

planning for the future of

Anchorage School District



**Districtwide
Educational
Specifications:**

High Schools

September 2012



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1.0

**Executive
Summary**

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1.0 EXECUTIVE SUMMARY

Introduction

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 high school planning in the district, and is applicable to both renewal projects and new schools, although it is not expected that a new high school facility will be planned in the near future.

The goals for the Districtwide Educational Specifications 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 adjust 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 high schools in the district. 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.

The predominant operational strategy for ASD high schools uses groupings of students organized into smaller learning communities - SLCs. Each SLC includes core curriculum teachers and classrooms (Language Arts, Math, Social Studies and Science) as well as specialist teachers and professionals for select electives, exploratory learning and focused interventions. The latter are accommodated in a selection of separate, often smaller, specialized spaces and, wherever possible, through inclusion in the core classrooms.

The approach to teaching is student-centered, addressing the needs of each student. To this end, teachers within each SLC collaborate to plan educational opportunities for students, both collectively and individually. This concept provides an effective transitional learning environment by fostering a sense of



belonging and a personalized experience for each student. During the school day, teachers facilitate learning, typically in their classrooms, for all but one or two class periods, allowing for teacher planning and collaboration activities.

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 preferred ASD high school size; the preferred 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 includes 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 high schools that vary in program capacities. For example, a school providing more auxiliary/optional programs (with fewer students per class) will have lower program capacity than a school of equal physical size whose students require fewer of these specialty accommodations. This can vary each year (or more frequently) as program changes happen within a school or within the district as a whole. This Ed Specs consolidates methodologies for calculating student capacity, allowing for a streamlined, transparent and understandable approach to individual school utilization and the extent of actual overcapacity conditions.

Quantitative Summary

Capacity

Enrollment numbers for ASD high schools vary. This Ed Specs is written with flexibility, defining space requirements for student capacities of 1,800, 2,000 and 2,200 students. During the planning phases of each renewal project, the actual enrollment for a given high school will be determined by the specific parameters of that school such as program offerings, extent of teaching stations, core capacity (i.e. size of cafeteria and other amenities), security and life-safety issues, etc.

Class Size

Class sizes vary widely, depending upon the nature of the program. For example, some advanced math classes or world languages may have less than 20 students, whereas gym or band classes may exceed 50 students. For the purpose of calculating capacity, the target average number of students in high school classes is 28 students.

Special programs, including resource, intensive needs, ELL and others, utilize regular sized classrooms and/or smaller classrooms, with reduced numbers of students in these classes. The average number of students in these spaces is 12 per class, noting that there may be 8 students in some Special Education programs and 16-20 in others such as ELL, Cultural Studies, etc.

Capacities for all ASD schools are calculated and updated regularly by the district's Demographics Services. This Ed Specs has been produced to coordinate with the calculation methodology of ASD's Demographics, and includes the following two categories of class size:



Educational Specifications: High Schools

Regular Student Groupings average 28 students per class, and
Smaller Student Groupings average 12 students per class.

Utilization Rate

High school teachers typically teach five of the six periods per day. The resulting average utilization rate for teaching stations is 5/6 or 83 percent.

Teaching Stations

Teaching Stations are defined as learning environments regularly scheduled to support a class of students for core curriculum and elective courses. These are predominantly classrooms, but also include spaces such as gymnasiums, music rooms, etc. To allow some degree of flexibility in accommodating various programs, the Ed specs include a selection of optional teaching stations in addition to those that are required of every school. The number of optional teaching stations to be selected is determined by the student capacity for each high school. The total number of required plus optional teaching stations selected should not exceed the maximum allowed as shown below.

Program Capacity Targets (number of students):	1,800	2,000	2,200
Required Teaching Stations:	76	84	94
Maximum Number of Teaching Stations (range):	85-87	95-98	105-107

Calculations

Program capacity is calculated using the total number of teaching stations (TS) multiplied by the respective average class size. The utilization rate is then applied to this total to arrive at the program capacity as illustrated below. *Note that summary calculations are rounded for clarity.*

1,800 Students	Regular TS	Smaller TS	Capacity
Basic Program TS Required:	(64 x 28) 83%	+(12 x 12) 83%	1,600
Optional Additional TS:	to be selected up to a student capacity of:		+ 200
			= 1,800

2,000 Students	Regular TS	Smaller TS	Capacity
Basic Program TS Required:	(70 x 28) 83%	+(14 x 12) 83%	1,800
Optional Additional TS:	to be selected up to a student capacity of:		+ 200
			= 2,000

2,200 Students	Regular TS	Smaller TS	Capacity
Basic Program TS Required:	(78 x 28) 83%	+(16 x 12) 83%	2,000
Optional Additional TS:	to be selected up to a student capacity of:		+ 200
			= 2,200



Building Area Summary

ASD High Schools will be planned for an estimated total gross building area between 297,000 and 363,000 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 State of Alaska Department of Education and Early Development (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 the sake of comparison, calculations using the DEED methodology for school building area are also included. For assistance in determining space eligibility, contact DEED.

<u>Building Area Calculations (square feet):</u>	<u>1,800 students</u>	<u>2,000 students</u>	<u>2,200 students</u>
Basic Program Net Areas:	187,450	207,475	228,350
Grossing Factor:*	x 1.40	x 1.40	x 1.40
Total Gross Areas of Basic Programs:	262,430	290,465	319,690
DEED Estimated Gross Building Areas:	297,000	330,000	363,000
Potential for Optional Additional Space:**	34,570	39,535	43,310
Total Gross Areas of Optional Additional Space:***	70,238	73,332	76,188

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

** Optional program space may be added up to the total DEED allowable gross building area

*** This is the total gross area of all optional additional space, only a portion of which can be included in the allowable area for each school as noted above. This strategy is intended to allow flexibility for each high school to accommodate unique needs and programs.

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Introduction



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2.0 INTRODUCTION

Good educators can teach anywhere and good students 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, ASD 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 Anchorage School District. 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 high school planning in the district and is applicable to both renewal projects and new schools.

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 evolve over the life of this document, design team responses must also evolve.

Although the goal is to promote adequacy and consistency among schools, the guidelines in this document are not intended to restrict the effective or efficient design or renewal of any school 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 or special conditions. 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 ten years.



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 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 high 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 enrollment, 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, their recommended equipment requirements, and their 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 them in 1998, seven new and renewal high school projects have used the previous districtwide high school educational specifications. 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 1998 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 comprehensive nature of the Districtwide Ed Specs dictated wide participation from district leadership, special and related services, technology, and facilities staff, to name a few. In addition, tours of several existing high schools, including conversations with on-site teachers, students and administrators, generated meaningful input for lessons-learned and are incorporated in the updated Ed Specs as appropriate. A list of participants is included in section 2.3 below.

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

Ed Specs use and update procedures;

Educational goals;

More comprehensive planning and design parameters – including

- Capacity calculation methodology and definitions;
- Safety and security goals;
- Sustainability & Energy Efficiency.

Optional spaces to support programs and needs beyond the basic requirements;

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 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 high 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

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 Services
Rachel Molina Lodoen	Project Support Manager
Mary Cary	Project Manager

High School Resources:*

Mike Henry	Executive Director, High School Education
Todd Arndt	Supervisor, High School Education
Natalie Burnett	Principal, Eagle River High School
Chuck Fannin	Principal, South High School
Dan Gallego	Principal, Bartlett High School
Michael Graham	Principal, East High School
Cheryl Guyett	Principal, Dimond High School
Lou Pondolfino	Principal, Service High School
Rick Stone	Principal, West High School
Rick Volk	Principal, Chugiak High School

Additional Resources & Participants:*

Carol Comeau	Superintendent (retired June 2012)
Ray Amsden	Director, ASD facilities
Rob Balivet	Design Planning Manager, Facilities
Wes Bell	Supervisor, Information Technology
Jane Berglund	Chief Information Officer
Linda Carlson	Executive Director, Elementary Education
Pam Chenier	Director, Purchasing/Warehouse
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
Ed Graff	Assistant Superintendent of Instruction
Cindy Higgins	Supervisor, Related Services Programs
Scott Ihrig	Network Analyst
Steve Kalmes	Director, Transportation Services
Mike Klawitter	Director, Risk Management
Patricia McRae	Executive Director, Elementary Education
Mark Mew	Director, Security and Emergency Preparedness
Duane Moran	Supervisor, A.V. Services
Larry Peterson	Director, Maintenance
Leslie Preston	Director, Community Services
Diane Poage	Director, Related Services
Gail Raymond	Coordinator Science, Curriculum & Instruction
Rick Rios	Coordinator, Career & Technology Education
Brent Rock	Director, Student Nutrition
Heather Sawyer	Executive Director, Communications
David Sharrow	Specialist, Risk Management Safety
Enid Silverstein	Executive Director, Curriculum & Instructional Support
Jerry Sjolander	Executive Director, Special Education
Stan Syta	Director, Operations
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
Bob Griffin
Brian Griggs
Starr Marsett
Al Tamagni

2.3.3 Consultant

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Anchorage School District

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Education



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"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

3.0 EDUCATION

3.1 Vision & Goals

3.1.1 Anchorage School District

The Anchorage School District's 2006-07 Ongoing Overall Goals include visions for Academic Achievement, for the Learning Environment, and for 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 each group as designated by No Child Left Behind 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."



3.1.2 Specifically for High Schools

According to the High School Education Six-year Instructional Plan, “The High School division has identified three major areas of emphasis in the ASD Six-year plan. Increasing achievement for every student, enhancing the learning environment and providing accountability to the public will be stressed in each high school initiative. Increased opportunities for students who need remediation will be expanded. Additional work force development courses and programs will be offered for all students. Providing an increasingly safe businesslike learning environment will characterize the high schools in the coming years.” Specific and current curricula and instructional plans should be referenced as part of each school renewal project.

3.2 Student Characteristics

The October 2010 Ethnicity Report illustrates the district’s rich ethnic diversity within all of its programs. The ethnicity summary for high school students is included below. School planning efforts should review current reports and consider the specific population of the area that will be served by each school.

High School Total	12,755	
White	6,340	50%
African-American	839	7%
Alaska Native	980	8%
Asian or Pacific Islander	2,057	16%
Hispanic	1,225	10%
Multi-Ethnic	1,314	10%
Total Ethnic Minority	6,415	51%

The Profile of Performance is the district’s report to the board and community on the academic achievement of Anchorage students and schools. Visit the Anchorage School District’s Web site for additional information and annual updates: <http://www.asdk12.org/depts/demographics/>

3.3 Educational Programs

3.3.1 Core & Elective Programs

Planning for new and renewal school projects should consider program offerings, activities and learning goals.

The extent of educational program offerings may vary from school to school. Understanding educational programs and activities is necessary for the design teams in determining occupancy, duration of use, activity levels and other considerations key to planning effective, efficient and durable facilities and systems. It is expected that program offerings will also evolve over time,



both over the life of this educational specification and the life of the school facilities. These changes may be locally-responsive, state-driven and/or federally mandated. The team of architects and engineers must coordinate design strategies and systems with current programs and practices and future flexibility to support this expected evolution.

In addition to core curriculum, electives are curriculum experiences designed to help students discover and/or examine learning related to their changing needs, aptitudes and interests. The elective program is divided into two categories: standard and alternative. The Standard Electives are based on curricula that have been written and approved by the district and are more “traditional” in nature. They usually have instructors that are specialists in that particular elective area. Alternative Electives are special interest electives that provide learning opportunities for students based on student interest, faculty expertise and community involvement. These are courses that are designed and implemented by the school and teaching staff at each school site to support and expand the regular curriculum. Not all electives are offered at all schools.

Planning efforts should use current, updated program descriptions and instructional plans. This information is typically available on the district’s Web site.

3.3.2 Unique Program Offerings

In addition to the educational goals outlined by the district for all high schools, individual schools may offer supplemental programs to support the unique educational needs of their individual students and communities.

The following are a sampling of local, state or federal programs at ASD high schools designed to service the needs of particular students. Not all courses or programs are offered at all schools at any one time. Current listing and updates can be found on the ASD website and should be referenced during the SES process for each project.

- [ELL Multicultural Education Program/English Language Learner Program](#)
- [Gifted Education Program](#)
- [Migrant Education](#)
- [Social and Emotional Learning \(SEL\)](#)
- [Special Education](#)
- [Title I](#)
- [Safe and Drug-Free Schools](#)

The district has a number of special-purpose programs for students with special interests and needs and where individualization is emphasized. Students earn credits and meet district requirements in a variety of ways and these programs are characterized by curricular innovation along with basic skills development. A selection of programs offered at the time of this educational specification submittal include:



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- AVAIL: Anchorage Vocational Academic Institute of Learning, helps school drop-outs return to school
- AVID: Advancement via Individual Determination, aims to ensure the success of the least served students who are in the middle
- Humanities Interdisciplinary Program: integrated theme-based program at Bartlett High School
- COHO: self-paced, primarily online alternative high school program
- Continuation Program: serves students who are expelled from the ASD for violations of school policy
- Crossroads School, 7-12: school for pregnant and parenting teens
- Elitnaurvik-WithinEast (EWE): specifically for Alaska Native students, located at East High School
- Gifted: for students identified as academically or intellectually gifted
- International Baccalaureate (IB): a rigorous 2-year college preparatory program for juniors & seniors, located at West High School
- Kanakngaq: a small learning community at West High School specifically for Alaska Native students
- KCC: The Martin Luther King Jr. Career Center offers vocational and technical training in more than 26 occupations for students in grades 10-12
- Myhigh: an online program providing high school students opportunities to earn credit through online course work
- Newcomers Program: ELL tutors and counselors for ELL students
- SAVE and Benson: specialized programs for students who are behind in credit but who want to graduate on time with their class
- School-Within-A-School (SWS): emphasize student responsibility and productivity, various programs are offered located at several ASD high schools
- SEARCH: an individualized program for students with attendance or discipline problems
- The Seminar School (TSS): uses the Socratic seminar method and is located at Service High School
- World Languages Immersion Programs: offerings in German, Spanish, Japanese and Russian, located at several ASD schools

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**Districtwide
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**Planning &
Design
Considerations**



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4.0 PLANNING & DESIGN CONSIDERATIONS

NOTE: Definitions of terminology are included in Section 8 of this document.

4.1 Grade Configuration

ASD high schools enroll students in grades 9 through 12.

4.2 School Capacity

For planning purposes, ASD high schools will be planned for targeted student enrollments of 1,800, 2,000 or 2,200 students.

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 classrooms and new construction.

The district has relied solely on the State of Alaska Department of Education and Early Development, "DEED Capacity" calculations in the past to evaluate crowding conditions in its schools. These capacities are used by the state to determine eligibility for new or expanded school construction projects. When existing facilities are evaluated, DEED capacity is derived from a formula based on gross square footage of a school. In order for the DEED to determine the allowable square footage for a new school or for an addition to an existing school, enrollment capacity for an entire attendance area must first be calculated. This is done by determining the estimated 5 year post occupancy student population for the attendance area. The existing permanent square footage 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 the sake of comparison, the DEED calculation methodology is included below.

4.2.1 DEED Capacity

The Alaska DEED bases school construction funding on the total gross building area per student. The DEED allows 165 gross square feet per student in grades 9-12. In reverse, the total number of student membership planned for a school determines its gross building area for the purposes of eligibility and state construction funding.

For 1,800 students in grades 9-12:

$$1,800 \text{ students} \times 165 \text{ gsf} = 297,000 \text{ gsf}$$

For 2,000 students in grades 9-12:

$$2,000 \text{ students} \times 165 \text{ gsf} = 330,000 \text{ gsf}$$

For 2,200 students in grades 9-12:

$$2,200 \text{ students} \times 165 \text{ gsf} = 363,000 \text{ gsf}$$



4.2.2 SLC Capacity

At the high school level, SLCs range from 50 to 550 students each. For the purposes of this ed specs, four equal SLCs of 450 to 550 students each are shown. Supplemental ed specs will further delineate SLCs based on actual and anticipated programs and SLC strategies at each high school. For flexibility, SLCs should be planned to allow for full, half and quarter-sized SLCs to the extent possible within existing facilities constraints.

4.2.3 Class Sizes

Class sizes vary widely, depending upon the nature of the class. Some advanced math classes or world languages may have less than 20 students, whereas gym or band classes may exceed 50 students. The average number of students in all high school general education classes is 28.

Special programs, including resource, intensive needs, ELL and others utilize regular classrooms or smaller classrooms, with reduced numbers of students in these classes averaging 12 students per class. The extent of these special programs within each school accounts for the range of teaching stations required.

The average number of students per teaching station is a key factor in determining student capacity for the school. School capacities for all ASD schools are calculated and updated regularly by district's Demographics Services. Districtwide calculations are used to determine overcrowding and enrollment boundaries, to place portable classroom units, and to establish eligibility for state funding of school renewal construction projects.

This educational specification has been produced to coordinate with the calculation methodology of ASD's Demographics, and includes two general categories of class size:

Regular Class Size averages 28 students per class, and

Smaller Class Size averages 12 students per class.

The chart below identifies teaching station and class size categories for the purposes of calculating student capacity.

Teaching Station:	Class Size
Classrooms & Science Labs	Regular
Art Rooms	Regular
Music Rooms	Regular
Gymnasium/Track	Regular
Aerobics/Dance Rooms	Regular
Fitness/Weight Rooms	Regular
Health/PE Classrooms	Regular
CTE Labs & Classrooms	Regular
Resource/Study Skills	Smaller
Self-Contained Special Ed.	Smaller
Autism Classroom	Smaller



4.2.4 Utilization and Capacity

Utilization Factor for High Schools

High schools typically operate on a six-period day, with teachers holding class for 5 periods and using one period for conference or planning. Therefore, the utilization factor is 5/6 or 83 percent.

To illustrate the application of this calculation:

A school with 43 teaching stations and an average class size of 28 students:

$$43 \times 28 \times 83\% = \text{approximately } 1,000 \text{ students}$$

4.2.5 Teaching Stations (T.S.)

ASD high schools are planned for targeted student enrollments of 1,800, 2,000 or 2,200 students.

For consistency throughout the district's high schools, each of the targeted enrollments includes basic program spaces which should be present in each school. In addition to these required spaces, optional additional spaces may be selected to support unique programs and educational offerings at individual schools. Optional additional space may be added up to the maximum gross building area allowed by the DEED. The selection of optional spaces will occur as part of the supplemental educational specifications required for each project.

The following chart summarizes the total required and optional additional teaching stations listed in the space program for each target enrollment.

	1,800		2,000		2,200	
	Required	Optional	Required	Optional	Required	Optional
Regular T.S.	65	12	71	14	80	13
Smaller T.S.	14	5	15	5	14	5

Since the number of teaching stations directly affects the student capacity of each school, a limited number of teaching stations should be included in each school. Space programs for each of the three target school capacities include a combination of regular-sized and smaller-sized classes. The following chart indicates the range of T.S. required for each enrollment capacity target.

<u>Enrollment/Capacity:</u>	<u>1,800</u>	<u>2,000</u>	<u>2,200</u>
Number of regular T.S. required:	70-73	78-80	85-88
Number of smaller T.S. required:	12-17	15-20	17-22

The total number of each type of teaching station will vary depending on the selection of optional additional teaching stations to meet the specific needs of each school



community. For example, if all 20 smaller class size teaching stations are included for a 2,000 student high school, then only 78 of the 84 regular class size teaching stations are allowed.

The example calculation:

$$[(20 \times 12) + (78 \times 28)] \times 83 \text{ percent} = 2,012 \text{ students}$$

In this example, if additional regular class size teaching stations are desired, then a reduction of smaller class size spaces is necessary.

The following chart illustrates the possible combinations of teaching stations for each of the targeted student enrollments. Total student capacities shown are within 1 percent of the target enrollments.

	1,800			2,000			2,200		
	Reg.	Sm.	Capacity	Reg.	Sm.	Capacity	Reg.	Sm.	Capacity
Option A	73	12	1,816	80	15	2,009	88	17	2,214
Option B	72	13	1,803	80	16	2,019	87	18	2,201
Option C	72	14	1,813	79	17	2,005	87	19	2,211
Option D	71	15	1,799	79	18	2,015	86	20	2,198
Option E	71	16	1,809	78	19	2,002	86	21	2,208
Option F	70	17	1,796	78	20	2,012	85	22	2,195

4.2.6 ASD Methodology for Program Capacity

By moving to a program rather than square-foot driven school capacity calculation, the district should have a better snapshot of individual school utilization and the extent of actual overcapacity conditions.

More meaningful than school 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 special programs (with fewer students per class) will have lower student program capacity than a school of equal physical size whose students require fewer of these specialty programs.

In collaboration with ASD Facilities Department, Demographics Services maintains data tracking the total number of teaching stations for each high school in the district. For each facility, this number includes such spaces as band and art, as well as academic classrooms, and PE spaces. It also includes some spaces that are used for special programs, such as resource/study skills and self-contained special education instruction, which are counted as supporting smaller class sizes.



Program capacity is determined by the following factors:

Number of Teaching Stations available for instruction:

number of Regular-sized student groupings;

number of Smaller-sized student groupings;

Average utilization factor for the school;

The capacity of infrastructure to support a given number of students (i.e. food services, gym, lockers, library, hallways, offices, etc.) including life safety issues.

The resulting computation of Program capacity is:

Number of Teaching Stations with regular-sized classes x 28 students,

PLUS

Number of Teaching Stations with small-sized classes x 12 students,

This total is then multiplied by the average Utilization factor of 83 percent to obtain the program capacity of the school.

$[(\text{RegTS} \times 28) + (\text{SmTS} \times 12)] \times 83\% = \text{Program Capacity}$

Other Variables:

Operating budgets set the actual student/teacher ratio, a reduction in class size will reduce the school's overall capacity.

Classroom utilization can also be affected by the number of planning/collaboration/prep periods granted to teachers as well as the extent of shared classrooms. These factors are also often a function of budgets. An increase in classroom utilization will increase the school's overall capacity, however not without associated logistical concerns.

The infrastructure of each school must also be considered – its ability to support the intended student body. Since all students must move through the halls, use a locker, have a place to eat, and gather for large-group meetings, the use of strategies for increasing school capacity such as increasing utilization or adding portable classroom units to the site still has limits.



4.2.7 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 and either singly or in combination:

- Reduce enrollment through reassigning students and/or adjusting attendance boundaries;
- Increase capacity through rebalancing program offerings;
- Increase capacity by expanding the utilization of existing facilities such as through sharing classrooms (primarily middle & high schools);
- Increase capacity through the use of off-site facilities and business/community partnerships (primarily middle & high schools);
- Increase capacity through building additions or re-configurations;
- Temporarily increase capacity through the placement of portable classrooms on the site.

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 Overview

It is agreed that ASD high schools best serve students through small learning communities, an interdisciplinary approach to education. Facilities should support this approach with flexibility for future needs.

Typical small learning communities include:

- Learning environments
- Student support spaces
- Administrative spaces

SLC learning environments include general and science classrooms as well as resource/study skills classrooms.

Optional additional areas include small group rooms, large group/presentation rooms and additional resource rooms. Optional additional areas will be selected up to the DEED maximum allowable gross building area per the needs of individual school communities. This will be determined through the Supplemental Educational Specifications process.

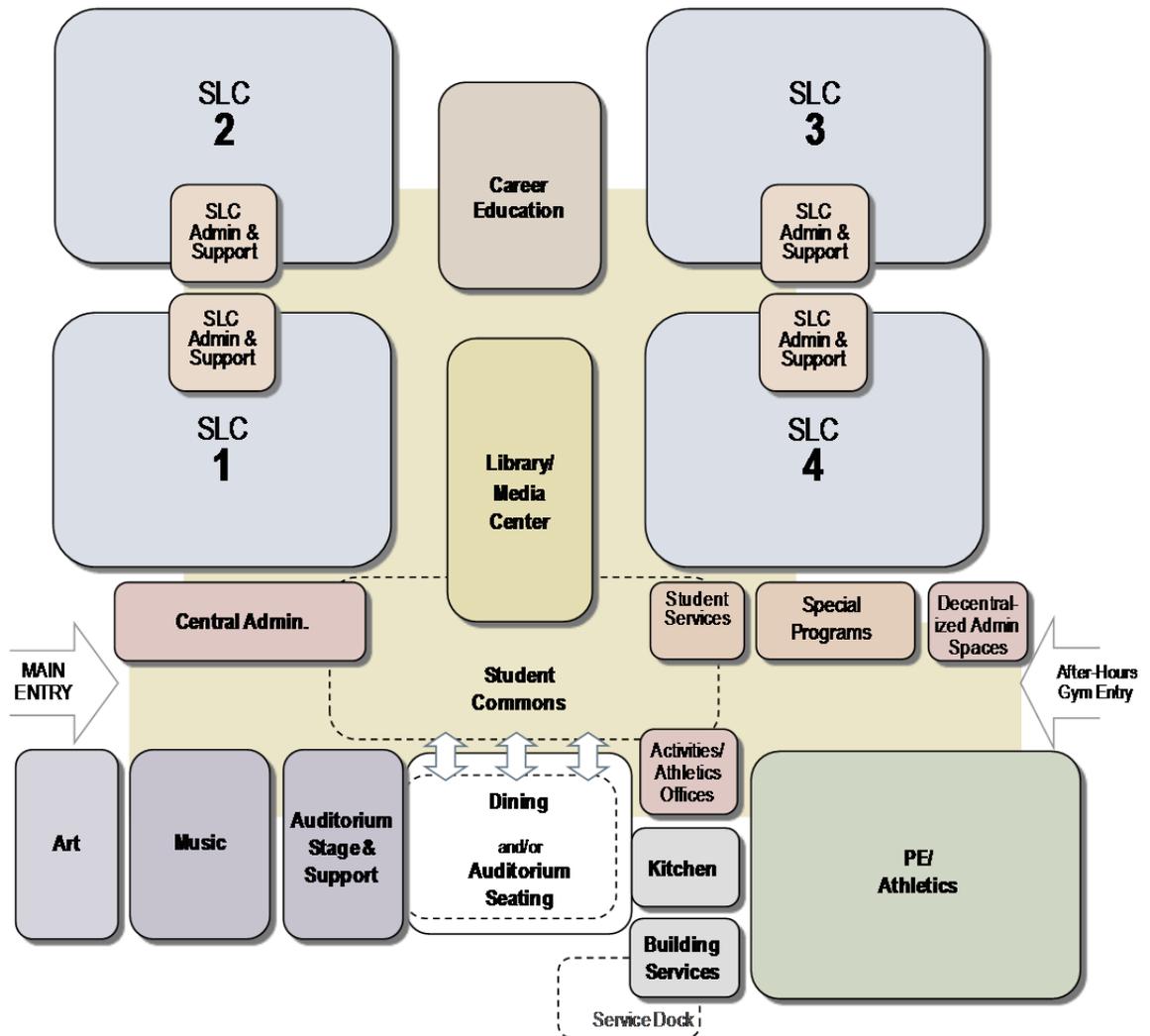


4.3.2 Overall Building Organization

The diagram shown below is intended to illustrate optimal functional relationships between and among grouped program components. Each small learning community should be planned so that all program elements are located in contiguous space as much as possible. Examples of SLC configurations are included below for reference.

Some of the spaces shown are “Optional Additional” rooms. The selection and inclusion of these spaces in the plan will be determined through the Supplemental Educational Specification process for each school renewal project.

A variety of planning approaches may be possible to satisfy these adjacency recommendations within the existing high schools. No reference to the number of floors/stories is intended, and no floor plan is implied. Further interpretation must be made by the design teams as they address site constraints, existing facilities and/or other project parameters for each school.





4.4 Building Design Standards

4.4.1 Building Codes, Regulations and Standards

In addition to responding to these Educational Specifications, high 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. The design will also adhere to state-adopted code items more stringent than local standards.

The Anchorage School District has material and design standards that serve as design guidelines as well. 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 Design Standards and requirements, these standards include sustainability, Safety & Security, Emergency Shelter, FF&E, playground, and Instructional Technology standards. Designs will reflect the district's current standards.

The most current DEED standards and guidelines, including sustainability and energy efficiency, also apply.

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.

4.5 General Design Goals

Several characteristics must be considered in planning for the renewal of an existing high school. The building must address 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 should 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 beautify the grounds, without posing safety hazards. If the design involves building 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. The selection of materials and finishes must lend themselves toward longevity, ease of maintenance, and continuity of design for quality appearance, background, and a base upon which furniture requirements will be developed. It is essential to use durable materials that will withstand wear and tear and at the same time design an atmosphere that will promote good educational response and be as meticulously pleasing to the users.



Facilities should be planned 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.

4.5.1 Accessibility Goals

In addition to the requirements of the Americans with Disabilities Act (ADA), the design must allow for equitable access of all facilities and equipment. Wherever appropriate, the guidelines for Universal Design shall be incorporated ensuring equitable accessibility for all users of the facility 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.

These principles of Universal Design address only universally usable design, while the practice of design involves more than consideration for usability. Designers must also incorporate other considerations such as economic, engineering, cultural, gender and environmental concerns in their design processes. Throughout the design phases of the project, the district should offer designers guidance to better integrate features that meet the needs of as many users as possible. The principles of Universal Design can be used as guidelines in the design of the new or renewed school. But note that all guidelines may not be relevant to all sites and/or building designs.¹

4.5.2 Storage

The space program includes storage rooms, quantified and 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

The Anchorage School District communicates its commitment to school safety. There is a high interest in maintaining an inviting and de-institutionalized school environment, while simultaneously providing a safe environment for students, staff and community who use the facility and adjacent support services. The organization of a building will have a major impact on student behavior and safety concerns. Building security can be addressed in both active and passive manners: active security is based on security systems; passive security is based on program design, building configuration, and community participation. The school design should begin with passive concepts and then apply active concepts where necessary.

¹ The Center for Universal Design, Retrieved January 2005. http://www.design.ncsu.edu/cud/univ_design/princ_overview.htm



The ultimate goal is to ensure that the highest level of safety and security features 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 fields, and perimeter fencing directly affect the ability to secure and supervise the campus.

4.6.2 Safety & Security Strategies

As noted above, building security can be addressed with both active and passive approaches. 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 channeling of traffic – can also be key characteristics of the welcoming, warm atmosphere desired at a high 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, symbolism and graphics. 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. Administrators should be able to see all approaching visitors and control entry. Direct view corridors to the center of the campus should be minimized. 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. There should be no roof access from outside the building (maintenance or otherwise).

By organizing a building into SLCs, a number of changes occur, which can reduce behavior problems:

- Since the greatest number of discipline problems in a school occur when students are between classes and have to travel from one end of the building to the other, having students spend the majority of their day in one section of the building, reducing movement, will likely result in fewer discipline 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 team.

Building Materials (passive)

Use durable wall surface materials that are easy to clean and to remove graffiti from. Incorporate pitched roofs strategically located to deter roof entry. Limit the size of window panes (use multiple smaller windows rather than one large window) and provide security screens where appropriate. Keep windows away from exterior doors to inhibit break-ins.



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.

Exterior Doorways (passive)

Exterior doorways should be visible from interior spaces such as security, administrative and/or staff offices.

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 police 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. Doors used by students to be located at the end of vehicular queuing area for student drop-off.

Camper hosts have been an important strategy to reduce vandalism. Two camper hosts can monitor a high 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.

Physical/Active Measures

a) Communications

- Users in instructional and support areas must have the ability to make security calls via access to the intercom communications system.
- Include 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.

b) Access Control

- Doorways and entries - Exterior exit doors shall be secured with heavy-duty grade locks, hardware and hinges per district standard design guidelines.
- Perimeter doors should be secured via fail-secure hardware such as electric latch retraction. These can be dogged down electrically from a central location to keep doors open for easy



passage during class changes while locking them simultaneously during class hours. This keeps buildings locked from the outside and forces any visitors to come to a central, supervised entry, yet the exit devices provide emergency egress if required.

- All exterior doors and roof hatches to have security system door contacts.
- c) 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's 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
- d) Include good site lighting for:
 - Building exteriors
 - Walkways
 - Playfields (courts & 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.

4.6.4 Disaster Contingency Components

Select 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 into a 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 if possible; 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 goals in the district is the increasing interdependence among schools, families, community members, and business. There is strong



Educational Specifications: High Schools

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. The following lists potential community uses for ASD high schools:

- School clubs and after-school enrichment activities,
- Adult and alternative education programs,
- Community meetings and special seminars,
- Mentoring programs,
- Parent Involvement and School/Business Partnerships,
- Recreation and sports programs,
- Health screening and intervention programs,
- Senior citizen programs and community library/media center use,
- Community focus point for information sharing – task force meetings etc.

Most community uses will need to focus on shared space which is used primarily for high school programs during the school day and community uses during the non-school hours. Priorities need to be established at each school to determine future community activities that may be added in order to incorporate them in overall school planning. Even with shared space, opportunities exist. Spaces offering the greatest possibility for community shared usage include:

- Student commons for community meetings and special events,
- Gym and Auxiliary Gym facilities for individual and team activities,
- Weight room, indoor track and aerobics room for fitness programs,
- Exterior fields for athletics,
- Computer labs,
- Library/media center for community use and meetings.

It is anticipated that a high school facility will remain open beyond the scheduled school day to accommodate this community use and to support life-long learning. Portions of the facility may also be available for community use during school hours. Security and access will need to be controlled to ensure the safety of all occupants and protection of facilities and equipment. Spaces used beyond the normal school activities and hours should be designed with durable finishes and ease of maintenance in mind. When the school and community share spaces, it is important to consider:

- Attention to selecting variable and durable furniture and equipment for high school students, young children and adults,
- Evaluation of storage requirements,
- Configuring and zoning the facility and site to enhance parking, circulation, and security,
- Providing adequate signage to assist community members in way-finding,
- "User-friendly" layout and design of community use areas,
- Funding: capital and operational budget impacts,
- Space/facilities need to accommodate special needs populations with appropriate furniture, access points,
- Allowing time for custodial and maintenance care,
- Providing secure protection of facilities and its resources for school day use is a priority.
- Provide simple manual overrides for fan controls in spaces available for use after hours.



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

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.

4.8.1 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, and 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 assembled 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, over views, 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.

- **Climatic Conditions**

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.

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/stwdp/ing/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 must also be separate from bus traffic patterns. The bus loading zone should be configured in a manner that allows student to be delivered at the curb in the morning and buses to be parked in the same location every afternoon. 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 flowers, 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. 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 should be considered as more than a backdrop for school buildings.

4.8.2 Physical Education & Athletics

A high school site should provide game-quality outdoor facilities that students and community can use for physical education, athletics, recreation and exercise. Each school throughout the district supports a variety of PE and athletic sports programs. Supplemental educational specifications for the renewal of each high school will verify the extent of these amenities required. At minimum, each school site should support the following amenities:

- 8-lane track
- 6 tennis courts (additional courts are optional)
- 1 football field inside the track, with field turf
- Track & field areas at end-zones
- Bleacher seating for student body + staff + 200 (or 1,000 seats min.) all on one side. Opposite side bleachers optional/future
- Security fence at stadium for crowd control. Outer fence required, inner fence optional
- Include separate gateways for home & visitors, include gates for emergency vehicles
- Include rough-ins at stadium for scoreboards, concession, lighting
- 1 PE/practice field (soccer & multi-purpose PE)
- Backstops for 1 baseball & 1 softball field, no fences
- Optional: running trail (ski, cross-country, running, etc.)
- Consider accessibility at physical boundaries
- Consider site lighting for security/safety, for games, PE and community use.

4.8.3 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 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. and Alaska state flags.

4.8.4 Portable Classrooms

The site should support 8-10 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 high 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.

planning for the future of

Anchorage School District



**Districtwide
Educational
Specifications:**

High Schools

5.0

**Technology
Requirements**



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Educational Facility Planning
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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 DEED. Having an approved District Plan on file with DEED 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.

² ASD Educational Technology Plan, 2008-11.



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 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
- Ongoing financial support for sustained technology use
- Policies and standards supporting new learning environments

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.

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



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.

“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.

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.



Student Services:	schedules, grades, attendance, counseling, transportation, etc.
Communication/Productivity:	e-mail, phone, Internet, word processing, spreadsheets, etc.
Business Systems:	accounting, payroll, inventory, staff/HR, etc.

Key components of the technology environment include:

- **Voice:** Telephone and voice communications in every classroom and workspace to support internal and external communications
- **Video:** Video distribution in every classroom and throughout the building with interactive video capabilities to support whole and small group instruction, distance learning and providing access to a wide range of internal and external resources
- **Data:** Data retrieval capabilities in every classroom and throughout the building to support communication, management and instructional applications.

5.4 Technology Components

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



Educational Specifications: High Schools

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

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

1.0 CORE ACADEMICS

1.01	General Classrooms	●	●	●	●	●	●	○	●	●	●	●	●	●	●	●	●	●	●	●							
1.02	Science Lab/Classrooms	●	●	●	●	●	●	○	●	●	●	●	●	●	●											●	
1.02a	Science Prep/Storage	●			○	●	●	○																			
1.03	Resource/Study Skills Classrooms	●	●	●	●	●	●	○	●	●	●	●	●	●	●		●	●	●	●							
1.04	Computer/Distance Learning Classrooms	●	●	●	●	●	●	○	●	●	●	●	●	●	●		●	●	●	●	●					●	
1.04a	Computer Supply/Equipment Storage				○		●	○																			
1.05	Student Lockers				●	●		○																			
1.06	Student Restrooms				○																						
1.07	SLC Reception & Support Staff Area	●	●	●	●	●	●	○														●	●	●	●		
1.08	Administrator/SLC Coordinator Office	●		●	●	●	●	○																			
1.09	Counselor Office	●		●	●	●	●	○				●	●														
1.10	Itinerant Office	●		●	●	●	●	○																			
1.11	Security Station	●		●	●	●	●	○				●	●														
1.12	Conference Room			●	●	●	●	○		●	●	●				●	●										
1.13	Teacher Planning Center	●	●	●	●	●	●	○		●	●	●				●	●	●	●	●	●	●	●				
1.14	Task Rooms	●			○	●	●	○																			
1.15	Textbook and Equipment Storage				○		●	○																			
1.16	General Storage				○		●	○																			
1.17	File/Secure Storage				○		●	○																			
1.18	Faculty/Staff Restrooms				○																						
1.19	Small Group Rooms				●	●	●	○				●			●	●	●										
1.20	Large Group Room	●	●	●	●	●	●	○	●	●	●	●	●	●	●	●	●			●	●						



Educational Specifications: High Schools

Room Name:

Communications:							Built-In Technology:							Replaceable Technology:							Keynotes (See Legend Below)				
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Key:

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- Indirect Access from within Space

2.0 SPECIAL PROGRAMS

2.01	Sp. Ed. Offices	●	●	●	●	●	●	○								●	●										
2.02	Conference/Small Group Room	●		●	●	●	●	○				●	●			●	●										
2.03	Workroom/Storage	●	●	●	●	●	●	○				●	●			●	●	●		●	●	●	●				
2.04	Special Programs Type A	●	●	●	●	●	●	○	●			●		●		●	●	●	●								1
2.05	Special Programs Type B	●	●	●	●	●	●	○	●			●		●		●	●	●	●								1
2.06	Special Programs Type C	●	●	●	●	●	●	○	●			●		●		●	●	●	●								1
2.07	Intensive Needs Changing Room		●		○			○																			
2.08	Special Education Restroom				○			○																			
2.09	Lifeskills Kitchen & Laundry				○	○		○																			
2.10	Storage				○			○																			
2.11	Special Programs Type D	●	●	●	●	●	●	○	●			●		●		●	●	●	●								1
a	Student Locker/Storage				●	●	●	○																			
b	Observation/Conference Room	●	●	●	●	●	●	○				●	●			●	●										
c	Achievement Room	●	●	●	●	●	●	○	●			●		●		●	●	●	●								
d	Quiet Area				○	●	●	○																			
e	Staff Workspace	●	●	●	●	●	●	○				●	●			●	●	●		●	●	●	●				
f	Kitchenette/Storage				○	○		○																			
2.12	Type B Support: Kitchenette				○	○		○																			
2.13	OT/PT Room	●	●	●	●	●	●	○	●			●		●		●	●	●	●								
2.14	OT/PT Equipment Storage				○		●	○																			



Room Name:	Communications:							Built-In Technology:							Replaceable Technology:							Keynotes (See Legend Below)				
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 ○ Indirect Access from within Space

3.0 LIBRARY/MEDIA CENTER

3.01	Main Reading, Reference, Stacks and	●	●	●	●	●	●	●	○	●		●	●				●	●	●	●								
3.02	Periodical Reading Area					○			○																			
3.03	Student Copy/Work Alcove				○	○		●	○										●	●		●	●					
3.04	Small Group Alcove	●	●		●			●	○			●																
3.05	Librarian's Office	●		●	●	●		●	○																			
3.06	LMC Workroom	●	●	●	●	●		●	○			●	●				●	●	●		●	●	●	●				
3.07	Equipment and Non-Print Storage							●	○																			
3.08	Media Retrieval/Head End Room							●	○																	●		
3.09	Technology Coordinator Office/Workroom	●				●		●	○			●	●						●		●	●	●	●				
3.10	LMC Computer Lab	●	●	●	●	●		●	○	●		●		●			●	●	●	●	●				●			
3.11	Newspaper Office	●			○	●		●	○			●	●						●		●	●	●	●				
3.12	Newspaper Workroom	●			○	●		●	○			●	●						●		●	●	●	●				
3.13	Periodical Storage							●	○																			

4.0 VISUAL ARTS

4.01	General Art Studio	●	●	●	●	●		●	○	●		●	●				●	●	●	●					●			
4.02	Art Studio Storage				○			●	○																			
4.03	Clay Work Area (3-D Art Studio)	●	●	●	●	●		●	○	●		●	●				●	●	●	●					●			
4.04	Kiln Room	●	●	●	●	●		●	○												●		●	●				
4.05	Art Office/Workroom	●			●	●		●	○												●	●	●	●				
4.06	Graphics/Photography Classroom	●	●	●	●	●		●	○	●		●	●				●	●	●	●					●			
4.07	Dark Room	●			○	●		●	○						●											●		1
4.08	Chemical Storage				○			●	○																			
4.09	Art Gallery/Store	●			●	●		●	○												●	●	●		●			



Educational Specifications: High Schools

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Key:

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5.0 PERFORMING ARTS

5.01	Band Room	●	●	●	●	●	●	●	○	●		●	●	●	●	●	●	●	●								
5.02	Multi-purpose Music/Orchestra	●	●	●	●	●	●	●	○	●		●	●	●	●	●	●	●	●								
5.03	Multi-purpose Music/Choir	●	●	●	●	●	●	●	○	●		●	●	●	●	●	●	●									
5.04	Ensemble Room	●	●	●	●	○	○	●	○									●									
5.05	Instrumental Practice Rooms				○	○		●	○																		
5.06	Vocal Practice Rooms				○	○		●	○																		
5.07	Instrument Storage (LG)				○			●	○																		
5.08	Instrument Storage (SM)				○			●	○																		
5.09	Uniform Storage (Robes)				○			●	○																		
5.10	Music Office	●	●	●	●	●	●	●	○									●									
5.11	Music Library/Workroom	●			○			●	○									●		●	●	●	●				
5.12	Auditorium Seating	●			○	●	●	●	○		●	●															
5.13	Auditorium/Stage	●	●	●	●	●	●	●	○	●	●	●	●	●	●	●	●	●									
5.14	Scene Shop & Storage	●			○	●		●	○									●									
5.15	Dressing Room				○	○		●	○																		
5.16	Control Room	●			○	●		●	○									●									
5.17	Digital Music (Computer) Lab	●	●	●	●	●	●	●	○	●		●	●	●	●	●	●	●	●						●	●	
5.18	Drama Classroom	●	●	●	●	●	●	●	○	●		●	●	●				●	●								
5.19	Drama Office	●	●	●	●	●	●	●	○									●		●	●	●	●				
5.20	Costume Storage				○			●	○																		
5.21	Prop Storage				○			●	○																		
5.22	Concessions	●			○	●		●	○									●								●	
5.23	Ticket Booth	●			○	●		●	○									●								●	



Educational Specifications: High Schools

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6.0 PHYSICAL EDUCATION

6.01	Gymnasium (incl bleachers)	●	●	●	●	●	●	●	○	●	●	●	●	●	●										●
6.02	Fitness / Weight Room	●	●	●	●	●	●	●	○			●	●	●	●			●	●						●
6.03	Multi-Purpose PE/Health Classroom	●	●	●	●		●	●	○	●			●	●	●	●	●	●	●						
6.04	Auxiliary Gym	●	●	●	●	●	●	●	○	●	●	●	●	●	●										●
6.05	Indoor Track		●	●	●	●	●	●	○																
6.06	Rifle Range	●	●	●	●	●	●	●	○			●	●	●			●								
6.07	Rifle Equipment Storage				○			●	○																
6.08	Wrestling Mat Storage				○			●	○																
6.09	Locker Rooms/Showers/Aide Room				○	○																			
6.10	PE Office	●		●	●		●	●	○								●		●	●	●				
6.11	Coaches Office	●		●	●		●	●	○								●		●	●	●				
6.12	PE Staff/Coaches Locker Room				○	○																			
6.13	Storage Room				○			●	○																
6.14	Training Room	●		●		●		●	○								●		●						
6.15	Laundry				○																				
6.16	Ski Waxing/Storage Room				○																				
6.17	Outdoor PE/Athletics Equipment Storage				○			●																	
6.18	Detached Outdoor PE/Athletics Storage				○			●																	
6.19	Aerobics/Dance	●	●	●	●	●	●	●	○			●	●	●	●										
6.20	Dance Office	●		●	●		●	●	○								●		●	●	●				
6.21	Dance Costume/Prop Storage				○			●	○																
6.22	Dance Dressing Room				○	○		●	○																
6.23	Arctic Vestibule			●		○			○																



Educational Specifications: High Schools

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

7.0 CAREER & TECHNICAL EDUCATION

7.01	CTE TYPE I: Applied Learning Lab	●	●	●	●	●	●	○	●	●	●	●	●	●	●	●	●	●	●	●						●	
7.02	CTE TYPE I: Classroom/Lab	●	●	●	●	●	●	○	●	●	●	●	●	●	●	●	●	●	●	●						●	
7.03	CTE TYPE I: Classroom	●	●	●	●	●	●	○	●	●	●	●	●	●	●	●	●	●	●	●							
7.04	CTE TYPE I: Mini-Lab	●	●	●	●	●	●	○	●	●	●	●	●	●	●	●	●	●	●	●							
7.05	CTE TYPE I: Storage				○		●	○																			
7.06	CTE TYPE I: Office/Workroom	●		●	●	○	●	○										●		●	●	●	●				
7.07	CTE TYPE I: Ext. Material Stor. Area		●		●		●	○																			
7.08	CTE TYPE II: Applied Learning Lab	●	●	●	●	●	●	○	●	●	●	●	●	●	●	●	●	●	●	●						●	
7.09	CTE TYPE II: Classroom/Lab	●	●	●	●	●	●	○	●	●	●	●	●	●	●	●	●	●	●	●						●	
7.10	CTE TYPE II: Mini-Lab	●	●	●	●	●	●	○	●	●	●	●	●	●	●	●	●	●	●	●							
7.11	CTE TYPE II: Storage				○		●	○																			
7.12	CTE TYPE II: Office/Workroom	●		●	●	○	●	○										●		●	●	●	●				
7.13	CTE TYPE III: Classroom/Lab	●	●	●	●	●	●	○	●	●	●	●	●	●	●	●	●	●	●	●						●	
7.14	CTE TYPE III: Classroom	●	●	●	●	●	●	○	●	●	●	●	●	●	●	●	●	●	●	●							
7.15	CTE TYPE III: Mini-Lab	●	●	●	●	●	●	○	●	●	●	●	●	●	●	●	●	●	●	●							
7.16	CTE TYPE III: Storage				○		●	○																			
7.17	CTE TYPE III: Office/Workroom	●		●	●	○	●	○										●		●	●	●	●				
7.18	JROTC Classroom/Drill Area	●	●	●	●	●	●	○	●	●	●	●	●	●	●	●	●	●	●	●							
7.19	JROTC Drill Area	●	●	●	●	●	●	○	●	●	●	●	●	●	●	●	●	●	●	●							
7.20	JROTC Desk/Chair Storage				○		●	○																			
7.21	JROTC Equipment/Supply Storage				○		●	○																			
7.22	JROTC Administrative Space	●		●	●	○	●	○										●		●	●	●	●				



Educational Specifications: High Schools

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

Key:

- Included within Space
- Indirect Access from within Space

9.0 STUDENT SERVICES

9.01	Guidance/Student Services Reception	●	●	●	●	●		●	○																	
9.02	Registrar Office	●	●	○	●	●		●	○																	
9.03	Counseling Chair Office	●	●	○	●	●		●	○																	
9.04	Student Support Services Personnel Office	●	●	○	●	●		●	○																	
9.05	Psychologist Office	●	●		●	●		●	○										●							4
9.06	Assistant Principal: Curriculum	●	●	●	●	●		●	○																	
9.07	Records Room (Secured)			○				●	○																	
9.08	Small Group Conference Room		●	○	●	●		●	○			●	●				●	●								
9.09	Storage & Work Area	●		●	●	●		●	○									●	●							
9.10	Career Resource Center	●	●	●	●	●		●	○			●	●				●	●	●	●	●	●				4
9.11	Career Resource Advisor Office	●	●	●	●	●		●	○									●								
9.12	Job Coordinator Office	●	●	●	●	●		●	○									●								
9.13	Program Coordinator Offices	●	●	●	●	●		●	○									●								
9.14	Itinerant Offices	●	●	○	●	●		●	○									●		●						
9.15	Academic Support Center	●	●	●	●	●		●	○	●		●		●			●	●	●	●	●		●			4

10.0 DINING/FOOD SERVICES

10.01	Student Dining/Audience Seating	●	●	●	●	●	●	●	○	●	●	●	●	●			●									4
10.02	Kitchen/Serving	●	●	●	●	●	●	●	○															●		9
10.03	Food Court Satellite			○	○			●	○															●		9
10.04	Food Services Office	●	●	●				●	○									●		●	●	●				
10.05	Food Storage			○				●	○																	
10.06	Freezer & Cooler																									
10.07	Dry Goods Storage																									
10.08	Kitchen Restroom/Lockers/Break Area			○					○																	
10.09	Table & Chair Storage			○					○																	
10.10	Laundry			○					○																	
10.11	Concessions & Storage			○	○			●	○															●		9
10.12	School Store			○	○				○															●		9



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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 and/or Interactive Whiteboard	Teacher/Staff Computer	Student Computers	Networked Printer	Facsimile Machine	Copier	Scanner	Document Camera	Other	Keynotes (See Legend Below)

Key:

- Included within Space
- Indirect Access from within Space

11.0 BUILDING SERVICES

11.01	BPO/Custodial Repair Area	●	●	●	●			●	○												●	●				
11.02	Supply, Receiving & Loading	●			○	●		●	○																	
11.03	Restrooms/Locker Area				○																					
11.04	Office/Planning Area (+ Night Custodial)	●	●	●	●			●	○												●	●	●			
11.05	Main Custodial Equipment Room	●			○			●																		
11.06	Custodial Supplies				○				○																	
11.07	Outdoor Storage																									
11.08	Communications Control Room	●	●	●				●	○																	
11.09	Custodial Equipment Closets				○			●																		
11.10	Custodial Closets				○			●																		
11.11	Boiler Room				○			●																		
11.12	Fan Room				○			●																		
11.13	Electrical Rooms				○				○																	
11.14	Intermediate Comm. Closets				○			●	○																	

12.0 GENERAL AREAS

12.01	Building Entry Vestibule(s)			●				●	○																	
12.02	Main Circulation Hallways			●	●				○																	
12.03	Main Circulation Stairways			○					○																	
12.04	Student Restrooms			○					○																	
12.05	Elevators			○			●																			
12.06	Relocatable Classrooms	●	●	●	●	●		●	○	●		●	●	●			●	●	●	●						
12.07	Camper Host (Security)								○																	



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 Technology to 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 by 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>



Anchorage School District

Educational Specifications: High Schools



planning for the future of

Anchorage School District



**Districtwide
Educational
Specifications:**

High 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. The distinction between various student capacities will accommodate for enrollment variations among existing high schools.

Net Areas of Program Components	1,800 students		2,000 students		2,200 students	
	Basic Program	Optional Additional	Basic Program	Optional Additional	Basic Program	Optional Additional
Small Learning Communities	61,680	9,960	70,990	11,000	80,300	12,040
Special Programs	8,730	4,260	8,780	4,260	8,830	4,260
Library/Media Center	7,280	1,280	8,485	1,430	9,690	1,630
Visual Arts	4,100	2,000	4,400	2,120	4,850	1,820
Performing Arts	10,620	12,580	12,025	13,580	13,430	14,780
Physical Education	49,810	7,850	54,270	7,150	59,020	5,550
Career Education	19,050	9,700	20,450	10,000	22,150	11,200
Administration	5,730	600	6,020	650	6,370	700
Student Support Services	2,880	1,540	3,285	1,690	3,740	1,840
Dining/Food Service	14,570	200	15,470	250	16,370	300
Building Services	3,000	-	3,300	-	3,600	-
Net Area Totals	187,450	50,170	207,475	52,380	228,350	54,420

Building Area Totals	1,800 students	2,000 students	2,200 students
Net Area Basic Program	187,450	207,475	228,350
Gross Area Basic Prog.*	262,430	290,465	319,690
DEED Allowable Gross**	297,000	330,000	363,000
Gross Area for Optional Spaces	34,570	39,535	43,310

Definitions and distinctions of terminology are included in Section 8.1.

*The grossing factor used is 1.40 and includes area for hallways, stairways, elevators, walls, mechanical spaces, building services, toilet rooms, etc.

** The State of Alaska DEED High School Space Allocation recommends a maximum of 165 ft² per student (gross).



Educational Specifications: High Schools

6.2 Facility Program

Note: Teaching Stations are shown in **bold underlined** text. Refer to section 4.2.3 for distinctions between 2 different teaching station sizes: R = regular-sized (average of 28 students) and S = smaller (average 12 students).

1.0 SMALL LEARNING COMMUNITIES		Capacity 1,800:			Capacity 2,000:			Capacity 2,200:		
		Qty.	Net Area	Total NSF	Qty.	Net Area	Total NSF	Qty.	Net Area	Total NSF
A. LEARNING ENVIRONMENTS		450 Students per SLC			500 Students per SLC			550 Students per SLC		
1.01	R <u>General Classrooms</u>	<u>32</u>	<u>900</u>	<u>28,800</u>	<u>36</u>	<u>900</u>	<u>32,400</u>	<u>40</u>	<u>900</u>	<u>36,000</u>
1.02	R <u>Science Lab/Classrooms</u>	<u>8</u>	<u>1,200</u>	<u>9,600</u>	<u>9</u>	<u>1,200</u>	<u>10,800</u>	<u>10</u>	<u>1,200</u>	<u>12,000</u>
1.02a	Science Prep/Storage	4	200	800	4	225	900	5	200	1,000
1.03	S <u>Resource/Study Skills Classrooms</u>	<u>8</u>	<u>900</u>	<u>7,200</u>	<u>10</u>	<u>900</u>	<u>9,000</u>	<u>12</u>	<u>900</u>	<u>10,800</u>
1.04	Computer/Distance Learning Classroom	4	1,200	4,800	4	1,400	5,600	4	1,600	6,400
1.04a	Computer Supply/Equipment Storage	4	100	400	4	100	400	4	100	400
B. STUDENT SUPPORT SPACES										
1.05	Student Locker Areas	4	500	2,000	4	600	2,400	4	700	2,800
1.06	Student Restrooms	8	450	-	8	500	-	8	550	-
C. SLC ADMINISTRATIVE & SUPPORT SERVICES										
1.07	Reception and Support Staff Area	4	100	400	4	120	480	4	140	560
1.08	Administrator/SLC Coordinator Office	4	200	800	4	200	800	4	200	800
1.09	Counselor Office	4	150	600	5	150	750	6	150	900
1.10	Itinerant Office	4	120	480	5	120	600	6	120	720
1.11	Security Station	4	100	400	4	100	400	4	100	400
1.12	Conference Rooms	4	250	1,000	4	300	1,200	4	350	1,400
1.13	Teacher Planning Center	4	600	2,400	4	700	2,800	4	800	3,200
1.14	Task Rooms	8	50	400	10	50	500	12	50	600
1.15	Textbook and Equipment Storage	4	200	800	4	250	1,000	4	300	1,200
1.16	General Storage	4	100	400	4	120	480	4	140	560
1.17	File/Secure Storage	4	100	400	4	120	480	4	140	560
1.18	Staff Restrooms	8	120	-	8	130	-	8	140	-
Sub-total: Basic Program Areas		<u>40</u>	Reg T.S.	<u>61,680</u>	<u>45</u>	Reg T.S.	<u>70,990</u>	<u>50</u>	Reg T.S.	<u>80,300</u>
		<u>8</u>	Sm T.S.		<u>10</u>	Sm T.S.		<u>12</u>	Sm T.S.	

OPTIONAL/ADDITIONAL SPACES: SMALL LEARNING COMMUNITIES

S	<u>Resource/StudySkills Clsroom</u>	<u>2</u>	<u>900</u>	<u>1,800</u>	<u>2</u>	<u>900</u>	<u>1,800</u>	<u>2</u>	<u>900</u>	<u>1,800</u>
1.19	Small Group Rooms	8	120	960	10	120	1,200	12	120	1,440
1.20	Large Group/Presentation Room	4	1,800	7,200	4	2,000	8,000	4	2,200	8,800
Sub-total: Optional/Additional (O/A) Areas		<u>2</u>	Sm T.S.	<u>9,960</u>	<u>2</u>	Sm T.S.	<u>11,000</u>	<u>2</u>	Sm T.S.	<u>12,040</u>



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2.0 SPECIAL PROGRAMS	Capacity 1,800:			Capacity 2,000:			Capacity 2,200:			
	Qty.	Net Area	Total NSF	Qty.	Net Area	Total NSF	Qty.	Net Area	Total NSF	
OFFICES & SUPPORT										
2.01	Sp.Ed. Offices (Chair, Director, Sec'y, etc.)	4	110	440	4	110	440	4	110	440
2.02	Conference/Small Group Room	1	250	250	1	250	250	1	250	250
2.03	Workroom/Storage	1	400	400	1	450	450	1	500	500
LEARNING ENVIRONMENTS										
2.04	S <u>Special Programs TYPE A (w/ind. living skills)</u>	<u>1</u>	<u>1,000</u>	<u>1,000</u>	<u>1</u>	<u>1,000</u>	<u>1,000</u>	<u>1</u>	<u>1,000</u>	<u>1,000</u>
	Type A Support: Kitchen, Laundry, Toilet, Stor.	1			1			1		
2.05	S <u>Special Programs TYPE B (w/kitchenette)</u>	<u>1</u>	<u>1,000</u>	<u>1,000</u>	<u>1</u>	<u>1,000</u>	<u>1,000</u>	<u>1</u>	<u>1,000</u>	<u>1,000</u>
	Type B Support: Kitchenette, Storage (optional)		(share with Type A)		(share with Type A)		(share with Type A)		(share with Type A)	
2.06	S <u>Special Programs TYPE C</u>	<u>2</u>	<u>1,000</u>	<u>2,000</u>	<u>2</u>	<u>1,000</u>	<u>2,000</u>	<u>2</u>	<u>1,000</u>	<u>2,000</u>
	Type C Support: Kitchen, Laundry, Stor, TLT, Changing	1			1			1		
A/B/C SUPPORT SPACES (included above, typically shared between 2 classrooms)										
2.07	Intensive Needs Changing Room (w/shower)	1	120	120	1	120	120	1	120	120
2.08	Special Education Restroom	2	120	240	2	120	240	2	120	240
2.09	Life Skills Kitchen & Laundry	2	120	240	2	120	240	2	120	240
2.10	Classroom Storage	2	120	240	2	120	240	2	120	240
2.11	D. Special Programs TYPE D (Pull-Out)	2	1,000	2,000	2	1,000	2,000	2	1,000	2,000
a	Student Locker/Storage	2	120	240	2	120	240	2	120	240
b	Observation/Conference Room	1	120	120	1	120	120	1	120	120
c	Achievement Room	1	120	120	1	120	120	1	120	120
d	Quiet Area	2	60	120	2	60	120	2	60	120
e	Staff Workspace	1	100	100	1	100	100	1	100	100
f	Kitchenette/Storage	1	100	100	1	100	100	1	100	100
Sub-total: Basic Program Areas		4	Sm T.S.	8,730	4	Sm T.S.	8,780	4	Sm T.S.	8,830
OPTIONAL/ADDITIONAL SPACES: SPECIAL EDUCATION										
-	S <u>Sp. Programs TYPE A (w/ind. living skills)</u>	<u>2</u>	<u>1,000</u>	<u>2,000</u>	<u>2</u>	<u>1,000</u>	<u>2,000</u>	<u>2</u>	<u>1,000</u>	<u>2,000</u>
-	Type A Support: Kitchen, Laundry, TLT, Stor.	1	360	360	1	360	360	1	360	360
-	S <u>Sp. Programs TYPE B (w/kitchenette only)</u>	<u>1</u>	<u>1,000</u>	<u>1,000</u>	<u>1</u>	<u>1,000</u>	<u>1,000</u>	<u>1</u>	<u>1,000</u>	<u>1,000</u>
-	Type B Support: Storage	1	120	120	1	120	120	1	120	120
2.12	Type B Support: Kitchenette	1	80	80	1	80	80	1	80	80
2.13	OT/PT Room	1	500	500	1	500	500	1	500	500
2.14	OT/PT Storage	1	200	200	1	200	200	1	200	200
Sub-total: Optional/Additional (O/A) Areas		3	Sm T.S.	4,260	3	Sm T.S.	4,260	3	Sm T.S.	4,260



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3.0 LIBRARY/MEDIA CENTER	Capacity 1,800:			Capacity 2,000:			Capacity 2,200:		
	Qty.	Net Area	Total NSF	Qty.	Net Area	Total NSF	Qty.	Net Area	Total NSF
3.01 Main Reading, Reference, Stacks + Circ.	1	5,500	5,500	1	6,500	6,500	1	7,500	7,500
3.02 Periodical Reading Area	1	200	200	1	200	200	1	200	200
3.03 Student Copy/Work Alcove	1	200	200	1	225	225	1	250	250
3.04 Small Group Alcove	2	80	160	3	80	240	4	80	320
3.05 Librarian's Office	1	180	180	1	200	200	1	220	220
3.06 LMC Workroom	1	400	400	1	400	400	1	400	400
3.07 Equipment and Non-Print Storage	1	400	400	1	450	450	1	500	500
3.08 Media Retrieval/Head End Room	1	120	120	1	150	150	1	180	180
3.09 Technology Coordinator Office/Workroom	1	120	120	1	120	120	1	120	120
Sub-total: Basic Program Areas	-		7,280	-		8,485	-		9,690

OPTIONAL/ADDITIONAL SPACES: LIBRARY/MEDIA CENTER

3.10 LMC Computer Lab	1	900	900	1	1,050	1,050	1	1,200	1,200
3.11 Newspaper/Publications Office	1	120	120	1	120	120	1	120	120
3.12 Newspaper/Publications Workroom	1	200	200	1	200	200	1	250	250
3.11 Periodical Storage	1	60	60	1	60	60	1	60	60
Sub-total: Optional/Additional (O/A) Areas	-		1,280	-		1,430	-		1,630

4.0 VISUAL ARTS	Capacity 1,800:			Capacity 2,000:			Capacity 2,200:		
	Qty.	Net Area	Total NSF	Qty.	Net Area	Total NSF	Qty.	Net Area	Total NSF
4.01 R <u>General Art Studio</u>	<u>2</u>	<u>1,200</u>	<u>2,400</u>	<u>2</u>	<u>1,200</u>	<u>2,400</u>	<u>2</u>	<u>1,200</u>	<u>2,400</u>
4.02 Art Studio Storage	2	150	300	2	150	300	3	150	450
4.03 R Clay Work Area (<u>3-D Art Studio</u>)	1	900	900	1	1,200	1,200	<u>1</u>	<u>1,500</u>	<u>1,500</u>
4.04 Kiln Room	1	300	300	1	300	300	1	300	300
4.05 Art Office/Workroom	1	200	200	1	200	200	1	200	200
Sub-total: Basic Program Areas	<u>2</u>	Reg T.S.	4,100	<u>2</u>	Reg T.S.	4,400	<u>3</u>	Reg T.S.	4,850

OPTIONAL/ADDITIONAL SPACES: VISUAL ARTS

<u>Additional Space in 3D Art/Clay Studio</u>	<u>1</u>	<u>600</u>	<u>600</u>	<u>1</u>	<u>300</u>	<u>300</u>			-
4.06 R <u>Graphics/Photography Classroom</u>	<u>1</u>	<u>1,200</u>	<u>1,200</u>	<u>1</u>	<u>1,200</u>	<u>1,200</u>	<u>1</u>	<u>1,200</u>	<u>1,200</u>
4.07 Dark Room	0	400	-	1	400	400	1	400	400
4.08 Chemical Storage	0	20	-	1	20	20	1	20	20
4.09 Art Gallery/Store	1	200	200	1	200	200	1	200	200
Sub-total: Optional/Additional (O/A) Areas	<u>2</u>	Reg T.S.	2,000	<u>2</u>	Reg T.S.	2,120	<u>1</u>	Reg T.S.	1,820



Educational Specifications: High Schools

5.0 PERFORMING ARTS	Capacity 1,800:			Capacity 2,000:			Capacity 2,200:		
	Qty.	Net Area	Total NSF	Qty.	Net Area	Total NSF	Qty.	Net Area	Total NSF
5.01 R	1	2,300	2,300	1	2,500	2,500	1	2,700	2,700
5.02 R	1	1,000	1,000	1	1,200	1,200	1	1,400	1,400
5.03 R	1	1,600	1,600	1	1,800	1,800	1	2,000	2,000
5.04	1	250	250	1	300	300	1	350	350
5.05	4	80	320	5	80	400	6	80	480
5.06	2	80	160	3	80	240	4	80	320
5.07	1	450	450	1	500	500	1	550	550
5.08	1	250	250	2	250	500	2	250	500
5.09	1	250	250	1	250	250	1	300	300
5.10	2	120	240	3	120	360	4	120	480
5.11	1	250	250	1	300	300	1	350	350
5.12			-			-			-
5.13	1	2,000	2,000	1	2,000	2,000	1	2,000	2,000
5.14	1	800	800	1	800	800	1	1,000	1,000
5.15	2	300	600	2	350	700	2	400	800
5.16	1	150	150	1	175	175	1	200	200
Sub-total: Basic Program Areas			3 Reg T.S. 10,620	3 Reg T.S. 12,025	3 Reg T.S. 13,430				

OPTIONAL/ADDITIONAL SPACES: PERFORMING ARTS

5.17 R	1	1,000	1,000	1	1,000	1,000	1	1,200	1,200
5.18 R	1	900	900	1	900	900	1	900	900
5.19	1	120	120	1	120	120	1	120	120
5.20	1	200	200	1	200	200	1	200	200
5.21	1	200	200	1	200	200	1	200	200
5.22	1	80	80	1	80	80	1	80	80
5.23	1	80	80	1	80	80	1	80	80
5.24	1	10,000	10,000	1	11,000	11,000	1	12,000	12,000
Sub-total: Optional/Additional (O/A) Areas			2 Reg T.S. 12,580	2 Reg T.S. 13,580	2 Reg T.S. 14,780				



Educational Specifications: High Schools

6.0 PHYSICAL EDUCATION	Capacity 1,800:			Capacity 2,000:			Capacity 2,200:		
	Qty.	Net Area	Total NSF	Qty.	Net Area	Total NSF	Qty.	Net Area	Total NSF
6.01 R <u>Main Gymnasium* (incl bleachers)</u>	<u>1</u>	<u>16,000</u>	<u>16,000</u>	<u>1</u>	<u>18,000</u>	<u>18,000</u>	<u>2</u>	<u>20,000</u>	<u>20,000</u>
6.02 R <u>Fitness / Weight Room</u>	<u>1</u>	<u>3,000</u>	<u>3,000</u>	<u>1</u>	<u>3,000</u>	<u>3,000</u>	<u>1</u>	<u>3,200</u>	<u>3,200</u>
6.03 R <u>PE/Health Classroom</u>	<u>2</u>	<u>900</u>	<u>1,800</u>	<u>2</u>	<u>900</u>	<u>1,800</u>	<u>2</u>	<u>900</u>	<u>1,800</u>
6.04 R <u>Auxiliary Gym</u>	<u>1</u>	<u>9,500</u>	<u>9,500</u>	<u>1</u>	<u>9,500</u>	<u>9,500</u>	<u>1</u>	<u>9,500</u>	<u>9,500</u>
6.05 R <u>Indoor Track</u>	<u>1</u>	<u>7,300</u>	<u>7,300</u>	<u>1</u>	<u>7,800</u>	<u>7,800</u>	<u>1</u>	<u>8,300</u>	<u>8,300</u>
6.06 R <u>Rifle Range</u>	<u>1</u>	<u>2,400</u>	<u>2,400</u>	<u>1</u>	<u>2,400</u>	<u>2,400</u>	<u>1</u>	<u>2,400</u>	<u>2,400</u>
6.07 Rifle Equipment Storage	1	200	200	1	200	200	1	200	200
6.08 Wrestling Mat Storage	1	400	400	1	400	400	1	400	400
6.09 Locker Rooms>Showers/Aide Room	2	2,500	5,000	2	3,000	6,000	2	3,500	7,000
6.10 PE Offices	2	200	400	2	225	450	2	250	500
6.11 Coaches' Offices	2	200	400	2	200	400	2	200	400
6.12 PE Staff/Coaches' Locker Room	2	120	240	2	150	300	2	200	400
6.13 PE Storage Rooms	3	600	1,800	4	600	2,400	5	600	3,000
6.14 Training Room	1	300	300	1	400	400	1	500	500
6.15 Laundry	1	120	120	1	120	120	1	120	120
6.16 Ski Waxing/Storage Room	1	400	400	1	500	500	1	600	600
6.17 Outdoor PE/Athletics Equipment Storage	1	150	150	1	200	200	1	300	300
6.18 Detached Outdoor PE/Athletics Storage	1	400	400	1	400	400	1	400	400
Sub-total: Basic Program Areas	<u>7</u>	Reg T.S.	<u>49,810</u>	<u>7</u>	Reg T.S.	<u>54,270</u>	<u>8</u>	Reg T.S.	<u>59,020</u>

* A 20,000 sf Gym counts as 2 teaching stations

OPTIONAL/ADDITIONAL SPACES: PHYSICAL EDUCATION

R <u>Additional PE/Health Classroom</u>	<u>1</u>		-	<u>1</u>	<u>900</u>	<u>900</u>	<u>1</u>	<u>900</u>	<u>900</u>
R <u>Additional Space in Main GYM*</u>	<u>1</u>	<u>4,000</u>	<u>4,000</u>	<u>1</u>	<u>2,000</u>	<u>2,000</u>			-
6.19 R <u>Aerobics/Dance</u>	<u>1</u>	<u>3,000</u>	<u>3,000</u>	<u>1</u>	<u>3,200</u>	<u>3,200</u>	<u>1</u>	<u>3,400</u>	<u>3,400</u>
6.20 Dance Office	1	200	200	1	200	200	1	200	200
6.21 Dance Costume/Prop Storage	1	100	100	1	100	100	1	100	100
6.22 Dance Dressing Room	1	150	150	1	150	150	1	150	150
6.23 Arctic Vestibule	1	400	400	1	600	600	1	800	800
Sub-total: Optional/Additional (O/A) Areas	<u>2</u>	Reg T.S.	<u>7,850</u>	<u>3</u>	Reg T.S.	<u>7,150</u>	<u>2</u>	Reg T.S.	<u>5,550</u>



Educational Specifications: High Schools

7.0 CAREER EDUCATION	Capacity 1,800:			Capacity 2,000:			Capacity 2,200:		
	Qty.	Net Area	Total NSF	Qty.	Net Area	Total NSF	Qty.	Net Area	Total NSF
A. Career Cluster Type A (Agriculture, Construction, Manufacturing, Transportation)									
7.01 R CTE Applied Learning Lab	1	2,000	2,000	1	2,000	2,000	1	2,000	2,000
7.02 R CTE Classroom/Lab	1	1,200	1,200	1	1,200	1,200	1	1,200	1,200
7.03 R CTE Classroom	1	900	900	1	900	900	1	900	900
7.04 Mini-Lab/Transaction Space	1	400	400	1	400	400	1	400	400
7.05 Storage	4	200	800	4	200	800	4	200	800
7.06 Office/Workroom	1	200	200	1	200	200	1	200	200
7.07 Exterior Material Storage Area	1	200	-	1	300	-	1	400	400
B. Career Cluster Type B (FCS, ProStart, Hospitality, Textiles, Health Science, Art/Communications)									
7.08 R CTE Applied Learning Lab	1	2,000	2,000	1	2,000	2,000	1	2,000	2,000
7.09 R CTE Classroom/Lab	1	1,200	1,200	1	1,200	1,200	1	1,200	1,200
7.10 Mini-Lab/Transaction Space	1	400	400	1	400	400	1	400	400
7.11 Storage	2	200	400	2	200	400	2	200	400
7.12 Office/Workroom	1	200	200	1	200	200	1	200	200
C. Career Cluster Type C (Business, Finance, Marketing, IT, Human Services, Government)									
7.13 R CTE Classroom/Lab	2	1,200	2,400	3	1,200	3,600	3	1,200	3,600
7.14 R CTE Classroom	3	900	2,700	3	900	2,700	4	900	3,600
7.15 Mini-Lab/Transaction Space	1	400	400	1	400	400	2	400	800
7.16 Storage	2	200	400	3	200	600	3	200	600
7.17 Office/Workroom	1	200	200	1	200	200	1	200	200
D. Career Cluster Type D: JROTC									
7.18 R JROTC Classroom	1	900	900	1	900	900	1	900	900
7.19 R JROTC Drill Area	1	1,500	1,500	1	1,500	1,500	1	1,500	1,500
7.20 JROTC Desk/Chair Storage	1	150	150	1	150	150	1	150	150
7.21 JROTC Equipment/Supply Storage	1	350	350	1	350	350	1	350	350
7.22 JROTC Administrative Space	1	350	350	1	350	350	1	350	350
Sub-total: Basic Program Areas	12	Reg T.S.	19,050	13	Reg T.S.	20,450	14	Reg T.S.	22,150

OPTIONAL/ADDITIONAL SPACES: CAREER EDUCATION

7.23 R CTE Applied Learning Lab	2	2,000	4,000	2	2,000	4,000	2	2,000	4,000
7.24 R CTE Classroom/Lab	2	1,200	2,400	2	1,200	2,400	2	1,200	2,400
7.25 R CTE Classroom	2	900	1,800	2	900	1,800	3	900	2,700
7.26 CTE Mini-Lab	2	400	800	2	400	800	2	400	800
7.27 CTE Storage	2	200	400	2	200	400	2	200	400
7.28 Enlarge Drill Area	+	300	300	+	600	600	+	900	900
Sub-total: Optional/Additional (O/A) Areas	6	Reg T.S.	9,700	6	Reg T.S.	10,000	7	Reg T.S.	11,200
Total Basic + O/A CTE T.S.:	18	Reg T.S.		19	Reg T.S.		21	Reg T.S.	



