Educational Specifications

Ridge View Elementary School

Kennewick School District
1000 W. Fourth Avenue
Kennewick, WA 99336

August 2021

KENNEWICK
SCHOOL DISTRICT

DESIGN WEST
ARCHITECTS

Educational Specifications

PURPOSE OF PROJECT

The purpose of this project is to develop Educational Specifications for the new Ridge View Elementary School to serve students grades Kindergarten through 5th for the Kennewick School District.

EDUCATIONAL SPECIFICATIONS PROCESS

WHY
The purpose of Educational Specifications may be defined as a written means of communication between the Owner (user groups) and the design consultant. The user groups identify the overall educational program and individual space requirements that affect teaching and learning. The Educational Specifications provide guidance regarding the user's intent, functional goal and budget, and will describe all of the educational activities which the proposed facilities and grounds shall support. This will assist the design team in providing the Owner with highly functional facilities that are tailored to meet the specific needs of each user. The Educational Specifications are not intended to replace the design responsibility of the architect. They simply provide a summary of needs from which the architect begins design.

WHO
When producing Educational Specifications, representatives from the design team will meet with user groups representing each program, (i.e. regular classroom, science classrooms, administration, etc.). Each user group is usually made up of several staff members within the school, administration and community stakeholders, creating a broad spectrum of ideas and opinions. This is a "bottom up" approach to planning. During these meetings, each member of the user group will outline his/her educational goals and what he/she feels is required in the program space to accomplish these goals.

PROCESS
Before the meetings, the design team will provide each member of the user groups with a "draft" copy of the Educational Specification sections for his/her area. The design team will take the input from each user group and incorporate their wishes and needs into the individual Educational Specification sections for each area. They will also compare the wants and needs of each user group with the available budget for the project, and determine what is feasible to accomplish within the budget. The section for each area will list the size, ceiling height, finishes, built in furniture and other requirements for the space. Moveable furnishings (desks, chairs, etc.) are not normally included. The design team will then create a summary "facility list" that lists each space and the square footage for each. In the end, this list provides a possible total building size that may be needed to accomplish the project. Once each section and the summary list are completed, the design team will provide the user groups with a copy for their review.

PROJECT GOALS

The Design Team in association with the School District Representatives and Staff will strive to create an environment that will:

- Become a source of pride in the community
- Support existing educational programs
- Ensure flexibility and adaptability in the future
- Establish a professional work environment for staff
- Create a personalized learning environment for students
- Facilitate community use
- Ensure safety and security for students and staff
- Integrate technology and provide for future technology
- Support education innovation and restructuring efforts
- Be easy to maintain

PROJECT PHASES

The seven step process used to accomplish this building program consists of the following phases, complete with a brief explanation of each level:

1. EDUCATIONAL SPECIFICATIONS

The educational specifications will describe all of the educational activities which the proposed school facilities and grounds shall support. The specification will also acknowledge the types of spaces and their physical relationship, in order to accommodate program requirements. Moveable furnishings (ex.-desks, chairs, etc.) are not normally included in the space relationships. This phase must be approved by the School District and all involved parties, prior to commencing with the next phase.

Design West has worked with an on-site committee made up of principals, administrators, school members and operational staff to develop the updated Educational Specifications.

2. SCHEMATIC DESIGN

Upon the school board approval of the educational specifications, generic drawings and other documents, illustrating the scale and relationship of the project components will be prepared. The schematic design investigation will include review of City zoning, building codes and site development requirements. The design team will investigate available utilities and plan for utility connections for the project.

The architect will schedule on-site workshop(s) with the facility committee representatives to develop the Schematic Design.

3. DESIGN DEVELOPMENT

Upon school board approval of schematic design, actual drawings and other documents to describe the size and character of the project: as to architectural, structural, mechanical, and electrical systems, materials and other elements will all be prepared.

The architect will be meeting individually with the facility committee representatives to finalize the design.

4. CONSTRUCTION DOCUMENTS

Upon school board approval of design development, documents consisting of drawings and specifications setting forth in detail the requirements of construction will be prepared. Minimal design changes will take place, as this process should have occurred in the above Steps 1 through 3.

5. BIDDING

Upon school board approval of construction documents, the Architect will assist the Design-Builder in obtaining bids to assist in the awards of contracts for construction.

6. CONSTRUCTION

This phase begins with the award of the construction contracts and ends after the date of substantial completion of work.

7. CONTRACT WARRANTY

Consultation will occur with the Owner, during the one-year warranty period, to make recommendations concerning defective materials, systems and/or equipment. All materials and systems are to be inspected prior to the expiration of this time period.

A strong working relationship with the project teams and architects throughout these seven steps, will allow this project to become a reality that everyone is proud to have been part of.

During the winter and spring of 2020, Kennewick school district staff, high school students, families, and community members were invited to help us assess where we are and envision where we want to be as a district. Through a series of in-person and online listening sessions, participants shared their reflections, thoughts, and ideas. Thousands of comments and ideas gathered through this process shaped new strategic goals, annual objectives, and performance indicators and targets reflected in a new strategic plan. Ultimately, our shared vision is:

All KSD Students are Known Well, Safe, and Destined to Reach their Highest Potential

The strategic goals for students, staff members, families, community members and the district are all in service of this shared vision.

KSD Strategic Goals

Student-Focused Goals

All students are safe, known and valued

- Physically, social-emotionally, and intellectually safe
- Known well by their teachers, staff, and each other
- Valued for their diverse strengths and backgrounds

All students are engaged learners

- Provided relevant, rigorous, and engaging instruction
- Receiving individualized, equitable and inclusive supports
- Accessing diverse course offerings, activities, and athletics
- Making progress, annual growth, and meeting grade level standards

All students are ready for their future

- Learning digital citizenship, social, life and employment skills
- Provided the opportunity to become bilingual and biliterate
- Graduating with a personalized plan for their post-secondary pathway

Family-Focused Goal

All families are key partners

- Respected and appreciated for their diverse strengths and backgrounds
- Welcomed and invited to provide ideas, input and feedback
- Engaged in helping their students be successful

Staff-Focused Goal

All staff members are safe, respected and valued professionals

- Working in safe and positive environments
- Valued for their diversity and recognized for their unique contributions as educators, support staff, and administrators
- Members of high functioning collaborative teams who use data to plan, improve, and innovate
- Provided opportunities to learn and grow, and held to high standards for professionalism and performance

Community-Focused Goal

All community members are important collaborators

- Supportive in their partnership to help students be successful
- Engaged as key stakeholders
- Valued for their support in providing needed resources for student learning, technology, and school facilities

District-Focused Goal

The Kennewick School District is

- Innovative in our strategic future planning and engaged in continuous improvement
- Regular, timely and transparent with our communications
- Effective and efficient in our operations
- Responsible stewards of public resources

PROJECT SUMMARY

The educational specification for Ridge View Elementary School defines the programmatic requirements for the proposed facility. The estimated building square footage is 62,000 with an expected student population of 600. The layout and quantity of spaces is expected to resemble previous elementary schools constructed recently within the Kennewick School District. This programmatic needs summary defines the various educational space needs, space relationships and characteristic of each component. The previous educational specification work completed for elementary school's numbers 16 and 17 have been gathered and reviewed by the KSD project team assigned to Ridge View Elementary School. Previous lessons learned and design tweaks will be implemented into the future school layout as the project moves forward into schematic design.

The design and layout of the facility will accommodate all users (student, staff and visitors) and serve as a learning institution for many years. The ability to create welcoming, flexible and secure educational spaces is the foremost goal in designing a new elementary school. Spaces shall be thoughtfully articulated and sensitive to use and scale of occupants. All materials and finishes selected shall be durable and improve the overall environment of a space. Accessibility and ADA compliant design is important in all areas of the facility. Ease of travel and way findings are elements that need to be researched and discussed with the district. Building security will be improved with both systems and space adjacencies which will provide ample monitoring for interior and exterior surveillance.

School building security has been heightened after recent school incidences across our nation. Ridge View Elementary School needs to build on overall school security and improve on the procedures and protocols for school operations. Similar to the past design, this project will utilize a secure main entry screening vestibule which will be monitored at all times throughout the school day. The facility shall limit exterior doors and provide entrances that are easily monitored by adjacent staff and security camera systems. Together, with the school district and local law enforcement, we will take every effort to maximize overall facility security and safety.

Much work has already been invested on the previous prototype elementary school design. Our task, is to improve on that previous layout and apply changing and updated technology to the layout. The proposed school will be a combination of one and two-story home to six grade levels. The facility will be zoned for after-hours use and accommodate performances, athletic events, and library use without public access to the entire school. Utilizing natural daylight to save energy and improve the indoor environment will be integral to the design. The food service area will be designed to handle an increased number of meals served and storage capacity needs.

The location of the 9-acre parcel sits off W. 13th Avenue and fits within an established residential neighborhood. The site is relatively flat and slopes gently from higher on the north side and down to the south property line. Safe site circulation is important when considering the site layout of a new elementary school. Accessible concrete walks will be used to collect and route pedestrian traffic from public walks, parking areas and drop-off/pick-up areas to and from the building. Separation for parents, buses, staff, deliveries and emergency vehicles will be addressed. Event parking and drop-off/pick-up areas are also to be considered and coordinated with building entries and exits. Asphalt areas, grass and other landscaping will be used to direct traffic and provide site beautification. Paved play grounds and grass areas will be located for ease of access and provide continual site safety and security.

Water, sewer, power, phone, natural gas and irrigation currently service the site and the new facility will connect to these utilities. It is anticipated that the utilities around the site are adequate for the new school. A fire water service loop will be routed around the building for fire hydrants and supply to the building fire sprinkler system.

The educational specification update for Ridge View Elementary School identifies areas of the prototype school that need to be re-examined and applied to the design of the new school. Teaching spaces will incorporate new technology and balance the needs of the various users. Efficient and reliable building systems will reduce maintenance and provide overall operational savings. The final design and layout shall incorporate teaching areas that compliment both instructors and students which are integrated into a comprehensive educational complex.

EDUCATIONAL SPECIFICATIONS UPDATE

The previous educational specification work completed for elementary school numbers 16, 17 and 18 have been gathered and reviewed by the KSD project team assigned to Ridge View Elementary School. Upon review, the following are revisions KSD desires to implement on Ridge View Elementary.

Review Team:	Rob Phillips	KSD, Assistant Superintendent of Elementary Education
	Matt Scott	KSD, Assistant Superintendent of Curriculum
	Ron Cone	KSD, Executive Director of Information Technology
	Naomi Puckett	KSD, Ridge View Elementary Principal
	Eric Bruce	KSD, Director of Maintenance and Grounds
	Ryan Jones	KSD, Capital Projects Manager
	Sam Shick	KSD, Director of Nutrition Services
	Brandon Wilm	Design West Architects

KSD Education Specification revisions for Ridge View Elementary School include:

1. New Area Summary (two pages) reflecting +/-30 classroom facility, roughly 62,000 gross square feet.

2. Kindergarten and Standard classrooms shall incorporate student cubbie area. Location, quantity and style of cubbies will be determined during design. The new design shall review drinking fountain heights, omit fixed computer stations, and maximize wall layout for instruction and display of student work.

3. The design will review small group instruction needs. These spaces shall be a combination of enclosed and open areas with whiteboards.

4. Two SPED classrooms will be included in design. Specific layout of rooms will be reviewed with KSD during design. One Timeout Room shall be included. Placement of these classrooms shall consider access, both for entering and exiting the building.

5. Title, resource and reading classrooms all require A/V teaching walls. Technology components of the new facility will be refined during design. Furniture coordination is also needed during design.

6. Library on second level will be investigated. There is desire to shift the library to ground floor if design allows and act as ‘heart’ for building.

7. In gymnasium, provide voice assist microphone and speaker system for instruction. Consider omitting climbing rope and provide ample storage for community programs.

8. At music classroom, review elevated floor level and review front stair layout for school performance needs. Reduce hiding areas in music classroom and coordinate stage curtain location. Review instrument storage needs with instructor. KSD to coordinate future riser purchases with staff.

9. Main building entry should be warm and welcoming. Coordinate work space for secretaries adjacent to health room. Consider wall mounted tv displays for announcements and to show students work. Consider adding family restroom near building entry.

10. Consider two staff work rooms, one at both levels of the building with ample resources for staff use. Consider two book rooms, one at both levels. Coordinate location of staff mailboxes with building staff.

11. Administration office layouts, adjacencies and quantities to be reviewed during design. Wall treatments and furniture layout of these offices shall be considered during design.

12. Kitchen is primarily a warming kitchen, main entre is cooked and prepared off-site and then transported to the elementary school daily. Consider adding hand wash stations at entry to cafeteria space.

13. Two separate laundry spaces are desired. Locations will be reviewed during design.

14. Parking count, stall designation and layout for the new elementary school will be reviewed and established during schematic design. Proposed number of parking stalls shall comply with City of Kennewick code requirements. Bus loop and playground layout to be discussed during design.

15. All mechanical systems shall be reviewed with KSD staff and will be engineered to support the final building design. Systems, maintenance and manufacturers will be discussed with KSD staff and together with design team systems will be selected. All systems installed shall confirm with current 2018 International Building Code (with WAC Amendments) and Washington State Energy Code – 2018 Commercial Edition.

16. All electrical and low-voltage systems shall be reviewed with KSD staff and will be engineered to support the final building design. Systems, maintenance and manufacturers will be discussed with KSD staff and together with design team systems will be selected. All systems installed shall confirm with current 2018 International Building Code (with WAC Amendments) and Washington State Energy Code – 2018 Commercial Edition.

Ridge View Elementary - AREA SUMMARY

Space ID	Description	Per Unit S.F.	Quantity	Subtotal Net S.F.	Teaching Station
	1. CLASSROOMS				
1.1	Kindergarten/Pre-K Classrooms	1,000	4	4,000	**4**
1.2	Classrooms (grades 1-5)	900	20	18,000	**20**
1.3	Small Group Instruction - Open	150	4	600	
1.4	Small Group Instruction - Closed	150	4	600	
1.5	Resource Classroom	900	1	900	**1**
1.6	Special Education Classrooms	900	2	1,800	**2**
1.7	Reading Classroom	450	1	450	1
1.8	Title Classroom	450	1	450	1
1.9	Grade Level Common Storage Rooms	20	6	120	
			Subtotal	26,920	
	2. SPECIAL INSTRUCTIONAL SPACES				
2.1	Library (with work and storage rooms)	2,800	1	2,800	1
2.2	Computer Lab	900	1	900	**1**
2.3	Multi-Purpose Room	3,600	1	3,600	
2.4	Table Storage	280	1	280	
2.5	Gymnasium	4,800	1	4,800	**1**
2.6	Community Storage	100	1	100	
2.7	PE Teacher Office	100	1	100	
2.8	School Equipment/PE Storage	300	1	300	
2.9	Music Classroom	1,200	1	1,200	**1**
2.1	Music Office/Storage	300	1	300	
			Subtotal	14,380	33
	3. ADMINISTRATIVE CENTER				
3.1	Main Reception/Waiting	200	1	200	
3.2	Secretary Area	100	3	300	
3.3	Principal Office	200	1	200	
3.4	Counselor Office	200	1	200	
3.5	Conference Room	280	1	280	
3.6	Health Room	300	1	300	
3.7	Student Waiting Area	80	1	80	
3.8	Storage	150	1	150	
3.9	Occupational/Physical Therapist Office	100	1	100	
3.10	School Psychologist	100	1	100	
3.11	Speech Therapist Office	100	1	100	
3.12	Staff Break Room	650	1	650	
3.13	Faculty Work Room	400	1	400	
3.14	Bookroom	150	1	150	
3.15	Secondary Conference Room	150	1	150	
3.16	Assistant Principal	150	1	150	
3.17	Social Worker Office	100	1	100	
3.18	Itinerant Office	100	1	100	
3.21	Remote Work Room	150	1	150	
			Subtotal	3,860	

Ridge View Elementary - AREA SUMMARY

Space ID	Description	Per Unit S.F.	Quantity	Subtotal Net S.F.	Teaching Station
	4. RELATED SERVICE SPACES				
4.1	Kitchen	1,500	1	1,500	
4.2	Laundry Facilities	60	2	120	
4.3	General Storage	300	1	300	
4.4	Custodial Office	150	1	150	
4.5	Custodial Closet	80	3	240	
4.6	Data Equipment Room	150	2	300	
			Subtotal	2,610	
	5. RELATED SERVICE SPACES, ANCILLARY				
5.1	Corridors, Stairs, Dept. Circulations	-	-	-	
5.2	Toilet Rooms	-	-	-	
5.3	Mechanical & Electrical	-	-	-	
5.4	Exterior Wall Area	-	-	-	
			Subtotal	0	
	6. SITE CONSIDERATIONS				
6.1	Site Considerations	-	-	-	
6.2	Playground	-	-	-	
6.3	Parking	-	-	-	
			Subtotal	0	
			Total Net Square Feet	47,770	
	NON-ASSIGNABLE AREAS				
	Wall and Column Thickness	10% of net SF		4,777	
	Circulation/Stairs/Restrooms	20% of net SF		9,554	
			Subtotal	14,331	
			TOTAL GROSS SQUARE FEET	62,101	

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Elementary School
Educational Specification

1. CLASSROOMS

1.1 KINDERGARTEN/PRE-K CLASSROOMS

Space Identification: 1.1
Category: Kindergarten/Pre-K Classrooms
Number of Units: 6
Gross Area: 1,000 sq. ft. ea.
Total Area: 6,000 sq. ft.
Max. Number of Users: 30 (typical class size 25)
Staff Required: 1

A. Introduction

These classrooms are to provide an appropriate learning environment for use by kindergarten and pre-kindergarten students ages 4-6. Kennewick has transitioned to all-day kindergarten, which will be provided for any new or remodeled school as well as providing for a half-day pre-kindergarten program.

B. General Goals & Objectives

Classrooms need to be "user friendly" spaces for full group meetings; desks for small group meetings and individual activities to take place simultaneously. Furniture (especially chairs) should be light for ease of movement in the room. Occupants should be able to arrange furniture to fit the needs of the students and teachers. Special consideration should be given to maximizing floor space, hands on learning, discovery, storytelling and play area.

C. Community Accessibility

It is important to secure the teacher and student personal belongings that are located in classroom spaces. If the public is allowed in these spaces, provisions must be made to secure these items such as the addition of more extensive lockable storage areas.

D. General Activities

Activity and space considerations include: Generous entry area with space for coat & backpacks for each child, flexible space, socialization area, large group gathering area separate from instructional area, quiet area for work and listening, gross and fine motor skills learning areas, personal hygiene area, separate lavatories with sink outside toilet room, and drinking fountain attached to the child height sink.

E. Environmental Variables

Acoustical: Area should be acoustically isolated to minimize or eliminate distracting noise from adjacent hallway, classrooms, playgrounds or roadways.

Visual: Natural day lighting from large windows will help the interior environment. Light should be controlled using window coverings. Artificial light sources should illuminate all wall-writing surfaces (whiteboard and tack boards).

Aesthetics: Colors to be neutral but warm and friendly in appearance

Hardware: Appropriate hardware, children need to be able to open doors. Operable windows with screens where appropriate.

Access and Security: Secure classrooms and the corridor system from public during non-school hours. Provide lock with an inside key mechanism so that in a crisis situation, teachers can lock the room without entering the hallway. Provide window covering at all corridor relights that are operated from the inside of the room.

Exterior Door: Exterior classroom doors should be avoided. Listed below are some of the reasons for not having exterior classroom doors:

- Wind driven dirt and dirty feet directly into the classroom is a maintenance problem.

- Safety – Teaching kids not to answer the knock on the door and potentially opening the door to a stranger.
- Parents needing to check into the office not the classroom for student pick up.

2nd Exit: Since the space is large enough to require 2 exits, if a door to the outside is provided in this room it would be locked at all times and require an alarmed delay-open device.

Flexibility: Provide for 3' – 0" door between classrooms to help facilitate communication between classes and teachers.

Miscellaneous:

- Flag holder
- Towel Dispenser at sink
- Soap Dispenser at sink
- Drinking fountain at sink
- Window coverings at all windows and interior relites.
- Clock – provide both digital and analog display.

Ceiling Height: The height of the ceiling should be no less than 9' – 0". 10'- 0" is preferred, especially if direct/indirect lighting is used.

F. Mechanical Requirements

Thermal: Provide individual room temperature controls and systems zoned to meet room location needs. Provide good airflow with provisions for cooling. Provide for exhaust fan in the toilet rooms.

Plumbing: Provide 25" x 18" standard depth sink with gooseneck spout and bubbler/drinking fountain. Provide for sink (gang type) outside of toilet room and toilet in the toilet room as well as automatic water shut-off. Provide floor drain in toilet room.

G. Technology Requirements

Communications/Data: See Electrical and Technology Requirements
Audio/Visual: See Electrical and Technology Requirements
Lighting: See Electrical and Technology Requirements
Electrical Service: See Electrical and Technology Requirements
Securities and Access Control System Cabling: See Electrical and Technology Requirements

H. Display Requirements

Wall display for informational items, student work, wall maps and charts. The display areas should be tackable by use of tacks, staples and tape.

Writing surfaces 4' high x 16'-24' long to have a tack strip, map rail and clips. These surfaces also require a marker tray and flagpole holder.

Provide area near the sinks to display proper hand washing techniques.

I. Finishes

Floors to be mainly carpet with vinyl near the wet areas only to maximize flexibility in the classroom.

Walls shall be of tackable self-healing type 2 vinyl wall covering from 30" above finished floor to the ceiling to the extent to budget allows.

Ceiling should be acoustical tile, 2' x 4' for maintenance accessibility. A 2' x 2' look preferred by use of a notched or scored type product that would reflect an artificial grid. Gypsum board soffits can be used as long as no water source units are above them.

Finishes in the toilet room should be durable, easy to clean and maintain. (Floor: concrete, tile or self-cove sheet goods. Walls: FRP, laminate or tile to at least 4' above finished floor – paint above.

