



## 01. Introduction

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# of L introduction

## Introduction

The growth experienced in the Rancho Cordova portion of the Folsom Cordova Unified School District will necessitate the construction of 15 to 20 new elementary schools over the next 25 years. It is anticipated that these schools will serve the growing Folsom and Rancho Cordova communities south of Highway 50.

The California Department of Education (CDE) requires that school districts with state funded new construction projects develop and submit educational specifications (ed specs) for state approval. Educational specifications are interrelated statements that communicate to the architect, the public, and other interested parties what educators believe is required for a proposed educational facility to support a specific educational program. They serve as the link between the educational program and the school facilities, translating the physical requirements of the educational program into words and enable the architect to visualize the educational activity to be conducted so that the architectural concepts and solutions support the stated educational program.

Rainforth Grau Architects has facilitated the development of educational specifications for the new Folsom Cordova Unified School District elementary schools through a series of workshops and information gathering sessions that began in April 2014 and concluded in January 2015. This educational specification process has defined the architectural issues and requirements that the design process for the new elementary schools must address. The FCUSD educational specification process was subdivided into four phases: Visioning Workshops The initial workshops introduced participants to the Educational Specification purpose and process, reviewed elements of the District's existing facilities, discussed evolving educational programs, trends and design issues, and explored various examples of architectural solutions. Desirable facility characteristics and program needs were established.

**2** Focus Group Meetings Focus Group meetings gave stakeholders an opportunity to discuss the details of each individual space including usage, activities, equipment requirements, and adjacency needs.

**3 Data Interpretation and Organization** Information gathered during the workshops and meetings was analyzed, evaluated, and documented. Preliminary space programs, spatial relationship diagrams, and educational specification data sheets were developed and reviewed.

**4 Final Document Preparation** District feedback and comments were incorporated into the final educational specification document.

## The Process

April 9, 2014 Visioning Workshop 1

April 30, 2014 Visioning Workshop 2

May 8, 2014 Visioning Workshop 3

May 21, 2014 Visioning Workshop 4

June 19, 2014 Maintenance

June 30, 2014 Food Service

July 2, 2014 Transportation

August 28, 2014 Student Support Services

September 22, 2014 Health Services

November 14, 2014 Joint Use - Cities of Rancho Cordova and Folsom

December 11, 2014 Kindergarten / Transitional Kindergarten

December 16, 2014 Classrooms

January 27, 2015 Multipurpose Room / Library / Technology

## Acknowledgements

The development of the Folsom Cordova Unified School District New Elementary School Educational Specification was a collaborative effort of many stakeholders whose participation and contributions were critical to the successful creation of this document. The following individuals are recognized for their contributions:

#### **Core Team**

#### **Folsom Cordova Unified School District**

Zak Ford Board of Education Curtis Wilson Assistant Superintendent Elementary Instruction **Rhonda Crawford** Chief Financial Officer Matt Washburn **Director of Facilities Development** Mike Hammond Facilities Project Manager **Grant Smith** Facilities Project Manager Geri Wickham Facilities Planning / Project Manager Shawn Lundberg Principal Jean Sornberger-Diel Student Support Services Coordinator **David Stone** Senior Network Engineer

#### **Rainforth Grau Architects**

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#### **Workshop Participants**

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#### **Food Service**

Joye McKetty Director of Food Services Deborah Schmidt Supervisor

#### Transportation

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#### **Student Support Services**

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#### **Instructional Services**

Kathy Harder Administrative Secretary

#### Joint-Use

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#### Kindergarten / Transitional Kindergarten

Melanie Roehrs Teacher

#### 1-6 Classrooms

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#### Multipurpose / Library / Technology

Kat Bahry Teacher Terry Kritepis Chief Technology Officer Keith Elliott Head Custodian Sirita Kulkarin Library Clerk Angela Juline Library Clerk





Folsom Cordova Unified School District is committed to providing excellence in educational programs that carry high expectations for each student's achievement and success.

## District Mission, Educational Goals, and Educational System

#### **Educational Goals**

The Governing Board's primary responsibility is to act in the best interests of every student in the district. The Board also has major commitments to parents/guardians, all members of the community, employees, the State of California, laws pertaining to public education, and established policies of the district. To operate effectively and create a positive organizational culture, the Board promotes a unity of purpose and governs within Board-adopted policies and procedures which keep the District focused on learning and achievement for all students.

The Board of Education is strongly committed to the District's mission of 'providing excellence in educational programs that carry high expectations for each student's achievement and success.' To that end, the Board adopted five goals on June 18, 2015 to guide the District's ongoing student achievement:

- Goal 1/2: All students will receive high quality classroom instruction and have access to curriculum which promotes college and career readiness.
- Goal 3: Increase parent and community engagement.
- Goal 4: Student progress and educational outcomes will be monitored for success.
- Goal 5: Increase student engagement and provide a safe, healthy, and positive learning environment.

Supporting each goal, the Board continues to identify specific performance measures to focus efforts. These performance measures are not all inclusive, but are chosen to target limited time, energy, and resources on outcomes aligned to the District's mission and goals. The Board believes in ongoing, incremental improvement and understands that meaningful and measurable change takes time. Maintaining a consistent and sustained focus on goals and corresponding performance measures builds capacity over time to achieve the outcomes desired for students, staff, and the community.

The Superintendent and the Leadership Team continue development of operational objectives for each performance measure, determine baseline performance levels, and initiate strategies and action plan to meet five-year improvement targets. The District is committed to a monitoring and data system to provide regular and necessary information to staff which should inform progress towards meeting student achievement goals. Progress towards achieving the District goals and performance measures will be regularly reported to the community at board meetings.

## **General Considerations**

The following design parameters were established during the visioning workshops for new elementary school facilities in the Folsom Cordova Unified School District.

#### **School Population**

Grade configuration: Kindergarten through 5th Grade

Student Enrollment: 668

Future Expansion: 750

#### Site

Location: To be determined

Site size: Ideally, 10 usable acres, minimum of 10.1 acres per CDE standards for site development.

Parking: 80 stalls

Fields / Courts: Minimum of 7.4 acres per CDE standards for site development.

Vehicular circulation: Maintain separation of parent drop-off zones and bus drop-off zones.

Vision (The 4 big questions)

Why Change?

Who are the students we are designing our schools for?

Where is the District, and where should they be, on several key issues?

What does the FCUSD SWOT (Strengths, Weaknesses, Opportunities, and Threats) look like? Planning Considerations

"Preparing students for jobs that don't exist yet, using technology that hasn't yet been invented, in order to solve problems that we don't even know are problems yet."

> Richard Riley US Secretary of Education (1993-2001)

## Why Change?

The first significant question that we must ask ourselves as we begin the Educational Specification process is *Why Change?* 

The Core Group discussed:

- » Sustainability Goals going beyond the base code levels.
  - Community hasn't really spoken to this issue.
  - There has been some push at food service for biodegradable products and healthier foods.
  - Teachers want to interact with the outside environment more.
  - This change is typically singular person driven.
  - Desire to make energy efficiency more global to the district.
  - As part of change, behavior needs to be considered.
- » Teachers are more willing for information coming to class.
- » Better communication between teachers and students during the day.
- » Team collaboration at the grade level and subject level.

- » Change the 'but that's the way we have always done it' attitude.
- » Looking to change 'if it looks different' it is easier to embrace change.
- » Technology flexibility: hardwire vs. wireless
- » Importance of furniture.
- » Teacher orientation and rethinking of the entire process for developing and opening new schools. Identify a Planning Principal.
- » Types of schools: Magnets, STEM, K-8, K-3, K-5, etc. (credentialing issues) These decisions impact long range planning. Change current model to adapt to these changes?
- Look at schools like commercial/retail TI projects with components that have 5, 10, 15 year features.
- » With technology, don't need brick and mortar office; need more collaboration spaces.



## Who are the students we are designing our schools for?

Significant changes in demographics, students' learning styles, technology, social media, and the expectations of the learning experience are having a profound effect on schools.

The composition of students is becoming more racially and ethnically diverse. As noted in The Western Interstate Commission for Higher Education's 2012 report *Knocking at the College Door: Projections of High School Graduates* the proportion of non-white public high school graduates is expected to increase by more than 7% during the 10 years from 2009 to 2019. This will be largely in the number of Hispanic and Asian students bringing the total to 45% of all graduates.

The digital revolution has altered the way that parents and their children experience the world around them. They are connected and accustomed to having a vast amount of information readily available. Today's children have transitioned from receivers of knowledge to participants in the the creation of content. They communicate in different ways than previous generations while interacting across a much larger network of people. There is now an expectation of nearly instant feedback to their thoughts and ideas.

- » Increased parent expectations all day care, nutrition, etc.
- » Changing socioeconomics
- » Technological savvy students and parents
- » Changing learning styles
- » Increasing mental health demands
- » Food and nutritional allergies
- » Cultural and religious sensitivity
- » Issues beyond the educational realm
- » Traditional education doesn't work for all kids
- » The need for vocational education: Project Lead The Way, STEM (STEAM)
- » Parental concerns for the safety of their children

## Where is the District, and where should they be, on several key issues?

The members of the Core Team identified where they believed the District currently was on a continuum of key educational issues and then subsequently identified where they thought the District should be going.

This process was intended to highlight areas of alignment and identify topics requiring the greatest attention.

#### Focus on Teaching or Learning?

Is instruction organized around teachers and instruction or students and learning?

#### Group or Individual Teaching and Learning?

Does teaching and learning focus on groups of students or individuals with their special needs and interests?

#### Traditional Teaching vs. Digital Learning?

Is instruction primarily based on teachers and texts or on digital resources?

#### 21st Century Thinking Skills

Does instruction focus primarily on knowledge skills or does it include the application of those skills to real-world problems relevant to students?

#### Assessment

Does assessment focus primarily on knowledge skills or the application of knowledge to the solution of real-world problems?

#### Learning Focus

Does instruction focus on academic concepts and theories or the application of those in real-world conditions?

#### Application of Learning

Is learning focused on academic concepts and theories or the application of those real-world conditions? **Responsibility for Learning** 

Does the school have a passive or active role in the teaching and learning process? Does the student have a real responsibility for their own learning and the management of their time?

#### Time - School Year

Does the school operate nine months per year or all year? Is the year organized in fixed increments of time (terms, semesters, quarters, etc.), or does it accord flexibility?

#### Time - School Day

Is the school day fixed in length? Is the school day divided into fixed increments (periods, blocks, etc.)? Are those increments marked by bells? Is the specific use of every hour stipulated?

#### **Student Learning Spaces**

Do students work in spaces 'owned' by teachers (classrooms, labs, etc.) or do they have individual places in which to do the work of learning?

#### **Spatial Flexibility**

Does the spatial organization of the school and its facility contribute to long term flexibility to accommodate changes in program and methods of instruction?

#### **Scalability - School Size**

Does the school's instructional methods and learning environment require a small or large enrollment? Will the concepts be functional at widely varied enrollment?

#### **Special Education**

Are special needs students generally integrated into the mainstream student population or are they segregated into specialized learning environments?

#### **External Support**

Does the school's organization and facility accommodate external support (parent volunteers, federal programs, etc.)?

#### **Community Activities**

Does the size of the school, the nature of its instructional programs, and the use of time permit or support extensive community activities?

#### Emotion

Does the school's physical environment convey a sense of playfulness or is it a serious place?

Focus on Teaching or Learning	?			
Teacher Centered				Student Centered
Group or Individual Teaching a	nd Learning?			
Group Teaching and Learning				Individual Teaching and Learning
Teacher Text	Learning			Digital
21st Century Thinking Skills				Digital
Knowledge Skills				Content + Problem-Solving Skills
Assessment			 	
Content Skills				Content + Problem-Solving Skills
Learning Focus				21st Contury Literacios
Application of Learning				21st century Literacies
Classroom Theory				Real-World Relevance
Responsibility for Learning		•		
Teacher				Student
Time - School Year				Flowible
Time - School Day				Flexible
Fixed. Traditional				Flexible
Student Learning Spaces	•			
Teachers' Rooms				Personal Workspaces
Spatial Flexibility				
Durable, Permanent				Responsive, Flexible
Large Enrollment				Small Enrollment
Special Education				Sindi Enomicite
Segregated				Inclusive
External Support			 	
Limited				Extensive
Community Activities				Extensive
Emotion				Extensive
Serious				Playful
		-		

## Key Educational Issues Where we are...

Focus on Teaching or Lean	rning?					Student Contored
Group or Individual Teach	ing and	Learni	ing?			Student Centered
Group Teaching and Lear	rning					Individual Teaching and Learning
Traditional Teaching vs. D	igital Le	earning				5 5
Teacher	, Text 🗌					Digital
21st Century Ininking Ski	IIS Skille – –					Content + Problem-Solving Skills
Assessment						Content + Problem-Solving Skins
Content	Skills 🛛					Content + Problem-Solving Skills
Learning Focus	_				 	
Traditional Co	ntent					21st Century Literacies
Application of Learning						Real-World Relevance
Responsibility for Learnin	icory E					Real wond Relevance
Tea	acher 🛛					Student
Time - School Year				 		 
Fixed, Tradit	ional					Flexible
Fixed Tradit	ional (					Flevible
Student Learning Spaces						Пехноге
Teachers' Ro	ooms 🗌					Personal Workspaces
Spatial Flexibility				 		 
Durable, Perma	anent L					Responsive, Flexible
Jarge Eproll	ment 🗌					Small Enrollment
Special Education						
Segreg	gated					Inclusive
External Support						 
Lir Community Activities	nited L					Extensive
Mir	nimal 🛛					Extensive
Emotion						 
Se	rious					Playful

### Key Educational Issues Where we are going ....

\* Adapted from 'Teaching the Digital Generation: No More Cookie-Cutter High Schools' by Frank S. Kelly, Ted McCain, and Ian Jukes

#### Flexible and Agile

Developing learning environments that are easily adaptable to changing student populations, educational programs, and delivery of student services is critically important. Spaces should be planned to accommodate varying degrees of adaptability from daily user modifications such as operable partitions and flexible furnishings to substantial modifications including reconfiguration of spaces.