Educational Specifications: High Schools

8.0	ADMINISTRATION	Capacity 1,800:			Capacity 2,000:			Capacity 2,200:		
		Qty.	Net Area	Total NSF	Qty.	Net Area	Total NSF	Qty.	Net Area	Total NSF
CENTRAL OFFICE										
8.01	Main School Entrance	1	500	-	1	600	-	1	700	-
8.02	Reception Waiting Area	1	300	300	1	400	400	1	500	500
8.03	Principal's Office	1	250	250	1	250	250	1	250	250
8.04	Administrative Assistant	1	120	120	1	120	120	1	120	120
8.05	Attendance Office	1	220	220	1	220	220	1	220	220
8.06	Conference Room	1	400	400	1	400	400	1	400	400
8.07	Staff Room/Mailroom	1	350	350	1	400	400	1	500	500
8.08	Workroom	1	250	250	1	300	300	1	350	350
8.09	Storage Room	1	250	250	1	250	250	1	250	250
8.10	Vault	1	100	100	1	100	100	1	100	100
8.11	Main Communication Room	1	300	300	1	300	300	1	300	300
8.12	Staff Restrooms (M/F)	2	120	-	2	140	-	2	160	-
HEALTH OFFICE										
8.13	School Nurse Office	1	100	100	1	100	100	1	100	100
8.14 a	School Clinic (Infirmary)	1	200	200	1	250	250	1	300	300
b	Exam/Rest Area	1	80	80	1	80	80	1	80	80
c	Treatment (option: combine w/Infirmary)	1	100	100	1	100	100	1	100	100
d	Restroom/Changing	1	120	120	1	120	120	1	120	120
SECURITY, DISCIPLINE & STAFF										
8.15	Assistant Principal #1: Discipline	1	220	220	1	220	220	1	220	220
8.16	Discipline Staff & Waiting Area	1	80	80	1	80	80	1	80	80
8.17	Assistant Principal #2: Staff Services	1	220	220	1	220	220	1	220	220
8.18	Security Offices	2	100	200	2	100	200	2	100	200
8.19	ISS Classroom	1	900	900	1	900	900	1	900	900
8.20	Police Office (SRO)	1	150	150	1	150	150	1	150	150
ACTIVITIES & ATHLETICS										
8.21	Assistant Principal #3: Activities	1	220	220	1	220	220	1	220	220
8.22	Activities Clerk	1	150	150	1	150	150	1	150	150
8.23	Activities Storage/Workroom	1	80	80	1	100	100	1	120	120
8.24	Athletics Director	1	150	150	1	150	150	1	150	150
STOCK CLERK										
8.25	Financial Data Control (Stock) Clerk's Office	1	120	120	1	120	120	1	120	120
8.26	FDCC Office Storage	1	100	100	1	120	120	1	150	150
Sub-total: Basic Program Areas		-		5,730	-		6,020	-		6,370

OPTIONAL/ADDITIONAL SPACES: ADMINISTRATION

8.27 O/A	Parent/Community Room	1	200	200	1	250	250	1	300	300
8.28 O/A	CIT Support	1	200	200	1	200	200	1	200	200
8.29 O/A	Small Group Conference Room	1	200	200	1	200	200	1	200	200
Sub-total: Optional/Additional (O/A) Areas		-		600	-		650	-		700



Educational Specifications: High Schools

9.0 STUDENT SERVICES	Capacity 1,800:			Capacity 2,000:			Capacity 2,200:		
	Qty.	Net Area	Total NSF	Qty.	Net Area	Total NSF	Qty.	Net Area	Total NSF
9.01 Guidance/Student Services Reception	1	250	250	1	300	300	1	350	350
9.02 Registrar Office	1	240	240	1	240	240	1	240	240
9.03 Counseling Chair Office	1	150	150	1	150	150	1	150	150
9.04 Student Support Services Personnel Office	1	150	150	1	150	150	1	150	150
9.05 Psychologist Office	1	150	150	1	150	150	1	150	150
9.06 Assistant Principal #4: Curriculum	1	240	240	1	240	240	1	240	240
9.07 Records Room (Secured)	1	150	150	1	175	175	1	200	200
9.08 Small Group/Conference Room	1	300	300	1	350	350	1	400	400
9.09 Storage & Work Area	1	200	200	1	200	200	1	200	200
9.10 Career Resource Center	1	350	350	1	400	400	1	500	500
9.11 Career Resource Advisor Office	1	120	120	1	120	120	1	120	120
9.12 Job Coordinator Office	1	120	120	1	120	120	1	120	120
9.13 Program Coordinator Offices	2	120	240	3	120	360	4	120	480
9.14 Itinerant Offices	2	110	220	3	110	330	4	110	440
NOTE: Offices for Special Education are listed in Section "2.0 Special Education"									
Sub-total: Basic Program Areas			-	2,880	-	3,285	-	3,740	-

OPTIONAL/ADDITIONAL SPACES: STUDENT SERVICES

9.15 Academic Support Center	1	900	900	1	1,050	1,050	1	1,200	1,200
Additional Offices	2	120	240	2	120	240	2	120	240
Additional Small Group/Conference Room	1	400	400	1	400	400	1	400	400
Sub-total: Optional/Additional (O/A) Areas			-	1,540	-	1,690	-	1,840	-

10.0 DINING/FOOD SERVICES	Capacity 1,800:			Capacity 2,000:			Capacity 2,200:		
	Qty.	Net Area	Total NSF	Qty.	Net Area	Total NSF	Qty.	Net Area	Total NSF
10.01 Student Dining Commons/Auditorium Seating	1	11,000	11,000	1	11,500	11,500	1	12,000	12,000
10.02 Kitchen/Serving	1	1,500	1,500	1	1,650	1,650	1	1,800	1,800
10.03 Food Court Satellite	4	100	400	6	100	600	8	100	800
10.04 Office	1	120	120	1	120	120	1	120	120
10.05 Food Storage	1	300	300	1	300	300	1	300	300
10.06 Freezer & Cooler	1	300	300	1	300	300	1	300	300
10.07 Dry Goods Storage	1	200	200	1	200	200	1	200	200
10.08 Kitchen Restroom/Lockers/Break Area	1	250	250	1	250	250	1	250	250
10.09 Table & Chair Storage	1	400	400	1	450	450	1	500	500
10.10 Laundry	1	100	100	1	100	100	1	100	100
Sub-total: Basic Program Areas			-	14,570	-	15,470	-	16,370	-

OPTIONAL/ADDITIONAL SPACES: DINING/FOOD SERVICES

10.11 Concessions (& Storage)	1	200	200	1	250	250	1	300	300
10.12 School Store (PTSA)	1	200	200	1	250	250	1	300	300
Sub-total: Optional/Additional (O/A) Areas			-	400	-	500	-	600	-



11.0 BUILDING SERVICES	Capacity 1,800:			Capacity 2,000:			Capacity 2,200:		
	Qty.	Net Area	Total NSF	Qty.	Net Area	Total NSF	Qty.	Net Area	Total NSF
11.01 BPO/Custodial Repair Area	1	500	500	1	600	600	1	700	700
11.02 Supply, Receiving & Loading	1	1,000	1,000	1	1,100	1,100	1	1,200	1,200
11.03 Restrooms/Locker Area	1	125	125	1	150	150	1	175	175
11.04 Office/Planning Area (+ Night Custodial)	1	125	125	1	125	125	1	125	125
11.05 Main Custodial Equipment Room	1	400	400	1	425	425	1	450	450
11.06 Custodial Supplies	1	400	400	1	425	425	1	450	450
11.07 Outdoor Storage	1	300	300	1	300	300	1	300	300
11.08 Communications Control Room	1	150	150	1	175	175	1	200	200
11.09 Custodial Equipment Closets	tbd	150	-	tbd	150	-	tbd	150	-
11.10 Custodial Closets	tbd	75	-	tbd	75	-	tbd	75	-
11.11 Boiler Room	tbd	tbd	-	tbd	tbd	-	tbd	tbd	-
11.12 Fan Room	tbd	tbd	-	tbd	tbd	-	tbd	tbd	-
11.13 Electrical Rooms	tbd	tbd	-	tbd	tbd	-	tbd	tbd	-
11.14 Intermediate Communication Rooms	tbd	tbd	-	tbd	tbd	-	tbd	tbd	-
Sub-total: Basic Program Areas	-	-	3,000	-	-	3,300	-	-	3,600

PROGRAM NET AREA TOTALS	Capacity 1,800:			Capacity 2,000:			Capacity 2,200:		
	Teaching Stations:			Teaching Stations:			Teaching Stations:		
	Reg.	Smaller	Total Area:	Reg.	Smaller	Total Area:	Reg.	Smaller	Total Area:
BASIC PROGRAM TOTAL NET AREAS:	64	12	187,450	70	14	207,475	78	16	228,350
ESTIMATED GROSS AREA:			74,980			82,990			91,340
ESTIMATED TOTAL GROSS AREA:			262,430			290,465			319,690
EED TOTAL "ALLOWABLE GROSS AREA":			297,000			330,000			363,000
GROSS AREA AVAILABLE FOR OPTIONAL SPACES: *			34,570			39,535			43,310
OPTIONAL ADDITIONAL TOTAL NET AREAS: *	14	5	50,170	15	5	52,380	14	5	54,420
ESTIMATED GROSS OPTIONAL AREA (Net X 1.40):			70,238			73,332			76,188

* Optional Program space may be added up to the total EED allowable gross building area.



6.3 Variances:

6.3.1 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 \pm 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.



Anchorage School District

Educational Specifications: High Schools



planning for the future of

Anchorage School District



Districtwide Educational Specifications:

High 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

*Because these educational specifications will also apply to high school renewal projects, adjacency recommendations are intended to be flexible enough to accommodate the constraints of existing facilities. Therefore, adjacency recommendations are illustrated by bubble-diagrams or grid matrixes as appropriate for each program category.

Space Attributes describe each space with additional detail, including:

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

This information should be used in conjunction with ASD 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 Star and LEED standards 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.

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.

Include storage cubbies with coat and boot racks for elementary students. Boot racks should be included 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, easily cleaned and designed so that small boots and shoes do not fall through and so that student hands and legs, cannot get stuck in them.

– **Finishes**

Finishes should be durable, sturdy 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.



7.1 Core Academic Classrooms

7.1.1 Space Program Summary

NOTES:

- a) *While integral to the Special Education program, Resource/Study Skills Classrooms are included with Core Academics, indicating the preference to locate these spaces in and among regular education classrooms.*
- b) Teaching stations are indicated with bold and underlined text.

Ref. #:	Name/Function	Quantity per Total Enrollment:			Net Area Each (s.f.):
		1,800:	2,000:	2,200:	
1.01	<u>General Classrooms</u>	<u>32</u>	<u>36</u>	<u>40</u>	<u>900</u>
1.02	<u>Science Lab/Classrooms</u>	<u>8</u>	<u>9</u>	<u>10</u>	<u>1,200</u>
1.02a	Science Prep/Storage	4	4	5	200-225
1.03	<u>Resource/Study Skills</u>	<u>8</u>	<u>10</u>	<u>12</u>	<u>900</u>
1.04	Computer/Distance Learning	4	4	4	1,200-1,600
1.04a	Computer Supply/Equipment	4	4	4	100
1.05	Student Locker Areas	4	4	4	500-700
1.06	Student Restrooms*	8	8	8	450-550
1.07	SLC Reception & Support Staff	4	4	4	100-140
1.08	Administrator/SLC Coordinator Office	4	4	4	200
1.09	Counselor Offices	4	5	6	150
1.10	Itinerant Offices	4	5	6	120
1.11	Security Station	4	4	4	100
1.12	Conference Room	4	4	4	250-350
1.13	Teacher Planning Center	4	4	4	600-800
1.14	Task Rooms	8	10	12	50
1.15	Textbook & Equipment Storage	4	4	4	200-300
1.16	General Storage	4	4	4	100-140
1.17	File/Secure Storage	4	4	4	100-140
1.18	Staff Restrooms*	8	8	8	120-140

Ref. #: *Optional/Additional Spaces:*

	<u>Additional Resource/Study Skills</u>	<u>2</u>	<u>2</u>	<u>2</u>	<u>900</u>
1.19	<i>Small Group Rooms</i>	8	10	12	120
1.20	<i>Large Group/Presentation</i>	4	4	4	1,800-2,200

* gross areas



7.1.2 General Requirements

Small Learning Communities, or SLCs, may be organized in a variety of ways, possibly including a 9th Grade "house," "half and double" houses, etc. Four SLCs are shown as a point of departure for planning purposes. However, the needs and SLC strategies of each renewal school project should dictate the most appropriate SLC organization.

Each SLC includes three categories of spaces:

- learning environments (such as classrooms, resource rooms, science labs, etc.)
- student support spaces (such as lockers and restrooms)
- SCL administration and support services (such as offices, workrooms, storage, etc.)

Special needs classrooms such as ELL, Reading and Resource rooms should be integrated into the SLCs. Small Group rooms are included to provide a number of support functions, including small group student work, tutoring and itinerant services, parent conferences, testing, etc.

Special Education and Related Services rooms should include learning aids, equipment and technology that meet individual student needs (e.g. audio and recording equipment), and special handrails, walks, ramps and doors to assure student access to the school, classrooms and all program and service spaces. Adjustable and portable tables, chairs and desks allow accommodation of all students.



7.1.3 Recommended Adjacencies

The Adjacency Matrix is intended to designate fundamental relationships among rooms and spaces within this category. No distinction of floor levels or of existing vs. new construction is intended. Existing locations, adjacencies and other parameters of these program components within existing high school facilities must be considered and further interpretation of these relationships must be made by the design team when addressing existing conditions within each building. Teaching Stations are shown in bold underlined text.

Key:
 D = Direct connection
 P = Proximity
 V = Visibility
 S = Separated
 Blank = No Specific Requirements
 Dash = NA

1.0 Ref. #: SMALL LEARNING COMMUNITIES

	A.	1.01	1.02	1.02a	1.03	1.04	1.04a	B.	1.05	1.06	C.	1.07	1.08	1.09	1.10	1.11	1.12	1.13	1.14	1.15	1.16	1.17	1.18	OPTIONAL/ADDITIONAL SPACES:	Additional Resource Classroom	1.19	1.20
	LEARNING ENVIRONMENTS	General Classrooms	Science Lab/Classrooms	Science Prep/Storage	Resource/Study Skills Classrooms	Computer/Distance Learning	Computer Supply/Equipment Storage	STUDENT SUPPORT SPACES	Student Locker Areas	Student Restrooms	SLC ADMIN & SUPPORT	Reception and Support Staff Area	Administrator/SLC Coordinator Office	Counselor Office	Itinerant Office	Security Station	Conference Room	Teacher Planning Center	Task Rooms	Textbook and Equipment Storage	General Storage	File/Secure Storage	Staff Restrooms			Small Group Rooms	Large Group/Presentation Room
A. LEARNING ENVIRONMENTS	-	-	-	-	-	-	-	D	-	-	P	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
1.01	General Classrooms	-	-	P	P	P	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	P	P	P
1.02	Science Lab/Classrooms	-	P	D	P	P	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
1.02a	Science Prep/Storage	-		D	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
1.03	Resource/Study Skills Classrooms	-	P		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
1.04	Computer/Distance Learning	-	P	P		-	D	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
1.04a	Computer Supply/Equipment Storage	-				D	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
B. STUDENT SUPPORT SPACES	D	-	-	-	-	-	-	-	-	-	P	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
1.05	Student Locker Areas	-						-	-	P	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
1.06	Student Restrooms	-						-	P	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
C. SLC ADMIN & SUPPORT	P	-	-	-	-	-	-	P	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
1.07	Reception and Support Staff Area	-						-	-	-	-	D	P	P	P	P					P	P	P	-	-	-	-
1.08	Administrator/SLC Coordinator Office	-						-	-	-	-	D	P			D								-	-	-	-
1.09	Counselor Office	-						-	-	-	P	P	-									P		-	-	-	-
1.10	Itinerant Office	-						-	-	-	P													-	-	-	-
1.11	Security Station	-						-	-	-	P													-	-	-	-
1.12	Conference Room	-						-	-	-	P	D	P	P										-	-	-	-
1.13	Teacher Planning Center	-						-	-	-											P	P	P		P	-	-
1.14	Task Rooms	-						-	-	-										P	-				-	-	-
1.15	Textbook and Equipment Storage	-						-	-	-										P					-	-	-
1.16	General Storage	-						-	-	-	P									P					-	-	-
1.17	File/Secure Storage	-						-	-	-	P		P												-	-	-
1.18	Staff Restrooms	-						-	-	-	P							P							-	-	-
OPTIONAL/ADDITIONAL SPACES:		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Additional Resource Classroom	-	P					-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
1.19	Small Group Rooms	-	P					-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
1.20	Large Group/Presentation Room	-	P					-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-



7.1.4 Individual Space Attributes

Ref. #: **1.01 GENERAL CLASSROOMS**

Area/Department:	CORE ACADEMICS & SUPPORT		
Occupants:	Students: 28 typical, 32 max.	Faculty/Staff: 1 - 2	Other: 1 - 2
TEACHING STATION	Special Needs educator(s) and Volunteer(s) as necessary; Guest speakers		

ACTIVITIES & SPACE USAGE

Educational	<p>English, World Languages, Math, Social Studies (Special Ed. support)</p> <ul style="list-style-type: none"> - Lectures, demonstrations, presentations, discussions - Instructional movies (projected; films/videos/TV) - Whole group, small group and individual work (writing, listening, research, projects, etc.) - Hands-on projects & activities; skits - Computer-based work: research, writing, analysis, spreadsheets, reports, etc. - Data gathering, collation, analysis, presentation - E-mail with pen pals - Interactive activities – room to room, school to school, class to community - Interactive multimedia discussions with students/adults from other parts of the world, including native speakers of a foreign language - Team teaching with science, technology, physics, business, music (mathematics) - Oral & written testing - Using camcorders/role play/video production - Special Ed. "collaborators" support mainstreaming of special needs students
Admin/Operational	-
Community	-

SPATIAL RELATIONSHIPS

Adjacent: Direct	Small Group Room (selected classrooms)
Nearby: Indirect	Science & other general classrooms & teacher support areas; Self-Contained Classroom Large Group/Presentation Room; Resource/Study Skills Rooms Student Lockers and Restrooms Computer/Distance Learning Classroom; Library/Media Center Access to cooking – witness and learn culture
Distant: Separated	High noise areas such as Performing Arts, Student Dining Commons, PE

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

Fixed Casework	Open shelving and lockable storage cabinets. NOTE: maximize use of movable furniture & casework
Furniture (Movable)	32 student desk/tables & 32 student chairs 1 Teacher desk & chair; 4-drawer file cabinet; 1 Activity Table 1 Tall Storage Unit, lockable (wardrobe, teacher items, books, supplies, etc) Computer workstation tables/chairs; Trash cans
Fixtures & Equipment	Sliding Double Marker board; Tack boards; Maximize tackable wall surface; Retractable projection screen; Flags



Ref. #: 1.01 GENERAL CLASSROOMS

(continued)

FINISHES

Floor	Carpet, stain resistive
Ceiling	Sound absorptive, ceiling grid to support hanging displays
Walls	Include feature color on one wall.
Other Considerations	9'-0" min recommended ceiling height (10'-0" preferred)

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 Include outlets at computer workstations, additional outlets at teacher wall GFCI floor outlets, water resistive covers Separate circuit for A/V equipment 20-Amp outlet for custodial use
Lighting	Natural light + Direct/indirect pendant fixtures, Uniform light at student desks, additional light on presentation wall, boards & displays, variable light level control
HVAC	Quiet; supply/return air, low-noise diffusers; individual temp control; Natural ventilation
Plumbing	-
Acoustical	Per ANSI/ASA recommendations, currently 45 dBA max. unoccupied background noise; 35 dBA preferred
Special Utilities/Services	-
Other Considerations	-

WINDOWS & VISION PANELS

		Operable? (Y/N)	Shades? (Y/N)
Exterior	Ample daylight and natural ventilation Egress window (if on ground level)	Y	Y
Interior	Sidelite at strike-jamb of corridor doors Vision panel to Small Group Room if adjacent	N N	Y Y (on classroom side)
Other Considerations	-	-	-

CONTROL & SAFETY NEEDS

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

SPECIAL CONSIDERATIONS

Social Studies	Map hanging areas (pull-down tracks & tack strips), map rails securable to prevent accidental dislodging
Team Teaching	Two pairs of classrooms per SLC (minimum) able to be combined into large classrooms for team teaching
Other	-



Ref. #: **1.02 SCIENCE LAB/CLASSROOMS**

Area/Department:	CORE ACADEMICS & SUPPORT		
Occupants:	Students: 28 typical, 32 max.	Faculty/Staff: 1 - 2	Other: 1 - 2
TEACHING STATION	Special Needs educator(s) and Volunteer(s) as necessary		

ACTIVITIES & SPACE USAGE

Educational	<p>Core: Life Science, Chemistry, Earth Science (Geology, Earth Sciences), Physics Elective: Astronomy, Environmental Science, Marine Science, Genetics, Alaska Natural History, Human Anatomy & Physiology</p> <ul style="list-style-type: none"> - Lectures, demonstrations, presentations, discussions - Instructional video/movies (projected: films/videos/TV) - Whole group, small group & individual work (writing, listening, research, projects, etc.) - Hands-on experiments/projects: lab work using microscopes, chemicals, gas, electricity - Computer-based work: research, writing, analysis, spreadsheets, reports, etc. - Data gathering, collation, analysis, presentation - Live animal nurturing & observation - Oral & written testing - Students often work in teams of 4 (sharing chemicals/materials) & pairs (actual lab work).
Admin/Operational	-
Community	-

SPATIAL RELATIONSHIPS

Adjacent: Direct	Science Prep/Storage Room (preferably shared with another science classroom)
Nearby: Indirect	Consider grouping science rooms in pairs Exit & outdoor experimental areas (horticulture, ecology, environmental science)
Distant: Separated	High noise areas: Performing Arts, Student Dining Commons, PE

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

Fixed Casework	<p>Perimeter fixed lab stations, resin or other chemical resistive work surface. Base cabinets below lab stations; Wall cabinets above some perimeter lab stations; All cabinets lockable; all lock cylinders keyed alike Safety goggle storage cabinet (with access to electrical outlet) Lockable display cases for permanent collections; Hooks to hang lab aprons</p>
Furniture (Movable)	<p>16 Movable student lab tables, 30" x 60" (able to be "connected" to perimeter lab stations), w/locking wheels. 32 adjustable height student chairs; 1 Teacher desk & chair, 1 Teacher stool (at demo station); 1 Activity Table; 1 Tall Storage Unit, lockable (wardrobe, teacher items, books, supplies, etc); Computer workstation tables/chairs; Trash can; Teacher demo station w/lockable storage</p>
Fixtures & Equipment	<p>Sliding Double Marker Board, Tack (or tape) surface (maximize display surface) Retractable projection screen Ventilated work station (fume hood), double access (prep & lab). Fume hood easily accessible from demo station</p>



Ref. #: 1.02 SCIENCE LAB/CLASSROOMS

(continued)

FINISHES

Floor	Durable floor – chemical resistive sheet flooring w/integral cove base
Ceiling	Sound absorptive, Ceiling grid to support hanging displays
Walls	Include feature color on one wall.
Other Considerations	9'-0" min ceiling ht. (10'-0" preferred)

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

Electrical	GFCI power outlets 6' O.C. min., mounted above counter ht.; additional GFCI outlets at Demo Station & teacher wall. GFCI floor outlets, water resistive covers. Separate circuit for A/V equipment. 20-Amp outlet for custodial use
Lighting	Daylight + Direct/indirect pendant fixtures, uniform light at student desks, add'l light on presentation wall, boards & displays, variable light level control for various activities
HVAC	Natural + mechanical ventilation. Individual temperature control (by teacher) Teacher-controlled low-volume exhaust fan at Demo station HVAC design to control spreading of smells generated here to other areas of building
Plumbing	Small lab sinks (consider larger sinks in biology) at stations & demo, cold water, 1 per 4 students; One "rinse-away sink" large, deep double sink, hot & cold water Floor drain under emergency shower/eye-wash station
Acoustical	Per ANSI/ASA recommendations, currently 45 dBA max. unoccupied background noise; 35 dBA preferred
Special Utilities/Services	Gas or hot plates at lab stations
Other Considerations	Natural ventilation via operable windows is especially important in biology labs (dissections) Lab experiment exhaust hood fans should operate independently of the schools regular HVAC system

WINDOWS & VISION PANELS

		Operable? (Y/N)	Shades? (Y/N)
Exterior	Ample daylight, natural ventilation, views Consider box window for plants (biology rooms)	Y	Y
Interior	Sidelite at strike-jamb of corridor doors	N	Y
Other Considerations	Consider corridor glazing above seated eye level	N	Y

CONTROL & SAFETY NEEDS

Visibility	Visibility of entire room without "blind" areas
Access	2 corridor doors or as required by life safety codes, lockable from both sides, hold-open door hardware. View panel in each corridor door. Easy access to outside.
Emerg Shower/Eyewash	Locate over floor drain, near door to Science Prep/Storage & away from elect outlets.
Emerg Shut-off Controls	Button-activated shut-off valves/switches for gas & power, easily accessible to teacher
Safety Equipment	Safety station with fire extinguisher, fire blankets and first-aid supplies Goggle station (with access to power outlet)
Disaster kits	Space for storage of emergency disaster kits in room
Security	CCTV camera as needed to deter theft & vandalism

SPECIAL CONSIDERATIONS

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



Ref. #: **1.02a SCIENCE PREP/STORAGE**

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

ACTIVITIES & SPACE USAGE

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

SPATIAL RELATIONSHIPS

Adjacent: Direct	Science Classrooms – each Science Prep/Storage Room should be shared by & directly accessible from two Science Classrooms where feasible.
Nearby: Indirect	Teacher Planning Center
Distant: Separated	-

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

Fixed Casework	<p>Flammable materials storage cabinet, lockable, labeled. Ventilated acid storage cabinet, lockable, labeled. Alkali metals & halogens storage cabinet, lockable, labeled. Lockable base cabinets, drawers and glazed-front wall cabinets for storage of equipment, glassware & supplies (accommodate a variety of shapes/sizes). Chemical & stain resistant work surfaces. All cabinets to have 15" minimum inside usable depth. Polycarbonate or wired glazing should be used for windowed cabinets. Lock cylinders should be keyed alike for convenience. Securely anchor cabinets to walls or other structural supports for seismic stability.</p>
Furniture (Movable)	Step stool; Demo/equipment cart
Fixtures & Equipment	<p>Refrigerator for chemical storage Dishwasher Ventilated work stations (fume hoods), double access (into prep & lab), location of fume hoods to be determined during design. Trays to fit cabinets/shelves (used under bottles containing liquids to prevent spread of leaks)</p>



Ref. #: 1.02a SCIENCE PREP/STORAGE

(continued)

FINISHES

Floor	Durable floor surface – chemical resistive sheet flooring w/integral cove base.
Ceiling	Sound absorptive
Walls	Include SLC feature color.
Other Considerations	Chemical & stain resistant work and floor surfaces

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

Electrical	GFCI Power outlets 6' to 8' on center minimum, mounted 6" above counter height
Lighting	Natural light + Energy-efficient ceiling fixtures + task lighting at sink & fume hood
HVAC	Dedicated room exhaust to outside, no connection to building return air
Plumbing	Sinks at prep stations
Acoustical	-
Special Utilities/Services	Exhaust fume hoods to outside Gas service to prep stations
Other Considerations	Lab experiment exhaust hood fans should operate independently of the schools regular HVAC system

WINDOWS & VISION PANELS

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

CONTROL & SAFETY NEEDS

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

SPECIAL CONSIDERATIONS

	-
	-
	-



Ref. #: **1.03** **RESOURCE/STUDY SKILLS**

Area/Department:	CORE ACADEMICS & SUPPORT		
Occupants:	Students: Up to 22	Faculty/Staff: 1 - 2	Other: 1 - 2
TEACHING STATION	Special Needs educator(s) and Volunteer(s) as necessary		

ACTIVITIES & SPACE USAGE

Educational	<p>Language Arts, Social Studies, Math, World Languages</p> <ul style="list-style-type: none"> - Lectures, demonstrations, presentations, discussions - Instructional movies (projected: films/videos/TV) - Whole group, small group & individual work (writing, listening, research, projects, etc.) - Hands-on projects - Computer-based work: research, writing, analysis, spreadsheets, reports, etc. - Data gathering, collation, analysis, presentation - Oral & written testing - Time-management, problem solving & daily life skills - Study skills (use adjacent open classroom if larger than 16) that support core curriculum <p>"Collaborators" work with students within general classrooms "Direct Service" = separate stand-alone class</p>
Admin/Operational	-
Community	-

SPATIAL RELATIONSHIPS

Adjacent: Direct	Included with core classrooms in small learning communities
Nearby: Indirect	<p>Science & other general classrooms & teacher support areas, Library/Media Center Student lockers & restrooms Small Group Room Sped bus drop-off Equipment storage</p>
Distant: Separated	High noise areas: Performing Arts, Student Dining Commons, PE

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

Fixed Casework	<p>Open shelving and lockable storage cabinets. NOTE: maximize use of movable furniture & casework</p>
Furniture (Movable)	<p>Accessible Desks/tables for 22 students; 22 student chairs 5-8 individual computer stations 1 Teacher desk & chair; Lockable 2-drawer file cabinets 1 Tall Storage Unit, lockable (wardrobe, teacher items, books, supplies, etc) Movable bookcases; Trash can</p>
Fixtures & Equipment	<p>1 Sliding Double Marker board & 1 additional marker board, on separate walls Tack Boards & Tack surface for displays and student work Retractable projection screen; Flags Area rug</p>



Ref. #: 1.03 RESOURCE/STUDY SKILLS

(continued)

FINISHES

Floor	Carpet, stain resistive
Ceiling	Sound absorptive. Ceiling grid to support hanging displays.
Walls	Include feature color on one wall.
Other Considerations	9'-0" minimum recommended ceiling height (10'-0" preferred)

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 teacher wall GFCI Quad floor outlets, water resistive covers Separate circuit for A/V equipment 20-Amp outlet for custodial use
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	Quiet; supply/return air, low-noise diffusers. Individual temp. control. Natural ventilation
Plumbing	Rough-in plumbing for possible future conversion to lifeskills program(s)
Acoustical	Per ANSI/ASA recommendations, currently 45 dBA max. unoccupied background noise; 35 dBA preferred
Special Utilities/Services	-
Other Considerations	-

WINDOWS & VISION PANELS

		Operable? (Y/N)	Shades? (Y/N)
Exterior	Ample daylight and natural ventilation Egress window (if on ground level)	Y	Y
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
Paired space option	Optional double doors or operable wall between paired rooms to provide 1 larger space as necessary
Doorway clearance	Full width doors for wheelchair clearance
Disaster kits	Space for storage of emergency disaster kits in room
Other	-

SPECIAL CONSIDERATIONS

	-
	-
	-



Ref. #: **1.04** **COMPUTER/DISTANCE LEARNING**

Area/Department:	CORE ACADEMICS & SUPPORT		
Occupants:	Students: 40 - 45	Faculty/Staff: 1 - 2	Other:
	Special Needs educator(s) and Volunteer(s) as necessary		

ACTIVITIES & SPACE USAGE

Educational	<p>Language Arts, Social Studies, Math (Special Ed. & ELL support); General computer use to support core curriculum</p> <ul style="list-style-type: none"> - Large group instruction - Demonstrations, presentations - Whole group, small group and individual work (writing, listening, research, projects, etc.) - Interactive activities – room to room, school to school, class to community - Oral presentations - Hands-on projects – individuals & groups - Team teaching with science, technology, physics, business, music (mathematics) - Group and teamwork activities - Computer-based work: research, writing, analysis, spreadsheets, reports, etc. - Data gathering, collation, analysis - Testing – peer/teacher assisted - Using camcorders/role play/video production - Computerized instruction <p>Space should be designed to be able to support a variety of future programs.</p>
Admin/Operational	Teacher training
Community	Possible community use after hours

SPATIAL RELATIONSHIPS

Adjacent: Direct	Computer Supply/Equipment
Nearby: Indirect	General Classrooms; Science Lab/Classrooms; Teacher Planning Center Restrooms
Distant: Separated	-

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

Fixed Casework	NOTE: maximize use of movable furniture & casework
Furniture (Movable)	<p>Computer workstations, maximize adjustability; Adjustable height student chairs</p> <p>1 Teacher desk & chair</p> <p>2 Activity tables</p> <p>1 Production station (printer, supplies, etc.)</p> <p>Color coded recycling receptacle for white paper waste; Trash can</p>
Fixtures & Equipment	<p>Sliding Double Marker board, Tack surface</p> <p>Retractable projection screen</p>



Ref. #: **1.04 COMPUTER/DISTANCE LEARNING CLASSROOM**

(continued)

FINISHES

Floor	Carpet, stain resistive
Ceiling	Sound absorptive. Ceiling grid to support hanging displays.
Walls	Include feature color on one wall.
Other Considerations	9'-0" min recommended ceiling height (10'-0" preferred)

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 GFCI Quad floor outlets, water resistive durable covers Additional outlets/power for presentation & production equipment Separate circuit for A/V equipment 20-Amp outlet for custodial use
Lighting	Natural light + Direct/indirect pendant fixtures, 50-75 foot-candles at work surfaces, Uniform light at student desks, additional light on presentation wall, boards & displays, variable light level control for various activities.
HVAC	Quiet; supply/return air, low-noise diffusers. Individual temp. control. Natural ventilation.
Plumbing	-
Acoustical	Per ANSI/ASA recommendations, currently 45 dBA max. unoccupied background noise; 35 dBA preferred
Special Utilities/Services	-
Other Considerations	Consider glare from all light sources when planning layout of fixed visual technology.

WINDOWS & VISION PANELS

		Operable? (Y/N)	Shades? (Y/N)
Exterior	Ample daylight and natural ventilation	Y	Y
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, security alarm
	-
	-

SPECIAL CONSIDERATIONS

HVAC	Account for heat load of computers and equipment
Flexibility	Consider raised floor system for power & data flexibility
Recycling	Include in-room recycling station (paper, plastic, aluminum)
	-



Ref. #: **1.04a** **COMPUTER SUPPLY/EQUIPMENT**

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

ACTIVITIES & SPACE USAGE

Educational	-
Admin/Operational	Storage of technology equipment Ability to serve as a "charging station" for laptop carts (requires power) Storage of manuals, guides, cable, tools, etc.
Community	-

SPATIAL RELATIONSHIPS

Adjacent: Direct	Computer/Distance Learning
Nearby: Indirect	General Classrooms; Science Lab/Classrooms; Teacher Planning Center
Distant: Separated	-

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

Fixed Casework	Work/utility counter with overhead & base cabinets (one locking) along end wall
Furniture (Movable)	Heavy duty shelving units 12" and 18" deep, with adjustable height shelves Locking file cabinet or drawer Laptop cart Cart for moving computers, removable hard drives, tools, etc.
Fixtures & Equipment	-



Ref. #: 1.04a COMPUTER SUPPLY/EQUIPMENT

(continued)

FINISHES

Floor	Utility floor surface (Resilient flooring or 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 Power supply for recharging laptop carts
Lighting	Energy-efficient ceiling fixtures
HVAC	Supply/return air; zoned temperature control (with adjacent classroom)
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 with security alarm
	-
	-

SPECIAL CONSIDERATIONS

	-
	-
	-



Ref. #: **1.05** **STUDENT LOCKER AREAS**

Area/Department:	CORE ACADEMICS & SUPPORT		
Occupants:	Students: 450 – 550	Faculty/Staff: 1 - 2	Other: -

ACTIVITIES & SPACE USAGE

Educational	Individual storage of student books, coats and other personal items Socialization component
Admin/Operational	-
Community	-

SPATIAL RELATIONSHIPS

Adjacent: Direct	Team/Pod commons
Nearby: Indirect	General classrooms, Teacher Planning Center Student restrooms
Distant: Separated	-

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

Fixed Casework	-
Furniture (Movable)	Trash receptacles
Fixtures & Equipment	1 locker per student: 450 - 550 Lockers (15" w x 18" d) per team, preferably on perimeter wall. Partial height if not located at perimeter wall (visibility/supervision)



Ref. #: 1.05 STUDENT LOCKER AREAS

(continued)

FINISHES

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

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

Electrical	Power outlets, quantity per code 20-Amp outlets on dedicated circuits for custodial use distributed in corridors
Lighting	Energy-efficient fixtures + natural light as possible, zoned switching.
HVAC	Supply/return air, natural ventilation preferred
Plumbing	Drinking fountains
Acoustical	-
Special Utilities/Services	-
Other Considerations	-

WINDOWS & VISION PANELS

		Operable? (Y/N)	Shades? (Y/N)
Exterior	Desirable, not required	TBD	N
Interior	Supervision from Teacher Planning Center or other supervision area	N	N
Other Considerations	-	-	-

CONTROL & SAFETY NEEDS

Visibility	To maximum extent possible, allow visibility of entire space without "blind" areas
Egress	Exterior doors as required by applicable codes
	-
	-

SPECIAL CONSIDERATIONS

Theme/Ownership	Consider color, graphics or other design features to distinguish between SLCs.
	-
	-



Ref. #: **1.06** **STUDENT RESTROOMS**

Area/Department:	CORE ACADEMICS & SUPPORT		
Occupants:	Students: -	Faculty/Staff: -	Other: -

ACTIVITIES & SPACE USAGE

Educational	-
Admin/Operational	Personal hygiene
Community	Accommodate visitors during school day Public use after school hours (in civic use areas of school)

SPATIAL RELATIONSHIPS

Adjacent: Direct	Corridor Walk-in service chase behind toilet plumbing wall (separate access)
Nearby: Indirect	Student Dining Commons Food Court Satellites Gymnasium Fitness/Weight Room Auxiliary Gym Classrooms Library/Media Center Other instructional spaces Front Lobby Custodial Closet
Distant: Separated	Acoustically buffered from Stage area Include adequate screen walls to restrict sight lines into restrooms.

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

Fixed Casework	-
Furniture (Movable)	-
Fixtures & Equipment	soap dispensers, over sinks hands-free paper towel dispensers Trash receptacles Mirrors (optional) at lavatories Consider fold-down changing table in select restrooms as child care learning aid (used with infant simulators) Toilet paper dispensers Feminine products dispenser (Girls)



Ref. #: **1.06 STUDENT RESTROOMS**

(continued)

FINISHES

Floor	Glazed tile – non-slip
Ceiling	Sound absorptive
Walls	Glazed tile walls to ceiling, or glazed tile wainscot w/seamless finish above recommended
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 20-Amp outlet on dedicated circuit located just outside restroom in corridor for custodial use.
Lighting	Energy-efficient fixtures. Emergency lighting required.
HVAC	Exhaust fan, switch controlled
Plumbing	Hot & cold hose bib connections for custodial use Lavatories, hot and cold water Floor drain, slope floor to drain Toilets; urinals (boys)
Acoustical	Wall STC 53 to adjacent learning spaces
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, open inward; scuff panels on both sides of door
	-
	-
	-

SPECIAL CONSIDERATIONS

-	-
-	-
-	-



Ref. #: 1.07 SLC RECEPTION/SUPPORT STAFF

Area/Department:	CORE ACADEMICS & SUPPORT		
Occupants:	Students: 1 - 2	Faculty/Staff: 1 - 2	Other: -
	SLC=Small Learning Community		

ACTIVITIES & SPACE USAGE

Educational	Example of efficient, collaborative, professional environment
Admin/Operational	Space for students and parents to be welcomed and ushered to see SLC Counseling or administrative staff Update student management records
Community	-

SPATIAL RELATIONSHIPS

Adjacent: Direct	Administrator/SLC Coordinator Office File/Secure Storage Easy access to/for students
Nearby: Indirect	Counselor Office (decentralized) Conference Room Staff Restroom Public Restrooms Itinerant Office
Distant: Separated	-

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

Fixed Casework	NOTE: maximize use of movable furniture & casework
Furniture (Movable)	1 desk/workstation 1 adjustable task chair Visitor chairs (waiting)
Fixtures & Equipment	Tack board



Ref. #: **1.07 SLC RECEPTION & SUPPORT STAFF**

(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 Quad outlet at workstation
Lighting	Task lighting and energy-efficient fixtures
HVAC	Supply/return air, zoned temp control; natural ventilation preferred
Plumbing	-
Acoustical	Per ANSI/ASA recommendations, currently 45 dBA max. unoccupied background noise
Special Utilities/Services	-
Other Considerations	-

WINDOWS & VISION PANELS

		Operable? (Y/N)	Shades? (Y/N)
Exterior	-	-	-
Interior	To SLC visitor access corridor	N	N
Other Considerations	-	-	-

CONTROL & SAFETY NEEDS

Access Control	Vision panels at corridor doors, lockable both sides
	-
	-
	-

SPECIAL CONSIDERATIONS

	-
	-
	-



Ref. #: **1.08** **ADMIN/SLC COORDINATOR OFFICE**

Area/Department:	CORE ACADEMICS & SUPPORT		
Occupants:	Students: 1-2	Faculty/Staff: 1	Other: 1 – 2

ACTIVITIES & SPACE USAGE

Educational	Example of supportive, professional environment
Admin/Operational	Office space for staff to provide support to students, staff and faculty <ul style="list-style-type: none"> - Coordinating scheduling, activities and curriculum - Advising & assisting students - Addressing student behavior concerns - Small group meetings/planning/collaboration - Parent conferences & phone communications - Evaluate teachers & staff - Preparing reports, student records and files - Store files, resource materials & reference books
Community	-

SPATIAL RELATIONSHIPS

Adjacent: Direct	SLC Reception & Support Staff Counselor Office
Nearby: Indirect	Conference Room Security Office Itinerant Office
Distant: Separated	-

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

Fixed Casework	NOTE: maximize use of movable furniture & casework Open wall shelving above work station Base & wall cabinets for materials & resources
Furniture (Movable)	1 desk/workstation; 1 adjustable task chair 2 side chairs 1 Activity/conference table 1 Tall storage unit, lockable (wardrobe, supplies, etc) Lockable file cabinets Movable bookcase Brochure/pamphlet rack Trash can
Fixtures & Equipment	Tack board; Marker board



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 Quad outlet at workstation
Lighting	Task lighting and energy-efficient fixtures, Daylight (borrowed OK)
HVAC	Supply/return air; individual temp control; natural ventilation preferred
Plumbing	-
Acoustical	Auditory privacy: Wall STC 50
Special Utilities/Services	-
Other Considerations	-

WINDOWS & VISION PANELS

		Operable? (Y/N)	Shades? (Y/N)
Exterior	Daylight and natural ventilation desirable, not required	Y	Y
Interior	Sidelite at strike-jamb of door	N	Y
Other Considerations	-	-	-

CONTROL & SAFETY NEEDS

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

SPECIAL CONSIDERATIONS

	-
	-
	-



Ref. #: **1.09** **COUNSELOR OFFICES**

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

ACTIVITIES & SPACE USAGE

Educational	Example of supportive, professional environment
Admin/Operational	Office space for staff to provide counseling and guidance to students - Parent conferences & phone communications - Teacher consultation - Store files, resource materials & reference books
Community	-

SPATIAL RELATIONSHIPS

Adjacent: Direct	SLC Reception & Support Staff Administrator/SLC Coordinator Office
Nearby: Indirect	File/Secure Storage Conference Room Itinerant Office
Distant: Separated	-

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

Fixed Casework	NOTE: maximize use of movable furniture & casework Open wall shelving above work stations Base & wall cabinets for instructional materials & resources
Furniture (Movable)	1 desk/workstation 1 adjustable task chair 2 guest chairs 1 Activity/Conference Table Lockable four-drawer file cabinets Movable bookcase Trash can
Fixtures & Equipment	-



Ref. #: **1.09 COUNSELOR OFFICES**

(continued)

FINISHES

Floor	Carpet, stain resistive
Ceiling	Sound absorptive
Walls	Include feature color on one wall.
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 Quad outlet at workstation
Lighting	Task lighting, Energy-efficient fixtures, daylight (borrowed ok)
HVAC	Supply/return air, zoned temp control; natural ventilation preferred
Plumbing	-
Acoustical	Auditory privacy: Wall STC 50
Special Utilities/Services	-
Other Considerations	-

WINDOWS & VISION PANELS

		Operable? (Y/N)	Shades? (Y/N)
Exterior	Daylight and natural ventilation desirable, not required	Y	Y
Interior	Sidelite at strike-jamb of door	N	N
Other Considerations	-	-	-

CONTROL & SAFETY NEEDS

Access Control	Solid door, lockable
	-
	-
	-

SPECIAL CONSIDERATIONS

	-
	-
	-



Ref. #: **1.10** **ITINERANT OFFICES**

Area/Department:	CORE ACADEMICS & SUPPORT		
Occupants:	Students:	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)
Admin/Operational	Office space for itinerant staff to conduct on-site administrative duties. <ul style="list-style-type: none"> - Itinerant staff to include teacher consultants; ELL, speech/language, migrant education, OT/PT and other specialists - Group and individual counseling - Student assessment - Parent conferences & phone communications - Store files, resource materials & reference books - Case reports
Community	-

SPATIAL RELATIONSHIPS

Adjacent: Direct	SLC Reception & Support Staff File/Secure Storage Readily accessible to students
Nearby: Indirect	Counselor Offices (SLC) Administrator/SLC Coordinator Office Conference Room Staff Restroom
Distant: Separated	-

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

Fixed Casework	NOTE: maximize use of movable furniture & casework
Furniture (Movable)	1 desk/workstation; 1 adjustable task chair 2 side chairs 1 small table Four drawer locking file cabinet Movable bookcase Trash can
Fixtures & Equipment	-



Anchorage School District
Educational Specifications: High Schools

Ref. #: **1.10 ITINERANT OFFICES**

(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 minimum Quad outlet (1) at workstation
Lighting	Task lighting and energy-efficient fixtures, daylight (borrowed ok)
HVAC	Supply/return air, zoned temp control, natural ventilation desirable
Plumbing	-
Acoustical	Auditory privacy: Wall STC 50
Special Utilities/Services	-
Other Considerations	-

WINDOWS & VISION PANELS

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

CONTROL & SAFETY NEEDS

Access Control	Solid door, lockable; Corridor doors lockable both sides
	-
	-
	-

SPECIAL CONSIDERATIONS

	-
	-
	-



Ref. #: **1.11** **SECURITY STATION**

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

ACTIVITIES & SPACE USAGE

Educational	Example of secure, respectful, professional environment
Admin/Operational	Office space for SLC security staff home-base (otherwise roaming the school) <ul style="list-style-type: none"> - Planning - Scheduling - Record keeping - Minor disciplinary actions & recommendations - Lost & found storage - Small group meetings/planning/collaboration
Community	-

SPATIAL RELATIONSHIPS

Adjacent: Direct	Near student traffic/key corridor supervision points
Nearby: Indirect	SLC Reception & Support Staff Administrator/SLC Coordinator Office
Distant: Separated	Buffered from Counselor Office Conference Room Itinerant Office

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

Fixed Casework	NOTE: maximize use of movable furniture & casework Open bookshelves Storage cabinets
Furniture (Movable)	1 desk/workstation 1 adjustable task chair 2 side chairs 1 small round table Four-drawer locking file cabinet Trash can
Fixtures & Equipment	Tack and Marker surfaces



Ref. #: **1.11 SECURITY STATION**

(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 1 Quad outlet at workstation
Lighting	Task lighting and energy-efficient fixtures
HVAC	Supply/return air, zoned temp control
Plumbing	-
Acoustical	Wall STC 50
Special Utilities/Services	-
Other Considerations	-

WINDOWS & VISION PANELS

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

CONTROL & SAFETY NEEDS

Access Control	Doors lockable
	-
	-
	-

SPECIAL CONSIDERATIONS

	-
	-
	-



Ref. #: **1.12** **CONFERENCE ROOM**

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

ACTIVITIES & SPACE USAGE

Educational	Student conferences & testing Staging of testing materials
Admin/Operational	Multi-use space for small group & individual conferences; planning, etc.
Community	-

SPATIAL RELATIONSHIPS

Adjacent: Direct	Counselor Office
Nearby: Indirect	SLC Reception & Support Staff Administrator/SLC Coordinator Office Itinerant Office
Distant: Separated	High noise areas, student lockers

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

Fixed Casework	-
Furniture (Movable)	Conference table 12 chairs
Fixtures & Equipment	Marker board Tack board



Anchorage School District

Educational Specifications: High Schools

Ref. #: **1.12 CONFERENCE ROOM**

(continued)

FINISHES

Floor	Carpet
Ceiling	Sound absorptive
Walls	-
Other Considerations	9'-0" min recommended ceiling height (10'-0" preferred)

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 quad floor outlet, water resistive cover, centered in room
Lighting	Direct/indirect pendant fixtures, uniform light at conference table, variable light level control for various activities
HVAC	Quiet; supply/return air, low-noise diffusers; Individual temperature control
Plumbing	-
Acoustical	4 Per ANSI/ASA recommendations, currently 5 dBA max. unoccupied background noise; 35 dBA preferred. Wall STC 50 min.
Special Utilities/Services	-
Other Considerations	-

WINDOWS & VISION PANELS

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

CONTROL & SAFETY NEEDS

Access Control	Solid doors, lockable; corridor doors lockable both sides
	-
	-
	-

SPECIAL CONSIDERATIONS

	-
	-
	-



Ref. #: **1.13** **TEACHER PLANNING CENTER**

Area/Department:	CORE ACADEMICS & SUPPORT		
Occupants:	Students: -	Faculty/Staff: varies	Other: varies

ACTIVITIES & SPACE USAGE

Educational	Example of efficient, collaborative, professional environment
Admin/Operational	To provide space for teachers and teacher assistants to work as a team and/or individually to plan instruction, prepare materials for class, carry out their administrative duties, lock up personal items <ul style="list-style-type: none"> - Team meetings/planning/collaboration - Media production, copying, printing - Grading/assessment - Parent conferences & phone communications - Small group teacher training activities - Processing of testing & scheduling materials - File storage (semester & daily-use files) - Lunch & coffee - Passive monitoring of Pod Commons & Student Collaboration Area
Community	NA

SPATIAL RELATIONSHIPS

Adjacent: Direct	Task Rooms
Nearby: Indirect	Counselor Office; File/Secure Storage; Staff Restrooms General Classrooms; General Storage Visibility to Student lockers (supervision)
Distant: Separated	-

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

Fixed Casework	NOTE: maximize use of movable furniture & casework Open wall shelving above work stations Base & wall cabinets for instructional materials & resources Kitchenette counter; Work counter
Furniture (Movable)	10-12 workstations (locate at room perimeter) 10-12 adjustable task chairs (rotate chairs to center for conference/meetings) 6 conference chairs 1 central Activity/Conference Table 2 Tall Wardrobe Units, lockable (1 for teachers & 1 for TA's) Lockable file cabinets for all assigned classroom teachers & aides as necessary Trash can
Fixtures & Equipment	Kitchenette (refrigerator, microwave, coffee service) Sliding Double Marker board Tack surface



Ref. #: 1.13 TEACHER PLANNING CENTER

(continued)

FINISHES

Floor	Carpet, stain resistive (optional resilient flooring at sink area)
Ceiling	Sound absorptive
Walls	Sound attenuation as needed, such as acoustical panels on upper 2' of wall.
Other Considerations	9'-0" min recommended ceiling height (10'-0" preferred)

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 GFCI outlets at kitchenette, mounted above counter height GFCI Quad floor outlet, water resistive cover, centered in room Separate circuit for A/V equipment
Lighting	Task lighting and energy-efficient fixtures, daylight desirable
HVAC	Individual temperature control, natural ventilation preferred. If copier & printer will be intensively used, consider separate exhaust to outdoors with no recirculation through the building return air system. Make up air as required.
Plumbing	Double sink with hot & cold water at kitchenette; Water service to ice-maker
Acoustical	Per ANSI/ASA recommendations, currently 45 dBA max. unoccupied background noise; wall STC 45 min.
Special Utilities/Services	-
Other Considerations	-

WINDOWS & VISION PANELS

		Operable? (Y/N)	Shades? (Y/N)
Exterior	Daylight and natural ventilation desirable	Y	Y
Interior	Sidelite at strike-jamb of corridor doors	N	Y
Other Considerations	Ample visibility between Teacher Planning Centers & corridors is desirable	-	-

CONTROL & SAFETY NEEDS

Access Control	Corridor doors lockable from both sides
	-
	-
	-

SPECIAL CONSIDERATIONS

PLANNING NOTE:	While students are not intended to have open access to the Teacher Planning Center, they should feel welcome to seek/find an adult when needed. A small area just outside the TPC, with limited visibility into the TPC, should be planned off of the main circulation corridor as a place for students to feel comfortable waiting to see an adult.
Theme/Ownership	Consider color, graphics or other design features to celebrate this program function.
Recycling	Include in-room recycling station (paper, plastic, aluminum)
	-



Ref. #: **1.14** **TASK ROOMS**

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

ACTIVITIES & SPACE USAGE

Educational	Teacher conferences, Individual instruction/tutoring, Oral & written testing
Admin/Operational	Quiet space for individual teachers to work and have private conversations/meetings - Grading/Assessment - Private Conversations - Parent phone conferences - Studying/Reading
Community	-

SPATIAL RELATIONSHIPS

Adjacent: Direct	Teacher Planning Center
Nearby: Indirect	General Classrooms General Storage Counseling Office
Distant: Separated	High noise areas, student lockers

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

Fixed Casework	-
Furniture (Movable)	1 work table 2 chairs Trash can
Fixtures & Equipment	-



Ref. #: **1.14 TASK ROOMS**

(continued)

FINISHES

Floor	Carpet
Ceiling	Sound absorptive.
Walls	-
Other Considerations	9'-0" min recommended ceiling height (10'-0" preferred)

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

Electrical	Power outlets 6' on center minimum
Lighting	Energy-efficient + task lighting, 60-85 foot-candles at work surface.
HVAC	Supply/return air
Plumbing	-
Acoustical	35 dBA max. unoccupied background noise; wall STC 50
Special Utilities/Services	-
Other Considerations	-

WINDOWS & VISION PANELS

		Operable? (Y/N)	Shades? (Y/N)
Exterior	Desirable, not required	-	-
Interior	Sidelite at strike-jamb of door	N	N
Other Considerations	-	-	-

CONTROL & SAFETY NEEDS

Access Control	Solid door, lockable
	-
	-
	-

SPECIAL CONSIDERATIONS

	-
	-
	-



Ref. #: **1.15** **TEXTBOOK & EQUIP. STORAGE**

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

ACTIVITIES & SPACE USAGE

Educational	-
Admin/Operational	Storage of textbook sets and other books, instructional materials, displays, and equipment Ability to serve as a "charging station" for laptop carts (requires power)
Community	-

SPATIAL RELATIONSHIPS

Adjacent: Direct	Classroom corridor
Nearby: Indirect	Teacher Planning Center General Classrooms Science Lab/Classrooms
Distant: Separated	-

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

Fixed Casework	Work/utility counter with overhead & base cabinets (some locking) on one end wall
Furniture (Movable)	Heavy duty metal shelving units 12" and 18" deep, with adjustable height shelves Lockable lateral file cabinets
Fixtures & Equipment	-



Ref. #: 1.15 TEXTBOOK & EQUIPMENT STORAGE

(continued)

FINISHES

Floor	Utility floor surface (Resilient flooring or 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 Power supply for recharging laptop carts
Lighting	Energy-efficient fixtures.
HVAC	Supply/return air
Plumbing	-
Acoustical	-
Special Utilities/Services	-
Other Considerations	-

WINDOWS & VISION PANELS

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

CONTROL & SAFETY NEEDS

Access Control	Lockable door with security alarm
	-
	-

SPECIAL CONSIDERATIONS

	-
	-
	-



Ref. #: **1.16** **GENERAL STORAGE**

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

ACTIVITIES & SPACE USAGE

Educational	-
Admin/Operational	Secure area with easy access to store instructional & office supplies, copier paper, etc. Storage for non-confidential files Storage for portable carts, emergency supplies
Community	-

SPATIAL RELATIONSHIPS

Adjacent: Direct	Main corridor
Nearby: Indirect	Teacher Planning Center General classrooms Science Lab/Classrooms
Distant: Separated	-

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

Fixed Casework	Counter with overhead & base cabinets along one end wall
Furniture (Movable)	File cabinets; storage cabinets
Fixtures & Equipment	Heavy duty open metal shelving, 18" deep, adjustable Paper shredder



Ref. #: 1.16 GENERAL STORAGE

(continued)

FINISHES

Floor	Resilient flooring
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 ceiling fixtures.
HVAC	Supply/return air, zoned temp. control
Plumbing	-
Acoustical	-
Special Utilities/Services	-
Other Considerations	-

WINDOWS & VISION PANELS

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

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

CONTROL & SAFETY NEEDS

Access Control	Full-width, single door to corridor, lockable
	-
	-

SPECIAL CONSIDERATIONS

	-
	-
	-



Ref. #: **1.17** **FILE/SECURE STORAGE**

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

ACTIVITIES & SPACE USAGE

Educational	-
Admin/Operational	Secure storage of confidential student records Secure storage of testing materials
Community	-

SPATIAL RELATIONSHIPS

Adjacent: Direct	SLC Reception & Support Staff Counselor Offices (SLCs)
Nearby: Indirect	Administrator/SLC Coordinator Office Itinerant Office Conference Room Teacher Planning Center
Distant: Separated	-

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

Fixed Casework	-
Furniture (Movable)	Lockable lateral file cabinets 1 work table
Fixtures & Equipment	Cart



Ref. #: **1.17 FILE/SECURE STORAGE**

(continued)

FINISHES

Floor	Utility floor surface (Resilient flooring or 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 Power supply for recharging laptop carts
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	Lockable door with security alarm
	-
	-
	-

SPECIAL CONSIDERATIONS

Fire rating	Room to have minimum 1-hour fire rating
	-
	-



Ref. #: **1.18** **STAFF RESTROOMS**

Area/Department:	CORE ACADEMICS & SUPPORT		
Occupants:	Students: -	Faculty/Staff: 1	Other: -

ACTIVITIES & SPACE USAGE

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

SPATIAL RELATIONSHIPS

Adjacent: Direct	
Nearby: Indirect	Teacher Planning Centers Main corridor SLC Reception & Support Staff Counselor Offices Itinerant Offices Administrator/SLC Coordinator Office Conference Room
Distant: Separated	-

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

Fixed Casework	-
Furniture (Movable)	-
Fixtures & Equipment	soap dispensers, over sinks hands-free paper towel dispensers Trash receptacle Mirror at lavatory, with narrow shelf under mirror Toilet paper dispenser



Ref. #: **1.18 STAFF RESTROOMS**

(continued)

FINISHES

Floor	Ceramic tile, non-slip. Epoxy floor grout (black), to come up 6" on walls. Saniglaze seal. Slope to drain.
Ceiling	Sound absorptive
Walls	-
Other Considerations	-

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

Electrical	1 GFCI wall outlet above sink
Lighting	Energy efficient fixtures
HVAC	Exhaust fan, switch controlled
Plumbing	Wall-hung lavatory w/hot & cold water, clearance beneath for ADA access Floor drain Toilet
Acoustical	Per ANSI/ASA recommendations, currently Wall STC 45 min.
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, full width for wheelchair clearance, open inward, privacy lock
	-
	-

SPECIAL CONSIDERATIONS

Corridor outlets	Main corridors to have 20 Amp electrical outlet on dedicated circuit for custodial equipment.



Ref. #: **1.19** **SMALL GROUP ROOMS** (Optional)

Area/Department:	CORE ACADEMICS & SUPPORT		
Occupants:	Students: 6 - 8	Faculty/Staff: 1 - 2	Other: -
	Special Needs educator(s) and Volunteer(s) as necessary		

ACTIVITIES & SPACE USAGE

Educational	Small Group, focused instruction, tutoring - Small group projects - Individual work - Focused (1:1) instruction - Language & communication skills - Oral & written testing
Admin/Operational	-
Community	-

SPATIAL RELATIONSHIPS

Adjacent: Direct	Resource/Study Skills Classrooms
Nearby: Indirect	General classrooms Teacher Planning Center
Distant: Separated	High noise areas: Performing Arts, Student Dining, PE

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

Fixed Casework	Open shelving and lockable storage cabinets. NOTE: maximize use of movable furniture & casework
Furniture (Movable)	8 student desk/tables 8 student chairs 1 Teacher chair 1 Activity Table Computer workstation tables/chairs Trash can
Fixtures & Equipment	Marker board Tack surface



Ref. #: **1.19 SMALL GROUP ROOMS** (Optional)

(continued)

FINISHES

Floor	Carpet, stain resistive
Ceiling	Sound absorptive. Ceiling grid to support hanging displays.
Walls	Include feature color on one wall.
Other Considerations	9'-0" min recommended ceiling height (10'-0" preferred)

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 wall GFCI Quad floor outlet, water resistive cover 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	Quiet; supply/return air, low-noise diffusers. Individual temp. control. Natural ventilation.
Plumbing	-
Acoustical	Per ANSI/ASA recommendations, currently 45 dBA max. unoccupied background noise; 35 dBA preferred
Special Utilities/Services	-
Other Considerations	-

WINDOWS & VISION PANELS

		Operable? (Y/N)	Shades? (Y/N)
Exterior	Ample daylight and natural ventilation	Y	Y
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
Paired space option	Optional double doors or operable wall between paired rooms (2 Small Group Rooms or Resource/Study Skills & Small Group) to allow 1 larger space as necessary
	-

SPECIAL CONSIDERATIONS

	-
	-
	-



Ref. #: **1.20** **LARGE GROUP/PRESENTATION** (Optional)

Area/Department:	CORE ACADEMICS & SUPPORT		
Occupants:	Students: 130 – 150 (max.)	Faculty/Staff: 1 - 2	Other: -
	Special Needs educator(s) and Volunteer(s) as necessary		

ACTIVITIES & SPACE USAGE

Educational	This space brings students from one SLC or from related areas across SLCs together for special events, presentations and team activities. <ul style="list-style-type: none"> - Presentations, lectures, Internet & visual media presentations - Testing - Student organization activities - Can serve as alternate performance space
Admin/Operational	Large faculty meetings, Teacher training District administrative meetings
Community	Community group activities (Large Group Room in/near civic use area)

SPATIAL RELATIONSHIPS

Adjacent: Direct	SLC general classrooms corridor
Nearby: Indirect	Restrooms Access to Storage After-hours access (for Large Group/Presentation Room open to community use)
Distant: Separated	Library/Media Center and other quiet spaces

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

Fixed Casework	Use flexible furniture to accommodate multiple uses of this space
Furniture (Movable)	Movable podium 1 tall wardrobe unit, lockable Tables & chairs for 70, additional folding/stacking chairs for larger groups Trash cans
Fixtures & Equipment	Large Retractable projection screen Sound system 4' x 10' Marker board Tack surface



Ref. #: **1.20 LARGE GROUP/PRESENTATION** (Optional)

(continued)

FINISHES

Floor	Carpet, stain resistive; Flat floor preferred
Ceiling	Sound absorbent ceiling, high light reflectance
Walls	Acoustical panels as needed to pitch room
Other Considerations	12' – 16' recommended ceiling height. Coordinate with acoustical design.

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

Electrical	Power outlets per code, plus outlets for computers & other technology. GFCI Quad floor outlets with durable, flush covers Separate circuit for A/V equipment Two 20-Amp outlets on dedicated circuits for custodial use
Lighting	Natural light + Energy-efficient direct/indirect pendant fixtures, Uniform light at music stands, variable light level control for various activities, control glare. Zoned switching.
HVAC	Natural + mechanical ventilation, low noise diffusers; individual temperature control
Plumbing	Access to drinking fountain in hall
Acoustical	Good acoustical separation from adjacent spaces
Special Utilities/Services	-
Other Considerations	-

WINDOWS & VISION PANELS

		Operable? (Y/N)	Shades? (Y/N)
Exterior	Access to daylight and natural ventilation	Y	Y
Interior	Sidelites at strike jambs of doors	N	Y
Other Considerations	-	-	-

CONTROL & SAFETY NEEDS

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

SPECIAL CONSIDERATIONS

Doorway clearance	Full width or double doors for movement of piano & other equipment
Recycling	Include in-room recycling station (paper, plastic, aluminum)
	-
	-



7.2 Special Programs

7.2.1 Space Programs Summary

NOTES:

- a) *While integral to Special Education programs, Resource/Study Skills Classrooms are included with Core Academics, indicating the preference to locate these spaces among regular education classrooms.*
- b) Teaching Stations within the special programs areas are planned as “smaller class sizes” with an average of 12 students per class, unless noted otherwise.
- c) Special Programs areas may be used for a variety of programs such as those for students with autism spectrum disorders, for teaching Affective Skills, for learning lifeskills, for in-school suspension, etc. There are four types of special programs as defined in this section, and each school will select programs and associated types of spaces as needed to support their student population as well as districtwide needs.
- d) Teaching stations are indicated with bold & underlined text.

Ref. #:	Name/Function	Quantity per Total Enrollment:			Net Area Each (s.f.):
		1,800:	2,000:	2,200:	
2.01	Special Education Offices	4	4	4	110
2.02	Conference/Small Group Room	1	1	1	250
2.03	Workroom/Storage	1	1	1	400-500
2.04	<u>Special Programs Type A</u>	<u>1</u>	<u>1</u>	<u>1</u>	<u>1,000</u>
2.05	<u>Special Programs Type B</u>	<u>1</u>	<u>1</u>	<u>1</u>	<u>1,000</u>
2.06	<u>Special Programs Type C</u>	<u>2</u>	<u>2</u>	<u>2</u>	<u>1,000</u>
2.07	Intensive Needs Changing/Shower	1	1	1	120
2.08	Special Education Restroom	2	2	2	120
2.09	Lifeskills Kitchen & Laundry	2	2	2	120
2.10	Special Programs Storage	2	2	2	120
2.11	Special Programs Type D	2	2	2	1,000

(see Chapter 6.2 for additional support spaces for special programs)

Ref. #: Optional/Additional Spaces:

-	<u>Special Programs: Type A</u>	<u>2</u>	<u>2</u>	<u>2</u>	<u>1,000</u>
-	<u>Special Programs: Type B</u>	<u>1</u>	<u>1</u>	<u>1</u>	<u>1,000</u>
2.12	Type B Support: Kitchenette	1	1	1	80
2.13	OT/PT Room	1	1	1	500
2.14	OT/PT Storage	1	1	1	200



7.2.2 General Requirements

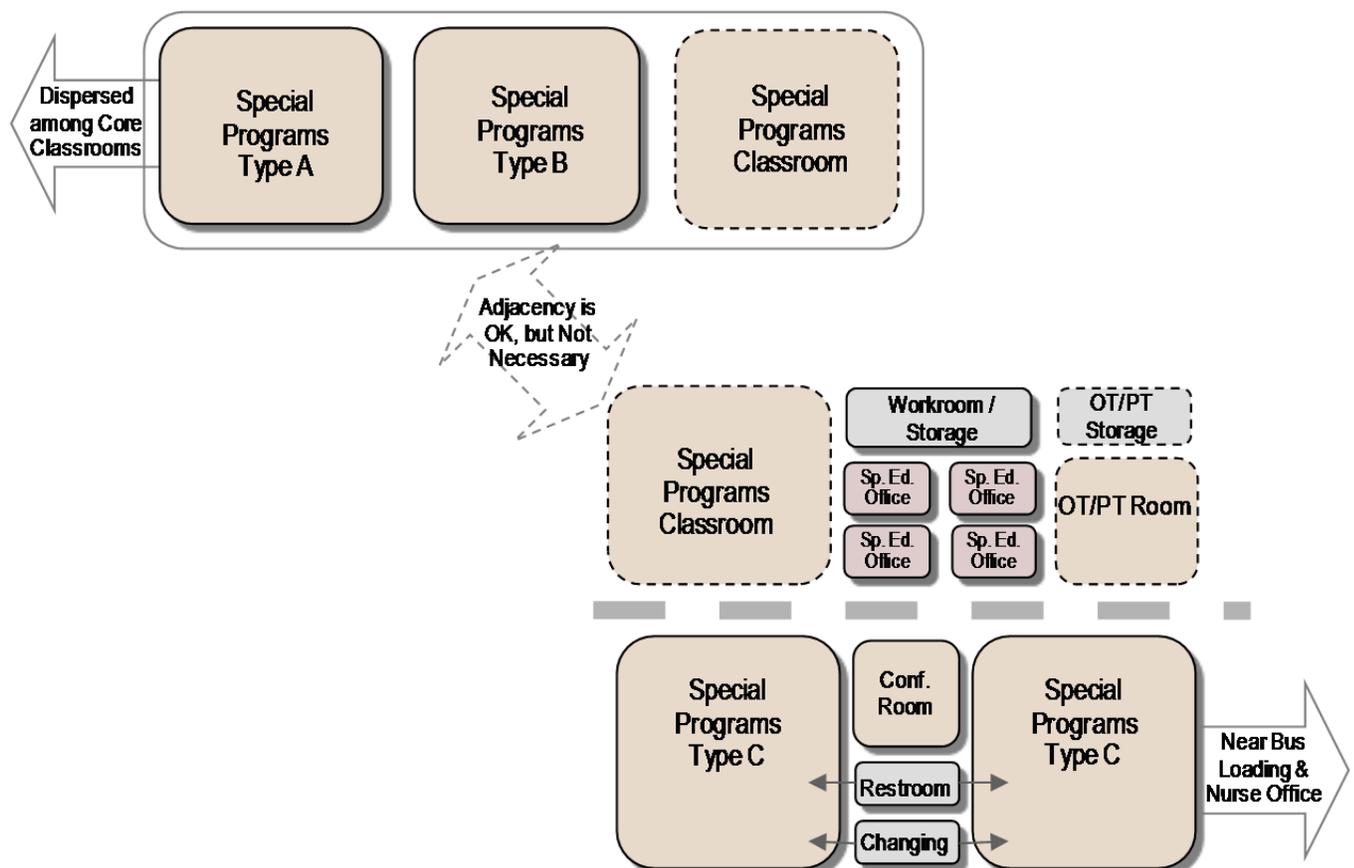
The category of “Special Programs” is intended to encompass special education as well as a variety of programs which support unique needs of students. Special Education and related services programs are included to meet these unique needs and should be offered in the least restrictive environments possible.

A districtwide goal is to optimize opportunities for inclusion. Special Programs should be centrally located within the facility and not isolated from the general student population. It is important that Special Education students have access to all programs, spaces and activities.

7.2.3 Recommended Adjacencies

The adjacency diagrams are intended to designate fundamental relationships among rooms and spaces within this category. Diagrams are not drawn to scale, and no distinction of floor levels or of existing vs. new construction is intended. Existing locations, adjacencies and other parameters of these program components within existing high school facilities must be considered, and further interpretation of these relationships must be made by the design team when addressing existing conditions within each building.

Optional additional program areas are shown with dashed outlines.





