planning for the future of

Anchorage School District

Districtwide Educational Specifications:

Middle Schools

September 2012

ASDOnline
Anchorage School District

Information retrieved from
ASD Online is referenced
throughout this document.

www.asdk12.org

Anchorage School District

Educational Specifications: Middle Schools

planning for the future of

Anchorage School District

Districtwide Educational Specifications:

Middle Schools

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 middle school planning in the district, and is applicable to both new schools and renewal projects.

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 respond accordingly.

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

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

The predominant operational strategy for ASD middle schools uses small groupings of students organized into "teams". Several teams are clustered together in "pods" to take advantage of shared support facilities and to enhance the efficient use of the facility. Each team includes core curriculum teachers and classrooms (Language Arts, Math, Social Studies and Science) as well as specialist teachers and professionals for 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 team collaborate to plan educational opportunities for students, both collectively and individually. Within a seven-period day teachers facilitate group learning, typically in their classrooms, for five periods. This allows for one teacher planning period and one team collaboration period. This concept provides an effective transitional learning environment by fostering a sense of belonging and a personalized experience for each student. It is referred to as a "middle school model" and typically

includes grades 6 through 8. While the district is endorsing the inclusion of sixth grade students in its middle schools, the Ed Specs also include allowances for a grade 7-8 structure.

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

It is expected that these parameters may vary, within an acceptable range, from school to school. Therefore the updated Ed Specs include a majority of spaces that are "required" and some spaces that are "optional." Optional spaces support programs that may be unique to individual schools. While these spaces are included and defined herein, they can be selected and justified through the Supplemental Educational Specification process for each school.

Based on the extent of optional spaces selected, each school can be tailored to meet the needs of its students and community, resulting in district middle schools that vary in program offerings and student enrollment capacities. This can vary each year (or more frequently) as program changes happen within a school or within the district as a whole. Additional detail for the following calculations can be found in Section 4.0 of this report.

Quantitative Summary

ASD Middle Schools will be planned for either 6 Teams or 9 Teams, with 2 or 3 teams per grade in a grade 6-8 middle school configuration. For the purposes of determining the student capacity, the following parameters are used:

a) The optimal number of students per team is 120.
b) Special Programs self-contained classrooms such as intensive needs/lifeskills students are included in the overall school capacity, in addition to individual team capacities.
c) Student capacity may be increased through the selection of optional additional spaces for special programs.

6 Teams: 120 students x 6 teams = 720 + 20 special programs students   capacity =   740
Additional capacity from optional additional special programs spaces: +   30
Maximum capacity possible for 6 Team middle school: 770

9 Teams: 120 students x 9 teams = 1,080 + 20 special programs students   capacity = 1,100
Additional capacity from optional additional special programs spaces: +   40
Maximum capacity possible for 9 Team middle school: 1,140

Therefore, ASD middle schools will have a capacity range between 740 and 1,140 students. In addition to the number of teams, the variation results from a site-based selection of optional spaces for special programs as noted above.

Class Size

Class sizes can vary widely, depending upon the nature of the program. Some specialized or advanced classes may have less than 20 students, whereas gym or band classes may exceed 50 students. The target <u>average</u> number of students in middle school classes is 27 students.

Utilization Rate

Middle school teachers typically teach five of the seven periods per day. Since the goal is for every teacher to have their own classroom, the resulting utilization rate for all teaching stations is 5/7 or 71 percent.

Teaching Stations (T.S.)

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 middle school. In some cases, Resource/Study Skills and/or Reading Classrooms can count as regular teaching stations, thus accommodating student capacity.

6 Teams: 720 students ÷ 27 students x 71% utilization = 38 teaching stations required

9 Teams: 1,100 students ÷ 27 students x 71% utilization = 56 teaching stations required

Teaching Stations:	6 Team Model:	9 Team Model:
Core Classrooms (4 per team)	24	36
Visual Arts	1	1
Performing Arts	2-3	3-4
Physical Education (Gym = 2 T.S)	3-6	6
Career/Technical Education	4-5	5-6
World Languages	1	1
Flex Classrooms	1-2	1-3
Total Teaching Stations required:	38	56

Special Programs

Learning environments for special needs and student support programs are also included in ASD middle schools. Depending on the specific needs of each school community, the quantities and types of spaces selected will vary. With some exception, only self-contained programs add student capacity, and serve an average of 10 students each.

Special Classrooms:	6 Team Model:	9 Team Model:	Capacity Added:
Resource/Study Skills	6	9	0
Reading or ELL Classroom	2-4	3-9	0
Reading/ELL/Small Group	2-4	3-6	0
Special Programs Classrooms	1-4	1-5	+ 10-50 students
Lifeskills 2	1	1	+ 10 students
In-School Suspension	1	1	0
Total Special Programs possible:	13-20	18-31	+ 20-60 students

Building Area Summary

The building area totals are based on the number of teams and the extent of optional additional spaces selected. The variation is a result of the intended and/or calculated student enrollment and the site-based selection of optional spaces as noted above, as well as the Alaska Department of Education & Early Development (DEED) parameters for determining space needs.

In order for the DEED to determine the allowable square footage for a middle school, its enrollment capacity must first be calculated. This is done by determining the estimated 5 year post occupancy student population for an entire attendance area. The existing permanent square footage for the attendance area in the appropriate student category is totaled and used to calculate the space eligibility for the attendance area. Space eligibility parameters are then used to inform the planning of each new school or renewal project. For assistance in determining space eligibility, contact DEED.

The DEED currently designates an allowable area per student for middle schools of 165 square feet per student. Therefore, ASD Middle Schools will be planned for an estimated gross building area between 122,100 and 127,050 square feet for 6 teams; and 181,500 and 188,100 for 9 teams. Areas are shown below in square feet.

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

6-TEAMS:	**Required** Square Feet	**Optional** Square Feet Max.
Student Capacity	740 students	plus 30 max.
Subtotal Net Area (nsf)	84,260	6,490
Estimated Gross Building Area* (= nsf x 1.40)	33,704	2,596
Total Gross Area (gsf)	117,964	+ 9,086
DEED maximum Gross Area = 165 gsf/student	= 122,100	= 127,050

9-TEAMS:	**Required** Square Feet	**Optional** Square Feet Max.
Student Capacity	1,100 students	plus 40 max.
Subtotal Net Area (nsf)	123,580	10,777
Estimated Gross Building Area* (= nsf x 1.40)	49,432	4,311
Total Gross Area (gsf)	173,012	+ 15,088
DEED maximum Gross Area = 165 gsf/student	= 181,500	= 188,100

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

Districtwide Educational Specifications:

Middle Schools

2.0

Introduction

it's on a floating island.

coaster

hypercube desks

roller

exit

lake

ski's

Gym

stage

Kindergarten / Kindergarten

Burger King

launch pad

taco bell

you fit into paper in

McDonald KFC baskin Robins

Courtyard

boys girls

1st 1st

pie

2nd

indoor

pool

cafeteria

pegs 2 pegs 2

Playground

3rd

boys girls closet

5th 5th 6th 6th PL1 PL2

pizza hut

baseball field

hall

hall hall hall hall hall

exit

Music

runway

library

4th

4th

soccer Field

tennis

art

court

chair

arcade

hall hall

football field

exit
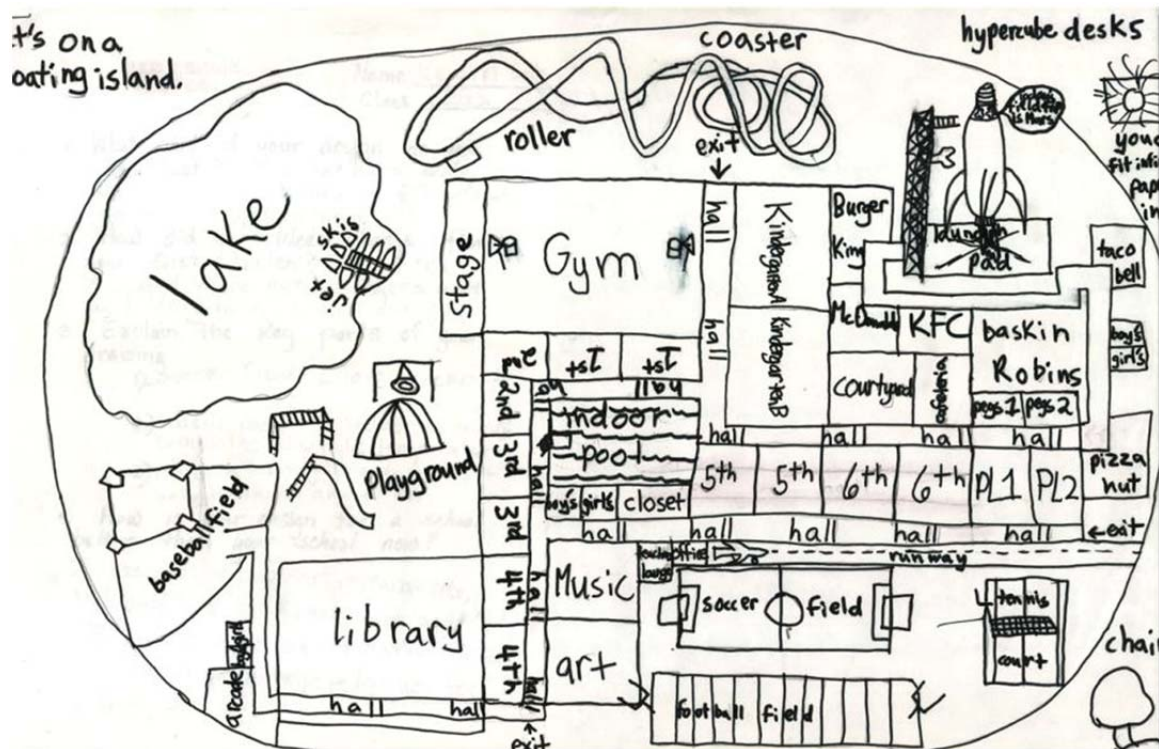
Student drawing

2.0 INTRODUCTION

Good educators can teach anywhere and good students learn anywhere, anytime. However, today there is an expectation that <u>all</u> 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 students' 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 middle school planning in the district, and is applicable to both new schools and renewal projects.

2.1 Districtwide Educational Specifications

2.1.1 Goals of this Document

To link educational goals and the design of school facilities;

To promote consistency of school facilities throughout the district;

To be flexible to adjust to individual school and community needs;

To reflect a collaborative effort with the groups involved in planning and designing, building, managing and using the facilities.

2.1.2 Use of this Document

Creating a responsive school environment isn't rigidly defined by square-footage or a construction budget; more importantly, it's about making a thoughtful connection between learning and facilities. This document is intended to be used in conjunction with the educational, operational, administrative and functional goals of the district. As these goals and strategies morph over the life of this document, design team responses must also evolve.

Although intended to ensure adequacy and consistency, the guidelines in this document are not intended to restrict the effective or efficient design of a facility. Instead, flexibility to allow for minor deviations in spatial requirements is expected. Such flexibility is essential to good design, but should not be allowed to become a means of lowering standards. It should be understood that in certain circumstances, some programs, spaces and/or attributes will not be appropriate or cannot be met due to atypical programs 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 a 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 middle schools, individual schools offer supplemental programs to support the unique educational needs of their students and communities. At the start of a school construction or renewal project, Supplemental Educational Specifications will document unique program needs and solutions for review and approval by the Anchorage School Board. In conjunction with the Districtwide Ed Specs and recognizing DEED parameters for determining site-based enrollment, Supplemental Ed Specs will provide direction specifically for each school project.

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

- the current year and five-year post-occupancy projected attendance area enrollments in the grades affected by the facility;

- a statement of educational philosophy and goals for the facility;

- the curriculum to be housed by the facility;

- the activities that will be conducted in the facility;

- the anticipated community uses of the facility;

- the specific and general architectural characteristics desired;

- the educational spaces needed, their approximate sizes in square feet, 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 2000, one new and one renewal middle school projects have used the previous districtwide 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 2000 edition also provided a benchmark from which to measure the impact of changes in programs and space allocations on educational specifications. A point is reached where changes extend beyond the scope of locally-oriented supplemental educational specifications to become district-wide. The cumulative results require substantial revisions and updates to districtwide educational specifications.

In 2005, the Clark Middle School renewal project offered an opportunity to update the basic 2000 middle school educational specifications as well as address Clark's unique conditions. The resulting product was approved by the School Board in May, 2006. Many of the issues resolved for Clark's educational specifications were seen as relevant changes to the districtwide middle school standard and formed a foundation for the 2010 edition.

Districtwide educational specifications for elementary, middle and high school levels have been developed simultaneously. This approach presents an opportunity to reflect a continuum of education programs, best practices, lessons learned, and evolution of goals throughout all levels. As noted in section 2.3, a broad spectrum of educators, administrators and planners contributed their experience, knowledge and skills to this effort.

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

> Space planning options for grades 6-8 as well as grade 7-8 configurations;
>
> Ed Specs use and update procedures;
>
> Educational goals and user characteristics;
>
> More comprehensive planning and design parameters – including
>
> - Capacity calculation methodology and definitions;
> - Safety and security goals;
> - Sustainability and energy efficiency.
>
> Optional spaces to support programs and needs beyond the standard;
>
> Performance standards for educational technology;
>
> Expanded detail for each room (attribute sheets); and
>
> Additional resources and recommended reading.

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

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

2.3   Participants

2.3.1 District Participants

School Board Members

Tam Agosti-Gisler
Gretchen Guess
Pat Higgins
Jeannie Mackie
Kathleen Plunkett
Don Smith
Natasha Von Imhof

District Administration

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

Middle School Resources:*

Leslie Vandergaw	Executive Director, Middle School Education
Jerry Koetje	Supervisor, Middle School Education
Jeanne Fischer	Principal, Begich Middle School
Lisa Zelenkov	Principal, Central Middle School
Cessilye Williams	Principal, Clark Middle School
Julie Maker	Principal, Goldenview Middle School
Bobby Jefts	Principal, Gruening Middle School
Sherry Ellers	Principal, Hanshew Middle School
Michael Perkins	Principal, Mears Middle School
Scott Batchelder	Principal, Mirror Lake Middle School
Denise Greene-Wilkinson	Principal, Polaris K-12 School
Sven Gustafson	Principal, Romig Middle School
Joel Roylance	Principal, Wendler Middle 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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Middle School Student "Likes and Dislikes"

**Districtwide
Educational
Specifications:**

Middle Schools

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3.0

Education

_____

3.0 EDUCATION

3.1   Vision & Goals

"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

3.1.1 Anchorage School District

The Anchorage School District's 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:

<u>Academic Achievement</u>:

> 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 Act, makes adequate yearly progress.

Establish and maintain a supportive and effective **<u>learning environment</u>**

> 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 **<u>public accountability</u>** 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 Middle Schools

Middle school model characteristics are as follows: team teaching; interdisciplinary instruction; attention to issues affecting middle school students; a seven-period day; two electives available rather than one; block scheduling; and increased home-school contact. The middle school philosophy, properly implemented, leads to increased student success academically and socially, thus ensuring a more successful transition to high school.

The National Middle School Association states that developmentally responsive middle level schools are characterized by:

a shared vision
educators committed to young adolescents
a positive school climate
an adult advocate for every student
family and community partnerships
high expectations for all

Therefore, middle schools should provide:

a curriculum that is challenging, integrative and exploratory
varied teaching/learning approaches
assessment and evaluation that promote learning
flexible organizational structures
programs and policies that foster health, safety and wellness
comprehensive guidance and support services [1]

In addition, ASD recognizes a specific vision for mid-level education:

middle school promotes self-respect and respecting others.
cultural diversity enriches the learning environment.
all students are able to learn, achieve and succeed.
every student deserves to learn in a safe school environment, free of violence and harassment.
challenging students through a variety of teaching strategies to best meet their learning styles.[2]

An Important note on Parent Involvement

Mid-level students have a better chance of being successful when their parents are involved in the school. ASD middle schools welcome all parents into the schools and continue to increase their emphasis on parental involvement. Parents are their child's first teacher, and the faculty and staff listen to their ideas before school starts and throughout the year. Parents are encouraged to have input into the development of programs and activities, and questions or suggestions are welcome any time. Parents are encouraged to volunteer in their child's middle level experience. Parents are invited to volunteer in the classrooms.

3.2   Student Characteristics

3.2.1 Characteristics of Young Adolescents[3]

"Youth between the ages of 10 to 15 are characterized by their diversity as they move through the puberty growth cycle at varying times and rates. Yet as a group they reflect important developmental characteristics that have major implications for those agencies that seek to serve them.

---

[1] National Middle School Association (1995).This We Believe: Developmentally Responsive Middle Level Schools.
[2] ASD Executive Director of Middle School Education.
[3] National Middle School Association (1995). This We Believe: Developmentally Responsive Middle Level Schools.

In the area of **Intellectual Development**, young adolescents:

- Display a wide range of individual intellectual development

- Are in a transition period from concrete thinking to abstract thinking

- Are intensely curious and have a wide range of intellectual pursuits, few of which are sustained

- Prefer active over passive learning experiences

- Prefer interaction with peers during learning activities

- Respond positively to opportunities to participate in real-life situations

- Are often preoccupied with self

- Have a strong need for approval and may be easily discouraged

- Develop an increasingly better understanding of personal abilities

- Are inquisitive about adults, often challenging their authority and always observing them

- May show disinterest in conventional academic subjects but are intellectually curious about the world and themselves

- Are developing a capacity to understand higher levels of humor

In the area of **Moral Development**, young adolescents:

- Are generally idealistic, desiring to make the world a better place and to become socially useful

- Are in transition from moral reasoning which focuses on "what's in it for me" to that which considers the feelings and rights of others

- Often show compassion for those who are downtrodden or suffering and have special concern for animals and the environmental problems that our world faces

- Are moving from acceptance of adult moral judgments to development of their own personal values; nevertheless, they tend to embrace values consonant with those of their parents

- Rely on parents and significant adults for advice when facing major decisions

- Increasingly assess moral matters in shades of grey as opposed to viewing them in black and white terms characteristic of younger children

- At times are quick to see flaws in others but slow to acknowledge their own faults

- Owing to their lack of experience are often impatient with the pace of change, underestimating the difficulties in making desired social changes

- Are capable of and value direct experience in participatory democracy

- Greatly need and are influenced by adult role models who will listen to them and affirm their moral consciousness and actions as being trustworthy role models

- Are increasingly aware of and concerned about inconsistencies between values exhibited by adults and the conditions they see in society

In the area of **Physical Development**, young adolescents:

- Experience rapid, irregular physical growth

- Undergo bodily changes that may cause awkward, uncoordinated movements

- Have varying maturity rates, with girls tending to mature one and one-half to two years earlier than boys

- May be at a disadvantage because of varied rates of maturity that may require the understanding of caring adults

- Experience restlessness and fatigue due to hormonal changes

- Need daily physical activity because of increased energy

- Develop sexual awareness that increases as secondary sex characteristics begin to appear

- Are concerned with bodily changes that accompany sexual maturation and changes resulting in an increase in nose size, protruding ears, long arms and awkward posture

- Have preference for junk foods, but need good nutrition

- Often lack physical fitness, with poor levels of endurance, strength and flexibility

- Are physically vulnerable because they may adopt poor health habits or engage in risky experimentation with drugs and sex

In the area of **Emotional/Psychological Development**, young adolescents:

- Experience mood swings often with peaks of intensity and unpredictability

- Need to release energy, often resulting in sudden outbursts of activity

- Seek to become increasingly independent, searching for adult identity and acceptance

- Are increasingly concerned about peer acceptance

- Tend to be self-conscious, lacking in self-esteem and highly sensitive to personal criticism

- Exhibit intense concern about physical growth and maturity as profound physical changes occur

- Increasingly behave in ways associated with their sex as sex role identification strengthens

- Are concerned with many major societal issues as personal value systems develop

- Believe that personal problems, feelings and experiences are unique to themselves

- Are psychologically vulnerable, because at no other stage in development are they more likely to encounter so many differences between themselves and others.

In the area of **Social Development**, young adolescents:

- Have a strong need to belong to a group, with peer approval becoming more important as adult approval decreases in importance

- In their search for self, model behavior after older, esteemed students or non-parent adults

- May exhibit immature behavior because their social skills frequently lag behind their mental and physical maturity

- Experiment with new slang and behaviors as they search for a social position within their group, often discarding these "new identities" at a later date

- Must adjust to the social acceptance of early maturing girls and the athletic successes of early maturing boys, especially if they themselves are maturing at a slower rate

- Are dependent on parental beliefs and values but seek to make their own decisions

- Are often intimidated and frightened by their first middle level school experience because of the large numbers of students and teachers and the size of the building

- Desire recognition for their efforts and achievements

- Like fads, especially those shunned by adults

- Often overreact to ridicule, embarrassment and rejection

- Are socially vulnerable because, as they develop their beliefs, attitudes and values, the influence of media and negative experiences with adults and peers may compromise their ideals and values.

3.2.2 Characteristics of ASD Mid-level Students

The October 2010 Ethnicity Report illustrates the district's rich ethnic diversity within all of its programs. The ethnicity summary for mid-level 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.

Middle School Total	7,513	
White	3,333	44%
African-American	555	7%
Alaska Native	687	9%
Asian or Pacific Islander	1,244	17%
Hispanic	783	10%
Multi-Ethnic	911	12%
Total Ethnic Minority	4,180	56%

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

3.3   Educational Programs

The extent of educational program offerings may vary from school to school. This section is included to assist the design teams in understanding and 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.

Middle school includes core curriculum programs of language arts, mathematics, social studies and science along with physical education and the visual and performing arts. In addition, middle school exploratory/career and technical education curriculum expands student horizons relevant to life expectations and career planning. A seven-period day with blocking aspects inherent in the schedule is used by the teams for special curricula and team activities. Educators work to align the curriculum between programs to enhance student learning opportunities. This is accomplished through a supportive and effective learning environment that supports both students and teachers.

Engagement is a key to student success. Students who are engaged in their work are energized by four goals - success, curiosity, originality and satisfying relationships. These drives must be cultivated in the school and in the classroom. Perhaps the best definition of engagement comes from the work of Phil Schlecty (1994), who says students who are engaged exhibit three characteristics:

> (1) they are attracted to their work,
> (2) they persist in their work despite challenges and obstacles, and
> (3) they take visible delight in accomplishing their work.[4]

As included in the ASD Middle School Student Handbook, "there are many common characteristics that provide for an environment and structure especially adapted for the middle school student. They include:

Teams: In order to provide a supportive, student-centered environment ASD middle schools are made up of teams of teachers and students. Students belong to a team whose teachers provide the core academic subjects. The team structure enables teachers to personally monitor the progress of the students on their team.

Blocked time: ASD middle school teams are able to make use of blocked team time to schedule longer instructional blocks for labs and projects or to allow for special events such as field trips.

Team planning: ASD middle school teachers have team planning time that allows them to jointly develop instructional units, plan team activities and monitor student progress.

Electives: ASD middle schools offer a variety of standard elective subjects and some special alternative electives that depend upon student/parent interest and staff availability. These non-traditional courses are usually one quarter in length and are designed to catch the interest and imagination of the middle level student."[5]

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[4] Schlecty, Phil. "Increasing Student Engagement." Missouri Leadership Academy. (1994).

[5] ASD 2006-07 Middle School Handbook, Letter from the Executive Director of Middle School Education, Leslie Vandergaw.

3.3.1 Core Programs

Planning for new and renewal school projects should consider current program offerings, activities and learning goals. Information included below is current as of the date of this Ed Specs document, however, planning efforts should use updated program descriptions and instructional plans when available.

The current Middle School Division Six-Year Plan concentrates on the academic and developmental needs of middle school students and those in Polaris K-12. Three main goals are to:
    a) Increase achievement of all students and reduce the achievement gap,
    b) to provide a supportive and effective learning environment, and,
    c) to provide for public accountability.

The Middle School Division collaborates with the Curriculum and Instructional Technology departments to align the curriculum and use scientifically researched programs for remediation, credit recovery, and prescriptive intervention. More students will participate in academically challenging courses and teachers will be trained in best practices. Programs that reduce incidents of harassment and bullying and emphasize ASSET-building will enhance a safe and supportive environment at each school.[6]

The core subjects of Language Arts, Math, Physical Education, Science and Social Studies are district written, adopted and approved subjects. These are required by all students in the seventh and/or eighth grade. All school units will offer adequate sections of required courses to meet student enrollments prescribed in the district's Catalog of Course Descriptions.

3.3.2 Elective Programs

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.

Core Program Electives

The core subjects of Language Arts, Math, Physical Education, Science and Social Studies offer a variety of elective courses. Since these may vary from school to school, elective course offerings should be identified for each new or renewal project on a case by case basis.

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[6] ASD Middle School Education Six-Year Instructional Plan, Abstract, January 9, 2006.

Non-Core Program Electives

Art

Art is a creative, universal form of communication that brings together the boundaries of language and culture. Art gives form to human experiences; it expresses the entire range of thought and feeling.

Affirming the belief that knowledge of the visual arts is an indispensable part of a student's total education, the Anchorage School District visual art program, K-12, is designed to encourage independent thinking and creativity, and developing an appreciation of humankind's artistic endeavors, pre-historic to the present.

The comprehensive, sequential curriculum fosters "inquiry-based" learners through a study of four major components: aesthetic perception, art heritage, aesthetic valuing and creative expression. Everyone is creative to a degree. It is how an individual's level of creativity is developed and interconnected with all forms of knowing that constitutes a complete education. [7]

Career and Technology Education (C&TE)

The ASD C&TE program is designed to increase student achievement and reduce the achievement gap through contextual, hands-on learning; academic relevance through practical applications; real-world vocational experiences; and student career awareness and exploration. Examples of standard electives include: Applied Technology, Business Technology, and Family and Consumer Science. Examples of alternative electives include: Business Education, Career Exploration, Computer, Computer Graphics, Film and Video, Healthy Cooking, Keyboarding, Multimedia Technology, and Web Pages.

Leadership

Leadership includes several Alternative Electives such as: CADFY (creating and supporting a healthy lifestyle), Careers, Mentorship, Conflict Resolution, Peer Mediation, School Business Partnership, Service Learning, and Student Government.

Music

"Studying music encourages self-discipline and diligence, traits that carry over into intellectual pursuits and which lead to effective study and work habits. An association of music and math has, in fact, long been noted. Creating and performing music promotes self-expression and provides self-gratification while giving pleasure to others. In medicine, increasing published reports demonstrate that music has a healing effect on patients. For all these reasons, it deserves strong support in our educational system, along with the other arts, the sciences, and athletics."
— *Michael E. DeBakey, M.D., Leading Heart Surgeon, Baylor College of Music.*

ASD Middle Schools offer music classes as electives. Not all classes listed are offered each year or at each particular school. All middle schools do offer some classes in Band, Chorus, and Orchestra. Goals of music education at this level include: singing, alone and with others, a varied repertoire of music; performing on instruments, alone and with others, a varied repertoire of music; improvising melodies, variations, and accompaniments; composing and arranging music within specified guidelines; reading and notating music; listening to, analyzing, and describing music; evaluating music and

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[7] ASD Visual Arts Program. http://www.asd.k12.ak.us/depts/CEI/artk12.htm, retrieved, January 2007.

music performances; understanding relationships between music, the other arts, and disciplines outside the arts; understanding music in relation to history and culture.

<u>World Languages</u>

According to ASD World Languages Department, "all students should be given the opportunity to develop and maintain proficiency in two or more languages, one of which is English."   The Department believes that learning a second language:

> enhances brain development;
> develops and enhances basic communication and higher order thinking skills;
> develops insight into one's own language and culture;
> develops a greater understanding of first language, increasing skills across the curriculum; and
> promotes awareness, appreciation, and acceptance of other peoples and cultures, as well as of one's own.

Second language learners cross linguistic and cultural boundaries; increase understanding of one another, respecting similarities and differences; and will be prepared to participate more fully in the global community and marketplace.

3.3.3 Unique Programs

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

The following are local, state or federal programs designed to service the needs of particular students. Not all courses or programs are offered at all schools at any one time.

These unique needs and the spaces that accommodate them include:

· <u>English Language Learners (ELL)</u>
 ELL is designed for bilingual students to support specific areas of need as well as monitor the academic progress in the student's core classes. Emphasis is placed on study skills and organization. A tutorial teacher collaborates with the core subject teachers to provide a cohesive learning environment for the students learning the English language. The program fosters cross-cultural understanding, cultural materials and multi-cultural activities.

· <u>Gifted Education Program</u>
 The Gifted Education Program strives to guarantee each identified student barrier-free full participation in learning. The gifted program at the middle school level focuses on providing opportunities for accelerated learners in science and language arts classes. Students who need extension beyond the regular classroom are provided accelerated and enriched academic materials as well as the opportunity to discuss emotional needs. The middle school program currently offers sixth, seventh and eighth grade classes in language arts and science.

· <u>Indian Education</u>
 Indian Education is a program designed for Alaska Native and American Indian students to support specific areas of need as well as monitor work in all classes to promote academic success. A tutor provides academic instruction in small, personalized groups.

Writing communication, language and social studies are emphasized. Activities and assistance are coordinated with other agencies that provide services to students.

- Language Immersion Program
  Spanish and Japanese Language Immersion are continuations of the two-way language immersion programs at the elementary school level. Russian Language Immersion programs have also been instituted recently.

- Special Education & Special Programs
  Special Education offers a wide range of courses designed to provide individualized instruction for students with disabilities, including Autism, who require additional support and services in those settings. These courses include, but are not limited to math, reading, English, science and social studies. The course is designed to meet the individualized needs of each student.

- Title I
  Title I is a federal program under No Child Left Behind that provides supplementary funding to improve academic achievement for low-income students. This funding is funneled to states, districts, and eventually schools based upon the number of low income students. The focus is on closing the achievement gap between high and low performing children, especially the disadvantaged children and their more advantaged peers. Schools are provided Title I supplementary funding based upon the percentage of students in their attendance area who qualify for free or reduced-price lunch

- Child in Transition/Homeless Project
  This special project of the Anchorage School District Title I program has been working with homeless children for seven years. In 1999-00, more than 1500 homeless students were identified. Staff collaborate with ASD teachers, principals, nurses and counselors, as well as community agencies to work together to serve students and families wherever they are, in the way they need educational help, including, but not limited to: helping students to continue to attend their neighborhood school, assisting with new school enrollment, transportation, improving school performance and staying motivated to succeed in school. Elementary and secondary tutoring, preschool, transportation problem-solving and resources, and referral to social services are offered according to individual and family needs.

  Many children accompany their parents in the crisis and homeless family shelters of Anchorage, such as A.W.A.I.C., Clare House and McKinnell House. Many families live doubled up with friends and relatives moving around for days, weeks or months at a time. Other children are on their own, temporarily or long term, using the youth shelters operated by Covenant House and Alaska Youth and Parent Foundation for runaway, homeless and pregnant youth. Some youth live precariously outside the service network. Outreach to these youth is another important aspect of the Child in Transition project.

  The Child in Transition/Homeless Project works with parents to assist them with their roles as first educator, helper and advocate in their child's continuing educational experience.

planning for the future of

Anchorage School District

Districtwide Educational Specifications:

Middle Schools

4.0

Planning & Design Considerations

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4.0 PLANNING & DESIGN CONSIDERATIONS

4.1 Grade Configuration

While the majority of ASD middle schools are organized to house students in grades seven and eight, district leadership is now endorsing a grade 6-8 configuration.

Central Middle School of Science, Goldenview Middle School, Gruening Middle School, Hanshew Middle School, Mears Middle School, Romig Middle School and Wendler Middle School are organized for grades 7-8. Three of the most recently constructed middle schools, Mirror Lake Middle School, Begich Middle School and Clark Middle School, are configured for grades 6-8.

New middle schools will be planned to support students in grades 6-8, but with flexibility to also accommodate the grade 7-8 model. The inclusion of sixth grade students will be determined on a case-by-case basis to coordinate with feeder elementary schools and other district parameters.

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

4.2 School Capacity

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:

- **EED Methodology for Eligibility for School Construction Funding**

    The Alaska DEED bases school construction funding on the total gross building area per student. The DEED allows 114 square feet per student in grades K-6 and 165 square feet per student in grades 7-12. If sixth grade is included with the middle school vs. the elementary school, then 165 square feet per student applies.

    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 740 students in grades 6-8:
    740 students x 165 sf   = 122,100 sf

    For 1,100 students in grades 6-8:
    1,100 students x 165 sf   = 181,500 sf

4.2.2 Capacity Design Criteria

ASD Middle Schools will be planned for either 6 Teams or 9 Teams, with 2 or 3 teams per grade in a grade 6-8 middle school configuration. Based on an individual school's selection of optional spaces the acceptable range of the number of students per team is 115 to 130. Teams should be grouped to allow for some sharing of resources, such as prep and storage rooms, teacher areas and restrooms. Grouping options are illustrated in section 4.3 below.

Capacity

ASD Middle Schools will be planned for either 6 Teams or 9 Teams, with 2 or 3 teams per grade in a grade 6-8 middle school configuration. For the purposes of determining the student capacity, the following parameters are used:

    a) The optimal number of students per team is 120.
    b) Special Programs self-contained classrooms such as intensive needs/lifeskills students are included in the overall school capacity, in addition to individual team capacities.
    c) Student capacity may be increased through the selection of optional additional spaces for special programs.

6 Teams: 120 students x 6 teams = 720 + 20 special programs students capacity =   740
    Additional capacity from optional additional special programs spaces: + 30
    Maximum capacity possible for 6 Team middle school: 770

9 Teams: 120 students x 9 teams = 1,080 + 20 special programs students capacity =1,100
    Additional capacity from optional additional special programs spaces: + 40
    Maximum capacity possible for 9 Team middle school: 1,140

Therefore, ASD middle schools will have a capacity range between 740 and 1,140 students. In addition to the number of teams, the variation results from a site-based selection of optional spaces for special programs as noted above.

Class Size

Class sizes vary widely, depending upon the nature of the program. Some advanced math classes or World languages may have less than 20 students, whereas gym or band classes may exceed 50 students. The target _average_ number of students in middle school classes is 27 students.

Utilization Rate

Middle schools typically have seven class periods, and students move between classes during the day. Middle school teachers typically teach five of the seven periods per day. Since the goal is for every teacher to have their own classroom, the resulting utilization rate for all teaching stations is 5/7 or approximately 71 percent. While this utilization rate accurately represents the desired middle school model, it may be possible to achieve higher utilization rates on a site-by-site basis by, for example, using non-core educational spaces such as gyms, art and music rooms more frequently.

Building Area Calculations

The building area totals are based on the number of teams and the extent of optional additional spaces selected. The variation is a result of the intended and/or calculated student enrollment and the site-based selection of optional spaces as noted above, as well as the Alaska Department of Education & Early Development (DEED) parameters for determining space needs.

In order for the DEED to determine the allowable square footage for a middle school, its enrollment capacity must first be calculated. This is done by determining the estimated 5 year post occupancy student population for an entire attendance area. The existing permanent square footage for the attendance area in the appropriate student category is totaled and used to calculate the space eligibility for the attendance area. Space eligibility parameters are then used to inform the planning of each new school or renewal project. For assistance in determining space eligibility, contact DEED.

The DEED currently designates an allowable area per student for middle schools of 165 square feet per student. Therefore, ASD Middle Schools will be planned for an estimated gross building area between 122,100 and 127,050 square feet for 6 teams; and 181,500 and 188,100 for 9 teams. Areas are shown below in square feet.

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

6-TEAMS:	**Required** Square Feet	**Optional** Square Feet Max.
Student Capacity	740 students	plus 30 max.
Subtotal Net Area (nsf)	84,260	6,490
Estimated Gross Building Area* (= nsf x 1.40)	33,704	2,596
Total Gross Area (gsf)	117,964	+ 9,086
DEED maximum Gross Area = 165 gsf/student	= 122,100	= 127,050

9-TEAMS:	**Required** Square Feet	**Optional** Square Feet Max.
Student Capacity	1,100 students	plus 40 max.
Subtotal Net Area (nsf)	123,580	10,777
Estimated Gross Building Area* (= nsf x 1.40)	49,432	4,311
Total Gross Area (gsf)	173,012	+ 15,088
DEED maximum Gross Area = 165 gsf/student	= 181,500	= 188,100

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

NOTE: Definitions of terminology are included in Section 8.1.

4.2.3 Teaching Stations (T.S.)

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 middle school. In some cases, Resource/Study Skills and/or Reading Classrooms can count as regular teaching stations, thus accommodating student capacity.

6 Teams: 720 students ÷ 27 students x 71% utilization = 38 teaching stations required

9 Teams: 1,100 students ÷ 27 students x 71% utilization = 56 teaching stations required

Teaching Stations:	6 Team Model:	9 Team Model:
Core Classrooms (4 per team)	24	36
Visual Arts	1	1
Performing Arts	2-3	3-4
Physical Education (Gym = 2 T.S)	3-6	6
Career/Technical Education	4-5	5-6
World Languages	1	1
Flex Classrooms	1-2	1-3
Total Teaching Stations required:	38	56

Special Programs

Learning environments for special needs and student support programs are also included in ASD middle schools. Depending on the specific needs of each school community, the quantities and types of spaces selected will vary. With some exception, only self-contained programs add student capacity, and serve an average of 10 students each.

Special Classrooms:	6 Team Model:	9 Team Model:	Capacity Added:
Resource/Study Skills	6	9	0
Reading or ELL Classroom	2-4	3-9	0
Reading/ELL/Small Group	2-4	3-6	0
Special Programs Classrooms	1-4	1-5	+ 10-50 students
Lifeskills 2	1	1	+ 10 students
In-School Suspension	1	1	0
Total Special Programs possible:	13-20	18-31	+ 20-60 students

4.2.4 Overcrowding

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

· Reduce enrollment through reassigning students and/or adjusting attendance boundaries;

· Increase capacity through rebalancing program offerings;

· Increase capacity by expanding the utilization of existing facilities such as through sharing classrooms (primarily middle and high schools);

· Increase capacity through the use of off-site facilities and business/community partnerships (primarily middle and high schools);

· Increase capacity through building additions or reconfigurations;

· 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

Middle School capacity models include a 9- team model and a smaller 6-team model. The capacity requirements for each new or renewal school project will be based on districtwide and site-based criteria such as enrollment projections, boundaries, program offerings and the physical parameters of existing school buildings and sites.

It is agreed that ASD middle schools best serve students through an interdisciplinary team approach to education. Facilities should support this approach with flexibility for future needs. Whether a 6-Team or a 9-Team capacity is planned, the following strategies apply.

TYPICAL TEAMS INCLUDE:

1	Language Arts Classroom
1	Mathematics Classroom
1	Social Studies Classroom
1	Science Lab/Classroom
1	Resource/Study Skills Classroom
	Student Lockers

TYPICAL PODS CAN INCLUDE:

2-3	Teams
1-3	Reading and/or ELL Classrooms
1-2	Reading/ELL/Small Group Room
1-2	Science Prep/Storage (shared or divided among science labs)
0-1	Teacher Planning Center*
2	Staff Restrooms
2	Student Restrooms
2	Task Rooms
1	Textbook/Equipment Storage
0-1	Student Collaboration Space (shared or divided among teams)*

Several additional learning spaces are planned to support all Teams and Pods. These spaces are in addition to dedicated Team groupings and are to be located so that they are easily shared among all of them.

SHARED CORE LEARNING ENVIRONMENTS INCLUDE (shared by all Teams):

1	World Languages Classroom
1-2	Projects Labs* (Computer Labs) with storage rooms
1-3	Flex Classrooms (Language Immersion, CITC, Gifted, etc.)*
1-5	Special Programs Classroom
1	Observation/Conference Room
1	Achievement Room
1-2	Quiet Area
1	General Storage Room
1	In-School Suspension
1	Lifeskills (Intensive Needs) Classroom

* *Optional Areas – a selection of these areas be included per the needs of individual school communities as determined through the Supplemental Educational Specifications process.*

4.3.1 Grade Configuration Options

The district standard grade configuration for middle schools includes grades 6, 7, and 8, however a grade 7-8 model is optional, to be determined on a case-by-case basis. Teams and pods may be: a) segregated by grade; b) mixed-grade; or c) a combination.

Possible strategies for organizing teams for both 6-8 and 7-8 grade configurations are illustrated below. While a range of possibilities is shown, fundamental groupings and adjacencies are relatively consistent. The various diagrams are intended to illustrate variations on the standard fundamental configuration.

