

Anchorage School District



Districtwide Educational Specifications:

Elementary Schools

September 2012



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Executive Summary

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1.0 EXECUTIVE SUMMARY

Our school facilities are a tangible symbol of our commitment to education.

The Districtwide Educational Specifications document is a tool to describe the program and design requirements for all future elementary school planning in the district and is applicable to both new schools and renewal projects.

The goals for the Districtwide 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 reflect a collaborative effort with the groups involved in planning and designing, building, managing and using the facilities.

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 district. As these goals and strategies evolve over the life of this document, design team responses must respond accordingly.

This updated version of the Ed Specs addresses the changing needs of Anchorage School District and of the students and communities it serves. While there is no "one-size-fits-all" model that will work for every school, there are spaces, organizational strategies and building components that should be common to all elementary schools. These commonalities support districtwide equity among schools and districtwide consistency among facilities. Common parameters are defined herein, including both broad considerations and detailed data. Also included are guidelines for using the Supplemental Educational Specifications process to address the customization of individual schools to accommodate their various unique needs.

In addition to programmatic parameters, the Districtwide Ed Specs define requirements for building organization, design standards, safety and security, community use, sustainability and technology.

A key consideration in the update of the Districtwide Ed Specs 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.

It is expected that these parameters may vary, within an acceptable range, from school to school. Therefore the updated Ed Specs include a majority of spaces that are "required" and some spaces that are "optional." Optional spaces support programs that may be unique to individual schools. While these spaces are included and defined herein, they can be selected and justified through the Supplemental Educational Specification process for each school. Based on the extent of optional spaces selected, each school can be tailored to meet the needs of its students and community, resulting in district elementary schools that may vary slightly in program capacities.



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Capacity

ASD Elementary Schools are planned for a total student enrollment of 565 students. However, the actual enrollment may vary between 565 and 585 students, which is approximately 90-95 students per grade level, plus a variable amount of special education students in self-contained learning environments. The variation results from site-based decisions such as the extent of special programs, whether to include pre-kindergarten and whether pre-k is a full-day or half-day program.

Required: Student capacity = 545 regular ed + 20 Special Ed. = 565 students

Optional: additional Special Programs add up to 20 students = 585 students

There is also some minor variation between elementary schools in the number of students in each classroom, for example, Title I schools that have chosen to use their funds to reduce class size. The extent of these programs will account for another key difference between program capacities of various schools.

Elementary 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 do not “house” students or add to the school’s capacity. Thus, the utilization rate for an elementary school classroom is 100 percent.

Special Programs classrooms, such as lifeskills/intensive needs, are typically the only special-use classrooms that house students all day and these can hold up to eight or ten students each.

Building Area Summary

ASD Elementary Schools will be planned for an estimated total gross building area between 64,410 and 66,690 square feet. The variation is a result of the intended student enrollment and the site-based selection of optional spaces as noted above, as well as DEED parameters for determining space needs. In order for the DEED to determine the allowable square footage for a school, its enrollment capacity must first be calculated. This is done by determining the estimated 5 year post occupancy student population for an entire attendance area. The existing permanent square footage for the attendance area in the appropriate student category is totaled and used to calculate the space eligibility for the attendance area. Space eligibility parameters are then used to inform the planning of each new school or renewal project. For assistance in determining space eligibility, contact DEED.

<u>Building Area Calculations:</u>	<u>Required Square Feet</u>	<u>Optional Square Feet</u>
Student Capacity (545 + special programs)	565 students	plus 20 max.
Subtotal Net Area (nsf)	50,315	6,890
Estimated Gross Building Area* (= nsf x 1.25)	12,579	1,723
Total Gross Area (gsf)	62,894	+8,613
DEED maximum Gross Area = 114 gsf/student	= 64,410	= 66,690

On a case-by-case basis, individual schools can serve their unique student needs by selecting from the list of optional spaces until the total gross building area reaches the DEED maximum.

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

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Introduction

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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 these Educational Specifications, Anchorage School District aims to provide environments that are conducive to learning for all of its students.

Studies show that the environment has a significant impact on student's well-being and learning outcomes: each school facility is an important component in the educational system of ASD. Our school facilities are a tangible symbol of our commitment to education.

The Districtwide Educational Specifications document is a tool to describe the program and design requirements for all future elementary school planning in the district and is applicable to both new schools and renewal projects.

2.1 Districtwide Educational Specifications

2.1.1 Goals of this Document

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 reflect 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 district. As these goals and strategies morph over the life of this document, design team responses must also evolve.

Although intended to ensure adequacy and consistency, the guidelines in this document are not intended to restrict the effective or efficient design of a facility. 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 atypical programs, special conditions or the EED reimbursement parameters which may limit gross building area. Whether a new design or a renewal project, each project will make use of the Supplemental Educational Specifications process to explore, document and account for these anomalies.

2.1.3 Update Procedures

The rate and extent of evolution of the district's educational goals and delivery methods will determine the extent of updating required to maintain a document that will preserve its relevance and usefulness. It is expected that the Districtwide Educational Specifications will be updated at least every 10 years.



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To assist with the update process, a “Lessons Learned” tab is included in the Appendix of this document. The Lessons Learned tab is intended to be a compilation of brief memos prepared by the principal and project manager after one year of occupancy of a newly constructed or majorly-renovated facility. Memos should capture issues that were missed or seemed appropriate in the plans but did not work well in practice. This insight will give future design teams guidance on possible problem areas, and provide a focus for possible revisions for future Ed Spec documents.

2.1.4 Supplemental Educational Specifications (SES)

In addition to the parameters outlined by the district for all elementary schools, individual schools offer supplemental programs to support the unique educational needs of their students and communities. At the start of a school construction or renewal project, Supplemental Educational Specifications will document unique program needs and solutions for review and approval by the Anchorage School Board. In conjunction with the Districtwide Ed Specs and recognizing DEED parameters for determining site-based enrollment, Supplemental Ed Specs will provide direction specifically for each school project.

At minimum, supplemental ed specs must include all information required by the DEED. This currently includes the following eleven items:

- the current year and five-year post-occupancy projected attendance area enrollments in the grades affected by the facility;
- a statement of educational philosophy and goals for the facility;
- the curriculum to be housed by the facility;
- the activities that will be conducted in the facility;
- the anticipated community uses of the facility;
- the specific and general architectural characteristics desired;
- the educational spaces needed, their approximate sizes in square feet, recommended equipment requirements, and space relationships to other facility elements;
- the size, use, and condition of existing school spaces in the facility;
- the recommended site and utility requirements;
- the proposed budget and method of financing; and
- the technology goals of the curriculum and their facility requirements.

2.2 Process

Since the school board approved the previous districtwide elementary school specifications in 2000, two new and three renewal elementary school projects have been built and four have used them for renewal master planning. Through their use, valuable lessons were gleaned, including the need for more detailed specifications to guide school planners and to assess performance of existing schools. The 2000 edition also provided a benchmark from which to measure the impact of changes in programs and space allocations on educational specifications. A point is reached where changes extend beyond the scope of locally-oriented supplemental educational specifications to become district-wide. The cumulative results require substantial revisions and updates to districtwide educational specifications.

Districtwide educational specifications for elementary, middle and high school levels are being developed simultaneously. This approach presents an opportunity to reflect a continuum of education programs, best practices, lessons learned, and evolution of goals throughout all levels.



As noted in section 2.3, a broad spectrum of educators, administrators and planners contributed their experience, knowledge and skills to this effort.

The updated Districtwide Ed Specs are presented with increased comprehensiveness to fulfill the goals as outlined above. Additional coverage includes:

- Space planning options for K-5 as well as K-6 grade configurations;
- Ed Specs use and update procedures;
- Educational goals and user characteristics;
- More comprehensive planning and design parameters, including
 - Capacity calculation methodology and definitions;
 - Safety and security goals;
 - Sustainability and energy efficiency

- Optional spaces to support programs and needs beyond the standard;
- Performance standards for educational technology;
- Expanded detail for each room (attribute sheets); and
- Additional resources and recommended reading.

A thorough process for the review of this document and its in-progress drafts was conducted. In addition to various focused meetings with district and site-based staff, District leadership and facilities department staff performed periodic reviews of the ed spec documents. Feedback was solicited through both face-to-face meetings and distance venues such as web-based communications and on-line reviews. A summary presentation was made to all elementary school principals and these presentations were available to all school staff. The summary presentation along with a full draft of the document was posted on the ASD website, along with communications inviting public review and comments. While these documents were made available for a 45-day period, limited responses were received and have been incorporated into this final submittal.

The Anchorage School Board approved the districtwide educational specification for elementary school level as recommended by the Capital Improvement Advisory Committee on September 6, 2012 – ASD Memorandum #32 (2012-2013).

2.3 Participants

2.3.1 District Participants

School Board Members

Tam Agosti-Gisler

Gretchen Guess

Pat Higgins

Jeannie Mackie

Kathleen Plunkett

Don Smith

Natasha Von Imhof



District Administration

Jim Browder	Superintendent
Michael K. Abbott	Assistant Superintendent of Support Service
Rachel Molina Lodoen	Project Support Manager
Mary Cary	Project Manager

Participants from School Sites Toured and/or Referenced:*

Patrick Freeman	Principal, Trailside Elementary School
Glen Nielsen	Supervisor, Elementary Education
	Former Principal, Denali Montessori School
Richard Toymil	Principal, Alpenglowl Elementary School

plus additional Elementary Principals and staff involved in the review process

Additional Resources & Participants:*

Carol Comeau	Superintendent (retired June 2012)
Rob Balivet	Design Planning Manager, Facilities
Wes Bell	Supervisor, Information Technology
Myrna Clark	Supervisor Art, Curriculum & Instructional
Ophelia Dargan-Steed	Demographics & GIS Services
Dana Dugdale	Director, Early Childhood Elementary Sp. Ed.
Michelle Egan	Executive Director, Communications
Ardene Eaton	Marketing Coordinator, Student Nutrition
Nancy Edtl	Director, Nursing and Health Services
Julia Fawcett	Food Microbiologist, Student Nutrition
Rhonda Gardner	Assistant Superintendent of Instruction
Doug Gray	Director, Early Childhood Elementary Special Education
Cindy Higgins	Supervisor, Related Services Programs
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Mark Mew	Director, Security and Emergency Preparedness
Duane Moran	Supervisor, A.V. Services
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David Sharrow	Specialist, Risk Management Safety
Janice Thompson	Specialist, Educational Technology
Mark Thelen	Lieutenant, APD SRO
George Vakalis	Assistant Superintendent, Support Services
Mary Wegner	Coordinator, Educational Technology, Elementary
Jeff Wood	Chief Information Officer, Instructional Technology

** Positions of participants may have changed prior to adoption September 2012*



2.3.2 Capital Investment Advisory Committee: DWES Review Sub-Committee

John Bulkow
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Education

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3.0 EDUCATION & CONTEXT

3.1 Vision

"I want my children to understand the world, but not just because the world is fascinating and the human mind is curious. I want them to understand it so that they will be positioned to make it a better place."

- Howard Gardner



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." These include:

Academic Achievement:

Increase student academic achievement using data to guide adoption of curriculum, methods, materials and professional development specifically designed to ensure that every child makes adequate yearly progress.

Establish and maintain a supportive and effective learning environment

- by providing safe, caring, barrier-free schools;
- by promoting health and wellness;
- by continuing to retain, recruit and train highly-qualified staff with an emphasis on improving staff diversity to better reflect our student body;
- by challenging each student academically;
- by maximizing opportunities for lifelong learning;
- by offering reinforcing extracurricular activities and
- by collaborating with other community agencies to maximize opportunities for lifelong learning.

Ensure public accountability through:

- continued participation in the state and federal required testing programs,
- continued preparation and publication of the Profile of Performance , budget basics and budget and bond summaries,
- effective consultation with the community to ensure wise use of financial resources and responsible construction and maintenance of facilities,
- effective communication with students, staff, parents, community and government at all levels."



3.2 Student Characteristics

3.2.1 Developmental Characteristics of Elementary School Children

Early Childhood (5-6 years)

Physical

- Enjoy long periods of free play
- Develop eye-hand coordination
- Enjoy small group cooperative games
- May require rest after high energy play
- Improved body coordination, yet still can fall easily

Social-Emotional

- Are eager to receive adult praise
- Enjoy dramatic play
- Are eager to engage in new activities/adventures led by involved adult
- Are eager to identify with older children
- Enjoy exploring new materials and equipment
- Can be easily frightened by novel or strange events
- Prefer play in small groups
- Like responsibilities they can handle
- Learn to cooperate with others, but may at times display selfish behavior

Cognitive

- Understand language better than they can speak
- Are interested in present; vague concepts of past/future
- Are eager to learn
- Ask many questions
- Define things by their use
- Develop a sense of humor
- Communicate best within a small group of peers
- May need guidance of adult when starting a new task

Primary (Grades 1-3)

Physical

- Are enthusiastic about games
- Experience improvement in both gross and fine motor skills
- Possess a high activity level
- Practice to master variations of movement for physical activities
- Enjoy games that allow for comparison of skills
- Enjoy games that allow for self-improvement

Social-Emotional

- Have a strong drive towards independence



- Develop a strong sense of loyalty to friends
- Need to belong to a group
- Play with and are friends with same-sex peers
- Like to take on responsibility
- Live in a world of games, rituals and humor inhabited only by children
- Have a rigid sense of right and wrong
- Need help accepting peers who are different or left out of a group

Cognitive

- Like to talk; use language to express feelings/tell stories
- Develop a sense of time
- Enjoy collecting things
- Enjoy problem-solving games like treasure hunts
- Can plan and carry out projects with adult support
- Become more self-directed in activities
- Are better able to understand and appreciate differences of opinion

Intermediate (Grades 4-6)

Physical

- May be careless about their clothes, room and body cleanliness
- May have sudden growth spurts and begin signs of puberty
- Enjoy physical activities that master specific skills
- Enjoy competitive games
- Possess a high activity level
- Enjoy games that allow for comparison of skills
- Enjoy games that allow for self-improvement

Social-Emotional

- Enjoy small, peer-dominated group discussions
- At times display selfish behavior
- Like to join organized groups
- Are anxious to grow up
- Are intensely loyal to their peer group
- Form a close one-on-one friendship
- Have a growing desire to assert their individuality and independence
- Can be daring and competitive
- Can be critical of peers and adults
- Are self-conscious of their abilities

Cognitive

- Are capable of a high level of abstract thought
- Begin to think about their future life roles
- Need time and freedom to engage in self-reflection
- Are able to postpone gratification
- Can plan ahead and organize tasks with little or no guidance from adults
- Begin to develop views about social issues



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3.2.2 Characteristics of ASD Elementary-level Students

The October 2010 Ethnicity Report for elementary schools illustrates the district's rich ethnic diversity. School planning efforts should review current reports and consider the specific population of the area that will be served by each school.

Elementary School Total	24,274	
White	10,831	45%
African-American	1,565	6%
Alaska Native	2,179	9%
Asian or Pacific Islander	3,607	15%
Hispanic	2,633	11%
Multi-Ethnic	3,459	14%
Total Ethnic Minority	13,443	55%

The Profile of Performance is the district's report to the Anchorage School Board and community on the academic achievement of Anchorage students and schools. Refer to the ASD Web site for updated information.

3.3 Educational Programs

ASD offers a variety of educational options to the elementary students it serves. The Districtwide Educational Specification is intended to define "neighborhood schools." These schools provide the standard elementary school program and experience shows that most students do well in this setting. The standard 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 (first through third) focus on learning basic skills, using discovery as a learning tool and recognizing different learning styles. Intermediate grades (fourth through sixth) 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.

Specific and up-to-date information regarding educational programs for elementary education can be found on the ASD website.

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**Planning &
Design
Considerations**

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4.0 PLANNING CONSIDERATIONS

4.1 Grade Configuration

Elementary schools serve grade levels K-5 or K-6.

While the majority of ASD elementary schools are organized to house students in grades kindergarten through sixth grade, district leadership is now endorsing a K-5 grade configuration in coordination with the desire for middle schools to include grades six through eight. New elementary schools will be planned to support students in kindergarten through 5th grades, but with flexibility to also accommodate the K-6 model. The inclusion of 6th grade students will be determined on a case-by-case basis to coordinate with middle schools and other district parameters. It is important to note that the total number of classrooms in a given elementary school remains the same whether a K-5 or a K-6 grade configuration is used. Classroom spaces are simply rebalanced among the grades included.

For graphic diagrams of possible planning and configuration options, see Section 4.3 below.

4.2 School Capacity

4.2.1 Introduction

The primary function of setting school capacities is to allow comparison of the amount of crowding in schools across the district. This information is used to make decisions on boundaries, portable classroom units and new construction.

The following terms and definitions are useful in determining the capacity of a given school:

EED Capacity

EED Capacity is based upon the State of Alaska Elementary Space Allocation of 114 square feet per elementary student. Program Capacity is based on classroom utilization and makes comparison between schools of capacities and crowding a more meaningful process.

Program Capacity

ASD Elementary Schools are planned for a total student enrollment between 565 and 585 students. The variation results from site-based decisions, such as the extent of class size reductions, special education programs and whether to include pre-kindergarten. It is expected that program capacity (in other words, optimal enrollment) for each school will fall somewhere between these two numbers. Average class sizes for elementary grades include:

Kindergarten	20	students per classroom
First Grade	21	students per classroom
Second Grade	24	students per classroom
Third Grade	24	students per classroom
Fourth Grade	27	students per classroom
Fifth Grade	27	students per classroom
Sixth Grade	27	students per classroom

Self-contained classrooms such as intensive needs/lifeskills are typically the only special-use classrooms that house students all day and these generally hold up to eight or ten students.



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There is also some minor variation between elementary schools in the number of students in each classroom, for example, Title I schools that have chosen to use their funds to reduce class size. The extent of these programs will account for another key difference between program capacities of various schools.

According to ASD Demographics and GIS Services, program capacity is calculated using the total number of homeroom classrooms multiplied by the average class size of 23 students.

Utilization Rate

Elementary school students are assigned to home-base (homeroom) classrooms, leaving the room unoccupied while using specialty classrooms and other school facilities such as the multipurpose room and library. These “pull-out” programs utilize classroom spaces but do not “house” students or add to the school’s capacity. The resulting utilization rate for elementary schools is 100%, only counting the classrooms available for instruction as shown in the chart below.

Teaching Stations

Teaching stations are categorized as both “home-base” and “auxiliary” teaching stations.

Home-base Teaching Stations are “homeroom” classrooms scheduled for a fixed group of elementary students all day. Even though students periodically leave these rooms for specialty programs such as art and music, home-base classrooms count towards capacity at 100% utilization.

Auxiliary Teaching Stations are spaces that support the specific educational programs such as art and music outside of a student’s “home-base” classroom. These spaces do not add to the school’s enrollment capacity.

4.2.2 Capacity Calculations

Program Components:	Home-base classrooms:	Auxiliary Teaching Stations:	Calculations:	Student Capacity:
Kindergarten Classrooms	4		(4 x 20) 100%	80
1 st Grade Classrooms	4		(4 x 21) 100%	84
2 nd – 3 rd Grade Classrooms	8		(8 x 24) 100%	192
4 th – 5 th (6 th) Grade Classrooms*	7		(7 x 27) 100%	189
Special Programs	2-4**	0-2**	(1 to 4 x 10) 100%	20-40
Resource		2-3		
Library / Media Center		1		
Art and Music		2		
Physical Education		2		
Multipurpose/Food Services				
Administration				
Student Support Services				
Total classrooms	25-27	7-10		565-585
	(capacity)	(non-capacity)		



* Note that the inclusion of 6th grade students would not increase the overall school capacity nor would it require additional classrooms. Instead, the number of students per grade level would be reduced and classrooms would be reassigned and rebalanced among grades 1-6.

** The Special Programs category includes pre-kindergarten self-contained classrooms and an option to include programs such as Extended Resource, Structured Learning, Autism and Behavior Classrooms. When Special Programs classrooms are used for self-contained programs, they WILL contribute to school capacity, accommodating up to 10 students per classroom. Resource, Autism and Behavior rooms are “pull-out” spaces and are considered auxiliary teaching stations which do not affect student capacity.

The DEED calculates enrollment capacity by determining the estimated 5 year post occupancy student population for an entire attendance area and comparing it to the permanent square footage for the attendance area in the appropriate student category. This total is used to calculate the capacity and space eligibility for the attendance area. For assistance in determining capacity and space eligibility, the DEED should be consulted.

4.2.3 Optional Classrooms

Several optional classrooms are included in the space program to be included as needed within individual ASD elementary schools. These include special programs classrooms which can be used to serve as classroom space for such as pre-kindergarten, special needs/self-contained, and/or autism or behavioral programs. Since students assigned to several of these classroom types count towards capacity, schools which require and include these classrooms will have additional school capacity. A pre-kindergarten classroom can support 20 students and special needs/self-contained classrooms can support 8 students each. If both optional spaces rooms are included, the school could support additional students, for a total of up to 585 students.

4.2.4 Overcrowding

A school is considered over capacity when its enrollment exceeds 100 percent of its program capacity. When enrollment reaches 110 percent of program capacity, action should be taken to alleviate the overcrowding through reducing enrollment and/or increasing capacity. A range of solutions exist for alleviating overcrowded schools and multiple parameters should be considered when addressing for each case. Possible solutions are listed below (no hierarchy is intended). These strategies may be used to varying degrees, either singly or in combination:

- Reduce enrollment through reassigning students and/or adjusting attendance boundaries;
- Increase capacity through rebalancing program offerings;
- Increase capacity through building additions or reconfigurations;
- Temporarily increase capacity through the placement of portable classrooms on the site.
- Rebalance and/or reassign special program locations throughout the district.



Note that portable classrooms should be considered a temporary solution to alleviating overcrowding by increasing the enrollment capacity of a school while alternative solutions are planned and implemented.

4.3 Organizational Strategies

4.3.1 Classroom Cluster Configuration Options

The plan should allow the flexibility to incorporate alternative, optional and special programs in the classroom cluster areas. In addition to the standard elementary school curriculum, this facility will also provide pull out educational programs in resource rooms for mainstreamed special education students and students requiring tutorial instruction. Classrooms should be connected to each other to allow for teaming and cooperative learning.

Elementary school classrooms can be organized into a variety of groupings or clusters, to be determined as appropriate for each school site during the SES process. Optimally, the school should be able to support a variety of grade clustering scenarios, such as:

Scenario A:

- 1) Special Programs, Kindergarten & 1st Grade
- 2) Grades 2 and 3 and
- 3) Grades 4 and 5.

Scenario B:

- 1) Special Programs and Kindergarten
- 2) Primary (grades 1-3) and
- 3) Intermediate (grades 4-5).

Scenario C:

- 1) Special Programs and Kindergarten
- 2) Grades 1 and 2 and
- 3) Grades 3, 4 and 5.

Note that the range of classroom counts represents an optional pre-kindergarten classroom.

The following diagrams illustrate clustering scenarios. Diagrams are intended to illustrate fundamental relationships only. No floor plan is implied and no distinction between floor levels or between existing vs. new construction is made. Further interpretation of these relationships must be made by the design team for each new school and each renewal project.



Diagram of
Scenario A

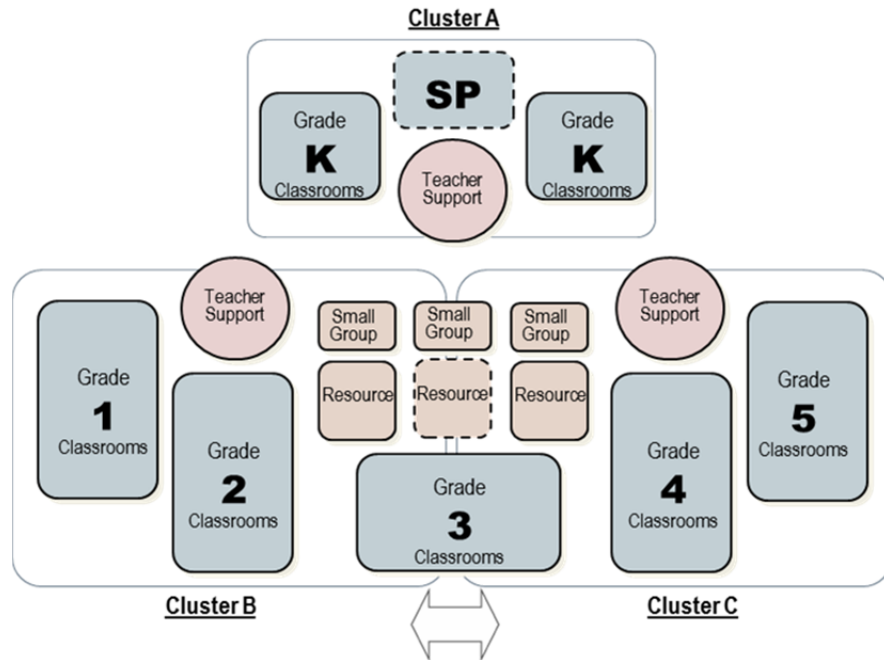
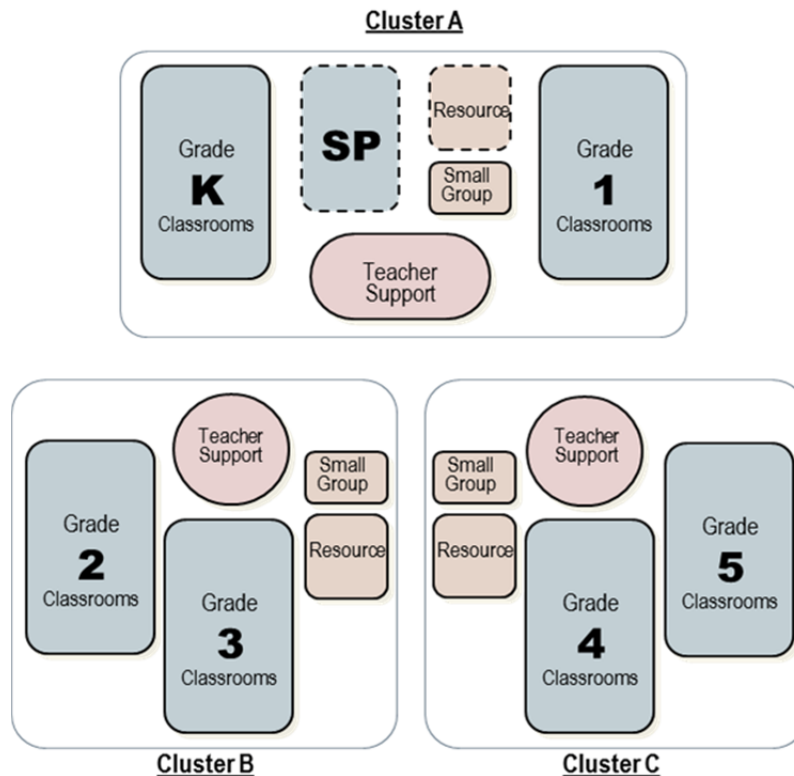


Diagram of
Scenario B and/or C

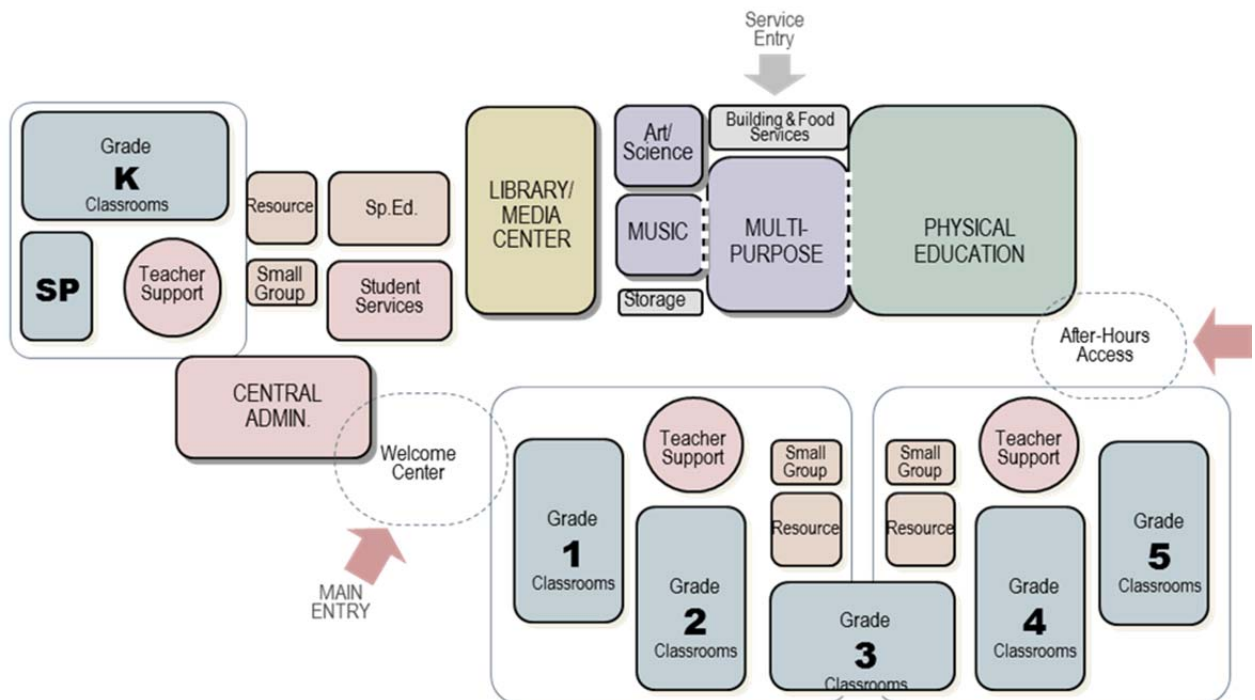




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4.3.2 Overall Building Organization

The diagram below illustrates optimal building component adjacencies. A variety of planning approaches are possible to satisfy these adjacency requirements. Diagrams are intended to illustrate fundamental relationships only. No floor plan is implied and no distinction between floor levels or between existing vs. new construction is made. Further interpretation of these relationships must be made by the design team for each new school and each renewal project.





4.4 Building Design Standards

4.4.1 Building Codes, Regulations and Standards

In addition to responding to these Educational Specifications, elementary school designs will conform to both current applicable building codes and zoning regulations as adopted and amended by the Municipality of Anchorage and, where appropriate, applicable statutes adopted by the State of Alaska. Designs will also adhere to State-adopted code items more stringent than local standards.

Anchorage School District has Design Guidelines and Standards. These 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.

4.4.2 Alaska 1% for Art Program

New schools and renewal projects within the district have participated in this program. For information on this state-wide program refer to Alaska Statute Title 35, chapter 27 and Anchorage Municipal Code 7.40. The Municipality oversees the 1% Art program and is responsible for the on-going maintenance of art works. A number of schools' art selection committees have integrated the 1% art with immersion curriculum, special school signatures or missions, uniqueness of location, and other similar themes. Art can complement the goals of educational specifications. As facilities are planned, it is suggested that potential locations for art be recognized and incorporated into the design.

4.4.3 Accessibility Goals

Anchorage School District recognizes that the Americans with Disabilities Act provides for a minimum standard of accessibility. The design must consider equitable access of all school facilities, beyond ADA's minimum standards. Wherever appropriate, the guidelines for Universal Design should be incorporated, ensuring equitable accessibility for all users of the school's buildings and site. The intent of Universal Design is to simplify life for everyone by making products, communications and the built environment more usable by as many people as possible at little or no extra cost. Universal Design benefits people of all ages and abilities.

"Universal design is the design of products and environments to be usable by all people, to the greatest extent possible, without the need for adaptation or specialized design."

– Ron Mace, The Center for Universal Design.

Principles of Universal Design address usable components of the design. However, designers must also incorporate other considerations such as economic, engineering, cultural, gender and environmental concerns in their design processes. Also note that all guidelines may not be relevant to all sites and/or building designs.¹

¹ The Center for Universal Design. http://www.design.ncsu.edu/cud/univ_design/princ_overview.htm



4.5 Building Design Goals

4.5.1 General Design Goals

Several characteristics must be considered in designing a new or renovating an existing elementary school. The building must be carefully integrated with existing site conditions, nearby neighborhoods and traffic patterns. Site circulation must be designed to safely zone different types of vehicular and pedestrian traffic. Building design must be organized to aid wayfinding and be easy to supervise and monitor. Interior lighting must be appropriately provided to meet the needs of each instructional area. Exterior lighting must be balanced to provide safe ingress and egress at all hours. Exterior landscaping should be planned to integrate the existing vegetation, support site circulation and grounds maintenance and beautify the grounds, without posing safety hazards. If the design involves renovation and additions, careful consideration must be given to the existing building to make it contiguous with the planned changes.

The building should be designed to accomplish adequate space planning for the latest teaching techniques, quality equipment and furnishings while being flexible for future changes. The selection of materials and finishes must lend themselves toward longevity, ease of maintenance and continuity of design. It is essential to use durable materials that will withstand wear and tear and at the same time provide an atmosphere that will promote good educational response and be pleasing to the users.

Facilities should be constructed in a manner in which change is the norm, not the exception. Building materials and furniture should be selected to support change and flexibility. Modern office concepts should be taken into consideration: demountable wall systems, movable wall systems, modular furnishings, expandable/retractable modular buildings, floor conduits and power towers, non-load-bearing wall systems, raceways and cable trays and more generic spaces that can be easily adapted to specialized uses. Spaces should be conducive to eye contact and communication, allowing for easy interaction between students and teachers. At the same time, systems must provide for acoustical separation as required for best use of spaces as intended.

The following notes describe general issues that should be considered in the design of ASD Elementary Schools. They are not listed in any particular order. While many of these attributes have limited impact on the quantities and sizes of spaces, their successful site-based interpretations and implementation strategies will contribute to the success of individual school designs.

- promote an individual student's sense of identity within the total school enrollment (emphasis on personalization)
- be flexible - a physical environment that can change or adjust to meet changing educational needs and objectives
- promote faculty collaboration within academic departments, while emphasizing interdisciplinary teaching and teaming
- allow for maximum collaboration of teachers within each team
- promote parent participation/involvement in the educational process
- be accessible for all
- be open for community usage after school hours and welcoming for limited use during school hours



- consider nearby but off-site learning opportunities such as parks and community facilities
- promote environmental responsibility
- partner with business, civic and other educational institutions
- incorporate passive security strategies (i.e. minimal “blind” corners; vision glass between faculty and student areas; bright, well-lit spaces, etc)
- allow building components and features to serve as a learning tools (example: exposed structure to help students visualize geometry and physics concepts, illustrate tension and compression, etc)
- allow/provide students access to technology throughout the day
- respond to future expansion, enrollment and program growth requirements
- reflect the history, culture and character of Anchorage and Alaska
- reflect the value and importance of learning – through its appearance, aesthetics, materials and architectural style
- be architecturally interesting, visually exciting and enjoyable – a facility that uplifts the human experience and invokes a sense of pride, while at the same time, striving for timelessness

4.5.2 **Storage**

The space program includes between 2,550 and 3,000 square feet of storage rooms, identified to support various specific programs as noted. Additional storage rooms may be included as “gross building area” within the overall building area parameters.

4.6 Safety & Security

4.6.1 **Safety & Security Goals**

There is high interest in maintaining an inviting, non-institutional school environment, while simultaneously providing a safe environment for students, staff and community who use the facility and adjacent support services.

The ultimate goal is to provide a strategy for safety and security features that are incorporated into the design of the site and school. Safety concerns begin at the streets adjacent to the school. Design features from the point of entrance to the perimeter can directly affect security issues. The building configuration, location of restrooms, visibility to the playground and perimeter fencing directly affect the ability to secure and supervise the campus.

4.6.2 **Safety & Security Strategies**

The organization of a building can have a major impact on student behavior and safety concerns. Building security can be addressed in an active or a passive manner: active security is based on security systems; passive security is based on program design, building configuration and community participation. The school design should focus on passive concepts and apply active concepts as an overlay only where necessary. Active approaches typically address the symptoms of security problems as opposed to passive approaches that often address the causes of security problems. The two overarching strategies of passive security – high visibility and appropriate



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channeling of traffic – can also be key characteristics of the welcoming, warm atmosphere desired at an elementary school.

The principles and strategies of CPTED, Crime Prevention Through Environmental Design, may provide additional guidance for incorporating passive security strategies. Passive strategies such as natural access control and natural surveillance can lead to a reduction in the fear and incidence of crime and decrease the opportunity for crime.

Several passive and active strategies to consider are outlined below:

Building Layout (passive)

The main entry should be visible and easily accessible. Visitors should be welcomed to the site and directed to the main entry by clear symbols such as building scale, lighting, symbolism and graphics. In addition:

- Entry points should be able to be locked quickly and easily.
- Of the exterior doors, only main exit doors should have door entry hardware on the outside; ancillary exits should not be able to be opened from the outside. All exterior doors to have security system door contacts.
- Administrators should be able to see all approaching visitors and control their entry.
- Locate administrative and teacher preparation areas with good visual contact of activity and circulation areas.
- Avoid blind-spots and corners.
- Develop spatial relationships with natural transitions from one to another. Locate restrooms in close proximity to classrooms.
- Locate areas likely to have significant community or after-hours use to allow good access from parking and that can be closed-off from other parts of the building and/or campus.
- Roof access from outside the building should be avoided wherever possible. Roof hatches to have security system door contacts.

By organizing a building into small clusters of classrooms, a number of changes occur that can reduce behavior problems:

- Teams of teachers having responsibility for the same students improve the student/teacher relationship and results in greater continuity and monitoring of behavior issues.
- Students have a greater sense of belonging and identity. For the majority of the day, their place is in the classroom cluster.

Building Materials (passive)

Use durable wall surface materials that are easy to clean and to remove graffiti from. Limit the size of window panes (use multiple smaller windows rather than one large window) and provide security screens where appropriate.

Site Circulation & Traffic (passive)

Separate all vehicular from pedestrian traffic. Separate staff and community parking areas. Provide parent drop off in most accessible area. Separate bus traffic from pedestrian and other types of vehicular traffic. Provide sufficient queuing area so that school traffic will not back up onto surrounding roadways.

Landscape (passive)

Channel traffic appropriately by zoning the site for community use/separation/access with a variety of fences, bollards, landscaping, fields, pathways and/or other site amenities. To minimize



risk from drive-by shootings or truck bombs, set-backs should prevent vehicles from driving close to the building. Enhance visibility by using low-height shrubs and other landscaping to deter blind spots and hiding. For example, bushes next to the building should be kept lower than 3'. Skateboard mitigation measures should be incorporated into landscaping features and site furnishings.

School Site Layout (passive)

Site layout strategies for enhancing visibility include providing ample views of the campus from surrounding streets and homes to facilitate passive surveillance and patrols; providing adequate lighting for all parking and pedestrian areas; and providing security lighting around buildings and in parking lots with photo-cell light and/or motion sensor capability. To channel traffic appropriately, separate all vehicular from pedestrian traffic, separate staff and community parking areas and separate bus traffic from pedestrian and other types of vehicular traffic. Provide parent drop off in the area with best access to the school and sufficient queuing area so that school traffic will not back up onto surrounding roadways. Door used by students to be at the end of the queuing area (S.K. 5-16-08).

Camper hosts have been an important strategy to reduce vandalism. Two camper hosts can monitor a school site effectively if suitably spaced (such as one in front and one in back) with appropriate utility hook-ups provided. All utility service (electrical, phone and water) to camper hosts must be isolatable, with the capacity to be switched off from inside the building. Refer to the Districtwide Design Guidelines and Standards for details.

Technology (active)

Provide users in instructional and support areas with the ability to make security calls via access to the intercom communications system. Incorporate a coordinated-response building-wide call system. Include a bidirectional antenna within the building in support of communication between SRO officers and off-site police. Other means of using technology to achieve campus safety and security include:

a) Closed Circuit TVs

- The SRO and Administrative Secretary's offices each should include space for a second monitor and keyboard for monitoring the CCTV system. Provide for the CCTV system DVR recorder to be mounted on a rack in the Communications Room.
- Motion-activated lighting is seen as an important strategy to supplement and work in tandem with the CCTV system and should be considered during design.
- If a CCTV system is not installed as part of a school renewal, raceways for future CCTV should be installed at a minimum.
- Locations of CCTV cameras (quantity to be determined during site and building design):
 - Entryways
 - Parking lots
 - Top vandalism points
 - Known inside trouble areas
 - Main halls
 - Big gathering areas
 - NOT in classrooms



- b) Provide conduit for future security access systems power and signal wiring at main entries and loading dock/maintenance access.
- c) Include good site lighting for:
 - Building exteriors
 - Walkways
 - Playfields (courts and arenas only)
 - Trails (that connect to neighborhood pathways). Coordinate trail lighting with the Municipality of Anchorage and adjoining neighborhoods with the goal of continuing trail lighting past ASD property. Students walking to school in the dark months of the school year may encounter hazards including wildlife. School access trails should be safely illuminated to the nearest street.