7.2.4 Individual Space Attributes : Learning Environments

Ref. #: 2.01 SPECIAL EDUCATION OFFICES

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

ACTIVITIES & SPACE USAGE

Educational	Example of supportive, collaborative, professional environment
Admin/Operational	Temporary office space for psychologist, other itinerant staff & visiting specialists (not necessarily Sped); otherwise available for use by Sped staff - Individual testing - Psychological evaluations - Confidential Parent conferences & phone communications - Store files, resource materials & reference books
Community	-

SPATIAL RELATIONSHIPS

Adjacent: Direct	Special Education Office
Nearby: Indirect	-
Distant: Separated	-

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

Fixed Casework	NOTE: maximize use of movable furniture & casework
Furniture (Movable)	1 desk/workstation 1 adjustable task chair 2 guest chairs 1 Activity/Conference Table Lockable file cabinets Movable bookcase
Fixtures & Equipment	-



Ref. #: **2.01 SPECIAL EDUCATION OFFICES**

(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 minimum, plus outlets for computer & other technology Quad outlet at workstation
Lighting	Task lighting, Energy-efficient fixtures, daylight (borrowed ok)
HVAC	Supply/return air, zoned temp control; natural ventilation preferred
Plumbing	-
Acoustical	Auditory privacy: Wall STC 50
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	Solid door, lockable
	-
	-
	-

SPECIAL CONSIDERATIONS

	-
	-
	-



Ref. #: **2.02** **CONF/SMALL GROUP ROOM**

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

ACTIVITIES & SPACE USAGE

Educational	Small conferences, small group & individual discussion and work groups, testing - Case conferences - Physiological testing - Team meetings - Annual case reviews - Student counseling - Individual counseling - Independent study
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	Special Education Office Easy access to SLCs
Nearby: Indirect	Student Services Offices (for possible sharing)
Distant: Separated	High noise areas, student lockers

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

Fixed Casework	-
Furniture (Movable)	1 conference table 12 stacking chairs
Fixtures & Equipment	Marker Board Coat rack Trash can



Ref. #: 2.02 CONFERENCE/SMALL GROUP ROOM

(continued)

FINISHES

Floor	Carpet
Ceiling	Sound absorptive
Walls	-
Other Considerations	9'-0" min recommended ceiling height (10'-0" preferred)

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	Quiet; supply/return air, low-noise diffusers. Individual temp. control.
Plumbing	-
Acoustical	Per ANSI/ASA recommendations; Wall STC 45 min.
Special Utilities/Services	-
Other Considerations	-

WINDOWS & VISION PANELS

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

CONTROL & SAFETY NEEDS

Access Control	Solid doors, lockable; corridor doors lockable both sides
	-
	-
	-

SPECIAL CONSIDERATIONS

	-
	-
	-



Ref. #: **2.03 WORKROOM/STORAGE**

Area/Department:	SPECIAL PROGRAMS		
Occupants:	Students: -	Faculty/Staff: 12 - 16	Other: -

ACTIVITIES & SPACE USAGE

Educational	-
Admin/Operational	Teacher work area & secure storage - Lockable file storage for Special Education records, forms - Preparing reports - Instructional assistance work area - Small group meetings/planning/collaboration - Storage of supplies, materials, displays, and equipment, etc.
Community	-

SPATIAL RELATIONSHIPS

Adjacent: Direct	Special Education Office Special education teaching spaces
Nearby: Indirect	-
Distant: Separated	-

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

Fixed Casework	Base & overhead cabinets NOTE: maximize use of movable furniture & casework
Furniture (Movable)	2 – four drawer locking file cabinets 4 locking storage cabinets 2 tall wardrobe units, lockable 3 work tables & 4 stacking chairs Teacher desks with locking file drawer & chairs Trash can
Fixtures & Equipment	Marker board Coat rack



Ref. #: **2.03 WORKROOM/STORAGE**

(continued)

FINISHES

Floor	Utility floor surface (Resilient flooring or 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 6' to 8' on center minimum, plus outlets for computer & other technology Quad outlets at workstations GFCI outlet at sink
Lighting	Energy-efficient fixtures
HVAC	-
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	Sidelite at strike jamb of door	-	-
Other Considerations	-	-	-

CONTROL & SAFETY NEEDS

Access Control	Lockable doors; corridor doors lockable both sides
	-
	-
	-

SPECIAL CONSIDERATIONS

	-
	-
	-



Ref. #: **2.04** **SPECIAL PROGRAMS TYPE A**

Area/Department:	SPECIAL PROGRAMS		
Occupants:	Students: 15 - 20	Faculty/Staff: 1 - 2	Other:
TEACHING STATION	Special Needs educator(s) and Volunteer(s) as necessary		

ACTIVITIES & SPACE USAGE

Educational	<p>Provide a safe and comfortable learning environment for students with special needs</p> <ul style="list-style-type: none"> - Daily living skills experiences - Vocational education - Independent & small group work - Individual and small group instruction - Centers: reading, math, computer, art, vocational, science, cooking/cleaning (use Changing/Laundry) - Assistance with mainstreamed coursework
Admin/Operational	-
Community	-

SPATIAL RELATIONSHIPS

Adjacent: Direct	<p>Resource/Study Skills Room Locate in academic core area</p>
Nearby: Indirect	<p>General classrooms & teacher support areas, Library/Media Center Building entrance with automatic door</p>
Distant: Separated	-

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

Fixed Casework	<p>Include "kitchenette" casework (for sink, refrigerator, microwave, dishwasher, range) Open shelving and lockable storage cabinets. 1 science/project station with sink NOTE: maximize use of movable furniture & casework</p>
Furniture (Movable)	<p>Adjustable height desk/tables, chairs for 16 students (varied to promote flexibility) Teacher desk & chair; four drawer file cabinet; teacher cart 1 Activity Table 1 Tall Storage Unit, lockable (wardrobe, teacher items, books, supplies, etc) Computer workstation tables/chairs (8 students) Comfortable chairs, sofa, small dining table & chairs (living skills); Bookcase</p>
Fixtures & Equipment	<p>Sliding Double Marker board plus 1 additional marker board, Tack boards, Tackable surfaces Retractable projection screen Refrigerator, microwave, dishwasher, range Flags</p>



Ref. #: **2.04 SPECIAL PROGRAMS TYPE A**

(continued)

FINISHES

Floor	Combination of impervious, non-slip flooring & carpet
Ceiling	Sound absorptive. Ceiling grid to support hanging displays.
Walls	Include feature color on one wall.
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, including: <ul style="list-style-type: none"> • Additional outlets at teacher wall • GFCI floor outlets, water resistive covers • Separate circuit for A/V equipment. GFCI outlets at Kitchenette 20-Amp outlet for custodial use
Lighting	Natural light + Direct/indirect full spectrum lighting, Uniform light at student desks, additional light on presentation wall, boards & displays, variable light level control for various activities.
HVAC	Quiet; supply/return air, low-noise diffusers. Individual temp. control. Natural ventilation.
Plumbing	Double sink at Kitchenette and at Science Station
Acoustical	Per ANSI/ASA recommendations, currently 45 dBA max. unoccupied background noise; 35 dBA preferred
Special Utilities/Services	Refrigerator and range at Kitchenette
Other Considerations	-

WINDOWS & VISION PANELS

		Operable? (Y/N)	Shades? (Y/N)
Exterior	Ample daylight and natural ventilation Egress window (if on ground level)	Y	Y
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
Disaster kits	Space for storage of emergency disaster kits in room
Other	-

SPECIAL CONSIDERATIONS

Access	Consider easy access from parking (locate on entry level) Provide easy wayfinding to room from within building
Sensitivity	Avoid stigma often associated with this program
Recycling	Include in-room recycling station (paper, plastic, aluminum)
Other	-



Ref. #: **2.05 SPECIAL PROGRAMS TYPE B**

Area/Department:	SPECIAL PROGRAMS		
Occupants:	Students: 15 - 20	Faculty/Staff: 1 - 2	Other:
TEACHING STATION	Special Needs educator(s) and Volunteer(s) as necessary		

ACTIVITIES & SPACE USAGE

Educational	<p>Provide a safe and comfortable learning environment for students with special needs</p> <ul style="list-style-type: none"> - Daily living skills experiences - Vocational education - Independent & small group work - Individual and small group instruction - Centers: reading, math, computer, art, vocational, science, cooking/cleaning (use Changing/Laundry) - Assistance with mainstreamed coursework
Admin/Operational	-
Community	-

SPATIAL RELATIONSHIPS

Adjacent: Direct	<p>Resource/Study Skills Room</p> <p>Locate in academic core area</p>
Nearby: Indirect	<p>General classrooms & teacher support areas, Library/Media Center</p> <p>Building entrance with automatic door</p>
Distant: Separated	-

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

Fixed Casework	<p>Include "kitchenette" casework (for sink, refrigerator, microwave, dishwasher, range)</p> <p>Open shelving and lockable storage cabinets.</p> <p>1 science/project station with sink</p> <p>NOTE: maximize use of movable furniture & casework</p>
Furniture (Movable)	<p>Adjustable height desk/tables, chairs for 16 students (varied to promote flexibility)</p> <p>Teacher desk & chair; four drawer file cabinet; teacher cart</p> <p>1 Activity Table</p> <p>1 Tall Storage Unit, lockable (wardrobe, teacher items, books, supplies, etc)</p> <p>Computer workstation tables/chairs (8 students)</p> <p>Comfortable chairs, sofa, small dining table & chairs (living skills); Bookcase</p>
Fixtures & Equipment	<p>Sliding Double Marker board plus 1 additional marker board, Tackable surfaces</p> <p>Retractable projection screen</p> <p>Refrigerator, microwave, dishwasher, range</p> <p>Flags</p>



Ref. #: 2.05 SPECIAL PROGRAMS TYPE B

(continued)

FINISHES

Floor	Combination of impervious, non-slip flooring & carpet
Ceiling	Sound absorptive; Ceiling grid to support hanging displays
Walls	Include feature color on one wall.
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, including: <ul style="list-style-type: none"> • Additional outlets at teacher wall • GFCI floor outlets, water resistive covers • Separate circuit for A/V equipment. GFCI outlets at Kitchenette 20-Amp outlet for custodial use
Lighting	Natural light + Direct/indirect full spectrum lighting, Uniform light at student desks, additional light on presentation wall, boards & displays, variable light level control for various activities.
HVAC	Quiet; supply/return air, low-noise diffusers. Individual temp. control. Natural ventilation.
Plumbing	Double sink at Kitchenette and at Science Station
Acoustical	Per ANSI/ASA recommendations, currently 45 dBA max. unoccupied background noise; 35 dBA preferred
Special Utilities/Services	Refrigerator and range at Kitchenette
Other Considerations	-

WINDOWS & VISION PANELS

		Operable? (Y/N)	Shades? (Y/N)
Exterior	Ample daylight and natural ventilation Egress window (if on ground level)	Y	Y
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
Disaster kits	Space for storage of emergency disaster kits in room
Other	-

SPECIAL CONSIDERATIONS

Access	Consider easy access from parking (locate on entry level) Provide easy wayfinding to room from within building
Sensitivity	Avoid stigma often associated with this program
Recycling	Include in-room recycling station (paper, plastic, aluminum)
Other	-



Ref. #: **2.06** **SPECIAL PROGRAMS TYPE C**

Area/Department:	SPECIAL PROGRAMS		
Occupants:	Students: 10 - 20	Faculty/Staff: 1 - 2	Other:
	Special Needs educator(s) and Volunteer(s) as necessary		

ACTIVITIES & SPACE USAGE

Educational	Provide a safe and comfortable learning environment for students with special needs <ul style="list-style-type: none"> - Daily living skills experiences - Vocational education - Independent work - Individual and small group instruction - Centers: listening, art, math, cooking, writing, reading (with books), laundry
Admin/Operational	- Alcove for equipment storage (approx 8' x 8' for stander, sideline chairs, wedge positioning device, etc.)
Community	-

SPATIAL RELATIONSHIPS

Adjacent: Direct	Intensive Needs Restroom Intensive Needs Changing Room Locate on 1 st floor to accommodate emergency evacuations
Nearby: Indirect	General classrooms & teacher support areas, Nurse Office, Library/Media Center, Building entrance with automatic door; Parking; Sped bus drop-off
Distant: Separated	-

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

Fixed Casework	Include "kitchenette" casework (for sink, refrigerator, microwave, range, dishwasher) Open shelving and lockable storage cabinets. NOTE: maximize use of movable furniture & casework
Furniture (Movable)	12 height-adjustable student tables 12 student chairs 2 Teacher desks & chairs (computer workstations); four-drawer file cabinets 2 Activity Tables 2 Tall Storage Units, lockable (wardrobe, teacher items, books, supplies, etc) Computer workstation tables/chairs Comfortable chairs, sofa, small dining table & chairs (living skills); Bookcase
Fixtures & Equipment	Sliding Double Marker board plus 1 additional marker board, Tack surfaces Retractable projection screen Use Washer/dryer in adjacent changing room Ceiling mounts for hanging hammocks & other apparatus Refrigerator, microwave, dishwasher, range Trash can



FINISHES

Floor	Combination of impervious, non-slip flooring & carpet
Ceiling	Sound absorptive. Ceiling grid to support hanging displays.
Walls	Include feature color on one wall.
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, including: <ul style="list-style-type: none"> • Additional outlets at teacher walls • GFCI floor outlets, water resistive covers • Separate circuit for A/V equipment. GFCI outlets at Kitchenette 20-Amp outlet for custodial use
Lighting	Natural light + Direct/indirect full spectrum lighting, Uniform light at student desks, additional light on presentation wall, boards & displays, variable light level control for various activities.
HVAC	Quiet; supply/return air, low-noise diffusers. Individual temp. control. Natural ventilation.
Plumbing	Double sink w/hot & cold water at Kitchenette, Hot water tempered for MAX of 120°F.
Acoustical	Per ANSI/ASA recommendations, currently 45 dBA max. unoccupied background noise; 35 dBA preferred
Special Utilities/Services	Refrigerator at Kitchenette
Other Considerations	-

WINDOWS & VISION PANELS

		Operable? (Y/N)	Shades? (Y/N)
Exterior	Ample daylight and natural ventilation Egress window (if on ground level)	Y	Y
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
Disaster kits	Space for storage of emergency disaster kits in room
Other	-

SPECIAL CONSIDERATIONS

Access	Consider easy access from parking & Sped bus drop off (locate on entry level) Provide easy wayfinding to room from within building Accessibility (doorway clearance for wheelchair, etc) is key consideration
Sensitivity	Avoid stigma often associated with this program
Recycling	Include in-room recycling station (paper, plastic, aluminum)
Other	-



Ref. #: **2.07** **INTENSIVE NEEDS CHANGING RM**

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

ACTIVITIES & SPACE USAGE

Educational	ADA toilet room with shower & changing capabilities Hand washing Laundry
Admin/Operational	Clean Intermittent Catheterization (use of changing table)
Community	-

SPATIAL RELATIONSHIPS

Adjacent: Direct	Basic Lifeskills/Intensive Needs
Nearby: Indirect	Self-Contained Classroom (access through classroom is ok) School Clinic
Distant: Separated	-

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

Fixed Casework	-
Furniture (Movable)	-
Fixtures & Equipment	HOYA lift Changing table Washer and dryer Soap dispenser, over lavatory Hands-free paper towel dispenser Mirror at lavatory Trash receptacle Toilet paper dispenser



Ref. #: **2.07 INTENSIVE NEEDS CHANGING ROOM**

(continued)

FINISHES

Floor	Ceramic tile – non-slip
Ceiling	Sound absorptive
Walls	Ceramic tile; cement board backing in shower area
Other Considerations	If floor finish changes at access door, include transition threshold for ease of rolling wheelchairs and apparatus.

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

Electrical	Power outlets, per code 220 v outlets for washer/dryer
Lighting	Energy-efficient ceiling fixtures.
HVAC	Exhaust fan, vent direct to outside
Plumbing	1 ADA lavatory (wheelchair clearance beneath) w/hot & cold water 1 ADA toilet 1 ADA shower with fold-down shower seat 1 Floor drain
Acoustical	Wall STC 53 to adjacent teaching stations
Special Utilities/Services	-
Other Considerations	-

WINDOWS & VISION PANELS

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

CONTROL & SAFETY NEEDS

Access Control	Solid door, lockable, with safety latch
Accessibility	ADA grab bars; wheelchair door clearance and 5' dia. turning clearance
	-
	-

SPECIAL CONSIDERATIONS

Changing Table	Must be sturdy to handle large students and frequent impacts from equipment
	-
	-



Ref. #: **2.08** **SPECIAL ED RESTROOM**

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

ACTIVITIES & SPACE USAGE

Educational	ADA toilet room
Admin/Operational	-
Community	-

SPATIAL RELATIONSHIPS

Adjacent: Direct	Basic Lifeskills/Intensive Needs
Nearby: Indirect	Intensive Needs Changing Room
Distant: Separated	-

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

Fixed Casework	-
Furniture (Movable)	-
Fixtures & Equipment	Soap dispenser Hands-free paper towel dispenser Trash receptacle Mirror at lavatory Toilet paper dispenser



Ref. #: **2.08 SPECIAL EDUCATION RESTROOM**

(continued)

FINISHES

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

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

Electrical	Power outlets, per code; GFCI outlets as required
Lighting	Energy-efficient ceiling fixtures.
HVAC	Exhaust fan, vent direct to outside
Plumbing	1 ADA lavatory (wheelchair clearance) w/hot & cold water 1 ADA toilet 1 Floor drain Hot & cold hose bib connections
Acoustical	Wall STC 53 to adjacent teaching stations
Special Utilities/Services	-
Other Considerations	-

WINDOWS & VISION PANELS

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

CONTROL & SAFETY NEEDS

Access Control	Lockable door, with safety latch
Accessibility	Grab bars; wheelchair door clearance
	-
	-

SPECIAL CONSIDERATIONS

	-
	-
	-



Ref. #: 2.09 KITCHEN & LAUNDRY

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

ACTIVITIES & SPACE USAGE

Activity/Use	Lifeskills / living skills, Food services for students in adjacent classrooms, storage of snack cart modules Storage of supplies, equipment, resources for adjacent classrooms
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SPATIAL RELATIONSHIPS

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

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

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 Laundry equipment

FINISHES

Floor	If floor material changes at doorway, include 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, service connections for laundry equipment
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.	-



Ref. #: **2.10** **SPECIAL PROGRAMS STORAGE**

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

ACTIVITIES & SPACE USAGE

Educational	-
Admin/Operational	Storage for office supplies, forms, files, etc. for use by school administrative staff Secure storage for testing materials Storage for office and instructional supplies used in Workroom

SPATIAL RELATIONSHIPS

Adjacent: Direct	Special Programs Classrooms
Nearby: Indirect	-

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

Fixed Casework	Counter on one wall with base and overhead cabinets, lockable.
Furniture (Movable)	Heavy duty open metal shelving, 18" deep, with adjustable height shelves Lockable lateral file cabinets, Work table, Cart

FINISHES

Floor	Utility floor surface (Resilient flooring or 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 Power supply for recharging laptop carts
Lighting	Energy-efficient fixtures

WINDOWS & VISION PANELS

Exterior	-
Interior	-

CONTROL & SAFETY NEEDS

Access Control	Lockable door with security alarm
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SPECIAL CONSIDERATIONS

-



Ref. #: **2.11** **SPECIAL PROGRAMS TYPE D**

Area/Department:	SPECIAL PROGRAMS		
Occupants:	Students: 6-8	Faculty/Staff: 1-4	Other: -

ACTIVITIES & SPACE USAGE

Activity/Use	Learning environment for students in grades PK-5 (or 6) Can flex to also support students with Autism spectrum as well as lifeskills/intensive needs.
--------------	---

SPATIAL RELATIONSHIPS

Adjacent: Direct	Observation room, storage, achievement room, kitchenette, restroom, quiet room, cubbies
Nearby: Indirect	Shared instructional areas, multi-purpose room, teacher support
Distant: Separated	-

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

Fixed Casework	Base cabinets with counter top surface for project work
Furniture	Student work stations in individual alcoves with divider screens, other furniture to simulate home-base school classroom environment
Fixtures & Equipment	Marker & tack boards, projection screen, interactive whiteboard

FINISHES

Floor	Combination of carpet and resilient flooring
Ceiling	-
Walls	-

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

Electrical	Additional outlets for technology and equipment, include floor boxes for data & power
Lighting	Variable lighting controls to support various activities intended
HVAC/Plumbing	-

WINDOWS & VISION PANELS

		Operable? (Y/N)	Shades? (Y/N)
Exterior	Access to natural light and ventilation	Y	Y
Interior	Visibility to hallway and from observation room	N	Y
Other Considerations	-	-	-

CONTROL & SAFETY NEEDS

Access Control	Classroom door lockable from both sides
Other	Visibility to adjacent support spaces

SPECIAL CONSIDERATIONS

	-
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Ref. #: **2.11a STUDENT LOCKERS / STORAGE**

Area/Department:	SPECIAL PROGRAMS		
Occupants:	Students: 6-8	Faculty/Staff: -	Other: -

ACTIVITIES & SPACE USAGE

Activity/Use	individual storage spaces for student belongings outside of classroom areas such as bookbags, boots, coats, etc.
--------------	--

SPATIAL RELATIONSHIPS

Adjacent: Direct	Classrooms, circulation corridor
Nearby: Indirect	-
Distant: Separated	-

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

Fixed Casework	8 student lockers, plus space for storage of teacher/classroom items such as curriculum boxes, supplies, equipment, student projects, etc.
Furniture	-
Fixtures & Equipment	-

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	-
Special Considerations	-

WINDOWS & VISION PANELS

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

CONTROL & SAFETY NEEDS

Access Control	Students pass by or through this space to access the classroom
Other	-

SPECIAL CONSIDERATIONS

1.	-
2.	-



Ref. #: 2.11b OBSERVATION / CONFERENCE

Area/Department:	SPECIAL PROGRAMS		
Occupants:	Students: -	Faculty/Staff: 2-6	Other: -

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
Nearby: Indirect	-
Distant: Separated	-

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

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

FINISHES

Floor	carpet
Ceiling	-
Walls	Include two-way mirrors into both adjacent classrooms

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

Electrical	-
Lighting	-
HVAC	-
Plumbing	-
Special Considerations	Acoustical separation from adjacent spaces

WINDOWS & VISION PANELS

		Operable? (Y/N)	Shades? (Y/N)
Exterior	-	-	-
Interior	Visibility to hallway, 2-way mirrors to classrooms	N	Y
Exterior	-	-	-

CONTROL & SAFETY NEEDS

Access Control	-
Other	-

SPECIAL CONSIDERATIONS

1.	-
2.	-



Ref. #: **2.11c ACHIEVEMENT ROOM**

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

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

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 classrooms	Y	N
Other Considerations	-	-	-

CONTROL & SAFETY NEEDS

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

SPECIAL CONSIDERATIONS

Safety	Operable windows should be vandal resistant and sized to discourage passage
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Ref. #: 2.11d 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 *(includes basic FF&E items only, additional items may be required)*

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	-	-
Other Considerations	-	-	-

CONTROL & SAFETY NEEDS

Access Control	-
Other	-

SPECIAL CONSIDERATIONS

1.	-
2.	-



Ref. #: **2.11e STAFF WORKSPACE**

Area/Department:	SPECIAL PROGRAMS		
Occupants:	Students: -	Faculty/Staff: 1-4	Other: -

ACTIVITIES & SPACE USAGE

Activity/Use	Workstations for staff and teachers, storage of files and resources, secure storage of belongings/coats, private communications such as phone calls
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SPATIAL RELATIONSHIPS

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

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

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
Other Considerations	-	-	-

CONTROL & SAFETY NEEDS

Access Control	access from two adjacent classrooms
Other	-

SPECIAL CONSIDERATIONS

1.	-
2.	-



Ref. #: **2.11f 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 *(includes basic FF&E items only, additional items may be required)*

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, include 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	-	-	-
Other Considerations	-	-	-

CONTROL & SAFETY NEEDS

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

SPECIAL CONSIDERATIONS

1.	-
2.	-



Ref. #: **2.12** **TYPE B SUPPORT KITCHEN**

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 Special Programs Classrooms
Nearby: Indirect	storage
Distant: Separated	-

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

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, include 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	-	-	-
Other Considerations	-	-	-

CONTROL & SAFETY NEEDS

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

SPECIAL CONSIDERATIONS

1.	-
2.	-



Ref. #: 2.13 OT/PT ROOM (Optional)

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	<p>Multi-group & individual work and testing Gross motor activities for mobility and motor skills training Mat activities related to muscle stretching Individual and small group instruction Fine motor skills Therapy sessions average about 30-60 minutes Other Itinerant & tutoring use when not being used for OT/PT therapy</p>
Admin/Operational	<p>Conferencing with staff and parents Include alcove storage space for OT/PT equipment to keep floor activity space uncluttered. Alcove stores stander, sideline chairs, wedge positioning device, etc. for quick access</p>
Community	-

SPATIAL RELATIONSHIPS

Adjacent: Direct	<p>Centrally located within building, on entry level, preferably adjacent to Gym. Include direct access from circulation corridor to allow students to access without interrupting gym activities.</p>
Nearby: Indirect	<p>Basic Lifeskills/Intensive Needs; School Clinic; Conference or Flex room for parent conferences; Restrooms; Sped bus drop-off</p>
Distant: Separated	-

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

Fixed Casework	<p>storage cupboards with doors</p>
Furniture (Movable)	<p>Small table, 1 staff desk, 2 chairs</p>
Fixtures & Equipment	<p>2 marker boards, located on separate walls. Tack surface. 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" Bar along 1 wall for students to hold onto as they practice walking & balancing Ceiling mounts for hanging hammocks & other apparatus Balance beams, large exercise bolsters & ball swings, balance boards, scooter boards, mats.</p>



Ref. #: **2.13 OT/PT ROOM (Optional)**

(continued)

FINISHES

Floor	Combination of carpet and resilient flooring.
Ceiling	Sound absorptive.
Walls	Structured for impact resistance.
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 6' to 8' on center min., plus outlets for computers & other technology High voltage outlet for plugging in electric wheelchairs Safety cover plates all outlets
Lighting	Natural light (borrowed ok) + full spectrum Energy-efficient fixtures.
HVAC	Supply/return air, Natural ventilation preferred, individual temperature control
Plumbing	Double sink with hot & cold water, goose neck faucet & drinking fountain. Hot water tempered NOT to exceed 120°F.
Acoustical	Per ANSI/ASA recommendations; Wall STC 45 min.
Special Utilities/Services	-
Other Considerations	-

WINDOWS & VISION PANELS

		Operable? (Y/N)	Shades? (Y/N)
Exterior	Natural ventilation desired, not required	Y	Y
Interior	-	-	-
Other Considerations	-		

CONTROL & SAFETY NEEDS

Visibility	Visibility of entire room without "blind" areas
Access Control	Corridor doors lockable from both sides, not heavy or hard to open
Accessibility/Clearance	Doorway clearance for wheelchairs and OT/PT equipment is key consideration – include double door with no or removable mullion
Equipment use	Uncluttered space to do activities with equipment is necessary for safety.
	-
Other Considerations	-

SPECIAL CONSIDERATIONS

Wayfinding	Provide easy wayfinding between OT/PT & Basic Lifeskills/Intensive Needs within building
Sensitivity	Avoid stigma often associated with this program
	-
	-



Ref. #: 2.14 OT/PT EQUIPMENT STORAGE (Optional)

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 Room to be kept uncluttered for safe use of equipment.
Community	-

SPATIAL RELATIONSHIPS

Adjacent: Direct	OT/PT Room Corridor (for Intensive Needs access to equipment)
Nearby: Indirect	Intensive Needs Classrooms Gym Multipurpose 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 to include: <ul style="list-style-type: none"> - Balance beams - Large exercise bolsters & ball swings - Balance boards - Scooter boards - Standers - Stairs - Wedge positioning devices - Sideline chairs - Wheelchair - Alternative storage space for HOYA lift



Ref. #: **2.14 OT/PT EQUIPMENT STORAGE** (Optional)

(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 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 High voltage outlet for plugging in electric wheelchairs
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 Room and Corridor for easy passage of equipment, including HOYA lift

SPECIAL CONSIDERATIONS

	-
	-
	-



7.3 Library/Instructional Media Center

7.3.1 Space Program Summary

Ref. #:	Name/Function	Quantity per Total Enrollment:			Net Area Each (s.f.):
		1,800:	2,000:	2,200:	
3.01	Main Reading, Ref., Stacks & Circ.	1	1	1	5,500 – 7,500
3.02	Periodical Reading Area	1	1	1	200
3.03	Student Copy/Work Alcove	1	1	1	200-250
3.04	Small Group Alcove	2	3	4	80
3.05	Librarian’s Office	1	1	1	180-220
3.06	LMC Workroom	1	1	1	400
3.07	Equipment and Non-Print Storage	1	1	1	400-500
3.08	Media Retrieval/Head End Room	1	1	1	120-180
3.09	Tech. Coordinator Office/Workroom	1	1	1	120
<i>Ref. #: Optional/Additional Spaces:</i>					
3.10	LMC Computer Lab	1	1	1	900-1,200
3.11	Newspaper/Publications Office	1	1	1	120
3.12	Newspaper/Publications Workroom	1	1	1	200-250
3.13	Periodical Storage	1	1	1	60

7.3.2 General Requirements

The Library/Media Center will serve as the major resource facility housing the school’s printed, audio and visual media collection.

The library/media program must function as a fully-integrated component of the total instructional program and serves as an extension to each classroom. Such a program represents a combination of resources that include people, materials, facilities and environments, as well as purposes and processes. The combination of these program components and the emphasis given to each of them derive from the needs of the specific educational program. The more purposeful and effective the mix and the more sensitively it responds to the curriculum and the learning environment, the better the library/media program.

The programs offered by the library/media center are designed to assist learners to grow in their ability to find, generate, evaluate and apply information that helps them to function effectively as individuals and to participate fully in society. Through the use of media, a student acquires and strengthens skills in reading, observation, listing and communication ideas. The learner interacts with others; masters knowledge as well as skills; develops a spirit of inquiry and achieves greater self-motivation, discipline and capacity for self-evaluation.



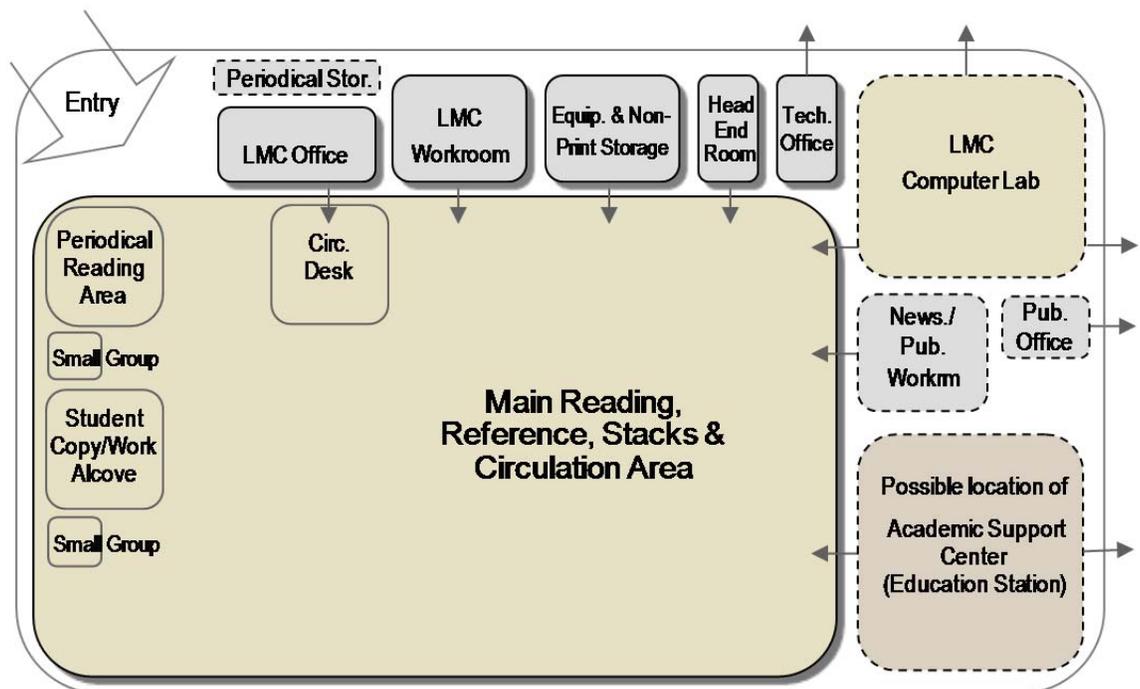
Additional goals of the Library/Media Center program are to:

- provide materials that will enrich and support the curriculum, taking into consideration the varied interests, abilities and maturity levels of the pupils served;
- provide materials that will stimulate growth in factual knowledge, literary appreciation, aesthetic values and ethical standards;
- provide information that will encourage and enable students to think independently and make intelligent judgments in their daily lives;
- provide materials representative of many religious, ethnic and cultural groups and their contributions to our American heritage;
- place principle above personal opinion and reason above prejudice in the selection of quality materials in order to assure a collection appropriate for users of the material.

7.3.3 Recommended Adjacencies

The adjacency diagrams are intended to designate fundamental relationships among rooms and spaces within this category. Diagrams are not drawn to scale and no distinction of floor levels or of existing vs. new construction is intended. Existing locations, adjacencies and other parameters of these program components within existing high school facilities must be considered, and further interpretation of these relationships must be made by the design team when addressing existing conditions within each building.

Optional additional program areas are shown with dashed outlines. Note that the library should contain computers available to students, staff and parents. A separate computer lab is shown as optional additional space.





7.3.4 Individual Space Attributes

Ref. #: **3.01** **MAIN READING, STACKS, CIRC.**

Area/Department:	LIBRARY/INSTRUCTIONAL MEDIA CENTER		
Occupants:	Students: 130	Faculty/Staff: 2-4	Other:
	Special Needs educator(s) and Volunteer(s) as necessary		

ACTIVITIES & SPACE USAGE

Educational	<p>Provide an open area for students, staff & community with access to information, reference materials, instruction as needed, & study areas</p> <ul style="list-style-type: none"> - Accommodate 3 classes of students plus individuals/small groups for research & projects - Use of computers for catalog, Internet & e-media access - Instruction in use of resources & information gathering - Recreational and open reading; cozy student gathering places with furniture - Materials circulation & check out, print & non-print - Video or movie projection - Spelling bee, reward auctions & other large group activities - Computers for parents to view students' lessons
Community	Community use & meetings (large & small) after-school hours

SPATIAL RELATIONSHIPS

Adjacent: Direct	Library support spaces. Visibility from Librarian's Office & LMC Workroom. Open to Periodical Reading Area, Student Copy/Work Alcove, & Small Group Alcove.
Nearby: Indirect	Restrooms; Large meeting or conference room Easy access from building entry & from each classroom cluster; after-hours parking Media Retrieval/Head End Room
Distant: Separated	High noise areas: performing arts, Student Dining Commons, PE

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

Fixed Casework	<p>Locking display cabinets for library displays, exhibits and student work 150 s. f. circulation desk area with 2 staff work stations & storage behind Fixed book shelves at room perimeter as needed NOTE: maximize use of movable furniture & casework for flexibility of room arrangements</p>
Furniture (Movable)	<p>2 additional staff workstations on reading room floor 4 lateral legal files for documents, clippings, pictures, etc. Library seating and study tables for 3 classes (15 tables/90 chairs) Additional seating (stacking chairs) for 30 individuals not in classes Patron computer workstation tables/chairs Comfortable, inviting reading area with 12 lounge chairs, 3 end tables Book stack shelving for collection, 4 shelves high, display surface on top 2 shelving units for very oversized books Stack shelving for reference materials, 6' L x 30" or 36" D. Atlas stand All library furniture hardwood, not metal</p>
Fixtures & Equipment	Marker & Tack Boards (fixed & movable), 3 retractable projection screens, at teaching stations. Book-drop from corridor with catch bin at/near circulation desk. Flags



Ref. #: 3.01 MAIN READING, STACKS, CIRCULATION

(continued)

FINISHES

Floor	Carpet, stain resistive (carpet to extend under book stacks) Consider raised floor system for data/power flexibility & possible under floor air distribution.
Ceiling	Sound absorptive. Consider a variety of heights, i.e. low over stack area & high over reading area. Ceiling grid to support hanging displays
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. Separate circuits for A/V equipment. Quad floor outlets for computer terminals, built-in surge protection. 20-Amp outlets 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 control for various activities. Additional lighting for alcoves, stacks, etc.
HVAC	Natural + mechanical ventilation, low noise diffusers; individual temperature control
Plumbing	Access to drinking fountain
Acoustical	Per ANSI/ASA recommendations, currently 40 dBA max. unoccupied background noise. Sound reduction necessary throughout. Allow for simultaneous use by large & small groups & individual users.
Special Utilities/Services	-
Other Considerations	-

WINDOWS & VISION PANELS

		Operable? (Y/N)	Shades? (Y/N)
Exterior	Provide views and ample natural light	Y	Y
Interior	Visibility from staff areas to reading room	N	Y
	Visibility into reading room from corridor	N	Y

CONTROL & SAFETY NEEDS

Supervision/Visibility	Locate circulation desk to optimize visibility throughout library. Mirrors as necessary to enhance supervision. Locate computer monitors so screens can be viewed from circulation/staff desks.
Book Security	Control gates at library entrances
Access Control	Corridor doors lockable from both sides; security alarm on doors
Security	Motion-detection security system
	-
	-

SPECIAL CONSIDERATIONS

Power/Data Access	Locate outlets for easy access – promote flexibility of relocation/reorganization
Space divisions	Define spaces for individual classes distinguished by furniture layout & other flexible means, to minimize disruptions among other working classes & individuals.
	-



Ref. #: **3.02 PERIODICAL READING AREA**

Area/Department:	LIBRARY/INSTRUCTIONAL MEDIA CENTER		
Occupants:	Students: 3-5	Faculty/Staff: -	Other: -
	Special Needs educator(s) and Volunteer(s) as necessary		

ACTIVITIES & SPACE USAGE

Educational	Open area in Reading Room with access to periodicals (hard copy) and 1 year of back issues
Admin/Operational	-
Community	-

SPATIAL RELATIONSHIPS

Adjacent: Direct	Area within Library reading room with good visibility from circulation counter Periodical Storage (O/A)
Nearby: Indirect	Librarian's Office LMC Workroom Classrooms
Distant: Separated	-

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

Fixed Casework	NOTE: maximize use of movable furniture & casework
Furniture (Movable)	Soft seating
Fixtures & Equipment	Periodical racks with storage for 1 year of back issues behind display



Ref. #: **3.02 PERIODICAL READING AREA**

(continued)

FINISHES

Floor	Carpet, stain resistive
Ceiling	Sound absorptive
Walls	Include feature color on one wall.
Other Considerations	9'-0" min recommended ceiling height (10'-0" preferred)

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

Electrical	Power outlets per code
Lighting	Energy-efficient + task lighting
HVAC	Quiet; supply/return air, low noise diffusers. Zoned temp. control with reading room.
Plumbing	-
Acoustical	Per ANSI/ASA recommendations, currently 40 dBA max. unoccupied background noise
Special Utilities/Services	-
Other Considerations	-

WINDOWS & VISION PANELS

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

CONTROL & SAFETY NEEDS

Visibility	Visibility from circulation counter
	-
	-

SPECIAL CONSIDERATIONS

Space definition	Use bookshelves, periodical racks and furniture to distinguish this area within the reading room.
	-
	-



Ref. #: **3.03** **STUDENT COPY/WORK ALCOVE**

Area/Department:	LIBRARY/INSTRUCTIONAL MEDIA CENTER		
Occupants:	Students: 3 - 8	Faculty/Staff: -	Other: -

ACTIVITIES & SPACE USAGE

Educational	Copy & production area for students in Library/Media Center
Admin/Operational	
Community	-

SPATIAL RELATIONSHIPS

Adjacent: Direct	Within and to the side of the main Library reading room
Nearby: Indirect	LMC Workroom Librarian's Office Classrooms
Distant: Separated	-

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

Fixed Casework	NOTE: maximize use of movable furniture & casework Open shelving
Furniture (Movable)	Work table Trash can
Fixtures & Equipment	2 copiers, color/b & w Laminator Paper cutter Staplers & other misc office supplies



Ref. #: **3.03 STUDENT COPY/WORK ALCOVE**

(continued)

FINISHES

Floor	Carpet, stain resistive
Ceiling	Sound absorptive
Walls	Acoustical wall treatment
Other Considerations	9'-0" min recommended ceiling height (10'-0" preferred)

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

Electrical	Power outlets 6' to 8' on center minimum; additional outlets for media production equipment
Lighting	Energy-efficient fixtures, uniform light at work surfaces
HVAC	Natural + mechanical ventilation
Plumbing	-
Acoustical	-
Special Utilities/Services	-
Other Considerations	-

WINDOWS & VISION PANELS

		Operable? (Y/N)	Shades? (Y/N)
Exterior	Natural light & ventilation desirable	Y	Y
Interior	-	-	-
Other Considerations	-	-	-

CONTROL & SAFETY NEEDS

Supervision	Visibility from circulation desk
	-
	-

SPECIAL CONSIDERATIONS

Recycling	Include in-room recycling station (paper, plastic, aluminum)
	-
	-



Ref. #: **3.04** **SMALL GROUP ALCOVE**

Area/Department:	LIBRARY/INSTRUCTIONAL MEDIA CENTER		
Occupants:	Students: 10	Faculty/Staff: -	Other: -

ACTIVITIES & SPACE USAGE

Educational	Space for varying sizes of groups of students and/or adults for collaborative research projects and for meetings. Student teamwork/study groups Listening and viewing 3 alcoves – 10 people each
Admin/Operational	-
Community	-

SPATIAL RELATIONSHIPS

Adjacent: Direct	Cozy spaces in main reading room, open to reading room on one side
Nearby: Indirect	Library Circulation counter Librarian's Office LMC Workroom Classrooms
Distant: Separated	-

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

Fixed Casework	NOTE: maximize use of movable furniture & casework
Furniture (Movable)	1 modular conference/activity table for 10, made up of light, sturdy movable components that can be rearranged as desired Chairs, Trash can
Fixtures & Equipment	Portable chalkboard/whiteboard



Ref. #: **3.04 SMALL GROUP ALCOVE**

(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 minimum Additional outlets (in floor and walls) as needed for equipment
Lighting	Energy-efficient fixtures plus task lighting
HVAC	Quiet; supply/return air, zoned temperature control with reading room
Plumbing	-
Acoustical	Per ANSI/ASA recommendations, currently 40 dBA max. unoccupied background noise.
Special Utilities/Services	-
Other Considerations	-

WINDOWS & VISION PANELS

		Operable? (Y/N)	Shades? (Y/N)
Exterior	Natural light & ventilation desirable	Y	Y
Interior	-	-	-
Other Considerations	-	-	-

CONTROL & SAFETY NEEDS

Supervision	Visibility from circulation desk
	-
	-

SPECIAL CONSIDERATIONS

	-
	-
	-



Ref. #: **3.05 LIBRARIAN'S OFFICE**

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

ACTIVITIES & SPACE USAGE

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

SPATIAL RELATIONSHIPS

Adjacent: Direct	Direct access & ample visibility to Library reading room, circulation desk
Nearby: Indirect	LMC Workroom; Equipment & Non-Print Storage; conference room Media Retrieval/Head End Room Staff restroom
Distant: Separated	High noise areas: performing arts, Student Dining Commons, PE

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

Fixed Casework	NOTE: maximize use of movable furniture & casework
Furniture (Movable)	3 Locking two-drawer lateral file cabinets Lockable cabinet for money & keys 3 computer workstations, 1 per staff member Ergonomic chairs 1 tall lockable wardrobe cabinet Open bookshelves; wall cabinets Side chair Trash can
Fixtures & Equipment	Tack boards or tack strips 4' x 4' marker board 2 book carts



Ref. #: **3.05 LIBRARIAN'S OFFICE**

(continued)

FINISHES

Floor	Carpet, stain resistive
Ceiling	Sound absorptive
Walls	-
Other Considerations	9'-0" min ceiling height (10'-0" preferred)

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. Quad outlets at workstations
Lighting	Task lighting, energy-efficient fixtures, daylight (borrowed ok)
HVAC	Supply/return air; individual temp control; natural ventilation preferred
Plumbing	-
Acoustical	Include reasonable auditory privacy for confidential meetings
Special Utilities/Services	-
Other Considerations	-

WINDOWS & VISION PANELS

		Operable? (Y/N)	Shades? (Y/N)
Exterior	Desirable, not required	Y	Y
Interior	Vision panel at strike-jamb of door, for easy supervision of main reading room from desk	N	Y (mini-blinds)
Other Considerations	-	-	-

CONTROL & SAFETY NEEDS

Access Control	Solid door, lockable
	-
	-
	-

SPECIAL CONSIDERATIONS

	-
	-
	-



Ref. #: **3.06 LIBRARY WORKROOM**

Area/Department:	LIBRARY/INSTRUCTIONAL MEDIA CENTER		
Occupants:	Students: -	Faculty/Staff: 10	Other: -

ACTIVITIES & SPACE USAGE

Educational	Example of efficient, collaborative, professional environment
Admin/Operational	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 <ul style="list-style-type: none"> - Media production, copying, printing, collating, dry mounting, laminating - Prepare materials for inclusion in the library - Repair of books - Preview, repair, reserve, return shared AV materials & equipment - Small group staff training activities - File storage, supply storage
Community	-

SPATIAL RELATIONSHIPS

Adjacent: Direct	Library main reading room, circulation counter Media Retrieval/Head End Room Equipment & Non-Print Storage
Nearby: Indirect	Librarian's Office, General Classrooms
Distant: Separated	-

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

Fixed Casework	Large perimeter 36" height work counter, 20 lineal ft., with intermittent knee space Base, wall & upper cabinets for storage of supplies, materials & resources Lockable cabinet for equipment Open wall shelving Work surfaces near copier/printer for handling printed materials NOTE: maximize use of movable furniture & casework
Furniture (Movable)	1 central work/layout table with intermittent knee room & storage beneath; Stools 1 tall wardrobe unit, lockable Media production station (for copier/printer/scanner) Color coded recycling receptacle for white paper waste Carts; Trash can
Fixtures & Equipment	Tack board; Marker board Paper towel & soap dispensers at sink Paper cutter; 3-hole punch Laminator



Ref. #: **3.06 LIBRARY 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 (10'-0" preferred)

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) GFCI outlet at sink, mounted above counter height GFCI floor outlet, water resistive cover, centered in room Dedicated outlet for laminator
Lighting	Task lighting and energy-efficient fixtures, daylight desirable.
HVAC	Supply/return air; zoned temp. control with main reading room; natural ventilation preferred.
Plumbing	Double sink with gooseneck faucet, hot & cold water & drinking fountain
Acoustical	Per ANSI/ASA recommendations, currently 45 dBA max. unoccupied background noise.
Special Utilities/Services	-
Other Considerations	-

WINDOWS & VISION PANELS

		Operable? (Y/N)	Shades? (Y/N)
Exterior	Desirable, not required	Y	Y
Interior	Vision panel at strike-jamb of door, for easy supervision of main reading room & circulation counter	N	Y
Other Considerations	-	-	-

CONTROL & SAFETY NEEDS

Access Control	Corridor doors lockable from both sides
Interior Doors	Include vision panel in door
	-

SPECIAL CONSIDERATIONS

Floor space	Open floor space for rolling carts
	-
	-
	-



Ref. #: **3.07** **EQUIPMENT & NON-PRINT STOR.**

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

ACTIVITIES & SPACE USAGE

Educational	-
Admin/Operational	<ul style="list-style-type: none"> - Storage & retrieval of library equipment, A/V equipment & materials - Testing and minor repairs of materials & equipment - Recharging of Laptops on carts - Storage of electronic media (DVDs, CD-ROMs, etc.)
Community	-

SPATIAL RELATIONSHIPS

Adjacent: Direct	<p>Corridor on direct route to classrooms Sufficient clear floor area inside of doorway for easy passage of carts. Library Workroom</p>
Nearby: Indirect	<p>Library Reading Room (access from Reading Room controlled by IMC staff) Library circulation desk Media Retrieval/Head End Room Librarian's Office General Classrooms</p>
Distant: Separated	-

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

Fixed Casework	<p>Work counter at 36" height along one wall, with base & overhead cabinets, some lockable <Include upper cabinets with room for task lighting underneath Include lockable cabinets for computers needing repair Shelving for CDs and DVDs Open shelving units 12" deep, w/adjustable height shelves, for AV kits, reference manuals</p>
Furniture (Movable)	<p>Heavy duty adjustable height shelving units 30" and 24" deep Lockable lateral file cabinets Digital media catalog database workstation</p>
Fixtures & Equipment	<p>Recharging area for laptop carts Large monitors on carts with shelf under for DVD players, etc. Carts for other AV equipment, computers, etc. Overhead projector available for check-out</p>



Ref. #: **3.07 EQUIPMENT & NON-PRINT STORAGE**

(continued)

FINISHES

Floor	Utility floor surface (Resilient flooring or 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, minimum 2 per wall, for testing equipment Power supply for recharging laptop carts
Lighting	Energy-efficient fixtures, ample light on work areas.
HVAC	Supply/return air, zoned temperature control with reading room
Plumbing	-
Acoustical	-
Special Utilities/Services	-
Other Considerations	-

WINDOWS & VISION PANELS

Operable? (Y/N)

Shades? (Y/N)

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

CONTROL & SAFETY NEEDS

Access Control	Lockable doors with security alarm
	Full width corridor door for easy passage of equipment carts
	-
	-

SPECIAL CONSIDERATIONS

	-
	-
	-



Ref. #: **3.08 MEDIA RETRIEVAL/HEAD END**

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

ACTIVITIES & SPACE USAGE

Educational	-
Admin/Operational	<ul style="list-style-type: none"> - Secure area to house the school's file servers for the Library/Media Center and for educational media accessed in classrooms & other learning spaces throughout the school. - Satellite up- and down-links for voice, video and data - Head End for fiber optic &/or copper cable serving the phone, fax & video of the school and other district buildings
Community	-

SPATIAL RELATIONSHIPS

Adjacent: Direct	Equipment & Non-print Storage Librarian's Office
Nearby: Indirect	Library Workroom Library Circulation Desk Large computer lab Tech Coordinator Office/Workroom
Distant: Separated	Plumbing walls, Restrooms, Sinks

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

Fixed Casework	Open shelving 12" deep, adjustable height shelves
Furniture (Movable)	Six to eight, four-post metal server racks, 6' high x 22" x 22" Desk or counter workstation with keyboard, for equipment monitoring Lockable lateral file cabinets
Fixtures & Equipment	Servers, routers, monitoring equipment, patch panels, data distribution panels, etc. Uninterruptible power supply (UPS)



Ref. #: **3.08 MEDIA RETRIEVAL/HEAD END ROOM**

(continued)

FINISHES

Floor	Utility floor surface (Resilient flooring or sealed concrete)
Ceiling	Sound absorptive
Walls	Fire retardant treated plywood one wall (for mounting data distribution panels)
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, plus outlets for computers and other technology Quad outlets at server racks and workstation
Lighting	Energy-efficient ceiling fixtures + task lighting.
HVAC	Supply/return air; individual temperature control. Balance ventilation to control heat generated by equipment.
Plumbing	-
Acoustical	-
Special Utilities/Services	Air conditioning is a desirable alternative in this space. Air conditioning should be on a separate fan system so it continues running while the school is unoccupied.
Other Considerations	-

WINDOWS & VISION PANELS

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

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

CONTROL & SAFETY NEEDS

Access Control	Lockable doors with security alarm
	-
	-

SPECIAL CONSIDERATIONS

Air sealing	If this space is air conditioned, include acoustical seals at doorway frames and penetrations, and weather stripping at door.
Intermediate Communication Rooms	An Intermediate Communications Room is required where CAT 5 cable runs approach or exceed 90 meters.
	-



Ref. #: **3.09** **TECH COORDINATOR OFFICE/WKRM**

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

ACTIVITIES & SPACE USAGE

Educational	Exhibit professional & orderly atmosphere
Admin/Operational	Administrative space for technology coordinator and staff: <ul style="list-style-type: none"> - Ordering, planning, receiving, previewing of tech hardware & software - Planning for instruction and scheduling with staff - Meeting with visitors, product representatives & vendors - Minor repair of computer equipment hardware - Small-group staff training - Imaging laptops & desktop computers - Storage of manuals
Community	-

SPATIAL RELATIONSHIPS

Adjacent: Direct	-
Nearby: Indirect	Easy access to Media Retrieval/Head End Room Nearby access to one of the school's larger computer labs Library/Media Center Centrally located in the school
Distant: Separated	-

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

Fixed Casework	NOTE: maximize use of movable furniture & casework Open bookshelves
Furniture (Movable)	Lockable file cabinets Lockable tall wardrobe unit 2 desk/computer workstations with adjustable height chairs Heavy duty open shelving units 18" deep with adjustable height shelves, for equipment storage 3' x 6' work tables
Fixtures & Equipment	Tack and Marker surfaces Carts for moving computers, removable hard drives, tools, etc.



Ref. #: **3.09 TECH COORDINATOR OFFICE/WORKROOM**

(continued)

FINISHES

Floor	Carpet, static resistive
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 6' to 8' on center minimum Quad outlets at workstations
Lighting	Energy-efficient fixtures, 60-85 foot-candles at work surfaces.
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	Optional sidelite at strike-jamb of door	N	N
Other Considerations	-	-	-

CONTROL & SAFETY NEEDS

Access Control	Lockable door with security alarm; Corridor doors lockable both sides
	-
	-
	-

SPECIAL CONSIDERATIONS

Imaging Hard Drives	Ability to set up multiple computers for simultaneous maintenance & imaging
	-
	-



Ref. #: **3.10** **LMC COMPUTER LAB** (Optional)

Area/Department:	LIBRARY/INSTRUCTIONAL MEDIA CENTER		
Occupants:	Students: 40 - 45	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 group, small group and individual work - Demonstrations, presentations - Software applications - Research, writing, analysis, spreadsheets, reports - Team teaching with science, technology, physics, business, music (mathematics)
Admin/Operational	Teacher training
Community	Possible community use after hours

SPATIAL RELATIONSHIPS

Adjacent: Direct	Library reading room
Nearby: Indirect	Technology Coordinator Media Retrieval/Head End Room (O/A) Easy access from Core Academic Classrooms Restrooms
Distant: Separated	-

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

Fixed Casework	NOTE: maximize use of movable furniture & casework
Furniture (Movable)	Emphasize need for flexible furniture to accommodate multiple uses of this space 45 Student workstations & adjustable height task chairs 1 tall wardrobe unit, lockable Work table 1 Production station (for printer, supplies, etc.) Trash can
Fixtures & Equipment	Marker board, Tack surface Retractable projection screen



Ref. #: **3.10 LMC COMPUTER LAB (Optional)**

(continued)

FINISHES

Floor	Carpet, stain resistive
Ceiling	Sound absorptive
Walls	Include feature color on one wall.
Other Considerations	9'-0" min recommended ceiling height (10'-0" preferred)

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 GFCI Quad floor outlets, water resistive covers Additional outlets/power for production equipment Separate circuit for A/V equipment 20-Amp outlet for custodial use
Lighting	Natural light + Direct/indirect pendant fixtures, 50-75 foot-candles at work surfaces, 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	Per ANSI/ASA recommendations, currently 45 dBA max. unoccupied background noise; 35 dBA preferred
Special Utilities/Services	-
Other Considerations	-

WINDOWS & VISION PANELS

		Operable? (Y/N)	Shades? (Y/N)
Exterior	Natural ventilation, daylight and views	Y	Y
Interior	Sidelite at strike-jamb of corridor doors	N	Y
Other Considerations	-	-	-

CONTROL & SAFETY NEEDS

Supervision	Teacher/staff ability to monitor student computer activity
Visibility	Visibility of entire room without "blind" areas
Access Control	Corridor doors lockable from both sides, security alarm doors
	-

SPECIAL CONSIDERATIONS

HVAC	Account for heat load of computers and equipment.
Flexibility	Consider raised floor system for flexible power & data access.
	-



Ref. #: **3.11** **NEWSPAPER OFFICE** (Optional)

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

ACTIVITIES & SPACE USAGE

Educational	Exhibit professional, collaborative atmosphere.
Admin/Operational	<ul style="list-style-type: none"> - Support the Journalism program and publications - Coordinating production of the school newspaper - Store Journalism program files, resource materials & reference books
Community	-

SPATIAL RELATIONSHIPS

Adjacent: Direct	
Nearby: Indirect	Near a general classroom (Journalism Classroom) Library workroom, Equipment/Non-Print Storage room, conference room
Distant: Separated	High noise areas: performing arts, Student Dining Commons, PE

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

Fixed Casework	NOTE: maximize use of movable furniture & casework Open bookshelves
Furniture (Movable)	Lockable file cabinets 1 desk/workstation 1 adjustable task chair 2 guest chairs 1 tall wardrobe unit, lockable Movable bookcase Trash can
Fixtures & Equipment	Tack board; Tack surface



Ref. #: **3.11 NEWSPAPER/PUBLICATIONS OFFICE (Optional)**

(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 minimum Quad outlet (1) at workstation
Lighting	Task lighting and energy-efficient fixtures, daylight (borrowed ok)
HVAC	Supply/return air, individual temp control; natural ventilation preferred
Plumbing	-
Acoustical	Per ANSI/ASA recommendations, currently 45 dBA max. unoccupied background noise; 35 dBA preferred
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	Y
Other Considerations	-	-	-

CONTROL & SAFETY NEEDS

Access Control	Doors lockable; corridor doors lockable both sides
	-
	-
	-

SPECIAL CONSIDERATIONS

	-
	-
	-



Ref. #: **3.12** **NEWSPAPER WORKROOM** (Optional)

Area/Department:	LIBRARY/INSTRUCTIONAL MEDIA CENTER		
Occupants:	Students: 3 – 5	Faculty/Staff: 1	Other: -

ACTIVITIES & SPACE USAGE

Educational	Space for journalism teacher to mentor students who work as a team and/or individually to produce the school newspaper & other publications - Desktop publishing software - Media production, copying, printing, collating - Storage of files & reference materials - Supply & equipment storage
Admin/Operational	-
Community	-

SPATIAL RELATIONSHIPS

Adjacent: Direct	Newspaper/Publications Office (O/A)
Nearby: Indirect	Near a general classroom (Journalism Classroom) Library main reading room
Distant: Separated	-

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

Fixed Casework	NOTE: maximize use of movable furniture & casework Perimeter counter area work space, 10 to 12 lineal ft. Open shelving and lockable storage cabinets. Base, wall & upper cabinets for storage of supplies, materials & resources Lockable cabinet for equipment
Furniture (Movable)	1 central work/layout table with intermittent knee room & storage beneath 1 tall wardrobe unit, lockable 2 stools 2 workstations 2 adjustable height task chairs Color coded recycling receptacle for white paper waste Trash can
Fixtures & Equipment	Tack board, marker board



Ref. #: **3.12 NEWSPAPER/PUBLICATIONS WORKROOM** (Optional)

(continued)

FINISHES

Floor	Carpet, stain resistive
Ceiling	Sound absorptive
Walls	-
Other Considerations	9'-0" min recommended ceiling height (10'-0" preferred)

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 GFCI Quad floor outlet, water resistive cover, centered in room
Lighting	Task lighting and energy-efficient fixtures, daylight preferred
HVAC	Dedicated exhaust to outside; supply/make-up air; individual temp control; Natural ventilation preferred
Plumbing	-
Acoustical	Per ANSI/ASA recommendations, currently 45 dBA max. unoccupied background noise; 35 dBA preferred
Special Utilities/Services	-
Other Considerations	-

WINDOWS & VISION PANELS

		Operable? (Y/N)	Shades? (Y/N)
Exterior	Desirable, not required	Y	Y
Interior	Vision panel at strike-jamb of door, for easy supervision from adjacent office, classroom or Library staff area	N	Y
Other Considerations	-	-	-

CONTROL & SAFETY NEEDS

Access Control	Corridor doors lockable from both sides
	-
	-

SPECIAL CONSIDERATIONS

	-
	-
	-



Ref. #: **3.13** **PERIODICAL STORAGE** (Optional)

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

ACTIVITIES & SPACE USAGE

Educational	-
Admin/Operational	Storage & retrieval of periodicals For materials retrieval, not a workspace
Community	-

SPATIAL RELATIONSHIPS

Adjacent: Direct	Library Circulation Desk
Nearby: Indirect	Library Workroom Librarian's Office
Distant: Separated	-

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

Fixed Casework	-
Furniture (Movable)	150-200 LF of shelving, 6'H x 12"D, adjustable height shelves Lockable lateral file cabinets
Fixtures & Equipment	-



Ref. #: **3.13 PERIODICAL STORAGE (Optional)**

(continued)

FINISHES

Floor	Utility floor surface (Resilient flooring or 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
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

	-
	-
	-



7.4 Visual Arts

7.4.1 Space Program Summary

(Teaching stations are indicated with bold and underlined text.)

Ref. #:	Name/Function	Quantity per Total Enrollment:			Net Area Each (s.f.):
		1,800:	2,000:	2,200:	
4.01	<u>General Art Studio</u>	<u>2</u>	<u>2</u>	<u>2</u>	<u>1,200</u>
4.02	Art Studio Storage	2	2	3	150
4.03	Clay Work Area (<u>3-D Studio</u>)	1	1	<u>1</u>	900 - <u>1,500</u>
4.04	Kiln Room	1	1	1	300
4.05	Art Office/Workroom	1	1	1	200
<i>Ref. #: Optional/Additional Spaces:</i>					
-	<i>Additional Space in 3D/Clay Studio</i>	<i>+600</i>	<i>+300</i>	<i>-</i>	
4.06	<u>Graphics/Photo Classroom</u>	<u>1</u>	<u>1</u>	<u>1</u>	<u>1,200</u>
4.07	Darkroom	0	1	1	400
4.08	Chemical Storage	0	1	1	20
4.09	Art Gallery/Store	1	1	1	200

Note: 4.03 Clay Work Area smaller than 1,500 square feet does NOT count as a Teaching Station due to the size and clearances required for clay equipment.

7.4.2 General Requirements

Art is an essential part of human learning experiences. Art instruction serves to reinforce learning in other areas. Students will be able to transfer and integrate art learning with other human experiences and will be able to respect their own individuality and the creativity of others. The area of exploration includes 2-dimensional and 3-dimensional art forms, computer and graphic art, art history, humanities and writing. While few students may enter art-related careers, the majority will use art a vocation or as consumers, supporters of art education, museums, galleries and exhibitions.

The General Art Studio is intended to be multi-function and collaborative. Students share the 3-D Studio for clay and other messy activities, localizing the dust and debris associated with clay and other sculptural processes. This space should be fully visible and able to be supervised from the art studios. The workroom serves as a clean area with reference materials and computers for faculty use. Storage rooms accommodate both supplies and student work. Within the art room, a variety of ample storage spaces with adjustable shelving, drawers and cabinets - some secure - for student projects, teacher materials, tools, paints, acids, solvents, cleaners and bulk supplies of materials and equipment is also required.



Art spaces are ideally located on the ground floor in an area with plenty of indirect natural light, near an entrance for the delivery of materials, an outdoor area for art activities such as sketching and close to other performing arts areas to facilitate coordination of activities. Include a separate fire-protected and well-ventilated room for the kiln.

Work surfaces should be movable, including single-, double-, and/or four-student art tables, stools, easels, model stands, ceramic benches, potters wheels and clay carts. Include furniture and workstations for students with disabilities. Work counters should include adequate power supply for various equipment and lights.

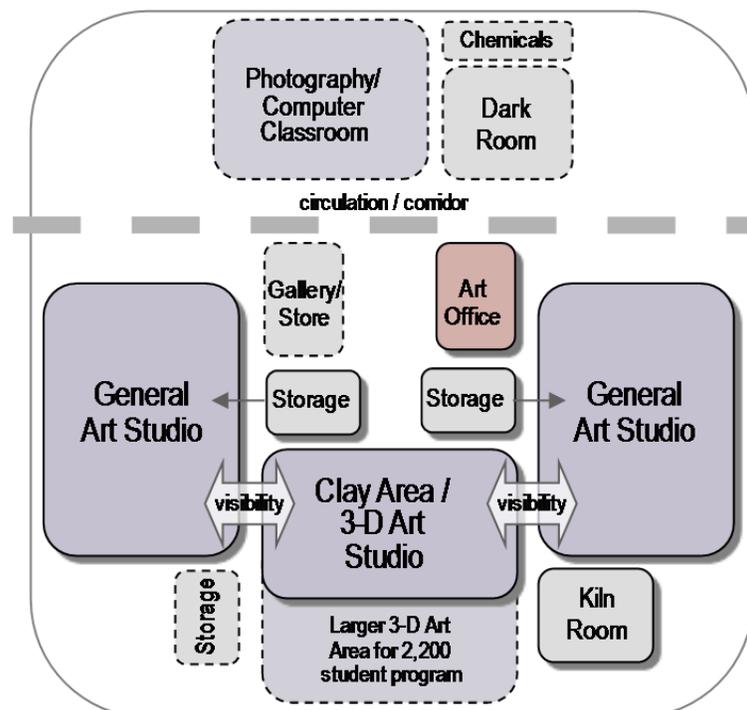
Ceilings should be 10-14 feet high, with mechanical ventilation and exhaust hoods to control fumes, odors, dust and contaminant vapors. Include multiple sinks with strainers and sediment interceptor traps that are easily accessible to students for fast cleanup.

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 all art instruction areas. The design of the art space must safely and efficiently accommodate a variety of different activities, while allowing for teacher supervision. Provisions for community use of the art instruction area must be addressed. This includes adequate, secure storage for student projects and supplies.

7.4.3 Recommended Adjacencies

The adjacency diagrams are intended to designate fundamental relationships among rooms and spaces within this category. Diagrams are not to scale and no distinction of floor levels or of existing vs. new construction is intended. Existing locations, adjacencies and other parameters of these program components within existing high school facilities must be considered, and further interpretation of these relationships must be made by the design team when addressing existing conditions within each building.

Optional additional program areas are shown with dashed outlines.





7.4.4 Individual Space Attributes

Ref. #: **4.01 GENERAL ART STUDIO**

Area/Department:	VISUAL ARTS		
Occupants:	Students: 25 - 30	Faculty/Staff: 1	Other: -
TEACHING STATION	Special Needs educator(s) and Volunteer(s) as necessary		

ACTIVITIES & SPACE USAGE

Educational	Provide a learning environment where students can learn about art and create artwork. - 2-D: drawing, painting, art history, viewing slides, reading and writing, matting and framing, print making, portfolio preparation; cooperative work group. - 3-D: construction; pre/post firing; jewelry, sculpture - Art critiques & display/celebration of student work.
Community	Possible community use after hours (access to dedicated lockable supply cabinet)

SPATIAL RELATIONSHIPS

Adjacent: Direct	Ground floor location preferred. Clay Work Area (3-D Studio); Art Office/Workroom; Outdoor art area; Computer Graphics Share Darkroom with Photography, for printmaking Locate on outside wall for direct outdoor venting of spray booth exhaust. Spray paint/fixatives should be applied in outdoor art area whenever possible, not indoors.
Nearby: Indirect	Art Studio Storage; Kiln Room; Building entrance for deliveries
Distant: Separated	-

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

Fixed Casework	Counter w/sinks & base + overhead cabinets w/adjustable shelves (24"x36"x8'), vision panel cabinet doors, some cabinets lockable. Silkscreen area with storage. Project storage lockers (20"x20"x20" per student). Vertical 2-D storage to accommodate 30" x 40" work. Wall cabinets. Storage for prints (2' x 3' paper drawers). Lockable display cases at art room entry visible from corridor. NOTE: maximize use of movable furniture & casework
Furniture (Movable)	16 Movable student work tables (2 students per table); 32 adjustable height student stools. Lighted still-life table. 1 Teacher demonstration table with overhead mirror & stool. 1 computer table. Include tables/chairs accessible for ADA students 1 tall storage unit, lockable (wardrobe, teacher items, books, supplies, etc.) Computer workstation tables/chairs Two open 2-D project drying racks on wheels 32 small table top easels, collapsible. 4 large free-standing floor easels. Open shelving for storage of in-progress student work Movable art display panels to be used for art room & other areas of the school 3 supply carts. Large mobile trash cans with lids.
Fixtures & Equipment	Double marker board, Tack boards & tack strips (maximize display space) Retractable projection screen. Portable light tables for tracing. 1 large paper cutter; 1 small paper cutter; 1 matt cutter; 1 hot press; Shrink wrap machine. Compressor for air brush and spray painting (use in outdoor art area when possible) Soap & paper towel dispensers at sinks. Flags



Ref. #: 4.01 GENERAL ART STUDIO

(continued)

FINISHES

Floor	Sealed concrete or seamless flooring
Ceiling	Exposed, painted white; Ceiling grid to support hanging displays.
Walls	-
Other Considerations	9'-0" min ceiling height (10'-0" preferred)

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

Electrical	Power outlets at perimeter – above counter height as necessary GFCI outlets at teacher table & presentation wall No floor outlets – use overhead power drops as needed. Separate circuit for A/V equipment. 20-Amp outlet for custodial use
Lighting	Natural light + direct/indirect pendant fixtures, uniform light at student tables, additional light on demonstration table and presentation wall, boards & displays, variable light level control for various activities; Movable track lighting; Built-in display cases with integral lighting & switching
HVAC	Include natural ventilation; individual temp control HVAC design to control spreading of smells generated here to other areas of building
Plumbing	4 large utility sinks with hot & cold water, swivel faucets, Trough sink with spray faucet for cleaning screens, clay/plaster drain traps, "Rinse-away sink" large, deep double sink primarily for clean-up. 1 floor drain with trap.
Acoustical	Per ANSI/ASA recommendations, currently 45 dBA max. unoccupied background noise; 35 dBA preferred
Special Utilities/Services	Services for air compressor & spray booth. Spray booth exhaust – vent direct to outside.

WINDOWS & VISION PANELS

		Operable? (Y/N)	Shades? (Y/N)
Exterior	Ample daylight and natural ventilation Egress window (if on ground level)	Y	Y
Interior	Sidelite at strike-jamb of corridor doors	N	Y
Interior	Visibility to art activities from corridor	N	Y
Other Considerations	Visibility through studios and from office	N	N

CONTROL & SAFETY NEEDS

Interior Access	2 exits or as required by life safety codes, lockable from both sides Double doors for moving carts and equipment, removable mullion
Exterior Access	Access, lockable, to exterior art areas & deliveries
Emergency Shut-Off	Button-activated shut-off controls for gas/power at kilns
Safety Equipment	Safety station with fire-extinguisher, fire blankets & first-aid kit & supplies Goggle station (needs access to power outlet)
Disaster kits	Space for storage of emergency disaster kits in room
Other	-

SPECIAL CONSIDERATIONS

Orientation	While north light is generally recommended for art classrooms, due to the nature of daylight in Anchorage, south light is preferable. Include daylight control.
Recycling	Include in-room recycling station (paper, plastic, aluminum)
Other	-



Ref. #: 4.02 ART STUDIO STORAGE

Area/Department:	VISUAL ARTS		
Occupants:	Students: -	Faculty/Staff: 2	Other: -

ACTIVITIES & SPACE USAGE

Educational	-
Admin/Operational	Secure storage of art equipment, props & supplies Floor space for free-standing equipment Material Safety Data Sheets
Community	-

SPATIAL RELATIONSHIPS

Adjacent: Direct	Art Office/Workroom
Nearby: Indirect	General Art Studio Kiln Room Clay Work Area (3-D Studio) Building entrance (deliveries)
Distant: Separated	-

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

Fixed Casework	Built in counter along one wall Lockable base, overhead and wall cabinets for a variety of sizes and shapes of supplies, props and artwork Large, flat paper storage drawers
Furniture (Movable)	Heavy duty shelving units 18" & 32" deep with adjustable height shelves Flat files & drying racks for drawings, prints and paintings Lockable file cabinets
Fixtures & Equipment	Flammable and/or hazardous materials storage cabinet, lockable



Ref. #: 4.02 ART STUDIO STORAGE

(continued)

FINISHES

Floor	Sealed concrete or resilient flooring.
Ceiling	Exposed and/or sound absorptive.
Walls	Concrete or masonry preferred for ease of cleaning & resistance to moisture damage
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, 1 on each wall
Lighting	Energy-efficient ceiling fixtures, high CRI.
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 w/view panel
	-
	-
	-

SPECIAL CONSIDERATIONS

Materials	FF&E to be of materials not susceptible to moisture damage
	-
	-



Ref. #: **4.03** **CLAY WORK AREA (3-D STUDIO)**

Area/Department:	VISUAL ARTS		
Occupants:	Students: 16 - 20.	Faculty/Staff: 1	Other: -
Possible T.S.	Special Needs educator(s) and Volunteer(s) as necessary		

ACTIVITIES & SPACE USAGE

Educational	Appropriate space for messy processes separated from the General Art Classroom. This space is not counted as a full teaching station unless the school has at least 2200 students. Students learn art processes including conceptualizing, design & fabrication. - Small group and individual work - Ceramics, 3-D construction; Creating wheel-thrown pottery; Hand building clay projects; Glazing; Pre/post firing; jewelry, sculpture
Admin/Operational	-
Community	-

SPATIAL RELATIONSHIPS

Adjacent: Direct	Kiln room, Art Office/Workroom Outdoor raku area and outdoor kiln (via covered walkway) Locate on outside wall for outdoor venting of spray booth exhaust, bisque kiln fumes
Nearby: Indirect	Exit & outdoor art areas, deliveries General Art Studio, Art Studio Storage
Distant: Separated	-

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

Fixed Casework	Work counter & base cabinets w/adjustable shelves (24"x36"x8') along 1 wall, w/vision panel doors, lockable, for storing clay tools & supplies. Acid & heat resistant countertops. Heavy-duty open shelving Project storage lockers, minimum size 20"x20"x20," 1 per student NOTE: maximize use of movable furniture & casework
Furniture (Movable)	Work tables with heavy flat surfaces and stools. Work tables should be light color. 2 plaster wedging tables w/storage underneath 20 adjustable height chairs (at potters wheels) Computer workstation tables/chairs Open drying racks for 3-D artwork Open storage shelves for storage of student work (wire shelves for good air circ.) 2 trash cans with lids
Fixtures & Equipment	1 clay slab roller; extruder; pug mill 20 potters' wheels Soap & paper towel dispensers at sinks Flammable Materials Storage Cabinet, lockable Damp boxes for clay storage & works in progress Marker board; Tack boards & tack strips; Flags



Ref. #: 4.03 CLAY WORK AREA (3-D STUDIO)

(continued)

FINISHES

Floor	Sealed concrete or resilient flooring.
Ceiling	Exposed, painted white
Walls	Tile or masonry
Other Considerations	9'-0" min ceiling height (10'-0" preferred)

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

Electrical	Power outlets for equipment, all 4 walls – above counter height as necessary. GFCI outlets at each wheel station (8) NO floor outlets – use overhead power drops as necessary
Lighting	Natural light + adjustable full spectrum lighting, Uniform light at work surfaces. Movable track lighting. Built-in display cases need integral lighting & switching.
HVAC	Quiet; Include natural ventilation, individual room control. Exhaust direct to outside. HVAC design to control spreading of smells generated here to other areas of building
Plumbing	2 Utility sinks, hot & cold water, swivel faucets, clay/plaster drain traps. 1 large, deep, double bowl "rinse-away sink" primarily for clean-up. Floor drain w/sediment trap. Hose bib.
Acoustical	Per ANSI/ASA recommendations, currently 45 dBA max. unoccupied background noise; 35 dBA preferred
Special Utilities	Sand-blast station; 3 electric bisque kilns & vents; Spay booth w/exhaust (on outside wall) Compressor for air brush and spray painting & glazing
Other Considerations	Dust control/removal system, ability to "wash-down" entire room

WINDOWS & VISION PANELS

		Operable? (Y/N)	Shades? (Y/N)
Exterior	Ample daylight and natural ventilation	Y	Y
Interior	Sidelite at strike-jamb of corridor doors	N	Y
Interior	Visibility to art activities from circulation corridor	N	Y
Other Considerations	Full visibility to indoor & outdoor kilns and from office&/or General Art Studio	N	Y

CONTROL & SAFETY NEEDS

Interior Access	2 exit doors or as required by life safety codes, lockable from both sides, w/view panels. Double doors w/removable mullion, w/view panels, for moving carts and equipment.
Exterior Access	Double doors, lockable, to exterior raku & kiln area & deliveries
Emergency Shut-Off	Button-activated shut-off controls for power/gas to wheels and kilns
Safety Equipment	Safety station with fire-extinguisher, fire blankets & first-aid supplies Goggle station (with access to power outlet)
Other	-

SPECIAL CONSIDERATIONS

Accessibility	Include tables/chairs accessible for ADA students
Student Storage	Include space/hooks for student coats/bags away from activity tables
Orientation	While north light is generally recommended for art classrooms, due to the nature of daylight in Anchorage, south light is preferable. Include daylight control.
Materials	All FF&E to be of material not susceptible to moisture damage
Other	-



Ref. #: 4.04 KILN ROOM

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

ACTIVITIES & SPACE USAGE

Educational	Drying greenware and firing clay artwork Clay storage and mixing Training in safe use of equipment
Admin/Operational	-
Community	-

SPATIAL RELATIONSHIPS

Adjacent: Direct	Clay Work Area (3-D Studio) Adjacent to outdoor raku area (with Gile downdraft) Locate on outside wall for outside venting of kiln fumes.
Nearby: Indirect	Art Office/Workroom Loading/deliveries (direct or nearby indirect access) Art Studio Storage General Art Studio
Distant: Separated	-

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

Fixed Casework	-
Furniture (Movable)	Heavy duty metal shelving 12" to 18" deep Greenware racks Lockable clay storage bin Metal cabinets for storing glaze Sturdy rolling carts
Fixtures & Equipment	Clay mixer Clay reclamation bin 2 gas-fired kilns (See ASD Design Guidelines & Standards)



Ref. #: **4.04 KILN ROOM**

(continued)

FINISHES

Floor	Sealed concrete or resilient flooring.
Ceiling	Exposed and/or sound absorptive.
Walls	Masonry walls on all sides
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 Special wiring/outlets as required for clay mixers, kilns & kiln exhausts, dust collection system, emergency shut-offs
Lighting	Energy-efficient fixtures, high CRI.
HVAC	Air supply/exhaust, vent exhaust direct to outside. Make-up air as required to balance Kiln and room exhaust. Room is negatively pressurized to control spreading of dust/odors to other areas.
Plumbing	1 Utility sink with clay trap at drain 1 Floor drain with clay trap
Acoustical	-
Special Utilities/Services	Natural and acetylene gas services to kilns Dust collection system at clay mixer Natural gas hook-up for outside kilns
Kiln Exhaust	Kiln hoods & exhaust per manufacturer recommendations (min.)

WINDOWS & VISION PANELS

		Operable? (Y/N)	Shades? (Y/N)
Exterior	Natural ventilation	Y	N
Interior	Visibility to kiln room from art classrooms/office	N	N
Other Considerations	-	-	-

CONTROL & SAFETY NEEDS

Access Control	Lockable door to exterior for clay deliveries & outdoor raku area access Interior door, lockable, appropriate for high temperature/humidity
Emergency Shut-Off	Button-activated shut-off controls for gas & power to kilns & mixer
Safety Equipment	Safety station with fire-extinguisher, fire blankets & first-aid supplies
Other Considerations	Storage cabinet for safety goggles, gloves, dust masks, etc.
	-
	-

SPECIAL CONSIDERATIONS

Kiln Replacement	Exterior door clearance or knock-out wall for removal/replacement of kiln equipment.
Materials	All FF&E to be of material not susceptible to moisture damage
	-



Ref. #: **4.05** **ART OFFICE/WORKROOM**

Area/Department:	VISUAL ARTS		
Occupants:	Students: -	Faculty/Staff: 2 - 4	Other: -

ACTIVITIES & SPACE USAGE

Educational	Example of professional, collaborative, efficient work space
Admin/Operational	To provide adequate office space for the administrative duties of 2 full-time teachers & up to 2 additional staff <ul style="list-style-type: none"> - Project/lesson planning - Grading/assessment - Scheduling - Parent conferences & phone communications - Communications with administrative offices, vendors, community - File storage (semester & daily-use files) - Art resource materials & reference books, large-format
Community	-

SPATIAL RELATIONSHIPS

Adjacent: Direct	Art classrooms (2-D & 3-D) Graphics/Photo Classroom (O/A)
Nearby: Indirect	Kiln Room, Computer graphics lab, performing arts Art Studio Storage
Distant: Separated	-

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

Fixed Casework	Open wall shelving above work stations Utility/work counter (with sink) Base & wall cabinets for instructional materials & resources, some lockable NOTE: maximize use of movable furniture & casework
Furniture (Movable)	4 workstations with lockable file drawers 6 adjustable task chairs 1 Activity/Conference Table 1 tall Wardrobe Unit , lockable 2 four-drawer lockable file cabinets 2 movable bookcases Trash can
Fixtures & Equipment	Tack board; Marker board Soap & paper towel dispensers at sink



Ref. #: **4.05 ART OFFICE/WORKROOM**

(continued)

FINISHES

Floor	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 minimum, plus outlets for computers & other technology Quad outlet at each workstation
Lighting	Task lighting, energy-efficient fixtures, daylight (borrowed ok)
HVAC	Supply/return air, individual temp control; natural ventilation preferred.
Plumbing	Double sink with hot & cold water
Acoustical	-
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	Y
	Visibility to Art Studios	N	Y
Other Considerations	-	-	-

CONTROL & SAFETY NEEDS

Access Control	Doors lockable
	-
	-
	-

SPECIAL CONSIDERATIONS

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 nearby as a place for students to feel comfortable waiting to see an adult.
Theme/Ownership	Consider color, graphics or other design features to celebrate art program.
	-
	-



Ref. #: **4.06** **GRAPHICS/PHOTO CLASSRM** (Optional)

Area/Department:	VISUAL ARTS		
Occupants:	Students: 25 – 30	Faculty/Staff: 1	Other:
TEACHING STATION	Special Needs educator(s) and Volunteer(s) as necessary		

ACTIVITIES & SPACE USAGE

Educational	To provide a learning environment where students can learn about photographic art and create their own photo pieces <ul style="list-style-type: none"> - Photo theory - Photo composition - Digital photography
Admin/Operational	
Community	

SPATIAL RELATIONSHIPS

Adjacent: Direct	Darkroom
Nearby: Indirect	Chemical Storage
Distant: Separated	-

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

Fixed Casework	NOTE: maximize use of movable furniture & casework
Furniture (Movable)	12 Computer workstations (graphics computers) 32 adjustable height student chairs 1 Teacher desk & chair 10 student tables (2 students each) 1 Production station (printer, supplies, etc.) Trash can
Fixtures & Equipment	Marker board, Tack surface "backdrop screens" for studio photography Matt cutter Print dryer Paper cutter Flags



Ref. #: **4.06 GRAPHICS/PHOTO CLASSROOM (Optional)**

(continued)

FINISHES

Floor	Resilient flooring
Ceiling	Sound absorptive
Walls	-
Other Considerations	9'-0" min recommended ceiling height (10'-0" preferred)

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 GFCI Quad floor outlets, water resistive covers Additional outlets/power for presentation & production equipment, other technology Quad outlets at computer workstations (grommet to desktop) Separate circuit for A/V equipment 20-Amp outlet for custodial use
Lighting	Natural light + Direct/indirect pendant fixtures, 50-75 foot-candles at work surfaces, Uniform light at student desks, additional light on presentation wall, boards & displays, variable light level control for various activities. Portable lighting system for studio photography
HVAC	Natural + mechanical ventilation, low noise diffusers; individual temperature control
Plumbing	-
Acoustical	Per ANSI/ASA recommendations, currently 45 dBA max. unoccupied background noise; 35 dBA preferred
Special Utilities/Services	-
Other Considerations	-

WINDOWS & VISION PANELS

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

SPECIAL CONSIDERATIONS

Flexible use	Provide flexibility to convert this room to a digital photography/graphics lab.
	-
	-



Ref. #: **4.07** **DARKROOM** (Optional)

Area/Department:	VISUAL ARTS		
Occupants:	Students: 10 - 12	Faculty/Staff: 1 - 2	Other: -
	Special Needs educator(s) and Volunteer(s) as necessary		

ACTIVITIES & SPACE USAGE

Educational	To provide a learning environment here students can engage in hands-on darkroom procedures & techniques
Admin/Operational	-
Community	-

SPATIAL RELATIONSHIPS

Adjacent: Direct	Chemical Storage room Graphics/Photo Classroom
Nearby: Indirect	Near General Art Studio (printmaking)
Distant: Separated	-

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

Fixed Casework	Center island (for sinks) Storage space under the island to store chemicals and silk-screen supplies (paint, screens) Locked storage under or alongside of enlarging stations NOTE: maximize use of movable furniture & casework
Furniture (Movable)	6-8 carousels Drawers & cabinets under the carousels to house paper easels/filters, photography paper 1 work/layout table Shelves or cabinets for project storage Lockable cabinetry Trash can
Fixtures & Equipment	Drymount station Mat-cutter Each of carousels will house an enlarger Soap & paper towel dispensers at sinks



Ref. #: **4.07 DARKROOM** (Optional)

(continued)

FINISHES

Floor	Durable floor surface – chemical resistive sheet flooring w/integral cove base.
Ceiling	Sound absorptive
Walls	-
Other Considerations	9'-0" min ceiling height (10'-0" preferred).