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

Option for **6-8 Grade Configuration** in both 6-Team and 9-Team Models:
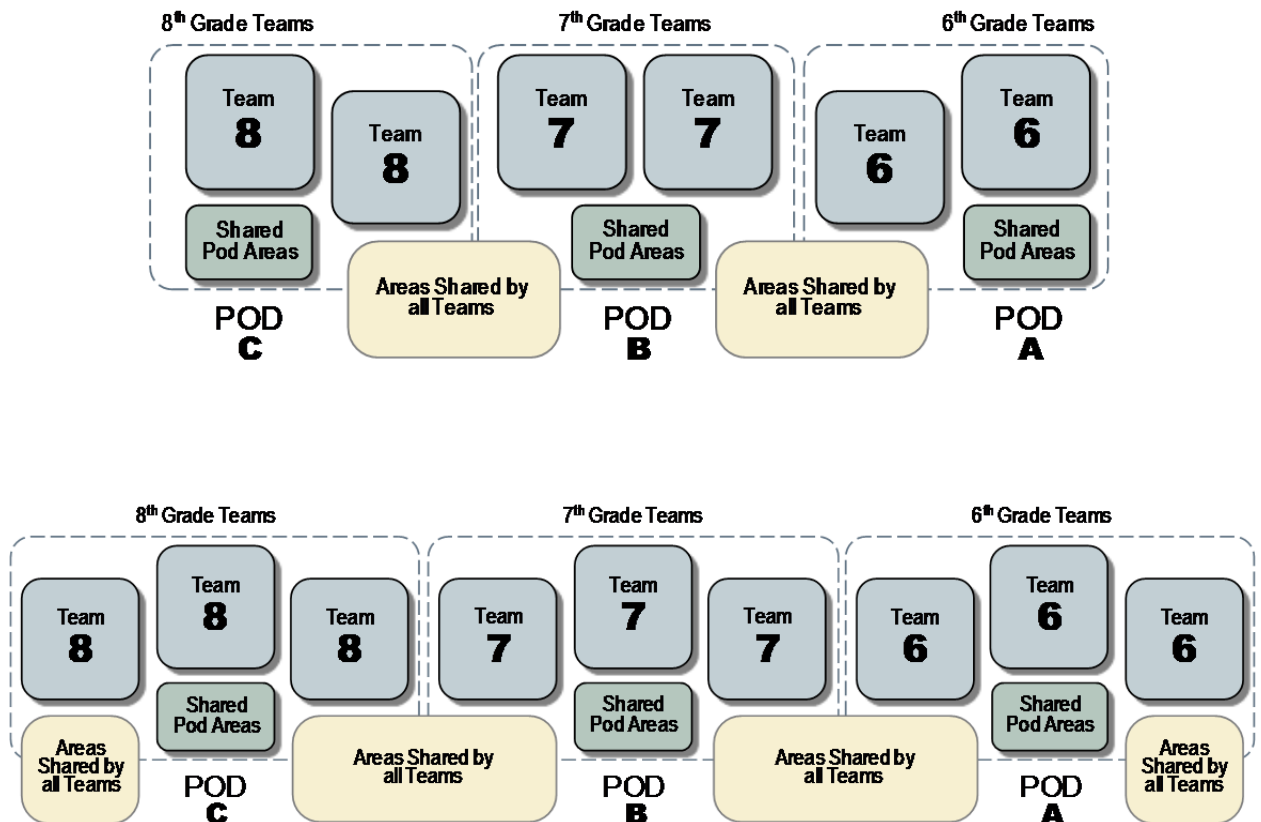
Option for **6-8 Grade Configuration** in both 6-Team and 9-Team Models:

Option for **6-8 Grade Configuration** in both 6-Team and 9-Team Models:

6th Grade Teams

POD A

Team 6 — Shared Pod Areas — Team 6

POD B

POD C

Team 7 / Team 7 — Shared Pod Areas — Areas Shared by all Teams — Shared Pod Areas — Team 8 / Team 8

7th Grade Teams   **8th Grade Teams**

6th Grade Teams

POD A

Team 6 — Team 6 — Team 6 — Shared Pod Areas

Team 7 / Team 7 — Shared Pod Areas — Areas Shared by all Teams — Shared Pod Areas — Team 8 / Team 8

POD B — Team 7

POD C — Team 8

7th Grade Teams   **8th Grade Teams**
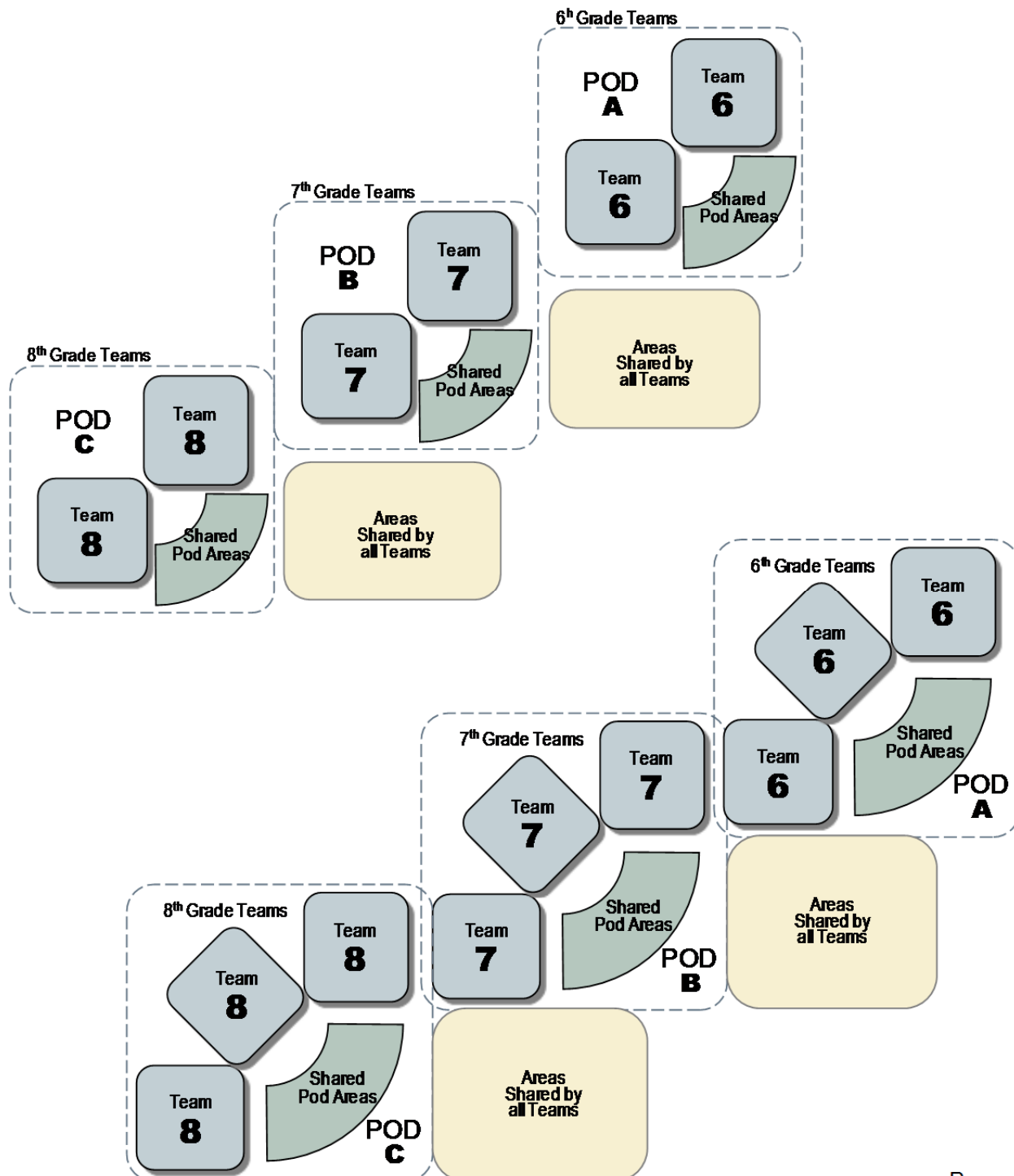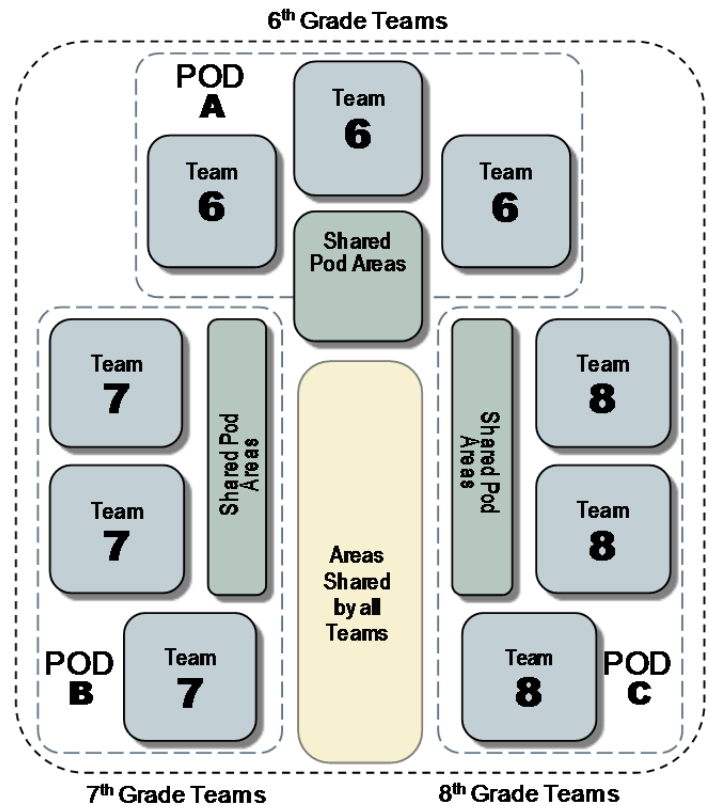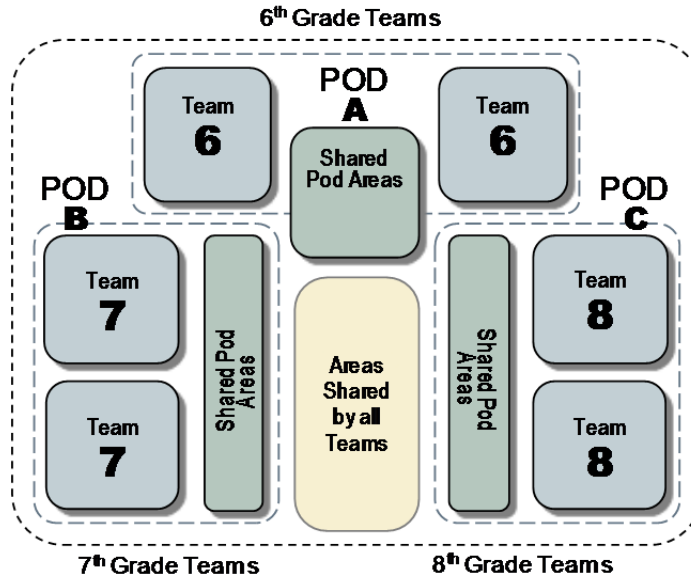
Options for **7-8 Grade Configuration** in the 6-Team and 9-Team Models:

Using the same diagrammatic space layouts as the 6-8 model shown above will allow for schools to transition between the two options as needs change over the life of the building.
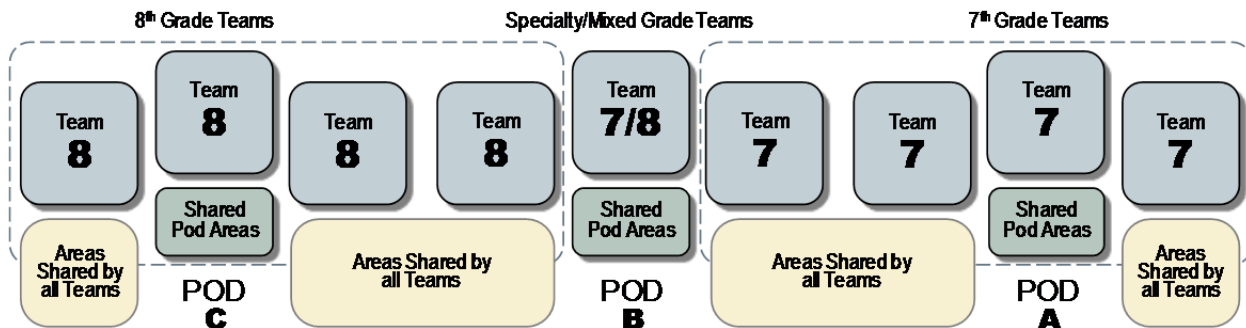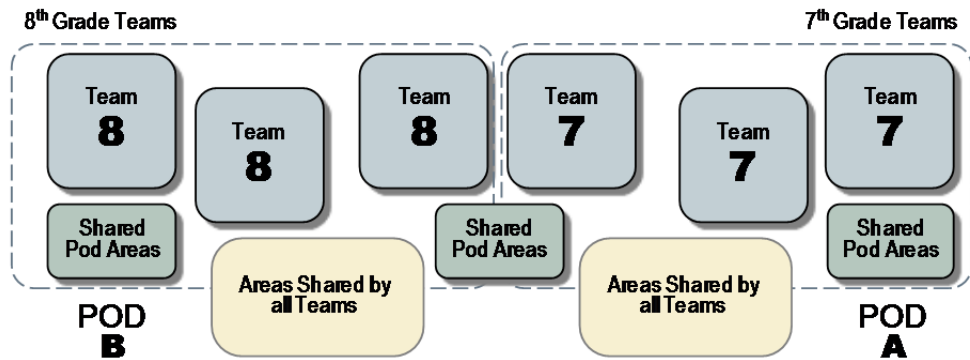
Options for **7-8 Grade Configuration** in the 6-Team and 9-Team Models:

Options for **7-8 Grade Configuration** in the 6-Team and 9-Team Models:
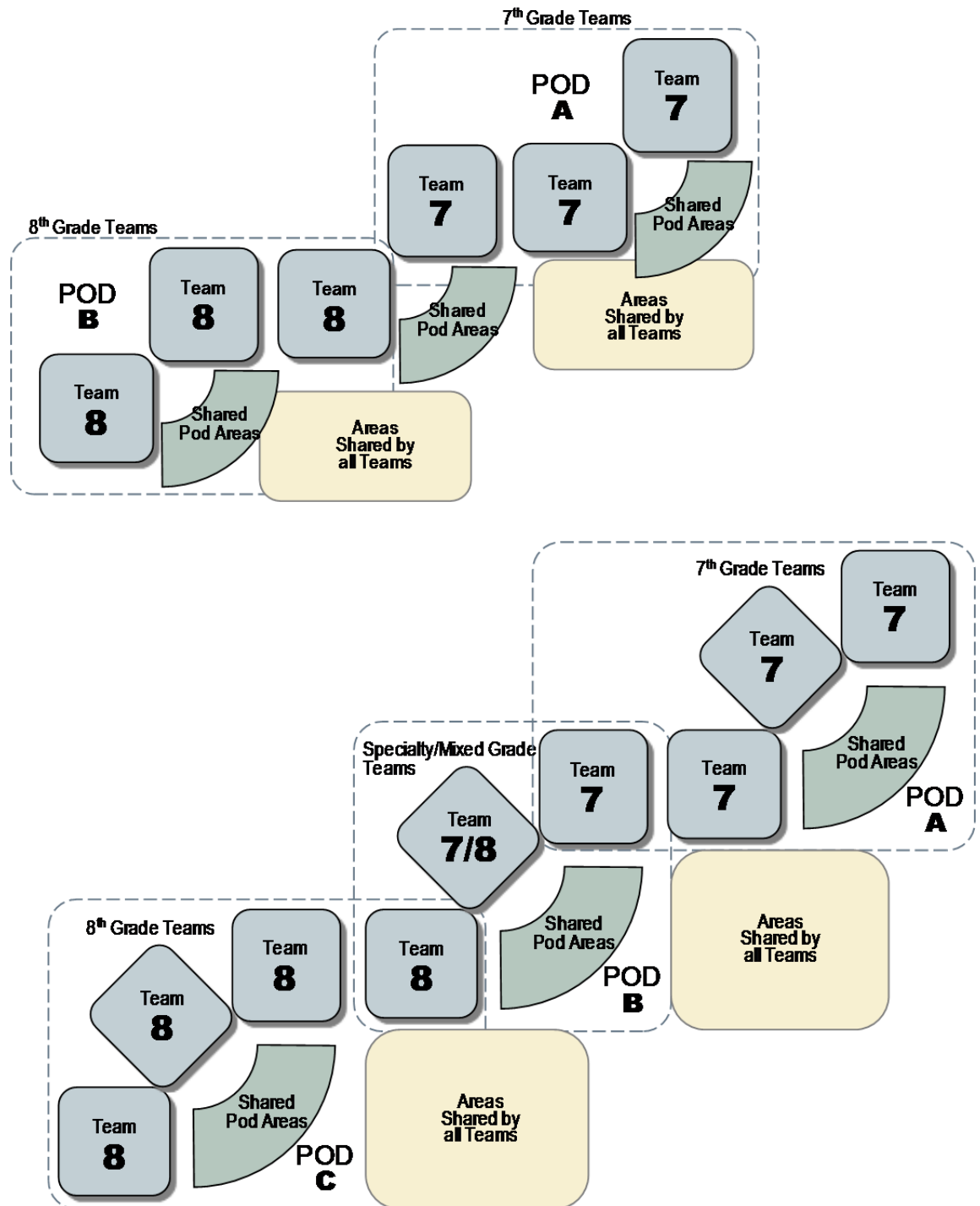
Specialty/Mixed Grade Teams
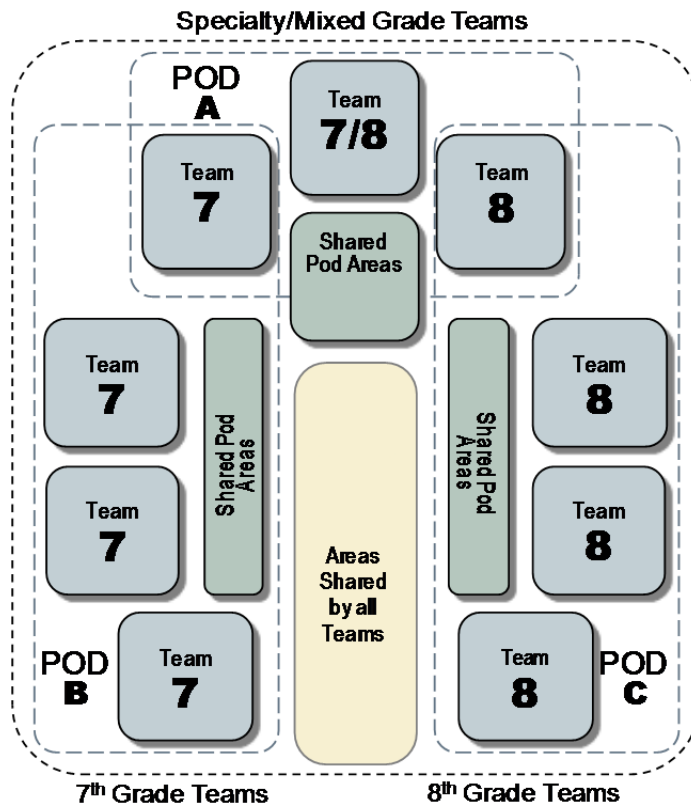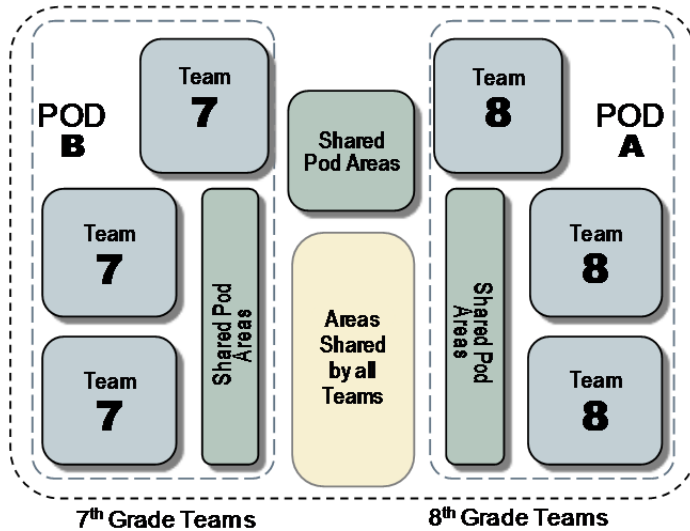
4.3.2 Pod Configuration Diagrams

Two pod configurations are shown below, representing the selection of all optional spaces and no optional spaces, respectively. Diagrams are intended to illustrate fundamental relationships only. No floor plan is implied, and no distinction between floor levels or between existing vs. new construction is made. Further interpretation of these relationships must be made by the design team for each new school and each renewal project.

Pod Diagram: 3-Team Pod Showing Required Spaces (2-Team Similar)

Pod Diagram: 3-Team Pod Showing Optional Spaces (2-Team Similar)
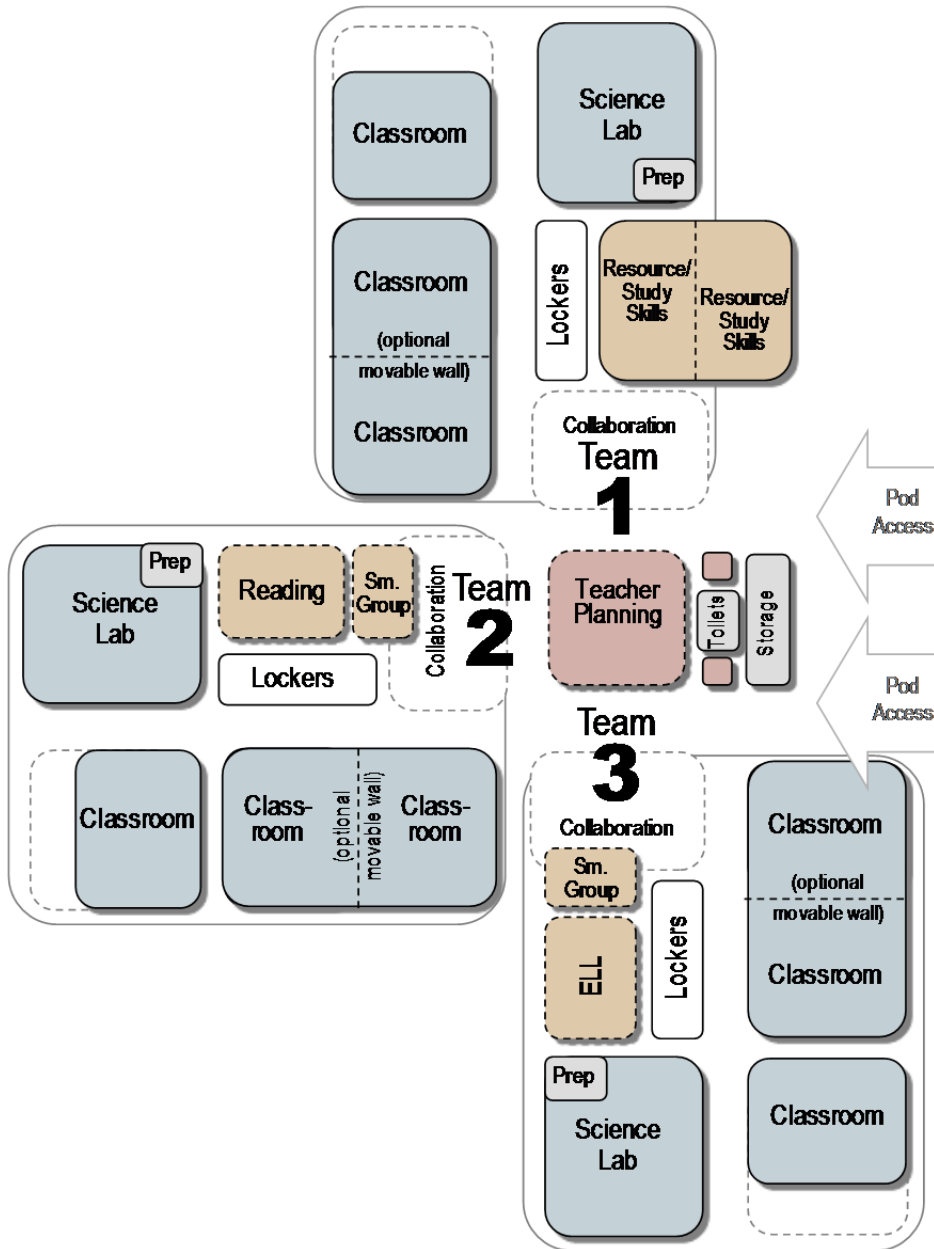
4.3.3 Overall Building Organization

The diagram shown below is intended to illustrate optimal functional relationships between and among grouped program components as listed above.   The 6-8 grade configuration model is used in this diagram; however a 7-8 model could easily be inferred from diagrams shown in Section 4.3.1 above.

Spaces shown as dashed in the diagrams are "optional".

A variety of planning approaches are possible to satisfy these adjacency requirements. 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 project.

Overall diagram of 9-Team Middle School:
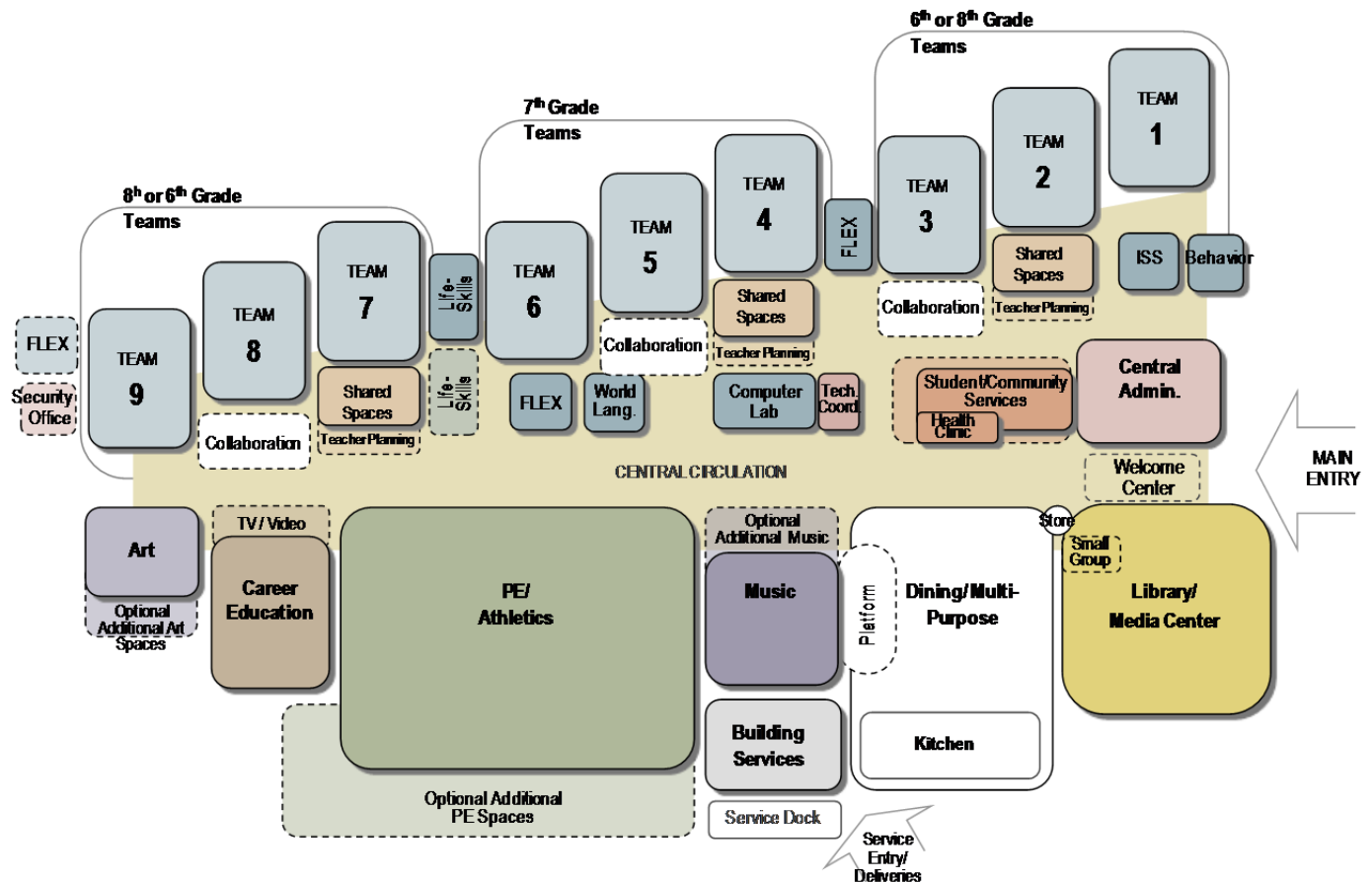
Overall diagram of 6-Team Middle School (shown expandable to 9-Team):
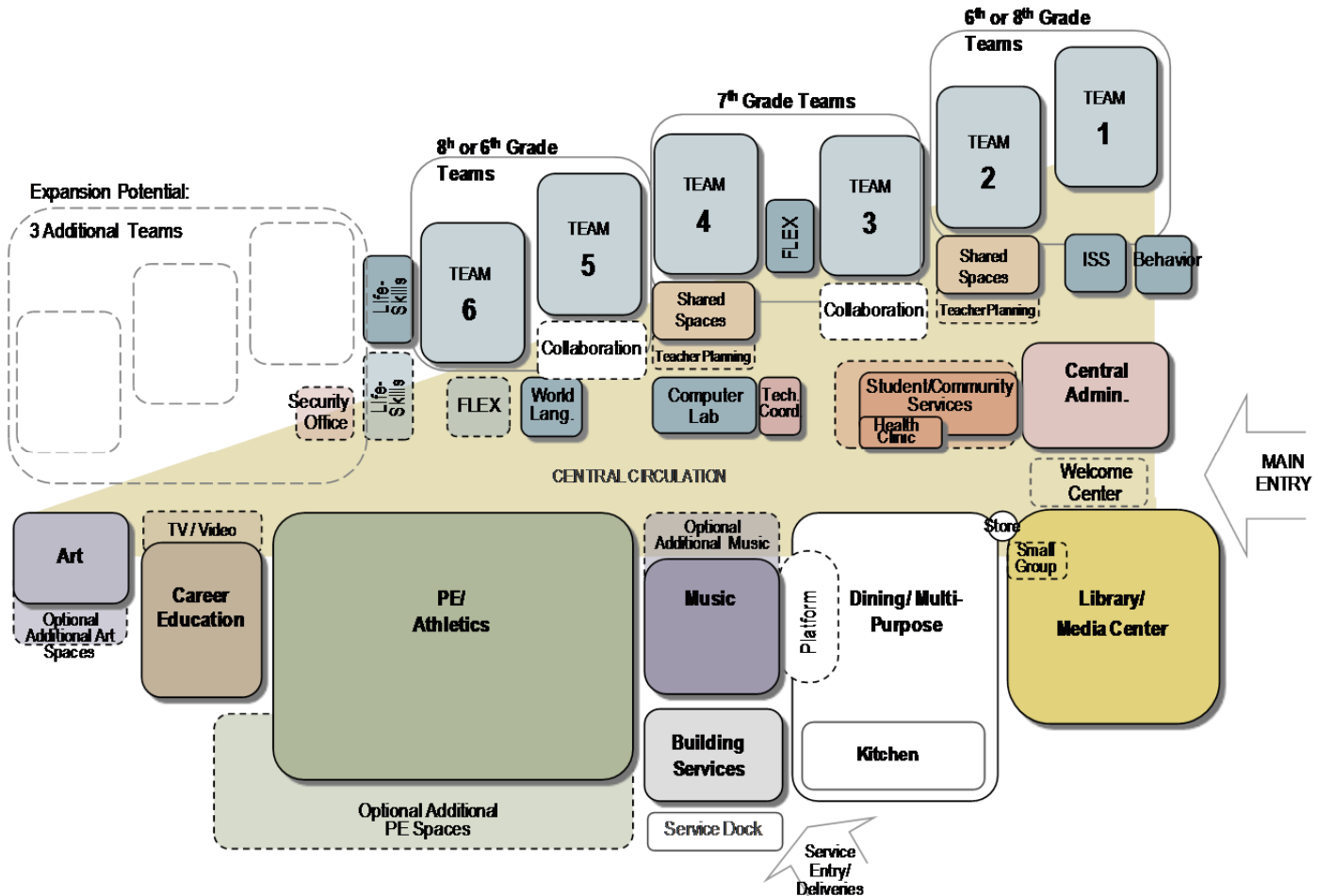
4.4 Building Design Standards

4.4.1 Building Codes, Regulations and Standards

In addition to responding to these Educational Specifications, the middle 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 reissued 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 Safety & Security, Emergency Shelter, FF&E, playground and Instructional Technology standards. Designs will reflect the district's current standards.

4.4.2 Alaska 1% for Art Program

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

4.5 General Design Goals

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

The building should be designed to accomplish adequate space planning for the latest teaching techniques, quality equipment and furnishings. 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.

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

- promote an individual student's sense of identity within the total school enrollment (emphasis on personalization),

- be flexible - a physical environment that can change or adjust to meet changing educational needs and objectives,

- promote faculty collaboration within academic departments, while emphasizing interdisciplinary teaching and teaming,

- allow for maximum collaboration of teachers within each team,

- provide for sixth grade transition into the middle school environment (possibly a distinct sixth grade center, pod or team),

- promote parent participation/involvement in the educational process,

- be open for community usage after school hours and welcoming for limited use during school hours,

- consider off-site learning opportunities,

- promote environmental responsibility,

- partner with business, civic and other educational institutions,

- incorporate passive security strategies (i.e. minimal "blind" corners, vision glass between faculty and student areas, bright, well-lit spaces, etc),

- allow building components and features to serve as a learning tools (example: exposed structure to help students visualize geometry and physics concepts, illustrate tension and compression, etc),

- allow/provide students access to technology throughout the day,

- allow students access to healthy and nutritious foods throughout the day,

- respond to future expansion, enrollment and program growth requirements,

- reflect the history, culture and character of Anchorage and Alaska,

- reflect the value and importance of learning – through its appearance, aesthetics, materials and architectural style,

- be architecturally interesting, visually exciting and enjoyable – a facility that uplifts the human experience and invokes a sense of pride.

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.[8]

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 is committed to school safety. There is a high interest in maintaining an inviting and deinstitutionalized 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.

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.

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

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 middle 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 teams, a number of changes occur which can reduce behavior problems:

- Since the greatest number of discipline problems in a school occur when students switch 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 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 to be used by students to be at the end of the queuing area.

Camper hosts have been an important strategy to reduce vandalism. Two camper hosts can monitor a middle 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. All exterior doors to have security system contacts.

·   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 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
    -   <u>NOT</u> in classrooms

d)   Include good site lighting for:

    -   Building exteriors
    -   Walkways
    -   Playfields (courts and arenas only)
    -   Trails (that connect to neighborhood pathways). Coordinate trail lighting with the Municipality of Anchorage and adjoining neighborhoods with the goal of continuing trail lighting past ASD property. Students walking to school in the dark months of the school year may encounter hazards including wildlife. School access trails should be safely illuminated to the nearest street.

4.6.3 Emergency Action Plans

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

<u>Evacuation Drill</u> -   used in the event that a building must be evacuated. The most likely reason for an evacuation would be because of a fire.

<u>Lockdown Drill</u> - used to prepare students in case they have to remain in a designated area until a potentially dangerous situation (intruder, trespasser) is resolved.

<u>Shelter in Place Drill</u> - 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.

<u>Duck-Cover-Hold</u> - used in the case of an earthquake.

<u>Stay Put Drill</u> - used in the case of an animal problem, loss of utilities, or locker searches.

4.6.4 Disaster Contingency Components

Select middle 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 form the normal utility infrastructure. Schools are selected based on factors such as size, location, road access, parking availability and seismic stability. For specific details, equipment and design guidelines for schools designated as disaster contingency sites, refer to the district's current emergency preparedness guidelines and coordinate with the district's Director of Security/Emergency Preparedness.

Upon determination that sufficient surplus space exists or can be designed in a new school or renewal project site, the school may be used to also accommodate the general public. Following Red Cross guidelines, ASD's goal is to provide temporary space for about 1,000 people at 40 ft^2 per person at each designated school site. Indoor contingency space at each designated school will include large and auxiliary gyms as well as all other large indoor spaces.

The current components of the disaster contingency program are:

1. A waste holding tank (approximately 1,000 gallons)

2. Movable storage container for emergency supplies. Install on a concrete slab sited in an area that is easily plowed (snow);, where a special truck can back up to the container to move it; where it is highly visible to neighbors who can report attempted break-ins; near the school's loading dock preferred; otherwise in a spot where the container can be surrounded with landscaping, painted an earth-tone color and not require fencing.

3. A stand-alone, standby power generator and a transfer switch isolatable from the city grid:

    · Generators are typically outdoor modules, but can be incorporated within the building footprint, provided access for removal is incorporated;

    · Double-wall fuel tanks located beneath the generator or in adjacent tank area (72 hours run time volume for generator and dual-fuel boilers all in simultaneous operation);

    · The generator should not stand-out – it should blend into the campus unobtrusively;

    · Generators are to have critical grade exhaust muffler systems. "Critical grade" muffler systems have a decibel rating appropriate to use in a residential area.

    · Siting the standby generator away from the school building may help insure viability of the generator in case of catastrophic damage to the school building. However, this potential benefit should be balanced against the need to site the standby generator near the dual-fuel capable boilers to the extent feasible in order to minimize fuel piping runs.

4. At least two boilers with several dual-fuel burners capable of using the same fuel as the standby generator. Boilers to be capable of heating contingency spaces for 72 hours at 0° Fahrenheit outside air temperature.

4.7   Community Use & Collaboration

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

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

Multipurpose room for community meetings and special events.
General classrooms and art room.
Gym facility for individual and team activities.
Exterior fields for athletics.
Computer labs.
Library/media center for community use and meetings.

It is anticipated that a middle 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 middle school students, young children and adults.

Evaluation of storage requirements.

Configuring and zoning the facility and site to enhance parking, circulation, security and energy conservation.

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

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. ASD Design Standards and the ASD Playground and Equipment Policy Manual must be referenced for each site planning process. Considerations for specific sites must be included as part of the Supplemental Educational Specifications for each new school or renewal project.

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; 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/stwdplng/saferoutes/.

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

The layout and thoughtful consideration of traffic use patterns that occur on a daily basis is essential. Students can be difficult to see and must not cross between busses. Consequently, bus drop-off and pick-up must be separate from parent drop-off and pick-up lanes. Staff and visitor parking 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 middle school site should provide game-quality outdoor facilities that students and community can use for physical education, athletics, recreation and exercise. After-school, community, interscholastic programs and intramurals are also supported.

On-site activities include:
· Softball
· Soccer
· Field hockey
· Track and field events
· Flag football
· Ice skating
· Tennis
· Basketball
· Cross-country running
· Cross-country skiing
· Volleyball
· Hockey
· Native Youth Olympics

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 six to eight portable classrooms without disrupting the functionality of the building and site amenities. Because portable classrooms indicate short-term unhoused 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 (USBGC) is the national organization that promotes the design and construction of environmentally responsible, profitable, and healthy places to work and live. The USGBC developed the Leadership in Energy and Environmental Design (LEED) to provide a rating system to facilitate and quantify the design, construction, and certification of the world's sustainable buildings.   Through the LEED program, a building can attain four levels of certification (Certified, Silver, Gold, and Platinum), each requiring the design to be more green and comprehensively more sustainable. According to the USGBC, benefits from a sustainable building include reduced operating costs; improved asset values (short and long term); improved productivity and learning environments; occupant comfort and health. In addition, sustainable buildings can contribute to the local economy and can provide an educational tool to students.

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

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

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

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

Anchorage School District

Districtwide Educational Specifications:

Middle Schools

5.0

Technology Requirements

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." [9]

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.

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[9] 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.[10]

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

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[10] National Educational Technology Standards Project. http://cnets.iste.org/ Retrieved April 2008.

technology, along with the new standards, into their teaching and learning strategies for the new curriculum.

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

- Communicate using a variety of media and formats;

- Access and exchange information in a variety of ways;

- Compile, organize, analyze, and synthesize information;

- Draw conclusions and make generalizations based on information gathered;

- Know content and be able to locate additional information as needed;

- Become self-directed learners;

- Collaborate and cooperate in team efforts;

- Interact with others in ethical and appropriate ways.

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

5.3   Technology Integration

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

Educational Technology: media, computer applications, A/V, distance learning, etc.

Student Services: schedules, grades, attendance, counseling, transportation, etc.

Communication/Productivity: e-mail, phone, Internet, word processing, spreadsheets, etc.

Business Systems: accounting, payroll, inventory, staff/HR, etc.

Key components of the technology environment include:

- **Voice:** Telephone and voice communications in every classroom and workspace to support internal and external communications

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

- **Data:** Data retrieval capabilities in every classroom and throughout the building to support communication, management and instructional applications.

5.4   Technology Components

"What matters most are not the machines and the wiring themselves, but what teachers and students do with them… a constructivist approach toward learning, in which students work in rich environments of information and experience, often in groups, and build their own understandings about them, taps into the computer's greatest strengths" [11]

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.

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

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

1.0 CORE ACADEMICS

#	Room Name	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 Computer	Student Computers	Networked Printer	Facsimile Machine	Copier	Scanner	Document Camera	Other	Keynotes
1.01	Classrooms	●	●	●	●		●		●	○	●			●	●	●		●	●	●	●							
1.02	Science Lab/Classroom	●	●	●	●		●		●	○	●			●	●	●		●	●	●	●					●		
1.03	Lockers				●		●		●	○																		
1.04	Resource/Study Skills Classroom	●	●	●	●		●		●	○	●			●		●		●	●	●	●							
1.05	Reading and/or ELL Classroom	●	●	●	●		●		●	○	●			●		●		●	●	●	●							
1.06	Reading/Bilingual/Small Group Room	●	●	●	●		●		●	○	●			●		●		●	●	●	●					●		1
1.07	Science Prep/Storage			●	●		●		●	○																		
1.08	Teacher Planning Center	●	●	●	●		●		●	○				●				●	●	●			●	●	●			
1.09	Staff Restroom																											
1.10	Task Room	●			●				●																			
1.11	Textbook and Equipment Storage			●	●				●																			
1.12	Student Collaboration Area			●	●				●	○	●			●				●										
1.13	World Languages	●	●	●	●		●		●	○	●			●		●		●	●	●	●					●		1
1.14	Computer/Projects Lab	●	●	●	●		●		●	○	●			●		●		●	●	●	●							
1.15	Computer Lab Storage				●				●	○																		
1.16	Flex Classrooms	●	●	●	●		●		●	○	●			●		●		●	●	●	●					●		1
1.17	Behavioral Support (SpEd)	●	●	●	●		●		●	○	●			●		●		●	●	●	●							
1.18	In-School Suspension	●	●	●	●		●		●	○	●			●	●	●		●	●	●	●	●						

2.0 SPECIAL PROGRAMS

#	Room Name	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 Computer	Student Computers	Networked Printer	Facsimile Machine	Copier	Scanner	Document Camera	Other	Keynotes
2.01	Special Programs Classrooms	●	●	●	●		●		●	○	●			●		●		●	●	●	●							
a	Student Alcoves (w/in classroom area)			○		○			●	○	○											●						
b	Student Locker Vestibules				●		●		●	○																		
c	Observation/Conference Room	●		●			●		●	○				●	●			●	●									
d	Achievement Room	●	●	●	●		●		●	○	●			●		●		●	●	●	●							
e	Quiet Area	●			○		●		●	○																		
f	Staff Workspace	●	●	●	●		●		●	○				●	●			●	●	●			●	●	●	●		
g	Kitchenette/Storage			○		○			○																			
h	Restroom																											
2.02	Lifeskills 2 (Intensive Needs)	●	●	●	●		●		●	○	●			●		●		●	●	●	●					●		2
2.03	Intensive Needs Changing		●		○					○																		
2.04	Intensive Needs Restroom				○																							
2.05	OT/PT Equipment Storage				○																							

Room Name:	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 Computer	Student Computers	Networked Printer	Facsimile Machine	Copier	Scanner	Document Camera	Other	Keynotes (See Legend Below)
Communications								**Built-In Technology**									**Replaceable Technology**										

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

3.0 LIBRARY/MEDIA CENTER — 3

Room Name:	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 Computer	Student Computers	Networked Printer	Facsimile Machine	Copier	Scanner	Document Camera	Other	Keynotes
3.01 Main Reading, Stacks & Circ.	●	●	●	●		●		●	○	●		●					●	●	●	●							4
3.02 Librarian's Office	●	●	●	●		○		●	○													●					
3.03 Workroom	●	●		●				●	○												●	●	●	●			
3.04 Equipment and Non-Print Storage				○		○		●	○													●					
3.05 Media Storage Area				○				●	○																		
3.06 Small Group Room	●	●		●		●		●	○				●				●	●									5
3.07 Technology Coordinator	●		●	●		●		●	○													●					
3.08 MDF (Server Room)	●			○				●	○																		6

4.0 VISUAL ARTS

Room Name:	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 Computer	Student Computers	Networked Printer	Facsimile Machine	Copier	Scanner	Document Camera	Other	Keynotes
4.01 General Art Classroom	●	●	●	●		●		●	○	●		●					●	●	●	●							
4.02 3-D Art Area	●	●	●	●		●		●	○																		
4.03 Storage/Workroom	●	●	●	●		●		●	○													●		●	●		
4.04 Kiln Room				○																							7

5.0 PERFORMING ARTS

Room Name:	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 Computer	Student Computers	Networked Printer	Facsimile Machine	Copier	Scanner	Document Camera	Other	Keynotes
5.01 Band / Music Room	●	●	●	●		●		●	○	●		●	●		●		●	●	●	●							4
5.02 Multi-Purpose Music Room	●	●	●	●		●		●	○	●		●	●		●		●	●	●	●							4
5.03 Performance Platform		●	●	●	●	●		●	○			●			●		●	●									4
5.04 Practice Rooms				○				●	○																	●	7
5.05 Music Office/Workroom/Library	●		●	●		○		●	○												●						
5.06 Instrument Storage				○				●																			
5.07 Platform Control Room								●	○																		
5.08 Dressing Rooms				○	●			●	○																		8
5.09 Platform Storage				○				●																			
- Platform Restroom																											

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

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 Computer	Student Computers	Networked Printer	Facsimile Machine	Copier	Scanner	Document Camera	Other	

6.0   PHYSICAL EDUCATION

Room Name:	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 Computer	Student Computers	Networked Printer	Facsimile Machine	Copier	Scanner	Document Camera	Other	Keynotes
6.01 Gymnasium	●	●		●	●	●		●	○			●	●	●													9
6.02 Aerobics / Dance	●	●	●	●	●	●		●	○			●			●				●	●							4
6.03 Fitness / Weight Room	●	●	●	●	●	●		●	○			●			●				●	●							
6.04 Classroom / Health	●	●	●	●		●		●	○	●			●	●	●		●	●	●	●							
6.05 Indoor Track				○		●		●	○																		
6.06 Locker Rooms		●		●		●		●	○																		
6.07 PE Offices	●		●	●		●													●								
6.08 PE Staff Locker Rooms				●		●																					
6.09 Storage Rooms				○				●																			
6.10 Adaptive PE Support/Storage				○																							
6.11 Arctic Vestibule				●		●		●	○																		
6.12 Outdoor PE Storage								●																			

7.0   CAREER EDUCATION

Room Name:	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 Computer	Student Computers	Networked Printer	Facsimile Machine	Copier	Scanner	Document Camera	Other	Keynotes
7.01 Projects/Applied Learning Lab	●	●	●	●		●		●	○	●			●		●		●	●	●	●					●		
a Family & Consumer Sciences	●	●	●	●		●		●	○	●			●		●		●	●	●	●					●		
b Engineering & Industrial Tech. Lab	●	●	●	●		●		●	○	●			●		●		●	●	●	●					●		10
7.02 CTE Classroom	●	●	●	●		●		●	○	●			●	●	●		●	●	●	●					●		
a Business Ed Classroom	●	●	●	●		●		●	○	●			●		●		●	●	●	●					●		
b Technology Ed. Classroom	●	●	●	●		●		●	○	●			●		●		●	●	●	●	●				●		
7.03 CTE Storage/Support				○				●																			
a FCS Storage/Pantry				○				●																			
b Technology Education Storage		●		●				●	○																		
7.04 CTE Faculty Office	●		●	●		○		●	○										●		●	●	●	●			
7.05 TV Studio/Video Production Room		●	●	●		●		●	○				●							●	●				●		
7.06 Video Editing/Equipment				○				●	○																		

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

8.0 ADMINISTRATION

Room Name	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 Computer	Student Computers	Networked Printer	Facsimile Machine	Copier	Scanner	Document Camera	Other	Keynotes (See Legend Below)
8.01 "Welcome Center"	●		●	●		●		●	○																	●	11
8.02 Reception / Waiting Area	●			○		●		●	○												●	●	●				
8.03 Open Office Area	●	●	●	●		●		●	○												●	●	●	●		●	12
8.04 Principal's Office	●			●		●		●	○			●															
8.05 Administrative Assistant	●		●	●		●		●	○																		
8.06 Conference Room	●	●		●		●		●	○			●					●	●									5
8.07 Staff Room [Lounge with Kitchenette]	●		●	●		●		●	○								●		●								
8.08 Workroom / Mailroom	●		●	●		●		●	○												●		●	●		●	13
8.09 Restrooms				○																							
8.10 Supply Storage Room	●			○				●	○																		
8.11 Activities Coordinator	●		●	●		●		●	○												●	●					
8.12 School Resource Officer (SRO)	●		●	●		●		●	○																		
8.13 School Store		●		●		○		●	○																		
8.14 Assistant Principal	●		●	○		●		●	○																		
8.15 A.P. Administrative Assistant/Waiting	●		●	○		○		●	○												●	●					
8.16 Security Offices	●		●	○		●		●	○																		
8.17 A.P. Office Storage/Work Room				○		●		●																			

9.0 STUDENT SERVICES

Room Name	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 Computer	Student Computers	Networked Printer	Facsimile Machine	Copier	Scanner	Document Camera	Other	Keynotes (See Legend Below)
9.01 Guidance/Student Services Reception	●		●	●		●		●	○																		
9.02 Counseling Offices	●		●	○		●		●	○																		
9.03 Psychology Office	●		●	○		●		●	○																		
9.04 Special Education Offices	●		●	○		●		●	○																		
9.05 Special Ed Assistant Office	●		●			●		●	○															●			
9.06 Itinerant Offices	●			○		●		●	○																		
9.07 Small Group Conference Room	●	●	●	●		●		●	○			●	●				●	●									5
9.08 Storage				○				●																			
9.09 Registrar	●		●	○		●		●	○												●	●					
9.10 Records Room/Vault				○				●																			
9.11 Teen Impact Program Restrooms	●	●	●	●		●		●	○			●					●	●	●								
9.12 Parent/Community Work Center	●	●	●	●		●		●	○			●					●	●									
9.13 Health Office/Clinic	●	●	●	●		●		●	○												●	●					
9.14 Family Advocate Office (CITC)	●		●	○		●		●	○																		
9.15 Community Counselor (Indian Ed)	●	●	●	○		●		●	○																		
9.16 Newcomer Program	●	●	●			●		●	○	●		●			●		●	●									
9.17 Newcomer Coordinator	●	●	●	●		●		●	○																		

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

Room Name	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 Computer	Student Computers	Networked Printer	Facsimile Machine	Copier	Scanner	Document Camera	Other	Keynotes
10.0 DINING/FOOD SERVICES																											
10.01 Student Dining / Multi-Purpose	●	●	●	●	●	●		●	○			●	●												●		14
10.02 Kitchen / Serving / Storage	●	●	●	●		●		●	○																●		15
10.03 Office	●		●	●		○		●	○												●						
10.04 Storage Area				○				●	○																		
10.05 Breakroom / Restroom / Lockers		●		●		●		●	○																		
10.06 Laundry				○		●		●	○																		
11.0 MAINTENANCE & CUSTODIAL																											
11.01 Supply Receiving & Loading		●		●		●		●	○																		
11.02 BPO Office Area	●		●	●		●		●	○												●						
11.03 Supply, Equip & Misc Storage				○		●			○																		
11.04 Workroom	●		●	●		●		●	○																		
11.05 General Storage	●			○		●		●	○												●						
11.06 Outdoor Storage									○																		
11.07 Communications Control Room	●		●	●		○		●	○												●						
11.08 Custodial Closets				○		●		●	○																		
11.09 Boiler Room				●				●	○																		
11.10 Fan Room				●				●	○																		
11.11 Electrical Room				●				●	○																		
11.12 Intermediate Telecom. Closets				○				●	○																		
12.0 GENERAL BUILDING AREAS																											
12.01 Building Entry Vestibule(s)				●		○		●	○																		
12.02 Main Circulation Hallways				●		●			○																		
12.03 Main Circulation Stairways				●					○																		
12.04 Elevators				●																						●	17
12.05 Restrooms				○																							
12.06 Relocatable Classrooms	●	●	●	●		●		●	○	●			●	●	●		●	●	●	●							
12.07 Camper Host (Security)									○																		18

See Keynote Legend on following page.