#### **Outdoor Connections**

The development of exterior spaces for teaching, collaboration, mentoring, performance, and social interaction will create a school where learning is pervasive. Natural light and outdoor air will be provided to interior learning environments to enhance staff and student performance.



#### Technology

Flexible technology that supports anywhere, anytime learning should be available throughout the campus. Wireless connectivity and "Bring Your Own Device" capabilities inside and out should support collaboration and abundant access to digital technology in diverse educational spaces to enhance educational opportunities for all students.





#### **Student Spaces**

Relationships are a key element in student success and should be encouraged through spaces for interaction and socialization. The development of environments that are diverse in activity and size will be provided to ensure a feeling of safety, belonging, and inclusion for all students.



#### Collaborative

The learning environment should create opportunities for student, teachers, and the school community to develop the collaboration and communication skills that are required to build relationships and thrive in the global workplace.

#### Sustainability

Healthy learning environments and operational efficiency will be a key element in all decisions to ensure a high performance school. These will include design strategies utilizing daylight, natural ventilation, and other strategies to enhance student health and performance. Material and system selections will be based on features that enhance maintenance, ease of operation, and operational costs.



#### Transparency

Transparency is a key element in establishing learning environments that support collaboration and community by allowing for a greater sense of connection. Greater levels of transparency enhance supervision and allow learning to be visible and pervasive.





#### Community

The school's role as a center of community will be a factor of paramount importance throughout its existence. Beyond serving the community of learners and mentors, the facility will symbolize the values of the community and play an integral role in the overall fabric of the community.



#### Safety

Development of a safe, secure, and peaceful environment for students, staff, and visitors. This will include diverse, inclusive spaces to ensure the physical and emotional safety of all children.



**Planning Considerations** 



## Kindergarten / Transitional Kindergarten

Instructional and support spaces for Kindergarten and Transitional Kindergarten students.

#### **General Needs**

- Made a request to review building numbering and lettering in the future. There are instances where first grade is being taught in the kindergarten building and that creates a negative connotation for the students. Also have had issues with letter 'F' for building designations.
- » Noted that having indoor access to restrooms, but not directly 'in' the classroom would be ok at kindergarten, but line of sight is still important.
- » At CSR, TK-3 would have similar loading.
- » Classrooms (even upper grades) need cubbies for backpacks. Lice is a significant issue. An ability to store instruments at 4th and 5th grade is needed (possible check-in storage with a music room?)
- » There is not necessarily a need for a separate Kindergarten drop-off / pick-up area. There does remain a need to potentially segregate them within the drop area to prevent impacting higher grades.

#### **Transitional Kindergarten**

- » 4-5 year olds with a certified teacher. Previously kindergarten included 4-6 year olds.
- » There is an expectation the students entering kindergarten should be reading, even though they continue to teach reading in kinder.
- » Currently the cut-off is September 1 to be 5 years of age for regular kinder.
- » TK and K are optional in the State of California which leads to a large disparity of school readiness.

- » TK classroom would be the same as a Kindergarten classroom.
- » TK would still be AM/PM curriculum. There may be lunch activities with the free and reduced program.

#### All Day Kindergarten

- » Definitely see a benefit to all day kindergarten as it better prepares the students for the grades to come.
- » Teachers should have the ability to assess placement.
- » All day kinder requires recess supervision beyond the teacher.
- » An all-day program would mirror the schedule of first and second grades.

#### Hardcourt / Play Area

» It was discussed whether the kinder students could play in the same area as the upper grades to allow better flexibility of access to equipment. It was stated that it would be problematic to overlap recess with the older kids. Perhaps an area in the same location but zoned off.

#### Preschool

- » Targeted age is 4 but there are some 3 year olds as well.
- » This would be a structured program with an educational component, not just a daycare. Currently FCUSD uses the state preschool program.
- » Agreed that these students would need a separate, secured space like the kindergarten yard of current designs.

## Classrooms

Instructional and support spaces for first through fifth grade students.

#### General

- » Flexibility within the classroom for activities as well as pin-up and 'themes' space.
- » The more open the space is, the more difficult it is to create intimate environments.
- » Need for bigger cubbies to store backpacks. Hooks do not work, particularly outside.
- » Backpacks on back of chairs and instrument storage are issues in the upper grades as the classes are larger and there is less space.
- » Balance of carpet and hard flooring surfaces.
- » Prefer the sink in the classroom.
- » Multiple locations for markerboards. But there will always be a primary (central) teaching zone. Too many mobile units in a space takes up too much real estate.
- » There are 'all' teachable moments plus breakout to small group instruction.
- » Like to have space to sit on the floor even at the upper grades.
- » Better access to staff restrooms.
- » Classrooms (even upper grades) need cubbies for backpacks. Lice is a significant issue. An ability to store instruments at 4th and 5th grade is needed (possible check-in storage with a music room?)

#### **Current Learning Environments**

- » Pod set-up is invaluable. It gives the ability to split up larger classes, combine classes for grade level activities, and creates a community environment between classrooms.
  - The 8-plex pod is very long but it works.
  - No whiteboards, tackable area, or designated instruction space.
  - Computers stationed in the space is good but also limits usability.

- There needs to be a balance between storage and function.
- Having a sink in the space is desirable but would not want to eliminate the sinks in the classrooms.
- » Concerns with safety: feels exposed with exterior doors. Issues with lockdowns and students using the restroom.
- » Centered around a learning resource is a positive.
- » Discussed the proportion of the pull-out space; being too large and open could make it more difficult to control noise / activity.
- » Discussed the level of transparency in the pull-out space and identified distraction concerns (acoustic and visual); perhaps a blend of opaque and transparent.

#### **Pull-out Space**

- » A location for resource storage accessed daily.
- » Possible location for technology cart storage to improve access.
- » Space is used for 1-2 students to as many as 15 students depending upon activity.
- » It would be beneficial to have group work space that isn't tethered by a computer.
- » Visual connection but noise barrier.
- » Expressed concerns about flooring materials and furniture noise (tennis balls placed on chair legs to muffle noise).
- » Upper grades would use the space differently than lower grades but wouldn't necessarily be designed differently.

#### Outside

» Like the campus wide amphitheater and would prefer that type of space to small group outdoor learning if they had to choose. It would be nice to be nearer the MP.

- Prefer subdivided hardcourt area. PE occurs all day, every day and a single area makes instruction difficult during recess. (200 min in 10 days)
- Outdoor instruction areas are desirable.
  Garden area and/or science with access to water (shade?)
- » Table shouldn't be on grass. Tracks mess back into classrooms and around campus.
- » Would need visual observation into small group areas.
- » Extent of overhangs along the buildings. Kids drop their backpacks along buildings in the morning and sometimes they aren't covered and can get wet in inclimate weather.

#### Library

- » Access to books is still strong even with ebooks.
- » Become more of a resource center.
- » Operable walls for more flexibility?

#### Stage in Multipurpose Room

» Elevated stage is nice but not necessary if there is a performance space available.







## Administration

Facility requirements for site, staff, and student administrative functions.

#### **General Needs**

- » Waiting area for parents / visitors that can accommodate at least 10 people.
- » Principal would like view to public spaces, particularly the Multipurpose.
- » Principals office should have secondary exit / back door away from the front entrance.
- » Principals office located away from entrance for privacy concerns.
- » View to amphitheater and student gathering areas is desirable.
- » Administrative staff should have direct line of sight to student waiting area. Counter tops are often too tall for staff to see students.
- » Student waiting area should be separate from visitor transaction locations.
- » Area for in-house suspensions and classroom breaks with desks.
- » Staff Room with refrigerator, stove, and microwave oven.
- » Outdoor dining area for staff.
- » Require lactation room for staff.
- » Sit / stand clerical desks.
- » Need access to confidential storage, conference space, workroom / copy space without conflict for after-hours closures and parent volunteers overhearing discussions.
- Ensure adequate storage space for confidential student files (CUM's).
- » Lost and found closet / area.

#### Site Considerations

- » Ability to route visitors to single point of entry during non-arrival / dismissal times.
- » District elementary schools sites often serve as bus stops for middle and high school students. These should provide shelter for waiting students that is supervisable yet does not interfere with elementary school operation.
- » There is not necessarily a need for a separate Kindergarten drop-off / pick-up area. There does remain a need to potentially segregate them within the drop area to prevent impacting higher grades.

#### Technology

- » Large screen monitor to post / show school events calendar, power point presentations, notices, etc.
- » Centralized security / camera system.

## Instructional Media/Tecnology

Instructional support to enhance the learning opportunities for students through print media and technology.

#### Library

- » Library techs are providing different levels of support depending on the campus, but are much more about Media Resource Specialists than just Librarians. They assist with setting up software for students research (trueflix, scienceflix, bookflix, All the Right Type).
- » Would like the library to have public access/ use, but with limited exposure to equipment (ex. meetings without damaging computers).
- » Good workstations that work with technology and research tasks.
- » A check-out system will be necessary, honor systems do not work.
- » Need space for spreading out, with a variety of reference and research options, floor time for reading, full class at tables simultaneously (35+/- students).
- » Other activities that occur in the Library: staff meetings, picture day, PTA meetings, hearing/ vision testing, book fairs, District training, CELDT testing, STARS, grade level meetings (need to pinpoint a max size of meetings for the library).
- » Not opposed to an "open" concept for the library where it is not secured by walls, they did note that if this was the case, there would need to be a secure office for the library staff.
- » There was acknowledgment that with the advent of ebooks, the physical stacks will decrease in quantity, but will not disappear

entirely. A quantity was not pinpointed. There will always be a need for reference material and picture books.

- » As more books go electronic, the need for 1:1 devices within the library become more essential in order to properly serve students in research activities. As this changes, supervision will also change.
- » Discussed the concepts of dispersed library books in pods for easier student access, this wasn't opposed, but there are limitations, especially in terms of having the proper range of reading levels at the class level based on diverse reading abilities of students.

#### Technology

- » Technology today is easier than previous because it is "more" mobile. Not constrained by locations of conduits/outlets.
- » Technology culture is changing, but there are still some limitations to explain.
- » A technology advisory committee is being established and will determine what the 21st century classroom will look like for FCUSD, most likely incorporation of wireless and mobile devices, not a fan of SMARTboards.
- » Campuses need to have an increase in wireless access points, adequate bandwidth and network infrastructure to support the demand of all of the devices, including outdoor spaces.
- » BYOD, there is ongoing discussion to define the District policy. The goal is to move closer to a 1:1 accessibility ratio of devices.

- » No physical computer lab is required for the new elementary schools, however this does not eliminate the need for technology within the confines of the library space.
- » Mobile carts: are great in many functions, but include limitations. They don't always work...As more carts are being provided in campuses, need to solve where/how they are being stored, who is responsible for care/ upkeep, security, charging/docking stations and access to power.




# Maintenance

New educational facilities need to be appropriately designed to ensure ease of operation and upkeep.

# Site

- » Outdoor dining decreases clean-up time and effort and decreases wear and tear on multipurpose space.
- » Quick connects for exterior wash down (not building wall hose bibs) with higher pressure/ volume.
- » Kitchen deliveries and proximity to trash containers are less important than having student connections to outdoor dining and gathering spaces and an outdoor stage on the multipurpose.
- » Consider storage for hazardous materials (mowers, blowers, chemicals, etc.). Currently in c-tainer.
- » Create raised barriers at planters to keep kids out of planted areas. 45 degree corners at concrete walks has not been sufficient.

#### **Buildings - General**

- » Consider use of FRP doors at high traffic locations.
- » Prefer powered roll-up doors rather than sliding partition doors.
- » Need storage space for excess furniture.
- » General supplies can be stored in custodial office.
- » Equipment storage locations require power for battery charging.
- » Need custodial area that has a larger sink for cleaning and servicing equipment. Closets are too small for this activity.
- » Windows are more difficult to clean when counters and obstructions are built adjacent to them.

