*

Electrical	Wall outlets above counter GFCI outlets in sink area
Lighting	Natural light through adjacent Activity Lab; recessed down lights; task lighting at work surfaces, variable light level control for various activities
HVAC	-
Plumbing	Sink in counter with hot/cold water, gooseneck faucet
Acoustical	-
Special Utilities/Services	-
Other Considerations	-

WINDOWS & VISION PANELS

		Operable? (Y/N)	Shades? (Y/N)
Exterior	-	-	-
Interior	-	-	-
Other Considerations	-	-	-

CONTROL & SAFETY NEEDS

Visibility	Visibility of space from Activity Lab without "blind" areas
Access Control	Open to Activity Lab
Goggle Station	Safety goggle station/storage
	-

SPECIAL CONSIDERATIONS

Recycling	Recycling station (paper, plastic, aluminum) in adjacent Activity Lab
	-
	-



7.3 Physical Education

7.3.1 Space Program Summary

Program Reference #:	Name/Function	Quantity	Net Area Each	Total
3.01	Gymnasium	1	7,600	7,600
3.02	Indoor Track	1	1,600	1,600
3.03	Dressing Rooms	2	300	600
3.04	Staff Dressing Rooms	2	80	160
3.05	PE/Adaptive PE Storage	1	500	500
3.06	Community Schools Storage	1	200	100
3.07	Arctic Vestibule/Interpretive Area	1	400	400
3.08	Outdoor PE Storage	1	150	150

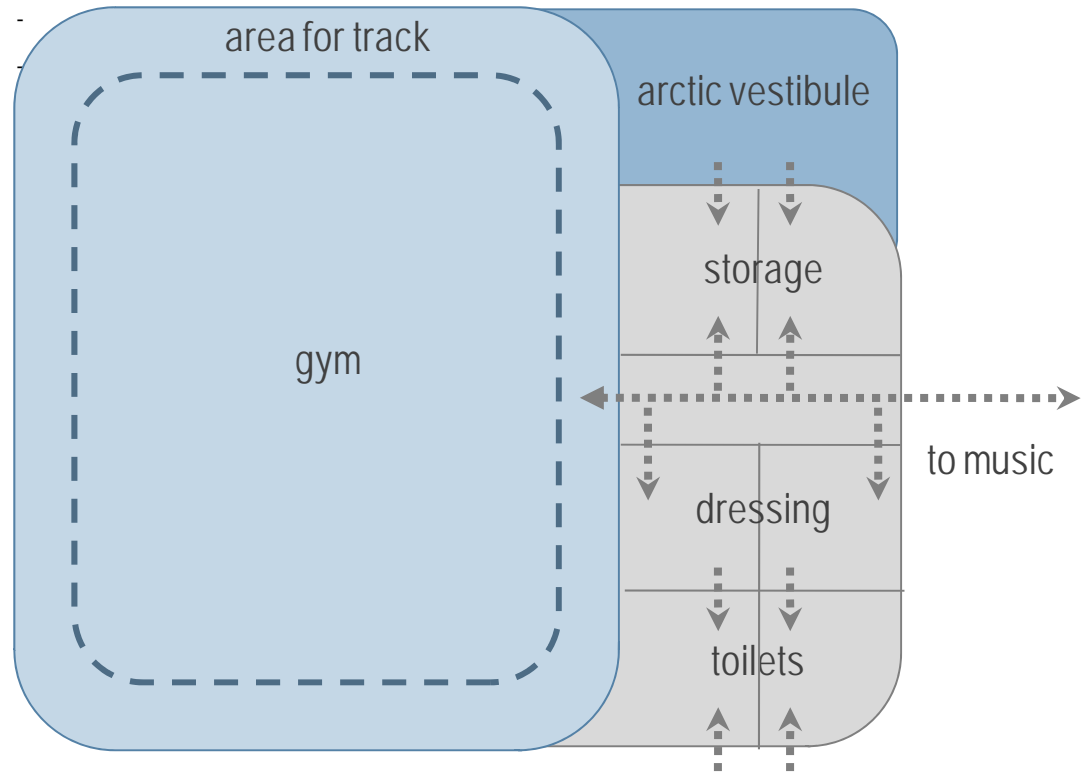
7.3.2 Component Planning Diagrams

Diagrams are intended to illustrate fundamental relationships only. While in some cases a floor plan is implied in loose response to the existing building layout, no distinction between existing vs new construction is made. Further interpretation of these relationships must be made by the design team as part of the development of the renewal project.

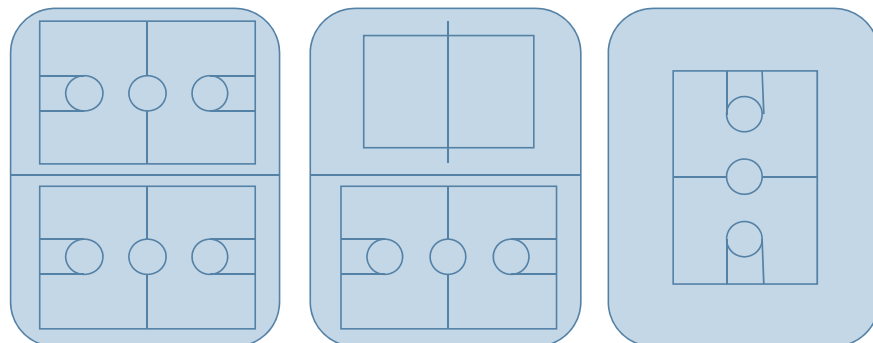
Gymnasium

Key Planning Concepts:

- Multi-Purpose Gym accommodates fitness and athletic need of students and community, serving an age range of pre-school to adult.
- The gym offers competitive and recreational play.
- A dividing curtain allows two distinct activities at one time.
- The program includes a track, with a preference at the second level to separate activities.
- Support spaces should be efficiently planned to increase functionality and avoid duplication of services, for example, dressing rooms shared with music area and dressing rooms sharing public toilets.



- The Gymnasium should be flexible to accommodate multiple configurations of activities, some of which are illustrated in the triptych below.





7.3.3 Individual Space Attributes

Ref. #: **3.01 GYMNASIUM**

Area/Department:	PHYSICAL EDUCATION		
Occupants:	Students: 30-60	Faculty/Staff: 1	Other: -
	Special Needs educator(s) and Volunteer(s) as necessary Spectator seating for 250 Occupant loads vary per activity		

ACTIVITIES & SPACE USAGE

Educational	Students practice and participate in exercise, sports activities, games, including basketball, volleyball, indoor tennis, indoor soccer Physical education and fitness classes; Individual, dual, and team activities Interscholastic & intramural sports. Indoor recess & student recreation
Admin/Operational	-
Community	After-school community indoor soccer, basketball, volleyball, tumbling, wrestling, martial arts & other sports, including participation by local home-school students. Before-school step aerobics. Greater school-community gatherings, assemblies & events. The school's gym is used from 6:00 am to 9:00 pm, is one of Girdwood's most important community use facilities and is expected to be the primary after hours use space. Also used for summer community schools programs

SPATIAL RELATIONSHIPS

Adjacent: Direct	PE Storage Rooms; Adaptive PE Storage; Staff Dressing Room; Outdoor PE teaching stations; circulation corridor. Outside public entry & student access to PE courts & fields through Arctic Vestibule
Nearby: Indirect	Dressing Rooms; Restrooms; Indoor Track; Rentals panel; event parking
Distant: Separated	Acoustically buffer from Music/Dance Room

FURNITURE, FIXTURES & EQUIPMENT

Fixed Casework	Audio cabinet for sound equipment (lockable)
Furniture (Movable)	Access to 250 chairs to supplement bleachers for high-attendance events
Fixtures & Equipment	- Ceiling-mounted tracks for 12 climbing ropes, sufficiently distanced from the wall to allow swinging; 4 rope stowage pulleys on gym wall - Safety wall padding - 6, adjustable height basketball backboards with key powered swing up capability so as not to hinder other activities; end backboards at 10' height, cross court backboards adjustable to 8' - volleyball standards and permanent in-floor mounted net post sleeves/floor plates for volleyball, gymnastics, indoor tennis & badminton equipment - Lateral Climbing wall - Wall mounted chin-up bars - Two 4' x 6" marker boards without rails, flush mounted, 1 at each end of room - Bulletin boards at main student entry to gym and at public entry - Retractable bleachers on 1 wall, to seat 250 minimum - 2 Flag holders, banner rail



Ref. #: **3.01 GYMNASIUM**

(continued)

FINISHES

Floor	Resilient sports floor. Floor markings for basketball, large circle games, indoor soccer, and volleyball. Large class size circle in center with individual marks for students to stand on
Ceiling	24' minimum clear ceiling height to allow school & community volleyball (26' height desirable). Sound attenuation at ceiling
Walls	Paint – include feature color for school spirit, acoustical wall panels above 8' as needed. Hard surfaces to allow rebound of balls to height of +/- 8'
Other	Surfaces above head-height to be easily cleanable Coordinate finishes w/ lighting design

UTILITIES & SERVICES *(supplemental to all applicable building & life-safety codes, ASD Design Guidelines & Standards)*

Electrical	Duplex wall outlets per equipment layout & code. Separate circuits for AV equipment. 2, 20-Amp outlets on dedicated circuits for custodial use
Lighting	Caged HID downlights with provision for lighting during warm up. Variable light level control for various activities. Keyed switches. Natural light, control glare Emergency lighting required (gym is used for emergency situations)
HVAC	Natural + mech. ventilation, individual temp. control; controllable from Rentals Panel.
Plumbing	2 recessed drinking fountains
Acoustical	Minimum STC 50 at hard walls to adjacent interior functions Acoustics to allow direction to be given to diverse activities with minimal mutual disruption
Special Utilities/Services	-

WINDOWS & VISION PANELS

		Operable? (Y/N)	Shades? (Y/N)
Exterior	Abundant access to natural light & ventilation	Y	Y(blackout shades)
	Motorized shades at high clerestories	-	Y
Interior	Vision panels in corridor doors	N	-
Other Considerations	-	-	-

CONTROL & SAFETY NEEDS

Visibility	Visibility of entire space without "blind" areas
Access Control	Corridor doors lockable from both sides
	Gym able to be secured from rest of school during after-hours community use
Divider	Divider optional; ensure divider can be adequately retracted to prevent interference with volleyball and other activities
First Aid	First-Aid kit

SPECIAL CONSIDERATIONS

Protective screens, safety wires	Consider the need to prevent balls from getting caught on ceiling equipment, speakers, etc. Provide "cages" over all exit signs, intercom speakers, fire alarm apparatus, & other damageable equipment
School Spirit	Murals, banners, school colors and other spirit exhibits
	-



Ref. #: **3.02** **INDOOR TRACK**

Area/Department:	PHYSICAL EDUCATION		
Occupants:	Students: varies	Faculty/Staff: varies	Other: varies
TEACHING STATION			

ACTIVITIES & SPACE USAGE

Educational	Physical Education classes, fitness, exercise
Admin/Operational	-
Community	Community programs, practice, fitness and recreation during non-school hours

SPATIAL RELATIONSHIPS

Adjacent: Direct	Preferred: Elevated within main Gym volume, on mezzanine or 2 nd floor level above main Gym (provides for greater simultaneous use of gym and track) Optional: On gym floor level, perimeter of courts
Nearby: Indirect	Other PE teaching stations, Dressing Rooms; Restrooms Arctic Vestibule or other public entrance; Parking Elevator; Stairway
Distant: Separated	-

FURNITURE, FIXTURES & EQUIPMENT

Fixed Casework	-
Furniture (Movable)	-
Fixtures & Equipment	Safety railing (if located above gym)



Ref. #: **3.02 INDOOR TRACK**

(continued)

FINISHES

Floor	Resilient indoor track surface
Ceiling	Exposed structure or acoustical ceiling tile
Walls	Paint – include feature colors. Acoustical panels as needed
Other Considerations	Coordinate all finishes with lighting and acoustical design

UTILITIES & SERVICES *(supplemental to all applicable building & life-safety codes, ASD Design Guidelines & Standards)*

Electrical	Duplex wall outlets per code
Lighting	Natural light + caged fluorescent fixtures
HVAC	Natural + mechanical ventilation, zoned temperature control.
Plumbing	-
Acoustical	See Gymnasium
Special Utilities/Services	-
Other Considerations	-

WINDOWS & VISION PANELS

		Operable? (Y/N)	Shades? (Y/N)
Exterior	Ample daylight and natural ventilation	Y	-
Interior	-	-	-
Other Considerations			

CONTROL & SAFETY NEEDS

Visibility/Supervision	Visibility of entire space without "blind" areas
Security	Location to enable community use
	-

SPECIAL CONSIDERATIONS

	-
	-
	-



Ref. #: 3.03 DRESSING ROOMS

Area/Department:	PHYSICAL EDUCATION		
Occupants:	Students: 30 per hour per room	Faculty/Staff: 1 - 2	Other: -

ACTIVITIES & SPACE USAGE

Educational	Separate boys and girls locker, shower, and dressing areas Storage of personal clothes and belongings Only middle school students dress out for PE; elementary students do not dress out for PE
Admin/Operational	Restroom function is provided by directly adjacent group restrooms.
Community	Minimal use for after-hours community sports & fitness activities (most community members shower and change at their nearby homes) Used by performers in after-hours school and community plays, concerts, etc.

SPATIAL RELATIONSHIPS

Adjacent: Direct	Group restrooms
Nearby: Indirect	Gymnasium Indoor track Arctic Vestibule or other exterior public use building entry Outdoor playing fields & courts PE Storage rooms Custodial Closet
Distant: Separated	-

FURNITURE, FIXTURES & EQUIPMENT

Fixed Casework	-
Furniture (Movable)	-
Fixtures & Equipment	20 full-size lockers for performance events, on perimeter of dressing rooms 60 basket lockers in each room for PE use Changing benches; Mirrors Soap dispenser and automated paper towel dispenser at lavatory Narrow counter with mirror above Hand/hair dryers Trash receptacles Tack boards



Ref. #: **3.03 DRESSING ROOMS**

(continued)

FINISHES

Floor	Slip-resistant quarry tile or ceramic tile, slope floor to drains
Ceiling	Paint
Walls	Quarry tile or ceramic tile
Other Considerations	Color – school colors for team spirit

UTILITIES & SERVICES *(supplemental to all applicable building & life-safety codes, ASD Design Guidelines & Standards)*

Electrical	Duplex wall outlets, per code
Lighting	Fluorescent fixtures Consider occupancy sensor lighting controls
HVAC	Individual temperature control Adequate ventilation to control humidity
Plumbing	3 Lavatories per dressing room w/ hot & cold water Custodial hot/cold hose bib; Floor drains Access to corridor drinking fountains
Acoustical	-
Special Utilities/Services	2 showers (thermostatic controls) in each dressing room, individual stalls
Other Considerations	-

WINDOWS & VISION PANELS

		Operable? (Y/N)	Shades? (Y/N)
Exterior	-	-	-
Interior	-	-	-
Other Considerations	-	-	-

CONTROL & SAFETY NEEDS

Access Control	Solid core hall doors, lockable by staff Doors to adjacent group restrooms, lockable by staff
Accessibility	Wheelchair clearances per ADA
Privacy	Blocked sight lines from corridor into locker rooms

SPECIAL CONSIDERATIONS

Moisture control	Adequate ventilation, moisture resistant materials
	-
	-



Ref. #: **3.04** **STAFF DRESSING ROOMS**

Area/Department:	PHYSICAL EDUCATION		
Occupants:	Students: -	Faculty/Staff: 2-4	Other: -

ACTIVITIES & SPACE USAGE

Educational	-
Admin/Operational	PE & athletics staff locker, restroom, shower, and dressing areas Secure storage of personal clothes and belongings
Community	Athletic coaches and game officials

SPATIAL RELATIONSHIPS

Adjacent: Direct	Gymnasium
Nearby: Indirect	PE Storage
Distant: Separated	-

FURNITURE, FIXTURES & EQUIPMENT

Fixed Casework	Wall lockers
Furniture (Movable)	Dressing bench
Fixtures & Equipment	Shower stall enclosure Soap dispenser and automated paper towel dispenser at lavatory Toilet paper dispenser Mirror above lavatory; narrow shelf below mirror Hand/ hair dryer Trash receptacle



Ref. #: 3.04 STAFF DRESSING ROOMS

(continued)

FINISHES

Floor	Slip-resistant quarry tile or ceramic tile, slope floor to drain.
Ceiling	Acoustical ceiling tile
Walls	Paint/tile
Other Considerations	-

UTILITIES & SERVICES *(supplemental to all applicable building & life-safety codes, ASD Design Guidelines & Standards)*

Electrical	Duplex wall outlets per code GFCI duplex outlet at lavatory
Lighting	Recessed fluorescent fixtures
HVAC	Exhaust fan controlled by light switch & timer; zoned temp. control
Plumbing	Toilet; Lavatory w/ hot & cold water Shower with adjacent private changing wall Floor drain
Acoustical	-
Special Utilities/Services	-
Other Considerations	-