4.6.3 Emergency Action Plans

Each school site will devise an Emergency Action Plan supported by a variety of emergency drills. School designs and site plans must accommodate these Action Plans and Drills with appropriate indoor and outdoor areas for occupant evacuation, lockdown, shelter, duck-cover-hold, and stay-put activities. Full drill activities and responses can be found in the Student Handbook. Examples of such activities are summarized below.

- Evacuation Drill - used in the event that a building must be evacuated. The most likely reason for an evacuation would be because of a fire.
- Lockdown Drill - used to prepare students in case they have to remain in a designated area until a potentially dangerous situation (intruder, trespasser) is resolved.
- Shelter in Place Drill - used to make students aware that the building may be used as a shelter in the unlikely event of a hazardous materials incident or volcanic eruption.
- Duck-Cover-Hold - used in the case of an earthquake.
- Stay Put Drill - used in the case of an animal problem, loss of utilities, or locker searches.

Emergency Supplies: Emergency supply backpacks are currently hung or stored in a variety of imaginative ways. Provide hooks and signage to standardize where emergency supplies are located within school facilities.

4.6.4 Disaster Contingency Components

Select elementary school sites and facilities are and/or will be designated by the Anchorage School District as disaster contingency sites. Schools designated as such can be used as a contingency gathering facility for students and staff that cannot be reunited with family, or return home, following a disaster. These sites will be able to operate independently from the normal utility infrastructure. Schools are selected based on factors such as size, location, road access, parking availability and seismic stability. For specific details, equipment and design guidelines for schools designated as disaster contingency sites, refer to the district's current emergency preparedness guidelines and coordinate with the district's Director of Security/Emergency Preparedness.



Upon determination that sufficient surplus space exists or can be designed in a new school or renewal project site, the school may be used to also accommodate the general public. Following Red Cross guidelines, ASD's goal is to provide temporary space for about 1,000 people at 40 ft² per person at each designated school site. Indoor contingency space at each designated school will include large and auxiliary gyms as well as all other large indoor spaces.

The current components of the disaster contingency program are:

1. A waste holding tank (approximately 1,000 gallons)
2. Movable storage container for emergency supplies. Install on a concrete slab sited in an area that is easily plowed (snow);, where a special truck can back up to the container to move it; where it is highly visible to neighbors who can report attempted break-ins; near the school's loading dock preferred; otherwise in a spot where the container can be surrounded with landscaping, painted an earth-tone color and not require fencing.
3. A stand-alone, standby power generator and a transfer switch isolatable from the city grid:
 - Generators are typically outdoor modules, but can be incorporated within the building footprint, provided access for removal is incorporated;
 - Double-wall fuel tanks located beneath the generator or in adjacent tank area (72 hours run time volume for generator and dual-fuel boilers all in simultaneous operation);
 - The generator should not stand-out – it should blend into the campus unobtrusively;
 - Generators are to have critical grade exhaust muffler systems. "Critical grade" muffler systems have a decibel rating appropriate to use in a residential area.
 - Siting the standby generator away from the school building may help insure viability of the generator in case of catastrophic damage to the school building. However, this potential benefit should be balanced against the need to site the standby generator near the dual-fuel capable boilers to the extent feasible in order to minimize fuel piping runs.
4. At least two boilers with several dual-fuel burners capable of using the same fuel as the standby generator. Boilers to be capable of heating contingency spaces for 72 hours at 0° Fahrenheit outside air temperature.

4.7 Community Use & Collaboration

Across the state and around the country, there are increasing expectations of school facilities to provide services to the community. One of the district's goals is the increasing interdependence among schools, families, community members and businesses. There is strong support for parent and family involvement with a focus on customer service. A school mirrors its community and is diverse on many levels. Maximizing resources by organizing around a unified societal vision, the school building should send a strong message to an expanding clientele focused on lifelong learning, an important district core value.

Community's involvement in education and education's involvement in the community can take a variety of forms before and after the school day. Some activities can take place during the school day as long as they support the educational program for students.

1. The community will support the educational program through volunteers and aides. A Parent Volunteer/PTA/Community Schools Center will be provided for the parent/teacher



- organization. Space will be provided for the personal belongings of volunteers and aides during their work in the classrooms and production areas.
2. The library, technology lab, gym, multipurpose room, kitchen, art activity lab, music room and play areas will be designed for easy after-hours use by the community. Storage space for fitness and game equipment will be provided adjacent to the gym.
 3. It is expected that the building will eventually be utilized all days of the week, year round.
 4. Other uses may include use by staff for fitness, planning and professional development.
 5. Gyms and play fields should be designed to accommodate youth and adult community groups and built to standards that support these uses where feasible.
 6. Summer play fields may be maintained by community groups. Water access and an externally entered maintenance area should be considered to assist volunteers.
 7. After-hours use of spaces: Schools should include "Rentals Panel to provide switching to control HVAC to those spaces utilized after hours. In Elementary Schools the location of the Rental's Panel is typically in or near the school's main office.

4.8 Site Planning

School sites within the district vary in size, configuration, topography, access and context. Each school site must be addressed individually, accounting for these differences while also reasonably supporting the general planning and design goals outlined below. Considerations for specific sites must be included as part of the Supplemental Educational Specifications for each new school or renewal project.

ASD Design Standards describe requirements for site amenities including:

- the number type and sizes of playfields and outdoor PE and athletic facilities
- guidelines for accommodating buses, cars, service and emergency vehicles
- guidelines for pedestrians and bicycles
- standards for playground and site furnishings
- parameters for landscaping, fencing, lighting and other features.

ASD Design Standards and the ASD Playground and Equipment Policy Manual must be referenced for each site planning process.

4.8.1 General Site Goals

A school site will accommodate a variety of amenities including outdoor physical education; athletic and environmental learning programs; automobile and bicycle parking stalls; access roads for fire, trash, bus delivery and drop-off areas; and pedestrian egress walkways. Planning



and building codes dictate building set backs, area of landscaping, number of street entryways and ratio of required parking stalls to occupants. Site surveys will indicate the topology and any restrictions, easements, or retention areas that may be required. Geological reports may indicate the optimum methodology for and size of foundation design. In addition to DEED site selection guidelines, the following considerations should be taken into account as the site is selected, planned, designed and/or renewed:

- **Sensitivity to the Neighborhood Scale and Context**

Neighborhoods surrounding the school site often have an established character and rhythm. The design team should carefully evaluate the scale and context within which the school buildings will be placed and determine appropriate locations of compatible elements based on the kinds of activities anticipated. The school building should not imitate, but rather, complement, existing neighborhood structures. Sensitivity to neighborhood perceptions of school-generated noise, lighting glare, overviews and potential increased on-street parking should also be considered.

- **Outdoor Learning**

Every school's grounds are potential educational spaces where concepts taught within the school building can come alive to students. Outdoor learning spaces can include pathways; play structures; gardens; planters; seating areas; dramatic play areas; wooded and natural features; covered pavilions and porches; and of course sports fields and courts. School grounds should also include outdoor spaces that are adaptable to many types of activities. Maintaining natural settings such as woodlands and wetlands should be considered, as they offer children opportunities to observe the natural world. These and other options for outdoor learning should be coordinated to support the educational objectives of each school.

An Outdoor Environmental Learning Center, if used, could provide a site-specific environmental education laboratory in natural on-site areas or on adjacent land under agreement to the Anchorage School District. The environmental learning can provide students with hands-on outdoor learning experiences and hopefully develop an awareness of the interdependence of the natural and human environments.

- **Climatic Conditions**

Principles of "Northern Design," as adopted by the Municipal Planning Department, should guide the design. Prevailing breezes, storm winds, solar orientation and potential views to man-made or natural wonders should be evaluated while situating the school buildings on the site. Attentive consideration of these elements will avoid future inconveniences such as unwanted glare, stiff breezes and poor vistas, thereby enhancing the overall design as well as enriching the learning experience.

- **Accessibility, Safety and Security**

Thoughtful attention to student and adult approaches to the building, whether they are walking, riding bicycles, or dropped off by a bus, parent, or friend, is important. Students and staff who are disabled should be well accommodated without visual or physical barriers, whether they are moving from the curbside or parking areas. Clear sight lines with overviews to main and ancillary entries allow adults to oversee student egress. All exterior spaces adjacent to walls and buildings should have some visual supervision to maintain a sense of safety and security. Portions within these outdoor places may be designated for congregation and rest. This ensures some ownership and interaction within these areas, making them potentially more accessible, secure and safe.



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The Alaska Department of Transportation and Public Facilities participates in the "Safe Routes to School Program." Supported by federal legislation, the goal of the program is to increase the number of children safely walking or biking to school, empowering communities to make walking and bicycling to school a safe and routine activity. Additional information can be found at <http://www.dot.state.ak.us/stwdplng/saferoutes/>.

- **Site Adjacencies and Separation of Disparate Activities**

The layout and thoughtful consideration of traffic use patterns that occur on a daily basis is essential. Students can be difficult to see and must not cross between busses. Consequently, bus drop-off and pick-up must be separate from parent drop-off and pick-up lanes. Staff and visitor parking should also be separate from bus traffic patterns unless traffic is staggered. Kitchen delivery, trash and recycled material pick-up and maintenance vehicle circulation should be well planned so that they do not cross normal student egress pathways. Fire truck access must reach (within guidelines) all portions of the school building. Loading docks should be adjacent to the kitchen. Trash/recycle bins should be appropriately located for custodial access. Large truck turn-around and back-up drives must be accommodated. Views to these areas may need to be screened and isolated from neighbors and students.

- **Identifiable Entries and Community Access**

Clearly defined indicators and directions to main and ancillary school entrances support the clarity and cohesion of the building design. Navigating through the building is particularly critical for those visitors who are unfamiliar with the school, perhaps coming from the community or from student homes to support and participate in the learning program. Community access to parts of the building that involve after-school extended learning also should be clear and distinct. Location of these extended-use areas of the school should be somewhat convenient to evening parking, especially when visibility is diminished during fall and winter hours.

- **Planting, Landscaping and Water Retention**

Some planting area sizes are required by municipal codes. However, the building's landscape setting and entry can also be enhanced by incorporating elements such as visual displays of perennial blossoming plants, seasonal colors and natural and native plant habitats. Exterior areas may be used as learning laboratories involving - but not limited to - science, art, literature, math and history. Aside from complementing the building, landscaping may also include a variety of hard surfaces for play courts, pathways, planters and sculpture. Care should be taken to avoid plantings known to be attractive to moose. Water retention is another important element from an engineering standpoint and may also be used as part of an environmental curriculum study, if there are no safety concerns. Outdoor learning is an important element of school design and landscaping should be considered as more than a backdrop for school buildings.

4.8.2 Physical Education & Athletics

Good personal health is essential to a student's readiness to learn. Through health education students will gain the knowledge, attitudes and behaviors that will prepare them to maintain a high level of physical, social, and mental health and safety. The health education program provides instruction in all of the components of comprehensive school health education to students K-6 and to an increasing number of secondary grades. Health education is taught in the classrooms, coordinated and supplemented with gymnasium and outdoor programs.



A safe and adequate open multi-use play area must be provided for recess, physical education programs and community sports. Optimally, this field is rectangular in shape and is surrounded by a surfaced track for running and walking. There is no specific length requirement for the track. At least one basketball court is required.

4.8.3 Play Areas

Physical fitness is, in part, a goal of recreational play. Equipment should be chosen based on the developmental needs of the children so that different body parts are equally emphasized. In addition to supporting physical education and athletics, ASD elementary school sites include areas for recreational play. Each school site should have a large hard-surface area that supports activities such as 4-square, funnel ball and jumping rope. Approximately 14 swings should be provided including seats designed for students with physical challenges. A “big toy” area should be included in the playground, and physical accessibility must be considered in the design of visual and physical boundaries, paths, landscaping, etc. A separate play area should be designated for pre-kinder and kindergarten students. A sledding hill is recommended where sites allow.

The following program components should be incorporated into the playground design:

- a) Complexity and diversity: Adequate equipment should be provided to allow a choice of play and diversity of play.
- b) Linkage and Flow: Play will move from one activity to another and the more links one provides between activities, the greater the use and interest of the equipment.
- c) Group Play: Children often initiate "scripted" play, where leadership and creativity can breed. Props are needed to maintain this scripted play. Spaces need to be provided where groups of children can meet and play together, while still in the view of the playground supervisor.
- d) Challenge: Youngsters of all abilities should be challenged and encouraged to develop motor skills, group communication skill and concentration. A variety of activities must be provided for all levels of development. A steering wheel, which may entertain a first-grader for hours, will hold no interest of a fifth-grader.
- e) Creative: Playgrounds should be creative and exciting and offer activities not possible in the classroom. The playground should be a focal point of the neighborhood for school aged children.

Recess could allow for some segregation into groups by age level. Apparatus should be sized for age-appropriate activities and clustered to motivate students on a variety of structures.

4.8.4 Site Signage

The purpose of site signage is to identify the school to the public; however it should also instill pride of belonging in its students, staff and community. At minimum, it should include the name and address of the school. It can also include the school logo/mascot, school colors and space for general news and announcements. Signage must conform to the Municipality's sign ordinance.



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Signage should be easily visible and clearly identifiable when entering or driving by the school site and should have adequate lighting to promote visibility through the dark winter months. It should be located near the main vehicular entrance to the site without interfering with vehicular or pedestrian traffic.

Additional signage should direct the visitor to the main entrance, as well as to the after-hours entrance to the school building.

Flags should include the U.S.A. and Alaska-state flags on separate flagpoles.

4.8.5 Portable Classrooms

The site should support 4-6 portable classrooms without disrupting the functionality of the building and site amenities. Because portable classrooms indicate short-term, un-housed students, they are not included in a school's permanent space program calculations.

Underground power and special systems raceways should be provided to the designated areas for future portable classrooms. All systems should be connected back to the electrical and special systems closets inside of the school.

4.9 Sustainability & Energy Efficiency

Anchorage School District recognizes its role in the stewardship of the environment. Among its design standards, ASD Facilities Department maintains design standards and recommendations for sustainable practices in the design and construction of school facilities. These guidelines also help define and promote strategies for operational and energy efficiencies. Guidelines are updated periodically and should be incorporated into each new school and renewal project as appropriate.

The United States Green Building Council (USGBC) is the national organization that promotes the design and construction of environmentally responsible, profitable, and healthy places to work and live. The USGBC developed the Leadership in Energy and Environmental Design (LEED) to provide a rating system to facilitate and quantify the design, construction, and certification of the world's sustainable buildings. Through the LEED program, a building can attain four levels of certification (Certified, Silver, Gold, and Platinum), each requiring the design to be more green and comprehensively more sustainable. According to the USGBC, benefits from a sustainable building include reduced operating costs; improved asset values (short and long term); improved productivity and learning environments; occupant comfort and health. In addition, sustainable buildings can contribute to the local economy and can provide an educational tool to students.

Recycling

Establishing a school waste reduction and recycling program provides an excellent opportunity for schools to conserve energy and natural resources, reduce pollution, preserve landfill space and offers a positive, hands-on educational experience for students, teachers and other school personnel. Recycling also can save a school money by diverting a significant quantity of material from your trash dumpster allowing for a reduction in the size or quantity of the waste collection dumpsters or to lower the frequency that garbage is picked up.



In addition, recycling and waste-reduction programs that actively involve students are educating the next generation on the value of caring for our environment and provide opportunities for leadership within the school and the community. Planning for ASD middle schools should consider accommodation of various recycling programs and activities.

Alternative Energy

While incorporating alternative energy strategies into the building may provide opportunities for schools to reduce operational costs, more importantly strategies such as solar and wind energy harvesting can be used as active learning tools, reinforcing the school community's understanding of the use and wider potential of such resources.

As with the recycling and waste-reduction programs, the use of alternative energy sources can actively exhibit the value of caring for our environment. Planning for ASD schools should consider incorporating alternative energy sources as well as allowing additional strategies to be added over time as they are developed and/or become cost effective.

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Anchorage School District



Districtwide Educational Specifications:

Elementary Schools

5.0

Technology Requirements

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5.0 TECHNOLOGY

The role of instructional technology is to aid its students in becoming skilled, knowledgeable, independent, and self-directed learners who are comfortable with and proficient in using technology. Through the use of technology, with its varied aspects and applications, each student at will be afforded opportunities and challenges that will allow them to successfully engage the future.

The Anchorage School District has generated several planning documents to delineate instructional and technical aspects technology in their schools. The Educational Technology Department defines the use of technology for instructional purposes and includes resources for keeping 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. Having an approved District Plan on file with EED is critical in order to receive federal and state grants in the area of technology.

The vision statement for ASD educational technology currently reads:

*"We believe the effective use of our technology investment is the key that unlocks the potential for all of our students. We are committed to ensuring that our investment in existing and emerging technologies will continue to empower our staff and students to meet ASD's mission and goal of increasing student academic achievement in preparing them for life in the 21st century. Accordingly, curriculum departments, summer school programs and building level technology plans incorporate technology as a way of addressing student learning styles, improving engagement, and providing access to current and reliable resources, thereby increasing student achievement."*²



These Ed Specs are intended to work in conjunction with the ASD Instructional Technology Department 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.

5.1 Introduction

As the marriage of technology and education progresses, the teacher/student connection to this dynamic environment will continue to be emphasized. In the meantime, it is important to remember that these tools only work as well as they can be implemented constructively. First, the utility and practicality of equipment should be considered when designing the physical

² ASD Educational Technology Plan, 2008-11.



configurations of educational environments. Second, steps must be taken to ensure that students understand the applicability of what they are learning, especially because it will improve the quality of their lives at home and at work. In the end, it is a personal decision on the educator's part as to what degree these tools will be integrated to support the curriculum. However, the infrastructure and design should allow for full implementation. Above all, technology should be looked upon as a companion in the classroom, much like a teaching assistant who helps to facilitate inquiry, discussion, expression and learning.

Successful learning activities depend on more than just the technology. Certain conditions are necessary for schools to effectively use technology for learning, teaching and educational management. Physical, human, financial and policy dimensions greatly affect the success of technology use in schools.³

A combination of these conditions are required to create learning environments conducive to powerful uses of technology, including:

- Vision with support and proactive leadership from the education system
- Educators skilled in the use of technology for learning
- Content standards and curriculum resources
- Student-centered approaches to learning
- Assessment of the effectiveness of technology for learning
- Access to contemporary technologies, software and communications networks
- Technical assistance for maintaining and using technology resources
- Community partners who provide expertise, support and real-life interactions

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.

School administrators must be recognized as leaders in building a strong school culture that supports technology as a tool to engage students in their learning activities. And parents play a crucial role in incorporating technology into the curriculum by understanding and supporting efforts to bring schools into the Information Age.

Students, staff and families must have the information literacy skills to be life-long learners who can renew or extend their knowledge and skills, as needed, to participate in the workforce of the future.

³ National Educational Technology Standards Project. <http://cnets.iste.org/> Retrieved April 2008.



"Multimedia resources are used to enrich, clarify, reinforce, connect and support curriculum. Effective instructional practices incorporate varying media formats to expose a rich array of view points and experiences, stimulate discussion, establish context and provide for individual learning styles." ⁴

Likewise, for technology to make a lasting impact educators must use a variety of teaching and learning approaches when utilizing technology in their classrooms. Time and again, the research comes back to the teacher as the most influential component of a successful technology program. Teachers must be given the time and resources to attend professional development opportunities on utilizing technology in the classroom. Schools should make the most of teachers who are "resident experts" that can offer on-site development opportunities and be used as one-on-one tutors for other faculty members.

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.

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:

⁴ ASD Guidelines for the Use of Multimedia for Instructional Purposes in Middle School Classrooms, 2/25/2005.
http://www.asd.k12.ak.us/depts/cei/download/inst_media_mid.pdf , Retrieved November 2005.



- **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"⁵

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.

Technology experts project that over the next 5-8 years, the need for projector or monitor devices will diminish. New technology will allow all forms of multi-media to be displayed on a large format flat screen. It may include using LED technology and/or interactive whiteboard technology or another developing technology. While wireless is critical, wired connections will still be needed for high-speed delivery of streaming media and other online curricular resources that are rapidly replacing VCRs, DVDs, CDs, and the like.

Recognizing the need for appropriate technology to be available throughout the span of the 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.

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



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Room Name:	Communications:							Built-In Technology:							Replaceable Technology:												
<div>Key:</div> <div><div><div></div>Included within Space</div><div><div></div>Indirect Access from within Space</div></div>	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	Cable or Streaming Video	High Speed Media Distribution	Technology Control Station	Other	Digital Projector and/or	Interactive Whiteboard	Staff/Teacher Computer	Student Computer's	Networked Printer	Facsimile Machine	Copier	Scanner	Document Camera	Other	Keynotes (Legend Below)

Key:

- Included within Space
- Indirect Access from within Space

1.0 CLASSROOM CLUSTERS

1.01	Kindergarten Classrooms	●	●	●	●	●		●	○	●		●	●	●		●	●	●	●								
1.02	Primary Classrooms: Grades 1-3	●	●	●	●	●		●	○	●		●	●	●		●	●	●	●								
1.03	Intermediate Classrooms: 4-6	●	●	●	●	●		●	○	●		●	●	●		●	●	●	●								
1.04	Resource Classroom (dividable)	●	●	●	●	●		●	○	●		●	●	●		●	●	●	●								1
1.05	Itinerant/Small Group Room	●		●	●	○		●	○								●										
1.06	Teacher Workroom	●		●	○	○		●	○								●		●	●	●	●					
1.07	Storage				○				○																		

2.0 SPECIAL PROGRAMS

2.01	Special Programs Classroom	●	●	●	●	●		●	○	●		●	●	●		●	●	●	●				●				1
a	Student Alcoves								○									●									
b	Cubbies				○			●	○																		
c	Observation/Conference	●		●	●	●		●	○			●	●			●	●										
d	Achievement Room	●	●	●	●	●		●	○	●		●		●		●	●	●	●								
e	Quiet Area	●			○	●		●	○																		
f	Staff Work	●	●	●	●	●		●	○			●	●			●	●	●	●	●	●	●					
g	Kitchenette/Storage				○	○			○																		
h	Restroom/Changing		●						○																		
2.02	Supply/Equipment Storage								○																		
2.03	Occupational/Physical Therapy	●			●	●		●	○									●									1/2
2.04	OT/PT Equipment Storage								○																		
2.05	Speech/ELL Instruction	●			●	●		●	○									○									
2.06	Speech/ELL Small Group	●			●	●		●	○									○									

3.0 LIBRARY/MEDIA CENTER

3.01	Stacks, Desk & Teaching Areas	●	●	●	●	●		●	○			●				●	●	●	●						●		3/4
3.02	Technology Learning Lab	●	●	●	●	●		●	○			●		●	●	●	●	●	●								5
3.03	Librarian's Office/Workroom	●	●		○	○		●	○			●					●		●	●	●	●	●				
3.04	Library Storage				○			●	○								●										
3.05	Communications Room	●			○			●	○																		6



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Room Name:

Key:

- Included within Space
- Indirect Access from within Space

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

4.0 ART & MUSIC

4.01	Music Classroom	●	●	●	●	●	●	○	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	4
4.02	Music Office/Storage	●	●	●	○	○	●	○	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	
4.03	Instrument Storage	●	●	●	○	○	●	○	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	
4.04	Art/Science Activity Lab	●	●	●	●	●	●	○	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	
4.05	Activity Lab Storage	●	●	●	○	○	●	○	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	

5.0 PHYSICAL EDUCATION

5.01	Gymnasium	●	●	●	●	●	●	○	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	7/8
5.02	Health Classroom	●	●	●	●	●	●	○	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	
5.03	PE Office	●	●	●	○	○	●	○	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	
5.04	PE Equipment Storage	●	●	●	○	○	●	○	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	
5.05	Adaptive PE Equipment Storage	●	●	●	○	○	●	○	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	

6.0 MULTIPURPOSE

6.01	Food Service	●	●	●	●	●	●	○	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	9
6.02	Multipurpose Room	●	●	●	●	●	●	○	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	8/10
6.03	Table/Chair/Riser Storage	●	●	●	○	○	●	○	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	
6.04	Campfire Program Storage	●	●	●	○	○	●	○	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	
6.05	Kitchenette	●	●	●	○	○	●	○	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	

7.0 ADMINISTRATION

7.01	Reception	●	●	○	○	○	●	○	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	11
7.02	Secretary	●	●	●	●	●	●	○	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	12
7.03	Administrative Assistant	●	●	●	●	●	●	○	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	
7.04	Storage Closet (Secure)	●	●	○	○	○	●	○	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	13
7.05	Student Timeout	●	●	○	○	○	●	○	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	
7.06	Conference Room	●	●	●	●	●	●	○	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	4/5
7.07	Principal's Office	●	●	●	●	●	●	○	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	4
7.08	Parent/Community Center	●	●	●	●	○	●	○	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	
7.09	School Health Office	●	●	●	●	●	●	○	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	
7.10	Principal Intern	●	●	●	●	●	●	○	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	
7.11	Staff Lounge	●	●	●	●	●	●	○	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	
7.12	Staff Restrooms	●	●	●	●	●	●	○	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	
7.13	Workroom and Storage	●	●	●	●	●	●	○	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	14
7.14	Shared Conference Room	●	●	●	●	●	●	○	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	4
7.15	Lost & Found	●	●	○	○	○	●	○	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	



Room Name:	Communications:	Built-In Technology:	Replaceable Technology:	
	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 Cable or Streaming Video 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 Other	Keynotes (Legend Below)

Key:

- Included within Space
- Indirect Access from within Space

8.0 STUDENT SUPPORT SERVICES

8.01	Counseling	●	○	○	●	●	○													
8.02	Indian Education	●	●	○	○	●	○													
8.03	Psychology Office	●		○	○	●	○													
8.04	Itinerant Offices	●		○	○	●	○													
8.05	ELL Program	●		○	○	●	○													

9.0 MAINTENANCE & CUSTODIAL

9.01	Receiving	●	●	○	○	●	○													13
9.02	Central Building Storage	●		○	○	○	○													
9.03	Custodial Closets			○	○	○	○													
9.04	Custodial Office/Storage			○	○	○	○													
9.05	Outdoor Storage	●		○	○	○	○													
9.06	Boiler Room	●		○	○	○	○													
9.07	Fan Room	●		○	○	○	○													
9.08	Electrical Room	●		○	○	○	○													
9.09	Intermediate Communications Room	●		○	○	○	○													

10.0 GENERAL BUILDING AREAS

10.01	Building Entry Vestibule(s)			○	○	○	○													13/15
10.02	Main Circulation Hallways			○	○	○	○													
10.03	Main Circulation Stairways			○	○	○	○													
10.04	Restrooms			○	○	○	○													
10.05	Elevators			○	○	○	○													16
10.06	Relocatable Classrooms	●	●	○	○	○	○													
10.07	Camper Host (Security)			○	○	○	○													17

A Keynote legend is included on the next page.



Educational Specifications: Elementary Schools

KEYNOTE LEGEND:

- 1 Accommodations for various assistive technologies including mobile devices, hardware and software for student use
- 2 Telephone requires hands-free operation
- 3 On-line card catalogue stations, barcode reader, electronic inventory protection system
- 4 Ability to control volume of intercom and/or PA system
- 5 Include data port(s) near GFCI floor outlet, in/near center of room
- 6 Include computers, server racks & equipment, monitoring equipment, CCTV system's recorder, etc.
- 7 PA system separate from school's intercom; separate high quality sound system, operable from inside gymnasium; electronic scoreboard; microphone connections at each side of room, cordless microphone
- 8 Connection to rentals panel for after-hours use
- 9 Requires data ports supporting point-of-sale (POS) equipment; POS technology & equipment
- 10 Requires volume control intercom; provide sound system controllable as separate function with movable speakers; microphone connections at performance location and at either side of room; MATV ports at two locations, min.
- 11 Include payphone & digital information display panel
- 12 Administrative office serves as intercom head-end and 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 Telephone hook-up, isolatable with capacity to be switched off from inside the building

ADDITIONAL NOTES:

All technology must be coordinated and verified with current district technology plans.

Digital Projector to be ceiling mounted, wall mounted or mobile as necessary to support the intended activities of a given space. Digital projectors may be replaced with interactive whiteboards.

Any portable classroom added to a school site shall be equipped with the technology required for a permanent space of the same use.



5.5 Additional Technology Systems

Electronic Audio Systems:

To the extent possible, the building should be designed to provide the acoustical qualities necessary for good speech communication between students and teachers in classrooms and other learning spaces without the use of electronic audio amplification systems. However, to provide the best possible acoustical environment, two types of audio systems are identified below for inclusion in the school.

1) Sound field amplification:

- Include Sound field amplification Systems in classrooms and teaching spaces (to enhance the acoustical environment by assisting with voice projection and speech intelligibility throughout the classroom)

Potential benefits of classroom sound field amplification:⁶

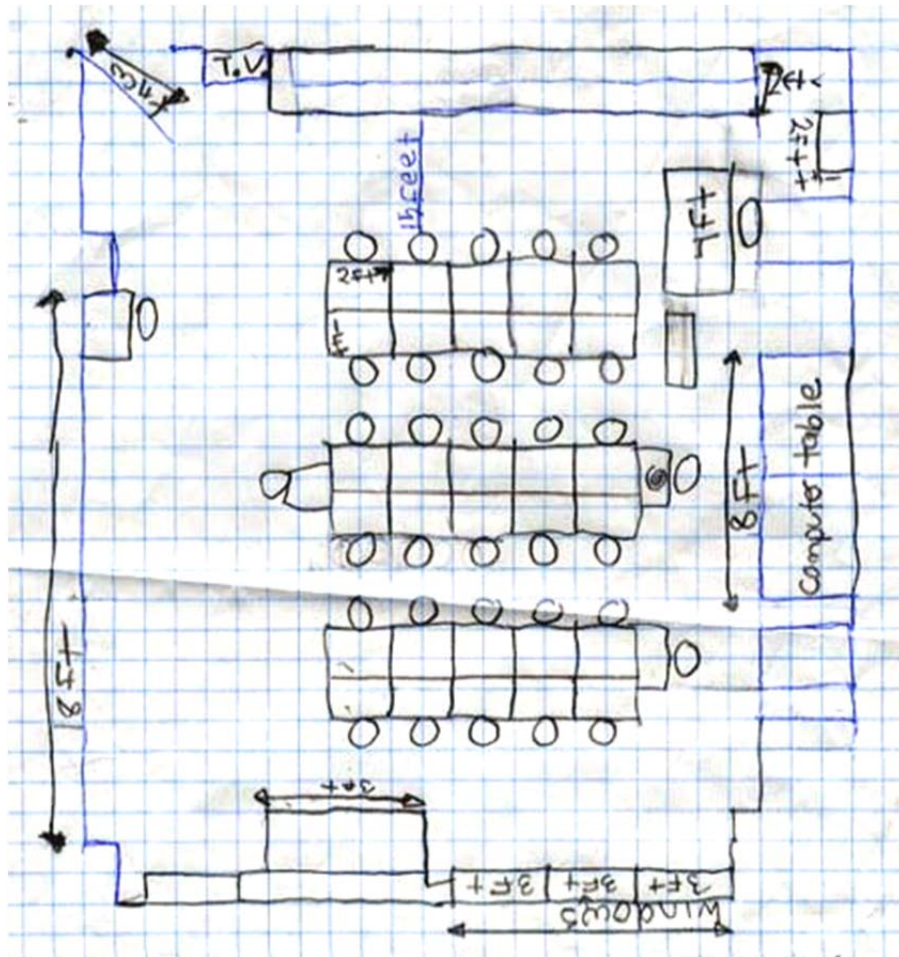
- overcome effects of high ambient noise levels,
- students hear their teacher significantly better,
- improve student attention and on-task time,
- increase class interaction and participation,
- lower teacher/classroom stress,
- reduce behavior problems,
- lower teacher and student absenteeism,
- improve academic test scores,
- reach ELL students more effectively,
- assist children with learning disabilities.

2) Assistive Listening: Provide in assembly and large-group spaces per ADA guidelines:

“Assistive listening systems (ALS) are intended to augment standard public address and audio systems by providing signals which can be received directly by persons with special receivers or their own hearing aids and which eliminate or filter background noise. The type of assistive listening system appropriate for a particular application depends on the characteristics of the setting, the nature of the program, and the intended audience. Magnetic induction loops, infra-red and radio frequency systems are types of listening systems which are appropriate for various applications.”⁷

⁶ LightSPEED Technologies, <http://www.lightspeed-tek.com/education/architects.html> , Retrieved March 2006.

⁷ U.S. Department of Justice, ADA STANDARDS FOR ACCESSIBLE DESIGN, Sections 4.33.6 & 4.33.7. Retrieved March 2006. <http://www.usdoj.gov/crt/ada/stdspdf.htm>



Student drawing

Anchorage School District



Districtwide Educational Specifications:

Elementary Schools

6.0

Space Requirements

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6.0 SPACE REQUIREMENTS

6.1 Summary & Calculations

A summary of areas is shown below and a detailed listing of spaces with area requirements is included in Section 6.2. Based upon the State of Alaska Elementary Space Allocation of 114 gross ft² per elementary student, a 565-student school will be 64,410 gross ft². Note that grossing area includes space for hallways, stairways, elevators, walls, mechanical spaces, building services, toilet rooms, etc.

Program Components	Baseline Program Net Area (sf)	+ Optional Additional Net Area (sf)
Classrooms (incl. Resource)	26,680	800
Special Programs	3,990	3,240
Library/Instructional Media Center	3,750	0
Art and Music	2,475	100
Physical Education	4,850	750
Multi-Purpose/Food Services	3,610	650
Administration	3,090	650
Student Support Services	920	700
Mechanical & Custodial	950	0
Net Area Totals	50,315	6,890

Building Area Calculations	Baseline	+ Optional
Subtotal Net Area	50,315	6,890
Gross Area (estimated at 1.25)	12,579	1,723
Projected Gross Area	62,894	8,613

Student Capacity	565	+ 20
DEED Maximum Area*	64,410	+ 2,280

* On a case-by-case basis, individual schools can serve their unique student needs by selecting from list of net optional spaces until the total gross building area reaches the DEED maximum which is currently estimated at 114 gross square feet per student.

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



Educational Specifications: Elementary Schools

do not add to the school's enrollment capacity because different classes use these spaces throughout the day.

Program Components	Baseline Program		Optional Additional		Total Selection of Teaching Stations
	Reg.	Aux.	Reg.	Aux.	
K-5 or K-6 Classrooms	23				23
Resource Classrooms		2		0-1	2-3
Special Programs	2	0	0-2	0-2	2-6
Library/Instructional Media Center		1			1
Art and Music		2			2
Physical Education		2			2
Multi-Purpose/Food Services					
Net Area Totals	25	7	0-2	0-3	32-37

6.3 Facility Space Program

The following spreadsheet lists the types, quantities and sizes of both required and optional spaces.

1.0 CLASSROOM CLUSTERS		Teaching		Program Options (Net S.F.):		
		Station Type:	Qty.	Net S.F. Each	Required	Totals
1.01	<u>Kindergarten Classrooms</u>	Reg	<u>4</u>	<u>1,250</u>	5,000	5,000
-	Kindergarten Restrooms		4	60	-	Gross Area
1.02	<u>Primary Classrooms: Grade 1</u>	Reg	<u>4</u>	<u>1,000</u>	4,000	4,000
1.02	<u>Primary Classrooms: Grade 2</u>	Reg	<u>4</u>	<u>1,000</u>	4,000	4,000
1.02	<u>Primary Classrooms: Grade 3</u>	Reg	<u>4</u>	<u>1,000</u>	4,000	4,000
-	Primary Student Restrooms		6	60	-	Gross Area
1.03	<u>Intermediate Classrooms</u>	Reg	<u>7</u>	<u>1,000</u>	7,000	7,000
-	Intermediate Student Restrooms		2	200	-	Gross Area
-	Intermediate Student lockers				-	Gross Area
1.04	Resource Classrooms	Aux	3	800	1,600	2,400
1.05	Itinerant/Small Group Room		3	120	360	360
1.06	Teacher Workroom		3	120	360	360
1.07	Storage		3	120	360	360
-	Staff Restrooms		6	80	-	Gross Area
Sub-total:			23	Reg.	26,680	800 27,480
			3	Aux.		



Educational Specifications: Elementary Schools

		Teaching Station		Required	Optional	Totals
2.0 SPECIAL PROGRAMS		Type:	Qty. Each			
2.01	Special Programs Classrooms	Reg	4 1,000	2,000	2,000	4,000
a	Student Alcoves					
b	Cubbies		4 120	240	240	480
c	Observation/Conference		2 120	120	120	240
d	Achievement Room		2 120	120	120	240
e	Quiet Area		4 120	240	240	480
f	Staff Work		2 100	100	100	200
g	Kitchenette/Storage		2 100	100	100	200
h	Restroom/Changing		2 120	120	120	240
2.02	Sp Prgms Supply/Equipment Storage		1 100	100		100
2.03	Occupational/Physical Therapy		1 500	300	200	500
2.04	OT/PT Equipment Storage		1 200	200		200
2.05	Speech Therapy/ELL Instruction		1 200	200		200
2.06	Speech Therapy/ELL Small Group		1 150	150		150
Sub-total			4 Reg. 0 Aux.	3,990	3,240	7,230

3.0 LIBRARY/MEDIA CENTER		Type:	Qty. Each	Required	Optional	Totals
3.01	Stacks, Desk & Teaching Areas		1 2,500	2,500		2,500
3.02	Technology Learning Lab	Aux	1 750	750		750
3.03	Librarian's Office/Workroom		1 150	150		150
3.04	Library Storage		1 200	200		200
3.05	IT Equip. / Communications Room		1 150	150		150
Sub-total			0 Reg. 1 Aux.	3,750	0	3,750

4.0 ART & MUSIC		Type:	Qty. Each	Required	Optional	Totals
4.01	Music Classroom	Aux	1 950	950		950
4.02	Music Office/Storage Room		1 175	175		175
4.03	Instrument Storage Room		1 100	0	100	100
4.04	Art/Science Activity Lab	Aux	1 1,250	1,250		1,250
4.05	Activity Lab Storage		1 100	100		100
Sub-total			0 Reg. 2 Aux.	2,475	100	2,575

5.0 PHYSICAL EDUCATION		Type:	Qty. Each	Required	Optional	Totals
5.01	Gymnasium	Aux	1 4,000	3,500	500	4,000
5.02	Health Classroom	Aux	1 900	900		900
5.03	P.E. Office		2 150	150	150	300
5.04	PE Equipment Storage		1 300	300		300
5.05	Adaptive PE Equipment Storage		1 100	0	100	100
Sub-total			0 Reg. 2 Aux.	4,850	750	5,600



Educational Specifications: Elementary Schools

6.0 MULTIPURPOSE / FOOD			Qty.	Each	Required	Optional	Totals
6.01	a	Food Service	1	550	550		550
	b	Food/Nutrition Office	1	80	80		80
	c	Dry Storage	1	80	80		80
	d	Food Service Cleaning Closet	1	50	-		Gross Area
6.02		Multipurpose Room	1	3,000	2,500	500	3,000
6.03		Table/Chair Storage	1	400	400		400
6.04		Campfire Program Storage	1	100	0	100	100
6.05		Kitchenette (Campfire program)	1	50	0	50	50
Sub-total					3,610	650	4,260

7.0 ADMINISTRATION			Qty.	Each	Required	Optional	Totals
7.01		Reception	1	150	150		150
7.02		Secretary	1	300	300		300
7.03		Administrative Assistant	1	80	80		80
7.04		Storage Closet (Secure)	1	40	40		40
7.05		Student Quiet Area	2	40	80		80
7.06		Conference Room	1	400	200	200	400
7.07		Principal's Office	1	250	250		250
7.08		Parent/Community Center	1	500	250	250	500
7.09	a	Nurse Office	1	80	80		80
	b	Infirmary/Treatment/Storage	1	280	280		280
	c	Exam/Resting	1	60	60		60
	d	Restroom/Changing	1	120	120		120
7.10		Principal Intern	1	120	120		120
7.11		Staff Lounge	1	500	500		500
7.12		Staff Restrooms	2	80	-		Gross Area
7.13		Workroom and Storage	1	350	350		350
7.14		Shared Conf.	2	200	200	200	400
7.15		Lost & Found	1	30	30		30
Sub-total					3,090	650	3,740

8.0 STUDENT SUPPORT SERVICES			Qty.	Each	Required	Optional	Totals
8.01		Counseling	1	200	200		200
8.02		Indian Education	1	200	0	200	200
8.03		Psychology Office	1	120	120		120
8.04		Itinerant Offices	3	100	200	100	300
8.05		ELL Program	2	400	400	400	800
Sub-total					920	700	1,620



Educational Specifications: Elementary Schools

9.0 MAINTENANCE & CUSTODIAL		Qty.	Each	Required	Optional	Totals
9.01	Receiving	1	400	400		400
9.02	Central Building Storage	1	550	550		550
9.03	Custodial Closets	TBD		-		Gross Area
9.04	Custodial Office/Storage	1		-		Gross Area
9.05	Outdoor Storage	1		-		Gross Area
9.06	Boiler Room	1		-		Gross Area
9.07	Fan Room	1		-		Gross Area
9.08	Electrical Room	1		-		Gross Area
9.09	Intermediate Communications Room	TBD		-		Gross Area
Sub-total				950	0	950

10.0 GENERAL BUILDING AREAS		Qty.	Each	Required	Optional	Totals
10.01	Building Entry Vestibule(s)		TBD	-		Gross Area
10.02	Main Circulation Hallways		TBD	-		Gross Area
10.03	Main Circulation Stairways		TBD	-		Gross Area
10.04	Restrooms	2	450	-		Gross Area
10.05	Elevators		TBD	-		Gross Area
10.06	Relocatable Classrooms (future)					-
10.07	Camper Host (Security)					-
Sub-total				0	0	0

TOTALS & Calculations		2010 Program Summary:		
		Required	Optional	Total
TOTAL NET AREA (NSF):		50,315	6,890	57,205
Estimated Gross Area Calculation:		12,579	1,723	14,301
TOTAL GROSS AREA (GSF):		62,894	8,613	71,506
Student Capacity:		565		585
GSF/Student:		114		114
DEED Maximum Gross Building Area (GSF):		64,410		66,690

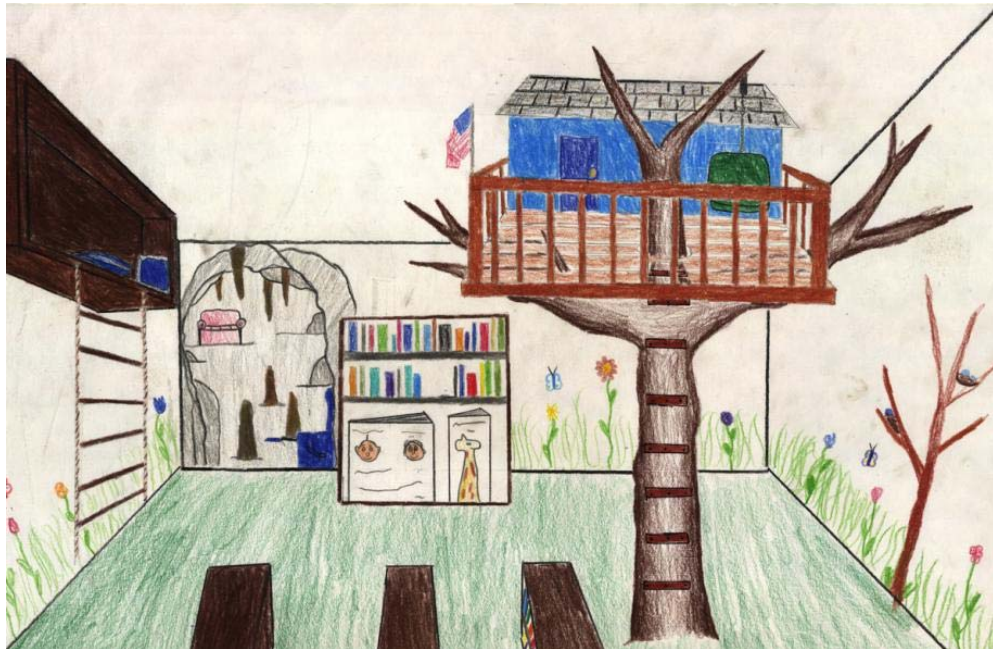
* Approximately 1,500 sf of Optional spaces may be included in an elementary school up to the total gross area defined by DEED.