- » Student Care, Kindergarten, and Pre-Kindergarten all require roughly 10x10 exterior storage spaces. Screened, covered, chain-link enclosure would be acceptable in most locations.
- » Occupational Therapy and Special Education programs need supplemental storage.
- » Prefer all carpet in classrooms. Mixed materials (hard surface at wet areas) are more difficult to maintain.
- » Continue using sheet goods in office areas. Linoleum has held up well. Rubber flooring is good for slab moisture issues but has had problems with point loads.

# Multipurpose Building

- » Multipurpose restrooms should have exterior and interior access. Exterior entry should be protected by a covered entry and lockable from the inside to control access.
- » Natural lighting must be controllable. Consider louvered skylights in lieu of clerestory windows.
- » Sports flooring in multipurpose would be easier to maintain due to lunch activities but acknowledge historical precedent for wood flooring.
- » Butt jointed plastic laminate paneling is essential in the multipurpose but would like to see it extend further on the proscenium and gypsum board walls.
- » Double door storage off of multipurpose for storage of chairs, tables, etc.
- » Need storage space for stage props and equipment.
- » Custodial has requested a shower/wash space and workbench within their space.

# **Food Service**

The requirements to meet the nutritional needs of students so that they are adequately prepared to learn. This includes lunch, breakfast, and other programs that provide balanced nutritious meals in an efficient and appropriate environment.

# **General Needs**

- » Target for new elementary schools should be that 50% of ADA will be eating school lunch.
- » Need more general storage.
- » New schools will need to function as Hub schools for service until a new centralized distribution center is built.
- » Salad bar is a key component and will require additional refrigerated storage and dedicated serving space.
- » Need untethered wall space. Future electrical load capacity should be designed to accommodate additional equipment.
- » Prefer small walk-in refrigerator/freezer to cabinet style.
- » Currently no program for composting and full recycling but anticipate it in the future.
- » Need to ensure adequate seating for outdoor dining.
- » Need to be able to accommodate breakfast and other programs.
- » Everything should be located in a selfcontained space that can be separated from the multipurpose once service is complete.

#### Equipment

- » No dish machine or under-counter dishwasher required at the elementary level.
- » 3 compartment sink with adequate sized basins.
- » Approximately 10x10 walk-in refrigerator/ freezer.
- » Stackable milk crates.
- » Preparation/vegetable sink.
- » Access to full size washer and dryer. May not be required at all sites.
- » Fixed salad bar required at all sites. Minimum 8' long.





# Transportation

The needs of transportation to ensure that children are able to safely and efficiently arrive and depart the facility.

# **General Needs**

- » Walking distance for students is 2 miles for elementary schools. FCUSD is beginning to develop some blended ES/MS bus routes.
- » Need to address conflict between site administration, parent use, and bus loading access. Parents should get the 'front door' and buses should be located away from this use to avoid conflict.
- » Although bus count varies from site to site, loading zone should be sized for three buses which includes a special education bus.
- » Early discussions with City Planners and Developers are needed to address adjacent street sizes and parking to ease bus maneuvering in and out of school sites.
- » Provide staff training to educate administrators on intended vehicular flow to provide a better understanding of intended use.
- » Parking count of 70-80 spaces is appropriate for Elementary Schools.

# **Student Support Services**

Instructional and intervention services that aid individuals with disabilities to obtain the physical, social, emotional, and educational support they need to learn, be healthy, and succeed.

# **General Needs**

- The 'pod' spaces in existing campuses are great for Special Education. Provide space for pullout computer instruction, small group work, and still provide ability to supervise aides while in the classroom.
- The communal space for shared instruction is important, having the special education support spaces grouped together to better serve/share the resources with the students.
- » There needs to be space for quiet time (not a time-out room) for students that have behavioral issues.
- » Discussed access to restrooms and the challenges of the physically disabled general population, to the moderate severe inclusion models. Potentially making the nurse's restroom the "full" diapering size room would alleviate some of these issues at an elementary size (# of students) campus.
- » Discussed restrooms having internal access from the classrooms from the shared space, not just external to improve supervision.
- » Should have multiple points of egress from the classroom for safety.
- » Need access to confidential storage, conference space, workroom/copy space without conflict for afterhours closures and parent volunteers overhearing discussions.

» Special education is roughly 10% of the population with 1% being intense special education. Discussed that probably 1 of every 4 elementary schools would need to have more intense programming, including selfcontained moderately severe programs, such as ILS, ED or Autism.

#### **IEP Conferences**

- The majority of the conferences are in the 10 person range, but there are some that have 20. They indicated the Education Services Center room #302 would be a good size.
   Peter J Shields has a good conference space and they like the two different size options at Vista del Lago High School. Sundahl's setup is the worst.
- » Need wall space, because they integrate visual displays.
- » Need dedicated computer access and projection and adequate electrical outlets.
- There are more than just IEP meetings, there are pre meetings and SST meetings. Most meetings range 1-2 hours. Each child will have at least 1-2 meetings per school year, some monthly. With a campus that has 80 students on IEPs, there would be at least 100 meetings per school year. The density of meetings being higher at the end and the beginning of the school year.

# **RSP** (Learning Resource Center)

» This is not the small group instruction spaces of yesteryear. These programs are being run in classroom sized spaces.

#### Minimum Requirements at every campus

- » OT space (plus swing/space, and equipment storage) These are currently in large spaces, like a classroom divided in half – noted that this space should be visually available, but not fully answered by whom/how.
- » Speech
- Psychologist (noted that 25% of clientele are children under 5 coming in from off-campus)
- » Nurse
- » These spaces should be close in proximity and on those sites with the moderately severe classes, should be close to that space. These are the students that need these services the most.



# **Health Services**

Preventative health services provided to improve the health and well-being of children. These services are focused on early detection, correction, and prevention of diseases, disabilities, and abuses from which school children may suffer.

#### **General Needs**

- » Trends: what will be the potential need and ramifications down the road if/when parents start pushing to have their special needs students remain in their home school versus being transported to the school that has the services required? Can services continue to be centralized into one focused school? Likely not...
- There are increased challenges for restroom demands with the introduction of special needs TK and preschool students. Needing more access to changing table capable facilities. Location of facilities are critical as time out from instructional minutes is disruptive.
- » Choices about how these students are cared for...within the instructional space, pulled out to the health center. Does the health center get closed down to other students while servicing these needs? What is the impact?
- » More students with medical health issues; 50 currently within the District.
  - Current schools with dominant population on Folsom side are Natoma Station, Folsom Middle and Vista del Lago HS, on Rancho Cordova side are Villa and Lane Center, as population ages, this will expand to Mitchell Middle School 2015, 2016.
  - Tending to such things as formula/feeding tubes, injections, catheters. Most of these activities are done in the nurse's station. Access to hot water/sink for cleaning is important.

- » It was noted that in several schools there is a backup of kids waiting for the nursing services. (50-60 everyday)?
- » Need two computer working spaces for the health assistant and the nurse, they are onsite together. Typically there are 2-3 staff on site at one time (including LVNs).
- » It would be nice to have parent pick-up close to the nurse station to easily transport sick children home.
- » Need two beds
- » No triangular sinks (Folsom Middle?)
- » Plenty of storage (upper cabinets, tall cabinet storage, access to full size refrigerator) including space for bulkier items like wheelchairs, crutches, etc. The newer prototype, like Russell Ranch ES performs well for storage. Need additional wall space for the epi-pen container.
- Need access to 15 lineal feet of floor space to perform vision screening (this occurs almost daily)
- » In the accessible restroom, push the toilet further away from the wall, such that the hoist can function and can be accessed from both sides (side note: can this be done from an ADA perspective?)
- » Include a hose bib near the toilet to be able to wash out bedpans.
- » Lactation room (staff)
- » Not easily addressed in designing facilities, but location of summer schools is a problem as the dominant population attending are special needs kids and the equipment and supplies have to be transported when the site selected doesn't offer the services regularly.

# Joint Use

Opportunities for children and adults to be more physically active through the sharing of facilities by the Folsom Cordova Unified School District and the cities of Folsom and Rancho Cordova.

# **General Needs**

- » Kids are evolving faster than the schools that house them.
- » With parks adjacent to schools there is increased concern with safety. Is there a barrier between the fields controlling public access? One comment was larger rolling gates to replicate openness.
- » Maintenance would like extra field space to rotate field use/demand to allow for reparations between uses.
- » Discussed the potential for parks across the street from a school versus back-to-back (adjacency versus co-locating). While the preference is that they are together, if site constraints are such where parking could be shared while improving other activities this is a benefit as well.
- » Discussed the conflicts of phasing and development between school needs and park needs, when one parcel gets improved/built prior to the other, coordination issues can follow.
- » Discussed the safety and security at the fields and how to solve the issue of unwanted visitors. On most current sites, this has not been an issue.
- » Making sure there is adequate outdoor lighting for afterhours pick-up.
- » Lunch room storage of tables, making sure they are off the courts and put away.
- Each site would still need to be discussed individually as there could be neighborhood specific issues (Program, Topography, etc.)

# **City of Folsom**

- » Prefer parks next to school, creating community centers.
- » Do not like the sites where the buildings turn their back to the fields.
- » Used to have more community centers, but are much more limited now and rely on school facilities to supplement.
- The current partnership includes use of the MP with upgraded features (flooring, square footage, height). Wood is preferred flooring.
- » There are a couple of sites that partner programs where students actually walk from one school to another for park programs. This is possible with well-developed bike trails and walking paths.
- » Looking to develop more programs at the elementary level.
- » Because of ownership issues, the classrooms have not been successful in joint-use; similarly with the library and stage used as a classroom (they would like to use the stage as a seating area, but don't because of the classroom function).
- » Programs can be from 15-50 participants, including art, organized athletics, fitness, tumbling, martial arts.
- » Access to restrooms on the outside, would be nice if they were alarmed separate from the buildings so only they could be opened. Possibly int/ext access to the restrooms for improved supervision
- » Need to designate areas for portable toilets, maybe a CMU barrier to lock them down/ secure when not being used.
- » Access to kitchenette.
- » Access to custodial space (easy to open).
- » Access to garbage area.

- » Wireless connectivity is more important than phone access.
- » Potential for calendar software programming collaboration.
- » Storage for athletic equipment, tumbling mats, cheer items are a benefit. Some sites have storage designed into the buildings, other have dropped sheds for storage.

#### **City of Rancho Cordova**

- » Does not have a comprehensive elementary program (limited funds, no grants).
- » Does not have a lot of community center space.
- » Program is undefined and can be crafted as the school program is designed
- » Not opposed to the expanded MP concept. Youth sports program would be the controlling interest.
- Their requirements would not be outside the parameters of what Folsom is currently offering, but their need isn't there currently.
- Trying to establish consistency across 4 school districts (Elk Grove, FCUSD, San Juan and Sac City)
- » Possibly looking to provide more comprehensive transitional kindergarten, although this could be in competition to the programs the school district is now required to offer.
- » They tend to take the sports programs out of the neighborhood parks (passive, apparatus area, picnicking). So the sharing of fields would be less.
- » Could see access to production kitchen area for canning classes, etc.
- » Brought up the idea of a murphy bed style storage area for city staff, where a selfcontained cabinet could be storage plus a pull down work area for a staff person.



# Multipurpose Room

A large assembly space to provide for dining, athletics, performance, and campus-wide gatherings. This space also supports and engages the community enhancing the role of the school through joint-use opportunities.

# General

» Should these new schools be a magnet or with a specific focus or theme? Like arts or drama or STEM...

# Multipurpose

- » The PA system needs to be built-in and/or secure, components are easily stolen.
- » In the current facilities, sound is an issue, outlets are not in ideal locations, ground loop issues, no sound wiring, acoustics.
- » Like the idea of have a centralized control board that interfaces with a tablet.
- » A raised stage is an essential component to the school.
- » The stage should have a sound system w/ ability to support overhead drop mics and wired mics, a reasonable lighting system, curtains and side curtains, with enough wing space to cue students for a small class performance.
- » Stage should have a projection screen.
- » Stage should seat roughly 100 people.
- » Under stage storage was discussed along with the pros and cons. They are ok without this component as long as other storage is provided.





# **Support Spaces**



# **Instructional Spaces**



# Administration General Office Area

Number of Occupants:	3 6-8 3-4	Staff Visitors Students
Total Net Area (sq. ft.):	80 80 200 500	Entry / Clerk Administrative Assistant Visitor Reception / Waiting Work Area

#### Nature of activities / Space Usage

Office space to perform administrative activities and reception / waiting area for parents and visitors.

#### Support Spaces / Relationships

Direct access to Conference Room, Principal, Staff / Visitor Toilet, Storage, Staff Room, and Health Office. Close proximity to Parent Workroom, Staff Workroom, and Multipurpose.

#### **Exterior Relationships**

Direct outside access for visitors. Located in close proximity to Visitor Parking. Visually prominent as primary entry point to campus with good visual surveillance of visitor arrival.

#### **Furnishings**

Administrative office workstations, and casual seating for 6-8 visitors (Visitor Reception / Waiting) and 3-4 students (Student Waiting Area).