KEYNOTE LEGEND:

1 Accommodations for various assistive technologies including mobile devices, hardware and software for student use

2 Telephone requires hands-free operation

3 On-line card catalogue stations, barcode reader, electronic inventory protection system

4 Ability to control volume of intercom and/or PA system

5 Include data port(s) near GFCI floor outlet, in/near center of room

6 Include computers, server racks & equipment, monitoring equipment, CCTV system's recorder, etc.

7 PA system separate from school's intercom; separate high quality sound system, operable from inside gymnasium; electronic scoreboard; microphone connections at each side of room, cordless microphone

8 Connection to rentals panel for after-hours use

9 Requires data ports supporting point-of-sale (POS) equipment; POS technology & equipment

10 Requires volume control intercom; provide sound system controllable as separate function with movable speakers; microphone connections at performance location and at either side of room; MATV ports at two locations, min.

11 Include payphone & digital information display panel

12 Administrative office serves as intercom head-end and remote weather station

13 Include security access control

14 Include laminator

15 Flat-panel monitor for school announcements, digital exhibits and other communications

16 Include emergency call device

17 Telephone hook-up, isolatable with capacity to be switched off from inside the building

ADDITIONAL NOTES:

* Digital projector (or equivalent) *to be ceiling mounted, wall mounted or mobile as necessary to support the intended activities of a given space.*

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:[12]

    - 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." [13]

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[12] LightSPEED Technologies, http://www.lightspeed-tek.com/education/architects.html , Retrieved March 2006.

[13] 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
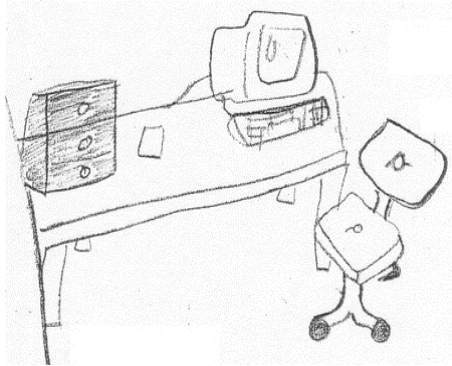
Drawing by Clark Middle School Student.

Anchorage School District

**Districtwide
Educational
Specifications:**

Middle Schools

6.0

Space Requirements

BrainSpaces, Inc.

Educational Facility Planning
www.BrainSpaces.com

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6.0 SPACE REQUIREMENTS

6.1 Summary & Calculations

A summary of areas for both 6 Team and 9 Team planning models is shown below and a detailed listing of spaces with area requirements is included in Section 6.2.

Program Components	6 Team Option			9 Team Option		
	Required Net Area	Optional Net Area	**Net Area Totals**	Required Net Area	Optional Net Area	**Net Area Totals**
Core Academics	36,100	9,500	**45,600**	54,950	15,300	**70,250**
Special Programs	3,020	3,300	**6,320**	3,020	4,300	**7,320**
Library/Media Center	5,200	200	**5,400**	5,800	400	**6,200**
Visual Arts	1,500	400	**1,900**	1,900	-	**1,900**
Performing Arts	3,540	3,200	**6,740**	6,670	200	**6,870**
Physical Education	14,050	10,320	**24,370**	25,250	520	**25,770**
Career Education	6,000	1,420	**7,420**	7,100	2,320	**9,420**
Administration	2,830	350	**3,180**	3,090	800	**3,890**
Student Support Services	2,270	1,090	**3,360**	2,450	2,260	**4,710**
Dining/Food Service	8,080	1,500	**9,580**	11,580	-	**11,580**
Maintenance/Custodial	1,670	-	**1,670**	1,770	-	**1,770**
Net Area Totals	84,260	31,280	**115,540**	123,580	26,100	**149,680**
Building Area Calculations						
Gross Area Calc.* (x 1.4)	33,704	12,512	**46,216**	49,432	10,440	**59,872**
Total Gross Areas	117,964	43,792	**161,756**	173,012	36,540	**209,552**
# Students	740	+30	**770**	1,100	+30	**1,140**
DEED** 165 sf/student	122,100		**127,050**	181,500		**188,100**
Maximum Selection of Optional Square footage:		**9,086**			**15,088**	

The grossing factor includes area for hallways, stairways, elevators, walls, mechanical spaces, building services, toilet rooms, etc.

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

6.2   Facility Program

Ref. #	Name/Function	6 TEAMS Qty.	Each	Required	Optional	TOTAL	9 TEAMS Qty.	Each	Required	Optional	TOTAL
1.0 CORE ACADEMICS			Net S.F.	Program Options (Net S.F.):				Net S.F.	Program Options (Net S.F.):		
A. WITHIN EACH TEAM		6 Teams					9 Teams				
	Language Arts Classroom	1	900	900		900	1	900	900		900
1.01	Mathematics Classroom	1	900	900		900	1	900	900		900
	Social Studies Classroom	1	1,000	900	100	1,000	1	1,000	900	100	1,000
1.02	Science Lab/Classroom	1	1,200	1,200		1,200	1	1,200	1,200		1,200
1.03	Lockers	1	400	400		400	1	400	400		400
1.04	Resource/Study Skills Classroom	1	650	650		650	1	650	650		650
	Sub-total Per Team:	4	T.S.	4,950	100	5,050	4		4,950	100	5,050
	Sub-total All Teams:	24	T.S.	29,700	600	30,300	36		44,550	900	45,450
B. SHARED BY THREE TEAMS		Qty.	Each	Required	Optional	TOTAL	Qty.	Each	Required	Optional	TOTAL
1.05	Reading and/or ELL Classroom	2	650	650	650	1,300	3	650	650	1,300	1,950
1.06	Reading/ELL/Small Group	2	250	250	250	500	2	250	250	250	500
1.07	Science Prep (Option: multiple rooms)	1	400	400		400	1	450	450		450
1.08	Teacher Planning Center	1	650		650	650	1	650		650	650
1.09	Staff Restroom	2	60			-	2	60			-
1.10	Task Room	2	50	100		100	2	50	100		100
1.11	Textbook and Equipment Storage	1	250	250		250	1	250	250		250
1.12	Student Collaboration Area	1	2,000		2,000	2,000	1	2,000		2,000	2,000
	Sub-total Per Team Shared Areas:	0	T.S.	1,650	3,550	5,200	0	T.S.	1,700	4,200	5,900
	Sub-total All Team Shared Areas:	0	T.S.	3,300	7,100	10,400	0	T.S.	5,100	12,600	17,700
C. SHARED BY ALL TEAMS		Qty.	Each	Required	Optional	TOTAL	Qty.	Each	Required	Optional	TOTAL
1.13	World Languages	1	900	900		900	1	900	900		900
1.14	Computer/Projects Lab	1	1,200	1,200		1,200	2	1,200	2,400		2,400
1.15	Computer Lab Storage	1	100	100		100	2	100	200		200
1.16	Flex Classrooms	2	900	900	900	1,800	3	900	900	1,800	2,700
1.17	In-School Suspension	1	900		900	900	1	900	900		900
-	ISS Restroom	1	60	-			1	60	-		
	Sub-total All Shared:	3	T.S.	3,100	1,800	4,900	4	T.S.	5,300	1,800	7,100
	SUB-TOTAL - All Teams:	Teaching Stations 27	T.S.	36,100	9,500	45,600	Teaching Stations 40	T.S.	54,950	15,300	70,250

2.0 SPECIAL PROGRAMS

Ref. #	Name/Function	Qty.	Each	Required	Optional	TOTAL	Qty.	Each	Required	Optional	TOTAL
		6 TEAMS					9 TEAMS				
2.01	Special Programs Classrooms	4	1,000	1,000	3,000	4,000	5	1,000	1,000	4,000	5,000
a.	udent Alcoves (within classroom area)										
b.	Student Locker Vestibules	2	120	120	120	240	2	120	120	120	240
c.	Observation/Conference Room	1	120	120		120	1	120	120		120
d.	Achievement Room	1	120	120		120	1	120	120		120
e.	Quiet Area	2	60	60	60	120	2	60	60	60	120
f.	Staff Workspace	1	120	120		120	1	120	120		120
g.	Kitchenette/Storage	1	120	120		120	1	120	120		120
h.	Restroom	2	60	0	120	120	2	60	0	120	120
2.02	Lifeskills 2 (Intensive Needs)	1	1,000	1,000		1,000	1	1,000	1,000		1,000
2.03	Intensive Needs Changing	1	120	120		120	1	120	120		120
2.04	Intensive Needs Restroom	1	120	120		120	1	120	120		120
2.05	OT/PT Equip. Storage	1	120	120		120	1	120	120		120
	Sub-total	5	T.S.	3,020	3,300	6,320	6	T.S.	3,020	4,300	7,320

3.0 LIBRARY/MEDIA CENTER

Ref. #	Name/Function	Qty.	Each	Required	Optional	TOTAL	Qty.	Each	Required	Optional	TOTAL
		6 TEAMS					9 TEAMS				
3.01	Main Reading, Ref., Stacks & Circ.	1	4,000	4,000		4,000	1	4,500	4,500		4,500
3.02	Librarian's Office	1	150	150		150	1	150	150		150
3.03	Workroom	1	350	350		350	1	400	400		400
3.04	Equipment and Non-Print Storage	1	200	200		200	1	250	250		250
3.05	Media Storage Area	1	100	100		100	1	100	100		100
3.06	Small Group Room	1	200		200	200	2	200		400	400
3.07	Technology Coordinator	1	200	200		200	1	200	200		200
3.08	Communications Room	1	200	200		200	1	200	200		200
	Sub-total	0	T.S.	5,200	200	5,400	0	T.S.	5,800	400	6,200

4.0 VISUAL ARTS

Ref. #	Name/Function	Qty.	Each	Required	Optional	TOTAL	Qty.	Each	Required	Optional	TOTAL
		6 TEAMS					9 TEAMS				
4.01	General Art Classroom	1	1,200	1,200		1,200	1	1,200	1,200		1,200
4.02	3-D Art Alcove	1	400		400	400	1	400	400		400
4.03	Storage/Workroom	1	150	150		150	1	150	150		150
4.04	Kiln Room	1	150	150		150	1	150	150		150
	Sub-total	1	T.S.	1,500	400	1,900	1	T.S.	1,900	0	1,900

5.0 PERFORMING ARTS

Ref. #	Name/Function	6 TEAMS					9 TEAMS				
		Qty.	Each	Required	Optional	TOTAL	Qty.	Each	Required	Optional	TOTAL
5.01	**Band / Music Room**	**1**	**2,000**	1,800	200	2,000	**1**	**2,000**	2,000		2,000
5.02	**Multi-Purpose Music Room**	**2**	**1,000**	1,000	1,000	2,000	**2**	**1,000**	2,000		2,000
5.03	Performance Platform (stage/music)	1	1,600		1,600	1,600	**1**	**1,600**	1,600		1,600
5.04	Practice Rooms	3	80	240		240	4	80	320		320
5.05	Music Office/Workroom/Library	1	250	250		250	1	300	300		300
5.06	Instrument Storage	1	250	250		250	1	250	250		250
5.07	Platform Control Room	1	80		80	80	1	80	80		80
5.08	Dressing Rooms	2	100		200	200	2	100	-	200	200
5.09	Platform Storage	1	120		120	120	1	120	120		120
-	Platform Restroom	1	60		60	-	1	60	-		-
	Sub-total	3	T.S.	3,540	3,200	6,740	4	T.S.	6,670	200	6,870

6.0 PHYSICAL EDUCATION

Ref. #	Name/Function	6 TEAMS					9 TEAMS				
		Qty.	Each	Required	Optional	TOTAL	Qty.	Each	Required	Optional	TOTAL
6.01	**Gymnasium (counts as 2 T.S.)**	**1**	**11,500**	9,000	2,500	11,500	**1**	**11,500**	11,500		11,500
6.02	**Aerobics / Dance***	**1**	**1,600**		1,600	1,600	**1**	**2,600**	2,600		2,600
6.03	**Fitness / Weight Room***	**1**	**1,800**	1,000	800	1,800	**1**	**1,800**	1,800		1,800
6.04	**Classroom / Health**	**1**	**900**		900	900	**1**	**900**	900		900
6.05	**Indoor Track**	**1**	**4,000**		4000	4,000	**1**	**4,000**	4,000		4,000
6.06	Locker Rooms	2	1,400	2,800		2,800	2	1,600	3,200		3,200
6.07	PE Offices	2	120	240		240	2	120	240		240
6.08	PE Staff Locker Rooms	2	80	160		160	2	80	160		160
6.09	Storage Rooms	2	350	700		700	2	350	700		700
6.10	Adaptive PE Support/Storage	1	120		120	120	1	120		120	120
6.11	Arctic Vestibule	1	400		400	400	1	400		400	400
6.12	Outdoor PE Storage	1	150	150		150	1	150	150		150
	Sub-total	6	T.S.	14,050	10,320	24,370	6	T.S.	25,250	520	25,770

Option to combine aerobics & fitness rooms into one larger space.

7.0 CAREER EDUCATION

Ref. #	Name/Function	2010 DWES: 6 TEAMS					2010 DWES: 9 TEAMS				
		Qty.	Each	Required	Optional	TOTAL	Qty.	Each	Required	Optional	TOTAL
7.01	**Projects/Applied Learning Lab**	**2**	**1,800**	3,600		3,600	**3**	**1,800**	3,600	1,800	5,400
a.	Family & Consumer Sciences										
b.	Engineering & Industrial Tech. Lab										
7.02	**CTE Classroom**	**3**	**900**	1,800	900	2,700	**3**	**900**	2,700		2,700
a.	Business Ed Classroom										
b.	Technology Ed. Classroom										
7.03	CTE Storage/Support	2	200	400		400	3	200	600		600
a.	FCS Storage/Pantry										
b.	E&I Technology Education Storage										
7.04	CTE Office	2	200	200	200	400	2	200	200	200	400
7.05	TV Studio/Video Production Room	1	200		200	200	1	200		200	200
7.06	Video Editing/Equipment	1	120		120	120	1	120		120	120
	Sub-total	5	T.S.	6,000	1,420	7,420	6	T.S.	7,100	2,320	9,420

8.0 ADMINISTRATION

Ref. #	Name/Function	6 TEAMS					9 TEAMS				
		Qty.	Each	Required	Optional	TOTAL	Qty.	Each	Required	Optional	TOTAL
	CENTRALLY LOCATED ADMIN										
8.01	"Welcome Center" / Lobby	1	200		200	200	1	200		200	200
8.02	Reception / Waiting Area	1	300	300		300	1	300	300		300
8.03	Open Office Area [4-6 people]	1	450	450		450	1	500	500		500
8.04	Principal's Office	1	200	200		200	1	200	200		200
8.05	Administrative Assistant	1	120	120		120	1	120	120		120
8.06	Conference Room	1	300	300		300	1	350	350		350
8.07	Staff Room [Lounge with Kitchenette]	1	450	450		450	1	500	500		500
8.08	Workroom / Mailroom	1	200	200		200	1	250	250		250
8.09	Restrooms	2	80	-		-	2	80	-		-
8.10	Supply Storage Room	1	150	150		150	1	150	150		150
8.11	Activities Coordinator	1	150	150		150	1	150	150		150
8.12	School Resource Officer (SRO)	1	150		150	150	1	150		150	150
8.13	School Store	1	120	120		120	1	120	120		120
	DECENTRALIZED ADMIN										
8.14	Assistant Principals	1	150	150	0	150	2	150	150	150	300
8.15	A.P. Administrative Assistant/Waiting	1	120	120	0	120	2	120	120	120	240
8.16	Security Office	1	120	120	0	120	2	120	120	120	240
8.17	A.P. Office Storage/Work Room	0				0	2	60	60	60	120
-	A.P. Office Restrooms	0				-	2	70	-		-
	Sub-total	0	T.S.	2,830	350	3,180	0	T.S.	3,090	800	3,890

9.0 STUDENT SERVICES

Ref. #	Name/Function	6 TEAMS					9 TEAMS				
		Qty.	Each	Required	Optional	TOTAL	Qty.	Each	Required	Optional	TOTAL
	GUIDANCE CENTER										
9.01	Guidance/Student Services Reception	1	150	150		150	1	200	200		200
9.02	Counseling Offices	3	120	240	120	360	4	120	240	240	480
9.03	Psychology Office	1	120	120		120	1	120	120		120
9.04	Special Education Offices	2	150	300		300	2	150	300		300
9.05	Special Ed Assistant Office	1	120	120		120	1	120	120		120
9.06	Itinerant Offices	2	120	120	120	240	2	120	120	120	240
9.07	Small Group Conference Room	1	200	200		200	1	200	200		200
9.08	Storage	1	120	120		120	1	150	150		150
9.09	Registrar	1	150	150		150	1	150	150		150
9.10	Records Room/Vault	1	150	150		150	1	150	150		150
9.11	Teen Impact Program	0				0	1	400		400	400
-	Restrooms	2	80	-		-	2	80	-		-
	SHARED/COMMUNITY SERVICES										
9.12	Parent/Community Work Center	1	200		200	200	1	300		300	300
9.13 a	School Health (Nurse) Office	1	100	100		100	1	100	100		100
b	Infirmary/Treatment/Storage	1	300	300		300	1	400	400		400
c	Exam/Rest Area	1	80	80		80	1	80	80		80
d	Restroom/Changing	1	120	120		120	1	120	120		120
e	Health Clinic - Community	1	250		250	250	1	250		250	250
9.14	Family Advocate Office (CITC)	1	250		250	250	1	250		250	250
9.15	Community Counselor (Indian Ed)	1	150		150	150	1	150		150	150
9.16	Newcomer Program	0				0	1	400		400	400
9.17	Newcomer Coordinator	0				0	1	150		150	150
	Sub-total	0	T.S.	2,270	1,090	3,360	0	T.S.	2,450	2,260	4,710

10.0 DINING/FOOD SERVICES

Ref. #	Name/Function	6 TEAMS Qty.	Each	Required	Optional	TOTAL	9 TEAMS Qty.	Each	Required	Optional	TOTAL
10.01	Student Dining/Multi-Purpose	1	6,500	5,000	1,500	6,500	1	8,500	8,500		8,500
10.02	Kitchen/Serving/Storage	1	2,200	2,200		2,200	1	2,200	2,200		2,200
10.03	Office	1	100	100		100	1	100	100		100
10.04	Storage Area	2	250	500		500	2	250	500		500
10.05	Breakroom/Restroom/Lockers	1	200	200		200	1	200	200		200
10.06	Laundry	1	80	80		80	1	80	80		80
	Sub-total	0	T.S.	8,080	1,500	9,580	0	T.S.	11,580	0	11,580

11.0 MAINTENANCE/CUSTODIAL

Ref. #	Name/Function	6 TEAMS Qty.	Each	Required	Optional	TOTAL	9 TEAMS Qty.	Each	Required	Optional	TOTAL
11.01	Supply Receiving & Loading	1	400	400		400	1	400	400		400
11.02	BPO Office Area	1	120	120		120	1	120	120		120
11.03	Supply, Equip & Misc Storage	1	450	450		450	1	500	500		500
11.04	Workroom	1	300	300		300	1	300	300		300
11.05	General Storage	1	250	250		250	1	300	300		300
11.06	Outdoor Storage	1	150	150		150	1	150	150		150
11.07	Communications Control Room	1	150	-		-	1	150	-		-
11.08	Custodial Closets	5	75	-		-	5	75	-		-
11.09	Boiler Room	1		-		-	1		-		-
11.10	Fan Room	1		-		-	1		-		-
11.11	Electrical Room	1		-		-	1		-		-
11.12	Intermediate Communication Rooms	4	TBD	-		-	5	TBD	-		-
	Sub-total	0	T.S.	1,670	0	1,670	0	T.S.	1,770	0	1,770

TOTALS & Calculations

	6 TEAMS	Required	Optional*	TOTAL	9 TEAMS	Required	Optional*	TOTAL
TOTAL NET AREA (NSF):	NET AREA	84,260	31,280	115,540	NET AREA	123,580	26,100	149,680
Estimated Gross Area Calculation:	1.40	33,704	12,512	46,216	1.40	49,432	10,440	59,872
TOTAL GROSS AREA (GSF):	GROSS SF	117,964	43,792	161,756	GROSS SF	173,012	36,540	209,552
Student Capacity:**	6 x 120 + 20 =	740	30	770	9 x 120 + 20 =	1,100	40	1,140
DEED GSF/Student:		165		165		165		165
DEED Maximum Gross Building Area (GSF):		122,100		127,050		181,500		188,100

*at least 2 additional teaching stations should be selected.

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 ± 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.

Middle school student drawing

Anchorage School District

Districtwide Educational Specifications:

Middle Schools

7.0

Program Component Details

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. It can also be helpful as an orientation tool for when the new facility opens, as well as for new faculty, administrators, staff and others subsequently hired.

The following information is included for each programmatic category:

- Space Program Summary

- Recommended Adjacencies

- Individual Space Attributes

Space Attributes describe each space with additional detail, including:

- Activities and Usage
- Spatial Relationships
- Furniture, Fixtures and Equipment
- Technology and Communications
  - Note that "voice" and "data" categories are shown separately. "Voice" includes telephones and intercom systems and "data" connections are intended for computers and technology.
- Mechanical, Electrical, Plumbing (MEP) and Utilities
- Windows and Vision Panels
- Finishes
- Control and 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.

Provide storage cubbies with coat and boot racks for elementary students. Boot racks should be provided near or below coat racks and student storage areas. Boot racks should be designed to allow water and debris to fall through to the durable, impervious floor below. Racks should be elevated to allow clearance for effective cleaning of the flooring below. Racks should be durable, easily cleaned and designed so that small boots and shoes do not fall through and so that student hands, arms, legs, cannot get stuck in them.

– **Finishes**
Finishes should be durable, 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

		6 TEAMS Net S.F.	Program Options (Net S.F.):			9 TEAMS Net S.F.	Program Options (Net S.F.):		
1.0 CORE ACADEMICS									
Ref. # — Name/Function	Qty.	Each	Required	Optional	TOTAL	Qty.	Each	Required	Optional	TOTAL

1.0 CORE ACADEMICS										
Ref. # / Name/Function	Qty.	Each	Required	Optional	TOTAL	Qty.	Each	Required	Optional	TOTAL
A. WITHIN EACH TEAM	6 Teams					9 Teams				
Language Arts Classroom	1	900	900		900	1	900	900		900
1.01 Mathematics Classroom	1	900	900		900	1	900	900		900
Social Studies Classroom	1	1,000	900	100	1,000	1	1,000	900	100	1,000
1.02 Science Lab/Classroom	1	1,200	1,200		1,200	1	1,200	1,200		1,200
1.03 Lockers	1	400	400		400	1	400	400		400
1.04 Resource/Study Skills Classroom	1	650	650		650	1	650	650		650
Sub-total Per Team:	4	T.S.	4,950	100	5,050	4		4,950	100	5,050
Sub-total All Teams:	24	T.S.	29,700	600	30,300	36		44,550	900	45,450

	Qty.	Each	Required	Optional	TOTAL	Qty.	Each	Required	Optional	TOTAL
B. SHARED BY THREE TEAMS										
1.05 Reading and/or ELL Classroom	2	650	650	650	1,300	3	650	650	1,300	1,950
1.06 Reading/ELL/Small Group	2	250	250	250	500	2	250	250	250	500
1.07 Science Prep (Option: multiple rooms)	1	400	400		400	1	450	450		450
1.08 Teacher Planning Center	1	650		650	650	1	650		650	650
1.09 Staff Restroom	2	60			-	2	60			-
1.10 Task Room	2	50	100		100	2	50	100		100
1.11 Textbook and Equipment Storage	1	250	250		250	1	250	250		250
1.12 Student Collaboration Area	1	2,000		2,000	2,000	1	2,000		2,000	2,000
Sub-total Per Team Shared Areas:	0	T.S.	1,650	3,550	5,200	0	T.S.	1,700	4,200	5,900
Sub-total All Team Shared Areas:	0	T.S.	3,300	7,100	10,400	0	T.S.	5,100	12,600	17,700

	Qty.	Each	Required	Optional	TOTAL	Qty.	Each	Required	Optional	TOTAL
C. SHARED BY ALL TEAMS										
1.13 World Languages	1	900	900		900	1	900	900		900
1.14 Computer/Projects Lab	1	1,200	1,200		1,200	2	1,200	2,400		2,400
1.15 Computer Lab Storage	1	100	100		100	2	100	200		200
1.16 Flex Classrooms	2	900	900	900	1,800	3	900	900	1,800	2,700
1.17 In-School Suspension	1	900		900	900	1	900	900		900
- ISS Restroom	1	60			-	1	60			-
Sub-total All Shared:	3	T.S.	3,100	1,800	4,900	4	T.S.	5,300	1,800	7,100

	Teaching Stations:		Required	Optional	TOTAL	Teaching Stations:		Required	Optional	TOTAL
SUB-TOTAL - All Teams:	27	T.S.	36,100	9,500	45,600	40	T.S.	54,950	15,300	70,250

7.1.2 General Requirements

In general, the core classrooms are regular, scheduled teaching stations. Auxiliary spaces are unassigned and can be scheduled by core teachers and others as necessary. Note that it is anticipated that each classroom will have the capability to support student computer activities and project-based learning, allowing even more flexibility in scheduling the designated Computer/Projects Labs.

Science Classrooms will share a prep/storage room located within each pod. Special needs classrooms such as ELL, Reading and Resource rooms should be integrated into the Teams and Pods. 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.

Student Collaboration Areas are included with each Pod. The option to share one large collaboration area among three teams or to divide it into three separate smaller areas can be determined by each site. Efforts to maximize area for student collaboration should include engaging gross areas, such as hallways, whenever possible.

Computer Labs are included in middle schools to be shared by all students, as opposed to being included within each pod. If additional computer labs are requested, flex classrooms may be available to act as computer labs as needed. However, it is anticipated that access to technology will not be limited to computer lab spaces, but available in various spaces throughout the school. As dependency on designated computer labs diminishes, these labs should be easily reassigned for project-based learning and/or other educational programs required in the future.

7.1.3 Recommended Adjacencies

Two pod configurations are shown below, representing the selection of all optional spaces and no optional spaces, respectively. Diagrams are intended to illustrate fundamental relationships only. No floor plan is implied, and no distinction between floor levels or between existing vs. new construction is made. Further interpretation of these relationships must be made by the design team for each new school and each renewal project.

Pod Diagram: 3-Team Pod Showing Required Spaces (2-Team Similar, omit 1 team)

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Pod Diagram: 3-Team Pod Showing Optional Spaces

(2-Team Similar, omit 1 team)

NOTES:

- Refer to the overall building adjacency diagram (Section 4.3.3) for suggested locations of these program spaces within the context of the entire facility.

- Pods can be organized by grade level, mixed grades, and/or specialty programs.

- At least two classrooms in each Pod are able to be combined into one large classroom.

- The two Pod versions shown illustrate how the selection of various "Optional" teaching stations can affect the Pod layout without substantially changing its functional layout.

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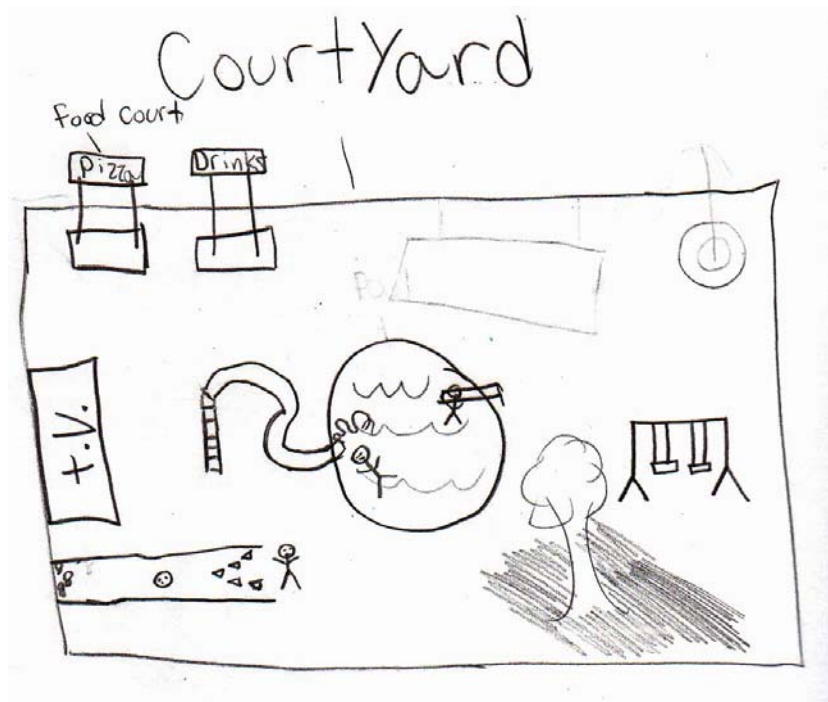
Middle school student drawing

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
	Special Needs educator(s) and Volunteer(s) as necessary				

ACTIVITIES & SPACE USAGE

Educational	Language Arts, Social Studies, Math (Special Ed & ELL support)
	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	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
	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

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	-

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 Additional power outlets at presentation wall. GFCI floor outlets, water resistive covers. Separate circuit for A/V equipment. One 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.
Special Utilities/Services	-
Other Considerations	-

WINDOWS & VISION PANELS

		Operable? (Y/N)	Shades? (Y/N)
Exterior	Abundant access to natural light and ventilation *Egress window (if on ground level)*	Y	Y
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

Social Studies	Map hanging areas (pull-down tracks & tack strips)
Team Teaching	Two classrooms per Pod (minimum) able to be combined into one large classroom for team teaching.
Other	-

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

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	Physical Science, Chemistry, Physics, Anatomy, Astronomy, Geology, Ecology, Botany
	Lectures, demonstrations, presentations, discussions
	Instructional 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
Admin/Operational	-
Community	-

SPATIAL RELATIONSHIPS

Adjacent: Direct	NOTE: Relationships & access of Science Classrooms to Prep/Storage Rooms to be determined during design
Nearby: Indirect	Other science classrooms, General classrooms & teacher areas, Library/IMC
	Exit & outdoor experimental areas (horticulture, ecology, environmental science)
Distant: Separated	High noise areas: Performing Arts, Cafeteria, PE

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

Fixed Casework	Perimeter fixed lab stations (at 2 - 3 perimeter walls), resin or other chemical resistant work surface. Lockable cabinets for volatile chemicals & sensitive equipment.
	1 teacher demonstration station (location designates "presentation wall"), lockable storage
	Lockable base cabinets below perimeter lab stations
	Wall-mounted goggle storage (needs access to electrical outlet)
	Wall cabinets above perimeter lab stations, markerboard panel doors, lockable
Furniture (Movable)	16 Movable student lab tables, 30" x 60" (able to be "connected" to lab stations)
	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
Fixtures & Equipment	Sliding Double Marker Board, Tack (or tape) surface (maximize display surface)
	Retractable projection screen
	Ventilated work station (fume hood), double access (prep & lab). Location of fume hood to be determined during design.

FINISHES

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

Ref. #: **1.02 SCIENCE LAB / CLASSROOMS**   *(continued)*

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

Electrical	GFCI Power outlets 6′ on center minimum, mounted above counter height. Additional GFCI outlets at Demo Station & presentation wall. GFCI floor outlets, water resistive covers. Separate circuit for A/V equipment. One 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 Teacher-controlled low-volume exhaust fan at Demo station Room is negatively pressurized to control spreading of smells to other areas of building.
Plumbing	Small lab sinks at stations & demo, cold water, swivel faucets (1 per 4 students). "Rinse-away sink" large, deep double sink primarily for clean-up, hot & cold water. Floor drain under emergency eye-wash station
Acoustical	Per ANSI/ASA recommendations, currently 45 dBA max. unoccupied background noise, good separation from adjacent functions
Special Utilities/Services	-
Other Considerations	Lab experiment exhaust hood fans should operate independently of the schools regular HVAC system, so as not to shut off at night in the middle of an exhausting experiment.

WINDOWS & VISION PANELS

		Operable? (Y/N)	Shades? (Y/N)
Exterior	Access to natural light & ventilation, views *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	2 corridor doors or as required by life safety codes, lockable from both sides, hold-open door hardware Easy access to outside
Emerg Shower/Eyewash	Yes, over floor drain
Emerg Shut-off Controls	Button-activated shut-off valves/switches for gas & power
Safety Equipment	Safety station with fire extinguisher, fire blankets and first-aid supplies Wall-mounted goggle station (needs access to electrical outlet)
Disaster kits	Space for storage of emergency disaster kits in room
Other	Flammable materials storage cabinet

SPECIAL CONSIDERATIONS

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

Ref. #: **1.03**   # LOCKER AREAS

Area/Department:	CORE ACADEMICS & SUPPORT				
Occupants:	Students: 125		Faculty/Staff:	1 - 2	Other: -

ACTIVITIES & SPACE USAGE

Educational	Storage of student books, small projects and 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	125 Lockers (15″w x 18″d) per team, partial height if not located at perimeter wall (visibility/supervision)

FINISHES

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

Ref. #: **1.03 LOCKER AREAS**   *(continued)*

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

Electrical	Power outlets, quantity per code
Lighting	Energy-efficient fixtures + natural light as possible, zoned switching.
HVAC	Supply/return air, natural ventilation preferred
Plumbing	Drinking fountain
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	N	N
Other Considerations	-	-	-

CONTROL & SAFETY NEEDS

Visibility	To maximum extent possible, provide 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 teams.
-	-
-	-

Ref. #: **1.04**   # RESOURCE/STUDY SKILLS

Area/Department:	CORE ACADEMICS & SUPPORT				
Occupants:	Students:	Up to 22	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, World Languages
	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
	Study skills (use adjacent open classroom if larger than 16) that support core curriculum
	"Collaborators" work with students within general classrooms
	"Direct Service" = separate stand-alone class
Admin/Operational	-
Community	-

SPATIAL RELATIONSHIPS

Adjacent: Direct	Reading/ELL/Small Group Room
Nearby: Indirect	Science & other general classrooms & teacher support areas, Library/Media Center
	Student lockers
Distant: Separated	High noise areas: Performing Arts, Cafeteria, PE

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

Fixed Casework	Open shelving
	NOTE: maximize use of moveable furniture & casework
Furniture (Movable)	22 student desk/tables
	22 student chairs
	1 Teacher desk & chair
	1 T.A. workstation & chair
	Tall Storage Units, lockable (wardrobe, teacher items, books, supplies, etc)
Fixtures & Equipment	Sliding Double Marker board, Tack surface
	Retractable projection screen

FINISHES

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

Ref. #: **1.04 RESOURCE / STUDY SKILLS CLASSROOM**   *(continued)*

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 & other technology Additional outlets at presentation wall GFCI floor outlets, water resistive covers Separate circuit for A/V equipment One 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
Special Utilities/Services	-
Other Considerations	-

WINDOWS & VISION PANELS

		Operable? (Y/N)	Shades? (Y/N)
Exterior	Abundant access to natural light and ventilation *Egress window (if on ground level)*	Y	Y
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

-	-
-	-
-	-

Ref. #: **1.05a ELL CLASSROOM**

Area/Department:	CORE ACADEMICS & SUPPORT			
Occupants:	Students: 16 max.	Faculty/Staff: 1 - 2	Other:	
	Special Needs educator(s) and Volunteer(s) as necessary			

ACTIVITIES & SPACE USAGE

Educational	Language Arts, Social Studies, Math, World Languages
	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	Reading/ELL/Small Group Room
Nearby: Indirect	Science & other general classrooms & teacher support areas, Library/Media Center Student Lockers
Distant: Separated	High noise areas: Performing Arts, Cafeteria, PE

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

Fixed Casework	Open shelving
	NOTE: maximize use of moveable furniture & casework
Furniture (Movable)	16 student desk/tables
	16 student chairs
	1 Teacher desk & chair
	1 Activity Table
	1 Tall Storage Unit, lockable (wardrobe, teacher items, books, supplies, etc)
	Computer workstations tables/chairs
Fixtures & Equipment	Sliding Double Marker board
	Tack surface

FINISHES

Floor	Carpet, stain resistive.
Ceiling	Sound absorptive. Grid to support hanging displays.
Walls	Include feature color on one wall.
Other Considerations	-

Ref. #: **1.05a ELL CLASSROOM**   *(continued)*

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 & other technology
	3 additional outlets at presentation wall.
	GFCI floor outlets, water resistive covers
	Separate circuit for A/V equipment
	One 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
Special Utilities/Services	-
Other Considerations	-

WINDOWS & VISION PANELS

		Operable? (Y/N)	Shades? (Y/N)
Exterior	Abundant access to natural light and ventilation *Egress window (if on ground level)*	Y	Y
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

-	-
-	-
-	-

Ref. #: **1.05b** **READING CLASSROOM**

Area/Department:	CORE ACADEMICS & SUPPORT			
Occupants:	Students: 16 max.	Faculty/Staff: 1 - 2		Other:
	Special Needs educator(s) and Volunteer(s) as necessary			

ACTIVITIES & SPACE USAGE

Educational	Language Arts, Social Studies, Math, World Languages
	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	Reading/ELL/Small Group Room
Nearby: Indirect	Science & other general classrooms & teacher support areas, Library/Media Center
	Student Lockers
Distant: Separated	High noise areas: Performing Arts, Cafeteria, PE

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

Fixed Casework	Open shelving
	NOTE: maximize use of moveable furniture & casework
Furniture (Movable)	16 student desk/tables
	16 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

FINISHES

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

Ref. #: **1.05b READING CLASSROOM** *(continued)*

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 & other technology Additional outlets at presentation wall 2 GFCI floor outlets, water resistive covers Separate circuit for A/V equipment One 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.
Special Utilities/Services	-
Other Considerations	-

WINDOWS & VISION PANELS

		Operable? (Y/N)	Shades? (Y/N)
Exterior	Abundant access to natural light and ventilation *Egress window (if on ground level)*	Y	Y
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

-	-
-	-
-	-

Ref. #: **1.06** READING/ELL/SMALL GROUP

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	Reading Classrooms
Nearby: Indirect	General classrooms, Library/Media Center
	Teacher Planning Center
Distant: Separated	High noise areas: Performing Arts, Cafeteria, PE

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

Fixed Casework	Open shelving
	NOTE: maximize use of moveable furniture & casework
Furniture (Movable)	8 student desk/tables
	8 student chairs
	1 Teacher chair
	1 Activity Table
	Computer workstation tables/chairs
Fixtures & Equipment	Marker board
	Tack surface

FINISHES

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

Ref. #: **1.06 READING / BI-LINGUAL / SMALL GROUP**   *(continued)*

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 & other technology
	2 additional outlets at presentation wall
	GFCI 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	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 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

-	-
-	-
-	-

Ref. #: **1.07** SCIENCE PREP

Area/Department:	CORE ACADEMICS & SUPPORT

Occupants:	Students: -	Faculty/Staff: 1 - 2	Other: -

ACTIVITIES & SPACE USAGE

Educational	Teacher use only Space for teachers to prepare science experiments, labs, special demonstrations, etc. A safe, secure area to store and prepare science materials for lab use Lab prep & instructional planning Equipment storage Chemical storage
Admin/Operational	NA
Community	NA

SPATIAL RELATIONSHIPS

Adjacent: Direct	Science Classrooms
Nearby: Indirect	Teacher Planning Center
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) Acid & stain resistant work surfaces
Furniture (Movable)	1 stool 2 demo/equipment carts
Fixtures & Equipment	Refrigerator, dish-washer Ventilated work station (fume hood), double access (into prep & lab), location of fume hood to be determined during design.

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

Ref. #: **1.07 SCIENCE PREP**   *(continued)*

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

Electrical	GFCI Power outlets 6' on center minimum, mounted above counter height
Lighting	Natural light + energy-efficient ceiling fixtures + task lighting at sink & fume hood.
HVAC	Intake & exhaust air
Plumbing	Double utility sink
Acoustical	-
Special Utilities/Services	Fume hood exhausts to outside, is not connected to building ventilation system
Other Considerations	-

WINDOWS & VISION PANELS

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

CONTROL & SAFETY NEEDS

Emerg Shower/Eyewash	Yes (access to classroom)
Emergency Shut-Off	Yes
Safety Equipment	Safety equipment storage cabinet
Other	-

SPECIAL CONSIDERATIONS

Planning Flexibility	Prep room area in each Pod can be combined into one or two larger spaces – TBD during design. Require 1 chemical/prep room minimum (other rooms can be science storage rooms).
-	-
-	-

Ref. #: **1.08** 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 Team meetings/planning/collaboration Media production, copying, printing Grading/assessment Parent conferences & phone communications Small group teacher training activities File storage (semester & daily-use files) Lunch & coffee Passive monitoring of Pod Commons & Student Collaboration Area
Community	NA

SPATIAL RELATIONSHIPS

Adjacent: Direct	Task Rooms, Book/Equipment Storage, Pod Commons, Student Collaboration Area
Nearby: Indirect	General Classrooms, Library/Media Center Visibility of 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 moveable furniture & casework Open wall shelving above work stations Base & wall cabinets for instructional materials & resources
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 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
Fixtures & Equipment	Kitchenette (sink, refrigerator, microwave, coffee service) Sliding Double Marker board Tack surface

FINISHES

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

Ref. #: **1.08 TEACHER PLANNING CENTER**   *(continued)*

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 & other technology
	Additional outlets at workstations
	GFCI outlets at kitchenette, mounted above counter height
	GFCI floor outlet, water resistive cover, centered in room
	Separate circuit for A/V equipment
Lighting	Task lighting + energy-efficient fixtures, 70-85 foot-candles at work surfaces, daylight preferred
HVAC	Supply/return air, individual temperature control, natural ventilation preferred
Plumbing	Double sink with hot & cold water at kitchenette
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	Access to natural light and ventilation preferred	Y	Y
Interior	Sidelite at strike-jamb of corridor doors	N	Y
Other Considerations	Ample transparency/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.
-	-

Ref. #: **1.09**   **STAFF RESTROOMS**

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

ACTIVITIES & SPACE USAGE

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

SPATIAL RELATIONSHIPS

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

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

Fixed Casework	-
Furniture (Movable)	-
Fixtures & Equipment	Hands-free paper towel & soap dispensers Trash receptacle Mirror at lavatory, with shelf under mirror

Ref. #: **1.09 STAFF RESTROOMS**   *(continued)*

FINISHES

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

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

Electrical	GFCI wall outlet above lavatory
Lighting	Energy-efficient fixtures.
HVAC	Exhaust fan, switch controlled
Plumbing	Lavatory w/ hot & cold water
	Floor drain
	Toilet
Acoustical	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, open inward, privacy lock
	-

SPECIAL CONSIDERATIONS

1. Corridor outlets	Adjacent corridors to have 20 Amp electrical outlet on dedicated circuit for custodial equipment.
2.	
3.	

Ref. #: **1.10**   # TASK ROOM

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 Studying/Reading
Community	-

SPATIAL RELATIONSHIPS

Adjacent: Direct	Teacher Planning
Nearby: Indirect	General Classrooms
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
Fixtures & Equipment	-

FINISHES

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

Ref. #: **1.10 TASK ROOM**   *(continued)*

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	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	Desirable, not required	-	-
Interior	Sidelite at strike-jamb of door	N	N
Other Considerations	-	-	-

CONTROL & SAFETY NEEDS

Access Control	Lockable doors
-	-
-	-
-	-

SPECIAL CONSIDERATIONS

-	-
-	-
-	-

Ref. #: **1.11**   # TEXTBOOK & EQUIP. STORAGE

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

ACTIVITIES & SPACE USAGE

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

SPATIAL RELATIONSHIPS

Adjacent: Direct	Teacher Planning
Nearby: Indirect	General Classrooms, Task Rooms
Distant: Separated	-

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

Fixed Casework	-
Furniture (Movable)	Heavy duty shelving units 12″ and 18″ deep, with adjustable height shelves Lockable lateral file cabinets
Fixtures & Equipment	-

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.