6.4 Variances

6.4.1 Size Modification of Individual Spaces

- A) The size standards for all individual instructional spaces are defined in the Space Program located in Section 6.2 above.
- B) Sizes indicated for support spaces are not intended to be standards but to serve as guidelines for planning and design purposes.
- C) Size of individual instructional space may be altered ± 5 percent for design, structural and flexibility purposes only provided the following:
 - The standard for total gross square footage is met.
 - An increase in square footage for instructional space is balanced by a decrease in square footage for support spaces and not by a decrease in square footage for another instructional space.
- D) The quantity of instructional spaces may be altered to accommodate programs and delivery methods provided the following:
 - The standard for total gross square footage is met.
 - The standard for total teaching station count is met.
 - Individual instructional spaces may NOT be removed or reduced in size to increase the size and/or quantity of support spaces.



Student drawing of ideal library.

Anchorage School District



Districtwide Educational Specifications:

Elementary Schools

7.0

Program Component Details

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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
- General Requirements
- Recommended Adjacencies
- Individual Space Attributes

Note that spaces which are detailed with individual space attributes in this section of the document are assigned “reference numbers” which correspond to the list of required spaces in Section 6.0. 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 sometimes listed (but not necessarily detailed) simply so that they are not forgotten during the planning and design processes.

Space Attribute Tables describe each space with additional detail. All information should be used in conjunction with 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.

Attribute categories include:

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

In addition to all applicable codes and guidelines, general parameters which apply to all spaces (unless noted otherwise) are listed below. **Wherever category entries are blank or designated with the symbol “-“ no specific requirements beyond these general parameters and applicable codes and ASD standards are defined.**

– **Casework & Furniture**

In general, casework and furniture should be durable and sturdy to resist vandalism without appearing overly institutional. Modular, movable furniture is recommended where appropriate. Built-in casework such as storage and shelving should be included where movement of such is a concern. Include white boards and tack boards within classrooms, mounted at age-appropriate heights. Storage in classrooms should be



lockable. Include retractable projection screens. Include brackets for both Alaska and US flags.

Provide storage cubbies with coat and boot racks for elementary students. The placement of cubbies should not inhibit student traffic flow. Coat hooks should have dividers between them to help prevent the spread of head lice. Boot racks should be provided near or below coat racks and student storage areas. Boot racks should be designed to allow water and debris to fall through to the durable, impervious floor below. Racks should be elevated to allow clearance for effective cleaning of the flooring below. Racks should be durable and designed so that small boots and shoes do not fall through and so that student hands, arms, legs, cannot get stuck in them.

- **Finishes**

Finishes should be durable and easily maintained to resist vandalism without appearing overly institutional. Resilient flooring should be used in high traffic areas and at boot racks. All finishes should be coordinated with lighting and acoustical design parameters.

- **Utilities & Services**

Lighting: General classrooms should have access to natural daylight. Borrowed light may be used. Artificial lighting should be energy efficient, taking advantage of natural light as much as possible to achieve the required light levels throughout the day. Classroom lighting should be able to be controlled for various activities. Fixtures should be able to provide uniform lighting at work surfaces and desks. Additional lighting should be planned for presentation walls, boards and/or displays. Lighting should be considered a component of the security strategy for the facility and grounds.

Power: Access to power outlets and data connectivity throughout the building should consider flexible uses and locations of technology and equipment.

HVAC: Include access to fresh air (natural ventilation), particularly in classroom spaces, in addition to regular mechanical ventilation strategies. Individual room temperature control is desirable. Direct exterior venting is required for all rooms containing large copiers or laminators to avoid re-circulating VOCs and other air contaminants to other spaces in the building.

Plumbing: Restrooms should include floor drains for ease of maintenance. Hot water, where available, should not exceed 120°F.

- **Windows & Interior Vision Panels**

Operable windows should be sized to discourage passage. Interior glass should be protected from impact and vandalism.

- **Control & Safety Needs**

Classroom access doors should be lockable from both sides. Rooms and spaces should have good visibility throughout, avoiding “blind” areas. ADAAG compliance throughout.

- **Special Considerations**

Ceiling heights should be 9'-0" minimum in rooms over 100 square feet in floor area.

Acoustical designs of spaces should comply with ANSI/ASA recommendations for unoccupied background noise and wall sound transmission between rooms. Avoid locating high-noise and low-noise activities adjacent to each other.

Wayfinding through the facility should be intuitive and easy. Signage should support staff, students and visitors of varying ages and abilities.

Verify the need, composition and/or location(s) for ASD disaster preparedness kits.



7.1 Classrooms

7.1.1 Space Program Summary

Program Reference #:	Name/Function	# Required:	# Optional:	Net Area Each:
1.01	Kindergarten Classrooms	4	-	1,250
-	Kindergarten Restrooms	4	-	60*
1.02	Primary Classrooms	12	-	1,000
-	Primary Student Restrooms	-	6	60*
1.03	Intermediate Classrooms	7	-	1,000
-	Intermediate Student Restrooms	2	-	200*
1.04	Resource Classrooms	2	1	800
1.05	Itinerant/Small Group Rooms	3	-	120
1.06	Teacher Workrooms	3	-	120
1.07	Storage Rooms	3	-	120
-	Staff Restrooms	6	-	80*

** estimated gross areas*

7.1.2 General Requirements

In addition to the standard elementary school curriculum, this facility will also provide pull out educational programs in resource rooms for main-streamed special education students and students requiring tutorial instruction. The plan should allow the flexibility to incorporate alternative, optional and special programs in the classroom cluster areas. Classrooms should be connected to each other to allow for teaming and cooperative learning.

Analog clocks should be included in all instructional spaces, whereas digital clocks may be used in non-instructional spaces.

NOTE: The Health Classroom (included in the listing for Physical Education spaces in section 7.5) should be physically located near the core classrooms so that it can offer the flexibility of being used for a regular classroom should an enrollment “bubble” move through the school.

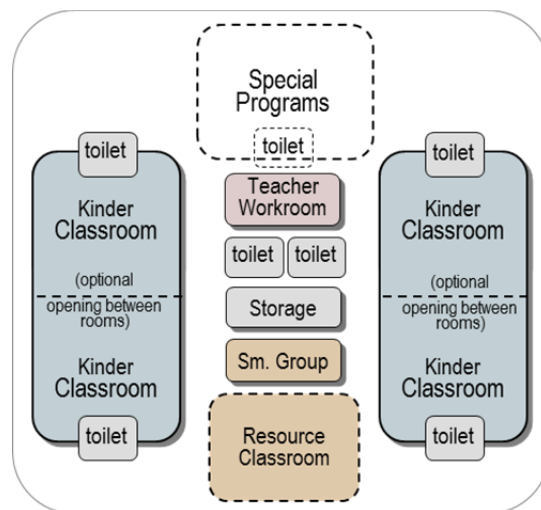


7.1.3 Recommended Adjacencies

Elementary school classrooms can be organized into a variety of groupings or clusters to be determined as appropriate for each school site during the Supplemental Educational Specification (SES) process. Examples of various groupings are outlined in section 4.3 above. More detailed adjacency options are included below.

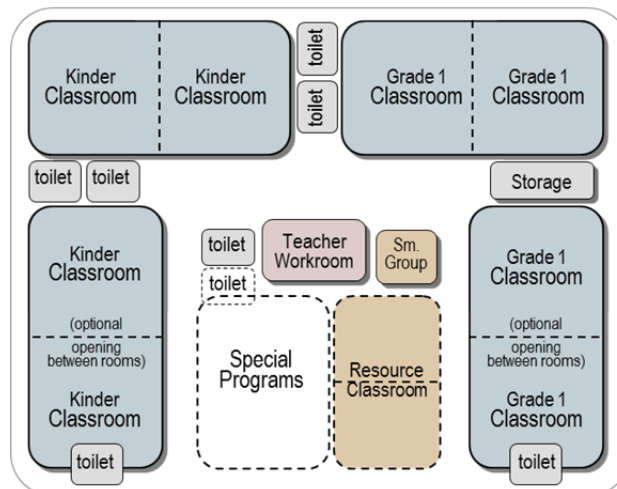
Kindergarten Cluster Option:

(Special Programs & additional Resource room Optional)



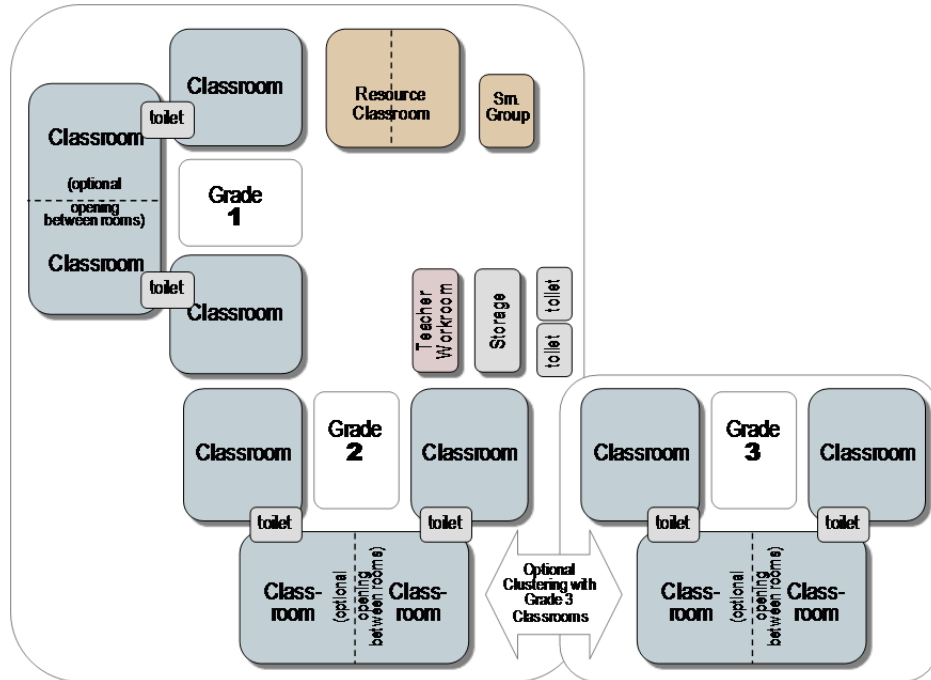
K-1 Cluster Option:

(Special Programs & additional Resource room Optional):

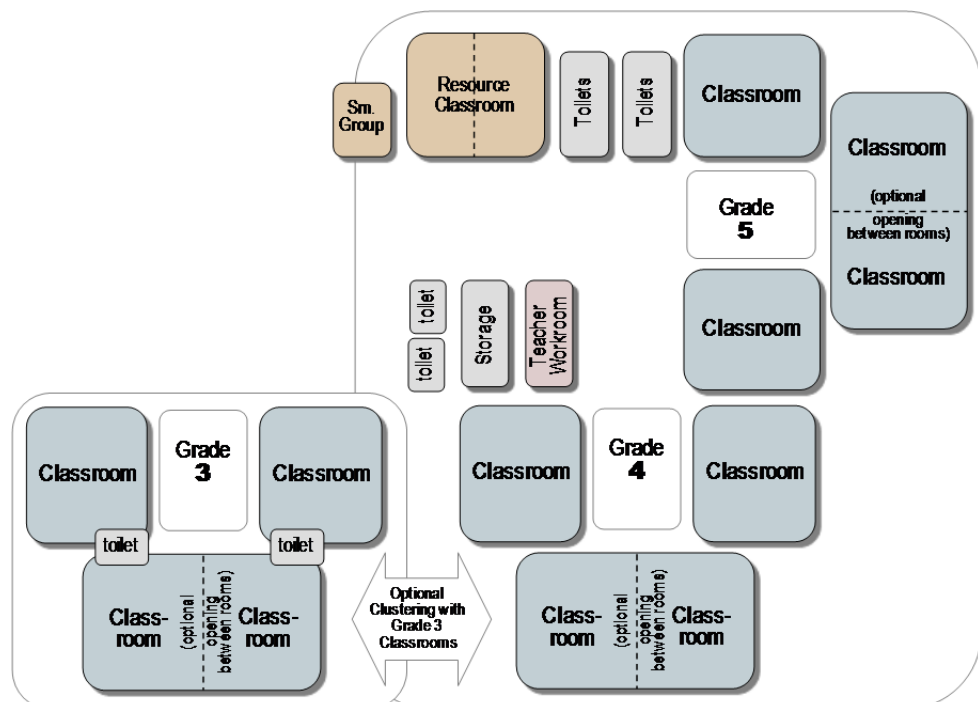




Primary Cluster Option:



Intermediate Cluster Option:



**Educational Specifications: Elementary Schools****Individual Space Attributes**

Wherever category entries are blank or designated with the symbol “-” no specific requirements beyond the general parameters, applicable codes and ASD standards are defined.

Ref. #: **1.01 KINDERGARTEN CLASSROOMS**

Area/Department:	CLASSROOMS		
Occupants:	Students: 20 max.	Faculty/Staff: 1-2	
	Special Needs educator(s) and Volunteer(s) as necessary		

ACTIVITIES & SPACE USAGE

Educational	Provide a nurturing learning environment for Kindergarten students. Floor activities including large group motor skills, general play and games. Whole group or groups of 5 to 9 shifting activities periodically throughout the day. “Center” based activities; Hands-on projects; Some use of technology. Independent work such as listening, art, math, writing, reading, etc. Daily living skills experiences.
Admin/Operational	Teacher planning/prep in classrooms.
Community	Parent volunteers in classroom encouraged.

SPATIAL RELATIONSHIPS

Adjacent: Direct	Double door connection to paired classroom (maintain acoustical separation). Direct (or easy) access to designated outdoor Kinder play area.
Nearby: Indirect	Parent parking & drop-off; Bus drop-off. Activity Lab; Library/Media Center; Nurse; Staff restrooms. Other classrooms including other grade levels for sharing materials, etc.
Distant: Separated	Acoustically buffer from high noise areas such as Music, Gym, MPR.

FURNITURE, FIXTURES & EQUIPMENT *(includes basic FF&E items only, additional items may be required)*

Fixed Casework	Child height open shelving. Storage cubbies. Coat & cubby area w/ coat hooks, dividers between hooks to help prevent spread of head lice; Shelf over coat hooks; Storage above coat closet. Boot rack/tray under coat storage, w/ clearance under boot rack to allow cleaning. Kitchenette alcove with counter, sink & storage cabinets. Big book and chart storage, map/poster holders. Storage for bins/“banker box” or similar storage system. Dedicated Kindergarten PE storage cabinet desirable.
Furniture <i>NOTE: maximize use of moveable furniture & casework</i>	Reconfigurable/combinable and/or shaped tables (adjustable height). Student desks/tables and chairs, combinable in clusters. Rectangular work/activity/technology tables. Teacher desk & adult chairs; lockable file cabinets. Tall Storage Units, lockable (wardrobe, teacher items, books, supplies, etc). Low bookshelf units for student access, movable. Mobile room dividers/screens with marker and tackable surfaces.
Fixtures & Equipment	Sliding double marker board plus additional marker boards, heights to accommodate both student and teacher. Map/poster rail over one board, securable to prevent accidental dislodging. Tackable wall surfaces and/or large tack boards, some located for student use/access. Retractable projection screen. 2 flag holder brackets (US & Alaska flags). Soap/hand sanitizer dispenser at hand washing lavatory. Analog clock.



Educational Specifications: Elementary Schools

Ref. #: 1.01 KINDERGARTEN CLASSROOMS

(continued)

FINISHES

Floor	Carpet approx 2/3 of room. Durable, easily cleaned flooring at kitchenette & boot rack.
Ceiling	Sound absorptive. Ceiling grid to support hanging displays.
Walls	Maximize tackable surface where possible, Include 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	Power outlets 6' to 8' on center min., plus outlets for computers & other technology. Separate circuits for AV equipment and kitchenette appliances as needed. Cluster for 6 student computers. GFCI duplex outlet in kitchenette alcove; outlets for appliances. 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 presentation walls, boards & displays, variable light level control for various activities.
HVAC	Natural + mechanical ventilation, individual temperature control.
Plumbing	Double sink with hot & cold water, gooseneck faucet & drinking fountain, 25" counter height. Hot water tempered for MAX of 120°F. Easily cleaned drain traps. 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.
Acoustical	per ANSI/ASA recommendations
Special Utilities/Services	
Other Considerations	If paired w/ other K or Pre-K classroom, kitchenette alcove may be shared. In 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
	Egress window (if on ground level), lockable	Y	Y
	Exterior window sills low enough for student views		
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 (refer to ASD Design Standards) Double doors between paired classrooms, lockable both sides, w/ sweep & gaskets, etc. for sound isolation.
Disaster Preparedness	Space & Signage for storage of emergency disaster kits in room.

SPECIAL CONSIDERATIONS

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



Educational Specifications: Elementary Schools

Ref. #: **1.02** **PRIMARY CLASSROOMS**

Area/Department:	CLASSROOMS		
Occupants:	Students: 21 -24	Faculty/Staff: 1-2	Other: 1-2
	Special Needs educator(s) and Volunteer(s) as necessary		

ACTIVITIES & SPACE USAGE

Educational	<p>Learning "center" based education - Language Arts, Social Studies, Math</p> <p>Movement, gross motor development</p> <p>Program flexible to meet diverse academic, social, emotional & physical needs of students</p> <p>Whole group, small group & individual work; with periodic/frequent change of activities</p> <p>Hands-on projects</p> <p>Oral & written testing</p> <p>Special Ed "collaborators" support mainstreaming of special needs students</p> <p>Technology integrated across the curriculum</p>
Admin/Operational	Teacher planning/prep A.M. in classrooms. Teacher teams can meet in workrooms.
Community	Parent volunteers in classroom encouraged. Volunteers coordinated by central admin.

SPATIAL RELATIONSHIPS

Adjacent: Direct	<p>Shared restrooms (optional).</p> <p>Direct access to outdoor play area desirable.</p> <p>Optional double door connection between paired classrooms.</p>
Nearby: Indirect	Admin; Nurse; Teacher Workroom; Storage.
Distant: Separated	Acoustically buffer from high noise areas such as Music, Gym, MPR.

FURNITURE, FIXTURES & EQUIPMENT *(includes basic FF&E items only, additional items may be required)*

Fixed Casework	<p>Coat & cubby area w/ coat hooks, dividers between hooks to help prevent spread of head lice; Shelf over coat hooks; Storage above coat closet.</p> <p>Boot rack under coat hooks, w/ clearance under boot rack to allow cleaning.</p> <p>Cubbies for lunch pails, etc.</p> <p>30" high counter tops (34" at sink area) and wide sills for displays and interest centers.</p> <p>Big book storage.</p> <p>Horizontal & vertical chart storage.</p> <p>Closed storage cabinets large enough for curriculum unit boxes.</p>
<p>Furniture</p> <p><i>NOTE: maximize use of moveable furniture & casework</i></p>	<p>Reconfigurable/combinable and/or shaped tables (adjustable height).</p> <p>Student desks/tables and chairs, combinable in clusters.</p> <p>Rectangular work/activity/technology tables.</p> <p>Teacher desk & adult chairs; lockable file cabinets.</p> <p>Tall Storage Units, lockable (wardrobe, teacher items, books, supplies, etc).</p> <p>Low bookshelf units for student access, movable.</p> <p>Mobile room dividers/screens with marker and tackable surfaces.</p>
Fixtures & Equipment	<p>Sliding double marker board plus additional marker boards, heights to accommodate both student and teacher.</p> <p>Map/poster rail over one board, securable to prevent accidental dislodging.</p> <p>Tackable wall surfaces and/or large tack boards, some located for student use/access.</p> <p>Retractable projection screen.</p> <p>2 flag holder brackets (US & Alaska flags).</p> <p>Soap/hand sanitizer dispenser at hand washing lavatory.</p> <p>Analog clock.</p>



Educational Specifications: Elementary Schools

Ref. #: 1.02 PRIMARY CLASSROOMS

(continued)

FINISHES

Floor	Carpet approx 2/3 of room. Durable, easily cleaned flooring at kitchenette & boot rack.
Ceiling	Sound absorptive. Ceiling grid to support hanging displays.
Walls	Maximize tackable surface where possible, Include 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	Power outlets 6' to 8' on center min., plus outlets for computers & other technology Separate circuit for AV equipment GFCI duplex outlet in sink area 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 presentation walls, boards & displays, variable light level control for various activities.
HVAC	Natural + mechanical ventilation, individual temperature control. Provide cabinet access doors for maintenance access to baseboard heat control valves.
Plumbing	Double sink with hot & cold water, gooseneck faucet & drinking fountain. Hot water tempered for MAX of 120°F. Easily cleaned drain trap. Restroom easily accessible from classroom w/ toilet, floor drain. Additional hand washing lavatory in classroom for simultaneous use by multiple students, ADA accessible.
Acoustical	per ANSI/ASA recommendations, minimum
Special Utilities/Services	-
Other Considerations	-

WINDOWS & VISION PANELS

		Operable? (Y/N)	Shades? (Y/N)
Exterior	Abundant access to natural light and ventilation	Y	Y
	Egress window (if on ground level), lockable	Y	Y
	Window heights to allow student views.		
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 from both sides Optional access to outside play area, lockable Optional double doors between pairs of classrooms, designed for acoustical separation
Disaster Preparedness	Space & Signage for storage of emergency disaster kits in room.
Other Considerations	-

SPECIAL CONSIDERATIONS

1. Flexibility	Provide flexibility for different room configurations, wall space, centers, display areas, etc.
2.	-



Educational Specifications: Elementary Schools

Ref. #: **1.03** **INTERMEDIATE CLASSROOMS**

Area/Department:	CLASSROOMS		
Occupants:	Students: 27 max.	Faculty/Staff: 1-2	Other: 1-2
	Special Needs educator(s) and Volunteer(s) as necessary		

ACTIVITIES & SPACE USAGE

Educational	<p>Core subject areas, integrated team-taught curriculum</p> <p>Semi-self contained schedule</p> <p>Program flexible to meet diverse academic, social, emotional & physical needs of students</p> <p>Whole group & small group work; typically 5 groups of 4-6 students, cross age grouping</p> <p>Hands-on projects & publications; computer assignments</p> <p>Lectures, demonstrations, discussions, presentations</p> <p>Oral & written testing</p> <p>Special Ed "collaborators" support mainstreaming of special needs students</p> <p>Technology integrated across the curriculum</p>
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	Optional double door connection to adjacent classroom. Adjacent playground desirable.
Nearby: Indirect	Student restrooms; Staff restroom; Teacher Workroom; Storage; Admin; Nurse
Distant: Separated	Acoustically buffer from high noise areas such as Music, Gym, MPR

FURNITURE, FIXTURES & EQUIPMENT *(includes basic FF&E items only, additional items may be required)*

Fixed Casework	<p>Coat & cubby area w/ coat hooks, dividers between hooks to help prevent spread of head lice; Shelf over coat hooks; Storage above coat closet.</p> <p>Boot tray under coat hooks, w/ clearance under boot rack to allow cleaning</p> <p>Built-in casework on 1 wall only to allow flexible use of room. Counter at sink.</p> <p>Book shelves at usable height</p> <p>Open shelving or cabinets for classroom sets of textbooks</p> <p>Shelves large & tall enough for dictionaries & reference books</p> <p>Storage cabinets for supplies</p> <p>Closed storage cabinets large enough for curriculum unit boxes</p> <p>Horizontal & vertical chart & display material storage</p>
<p>Furniture</p> <p><i>NOTE: maximize use of moveable furniture & casework</i></p>	<p>Reconfigurable/combinable and/or shaped tables (adjustable height).</p> <p>Student desks/tables and chairs, combinable in clusters.</p> <p>Rectangular work/activity/technology tables.</p> <p>Teacher desk & adult chairs; lockable file cabinets.</p> <p>Tall Storage Units, lockable (wardrobe, teacher items, books, supplies, etc).</p> <p>Low bookshelf units for student access, movable.</p> <p>Mobile room dividers/screens with marker and tackable surfaces.</p>
Fixtures & Equipment	<p>Sliding double marker board plus additional marker boards, heights to accommodate both student and teacher.</p> <p>Map/poster rail over one board, securable to prevent accidental dislodging.</p> <p>Tackable wall surfaces and/or large tack boards, some located for student use/access.</p> <p>Retractable projection screen.</p> <p>2 flag holder brackets (US & Alaska flags).</p> <p>Soap/hand sanitizer dispenser at hand washing lavatory.</p> <p>Analog clock.</p>



Educational Specifications: Elementary Schools

Ref. #: 1.03 INTERMEDIATE CLASSROOMS

(continued)

FINISHES

Floor	Carpet approx 2/3 of room. Durable, easily cleaned flooring at kitchenette & boot rack.
Ceiling	Sound absorptive.
Walls	Maximize tackable wall surface, Include 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	Power outlets 6' to 8' on center min., plus outlets for computers & other technology Separate circuit for AV equipment GFCI duplex outlet in sink area 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 presentation wall, boards & displays, variable light level control for various activities.
HVAC	Natural + mechanical ventilation, individual temperature control. Provide cabinet access doors for maintenance access to baseboard heat control valves.
Plumbing	Double sink with hot & cold water, gooseneck faucet & drinking fountain. Hot water tempered for MAX of 120°F. Easily cleaned drain trap.
Acoustical	per ANSI/ASA recommendations, minimum
Special Utilities/Services	-
Other Considerations	-

WINDOWS & VISION PANELS

		Operable? (Y/N)	Shades? (Y/N)
Exterior	Abundant access to natural light and ventilation	Y	Y
	Egress window (if on ground level), lockable	Y	Y
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, designed for acoustical separation
Disaster Preparedness	Space & Signage for storage of emergency disaster kits in room.
Other Considerations	-

SPECIAL CONSIDERATIONS

1. Flexibility	Provide flexibility for different room configurations, wall space, centers, display areas, etc.
2.	-
3.	-

**Educational Specifications: Elementary Schools**Ref. #: **1.04 RESOURCE CLASSROOMS**

Area/Department:	CLASSROOMS		
Occupants:	Students: 12 - 16	Faculty/Staff: 1 - 2	Other: 1 - 3
	Special Needs educator(s), Aide(s), Volunteer(s) and peer tutors as necessary		

ACTIVITIES & SPACE USAGE

Educational	<p>Language Arts, Social Studies, Math.</p> <p>Multiple grade levels possible within single room.</p> <p>Lectures, demonstrations, presentations, discussions, instructional films/videos/TV.</p> <p>Whole group, small group & individual work (writing, listening, research, projects, etc.).</p> <p>Typically 2 groups of up to 8 students each; with groups divided to minimize interference & distraction. Include area and reconfigurable furniture for focused interaction with teacher/adult such as "horseshoe" table arrangement.</p> <p>Computer-based work: research, writing, analysis, spreadsheets, reports, etc.</p> <p>Hands-on projects; Time-management.</p> <p>Frequent individual & group oral & written testing; Conferencing with parents & staff.</p> <p>Study skills to support curriculum (use adjacent classroom if more than 16 students)</p> <p>"Collaborators" work with students within general classrooms</p> <p>"Direct Service" = separate stand-alone class.</p>
Admin/Operational	Possible behavior concerns
Community	-

SPATIAL RELATIONSHIPS

Adjacent: Direct	<p>Preferably locate where adjacent classroom clusters meet.</p> <p>Optional location next to Itinerant/Small Group Room for flexible expanded/shared space.</p>
Nearby: Indirect	<p>Close to classrooms, distributed for easy access from all classroom clusters.</p> <p>Location near an accessible individual toilet room is desirable.</p>
Distant: Separated	Acoustically buffer from high noise areas such as Music, Gym, MPR.

FURNITURE, FIXTURES & EQUIPMENT *(includes basic FF&E items only, additional items may be required)*

Fixed Casework	<p>Shelves, cupboards, closets, &/or drawers for textbooks, workbooks, kits, manipulatives, etc.</p> <p>Lockable files and cabinets for confidential materials.</p> <p>Coat & backpack storage.</p>
<p>Furniture</p> <p><i>NOTE: maximize use of moveable furniture & casework</i></p>	<p>Reconfigurable/combinable and/or shaped tables (adjustable height).</p> <p>Student desks/tables and chairs, combinable in clusters.</p> <p>Rectangular work/activity/technology tables.</p> <p>Teacher desk & adult chairs; lockable file cabinets.</p> <p>Tall Storage Units, lockable (wardrobe, teacher items, books, supplies, etc).</p> <p>Low bookshelf units for student access, movable.</p> <p>Mobile room dividers/screens with marker and tackable surfaces.</p>
Fixtures & Equipment	<p>Sliding double marker board plus additional marker boards, heights to accommodate both student and teacher.</p> <p>Map/poster rail over one board, securable to prevent accidental dislodging.</p> <p>Tackable wall surfaces and/or large tack boards, some located for student use/access.</p> <p>Retractable projection screen.</p> <p>2 flag holder brackets (US & Alaska flags).</p> <p>Soap/hand sanitizer dispenser at hand washing lavatory.</p> <p>Analog clock.</p>



Ref. #: **1.04 RESOURCE CLASSROOMS**

(continued)

FINISHES

Floor	Carpet approx 2/3 of room. Durable, easily cleaned flooring at kitchenette & boot rack.
Ceiling	Sound absorptive. Ceiling grid to support hanging displays.
Walls	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	Power outlets 6' to 8' on center min., plus outlets for computers & other technology. Additional outlets at presentation 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 presentation walls, boards & displays, variable light level control for various activities.
HVAC	Natural + mechanical ventilation, individual temperature control.
Plumbing	Double sink with gooseneck faucet & drinking fountain.
Acoustical	per ANSI/ASA recommendations, minimum.
Special Utilities/Services	-
Other Considerations	-

WINDOWS & VISION PANELS

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

CONTROL & SAFETY NEEDS

Visibility	Visibility of entire room without "blind" areas
Access Control	Corridor doors lockable from both sides
Disaster kits	Space & Signage for storage of emergency disaster kits in room.
Other	-

SPECIAL CONSIDERATIONS

1.	-
2.	-
3.	-



Educational Specifications: Elementary Schools

Ref. #: **1.05** **ITINERANT/SMALL GROUP ROOM**

Area/Department:	CLASSROOMS		
Occupants:	Students: 8-10	Faculty/Staff: 1-2	Other: -
	Special Needs educator(s) and Volunteer(s) as necessary		

ACTIVITIES & SPACE USAGE

Educational	Pull-out for individual and small group tutoring, psychologist services, Small conferences, small group & individual discussion and work groups, testing, etc. Flexible classroom expansion where adjacent to regular or Resource classroom. Option for one Itinerant/Small Group Room to be wired as small 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	Resource Classroom (optional).
Nearby: Indirect	General classrooms, Storage.
Distant: Separated	High noise areas.

FURNITURE, FIXTURES & EQUIPMENT *(includes basic FF&E items only, additional items may be required)*

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



Educational Specifications: Elementary Schools

Ref. #: 1.05 ITINERANT/SMALL GROUP ROOM

(continued)

FINISHES

Floor	Carpet.
Ceiling	Sound absorptive.
Walls	-
Other Considerations	9'-0" min recommended ceiling height.

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

Electrical	Power 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	-
Plumbing	-
Acoustical	per ANSI/ASA recommendations, minimum.
Special Utilities/Services	-
Other Considerations	-

WINDOWS & VISION PANELS

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

CONTROL & SAFETY NEEDS

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

SPECIAL CONSIDERATIONS

1.	-
2.	-
3.	-



Educational Specifications: Elementary Schools

Ref. #: **1.06** **TEACHER WORKROOMS**

Area/Department:	CLASSROOMS		
Occupants:	Students: -	Faculty/Staff: varies	Other: varies

ACTIVITIES & SPACE USAGE

Educational	Efficient, collaborative, professional environment.
Admin/Operational	Space for teachers and teacher assistants to work as a team and/or individually to plan instruction, prepare materials for class, carry out administrative duties. Media production, copying, printing, scanning. Teacher meetings/planning/collaboration. Parent conferences & phone communications. Small group teacher training activities. Passive monitoring of common area.
Community	NA

SPATIAL RELATIONSHIPS

Adjacent: Direct	Storage. Staff Restrooms. Main classroom corridor.
Nearby: Indirect	Classrooms. Visibility to corridor/commons (supervision).
Distant: Separated	-

FURNITURE, FIXTURES & EQUIPMENT *(includes basic FF&E items only, additional items may be required)*

Fixed Casework	Base & wall cabinets for storage of instructional materials & resources. Work counter with space for technology & copy/print/scan equipment. Kitchenette counter w/ base & overhead cabinets; Microwave shelf above counter. Open wall shelving
Furniture <i>NOTE: maximize use of moveable furniture & casework</i>	Activity/Conference table. Task chairs and/or stools. Equipment carts.
Fixtures & Equipment	Marker board and tackable surfaces. Small refrigerator, microwave.



Educational Specifications: Elementary Schools

Ref. #: 1.06 TEACHER WORKROOMS

(continued)

FINISHES

Floor	Resilient flooring.
Ceiling	Sound absorptive.
Walls	Include feature color on one wall.
Other Considerations	9'-0" min recommended ceiling height.

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

Electrical	Power outlets 6' to 8' on center min., plus outlets for computers & other technology. Quad outlets at workstations (grommet to counter top). 1 GFCI power outlet at sink area, above counter height. 1 GFCI floor outlet, water resistive cover, centered in room.
Lighting	Daylight preferred.
HVAC	Exhaust ventilation.
Plumbing	Double sink with hot & cold water and instant hot water at kitchenette.
Acoustical	Per ANSI/ASA recommendations, minimum.
Special Utilities/Services	-
Other Considerations	-

WINDOWS & VISION PANELS

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

CONTROL & SAFETY NEEDS

Access Control	Lockable room
-	-
-	-
-	-

SPECIAL CONSIDERATIONS

1.	-
2.	-
3.	-



Educational Specifications: Elementary Schools

Ref. #: **1.07** **STORAGE ROOMS**

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

ACTIVITIES & SPACE USAGE

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

SPATIAL RELATIONSHIPS

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

FURNITURE, FIXTURES & EQUIPMENT *(includes basic FF&E items only, additional items may be required)*

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



Educational Specifications: Elementary Schools

Ref. #: 1.07 STORAGE ROOMS

(continued)

FINISHES

Floor	Durable finish (resilient flooring or sealed concrete).
Ceiling	Exposed and/or sound absorptive.
Walls	-
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	Power supply for recharging laptops in carts.
Lighting	Energy efficient 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 room.
-	-
-	-
-	-

SPECIAL CONSIDERATIONS

1. Access clearance	Door width/clearance for movement of supplies & equipment.
2.	-
3.	-



7.2 Special Programs

7.2.1 Space Program Summary

Ref. #:	Name/Function	# Required:	# Optional:	Net Area Each (s.f.):
2.01	Special Programs Classroom	2	2	1,000
a	Student Alcoves	(incl)	(incl)	(incl)
b	Student Cubbies	2	2	120
c	Observation/Conference Room	1	1	120
d	Achievement Room	1	1	120
e	Quiet Area	2	2	120
f	Staff Work	1	1	100
g	Kitchenette/Storage	1	1	100
h	Restroom/Changing	1	1	120
2.02	Supply/Equipment Storage	1	-	100
2.03	Occupational/Physical Therapy	1	add 200sf	3-500
2.04	OT/PT Equipment Storage	1	-	200
2.05	Speech Therapy/ELL Instruction	1	-	200
2.06	Speech Therapy/ELL Small Group	1	-	150

Note that Resource Rooms are listed with section 7.1.1 with the intent to include/locate them within the classroom clusters.

7.2.2 General Requirements

Special Programs Classrooms and support spaces are designed to accommodate a variety of programs, to be selected as needed by each school site. They are also intended to be able to accommodate fluctuations in these programs over time as needed District wide. Possible programs include special education lifeskills I and II, pre-kindergarten, structured learning, extended resource, affective skills, autism, etc.

The special education program is designed to meet the needs of eligible students identified throughout assessment and individual education plan (IEP) development. The program provides options to address individual needs, with specialized instruction and support in the least restrictive environment according to each student's IEP.

ASD has seen a long term trend toward increasing accommodations for Intensive Needs, Autism and Extended Resources classrooms which is projected to continue. In practice, these are regional programs, with each of these spaces implemented in pairs or even triplets rather than singly in a given school. The district's Pre-K program includes both special education and regular education enrollments. Pre-K and Intensive Needs classrooms have very similar space attributes, allowing each school the choice in its SES process, or even after construction is complete, to provide a pair of Pre-K or a pair of Intensive Needs classrooms in accord with the regional nature of these programs and the district's needs.