Paint – select from Kennewick School District standard paint colors for main field colors. Accent colors to be selected by project.

J. Entry Corridor

Entry to the classrooms to be durable easily cleaned and maintained. Provide for a tackable surface outside each of the classrooms doors for a small learning area. Provide for student display and Room/Teacher identification. Provide window in classroom door and or adjacent 1' wide minimum adjacent relite.

K. Casework

Teachers locking wardrobe cabinet – 3'0" wide 7'0" high. Should include adjustable shelving and wardrobe section.

Base cabinets and upper cabinets for storage for day-to-day instructional materials and aids.

Sink cabinet min. 8'-0". 25" counter height is preferred for these classrooms.

Open storage wall with sliding white boards in front – shelves should be min 18" deep. 30" from finished floor to 7'0" high 16' in length minimum. Center 8' sliding white board section should be locking to prevent movement when used as a projection screen.

Provide for storage of 8 ½" x 11" paper within the casework.

L. Furnishings

See Concept Drawing.

1. Desks and Chairs for 30 students – height of tables and chairs to be age appropriate
2. 72" x 30" - "L" shape teacher desk – 30" x 60 " table desk - 2 teacher chairs
3. 1 – kidney shape table
4. 8 drawers of vertical type filing or equivalent.
5. 6 computer workstations

M. Other Essential Information

Provide a Kindergarten toilet room in each of these classrooms for both convenience and for the teaching of proper hygiene. These rooms should be conveniently located in the classroom – the sink area should be located out of the toilet area for monitoring of hand washing (see concept drawing). The room should accommodate one child with an adult helper. The classroom teacher will monitor this room and the door to this room should be easily visible to the classroom teacher. The door should shut, but not lock from the inside. Provide for standard toilet room accessories conforming to ADA criteria. Mount soap dispensers over sink, not over the floor.

N. Future Needs

Infrastructure should be installed now so that future needs can be met with minimal disruptions.

O. Preferred Spatial Relationships

Kindergarten and Pre-Kindergarten should be as near as possible to the following spaces:

1. Main Office
2. A Main Building Entry
3. Playground
4. In the case of a multi level school Kindergarten and Pre-Kindergarten will be on the main floor.
5. Student loading/unloading area.

1. CLASSROOMS

1.2 CLASSROOMS

Space Identification: 1.2
Category: Classrooms
Number of Units: 28
Gross Area: 900
Total Area: 25,200
Max. Number of Users: 30
Staff Required: 1

A. Introduction

The function of a classroom is to provide an appropriate learning environment for use by first through fifth grades. Students will develop the basic tools of learning in these rooms, reading, language skills, science and mathematics.

B. General Goals & Objectives

Classrooms are to be "user friendly". Spaces for full group meetings as well as areas for small group or individual learning. These activities should be able to take place simultaneously. Furniture (especially chairs) should be light enough for children to lift onto their desks for nightly cleaning. Furniture should be able to be rearranged easily to fit needs of students and teachers. Maximize the use of floor space for flexibility

C. Community Accessibility

It is important to secure the teacher and student personal belongings that are located in classroom spaces. If the public is allowed in these spaces, provisions must be made to secure these items such as the addition of more extensive lockable storage areas.

D. General Activities

Activity and space considerations include: entering area space to mingle and move to learning areas, instructional space for all students to work simultaneously in either small or large group or individual learning activities or at different tasks in a flexible manner. Other considerations include: quiet areas for individual study, gross and fine motor skills learning areas, arts and crafts area with non-carpet area near a sink with attached drinking fountain.

E. Environmental Variables

1. Acoustical: Area should be acoustically isolated to minimize or eliminate distracting noise from adjacent hallways, classrooms, playgrounds, or roadways.

2. Visual: Natural day lighting from large windows will help the interior environment. Light should be maintained and controlled using window coverings. Artificial light sources to illuminate all wall-writing surfaces (whiteboards and tack boards).

3. Aesthetics: Colors to be neutral but warm and friendly in appearance.

4. Hardware: Appropriate hardware, children need to be able to open doors. Operable windows with screens where appropriate.

5. Access and Security: Secure classrooms and the corridor system from public during non-school hours. Provide lock with an inside key mechanism so that, in a crisis situation, teachers can lock the room without entering the hallway. Provide window coverings at all corridor relites that can be operated from inside the room.

6. Flexibility: Provide for 3' – 0" door between classrooms to help facilitate communication between classes and teachers.

7. Miscellaneous:

- Flag holder
- Towel Dispenser at sink
- Soap Dispenser at sink (locate so that the soap goes in the sink)
- Drinking fountain at sink
- Window Coverings at exterior windows as well as any interior relights
- Clock – provide both digital and analog display

8. Ceiling Height: The height of the ceilings should be no less than 9'-0". 10'-0" is preferred, especially if direct/indirect lighting is used.

9. Exterior Door: Exterior classroom doors should be avoided. Listed below are some of the reasons for not having exterior classroom doors:

a. Wind driven dirt and dirty feet directly into the classroom is a maintenance problem.
b. Safety – Teaching kids not to answer the knock on the door and potentially opening the door to a stranger.
c. Parents needing to check into the office not the classroom for student pick up.

F. Mechanical Requirements

1. Thermal: Provide individual room temperature controls and systems zoned to meet room location needs. Provide good airflow with provisions for cooling.

2. Plumbing: Provide 25" x 18" standard depth sink with gooseneck spout and bubbler/drinking fountain.

G. Technology Requirements

1. Communications/Data: See Electrical and Technology Requirements

2. Audio/Visual: See Electrical and Technology Requirements

3. Lighting: See Electrical and Technology Requirements

4. Electrical Service: See Electrical and Technology Requirements

5. Securities and Access Control System Cabling: See Electrical and Technology Requirements

H. Display Requirements

Wall display for informational items, student work, wall maps and charts. The display area should be tackable by use of tacks, staples, and tape.

Writing surfaces 4' high x 16' – 24' long to have a tack strip, map rail and clips. These surfaces also require a marker tray and a flagpole holder.

I. Finishes

Floors to be mainly carpet with vinyl near the wet/sink areas only - to maximize flexibility in the classroom.

Walls shall be of tackable/self – healing type 2 vinyl wall covering material from 30" above finished floor to the ceiling to the extent to budget allows.

Ceiling should be acoustical tile, 2' x 4' for maintenance accessibility. A 2' x 2' look is preferred by use of a notched or scored type product that would reflect an artificial grid. Gypsum board soffits and accents can be used as long as no water source units are above them.

Paint – select from Kennewick School District standard paint colors for main field colors. Accent colors to be selected by project.

J. Entry Corridor

Entry to the classrooms to be durable and easily cleaned and maintained. Provide for a tackable surface outside each of the classroom doors for small learning area. Provide for student display and room/teacher identification. Provide window in classroom door and/or 1' wide minimum adjacent relite.

K. Casework

1. Provide teachers locking wardrobe cabinet – 3'-0" wide 7'-0" high adjustable shelving and wardrobe section
2. Base cabinets and upper cabinets for storage of day-to-day instructional materials and aids
3. Sink cabinet 8'-0" minimum
4. Open storage wall with sliding white boards in front – shelves should be min 18" deep. 30" from finished floor to 7'0" high 16' in length minimum. Center 8' sliding white board section should be locking to prevent movement when used as a projection screen
5. Provide for storage of 8 ½" x 11" paper

L. Furnishings

See Concept Drawing

1. Desks, tables and chairs for 30 students – height of tables and chairs to be age appropriate
2. 72" x 30" – "L" shape teacher desk – 30" x 60" table desk – 2 teacher type chairs
3. 1 – kidney shape table – with teacher chair
4. 8 drawers of vertical type filing or equivalent
5. 6 computer workstations

M. Other Essential Information

It is preferred that all coats be stored in coat closets in the room that allow for coat separation.

N. Future Needs

Infrastructure should be installed now so that future needs can be met with minimal disruption.

O. Preferred Spatial Relationships

Classrooms should be as near as possible to the following areas for ease of access:

1. Restrooms
2. Playground
3. General Storage
4. Main Office
5. Entry
6. In the case of a multi-level schools, it should be assumed that PK - 2 would be on the main level and 3 – 5 grades could be located on the second level.

1. CLASSROOMS

1.3 SMALL GROUP INSTRUCTION - OPEN

Space Identification: **1.3**
Category: **Small group instruction -Open**
Number of Units: **6**
Gross Area: **150 sq. ft. ea**
Total Area: **900 sq. ft.**
Max. Number of Users: **7**

A. Introduction

These spaces are to be used as small group "break out areas" outside of the classroom environment. Para-educator personnel and parent volunteers would work with students on individual and/or class projects in these open spaces.

B. General Goals & Objectives

Small group learning environment as well as an area for individual testing.

C. Community Accessibility

Since these spaces are open – they will be accessible to anyone walking down the hallway

D. General Activities

One-on-one or small group activities
Testing

E. Environmental Variables

1. Acoustical: Since this area would be open to the circulation/corridor system acoustical isolation is not possible. Placement of these spaces into "alcove" like areas will help to isolate sound.

2. Visual: Natural day lighting from windows will help the interior environment. Light should be maintained and controlled using window coverings. Artificial light sources to illuminate whiteboards and tack boards.

3. Aesthetics: Colors to be neutral, but warm and friendly in appearance.

F. Mechanical Requirements

N/A

G. Technology Requirements

Provide for electrical and data connections

H. Display Requirements

N/A

I. Finishes

Same as corridor

J. Entry Corridor

N/A

K. Casework

N/A

L. Furnishings

Table and chairs for 4-6 students
Movable privacy screens as needed.

M. Other Essential Information

N/A

N. Future Needs

N/A

O. Preferred Spatial Relationships

Near grade level classrooms – one per grade

1. CLASSROOMS

1.4 SMALL GROUP INSTRUCTION - CLOSED

Space Identification: **1.4**
Category: **Small Group Instruction - Enclosed**
Number of Units: **6**
Gross Area: **150 sq. ft. ea.**
Total Area: **900 sq. ft**
Max. Number of Users: **7**

A. Introduction

These spaces are to be used as small group instructional areas – they are different from the open areas – because there is a need for a higher degree of acoustical privacy. These room will be enclosed and require a door for acoustical privacy. Para-educator personnel and parent volunteers would work with students on individual and/or class projects. This space can also be used for testing.

B. General Goals & Objectives

Small group learning environment as well as an area for individual testing.

C. Community Accessibility

N/A

D. General Activities

One-on-one or small group activities
Testing

E. Environmental Variables

1. Acoustical: Higher degree of acoustical, noise from this room should not disturb others and outside noise should not disturb those who are in this learning environment.

2. Visual: Access to natural daylight would be nice in these small rooms. Light should be maintained and controlled using window coverings. Artificial light sources to illuminate whiteboards and tack boards. Must have window/windows into these areas from the hallway for safety/observation.

3. Aesthetics: Colors to be neutral but warm and friendly in appearance.

F. Mechanical Requirements

Provide for airflow in these small rooms

G. Technology Requirements

Provide for electrical and data connections.

H. Display Requirements

Tackable wall space, small white board in each space

I. Finishes

Carpet on floor, tackable wall surface on one wall

J. Entry Corridor

N/A

K. Casework

N/A

L. Furnishings

Table and chairs for 4-6 students as needed.

M. Other Essential Information

N/A

N. Future Needs

N/A

O. Preferred Spatial Relationships

Near grade level classrooms – one per grade

1. CLASSROOMS

1.5 RESOURCE CLASSROOM

Space Identification: **1.5**
Category: **Resource Classroom**
Number of Units: **1**
Gross Area: **900 sq. ft.**
Total Area: **900 sq. ft.**
Max. Number of Users: **25**
Staff Required: **1**

A. Introduction

The function of the resource classroom is to provide a classroom type setting for additional help for students outside their main classroom environment. The resource classroom will provide an appropriate special learning environment for use by all students if needed. A resource room student can have mild to moderate and sometimes severe handicapping condition.

B. General Goals & Objectives

Classrooms are to be "user friendly". Students often come to this classroom or rooms from their general classrooms for special curriculum. Typically 10 or more students and one primary teacher will use this room. As many as 4 aids may also be in this room in addition to the classroom teacher.

C. Community Accessibility

Similar to general classrooms, the same security issues would apply here.

D. General Activities

Special needs instruction from all elementary age children.

E. Environmental Variables

Same Requirements as Kindergarten and General Education Classrooms.

F. Mechanical Requirements

Same Requirements as Kindergarten and General Education Classrooms.

G. Technology Requirements

Same Requirements as Kindergarten and General Education Classrooms.

H. Display Requirements

Same Requirements as Kindergarten and General Education Classroom.

I. Finishes

Same Requirements as Kindergarten and General Education Classroom.

J. Entry Corridor

Same Requirements as Kindergarten and General Education Classroom.

K. Casework

Same Requirements as Kindergarten and General Education Classroom.

L. Furnishings

See Concept Drawing.

Provide for table arrangement for 4-6 students each.

Special consideration for adjustable tables in this room – since there is a need for accommodating several different ages of children.

Each instructor/aid (4) requires a desk, instructional table and appropriate storage. Each will require a lockable vertical type file cabinet for student records. Prefer this to be furniture rather than built-in.

M. Other Essential Information

Ratio of 4 students to one instructor is ideal.

N. Future Needs

Same Requirements as Kindergarten and General Education Classrooms.

O. Preferred Spatial Relationships

1. Centrally located for use by all age groups.
2. Near specialist offices – Speech, Occupational & Physical Therapists.

1. CLASSROOMS

1.6 SPECIAL EDUCATION CLASSROOMS

Space Identification: 1.6
Category: Special Education Classrooms
Number of Units: 2
Gross Area: 900 sq. ft. ea
Total Area: 1,800 sq. ft.
Max. Number of Users: 25
Staff Required: 4-5

A. Introduction

The function of the special education classroom is to provide an appropriate special learning environment for use by primary and intermediate grade students. A special education student has mild to moderate and sometimes severe handicapping condition. The student functions academically far enough below grade level that some time for basic skills training and small group and/or individual instruction are necessary. Study skills and social skills training is often a need for these students.

B. General Goals & Objectives

Classrooms are to be "user friendly". Students may often come to these classrooms from their general classrooms for special education instruction. It is intended that these classrooms share a special needs toilet room equipped with a "high-low" changing table. Typically there would be one special education classroom teacher and up to 4 aids, depending on classroom use (two is typical).

C. Community Accessibility

Like the other classrooms, the same security issues would apply here. In addition, there are often specialty items to accommodate this student population that would need to remain secure.

D. General Activities

Special needs instruction for all elementary age groups.

E. Environmental Variables

Same Requirements as Kindergarten and General Education, in addition, special consideration for acoustical control. A very high degree of acoustical control is important for all of these rooms. Sounds from this room should not disturb other students in the building.

F. Mechanical Requirements

Same Requirements as Kindergarten and General Education Classrooms.

G. Technology Requirements

In addition to the typical technology requirements as outlined in the Kindergarten and General Education Classrooms, it is important to locate more electrical outlets in these rooms. Many of the students will have mechanical assisted equipment that will need to be charged periodically during the day.

H. Display Requirements

Same Requirements as Kindergarten and General Education Classrooms.

I. Finishes

Same Requirements as Kindergarten and General Education Classrooms.

J. Entry Corridor

Same Requirements as Kindergarten and General Education Classrooms.

K. Casework

Same general requirements as the General Education Classroom. In addition, provide for "life skills area in these classrooms. Provide for removable toekicks. Kitchen and laundry type equipment will be in these rooms.

L. Furnishings

See Concept Drawing

a. Provide for table arrangement for 4-6 students each.
b. Similar requirements as the general education classroom for teacher.
c. Special consideration for adjustable tables in this room – since there is a need for accommodating several different types of wheelchairs
d. Provide for changing table (high-low) in restroom
e. Provide structure above the ceiling for one therapy swing

M. Other Essential Information

1. Toilet Room: These rooms would share a toilet room large enough to accommodate a high/low changing table.

2. Time Out /Quiet room: The purpose of this type of room is to create a safe space for students to go when they experience elevated levels of emotion that is disruptive and sometimes harmful to themselves and others around them. This space should be a friendly, comfortable and safe environment yet have durable finishes and adjustable lighting. Observation into this room is critical. These rooms should be not larger than 25 square feet. This room would only be required in one of the rooms. 38" door to allow for vertical mag lock. Wall pads to 8' high.

3. Spatial Requirements: The main room size would be the same as the general education rooms in the building. However, space for the toilet and time out/quiet rooms would come out of this allotted space.

4. 2nd Exit Door: Since the space is large enough to require 2 exits, if a door to the outside is provided it would be locked at all times and require an alarmed delay-open device.

5. Exterior Doors: Exterior classroom doors should be avoided. Listed below are some of the reasons for not having exterior classroom doors:

a. Wind driven dirt and dirty feet directly into the classroom is a maintenance problem.
b. Safety – Teaching kids not to answer the knock on the door and potentially opening the door to a stranger.
c. Parents needing to check into the office not the classroom for student pick up.

N. Future Needs

Same Requirements as Kindergarten and General Education Classrooms.

O. Preferred Spatial Relationships

1. It is preferred that these classrooms be located near a building entry, since many of the students with these more severe special needs will ride a bus.
2. Being near the building office is nice, but acoustics must be considered.
3. Centrally locate these rooms for use by all age groups.
4. Rooms should be located near the bus loading and unloading area.

1. CLASSROOMS

1.7 READING CLASSROOM

Space Identification: **1.7**
Category: **Reading Classroom**
Number of Units: **1**
Gross Area: **450 sq. ft.**
Total Area: **450 sq. ft.**
Max. Number of Users: **10-12 students**
Staff Required: **1**

A. Introduction

Specialized reading instruction for students who need additional assistance/help with reading.

B. General Goals & Objectives

1. To increase the reading level of the student to grade level by teaching them strategies to use.
2. To increase the comprehension level to grade level.
3. To improve writing skills and help a child to become independent and fluent.

C. Community Accessibility

N/A

D. General Activities

Students are pulled from their regular classroom to this room during the school week to work on individual and group activities.

E. Environmental Variables

Same as classrooms

F. Mechanical Requirements

Same as classrooms

G. Technology Requirements

Same as classrooms

H. Display Requirements

Similar to classrooms, see concept drawing

I. Finishes

Similar to classrooms, see concept drawing

J. Entry Corridor

Same as classrooms

K. Casework

Similar to classrooms, see concept drawing

L. Furnishings

1. 6 – 2' x 4' student tables that could accommodate 4 students at each table and 24 chairs of varying sizes – typically 10 – 12 students will use this space. Chairs need to accommodate K-5th grades.
2. 72" x 30" – "L" shape teacher desk
3. 8 drawers of vertical type filing or equivalent

M. Other Essential Information

Student coats and backpacks will be stored in their classrooms so there will be no area provided for that in this room.

N. Future Needs

Infrastructure should be installed now so that future needs can be met with minimal disruption.

O. Preferred Spatial Relationships

This room should be centrally located in the school since all grades levels will utilize the services provided here.

1. CLASSROOMS

1.8 TITLE CLASSROOM

Space Identification: **1.8**
Category: **Title Classroom**
Number of Units: **1**
Gross Area: **450 sq. ft.**
Total Area: **450 sq. ft.**
Max. Number of Users: **10-12 students**
Staff Required: **1**

A. Introduction

Title one is a federally funded program to help students improve their reading and math skills. Students are referred to this program if they have low achievement test scores, low classroom grades, low diagnostic test scores or teacher or parent referral. The objective is to remediate students to the level that they can function at the average level of their grade.

B. General Goals & Objectives

1. To increase the reading level of the student to grade level by teaching them strategies to use.
2. To increase the comprehension level to grade level.
3. To improve writing skills and help a child to become independent and fluent.

C. Community Accessibility

N/A

D. General Activities

Students are pulled from their regular classroom to this room during the school week to work on individual and group activities.

E. Environmental Variables

Same as classrooms

F. Mechanical Requirements

Same as classrooms

G. Technology Requirements

Same as classrooms

H. Display Requirements

Similar to classrooms, see concept drawing

I. Finishes

Similar to classrooms, see concept drawing

J. Entry Corridor

Same as classrooms

K. Casework

Similar to classrooms, see concept drawing

L. Furnishings

1. 6 – 2' x 4' student tables that could accommodate 4 students at each table and 24 chairs of varying sizes – typically 10 – 12 students will use this space. Chairs need to accommodate K-5th grades.
2. 72" x 30" – "L" shape teacher desk
3. 8 drawers of vertical type filing or equivalent

M. Other Essential Information

Student coats and backpacks will be stored in their classrooms so there will be no area provided for that in this room.

N. Future Needs

Infrastructure should be installed now so that future needs can be met with minimal disruption.

O. Preferred Spatial Relationships

This room should be centrally located in the school since all grades levels will utilize the services provided here.

1. CLASSROOMS

1.9 GRADE LEVEL COMMON STORAGE ROOMS

Space Identification: **1.9**
Category: **Grade Level Common Storage Rooms**
Number of Units: **8**
Gross Area: **20 sq. ft. ea**
Total Area: **160 sq. ft.**
Max. Number of Users: **1**
Staff Required: **0**

A. Introduction

This space is to be used by common grade levels for the storage of common/shared materials.

B. General Goals & Objectives

N/A

C. Community Accessibility

Locked Door

D. General Activities

N/A

E. Environmental Variables

N/A

F. Mechanical Requirements

N/A

G. Technology Requirements

Provide for one duplex outlet in this room.

H. Display Requirements

N/A

I. Finishes

Floor finish to be same as corridor/hallway

J. Entry Corridor

NA

K. Casework

See concept drawing in “general classrooms” concept drawing.

Floor to ceiling shelving 18” deep on each side of room – to accommodate a variety of material stored in tubs and boxes.

L. Furnishings

Provide space for rolling cart.

M. Other Essential Information

N/A

N. Future Needs

N/A

O. Preferred Spatial Relationships

Located in classroom grade level clusters.