Ref. #: **1.11 TEXTBOOK & EQUIPMENT STORAGE**   *(continued)*

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

Electrical	Power outlets, per code
	Power supply for docking/recharging laptop carts
Lighting	Energy-efficient fixtures.
HVAC	-
Plumbing	-
Acoustical	-
Special Utilities/Services	-
Other Considerations	-

WINDOWS & VISION PANELS

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

CONTROL & SAFETY NEEDS

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

SPECIAL CONSIDERATIONS

-	-
-	-
-	-

Ref. #: **1.12**   # STUDENT COLLABORATION

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

ACTIVITIES & SPACE USAGE

Educational	Lectures, demonstrations, presentations, discussions
	Whole group, small group and individual work
	Hands-on projects, fabrications
	Computer-based work: research, writing, analysis, spreadsheets, reports, etc.
	Collaborations, team work
	Social gatherings
Admin/Operational	-
Community	-

SPATIAL RELATIONSHIPS

Adjacent: Direct	Student lockers, Teacher Planning Center
Nearby: Indirect	General classrooms
Distant: Separated	-

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

Fixed Casework	-
Furniture (Movable)	20-30 comfortable chairs
	4 work/conference tables
	Rolling Storage bins
	125 folding/stacking chairs
Fixtures & Equipment	Marker board, Tack surface
	Projection screen (fixed or movable, per design)

FINISHES

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

Ref. #: **1.12 STUDENT COLLABORATION AREA**   *(continued)*

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

Electrical	Power outlets 6′ on center minimum
	Additional outlets at presentation wall
	GFCI floor outlets, 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, zoned temperature control
Plumbing	-
Acoustical	-
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	-	-	-
Other Considerations	-	-	-

CONTROL & SAFETY NEEDS

Visibility/Supervision	Visibility of entire space without "blind" areas – maximize supervision
-	-
-	-
-	-

SPECIAL CONSIDERATIONS

Theme/Ownership	Consider color, graphics or other design features to distinguish among Pods.
-	-
-	-

Ref. #: **1.13**   # WORLD LANGUAGES CLASSROOM

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

ACTIVITIES & SPACE USAGE

Educational	World Languages & Cultures
	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
Admin/Operational	-
Community	-

SPATIAL RELATIONSHIPS

Adjacent: Direct	-
Nearby: Indirect	Social Studies, Science & other general classrooms & teacher support areas; Library/Media Center; Computer/Projects lab; Reading/Bi-lingual/Small Group room; ELL Classroom; Cultural Studies Classroom (CITC)
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
	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	Sound absorptive. Grid to support hanging displays.
Walls	Include feature color on one wall.
Other Considerations	-

Ref. #: **1.13 WORLD LANGUAGES CLASSROOM**   *(continued)*

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 & other technology
	4 additional outlets at presentation 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 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 *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

Cultural Studies	Map hanging areas (pull-down tracks & tack strips)
-	-
-	-

Ref. #: **1.14**   **COMPUTER/PROJECTS LAB**

Area/Department:	CORE ACADEMICS & SUPPORT			
Occupants:	Students: 30 - 32	Faculty/Staff: 1 - 2	Other:	
	Special Needs educator(s) and Volunteer(s) as necessary			

ACTIVITIES & SPACE USAGE

Educational	Language Arts, Social Studies, Math (Special Ed & ELL support); ELLIS Lab, Fast ForWORD programs as well as general computer use to support core curriculum 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 Teacher training
Admin/Operational	-
Community	Possible community use after hours

SPATIAL RELATIONSHIPS

Adjacent: Direct	Computer/Projects Storage
Nearby: Indirect	Technology Coordinator Office, Communications Room, Classrooms, Teacher Planning Center Student Collaboration Area
Distant: Separated	-

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

Fixed Casework	NOTE: maximize use of moveable furniture & casework
Furniture (Movable)	32 computer workstations, maximize adjustability 32 adjustable height student chairs 1 Teacher desk & chair 2 Activity Tables 1 Productions station (printer, supplies, etc.)
Fixtures & Equipment	Sliding Double Marker board, Tack surface Retractable projection screen

FINISHES

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

Ref. #: **1.14 COMPUTER / PROJECTS LAB**   *(continued)*

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 floor outlets, water resistive 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	Natural + mechanical ventilation, individual temperature control
Plumbing	-
Acoustical	Per ANSI/ASA recommendations, currently 45 dBA max. unoccupied background noise
Special Utilities/Services	-
Other Considerations	Consider glare from all light sources when planning layout of computers & screens.

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 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 doors
-	-
-	-

SPECIAL CONSIDERATIONS

HVAC	Account for heat load of computers and equipment.
Flexibility	Consider raised floor system for maximum flexibility of power & data locations.
-	-

Ref. #: **1.15** # COMPUTER LAB STORAGE

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

ACTIVITIES & SPACE USAGE

Educational	-
Admin/Operational	Storage of manuals and other guides, technology materials and equipment Ability to serve as a "docking station" for laptop carts (requires power & data)
Community	-

SPATIAL RELATIONSHIPS

Adjacent: Direct	Computer/Projects Lab
Nearby: Indirect	General Classrooms, Teacher Planning
Distant: Separated	-

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

Fixed Casework	-
Furniture (Movable)	Heavy duty shelving units 12" and 18" deep, with adjustable height shelves Lockable lateral file cabinets
Fixtures & Equipment	-

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.

Ref. #: **1.15 COMPUTER LAB STORAGE**   *(continued)*

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

Electrical	Power outlets, per code
	Power supply for docking/recharging laptop carts
Lighting	Energy-efficient fixtures.
HVAC	-
Plumbing	-
Acoustical	-
Special Utilities/Services	-
Other Considerations	-

WINDOWS & VISION PANELS

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

CONTROL & SAFETY NEEDS

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

SPECIAL CONSIDERATIONS

-	-
-	-
-	-

Ref. #: **1.16**   **FLEX 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:	Unique programs such as Language Immersion, Cultural Studies, and Gifted Education.
	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
Admin/Operational	-
Community	-

SPATIAL RELATIONSHIPS

Adjacent: Direct	Science & other general classrooms, Teacher support areas
	Reading/ELL/Small Group Room
Nearby: Indirect	General Classrooms, Library/Media Center, Student Lockers, 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
	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	Sound absorptive. Grid to support hanging displays.
Walls	Include feature color on one wall.
Other Considerations	-

Ref. #: **1.16 FLEX CLASSROOMS**   *(continued)*

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 & other technology. Additional outlets at presentation 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 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 *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

Cultural Studies	Map hanging areas (pull-down tracks & tack strips)
	-
	-

Ref. #: **1.17**   **IN-SCHOOL SUSPENSION**

Area/Department:	CORE ACADEMICS & SUPPORT			
Occupants:	Students:	18 max.	Faculty/Staff: 1 - 2	Other:
	Special Needs educator(s) and Volunteer(s) as necessary			

ACTIVITIES & SPACE USAGE

Educational	In-school alternative to disciplinary suspension
	Make-up work for missed classes
	Instructional movies
	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	Restroom
Nearby: Indirect	Discipline Office, Security
Distant: Separated	Welcome Center

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

Fixed Casework	18 student lockers, cage type, lockable, smaller than standard-size hall lockers, for storage of student jacket, books and supplies (students are typically stationed in ISS for up to 10 days and are not allowed to leave this space).
	Open shelving
	NOTE: maximize use of moveable furniture & casework
Furniture (Movable)	18 student desk/tables
	24 student chairs
	1 Teacher desk & chair
	1 Activity Table
	1 Tall Storage Unit, lockable (wardrobe, teacher items, books, supplies, etc)
	6 study carrels
	Computer workstation tables/chairs
Fixtures & Equipment	Sliding Double Marker board, Tack surface
	Retractable projection screen

FINISHES

Floor	Carpet, stain resistive.
Ceiling	Sound absorptive. Grid to support hanging displays.
Walls	Include feature color on one wall.
Other Considerations	-

Ref. #: **1.17 IN-SCHOOL SUSPENSION**   *(continued)*

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 & other technology Additional outlets at presentation 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 for various activities.
HVAC	Natural + mechanical ventilation, individual temperature control
Plumbing	In-School Suspension Restroom, access from within the ISS Room only
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	Access to natural light and ventilation *Egress window if on exterior wall (& if on ground level)*	Y	Y
Interior	<u>NO</u> sidelite at corridor doors.	-	-
Other Considerations	Consider transom above corridor doors for borrowed daylight.	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

-	-
-	-
-	-

7.2   Special Programs

7.2.1 Space Program Summary

2.0 SPECIAL PROGRAMS		6 TEAMS					9 TEAMS				
Ref. #	Name/Function	Qty.	Each	Required	Optional	TOTAL	Qty.	Each	Required	Optional	TOTAL
2.01	Special Programs Classrooms	4	1,000	1,000	3,000	4,000	5	1,000	1,000	4,000	5,000
a.	udent Alcoves (within classroom area)										
b.	Student Locker Vestibules	2	120	120	120	240	2	120	120	120	240
c.	Observation/Conference Room	1	120	120		120	1	120	120		120
d.	Achievement Room	1	120	120		120	1	120	120		120
e.	Quiet Area	2	60	60	60	120	2	60	60	60	120
f.	Staff Workspace	1	120	120		120	1	120	120		120
g.	Kitchenette/Storage	1	120	120		120	1	120	120		120
h.	Restroom	2	60	0	120	120	2	60	0	120	120
2.02	Lifeskills 2 (Intensive Needs)	1	1,000	1,000		1,000	1	1,000	1,000		1,000
2.03	Intensive Needs Changing	1	120	120		120	1	120	120		120
2.04	Intensive Needs Restroom	1	120	120		120	1	120	120		120
2.05	OT/PT Equip. Storage	1	120	120		120	1	120	120		120
	Sub-total	5	T.S.	3,020	3,300	6,320	6	T.S.	3,020	4,300	7,320

While integral to the Special Education program, these spaces are included in Section 7.1 Core Academics, indicating the preference to locate these spaces among regular education classrooms.

- o   Resource/Study Skills Classrooms

- o   Reading and/or ELL Classrooms

- o   Reading/ELL/Small Group

7.2.2 General Requirements

A goal of special programs is to provide exceptional children at the middle school grade levels with an appropriate public education which emphasizes special education and related services designed to meet their unique needs and to be carried out in an inclusive and least-restrictive environment. Special programs areas 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. Additional goals of the special education program include:

–   to provide further evaluation of a child's educational needs when the child has been identified as one who will potentially benefit from special education programs and services

–   have a multi-disciplinary team make appropriate educational recommendations for the student's placement and education program

–   provide individualized instruction for each special education student for all or part of the student's school day by special education teachers

- exceptional students are not isolated, except for short periods during the day. This may or may not apply to students with extensive needs.

7.2.3 Recommended Adjacencies
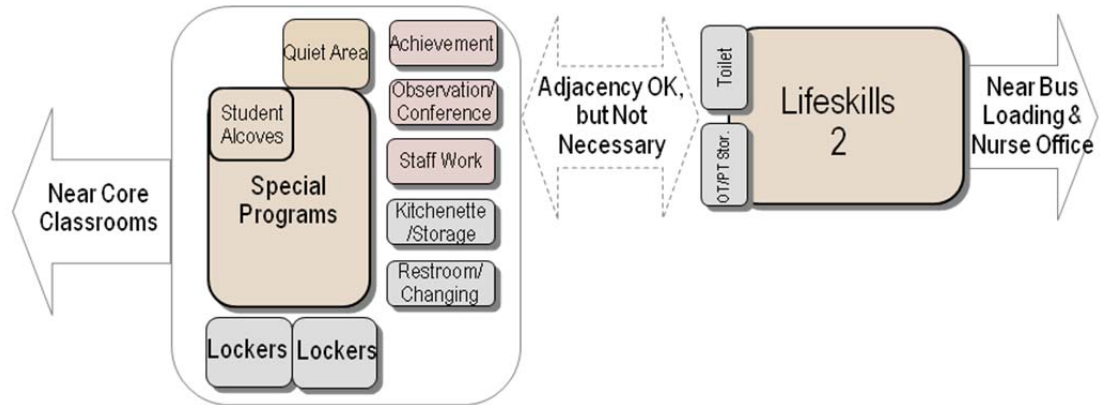
NOTES:

Special Programs classrooms may be located near and among the Teams/Pods. They do not necessarily need to be grouped together.

Refer to the overall building adjacency diagram (Section 4.3.3) for suggested locations of these program spaces within the context of the entire facility.

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

7.2.4 Individual Space Attributes

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

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

ACTIVITIES & SPACE USAGE

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

SPATIAL RELATIONSHIPS

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

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

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

Ref. #: **2.01 SPECIAL PROGRAMS CLASSROOM**   *(continued)*

FINISHES

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

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

Electrical	Power outlets 6′ to 8′ on center min., plus outlets for computers & other technology. Additional duplex outlets at presentation walls. Separate circuit for A/V equipment. GFCI Quad floor outlets, water resistive covers. GFCI duplex outlet at Kitchenette alcove. Power for kitchenette appliances as needed. 20-Amp outlet on dedicated circuit for custodial use. Safety cover plates all outlets
Lighting	Natural light + direct/indirect pendant fixtures. Uniform light at student desks, additional light on presentation walls, boards & displays. Variable light level control for various activities.
HVAC	Natural + mechanical ventilation, individual temperature control.
Plumbing	Double sink with hot & cold water, gooseneck faucet & drinking fountain, 25″ counter height. Hot water tempered for MAX of 120°F. Easily cleaned drain traps. Restroom w/ full sized fixtures. Include lavatory & floor drain in restroom. Additional hand washing lavatory in classroom for simultaneous use by multiple students.
Acoustical	Per ANSI/ASA recommendations.
Special Utilities/Services	
Special Considerations	If paired w/ other special programs classroom, support spaces may be shared.

WINDOWS & VISION PANELS

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

CONTROL & SAFETY NEEDS

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

SPECIAL CONSIDERATIONS

1. Accessibility	Accessibility is a key consideration.
2. Wayfinding	Provide easy wayfinding to pre-K rooms from within building.

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

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

ACTIVITIES & SPACE USAGE

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

Ref. #: **2.01b STUDENT LOCKER VESTIBULES**

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. Also storage for teacher items such as supplies, equipment, curriculum sets and bins, projects, etc.

SPATIAL RELATIONSHIPS

Adjacent: Direct	Classrooms, circulation corridor
Distant: Separated	-

FURNITURE, FIXTURES & EQUIPMENT

Fixed Casework	8 student lockers (for practice using lockers) with coat hanger/hooks, backpack racks, including boot racks with space below for cleaning, additional lockable storage for classroom/teacher use
Furniture	Benches for changing shoes/boots

FINISHES

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

WINDOWS & VISION PANELS

WINDOWS & VISION PANELS		Operable? (Y/N)	Shades? (Y/N)
Exterior	-	-	-
Interior	Visibility from within classroom	N	Y

CONTROL & SAFETY NEEDS

Access Control	Students pass by or through this space to access their assigned classroom.
Other	-

Ref. #: **2.01c**	**OBSERVATION / CONF. ROOM**		
Area/Department:	SPECIAL PROGRAMS		
Occupants:	Students: 2-6	Faculty/Staff:	Other:

ACTIVITIES & SPACE USAGE

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

SPATIAL RELATIONSHIPS

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

FURNITURE, FIXTURES & EQUIPMENT

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

FINISHES

Floor	Carpet
Ceiling	-
Walls	Include two-way mirrors into both 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

CONTROL & SAFETY NEEDS

Access Control	-
Other	-

SPECIAL CONSIDERATIONS

1.	-
2.	-

Ref. #: **2.01d**	# 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

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 classroom	Y	N

CONTROL & SAFETY NEEDS

Access Control	access from two adjacent classrooms
Other	-

SPECIAL CONSIDERATIONS

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

Ref. #: **2.01e**	**QUIET AREA**		
Area/Department:	SPECIAL PROGRAMS		
Occupants:	Students: 1	Faculty/Staff:	Other:

ACTIVITIES & SPACE USAGE

Activity/Use	Contain and calm student behavioral episodes, allow students to choose better behavior

SPATIAL RELATIONSHIPS

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

FURNITURE, FIXTURES & EQUIPMENT

Fixed Casework	-
Furniture	Soft furniture, movable screen or curtain
Fixtures & Equipment	-

FINISHES

Floor	carpet
Ceiling	durable
Walls	durable

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

Electrical	-
Lighting	Variable light levels
HVAC	-
Plumbing	-
Special Considerations	Acoustical considerations

WINDOWS & VISION PANELS

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

CONTROL & SAFETY NEEDS

Access Control	-
Other	This area is open to the classroom, supervisable by staff

SPECIAL CONSIDERATIONS

1. Safety	Environment should be designed and furnished to discourage child from hurting him/her self or others.

Ref. #: **2.01f**	# STAFF WORKSPACE		
Area/Department:	SPECIAL PROGRAMS		
Occupants:	Students: -	Faculty/Staff: -	Other:

ACTIVITIES & SPACE USAGE

Activity/Use	Workstations for staff and teachers (3 minimum), storage of files and resources, storage of belongings/coats

SPATIAL RELATIONSHIPS

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

FURNITURE, FIXTURES & EQUIPMENT

Fixed Casework	-
Furniture	3 workstations
Fixtures & Equipment	"all-in-one" printer

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	N	N

CONTROL & SAFETY NEEDS

Access Control	access from two adjacent classrooms
Other	-

SPECIAL CONSIDERATIONS

1.	-
2.	-

Ref. #: **2.01g**	**KITCHENETTE / STORAGE**		
Area/Department:	SPECIAL PROGRAMS		
Occupants:	Students: -	Faculty/Staff: -	Other:

ACTIVITIES & SPACE USAGE

Activity/Use	Food services for students in adjacent classrooms, storage of snack cart modules Storage of supplies, equipment, resources for adjacent classrooms. Include charging/docking area for laptop cart (COW)

SPATIAL RELATIONSHIPS

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

FURNITURE, FIXTURES & EQUIPMENT

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

FINISHES

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

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

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

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. #: **2.01h**   # RESTROOM

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

ACTIVITIES & SPACE USAGE

Activity/Use	ADA restroom – as support space for students and staff

SPATIAL RELATIONSHIPS

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

FURNITURE, FIXTURES & EQUIPMENT

Fixed Casework	-
Furniture	-
Fixtures & Equipment	Soap dispenser, over lavatory
	Hands-free paper towel dispenser
	Trash receptacle
	No mirror at lavatory
	Toilet paper dispenser

FINISHES

Floor	Non-slip
Ceiling	Sound absorptive
Walls	Ceramic tile

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

Electrical	-
Lighting	-
HVAC	-
Plumbing	ADA lavatory
	ADA toilet
Special Considerations	-

WINDOWS & VISION PANELS

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

CONTROL & SAFETY NEEDS

Access Control	Lockable room, access from adjacent classrooms, emergency access door lock release
Other	-

SPECIAL CONSIDERATIONS

1. Acoustical	Wall STC 53 to adjacent teaching stations

Ref. #: **2.02**   # LIFESKILLS II

Area/Department:	SPECIAL PROGRAMS		
Occupants:	Students: 10	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
	Daily living skills experiences
	Vocational education
	Independent work
	Individual and small group instruction
	Centers: listening, art, math, cooking, writing, reading (with books), laundry
	Alcove for equipment storage (approx 8′ x 8′ for stander, sideline chairs, wedge positioning device, etc.)
Admin/Operational	-
Community	-

SPATIAL RELATIONSHIPS

Adjacent: Direct	Changing Room/Toilet
	Consider locating in 6th Grade Pod/area if school is a 6-7-8 middle school.
Nearby: Indirect	General classrooms & teacher support areas, Nurse Office, Library/Media Center, Building entrance
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
	NOTE: maximize use of moveable furniture & casework
Furniture (Movable)	12 student desk/tables
	12 student chairs
	2 Teacher desks & chairs (computer workstations)
	2 Activity Tables
	1 Tall Storage Unit, lockable (wardrobe, teacher items, books, supplies, etc)
	Computer workstation tables/chairs
	Comfortable chairs, sofa, small dining table & chairs (living skills)
Fixtures & Equipment	Sliding Double Marker board, Tack surface
	Retractable projection screen
	Use Washer/dryer in adjacent changing room
	Ceiling mounts for hanging hammocks & other apparatus
	Refrigerator, microwave, dishwasher, range

FINISHES

Floor	Stain resistive carpet at classroom area. Resilient flooring at cooking & science areas.
Ceiling	Sound absorptive. Grid to support hanging displays.
Walls	Include feature color on one wall.
Other Considerations	-

Ref. #: **2.02 LIFESKILLS II (INTENSIVE NEEDS)**   *(continued)*

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 & other technology, including: • Outlets at presentation wall. • GFCI floor outlets, water resistive covers • Separate circuit for A/V equipment. Provide GFCI outlets at Kitchenette 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	Double sink at Kitchenette
Acoustical	Per ANSI/ASA recommendations, currently 45 dBA max. unoccupied background noise
Special Utilities/Services	Refrigerator at Kitchenette
Other Considerations	-

WINDOWS & VISION PANELS

		Operable? (Y/N)	Shades? (Y/N)
Exterior	Abundant access to natural light and ventilation *Egress window (if on ground level)*	Y	Y
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
	Accessibility (doorway clearance for wheelchair, etc) is key consideration
Sensitivity	Avoid stigma often associated with this program
Other	-

Ref. #: **2.03**   # INTENSIVE NEEDS CHANGING RM

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

ACTIVITIES & SPACE USAGE

Educational	ADA toilet room with changing capabilities
Admin/Operational	-
Community	-

SPATIAL RELATIONSHIPS

Adjacent: Direct	Lifeskills II Classroom
Nearby: Indirect	Lifeskills I Classroom (Special Programs)
Distant: Separated	-

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

Fixed Casework	-
Fixtures & Equipment	HOYA lift Changing table Washer/Dryer Hands-free paper towel & soap dispensers Trash receptacle
Other	Mirror at lavatory

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.

Ref. #: **2.03 INTENSIVE NEEDS CHANGING ROOM**   *(continued)*

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 fixtures.
HVAC	Standard
Plumbing	1 ADA lavatory
	1 ADA toilet
	1 Floor drain
Acoustical	Good acoustical separation from adjacent spaces
Special Utilities/Services	Include washer/dryer
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
ADA	ADA handrails
-	-
-	-

SPECIAL CONSIDERATIONS

-	-
-	-
-	-

Ref. #: **2.04**   # INTENSIVE NEEDS RESTROOM

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

ACTIVITIES & SPACE USAGE

Educational	ADA toilet room
Admin/Operational	-
Community	-

SPATIAL RELATIONSHIPS

Adjacent: Direct	Lifeskills II Classroom
Nearby: Indirect	Lifeskills I Classroom (access through classroom is ok)
Distant: Separated	-

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

Fixed Casework	-
Furniture (Movable)	-
Fixtures & Equipment	Hands-free paper towel & soap dispensers Trash receptacle Mirror at lavatory

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.

Ref. #: **2.04 INTENSIVE NEEDS RESTROOM**   *(continued)*

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

Electrical	Power outlets, per code
Lighting	Energy-efficient fixtures.
HVAC	Standard; Exhaust fan
Plumbing	1 ADA lavatory 1 ADA toilet 1 Floor 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	-	-	-

CONTROL & SAFETY NEEDS

Access Control	Lockable door, with safety latch
ADA	ADA handrails; wheelchair door clearance and turning radius
-	-
-	-

SPECIAL CONSIDERATIONS

-	-
-	-
-	-

Ref. #: **2.05** **OT/PT EQUIPMENT STORAGE**

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

ACTIVITIES & SPACE USAGE

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

SPATIAL RELATIONSHIPS

Adjacent: Direct	Lifeskills Classrooms
Nearby: Indirect	Nurse/Clinic
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 equipment, manipulatives, etc.
Fixtures & Equipment	-

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.

Ref. #: **2.05 OT/PT EQUIPMENT STORAGE** *(continued)*

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

Electrical	Power outlets, per code requirements
Lighting	Energy-efficient fixtures
HVAC	-
Plumbing	-
Acoustical	-
Special Utilities/Services	-
Other Considerations	-

WINDOWS & VISION PANELS

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

CONTROL & SAFETY NEEDS

Access control	Lockable door
Other	-

SPECIAL CONSIDERATIONS

Doorway clearance	4'-0" doorway clearance
-	-
-	-

7.3 Library/Instructional Media Center

7.3.1 Space Program Summary

3.0 LIBRARY/MEDIA CENTER	6 TEAMS					9 TEAMS				
Ref. # — Name/Function	Qty.	Each	Required	Optional	TOTAL	Qty.	Each	Required	Optional	TOTAL
3.01 Main Reading, Ref., Stacks & Circ.	1	4,000	4,000		4,000	1	4,500	4,500		4,500
3.02 Librarian's Office	1	150	150		150	1	150	150		150
3.03 Workroom	1	350	350		350	1	400	400		400
3.04 Equipment and Non-Print Storage	1	200	200		200	1	250	250		250
3.05 Media Storage Area	1	100	100		100	1	100	100		100
3.06 Small Group Room	1	200		200	200	2	200		400	400
3.07 Technology Coordinator	1	200	200		200	1	200	200		200
3.08 Communications Room	1	200	200		200	1	200	200		200
Sub-total	0	T.S.	5,200	200	5,400	0	T.S.	5,800	400	6,200

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, listening 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
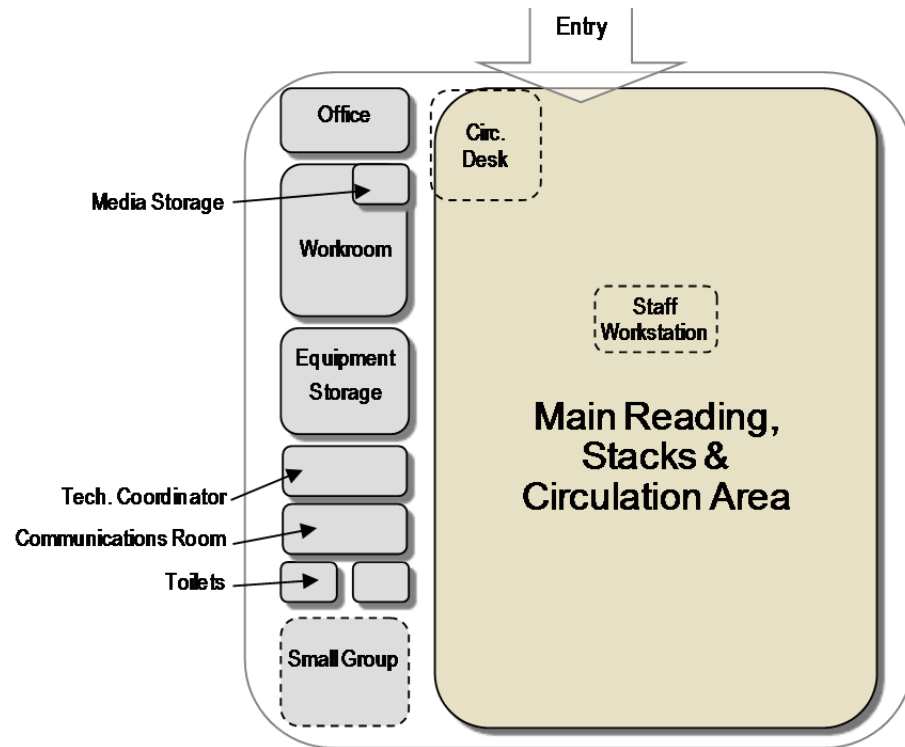
NOTES:

The Small Group/Conference requires access both from within the Library and from other areas of the building. This space is intended to be available for use by Administration, Student & Related Services and teachers in addition to its support of the Library functions.

The Technology Coordinator requires access to all areas of the facility, including the Communications room and Library. An acceptable alternate location for the Technology Coordinator Office is adjacent to a Computer/Projects Lab.

Refer to the overall building adjacency diagram (Section 4.3.3) for suggested locations of these program spaces within the context of the entire facility.

"Optional" program areas are indicated with dashed perimeters.

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

7.3.4 Individual Space Attributes

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

Area/Department:	LIBRARY/INSTRUCTIONAL MEDIA CENTER			
Occupants:	Students: 125	Faculty/Staff: 2-4	Other:	
	Special Needs educator(s) and Volunteer(s) as necessary			

ACTIVITIES & SPACE USAGE

Educational	To provide for the production, storage and use of materials supplementary to the instructional program, including all areas of the library service plus classroom and supplementary materials.
	To house all of the school's media collection including 20,000 items of fiction, nonfiction, and reference materials, periodicals and newspapers as well as non-print materials.
	Able to accommodate 2 classes of students plus individuals/small groups on passes.
	Activities include: (some activities could be accommodated in the Multi-purpose room)
	Individual and small group research and projects
	Use of computers for catalog search, Internet search skills, e-media access
	Instruction in the use of information gathering and use of resources
	Recreational and open reading; cozy student gathering places with furniture
	Class group projects, team group projects
	Spelling bee, reward auctions & other large group activities
	Computers for parents to view their children's lessons
	21st Century (after hours); Title 1; Summer school programs
Community	Community use & meetings (large & small) after-school hours

SPATIAL RELATIONSHIPS

Adjacent: Direct	Library support spaces. Visibility from Librarian's Office & Workroom
Nearby: Indirect	Easy access from building entry & from each classroom cluster
Distant: Separated	High noise areas: performing arts, cafeteria, PE

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

Fixed Casework	Circulation desk & staff station (for 2 staff); Fixed book shelves at room perimeter as needed
	NOTE: maximize use of moveable furniture & casework for flexibility of room arrangements
Furniture (Movable)	Library seating and study tables for 80-100, additional seating (stacking chairs) for 30-50
	Shelving for collection, reference materials, storage and display (approx. 20,000 volumes)
	Book stack shelving, 4 shelves high, display surface on top
	10-12 Computer workstation tables/chairs
	1 staff workstation on reading room floor
Fixtures & Equipment	Locking display cabinets for displays, exhibits and student work.
	Marker & Tack Boards (fixed & movable), Projection Screens (fixed & movable)
	Copier for student use (behind circulation desk, controlled by staff)
	Book-drop from corridor with catch bin at/near circulation desk

FINISHES

Floor	Carpet, stain resistive. Provide carpet runs under book stacks.
	Consider a raised floor system for flexibility and possible displacement ventilation.
Ceiling	Sound absorptive. Ceiling grid to support hanging displays.
Walls	-

Ref. #: **3.01 MAIN READING, STACKS, CIRCULATION**   *(continued)*

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 & other technology. Separate circuit for A/V equipment. Additional floor outlets for computer terminals, built-in surge protection. Two 20-Amp outlets, widely separated, for custodial use.
Lighting	Natural light + direct/indirect pendant fixtures and task lighting; Uniform light at student desks, additional light on presentation wall, boards & displays, variable light level control for various activities. Emergency lighting required.
HVAC	Natural + mechanical ventilation, individual temperature control
Plumbing	Access to drinking fountain.
Acoustical	Per ANSI/ASA recommendations, currently 45 dBA max. unoccupied background noise. Sound reduction necessary throughout. Allow for simultaneous use by large & small groups & individual users.
Special Utilities/Services	-
Other Considerations	*Consider displacement and/or natural ventilation in reading/study area.*

WINDOWS & VISION PANELS

		Operable? (Y/N)	Shades? (Y/N)
Exterior	Provide natural light and views; *balance need for natural ventilation w/ security needs.*	*Y(desired, not required)*	Y
Interior	Visibility from staff areas to reading room	N	Y
Other Considerations	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	Motion-detection security system
-	-
-	-

SPECIAL CONSIDERATIONS

Power/Data Access	Locate outlets for easy access – promote flexibility of relocation/reorganization
-	-
-	-

Ref. #: **3.02**   # LIBRARY 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 librarian and staff: Ordering, planning, receiving, previewing of all media- Planning for instruction and scheduling with staff Meeting with visitors, product representatives & vendors, parents, teachers, students Coordination of after-hours use of Library facilities Store librarian's files, resource materials & reference books
Community	-

SPATIAL RELATIONSHIPS

Adjacent: Direct	Direct access & visibility to Library reading room, circulation desk
Nearby: Indirect	Library workroom, Equipment/Non-Print Storage room, conference room
Distant: Separated	High noise areas: performing arts, cafeteria, PE

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

Fixed Casework	NOTE: maximize use of moveable furniture & casework
Furniture (Movable)	Lockable file cabinets, small safe for money & keys, desk/computer workstation, lockable wardrobe cabinet, open bookshelves, and wall cabinets above workstation. Side chair.
Fixtures & Equipment	Tack board, marker board

FINISHES

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

Ref. #: **3.02 LIBRARY OFFICE**   *(continued)*

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

Electrical	Power outlets 6′ on center minimum Additional outlet at workstation
Lighting	Task lighting + energy-efficient fixtures, 70-85 foot-candles at work surfaces, daylight (borrowed ok).
HVAC	Supply/return air, zoned temp control, natural ventilation preferred.
Plumbing	-
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	Desirable, not required	Y	Y
Interior	Vision panel at strike-jamb of door, for easy supervision of main reading room from desk	N	Y
Other Considerations	-	-	-

CONTROL & SAFETY NEEDS

Access Control	Doors lockable, vision panel and/or sidelite.
-	-
-	-
-	-

SPECIAL CONSIDERATIONS

-	-
-	-
-	-

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

Area/Department:	LIBRARY/INSTRUCTIONAL MEDIA CENTER		
Occupants:	Students: -	Faculty/Staff: 4	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
	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	Visual connection to Library main reading room for supervision
	Library main reading room, circulation desk; 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	NOTE: maximize use of moveable furniture & casework
	Large perimeter counter area work space, 20 lineal ft., with intermittent knee space
	Open wall shelving above work counters
	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
Fixtures & Equipment	Tack board, marker board
	Paper towel & soap dispensers at sink

FINISHES

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

Ref. #: **3.03 LIBRARY WORKROOM**   *(continued)*

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 & other technology. Additional outlets at workstations GFCI outlet at sink, mounted above counter height GFCI floor outlet, water resistive cover, centered in room
Lighting	Task lighting + energy-efficient fixtures, 70-85 foot-candles at work surfaces, daylight preferred.
HVAC	Supply/return air, zoned 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	N	Y
Other Considerations	-	-	-

CONTROL & SAFETY NEEDS

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

SPECIAL CONSIDERATIONS

Floor space	Open floor space for rolling carts
Floor outlet	Coordinate work table & floor outlet location for access to floor outlet.
-	-
-	-

Ref. #: **3.04**   # EQUIPMENT & NON-PRINT STOR.

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

ACTIVITIES & SPACE USAGE

Educational	-
Admin/Operational	Storage & retrieval of library equipment, A/V equipment, and materials Testing and minor repairs of materials & equipment Docking/Recharging of Laptop Carts NOTE: The need for program sq. ft. for this space is reduced with permanent classroom installation of equipment.
Community	-

SPATIAL RELATIONSHIPS

Adjacent: Direct	Easy access to hallway. Needs to be big enough to be easily accessed. Library Workroom
Nearby: Indirect	General Classrooms Library Reading Room (control by IMC staff); general circulation desk
Distant: Separated	-

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

Fixed Casework	Upper cabinets with room for cans underneath
Furniture (Movable)	Heavy duty shelving units 12″ to 18″ deep, with adjustable height shelves Open shelving units 12″ deep, w/ adjustable height shelves, for AV kits & periodicals Lockable lateral file cabinets
Fixtures & Equipment	Docking/recharging area for laptop carts Large tall monitors on carts with shelf under Small carts with AV equipment Overhead projector (stored for check-out)

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.

Ref. #: **3.04 EQUIPMENT & NON-PRINT STORAGE**   *(continued)*

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

Electrical	Power outlets, per code
	Power supply for docking/recharging laptop carts
Lighting	Energy-efficient fixtures.
HVAC	Air intake/exhaust, zoned control with reading room
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

Access	Easy access for equipment
-	-
-	-

Ref. #: **3.05** # MEDIA STORAGE AREA

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

ACTIVITIES & SPACE USAGE

Educational	-
Admin/Operational	Storage of electronic media Limited storage of periodicals Digital media catalog database
Community	-

SPATIAL RELATIONSHIPS

Adjacent: Direct	Library Circulation Desk
Nearby: Indirect	Library Workroom
Distant: Separated	-

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

Fixed Casework	-
Furniture (Movable)	Open shelving units 12″ deep, with adjustable height shelves Lockable lateral file cabinets
Fixtures & Equipment	-

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.

Ref. #: **3.05 MEDIA STORAGE AREA**   *(continued)*

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

Electrical	Power outlets, per code
	Power supply for distribution/database equipment
Lighting	Energy-efficient fixtures.
HVAC	Air intake/exhaust, zoned control with reading room
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

-	-
-	-
-	-

Ref. #: **3.06**   # SMALL GROUP ROOM

Area/Department:	LIBRARY/INSTRUCTIONAL MEDIA CENTER				
Occupants:	Students:	8-12	Faculty/Staff:	8-12	Other: -
	Special Needs educator(s) and Volunteer(s) as necessary				

ACTIVITIES & SPACE USAGE

Educational	Example of efficient, collaborative, professional environment Student team-work/ study groups
Admin/Operational	Space for small groups to work as a team on projects, have discussions, conferences, etc. Team meetings/planning/collaboration Parent conferences Small group teacher training activities Video conferencing capability
Community	-

SPATIAL RELATIONSHIPS

Adjacent: Direct	Adjacent or near but acoustically isolated from Library reading room
Nearby: Indirect	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 moveable furniture & casework
Furniture (Movable)	1 modular conference/activity table for 6-8, made up of movable components 8 chairs
Fixtures & Equipment	Tack board Marker board Retractable projection screen

FINISHES

Floor	Carpet or resilient
Ceiling	Sound absorptive
Walls	Include feature color on one wall
Other Considerations	9'-0" min recommended ceiling height

Ref. #: **3.06 SMALL GROUP ROOM**   *(continued)*

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

Electrical	Power outlets 6' on center minimum
	GFCI floor outlet, water resistive cover, centered in room
Lighting	Direct/indirect pendant fixtures, Uniform light at conference table, additional light on presentation wall, variable light level control for various activities
HVAC	Quiet; supply/return air, zoned control with reading room
Plumbing	-
Acoustical	Per ANSI/ASA recommendations, currently 45 dBA max. unoccupied background noise, wall STC 45 min.
	Good acoustical separation from Library Reading/Stacks/Circulation
Special Utilities/Services	-
Other Considerations	-

WINDOWS & VISION PANELS

		Operable? (Y/N)	Shades? (Y/N)
Exterior	Natural light & ventilation preferred, not required	Y	Y
Interior	Large sidelite at strike-jamb of corridor door, for passive monitoring of student user groups by library staff	N	Y
Other Considerations	-	-	-

CONTROL & SAFETY NEEDS

Visibility	Visibility from circulation desk
Access Control	Corridor doors lockable from both sides
-	-
-	-

SPECIAL CONSIDERATIONS

-	-
-	-
-	-

Ref. #: **3.07** # TECHNOLOGY COORDINATOR

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: 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
Community	-

SPATIAL RELATIONSHIPS

Adjacent: Direct	Direct access to at least one of the school's computer labs
Nearby: Indirect	Library, computer labs, central to school building
Distant: Separated	-

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

Fixed Casework	NOTE: maximize use of moveable furniture & casework
Furniture (Movable)	Lockable file cabinets, 2 desk/computer workstations, lockable wardrobe cabinet, open bookshelves, and wall cabinets above workstations Large work tables
Fixtures & Equipment	Tack board, marker board

FINISHES

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

Ref. #: **3.07 TECHNOLOGY COORDINATOR** *(continued)*

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

Electrical	Power outlets 6' on center minimum
	Additional outlet at workstation
Lighting	Energy-efficient fixtures, 60-85 foot-candles at work surfaces.
HVAC	Supply/return air
Plumbing	-
Acoustical	-
Special Utilities/Services	-
Other Considerations	-

WINDOWS & VISION PANELS

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

CONTROL & SAFETY NEEDS

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

SPECIAL CONSIDERATIONS

Imaging Hard Drives	Ability to set up multiple computers for simultaneous maintenance and imaging of hard drives
-	-
-	-

Ref. #: **3.08**   # COMMUNICATIONS ROOM

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

ACTIVITIES & SPACE USAGE

Educational	-
Admin/Operational	Main Distribution Frame – network servers for instructional, administrative & operational technologies Head end for media (possibly cable TV, fiber optic cable and copper, CCTV, etc)
Community	-

SPATIAL RELATIONSHIPS

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

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 & manuals
Furniture (Movable)	Server racks Workstation with desk, for monitoring equipment
Fixtures & Equipment	Servers and monitoring to be coordinated with ASD Maintenance and Technology Departments Servers, routers, monitoring equipment, patch panels, data distribution panels. Etc. Uninterruptable power supply (UPS) Servers for security cameras/CCTV system CCTV system's DVR recorder may be mounted on rack in this space Security panel Intercom head end

FINISHES

Floor	Resilient
Ceiling	Sound absorptive
Walls	Fire retardant treated paint on plywood one wall (for mounting distribution panels)
Other Considerations	-

Ref. #: **3.08 COMMUNICATIONS ROOM**   *(continued)*

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

Electrical	Power outlets
	Additional outlets at server rack and workstation
Lighting	Energy-efficient fixtures + task lighting.
HVAC	Supply/return air, individual temp control for heat-generating equipment, humidity control.
	(Air conditioning desirable in this space.)
Plumbing	-
Acoustical	-
Special Utilities/Services	-
Other Considerations	-

WINDOWS & VISION PANELS

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

CONTROL & SAFETY NEEDS

Access Control	Doors lockable with security alarm
-	-
-	-
-	-

SPECIAL CONSIDERATIONS

-	-
-	-
-	-

7.4   Visual Arts

7.4.1 Space Program Summary

4.0 VISUAL ARTS		6 TEAMS				9 TEAMS				
Ref. #	Name/Function	Qty.	Each	Required	Optional	TOTAL	Qty.	Each	Required	Optional	TOTAL
4.01	General Art Classroom	1	1,200	1,200		1,200	1	1,200	1,200		1,200
4.02	3-D Art Alcove	1	400		400	400	1	400	400		400
4.03	Storage/Workroom	1	150	150		150	1	150	150		150
4.04	Kiln Room	1	150	150		150	1	150	150		150
	Sub-total	1	T.S.	1,500	400	1,900	1	T.S.	1,900	0	1,900

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 will include two-dimensional and three-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 in less specific ways, i.e. as a lifelong hobby, as consumers, as supporters of art education, museums, galleries and exhibitions.

Other goals of the arts program are to ensure that students will:

−   develop positive attitudes toward the role of the visual arts in various cultures and times;

−   increase perceptual awareness of the environment;

−   provide art experiences that enable the students to make educated choices in art electives at the senior high school level;

−   reinforce and expand previously learned skills and concepts.

The Art Classroom 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 associate with clay and other sculptural processes. This space should be fully visible and able to be supervised from the art classroom. 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. Provide 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. Provide 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 the art instruction area. The design of the art space must safely and efficiently accommodate a variety of different activities while allowing for teacher supervision. 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
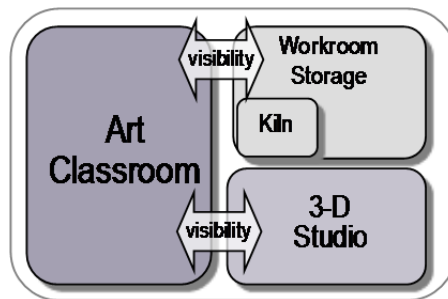
NOTES:

Refer to the overall building adjacency diagram (Section 4.3.3) for suggested locations of these program spaces within the context of the entire facility.

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

7.4.4 Individual Space Attributes

Ref. #: 4.01   GENERAL ART CLASSROOM

Area/Department:	VISUAL ARTS				
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	2-D: drawing, painting, art history, viewing slides, reading and writing, matting and framing, print making, cooperative work group
	3-D: construction, pre/post firing, jewelry (except wheel-throwing)
	Lectures, demonstrations, presentations, discussions
	Whole group, small group and individual work (writing, listening, research, projects, etc.)
	Hands-on art projects
	Oral & written testing
Admin/Operational	-
Community	Possible community use after hours

SPATIAL RELATIONSHIPS

Adjacent: Direct	3-D Art Area, storage rooms, kiln room, teacher office/workroom
Nearby: Indirect	Student Collaboration Area (commons), computer labs, display cases
	Exit & outdoor art areas, deliveries
Distant: Separated	-

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

Fixed Casework	Base & Wall cabinets at one wall, vision panel doors, lockable
	Display cases, lockable
	NOTE: maximize use of moveable furniture & casework
Furniture (Movable)	16 Movable student work tables
	32 adjustable height student stools
	1 Teacher demonstration table & stool
	1 Tall Storage Unit, lockable (wardrobe, teacher items, books, supplies, etc)
	Computer workstation tables/chairs
	Open drying racks for 2-D artwork
	32 collapsible easels
	Open storage shelves for storage of in-progress student work
Fixtures & Equipment	Sliding Double Marker board, Tack surface (maximize display space)
	Retractable projection screen
	Soap & paper towel dispensers at all sinks

FINISHES

Floor	Durable floor surface – (sealed or painted concrete)
Ceiling	Exposed, painted white; Ceiling grid to support hanging displays.
Walls	-
Other Considerations	9′-0″ min ceiling height (10′-0″ preferred)

Ref. #: **4.01 GENERAL ART CLASSROOM**   *(continued)*

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 teacher table & presentation 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, 50-75 foot-candles at work surfaces, Uniform light at student tables, additional light on presentation wall, boards & displays, variable light level control for various activities, Track spot-lighting.
HVAC	Include natural ventilation, individual room control.
	Room is negatively pressurized to control spreading of smells to other areas of building.
Plumbing	4 Utility sinks, hot & cold water, swivel faucets, clay/plaster drain traps
	1 "Rinse-away sink" large, deep double sink primarily for clean-up
	1 floor drain, include trap
Acoustical	Per ANSI/ASA recommendations, currently 60 dBA max. unoccupied background noise
Special Utilities/Services	Exhaust – see HVAC above

WINDOWS & VISION PANELS

		Operable? (Y/N)	Shades? (Y/N)
Exterior	Abundant access to natural light and ventilation *Egress window (if on ground level)*	Y	Y
Interior	Sidelite at strike-jamb of corridor doors	N	Y
Interior	Consider additional vision panels for visibility to art activities from circulation corridor	N	Y
Other Considerations	Visibility through studios and from office	N	N

CONTROL & SAFETY NEEDS

Visibility	Visibility of entire room without "blind" areas.
Interior Access	Multiple exit doors 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 power at kilns
Safety Equipment	Safety station with fire-extinguisher, fire blankets & first-aid supplies
	Wall-mounted Goggle station (needs access to electrical outlet)
Disaster kits	Space for storage of emergency disaster kits in room
Other	-

SPECIAL CONSIDERATIONS

Accessibility	Provide tables/chairs accessible for ADA students.
Student Storage	Include space/hooks for student coats/bags away from activity tables.