#### Equipment

Video monitor wall bracket

#### Casework / Millwork

Base Cabinets:	N/A
Wall Cabinets:	N/A
Tall Cabinets:	N/A
Other:	Reception counter and display cabinet

#### **Room Finishes**

Floor Material:	Carpet or resilient flooring material
Wall Material:	Painted gypsum board
Ceiling Material:	Acoustic tile or exposed structure
Ceiling Height:	10'-0" minimum

#### Glass / Glazing

Exterior Walls:	Windows - natural light and view is desirable
Interior Walls:	Acceptable
Skylights:	Acceptable
Window Coverings:	As required for sun / glare control

# Utilities

Electrical:	Outlets for general room and workstation use.	Dedicated power circuits at all data
	outlets.	
Plumbing:	N/A	
Special Systems:	Clock / speaker, security alarm controls	

#### **Instructional Aids**

Markerboard:	N/A
Tackboard:	N/A
Other:	N/A

#### Instructional Technology

Voice:	Telephone / intercom handset at workstations
Video:	Video outlet to permit receiving video from on-campus distribution system
Data:	Data outlet at workstations for Local Area Network (LAN) connectivity. Access to
	file server, printer, and scanner. Wireless access.
Other:	Computer workstation at Visitor Reception / Waiting

# **Environmental Variables**

Acoustical:	N/A
Lighting:	Per IENSA Lighting Handbook recommendations. Glare reducing lenses
HVAC:	Independent temperature control of room
Exhaust:	N/A
Flexibility:	N/A
Aesthetic:	Welcoming atmosphere in Entry and Visitor Reception



# Administration Principal's Office

Number of Occupants: 1

Total Net Area (sq. ft.): 250

#### Nature of activities / Space Usage

Office space to perform administrative activities and small formal and informal conferences with staff, students, parents, and community members.

#### Support Spaces / Relationships

Direct access to General Office Area. Close proximity to Conference Room and Staff Toilet.

# **Exterior Relationships**

Direct exterior access

#### Furnishings

Administrative office workstation, bookcases, chairs, and conference table.

#### Equipment

#### N/A

## Casework / Millwork

Base Cabinets:	N/A
Wall Cabinets:	N/A
Tall Cabinets:	N/A
Other:	N/A

#### **Room Finishes**

Floor Material:	Carpet
Wall Material:	Painted gypsum board
Ceiling Material:	Acoustic tile or exposed structure
Ceiling Height:	9'-0" minimum

#### **Glass / Glazing**

Exterior Walls:	Windows - natural light and view is desirable
Interior Walls:	Acceptable
Skylights:	Acceptable
Window Coverings:	As required for sun / glare control and privacy

## Utilities

Electrical: Outlets for general room use. Dedicated power circuits at all da	ata outlets.
Plumbing: N/A	
Special Systems: Clock / speaker with volume control	

Markerboard:	(1) 4'x4'
Tackboard:	Tackable wall surface
Other:	N/A

Voice:	Telephone / intercom handset at workstation
Video:	N/A
Data:	Data outlet at workstation for Local Area Network (LAN) connectivity. Access to file server, printer, and scanner. Wireless access.
Other:	N/A

# **Environmental Variables**

Acoustical:	N/A	
Lighting:	Per IENSA Lighting Handbook recommendations. Glare reducing lens	es
HVAC:	Independent temperature control of room	
Exhaust:	N/A	
Flexibility:	N/A	
Aesthetic:	N/A	



# Administration Conference Room

Number of Occupants: 12

Total Net Area (sq. ft.): 300

#### Nature of activities / Space Usage

Small and large group meetings for informal and formal student and staff uses.

#### Support Spaces / Relationships

Direct access to General Office Area. Close proximity to Principal and Health Office.

#### Exterior Relationships

N/A

#### Furnishings

Conference tables and chairs that can accommodate flexible seating arrangements.

#### Equipment

Video monitor wall mount bracket.

#### Casework / Millwork

Base Cabinets:	N/A
Wall Cabinets:	N/A
Tall Cabinets:	N/A
Other:	N/A

#### Room Finishes

Floor Material:CarpetWall Material:Painted gypsum boardCeiling Material:Acoustic tile or exposed structureCeiling Height:9'-0" minimum

#### Glass / Glazing

Exterior Walls:	Windows - natural light and view is desirable
Interior Walls:	Acceptable
Skylights:	Acceptable
Window Coverings:	As required for sun / glare control and privacy

#### Utilities

Electrical:	Outlets for general room use. Dedicated power circuits at all data outlets.
Plumbing:	N/A
Special Systems:	Clock / speaker with volume control

Markerboard:	(1) 4'x8'
Tackboard:	Tackable wall surface
Other:	N/A

Voice:	Telephone / intercom handset
Video:	Video outlet to permit receiving video from on-campus distribution system
Data:	Data outlet for Local Area Network (LAN) connectivity. Wireless access.
Other:	Sound amplification and assisted listening system

### **Environmental Variables**

Acoustical:	N/A	
Lighting:	Per IENSA Lighting Handbook recommendations.	Glare reducing lenses
HVAC:	Independent temperature control of room	
Exhaust:	N/A	
Flexibility:	N/A	
Aesthetic:	N/A	



# Administration Staff Room

Number of Occupants: Varies

Total Net Area (sq. ft.): 600

#### Nature of activities / Space Usage

Area for staff to meet, dine, and take breaks.

#### Support Spaces / Relationships

Direct access to General Office Area, Staff Workroom, and Staff Toilet. Close proximity to Storage and Parent Workroom.

#### **Exterior Relationships**

Outdoor dining area

#### **Furnishings**

Chairs, tables, comfortable seating, refrigerator, dishwasher, microwave, and vending machines

#### Equipment

TV wall-mount bracket and garbage disposal.

### **Casework / Millwork**

Base Cabinets:	With counter top work surface, adjustable shelving, hinged doors, drawers, and counter top sink. Locks for doors and drawers.
Wall Cabinets:	With adjustable shelving and hinged doors. Located above base cabinets. Locks for doors and drawers.
Tall Cabinets:	N/A
Other:	N/A

# **Room Finishes**

Floor Material:	Carpet or resilient flooring material
Wall Material:	Painted gypsum board
Ceiling Material:	Acoustic tile or exposed structure
Ceiling Height:	9'-0" minimum

#### Glass / Glazing

Exterior Walls:	Windows - natural light and view is desirable
Interior Walls:	Acceptable
Skylights:	Acceptable
Window Coverings:	As required for sun / glare control

## Utilities

Electrical:	Outlets for general room use. Power for appliances and vending machines.
Plumbing:	Counter top sink and water for refrigerator
Special Systems:	Clock / speaker

Markerboard:	(1) 4'x8'
Tackboard:	Tackable wall surface
Other:	N/A

Voice:Telephone / intercom handsetVideo:Video outlet to permit receiving video from on-campus distribution systemData:Wireless accessOther:N/A

## **Environmental Variables**

Acoustical:	N/A	
Lighting:	Per IENSA Lighting Handbook recommendations. Glare reducing lenses	S
HVAC:	Independent temperature control of room	
Exhaust:	N/A	
Flexibility:	N/A	
Aesthetic:	N/A	

**Other** Space for (2) refrigerators, (1) vending machine, and (2) microwave ovens



# Administration Staff Workroom

Number of Occupants: Varies

Total Net Area (sq. ft.): 300

#### Nature of activities / Space Usage

Work area for staff including space for office supply storage, printing, copying, and mail distribution.

#### Support Spaces / Relationships

Direct access to Staff Room and Storage. Close proximity to General Office Area, and Staff Toilet.

#### **Exterior Relationships**

N/A

#### **Furnishings**

Work tables and chairs, file cabinets, and miscellaneous office equipment to include printers, scanners, and copy machines.

#### Equipment

# N/A

# Casework / Millwork

Base Cabinets:	Countertop work surface, adjustable shelving, hinged doors, drawers, and
	countertop sink. Locks for doors and drawers.
Wall Cabinets:	Adjustable shelving and hinged doors. Located above base cabinets. Locks for doors.
Tall Cabinets: Other:	Adjustable shelving and hinged doors. Locks for doors. Mail slots for staff.

#### **Room Finishes**

Floor Material:	Carpet or resilient flooring material
Wall Material:	Painted gypsum board
Ceiling Material:	Acoustic tile or exposed structure
Ceiling Height:	9'-0" minimum

#### Glass / Glazing

Exterior Walls:	Windows - natural light and view is desirable
Interior Walls:	Acceptable
Skylights:	Acceptable
Window Coverings:	As required for sun / glare control

# Utilities

 Electrical:
 Outlets for general room use and power for office equipment. Dedicated power circuits at all data outlets.

 Plumbing:
 Countertop sink

 Special Systems:
 Clock / speaker

### Instructional Aids

Markerboard: (1) 4'x8' Tackboard: Tackable wall surface Other: N/A

#### Instructional Technology

Voice:	Telephone / intercom handset
Video:	N/A
Data:	Data outlet for Local Area Network (LAN) connectivity. Access to file server, printer, and scanner. Wireless Access.
Other:	N/A

#### **Environmental Variables**

Acoustical:	N/A	
Lighting:	Per IENSA Lighting Handbook recommendations.	Glare reducing lenses
HVAC:	Independent temperature control of room	
Exhaust:	N/A	
Flexibility:	N/A	
Aesthetic:	N/A	



# Administration Storage / Files

Number of Occupants: N/A

Total Net Area (sq. ft.):100Student Records100Storage

#### Nature of activities / Space Usage

Storage space for student records and administrative supplies.

#### Support Spaces / Relationships

Direct access to General Office Area (Student Records) and Staff Workroom (Storage). Close Proximity to Conference Room and Health Office (Student Records).

# Exterior Relationships

N/A

## Furnishings

Filing cabinets and storage shelves

# Equipment

Safe

#### **Casework / Millwork**

Base Cabinets:	N/A
Wall Cabinets:	N/A
Tall Cabinets:	N/A
Other:	N/A

#### **Room Finishes**

Floor Material:Resilient flooring material or sealed concreteWall Material:Painted gypsum boardCeiling Material:Painted gypsum board or exposed structureCeiling Height:9'-0" minimum

#### Glass / Glazing

Exterior Walls:N/AInterior Walls:N/ASkylights:N/AWindow Coverings:N/A

#### Utilities

Electrical:	Outlets for general room use
Plumbing:	N/A
Special Systems:	N/A

Markerboard:	N/A
Tackboard:	N/A
Other:	N/A

Voice:Telephone / intercom handsetVideo:N/AData:Wireless AccessOther:N/A

# **Environmental Variables**

Acoustical:N/ALighting:Per IENSA Lighting Handbook recommendations. Glare reducing lensesHVAC:N/AExhaust:N/AFlexibility:N/AAesthetic:N/A



# Media Center Media Center

Number of Occupants: Varies

Total Net Area (sq. ft.):100Circulation Desk1300Multimedia800Stacks / Print Material

#### Nature of activities / Space Usage

Individual and group use by students and staff for general reading, information access, studying, research, and library / information literacy instruction.

#### **Support Spaces / Relationships**

Direct access to Circulation Desk, Stacks / Print Material, and Small Group. Close proximity to RSP.

#### **Exterior Relationships**

N/A

#### Furnishings

Study / work tables and chairs, comfortable seating, and shelving.

#### Equipment

Electric projection screen, ceiling-mounted fixed projector bracket, and book theft detection system.

#### **Casework / Millwork**

Base Cabinets:	Countertop work surface, adjustable shelving, hinged doors, and drawers. Locks for doors and drawers
Wall Cabinets:	Adjustable shelving and hinged doors. Located above base cabinets. Locks for doors.
Tall Cabinets: Other:	N/A Book shelves for approximately 4,000 volumes of print material.

# **Room Finishes**

Floor Material:	Carpet or resilient flooring material
Wall Material:	Various materials acceptable
Ceiling Material:	Acoustic tile, painted gypsum board, or exposed structure
Ceiling Height:	12'-0" minimum

#### **Glass / Glazing**

Exterior Walls:	Windows - natural light and view is desirable
Interior Walls:	Acceptable
Skylights:	Acceptable
Window Coverings:	As required for sun / glare control and darkening

# Utilities

all and floor outlets for maintenance, general room, and instructional technology
se. Dedicated power circuits at all data outlets.
ountertop sink
lock / speaker

# **Instructional Aids**

Markerboard:	(1) 4'x8'
Tackboard:	Tackable wall surface
Other:	N/A

# Instructional Technology

Voice:	Telephone / intercom handset at workstation
Video:	Video outlet to permit receiving video from on-campus distribution system
Data:	Data outlet at workstation for Local Area Network (LAN) connectivity. Access to file
	server, printer, and scanner. Wireless access.
Other:	Sound amplification and assisted listening system

#### **Environmental Variables**

Acoustical:	Per ANSI S12.60-2002 Acoustical Performance Criteria, Design Requirements and Guidelines for Schools. Acoustical wall panels as required
Lighting:	Per IENSA Lighting Handbook recommendations. Glare reducing lenses
HVAC:	Independent temperature control of room
Exhaust:	N/A
Flexibility:	N/A
Aesthetic:	Inviting, comfortable atmosphere



# Media Center Small Group

Number of Occupants: 6-8 students

Total Net Area (sq. ft.): 200

#### Nature of activities / Space Usage

Small group discussion, collaborative teaching and learning activities, peer tutoring, and project space.