2. SPECIAL INSTRUCTIONAL SPACES

2.1 LIBRARY

Space Identification: 2.1
Category: Library
Number of Units: 1
Gross Area: 2,500 sq. ft.
Total Area: 2,500 sq. ft.
Max. Number of users: 30-60 students
Staff Required: 1

A. Introduction

The Library/Media Center is the heart of the school. All students will access this space. It should be capable of accommodating up to 60 students (2 classes) seated at tables and chairs and one library teacher. Space will open up to the stack areas in the Library. Space for shelving should accommodate 10,000 -12,000 volumes. This should be a quiet, comfortable space with interesting shapes, colors and surfaces. There should be adequate floor space for story time that is near a natural daylight area.

B. General Goals & Objectives

Develop skill in the use of all learning resources (written information as well as some computer access information). Develop independent learning skills. Develop literacy appreciation. 60 students, two full classes may use this space doing group class instruction, and independent research can happen in this room.

C. Community Accessibility

There can be scheduled public accessibility to this area. The space will need to be monitored so that books and other information remain in the library or are properly checked out. The Library should be located in the building so that it is accessible when other areas are not. Space should accommodate adults as well as children.

D. General Activities

The elementary library is utilized for: general reading and research, group instruction and story telling. Also, the space is used for processing, preparation and organization of instructional activities and equipment storage.

Within the Library:

1. The checkout area should be the greeting area of the library as well as the control point for book/materials.
2. The workroom should be directly adjacent to the checkout desk.
3. The reference area should be adjacent to the checkout desk for possible assistance from the librarian.
4. The computer research stations should be directly adjacent to the classroom/teaching area and should accommodate 12 computers.

E. Environmental Variables

1. Acoustical: Area should be isolated from distracting noises from adjacent hallways and surrounding rooms. Distracting noise from activity occurring within reading areas needs to be reduced.

2. Visual: Natural lighting from windows or skylight is highly desirable however, it needs to be maintained using window coverings to assist in darkening the room if needed to fit the current activity.

3. Thermal: Provide individual room temperature controls and systems zoned to meet room location needs.

4. Aesthetics: Colors to be neutral, warm and friendly in character.

5. Access and Security: Visual security by the librarian is key. The librarian should be able to see the entire library from her station.

6. Ceiling Height: The height of the room should be no less 9'-0". 10' – 0" or higher is preferred.

7. Miscellaneous: Provide pencil sharpener; provide window coverings at exterior windows.

F. Mechanical Requirements

1. Thermal: Provide individual room temperature controls and systems zoned to meet room location needs. Provide for good airflow with provisions for cooling.

2. Plumbing: Provide for a drinking fountain in or near the library area. Provide sink in the workroom.

G. Technology Requirements

1. Communications/Data: See Electrical and Technology Requirements

2. Audio/Visual: See Electrical and Technology Requirements

3. Lighting: See Electrical and Technology Requirements

4. Electrical Service: See Electrical and Technology Requirements

5. Securities and Access control System Cabling: See Electrical and Technology Requirements

H. Display Requirements

Tackable/self healing walls above all shelving for display of informational material and student work.

Sliding writing surface with storage behind at teaching wall 16' to have tack strip, map rail and clips.

I. Finishes

Carpet at floors. Tackable self-healing type 2 vinyl wall surfaces. Acoustical ceiling tile with painted gypsum board accents.

J. Entry Corridor

The entry to this space should be exciting/interesting. It should represent the heart of the building and be very welcoming. Tackable self-healing walls around this entry for display of new information or meeting announcements are preferred.

K. Casework

1. Provide checkout counter with adjustable shelving, drawers and cabinets for storage of checkout items and forms. Designated cabinet doors and drawers to be lockable. Cabinet to be designed to accept the circulation computer system and equipment for today yet flexible enough to accommodate future equipment.

2. Provide for shelving at height to maximize storage of varying sizes of books.

3. Shelving ideally will be 3 shelves high in the middle of the room and 4 shelves high at the perimeter of the room.

4. Built in areas of seating to provide interesting and comfortable areas to read is desirable.

5. Shelving to accommodate 10,000 - 12,000 volumes.

L. Furnishings

See Concept Drawing.

Provide tables that can be pushed and grouped together in lieu of round tables. These tables should be adjustable and have the ability to seat 4-6 students.

Seating for 54 should be at a height that would easily accommodate the majority of the student population.

2 Teaching Stations

M. Other Essential Information

1. The Library must have a minimum of two functional entrance/exit doors.
2. Room shape should allow for as much flexibility as possible in its internal arrangement.
3. Library space and shelving should be designed to maximize display opportunities for books and other interesting materials. Height of shelving should consider accessibility and visibility concerns.

N. Future Needs

Infrastructure should be installed now so that future needs can be met with minimal disruptions.

O. Preferred Spatial Relationships

Within the School:

1. It would be ideal if the library were centrally located in the building so that all students as well as the community can easily access it.
2. Natural day lighting through the use of exterior windows or skylights is highly desirable.
3. Should be near restrooms and building storage.
4. The library should be the "heart" of the school and should be very prominent and visual.

2. SPECIAL INSTRUCTIONAL SPACES

2.2 COMPUTER LAB

Space Identification: **2.2**
Category: **Computer Lab**
Number of Units: **1**
Gross Area: **900 sq. ft.**
Total Area: **900 sq. ft.**
Max. Number of Users: **30**
Required Staff: **1**

A. Introduction

In the global world, technology is very important. It is necessary for students to be provided with the tools and instruction necessary to become technologically literate in their schools.

B. General Goals & Objectives

The computer lab is intended to be a shared space for technology instruction. Classroom teachers would bring their students to this room for group instruction so that all students in the class have access to a computer. This room should be designed similar to a regular teaching/general classroom.

C. Community Accessibility

It is very likely that the community would have access to this room after hours. Provide for access to this room without having to provide assess to the rest of the building. A restroom should be situated adjacent to this space.

D. General Activities

Teaching of technology skills and administering of mandated student testing. Students learn how to navigate computer operating systems and software as well as learn technological vocabulary and acronyms. Learn how to access information – store and save what they find. Navigate and complete mandated tests.

E. Environmental Variables

1. Acoustical: Area should be acoustically isolated to minimize or eliminate distracting noise from adjacent hallways, classrooms, playgrounds, or roadways.

2. Visual: Natural day lighting from large windows will help the interior environment. Light should be maintained and controlled using window coverings. Artificial light sources to illuminate all wall-writing surfaces (whiteboards and tack boards).

3. Aesthetics: Colors to be neutral but warm and friendly in appearance.

4. Hardware: Appropriate hardware, children need to be able to open doors. Operable windows with screens where appropriate.

5. Access and Security: Secure classroom and the corridor system from public during non-school hours. Provide lock with an inside key mechanism so that, in a crisis situation, teachers can lock the room without entering the hallway. Provide window coverings at all corridor relites that can be operated from inside the room.

6. Miscellaneous:

- Flag holder
- Towel Dispenser at sink.
- Soap Dispenser at sink (locate so that the soap goes in the sink).
- Drinking fountain at sink
- Window Coverings at exterior windows as well as any interior relights.

7. Ceiling Height: The height of the ceilings should be no less than 9’-0”. 10’-0” is preferred, especially if direct/indirect lighting is used.

F. Mechanical Requirements

1. Thermal: Provide individual room temperature controls and systems zoned to meet room location needs. Provide good airflow with provisions for cooling in this room with consideration of the additional heat generated by equipment.

2. Plumbing: Provide 25" x 18" standard depth sink with gooseneck spout and bubbler/drinking fountain.

G. Technology Requirements

1. Communications/Data: See Electrical and Technology Requirements

2. Audio/Visual: See Electrical and Technology Requirements

3. Lighting: See Electrical and Technology Requirements

4. Electrical Service: See Electrical and Technology Requirements

5. Securities and Access Control System Cabling: See Electrical and Technology Requirements

H. Display Requirements

Wall display for informational items, student work, wall maps and charts. The display area should be tackable by use of tacks, staples, and tape.

Writing surfaces 4' high x 16' – 24' long to have a tack strip, map rail and clips. These surfaces also require a marker tray and a flagpole holder.

I. Finishes

Floors to be mainly carpet with vinyl near the wet/sink areas only - to maximize flexibility in the classroom.

Walls shall be of tackable/self-healing type 2 vinyl wall covering material from 30" above finished floor to the ceiling to the extent to budget allows.

Ceiling should be acoustical tile, 2' x 4' for maintenance accessibility. A 2' x 2' look is preferred by use of a notched or scored type product that would reflect an artificial grid. Gypsum board soffits and accents can be used as long as no water source units are above them.

Paint – select from Kennewick School District standard paint colors for main field colors. Accent colors to be selected by project.

J. Entry Corridor

Similar to classroom requirements.

K. Casework

Casework as indicated in typical classroom.

L. Furnishings

15 tables 24" x 60" – 1- 2 of these table to be height adjustable for wheelchairs.
30 task type or stacking chairs on wheels
Teacher table desk
Teacher chair

M. Other Essential Information

N/A

N. Future Needs

Infrastructure should be installed now so that future needs can be met with minimal disruptions. Wireless technology may be ideal for this room.

O. Preferred Spatial Relationships

This room should be centrally located in the building and directly adjacent to the library.

2. SPECIAL INSTRUCTIONAL SPACES

2.3 MULTI PURPOSE ROOM

Space Identification: **2.3**
Category: **Multi Purpose Room**
Number of Units: **1**
Gross Area: **3,400 sq. ft.**
Total Area: **3,400 sq. ft.**
Max. Number of users: **450**
Staff Required: **0 (supervisory only)**

A. Introduction

The multipurpose room should be a flexible space that will be used by many different groups of varying sizes throughout the day. It will be accessed for both before and after school use and be used regularly by the community.

B. General Goals & Objectives

The multipurpose room should be flexible enough to be used for meal service (breakfast and lunch programs) as well as other programs such as large group instruction and activities. It should open up to the stage and have an ample storage area for tables and chairs. Furniture should accommodate primary and intermediate grade students. The space should feel warm and inviting.

C. Community Accessibility

The multipurpose room is one of the spaces in the school that will be used extensively by the community for meetings and recreational activities. The public should be able to access this portion of the building without gaining access to the rest of the building. Access to toilet rooms and drinking fountains should be available for use when the rest of the building is locked off. An exterior door opening directly into the space, or locating the multipurpose room near a main school entry is preferable. The community could have scheduled access to this space. Space should be provided for some secure storage for community use.

D. General Activities

Meals will be served and eaten in the multipurpose room daily. Before and after school programs utilize the space for both quiet and active activities. The stage area and adjacent music room will be used for both music instruction and performances.

E. Environmental Variables

1. Acoustical: Area should be acoustically isolated from classroom and other quiet areas in the building. The space should be designed for effective sound system use. A good quality acoustical partition should be utilized between the stage and activity space).

2. Visual: Some natural day lighting is desired. All windows should have window coverings.

3. Aesthetics: Colors to be neutral but warm and friendly in appearance.

4. Hardware: Appropriate hardware, children need to be able to open doors. Hold-opens should be used to move large groups through the doors daily. Kick plates are desirable. If an operable wall is used between the multipurpose room and gymnasium, it is desirable to have it electronically driven. Verify rating requirements with local building officials.

5. Flexibility: Space should be free of site-limiting columns. This will also allow for more flexible furnishings arrangement. An operable wall may separate gymnasium from multipurpose room. Flooring should be such that PE use of space is possible.

6. Access and Security: Space should be securable from the rest of the building, including the kitchen, when it is being used before or after school.

F. Mechanical Requirements

1. Thermal: Provide individual room temperature controls and systems zoned to meet space location needs.

2. Plumbing: Drinking fountains, restrooms, and hand wash stations to be located within or near the space.

G. Technology Requirements

Audio Visual: Provide for large projection screen and projector in this room. The screen should come down in front of or near the stage.

Lighting: Provide for specialty stage type lighting in the room to light stage performances.

Electrical Service: Plan for additional data outlets in this room, the food service computer may change locations depending on the function in the room.

H. Display Requirements

Wall display areas for informational material should be tackable surface.

I. Finishes

1. Floors and walls should be durable and easily cleaned. For ease of cleaning after meals, there should be no carpet on the floor. If mini-stage is part of this room, do not carpet.
2. Walls should be painted and may contain display areas.
3. Corner guards should be installed to a height of 5'-0" above the floor on all outside corners, if any.
4. The ceiling should be 2' x 4' acoustical panels with high acoustical properties. A 2' x 2' appearance may be achieved by the use of a "second look" type product.
5. Painted gypsum board soffits may be used as accents in areas where there is no water source or required access above.

J. Entry Corridor

Entry to the multipurpose room should be durable and easily cleaned and maintained. Provide space outside the door for room identification. Provide either a window in the multipurpose door or an adjacent 1'-0" wide (minimum) sidelight with blinds.

K. Casework

There is no specific casework associated with this space. However, mobile or portable (wheeled) locked storage may be anticipated for this room depending on the use.

L. Furnishings

18-19 tables with benches

140 stacking or folding chairs – if the site requires more, the district will bring additional seating to the site.

M. Other Essential Information

1. No dedicated staff is required for this space. Kitchen, after-school programs, custodial staff, and teaching and PE staff will utilize the space regularly.
2. Areas required within the multi-purpose room include:
    - Cafeteria usage
    - Multi-use Space
    - Stage
3. Provide for high ceilings (up to 26' high) in this area for use as overflow PE and indoor recess space.

4. Provide for enough tables to accommodate 250-300 students at one time (18-19 with 16-20 kids each) minimum.
5. Provide for up to 140 stacking or folding type chairs.
6. Provide for multiple entrances to this room so that late arrivals to this room during a performance or program are not disruptive.
7. Provide for storage and sink area for after hours community use. Small built-in type lockers for volunteer use could be part of this storage space.

N. Future Needs

Infrastructure should be installed now so that future needs can be met with minimal disruptions.

O. Preferred Spatial Relationships

1. The multipurpose room will be adjacent to the raised stage area.
2. The activity area should open to the kitchen serving area.
3. The multipurpose room should be near a main entry of the school for public access.
4. It should be located near toilet rooms and drinking fountains.
5. The multipurpose room should be located close to the gymnasium and other community use facilities in the school.
6. The space could also open up to the gymnasium through the use of movable acoustical partitions for large performances or gatherings.
7. An outside entry is desirable.
8. Adjacent to the table and chair storage.

2. SPECIAL INSTRUCTIONAL SPACES

2.4 TABLE STORAGE

Space Identification: **2.4**
Category: **Table Storage**
Number of Units: **1**
Gross Area: **250 sq. ft.**
Total Area: **250 sq. ft.**
Max. Number of users: **2**
Staff Required: **0**

A. Introduction

Storage for tables and chairs is necessary in the multipurpose room to provide maximum flexibility for the space.

B. General Goals & Objectives

Table and chair storage should be easily accessed to ensure quick set-up and teardown as required for different activities occurring in the multipurpose room.

C. Community Accessibility

Space should be easily accessible by the community to set up and take down furniture as needed. Supervision of the use of this room will be by the janitorial/custodial staff.

D. General Activities

Storage of tables and chairs.

E. Environmental Variables

1. Hardware: Provide for a locking door.

F. Mechanical Requirements

N/A

G. Technology Requirements

1. Lighting: Warm white fluorescent.

H. Display Requirements

N/A

I. Finishes

Finishes should be durable. Walls can be of painted gypsum board with applied wall protection. Provide corner guards on all outside corners, if any, up to a height of 5’-0”. Hard flooring should be similar to multipurpose activity room space.

J. Entry Corridor

Entry to the storage area to be durable and easily cleaned and maintained. Provide space outside of the doors for room identification. Doors should be durable.

K. Casework

N/A

L. Furnishings

1. 18 (minimum) table/bench combination units
2. 140 stacking or folding chairs

M. Other Essential Information

1. Space may be separate room or alcoves designed for storage within the multipurpose room.
2. Generally, a few people will be participating in the moving of tables and chairs into and out of the storage area.
3. No dedicated staff will be required in this space. As needed, staff will access the space to set up the multipurpose room in different furniture configurations.
4. Need enough tables to accommodate 250-300 students (18-19 tables with 16 kids each) minimum.
5. Provide enough space to store up to 140 stacking or folding chairs. If additional chairs are required for special events, the school district will supply them.
6. Provide a 4'-0" wide door to access this room

N. Future Needs

N/A

O. Preferred Spatial Relationships

1. Storage should be directly adjacent to the multipurpose activity room.
2. Having storage near the gymnasium may also be desirable.

2. SPECIAL INSTRUCTIONAL SPACES

2.5 GYMNASIUM

Space Identification: 2.5
Category: Gymnasium
Number of Units: 1
Gross Area: 4,600 sq. ft.
Total Area: 4,600 sq. ft.
Staff Required: 1 PE Instructor
Max. Number of Users: 64

A. Introduction

The gymnasium consists of a large activity area and support spaces to accommodate physical education instruction. The gymnasium is one of the primary public spaces in the building that will be utilized by the community.

B. General Goals & Objectives

Provide space that allows for physical education instruction and activity and large assemblies. The space should be large enough and flexible enough to be used by the community after school hours.

C. Community Accessibility

The community will have access to the gymnasium for community activities outside of school hours. A separate entrance for community use or locating the gymnasium near a main school entry door is desirable. The public should be able to access this portion of the building without accessing classroom and administrative zones within the building. Direct access to toilet rooms and drinking fountains should be available for use when the rest of the building is locked off. The space needs to be divided in half crosswise.

D. General Activities

Physical education instruction, assemblies and performances, and community recreation activities occur in this space.

E. Environmental Variables

1. Acoustical: The gym should be acoustically separated from classrooms and the rest of the building. Considerations should be made for acoustics within the space through the use of a speaker system.

2. Visual: Natural day lighting is desirable, but only high windows should be provided.

3. Access and Security: Doors should be locking and the space should be able to be locked apart from the other areas of the building. Provide window coverings at all corridor relites that can be operated from inside the room.

4. Flexibility: Activity area should be able to be set up for a variety of sports related activities, such as full-court basketball or conditioning stations.

5. Window Coverings: If exterior windows are provided, provisions must be made to control the natural light.

F. Mechanical Requirements

1. Thermal: Provide for individual temperature controls. The mechanical system in this area will be exposed and special consideration should be given to controlling the noise from these units.

2. Plumbing: Drinking fountains and toilet rooms should be located in or near this space.

G. Technology Requirements

1. Communications/ Data: See Electrical and Technology Requirements
2. Audio/Visual: See Electrical and Technology Requirements
3. Lighting: See Electrical and Technology Requirements
4. Electrical Service: See Electrical and Technology Requirements
5. Securities and Access Control System Cabling: See Electrical and Technology Requirements

H. Display Requirements

1. Score Board
2. White Board without tray for instruction
3. Tack Board for display of information

I. Finishes

Finishes must be durable and easily cleaned. Design the ceiling system, lighting fixtures, and structure to prevent damage from game balls. Wall pads to the height of 6' 0" should be located on all walls behind basketball boards and all outside corners. Floors should be hard surface with wood being preferable both for maintenance and physical comfort. Walls can be painted. Acoustical wall and ceiling materials should be provided to accommodate acoustical concerns in the space. May have painted exposed beams and ductwork.

J. Entry Corridor

Entry to the gymnasium should be durable and easily cleaned and maintained. Provide space outside the door for teacher/student display and room identification. Provide either a window in the door with integral blinds or an adjacent 1'-0" wide (minimum) sidelight with blinds.

K. Casework

N/A

L. Furnishings

1. 4 breakaway basketball baskets and backstops - an adjustable height is preferable (power operated)
2. Climbing wall – with wall pad closure system
3. Climbing rope
4. Volleyball standards in floor
5. Teaching carts will be rolled in from the storage or office rooms for PE instruction.
6. Chairs will be brought in from the table and chair storage area when necessary.
7. Computers on computer tables may be rolled in as necessary for health units.
8. Motorized roll-up curtain to divide gym crosswise

M. Other Essential Information

1. The entire student body may be present in the activity area for school assemblies or gatherings. Up to 60 students may use the space for PE. Teams and spectators will be present for community sports events.
2. Areas required within the gymnasium include:
    - Activity Area
    - PE Office
    - Equipment Storage
    - Community Storage
3. The 4600 square foot activity area should have 26' high ceilings to accommodate volleyball and basketball. The room should be sized and proportioned for athletic use.
4. If the space were opened up to the multipurpose room, stage viewing would be desirable.
5. Small spectator areas along one or more sides would be nice.

N. Future Needs

Infrastructure should be installed now so that future needs can be met with minimal disruptions.

O. Preferred Spatial Relationships

1. The gymnasium should be acoustically separated from teaching spaces, which require more quiet.
2. The gymnasium should be near the multipurpose room with an operable acoustical partition between the two that could be opened up to create one large space.
3. The gymnasium should be near toilet rooms and drinking fountains.
4. An exterior entrance to the playing fields is desirable.
5. The gymnasium should be located on the ground level without building spaces above.
6. The activity area should be near the PE office with window between for supervision and observation of children.

2. SPECIAL INSTRUCTION SPACES

2.6 COMMUNITY STORAGE

Space Identification: **2.6**
Category: **Community Storage**
Number of Units: **1**
Gross Area: **100 sq. ft.**
Total Area: **100 sq. ft.**

A. Introduction

This space will be used for the storage of community equipment.

B. General Goals & Objectives

N/A

C. Community Accessibility

Community groups, under the supervision of the school custodial staff will have access to this room after hours. Provide for locking door.

D. General Activities

N/A

E. Environmental Variables

N/A

F. Mechanical Requirements

1. Thermal: Provide for good air exchange for drying of equipment that may be stored in this room.

G. Technology Requirements

N/A

H. Display Requirements

N/A

I. Finishes

Hard flooring with a minimal transition strip into the activity area is most desirable. Painted walls and acoustical panel ceiling or no ceiling is acceptable. Corner guards should be provided on all outside corners, if any.

J. Entry Corridor

N/A

K. Casework

N/A

L. Furnishings

Floor to ceiling shelving is required throughout this room with some open areas for rolling bins and carts.