Ref. #: **4.02**   **3-D ART ALCOVE**

Area/Department:	VISUAL ARTS				
Occupants:	Students:	16 max.	Faculty/Staff:	1 - 2	Other: -
	Special Needs educator(s) and Volunteer(s) as necessary				

ACTIVITIES & SPACE USAGE

Educational	Students learn art processes including conceptualizing, design & fabrication
	Increase perceptual awareness of the environment, develop positive attitudes toward the role of visual arts in various cultures and times
	This space is intended to support the art curriculum by providing space for messy processes that is separated from the General Art Classroom. It is not intended as a full teaching station.
	Small group and individual work
	Hands-on 3-D projects, Visual art, modeling, clay processes, pottery, wheel-throwing, glazing, etc.
Admin/Operational	-
Community	-

SPATIAL RELATIONSHIPS

Adjacent: Direct	Access to 2-D Art Studio, storage rooms, kiln room, teacher office/workroom
Nearby: Indirect	Exit & outdoor art areas, deliveries
Distant: Separated	-

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

Fixed Casework	Base cabinets at one wall, vision panel doors, lockable, for storing clay tools & supplies
	Heavy-duty open shelving above base cabinets
	NOTE: maximize use of moveable furniture & casework
Furniture (Movable)	4 Movable student work tables
	12 adjustable height student stools
	Computer workstation tables/chairs
	Open drying racks for 3-D artwork
	Open storage shelves for storage of in-progress student work
Fixtures & Equipment	Marker board, Tack surface
	1 clay slab roller
	8 clay wheel throwing stations
	Soap & paper towel dispensers at all sinks

FINISHES

Floor	Durable floor surface – (sealed or painted concrete)
Ceiling	Exposed, painted white
Walls	-
Other Considerations	9'-0" min ceiling height (10'-0" preferred)

Ref. #: **4.02 3-D ART ALCOVE**   *(continued)*

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 each wheel station (+/- 8)
Lighting	Natural light + energy-efficient downlight fixtures, Uniform light at work surfaces.
HVAC	Include natural ventilation, individual room control. Room is negatively pressurized to control spreading of smells to other areas of building.
Plumbing	Utility sinks, hot & cold water, swivel faucets, clay/plaster drain traps 1 "Rinse-away sink" large, deep double sink primarily for clean-up, floor drain(s), include trap(s)
Acoustical	-
Other Considerations	Dust control/removal system, ability to "wash-down" entire room

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 corridor doors	N	Y
Interior	Consider additional vision panels for visibility to art activities from circulation corridor	N	Y
Other Considerations	Full visibility through studios and from office	N	N

CONTROL & SAFETY NEEDS

Visibility	Visibility of entire room without "blind" areas.
Interior Access	2 exit doors 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 power at kilns
Safety Equipment	Safety station with fire-extinguisher, fire blankets & first-aid supplies Wall-mounted Goggle station (needs access to electrical outlet)
Other	-

SPECIAL CONSIDERATIONS

Accessibility	Provide tables/chairs accessible for ADA students
Student Storage	Include space/hooks for student coats/bags away from activity tables
Other	-

Ref. #: **4.03** # STORAGE / WORKROOM

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

ACTIVITIES & SPACE USAGE

Educational	Example of efficient, collaborative, professional environment.
Admin/Operational	To provide space for teachers to work and prepare materials for class, carry out their administrative duties, lock up personal items Media production, copying, printing Grading/assessment File storage (semester & daily-use files) Art resource materials & reference books
Community	-

SPATIAL RELATIONSHIPS

Adjacent: Direct	Art classrooms
Nearby: Indirect	Kiln room, computer labs, performing arts
Distant: Separated	-

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

Fixed Casework	Open wall shelving Base & wall cabinets for instructional materials & resources NOTE: maximize use of moveable furniture & casework
Furniture (Movable)	Workstation Adjustable task chair 1 Activity/Conference Table 1 tall Wardrobe Unit , lockable Lockable file cabinets Side chair
Fixtures & Equipment	Tack board

FINISHES

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

Ref. #: **4.03 STORAGE / WORKROOM** *(continued)*

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

Electrical	Power outlets 6′ on center minimum
	Additional outlet at workstation
Lighting	Task lighting + energy-efficient fixtures, 70-85 foot-candles at work surfaces, 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	-	-	-
Interior	Vision panel at strike-jamb of door, for easy supervision of 2-D & 3-D Art rooms	N	Y
Other Considerations	-	-	-

CONTROL & SAFETY NEEDS

Access Control	Doors lockable, vision panel and/or sidelite.
-	-
-	-
-	-

SPECIAL CONSIDERATIONS

-	-
-	-
-	-
-	-

Ref. #: **4.04**   # KILN ROOM

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

ACTIVITIES & SPACE USAGE

Educational	For the drying and firing of clay artwork For storage and mixing of clay
Admin/Operational	-
Community	-

SPATIAL RELATIONSHIPS

Adjacent: Direct	Art classrooms, exterior
Nearby: Indirect	Art Office, loading/deliveries
Distant: Separated	-

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

Fixed Casework	-
Furniture (Movable)	Heavy duty shelving units 12″ to 18″ deep, with adjustable height shelves for greenware drying. Lockable bin for clay storage Rolling carts for moving greenware
Fixtures & Equipment	Clay mixer Clay reclamation bin 2 electric kilns

FINISHES

Floor	Utility floor surface (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.

Ref. #: **4.04 KILN ROOM**   *(continued)*

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

Electrical	Power outlets, per code
	220V outlets or as required by kiln equipment
Lighting	Energy-efficient fixtures.
HVAC	Air intake/exhaust, zoned control with art rooms
	Room should be negatively pressurized to control spreading of dust/odors to other areas.
Plumbing	Utility sink with clay trap at drain
	Floor drain with clay trap
Acoustical	-
Special Utilities/Services	Gas-fired kilns are not recommended for safety reasons.
	Provide dust collection system at clay mixer.
Exhaust	Exhaust for kiln equipment per manufacturer recommendations (min.)

WINDOWS & VISION PANELS

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

CONTROL & SAFETY NEEDS

Access Control	Lockable door to exterior
	Interior door lockable from outside room
Emergency Shut-Off	Button-activated shut-off controls for power at 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

-	Exterior door clearance for removal/replacement of kiln equipment.
-	-
-	-

7.5 Performing Arts

7.5.1 Space Program Summary

5.0 PERFORMING ARTS			6 TEAMS			9 TEAMS			
Ref. #	Name/Function	Qty.	Each	Required Optional	TOTAL	Qty.	Each	Required Optional	TOTAL
5.01	Band / Music Room	1	2,000	1,800 200	2,000	1	2,000	2,000	2,000
5.02	Multi-Purpose Music Room	2	1,000	1,000 1,000	2,000	2	1,000	2,000	2,000
5.03	Performance Platform (stage/music)	1	1,600	1,600	1,600	1	1,600	1,600	1,600
5.04	Practice Rooms	3	80	240	240	4	80	320	320
5.05	Music Office/Workroom/Library	1	250	250	250	1	300	300	300
5.06	Instrument Storage	1	250	250	250	1	250	250	250
5.07	Platform Control Room	1	80	80	80	1	80	80	80
5.08	Dressing Rooms	2	100	200	200	2	100	- 200	200
5.09	Platform Storage	1	120	120	120	1	120	120	120
-	Platform Restroom	1	60	60	-	1	60	-	-
	Sub-total	3	T.S.	3,540 3,200	6,740	4	T.S.	6,670 200	6,870

7.5.2 General Requirements

Music and drama are essential 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 goals of the music program are to ensure that students will:

– be able to identify periods of music history and representative forms and composers;

– know and be able to use the basic fundamentals of music theory;

– be able to evolve a creative idea into a musical form.

The goals of the band and orchestra programs are to ensure that students will:

– be able to develop basic playing skills on an instrument, including tone production, technical facility, rhythm accuracy and intonation;

– become acquainted with a variety of musical styles;

– have respect for personal property;

– begin to develop an understanding of the language of music;

– develop the ability to critically analyze his/her own efforts.

The goals of the chorus program are to ensure that students will:

– be able to sing a part in a vocal arrangement;

- know the physical characteristics, timbres, range, registers, textural and dynamic possibilities of his/her own voice and its application to the music;

- know the application of the proper rehearsal techniques;

- know conventions of appropriate performance practice and behavior and the personal satisfaction resulting from participation in a musical performance;

- recognize his/her worth as an individual and vital member of the group.

The goals of the drama program are to ensure that students will:

- be able to use the body and voice to express character (act/role play);

- develop sensory awareness and personal creativity;

- be able use role play to place self in other contexts—walk in others' shoes;

- develop an appreciation of the theatre and evaluate the success of dramatic expressions both in class and in formal performance;

- be able to join with and respond to others in group dramatic activities.

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.

Provide 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 Multipurpose Platform supports the music, art and performing arts (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.

7.5.3 Recommended Adjacencies
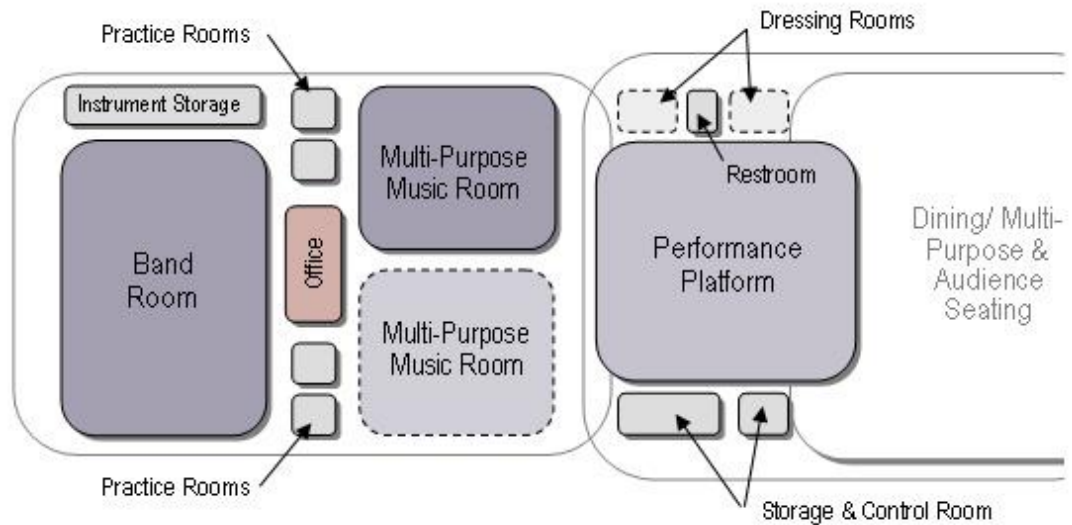
NOTES:

Refer to the overall building adjacency diagram (Section 4.3.3) for suggested locations of these program spaces within the context of the entire facility.

"Optional" program areas are indicated with dashed perimeters.

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

Middle school student drawing

7.5.4 **Individual Space Attributes**

Ref. #: **5.01** **BAND / MUSIC ROOM**

Area/Department:	PERFORMING ARTS				
Occupants:	Students:	50-80	Faculty/Staff:	1 - 2	Other: -
	Special Needs educator(s) and Volunteer(s) as necessary				

ACTIVITIES & SPACE USAGE

Educational	Learning and practice area for a comprehensive, multi-leveled band program (marching, symphonic, concert and jazz).
	Large group, small group & individual practice
	Reading written music
	Rhythm and movement
	Music history and theory
	Listening skills
	Following and interpreting musical direction
	Experience in instrumental music performance
	Teamwork
	Recording
	Care of instruments
	Can serve as green room for performance platform
Admin/Operational	-
Community	-

SPATIAL RELATIONSHIPS

Adjacent: Direct	Instrument Storage
Nearby: Indirect	Restrooms, Practice Rooms, other Music Rooms, Multi-Purpose Room, Performance Platform
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	-
Furniture (Movable)	Podium
	Cubbies for music should accommodate both vocal and instrumental sheet music and binders, currently 11″ x 14″.
Fixtures & Equipment	Retractable projection screen
	Sound system
	4′ x 10′ marker board
	Tack board

FINISHES

Floor	Carpet, stain resistive.
Ceiling	Sound absorptive
Walls	Acoustical panels as necessary to pitch room
Other Considerations	12′ – 16′ recommended ceiling height, acoustically balanced

Ref. #: **5.01 BAND / MUSIC ROOM**   *(continued)*

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 & other technology. GFCI floor outlets, 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	Natural + mechanical ventilation, individual temperature control.
Plumbing	Hot & cold water sink with
Acoustical	"Live" acoustical space, separation from adjacent spaces Acoustical design must comply with OSHA requirements for sound attenuation in music rooms, currently 85 dBA TWA.
Special Utilities/Services	-
Other Considerations	-

WINDOWS & VISION PANELS

		Operable? (Y/N)	Shades? (Y/N)
Exterior	Access to natural light and ventilation	Y	Y
Interior	Visibility to practice rooms & Office	N	Y
Other Considerations	-	-	-

CONTROL & SAFETY NEEDS

Visibility	Visibility of entire room without "blind" areas.
Access Control	Double doors 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	Preference to be verified during design process
-	-
-	-
-	-

Ref. #: **5.02**   **MULTIPURPOSE MUSIC ROOM**

Area/Department:	PERFORMING ARTS		
Occupants:	Students: 20-50	Faculty/Staff: 1 - 2	Other: -
	Special Needs educator(s) and Volunteer(s) as necessary		
Note:	Performance rehearsals may have as many as 100 students – use Performance Platform		

ACTIVITIES & SPACE USAGE

Educational	Learning and practice area for string and full orchestra
	Alternative learning & practice area for Chorus (also uses Performance Platform)
	Vocal music activities including choirs, solo, sectionals, Music history, technique, reading instruction, performance skills
	Reading written music
	Rhythm, breathing and movement
	Music history and theory
	Listening skills
	Following and interpreting musical direction
	Practical experience in instrumental & vocal music performance
	Recording
	Care of instruments
	Teamwork
	Vocal tone development (chorus)
	Can serve as green room for Performance Platform
	In-room storage of orchestra instruments
Admin/Operational	-
Community	-

SPATIAL RELATIONSHIPS

Adjacent: Direct	Music Office/Workroom, Practice Rooms
Nearby: Indirect	Band Room, Multi-Purpose Room, Performance Platform/Music Room, 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	Instrument (orchestra) storage lockers in room (numbers, sizes and configuration of storage units to be determined during design)
Furniture (Movable)	Podium
	Sheet music cubbies
	Movable choral risers
Fixtures & Equipment	Retractable projection screen
	Sound system
	4′ x 10′ Marker board
	Tack board

FINISHES

Floor	Carpet, stain resistive
Ceiling	Sound absorptive
Walls	Acoustical panels as necessary to pitch room
Other Considerations	12′ – 16′ recommended ceiling height

Ref. #: **5.02 MULTIPURPOSE MUSIC ROOM**   *(continued)*

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 & other technology. GFCI 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. Zoned switching.
HVAC	Natural + mechanical ventilation, individual temperature control, humidity control for instruments
Plumbing	Hot & cold sink with
Acoustical	"Live" acoustical space, separation from adjacent spaces Acoustical design must comply with OSHA requirements for sound attenuation in music rooms, currently 85 dBA TWA
Special Utilities/Services	-
Other Considerations	-

WINDOWS & VISION PANELS

		Operable? (Y/N)	Shades? (Y/N)
Exterior	Access to natural light and ventilation	Y	Y
Interior	Visibility to practice rooms & Office	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

Risers vs. Flat Floor	Current preference is flat floor, to be verified during design phases
Doorway clearance	Double doors for movement of risers, piano & other equipment
-	-
-	-

PERFORMANCE PLATFORM (STAGE/MUSIC)

Ref. #: **5.03**

Area/Department:	PERFORMING ARTS				
Occupants:	Students:	1-100	Faculty/Staff:	1 - 2	Other: varies

ACTIVITIES & SPACE USAGE

Educational	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. Practical experience in performance and design of sets & props Group and individual performance Guest presentations, lectures, readings and performances Multimedia presentations Awards and other celebratory activities Student elections Talent Shows
Admin/Operational	-
Community	Community gatherings, celebrations, performances

SPATIAL RELATIONSHIPS

Adjacent: Direct	Multi-Purpose Room, Dressing Rooms, Storage, exterior access for deliveries of sets, equipment, etc.
Nearby: Indirect	Restrooms, Music Rooms, Music Office/Workroom
Distant: Separated	-

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

Fixed Casework	-
Furniture (Movable)	Podium Movable choral risers
Fixtures & Equipment	Retractable projection screen at proscenium opening Motorized stage curtain Ceiling grid to support hanging sets, lighting and equipment

FINISHES

Floor	Wood
Ceiling	Exposed, paint black
Walls	Paint – black, matte finish
Other Considerations	20' recommended ceiling height

Ref. #: **5.03 PERFORMANCE PLATFORM (STAGE / MUSIC)**   *(continued)*

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

Electrical	Power outlets 6' on center minimum
	GFCI floor outlets, durable, flush covers
	Separate circuit for A/V equipment
Lighting	Performance lighting grid with spot, flood, & specialty lighting. Individual & zoned switching & controls
HVAC	Natural + mechanical ventilation, individual temperature control
Plumbing	-
Acoustical	Acoustical design must comply with OSHA requirements for sound attenuation in music rooms, currently 85 dBA TWA
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	-	-	-
Other Considerations	-	-	-

CONTROL & SAFETY NEEDS

-	-
-	-
-	-
-	-

SPECIAL CONSIDERATIONS

ADA Access	Ramp access to platform level
Configuration	Thrust stage – to achieve multi-directional audience configuration (U-shaped preferred)
Instruments	Piano access to platform
-	-

Ref. #: **5.04**   # 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	Band, and/or Multi-Purpose Music Rooms
Nearby: Indirect	Teacher Office/Workroom
Distant: Separated	-

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

Fixed Casework	-
Furniture (Movable)	2 chairs 2 music stands Electronic keyboard stand
Fixtures & Equipment	-

FINISHES

Floor	Carpet
Ceiling	Sound absorptive
Walls	-
Other Considerations	-

Ref. #: **5.04 PRACTICE ROOMS**   *(continued)*

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	-
Plumbing	-
Acoustical	Acoustical separation from adjacent spaces
Special Utilities/Services	-
Other Considerations	-

WINDOWS & VISION PANELS

		Operable? (Y/N)	Shades? (Y/N)
Exterior	-	-	-
Interior	Visibility from music room and office	N	N
Other Considerations	-	-	-

CONTROL & SAFETY NEEDS

-	-
-	-
-	-
-	-

SPECIAL CONSIDERATIONS

Door	Acoustical seal at door and frame
-	-
-	-

Ref. #: **5.05**   MUSIC OFFICE/WORKRM/LIBRARY

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	Space for teachers to work as a team and/or individually to plan instruction, prepare materials for class, carry out their administrative duties, lock up personal items 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 tapes and multimedia recordings
Community	-

SPATIAL RELATIONSHIPS

Adjacent: Direct	Music classrooms - DIRECT VISIBILITY into classrooms
Nearby: Indirect	Performance Platform, storage
Distant: Separated	High noise areas: performing arts, cafeteria, PE

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

Fixed Casework	NOTE: maximize use of moveable furniture & casework Open wall shelving above work stations Base & wall cabinets for instructional materials & resources
Furniture (Movable)	4 workstations 4 adjustable task chairs 1 Activity/Conference Table 1 Tall Wardrobe Unit, lockable Lockable file cabinets
Fixtures & Equipment	Copier, printer, scanner Tack board

FINISHES

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

Ref. #: **5.05 MUSIC OFFICE / WORKROOM / LIBRARY**   *(continued)*

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

Electrical	Power outlets 6' on center minimum
	Additional outlets for each workstation
Lighting	Task lighting + energy-efficient fixtures, 70-85 foot-candles at work surfaces, daylight (borrowed ok).
HVAC	Supply/return air, zoned temp control; natural ventilation preferred.
Plumbing	Use sinks in adjacent music rooms
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 doors	N	Y
Other Considerations	Visibility to music rooms	N	Y

CONTROL & SAFETY NEEDS

Visibility	Visibility of entire room without "blind" areas
Access Control	Doors lockable, vision panel and/or sidelite.
-	-
-	-

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. #: **5.06** # INSTRUMENT STORAGE

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

ACTIVITIES & SPACE USAGE

Educational	-
Admin/Operational	Storage of Band & Orchestra instruments (storage lockers + open floor area for large instruments
Community	-

SPATIAL RELATIONSHIPS

Adjacent: Direct	Band Room (supervision) Multi-Purpose Music Room
Nearby: Indirect	Teacher Office/Workroom
Distant: Separated	-

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

Fixed Casework	-
Furniture (Movable)	Instrument storage cubbies sized for band instruments (numbers, sizes, configurations to be determined during design)
Fixtures & Equipment	-

FINISHES

Floor	Carpet, stain resistive.
Ceiling	Sound absorptive
Walls	-
Other Considerations	If floor finish changes at access door, include transition threshold for ease of rolling instruments.

Ref. #: **5.06 INSTRUMENT STORAGE** *(continued)*

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)
Exterior	-	-	-
Interior	Supervision from Band Room and/or Office	N	Y
Other Considerations	-	-	-

CONTROL & SAFETY NEEDS

Access Control	Lockable door
-	-
-	-
-	-

SPECIAL CONSIDERATIONS

-	-
-	-
-	-

Ref. #: **5.07** **PLATFORM CONTROL ROOM**

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

ACTIVITIES & SPACE USAGE

Educational	-
Admin/Operational	Storage of A/V equipment and controls for the Stage/Platform & Multi-purpose room
Community	-

SPATIAL RELATIONSHIPS

Adjacent: Direct	Multi-Purpose Room
Nearby: Indirect	Platform
Distant: Separated	-

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

Fixed Casework	-
Furniture (Movable)	Cart for equipment and controls
Fixtures & Equipment	-

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 carts.

Ref. #: **5.07 PLATFORM CONTROL ROOM**   *(continued)*

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

Electrical	Power outlets, per code
Lighting	Energy-efficient fixtures
HVAC	-
Plumbing	-
Acoustical	-
Special Utilities/Services	-
Other Considerations	-

WINDOWS & VISION PANELS

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

CONTROL & SAFETY NEEDS

Access Control	Lockable door
-	-
-	-
-	-

SPECIAL CONSIDERATIONS

-	-
-	-
-	-

Ref. #: **5.08**   # DRESSING ROOMS

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

ACTIVITIES & SPACE USAGE

Educational	Dressing/Make-up rooms for student programs and performances
Admin/Operational	-
Community	Dressing/Make-up rooms for community programs and performances

SPATIAL RELATIONSHIPS

Adjacent: Direct	Performance Platform/Music Room, Platform Storage
Nearby: Indirect	Restrooms Multi-Purpose Room
Distant: Separated	-

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

Fixed Casework	Vanity with sink & mirrors
Furniture (Movable)	Open shelving units 12″ deep above rolling costume hanger rack
Fixtures & Equipment	-

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 equipment.

Ref. #: **5.08 DRESSING ROOMS**   *(continued)*

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

Electrical	Power outlets, per code
	Power outlets mounted at vanity/make-up counter
Lighting	Energy-efficient tube fixtures
	Energy-efficient and incandescent make-up lights
HVAC	-
Plumbing	Sink at vanity counter
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

-	-
-	-
-	-

Ref. #: **5.09**   # PLATFORM STORAGE

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

ACTIVITIES & SPACE USAGE

Educational	-
Admin/Operational	Storage of sets/props, risers, audio/visual equipment, costumes
Community	-

SPATIAL RELATIONSHIPS

Adjacent: Direct	Performance Platform/Music Room
Nearby: Indirect	Multipurpose Room
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 12″ to 18″ deep, with adjustable height shelves, one wall Lockable cabinets for A/V equipment
Fixtures & Equipment	-

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.

Ref. #: **5.09 PLATFORM STORAGE**   *(continued)*

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

Electrical	Power outlets, per code
Lighting	Energy-efficient fixtures
HVAC	-
Plumbing	-
Acoustical	-
Special Utilities/Services	-
Other Considerations	-

WINDOWS & VISION PANELS

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

CONTROL & SAFETY NEEDS

Access Control	Lockable door
-	-
-	-
-	-

SPECIAL CONSIDERATIONS

Doorway clearance	Double doors with removable center mullion
-	-
-	-

7.6 Physical Education

7.6.1 Space Program Summary

6.0 PHYSICAL EDUCATION		6 TEAMS					9 TEAMS				
Ref. #	Name/Function	Qty.	Each	Required	Optional	TOTAL	Qty.	Each	Required	Optional	TOTAL
6.01	Gymnasium (counts as 2 T.S.)	1	11,500	9,000	2,500	11,500	1	11,500	11,500		11,500
6.02	Aerobics / Dance*	1	1,600		1,600	1,600	1	2,600	2,600		2,600
6.03	Fitness / Weight Room*	1	1,800	1,000	800	1,800	1	1,800	1,800		1,800
6.04	Classroom / Health	1	900		900	900	1	900	900		900
6.05	Indoor Track	1	4,000		4000	4,000	1	4,000	4,000		4,000
6.06	Locker Rooms	2	1,400	2,800		2,800	2	1,600	3,200		3,200
6.07	PE Offices	2	120	240		240	2	120	240		240
6.08	PE Staff Locker Rooms	2	80	160		160	2	80	160		160
6.09	Storage Rooms	2	350	700		700	2	350	700		700
6.10	Adaptive PE Support/Storage	1	120		120	120	1	120		120	120
6.11	Arctic Vestibule	1	400		400	400	1	400		400	400
6.12	Outdoor PE Storage	1	150	150		150	1	150	150		150
	Sub-total	6	T.S.	14,050	10,320	24,370	6	T.S.	25,250	520	25,770

7.6.2 General Requirements

Students learn the importance of being physically fit and how health and fitness relates 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

Physical education is an integral part of a middle school student's education. Through active participation as both an individual and a member of a team, the student will be assisted in the development of a good self-concept, values, attitudes, respect for self and others, responsibility for personal behavior, judgment, identity and self-development as part of the comprehensive program.

The physical education facility will also provide the opportunity for community involvement in a wide range of recreational activities.

Specific goals of the Physical Education Program include the following:

to help the middle school student develop physically, socially and emotionally

to provide full use of the facility to the community during the off school hours for recreational and educational activities

to provide a comprehensive physical education curriculum on a full-year basis for all sixth, seventh and eighth grade students

to provide an interscholastic program in conjunction with other district middle schools.

Health

Sixth graders in middle school learn health as an extension of an in conjunction with their science curriculum. The adopted curriculum, as with the elementary schools, is "The Great Body Shop".

The health program is designed to help students explore the human environment, including interpersonal relationships; personal decision making; understanding emotional and mental health; study of anatomical and physiological aspects of sexual development and behavior; drug use and abuse; being prepared in medical emergencies; nutrition and physical fitness; personal hygiene; care of teeth, with stress on preventive measures; smoking in relation to disease and personal environment; and human reproductive biology in relation to genetic and environmental birth defects.

Other goals of the health program are to ensure that students will:

be able to make personal decisions after exploring self-image, values, moral code, societal concerns, peer pressure and personal goals;

demonstrate an appropriate knowledge and background about body systems, health problems and care, prevention of health problems, health careers and first aid;

demonstrate an appropriate knowledge and background about the use of drugs [as well as abuse] in order to make wise decisions concerning its use;

express healthy attitudes and acceptance toward sexuality and sexual functioning with an appearance of relative ease when these topics are discusses;

acquire an awareness of persons or places where they can obtain help in areas related to mental and physical health.

Adaptive P.E

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

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. Provide 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-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 easy to access. Provide portable means of hauling and securing equipment, and include space for off-season equipment. Storage for large physical education and/or athletics equipment, such as wrestling mats, should be accommodated efficiently, using strategies such as high-density or ceiling-hung systems.

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 the lobby area with 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. Provide 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.

AFTER-SCHOOL SPORTS, Interscholastic programs and Intramurals

- Basketball
- Soccer
- Cross-Country Running
- Cross-Country Skiing
- Wrestling
- Track
- Volleyball
- Native Youth Olympics (use gym, mat room, multipurpose room)
- Hockey
- Softball
- Track & Field
- Tennis

7.6.3 Recommended Adjacencies

6-Team Model:
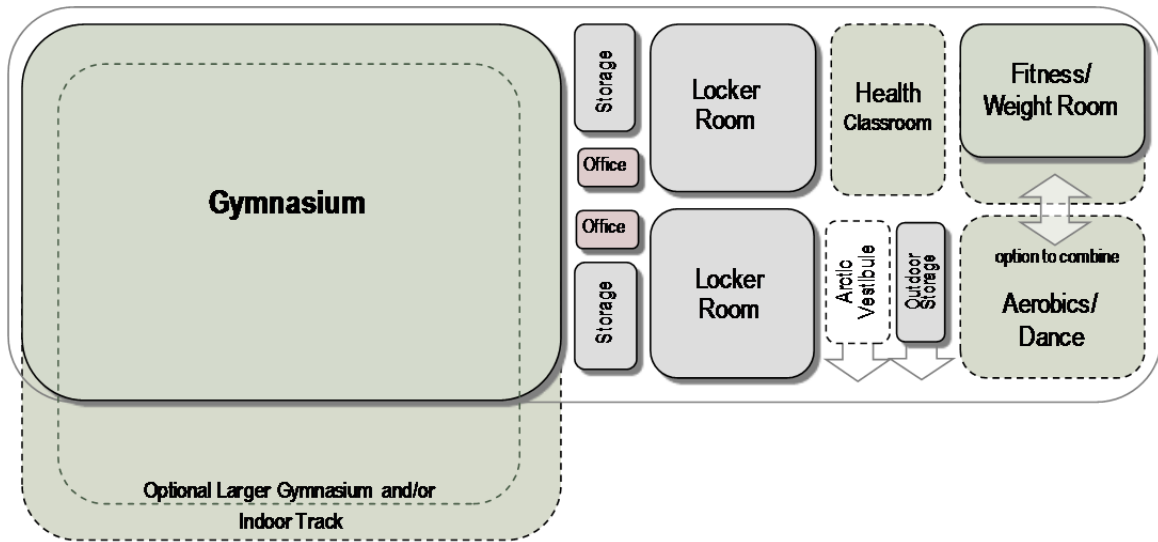
9-Team Model:
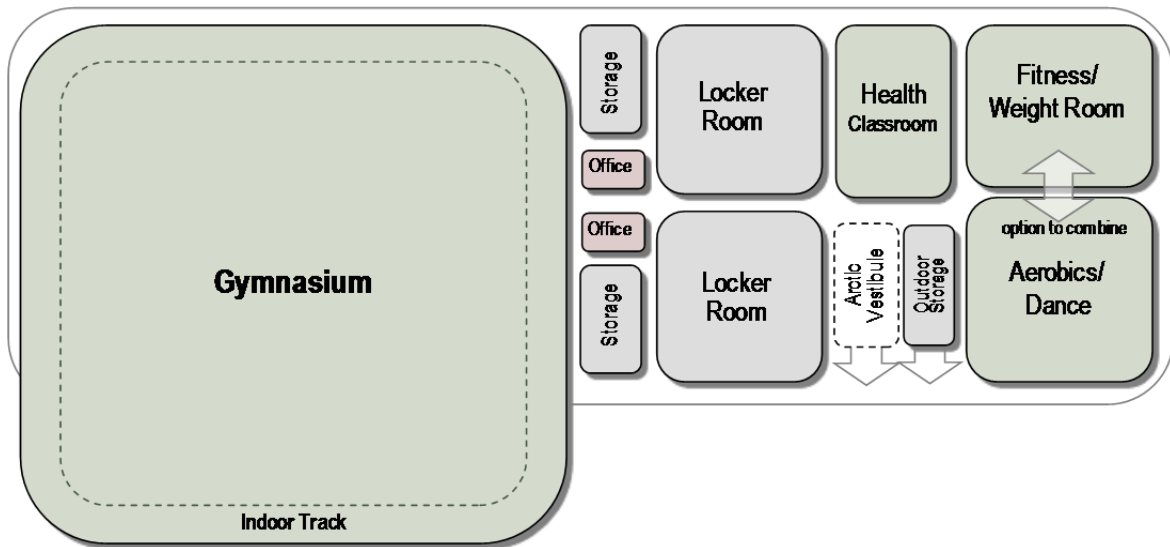
NOTES:

Refer to the overall building adjacency diagram (Section 4.3.3) for suggested locations of these program spaces within the context of the entire facility.

"Optional" program areas are indicated with dashed perimeters.

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

7.6.4 Individual Space Attributes

Ref. #: **6.01**   **GYMNASIUM**

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

ACTIVITIES & SPACE USAGE

Educational	Students practice and participate in exercise, sports activities, games, and physical fitness.
	All-school gatherings, assemblies, meetings, and presentations
	Physical education and fitness classes
	Interscholastic & intramural competition and activities
	Community programs, assemblies and meetings
	Non-PE activities during lunch periods
Admin/Operational	-
Community	Community use after school hours

SPATIAL RELATIONSHIPS

Adjacent: Direct	Locker rooms, OT/PT; PE Storage; PE Office; Outdoor P.E. teaching stations
	Adjacent to public entrance & event parking
Nearby: Indirect	Other PE teaching stations; Restrooms
Distant: Separated	-

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	Climbing ropes sufficiently distanced from the wall to allow swinging. Safety wall padding as required by code.
	Provide 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
	Provide volleyball standards and permanent in-floor mounted net post sleeves/floor plates for volleyball, gymnastics & badminton equipment.
	Adequate seating to accommodate entire student body, faculty & staff
	Permanent or foldaway bleachers with storage below
	Retractable curtains to divide space into 2 teaching stations as necessary
	Two 4′ x 6″ marker boards without rail, flush mounted. Bulletin board at main student entry to gym. Flags and banners

FINISHES

Floor	Athletic 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. Use "lock down" clips if lay-in ceiling. Sound attenuation
Walls	Include feature color for school spirit, acoustical wall panels as necessary. Hard surfaces to allow rebound of balls to height of 8′. Students must be able to move about safely: avoid wall projections of equipment
Other	Surfaces above head-height to be easily cleanable

Ref. #: **6.01 GYMNASIUM**   *(continued)*

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

Electrical	Power outlets per equipment layout & code
	Separate circuits for AV/computer equipment
	20-Amp outlet for custodial use
Lighting	Caged high intensity discharge downlights, with provision for lighting during warm up; variable light level control for various activities. Natural light, control glare. Provide emergency lighting (gym is used for emergency situations).
HVAC	Natural + mechanical ventilation, individual temperature control; quiet
Plumbing	2 recessed drinking fountains (1 ADA)
Acoustical	Minimum STC 50 at walls to adjacent interior functions
	Good acoustics to allow direction to be given to diverse activities without disrupting others
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 corridor doors	N	Y
Other Considerations	-	-	-

CONTROL & SAFETY NEEDS

Visibility	Visibility of entire space without "blind" areas
Access Control	Corridor doors lockable from both sides
	This area should be ale to be locked off or separated from the rest of the school for community use.
First Aid	First-Aid kit
--	-

SPECIAL CONSIDERATIONS

Protective screens, safety wires	Consider the need to prevent balls from getting caught on ceiling equipment, speakers, etc. Provide screens over all exit signs, intercom speakers, fire alarm apparatus, & other damageable equipment. Provide safety wire attachment to ceiling diffusers & any items not covered by screens.
Minimize projections	Equipment & devices on floor and walls should be flush mounted.
-	-

Ref. #: **6.02**   **AEROBICS/DANCE ROOM**

Area/Department:	PHYSICAL EDUCATION				
Occupants:	Students:	32 max.	Faculty/Staff:	1 - 2	Other:	-
	Special Needs educator(s) and Volunteer(s) as necessary				

ACTIVITIES & SPACE USAGE

Educational	Practicing and performing gymnastics, dance, and aerobics
	Cardio- training
	Aerobic training
	Dance
	Gymnastics
	General fitness
	Wrestling
Admin/Operational	-
Community	Community use after school hours

SPATIAL RELATIONSHIPS

Adjacent: Direct	-
Nearby: Indirect	PE teaching stations, storage, PE Office, locker rooms
Distant: Separated	-

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

Fixed Casework	Audio cabinet for sound equipment (lockable)
Furniture (Movable)	1 Activity Table
	2 chairs
Fixtures & Equipment	Marker Board, Tack surface
	Mirrors on one wall
	Ballet barre on mirror wall
	Gymnastic equipment (floor)
	Horizontal climbing wall (optional)

FINISHES

Floor	Athletic floor surface
Ceiling	Sound absorptive
Walls	Include feature color for school spirit
Other Considerations	12′ – 15′ ceiling height

Ref. #: **6.02 AEROBICS/DANCE ROOM**   *(continued)*

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

Electrical	Power outlets per equipment layout One 20-Amp outlet for custodial use
Lighting	Natural light + energy-efficient fixtures, variable light level control for various activities; minimize glare
HVAC	Natural + mechanical ventilation, individual temperature control
Plumbing	2 recessed drinking fountains (1 ADA)
Acoustical	Minimum STC 50 at walls to adjacent interior functions
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 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
After Hours Access	Exterior access in or adjacent to space, for after hours use
First Aid	First Aid kit
-	-

SPECIAL CONSIDERATIONS

-	-
-	-
-	-

Ref. #: **6.03**   **FITNESS/WEIGHT ROOM**

Area/Department:	PHYSICAL EDUCATION				
Occupants:	Students:	30-50	Faculty/Staff:	1 - 2	Other: -
	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 Weight training Aerobic training General fitness
Admin/Operational	-
Community	Community use after school hours

SPATIAL RELATIONSHIPS

Adjacent: Direct	-
Nearby: Indirect	PE teaching stations, PE Storage, PE Office, Locker Rooms
Distant: Separated	-

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

Fixed Casework	-
Furniture (Movable)	1 Activity Table 2 chairs

Fixtures & Equipment	Marker Board, Tack surface
	Mirrors on one wall
	Fitness equipment such as:
	   - stationary aerobic machines (bikes, elliptical, rowing, etc)
	   - weight machines (cybex or similar)
	Free weights
	9 Climbing ropes, chin-up bars

FINISHES

Floor	Carpet, stain resistive.
Ceiling	Sound absorptive
Walls	Include feature color for school spirit
Other Considerations	15'-0" ceiling height recommended for safety

Ref. #: **6.03 FITNESS/WEIGHT ROOM**   *(continued)*

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

Electrical	Power outlets per equipment layout
	GFCI floor outlets per equipment layout
	One 20-Amp outlet for custodial use
Lighting	Natural light + energy-efficient fixtures; downlight fixtures.
HVAC	Natural + mechanical ventilation, individual temperature control
Plumbing	Drinking fountain
Acoustical	Minimum STC 50 at walls to adjacent interior functions
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 corridor doors	N	Y
Other Considerations	Good separation from adjacent spaces		

CONTROL & SAFETY NEEDS

Visibility	Visibility of entire room without "blind" areas
Access Control	Corridor doors lockable from both sides
After Hours Access	Exterior access in or adjacent to space, for after hours use
First Aid	First-Aid kit
-	-

SPECIAL CONSIDERATIONS

Equipment clearance	One pair of double doors with removable mullion – for movement of equipment
-	-
-	-

Ref. #: **6.04** # HEALTH CLASSROOM

Area/Department:	PHYSICAL EDUCATION				
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	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
	Demonstration, lecture and hands-on work
	Collaboration, team projects
	Instructional movies
	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
	Note: 8th grade takes one semester of Health
Admin/Operational	-
Community	Community use as after hours classroom

SPATIAL RELATIONSHIPS

Adjacent: Direct	Locate within after-hours public use area if used as community classroom
Nearby: Indirect	PE teaching stations, storage, PE Office
Distant: Separated	-

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

Fixed Casework	Open shelving
	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	Sound absorptive Grid to support hanging displays.
Walls	Include feature color on one wall.
Other Considerations	

Ref. #: **6.04 HEALTH CLASSROOM** *(continued)*

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 & other technology. Separate circuit for A/V equipment One 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
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 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

-	-
-	-
-	-

Ref. #: **6.05**   # INDOOR TRACK

Area/Department:	PHYSICAL EDUCATION				
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	Physical fitness Whole group, small group and individuals
Admin/Operational	-
Community	Possible community use after hours

SPATIAL RELATIONSHIPS

Adjacent: Direct	Gymnasium
Nearby: Indirect	Other PE teaching stations, PE Office, Locker Rooms
Distant: Separated	-

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

Fixed Casework	-
Furniture (Movable)	-
Fixtures & Equipment	-

FINISHES

Floor	Resilient track surface
Ceiling	Sound absorptive
Walls	Include feature color on one wall.
Other Considerations	-

Ref. #: **6.05 INDOOR TRACK**   *(continued)*

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.
Plumbing	-
Acoustical	-
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 corridor doors	N	Y
Other Considerations			

CONTROL & SAFETY NEEDS

Visibility/Supervision	Visibility of entire space without "blind" areas
-	-
-	-
-	-

SPECIAL CONSIDERATIONS

-	-
-	-
-	-

Ref. #: **6.06**   **LOCKER ROOMS**

Area/Department:	PHYSICAL EDUCATION				
Occupants:	Students:	60-100	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
Admin/Operational	-
Community	-

SPATIAL RELATIONSHIPS

Adjacent: Direct	PE teaching stations, PE offices
Nearby: Indirect	Storage rooms, Arctic Vestibule
Distant: Separated	-

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

Fixed Casework	500 storage lockers in each room Dressing benches to seat 60
Furniture (Movable)	-
Fixtures & Equipment	Include shower stalls/modesty panels between shower heads (2 minimum) Soap dispensers, paper towel dispensers (not built-in) Trash receptacles, pad dispenser at girls room 4-5 toilet stalls/urinals Electric hand/hair dryers

FINISHES

Floor	Slip-resistant ceramic tile, comes up 6″ on walls, Slope floor to drains.
Ceiling	-
Walls	Ceramic tile
Other Considerations	Color – school color for team spirit

Ref. #: **6.06 LOCKER ROOMS**   *(continued)*

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

Electrical	Power outlets, per code
Lighting	Energy-efficient fixtures
HVAC	Individual temperature control
Plumbing	Lavatories
	One drinking fountain
	Floor drains as required
Acoustical	-
Special Utilities/Services	2 to 4 showers (thermostatic controls)
	Toilets (private stalls), Urinals (boys) – 4 to 6 per locker room
Other Considerations	-

WINDOWS & VISION PANELS

		Operable? (Y/N)	Shades? (Y/N)
Exterior	-	-	-
Interior	Visibility from PE Offices	N	Y
Other Considerations	-	-	-

CONTROL & SAFETY NEEDS

Access Control	Blocked sight lines from corridor into locker rooms
-	-
-	-

SPECIAL CONSIDERATIONS

Moisture control	Adequate ventilation, moisture resistant materials
-	-
-	-

Ref. #: **6.07**   # PE OFFICES

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

ACTIVITIES & SPACE USAGE

Educational	Example of efficient, collaborative, professional environment
Admin/Operational	Space for teachers to work as a team and/or individually to plan instruction, prepare materials for class, carry out their administrative duties, lock up personal items Team meetings/planning/collaboration Media production, copying, printing Grading/assessment Parent conferences & phone communications File storage (semester & daily-use files) Health & PE resource materials & reference books
Community	-

SPATIAL RELATIONSHIPS

Adjacent: Direct	Locker rooms, PE Faculty Locker rooms, Gymnasium
Nearby: Indirect	PE teaching stations, equipment/storage rooms
Distant: Separated	-

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

Fixed Casework	NOTE: maximize use of moveable furniture & casework Open wall shelving above work stations Base & wall cabinets for instructional materials & resources, equipment
Furniture (Movable)	3 workstations 3 adjustable task chairs 1 Activity/Conference Table 1 Tall Wardrobe Unit, lockable Lockable file cabinets
Fixtures & Equipment	Copier, printer, scanner Tack board

FINISHES

Floor	Carpet
Ceiling	Sound absorptive
Walls	-
Other Considerations	-

Ref. #: **6.07 PE OFFICES**   *(continued)*

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

Electrical	Power outlets 6' on center minimum
	Additional outlets at workstations
Lighting	Task lighting + energy-efficient fixtures, 70-85 foot-candles at work surfaces, 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	-	-	-
Interior	2-way and strategically placed mirrors to enhance supervision of locker rooms	N	Y
Other Considerations	-	-	-

CONTROL & SAFETY NEEDS

Access Control	Doors lockable, vision panel and/or sidelite.
-	-
-	-

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. #: **6.08** # PE STAFF LOCKER ROOMS

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

ACTIVITIES & SPACE USAGE

Educational	-
Admin/Operational	PE & athletics staff locker, restroom, shower, and dressing areas Storage of personal clothes and belongings
Community	-

SPATIAL RELATIONSHIPS

Adjacent: Direct	PE Offices
Nearby: Indirect	PE teaching stations, storage rooms
Distant: Separated	-

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

Fixed Casework	6 storage lockers in each rooms Toilet & shower stall partitions
Furniture (Movable)	Dressing bench
Fixtures & Equipment	Soap dispenser, paper towel dispenser, trash receptacle 1 toilet stall, 1 lavatory, 1 shower Hand/hair dryers

FINISHES

Floor	Slip-resistant ceramic tile, comes up 6″ on walls, Slope floor to drains.
Ceiling	Sound absorptive
Walls	-
Other Considerations	-

Ref. #: **6.08 PE STAFF LOCKER ROOMS**   *(continued)*

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

Electrical	Power outlets GFCI outlets at vanity
Lighting	Energy-efficient fixtures.
HVAC	Supply/return air; Exhaust fan; zoned temp. control
Plumbing	Toilet & shower; Lavatory in vanity counter top; Floor drains
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

-	-
-	-
-	-

Ref. #: **6.09** **S T O R A G E   R O O M S**

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

ACTIVITIES & SPACE USAGE

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

SPATIAL RELATIONSHIPS

Adjacent: Direct	PE teaching stations
Nearby: Indirect	Locker rooms, PE offices
Distant: Separated	-

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

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

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.

Ref. #: **6.09 STORAGE ROOMS** *(continued)*

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

Electrical	Power outlets, per code
Lighting	Energy-efficient fixtures.
HVAC	-
Plumbing	-
Acoustical	-
Special Utilities/Services	-
Other Considerations	-

WINDOWS & VISION PANELS

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

CONTROL & SAFETY NEEDS

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

SPECIAL CONSIDERATIONS

Access clearance	Double doors with no or removable mullion
-	-
-	-

_{Ref. #:} **6.10**   # ADAPTIVE PE SUPPORT/STORAGE

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

ACTIVITIES & SPACE USAGE

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

SPATIAL RELATIONSHIPS

Adjacent: Direct	Student Dining/Multipurpose Room
Nearby: Indirect	Lifeskills II Classroom, Nurse/Clinic
Distant: Separated	-

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

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

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

Ref. #: **6.10 ADAPTIVE P.E. SUPPORT/STORAGE**   *(continued)*

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

Electrical	Power outlets, per code requirements
Lighting	Energy-efficient fixtures
HVAC	-
Plumbing	-
Acoustical	-
Special Utilities/Services	-
Other Considerations	-

WINDOWS & VISION PANELS

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

CONTROL & SAFETY NEEDS

Access control	Lockable door
Other	-

SPECIAL CONSIDERATIONS

Doorway clearance	4'-0" doorway clearance
Other	Accessible to other users when kitchen is not in operation.
-	-

Ref. #: **6.11**   **ARCTIC VESTIBULE**

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.
	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 for temperature control
Community	-

SPATIAL RELATIONSHIPS

Adjacent: Direct	Exterior access to ski trail and skating rink
	PE Storage, Locker Rooms
Nearby: Indirect	Restrooms, Gym, Weight Room
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)	Benches at room perimeter
Fixtures & Equipment	-

FINISHES

Floor	Rubber sheet flooring
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. #: **6.11 ARCTIC VESTIBULE** *(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	Drinking fountain
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	N	N
Other Considerations	-	-	-

CONTROL & SAFETY NEEDS

-	-
-	-
-	-

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.
-	-
-	-

Ref. #: **6.12**   **OUTDOOR PE STORAGE**

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

ACTIVITIES & SPACE USAGE

Educational	Storage of equipment and apparatus to support exterior PE and athletic programs
Admin/Operational	-
Community	-

SPATIAL RELATIONSHIPS

Adjacent: Direct	Gymnasium, PE Playfields and courts
Nearby: Indirect	Locker Rooms
Distant: Separated	-

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

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

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.