#### Support Spaces / Relationships

Direct access to Media Center. Close proximity to Circulation Desk and Stacks / Print Material.

# **Exterior Relationships**

N/A

# Furnishings

Chairs and tables for 6-8 students.

# Equipment

N/A

# **Casework / Millwork**

Base Cabinets:	Countertop work surface, adjustable shelving, hinged doors, and drawers. Locks for doors and drawers.
Wall Cabinets:	Adjustable shelving and hinged doors. Located above base cabinets. Locks for doors
Tall Cabinets:	N/A
Other:	N/A

#### **Room Finishes**

Floor Material:	Carpet or resilient flooring material
Wall Material:	Painted gypsum board
Ceiling Material:	Acoustic tile or exposed structure
Ceiling Height:	9'-0" minimum

#### **Glass / Glazing**

Exterior Walls:	Windows - natural light and view is desirable
Interior Walls:	Acceptable
Skylights:	Acceptable
Window Coverings:	As required for sun / glare control and darkening

#### Utilities

Electrical:	Wall outlets for general room use.	Dedicated power	circuits at all	data outlets.
Plumbing:	N/A			
Special Systems:	Clock / speaker			

Markerboard:	(1) 4'x8'
Tackboard:	Tackable wall surface
Other:	N/A

Voice:	Telephone / intercom handset	
Video:	N/A	
Data:	Data outlet for Local Area Network (LAN) connectivity.	Wireless access.
Other:	N/A	

# **Environmental Variables**

Acoustical:	Per ANSI S12.60-2002 Acoustical Performance Criteria, Design Requirements
	and Guidelines for Schools.
Lighting:	Per IENSA Lighting Handbook recommendations. Glare reducing lenses
HVAC:	Independent temperature control of room
Exhaust:	N/A
Flexibility:	N/A
Aesthetic:	N/A



# Media Center Technology Head End Room

Number of Occupants: N/A

Total Net Area (sq. ft.): 200

Nature of activities / Space Usage Technology network equipment

#### Support Spaces / Relationships Direct access to Media Center

# **Exterior Relationships**

N/A

Furnishings N/A

**Equipment** Computer server racks

#### Casework / Millwork

Base Cabinets:	N/A
Wall Cabinets:	N/A
Tall Cabinets:	N/A
Other:	N/A

# Room Finishes

Floor Material:Carpet or anti-static flooringWall Material:Painted gypsum boardCeiling Material:Painted gypsum board or exposed structureCeiling Height:9'-0" minimum

#### Glass / Glazing

Exterior Walls:N/AInterior Walls:N/ASkylights:N/AWindow Coverings:N/A

#### Utilities

Electrical:Wall outlets for general room use. Dedicated power circuits at all data outlets.Plumbing:N/ASpecial Systems:Clock / speaker

Markerboard:	N/A
Tackboard:	N/A
Other:	N/A

Voice:	Telephone / intercom handset	
Video:	N/A	
Data:	Data outlet for Local Area Network (LAN) connectivity.	Wireless access.
Other:	N/A	

# **Environmental Variables**

Acoustical:	N/A	
Lighting:	Per IENSA Lighting Handbook recommendations.	Glare reducing lenses
HVAC:	Independent air conditioning unit	
Exhaust:	N/A	
Flexibility:	N/A	
Aesthetic:	N/A	



# Student Wellness Health Office

Number of Occupants:	2 1-3	Staff Students
Total Net Area (sq. ft.):	200	

# Nature of activities / Space Usage

Office space for school nurse and health assistant. Administrative space for individual and small group meetings with students, staff, and parents. Waiting area for students awaiting medical care or discharge.

#### Support Spaces / Relationships

Direct connection to General Office, Exam / Cot Room, and Health Toilet. Close proximity to Learning Resources Center, Conference Room, Speech Office, Psychology Office, Occupational Therapy Room, and Storage / Files.

#### **Exterior Relationships**

Close proximity to exterior access

#### **Furnishings**

Administrative office workstation, lockable file cabinets, lockable medication storage, and seating for 1-3 students.

#### Equipment

N/A

#### Casework / Millwork

Base Cabinets:	Countertop work surface, adjustable shelving, hinged doors, drawers, and
	countertop sink. Locks for doors and drawers.
Wall Cabinets:	Adjustable shelving and hinged doors. Located above base cabinets. Locks for doors.
Tall Cabinets:	Adjustable shelving and hinged doors. Locks for doors.
Other:	N/A

#### **Room Finishes**

Floor Material:	Resilient flooring material
Wall Material:	Painted gypsum board
Ceiling Material:	Acoustic tile or exposed structure
Ceiling Height:	9'-0" minimum

# **Glass / Glazing**

Exterior Walls:	Windows - natural light and view is desirable
Interior Walls:	Desirable for supervision of health area
Skylights:	Acceptable
Window Coverings:	As required for sun / glare control and privacy

#### Utilities

Electrical:	Wall outlets for general room use. Dedicated power circuits at all data outlets.
Plumbing:	Countertop sink
Special Systems:	Clock / speaker with volume control
Markerboard: N/A Tackboard: Tackable wall surface Other: N/A

#### Instructional Technology

Voice:	Telephone / intercom handset at workstation
Video:	N/A
Data:	Data outlet at workstation for Local Area Network (LAN) connectivity. Access to file server, printer, and scanner. Wireless Access.
Other:	N/A

## **Environmental Variables**

Acoustical:	N/A	
Lighting:	Per IENSA Lighting Handbook recommendations. Gla	are reducing lenses
HVAC:	Independent temperature control of room	
Exhaust:	N/A	
Flexibility:	N/A	
Aesthetic:	N/A	



# Student Wellness Exam / Cot Room

Number of Occupants:	1 1-3	Staff Students
Total Net Area (sq. ft.):	150	(65 sq. ft. per cot - 2 cots)

## Nature of activities / Space Usage

Examinations, health screening, vision and hearing testing, rest, and isolation.

#### Support Spaces / Relationships

Direct connection to Health Office. Close proximity to Health Toilet.

#### **Exterior Relationships**

Close proximity to exterior access

#### Furnishings

Examination table, chairs, equipment, and 2 cots.

#### Equipment

Undercounter Refrigerator with icemaker and curtain system to isolate cot areas

### **Casework / Millwork**

Base Cabinets:	Countertop work surface, adjustable shelving, hinged doors, drawers, and	
	countertop sink. Locks for doors and drawers.	
Wall Cabinets:	Adjustable shelving and hinged doors. Located above base cabinets. Locks for	
	doors.	
Tall Cabinets:	N/A	
Other:	N/A	

#### **Room Finishes**

Floor Material:	Resilient flooring material
Wall Material:	Painted gypsum board
Ceiling Material:	Acoustic tile or exposed structure
Ceiling Height:	9'-0" minimum

#### Glass / Glazing

Exterior Walls: N/A Interior Walls: N/A Skylights: N/A Window Coverings: N/A

## Utilities

Electrical:	Outlets for general room use and power for refrigerator. Dedicated power circuits
	at all data outlets.
Plumbing:	Countertop sink and water for refrigerator
Special Systems:	Clock / speaker with volume control

Markerboard:	(1) 4'x4'
Tackboard:	Tackable wall surface
Other:	N/A

Telephone / intercom handset	
N/A	
Data outlet for Local Area Network (LAN) connectivity.	Wireless Access.
N/A	
	Telephone / intercom handset N/A Data outlet for Local Area Network (LAN) connectivity. N/A

## **Environmental Variables**

Acoustical:	N/A
Lighting:	Per IENSA Lighting Handbook recommendations. Glare reducing lenses
HVAC:	Independent temperature control of room
Exhaust:	N/A
Flexibility:	N/A
Aesthetic:	N/A

Other

Space for fullsize refrigerator and epinephrene autoinjector (wall mounted). Need 15 lineal feet of floor space to perform visual screening



# Student Wellness Health Toilet

Number of Occupants: N/A

Total Net Area (sq. ft.): 165

# Nature of activities / Space Usage

Special needs toilet facility

## Support Spaces / Relationships

Direct connection to Health Office and Special Day Classroom. Close proximity to Exam / Cot Room.

#### Exterior Relationships

N/A

#### **Furnishings**

N/A

#### Equipment

Changing table, shower bench, and patient hoist

#### Casework / Millwork

Base Cabinets:	N/A
Wall Cabinets:	N/A
Tall Cabinets:	N/A
Other:	N/A

Floor Material:EpoxyWall Material:Ceramic tile or Fiberglass Reinforced Plastic (FRP) wall panelsCeiling Material:Painted gypsum boardCeiling Height:9'-0" minimum

## Glass / Glazing

Exterior Walls:N/AInterior Walls:N/ASkylights:N/AWindow Coverings:N/A

#### Utilities

Electrical:Outlets for general room usePlumbing:Wall mounted sink, toilet fixture, shower enclosureSpecial Systems:N/A

Markerboard:	N/A
Tackboard:	N/A
Other:	N/A

Voice:	N/A
Video:	N/A
Data:	N/A
Other:	N/A

## **Environmental Variables**

Acoustical:	N/A	
Lighting:	Per IENSA Lighting Handbook recommendations.	Glare reducing lenses
HVAC:	N/A	
Exhaust:	Ceiling exhaust fan	
Flexibility:	N/A	
Aesthetic:	N/A	



# Student Wellness Speech Office

Number of Occupants:	1 1-4	Staff Students
Total Net Area (sq. ft.):	240	

## Nature of activities / Space Usage

Office space to perform administrative activities and small formal and informal conferences with staff students, and parents.

#### Support Spaces / Relationships

Close proximity to Learning Resource Center, Health Office, Psychology Office, Occupational Therapy Room, Special Day Classroom, and Conference Room.

#### **Exterior Relationships**

N/A

#### Furnishings

Administrative office workstation, lockable filing cabinets, and chairs.

## Equipment

## N/A

### **Casework / Millwork**

Base Cabinets:	Countertop work surface, adjustable shelving, hinged doors, drawers, and countertop sink. Locks for doors and drawers.
Wall Cabinets:	Adjustable shelving and hinged doors. Located above base cabinets. Locks for doors.
Tall Cabinets: Other:	Adjustable shelving and hinged doors. Locks for doors. N/A

## **Room Finishes**

Carpet or resilient flooring material
Painted gypsum board
Acoustic tile or exposed structure
9'-0" minimum

#### Glass / Glazing

Exterior Walls:	Windows - natural light and view is desirable
Interior Walls:	Acceptable
Skylights:	Acceptable
Window Coverings:	As required for sun / glare control and privacy

Electrical:	Wall outlets for general room use. Dedicated power circuits at all data outlets.
Plumbing:	Countertop sink
Special Systems:	Clock / speaker with volume control

Markerboard: (1) 4'x4' Tackboard: Tackable wall surface Other: N/A

#### Instructional Technology

Voice:	Telephone / intercom handset at workstation
Video:	N/A
Data:	Data outlet at workstation for Local Area Network (LAN) connectivity. Access to file server, printer, and scanner. Wireless access.
Other:	N/A

## **Environmental Variables**

Acoustical:	N/A	
Lighting:	Per IENSA Lighting Handbook recommendations. Gla	are reducing lenses
HVAC:	Independent temperature control of room	
Exhaust:	N/A	
Flexibility:	N/A	
Aesthetic:	N/A	



# Student Wellness Psychology Office

Number of Occupants: 1

Total Net Area (sq. ft.): 150

## Nature of activities / Space Usage

Office space to perform administrative activities and small formal and informal conferences with staff students, and parents.

#### Support Spaces / Relationships

Close proximity to Learning Resource Center, Health Office, Speech Office, Occupational Therapy Room, Special Day Classroom, and Conference Room.

# Exterior Relationships

N/A

## **Furnishings** Administrative office workstation, lockable filing cabinets, and chairs.

# Equipment

N/A

## Casework / Millwork

Base Cabinets: Wall Cabinets:	N/A N/A	
Tall Cabinets: Other:	Adjustable shelving and hinged doors. N/A	Locks for doors.

## **Room Finishes**

Floor Material:	Carpet or resilient flooring material
Wall Material:	Painted gypsum board
Ceiling Material:	Acoustic tile or exposed structure
Ceiling Height:	9'-0" minimum

## **Glass / Glazing**

Exterior Walls:	Windows - natural light and view is desirable
Interior Walls:	Acceptable
Skylights:	Acceptable
Window Coverings:	As required for sun / glare control and privacy

## Utilities

Electrical:	Wall outlets for general room use. Dedicated power circuits at all data outlets.
Plumbing:	N/A
Special Systems:	Clock / speaker with volume control

Markerboard:	(1) 4'x4'
Tackboard:	Tackable wall surface
Other:	N/A

Voice:	Telephone / intercom handset at workstation
Video:	N/A
Data:	Data outlet at workstation for Local Area Network (LAN) connectivity. Access to file server, printer, and scanner. Wireless access.
Other:	N/A

# **Environmental Variables**

Acoustical:	N/A	
Lighting:	Per IENSA Lighting Handbook recommendations. Glare reducing le	nses
HVAC:	Independent temperature control of room	
Exhaust:	N/A	
Flexibility:	N/A	
Aesthetic:	N/A	



# Student Wellness Occupational Therapy

Number of Occupants: Varies

Total Net Area (sq. ft.): 500

## Nature of activities / Space Usage

Space to perform administrative activities and work area to perform student based activities for individuals and small groups.