M. Other Essential Information

N/A

N. Future Needs

N/A

O. Preferred Spatial Relationships

1. Adjacent to the school equipment storage room and the main activity area of the gym.

2. SPECIAL INSTRUCTIONAL SPACES

2.7 PE TEACHERS OFFICE

Space Identification: 2.7
Category: PE Teachers Office
Number of Units: 1
Gross Area: 100 sq. ft.
Total Area: 100 sq. ft.
Max. Number of Users: 1
Staff Required: 1

A. Introduction

The office will be used by the physical education instructor for planning and other duties.

B. General Goals & Objectives

The office should be a secure place for the PE instructor to leave personal items and work uninterrupted. The space should be warm and inviting.

C. Community Accessibility

The community will not access the office.

D. General Activities

The physical education instructor will use the office for planning, grading, and other similar types of duties related to teaching PE.

E. Environmental Variables

1. **Acoustical:** Should have adequate separation between the activity area and office.
2. **Visual:** Should have some visual connection to the activity (window) area for observation of children.
3. **Thermal:** Should have individual room temperature control.
4. **Aesthetics:** Should be warm and inviting.
5. **Hardware:** Lockable door. Door should be durable. Door should lock from the inside for crisis situations.

F. Mechanical Requirements

1. **Thermal:** Individual room temperature control.
2. **Plumbing:** Provisions can be made to provide for a unisex toilet within the gym space and meet all ADA requirements, and be accessible from the activity area of the gym.

G. Technology Requirements

1. **Communications/Data:** See Electrical and Technology Requirements
2. **Lighting:** Warm White Fluorescent. See Electrical and Technology Requirements
3. **Electrical Service:** 120V service. See Electrical and Technology Requirements

H. Display Requirements

N/A

I. Finishes

Carpet or hard floor is acceptable. Painted gypsum board walls are acceptable. Ceiling should be 2' x 4' acoustical ceiling panels.

J. Entry Corridor

Entry to the office to be durable and easily cleaned and maintained. Provide for a tackable surface outside the door for teacher/student display and room identification.

K. Casework

N/A

L. Furnishings

Required furniture:

1. Desk
2. Chair
3. File cabinet
4. Bulletin board
5. Shelving
6. Rolling instructional carts (stored here or in equipment storage room)
7. Small refrigerator (ice packs, etc.)

M. Other Essential Information

N/A

N. Future Needs

N/A

O. Preferred Spatial Relationships

1. Office should be directly adjacent to the gymnasium activity area with a window between the spaces.

2. It should be near a building toilet room for teacher convenience and near the equipment storage room.

2. SPECIAL INSTRUCTIONAL SPACES

2.8 SCHOOL EQUIPMENT - PE STORAGE

Space Identification: **2.8**
Category: **School Equipment – PE Storage**
Number of Units: **1**
Gross Area: **300 sq. ft.**
Total Area: **300 sq. ft.**
Staff Required: **0**
Max. Number of Users: **2**

A. Introduction

This space will be used for the storage of PE equipment. Since PE is taught by class it is important to note that at least 30 pieces of each type of equipment is required to be stored in this space.

B. General Goals & Objectives

Provide a large amount of storage that is easily accessible and convenient for changing curriculums between class periods.

C. Community Accessibility

The community should not have access to this room.

D. General Activities

Storage of PE equipment, possibly including the instructional teaching carts.

E. Environmental Variables

1. **Access and Security:** Locking door

F. Mechanical Requirements

N/A

G. Technology Requirements

1. **Communications/Data:** The building intercom system should be heard in this room.
2. **Lighting:** See Electrical and Technology Requirements.

H. Display Requirements

N/A

I. Finishes

Sealed concrete floor with minimal transition strip into the activity area. Painted walls and acoustical ceiling panels. Corner guards are required on all outside corners.

J. Entry Corridor

N/A

K. Casework

1. Floor to ceiling shelving – shelving should be designed with vertical front so that balls and other equipment won't roll off the shelves.
2. Shelving from ceiling to 34" above floor on one wall to accommodate rolling carts underneath - shelving should be designed with vertical front.

L. Furnishings

1. Rolling bins and miscellaneous rolling carts.
2. Jump rock storage racks (2).

M. Other Essential Information

Provide open wall space for hanging of miscellaneous items such as hula hoops, jump ropes, etc.

N. Future Needs

N/A

O. Preferred Spatial Relationships

The storage room should be directly adjacent to the gymnasium activity area.
Should be near the PE office for monitoring.

2. SPECIAL INSTRUCTIONAL SPACES

2.9 MUSIC CLASSROOM

Space Identification: **2.9**
Category: **Music Classroom**
Number of Units: **1**
Gross Area: **1,000**
Total Area: **1,000**
Max. Number of Users: **100**
Staff Required: **1**

A. Introduction

The function of this classroom is to expose students to all aspects of the musical arts (vocal, instrumental and movement). Ideally this classroom should be large enough to accommodate both orchestra as well as vocal and marimba type music. The storage room would be used to store items that support this function.

B. General Goals & Objectives

Meet the present and future instructional needs of the music curriculum. In addition to vocal and marimba type music, orchestra classes may be taught in this space. The space should be designed with a good sound system. Typically 30 students will occupy this space for music lessons, but the room could serve up to 100 for special classes such as choir.

C. Community Accessibility

The community would have limited access to this space.

D. General Activities

General music instruction, vocal music instruction, and general academic instruction.

E. Environmental Variables

1. Acoustical: Area should be acoustically isolated to minimize or eliminate distracting noises from adjacent hallway and classrooms. This classroom should be acoustically separated from the rest of the school. Special acoustical material should be applied to the walls and ceiling of this room to improve acoustics.

2. Visual: Natural day lighting into this space would be preferred.

3. Aesthetics: Colors to be neutral but warm and friendly in appearance.

4. Access and Security: Secure this classroom like the other classrooms from the public during non-school hours. Since instruments are stored in this room, this room may even be locked during the school day. May provide storage room with direct access from the corridor/hallway. Visual access to this room from other spaces is ideal for security.

Provide lock with an inside key mechanism so that, in a crisis situation, teachers can lock the room without entering the hallway.

Provide for window coverings at all corridor relights that are operated from inside room.

5. Flexibility: Provide for operable/acoustical wall between the music room and the stage area the wall should have a “man door “ incorporated into it.

6. Miscellaneous:

- Towel Dispenser at sink
- Soap Dispenser at sink (locate so that the soap goes into the sink)
- Window coverings at any exterior windows as well as any interior relights

F. Mechanical Requirements

1. Thermal: Provide individual room temperature controls and systems zoned to meet room location needs. Provide for good airflow with provisions for cooling. Avoiding noise from mechanical systems should be carefully considered in and near this room.

2. Plumbing: Provide sink with gooseneck spout and bubbler/drinking fountain.

G. Technology Requirements

1. Communications/Data: See Electrical and Technology Requirements

2. Audio/Visual: Audio connections for any specialized sound system for sound system equipment. Stage speakers etc. Speakers tied into gymnasium space. See Electrical and Technology Requirements

3. Lighting: This room will require specialty stage/performance type lighting. See Electrical and Technology Requirements

4. Electrical Service: GFI outlets in wet areas. See Electrical and Technology Requirements

5. Securities and Access Control System Cabling: See Electrical and Technology Requirements

H. Display Requirements

1. Similar to primary and intermediate classrooms.
2. Sliding white board should have 3 panels to accommodate several class levels. The board should have permanent music lines.
3. Tackable wall space for charts posters etc.

I. Finishes

1. Carpet on floor for acoustics and areas for sitting on the floor
2. Small amount of vinyl near sink
3. Stage curtain system

J. Entry Corridor

Similar to primary and intermediate classrooms

K. Casework

1. Teachers wardrobe – locking
2. Bookshelves for large notebooks and manuals
3. Storage cabinets for instructional materials, sheet music and musical instruments
4. Storage cubbies/shelves for backpacks and coats
5. Sink cabinet for washing and drying of equipment
6. Provide storage that can be locked, shelving to have metal edge
7. The storage room to have floor to ceiling adjustable type shelving for miscellaneous storage
8. Open storage wall with sliding white boards in front – shelves should be min 18” deep. 30” from finished floor to 7’0” high 16’ in length minimum. Center 8' sliding white board section should be locking to prevent movement when used as a projection screen.

L. Furnishings

See Concept Drawing:

1. Stacking chairs to accommodate 30 students, maximum
2. Teacher desk
3. Teacher chair
4. Two 4-drawer file cabinets
5. Piano
6. Music stand storage rack
7. Sound system
8. Portable foldable risers
9. Xylophones - 30

10. Violins & Violas – 25, Base 2, Cellos 4
11. Risers – provide risers that connect and lock together

M. Other Essential Information

1. Provide for as much storage as possible. Stands or tables for instruments.
2. Provide stage curtain and track. Track should be placed deep inside the room to maximize stage depth.
3. The ceiling height is preferred to be higher than 10' – 0". 12' to 14' would be better.
4. Ideally the space would be of similar size and configuration to a regular classroom.
5. Make sure that site lines are maintained to all student performers on the stage.
6. Provide for storage under stage if possible

N. Future Needs

Infrastructure should be installed now so that future needs can be met with minimal disruptions.

O. Preferred Spatial Relationships

1. Should be directly adjacent to the multi-purpose room "mini stage" and gymnasium for the ability to open up for programs.

2. SPECIAL INSTRUCTIONAL SPACES

2.10 MUSIC OFFICE/STORAGE

Space Identification: **2.10**
Category: **Music Office/Storage**
Number of Units: **1**
Gross Area: **300 sq. ft.**
Total Area: **300 sq. ft.**
Max. Number of Users: **4**
Staff Required: **1**

A. Introduction

This space will house instruments as well as miscellaneous music, music stands, etc. A portion of this space can act as a small practice area off the main music room. The office component will be large enough to accommodate the teacher desk and individual storage approx 100 sq. ft.

B. General Goals & Objectives

The 300 sq. ft. assigned to this space can be divided to accommodate the different uses. The storage component may be accessed from the corridor as well as the classroom so as not to disturb a class in session. The practice function should be an acoustically isolated area.

C. Community Accessibility

The community would have limited access to this space.

D. General Activities

General Storage, Practice, Lesson Planning

E. Environmental Variables

1. Acoustical: Area should be acoustically isolated to minimize or eliminate distracting noises from adjacent hallway and classrooms.

2. Visual: Natural day lighting into this space would be preferred, with some exterior operable windows.

3. Aesthetics: Colors to be neutral but warm and friendly in appearance.

4. Access and Security: Locked doors. Provide for window coverings at all corridor relights that are operated from inside room.

F. Mechanical Requirements

1. Thermal: Provide individual room temperature controls and systems zoned to meet room location needs. Provide for good airflow with provisions for cooling. Avoiding noise from mechanical systems should be carefully considered in and near this room.

G. Technology Requirements

1. Communications/Data: See Electrical and Technology Requirements
2. Audio/Visual: See Electrical and Technology Requirements
3. Lighting: See Electrical and Technology Requirements
4. Electrical Service: See Electrical and Technology Requirements
5. Securities and Access Control System Cabling: See Electrical and Technology Requirements

H. Display Requirements

White board (small 4') in Office.

I. Finishes

1. Carpet on floor for acoustics

J. Entry Corridor

Similar to primary and intermediate classrooms

K. Casework

1. Teachers wardrobe – locking in 100 sq. ft. office.
2. The storage room to have floor to ceiling adjustable type shelving for miscellaneous storage.

L. Furnishings

See Concept Drawing:

1. Teacher desk
2. Teacher chair
3. Two 4-drawer file cabinets
4. Cart for microphones

M. Other Essential Information

1. Provide for as much storage as possible. Stands or tables for instruments.

N. Future Needs

Infrastructure should be installed now so that future needs can be met with minimal disruption.

O. Preferred Spatial Relationships

1. Directly adjacent to music classroom.
2. Storage room to have direct access to corridor system.

3. ADMINISTRATIVE CENTER

3.1 MAIN RECEPTION/WAITING

Space Identification: 3.1
Category: Main Reception/Waiting
Number of Units: 1
Gross Area: 175 sq. ft.
Total Area: 175 sq. ft.
Max. Number of Users: 6-8

A. Introduction

The reception area should be friendly, visible and efficient, as well as immediately accessible to the building entry and major corridor system.

B. General Goals & Objectives

Design should make it clear to the public where the main reception area is.

C. Community Accessibility

When the building is open, the waiting area should be available to the community. The reception area is part of the office, which will generally be closed after hours.

D. General Activities

1. Greet and respond to the needs of visitors, staff and students
2. Maintain telephone communications
3. Assist the community in use of the school facilities
4. Provide a space for visitors to wait in a comfortable area

E. Environmental Variables

1. **Visual**: Visual access from and to this space is important; people in this area should be able to understand how to circulate in the building by just standing in this space.

2. **Aesthetics**: Warm, open and inviting reception area which enhances the building entrance and lobby. Colors to support these goals.

3. **Access and Security**: Should be accessible to all visitors; actual desk area to be locked or gated off after school hours. This area should have a window or counter for visitors to stop at prior to entering the building. The use of a door buzzer by staff, to allow access to visitors into the building, may be used.

F. Mechanical Requirements

See mechanical Requirements

G. Technology Requirements

Provide for the use of a telephone in this area. May want to provide one data line in the waiting/seating area.

H. Display Requirements

The school's identity should be reflected in this area and include a display area that reflects the unique community that the school serves. A display case and tackable wall space for student work should be located in this area.

I. Finishes

Durable carpeting in waiting area and easily maintained hard surface flooring at main entry. Walk off mats are required at all entries into the building – typical length 10'-0" – 18' 0" depending on building design.

J. Entry Corridor

N/A

K. Casework

Fixed reception counter and work area, portion of the counter to be lower to accommodate both small children and the handicapped. Area at the counter or waiting area for parents to fill out forms.

L. Furnishings

Lounge type seating for 6 people.

M. Other Essential Information

Provide space, outside of the administrative area, for the collection, storage and display of lost and found items.

N. Future Needs

N/A

O. Preferred Spatial Relationships

This space should be as near as possible to the following areas:

1. Directly adjacent to the main entry.
2. Principal's Office
3. Conference Room

3. ADMINISTRATIVE CENTER

3.2 SECRETARIAL AREA

Space Identification: **3.2**
Category: **Secretarial Area**
Number of Units: **3**
Gross Area: **100 sq. ft.**
Total Area: **300 sq. ft.**
Max. Number of Users: **3**
Staff Required: **1**

A. Introduction

The Secretarial Area should be friendly, visible and efficient, as well as immediately accessible to the building entry and major corridor system. Three people could be located in this area full time. Five to seven persons may visit this space at any one time.

B. General Goals & Objectives

Design should clearly identify the office to the public. The building secretary/assistant should have an unobstructed view of all visitors entering the building from the front entrance. The reception area should have clear views to major building entries.

C. Community Accessibility

When the building is open, the secretarial area should be easily accessible to the community. The reception area is part of the office and generally the office will be closed after hours.

D. General Activities

1. Greet and respond to the needs of visitors, parents, staff, and students.
2. Maintain telephone communications.
3. Support teachers and staff in the management of students.
4. Communications support for teachers and staff.
5. Maintain attendance and fiscal records.
6. Assist the community in the use of the school facilities.
7. Manage the distribution of supplies, equipment and materials.
8. Provide observation to the health room.

E. Environmental Variables

1. Acoustical: Sound privacy between secretary/reception to the office areas, conference room, health room and counseling.

2. Visual: Good visual control using glass relights to main entry and hallways, workroom, health and counseling.

3. Aesthetics: Warm, open and inviting reception area which enhances the building entrance and lobby. Colors to support these goals.

4. Access and Security: Should be able to be locked off after hours and provide an area for secure cabinets and files.

5. The **control panel** for fire, etc should be in the office area.

F. Mechanical Requirements

1. Thermal: Individual room temperature controls with year round heating and cooling.

G. Technology Requirements

1. Communications/Data: See Typical Technological requirements. In addition, the main phone line and intercom will be in this area.

H. Display Requirements

Tackable wall surface of display of informational items.

I. Finishes

1. Carpeting
2. Painted and tackable vinyl wall covering at walls
3. Acoustical tile ceiling

J. Entry Corridor

N/A

K. Casework

Fixed reception counter and work area, portion of the counter to be lower to accommodate both small children and the handicapped. The reception counter should be designed so that any standard district forms are easily accessed by the receptionist and look organized and tidy. Staff mailboxes should be near this area for messages, information, etc. Area for parents to fill out forms. Provide locks at all cabinets and drawers.

L. Furnishings

1. Task seating for 3
2. Guest seating at or near counter for 3

(Desks/Workstations for 2 if work areas are not built in).

M. Other Essential Information

1. Provide for secure storage of student medications.

N. Future Needs

N/A

O. Preferred Spatial Relationships

This space should be as near as possible to the following areas:

1. Directly adjacent to the main entry
2. Should have direct adjacency and views to the health/sick room
3. Principal Office
4. Direct and obvious view of major circulation corridor
5. Accessible to all aspects of the administration areas
6. Administration storage room and workrooms
7. Conference Room

3. ADMINISTRATIVE CENTER

3.3 PRINCIPAL OFFICE

Space Identification: **3.3**
Category: **Principal Office**
Number of Units: **1**
Gross Area: **200 sq. ft.**
Total Area: **200 sq. ft.**
Max. Number of Users: **8-10**
Staff Required: **1**

A. Introduction

The Principal's office is the administrative center of the building. The principal shall be capable of conducting small meetings with teachers, students, counselors, parents and visitors in his/her office.

B. General Goals & Objectives

1. Provide management and direction to the instructional program.
2. Meet and respond to visitors to the school.
3. Support teachers and staff in the management of students with disruptive behavior.
4. Principal needs visible access to students waiting to see the Principal.

C. Community Accessibility

This space should be directly accessible to the public; it is highly desirable to locate the Principal's office so that he/she can have views directly to the main entrance to the building.

D. General Activities

N/A

E. Environmental Variables

1. **Acoustical:** High degree of acoustical control from these offices to adjacent spaces.
2. **Thermal:** Individual room temperature controls.
3. **Aesthetics:** Spaces should be warm and inviting – not intimidating.

F. Mechanical Requirements

N/A

G. Technology Requirements

1. **Communications/Data:** See Typical Technology Requirements
2. **Lighting:** See Typical Technology Requirements
3. **Electrical Services:** See Typical Technology Requirements

H. Display Requirements

Tackable wall space on at least one wall.

I. Finishes

Carpet on floors, painted wall surfaces with tackable wall covering on at least one wall. Acoustical ceiling tile.

J. Entry Corridor

N/A

K. Casework

1. Wall shelving – closed shelving deep enough for binders (this can be furniture).
2. Provide locking wardrobe cabinet – 3'-0" wide 7'-0" high adjustable shelving and wardrobe section.
3. Provide locks on all cabinets and drawers.

L. Furnishings

1. One U-shape desk with computer set up – task chair
2. Two guest chairs at desk
3. Conference table to seat 6

M. Other Essential Information

A second means of egress for the Principal and other staff, out of the administrative space, should be included in the design of this office.

N. Future Needs

N/A

O. Preferred Spatial Relationships

1. Adjacent to the reception/secretarial area
2. Conference room
3. Visual access for the students waiting to see the Principal
4. Visual contact to secretarial area without direct visual contact to public waiting area is highly preferred.
5. Adjacency to Assistant Principal office preferred

3. ADMINISTRATIVE CENTER

3.4 COUNSELOR OFFICE

Space Identification: **3.4**
Category: **Counselor Office**
Number of Units: **1**
Gross Area: **200 sq. ft.**
Total Area: **200 sq. ft.**
Max. Number of Users: **6-7**
Staff Required: **1**

A. Introduction

The counselor is a full time position in every elementary school. The counselor often fills the role of a vice principal in the Kennewick elementary school. The counselor will meet with students and parents that are having learning or emotional problems at home or at school that affect their scholastic performance

B. General Goals & Objectives

This office should be private area for one-on-one or small group discussions. 1-7 people may use this room. One staff and one student typically but groups of 4-6 students may gather in this rooms for small group discussions.

C. Community Accessibility

When this space is not in use, the door would be locked – to secure student records.

D. General Activities

Counseling: The counselor will meet with students and parents that are having learning or emotional problems at home or at school that affect their scholastic performance.

E. Environmental Variables

1. Acoustical: Need for a high degree of acoustical control from adjacent spaces. Student privacy should be maintained.

2. Visual: Natural day lighting is preferred.

3. Aesthetics: Colors to be neutral but warm and friendly in appearance.

5. Access and Security: Locking doors, access by staff. Provide for lock that can be locked from inside the room. Provide for window coverings at corridor relight.

Locking file cabinets for student records.

There should be visual access to this room at all times.

6. Mechanical: Provide for individual room temperature control.

F. Mechanical Requirements

Same as adjacent office spaces

G. Technology Requirements

1. Communications/Data: See Typical Technology Requirements.

2. Lighting: See Typical Technology Requirements.

3. Electrical Service: See Typical Technology Requirements.

H. Display Requirements

1. Display of posters and informational materials in these offices are important.
2. Tackable wall surface on as many walls as possible.
3. Small white board – 4'.

I. Finishes

Carpet on floor, tackable/self healing wall surfaces and acoustical tile ceiling.

J. Entry Corridor

Provide a tackable wall surface outside of entry.

K. Casework

Provide for one 36" wide and 7' tall lockable storage cabinet in each of these rooms.

L. Furnishings

1. 30" x 60" desk with 42" return and a task chair.
2. The room should be arranged so that there is ample amount of open floor space.
3. Provide for open storage that will accommodate binders, games and miscellaneous materials.
4. 48" round or rectangular adjustable height table that will accommodate up to six chairs.
5. The Counselor often meets with parents so height appropriate seating should be accommodated.
6. Locking 4-drawer file for student records.

M. Other Essential Information

These spaces should feel warm, inviting, and welcoming to the students and parents who visit them.