Students enrolled in Occupational Therapy/Physical Therapy (OT/PT) may have physical disabilities and/or gross and fine motor delays. In order to meet the OT/PT requirements outlined in the IEP, separate space in each school building is needed to provide the services. In practice, OT/PT provides all students, whether multi-disabled or just

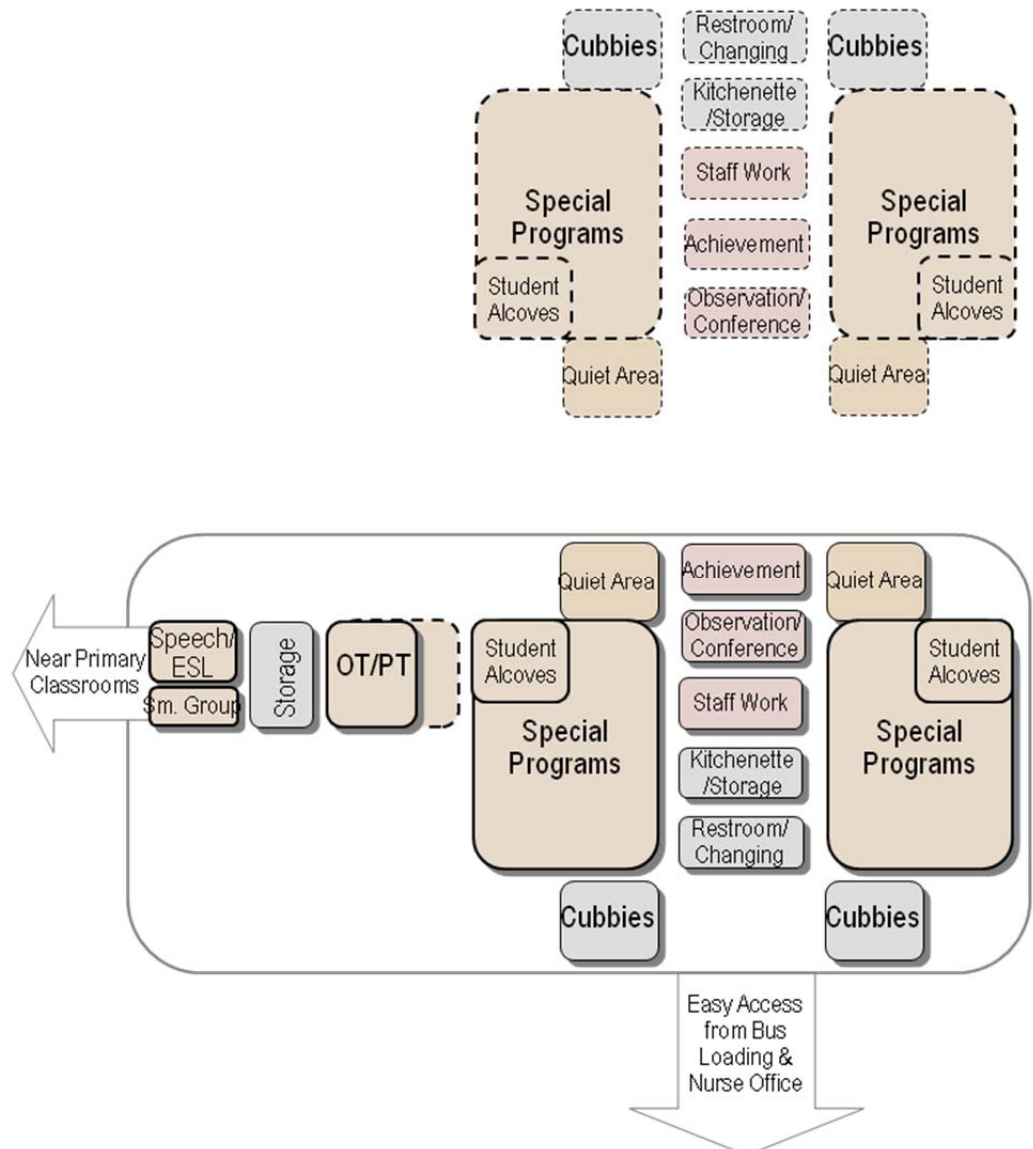


orthopedically impaired, the same kinds of therapy that are developmentally appropriate for each, i.e.; using mats, balls, etc. and requires the flexibility to serve these students in any building.

Speech therapists work at least one day per week, and more typically half to full time in each school.

7.2.3 Recommended Adjacencies

Diagrams are intended to illustrate fundamental relationships only. Dashed “bubbles” indicate optional program areas. No floor plan is implied and no distinction between floor levels or between existing vs. new construction is made. Further interpretation of these relationships must be made by the design team for each new school and each renewal project.



**Educational Specifications: Elementary Schools****7.2.4 Individual Space Attributes**

Wherever category entries are blank or designated with the symbol “-“ no specific requirements beyond the general parameters, applicable codes and ASD standards are defined.

Ref. #: **2.01 SPECIAL PROGRAMS CLASSRM.**

Area/Department:	CLASSROOMS		
Occupants:	Students: 10-20	Faculty/Staff: 1 - 2	Other: 1-2
	Special Needs educator(s), Aide(s), Volunteer(s), and peer tutors as necessary		

ACTIVITIES & SPACE USAGE

Potential uses:	Potential activities: Whole group or groups of 4 to 9 shifting activities.
-Pre-K	Floor activities including large group motor skills, & general play and games.
-Affective skills	“Center” based activities; hands-on projects. Some use of technology.
-Self-Contained	Independent work: Listening, art, math, cooking, writing, reading, etc.
-Autism	Daily living skills experiences.
Admin/Operational	Self-contained classroom.
Community	Parent involvement and family visits in classroom planned and encouraged.

SPATIAL RELATIONSHIPS

Adjacent: Direct	Toilet Room. Direct/easy access to outside play area with age-appropriate play apparatus. Double door connection to paired classroom (maintain acoustical separation).
Nearby: Indirect	Easy access from parking & drop-off, bus drop-off. General classrooms including other grade levels for sharing materials, etc. Nurse, Teacher Workroom, Storage, Staff Restrooms, Library, Building entrance.
Distant: Separated	Acoustically buffer from high noise areas such as Music, Gym, and MPR.

FURNITURE, FIXTURES & EQUIPMENT *(includes basic FF&E items only, additional items may be required)*

Fixed Casework	Shelving in lieu of hooks for student coats & backpacks, shelving material water resistant. Boot tray under coat storage, w/ clearance under boot rack to allow cleaning. Kitchenette alcove with restricted access, counter, sink & storage cabinets. Child-height open shelving. Special needs equipment storage as necessary.
Furniture <i>NOTE: maximize use of moveable furniture & casework</i>	Reconfigurable/combinable and/or shaped tables (adjustable height). Student desks/ activity tables and adjustable for students of different ages, combinable in clusters. Rectangular work/activity/technology tables. Workstations with desks and task chairs for two adults; lockable file cabinets. Tall Storage Units, lockable (wardrobe, teacher items, books, supplies, etc). Low bookshelf units for student access, movable. Mobile room dividers/screens with marker and tackable surfaces.
Fixtures & Equipment	Sliding double marker board plus additional marker boards, heights to accommodate both student and teacher. Map/poster rail over one board, securable to prevent accidental dislodging. Tackable wall surfaces and/or large tack boards, some located for student use/access. Retractable projection screen. 2 flag holder brackets (US & Alaska flags). Soap/hand sanitizer dispenser at hand washing lavatory. Analog clock.



Educational Specifications: Elementary Schools

Ref. #: 2.01 SPECIAL PROGRAMS CLASSROOM

(continued)

FINISHES

Floor	Carpet approx 2/3 of room. Durable, easily cleaned flooring at kitchenette & boot rack.
Ceiling	Sound absorptive. Ceiling grid to support hanging displays.
Walls	Include feature color on one wall.
Other Considerations	Coordinate finishes with lighting and acoustical design.

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

Electrical	Power outlets 6' to 8' on center min., plus outlets for computers & other technology. Additional duplex outlets at presentation walls. Separate circuit for A/V equipment. 2 GFCI Quad floor outlets, water resistive covers. GFCI duplex outlet at Kitchenette alcove. Power for kitchenette appliances as needed. 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 presentation walls, boards & displays. Variable light level control for various activities.
HVAC	Natural + mechanical ventilation, individual temperature control.
Plumbing	Double sink with hot & cold water, gooseneck faucet & drinking fountain, 25" counter height. Hot water tempered for MAX of 120°F. Easily cleaned drain traps. Restroom w/ full sized fixtures. Include lavatory & floor drain in restroom. Additional hand washing lavatory in classroom for simultaneous use by multiple students.
Acoustical	Per ANSI/ASA recommendations.
Special Utilities/Services	
Special Considerations	If paired w/ other K classroom, kitchenette alcove may be shared.

WINDOWS & VISION PANELS

		Operable? (Y/N)	Shades? (Y/N)
Exterior	Abundant access to natural light and ventilation.	Y	Y
	Egress window (if on ground level), lockable.	Y	Y
	Exterior window sills low enough for student views.		
Interior	Sidelite at strike-jamb of corridor doors	N	Y

CONTROL & SAFETY NEEDS

Visibility	Visibility of entire room without "blind" areas.
Access Control	Double doors between paired classrooms, lockable and designed for sound isolation. Corridor doors lockable both sides.
Access - exterior	Avoid having exterior classroom door open near drives or streets.
Safety timer	If range is included in kitchenette alcove, include a 1-hour safety timer control.
Disaster kits	Space for storage of emergency disaster kits in room.

SPECIAL CONSIDERATIONS

1. Accessibility	Accessibility is a key consideration.
2. Wayfinding	Provide easy wayfinding to pre-K rooms from within building.
Regulatory Requirements	Space must adhere to all applicable regulations & requirements for pre-kindergarten facilities. Currently, the AK Department of Health & Social Services requires 35 square feet per child plus restroom and food prep areas and access to an outdoor playspace of at least 75 sf/child is required. Verify and coordinate with all current/applicable regulatory requirements.



Educational Specifications: Elementary Schools

Ref. #: **2.01a STUDENT ALCOVES**

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

ACTIVITIES & SPACE USAGE

Educational	These alcoves are optional spaces within special programs classrooms and include individual student workstations, defined by movable furniture and/or partitions. Alcoves should be located and defined to allow direct supervision of each student.
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Ref. #: **2.01b CUBBIES**

Area/Component:	SPECIAL PROGRAMS
Occupants:	6-8 students

ACTIVITIES & SPACE USAGE

Activity/Use	individual storage spaces for student belongings such as boots, coats, etc. Includes additional storage of teacher supplies, curriculum sets, etc. (above cubbies)
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SPATIAL RELATIONSHIPS

Adjacent: Direct	Classrooms, circulation corridor
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FURNITURE, FIXTURES & EQUIPMENT

Fixed Casework	Built-in sturdy cubbies with coat hanger/hooks, backpack racks, and boot racks (include space below boot racks for cleaning) Coat hooks should be divided to help prevent the spread of head lice. Include storage cabinets and shelves above cubbies for storage of additional classroom materials (lockable).
Furniture	Benches for changing shoes/boots

FINISHES

Floor	Durable flooring such as VCT or seamless sheet flooring
Ceiling	-
Walls	Durable

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

Electrical	-
Lighting	-
HVAC	-
Plumbing	-

WINDOWS & VISION PANELS

		Operable? (Y/N)	Shades? (Y/N)
Exterior	-	-	-
Interior	Visibility from within classroom	N	Y

CONTROL & SAFETY NEEDS

Access Control	Students may pass by or through this space to access the classroom
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Educational Specifications: Elementary Schools

Ref. #: **2.01c OBSERVATION / CONFERENCE**

Area/Component:	SPECIAL PROGRAMS
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Occupants:	2-6
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ACTIVITIES & SPACE USAGE

Activity/Use	Observation of activities in adjacent classroom spaces. Conference space for staff, parents, students, testing, or otherwise private meetings.
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SPATIAL RELATIONSHIPS

Adjacent: Direct	Access from both adjacent classrooms and hallway for shared use
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Nearby: Indirect	-
------------------	---

Distant: Separated	-
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FURNITURE, FIXTURES & EQUIPMENT

Fixed Casework	-
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Furniture	Conference table & chairs
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Fixtures & Equipment	Marker & tack boards
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FINISHES

Floor	carpet
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Ceiling	-
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Walls	Include two-way mirrors into both adjacent classrooms
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UTILITIES & SERVICES *(supplemental to all applicable building & life-safety codes, ASD Design Guidelines & Standards)*

Electrical	-
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Lighting	-
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HVAC	-
------	---

Plumbing	-
----------	---

Special Considerations	Acoustical separation from adjacent spaces
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WINDOWS & VISION PANELS

Operable? (Y/N)

Shades? (Y/N)

Exterior	-	-	-
----------	---	---	---

Interior	Visibility to hallway, 2-way mirrors to classrooms	N	Y
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CONTROL & SAFETY NEEDS

Access Control	-
----------------	---

Other	-
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SPECIAL CONSIDERATIONS

1.	-
----	---

2.	-
----	---



Educational Specifications: Elementary Schools

Ref. #: **2.01d ACHIEVEMENT ROOM**

Area/Component:	SPECIAL PROGRAMS
Occupants:	1-2

ACTIVITIES & SPACE USAGE

Activity/Use	Reward students for good behavior, leisure and fun activities such as videos, Wii, etc.
--------------	---

SPATIAL RELATIONSHIPS

Adjacent: Direct	Adjacent classrooms
Nearby: Indirect	-
Distant: Separated	-

FURNITURE, FIXTURES & EQUIPMENT

Fixed Casework	-
Furniture	Comfortable chairs, bean bags, etc.
Fixtures & Equipment	Monitor, video access, gaming equipment, etc.

FINISHES

Floor	carpet
Ceiling	durable
Walls	durable

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

Electrical	To support video & technology equipment
Lighting	Caged or otherwise protected fixtures
HVAC	Design to recognize heat load from equipment, technology and heightened student activity
Plumbing	-
Special Considerations	Acoustical separation from adjacent spaces

WINDOWS & VISION PANELS

		Operable? (Y/N)	Shades? (Y/N)
Exterior	Natural light & ventilation	Y	Y
Interior	Visibility into adjacent classroom s	Y	N

CONTROL & SAFETY NEEDS

Access Control	Lockable room, access from two adjacent classrooms
Other	-

SPECIAL CONSIDERATIONS

1. Safety	Operable windows should be vandal resistant and sized to discourage passage.
2.	



Educational Specifications: Elementary Schools

Ref. #: **2.01e QUIET AREA**

Area/Department:	SPECIAL PROGRAMS		
Occupants:	Students: 1	Faculty/Staff:	Other:

ACTIVITIES & SPACE USAGE

Activity/Use	Quiet alcove space for student de-escalation, focus and individual support (not an enclosed room)
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SPATIAL RELATIONSHIPS

Adjacent: Direct	Space within classrooms, but with distinction from rest of room
Nearby: Indirect	-
Distant: Separated	-

FURNITURE, FIXTURES & EQUIPMENT

Fixed Casework	-
Furniture	Soft furnishings, movable screen or curtain for visual privacy
Fixtures & Equipment	-

FINISHES

Floor	Match classroom
Ceiling	-
Walls	-

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

Electrical	-
Lighting	Variable light levels
HVAC	Good ventilation
Plumbing	-
Special Considerations	-

WINDOWS & VISION PANELS

		Operable? (Y/N)	Shades? (Y/N)
Exterior	-	-	-
Interior	One-way mirror from observation room	-	-

CONTROL & SAFETY NEEDS

Access Control	-
Other	-

SPECIAL CONSIDERATIONS

1.	-
2.	-



Educational Specifications: Elementary Schools

Ref. #: **2.01f** **STAFF WORK AREA**

Area/Department:	SPECIAL PROGRAMS		
Occupants:	Students:	Faculty/Staff:	Other:

ACTIVITIES & SPACE USAGE

Activity/Use	Workstations for staff and teachers, storage of files and resources, secure storage of belongings/coats
--------------	---

SPATIAL RELATIONSHIPS

Adjacent: Direct	Adjacent classrooms and quiet area alcoves
Nearby: Indirect	-
Distant: Separated	-

FURNITURE, FIXTURES & EQUIPMENT

Fixed Casework	-
Furniture	Workstations with lockable files and storage cabinets
Fixtures & Equipment	-

FINISHES

Floor	-
Ceiling	-
Walls	-

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

Electrical	-
Lighting	Task lighting at workstations
HVAC	-
Plumbing	-
Special Considerations	-

WINDOWS & VISION PANELS

		Operable? (Y/N)	Shades? (Y/N)
Exterior	-	-	-
Interior	Visibility to adjacent classrooms & quiet areas	N	N

CONTROL & SAFETY NEEDS

Access Control	access from two adjacent classrooms
Other	-

SPECIAL CONSIDERATIONS

1.	-
2.	-



Educational Specifications: Elementary Schools

Ref. #: **2.01g KITCHENETTE/STORAGE**

Area/Department:	SPECIAL PROGRAMS		
Occupants:	Students:	Faculty/Staff:	Other:

ACTIVITIES & SPACE USAGE

Activity/Use	Food services for students in adjacent classrooms, storage of snack cart modules Storage of supplies, equipment, resources for adjacent classrooms
--------------	---

SPATIAL RELATIONSHIPS

Adjacent: Direct	Adjacent classrooms
Nearby: Indirect	storage
Distant: Separated	-

FURNITURE, FIXTURES & EQUIPMENT

Fixed Casework	Base with sink, lockable wall cabinets
Furniture	Space for snack cart modules storage before/after use in classrooms
Fixtures & Equipment	Refrigerator, microwave, serving trays

FINISHES

Floor	If floor material changes at doorway, provide transition for ease of rolling carts & equip.
Ceiling	-
Walls	-

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

Electrical	Additional power for operation of refrigerator, microwave, and countertop appliances, snack cart may require power
Lighting	-
HVAC	-
Plumbing	Full-size sink
Special Considerations	Include power for recharging laptops on mobile carts

WINDOWS & VISION PANELS

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

CONTROL & SAFETY NEEDS

Access Control	Lockable room, access from two adjacent classrooms
Other	-

SPECIAL CONSIDERATIONS

1.	-
2.	-



Educational Specifications: Elementary Schools

Ref. #: **2.01h RESTROOM/CHANGING**

Area/Department:	SPECIAL PROGRAMS		
Occupants:	Students: 1	Faculty/Staff: 1	Other:

ACTIVITIES & SPACE USAGE

Educational	Laundry; Daily living skills ADA restroom with shower, serves adjacent Intensive Needs Classroom. One Changing Room typically serves a set of 2 adjacent Intensive Needs classrooms.
-------------	--

SPATIAL RELATIONSHIPS

Adjacent: Direct	Intensive Needs (Self Contained) Classroom Alternatively: Pre-K Classrooms & Pre-K Restrooms
Nearby: Indirect	Changing Room (share with paired classroom). Nurse Office

FURNITURE, FIXTURES & EQUIPMENT *(includes basic FF&E items only, additional items may be required)*

Fixed Casework	Cupboards for storage or personal items, diapers, towels, etc. Wall cabinet or cupboards for clothing changes, Cupboard storage for laundry supplies
Furniture, Fixtures & Equipment	soap/hand sanitizer dispensers, Paper towel dispenser and/or paperless hand dryer. Toilet paper dispenser, Trash receptacle, Laundry receptacle, Mirror at lavatory, Changing table, HOYA lift, Washer and dryer (optional).

FINISHES

Floor	Ceramic tile or seamless resilient, non-slip.
Ceiling	Sound absorptive.
Walls	Glazed tile to ceiling, or glazed tile wainscot w/seamless finish above. Backing for grab bars, dispensers, mirror, lavatory.
Other Considerations	If floor finish changes at door, include transition threshold for ease of rolling equipment, wheelchairs, etc.

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

Electrical	Power outlets per code. GFCI outlet at sink area. Electrical service for washer and dryer.
Lighting	Energy efficient fixtures.
HVAC	Exhaust fan, switch controlled, exhaust direct to outside.
Plumbing	ADA lavatory, wheelchair clearance beneath. ADA toilet, ADA shower with shower seat. Deep sink with hot & cold water, gooseneck faucet. Floor drain, slope floor to drain. Water service for clothes washer.
Acoustical	Good acoustical separation from adjacent spaces
Special Utilities/Service	Clothes Dryer vent, vent directly to outside.

CONTROL & SAFETY NEEDS

Access Control	Lockable door, with safety latch.
ADA grab bars	ADA grab bars at toilet, shower.
Clearances	Wheelchairs and other assistive devices.
HOYA LIFT	Provide adequate floor space to operate HOYA lift next to changing table and for storage of HOYA lift inside Changing Room.



Educational Specifications: Elementary Schools

Ref. #: **2.02** **SUPPLY/EQUIPMENT STORAGE**

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

ACTIVITIES & SPACE USAGE

Educational	Storage of supplies and equipment, curriculum materials, etc. for use with various special programs. Supplies, materials & equipment are used in Sp Ed classrooms and throughout the school.
Admin/Operational	-
Community	-

SPATIAL RELATIONSHIPS

Adjacent: Direct	Intensive Needs Classroom. Corridor (for access to equipment).
Nearby: Indirect	Special Ed Classrooms. Nurse.
Distant: Separated	-

FURNITURE, FIXTURES & EQUIPMENT *(includes basic FF&E items only, additional items may be required)*

Fixed Casework	-
Furniture (Movable)	Heavy-duty open shelving units 18" and 24" deep, with adjustable height shelves. Rolling carts/bins.

FINISHES

Floor	Utility floor surface (resilient or sealed concrete).
Ceiling	Exposed and/or sound absorptive.
Walls	-
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. Dedicated outlet for powering or charging electric wheelchairs and equipment.
Lighting	Energy efficient fixtures.
HVAC	Zoned temperature control.

WINDOWS & VISION PANELS

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

CONTROL & SAFETY NEEDS

Access control	Lockable doors.
Doorway clearance	Widths of door openings to accommodate easy passage of equipment and carts.



Educational Specifications: Elementary Schools

Ref. #: **2.03** **OCCUPATIONAL/PHYSICAL THERAPY**

Area/Department:	SPECIAL PROGRAMS		
Occupants:	Students: 1-3	Faculty/Staff: 1-2	Other: 1-2
	Special Needs educator(s), Aide(s), Volunteer(s) and peer tutors as necessary.		

ACTIVITIES & SPACE USAGE

Educational	Multi-group & individual work and testing. Gross motor activities for remediation of delays in motor skills & physical disabilities. Dressing skills & mat activities related to muscle stretching. Individual and small group instruction. Fine motor skills including drawing, cutting, manipulating toys, lacing, etc. Home base for Therapist, who also works in classrooms when in school. Other Itinerant & tutoring use when not in use for OT/PT.
Admin/Operational	Conferencing with staff and parents. Privacy is necessary – room cannot be thoroughfare for other programs.
Community	-

SPATIAL RELATIONSHIPS

Adjacent: Direct	OT/PT Equipment Storage. Centrally located within building, on entry level, preferably adjacent to Gym. Provide direct access from circulation corridor to allow students to access OT/PT Therapy without interrupting gym activities.
Nearby: Indirect	Intensive Needs, Sped bus drop-off, Student Restrooms, Nurse Office, Psychology Office. Conference or Small Group/Itinerant room for parent conferences.
Distant: Separated	-

FURNITURE, FIXTURES & EQUIPMENT *(includes basic FF&E items only, additional items may be required)*

Fixed Casework	Storage cupboards with doors.
Furniture (Movable)	Small table, 1 staff desk, 3 chairs
Fixtures & Equipment	Large marker board, tack surfaces. 3 eye bolts in ceiling, 18" apart, min. design load 750 lb. each, to be used to attach swings. Sturdy hooks in the wall to hang bolsters, mats & swings for easy access & to reduce clutter. Wall mirror, 2'-6" x 3'-0" min. Bar along one wall for children to hold onto as they learn to walk & balance. Ceiling mounts for hanging hammocks & other apparatus. Balance beams, large exercise bolsters & ball swings, balance boards, scooter boards. Soap/hand sanitizer and paper towel dispensers at lavatory.



Educational Specifications: Elementary Schools

Ref. #: 2.03 OCCUPATIONAL/PHYSICAL THERAPY

(continued)

FINISHES

Floor	Combination of stain resistive carpet and resilient flooring.
Ceiling	Sound absorptive.
Walls	Impact resistive wall construction.
Other Considerations	If floor finish changes at door, include transition threshold for ease of rolling equipment and carts.

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

Electrical	Power outlets 6' to 8' on center min., plus outlets for computers & other technology. Dedicated outlet for powering or charging electric wheelchairs. Safety cover plates all outlets.
Lighting	Natural light (borrowed ok) + full spectrum fixtures preferred.
HVAC	Supply/return air, natural ventilation preferred, individual temperature control.
Plumbing	Lavatory with hot & cold water, wheelchair clearance under lavatory. Hot water tempered for MAX of 120°F.
Acoustical	Per ANSI/ASA recommendations, minimum.
Special Utilities/Services	-
Other Considerations	-

WINDOWS & VISION PANELS

		Operable? (Y/N)	Shades? (Y/N)
Exterior	Natural ventilation desired.	Y	Y
Interior	-	-	-
Other Considerations	-		

CONTROL & SAFETY NEEDS

Visibility	Visibility of entire room without "blind" areas.
Access Control	Corridor doors lockable from both sides.
Accessibility/Clearance	Doorway clearance for wheelchairs and OT/PT equipment is key consideration – provide wide or double door to corridor. Wide or double door to OT/PT Equipment Storage.
Equipment use	Uncluttered space to do activities with equipment is necessary for safety.
First Aid	Easy access to First Aid Kit.
Other Considerations	-

SPECIAL CONSIDERATIONS

1. Wayfinding	Provide easy wayfinding between OT/PT & Intensive Needs room within building.
2. Sensitivity	Design to avoid stigma often associated with these services.
3.	-
4.	-



Educational Specifications: Elementary Schools

Ref. #: **2.04 OT/PT EQUIPMENT STORAGE**

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

ACTIVITIES & SPACE USAGE

Educational	Storage of equipment and apparatus to support the Occupational Therapy/Physical Therapy program and students. OT/PT equipment is also used in Intensive Needs classrooms and throughout the school.
Admin/Operational	Allows floor space in OT/PT Therapy to be kept uncluttered for safe use of equipment.
Community	-

SPATIAL RELATIONSHIPS

Adjacent: Direct	OT/PT Therapy. Corridor (for Intensive Needs access to equipment).
Nearby: Indirect	Intensive Needs Classrooms, Gym, Multi-Purpose Room, Nurse.
Distant: Separated	-

FURNITURE, FIXTURES & EQUIPMENT *(includes basic FF&E items only, additional items may be required)*

Fixed Casework	-
Furniture (Movable)	Heavy-duty open shelving units 18" and 24" deep, with adjustable height shelves. Rolling carts/bins for PT equipment.
Fixtures & Equipment	Equipment stored in this space should include: Balance beams Large exercise bolsters & ball swings Balance boards Scooter boards Standers Stairs Wedge positioning devices Sideline chairs Wheelchair Alternative storage space for HOYA lift



Educational Specifications: Elementary Schools

Ref. #: 2.04 OT/PT EQUIPMENT STORAGE

(continued)

FINISHES

Floor	Utility floor surface (resilient or sealed concrete).
Ceiling	Exposed and/or sound absorptive.
Walls	-
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. Dedicated outlet for powering or charging electric wheelchairs and equipment.
Lighting	Energy efficient 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	Double doors to both OT/PT Therapy Room and Corridor for easy passage of equipment, including HOYA lift.

SPECIAL CONSIDERATIONS

1.	-
2.	-
3.	-



Educational Specifications: Elementary Schools

Ref. #: **2.05 SPEECH / ELL INSTRUCTION**

Area/Department:	SPECIAL PROGRAMS		
Occupants:	Students: 5	Faculty/Staff: 1-2	Other:
	Special Needs educator(s) and Aide(s) as necessary.		

ACTIVITIES & SPACE USAGE

Educational	Pull-out for individual and small group speech therapy, small group work, language skills. Speech, language and hearing testing. Can be used by other tutoring & itinerant staff when not in use for speech/ELL.
Admin/Operational	Parent-teacher conferences (3-4 adults at a time). Administrative, records/documentation & other paperwork.
Community	-

SPATIAL RELATIONSHIPS

Adjacent: Direct	Centrally located; Access to shared conference space for larger groups
Nearby: Indirect	Resource Classroom; Lower elementary classrooms
Distant: Separated	High noise areas such as Music, Gym and Multi-Purpose Room Provide acoustic separation from Food Service, Restrooms, Mechanical Rooms, etc.

FURNITURE, FIXTURES & EQUIPMENT *(includes basic FF&E items only, additional items may be required)*

Fixed Casework	Built-in cabinets and/or bookshelves for storage.
Furniture (Movable)	Adjustable height student tables able to be moved together or used separately Student chairs. Desk (workstation) and chair for Speech Therapist; 3 additional adult chairs. Lockable file cabinets. Movable tables for student computers/technology. Lockable wardrobe cabinet. Movable bookcases.
Fixtures & Equipment	Marker boards, heights to accommodate both student and teacher. Map/poster rail over one board, securable to prevent accidental dislodging. Tackable wall surfaces and/or large tack boards, some located for student use/access. Soap/hand sanitizer dispenser at hand washing lavatory. Analog clock.



Educational Specifications: Elementary Schools

Ref. #: 2.05 SPEECH THERAPY / ELL INSTRUCTION

(continued)

FINISHES

Floor	Carpet.
Ceiling	Sound absorptive.
Walls	-
Other Considerations	Coordinate finishes with lighting and acoustical design.

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

Electrical	Power outlets 6' to 8' on center min., plus outlets for computers & other technology.
Lighting	Recessed fixtures, uniform light at work surface, daylight (borrowed ok).
HVAC	Quiet; supply/return air; natural ventilation preferred.
Plumbing	-
Acoustical	Per ANSI/ASA recommendations, minimum.
Special Utilities/Services	-
Other Considerations	-

WINDOWS & VISION PANELS

		Operable? (Y/N)	Shades? (Y/N)
Exterior	Natural light & ventilation preferred.	Y	Y
Interior	Sidelite at strike-jamb of corridor door.	N	-
Other Considerations	-		

CONTROL & SAFETY NEEDS

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

SPECIAL CONSIDERATIONS

1.	-
2.	-
3.	-



Educational Specifications: Elementary Schools

Ref. #: **2.06** **SPEECH / ELL SM. GROUP**

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

ACTIVITIES & SPACE USAGE

Educational	Pull-out for individual and small group speech therapy. Tutoring and small group work. Speech, language and hearing testing.
Admin/Operational	Administrative, records/documentation & other paperwork.
Community	-

SPATIAL RELATIONSHIPS

Adjacent: Direct	Access to Speech/ELL Instruction room.
Nearby: Indirect	Lower elementary classrooms.
Distant: Separated	High noise areas such as Music, Gym and Multi-Purpose Room. Provide acoustic separation from Food Service, Restrooms, Mechanical Rooms, etc.

FURNITURE, FIXTURES & EQUIPMENT *(includes basic FF&E items only, additional items may be required)*

Fixed Casework	Built-in cabinets and/or bookshelves for storage.
Furniture (Movable)	Adjustable height student tables able to be moved together or used separately. Student chairs. Desk (workstation) and chair for Speech Therapist. Lockable file cabinet. Movable bookcase.
Fixtures & Equipment	Marker board, Tack board.



Educational Specifications: Elementary Schools

Ref. #: 2.06 SPEECH THERAPY / ELL SMALL GROUP ROOM

(continued)

FINISHES

Floor	Carpet.
Ceiling	Sound absorptive.
Walls	-
Other Considerations	Coordinate finishes with lighting and acoustical design.

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

Electrical	Power outlets 6' to 8' on center min., plus outlets for computers & other technology.
Lighting	Recessed fixtures, uniform light at work surface, daylight (borrowed ok).
HVAC	-
Plumbing	-
Acoustical	Per ANSI/ASA recommendations, minimum.
Special Utilities/Services	-
Other Considerations	-

WINDOWS & VISION PANELS

		Operable? (Y/N)	Shades? (Y/N)
Exterior	Natural light & ventilation preferred.	Y	Y
Interior	Sidelite at strike-jamb of corridor door.	N	-
Other Considerations	-		

CONTROL & SAFETY NEEDS

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

SPECIAL CONSIDERATIONS

1.	-
2.	-
3.	-



7.3 Library/Instructional Media Center

7.3.1 Space Program Summary

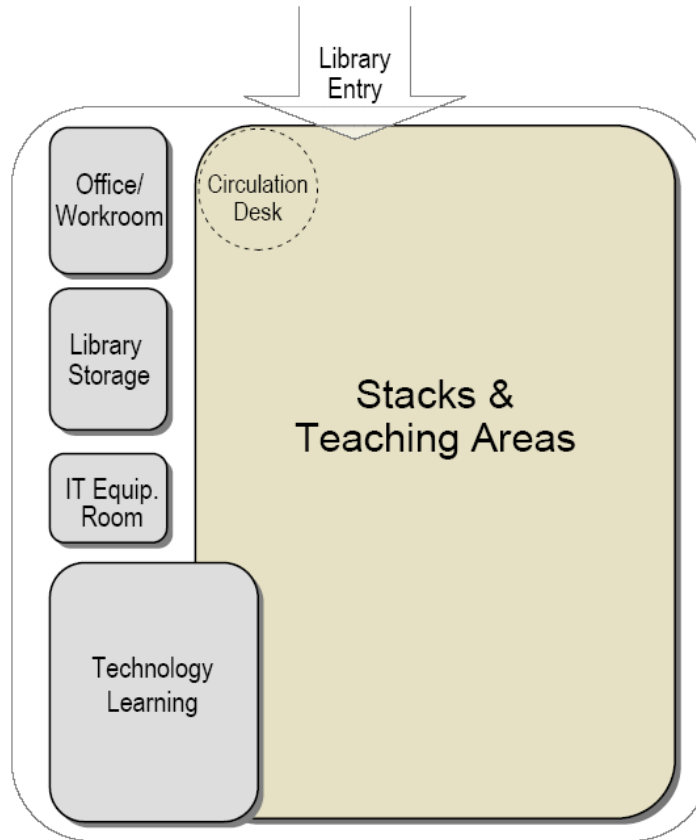
Ref. #:	Name/Function	# Required:	# Optional:	Net Area Each (s.f.):
3.01	Stacks, Desk and Teaching Areas	1	-	2,500
3.02	Technology Learning Lab	1	-	750
3.03	Library Office/Workroom	1	-	150
3.04	Library Storage	1	-	220
3.05	IT Equip./Communications Room	1	-	150

7.3.2 General Requirements

The elementary library is the center of learning in the school. Here students and teachers become effective users of information and ideas. As learning becomes more student directed and information focused, there is an increasing need for additional materials beyond the textbooks. Library books, periodicals, on-line databases, video technology and other forms of media are increasingly utilized. Instruction is ongoing in technology, research, reading appreciation and information processing that includes selection, synthesis and sharing of that information.



7.3.3 Recommended Adjacencies



Diagrams are intended to illustrate fundamental relationships only. No floor plan is implied and no distinction between floor levels or between existing vs. new construction is made. Further interpretation of these relationships must be made by the design team for each new school and each renewal project.

**Educational Specifications: Elementary Schools****7.3.4 Individual Space Attributes**

Wherever category entries are blank or designated with the symbol “-“ no specific requirements beyond the general parameters, applicable codes and ASD standards are defined.

Ref. #: 3.01 STACKS, DESK & TEACHING

Area/Department:	LIBRARY/ MEDIA CENTER		
Occupants:	Students: 60	Faculty/Staff: 1-2	Other:
	Special Needs educator(s) and Volunteer(s) as necessary		

ACTIVITIES & SPACE USAGE

Educational	The Media Center hosts the school's media collection including fiction, nonfiction, reference materials, periodicals and newspapers as well as online resources; and accommodates 2 classes of students plus individuals/small groups on passes: Teaching area 1: multimedia instruction area for class of 30. Instruction in information literacy and use of resources. Teaching area 2: class of 30 for reading, storytelling & picture books. Teaching areas combinable for use by large groups. Simultaneous activities by small groups & individuals.
Admin/Operational	Staff & professional development meetings, up to 40.
Community	Community use & meetings (large & small), after-school hours.

SPATIAL RELATIONSHIPS

Adjacent: Direct	Library Office/Work Room; Technology Learning Lab.
Nearby: Indirect	Easy access from public building entry & from all classrooms .
Distant: Separated	High noise areas: Music, Gym, Multipurpose Room.

FURNITURE, FIXTURES & EQUIPMENT *(includes basic FF&E items only, additional items may be required)*

Fixed Casework	Display case at entrance to have 12" deep shelves for 3-dimensional displays. Circulation desk: min. 6' desk-level counter w/ both standing height counter & lower 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 technology such as computer, printer & under-counter storage. Tall perimeter shelving.
Furniture <i>NOTE: maximize use of moveable furniture & casework</i>	Book stack shelving for approximately 20,000 volumes, storage and display. Movable center stacks, 2 and/or 3 shelves high, display surface on top. Shelf clearances: 12" high, 11" deep. Arrange stacks to allow supervision from circ. desk. Movable book shelves may be used to distinguish teaching areas. Reference book storage: 3 high, 14" high clearance, 12" deep. Display cabinets. Online catalog stations, each with small work surface for student books & papers. Small desk for storage of teacher materials; tables for 30 students, combinable in clusters. Picture book storage for 4,000 books, some bins & some vertical storage with dividers; 2 high, 14" high clearance, 12" deep. Low round tables to seat 6 each. Area with comfortable furniture for recreational reading.
Fixtures & Equipment	Marker & tack surfaces (fixed & movable). Projection screens (ceiling mounted & portable). Book-drop from corridor with catch bin at/near circulation desk. Analog clock.



Educational Specifications: Elementary Schools

Ref. #: 3.01 MEDIA CENTER: STACKS, DESK & TEACHING AREAS

(continued)

FINISHES

Floor	Carpet, stain resistive. Finished floor under book stacks to allow reconfigurations.
Ceiling	High ceilings where possible; Ceiling grid to support hanging displays.
Walls	Include 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	Power outlets 6' to 8' on center min., plus outlets for computers & other technology. Separate circuit for A/V equipment. GFCI floor outlets for technology. Extend outlets from wall to base of perimeter book stacks every 6'. One 20-Amp outlet on dedicated circuit for custodial use.
Lighting	Natural light + direct/indirect pendant fixtures and task lighting; Uniform light at student tables, additional light on presentation walls, boards & displays, variable light level controls for various activities. Emergency lighting as required.
HVAC	Quiet; Natural + mechanical ventilation; individual temperature control.
Plumbing	Access to drinking fountain.
Acoustical	Per ANSI/ASA recommendations, minimum. Sound attenuation throughout to enable simultaneous use by large & small groups & individual users.
Special Utilities/Services	-
Other Considerations	-

WINDOWS & VISION PANELS

		Operable? (Y/N)	Shades? (Y/N)
Exterior	Provide natural light and views, natural ventilation	Y	Y
			Y
Interior	Visibility from Office/Workroom to Circulation	N	-
	Visibility to adjacent Technology Lab	N	-
	Visibility into Library from corridor	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.
Access Control	Two access doors from corridor, lockable from both sides. Design entry doors to allow a line of students to enter, & space for students to line up/exit. Door to adjacent Technology Lab. Door to exterior only if required by code.
Security	Security system. Verify site-based need for inventory control system.

SPECIAL CONSIDERATIONS

1. Power/Data Access	Locate ports & outlets for easy access. Promote flexibility of relocation/reorganization.
2.	-
3.	-



Educational Specifications: Elementary Schools

Ref. #: **3.02 TECHNOLOGY LEARNING LAB**

Area/Department:	LIBRARY/ MEDIA CENTER		
Occupants:	Students: 30	Faculty/Staff: 1 - 2	Other:
	Special Needs educator(s) and Volunteer(s) as necessary		

ACTIVITIES & SPACE USAGE

Educational	General computer use to support core curriculum: Whole class instruction for a variety of classes. Individual student projects & independent research.
Admin/Operational	In-service training.
Community	Possible use by community and/or parents/PTA before and/or after school hours.

SPATIAL RELATIONSHIPS

Adjacent: Direct	Library/ Media Center.
Nearby: Indirect	Main Communications Room (controlled access). Classrooms. Library Office/Workroom.
Distant: Separated	High noise areas: Music, Gym, Multipurpose Room.

FURNITURE, FIXTURES & EQUIPMENT *(includes basic FF&E items only, additional items may be required)*

Fixed Casework	NOTE: maximize use of moveable furniture & casework – systems furniture where possible.
Furniture	30 computer workstations for intermediate age users. 30 adjustable height student chairs. 1 Teacher workstation with adjustable task chair. Production station (printer, supplies, etc.) Bookcase. Lockable tall storage cabinet.
<i>NOTE: maximize use of moveable furniture & casework</i>	
Fixtures & Equipment	Sliding Double Marker board, tack surfaces. Retractable projection screen. Analog clock.