Ref. #: **6.12 OUTDOOR PE STORAGE**   *(continued)*

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

Electrical	Power outlets, per code
Lighting	Energy-efficient fixtures.
HVAC	-
Plumbing	-
Acoustical	-
Special Utilities/Services	-
Other Considerations	-

WINDOWS & VISION PANELS

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

CONTROL & SAFETY NEEDS

Access control	Lockable doors
-	-
-	-

SPECIAL CONSIDERATIONS

Doorway clearance	Double or 4′ wide door to outside
-	-
-	-

7.7 Career & Technical Education

Currently ASD middle schools include Family & Consumer Science and Engineering & Industrial Technology programs. This updated middle school ed spec introduces new strategies for accommodating CTE programs within middle schools. Each new school or renewal project can select from a variety of spaces to support various and evolving programs. Based on student needs and desired program offerings, each school may select the types and quantities of spaces to include in their building plans, and thus the types of CTE programs offered at that school.

7.7.1 Space Program Summary

7.0 CAREER EDUCATION	6 TEAMS				9 TEAMS			
Ref. # / Name/Function	Qty.	Each	Required Optional	TOTAL	Qty.	Each	Required Optional	TOTAL
7.01 Projects/Applied Learning Lab	2	1,800	3,600	3,600	3	1,800	3,600 1,800	5,400
a. Family & Consumer Sciences								
b. Engineering & Industrial Tech. Lab								
7.02 CTE Classroom	3	900	1,800 900	2,700	3	900	2,700	2,700
a. Business Ed Classroom								
b. Technology Ed. Classroom								
7.03 CTE Storage/Support	2	200	400	400	3	200	600	600
a. FCS Storage/Pantry								
b. E&I Technology Ed. Storage								
7.04 CTE Office	2	200	200 200	400	2	200	200 200	400
7.05 TV Studio/Video Production Room	1	200	200	200	1	200	200	200
7.06 Video Editing/Equipment	1	120	120	120	1	120	120	120
Sub-total	5	T.S.	6,000 1,420	7,420	6	T.S.	7,100 2,320	9,420

7.7.2 General Requirements

Career education motivates students to learn, grow and achieve by answering needs of students to see direct relevance of their education to the real world. Career education is to some students what advanced placement, honors and gifted classes are to others. The ASD Career Education program is community-based with strong ties to business and industry standards. The ASD Career and Technology Education Advisory Council is an essential component of those connections.

Additional goals and functions of the overall career education program include:

– Students reinforce core academic skills such as math and language arts through practical applications.
– Students are encouraged to use a systems thinking approach to take responsibility for solving problems as individuals and as team members.
– Students assess effects of technological innovation on consumers, society, job opportunities and the environment.
– Students explore career pathways that can be pursued further in high school comprehensive level courses, in King Career Center professional level courses and in the workplace.
– Students learn what will be expected of them in the world of work and the skills necessary to apply and interview for a job.
– Students learn to value and observe requirements for safety in the work place.

Family & Consumer Science

Family & Consumer Sciences (FCS) coursework includes a wide variety of activities aimed at preparing students for success in the outside world. Key activity categories include: career related activities, care-giving related activities, food preparation related activities, sewing related activities, living environments projects, finance projects.

Special Planning Considerations for FCS include:

Facilitating teacher supervision: All FCS program components are taught in a single, open space. Different students are typically working in different program areas of the room at any given time. The FCS teacher must be able to visually supervise all areas of this space. Middle School FCS embraces celebration and display of student achievement, such as by showcases in the hall. For example, at some middle schools Native sewing is one element of the FCS textiles program that may be conducive to display. The ambiance of the FCS room should be inviting, warm, and comfortable, yet professional and serious.

Engineering & Industrial Technology (E&I) [14]

Technology education deals with the way humans innovate, change or modify their natural environment. ASD E & I Technology currently teaches applied technology literacy through courses with an emphasis in aviation and construction technology. These courses are exploratory at the middle school level.

E & I middle school students define Technology by becoming familiar with its components, applications and outcomes as applied to past, present and future human needs. Students' understanding of these concepts may be facilitated through hands-on work in several areas of manufacturing and transportation technology including: Rocket Science, Boat Science, Magnetic Levitation, Truss Construction, Machine Building, LASER Technology, Robotics Technology, Electricity Technology, Computers Technology, Airflight Technology, Drafting Technology, Machine Use and Safety, Aerodynamics, Measurement, CO2 Dragster, Electrical Comp. Technology, Reciprocating Engine Theory, Plastics Technology, Woodworking, Satellite Technology, Space Technology, and Problem Solving. During a single class period, students typically plan and design projects in the Technology Classroom; then fabricate, assemble and test their projects in the lab; and finally return to the classroom to process lessons learned.

Special Planning Considerations for E&I include:

It is desired that E & I program spaces be on the ground level to facilitate deliveries of materials. The E & I teacher must be able to visually supervise all areas of both the E & I Lab and the Technology Classroom simultaneously. Full visual connectivity between the two rooms by means of a continuous window wall above counter height is preferred. In addition, the E & I teacher must be able to monitor the E & I Lab and Technology Classroom from the adjacent office. Careful consideration should be given to control of dust and other airborne pollutants generated in the E & I Technology Lab. For further details refer to the Space Attributes sheets for the individual rooms.

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[14] ASD Online: http://www.asdk12.org/depts/career_technology/curriculum/index.html#middle Retrieved November 2009.

Business, Communications & Computing

Keyboarding and spreadsheets are two important skill areas emphasized in the overall middle school Business Education program. Also covered are the basics of word processing, databases, Internet skills, multimedia, graphics, manipulation of data, desktop publishing, e-mail, Web pages and exploration of careers.

Business technology offers an opportunity to work towards keyboarding mastery and experience, practice the many facets of computer applications used in the business world, and to experience and practice many advanced computer applications and electronic communications. Students will also access the Internet for a variety of activities. Emphasis is placed on career exploration and the development of personal traits such as promptness, work habits, and individual responsibility. [15]

7.7.3 Recommended Adjacencies
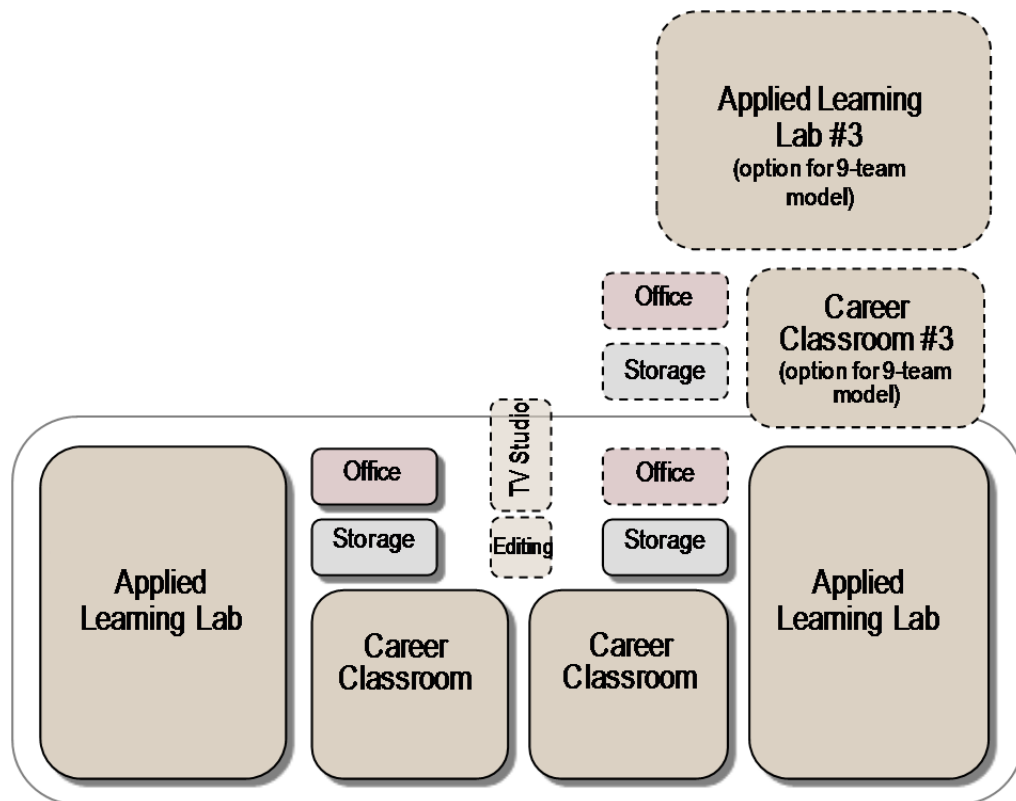
NOTES:

Student enrollment in Family and Consumer Science and in Business Education classes has been as high as 35 students. While this is not the norm and not

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[15] ASD Online: http://www.asdk12.org/depts/career_technology/curriculum/index.html#middle, Retrieved November 2009.

recommended, Applied Learning Labs should be furnished and equipped to support 35 students.

The career education program serves all academic core teams. However, it is preferred that the Career Ed cluster be located peripheral to rather than central to the academic cores, due to acoustic, outside access, ventilation and other issues.

Refer to the overall building adjacency diagram (Section 4.3.3) for suggested locations of these program spaces within the context of the entire facility.

"Optional" program areas are indicated with dashed perimeters.

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

7.7.4 Individual Space Attributes

The Ed Specs include the ability to select basic raw spaces for CTE programs. "Generic" names have been given to these spaces, with the recognition that any number of career programs could be assigned to the space. Once a specific curriculum is designated, the space can be equipped with the appropriate furniture, fixtures and equipment to serve the specific needs of that 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 such as that required for FCS and E&I programs. 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	a regular sized classroom to be used for technology-based hands-on learning such as a keyboarding lab, business education, etc;
Storage/Support	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

Ref. #: **7.01**   PROJECTS/APPLIED LEARNING

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, telecommunications, small engines, carpentry, aquaculture, culinary, cooking, hospitality, sewing, care-giving, 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:	See parameters for FCS and E&I below

Ref. #: **7.01 PROJECTS / APPLIED LEARNING LAB**   *(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 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; Negative pressurization with regard to adjacent indoor spaces; 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	Equipment left "on" at time of power outage must be "off" when power comes back up. Button-activated emergency shutoff of all tools from 2 locations
Safety Equipment	Safety station with fire extinguisher, fire blankets & first-aid supplies Wall-mounted goggle station (requires access to power)

SPECIAL CONSIDERATIONS

Class size	28-32 students recommended, however 35 students possible

Ref. #: **7.01a   FAMILY & CONSUMER SCIENCE**

Area/Department:	CAREER EDUCATION – Projects/Applied Learning Lab				
Occupants:	Students:	32	Faculty/Staff:	1 - 2	Other:	1 - 2
	Special Needs educator(s) and Volunteer(s) as necessary				

ACTIVITIES & SPACE USAGE

Educational	Food Prep, Sewing/Textiles, career skills, care-giving, personal finance Household management Career awareness & training Whole group, small group and individual work (listening, writing, researching, studying) Washing & drying garments & lab supplies such as towels, etc.
Admin/Operational	-
Community	Food Prep, Sewing/Textiles, and Crafts

SPATIAL RELATIONSHIPS

Adjacent: Direct	FCS Planning/Office and FCS Storage & Pantry
Nearby: Indirect	Career Education Classrooms and Visual Arts
Distant: Separated	-

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

Fixed Casework	4 U shaped kitchens w/ base and overhead storage cabinets, locks on base cabinets only. Student project storage: 150 tote trays (min. 19″d x 12″w x 4-3/8″h), locks on doors. Teacher food prep/demonstration area with sink and food storage cabinets with locks, near refrigerator. A double wall oven would enhance the flexibility of the baking program and should be considered as an option during the design phase. Lighted display cases outside classroom, lockable.
Furniture (Movable)	18 movable student tables 35 adjustable height student chairs 10 sewing tables Food storage cabinets with locks Sewing machine storage cabinets with locks Movable demonstration station
Fixtures & Equipment	2 Refrigerator/Freezers, 1 icemaker freezer, 2 standard electric ranges, 1 electric range with radiant glass surface with convection oven, 1 gas range with electric oven, 4 microwaves, 4 garbage disposals with locking tops, 1 dishwasher, 4 range exhaust hoods, and various small appliances. 15 sewing machines, 2 sergers, 2 specialty sewing machines Washer and dryer Sliding Double Marker board, Tack surface Retractable projection screen

FINISHES

Floor	Durable floor surface – (resilient or ceramic tile)
Ceiling	Sound absorptive
Walls	Ceramic wall tile at kitchens
Other Considerations	9′-0″ min ceiling height (10′-0″ preferred)

Ref. #: **7.01a FAMILY & CONSUMER SCIENCES**   *(continued)*

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

Electrical	16 GFCI Power outlets (4 per kitchen), mounted above counter height
	Outlets to support student computers & kitchen equipment; 20-Amp outlet for custodial use
	Additional outlets at presentation wall
	GFCI floor outlets, water resistive covers, for sewing machines
	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. Task lights at demo table, lighting for display cases.
HVAC	Natural + mechanical ventilation, individual room control.
	Room is negatively pressurized to control spreading of odors.
Plumbing	Three-compartment sinks are required for cooking, food prep, demonstrations.
	4 kitchen sinks (1 drain in each used with garbage disposal), hot & cold water
	Floor drain at laundry area
Acoustical	Per ANSI/ASA recommendations, currently 45 dBA max. unoccupied background noise
Special Utilities/Services	4 Range hood exhausts, exhaust to outside
	Dishwasher
	Gas connection for 1 gas range
Other Considerations	Provide ability to control room temperature during heat gain from kitchen usage.

WINDOWS & VISION PANELS

		Operable? (Y/N)	Shades? (Y/N)
Exterior	Abundant access to natural light and ventilation *Egress window (if on ground level)*	Y	Y
Interior	Sidelite at strike-jamb of doors	N	Y
Other Considerations	Visibility from office	N	N

CONTROL & SAFETY NEEDS

Visibility	Visibility of entire room without "blind" areas.
Interior Access Control	2 Exit doors or as required by life safety codes, lockable from both sides.
Exterior Access	For exterior deliveries.
Safety Equipment	Safety station with fire-extinguisher, fire blankets and first-aid supplies.
Safety Timer	Timed gas and electric ranges shutoffs, 4 hour timers.
Disaster kits	Space for storage of emergency disaster kits in room
Other considerations	Garbage disposals to have locking tops.

SPECIAL CONSIDERATIONS

Ranges	Locate ranges next to wall
ADA kitchen	1 kitchen set up for ADA
Student Capacity	32 students maximum recommended, however furnish room for 35 students max.

Ref. #: 7.01b E & I TECHNOLOGY LAB

Area/Department:	CAREER EDUCATION – Projects/Applied Learning Lab			
Occupants:	Students:	32	Faculty/Staff:	1 - 2	Other:
	Special Needs educator(s) and Volunteer(s) as necessary				

ACTIVITIES & SPACE USAGE

Educational	Fabrication, assembly and testing of student projects; lecture; discussion. Curriculum may be integrated with math and science programs. Students work individually and in teams. Two functional areas: approx. 1/3 fabrication (power tools) area; remainder assembly area Lectures, demonstrations, presentations, discussions Instructional movies (projected; films/videos/TV) Whole group, small group and individual work (writing, listening, research, projects, etc.) Data gathering, collation, analysis, presentation Hands-on projects Oral & written testing
Admin/Operational	-
Community	-

SPATIAL RELATIONSHIPS

Adjacent: Direct	Technology Education Classroom; Technology Education Storage; outside
Nearby: Indirect	Career Faculty Office; FCS Classroom and other Career Education spaces; Visual Arts; Loading Dock
Distant: Separated	Academic core classrooms; Performing Arts; Library; Task Rooms; other quiet spaces

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

Fixed Casework	30 lineal feet of full height lockable storage cabinets for student projects in assembly area
Furniture (Movable)	Cart for portable air compressor 5 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
Fixtures & Equipment	1 movable floor model 8" table saw (for instructor use only, store in adjacent Tech Ed Storage Room & roll out when needed), 1 floor model band saw; 2-3 benchtop band saws; 3 benchtop scroll saws; 2 benchtop 3/8" chuck drill presses; 3 tabletop belt/disc sanders; 1 storable spindle sander; 1 storable grinder; 1 storable buffer; 1 storable plastics strip heater; 1 storable injection molder; 1 hot wire foam cutter; 1 portable air compressor; 1 portable compressed air tank; 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 shop use hand tools; towel dispenser. Wall pegboard, Tack surface; Retractable projection screen.

FINISHES

Floor	Sealed concrete
Ceiling	Exposed or Sound absorptive tiles with cleanable (Mylar) surface. Ceiling grid to support hanging displays.
Walls	Include feature color on one wall.
Other Considerations	10'-0" min. recommended clear ceiling height

Ref. #: **7.01b ENGINEERING & INDUSTRIAL TECHNOLOGY LAB**   *(continued)*

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

Electrical	Ceiling mounted drop cord reels for power tools
	Power strips at work benches and rechargeable tools
	Additional outlets along walls at 44″ height for power tools
	Power outlets to support equipment and instructional technology package
	Separate circuit for A/V equipment
	20-Amp outlet 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 only with no return air to main building ventilation system; Negative pressurization with regard to the Technology Classroom & other indoor spaces; Central vacuum system desirable
Plumbing	1 large shop sink on wall, preferably not in corner; 1 water fountain
	1 floor drain in assembly area under Emergency shower/eyewash
Acoustical	Good separation to adjacent spaces
Special Utilities/Services	Dust collection system: Fabrication area – 2 ceiling drops & 2 dust sweep drops; Assembly area – 2 dust sweep drops.
Other Considerations	All 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 of Technology Education Classroom	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	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
	Wall-mounted Goggle station (needs access to electrical outlet)

SPECIAL CONSIDERATIONS

Class size	32 students maximum recommended, however furnish room for 35 students max.

Ref. #: **7.02**   **CTE CLASSROOM**

Area/Department:	CAREER EDUCATION				
Occupants:	Students:	32	Faculty/Staff:	1 - 2	Other:
	Special Needs educator(s) and Volunteer(s) as necessary				

ACTIVITIES & SPACE USAGE

Educational	Hands-on information processing Group discussions/presentation Independent student work Multimedia presentations
Admin/Operational	-
Community	-

SPATIAL RELATIONSHIPS

Adjacent: Direct	-
Nearby: Indirect	FCS classroom and other Career Education spaces Core academic area
Distant: Separated	-

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

Fixed Casework	Lockable cabinets for equipment storage
Furniture (Movable)	18 movable student tables 35 adjustable height student chairs 4 movable printer tables 1 Teacher desk & chair
Fixtures & Equipment	3 black & white laser printers and 1 color printer; flat-bed scanner Tack surface

FINISHES

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

Ref. #: **7.02 CTE CLASSROOM**   *(continued)*

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

Electrical	Power outlets in raceway at room perimeter (maximize flexibility), plus outlets for computers & other technology GFCI floor outlets, water resistive covers Outlets/power for presentation & production equipment One 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 (AC)
Plumbing	-
Acoustical	Per ANSI/ASA recommendations, currently 45 dBA max. unoccupied background noise
Special Utilities/Services	-
Other Considerations	Consider glare from all light sources when planning layout of computers & screens.

WINDOWS & VISION PANELS

		Operable? (Y/N)	Shades? (Y/N)
Exterior	Access to natural light and ventilation *Egress window (if on ground level)*	Y	Y
Interior	-	-	-
Other Considerations	-	-	-

CONTROL & SAFETY NEEDS

Visibility	Visibility of entire room without "blind" areas.
Monitoring	Ability for teacher to see all students' computer screens from the teacher's desk is desired
Access Control	Corridor doors lockable from both sides, security door alarms
Disaster kits	Space for storage of emergency disaster kits in room
Window Security	Balance need for natural ventilation with security needs re/ exterior windows.
Other	-

SPECIAL CONSIDERATIONS

HVAC	Account for heat load of computers and equipment
Flexibility	Consider raised floor system for maximum flexibility of power and data locations.
Student Capacity	32 students maximum recommended, however furnish room for 35 students max.
	-

Ref. #: 7.03   CTE STORAGE / SUPPORT

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

ACTIVITIES & SPACE USAGE

Educational	-
Admin/Operational	Storage of portable power tools and hand tools Storage of materials used in E & I Technology Lab Storage of movable 8″ table saw
Community	-

SPATIAL RELATIONSHIPS

Adjacent: Direct	E & I Technology Lab
Nearby: Indirect	E & I Technology Classroom; Career Faculty Office; outside parking; Loading dock
Distant: Separated	-

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

Fixed Casework	Storage cabinets, lockable, for power tools Heavy duty open shelving units 12″ and 18″ deep, with adjustable height shelves Wall cabinets over base cabinets Flammable storage cabinet for glues, paints, etc., lockable
Furniture (Movable)	Mobile carts Carts for mixers
Fixtures & Equipment	4′ of pegboard (optional) FCS: Pantry, Freezer, Refrigerator E&I: 1 movable floor model 8″ table saw (for instructor use only, to be used if adjacent E & I Lab and rolled out as needed)

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.

Ref. #: **7.03 CTE STORAGE / SUPPORT** *(continued)*

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

Electrical	Power outlets, per code Power strip at counter for tools & equipment
Lighting	Energy-efficient fixtures.
HVAC	-
Plumbing	-
Acoustical	-
Special Utilities/Services	-
Other Considerations	-

WINDOWS & VISION PANELS

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

CONTROL & SAFETY NEEDS

Access Control	Lockable door(s) with security alarm.
-	-
-	-
-	-

SPECIAL CONSIDERATIONS

-	-
-	-
-	-

Ref. #: **7.04**   # CTE OFFICE

Area/Department:	CAREER 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 Classroom and Applied Learning Lab
Community	-

SPATIAL RELATIONSHIPS

Adjacent: Direct	CTE Classroom, Applied Learning Lab
Nearby: Indirect	CTE Storage; Video Production/Editing
Distant: Separated	-

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

Fixed Casework	NOTE: maximize use of moveable furniture & casework
Furniture (Movable)	Lockable file cabinets, small safe for money & keys, desk/computer workstation Lockable wardrobe cabinet Bookshelves Side chair
Fixtures & Equipment	Tack board, marker board

FINISHES

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

Ref. #: **7.04 CTE OFFICE**   *(continued)*

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

Electrical	Power outlets 6' on center minimum
	Additional outlets at workstations
Lighting	Task lighting + energy-efficient fixtures, 70-85 foot-candles at work surfaces, 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	Vision panel at strike-jamb of door, for supervision of Project Lab & CTE Classroom	N	N
Other Considerations	-	-	-

CONTROL & SAFETY NEEDS

Supervision	Visibility to CTE Lab and Classroom
Access Control	Doors lockable, vision panel and/or sidelite
-	-
-	-

SPECIAL CONSIDERATIONS

-	-
-	-
-	-

Ref. #: **7.05**   TV STUDIO/VIDEO PROD. ROOM

Area/Department:	CAREER EDUCATION			
Occupants:	Students: 6-10	Faculty/Staff: 0-1	Other:	1
	Community volunteers & guest speakers			

ACTIVITIES & SPACE USAGE

Educational	Multimedia for radio, journalism and video production Learning to use multimedia production and editing equipment Planning, scripting, editing Producing live and taped broadcasts Orientation to multimedia production in the workplace, society and education Students collaborate on projects and transfer skills to each other directly Possible use for after-school student programs
Admin/Operational	-
Community	-

SPATIAL RELATIONSHIPS

Adjacent: Direct	Video Editing/Equipment Storage
Nearby: Indirect	Technology Education Classroom; Career Faculty Office
Distant: Separated	Quiet areas such as Library/Media Acoustically separated from E & I Technology Lab and other teaching stations

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

Fixed Casework	-
Furniture (Movable)	1 Activity Table 3 Computer desks/tables 6 adjustable height student chairs 1 bookcase
Fixtures & Equipment	Digital video cameras and tripod, wireless preferred Marker board; Tack Board

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.

Ref. #: **7.05 TV STUDIO/VIDEO PRODUCTION ROOM**   *(continued)*

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 & other technology
	Outlets/power for presentation and production equipment
	GFCI floor outlets with water resistive covers
	Separate circuit for A/V equipment
Lighting	Energy-efficient fixtures, Uniform light at work surfaces, Task lighting as necessary, variable light level control for various activities.
	Video production lighting on tracks, tripods and/or stands
HVAC	Supply/return air, individual temp control
Plumbing	-
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	-	-	-
Interior	-	-	-
Other Considerations	-	-	-

CONTROL & SAFETY NEEDS

Access Control	Lockable doors, security alarm
-	-
-	-
-	-

SPECIAL CONSIDERATIONS

-	-
-	-
-	-

Ref. #: **7.06**   # VIDEO EDITING/EQUIPMENT

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

ACTIVITIES & SPACE USAGE

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

SPATIAL RELATIONSHIPS

Adjacent: Direct	TV Studio/Video Production Room
Nearby: Indirect	Technology Education Classroom; Career Faculty Office
Distant: Separated	-

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

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

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.

Ref. #: **7.06 VIDEO EDITING/EQUIPMENT** *(continued)*

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

Electrical	Power outlets, per code
Lighting	Energy-efficient fixtures.
HVAC	-
Plumbing	-
Acoustical	-
Special Utilities/Services	-
Other Considerations	-

WINDOWS & VISION PANELS

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

CONTROL & SAFETY NEEDS

Access Control	Lockable door
-	-
-	-
-	-

SPECIAL CONSIDERATIONS

-	-
-	-
-	-

7.8 Administration

7.8.1 Space Program Summary

8.0 ADMINISTRATION	6 TEAMS					9 TEAMS				
Ref. # — Name/Function	Qty.	Each	Required	Optional	TOTAL	Qty.	Each	Required	Optional	TOTAL
CENTRALLY LOCATED ADMIN										
8.01 "Welcome Center" / Lobby	1	200		200	200	1	200		200	200
8.02 Reception / Waiting Area	1	300	300		300	1	300	300		300
8.03 Open Office Area [4-6 people]	1	450	450		450	1	500	500		500
8.04 Principal's Office	1	200	200		200	1	200	200		200
8.05 Administrative Assistant	1	120	120		120	1	120	120		120
8.06 Conference Room	1	300	300		300	1	350	350		350
8.07 Staff Room [Lounge with Kitchenette]	1	450	450		450	1	500	500		500
8.08 Workroom / Mailroom	1	200	200		200	1	250	250		250
8.09 Restrooms	2	80	-		-	2	80	-		-
8.10 Supply Storage Room	1	150	150		150	1	150	150		150
8.11 Activities Coordinator	1	150	150		150	1	150	150		150
8.12 School Resource Officer (SRO)	1	150		150	150	1	150		150	150
8.13 School Store	1	120	120		120	1	120	120		120
DECENTRALIZED ADMIN										
8.14 Assistant Principals	1	150	150		150	2	150	150	150	300
8.15 A.P. Administrative Assistant/Waiting	1	120	120		120	2	120	120	120	240
8.16 Security Office	1	120	120		120	2	120	120	120	240
8.17 A.P. Office Storage/Work Room	0				0	2	60	60	60	120
- A.P. Office Restrooms	0				-	2	70	-		-
Sub-total	0	T.S.	2,830	350	3,180	0	T.S.	3,090	800	3,890

7.8.2 General Requirements

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 Academic Pods.

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. Locate administration offices near the main entrance and/or student commons for ease of access by students, staff, parents and visitors. Plan for the ease of traffic flow in and through the office area for students, staff, parents and visitors. Provide for the visibility of parking, bus loading and student commons areas from the administration office area. Include area for secure storage of standardized testing materials.

Decentralized Offices

Assistant Principals offices anchor both decentralized office suites. These should be located to promote easy access for and to students and student activities. Each suite also includes a security office and space for an administrative assistant and waiting for 2-3 students. If the facility design includes multiple floor levels, include one Assistant Principal Office suite on each floor.

7.8.3 Recommended Adjacencies

Centralized Administration:
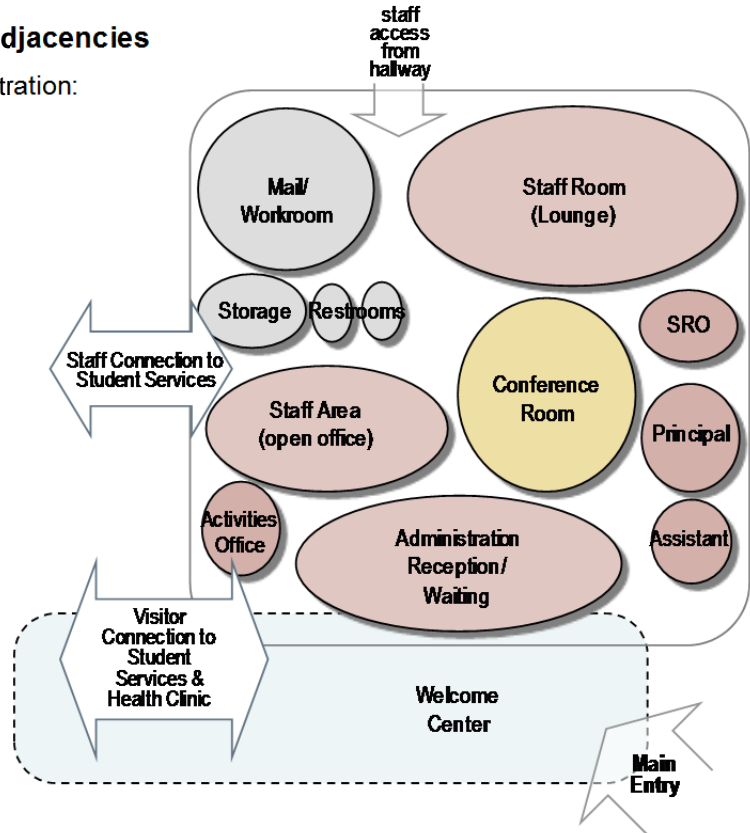
Satellite Administration:
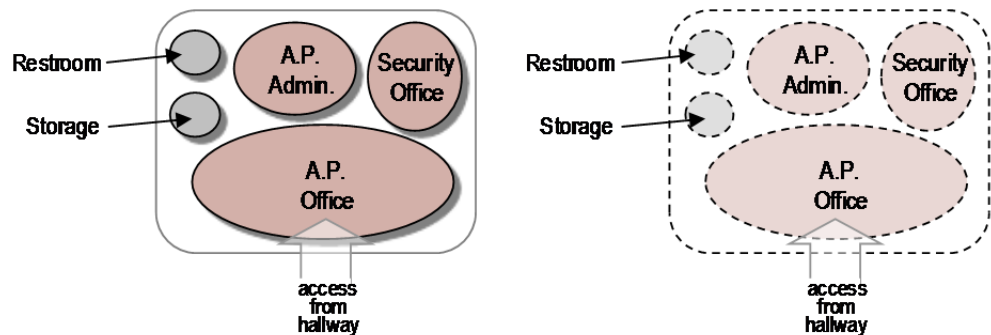
NOTES:

Refer to the overall building adjacency diagram (Section 4.3.3) for suggested locations of these program spaces within the context of the entire facility.

"Optional" program areas are indicated with dashed perimeters.

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

7.8.4 Individual Space Attributes

Ref. #: **8.01**   # WELCOME CENTER / LOBBY

Area/Department:	ADMINISTRATION				
Occupants:	Students: -		Faculty/Staff: 1*	Other:	# of visitors will vary
	*Possible location for Parent/Community Volunteers				

ACTIVITIES & SPACE USAGE

Educational	School pride, respect for learning, respect for visitors
Admin/Operational	Space for students and visitors to be greeted, welcomed, signed-in, and directed or ushered to their intended destination
Community	Welcoming, greeting, wayfinding, school/community pride, general school information

SPATIAL RELATIONSHIPS

Adjacent: Direct	Main entry to building from visitor parking; Reception/Waiting Area
Nearby: Indirect	Central administration offices, Student Services, Registrar, security
Distant: Separated	Behavior Classroom, ISS Classroom, Discipline office

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

Fixed Casework	Reception/Transaction desk NOTE: maximize use of moveable furniture & casework
Furniture (Movable)	1 desk/workstation 1 adjustable task chair
Fixtures & Equipment	Digital display/message board Lighted Art/Student Work display cases

FINISHES

Floor	Durable "walk-off" mat.
Ceiling	Sound absorptive
Walls	-
Other Considerations	-

Ref. #: **8.01 WELCOME CENTER / LOBBY** *(continued)*

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

Electrical	Power outlets, per code
	Additional outlets at reception desk
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	Visibility to building entry, monitoring of approaching visitors		
Interior	To corridor & building entry	N	Y
Other Considerations	Visibility from central admin office and adjacent corridors	-	N

CONTROL & SAFETY NEEDS

Visibility	Visibility of school entrance area and entry hall without "blind" areas.
Access Control	Doors lockable.
Security	Secure without diminishing "welcoming" feeling.
Other	-

SPECIAL CONSIDERATIONS

Theme/Ownership	Design with color, graphics or other aesthetic 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.
Other	-

Ref. #: **8.02**   # RECEPTION/WAITING AREA

Area/Department:	ADMINISTRATION		
Occupants:	Students: -	Faculty/Staff: 1 - 2	Other: 3-4 visitors
	Staffed by Attendance Secretary and/or staff located in adjacent open office area.		

ACTIVITIES & SPACE USAGE

Educational	-
Admin/Operational	Space for students and visitors to be welcomed and directed or ushered to their intended destination.
Community	Welcoming, greeting wayfinding

SPATIAL RELATIONSHIPS

Adjacent: Direct	Welcome Center, Central Administration
Nearby: Indirect	Building main entry, Library, student Services suite, public restrooms. Provide a "break" in the traffic flow from the main entry to the Admin Reception/Waiting area, while still providing good way-finding from the main entry to Admin Reception/Waiting.
Distant: Separated	ISS & behavior classrooms, Discipline office

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

Fixed Casework	Reception/Transaction desk NOTE: maximize use of moveable furniture & casework.
Furniture (Movable)	1 desk/workstation 1 adjustable task chair 4 visitor chairs
Fixtures & Equipment	-

FINISHES

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

Ref. #: **8.02 RECEPTION/WAITING AREA**   *(continued)*

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

Electrical	Power outlets 6′ on center minimum
	Additional outlets at workstations
Lighting	Task lighting + energy-efficient fixtures and/or direct/indirect fixtures, 70-85 foot-candles at work surfaces, 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	To parking and drop-offs		
Interior	Visibility to corridor & to both inner and outer approaches to main building entry	N	N
Other Considerations	-	-	-

CONTROL & SAFETY NEEDS

Visibility	Visibility of entire waiting area without "blind" areas.
Access Control	Doors lockable, vision panel and/or sidelite.
-	-
-	-

SPECIAL CONSIDERATIONS

Theme/Ownership	Consider color, graphics or other design features to identify this program function.
-	-
-	-

Ref. #: **8.03**   # OPEN OFFICE AREA

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

ACTIVITIES & SPACE USAGE

Educational	Example of efficient, collaborative, professional environment
Admin/Operational	Various clerical and administrative support tasks such as: Answering phones, forwarding calls, taking messages Mail distribution Data processing, attendance processing Clerical work for principals & counselors General production work Assistance with supervision of main entry and Welcome Center
Community	-

SPATIAL RELATIONSHIPS

Adjacent: Direct	Reception/Waiting – but located behind reception area to facilitate working with confidential student information
Nearby: Indirect	Mailroom, Building main entry, Central Administration & Counselors' offices, Conference Room, Welcome Center.
Distant: Separated	-

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

Fixed Casework	Transaction counter to reception/waiting area NOTE: maximize use of moveable furniture & casework
Furniture (Movable)	4 desk/workstations 6 adjustable task chairs 1 work Table 8 lockable file cabinets 1 tall wardrobe cabinet, lockable
Fixtures & Equipment	Tack board

FINISHES

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

Ref. #: **8.03 OPEN OFFICE AREA**   *(continued)*

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

Electrical	Power outlets 6' on center minimum
	Additional outlets at workstations
Lighting	Task lighting + energy-efficient fixtures, 70-85 foot-candles at work surfaces, daylight preferred.
HVAC	Supply/return air, zoned temp control, natural ventilation preferred.
Plumbing	-
Acoustical	Dampen reverberant sound (multiple users)
Special Utilities/Services	-
Other Considerations	-

WINDOWS & VISION PANELS

		Operable? (Y/N)	Shades? (Y/N)
Exterior	-	-	-
Interior	Visibility to waiting area & Health Clinic	N	Y
Other Considerations	-	-	-

CONTROL & SAFETY NEEDS

Visibility	Visibility of entire Open Office Area without "blind" areas.
-	-
-	-
-	-

SPECIAL CONSIDERATIONS

After-Hours Use	Include Rentals Panel in this area
Panels:	Security Key Pad
	Annunciator Panel
	Fire-Alarm Panel
	Intercom Remote Panel. Generator Emergency shut off switch. Weather Wizard Base Station. Wall mounted CCTV monitor.

Ref. #: **8.04**   # PRINCIPAL'S OFFICE

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 the Principal to provide leadership for students, staff and community 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	-

SPATIAL RELATIONSHIPS

Adjacent: Direct	Central Administration Suite, Conference Room, Administrative Assistant
Nearby: Indirect	Main building entry, Student Services Suite
Distant: Separated	-

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

Fixed Casework	Open wall shelving above work station Base & wall cabinets for instructional materials & resources NOTE: maximize use of moveable furniture & casework
Furniture (Movable)	1 office desk/workstation 1 adjustable task chair 6 guest chairs 1 Activity/Conference Table Lockable file cabinets Open bookshelves Wardrobe closet, lockable
Fixtures & Equipment	Tack board; Marker board

FINISHES

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

Ref. #: **8.04 PRINCIPAL'S OFFICE**   *(continued)*

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

Electrical	Power outlets 6' on center minimum
	Additional outlets at workstation
Lighting	Task lighting + energy-efficient fixtures, 70-85 foot-candles at work surfaces, 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	-	-	-
Interior	Sidelite at strike-jamb of door frame	N	N
Other Considerations	-	-	-

CONTROL & SAFETY NEEDS

Access Control	Doors lockable, vision panel and/or sidelite.
-	-
-	-
-	-

SPECIAL CONSIDERATIONS

-	-
-	-
-	-

Ref. #: **8.05** # ADMINISTRATIVE ASSISTANT

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 assistance to the school Principal Coordinate the master schedule and activities Parent conferences & phone communications Preparing reports HR functions for staff & teachers Store files, resource materials & reference books
Community	-

SPATIAL RELATIONSHIPS

Adjacent: Direct	Central Admin. Suite, Conference Room
Nearby: Indirect	Student Services Suite Workroom, Lounge
Distant: Separated	-

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

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

FINISHES

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

Ref. #: **8.05 ADMINISTRATIVE ASSISTANT**   *(continued)*

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

Electrical	Power outlets 6' on center minimum Additional outlets at workstation
Lighting	Task lighting + energy-efficient fixtures, 70-85 foot-candles at work surfaces, 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	-	-	-
Interior	Sidelite at strike-jamb of door frame	N	N
Other Considerations	-	-	-

CONTROL & SAFETY NEEDS

Visibility	Visibility to Open Office Area
Access Control	Doors lockable, vision panel and/or sidelite.
-	-
-	-

SPECIAL CONSIDERATIONS

-	-
-	-
-	-

Ref. #: **8.06**   # CONFERENCE ROOM

Area/Department:	ADMINISTRATION		
Occupants:	Students: Up to 16	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 ALSO: as set-up room for testing materials
Admin/Operational	Quiet space for individual staff and small groups to work and participate in discussions, small group meetings and training
Community	-

SPATIAL RELATIONSHIPS

Adjacent: Direct	Principal Office
Nearby: Indirect	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)	1 conference table for 16 16 chairs
Fixtures & Equipment	Ceiling mounted digital projector Retractable projection screen

FINISHES

Floor	Carpet
Ceiling	Sound absorptive
Walls	-
Other Considerations	-

Ref. #: **8.06** CONFERENCE ROOM   *(continued)*

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

Electrical	Power outlets 6' on center minimum
	GFCI floor outlet, water resistive cover, centered in room
Lighting	Energy-efficient fixtures, 60-85 foot-candles at work surface.
HVAC	Supply/return air, zoned control with reading room
Plumbing	-
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	-	-	-
Interior	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)
-	-
-	-
-	-

SPECIAL CONSIDERATIONS

-	-
-	-
-	-

Ref. #: **8.07** **STAFF ROOM**

Area/Department:	ADMINISTRATION			
Occupants:	Students: -	Faculty/Staff: 25-30	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	Team meetings/planning/collaboration Small group teacher training activities Relaxing Lunch & coffee
Community	-

SPATIAL RELATIONSHIPS

Adjacent: Direct	Mailroom/workroom, Central Admin staff (open office)
Nearby: Indirect	Central Admin. staff
Distant: Separated	-

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

Fixed Casework	Open wall shelving above work stations. Base, wall & upper cabinets for storage of supplies, materials & resources. NOTE: maximize use of moveable furniture & casework
Furniture (Movable)	4 workstations or laptop docking stations (locate at room perimeter) 4-6 adjustable task chairs 30 stacking chairs 5 tables (round lunch-tables) 1 tall wardrobe unit, lockable
Fixtures & Equipment	Kitchenette (sink, full-size refrigerator, microwave, coffee service) Tack board, marker board Vending machines

FINISHES

Floor	Carpet, stain resistive; optional Resilient flooring at kitchenette area.
Ceiling	Sound absorptive
Walls	-
Other Considerations	-

Ref. #: **8.07 STAFF ROOM**   *(continued)*

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 & other technology.
	Additional outlets at workstations (1 at each workstation, grommet to counter top)
	GFCI outlets at kitchenette, mounted above counter height.
	GFCI floor outlet, water resistive cover, centered in room
Lighting	Task lighting + direct/indirect pendant 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 hot & cold water at kitchenette
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	Y
Other Considerations	-	-	-

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 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.
-	-
-	-

Ref. #: **8.08**   # WORKROOM/MAILROOM

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

ACTIVITIES & SPACE USAGE

Educational	Example of efficient, collaborative, professional environment
Admin/Operational	Clerical and administrative production area Media production, copying, printing Supply storage Mail delivery & retrieval
Community	NA

SPATIAL RELATIONSHIPS

Adjacent: Direct	Lounge, Central Admin Staff
Nearby: Indirect	Easy access for teachers
Distant: Separated	-

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

Fixed Casework	NOTE: maximize use of moveable furniture & casework Base cabinets, with open wall shelving above work counters for general storage & office supplies Mail slots, one wall
Furniture (Movable)	4 workstations (at room perimeter) 4 adjustable task chairs 6 stools 1 Activity/work table
Fixtures & Equipment	Tack board, marker board Large copier

FINISHES

Floor	Carpet, stain resistive; optional Resilient flooring at sink area.
Ceiling	Sound absorptive
Walls	-
Other Considerations	-

Ref. #: **8.08 WORKROOM/MAILROOM**   *(continued)*

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

Electrical	Power outlets, mounted above counter height as necessary.
	Additional outlets at workstations (1 at each workstation, grommet to desk top).
	GFCI outlets at sink counter, mounted above counter height.
Lighting	Task lighting + energy-efficient fixtures, 70-85 foot-candles at work surfaces, daylight preferred.
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	Natural light & ventilation preferred	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
-	-
-	-
-	-

SPECIAL CONSIDERATIONS

Planning Note:	Locate so staff can sort mail and put it in boxes from inside the workroom and staff can pick up their mail without going through administrative area.
-	-
-	-

Ref. #: **8.09**   # ADMINISTRATION RESTROOMS

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

ACTIVITIES & SPACE USAGE

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

SPATIAL RELATIONSHIPS

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

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

Fixed Casework	-
Furniture (Movable)	-
Fixtures & Equipment	Wall-mounted paper towel & soap dispensers, not built-in Trash receptacle Mirror at lavatory, with shelf under mirror

Ref. #: **8.09 ADMINISTRATION RESTROOMS**   *(continued)*

FINISHES

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

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

Electrical	GFCI wall outlet above sink
Lighting	Energy-efficient fixtures.
HVAC	Exhaust fan, switch controlled
Plumbing	Lavatory w/ hot & cold water
	Floor drain
	Toilet
Acoustical	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, open inward, privacy lock
-	-
-	-
-	-

SPECIAL CONSIDERATIONS

1. Corridor outlets	Adjacent corridors to have 20 Amp electrical outlet on dedicated circuit approximately every 40 feet for custodial equipment.
2.	-
3.	-

Ref. #: **8.10**   # SUPPLY/STORAGE ROOM

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

ACTIVITIES & SPACE USAGE

Educational	-
Admin/Operational	Storage of office supplies, forms, files, etc. for use by school administrative staff
Community	-

SPATIAL RELATIONSHIPS

Adjacent: Direct	Workroom/Mailroom, Open Office Area
Nearby: Indirect	Reception, administrative offices, Staff Room
Distant: Separated	-

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

Fixed Casework	-
Furniture (Movable)	Open shelving units 12″ and 18″ deep, with adjustable height shelves, for office supplies, forms, files, records Lockable lateral file cabinets
Fixtures & Equipment	-

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.