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

Electrical	Power outlets, perimeter – above counter height as necessary. GFCI outlets at sinks
Lighting	Special darkroom lighting.
HVAC	Intake & exhaust air (exhaust to outside only) Room is negatively pressurized to control spreading of odors to other areas of building. Include natural ventilation preferred. Individual room temp control.
Plumbing	2 large, deep double sinks, industrial type stainless steel (acid resistant, clay or plaster traps), sinks large enough to wash 16" x 18" prints, located on center island Hot & cold water for sinks
Acoustical	-
Exhaust	See HVAC above
Other Considerations	

WINDOWS & VISION PANELS

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

CONTROL & SAFETY NEEDS

Visibility	Visibility of entire room without "blind" areas
Interior Access	Special access door to block light (must maintain darkroom light integrity) - Include revolving door to control traffic going in & out of the darkroom. Doors lockable
Emergency Eyewash	Yes, at sink
Other	-

SPECIAL CONSIDERATIONS

Flexibility	Ability to transition to an alternate function in the future
	-
	-



Ref. #: 4.08 CHEMICAL STORAGE (Optional)

Area/Department:	VISUAL ARTS		
Occupants:	Students: 15	Faculty/Staff: 1	Other: -

ACTIVITIES & SPACE USAGE

Educational	To provide a learning environment where students can learn about photographic chemical preparation and where chemicals will be stored <ul style="list-style-type: none"> - A safe, secure area to store and prepare photographic chemicals - Film wash area - Supply & equipment storage - Material Safety Data Sheets
Admin/Operational	NA
Community	NA

SPATIAL RELATIONSHIPS

Adjacent: Direct	Darkroom
Nearby: Indirect	Graphics/Photo Classroom
Distant: Separated	-

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

Fixed Casework	Flammable Materials Storage Cabinet, lockable Lockable base cabinets and glass front wall cabinets for storage of equipment, glassware, supplies (accommodate a variety of shapes/sizes) All window cabinets to have wired glass or polycarbonate glazing Acid & stain resistant work surfaces
Furniture (Movable)	1 stool Cart Trays to fit cabinet shelves – used under bottles to contain spills
Fixtures & Equipment	Ventilated work station (fume hood), location to be determined during design



Ref. #: **4.08 CHEMICAL STORAGE** (Optional)

(continued)

FINISHES

Floor	Durable floor surface – chemical resistive sheet flooring w/integral cove base.
Ceiling	Sound absorptive
Walls	-
Other Considerations	Chemical & stain resistant work and floor surfaces

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

Electrical	GFCI Power outlets 6' to 8' on center minimum, mounted above counter height
Lighting	Natural light + Energy-efficient ceiling fixtures + task lighting at sink & fume hood.
HVAC	Intake & exhaust air (exhaust to outside only) Room is negatively pressurized to control spreading of odors.
Plumbing	1 large, deep double sink with hot & cold water Pressure hose at sink Floor drain under emergency shower/eyewash
Acoustical	-
Special Utilities/Services	Fume hood exhausts to outside, is not connected to building ventilation system
Other Considerations	-

WINDOWS & VISION PANELS

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

CONTROL & SAFETY NEEDS

Access control	Lockable door with view panel
Emerg. Shower/Eyewash	Yes, locate over floor drain
Safety Equipment	Safety equipment storage cabinet
Other	-

SPECIAL CONSIDERATIONS

Volatile fumes	Consideration for explosion-proof room
Flexible use	Ability to transition this space to alternate use, such as Science prep/storage
	-



Ref. #: 4.09 ART GALLERY/STORE (Optional)

Area/Department:	VISUAL ARTS		
Occupants:	Students: 12 - 15	Faculty/Staff: 1	Other: -

ACTIVITIES & SPACE USAGE

Educational	Provide a showcase for student work and a multi-use space for art instruction & events - Art exhibits - Student critiques - Group instruction - School store & student art work sales - Guest lectures, discussions - May collaborate with Business/Marketing
Admin/Operational	Administrative meetings
Community	Receptions and exhibits of student work & visiting shows

SPATIAL RELATIONSHIPS

Adjacent: Direct	Student and visitor traffic
Nearby: Indirect	Near central administrative offices and main entrance of building Easy access from Visual Arts studios and storage for easy movement of artwork
Distant: Separated	-

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

Fixed Casework	-
Furniture (Movable)	Glass 3-D display cases, lockable, adjustable shelves Lockable supply/storage cabinets Transaction desk/workstation Benches Display stands for three-dimensional work
Fixtures & Equipment	Accommodations for built-in sound system



Ref. #: **4.09 ART GALLERY/STORE** (Optional)

(continued)

FINISHES

Floor	Resilient flooring or carpet
Ceiling	Sound absorptive
Walls	Uninterrupted, museum-finished walls for supporting artwork and displays.
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 for computers & other technology Quad outlet at workstation/transaction station
Lighting	Ambient light fixtures with adjustable light levels, plus track lighting for displays.
HVAC	Quiet, supply/return air, low noise diffusers; individual temp control
Plumbing	-
Acoustical	Acoustical seal at door and vision panel frames.
Special Utilities/Services	-
Other Considerations	-

WINDOWS & VISION PANELS

		Operable? (Y/N)	Shades? (Y/N)
Exterior	Natural ventilation desirable, not required	Y	Y
Interior	Sidelite at strike-jamb of door	N	N
	Consider additional vision panels to enhance view from corridor.	N	-
Other Considerations	-	-	-

CONTROL & SAFETY NEEDS

Access Control	Doors lockable; Corridor doors lockable both sides
Flexibility	Consider providing ability to open onto larger space to accommodate art lectures & events
	-
	-

SPECIAL CONSIDERATIONS

	-
	-
	-



7.5 Performing Arts

7.5.1 Space Program Summary

(Teaching stations are indicated with bold & underlined text.)

Ref. #:	Name/Function	Quantity per Total Enrollment:			Net Area Each (s.f.):
		1,800:	2,000:	2,200:	
5.01	<u>Band Room</u>	<u>1</u>	<u>1</u>	<u>1</u>	<u>2,300-2,700</u>
5.02	<u>Multipurpose Music/Orchestra</u>	<u>1</u>	<u>1</u>	<u>1</u>	<u>1,000-1,400</u>
5.03	<u>Multipurpose Music/Choir</u>	<u>1</u>	<u>1</u>	<u>1</u>	<u>1,600-2,000</u>
5.04	Ensemble Room	1	1	1	250-350
5.05	Instrumental Practice Rooms	4	5	6	80
5.06	Vocal Practice Rooms	2	3	4	80
5.07	Instrument Storage (LG)	1	1	1	450-550
5.08	Instrument Storage (SM)	1	2	2	250
5.09	Uniform Storage (Robes)	1	1	1	250-300
5.10	Music Office	2	3	4	120
5.11	Music Library/Workroom	1	1	1	250-350
5.12	Auditorium Seating	combine with dining commons			
5.13	Auditorium Stage	1	1	1	2,000
5.14	Scene Shop & Storage	1	1	1	800-1,000
5.15	Dressing Room	2	2	2	300-400
5.16	Control Room	1	1	1	150-200
<i>Ref. #: Optional/Additional Spaces:</i>					
5.17	<u>Digital Music (Computer) Lab</u>	<u>1</u>	<u>1</u>	<u>1</u>	<u>1,000-1,200</u>
5.18	<u>Drama Classroom</u>	<u>1</u>	<u>1</u>	<u>1</u>	<u>900</u>
5.19	Drama Office	1	1	1	120
5.20	Costume Storage	1	1	1	200
5.21	Prop Storage	1	1	1	200
5.22	Concessions	1	1	1	80
5.23	Ticket Booth (O/A)	1	1	1	80
5.24	Auditorium Seating – add square-footage up to:				10,000-12,000



7.5.2 General Requirements

Music and drama are one of the essentials in a comprehensive educational program. A musical or dramatic performance is a result of self-discipline, hard work, developing skills, and working with others toward a common goal. This program enriches life, provides an emotional outlet and stimulates creativity.

The minimum requirement for seating in a high school auditorium should accommodate one whole cohort (grade level) of students plus teachers for that group of students. A larger audience area to accommodate additional seating is designated as optional additional area, to be determined through the SES process for individual new schools or renewal projects.

The performing arts program component houses the band, orchestra, choir, drama, auditorium and auxiliary spaces. Rooms within this component should adhere to local, state and national guidelines and standards for design, flexibility, lighting, acoustics. Planning for these spaces must be flexible to accommodate desired future technology and provide a safe working environment for all users.

Music rooms 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 large percussion equipment in and out of music rooms and performance areas. Locate teacher offices to maximize visible supervision. Practice rooms should not open directly into the rehearsal rooms to minimize disruptive sound transmissions.

Include space in front of the music rooms for a teacher's podium, piano, cabinets, tack boards, recording/playback equipment, and an interactive teaching surface such as a smart-board. Furniture should include music posture chairs and music stands, an instrument repair bench, a large sink and tool storage.

Mechanical systems should be designed to increase air exchange and maintain the integrity of the listening environment. Treat interior wall and ceiling surfaces of rehearsal rooms with a mixture of diffusive and absorptive materials or panels to create good musical communication within the room. Use acoustically rated doors to prevent sound transmission in and out of music spaces. Ample electrical power outlets should be located throughout all music rooms, including in the floors for electronic instruments.

The performance platform (stage) supports the music, art and theater programs and can entertain a variety of school and community events including small music and theater productions & performances, concerts, lectures, presentations and meetings. Community activities and events contribute to the school's collaboration goal.

The performance program components should have easy access to an outdoor deliveries/loading area for supplies, equipment, sets, instruments, etc.

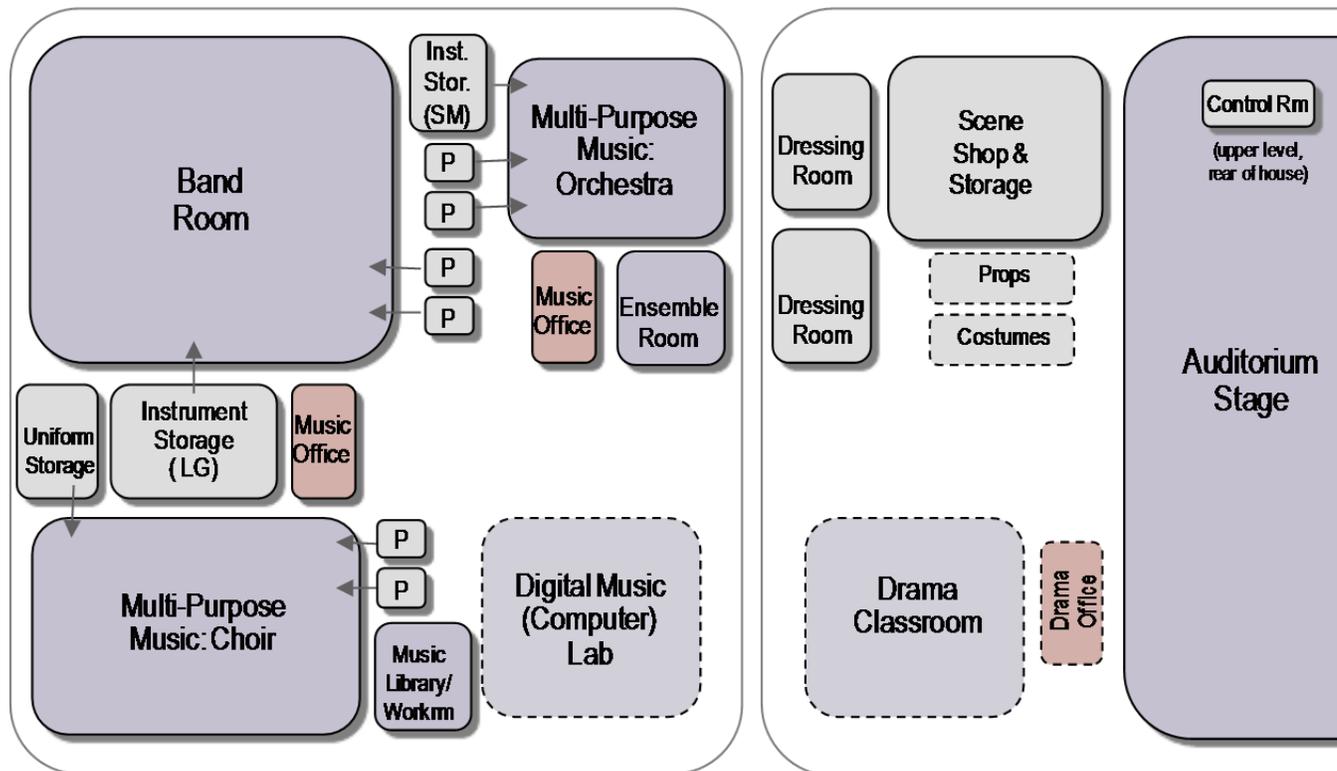
In the basic required program, area for audience seating is combined with area for student dining commons. Optional additional square footage is included for additional auditorium seating. A high school may opt for additional space for auditorium audience seating (either separate from or combined with the student dining commons) as determined during the Supplemental Educational Specification process.



7.5.3 Recommended Adjacencies

The adjacency diagrams are intended to designate fundamental relationships among rooms and spaces within this category. Diagrams are not to scale and no distinction of floor levels or of existing vs. new construction is intended. Existing locations, adjacencies and other parameters of these program components within existing high school facilities must be considered, and further interpretation of these relationships must be made by the design team when addressing existing conditions within each building.

Optional additional program areas are shown with dashed outlines.







7.5.4 Individual Space Attributes

Ref. #: 5.01 BAND ROOM

Area/Department:	PERFORMING ARTS		
Occupants:	Students: 100 - 200	Faculty/Staff: 1	Other: -
TEACHING STATION	Special Needs educator(s) and Volunteer(s) as necessary		

ACTIVITIES & SPACE USAGE

Educational	<p>Learning and practice area for marching, symphonic, concert & jazz bands, as well as wind & percussion ensemble and keyboard.</p> <ul style="list-style-type: none"> - Large group, small group & individual work - Reading written music - Following and interpreting musical direction - Teamwork, Listening skills, playing in tune - Experience in instrumental music performance - Music theory & history - Rehearsals, recitals, recording - Care of instruments - Independent study - Can serve as green room for Stage
Admin/Operational	<ul style="list-style-type: none"> - School meetings
Community	<ul style="list-style-type: none"> - Community meetings

SPATIAL RELATIONSHIPS

Adjacent: Direct	Instrument Storage (Large); Music Office
Nearby: Indirect	<p>Locate on main floor level near Stage</p> <p>Practice Rooms; Ensemble Room; Music Library/Workroom; Restrooms</p> <p>Access to parking for loading large instruments</p> <p>Color Guard Storage; Digital Music Computer Lab</p>
Distant: Separated	Library/Media Center and other quiet spaces

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

Fixed Casework	<p>Sheet music storage cabinets to accommodate at least 250 12"x14" size folders/folios</p> <p>Work/utility counter with base & overhead cabinets, some lockable (sink in counter)</p>
Furniture (Movable)	<p>Conductor's podium, chair & stand</p> <p>150 music posture chairs; 12 chair racks; 200 music stands; 10 stand racks</p> <p>Computer tables</p> <p>Portable risers optional (optimize for instrumental instruction)</p>
Fixtures & Equipment	<p>Retractable projection screen</p> <p>4' x 10' marker board; Tack board; White board w/staff lines</p> <p>Sound system w/mixer for recording & play-back; AV cart</p> <p>Upright piano; MIDI synthesizer</p> <p>Flags</p>



Ref. #: 5.01 BAND ROOM

(continued)

FINISHES

Floor	Resilient flooring
Ceiling	Sound absorptive.
Walls	Acoustical surfaces above 10' and as necessary to pitch room
Other Considerations	12' – 16' 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. Electrical outlets to support a variety of locations for recording & play back GFCI Quad floor outlets w/durable, flush covers Separate circuit for A/V equipment 20-Amp outlet for custodial use
Lighting	Natural light + Direct/indirect pendant fixtures, Uniform light at music stands, variable light level control for various activities, control glare.
HVAC	Quiet : HVAC noise should not be audible in classroom Natural + mechanical ventilation; low noise diffusers; individual temperature control
Plumbing	Large "tub" sink with hot & cold water (for instrument cleaning); drinking fountain
Acoustical	Room acoustics should not exceed 85 dBA TWA (time-weighted average) per OSHA standards for music classrooms. 40 dBA max. unoccupied background noise. STC 60 to adjacent learning spaces. Floor/ceiling assemblies to adjacent learning spaces to be IIC 45 min., IIC 50 recommended. Acoustical seal at vision panel frames and door frames.
Special Utilities/Services	-
Other Considerations	-

WINDOWS & VISION PANELS

		Operable? (Y/N)	Shades? (Y/N)
Exterior	Natural ventilation and diffuse daylight desirable. Limit views. Consider translucent operable windows, lockable.	Y	Y
Interior	-	-	-
Other Considerations	-	-	-

CONTROL & SAFETY NEEDS

Visibility	Visibility of entire room without "blind" areas
Access Control	Double doors w/removable mullions throughout this area for movement of risers, piano & other equipment, lockable
Disaster kits	Space for storage of emergency disaster kits in room
	-
	-

SPECIAL CONSIDERATIONS

Risers vs. Flat Floor	Flat floor typically preferred; verify school's preference during design
	-
	-



Ref. #: **5.02 MULTIPURPOSE MUSIC/ORCH.**

Area/Department:	PERFORMING ARTS		
Occupants:	Students: 100 – 150	Faculty/Staff: 1	Other: -
TEACHING STATION	Special Needs educator(s) and Volunteer(s) as necessary		

ACTIVITIES & SPACE USAGE

Educational	<p>Learning and practice area for string and full orchestra</p> <ul style="list-style-type: none"> - Full orchestra, small group & individual practice - Reading written music - Following and interpreting musical direction - Practical experience in instrumental music performance - Teamwork, listening skills, playing in tune - Chamber ensembles and other special ensembles; hand bells - Music theory & history - Computer composition and performance - Rehearsals; Recitals; Recording - Care of instruments - Keyboard
Admin/Operational	- In-room storage of large orchestra instruments
Community	-

SPATIAL RELATIONSHIPS

Adjacent: Direct	Instrument Storage (Small); Music Office
Nearby: Indirect	Locate on main floor level with good access to stage Practice Rooms; Music Library/Workroom; Restrooms
Distant: Separated	Library/Media Center and other quiet spaces

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

Fixed Casework	In-room large instrument storage (double bass, cello), lockable, size & number to be determined during design Sheet music storage cabinets to accommodate at least 150 12"x14" size folders/folios
Furniture (Movable)	Conductor's podium, chair & stand Music posture chairs; Music stands Trash can
Fixtures & Equipment	Retractable projection screen Marker board, one side of board with music staff lines; Tack strips Sound system w/mixer for recording & play-back; AV cart MIDI synthesizer; Upright piano Chair racks; Music stand racks; Flags Portable risers optional (optimize for instrumental instruction)



Ref. #: 5.02 MULTIPURPOSE MUSIC/ORCHESTRA

(continued)

FINISHES

Floor	Carpet, stain resistive or resilient flooring
Ceiling	Sound absorptive
Walls	Acoustical wall surfaces above 10' and as necessary to pitch room
Other Considerations	12' – 16' 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 Electrical outlets to support a variety of locations for recording & play back 2 GFCI Quad floor outlets, durable, flush covers Separate circuit for A/V equipment 20-Amp outlet for custodial use
Lighting	Direct/indirect pendant fixtures, uniform light at music stands, variable light level control for various activities, diffuse daylight (borrowed OK)
HVAC	Quiet : noise from HVAC should not be audible in classroom Supply/return air; low noise diffusers; individual temperature control
Plumbing	Drinking fountain
Acoustical	Room acoustics should not exceed 85 dBA TWA (time-weighted average) per OSHA standards for music classrooms 40 dBA max. unoccupied background noise. STC 60 to adjacent learning spaces Floor/ceiling assemblies to adjacent learning spaces to be IIC 45 min., IIC 50 recommended. Acoustical seals at vision panel frames and door frames
Special Utilities/Services	-
Other Considerations	-

WINDOWS & VISION PANELS

		Operable? (Y/N)	Shades? (Y/N)
Exterior	Optional glazing to admit diffuse daylight, preferably high in wall.	-	Y
Interior	-	-	-
Other Considerations	-	-	-

CONTROL & SAFETY NEEDS

Visibility	Visibility of entire room without "blind" areas
Access Control	Double doors w/removable mullions throughout this area for movement of risers, piano & other equipment, lockable. Corridor doors lockable both sides
Disaster kits	Space for storage of emergency disaster kits in room
	-
	-

SPECIAL CONSIDERATIONS

Risers vs. Flat Floor	Flat floor typically preferred, verify preference during design
Instruments	Protect this space from drafts and temperature extremes that could affect instruments.
	-



Ref. #: **5.03** **MULTIPURPOSE MUSIC/CHOIR**

Area/Department:	PERFORMING ARTS		
Occupants:	Students: 100 – 200	Faculty/Staff: 1 - 2	Other: -
TEACHING STATION	Special Needs educator(s) and Volunteer(s) as necessary		

ACTIVITIES & SPACE USAGE

Educational	<p>Learning and practice area for the various concert choirs, swing choir, and chamber choir</p> <ul style="list-style-type: none"> - Choirs, sectionals & solo - Reading written music - Vocal tone development - Performance skills - Following and interpreting musical direction - Practical experience in vocal music performance - Teamwork; Listening skills - Music theory & history - Rehearsals; Recitals; Recording - Can serve as green room for Stage
Admin/Operational	-
Community	-

SPATIAL RELATIONSHIPS

Adjacent: Direct	Uniform Storage (Robes); Music Office (Choral); Choral Practice Rooms
Nearby: Indirect	Restrooms Good access to Stage (can be via stair from different level) Access to Music Library/Workroom (can be via stair from different level)
Distant: Separated	Library/Media Center and other quiet spaces

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

Fixed Casework	Cabinets for music storage (folio cabinets and music library cabinets)
Furniture (Movable)	Director's podium, chair & stand 75 music posture chairs; Chair racks Portable standing choral risers Wall mirrors
Fixtures & Equipment	Retractable projection screen Sound system w/mixer for recording & play-back Upright piano 4' x 10' Marker board; Tack board; Flags



Ref. #: **5.03 MULTIPURPOSE MUSIC/CHOIR**

(continued)

FINISHES

Floor	Carpet, stain resistive or resilient flooring. Flat floor (use portable risers) preferred
Ceiling	Sound absorptive
Walls	Acoustical wall surfaces above 10' or as necessary to pitch room
Other Considerations	12' – 16' 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 Electrical outlets to support a variety of locations for recording & play back 2 GFCI Quad floor outlets, durable, flush covers Separate circuit for A/V equipment 20-Amp outlet for custodial use
Lighting	Natural light + Energy-efficient direct/indirect pendant fixtures, Uniform light at music stands, variable light level control for various activities, control glare.
HVAC	Quiet : noise from HVAC should not be audible in classroom Natural + mechanical ventilation; low noise diffusers; individual temperature control
Plumbing	Drinking fountain
Acoustical	Room acoustics should not exceed 85 dBA TWA (time-weighted average) per OSHA standards for music classrooms. 40 dBA max. unoccupied background noise. STC 60 to adjacent learning spaces Floor/ceiling assemblies to adjacent learning spaces to be IIC 45 min., IIC 50 recommended Acoustical seal at vision panel frames and door frames
Special Utilities/Services	-
Other Considerations	-

WINDOWS & VISION PANELS

		Operable? (Y/N)	Shades? (Y/N)
Exterior	Daylight, natural ventilation and views	Y	Y
Interior	-	-	-
Other Considerations	-	-	-

CONTROL & SAFETY NEEDS

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

SPECIAL CONSIDERATIONS

	-
	-
	-



Ref. #: 5.04 ENSEMBLE ROOM

Area/Department:	PERFORMING ARTS		
Occupants:	Students: 12 to 16	Faculty/Staff: 1	Other: -

ACTIVITIES & SPACE USAGE

Educational	Space for groups of 12 – 16 to practice, rehearse and receive ensemble instruction - Practice - Instruction - Rehearsal - Sectionals - Possible use as MIDI lab, composition studio
Admin/Operational	-
Community	-

SPATIAL RELATIONSHIPS

Adjacent: Direct	Music suite
Nearby: Indirect	Music Office; Instrument Storage; Music Library/Workroom Music Practice Rooms Band Room, and/or Multipurpose Music Rooms
Distant: Separated	Library/Media Center and other quiet areas

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

Fixed Casework	-
Furniture (Movable)	Posture chairs Music stands Electronic keyboard stands Chair rack; Music stand rack
Fixtures & Equipment	Acoustic piano



Ref. #: 5.04 ENSEMBLE ROOM

(continued)

FINISHES

Floor	Carpet, stain resistive, or resilient flooring
Ceiling	Sound absorptive
Walls	Mirrors
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 quad floor outlets, water resistive covers
Lighting	Energy-efficient fixtures
HVAC	Natural + mechanical ventilation, individual temperature control
Plumbing	-
Acoustical	Room acoustics should not exceed 85 dBA TWA (time-weighted average) per OSHA standards for music classrooms. 45 dBA max. unoccupied background noise; 35 dBA preferred STC 60 to adjacent learning spaces Acoustical seal at vision panel frames and door frames.
Special Utilities/Services	-
Other Considerations	-

WINDOWS & VISION PANELS

		Operable? (Y/N)	Shades? (Y/N)
Exterior	-	-	-
Interior	Sidelite at strike-jamb of corridor doors	N	Y
Other Considerations	-	-	-

CONTROL & SAFETY NEEDS

Access Control	Solid core door w/view panel; Corridor doors lockable from both sides
Supervision	Passive supervision from Music Office &/or Multipurpose Music/Band or Orchestra Room
	-
	-

SPECIAL CONSIDERATIONS

	-
	-
	-



Ref. #: 5.05 INST. PRACTICE ROOMS

Area/Department:	PERFORMING ARTS		
Occupants:	Students: 1 – 3	Faculty/Staff: 1	Other: -

ACTIVITIES & SPACE USAGE

Educational	Individual or small group music practice
Admin/Operational	-
Community	-

SPATIAL RELATIONSHIPS

Adjacent: Direct	Band Room and/or Multipurpose Music/Orchestra
Nearby: Indirect	Music Office Instrument Storage Music Library/Workroom
Distant: Separated	Library/Media Center and other quiet areas

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

Fixed Casework	-
Furniture (Movable)	2 chairs 2 music stands Acoustic piano or electronic keyboard & stand
Fixtures & Equipment	Mirror



Ref. #: **5.05 INSTRUMENTAL PRACTICE ROOMS**

(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, per code (minimum 2)
Lighting	Energy-efficient ceiling fixture.
HVAC	Supply/return air; zoned temp. control
Plumbing	-
Acoustical	Per ANSI/ASA recommendations. STC 60 to adjacent learning spaces
Special Utilities/Services	-
Other Considerations	-

WINDOWS & VISION PANELS

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

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

CONTROL & SAFETY NEEDS

Access Control	Solid core door; Corridor doors lockable from both sides
Supervision	Passive supervision from Music Office &/or Multipurpose Music/Band or Orchestra Room
	-
	-

SPECIAL CONSIDERATIONS

	-
	-
	-



Ref. #: **5.06** **VOCAL PRACTICE ROOMS**

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

ACTIVITIES & SPACE USAGE

Educational	Individual or small group music practice
Admin/Operational	-
Community	-

SPATIAL RELATIONSHIPS

Adjacent: Direct	Multipurpose Music/Choir Room
Nearby: Indirect	Music Office Music Library/Workroom
Distant: Separated	Library/Media Center and other quiet areas

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

Fixed Casework	-
Furniture (Movable)	2 chairs 2 music stands Acoustic piano
Fixtures & Equipment	Mirror



Ref. #: 5.06 VOCAL PRACTICE ROOMS

(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, per code (minimum 2)
Lighting	Energy-efficient fixtures
HVAC	Supply/return air; zoned temp. control
Plumbing	-
Acoustical	Per ANSI/ASA recommendations. STC 60 to adjacent learning spaces
Special Utilities/Services	-
Other Considerations	-

WINDOWS & VISION PANELS

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

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

CONTROL & SAFETY NEEDS

Supervision	Passive supervision from Music Office &/or Multipurpose Music/Choir Room
Door	Solid core door w/view panel
	-
	-

SPECIAL CONSIDERATIONS

	-
	-
	-



Ref. #: 5.07 INSTRUMENT STORAGE (LARGE)

Area/Department:	PERFORMING ARTS		
Occupants:	Students: Max 30, min 7 per period	Faculty/Staff: -	Other: -

ACTIVITIES & SPACE USAGE

Educational	-
Admin/Operational	Secure storage for Band instruments (storage lockers + open floor area for large instruments); Storage for music stands and chair dollies and carts
Community	-

SPATIAL RELATIONSHIPS

Adjacent: Direct	Band Room
Nearby: Indirect	Music Office Music Library/Workroom
Distant: Separated	-

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

Fixed Casework	-
Furniture (Movable)	Instrument storage cabinets, cage door style, sized for band instruments (numbers, sizes, configurations to be verified during design): - Percussion: various sizes - Extra large: baritone horn, bass sax, tuba (3) - Large/square: French horn - Large/tall: trombone, tenor sax, large trumpet case - Medium: Alto sax, bassoon, small trumpet case - Small: flutes, clarinets, oboes
Fixtures & Equipment	-



Ref. #: **5.07 INSTRUMENT STORAGE (LARGE)**

(continued)

FINISHES

Floor	Carpet, stain resistive or resilient flooring
Ceiling	Sound absorptive
Walls	-
Other Considerations	If floor finish changes at access door, include transition threshold for ease of rolling instruments.

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

Electrical	Power outlets, per code
Lighting	Energy-efficient fixtures
HVAC	Supply/return air, Zoned temp control with adjacent band room
Plumbing	-
Acoustical	-
Special Utilities/Services	-
Other Considerations	-

WINDOWS & VISION PANELS

Operable? (Y/N)

Shades? (Y/N)

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

CONTROL & SAFETY NEEDS

Access Control	Corridor doors lockable both sides
	Double doors to Band Room, lockable, with view panels
Security	Security alarm
	-

SPECIAL CONSIDERATIONS

	-
	-
	-



Ref. #: **5.08** **INSTRUMENT STORAGE (SMALL)**

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

ACTIVITIES & SPACE USAGE

Educational	-
Admin/Operational	Storage of Orchestra instruments (storage lockers) Storage for music stands and chair dollies and carts
Community	-

SPATIAL RELATIONSHIPS

Adjacent: Direct	Multipurpose Music/Orchestra Room
Nearby: Indirect	Music Office Music Library/Workroom
Distant: Separated	-

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

Fixed Casework	
Furniture (Movable)	Instrument storage cabinets, cage door style, sized for orchestra instruments (numbers, sizes, configurations to be verified during design):
Fixtures & Equipment	-



Ref. #: 5.08 INSTRUMENT STORAGE (SMALL)

(continued)

FINISHES

Floor	Carpet, stain resistive or resilient flooring
Ceiling	Sound absorptive
Walls	-
Other Considerations	If floor finish changes at access door, include transition threshold for ease of rolling instruments.

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

Electrical	Power outlets, per code
Lighting	Energy-efficient fixtures
HVAC	Supply/return air, temp control with adjacent band room
Plumbing	-
Acoustical	-
Special Utilities/Services	-
Other Considerations	-

WINDOWS & VISION PANELS

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

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

CONTROL & SAFETY NEEDS

Access Control	Corridor doors lockable both sides
	Doors to Orchestra Room lockable, with view panels
Security	Security alarm
	-

SPECIAL CONSIDERATIONS

	-
	-
	-



Ref. #: **5.09** **UNIFORM STORAGE**

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

ACTIVITIES & SPACE USAGE

Educational	-
Admin/Operational	Choir robes storage
Community	-

SPATIAL RELATIONSHIPS

Adjacent: Direct	Multipurpose Music/Choir Room
Nearby: Indirect	Music Office (Choral)
Distant: Separated	-

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

Fixed Casework	Hanging rods for robes, 2-high Open shelving Cabinets with ventilation Wall mirrors
Furniture (Movable)	
Fixtures & Equipment	Portable robe racks on wheels



Ref. #: **5.09 UNIFORM STORAGE**

(continued)

FINISHES

Floor	Carpet, stain resistive or resilient flooring
Ceiling	Sound absorptive
Walls	-
Other Considerations	If floor finish changes at access door, include transition threshold for ease of rolling equipment.

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 with adjacent music room Adequate ventilation for storing robes year-round
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; Corridor doors lockable both sides Passive access supervision from Multipurpose Music/Choir Room
	-
	-

SPECIAL CONSIDERATIONS

Circulation	Consider separate entry and exit doors for ease of circulation.
	-
	-



Ref. #: **5.10** **MUSIC OFFICE**

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

ACTIVITIES & SPACE USAGE

Educational	Example of efficient, collaborative, professional environment
Admin/Operational	Space for teachers to work as a team and/or individually to plan instruction, prepare materials for class, carry out administrative duties, lock up personal items <ul style="list-style-type: none"> - Team meetings/planning/collaboration - Media production, copying, printing - Grading/assessment - Parent conferences & phone communications - File storage (semester & daily-use files) - Music resource materials & reference books - Sheet music file storage - Storage for audio CDs and multimedia recordings
Community	-

SPATIAL RELATIONSHIPS

Adjacent: Direct	Band Room, Multipurpose Music/Orchestra, Multipurpose Music/Choir
Nearby: Indirect	Practice Rooms; Ensemble Room; Instrument Storage; Music Library/Workroom
Distant: Separated	

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

Fixed Casework	NOTE: maximize use of movable furniture & casework Open shelving and lockable storage cabinets. Base & wall cabinets for instructional materials & resources, personal instruments
Furniture (Movable)	1 to 2 workstations 1 to 2 adjustable task chairs 2 guest chairs 1 small conference table 1 Tall Wardrobe Unit, lockable 1 to 2 four-drawer legal size file cabinets, lockable Movable bookcase Trash can
Fixtures & Equipment	Tack board



Ref. #: **5.10 MUSIC OFFICE**

(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 Quad outlets at each workstation
Lighting	Task lighting and energy-efficient fixtures, natural light desirable
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	Sidelite at strike-jamb of door	N	Y
Other Considerations	-	-	-

CONTROL & SAFETY NEEDS

Visibility	Visibility of entire room without "blind" areas
Access Control	Doors lockable
	-
	-

SPECIAL CONSIDERATIONS

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 nearby as a place for students to feel comfortable waiting to see an adult.
	-
	-
	-



Ref. #: **5.11** **MUSIC LIBRARY/WORKROOM**

Area/Department:	PERFORMING ARTS		
Occupants:	Students:	Faculty/Staff: 3-4	Other: 1-2

ACTIVITIES & SPACE USAGE

Educational	Example of efficient, collaborative, professional environment
Admin/Operational	To house materials for music instruction for band, orchestra, & chorus and provide work space for instrument repairs, media production & team planning <ul style="list-style-type: none"> - Team meetings/planning/collaboration - Media production, copying, printing - File storage - Music resource materials & reference books - Sheet & folio music file storage - Storage for audio tapes and multimedia recordings - Instrument repair
Community	-

SPATIAL RELATIONSHIPS

Adjacent: Direct	Music Offices
Nearby: Indirect	Music classrooms; Digital Music (Computer) Lab; Instrument Storage; Music Practice Rooms
Distant: Separated	

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

Fixed Casework	NOTE: maximize use of movable furniture & casework Open wall shelving, adjustable Perimeter work/utility counter on two walls, 12 lineal feet, 24" deep Base & wall cabinets for instructional materials & resources Music folio cabinet
Furniture (Movable)	4 workstations; 4 adjustable task chairs 1 Activity/Conference Table 1 tall wardrobe unit, lockable Four-drawer legal file cabinets Color coded recycling receptacle for white paper waste Trash can
Fixtures & Equipment	Tack board



Ref. #: **5.11 MUSIC LIBRARY/WORKROOM**

(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 Quad outlets at each workstation GFCI outlet at sink
Lighting	Task lighting, Energy-efficient fixtures, Lighting above sink, daylight (borrowed ok)
HVAC	Supply/return air, zoned temp control; natural ventilation preferred
Plumbing	Large "tub" sink w/hot & cold water, gooseneck faucet, for large brass instrument cleaning
Acoustical	-
Special Utilities/Services	Exhaust fan near media production and instrument repair stations, on timer switch
Other Considerations	-

WINDOWS & VISION PANELS

		Operable? (Y/N)	Shades? (Y/N)
Exterior	Controllable natural ventilation desirable	Y	Y
Interior	-	-	-
Other Considerations	-	-	-

CONTROL & SAFETY NEEDS

Visibility	Visibility of entire room without "blind" areas
Access Control	Doors lockable; corridor doors lockable both sides
	-
	-

SPECIAL CONSIDERATIONS

Theme/Ownership	Consider color, graphics or other design features to celebrate music program.
	-
	-
	-

Ref. #: **5.12 AUDITORIUM SEATING**

Area/Department:	PERFORMING ARTS		
Occupants:	Students: One cohort (grade) min.	Faculty/Staff: 30-50	Other: -
	Combine with Student Dining Commons and/or Use Optional Additional Space (5.24).		



Ref. #: **5.13** **AUDITORIUM STAGE**

Area/Department:	PERFORMING ARTS		
Occupants:	Students:	Stage: Up to 110	Faculty/Staff: 1 - 2 Other: -

ACTIVITIES & SPACE USAGE

Educational	<p>Supports the music, art and performance programs and can entertain a variety of school and community events including music and theater productions & performances, concerts, large group lectures, presentations and meetings. Community activities and events contribute to the school's collaboration goal.</p> <ul style="list-style-type: none"> - Practical experience in theatrical performance and production - Group and individual performance – theatrical, musical & dance productions - Stage can serve as a teaching station for music, drama programs - Student assemblies – guest presentations, lectures, readings and performances - Multimedia presentations - Awards programs and other celebratory activities - Student elections - Talent Shows
Admin/Operational	In-service conferences
Community	Community gatherings, celebrations, performances

SPATIAL RELATIONSHIPS

Adjacent: Direct	<p>Scene Shop & Storage; Dressing Rooms; Prop Storage (O/A), exterior access for deliveries of sets, equipment, etc. Adjacent audience space may be a multi-function student commons (which can double as dining space), or a dedicated auditorium.</p>
Nearby: Indirect	<p>Control Room; Ticket Booth (O/A); Concessions (O/A) Music Rooms & other Performing Arts spaces Ganged restrooms off of lobby Convenient access from visitor parking, public entry & drop off area</p>
Distant: Separated	Quiet zones: classrooms, Library/Media Center

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

Fixed Casework	-
Furniture (Movable)	<p>Podium Standing choral risers (portable)</p>
Fixtures & Equipment	<ul style="list-style-type: none"> - Retractable projection screen at proscenium opening, electrically operated - Motorized stage curtain - Curtains and backdrops for the stage, including a cyclorama to block off sight lines, and to hide backstage areas without the use of added stage pieces - Ceiling grid to support hanging sets, lighting & equipment - Grand piano (shared with music classrooms); studio piano - Wireless and cord microphones - Portable dance barres - Mirrors, beginning @ 8" AFF along back wall of stage for use as a dance classroom



Ref. #: **5.13 AUDITORIUM STAGE**

(continued)

FINISHES

Floor	Hardwood or other resilient stage flooring. If school has a dance program, consider matching stage floor to Aerobics/Dance Rm floor so dancers perform and practice on similar surfaces.
Ceiling	Exposed, paint black
Walls	Paint – black, matte finish
Other Considerations	20' recommended min. 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 Include outlets below mirrors on back wall of stage GFCI Quad floor outlets, durable flush covers, locate near stage front perimeter Electrical service for lighting and sound equipment
Lighting	Performance lighting grid with spot, flood, & specialty lighting. Individual & zoned switching & controls. Include follow spot. All Energy-efficient lighting to be high Color Rendering Index (CRI 80 to 90+), warm color temp (3000K to 3500K).
HVAC	Quiet; Natural + mechanical ventilation, low noise diffusers; zoned temperature control. Consider CO2 demand-controlled and displacement ventilation in this space for reduced noise and enhanced ventilation effectiveness and efficiency.
Plumbing	-
Acoustical	Per ANSI/ASA recommendations, currently 40 dBA max. unoccupied background noise.
Special Utilities/Services	-
Other Considerations	-

WINDOWS & VISION PANELS

		Operable? (Y/N)	Shades? (Y/N)
Exterior	Access to natural light and ventilation (can be via adjacent audience space)	Y	Y
Interior	-	-	-
Other Considerations	-	-	-

CONTROL & SAFETY NEEDS

Security	All facilities in this area must have easy access to the rest of the school, but must be closed off from the rest of the building during evenings/civic use for security.
Roll-up Door	Locate large, overhead roll-up door on one wall for moving equipment.
Catwalks	Provide easy access to all lighting positions and instruments without the use of ladders or other external lift devices (include catwalk).
ADA & Pianos Access	Ramp access to stage level
	-

SPECIAL CONSIDERATIONS

Stage Configuration	Proscenium opening at least 45-50 feet. Height should be determined by acoustical and performance parameters; Wing spaces adequately sized to support various productions
Optional	Consider fly space, retractable acoustical shell, and mechanized orchestra pit platform
	-



Ref. #: **5.14** **SCENE SHOP & STORAGE**

Area/Department:	PERFORMING ARTS		
Occupants:	Students: Up to 10 – 15	Faculty/Staff: 1	Other: -

ACTIVITIES & SPACE USAGE

Educational	Construction of sets, flats & scenery for productions - Design and layout - Painting - Cutting wood - Hammering nails - Moving various props - Assembly - Gluing
Admin/Operational	Storage of sets flats, & scenery
Community	Community productions

SPATIAL RELATIONSHIPS

Adjacent: Direct	Locate behind the stage so sets can be moved easily to and from the stage.
Nearby: Indirect	Prop Storage
Distant: Separated	-

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

Fixed Casework	Locking tool & storage cabinets
Furniture (Movable)	Heavy duty open shelving units 12" to 18" deep, adjustable height shelves (paint storage) Worktables & benches Storage racks for flats Stools
Fixtures & Equipment	Rolling tool carts; Power tools Include rigging to support at least 3 sets Flammable materials storage cabinet Soap dispenser over sink, wall hung Paper towel dispenser (near sink) Trash cans Rolling bin for construction waste



Ref. #: **5.14 SCENE SHOP & STORAGE**

(continued)

FINISHES

Floor	Sealed concrete
Ceiling	Exposed and/or sound absorptive.
Walls	-
Other Considerations	If floor finish changes at access door, include transition threshold for ease of moving sets & materials.

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

Electrical	Power outlets 6' to 8' on center minimum
Lighting	Energy-efficient ceiling fixtures, uniform light on work area. All Energy-efficient lamps in this space to be high Color Rendering Index (CRI 80 to 90+), warm color temp (3000K to 3500K).
HVAC	Natural + mechanical ventilation
Plumbing	Sink with hot and cold water, automatic water shut-off. Locate on interior wall.
Acoustical	-
Special Utilities/Services	-
Other Considerations	-

WINDOWS & VISION PANELS

		Operable? (Y/N)	Shades? (Y/N)
Exterior	Include good natural ventilation.	Y	Y
Interior	Diffuse daylight desirable (borrowed OK), not required.	-	Y
Other Considerations	-	-	-

CONTROL & SAFETY NEEDS

Access Control	Lockable door
Stage Access/Clearance	Overhead door or double doors with no or removable center mullion. Doorway should be 15' high (clear) to allow for moving flats.
Security	Secured tool storage area, large enough to store materials, tool carts
Clear Floor Area	Need open floor space for set construction
	-

SPECIAL CONSIDERATIONS

Storage	Storage must be sufficient to maintain a reasonable amount of "stock" piece
	-
	-



Ref. #: 5.15 DRESSING ROOMS

Area/Department:	PERFORMING ARTS		
Occupants:	Students: 20	Faculty/Staff: -	Other: -

ACTIVITIES & SPACE USAGE

Educational	Dressing/Make-up rooms for student programs and performances - Putting on make-up - Changing clothes - Physical warm-up before performances
Admin/Operational	-
Community	Also used for community performances

SPATIAL RELATIONSHIPS

Adjacent: Direct	Locate behind Stage - accessible by cast and crew before, during, and after performance Costume Storage
Nearby: Indirect	Prop Storage Scene Shop & Storage Drama Classroom Drama Office
Distant: Separated	-

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

Fixed Casework	Counters with mirrors above 20 half-high lockers Rods for costumes
Furniture (Movable)	Chairs Rolling costume rack
Fixtures & Equipment	Full length mirror on one wall Mirrors continuous on 2 walls above counters



Ref. #: 5.15 DRESSING ROOMS

(continued)

FINISHES

Floor	Resilient flooring
Ceiling	Exposed and/or sound absorptive.
Walls	-
Other Considerations	If floor finish changes at access door, include transition threshold for ease of rolling costume racks.

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

Electrical	Power outlets, per code GFCI outlets at sinks
Lighting	Energy-efficient tube ceiling fixtures. CFL or fluorescent tube makeup lighting at mirrors. Lamps in this space to be high Color Rendering Index (CRI 80 to 90+). Consider occupancy sensor lighting controls, such as ceiling mount ultrasonic or dual technology (ultrasonic + passive IR) sensors. Ensure that occupancy sensors can "see" all areas, including stalls.
HVAC	Balance HVAC for intense lighting loads.
Plumbing	2 min. hand washing sinks in counter, 1 with wheelchair clearance beneath Locate ADA Restroom with 2 toilets & lavatory within each dressing room (included in dressing room's net SF allocation)
Acoustical	-
Special Utilities/Services	-
Other Considerations	All plumbing to be on interior walls.

WINDOWS & VISION PANELS

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

CONTROL & SAFETY NEEDS

Access Control	Lockable door
	-
	-

SPECIAL CONSIDERATIONS

Water conservation	Consider reducing faucet water delivery rate to 0.5 gal./minute.
	-
	-



Ref. #: **5.16** **CONTROL ROOM**

Area/Department:	PERFORMING ARTS		
Occupants:	Students: 5 – 6	Faculty/Staff: 1	Other: -

ACTIVITIES & SPACE USAGE

Educational	Space for control of stage sound, lighting, and projection equipment - Technical support for performances - Technical theater training
Admin/Operational	-
Community	-

SPATIAL RELATIONSHIPS

Adjacent: Direct	Locate at rear of auditorium
Nearby: Indirect	Stage
Distant: Separated	-

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

Fixed Casework	Equipment tables or counters, 8 lineal feet x 48" deep
Furniture (Movable)	2 – 4 stools Trash can
Fixtures & Equipment	Sound control boards Lighting control boards Video control equipment Headset communication with stage



Ref. #: **5.16 CONTROL ROOM**

(continued)

FINISHES

Floor	Resilient flooring
Ceiling	Exposed and/or sound absorptive.
Walls	dark color
Other Considerations	-

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

Electrical	Power outlets, per code Coordinate electrical service with equipment needs
Lighting	Task lighting + low-level ambient Energy-efficient lighting.
HVAC	Supply/return air; balance HVAC to account for heat-producing equipment
Plumbing	-
Acoustical	Consideration for sound transfer into stage seating area during performances
Special Utilities/Services	-
Other Considerations	-

WINDOWS & VISION PANELS

Operable? (Y/N)

Shades? (Y/N)

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

CONTROL & SAFETY NEEDS

Access Control	Lockable door with view panel
	-
	-
	-

SPECIAL CONSIDERATIONS

	-
	-
	-



Ref. #: **5.17** **DIGITAL MUSIC LAB** (Optional)

Area/Department:	PERFORMING ARTS		
Occupants:	Students: 20	Faculty/Staff: 1	Other:
TEACHING STATION	Special Needs educator(s) and Volunteer(s) as necessary		

ACTIVITIES & SPACE USAGE

Educational	<p>Digital music composition, production & performance</p> <ul style="list-style-type: none"> - Demonstrations; Computerized instruction - Whole group, small group and individual work - Hands-on computer-based music composition; music software - Group and teamwork activities - Reading written music; music keyboard practice - Interactive activities – room to room, school to school, class to community - Recording - Music theory & history - Team teaching with mathematics - Using camcorders/audio/video production - Independent study - Supports visual arts computer projects
Admin/Operational	Teacher training (in use of digital music computer stations)
Community	-

SPATIAL RELATIONSHIPS

Adjacent: Direct	Music suite
Nearby: Indirect	Multipurpose Music/Band; Multipurpose Music/Orchestra; Ensemble Room Practice Rooms; Music Office; Music Library/Workroom Restrooms
Distant: Separated	-

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

Fixed Casework	NOTE: maximize use of movable furniture & casework
Furniture (Movable)	<p>20 electronic music keyboards and keyboard stands</p> <p>Tables & adjustable height student chairs for computer technology</p> <p>Teacher computer station & chair</p> <p>Activity table, folding</p> <p>1 print media production station (for printer, supplies, etc.)</p> <p>Locking stereo equipment cabinet</p> <p>Trash can</p>
Fixtures & Equipment	Sliding Double Marker board, Tack surface Retractable projection screen; Flags



Ref. #: 5.17 DIGITAL MUSIC (COMPUTER) LAB (Optional)

(continued)

FINISHES

Floor	Resilient flooring. Flat floor.
Ceiling	Sound absorptive.
Walls	-
Other Considerations	9'-0" min recommended ceiling height (10'-0" preferred)

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 GFCI Quad floor outlets, water resistive covers Separate circuit for A/V equipment 20-Amp outlet for custodial use
Lighting	Direct/indirect pendant fixtures, 50-75 foot-candles at work surfaces, Uniform light at student workstations, additional light on presentation wall, boards & displays, variable light level control for various activities. Daylight (borrowed OK).
HVAC	Quiet, supply/return air, low noise diffusers; individual temperature control. Balance ventilation to account for heat load of computers and equipment. Natural ventilation desirable, not required.
Plumbing	-
Acoustical	Per ANSI/ASA recommendations, currently 45 dBA max. unoccupied background noise, 35 dBA preferred. STC 60 to adjacent learning spaces. Acoustical seal at vision panel frames and door frames. Floor/ceiling assemblies to adjacent learning spaces to be IIC 45 min., IIC 50 recommended.
Special Utilities/Services	-
Other Considerations	Consider glare from all light sources when planning layout of computer screens.

WINDOWS & VISION PANELS

		Operable? (Y/N)	Shades? (Y/N)
Exterior	Natural ventilation, daylight & views as feasible	Y	Y
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, security alarm
	-
	-

SPECIAL CONSIDERATIONS

Flexibility	Consider raised floor for power & data flexibility.
	-
	-



Ref. #: **5.18** **DRAMA CLASSROOM** (Optional)

Area/Department:	PERFORMING ARTS		
Occupants:	Students: 30 - 40	Faculty/Staff: 1	Other: -
TEACHING STATION			

ACTIVITIES & SPACE USAGE

Educational	<p>Home base for drama instruction</p> <ul style="list-style-type: none"> - Classroom instruction, discussions - Instructional movies (projected: films/videos/TV) - Improvisation - Rehearsal - Writing and storing scripts - Videotaping - Scenery and set design - Drama literature study - Meeting area for school activities
Admin/Operational	-
Community	-

SPATIAL RELATIONSHIPS

Adjacent: Direct	Drama Office
Nearby: Indirect	Stage Scene Shop & Storage; Costume Storage (O/A); Prop Storage (O/A)
Distant: Separated	Library/Media Center and other quiet areas

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

Fixed Casework	<p>Fixed barre with wall length mirror Countertop with base and wall cabinets, sink NOTE: maximize use of movable furniture & casework</p>
Furniture (Movable)	<p>Stacking chairs 2 tables 1 Teacher desk & chair 1 Tall storage unit, lockable (wardrobe, teacher items, books, supplies, etc) Movable bookcases AV cart Trash can</p>
Fixtures & Equipment	<p>Marker board; Tack Board Retractable projection screen; Flags</p>



Ref. #: **5.18 DRAMA CLASSROOM** (Optional)

(continued)

FINISHES

Floor	Resilient flooring
Ceiling	Sound absorptive.
Walls	Include feature color on one wall.
Other Considerations	9'-0" minimum recommended ceiling height (10'-0" preferred)

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 teacher wall GFCI Quad floor outlets, water resistive covers Separate circuit for A/V equipment 20-Amp outlet for custodial use
Lighting	Natural light + Direct/indirect pendant fixtures, Uniform light at student desks, additional light on presentation wall, boards & displays, zoned lighting & lighting controls to support various uses of space. Lamps in this space to be high Color Rendering Index (CRI 80 to 90+).
HVAC	Natural + mechanical ventilation, individual temperature control
Plumbing	Sink with hot & cold water, drinking fountain (can be nearby in lieu of within room)
Acoustical	Per ANSI/ASA recommendations, currently 45 dBA max. unoccupied background noise; 35 dBA preferred
Special Utilities/Services	-
Other Considerations	-

WINDOWS & VISION PANELS

		Operable? (Y/N)	Shades? (Y/N)
Exterior	Daylight and natural ventilation Egress window (if on ground level)	Y	Y
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
Doorway clearance	Full width doors for wheelchair clearance
Other	-

SPECIAL CONSIDERATIONS

Blackout	Include ability to darken room
	-
	-



Ref. #: **5.19** **DRAMA OFFICE** (Optional)

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

ACTIVITIES & SPACE USAGE

Educational	Example of professional creative environment
Admin/Operational	Organized environment for Drama teacher to plan instruction, prepare materials for class, carry out administrative duties, lock up personal items <ul style="list-style-type: none"> - Team meetings/planning/collaboration - Parent conferences & phone communications - Student conferences - Media production, copying, printing - Grading/assessment - File storage (semester & daily-use files) - Storing scripts and class materials - Storage for audio and multimedia recordings
Community	-

SPATIAL RELATIONSHIPS

Adjacent: Direct	Drama Classroom - direct visibility into classroom
Nearby: Indirect	Stage Scene Shop & Storage Costume Storage (O/A); Prop Storage (O/A)
Distant: Separated	-

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

Fixed Casework	NOTE: maximize use of movable furniture & casework Open wall shelving Base & wall cabinets for instructional materials & resources
Furniture (Movable)	1 desk/workstation 1 adjustable task chair Guest chair 1 tall wardrobe unit, lockable 1 four drawer file cabinet Movable bookcase Trash can
Fixtures & Equipment	Tack board



Ref. #: **5.19 DRAMA OFFICE (Optional)**

(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 Quad outlet at workstation
Lighting	Task lighting and energy-efficient fixtures, natural light desirable
HVAC	Supply/return air, zoned temp control (w/ Drama Classroom); natural ventilation preferred
Plumbing	-
Acoustical	Wall STC 45 min.
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 doors	N	Y
Other Considerations	Visibility to Drama Classroom	N	Y

CONTROL & SAFETY NEEDS

Visibility	Visibility of entire room without "blind" areas
Access Control	Doors lockable, corridor doors lockable both sides
	-
	-

SPECIAL CONSIDERATIONS

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 nearby as a place for students to feel comfortable waiting to see an adult.
Theme/Ownership	Consider color, graphics or other design features to celebrate the drama program.
	-
	-



Ref. #: **5.20** **COSTUME STORAGE** (Optional)

Area/Department:	PERFORMING ARTS		
Occupants:	Students: Up to 6	Faculty/Staff: -	Other: -

ACTIVITIES & SPACE USAGE

Educational	-
Admin/Operational	Secure area for storing costumes and make-up
Community	-

SPATIAL RELATIONSHIPS

Adjacent: Direct	Stage
Nearby: Indirect	Dressing Room Drama Office Scene Shop & Storage
Distant: Separated	-

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

Fixed Casework	Maximum LF of hanging rods, some full-height and some 2-high, on interior wall 12"D x 20 LF shelving for make-up
Furniture (Movable)	-
Fixtures & Equipment	Rolling costume rack



Ref. #: **5.20 COSTUME STORAGE** (Optional)

(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 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 ceiling fixtures. Lamps in this space to be high Color Rendering Index to match lighting at Dressing Room & Stage.
HVAC	Supply/return air; Zoned temp control Adequate ventilation for storing costumes year-round
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	Full width door, lockable
	-
	-
	-

SPECIAL CONSIDERATIONS

	-
	-
	-



Ref. #: **5.21** **PROP STORAGE** (Optional)

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

ACTIVITIES & SPACE USAGE

Educational	-
Admin/Operational	Secure area for storing & retrieving props
Community	-

SPATIAL RELATIONSHIPS

Adjacent: Direct	Stage
Nearby: Indirect	Scene Shop & Storage
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" to 24" deep, adjustable height shelves
Fixtures & Equipment	



Ref. #: **5.21 PROP STORAGE** (Optional)

(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 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	Ample lighting, Energy-efficient ceiling fixtures. Energy-efficient lamps should have high CRI (80 to 90+) and color temp similar to Stage.
HVAC	Supply/return air
Plumbing	-
Acoustical	-
Special Utilities/Services	-
Other Considerations	-

WINDOWS & VISION PANELS

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

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

CONTROL & SAFETY NEEDS

Access Control	Lockable door
	-
	-
	-

SPECIAL CONSIDERATIONS

Doorway clearance	Double doors with removable center mullion
	-
	-



Ref. #: **5.22 CONCESSIONS** (Optional)

Area/Department:	PERFORMING ARTS		
Occupants:	Students: 2 - 4	Faculty/Staff: -	Other: 1-2 parents

ACTIVITIES & SPACE USAGE

Educational	Business/Marketing, school spirit - Provide food & beverage service before performances and during intermission - Sales of school spirit items (t-shirts, hats, spill-proof mugs, etc.) - Sales of school supplies (notebooks, blank CDs, etc.) - Book sales - Sales of original student art work and student music CDs
Admin/Operational	-
Community	-

SPATIAL RELATIONSHIPS

Adjacent: Direct	-
Nearby: Indirect	Near stage May also serve gymnasium events and/or dining commons
Distant: Separated	-

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

Fixed Casework	Transaction counter plus perimeter counter on one other wall Base cabinets (under counters), some lockable Microwave shelf above counter, near food prep/dishwashing sink
Furniture (Movable)	Display cases Adjustable height merchandise shelving 2 stools
Fixtures & Equipment	Ice machine Under-counter refrigerator Microwave Soap & paper towel dispensers at sink Trash can



Ref. #: **5.22 CONCESSIONS (Optional)**

(continued)

FINISHES

Floor	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' on center minimum Quad outlet at workstation/POS equipment (grommet to counter top) Coordinate electrical requirements with equipment
Lighting	Energy-efficient tube & CFL fixtures, with supplemental Spot lighting at counter & displays. Lamps in this space should be high Color Rendering Index (CRI 80 to 90+), warm color temp (3000K to 3500K).
HVAC	Supply/return air, zoned temp control
Plumbing	Stainless steel food prep/dishwashing sink with hot & cold water Separate small hand washing sink w/hot & cold water, hose bib, floor drain
Acoustical	-
Special Utilities/Services	Water service to ice machine
Other Considerations	-

WINDOWS & VISION PANELS

		Operable? (Y/N)	Shades? (Y/N)
Exterior	-	-	-
Interior	Roll-up serving/transaction window, lockable	Y	-
Other Considerations	-	-	-

CONTROL & SAFETY NEEDS

Access Control	Doors lockable; Corridor doors lockable both sides
	-
	-
	-

SPECIAL CONSIDERATIONS

Recycling	Recycling station (paper, plastic, aluminum) – locate in common area near transaction window
	-
	-



Ref. #: **5.23** **TICKET BOOTH** (Optional)

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

ACTIVITIES & SPACE USAGE

Educational	Business/Marketing, school spirit - Ticket sales - Providing information on scheduled events
Admin/Operational	-
Community	-

SPATIAL RELATIONSHIPS

Adjacent: Direct	Locate in lobby near concessions Stage/auditorium Alternate location: near main Gymnasium
Nearby: Indirect	-
Distant: Separated	-

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

Fixed Casework	Continuous transaction counter along end wall beneath ticket window Base cabinets under transaction counter, lockable
Furniture (Movable)	2 stools
Fixtures & Equipment	Tack surface



Ref. #: **5.23 TICKET BOOTH** (Optional)

(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	2 Power outlets minimum Quad outlet near workstation/POS equipment
Lighting	Energy-efficient fixtures, with supplemental task + spot lighting at counter & displays.
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	-	-	-
Interior	-	-	-
Other Considerations	-	-	-

CONTROL & SAFETY NEEDS

Access Control	Doors lockable; Corridor doors lockable both sides
Transaction Window	Include roll-up window OR glazed barrier transaction window w/shutters for ticket sales
	-
	-

SPECIAL CONSIDERATIONS

Display	Reader board on outside of booth next to transaction window
	-
	-



Ref. #: **5.24** **AUDITORIUM SEATING** (Optional)

Area/Department:	PERFORMING ARTS		
Occupants:	Students: One cohort (grade) min.	Faculty/Staff: 30-50	Other: -

ACTIVITIES & SPACE USAGE

Educational	<p>Supports the music, art and performance programs and can entertain a variety of school and community events including music and theater productions & performances, concerts, large group lectures, presentations and meetings. Community activities and events contribute to the school's collaboration goal.</p> <ul style="list-style-type: none"> - Group and individual performance – theatrical, music & dance productions - Student assemblies – guest presentations, lectures, readings and performances - Multimedia presentations - Awards programs and other celebratory activities - Student elections - Talent Shows - Club inductions
Admin/Operational	In-service conferences
Community	Community gatherings, celebrations, performances

SPATIAL RELATIONSHIPS

Adjacent: Direct	<p>Stage Control Room Auditorium opens into lobby Table & Chair Storage (if student commons option is chosen)</p>
Nearby: Indirect	<p>Ticket Booth (O/A); Concessions (O/A) Ganged restrooms off of lobby or commons Convenient access to visitor parking, public entrance & drop off area</p>
Distant: Separated	<p>Easy access yet good acoustical separation from quiet zones, including classrooms, Library/Media Center</p>

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

Fixed Casework	Fixed seating (if dedicated auditorium seating option is used)
Furniture (Movable)	Tables and chairs (if multi-use student commons seating option is chosen)
Fixtures & Equipment	<p>Retractable seating may be considered as an alternative if large black box theater seating option is chosen. Refer to technology matrix for audio equipment.</p>



Ref. #: 5.24 AUDITORIUM SEATING (Optional)

(continued)

FINISHES

Floor	Carpet if dedicated auditorium seating option chosen. Resilient flooring if commons seating option chosen & PE activities (volleyball) hosted. Otherwise Resilient flooring or polished concrete.
Ceiling	Sound attenuation
Walls	Sound attenuation.
Other Considerations	20' minimum recommended ceiling height. Coordinate finishes w/acoustical design and specific use of space.

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

Electrical	Power outlets on all walls. Electrical service for lighting and sound equipment Two, 20-Amp outlets on dedicated circuits for custodial use
Lighting	Energy-efficient fixtures that support space use and design; variable light level control for various activities. Toggle switches, not keyed. Consider T5 Energy-efficient tube lighting in this space.
HVAC	Natural + mechanical ventilation, low noise diffusers; individual temperature control. Consider CO2 demand-controlled and displacement ventilation in this space for reduced noise and enhanced ventilation effectiveness and efficiency. Displacement ventilation supply diffusers can be located under fixed seating, at front of stage, and/or low on walls/columns.
Plumbing	-
Acoustical	Per ANSI/ASA recommendations, currently 40 dBA max. unoccupied background noise.
Special Utilities/Services	-
Other Considerations	-

WINDOWS & VISION PANELS

		Operable? (Y/N)	Shades? (Y/N)
Exterior	Access to natural light and ventilation	Y	Y
Interior	-	-	-
Other Considerations	-	-	-

CONTROL & SAFETY NEEDS

After hours use	Separate civic activity space from rest of school for after hours use, connect to rentals panel
	-

SPECIAL CONSIDERATIONS

Stage interface	Proscenium opening should be at least 45-50 feet. Height should be determined by acoustical designers. Plan for best sight lines from audience to stage.
Stepped v. flat floor	Use stepped floor if dedicated auditorium or dinner-theater type auditoria option is chosen. Use flat floor if student commons option or large black box theater w/retractable seating is chosen.
	-



7.6 Physical Education

7.6.1 Space Program Summary

(Teaching stations are indicated with bold & underlined text.)

Ref. #:	Name/Function	Quantity per Total Enrollment:			Net Area Each (s.f.):
		1,800:	2,000:	2,200:	
6.01	<u>Main Gymnasium</u> (Incl. bleachers)	<u>1</u>	<u>1</u>	<u>2*</u>	<u>16,000-20,000</u>
6.02	<u>Fitness/Weight Room</u>	<u>1</u>	<u>1</u>	<u>1</u>	<u>3,000-3,200</u>
6.03	<u>PE/Health Classroom</u>	<u>2</u>	<u>2</u>	<u>2</u>	<u>900</u>
6.04	<u>Auxiliary Gym</u>	<u>1</u>	<u>1</u>	<u>1</u>	<u>9,500</u>
6.05	<u>Indoor Track</u>	<u>1</u>	<u>1</u>	<u>1</u>	<u>7,300-8,300</u>
6.06	<u>Rifle Range</u>	<u>1</u>	<u>1</u>	<u>1</u>	<u>2,400</u>
6.07	Rifle Equipment Storage	1	1	1	200
6.08	Wrestling Mat Storage	1	1	1	400
6.09	Locker Rooms>Showers/Aide Room	2	2	2	2,500-3,500
6.10	PE Offices	2	2	2	200-250
6.11	Coaches' Offices	2	2	2	200
6.12	PE Staff/Coaches' Locker Room	2	2	2	120-200
6.13	Storage Room	3	4	5	600
6.14	Training Room	1	1	1	300-500
6.15	Laundry	1	1	1	120
6.16	Ski Waxing/Storage Room	1	1	1	400-600
6.17	Outdoor PE/Athletics Equip. Storage	1	1	1	150-300
6.18	Detached Outdoor PE/Athletics Storage	1	1	1	400
<i>Ref. #: Optional/Additional Spaces:</i>					
	<i>Additional <u>PE/Health Classroom</u></i>	<i>0</i>	<i><u>1</u></i>	<i><u>1</u></i>	<i><u>900</u></i>
	<i>Additional space in <u>GYM*</u></i>	<i><u>1</u></i>	<i><u>1</u></i>	<i>-</i>	<i>add 2,000 - 4,000</i>
6.19	<u>Aerobics/Dance</u>	<u>1</u>	<u>1</u>	<u>1</u>	<u>3,000-3,400</u>
6.20	Dance Office	1	1	1	200
6.21	Dance Costume/Prop Storage	1	1	1	100
6.22	Dance Dressing Room	1	1	1	150
6.23	Arctic Vestibule	1	1	1	400-800**

* A Main Gymnasium of 20,000 square feet counts as 2 teaching stations.

** Half of the Arctic Vestibule counts as program space, half as gross area.



7.6.2 General Requirements

Students learn the importance of being physically fit and how health and fitness relate to their physical and mental well-being. With this in mind, learning activities include: developing motor skills, physical conditioning, and individual and team skills and interests through physical education and athletic activities.

Physical education activities concentrate on developing lifetime fitness, sports, and recreational interests, while athletic activities concentrate on developing specific athletic skills and emphasize individual and team competition.

Physical Education & Athletics

High school physical education emphasizes fitness and directs students to lifelong activities that can be done individually or with a partner while still offering an array of courses that engage students in team sports. Throughout the program, students learn how to analyze various sports and recreational pursuits according to their health- and wellness-related benefits.

Current graduation requirements include 1.5 credits of physical education. A half-credit course entitled "Lifetime Personal Fitness" must be part of a student's course of study unless the student participates in after-school sports and chooses to test-out. Two complete seasons of sports participation will satisfy the fitness portion of the test before the student will be eligible to take the computerized knowledge test.

Health

ASD does not have a requirement for health to graduate from high school. However, there is a graduation requirement of PE credits. Therefore, any health course taken during high school is allotted PE or elective credit. The current high school offerings in health include Health Life Skills and First Aid.

Special Considerations

In Alaska, the weather often dictates maximum use of indoor physical education facilities. Class sizes have the potential to reach 60 students at a time. Spaces in this area should be designed to optimize acoustical separation among them and between other teaching stations in the school.

Air exchange systems need to handle the extraordinary energy students expend in fitness activities.

Locate away from the academic classroom areas of the school to minimize classroom disruptions, and with convenient and direct access to outdoor spaces and a parking lot. Include several hallway approaches to the gymnasium and locker rooms. Staff offices and locker rooms should be designed and located for ease of supervision and security.



The ability to separate indoor activity spaces from the rest of the school will permit after school hours access by students, community users, and parents.

Include specifically designed equipment and supplies for physical education and athletic activities. This includes balls and bats, mats, weights and fitness equipment, racquets, standards, parallel bars, floor plates and anchors, uniforms and protective gear, benches, etc., in many sizes and/or adjustable for students at various sizes and levels of skill development. Include built-in audio systems in weight and fitness rooms. Include whiteboards, display/bulletin boards, first aid and emergency equipment, and portable and permanent public address sound systems. Include mechanical systems to increase air exchange in locker rooms, gymnasiums, and other activity stations.

Storage space for physical education and athletic programs must be both secure and ease to access. Include portable means of hauling and securing equipment, and include space for off-season equipment. Carefully plan flooring, lower and upper walls, ceilings, acoustic treatment, heating and ventilation, and lighting for various activities that have different needs. Recess all light switches, drinking fountains, telephones, fire alarms/extinguishers, and other equipment below seven feet for student safety.

Enhance and lobby areas should include display and trophy cases.

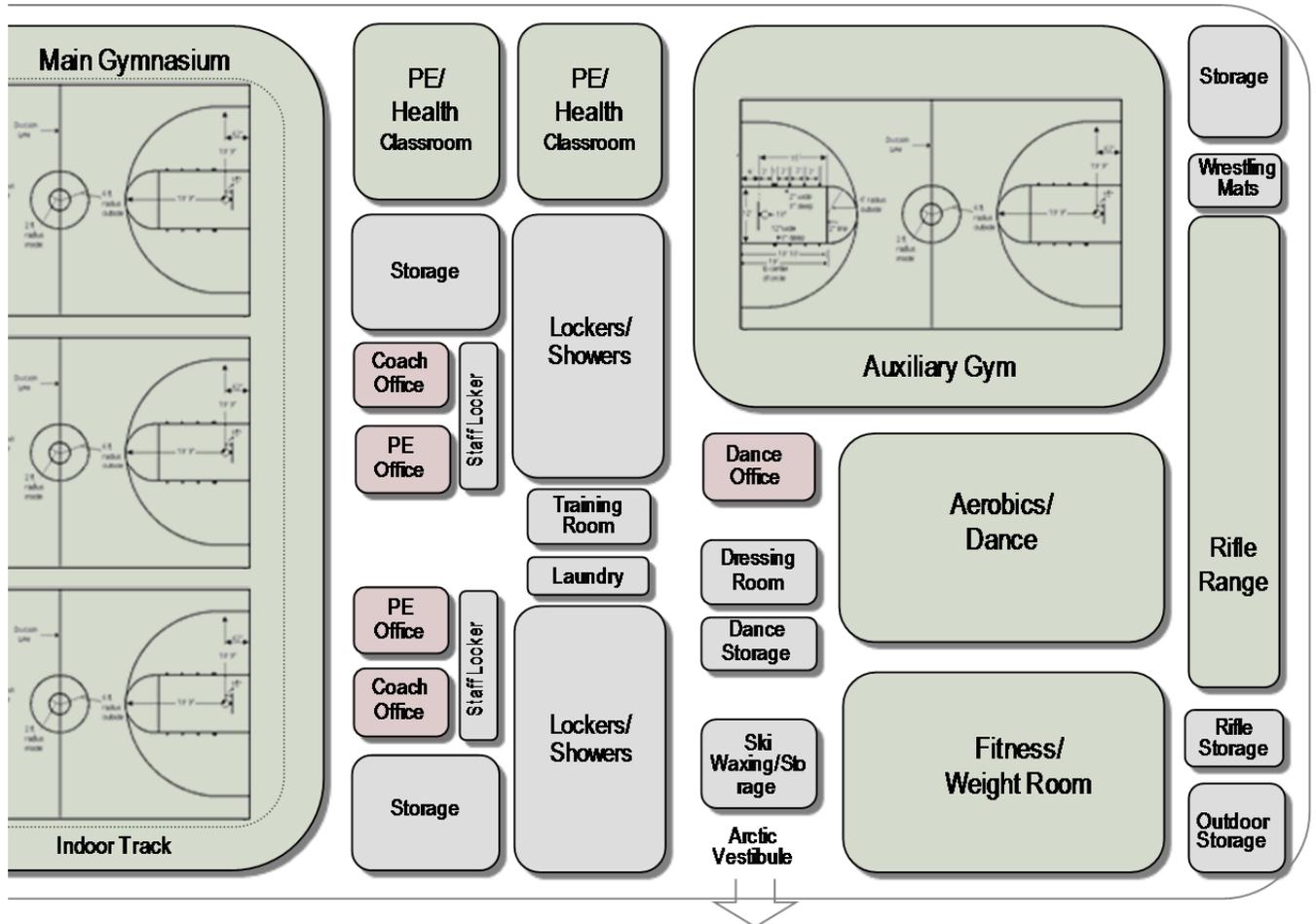
Locate toilets and drinking fountains near indoor and outdoor practice and contest areas for student and community member use during off-school hours. Locker room doors should not swing out into crowded corridors. Include secure and durable locker units of various sizes for both physical education and athletic programs. Girls' locker room spaces, service areas, and spaces for activities must be equitable in size and quality to boys'. Plan for access to spaces and activities for children and adults with disabilities.