Provide for a coat hook at back of door.

N. Future Needs

N/A

O. Preferred Spatial Relationships

1. Near the principal office and conference room
2. Needs direct access to the hallway so that kids can easily access this office.

3. ADMINISTRATIVE CENTER

3.5 CONFERENCE ROOM

Space Identification: **3.5**
Category: **Conference Room**
Number of Units: **1**
Gross Area: **250 sq. ft.**
Total Area: **250 sq. ft.**
Max. Number of Users: **12**

A. Introduction

This Conference Room shall accommodate up to 12 people (sitting at a table) for group meetings with parents and staff.

B. General Goals & Objectives

This should be a private area that provides for confidential meetings and is accessible by all user groups.

C. Community Accessibility

The community should have easy access to this space.

D. General Activities

Staff meetings, parent meetings, PTA meetings – this room may be used as a group learning space during the school day.

E. Environmental Variables

1. **Acoustical:** High degree of acoustical control from these offices to adjacent spaces.
2. **Aesthetics:** Spaces should be warm and inviting.

F. Mechanical Requirements

1. **Thermal:** Individual room temperature controls with year round heating and cooling.

G. Technology Requirements

1. **Communications/Data:** See Typical Technology Requirements.
2. **Audio Visual:** See Typical Technology Requirements.
3. **Lighting and Electrical Service:** See Typical Technology Requirements.

H. Display Requirements

1. Tackable wall space on at least one wall
2. Provide an 8' white board on one wall, to be used for projection

I. Finishes

1. Carpet on floors
2. Painted wall surfaces with tackable wall covering on at least one wall
3. Acoustical ceiling tile
4. Provide for chair rail at all walls

J. Entry Corridor

N/A

K. Casework

N/A

L. Furnishings

1. Conference table
2. Seating for 12 at the table
3. Provision for television has been replaced by short-throw projector and whiteboard

M. Other Essential Information

N/A

N. Future Needs

N/A

O. Preferred Spatial Relationships

1. Should be near the reception and waiting area as well as the Principal's office.
2. Near the reception/secretarial area.

3. ADMINISTRATIVE CENTER

3.6 HEALTH ROOM

Space Identification: 3.6
Category: Health Room
Number of Units: 1
Gross Area: 300 sq. ft.
Total Area: 300 sq. ft.
Max. Number of Users: 4-6
Staff Required: 1

A. Introduction

The Health Room is where students who become ill or injured go during the school day. A space for a student to lay down will be provided. Student medications are stored in a locked cabinet in this room and students who need medication during the school day will come to the adjacent office/reception area for distribution of these medications.

B. General Goals & Objectives

It is important that this room be readily accessible to students without having to go directly through the office area to get there. Three cots with privacy curtains, but with views to the office area to be provided. An accessible shower stall with adjustable hand-held showerhead for cleaning of scraped knees and other accidents is important in this room. Provide for a workspace in this room for the nurse.

C. Community Accessibility

Typically the community would not have access to this room unless a parent is picking up an ill student or wishes to obtain informational materials.

D. General Activities

N/A

E. Environmental Variables

1. Acoustical: Provide for a high degree of acoustical control.

2. Visual: The occupant of the sick room should not be visible from persons walking by, however it is important the nurse or secretary/receptionist see the students from his or her desk space.

3. Aesthetics: Provide for a warm, inviting, friendly and easily cleaned environment.

4. Safety and Security: Provide for a locking door.

F. Mechanical Requirements

1. Thermal: Provide individual room temperature controls and systems zoned to meet room location needs. Provide good airflow/exchange with provisions for cooling. Provide for exhaust fan in shower and main areas.

2. Plumbing: This space should have an accessible small toilet room (toilet and sink), provide a floor drain in this room. A separate sink for cleanup is also required. An elbow or foot control for this sink is desired. A paper cup dispenser should be included near both sinks as well as a mirror.

Provide for an accessible shower stall with an adjustable hand held showerhead.

G. Technology Requirements

1. Communications/Data: See typical Technology Requirements. Phone for contacting parents.

2. Lighting: See Typical Technology Requirements. Provide for three levels of lighting in this space. General over all lighting that can be switched off if students are sleeping, dimmable lighting for safety when the general lighting is off, and task lighting at the nurse work and counter areas.

3. Electrical Service: See typical Technology Requirements. GFI outlets in all wet areas. Provide for plenty of accessible outlets for treatment equipment (such as nebulizer machines), computer, audiometers, paramedic equipment, etc.

H. Display Requirements

Provide for tackable/self healing vinyl wall covering for display of informational health materials. This material should also be easily cleaned.

I. Finishes

1. Durable, easily cleaned flooring, not carpet
2. Vinyl wall covering where possible and painted wall surfaces
3. Acoustical tile ceiling
4. Ceramic floor base and wall tile at restroom and shower
5. Provide for non-slip tile in the shower area

J. Entry Corridor

This room should be easily identified from the corridor, in case a student needs to find this room quickly. Proper signage or other visual clues will be important here.

K. Casework

1. 7-8 lineal feet of upper and lower casework, all drawers/doors should have the ability to lock.
2. Base unit to have a sink and under counter refrigerator/freezer that locks for medications.
3. Built in workspace for the nurse could be provided in lieu of furniture.

L. Furnishings

1. One desk with storage for the nurse – if not built in.
2. Two 4-drawer file cabinets for student health records – locking.
3. Two – recovery couches/cots, upholstered with easily cleaned vinyl material.
4. Curtains between couches for isolation – these should be easily cleaned.
5. Eye charts.
6. Weight scale.
7. Open shelving for health books and information.
7. Under counter refrigerator/freezer for ice packs and miscellaneous medicines.
9. Provide area for computer and printer.
10. Blood pressure kit.
11. Collapsible Wheelchair
12. Stretcher
13. Towel Bars/Towel Storage
14. Paper Towel Dispenser (automatic – should not have to touch)
15. Anti-bacterial Soap Dispenser mounted over the sink
16. Mobile cart for emergency removal of medicines etc. This cart will be removed during fire drills etc.
17. Washer and Dryer as well as a space for spare clothing (small closet area).

M. Other Essential Information

1. Provide for 20 ft. for vision screening

N. Future Needs

N/A

O. Preferred Spatial Relationships

1. The health room should be directly adjacent to the office/receptionist/secretarial area for observation.

2. Provide for a door from the student hallway directly into the health room so that students do not have to go through the office area to get there. This will also be the after hours clinic door.

3. ADMINISTRATIVE CENTER

3.7 STUDENT WAITING AREA

Space Identification: **3.7**
Category: **Student Waiting Area**
Number of Units: **1**
Gross Area: **50 sq. ft.**
Total Area: **50 sq. ft.**
Max. Number of Users **3-4**

A. Introduction

The student waiting area acts as a student "time out" area within the administrative center when needed. This space needs to be out of the traffic mainstream and away from the public waiting spaces.

B. General Goals & Objectives

N/A

C. Community Accessibility

N/A

D. General Activities

N/A

E. Environmental Variables

Provide for a high degree of acoustical control around this area.

F. Mechanical Requirements

N/A

G. Technology Requirements

N/A

H. Display Requirements

N/A

I. Finishes

1. Carpet on floor
2. Painted walls
3. Acoustical tile ceiling.

J. Entry Corridor

N/A

K. Casework

Provide for a 1' deep counter on one wall of this area – option - provide for furniture solution.

L. Furnishings

Provide for one student type chair in each area. In lieu of a counter, a library type carrel can be provided.

M. Other Essential Information

1. Each space is approximately 20 square feet each and two are required.

N. Future Needs

N/A

O. Preferred Spatial Relationships

1. Locate these spaces near or between the principal and counselor's office spaces.

3. ADMINISTRATIVE CENTER

3.8 STORAGE ROOM

Space Identification: **3.8**
Category: **Storage Room**
Number of Units: **1**
Gross Area: **150 sq. ft.**
Total Area: **150 sq. ft.**

A. Introduction

This is a space for storage of supplies that is isolated from the public and accessible to all of the administrative staff, teachers and volunteers. Office type supplies are to be stored in this room. This space should be combined with the main workroom, but have a higher degree of security for the items stored in this area.

B. General Goals & Objectives

N/A

C. Community Accessibility

N/A

D. General Activities

N/A

E. Environmental Variables

1. **Aesthetics:** Should look very organized and tidy.
2. **Safety and Security:** Locking door.

F. Mechanical Requirements

Same as adjacent office areas

G. Technology Requirements

N/A

H. Display Requirements

N/A

I. Finishes

Durable and easily cleaned floor and wall surfaces: Vinyl flooring, Acoustical tile ceiling.

J. Entry Corridor

N/A

K. Casework

1. Maximize storage. Full height adjustable shelving all around the room
2. Provide for some lockable cabinets

L. Furnishings

N/A

M. Other Essential Information

N/A

N. Future Needs

N/A

O. Preferred Spatial Relationships

1. Should be located directly adjacent to the workroom and the administrative areas.
2. Depending on location, consider separate locked storage area within programmed Storage Room.

3. ADMINISTRATIVE CENTER

3.9 OCCUPATIONAL & PHYSICAL THERAPIST OFFICES

Space Identification: **3.9**
Category: **Occupational & Physical Therapist Offices**
Number of Units: **1**
Gross Area: **100 sq. ft.**
Total Area: **100 sq. ft.**
Max. Number of Users: **7**
Staff Required: **2**

A. Introduction

This space will be a shared office space for the Occupational and Physical Therapists. They typically will not be in the office at the same time and can share desk space, to open up floor space for therapy.

B. General Goals & Objectives

This office will be used for one-on-one therapy as well as small group sessions.

C. Community Accessibility

When this space is not in use, the door would be locked. It is important that this office space is easily identified and found by both parents and students.

D. General Activities

Occupational & Physical Therapy: Occupational therapist will work with students on fine motor skills development, to help in the development of writing skills. The physical therapist will work with students on large motor skills development, some therapy can happen in this office, but they will also utilize the gym or the multi-purpose room for this development.

E. Environmental Variables

1. Acoustical: This space to have a high degree of acoustical control from adjacent spaces. Student privacy should be maintained.

2. Visual: Natural day-lighting is preferred, but not required.

3. Aesthetics: Colors to be neutral but warm and friendly in appearance.

5. Access and Security: Locked door, access by staff. Provide for lock that can be locked from inside the room. Provide for window coverings at corridor relight.

Locking file cabinets for student records.

There should be visual access to all these rooms at all times.

6. Mechanical: Provide for individual room temperature control.

F. Mechanical Requirements

Same as adjacent office spaces

G. Technology Requirements

1. Communications/Data: See Typical Technology Requirements.

2. Lighting: See Typical Technology Requirements.

3. Electrical Service: See Typical Technology Requirements.

H. Display Requirements

1. Display of posters and informational materials in this office is important.

2. Tackable wall surface on as many walls as possible.
3. Provide for small white board with tray – 4’

I. Finishes

Carpet on floor, tackable/self healing wall surfaces and acoustical tile ceiling.

J. Entry Corridor

Provide a tackable wall surface outside of entry.

K. Casework

Provide for one 36” wide and 7’ tall lockable storage cabinet.

L. Furnishings

1. 30” x 60” desk with 42” return and a task chair.
2. The room should be arranged so that there is ample amount of open floor space.
3. Provide for open storage that will accommodate binders, games and miscellaneous materials.
4. 48” round or rectangular adjustable height table that will accommodate up to six chairs.
5. Locking 4-drawer file cabinet in each room for student records.

M. Other Essential Information

This space should feel warm, inviting, and welcoming to the students and parents who visit them. Provide for a coat hook at back of door.

N. Future Needs

N/A

O. Preferred Spatial Relationships

Should be near the resource room as well as the speech therapist and school psychologist.

3. ADMINISTRATIVE CENTER

3.10 SCHOOL PSYCHOLOGIST

Space Identification: **3.10**
Category: **School Psychologist**
Number of Units: **1**
Gross Area: **100 sq. ft.**
Total Area: **100 sq. ft.**
Max. Number of Users: **7**
Staff Required: **1**

A. Introduction

The space will be for the School Psychologist. The psychologist will meet with students and parents that are having learning or emotional problems at home or at school that affect their scholastic performance. School psychologists are equipped to deal with a wide range of problems. They are committed to the prevention of health and learning problems. They have expertise in evaluation and assessment. School psychologists are well trained in crisis intervention. They are committed to the development of the full potential of the child, which requires an understanding of: developmental psychology, academic difficulty, behavioral adjustment, social skills, family stress and health issues.

B. General Goals & Objectives

These offices are intended to be private areas for one-on-one or small group discussions. 1-7 people may use these rooms. One staff and one student typically but groups of 4-6 students may gather in these rooms for small group instruction.

C. Community Accessibility

Normally when this space is not in use, the door would be locked. It is important that this office space is easily identified and found by both parents and students.

D. General Activities

The psychologist assesses students for possible disabilities, consults with teachers regarding student behavior and academics. They support student through group and individual counseling, consult with parents regarding student behavior and academics. Consults with educational support team to implement support for struggling students and coordinates special education services. The School Psychologist assists students in resolving conflicts.

E. Environmental Variables

1. Acoustical: This space to have a high degree of acoustical control from adjacent spaces. Student privacy should be maintained.

2. Visual: Natural day lighting is preferred, but not required.

3. Aesthetics: Colors to be neutral but warm and friendly in appearance.

5. Access and Security: Locked door, access by staff. Provide for lock that can be locked from inside the room. Provide for window coverings at corridor relight.

Locking file cabinets for student records.

There should be visual access to all these rooms at all times.

6. Mechanical: Provide for individual room temperature control.

F. Mechanical Requirements

Same as adjacent office spaces

G. Technology Requirements

1. **Communications/Data:** See Typical Technology Requirements.
2. **Lighting:** See Typical Technology Requirements.
3. **Electrical Service:** See Typical Technology Requirements.

H. Display Requirements

1. Display of posters and informational materials in this office is important.
2. Tackable wall surface on as many walls as possible.
3. Provide for small white board with tray 4'.

I. Finishes

Carpet on floor, tackable/self healing wall surfaces and acoustical tile ceiling.

J. Entry Corridor

Provide a tackable wall surface outside of entry.

K. Casework

Provide for one 36" wide and 7' tall lockable storage cabinet in each of these rooms.

L. Furnishings

1. 30" x 60" desk with 42"return and a task chair.
2. The room should be arranged so that there is ample amount of open floor space.
3. Provide for open storage that will accommodate binders, games and miscellaneous materials.
4. 48" round or rectangular adjustable height table that will accommodate up to six chairs.
5. Locking 4-drawer file cabinet in each room for student records.

M. Other Essential Information

This space should feel warm, inviting, and welcoming to the students and parents who visit.
Provide for a coat hook at back of door.

N. Future Needs

N/A

O. Preferred Spatial Relationships

Should be near the speech therapist and occupational therapist offices, resource room.

3. ADMINISTRATIVE CENTER

3.11 SPEECH THERAPIST OFFICE

Space Identification: **3.11**
Category: **Speech Therapist Office**
Number of Units: **1**
Gross Area: **100**
Total Area: **100**

A. Introduction

The speech therapist assesses, diagnoses, treats and helps to prevent disorders related to speech, language, cognitive-communication, voice, swallowing & fluency.

B. General Goals & Objectives

This office is intended to be private area for one-on-one or small group discussions. 1-7 people may use this room. One staff and one student typically, but groups of 4-6 students may gather in this room for small group instruction.

C. Community Accessibility

Normally when this space is not in use, the door would be locked. It is important that this office space is easily identified and found by both parents and students.

D. General Activities

Speech Therapy: Therapist will work with and test students on general and specific speech development and concept skills. Provide evaluation and remediation services for the following disorders or delays:

Articulation (pronunciation of works)
Fluency (stuttering)
Voice, receptive language comprehension
Expressive Language
Pragmatic Language (social skills)
Oral motor skills
Swallowing

E. Environmental Variables

1. Acoustical: This space needs a high degree of acoustical control from adjacent spaces. Student privacy should be maintained.

2. Visual: Natural day-lighting is preferred, but not required.

3. Aesthetics: Colors to be neutral but warm and friendly in appearance.

5. Access and Security: Locking doors, access by staff. Provide for lock that can be locked from inside the room. Provide for window coverings at corridor relight.

Locking file cabinets for student records.

There should be visual access to all this room at all times.

6. Mechanical: Provide for individual room temperature control.

F. Mechanical Requirements

Same as adjacent office spaces

G. Technology Requirements

1. Communications/Data: See Typical Technology Requirements.

2. **Lighting:** See Typical Technology Requirements.
3. **Electrical Service:** See Typical Technology Requirements.

H. Display Requirements

1. Display of posters and informational materials.
2. Tackable wall surface on as many walls as possible.
3. Provide for small white board with tray 4'.

I. Finishes

Carpet on floor, tackable/self healing wall surfaces and acoustical tile ceiling.

J. Entry Corridor

Provide a tackable wall surface outside of entry.

K. Casework

Provide for one 36" wide and 7' tall lockable storage cabinet.

L. Furnishings

1. 30" x 60" desk with 42" return and a task chair.
2. The room should be arranged so that there is ample amount of open floor space.
3. Provide for open storage that will accommodate binders, games and miscellaneous materials.
4. 48" round or rectangular adjustable height table that will accommodate up to six chairs.
5. Locking 4-drawer file cabinet for student records.

M. Other Essential Information

This space should feel warm, inviting, and welcoming to the students and parents who visit them. Provide for a coat hook at back of door.

N. Future Needs

N/A

O. Preferred Spatial Relationships

N/A

3. ADMINISTRATIVE CENTER

3.12 STAFF BREAK ROOM

Space Identification: **3.12**
Category: **Staff Break Room**
Number of Units: **1**
Gross Area: **650 sq. ft.**
Total Area: **650 sq. ft.**
Max. Number of Users: **30**

A. Introduction

The staff break room is a place to eat lunch, relax, read educational materials, share information with other teachers and staff; store lunches, cook lunches, make coffee or buy a soft drink.

B. General Goals & Objectives

N/A

C. Community Accessibility

N/A

D. General Activities

1. Staff lunchtime and break activities
2. Staff Conferencing
3. Staff instructional planning

E. Environmental Variables

1. Acoustical: High degree of acoustical control from this space to other spaces.

2. Visual: Natural day-lighting will enhance this space. Natural light should be controlled with window coverings.

3. Aesthetics: This room should have a "home like" feeling.

F. Mechanical Requirements

1. Thermal: Provide individual room temperature controls and systems zoned to meet room locations needs. Provide good airflow with provisions for cooling. Provide for proper ventilation for microwave/stove and oven.

2. Plumbing: Provide for 33" x 18" sink with gooseneck faucet. Provide for instant hot water. Provide for dishwasher (residential type). Two staff toilet rooms (unisex) should be located adjacent to this room. These rooms should meet all accessible/ADA requirements. In addition, provide for some personal storage within the room.

G. Technology Requirements

1. Communications/Data: See typical Technology Requirements. In addition, provide up to 6 network/internet connections to this room, or the ability to access a wireless system.

2. Lighting: See Typical Technology Requirements, in addition provide for under counter lighting and accent lighting in this space.

3. Electrical Service: See Typical Technology Requirements; in addition provide 220V electrical service for the stove/oven and multiple outlets for microwaves and miscellaneous kitchen equipment.

H. Display Requirements

Provide for tackable wall covering for required posting of information.

I. Finishes

1. Carpet or vinyl on flooring
2. Vinyl at sink and cooking areas
3. Tackable self-healing wall surface
4. Acoustical tile ceiling

J. Entry Corridor

N/A

K. Casework

See concept drawing

1. Casework: Base cabinets and upper cabinets at sink unit
2. Provide for 12' of counter space
3. Storage for plates, utensils and misc. kitchen equipment
4. Food storage in locking base and upper cabinets
5. Provide small storage cabinets in the staff toilet rooms for some personal belongings

L. Furnishings

1. Provide for range with oven, 3 full-size refrigerator/freezers, and space for two or three vending machines
2. Provide for a soft seating area for 6 and tables and chairs (stacking) for 36
3. Paper towel and soap dispenser at sink area
4. 2 microwaves
5. Provide for half-height lockers for 10-12 Para-educators in this room

M. Other Essential Information

May want to consider a television or other video type media for previewing of DVD materials that may be presented in the classrooms or utilized for professional development.

N. Future Needs

N/A

O. Preferred Spatial Relationships

1. Locate near the main office in a centralized location.
2. Locate near or adjacent to the workroom.
3. Near the faculty toilet rooms, but the toilet rooms should not open up into this room.
4. Isolate this room from the public during the school day.
5. Should be located on an exterior wall for views to the outside.

3. ADMINISTRATIVE CENTER

3.13 FACULTY WORKROOM

Space Identification: **3.13**
Category: **Faculty Workroom**
Number of Units: **1**
Gross Area: **400 sq. ft.**
Total Area: **400 sq. ft.**

A. Introduction

The workroom provides workspace for the faculty, staff, administration and some volunteers. Its location should be separate from the reception/waiting area and staff room but directly adjacent to them.

B. General Goals & Objectives

N/A

C. Community Accessibility

N/A

D. General Activities

General copying, laminating, printing, assembling of student work, lettering cut outs, bookbinding, etc. Storage for color paper of varying sizes and rolls. Area for teacher incoming and completed work.

E. Environmental Variables

1. Acoustical: High degree of acoustical control from this space to adjacent spaces. Provide individual room temperature controls.

2. Aesthetics: This space should be very organized and tidy. Provide for some locked cabinets.

F. Mechanical Requirements

1. Thermal: Provide individual room temperature. Provide proper ventilation for equipment in this room such as the copier, laminator and other heat generating equipment, the laminator produces fumes.

2. Mechanical: Provide for 33” x 18” sink with gooseneck faucet.

G. Technology Requirements

1. Communications/Data: See Typical Technology Requirements

2. Lighting: See typical Technology Requirements

3. Electrical Service: See Typical Technology Requirements, in addition provide multiple counter height outlets.

H. Display Requirements

Provide for tackable wall surface at all exposed surface locations, for posting of notices, etc.