WINDOWS & VISION PANELS

Operable? (Y/N) Shades? (Y/N)

Exterior	-	-	-
Interior	-	-	-
Other Considerations	-	-	-

CONTROL & SAFETY NEEDS

Access Control	Doors lockable
	-

SPECIAL CONSIDERATIONS

	-
	-
	-



Ref. #: 3.05 PE STORAGE

Area/Department:	PHYSICAL EDUCATION		
Occupants:	Students: -	Faculty/Staff: 1-2	Other: -

ACTIVITIES & SPACE USAGE

Educational	Secure storage of equipment and apparatus to support the school's PE and athletics programs and students Storage of equipment and apparatus to support the Adaptive PE program and students
Admin/Operational	-
Community	-

SPATIAL RELATIONSHIPS

Adjacent: Direct	Gym
Nearby: Indirect	Arctic Vestibule exit to PE fields & courts Indoor Track
Distant: Separated	-

FURNITURE, FIXTURES & EQUIPMENT

Fixed Casework	Lockable cage or cabinets for community-use equipment Hooks for ropes, hoops, etc.; stick storage Consider Wenger athletic storage system or similar
Furniture (Movable)	Heavy-duty open shelving units 18" and 24" deep, with adjustable height shelves, for equipment stored in containers & boxes Rolling carts/bins for PE equipment, balls, etc., "park" under shelves
Fixtures & Equipment	P.E. equipment may include: 1 large and 1 small balance beam; 1 parachute; 8-12 tumbling mats; 2 sets volleyball nets and standards; 18 individual jump ropes, 7'; 18 individual jump ropes, 8'; Long jump ropes; 4 softballs, 12"; 36 playground balls, 8 1/2"; 6 jr. size basketballs; 36 wands; 1 cageball, 24"; 1 cageball, 48"; 2 stop watches; 36 bean bags; 36 paddles; 36 sponge balls for paddles, 2 1/2"; 6 jr. size soccer balls; 8 leather volleyballs; 2 measuring tapes, 100'; 16 traffic cones; 36 hoops; 36 fleece balls; 4 Frisbees; 4 relay batons; 4 jumping boxes, 8" high; 4 jumping boxes, 16" high; 36 individual mats; 8 magic ropes 18 partner tug-o-war ropes; 24 appropriate tapes and CDs for rhythms; 1 set baseball equipment; 50 pairs cross country skis & poles; 2 indoor soccer goals; skates; scooter boards; weights Steps for step aerobics School may consider "PE storage mezzanine" platform for added storage space in PE



Ref. #: **3.05 PE STORAGE**

(continued)

FINISHES

Floor	Sealed concrete
Ceiling	Exposed. High ceiling for optional storage "mezzanine" platform
Walls	Paint
Other Considerations	If floor finish changes at access door, include transition threshold for ease of rolling carts.

UTILITIES & SERVICES *(supplemental to all applicable building & life-safety codes, District Design Guidelines & Standards)*

Electrical	Duplex wall outlets per code
Lighting	Fluorescent light fixtures
HVAC	-
Plumbing	-
Acoustical	-
Special Utilities/Services	-
Other Considerations	-

WINDOWS & VISION PANELS

Operable? (Y/N) Shades? (Y/N)

Exterior	-	-	-
Interior	-	-	-
Other Considerations	-	-	-

CONTROL & SAFETY NEEDS

Access control	Lockable door
Security	Consider separate lockable access to various sets of equipment for various user groups
Other	-

SPECIAL CONSIDERATIONS

Access clearance	Double doors with removable or no mullion
Large balance beam	Configure storage room shape & access to allow large balance beam to be rolled straight in and out of storage without blocking access to other items
Mats	Mats should be lifted up off floor for storage
Boots	Consider providing slot type cubbies for individual boots



Ref. #: **3.06** **COMMUNITY SCHOOLS STORAGE**

Area/Department:	PHYSICAL EDUCATION		
Occupants:	Students: -	Faculty/Staff: -	Other: 1-2

ACTIVITIES & SPACE USAGE

Educational	Space may also be shared with the school PE program
Admin/Operational	-
Community	Storage of equipment and supplies to support Community Schools programs and activities Community programs that require equipment storage include preschool Romp 'n Roar program; before-school step aerobics; after-school sports programs including indoor soccer, volleyball, basketball, wrestling, tumbling and others.

SPATIAL RELATIONSHIPS

Adjacent: Direct	Gym
Nearby: Indirect	Commons Community Schools office
Distant: Separated	-

FURNITURE, FIXTURES & EQUIPMENT

Fixed Casework	-
Furniture (Movable)	Heavy-duty open shelving units 18" and 24" deep, with adjustable height shelves Rolling carts/bins for PE equipment, balls, etc.
Fixtures & Equipment	-



Ref. #: 3.06 COMMUNITY SCHOOLS STORAGE

(continued)

FINISHES

Floor	Sealed concrete
Ceiling	Exposed
Walls	Paint
Other Considerations	If floor finish changes at access door, include transition threshold for ease of rolling carts

UTILITIES & SERVICES *(supplemental to all applicable building & life-safety codes, ASD Design Guidelines & Standards)*

Electrical	Duplex outlets, per code requirements
Lighting	Fluorescent light fixtures
HVAC	-
Plumbing	-
Acoustical	-
Special Utilities/Services	-
Other Considerations	-

WINDOWS & VISION PANELS

Operable? (Y/N) Shades? (Y/N)

Exterior	-	-	-
Interior	-	-	-
Other Considerations	-	-	-

CONTROL & SAFETY NEEDS

Access control	Lockable door
	-

SPECIAL CONSIDERATIONS

Doorway clearance	Full width or double doors for easy passage of equipment
	-
	-



Ref. #: **3.07** **INTERPRETIVE VESTIBULE**

Area/Department:	PHYSICAL EDUCATION		
Occupants:	Students: 25	Faculty/Staff: 1 - 2	Other: 1 - 2

ACTIVITIES & SPACE USAGE

Educational	<p>"Educational Mud Room" for the environmental education program(s) planned – indoor learning space to support outdoor learning & activities; Interpretive Space/transition space for outdoor learning, sports & activities; large enough for an entire class</p> <ul style="list-style-type: none"> - Staging for winter activities such as skiing, put on skis, outerwear, etc. - Care of gear & equipment; after-school ski-waxing - Interpretive orientation/presentation space for outdoor environmental science activities including animal tracking, birding, forest explorer, data collection, etc. - Information distribution point for school site trails & environmental features - Student-produced information displays and media on zoological & botanical facts about the school's local environment and Native science - Display of data collected & charted by students monitoring ongoing observational stations - Opportunities for visual presentation elements related to school identity, themes & events - Possible "beaver-cam" or other observational technology - Possible use as performance green room; possible use as alternative music practice space and as band and orchestra meeting space 3 to 4 times per year when stage is occupied by sets & props for drama productions
Admin/Operational	Include walk-off area to protect interior floor from gravel, dirt, wear
Community	<p>Potential public access route to main Gym for after hours use</p> <p>Winter meeting place for community schools activities</p>

SPATIAL RELATIONSHIPS

Adjacent: Direct	Commons
Nearby: Indirect	<p>PE Storage; Restrooms; Gym; Dressing Rooms; Water fountain</p> <p>Music/Dance Room (stage), Community Schools Office</p> <p>Exterior access to environmental science, forested area, ski, snowshoe & hiking trails</p>
Distant: Separated	-

FURNITURE, FIXTURES & EQUIPMENT

Fixed Casework	<p>50 small "box" lockers for street shoes</p> <p>Display cases</p>
Furniture (Movable)	Perimeter benches
Fixtures & Equipment	<p>Coat hooks or pegs (no sharp points)</p> <p>Marker board</p> <p>Tackable surface / display space on walls</p>



Ref. #: **3.07 INTERPRETIVE / ARCTIC VESTIBULE**

(continued)

FINISHES

Floor	Durable flooring with walk-off area
Ceiling	Exposed or GWB ceiling for durability
Walls	Durable wall construction and surface finish
Other Considerations	10'-0" ceiling height minimum

UTILITIES & SERVICES *(supplemental to all applicable building & life-safety codes, ASD Design Guidelines & Standards)*

Electrical	Duplex wall outlets, per code
Lighting	Recessed lighting fixtures, caged or otherwise vandal resistive
HVAC	heat source to help control condensation & frosting on exterior glazing
Plumbing	Access to drinking fountain in adjacent corridor or gym
Acoustical	-
Special Utilities/Services	-
Other Considerations	-

WINDOWS & VISION PANELS

		Operable? (Y/N)	Shades? (Y/N)
Exterior	Visibility to outside	N	N
Interior	Visibility to corridor or Gym Energy-efficient exterior glazing to help control condensation	N	N
Other Considerations	-	-	-

CONTROL & SAFETY NEEDS

Access control	Interior & exterior double doors, glazed, with center mullion, lockable; security alarm
	-
	-
	-

SPECIAL CONSIDERATIONS

Area/Size	Area is shown as "net" with the expectation that additional gross area required for a typical air-lock vestibule will add functional square-footage to this space.
	Locate ski, cross-country running, track and field and other outdoor equipment storage to support staging in the arctic vestibule with minimal transit of the gym in order to free up the gym for indoor groups when outdoor groups are staging.
	-
	-



Ref. #: **3.08** **OUTDOOR PE STORAGE**

Area/Department:	PHYSICAL EDUCATION		
Occupants:	Students: 1-2	Faculty/Staff: -	Other: -

ACTIVITIES & SPACE USAGE

Educational	-
Admin/Operational	Provide equipment storage for outdoor sports and PE activities such as track hurdles, ball sports, etc.
Community	-

SPATIAL RELATIONSHIPS

Adjacent: Direct	Convenient access to outdoor playing fields and courts
Nearby: Indirect	Locker Rooms
Distant: Separated	-

FURNITURE, FIXTURES & EQUIPMENT

Fixed Casework	Lockable cabinets
Furniture (Movable)	Heavy-duty open shelving units 18" and 24" deep, with adjustable height shelves
Fixtures & Equipment	First-aid supplies Safety equipment



Ref. #: 3.08 OUTDOOR PE STORAGE

(continued)

FINISHES

Floor	Sealed concrete or other non-slip, non-porous floor
Ceiling	Exposed
Walls	Paint
Other Considerations	-

UTILITIES & SERVICES *(supplemental to all applicable building & life-safety codes, ASD Design Guidelines & Standards)*

Electrical	Duplex wall outlets, per code
Lighting	Surface-mounted fixtures
HVAC	Natural ventilation
Plumbing	-
Acoustical	-
Special Utilities/Services	-
Other Considerations	-

WINDOWS & VISION PANELS

Operable? (Y/N) Shades? (Y/N)

		Operable? (Y/N)	Shades? (Y/N)
Exterior	-	-	-
Interior	-	-	-
Other Considerations	-	-	-

CONTROL & SAFETY NEEDS

Access control	Lockable doors, access from outside only
	-
	-

SPECIAL CONSIDERATIONS

Doorway clearance	Full-width or double doors
	-
	-



7.4 Administration

7.4.1 Space Program Summary

Program Reference #:	Name/Function	Quantity	Net Area Each	Total
4.01	Reception	1	150	150
4.02	Admin/Secretary	1	300	300
4.03	Storage (Secure)	1	150	150
4.04	Conference Room	1	225	225
4.05	Principal's Office	1	225	225
4.06	Time Away	1	50	50
4.07	School Nurse	1	400	400
-	Staff Restrooms	2	*	*

* gross area

7.4.2 General Requirements & Planning Diagrams

The administrative area provides student, staff and community support. Many visitors receive their first or only impression of the school from the administrative office area. The reception area should be pleasant and inviting and should provide comfortable, relaxing environment. Appropriate display areas should be included.

The administrative area of the school includes a reception space, clerical work space for one administrative assistant and one secretary, principal's office, nurse's suite, conference room, access to staff restrooms and a "time away" student room (easily monitored by office staff).

The administrative area should be located by the main entrance to the school and enclosed from the main entrance and hallway traffic, with excellent visibility from both the front office and principal's office to the approaches to the school's front entry and the playground. The administrative suite should be able to be secured at night from all other users of the building.

The school's master clock and tone system, security and fire alarm systems, master intercom/telephone panel, and emergency two-way radio should be located in the administrative office area, easily accessible from the principal's office and secretary work station.

This area provides the communication center and point of leadership for the school for the following specific activities:

- a. Business operations
- b. Center for District-wide communications
- c. Coordination of student social services
- d. Student (non-instructional) health services
- e. Assistance to counseling programs



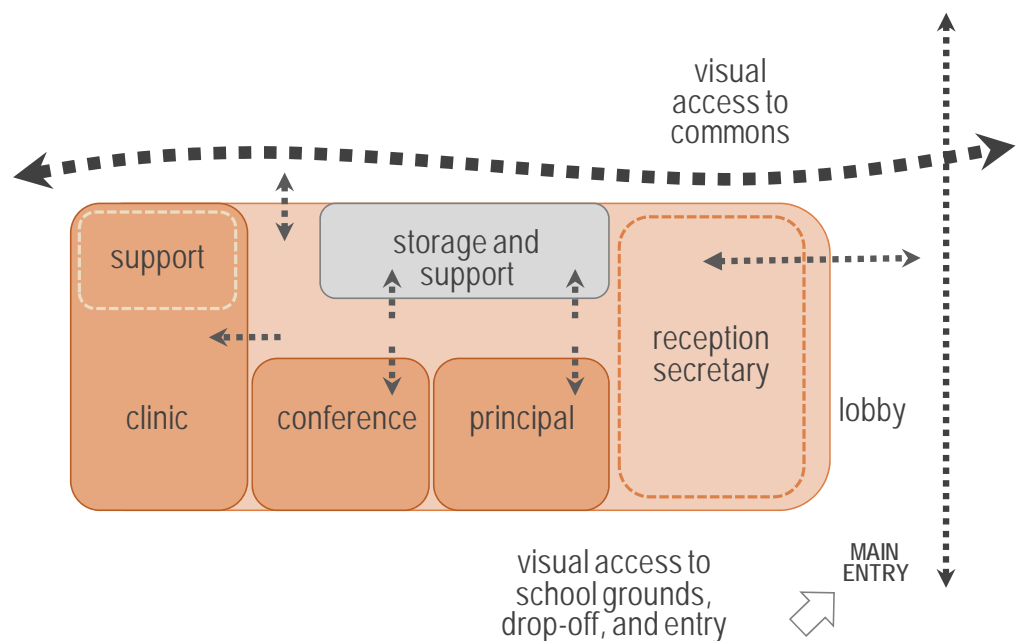
- f. Coordination of facility operations and maintenance
- g. Center for control and communications for response to emergency situations

Administration provides the single point of leadership for the day to day operations of the school, and the link to District-wide communication. The Admin/ Secretary area (front office) should be a comfortable, well equipped office space for the clerical staff. The Principal's Office should provide a secure, private and professional workspace for the Principal, with access to a nearby conference room.

The Nurse's Suite should be located within the Administration area as administrative staff provide student first aid services in the absence of the part-time school nurse. The nurse also provides ongoing health and wellness assessments, planning and intervention as needed for students. Planning and problem solving often involve students, staff and parents.

The following diagrams are intended to illustrate fundamental relationships only. While in some cases a floor plan is implied in loose response to the existing building layout, no distinction between existing vs new construction is made. Further interpretation of these relationships must be made by the design team as part of the development of the renewal project.