At least one set of double doors into the gymnasium should have a removable mullion or no mullion to facilitate movement of large equipment.

The mechanical system design should accommodate the ventilation needs in the gymnasium and other high activity areas. Particular attention should be given to mitigating or otherwise controlling airborne particulates in the rifle range.

7.6.3 Recommended Adjacencies

An adjacency diagram is included on the following page.



The adjacency diagrams are intended to designate fundamental relationships among rooms and spaces within this category. No distinction of floor levels or of existing vs. new construction is intended. Existing locations, adjacencies and other parameters of these program components within existing high school facilities must be considered, and further interpretation of these relationships must be made by the design team when addressing existing conditions within each building.



7.6.4 Individual Space Attributes

Ref. #: **6.01 MAIN GYMNASIUM**

Area/Department:	PHYSICAL EDUCATION		
Occupants:	Students: 40 - 100	Faculty/Staff: varies	Other: varies
TEACHING STATION	Special Needs educator(s) and Volunteer(s) as necessary		

ACTIVITIES & SPACE USAGE

Educational	<p><u>A main gym of 20,000 square feet counts as 2 teaching stations.</u> Students practice and participate in exercise, sports activities, games, and physical fitness. Physical education & fitness classes are fully scheduled during all periods on most days. PE student use may include zero period (before school) and 7th period (after school) when gym is not scheduled for team events – the gym is intensively used by the PE program. Interscholastic & intramural competition and activities All-school gatherings, assemblies, meetings, and presentations JROTC</p>
Admin/Operational	-
Community	Community use for practice & recreation after school hours Community programs, assemblies and meetings

SPATIAL RELATIONSHIPS

Adjacent: Direct	Locker rooms; PE Storage; Training Room; OT/PT (O/A) Indoor track (on 2 nd level) Arctic Vestibule or other public entrance; Concessions (O/A); Event parking
Nearby: Indirect	PE Office; Other indoor PE teaching stations; Restrooms Outdoor playing fields & courts Food Service/Dining Access to rentals panel for after-hours control of HVAC
Distant: Separated	Avoid locating above or adj. to classrooms, conference rooms or other quiet learning spaces.

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	<p>Climbing ropes sufficiently distanced from the wall to allow swinging. Safety wall padding as required by code. Include six basketball backboards with key powered swing up capability. Do not block sight lines or interfere with folding wall. Basketball hoops and supports should retract so as not to hinder play by other activities. Include volleyball standards (4) and permanent in-floor mounted net post sleeves/floor plates for volleyball, gymnastics & badminton equipment. Mobile bleachers to seat 2200 (entire student body). Include areas recessed in first two rows of deployed bleachers for 16 wheelchairs at floor level. Retractable remote-controlled curtains (no keys) to divide space into 2 teaching stations. Two 4' x 6" marker boards without rail, flush mounted. Bulletin board at main student entry to gym. Flags. Multi-use scoreboards. Horn/strobe. Safety wall mats</p>



Ref. #: **6.01 MAIN GYMNASIUM**

(continued)

FINISHES

Floor	Athletic/Sports floor surface. Floor marked for various courts (basketball, volleyball, etc.) with an overlapping court for team play.
Ceiling	24' minimum clear ceiling height to allow volleyball. Include "lock down" clips if lay-in ceiling is used. Sound absorptive ceiling.
Walls	Include feature colors 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. Include instructional wall space.
Other	Surfaces above head height to be easily cleanable. Coordinate with acoustical design.

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

Electrical	Power outlets per equipment layout & code; Power for scoreboards Separate circuits for AV/computer equipment Two, 20-Amp dedicated outlets for custodial use
Lighting	Caged high intensity discharge downlights with provision for lighting during warm up, or caged T5 or T8 fixtures; variable light level control for various activities. Natural light; control glare. Include caged emergency lighting (gym is used for emergency situations).
HVAC	Natural + mechanical ventilation, individual temperature control; quiet. Consider CO2 demand-controlled ventilation in this space.
Plumbing	2 recessed drinking fountains (1 ADA)
Acoustical	Good acoustics to allow direction to be given to diverse activities without disrupting others (control reverberation). Minimum STC 60 to adjacent learning spaces (except Indoor Track).
Special Utilities/Services	-
Other Considerations	-

WINDOWS & VISION PANELS

		Operable? (Y/N)	Shades? (Y/N)
Exterior	Abundant access to natural light & ventilation	Y	Y
Interior	Consider vision panels from adjacent offices	N	Y
Other Considerations	Locate daylight glazing high on walls	-	-

CONTROL & SAFETY NEEDS

Visibility	Visibility of entire space without "blind" areas
Access Control	Multiple sets of double doors to corridors, lockable from both sides.
Security	Locate in civic use area able to be locked off from the rest of the school for after hours use.
First Aid	Access to first-aid kit
	-

SPECIAL CONSIDERATIONS

Protective screens, safety wires	Consider the need to prevent balls from getting caught on ceiling equipment, speakers, etc. Include screens over all exit signs, intercom speakers, fire alarm apparatus, & other damageable equipment. Include safety wire attachment to ceiling diffusers & any items not covered by screens.
Minimize projections	Equipment & devices on floor and walls should be flush mounted.
	-



Ref. #: **6.02** **FITNESS/WEIGHT ROOM**

Area/Department:	PHYSICAL EDUCATION		
Occupants:	Students: 30-50	Faculty/Staff: varies	Other: varies
TEACHING STATION	Special Needs educator(s) and Volunteer(s) as necessary		

ACTIVITIES & SPACE USAGE

Educational	A strength development area for cardio-respiratory and muscular endurance, and a wellness/workout area - Aerobic training - Free weight & circuit training - General fitness - Injury rehabilitation & management - Used by students, staff, athletic teams, & community
Admin/Operational	-
Community	Community use after school hours

SPATIAL RELATIONSHIPS

Adjacent: Direct	-
Nearby: Indirect	PE teaching stations; PE Storage; PE Office; Locker Rooms; Training Room; Indoor Track Arctic Vestibule or other public building entrance; Parking
Distant: Separated	Avoid locating above or adjacent to classrooms, conference rooms or other learning spaces.

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

Fixed Casework	Small cubby lockers for valuables (about 40) Steel mesh partition with door to enclose area within room for secure equipment storage.
Furniture (Movable)	Wall storage cabinet 2 chairs
Fixtures & Equipment	Marker Board, mount flush with wall, omit tray Tack boards; Tackable wall surface Mirrors on walls Fitness equipment such as: - Stationary aerobic machines (bikes, elliptical, rowing, stair masters, tread mills, etc) - Weight machines (cybex or similar) - Free weights - Chin-up bars - Climbing ropes Flags



Ref. #: **6.02 FITNESS/WEIGHT ROOM**

(continued)

FINISHES

Floor	Resilient rubber flooring
Ceiling	Exposed and/or sound absorptive.
Walls	Include feature color for school spirit. Acoustical panels on upper walls as needed.
Other Considerations	15'-0" ceiling height recommended for safety

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

Electrical	Power outlets per equipment layout GFCI Quad floor outlets per equipment layout 20-Amp outlet for custodial use
Lighting	Natural light + Energy-efficient fixtures; recessed downlight fixtures.
HVAC	Natural + mechanical ventilation, individual temperature control Balance ventilation to control humidity
Plumbing	2 drinking fountains (1 ADA)
Acoustical	Acoustical separation from other learning spaces
Special Utilities/Services	-
Other Considerations	-

WINDOWS & VISION PANELS

		Operable? (Y/N)	Shades? (Y/N)
Exterior	Ample sunlight, natural ventilation and views	Y	Y
Interior	Sidelite at strike-jamb of corridor doors	N	-
	Consider vision panels for passive supervision from adjacent office spaces and enhanced fitness programs profile	N	Y
Other Considerations	Acoustical seal at vision panel frames	-	-

CONTROL & SAFETY NEEDS

Visibility	Visibility of entire room without "blind" areas
Access Control	Corridor doors lockable from both sides; view panels in doors
After Hours Access	Exterior access in or adjacent to space, for after hours use
Security	Locate in civic use area able to be locked off from non-public areas of the school.
First Aid	First-Aid kit
	-

SPECIAL CONSIDERATIONS

Equipment clearance	Include double doors with removable mullion – for movement of equipment
	-
	-



Ref. #: **6.03 PE/HEALTH CLASSROOM**

Area/Department:	PHYSICAL EDUCATION		
Occupants:	Students: 28 typical, 32 max.	Faculty/Staff: 1 - 2	Other: 0 - 2
TEACHING STATION	Special Needs educator(s) and Volunteer(s) as necessary		

ACTIVITIES & SPACE USAGE

Educational	<p>Students learn the components of health and fitness: mental, emotional and personal health, nutrition, injury prevention, consumer health Room should be designed to also accommodate any of the core academic disciplines</p> <ul style="list-style-type: none"> - Demonstration, lecture and hands-on work - Collaboration, team projects - Instructional movies; Guest lecturers - Whole group, small group and individual work (writing, listening, research, projects, etc.) - Computer-based work: research, writing, analysis, spreadsheets, reports, etc. - Data gathering, collation, analysis, presentation - Oral & written testing - Possible teaming of Health and Physical Education - JROTC
Admin/Operational	-
Community	Community classroom use during after school hours

SPATIAL RELATIONSHIPS

Adjacent: Direct	-
Nearby: Indirect	Gym; Fitness/Weight Room; storage, PE Office Public-use after-hours building entrance; Parking
Distant: Separated	-

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

Fixed Casework	<p>NOTE: maximize use of movable furniture & casework Open shelving and lockable storage cabinets. Base cabinets with counter tops</p>
Furniture (Movable)	<p>Tables, sled base, & chairs to seat 32 students 1 Teacher desk & chair; Four drawer file cabinet 1 Activity Table; Movable bookcase; Trash can 1 Tall Storage Unit, lockable (wardrobe, teacher items, books, supplies, etc) 6 computer tables</p>
Fixtures & Equipment	<p>Sliding Double Marker board, Tack Board(s) Retractable projection screen; Flags</p>



Ref. #: **6.03 PE/HEALTH CLASSROOM**

(continued)

FINISHES

Floor	Carpet, stain resistive
Ceiling	Sound absorptive. Ceiling grid to support hanging displays
Walls	Feature color on one wall
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. Quad outlets at workstations (grommet to table top) Separate circuit for A/V equipment 20-Amp outlet for custodial use
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	Per ANSI/ASA recommendations, currently 45 dBA max. unoccupied background noise, 35 dBA preferred
Special Utilities/Services	-
Other Considerations	-

WINDOWS & VISION PANELS

		Operable? (Y/N)	Shades? (Y/N)
Exterior	Ample daylight and natural ventilation	Y	Y
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, view panel in each door
Security	Locate in civic use area able to be locked off from the rest of the school for after hours use
Disaster kits	Space for storage of emergency disaster kits in room
Other	-

SPECIAL CONSIDERATIONS

	-
	-
	-



Ref. #: **6.04** **AUXILIARY GYM**

Area/Department:	PHYSICAL EDUCATION		
Occupants:	Students: 60	Faculty/Staff: varies	Other: varies
TEACHING STATION			

ACTIVITIES & SPACE USAGE

Educational	Students practice and participate in exercise, sports activities, games, and physical fitness. Physical education and fitness classes Interscholastic & intramural competition and activities Wrestling; Circus arts, Gymnastics and tumbling; Racquet sports Conditioning and exercise Aerobics/Dance (if dedicated Aerobics/Dance room is not included) School gatherings, meetings, and presentations
Admin/Operational	-
Community	Community athletics/recreation Community programs, assemblies and meetings

SPATIAL RELATIONSHIPS

Adjacent: Direct	PE Storage
Nearby: Indirect	Locker rooms; PE Office; Main Gym; Other indoor PE teaching stations; Restrooms Training Room; OT/PT (O/A) Access to rentals panel for after-hours control of HVAC Arctic Vestibule or other public entrance; Event parking
Distant: Separated	Avoid locating above or adj. to classrooms, conference rooms or other quiet learning spaces.

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

Fixed Casework	Audio cabinet for sound equipment (lockable)
Furniture (Movable)	Scoring table
Fixtures & Equipment	Climbing ropes sufficiently distanced from the wall to allow swinging. Safety wall padding as required by code. Include 4 basketball backboards with key powered swing up capability. Do not block sight lines. Basketball hoops and supports should retract so as not to hinder play by other activities. Include volleyball standards (2) and permanent in-floor mounted net post sleeves/floor plates for volleyball & gymnastics equipment. Mat hoist Limited bleacher seating on one side of gym Multi-use scoreboard; Horn/strobe; Flags. 8' x 4' marker board, flush mounted, omit chalk tray. Tack surface at main student entry, flush mounted Climbing wall on 2 walls at corner of room; extend to ceiling, incl. rope pulleys



Ref. #: 6.04 AUXILIARY GYM

(continued)

FINISHES

Floor	Resilient athletic floor. Floor marked for various courts (basketball, volleyball, etc.) with an overlapping court for team play.
Ceiling	24' minimum clear ceiling height to allow volleyball. Sound absorbent ceiling. Include "lock down" clips if lay-in ceiling is used.
Walls	Include feature colors 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. Include instructional wall space. Wall surface material suitable for handball & racquetball.
Other	Surfaces above head-height to be easily cleanable. Coordinate with acoustical design.

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

Electrical	Power outlets per equipment layout & code. Power for scoreboard. Separate circuits for AV/computer equipment. 2, 20-Amp dedicated outlets for custodial use.
Lighting	Caged high intensity discharge downlights, w/provision for lighting during warm up; variable light level control for various activities. Natural light, control glare. Emergency lighting.
HVAC	Quiet; natural + mechanical ventilation; individual temperature control. Consider CO2 demand-controlled ventilation in this space.
Plumbing	2 recessed drinking fountains (1 ADA)
Acoustical	Minimum STC 60 to adjacent learning spaces. Good acoustics to allow direction to be given to diverse activities without disrupting others – control reverberation.
Special Utilities/Services	-
Other Considerations	-

WINDOWS & VISION PANELS

		Operable? (Y/N)	Shades? (Y/N)
Exterior	Abundant access to natural light & ventilation	Y	Y
Interior	-	-	-
Other Considerations	-	-	-

CONTROL & SAFETY NEEDS

Visibility	Visibility of entire space without "blind" areas
Access Control	Corridor doors lockable from both sides. Double doors at both ends of Gym.
Security	Locate in civic use area able to be locked off from the rest of the school for after hours use.
First Aid	Access to first-aid kit
	-

SPECIAL CONSIDERATIONS

Protective screens, safety wires	Consider the need to prevent balls from getting caught on ceiling equipment, speakers, etc. Include screens over all exit signs, intercom speakers, fire alarm apparatus, & other damageable equipment. Include safety wire attachment to ceiling diffusers & any items not covered by screens.
Minimize projections	Equipment & devices on floor and walls should be flush mounted.
School spirit	Consider school colors



Ref. #: **6.05 INDOOR TRACK**

Area/Department:	PHYSICAL EDUCATION		
Occupants:	Students: 28 typical, 32 max.	Faculty/Staff: varies	Other: varies
TEACHING STATION			

ACTIVITIES & SPACE USAGE

Educational	Physical Education classes/fitness Whole group, small group and individual use Interscholastic and intramural competition
Admin/Operational	-
Community	Community programs, practice, fitness and recreation during non-school hours

SPATIAL RELATIONSHIPS

Adjacent: Direct	Adjacent to or elevated within main Gym; consider locating on mezzanine or 2 nd floor level above main Gym.
Nearby: Indirect	Fitness/Weight Room Other PE teaching stations, Locker Rooms; Restrooms Arctic Vestibule or other public entrance; Parking PE Office
Distant: Separated	-

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

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



Ref. #: **6.05 INDOOR TRACK**

(continued)

FINISHES

Floor	Resilient indoor track surface
Ceiling	Sound absorptive.
Walls	Include feature colors. Acoustical panels above 8' as needed.
Other Considerations	-

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

Electrical	Power outlets per code.
Lighting	Natural light + Energy-efficient fixtures
HVAC	Natural + mechanical ventilation, zoned temperature control. Consider CO2 demand-controlled ventilation in this space.
Plumbing	-
Acoustical	STC 60 to adj. learning spaces (except gym).
Special Utilities/Services	-
Other Considerations	-

WINDOWS & VISION PANELS

		Operable? (Y/N)	Shades? (Y/N)
Exterior	Ample daylight and natural ventilation	Y	Y
Interior	Sidelite at strike-jamb of corridor doors	N	Y
Other Considerations			

CONTROL & SAFETY NEEDS

Visibility/Supervision	Visibility of entire space without "blind" areas
Access Control	Corridor doors lockable both sides
Security	Locate in civic use area able to be locked off from the rest of the school for community use.
	-

SPECIAL CONSIDERATIONS

	-
	-
	-



Ref. #: **6.06** **RIFLE RANGE**

Area/Department:	PHYSICAL EDUCATION		
Occupants:	Students: 12	Faculty/Staff: 1 - 2	Other: -
TEACHING STATION			

ACTIVITIES & SPACE USAGE

Educational	<p>Central location for all rifle team activities to include practice, match preparation and actual match firing. Serves secondary purpose as an instructional area dedicated to practical applications of instructional blocks.</p> <ul style="list-style-type: none"> - Rifle team practice - Rifle team matches - Marksmanship safety instruction - Marksmanship practical application - Small group and individual drill area - Supervisory control point for firing line supervision
Admin/Operational	-
Community	-

SPATIAL RELATIONSHIPS

Adjacent: Direct	<p>Coach's Office This space is a component of the PE/Athletics program, not the JROTC program.</p>
Nearby: Indirect	<p>After-hours building entry; Parking Restrooms</p>
Distant: Separated	-

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

Fixed Casework	
Furniture (Movable)	<p>Scoring tables & chairs Preparation benches Trash can</p>
Fixtures & Equipment	<p>Marker board; Tackable wall surface. Target control system Rifle team/marksmanship equipment as required Canvas targets for easy disposal of spent pellets</p>



Ref. #: **6.06 RIFLE RANGE**

(continued)

FINISHES

Floor	Sealed concrete
Ceiling	Impervious to passage of air rifle pellets
Walls	Impervious to passage of air rifle pellets
Other Considerations	Coordinate finishes with acoustical design for noise mitigation. Materials where pellets may impact must ensure that pellets are deflected downrange and not towards the firing line.

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

Electrical	Power outlets per code, plus outlets for equipment Two, 20-Amp outlets on dedicated circuits for custodial use
Lighting	Energy efficient fixtures to provide ambient and targeted lighting, w/ability to vary lighting schemes for different shooting and emergency situations
HVAC	OSHA approved ventilation system for airborne lead removal Individual temperature control Connection to rentals panel for after-hours HVAC control
Plumbing	-
Acoustical	Minimum STC 60 to adjacent learning spaces
Special Utilities/Services	-
Other Considerations	-

WINDOWS & VISION PANELS

		Operable? (Y/N)	Shades? (Y/N)
Exterior	-	-	-
Interior	Sidelite at strike-jamb of corridor doors	N	N
Other Considerations	-	-	-

CONTROL & SAFETY NEEDS

Rifle type	Air rifles only
Visibility	Visibility of entire space without "blind" areas
Access Control	Corridor doors lockable from both sides
Safety Signage	Hazard and caution signage at firing range entrance
Range Alarm System	Consider range alarm system to notify users that an open door unsafe condition exists.
	-

SPECIAL CONSIDERATIONS

Layout	Eight shooting stations total, arranged in back-to-back pairs (shoot in opposite directions) – 8 shooters can be accommodated simultaneously.
	-
	-



Ref. #: **6.07** **RIFLE EQUIPMENT STORAGE**

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

ACTIVITIES & SPACE USAGE

Educational	-
Admin/Operational	Secure storage to support the rifle range - Storage of rifle team air rifles - Storage of rifle team equipment - Storage of files, manuals, etc. - Secure ammunition storage (pellets)
Community	-

SPATIAL RELATIONSHIPS

Adjacent: Direct	Rifle Range
Nearby: Indirect	-
Distant: Separated	-

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

Fixed Casework	Lockable cabinets
Furniture (Movable)	Heavy-duty open shelving units with adjustable height shelves Lockable file cabinets Lockable supply cabinets 1 activity table
Fixtures & Equipment	Gun safe for air rifles – key available to coach or other approved adult supervisor only



Ref. #: **6.07 RIFLE EQUIPMENT STORAGE**

(continued)

FINISHES

Floor	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 & equipment.

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

Electrical	Power outlets per code (min. 2 per wall)
Lighting	Energy-efficient tube fixtures.
HVAC	Supply/return air; zoned temp control
Plumbing	-
Acoustical	-
Special Utilities/Services	-
Other Considerations	-

WINDOWS & VISION PANELS

Operable? (Y/N)

Shades? (Y/N)

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

CONTROL & SAFETY NEEDS

Access control	Lockable doors with security alarm
	-
	-

SPECIAL CONSIDERATIONS

	-
	-
	-



Ref. #: **6.08** **WRESTLING MAT STORAGE**

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

ACTIVITIES & SPACE USAGE

Educational	-
Admin/Operational	Storing rolled mats, equipment and apparatus to support the wrestling program
Community	-

SPATIAL RELATIONSHIPS

Adjacent: Direct	Adjacent to Auxiliary Gym
Nearby: Indirect	PE Office; Coach's Office; Locker Rooms
Distant: Separated	-

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

Fixed Casework	Lockable cabinets
Furniture (Movable)	Heavy duty adjustable shelving units, 18" deep
Fixtures & Equipment	Rolling mat racks



Ref. #: **6.08 WRESTLING MAT 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 access door, include transition threshold for ease of rolling carts & equipment.

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

Electrical	Power outlets, per code
Lighting	Energy-efficient tube fixtures.
HVAC	Ventilation to avoid moisture for mats & equipment
Plumbing	Floor drain
Acoustical	-
Special Utilities/Services	-
Other Considerations	-

WINDOWS & VISION PANELS

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

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

CONTROL & SAFETY NEEDS

Access	Double doors to auxiliary gym, lockable, with removable or no mullion
Security	Lockable
	-
	-

SPECIAL CONSIDERATIONS

	Size of space to coordinate with mat racks/rolls, 20' min one wall
	-
	-
	-



Ref. #: **6.09** **LOCKER ROOMS/SHOWERS/AIDE**

Area/Department:	PHYSICAL EDUCATION		
Occupants:	Students: 130 each hour	Faculty/Staff: 1 - 2	Other: -

ACTIVITIES & SPACE USAGE

Educational	Boys and girls locker, shower, and dressing areas Storage of personal clothes and belongings Restroom function Accommodates home & visiting athletic teams, community programs as well as PE students Separate Team Room with larger lockers included within each Locker Room Bathroom & shower facilities are shared by PE and Team locker areas
Admin/Operational	-
Community	Athletics and other community use after hours

SPATIAL RELATIONSHIPS

Adjacent: Direct	PE Office (visual supervision)
Nearby: Indirect	Coach's Office Laundry PE Storage rooms Gymnasium; Fitness/Weight Room Arctic Vestibule or other exterior access Outdoor playing fields & courts Custodial Closet
Distant: Separated	Avoid locating above or adjacent to classrooms, conference rooms or other quiet learning spaces.

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

Fixed Casework	-
Furniture (Movable)	-
Fixtures & Equipment	50 full-size lockers for sports, on perimeter of team rooms, half male and half female 1000 basket lockers for PE use only, half male and half female Changing benches; Mirrors soap dispensers, over lavatories hands-free paper towel dispensers Toilet paper dispensers Feminine products dispenser (Girls) Narrow counter with mirror above Hand/hair dryers; Trash receptacles Tack boards



Ref. #: **6.09 LOCKER ROOMS/SHOWERS/AIDES ROOM**

(continued)

FINISHES

Floor	Slip-resistant quarry tile or ceramic tile, comes up 6" on walls, Saniglaze seal. Slope floor to drains.
Ceiling	-
Walls	Quarry tile or ceramic tile
Other Considerations	Color – school colors for team spirit

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

Electrical	Power outlets, per code
Lighting	Energy-efficient fixtures. Consider occupancy sensor lighting controls, such as ceiling mount ultrasonic or dual technology (ultrasonic + passive IR) sensors. Ensure that occupancy sensors can "see" all areas, including stalls.
HVAC	Individual temperature control Adequate ventilation to control humidity, exhaust direct to outside
Plumbing	4 Lavatories per locker room w/hot & cold water 2 drinking fountains per locker room, include ADA accessible fountain w/wheelchair clearance beneath Custodial hot/cold hose bib; Floor drains
Acoustical	-
Special Utilities/Services	6 showers (thermostatic controls), individual stalls. Include 1 to 2 ADA showers with fold-down seats in each locker room. Toilets (private stalls), urinals (boys) – 6 to 7 per locker room, to include one ADA toilet stall per locker room
Other Considerations	-

WINDOWS & VISION PANELS

		Operable? (Y/N)	Shades? (Y/N)
Exterior	-	-	-
Interior	Visibility from PE Office	N	Y
Other Considerations	-	-	-

CONTROL & SAFETY NEEDS

Access Control	Blocked sight lines from corridor into locker rooms. Solid core doors.
ADA	5' wheelchair turning clearance in restroom/lavatories area Full-width doorways for wheelchair clearance
Supervision	Should be designed for good visual supervision
Privacy	Blocked sight lines from corridor into locker rooms

SPECIAL CONSIDERATIONS

Water conservation	Consider reducing lavatory faucet water delivery rate to 0.5 gal./minute.
	-
	-



Ref. #: **6.10** **PE OFFICES**

Area/Department:	PHYSICAL EDUCATION		
Occupants:	Students: -	Faculty/Staff: 3	Other: 1 - 2

ACTIVITIES & SPACE USAGE

Educational	Example of efficient, collaborative, professional environment
Admin/Operational	Space for teachers to work as a team and individually to plan instruction, prepare materials for class, carry out their administrative duties, lock up personal items <ul style="list-style-type: none"> - Scheduling - Team meetings/planning/collaboration - Parent conferences & phone communications - Student conferences - File storage (semester & daily-use files) - Grading/assessment - Media production, copying, printing - Health & PE resource materials & reference books - Storage of clothes, valuables, & other personal belongings - Each PE Office typically serves 3 PE Teachers
Community	-

SPATIAL RELATIONSHIPS

Adjacent: Direct	Locker Rooms; Laundry
Nearby: Indirect	Gymnasium; other PE teaching stations; PE Storage Room Direct or indirect adjacency to PE Staff/Coaches' Locker Room
Distant: Separated	-

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

Fixed Casework	NOTE: maximize use of movable furniture & casework Open wall shelving Base & wall cabinets for instructional materials & resources, equipment
Furniture (Movable)	3 perimeter workstations (1 per teacher), w/knee space & pull-out keyboard trays under counters; drawers adjacent to knee space 3 adjustable task chairs 3 tall metal wall lockers (if not included in PE Staff/Coaches' Locker Room) 1 Tall Wardrobe Unit, lockable Lockable file cabinets or file drawers Trash can
Fixtures & Equipment	Tack boards & tack strips Marker board



Ref. #: **6.10 PE OFFICES**

(continued)

FINISHES

Floor	Carpet
Ceiling	Sound absorptive
Walls	-
Other Considerations	If access to Laundry is through PE Office, include transition thresholds for ease of moving 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 and other technology Quad outlets at workstations (grommet to counter top)
Lighting	Task lighting and energy-efficient fixtures, natural light desirable
HVAC	Supply/return air, individual temp control; natural ventilation preferred
Plumbing	-
Acoustical	-
Special Utilities/Services	-
Other Considerations	-

WINDOWS & VISION PANELS

		Operable? (Y/N)	Shades? (Y/N)
Exterior	-	-	-
Interior	2-way and strategically placed mirrors to enhance supervision of locker rooms	N	Y
Other Considerations	-	-	-

CONTROL & SAFETY NEEDS

Access Control	Doors lockable
-	-
-	-

SPECIAL CONSIDERATIONS

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 nearby as a place for students to feel comfortable waiting to see an adult.
Theme/Ownership	Consider color, graphics or other design features to celebrate the PE program.
-	-



Ref. #: **6.11** **COACHES' OFFICES**

Area/Department:	PHYSICAL EDUCATION		
Occupants:	Students: -	Faculty/Staff: 3	Other: 1 - 2

ACTIVITIES & SPACE USAGE

Educational	Efficient, collaborative, professional environment for adults who participate in coaching the athletic teams that make use of the high school's facilities.
Admin/Operational	<ul style="list-style-type: none"> - Scheduling & record keeping - Staff meetings/planning/collaboration - Parent conferences & phone communications - Student conferences - File storage - Media production, copying, printing - Resource materials & reference books - Secure storage of clothes, valuables, & other personal belongings - Each Coach's Office typically serves approx. 3 Coaches
Community	-

SPATIAL RELATIONSHIPS

Adjacent: Direct	PE Staff/Coaches' Locker Room
Nearby: Indirect	Training Room; Fitness/Weight Room; Locker Room; Gymnasium; PE Storage Room; Laundry; Aux. Gym; Activities Office; Athletic Director Outside fields & courts
Distant: Separated	-

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

Fixed Casework	NOTE: maximize use of movable furniture & casework Overhead cabinets, some lockable, for instructional materials & resources, equipment
Furniture (Movable)	Perimeter workstations (1 per coach), w/pull-out keyboard trays & knee space under counter Adjustable task chairs Tall metal wall lockers (if not included in PE Staff/Coaches' Locker Room) Lockable file cabinets or file drawers Trash can
Fixtures & Equipment	Marker board Tack board Tackable wall surface



Ref. #: **6.11 COACHES' 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 and other technology Quad outlets at workstations (grommet to counter top)
Lighting	Task lighting and energy-efficient fixtures, natural light desirable
HVAC	Supply/return air, individual temp control; natural ventilation desired, not required
Plumbing	-
Acoustical	-
Special Utilities/Services	-
Other Considerations	-

WINDOWS & VISION PANELS

		Operable? (Y/N)	Shades? (Y/N)
Exterior	-	-	-
Interior	Consider vision panels to adjacent corridors or activity spaces for passive supervision. Acoustical seal at vision panel frames.	N	Y
Other Considerations	-	-	-

CONTROL & SAFETY NEEDS

Access Control	Doors lockable, corridor doors lockable both sides
-	-
-	-

SPECIAL CONSIDERATIONS

PLANNING NOTE	While students are not intended to have open access to the Coach's Offices, they should feel welcome to seek/find an adult when needed. A small area just outside the office, should be planned nearby as a place for students to feel comfortable waiting to see an adult.
Theme/Ownership	Consider school colors, graphics or other design features to celebrate the athletics program.
-	-



Ref. #: **6.12** **PE STAFF/COACHES LOCKER RM**

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

ACTIVITIES & SPACE USAGE

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

SPATIAL RELATIONSHIPS

Adjacent: Direct	Coach's Office
Nearby: Indirect	Direct or indirect adjacency to PE Office Indirect adjacency to PE teaching stations, PE storage rooms Team locker rooms
Distant: Separated	-

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

Fixed Casework	Wall lockers (if not included in PE Office and/or Coaches' Office)
Furniture (Movable)	Dressing bench
Fixtures & Equipment	Shower stall enclosure soap dispenser, over lavatory hands-free paper towel dispenser Toilet paper dispenser Mirror above lavatory; narrow shelf below mirror Hand/hair dryer Trash receptacle



Ref. #: **6.12 PE STAFF/COACHES LOCKER ROOMS**

(continued)

FINISHES

Floor	Slip-resistant quarry tile or ceramic tile, comes up 6" on walls, Saniglaze seal. Slope floor to drain.
Ceiling	Sound absorptive
Walls	Cement board in shower area.
Other Considerations	-

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

Electrical	Power outlets per code GFCI outlet at lavatory
Lighting	Energy efficient, Energy-efficient fixtures.
HVAC	Supply air via grilled or undercut door; Exhaust fan controlled by light switch & timer; zoned temp. control
Plumbing	Toilet; Lavatory w/hot & cold water Shower with adjacent private changing wall Floor drain
Acoustical	-
Special Utilities/Services	-
Other Considerations	-

WINDOWS & VISION PANELS

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

CONTROL & SAFETY NEEDS

Access Control	Doors lockable
	-

SPECIAL CONSIDERATIONS

Water conservation	Consider reducing lavatory faucet water delivery rate to 0.5 gal./minute.
	-
	-



Ref. #: **6.13** **PE STORAGE ROOMS**

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

ACTIVITIES & SPACE USAGE

Educational	-
Admin/Operational	Storing equipment and apparatus to support the PE & athletics programs and students Storing sound system & other equipment used in the PE/athletic areas
Community	Storing equipment used by community programs

SPATIAL RELATIONSHIPS

Adjacent: Direct	Adjacent to appropriate facility (gyms, Fitness/Weight Room, Locker Rooms)
Nearby: Indirect	PE Office; Coach's Office
Distant: Separated	-

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

Fixed Casework	Lockable cabinets
Furniture (Movable)	Heavy duty adjustable shelving units, 18" and 24" deep Rolling carts/bins for PE equipment, balls, etc. Lockers
Fixtures & Equipment	See ASD High School PE & athletic equipment list Chain link equipment cages PE, athletics, and outside community program equipment to be stored separately within room Hooks for 40 each: skates, roller blades, helmets



Ref. #: **6.13 PE STORAGE ROOMS**

(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 access door, include transition threshold for ease of rolling carts & equipment.

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

Electrical	Power outlets, per code
Lighting	Energy-efficient fixtures.
HVAC	Ventilation to dry uniforms & other equipment stored wet from use
Plumbing	Floor drain
Acoustical	-
Special Utilities/Services	-
Other Considerations	-

WINDOWS & VISION PANELS

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

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

CONTROL & SAFETY NEEDS

Access	Double doors to gym, lockable, with no or removable mullion
Security	Separate access within room to various sets of equipment for various user groups
	-
	-

SPECIAL CONSIDERATIONS

	Open space
	Storage areas to accommodate multiple use
	Separate area for inactive sports
	-



Ref. #: **6.14** **TRAINING ROOM**

Area/Department:	PHYSICAL EDUCATION		
Occupants:	Students: Up to 8	Faculty/Staff: 1-2	Other: -

ACTIVITIES & SPACE USAGE

Educational	<p>Example of an efficient, professional environment where coaches & trainers can prepare athletes for activities, treat injuries, and teach injury management & first-aid applications.</p> <ul style="list-style-type: none"> - Taping and icing - Joint mobilization and stretching - Rehabilitation - Hydrotherapy
Admin/Operational	<ul style="list-style-type: none"> - Secure storage for tape, splints, sports medicines
Community	-

SPATIAL RELATIONSHIPS

Adjacent: Direct	-
Nearby: Indirect	<p>Gym Locker Room Fitness/Weight Room Aerobics/Dance Room Coaches' Office Outside athletic fields & courts</p>
Distant: Separated	-

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

Fixed Casework	<p>NOTE: maximize use of movable furniture & casework 24" deep counter w/overhead & base cabinets & drawers, some lockable, for first-aid supplies & equipment</p>
Furniture (Movable)	<p>Taping/massage tables with storage below Portable chairs Trash can</p>
Fixtures & Equipment	<p>Marker board; Tack board; Tackable wall surface Ice machine Refrigerator/freezer Soap and paper towel dispensers, surface mounted, at sinks Hospital privacy cubicle curtain and track (in whirlpool area) Portable modesty screen</p>



Ref. #: **6.14 TRAINING ROOM**

(continued)

FINISHES

Floor	Quarry tile or ceramic tile, non-slip
Ceiling	Sound absorptive
Walls	Wall tile w/cement board backing at Whirlpool
Other Considerations	If floor finish changes at door, include transition threshold for ease of moving equipment and carts.

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

Electrical	Power outlets 8' on center minimum Outlets for equipment
Lighting	Task lighting and energy-efficient fixtures, natural light desirable (borrowed ok)
HVAC	Supply/return air, individual temp control; natural ventilation desired, not required
Plumbing	Whirlpool Double sinks with hot & cold water Floor drains Water service to ice machine
Acoustical	-
Special Utilities/Services	-
Other Considerations	-

WINDOWS & VISION PANELS

		Operable? (Y/N)	Shades? (Y/N)
Exterior	-	-	-
Interior	-	-	-
Other Considerations	Translucent daylight windows may be included high in wall as layout permits.	-	-

CONTROL & SAFETY NEEDS

Access Control	Doors lockable; vision panel in door
Grab bar	Grab bar at whirlpool
	-

SPECIAL CONSIDERATIONS

Theme/Ownership	Consider school colors, graphics or other design features to celebrate the athletics program.
	-
	-



Ref. #: **6.15** **LAUNDRY**

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

ACTIVITIES & SPACE USAGE

Educational	-
Admin/Operational	Used by physical education, athletics and health for washing & drying towels, linens, staff apparel, etc.
Community	-

SPATIAL RELATIONSHIPS

Adjacent: Direct	PE Office; Locker Rooms/Showers/Aide Room Location near exterior wall preferable for dryer exhaust.
Nearby: Indirect	Gymnasium; PE Storage Room; Coach's Office
Distant: Separated	Custodial

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

Fixed Casework	Wall shelving
Furniture (Movable)	Clothes folding table (can be a fold-down table w/folding support brackets)
Fixtures & Equipment	Heavy duty washer & dryer, stackable, high energy efficiency Tall metal wall cabinet w/shelves, lockable Laundry cart



6.15 LAUNDRY

(continued)

FINISHES

Floor	Slip resistant, non-porous; slope to drain
Ceiling	Exposed and/or sound absorptive.
Walls	-
Other Considerations	If floor finish changes at door, include transition threshold for ease of moving 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 minimum 220v outlets for washer & dryer
Lighting	Energy efficient, Energy-efficient downlight fixtures. Sunlight desirable, not required (borrowed ok).
HVAC	Supply/return air
Plumbing	Utility sink w/hot & cold water Hot & cold water service to washer Floor drain
Acoustical	-
Special Utilities/Services	Dryer duct/vent connection, exhaust to outside. Gas service to dryer
Other Considerations	-

WINDOWS & VISION PANELS

Operable? (Y/N)

Shades? (Y/N)

Exterior	Natural ventilation and sunlight desirable, not required	Y	N
Interior	-	-	-
Other Considerations	-	-	-

CONTROL & SAFETY NEEDS

Access clearance	Full width doorways for easy passage of laundry cart
	-
	-

SPECIAL CONSIDERATIONS

	-
	-
	-



Ref. #: **6.16** **SKI WAXING/STORAGE ROOM**

Area/Department:	PHYSICAL EDUCATION		
Occupants:	Students: 40	Faculty/Staff: 1-2	Other: -

ACTIVITIES & SPACE USAGE

Educational	-
Admin/Operational	To support PE and competitive cross-country ski programs and students
Community	-

SPATIAL RELATIONSHIPS

Adjacent: Direct	Arctic Vestibule or other exterior access
Nearby: Indirect	Ski trails Parking lot Locker Rooms; PE Office; Coach's Office
Distant: Separated	-

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

Fixed Casework	Lockable storage cabinets Ski benches, locate beneath ski peg racks Ski waxing benches Open shelves
Furniture (Movable)	
Fixtures & Equipment	Chain link fence equipment cage partition & gate at inner end of room, for secure storage Ski peg racks along walls for storage of 40 pairs of skis, store vertically



Ref. #: **6.16 SKI WAXING/STORAGE ROOM**

(continued)

FINISHES

Floor	Sealed concrete; slope to floor drain
Ceiling	Exposed and/or sound absorptive.
Walls	Backing for ski peg racks
Other Considerations	If floor finish changes at access door, include transition threshold for ease of rolling carts & equipment.

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

Electrical	Power outlets, per code
Lighting	Energy-efficient overhead fixtures.
HVAC	Supply/return air; individual temp. control Exhaust fan to exhaust wax fumes and to help dry equipment which gets wet during use, vent direct to outside
Plumbing	Floor drain
Acoustical	-
Special Utilities/Services	-
Other Considerations	-

WINDOWS & VISION PANELS

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

CONTROL & SAFETY NEEDS

Access control	Lockable doors
Security	Separate access to various sets of equipment for various user groups Locate in civic use area able to be locked off from the rest of the school for after hours use.

SPECIAL CONSIDERATIONS

	-
	-
	-



Ref. #: **6.17** **OUTDOOR PE/ATHLETIC EQUIP.**

Area/Department:	PHYSICAL EDUCATION		
Occupants:	Students: 1-3	Faculty/Staff: -	Other: -

ACTIVITIES & SPACE USAGE

Educational	-
Admin/Operational	Provide equipment storage for outdoor sports and PE activities
Community	-

SPATIAL RELATIONSHIPS

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

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

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



Ref. #: **6.17 OUTDOOR PE/ATHLETIC EQUIPMENT STORAGE**

(continued)

FINISHES

Floor	Sealed concrete or other non-slip, non-porous floor
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 outlets, per code
Lighting	fixtures.
HVAC	Natural ventilation (secure vents)
Plumbing	-
Acoustical	-
Special Utilities/Services	-
Other Considerations	-

WINDOWS & VISION PANELS

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

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

CONTROL & SAFETY NEEDS

Access control	Lockable doors, access from outside only
	-
	-

SPECIAL CONSIDERATIONS

Doorway clearance	Full-width or double doors
	-
	-

Ref. #: **6.18 DETACHED PE/ATHL. EQUIP.**

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

(Attributes similar to 6.17 Outdoor PE/Athletics Equipment Storage)



Ref. #: **6.19** **AEROBICS/DANCE ROOM** (Optional)

Area/Department:	PHYSICAL EDUCATION		
Occupants:	Students: 80-90 (class + spectators)	Faculty/Staff: 1 - 2	Other: -
	Special Needs educator(s) and Volunteer(s) as necessary		

ACTIVITIES & SPACE USAGE

Educational	<p>Practicing and performing gymnastics, dance, and aerobics</p> <ul style="list-style-type: none"> - Cardio- training - Aerobic training - Dance - Gymnastics varsity practice (floor exercise/tumbling) - General fitness - Can also serve as a "black-box" theatre
Admin/Operational	-
Community	Community use after school hours

SPATIAL RELATIONSHIPS

Adjacent: Direct	<p>Dance Office; Dance Costume/Prop Storage; Dance Dressing Room</p> <p>This program is associated with performing arts as well as physical education. Locate in civic use area able to be locked off from rest of school.</p>
Nearby: Indirect	<p>PE Locker Rooms; Training Room; Fitness/Weight Room</p> <p>Arctic Vestibule or other public building entry; Parking</p>
Distant: Separated	Avoid locating above or adj. to classrooms, conference rooms or other quiet learning spaces.

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

Fixed Casework	Audio cabinet for sound equipment (lockable)
Furniture (Movable)	<p>1 tall wardrobe unit, lockable</p> <p>1 activity table, sturdy, folding</p> <p>Movable benches</p>
Fixtures & Equipment	<p>Marker board, flush mount, omit tray. Tackable wall surface.</p> <p>Retractable seating for performances & lectures (50-60 seats)</p> <p>Mirrors on one wall, to 8' high; other walls padded w/removable mats (except instructional wall space and retractable seating)</p> <p>80-100 lineal feet of ballet barre on mirror wall</p> <p>Mat hoist and tumbling mats</p> <p>Safety wall mats on non-mirror wall, may also be used as protective covers on mirror wall</p> <p>Piano</p> <p>Retractable projection screen</p> <p>6 portable sewing machines for costumes, sets and props</p> <p>Curtain tracks optional</p>



Ref. #: **6.19 AEROBICS / DANCE ROOM (Optional)**

(continued)

FINISHES

Floor	Regulation wooden spring floor (approx. 30' x 50'); Tumbling mat area (approx. 30' x 50')
Ceiling	Sound absorptive. Ceiling grid for flexible theater/performance lighting.
Walls	Include feature color for school spirit Include some open wall space for student murals and paintings.
Other Considerations	Recommended minimum ceiling height 16'. -

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

Electrical	Power outlets per equipment layout Two, 20-Amp outlets on dedicated circuits for custodial use
Lighting	Natural light + Energy-efficient fixtures, variable light level control for various activities; minimize glare. Lamps in this space to be high Color Rendering Index (CRI 80 to 90+), warm color temp (3000K to 3500K).
HVAC	Natural + mechanical ventilation, individual temperature control Consider CO2 sensor controlled demand ventilation in this space. Connection to rentals panel for after-hours HVAC control
Plumbing	2 drinking fountains (1 ADA)
Acoustical	Per ANSI/ASA recommendations, currently 40 dBA max. unoccupied background noise; Wall STC 60 to adjacent learning spaces.
Special Utilities/Services	-
Other Considerations	-

WINDOWS & VISION PANELS

		Operable? (Y/N)	Shades? (Y/N)
Exterior	Ample daylight and natural ventilation	Y	Y
Interior	Sidelite at strike-jamb of corridor doors	N	Y
	Vision panel for supervision from Dance Office	N	Y
Other Considerations	-	-	-

CONTROL & SAFETY NEEDS

Visibility	Visibility of entire room without "blind" areas
Access Control	Corridor doors lockable from both sides
Doorway clearance	Double doors w/view panels & removable mullion – for moving sets, props & equipment
Security	Locate in civic use area able to be locked off from the rest of the school for after hours use.
First Aid	First Aid kit
	-

SPECIAL CONSIDERATIONS

Room proportions	Room proportioned to accommodate regulation spring floor and tumbling mats.
	-
	-



Ref. #: **6.20** **DANCE OFFICE** (Optional)

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

ACTIVITIES & SPACE USAGE

Educational	Example of professional creative environment
Admin/Operational	Office space for planning and coordinating dance program and activities <ul style="list-style-type: none"> - Scheduling and planning - Student conferences - Parent conferences & phone communications - Media production, copying, printing - Grading/assessment - File storage (semester & daily-use files) - Storing media, recordings, photos - Reference materials
Community	-

SPATIAL RELATIONSHIPS

Adjacent: Direct	Dance room - direct visibility
Nearby: Indirect	Dance Costume/Prop Storage
Distant: Separated	-

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

Fixed Casework	NOTE: maximize use of movable furniture & casework Open wall shelving Base & wall cabinets for instructional materials & resources
Furniture (Movable)	1 desk/workstation 1 adjustable task chair 2 side chairs 1 tall wardrobe unit, lockable Lockable file cabinets Movable bookcase
Fixtures & Equipment	Tack board



Ref. #: **6.20 DANCE OFFICE** (Optional)

(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 minimum Quad outlet at workstation
Lighting	Task lighting, energy-efficient fixtures, daylight (borrowed ok)
HVAC	Supply/return air, individual 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	Sidelite at strike-jamb of door	N	Y
	Include vision glass to Dance room for observation/supervision.	N	Y
Other Considerations	-	-	-

CONTROL & SAFETY NEEDS

Access Control	Doors lockable, corridor doors lockable both sides
-	-
-	-

SPECIAL CONSIDERATIONS

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 nearby as a place for students to feel comfortable waiting to see an adult.
Theme/Ownership	Consider color, graphics or other design features to celebrate the dance program.
-	-
-	-



Ref. #: **6.21** **DANCE COSTUME/PROP** (Optional)

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

ACTIVITIES & SPACE USAGE

Educational	-
Admin/Operational	Secure storage of costumes and props used by the dance program Secure storage for portable sewing machines when not in use
Community	-

SPATIAL RELATIONSHIPS

Adjacent: Direct	Aerobics/Dance room
Nearby: Indirect	Dance Office Scene Shop & Storage (Drama, near Auditorium/Stage)
Distant: Separated	-

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

Fixed Casework	Hanging rods, some full-height and some 2-high
Furniture (Movable)	Heavy duty open shelving Lockable file cabinets
Fixtures & Equipment	Rolling hanger bar carts (costume racks) Cart for moving portable sewing machines



Ref. #: **6.21 DANCE COSTUME/PROP STORAGE** (Optional)

(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 access door, include transition threshold for ease of moving props, costume racks and sewing machines.

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

Electrical	Power outlets, per code
Lighting	Energy-efficient fixtures. Lamps in this space to be high Color Rendering Index (CRI 80 to 90+).
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	Full-width or double door for moving costume racks and props, lockable
	-
	-
	-

SPECIAL CONSIDERATIONS

	-
	-
	-



Ref. #: **6.22** **DANCE DRESSING ROOM** (Optional)

Area/Department:	PERFORMING ARTS		
Occupants:	Students: 10-15	Faculty/Staff: -	Other: -

ACTIVITIES & SPACE USAGE

Educational	Provide private and secure dressing space for students in the dance program - Dressing - Short-term storage of personal items
Admin/Operational	-
Community	Optional use as dressing room for community programs and performances

SPATIAL RELATIONSHIPS

Adjacent: Direct	Dance room
Nearby: Indirect	Dance Costume/Prop Storage Dance Office PE Locker Rooms
Distant: Separated	-

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

Fixed Casework	1 vanity counter with mirror and stage-makeup lighting 45 small lockers for street clothes and personal items Open wall shelf above hooks and rolling costume hanger rack Full-height mirror
Furniture (Movable)	Perimeter dressing benches
Fixtures & Equipment	-



Ref. #: **6.22 DANCE DRESSING ROOM (Optional)**

(continued)

FINISHES

Floor	Carpet, stain and static resistive
Ceiling	Exposed and/or sound absorptive.
Walls	-
Other Considerations	If floor finish changes at access door, include transition threshold for ease of rolling carts, equipment and costume racks.

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

Electrical	Power outlets per code, minimum 2 outlets per wall GFCI outlets at sinks & lavatory
Lighting	Energy-efficient fixtures CFL make-up lights
HVAC	Good ventilation; individual 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
	-
	-
	-

SPECIAL CONSIDERATIONS

	Note: Dance & aerobics students can use PE Locker Rooms for showers and restrooms if located in close proximity.
	-
	-



Ref. #: **6.23** **ARCTIC VESTIBULE** (Optional)

Area/Department:	PHYSICAL EDUCATION		
Occupants:	Students: 20	Faculty/Staff: 1 - 2	Other: 1 - 2

ACTIVITIES & SPACE USAGE

Educational	Transition space for outdoor winter activities such as skating, skiing, etc. <ul style="list-style-type: none"> - Collection and staging for gear and outer wear - Put on skis, outerwear, etc. - Care of gear & equipment - After-school ski-waxing
Admin/Operational	Air lock reduces cold drafts & increases energy efficiency Include walk-off area to protect gym floor from gravel, dirt
Community	Public access to main Gym for after hours use

SPATIAL RELATIONSHIPS

Adjacent: Direct	Exterior access to ski trail and skating rink
Nearby: Indirect	PE Storage; Restrooms; Gym; Weight Room; Locker Rooms
Distant: Separated	-

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

Fixed Casework	50 small "box" lockers for street shoes
Furniture (Movable)	Perimeter benches
Fixtures & Equipment	Coat hooks or pegs (no sharp points) Walk-off mat or grille, easily maintained (coordinate design with maintenance department)



Ref. #: **6.23 ARCTIC VESTIBULE (Optional)**

(continued)

FINISHES

Floor	Durable flooring with walk-off area
Ceiling	GWB ceiling for durability
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
Lighting	lighting fixtures, caged or otherwise vandal resistive.
HVAC	Unit heater to help control condensation & frosting on exterior glazing
Plumbing	Access to drinking fountain in adjacent corridor or gym
Acoustical	-
Special Utilities/Services	-
Other Considerations	-

WINDOWS & VISION PANELS

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

CONTROL & SAFETY NEEDS

Access control	Interior & exterior double doors, glazed, with center mullion, lockable. Security alarm.
	-
	-
	-

SPECIAL CONSIDERATIONS

Area/Size	Area is shown as "net" with the expectation that additional gross area required for a typical air-lock vestibule will add functional square-footage to this space.
Air lock effectiveness	Vestibule designed to minimize air infiltration.
	-
	-



7.7 Career & Technical Education

According to the States' Career Clusters (www.careerclusters.org), "technological advances and global competition have transformed the nature of work. Tomorrow's jobs will require more knowledge, better skills, and more flexible workers than ever before. Tomorrow's workers must be prepared to change jobs and careers several times, continually updating their knowledge and skills."

In addition, "Students can use career clusters to investigate a wide range of career choices. The career cluster approach makes it easier for students to understand the relevance of their required courses and helps them select their elective courses more wisely."

Anchorage School District's Career & Technical Education (CTE) program is referencing "The 16 National Career Clusters" as a framework for organizing CTE curriculum offerings throughout district high schools.

CTE programs currently are offered at King Career Center as well as within the district's high schools. However all programs are not offered at all locations. Each high school offers a selection of CTE programs based on a combination of student interest, faculty positions, and availability of appropriate facilities to support the desired programs.

The previous ed spec for ASD high schools outlined a strategy for CTE programs and spaces that relied on the use of KCC facilities. Students from district high schools were transported to and from KCC for a wealth of CTE programs. Thus the ed specs included a more limited range of CTE spaces within each of the "home-base" schools.

This updated high school ed spec introduces new strategies for accommodating CTE programs within "home-base" schools. Each new school or renewal project can select from a variety of spaces which are grouped into "clusters". The various clusters support CTE programs grouped by similarities in their space requirements. Based on student needs and desired program offerings, each school may select the types and quantities of clusters to include in their building plans.

7.7.1 Space Program Summary

(Teaching stations are indicated with bold & underlined text.)

Ref. #:	Name/Function	Quantity per Total Enrollment:			Net Area Each (s.f.):
		1,800:	2,000:	2,200:	
Career Cluster Type A: Construction, Agriculture, Manufacturing, Transportation, etc.					
7.01	<u>CTE Applied Learning Lab A</u>	<u>1</u>	<u>1</u>	<u>1</u>	<u>2,000</u>
7.02	<u>CTE Classroom/Lab A</u>	<u>1</u>	<u>1</u>	<u>1</u>	<u>1,200</u>
7.03	<u>CTE Classroom A</u>	<u>1</u>	<u>1</u>	<u>1</u>	<u>900</u>
7.04	Mini-Lab/Transaction Space	1	1	1	400
7.05	Storage	4	4	4	200
7.06	Office/Workroom	1	1	1	200
7.07	Exterior Material Storage Area**	1	1	1	200-400



Career Cluster Type B: FCS, ProStart, Hospitality, Health Sci., Communications, etc.

7.08	<u>CTE Applied Learning Lab B</u>	<u>1</u>	<u>1</u>	<u>1</u>	<u>2,000</u>
7.09	<u>CTE Classroom/Lab B</u>	<u>1</u>	<u>1</u>	<u>1</u>	<u>1,200</u>
7.10	Mini-Lab/Transaction	1	1	1	400
7.11	Storage	2	2	2	200
7.12	Office/Workroom	1	1	1	200

Career Cluster Type C: Business, Marketing, IT, Human Services, Government, etc.

7.13	<u>CTE Classroom/Lab C</u>	<u>2</u>	<u>3</u>	<u>3</u>	<u>1,200</u>
7.14	<u>CTE Classroom C</u>	<u>3</u>	<u>3</u>	<u>4</u>	<u>900</u>
7.15	Mini-Lab/Transaction	1	1	2	400
7.16	Storage	2	3	3	200
7.17	Office/Workroom	1	1	1	200

Career Cluster Type D: JROTC

7.18	<u>JROTC Classroom/Drill Area</u>	<u>1</u>	<u>1</u>	<u>1</u>	<u>900</u>
7.19	<u>JROTC Drill Area</u>	<u>1</u>	<u>1</u>	<u>1</u>	<u>1,500</u>
7.20	JROTC Desk/Chair Storage	1	1	1	150
7.21	JROTC Equipment/Supply Storage	1	1	1	350
7.22	JROTC Administrative Space	1	1	1	350

<i>Ref. #:</i>	<i>Optional/Additional Spaces:</i>	<i>1,800:</i>	<i>2,000:</i>	<i>2,200:</i>	<i>Net Area Each (s.f.):</i>
7.23	<u>CTE Applied Learning Lab</u>	<u>2</u>	<u>2</u>	<u>2</u>	<u>2,000</u>
7.24	<u>CTE Classroom/Lab</u>	<u>2</u>	<u>2</u>	<u>2</u>	<u>1,200</u>
7.25	<u>CTE Classroom</u>	<u>2</u>	<u>2</u>	<u>2</u>	<u>900</u>
7.26	<i>CTE Mini-Lab/Transaction</i>	2	2	2	400
7.27	<i>CTE Storage</i>	2	2	2	200
7.28	<i>Enlarge Drill Area by:</i>	+300sf	+600sf	+900sf	-

** Exterior fenced areas are not included in building area calculations.



7.7.2 General Requirements

As a strategy for addressing the need for flexibility in the placement of programs in high schools throughout the district, the 16 career clusters are categorized by the types of facilities they each require. Titles and definitions of each cluster are taken directly from the States' Career Clusters, however the district's curriculum may not match these definitions exactly. Note that one additional cluster is defined for ASD's JROTC program.

A mini-lab for Cluster Types A-C can be used as a small workshop, computer lab, or as a transaction space to reinforce the curriculum. For example, the mini-lab for a culinary program might be used as a store or café; the mini-lab for communications might support a small recording or broadcast studio; the mini-lab for construction might be used as a CADD lab. Mini-labs are intended to allow students to reinforce their learning through real-life, hands-on applications.

In addition to labs and classrooms, each Cluster Type includes general spaces such as storage and office/administrative spaces.

CAREER CLUSTER TYPE A

Programs require facilities that are highly technical and support heavy, specialized machinery and equipment. A wide variety of learning environments is preferred.

AGRICULTURE, FOOD & NATURAL RESOURCES

The production, processing, marketing, distribution, financing, and development of agricultural commodities and resources including food, fiber, wood products, natural resources, horticulture, and other plant and animal products/resources.

ARCHITECTURE & CONSTRUCTION

Careers in designing, planning, managing, building and maintaining the built environment.

MANUFACTURING

Planning, managing and performing the processing of materials into intermediate or final products and related professional and technical support activities such as production planning and control, maintenance and manufacturing/process engineering.

TRANSPORTATION, DISTRIBUTION & LOGISTICS

Planning, management, and movement of people, materials, and goods by road, pipeline, air, rail and water and related professional and technical support services such as transportation infrastructure planning and management, logistics services, mobile equipment and facility maintenance.

CAREER CLUSTER TYPE B

Programs require facilities that are relatively technical and support specialized equipment. Classroom space is used as a supplement to the applied learning areas. While not specifically noted in the following categories, Family & Consumer Sciences is considered a Type B cluster.

ARTS, A/V TECHNOLOGY & COMMUNICATIONS

Designing, producing, exhibiting, performing, writing, and publishing multimedia content including visual and performing arts and design, journalism, and entertainment services.

HEALTH SCIENCE



Planning, managing, and providing therapeutic services, diagnostic services, health informatics, support services, and biotechnology research and development.

HOSPITALITY & TOURISM

Hospitality & Tourism encompasses the management, marketing and operations of restaurants and other foodservices, lodging, attractions, recreation events and travel related services.

SCIENCE, TECHNOLOGY ENGINEERING & MATHEMATICS

Planning, managing, and providing scientific research and professional and technical services (e.g., physical science, social science, engineering) including laboratory and testing services, and research and development services.

CAREER CLUSTER TYPE C

Programs require access to computers and computer technology. Computer labs and classrooms serve these programs well.

BUSINESS MANAGEMENT & ADMINISTRATION

Business Management and Administration careers encompass planning, organizing, directing and evaluating business functions essential to efficient and productive business operations. Business Management and Administration career opportunities are available in every sector of the economy.

EDUCATION & TRAINING (Not currently offered at ASD, but possibly in future)

Planning, managing and providing education and training services, and related learning support services.

FINANCE

Planning, services for financial and investment planning, banking, insurance, and business financial management.

GOVERNMENT & PUBLIC ADMINISTRATION (Not currently offered at ASD, but possibly in future)

Executing governmental functions to include Governance; National Security; Foreign Service; Planning; Revenue and Taxation; Regulation; and Management and Administration at the local, state, and federal levels.

HUMAN SERVICES

Preparing individuals for employment in career pathways that relate to families and human needs.

INFORMATION TECHNOLOGY

Building Linkages in IT Occupations Framework: For Entry Level, Technical, and Professional Careers Related to the Design, Development, Support and Management of Hardware, Software, Multimedia, and Systems Integration Services.

LAW, PUBLIC SAFETY, CORRECTIONS & SECURITY

Planning, managing, and providing legal, public safety, protective services and homeland security, including professional and technical support services.

MARKETING, SALES & SERVICE

Planning, managing, and performing marketing activities to reach organizational objectives.



CAREER CLUSTER TYPE D: JROTC

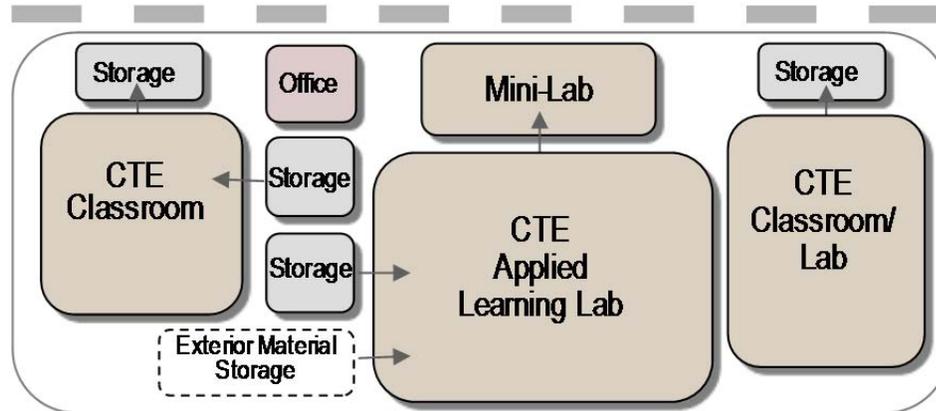
In addition to storage and administrative space, the JROTC cluster required classroom and drill space.

To motivate and develop young people is the goal of Junior ROTC. To accomplish this goal, it combines classroom instruction and extracurricular activities oriented on attaining an awareness of the rights, responsibilities, and privileges of citizenship; developing the student's sense of personal responsibility; building life skills; and providing leadership opportunities. (www.jrotc.org).

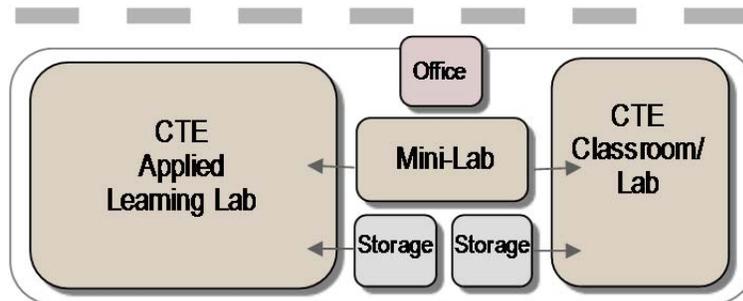
7.7.3 Recommended Adjacencies

The adjacency diagrams are intended to designate fundamental relationships among rooms and spaces within this category. Diagrams are not to scale, and no distinction of floor levels or of existing vs. new construction is intended. Existing locations, adjacencies and other parameters of these program components within existing high school facilities must be considered, and further interpretation of these relationships must be made by the design team when addressing existing conditions within each building.

CAREER CLUSTER TYPE A:



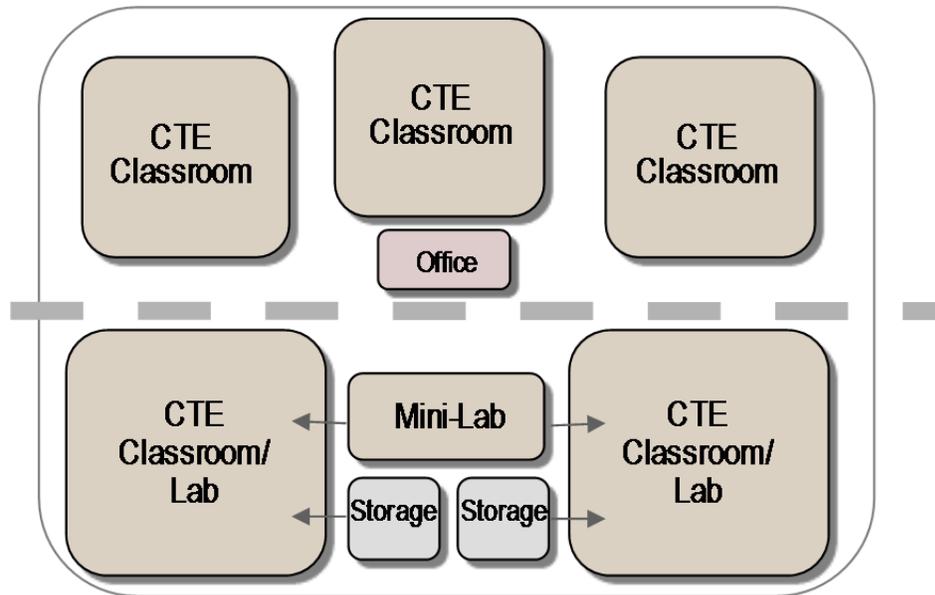
CAREER CLUSTER TYPE B:



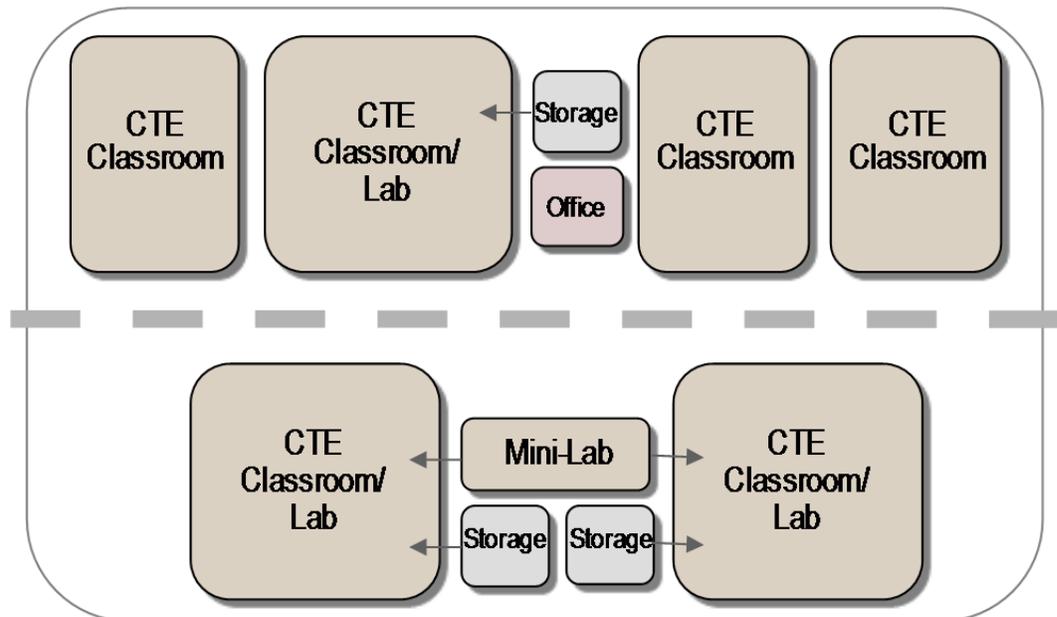


Anchorage School District
Educational Specifications: High Schools

CAREER CLUSTER TYPE C: (1,800 student school)

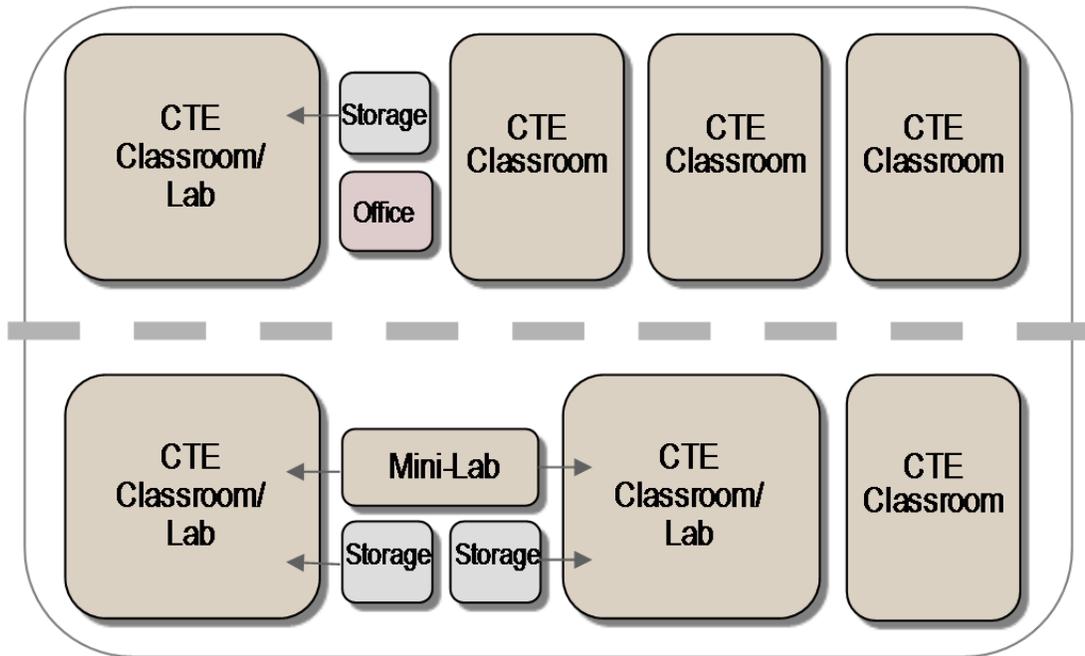


CAREER CLUSTER TYPE C: (2,000 student school)

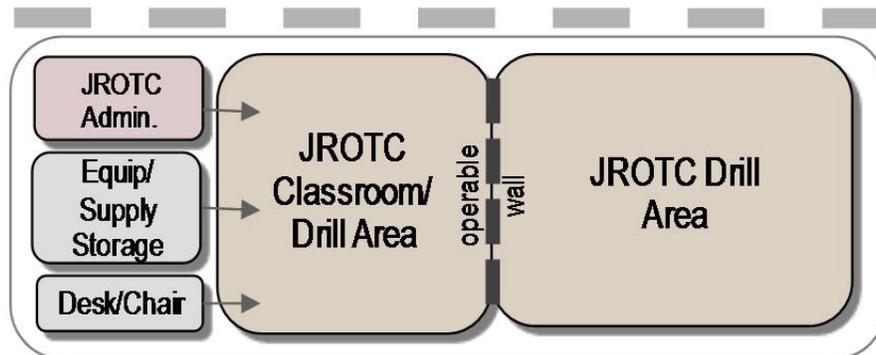




CAREER CLUSTER TYPE C: (2,200 student school)



CAREER CLUSTER TYPE D: JROTC





7.7.4 Individual Space Attributes

Career Cluster Types A-C include varying selections of basic raw spaces. “Generic” names have been given to these spaces, with the recognition that any of the career paths within a given Cluster Type could be assigned to the space. Once a specific Career Path is designated, the space can be equipped with the appropriate furniture, fixtures and equipment to serve the specific needs of the selected curriculum. This strategy provides a great amount of flexibility for locating, relocating, and establishing existing and new programs within each school and throughout the district.

“Generic” learning environments include:

Applied Learning Lab	a relatively large environment for learning through hands-on application, and with provisions for high-tech, large equipment and/or machinery. Ceilings are high and lighting is protected. Exterior access is required, preferably including at least one overhead rolling door. Utilities, such as power, plumbing, HVAC and exhaust systems are enhanced. Finishes are durable. Three-compartment sinks are required where cooking, food prep, demonstrations and experiments are anticipated.
CTE Classroom/Lab	a large classroom to be used for technology-based hands-on learning such as a computer lab or a TV studio;
CTE Classroom	a regular classroom, flexible to support adjacent CTE spaces;
Mini-Lab/Transaction	can be used as a small workshop, computer lab, or as a transaction space to reinforce the associated CTE curriculum. For example, the mini-lab for a culinary program might be used as a store or café; the mini-lab for communications might support a small recording or broadcast studio; the mini-lab for construction might be used as a CADD lab. Mini-labs are intended to allow students to reinforce their learning through real-life, hands-on applications.
Storage	storage for a variety of items such as student projects, materials & supplies, equipment, pantry items, hardware/software, resources, etc.
Office/Workroom	a space that supports the administrative duties of staff



CAREER CLUSTER TYPE A:

Ref. #: **7.01 CTE APPLIED LEARNING LAB A**

Area/Department:	CAREER & TECHNICAL EDUCATION		
Occupants:	Students: 28-32 (35 max)	Faculty/Staff: 1 - 2	Other:
TEACHING STATION			

ACTIVITIES & SPACE USAGE (A range of possible activities is shown, actual activities to be determined per program)

Educational	Students work individually and in teams. Lectures, demonstrations, discussions, presentations (projected; films/videos/TV) Hands-on projects, Data gathering, computing/graphing, experimenting, monitoring, analysis, fabrication, field activities, storing/cataloging/organizing, communications, small engines, carpentry, welding, aquaculture, etc. Oral & written evaluation, judging
Admin/Operational	-
Community	-

SPATIAL RELATIONSHIPS

Adjacent: Direct	CTE Classroom; Storage; outside
Nearby: Indirect	Office/workroom and other CTE spaces; Loading Dock, display cases for student work
Distant: Separated	Library; other quiet spaces

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

Casework	full height lockable storage cabinets for supplies and student projects (30 lineal feet min.)
Furniture (Movable)	project assembly work tables with heavy duty tops, spaced 6' apart in one direction and 4' apart in the other direction, to seat 6 students each; 32 student stools, mobile material/project carts, wet/dry shop vacs, Portable marker board/projection surface
Fixtures & Equipment: (common to all)	Wall pegboard, Tack surface; Retractable projection screen. Portable air compressor & tank (on cart), general hand and hand-held power tools, handwash solution & towel dispenser, an overhead winch or load hauling equipment should be considered.
Additional recommendations for Agriculture	Welding equipment, garden tools, recycling station(s), composting equipment, electric hotplate, microscopes, scales, dissection kits, incubator, sterilizer, probes, hydraulic floor jack, hand trailers, wheelbarrow, cultivator, cooler (for horticulture), flammable storage unit(s) for various fertilizers and chemicals
Additional recommendations for Construction	Floor equipment: 1 movable 8" table saw (for instructor use only), 1 band saw; Bench-top Equipment: 2-3 band saws; 3 scroll saws; 2 drill presses; 3 belt/disc sanders; Storable Equipment: see storage room FF&E below.
Additional recommendations for Manufacturing	Milling machine, welding station, router/shapers, saws, miter box, lathes, grinder, sander, drill press, gauges, spray booth/box, mold and extrusion equipment, etc. to be determined per program (industrial design, electronics, robotics, mechanics, etc.)
Additional recommendations for Transportation	Fabrication equipment for building models and prototypes (see Manufacturing equipment list above). Measuring/testing equipment, solar cell experiment and testing kit, vacuum pump, small engine tools, temperature meters, wind generator, sound meter, volt/Ohm meter, etc. as required for curricular support.