I. Finishes

Vinyl floor surface would be best in this area, especially at the sink area. All finishes should be easily cleaned.

J. Entry Corridor

N/A

K. Casework

See concept drawing

1. Teacher mailboxes for incoming and completed work open on both ends for ease of distribution
2. Base cabinets/counters all around the room
3. Open paper storage
4. Cabinets to have adjustable shelving to accommodate many types of storage requirements, cabinets should be designed to hold large amount of (heavy) paper.
5. Work Island in the center of the room with storage below for misc. paper and boxes

L. Furnishings

1. Provide for 2-3 stools
2. 2 Copy machines
3. Laminating machine (standard flat and continuous feed)
4. Cutting board
5. Paper cutter
6. Lettering machine and templates
7. Portable roll round cart for large color paper rolls
8. Soap and Paper towel dispensers at sink area above the sink
9. Pencil sharpener

M. Other Essential Information

N/A

N. Future Needs

N/A

O. Preferred Spatial Relationships

1. Near main office activities.
2. Should be located centrally so that all the teachers in the school can access it.
3. Locate workroom conveniently with primary access NOT through main office area. Secondary access may be through main office area.
4. If the site dictates a two-story school, consideration should be given to locating a small workroom on the second floor with a copy machine.

3. ADMINISTRATIVE CENTER

3.14 BOOKROOM

Space Identification: **3.14**
Category: **Bookroom**
Number of Units: **1**
Gross Area: **150**
Total Area: **150**

A. Introduction

The Bookroom is a supplementary common space that will be used by all classroom teachers to find grade level books – curriculum units should be easily identified to grab a box of books and go back to the classroom.

B. General Goals & Objectives

To house Curriculum books by grade level in an organized manner so that teaching staff can find materials in a quick and efficient way.

C. Community Accessibility

N/A

D. General Activities

N/A

E. Environmental Variables

N/A

F. Mechanical Requirements

N/A

G. Technology Requirements

N/A

H. Display Requirements

N/A

I. Finishes

Carpet on floor, painted walls, acoustical ceiling

J. Entry Corridor

N/A

K. Casework

One wall of deeper shelving at 36” with 15” shelving above – this would provide for some counter area.

L. Furnishings

Metal or wood shelving – 15” deep x 36” wide 7’0” high typical

M. Other Essential Information

N/A

N. Future Needs

N/A

O. Preferred Spatial Relationships

Should be near/adjacent to the teacher workroom.

3. ADMINISTRATIVE CENTER

3.15 SECONDARY CONFERENCE ROOM

Space Identification: **3.15**
Category: **Conference Room**
Number of Units: **1**
Gross Area: **150 sq. ft.**
Total Area: **150 sq. ft.**
Max. Number of Users: **8**

A. Introduction

This Conference Room shall accommodate up to 8 people (sitting at a table) for group meetings with parents and staff.

B. General Goals & Objectives

This should be a private area that provides for confidential meetings and is accessible by all user groups.

C. Community Accessibility

The community should have easy access to this space.

D. General Activities

Staff meetings, parent meetings, PTA meetings – this room may be used as a group learning space during the school day.

E. Environmental Variables

1. **Acoustical:** High degree of acoustical control from these offices to adjacent spaces.
2. **Aesthetics:** Spaces should be warm and inviting.

F. Mechanical Requirements

1. **Thermal:** Individual room temperature controls with year round heating and cooling.

G. Technology Requirements

1. **Communications/Data:** See Typical Technology Requirements.
2. **Audio Visual:** See Typical Technology Requirements.
3. **Lighting and Electrical Service:** See Typical Technology Requirements.

H. Display Requirements

1. Tackable wall space on at least one wall
2. Provide an 8' white board on one wall, to be used for projection

I. Finishes

1. Carpet on floors
2. Painted wall surfaces with tackable wall covering on at least one wall
3. Acoustical ceiling tile
4. Provide for chair rail at all walls

J. Entry Corridor

N/A

K. Casework

N/A

L. Furnishings

1. Conference table
2. Seating for 8 at the table
3. Provision for television has been replaced by short-throw projector and whiteboard

M. Other Essential Information

N/A

N. Future Needs

N/A

O. Preferred Spatial Relationships

1. Should be near the Library and Professional Offices

3. ADMINISTRATIVE CENTER

3.16 ASSISTANT PRINCIPAL OFFICE

Space Identification: **3.16**
Category: **Assistant Principal Office**
Number of Units: **1**
Gross Area: **150 sq. ft.**
Total Area: **150 sq. ft.**
Max. Number of Users: **6**
Staff Required: **1**

A. Introduction

The Assistant Principal's office is the administrative center of the building. The assistant principal shall be capable of conducting small meetings with teachers, students, counselors, parents and visitors in his/her office.

B. General Goals & Objectives

1. Help provide management and direction to the instructional program.
2. Meet and respond to visitors to the school.
3. Support teachers and staff in the management of students with disruptive behavior.

C. Community Accessibility

This space should be directly accessible to the public; it is highly desirable to locate the Assistant Principal's office so that he/she can have views directly to the main entrance to the building.

D. General Activities

N/A

E. Environmental Variables

1. **Acoustical:** High degree of acoustical control from these offices to adjacent spaces.
2. **Thermal:** Individual room temperature controls.
3. **Aesthetics:** Spaces should be warm and inviting – not intimidating.

F. Mechanical Requirements

N/A

G. Technology Requirements

1. **Communications/Data:** See Typical Technology Requirements
2. **Lighting:** See Typical Technology Requirements
3. **Electrical Services:** See Typical Technology Requirements

H. Display Requirements

Tackable wall space on at least one wall.

I. Finishes

Carpet on floors, painted wall surfaces with tackable wall covering on at least one wall. Acoustical ceiling tile.

J. Entry Corridor

N/A

K. Casework

1. Wall shelving – closed shelving deep enough for binders (this can be furniture).
2. Provide locking wardrobe cabinet – 3'-0" wide 7'-0" high adjustable shelving and wardrobe section.
3. Provide locks on all cabinets and drawers.

L. Furnishings

1. One U-shape desk with computer set up – task chair
2. Two guest chairs at desk
3. Conference table to seat 4

M. Other Essential Information

A second means of egress for the Assistant Principal and other staff, out of the administrative space, should be included in the design of this office.

N. Future Needs

N/A

O. Preferred Spatial Relationships

1. Adjacent to the reception/secretarial area/Principal
2. Conference room
3. Visual access for the students waiting to see the Assistant Principal
4. Visual contact to secretarial area without direct visual contact to public waiting area is highly preferred.

3. ADMINISTRATIVE CENTER

3.17 SOCIAL WORKER OFFICE

Space Identification: **3.17**
Category: **Social Worker Office**
Number of Units: **1**
Gross Area: **100**
Total Area: **100**

A. Introduction

The social work helps school staff, parents and students identify interferences to learning, and works with those students to get the services they need to facilitate a positive learning environment.

B. General Goals & Objectives

This office is intended to be private area for one-on-one or small group discussions. 1-4 people may use this room.

C. Community Accessibility

Normally when this space is not in use, the door would be locked. It is important that this office space is easily identified as found by both parents and students.

D. General Activities

Needs assessment and intervention: Social Worker will assess needs and provide solutions to facilitate a positive and constructive path to learning.

E. Environmental Variables

1. Acoustical: This space needs a high degree of acoustical control from adjacent spaces. Student privacy should be maintained.

2. Visual: Natural day-lighting is preferred, but not required.

3. Aesthetics: Colors to be neutral but warm and friendly in appearance.

5. Access and Security: Locking doors, access by staff. Provide for lock that can be locked from inside the room. Provide for window coverings at corridor relight.

Locking file cabinets for student records.

There should be visual access to all this room at all times.

6. Mechanical: Provide for individual room temperature control.

F. Mechanical Requirements

Same as adjacent office spaces

G. Technology Requirements

1. Communications/Data: See Typical Technology Requirements.

2. Lighting: See Typical Technology Requirements.

3. Electrical Service: See Typical Technology Requirements.

H. Display Requirements

1. Display of posters and informational materials.
2. Tackable wall surface on as many walls as possible.
3. Provide for small white board with tray 4’.

I. Finishes

Carpet on floor, tackable/self healing wall surfaces and acoustical tile ceiling.

J. Entry Corridor

Provide a tackable wall surface outside of entry.

K. Casework

N/A

L. Furnishings

1. 30” x 60” desk with 42” return and a task chair.
2. Provide for open storage that will accommodate binders, games and miscellaneous materials.
3. Provide 2 guest chairs.
4. Locking 4-drawer file cabinet for student records.

M. Other Essential Information

This space should feel warm, inviting, and welcoming to the students and parents who visit them. Provide for a coat hook at back of door.

N. Future Needs

N/A

O. Preferred Spatial Relationships

N/A

3. ADMINISTRATIVE CENTER

3.18 ITINERANT OFFICE

Space Identification: **3.18**
Category: **Itinerant Office**
Number of Units: **1**
Gross Area: **100**
Total Area: **100**

A. Introduction

A shared space for multiple users to spend hours or days at a time for various purposes.

B. General Goals & Objectives

This office is intended to be private area for one-on-one or small group discussions. 1-4 people may use this room.

C. Community Accessibility

Normally when this space is not in use, the door would be locked.

D. General Activities

General office use.

E. Environmental Variables

1. Acoustical: This space needs a high degree of acoustical control from adjacent spaces. Student privacy should be maintained.

2. Visual: Natural day-lighting is preferred, but not required.

3. Aesthetics: Colors to be neutral but warm and friendly in appearance.

5. Access and Security: Locking doors, access by staff. Provide for lock that can be locked from inside the room. Provide for window coverings at corridor relight.

Locking file cabinets for student records.

There should be visual access to all this room at all times.

6. Mechanical: Provide for individual room temperature control.

F. Mechanical Requirements

Same as adjacent office spaces

G. Technology Requirements

1. Communications/Data: See Typical Technology Requirements.

2. Lighting: See Typical Technology Requirements.

3. Electrical Service: See Typical Technology Requirements.

H. Display Requirements

1. Display of posters and informational materials.
2. Tackable wall surface on as many walls as possible.
3. Provide for small white board with tray 4’.

I. Finishes

Carpet on floor, tackable/self healing wall surfaces and acoustical tile ceiling.

J. Entry Corridor

Provide a tackable wall surface outside of entry.

K. Casework

N/A

L. Furnishings

1. 30” x 60” desk with 42” return and a task chair.
2. Provide for open storage that will accommodate binders, games and miscellaneous materials.
3. Provide 2 guest chairs
4. Locking 4-drawer file cabinet for student records.

M. Other Essential Information

This space should feel warm, inviting, and welcoming to the students and parents who visit them. Provide for a coat hook at back of door.

N. Future Needs

N/A

O. Preferred Spatial Relationships

N/A

3. ADMINISTRATIVE CENTER

3.21 REMOTE WORKROOM

Space Identification: **3.21**
Category: **Remote Workroom**
Number of Units: **1**
Gross Area: **100 sq. ft.**
Total Area: **100 sq. ft.**

A. Introduction

The Remote Workroom provides workspace for the faculty, staff, administration and some volunteers that are at a distance away from the Faculty Work Room. Its location should be centrally located.

B. General Goals & Objectives

N/A

C. Community Accessibility

N/A

D. General Activities

General copying, printing, assembling of student work, lettering cut outs, bookbinding, etc.

E. Environmental Variables

1. Acoustical: High degree of acoustical control from this space to adjacent spaces. Provide individual room temperature controls.

2. Aesthetics: This space should be very organized and tidy. Provide for some locked cabinets.

F. Mechanical Requirements

1. Thermal: Provide individual room temperature. Provide proper ventilation for equipment in this room such as the copier, laminator and other heat generating equipment, the laminator produces fumes.

G. Technology Requirements

1. Communications/Data: See Typical Technology Requirements

2. Lighting: See typical Technology Requirements

3. Electrical Service: See Typical Technology Requirements, in addition provide multiple counter height outlets.

H. Display Requirements

Provide for tackable wall surface at all exposed surface locations, for posting of notices, etc.

I. Finishes

Vinyl floor surface would be best in this area, especially at the sink area. All finishes should be easily cleaned.

J. Entry Corridor

N/A

K. Casework

1. Base cabinets/counters along length of wall
2. Open paper storage
3. Cabinets to have adjustable shelving to accommodate many types of storage requirements, cabinets should be designed to hold large amount of (heavy) paper.

L. Furnishings

1. Copy machine
2. Cutting board
3. Paper cutter
4. Lettering machine and templates (if needed)
5. Soap and Paper towel dispensers at sink area above the sink
6. Pencil sharpener

M. Other Essential Information

N/A

N. Future Needs

N/A

O. Preferred Spatial Relationships

1. Centrally located some distance from main Workroom.
2. Should be located centrally so that all the teachers in the school can access it.

4. RELATED SERVICES SPACES

4.1 KITCHEN

Space Identification: 4.1
Category: Kitchen
Number of Units: 1
Gross Area: 1,350 sq. ft.
Total Area: 1,350 sq. ft.
Max. Number of Users: 5-6

A. Introduction

This space will be used for serving and related clean-up activities to serve lunch and breakfast to students and staff. Students and staff will utilize a serving line and eat lunch in the multipurpose room or staff break room.

B. General Goals & Objectives

Space must meet current and future food preparation needs of the school and comply with all health department requirements. The kitchen is divided into the following work areas:

1. Food Prep and Cooking/Warming
2. Dish Room/Area
3. Serving Area
5. Dry Storage
6. Freezer (Walk-In)
7. Refrigerator (Walk-In)
8. Office Area
9. Toilet Room
10. Custodial Closet

C. Community Accessibility

Community use of the kitchen is possible only with the supervision. The community will not have unsupervised access to this space.

D. General Activities

Activities to occur within the kitchen include the preparation of food, finishing of food prepared elsewhere in the district, serving of breakfast and lunch to students and staff, and related set-up and clean-up activities.

E. Environmental Variables

1. Acoustical: Noise generated in the kitchen should be acoustically separated from adjacent spaces.

2. Visual: Natural day lighting is desirable. Natural lighting from windows should be maintained and controlled using window coverings.

3. Aesthetics: Colors to be neutral and warm in character. The space should look and feel clean.

4. Access and Security: Entire kitchen area should be lockable, with additional locking food storage and office. Security gates at serving windows, etc. Provide for locking drawers in kitchen area where knives and other utensils will be stored.

F. Mechanical Requirements

1. Thermal: Provide individual room temperature controls and systems zoned to meet room location needs. Provide cooking exhaust hood and makeup air. Design system to meet cooling and humidity needs in the area.

2. Plumbing: Provide floor drains and sinks as required in the individual kitchen areas. Possible grease trap. Provide 3-compartment sink and 2 compartment sink in the dish room/clean up areas. Provide prep sink at prep area. Provide hand-washing sinks.

G. Technology Requirements

See "Typical Technology Requirements"

1. Communications/Data: Provide data and power for one computer in the office. One phone line with both intercom and outside line access is required in the office. Provide clock with bell system. Computer and power access will be required at the payment area of the serving line. 2 CPU Stations in office area.

2. Lighting: Provide warm white fluorescent throughout.

3. Electrical Service: 110V service with surge suppression device at panel circuit. Provide individual surge suppression as needed. Provide 208V service for the range, ovens, mixer, kettle, cooler, and freezer.

H. Display Requirements

Signage is required at the serving areas. Provide a message board on the multi-purpose side of the serving line for announcing the menu items for the day.

I. Finishes

All surfaces shall be washable. A non-slip floor throughout the space is desirable (quarry tile or high performance non-slip sheet vinyl) – carpet is not acceptable. Walls may be painted with epoxy paint. Wet areas shall have tile, FRP panels or other impervious wall material. Corner guards are required on all outside corners, to the height of 5'-0". Ceilings should be sound absorbing and washable. Exterior delivery door to be 4'-0" wide, with FRP finish.

J. Entry Corridor

N/A

K. Casework

See Concept Drawing

L. Furnishings

See specific kitchen spaces for additional requirements and locations of the following equipment requirements:

1. Double-stack Convection Ovens (2)
2. Hot boxes
3. Serving carts on wheels (3-4)
4. Production tables (2 - 3)
5. Refrigerator - Walk-In
6. Freezer Walk-In
7. Dish washing machine
8. Two compartment stainless steel sink, soiled dishtable
8. Microwave ovens
9. Garbage disposal
10. Three compartment stainless steel sink, clean dishtable
11. Washer and dryer (available in building, not specifically in this room)
12. Back doorbell for deliveries
13. Steam Table – 6 wells

14. Prep sink, stainless steel
14. Silverware / Tray cart
15. Milk coolers (2)
16. Desk – (office area for 2)
17. Task chair – (office area)
18. Guest chair – (office area)
19. Bookshelf/Bulletin board – (office area)
20. File cabinet – (office area)
21. Milk and Food cart.
22. Area for coats/staff lockers separate from serving aprons.
23. Floor to ceiling adjustable wire-type metal shelving in the dry storage area.
24. Signage that will face the Multipurpose Room should be placed above each serving section – some with marker type board capabilities.
25. Portable payment table/cart will be in Multipurpose Room area and stored in the admin area or kitchen office area.
26. Paper towel and soap dispensers at all hand washing sinks.

M. Other Essential Information

Height of the ceiling in the kitchen should be no less than 9' – 0"

N. Future Needs

See "Typical Technology Requirements" for additional information.

O. Preferred Spatial Relationships

1. The kitchen should be on the ground level with no stairs. Any ramps shall be wide and shallow. The kitchen space should be as near as possible to the following spaces for ease of access:

A. Multipurpose Room
B. Loading area (Direct exterior building entrance is required.)

2. Internally, the freezer, cooler and dry storage should be near the delivery door and adjacent to the food prep area. The serving line and tray return should be adjacent to the multi-purpose room. The Production area should be adjacent to the central area of the Kitchen. The office area should be situated so that all areas of the kitchen can be observed.

4. RELATED SERVICES SPACES

4.2 LAUNDRY FACILITIES

Space Identification: **4.2**
Category: **Laundry Facilities**
Number of Units: **1**
Gross Area: **50 sq. ft.**
Total Area: **50 sq. ft.**

A. Introduction

Laundry facilities within the school will allow for the cleaning of miscellaneous kitchen items.

B. General Goals & Objectives

N/A

C. Community Accessibility

N/A

D. General Activities

N/A

E. Environmental Variables

N/A

F. Mechanical Requirements

1. Thermal: Provide for individual temperature control. Provide for proper ventilation of equipment.

2. Plumbing: Provide for washing machine and a deep utility sink. Provide a floor drain in this room.

G. Technology Requirements

N/A

H. Display Requirements

Provide surface for display of information describing proper washing and drying techniques.

I. Finishes

Sealed concrete or vinyl flooring, painted walls, and acoustical tile ceiling treatment.

J. Entry Corridor

N/A

K. Casework

Provide shelving, as needed for specific storage requirements. Provide space for folding laundry.

L. Furnishings

1. Paper towel and soap dispensers
2. Towel Racks

M. Other Essential Information

1. Provide any special utility requirements for electrical and plumbing, as well as venting for the dryer.
2. Provide a deep utility sink for rinsing of items before washing.

N. Future Needs

N/A

O. Preferred Spatial Relationships

1. Locate near, but NOT in the kitchen area.

4. RELATED SERVICES SPACES

4.3 GENERAL STORAGE ROOM

Space Identification: 4.3
Category: General Storage Room (Misc. Bldg Storage) (Crossing Guard Storage)
Number of Units: 1-2
Gross Area: 100 sq. ft. – 150 sq. ft.
Total Area: 250 sq. ft.

A. Introduction

General and specific storage organized and located throughout the building to support the educational program and building needs.

B. General Goals & Objectives

N/A

C. Community Accessibility

N/A

D. General Activities

N/A

E. Environmental Variables

N/A

F. Mechanical Requirements

Similar to other building storage spaces.

G. Technology Requirements

N/A

H. Display Requirements

N/A

I. Finishes

Sealed concrete or vinyl flooring, painted walls, acoustic or no ceiling treatment.

J. Entry Corridor

N/A

K. Casework

Provide shelving, as needed for specific storage requirements. Provide for hanging storage in the crossing guard closet.

L. Furnishings

N/A

M. Other Essential Information

Storage is an issue in every building; all attempts should be made to maximize every square foot of the building as useable space.

N. Future Needs

N/A

O. Preferred Spatial Relationships

1. Locate near classrooms, multi-purpose and custodial rooms.
2. Crossing Guard Storage room/closet should be located near the main entrance of the building.

4. RELATED SERVICES SPACES

4.4 CUSTODIAL OFFICE & 4.5 CUSTODIAL CLOSETS

Space Identification: **4.4 & 4.5**
Category: **Custodial Office and Custodial Closets**
Number of Units: **2**
Gross Area: **150 sq. ft office – 250 sq. ft custodial closets**
Total Area: **400 sq. ft.**

A. Introduction

Custodial closets are to be located in areas throughout the building. A custodial closet will have a mop sink and some cleaning supplies and will be located in each of the classroom wings. A custodial office should be centrally located in the building. Ample storage for supplies such as toilet paper, napkins and light bulbs on each floor (if multi-storied) will be provided.

1. Main custodial room/office
2. Paper products storage
3. Ground equipment storage
4. 3 custodial closets

B. General Goals & Objectives

1. Provide for cleaning of all areas within the building.
2. Provide for watering of landscape areas – automatic sprinkler maintenance.
3. Provide for clean up of all site areas.
4. Provide support for cleaning and functioning hand washing and toilet areas.
5. Provide for snow removal and overall exterior maintenance.

C. Community Accessibility

Limited access to these rooms, locked doors.

D. General Activities

1. Sweeping and vacuuming of floors
2. General dusting
3. Inspection and re-supplying of lavatories
4. Cleaning and mopping of lavatories, lunchroom and kitchen
5. Pick-up of refuse on school grounds
6. Watering of grass areas (maintenance and scheduling of sprinkler system)
7. Maintenance of shrubs and trees
8. Snow removal and overall exterior maintenance.