Educational Specifications: Elementary Schools

Ref. #: 3.02 TECHNOLOGY LEARNING LAB

(continued)

FINISHES

Floor	Carpet, stain resistive.
Ceiling	Sound absorptive.
Walls	Include feature color on one wall.
Other Considerations	9'-0" min recommended ceiling height.

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

Electrical	Power outlets in continuous raceway at room perimeter, maximize flexibility. Floor outlets with water resistive covers. Outlets/power for presentation & production equipment. 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 desktops, additional light on presentation wall, boards & displays, variable light level control for various activities.
HVAC	Natural + mechanical ventilation, individual temperature control. Account for heat load of computers and equipment.
Plumbing	-
Acoustical	Per ANSI/ASA recommendations, minimum.
Special Utilities/Services	-
Other Considerations	Consider glare from all light sources in layout of technology.

WINDOWS & VISION PANELS

		Operable? (Y/N)	Shades? (Y/N)
Exterior	Natural light and ventilation.	Y	Y
Interior	Sidelite at strike-jamb of corridor doors.	N	Y
	Visibility into Lab from Library Office/Workroom.	N	-
	Visibility into Lab from Main Reading Room.	N	-
Other Considerations	-	-	-

CONTROL & SAFETY NEEDS

Visibility	Visibility of entire room without "blind" areas.
Monitor visibility	Ideally, provide visibility of most computer screens from teacher workstation.
Access Control	Corridor doors lockable both sides, security alarm doors.
-	-

SPECIAL CONSIDERATIONS

1. Flexibility	Consider raised access floor for maximum flexibility of power & data locations.
2.	-
3.	-



Educational Specifications: Elementary Schools

Ref. #: **3.03** **LIBRARY OFFICE/WORKROOM**

Area/Department:	LIBRARY/ MEDIA CENTER		
Occupants:	Students: varies	Faculty/Staff: 1-4	Other: varies

ACTIVITIES & SPACE USAGE

Educational	Efficient, collaborative, professional environment.
Admin/Operational	<p>To provide space for librarian, staff, teachers, students & volunteers to work as a team and/or individually to plan instruction, prepare materials for class, carry out their administrative duties, lock up personal items.</p> <p>Ordering, planning, receiving, previewing of media.</p> <p>Planning for instruction and scheduling.</p> <p>Meeting with visitors, product representatives & vendors, parents, teachers, students.</p> <p>Coordination of after-hours use of Library facilities.</p> <p>Media production, copying, printing, collating, dry mounting, laminating.</p> <p>Prepare materials for inclusion in the library.</p> <p>Repair of books.</p> <p>Preview, repair, reserve, return shared AV materials & equipment.</p> <p>Small group staff training activities.</p> <p>Store files, resource materials, reference books and supplies.</p>
Community	-

SPATIAL RELATIONSHIPS

Adjacent: Direct	<p>Direct visual connection to Media Center for supervision.</p> <p>Direct visual connection to circulation desk.</p>
Nearby: Indirect	Library Storage; Technology Lab; General Classrooms.
Distant: Separated	Acoustic separation from high noise areas: Music, Gym. MPR.

FURNITURE, FIXTURES & EQUIPMENT *(includes basic FF&E items only, additional items may be required)*

Fixed Casework	<p>NOTE: maximize use of moveable furniture & casework.</p> <p>Large perimeter counter area work space, 20 lineal ft., with intermittent knee space.</p> <p>Open wall shelving &/or cabinets above work counters, specify library type cabinets.</p> <p>Base, wall & upper cabinets for storage of supplies, files, materials & resources.</p> <p>Lockable cabinets for equipment.</p>
Furniture (Movable)	<p>Central work/layout table with intermittent knee room & storage beneath; stools.</p> <p>Tall wardrobe unit, lockable.</p> <p>Lockable file cabinets, small safe for money & keys, Librarian desk/computer workstation.</p> <p>Adjustable task chair, side chair.</p>
Fixtures & Equipment	<p>Tack board, marker board.</p> <p>Paper towel & soap dispensers at sink.</p>



Educational Specifications: Elementary Schools

Ref. #: 3.03 LIBRARY OFFICE/WORKROOM

(continued)

FINISHES

Floor	Carpet, stain resistive. Optional resilient flooring at sink area.
Ceiling	Sound absorptive.
Walls	-
Other Considerations	9'-0" min recommended ceiling height

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

Electrical	Power outlets 6' to 8' on center min., plus outlets for computers & other technology. Power outlets at workstations (grommet to desk top). GFCI outlet at sink, above counter height. GFCI floor outlet, water resistive cover, centered in room.
Lighting	Task lighting + recessed fixtures, daylight (borrowed ok).
HVAC	Supply/return air, zoned control with Media Center.
Plumbing	Sink with gooseneck faucet, hot & cold water & drinking fountain.
Acoustical	Per ANSI/ASA recommendations, minimum.
Special Utilities/Services	-
Other Considerations	-

WINDOWS & VISION PANELS

		Operable? (Y/N)	Shades? (Y/N)
Exterior	Desirable, not required	Y	Y
Interior	Large side lite at strike-jamb of door, for easy supervision of main reading room.	N	-
Other Considerations	-	-	-

CONTROL & SAFETY NEEDS

Access Control	Corridor doors lockable from both sides.
	-
	-

SPECIAL CONSIDERATIONS

1. Floor space	Open floor space for rolling carts.
2. Quad floor outlet	Coordinate work table & floor outlet locations.
3.	-
4.	-



Educational Specifications: Elementary Schools

Ref. #: **3.04 LIBRARY STORAGE**

Area/Department:	LIBRARY/MEDIA 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 area for laptop carts. Testing and minor repairs of equipment. Media Storage. Storage of classroom booksets and textbooks.
Community	-

SPATIAL RELATIONSHIPS

Adjacent: Direct	Library Office/Workroom. Main corridor.
Nearby: Indirect	Media Center. Circulation Desk. General Classrooms. Technology Lab. Consider ease of access from receiving/deliveries.
Distant: Separated	-

FURNITURE, FIXTURES & EQUIPMENT *(includes basic FF&E items only, additional items may be required)*

Fixed Casework	Work counter with lockable base cabinets and overhead cabinets.
Furniture (Movable)	Heavy duty shelving units with adjustable height shelves. Lockable file cabinets.
Fixtures & Equipment	Video monitors & other AV equipment on carts. Laptop carts.



Educational Specifications: Elementary Schools

Ref. #: 3.04 LIBRARY STORAGE

(continued)

FINISHES

Floor	Utility floor surface (resilient flooring or sealed concrete).
Ceiling	Exposed and/or sound absorptive.
Walls	-
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	Power outlets, per code plus power supply for recharging laptop carts.
Lighting	Energy efficient 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.
Lock down security	Corridor door lockable from both sides.
Access	Provide access from both the Library Office/Workroom and main classroom corridor.
Access clearance	Provide full width door to corridor to provide clearance for carts and/or lift truck. Provide adequate space at corridor entrance for easy ingress/egress with carts.

SPECIAL CONSIDERATIONS

1.	-
2.	-
3.	-



Educational Specifications: Elementary Schools

Ref. #: **3.05 IT/COMMUNICATIONS ROOM**

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

ACTIVITIES & SPACE USAGE

Educational	-
Admin/Operational	Houses Main Data Frame – school's network servers and associated equipment. Head end for cable TV, fiber optic cable. Also houses CCTV server.
Community	-

SPATIAL RELATIONSHIPS

Adjacent: Direct	Main Corridor
Nearby: Indirect	Media Center and/or Technology lab.
Distant: Separated	Plumbing walls.

FURNITURE, FIXTURES & EQUIPMENT *(includes basic FF&E items only, additional items may be required)*

Fixed Casework	Open wall shelving for storage of equipment, software disks & manuals.
Furniture (Movable)	4-post server racks. Desk or counter workstation for equipment monitoring.
Fixtures & Equipment	Servers, routers, monitoring equipment, patch panels, data distribution panels, etc. Uninterruptible power supply (UPS). Servers for security cameras/CCTV system. CCTV system's DVR recorder may be mounted on rack in this space. Security Panel Intercom Head End



Educational Specifications: Elementary Schools

Ref. #: 3.05 IT EQUIPMENT / COMMUNICATIONS ROOM

(continued)

FINISHES

Floor	Durable, easily-cleaned flooring.
Ceiling	Sound absorptive.
Walls	Fire retardant treated plywood one wall (for mounting data distribution panels).
Other Considerations	-

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

Electrical	Power outlets per code, plus outlets for computers and other technology. Surge-protected power outlets at server rack and workstation.
Lighting	Energy efficient fixtures + task lighting.
HVAC	Supply/return air. Provide air conditioning & individual temp control to account for heat-generating equipment. Air conditioning on separate system for continuous operation when school is unoccupied.
Plumbing	-
Acoustical	-
Special Utilities/Services	-
Other Considerations	-

WINDOWS & VISION PANELS

		Operable? (Y/N)	Shades? (Y/N)
Exterior	-	-	-
Interior	Sidelite at strike jamb of door frame.	N	N
Other Considerations	-	-	-

CONTROL & SAFETY NEEDS

Access Control	Lockable door.
-	-
-	-
-	-

SPECIAL CONSIDERATIONS

1. Intermediate Communications Rooms	An intermediate Communications Room is generally required if cable runs approach or exceed 90 meters.
2.	-
3.	-



7.4 Art and Music

7.4.1 Space Program Summary

Ref. #:	Name/Function	# Required:	# Optional:	Net Area Each (s.f.):
4.01	Music Classroom	1	-	950
4.02	Music Office/Storage	1	-	175
4.03	Instrument Storage Room	-	1	100
4.04	Art Activity Lab	1	-	1,250
4.05	Activity Lab Storage	1	-	100

7.4.2 General Requirements

Music instruction embraces the introduction and development of musical skills, appreciation and performance relating these to other fine arts and to academic functions. The Music Classroom/Performance Platform supports the music and performing arts programs and can entertain a variety of school and community events including small music and theater productions & performances, concerts, lectures, presentations and meetings.

The music room also functions as a performance platform. As such, it should be located off of the multipurpose room or gym. However, the designer and educators should carefully consider all the implications of location, accessibility and multiple use.

The music room should be located away from “quiet” areas such as classrooms and the Library. Include multiple entrances and exits, double doors and wide corridors and commons spaces to efficiently move large numbers of students, pianos and equipment in and out of music room and performance area. Locate the teacher offices to maximize visible supervision.

The art program should include many and varied opportunities for observing, understanding and evaluating the natural and man-made environments. Students should have the opportunity to look at, read about and discuss works of art. Each child should be given the opportunity to produce art using a variety of media. The elements of design, drawing, painting and sculpture should be emphasized.

The Art Activity Lab provides a laboratory area for art programs, capable of withstanding wet, messy and active instruction, thereby avoiding damage and disruption of regular classroom space. Kitchen equipment for instruction in life skills may be provided in this space as an option for future potential use as or conversion to a lifeskills classroom. The Art Storage space consists of two separate rooms, one for storage of art supplies and reference materials and one for storage of in-progress student work.

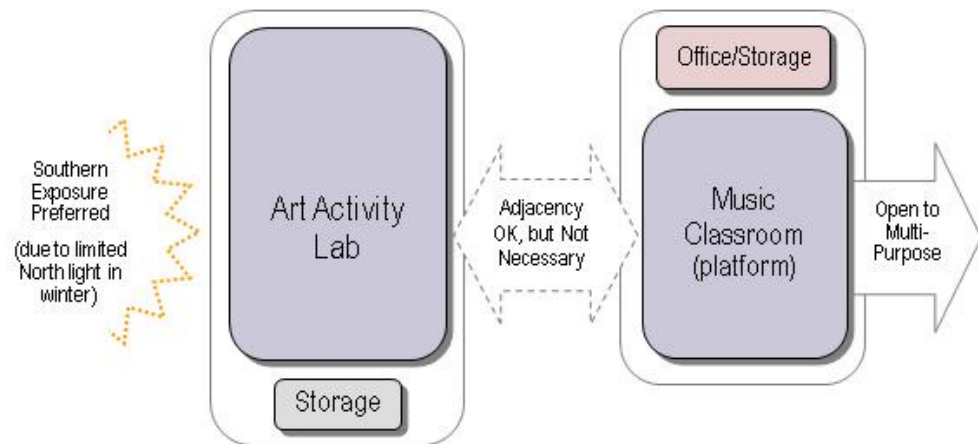
The importance of providing a safe environment cannot be overemphasized. Safety, fire and building codes must be strictly adhered to in the design and construction of the art instruction area. The design of the art space must safely and efficiently accommodate a variety of different activities while allowing for teacher supervision.

Two elementary programs, Art and Science, can use a wet lab. The Art Activity Lab is flexible to serve both Art and Science programs. With sink covers in place it also serves as a large classroom. An optional fenced, outdoor activity area, easily supervised from inside the Activity



Lab, can provide extended functionality including outside space for spraying paints and fixatives and growing plants.

7.4.3 Recommended Adjacencies



Diagrams are intended to illustrate fundamental relationships only. No floor plan is implied and no distinction between floor levels or between existing vs. new construction is made. Further interpretation of these relationships must be made by the design team for each new school and each renewal project.



Educational Specifications: Elementary Schools

7.4.4 Individual Space Attributes

Wherever category entries are blank or designated with the symbol “-” no specific requirements beyond the general parameters, applicable codes and ASD standards are defined.

Ref. #: **4.01 MUSIC CLASSROOM**

Area/Department:	Art & MUSIC		
Occupants:	Students: 50 (instrumental)	Faculty/Staff: 1-2	Other:
	Up to 75 choral with risers; up to 100 choral without risers.		

ACTIVITIES & SPACE USAGE

Educational	Music instruction: skills, concepts, theory, rehearsing, performance. Listening to tapes and records; identification and awareness of instruments. Singing; Rhythm instruments; Folk dances and rhythm movement; band; strings. Small instrumental group practice. Possible instruction of performing groups of band, orchestra and chorus. Performances; Speakers; visiting musicians. Rehearsals and plays.
Admin/Operational	-
Community	Community use after hours.

SPATIAL RELATIONSHIPS

Adjacent: Direct	Music Office. Music Storage Room. Multipurpose Room (operable acoustical partition between music/platform and MPR)
Nearby: Indirect	Acoustically isolated from other school activities, but easily reached by all classes. Not necessarily centrally located. Gymnasium.
Distant: Separated	Acoustically buffer from Media Center, Classrooms, Special Program spaces; Speech Therapy.

FURNITURE, FIXTURES & EQUIPMENT *(includes basic FF&E items only, additional items may be required)*

Fixed Casework	Wall cabinets &/or lockers for band instrument storage, lockable, to be configured per school. Students drop off instruments here each morning when they arrive at school. Minimize projections, niches & nooks. Band instruments are separate from music program instruments provided by the school and stored in the Music Storage Room. Cubbies for music should accommodate both vocal and instrumental sheet music and binders, currently 11" x 14".
Furniture <i>NOTE: maximize use of moveable furniture & casework</i>	50 music stands w/ storage cart; 30 stackable chairs, not folding; lectern. Music sorting rack usable by students; sheet music storage. Tall storage cabinets.
Fixtures & Equipment	Tack surfaces. Marker board with and without staff lines. Marker & tack board on rear wall. Back drop curtains. Front “stage” curtain optional. Large Retractable projection screen. Electronic keyboards, Piano. Portable risers for use on stage. Analog clock.



Ref. #: **4.01 MUSIC CLASSROOM**

(continued)

FINISHES

Floor	Flat floor. Performance platform approximately 3 steps above MPR floor.
Ceiling	Design height and shape for good acoustics.
Walls	Optional curtains for sound reverberation control.
Other Considerations	-

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

Electrical	Power outlets 6' to 8' on center min., plus outlets for computers and other technology. Additional outlets at presentation wall. Floor outlets, water resistive tamperproof covers. Separate circuit for AV equipment.
Lighting	Natural light (borrowed ok) + direct/indirect lighting, additional light on presentation wall, boards & displays, variable light level control for various activities. Provide special stage lighting with secure switches.
HVAC	Supply/return air, individual temperature control; Natural ventilation preferred. Quiet, high volume, low velocity diffusers.
Plumbing	Teacher-controlled access to fountain in Music Office; do not include fountain within Music Classroom if Office provided. Include hot & cold sink with in Music Classroom if no separate Music Office.
Acoustical	Sound reduction/attenuation for vocal & instrumental. "Neutral acoustics" (not dead). Operable wall opening into Multipurpose Room to be sound barrier type, with equal sound transmission class in surrounding wall construction. Design must comply with OSHA requirements for sound attenuation in music rooms, currently 85 dBA TWA.
Special Utilities/Services	-
Other Considerations	Strive to design space not to exceed 85dBA TWA, as set by OSHA for staff hearing monitoring protocol under normal usage for purposes intended or reasonable anticipated.

WINDOWS & VISION PANELS

		Operable? (Y/N)	Shades? (Y/N)
Exterior	Natural light and ventilation preferred.	Y	Y
Interior	Sidelite at strike-jamb of corridor door.	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 MPR. Full width door to Music Storage Room for passage of large instruments.
Accessibility	ADA access to stage.
Other Considerations	-

SPECIAL CONSIDERATIONS

1. Room orientation	Long side of space parallel to the operable wall separation from the main audience space, to avoid a "deep" performance area.
2.	-



Educational Specifications: Elementary Schools

Ref. #: **4.02** **MUSIC OFFICE/STORAGE**

Area/Department:	ART & MUSIC		
Occupants:	Students: 1-2	Faculty/Staff: 1	Other:

ACTIVITIES & SPACE USAGE

Educational	Space for music teacher to plan instruction, prepare class materials, repair instruments, carry out administrative duties, lock up personal items. Storage of music, reference materials and media. Instrument storage cabinets are included within the music room. Instrument cleaning & repair, tools & equipment storage. Storage of teacher's personal instruments. Media production, copying, printing. Grading/assessment. Parent conferences & phone communications. File storage (semester & daily use files). Sheet music file storage. Storage for audio and multimedia recordings.
Admin/Operational	-
Community	-

SPATIAL RELATIONSHIPS

Adjacent: Direct	Music Performance Classroom – direct visibility. Student waiting area (chairs outside office).
Nearby: Indirect	Music Storage Room. Multi-Purpose Room.
Distant: Separated	-

FURNITURE, FIXTURES & EQUIPMENT *(includes basic FF&E items only, additional items may be required)*

Fixed Casework	Work counter for instrument repair. Open wall shelving. Base & wall cabinets for instructional materials & resources, equipment, instruments.
Furniture (Movable)	Tall Storage Units, lockable (wardrobe, teacher items, books, supplies, etc.) Teacher workstation with desk & adjustable task chair. File cabinets. Stool at work counter. Music stand and student chair.
Fixtures & Equipment	Copier/printer/scanner. Tack board.



Educational Specifications: Elementary Schools

Ref. #: 4.02 MUSIC OFFICE / STORAGE

(continued)

FINISHES

Floor	Carpet or resilient flooring.
Ceiling	Sound absorptive.
Walls	-
Other Considerations	-

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

Electrical	Power outlets per code. GFCI outlet above work counter at sink. Power outlets at computer workstation (grommet to desktop).
Lighting	Task lighting + recessed fixtures, daylight desirable.
HVAC	Supply/return air, zoned temp control. Natural ventilation desirable.
Plumbing	Deep sink with gooseneck faucet, hot/cold water, drinking fountain, locate near office door to facilitate student access to fountain.
Acoustical	-
Special Utilities/Services	-
-	-

WINDOWS & VISION PANELS

		Operable? (Y/N)	Shades? (Y/N)
Exterior	Desirable, not required.	Y	Y
Interior	Vision panel, sound isolating, at strike jamb of door for supervision of Music Classroom from Office .	N	N
-	-		

CONTROL & SAFETY NEEDS

Access Control	Doors lockable.
Door clearance	Full width door for passage with instruments.
-	-
-	-

SPECIAL CONSIDERATIONS

1. Planning Note	While students are not intended to have open access to the Music Office, they should feel welcome to seek/find an adult when needed. A small area just outside the office should be planned as a place for students to feel comfortable waiting to see an adult.
2. Theme/Ownership	Consider color, graphics or other design features to celebrate the Music program.
3.	
4.	



Educational Specifications: Elementary Schools

Ref. #: **4.03** **ART ACTIVITY LAB**

Area/Department:	ART & MUSIC		
Occupants:	Students: 30	Faculty/Staff: 1-2	Other:
	Special Needs educator(s) and Volunteer(s) as necessary		

ACTIVITIES & SPACE USAGE

Educational	<p>Flexible space for Art and Science wet lab.</p> <p>Whole group instruction or class of students working in small groups.</p> <p>Modeling & firing of clay. <u>Include kiln room for 1 kiln.</u></p> <p>Painting, coloring & drawing.</p> <p>Large group projects such as banners, gardening, etc.</p> <p>Inquiry-based, lab-oriented science projects w/ students working in pairs.</p> <p>Light science activities w/ students in groups of 4, at tables.</p> <p>Presentations, messy projects.</p>
Admin/Operational	May be used as alternate music space depending on need & availability.
Community	Possible community use after hours.

SPATIAL RELATIONSHIPS

Adjacent: Direct	Art storage room, Kiln room (restricted access by students). Fenced outdoor lab area (provide overhang, wind break) – for use of spray paint & spray fixative.
Nearby: Indirect	Near entrance for deliveries, after hours use. Optional greenhouse in fenced lab area.
Distant: Separated	Consider ability to lock off from classrooms if lab is to be used by community after hours.

FURNITURE, FIXTURES & EQUIPMENT *(includes basic FF&E items only, additional items may be required)*

Fixed Casework	<p>Perimeter counter w/ student lab sinks/stations.</p> <p>Teacher desk/demonstration table with single lab sink/station.</p> <p>Display case at corridor, visible from corridor.</p> <p>Provide closet space/hooks for student coats/backpacks away from sinks.</p> <p>Materials used in cabinet work must be resistant to moisture damage.</p>
Furniture	<p>Movable rectangular tables w/ plastic laminate tops, combinable in clusters and able to be used at perimeter counter.</p> <p>Adjustable height student chairs.</p> <p>Heavy duty adjustable shelving in kiln room, for drying greenware.</p> <p>Lockable bin for clay storage in kiln room. Rolling cart for moving greenware, in kiln room.</p>
<i>NOTE: maximize use of moveable furniture & casework</i>	
Fixtures & Equipment <i>(to be verified for each site)</i>	<p>Sliding double marker board plus additional marker boards.</p> <p>Tack board and/or tackable surfaces.</p> <p>Retractable projection screen.</p> <p>Microscope able to connect to document camera & projector.</p> <p>Aquaria.</p> <p>Probe-ware: thermistors, acid probes, etc. for science use w/ probe analysis software.</p> <p>Soap & paper towel dispensers at lavatory. Trash receptacles.</p> <p>Alcohol burners and/or hot plates for science use (no gas).</p> <p>Clay mixer and clay reclamation bin in kiln room.</p> <p>Analog clock.</p>



Ref. #: 4.03 ART ACTIVITY LAB

(continued)

FINISHES

Floor	Durable – Sealed concrete or chemical resistive sheet flooring w/ integral cove base.
Ceiling	Sound absorptive.
Walls	Include feature color on one 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	Power outlets 6' to 8' on center min., run outlets in continuous raceway at perimeter counter, above counter height. GFCI outlets at sinks. Additional outlets at presentation walls. Separate circuit for AV equipment. Electrical service for kiln, kiln exhaust. 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 presentation wall, boards & displays, variable light level control for various activities. Consider low-wattage LED lighting in display cases.
HVAC	Quiet; Natural + mechanical ventilation, individual temperature control. Room is negatively pressurized to control spreading of odors to other areas of building. Ventilation return not connected to main building ventilation, exhausts to outside only.
Plumbing	Deep double sink with gooseneck faucet & drinking fountain. ADA lavatory w/ wheelchair clearance beneath. Hot water tempered for MAX of 120°F. General-use sink for simultaneous use by multiple students (eg. 360 degree wash fountain). Provide clay traps for sinks. Floor drain w/ clay trap in kiln room.
Acoustical	35 dBA max. unoccupied background noise.
Special Utilities/Services	One electric kiln, in enclosed room w/ door. Dust collection system at clay mixer in kiln room. Kiln hood & exhaust, exhaust direct to outside.
Other Considerations	-

WINDOWS & VISION PANELS

		Operable? (Y/N)	Shades? (Y/N)
Exterior	Abundant access to natural light & ventilation.	Y	Y
	Visibility to outdoor art area for supervision.	N	Y
Interior	Sidelites at strike-jamb of corridor door – 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 outside art area lockable.
Emergency Shut-Off	Button-activated shut-off controls for power at kiln.
Fire safety equipment	Safety station with fire blankets, fire-extinguisher & First-Aid Kit.
Emerg Shower/Eyewash	-
Goggle station	Wall-mounted safety-goggle station (requires power).
Security	Motion detector security alarm.

SPECIAL CONSIDERATIONS

1. Accessibility	Provide accessible tables/chairs for ADA compliance.
2. Kiln/Kiln Room	Current preferred model is Sax Skutt Kilnmaster automatic kiln and kiln controller. KM1227-3 Model 705 220161. Automatic, external dimensions 33.125" 40"H. Include an Envirovent for each kiln and plenty of air and work space around the kiln.



Educational Specifications: Elementary Schools

Ref. #: **4.04** **ACTIVITY LAB STORAGE**

Area/Department:	ART & MUSIC		
Occupants:	Students: -	Faculty/Staff: 1	Other: -

ACTIVITIES & SPACE USAGE

Educational	-
Admin/Operational	Storage of art supplies, reference materials, etc. Storage of in-progress student work Safe, secure storage of science materials & equipment for lab use.
Community	-

SPATIAL RELATIONSHIPS

Adjacent: Direct	Art Activity Lab. Emergency Eye-Wash & Shower Station (in Art Activity Lab).
Nearby: Indirect	Kiln Room.
Distant: Separated	-

FURNITURE, FIXTURES & EQUIPMENT *(includes basic FF&E items only, additional items may be required)*

Fixed Casework	Counter with base cabinets and overhead cabinets along wall at one end of room. Lockable base cabinets and glass front wall cabinets for storage of equipment, glassware, supplies (accommodate a variety of shapes/sizes).
Furniture (Movable)	Heavy duty shelving units 12" to 18" deep, with adjustable height shelves. Flat files & drying racks for drawings, prints and paintings. Equipment carts. Step stool for access to higher shelves/cabinets.
Fixtures & Equipment	-



Educational Specifications: Elementary Schools

Ref. #: 4.04 ACTIVITY LAB STORAGE

(continued)

FINISHES

Floor	Utility floor surface (sealed concrete or resilient), preferably continuous w/ Art Activity Lab.
Ceiling	Exposed and/or sound absorptive.
Walls	-
Other Considerations	If floor finish changes at door, include transition threshold for ease of rolling carts.

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

Electrical	Power outlets, per code.
Lighting	Energy efficient 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 door .
Flammable Mat. Storage	Flammable Materials Storage Cabinet, lockable, permanently mounted to wall.
	-
	-

SPECIAL CONSIDERATIONS

1.	-
2.	-
3.	-



7.5 Physical Education

7.5.1 Space Program Summary

Ref. #:	Name/Function	# Required:	# Optional:	Net Area Each (s.f.):
5.01	Gymnasium	1	(add 500sf)	3,500-4,000
5.02	Health Classroom	1	0	900
5.03	PE Office	1	1	150
5.04	PE Equipment Storage	1	-	300
5.05	Adaptive PE Equipment Storage	-	1	100

7.5.2 General Requirements

The stress on body movements and perceptual motor skills comes in the earliest years of school. It is important that every child should achieve some success in the beginning and thus develop confidence along with a positive self-image. As the child grows, more specific instruction in sports skills is introduced, including team sports. Children are taught the benefits of play and how to play. The older the child gets, the more challenging are the sports and other physical activities that are learned. Far greater effort is being made to have lifetime sport activities taught in the schools. If an individual learns basic skills in sports activities, he or she can continue to pursue and enjoy throughout adult life continued physical activity that will become an important and natural part of his or her lifestyle. Because we have more leisure time now - more time to get outdoors and pursue recreational interest - it's more essential that young people learn how to play and use this "free" time in a positive way. Therefore, the overall goal of the Physical Education Program for the Anchorage School District is to provide the opportunity for all children to develop physically, emotionally and socially in an attempt to help them grow into better students, happier and healthier adults and more useful citizens.

The PE program is designed to promote mastery of life long skills that promote a healthy life style. A thoughtful actions and outcomes approach to teaching PE uses a variety of physical education activities. Lessons are divided into several different components: warm up, fitness, skills and games. Areas of focus are: a) Physical development; b) Cooperation/team effort; c) Personal goal achievement.

The art and science of assessment and prescription within the psychomotor domain ensure that an individual with a disability has access to programs designed to develop physical and motor fitness, fundamental motor skills and patterns and skill in dance and sports so that the individual can ultimately participate in community based leisure, recreation and sport activities and enjoy an enhanced quality of life. It is a diversified program of physical education having the same goals and objectives as regular physical education, but modified when necessary to meet the unique need of each individual.

The Gym should be designed to optimize acoustical separation from other teaching stations in the school. Air exchange systems for the Gym should not be so loud as to interfere with teaching, yet need to handle the extraordinary energy students expend in fitness activities. Provide vibration isolators in the Fan Room to minimize noise and vibration transmission and consider CO2 sensor demand controlled ventilation for the gym to ensure responsiveness to varying ventilation needs



and provide energy savings.

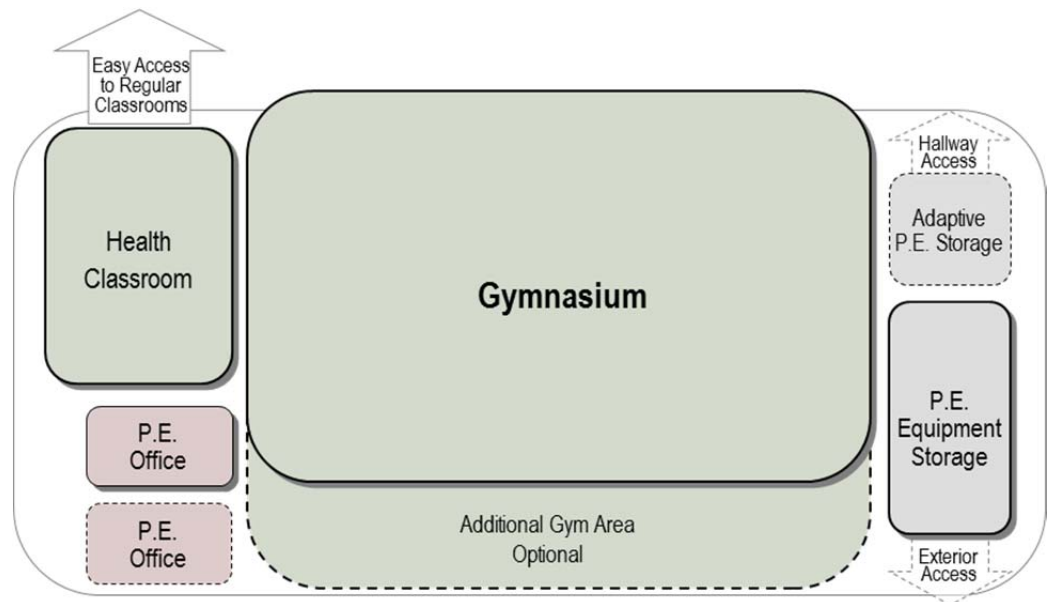
Health Curriculum

The K-6 adopted curriculum is The Great Body Shop. This is a comprehensive health education curriculum that covers the 10 topic areas of health while promoting critical thinking as the best way to avoid preventable illness and injury.

This research-based curriculum is included on the National Registry of Effective Programs, has been rated as excellent in CASEL's Safe and Sound List of Evidence-Based Social and Emotional Learning Programs, and has been identified as reducing high-risk behaviors and increasing protective factors by The Center for Evaluation and Research with Children and Adolescents (CERCA).

In 2007-08, ASD hired Health/Social and Emotional Learning Specialists to teach health full-time for all grade levels. They teach at two or three different schools on a rotating bases. Health is taught with fidelity and through interactive and hands-on activities

7.5.3 Recommended Adjacencies



Diagrams are intended to illustrate fundamental relationships only. Dashed "bubbles" indicate optional program areas. No floor plan is implied and no distinction between floor levels or between existing vs. new construction is made. Further interpretation of these relationships must be made by the design team for each new school and each renewal project.



Educational Specifications: Elementary Schools

7.5.4 Individual Space Attributes

Wherever category entries are blank or designated with the symbol “-” no specific requirements beyond the general parameters, applicable codes and ASD standards are defined.

Ref. #: **5.01 GYMNASIUM**

Area/Department:	PHYSICAL EDUCATION		
Occupants:	Students: 40-70	Faculty/Staff: 1	Other: -
	Special Needs educator(s) and Volunteer(s) as necessary.		

ACTIVITIES & SPACE USAGE

Educational	Students practice and participate in exercise, sports activities, games and physical fitness. Physical education and fitness classes; Individual, dual and team activities. All-school gatherings, assemblies, meetings and presentations. Indoor student recreation.
Admin/Operational	-
Community	After-school community athletic & other programs (40-50 users typ.), assemblies & meetings Gym is expected to be the school's primary after hours use space.

SPATIAL RELATIONSHIPS

Adjacent: Direct	PE Equipment Storage; PE Office; Outdoor PE teaching stations; circulation corridor. Outside public entry & student access to PE courts & fields through Arctic Vestibule.
Nearby: Indirect	Restrooms, OT/PT Therapy, Multipurpose Room, Rentals panel, event parking.
Distant: Separated	Acoustically buffer from Music Performing Classroom.

FURNITURE, FIXTURES & EQUIPMENT *(includes basic FF&E items only, additional items may be required)*

Fixed Casework	Audio cabinet for sound equipment (lockable).
Furniture (Movable)	-
Fixtures & Equipment	Ceiling-mounted tracks for 6 climbing ropes, sufficiently distanced from the wall to allow swinging. 2 rope stowage pulleys on gym wall. Safety wall padding. Provide six, adjustable height, opaque, basketball backboards with key-powered swing up capability. Do not block sight lines or otherwise interfere with operable wall between gym & MPR. Basketball hoops and supports should retract so as not to hinder play by other activities. End backboards at 10' height, side backboards adjustable to 8" Provide volleyball standards (4) and permanent in-floor mounted net post sleeves/floor plates for volleyball, gymnastics & badminton equipment. Lateral Climbing wall. Two 4' x 6' min. marker boards without rails, flush mounted. Tack boards at main student entry to gym and at public entry. Retractable bleacher seating. 2 Flag holders.



Educational Specifications: Elementary Schools

Ref. #: 5.01 GYMNASIUM

(continued)

FINISHES

Floor	Sports floor. Floor markings for basketball, large circle games, indoor soccer and volleyball. Confirm with on-site staff. Large class size circle in center with individual marks for organizing students and activities.
Ceiling	24' minimum clear ceiling height for volleyball. Provide "lock down" clips if lay-in ceiling is used. Sound attenuation.
Walls	Include feature color for school spirit, acoustical wall panels above 8' as needed. Hard surfaces to allow rebound of balls to height of 8'. Students must be able to move about safely: avoid wall projections of equipment.
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	Power outlets per equipment layout & code. Separate circuits for AV equipment. 2, 20-Amp outlets on dedicated circuits for custodial use.
Lighting	Caged high-output downlights. Variable light level control for various activities. Keyed switches. Natural light, control glare. Emergency lighting required (where gym is used for emergency situations).
HVAC	Natural + mech. ventilation, individual temp. control; quiet. 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 without mutual disruption.
Special Utilities/Services	-

WINDOWS & VISION PANELS

		Operable? (Y/N)	Shades? (Y/N)
Exterior	Abundant access to natural light & ventilation.	Y	Y
	Electrically operated shades	-	-
Interior	Sidelite at strike-jamb of corridor doors	N	Y
Other Considerations	-	-	-

CONTROL & SAFETY NEEDS

Visibility	Visibility of entire space without "blind" areas.
Access Control	Corridor doors lockable from both sides. Gym to have 2 interior entrances, min. Gym able to be used separately from rest of school during after-hours and community use. Include a removable keyed mullion (or no mullion) on at least one set of doors to gym.
First Aid	First-Aid kit easily accessible from this space.

SPECIAL CONSIDERATIONS

1. Protective screens, safety wires	Design 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. Provide safety wire attachment to ceiling diffusers & any items not covered by screens.
2. Minimize projections	Equipment & devices on floor and walls are to be flush mounted.
3.	-



Educational Specifications: Elementary Schools

Ref. #: **5.02 HEALTH CLASSROOM**

Area/Department:	PHYSICAL EDUCATION		
Occupants:	Students: 24 - 27	Faculty/Staff: 1-2	Other: 1-2
	Special Needs educator(s) and Volunteer(s) as necessary		

ACTIVITIES & SPACE USAGE

Educational	Health, wellness, fitness
Admin/Operational	-
Community	Volunteers coordinated by central Admin.

SPATIAL RELATIONSHIPS

Adjacent: Direct	Adjacent playground desirable.
Nearby: Indirect	Student restrooms; Staff restroom; Storage; Admin; Nurse
Distant: Separated	Acoustically buffer from classrooms

FURNITURE, FIXTURES & EQUIPMENT *(includes basic FF&E items only, additional items may be required)*

Fixed Casework	Coat & cubby area w/ coat hooks; Shelf over coat hooks; Storage above coat closet. Boot tray under coat hooks, w/ clearance under boot rack to allow cleaning Built-in casework on 1 wall only to allow flexible use of room. Open shelving or cabinets for classroom sets of textbooks Storage cabinets for supplies Horizontal & vertical chart & display material storage
Furniture <i>NOTE: maximize use of moveable furniture & casework</i>	Reconfigurable/combinable and/or shaped tables (adjustable height). Student desks/tables and chairs, combinable in clusters. Rectangular work/activity/technology tables. Teacher desk & adult chairs; Tall Storage Units, lockable (wardrobe, teacher items, books, supplies, etc). Low bookshelf units for student access, movable.
Fixtures & Equipment	Marker board plus additional marker boards, heights to accommodate both student and teacher. Tackable wall surfaces and/or large tack boards, some located for student use/access. Retractable projection screen. 2 flag holder brackets (US & Alaska flags). Clock



Educational Specifications: Elementary Schools

Ref. #: 5.02 HEALTH CLASSROOM

(continued)

FINISHES

Floor	Durable, easily cleaned flooring.
Ceiling	Sound absorptive.
Walls	Maximize tackable wall surface, Include 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	Power outlets 6' to 8' on center min., plus outlets for computers & other technology Separate circuit for AV equipment GFCI duplex outlet in sink area 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 presentation wall, boards & displays, variable light level control for various activities.
HVAC	Natural + mechanical ventilation, individual temperature control. Provide cabinet access doors for maintenance access to baseboard heat control valves.
Plumbing	drinking fountain
Acoustical	per ANSI/ASA recommendations, minimum
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), lockable	Y Y	Y Y
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, designed for acoustical separation
Disaster Preparedness	Space for storage of emergency disaster kits in room.
Other Considerations	-

SPECIAL CONSIDERATIONS

1. Flexibility	Provide flexibility for different room configurations
2.	-
3.	-



Educational Specifications: Elementary Schools

Ref. #: **5.03 PE OFFICE**

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

ACTIVITIES & SPACE USAGE

Educational	Example of efficient, collaborative, professional environment
Admin/Operational	Space for PE Specialist to plan instruction, prepare materials for class, carry out their administrative duties, lock up personal items. Lesson planning, scheduling. Grading/assessment. Parent conferences & phone communications. File storage (semester & daily-use files). PE resource materials.
Community	-

SPATIAL RELATIONSHIPS

Adjacent: Direct	Gym.
Nearby: Indirect	OT/PT; PE Storage. Outdoor PE teaching stations.
Distant: Separated	-

FURNITURE, FIXTURES & EQUIPMENT *(includes basic FF&E items only, additional items may be required)*

Fixed Casework	NOTE: maximize use of moveable furniture & casework. Open wall shelving. Base & wall cabinets for instructional materials & resources, equipment.
Furniture (Movable)	Workstations with lockable desks. Adjustable task chairs and side chairs Tall Wardrobe Units, lockable. Lockable file cabinets.
Fixtures & Equipment	Copier/printer/scanner. Marker board & Tack board.