#### Support Spaces / Relationships

Close proximity to Health Office, Speech Office, Psychology Office, Learning Resource Center, Special Day Class, and Conference Room.

#### **Exterior Relationships**

Close proximity to Outdoor Play Area and Multipurpose

#### Furnishings

Administrative office workstations, chairs, filing cabinets, and therapy ball racks.

#### Equipment

Ceiling-mounted radius hooks and wall mounted mirror

#### Casework / Millwork

Base Cabinets:	Countertop work surface, adjustable shelving, hinged doors, drawers, and countertop sink. Locks for doors and drawers.
Wall Cabinets:	Adjustable shelving and hinged doors. Located above base cabinets. Locks for doors.
Tall Cabinets: Other:	Adjustable shelving and hinged doors. Locks for doors. N/A

#### **Room Finishes**

Floor Material:	Carpet or resilient flooring material
Wall Material:	Painted gypsum board
Ceiling Material:	Acoustic tile or exposed structure
Ceiling Height:	10'-0" minimum

#### Glass / Glazing

Exterior Walls:	Windows - natural light and view is desirable
Interior Walls:	Acceptable
Skylights:	Acceptable
Window Coverings:	As required for sun / glare control and privacy

Electrical:	Outlets for general room use and power for refrigerator.	Dedicated power circuits
	at all data outlets.	
Plumbing:	Countertop sink and water for refrigerator	
Special Systems:	Clock / speaker with volume control	

Markerboard: (1) 4'x8' Tackboard: Tackable wall surface Other: N/A

## Instructional Technology

Voice:	Telephone / intercom handset at workstations
Video:	N/A
Data:	Data outlet at workstations for Local Area Network (LAN) connectivity. Access to
	file server, printer, and scanner. Wireless Access.
Other:	N/A

## **Environmental Variables**

Acoustical:	N/A	
Lighting:	Per IENSA Lighting Handbook recommendations.	Glare reducing lenses
HVAC:	Independent temperature control of room	
Exhaust:	N/A	
Flexibility:	N/A	
Aesthetic:	N/A	

Other

Space for fullsize refrigerator



# Student Wellness Learning Resource Center (LRC)

Number of Occupants: Varies

Total Net Area (sq. ft.): 960

## Nature of activities / Space Usage

Whole group and small group lecture and discussion, individual, small group, and whole group cooperative and collaborative teaching and learning activities, instructor group tutoring, peer tutoring, and student testing.

## Support Spaces / Relationships

Close proximity to Health Office, Speech, Psychologist, Occupational Therapist, Special Day Classroom, and Toilet.

#### **Exterior Relationships**

Located in close proximity to Outdoor Learning.

#### Furnishings

(1) Instructor workstation, (15) student workstations

#### Equipment

Video monitor wall mount bracket and projection screen.

#### **Casework / Millwork**

Base Cabinets:	Countertop work surface, adjustable shelving, hinged doors, drawers, and	
	countertop sink. Locks for doors and drawers.	
Wall Cabinets:	Adjustable shelving and hinged doors. Located above base cabinets. Locks for doors.	
Tall Cabinets: Other:	Adjustable shelving and hinged doors. Locks for doors. N/A	

## **Room Finishes**

rpet
nted gypsum board
oustic tile or exposed structure
-0" minimum

#### Glass / Glazing

Exterior Walls:	Windows - natural light and view is desirable
Interior Walls:	Acceptable
Skylights:	Acceptable
Window Coverings:	As required for sun / glare control and ability to darken space.

Electrical:	Wall outlets for general room use at walls and above counters and at instructor
	workstation. Dedicated power circuits at all data outlets.
Plumbing:	Counter top sink
Special Systems:	Clock / speaker

Markerboard:(1) 4'x8'Tackboard:Tackable wall surface on (2) wallsOther:N/A

### Instructional Technology

Voice:	Telephone / intercom handset at workstation	
Video:	Video outlet to permit receiving video from on-campus distribution system	
Data:	Data outlet at workstation for Local Area Network (LAN) connectivity. Access to file	
	server, printer, and scanner. Wireless access.	
Other:	Sound amplification system	

#### **Environmental Variables**

Acoustical:	Per ANSI S12.60-2002 Acoustical Performance Criteria, Design Requiremer	
	and Guidelines for Schools.	
Lighting:	Per IENSA Lighting Handbook recommendations. Glare reducing lenses	
HVAC:	Independent temperature control of room	
Exhaust:	N/A	
Flexibility:	N/A	
Aesthetic:	N/A	



# Student Wellness Special Day Classroom (SDC)

 Number of Occupants:
 1 instructor

 12 students (SAB = 13 moderate disabled students, 9 severe disabled students)

Total Net Area (sq. ft.): 960

## Nature of activities / Space Usage

Whole group and small group lecture and discussion, individual, small group, and whole group cooperative and collaborative teaching and learning activities, instructor group tutoring, peer tutoring, and student testing.

#### Support Spaces / Relationships

Direct access to Health Toilet. Close proximity to Health Office, Speech / Psychology, and OT Office.

## **Exterior Relationships**

Direct outside access to Outdoor Learning. Located in close proximity to Bus Drop Off.

## Furnishings

(1) Instructor workstation, (12) student workstations

#### Equipment

Video monitor wall mount bracket and projection screen.

#### **Casework / Millwork**

Base Cabinets:	Countertop work surface, adjustable shelving, hinged doors, drawers, and		
	countertop sink. Locks for doors and drawers.		
Wall Cabinets:	Adjustable shelving and hinged doors. Located above base cabinets. Locks for doors.		
Tall Cabinets: Other:	Adjustable shelving and hinged doors. Locks for doors. N/A		

## **Room Finishes**

Floor Material:	Carpet
Wall Material:	Painted gypsum board
Ceiling Material:	Acoustic tile or exposed structure
Ceiling Height:	10'-0" minimum

Glass / Glazing

Exterior Walls:	Windows - natural light and view is desirable
Interior Walls:	Acceptable
Skylights:	Acceptable
Window Coverings:	As required for sun / glare control and ability to darken space.

Electrical:	Wall outlets for general room use at walls and above counters and at instructor
	workstation. Dedicated power circuits at all data outlets.
Plumbing:	Counter top sink with bubbler
Special Systems:	Clock / speaker

Markerboard:	(1) 4'x8'
Tackboard:	Tackable wall surface on (2) walls
Other:	N/A

## Instructional Technology

Voice:	Telephone / intercom handset at workstation
Video:	Video outlet to permit receiving video from on-campus distribution system
Data:	Data outlet at workstation for Local Area Network (LAN) connectivity. Access to file server printer and scapper. Wireless access
Other:	Sound amplification system

#### **Environmental Variables**

Acoustical:	Per ANSI S12.60-2002 Acoustical Performance Criteria, Design Requirements and Guidelines for Schools.	
Lighting:	Per IENSA Lighting Handbook recommendations. Glare reducing lenses	
HVAC:	Independent temperature control of room	
Exhaust:	N/A	
Flexibility:	N/A	
Aesthetic:	N/A	



# Multipurpose PE Court / Dining

Number of Occupants:	714 333	Assembly (7 sq.ft. / person) Dining (15 sq.ft. / person)
Total Net Area (sq. ft.):	5000 100	PE Court / Dining Kitchenette

## Nature of activities / Space Usage

Large group assembly, student gathering, cafeteria dining, performance, and sports.

#### Support Spaces / Relationships

Direct access to Stage, Servery, PE Storage, Table Storage, Joint-use Storage, Storage, Custodial, and Toilets. Close proximity to Music, PE Office, and Joint-use Office.

#### **Exterior Relationships**

Direct outside access to Outdoor Dining. Close proximity to Playfields, Playgrounds, and Visitor Parking.

#### Furnishings

N/A

## Equipment

(2) Basketball backstops, (2) volleyball floor pole sleeves, gymnasium divider curtain, wall pads

#### **Casework / Millwork**

Base Cabinets:	Countertop work surface, adjustable shelving, hinged doors, drawers, and
	countentop sink. Locks for doors and drawers. (kitchenette)
Wall Cabinets:	Adjustable shelving and hinged doors. Located above base cabinets. Locks for doors. (kitchenette)
Tall Cabinets	N/A
Other:	N/A

## **Room Finishes**

Floor Material:	Hardwood sports flooring
Wall Material:	Painted gypsum board with plastic laminate wall panels.
Ceiling Material:	Acoustic tile or exposed structure
Ceiling Height:	28'-0" minimum

#### Glass / Glazing

Exterior Walls:	Acceptable
Interior Walls:	Acceptable
Skylights:	Acceptable
Window Coverings:	As required for sun / glare control and ability to darken space.

Electrical:	Wall outlets for general room use at walls and above counters and power for
	kitchenette appliances. Dedicated power circuits at all data outlets.
Plumbing:	Countertop sink, water for refrigerator, and exterior drinking fountains.
Special Systems:	Clock / speaker, security alarm control

Markerboard:	N/A
Tackboard:	N/A
Other:	N/A

## Instructional Technology

Voice:	Telephone / intercom handset
Video:	Video outlet to permit receiving video from on-campus distribution system
Data:	Data outlet at workstation for Local Area Network (LAN) connectivity. Wireless
	access.
Other:	Sound amplification and assisted listening system

#### **Environmental Variables**

Acoustical:	Per ANSI S12.60-2002 Acoustical Performance Criteria, Design Requirements
	and Guidelines for Schools. Acoustic wall panels as required.
Lighting:	Per IENSA Lighting Handbook recommendations. Glare reducing lenses
HVAC:	Independent temperature control of room
Exhaust:	N/A
Flexibility:	Room configuration, acoustic treatment, and lighting to accommodate varied assembly / performance activities and varied dining functions.
Aesthetic:	Inviting atmosphere

**Other** Space for refrigerator, kitchen range, range hood, and microwave oven at kitchenette



# Multipurpose Stage

Number of Occupants: Varies

Total Net Area (sq. ft.): 950

## Nature of activities / Space Usage

Raised stage space for assemblies, performance, and music.

### Support Spaces / Relationships

Direct access to PE Court / Dining and Stage Storage.

#### **Exterior Relationships**

Direct exterior access for transfer of stage materials.

#### Furnishings

Portable music risers

#### Equipment

Support grid for dead-hung lighting, curtains, and scenery, motorized rear projection screen, ceilingmounted fixed projector bracket, stage curtain, stage sound system, and stage lighting / dimmer controls.

#### **Casework / Millwork**

Base Cabinets:	N/A
Wall Cabinets:	N/A
Tall Cabinets:	N/A
Other:	N/A

#### **Room Finishes**

Floor Material:	Resilient flooring material
Wall Material:	Painted gypsum board
Ceiling Material:	Acoustic tile or exposed structure
Ceiling Height:	As required for uni-strut grid and proscenium. Approximately 15' minimum.