Main Office / Administration





7.4.3 Individual Space Attributes

Ref. #: **4.01 RECEPTION**

Area/Department:	ADMINISTRATION		
Occupants:	Students: 3	Faculty/Staff: 1-2	Other: 3-4 visitors

ACTIVITIES & SPACE USAGE

Educational	Example of efficient, professional & customer-friendly service operation
Admin/Operational	Space for students and visitors to be welcomed and directed or ushered to their intended destinations - Waiting area for all ages - Place for parents to fill out forms - Space to allow smaller children to see & be seen by secretarial staff
Community	Welcoming, greeting, wayfinding Frontal eye contact between receptionist and visitors

SPATIAL RELATIONSHIPS

Adjacent: Direct	Art/Student work displays Admin/ Secretary Either the Administrative Assistant or the Secretary may function as receptionist as available and required. The school has no separate receptionist staff position.
Nearby: Indirect	Building main entry; public restrooms Parent & visitor parking Conference Room; Library Provide a "break" in the traffic flow from main entry to Reception, while providing easy way-finding from the main entry to Reception. Front entrance should be easily located and identified
Distant: Separated	Reception should be nearby yet sheltered from Nurse and Student Time Away

FURNITURE, FIXTURES & EQUIPMENT

Fixed Casework	Split height Reception Counter: with low portion for ADA counter that also serves small children. Space under reception counter for 4 drawers (1 for hanging file), small safe, stationary first aid kit, space for confiscated student belongings. All storage to have cabinet doors Optional workstation space on receptionist's side of counter Credenza with small sink, under-counter refrigerator, coffee service
Furniture (Movable)	Task Chair for receptionist 4 visitor chairs Furniture adjustable and/or appropriate to accommodate all ages
Fixtures & Equipment	Tack boards Display for brochures, flyers, school and community information, etc. Small sink, under-counter refrigerator, coffee service at credenza



Ref. #: **4.01 RECEPTION**

(continued)

FINISHES

Floor	Carpet, stain resistive
Ceiling	Acoustical ceiling tile
Walls	Paint
Other Considerations	-

UTILITIES & SERVICES *(supplemental to all applicable building & life-safety codes, ASD Design Guidelines & Standards)*

Electrical	Duplex wall outlets 6' to 8' on center min., plus outlets for computer & other technology Quad outlet at workstation (for access from desk top)
Lighting	Task lighting + recessed fluorescent fixtures and/or direct/indirect fixtures; task lighting at work surfaces, daylight (borrowed ok)
HVAC	Quiet, Supply/return air, zoned temp control
Plumbing	Drinking fountain in lobby or close proximity
Acoustical	45 dBA max. unoccupied background noise as recommended by ANSI/ASA S12.60-2002
Special Utilities/Services	-
Other Considerations	-

WINDOWS & VISION PANELS

		Operable? (Y/N)	Shades? (Y/N)
Exterior	Visibility to parent/visitor drop-off & parking	N	Y
Interior	Visibility to interior and exterior approaches to main building entry	N	N
Other Considerations	Roll-up window at reception counter	-	-

CONTROL & SAFETY NEEDS

Visibility	Visibility of entire lobby & waiting area without "blind" areas
Access Control	Doors lockable, vision panel to coordinate w/ sidelite
Student Traffic	Student traffic patterns should separate those visiting the nurse from those seeking other administrative services.
Teacher Traffic	Teachers should have alternate means to access mail, lounge, supplies and workroom.
Substitute Teachers	After sign-in at reception, channel to Teacher Workroom and lounge via corridor
	-

SPECIAL CONSIDERATIONS

Theme/Ownership	Consider color, graphics or other design features to identify this program function.
Accessibility	Provide ADA accessibility for visitor activities supported in this space.
Weather Station	Provide weather station at convenient location for use by principal, staff & students.



Ref. #: **4.02 ADMIN/ SECRETARY**

Area/Department:	ADMINISTRATION		
Occupants:	Students: -	Faculty/Staff: 2	Other: -

ACTIVITIES & SPACE USAGE

Educational	Example of efficient, collaborative, professional environment
Admin/Operational	Open office area for various clerical and administrative support tasks: <ul style="list-style-type: none"> - School communications center: answering phones, forwarding calls, taking messages - Mail received and distributed - Attendance processing/ record keeping - Clerical work for Principal - Teaching spaces are scheduled out of this operation - Supervision of Reception/main entry, parking, drop-off, commons and playground
Community	Coordinating community use of the building with Rentals Dept. & Community Schools Office

SPATIAL RELATIONSHIPS

Adjacent: Direct	Reception – locate behind reception area to facilitate working with confidential student information Nurse Storage Closet (Secure)
Nearby: Indirect	Principal, Building main entry, Conference Room Student Time Away (acoustically and visually buffer from Reception) Staff Mailboxes, Teacher Workroom
Distant: Separated	Teacher Lounge

FURNITURE, FIXTURES & EQUIPMENT

Fixed Casework	NOTE: maximize use of movable furniture & casework – systems furniture where possible
Furniture (Movable)	2 desk/ workstations 2 ergonomically adjustable task chairs Counter or table space for printer/copier/scanner Lockable file cabinets 1 tall wardrobe cabinet, lockable
Fixtures & Equipment	Tack board



Ref. #: **4.02 ADMIN/SECRETARY**

(continued)

FINISHES

Floor	Carpet, stain and static resistive
Ceiling	Acoustical ceiling tile
Walls	Paint
Other Considerations	-

UTILITIES & SERVICES *(supplemental to all applicable building & life-safety codes, ASD Design Guidelines & Standards)*

Electrical	Duplex wall outlets 6' to 8' on center min., plus outlets for computers & other technology Quad outlets at workstations (for access from desk top) Emergency power outlet at Secretary's workstation
Lighting	Task lighting + recessed fluorescent fixtures, task lighting at work surfaces Daylight (borrowed ok) Emergency lighting required.
HVAC	Natural + mechanical ventilation, individual temp control
Plumbing	-
Acoustical	45 dBA max. unoccupied background noise preferred
Special Utilities/Services	-
Other Considerations	-

WINDOWS & VISION PANELS

		Operable? (Y/N)	Shades? (Y/N)
Exterior	Visibility to parent/visitor drop-off & parking	Y	Y
Interior	Visibility to Nurse	N	-
Interior	Visibility to Reception & main entry	N	N
Other Considerations	-	-	-

CONTROL & SAFETY NEEDS

Visibility	Visibility of entire Open Office Area without "blind" areas
Interior	Lockable 1 hour fire rated door to secure Storage Closet
Student Traffic	Traffic flow should separate students who are visiting the Nurse from those seeking other administrative services. Students should wait for disciplinary meetings away from public view but in sight of administrative staff
Teacher Traffic	Teachers should not enter Secretary area to access mail or Staff Workroom.
Other	Locate all system panels away from general traffic pattern

SPECIAL CONSIDERATIONS

After-Hours Use	Night override panel (rentals panel) for fans & lights in rentals area of school (1 of 2, other located in Receiving)
Other System Panels – locate away from traffic	Security Key Pad
	Annunciator Panel
	Fire-Alarm Panel
	Intercom Head-End Panel
Visibility/Supervision	The ability of admin/sec. to monitor the Entry, Commons, student drop-off & visitors coming to the school is critical. Playground monitoring is important as well.
	-



Ref. #: 4.03 STORAGE (Secure)

Area/Department:	ADMINISTRATION		
Occupants:	Students: -	Faculty/Staff: 1 - 2	Other: -

ACTIVITIES & SPACE USAGE

Educational	-
Admin/Operational	Storage of office supplies, forms, files, etc. for use by school administrative staff Secure storage of student records and testing materials
Community	-

SPATIAL RELATIONSHIPS

Adjacent: Direct	Admin/ Secretary
Nearby: Indirect	Nurse Principal's Office
Distant: Separated	-

FURNITURE, FIXTURES & EQUIPMENT

Fixed Casework	Base and overhead cabinets with counter top work space on one wall Fireproof safe
Furniture (Movable)	Open shelving units with adjustable height shelves, for forms, files, records Fireproof lockable lateral file cabinets for student records
Fixtures & Equipment	-



Ref. #: **4.03 STORAGE (Secure)**

(continued)

FINISHES

Floor	Utility floor surface or carpet continuous with Secretary Area
Ceiling	Acoustical ceiling tile
Walls	Paint
Other Considerations	If floor finish changes at access door, include transition threshold for ease of rolling carts.

UTILITIES & SERVICES *(supplemental to all applicable building & life-safety codes, ASD Design Guidelines & Standards)*

Electrical	Duplex wall outlets, per code Power supply for recharging laptop cart
Lighting	Fluorescent fixtures
HVAC	-
Plumbing	-
Acoustical	-
Special Utilities/Services	-
Other Considerations	-

WINDOWS & VISION PANELS

		Operable? (Y/N)	Shades? (Y/N)
Exterior	-	-	-
Interior	-	-	-
Other Considerations	-	-	-

CONTROL & SAFETY NEEDS

Access Control	Lockable fire rated door with security alarm
	-
	-
	-

SPECIAL CONSIDERATIONS

Fire Rating	Minimum 1 hour fire rated envelope assemblies
	-
	-



Ref. #: 4.04 CONFERENCE ROOM

Area/Department:	ADMINISTRATION		
Occupants	Students: -	Faculty/Staff: Up to 12	Other: -

ACTIVITIES & SPACE USAGE

Educational	Example of efficient, collaborative, professional environment
Admin/Operational	Quiet space for small groups to work and participate in discussions, meetings and training - OCS conferences - Parent conferences - Set-up/ staging room for testing materials - Small group teacher training activities
Community	-

SPATIAL RELATIONSHIPS

Adjacent: Direct	-
Nearby: Indirect	Admin/ Secretary (direct or indirect adjacency) Principal's Office Storage (Secure) – used for storage of testing materials Restrooms
Distant: Separated	High noise areas: Gym; Music

FURNITURE, FIXTURES & EQUIPMENT

Fixed Casework	NOTE: maximize use of movable furniture & casework where possible.
Furniture (Movable)	1 conference table for 12 12 chairs
Fixtures & Equipment	Tack board Marker board Projection surface such as retractable projection screen



Ref. #: **4.04 CONFERENCE ROOM**

(continued)

FINISHES

Floor	Carpet, stain resistive, static resistive
Ceiling	Acoustical ceiling tile
Walls	Paint
Other Considerations	-

UTILITIES & SERVICES *(supplemental to all applicable building & life-safety codes, ASD Design Guidelines & Standards)*

Electrical	Duplex wall outlets 6' to 8' on center min., plus outlets for computers & other technology GFCI quad floor outlet, water resistive cover, centered in room Separate circuit for A/V equipment
Lighting	Direct/indirect pendant fixtures, uniform light at conference table. Variable light level control for various activities. Daylight desirable.
HVAC	Supply/return air; natural ventilation if possible; individual temp control
Plumbing	-
Acoustical	45 dBA max. unoccupied background noise, wall STC 50 (confidential conferences).
Special Utilities/Services	-
Other Considerations	-

WINDOWS & VISION PANELS

		Operable? (Y/N)	Shades? (Y/N)
Exterior	Desirable for daylight & views, not required	Y	Y (blackout shades)
Interior	Sidelite at strike-jamb of door	N	N
Other Considerations	-	-	-

CONTROL & SAFETY NEEDS

Access Control	Doors lockable both sides
	-
	-
	-

SPECIAL CONSIDERATIONS

	-
	-
	-



Ref. #: 4.05 PRINCIPAL'S OFFICE

Area/Department:	ADMINISTRATION		
Occupants:	Students: 1-2	Faculty/Staff: 1	Other: 1 - 2
	Up to 6 persons for in-office conference		

ACTIVITIES & SPACE USAGE

Educational	Example of supportive, professional environment
Admin/Operational	Office space for the Principal to provide leadership for students, staff and community <ul style="list-style-type: none"> - Small group meetings/planning/collaboration - Confidential parent & student conferences & phone communications - Coordinate curriculum, programs and scheduling - Correspondence & reports - Staff & teacher development and evaluations, general staff HR - Store files, resource materials & reference books - CCTV may be monitored via Principal's computer
Community	-

SPATIAL RELATIONSHIPS

Adjacent: Direct	Admin/ Secretary area
Nearby: Indirect	Conference Room Reception; Main building entry Nurse
Distant: Separated	-

FURNITURE, FIXTURES & EQUIPMENT

Fixed Casework	NOTE: maximize use of movable furniture & casework.
Furniture (Movable)	1 desk/workstation 1 ergonomic adjustable task chair 1 small conference table with 6 guest chairs Lockable file cabinets Movable bookcase Tall wardrobe closet, lockable
Fixtures & Equipment	Tack board; Marker board



Ref. #: **4.05 PRINCIPAL'S OFFICE**

(continued)

FINISHES

Floor	Carpet, stain and static resistive
Ceiling	Acoustical ceiling tile
Walls	Paint
Other Considerations	-

UTILITIES & SERVICES *(supplemental to all applicable building & life-safety codes, ASD Design Guidelines & Standards)*

Electrical	Duplex wall outlets 6' to 8' on center minimum Quad outlet at workstation (for access from desk top)
Lighting	Task lighting + fluorescent fixtures, daylight (borrowed ok)
HVAC	Quiet, natural + mechanical ventilation; zoned temp control
Plumbing	-
Acoustical	Wall STC 50 desirable
Special Utilities/Services	-
Other Considerations	-

WINDOWS & VISION PANELS

Operable? (Y/N) Shades? (Y/N)

Exterior	Yes, visibility to front entry approach, bus loading and playground	Y	Y
Interior	Sidelite at strike-jamb of door frame	N	N
Other Considerations	-	-	-

CONTROL & SAFETY NEEDS

Access Control	Doors lockable
	-
	-
	-

SPECIAL CONSIDERATIONS

Student Waiting	Consider bench in hall just outside Principal Office, recessed out of traffic, where 1-2 students can wait to see Principal; preferably locate out of view of public, yet able to be monitored from front office clerical work stations
	-
	-



Ref. #: 4.06 STUDENT TIME AWAY

Area/Department:	ADMINISTRATION		
Occupants:	Students: 1	Faculty/Staff: -	Other: -

ACTIVITIES & SPACE USAGE

Educational	Individual student "cooling off" & study in a secluded space - Provides a limited alternative to school suspension - Allows student to continue with academic studies in isolation from other students - Addresses academic, behavioral & social problems of individual students
Admin/Operational	-
Community	-

SPATIAL RELATIONSHIPS

Adjacent: Direct	Admin/ Secretary Area
Nearby: Indirect	Principal's Office
Distant: Separated	Reception Parent Center Community Schools Office Out of sight & sound of the general public

FURNITURE, FIXTURES & EQUIPMENT

Fixed Casework	-
Furniture (Movable)	1 student study table & chair
Fixtures & Equipment	-



Ref. #: 4.06 STUDENT TIME AWAY

(continued)

FINISHES

Floor	Carpet continuous with Admin/ Secretary Area
Ceiling	GWB or acoustical ceiling tile
Walls	Painted GWB
Other Considerations	GWB ceiling

UTILITIES & SERVICES *(supplemental to all applicable building & life-safety codes, ASD Design Guidelines & Standards)*

Electrical	Duplex wall outlets
Lighting	Fluorescent fixtures
HVAC	Supply/return air, zoned temp control
Plumbing	-
Acoustical	Wall STC 45 min. Acoustically isolated yet visible from the Admin/ Secretary area
Special Utilities/Services	-
Other Considerations	-

WINDOWS & VISION PANELS

Operable? (Y/N) Shades? (Y/N)

Exterior	-	-	-
Interior	Supervision from Admin/ Secretary area via vision panel	N	N
Other Considerations	vision panels to be high impact-resistant	-	-

CONTROL & SAFETY NEEDS

	-
	-
	-

SPECIAL CONSIDERATIONS

	-
	-
	-



Ref. #: **4.07** **SCHOOL NURSE**

Area/Department:	ADMINISTRATION		
Occupants:	Students: 1 - 3	Faculty/Staff: 1 -	Other: -
	Staff: 1 part-time school nurse (front office staff provide first aid as needed when nurse is not on duty)		

ACTIVITIES & SPACE USAGE

Educational	Personal wellness & health
Admin/Operational	<p>Clinic space to address student health, injuries, medications, etc. Nurse's space includes confidential office, clinic with cot area, clothes closet, washer & dryer & restroom with shower.</p> <ul style="list-style-type: none"> - Parent conferences & confidential phone communications - Cleaning/washing/dressing of minor wounds; Treatment of minor injuries & illnesses - Temporary holding of 1 to 2 ill students (requires quiet cot areas) - Blood glucose monitoring, clean urinary catheterization, respiratory therapy & other procedures ordered by student's physician - Dispensing prescribed medication – such as ADHD medical therapies, anticonvulsants, asthma related inhalers & antibiotics; injectable Epipen for bee stings, etc. - Health & wellness education & counseling; Nutrition counseling; Health Aide training - Vision & hearing screening - TB tests, scoliosis screening - Record keeping to meet District & State guidelines - Coordinate monitoring of medication side-effects with Special Ed teacher & other staff
Community	-

SPATIAL RELATIONSHIPS

Adjacent: Direct	Admin/ Secretary area Corridor
Nearby: Indirect	Intensive Needs Self Contained Classroom Close to building front entry to facilitate pick-up of child by parent or 911 Itinerant Psychologist
Distant: Separated	Acoustically buffered from high noise areas: Music, Gym

FURNITURE, FIXTURES & EQUIPMENT

Fixed Casework	<p>NOTE: maximize use of movable furniture & casework</p> <p>Base & wall cabinets, some lockable, to hold supply of general nursing & first aid supplies, paper goods, medicines, blankets, towels</p> <p>Counter space at sink in clinic area, for administering first aid & specialized procedures</p>
Furniture (Movable)	<p>Desk/workstation with lockable drawers; adjustable task chair</p> <p>Two, 2-drawer file cabinets, lockable</p> <p>2 hardback chairs</p> <p>2 cots</p>
Fixtures & Equipment	<p>Privacy curtain/tracks for cot & dressing areas</p> <p>Weight/height scale, eye exam chart</p> <p>Mobile exam light, Sharps container (hazardous waste receptacle)</p> <p>Wheelchair, crutches, backboard, portable stretcher</p> <p>Refrigerator/freezer, lockable, w/ automatic icemaker, for medications only</p> <p>Refrigerator for drinks & snacks for diabetic students</p> <p>Hand Sanitizer/Soap and towel dispensers at clinic & restroom sinks</p>



Ref. #: 4.07 SCHOOL NURSE

(continued)

FINISHES

Floor	Seamless resilient sheet flooring
Ceiling	Acoustical ceiling tile
Walls	Paint
Other Considerations	-

UTILITIES & SERVICES *(supplemental to all applicable building & life-safety codes, District Design Guidelines & Standards)*

Electrical	Duplex wall outlets 6' to 8' on center min., plus outlets for computers & other technology Quad outlet at workstation in nurse's office (for access from desk top) Quad outlet at workstation in clinic/cot area (for access from desk top) GFCI duplex outlets at sinks 220v electrical service to dryer Electrical service to refrigerators
Lighting	Task lighting + fluorescent fixtures, task lighting at work surfaces, variable light level control; daylight (borrowed ok).
HVAC	Quiet, individual temp control. Natural ventilation desired
Plumbing	1 Stainless steel sink with lever handles, gooseneck faucet, hot & cold water Water service to icemaker ADA restroom, unisex, with changing table (ages 3-12), locate within Nurse's suite Shower w/ shower seat in restroom Floor drain in restroom Water service to washing machine
Acoustical	35 dBA max. unoccupied background noise, wall STC 50 min. as recommended by ANSI/ASA S12.60-2002
Special Utilities/Services	-
Other Considerations	-

WINDOWS & VISION PANELS

		Operable? (Y/N)	Shades? (Y/N)
Exterior	Desirable, not required	Y	Y
Interior	Visibility to Admin/Secretary area	N	Y
Other Considerations		-	-

CONTROL & SAFETY NEEDS

Access Control	Primary or secondary hallway entry is desirable. Corridor doors lockable both sides Door to Admin/ Secretary area lockable
Accessibility	All doors sized for cot/ gurney clearance
	-

SPECIAL CONSIDERATIONS

Student Waiting	Consider providing a waiting area for 2-3 students
	-
	-



7.5 Community Life

7.5.1 Space Program Summary

Program Reference #:	Name/Function	Quantity	Net Area Each	Total
5.01	Parent Center	1	250	250
5.02	Community Schools	1	250	250
5.03	Shared Storage	1	400	400

7.5.2 General Requirements

Girdwood School benefits from exceptional parent support and involvement. A Parent Center is provided as a home base for volunteers to coordinate activities, store production supplies and personal belongings, have snacks and coffee and produce materials for work with students. Parent volunteers also coordinate closely with FVCS.