Educational Specifications: Elementary Schools

Ref. #: 5.03 PE OFFICE

(continued)

FINISHES

Floor	Carpet or resilient flooring.
Ceiling	Sound absorptive.
Walls	-
Other Considerations	-

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

Electrical	Power outlets 6' to 8' on center min. plus outlets at workstations (grommet to desk top).
Lighting	Task lighting + energy efficient fixtures, daylight (borrowed ok).
HVAC	Supply/return air, zoned temp control; natural ventilation preferred.
Plumbing	-
Acoustical	-
Special Utilities/Services	-
Other Considerations	-

WINDOWS & VISION PANELS

		Operable? (Y/N)	Shades? (Y/N)
Exterior	Desirable, not required.	Y	Y
Interior	Large vision panel to gym for supervision.	N	Y
Other Considerations	-	-	-

CONTROL & SAFETY NEEDS

Access Control	Door lockable.
-	-
-	-

SPECIAL CONSIDERATIONS

1. PLANNING NOTE	While students are not intended to have open access to the Teacher Offices, they should feel welcome to seek/find an adult when needed. A small area just outside the office should be planned as a place for students to feel comfortable waiting to see an adult.
2. Theme/Ownership	Consider color, graphics or other design features to celebrate school spirit and the PE program.
3.	-



Educational Specifications: Elementary Schools

Ref. #: **5.04 PE EQUIPMENT 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 PE program and students.
Admin/Operational	-
Community	Separate community athletic storage area within this storage room.

SPATIAL RELATIONSHIPS

Adjacent: Direct	PE teaching stations.
Nearby: Indirect	PE Office. Arctic Vestibule/Gym exit to PE fields & courts.
Distant: Separated	-

FURNITURE, FIXTURES & EQUIPMENT *(includes basic FF&E items only, additional items may be required)*

Fixed Casework	Lockable cage or cabinets for community-use equipment. Hooks for ropes, hoops, etc.; stick storage.
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.
Fixtures & Equipment	<p>P.E. equipment (verify site-based specific P.E. equipment needs): 4 balance beams; 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 ½"; 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 ½"; 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 40 cross country skis & poles; 2 indoor soccer goals; skates.</p> <p>School may consider "PE storage mezzanine" platform for added storage space in PE Equipment Storage room as school equipment item.</p>



Educational Specifications: Elementary Schools

Ref. #: 5.04 PE EQUIPMENT STORAGE

(continued)

FINISHES

Floor	Sealed concrete.
Ceiling	Exposed. High ceiling allows storage "mezzanine" platform to be added.
Walls	-
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	Power outlets per code.
Lighting	Energy efficient fixtures.
HVAC	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.
Security	Consider separate lockable access to various sets of equipment for various user groups – consult users.
Other	-

SPECIAL CONSIDERATIONS

1. Access clearance	Double doors with removable or no mullion
2.	-
3.	-



Educational Specifications: Elementary Schools

Ref. #: **5.05** **ADAPTIVE PE EQUIPMENT STORAGE**

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

ACTIVITIES & SPACE USAGE

Educational	Storage of equipment and apparatus to support the Adaptive PE program and students.
Admin/Operational	-
Community	-

SPATIAL RELATIONSHIPS

Adjacent: Direct	Gym.
Nearby: Indirect	Multi-Purpose Room. Intensive Needs Classroom. Occupational Therapy/Physical Therapy room. OT/PT Storage. PE Office. Nurse Office.
Distant: Separated	-

FURNITURE, FIXTURES & EQUIPMENT *(includes basic FF&E items only, additional items may be required)*

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	-



Educational Specifications: Elementary Schools

Ref. #: 5.05 ADAPTIVE P.E. EQUIPMENT STORAGE

(continued)

FINISHES

Floor	Sealed concrete or continuous with Gym.
Ceiling	Exposed and/or sound absorptive.
Walls	-
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	Energy-efficient 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

1. Doorway clearance	Full width or double doors for easy passage of equipment.
2.	-
3.	-



7.6 Multi-Purpose/Food Service

7.6.1 Space Program Summary

Ref. #:	Name/Function	# Required:	# Optional:	Net Area Each (s.f.):
6.01a	Food Service	1	-	550
b	Food/Nutrition Office	1	-	80
c	Dry Storage	1	-	80
d	Food Service Cleaning Closet	1	-	50*
6.02	Multi-Purpose Room	1	(add 500 sf)	2,500-3,000
6.03	Table/Chair Storage	1	-	400
6.04	Campfire program storage	-	1	100
6.05	Kitchenette	-	1	50

** approximate gross area*

7.6.2 General Requirements

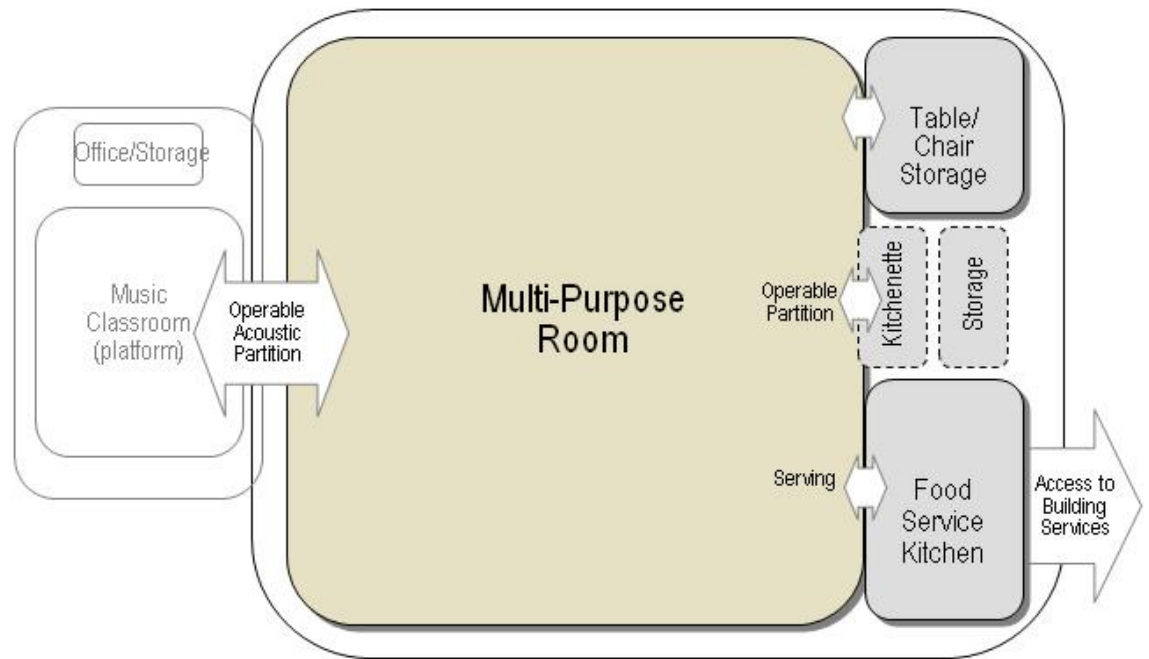
Functional areas in Dining/Food Service include the multi-purpose dining/cafeteria (MPR), kitchen, food service office and storage. This space should provide for the efficient and convenient serving of precooked, pre-packaged food to the students through a quality serving facility. The food service staff should be provided with the proper equipment and resources to unload, prep, serve and hold food, and with adequate space for personal belongings. The Office includes a workstation, lockable files, and a safe for securing funds collected. The kitchen should exhibit an image of cleanliness, organization and ease of circulation. The MPR will serve as multipurpose overflow space for other educational programs.

The food service kitchen will serve prepared foods to 300 to 400 student meals per day, including breakfasts as part of the Title I program. Meals will be heated and hot held to minimum internal temperatures. Milk only service is provided for an additional 100-200 students with home-packed lunches. Space must be provided in or near the kitchen for the receipt and storage of frozen, refrigerated and dry goods. Storage should also be easily accessible via a covered loading area (desired). Miscellaneous utensils and pans will be washed in this kitchen. Expediting payment collection is a priority. Student lunch traffic should flow past the station smoothly. The "point of sale" will be computerized and movable; locations and connections must be verified with the ASD Director of Student Nutrition during design. Kitchen staff coordinates with and use custodians as a resource during serving and lunch activities.

The Kitchenette will primarily serve before and after school programs such as Campfire. It should be easily accessible to community use areas. It should be easily accessible independently of the food services kitchen.



7.6.3 Recommended Adjacencies



Diagrams are intended to illustrate fundamental relationships only. Dashed “bubbles” indicate optional program areas. No floor plan is implied and no distinction between floor levels or between existing vs. new construction is made. Further interpretation of these relationships must be made by the design team for each new school and each renewal project.



Educational Specifications: Elementary Schools

7.6.4 Individual Space Attributes

Wherever category entries are blank or designated with the symbol “-” no specific requirements beyond the general parameters, applicable codes and ASD standards are defined.

Ref. #: **6.01a FOOD SERVICE**

Area/Department:	MULTIPURPOSE/FOOD SERVICE		
Occupants:	Students: -	Faculty/Staff: varies	Other: -
	Serves 500-550 students/day; up to 700 with overloading		

ACTIVITIES & SPACE USAGE

Educational	Example of clean, efficient, healthy, productive enterprise.
Admin/Operational	Pre-packed food prep, serving & clean-up. Food storage: dry, refrigerator & freezer. Meals will be heated to minimum internal temperatures and hot-held using hot carts.
Community	-

SPATIAL RELATIONSHIPS

Adjacent: Direct	Multi-purpose Room; Receiving/Deliveries. Mop floor sink separate from food storage/prep area - dedicated use by student nutrition. Storage, Office
Nearby: Indirect	Access to nearby toilet facility for food preparation personnel as required by code. Recycling storage; Compactor chute. Staff storage space for coats, personal belongings & outdoor shoes.
Distant: Separated	Provide adequate visual, acoustic & ventilation separation from teaching stations.

FURNITURE, FIXTURES & EQUIPMENT *(includes basic FF&E items only, additional items may be required)*

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	
Furniture (Movable)	
Fixtures & Equipment	Milk cooler, snack carts. Utility shelving in dry storage room



Educational Specifications: Elementary Schools

Ref. #: 6.01a FOOD SERVICE

(continued)

FINISHES

Floor	Sip resistant flooring per Student Nutrition Design Standards.
Ceiling	10' minimum height. Sound attenuation. Wall & ceiling finishes should be washable.
Walls	Non-porous easily cleanable surfaces, meet code. Ceramic tile wainscot up 4' at wet area.
Other Considerations	-

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

Electrical	Provide & verify locations of outlets for food carts, computer/POS station & misc. electrical food service equipment. Dedicated circuits for refrigerator, freezers, hot carts, microwave, & double ovens. Ceiling pull down outlet cords as needed. Avoid floor outlets. Generator emergency circuits to support refrigeration system & other needs.
Lighting	Energy efficient; lighting should be located over work area, minimum 50 foot-candles at 30" from floor in all areas of kitchen. Natural lighting desirable, not required. Energy efficient, moisture resistant fixtures, recessed with easily cleanable smooth lens. Emergency lighting required. Toggle switches, not keyed.
HVAC	Code; support equipment loads/requirements. Individual temp control. Provide controllable exhaust system to allow adjustment of atmosphere & prevent overheating. Route ducting to prevent migration of odors to teaching stations. Natural ventilation preferred.
Exhaust Hood	Exhaust hood at oven.
Plumbing	1 hand washing sink, locate near door. 1 prep sink. (minimum internal water temp of 120°F). 3 compartment pot & pan sink, bowls approx. 28" x 22" x 14". Floor Drains.
Acoustical	-
Special Utilities/Services	No need for garbage grinder at the elementary level.
Other Considerations	-

WINDOWS & VISION PANELS

		Operable? (Y/N)	Shades? (Y/N)
Exterior	Natural light & ventilation preferred.	Y	Y
Interior	Roll-up serving window facing MPR.	Y	N
Other Considerations			

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 MPR when not in use. Serving window lockable.
Food Serving	Roll-up grille or double door for serving efficiency & security.
Food Delivery	Access from Receiving to accommodate food delivery without need to remove mullions.
Compactor Hatch	Provide interior door hatch to compactor chute.

SPECIAL CONSIDERATIONS

1. Traffic patterns	Student and worker traffic patterns should not mix or cross.
2. Power	POS equipment should be on an isolated circuit to avoid interruptions and outages.



Educational Specifications: Elementary Schools

Ref. #: **6.02** **MULTIPURPOSE ROOM**

Area/Department:	MULTIPURPOSE/FOOD SERVICE		
Occupants:	Students: 200 (lunch)	Faculty/Staff: 2	Other:
	Up to 500 seated in chairs for assemblies. Supervisors will be present at lunch time.		

ACTIVITIES & SPACE USAGE

Educational	<p>Student assemblies; presentations of choral, band, orchestra & drama performances; slide & film presentations; banquet recognition.</p> <p>Alternative class or team teaching space.</p> <p>Large group instruction.</p> <p>Student collaboration & study area.</p> <p>PE programs to include jumping, pull-ups, tumbling, rhythm exercises, four square, floor games, badminton, ping-pong, indoor soccer during non food service hours.</p>
Admin/Operational	<p>Typically 3, 30 minute lunch periods will serve approximately 180 students each. With overloading 3, 30 minute lunch periods may serve up to 230 students each. Principals may choose to have two rather than three lunch periods.</p> <p>Dances; Meetings; gatherings; indoor recess.</p>
Community	<p>Community use for special programs: meetings; community fairs; dances; carnivals & productions; catering; before/after school programs (Camp Fire, YMCA, etc.).</p>

SPATIAL RELATIONSHIPS

Adjacent: Direct	<p>Food Service, Table/chair/riser storage (Tables may also be retractable in MPR wall).</p> <p>Receiving, Kitchenette.</p> <p>Main circulation corridor.</p> <p>Music Classroom/Performance Platform.</p> <p>Music Classroom (if separate from Performance Platform).</p>
Nearby: Indirect	<p>Public restrooms.</p> <p>Administration.</p> <p>Activity Lab or other space for use as "green room" for performances.</p> <p>Gym; Playground.</p> <p>Classroom clusters.</p> <p>Visitor/event parking.</p>
Distant: Separated	<p>Provide adequate visual, acoustic & ventilation separation from teaching stations.</p> <p>Should be buffered from Library/Media Center.</p> <p>Gym/MPR common wall to provide effective sound barrier.</p>

FURNITURE, FIXTURES & EQUIPMENT *(includes basic FF&E items only, additional items may be required)*

Fixed Casework	<p>Lockable storage for temporary PE use.</p> <p>Provide separate securable storage for before & after school programs.</p>
Furniture (Movable)	<p>High quality folding lunch tables.</p> <p>Folding &/or stacking chairs.</p> <p>Recycle containers, trash cans.</p>
Fixtures & Equipment	<p>Tack board for displays, information & marketing; marker board at 1 wall.</p> <p>Retractable projection screen at proscenium opening, 12' wide, electrically operated.</p> <p>Analog clock.</p>



Educational Specifications: Elementary Schools

Ref. #: 6.02 MULTIPURPOSE ROOM

(continued)

FINISHES

Floor	Durable, easily cleaned flooring, consider multiple uses, markings for PE activities.
Ceiling	15' minimum height, up to 18'-20' preferred. Sound attenuation required.
Walls	Non porous, easily cleaned surfaces. Acoustical wall treatment above 8' as needed.
Other Considerations	Provide wire safety guards for all exposed electrical/electronic fixtures.

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

Electrical	Power outlets per code; plus outlets as needed for computers, POS & other technology. Separate circuits for A/V equipment. Microphone connections at performance location & at either side of room. Power for POS stations. 20-Amp outlets for equipment such as milk cooler and custodial use.
Lighting	Natural + Energy efficient light. Variable light level control for various activities. Energy efficient fixtures that support space use & design; coord. w/PE functions (durability). Emergency lighting as required. Provide performance and spot lighting for performance area.
HVAC	Quiet, energy-efficient. Individual temp control. Control at Rentals panel for after-hrs use.
Plumbing	Two EWCS (drinking fountains) locate away from traffic patterns.
Acoustical	Sound absorption to minimize noise from multiple activities.
Special Utilities/Services	-
Other Considerations	-

WINDOWS & VISION PANELS

		Operable? (Y/N)	Shades? (Y/N)
Exterior	Natural light, views & natural ventilation	Y	Y
Interior	Vision panels	N	N
Other Considerations	-	-	-

CONTROL & SAFETY NEEDS

Access Control	Single or double doors to corridor, lockable both sides, durable for PE use of room. Include a removable keyed mullion (or no mullion) on at least one set of doors to MPR.
Operable Wall	Operable wall between MPR & Gym optional, use as acoustical barrier.
-	-

SPECIAL CONSIDERATIONS

1. After hours use	Separate activity space from rest of school for after hours use where possible.
2. Lunch lines	Minimize need for serving lines outside of MPR.
3.	-



Educational Specifications: Elementary Schools

Ref. #: **6.03** **TABLE/CHAIR STORAGE**

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

ACTIVITIES & SPACE USAGE

Educational	-
Admin/Operational	Storage of MPR folding tables, folding chairs on dollies. Storage of Performance Platform risers.
Community	-

SPATIAL RELATIONSHIPS

Adjacent: Direct	Multipurpose Room.
Nearby: Indirect	Performance platform.
Distant: Separated	-

FURNITURE, FIXTURES & EQUIPMENT *(includes basic FF&E items only, additional items may be required)*

Fixed Casework	-
Furniture (Movable)	Chair dollies to support MPR folding chairs. Provide table storage for folding lunchroom tables. Alternatively, some tables w/ integral benches may be stored on MPR wall. Coordinate sizes & proportions of storage areas to accommodate furniture.
Fixtures & Equipment	-



Educational Specifications: Elementary Schools

Ref. #: 6.03 TABLE/CHAIR STORAGE

(continued)

FINISHES

Floor	Flooring continuous with Multipurpose Room.
Ceiling	Exposed and/or sound absorptive.
Walls	-
Other Considerations	-

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

Electrical	-
Lighting	Energy efficient 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 doors to accommodate oversized loads. Door height to allow passage of loaded table and chair dollies. Provide magnetic hold open devices on doors.
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SPECIAL CONSIDERATIONS

1.	-
2.	-
3.	-



Educational Specifications: Elementary Schools

Ref. #: **6.04** **CAMPFIRE PROGRAM STORAGE**

Area/Department:	MULTIPURPOSE/FOOD SERVICE		
Occupants:	Students:	Faculty/Staff: 1	Other: 1

ACTIVITIES & SPACE USAGE

Educational	-
Admin/Operational	Storage of supplies and equipment for the after school "campfire" program
Community	-

SPATIAL RELATIONSHIPS

Adjacent: Direct	Multipurpose Room.
Nearby: Indirect	Kitchenette.
Distant: Separated	-

FURNITURE, FIXTURES & EQUIPMENT *(includes basic FF&E items only, additional items may be required)*

Fixed Casework	-
Furniture (Movable)	Open shelving for supplies, toys and small equipment, 4 to 8 lockable cabinets, rolling carts and bins for students' personal belongings (coats, boots, hats).
Fixtures & Equipment	-



Educational Specifications: Elementary Schools

Ref. #: **6.04 CAMPFIRE PROGRAM STORAGE**

(continued)

FINISHES

Floor	Flooring continuous with Multipurpose Room.
Ceiling	Exposed and/or sound absorptive.
Walls	-
Other Considerations	-

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

Electrical	No requirements beyond codes & standards.
Lighting	
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	Lockable room.
	Door height to allow passage of loaded table and chair dollies.
	Provide magnetic hold open devices on doors.

SPECIAL CONSIDERATIONS

1.	-
2.	-
3.	-



Ref. #: **6.05 KITCHENETTE**

Area/Department:	MULTIPURPOSE/FOOD SERVICE		
Occupants:	Students:	Faculty/Staff:	Other: 1-2
Up to 40 served in before- and after-school programs.			

ACTIVITIES & SPACE USAGE

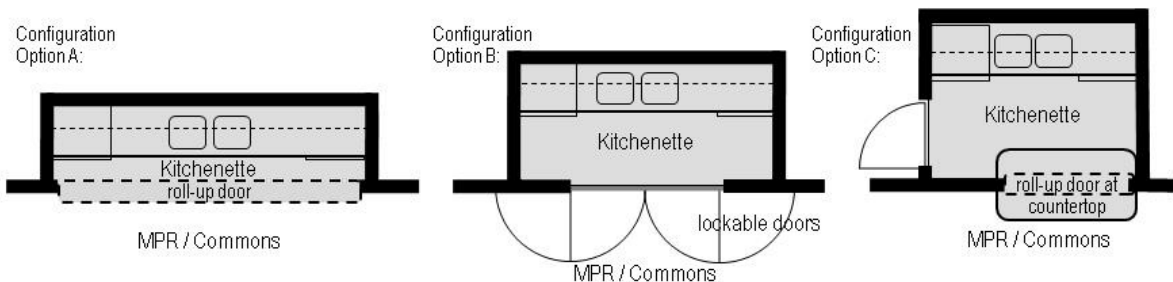
Educational	Example of efficient, healthy, customer-oriented enterprise. Student cooking, projects, events.
Admin/Operational	Food preparation, serving and clean-up.
Community	Community use for special programs: before/after school programs; meetings; community fairs; dances; carnivals & productions; catering.

SPATIAL RELATIONSHIPS

Adjacent: Direct	Multi-Purpose Room or Commons.
Nearby: Indirect	Commons, Main circulation hallways. Public restrooms, Stage, Table/Chair Storage, Gym.
Distant: Separated	Ideally, locate within a civic use area that can be closed off from classrooms for after hours use.

FURNITURE, FIXTURES & EQUIPMENT *(includes basic FF&E items only, additional items may be required)*

Fixed Casework	Configuration options (see diagrams below): a) Alcove, or recessed space, with overhead rolling door or 180° hinged double doors. b) Serving counter on inside of roll-up serving window. Work counter surface on both sides of sink. Microwave shelf above counter. Lockable storage for temporary use, before & after school programs.
Furniture (Movable)	Rolling carts.
Fixtures & Equipment	Microwave. Refrigerator/ Freezer. Tack board for displays & marketing, mount on wall next to roll-up window. Recycle containers, trash receptacle.





Educational Specifications: Elementary Schools

Ref. #: 6.05 KITCHENETTE

(continued)

FINISHES

Floor	Extension of adjacent MPR or commons (match flooring).
Ceiling	9' minimum height. Wall & ceiling finishes should be washable.
Walls	Non-porous hard surfaces, meet code. Ceramic tile wainscot up 4' at wet area.
Other Considerations	-

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

Electrical	Power outlets per code; plus outlets as needed for refrigerator/freezer, microwave. GFCI outlet at sink, above counter height. NO floor outlets.
Lighting	Energy efficient fixtures.
HVAC	Supply/exhaust, quiet, energy-efficient. Individual temp control.
Microwave exhaust	Microwave exhaust fan & ducting, exhaust direct to outside.
Plumbing	Double sink with gooseneck faucet, hot + cold water.
Acoustical	-
Special Utilities/Services	-
Other Considerations	-

WINDOWS & VISION PANELS

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

CONTROL & SAFETY NEEDS

Access Control	Full size door, lockable, with clearance to accommodate rolling carts.
Other	-

SPECIAL CONSIDERATIONS

1. After hours use	Secure after hours activity space from rest of school where possible.
2.	-
3.	-



7.7 Administration

7.7.1 Space Program Summary

Ref. #:	Name/Function	# Required:	# Optional:	Net Area Each (s.f.):
7.01	Reception	1	-	150
7.02	Secretary	1	-	300
7.03	Administrative Assistant	1	-	80
7.04	Storage Closet (Secure)	1	-	40
7.05	Student Quiet Areas	2	-	40
7.06	Conference Room	1	add 200sf	200-400
7.07	Principal's Office	1	-	250
7.08	Parent/Community Center	1	add 250sf	250-500
7.09 a	Nurse Office	1	-	80
b	Infirmery/Treatment/Storage	1	-	280
c	Exam/Resting	1	-	60
d	Restroom/Changing Room	1	-	120
7.10	Principal Intern	1	-	120
7.11	Staff Lounge	1	-	500
7.12	Staff Restrooms*	2	-	80*
7.13	Workroom and Storage	1	-	350
7.14	Shared Conf. Room	1	1	200
7.15	Lost & Found alcove	1	-	30

* gross area

7.7.2 General Requirements

The administrative area provides student, staff and community support. Many visitors receive their 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 two secretaries and a volunteer, principal's office, intern's office, nurse's office, conference room, faculty room, staff work room, staff restrooms, a community schools center and a "time out" in-school suspension room (easily monitored by office staff).

The administrative area should be located near the main entrance to the school and be enclosed from the main entrance and hallway traffic. The administrative suite should have the ability to be secured at night from all other users of the building.



Educational Specifications: Elementary Schools

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

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

- a. Business operations,
- b. Center for districtwide communications,
- c. Coordination of community social services,
- d. Student (non-instructional) health services,
- e. Assistance to counseling programs,
- f. Provides center for staff communication and correspondence,
- g. Coordination of facility operations and maintenance,
- h. Center for control and communications for response to emergency situations.

The main lobby and reception is the first place of contact for visitors. The lobby and reception area should be brightly lit and well decorated with comfortable furniture to make parents, community members and other visitors feel welcome. Reception is the initial gathering place for parents, children and reception for deliveries. The area must be able to accommodate all and to efficiently direct information and assistance.

Administration provides the single point of leadership for the day to day operations of the school and the link to districtwide communication. The secretaries' area will provide a comfortable, well equipped office space for the secretarial staff. The adjacent Principal's Office provides a secure, private and professional workspace for the Principal.

The Parent Volunteer/PTA/Community Schools Center provides a point of coordination for community volunteer activities and space for volunteers to meet.

In order for students to learn to the best of their ability, skilled attention to their individual health care needs must be provided in the academic setting. Therefore, designing school nurses' offices that enhance delivery of health services and accommodate all students is essential and is an attainable goal. School nurses' offices need to have adequate size, with specific forethought in the design process that uses the expertise of the school nurse. The final product should allow for optimal care, comfort, and privacy.

At the Health Office, located within the Administration area, a health aide provides student health services on a daily basis with training and guidance by a certified school nurse on a scheduled visiting basis. School nurse visitations provide ongoing health and wellness assessments, planning and intervention as needed for students. Planning and problem solving involve students, staff and parents.



Educational Specifications: Elementary Schools

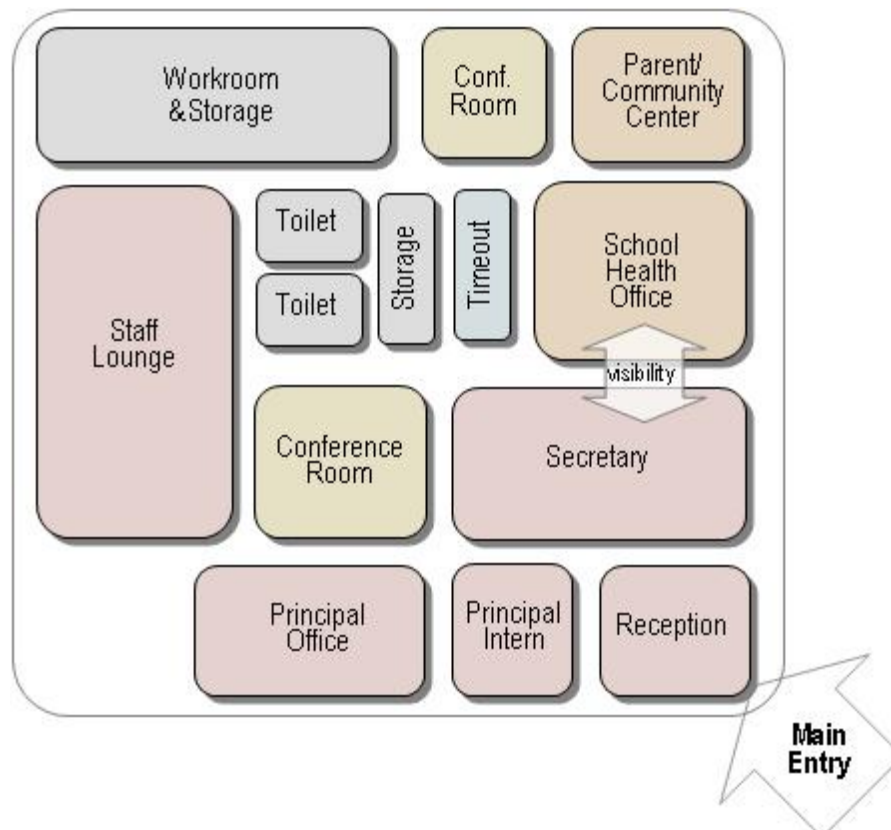
Staff support services, located within the administrative suite, include the staff lounge and staff workroom. The staff lounge should be a pleasant environment to eat, relax and to congregate with other staff members. This area should provide the equipment to prepare lunches, snacks and drinks. The staff workroom provides the resources of equipment, materials, work area and assistance for the preparation of educational program materials. Layout should be flexible and allow for work on multiple projects and equipment types. The staff workroom needs at least indirect access to a secure supply storage room where workroom production supplies are stored.

Optional Behavioral Health Component

The DEED has developed guidelines for the co-location of Behavioral Health support services within a school facility. The inclusion of this component will be addressed as necessary within the supplemental educational specifications for each project, and the most current DEED guidelines for incorporating these facilities into a school facility must be followed as necessary.

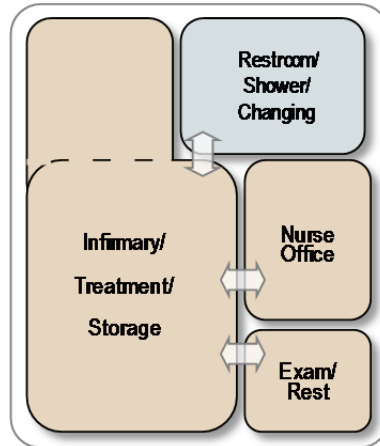
7.7.3 Recommended Adjacencies

Adjacencies for overall Main Office area:





Adjacencies for School Nurse/Health Office area (enlarged scale):



Diagrams are intended to illustrate fundamental relationships only. No floor plan is implied and no distinction between floor levels or between existing vs. new construction is made. Further interpretation of these relationships must be made by the design team for each new school and each renewal project.



Educational Specifications: Elementary Schools

7.7.4 Individual Space Attributes

Wherever category entries are blank or designated with the symbol “-“ no specific requirements beyond the general parameters, applicable codes and ASD standards are defined.

Ref. #: **7.01** **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. Provide for full frontal eye contact between receptionist and visitors.

SPATIAL RELATIONSHIPS

Adjacent: Direct	Entry Vestibule/Lobby, Secretary.
Nearby: Indirect	Building main entry; restrooms. 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.
Distant: Separated	Reception should be nearby yet sheltered from Nurse, Student Timeout & counselors.

FURNITURE, FIXTURES & EQUIPMENT *(includes basic FF&E items only, additional items may be required)*

Fixed Casework	Split height Reception Counter: tall portion is high/low counter (high on visitor side, low on receptionist's side); low portion is ADA counter on visitor side that also serves small children. Space under reception counter for 4 drawers (1 for hanging files), small safe, stationary first aid kit, space for confiscated student belongings. All storage to have cabinet doors. Workstation space on receptionist's side of counter. Provide chair rail in reception waiting area.
Furniture (Movable)	Stool for receptionist. 4 visitor chairs. Furniture should be appropriate to accommodate all ages.
Fixtures & Equipment	Tack boards. Display for brochures & flyers.



Educational Specifications: Elementary Schools

Ref. #: 7.01 RECEPTION

(continued)

FINISHES

Floor	Carpet or resilient flooring.
Ceiling	Sound absorptive.
Walls	-
Other Considerations	-

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

Electrical	Power outlets 6' to 8' on center min., plus outlets for computer & other technology Power outlets at workstations (grommet to desk top).
Lighting	Task lighting + Energy efficient fixtures and/or direct/indirect fixtures. Daylight preferred.
HVAC	Quiet, Supply/return air, zoned temp control.
Plumbing	Drinking fountain in lobby or close proximity.
Acoustical	-
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 – optional.	-	-

CONTROL & SAFETY NEEDS

Visibility	Visibility of entire lobby & waiting area without "blind" areas.
Access Control	Doors lockable, vision panel and/or sidelite.
Student Traffic	Student traffic patterns should separate those who are seeking services, such as the nurse, from those who visit the office to receive administrative services.
Teacher Traffic	Teachers should not transit this space to access mail, Lounge, supplies or Staff Workroom.
-	-
-	-

SPECIAL CONSIDERATIONS

1. Theme/Ownership	Consider color, graphics or other design features to identify this program function.
2. Accessibility	Provide ADA accessibility for visitor activities supported in this space.
3. Weather Station	Provide weather station at convenient location for use by principal, staff & students.
4. Public appearance	This area should be treated in a manner that is consistent with the general standards of the school.



Educational Specifications: Elementary Schools

Ref. #: **7.02** **SECRETARY**

Area/Department:	ADMINISTRATION		
Occupants:	Students: -	Faculty/Staff: 4-6	Other: -

ACTIVITIES & SPACE USAGE

Educational	Example of efficient, collaborative, professional environment.
Admin/Operational	Open office area for various clerical and administrative support tasks: School communications center: answering phones, forwarding calls, taking messages. Mail received and distributed. Attendance processing/record keeping. Clerical work for Principal & Intern Principal. Teaching spaces are scheduled out of this operation. Assistance with supervision of Reception/main entry.
Community	Scheduling community use of the building.

SPATIAL RELATIONSHIPS

Adjacent: Direct	Reception – locate to facilitate working with confidential student information. Nurse. Storage.
Nearby: Indirect	Principal, Building main entry, Conference Room, Counselors' offices. Student Timeout (acoustically and visually buffer from Reception). Staff Mailboxes, Staff Workroom.
Distant: Separated	Staff Lounge.

FURNITURE, FIXTURES & EQUIPMENT *(includes basic FF&E items only, additional items may be required)*

Fixed Casework	NOTE: maximize use of moveable furniture & casework – systems furniture where possible.
Furniture (Movable)	2 desk/workstations. 3 adjustable task chairs. Counter or table space for printer/copier/scanner. Lockable file cabinets. Tall wardrobe cabinets, lockable.
Fixtures & Equipment	Tack board.



Educational Specifications: Elementary Schools

Ref. #: 7.02 SECRETARY

(continued)

FINISHES

Floor	Carpet, stain resistive.
Ceiling	Sound absorptive.
Walls	-
Other Considerations	-

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

Electrical	Power outlets 6' to 8' on center min., plus outlets for computers & other technology Power outlets at workstations (grommet to desk top). Emergency power outlet at Secretary's workstation. 220v outlet for printer/copier.
Lighting	Task lighting + energy-efficient fixtures, 70-85 foot-candles at work surfaces, daylight (borrowed ok). Emergency lighting required.
HVAC	Natural + mechanical ventilation, individual temp control.
Plumbing	-
Acoustical	Dampen reverberant sound (multiple users).
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 Room.
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

1. After-Hours Use	Night override panel (rentals panel) for fans & lights in rentals area of school (1 of 2, other located in Custodial & Receiving). Generator emergency shut off switch (if applicable). Weather Wizard Base Station
2. Other System Panels	Security Key Pad. Annunciator Panel. Fire-Alarm Panel. Intercom Remote.
3.	-Wall Mounted CCTV Monitor.
4.	-



Educational Specifications: Elementary Schools

Ref. #: **7.03 ADMINISTRATIVE ASSISTANT**

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

ACTIVITIES & SPACE USAGE

Educational	Supportive, professional environment.
Admin/Operational	Office space for the administrative assistant.
Community	-

SPATIAL RELATIONSHIPS

Adjacent: Direct	Secretary Area, Principal Office.
Nearby: Indirect	Student Timeout. Conference Room, Main building entry, Nurse, Reception.
Distant: Separated	-

FURNITURE, FIXTURES & EQUIPMENT *(includes basic FF&E items only, additional items may be required)*

Fixed Casework	Base & wall cabinets. Open wall shelving. NOTE: maximize use of moveable furniture & casework.
Furniture (Movable)	1 desk/workstation. 1 adjustable task chair. 2 side chairs. Lockable file cabinets. Movable bookcase. Tall wardrobe closet, lockable, with mirror on back of door.
Fixtures & Equipment	Tack board; Marker board.



Educational Specifications: Elementary Schools

Ref. #: 7.03 ADMINISTRATIVE ASSISTANT

(continued)

FINISHES

Floor	Carpet.
Ceiling	Sound absorptive.
Walls	-
Other Considerations	-

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

Electrical	Power outlets 6' to 8' on center minimum, plus outlet at workstation (grommet to desk top).
Lighting	Task lighting + Energy efficient fixtures, daylight (borrowed ok).
HVAC	Quiet, zoned temp control.
Plumbing	-
Acoustical	Per ANSI/ASA recommendations, minimum.
Special Utilities/Services	-
Other Considerations	-

WINDOWS & VISION PANELS

		Operable? (Y/N)	Shades? (Y/N)
Exterior	Visibility to front entry approach &/or bus loading desirable.	Y	Y
Interior	Sidelite at strike-jamb of door frame.	N	N
-	-	-	-

CONTROL & SAFETY NEEDS

Access Control	Doors lockable.
	-
	-
	-

SPECIAL CONSIDERATIONS

1.	-
2.	-
3.	-



Educational Specifications: Elementary Schools

Ref. #: **7.04 STORAGE CLOSET (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	Secretary Area.
Nearby: Indirect	Reception, administrative offices, Nurse.
Distant: Separated	-

FURNITURE, FIXTURES & EQUIPMENT *(includes basic FF&E items only, additional items may be required)*

Fixed Casework	Base and overhead cabinets with counter top work space. 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	-



Educational Specifications: Elementary Schools

Ref. #: 7.04 STORAGE CLOSET (Secure)

(continued)

FINISHES

Floor	Utility floor surface or carpet continuous with Secretary Area.
Ceiling	Sound absorptive.
Walls	-
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	Power outlets, per code. Power supply for recharging laptop carts.
Lighting	Energy efficient 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 1-hour fire rated door with security alarm.
-	-
-	-
-	-

SPECIAL CONSIDERATIONS

1. Fire Rating	Minimum 1 hour fire rated envelope assemblies.
2.	-
3.	-



Educational Specifications: Elementary Schools

Ref. #: **7.05** **STUDENT QUIET AREA**

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

ACTIVITIES & SPACE USAGE

Educational	Individual student "cooling off" & study in a quiet 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	Secretary Area.
Nearby: Indirect	Principal's Office. Principal Intern Office.
Distant: Separated	Reception. Parent /Community School Center. Student Support Services. Out of sight & sound of the general public.

FURNITURE, FIXTURES & EQUIPMENT *(includes basic FF&E items only, additional items may be required)*

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



Ref. #: 7.05 STUDENT QUIET AREA

(continued)

FINISHES

Floor	Carpet or otherwise continuous with Secretary Area.
Ceiling	Sound absorptive.
Walls	Durable surface with plywood backing or equivalent.
Other Considerations	-

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

Electrical	-
Lighting	Energy efficient fixtures.
HVAC	-
Plumbing	-
Acoustical	Per ANSI/ASA recommendations, minimum. Acoustically isolated yet visible from the secretarial area.
Special Utilities/Services	-
Other Considerations	-

WINDOWS & VISION PANELS

		Operable? (Y/N)	Shades? (Y/N)
Exterior	-	-	-
Interior	Supervision from Secretary Area via vision panel.	N	N
Other Considerations	All vision panels to be high impact-resistant safety glass.	-	-

CONTROL & SAFETY NEEDS

-	-
-	-
-	-
-	-

SPECIAL CONSIDERATIONS

1.	-
2.	-
3.	-



Educational Specifications: Elementary Schools

Ref. #: **7.06** **CONFERENCE ROOM**

Area/Department:	ADMINISTRATION		
Occupants	Students: -	Faculty/Staff: 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. Team meetings/planning/collaboration. Parent conferences. Small group teacher training activities.
Community	-

SPATIAL RELATIONSHIPS

Adjacent: Direct	Secretary Area.
Nearby: Indirect	Principal. Central Administrative Suite.
Distant: Separated	High noise areas: Gym; Music; MPR.

FURNITURE, FIXTURES & EQUIPMENT *(includes basic FF&E items only, additional items may be required)*

Fixed Casework	NOTE: maximize use of moveable furniture & casework where possible.
Furniture (Movable)	1 conference table for 12. 12 chairs.
Fixtures & Equipment	Tack board. Marker board . Retractable projection screen.