Ref. #: **7.01 CTE APPLIED LEARNING LAB – TYPE A**

(continued)

FINISHES

Floor	Sealed concrete
Ceiling	Exposed structure and/or ceiling grid for hanging displays.
Walls	Durable wall construction/paint ok.
Other Considerations	12'-0" min. clear ceiling height (14'-0" or higher preferred)

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

Electrical	Ceiling mounted drop cord reels for power tools & mobile equipment Power strips and/or outlets at perimeter walls, 44" height for power tools, equipment and instructional technology (Separate circuit for A/V equipment) 110 & 220 volt outlets as necessary for equipment (3-phase power)
Lighting	Natural light + Energy-efficient fixtures, Uniform light at work surfaces, Task lighting as necessary, variable light level control for various activities.
HVAC	Independent room ventilation system, exhaust direct to outside only with no return air to main building ventilation system; Central vacuum system desirable
Plumbing	large shop sink on wall, preferably not in corner, hose bib, water fountain, floor drain under Emergency shower/eyewash
Acoustical	Good separation to adjacent spaces, acoustical deck should be considered.
Special Utilities/Services	Dust collection system: ceiling drops and dust sweep drops as necessary
Other Considerations	Outlets for power tools to have same amp/volt plug availability for flexible use

WINDOWS & VISION PANELS

		Operable? (Y/N)	Shades? (Y/N)
Exterior	Access to natural light and ventilation	Y	Y
Interior	Large vision panel for supervision to/from CTE Classroom/Lab	N	N
Other Considerations	Balance need for natural light & ventilation w/security considerations		

CONTROL & SAFETY NEEDS

Visibility	Visibility of entire room without "blind" areas.
Access Control, Interior	Exit doors as required by code, corridor doors lockable from both sides, w/security alarms
Exterior Access	Overhead door and double doors, bollards located at both sides of OH door
Emerg Shower/Eyewash	Include. locate over floor drain
Power Tool Safety/ Emergency Shut-Off	Power Tools left "on" at time of power outage must be "off" when power comes back up. Button-activated emergency shutoff of all power tools from 2 locations Permanent Safety Line on floor around equipment & power tools
Safety Equipment	Safety station with fire extinguisher, fire blankets & first-aid supplies Goggle station (with access to power outlet)

SPECIAL CONSIDERATIONS

Class size	28-32 students recommended, however 35 students possible
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Ref. #: **7.02** **CTE CLASSROOM/LAB – TYPE A**

Area/Department:	CAREER & TECHNICAL EDUCATION		
Occupants:	Students: 28-32 (35 max)	Faculty/Staff: 1 - 2	Other:
TEACHING STATION			

ACTIVITIES & SPACE USAGE

Educational	Lectures, demonstrations, discussions, presentations (projected, films/videos/TV) Computer modeling, graphics, reports, research, etc. Hands-on projects, report production, project planning, drawing Research; journaling; laminating; portfolios Data gathering, collation, analysis, presentation Oral & written testing Potential sharing with other programs when not in use for CTE
Admin/Operational	-
Community	-

SPATIAL RELATIONSHIPS

Adjacent: Direct	storage
Nearby: Indirect	Associated CTE Cluster spaces
Distant: Separated	Quiet areas such as Library/Media

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

Casework	One wall of continuous counter surface with cabinet storage below
Furniture (Movable)	35 student computer workstations 35 adjustable height student chairs 1 Teacher desk & chair 1 Activity Table (optional) 1 production station (printer, supplies, etc.)
Fixtures & Equipment	Marker boards, Tack surface/tack strips Retractable projection screen



Ref. #: 7.02 CTE CLASSROOM/LAB

(continued)

FINISHES

Floor	Resilient flooring
Ceiling	Sound absorptive. Ceiling grid to support hanging displays.
Walls	Include feature color on one wall.
Other Considerations	9'-0" min ceiling height (10'-0" preferred)

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 Outlets/power for presentation and production equipment 4 GFCI Quad floor outlets with water resistive covers Separate circuit for A/V equipment 20-Amp outlet 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.
HVAC	Natural + mechanical ventilation, individual temperature control (AC), consider heat load from technology use & equipment Room is positively pressurized with respect to Applied Learning Lab
Plumbing	-
Acoustical	Per ANSI/ASA recommendations, currently 45 dBA max. unoccupied background noise; 35 dBA preferred
Special Utilities/Services	-
Other Considerations	Consider glare from all light sources when planning layout of fixed visual technology.

WINDOWS & VISION PANELS

		Operable? (Y/N)	Shades? (Y/N)
Exterior	Access to natural light and ventilation <i>Egress window (if on ground level)</i>	Y	Y
Interior	Large vision panel for supervision from/to Applied Learning Lab	N	Y
Other Considerations	-		

CONTROL & SAFETY NEEDS

Visibility	Visibility of entire room without "blind" areas.
Access Control	corridor doors lockable from both sides
Supervision	Ability for teacher to view all student computer screens is desired
Disaster kits	Space for storage of emergency disaster kits in room
-	-

SPECIAL CONSIDERATIONS

Class size	varies
-	-
-	-



Ref. #: **7.03** **CTE CLASSROOM**

Area/Department:	CAREER & TECHNICAL EDUCATION		
Occupants:	Students: 32	Faculty/Staff: 1 - 2	Other:
TEACHING STATION			

ACTIVITIES & SPACE USAGE

Educational	Lectures, demonstrations, presentations, discussions Research; project planning; drawing; journaling Reading, studying, individual and small group work Data gathering, collation, analysis, presentation Oral & written testing Potential sharing with other programs when not in use for CTE
Admin/Operational	-
Community	-

SPATIAL RELATIONSHIPS

Adjacent: Direct	-
Nearby: Indirect	Career Cluster spaces
Distant: Separated	-

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

Casework	-
Furniture (Movable)	35 student desks & chairs 1 Teacher desk & chair 1 Activity Table (optional)
Fixtures & Equipment	Marker board, Tack surface Retractable projection screen



Ref. #: 7.03 CTE CLASSROOM

(continued)

FINISHES

Floor	Carpet or resilient flooring
Ceiling	Sound absorptive. Ceiling grid to support hanging displays.
Walls	Include feature color on one wall.
Other Considerations	9'-0" min ceiling height (10'-0" preferred)

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

Electrical	additional outlets for computers & other technology Outlets/power for presentation and production equipment 4 GFCI Quad floor outlets with water resistive covers Separate circuit for A/V equipment 20-Amp outlet 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.
HVAC	Natural + mechanical ventilation, individual temperature control Room is positively pressurized with respect to Applied Learning Lab(s)
Plumbing	-
Acoustical	Per ANSI/ASA recommendations, currently 45 dBA max. unoccupied background noise; 35 dBA preferred
Special Utilities/Services	-
Other Considerations	Consider glare from all light sources when planning layout of fixed visual technology.

WINDOWS & VISION PANELS

		Operable? (Y/N)	Shades? (Y/N)
Exterior	Access to natural light and ventilation <i>Egress window (if on ground level)</i>	Y	Y
Interior	Large vision panel for supervision to/from Lab(s)	N	Y
Other Considerations	-		

CONTROL & SAFETY NEEDS

Visibility	Visibility of entire room without "blind" areas.
Access Control	Exit doors as required by code, corridor doors lockable from both sides
Supervision	Ability for teacher to view all student computer screens is desired
Disaster kits	Space for storage of emergency disaster kits in room
-	-

SPECIAL CONSIDERATIONS

-	-
-	-
-	-



Ref. #: **7.04** **CTE MINI-LAB/TRANSACTION**

Area/Department:	CAREER & TECHNICAL EDUCATION		
Occupants:	Students: 8 -10	Faculty/Staff: 1 - 2	Other:

ACTIVITIES & SPACE USAGE

Educational	Function to support Career Cluster curriculum Activity space for Career application (such as store, café, branch bank, etc.)
Admin/Operational	-
Community	Transaction functions such as a branch bank could also serve the extended school community

SPATIAL RELATIONSHIPS

Adjacent: Direct	Applied Learning Lab Moderate-high traffic corridor or commons area
Nearby: Indirect	CTE labs & classrooms; Career Faculty Office
Distant: Separated	-

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

Casework	-
Furniture (Movable)	All FF&E to be movable. Furniture to support program & activities
Fixtures & Equipment	Marker board, Tack surface Fixtures & Equipment to support selected program & activities



Ref. #: 7.04 CTE MINI-LAB/TRANSACTION

(continued)

FINISHES

Floor	Resilient flooring
Ceiling	Sound absorptive. Ceiling grid to support hanging displays.
Walls	Include feature color on one wall.
Other Considerations	9'-0" min ceiling height (10'-0" preferred)

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 Outlets/power for presentation and production equipment 4 GFCI Quad floor outlets with water resistive covers Separate circuit for A/V equipment
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.
HVAC	Natural + mechanical ventilation, individual temperature control (AC) Room is positively pressurized with respect to E & I Technology Lab Room is negatively pressurized with respect to spaces outside the E & I Technology area
Plumbing	-
Acoustical	Per ANSI/ASA recommendations, currently 45 dBA max. unoccupied background noise; 35 dBA preferred
Special Utilities/Services	-
Other Considerations	-

WINDOWS & VISION PANELS

		Operable? (Y/N)	Shades? (Y/N)
Exterior	Access to natural light and ventilation <i>Egress window (if on ground level)</i>	Y	Y
Interior	Large vision panel for supervision to/from adjacent space(s)	N	Y
Other Considerations	transaction counter openable to "public" space	Y	N

CONTROL & SAFETY NEEDS

Visibility	Visibility of entire room without "blind" areas.
Access Control	Corridor doors lockable from both sides
Supervision	From adjacent spaces
-	-
-	-

SPECIAL CONSIDERATIONS

-	-
-	-
-	-



Ref. #: **7.05** **CTE STORAGE**

Area/Department:	CAREER & TECHNICAL EDUCATION		
Occupants:	Students: -	Faculty/Staff: -	Other: -

ACTIVITIES & SPACE USAGE

Educational	-
Admin/Operational	Storage of portable power tools and hand tools Storage of materials used in CTE Classrooms & Labs Storage of movable 8" table saw (for Construction program)
Community	-

SPATIAL RELATIONSHIPS

Adjacent: Direct	Applied Learning Lab
Nearby: Indirect	CTE Classroom/Lab(s); Career Faculty Office; outside parking and/or loading dock
Distant: Separated	-

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

Casework	Storage cabinets, lockable, for power tools Heavy duty open shelving and materials storage racks Wall cabinets over base cabinets Flammable storage cabinet for glues, paints, etc., lockable
Furniture (Movable)	equipment carts
Fixtures & Equipment	4' of pegboard (optional) Space for 1 movable floor model 8" table saw (for instructor use only, to be used in adjacent Construction Lab and rolled out as needed) Storable Equipment for construction program: 1 spindle sander; 1 grinder; 1 buffer; 1 plastics strip heater; 1 injection molder; 1 hot wire foam cutter; 1 router; 1 orbital sander; 2, 3/8" hand held drills; 1 handheld belt sander; 1 shop vacuum; 12 Dremel moto shaping tools; 1 soldering iron; general hand and hand-held power tools



Ref. #: **7.05 CTE STORAGE**

(continued)

FINISHES

Floor	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 outlets, per code Power strip at counter height for recharging tools
Lighting	Energy-efficient fixtures
HVAC	-
Plumbing	-
Acoustical	-
Special Utilities/Services	-
Other Considerations	-

WINDOWS & VISION PANELS

Operable? (Y/N)

Shades? (Y/N)

Exterior	-	-	-
Interior	Operable tool check-out window or dutch door	Y	N
Other Considerations	-	-	-

CONTROL & SAFETY NEEDS

Access Control	Lockable door(s) with security alarm
-	-
-	-
-	-

SPECIAL CONSIDERATIONS

-	-
-	-
-	-



Ref. #: **7.06** **CTE OFFICE/WORKROOM**

Area/Department:	CAREER & TECHNICAL EDUCATION		
Occupants:	Students: 1-2	Faculty/Staff: 1 - 2	Other: 1 - 2

ACTIVITIES & SPACE USAGE

Educational	Example of efficient, collaborative, professional environment
Admin/Operational	Lesson planning and preparation, grading, scheduling Communication with students, administration and parents Security observation of CTE Classrooms and Labs
Community	-

SPATIAL RELATIONSHIPS

Adjacent: Direct	Applied Learning Lab and/or Mini-Lab
Nearby: Indirect	CTE Classrooms and Labs; CTE Storage;
Distant: Separated	-

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

Casework	NOTE: maximize use of movable furniture & casework
Furniture (Movable)	Lockable file cabinets, small safe for money & keys, desk/computer workstation Lockable wardrobe cabinet Bookshelves Desk, task chair & side chair
Fixtures & Equipment	Tack and Marker surfaces



Ref. #: **7.06 CTE OFFICE/WORKROOM**

(continued)

FINISHES

Floor	carpet, stain and static 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' on center minimum Quad outlets at workstations
Lighting	Task lighting, energy-efficient fixtures, daylight (borrowed ok)
HVAC	Supply/return air, zoned temp control Positively pressurized with respect to CTE Classrooms and Applied Learning Labs
Plumbing	-
Acoustical	-
Special Utilities/Services	-
Other Considerations	-

WINDOWS & VISION PANELS

		Operable? (Y/N)	Shades? (Y/N)
Exterior	-	-	-
Interior	Large sidelite at strike-jamb of door, for supervision of Labs & Classrooms	N	Y
Other Considerations	-	-	-

CONTROL & SAFETY NEEDS

Supervision	Visibility to Cluster Labs and Classrooms
Access Control	Doors lockable, vision panel to coordinate w/sidelite
	-
	-

SPECIAL CONSIDERATIONS

	-
	-
	-



Ref. #: **7.07** **CTE EXTERIOR STORAGE AREA**

Area/Department:	CAREER & TECHNICAL EDUCATION		
Occupants:	Students: 2-6	Faculty/Staff: 1 - 2	Other: 1 - 2

ACTIVITIES & SPACE USAGE

Educational	Example of efficient, orderly materials storage
Admin/Operational	Storage of materials and supplies
Community	-

SPATIAL RELATIONSHIPS

Adjacent: Direct	CTE Applied Learning Lab Service drive for loading/unloading materials
Nearby: Indirect	interior storage area
Distant: Separated	School main entry

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

Casework	-
Furniture (Movable)	-
Fixtures & Equipment	Heavy duty exterior storage racks



Ref. #: 7.07 CTE EXTERIOR STORAGE AREA

(continued)

FINISHES

Floor	concrete
Ceiling	-
Walls	Fencing, 10' high min.
Other Considerations	-

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

Electrical	-
Lighting	Security 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

Supervision	Visibility to associated Applied Learning Lab
Access Control	Lockable gate
	-
	-

SPECIAL CONSIDERATIONS

	-
	-
	-



CAREER CLUSTER TYPE B:

Ref. #: **7.08** **CTE APPLIED LEARNING LAB B**

Area/Department:	CAREER & TECHNICAL EDUCATION		
Occupants:	Students: 28-32 (35 max)	Faculty/Staff: 1 - 2	Other:
TEACHING STATION			

ACTIVITIES & SPACE USAGE

Educational	Fabrication, assembly and testing of student projects; lecture; discussion. Students work individually and in teams. Lectures, demonstrations, discussions, presentations (projected; films/videos/TV) Hands-on projects, Data gathering, collation, analysis, presentation Oral & written testing
Admin/Operational	-
Community	-

SPATIAL RELATIONSHIPS

Adjacent: Direct	CTE Classroom; Storage; outside
Nearby: Indirect	Office/workroom and other CTE spaces; Loading area and/or parking, display cases
Distant: Separated	Library; other quiet spaces

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

Casework	full height lockable storage cabinets for supplies and student projects (30 lineal feet)
Furniture (Movable)	work tables with heavy duty tops to seat 6 students each, 32 student chairs or stools, Portable marker board/projection surface
Fixtures & Equipment: (common to all) (FCS/ProStart)	Wall pegboard, Tack surface; Retractable projection screen. Material & project carts, wet/dry vac, handwash solution & towel dispensers. Kitchen service equipment such as: ranges (open, flat-top, and rind-top burners), slicers, steamers, microwave, ovens (conventional, convection, deck), broiler, choppers/processors, gas grill, griddle, deep-fat fryer, tilt skillet, dish and pot washers, ice machine, and multiple sets of various hand tools, pots, pans and countertop equipment
(Hospitality)	Furniture & equipment for role-playing, to be determined per program.
(Textiles)	Sewing machines, cutting table, textile roll racks, upholstering tools, pattern file cabinets, fitting mannequins, textile machines, etc.
(Health Science)	Furniture & equipment for health patient role-playing, testing & monitoring equipment, microscope, double sink with knee controls, view boxes, gurney, exam table, CPR mannequin, treadmill/cardio equipment, etc.
(Communication Arts)	Digital photo equipment, audio recording, mixing & editing equipment, document stands, broadcast equipment, media cabinets, light grid, multi-meters, power reels, etc.



Ref. #: **7.08 CTE APPLIED LEARNING LAB – TYPE B**

(continued)

FINISHES

Floor	Sealed concrete
Ceiling	Exposed structure and/or ceiling grid for hanging displays.
Walls	Durable wall construction/paint ok.
Other Considerations	12'-0" min. recommended clear ceiling height

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

Electrical	Ceiling mounted drop cord reels for tools & mobile equipment Power strips and/or outlets at perimeter walls, 44" height for tools, equipment and instructional technology, Separate circuit for A/V equipment 20-Amp outlets as necessary for heavy equipment, dedicated circuit for custodial use
Lighting	Natural light + Energy-efficient fixtures, Uniform light at work surfaces, Task lighting as necessary, variable light level control for various activities.
HVAC	Independent room ventilation system, exhaust direct to outside; Central vacuum system desirable
Plumbing	large shop sink on wall, preferably not in corner, water fountain, floor drain under emergency shower/eyewash
Acoustical	Good separation to adjacent spaces
Special Utilities/Services	Dust collection system: ceiling drops and dust sweep drops as necessary
Other Considerations	Outlets for tools and equipment to have same amp/volt plug availability for flexible use

WINDOWS & VISION PANELS

		Operable? (Y/N)	Shades? (Y/N)
Exterior	Access to natural light and ventilation	Y	Y
Interior	Large vision panel for supervision to/from CTE Classroom/Lab	N	N
Other Considerations	Balance need for natural light & ventilation w/security considerations		

CONTROL & SAFETY NEEDS

Visibility	Visibility of entire room without "blind" areas.
Access Control, Interior	Exit doors as required by code, corridor doors lockable from both sides, w/security alarms
Exterior Access	Double door with security alarm
Emerg Shower/Eyewash	Include. locate over floor drain
Power Tool Safety/ Emergency Shut-Off	Power tools are not anticipated in this space, however, for future flexibility or conversion to Type A CTE programs, safety controls should match those shown in 7.01 Applied Learning Lab Type A
Safety Equipment	Safety station with fire extinguisher, fire blankets & first-aid supplies Goggle station (with access to power outlet)

SPECIAL CONSIDERATIONS

Class size	28-32 students recommended, however 35 students possible
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Ref. #: **7.09** **CTE CLASSROOM/LAB – TYPE B**

Area/Department:	CAREER & TECHNICAL EDUCATION		
Occupants:	Students: 28-32 (35 max)	Faculty/Staff: 1 - 2	Other:
TEACHING STATION			

ACTIVITIES & SPACE USAGE

Educational	Lectures, demonstrations, discussions, presentations (projected, films/videos/TV) Computer modeling, graphics, reports, research, etc. Hands-on projects, report production, project planning, drawing Research; journaling; laminating; portfolios Data gathering, collation, analysis, presentation Oral & written testing Potential sharing with other programs when not in use for CTE
Admin/Operational	-
Community	-

SPATIAL RELATIONSHIPS

Adjacent: Direct	storage
Nearby: Indirect	Associated CTE Cluster spaces
Distant: Separated	Quiet areas such as Library/Media

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

Casework	One wall of continuous counter surface with cabinet storage below
Furniture (Movable)	35 student computer workstations 35 adjustable height student chairs 1 Teacher desk & chair 1 Activity Table (optional) 1 production station (printer, supplies, etc.)
Fixtures & Equipment	Marker boards, Tack surface/tack strips Retractable projection screen



Ref. #: 7.09 CTE CLASSROOM/LAB – TYPE B

(continued)

FINISHES

Floor	Resilient flooring
Ceiling	Sound absorptive. Ceiling grid to support hanging displays.
Walls	Include feature color on one wall.
Other Considerations	9'-0" min ceiling height (10'-0" preferred)

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 Outlets/power for presentation and production equipment 4 GFCI Quad floor outlets with water resistive covers Separate circuit for A/V equipment 20-Amp outlet 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.
HVAC	Natural + mechanical ventilation, individual temperature control (AC), consider heat load from technology use & equipment Room is positively pressurized with respect to Applied Learning Lab
Plumbing	-
Acoustical	Per ANSI/ASA recommendations, currently 45 dBA max. unoccupied background noise; 35 dBA preferred
Special Utilities/Services	-
Other Considerations	Consider glare from all light sources when planning layout of fixed visual technology.

WINDOWS & VISION PANELS

		Operable? (Y/N)	Shades? (Y/N)
Exterior	Access to natural light and ventilation <i>Egress window (if on ground level)</i>	Y	Y
Interior	Large vision panel for supervision from/to Applied Learning Lab	N	Y
Other Considerations	-		

CONTROL & SAFETY NEEDS

Visibility	Visibility of entire room without "blind" areas.
Access Control	corridor doors lockable from both sides
Supervision	Ability for teacher to view all student computer screens is desired
Disaster kits	Space for storage of emergency disaster kits in room
-	-

SPECIAL CONSIDERATIONS

Class size	varies
-	-
-	-



Ref. #: **7.10** **CTE MINI-LAB/TRANSACTION**

Area/Department:	CAREER & TECHNICAL EDUCATION		
Occupants:	Students: 8 -10	Faculty/Staff: 1 - 2	Other:

ACTIVITIES & SPACE USAGE

Educational	Function to support Career Cluster curriculum Activity space for Career application (such as store, café, branch bank, etc.)
Admin/Operational	-
Community	Transaction functions such as a branch bank could also serve the extended school community

SPATIAL RELATIONSHIPS

Adjacent: Direct	Applied Learning Lab Moderate-high traffic corridor or commons area
Nearby: Indirect	CTE labs & classrooms; Career Faculty Office
Distant: Separated	-

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

Casework	-
Furniture (Movable)	All FF&E to be movable. Furniture to support program & activities
Fixtures & Equipment	Marker board, Tack surface Fixtures & Equipment to support selected program & activities



Ref. #: **7.10 CTE MINI-LAB/TRANSACTION**

(continued)

FINISHES

Floor	Resilient flooring
Ceiling	Sound absorptive. Ceiling grid to support hanging displays.
Walls	Include feature color on one wall.
Other Considerations	9'-0" min ceiling height (10'-0" preferred)

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

Electrical	Power outlets 6' on center min., plus outlets for computers & other technology Outlets/power for presentation and production equipment 4 GFCI Quad floor outlets with water resistive covers Separate circuit for A/V equipment
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.
HVAC	Natural + mechanical ventilation, individual temperature control (AC) Room is positively pressurized with respect to Applied Learning Lab
Plumbing	-
Acoustical	Per ANSI/ASA recommendations, currently 45 dBA max. unoccupied background noise; 35 dBA preferred
Special Utilities/Services	-
Other Considerations	-

WINDOWS & VISION PANELS

		Operable? (Y/N)	Shades? (Y/N)
Exterior	Access to natural light and ventilation <i>Egress window (if on ground level)</i>	Y	Y
Interior	Large vision panel for supervision to/from adjacent space(s)	N	Y
Other Considerations	transaction counter openable to "public" space	Y	N

CONTROL & SAFETY NEEDS

Visibility	Layout should promote visibility of entire room minimizing "blind" areas.
Access Control	Corridor doors lockable from both sides
Supervision	From adjacent spaces
-	-
-	-

SPECIAL CONSIDERATIONS

-	-
-	-
-	-



Ref. #: **7.11** **CTE STORAGE**

Area/Department:	CAREER & TECHNICAL EDUCATION		
Occupants:	Students: -	Faculty/Staff: -	Other: -

ACTIVITIES & SPACE USAGE

Educational	-
Admin/Operational	Storage of portable tools and equipment Storage of materials used in CTE Classrooms & Labs Also served as fitting area for Textiles program.
Community	-

SPATIAL RELATIONSHIPS

Adjacent: Direct	Applied Learning Lab
Nearby: Indirect	CTE Classroom/Lab(s); Career Faculty Office; outside parking and/or loading dock
Distant: Separated	-

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

Casework	Storage cabinets, lockable Heavy duty open shelving Wall cabinets over base cabinets Flammable storage cabinet, lockable
Furniture (Movable)	equipment carts
Fixtures & Equipment	4' of pegboard (optional) Ceiling mounted curtain track for privacy curtain at fitting area.



Ref. #: **7.11 CTE STORAGE**

(continued)

FINISHES

Floor	Sealed concrete or Resilient flooring
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 outlets, per code Power strip at counter height
Lighting	Energy-efficient fixtures
HVAC	-
Plumbing	-
Acoustical	-
Special Utilities/Services	-
Other Considerations	-

WINDOWS & VISION PANELS

Operable? (Y/N)

Shades? (Y/N)

Exterior	-	-	-
Interior	Operable check-out window or dutch door	Y	N
Other Considerations	-	-	-

CONTROL & SAFETY NEEDS

Access Control	Lockable door(s)
-	-
-	-
-	-

SPECIAL CONSIDERATIONS

-	-
-	-
-	-



Ref. #: **7.12** **CTE OFFICE/WORKROOM**

Area/Department:	CAREER & TECHNICAL EDUCATION		
Occupants:	Students: 1-2	Faculty/Staff: 1 - 2	Other: 1 - 2

ACTIVITIES & SPACE USAGE

Educational	Example of efficient, collaborative, professional environment
Admin/Operational	Lesson planning and preparation, grading, scheduling Communication with students, administration and parents Security observation of CTE Classrooms and Labs
Community	-

SPATIAL RELATIONSHIPS

Adjacent: Direct	Applied Learning Lab and/or Mini-Lab
Nearby: Indirect	CTE Classrooms and Labs; CTE Storage;
Distant: Separated	-

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

Casework	NOTE: maximize use of movable furniture & casework
Furniture (Movable)	Lockable file cabinets, small safe for money & keys, desk/computer workstation Lockable wardrobe cabinet Bookshelves Desk, task chair & side chair
Fixtures & Equipment	Tack and Marker surfaces



Ref. #: **7.12 CTE OFFICE/WORKROOM**

(continued)

FINISHES

Floor	carpet, stain and static 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' on center minimum Quad outlets at workstations
Lighting	Task lighting, energy-efficient fixtures, daylight (borrowed ok)
HVAC	Supply/return air, zoned temp control Positively pressurized with respect to CTE Classrooms and Applied Learning Labs
Plumbing	-
Acoustical	-
Special Utilities/Services	-
Other Considerations	-

WINDOWS & VISION PANELS

		Operable? (Y/N)	Shades? (Y/N)
Exterior	-	-	-
Interior	Large sidelite at strike-jamb of door, for supervision of Labs & Classrooms	N	Y
Other Considerations	-	-	-

CONTROL & SAFETY NEEDS

Supervision	Visibility to Cluster Labs and Classrooms
Access Control	Doors lockable, vision panel to coordinate w/sidelite
	-
	-

SPECIAL CONSIDERATIONS

	-
	-
	-



CAREER CLUSTER TYPE C:

Ref. #: **7.13** **CTE CLASSROOM/LAB – TYPE C**

Area/Department:	CAREER & TECHNICAL EDUCATION		
Occupants:	Students: 28-32 (35 max)	Faculty/Staff: 1 - 2	Other:
TEACHING STATION			

ACTIVITIES & SPACE USAGE

Educational	Lectures, demonstrations, discussions, presentations (projected, films/videos/TV) Computer modeling, graphics, reports, research, etc. Hands-on projects, report production, project planning, drawing Research; journaling; laminating; portfolios Data gathering, collation, analysis, presentation Oral & written testing Potential sharing with other programs when not in use for CTE
Admin/Operational	-
Community	-

SPATIAL RELATIONSHIPS

Adjacent: Direct	storage
Nearby: Indirect	Associated CTE Cluster spaces, display cabinets
Distant: Separated	Quiet areas such as Library/Media

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

Casework	One wall of continuous counter surface with cabinet storage below
Furniture (Movable)	35 student computer workstations 35 adjustable height student chairs 1 Teacher desk & chair 1 Activity Table (optional) 1 production station (printer, supplies, etc.)
Fixtures & Equipment	Marker boards, Tack surface/tack strips Retractable projection screen



Ref. #: 7.13 CTE CLASSROOM/LAB – TYPE C

(continued)

FINISHES

Floor	Resilient flooring
Ceiling	Sound absorptive. Ceiling grid to support hanging displays.
Walls	Include feature color on one wall.
Other Considerations	9'-0" min ceiling height (10'-0" preferred)

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 Outlets/power for presentation and production equipment 4 GFCI Quad floor outlets with water resistive covers Separate circuit for A/V equipment 20-Amp outlet 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.
HVAC	Natural + mechanical ventilation, individual temperature control (AC), consider heat load from technology use & equipment Room is positively pressurized with respect to Applied Learning Lab
Plumbing	-
Acoustical	Per ANSI/ASA recommendations, currently 45 dBA max. unoccupied background noise; 35 dBA preferred
Special Utilities/Services	-
Other Considerations	Consider glare from all light sources when planning layout of fixed visual technology.

WINDOWS & VISION PANELS

		Operable? (Y/N)	Shades? (Y/N)
Exterior	Access to natural light and ventilation <i>Egress window (if on ground level)</i>	Y	Y
Interior	Large vision panel for supervision from/to Applied Learning Lab	N	Y
Other Considerations	-		

CONTROL & SAFETY NEEDS

Visibility	Visibility of entire room without "blind" areas.
Access Control	corridor doors lockable from both sides
Supervision	Ability for teacher to view all student computer screens is desired
Disaster kits	Space for storage of emergency disaster kits in room
-	-

SPECIAL CONSIDERATIONS

Class size	varies
-	-
-	-



Ref. #: **7.14** **CTE CLASSROOM**

Area/Department:	CAREER & TECHNICAL EDUCATION		
Occupants:	Students: 32	Faculty/Staff: 1 - 2	Other:
TEACHING STATION			

ACTIVITIES & SPACE USAGE

Educational	Lectures, demonstrations, presentations, discussions Research; project planning; drawing; journaling Reading, studying, individual and small group work Data gathering, collation, analysis, presentation Oral & written testing Potential sharing with other programs when not in use for CTE
Admin/Operational	-
Community	-

SPATIAL RELATIONSHIPS

Adjacent: Direct	-
Nearby: Indirect	Career Cluster spaces
Distant: Separated	-

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

Casework	-
Furniture (Movable)	35 student desks & chairs 1 Teacher desk & chair 1 Activity Table (optional)
Fixtures & Equipment	Marker board, Tack surface Retractable projection screen



Ref. #: 7.14 CTE CLASSROOM

(continued)

FINISHES

Floor	Carpet or resilient flooring
Ceiling	Sound absorptive. Ceiling grid to support hanging displays.
Walls	Include feature color on one wall.
Other Considerations	9'-0" min ceiling height (10'-0" preferred)

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

Electrical	additional outlets for computers & other technology Outlets/power for presentation and production equipment 4 GFCI Quad floor outlets with water resistive covers Separate circuit for A/V equipment 20-Amp outlet 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.
HVAC	Natural + mechanical ventilation, individual temperature control
Plumbing	-
Acoustical	Per ANSI/ASA recommendations, currently 45 dBA max. unoccupied background noise; 35 dBA preferred
Special Utilities/Services	-
Other Considerations	Consider glare from all light sources when planning layout of fixed visual technology.

WINDOWS & VISION PANELS

		Operable? (Y/N)	Shades? (Y/N)
Exterior	Access to natural light and ventilation <i>Egress window (if on ground level)</i>	Y	Y
Interior	Large vision panel for supervision to/from Lab(s)	N	Y
Other Considerations	-		

CONTROL & SAFETY NEEDS

Visibility	Visibility of entire room without "blind" areas.
Access Control	Exit doors as required by code, corridor doors lockable from both sides
Supervision	Ability for teacher to view all student computer screens is desired
Disaster kits	Space for storage of emergency disaster kits in room
-	-

SPECIAL CONSIDERATIONS

-	-
-	-
-	-



Ref. #: **7.15** **CTE MINI-LAB/TRANSACTION**

Area/Department:	CAREER & TECHNICAL EDUCATION		
Occupants:	Students: 8 -10	Faculty/Staff: 1 - 2	Other:

ACTIVITIES & SPACE USAGE

Educational	Function to support Career Cluster curriculum Activity space for Career application (such as store, café, branch bank, etc.)
Admin/Operational	-
Community	Transaction functions such as a branch bank could also serve the extended school community

SPATIAL RELATIONSHIPS

Adjacent: Direct	Applied Learning Lab Moderate-high traffic corridor or commons area
Nearby: Indirect	CTE labs & classrooms; Career Faculty Office
Distant: Separated	-

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

Casework	-
Furniture (Movable)	All FF&E to be movable. Furniture to support program & activities
Fixtures & Equipment	Marker board, Tack surface Fixtures & Equipment to support selected program & activities



Ref. #: **7.15 CTE MINI-LAB/TRANSACTION**

(continued)

FINISHES

Floor	Resilient flooring
Ceiling	Sound absorptive. Ceiling grid to support hanging displays.
Walls	Include feature color on one wall.
Other Considerations	9'-0" min ceiling height (10'-0" preferred)

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 Outlets/power for presentation and production equipment 4 GFCI Quad floor outlets with water resistive covers Separate circuit for A/V equipment
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.
HVAC	Natural + mechanical ventilation, individual temperature control (AC)
Plumbing	-
Acoustical	Per ANSI/ASA recommendations, currently 45 dBA max. unoccupied background noise; 35 dBA preferred
Special Utilities/Services	-
Other Considerations	-

WINDOWS & VISION PANELS

		Operable? (Y/N)	Shades? (Y/N)
Exterior	Access to natural light and ventilation <i>Egress window (if on ground level)</i>	Y	Y
Interior	Large vision panel for supervision to/from adjacent space(s)	N	Y
Other Considerations	transaction counter openable to "public" space	Y	N

CONTROL & SAFETY NEEDS

Visibility	Visibility of entire room without "blind" areas.
Access Control	Corridor doors lockable from both sides
Supervision	From adjacent spaces
-	-
-	-

SPECIAL CONSIDERATIONS

-	-
-	-
-	-



Ref. #: **7.16** **CTE STORAGE**

Area/Department:	CAREER & TECHNICAL EDUCATION		
Occupants:	Students: -	Faculty/Staff: -	Other: -

ACTIVITIES & SPACE USAGE

Educational	-
Admin/Operational	Storage of portable tools and equipment Storage of materials used in CTE Classrooms & Labs
Community	-

SPATIAL RELATIONSHIPS

Adjacent: Direct	CTE Classroom/Lab
Nearby: Indirect	CTE Classroom(s); Career Faculty Office
Distant: Separated	-

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

Casework	Storage cabinets, lockable Heavy duty open shelving Wall cabinets over base cabinets Flammable storage cabinet, lockable
Furniture (Movable)	equipment carts
Fixtures & Equipment	4' of pegboard (optional)



Ref. #: **7.16 CTE STORAGE**

(continued)

FINISHES

Floor	Sealed concrete or Resilient flooring
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 outlets, per code Power strip at counter height
Lighting	Energy-efficient fixtures
HVAC	-
Plumbing	-
Acoustical	-
Special Utilities/Services	-
Other Considerations	-

WINDOWS & VISION PANELS

Operable? (Y/N)

Shades? (Y/N)

Exterior	-	-	-
Interior	Operable check-out window or dutch door	Y	N
Other Considerations	-	-	-

CONTROL & SAFETY NEEDS

Access Control	Lockable door(s) with security alarm
-	-
-	-
-	-

SPECIAL CONSIDERATIONS

-	-
-	-
-	-



Ref. #: **7.17** **CTE OFFICE/WORKROOM**

Area/Department:	CAREER & TECHNICAL EDUCATION		
Occupants:	Students: 1-2	Faculty/Staff: 1 - 2	Other: 1 - 2

ACTIVITIES & SPACE USAGE

Educational	Example of efficient, collaborative, professional environment
Admin/Operational	Lesson planning and preparation, grading, scheduling Communication with students, administration and parents Observation of CTE Classrooms and Labs
Community	-

SPATIAL RELATIONSHIPS

Adjacent: Direct	Applied Learning Lab and/or Mini-Lab
Nearby: Indirect	CTE Classrooms and Labs; CTE Storage
Distant: Separated	-

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

Casework	NOTE: maximize use of movable furniture & casework
Furniture (Movable)	Lockable file cabinets, small safe for money & keys, desk/computer workstation Lockable wardrobe cabinet Bookshelves Desk, task chair & side chair
Fixtures & Equipment	Tack and Marker surfaces



Ref. #: **7.17 CTE OFFICE/WORKROOM**

(continued)

FINISHES

Floor	carpet, stain and static 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' on center minimum Quad outlets at workstations
Lighting	Task lighting, energy-efficient fixtures, daylight (borrowed ok)
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	Large sidelite at strike-jamb of door, for supervision of Labs & Classrooms	N	Y
Other Considerations	-	-	-

CONTROL & SAFETY NEEDS

Supervision	Visibility to Cluster Classrooms
Access Control	Doors lockable, vision panel to coordinate w/sidelite
	-
	-

SPECIAL CONSIDERATIONS

	-
	-
	-



CAREER CLUSTER TYPE D: JROTC

Ref. #: 7.18/19 **JROTC CLASSROOM/DRILL AREA**

Area/Department:	CAREER & TECHNICAL EDUCATION		
Occupants:	Students: Up to 50 occupants	Faculty/Staff: 1 - 2	Other: -

ACTIVITIES & SPACE USAGE

Educational	<p>JROTC classroom and drill space</p> <ul style="list-style-type: none"> - Lectures, demonstrations, presentations, discussions - Instructional movies (projected; films/videos/TV) - Whole group, small group and individual work (writing, listening, research, projects, etc.) - Computer-based work: research, writing, analysis, spreadsheets, reports, etc. - Develop business and community organization leadership & management skills - Enhance self-confidence, self-discipline, interpersonal and team skills - Promote good citizenship behaviors - Interactive multimedia discussions with students/adults from other parts of the world, including native speakers of a foreign language - ROTC classroom instruction in leadership/followership theory, general military subjects proficiency, first aid, map reading and land navigation - Close order precision drill instruction and application, competitive drill teams - Physical training - Can be used as PE teaching station when not in use by JROTC
Admin/Operational	-
Community	<p>Guest speakers – community and business leadership partners</p> <p>Possible community use after hours on space available basis</p>

SPATIAL RELATIONSHIPS

Adjacent: Direct	JROTC Administrative Space
Nearby: Indirect	<p>JROTC Desk/Chair Storage; JROTC Equipment/Supply Storage</p> <p>All JROTC facilities should be located adjacent to each other</p> <p>Restrooms; Access from all houses/grade levels; Outside parade ground</p>
Distant: Separated	<p>Isolate JROTC drill activities from ongoing gym classes (JROTC has priority of use; alternates use of floor area with PE)</p>

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

Casework	<p>Wall cabinets, flush, lockable (wardrobe, teacher items, books, supplies, storage)</p> <p>NOTE: maximize use of lightweight, easily movable furniture</p>
Furniture (Movable)	<p>32 student tables & 32 student chairs; 1 Teacher table & chair</p> <p>1 Activity table, folding</p> <p>Computer workstation tables/chairs</p> <p>Movable bookcase; Movable benches; Trash can</p>
Fixtures & Equipment	<p>Large marker board, flush mount, omit tray; Tackable surface</p> <p>Retractable projection screen; Maps; Flags</p>



Ref. #: **7.18/19 JROTC CLASSROOM/DRILL AREA**

(continued)

FINISHES

Floor	Resilient flooring
Ceiling	Sound absorptive ceiling. Include "lock down" clips if lay-in ceiling is used.
Walls	Include feature colors for school spirit. Acoustical wall panels above 8' as needed. Students must be able to move about safely; avoid wall projections of equipment. Include instructional wall space.
Other Considerations	24'-0" min recommended clear ceiling height (for drill and volleyball functions). Surfaces above head height to be easily cleanable. Coordinate with 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 Include Quad outlets at computer workstations, additional outlets at teacher wall Separate circuit for A/V equipment 20-Amp outlet for custodial use
Lighting	Caged T5 or T8 fixtures, uniform light at student desks; additional light on presentation wall, boards & displays; variable light level control for various activities. Daylight desirable.
HVAC	Quiet; supply/return air, low-noise diffusers; individual temp control. Natural ventilation.
Plumbing	-
Acoustical	Per ANSI/ASA recommendations, currently 45 dBA max. unoccupied background noise; 40 dBA preferred. STC 60 to adj. T.S.s.
Special Utilities/Services	-
Other Considerations	-

WINDOWS & VISION PANELS

		Operable? (Y/N)	Shades? (Y/N)
Exterior	Provide ample natural ventilation. Cool, diffuse daylight desirable, not required; views not required; no direct sunlight or glare. Include egress window or door (if on ground level)	Y	Y
Interior	Sidelite at strike-jamb of corridor doors	N	Y
Other Considerations	-	-	-

CONTROL & SAFETY NEEDS

Visibility	Visibility of entire room without "blind" areas
Access Control	Corridor doors lockable both sides; Double doors to Desk/Chair Storage
Disaster kits	Space for storage of emergency disaster kits in room
	-

SPECIAL CONSIDERATIONS

Flexible use	Movable furniture & equipment to allow for other programs to use this space as necessary.
	-



Ref. #: **7.20** **JROTC DESK/CHAIR STORAGE**

Area/Department:	CAREER & TECHNICAL EDUCATION		
Occupants:	Students: -	Faculty/Staff: -	Other: -

ACTIVITIES & SPACE USAGE

Educational	-
Admin/Operational	Storage of student tables/chairs when JROTC Classroom/Drill Area used for drill activities Coordinate size & proportion of storage rooms to accommodate furniture & equipment.
Community	Community events after school hours

SPATIAL RELATIONSHIPS

Adjacent: Direct	JROTC Classroom/Drill Area
Nearby: Indirect	JROTC Administrative Space JROTC Equipment/Supply Storage
Distant: Separated	-

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

Casework	-
Furniture (Movable)	JROTC classroom student & teacher tables, folding or sled base Student chairs, stackable
Fixtures & Equipment	Chair dollies Table and chair racks



Ref. #: **7.20 JROTC DESK/CHAIR STORAGE**

(continued)

FINISHES

Floor	Resilient flooring, sealed concrete or other durable, easily maintained surface. Consider ease of moving furniture.
Ceiling	Exposed and/or sound absorptive.
Walls	-
Other Considerations	If floor finish changes at access door, include transition threshold for ease of moving furniture.

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

Electrical	Power outlets on each wall
Lighting	Energy-efficient ceiling 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

Doors	Double door with no or removable mullion. Magnetic hold open devices on doors.
	-
	-

SPECIAL CONSIDERATIONS

Multiple user groups	Accessible to other users for events, etc. when not used by JROTC program
	-
	-



Ref. #: **7.21** **JROTC EQUIP/SUPPLY STORAGE**

Area/Department:	CAREER & TECHNICAL EDUCATION		
Occupants:	Students: -	Faculty/Staff: -	Other: -

ACTIVITIES & SPACE USAGE

Educational	-
Admin/Operational	JROTC uniforms and color guard storage Storage for computers used in JROTC Classroom/Drill Area This space is not related to the Rifle Range or program.
Community	-

SPATIAL RELATIONSHIPS

Adjacent: Direct	JROTC Classroom/Drill Area
Nearby: Indirect	JROTC Desk/Chair Storage JROTC Administrative Space
Distant: Separated	-

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

Casework	Hanging rods for JROTC uniforms, 2-high Storage (shelves, files, drawers, etc.) Cabinets with ventilation Wall mirrors Closet or vertical rack for color guard storage
Furniture (Movable)	Lockable sword cabinet Tables
Fixtures & Equipment	Portable uniform rack on wheels Computer carts for stowing computers in this space when JROTC Classroom/Drill Area is in use for JROTC drill practice or volleyball



Ref. #: **7.21 JROTC EQUIPMENT/SUPPLY STORAGE**

(continued)

FINISHES

Floor	Carpet, stain resistive or resilient flooring
Ceiling	Sound absorptive
Walls	-
Other Considerations	If floor finish changes at access door, include transition threshold for ease of rolling clothing racks and moving equipment & supplies.

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

Electrical	Power outlets, per code
Lighting	Energy-efficient ceiling fixtures.
HVAC	Supply/return air; Individual temp control Adequate ventilation for storing uniforms & flags year-round
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 with security alarm
Access clearance	Full width or double door for ease of access and moving equipment & uniforms
Supervision	Passive access supervision from JROTC Administrative Space
	-

SPECIAL CONSIDERATIONS

	-
	-
	-



Ref. #: **7.22** **JROTC ADMINISTRATIVE SPACE**

Area/Department:	CAREER & TECHNICAL EDUCATION		
Occupants:	Students: 1 - 2	Faculty/Staff: 2 - 3	Other: -

ACTIVITIES & SPACE USAGE

Educational	Example of professional, leadership environment
Admin/Operational	Space for JROTC program administrative control and leadership <ul style="list-style-type: none"> - Reports control & functional control to satisfy school & Air Force requirements - Reports preparation, records control & cadet records keeping for the Unit - Scheduling - Student conferences - Parent conferences & phone communications - Computer graphics; Media production, scanning, printing - Storage of resource & reference materials - Storage of staff personal belongings - Typically serves 2 staff plus 1 cadet leader
Community	- Coordinate with community organization and community business leadership partners

SPATIAL RELATIONSHIPS

Adjacent: Direct	JROTC Classroom/Drill Area JROTC Equipment/Supply Storage Centrally located with respect to all JROTC spaces
Nearby: Indirect	JROTC Desk/Chair Storage Auxiliary Gym, Dance/Aerobics, Gymnasium, Dining Commons, or other alternate drill area
Distant: Separated	-

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

Casework	NOTE: maximize use of movable furniture & casework Open wall shelving Base & wall cabinets for instructional materials & resources, equipment
Furniture (Movable)	3 workstations (2 for staff; 1 for cadet officer leadership), w/knee space & pull-out keyboard trays under; drawers adjacent to knee space; 3 adjustable task chairs 1 Tall wardrobe unit, lockable; Two, 4-drawer letter size file cabinets, lockable Media production station (for printer, scanner) Color coded recycling receptacle for white paper waste Movable bookcases; Trash can
Fixtures & Equipment	Tack boards & tack strips that allow for displays and student work; Marker board



Ref. #: **7.22 JROTC ADMINISTRATIVE SPACE**

(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 and other technology Quad outlets at workstations (grommet to counter top)
Lighting	Task lighting and energy-efficient fixtures, natural light desirable
HVAC	Supply/return air, individual temp control. Natural ventilation preferred.
Plumbing	-
Acoustical	Acoustical separation from JROTC Classroom/Drill Area: common wall STC 45 min.
Special Utilities/Services	-
Other Considerations	-

WINDOWS & VISION PANELS

		Operable? (Y/N)	Shades? (Y/N)
Exterior	Daylight & natural ventilation desirable, not required	Y	Y
Interior	Sidelite at strike jamb of corridor doors	N	N
	Visibility to JROTC Classroom/Drill Area for supervision – acoustically sealed frame.	N	Y
Other Considerations	-	-	-

CONTROL & SAFETY NEEDS

Access Control	Solid door, lockable, w/gasket seal at door and acoustical seal at door frame
First Aid	First Aid Kit
	-

SPECIAL CONSIDERATIONS

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 nearby as a place for students to feel comfortable waiting to see an adult.
Theme/Ownership	Consider color, graphics or other design features to distinguish the JROTC program.
	-



7.8 Administration

7.8.1 Space Program Summary

Ref. #:	Name/Function	Quantity per Total Enrollment:			Net Area Each (s.f.):
		1,800:	2,000:	2,200:	
CENTRAL OFFICE					
8.01	Main School Entrance*	1	1	1	500-700
8.02	Reception Waiting Area	1	1	1	300-500
8.03	Principal's Office	1	1	1	250
8.04	Administrative Assistant	1	1	1	120
8.05	Attendance Office	1	1	1	220
8.06	Conference Room	1	1	1	400
8.07	Staff Room/Mailroom	1	1	1	350-500
8.08	Workroom	1	1	1	250-350
8.09	Storage Room	1	1	1	250
8.10	Vault	1	1	1	100
8.11	Main Communications Room	1	1	1	300
8.12	Staff Restrooms (M/F)*	2	2	2	120-160
HEALTH OFFICE					
8.13	School Health Office	1	1	1	100
8.14a	School Clinic (Infirmary, Cots)	1	1	1	200-300
8.14b	Exam/Rest Area	1	1	1	80
8.14c	Treatment Room	1	1	1	100
8.14d	Restroom/Changing	1	1	1	120
SECURITY, DISCIPLINE & STAFF					
8.15	Assistant Principal #1: Discipline	1	1	1	220
8.16	Discipline Staff & Waiting Area	1	1	1	80
8.17	Assistant Principal #2: Staff Services	1	1	1	220
8.18	Security Offices	2	2	2	100
8.19	In-School Suspension (ISS) Classroom	1	1	1	900
8.20	School Resource Officer (SRO)	1	1	1	150
ACTIVITIES & ATHLETICS					
8.21	Assistant Principal #3: Activities	1	1	1	220
8.22	Activities Clerk	1	1	1	150
8.23	Activities Storage/Workroom	1	1	1	80
8.24	Athletics Director	1	1	1	150
STOCK CLERK					
8.25	Financial Data Control Clerk (Stock)	1	1	1	120
8.26	FDCC Office Storage	1	1	1	100-150
Ref. #:	<i>Optional/Additional Spaces:</i>	<i>1,800:</i>	<i>2,000:</i>	<i>2,200:</i>	<i>Net Area Each (s.f.):</i>
8.27	<i>Parent/Community Room (O/A)</i>	<i>1</i>	<i>1</i>	<i>1</i>	<i>200-300</i>
8.28	<i>CIT Support (O/A)</i>	<i>1</i>	<i>1</i>	<i>1</i>	<i>200</i>
8.29	<i>Small Group Conference Room (O/A)</i>	<i>1</i>	<i>1</i>	<i>1</i>	<i>200</i>

* included as gross building area



7.8.2 General Requirements

Administration provides the organizational and instructional leadership needed for staff and students to be productive, contributing persons through a personal, flexible and organized environment. It serves a coordinating role for the high school, including overall instructional leadership, building management, a safe productive learning environment, and liaison with the community and the district's central office.

Continued service will be provided to the total community in a manner that is flexible, easily accessible and meets its needs.

The central office facilitates the effective operation of the school and supports the faculty and students in achieving their educational goals and objectives. Its function is defined as two categories of spaces – those functions that are best centrally located, and those that best serve students by being located near the Small Learning Communities.

Central Office

The central office administrative facilities should be accessible and customer-friendly to help set a positive tone for students and visitors to the school. Administration offices should be near the main entrance and/or student commons for ease of access by students, staff, and parents and visitors. Traffic flow in and through the office area should be flow smoothly for students, staff, and parents and visitors. Visibility of parking, bus loading and student commons areas is required from the administration office area.

SLC Administrative & Support Services

Administrative space is included to support each Small Learning Community. These should be located to promote easy access for and to students and student activities. Each decentralized office cluster also includes space for administrators, counselors, support staff and teachers.

Decentralized Offices

Administrative space for Activities and for Athletics can be located apart from the central office. Spaces for discipline and security should be separate from the central office, but with some access between them.

Health Services

School nurses and health treatment specialists provide the health services required at school so students can access and benefit from their educational program. Special nursing services are treatments prescribed by the student's physician which are necessary during the school day for the student to attend school. The school nurse assists parents with the required physician authorization for nursing treatments and collaborates with the parent and physician to accommodate authorized health treatments at school. Nursing interventions for students with health problems supports the educational staff in providing a safe instructional program which also meets the health needs of children. The school health services program strives to provide accessible health services to ensure an optimal educational opportunity for every child.



7.8.3 Recommended Adjacencies

The Adjacency Matrix is intended to designate fundamental relationships among rooms and spaces within this category. No distinction of floor levels or of existing vs. new construction is intended. Existing locations, adjacencies and other parameters of these program components within existing high school facilities must be considered, and further interpretation of these relationships must be made by the design team when addressing existing conditions within each building.

Ref. #	Key: D = Direct connection P = Proximity V = Visibility S = Separated Blank = No Specific Requirements Dash = NA	CENTRAL OFFICE																												
		8.01	8.02	8.03	8.04	8.05	8.06	8.07	8.08	8.09	8.10	8.11	8.12	8.13	8.14	8.15	8.16	8.17	8.18	8.19	8.20	8.21	8.22	8.23	8.24	8.25	8.26	8.27	8.28	8.29
		CENTRAL OFFICE																												
8.01	Main School Entrance	-	-	D	P																									
8.02	Reception Waiting Area	-	D	-	P	D	D																							
8.03	Principal's Office	-	P	-	P		P																							
8.04	Administrative Assistant	-	P	D	P	-	P	P	P	P				V				P												
8.05	Attendance Office	-	D		P	-																								
8.06	Conference Room	-	D	P													P	P									P			
8.07	Staff Room/Mailroom	-			P		-	D				P																		
8.08	Workroom	-			P		D	-	D	P		P																		
8.09	Storage Room	-			P		D	-																						
8.10	Vault	-			P					P																				
8.11	Main Telecom Room	-																												
8.12	Staff Restrooms (M/F)	-					P	P																						
		HEALTH OFFICE																												
8.13	School Health Office	-	P																											
8.14	School Clinic	-	P		V																									
		SECURITY, DISCIPLINE & STAFF																												
8.15	Assistant Principal #1: Discipline	-					P											D		P	P	P								
8.16	Discipline Staff & Waiting Area	-																D	-		V									
8.17	Assistant Principal #2: Staff Services	-			P	P																								
8.18	Security Offices	-	P	P														P												
8.19	ISS Classroom	-	S	S														P	V											
8.20	School Resource Officer (SRO)	-	S	S														P												
		ACTIVITIES & ATHLETICS																												
8.21	Assistant Principal #3: Activities	-					P																							
8.22	Activities Clerk	-	P																											
8.23	Activities Storage/Workroom	-																												
8.24	Athletics Director	-																												
		STOCK CLERK																												
8.25	Financial Data Control Clerk	-					P																							
8.26	FDCC Office Storage	-																										D		
		OPTIONAL/ADDITIONAL SPACES:																												
8.27	Parent/Community Room	P	P		P																									
8.28	CIT Support	P																												
8.29	Small Group Conference Room	P																												



Anchorage School District

Educational Specifications: High Schools





7.8.4 Individual Space Attributes

Ref. #: **8.01** **MAIN SCHOOL ENTRANCE**

Area/Department:	ADMINISTRATION		
Occupants:	Students: -	Faculty/Staff: 1*	Other: variable
*Possible location for Parent/Community Volunteers			

ACTIVITIES & SPACE USAGE

Educational	School pride, respect for learning, respect for visitors
Admin/Operational	Immediately greet guests with a welcoming atmosphere and provide easy accessibility for the school public - Air-lock vestibule reduces cold drafts & adds energy efficiency - Walk-off for outside dirt, mud & snow (reduces maintenance requirements) - Daylighting of entry corridor - Enhance security - Student waiting area for parent pick-up
Community	Welcoming, greeting, wayfinding, school/community pride, general school information

SPATIAL RELATIONSHIPS

Adjacent: Direct	Parent & visitor parking; Reception/Waiting Area Front entrance should be easily located and identified
Nearby: Indirect	Central Administration offices, Student Services, Registrar Office, Security Public Restrooms; Drinking fountains; Elevator; Bus drop-off
Distant: Separated	Discipline Waiting; Assistant Principal: Discipline; ISS Classroom

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

Fixed Casework	Reception/Transaction desk Perimeter benches in entry vestibule (students waiting for parent pick-up) NOTE: maximize use of movable furniture & casework
Furniture (Movable)	1 desk/workstation 1 adjustable task chair
Fixtures & Equipment	Digital display/message board Mall type directory/building map Lighted Art/Student Work display cases Walk-off mat or grille in entry vestibule, easily maintained Public pay-phone (main entry/parent drop-off only) – locate at student height



Ref. #: **8.01 MAIN SCHOOL ENTRANCE**

(continued)

FINISHES

Floor	Rubber sheet flooring & durable "walk-off" mat in vestibule. Durable, easily maintained floor finish in lobby/corridor, consider polished concrete.
Ceiling	GWB ceiling for durability in vestibule
Walls	Durable wall construction and surface finish
Other Considerations	Entry lobby/corridor has open aesthetic with high ceiling

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

Electrical	Power outlets, per code 20-Amp outlets for custodial use
Lighting	Daylight + Energy-efficient fixtures. Fixtures in entry vestibule caged or otherwise vandal resistive.
HVAC	Supply/return air, zoned temp control; natural ventilation preferred
Plumbing	Convenient access to drinking fountains (include ADA fountain) and public restrooms
Acoustical	-
Special Utilities/Services	-
Other Considerations	-

WINDOWS & VISION PANELS

		Operable? (Y/N)	Shades? (Y/N)
Exterior	Ample natural light; Visibility to outside drop-off & approaches	N	N
Interior	2-way visibility through entrance vestibule	N	Y
Other Considerations	Visibility to/from Reception Waiting Area	-	-

CONTROL & SAFETY NEEDS

Visibility	Visibility of school entrance area and entry hall without "blind" areas
Access control	Interior & exterior double doors, glazed, with center mullion, lockable. Security alarm.
Security	Secure without diminishing "welcoming" feeling
Security & Emerg egress	Hallway security motion sensors & fire alarm to activate emergency egress lights
	-
	-

SPECIAL CONSIDERATIONS

Theme/Ownership	Consider color, graphics or other design features to celebrate the school.
Languages	Signage and messages should be presented in a variety of languages representing those spoken by students, their families & the community.
Air lock effectiveness	Vestibule should be designed to minimize air infiltration.
	-



Ref. #: **8.02** **RECEPTION/WAITING AREA**

Area/Department:	ADMINISTRATION		
Occupants:	Students: Up to 25 persons	Faculty/Staff: 1 - 2	Other: -
	Staffed by Receptionist, Attendance Secretary from adjacent office, & student aides		

ACTIVITIES & SPACE USAGE

Educational	Example of efficient, professional & customer-friendly service operation
Admin/Operational	<ul style="list-style-type: none"> - Space for visitors to be welcomed and directed or ushered to their intended destinations - Provide information to visitors and substitute teachers - Answer and route telephone calls and complete general office work - Mail received & distributed - Assistance with supervision of main entrance
Community	Welcoming, greeting, wayfinding

SPATIAL RELATIONSHIPS

Adjacent: Direct	Main School Entrance, Central Administration offices Locate in front of Attendance Office & conference rooms Easily accessible by staff, students and general public Visibility to administrative waiting area
Nearby: Indirect	Student Services, Public restrooms
Distant: Separated	Discipline Waiting; Assistant Principal: Discipline; ISS Classroom

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

Fixed Casework	Reception/Transaction counter between waiting area and receptionist's work area NOTE: maximize use of movable furniture & casework Storage for books, materials, forms Display cases
Furniture (Movable)	Staff desks and adjustable task chairs Stools behind reception counter Four drawer locking file cabinets Tall wardrobe units, lockable Student and visitor waiting area with comfortable chairs or benches Brochure and pamphlet racks Tack boards
Fixtures & Equipment	



Ref. #: **8.02 RECEPTION/WAITING AREA**

(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 minimum, plus outlets for computer & other technology Quad outlets at workstations
Lighting	Task lighting and energy-efficient fixtures, natural light desirable
HVAC	Supply/return air, zoned temp control, natural ventilation preferred
Plumbing	-
Acoustical	Per ANSI/ASA recommendations, currently 45 dBA max. unoccupied background noise. Dampen reverberant sound (multiple users)
Special Utilities/Services	-
Other Considerations	-

WINDOWS & VISION PANELS

		Operable? (Y/N)	Shades? (Y/N)
Exterior	Visibility to parking and drop-offs		
Interior	Visibility to corridor & to both inside and outside approaches to Main School Entrance	N	N
Other Considerations	-	-	-

CONTROL & SAFETY NEEDS

Visibility	Visibility of entire waiting area without "blind" areas
Access Control	Glass double doors at public entry from main corridor; all corridor doors lockable both sides
Building Access	Security Key Pad
Visitor Traffic Flow	Provide a "break" in the traffic flow from the main entry to the Reception/Waiting Area, while still providing good way-finding from the main entry to Reception/Waiting.
Student Traffic Flows	Traffic flow should separate students visiting Nurse from those seeking other administrative services.
Staff Traffic Flow	Teachers should not transit this space to access mail, Staff Lounge, supplies or Workroom.
Substitute teachers & tutors	After sign-in at front Admin reception desk, channel to Staff mailroom & lounge via corridor outside of the Administrative & Student Services suites.

SPECIAL CONSIDERATIONS

Theme/Ownership	Consider color, graphics or other design features to identify this program function.
Weather Station	Remote weather station at convenient location for use by principal, staff & students.
System Panels – locate away from traffic	Rentals Panel (after hours override panel for fans & lights) Annunciator Panel Fire-Alarm Panel Intercom Control Panel Generator Emergency shut-off (if applicable)
Other	CCTV monitor as needed



Ref. #: **8.03** **PRINCIPAL'S OFFICE**

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

ACTIVITIES & SPACE USAGE

Educational	Example of supportive, professional environment
Admin/Operational	Office space for the Principal to provide leadership for students, staff and community <ul style="list-style-type: none"> - Small group meetings/planning/collaboration - Parent conferences & phone communications - Curriculum, programs and scheduling - Staff & teacher development and evaluations, general staff HR - Store files, resource materials & reference books
Community	Conferences with community partners

SPATIAL RELATIONSHIPS

Adjacent: Direct	Central Administration Suite, Conference Room, Administrative Assistant
Nearby: Indirect	Main building entry, Student Services Suite In proximity to one Assistant Principal's office Storage Room
Distant: Separated	Discipline Office

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

Fixed Casework	Open bookshelves Base & wall cabinets for instructional materials & resources NOTE: maximize use of movable furniture & casework
Furniture (Movable)	1 executive desk/workstation 1 adjustable task chair 6 side chairs Conference table to seat 6 Four-drawer locking file cabinet 1 tall wardrobe cabinet, lockable Movable bookcase Trash can
Fixtures & Equipment	-



Ref. #: 8.03 PRINCIPAL'S OFFICE

(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' on center minimum, plus outlets for computers and other technology. Quad outlet at workstation
Lighting	Task lighting, Energy-efficient fixtures, daylight (borrowed ok)
HVAC	Supply/return air, zoned temp control, natural ventilation
Plumbing	-
Acoustical	Auditory privacy: Wall STC 50
Special Utilities/Services	-
Other Considerations	-

WINDOWS & VISION PANELS

		Operable? (Y/N)	Shades? (Y/N)
Exterior	Access to natural light & ventilation	Y	Y
Interior	Sidelite at strike-jamb of door frame	N	N
Other Considerations	-	-	-

CONTROL & SAFETY NEEDS

Access Control	Doors lockable
	-
	-
	-

SPECIAL CONSIDERATIONS

	-
	-
	-



Ref. #: 8.04 ADMINISTRATIVE ASSISTANT

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

ACTIVITIES & SPACE USAGE

Educational	Example of supportive, professional environment
Admin/Operational	Office space for staff to provide support to the school Principal - General office work - Answering telephone - Data input & retrieval; Preparing reports & correspondence - Duties of confidential secretary - Financial accounting & bookkeeping - Store files, resource materials & reference books
Community	-

SPATIAL RELATIONSHIPS

Adjacent: Direct	Principal's Office; Reception Waiting Area; Central Admin. Suite; Conference Room
Nearby: Indirect	Student Services Suite; Workroom; Staff Room/Mailroom (Lounge)
Distant: Separated	-

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

Fixed Casework	NOTE: maximize use of movable furniture & casework
Furniture (Movable)	1 desk/workstation; 1 adjustable task chair 2 side chairs 1 Activity/Conference Table Four drawer locking file cabinets Open bookshelves 1 tall wardrobe cabinet, lockable Movable bookcase Trash can
Fixtures & Equipment	Paper shredder



Ref. #: 8.04 ADMINISTRATIVE ASSISTANT

(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 Quad outlets at workstations
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	Sidelite at strike-jamb of door frame Window to allow visibility of reception area	N	N
Other Considerations	-	-	-

CONTROL & SAFETY NEEDS

Access Control	Doors lockable
	-
	-
	-

SPECIAL CONSIDERATIONS

	-
	-
	-



Ref. #: **8.05** **ATTENDANCE OFFICE**

Area/Department:	ADMINISTRATION		
Occupants:	Students: 6-8 students	Faculty/Staff: 1-3	Other: 1 - 2
	Staff includes 1 Attendance Clerk and 2 student volunteer attendance aides		

ACTIVITIES & SPACE USAGE

Educational	Example of efficient, professional environment
Admin/Operational	To serve as an area from which to track student attendance and to contact parents/guardians regarding their children's attendance patterns <ul style="list-style-type: none"> - Check-in and check-out for students entering and departing from school; make a computer entry for each late student - Answering attendance questions from students and parents - Monitor and assist in Reception Waiting Area - Provide support to the Assistant Principal: Staff Services – copying, filing, mailing, etc. - Generate attendance probation letters - Help to passively monitor Main School Entrance
Community	-

SPATIAL RELATIONSHIPS

Adjacent: Direct	Readily accessible to public Entrance separate from Administration Reception
Nearby: Indirect	Assistant Principal: Staff Services Reception Waiting Area Administrative Assistant School Health Office & Clinic Registrar Office Counselors
Distant: Separated	Conference rooms

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

Fixed Casework	Storage cabinets NOTE: maximize use of movable furniture & casework
Furniture (Movable)	1 desk/workstation; 1 adjustable task chair 1 conference table for four 2 student aide workstations 4 side chairs Four drawer locking file cabinet 1 tall wardrobe cabinet, lockable Movable bookcase; Trash can
Fixtures & Equipment	Tack board



Ref. #: **8.05 ATTENDANCE OFFICE**

(continued)

FINISHES

Floor	Carpet, stain resistive
Ceiling	Sound absorptive
Walls	Sound attenuating panels/finishes as needed
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 Quad outlet at workstations
Lighting	Task lighting and energy-efficient fixtures, natural light desirable
HVAC	Supply/return air, zoned temp control; natural ventilation preferred
Plumbing	-
Acoustical	Per ANSI/ASA recommendations, currently 45 dBA max. unoccupied background noise
Special Utilities/Services	-
Other Considerations	-

WINDOWS & VISION PANELS

		Operable? (Y/N)	Shades? (Y/N)
Exterior	Natural light & ventilation desired, not required	Y	Y
Interior	Sidelite at strike-jamb of door frame	N	Y
	Transaction window accessible to students & parents	Y	N
Other Considerations	-	-	-

CONTROL & SAFETY NEEDS

Access Control	Corridor doors lockable both sides Easy access for students and parents
	-
	-

SPECIAL CONSIDERATIONS

	-
	-
	-



Ref. #: **8.06** **CONFERENCE ROOM**

Area/Department:	ADMINISTRATION		
Occupants:	Students: Up to 15 total occupants	Faculty/Staff: -	Other: -

ACTIVITIES & SPACE USAGE

Educational	Work groups, testing ALSO: as set-up room for testing materials
Admin/Operational	Quiet space for group meetings and training
Community	-

SPATIAL RELATIONSHIPS

Adjacent: Direct	Storage Room (used for secure storage of test materials)
Nearby: Indirect	Principal's Office Assistant Principal: Staff Services Restrooms Reception Waiting Area Administrative Assistant
Distant: Separated	High noise areas, student lockers Attendance Secretary

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

Fixed Casework	Utility counter on one wall (with sink), with base cabinets and overhead cabinets, 1 base cabinet lockable
Furniture (Movable)	Tables, combinable to make conference seating for 15 15 chairs Computer table Trash can
Fixtures & Equipment	Retractable projection screen Marker board Tack board



Ref. #: **8.06 CONFERENCE ROOM**

(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 GFCI quad floor outlet, water resistive cover, centered in room Separate circuit for A/V equipment
Lighting	Direct/indirect pendant fixtures, uniform light at conference table, variable light level control for various activities.
HVAC	Quiet; supply/return air; Individual temp. control
Plumbing	Sink with hot & cold water, gooseneck faucet
Acoustical	Per ANSI/ASA recommendations. Wall STC 50
Special Utilities/Services	-
Other Considerations	-

WINDOWS & VISION PANELS

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

CONTROL & SAFETY NEEDS

Access Control	Lockable doors with security alarm (for use when room is set-up area for testing materials), vision panel in door
Flexibility	Folding wall to divide into two spaces optional
	-
	-

SPECIAL CONSIDERATIONS

	-
	-
	-



Ref. #: **8.07** **STAFF ROOM/MAILROOM**

Area/Department:	ADMINISTRATION		
Occupants:	Students: -	Faculty/Staff: Up to 50	Other: -

ACTIVITIES & SPACE USAGE

Educational	Example of efficient, collaborative, collegiate environment. Comfortable area for teaching staff to work, eat lunch and relax during their conference/preparation periods and duty-free lunch.
Admin/Operational	<ul style="list-style-type: none"> - Team meetings/planning/collaboration - Small group teacher training activities - Relaxing - Lunch & coffee - Mail delivery & retrieval - Telephone calls
Community	-

SPATIAL RELATIONSHIPS

Adjacent: Direct	Workroom Preferably locate on exterior wall for range hood exhaust.
Nearby: Indirect	Central Administrative suite Staff restrooms (Locate restrooms off of short hall connecting lounge to main corridor)
Distant: Separated	Acoustically and visually buffered from parent/public reception & waiting

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

Fixed Casework	Counter space Open wall shelving Base, wall & upper storage cabinets Locker area for maintenance & custodial staff (if not included in Dining/Food Services Break Room) NOTE: maximize use of movable furniture & casework
Furniture (Movable)	4 workstations (locate at room perimeter); 4-6 adjustable task chairs 40 stacking chairs 6 tables (round lunch-tables) Tall wardrobe units, lockable Comfortable chairs and sofa
Fixtures & Equipment	ADA kitchenette (sink, full-size refrigerator, microwave, coffee service, dishwasher, range) Tack boards, marker board, magazine rack Vending machines



Ref. #: **8.07 STAFF ROOM/ MAILROOM**

(continued)

FINISHES

Floor	Carpet, stain resistive (option - 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 Quad outlets at workstations (1 at each workstation, grommet to counter top) GFCI Power outlet at kitchenette, above counter height GFCI Quad floor outlet, water resistive cover, centered in room Electrical service to vending machines 220v outlet for range
Lighting	Task lighting + direct/indirect Energy-efficient fixtures, variable light level control for various activities; daylight desirable; zoned switching
HVAC	Supply/return air, individual temp control, natural ventilation preferred
Plumbing	Double sink with gooseneck faucet, hot & cold water and instant hot water Water service to ice-maker Water service to 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 desired	Y	Y
Interior	Sidelite at strike-jamb of corridor doors	N	Y
Other Considerations	-	-	-

CONTROL & SAFETY NEEDS

Access Control	Corridor doors lockable from both sides
Staff Traffic Flow	Locate room so staff can sort mail and put it in boxes from inside the workroom and staff can access their mail without having to come through administrative area
	-

SPECIAL CONSIDERATIONS

PLANNING NOTE	While students are not intended to have open access to the Teacher Lounge, they should feel welcome to seek/find an adult when needed. A small area just outside the lounge, with limited visibility into it, should be planned off of the main circulation corridor as a place for students to feel comfortable waiting to see an adult.
Recycling	Include in-room recycling station (paper, plastic, aluminum)
	-



Ref. #: **8.08** **WORKROOM**

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

ACTIVITIES & SPACE USAGE

Educational	Example of efficient, collaborative, professional environment
Admin/Operational	Clerical, administrative and teachers' production area - Media production, copying, printing, collating - Supply storage
Community	NA

SPATIAL RELATIONSHIPS

Adjacent: Direct	Staff Room/Mailroom (Lounge)
Nearby: Indirect	Easy access for teachers Storage Room Administrative Assistant Staff Restrooms
Distant: Separated	Acoustically and visually buffered from parent/public reception & waiting

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

Fixed Casework	NOTE: maximize use of movable furniture & casework Base cabinets Counter area Shelving for completed work and work in progress Mail boxes of proper size for every staff member to contain 1-2 incoming textbooks, documents, etc.
Furniture (Movable)	4 workstations (at room perimeter) 4 adjustable task chairs Stepping stool (for access to high shelves) Activity/work tables Four drawer locking file cabinets Color coded recycling receptacle for white paper waste; Trash can
Fixtures & Equipment	Tack board, marker board Postage meter/scale Paper shredder Paper cutter



Ref. #: **8.08 WORKROOM**

(continued)

FINISHES

Floor	Carpet, stain resistive (option - resilient flooring at sink area)
Ceiling	Sound absorptive.
Walls	-
Other Considerations	-

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

Electrical	Power outlets, mounted above counter height as necessary Quad outlets at workstations (1 per workstation, grommet to desk top) GFCI Power outlet at sink counter, mounted above counter height
Lighting	Task lighting and energy-efficient fixtures, natural light desirable
HVAC	Supply/return air, individual temp control, natural ventilation preferred Balance HVAC for heat producing equipment
Plumbing	Double sink with hot & cold water
Acoustical	-
Special Utilities/Services	Exhaust fan at media production station (exhaust to outside), on timer switch
Other Considerations	-

WINDOWS & VISION PANELS

		Operable? (Y/N)	Shades? (Y/N)
Exterior	Daylight & natural ventilation desirable	Y	Y
Interior	Optional sidelite at strike-jamb of doors	N	Y
Other Considerations	-	-	-

CONTROL & SAFETY NEEDS

Access Control	Corridor doors lockable both sides
	-
	-
	-

SPECIAL CONSIDERATIONS

Planning Note:	Locate so staff can sort mail and put it in boxes from inside the workroom and teaching staff can access mail without going through administrative area.
	-
	-



Ref. #: **8.09** **STORAGE ROOM**

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

ACTIVITIES & SPACE USAGE

Educational	-
Admin/Operational	Storage for office supplies, forms, files, etc. for use by school administrative staff Secure storage for testing materials Storage for office and instructional supplies used in Workroom
Community	-

SPATIAL RELATIONSHIPS

Adjacent: Direct	
Nearby: Indirect	Conference Room (used for test staging) Workroom Staff Room/Mailroom
Distant: Separated	-

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

Fixed Casework	Counter on one wall with base and overhead cabinets, lockable.
Furniture (Movable)	Heavy duty open metal shelving, 18" deep, with adjustable height shelves Lockable lateral file cabinets Work table Cart
Fixtures & Equipment	-



Ref. #: 8.09 STORAGE ROOM

(continued)

FINISHES

Floor	Utility floor surface (Resilient flooring or 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 Power supply for recharging laptop carts
Lighting	Energy-efficient ceiling fixtures.
HVAC	Supply/return air
Plumbing	-
Acoustical	-
Special Utilities/Services	-
Other Considerations	-

WINDOWS & VISION PANELS

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

CONTROL & SAFETY NEEDS

Access Control	Lockable door with security alarm
	-
	-

SPECIAL CONSIDERATIONS

	-
	-
	-



Ref. #: **8.10 VAULT**

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

ACTIVITIES & SPACE USAGE

Educational	-
Admin/Operational	Secure storage for confidential records Secure storage for collected money and other valuables
Community	-

SPATIAL RELATIONSHIPS

Adjacent: Direct	
Nearby: Indirect	Attendance Office Assistant Principal: Staff Services Central Administrative Suite
Distant: Separated	-

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

Fixed Casework	-
Furniture (Movable)	Locking file cabinets Fireproof storage/file cabinets (lockable) 1 work table
Fixtures & Equipment	Fixed floor safe (approx 9 cubic feet), fireproof



Ref. #: **8.10 VAULT**

(continued)

FINISHES

Floor	Carpet or Resilient flooring
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 ceiling fixtures.
HVAC	Supply/return air
Plumbing	-
Acoustical	-
Special Utilities/Services	-
Other Considerations	-

WINDOWS & VISION PANELS

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

CONTROL & SAFETY NEEDS

Access Control	36" metal door, lockable, fire rated, with security alarm
	-
	-
	-

SPECIAL CONSIDERATIONS

Fire rating	Room to have minimum 1-hour fire rating
	-
	-



Ref. #: **8.11** **MAIN COMMUNICATIONS ROOM**

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

ACTIVITIES & SPACE USAGE

Educational	-
Admin/Operational	- Provide temperature-controlled space to house school's administrative network servers, routers and associated equipment - Also houses CCTV server
Community	-

SPATIAL RELATIONSHIPS

Adjacent: Direct	Administration
Nearby: Indirect	Instructional Media Center Computer labs
Distant: Separated	Plumbing walls

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

Fixed Casework	Open wall shelving near workstation for storage of equipment, software disks & manuals.
Furniture (Movable)	Four-post server racks Desk, counter or shelf workstation, for monitoring equipment
Fixtures & Equipment	Server hardware & monitoring to be coordinated by school & ASD technology leadership. Uninterruptable power supply (UPS) CCTV system's DVR recorder can be located on a rack in this space.