#### **Glass / Glazing**

Exterior Walls:	N/A
Interior Walls:	N/A
Skylights:	N/A
Window Coverings:	N/A

## Utilities

Electrical:	Wall outlets for general stage use. Dedicated power circuits at all data outlets.
Plumbing:	N/A
Special Systems:	Clock / speaker and stage lighting / dimmer system

N/A
N/A
N/A

Voice:	Telephone / intercom handset
Video:	Video outlet to allow taping of stage performances and permit sending and
	receiving video from on-campus distribution system.
Data:	Data outlet at workstation for Local Area Network (LAN) connectivity. Wireless
	access.
Other:	Stage sound system

## **Environmental Variables**

Acoustical:	Per ANSI S12.60-2002 Acoustical Performance Criteria, Design Requirements	
	and Guidelines for Schools.	
Lighting:	Per IENSA Lighting Handbook recommendations. Glare reducing lenses	
HVAC:	Independent temperature control of room	
Exhaust:	N/A	
Flexibility:	N/A	
Aesthetic:	N/A	



# Multipurpose Stage Storage

Number of Occupants: 0

Total Net Area (sq. ft.): 100

Nature of activities / Space Usage Storage space for stage supplies

Support Spaces / Relationships Direct connection to Stage

#### **Exterior Relationships**

Close proximity to exterior access for deliveries

#### **Furnishings**

N/A

**Equipment** Metal storage shelves

#### Casework / Millwork

Base Cabinets:	N/A
Wall Cabinets:	N/A
Tall Cabinets:	N/A
Other:	N/A

## Room Finishes

Floor Material:Resilient flooring materialWall Material:Painted gypsum board with plywood wainscotCeiling Material:Painted gypsum board or exposed structureCeiling Height:10'-0" minimum

#### Glass / Glazing

N/A
N/A
N/A
N/A

#### Utilities

Electrical: Outlets for general room use Plumbing: N/A Special Systems: N/A

Markerboard:	N/A
Tackboard:	N/A
Other:	N/A

Voice:	N/A
Video:	N/A
Data:	Wireless access
Other:	N/A

## **Environmental Variables**

Acoustical:N/ALighting:Per IENSA Lighting Handbook recommendations. Glare reducing lensesHVAC:N/AExhaust:N/AFlexibility:N/AAesthetic:N/A



# Multipurpose General Storage

Number of Occupants: 0

Total Net Area (sq. ft.): 450

Nature of activities / Space Usage Storage space for Multipurpose

Support Spaces / Relationships Direct connection to PE Court / Dining

#### **Exterior Relationships**

Close proximity to exterior access for deliveries

## Furnishings

N/A

**Equipment** No Special Requirements

#### Casework / Millwork

Base Cabinets:	N/A
Wall Cabinets:	N/A
Tall Cabinets:	N/A
Other:	Storage shelves

## Room Finishes

Floor Material:Sealed concreteWall Material:Painted gypsum board with plywood wainscotCeiling Material:Painted gypsum board or exposed structureCeiling Height:10'-0" minimum

## Glass / Glazing

Exterior Walls:N/AInterior Walls:N/ASkylights:N/AWindow Coverings:N/A

## Utilities

Electrical: Outlets for general room use Plumbing: N/A Special Systems: N/A

Markerboard:	N/A
Tackboard:	N/A
Other:	N/A

Voice:	N/A
Video:	N/A
Data:	Wireless access
Other:	N/A

## **Environmental Variables**

Acoustical:N/ALighting:Per IENSA Lighting Handbook recommendations. Glare reducing lensesHVAC:N/AExhaust:N/AFlexibility:N/AAesthetic:N/A



# Multipurpose PE Office

Number of Occupants: 1

Total Net Area (sq. ft.): 80

### Nature of activities / Space Usage

Office space to perform administrative activities and small formal and informal conferences with staff and students.

#### Support Spaces / Relationships

Close proximity to PE Court / Dining and PE Storage.

#### Exterior Relationships

Close proximity to Playfields.

#### **Furnishings**

Administrative office workstation, bookcases, and chairs.

#### Equipment

## N/A

## Casework / Millwork

Base Cabinets:	N/A
Wall Cabinets:	N/A
Tall Cabinets:	N/A
Other:	N/A

#### Room Finishes

Floor Material:Resilient flooring materialWall Material:Painted gypsum boardCeiling Material:Acoustic tile, painted gypsum board, or exposed structureCeiling Height:9'-0" minimum

#### **Glass / Glazing**

Exterior Walls:	Windows - natural light and view is desirable
Interior Walls:	Acceptable
Skylights:	Acceptable
Window Coverings:	As required for sun / glare control

### Utilities

Electrical:	Outlets for general room use. Dedicated power circuits at all data outlets.
Plumbing:	N/A
Special Systems:	Clock / speaker with volume control

Markerboard:	(1) 4'x4'
Tackboard:	Tackable wall surface
Other:	N/A

Voice:	Telephone / intercom handset at workstation
Video:	N/A
Data:	Data outlet at workstation for Local Area Network (LAN) connectivity. Access to file server, printer, and scanner. Wireless Access.
Other:	N/A

# **Environmental Variables**

Acoustical:	N/A	
Lighting:	Per IENSA Lighting Handbook recommendations. Glare reducing lens	ses
HVAC:	Independent temperature control of room	
Exhaust:	N/A	
Flexibility:	N/A	
Aesthetic:	N/A	



# Multipurpose PE Storage

Number of Occupants: 0

Total Net Area (sq. ft.): 200

**Nature of activities / Space Usage** Storage space for Physical Education

## Support Spaces / Relationships

Direct connection to PE Court / Dining. Close proximity to PE Office.

#### **Exterior Relationships**

Close proximity to Playfields

## Furnishings

N/A

Equipment No Special Requirements

#### Casework / Millwork

N/A
N/A
N/A
Metal storage shelves

## Room Finishes

Floor Material:Sealed concreteWall Material:Painted gypsum board with plywood wainscotCeiling Material:painted gypsum board or exposed structureCeiling Height:10'-0" minimum

## Glass / Glazing

Exterior Walls:N/AInterior Walls:N/ASkylights:N/AWindow Coverings:N/A

## Utilities

Electrical: Outlets for general room use Plumbing: N/A Special Systems: N/A

Markerboard:	N/A
Tackboard:	N/A
Other:	N/A

N/A
N/A
Wireless access
N/A

## **Environmental Variables**

Acoustical:	Per ANSI S12.60-2002 Acoustical Performance Criteria, Design Requirements
	and Guidelines for Schools.
Lighting:	Per IENSA Lighting Handbook recommendations. Glare reducing lenses
HVAC:	N/A
Exhaust:	N/A
Flexibility:	N/A
Aesthetic:	N/A

Other

Open floor space for carts and large equipment



# Multipurpose Custodial Office / Storage

Number of Occupants:

Total Net Area (sq. ft.): 275

## Nature of activities / Space Usage

Office space to perform administrative activities and storage of custodial supplies.

### Support Spaces / Relationships

Direct access to PE Court / Dining.

#### **Exterior Relationships**

Close proximity to exterior access for deliveries

1

#### Furnishings

Administrative office workstation

#### Equipment

Metal storage shelves

#### Casework / Millwork

Base Cabinets:	N/A
Wall Cabinets:	N/A
Tall Cabinets:	N/A
Other:	N/A

## Room Finishes

Floor Material:Sealed ConcreteWall Material:Painted gypsum board with Fiberglass Reinforced Plastic (FRP) wainscotCeiling Material:Painted gypsum board or exposed structureCeiling Height:10'-0" minimum

#### Glass / Glazing

N/A
N/A
N/A
N/A

## Utilities

Electrical:	Outlets for general room use and washer and dryer. Dedicated power circuits at all
	data outlets.
Plumbing:	Mop sink, floor drain, and hot and cold water stubs for clothes washer.
Special Systems:	Clock / speaker

N/A
N/A
N/A

Voice:	Telephone / intercom handset at workstation
Video:	N/A
Data:	Data outlet at workstation for Local Area Network (LAN) connectivity. Access to file server, printer, and scanner. Wireless Access.
Other:	N/A

## **Environmental Variables**

Acoustical:	N/A
Lighting:	Per IENSA Lighting Handbook recommendations. Glare reducing lenses
HVAC:	Independent temperature control of room
Exhaust:	Exhaust fan
Flexibility:	N/A
Aesthetic:	N/A

# Other Space for clothes washer and dryer and stub for dryer vent.



# Food Service Table Storage

Number of Occupants: 0

Total Net Area (sq. ft.): 1000

Nature of activities / Space Usage Storage space for student dining tables and chairs

## Support Spaces / Relationships

Direct connection to PE Court / Dining.

#### **Exterior Relationships**

N/A

#### **Furnishings**

Folding student dining tables (seating for 300), folding chairs (seating for 500), and chair storage racks.

#### Equipment

No Special Requirements

#### Casework / Millwork

Base Cabinets:	N/A
Wall Cabinets:	N/A
Tall Cabinets:	N/A
Other:	N/A

## Room Finishes

Floor Material:Sealed ConcreteWall Material:Painted gypsum board with plywood wainscotCeiling Material:Painted gypsum board or exposed structureCeiling Height:10'-0" minimum

## Glass / Glazing

Exterior Walls:N/AInterior Walls:N/ASkylights:N/AWindow Coverings:N/A

## Utilities

Electrical: Outlets for general room use Plumbing: N/A Special Systems: N/A

Markerboard:	N/A
Tackboard:	N/A
Other:	N/A

N/A
N/A
N/A
N/A

## **Environmental Variables**

Acoustical:N/ALighting:Per IENSA Lighting Handbook recommendations. Glare reducing lensesHVAC:N/AExhaust:N/AFlexibility:N/AAesthetic:N/A



# Food Service Kitchen

Number of Occupants: Varies

Total Net Area (sq. ft.):	240	Servery
	400	Kitchen
	200	Walk-in cooler
	200	Walk-in freezer
	100	Staff Toilet / Locker

## Nature of activities / Space Usage

Food receiving, preparation, and serving

#### **Support Spaces / Relationships**

Direct connection to PE Court / Dining

#### **Exterior Relationships**

Direct connection to Outdoor Dining and Delivery Area. Close proximity to trash dumpster area.

#### **Furnishings**

Office workstation, miscellaneous food service equipment and furnishings.

#### Equipment

Food service equipment to be determined by Food Service Consultant, (4) 12"x21"x72" lockers in staff locker area, and fly fan.

## **Casework / Millwork**

Base Cabinets:	N/A
Wall Cabinets:	N/A
Tall Cabinets:	N/A
Other:	N/A

## **Room Finishes**

Floor Material:Epoxy flooringWall Material:Fiberglass Reinforced Plastic (FRP) wall panelsCeiling Material:Moisture resistant acoustic tileCeiling Height:9'-0" minimum

## Glass / Glazing

Exterior Walls:N/AInterior Walls:N/ASkylights:N/AWindow Coverings:N/A

Electrical:	As required for food service equipment, general use, and maintenance. Dedicated
	power circuits at all data outlets.
Plumbing:	As required for food service equipment and hand wash sink
Special Systems:	Clock / speaker, meal accounting and inventory system, and security alarm control.

Markerboard:	N/A
Tackboard:	N/A
Other:	N/A

## Instructional Technology

Voice:	Telephone / intercom handset at workstation
Video:	N/A
Data:	Data outlet at workstation and cashier for Local Area Network (LAN) connectivity.
Other:	N/A

### **Environmental Variables**

Acoustical:	N/A
Lighting:	Per IENSA Lighting Handbook recommendations. Glare reducing lenses
HVAC:	independent temperature control of servery and food preparation areas.
Exhaust:	Room and hood exhaust / ventilation
Flexibility:	N/A
Aesthetic:	N/A
Aesthetic:	N/A N/A

Other

Peephole at delivery door





# Instructional Spaces Transitional Kindergarten / Kindergarten Classroom

Number of Occupants:	1 24	Instructor Students (SAB = 25 students, CSR = 20 students)
Total Net Area (sq. ft.):	1200	(toilets are located separately)

## Nature of activities / Space Usage

Whole group and small group lecture and discussion, individual, small group, and whole group cooperative and collaborative teaching and learning activities, instructor group tutoring, peer tutoring, and student testing.

## Support Spaces / Relationships

Direct access to Collaboration Space. Close proximity to Staff Workroom, Staff Toilet and Student Toilets.

## **Exterior Relationships**

Direct outside access to Outdoor Learning and Playground. Located in close proximity to student dropoff area and bus loading area.

## Furnishings

(1) Instructor workstation, (24) student workstations

## Equipment

Video monitor wall mount bracket and projection screen.

#### **Casework / Millwork**

Base Cabinets:	Countertop work surface, adjustable shelving, hinged doors, drawers, and countertop sinks (student and adult height). Locks for doors and drawers.
Wall Cabinets:	Adjustable shelving and hinged doors. Located above base cabinets. Locks for doors.
Tall Cabinets: Other:	Adjustable shelving and hinged doors. Locks for doors. Coat hooks and student cubbies

## **Room Finishes**

Floor Material:	Carpet
Wall Material:	Painted gypsum board
Ceiling Material:	Acoustic tile or exposed structure
Ceiling Height:	10'-0" minimum

### Glass / Glazing

Exterior Walls:	Windows - natural light and view is desirable
Interior Walls:	Acceptable
Skylights:	Acceptable
Window Coverings:	As required for sun / glare control and ability to darken space.

Electrical:	Wall outlets for general room use at walls and above counters and at instructor
	workstation. Dedicated power circuits at all data outlets.
Plumbing:	(2) Counter top sinks with bubblers
Special Systems:	Clock / speaker

Markerboard:(1) 4'x8'Tackboard:Tackable wall surface on (2) wallsOther:N/A

## Instructional Technology

Voice:	Telephone / intercom handset at workstation
Video:	Video outlet to permit receiving video from on-campus distribution system
Data:	Data outlet at workstation for Local Area Network (LAN) connectivity. Access to file server, printer, and scanner. Wireless access.
Other:	N/A

#### **Environmental Variables**

Acoustical:	Per ANSI S12.60-2002 Acoustical Performance Criteria, Design Requirements
	and Guidelines for Schools.
Lighting:	Per IENSA Lighting Handbook recommendations. Glare reducing lenses
HVAC:	Independent temperature control of room
Exhaust:	N/A
Flexibility:	N/A
Aesthetic:	N/A





# Instructional Spaces 1-3 Classroom

Number of Occupants:1Instructor24Students (SAB = 25 students, CSR = 20 students)

Total Net Area (sq. ft.): 960

## Nature of activities / Space Usage

Whole group and small group lecture and discussion, individual, small group, and whole group cooperative and collaborative teaching and learning activities, instructor group tutoring, peer tutoring, and student testing.