E. Environmental Variables

N/A

F. Mechanical Requirements

Provide for adequate ventilation in all these spaces.

G. Technology Requirements

1. Communications/Data: See typical Technology Requirements. Provide phone with both intercom and outside line. Provide computer connection with access to school network. Computer monitoring of the mechanical and electrical building systems will be in the main custodial room.

H. Display Requirements

N/A

I. Finishes

Sealed concrete or vinyl on the floor, painted walls and acoustical tile ceiling

J. Entry Corridor

N/A

K. Casework

1. 8 lineal feet of open storage shelving in Main Custodial Room for bulk supplies.
2. 3 lineal feet of open storage in each custodial closet for supplies.

L. Furnishings

At each Custodial room provide the following:

- Floor type service sink
- Floor drains
- Mop rack for four or more mops. Mops should drain into service sink when hung up.
- Space for Vacuums

At Custodial Office provide the following:

- Workbench and electrical outlets
- Sink, mop sink, mop rack and counter with electrical outlets
- Lockable wall lockers for each custodian
- Telephone/intercom/network
- Desk and task chair.

At Custodial room with can wash provide the following:

- Floor type garbage can wash
- Mop rack

Provide for paper towel and soap dispensers at all sink areas

M. Other Essential Information

Careful consideration should be given to refuse disposal and the location of trash receptacles on the site.

N. Future Needs

N/A

O. Preferred Spatial Relationships

1. The main custodial office, the paper storage area and the outdoor equipment area should be near the building loading area near the kitchen.

2. The other custodial closets should be located reasonably close to the primary and intermediate student lavatories and should have their own doors from the hall.

4. RELATED SERVICES SPACES

4.6 DATA EQUIPMENT ROOM

Space Identification: **4.6**
Category: **Data Equipment Room**
Number of Units: **2**
Gross Area: **125 sq. ft.**
Total Area: **250 sq. ft.**

A. Introduction

The data equipment rooms will contain centralized switched, hubs and routers for the school-wide computer network. Telephone equipment not associated with the network will also be located in this room. This room will be the location for the main Sonitrol control panel.

B. General Goals & Objectives

N/A

C. Community Accessibility

These rooms will not be accessible to the public, authorized personnel only.

D. General Activities

This room is where the Main Distribution Frame equipment will be located. District personnel will occasionally work in this room providing general maintenance and upkeep of equipment repairs, etc.

E. Environmental Variables

N/A

F. Mechanical Requirements

See Mechanical Requirements

G. Technology Requirements

See Electrical Requirements

H. Display Requirements

N/A

I. Finishes

Sealed Concrete or Vinyl flooring, painted wall surfaces, acoustical ceiling tile

J. Entry Corridor

N/A

K. Casework

N/A

L. Furnishings

Provide small worktable

M. Other Essential Information

N/A

N. Future Needs

N/A

O. Preferred Spatial Relationships

Locate the main room near the administrative area.

5. RELATED SERVICES SPACES - ANCILLARY

5.1 CORRIDORS - CIRCULATION

Space Identification: **5.1**
Category: **Corridors - Circulation**
Number of Units: **N/A**
Gross Area: **11,000 sq. ft.**
Total Area: **11,000 sq. ft.**

A. Introduction

The corridor systems throughout the schools should be spacious. Tackable wall surfaces will be provided above 36" impact resistant material and at all open wall spaces for display of student work. The corridor system will link all spaces in the building so it is important that corridors are easy to understand for all ages.

B. General Goals & Objectives

1. The circulation of students and staff throughout the building.
2. Space can be used for group instruction, if not disruptive to adjacent classrooms.
3. The corridor system should support classroom spaces by including small group instruction workspaces within the corridor/hallway system.

C. Community Accessibility

It is important that most of the building be accessed by the community, however, after hours, careful consideration must be given to the best ways to close off portions of the school to minimize the possibility of theft or vandalism.

D. General Activities

N/A

E. Environmental Variables

1. Visual access to the corridor/hallway system from the administration areas is very important.
2. Possible "hiding spaces" within the corridor are to be avoided.
3. Visual access to restroom entrances/hand washing stations from the corridor.
4. Lighting – see Typical Technology Requirements, in addition, lighting for display walls and general lighting to be interesting and visually pleasing. Lighting can help with orientation, etc.

F. Mechanical Requirements

Provide for comfortable spaces in the corridor for possible group instruction.

G. Technology Requirements

See Typical Technology Requirements. Special consideration must be give for the use of technology in the small group instruction areas.

Provide for Intercom in the corridors.

H. Display Requirements

Provide display type cabinets near entry and in as many places as possible in the corridor system

Provide tackable/self-healing type 2-wall vinyl in as many areas of the circulation system as possible for display of student work. This vinyl would be above a wall protection wainscot or "bang board" material such as FRP or MDF, mounted above the wall base to at least 36" from finished floor.

Provide for 4' x 6'-8' white board surface in any shared small group instructional workspaces.

I. Finishes

Prefer the use of hard surface flooring in the corridors. VCT, sheet vinyl, linoleum and other smooth surfaces are all acceptable alternatives because of their smooth surface. Surfaces such as aggregate and tile are not desirable because of difficulty cleaning and noise.

Provide 10' – 18' of walk off type material at all exterior entries into the building as design allows.

The corridor should look interesting and inviting even if void of student work. To accomplish this, careful selection of colors and special features should be considered.

J. Entry Corridor

N/A

K. Casework

Built in locking display cases near Administration and other areas if possible. The case in the administration area should be at least 15" deep with adjustable shelving to accommodate a variety of height items – trophies, photos, merchandise (t-shirts), etc.

L. Furnishings

Provide for 48" table with 4-6 chairs for small group instructional spaces.

Provide 1 or 2 locking display cases in the corridor/circulation areas.

M. Other Essential Information

1. The Corridor is an area of the school where the building identity can be reinforced. Special consideration of Architectural features can help to orient as well as add aesthetic qualities to the building.
2. Provide for securing off of the classroom wings for the after hours community areas.
3. Provide elevator if building is a multi-story structure.

N. Future Needs

N/A

O. Preferred Spatial Relationships

N/A

5. RELATED SERVICES SPACES - ANCILLARY

5.2 TOILET ROOMS

Space Identification: **5.2**
Category: **Toilet Rooms**
Number of Units: ***as required by code**
Gross Area: **3000 sq. ft.***
Total Area: **3000 sq. ft.***

A. Introduction

Provide for adequate toilet facilities throughout the school. All rooms must conform to ADA criteria. Room should be centrally located in each area.

Boys and girls restrooms will be provided in or near classrooms

Unisex Faculty restrooms near break room as well as distributed near classrooms for teacher convenience.

A "family type" restroom near and viewable from the administration area is required.

Unisex toilet room accessed from inside the gym, so that after hours use would not require access to the rest of the building.

B. General Goals & Objectives

A clean and properly equipped lavatory should be available to every student, staff member, and visitor within a short distance. It is important that student lavatories and toilets are easy for staff members to supervise.

C. Community Accessibility

A toilet facility will be accessible to the community whenever the building is in use. Provide for a restroom cluster near the after hour community use areas in case classroom wings are secured off.

D. General Activities

N/A

E. Environmental Variables

1. Provide for a high degree of acoustical separation from these spaces to adjacent spaces.
2. Avoid placing plumbing wall adjacent to a classroom.
3. Design sight lines so that there are no direct views from the circulation corridor into the toilet rooms.
4. Provide adequate lighting in all restroom areas.

F. Mechanical Requirements

1. Provide for adequate ventilation of these spaces
2. Provide floor drains at all restrooms
3. Provide hot and cold water at hose bib located in each large toilet room – see concept plan.

G. Technology Requirements

Provide for automatic flush valve system.

H. Display Requirements

Display area for proper hand washing techniques.

I. Finishes

1. Durable, easily cleaned and maintained floor, base and wall surfaces
2. Ceramic tile or other impervious material at floor, base and wainscot at fixture wall
3. Painted wall surfaces above wainscot
4. Acoustical tile ceiling for access to equipment above

J. Entry Corridor

See Concept Drawing

The entry to these rooms will contain 1-2 community hand wash stations, mirror and area for trash receptacles

K. Casework

N/A

L. Furnishings

1. Mount soap dispensers over the sinks not over the floor.
2. Provide standard toilet room accessories conforming to ADA criteria.
3. Provide two paper towel dispensers per room.
4. Provide privacy screens between urinals.
5. Provide for sanitary napkin dispensers and disposers in each of the girls restrooms.
6. Provide for appropriate waste receptacles in each of the restrooms.
7. Provide for toilet partitions that are easily repaired.
8. Provide for shared hand washing stations that can be monitored from the hallway.
9. Provide for floor drain in every toilet room for easy cleaning.

M. Other Essential Information

It is preferred that there are no doors on the restrooms for easier monitoring of these spaces.

The number of toilets, urinals, washbasins including those requiring handicapped accessibility will be determined by current building/health codes.

Each restroom needs to have effective heat and ventilation.

N. Future Needs

N/A

O. Preferred Spatial Relationships

1. Locate in central area in each of the classroom wings, if two story solution, stack toilet rooms.

5. RELATED SERVICES SPACES - ANCILLARY

5.3 MECHANICAL & ELECTRICAL

Space Identification: **5.3**
Category: **Mechanical & Electrical**
Number of Units: **2-3 spaces**
Gross Area: **2,000 sq. ft. total**
Total Area: **2,000 sq. ft.**

A. Introduction

See Mechanical and Electrical requirements

B. General Goals & Objectives

N/A

C. Community Accessibility

N/A

D. General Activities

N/A

E. Environmental Variables

N/A

F. Mechanical Requirements

N/A

G. Technology Requirements

N/A

H. Display Requirements

N/A

I. Finishes

Sealed Concrete floors, painted wall, no finished ceiling necessary

J. Entry Corridor

N/A

K. Casework

N/A

L. Furnishings

N/A

M. Other Essential Information

N/A

N. Future Needs

N/A

O. Preferred Spatial Relationships

Distribute spaces throughout the building

5. RELATED SERVICES SPACES - ANCILLARY

5.4 EXTERIOR WALL AREA

Space Identification: **5.4**
Category: **Exterior Wall Area**
Number of Units: **N/A**
Gross Area: **2,500 sq. ft.**
Total Area: **2,500 sq. ft.**

A. Introduction

This area includes all the thickness of the exterior wall area that is not directly associated with interior space, but is included in the overall gross area of the building.

B. General Goals & Objectives

N/A

C. Community Accessibility

N/A

D. General Activities

N/A

E. Environmental Variables

N/A

F. Mechanical Requirements

N/A

G. Technology Requirements

N/A

H. Display Requirements

N/A

I. Finishes

N/A

J. Entry Corridor

N/A

K. Casework

N/A

L. Furnishings

N/A

M. Other Essential Information

N/A

N. Future Needs

N/A

O. Preferred Spatial Relationships

N/A

6. SITE CONSIDERATIONS

6.1 SITE CONSIDERATIONS

A. Introduction

Consideration of the site as the transition to the building from the neighborhoods as well as an extension of interior spaces should be made in the design. The site should be organized to allow for the best building and exterior space orientation relative to existing and anticipated neighborhood characteristics and traffic patterns.

B. General Goals & Objectives

Playground area (see 6.2) should allow for safe use by a variety of age groups and multiple activities that can be easily monitored by aides.

Parking area (see 6.3) should provide ample parking area for multiple activities away from student activity areas. Provide visitor parking near main building entry. The main service access need is at the kitchen area.

Landscaping: Should be easy to maintain and contribute to the quality of the neighborhood character. Provide for 3'-8' of hard surface material around the perimeter of the building – no grass or bushes next to the building. Should consider low water use – desert type landscaping in some areas.

Design the building to minimize blind spots and hidden areas, so that vandalism may be minimized through better viewing from the surrounding neighborhood.

C. Community Accessibility

Access by neighborhood residents to all site areas (except areas that may be enclosed for Kindergarten play areas) will be allowed during times when school is not in session. Provide for adequate playfields that can be used by the neighborhood and community.

D. General Activities

1. Kindergarten Activity Area
2. General Play area – hard surface
3. General Play area – grass
4. Parking area
5. Service area
6. Bus Loading area
7. Parent drop off area

E. Environmental Variables

Prevailing Wind:

1. Consider the effects of wind on orientation of entries
2. Avoid downwind placement of outside air intakes from boiler flues, kitchen exhaust hoods, building exhaust fans and relief grilles
3. Avoid placement of outside air intakes downwind or near areas where buses or other vehicles may be idling

Snow and Ice:

1. Organize site to allow for storage of plowed snow without disrupting pedestrian or vehicular traffic patterns
2. Minimize slopes on pedestrian or vehicular traffic areas
3. Provide separation between street and sidewalk for plowed snow

Landscaping and Irrigation:

1. Landscaping and irrigation should meet district standards for maintenance, and city requirements for screening. Requirements include:
2. Placement of trees to avoid roof access

3. Selection and placement to allow the building and site to be easily viewed from streets and the neighborhood
4. Avoid conflicts between planting of trees/landscaping materials/plants, lighting and signage
5. Provide enough area for drainage swales to avoid deep swales with steep slopes
6. Provide 3' – 8' of hard surface around the perimeter of the building.
7. Provide mow strips around every planting area and tree.
8. No grass or shrubs next to the building.
9. Provide flat area in playfield area to accommodate a "Porta-Potty" if a group or organization requires one for a function.
10. Irrigation system design shall minimize overspray on buildings, paved surfaces and parking lots.

Fencing:

1. Chain Link, 8' high, typical
2. Avoid placement of fencing in locations that allow the fence to be climbed for roof access
3. Provide for an 18" mow strip at all fences (fencing to be centered in the 18").
4. Design and locate fencing to promote child safety and controlled access to the site.
5. Provide logical site access by neighborhoods.

Building and Site Signage:

1. Provide a location and power for an electronic site sign

Site and Building Lighting:

1. Site lighting should be designed to enhance security in parking and entry areas without creating deep shadows.
2. Exterior building lighting should not be too bright to prevent monitoring of interior darkened areas from outside the building.
3. Provide for auto shut-off incorporated into lighting plan for nighttime.
4. Site lighting should be designed to ensure adequate lighting to and from a possible courtyard or street parking to the building entry.

F. Mechanical/Electrical Requirements

1. Automatic Sprinkler system – design the system to minimize the potential for the building to get wet. Design system so that minimal amount of piping is located under hard surfaces.
2. Parking Lot Lighting – prefer LED
3. Security Lighting
4. Exterior Power
5. Camera monitoring

G. Technology Requirements

N/A

H. Display Requirements

N/A

I. Finishes

N/A

J. Entry Corridor

N/A

K. Casework

N/A

L. Furnishings

Provide for adequate site signage for parking, directional etc.

Provide a minimum of 2 benches to be located near the front entrance and 4 trash receptacles to be located around the building - powder-coated steel preferred.

M. Other Essential Information

Access

1. Pedestrian
2. Vehicles (parking)
   - Staff
   - Visitors
3. Buses (loading and unloading) quantity depends on school location – provide enough curb space for all busses to a particular site. Verify quantity with district transportation.
   - General student transportation
   - Special transportation
4. Parent Vehicles (loading and unloading)
5. Bicycles (parking)
6. Garbage Vehicles
7. Maintenance Vehicles

Planning Consideration

1. Separate parent vehicular traffic from bus traffic
2. Consolidate parking in one area
3. Place driveways far from intersections and crosswalks
4. Consolidate vehicle entries (staff, visitors and service) to as few locations as is safe
5. Orient building to allow the primary entry to enhance pedestrian access from neighborhood streets.
6. See 6.2 for playground detail
7. See 6.3 for parking detail
8. Place sidewalks to respond to anticipated traffic patterns
9. Consider crosswalk locations and space for crossing guards
10. In areas where a traffic lane is adjacent to the curb, provide separation between the sidewalk and street.
11. Provide shelter for students lining up at doors

N. Future Needs

The design of the building should allow for simple classroom additions to the building if required in the future.

O. Preferred Spatial Relationships

1. Separate parent vehicular traffic from bus traffic.

6. SITE CONSIDERATIONS

6.2 PLAYGROUND

A. Introduction

The playground is intended to provide for student recess and exercise, in a safe, supervised environment. Some activities will be organized; others will be individual and spontaneous. The playground also provides space for community use, both for organized sports organizations and for neighborhood play.

B. General Goals & Objectives

The playground area should allow for a variety of age groups and abilities with multiple activities that can be easily monitored by aides. Playground equipment should be selected to provide inclusive play at all play structures, in a fully accessible environment. The area should promote a feeling of security when used by neighborhood children during times when aides or other adults do not supervise it.

C. Community Accessibility

Access by neighborhood residents will be allowed during times when school is not in session. The fields may be used by community sports organizations for practice or scheduled games during the school year and in the summer.

D. General Activities

1. Kindergarten Activity Area
2. Softball
3. Soccer
4. Wall Ball
5. Basketball
6. Tetherball
7. Hard Surface Games

E. Environmental Variables

1. Grading for storm water drainage should be managed to avoid ponding on hard surface as well as planted play areas.

2. Play areas: (space should be provided for each of the following uses in some cases on overlapping fields)

- Kindergarten Play area: should consist of age appropriate play equipment with resilient padded safety ground surface. Play equipment should include activities for spinning, sliding, swinging, climbing, social engagement and tactile stimulation.
- Big toy area: with resilient padded safety ground surface. Play equipment should include activities for spinning, sliding, swinging, climbing, social engagement and tactile stimulation.
- Softball/Baseball: grass infield and backstop with overhead screen: Provide 2, with wing fences as necessary. Provide concrete mow strips beneath all backstops and wing fences.
- Soccer: sized to fit space available- prefer 2 full size fields.
- Football: Provide 1 full size field (can double as soccer field with proper markings) with Goal posts
- Grass track: Soccer or football field inside
- Basketball: Backboards on asphalt concrete surface; 2 full courts (4 hoops) - Half at 8', and the others at 10' tall
- Tetherball: Provide 2
- Four Square: Provide 4
- Hopscotch: Provide 2

- Wall Ball: Provide for 2 areas (or double-sided wall)
- Walking Path: Provide for a loop walking path around the site
- Ball and Play Equipment Storage: provide convenient exterior storage

3. All play equipment and surfacing shall be certified by IPEMA and CPSC.

F. Mechanical Requirements

N/A

G. Technology Requirements

1. Exterior site Lighting
2. Power for outside cooking or music/audio amplification (school barbeques, etc.)
3. Electronic sign for school information – if electronic reader board in not initially installed, provide for conduit for future installation.
4. Security cameras – as required

H. Display Requirements

N/A

I. Finishes

N/A

J. Entry Corridor

N/A

K. Casework

N/A

L. Furnishings & Equipment

N/A

M. Other Essential Information

1. Access:

- Provide gate access for emergency vehicles and district lawn maintenance equipment.
- Provide fence opening that do not allow bicycle or motorcycle access.
- Organize the site and building design to assure that no vehicles need to access the playground area will during school hours

2. Outdoor Storage:

- Provide outdoor access to storage for small Lawn Mower, Snow Blower. De-Ice material, and a secure area for storage of 5 gallons of gasoline.

N. Future Needs

Provide space for potential future building expansion.
Provide for conduit to potential future electronic reader board if not initially installed.

O. Preferred Spatial Relationships

The Kindergarten toy area should be near the building and near the kindergarten classrooms.

6. SITE CONSIDERATIONS

6.3 PARKING

A. Introduction

Parking will need to be provided for permanent staff, itinerant staff, volunteers, visitors, district and private vendor vehicles, waste management vehicles and student bicycles. It should be secure, easily monitored and convenient to primary building entry points.

B. General Goals & Objectives

1. Vehicle Parking for staff and visitors should allow safe and easily negotiated access from adjacent streets. Access to parking should not be near intersections, and should allow clear views to sidewalks and crosswalks.
2. Vehicle parking for district, private vendor and waste management parking should be easily differentiated from staff and visitor parking.
3. Bicycle parking should be not be in conflict with vehicles or pedestrians, and should be secure.

C. Community Accessibility

Access by parents or other neighborhood visitors will generally be allowed at all times. Parent drop off and loading will be discouraged in the parking lot.

D. General Activities

N/A

E. Environmental Variables

1. Grading for storm water management should be designed to avoid ponding or slopes that could be a hazard during freezing conditions. Areas for snow removal and storage should be provided in ways that do not reduce the number of parking areas or restrict vehicular and pedestrian access, and do not result in icing of the parking lots and walkways.
2. Consideration should be given to the effects of early morning and late afternoon sun in September and March if parking lot access is on east/west streets.
3. Parking and other Vehicle area should be located away from any air intake systems to the building.
4. Landscaping shall be designed to meet applicable codes but provide visual access to entire parking area, without creating blind spots or hiding places. Planting islands shall be planted with shrubs and groundcovers, with lawn areas minimized and provided at parking lot perimeters for maintenance.

F. Mechanical Requirements

N/A

G. Technology Requirements

Site Lighting

H. Display Requirements

Building reader board and location.

I. Finishes

Parking lot surface shall be asphalt with concrete curbing.

J. Entry Corridor

N/A

K. Casework

N/A

L. Furnishings & Equipment

Provide for adequate site signage for parking areas

M. Other Essential Information

Assigned Parking: Provide 4-5 assigned/signed visitor-parking stalls, 1 principal parking stall. Provide required Handicapped stalls

Spatial Requirements:

Parking stall dimensions shall meet City of Kennewick minimum requirements. Parking lot total width shall meet minimum City of Kennewick requirements. Access dimensions for Solid Waste disposal vehicles shall meet the requirements of City of Kennewick Waste Management.

Access:

Parking lot and service vehicle access should be away from intersections and crosswalks, and should not conflict with bus loading or parent drop off functions.