A diverse community schools program has strong participation from local enrollees and volunteer instructors. Under a Memorandum of Agreement with ASD, Four Valleys Community Schools (FVCS) rents space in Girdwood School for its administrative office as well as before and after school programs. Funding comes from the local Girdwood community. Girdwood School rentals for community schools programs enrich students' learning opportunities and strengthen community awareness, appreciation and support for the school.

While FVCS uses any local facilities that may be available, no YMCA, Rec Center or other Girdwood facility provides an equivalent alternative to the Girdwood School Gym. FVCS indoor programs for children from pre-school through high school ages and adults include supervised exercise, indoor soccer, basketball, volleyball, tumbling, wrestling, martial arts, Family Game Night and crafts. Some physical activities that currently use the gym or other community venues such as step aerobics, yoga and Pilates could use the Music/Dance Room if available. Both Girdwood School students and local home school students participate in FVCS programs at Girdwood School. FVCS coordinates children's summer programs at Girdwood School including Science Camp, summer playground and sports.

Many outdoor FVCS activities use the school as a gathering point and temporary place to leave packs and other personal items out of the rain. In spring, summer and fall, these include soccer, baseball and softball, trail running, trail hiking, fall cross country running, animal tracking, birding and biking. Up to 40 children in the Four Valleys Nordic Ski Club meet at Girdwood School during winter for cross country skiing.

Community schools programs can benefit from ability to rent a commons flex space or designated classroom for diverse evening classes. Use of the commons flex space would reduce need to use a classroom belonging to a teacher. FVCS programs may use library computers for properly registered and supervised students enrolled in online classes including instructor facilitated online courses coordinated by FVCS (www.ed2go.com/fvcsi).

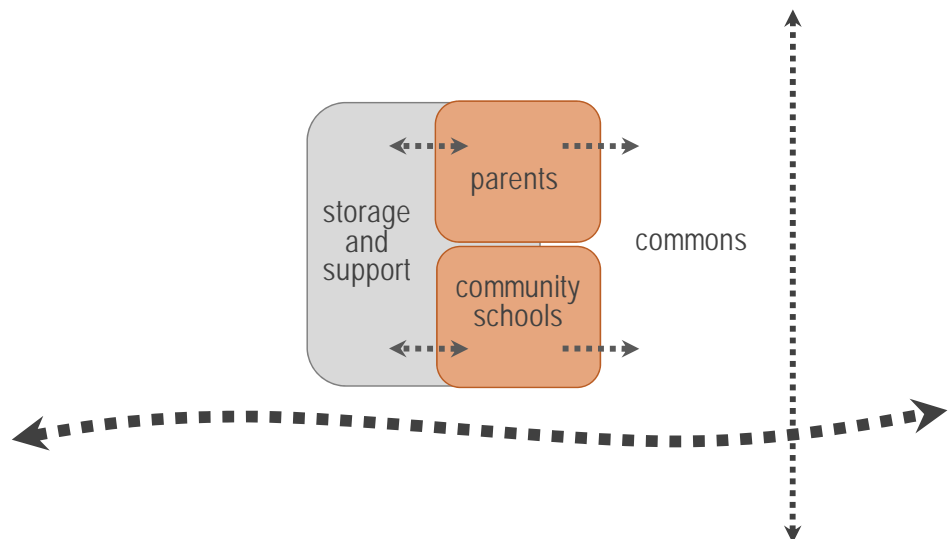


Although not all FVCS summer activities are held at the school, Community Schools has a need to use its office in the school year-round. Summertime school utilities shut-downs have sometimes required community schools to move its office operations temporarily. Placing the Community Schools Office, a commons rest room and, if possible, a commons flex space for Community Schools rental on the separate utilities used by the summer camper hosts may be one way to more efficiently address this need; a more complete approach might put these spaces and the gym on separate utility services to allow all potential summer community use spaces to operate independently of the rest of the school. All spaces most likely to be useful for community schools programs at various times of the year – the Community Schools Office, Shared Storage, Flex Space, Library, restrooms, and Music/Dance Room – are located directly on the central commons, while the gym is easily accessed nearby. The Community Schools Office location not far from the front entry facilitates coordination with the Parent Center and Administration, and should provide visibility to outdoor campus areas used by community schools programs.

Community Schools

Key Planning Concepts:

- Community program areas are provided to support volunteer and parent involvement and support, as well as community schools programming.
- Community schools is located with visual access to school entry and to the school commons.
- Parent room is located near commons with frontage to public spaces.
- A shared storage room supports both spaces.
- A single kitchenette may also be shared by these two areas.





7.5.3 Individual Space Attributes

Ref. #: 5.01 PARENT CENTER

Area/Department:	COMMUNITY LIFE		
Occupants:	Students: -	Faculty/Staff: -	Other: 1-6

ACTIVITIES & SPACE USAGE

Educational	Example of efficient, collaborative, professional environment
Admin/Operational	-
Community	Base for parent volunteers to work within the school - PTA meetings/planning/collaboration - Media production, copying, printing - Parent conferences & phone communications - Small group/ volunteer training activities - Lockable storage for files, production materials and personal items - Lunch & coffee

SPATIAL RELATIONSHIPS

Adjacent: Direct	Commons
Nearby: Indirect	Reception Easy access from main building entry Community Schools Office Shared Parent/Community Schools Storage Classrooms Indirect access to a conference room desirable Library/Media Center Administrative suite
Distant: Separated	Student Time Away

FURNITURE, FIXTURES & EQUIPMENT

Fixed Casework	Work counter w/ base & overhead cabinets on one wall Small kitchenette w/ counter; base & overhead cabinets; microwave shelf above counter Open wall shelving for boxes of supplies, etc. NOTE: maximize use of movable furniture & casework – systems furniture where possible.
Furniture (Movable)	2 workstations 6 adjustable task chairs 1 Activity/Conference Table 2 Tall Wardrobe Units, lockable Lockable file cabinet
Fixtures & Equipment	Small refrigerator; Microwave; Coffee service Tack board & Marker board; 1 additional tack board in hall just outside this space. Carts



Ref. #: **5.01 PARENT CENTER**

(continued)

FINISHES

Floor	Carpet, stain resistive; optional resilient flooring at kitchenette area
Ceiling	Acoustical ceiling tile, highly reflective
Walls	Paint
Other Considerations	9'-0" min recommended ceiling height

UTILITIES & SERVICES *(supplemental to all applicable building & life-safety codes, ASD Design Guidelines & Standards)*

Electrical	Duplex wall outlets 6' to 8' on center min., plus outlets as needed for kitchenette equipment Quad outlets at workstations – grommets to counter top or mount above counter height GFCI Duplex outlet at kitchenette, above counter height
Lighting	Task lighting + fluorescent fixtures, variable light level control for various activities. Daylight desirable (borrowed ok).
HVAC	Supply/return air, individual temp control. Natural ventilation if on exterior wall.
Plumbing	1 Sink with goose neck faucet and hot & cold water, at kitchenette
Acoustical	-
Special Utilities/Services	-
Other Considerations	-

WINDOWS & VISION PANELS

		Operable? (Y/N)	Shades? (Y/N)
Exterior	Natural light & ventilation desirable, not required	Y	Y(blackout shades)
Interior	Sidelite at strike-jamb of corridor door	N	N
Other Considerations	-	-	-

CONTROL & SAFETY NEEDS

Access Control	Corridor doors lockable from both sides; Visual connection to main entrance and commons area for after school hour security
	-
	-

SPECIAL CONSIDERATIONS

Floor space	Open floor space for rolling cart
Theme/Ownership	Consider color, graphics or other design features to distinguish this area
	-



Ref. #: 5.02 COMMUNITY SCHOOLS

Area/Department:	COMMUNITY LIFE		
Occupants:	Students: -	Faculty/Staff: -	Other: 1-6

ACTIVITIES & SPACE USAGE

Educational	Example of efficient, collaborative, professional environment
Admin/Operational	-
Community	<p>Base for Community Schools Office staff to administer FVCS programs based in the school and community</p> <ul style="list-style-type: none"> - FVCS program administration - Support for FVCS volunteers - Meetings/planning/collaboration - Media production, copying, printing - Parent conferences & phone communications - Small group training activities - Lockable storage for files, production materials and personal items - Lunch & coffee

SPATIAL RELATIONSHIPS

Adjacent: Direct	Main Lobby/ Commons
Nearby: Indirect	<p>Easy access from main building entry</p> <p>Parent Center</p> <p>Commons Flex Space or classroom designated for FVCS use</p> <p>Library/Media Center</p> <p>Indirect access to a small conference room desirable</p> <p>Gym</p> <p>Music/Dance Room</p>
Distant: Separated	-

FURNITURE, FIXTURES & EQUIPMENT

Fixed Casework	<p>Work counter w/ base & overhead cabinets, some lockable</p> <p>Small kitchenette w/ counter; base & overhead cabinets; microwave shelf above counter</p> <p>Open wall shelving for boxes of supplies, etc.</p> <p>NOTE: maximize use of movable furniture & casework – systems furniture where possible.</p>
Furniture (Movable)	<p>3 workstation desks</p> <p>3 adjustable task chairs</p> <p>1 Activity/Conference Table with 4 chairs</p> <p>2 Tall wardrobe units, lockable</p> <p>Lockable file cabinets</p>
Fixtures & Equipment	<p>Small refrigerator; Microwave; Coffee service</p> <p>Tack board & marker board; 1 additional tack board in hall just outside this space.</p> <p>Cart for supplies and equipment</p>



Ref. #: **5.02 COMMUNITY SCHOOLS**

(continued)

FINISHES

Floor	Carpet, stain resistive; resilient flooring at kitchenette area
Ceiling	Acoustical ceiling tile
Walls	Paint
Other Considerations	9'-0" min recommended ceiling height

UTILITIES & SERVICES *(supplemental to all applicable building & life-safety codes, ASD Design Guidelines & Standards)*

Electrical	Duplex wall outlets 6' to 8' on center min., plus outlets as needed for technology and kitchenette equipment Quad outlets at workstations (for access from desk top)
Lighting	Task lighting + fluorescent fixtures, variable light level control for various activities. Daylight desirable
HVAC	Supply/return air, individual temp control
Plumbing	1 Sink with goose neck faucet and hot & cold water at kitchenette
Acoustical	-
Special Utilities/Services	For summer operation, consider putting Community Schools Office, commons Flex Space & other summer-use spaces on same utilities as Camper Host or on other separate utilities from rest of school, so they can be used when other parts of the school are shut down
Other Considerations	-

WINDOWS & VISION PANELS

		Operable? (Y/N)	Shades? (Y/N)
Exterior	Natural light & ventilation desirable, not required	Y	Y(blackout shades)
	Visibility to school front entry or commons	-	-
	Visibility to playground desirable	-	-
Interior	Sidelite at strike-jamb of corridor door	N	N
Other Considerations	Visibility to outside areas can be across indoor transition space	-	-

CONTROL & SAFETY NEEDS

Access Control	Corridor doors lockable from both sides
	-
	-

SPECIAL CONSIDERATIONS

Flex Space	FVCS programs that could use the Commons include: Artist in Residence; Family Game Night; evening classes, etc.
Theme/Ownership	Consider color, graphics or other design features to distinguish this space
Floor space	Floor space in office for rolling cart
	-



Ref. #: 5.03 SHARED STORAGE

Area/Department:	COMMUNITY LIFE		
Occupants:	Students: -	Faculty/Staff: 1 - 2	Other: -

ACTIVITIES & SPACE USAGE

Educational	-
Admin/Operational	Storage of Community Schools office supplies, instructional materials, displays, and equipment Storage of Parent Center supplies, materials & equipment Storage of AV equipment and reference manuals Testing and minor repairs of equipment General storage for main office
Community	-

SPATIAL RELATIONSHIPS

Adjacent: Direct	Main commons corridor
Nearby: Indirect	Community Schools Office Parent Center Main Office
Distant: Separated	-

FURNITURE, FIXTURES & EQUIPMENT

Fixed Casework	Work counter with base cabinets and overhead cabinets, some lockable
Furniture (Movable)	Heavy duty shelving units with adjustable height shelves Lockable lateral file cabinets
Fixtures & Equipment	AV equipment 2 AV equipment/Laptop carts 2 book carts



Ref. #: 5.03 SHARED STORAGE

(continued)

FINISHES

Floor	Utility floor surface (resilient flooring or sealed concrete)
Ceiling	Exposed or acoustical ceiling tile
Walls	Paint
Other Considerations	If floor finish changes at corridor door, include transition threshold for ease of rolling carts.