Educational Specifications: Elementary Schools

Ref. #: 7.06 CONFERENCE ROOM

(continued)

FINISHES

Floor	Carpet
Ceiling	Sound absorptive.
Walls	-
Other Considerations	-

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

Electrical	Power outlets 6' to 8' on center min., plus outlets for computers & other technology GFCI floor outlet, water resistive cover, centered in room.
Lighting	Direct/indirect pendant fixtures. Variable light level control for various activities. Daylight desirable.
HVAC	Supply/return air; natural ventilation preferred; individual temp control
Plumbing	-
Acoustical	Per ANSI/ASA recommendations, minimum.
Special Utilities/Services	-
Other Considerations	-

WINDOWS & VISION PANELS

		Operable? (Y/N)	Shades? (Y/N)
Exterior	Daylight & views preferred, not required.	Y	Y
Interior	Sidelite at strike-jamb of door.	N	N
Other Considerations	-	-	-

CONTROL & SAFETY NEEDS

Access Control	Doors lockable both sides.
-	-
-	-
-	-

SPECIAL CONSIDERATIONS

1.	-
2.	-
3.	-



Educational Specifications: Elementary Schools

Ref. #: **7.07** **PRINCIPAL'S OFFICE**

Area/Department:	ADMINISTRATION		
Occupants:	Students: 1-2	Faculty/Staff: 1	Other: 1 - 2
	Up to 8 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. 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 (Installation of 2 nd NIC card in Principal's computer will allow each camera to be viewed via its own IP address.).
Community	-

SPATIAL RELATIONSHIPS

Adjacent: Direct	Secretary Area.
Nearby: Indirect	Conference Room, Main building entry, Nurse, Intern Principal
Distant: Separated	-

FURNITURE, FIXTURES & EQUIPMENT *(includes basic FF&E items only, additional items may be required)*

Fixed Casework	Base & wall cabinets. Open wall shelving. NOTE: maximize use of moveable furniture & casework.
Furniture (Movable)	1 double pedestal desk/workstation. 1 adjustable task chair. 3 side chairs. 1 small Conference Table with 4 chairs. Lockable file cabinets. Movable bookcase. Tall wardrobe closet, lockable, with mirror on back of door.
Fixtures & Equipment	Tack board; Marker board.



Educational Specifications: Elementary Schools

Ref. #: 7.07 PRINCIPAL'S OFFICE

(continued)

FINISHES

Floor	Carpet.
Ceiling	Sound absorptive.
Walls	-
Other Considerations	-

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

Electrical	Power outlets 6' on center minimum plus outlets at workstation (grommet to desk top).
Lighting	Task lighting + energy efficient fixtures, daylight (borrowed ok).
HVAC	Quiet, natural + mechanical ventilation; zoned temp control.
Plumbing	-
Acoustical	Per ANSI/ASA recommendations, minimum.
Special Utilities/Services	-
Other Considerations	-

WINDOWS & VISION PANELS

Operable? (Y/N)

Shades? (Y/N)

Exterior	Yes, visibility to front entry approach &/or bus loading desirable.	Y	Y
Interior	Sidelite at strike-jamb of door frame.	N	N
Other Considerations	-	-	-

CONTROL & SAFETY NEEDS

Access Control	Doors lockable.
-	Wall-mounted CCTV monitor.
-	-
-	-

SPECIAL CONSIDERATIONS

1. 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.
2.	-
3.	-



Educational Specifications: Elementary Schools

Ref. #: **7.08** **PARENT/COMMUNITY CENTER**

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

ACTIVITIES & SPACE USAGE

Educational	Example of efficient, collaborative, professional environment.
Admin/Operational	-
Community	Base for parents and community volunteers to work within the school in teams and/or individually. Team 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. Office area for a community schools program.

SPATIAL RELATIONSHIPS

Adjacent: Direct	Main corridor or Lobby.
Nearby: Indirect	Easy access from main building entry. Classrooms. Indirect access to a conference room desirable. Library/Media Center. Administrative suite.
Distant: Separated	Student Timeout.

FURNITURE, FIXTURES & EQUIPMENT *(includes basic FF&E items only, additional items may be required)*

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



Educational Specifications: Elementary Schools

Ref. #: 7.08 PARENT/COMMUNITY CENTER

(continued)

FINISHES

Floor	Carpet, stain resistive; optional resilient flooring at kitchenette area.
Ceiling	Sound absorptive.
Walls	-
Other Considerations	9'-0" min recommended ceiling height.

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

Electrical	Power outlets 6' on center minimum, plus outlets as needed for kitchenette equipment. Power outlets at workstations. GFCI outlets at kitchenette, mounted above counter height.
Lighting	Task lighting + energy efficient fixtures, variable light level control for various activities. Daylight desirable (borrowed ok).
HVAC	Supply/return air, individual temp control, natural ventilation preferred.
Plumbing	Double 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.	Y	Y
Interior	Sidelite at strike-jamb of corridor door.	N	N
Other Considerations	-	-	-

CONTROL & SAFETY NEEDS

Access Control	Corridor doors lockable from both sides.
-	-
-	-

SPECIAL CONSIDERATIONS

1. Floor space	Open floor space for rolling carts.
2. Theme/Ownership	Consider color, graphics or other design features to distinguish this area.
3.	-



Educational Specifications: Elementary Schools

Ref. #: **7.09** **SCHOOL HEALTH OFFICE**

Area/Department:	ADMINISTRATION		
Occupants:	Students: 2-4	Faculty/Staff: 1 - 2	Other: -
	Staff: 1 school nurse; assisted by Health Aide as necessary		

ACTIVITIES & SPACE USAGE

Educational	Personal wellness & health
Admin/Operational	<p>COMBINED ATTRIBUTES FOR: NURSE OFFICE, INFIRMARY/TREATMENT, EXAM/RESTING, & RESTROOM</p> <p>Clinic space to address student health, injuries, medications, etc. Nurse's space includes office/clinic with cot area & restroom w/ optional shower.</p> <p>Parent conferences & confidential phone communications.</p> <p>Cleaning/washing/dressing of minor wounds; Treatment of minor injuries & illnesses</p> <p>Temporary holding of 1 to 2 ill students (requires quiet cot areas).</p> <p>Blood glucose monitoring, clean urinary catheterization, respiratory therapy & other procedures ordered by student's physician.</p> <p>Dispensing prescribed medication – such as ADHD medical therapies, anticonvulsants, asthma related inhalers & antibiotics; injectable Epipen for bee stings, etc.</p> <p>Health & wellness education & counseling; Nutrition counseling; Health Aide training</p> <p>Vision & hearing screening.</p> <p>TB tests, scoliosis screening.</p> <p>Record keeping to meet district & State guidelines.</p>
Community	-

SPATIAL RELATIONSHIPS

Adjacent: Direct	Secretary Area for supervision. Doors should lead to the main hallway and to the exterior of the building, providing direct exit for emergency transport.
Nearby: Indirect	<p>Intensive Needs Self Contained Classroom.</p> <p>Close to building front entry to facilitate pick-up of child by parent or 911.</p> <p>Counseling (Student & Staff Support Services).</p>
Distant: Separated	Acoustically buffered from high noise areas: Music, MPR, Gym.

FURNITURE, FIXTURES & EQUIPMENT *(includes basic FF&E items only, additional items may be required)*

Fixed Casework	<p>Counter space at sink in exam and treatment areas. Base & wall cabinets, lockable, to hold supply of general nursing & first aid supplies, paper goods, medicines, blankets, towels.</p> <p>Controlled substances should be kept in a double-locked cabinet or in a safe.</p> <p>Lockers for Nurse and health aide belongings.</p>
Furniture (Movable)	<p>Desk/workstations with lockable drawers; adjustable task chairs in Office & Infirmary</p> <p>Lockable file cabinets in Nurse Office. Rolling Exam stools in exam and treatment rooms.</p> <p>2 chairs, 2 cots with washable surfaces, 2 tablet-arm chairs for waiting students.</p> <p>Storage cabinet for emergency/disaster equipment.</p>
Fixtures & Equipment	<p>Draw curtain to visually separate cot areas, wheelchair, crutches, backboard, stretcher, Weight/height scale, Eye exam chart (with 20' clear line of sight),</p> <p>Mobile/adjustable exam lights, Sharps container (hazardous waste receptacle),</p> <p>Quiet, energy-efficient refrigerator/freezer, lockable, with automatic icemaker, Microwave,</p> <p>Soap/hand cleaner and towel dispensers at all clinic & restroom sinks. Cup Dispenser.</p> <p>Displays for brochures and informational materials, tack surface for posters, announcements, etc. Paper shredder in Nurse Office.</p>



Educational Specifications: Elementary Schools

Ref. #: 7.09 SCHOOL HEALTH OFFICE

(continued)

FINISHES

Floor	Seamless poured or sheet flooring, slip-resistant.
Ceiling	Sound absorptive, "hard-lid" in restroom/shower.
Walls	Durable, easily cleanable.
Other Considerations	Soft colors provide a calming effect on students and staff.

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

Electrical	Power outlets 6' to 8' on center min., plus outlets for technology & other equipment Quad outlet at office and infirmiry workstations (grommet to desk top) GFCI duplex outlets at sinks
Lighting	Under-counter task lighting + energy efficient ceiling fixtures, adjustable exam light fixtures in exam and treatment rooms. Variable light level controls for individual rooms; daylight (borrowed ok).
HVAC	Quiet, individual temp control. Exhaust fan separate from building HVAC system. Natural ventilation preferred.
Plumbing	Stainless steel sinks with lever handles, gooseneck faucet, hot & cold water in waiting/infirmiry, exam & treatment rooms. Water service to icemaker. ADA restroom, unisex, with changing table (ages 3-12), Shower w/ shower seat in restroom Floor drains.
Acoustical	Per ANSI/ASA recommendations, minimum. Consider acoustics for hearing testing (<10dB)
Special Utilities/Services	-
Other Considerations	Exam & Nurse Office require sound isolation from adjacent spaces for privacy

WINDOWS & VISION PANELS

		Operable? (Y/N)	Shades? (Y/N)
Exterior	Fresh air and sunlight desirable	Y	Y
Interior	Visibility from Secretary Area. Visibility from Nurse office to infirmiry/treatment. Visibility into exam/resting room.	N	Y Y Y
Other Considerations			

CONTROL & SAFETY NEEDS

Access Control	Primary or secondary hallway entry is desirable. Corridor doors lockable both sides. Durable tamper-proof locks are needed for entry-ways to the health office, nurse's private office, cupboards containing medications, file cabinets, and cabinets containing equipment and supplies. Restroom may have separate access to support special programs' needs.
Accessibility	All doors sized for cot/gurney clearance. Doors should lead to the main hallway and to the exterior of the building, providing direct exit for emergency transport. The bathroom door should be keyed so that entrance may be gained from the outside.

SPECIAL CONSIDERATIONS

1. Student Waiting	Consider providing a waiting area or alcove for 2-3 students, supervision from nurse office and/or school secretary.
2. ADAAG	To be incorporated throughout all areas of the Health Office.



Educational Specifications: Elementary Schools

Ref. #: **7.10** **PRINCIPAL INTERN**

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

ACTIVITIES & SPACE USAGE

Educational	Supportive, professional environment.
Admin/Operational	Office space for the Intern Principal. Coordinate programs and scheduling. Small group meetings/planning/collaboration. Confidential parent & student conferences & phone communications. Correspondence & reports. Store files, resource materials & reference books. CCTV may be monitored via Intern Principal's computer. Used as conference room when Principal Intern not on staff.
Community	-

SPATIAL RELATIONSHIPS

Adjacent: Direct	Secretary Area.
Nearby: Indirect	Principal's Office. Student Timeout. Conference Room, Main building entry, Nurse, Reception.
Distant: Separated	-

FURNITURE, FIXTURES & EQUIPMENT *(includes basic FF&E items only, additional items may be required)*

Fixed Casework	Base & wall cabinets. Open wall shelving. NOTE: maximize use of moveable furniture & casework.
Furniture (Movable)	1 desk/workstation. 1 adjustable task chair. 2 side chairs. Lockable file cabinets. Movable bookcase. Tall wardrobe closet, lockable, with mirror on back of door.
Fixtures & Equipment	Tack board; Marker board.



Educational Specifications: Elementary Schools

Ref. #: 7.10 PRINCIPAL INTERN

(continued)

FINISHES

Floor	Carpet.
Ceiling	Sound absorptive.
Walls	-
Other Considerations	-

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

Electrical	Power outlets 6' to 8' on center minimum, plus outlets at workstation (grommet to desk top)
Lighting	Task lighting + energy efficient fixtures, daylight (borrowed ok).
HVAC	Quiet, natural + mechanical ventilation; zoned temp control.
Plumbing	-
Acoustical	Per ANSI/ASA recommendations, minimum.
Special Utilities/Services	-
Other Considerations	-

WINDOWS & VISION PANELS

Operable? (Y/N)

Shades? (Y/N)

Exterior	Visibility to front entry approach &/or bus loading desirable.	Y	Y
Interior	Sidelite at strike-jamb of door frame.	N	N
-	-	-	-

CONTROL & SAFETY NEEDS

Access Control	Doors lockable
	-
	-
	-

SPECIAL CONSIDERATIONS

1. Student Waiting	Locate bench in hall just outside of office, recessed out of traffic, where 1-2 students can wait to see Intern Principal or Principal. Preferably locate out of view of public, yet able to be monitored from front office clerical work stations.
2.	-
3.	-



Educational Specifications: Elementary Schools

Ref. #: **7.11 STAFF LOUNGE**

Area/Department:	ADMINISTRATION		
Occupants:	Students: -	Faculty/Staff: 25-30 (intermittent use)	Other: -

ACTIVITIES & SPACE USAGE

Educational	Example of efficient, collaborative, relaxing, healthy environment.
Admin/Operational	Comfortable area for teaching staff to work, eat lunch and relax during their conference/preparation periods and duty-free lunch. Team meetings/planning/collaboration. Small group teacher training activities. Relaxing; breakfast, breaks, lunch & coffee. Private area for personal & school telephone communications. Celebrations.
Community	NA

SPATIAL RELATIONSHIPS

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

FURNITURE, FIXTURES & EQUIPMENT *(includes basic FF&E items only, additional items may be required)*

Fixed Casework	Counter space (20' minimum) 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.
Furniture (Movable)	2 workstations (locate at room perimeter) w/ adjustable task chairs. Soft furniture to seat 6 to 8. 5 round tables to seat 5-6 each; 30 stacking chairs. 1 tall wardrobe unit, lockable. Folding table for serving &/or visual displays.
Fixtures & Equipment	Full-size refrigerator; 2 microwaves (one ADA); ADA range; coffee service. Tack boards, marker board, magazine rack. Vending machines.



Educational Specifications: Elementary Schools

Ref. #: 7.11 STAFF LOUNGE

(continued)

FINISHES

Floor	Carpet, stain resistive. Resilient flooring at kitchenette area.
Ceiling	Sound absorptive.
Walls	-
Other Considerations	Coordinate finishes with acoustical and lighting design.

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

Electrical	Power outlets 6' to 8' on center min., plus outlets for computers & other technology. Power outlets at workstations (1 at each workstation, grommet to counter top). GFCI outlets (2) at kitchenette, above counter height. GFCI floor outlet, water resistive cover, centered in room. 220v outlets as required for range, other equipment.
Lighting	Task lighting + direct/indirect pendant fixtures, variable light level control for various activities; daylight desirable.
HVAC	Supply/return air, individual temp control, natural ventilation preferred.
Plumbing	1 double sink with hot & cold water and instant hot water. 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
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

1. Staff Restrooms	Provide 2, single use staff restrooms close to lounge. Door hardware should be privacy lock type.
2.	-
3.	-



Educational Specifications: Elementary Schools

Ref. #: **7.12 STAFF RESTROOMS**

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

ACTIVITIES & SPACE USAGE

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

SPATIAL RELATIONSHIPS

Adjacent: Direct	Administrative suite .
Nearby: Indirect	Main corridor.
Distant: Separated	-

FURNITURE, FIXTURES & EQUIPMENT *(includes basic FF&E items only, additional items may be required)*

Fixed Casework	-
Furniture (Movable)	-
Fixtures & Equipment	Wall-mounted paper towel and/or paperless hand dryer. Soap and/or hand-sanitizer dispensers. Trash receptacle. Mirror at lavatory, with shelf under mirror. Grab bars at toilet stall(s).



Educational Specifications: Elementary Schools

Ref. #: 7.12 STAFF RESTROOMS

(continued)

FINISHES

Floor	Ceramic tile, non-slip. Slope to drain.
Ceiling	Sound absorptive.
Walls	-
Other Considerations	-

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

Electrical	GFCI wall outlets above sink.
Lighting	Energy efficient fixtures.
HVAC	Exhaust fan, switch controlled.
Plumbing	Lavatory w/ hot & cold water. Floor drain. Toilet.
Acoustical	Per ANSI/ASA recommendations, minimum.
Special Utilities/Services	-
Other Considerations	-

WINDOWS & VISION PANELS

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

CONTROL & SAFETY NEEDS

Access Control	Single corridor door, open inward, privacy lock .
Safety	Include grab bars at toilet stall(s).
-	-
-	-

SPECIAL CONSIDERATIONS

1.	-
2.	-
3.	-



Educational Specifications: Elementary Schools

Ref. #: **7.13** **WORKROOM & STORAGE**

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

ACTIVITIES & SPACE USAGE

Educational	Example of efficient, collaborative, professional environment.
Admin/Operational	Staff production area. Copying, printing. Supply storage. Laminating, gluing, cutting w/ scissors & cutter; stencils. Could have at least 2 to 3 individual separate projects being developed at one time. Up to 6 people for one large project. Sorting mail. Aides and volunteer assistants may also use this space.
Community	NA

SPATIAL RELATIONSHIPS

Adjacent: Direct	-
Nearby: Indirect	Staff restrooms; Secretary area. However, access should not be through secretarial area or Staff Lounge.
Distant: Separated	Not visible from general circulation corridors.

FURNITURE, FIXTURES & EQUIPMENT *(includes basic FF&E items only, additional items may be required)*

Fixed Casework	Perimeter work counter along 1 to 2 walls, w/ base cabinets (2 to 3 lockable) plus overhead cabinets and/or heavy duty open wall shelving above counter, for storage of production materials. Specify cabinets appropriate to type of use (not kitchen cabinets). Mailboxes for all staff, classified & certified, plus itinerant personnel (minimum – 70). The boxes should measure 4"x 12"x 16". Highest box should not exceed 6'a.f.f. Provide adjacent space for oversized articles.
Furniture (Movable)	One, 8' x 3' central Work/Layout table with intermittent knee room & storage beneath. 2 stools (for use at work table). 1 workstation. 3 adjustable task chairs. Desk height work area for 3-4 people. Cart for laminating machine. Trash receptacles. Recycling receptacles.
Fixtures & Equipment	Tack Board next to door; Tack Board next to printer/copier; Marker board. Stencil Die. Soap, hand-sanitizer & paper towel dispensers at sink.



Educational Specifications: Elementary Schools

Ref. #: 7.13 WORKROOM & STORAGE

(continued)

FINISHES

Floor	Resilient flooring.
Ceiling	Sound absorptive.
Walls	Tackable surfaces.
Other Considerations	-

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

Electrical	Power outlets 6' to 8' on center min., plus outlets for computers & other technology. Power outlet at workstation (grommet to desk top). 220v outlet for copier/printer. GFCI outlet at sink area.
Lighting	Task lighting + energy efficient fixtures.
HVAC	Individual temp control. Direct exterior venting.
Plumbing	Sink with hot + cold water & gooseneck faucet.
Acoustical	Sound attenuation at printer/copier area.
Special Utilities/Services	-
Other Considerations	-

WINDOWS & VISION PANELS

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

CONTROL & SAFETY NEEDS

Access Control	Corridor doors lockable from both sides.
	-
	-
	-

SPECIAL CONSIDERATIONS

1. Planning Note:	Locate so staff can sort mail and put it in boxes from inside the workroom and staff can pick up their mail without going through the Secretary or Reception areas.
2.	-
3.	-



Educational Specifications: Elementary Schools

Ref. #: **7.14** **INSTRUCTIONAL SUPPORT CONF.**

Area/Department:	ADMINISTRATION		
Occupants	Students: 1-8	Faculty/Staff: 1-2	Other: -
	Special Needs educator(s) and Volunteer(s) as necessary		

ACTIVITIES & SPACE USAGE

Educational	<p>Tutoring: instructional support to students who are below grade level in reading, language arts or math. Individual and small group instruction.</p> <p>Continuum of service options from a pull-out resource room model using alternative materials and instructional strategies to a consultative support model provided primarily by working with the classroom teacher.</p> <p>Pre-teaching & re-teaching instruction on the same material being used in the classroom. Multi-use conference room used for enrichment, regular class, small groups, remedial specialized & other purposes.</p> <p>Small conferences, small group & individual discussion and work groups, testing. Set-up room for testing materials.</p> <p>Small group announcements & presentations via school PA system.</p> <p>Consider use of this space for multimedia broadcasting & production (all-school TV).</p>
Admin/Operational	<p>Quiet space for individual staff and small groups to work and participate in discussions, small group meetings and training.</p> <p>Aides work area.</p>
Community	-

SPATIAL RELATIONSHIPS

Adjacent: Direct	Can be located in Central Administration or near Activity Lab, Library or other large group instruction area.
Nearby: Indirect	<p>Near testing materials secure storage in Admin Storage Closet or other area.</p> <p>Centrally located, near classroom corridors.</p> <p>Technology Lab.</p>
Distant: Separated	High noise areas: Gym; Music; MPR.

FURNITURE, FIXTURES & EQUIPMENT *(includes basic FF&E items only, additional items may be required)*

Fixed Casework	<p>Cabinets, lockable.</p> <p>Tutoring material storage near the conference room in dedicated cabinets in corridor.</p> <p>NOTE: maximize use of moveable furniture & casework where possible.</p>
Furniture (Movable)	<p>Conference table space for 8, modular, able to be divided into two or more tables.</p> <p>8 chairs.</p>
Fixtures & Equipment	<p>Tack board.</p> <p>Marker board.</p> <p>Projection screen.</p>



Educational Specifications: Elementary Schools

Ref. #: 7.14 INSTRUCTIONAL SUPPORT CONFERENCE ROOM

(continued)

FINISHES

Floor	Carpet.
Ceiling	Sound absorptive.
Walls	-
Other Considerations	-

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

Electrical	Power outlets 6' to 8' on center min., plus outlets for computers & other technology. GFCI floor outlet, water resistive cover, centered in room.
Lighting	Direct/indirect pendant fixtures. Variable light level control for various activities. Daylight desirable.
HVAC	Supply/return air; natural ventilation preferred.
Plumbing	-
Acoustical	Per ANSI/ASA recommendations, minimum.
Special Utilities/Services	-
Other Considerations	-

WINDOWS & VISION PANELS

		Operable? (Y/N)	Shades? (Y/N)
Exterior	Desirable, not required.	Y	Y
Interior	Sidelite at strike-jamb of door.	N	N
Other Considerations	-	-	-

CONTROL & SAFETY NEEDS

Access Control	Lockable doors with security alarm (for use when room is set-up area for testing materials).
-	-
-	-
-	-

SPECIAL CONSIDERATIONS

1.	-
2.	-
3.	-



7.8 Student Support Services

7.8.1 Space Program Summary

Ref. #:	Name/Function	# Required:	# Optional:	Net Area Each (s.f.):
8.01	Counseling	1	-	200
8.02	Indian Education	-	1	200
8.03	Psychology Office	1	-	120
8.04	Itinerant Offices	2	1	100
8.05	English Language Learner Program	1	1	400

7.8.2 General Requirements

Student Support Services include Counseling, Indian Education, English Language Learners (ELL) Education, Psychology and an Itinerant Office. Special Education rooms and offices are included in section 7.2 above.

Counseling provides student support through individual and small group counseling and coordinates with teachers, principals and community services.

Indian Education serves only a few students in most schools (up to 20) but in schools near higher Native population areas may serve 75 to 100 students per day.

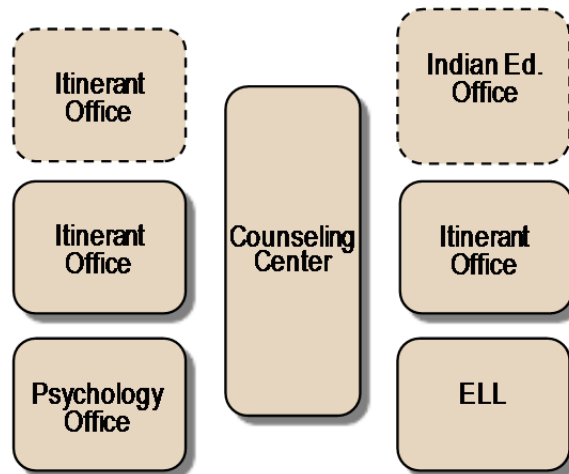
The goal of the English Language Learner program is to assure the success of students with limited English language abilities. The English Language Learners aide gives assistance to limited English speaking students either within their classroom or as a "pull out," working daily for 30-45 minutes with them in a semi-private work area near the classrooms. Aides give oral and written instruction as a dual pairing or as a small group. Computers are used for additional instruction via those programs. Some aides are part-time, others full time. Their coordinator maintains regular contact via phone, weekly reports and occasional visits.

The itinerant psychologist works with children and adults to design, monitor and assist with special individual learning programs. Uses of the Psychologist's Room include student testing, therapy and parent/teacher conferences.

Other itinerant staff including Vision Impaired, Audiologist and Teacher Hearing Impaired staff, aides, service workers and agency representatives share the Itinerant Office on a rotating basis or use the psychologist's or Indian education offices when these are not needed for their primary programs. Other student services staff use the Itinerant Office as a small conference room when it is not needed by one of its primary programs.



7.8.3 Recommended Adjacencies



Note that Special Education rooms and offices are included in section 7.2 above.

Diagrams are intended to illustrate fundamental relationships only. Dashed “bubbles” indicate optional program areas. No floor plan is implied and no distinction between floor levels or between existing vs. new construction is made. Further interpretation of these relationships must be made by the design team for each new school and each renewal project.

**Educational Specifications: Elementary Schools****7.8.4 Individual Space Attributes**

Wherever category entries are blank or designated with the symbol “-“ no specific requirements beyond the general parameters, applicable codes and ASD standards are defined.

Ref. #: **8.01 COUNSELING**

Area/Department:	STUDENT SUPPORT SERVICES		
Occupants:	Students: varies	Faculty/Staff: 1-2	Other: 1 - 2

ACTIVITIES & SPACE USAGE

Educational	Example of supportive, healthy, professional environment.
Admin/Operational	Office space for staff to provide counseling and guidance to students. Private counseling (individual). Group counseling up to 14 persons (in nearby conference or Itinerant/Small Group Room). Small group meetings/planning/collaboration. Parent conferences & phone communications. Assists as a teacher team facilitator. Discipline consultation with principals. Complete paperwork; store files, resource materials & reference books.
Community	Coordination with community mental health services, CPS, & other social services.

SPATIAL RELATIONSHIPS

Adjacent: Direct	Student Support Services Suite.
Nearby: Indirect	Conference Room or Small Itinerant Group Room. Indian Education. Psychology Office. Locate near (but not directly adjacent to or across from) Administration so Receptionist can support Student Services. Restrooms.
Distant: Separated	-

FURNITURE, FIXTURES & EQUIPMENT *(includes basic FF&E items only, additional items may be required)*

Fixed Casework	NOTE: maximize use of moveable furniture & casework – systems furniture recommended. Open wall shelving above work stations. Cupboards for games, art supplies, guidance materials, journal storage.
Furniture (Movable)	Counselor's desk/workstation & adjustable task chair. Small adult conference chairs & table. Comfortable seating for children. Lockable file cabinets. Open bookshelves.
Fixtures & Equipment	Large tack boards; Marker board.



Educational Specifications: Elementary Schools

Ref. #: 8.01 COUNSELING

(continued)

FINISHES

Floor	Carpet.
Ceiling	Sound absorptive.
Walls	-
Other Considerations	-

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

Electrical	Power outlets 6' to 8' on center min., plus outlets for computers & other technology. Power outlets at workstation (grommet to desk top).
Lighting	Task lighting + energy efficient fixtures, daylight (borrowed ok).
HVAC	Supply/return air, zoned temp control; natural ventilation preferred.
Plumbing	-
Acoustical	Per ANSI/ASA recommendations, minimum.
Special Utilities/Services	-
Other Considerations	-

WINDOWS & VISION PANELS

		Operable? (Y/N)	Shades? (Y/N)
Exterior	Desirable, not required.	Y	Y
Interior	Sidelite at strike-jamb of door frame.	N	N
Other Considerations	-	-	-

CONTROL & SAFETY NEEDS

Access Control	Corridor doors lockable both sides.
	Provide low profile entry – private, yet accessible to students.
	-
	-

SPECIAL CONSIDERATIONS

1. Student-centered	Should reflect nurturing "kids" environment.
2.	-
3.	-



Educational Specifications: Elementary Schools

Ref. #: **8.02** **INDIAN EDUCATION**

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

ACTIVITIES & SPACE USAGE

Educational	Example of supportive, healthy, professional environment. Tutoring to support core academic curriculum. Cultural education. Student testing and counseling. Shared itinerant use when not being used by Indian Education program.
Admin/Operational	Parent conferences & phone communications. Store files, resource materials & reference books.
Community	-

SPATIAL RELATIONSHIPS

Adjacent: Direct	-
Nearby: Indirect	Itinerant Small Group or Conference Room. Counseling. ELL program. Classrooms. Library/Media Center
Distant: Separated	-

FURNITURE, FIXTURES & EQUIPMENT *(includes basic FF&E items only, additional items may be required)*

Fixed Casework	NOTE: maximize use of moveable furniture & casework – systems furniture recommended. Open wall shelving above work station. Base & wall cabinets for instructional materials & resources.
Furniture (Movable)	1 desk/workstation. 1 adjustable task chair. 1 adult side chair. 1 table and 4 chairs for student use. 1 lockable file cabinet. Moveable bookcase.
Fixtures & Equipment	4' x 6' marker board; Tack board. Display rack for program information.



Educational Specifications: Elementary Schools

Ref. #: 8.02 INDIAN EDUCATION

(continued)

FINISHES

Floor	Carpet.
Ceiling	Sound absorptive.
Walls	-
Other Considerations	-

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

Electrical	Power outlets 6' to 8' on center min., plus outlets for computers & other technology. Power outlets at workstation (grommet to desk top).
Lighting	Task lighting + energy efficient fixtures, daylight.
HVAC	Quiet, Supply/return air, zoned temp control; natural ventilation preferred.
Plumbing	-
Acoustical	Per ANSI/ASA recommendations, minimum.
Special Utilities/Services	-
Other Considerations	-

WINDOWS & VISION PANELS

		Operable? (Y/N)	Shades? (Y/N)
Exterior	Desirable, not required.	Y	Y
Interior	Sidelite at strike-jamb of door frame.	N	N
Other Considerations	-	-	-

CONTROL & SAFETY NEEDS

Access Control	Doors lockable.
-	-
-	-
-	-

SPECIAL CONSIDERATIONS

1. Cultural References	Consider cultural references in the design of the space (shape, color, etc).
2.	-
3.	-



Educational Specifications: Elementary Schools

Ref. #: **8.03** **PSYCHOLOGY OFFICE**

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

ACTIVITIES & SPACE USAGE

Educational	Example of supportive, healthy, professional environment.
Admin/Operational	Office space for Psychologist to work with children and adults to design, monitor, & assist with special individual learning programs. Student testing. Counseling and therapy. Confidential parent conferences & phone communications. Case reports. Store files, resource materials & reference books. Itinerant office space when not being used by psychologist.
Community	-

SPATIAL RELATIONSHIPS

Adjacent: Direct	Psychologist requires use of sound isolated conference room or Itinerant Small Group. Room for up to 8 persons for testing and group therapy. Counseling.
Nearby: Indirect	Speech Therapy. Intensive Needs.
Distant: Separated	Loud/potentially disruptive spaces such as the Gym, music room, MPR, etc.

FURNITURE, FIXTURES & EQUIPMENT *(includes basic FF&E items only, additional items may be required)*

Fixed Casework	NOTE: maximize use of moveable furniture & casework – systems furniture recommended. Open wall shelving above work station. Base & wall cabinets for instructional materials & resources.
Furniture (Movable)	1 desk/workstation. 1 adjustable task chair. 2 guest chairs. 1 small table and chair for student use . 1 lockable 4-drawer file cabinet. Moveable bookcase.
Fixtures & Equipment	4' x 4' marker board; 1 small tack board. Display rack for referral information.



Educational Specifications: Elementary Schools

Ref. #: 8.03 PSYCHOLOGY OFFICE

(continued)

FINISHES

Floor	Carpet.
Ceiling	Sound absorptive.
Walls	-
Other Considerations	-

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

Electrical	Power outlets 6' to 8' on center min., plus outlets for computers & other technology. Power outlets at workstation (grommet to desk top).
Lighting	Task lighting + energy efficient fixtures, daylight (borrowed ok).
HVAC	Quiet, Supply/return air, zoned temp control; natural ventilation preferred.
Plumbing	-
Acoustical	Per ANSI/ASA recommendations, minimum.
Special Utilities/Services	-
Other Considerations	-

WINDOWS & VISION PANELS

		Operable? (Y/N)	Shades? (Y/N)
Exterior	-	-	Y
Interior	Sidelite at strike-jamb of door frame.	N	N
Other Considerations	-	-	-

CONTROL & SAFETY NEEDS

Access Control	Doors lockable, vision panel and/or sidelite.
-	-
-	-
-	-

SPECIAL CONSIDERATIONS

1.	-
2.	-
3.	-



Educational Specifications: Elementary Schools

Ref. #: **8.04** **ITINERANT OFFICES**

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

ACTIVITIES & SPACE USAGE

Educational	Example of supportive, collaborative, professional shared environment (this space is a "home base" for part-time staff). Testing and tutoring students.
Admin/Operational	Office space for itinerant staff to conduct on-site administrative duties. Small group meetings/planning/consultation. Parent conferences & phone communications. Store files, resource materials & reference books. Case reports. Itinerant staff to include Audiologist, Blind/Visually Impaired, Hearing Impaired, others. Work space for itinerant Systems Operations Specialist (Information Technology).
Community	-

SPATIAL RELATIONSHIPS

Adjacent: Direct	-
Nearby: Indirect	Itinerant office requires use of sound isolated shared conference space for up to 6 persons. Easily accessible to all staff, students and to secretarial support. Requires access to computers for tutorial work. Counseling. Library/Media Center.
Distant: Separated	-

FURNITURE, FIXTURES & EQUIPMENT *(includes basic FF&E items only, additional items may be required)*

Fixed Casework	NOTE: maximize use of moveable furniture & casework.
Furniture (Movable)	1 desk/workstation. 1 adjustable task chair. 1 adult side chair. 1 small Activity/Conference Table with student chairs. Lockable file cabinets. Moveable bookcase.
Fixtures & Equipment	Marker board; tack board.



Educational Specifications: Elementary Schools

Ref. #: 8.04 ITINERANT OFFICES

(continued)

FINISHES

Floor	Carpet.
Ceiling	Sound absorptive.
Walls	-
Other Considerations	-

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

Electrical	Power outlets 6' to 8' on center min., plus outlets for computers & other technology. Power outlets at workstation (grommet to desk top).
Lighting	Task lighting + energy efficient fixtures, Daylight (borrowed ok).
HVAC	Quiet, Supply/return air, zoned temp control. Natural ventilation preferred.
Plumbing	-
Acoustical	Per ANSI/ASA recommendations, minimum.
Special Utilities/Services	-
Other Considerations	-

WINDOWS & VISION PANELS

		Operable? (Y/N)	Shades? (Y/N)
Exterior	Desired, not required.	Y	Y
Interior	Sidelite at strike-jamb of door frame.	N	N
Other Considerations	-	-	-

CONTROL & SAFETY NEEDS

Access Control	Doors lockable.
-	-
-	-
-	-

SPECIAL CONSIDERATIONS

1.	-
2.	-
3.	-



Educational Specifications: Elementary Schools

Ref. #: **8.05** **ELL PROGRAM**

Area/Department:	STUDENT SUPPORT SERVICES		
Occupants:	Students: 1 - 4	Faculty/Staff: 1 - 2	Other: -

ACTIVITIES & SPACE USAGE

Educational	English Language Learners (ELL). Small Group, focused instruction, tutoring. Oral and written instruction 1 on 1 or as a small group; tutoring area to comfortably seat up to 4 students and the aide around a table. Oral & written testing.
Admin/Operational	Office space for ELL staff to conduct on-site administrative duties. Small group meetings/planning/collaboration. Coordinator/Aide conferences & phone communications. Store files, resource materials & reference books. Shared use with other instructional support.
Community	-

SPATIAL RELATIONSHIPS

Adjacent: Direct	-
Nearby: Indirect	Conference or Itinerant Small Group Room. Speech Therapy. Classrooms. Library/Media Center. Technology Lab.
Distant: Separated	High noise areas: Music, MPR, Gym.

FURNITURE, FIXTURES & EQUIPMENT *(includes basic FF&E items only, additional items may be required)*

Fixed Casework	NOTE: maximize use of moveable furniture & casework – systems furniture where possible. Open wall shelving.
Furniture (Movable)	1 storage cupboard of at least 3 deep, tall shelves with locking door. 1 desk/workstation. 1 adjustable task chair. 1 adult side chair. 1 small table and 4 chairs for student use. 1 lockable file cabinet.
Fixtures & Equipment	Marker board; 4' x 6' tack board.



Educational Specifications: Elementary Schools

Ref. #: 8.05 ENGLISH LANGUAGE LEARNER (ELL) PROGRAM

(continued)

FINISHES

Floor	Carpet.
Ceiling	Sound absorptive.
Walls	-
Other Considerations	-

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

Electrical	Power outlets 6' to 8' on center min., plus outlets for computers & other technology. Power outlets at workstation (grommet to desk top).
Lighting	Task lighting + energy efficient fixtures, daylight (borrowed ok).
HVAC	Quiet, Supply/return air, zoned temp control; natural ventilation preferred.
Plumbing	-
Acoustical	Per ANSI/ASA recommendations, minimum.
Special Utilities/Services	-
Other Considerations	-

WINDOWS & VISION PANELS

		Operable? (Y/N)	Shades? (Y/N)
Exterior	Desirable, not required.	Y	Y
Interior	Sidelite at strike-jamb of door frame.	N	N
Other Considerations	-	-	-

CONTROL & SAFETY NEEDS

Access Control	Door lockable.
-	-
-	-
-	-

SPECIAL CONSIDERATIONS

1.	-
2.	-
3.	-



7.9 Building Services: Maintenance & Custodial

7.9.1 Space Program Summary

Ref. #:	Name/Function	# Required:	# Optional:	Net Area Each (s.f.):
9.01	Receiving	1	-	400
9.02	Central Building Storage	1	-	550
9.03	Custodial Closets*	TBD	-	TBD*
9.04	Custodial Office/Storage*	1	-	TBD*
9.05	Outdoor Storage*	1	-	TBD*
9.06	Boiler Room*	1	-	TBD*
9.07	Fan Room*	1	-	TBD*
9.08	Electrical Room*	1	-	80*
9.09	Communications Room*	TBD	-	TBD

* estimated gross areas

7.9.2 General Requirements

Maintenance and custodial spaces provide for the professional, adequate and efficient daily cleaning and maintenance of the school. A clean and adequately maintained school enhances school pride and contributes to children's safety, health and readiness to learn.

Flow of Materials Bulk deliveries, including Food Service packets, custodial supplies, instructional/office supplies, and miscellaneous FF&E arrive at the loading dock and pass through the receiving area to their storage or other destination points within the building. Bulk custodial supplies are delivered to the Custodial Office/Storage room, which should be located adjacent to Receiving. Bulk instructional and office supplies are transferred upon delivery to Central Building Storage, which should be located along the service corridor near its junction with the main school corridors to facilitate retrieval of school supplies by instructional and office staff.

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 two night crew. The BPO orders and maintains inventories of supplies, 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 the custodial closets, which are 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 staff. The large riding floor machine 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 student 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.

Current list of equipment sizes, to be verified per project: (in inches, W x L x H)

Cart	22 X 46 X 40
Tilt-truck for trash	34 X 76 X 40
Scrubber (walk behind)	29 X 52 X 42
Floor burnisher machine	26 X 30 X 48
Wet/dry vacuum	20 X 20 X 40
Canister vacuum	15 X 30 X 48
Recycling cart	26 X 54 X 38
Backpack vacuum	16 X 20 X 40
Upright vacuum	14 X 14 X 48

7.9.3 Recommended Adjacencies

Adjacencies for the program components listed in this category will be determined through the planning and design processes. General adjacency and access requirements for each space are identified in the individual space attribute tables below.