Ref. #: **8.11 MAIN COMMUNICATIONS ROOM**

(continued)

FINISHES

Floor	Resilient flooring or sealed concrete
Ceiling	Sound absorptive
Walls	Fire retardant treated plywood one wall (for mounting data distribution & patch 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 technology Quad outlets at server racks and workstation
Lighting	Energy-efficient tube fixtures + task lighting.
HVAC	Supply/return air, individual temp control. Balance ventilation to control heat generated by equipment.
Plumbing	-
Acoustical	-
Special Utilities/Services	Floor mounted air conditioning unit desirable in this space. Air conditioning should be on separate fan system so it continues running when school is unoccupied.
Other Considerations	-

WINDOWS & VISION PANELS

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

CONTROL & SAFETY NEEDS

Access Control	Doors lockable, security alarm
	-
	-
	-

SPECIAL CONSIDERATIONS

Intermediate Communications Rooms	An Intermediate Communications Room is required where CAT 5 cable runs approach or exceed 90 meters.
Future expansion	Consider installing spare conduits &/or cable trays/ladder racks in horizontal cabling backbone leading from Main Communications Room
	-
	-



Ref. #: **8.12** **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	Locate off of short hall connecting Staff Room/Mailroom (Lounge) to main corridor.
Nearby: Indirect	Staff Room/Mailroom (Lounge) Workroom Main corridor Administrative suite
Distant: Separated	-

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

Fixed Casework	-
Furniture (Movable)	-
Fixtures & Equipment	soap dispenser, over lavatory hands-free paper towel dispenser Toilet paper dispenser Trash receptacle Mirror at lavatory, with narrow shelf under mirror



Ref. #: **8.12 STAFF RESTROOMS**

(continued)

FINISHES

Floor	Ceramic or quarry tile, non-slip. Epoxy floor grout (black), to come up 6" on walls. Saniglaze seal. Slope to drain.
Ceiling	Sound absorptive
Walls	-
Other Considerations	-

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

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

WINDOWS & VISION PANELS

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

CONTROL & SAFETY NEEDS

Access Control	Single solid door, open inward, privacy lock
ADA clearances	Full width doors for wheelchair clearance, easily opened Minimum 5' dia. wheelchair turning clearance Wheelchair clearance beneath lavatory
	-
	-

SPECIAL CONSIDERATIONS

Corridor outlets	Adjacent corridors to have 20 Amp electrical outlet on dedicated circuit every 40 feet for custodial equipment.
Water conservation	Consider reducing lavatory faucet water delivery rate to 0.5 gal./minute.
	-



Ref. #: **8.13** **SCHOOL NURSE OFFICE**

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

ACTIVITIES & SPACE USAGE

Educational	Example of supportive, healthy, professional environment
Admin/Operational	Office space for school nurse & aides to provide health services to students <ul style="list-style-type: none"> - Small group meetings/conferences - Parent conferences & confidential phone communications - Health & wellness, nutrition screening and counseling - Store files, resource materials & reference books - Record-keeping and administrative duties - Program coordination
Community	-

SPATIAL RELATIONSHIPS

Adjacent: Direct	School Health Clinic (including exam/resting and infirmary/treatment)
Nearby: Indirect	Central Administration Restroom/Changing room Counseling offices (Student Services); Psychologist Office Registrar Office
Distant: Separated	Visually and acoustically buffered from, yet readily accessible from the Reception Waiting Area

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

Fixed Casework	NOTE: maximize use of movable furniture & casework Open wall shelving Base & wall cabinets for wellness materials & resources
Furniture (Movable)	1 desk/workstation; 1 adjustable task chair Chair for aide or volunteer Chair for student Four drawer locking file cabinets Movable bookcases Trash receptacle
Fixtures & Equipment	Soap and paper towel dispenser at sink



Ref. #: **8.13 SCHOOL NURSE OFFICE**

(continued)

FINISHES

Floor	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 computers & other technology Quad outlet at workstation
Lighting	Task lighting, energy-efficient fixtures, daylight (borrowed ok)
HVAC	Supply/return air, zoned temp control; natural ventilation preferred
Plumbing	Hand wash sink with hot & cold water
Acoustical	Auditory privacy: Wall STC 50 (exclusive of sliding window)
Special Utilities/Services	-
Other Considerations	-

WINDOWS & VISION PANELS

		Operable? (Y/N)	Shades? (Y/N)
Exterior	Desirable, not required	Y	Y
Interior	Sliding window between Health Office and Clinic to facilitate supervision & communication, operable for acoustic privacy when needed	Y	Y (blinds)
Other Considerations	Include measures to minimize sound transfer at sliding window	-	-

CONTROL & SAFETY NEEDS

Security	Lockable cabinet for medications
Access Control	Doors lockable
Accessibility	Doors sized for wheelchair access
Confidentiality	Computer screens should not be viewable by visitors.
	-

SPECIAL CONSIDERATIONS

	-
	-
	-



Ref. #: **8.14** **SCHOOL CLINIC (8.14 a-d)**

Area/Department:	ADMINISTRATION		
Occupants:	Students: Up to 5	Faculty/Staff: 1 - 2	Other: 1 - 2
	The School Clinic and Health Office are staffed by 1 School Nurse & 1 Secretary minimum. If the high school has a medically fragile population, there will also be a 2 nd nurse in this suite.		

ACTIVITIES & SPACE USAGE

Educational	Personal wellness & health
Admin/Operational	<p>Clinic space to address student health, injuries, medications, etc</p> <ul style="list-style-type: none"> - Student triage and first-aid; treatment of minor injuries and illnesses - Contacting parents for injured or ill students - Monitoring student health status - Vision & hearing screening - Temporary holding of ill student (requires quiet cot areas) - Cleaning/washing/dressing of minor wounds - Hygiene, health and wellness education
Community	-

SPATIAL RELATIONSHIPS

Adjacent: Direct	<p>OPTION: combine area of Infirmary with Treatment School Health Office</p> <p>ADA restroom (shower not required if Intensive Needs shower is near the School Clinic)</p>
Nearby: Indirect	<p>Main School Entrance, Central administrative suite</p> <p>Basic Lifeskills/Intensive Needs</p> <p>Include for visual supervision of School Clinic entry from Admin Reception Secretary, while maintaining privacy of Clinic entry from public view</p> <p>Clinic should preferably not open directly off of main corridor – a small buffer area is desirable</p>
Distant: Separated	High noise areas: performing arts, Student Dining Commons, PE

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

Fixed Casework	<p>NOTE: maximize use of movable furniture & casework</p> <p>Counter with cabinet storage for supplies, drawers for student clothing storage</p> <p>Secure storage for medicines</p>
Furniture (Movable)	<p>Desk/workstation, with knee room on both sides for parent conferences</p> <p>1 to 2 adjustable task chairs and 2 side chairs</p> <p>Four drawer locking file cabinets</p> <p>3 cots, visually separated (track curtains to surround cot)</p> <p>Movable bookcases; Trash can</p>
Fixtures & Equipment	<p>Soap dispenser and Hands-free paper towel dispenser</p> <p>Small under-counter refrigerator for medication</p> <p>Ice machine</p> <p>Wheelchair; Stretcher; Mobile exam light</p> <p>Sharps container (hazardous waste receptacle)</p> <p>Weight/height scale; Eye exam chart; Tack board</p>



Ref. #: **8.14 a-d SCHOOL CLINIC**

(continued)

FINISHES

Floor	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 minimum, plus outlets for equipment Quad outlet at workstation GFCI Power outlet at sink/countertop
Lighting	Task lighting and energy-efficient fixtures, natural light desirable, variable light level control
HVAC	Exhaust fan, vent to outside. Individual temp control. Natural ventilation.
Plumbing	Stainless steel double sink, lever handles, gooseneck swivel faucet (for washing wounds) w/hot & cold water. Water service to ice machine.
Acoustical	Auditory privacy: Wall STC 50 (exclusive of sliding window)
Special Utilities/Services	ADA accessible restroom (shower not needed if Basic Life Skills shower is near the Clinic)
Other Considerations	-

WINDOWS & VISION PANELS

		Operable? (Y/N)	Shades? (Y/N)
Exterior	Operable windows for fresh air, natural light	Y	Y
Interior	Sliding window between Health Office & Clinic - see Health Office for more information	Y(from office)	Blinds on office side
Other Considerations	-	-	-

CONTROL & SAFETY NEEDS

Access Control	Corridor doors lockable both sides
Accessibility	36" width doors for wheelchair access
Confidentiality	Computer screens should not be viewable by visitors.
	-
	-

SPECIAL CONSIDERATIONS

Traffic flow	Students should be able to access the School Health Office from main corridor without having to pass through the front admin Reception Waiting Area.
Small quiet rooms	Consider providing a small quiet room (approx 64 SF) within the School Clinic's space allocation that can be used for students experiencing panic/anxiety attacks or anger management issues. Can alternatively be used as a quiet room for hearing screening, or an additional small quiet room may be included for hearing screening. The number of cot spaces in the main Clinic can be reduced by the number of small quiet rooms included for the Clinic. Consult with school nurse.
	-
	-



Ref. #: **8.15** **ASSISTANT PRINCIPAL: DISCIPLINE**

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

ACTIVITIES & SPACE USAGE

Educational	Example of supportive, professional environment
Admin/Operational	Office space for staff to provide support to students, staff, faculty and the Principal <ul style="list-style-type: none"> - Small group meetings/planning/collaboration - Student counseling - Parent conferences & phone communications - Meetings with parents, students & staff to address student behavior concerns - Preparing reports, student records and files - Store files, resource materials & reference books
Community	-

SPATIAL RELATIONSHIPS

Adjacent: Direct	Discipline Waiting Easy access to/for students
Nearby: Indirect	ISS Classroom; Security Office Supervise interior hallways and problem areas Supervise parking and drop-off areas
Distant: Separated	Reception Waiting Area; Main School Entrance; Guidance/Student Services Reception; Counseling offices

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

Fixed Casework	Base & wall cabinets for instructional materials & resources NOTE: maximize use of movable furniture & casework
Furniture (Movable)	1 desk/workstation 1 adjustable task chair 1 conference table for four 4 guest chairs Four drawer locking file cabinet 1 tall wardrobe cabinet, lockable Movable bookcase Trash can
Fixtures & Equipment	Tack and Marker surfaces



Ref. #: **8.15 ASSISTANT PRINCIPAL: DISCIPLINE**

(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 Quad outlet at workstation
Lighting	Task lighting and energy-efficient fixtures, natural light desirable
HVAC	Supply/return air, individual temp control; natural ventilation preferred
Plumbing	-
Acoustical	Auditory privacy: Wall STC 50
Special Utilities/Services	-
Other Considerations	-

WINDOWS & VISION PANELS

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

CONTROL & SAFETY NEEDS

Access Control	Corridor doors lockable both sides
	-
	-
	-

SPECIAL CONSIDERATIONS

	-
	-
	-



Ref. #: **8.16** **DISCIPLINE STAFF & WAITING**

Area/Department:	ADMINISTRATION		
Occupants:	Students: 1-2	Faculty/Staff: 1	Other: -
	Staffed by Discipline Secretary		

ACTIVITIES & SPACE USAGE

Educational	Example of efficient, collaborative, professional environment
Admin/Operational	Supervised space for students and visitors to wait and be ushered to see A.P.: Discipline or security officer
Community	-

SPATIAL RELATIONSHIPS

Adjacent: Direct	Assistant Principal: Discipline Discipline Secretary works closely with the Attendance Secretary – provide “back of office” connection
Nearby: Indirect	Security Office Accessible to students ISS Classroom
Distant: Separated	Visually and acoustically buffered from Main School Entrance Visually and acoustically buffered from front office Reception Waiting Area Counseling

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

Fixed Casework	NOTE: maximize use of movable furniture & casework
Furniture (Movable)	1 desk/workstation or work counter 1 adjustable task chair Visitor chairs and/or student bench Pamphlet & brochure rack
Fixtures & Equipment	-



Anchorage School District
Educational Specifications: High Schools

Ref. #: **8.16 DISCIPLINE STAFF & WAITING AREA**

(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 Quad outlet at workstation
Lighting	Task lighting and energy-efficient fixtures, natural light desirable
HVAC	Supply/return air, zoned temp control; natural ventilation preferred
Plumbing	-
Acoustical	Sound attenuation to control noise
Special Utilities/Services	-
Other Considerations	-

WINDOWS & VISION PANELS

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

		Operable? (Y/N)	Shades? (Y/N)
Exterior	-	-	-
Interior	To corridor & building entry	N	N
Other Considerations	-	-	-

CONTROL & SAFETY NEEDS

Access Control	Doors lockable
Traffic flow	Students should access Discipline Waiting without passing through the front Admin office or public reception waiting area.
	-
	-

SPECIAL CONSIDERATIONS

	-
	-
	-



Ref. #: **8.17** **A. P.: STAFF SERVICES**

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

ACTIVITIES & SPACE USAGE

Educational	Example of supportive, professional environment
Admin/Operational	Office space for staff to provide support to faculty, staff, students and the Principal - Small group meetings/planning/collaboration - Coordinate staffing with master scheduling - Evaluate teachers & staff - Parent conferences & phone communications - Preparing reports, records and files - Store files, resource materials & reference books
Community	-

SPATIAL RELATIONSHIPS

Adjacent: Direct	Central Administration suite Easy access to/for students Supervise interior hallways and problem areas Supervise parking and drop-off areas
Nearby: Indirect	Principal's Office; Conference Room, Administrative Assistant
Distant: Separated	-

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

Fixed Casework	Open bookshelves Base & wall cabinets for instructional materials & resources NOTE: maximize use of movable furniture & casework
Furniture (Movable)	1 desk/workstation 1 adjustable task chair 1 conference table for four 4 guest chairs Four drawer locking file cabinet 1 tall wardrobe cabinet, lockable Trash can
Fixtures & Equipment	Tack and Marker surfaces



Ref. #: **8.17 ASSISTANT PRINCIPAL: STAFF SERVICES**

(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 Quad outlet at workstation
Lighting	Task lighting and energy-efficient fixtures, natural light desirable
HVAC	Supply/return air, zoned temp control; natural ventilation preferred
Plumbing	-
Acoustical	Auditory privacy; Wall STC 45 min.
Special Utilities/Services	-
Other Considerations	-

WINDOWS & VISION PANELS

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

CONTROL & SAFETY NEEDS

Access Control	Doors lockable
	-
	-
	-

SPECIAL CONSIDERATIONS

	-
	-
	-



Ref. #: **8.18** **SECURITY OFFICE**

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

ACTIVITIES & SPACE USAGE

Educational	Example of secure, respectful, professional environment
Admin/Operational	Office space for security staff home base (otherwise roaming the school) <ul style="list-style-type: none"> - Small group meeting/planning/collaboration - Scheduling - Record keeping - Store files, resource materials & reference books - Minor disciplinary actions & recommendations - Lost & Found storage - Offices serve two daytime security staff (1 per each office)
Community	-

SPATIAL RELATIONSHIPS

Adjacent: Direct	Two Security Offices, dispersed throughout school in locations to facilitate quick response to any area of school 1 Security Office to be located near Discipline Principal Security Offices may be located to facilitate monitoring of main school entries.
Nearby: Indirect	ISS Classroom Main student traffic corridors & commons; Gym
Distant: Separated	Buffered from Reception Waiting Area of main administrative front office

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

Fixed Casework	Open shelving Overhead cabinet, lockable Base cabinet, lockable NOTE: maximize use of movable furniture & casework
Furniture (Movable)	1 desk/workstation w/lockable drawers; 1 adjustable task chair 1 guest chair Four drawer locking file cabinet 1 tall wardrobe cabinet, lockable Trash can
Fixtures & Equipment	4' x 4' marker board; Tack surface



Ref. #: **8.18 SECURITY OFFICE**

(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 Quad outlet at workstation
Lighting	Task lighting and energy-efficient fixtures, natural light desirable
HVAC	Supply/return air, zoned temp control; natural ventilation preferred
Plumbing	-
Acoustical	Auditory privacy: Wall STC 50
Special Utilities/Services	-
Other Considerations	-

WINDOWS & VISION PANELS

		Operable? (Y/N)	Shades? (Y/N)
Exterior	Natural light & ventilation desired, not required	Y	Y
Interior	Sidelite at strike-jamb of door frame	N	Y
	Consider vision panels for passive monitoring of adjacent spaces	N	Y
Other Considerations	-	-	-

CONTROL & SAFETY NEEDS

Access Control	Doors lockable
	-
	-
	-

SPECIAL CONSIDERATIONS

	-
	-
	-



Ref. #: **8.19** **IN-SCHOOL SUSPENSION (ISS)**

Area/Department:	ADMINISTRATION		
Occupants:	Students: 32 max.	Faculty/Staff: 1 - 2	Other:
	Special Needs educator(s) and Volunteer(s) as necessary		

ACTIVITIES & SPACE USAGE

Educational	<p>In-school alternative to disciplinary suspension</p> <ul style="list-style-type: none"> - Make-up work for missed classes - Disciplinary work - Whole group, small group and individual work (writing, listening, research, projects, etc.) - Computer-based work: research, writing, analysis, spreadsheets, reports, etc. - Data gathering, collation, analysis, presentation - Oral & written testing - Special Ed. "collaborators" support mainstreaming of special needs students - Room shape to facilitate program delivery (incorporate study carrels)
Admin/Operational	-
Community	-

SPATIAL RELATIONSHIPS

Adjacent: Direct	-
Nearby: Indirect	Direct or near-indirect access to restroom Discipline Office; Security
Distant: Separated	Reception Waiting Area Consider buffering from main corridor student traffic.

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

Fixed Casework	Open shelving and lockable storage cabinets. NOTE: maximize use of movable furniture & casework
Furniture (Movable)	<p>32 student tables & chairs</p> <p>1 Teacher desk & chair</p> <p>1 Aide/T.A. desk & chair</p> <p>1 Tall Storage Unit, lockable (wardrobe, teacher items, books, supplies, etc)</p> <p>6 study carrels</p> <p>Computer workstation tables/chairs</p> <p>Trash can</p>
Fixtures & Equipment	Sliding Double Marker board, Tack surface Retractable projection screen; Flags



Ref. #: **8.19 IN-SCHOOL SUSPENSION (ISS) CLASSROOM**

(continued)

FINISHES

Floor	Carpet, stain resistive
Ceiling	Sound absorptive
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 outlets at teacher wall GFCI Quad floor outlets, water resistive covers Separate circuit for A/V equipment 20-Amp outlet for custodial use
Lighting	Natural light (borrowed OK) + 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	Per ANSI/ASA recommendations.
Special Utilities/Services	-
Other Considerations	-

WINDOWS & VISION PANELS

		Operable? (Y/N)	Shades? (Y/N)
Exterior	Daylight and natural ventilation desirable Include egress window if on ground level	Y	Y
Interior	<u>NO</u> sidelite at corridor doors	-	-
Other Considerations	If no exterior windows, consider fixed transom for borrowed daylight. Acoustical seal at transom frame.	N	N

CONTROL & SAFETY NEEDS

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

SPECIAL CONSIDERATIONS

Recycling	Include in-room recycling station (paper, plastic, aluminum)
	-
	-



Ref. #: 8.20 SCHOOL RESOURCE OFFICER

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

ACTIVITIES & SPACE USAGE

Educational	-
Admin/Operational	Office space for resource officers to use as a home-base within the school <ul style="list-style-type: none"> - Conducting private interviews - Filing student records - Coordinating with security personnel - Monitoring and maintaining a safe and secure environment - Reviewing security tapes and monitors - Store files, resource materials & reference books\
Community	-

SPATIAL RELATIONSHIPS

Adjacent: Direct	Locate near/within administrative suite; however, the officer is expected spend time roaming the facility as well.
Nearby: Indirect	Central Administration SRO designated parking spaces with quick access on/off campus SRO Office should be readily accessible to yet visually buffered from Main School Entrance
Distant: Separated	-

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

Fixed Casework	NOTE: maximize use of movable furniture & casework Lockable overhead or base cabinet
Furniture (Movable)	1 desk/workstation 1 adjustable task chair 2 side chairs Lockable file cabinets Open bookshelves
Fixtures & Equipment	Tack and Marker surfaces



Ref. #: **8.20 SRO OFFICE (School Resource Officer)**

(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' on center minimum Quad outlet at workstation
Lighting	Task lighting and energy-efficient fixtures, natural light desirable
HVAC	Supply/return air, zoned temp control; natural ventilation preferred
Plumbing	-
Acoustical	Auditory privacy: Wall STC 50
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	Doors lockable
	-
	-
	-

SPECIAL CONSIDERATIONS

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	-
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Ref. #: **8.21** **ASSISTANT PRINCIPAL: ACTIVITIES**

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

ACTIVITIES & SPACE USAGE

Educational	Example of supportive, professional environment
Admin/Operational	Office space for staff to provide support to students, staff, faculty and the Principal <ul style="list-style-type: none"> - Small group meetings/planning/collaboration - Develop activities schedule and coordinate with master scheduling - Parent conferences & phone communications - Student counseling - Evaluate teachers & staff - Preparing reports, student records and files - Store files, resource materials & reference books
Community	-

SPATIAL RELATIONSHIPS

Adjacent: Direct	Activities Office Easy access to/for students Supervise interior hallways and problem areas Supervise parking and drop-off areas
Nearby: Indirect	Athletics Director; Activities Storage/Workroom Gymnasium
Distant: Separated	-

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

Fixed Casework	Open bookshelves Base & wall cabinets NOTE: maximize use of movable furniture & casework
Furniture (Movable)	1 desk/workstation 1 adjustable task chair 1 conference table for four 4 side chairs Four drawer locking file cabinet 1 tall wardrobe cabinet, lockable Trash can
Fixtures & Equipment	Tack and Marker surfaces



Ref. #: **8.21 ASSISTANT PRINCIPAL: ACTIVITIES**

(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 Quad outlet at workstation
Lighting	Task lighting and energy-efficient fixtures, natural light desirable
HVAC	Supply/return air, zoned temp control; natural ventilation preferred
Plumbing	-
Acoustical	Wall STC 45 min.
Special Utilities/Services	-
Other Considerations	-

WINDOWS & VISION PANELS

		Operable? (Y/N)	Shades? (Y/N)
Exterior	Daylight & natural ventilation desired, not required	Y	Y
Interior	Sidelite at strike-jamb of door frame	N	Y
Other Considerations	-	-	-

CONTROL & SAFETY NEEDS

Access Control	Doors lockable
	-
	-
	-

SPECIAL CONSIDERATIONS

	-
	-
	-



Ref. #: **8.22** **ACTIVITIES CLERK**

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

ACTIVITIES & SPACE USAGE

Educational	Example of supportive, professional environment
Admin/Operational	Office space for Activities Clerk to coordinate & support student & community activities that take place both during and after school hours <ul style="list-style-type: none"> - Scheduling facilities & activities - Coordinating after-hour use & access - Collecting fees & rentals - Issuing/collecting permissions & waivers - Filing
Community	Activities Clerk interacts with both students and community

SPATIAL RELATIONSHIPS

Adjacent: Direct	Activities Storage/Workroom Access to student traffic
Nearby: Indirect	Assistant Principal: Activities Athletics Director After-hours access Main administrative office suite
Distant: Separated	-

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

Fixed Casework	NOTE: maximize use of movable furniture & casework
Furniture (Movable)	1 desk/workstation w/lockable drawers 1 adjustable task chair 2 side chairs Lockable file cabinets Trash can
Fixtures & Equipment	Small safe Tack board or tack surface Brochure/pamphlet rack



Ref. #: **8.22 ACTIVITIES CLERK**

(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' on center minimum. Quad outlet at workstation
Lighting	Task lighting and energy-efficient fixtures, natural light desirable
HVAC	Supply/return air, individual temp control; natural ventilation if feasible
Plumbing	-
Acoustical	-
Special Utilities/Services	Access to master panel for control of after-hours utilities (rentals panel)
Other Considerations	-

WINDOWS & VISION PANELS

		Operable? (Y/N)	Shades? (Y/N)
Exterior	-	-	-
Interior	Sidelite at strike-jamb of door frame	N	N
	Consider fixed or lockable transom for borrowed daylight	N	N
Other Considerations	-	-	-

CONTROL & SAFETY NEEDS

Access Control	Doors lockable, vision panel to coordinate w/sidelite
Transaction Window	Include roll-up transaction window (lockable)
Drop-off slot/Drop Safe	Include a drop safe from the corridor into the office for off-hour drop-offs.
	-

SPECIAL CONSIDERATIONS

Wayfinding	Parents should be able to find this office easily.
	-
	-



Ref. #: **8.23** **ACTIVITIES STORAGE/WORKROOM**

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

ACTIVITIES & SPACE USAGE

Educational	-
Admin/Operational	Storage for supplies, equipment & files for school activities Secure storage (vault) for activities program fees & proceeds
Community	-

SPATIAL RELATIONSHIPS

Adjacent: Direct	Access through Activities Office
Nearby: Indirect	Athletics Director Assistant Principal: Activities
Distant: Separated	-

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

Fixed Casework	-
Furniture (Movable)	Open shelving units 12"d and 18" deep, with adjustable height shelves Lockable tall cabinets Lockable file storage Supply storage 1 work table
Fixtures & Equipment	Small floor vault Drop-box to vault from corridor



Ref. #: **8.23 ACTIVITIES STORAGE/WORKROOM**

(continued)

FINISHES

Floor	Utility floor surface (Resilient flooring or 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 ceiling fixtures.
HVAC	Supply/return air
Plumbing	-
Acoustical	-
Special Utilities/Services	-
Other Considerations	-

WINDOWS & VISION PANELS

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

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

CONTROL & SAFETY NEEDS

Access Control	Lockable door with security alarm
	-
	-
	-

SPECIAL CONSIDERATIONS

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	-
	-



Ref. #: 8.24 ATHLETICS DIRECTOR

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

ACTIVITIES & SPACE USAGE

Educational	Example of supportive, professional environment
Admin/Operational	Office space for staff to provide support to students, staff, faculty and the Principal <ul style="list-style-type: none"> - Meeting with coaches, Activities Clerk & Activities Principal for planning/collaboration - Scheduling - Parent conferences & phone communications - Student counseling - Evaluate coaches & staff - Preparing reports, student records and files - Store files, resource materials & reference books
Community	-

SPATIAL RELATIONSHIPS

Adjacent: Direct	
Nearby: Indirect	Activities Office Assistant Principal: Activities Gymnasium
Distant: Separated	-

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

Fixed Casework	Open shelving Overhead cabinet, lockable Base cabinet, lockable NOTE: maximize use of movable furniture & casework
Furniture (Movable)	1 desk/workstation; 1 adjustable task chair Small conference table 3 side chairs Four drawer locking file cabinet 1 tall wardrobe cabinet, lockable Trash can
Fixtures & Equipment	4' x 4' marker board; Tack surface



Ref. #: **8.24 ATHLETICS DIRECTOR**

(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 Quad outlet at workstation
Lighting	Task lighting and energy-efficient fixtures, natural light desirable
HVAC	Supply/return air, zoned temp control; natural ventilation preferred
Plumbing	-
Acoustical	Auditory privacy; acoustical seal at vision panel frames
Special Utilities/Services	-
Other Considerations	-

WINDOWS & VISION PANELS

		Operable? (Y/N)	Shades? (Y/N)
Exterior	Natural light & ventilation desired, not required	Y	Y
Interior	Sidelite at strike-jamb of door frame	N	Y
	Consider vision panels for passive monitoring of adjacent spaces such as gym, corridor	N	Y
Other Considerations	-	-	-

CONTROL & SAFETY NEEDS

Access Control	Doors lockable
	-
	-
	-

SPECIAL CONSIDERATIONS

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	-
	-



Ref. #: **8.25** **FDCC (STOCK CLERK) OFFICE**

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

ACTIVITIES & SPACE USAGE

Educational	-
Admin/Operational	Provide area for Financial Data Control Clerk to perform duties - Ordering materials/supplies - Budgeting - Focus on customer service
Community	-

SPATIAL RELATIONSHIPS

Adjacent: Direct	FDCC Office Storage Main corridor with easy access to instructional and administrative wings Main Office & Reception area
Nearby: Indirect	Two alternative locations are possible for FDCC Office: 1) On the main service corridor between Supply, Receiving & Loading and classroom area 2) Near Administration. The location chosen will depend upon the preference of the school's Principal. With either choice, the direct adjacencies listed above should be maintained. If the FDCC Office is located near the central Admin offices, office supply deliveries will likely be made at the front entrance of the school.
Distant: Separated	-

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

Fixed Casework	-
Furniture (Movable)	Computer/printer workstation for FDCC clerk Ergonomic task chair Four drawer locking file cabinets Wall cabinet Movable bookcase for catalogs, books, etc. Trash can Student aide workstation
Fixtures & Equipment	-



Ref. #: 8.25 FINANCIAL DATA CONTROL CLERK'S OFFICE

(continued)

FINISHES

Floor	Carpet, static resistive
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 6' to 8' on center min., plus outlets for computers & other technology Quad outlet at each workstation, grommet to desktop
Lighting	Energy-efficient ceiling fixtures.
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	Sidelite at strike-jamb of door	N	N
Other Considerations	-	-	-

CONTROL & SAFETY NEEDS

Access Control	Single door to corridor, lockable, with security alarm
	-
	-

SPECIAL CONSIDERATIONS

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	-
	-



Ref. #: 8.26 FDCC OFFICE STORAGE

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

ACTIVITIES & SPACE USAGE

Educational	-
Admin/Operational	Secure area with easy access to store instructional & office supplies
Community	-

SPATIAL RELATIONSHIPS

Adjacent: Direct	Financial Data Control (Stock) Clerk's Office Main corridor with easy access to instructional and administrative wings
Nearby: Indirect	Two alternative locations are possible for FDCC Office Storage: 1) On the main service corridor between Supply, Receiving & Loading and classroom area 2) Near Administration. The location chosen will depend upon the preference of the school's Principal. With either choice, the direct adjacencies listed above should be maintained. If the FDCC Office Storage is located near the central Admin offices, office supply deliveries will likely be made at the front entrance of the school.
Distant: Separated	-

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

Fixed Casework	Work counter at 36" height along one wall, with overhead and base cabinets, some lockable
Furniture (Movable)	Heavy duty open metal shelving, 18" deep
Fixtures & Equipment	Four drawer locking file cabinets Cart



Ref. #: **8.26 FDCC OFFICE STORAGE**

(continued)

FINISHES

Floor	Resilient flooring
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; individual temp control
Plumbing	-
Acoustical	-
Special Utilities/Services	-
Other Considerations	-

WINDOWS & VISION PANELS

Operable? (Y/N)

Shades? (Y/N)

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

CONTROL & SAFETY NEEDS

Access Control	Single 36" door to corridor, lockable, with security alarm
	View panel in door optional
	-

SPECIAL CONSIDERATIONS

	-
	-
	-



Ref. #: **8.27** **PARENT/COMM. ROOM (Optional)**

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

ACTIVITIES & SPACE USAGE

Educational	Example of efficient, collaborative environment
Admin/Operational	To provide a parent/community involvement room <ul style="list-style-type: none"> - Meetings/planning/collaboration - Business/community partnership meetings - Media production, copying, printing - Phone communications & conferences - Storing personal belongings - Small group training activities
Community	Supports parent and community volunteers

SPATIAL RELATIONSHIPS

Adjacent: Direct	Main corridor system
Nearby: Indirect	Easy access from main building entry
Distant: Separated	ISS; Discipline Assistant Principal; Discipline Waiting

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

Fixed Casework	NOTE: maximize use of movable furniture & casework Storage cabinets
Furniture (Movable)	Desk to accommodate a computer terminal Desk chair Conference table/chairs to seat 6 Coat rack Four drawer locking file cabinet Movable bookcase Trash can
Fixtures & Equipment	Marker board; Tack board; Tack surface Small refrigerator, microwave and coffee service optional



Ref. #: **8.27 PARENT/COMMUNITY ROOM (Optional)**

(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 minimum Quad outlet at workstation GFCI Quad floor outlet, water resistive cover, centered in room
Lighting	Task lighting and energy-efficient fixtures, natural light desirable, variable light level control for various activities
HVAC	Supply/return air; individual temp control; natural ventilation preferred
Plumbing	-
Acoustical	-
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 doors	N	N
Other Considerations	-	-	-

CONTROL & SAFETY NEEDS

Access Control	Corridor doors lockable from both sides
	-
	-
	-

SPECIAL CONSIDERATIONS

Quad floor outlet	Coordinate conference table & floor outlet location for access to floor outlet.
Theme/Ownership	Consider color, graphics or other design features to distinguish this area.
Display	Display case & reader board on wall adjacent to office
	-



Ref. #: **8.28** **CIT SUPPORT (Optional)**

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

ACTIVITIES & SPACE USAGE

Educational	Example of healthy, supportive environment
Admin/Operational	Provide a place to store items for needy students - Nurses Fighting Hunger – Food program for homeless students - Receiving and storing outreach items - Distributing items to individuals or 3 rd party distributors
Community	-

SPATIAL RELATIONSHIPS

Adjacent: Direct	-
Nearby: Indirect	Near School Health Office (supervision from school nurse)
Distant: Separated	-

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

Fixed Casework	NOTE: maximize use of movable furniture & casework Counter space in kitchenette
Furniture (Movable)	Lockable tall cabinets Open bins File cabinets
Fixtures & Equipment	Kitchenette with refrigerator (w/ice maker), microwave, packaged foods



Ref. #: **8.28 CHILD IN TRANSITION (CIT) SUPPORT** (Optional)

(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 equipment
Lighting	Task lighting, energy-efficient fixtures, daylight (borrowed ok)
HVAC	Supply/return air, individual temp control; natural ventilation preferred
Plumbing	Double sink with hot & cold water Water service to ice maker
Acoustical	Auditory privacy: Wall STC 50
Special Utilities/Services	-
Other Considerations	-

WINDOWS & VISION PANELS

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

CONTROL & SAFETY NEEDS

Access Control	Corridor doors lockable both sides
Confidentiality	Consider patron confidentiality, discrete student access to CIT Support
	-

SPECIAL CONSIDERATIONS

	-
	-
	-



Ref. #: **8.29** **SM. GROUP CONF. ROOM (Optional)**

Area/Department:	ADMINISTRATION		
Occupants:	Students: 10 occupants	Faculty/Staff: -	Other: -

ACTIVITIES & SPACE USAGE

Educational	Small group counseling sessions Testing
Admin/Operational	Multi-use space for conferences, team meetings, planning, etc.
Community	-

SPATIAL RELATIONSHIPS

Adjacent: Direct	Central Administration suite
Nearby: Indirect	Administration Reception Waiting Area Principal Office Student Services suite (for possible sharing)
Distant: Separated	High noise areas, student lockers

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

Fixed Casework	-
Furniture (Movable)	Tables, combinable to seat 10 12 chairs Trash can
Fixtures & Equipment	Retractable projection screen Marker board Tack board



Ref. #: **8.29 SMALL GROUP CONFERENCE ROOM (Optional)**

(continued)

FINISHES

Floor	Carpet, stain resistive
Ceiling	Sound absorptive
Walls	-
Other Considerations	9'-0" min recommended ceiling height (10'-0" preferred)

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 quad floor outlet, water resistive cover, centered in room Separate circuit for A/V equipment
Lighting	Direct/indirect pendant fixtures, uniform light at conference table, variable light level control for various activities
HVAC	Quiet; supply/return air; Individual temp. control
Plumbing	-
Acoustical	Wall STC 45 min.
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	Doors lockable, corridor doors lockable from both sides
	-
	-
	-

SPECIAL CONSIDERATIONS

	-
	-
	-



7.9 Student & Related Services

7.9.1 Space Program Summary

Ref. #:	Name/Function	Quantity per Total Enrollment:			Net Area Each (s.f.):
		1,800:	2,000:	2,200:	
9.01	Guidance/Student Services Reception	1	1	1	250-350
9.02	Registrar Office	1	1	1	240
9.03	Counseling Chair Office	1	1	1	150
9.04	Student Support Services Personnel	1	1	1	150
9.05	Psychologist Office	1	1	1	150
9.06	Assistant Principal #4: Curriculum	1	1	1	240
9.07	Records Room (Secured)	1	1	1	150-200
9.08	Small Group Conference Room	1	1	1	300-400
9.09	Storage & Work Area	1	1	1	200
9.10	Career Resource Center	1	1	1	350-500
9.11	Career Resource Advisor Office	1	1	1	120
9.12	Job Coordinator Office	1	1	1	120
9.13	Program Coordinator Offices	2	3	4	120
9.14	Itinerant Offices	2	3	4	110
<i>Ref. #: Optional/Additional Spaces:</i>					
9.15	<i>Academic Support Center (Ed Station)</i>	<i>1</i>	<i>1</i>	<i>1</i>	<i>900-1,200</i>
	<i>Additional Staff Offices</i>	<i>2</i>	<i>2</i>	<i>2</i>	<i>120</i>
	<i>Additional Small Group/Conf. Room</i>	<i>1</i>	<i>1</i>	<i>1</i>	<i>400</i>

NOTE: Offices for Special Education (Transition Coordinator, Chair, Clerical, etc.) are included in section 7.2 Special Programs. An additional conference room is also included with those offices. The physical location of the Special Education offices and conference room within each high school facility will be determined as part of the planning and design phases for each new or renewal project.

The school Nurse and Health Office is listed in Section 7.8.



7.9.2 General Requirements

Guidance/Student Services provides present and future direction for students and parents.

Psychology

The Psychology Program assesses any student referred because of significant academic, behavioral and/or social-emotional problems. Psychologists provide services to students, teachers and/or parents through classroom consultation and short-term counseling. Parents must give initial consent for any psychological evaluation which may be recommended by teachers or counselors. Psychologists provide professional resources for other district personnel. They work with the team to develop behavioral interventions. They work with staff and students on crisis intervention/prevention, suicide awareness, and grief counseling. There has been a substantial increase in referrals due to concern about learning, behavior, attention issues, violence prevention, and prevalence of autism in the community.

Health Services (listed and described in section 7.8 above)

Related Services

Related services are provided as needed to assist students in benefiting from their Special Education program.

Assistive Technology

Assistive Technology (AT) is any item, piece of equipment, or product system whether purchased off the shelf commercially, modified or customized that can be used to increase, maintain, or improve the functional capabilities of children with disabilities. Departments include The Blind-Vision Impaired Program, the Occupational and Physical Therapy department, the Audiology Department, and the Speech Language Department. The ASD AT supports augmentative communication, computer access, environmental control, and written expression/alternative writing.

Occupational/Physical Therapy

School-based therapists look at underlying skills and issues related to hand function, oral motor function, visual motor and perceptual skills, sensory awareness/processing, self-care and pre-vocational tasks in the educational setting. This differs from the medical model of therapy services, which focuses on medical needs. While medical conditions or a disability may be present, school-based therapy services are not required unless the disability impacts the student's ability to benefit from the Special Education program.

These areas can be addressed through a variety of intervention strategies, which may include direct therapy with the child, consultation with the teacher, modification of the environment, provision of adaptive equipment, and staff training.



7.9.3 Recommended Adjacencies

The Adjacency Matrix is intended to designate fundamental relationships among rooms and spaces within this category. No distinction of floor levels or of existing vs. new construction is intended. Existing locations, adjacencies and other parameters of these program components within existing high school facilities must be considered, and further interpretation of these relationships must be made by the design team when addressing existing conditions within each building.

Key:
 D = Direct connection
 P = Proximity
 V = Visibility
 S = Separated
 Blank = No Specific Requirements
 Dash = NA

Ref. #:	9.01 Guidance/Student Services Reception	9.02 Registrar Office	9.03 Counseling Chair Office	9.04 Support Services Personnel Office	9.05 Psychologist Office	9.06 Assistant Principal #4: Curriculum	9.07 Records Room (Secured)	9.08 Small Group/Conference Room	9.09 Storage & Work Area	9.10 Career Resource Center	9.11 Career Resource Advisor Office	9.12 Job Coordinator Office	9.13 Program Coordinator Offices	9.14 Itinerant Offices	OPTIONAL/ADDITIONAL SPACES:	9.15 Academic Support Center	Additional Offices	Additional Small Group/Conference
9.01	Guidance/Student Services Reception	-	D	P	D	P	P	S	D	P	D	D	P	P	-	D	P	P
9.02	Registrar Office	D	-	P			P	P		P					-			
9.03	Counseling Chair Office	P	P	-	P	P		P	P	P					-			
9.04	Support Services Personnel Office	D		P	-			P	P	P					-			
9.05	Psychologist Office	P		P		-		P	P	P					-			
9.06	Assistant Principal #4: Curriculum	P	P				-	P	P	P			P		-			
9.07	Records Room (Secured)	S	P	P	P	P	P	-		P		P			-			
9.08	Small Group/Conference Room	D		P	P	P	P		-		P				-			
9.09	Storage & Work Area	P	P	P	P	P	P		-			P	P		-			
9.10	Career Resource Center	D						P	P		-	D	P		-	P		
9.11	Career Resource Advisor Office	D						P			D	-			-			
9.12	Job Coordinator Office	D							P	P		-			-			
9.13	Program Coordinator Offices	P				P			P				-		-			
9.14	Itinerant Offices	P												-	-			
	OPTIONAL/ADDITIONAL SPACES:	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
9.15	Academic Support Center	D								P					-	-		
	Additional Offices	P													-	-		
	Additional Small Group/Conference	P													-	-		-



7.9.4 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.



7.9.5 Individual Space Attributes

Ref. #: **9.01 GUIDANCE/STUD. SVCS RECEPTION**

Area/Department:	STUDENT SERVICES		
Occupants:	Students:	Faculty/Staff: 1 - 3	Other: 1 - 10
Staffed by 1 secretary/receptionist and up to 2 student assistants			

ACTIVITIES & SPACE USAGE

Educational	Example of efficient, customer-oriented, professional environment
Admin/Operational	Space for students, parents and community partners to be welcomed and ushered to their destinations Update student management records Collect and dispense student information, registration, report cards & progress reports Store reference materials
Community	Welcoming, greeting, way-finding

SPATIAL RELATIONSHIPS

Adjacent: Direct	Student Services Suite Student Support Personnel Office Registrar Office Career Resource Center
Nearby: Indirect	Building main entry, Central Administration Adjacent or nearby conference room available on a sign-up basis Counseling Chair Office Psychologist Office Itinerant Offices Public and staff restrooms Core academic classrooms
Distant: Separated	-

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

Fixed Casework	NOTE: maximize use of movable furniture & casework
Furniture (Movable)	Reception/Transaction/Secretarial desk w/workstation 2 student assistant sub station 3 adjustable task chairs Table or desk space for copier, printers, fax & shredder Movable bookcase Color coded recycling receptacle for white paper waste Up to 10 visitor chairs Pamphlet and brochure racks; Trash can
Fixtures & Equipment	3 tack boards Locking display case



FINISHES

Floor	Carpet, stain resistive
Ceiling	Sound absorptive
Walls	-
Other Considerations	Comfortable, inviting, quiet environment

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 equipment Quad outlet at workstation
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, currently 45 dBA max. unoccupied background noise
Special Utilities/Services	-
Other Considerations	-

WINDOWS & VISION PANELS

		Operable? (Y/N)	Shades? (Y/N)
Exterior	-	-	-
Interior	To corridor & building entry lobby	N	N
Other Considerations	-	-	-

CONTROL & SAFETY NEEDS

Visibility	Visibility of entire reception/waiting area without "blind" spots
Access Control	Glass double doors at entry from main corridor, lockable both sides Separate access routes for staff vs. student traffic
Records Privacy	Computer screen privacy for secretary when working with documents
	-
	-

SPECIAL CONSIDERATIONS

Theme/Ownership	Consider color, graphics or other design features to celebrate this program function
Aesthetics	Inviting, comfortable
	-



Ref. #: **9.02** **REGISTRAR OFFICE**

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

ACTIVITIES & SPACE USAGE

Educational	Example of efficient, collaborative, professional environment
Admin/Operational	To provide space for staff to work individually and to carry out their administrative duties: <ul style="list-style-type: none"> - Student registration - Small group meetings - Parent conferences & phone communications - File storage, forms storage - Provide staffing back-up/passive supervision to Guidance/Student Services Reception
Community	-

SPATIAL RELATIONSHIPS

Adjacent: Direct	Guidance/Student Services Reception Easy access to visitors
Nearby: Indirect	School Health Office (next stop for families after registration) Counseling Chair Office Storage & Work Area
Distant: Separated	-

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

Fixed Casework	NOTE: maximize use of movable furniture & casework Open bookshelf
Furniture (Movable)	1 desk/workstation; 1 adjustable task chair 4 side chairs 1 Activity/Conference Table (used for families to fill out paperwork) Four-drawer lockable file cabinets (several, verify number w/Registrar) Movable bookcase Trash can
Fixtures & Equipment	-



Ref. #: **9.02 REGISTRAR OFFICE**

(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 Quad outlet at workstation
Lighting	Task lighting, energy-efficient fixtures, daylight (borrowed ok)
HVAC	Supply/return air; zoned temp control; natural ventilation preferred
Plumbing	-
Acoustical	Auditory privacy – acoustical seal at vision panel and door frame
Special Utilities/Services	-
Other Considerations	-

WINDOWS & VISION PANELS

		Operable? (Y/N)	Shades? (Y/N)
Exterior	Natural light & ventilation desirable, not required	Y	Y
Interior	Large sidelite at strike-jamb of door frame, provide visual connection to Guidance/Student Services Reception desk	N	Y
Other Considerations	-	-	-

CONTROL & SAFETY NEEDS

Access Control	Doors lockable
Registration Traffic	Families should access School Health Office from Registrar Office without passing through Admin Reception Waiting Area
	-
	-

SPECIAL CONSIDERATIONS

	-
	-
	-



Ref. #: **9.03** **COUNSELING CHAIR OFFICE**

Area/Department:	STUDENT SERVICES		
Occupants:	Students: Up to 8 total visitors	Faculty/Staff: 1	Other: -

ACTIVITIES & SPACE USAGE

Educational	Example of accessible, supportive, professional environment
Admin/Operational	Office space for Chair to provide leadership, counseling and guidance to staff, parents and students <ul style="list-style-type: none"> - Small group meetings/planning/collaboration - Parent conferences & phone communications - Student guidance and counseling - Store files, resource materials & reference books
Community	-

SPATIAL RELATIONSHIPS

Adjacent: Direct	Guidance/Student Services Reception
Nearby: Indirect	Close to Small Group Conference Room Records Room (Secured) Storage & Work Area School Health Office Registrar Office Psychologist Office Student Support Personnel Office
Distant: Separated	-

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

Fixed Casework	NOTE: maximize use of movable furniture & casework Open wall shelving Base & wall cabinets for instructional materials & resources
Furniture (Movable)	1 large desk/workstation; 1 adjustable task chair 4 side chairs 1 Activity/Conference Table Locking four-drawer file cabinets 1 tall wardrobe unit, lockable Movable bookcase Trash can
Fixtures & Equipment	-



Ref. #: 9.03 COUNSELING CHAIR OFFICE

(continued)

FINISHES

Floor	Carpet, stain resistive
Ceiling	Sound absorptive
Walls	-
Other Considerations	Warm, inviting space 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 Quad outlet at workstation
Lighting	Task lighting, energy-efficient fixtures, daylight (borrowed ok)
HVAC	Quiet, supply/return air, individual temp control; natural ventilation preferred
Plumbing	-
Acoustical	Auditory privacy: Wall STC 50
Special Utilities/Services	-
Other Considerations	-

WINDOWS & VISION PANELS

		Operable? (Y/N)	Shades? (Y/N)
Exterior	Natural light and ventilation desired	Y	Y
Interior	Sidelite at strike jamb of door	N	N
Other Considerations	-	-	-

CONTROL & SAFETY NEEDS

Access Control	Doors lockable
	-
	-
	-

SPECIAL CONSIDERATIONS

	-
	-
	-



Ref. #: **9.04** **STUDENT SUPPORT PERSONNEL**

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

ACTIVITIES & SPACE USAGE

Educational	Example of supportive, collaborative, professional environment
Admin/Operational	Office space for administrative personnel to support Curriculum Principal - Answering telephone - Data input & retrieval; Preparing reports & correspondence - Schedule meetings, conferences - Store files, resource materials & reference books - Provide staffing back-up/passive supervision to Guidance/Student Services Reception
Community	-

SPATIAL RELATIONSHIPS

Adjacent: Direct	Curriculum Principal's (AP) Office
Nearby: Indirect	Guidance/Student Services Reception Storage & Work Area
Distant: Separated	-

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

Fixed Casework	NOTE: maximize use of movable furniture & casework
Furniture (Movable)	1 desk/workstation; 1 adjustable task chair 2 side chairs 1 tall wardrobe cabinet, lockable Locking file cabinets Movable bookcase Trash can
Fixtures & Equipment	-



Ref. #: **9.04 STUDENT SUPPORT PERSONNEL OFFICE**

(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 Quad outlet at workstation
Lighting	Task lighting, energy-efficient fixtures, daylight (borrowed ok)
HVAC	Supply/return air, zoned temp control; natural ventilation preferred
Plumbing	-
Acoustical	Wall STC 45 min.
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, for visual connection to Guidance/Student Services reception desk	N	N
Other Considerations	-	-	-

CONTROL & SAFETY NEEDS

Access Control	Doors lockable
	-
	-
	-

SPECIAL CONSIDERATIONS

	-
	-
	-



Ref. #: **9.05** **PSYCHOLOGIST OFFICE**

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

ACTIVITIES & SPACE USAGE

Educational	Example of supportive, professional environment
Admin/Operational	Office space for staff to provide counseling and guidance to students and staff <ul style="list-style-type: none"> - Small group meetings/planning/collaboration - Parent conferences & phone communications - Student guidance and counseling - Store files, resource materials & reference books - Testing
Community	-

SPATIAL RELATIONSHIPS

Adjacent: Direct	Student Services Suite
Nearby: Indirect	School Health Office Counseling Chair Office Small Group Conference Room Records Room (Secured) Storage & Work Area
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 movable furniture & casework Open book shelf Base & wall cabinets for reference materials & resources, lockable
Furniture (Movable)	1 desk/workstation; 1 adjustable task chair 2 side chairs 1 activity/conference table Locking file cabinets 1 tall wardrobe cabinet, lockable Trash can
Fixtures & Equipment	-



Ref. #: **9.05 PSYCHOLOGIST OFFICE**

(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 Quad outlet at workstation
Lighting	Task lighting, energy-efficient fixtures, daylight (borrowed ok)
HVAC	Supply/return air, individual temp control; natural ventilation preferred
Plumbing	-
Acoustical	Auditory privacy: Wall STC 50
Special Utilities/Services	-
Other Considerations	-

WINDOWS & VISION PANELS

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

CONTROL & SAFETY NEEDS

Access Control	Doors lockable
	-
	-
	-

SPECIAL CONSIDERATIONS

	Welcoming, non-intimidating atmosphere
	-
	-



Ref. #: **9.06** **ASS'T PRINCIPAL: CURRICULUM**

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

ACTIVITIES & SPACE USAGE

Educational	Example of supportive, collegial, professional environment
Admin/Operational	Office space for staff to provide support to students, staff, faculty and the Principal <ul style="list-style-type: none"> - Counseling of students with concerns - Small group meetings/planning/collaboration - Parent conferences & phone communications - Developing master schedule - Collaborating with department chairs - Providing direction for and working with guidance staff - Preparing reports, student records and files - Store files, resource materials & reference books
Community	-

SPATIAL RELATIONSHIPS

Adjacent: Direct	Easy access to/for students; Supervise interior hallways and problem areas Supervise parking and drop-off areas
Nearby: Indirect	Guidance/Student Services Receptionist; Counseling Chair Office Small Group Conference Room; Student Services suite
Distant: Separated	-

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

Fixed Casework	Open bookshelves Base & wall cabinets for instructional materials & resources NOTE: maximize use of movable furniture & casework
Furniture (Movable)	1 desk/workstation; 1 adjustable task chair 1 conference table for four 4 guest chairs Four drawer locking file cabinet 1 tall wardrobe cabinet, lockable Trash can
Fixtures & Equipment	Tack and Marker surfaces



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 Quad outlet at workstation
Lighting	Task lighting and energy-efficient fixtures, natural light desirable
HVAC	Supply/return air, zoned temp control; natural ventilation preferred
Plumbing	-
Acoustical	Auditory privacy: Wall STC 50
Special Utilities/Services	-
Other Considerations	-

WINDOWS & VISION PANELS

		Operable? (Y/N)	Shades? (Y/N)
Exterior	Daylight & natural ventilation desirable, not required	Y	Y
Interior	Sidelite at strike-jamb of door frame	N	Y
Other Considerations	-	-	-

CONTROL & SAFETY NEEDS

Access Control	Doors lockable
-	-
-	-
-	-

SPECIAL CONSIDERATIONS

-	-
-	-
-	-



Ref. #: **9.07** **RECORDS ROOM (Secured)**

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

ACTIVITIES & SPACE USAGE

Educational	-
Admin/Operational	Secure storage for confidential student files
Community	-

SPATIAL RELATIONSHIPS

Adjacent: Direct	Registrar Office
Nearby: Indirect	Counselors' Offices Central Admin
Distant: Separated	-

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

Fixed Casework	-
Furniture (Movable)	Lockable lateral file cabinets 1 work table
Fixtures & Equipment	



Ref. #: 9.07 RECORDS ROOM (Secured)

(continued)

FINISHES

Floor	Carpet or Resilient flooring
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 ceiling fixtures.
HVAC	Supply/return air
Plumbing	-
Acoustical	-
Special Utilities/Services	-
Other Considerations	-

WINDOWS & VISION PANELS

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

CONTROL & SAFETY NEEDS

Access Control	Lockable door with security alarm
	-
	-
	-

SPECIAL CONSIDERATIONS

Fire rating	Room to have minimum of 1-hour fire rating
	-
	-



Ref. #: **9.08** **SMALL GROUP/CONF. ROOM**

Area/Department:	STUDENT SERVICES		
Occupants:	Students: 12 – 16 occupants	Faculty/Staff: -	Other: -

ACTIVITIES & SPACE USAGE

Educational	Small group counseling and conferences Testing Talks to students by career representatives
Admin/Operational	Multi-use space for Student Services conferences, team meetings, planning, etc. This room should be large enough for all counselors to meet together at one time.
Community	Meetings with community partners

SPATIAL RELATIONSHIPS

Adjacent: Direct	Guidance/Student Services Reception Central to Counseling and Student Services
Nearby: Indirect	Counselors' Offices Central Admin (for possible sharing)
Distant: Separated	High noise areas, student lockers

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

Fixed Casework	-
Furniture (Movable)	Tables, combinable to seat 16 16 chairs Trash can
Fixtures & Equipment	Retractable projection screen Marker board Tack board



Ref. #: **9.08 SMALL GROUP/CONFERENCE ROOM**

(continued)

FINISHES

Floor	Carpet, stain resistive
Ceiling	Sound absorptive
Walls	-
Other Considerations	9'-0" min recommended ceiling height (10'-0" preferred) Coordinate finishes with lighting & 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 GFCI floor outlet, water resistive cover, centered in room Separate circuit for A/V equipment
Lighting	Direct/indirect pendant fixtures, uniform light at conference table, variable light level control for various activities
HVAC	Quiet; supply/return air, low noise diffusers; Individual temp. control
Plumbing	-
Acoustical	Acoustical separation from adjacent spaces: wall STC 50
Special Utilities/Services	-
Other Considerations	-

WINDOWS & VISION PANELS

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

CONTROL & SAFETY NEEDS

Access Control	Doors lockable, corridor doors lockable from both sides
	-
	-
	-

SPECIAL CONSIDERATIONS

	-
	-
	-



Ref. #: **9.09** **STORAGE & WORK AREA**

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

ACTIVITIES & SPACE USAGE

Educational	-
Admin/Operational	Storage for portable carts, emergency supplies Storage for non-confidential files Storage for office supplies, copier paper, etc. Processing of testing and scheduling materials Media production (copying, printing) Equipment storage
Community	-

SPATIAL RELATIONSHIPS

Adjacent: Direct	Student Services Suite
Nearby: Indirect	Near staff restrooms Near Records Room (Secured) Registrar Office Counseling Chair Office Student Support Personnel Office
Distant: Separated	-

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

Fixed Casework	Work counter at 36" height along one wall, with overhead and base cabinets, some locking
Furniture (Movable)	Heavy duty open shelving 12" and 18" deep, adjustable height shelves Lockable high density lateral file cabinets &/or lockable four-drawer file cabinets Work table Color coded recycling receptacle for white paper waste Trash can
Fixtures & Equipment	Paper shredder Microwave Refrigerator



Ref. #: **9.09 STORAGE & WORK AREA**

(continued)

FINISHES

Floor	Utility floor surface (Resilient flooring or sealed concrete)
Ceiling	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 8' on center min., plus outlets for high speed copier & other equipment GFCI outlets in sink area
Lighting	Energy-efficient fixtures.
HVAC	If copier & printer will be intensively used, consider exhaust fan vented to outdoors with no recirculation through the building return air system.
Plumbing	Sink with 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	Lockable door with view panel; security alarm
	-
	-
	-

SPECIAL CONSIDERATIONS

	-
	-
	-



Ref. #: **9.10 CAREER RESOURCE CENTER**

Area/Department:	STUDENT SERVICES		
Occupants:	Students: 16 - 22	Faculty/Staff: 0 - 2	Other:
	Special Needs educator(s) and Volunteer(s) as necessary		

ACTIVITIES & SPACE USAGE

Educational	<p>Space to assist students with career resources</p> <ul style="list-style-type: none"> - Mostly individual and small group work; occasional whole group instruction - Career development training: self assessment, interviewing, networking, employment application, cover letters, resumes, career planning & management - Software applications: research, writing. Tutoring. - Information on job trends, school-business community partnerships, education and training opportunities - Testing - Demonstrations, presentations - Possible weekend and after-hours use
Admin/Operational	-
Community	Presentations by community business & education partners and community leaders

SPATIAL RELATIONSHIPS

Adjacent: Direct	Semi-open to central Guidance/Student Services Reception Readily accessible to students
Nearby: Indirect	Career Resource Advisor Office Job Coordinator Office Small Group Conference Room Restrooms
Distant: Separated	-

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

Fixed Casework	NOTE: maximize use of movable furniture & casework in this space
Furniture (Movable)	<p>Emphasize need for flexible furniture to accommodate multiple uses of this space</p> <p>Student workstations & adjustable height task chairs</p> <p>1 tall wardrobe unit, lockable</p> <p>Activity tables & student chairs</p> <p>Media production station (for All-in-One printer/fax/scanner, supplies, etc.)</p> <p>Brochure & pamphlet racks</p> <p>Limited magazine display rack for trade & industry journals</p> <p>Trash cans</p>
Fixtures & Equipment	<p>Marker board, Tack surface</p> <p>Retractable projection screen</p>



Ref. #: **9.10 CAREER RESOURCE CENTER**

(continued)

FINISHES

Floor	Carpet, stain resistive
Ceiling	Sound absorptive
Walls	Include feature color on one wall.
Other Considerations	9'-0" min recommended ceiling height (10'-0" preferred) Coordinate finishes with lighting & acoustical design.

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 GFCI Quad floor outlets, water resistive durable covers Additional outlets/power for production equipment Separate circuit for A/V equipment 20-Amp outlet for custodial use
Lighting	Natural light + Direct/indirect pendant fixtures, 50-75 foot-candles at work surfaces, 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	Per ANSI/ASA recommendations, currently 45 dBA max. unoccupied background noise
Special Utilities/Services	-
Other Considerations	-

WINDOWS & VISION PANELS

		Operable? (Y/N)	Shades? (Y/N)
Exterior	Ample daylight and natural ventilation	Y	Y
Interior	Consider visibility from corridor to raise profile	N	Y
Other Considerations	-	-	-

CONTROL & SAFETY NEEDS

Supervision	Teacher/staff ability to monitor student computer activity
Visibility	Visibility of entire room without "blind" areas
Exterior Access	Consider direct outside access, lockable, for after-hours & weekend use
Security	Securable; security alarm. CCTV monitor as needed
	-

SPECIAL CONSIDERATIONS

HVAC	Account for heat load of computers and equipment.
Flexibility	Space should support a variety of activities
Recycling	Include in-room recycling station (paper, plastic, aluminum)



Ref. #: **9.11** **CAREER RESOURCE ADVISOR**

Area/Department:	STUDENT SERVICES		
Occupants:	Students: 1 – 2 guests total	Faculty/Staff: 1	Other: -

ACTIVITIES & SPACE USAGE

Educational	Example of supportive, professional environment
Admin/Operational	Office space for staff to assist students with job and work-related activities <ul style="list-style-type: none"> - Scheduling activities - Coordinating career resource materials - Student career guidance and counseling - Parent conferences & phone communications - Filing; Storage of files, resource materials & reference books
Community	Meetings with community business partners

SPATIAL RELATIONSHIPS

Adjacent: Direct	Career Resource Center Student Services Suite Access to student traffic
Nearby: Indirect	Job Coordinator Office
Distant: Separated	-

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

Fixed Casework	NOTE: maximize use of movable furniture & casework Open bookshelf
Furniture (Movable)	1 desk/workstation; 1 adjustable task chair 2 side chairs Locking file cabinets 1 tall wardrobe unit, lockable Movable bookcase Brochure/pamphlet rack Trash can
Fixtures & Equipment	-



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 Quad outlet at workstation
Lighting	Task lighting, energy-efficient fixtures, daylight (borrowed ok)
HVAC	Supply/return air, individual temperature control; natural ventilation preferred
Plumbing	-
Acoustical	Auditory privacy: Wall STC 50
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	Y
Other Considerations	-	-	-

CONTROL & SAFETY NEEDS

Access Control	Doors lockable
	-
	-
	-

SPECIAL CONSIDERATIONS

	Welcoming, non-intimidating atmosphere
	-
	-



Ref. #: **9.12** **JOB COORDINATOR OFFICE**

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

ACTIVITIES & SPACE USAGE

Educational	Example of supportive, professional environment
Admin/Operational	Office space for staff to advise and assist students with career resources <ul style="list-style-type: none"> - Scheduling activities - Coordinating materials - Soliciting and coordinating community partnerships - Student career guidance and counseling - Parent conferences & phone communications - Filing; Storage of files, resource materials & reference books
Community	Meetings with community business partners

SPATIAL RELATIONSHIPS

Adjacent: Direct	Career Resource Center Access to student traffic
Nearby: Indirect	Academic Support Center (O/A) Career Resource Advisor Office
Distant: Separated	-

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

Fixed Casework	NOTE: maximize use of movable furniture & casework in this space Open bookshelf
Furniture (Movable)	1 desk/workstation; 1 adjustable task chair 2 side chairs Locking file cabinets 1 tall wardrobe unit, lockable Movable bookcase Brochure/pamphlet rack Trash can
Fixtures & Equipment	-



Ref. #: **9.12 JOB COORDINATOR OFFICE**

(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 Quad outlet at workstation
Lighting	Task lighting and energy-efficient fixtures, natural light desirable
HVAC	Supply/return air; individual temperature control; natural ventilation preferred
Plumbing	-
Acoustical	Wall STC 45 min.
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	Y
Other Considerations	-	-	-

CONTROL & SAFETY NEEDS

Access Control	Doors lockable
-	-
-	-
-	-

SPECIAL CONSIDERATIONS

-	Welcoming, non-intimidating atmosphere
-	-
-	-



Ref. #: **9.13** **PROGRAM COORDINATOR OFFICE**

Area/Department:	STUDENT SERVICES		
Occupants:	Students: 1-2 guests total	Faculty/Staff: 1	Other: -

ACTIVITIES & SPACE USAGE

Educational	Example of supportive, professional environment
Admin/Operational	Space for coordinating activities relating to Small Learning Communities (houses) <ul style="list-style-type: none"> - Scheduling activities - Coordinating materials - Planning - Advising and assisting students - Store files, resource materials & reference books
Community	-

SPATIAL RELATIONSHIPS

Adjacent: Direct	Adjacent to SLC Counselor Office SLC Reception & Support Staff
Nearby: Indirect	General Classrooms Conference Room File/Secure Storage Itinerant Office Staff Restroom Teacher Planning Center; Task Rooms
Distant: Separated	-

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

Fixed Casework	NOTE: maximize use of movable furniture & casework Open bookshelf
Furniture (Movable)	1 desk/workstation; 1 adjustable task chair 2 side chairs Locking file cabinets 1 tall wardrobe unit, lockable Brochure/pamphlet rack Movable bookcase; Trash can
Fixtures & Equipment	-



Ref. #: **9.13 PROGRAM COORDINATOR OFFICE**

(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 and other technology. Quad outlet at workstation
Lighting	Task lighting and energy-efficient fixtures, natural light desirable
HVAC	Supply/return air, zoned temp control; natural ventilation preferred
Plumbing	-
Acoustical	Wall STC 45 min
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	Y
Other Considerations	-	-	-

CONTROL & SAFETY NEEDS

Access Control	Doors lockable
	-
	-
	-

SPECIAL CONSIDERATIONS

Theme/ownership	Consider use of color, graphics or other means to distinguish between SLCs.
	-
	-



Ref. #: **9.14** **ITINERANT OFFICES**

Area/Department:	STUDENT SERVICES		
Occupants:	Students:	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)
Admin/Operational	Office space for itinerant staff to conduct on-site administrative duties. <ul style="list-style-type: none"> - Itinerant staff to include teacher consultants; ELL, speech/language, migrant education, OT/PT and other specialists - Group and individual counseling - Student assessment - Parent conferences & phone communications - Store files, resource materials & reference books - Case reports
Community	-

SPATIAL RELATIONSHIPS

Adjacent: Direct	Student Services Suite Readily accessible to students
Nearby: Indirect	Guidance/Student Services Reception Career Resource Center Conference Room Staff Restroom Storage & Work Area Psychologist Office Records Room (Secured)
Distant: Separated	-

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

Fixed Casework	NOTE: maximize use of movable furniture & casework
Furniture (Movable)	1 desk/workstation; 1 adjustable task chair 2 side chairs Small table Four drawer locking file cabinet Movable bookcase; Trash can
Fixtures & Equipment	-



Ref. #: **9.14 ITINERANT OFFICES**

(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 minimum Quad outlet at workstation
Lighting	Task lighting and energy-efficient fixtures, natural light desirable
HVAC	Supply/return air, zoned temp control. Natural ventilation desirable
Plumbing	-
Acoustical	Auditory privacy: Wall STC 50
Special Utilities/Services	-
Other Considerations	-

WINDOWS & VISION PANELS

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

CONTROL & SAFETY NEEDS

Access Control	Doors lockable
	-
	-
	-

SPECIAL CONSIDERATIONS

	-
	-
	-



Ref. #: **9.15** **ACADEMIC SUPPORT CENTER** (Optional)

Area/Department:	STUDENT SERVICES		
Occupants:	Students: 15 - 20	Faculty/Staff: 1 - 2	Other:
Special Needs educator(s), Volunteer(s), and/or Student Aides as necessary NOTE: Staffing may be dependent on grant funding.			

ACTIVITIES & SPACE USAGE

Educational	<ul style="list-style-type: none"> Alternative space for drop-in, remediation & individual development learning - Mostly individual and small group work; occasional whole group instruction - Software applications - Research, writing, analysis, spreadsheets, reports - Weekend, after-hours & before-school learning as well as use during school day - Self-paced online learning & remediation - Self-directed, faculty-coached work by Advanced Placement students - Tutoring – may include peer tutoring - Make-up tests - Demonstrations, presentations - Distance learning support
Admin/Operational	Teacher training
Community	-

SPATIAL RELATIONSHIPS

Adjacent: Direct	Locate in area of school open to after hours access (able to be locked off from non-public use areas)
Nearby: Indirect	Career Resource Center; Career Resource Advisor Office; Job Coordinator Office Library reading room Technology Coordinator Restrooms
Distant: Separated	-

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

Fixed Casework	NOTE: maximize use of movable furniture & casework
Furniture (Movable)	<ul style="list-style-type: none"> Emphasize need for flexible furniture to accommodate multiple uses of this space Student workstations & adjustable height task chairs 1 tall wardrobe unit, lockable 1 Activity table 1 Production station (for printer, supplies, etc.) Trash can
Fixtures & Equipment	<ul style="list-style-type: none"> Marker board, Tack surface Retractable projection screen



Ref. #: **9.15 ACADEMIC SUPPORT CENTER** (Optional)

(continued)

FINISHES

Floor	
Ceiling	Sound absorptive.
Walls	Include feature color on one wall.
Other Considerations	9'-0" min recommended ceiling height (10'-0" preferred) Coordinate finishes with lighting & acoustical design.

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 GFCI Quad floor outlets, water resistive durable covers Additional outlets/power for production equipment Separate circuit for A/V equipment 20-Amp outlet for custodial use
Lighting	Natural light + Direct/indirect 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	Per ANSI/ASA recommendations, currently 45 dBA max. unoccupied background noise; 35 dBA preferred
Special Utilities/Services	-
Other Considerations	Consider glare on screens when locating workstations relative to windows & lighting.

WINDOWS & VISION PANELS

		Operable? (Y/N)	Shades? (Y/N)
Exterior	Ample daylight and natural ventilation	Y	Y
Interior	Sidelite at strike-jamb of corridor doors	N	Y
Other Considerations	-	-	-

CONTROL & SAFETY NEEDS

Supervision	Teacher/staff ability to monitor student computer activity
Visibility	Visibility of entire room without "blind" areas
Access Control	Corridor doors lockable from both sides
Exterior Access	Direct outside access, lockable, for after-hours & weekend use
Security	Security alarms on all doors, CCTV monitor as needed
	-

SPECIAL CONSIDERATIONS

HVAC	Account for heat load of computers and equipment
Flexibility	Space should accommodate a variety of activities and student groupings
Recycling	Include in-room recycling station (paper, plastic, aluminum)



7.10 Dining & Food Services

7.10.1 Space Program Summary

Ref. #:	Name/Function	Quantity per Total Enrollment:			Net Area Each (s.f.):
		1,800:	2,000:	2,200:	
10.01	Dining Commons/Auditorium Seating	1	1	1	11,000-12,000
10.02	Kitchen/Serving	1	1	1	1,500-1,800
10.03	Food Court Satellite	4	6	8	100
10.04	Office	1	1	1	120
10.05	Food Storage	1	1	1	300
10.06	Freezer & Cooler	1	1	1	300
10.07	Dry Goods Storage	1	1	1	200
10.08	Kitchen Restroom/Locker/Break Area	1	1	1	250
10.09	Table & Chair Storage	1	1	1	400-500
10.10	Laundry	1	1	1	100
<i>Ref. #: Optional/Additional Spaces:</i>					
10.11	Concessions (& Storage)	1	1	1	200-300
10.12	School Store (PTSA)	1	1	1	200-300

7.10.2 General Requirements

The dining and food services program will serve as an area where students, staff, and visitors can obtain a quick, desirable, economical snack or meal. The facility should be both comfortable and cheerful, incorporate natural light, and also serve as a banquet facility, meeting room and area to hold dances.

The food service center will consist of a large student eating area, kitchen where meals are prepared, multiple service areas – stationary food courts, storage areas, and an area for trucks delivering supplies for food service.

The physical layout should permit efficient movement and storage of tables and chairs so that the facility may be quickly converted from a dining area to large group meeting/instruction spaces and a large open area for dances and other reception activities.

As the main dining area will likely serve as a meeting area and location of social events after school hours, it should be near parking and have the ability to be closed off from areas of the school that may need to avoid unsupervised foot traffic during certain times.

A school store with the option of being operated in collaboration with the PTSA is included as optional space. The CTE program also includes an area which can be used as a school store as part of the business program or DECA. The inclusion of PTSA space and the location of either or both school store areas will be at the discretion of individual schools to be determined during the SES process.



In the basic required program, area for audience seating is combined with area for student dining commons. Optional additional square footage is included for additional auditorium seating. A high school may opt for additional space for auditorium audience seating (either separate from or combined with the student dining commons) as determined during the Supplemental Educational Specification process. Refer to 7.5.24 for additional parameters for performing arts audience seating.

7.10.3 Recommended Adjacencies

Due to the activities supported by the dining commons, direct adjacency to classroom areas is not recommended.

The Adjacency Matrix is intended to designate fundamental relationships among rooms and spaces within this category. No distinction of floor levels or of existing vs. new construction is intended. Existing locations, adjacencies and other parameters of these program components within existing high school facilities must be considered, and further interpretation of these relationships must be made by the design team when addressing existing conditions within each building.

Key:
 D = Direct connection
 P = Proximity
 V = Visibility
 S = Separated
 Blank = No Specific Requirements
 Dash = NA

Ref. #		10.01	10.02	10.03	10.04	10.05	10.06	10.07	10.08	10.09	10.10	OPTIONAL/ADDITIONAL SPACES:	10.11	10.12
		Student Dining Commons	Kitchen/Serving	Food Court Satellite	Food Services Office	Food Storage	Freezer & Cooler	Dry Goods Storage	Breakroom/Restroom/Lockers	Table & Chair Storage	Laundry		Concessions (& Storage)	School Store (PTSA)
10.01	Student Dining Commons	-	D	D	P					D			D	D
10.02	Kitchen/Serving	D	-		D	D	D	D	D	D				
10.03	Food Court Satellite	D		-										
10.04	Food Services Office	P	D		-	P	P	P	P	P				
10.05	Food Storage	D		P	-	P	P	P						
10.06	Freezer & Cooler	D		P	P	-	P							
10.07	Dry Goods Storage	D		P	P	P	-							
10.08	Breakroom/Restroom/Lockers	D		P	P			-						
10.09	Table & Chair Storage	D								-				
10.10	Laundry	D		P										
	OPTIONAL/ADDITIONAL SPACES:	-	-	-	-	-	-	-	-	-	-			
10.11	Concessions (& Storage)	D											-	
10.12	School Store (PTSA)	D												-



7.10.4 **Individual Space Attributes**

Refer to 7.5.24 for additional parameters for performing arts audience seating.

Ref. #: **10.01 DINING/AUDITORIUM SEATING**

Area/Department:	DINING/FOOD SERVICES & AUDITORIUM SEATING		
Occupants:	Students: 650-750 (lunch)	Faculty/Staff: 2-4	Other:
	Principal determines schedule. Student Nutrition Dept. prefers multiple lunches.		

ACTIVITIES & SPACE USAGE

Educational	<p>Student assemblies; choral, band, orchestra & drama performances; slide & film presentations; banquet recognition; large group instruction</p> <p>Adaptive PE activities</p> <p>PE programs such as volleyball, indoor soccer during non food service hours</p> <p>Individual & collaborative student study (wireless & data port connectivity)</p> <p>Refreshment area for school activities</p>
Admin/Operational	Dances; Meetings; gatherings; indoor recess. Parent conference days. Registration.
Community	Community use for special programs: meetings; community fairs; dances; carnivals & productions; catering; before/after school programs, Audience seating area.