UTILITIES & SERVICES *(supplemental to all applicable building & life-safety codes, ASD Design Guidelines & Standards)*

Electrical	Duplex wall outlets, per code Duplex wall outlets above counter
Lighting	Surface-mounted fluorescent tube fixtures
HVAC	Supply/return air, zoned temperature control
Plumbing	-
Acoustical	-
Special Utilities/Services	-
Other Considerations	-

WINDOWS & VISION PANELS

		Operable? (Y/N)	Shades? (Y/N)
Exterior	-	-	-
Interior	-	-	-
Other Considerations	-	-	-

CONTROL & SAFETY NEEDS

Access Control	Lockable door
Lock down security	Corridor door lockable from both sides.
Access clearance	Full width doors to provide clearance for equipment carts and lift truck

SPECIAL CONSIDERATIONS

	-
	-
	-



7.6 Food Service

7.6.1 Space Program Summary

Program Reference #:	Name/Function	Quantity	Net Area Each	Total
6.01	Kitchen/Serving/Storage	1	400	400
6.02	Dry Storage Area	1	75	75
6.03	Refrigerator/Freezer	2	50	100
6.04	Office/Lockers	1	80	80
6.05	Emergency Food Storage	1	225	225

* gross area

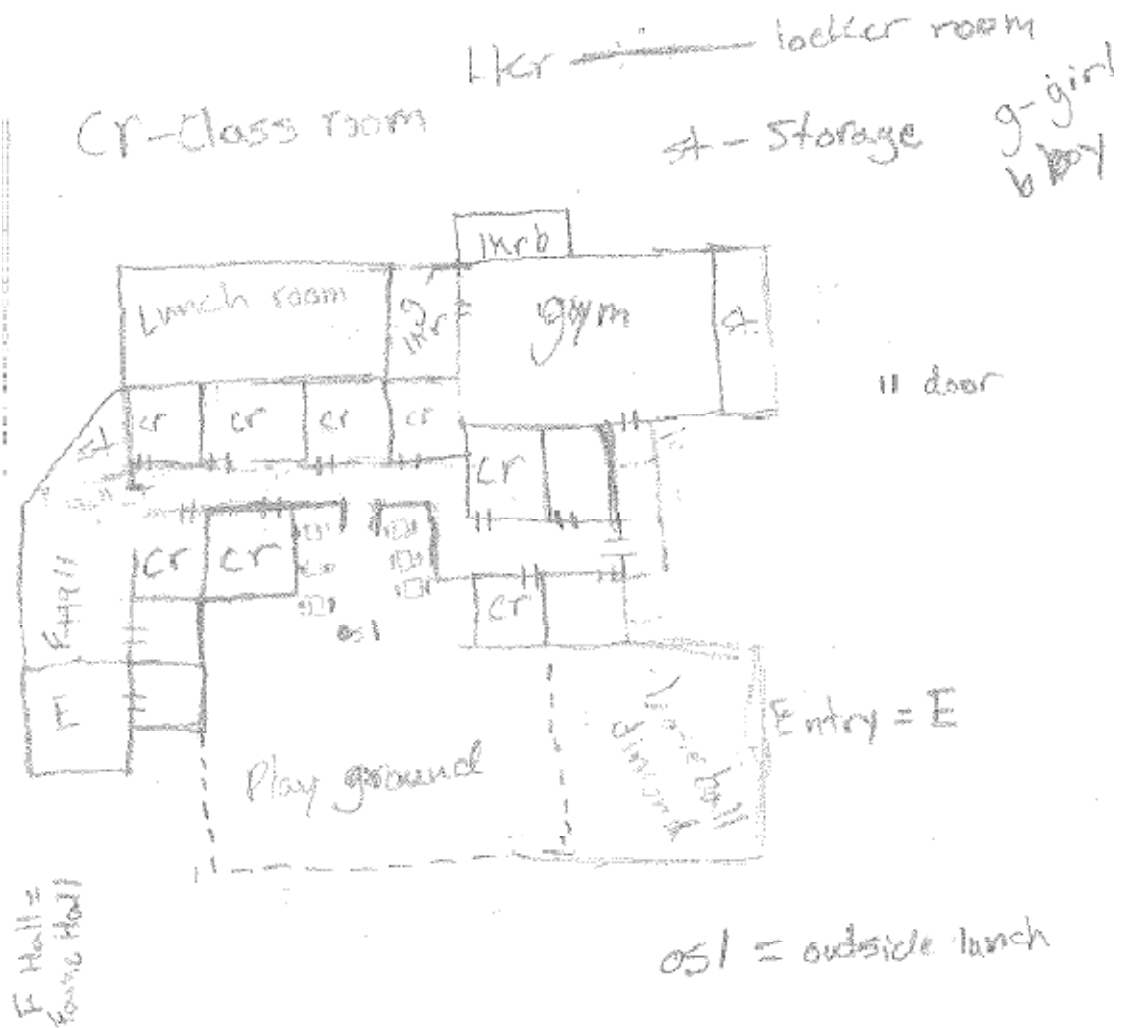
7.6.2 General Requirements

The food service kitchen intends to cook and serve approximately 125-150 student meals per day, assuming some students bring their lunches. Milk only service will likely be provided for students with home-packed lunches. The Refrigerator/Freezer and Dry Storage areas provide space off of the kitchen for the receipt and storage of frozen, refrigerated, and dry goods. These storage spaces should also be easily accessible via the corridor leading directly to the covered loading dock. Miscellaneous utensils and cooking pots and pans will be washed in the kitchen. The “point of sale,” located at the north end of the kitchen serving window, will be computerized and movable to the Food Services Office at night, which also serves as locker area for the kitchen manager and potential additional future food services staff. The kitchen manager may coordinate with and use the school’s BPO as a resource during serving and lunch activities. An emergency food storage room, along with the kitchen’s emergency generator circuits, will enable the kitchen to function for a meaningful period of time in the event the community loses mains power and the school serves as a contingency shelter facility. The nearby commons and gym would be the chief areas of the school also used in such a contingency.

Students have ample queuing and circulation space as they pass by the kitchen/serving window on their way to the lunch seating area from elementary or middle school classrooms. High quality meals cooked on site sustain students refreshed by views of the rain forest to the north and mountains to the east. On finishing lunch, students may exit directly to the outdoor covered play area, library or gym. A performance platform extension within the commons, separated from the main performance platform and Music/Dance Room by an acoustic operable wall, provides a venue for announcements, ad hoc entertainment or just hanging out during the lunch period.



Girdwood student drawings:





7.6.3 Individual Space Attributes

Ref. #: **6.01 KITCHEN/SERVING/STORAGE**

Area/Department:	FOOD SERVICES		
Occupants:	Students: -	Faculty/Staff: 1	Other: -
	Serves 125-175 students/day		

ACTIVITIES & SPACE USAGE

Educational	Example of clean, efficient, productive food service enterprise
Admin/Operational	Cooking, serving & clean-up. Food storage: dry, refrigerator & freezer
Community	-

SPATIAL RELATIONSHIPS

Adjacent: Direct	Refrigerator/ Freezer Dry Storage Area Student Dining Commons Mop floor sink, supply shelf & custodial chemical storage cabinet
Nearby: Indirect	Access to nearby staff restroom as required by code Receiving Recycling storage (potential future use) Possible future compactor chute at Receiving
Distant: Separated	Adequate visual, acoustic & ventilation separation from teaching stations

FURNITURE, FIXTURES & EQUIPMENT

NOTE:	Student Nutrition Services maintains Design Standards for food services equipment and furniture. As each new or renewal project addresses kitchen planning and design, the current Design Standards must be consulted.
Fixed Casework	Wall shelves, rustproof
Furniture (Movable)	Heavy duty 18" wide store room shelving, rustproof, for non-refrigerated food storage Stainless steel work, food prep & clean up tables
Fixtures & Equipment	Point-of-Sale equipment (mobile, stored in Kitchen Office when not in use) Bread rack, locate near serving counter Range(s) Convection oven(s) with solid state controls Gas kettle & kettle stand Commercial grade microwave Hot hold cabinets, locate near serving counter, ovens Drying racks adjacent to dishwashing area Soap & towel dispensers at hand washing sink NOTE: Verify all kitchen equipment with kitchen manager and ASD Nutrition Dept.
Special Considerations	Ranges, ovens & gas kettles to be on heavy duty locking casters, able to roll away from wall for cleaning, servicing or replacement



Ref. #: **6.01 KITCHEN/ SERVING/STORAGE**

(continued)

FINISHES

Floor	Slip resistant resilient flooring
Ceiling	10' minimum height. Sound attenuation. Wall & ceiling finishes should be washable.
Walls	Non-porous easily cleanable surfaces, ceramic tile wainscot
Other Considerations	-

UTILITIES & SERVICES *(supplemental to all applicable building & life-safety codes, ASD Design Guidelines & Standards)*

Electrical	Per code requirements, provide & verify locations of outlets for food carts, computer/POS station & misc. electrical food service equipment Dedicated circuits for ranges, hot carts, microwave, ovens, etc. Ceiling pull down power outlet cords as needed. No floor outlets Generator emergency circuits to support freezer/refrigeration system & other needs
Lighting	Fluorescent; lighting should be located over work area, +/- 50 foot-candles at 30" from floor in all areas of kitchen. Natural lighting desirable, not required. Energy efficient, moisture resistant fixtures, easily cleanable; emergency lighting as required
HVAC	Individual temp control; controllable exhaust system and make-up air; avoid return air from kitchen distributing kitchen odors to teaching spaces; natural ventilation desirable
Exhaust Hoods	Exhaust hood(s) at range & oven
Plumbing	1 hand washing sink w/ hot & cold water, locate near door 1 prep sink 3 compartment pot/pan sink, bowls approx. 28" x 22" x 14", w/ grease trap & garb. disposal Commercial grade dishwasher w/ booster heater, floor drains with cleanable traps
Acoustical	Good acoustical separation from teaching spaces
Special Utilities/Services	Gas service to kitchen cooking equipment
Other Considerations	-

WINDOWS & VISION PANELS

		Operable? (Y/N)	Shades? (Y/N)
Exterior	Natural light & ventilation preferred	Y	Y
Interior	Roll-up serving window facing Commons	Y	N
Other Considerations	Visibility from Food Services Office		

CONTROL & SAFETY NEEDS

Visibility	Visibility of entire room without "blind" areas
Access Control	Corridor doors lockable from both sides; ability to close off kitchen from Commons when not in use; serving window lockable
Food Serving	Roll-up serving window is preferred to double door for serving efficiency & security
Food Delivery	Access from Receiving to accommodate food delivery without need to remove mullions
Safety Equipment	Safety station w/ fire extinguisher, fire blankets & first aid kit

SPECIAL CONSIDERATIONS

Traffic patterns	Student, kitchen worker and delivery traffic patterns should avoid mixing or crossing
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Ref. #: **6.02** **DRY STORAGE AREA**

Area/Department:	FOOD SERVICES		
Occupants:	Students:	Faculty/Staff: 1 - 2	Other: -

ACTIVITIES & SPACE USAGE

Educational	-
Admin/Operational	Provide storage for utensils, paper products & carts used in preparing and serving meals
Community	-

SPATIAL RELATIONSHIPS

Adjacent: Direct	Kitchen/Serving
Nearby: Indirect	Receiving (near delivery entrance) Food Services Office/ Lockers Optional kitchenette in commons
Distant: Separated	-

FURNITURE, FIXTURES & EQUIPMENT

Fixed Casework	
Furniture (Movable)	- Heavy duty store room shelving, 4 tiers high x 18" deep, lineal footage to accommodate school program. Space beneath bottom tier for floor racks for heavy items on floor - Dunnage rack
Fixtures & Equipment	- Utility cart



Ref. #: 6.02 DRY STORAGE AREA

(continued)

FINISHES

Floor	Resilient flooring, preferably continuous with kitchen/ serving and delivery corridor
Ceiling	Exposed
Walls	Paint
Other Considerations	If floor finish changes at access doors, include transition thresholds for ease of rolling carts.

UTILITIES & SERVICES *(supplemental to all applicable building & life-safety codes, ASD Design Guidelines & Standards)*

Electrical	Per code requirements, 1 duplex outlet on each wall minimum
Lighting	Surface-mounted, energy-efficient fluorescent fixtures
HVAC	-
Plumbing	-
Acoustical	-
Special Utilities/Services	-
Other Considerations	-

WINDOWS & VISION PANELS

		Operable? (Y/N)	Shades? (Y/N)
Exterior	-	-	-
Interior	Vision panels in doors	N	N
Other Considerations	-	-	-

CONTROL & SAFETY NEEDS

Access	Two separate entrances may be preferred in order to separate delivery from kitchen traffic.
Receiving Access	Provide clearance for deliveries Provide hold open devices on doors
	-
	-

SPECIAL CONSIDERATIONS

	-
	-
	-



Ref. #: 6.03 REFRIGERATOR/ FREEZER

Area/Department:	FOOD SERVICES		
Occupants:	Students: -	Faculty/Staff: 1 - 2	Other: -

ACTIVITIES & SPACE USAGE

Educational	-
Admin/Operational	Provide walk-in freezer and refrigerator space for short term storage of food
Community	-

SPATIAL RELATIONSHIPS

Adjacent: Direct	Kitchen/Serving Receiving (near delivery entrance)
Nearby: Indirect	Mechanical space (housing refrigeration equipment) Food Services Office/ Lockers Optional Commons kitchenette
Distant: Separated	-

FURNITURE, FIXTURES & EQUIPMENT

Fixed Casework	
Furniture (Movable)	Heavy-duty 18" deep shelving
Fixtures & Equipment	Walk-in refrigerator Walk-in freezer Carts



Ref. #: 6.03 REFRIGERATOR/ FREEZER

(continued)

FINISHES

Floor	Manufacturer's flooring with factory installed non-skid strips (must meet health code)
Ceiling	Exposed or acoustical ceiling tile
Walls	Paint
Other Considerations	If floor finish changes at doorway, include transition threshold for ease of rolling carts.

UTILITIES & SERVICES *(supplemental to all applicable building & life-safety codes, ASD Design Guidelines & Standards)*

Electrical	Per code, plus outlets for equipment Coordinate power requirements with equipment manufacturer Generator circuits to support refrigeration systems
Lighting	Fluorescent fixtures. May need to augment manufacturer's standard lighting spec. for visibility
HVAC	Per manufacturer
Plumbing	-
Acoustical	-
Special Utilities/Services	-
Other Considerations	-

WINDOWS & VISION PANELS

Operable? (Y/N) Shades? (Y/N)

Exterior	-	-	-
Interior	-	-	-
Other Considerations	-	-	-

CONTROL & SAFETY NEEDS

Access & traffic flow	Two separate entrances may be considered for each walk-in unit in order to separate delivery from kitchen traffic; insulated doors with small multi-glazed view panels
	-
	-

SPECIAL CONSIDERATIONS

	-
	-
	-



Ref. #: **6.04 OFFICE/ LOCKERS**

Area/Department:	FOOD SERVICES		
Occupants:	Students: -	Faculty/Staff: 1 - 3	Other: -

ACTIVITIES & SPACE USAGE

Educational	-
Admin/Operational	<p>Area for Cafeteria Manager to do planning, paperwork, hold meetings, etc.</p> <ul style="list-style-type: none"> - Planning, ordering, scheduling - Cash registers/POS equipment locked in this space overnight. -..Food services staff lockers/ break area - Space for staff meetings, evaluations, conferences
Community	-

SPATIAL RELATIONSHIPS

Adjacent: Direct	Kitchen/ Serving
Nearby: Indirect	<p>Access to nearby staff restroom</p> <p>Kitchen/ Serving entry (from Receiving) – locate office near this end of Kitchen/ Serving</p> <p>Supply, Receiving & Loading</p> <p>Student Dining Commons</p>
Distant: Separated	-

FURNITURE, FIXTURES & EQUIPMENT

Fixed Casework	<p>NOTE: maximize use of movable furniture & casework</p> <p>Open shelving</p>
Furniture (Movable)	<p>Desk or counter workstation; adjustable height chair or stool</p> <p>Metal file cabinet, locking</p> <p>Movable bookcase</p> <p>Metal lockers for kitchen manager & potential future Food Services staff</p> <p>1 side chair</p>
Fixtures & Equipment	<p>4' x 4' tack board; 4' x 4' marker board</p> <p>1 small floor mounted safe</p> <p>POS network server located in this room; small server cabinet</p> <p>POS equipment cart</p>



Ref. #: **6.04 OFFICE/ LOCKERS**

(continued)

FINISHES

Floor	Slip resistant resilient flooring continuous w/ kitchen floor to facilitate rolling POS cart in/out
Ceiling	Acoustical tile, 2x4 grid; or exposed with other sound attenuation
Walls	Painted GWB
Other Considerations	-

UTILITIES & SERVICES *(supplemental to all applicable building & life-safety codes, ASD Design Guidelines & Standards)*

Electrical	Duplex wall outlets 6' to 8' on center min., plus outlets for computers & other technology Quad outlet at workstation (for access from desk top)
Lighting	Task lighting + recessed fluorescent fixtures, daylight (borrowed ok)
HVAC	Supply/return air
Plumbing	-
Acoustical	-
Special Utilities/Services	-
Other Considerations	-

WINDOWS & VISION PANELS

		Operable? (Y/N)	Shades? (Y/N)
Exterior	-	-	-
Interior	Sidelite at strike-jamb of door – ability for cafeteria manager to view kitchen from both seated & standing position in office	N	Y (Privacy shade)
Other Considerations	-	-	-

CONTROL & SAFETY NEEDS

Visibility	Visibility of entire room without “blind” areas
Access Control	36” door, lockable, with view panel
	-
	-

SPECIAL CONSIDERATIONS

Doorway clearance	Single door to kitchen: provide clearance for POS equipment on carts (stored in office at night)
	-
	-



Ref. #: 6.05 **EMERGENCY FOOD STORAGE**

Area/Department:	FOOD SERVICES		
Occupants:	Students: -	Faculty/Staff: 1 - 2	Other: -

ACTIVITIES & SPACE USAGE

Educational	-
Admin/Operational	Provide an area for emergency food storage
Community	-

SPATIAL RELATIONSHIPS

Adjacent: Direct	-
Nearby: Indirect	Kitchen/Serving (direct or nearby indirect adjacency) Receiving (near delivery entrance) Optional kitchenette in commons
Distant: Separated	-

FURNITURE, FIXTURES & EQUIPMENT

Fixed Casework	
Furniture (Movable)	Heavy duty store room shelving, 4 tiers high x 18" deep, lineal footage to accommodate school program; space beneath bottom tier for floor racks for heavy items on floor
Fixtures & Equipment	-



Ref. #: 6.05 EMERGENCY FOOD STORAGE

(continued)

FINISHES

Floor	Resilient flooring, preferably continuous with adjacent space
Ceiling	Exposed
Walls	Paint
Other Considerations	If floor finish changes at access doors, include transition thresholds for ease of rolling carts.