Ref. #: **8.10 SUPPLY/ STORAGE ROOM** *(continued)*

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

Electrical	Power outlets, per code
	Power supply for docking/recharging laptop carts
Lighting	Energy-efficient fixtures.
HVAC	-
Plumbing	-
Acoustical	-
Special Utilities/Services	-
Other Considerations	-

WINDOWS & VISION PANELS

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

CONTROL & SAFETY NEEDS

Access Control	Lockable door
-	-
-	-
-	-

SPECIAL CONSIDERATIONS

-	-
-	-
-	-

Ref. #: **8.11** ACTIVITIES COORDINATOR

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 coordinate school activities Small group meetings/planning/collaboration Parent conferences & phone communications Store files, resource materials & reference books
Community	-

SPATIAL RELATIONSHIPS

Adjacent: Direct	Central Administration
Nearby: Indirect	-
Distant: Separated	-

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

Fixed Casework	NOTE: maximize use of moveable furniture & casework Open wall shelving above work stations Base & wall cabinets for materials & resources
Furniture (Movable)	1 desk/workstation 1 adjustable task chair 2 guest chairs 1 Activity/Conference Table Lockable file cabinets Open bookshelves
Fixtures & Equipment	Small safe Tack board, marker board

FINISHES

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

Ref. #: **8.11 ACTIVITIES COORDINATOR** *(continued)*

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

Electrical	Power outlets 6' on center minimum. Additional outlets at workstation .
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	-	-	-
Interior	Sidelite at strike-jamb of door frame	N	N
Other Considerations	-	-	-

CONTROL & SAFETY NEEDS

Access Control	Doors lockable, vision panel and/or sidelite
-	-
-	-
-	-

SPECIAL CONSIDERATIONS

-	-
-	-
-	-

Ref. #: **8.12**   # SCHOOL RESOURCE OFFICER

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

ACTIVITIES & SPACE USAGE

Educational	-
Admin/Operational	Office space for School Resource Officer officers to use as a home-base within the school 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 area; however, the officer will spend time roaming the facility as well.
Nearby: Indirect	Student Services Suite, Central Administration SRO designated parking spaces with quick access on/off campus
Distant: Separated	-

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

Fixed Casework	NOTE: maximize use of moveable furniture & casework
Furniture (Movable)	1 desk/workstation 1 adjustable task chair 2 guest chairs 1 Activity/Conference Table Lockable file cabinets Open bookshelves
Fixtures & Equipment	4' x 4' tack board 4' x 4' marker board

FINISHES

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

Ref. #: **8.12 SCHOOL RESOURCE OFFICER (SRO)**   *(continued)*

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

Electrical	Power outlets 6′ on center minimum. Additional outlet at workstation .
Lighting	Task 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	Sidelite at strike-jamb of door frame	N	N
Other Considerations	-	-	-

CONTROL & SAFETY NEEDS

Access Control	Doors lockable, vision panel and/or sidelite
-	-
-	-
-	-

SPECIAL CONSIDERATIONS

-	-
-	-
-	-

Ref. #: **8.13**   # SCHOOL STORE

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

ACTIVITIES & SPACE USAGE

Educational	Business/Marketing, school spirit Selling school supplies to students
Admin/Operational	-
Community	-

SPATIAL RELATIONSHIPS

Adjacent: Direct	Student traffic, Dining/Multi-purpose Room
Nearby: Indirect	-
Distant: Separated	-

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

Fixed Casework	-
Furniture (Movable)	Glass display cases and shelving units with adjustable height shelves Lockable supply cabinets, Transaction counter
Fixtures & Equipment	-

FINISHES

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

Ref. #: **8.13 SCHOOL STORE**   *(continued)*

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

Electrical	Power outlets 6' on center minimum
	Additional outlet at workstation
Lighting	Energy-efficient & incandescent fixtures, with supplemental 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	Sidelite at strike-jamb of door frame	N	N
Other Considerations	-	-	-

CONTROL & SAFETY NEEDS

Access Control	Doors lockable
-	-
-	-
-	-

SPECIAL CONSIDERATIONS

-	-
-	-
-	-

Ref. #: **8.14**   # ASSISTANT PRINCIPAL OFFICE

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 Small group meetings/planning/collaboration Parent conferences & phone communications Coordinate master scheduling and activities Evaluate teachers & staff Preparing reports, student records and files Store files, resource materials & reference books
Community	-

SPATIAL RELATIONSHIPS

Adjacent: Direct	Clerical staff, storage, easy access to/for students, supervise parking and drop-off areas Supervise interior hallways and problem areas
Nearby: Indirect	Student Services Suite, Central Administration
Distant: Separated	-

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

Fixed Casework	NOTE: maximize use of moveable furniture & casework Open wall shelving above work stations Base & wall cabinets for instructional materials & resources
Furniture (Movable)	1 office desk/workstation 1 adjustable task chair 2 guest chairs 1 Activity/Conference Table Lockable file cabinets Open bookshelves
Fixtures & Equipment	4' x 4' tack board 4' x 4' marker board

FINISHES

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

Ref. #: **8.14 ASSISTANT PRINCIPAL OFFICE**   *(continued)*

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

Electrical	Power outlets 6' on center minimum
	Additional outlet at workstation
Lighting	Task lighting + energy-efficient fixtures.
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	Sidelite at strike-jamb of door frame	N	Y
Other Considerations	-	-	-

CONTROL & SAFETY NEEDS

Access Control	Doors lockable, vision panel and/or sidelite
-	-
-	-
-	-

SPECIAL CONSIDERATIONS

-	-
-	-
-	-

Ref. #: **8.15**   # A.P. ADMIN. ASSISTANT/WAITING

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

ACTIVITIES & SPACE USAGE

Educational	Example of efficient, collaborative, professional environment
Admin/Operational	Space for students and visitors to be welcomed and ushered to see A.P. or security officer
Community	-

SPATIAL RELATIONSHIPS

Adjacent: Direct	Assistant Principal Office, Storage
Nearby: Indirect	-
Distant: Separated	-

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

Fixed Casework	NOTE: maximize use of moveable furniture & casework
Furniture (Movable)	1 desk/workstation 1 adjustable task chair 4 visitor chairs
Fixtures & Equipment	-

FINISHES

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

Ref. #: **8.15 A.P. ADMINISTRATIVE ASSISTANT/WAITING**   *(continued)*

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

Electrical	Power outlets 6' on center minimum
	Additional outlet at workstation
Lighting	Task lighting + energy-efficient fixtures.
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	To corridor & building entry	N	N
Other Considerations	-	-	-

CONTROL & SAFETY NEEDS

Access Control	Doors lockable, vision panel and/or sidelite
-	-
-	-
-	-

SPECIAL CONSIDERATIONS

-	-
-	-
-	-

Ref. #: **8.16**   # SECURITY OFFICE

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

ACTIVITIES & SPACE USAGE

Educational	Example of secure, respectful, professional environment
Admin/Operational	Office space for security staff home-base (otherwise roaming the school) Small group meetings/planning/collaboration Parent conferences & phone communications Store files, resource materials & reference books Minor disciplinary actions & recommendations
Community	-

SPATIAL RELATIONSHIPS

Adjacent: Direct	A.P. Offices, near student traffic
Nearby: Indirect	Student Services Suite, Central Administration
Distant: Separated	-

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

Fixed Casework	NOTE: maximize use of moveable furniture & casework Open wall shelving above work stations Base & wall cabinets for instructional materials & resources
Furniture (Movable)	2 desk/workstations 2 adjustable task chairs 2 guest chairs 1 Activity/Conference Table Lockable file cabinets Open bookshelves
Fixtures & Equipment	4' x 4' tack board 4' x 4' marker board

FINISHES

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

Ref. #: **8.16 SECURITY OFFICE** *(continued)*

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

Electrical	Power outlets 6′ on center minimum
	Additional outlets at workstations
Lighting	Task lighting + energy-efficient fixtures.
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	Sidelite at strike-jamb of door frame	N	N
Other Considerations	-	-	-

CONTROL & SAFETY NEEDS

Access Control	Doors lockable, vision panel and/or sidelite.
-	-
-	-
-	-

SPECIAL CONSIDERATIONS

-	-
-	-
-	-

Ref. #: **8.17** **A.P. OFFICE STORAGE/WORKROOM**

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

ACTIVITIES & SPACE USAGE

Educational	-
Admin/Operational	Storage of supplies, books, materials, displays, and equipment.
Community	-

SPATIAL RELATIONSHIPS

Adjacent: Direct	A.P. Office & A.P. Assistant Office.
Nearby: Indirect	-
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 lateral file cabinets.
Fixtures & Equipment	-

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.

Ref. #: **8.17 A.P. OFFICE STORAGE/WORKROOM**   *(continued)*

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

Electrical	Power outlets, per code
Lighting	Energy-efficient fixtures.
HVAC	-
Plumbing	-
Acoustical	-
Special Utilities/Services	-
Other Considerations	-

WINDOWS & VISION PANELS

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

CONTROL & SAFETY NEEDS

Access Control	Lockable door
-	-
-	-
-	-

SPECIAL CONSIDERATIONS

-	-
-	-
-	-

7.9   Student & Related Services

7.9.1 Space Program Summary

9.0 STUDENT SERVICES		6 TEAMS					9 TEAMS				
Ref. #	Name/Function	Qty.	Each	Required	Optional	TOTAL	Qty.	Each	Required	Optional	TOTAL
	GUIDANCE CENTER										
9.01	Guidance/Student Services Reception	1	150	150		150	1	200	200		200
9.02	Counseling Offices	3	120	240	120	360	4	120	240	240	480
9.03	Psychology Office	1	120	120		120	1	120	120		120
9.04	Special Education Offices	2	150	300		300	2	150	300		300
9.05	Special Ed Assistant Office	1	120	120		120	1	120	120		120
9.06	Itinerant Offices	2	120	120	120	240	2	120	120	120	240
9.07	Small Group Conference Room	1	200	200		200	1	200	200		200
9.08	Storage	1	120	120		120	1	150	150		150
9.09	Registrar	1	150	150		150	1	150	150		150
9.10	Records Room/Vault	1	150	150		150	1	150	150		150
9.11	Teen Impact Program	0				0	1	400		400	400
-	Restrooms	2	80	-		-	2	80	-		-
	SHARED/COMMUNITY SERVICES										
9.12	Parent/Community Work Center	1	200		200	200	1	300		300	300
9.13 a	School Health (Nurse) Office	1	100	100		100	1	100	100		100
b	Infirmary/Treatment/Storage	1	300	300		300	1	400	400		400
c	Exam/Rest Area	1	80	80		80	1	80	80		80
d	Restroom/Changing	1	120	120		120	1	120	120		120
e	Health Clinic - Community	1	250		250	250	1	250		250	250
9.14	Family Advocate Office (CITC)	1	250		250	250	1	250		250	250
9.15	Community Counselor (Indian Ed)	1	150		150	150	1	150		150	150
9.16	Newcomer Program	0				0	1	400		400	400
9.17	Newcomer Coordinator	0				0	1	150		150	150
	Sub-total	0	T.S.	2,270	1,090	3,360	0	T.S.	2,450	2,260	4,710

7.9.2 General Requirements

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

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.

Related Services

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 special programs.

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.

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.

7.9.3 Recommended Adjacencies
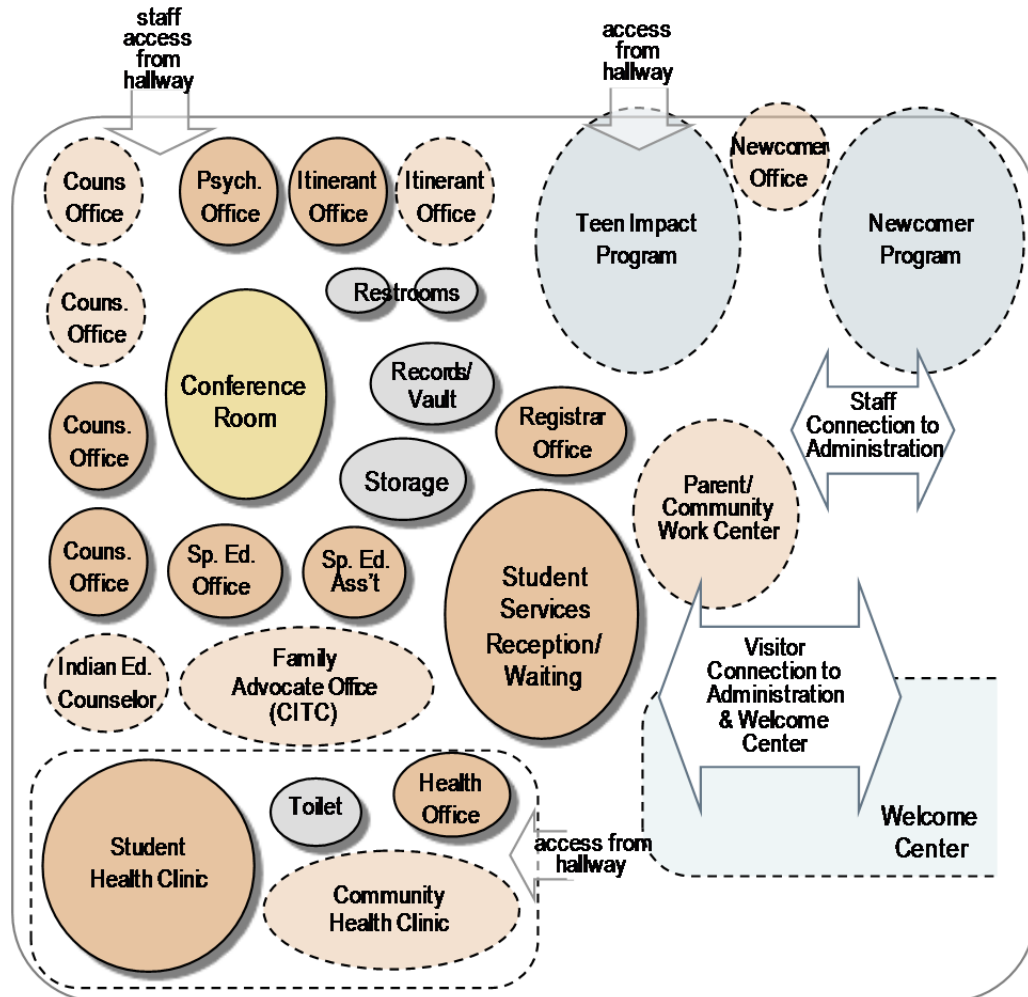
NOTES:

Refer to the overall building adjacency diagram (Section 4.3.3) for suggested locations of these program spaces within the context of the entire facility.

"Optional" program areas are indicated with dashed perimeters.

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

Diagram of Relationship between Administration and Student Services components:

Student & Related Services

Central Administration

Staff Connection

Visitor Connection

Nurse/Health Clinic

Welcome Center

Main Entry to School
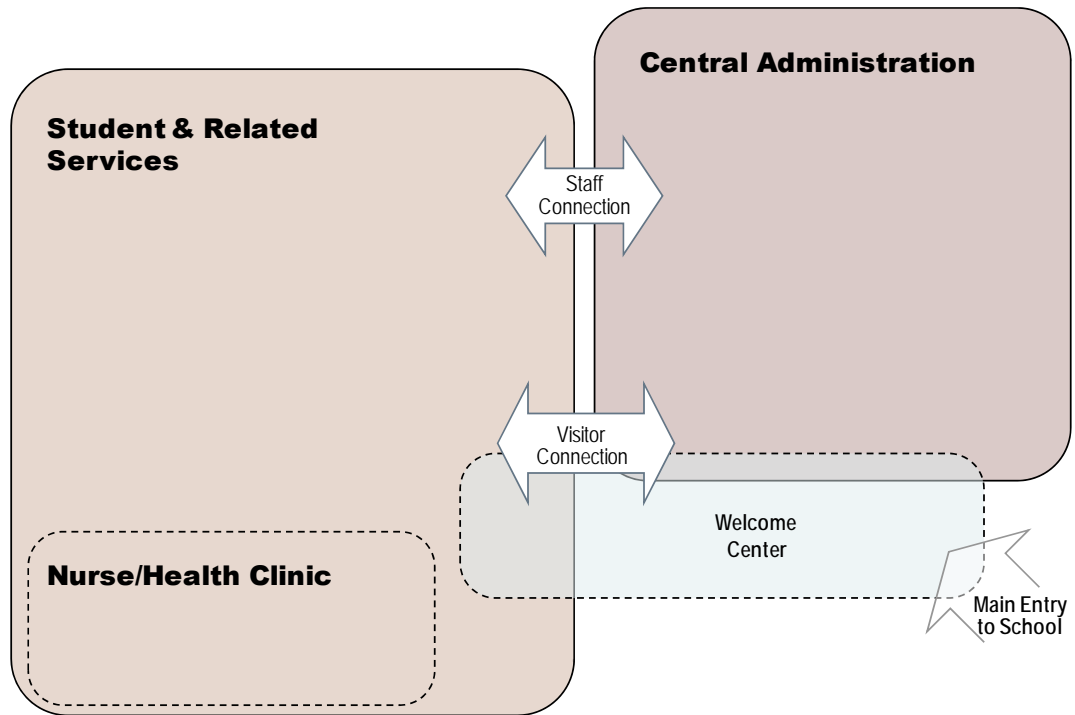
7.9.4 **Individual Space Attributes**

Ref. #: **9.01**

GUIDANCE / STUDENT SERVICES RECEPTION

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

ACTIVITIES & SPACE USAGE

Educational	Example of efficient, collaborative, professional environment
Admin/Operational	Space for students and visitors to be welcomed and ushered to their intended destination
Community	Welcoming, greeting, way-finding

SPATIAL RELATIONSHIPS

Adjacent: Direct	Student Services Suite
Nearby: Indirect	Building main entry, Central Administration Conference Room, Counselor Offices
Distant: Separated	-

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

Fixed Casework	Reception/Transaction desk NOTE: maximize use of moveable furniture & casework
Furniture (Movable)	1 desk/workstation 1 adjustable task chair 4 visitor chairs
Fixtures & Equipment	Copier, printer, fax for receptionist

FINISHES

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

Ref. #: **9.01 GUIDANCE / STUDENT SERVICES RECEPTION** *(continued)*

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

Electrical	Power outlets 6′ on center minimum
	Additional outlet at workstation
Lighting	Task lighting + energy-efficient fixtures, 70-85 foot-candles at work surfaces, 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	-	-	-
Interior	To corridor & building entry	N	N
Other Considerations	-	-	-

CONTROL & SAFETY NEEDS

Visibility	Visibility of entire reception/waiting area without "blind" spots
Access Control	Doors lockable, vision panel and/or sidelite
-	-
-	-

SPECIAL CONSIDERATIONS

Theme/Ownership	Consider color, graphics or other design features to celebrate this program function.
-	-
-	-

Ref. #: **9.02** **COUNSELING OFFICES**

Area/Department:	STUDENT & RELATED 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 Small group meetings/planning/collaboration- Parent conferences & phone communications Store files, resource materials & reference books
Community	-

SPATIAL RELATIONSHIPS

Adjacent: Direct	Student Services Suite
Nearby: Indirect	Student Services Suite, Central Administration
Distant: Separated	-

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

Fixed Casework	NOTE: maximize use of moveable furniture & casework Open wall shelving 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 file cabinets Open bookshelves
Fixtures & Equipment	-

FINISHES

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

Ref. #: **9.02 COUNSELING OFFICES**   *(continued)*

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

Electrical	Power outlets 6' on center minimum
	Additional outlet at workstation
Lighting	Task lighting + energy-efficient fixtures, 70-85 foot-candles at work surfaces, 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	-	-	-
Interior	Sidelite at strike-jamb of door frame	N	N
Other Considerations	-	-	-

CONTROL & SAFETY NEEDS

Access Control	Doors lockable, vision panel and/or sidelite
-	-
-	-
-	-

SPECIAL CONSIDERATIONS

-	-
-	-
-	-

Ref. #: **9.03**   # PSYCHOLOGY OFFICE

Area/Department:	STUDENT & RELATED 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 Small group meetings/planning/collaboration Parent conferences & phone communications Store files, resource materials & reference books
Community	-

SPATIAL RELATIONSHIPS

Adjacent: Direct	Student Services Suite
Nearby: Indirect	Student Services Suite
Distant: Separated	-

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

Fixed Casework	NOTE: maximize use of moveable furniture & casework Open wall shelving 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 file cabinets Open bookshelves
Fixtures & Equipment	-

FINISHES

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

Ref. #: **9.03 PSYCHOLOGY OFFICE** *(continued)*

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

Electrical	Power outlets 6' on center minimum Additional outlet at workstation
Lighting	Task lighting + energy-efficient fixtures, 70-85 foot-candles at work surfaces, 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	-	-	-
Interior	Sidelite at strike-jamb of door frame	N	N
Other Considerations	-	-	-

CONTROL & SAFETY NEEDS

Access Control	Doors lockable, vision panel and/or sidelite
-	-
-	-
-	-

SPECIAL CONSIDERATIONS

-	-
-	-
-	-

Ref. #: **9.04**   **SP ED OFFICES**

Area/Department:	STUDENT & RELATED SERVICES			
Occupants:	Students:	Faculty/Staff:	1 - 2	Other: 1 - 2

ACTIVITIES & SPACE USAGE

Educational	Example of supportive, professional environment
Admin/Operational	Offices for the Special Ed Coordinator, Chair, Staff, etc. Space for staff to coordinate special education program Small group meetings/planning/collaboration Parent conferences & phone communications Store files, resource materials & reference books
Community	-

SPATIAL RELATIONSHIPS

Adjacent: Direct	Student Services Suite, Sp. Ed. Assistant
Nearby: Indirect	School Administration
Distant: Separated	-

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

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

FINISHES

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

Ref. #: **9.04 SPECIAL EDUCATION OFFICES**   *(continued)*

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

Electrical	Power outlets 6' on center minimum
	Additional outlet at workstation
Lighting	Task lighting + energy-efficient fixtures, 70-85 foot-candles at work surfaces, 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	N	Y
Other Considerations	-	-	-

CONTROL & SAFETY NEEDS

Access Control	Doors lockable, vision panel and/or sidelite
-	-
-	-
-	-

SPECIAL CONSIDERATIONS

-	-
-	-
-	-

Ref. #: **9.05**   # SP. ED. ASSISTANT OFFICE

Area/Department:	LIBRARY/INSTRUCTIONAL MEDIA CENTER				
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 assistant to support coordinator of special education program Small group meetings/planning/collaboration- Parent conferences & phone communications Store files, resource materials & reference books Schedule meetings, conferences
Community	-

SPATIAL RELATIONSHIPS

Adjacent: Direct	Student Services Suite, Special Ed Coordinator Office
Nearby: Indirect	Student Services Suite
Distant: Separated	-

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

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

FINISHES

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

Ref. #: **9.05 SPECIAL EDUCATION ASSISTANT OFFICE** *(continued)*

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

Electrical	Power outlets 6' on center minimum Additional outlet at workstation
Lighting	Task lighting + energy-efficient fixtures, 70-85 foot-candles at work surfaces, 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	N	N
Other Considerations	-	-	-

CONTROL & SAFETY NEEDS

Access Control	Doors lockable, vision panel and/or sidelite
-	-
-	-
-	-

SPECIAL CONSIDERATIONS

-	-
-	-
-	-

Ref. #: **9.06** # ITINERANT OFFICES

Area/Department:	STUDENT & RELATED 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 Small group meetings/planning/collaboration- Parent conferences & phone communications Store files, resource materials & reference books Case reports
Community	-

SPATIAL RELATIONSHIPS

Adjacent: Direct	Student Services Suite
Nearby: Indirect	Student Services Suite
Distant: Separated	-

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

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

FINISHES

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

Ref. #: **9.06 ITINERANT OFFICES** *(continued)*

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

Electrical	Power outlets 6' on center minimum Additional outlet at workstation
Lighting	Task lighting + energy-efficient fixtures, 70-85 foot-candles at work surfaces, 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	-	-	-
Interior	Sidelite at strike-jamb of door frame	N	N
Other Considerations	-	-	-

CONTROL & SAFETY NEEDS

Access Control	Doors lockable, vision panel and/or sidelite
-	-
-	-
-	-

SPECIAL CONSIDERATIONS

-	-
-	-
-	-

Ref. #: **9.07**   # SMALL GROUP CONF. ROOM

Area/Department:	STUDENT & RELATED SERVICES				
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
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	Student Services Offices
Nearby: Indirect	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)	1 conference table 10 chairs
Fixtures & Equipment	-

FINISHES

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

Ref. #: **9.07 SMALL GROUP CONFERENCE ROOM**   *(continued)*

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

Electrical	Power outlets 6' on center minimum GFCI floor outlet, water resistive cover, centered in room
Lighting	Direct/indirect fixtures, uniform light at conference table, variable light level control for various activities.
HVAC	Quiet; supply/return air
Plumbing	-
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	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
-	-
-	-
-	-

SPECIAL CONSIDERATIONS

-	-
-	-
-	-

Ref. #: **9.08**   # STORAGE

Area/Department:	STUDENT & RELATED SERVICES		
Occupants:	Students: -	Faculty/Staff: 1 - 2	Other: -

ACTIVITIES & SPACE USAGE

Educational	-
Admin/Operational	Lockable file storage for student forms & registration materials Storage of supplies, materials, displays, and equipment, etc.
Community	-

SPATIAL RELATIONSHIPS

Adjacent: Direct	Student Services Suite
Nearby: Indirect	Student Services Suite
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 12″d and 18″ deep, with adjustable height shelves Lockable high density lateral file cabinets
Fixtures & Equipment	-

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.

Ref. #: **9.08 STORAGE**   *(continued)*

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

Electrical	Power outlets, per code
Lighting	Energy-efficient fixtures.
HVAC	-
Plumbing	-
Acoustical	-
Special Utilities/Services	-
Other Considerations	-

WINDOWS & VISION PANELS

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

CONTROL & SAFETY NEEDS

Access Control	Lockable door
-	-
-	-
-	-

SPECIAL CONSIDERATIONS

-	-
-	-
-	-

Ref. #: **9.09**   # REGISTRAR OFFICE

Area/Department:	STUDENT & RELATED 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: Student registration Small group meetings Parent conferences & phone communications File storage, forms storage
Community	-

SPATIAL RELATIONSHIPS

Adjacent: Direct	Student Services Suite
Nearby: Indirect	Central Administration
Distant: Separated	-

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

Fixed Casework	NOTE: maximize use of moveable furniture & casework
Furniture (Movable)	1 desk/workstation 1 adjustable task chair 2 guest chairs 1 Activity/Conference Table Lockable file cabinets Open bookshelves
Fixtures & Equipment	Access to printer/copier

FINISHES

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

Ref. #: **9.09 REGISTRAR OFFICE** *(continued)*

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

Electrical	Power outlets 6' on center minimum
	Additional outlets at workstations
Lighting	Task lighting + energy-efficient fixtures, 70-85 foot-candles at work surfaces, 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	-	-	-
Interior	Sidelite at strike-jamb of door frame	N	N
Other Considerations	-	-	-

CONTROL & SAFETY NEEDS

Access Control	Doors lockable, vision panel and/or sidelite
-	-
-	-
-	-

SPECIAL CONSIDERATIONS

-	-
-	-
-	-

Ref. #: **9.10**   **RECORDS ROOM/VAULT**

Area/Department:	STUDENT & RELATED SERVICES		
Occupants:	Students: -	Faculty/Staff: 1 - 2	Other: -

ACTIVITIES & SPACE USAGE

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

SPATIAL RELATIONSHIPS

Adjacent: Direct	Registrar Office
Nearby: Indirect	Central Admin, Counselors Offices
Distant: Separated	-

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

Fixed Casework	-
Furniture (Movable)	Lockable lateral file cabinets
Fixtures & Equipment	Fixed floor safe (approx 9 cubic feet)

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.

Ref. #: **9.10 RECORDS ROOM/VAULT**   *(continued)*

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

Electrical	Power outlets, per code
	Power supply for docking/recharging laptop carts
Lighting	Energy-efficient fixtures.
HVAC	Air intake/exhaust, zoned control with reading room
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. #: 9.11 TEEN IMPACT PROGRAM

Area/Department:	STUDENT & RELATED SERVICES				
Occupants:	Students:	6-8	Faculty/Staff:	1 - 2	Other: -

ACTIVITIES & SPACE USAGE

Educational	Enrichment program emphasizing Character, Responsibility, Trustworthiness, Respect, Caring, Fairness and Citizenship. Leadership skills, positive attitude Skill-building: literacy, arts & crafts, computer literacy Communication & team –building Games and challenges Community service, family engagement
Admin/Operational	Program is primarily before and after school hours
Community	-

SPATIAL RELATIONSHIPS

Adjacent: Direct	-
Nearby: Indirect	Student Services, Career Center, Library/Media Center
Distant: Separated	-

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

Fixed Casework	Open shelving NOTE: maximize use of moveable furniture & casework
Furniture (Movable)	8 student desk/tables (able to combine into one conference-like table 8 student chairs 1 Teacher chair 1 small activity table 1 tall storage cabinet, lockable (wardrobe, teacher items, books, supplies, etc) Computer workstation tables/chairs
Fixtures & Equipment	Tack surface Marker board

FINISHES

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

Ref. #: **9.11 TEEN IMPACT PROGRAM**   *(continued)*

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

Electrical	Power outlets 6′ on center minimum
	Additional outlets at presentation wall
	Separate circuit for A/V equipment
Lighting	Natural light + energy-efficient direct/indirect pendant fixtures, 50-75 foot-candles at work surfaces, 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	Access to natural light & 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

-	-
-	-
-	-

Ref. #: 9.12 PARENT/COMM. WORK CENTER

Area/Department:	STUDENT & RELATED SERVICES				
Occupants:	Students:	-	Faculty/Staff:	4	Other:	-

ACTIVITIES & SPACE USAGE

Educational	Example of efficient, collaborative, professional environment
Admin/Operational	To provide space for parents and community volunteers to work within the school in teams and/or individually, assist teachers & staff, lock up personal items Team meetings/planning/collaboration Media production, copying, printing Parent conferences & phone communications Small group training activities File storage Lunch & coffee
Community	Community use of facility

SPATIAL RELATIONSHIPS

Adjacent: Direct	Main corridor system
Nearby: Indirect	Easy access from main building entry
Distant: Separated	ISS, Behavior Classrooms

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

Fixed Casework	NOTE: maximize use of moveable furniture & casework Open wall shelving above work stations Base & wall cabinets for supplies
Furniture (Movable)	4-6 workstations (locate at room perimeter) 12 adjustable task chairs (rotate chairs to center for conference/meetings) 1 Activity/Conference Table 1 Tall Wardrobe Unit, lockable Lockable file cabinets for volunteers as necessary
Fixtures & Equipment	Copier, printer, scanner Kitchenette (sink, refrigerator, microwave, coffee service) Tack board Marker board

FINISHES

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

Ref. #: **9.12 PARENT/COMMUNITY WORK CENTER** *(continued)*

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

Electrical	Power outlets 6' on center minimum
	Additional outlets at workstations
	2 GFCI outlets at kitchenette, mounted above counter height
	GFCI floor outlet, water resistive cover, centered in room
Lighting	Task lighting + energy-efficient fixtures, variable light level control for various activities, daylight preferred.
HVAC	Supply/return air, individual temp control, natural ventilation preferred.
Plumbing	Double sink with hot & cold water at kitchenette
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

Floor space	Open floor space for rolling carts
Floor outlet	Coordinate work table & floor outlet location for access to floor outlet.
Theme/Ownership	Consider color, graphics or other design features to distinguish this area.

Ref. #: **9.13a** **SCHOOL HEALTH OFFICE**

Area/Department:	STUDENT & RELATED SERVICES		
Occupants:	Students: 1-2	Faculty/Staff: 1	Other: -

ACTIVITIES & SPACE USAGE

Educational	Example of efficient, healthy, professional environment
Admin/Operational	Office space for school nurse Small group meetings/conferences Parent conferences & confidential phone communications Health & wellness, nutrition counseling Store files, resource materials & reference books Record-keeping and administrative duties Program coordination
Community	-

SPATIAL RELATIONSHIPS

Adjacent: Direct	Health Clinic
Nearby: Indirect	Student Services Suite; restroom
Distant: Separated	-

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

Fixed Casework	NOTE: maximize use of moveable furniture & casework Open wall shelving 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 file cabinets Open bookshelves
Fixtures & Equipment	Small refrigerator with ice machine

FINISHES

Floor	Resilient seamless or carpet, stain resistive.
Ceiling	Sound absorptive
Walls	-
Other Considerations	-

Ref. #: **9.13a**   **SCHOOL HEALTH OFFICE (Nurse)**   *(continued)*

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

Electrical	Power outlets 6' on center minimum
	Additional outlets at workstation
Lighting	Task lighting + energy-efficient fixtures, 70-85 foot-candles at work surfaces, daylight (borrowed ok).
HVAC	Supply/return air, zoned temp control; natural ventilation preferred
Plumbing	-
Acoustical	Good separation from adjacent spaces (confidential conversations)
Special Utilities/Services	-
Other Considerations	-

WINDOWS & VISION PANELS

		Operable? (Y/N)	Shades? (Y/N)
Exterior	Desirable, not required	Y	Y
Interior	Sliding window to Health Clinic	Y	*?*
Other Considerations	-	-	-

CONTROL & SAFETY NEEDS

Security	Lockable cabinet for medications and supplies
Access Control	Doors lockable, vision panel and/or sidelite
-	-
-	-

SPECIAL CONSIDERATIONS

-	-
-	-
-	-

Ref. #: **9.13** b-d **HEALTH CLINIC**

Area/Department:	STUDENT & RELATED SERVICES				
Occupants:	Students:	Up to 4	Faculty/Staff:	1 - 2	Other:	1 - 2

ACTIVITIES & SPACE USAGE

Educational	Personal wellness & health
Admin/Operational	Clinic space to address student health, injuries, medications, etc
	Student triage and first-aid
	Treatment of minor injuries and illnesses
	Vision & hearing screening Temporary holding of ill student (quiet cot areas)
	Cleaning/washing/dressing of minor wounds
	Hygiene, health and wellness education
	Restroom with Shower and changing facilities
Community	-

SPATIAL RELATIONSHIPS

Adjacent: Direct	Health Office, ADA restroom with shower, storage room
Nearby: Indirect	Exterior building entry, Student Services Suite, Lifeskills II
Distant: Separated	High noise areas: performing arts, cafeteria, PE.

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

Fixed Casework	NOTE: maximize use of moveable furniture & casework
	Lockable base & wall cabinets for supplies
Furniture (Movable)	1 desk/workstation
	1 adjustable task chair
	2 guest chairs
	1 Exam Table
	4 cots, visually separated
Fixtures & Equipment	Soap and towel dispenser at sink
	Exam table
	Weight/height scale
	Wheelchair, stretcher
	Mobile exam light
	Sharps container (hazardous waste receptacle)
	Eye exam chart

FINISHES

Floor	Resilient
Ceiling	Sound absorptive
Walls	-
Other Considerations	-

Ref. #: **9.13 b-d HEALTH CLINIC**   *(continued)*

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

Electrical	Power outlets 6' on center minimum Additional outlet at workstation 2 GFCI outlets at sink/countertop
Lighting	Task lighting + energy-efficient fixtures, 70-85 foot-candles at work surfaces, variable light level control, daylight (borrowed ok).
HVAC	Supply/return air, zoned temp control, natural ventilation preferred.
Plumbing	Stainless steel double sink, lever handles, 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	Supervision from Health Office to Infirmary	Y (from office)	Y
Other Considerations	-	-	-

CONTROL & SAFETY NEEDS

Access Control	Doors lockable, vision panel and/or sidelite
-	-
-	-
-	-

SPECIAL CONSIDERATIONS

-	-
-	-
-	-

Ref. #: **9.13e** **HEALTH CLINIC - COMMUNITY**

Area/Department:	STUDENT & RELATED SERVICES				
Occupants:	Students: -		Faculty/Staff: 1 - 2	Other:	Up to 4

ACTIVITIES & SPACE USAGE

Educational	Personal wellness & health education, screening and monitoring
Admin/Operational	Clinic space to address health, injuries, medications, etc. of students and their families Triage and first-aid Treatment of minor injuries and illnesses Vision & hearing screening (required 20′ room depth for vision chart) Temporary holding of ill patient (requires quiet cot areas) Hygiene, health and wellness education Blood-pressure, cholesterol, and general health screening
Community	-

SPATIAL RELATIONSHIPS

Adjacent: Direct	Health Office, Health Clinic, ADA restroom, Storage Room
Nearby: Indirect	Exterior building entry, Student Services Suite
Distant: Separated	-

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

Fixed Casework	NOTE: maximize use of moveable furniture & casework Lockable base & wall cabinets for supplies
Furniture (Movable)	1 desk/workstation 1 adjustable task chair 2 guest chairs 1 Exam Table 2 cots, visually separated
Fixtures & Equipment	Soap and towel dispenser at sink Exam table Weight/height scale Wheelchair, stretcher Mobile exam light Sharps container (hazardous waste receptacle) Eye exam chart

FINISHES

Floor	Resilient
Ceiling	Sound absorptive
Walls	-
Other Considerations	-

Ref. #: **9.13e HEALTH CLINIC – COMMUNITY COMPONENT**   *(continued)*

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

Electrical	Power outlets 6' on center minimum Additional outlet at workstation 2 GFCI outlets at sink/countertop
Lighting	Task lighting + energy-efficient fixtures, 70-85 foot-candles at work surfaces, daylight (borrowed ok).
HVAC	Supply/return air, zoned temp control; natural ventilation preferred
Plumbing	Double stainless steel sink, lever handles, 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	Supervision from Health Office	Y	*?*
Other Considerations	-	-	-

CONTROL & SAFETY NEEDS

Access Control	Doors lockable, vision panel and/or sidelite
-	-
-	-
-	-

SPECIAL CONSIDERATIONS

-	-
-	-
-	-

Ref. #: **9.14**   # FAMILY ADVOCATE OFFICE (CITC)

Area/Department:	STUDENT & RELATED SERVICES				
Occupants:	Students:	1-2	Faculty/Staff:	1	Other:	1-2

ACTIVITIES & SPACE USAGE

Educational	Example of efficient, collaborative, professional environment
Admin/Operational	Office space for staff to provide counseling and guidance to CITC students and their families Small group meetings Parent/family conferences & phone communications Store files, resource materials & reference books Coordination of the CITC program General assistance of students in achieving educational goals
Community	-

SPATIAL RELATIONSHIPS

Adjacent: Direct	-
Nearby: Indirect	Student Services Suite, easy access to exterior entry, CITC Classroom
Distant: Separated	-

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

Fixed Casework	NOTE: maximize use of moveable furniture & casework Open wall shelving 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 file cabinets Open bookshelves
Fixtures & Equipment	-

FINISHES

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

Ref. #: **9.14 FAMILY ADVOCATE OFFICE (CITC)**   *(continued)*

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

Electrical	Power outlets 6' on center minimum
	Additional outlet at workstation
	GFCI floor outlet, water resistive cover, centered in room
Lighting	Task lighting + direct/indirect energy-efficient fixtures, 70-85 foot-candles at work surfaces, variable light level control, 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	-	-	-
Interior	Sidelite at strike-jamb of door frame	N	N
Other Considerations	-	-	-

CONTROL & SAFETY NEEDS

Access Control	Doors lockable, vision panel and/or sidelite
-	-
-	-
-	-

SPECIAL CONSIDERATIONS

Cultural Sensitivity	Consider cultural references in the design of the space (shape, color, etc)
-	-
-	-

Ref. #: **9.15**   # COMM. COUNSELOR (INDIAN ED)

Area/Department:	STUDENT & RELATED SERVICES				
Occupants:	Students:	1-2	Faculty/Staff:	1	Other:	1-2

ACTIVITIES & SPACE USAGE

Educational	Example of efficient, collaborative, professional environment
Admin/Operational	Office space for staff to provide counseling and guidance to students Small group meetings/planning/collaboration- Parent conferences & phone communications Store files, resource materials & reference books
Community	-

SPATIAL RELATIONSHIPS

Adjacent: Direct	Student Services Suite
Nearby: Indirect	Student Services Suite, easy access from building entry
Distant: Separated	-

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

Fixed Casework	NOTE: maximize use of moveable furniture & casework Open wall shelving 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 file cabinets Open bookshelves
Fixtures & Equipment	4' x 4' tack board

FINISHES

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

Ref. #: **9.15 COMMUNITY COUNSELOR (INDIAN ED)**   *(continued)*

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

Electrical	Power outlets 6' on center minimum
	Additional outlet at workstation
Lighting	Task lighting + energy-efficient fixtures, 70-85 foot-candles at work surfaces, 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	-	-	-
Interior	Sidelite at strike-jamb of door frame	N	N
Other Considerations	-	-	-

CONTROL & SAFETY NEEDS

Access Control	Doors lockable, vision panel and/or sidelite
-	-
-	-
-	-

SPECIAL CONSIDERATIONS

Cultural References	Consider cultural references in the design of the space (shape, color, etc)
-	-
-	-

Ref. #: **9.16**   # NEWCOMER PROGRAM

Area/Department:	STUDENT & RELATED SERVICES				
Occupants:	Students:	16 max.	Faculty/Staff:	1 - 2	Other: 1 - 2
	Special Needs educator(s) and Volunteer(s) as necessary				

ACTIVITIES & SPACE USAGE

Educational	Space for staff to provide instruction, orientation and guidance to incoming students and their families, including those with limited English proficiency
	Small group, focused instruction, tutoring
	Whole group, small group and Individual work
	Focused (1:1) instruction
	ELL / ELL instruction
	English vocabulary, speaking, listening, reading, and writing skills
	Language and communication skills
	U.S. history and culture
	Use cooperative learning to lower anxiety levels, increase motivation and improve self-esteem
Admin/Operational	-
Community	-

SPATIAL RELATIONSHIPS

Adjacent: Direct	Newcomer Coordinator Office
Nearby: Indirect	Reading/ELL/Small Group Room, Reading and/or ELL classrooms, General classrooms, easy access from building entry
Distant: Separated	ISS, Behavior Classrooms
	High noise areas: Performing Arts, Cafeteria, PE

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

Fixed Casework	Open shelving
	NOTE: maximize use of moveable furniture & casework
Furniture (Movable)	16 student desks/tables (able to be combined into 1 or more larger tables)
	16 student chairs
	1 Activity Table
	1 Tall Storage Unit, lockable (wardrobe books, supplies, etc)
	Computer workstation tables/chairs
Fixtures & Equipment	Tack surface; Marker board

FINISHES

Floor	Carpet, stain resistive.
Ceiling	Sound absorptive. Ceiling grid to support hanging displays.
Walls	-
Other Considerations	9'-0" min recommended ceiling height

Ref. #: **9.16 NEWCOMER PROGRAM**   *(continued)*

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

Electrical	Power outlets 6' on center minimum 3 additional outlets at presentation wall 2 GFCI floor outlets, water resistive covers
Lighting	Natural light + Energy-efficient direct/indirect pendant fixtures, Uniform light at work surfaces, variable light level control, 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
Special Utilities/Services	-
Other Considerations	-

WINDOWS & VISION PANELS

		Operable? (Y/N)	Shades? (Y/N)
Exterior	Abundant access to natural light & ventilation	Y	Y
Interior	Sidelite at strike-jamb of door frame	N	N
Other Considerations	-	-	-

CONTROL & SAFETY NEEDS

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

SPECIAL CONSIDERATIONS

-	-
-	-
-	-

Ref. #: **9.17**   # NEWCOMER COORDINATOR

Area/Department:	STUDENT & RELATED SERVICES				
Occupants:	Students:	1-2	Faculty/Staff:	1-2	Other: 1-2

ACTIVITIES & SPACE USAGE

Educational	Example of supportive, welcoming, professional environment
Admin/Operational	Office space for staff to provide counseling and guidance to new students and their families Small group meetings Student/family conferences & phone communications Store files, resource materials & reference books
Community	-

SPATIAL RELATIONSHIPS

Adjacent: Direct	Newcomer Program
Nearby: Indirect	Student Services Suite, easy access from building entry
Distant: Separated	ISS, Behavior Classrooms

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

Fixed Casework	NOTE: maximize use of moveable furniture & casework Open wall shelving 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 file cabinets Open bookshelves
Fixtures & Equipment	4' x 4' tack board

FINISHES

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

Ref. #: **9.17 NEWCOMER COORDINATOR**   *(continued)*

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

Electrical	Power outlets 6' on center minimum
	Additional outlet at workstation
Lighting	Task lighting + energy-efficient fixtures, 70-85 foot-candles at work surfaces, 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	N	N
Other Considerations	-	-	-

CONTROL & SAFETY NEEDS

Access Control	Doors lockable, vision panel and/or sidelite
-	-
-	-
-	-

SPECIAL CONSIDERATIONS

-	-
-	-
-	-

7.10 Dining & Food Services

7.10.1 Space Program Summary

10.0 DINING/FOOD SERVICE		6 TEAMS					9 TEAMS				
Ref. #	Name/Function	Qty.	Each	Required	Optional	TOTAL	Qty.	Each	Required	Optional	TOTAL
10.01	Student Dining/Multi-Purpose	1	6,500	5,000	1,500	6,500	1	8,500	8,500		8,500
10.02	Kitchen/Serving/Storage	1	2,200	2,200		2,200	1	2,200	2,200		2,200
10.03	Office	1	100	100		100	1	100	100		100
10.04	Storage Area	2	250	500		500	2	250	500		500
10.05	Breakroom/Restroom/Lockers	1	200	200		200	1	200	200		200
10.06	Laundry	1	80	80		80	1	80	80		80
	Sub-total	0	T.S.	8,080	1,500	9,580	0	T.S.	11,580	0	11,580

7.10.2 General Requirements

The need for a large dining space also provides a large multipurpose activity space. This multipurpose room, along with food service support spaces, are utilized daily for educational, food services and community uses. Include the following spaces:

Multipurpose / Student Dining

This large area needs to provide space for dining, student assemblies and gatherings, presentations, large group instruction, meetings, dances and other school and community activities. This should be an attractive space supporting these functions and activities. Both lunches and breakfasts are provided. School lunches utilize multiple sittings to accommodate the student population – two are preferred, but allow for up to three. Good storage for this room is important as it facilitates greater use. Moving tables and chairs quickly back and forth from storage will assist in this effort.

Sound and digital video systems support assemblies, presentations, performances and large group instruction. Provide a wireless network as well as some hard wire connections for computer use. Materials used in this space should be cost effective, durable and easily maintained.

Kitchen / Serving / Storage - This area receives, prepares and serves food. The food service program is financially self-supporting. The many activities occur in a limited amount of time. The kitchen layout needs to provide for an efficient operation that allows employees to work quickly without backtracking. It also should be easily cleaned. This efficiency supports cost containment.

Delivery and storage efficiency is obtained by accessing the dry storage, refrigeration or freezer units directly from the receiving area. This also reduces deleterious foot traffic on floors in food preparation areas. Student Nutrition Services maintains Design Standards for food services equipment and furniture. As each new or renewal project addresses kitchen planning and design, the current Design Standards must be consulted.

The serving line needs to allow for a student to pass another to select their food items, yet not be so spacious that the serving line cannot be contained. It is important for cashiers to have visual control of the serving line. After the completion of lunch, staff begins the process of putting food away and cleaning all surfaces to meet health department standards. Trash will be taken to the compactor chute located in the receiving area.

<u>Food Services Office</u> - Provide an office area to support food service operations. Allow for flexible layout of furnishings. The food services manager should be able to sit at the desk and view the kitchen preparation and serving areas. When food service operations shut down for the day, the point-of-sale cashier carts are rolled into the office which is then locked.