**Educational Specifications: Elementary Schools****7.9.4 Individual Space Attributes**

Wherever category entries are blank or designated with the symbol “-” no specific requirements beyond the general parameters, applicable codes and ASD standards are defined.

Ref. #: **9.01 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 and tilt trucks in equipment alcove out of traffic flow. Equipment cleaning.
Community	-

SPATIAL RELATIONSHIPS

Adjacent: Direct	Food Service Multi-purpose Room Loading Dock Service Corridor Custodial Storage
Nearby: Indirect	Boiler Room, Fan Room, Electrical Room Central Building Storage Maintenance/Custodial staff parking (+/- 4 parking spaces near loading dock)
Distant: Separated	Outdoor Storage (access to Outdoor Storage is via outside only)

FURNITURE, FIXTURES & EQUIPMENT *(includes basic FF&E items only, additional items may be required)*

Fixed Casework	Provide recessed equipment alcove at one side of Receiving for storage/parking of tilt truck, dollies, carts, manual lift truck and 28" riding floor scrubber out of traffic.
Furniture (Movable)	Heavy duty shelving units 12" and 18" deep, with adjustable height shelves.
Fixtures & Equipment	Design to include commercial compactor chute and associated equipment, specific size & power requirements to be supplied during design phase based on district's vendor contract at that time. Tilt truck (used to haul garbage inside the school to the loading dock/receiving area and stored in the receiving area). Dollies, Carts, Lift truck (manual); Recycling containers. Custodial night crew stores 28" riding floor scrubbers here.



Educational Specifications: Elementary Schools

Ref. #: 9.01 RECEIVING

(continued)

FINISHES

Floor	Sealed concrete.
Ceiling	Sound absorptive, 10'-0" minimum clear ceiling height.
Walls	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	Power outlets per code; additional outlets as required to support equipment. Provide designated area for compactor power pack.
Lighting	Energy efficient interior fixtures. Vandal proof exterior fixtures. Emergency light at loading dock.
HVAC	Overhead unit heater. Exhaust fan at 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.
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 loading dock.	N	Y
Interior	-	-	-

CONTROL & SAFETY NEEDS

Access - Exterior	Double door or overhead metal door to loading dock to accommodate deliveries
Access - Exterior	Metal personnel door, lockable (required only if overhead door used for deliveries); Include a removable keyed mullion (or no mullion) on at access doors.
Compactor hatch	Commercial trash compactor chute access hatch. If interior, provide security system door contact.
Access - Interior	Double doors.
Loading Dock	Canopy or overhang for weather protection (14' high clearance). Dock height = 44", 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 40' long 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, provide 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

1. Recycling	Provide designated nearby exterior area for use of recycling containers.
2. Canopy	Roof overhang to provide loading area & walkway shelter from rain, snow and ice buildup.
3. Deliveries	Student Nutrition vehicles average 39' long x 9' wide including mirror and 13'-0" high. Provide min. 13'-6" high clearance at canopy.
4. Can Washing	Outside area for washing trash cans & recycling containers.



Educational Specifications: Elementary Schools

Ref. #: **9.02** **CENTRAL BUILDING 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, and equipment Optional storage of laptop carts, AV equipment, etc. Provide for general dry storage through the use of heavy duty adjustable shelving for the efficient storage of specific quantities of materials needed for efficient ordering/delivery from the District's Central Warehouse and product vendors. The following materials may be stored: a. Bulk school supplies. b. Textbook. c. Spare student desks. d. Copy machine paper. e. Rolled construction paper. f. Floor buffing and carpet cleaning equipment.
Community	-

SPATIAL RELATIONSHIPS

Adjacent: Direct	Corridor leading from Receiving to Classrooms. May be located closer to classrooms than to Receiving to facilitate user access to supplies.
Nearby: Indirect	Receiving. Classrooms.
Distant: Separated	-

FURNITURE, FIXTURES & EQUIPMENT *(includes basic FF&E items only, additional items may be required)*

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	-



Educational Specifications: Elementary Schools

Ref. #: 9.02 CENTRAL BUILDING STORAGE

(continued)

FINISHES

Floor	Sealed concrete.
Ceiling	Sound absorptive or exposed, 10' recommended clear ceiling height.
Walls	-
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	Power outlets, per code. Outlets for laptop cart charging stations.
Lighting	Energy efficient 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	Full width or double door with removable mullion to accommodate over size loads.
-	-
-	-

SPECIAL CONSIDERATIONS

1.	-
2.	-
3.	-

**Educational Specifications: Elementary Schools**Ref. #: **9.03 CUSTODIAL CLOSETS**

Area/Department:	MAINTENANCE & CUSTODIAL		
Occupants:	Students: -	Faculty/Staff: 1 - 2	Other: -

ACTIVITIES & SPACE USAGE

Educational	-
Admin/Operational	<p>Short term supply storage.</p> <p>Daily cleaning materials and equipment; Water access for equipment.</p> <p>NOTE: Floor maintenance equipment storage to be distributed to 3 oversized custodial closets, 1 per classroom cluster. Floor area in each oversized Custodial Closet is 150% of normal custodial closet in order to store this equipment. Dispersed equipment storage allows more efficient use than central storage. Floor maintenance equipment listed below must be verified through each supplemental ed spec process:</p> <ul style="list-style-type: none"> 1 riding floor scrubber; 28" 1 walk behind floor scrubber; 26" 3 floor machines, 175 rpm, 23" 2 high speed burnishers, 20" 4 wet/dry vacuums with squeegee 1 medium carpet extractor 1 small carpet extractor <p>Riding floor scrubber is stored in Receiving equipment alcove. Other floor maintenance equipment that cannot be stored in custodial closets may be stored in Custodial Office/Storage.</p> <p>NOTE: Custodial Closets' priority uses are to store mobile and fixed custodial equipment and limited, short-term quantities of custodial supplies. Some bulk custodial supplies may be stored in Custodial Closets as space is available. This will help free up space in Custodial Office/Storage for office & break functions. However, it is expected that most custodial supplies bulk storage will be in the Custodial Office/Storage.</p>

SPATIAL RELATIONSHIPS

Adjacent: Direct	Main toilet rooms.
Nearby: Indirect	Classrooms, Multi-Purpose Room, Gym, Administration.
Distant: Separated	Disperse throughout school for maximum efficiency.

FURNITURE, FIXTURES & EQUIPMENT *(includes basic FF&E items only, additional items may be required)*

Fixed Casework	Open wall shelving.
Furniture (Movable)	-
Fixtures & Equipment	<p>2 Mop racks; Soap dispenser; Paper towel holder; Shelving.</p> <p>Sheet metal pan under one of the mop racks; locate other mop rack over floor sink.</p> <p>Tall stainless steel sheet metal backsplash panel on wall behind/over the sink area.</p> <p>Wall-mount metal wire chemical rack for four 1-gallon containers of cleaning agents w/ pumps.</p> <p>Canister or backpack vacuum.</p> <p>Floor machine, wet/dry vacuum, other floor cleaning equipment (see list above).</p>



Educational Specifications: Elementary Schools

Ref. #: 9.03 CUSTODIAL CLOSETS

(continued)

FINISHES

Floor	Sealed concrete.
Ceiling	Exposed and/or sound absorptive.
Walls	Durable, washable.
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	Power outlets, per code. Power outlet near door in clear location.
Lighting	Energy efficient 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 for 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	Single metal corridor door, 36" min., lockable, open outward; scuff panels on both sides of door.
Emergency Eye-Wash	Wall-mount 2-bottle emergency eye-wash station, small mirror adjacent.
-	-
-	-

SPECIAL CONSIDERATIONS

1. Corridor outlets	Corridors to have electrical outlets spaced to support custodial equipment.
2.	-
3.	-



Educational Specifications: Elementary Schools

Ref. #: **9.04 CUSTODIAL OFFICE/STORAGE**

Area/Department:	MAINTENANCE & CUSTODIAL		
Occupants:	Students: -	Faculty/Staff: 1 - 2	Other: -

ACTIVITIES & SPACE USAGE

Educational	-
Admin/Operational	Custodial office and bulk storage. Bulk custodial supplies are stored here upon receipt at loading dock. Bulk storage (case lots) of paper towels, toilet paper, hand wash dispenser soap. Bulk storage (case lots) of custodial cleaning/floor maintenance solutions. Office space for BPO for scheduling, ordering, inventory & small repairs. Small break/coat storage area for custodial night crew (approx. 2 persons). Storage of replacement lamps. Step ladder.
Community	-

SPATIAL RELATIONSHIPS

Adjacent: Direct	Receiving
Nearby: Indirect	Service corridor leading from Receiving to main school corridors. Maintenance/Custodial staff parking (4 parking spaces near loading dock).
Distant: Separated	-

FURNITURE, FIXTURES & EQUIPMENT *(includes basic FF&E items only, additional items may be required)*

Fixed Casework	Work counter with base cabinets beneath. Open shelving and/or cupboards over work counter. Flammable Materials Storage Cabinet, lockable.
Furniture (Movable)	Heavy duty metal shelving units 12" and 18" deep, with adjustable height shelves. Break table and 2 chairs. Tall wardrobe unit or lockers for BPO & custodial staff (1 day person and 2 night crew). BPO workstation/desk. File cabinet. Waste receptacle.
Fixtures & Equipment	Night override panel for building systems may be located in or near this room (duplicates similar panel in central Administration).



Educational Specifications: Elementary Schools

Ref. #: 9.04 CUSTODIAL OFFICE/STORAGE

(continued)

FINISHES

Floor	Sealed concrete.
Ceiling	Sound absorptive.
Walls	-
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	Power outlets, per code.
Lighting	Energy efficient fixtures.
HVAC	Supply/return air, zoned temp control.
Passive ventilation	If exterior wall area is available (such as one end of a long narrow space), consider providing one small high operable window and one low intake vent (operable) for passive ventilation.
Plumbing	laundry sink.
Acoustical	-
Special Utilities/Services	-
Other Considerations	-

WINDOWS & VISION PANELS

		Operable? (Y/N)	Shades? (Y/N)
Exterior	Exterior windows are not required in this space; however, a small operable window may be provided for the sake of passive ventilation.	Y	Y
Interior	Sidelite at strike-jamb of door frame.	N	N
Other Considerations	-	-	-

CONTROL & SAFETY NEEDS

Access Control	Doors lockable.
Access Clearance	Full width or double door with removable mullion to accommodate carts/dollies.
-	-
-	-

SPECIAL CONSIDERATIONS

1. Room Shape	Room shape of this space is flexible. For example, space may be relatively long and narrow. However, provide adequate clearance for passage in and out of space, to access storage shelving and BPO desk.
2. Night Crew	It is anticipated that the night crew may use the Staff Lounge for lunch breaks. The break area in Custodial Office/Storage is primarily a place for night crew staff to store coats and other personal belongings and meet at the beginning of their shift.



Educational Specifications: Elementary Schools

Ref. #: **9.05 OUTDOOR STORAGE**

Area/Department:	MAINTENANCE & CUSTODIAL		
Occupants:	Students: -	Faculty/Staff: 1 - 2	Other: -

ACTIVITIES & SPACE USAGE

Educational	-
Admin/Operational	Secure heated space for storage of riding snow blower, attachments and any other gasoline-powered equipment used by the school. Storage of fuel and lubricants. Storage of landscaping hand tools, water hoses.
Community	-

SPATIAL RELATIONSHIPS

Adjacent: Direct	The Outdoor Storage may be located within the main building footprint (outside access only); alternatively, can be located separately or as part of external generator enclosure complex. If located separate from main building, provide insulation, air barrier and high security door lock.
Nearby: Indirect	Locate near Receiving or near a major building entry approach that must be kept cleared of snow.
Distant: Separated	No interior access. Isolate from conditioned area to prevent migration of gasoline fumes.

FURNITURE, FIXTURES & EQUIPMENT *(includes basic FF&E items only, additional items may be required)*

Fixed Casework	-
Furniture (Movable)	-
Fixtures & Equipment	Fireproof storage cabinet for volatile materials, lockable. Metal shelving. Riding snow blower, mower attachments are stored in this space.



Educational Specifications: Elementary Schools

Ref. #: 9.05 OUTDOOR STORAGE

(continued)

FINISHES

Floor	Durable surface.
Ceiling	Durable surface.
Walls	Durable surface.
Other Considerations	Include transition threshold at door for ease of rolling machinery.

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

Electrical	2, standard 20 amp wall outlets or as required by code.
Lighting	Utility fixtures.
HVAC	Unit heater, non-electric, to provide heat adequate to ease equipment starting in cold weather. Individual temp control. Space may be maintained at 55 to 60 degrees F during heating season. This space must be isolated from building ventilation system. Provide small ventilation grille near top of exterior wall away from door for passive exhaust of gasoline and other fumes.
Plumbing	Include 1 Floor drain if space is heated; otherwise slope floor to exterior catchment.
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 riding snow blower, security alarm connected to building DDC system preferred.
CO monitor	Provide CO monitor in this space. For fire safety, connect CO monitor to building monitoring system.
-	-

SPECIAL CONSIDERATIONS

1. Air Barrier	Install continuous air barrier in common wall between Outdoor Storage and conditioned space to prevent migration of gasoline fumes into conditioned space.
2.	-
3.	-



Educational Specifications: Elementary Schools

Ref. #: **9.06 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 adequate space around equipment to conduct preventive maintenance repairs. Scheduled maintenance and tuning. Annual equipment inspections.
Community	-

SPATIAL RELATIONSHIPS

Adjacent: Direct	Ground level location, on exterior wall (double door to exterior).
Nearby: Indirect	Water main. Loading area.
Distant: Separated	-

FURNITURE, FIXTURES & EQUIPMENT *(includes basic FF&E items only, additional items may be required)*

Fixed Casework	Counter for DDC computer station.
Furniture (Movable)	-
Fixtures & Equipment	Metal storage cabinet with locking doors. Small tack board next to DDC computer station.



Educational Specifications: Elementary Schools

Ref. #: 9.06 BOILER ROOM

(continued)

FINISHES

Floor	Sealed concrete.
Ceiling	Exposed and/or sound absorptive.
Walls	-
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. 1 emergency power outlet if school has emergency generator.
Lighting	Energy efficient fixtures, not hidden or shielded by equipment, piping, conduits, etc.
HVAC	Building system, reference ASD Design Guidelines & Standards. . High efficiency equipment.
Plumbing	Hose bibs with hot & cold water supply. 2 Floor drains, slope floor to drains: 1 drain inside and 1 outside the boiler basin. Plumbing to boiler equipment. Insure feed water lines are accessible.
Acoustical	Acoustically isolate from adjacent teaching and work areas.
Special Utilities/Services	
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 equipment and equipment maintenance items, lockable.
Security	Security alarm system arm/disarm keypad in service entry area for access by off-site based maintenance personnel.
Emergency Shut-Off	Provide 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.
Panel restrictions	Do not mount electrical panels or junction boxes on boilers.

SPECIAL CONSIDERATIONS

1. Clearances	Provide 5'-0" min. clearance between boilers (or per manufacturer recommendations).
2. Clearances	Provide 2'-0" min. extensions of concrete pad under boiler beyond each end of boiler.
3. Clearances	Provide 3'-0" min. clearance around large floor pumps. (or per manufacturer recommendations).



Educational Specifications: Elementary Schools

Ref. #: **9.07 FAN ROOM**

Area/Department:	MAINTENANCE & CUSTODIAL		
Occupants:	Students: -	Faculty/Staff: 1 - 2	Other: -

ACTIVITIES & SPACE USAGE

Educational	-
Admin/Operational	Provide space for fan units, dampers, coils, variable frequency drive and other air handling equipment. Annual equipment inspections. Preventive maintenance repairs. Scheduled maintenance, tuning, filter changes, etc. Flammable fuels SHALL NOT be stored in this room.
Community	-

SPATIAL RELATIONSHIPS

Adjacent: Direct	Provide stair access if other than ground floor location. Centrally locate in building for efficiency.
Nearby: Indirect	Other mechanical areas (may be on different level).
Distant: Separated	Outdoor Storage. Loading/Receiving dock.

FURNITURE, FIXTURES & EQUIPMENT *(includes basic FF&E items only, additional items may be required)*

Fixed Casework	-
Furniture (Movable)	-
Fixtures & Equipment	Metal storage cabinet with locking doors.



Educational Specifications: Elementary Schools

Ref. #: 9.07 FAN ROOM

(continued)

FINISHES

Floor	Sealed concrete.
Ceiling	Exposed and/or sound absorptive.
Walls	-
Other Considerations	-

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

Electrical	Power for equipment, plus 1 emergency power outlet if school has emergency generator.
Lighting	Energy efficient fixtures.
HVAC	Building system, reference ASD Design Guidelines and Standards.
Intake	Locate fresh air intake with care to avoid contamination. Consider direction of prevailing wind, boiler exhaust, exhaust from idling service vehicles, buses.
Plumbing	Hose bibs with hot & cold water supply. Floor drain.
Acoustical	Design to minimize potential for noise & vibration transmission to occupied spaces. Provide noise and vibration control measures, such as vibration isolators.
Special Utilities/Services	-

WINDOWS & VISION PANELS

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

CONTROL & SAFETY NEEDS

Interior Access	Metal door, lockable. Provide adequately sized access to remove and replace equipment components.
Roof Access	Metal access door to roof, lockable.
Security	All exterior doors and roof hatches to have security system door contact.
Access to high fans	Provide catwalks to relief fans &/or other fans located high in the Fan Room.
-	-
-	-

SPECIAL CONSIDERATIONS

1. Clearances	Provide sufficient work space to dismantle equipment, shaft/squirrel cage removal, etc.: 3'-0" min. clearance around variable frequency drive units. Provide fan access clear of duct work or other obstructions.
2. Knock-out Wall	Provide knock-out wall or other means of future replacement of equipment.
3. Filter storage	Provide space to store replacement filters.
4.	-
5.	-



Educational Specifications: Elementary Schools

Ref. #: **9.08 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 and surge protectors. Provide adequate space for maintenance of electrical equipment and resetting/replacing breakers.
Community	-

SPATIAL RELATIONSHIPS

Adjacent: Direct	-
Nearby: Indirect	Generator Room; Custodial Office/Workroom.
Distant: Separated	Wet areas; plumbing walls.

FURNITURE, FIXTURES & EQUIPMENT *(includes basic FF&E items only, additional items may be required)*

Fixed Casework	-
Furniture (Movable)	-
Fixtures & Equipment	Metal storage cabinet with locking doors. Rubber discharge mats.



Educational Specifications: Elementary Schools

Ref. #: 9.08 ELECTRICAL ROOM

(continued)

FINISHES

Floor	Sealed concrete
Ceiling	Exposed and/or sound absorptive.
Walls	Fire-retardant paint on plywood one wall (for mounting electrical panels).
Other Considerations	-

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

Electrical	Per code requirements. 1 emergency power outlet if school has emergency generator.
Lighting	Energy efficient fixtures + task lighting on electrical panels; controls for both overhead Energy efficient and panel task lighting.
HVAC	Meet equipment environmental needs for cooling.
Plumbing	-
Acoustical	-
Special Utilities/Services	When 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 Panel, zone panels with permanent markings on the floor.
Safety Signage	Provide signage – “NO MATERIAL STORAGE”
-	-
-	-

SPECIAL CONSIDERATIONS

1. Expansion space	Allow expansion space for future panels.
2.	-
3.	-



Educational Specifications: Elementary Schools

Ref. #: **9.09** **INTERMEDIATE COMMUNICATIONS RM**

Area/Department:	MAINTENANCE & CUSTODIAL		
Occupants:	Students: -	Faculty/Staff: 1 - 2	Other: -
	-		

ACTIVITIES & SPACE USAGE

Educational	-
Admin/Operational	An Intermediate Communications Room is required if cable runs approach or exceed specified distances. Houses telephone backboard, communications equipment, racks, patch panels, data distribution panels & associated equipment.
Community	-

SPATIAL RELATIONSHIPS

Adjacent: Direct	Off hallway or common area. Centrally located to area to be served.
Nearby: Indirect	Computer labs.
Distant: Separated	Located remote from Communications Room. Plumbing walls.

FURNITURE, FIXTURES & EQUIPMENT *(includes basic FF&E items only, additional items may be required)*

Fixed Casework	
Furniture (Movable)	-
Fixtures & Equipment	-



Educational Specifications: Elementary Schools

Ref. #: **9.09 INTERMEDIATE COMMUNICATIONS ROOM**

(continued)

FINISHES

Floor	Sealed concrete.
Ceiling	Sound absorptive.
Walls	Fire retardant paint on plywood one wall (for mounting data distribution panels).
Other Considerations	-

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

Electrical	Power outlets per code, plus DEDICATED outlets to meet equipment needs.
Lighting	Energy efficient fixtures + task lighting on panels as necessary.
HVAC	Supply/return air, individual temp control.
Plumbing	-
Acoustical	-
Special Utilities/Services	-
Other Considerations	-

WINDOWS & VISION PANELS

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

CONTROL & SAFETY NEEDS

Access Control	Door lockable.
-	-
-	-
-	-

SPECIAL CONSIDERATIONS

1. Expansion space	Size for future expansion of panels.
2.	-
3.	-



7.10 General Building Areas

7.10.1 Space Program Summary

Ref. #:	Name/Function	# Required:	# Optional:	Net Area Each (s.f.):
10.01	Building Entry Vestibules	TBD	-	TBD*
10.02	Main Circulation Hallways	TBD	-	TBD*
10.03	Main Circulation Stairways	TBD	-	TBD*
10.04	Restrooms	TBD	-	450*
10.05	Elevators	TBD	-	TBD*
10.06	Relocatable Classrooms**	4	2	TBD
10.07	Camper Host	1	-	NA

* *Estimated gross areas*

** *Provisions for future placements.*



7.10.2 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.

To ensure that good sites for relocatable classrooms are available when and if they are needed, four primary sites and two additional alternative sites for relocatable classrooms should be planned for each school.

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. Refer to the ASD Design Guidelines and Standards for details.

7.10.3 Recommended Adjacencies

Adjacencies for the program components listed in this category will be determined through the planning and design processes. General adjacency and access requirements for each space are identified in the individual space attribute tables below.

**Educational Specifications: Elementary Schools****7.10.4 Individual Space Attributes**

Wherever category entries are blank or designated with the symbol “-” no specific requirements beyond the general parameters, applicable codes and ASD standards are defined.

Ref. #: 10.01 BUILDING ENTRY VESTIBULES

Area/Department:	GENERAL BUILDING AREAS		
Occupants:	Students: varies	Faculty/Staff: 1 - 2	Other: 1 - 2

ACTIVITIES & SPACE USAGE

Educational	Transition space at main building entries Put on outerwear Student waiting space for parent pick-up Brief conferences between principals and students Wayfinding/Orientation
Admin/Operational	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	Exterior high-use areas, maintained sidewalks Reception Lost & Found alcove
Nearby: Indirect	After-hours use areas Restrooms Drinking fountain Elevator Parking Bus drop-off Playground Outdoor playing fields and courts
Distant: Separated	-

FURNITURE, FIXTURES & EQUIPMENT *(includes basic FF&E items only, additional items may be required)*

Fixed Casework	Perimeter benches (in parent pick-up/drop-off vestibule)
Furniture (Movable)	Include cart with hangers for display of lost and found items, locate in alcove if possible.
Fixtures & Equipment	Optional: Public pay-phone (main entry/parent drop-off only) – locate at student height.



Educational Specifications: Elementary Schools

Ref. #: 10.01 BUILDING ENTRY VESTIBULES

(continued)

FINISHES

Floor	Durable resilient sheet flooring; Walk-off mat or grille.
Ceiling	Durable.
Walls	Durable wall construction and surface finish
Other Considerations	10'-0" ceiling height minimum recommended to deter abuse and vandalism

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

Electrical	Power outlets, per code. Safety covers.
Lighting	Energy efficient fixtures, caged or otherwise vandal resistive.
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
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. Include a removable keyed mullion (or no mullion) on at least one set of exterior and corresponding interior doors to school.
Security & Emerg egress	Hallway security motion sensors & fire alarm to activate vestibule emergency egress lights.
Other	-

SPECIAL CONSIDERATIONS

1.	-
2.	-
3.	-



Educational Specifications: Elementary Schools

Ref. #: **10.02 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 electronically
Admin/Operational	Internal circulation Emergency egress
Community	Way-finding

SPATIAL RELATIONSHIPS

Adjacent: Direct	Main building entries/exits; Reception Main circulation stairways; Elevator Restrooms Drinking fountains (include ADA accessible fountains) Multipurpose Room, Gym Library/Media Center Classrooms, Activity labs, Teacher Workrooms & Storage, Commons Parent/Community School Center Service Corridor
Nearby: Indirect	Receiving
Distant: Separated	

FURNITURE, FIXTURES & EQUIPMENT *(includes basic FF&E items only, additional items may be required)*

Fixed Casework	Lockable display cases for 2-D and 3-D displays, some lighted.
Furniture (Movable)	Optional: benches near restrooms for students waiting their turn.
Fixtures & Equipment	Tackable surfaces for displays of information and student work.



Educational Specifications: Elementary Schools

Ref. #: 10.02 MAIN CIRCULATION HALLWAYS

(continued)

FINISHES

Floor	Non slip, non-porous, durable and easily maintained.
Ceiling	Sound absorptive. Consider adding supplemental grid structure to support hanging displays in selected areas.
Walls	Durable finish to height above student reach (wainscot), paint above is acceptable – include feature colors on some walls. Surface not requiring painting is preferred. Provide corner guards on exposed corners. Any painted or exposed masonry corners to be bull-nosed or otherwise eased.
Other Considerations	9'-0" ceiling height minimum recommended.

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

Electrical	Power outlets, per code. Additional outlets for student mobile technology in commons areas. Dedicated-circuit 20 amp outlets distributed every 40' on center for custodial use
Lighting	Energy efficient fixtures, caged or otherwise vandal resistive. 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.	some	N
Interior	Consider enhanced visibility to Art Activity Lab and Library/Media Center	N	N
Other Considerations	-	-	-

CONTROL & SAFETY NEEDS

Supervision	Avoid "blind spots, nooks and niches" Provide visibility to multiple circulation corridors from individual monitoring points
Security & Emergency egress	Hallway security motion sensors & fire alarm to activate emergency egress lights
Service Corridor	8'-0" width
Balcony Rails	Configure to discourage climbing.
-	-

SPECIAL CONSIDERATIONS

1. Theme/Ownership	Link color & graphics to cluster themes. Consider areas where students can contribute through permanent strategies such as mosaics, wall tiles, murals, etc.
2. Configuration	Balance clear supervision & wayfinding with spatial interest & character.
3. Experiential Learning	Consider experiential learning features.
4. Art	Possible location for Percent for Art program artwork
5. Student Restrooms	Entire classes of students often go to restrooms at once. Plan space in adjacent hallway for students to wait their turns in an orderly manner.



Educational Specifications: Elementary Schools

Ref. #: **10.03 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	Drinking fountain. Elevator. Reception.
Distant: Separated	Buffer busy stairs and stair landings from Intensive Needs/Self Contained classrooms.

FURNITURE, FIXTURES & EQUIPMENT *(includes basic FF&E items only, additional items may be required)*

Fixed Casework	Consider display cases at landings for student work, Library/Media Center displays (use non-glass glazing for display cases).
Furniture (Movable)	-
Fixtures & Equipment	-



Educational Specifications: Elementary Schools

Ref. #: 10.03 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	Power outlets, per code.
Lighting	Energy efficient fixtures, caged or otherwise vandal resistive.
HVAC	-
Plumbing	-
Acoustical	-
Special Utilities/Services	-
Other Considerations	-

WINDOWS & VISION PANELS

Operable? (Y/N)

Shades? (Y/N)

Exterior	Consider daylighting/vision panels at landings, especially if viewable outside area needs passive monitoring.	N	N
Interior	-	-	-
Other Considerations	-	-	-

CONTROL & SAFETY NEEDS

Supervision	Stairwells can be notorious hiding places – avoid “blind spots, nooks and niches.” Visibility from main circulation corridors is desirable.
Security & Emergency egress	Hallway security motion sensors & fire alarm to activate stairway emergency egress lights.
Other	-

SPECIAL CONSIDERATIONS

1. Theme/Ownership	Link color & graphics to cluster themes (consider changing midway between levels). Consider areas where students can contribute through permanent strategies such as mosaics, wall tiles, etc.
2.	-
3.	-



Ref. #: **10.04 STUDENT RESTROOMS**

One set boys' and girls' restroom facilities should be located in each of the classroom wings. Optionally, the Primary classrooms may each have one restroom, reducing the need for one set of hall accessible restroom facilities. Their size should be planned in accordance with the anticipated traffic patterns. One unisex staff restroom should be located off each corridor area or easily accessible from the classrooms space.

Since entire classes of students are typically taken to use the restrooms at once, waiting space should be planned in adjacent hallways for students to wait for their turns in an orderly manner.

All materials used in the restrooms/lavatories must combine sanitation, durability, ease of maintenance as well as attractiveness. Floor drains are essential. Ceilings should resist moisture. All fixtures should be vandal proof with only the necessary parts and equipment accessible within the restroom for use by children. All other piping and fixtures should be behind wall in a maintenance area away from student traffic.

It is necessary to include the following: paper towels, soap dispensers at appropriate heights, wall mounted toilets and urinals with adequate carriers to withstand abuse, stall partitions with vandal resistant doors and disposal; units where appropriate, and wall hose bib. Light control should be by keyed switch, and emergency lighting should be available in case of power outages. Adequate ventilation/fan systems should be provided for in all restroom areas.

Area/Department:	GENERAL BUILDING AREAS			
Occupants:	Students:	TBD	Faculty/Staff:	NA
			Other:	-

ACTIVITIES & SPACE USAGE

Educational	-
Admin/Operational	-
Community	-

SPATIAL RELATIONSHIPS

Adjacent: Direct	
Nearby: Indirect	Easy access to restrooms for after-school events
Distant: Separated	-

FURNITURE, FIXTURES & EQUIPMENT *(includes basic FF&E items only, additional items may be required)*

Fixed Casework	-
Furniture (Movable)	-
Fixtures & Equipment	Wall-mounted paper towel and/or paperless hand dryers. Soap dispensers and/or hand-sanitizers. Toilet paper dispensers Trash receptacles Mirrors at lavatory. Flip-down changing table.



Educational Specifications: Elementary Schools

Ref. #: 10.04 STUDENT RESTROOMS

(continued)

FINISHES

Floor	Durable, non-slip, impervious, easily maintained.
Ceiling	"hard lid" ceiling.
Walls	Glazed tile to ceiling, or glazed tile wainscot w/seamless finish above. Backing for grab bars, dispensers. Mirrors should be located in lavatory area.
Other Considerations	If floor finish changes at door, include transition threshold.

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

Electrical	GFCI Power outlets, per code.
Lighting	Energy efficient fixtures.
HVAC	Exhaust fan.
Plumbing	Sinks and washing facilities can be located within or just outside of the student restrooms, to be determined during design. Sinks should be durable and good quality, both functionally and aesthetically. Floor drain, slope floor to drain. Hot & cold bib connections.
Acoustical	Good acoustical separation from adjacent spaces.
Special Utilities/Services	-
Other Considerations	-

WINDOWS & VISION PANELS

		Operable? (Y/N)	Shades? (Y/N)
Exterior	-	-	-
Interior	-	-	-
Other Considerations	No line of sight into restrooms from hallway (even when door is open).		

CONTROL & SAFETY NEEDS

Access Control	Accessible for possible after-hours use.

SPECIAL CONSIDERATIONS

1.	-
2.	-
3.	-



Educational Specifications: Elementary Schools

Ref. #: **10.05 ELEVATORS (as necessary)**

Area/Department:	GENERAL BUILDING AREAS		
Occupants:	Students: varies	Faculty/Staff:	Other:

ACTIVITIES & SPACE USAGE

Educational	ADA accessibility
Admin/Operational	ADA accessibility Transfer of Fan Room equipment for refurbishment or replacement Transfer of instructional technology equipment to educational spaces on upper floor(s) Size elevator to handle largest equipment item needing to be transferred.
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, Multipurpose Room, Library/Media Center Main circulation stairway Drinking fountain (ADA accessible) Service hallway from Receiving (for movement of equipment, furniture) Central Building Storage (for access to instructional supplies)
Distant: Separated	-

FURNITURE, FIXTURES & EQUIPMENT *(includes basic FF&E items only, additional items may be required)*

Fixed Casework	-
Furniture (Movable)	-
Fixtures & Equipment	Interior perimeter rail Control panel



Educational Specifications: Elementary Schools

Ref. #: 10.05 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	Energy efficient 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

1. ADA Accessibility	accommodate wheelchair use
2. Capacity	Elevator sized to accommodate electric pallet jack with pallet weighing up to 3,000 pounds. Door opening should be 54" wide, and elevator depth should be 7'-0" minimum.
3.	-



Educational Specifications: Elementary Schools

NOTE: the attributes of relocatable classrooms should match, as closely as possible, those in the main building. Recognizing that these temporary classrooms are not designed by the district or its consultants, the attributes are listed here only as a guideline.

Ref. #: **10.06 RELOCATABLE CLASSROOMS**

Area/Department:	GENERAL BUILDING AREAS		
Occupants:	Students: 24 - 27	Faculty/Staff: 1 - 2	Other: 1 - 2
	Special Needs educator(s) and Volunteer(s) as necessary		

ACTIVITIES & SPACE USAGE

Educational	See General Classrooms
Admin/Operational	Provide primary sites for 4 relocatable classrooms, plus alternate sites for 2 additional.
Community	Parent volunteers in classrooms are encouraged.

SPATIAL RELATIONSHIPS

Adjacent: Direct	-
Nearby: Indirect	Locate as close as reasonably feasible to other general classrooms & teacher support areas. Consider ease of access to Restrooms, Library/Media Center, Technology lab
Distant: Separated	High vehicle traffic areas (Allow room for delivery trucks to access the main entrance.)

FURNITURE, FIXTURES & EQUIPMENT *(includes basic FF&E items only, additional items may be required)*

Fixed Casework	Coat & cubby area w/ coat hooks; Shelf over coat hooks; Storage above coat closet. Boot tray under coat hooks, w/ clearance under boot rack to allow cleaning Built-in casework on 1 wall only - to allow flexible use of room.
<i>NOTE: fixed casework should</i>	Book shelves at usable height (not too low) Open shelving or cabinets for classroom sets of textbooks Shelves large & tall enough for dictionaries & reference books Storage cabinets for supplies Closed storage cabinets large enough for curriculum unit boxes Horizontal & vertical chart & display material storage
Furniture (Movable)	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, combinable in clusters; 26-30 student chairs, sled base Movable tables for 6 computers Optional movable acoustic dividers to allow division of space
Fixtures & Equipment	Sliding double marker board plus 1 additional Marker board Map rail holder/hooks over one board, map rail securable to prevent accidental dislodging Tack surface from ceiling 18" down where possible; Large tack boards; Tackable strip at student height; Optional full height tack surface to 10'. Retractable projection screen Flag holder brackets, 2 per classroom.



7.10.06 RELOCATABLE CLASSROOMS

(continued)

FINISHES

Floor	Carpet
Ceiling	Sound absorptive. Ceiling grid to support hanging displays.
Walls	Include 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	Power outlets 6' to 8' on center min., plus outlets for computers & other technology Additional duplex outlets at teacher wall One 20-Amp outlet on dedicated circuit for custodial use Separate circuit for A/V equipment
Lighting	Natural light + Direct/indirect pendant fixtures, Uniform light at student desks, additional light on presentation wall, boards & displays, variable light level control for various activities.
HVAC	Natural + mechanical ventilation, individual temperature control
Plumbing	-
Acoustical	35 dBA max. unoccupied background noise
Special Utilities/Services	-
Other Considerations	-

WINDOWS & VISION PANELS

		Operable? (Y/N)	Shades? (Y/N)
Exterior	Abundant access to natural light and ventilation	Y	Y
Interior	Sidelite at strike-jamb of doors	N	Y
Other Considerations	-	-	-

CONTROL & SAFETY NEEDS

Visibility	Visibility of entire room without "blind" areas
Access Control	Doors lockable from both sides
Disaster kits	Space for storage of emergency disaster kits in room.
Student Access	Avoid students crossing vehicle traffic to access relocatable classrooms from main school building.
-	-

SPECIAL CONSIDERATIONS

1. Flexibility	Provide flexibility for different desk configurations, wall space, centers, display areas, etc.
2.	-
3.	-



Educational Specifications: Elementary Schools

Ref. #: **10.07 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

SPATIAL RELATIONSHIPS

Adjacent: Direct	Utility hook-ups (electrical, phone, water) Parking (1-2 spaces)
Nearby: Indirect	Access from campus public entrance
Distant: Separated	-

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, refer to ASD Design Guidelines and Standards for details
Lighting	Exterior site lighting, see 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	-

CONTROL & SAFETY NEEDS

-	-
-	-

SPECIAL CONSIDERATIONS

1.	-
2.	-
3.	-

Anchorage School District



Districtwide Educational Specifications:

Elementary Schools

8.0

Appendix

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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, ELL, 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 for elementary schools is currently equal to the gross building area divided by 114 square feet.
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.



Educational Specifications: Elementary Schools

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. <u>Relocatable units</u> do not count towards net building area and are thus <u>non-capacity space</u> .
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 <u>Program Capacity</u> .
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.



Educational Specifications: Elementary Schools

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 <u>utilization factor</u> ; 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 “ <u>classrooms</u> ” 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, the teaching stations which do NOT count towards the capacity of a school. (i.e. art and music classrooms) are referred to as “auxiliary teaching stations”.
Total Teaching Spaces	All spaces designed primarily or exclusively for instruction including regular home-base classrooms and auxiliary classrooms such as art and music rooms, PE and health rooms. Equal to <u>regular</u> plus <u>auxiliary teaching stations</u> .
Utilization Factor	A decimal fraction equivalent to the average proportion of time that a <u>teaching station</u> 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%. This is due to the fact that when elementary students leave their homeroom classrooms for activities such as music or art, no other group of students has access to or use of their homeroom classroom.



8.2 Additional Resources

The following organizations provide a continuing source of many of the latest regulations, parameters and considerations for school planning and design. These resources among others represent varying information, data, case-studies and opinions that are often used to inform educational facility planning and educational specifications processes similar to those used for the ASD Districtwide Educational Specifications.

Anchorage School District Web site: www.asdk12.org

Alaska Department of Education & Early Development (DEED): www.eed.state.ak.us

AIA Committee on Architecture for Education: www.aia.org/cae_default

American Library Association (ALA): www.ala.org/

Council of Educational Facility Planners International (CEFPI): www.cefpi.org

Crime Prevention Through Environmental Design (CPTED): www.ncpc.org/training/crime-prevention-through-environmental-design-cpted-

National Association for the Education of Young Children (NAEYC): www.naeyc.org/

National Institute on Early Childhood Development & Education: www.ed.gov/offices/OERI/ECI

National Congress on School Transportation (NCST): www.ncstonline.org/

National Education Association (NEA): www.nea.org

National Educational Technology Standards (NETS): www.iste.org

U.S. Green Building Council (USGBC): www.usgbc.org



8.3 Lessons Learned

This “Lessons Learned” tab is included to assist with the update process for the District-wide Educational Specifications.

In fact, a key component in the development of these Ed Specs was to capture and address lessons learned from schools constructed using the previous Ed Specs that were in place for about 10 years. Post-occupancy evaluations for both new and renewal projects are great ways to capture and share insights for future projects and Ed Specs updates.

To achieve the best results, post-occupancy evaluations should be conducted once a full-year cycle of operation has been completed, allowing for seasonal programs and operational variations to be fully considered. In addition to views of principals and project managers, these evaluations may also include insights of other occupants such as teachers, support staff, parents, business partners, and maintenance and operational staff.

The Lessons Learned tab is intended to be a compilation of brief memos developed soon after one year of occupancy of a newly constructed or renovated facility, and collected over time. Memos should capture issues that were missed or seemed appropriate in the plans but did not work well in practice. This insight will give future design teams guidance on possible problem areas, and provide a focus for possible revisions for future Ed Spec documents.

Memos should be submitted to ASD Facilities Department and include:

- School Name
- Date of Project Completion/Opening of School
- Date of Memo
- Author: Name, Position, Contact information
- Short description of elements of the school that are working well (appropriately sized spaces, easy access among/between spaces, safe/secure environment, and the like.)
- Short description of elements of the school that are workable, but could be better. Include suggestions for improvements for each.
- Short descriptions of elements of the school that are inappropriate or inadequate to support their intended functions (room too small, difficult access, poor visibility, and the like.)
- Any other insights deemed appropriate for the purposes of continual improvement of educational facilities in Anchorage School District.

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