UTILITIES & SERVICES *(supplemental to all applicable building & life-safety codes, ASD Design Guidelines & Standards)*

Electrical	Per code requirements, 1 duplex outlet on each wall minimum
Lighting	Fluorescent fixtures
HVAC	-
Plumbing	-
Acoustical	-
Special Utilities/Services	-
Other Considerations	-

WINDOWS & VISION PANELS

Operable? (Y/N) Shades? (Y/N)

Exterior	-	-	-
Interior	-	-	-
Other Considerations	-	-	-

CONTROL & SAFETY NEEDS

Access	Doors to allow clearance for deliveries
	-
	-

SPECIAL CONSIDERATIONS

	-
	-
	-



7.7 Maintenance & Custodial

7.7.1 Space Program Summary

Program Reference #:	Name/Function	Quantity	Net Area Each	Total
7.01	Supply Receiving & Loading	1	400	400
7.02	Supply, Equip & Misc Storage	1	550	550
7.03	BPO Office/ Workroom	1	300	300
7.04	Outdoor Storage	1	200	200
7.05	Communications Control Room	1	150	150
7.06	(Night) Custodial Closets	2	TBD	*
7.07	Boiler Room		TBD	*
7.08	Fan Room		TBD	*
7.09	Electrical Room		TBD	*
7.10	Intermediate Telecom Closets		TBD	*

* gross area

7.7.2 General Requirements

Maintenance and custodial spaces support professional and efficient daily cleaning and maintenance of the school. A clean and well-maintained school enhances school pride and contributes to children’s safety, health and readiness to learn.

Flow of Materials Bulk deliveries, including bulk food, custodial supplies, instructional/office supplies, and miscellaneous FF&E arrive at the loading dock and pass through receiving to their storage or other destination points within the building. Bulk custodial/cleaning supplies are delivered to the Custodial Closets. Bulk instructional and office supplies are delivered to Supply, Equipment & Misc Storage, which should be located along the service corridor near its junction with the main school corridors to facilitate restocking of school supplies by BPO, teachers and office staff. The BPO restocks copier paper in the Teacher Workroom.

Besides taking deliveries, the Receiving area is the exit point for trash, recyclables and FF&E items to be repaired off site. An equipment alcove should be provided on one side of the Receiving area for dollies, carts, a tilt truck used to move trash cans and recycling bins, the school’s manual lift truck and other equipment.

Custodial Operations and Use of Space The school’s custodial staff consists of one day person (the BPO), and one night crew. The BPO orders and maintains inventories of supplies not used by the night crew, maintains light fixtures, keeps entries and walks clear of snow and performs other duties as directed by the school Principal. The night crew cleans the school and maintains the floors under supervision by the District’s



Director of Operations. Cleaning and floor maintenance equipment is stored mostly in custodial closets sized for this purpose and dispersed through the school. Equipment stored in the custodial closets is kept closer to its point of use, reducing time to move the equipment and increasing efficiency of the night crew. Equipment storage in the custodial closets also prevents equipment being stored in spaces not designed for this use. If stored in a storage room for example, floor maintenance equipment is inevitably stored near the door, impeding access to other items in the storage room. The large riding floor machine, if too wide to fit through a standard 36" door, may be stored in the Receiving equipment alcove.

The Outdoor Storage is required for gasoline powered snow removal and landscaping equipment, fuels and lubricants. This space can be a shed separate from the school building or a room attached to the main building with outside access only. It must be atmospherically isolated from the rest of the school facility to prevent migration of gasoline fumes to indoor spaces. It must not be connected to the building ventilation system. The Outdoor Storage should be located near Receiving or near a major building entry that needs to be kept clear of snow.



7.7.3 Individual Space Attributes

Ref. #: **7.01 RECEIVING**

Area/Department:	MAINTENANCE & CUSTODIAL		
Occupants:	Students: -	Faculty/Staff: 1 - 2	Other: -

ACTIVITIES & SPACE USAGE

Educational	-
Admin/Operational	Receiving & loading truck deliveries of food, supplies and equipment Staging area for supplies and equipment for distribution & loading Storage of dollies, carts, manual lift truck and tilt trucks in equipment alcove out of traffic flow Equipment cleaning
Community	-

SPATIAL RELATIONSHIPS

Adjacent: Direct	Loading Dock Service Corridor
Nearby: Indirect	Food Services storage Boiler Room, Fan Room, Electrical Room Supply, Equipment & Misc Storage BPO Office/ Workroom Maintenance/Custodial, other service staff parking (+/- 3 parking spaces near loading dock)
Distant: Separated	Outdoor Storage (access to Outdoor Storage is via outside only)

FURNITURE, FIXTURES & EQUIPMENT

Fixed Casework	Provide recessed equipment alcove at one side of Receiving for storage/parking of tilt truck, dollies, carts, manual lift truck and riding floor scrubber out of traffic
Furniture (Movable)	Heavy duty metal shelving, adjustable height shelves
Fixtures & Equipment	Consider design to include commercial compactor chute and associated equipment Dollies, Carts, Manual lift truck; Recycling containers Tilt truck (used to haul garbage & recyclables inside the school building to the loading dock/receiving area; tilt truck is stored in receiving area) Custodial night crew may store riding floor scrubber in Receiving equipment



Ref. #: **7.01 RECEIVING**

(continued)

FINISHES

Floor	Sealed concrete
Ceiling	Exposed, 10'-0" minimum clear ceiling height for high shelf storage
Walls	Paint; heavy duty corner guards
Other Considerations	Impact and abuse resistant surfaces in receiving area

UTILITIES & SERVICES *(supplemental to all applicable building & life-safety codes, ASD Design Guidelines & Standards)*

Electrical	Duplex wall outlets per code; additional outlets as required to support equipment Provide designated area for compactor power pack
Lighting	Fluorescent fixtures Vandal proof exterior fixtures; emergency light at loading dock
HVAC	Include provision in design for exhaust fan at possible future compactor chute Do not locate building fresh air intake in this area (vehicle idling area)
Plumbing	Floor sink with stainless steel backsplash wall panel above (similar to custodial closets) Floor drain; Sewer drain and clean-out; freeze-proof faucet. Freeze-proof exterior hose bib near area for washing trash cans and recycling containers
Acoustical	-
Special Utilities/Services	-
Other Considerations	Exterior protection against pests & insects around compactor door

WINDOWS & VISION PANELS

		Operable? (Y/N)	Shades? (Y/N)
Exterior	Small vision panel to allow view of loading dock	N	Y
Interior	-	-	-
Other Considerations	-	-	-

CONTROL & SAFETY NEEDS

Access - Exterior	Overhead insulated door to accommodate deliveries
Access - Exterior	Metal insulated personnel door, lockable
Compactor hatch	Commercial trash compactor chute access hatch
Access - Interior	Double doors, no mullion, st. steel scuff panels both sides of doors, view panels in doors
Loading Dock	Dock bumpers, extend past roofline of canopy Steps from grade to dock, locate on driver side of backed-in truck Extend walkway from loading dock 2/3 of way along side of dumpster Railings at loading dock stairs & walkways Consider snow melt system at loading dock to prevent ice build-up If generator is housed in exterior enclosure, consider sidewalk from loading dock to generator enclosure complex
Security Alarm System	Security alarm system with arm/disarm panel in this area for custodial/maintenance access

SPECIAL CONSIDERATIONS

Recycling	Provide designated nearby exterior area for use of recycling containers
Canopy	Roof overhang to provide loading area & walkway shelter from rain, snow and ice buildup
Deliveries	Student Nutrition vehicles average 39' long x 9' wide including mirror, and 13'-0" high; min. 13'-6" high clearance at canopy.
Can Washing	Outside area for washing trash & recycling containers (provide drainage away from building)



Ref. #: **7.02** **SUPPLY, EQUIP & MISC STORAGE**

Area/Department:	MAINTENANCE & CUSTODIAL		
Occupants:	Students: -	Faculty/Staff: 1 - 2	Other: -

ACTIVITIES & SPACE USAGE

Educational	-
Admin/Operational	Secure area for central storage of instructional & administrative supplies, equipment and furniture needing repair or assembly Optional storage of laptop carts, AV equipment, etc.
Community	-

SPATIAL RELATIONSHIPS

Adjacent: Direct	Corridor leading from Receiving to Teacher Workroom May be located closer to Teacher Workroom than to Receiving to facilitate restocking copier supplies
Nearby: Indirect	Receiving Teacher Workroom
Distant: Separated	-

FURNITURE, FIXTURES & EQUIPMENT

Fixed Casework	Counter along one wall with overhead cabinets and base cabinets, some lockable
Furniture (Movable)	Heavy duty metal shelving units 12" and 18" deep, with adjustable height shelves
Fixtures & Equipment	-



Ref. #: 7.02 SUPPLY, EQUIPMENT & MISC STORAGE

(continued)

FINISHES

Floor	Sealed concrete
Ceiling	Acoustical ceiling tile or exposed, 10' recommended clear ceiling ht.
Walls	Paint
Other Considerations	If floor finish changes at access door, include transition threshold for ease of rolling carts.

UTILITIES & SERVICES *(supplemental to all applicable building & life-safety codes, ASD Design Guidelines & Standards)*

Electrical	Duplex wall outlets, per code Outlets above counter for equipment testing
Lighting	Recessed fluorescent fixtures
HVAC	Supply/return air, zoned temp control
Plumbing	-
Acoustical	-
Special Utilities/Services	-
Other Considerations	-

WINDOWS & VISION PANELS

Operable? (Y/N)

Shades? (Y/N)

Exterior	-	-	-
Interior	-	-	-
Other Considerations	-	-	-

CONTROL & SAFETY NEEDS

Access Control	Doors lockable, security alarm
Access Clearance	Door(s) to accommodate over-sized loads
	-
	-

SPECIAL CONSIDERATIONS

	-
	-
	-



Ref. #: **7.03** **BPO OFFICE/ WORKROOM**

Area/Department:	MAINTENANCE & CUSTODIAL		
Occupants:	Students: -	Faculty/Staff: 1-4	Other: -

ACTIVITIES & SPACE USAGE

Educational	Example of efficient, customer-oriented service operation
Admin/Operational	<ul style="list-style-type: none"> Processing work orders Storage of floor maintenance equipment used by BPO during the school day Furniture repair and assembly Repair and installation of shades and blinds, weatherstripping, window hardware, etc. Minor fixture, equipment and small electrical item repairs Time card clock; Storage of personal belongings Scheduling, processing repair requests, small meetings/ conferences; ordering materials Limited materials storage Material Safety Data Sheets
Community	-

SPATIAL RELATIONSHIPS

Adjacent: Direct	Corridor
Nearby: Indirect	<ul style="list-style-type: none"> Supply, Receiving & Loading Building exit near Outdoor Storage (for BPO access to snow blower) Main classroom corridor for movement of furniture & equipment to/from classrooms and accessibility for customer service requests Fan Room (for filter replacement)
Distant: Separated	Acoustically separated from teaching areas, yet more accessible from classrooms and Admin than mechanical rooms

FURNITURE, FIXTURES & EQUIPMENT

Fixed Casework	Flammable materials storage cabinet, lockable
Furniture (Movable)	<ul style="list-style-type: none"> Workbench; Peg boards Desk & chair; Printer table; File cabinet Straight back side chair; Stool Locking tool storage
Fixtures & Equipment	<ul style="list-style-type: none"> Vises Metal locker Heavy duty shelving; Stepping stool Rolling tool cart Soap dispenser and paper towel holder, locate at sink Trash cans; Mop rack Tack board for safety information, etc. Limited storage of replacement lamps Stepladder Man-lift (for maintaining & servicing high fixtures), if required for school Painting tools, Graffiti removal supplies



Ref. #: **7.03 BPO OFFICE/ WORKROOM**

(continued)

FINISHES

Floor	Non slip, non-porous & easily maintained
Ceiling	Acoustical ceiling tile, or exposed w/ other ceiling sound attenuation
Walls	Painted; heavy duty corner guards
Other Considerations	If floor finish changes at door, provide transition threshold for ease of moving dollies & carts.

UTILITIES & SERVICES *(supplemental to all applicable building & life-safety codes, ASD Design Guidelines & Standards)*

Electrical	Duplex wall outlets 6' to 8' on center minimum, plus outlets for tools and equipment Power strip above work bench Quad outlet at workstation (for access from desk top) GFCI Duplex outlet near sink, mounted above counter height
Lighting	Task lighting + recessed fluorescent fixtures, daylight preferred
HVAC	Natural + mechanical ventilation, individual temperature control Exhaust fan to remove fumes, exhaust direct to outside, w/ timer switch
Plumbing	1 sink w/ hot and cold water; Hose bib Floor drain
Acoustical	Soundproofing between this space and any adjacent instruction spaces
Special Utilities/Services	Night override panel (rentals panel) for fans & lights (duplicates panel in Admin)
Other Considerations	-

WINDOWS & VISION PANELS

		Operable? (Y/N)	Shades? (Y/N)
Exterior	Consider secure, non-breakable daylighting panels if room is on ext. wall	Y	N
Interior	If no direct exterior daylighting, consider other means of access to daylight	N	N
Other Considerations	-	-	-

CONTROL & SAFETY NEEDS

Access Control	Double door to corridor, lockable, w/ removable mullion, vision panels in doors
Emergency Eye-Wash	Emergency eye-wash station w/ small mirror adjacent near sink
	-
	-

SPECIAL CONSIDERATIONS

Floor space	Open floor space for rolling carts, repair/assembly and temporary storage until distribution
Passive supervision	If layout permits, BPO may be configured for passive supervision of the building entrance used by the BPO to access the snow blower
	-



Ref. #: **7.04** **OUTDOOR STORAGE**

Area/Department:	MAINTENANCE & CUSTODIAL		
Occupants:	Students: -	Faculty/Staff: 1 - 2	Other: -

ACTIVITIES & SPACE USAGE

Educational	-
Admin/Operational	Secure storage of BPO tractor & attachments, snow blower, and other gasoline-powered equipment, isolated from school's interior breathing air Storage of fuel and lubricants Storage of snow shovels, ice chippers, walkway salt, landscaping hand tools, etc.
Community	-

SPATIAL RELATIONSHIPS

Adjacent: Direct	Because the Outdoor Storage may contain gasoline, lubricants, etc., it is preferably located nearby and behind but not connected to the main school building. Alternatively, it may be located within the main school building footprint (outside access only), but only if isolated
Nearby: Indirect	Locate near Receiving or near a major building entry approach that must be kept cleared of snow BPO Office/Workroom (BPO has responsibility for keeping walkways clear of snow)
Distant: Separated	-

FURNITURE, FIXTURES & EQUIPMENT

Fixed Casework	Open shelving
Furniture (Movable)	-
Fixtures & Equipment	Fireproof storage cabinet for volatile materials, lockable Heavy-duty metal shelving Tractor with snow removal and mower attachments Snow blower Tool pegs Explosion resistant gasoline container



Ref. #: **7.04 OUTDOOR STORAGE**

(continued)

FINISHES

Floor	Sealed concrete or other durable surface
Ceiling	Exposed, painted
Walls	Durable surface, painted
Other Considerations	Include transition threshold at door for ease of rolling machinery.