#### **Support Spaces / Relationships**

Direct access to Collaboration Space. Close proximity to Staff Workroom, Staff Toilet and Student Toilets.

#### **Exterior Relationships**

Direct outside access to Outdoor Learning. Located in close proximity to Playground.

#### **Furnishings**

(1) Instructor workstation, (24) student workstations

#### Equipment

Video monitor wall mount bracket and projection screen.

#### **Casework / Millwork**

Base Cabinets:	Countertop work surface, adjustable shelving, hinged doors, drawers, and
	countertop sinks (student and adult height). Locks for doors and drawers.
Wall Cabinets:	Adjustable shelving and hinged doors. Located above base cabinets. Locks for doors.
Tall Cabinets:	Adjustable shelving and hinged doors. Locks for doors.
Other:	Coat hooks and student cubbies

## **Room Finishes**

Floor Material:	Carpet
Wall Material:	Painted gypsum board
Ceiling Material:	Acoustic tile or exposed structure
Ceiling Height:	10'-0" minimum

#### Glass / Glazing

Exterior Walls:	Windows - natural light and view is desirable
Interior Walls:	Acceptable
Skylights:	Acceptable
Window Coverings:	As required for sun / glare control and ability to darken space.

Electrical:	Wall outlets for general room use at walls and above counters and at instructor
	workstation. Dedicated power circuits at all data outlets.
Plumbing:	Counter top sink with bubbler
Special Systems:	Clock / speaker
# Instructional Aids

Markerboard:(1) 4'x16'Tackboard:Tackable wall surface on (2) wallsOther:N/A

#### Instructional Technology

Voice:	Telephone / intercom handset at workstation
Video:	Video outlet to permit receiving video from on-campus distribution system
Data:	Data infrastructure to support 21st Century Instructional Technology. Data outlet at workstation for Local Area Network (LAN) connectivity. Access to file server, printer, and scanner. Wireless access.
Other:	N/A

#### **Environmental Variables**

Acoustical:	Per ANSI S12.60-2002 Acoustical Performance Criteria, Design Requirements		
	and Guidelines for Schools.		
Lighting:	Per IENSA Lighting Handbook recommendations. Glare reducing lenses		
HVAC:	Independent temperature control of room		
Exhaust:	N/A		
Flexibility:	N/A		
Aesthetic:	N/A		





# Instructional Spaces 4-5 Classroom

Number of Occupants:1Instructor34Students (SAB = 25 students)

Total Net Area (sq. ft.): 960

## Nature of activities / Space Usage

Whole group and small group lecture and discussion, individual, small group, and whole group cooperative and collaborative teaching and learning activities, instructor group tutoring, peer tutoring, and student testing.

#### **Support Spaces / Relationships**

Direct access to Collaboration Space. Close proximity to Staff Workroom, Staff Toilet and Student Toilets.

#### **Exterior Relationships**

Direct outside access to Outdoor Learning. Located in close proximity to Playground.

#### **Furnishings**

(1) Instructor workstation, (34) student workstations

#### Equipment

Video monitor wall mount bracket and projection screen.

#### **Casework / Millwork**

Base Cabinets:	Countertop work surface, adjustable shelving, hinged doors, drawers, and
	countertop sinks (student and adult height). Locks for doors and drawers.
Wall Cabinets:	Adjustable shelving and hinged doors. Located above base cabinets. Locks for doors.
Tall Cabinets:	Adjustable shelving and hinged doors. Locks for doors.
Other:	Coat hooks and student cubbies

## **Room Finishes**

Floor Material:	Carpet
Wall Material:	Painted gypsum board
Ceiling Material:	Acoustic tile or exposed structure
Ceiling Height:	10'-0" minimum

#### Glass / Glazing

Exterior Walls:	Windows - natural light and view is desirable
Interior Walls:	Acceptable
Skylights:	Acceptable
Window Coverings:	As required for sun / glare control and ability to darken space.

## Utilities

Electrical:	Wall outlets for general room use at walls and above counters and at instructor
	workstation. Dedicated power circuits at all data outlets.
Plumbing:	Counter top sink with bubbler
Special Systems:	Clock / speaker

# Instructional Aids

Markerboard:(1) 4'x16'Tackboard:Tackable wall surface on (2) wallsOther:N/A

## Instructional Technology

Voice:	Telephone / intercom handset at workstation
Video:	Video outlet to permit receiving video from on-campus distribution system
Data:	Data infrastructure to support 21st Century Instructional Technology. Data outlet at workstation for Local Area Network (LAN) connectivity. Access to file server, printer, and scanner. Wireless access.
Other:	N/A

#### **Environmental Variables**

Acoustical:	Per ANSI S12.60-2002 Acoustical Performance Criteria, Design Requirements		
	and Guidelines for Schools.		
Lighting:	Per IENSA Lighting Handbook recommendations. Glare reducing lenses		
HVAC:	Independent temperature control of room		
Exhaust:	N/A		
Flexibility:	N/A		
Aesthetic:	N/A		





# Instructional Spaces Collaboration Space

Number of Occupants: Varies

Total Net Area (sq. ft.): 800

## Nature of activities / Space Usage

Individual and small group cooperative and collaborative teaching and learning activities, instructor group tutoring, peer tutoring, and project space.

#### Support Spaces / Relationships

Direct access to Classrooms, Staff Workroom, Staff Toilet and Student Toilets.

#### **Exterior Relationships**

Direct access to Outdoor Learning. Close proximity to Playground

#### **Furnishings**

Chairs and tables for 8-12 students, comfortable seating for 3-4 students.

#### Equipment

Video monitor wall mount bracket and projection screen.

## Casework / Millwork

Base Cabinets: Wall Cabinets:	N/A N/A	
Tall Cabinets: Other:	Adjustable shelving and hinged doors. N/A	Locks for doors.

# **Room Finishes**

Floor Material:	Carpet or resilient flooring material
Wall Material:	Painted gypsum board
Ceiling Material:	Acoustic tile or exposed structure
Ceiling Height:	10'-0" minimum

#### **Glass / Glazing**

Exterior Walls:	Windows - natural light and view is desirable
Interior Walls:	Direct visual connection to Classrooms
Skylights:	Acceptable
Window Coverings:	As required for sun / glare control

## Utilities

Electrical:	Wall outlets for general room use at walls and above counters. Dedicated power	er
	circuits at all data outlets.	
Plumbing:	N/A	
Special Systems:	Clock / speaker	

#### **Instructional Aids**

Markerboard:	(1) 4'x8'
Tackboard:	Tackable wall surface on (2) walls
Other:	N/A

# Instructional Technology

Voice:	Telephone / intercom handset
Video:	Video outlet to permit receiving video from on-campus distribution system
Data:	Data infrastructure to support 21st Century Instructional Technology. Data outlet for Local Area Network (LAN) connectivity. Access to file server, printer, and scanner. Wireless access.
Other:	N/A

## **Environmental Variables**

er ANSI S12.60-2002 Acoustical Performance Criteria, Design Requirements			
Per IENSA Lighting Handbook recommendations. Glare reducing lenses			
Independent temperature control of room			
N/A			
N/A			
N/A			



# Instructional Spaces Storage

Number of Occupants: 0

Total Net Area (sq. ft.): 200

## Nature of activities / Space Usage

Storage space for staff supplies and instructional resources.

#### Support Spaces / Relationships

Direct connection Collaboration Space. Close proximity to Classrooms and Workroom.

#### Exterior Relationships

N/A

Furnishings

N/A

**Equipment** No Special Requirements

#### Casework / Millwork

Base Cabinets:	N/A	
Wall Cabinets:	N/A	
Tall Cabinets:	Adjustable shelving and hinged doors.	Locks for doors.
Other:	N/A	

## Room Finishes

Floor Material:Resilient flooring material or sealed concreteWall Material:Painted gypsum boardCeiling Material:Painted gypsum board or exposed structureCeiling Height:9'-0" minimum

## Glass / Glazing

Exterior Walls:N/AInterior Walls:N/ASkylights:N/AWindow Coverings:N/A

## Utilities

Electrical:Outlets for general room usePlumbing:N/ASpecial Systems:N/A

## **Instructional Aids**

Markerboard:	N/A
Tackboard:	N/A
Other:	N/A

# Instructional Technology

Voice:	N/A
Video:	N/A
Data:	Wireless access
Other:	N/A

## **Environmental Variables**

Acoustical:N/ALighting:Per IENSA Lighting Handbook recommendations. Glare reducing lensesHVAC:N/AExhaust:N/AFlexibility:N/AAesthetic:N/A



SPACE / FUNCTIONAL AREA	NO. OF SPACES	LOADING	TEACHING STATIONS	ENROLL. CAPACITY	SQ.FT. / SPACE	TOTAL SQ.FT.
STUDENT SERVICES						
ADMINISTRATION						
Entry / Clerk	1				80	80
Administrative Assistant	1				80	80
Visitor Reception / Waiting	1				200	200
Work Area	1				500	500
Principal's Office	1				250	250
Conference Room	1				300	300
Staff Room	1				600	600
Staff Workroom	1				300	300
Storage / Files	2				100	200
Custodial	1				80	80
Staff / Visitor Toilet	2				100	200
ADMINISTRATION SUBTOTAL	13		0	0		2790
MEDIA CENTER						
MEDIA CENTER						
Circulation Desk	1				100	100
Multimedia	1				1000	1000
Stacks / Print Material	1				800	800
Small Group	1				200	200
Technology Head End Room	1				200	200
Custodial	1				80	80
Staff Toilet	1				100	100
STUDENT WELLNESS						
Health Office	1				200	200
Exam / Cot Area	1				150	150
Health Toilet	1				165	165
Speech Office	1				240	240
Psychology Office	1				150	150
Occupational Therapy	1				500	500
Learning Resource Center (LRC)	1				900	900
Special Day Classroom (SDC)	1	12	1	12	900	900
MEDIA CENTÉR SUBTOTÀL	15		1	12		5685
STUDENT SERVICES SUBTOTAL			1	12		8475
			-			••
CIRCULATION AND SERVICES						
Interior Corridors	5.0%					424
Electrical / Special Systems	1.0%					85
Mechanical						80
CIRCULATION AND SERVICES SUBTO	TAL					589
			4	40		0004
SUBTOTAL GROSS STUDENT SERVICES BUILDING AREA			1	12		3064

MULTIPURPOSE					
MULTIPURPOSE					
PE Court / Dining	1			5000	5000
Kitchenette	1			50	50
Stage	1			950	950
Stage Storage	1			100	100
General Storage	1			450	450
PE Office	1			80	80
PE Storage	1			200	200
Toilets	2			200	400
Custodial Office / Storage	1			275	275
MULTIPURPOSE SUBTOTAL	10	0	0		7505
	4			1000	1000
l able Storage	1			1000	1000
Servery	1			240	240
Kitchen	1			400	400
Walk-in Cooler / Freezer	2			100	200
Staff Toilet / Locker	1			100	100
FOOD SERVICE SUBTOTAL	6	0	0		1940
MULTIPURPOSE SUBTOTAL	16	0	0		9445
CIRCULATION AND SERVICES					
Interior Corridors	5.0%				472
Electrical / Special Systems	1.0%				94
Mechanical					200
CIRCULATION AND SERVICES SUB	TOTAL				767
SUBTOTAL GROSS MULTIPURPOS	E	0	0		10212
BUILDING AREA					

CLASSROOMS						
T-K CENTER						
T-K Classroom	4	24	4	96	1050	4200
Collaboration Space	1				800	800
Storage	1				200	200
Staff Toilet	1				100	100
Student Toilets	2				200	400
Custodial	1				80	80
T-K CENTER SUBTOTAL	10		4	96		5780
1-3 CENTER	10		4.0			(
1-3 Classroom	12	24	12	288	900	10800
Collaboration Space	1				800	800
Storage	3				200	600
Staff Toilet	3				100	300
Student Toilet	6				200	1200
Custodial	3				80	240
1-3 CENTER SUBTOTAL	28		12	288		13940
4-5 CENTER						
4-5 Classroom	8	34	8	272	900	7200
Collaboration Space	1				800	800
Storage	2				200	400
Staff Toilet	2				100	200
Student Toilet	4				200	800
Custodial	2				80	160
4-6 CENTER SUBTOTAL	19		8	272		9560
Music / PE	0				900	0
	0		0	0	300	0
SI LOIALTI SOBTOTAL	0		0	U		0
CLASSROOM SUBTOTAL	57		24	656		29280
CIRCULATION AND SERVICES						
Interior Corridors	0.0%					0
Electrical / Special Systems	1.0%					293
Mechanical	110 / 0					300
CIRCULATION AND SERVICES SUE	BTOTAL					593
SUBTOTAL GROSS CLASSPOOM			24	656		20873
BUILDING AREA			24	050		23073
						47200
TOTAL FACILITY SUBTOTAL			TS	Students		47200
OVERALL TOTAL GROSS FACILIT	Y		25	<u>6</u> 68		49148
FACILITY EFFICIENCY (TOTAL NET	T / TOTAL GRO	DSS)				96.0%
Gross Sq.Ft. / Student					73.6	

**Space Requirements** 