<u>Multipurpose / Student Dining Storage</u> - Provide easily accessible and efficient storage for dining tables and chairs next to the multipurpose/student dining room. This allows a faster transition for other school uses before and after food servings. Two spaces are proposed.

<u>Break Room / Restroom / Lockers</u> - This room supports food service personnel. Provide a break room with lockers, storage for clothes and personal items, a changing area and a break space with chairs and a table separate but adjacent from the food preparation area. The restroom is to have a lavatory sink and water closet. Efficiently lay out this area to provide a sitting and eating space and full-size lockers. Provide a small counter with double sink and adjacent refrigerator. For privacy and ease of use, location of restroom near break room, with access via a common hall, is preferred.

<u>Laundry</u> - The Laundry room provides a washer and dryer to support kitchen operations. This facility should be designated for food services use only to avoid contamination.

7.10.3 Recommended Adjacencies
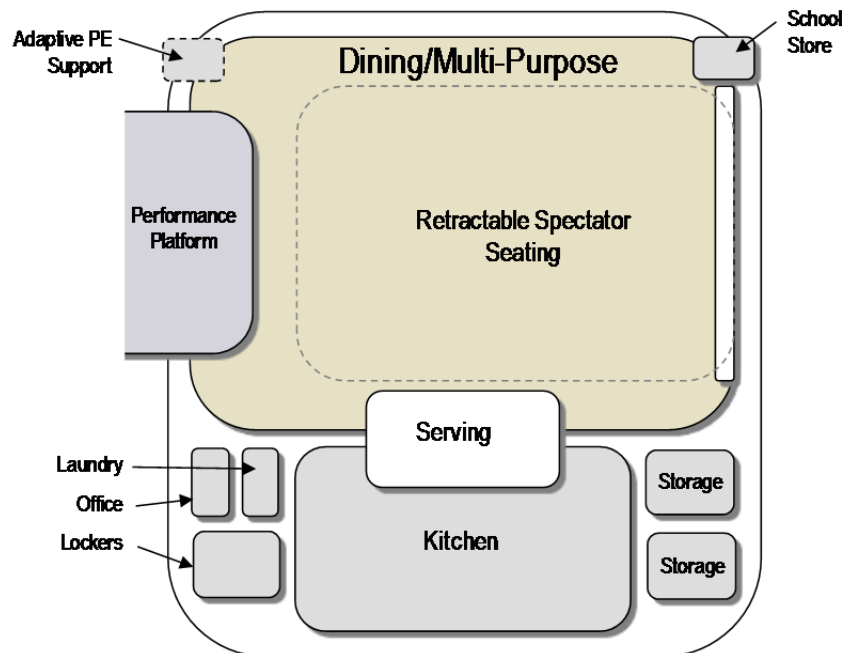
NOTES:
Refer to the overall building adjacency diagram (Section 4.3.3) for suggested locations of these program spaces within the context of the entire facility.
"Optional" program areas are indicated with dashed perimeters.
Diagrams are intended to illustrate fundamental relationships only. No distinction between floor levels or between existing vs. new construction is made, and no floor plan is implied. Further interpretation of these relationships must be made by the design team.

7.10.4 Individual Space Attributes

Ref. #: 10.01 STUDENT DINING/MPR

Area/Department:	DINING/FOOD SERVICE		
Occupants:	Students: 500 (lunch)	Faculty/Staff: 2-4	Other:
	Up to 800 seated in chairs for assemblies. Supervisors will be present at lunch time.		

ACTIVITIES & SPACE USAGE

Educational	Student assemblies; presentations of choral, band, orchestra & drama performances; slide & film presentations; study area; banquet recognition; large group instruction. Adaptive PE activities PE programs such as badminton, ping-pong, indoor soccer during non food service hours.
Admin/Operational	Dances; Meetings; gatherings; indoor recess.
Community	Community use for special programs: meetings; community fairs; dances; carnivals & productions; catering; before/after school programs

SPATIAL RELATIONSHIPS

Adjacent: Direct	Kitchen/Serving; Table/chair/riser storage Platform Control Station Main circulation hallways Door connection should allow use of music room or other space as "green room" for performances.
Nearby: Indirect	Public restrooms; Commons; Library/Media Center; Administration Performing Arts Wing; Gym; Activities Director; School Store All classroom clusters; Visitor/event parking
Distant: Separated	Provide adequate visual, acoustic & ventilation separation from teaching stations. Should be buffered from Library/Media Center

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

Fixed Casework	Lockable storage for temporary PE use. Provide separate securable storage for before & after school programs.
Furniture (Movable)	High quality folding lunch tables; Folding &/or stacking chairs Coordinate size & proportion of storage rooms to accommodate furniture Recycle containers, trash cans Movable POS equipment/stations
Fixtures & Equipment	Tack board for displays & marketing; marker board at 1 wall Retractable seating for 500 approx. Ceiling mounted12' wide retractable projection screen at proscenium opening, electrically operated

FINISHES

Floor	Resilient flooring (coordinate performance criteria with retractable seating)
Ceiling	20-26 feet height (to accommodate PE use). Sound attenuation.
Walls	Non porous, easily cleaned surfaces, Sound attenuation.
Other Considerations	Provide safety guards for exposed electrical/electronic fixtures.

Ref. #: **10.01 STUDENT DINING/MULTI-PURPOSE**   *(continued)*

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, power for POS stations, 20-Amp outlet for custodial use
Lighting	Natural light + energy-efficient fixtures. Variable light level control for various activities. Toggle switches, not keyed. Energy-efficient fixtures that support space use & design; coord. w/PE functions (durability). Emergency lighting required.
HVAC	Quiet, energy-efficient. Individual temp control. Control at Rentals panel for after-hrs use.
Plumbing	2 EWCs (drinking fountains), locate away from traffic patterns.
Acoustical	Sound absorption to minimize noise from large group activities.
Special Utilities/Services	-
Other Considerations	Provide wire safety guards for all exposed lighting fixtures.

WINDOWS & VISION PANELS

		Operable? (Y/N)	Shades? (Y/N)
Exterior	Natural light, views & natural ventilation	Y, limited	Y
Interior	Vision panels	N	N
Other Considerations	Balance placement of windows with other design parameters		

CONTROL & SAFETY NEEDS

Access Control	Single or double doors to corridor, lockable both sides.
	Exterior single or double doors to accommodate egress requirements.
-	-
-	-

SPECIAL CONSIDERATIONS

After hours use	Secure activity space from rest of school for after hours use.
Access/egress	Provide for minimum lines in halls & no cross traffic.
Natural light & views	Balance desire for natural light & views with functionality & multi-use of space.
Performing Arts & PE	Reference Performing Arts & PE for additional requirements in MPR/Student Dining

Ref. #: 10.02 KITCHEN/SERVING/STORAGE

Area/Department:	DINING/FOOD SERVICE			
Occupants:	Students: -	Faculty/Staff: 4-8	Other: -	

ACTIVITIES & SPACE USAGE

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

SPATIAL RELATIONSHIPS

Adjacent: Direct	Receiving; MPR/Student Dining; Food Services Office Mop cleaning & supply area separate from food storage/prep area Desired to be located at exterior wall to allow for close access to Receiving & wall penetrations for air intake & exhaust.
Nearby: Indirect	Desire close proximity to a restroom; otherwise provide small restroom in area. Compactor; recycling storage
Distant: Separated	Provide adequate visual, acoustic & ventilation separation from teaching stations.

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

NOTE:	Student Nutrition Services maintains Design Standards for food services equipment and furniture. As each new or renewal project addresses kitchen planning and design, the current Design Standards must be consulted.
Fixed Casework	
Furniture (Movable)	
Fixtures & Equipment	

FINISHES

Floor	Slip resistant, durable
Ceiling	10' height min. Sound attenuation. Wall & ceiling finishes should be washable.
Walls	Non-porous easily cleanable surfaces. Durable/washable wainscot up 4' min. at wet areas.
Other Considerations	Refer to the current Student Nutrition Services Design Standards

Ref. #: **10.02 KITCHEN/SERVING/STORAGE** *(continued)*

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

Electrical	Student Nutrition Services maintains Design Standards for food services equipment and furniture. As each new or renewal project addresses kitchen planning and design, the current Design Standards must be consulted.
Lighting	Energy-efficient, moisture resistant fixtures, recessed with easily cleanable covers or lenses; task lighting should be located over work area. Natural lighting desirable, not required. Emergency lighting in kitchen.
HVAC	Coordinate with equipment loads/requirements. Individual temp control & exhaust to allow adjustment & prevent overheating.
Plumbing	Student Nutrition Services maintains Design Standards for food services equipment and furniture. As each new or renewal project addresses kitchen planning and design, the current Design Standards must be consulted.
Acoustical	-
Special Utilities/Services	1 floor mop sink (dedicated kitchen usage)
Other Considerations	-

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			

CONTROL & SAFETY NEEDS

Visibility	Visibility of entire room without "blind" areas.
Access Control	Corridor doors lockable from both sides
	Ability to close off kitchen from MPR when not in use.
Other	-

SPECIAL CONSIDERATIONS

Doors to MPR	Connection to MPR via standard metal passage door & pair of metal doors. Double door opening to be minimum 8′ wide by 7′ high on magnetic hold-opens.
Traffic patterns	Avoid intersecting traffic patterns for workers & students.
Other:	-

Ref. #: **10.03   OFFICE**

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

ACTIVITIES & SPACE USAGE

Educational	-
Admin/Operational	Planning, ordering, scheduling & evaluations by manager; Meetings with staff
Community	-

SPATIAL RELATIONSHIPS

Adjacent: Direct	Kitchen prep/serving area; Kitchen entry
Nearby: Indirect	Student dining area; Break room/ restroom/ Locker room; Receiving
Distant: Separated	-

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

Fixed Casework	-
Furniture (Movable)	Desk & chair 2-drawer file cabinet, locking Bookshelf
Fixtures & Equipment	Tack board, marker board 1 small floor mounted safe
Other	Cash registers/POS equipment locked in this space overnight.

FINISHES

Floor	Slip resistant , impervious flooring
Ceiling	Acoustical tile
Walls	-
Other Considerations	-

Ref. #: **10.03 OFFICE**   *(continued)*

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

Electrical	Power outlets 6' on center minimum
	Additional outlet at workstation
Lighting	Task lighting + energy-efficient fixtures, daylight preferred (borrowed ok).
HVAC	Supply/return air
Plumbing	-
Acoustical	-
Special Utilities/Services	-
Other Considerations	-

WINDOWS & VISION PANELS

		Operable? (Y/N)	Shades? (Y/N)
Exterior	-	-	-
Interior	Vision panel – ability to view kitchen area from both seated & standing position	N	N
Other Considerations	-	-	-

CONTROL & SAFETY NEEDS

Visibility	Visibility of entire room without "blind" areas.
Access Control	Door lockable
-	-
-	-

SPECIAL CONSIDERATIONS

Doorway clearance	Doors width(s) to provide clearance for POS equipment and carts
-	-
-	-

Ref. #: **10.04 STORAGE AREA**

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

ACTIVITIES & SPACE USAGE

Educational	-
Admin/Operational	Storage of MPR/Dining folding tables, folding chairs on dollies Storage of MPR &/or Performance Platform risers Storage of sound system & misc. items
Community	-

SPATIAL RELATIONSHIPS

Adjacent: Direct	Student dining/Multipurpose
Nearby: Indirect	-
Distant: Separated	-

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

Fixed Casework	-
Furniture (Movable)	Provide table storage for folding lunchroom tables. Chair dollies to support MPR folding chairs. Coordinate proportion of storage rooms to accommodate furniture storage requirements.
Fixtures & Equipment	-

FINISHES

Floor	Resilient flooring continuous with Multipurpose/Dining
Ceiling	Exposed and/or Sound absorptive
Walls	-
Other Considerations	-

Ref. #: **10.04 STORAGE AREA**   *(continued)*

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

Electrical	Per code requirements
Lighting	Surface-mounted, 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

-	-
-	-
-	-

SPECIAL CONSIDERATIONS

Doorway clearance	Door height to allow rolling of folding lunch tables and stacking chairs on dollies. Double doors to accommodate oversized loads. Provide magnetic hold open devices on doors.
-	-
Other	Accessible to other users when kitchen is not in operation.

Ref. #: 10.05 BREAKROOM/RESTRM/LOCKERS

Area/Department:	DINING/FOOD SERVICE			
Occupants:	Students: -	Faculty/Staff:	6-8	Other: -

ACTIVITIES & SPACE USAGE

Educational	-
Admin/Operational	Kitchen staff use for changing clothes, taking work breaks
Community	-

SPATIAL RELATIONSHIPS

Adjacent: Direct	Kitchen/Serving/Storage
Nearby: Indirect	Food Service Office; Laundry; Restroom
Distant: Separated	High noise areas: performing arts, cafeteria, PE

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

Fixed Casework	Base cabinet w/counter; Wall cabinet
Furniture (Movable)	Table & 6 chairs
Fixtures & Equipment	Tack board, marker board Metal storage cabinet, lockable 10 staff lockers Coffee maker; Microwave; Refrigerator; trash container
Other	Soap & paper towel dispensers & trash container in restroom.

FINISHES

Floor	Resilient flooring
Ceiling	Acoustical, "hard-lid" in restroom
Walls	-
Other Considerations	-

Ref. #: **10.05 BREAKROOM/RESTROOM/LOCKERS**   *(continued)*

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

Electrical	Code requirements; 220v for dryer
Lighting	Energy-efficient fixtures.
HVAC	Supply/return air. Exhaust fan in restroom.
Plumbing	Sink w/ hot & cold water; Toilet; Lavatory. Floor drains.
Acoustical	Acoustically isolate restroom from breakroom
Special Utilities/Services	-
Other Considerations	-

WINDOWS & VISION PANELS

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

CONTROL & SAFETY NEEDS

Access Control	Doors lockable
-	-
-	-
-	-

SPECIAL CONSIDERATIONS

-	-
-	-
-	-

Ref. #: **10.06   LAUNDRY**

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

ACTIVITIES & SPACE USAGE

Educational	-
Admin/Operational	Used by food services only.
Community	-

SPATIAL RELATIONSHIPS

Adjacent: Direct	Corridor; kitchen
Nearby: Indirect	-
Distant: Separated	-

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

Fixed Casework	-
Furniture (Movable)	Folding table with shelf above
Fixtures & Equipment	Heavy duty washer & dryer Storage cabinet, lockable

FINISHES

Floor	Slip resistant resilient flooring
Ceiling	Exposed and/or Sound absorptive
Walls	-
Other Considerations	

Ref. #: **10.06 LAUNDRY**   *(continued)*

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

Electrical	Power outlets 6' on center minimum
	220v outlets for washer/dryer
Lighting	Energy-efficient fixtures. Daylight preferred (borrowed ok).
HVAC	Supply/return
Plumbing	Washer & utility sink w/ hot & cold. Floor drain.
Acoustical	-
Special Utilities/Services	Dryer duct/vent connection
Other Considerations	-

WINDOWS & VISION PANELS

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

CONTROL & SAFETY NEEDS

-	-
-	-
-	-

SPECIAL CONSIDERATIONS

-	-
-	-
-	-

7.11 Building Services: Maintenance & Custodial

7.11.1 Space Program Summary

11.0 MAINTENANCE/CUSTODIAL	6 TEAMS					9 TEAMS				
Ref. # Name/Function	Qty.	Each	Required	Optional	TOTAL	Qty.	Each	Required	Optional	TOTAL
11.01 Supply Receiving & Loading	1	400	400		400	1	400	400		400
11.02 BPO Office Area	1	120	120		120	1	120	120		120
11.03 Supply, Equip & Misc Storage	1	450	450		450	1	500	500		500
11.04 Workroom	1	300	300		300	1	300	300		300
11.05 General Storage	1	250	250		250	1	300	300		300
11.06 Outdoor Storage	1	150	150		150	1	150	150		150
11.07 Communications Control Room	1	150	-		-	1	150	-		-
11.08 Custodial Closets	5	75	-		-	5	75	-		-
11.09 Boiler Room	1		-		-	1		-		-
11.10 Fan Room	1		-		-	1		-		-
11.11 Electrical Room	1		-		-	1		-		-
11.12 Intermediate Communication Rooms	4	TBD	-		-	5	TBD	-		-
Sub-total	0	T.S.	1,670	0	1,670	0	T.S.	1,770	0	1,770

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. Spaces to be provided include:

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 provide 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 provided 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

Efficiently-designed space to support the inventory of school materials. 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

Provide 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.

The above areas have proposed space requirements noted in Section 5.2, Facility Program.

Custodial Closet

Custodial/Operations staff works from these locations. Some cleaning and paper supplies are stored here. These closets also provide 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.

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 more detailed requirements refer to district Design Guidelines and Standards. Access for maintenance of these heating units should be able to be accomplished without interruption to the academic programs.

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 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 Design Guidelines and Standards.

Communications/Control Room

This room houses central control station 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.

Custodial Spaces

Provide for 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. Provide closets, receiving and storage spaces, and toilets near areas requiring special maintenance, equipment, and supplies, such as the cafeteria, gym, art and career education programs. The workroom should include a lockable storage cabinet for flammable supplies.

7.11.3 Recommended Adjacencies

Refer to the overall building adjacency diagram (Section 4.3.3) for suggested locations of these program spaces within the context of the entire facility.

*Middle school student drawing of the difference between
a boring school and a cool school.*

7.11.4 Individual Space Attributes

Ref. #: 11.01 SUPPLY RECEIVING & LOADING

Area/Department:	MAINTENANCE & CUSTODIAL			
Occupants:	Students: -	Faculty/Staff: 1 - 2	Other: -	

ACTIVITIES & SPACE USAGE

Educational	-
Admin/Operational	Receiving & loading truck deliveries of food, supplies and equipment Secure area for temporary storage of supplies and equipment, including dollies & carts
Community	-

SPATIAL RELATIONSHIPS

Adjacent: Direct	Food Service Supply, Equipment and Misc. Storage General Storage Corridor
Nearby: Indirect	Workroom Boiler Room, Fan Room, Electrical Room Communications Control Room BPO Office
Distant: Separated	Outdoor Storage

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

Fixed Casework	-
Furniture (Movable)	Heavy duty shelving units 12″ to 18″ deep, with adjustable height shelves
Fixtures & Equipment	Design to include commercial compactor chute and associated equipment, specific size & power requirements to be supplied during design phase based on district's vendor contract at that time. Dollies & Carts Tilt trucks (used to haul garbage inside the school to the loading dock/receiving area, and stored in the receiving area) Recycling containers

FINISHES

Floor	Sealed concrete
Ceiling	Sound absorptive, 10′-0″ minimum clear ceiling height
Walls	Heavy duty corner guards
Other Considerations	FRP wainscot panels in receiving area @48 inches

Ref. #: **11.01 SUPPLY RECEIVING & LOADING**   *(continued)*

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

Electrical	Power outlets per code; additional outlets as required to support equipment
	Provide designated area for compactor power pack
Lighting	interior energy-efficient fixtures.
	Vandal proof exterior fixtures
HVAC	Overhead unit heater
	Exhaust fan at compactor chute
	Do not locate building fresh air intake in this area (vehicle idling area)
Plumbing	Floor sink with stainless steel backsplash wall panel above (similar to custodial closets)
	Floor drain
	Sewer drain and clean-out
Acoustical	-
Special Utilities/Services	-
Other Considerations	-

WINDOWS & VISION PANELS

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

CONTROL & SAFETY NEEDS

Access - Exterior	Metal personnel door, lockable
Access - Exterior	Overhead metal door at receiving to accommodate oversize loads
Access - Interior	Double doors
Loading Dock	Railings at loading dock/area
	Dock bumpers
	Steps from grade to dock, locate on driver side of backed-in truck
Security Alarm System	Security alarm system with arm/disarm panel in this area for maintenance access
-	-

SPECIAL CONSIDERATIONS

Recycling	Provide designated nearby exterior area for use of recycling containers
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
Parking	3-4 short term parking spaces in this area are desired
-	-
-	-

Ref. #: **11.02   BPO OFFICE AREA**

Area/Department:	MAINTENANCE & CUSTODIAL			
Occupants:	Students: -	Faculty/Staff:	1 - 3	Other: -

ACTIVITIES & SPACE USAGE

Educational	-
Admin/Operational	Space for BPO administrative tasks Scheduling; Staff evaluations Small meetings/ conferences Processing repair requests
Community	-

SPATIAL RELATIONSHIPS

Adjacent: Direct	Supply, Receiving, & Loading Workroom
Nearby: Indirect	Supply, Equip. & Misc. Storage
Distant: Separated	-

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

Fixed Casework	-
Furniture (Movable)	Desk & chair 2 side chairs File cabinet
Fixtures & Equipment	Tack board; Marker board

FINISHES

Floor	Resilient flooring
Ceiling	Sound absorptive
Walls	-
Other Considerations	-

Ref. #: **11.02 BPO OFFICE AREA** *(continued)*

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

Electrical	Power outlets 6' on center minimum 1 Additional 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	-

WINDOWS & VISION PANELS

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

CONTROL & SAFETY NEEDS

Access Control	Single corridor door, lockable
-	-
-	-

SPECIAL CONSIDERATIONS

-	-
-	-
-	-

Ref. #: 11.03 SUPPLY, EQUIPMENT & MISC ST.

Area/Department:	MAINTENANCE & CUSTODIAL				
Occupants:	Students: -		Faculty/Staff: 1 - 2	Other: -	

ACTIVITIES & SPACE USAGE

Educational	-
Admin/Operational	Storage of equipment, supplies and furniture needing repair or assembly Equipment cleaning.
Community	-

SPATIAL RELATIONSHIPS

Adjacent: Direct	Supply, Receiving & Loading BPO Office
Nearby: Indirect	Workroom
Distant: Separated	-

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

Fixed Casework	-
Furniture (Movable)	Heavy duty metal shelving units 12″ to 18″ deep, with adjustable height shelves
Fixtures & Equipment	Lift to service high space maintenance Custodial supplies (cleaning soap, paper towels, toilet paper, etc.) Floor maintenance equipment: 1 riding floor scrubber; 28″ 1 walk behind floor scrubber; 26″ 3 floor machines, 175 rpm, 23″ 2 high speed burnishers, 20″ 4 wet/dry vacuums with squeegee 1 medium carpet extractor 1 small carpet extractor

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.

Ref. #: **11.03 SUPPLY, EQUIPMENT & MISC STORAGE**   *(continued)*

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

Electrical	Power outlets, per code
Lighting	Energy-efficient fixtures.
HVAC	Air intake/exhaust, zoned control
Plumbing	Floor sink with hot and cold water Floor drain
Acoustical	-
Special Utilities/Services	yes
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 over size loads, security alarm
-	-
-	-
-	-

SPECIAL CONSIDERATIONS

-	-
-	-
-	-

Ref. #: **11.04** **WORKROOM**

Area/Department:	MAINTENANCE & CUSTODIAL			
Occupants:	Students: -	Faculty/Staff: 1-4	Other: -	

ACTIVITIES & SPACE USAGE

Educational	-
Admin/Operational	Assembly and repair of furniture and equipment
	Storage of personal items
	Area for time card slots
Community	-

SPATIAL RELATIONSHIPS

Adjacent: Direct	BPO Office
	Corridor
Nearby: Indirect	Supply, Receiving & Loading
	Supply, Equip. & Misc. Storage
Distant: Separated	Remote from teaching areas w/good hallway access for movement of furniture & equipment

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

Fixed Casework	Workbench
	Flammable materials storage cabinet, lockable
Furniture (Movable)	Work table
	2 chairs
	2 stools
Fixtures & Equipment	6 metal lockers
	Heavy duty shelving
	Rolling tool cart
	Lockable storage cabinet
	Soap dispenser, Paper towel holder
	Trash can
	Mop rack

FINISHES

Floor	Non slip, non-porous and easily maintained
Ceiling	Exposed and/or Sound absorptive
Walls	Heavy duty corner guards
Other Considerations	-

Ref. #: **11.04 WORKROOM** *(continued)*

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

Electrical	Power outlets 6′ on center minimum, per code
	Power strip above work bench
	Additional outlet at workstation
	GFCI outlet near sink, mounted above counter height
Lighting	Task lighting + energy-efficient fixtures, daylight preferred.
HVAC	Natural + mechanical ventilation, individual temperature control
	Exhaust fan to remove fumes, exhaust direct to outside, w/ timer switch
Plumbing	Utility sink w/ hot and cold water
	Floor drain
Acoustical	-
Special Utilities/Services	-
Other Considerations	-

WINDOWS & VISION PANELS

		Operable? (Y/N)	Shades? (Y/N)
Exterior	Provide daylighting panels preferred, consider Kalwall or equivalent mounted high in exterior wall	N	N
Interior	If no exterior daylighting provided, consider interior transom panels for borrowed daylight	N	N
Other Considerations	-	-	-

CONTROL & SAFETY NEEDS

Access Control	Double door to corridor, lockable
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
-	-
-	-

Ref. #: **11.05**   **GENERAL STORAGE**

Area/Department:	MAINTENANCE & CUSTODIAL			
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	Main corridor Supply, Equipment & Misc. Storage
Nearby: Indirect	Supply, Receiving & Loading Administration
Distant: Separated	-

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

Fixed Casework	-
Furniture (Movable)	Workstation for FDCC clerk, chair
Fixtures & Equipment	Heavy duty metal shelving Lockable files and storage cabinets

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.

Ref. #: **11.05 GENERAL STORAGE**   *(continued)*

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

Electrical	Power outlets, per code
	1 Additional outlet at workstation, grommet to desktop
Lighting	Energy-efficient fixtures.
HVAC	Supply/return air, zoned control
Plumbing	-
Acoustical	-
Special Utilities/Services	-
Other Considerations	-

WINDOWS & VISION PANELS

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

CONTROL & SAFETY NEEDS

Access Control	Single door to corridor, lockable, with security alarm
-	-
-	-

SPECIAL CONSIDERATIONS

-	-
-	-
-	-

Ref. #: **11.06 OUTDOOR STORAGE**

Area/Department:	MAINTENANCE & CUSTODIAL				
Occupants:	Students: -		Faculty/Staff: 1 - 2	Other:	-

ACTIVITIES & SPACE USAGE

Educational	-
Admin/Operational	Secure area for 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 rakes, shovels, and other landscaping hand tools.
Community	-

SPATIAL RELATIONSHIPS

Adjacent: Direct	Supply, Receiving & Loading
Nearby: Indirect	-
Distant: Separated	-

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

Fixed Casework	-
Furniture (Movable)	-
Fixtures & Equipment	Fireproof storage cabinet for volatile materials, lockable Metal shelving Riding snow blower

FINISHES

Floor	Durable surface
Ceiling	Durable surface.
Walls	Durable surface.
Other Considerations	Include transition threshold at door for ease of rolling machinery.

Ref. #: **11.06 OUTDOOR STORAGE**   *(continued)*

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

Electrical	4, standard 20 amp wall outlets
Lighting	Utility fixtures.
HVAC	Heat may be required – verify Space to be isolated from building ventilation system Provide small ventilation grille high in exterior wall away from door and undercut door for ventilation of space if needed
Plumbing	Include 1 Floor drain if space is heated; otherwise slope floor to exterior catchment
Acoustical	-
Special Utilities/Services	-
Other Considerations	-

WINDOWS & VISION PANELS

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

CONTROL & SAFETY NEEDS

Access Control	Lockable door sized for passage of riding snow blower, security alarm connected to building DDC system preferred
-	-
-	-

SPECIAL CONSIDERATIONS

-	-
-	-
-	-

Ref. #: **11.07** **COMMUNICATIONS CONTROL ROOM**

Area/Department:	MAINTENANCE & CUSTODIAL			
Occupants:	Students: -		Faculty/Staff: 1 - 3	Other: -

ACTIVITIES & SPACE USAGE

Educational	-
Admin/Operational	Space to house building special systems control equipment (DDC system) to be monitored by district technical or contract personnel for repair/trouble shooting
Community	-

SPATIAL RELATIONSHIPS

Adjacent: Direct	Central to building mechanical and electrical systems to be controlled
Nearby: Indirect	-
Distant: Separated	-

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

Fixed Casework	-
Furniture (Movable)	Desk & 2 chairs Work table
Fixtures & Equipment	Metal storage cabinet, lockable Marker board; Tack board
Other	-

FINISHES

Floor	Resilient flooring
Ceiling	Exposed and/or Sound absorptive
Walls	fire retardant treated plywood one wall
Other Considerations	-

Ref. #: **11.07 COMMUNICATIONS CONTROL ROOM** *(continued)*

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

Electrical	Per code requirements
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	Metal door to corridor, lockable
Emergency Power	Provide stand-by power to room and equipment
	-
	-

SPECIAL CONSIDERATIONS

Room size	Size of room may need to increase depending on facility equipment needs
	-
	-

Ref. #: **11.08 CUSTODIAL CLOSETS**

Area/Department:	MAINTENANCE & CUSTODIAL		
Occupants:	Students: -	Faculty/Staff: 1 - 2	Other: -

ACTIVITIES & SPACE USAGE

Educational	-
Admin/Operational	Daily cleaning materials and equipment Water access for equipment Short term supply storage
Community	-

SPATIAL RELATIONSHIPS

Adjacent: Direct	Main toilet rooms
Nearby: Indirect	Classrooms Administration Student Dining Gym
Distant: Separated	Disperse throughout school for maximum efficiency.

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

Fixed Casework	-
Furniture (Movable)	-
Fixtures & Equipment	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 Paper towel holder Shelving Wall-mount metal wire chemical rack for 4, 1-gallon containers of cleaning chemicals w/ pumps Canister or backpack vacuum

FINISHES

Floor	Resilient flooring
Ceiling	Exposed and/or Sound absorptive
Walls	Durable, washable.
Other Considerations	If floor finish changes at corridor door, include transition threshold for ease of rolling carts.

Ref. #: **11.08 CUSTODIAL CLOSETS**   *(continued)*

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

Electrical	Power outlets, per code
	Power outlet near door in clear location
Lighting	Energy-efficient fixtures.
HVAC	Exhaust fan, switch controlled
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 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 every 40 feet to support cleaning and vacuuming.
-	-
-	-

Ref. #: **11.09   BOILER ROOM**

Area/Department:	MAINTENANCE & CUSTODIAL			
Occupants:	Students: -	Faculty/Staff: 1 - 2	Other: -	

ACTIVITIES & SPACE USAGE

Educational	-
Admin/Operational	Provide space for boilers, pumps and accessory equipment Provide adequate space around equipment to conduct preventive maintenance repairs Scheduled maintenance and tuning Annual equipment inspections
Community	-

SPATIAL RELATIONSHIPS

Adjacent: Direct	Ground floor location, on exterior wall (double door to exterior)
Nearby: Indirect	Near main water supplies Loading area Communications/Control Room
Distant: Separated	-

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 Marker board; Tack board

FINISHES

Floor	Resilient flooring
Ceiling	Exposed and/or Sound absorptive
Walls	-
Other Considerations	-

Ref. #: **11.09 BOILER ROOM**   *(continued)*

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.
Lighting	Energy-efficient fixtures, not hidden or shielded by piping or conduit.
HVAC	Building system, reference ASD Design Guidelines and Standards
Plumbing	Hose bibs with hot & cold water supply
	2 Floor drains, w/ positive floor slope to drains: 1 drain inside the boiler basin and 1 drain outside the boiler basin
	Plumbing to boiler equipment
Acoustical	Isolate from adjacent teaching and work areas
Special Utilities/Services	
Other Considerations	-

WINDOWS & VISION PANELS

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

CONTROL & SAFETY NEEDS

Interior Access	Single corridor door, lockable
Exterior Access	Double metal door sized to permit passage of largest piece of equipment and equipment maintenance items, lockable
Security	Security alarm system arm/disarm keypad in service entry area used for easy access by off-site based maintenance personnel
Emergency Shut-Off	Provide emergency shut-off button for boilers near exit.
Spill Containment	Boiler basin for primary spill containment
	6″ elevated curb around floor perimeter; water-tight floor
-	-
-	-

SPECIAL CONSIDERATIONS

Clearances	Provide 5′-0″ clearance between boilers.
-	Provide 2′-0″ extensions of concrete pad under boiler beyond each end of boiler.
-	Provide 3′-0″ clearance around large floor pumps.

Ref. #: **11.10   FAN ROOM**

Area/Department:	MAINTENANCE & CUSTODIAL			
Occupants:	Students: -	Faculty/Staff:	1 - 2	Other: -

ACTIVITIES & SPACE USAGE

Educational	-
Admin/Operational	Provide space for fan units, dampers, coils, variable frequency drives and other air handling unit equipment Annual equipment inspections Preventive maintenance repairs Scheduled maintenance and tuning, filter changes, etc.
Community	-

SPATIAL RELATIONSHIPS

Adjacent: Direct	Provide stair access if other than ground floor location
Nearby: Indirect	Other mechanical areas
Distant: Separated	-

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

FINISHES

Floor	Sealed concrete
Ceiling	Exposed and/or Sound absorptive
Walls	-
Other Considerations	-

Ref. #: **11.10 FAN ROOM**   *(continued)*

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

Electrical	Per code requirements
Lighting	Energy-efficient fixtures.
HVAC	Building system, reference ASD Design Guidelines and Standards
Plumbing	Hose bibs with hot & cold water supply
	Floor drains
Acoustical	Good acoustical/vibration separation from adjacent teaching and public work areas
Special Utilities/Services	-
Other Considerations	Provide vibration control measures

WINDOWS & VISION PANELS

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

CONTROL & SAFETY NEEDS

Interior Access	Metal door, lockable
	Provide adequately sized access to remove and replace equipment components
Roof Access	Metal access door to roof, lockable. All exterior doors to have security system door contact.
Security	
Emergency Shut-Off	Provide emergency shut-off switch near exit.
Access to high fans	Provide catwalks to relief fans &/or other fans located high in the Fan Room.
-	-

SPECIAL CONSIDERATIONS

Clearances	Provide sufficient work space to dismantle equipment, shaft/squirrel cage removal, etc.:
	3'-0" min. clearance around variable frequency drive units
	Provide fan access clear of duct work or other obstructions
Knock-out Wall	Provide knock-out wall for future replacement of equipment
Filters	Provide space to store replacement filters.
-	-
-	-

Ref. #: 11.11 ELECTRICAL ROOM

Area/Department:	MAINTENANCE & CUSTODIAL			
Occupants:	Students: -	Faculty/Staff: 1 - 2	Other: -	

ACTIVITIES & SPACE USAGE

Educational	-
Admin/Operational	Space to house MDP and zone electrical panels, emergency switches and surge protectors Provide adequate space for maintenance of electrical equipment and resetting/replacing breakers
Community	-

SPATIAL RELATIONSHIPS

Adjacent: Direct	-
Nearby: Indirect	Proximity to 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)	-
Fixtures & Equipment	Metal storage cabinet with locking doors Rubber discharge mats

FINISHES

Floor	Resilient flooring
Ceiling	Exposed and/or Sound absorptive
Walls	-
Other Considerations	-

Ref. #: **11.11 ELECTRICAL ROOM**   *(continued)*

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

Electrical	Per code requirements
Lighting	Energy-efficient fixtures + task lighting on electrical panels; wall switch controls both overhead energy-efficient and panel task lighting.
HVAC	Meet equipment environmental needs for cooling
Plumbing	-
Acoustical	-
Special Utilities/Services	When floor-mounted transformers are used, provide house-keeping pads
Other Considerations	-

WINDOWS & VISION PANELS

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

CONTROL & SAFETY NEEDS

Interior Access	Metal corridor door, lockable
Floor Safety Markings	Permanently mark clear space requirements around MDP's and panels with permanent markings on the floor
Safety Signage	Provide signage – "No Material Storage"
-	-

SPECIAL CONSIDERATIONS

Expansion space	Allow space for future panels
-	-
-	-

Ref. #: **11.12** **INTERMED. COMMUNICATIONS RM.**

Area/Department:	MAINTENANCE & CUSTODIAL			
Occupants:	Students: -	Faculty/Staff: 1 - 2	Other: -	
	-			

ACTIVITIES & SPACE USAGE

Educational	-
Admin/Operational	Space to house building intermediate telecommunication panels & equipment remote from main Communications Room (server)
Community	-

SPATIAL RELATIONSHIPS

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

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

Fixed Casework	-
Furniture (Movable)	-
Fixtures & Equipment	-

FINISHES

Floor	Resilient flooring or sealed concrete
Ceiling	Exposed and/or Sound absorptive
Walls	fire retardant treated plywood one wall (for mounting intermediate distribution panels)
Other Considerations	-

Ref. #: **11.12 INTERMEDIATE COMMUNICATIONS ROOM**   *(continued)*

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

Electrical	Per code requirements, plus outlets to meet equipment needs
Lighting	Energy-efficient fixtures + Task lighting on Intermediate Telecommunications Panels; single wall switch controls both overhead and task lights.
HVAC	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	-	-	-
Other Considerations	-	-	-

CONTROL & SAFETY NEEDS

Access Control	Metal door to corridor, lockable
-	-
-	-

SPECIAL CONSIDERATIONS

Expansion space	Size for future addition of equipment
-	-
-	-

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	-
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. Provide phone, electric power and water hook-ups, with all hook-ups isolatable with capacity to be switched off from inside the building. Refer to the ASD Design Guidelines and Standards for details.

7.12.3 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	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	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	Exterior high-use areas, maintained sidewalks
	Welcome Center
Nearby: Indirect	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.

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)
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"
	Provide 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	Restrooms Drinking fountain Student Dining Gym, Weight Room, other after-hours use areas (if on more than one level) 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
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 pods. 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 dispensers/hand-sanitizer, wall mounted toilets and urinals with adequate carriers to withstand abuse, stall partitions with vandal resistant doors and disposal; units where appropriate, and wall hose bib. Light control should be by keyed switch, and emergency lighting should be available in case of power outages. Adequate ventilation/fan systems should be provided for in all restroom areas.

Area/Department:	GENERAL BUILDING AREAS				
Occupants:	Students: TBD		Faculty/Staff: NA	Other:	-

ACTIVITIES & SPACE USAGE

Educational	-
Admin/Operational	-
Community	-

SPATIAL RELATIONSHIPS

Adjacent: Direct	
Nearby: Indirect	Easy access to restrooms for after-school events
Distant: Separated	-

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

Fixed Casework	-
Furniture (Movable)	-
Fixtures & Equipment	Wall-mounted paper towel & soap dispensers, not built-in 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)
	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
	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	Sound absorptive. Grid to support hanging displays.
Walls	Include feature color on one wall.
Other Considerations	-

Ref. #: **12.06 PORTABLE CLASSROOMS**   *(continued)*

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
	Additional outlets at presentation 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)*

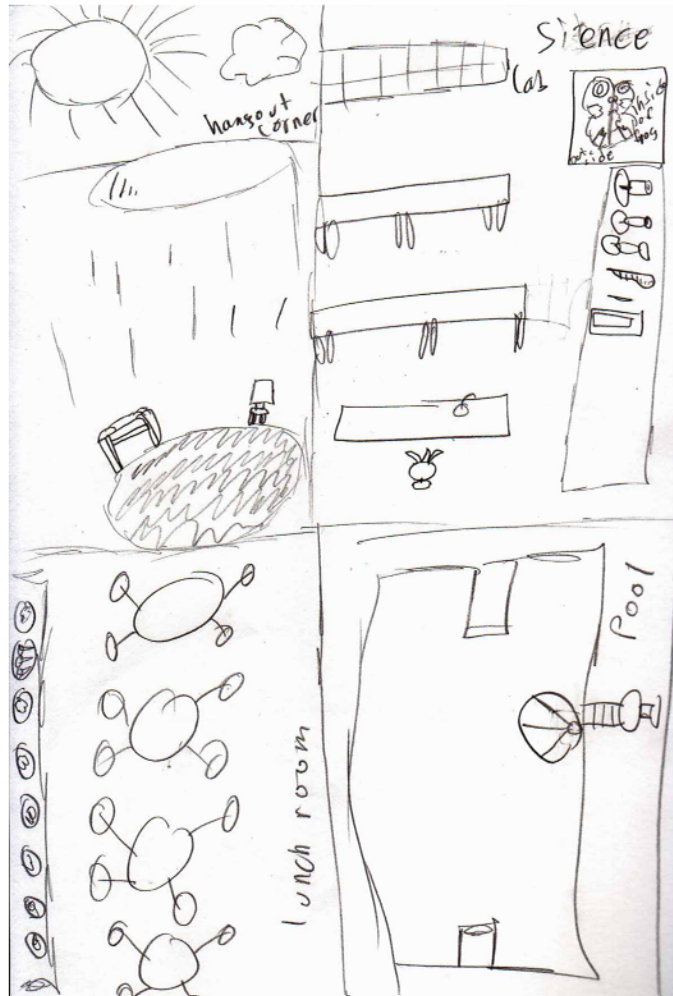|	
Electrical	Electrical hook-up, isolatable with capacity to be switched off from inside the building, refer to Design Guidelines and Standards for details
Lighting	Exterior site lighting, see Design Guidelines and Standards
HVAC	-
Plumbing	Water hook-up, isolatable with capacity to be switched off 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

-	-

Middle school student drawing

**Districtwide
Educational
Specifications:**

Middle
Schools

_____

8.0

Appendix &
References

_____

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8.0 APPENDIX

8.1 Definitions

(Definitions are listed alphabetically. Underlined text indicates the inclusion of a definition in this section of the Ed. Spec.)

Auxiliary Teaching Stations
Spaces that support the specific site-based and unique educational needs of students, but that often utilize smaller-sized classroom areas. These spaces can but do not typically enroll a full class of students and are often used to support Pull-Out programs. They often require special elements including furniture, fixtures, equipment to support instruction in their particular content area. For example, auxiliary teaching stations can address unique local or regional programs such as highly gifted, CITC, autism, ELL, or language immersion program needs. These spaces are categorized as "Required" and "Optional" and may vary from school-to-school. The extent of optional auxiliary teaching stations is a key factor in defining the "program capacity" of a school. Note that spaces that are smaller than regular classrooms can add to program capacity by their use as Pull-Outs, while economizing on net building area.

Building Capacity
See School Capacity.

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 school capacity, 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 school capacity, the average number of students in a classroom.

EED Area
As calculated by the Alaska Department of Education and Early Childhood Development, school capacity for middle schools is equal to the gross building area divided by 165 square feet.

Gross Building Area
The total area of the entire building as measured in square feet. It typically includes everything within the outside face of the building's exterior walls, and includes all interior spaces regardless of use, all circulation spaces (corridors, lobbies, vestibules, stairs and elevators), toilet rooms, mechanical rooms, and the area occupied by internal and external walls. Portable classrooms 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 classrooms</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 check-out computer lab.
Operating Capacity	See <u>Program Capacity.</u>
Program Capacity	Also referred to as "operating capacity", Program Capacity reflects the specific program offerings of a school. This can vary each year (or more frequently) as program changes happen within a school or within the district as a whole. Program Capacity makes the comparison between schools more meaningful. Due to program space needs, a school providing more specialty programs may have lower student program capacity than a school of equal physical size whose students require fewer of these programs.
Pull-Out	A specific type of Auxiliary Teaching Station, Pull-out spaces are required in every school as they are used to enhance students' ability to do well in regular classroom curriculum. Pull-outs are needed for programs that pull students out of Regular Teaching Stations to work on skills that will help them succeed in the Regular classrooms' curricula and to be contributing members of society. For example, ELL is taught not primarily for its own sake, but rather to help students succeed in Regular Classrooms and in the larger community. The Pull-outs are required because the programs they primarily support are required.
Regular Classrooms	AKA <u>Regular Teaching Stations</u> A space 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. In other words, the total number of these spaces in a given school multiplied by the average number of students per regular teaching station will define the "<u>building capacity</u>" of that school.

Portable Classrooms   Portable, 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 regular teaching stations; the average or typical number of students per class; the utilization factor; and the limiting factor of infrastructure (kitchen/lunchroom capacity, gym, lockers, hallways, etc.)

Student Membership   The actual number of students enrolled in and attending district schools. Historically, the official membership for the new school year is taken on the last school day in September.

Teaching Stations   Learning environments regularly scheduled to support a class of students for core curriculum and elective courses. The term is often used interchangeably with "classrooms" however it also includes learning environments other than typical classroom-sized spaces (i.e. art, music) as well as spaces that can be scheduled for multiple classes of students such as the gymnasium (gyms count as 2 teaching stations).

Total Teaching Spaces   All spaces designed primarily or exclusively for instruction and direct instructional support, including regular and auxiliary classrooms, laboratories, studios, science prep rooms, library/media center spaces, indoor physical education spaces, performing art spaces and career technology spaces. Equal to Regular teaching stations plus auxiliary teaching stations

Utilization Factor   A decimal fraction equivalent to the average proportion of time that a teaching station is in use. This factor accounts for teacher planning, schedule flexibility, preps, etc.

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-

MiddleWeb, Exploring Middle School Reform: http://middleweb.com/

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

National Middle School Association (NMSA): www.nmsa.org

U.S. Green Building Council (USGBC): www.usgbc.org

8.3   Lessons Learned

This "Lessons Learned" tab is included to assist with the update process for the District-wide Educational Specifications.

In fact, a key component in the development of these Ed Specs was to capture and address lessons learned from schools constructed using the previous Ed Specs that were in place for about 10 years. Post-occupancy evaluations for both new and renewal projects are great ways to capture and share insights for future projects and Ed Specs updates.

To achieve the best results, post-occupancy evaluations should be conducted once a full-year cycle of operation has been completed, allowing for seasonal programs and operational variations to be fully considered. In addition to views of principals and project managers, these evaluations may also include insights of other occupants such as teachers, support staff, parents, business partners, and maintenance and operational staff.

The Lessons Learned tab is intended to be a compilation of brief memos developed soon after one year of occupancy of a newly constructed or renovated facility, and collected over time. Memos should capture issues that were missed or seemed appropriate in the plans but did not work well in practice. This insight will give future design teams guidance on possible problem areas, and provide a focus for possible revisions for future Ed Spec documents.

Memos should be submitted to ASD Facilities Department and include:

- School Name

- Date of Project Completion/Opening of School

- Date of Memo

- Author: Name, Position, Contact information

- Short description of elements of the school that are working well (appropriately sized spaces, easy access among/between spaces, safe/secure environment, and the like.)

- Short description of elements of the school that are workable, but could be better. Include suggestions for improvements for each.

- Short descriptions of elements of the school that are inappropriate or inadequate to support their intended functions (room too small, difficult access, poor visibility, and the like.)

- Any other insights deemed appropriate for the purposes of continual improvement of educational facilities in Anchorage School District.