UTILITIES & SERVICES *(supplemental to all applicable building & life-safety codes, ASD Design Guidelines & Standards)*

Electrical	1, standard 20 Amp duplex outlet on each wall
Lighting	Utility fixtures; wall switch.
HVAC	Heat adequate to ease equipment starting in cold weather. Individual temp control. Isolated from building ventilation system
Plumbing	Floor drain
Acoustical	-
Special Utilities/Services	-
Other Considerations	-

WINDOWS & VISION PANELS

		Operable? (Y/N)	Shades? (Y/N)
Exterior	-	-	-
Interior	-	-	-
Other Considerations	-	-	-

CONTROL & SAFETY NEEDS

Access Control	Lockable door sized for passage of motorized equipment, security alarm connected to building system
Smoke alarm	Consider smoke alarm connected to building DDC system
	-

SPECIAL CONSIDERATIONS

Air Barrier	If Outdoor Storage is attached to main building, install continuous air barrier in common wall between Outdoor Storage and conditioned space to prevent migration of gasoline fumes into conditioned space.
Weatherization & security	Provide insulation, air barrier and high security door lock & striker plate.
	-



Ref. #: **7.05** **COMMUNICATIONS CONTROL ROOM**

Area/Department:	MAINTENANCE & CUSTODIAL		
Occupants:	Students: -	Faculty/Staff: 1 - 2	Other: -

ACTIVITIES & SPACE USAGE

Educational	-
Admin/Operational	<ul style="list-style-type: none"> - Space to house building Direct Digital Control (DDC) system work station used by District-based or contract technical personnel for scheduled inspections, system maintenance, tuning & adjustment - Storage of testing equipment, manuals, etc. - Maintenance staff training (DDC system)
Community	-

SPATIAL RELATIONSHIPS

Adjacent: Direct	Central to building mechanical and electrical systems Locate near maintenance & custodial staff service entrance for direct access by District-based personnel
Nearby: Indirect	Staff parking near staff service entrance
Distant: Separated	-

FURNITURE, FIXTURES & EQUIPMENT

Fixed Casework	Bookshelf for manuals, etc.
Furniture (Movable)	Desk or counter for DDC computer station 2 chairs or stools Work table
Fixtures & Equipment	Metal storage cabinet, lockable, for testing equipment Small tack board next to DDC computer station Rubber discharge mats
Other	-



Ref. #: 7.05 COMMUNICATIONS CONTROL ROOM

(continued)

FINISHES

Floor	Sealed concrete
Ceiling	Exposed
Walls	Paint; 3/4 inch fire retardant treated plywood one wall
Other Considerations	-

UTILITIES & SERVICES *(supplemental to all applicable building & life-safety codes, ASD Design Guidelines & Standards)*

Electrical	Per code requirements Quad outlet at DDC control station (for access from desktop)
Lighting	Fluorescent fixtures emergency power outlet
HVAC	Supply/return air
Plumbing	-
Acoustical	-
Special Utilities/Services	-
Other Considerations	-

WINDOWS & VISION PANELS

Operable? (Y/N)

Shades? (Y/N)

Exterior	-	-	-
Interior	-	-	-
Other Considerations	-	-	-

CONTROL & SAFETY NEEDS

Access Control	Metal corridor door, lockable
	-
	-

SPECIAL CONSIDERATIONS

	-
	-
	-



Ref. #: **7.06** (Night) CUSTODIAL CLOSETS

Area/Department:	MAINTENANCE & CUSTODIAL		
Occupants:	Students: -	Faculty/Staff: 1	Other: -

ACTIVITIES & SPACE USAGE

Educational	-
Admin/Operational	<p>Distributed custodial equipment storage Water access for equipment Custodial supplies: soap, toilet paper, paper towels, etc. NOTE: The school's Custodial Closets provide distributed storage of floor maintenance equipment used by the night crew. The floor area in each of these closets must be approximately 150% of a typical custodial closet in order to store this equipment. Dispersed storage allows more efficient equipment access and use than central storage. Floor maintenance equipment listed below should be verified by District Operations. Equipment used by the BPO during the school day may be stored in the BPO Office/Workroom and may include:</p> <ul style="list-style-type: none"> - 1 riding floor scrubber; 28" - 1 walk behind floor scrubber; 26" - 2 floor machines, 175 rpm, 23" - 1 high speed burnisher, 20" - 2 wet/dry vacuums with squeegee - 1 medium carpet extractor - 1 small carpet extractor <p>Riding floor scrubber too wide to fit through Custodial Closet doors may be stored in the Receiving equipment alcove</p>
Community	-

SPATIAL RELATIONSHIPS

Adjacent: Direct	Main corridors
Nearby: Indirect	Main toilet rooms; Student Dining Commons; Classrooms; Gym
Distant: Separated	Distribute closets for efficient use

FURNITURE, FIXTURES & EQUIPMENT

Fixed Casework	Open wall shelving
Furniture (Movable)	-
Fixtures & Equipment	<ul style="list-style-type: none"> - 2 Mop racks - Sheet metal pan under one of the mop racks; locate other mop rack over floor sink - Tall stainless steel sheet metal backsplash panel on wall behind/over the sink area - Soap and paper towel dispensers - Wall-mount metal wire chemical rack for containers of cleaning chemicals w/ pumps - Canister or backpack vacuum - Floor machine, wet/dry vacuum, other custodial equipment



Ref. #: **7.06 (Night) CUSTODIAL CLOSETS**

(continued)

FINISHES

Floor	Sealed concrete or resilient flooring
Ceiling	Exposed
Walls	Durable material; paint
Other Considerations	If floor finish changes at corridor door, include transition threshold for ease of rolling carts and equipment.

UTILITIES & SERVICES *(supplemental to all applicable building & life-safety codes, ASD Design Guidelines & Standards)*

Electrical	Duplex wall outlets, per code Power outlet near door in clear location, on dedicated circuit, for operating/ recharging custodial equipment
Lighting	Fluorescent fixtures
HVAC	Exhaust fan, switch controlled, exhaust direct to outside
Plumbing	Floor utility sink with hot and cold water, locate close to door Hose bib (connection of cleaning equipment) Floor drain
Acoustical	-
Special Utilities/Services	-
Other Considerations	-

WINDOWS & VISION PANELS

Operable? (Y/N) Shades? (Y/N)

Exterior	-	-	-
Interior	-	-	-
Other Considerations	-	-	-

CONTROL & SAFETY NEEDS

Access Control	Wide corridor door, lockable, open outward; scuff panels on both sides of door
Emergency Eye-Wash	Emergency eye-wash station, small mirror adjacent
	-
	-

SPECIAL CONSIDERATIONS

Corridor outlets	Corridors to have electrical outlets on dedicated circuits every 40 feet to support custodial equipment
	-
	-



Ref. #: **7.07** **BOILER ROOM**

Area/Department:	MAINTENANCE & CUSTODIAL		
Occupants:	Students: -	Faculty/Staff: 1 - 2	Other: -

ACTIVITIES & SPACE USAGE

Educational	-
Admin/Operational	Provide space for boilers, pumps and accessory equipment Provide access to equipment for maintenance & repairs Annual equipment inspections Scheduled preventive maintenance and tuning
Community	-

SPATIAL RELATIONSHIPS

Adjacent: Direct	Ground floor location, on exterior wall with double door to exterior for passage of equipment
Nearby: Indirect	Water main Loading area Communications Control Room (DDC)
Distant: Separated	Instructional spaces; teacher planning spaces; conference rooms; administrative & student services offices (noise considerations – buffer with electrical room, storage, custodial closets, restrooms, etc.)

FURNITURE, FIXTURES & EQUIPMENT

Fixed Casework	-
Furniture (Movable)	-
Fixtures & Equipment	Metal storage cabinet with locking doors Small tack board for safety notices, etc.



Ref. #: **7.07 BOILER ROOM**

(continued)

FINISHES

Floor	Sealed concrete
Ceiling	Exposed
Walls	Paint
Other Considerations	-

UTILITIES & SERVICES *(supplemental to all applicable building & life-safety codes, ASD Design Guidelines & Standards)*

Electrical	1-220v and 1-110v outlet on each wall min., additional outlets per code & equipment needs Emergency power outlet if school has emergency generator
Lighting	Fluorescent fixtures
HVAC	Per ASD guidelines; consider outdoor temperature reset
Plumbing	Hose bibs with hot & cold water supply Floor drains, w/ positive floor slope to drains: drains inside and outside the boiler basin Water lines to boiler equipment; feed water lines easily accessible Gas service to boilers
Acoustical	Acoustically buffer from instructional spaces
Special Utilities/Services	Install warm-up loop to each boiler to prevent boiler sections cracking
Other Considerations	-

WINDOWS & VISION PANELS

		Operable? (Y/N)	Shades? (Y/N)
Exterior	-	-	-
Interior	-	-	-
Other Considerations	-	-	-

CONTROL & SAFETY NEEDS

Interior Access	Single corridor door, lockable
Exterior Access	Double metal door sized to permit passage of largest piece of replaceable equipment, lockable, with security alarm
Security	Security alarm system with arm/disarm panel in service entry area used for easy access by off-site based maintenance personnel
Emergency Shut-Off	Emergency shut-off button for boilers near exit
Spill Containment	Boiler basin for primary spill containment +/- 6" elevated curb around floor perimeter; water-tight floor
	-
	-

SPECIAL CONSIDERATIONS

Clearances	Code and/or Manuf. recommended clearance between boilers (5'-0" min.) Code and/or Manuf. recommended clearance around large floor pumps (3'-0" min.)
Equipment pads	+/- 2'-0" extensions of concrete pad under boiler beyond each end of boiler Other housekeeping pads to be +/- 6" wider on all sides than the equipment they support
	-



Ref. #: **7.08 FAN ROOM**

Area/Department:	MAINTENANCE & CUSTODIAL		
Occupants:	Students: -	Faculty/Staff: 1 - 2	Other: -

ACTIVITIES & SPACE USAGE

Educational	-
Admin/Operational	<p>Provide space to house fan units, dampers, coils, variable frequency drives and other air handling equipment</p> <p>Filter monitoring & replacement</p> <p>Annual equipment inspections (motors, belts & bearings) and replacements as needed</p> <p>Scheduled preventive maintenance and tuning, etc.</p> <p>Unscheduled repairs</p> <p>Fuels and other combustables will not be stored in this space</p>
Community	-

SPATIAL RELATIONSHIPS

Adjacent: Direct	<p>Provide stair (vs ladder) access if other than ground floor location</p> <p>Zone air handling units so each AHU serves spaces with similar use patterns</p> <p>Consider separate AHUs for non-community use classrooms vs. community-use spaces</p>
Nearby: Indirect	<p>Other mechanical areas (may be on different level)</p> <p>BPO Office/ Workroom (filter monitoring and replacement)</p>
Distant: Separated	<p>Outdoor Storage (due to volatile fuels and lubricants stored in Outdoor Storage)</p> <p>Avoid locating adjacent to or directly over learning spaces, conference & task rooms, offices (noise & vibration considerations – buffer with storage, etc.)</p>

FURNITURE, FIXTURES & EQUIPMENT

Fixed Casework	-
Furniture (Movable)	<p>Metal storage cabinet with locking doors</p> <p>Storage for replacement filters for each AHU</p>
Fixtures & Equipment	-



Ref. #: **7.08 FAN ROOM**

(continued)

FINISHES

Floor	Sealed concrete
Ceiling	Exposed
Walls	Paint
Other Considerations	-

UTILITIES & SERVICES *(supplemental to all applicable building & life-safety codes, ASD Design Guidelines & Standards)*

Electrical	Per code and equipment requirements Emergency power outlet if school has emergency generator
Lighting	Fluorescent fixtures
HVAC	Per ASD Design Guidelines and Standards
Plumbing	Hose bibs with hot & cold water supply; floor drains.
Acoustical	Minimize noise & vibration transmission to occupied spaces
Special Utilities/Services	-
Intake & Exhaust Locations	Locate exhaust outlets at least 10' above ground level and away from doors, occupied areas & operable windows. Locate air intakes away from loading dock, vehicle idling areas, fume hood & dust exhausts, sanitary vents, Outdoor Storage & other potential contaminant sources.

WINDOWS & VISION PANELS

Operable? (Y/N) Shades? (Y/N)

Exterior	-	-	-
Interior	-	-	-

CONTROL & SAFETY NEEDS

Interior Access	Metal door, lockable
Roof Access	Metal access door to roof, lockable
Security	Provide security alarm system arm/disarm panel in service entry area for building access by off-site based district maintenance personnel.
	-
	-

SPECIAL CONSIDERATIONS

Clearances	Provide sufficient work space to dismantle equipment, remove shaft/squirrel cage, etc.: Fan & filter access to be clear of duct work or other obstructions
Replacement	Provide accommodations for future equipment replacement such as access or knock-out wall
	-
	-



Ref. #: **7.09** **ELECTRICAL ROOM**

Area/Department:	MAINTENANCE & CUSTODIAL		
Occupants:	Students: -	Faculty/Staff: 1 - 2	Other: -

ACTIVITIES & SPACE USAGE

Educational	-
Admin/Operational	- Space to house Main Distribution Panel (MDP) and zone electrical panels, emergency switches, surge protectors and other electrical equipment - Space for maintenance of electrical equipment and resetting/replacing breakers
Community	-

SPATIAL RELATIONSHIPS

Adjacent: Direct	-
Nearby: Indirect	Generator Communications Control Room Boiler Room, Fan Room and other mechanical rooms
Distant: Separated	Wet areas, plumbing walls

FURNITURE, FIXTURES & EQUIPMENT

Fixed Casework	-
Furniture (Movable)	Metal storage cabinet with locking doors
Fixtures & Equipment	Rubber discharge mats



Ref. #: **7.09 ELECTRICAL ROOM**

(continued)

FINISHES

Floor	Sealed concrete
Ceiling	Exposed or acoustical ceiling tile
Walls	Paint; ¾" fire retardant treated plywood one wall (for mounting electrical panels).
Other Considerations	-

UTILITIES & SERVICES *(supplemental to all applicable building & life-safety codes, ASD Design Guidelines & Standards)*

Electrical	Emergency power outlet if school has emergency generator
Lighting	Fluorescent fixtures + task lighting on electrical panels
HVAC	Meet equipment environmental needs for cooling
Plumbing	-
Acoustical	-
Special Utilities/Services	If floor-mounted transformers are used, provide house-keeping pads
Other Considerations	-

WINDOWS & VISION PANELS

Operable? (Y/N) Shades? (Y/N)

Exterior	-	-	-
Interior	-	-	-
Other Considerations	-	-	-

CONTROL & SAFETY NEEDS

Interior Access	Metal corridor door, lockable
Floor Safety Markings	Permanently mark clear space requirements around Main Distribution Panels and other electrical panels with permanent bright yellow markings on the floor
Safety Signage	Provide signage – "No Material Storage"
	-

SPECIAL CONSIDERATIONS

Expansion space	Provide expansion space for future additional panels
	-
	-



Ref. #: **7.10** **TELECOM CLOSETS**

Area/Department:	ADMINISTRATION		
Occupants:	Students: -	Faculty/Staff: 1 - 2	Other: -
	-		

ACTIVITIES & SPACE USAGE

Educational	-
Admin/Operational	- Provide temperature-controlled space to house school's administrative network servers, routers and associated equipment - Also houses CCTV server
Community	-

SPATIAL RELATIONSHIPS

Adjacent: Direct	
Nearby: Indirect	Instructional Media Center Computer labs Administration
Distant: Separated	Plumbing walls

FURNITURE, FIXTURES & EQUIPMENT

Fixed Casework	Open wall shelving near workstation for storage of equipment, software disks & manuals.
Furniture (Movable)	Four-post server racks Desk, counter or shelf workstation, for monitoring equipment
Fixtures & Equipment	Server hardware & monitoring to be coordinated by school & ASD technology leadership Uninterruptable power supply (UPS) CCTV system's DVR recorder rack as needed



Ref. #: **7.10 INTERMEDIATE TELECOM CLOSETS**

(continued)

FINISHES

Floor	Resilient flooring or sealed concrete
Ceiling	Acoustical ceiling tile
Walls	Painted GWB; one wall structured for mounting data distribution & patch panels
Other Considerations	-

UTILITIES & SERVICES *(supplemental to all applicable building & life-safety codes, ASD Design Guidelines & Standards)*

Electrical	Duplex wall outlets per code, plus outlets for technology Quad outlets at server racks and workstation
Lighting	Fluorescent fixtures + task lighting
HVAC	Supply/return air, individual temp control; Account for heat generated by equipment
Plumbing	-
Acoustical	-
Special Utilities/Services	Air conditioning unit desirable in this space - on separate fan system so it may continue running when school is unoccupied if desired
Other Considerations	-

WINDOWS & VISION PANELS

Operable? (Y/N) Shades? (Y/N)

Exterior	-	-	-
Interior	Sidelite at strike jamb of door	N	N
Other Considerations	-	-	-

CONTROL & SAFETY NEEDS

Access Control	Doors lockable, security alarm
	-
	-
	-

SPECIAL CONSIDERATIONS

Intermediate Room Locations	Intermediate telecom rooms located per appropriate cable run distances
Future expansion	Consider installing spare conduits &/or cable trays/ladder racks in horizontal cabling backbone leading from Main Telecom Room
	-
	-



7.8 General Building Areas

7.8.1 Space Program Summary

Program Reference #:	Name/Function	Quantity	Net Area Each	Total
8.01	Building Entry Vestibules		TBD	*
8.02	Main Circulation Hallways		TBD	*
8.03	Main Circulation Stairways		TBD	*
8.04	Elevators		TBD	*
8.05	Camper Host (Security)	1		-

* *gross area*

7.8.2 General Requirements

Spaces included in this section represent general areas that support the operational function of the school. The size, quantity and configuration of these spaces will naturally result from the design process, however specific attributes are included for reference and to supplement all applicable codes, guidelines and regulations including ASD Guidelines and Standards.

Circulation zones including vestibules, main halls, stairs and elevators provide for efficient traffic flow into, within and from the school, including emergency egress. Parents, visitors, special needs students and others should find accessing the school a rewarding experience. Design circulation spaces to enhance passive supervision and security. Detail these spaces to minimize maintenance costs while representing an appropriate school image. Circulation layout can contribute to team ownership and function. With imaginative design, halls can do double duty as spaces for experiential learning and student collaboration.

Camper Hosts have proved an effective strategy for enhancing off-season security and preventing vandalism. Provide phone, electric power and water hook-ups, with all hook-ups isolatable with capacity to be switched off from inside the building (designs and details per ASD Design Guidelines and Standards.)