***Proposed Parking Count:**

Classrooms	~~40~~
Library	1
Multi-Purpose	1
Gymnasium	1
Music Classroom	1
	~~44 Total teaching stations~~
Regular spaces required	~~88 (2 x 44)~~
Assessable Spaces	1
Van accessible space	1
Loading Spaces	2
Admin/Volunteer	5
Visitor Spaces	10
Service vehicles	3
	~~110 Total parking spaces~~

The numbers above reflect suggested requirements for elementary schools – Parking requirements should be confirmed with local jurisdictions.

N. Future Needs

N/A

O. Preferred Spatial Relationships

1. Within the parking area, staff spaces should be easily designated from volunteer and visitors.
2. Access to the site by waste disposal, food service and maintenance vehicles should not share the same access points as staff or visitor parking.
3. Bus loading areas and parent drop off areas should be located to avoid conflicts with parking access.
4. Since the parking area primarily serves staff and district personnel who arrive before students arrive and depart after students leave, the parking lot should not be used for parent drop of and pick-up.
5. Service vehicle access locations shall be easily distinguished from other parking functions.
6. Members of the community using school facilities or attending functions will use the parking area after hours; so parking should be near “after hours” entrances.

7. MECHANICAL REQUIREMENTS

A. General Mechanical Requirements

All mechanical systems, equipment and components will be designed, selected and installed in accordance with all applicable codes and standards including:

- International Building Code (IBC), Standards and Amendments.
- International Mechanical Code (IMC), Standards and Amendments.
- International Fire Code (IFC), Standards and Amendments.
- Uniform Plumbing Code (UPC) Standards and Amendments.
- International Fuel Gas Code (IFGC).
- National Fire Protection Association (NFPA).
- National Electrical Code, (NEC); NFPA 70.
- 2012 Washington State Energy Code (WSEC)
- Washington Sustainable Schools Protocol (WSSP)
- Applicable State and local codes, laws and ordinances.

B. Basic Mechanical Materials And Methods

Domestic water piping will be Type L copper with solder-joint fittings for above grade and Type K with brazed-joint fittings for below grade.

Storm Drainage (Rainwater) piping and sanitary waste and vent piping above grade will be ductile cast iron no-hub soil pipe with sanitary pattern fittings and 4-band clamps.

Storm Drainage (Rainwater) piping and sanitary waste and vent piping below grade will be ABS/PVC plastic and/or cast iron soil pipe with sanitary pattern fittings.

Gas piping shall be schedule 40 black steel pipe.

Schedule 40 black steel with grooved mechanical joints and fittings for 2-1/2 inch and larger.

Indirect waste piping will be Type M copper with solder-joint fittings.

Valves for domestic water systems will be ball, except main water service valve will be gate only. Check valve will be swing type.

Valves for propane/natural gas will be UL approved butterfly for 2 inches and smaller and plug valves over 2 inch.

Unions will be provided downstream of all threaded valves and at all equipment connections. Dielectric unions will be provided at connections of dissimilar metals.

Access doors will be provided wherever required to service valves, dampers, fire dampers, or other concealed items requiring service.

Water hammer arrestors will be provided at domestic valves & faucets.

Trap primers will be flush-valve type or remote type.

Piping systems will be pressure tested according to service type.

Domestic water piping will be flushed and disinfected.

C. Vibration and Sound Isolation

Mechanical equipment will be provided with vibration isolation mounts and hangers to meet criteria for maximum vibration levels.

Classroom HVAC systems will be designed to a maximum sound level of 45 dBA on the "A" weighted scale.

D. Mechanical Insulation

Domestic water piping systems, storm drainage (rainwater) piping will be insulated with rigid, molded mineral fiber pipe insulation with all service jacketing and vinyl fitting covers.

Ductwork will be insulated with either external, flexible glass fiber blankets or internal, acoustical glass fiber duct liner.

All mechanical systems, equipment and components, will be insulated in accordance with the requirements of the 2012 Washington State Energy Code.

E. Plumbing Systems

Plumbing fixtures, water heaters, domestic water piping, sanitary waste and vent piping, and storm drainage (rainwater) piping will be designed and installed in accordance with the Uniform Plumbing Code, Washington State Amendments to IBC Accessibility requirements and the Rules and Regulations of the Washington State Board of Health.

Art classroom and Project rooms if required will have under-sink plaster traps.

Toilet rooms will have wall hung water closets and urinals with battery-powered, sensor-operated flush valves.

Wall hung/counter mounted lavatories will have battery-powered, sensor-operated faucets.

Drinking fountains will be dual-level, non-refrigerated type with bottle filling station.

Mop sinks will be provided at Custodian rooms.

Floor drains will be provided in all toilet rooms, custodian rooms, kitchen and mechanical rooms.

Plumbing connections will be provided for Kitchen equipment including prep sinks, pot sinks, scullery sink with garbage disposal, dishwasher, and convection ovens. Floor drains and floor sinks will be provided as required.

A central gas-fired, water heating system will be provided. A central water heater with thermostatic mixing valve will serve the Kitchen fixtures and dishwasher as well as all the general use plumbing fixtures. The

domestic hot water systems will have pumped circulation to maintain water temperature at the fixtures. Water softeners will provide conditioned water to the water heater system.

Roof drains and over-flow roof drains will be provided to drain rainwater from the roofs. The over-flow roof drains will discharge to grade.

F. HVAC System Options

Through a joint effort with the school district's Maintenance and Facilities staff, a group of systems were selected to be modeled in an Energy Life Cycle Cost Analysis (ELCCA). The final system selection will be based upon the results of the ELCCA, as well as other non-monetary factors (i.e. indoor air quality, ease of maintenance, familiarity, etc.).

The two systems to be modeled are as follows:

System #1: Constant Volume Packaged Rooftop VAV with Hot Water Reheat (baseline code system).

System #2: Displacement Ventilation System

Option 1: Constant Volume Packaged RooftopVAV with Hot Water Reheat.

All occupied zones of the facility would be served by variable air volume rooftop units with DX cooling, serving terminal units with hot water reheat. Each roof top unit would have full economizer capability.

Mechanical rooms would be served by electric unit heaters. Spaces requiring dedicated cooling would be served by split system ductless DX cooling units.

Standard efficiency gas fired boilers would provide hot water to the roof top and terminal units.

Option 2: Displacement Ventilation System.

All classroom spaces would be served by a displacement ventilation system. Each zone in the displacement ventilation system would consist of one volume control box, a bank of diffusers at or near the floor, and fin tube perimeter heat. Return air would be via a ceiling plenum. A rooftop VAV air handling unit with hot water heat, chilled water cooling, heat recovery, and supply and return fans would condition the displacement ventilation air and provide outside air ventilation and economizer control to the system.

Office and administrative areas would be served by a packaged rooftop unit with hot water heat, chilled water cooling and economizer control to provide primary air to VAV terminal units with hot water reheat coils.

The gym, multi-purpose, music room and commons areas would be served by large single zone roof top units with hot water heat, chilled water cooling and economizer control.

The kitchen would be served by a gas-fired, DX roof top unit to allow for standalone operation.

Mechanical rooms would be served by hot water unit heaters. Spaces requiring dedicated cooling would be served by split system ductless DX cooling units.

High efficiency gas fired boilers would provide hot water to the building, while an air cooled chiller would provide chilled water. Variable-flow piping systems will be used to distribute heating and chilled water throughout the building to maximize energy efficiency.

G. Air Distribution

Supply air will be distributed from the roof top and fan coil units by galvanized steel sheet metal ducts. Acoustical duct liner will be used for sound attenuation. Specialized displacement ventilation diffusers with a perforated face will be used in classrooms and individual instruction spaces. Adjustable core ceiling diffusers will be utilized in areas with lay-in ceilings. Areas without lay-in ceilings will utilize sidewall supply grilles or surface mount grilles. Round diffusers and heavy duty return grilles will be used in the Gym area and Multi-Purpose Room

H. Outside Air Ventilation Systems

Outside air ventilation will be provided in accordance with the requirements of the International Mechanical Code (IMC) with Washington State Amendments.

I. Exhaust Systems:

Toilet rooms and general room exhaust will be provided by centrifugal roof exhausters.

Type I grease removal (if required) and Type II vapor hoods with up-blast centrifugal roof exhausters will be provided for Kitchen equipment.

J. Building Automation and HVAC Temperature Controls

All mechanical systems would be controlled by a Web-accessible, Direct Digital Controls (DDC) system to control and monitor all HVAC equipment, space temperatures, and selected exterior lighting systems. Each Classroom and each major space will have individual scheduling, heating, cooling and ventilation controls.

8. ELECTRICAL SYSTEMS

A. General Design

It is the goal of the electrical design to provide functional, durable, low maintenance, energy efficient and flexible systems for power distribution, lighting and technology. Equipment selection and placement will strive to compliment the building's architectural identity, allow for future expansion and maximize cost efficiency.

B. Service and Distribution

A 480Y/277V, three phase, four-wire main service is proposed for this facility. The main electrical service equipment shall be located in a dedicated space on the main level centrally located in the facility. Branch panels will be located throughout the building to serve local areas. These will be located flush in corridor walls and utility rooms. Wherever possible, branch panels will be isolated from the student population and strategically located away from classrooms and other occupied spaces to reduce the influence of EMF to students and staff. The panel locations shall consider safety, accessibility and disruption to the facility operation during maintenance. All branch panels shall be fitted with flush locks, keyed alike.

208Y/120V, three phase, four-wire power shall be derived from a single dry type transformer located in the main electrical room. The main electrical room's placement shall be selected for its relationship to the larger electrical loads of the building such as the chiller and kitchen. Large mechanical and equipment loads will be fed from the 480V system.

Power distribution equipment shall not be installed in communications equipment rooms with the exception of branch panels dedicated for the telecommunications room equipment. Communications room panelboards shall be equipped with surge suppression.

DDCS Interface: The main service will be equipped with a pulse meter and connection to the DDCS system to optimize the HVAC system's efficiency by providing peak demand load information.

Power Factor Correction: A power factor correction system consisting of automatic adjusting, multi-step capacitor shall be provided at the main service to reduce power loss, make the system more efficient and result in lower utility bills..

C. Emergency Power

It is proposed that individual battery packs be provided to furnish legally required emergency power for egress and exit lights. The fire alarm system shall be provided with built-in battery backup.

D. Branch Circuit Wiring

Branch circuits shall originate from local panelboards located throughout the building. The panelboards shall serve only circuits on the same floor and immediate neighborhood.

Lighting, mechanical, kitchen and other large KW equipment will be fed from the 480Y/277V, 3 phase system. Small load equipment (less than 1500W) and receptacles shall be fed from the 208Y/120V, 3 phase system.

The service lateral, branch panelboard and large equipment feeders (above 100A) will be installed under the concrete floor slab. Compact stranded aluminum conductors will be used for feeders 100A and above. Branch circuiting and feeders below 100A shall be installed concealed above finished floor. Concealed branch circuit wiring may be installed utilizing MC cable from ceiling junction boxes located within 30' of the first device or fixture in the circuit. Conduit home runs will be provided between the panel and the ceiling junction box. Receptacle circuits wherever possible, shall be run thru the floor slab.

In general, receptacle branch circuits shall be dedicated to the classroom served so that a nuisance trip, should it occur, does not affect more than one classroom. Lighting circuits may serve multiple classrooms. All circuits shall be furnished with a full size dedicated neutral and ground conductor.

Lighting branch circuits shall be at 277V to allow for more lighting to be placed on a single circuit and to reduce the need to upsize conductors to compensate for voltage drop.

E. Lighting and Control

General: LED lighting will be used in most applications. In low occupancy areas fluorescent lighting with T8 lamps with CCT of 4100K lamps and CRI of 80 or above will be utilized. All lamps will have low-mercury labeling for ease of maintenance (disposal). Lamp selection shall standardize to minimize the quantity of different lamp types used in the design. The design shall be sensitive to lamp replacement cost. Fixtures utilizing "U" lamps are not allowed.

All ballasts will be program start high frequency electronic <10% THD, for optimum lamp life with the use of occupancy sensors.

Lighting Control: Daylight harvesting and automated controls will be provided as required to comply with the 2012 Washington State Energy Code (NREC). A networked, relay based lighting control system will be utilized to provide automatic lighting shut-off where occupancy sensors are not used. Within classrooms, conference rooms and private offices, the relay system will accommodate, and integrate with, the local occupancy sensors. The system shall provide automatic sweep off of all lighting at a programmed time of day. A 'flash' warning of the fixtures shall occur ten minutes prior to sweep off to allow override. Two-hour override of the local area sweep off will be provided by programming the local digital switch to extend operation by pressing any button.

Occupancy sensors will be programmed for manual-ON and automatic-OFF operation. Sensors will be dual-technology.

Automatic continuous dimming shall be provided for daylight zones and general area lighting as required by NREC and as described in the Classrooms narrative below.

Classrooms: A recessed direct/indirect lighting system will be utilized. The lighting within the prescribed daylight zone will be switched separately. Digital on/off and manual dimming switches will be used. Lighting will be provided over the white board and other "teaching surfaces" to achieve the DOH required minimum footcandle levels. It will be separately controlled for correct lighting of AV presentations. Automatic shut-off will be provided via occupancy sensors.

Corridors: Recessed fixtures will be used for general circulation lighting where suspended ceilings are provided. The design team will investigate alternatives for open ceiling areas. Emergency egress fixtures will be provided with separate control so that the SD can operate under "dark interior" or

"lighted interior" night-time security schemes. Manual controls will be digital switches, programmed to be 'locked out' during school hours.

Toilets: Recessed fixtures will be utilized. Control will be occupancy sensors with appropriate time delays. In large toilets, emergency battery units integral to the fixture will provide egress lighting in case of power outage.

Gymnasium: LED suspended fixtures will be utilized and provided with continuous dimming in daylight zones.

Administrative Areas: Recessed lighting fixtures will be utilized along with down lighting where necessary and task lighting at reception counters. At perimeter offices daylighting will be fully implemented into the lighting design strategy with the electric lighting controlled to correspond to the daylighting component. In perimeter private offices a wall control will include a photocell for daylight harvesting as well as occupancy based automatic shut-off.

Multi-purpose Room: Because of the varied uses of the space and the flexibility requirements, a step switching LED strategy will be utilized for the electric lighting. Specialty lighting will be used on the perimeter (sconces) for accent. The stage lighting will consist of glare-controlled track lighting (on multiple circuits) with dimming capability. Stage track lighting control will be provided by manual wall switch/dimmers. Relay "sweep off" will provide control for unoccupied hours.

Library/Media Center: Due to the tasks in this area (both horizontal reading tasks and the vertical viewing task of book shelving) this area will utilize suspended direct/indirect lighting. Occupancy sensors will provide automatic shut-off. Daylight harvesting strategies will be incorporated into the lighting fixtures.

Computer Lab: To minimize veiling reflections, an indirect-only, wide "batwing" distributing lighting fixture will be utilized. Controls will be provided as described for classrooms.

Music Classroom: The area requires stage/performance as well as classroom lighting. To minimize obstruction for stage, lighting will not be suspended below the proscenium opening. Additional track lighting will be provided for performance lighting in the adjacent multi-purpose space. Stage lighting will have manual dimming control on the wall. Automatic shut-off control will be provided by occupancy sensor.

Exterior Lighting: Full cutoff (dark-sky friendly) LED lighting fixtures will be used as the main parking lighting standard. This is neighborhood friendly by minimizing light trespass and will not prevent monitoring of the interior darkened areas from the outside. High pressure sodium lamps will be used. For security concerns, lighting will be provided along the pedestrian route from the building to the parking area. Building mounted lighting at entry access points will be LED. Heights of poles will be sensitive to the balancing of the cost implications of shorter poles (can use fewer poles if they are taller) with the neighborhood streetscape (shorter poles are more pedestrian scale and reduce light trespass).

Multiple circuits will be provided so that a "half-off" scheme can be provided to shut-off a portion of the fixtures for late night levels. The remainder of fixtures will operate from dusk to dawn to provide security lighting around the facility. The time off shall be programmable to meet the needs of the school. The exterior lighting circuits shall be wired through the network lighting control system.

F. Surge Protection

The main service will be equipped with a transient voltage surge suppressor (TVSS). TVSS units shall also be furnished on all 208Y/120V branch panelboards serving classrooms, offices and telecommunications equipment rooms. Branch panels dedicated to lighting or mechanical equipment are not required to have surge suppression.

G. DDCS Interface

The main service will be equipped with a pulse meter and connection to the DDCS system to optimize the HVAC system's efficiency by providing peak demand load information. The lighting control system shall have a DDCS interface for remote monitoring of lighting system state.

H. Communications

Communications Network: A Category 6 networked telecommunications cable system will provide Voice Over Internet Protocol (VOIP) for the district wide telephone system, data transmission and internet access throughout the facility. The telecommunications network will provide connectivity to the School District's Alcatel telephone system.

The telecommunications universal plant will be wired per TIA/EIA 568-B standards utilizing Category 6 copper cable to support gigabit-Ethernet from each jack to a corresponding rack mounted patch panel located in the telecommunications room serving the area.

Classrooms shall be provided with power and Cat 6 Ethernet outlets along walls, at each teacher's desk location, and teaching station, with some located in floor boxes. Category 6 network jacks will be eight-pin RJ45, flush mounted, wired to TIA T568B specifications.

Wireless access points will be provided throughout the building. Each classroom shall have a wireless access point. Locations for other wireless access points are specific to the building floor plan and structure.

Telecommunications rooms (TR) will be located throughout the facility to provide a maximum cable length of 250' from patch panel to outlet. Each TR shall be connected with a dedicated twelve strand, multi-mode fiber optic cable from the main telecommunications room (MTR). All fiber strands will be terminated with SC connectors. Two dedicated 20 amp straight blade receptacles & circuits shall be provided for each rack. These devices shall be located in concealed access floor boxes with-in the interior of each rack cabinet. Locate these floor boxes at the rear of each rack cabinet.

The telecommunication rooms will be dedicated spaces for communications, fire alarm, security and intercom/clock headend equipment.

Communications network racks shall be 19"Wx42"D, four post, enclosed, lockable, floor mounted. Rack mounting rails shall be square hole type. All rack enclosures shall be lockable and keyed alike. Provide a minimum of two enclosed racks per telecommunications room. Racks shall be located to provide full front and rear access with enough space for doors to be fully opened without obstruction. The racks shall be populated with Category 6, 24-port patch panels and fiber optic LIU distribution panels. A ladder tray shall span wall to wall over the patch panel racks.

Fire treated plywood backboards shall wrap the walls to provide a mounting surface for distribution blocks, equipment cabinets, grounding busbars and other equipment. Each TR shall be

provided with an independent HVAC system. The access door into each TR shall swing outward to maximize useful work space within. Access into each room shall be unobstructed at floor level.

Intercom/Clock: An integrated system shall provide all call paging, room to room hands free communications, programming and master clock functions. The system shall provide synchronized (analog or digital) classroom clocks with built-in speakers, ceiling mounted speakers for corridors, Gymnasium, Multi-purpose rooms, Kitchen, Staff rooms and all other spaces normally occupied. Call-in switches will be provided.

Both analog and digital display clocks are to be provided in teaching areas (ie: classrooms and library). Digital units only will be provided in other areas (ie: offices, lounge, gymnasium, kitchen, commons, etc).

An integral master clock shall synchronize clocks and provide school schedule programming. Distinct tones shall be used to indicate class scheduling, start of school, end of school, etc. The exterior signaling for the playgrounds will be provided by bells with speakers used at the bus pickup area.

The integrated master clock shall have a minimum of 8 program schedules and 8 circuit control points available, 6 for signaling. The master clock shall be capable of GPS time correction via the School District Ethernet.

Audio/Visual: Each classroom and other educational spaces shall be provided with an ultra-short throw wall mounted audio/visual projector system. The system shall include a projector mounting bracket, media switcher, amplifier, recessed ceiling speakers, wireless microphones, IR receiver, input devices and media selection control station.

Cable Tray: A basket type cable tray system will be provided above ceilings to manage cable to the TR equipment rooms. This tray will be located above corridor ceilings where possible.

I. Security/Access Control

The building shall be provided with an integrated access control/intrusion alarm system. The systems shall include control panels, card readers, door position indicator switches, motion sensors and keypad. The intrusion system will include an automatic dialer for monitoring and central reporting. The access control system shall be comprised of KSD standard products manufactured by S2 Enterprise. The security alarm system shall be comprised of KSD standard products manufactured by Digital Manufacturing Products (DMP). Conduit and wiring shall be provided for electric locks, proximity detectors or card swipe control stations.

Rough-in for video surveillance cameras shall include interior corridors and exterior coverage of the playground and parking lot. A network connection shall be provided at each camera location. The intent is to provide conduit through inaccessible spaces only. It is intended that cabling through suspended ceilings be installed exposed.

A building lockdown system shall be provided that allows the administrative staff to manually lock all electronically operated doors simultaneously. The system shall be activated through the administration intercom handset and provide four threat levels: Exceptions override, playground evacuation, non-critical and critical.

Manual access: A pushbutton/door release system shall be provided to allow administrative staff to grant access from the security vestibule into the school facility.

J. Fire Alarm System

A complete, constantly supervised, battery backed, addressable fire alarm system with audible and visual signals for evacuation and connection to UL listed central reporting service will be provided for the building.

The system shall include an emergency battery backed power supply, control switch, manual stations, heat detectors, smoke detectors, ADA audible/visual alarm signals, addressable control relays, HVAC shutdown interface, zone modules and all other miscellaneous equipment required for a complete operable system that is compliant to all applicable codes and standards.

All fire alarm wiring is to be installed in conduit through hard lid ceilings and to wall mounted devices. Wiring through accessible ceilings will be installed open air.

K. Sound Systems

The Gymnasium and multi-purpose room will be provided with a sound system. The system will function for each space individually or both together when the operable wall separating the space is open. The system shall include speakers, amplifier, mixer, wired and wireless microphones. The system will include ADA assisted listening devices.

The music room will be furnished with a sound reinforcement system designed for media playback and recording.

L. Other Electrical Provisions

Provisions for future portable classroom buildings will be provided. A concrete utility vault with power and systems will be located in the area designated for future portable connections.