SPATIAL RELATIONSHIPS

Adjacent: Direct	<p>Kitchen/Serving; Food Court Satellites (food pick up & pay at multiple locations)</p> <p>Table & Chair Storage; adequate storage for other uses (items used for dances, programs)</p> <p>Stage, Control Room (if dining commons is used for stage audience seating)</p> <p>Main circulation hallways</p> <p>Door connection should allow use of music room or other space as "green room" for performances.</p>
Nearby: Indirect	<p>Restrooms; Performing Arts spaces; Gym; Activities Director</p> <p>Library/Media Center; all classroom clusters; Visitor/event parking.</p> <p>Mop/laundry area w/lockable storage for chemicals & cleansers, not shared w/custodial, separate from other dry storage per Health Dept. requirements.</p>
Distant: Separated	<p>Adequate visual, acoustic & ventilation separation from teaching stations.</p> <p>Acoustically buffered from Library/Media Center</p>

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

Fixed Casework	<p>Private "alcove" seating with natural light.</p> <p>Lockable storage for PE activities.</p> <p>Separate securable storage for before & after school programs.</p>
Furniture (Movable)	<p>During lunch, dining area to have a variety of table and unattached chair arrangements w/easily moved & cleaned round tables for 6-8 students plus 8' rectangular tables & booth seating. Stackable, free standing chairs.</p> <p>Coordinate size & proportion of storage rooms to accommodate furniture.</p>
Fixtures & Equipment	<p>Tack board for displays & marketing. Marker board at presentation wall, flush mounted.</p> <p>Movable food serving stations for use during and after school hours. Condiment counters, color coded recycle containers & trash cans w/lids near tray return stations.</p> <p>2 large screen monitors mounted high on walls for video presentations to groups</p> <p>Ceiling mounted 12' wide retractable projection screen (may be at stage), electrically operated. Refer to technology matrix for audio equipment.</p>



Ref. #: **10.01 STUDENT DINING COMMONS / AUDITORIUM SEATING**

(continued)

FINISHES

Floor	Resilient flooring (coordinate performance criteria w/PE uses such as volleyball). If no PE use, consider polished concrete or Resilient flooring. Tile patterns can be used to show table placement.
Ceiling	Sound absorptive ceiling, 18-20 feet height (24 ft min. height if used for volleyball).
Walls	Non porous, easily cleaned surfaces. Sound attenuation.
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 per code; plus outlets as needed for computers & other technology. Separate circuits for A/V equipment. Electrical outlets for food court signage & POS registers. Two, 20-Amp outlets, widely spaced, on dedicated circuits, for custodial use.
Lighting	Abundant, non-glare, overhead daylight, preferably via high vertical south glazing, is critical to the optimum functioning of this space. Lower windows should optimize views. Energy efficient Energy-efficient fixtures to support space use & design; coord. w/PE functions (durability). Consider T5 fluorescents in this space. Variable light level control for various activities, from study to performances. Emergency lighting required.
HVAC	Natural + mechanical ventilation, quiet, energy-efficient. Individual temp control. Consider CO2 sensor controlled and displacement ventilation in this space.
Plumbing	Two EWCs (drinking fountains) located out of traffic patterns.
Acoustical	Per ANSI/ASA recommendations, currently 45 dBA max. unoccupied background noise. Sound absorption to minimize noise and reverberation.
Special Utilities/Services	-
Other Considerations	Safety guards for all exposed electrical/electronic devices.

WINDOWS & VISION PANELS

		Operable? (Y/N)	Shades? (Y/N)
Exterior	Ample daylight, views & natural ventilation	Y, limited	Y
Interior	Sidelites at strike-jambes of doors	N	N
Other Considerations			

CONTROL & SAFETY NEEDS

Access Control	Glazed double doors to classroom corridors, lockable both sides
Exterior Access	Single or double exterior doors per egress requirements
Circulation	Minimum lines in halls & no cross traffic
Supervision	No cubby holes – ensure good sight lines
	-

SPECIAL CONSIDERATIONS

After hours use	Separate large activity space from rest of school for after hours use, connect to rentals panel
Natural light & views	Differentiate design of high daylighting glazing vs. view windows
Performing Arts & PE	Reference Performing Arts & PE for additional requirements.
Tables & chairs	Design for quick set up and storage of tables and chairs.
	-



Ref. #: **10.02 KITCHEN/SERVING**

Area/Department:	DINING/FOOD SERVICES		
Occupants:	Students: -	Faculty/Staff: 6-10	Other: -

ACTIVITIES & SPACE USAGE

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

SPATIAL RELATIONSHIPS

Adjacent: Direct	Student Dining Commons; Food Services Office; Freezer & Cooler; Dry Food Storage; Paper Products, Cart, & Utensil Storage. Desired to be located at exterior wall to allow for close access to Receiving. Condiment counters & garbage containers near end of serving lines in commons.
Nearby: Indirect	Food Services staff restroom; Kitchen Restroom/Locker/Break Area; Laundry. Custodial floor sink, supply shelf & chemical storage cabinet, separate from food prep area, in Receiving or hall to Receiving. Supply, Receiving & Loading; Compactor chute.
Distant: Separated	Visually & acoustically separated from teaching stations.

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

Fixed Casework	- Wall shelves, rustproof
Furniture (Movable)	- Work tables, carts, shelf units food prep & clean-up tables per NSF (National Sanitation Foundation) standards.
Fixtures & Equipment	- Include a 3-section serving counter with access for self-service to increase line speed and efficiency. The 3 tray-slide runs terminate at 2 cashier stations (1 single & 1 double). Each line can access ambient & hot food counters, milk cooler w/locking lid, lockable beverage merchandiser (in order toward point of sale). - Point-of-Sale equipment (mobile, stored in Kitchen Office when not in use); cashiers' stools - Bread racks, locate near serving counters - Double stacking convection ovens with solid state controls - Gas kettles and kettle stands with shelf - Commercial grade microwave - Hot hold cabinets, locate near serving counters, ovens - 2 Drying racks adjacent to dishwashing area - Garbage disposer with control - Soap & towel dispensers at hand sinks, wall-mount (not built-in)
Special Considerations	- Ovens & gas kettles to be on heavy duty locking casters, able to roll away from wall for cleaning, servicing or replacement. - Serving line clearance (width) approx. 4' to allow single passing and crowd control - Serving lines to be fully visible to cashiers. - It is anticipated that food service consultants will work with district staff to refine the furniture and equipment specifications needed to provide full meal, fast food, and snack preparation. - Consider wheelchair accessibility at POS/cashier workstations to increase worker pool.



Ref. #: 10.02 KITCHEN/SERVING

(continued)

FINISHES

Floor	Resilient sheet flooring, slip resistant with bacteriostat
Ceiling	10' min. height; Sound attenuation; washable finishes
Walls	Non-porous easily cleanable surfaces; Ceramic tile or other water impervious wainscot up 4' min. at wet area (especially at dishwashing area); Wall flashing at ovens and gas kettles; acoustical panels, cleanable, above 8'
Other Considerations	Coordinate finishes for noise & reverberation attenuation, sanitation & lighting

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

Electrical	Meet code requirements; verify locations of outlets for food carts, POS stations & food service equipment. Generator circuits as required. Ceiling pull down outlet cords as needed, no floor outlets
Lighting	Fluorescent; lighting should be located over work area; Natural lighting desirable; Energy efficient, moisture resistant fixtures, recessed with easily cleanable smooth lens; lighting switches not keyed
HVAC	Code; support equipment loads/requirements. Individual temp control; Controllable mechanical exhaust systems; Natural ventilation desired (can be via non-window vents)
Plumbing	2 hand sinks with hot (to 110°F) & cold water. Separate prep table with sink/drawer. 1 pre-rinse sink with scrap basket. Pre-rinse spray. Commercial grade dishwasher (180°F). Three-compartment pot & pan sink (to 120°F), compartments 28"x22"x14", with 1 sink heater. Ice machine with bin; Floor drains with cleanable traps
Acoustical	Consider sound ratings of exhaust hoods and fans.
Special Utilities/Services	Type II Hood at double convection ovens; exhaust to outside; Dishwasher booster heater; exhaust hood and exhaust duct, vent to outside
Other Considerations	Ventilation ducting & penetrations to minimize migration of food odors to nearby instructional spaces

WINDOWS & VISION PANELS

		Operable? (Y/N)	Shades? (Y/N)
Exterior	Natural light & ventilation preferred	Y (limited)	Y
Interior	Visibility from Food Service Office	N	N
Other Considerations	Consider security at operable natural ventilation		

CONTROL & SAFETY NEEDS

Access Control	Single doors at serving line entries; roll-down or double doors at serving exits/POS stations
Safety	View panels in service/staff doors
Security	Ability to close off & secure kitchen when not in use; CCTV cameras as needed
Safety Equipment	Safety station with fire extinguisher, fire blankets & first-aid kit w/burn ointment & dressings
	-

SPECIAL CONSIDERATIONS

Traffic patterns	Traffic patterns for kitchen workers, students & delivery personnel should not mix or cross.
	-



Ref. #: **10.03 FOOD COURT SATELLITE**

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

ACTIVITIES & SPACE USAGE

Educational	Example of sanitary, efficient, customer-oriented enterprise Student cooking/business projects Nutrition education – fruit/vegetable/salad bar (coordinate w/Health & Science curricula, separate from ASD Student Nutrition, however still following AMC codes)
Admin/Operational	Food preparation, serving and clean-up. Primarily used to supplement student lunch options. May be used to serve refreshments during school activities and/or to serve breakfast.
Community	Possible community use for special programs: before/after school programs; meetings; community fairs; dances; carnivals & productions; catering

SPATIAL RELATIONSHIPS

Adjacent: Direct	Student Dining Commons
Nearby: Indirect	Main circulation hallways Restrooms Service corridor to loading dock (for food deliveries and waste collection) Table/Chair Storage Stage and/or Gym
Distant: Separated	Ideally, locate within civic use area that can be closed off from classrooms for after hours use. Able to be closed off from and used independently of the main food services kitchen.

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

Fixed Casework	Serving counter on inside of roll-up serving window Work counter surface on both sides of sink Microwave shelf above counter Lockable storage
Furniture (Movable)	Cart
Fixtures & Equipment	Soap & paper towel dispensers at hand wash sink Microwave Refrigerator Non-latex food service gloves dispenser Trash can Menu board & signage Other equipment as appropriate to type of food served by each food court satellite



10.03 FOOD COURT SATELLITE

(continued)

FINISHES

Floor	Polished concrete; or slip resistant sheet flooring with bacteriastat.
Ceiling	9' minimum height. Wall & ceiling finishes should be washable.
Walls	Non-porous hard surfaces, meet code. Ceramic tile wainscot w/cement board backing 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, POS equipment & other technology (power & network access for each POS station) GFCI outlet at large sink, mount above counter height. Include emergency generator circuits to at least one food satellite court
Lighting	Energy-efficient fixtures; daylight (borrowed ok)
HVAC	Supply/exhaust, quiet, energy-efficient
Microwave exhaust	Microwave exhaust fan & ducting, exhaust direct to outside.
Plumbing	Large double sink with gooseneck faucet, hot + cold water Separate hand washing sink per health code requirements Water service to ice-maker Floor drain
Acoustical	-
Special Utilities/Services	-
Other Considerations	Route & seal exhaust ducting & penetrations to prevent migration of food odors to instructional spaces.

WINDOWS & VISION PANELS

		Operable? (Y/N)	Shades? (Y/N)
Exterior	-	-	-
Interior	Lockable roll up serving window fronting on dining commons	Y	N
	Consider transom for borrowed daylight	Y	N
Other Considerations	-		

CONTROL & SAFETY NEEDS

Access Control	Lockable full size door to accommodate deliveries & waste collection Doors connecting satellite stations to main kitchen lockable both sides
Security	Ability to secure equipment when not in use
	-

SPECIAL CONSIDERATIONS

After hours use	Separate activity space from rest of school for after hours use.
Serving lines	Minimum lines in traffic ways & no cross traffic
Recycling	Include recycling station (paper, plastic, aluminum) in nearby common area
	-



Ref. #: **10.04 FOOD SERVICES OFFICE**

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

ACTIVITIES & SPACE USAGE

Educational	-
Admin/Operational	Area for Cafeteria Manager to do planning, paperwork, hold meetings, etc. - Planning, ordering, scheduling - Staff meetings, evaluations, conferences - Cash registers/POS equipment locked in this space overnight.
Community	-

SPATIAL RELATIONSHIPS

Adjacent: Direct	Kitchen/Serving
Nearby: Indirect	Kitchen staff Restroom/Lockers/Break Area Kitchen/Serving entry (from Receiving) – locate office near this end of Kitchen/Serving Supply, Receiving & Loading Student Dining Commons
Distant: Separated	-

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

Fixed Casework	NOTE: maximize use of movable furniture & casework Open shelving
Furniture (Movable)	Desk & chair Metal file cabinet, locking Movable bookcase
Fixtures & Equipment	Tack and Marker surfaces 1 floor mounted safe POS network server located in this room; small server cabinet POS equipment cart



Ref. #: **10.04 FOOD SERVICES OFFICE**

(continued)

FINISHES

Floor	Slip resistant flooring, continuous w/kitchen floor to facilitate rolling POS cart in/out
Ceiling	Acoustical
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 Quad outlet at workstation
Lighting	Task lighting + energy efficient fixtures, 70-85 foot-candles at work surfaces, daylight (borrowed ok).
HVAC	Supply/return air
Plumbing	-
Acoustical	-
Special Utilities/Services	-
Other Considerations	Phone to ring in office & kitchen. Buzzer at delivery area to sound in office.

WINDOWS & VISION PANELS

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

CONTROL & SAFETY NEEDS

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

SPECIAL CONSIDERATIONS

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



Ref. #: **10.05 FOOD STORAGE**

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

ACTIVITIES & SPACE USAGE

Educational	-
Admin/Operational	Provide an area for food storage with adequate space
Community	-

SPATIAL RELATIONSHIPS

Adjacent: Direct	Kitchen/Serving Receiving (near delivery entrance) Freezer & Cooler
Nearby: Indirect	Food Services Office Food Court Satellites
Distant: Separated	-

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

Fixed Casework	
Furniture (Movable)	- Heavy duty store-room shelving per NSF, 4 tiers high x 18" deep. Space beneath bottom tier for floor racks for heavy items on floor. - Food pallet racks, locate near door to Kitchen/Serving.
Fixtures & Equipment	-



Ref. #: **10.05 FOOD STORAGE**

(continued)

FINISHES

Floor	Resilient flooring
Ceiling	Exposed and/or sound absorptive.
Walls	-
Other Considerations	-

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

Electrical	Per code requirements, 1 outlet on each wall minimum
Lighting	Energy-efficient fixtures.
HVAC	-
Plumbing	-
Acoustical	-
Special Utilities/Services	-
Other Considerations	-

WINDOWS & VISION PANELS

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

CONTROL & SAFETY NEEDS

Access	Two separate entrances preferred in order to separate delivery from kitchen traffic.
Receiving Access	Double doors with clearance for pallets and other large items. Magnetic hold open devices on doors
Kitchen/Serving Access	Double doors. Magnetic hold open device on doors
	-

SPECIAL CONSIDERATIONS

Doorway thresholds	Prefer continuous flooring with no threshold at door to Kitchen/Serving. Where floor finish changes at doorway, include transition threshold for ease of rolling carts.
	-
	-



Ref. #: **10.06 FREEZER & COOLER**

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

ACTIVITIES & SPACE USAGE

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

SPATIAL RELATIONSHIPS

Adjacent: Direct	Kitchen/Serving Receiving (near delivery entrance)
Nearby: Indirect	Mechanical room (housing refrigeration equipment) Food Services Office Food Court Satellites
Distant: Separated	-

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

Fixed Casework	
Furniture (Movable)	Heavy-duty 18" deep shelving It is anticipated that food service consultants will work with district staff to develop the furniture and equipment specifications needed to provide full meal, fast food, and snack preparation.
Fixtures & Equipment	Walk-in refrigerator Walk-in freezer Carts



Ref. #: **10.06 FREEZER & COOLER**

(continued)

FINISHES

Floor	Non-slip durable flooring (meet health code)
Ceiling	Exposed and/or sound absorptive.
Walls	-
Other Considerations	If floor finish changes at doorway, include transition threshold for ease of rolling carts.

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

Electrical	Per code, plus outlets for equipment Coordinate power requirements with equipment manufacturer. Generator circuits to support refrigeration systems.
Lighting	Energy-efficient fixtures. May need to augment manufacturer's standard lighting spec. for visibility
HVAC	Per manufacturer
Plumbing	Drain pipe(s) located to avoid tripping hazard, protect piping with stainless steel shielding as necessary.
Acoustical	-
Special Utilities/Services	-
Other Considerations	-

WINDOWS & VISION PANELS

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

CONTROL & SAFETY NEEDS

Access & traffic flow	Consider two separate entrances for each walk-in unit in order to separate delivery from kitchen traffic. Insulated doors with view panels.
	-
	-

SPECIAL CONSIDERATIONS

	-
	-
	-



Ref. #: 10.07 PAPER, CARTS, UTENSIL STOR.

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

ACTIVITIES & SPACE USAGE

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

SPATIAL RELATIONSHIPS

Adjacent: Direct	Kitchen/Serving Receiving (near delivery entrance)
Nearby: Indirect	Food Services Office Food Court Satellites
Distant: Separated	-

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

Fixed Casework	
Furniture (Movable)	Heavy duty 18" wide store room shelving (per NSF regulations) Dunnage racks in the middle of the room
Fixtures & Equipment	Utility carts



Ref. #: 10.07 PAPER PRODUCTS, CART, UTENSIL STORAGE

(continued)

FINISHES

Floor	Utility floor surface (sealed concrete or Resilient flooring)
Ceiling	Exposed and/or sound absorptive.
Walls	-
Other Considerations	If floor finish changes at doorway, include transition threshold for ease of rolling carts.

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

Electrical	Per code requirements, 1 outlet on each wall minimum
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	Double 30" doors w/removable mullion, for passage of carts and dollies. Magnetic hold open devices on doors
	-
	-

SPECIAL CONSIDERATIONS

	-
	-
	-



Ref. #: **10.08 BREAKROOM/RESTRM/LOCKERS**

Area/Department:	DINING/FOOD SERVICES		
Occupants:	Students: -	Faculty/Staff: 8-12	Other: -

ACTIVITIES & SPACE USAGE

Educational	-
Admin/Operational	Used by food services personnel for work breaks, changing clothes, personal hygiene, storing belongings, etc.
Community	-

SPATIAL RELATIONSHIPS

Adjacent: Direct	-
Nearby: Indirect	Restroom (next to break room, access via common hallway) Laundry Kitchen/Serving Food Services Office Food Service staff building entrance at Receiving
Distant: Separated	Classrooms

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

Fixed Casework	Base cabinet w/counter & overhead cabinets along one wall (kitchenette) Microwave shelf above counter
Furniture (Movable)	Table & chairs
Fixtures & Equipment	12 metal lockers Coffee maker; Microwave; refrigerator with ice maker, trash can Metal storage cabinet, lockable Tack board for Health Dept., safety & other information
Restroom	Mirror cabinet over lavatory soap dispenser, over lavatory hands-free paper towel dispenser Toilet paper dispenser ADA grab bars Trash container



Ref. #: **10.08 BREAKROOM/RESTROOM/LOCKERS**

(continued)

FINISHES

Floor	Resilient sheet flooring, slip resistant with bacteria-stat throughout.
Ceiling	Sound absorptive
Walls	Durable wainscot in restroom
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 for equipment GFCI outlet in sink area Electrical outlet for refrigerator
Lighting	Energy efficient fixtures. Daylight desired
HVAC	Supply/return air. Exhaust fan in restroom, vent to outside
Plumbing	Double sink w/hot & cold water, gooseneck swivel faucet; instant hot water Water service to ice maker Unisex ADA restroom with floor drain
Acoustical	-
Special Utilities/Services	-
Other Considerations	-

WINDOWS & VISION PANELS

		Operable? (Y/N)	Shades? (Y/N)
Exterior	Daylight and natural ventilation desired	Y	Y
Interior	Optional sidelite at strike-jamb of door	N	N
Other Considerations	-	-	-

CONTROL & SAFETY NEEDS

Access Control	Doors lockable
	-
	-

SPECIAL CONSIDERATIONS

Restroom	Can be considered separate from breakroom/locker area; but within same space allocation
	-
	-



Ref. #: **10.09 TABLE & CHAIR STORAGE**

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

ACTIVITIES & SPACE USAGE

Educational	-
Admin/Operational	Storage of Student Dining Commons folding tables & stackable chairs on dollies Storage of sound system & misc. items Coordinate size & proportion of storage rooms to accommodate furniture and dollies
Community	Community events after school hours

SPATIAL RELATIONSHIPS

Adjacent: Direct	Student Dining Commons
Nearby: Indirect	-
Distant: Separated	-

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

Fixed Casework	-
Furniture (Movable)	8-person rectangular fold-up tables and 6- to 8-person round fold-up tables. Stackable chairs (quantity dependent on number of lunch periods, designated uses for dining area, and amount of booth type seating)
Fixtures & Equipment	Chair dollies Table and chair racks



Ref. #: 10.09 TABLE & CHAIR STORAGE

(continued)

FINISHES

Floor	RE
Ceiling	Exposed and/or sound absorptive.
Walls	-
Other Considerations	If floor finish changes at access door, include transition threshold for ease of moving dollies.

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

Electrical	Power outlets on each wall
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

Doors	Double door with no or removable mullion Magnetic hold open devices on doors
	-
	-

SPECIAL CONSIDERATIONS

Multiple user groups	Accessible to other users for events, etc. when kitchen is not in operation
Alternate use	May store portable stage platform or portable risers if space permits
	-
	-



Ref. #: **10.10 LAUNDRY**

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

ACTIVITIES & SPACE USAGE

Educational	-
Admin/Operational	Washing towels, linens and other items used in the food services area
Community	-

SPATIAL RELATIONSHIPS

Adjacent: Direct	Corridor; kitchen
Nearby: Indirect	
Distant: Separated	Custodial

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

Fixed Casework	Shelf above folding table
Furniture (Movable)	Folding table
Fixtures & Equipment	Heavy duty washer & dryer, energy efficient Metal storage cabinet, lockable



Ref. #: **10.10 LAUNDRY**

(continued)

FINISHES

Floor	Slip resistant, non porous flooring; slope to drain.
Ceiling	Exposed and/or sound absorptive.
Walls	Durable wainscot around utility sink.
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 for equipment 220v outlets for washer/dryer
Lighting	Energy efficient downlight fixtures. Daylight (borrowed ok). Consider occupancy sensor lighting control. Ensure that machine vibration will not falsely trigger the sensor.
HVAC	Supply/return air. Natural ventilation desirable.
Plumbing	Water service to washer Utility sink w/gooseneck faucet, hot & cold water Floor drain
Acoustical	-
Special Utilities/Services	Dryer duct/vent connection, vent direct to outside.
Other Considerations	-

WINDOWS & VISION PANELS

		Operable? (Y/N)	Shades? (Y/N)
Exterior	natural ventilation desirable, not required	Y	N
Interior	Sidelite at strike-jamb of door	N	N
Other Considerations	-	-	-

CONTROL & SAFETY NEEDS

Access control	Solid door, lockable
	-
	-

SPECIAL CONSIDERATIONS

	-
	-
	-



Ref. #: **10.11 CONCESSIONS (Optional)**

Area/Department:	DINING/FOOD SERVICES		
Occupants:	Students: -	Faculty/Staff: 1	Other: -
	Volunteers/PTO may substitute for staff		

ACTIVITIES & SPACE USAGE

Educational	Business/Marketing, school spirit - Provide fast food & beverage service - Sales of school spirit items (t-shirts, hats, spill-proof mugs, etc.) - Sales of school supplies (notebooks, blank CDs, etc.) - Book sales - Sales of original student art work and student music CDs
Admin/Operational	-
Community	Possible use for before and/or after-school programs or community events

SPATIAL RELATIONSHIPS

Adjacent: Direct	
Nearby: Indirect	Student Dining Commons May also serve Gym and/or Performing Arts events
Distant: Separated	-

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

Fixed Casework	Perimeter counters with base & overhead cabinets and drawers, some lockable Microwave shelf above counter, near food prep/dishwashing sink
Furniture (Movable)	Display cases and shelving units with adjustable height shelving 2 stools Trash can
Fixtures & Equipment	Ice machine Under-counter refrigerator Microwave Soap & towel dispensers at sinks



Ref. #: **10.11 CONCESSIONS** (Optional)

(continued)

FINISHES

Floor	RE; slope floor to drain
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 Quad outlet at workstation/POS equipment (grommet to counter top) Coordinate electrical requirements with equipment
Lighting	fluorescent & incandescent fixtures, with supplemental Spot lighting at counter & displays.
HVAC	Supply/return air, zoned temp control
Plumbing	Double stainless steel food prep/dishwashing sink with hot & cold water Separate small hand washing sink w/hot & cold water, hose bib Floor drain
Acoustical	-
Special Utilities/Services	Water service to ice machine
Other Considerations	-

WINDOWS & VISION PANELS

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

CONTROL & SAFETY NEEDS

Access Control	Doors lockable; Corridor doors lockable both sides
Serving Window	Roll-up serving/transaction window, lockable
	-
	-

SPECIAL CONSIDERATIONS

Recycling	Include recycling station (paper, plastic, aluminum) in nearby common area
	-
	-



7.11 Building Services: Maintenance & Custodial

7.11.1 Space Program Summary

Ref. #:	Name/Function	Quantity per Total Enrollment:			Net Area Each (s.f.):
		1,800:	2,000:	2,200:	
11.01	BPO/Custodial Repair Area	1	1	1	500-700
11.02	Supply, Receiving & Loading	1	1	1	1,000-1,200
11.03	Restrooms/Locker Area	1	1	1	125-175
11.04	Office/Planning (+ Night Custodial)	1	1	1	125
11.05	Custodial Equipment	1	1	1	400-450
11.06	Custodial Supplies	1	1	1	400-450
11.07	Outdoor Storage	1	1	1	300
11.08	Communications Control Room	1	1	1	150-200
11.09	Custodial Equipment	tbd	tbd	tbd	150
11.10	Custodial Closets	tbd	tbd	tbd	75
11.11	Boiler Room	tbd	tbd	tbd	tbd
11.12	Fan Room	tbd	tbd	tbd	tbd
11.13	Electrical Room	tbd	tbd	tbd	tbd
11.14	Intermediate Communications Room	tbd	tbd	tbd	75

* gross area

7.11.2 General Requirements

Maintenance and custodial focuses on building support services on a daily, as-needed or scheduled basis for smooth school operation. Areas for both on-site and off-site based personnel are included in this section.

Supply, Receiving, Loading

This area receives delivery of materials for the school's operations. School delivery functions should be separate from main school entries where students, staff and the public access the building.

The goal is to include a separate service delivery area directly to the school's support areas where the BPO staff, stock clerk, custodial or student nutrition staff take delivery. Deliveries are then broken down for distribution, use or storage.

This is also where off-site based maintenance employees arrive to perform work tasks. Short term parking for them should be available near the loading area.



Supply, Equipment & Miscellaneous Storage

These spaces store school operational equipment and supplies. Efficiently laid out space is desired to maximize available area. A combination of storage shelving and open space storage is desired.

Storage is needed for both short and longer terms. Temporary storage, based upon available space, can be included in the supply, receiving and loading area until the delivery can be sorted and distributed. Student nutrition deliveries go directly to food service. Others are distributed to supply, equipment, or general and miscellaneous storage. Some cleaning and paper supply items are distributed further from these storage spaces to custodial closets.

FDCC Office/Storage

The FDCC office is optimally located within the administrative area of the school. It is an efficient space to support the school's inventory control. This area will provide a working area for the school's FDCC clerk who does the school's purchasing and monitors system inventory. A pleasant working environment is desired.

BPO Office

The BPO requires an office to support school site maintenance and custodial operations. Flexibility for configuration is desired.

Workroom

The workroom serves as a shop for "fixing things" that are of a minor assembly, maintenance and/or repair nature. Maintenance and custodial staff store personal items and record their employee time cards. The space should provide the ability to have various projects in process at the same time. Visibility of the entire area is desired for safety and security.

Outdoor Storage

Include storage of necessary on-site gasoline-powered equipment fuel and lubricants etc. This might include a riding snow blower, snow broom or push snow blower, lawn mowers, hoses and landscape tools.

Custodial Closets

Custodial/Operations staff works from these locations. Some cleaning and paper supplies are stored here. These closets also include floor sinks and hose bib connections for specialized floor cleaning equipment. Direct access to the floor utility sink is desired along with the ability to transition cleaning carts, buckets, and vacuums into and out of room without having to lift those items over the floor sink.

Include one or more custodial closets, complete with service sinks and data ports, on each floor or for each area of the school. Locate the custodial workroom, BPO office, and storage spaces near an outside receiving area. Include closets, receiving and storage



spaces, and toilets near areas requiring special maintenance, equipment, and supplies, such as the Student Dining Commons, gym, art and career education programs. The workroom should include a lockable storage cabinet for flammable supplies.

Boiler Room

The boiler room provides space for the school's central heating plant. Primary heating units used by the district are low pressure hot water boilers with a design based upon two heating units each supporting 75 percent of the peak design heating load. For updated and detailed requirements consult the district's Design Guidelines and Standards. Access for maintenance of mechanical systems and components should be able to be accomplished with minimal or no interruption to the academic activities.

Fan Room

The Fan Room houses the building ventilation equipment. Easy access for the maintenance and repair of the equipment is desired. For more detailed requirements refer to district's Design Guidelines and Standards.

Electrical Room

This room houses the Main Distribution Panel, MDP, transfer switches along with other electrical panels and equipment. Locate where the utility service enters the building. Remote smaller panels can be located in other areas of the building depending upon design. A minimum of 25 percent expansion capacity is required. The MDP incorporates a power monitoring system. For more detailed requirements refer to district's Design Guidelines and Standards.

Communications/Control Room

This room houses central controls for different building systems, such as the boiler, fan system, electrical, voice/data, media and security systems. This room should accommodate up to two people, as off-site based maintenance staff often work in pairs. Frequently, one person might operate workstation controls while the other checks for the appropriate field operation of tested components.

Intermediate Communications Room

This space is required when distribution cable runs exceed 300 feet in accordance with TIA/EIA Standards. These rooms will be dispersed as needed throughout the building. They will be smaller than, yet have some of features of, the Communications/Control Room.



7.11.3 Recommended Adjacencies

The Adjacency Matrix is intended to designate fundamental relationships among rooms and spaces within this category. No distinction of floor levels or of existing vs. new construction is intended. Existing locations, adjacencies and other parameters of these program components within existing high school facilities must be considered, and further interpretation of these relationships must be made by the design team when addressing existing conditions within each building.

Key:
 D = Direct connection
 P = Proximity
 V = Visibility
 S = Separated
 Blank = No Specific Requirements
 Dash = NA

Ref. #:		11.01	11.02	11.03	11.04	11.05	11.06	11.07	11.08	11.09	11.10	11.11	11.12	11.13	11.14	
		BPO/Custodial Repair Area	Supply, Receiving & Loading	Restrooms/Locker Area	M&O Office/Planning Area	Main Custodial Equipment Room	Custodial Supplies	Outdoor Storage	Communications Control Room	Custodial Equipment Closets	Custodial Closets	Boiler Room	Fan Room	Electrical Rooms	Intermediate Telecom. Closets	
11.01	BPO/Custodial Repair Area	-	D	P	P	P		P								
11.02	Supply, Receiving & Loading	D	-				P									
11.03	Restrooms/Locker Area	P		-	P											
11.04	M&O Office/Planning Area	P		P	-	P	P									
11.05	Main Custodial Equipment Room	P			P	-	D			S	S					
11.06	Custodial Supplies		P		P	D	-									
11.07	Outdoor Storage	P						-								
11.08	Communications Control Room								-			P	P	P		
11.09	Custodial Equipment Closets					S				-	P					
11.10	Custodial Closets					S				P	-					
11.11	Boiler Room								P			-	P	P		
11.12	Fan Room								P			P	-	P		
11.13	Electrical Rooms								P			P	P	-	P	
11.14	Intermediate Telecom. Closets													P	-	



7.11.4 Individual Space Attributes

Ref. #: **11.01 BPO/CUSTODIAL REPAIR AREA**

Area/Department:	MAINTENANCE & CUSTODIAL		
Occupants:	Students: -	Faculty/Staff: 1-4	Other: -

ACTIVITIES & SPACE USAGE

Educational	Example of efficient, customer-oriented service operation
Admin/Operational	Furniture repair and assembly Repair and installation of shades and blinds, weatherstripping, window hardware, etc. Minor fixture, equipment and small electrical item repairs Time card clock; Storage of personal belongings Scheduling, processing repair requests, small meetings/conferences; ordering materials Limited materials storage Material Safety Data Sheets
Community	-

SPATIAL RELATIONSHIPS

Adjacent: Direct	Direct access to a main classroom corridor for movement of furniture & equipment to/from classrooms and accessibility for customer service requests
Nearby: Indirect	Supply, Receiving & Loading Building exit near Outdoor Storage (for BPO access to snow blower)
Distant: Separated	Acoustically separated from teaching areas, yet more accessible from classrooms and Admin than mechanical rooms.

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

Fixed Casework	Flammable materials storage cabinet, lockable
Furniture (Movable)	Workbenches; Peg boards Desk & chair; Printer table; File cabinet Straight back side chair; Stool Locking tool storage
Fixtures & Equipment	Vises Metal lockers Heavy duty shelving; Stepping stool Rolling tool cart Soap dispenser and Paper towel holder, wall mount (not built-in), locate at sink Trash cans; Mop rack Tack board for safety information, etc. Limited storage of replacement lamps Stepladder Man-lift (for maintaining & servicing high fixtures) Paint supplies, Graffiti removal supplies



Ref. #: 11.01 BPO/CUSTODIAL REPAIR AREA

(continued)

FINISHES

Floor	Non slip, non-porous & easily maintained
Ceiling	Sound absorptive.
Walls	Heavy duty corner guards
Other Considerations	If floor finish changes at door, include transition threshold for ease of moving dollies & carts.

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 for tools and equipment Power strip above work bench Quad outlet at workstation GFCI outlet near sink, mounted above counter height
Lighting	Task lighting plus energy-efficient fixtures, access to natural light preferred.
HVAC	Natural + mechanical ventilation, individual temperature control Exhaust fan to remove fumes, exhaust direct to outside, w/timer switch
Plumbing	1 sink w/hot and cold water; Hose bib Floor drain
Acoustical	Soundproofing between this space and any adjacent instruction spaces
Special Utilities/Services	Night override panel (rentals panel) for fans & lights (duplicates panel in Admin) <i>VERIFY RENTALS PANEL LOCATION WITH PRINCIPAL AND DISTRICT OPERATIONS</i>
Other Considerations	-

WINDOWS & VISION PANELS

		Operable? (Y/N)	Shades? (Y/N)
Exterior	Include secure, non-breakable daylighting panels preferred	Y	N
Interior	If no direct exterior daylighting, consider high interior glazing panels for borrowed daylight	N	N
Other Considerations	-	-	-

CONTROL & SAFETY NEEDS

Access Control	Double door to corridor, lockable, w/removable mullion, vision panels in doors
Emergency Eye-Wash	2-bottle emergency eye-wash station w/small mirror adjacent, wall mount, near sink
	-
	-

SPECIAL CONSIDERATIONS

Floor space	Open floor space for rolling carts, repair/assembly and temporary storage until distribution
Passive supervision	If layout permits, BPO may be configured for passive supervision of the building entrance used by the BPO to access the snow blower.
	-



Ref. #: **11.02 SUPPLY RECEIVING & LOADING**

Area/Department:	MAINTENANCE & CUSTODIAL		
Occupants:	Students: -	Faculty/Staff: 1 - 2	Other: -

ACTIVITIES & SPACE USAGE

Educational	-
Admin/Operational	<ul style="list-style-type: none"> - Staging area & dock for loading/unloading truck deliveries of food, supplies, equipment, furniture - Secure area for temporary storage of furniture, materials for special events (e.g., senior party), paper and general supplies for distribution - Storage of dollies, carts & tilt trucks in alcove out of traffic flow
Community	-

SPATIAL RELATIONSHIPS

Adjacent: Direct	<ul style="list-style-type: none"> - Food Services storage rooms: Food Storage (dry); Freezer & Cooler; Paper Products, Cart & Utensil Storage - Custodial Supplies - Main service corridor
Nearby: Indirect	<ul style="list-style-type: none"> - Kitchen/Serving - Boiler Room; Generator Room; Electrical Room - Communications Control Room - BPO/Custodial Repair Area - Food Court Satellites - Short term parking (4 spaces) - Passageway to elevator should be as direct as reasonably feasible
Distant: Separated	<ul style="list-style-type: none"> - 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	-
Furniture (Movable)	Heavy duty metal shelving, adjustable height shelves
Fixtures & Equipment	<ul style="list-style-type: none"> - 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. - Dollies & Carts; manual lift truck - Tilt trucks (used to haul garbage & recyclables inside the school to the loading dock/receiving area, and stored in the receiving area)



Ref. #: 11.02 SUPPLY RECEIVING & LOADING

(continued)

FINISHES

Floor	Sealed concrete
Ceiling	Exposed, 10'-0" minimum clear ceiling height for high shelving storage
Walls	Heavy duty corner guards
Other Considerations	FRP wainscot panels in receiving area @48 inches

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 Include designated area for compactor power pack.
Lighting	Surface-mounted interior Energy-efficient fixtures. Vandal proof exterior fixtures. Include emergency light at loading dock. Adjustable light at loading dock to illuminate inside of delivery trucks.
HVAC	Overhead unit heater, non-electric (electronic control OK). Exhaust fan at compactor chute.
Plumbing	Floor sink with stainless steel backsplash wall panel above (similar to custodial closets) Floor drain; Sewer drain and clean-out; Freeze-proof faucet
Acoustical	-
Special Utilities/Services	-
Other Considerations	Do not locate building fresh air intake in this area (vehicle idling area).

WINDOWS & VISION PANELS

		Operable? (Y/N)	Shades? (Y/N)
Exterior	Small window with view of loading dock	N	Y
Interior	-	-	-
Other Considerations	-	-	-

CONTROL & SAFETY NEEDS

Access - Exterior	Insulated metal personnel door, lockable
Access - Exterior	Overhead door to accommodate deliveries
Access - Interior	Double doors, no mullion, st. steel scuff panels both sides of doors, view panels in doors
Loading Dock	Dock bumpers, extend past roof line of canopy Steps, grade to dock, on driver side of backed-in truck. Delivery ramp, 1:12 max. slope. Railings at loading dock stairs, walkways & ramp. Extend walkway from loading dock to recycling bins and 2/3 of way along side of dumpster. Consider snow melt system at loading dock to prevent ice build-up.
Security Alarm System	Security alarm system with arm/disarm panel in this area for maintenance access
Hazardous Waste	Include secure space to temporarily store hazardous materials (e.g. batteries, lamps/bulbs, medical waste) until they can be taken to a safe disposal site.
Trash	Commercial trash compactor chute access hatch – if exterior, include security system door contact.

SPECIAL CONSIDERATIONS

Recycling	Include outdoor recycling bins accessible for collection & protected from weather & animals.
Covered Overhang	To provide loading area & walkway shelter from rain, snow and ice buildup
Deliveries	Student Nutrition vehicles average 39' long x 9' wide including mirror, and 13'-0" high; include minimum 13'-6" vertical clearance at canopy.



Ref. #: **11.03 RESTROOM/LOCKER AREA**

Area/Department:	MAINTENANCE & CUSTODIAL		
Occupants:	Students: -	Faculty/Staff: 8	Other: -

ACTIVITIES & SPACE USAGE

Educational	-
Admin/Operational	To provide an area for custodial staff to change and store personal belongings - Changing - Secure storage of personal belongings - Showering - Work breaks
Community	-

SPATIAL RELATIONSHIPS

Adjacent: Direct	
Nearby: Indirect	Office/Planning Area (+ Night Custodial) Supply, Receiving & Loading Custodial Equipment Restrooms (next to Break Room, access via common corridor) – custodial staff restrooms are counted within this space allocation although physically separate from locker area
Distant: Separated	Classrooms

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

Fixed Casework	Base cabinet w/counter & overhead cabinets on one wall Microwave shelf above counter
Furniture (Movable)	Table & 8 chairs Metal storage cabinet, lockable
Fixtures & Equipment	8 metal lockers, match hall lockers Coffee maker; Microwave; Under-counter refrigerator; trash can Tack board
Restrooms FF&E	soap dispenser, over lavatory. Mirror at lavatory. hands-free paper towel dispenser Trash container (not built-in) Toilet paper dispenser



Ref. #: **11.03 RESTROOM/LOCKER AREA**

(continued)

FINISHES

Floor	Resilient flooring in locker area Restroom floors: Ceramic tile, non-slip; epoxy floor grout (black), to come up 6" on walls; Saniglaze seal; slope to drain.
Ceiling	Sound absorptive
Walls	Restrooms: durable wainscot. Cement board backing in shower areas.
Other Considerations	-

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

Electrical	Power outlets 8' on center minimum, plus outlets for equipment GFCI outlet in sink area
Lighting	Energy efficient fixtures.
HVAC	Supply/return air in locker area. Exhaust fan in each restroom.
Plumbing	Lavatory w/hot & cold water Men's & Women's restrooms (non-ADA), each w/toilet, lavatory, shower with adjacent private changing wall, & floor drain
Acoustical	-
Special Utilities/Services	-
Other Considerations	-

WINDOWS & VISION PANELS

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

CONTROL & SAFETY NEEDS

Access Control	Doors lockable
	-
	-

SPECIAL CONSIDERATIONS

Restrooms	Can be considered separate from breakroom/locker area; but within same space allocation
	-
	-



Ref. #: **11.04 OFFICE/PLANNING (+NIGHT CUSTODIAN)**

Area/Department:	MAINTENANCE & CUSTODIAL		
Occupants:	Students: -	Faculty/Staff: 1 - 3	Other: -

ACTIVITIES & SPACE USAGE

Educational	-
Admin/Operational	Central area to report (clock in), hold meetings, disseminate schedules, etc. - Scheduling - Staff evaluations/meetings - Communications with District Operations Dept. - Material Safety Data Sheets
Community	-

SPATIAL RELATIONSHIPS

Adjacent: Direct	
Nearby: Indirect	Restrooms/Locker Area (custodial) Custodial Equipment Custodial Supplies Supply, Receiving, & Loading
Distant: Separated	-

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

Fixed Casework	Open shelves, 8 lineal ft. Counters, 8 lineal ft. Cabinets, 8 lineal ft.
Furniture (Movable)	Computer desk & chair Four-drawer locking file cabinet Side chair Movable bookcase; Trash can
Fixtures & Equipment	Time clock Tack board



Ref. #: **11.04 OFFICE/PLANNING (+ NIGHT CUSTODIAN)**

(continued)

FINISHES

Floor	Resilient flooring or 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 & equipment Quad outlet at workstation
Lighting	Task lighting, energy-efficient fixtures, daylight (borrowed ok)
HVAC	Supply/return air
Plumbing	-
Acoustical	-
Special Utilities/Services	Alternate location for night override panel (rentals panel) for fans & lights (duplicates panel in Admin) VERIFY RENTALS PANEL LOCATION WITH PRINCIPAL AND DISTRICT OPERATIONS DEPT.
Other Considerations	-

WINDOWS & VISION PANELS

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

CONTROL & SAFETY NEEDS

Access Control	Single corridor door, lockable
	-
	-

SPECIAL CONSIDERATIONS

	-
	-
	-



Ref. #: **11.05 MAIN CUSTODIAL EQUIPMENT**

Area/Department:	MAINTENANCE & CUSTODIAL		
Occupants:	Students: -	Faculty/Staff: 1 - 2	Other: -

ACTIVITIES & SPACE USAGE

Educational	-
Admin/Operational	Storing custodial equipment not kept in Custodial/Equipment Closets Cleaning equipment and trash cans
Community	-

SPATIAL RELATIONSHIPS

Adjacent: Direct	Office/Planning (+ Night Custodial)
Nearby: Indirect	Supply, Receiving & Loading Restrooms/Locker Area
Distant: Separated	-

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

Fixed Casework	-
Furniture (Movable)	Heavy duty metal shelving, adjustable height shelves
Fixtures & Equipment	Custodial supplies (cleaning soap, paper towels, toilet paper, etc.) Riding floor scrubbers and other custodial equipment not stored in oversized custodial closets – See Operations equipment list for high schools. Equipment may include: <ul style="list-style-type: none"> - Riding floor scrubbers, 28" - Walk behind floor scrubbers, 26" - Floor machines, 175 rpm, 23" - High speed burnishers, 20" - Wet/dry vacuums with squeegee - Medium carpet extractors - Small carpet extractor



Ref. #: **11.05 MAIN CUSTODIAL EQUIPMENT ROOM**

(continued)

FINISHES

Floor	Sealed concrete or Resilient flooring
Ceiling	Exposed and/or sound absorptive.
Walls	-
Other Considerations	If floor finish changes at door, include transition threshold for ease of moving equipment.

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

Electrical	Power outlets, per code Outlets for recharging equipment
Lighting	Energy-efficient fixtures.
HVAC	Supply/return air; zoned temp. control
Plumbing	Floor sink with hot and cold water Floor drain "Shower pit" for cleaning equipment (approx. 6'x 6'), trash cans, etc.
Acoustical	-
Special Utilities/Services	-
Other Considerations	-

WINDOWS & VISION PANELS

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

CONTROL & SAFETY NEEDS

Access Control	Double door with removable mullion to accommodate equipment & deliveries, lockable, security alarm
	-
	-

SPECIAL CONSIDERATIONS

	-
	-
	-



Ref. #: **11.06 CUSTODIAL SUPPLIES**

Area/Department:	MAINTENANCE & CUSTODIAL		
Occupants:	Students: -	Faculty/Staff: -	Other: -

ACTIVITIES & SPACE USAGE

Educational	-
Admin/Operational	Secure storage of bulk custodial supplies: cleaning chemicals, lavatory soap, paper towels, toilet paper, etc.
Community	-

SPATIAL RELATIONSHIPS

Adjacent: Direct	Main service hallway with easy access to classroom corridors
Nearby: Indirect	Easy access from Supply, Receiving & Loading Office/Planning (+ Night Custodial) Restrooms/Locker Area (custodial) BPO/Custodial Repair Area
Distant: Separated	-

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

Fixed Casework	Flammable materials storage cabinet, lockable
Furniture (Movable)	Heavy duty metal shelving
Fixtures & Equipment	Dolly



Ref. #: **11.06 CUSTODIAL SUPPLIES**

(continued)

FINISHES

Floor	Sealed concrete or Resilient flooring
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 outlets, per code
Lighting	Energy-efficient tube fixtures.
HVAC	Individual temp control Thermostat may be set to 60 degrees F to reduce outgassing from cleaning chemicals and save energy. Special attention to venting of chemical odors
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	Solid 36" door to corridor, lockable
	-
	-

SPECIAL CONSIDERATIONS

	-
	-
	-



Ref. #: **11.07 OUTDOOR STORAGE**

Area/Department:	MAINTENANCE & CUSTODIAL		
Occupants:	Students: -	Faculty/Staff: 1 - 2	Other: -

ACTIVITIES & SPACE USAGE

Educational	-
Admin/Operational	Secure storage of mechanical snow removal equipment, lawn mowers, and other gasoline-powered equipment, isolated from school's interior breathing air Storage of fuel and lubricants Storage of snow shovels, ice chippers, walkway salt, landscaping hand tools, etc.
Community	-

SPATIAL RELATIONSHIPS

Adjacent: Direct	Because the Outdoor Storage contains gasoline, lubricants, etc., it is preferably located nearby and behind but not connected to the main school building. Alternatively, it may be located within the main school building footprint (outside access only), but only if atmospherically isolated from building breathing air.
Nearby: Indirect	Locate near Receiving or near a major building entry approach that must be kept cleared of snow. BPO/Custodial Repair Area (BPO has responsibility for keeping walkways clear of snow)
Distant: Separated	-

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

Fixed Casework	Open shelving
Furniture (Movable)	-
Fixtures & Equipment	Fireproof storage cabinet for volatile materials, lockable Heavy-duty metal shelving Riding snow blower, mower attachments Tool pegs Explosion proof gasoline container



Ref. #: **11.07 OUTDOOR STORAGE**

(continued)

FINISHES

Floor	Sealed concrete or other durable surface
Ceiling	Exposed, painted.
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, ASD Design Guidelines & Standards)*

Electrical	1, standard 20 Amp duplex outlet on each wall
Lighting	Utility fixtures.
HVAC	Unit heater, non-electric, to provide heat adequate to ease equipment starting in cold weather. Individual temp control. If attached to main building, space may be maintained at 55 degrees F during heating season. This space must be isolated from building ventilation system. Include small ventilation grille near top of exterior wall away from door for passive exhaust of gasoline and lubricant fumes.
Plumbing	Include 1 floor drain if space is attached to main building; 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	If Outdoor Storage is attached to main building, include CO monitor in this space. For fire safety, connect CO monitor to building monitoring system.
	-

SPECIAL CONSIDERATIONS

Air Barrier	If Outdoor Storage is attached to main building, install continuous air barrier in common wall between Outdoor Storage and conditioned space to prevent migration of gasoline fumes into conditioned space.
Security	Include high security door lock & striker plate.
	-



Ref. #: **11.08 COMMUNICATIONS CONTROL ROOM**

Area/Department:	MAINTENANCE & CUSTODIAL		
Occupants:	Students: -	Faculty/Staff: 1 - 2	Other: -

ACTIVITIES & SPACE USAGE

Educational	-
Admin/Operational	Space to house building Direct Digital Control (DDC) system work station used by district-based or contract technical personnel for scheduled inspections, system maintenance, tuning & adjustment Storage of testing equipment, manuals, etc. Maintenance staff training (DDC system) Telephone backboard, communication equipment, racks, etc.
Community	-

SPATIAL RELATIONSHIPS

Adjacent: Direct	Central to building mechanical and electrical systems, access from main corridor or common area Locate near maintenance & custodial staff service entrance for direct access by district-based personnel
Nearby: Indirect	Staff parking near staff service entrance
Distant: Separated	-

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

Fixed Casework	Bookshelf for manuals, etc.
Furniture (Movable)	Desk or counter for DDC computer station 2 chairs or stools Work table
Fixtures & Equipment	Metal storage cabinet, lockable, for testing equipment Small tack board next to DDC computer station
Other	-



Ref. #: 11.08 COMMUNICATIONS CONTROL ROOM

(continued)

FINISHES

Floor	Sealed concrete
Ceiling	Exposed and/or sound absorptive.
Walls	Fire retardant treated plywood one wall.
Other Considerations	-

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

Electrical	Dedicated power Quad outlet at DDC control station
Lighting	Energy-efficient fixtures, not hidden or shielded by piping or conduit. Include emergency power outlet.
HVAC	Supply/return air
Plumbing	-
Acoustical	-
Special Utilities/Services	-
Other Considerations	-

WINDOWS & VISION PANELS

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

CONTROL & SAFETY NEEDS

Access Control	Metal corridor door, lockable
	-
	-

SPECIAL CONSIDERATIONS

Room size	Size of room may need to adjust depending on facility equipment planning
	-
	-



Ref. #: **11.09 CUSTODIAL EQUIPMENT CLOSETS**

Area/Department:	MAINTENANCE & CUSTODIAL		
Occupants:	Students: -	Faculty/Staff: 1	Other: -

ACTIVITIES & SPACE USAGE

Educational	-
Admin/Operational	<p>Distributed custodial equipment storage Water access for equipment Custodial supplies (daily use)</p> <p>NOTE: The school's Custodial/Equipment Closets provide distributed storage of floor maintenance equipment. The floor area in each of these rooms is 150% of a normal custodial closet in order to store custodial equipment. Dispersed equipment storage allows more efficient use than central storage. Except for the extra space used for custodial equipment storage, Custodial/Equipment Closets are similar to standard Custodial Closets.</p> <p>Riding floor scrubbers and other floor maintenance equipment that cannot be stored in Custodial/Equipment Closets may be stored in the Custodial Equipment room.</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. However, it is expected that most custodial supplies bulk storage will be in the Custodial Supplies room.</p>
Community	-

SPATIAL RELATIONSHIPS

Adjacent: Direct	Main corridors
Nearby: Indirect	Main toilet rooms; Student Dining Commons; Classrooms; Gym
Distant: Separated	Disperse throughout school

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

Fixed Casework	Open wall shelving
Furniture (Movable)	-
Fixtures & Equipment	<ul style="list-style-type: none"> - 2 Mop racks - Sheet metal pan under one of the mop racks; locate other mop rack over floor sink - Tall stainless steel sheet metal backsplash panel on wall behind/over the sink area - Soap dispenser and Paper towel holder, wall mount - Wall-mount metal wire chemical rack for 4, 1-gallon containers of cleaning chemicals w/pumps - Canister or backpack vacuum - Floor machine, wet/dry vacuum, other custodial equipment: refer to Operations custodial equipment list for High Schools



Ref. #: **11.09 CUSTODIAL EQUIPMENT CLOSETS**

(continued)

FINISHES

Floor	Sealed concrete or Resilient flooring
Ceiling	Exposed and/or sound absorptive
Walls	Durable material; paint ok.
Other Considerations	If floor finish changes at corridor door, include transition threshold for ease of rolling carts and equipment.

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

Electrical	Power outlets, per code Power outlet near door in clear location, on dedicated circuit, for operating/recharging custodial equipment
Lighting	Energy-efficient fixtures.
HVAC	Exhaust fan, switch controlled, exhaust direct to outside (not to return air)
Plumbing	Floor utility sink with hot and cold water, locate close to door Hose bib (connection of cleaning equipment) 1 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 36" min. metal corridor door, 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

Corridor outlets	Adjacent corridors to have electrical outlets on dedicated circuits every 40 feet to support custodial equipment.
	-
	-



Ref. #: **11.10 CUSTODIAL CLOSETS**

Area/Department:	MAINTENANCE & CUSTODIAL		
Occupants:	Students: -	Faculty/Staff: 1	Other: -

ACTIVITIES & SPACE USAGE

Educational	-
Admin/Operational	<p>Short term supply storage Daily cleaning materials and equipment Water access for equipment</p> <p>NOTE: These standard-sized Custodial Closets are similar to the Custodial/Equipment Closets, except that the latter have extra floor space for dispersed storage of floor maintenance equipment.</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. However, it is expected that most custodial supplies bulk storage will be in the Custodial Supplies room (see 11.06).</p>
Community	-

SPATIAL RELATIONSHIPS

Adjacent: Direct	Corridors
Nearby: Indirect	Main toilet rooms; Student Dining Commons; Classrooms; Gym
Distant: Separated	Disperse throughout school

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

Fixed Casework	Open wall shelving
Furniture (Movable)	-
Fixtures & Equipment	<ul style="list-style-type: none"> - 2 Mop racks - Sheet metal pan under one of the mop racks; locate other mop rack over floor sink - Tall stainless steel sheet metal backsplash panel on wall behind/over the sink area - Soap dispenser and Paper towel holder, wall mount - Wall-mount metal wire chemical rack for 4, 1-gallon containers of cleaning chemicals w/pumps - Canister or backpack vacuum



Ref. #: **11.10 CUSTODIAL CLOSETS**

(continued)

FINISHES

Floor	Sealed concrete or Resilient flooring
Ceiling	Exposed and/or sound absorptive.
Walls	Durable material; paint ok.
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, on dedicated circuit, for operating/recharging custodial equipment
Lighting	Energy-efficient fixtures.
HVAC	Exhaust fan, switch controlled, exhaust direct to outside (not to return air)
Plumbing	Floor utility sink with hot and cold water, locate close to door Hose bib (connection of cleaning equipment) 1 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 36" min. metal corridor door, lockable, open outward; w/scuff panels on both sides of door
Emergency Eye-Wash	Wall-mount 2-bottle emergency eye-wash station, small mirror adjacent
	-
	-

SPECIAL CONSIDERATIONS

Corridor outlets	Adjacent corridors to have electrical outlets on dedicated circuits every 40 feet to support custodial equipment.
	-
	-



Ref. #: **11.11 BOILER ROOM**

Area/Department:	MAINTENANCE & CUSTODIAL		
Occupants:	Students: -	Faculty/Staff: 1 - 2	Other: -

ACTIVITIES & SPACE USAGE

Educational	-
Admin/Operational	Provide space for boilers, pumps and accessory equipment Provide access to equipment for maintenance & repairs Annual equipment inspections Scheduled preventive maintenance and tuning
Community	-

SPATIAL RELATIONSHIPS

Adjacent: Direct	Ground floor location, on exterior wall with double door to exterior for passage of equipment
Nearby: Indirect	Water main Loading area Communications Control Room (DDC)
Distant: Separated	Instructional spaces; teacher planning spaces; conference rooms; administrative & student services offices (noise considerations – buffer with electrical room, storage, custodial closets, restrooms, etc.)

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

Fixed Casework	-
Furniture (Movable)	-
Fixtures & Equipment	Metal storage cabinet with locking doors Small tack board for safety notices, etc.



Ref. #: **11.11 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 & equipment needs 1 emergency power outlet if school has emergency generator
Lighting	Energy-efficient fixtures, not hidden or shielded by piping or conduit.
HVAC	Building system, reference ASD Design Guidelines and Standards. High efficiency equipment.
Plumbing	Hose bibs with hot & cold water supply 2 Floor drains, w/positive floor slope to drains: 1 drain inside and 1 outside the boiler basin. Water lines to boiler equipment. Ensure feed water lines are accessible.
Acoustical	Acoustically buffer from instructional spaces.
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 replaceable equipment, lockable, w/security alarm.
Security	Security alarm system arm/disarm keypad in service entry area used for easy access by off-site based maintenance personnel
Emergency Shut-Off	Include 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

Clearances	Include 5'-0" clearance between boilers. Include 3'-0" clearance around large floor pumps.
Equipment pads	Include 2'-0" extensions of concrete pad under boiler beyond each end of boiler. Other housekeeping pads to be 6" wider on all sides than the equipment they support.
	-



Ref. #: **11.12 FAN ROOM**

Area/Department:	MAINTENANCE & CUSTODIAL		
Occupants:	Students: -	Faculty/Staff: 1 - 2	Other: -

ACTIVITIES & SPACE USAGE

Educational	-
Admin/Operational	Provide space to house fan units, dampers, coils, variable frequency drives and other air handling equipment Filter monitoring & replacement Annual equipment inspections (motors, belts & bearings) and replacements as needed Scheduled preventive maintenance and tuning, etc. Unscheduled repairs Flammable fuels SHALL NOT be stored in this space.
Community	-

SPATIAL RELATIONSHIPS

Adjacent: Direct	Provide stair access if other than ground floor location. Zone air handling units so each AHU serves spaces with similar use patterns. Consider separate fan rooms for non-community use classrooms vs. community-use spaces to reduce ductwork, enhance the balance of air delivered and simplify controls.
Nearby: Indirect	Other mechanical areas (may be on different level)
Distant: Separated	Outdoor Storage (due to volatile fuels and lubricants stored in Outdoor Storage) Avoid locating adjacent to or directly over learning spaces, conference & task rooms, offices (noise considerations – buffer with storage, etc.) Locate away from loading dock.

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

Fixed Casework	-
Furniture (Movable)	Metal storage cabinet with locking doors. Storage for replacement filters for each AHU.
Fixtures & Equipment	-



Ref. #: **11.12 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	Per code requirements 1 emergency power outlet if school has emergency generator
Lighting	Energy-efficient tube fixtures, not hidden or shielded by ducting.
HVAC	Building system, see ASD Design Guidelines and Standards Use high-efficiency motors and, where appropriate, variable frequency drives. Use mastic to seal metal ductwork.
Plumbing	Hose bibs with hot & cold water supply. Floor drains.
Acoustical	Minimize potential for noise & vibration transmission to occupied spaces. Include vibration control measures, such as vibration isolators. Consider low pressure-drop ventilation, duct sizes to reduce noise & save energy. Maximize filter surface area & include differential pressure gauge or DDC monitoring of pressure drop across filters to optimize filter change schedule & reduce static pressure loss.
Special Utilities/Services	-
Intake & Exhaust Locations	Locate exhaust outlets at least 10' above ground level and away from doors, occupied areas & operable windows. Locate air intakes away from loading dock, vehicle idling areas, fume hood & dust exhausts, sanitary vents, Outdoor Storage & other contaminant sources.

WINDOWS & VISION PANELS

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

CONTROL & SAFETY NEEDS

Interior Access	Metal door, lockable
Roof Access	Metal access door to roof, lockable
Security	All exterior doors and roof hatches to have security system door contacts.
Access to high fans	Include catwalks as necessary.
	-

SPECIAL CONSIDERATIONS

Clearances	Include sufficient work space to dismantle equipment, remove shaft/squirrel cage, etc.: 3'-0" min. clearance around variable frequency drive units Include fan & filter access clear of duct work or other obstructions
Knock-out Wall	Include knock-out wall for future equipment replacement.
	-
	-



Ref. #: **11.13 ELECTRICAL ROOM**

Area/Department:	MAINTENANCE & CUSTODIAL		
Occupants:	Students: -	Faculty/Staff: 1 - 2	Other: -

ACTIVITIES & SPACE USAGE

Educational	-
Admin/Operational	<ul style="list-style-type: none">- Space to house Main Distribution Panel (MDP) and zone electrical panels, emergency switches, surge protectors and other electrical equipment- Include adequate space for maintenance of electrical equipment and resetting/replacing breakers
Community	-

SPATIAL RELATIONSHIPS

Adjacent: Direct	-
Nearby: Indirect	Generator Communications Control Room Boiler Room, Fan Room and other mechanical rooms
Distant: Separated	Wet areas; plumbing walls

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

Fixed Casework	-
Furniture (Movable)	Metal storage cabinet with locking doors
Fixtures & Equipment	Rubber discharge mats



Ref. #: **11.13 ELECTRICAL ROOM**

(continued)

FINISHES

Floor	Sealed concrete
Ceiling	Exposed and/or sound absorptive.
Walls	Structural backup for electrical panels. Fire retardant paint on plywood one wall (for mounting panels, equipment, etc.)
Other Considerations	-

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

Electrical	Per code requirements Emergency power outlet if school has emergency generator
Lighting	Overhead Energy-efficient fixtures + task lighting on electrical panels; wall switch controls both overhead and panel task lighting.
HVAC	Meet equipment environmental needs for cooling
Plumbing	-
Acoustical	-
Special Utilities/Services	When floor-mounted transformers are used, include house-keeping pads
Other Considerations	-

WINDOWS & VISION PANELS

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

CONTROL & SAFETY NEEDS

Interior Access	Metal corridor door, lockable
Floor Safety Markings	Permanently mark clear space requirements around Main Distribution Panels and other electrical panels with permanent bright yellow markings on the floor.
Safety Signage	Include signage – “No Material Storage”
	-

SPECIAL CONSIDERATIONS

Expansion space	Include expansion space for future additional panels
	-
	-



Ref. #: **11.14 INTERMED. COM. ROOMS**

Area/Department:	MAINTENANCE & CUSTODIAL		
Occupants:	Students: -	Faculty/Staff: 1 - 2	Other: -
	-		

ACTIVITIES & SPACE USAGE

Educational	-
Admin/Operational	Houses required intermediate communications panels & associated equipment remote from Main Communications Room.
Community	-

SPATIAL RELATIONSHIPS

Adjacent: Direct	Dispersed throughout facility access from main corridor or common area
Nearby: Indirect	Computer labs
Distant: Separated	Plumbing walls

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

Fixed Casework	-
Furniture (Movable)	-
Fixtures & Equipment	-



Ref. #: **11.14 INTERMEDIATE COMMUNICATIONS ROOMS**

(continued)

FINISHES

Floor	Sealed concrete
Ceiling	Sound absorptive
Walls	Fire retardant paint on plywood one wall (for mounting patch panels, data distribution panels, etc.)
Other Considerations	-

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

Electrical	Per code, plus outlets to meet equipment needs Dedicated power
Lighting	Energy-efficient fixtures + task lighting on communication panels.
HVAC	Supply/return air, individual temp control. No air conditioning needed in this space. Design for adequate ventilation at maximum equipment load – meet equipment environment needs for cooling (size for future addition of equipment).
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 (optional)	N	N
Other Considerations	-	-	-

CONTROL & SAFETY NEEDS

Access Control	Locking metal door with security alarm
	-
	-

SPECIAL CONSIDERATIONS

Expansion space	Size for future panel expansion
Cable runs	An Intermediate Communication Room is required where CAT 5 cable runs approach or exceed 90 meters.
	-



7.12 General Building Areas

7.12.1 Space Program Summary

Ref. #:	Name/Function	Quantity:	Notes:
12.01	Building Entry Vestibules	TBD	-
12.02	Main Circulation Hallways	TBD	-
12.03	Main Circulation Stairways	TBD	-
12.04	Elevators	TBD	As necessary
12.05	Student Restrooms	TBD	
12.06	Portable Classrooms	4-6	-
12.07	Camper Host	TBD	Off-Season Security

7.12.2 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. Include 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.



7.12.3 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.





7.12.4 Individual Space Attributes

Ref. #: 12.01 BUILDING ENTRY VESTIBULES

Area/Department:	GENERAL BUILDING AREAS		
Occupants:	Students: varies	Faculty/Staff: 1 - 2	Other: 1 - 2

ACTIVITIES & SPACE USAGE

Educational	<ul style="list-style-type: none"> Transition space for arriving/departing - Put on outerwear - Student waiting space for parent pick-up - Brief conferences between principals and students - Wayfinding/Orientation
Admin/Operational	<ul style="list-style-type: none"> - Air-lock for temperature control - Walk-off for outside dirt and mud (reduces maintenance requirements) - Daylighting of entry corridors - Enhance security
Community	-

SPATIAL RELATIONSHIPS

Adjacent: Direct	<ul style="list-style-type: none"> Exterior high-use areas, maintained sidewalks Welcome Center
Nearby: Indirect	<ul style="list-style-type: none"> After-hours use areas Restrooms Drinking fountain Elevator
Distant: Separated	-

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

Fixed Casework	-
Furniture (Movable)	Benches at room perimeter (in parent pick-up/drop-off and PE Arctic vestibules)
Fixtures & Equipment	Public pay-phone (main entry)

FINISHES

Floor	Rubber sheet flooring; Walk-off mat
Ceiling	GWB ceiling for durability
Walls	Durable wall construction and surface finish
Other Considerations	10'-0" ceiling height minimum recommended to deter abuse and vandalism



Ref. #: **12.01 BUILDING ENTRY VESTIBULES**

(continued)

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	Supply/return air
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

Locks	Keyed and/or Key-card locks
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 & Egress	Hallway security motion sensors & fire alarm to activate vestibule emergency egress lights

SPECIAL CONSIDERATIONS

	-
	-
	-



Ref. #: **12.02 MAIN CIRCULATION HALLWAYS**

Area/Department:	GENERAL BUILDING AREAS		
Occupants:	Students: varies	Faculty/Staff: 1 - 2	Other:

ACTIVITIES & SPACE USAGE

Educational	Informational displays Displays of student work Cultural displays Library/Media Center displays
Admin/Operational	Internal circulation Emergency egress
Community	Way-finding

SPATIAL RELATIONSHIPS

Adjacent: Direct	Principal building entries/exits Main circulation stairways, Elevator Restrooms Drinking fountain Student Lockers Student Dining Gym, Weight Room, other after-hours use areas Welcome Center Discipline Office Security Classrooms, Teacher Planning Centers, Student Collaboration Areas
Nearby: Indirect	Supply, Receiving & Loading
Distant: Separated	In-School Suspension

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

Fixed Casework	Consider display cases for student work, Library/Media Center displays
Furniture (Movable)	-
Fixtures & Equipment	Tack surface

FINISHES

Floor	Non slip, non-porous and easily maintained
Ceiling	GWB ceiling for durability
Walls	Durable wall construction and surface finish
Other Considerations	9'-0" ceiling height minimum recommended to deter abuse and vandalism



Ref. #: **12.02 MAIN CIRCULATION HALLWAYS**

(continued)

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

Electrical	Power outlets, per code Additional outlets for student laptops in pod commons areas 20 amp outlets distributed every 40' for use by custodial staff
Lighting	energy efficient fixtures, caged or otherwise vandal resistive.
HVAC	Supply/return air
Plumbing	Drinking fountain
Acoustical	-
Special Utilities/Services	-
Other Considerations	-

WINDOWS & VISION PANELS

Operable? (Y/N)

Shades? (Y/N)

		Operable? (Y/N)	Shades? (Y/N)
Exterior	Consider at available exterior walls for monitoring of high-priority outside areas	N	N
Interior	Consider for visibility to Visual Arts Classroom activities	N	N
Other Considerations	-	-	-

CONTROL & SAFETY NEEDS

Supervision	Avoid "blind spots, nooks and niches" Include visibility to multiple circulation corridors from individual monitoring points
-	-
-	-

SPECIAL CONSIDERATIONS

-	-
-	-
-	-



Ref. #: **12.03 MAIN CIRCULATION STAIRWAYS**

Area/Department:	GENERAL BUILDING AREAS		
Occupants:	Students: varies	Faculty/Staff:	Other:

ACTIVITIES & SPACE USAGE

Educational	-
Admin/Operational	Internal circulation Emergency egress
Community	-

SPATIAL RELATIONSHIPS

Adjacent: Direct	Principal building entries/exits Main circulation corridors
Nearby: Indirect	Drinking fountain Elevator Student Lockers
Distant: Separated	-

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	-

FINISHES

Floor	Durable, easily cleaned, positive traction
Ceiling	GWB ceiling for durability
Walls	Durable wall construction and surface finish
Other Considerations	-



Ref. #: **12.03 MAIN CIRCULATION STAIRWAYS**

(continued)

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	Supply/return air
Plumbing	-
Acoustical	-
Special Utilities/Services	-
Other Considerations	-

WINDOWS & VISION PANELS

Operable? (Y/N)

Shades? (Y/N)

Exterior	Consider daylighting/vision panels, especially if outside area in need of monitoring	N	N
Interior	-	-	-
Other Considerations	-	-	-

CONTROL & SAFETY NEEDS

Fire Code	Meet fire code requirements for separation between levels if stairs span more than 2 levels
Supervision	Stairwells can be notorious hiding places – avoid “blind spots, nooks and niches.” Visibility from main circulation corridors is desirable. Consider installing “dummy” CCTV cameras.
-	-

SPECIAL CONSIDERATIONS

-	-
-	-
-	-



Ref. #: 12.04 ELEVATORS

Area/Department:	GENERAL BUILDING AREAS		
Occupants:	Students:	Faculty/Staff:	Other:

ACTIVITIES & SPACE USAGE

Educational	ADA accessibility
Admin/Operational	Movement of carts, supplies and equipment between floor levels
Community	-

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	Main circulation stairway
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

FINISHES

Floor	Durable flooring
Ceiling	Durable ceiling surface finish
Walls	Durable wall construction and surface finish, rails and bumper guards
Other Considerations	-



Ref. #: **12.04 ELEVATORS**

(continued)

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

Electrical	-
Lighting	energy efficient fixtures, vandal resistive
HVAC	-
Plumbing	-
Acoustical	-
Special Utilities/Services	-
Other Considerations	-

WINDOWS & VISION PANELS

Operable? (Y/N)

Shades? (Y/N)

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

CONTROL & SAFETY NEEDS

-	-
-	-

SPECIAL CONSIDERATIONS

ADA Accessibility	design for wheelchair use
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.
-	-



Ref. #: 12.05 STUDENT RESTROOMS

One set boys' and girls' restroom facilities should be located in each of the classroom clusters. 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.

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 students. 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/hand- sanitizer dispensers, 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 included 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	paper towel & soap dispensers Toilet paper dispenser Trash receptacle Mirror at lavatory Flip-down changing table



Ref. #: **12.05 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	-

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 should be located in student restrooms. 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.	-



NOTE: the attributes of portable 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. #: **12.06 PORTABLE CLASSROOMS**

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

ACTIVITIES & SPACE USAGE

Educational	Language Arts, Social Studies, Math (Special Ed & ELL support) <ul style="list-style-type: none"> - Lectures, demonstrations, presentations, discussions - Instructional movies (projected; films/videos/TV) - Whole group, small group and individual work (writing, listening, research, projects, etc.) - Hands-on projects - Computer-based work: research, writing, analysis, spreadsheets, reports, etc. - Data gathering, collation, analysis, presentation - Oral & written testing - Special Ed "collaborators" support mainstreaming of special needs students
Admin/Operational	-
Community	-

SPATIAL RELATIONSHIPS

Adjacent: Direct	Locate as close as reasonably feasible to science & other general classrooms & teacher support areas
Nearby: Indirect	Library/Media Center, Computer/Projects lab
Distant: Separated	High noise areas such as Performing Arts, Cafeteria, PE

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

Fixed Casework	Open shelving and lockable storage cabinets. NOTE: maximize use of moveable furniture & casework
Furniture (Movable)	32 student desk/tables 32 student chairs 1 Teacher desk & chair 1 Activity Table 1 Tall Storage Unit, lockable (wardrobe, teacher items, books, supplies, etc) Computer workstation tables/chairs
Fixtures & Equipment	Sliding Double Marker board, Tack surface Retractable projection screen

FINISHES

Floor	Carpet, stain resistive
Ceiling	Acoustical ceiling, Grid to support hanging displays
Walls	Include feature color on one wall.
Other Considerations	Coordinate all finishes with lighting and acoustical design.



Ref. #: **12.06 PORTABLE CLASSROOMS**

(continued)

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

Electrical	16 Power outlets 6' on center min., plus outlets for computers & other technology additional outlets at teacher wall GFCI floor outlets, water resistive covers 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	Per ANSI/ASA recommendations, currently 45 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
-	-
-	-

SPECIAL CONSIDERATIONS

Social Studies	Map hanging areas (pull-down tracks & tack strips)
-	-
-	-



Ref. #: 12.07 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	-

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

Fixed Casework	-
Furniture (Movable)	-
Fixtures & Equipment	-

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 Design Guidelines and Standards for details
Lighting	Exterior site lighting, see Design Guidelines and Standards
HVAC	-
Plumbing	Water hook-up, isolatable with capacity to be switched off from inside the building, refer to Design Guidelines and Standards for details
Special Utilities/Services	-
Other Considerations	-

WINDOWS & VISION PANELS

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

CONTROL & SAFETY NEEDS

-	-
---	---

SPECIAL CONSIDERATIONS

-	-
---	---

planning for the future of

Anchorage School District



Districtwide Educational Specifications:

High Schools

8.0

Appendix & References



BrainSpaces

Educational Facility Planning
www.BrainSpaces.com

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8.0 APPENDIX & REFERENCES

8.1 Glossary

(Definitions are listed alphabetically. Underlined text indicates the inclusion of a definition in this section of the Ed. Spec.)

Capacity Space	An instructional space within a school that is assigned student capacity when establishing the enrollment capacity of the school.
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
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>Portable classroom units</u> do not count towards gross building area.
Net Area (individual space)	The usable area within a room or space, as measured in square feet. Net area is typically measured from the inside face of the room's walls, and thus includes area for fixed storage, casework and equipment.
Net Building Area	The total area of all usable spaces, both teaching and non-teaching, as measured in square feet. It includes everything except circulation spaces (corridors, lobbies, vestibules, stairs and elevators), toilet rooms, mechanical rooms, and the area occupied by internal and external walls. <u>Portable classroom 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 general use computer lab.
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.



Regular Classrooms	<u>Regular Teaching Stations</u> - Spaces for core curriculum courses, 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.
Regular Teaching Stations	Learning environments regularly scheduled to support a class of students for core curriculum and elective courses. These spaces count towards ASD school capacity calculations at an average of 28 students each.
Portable Classroom Units	Modular classroom units allocated to schools that demonstrate a need for additional program or other space not accommodated inside the facility. Due to the temporary nature of these units, they do not count towards the capacity of a school, or towards the school's net and gross building areas.
School Capacity	Also referred to as "building capacity", School Capacity is a function of four factors: the number of <u>regular teaching stations</u> ; the average or typical number of students per class; the <u>utilization factor</u> ; and the limiting factor of infrastructure (kitchen/lunchroom capacity, gym, lockers, hallways, etc.)
Smaller Teaching Stations	Learning environments regularly scheduled to support a smaller number of students for various special programs and elective courses. These spaces count towards ASD school capacity calculations at an average of 12 students each.
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 for core curriculum and elective courses. 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, PE, etc). The total number of teaching stations in a given school multiplied by the average number of students per teaching station will define the <u>building capacity</u> of that school.
Total Teaching Spaces	All spaces designed primarily or exclusively for instruction and direct instructional support, including regular and auxiliary classrooms, laboratories, studios, science prep rooms, library/media center spaces, indoor physical education spaces, performing art spaces, and career technology spaces. Equal to <u>Regular teaching stations</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.



8.2 Additional Resources

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: http://www.aia.org/cae_default

American Library Association (ALA): <http://www.ala.org/>

Council of Educational Facility Planners International (CEFPI): www.cefpi.org

Crime Prevention Through Environmental Design (CPTED): <http://www.ncpc.org/training/crime-prevention-through-environmental-design-cpted->

National Congress on School Transportation (NCST): <http://www.ncstonline.org/>

National Education Association (NEA): www.nea.org

National Educational Technology Standards (NETS): www.iste.org

States' Career Clusters: www.careerclusters.org

U.S. EPA: High Performance Schools: www.epa.gov/iaq/schooldesign/highperformance.html

U.S. Green Building Council (USGBC): www.usgbc.org

SAHS Student





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.