Girdwood Student Drawing:





7.8.3 Individual Space Attributes

Ref. #: 8.01 BUILDING ENTRY VESTIBULES

Area/Department:	GENERAL BUILDING AREAS		
Occupants:	Students: varies	Faculty/Staff: 1 - 2	Other: 1 - 2

ACTIVITIES & SPACE USAGE

Educational	<ul style="list-style-type: none"> Transition space at main building entries - Put on outerwear - Student waiting space for parent pick-up - Wayfinding/Orientation - General school information/bulletins
Admin/Operational	<ul style="list-style-type: none"> - Air-lock reduces cold drafts & enhances energy efficiency - Walk-off for outside dirt and mud - Daylighting of entry corridors - Enhance security
Community	-

SPATIAL RELATIONSHIPS

Adjacent: Direct	<ul style="list-style-type: none"> Exterior high-use areas, maintained sidewalks Reception
Nearby: Indirect	<ul style="list-style-type: none"> After-hours use areas Restrooms Drinking fountain Elevator Parking Bus drop-off Playground Outdoor playing fields and courts
Distant: Separated	-

FURNITURE, FIXTURES & EQUIPMENT

Fixed Casework	Perimeter bench
Furniture (Movable)	-
Fixtures & Equipment	<ul style="list-style-type: none"> Walk-off mat or grille Optional: Public pay-phone (main entry/parent drop-off only) – locate at student height



Ref. #: 8.01 BUILDING ENTRY VESTIBULES

(continued)

FINISHES

Floor	Durable resilient sheet flooring; Walk-off mat
Ceiling	GWB ceiling
Walls	Durable wall construction and surface finish
Other Considerations	10'-0" ceiling height recommended (min)

UTILITIES & SERVICES *(supplemental to all applicable building & life-safety codes, ASD Design Guidelines & Standards)*

Electrical	Duplex wall outlets with safety covers
Lighting	Recessed fixtures
HVAC	Unit heater to help control condensation and frosting on exterior glazing. Individual temp control. During heating season, vestibules to be maintained at minimum temp necessary to reasonably control condensation & frosting
Plumbing	-
Acoustical	-
Special Utilities/Services	-
Other Considerations	-

WINDOWS & VISION PANELS

		Operable? (Y/N)	Shades? (Y/N)
Exterior	Visibility to outside drop-off areas & approaches	N	N
	Strategies to help control condensation		
Interior	Visibility to corridor	N	N
Other Considerations	-	-	-

CONTROL & SAFETY NEEDS

Air lock effectiveness	Provide good air seals at both interior and exterior doors
Access control	Interior & exterior doors lockable; security alarm
	-
	-

SPECIAL CONSIDERATIONS

	-
	-
	-



Ref. #: 8.02 MAIN CIRCULATION HALLWAYS

Area/Department:	GENERAL BUILDING AREAS		
Occupants:	Students: varies	Faculty/Staff: 1 - 2	Other:

ACTIVITIES & SPACE USAGE

Educational	Wayfinding & internal circulation Informational displays Displays of student work and school awards Cultural displays Library/Media Center displays Celebration of school pride, include mascots & other graphics Community, socialization Consider use of selected areas as commons where students can work informally
Admin/Operational	Internal circulation Emergency egress
Community	Way-finding

SPATIAL RELATIONSHIPS

Adjacent: Direct	Main building entries/exits; Reception Main circulation stairways; Elevator (if multi-story building) Restrooms Drinking fountains Shared Commons, Gym Library/Media Center Classrooms, Activity labs, Teacher Workrooms & Storage Parent Center; Community Schools Office Service Corridor
Nearby: Indirect	Receiving
Distant: Separated	

FURNITURE, FIXTURES & EQUIPMENT

Fixed Casework	Lockable display cases for 2-D and 3-D displays, some lighted
Furniture (Movable)	-
Fixtures & Equipment	Tackable surfaces for displays of information and student work



Ref. #: 8.02 MAIN CIRCULATION HALLWAYS

(continued)

FINISHES

Floor	Non slip, non-porous, durable and easily maintained
Ceiling	Acoustical ceiling tile. Consider adding supplemental grid structure to support hanging displays in selected areas.
Walls	Durable finish to height above student reach, paint above is acceptable – include feature colors on some walls. Surface not requiring painting is preferred. Provide corner guards on all GWB corners; masonry corners to be bull-nosed or otherwise eased
Other Considerations	9'-0" minimum ceiling height

UTILITIES & SERVICES *(supplemental to all applicable building & life-safety codes, ASD Design Guidelines & Standards)*

Electrical	Duplex wall outlets Additional outlets for student mobile technology in commons areas Dedicated-circuit 20 amp outlets for custodial use
Lighting	Recessed fluorescent fixtures; daylight as possible; energy efficient lighting (such as LED) in selected display cases
HVAC	Supply/return air
Plumbing	Drinking fountains
Acoustical	-
Special Utilities/Services	-
Other Considerations	-

WINDOWS & VISION PANELS

		Operable? (Y/N)	Shades? (Y/N)
Exterior	Natural light, views as possible	N	N
Interior	Consider enhanced visibility to Commons, Activity Lab and Library/Media Center	N	N
Other Considerations	-	-	-

CONTROL & SAFETY NEEDS

Supervision	Avoid blind spots, nooks and niches; visibility to multiple circulation corridors from individual monitoring points
Security & Emerg egress	Hallway security motion sensors & fire alarm to activate emergency egress lights
-	-

SPECIAL CONSIDERATIONS

Theme/Ownership	Link color & graphics to grade-levels Consider areas where students can contribute through permanent strategies such as mosaics, wall tiles, murals, etc.
Configuration	Balance clear supervision & wayfinding with spatial interest & character
Experiential Learning	Consider experiential learning features
Art	Possible location for Percent for Art program artwork



Ref. #: 8.03 MAIN CIRCULATION STAIRWAYS

Area/Department:	GENERAL BUILDING AREAS		
Occupants:	Students: varies	Faculty/Staff:	Other:

ACTIVITIES & SPACE USAGE

Educational	Spatial relationships, vertical and horizontal
Admin/Operational	Internal circulation as necessary Emergency egress as necessary
Community	Wayfinding

SPATIAL RELATIONSHIPS

Adjacent: Direct	Principal building entries/exits Main circulation corridors
Nearby: Indirect	Restrooms Drinking fountain Multipurpose Room Gym, Indoor Track, other after-hours use areas (if on more than one level) Elevator Parent/Community School Center Library/Media Center Reception Classrooms and Activity labs
Distant: Separated	-

FURNITURE, FIXTURES & EQUIPMENT

Fixed Casework	Consider display cases at landings for student work, Library/Media Center displays
Furniture (Movable)	-
Fixtures & Equipment	-



Ref. #: 8.03 MAIN CIRCULATION STAIRWAYS

(continued)

FINISHES

Floor	Durable, easily cleaned, positive traction
Ceiling	GWB ceiling recommended for durability
Walls	Durable wall construction and surface finish
Other Considerations	-

UTILITIES & SERVICES *(supplemental to all applicable building & life-safety codes, ASD Design Guidelines & Standards)*

Electrical	Duplex wall outlets
Lighting	Recessed fluorescent fixtures
HVAC	Supply/return air
Plumbing	-
Acoustical	-
Special Utilities/Services	-
Other Considerations	-

WINDOWS & VISION PANELS

Operable? (Y/N) Shades? (Y/N)

Exterior	Consider daylighting/vision panels at landings, maximize views to outside	N	N
Interior	-	-	-
Other Considerations	-	-	-

CONTROL & SAFETY NEEDS

Supervision	Avoid blind spots, nooks and niches Visibility from main circulation corridors is desirable
Security & Emerg egress	Hallway security motion sensors & fire alarm to activate stairway emergency egress lights
Other	-

SPECIAL CONSIDERATIONS

Theme/Ownership	Consider areas where students can contribute through permanent strategies such as mosaics, wall tiles, etc.
	-
	-



Ref. #: **8.04 ELEVATORS** (as necessary)

Area/Department:	GENERAL BUILDING AREAS		
Occupants:	Students: varies	Faculty/Staff:	Other:

ACTIVITIES & SPACE USAGE

Educational	Access to indoor track and/or other program spaces if located on upper level ADA accessibility
Admin/Operational	Transfer of Fan Room equipment for refurbishment or replacement Transfer of books, supplies, instructional technology equipment, etc. to educational spaces on upper floor(s)
Community	Accessibility to civic use areas if located on upper floor

SPATIAL RELATIONSHIPS

Adjacent: Direct	Main circulation corridor Corridors in areas open to after hours use (if more than one floor open to after hours use)
Nearby: Indirect	Intensive Needs/Self Contained student drop-off entrance Gym, Commons, Library/Media Center Restrooms Main circulation stairway Service hallway from Receiving (for movement of equipment, furniture) Supply, Equipment & Misc Storage (for access to instructional supplies)
Distant: Separated	-

FURNITURE, FIXTURES & EQUIPMENT

Fixed Casework	-
Furniture (Movable)	-
Fixtures & Equipment	Interior perimeter rail Control panel



Ref. #: **8.04 ELEVATORS**

(continued)

FINISHES

Floor	Durable resilient flooring
Ceiling	Durable ceiling and surface finish
Walls	Durable wall construction and surface finish
Other Considerations	-

UTILITIES & SERVICES *(supplemental to all applicable building & life-safety codes, ASD Design Guidelines & Standards)*

Electrical	-
Lighting	Recessed fixtures, caged or otherwise vandal resistive
HVAC	-
Plumbing	-
Acoustical	-
Special Utilities/Services	-
Other Considerations	-

WINDOWS & VISION PANELS

Operable? (Y/N) Shades? (Y/N)

Exterior	-	-	-
Interior	Visibility to/from corridors desirable	-	-
Other Considerations	-	-	-

CONTROL & SAFETY NEEDS

Supervision	Provide good visibility of elevator stops from hallway monitoring points Avoid blind spots, nooks and niches near elevator stops
-	-

SPECIAL CONSIDERATIONS

Accessibility	Wheelchair clearances per ADA
	-
	-



Ref. #: 8.05 CAMPER HOST

Area/Department:	GENERAL BUILDING AREAS		
Occupants:	Students: -	Faculty/Staff: -	Other: 1 - 2

ACTIVITIES & SPACE USAGE

Educational	-
Admin/Operational	Off-season security monitoring of school campus 2 separate Camper Host locations per site typical (to monitor both front and back of school)
Community	Opportunity for community involvement/responsibility. Consider placing Community Schools Office and possibly one FVCS-summer use classroom on same utilities as Camper Host to facilitate summer operation.

SPATIAL RELATIONSHIPS

Adjacent: Direct	Utility hook-ups (electrical, phone, water) Parking (1-2 spaces)
Nearby: Indirect	Access from campus public entrance
Distant: Separated	-

FURNITURE, FIXTURES & EQUIPMENT

Fixed Casework	-
Furniture (Movable)	-
Fixtures & Equipment	-



Ref. #: **8.05 CAMPER HOST**

(continued)

FINISHES

Floor	-
Ceiling	-
Walls	-
Other Considerations	-

UTILITIES & SERVICES *(supplemental to all applicable building & life-safety codes, ASD Design Guidelines & Standards)*

Electrical	Electrical hook-up, isolatable with capacity to be switched off from inside the building, per ASD Design Guidelines and Standards
Lighting	Exterior site lighting, per ASD Design Guidelines and Standards
HVAC	-
Plumbing	Water hook-up, isolatable with capacity to be switched off from inside the building, per ASD Design Guidelines and Standards
Acoustical	-
Special Utilities/Services	-
Other Considerations	-

WINDOWS & VISION PANELS

		Operable? (Y/N)	Shades? (Y/N)
Exterior	-	-	-
Interior	-	-	-
Other Considerations	-	-	-

CONTROL & SAFETY NEEDS

	-
	-

SPECIAL CONSIDERATIONS

	-
	-
	-



Anchorage School District
Educational Specifications: Girdwood School

Girdwood student drawings:



planning for the future of

Anchorage School District



Educational Specifications:

Girdwood School

8.0

Appendix



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Educational Facility Planning
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8.0 APPENDIX

8.1 Definitions

(Definitions are listed alphabetically. Underlined text indicates the inclusion of a definition in this section of the Ed. Spec.)

Auxiliary Teaching Stations	Spaces that support the specific site-based and unique educational needs of students, but that often utilize smaller or larger sized classroom areas. These spaces are often used to support <u>Pull-Out</u> programs. They often require special elements including furniture, fixtures, equipment to support instruction in their particular content area. For example, auxiliary teaching stations can address unique local or regional programs such as autism, ESL, or language immersion program needs. These spaces may vary from school-to-school.
Building Capacity	See <u>School Capacity</u> .
Capacity Space	An instructional space within a school that is assigned student capacity when establishing the enrollment capacity of the school. Grade level classrooms, autism classroom and self-contained special education classrooms count as capacity spaces at the elementary school level.
Classrooms for Instruction	For the purposes of calculating <u>school capacity</u> , the total number of teaching stations minus special use rooms and one computer lab equals the number of teaching stations (or classrooms) available for instruction.
Class Size	For the purposes of calculating <u>school capacity</u> , the number of students assigned to a given classroom.
EED Area	As calculated by the Alaska Department of Education and Early Childhood Development, school capacity is equal to the gross building area divided by 114 square feet for elementary schools, or 165 square feet for middle schools.
Gross Building Area	The total area of the entire building as measured in square feet. It typically includes everything within the outside face of the building's exterior walls, and includes all interior spaces regardless of use, all circulation spaces (corridors, lobbies, vestibules, stairs and elevators), toilet rooms, mechanical rooms, and the area occupied by internal and external walls. <u>Relocatable units</u> do not count towards gross building area.
Net Area (individual space)	The usable area within a room or space, as measured in square feet. Net area is typically measured from the inside face of the



room's walls, and thus includes area for fixed storage, casework and equipment.

Net Building Area

The total area of all usable spaces, both teaching and non-teaching, as measured in square feet. It includes everything except circulation spaces (corridors, lobbies, vestibules, stairs and elevators), toilet rooms, mechanical rooms, and the area occupied by internal and external walls. Relocatable units do not count towards net building area and are thus non-capacity space.

Non-Capacity Space

An instructional space within a school that is NOT assigned student capacity when establishing the enrollment capacity of the school. For example, a music room.

Operating Capacity

See Program Capacity.

Program Capacity

Also referred to as "operating capacity", Program Capacity reflects the specific program offerings of a school. This can vary each year (or more frequently) as program changes happen within a school or within the district as a whole. Program Capacity makes the comparison between schools more meaningful. Due to program space needs, a school providing more specialty programs may have lower student program capacity than a school of equal physical size whose students require fewer of these programs.

Pull-Out

A specific type of Auxiliary Teaching Station, Pull-out spaces are required in every school as they are used to enhance students' ability to do well in regular classroom curriculum. Pull-Outs are needed for programs that pull students out of Regular Teaching Stations to work on skills that will help them succeed in the Regular classrooms' curricula and to be contributing members of society. For example, ELL is taught not primarily for its own sake but rather to help students succeed in Regular Classrooms and in the larger community. The Pull-Outs are required because the programs they primarily support are required.

Regular Classrooms

"Home-base" classroom spaces, typically accommodating activities dealing directly with the interaction between teachers and students, that do not require content specialized furniture, fixtures, or equipment and that can take place in a typical classroom-sized space.

Relocatable Units

Modular classroom units allocated to schools that demonstrate a need for additional program or other space not accommodated inside the facility. Due to the temporary nature of these units, they do not count towards the capacity of a school, or towards the school's net and gross building areas.

School Capacity

Also referred to as "building capacity", School Capacity is a function of several factors: the number of home-base classrooms; the planned number of students per class; the



utilization factor; and the limiting factor of infrastructure (kitchen/lunchroom capacity, gym, restrooms, hallways, etc.)

Student Membership

The actual number of students enrolled in and attending district schools. Historically, the official membership for the new school year is taken on the last school day in September.

Teaching Stations

Learning environments regularly scheduled to support a class of students. The term is often used interchangeably with “classrooms” however it also includes learning environments other than typical classroom-sized spaces (i.e. art, music) as well as spaces that can be scheduled for multiple classes of students such as the gymnasium. At the elementary school level, not all teaching stations count towards the capacity of a school. (i.e. music classrooms).

Total Teaching Spaces

All spaces designed primarily or exclusively for instruction and direct instructional support, including regular and auxiliary classrooms, laboratories, studios, science prep rooms, library/media center spaces, indoor physical education spaces, performing art spaces, and career technology spaces. Equal to Regular classrooms plus auxiliary teaching stations.

Utilization Factor

A decimal fraction equivalent to the average proportion of time that a teaching station is in use. This factor accounts for teacher planning, schedule flexibility, preps, etc. At the elementary level, the utilization factor used for classrooms available for instruction (or home-base classrooms) is 100%.



8.2 Meeting Notes & Presentations

The following pages include items presented and notes taken during various meetings and work sessions during the development of the Educational Specifications for Girdwood School. Notes are not intended to be formal or comprehensive records of all items discussed, but rather summaries of discussions to document key points and insights that might be specifically useful to the educational specification development. They are included here for convenience only.