SUNNYLAND



Bellingham Public Schools

Sunnyland Elementary School
Education Specifications 2019

Developed in partnership with Dykeman Architects

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SUNNYLAND ELEMENTARY ED SPEC DESIGN ADVISORY COMMITTEE

Mike Anderson - Director of Buildings and Grounds
Corey Ayers - Capital Projects Manager
Rachel Bjarnason - Parent
Ted Clifton - Parent
Kristi Dominguez - Director of Teaching and Learning, Early Childhood
Patrick Durgan - Executive Chef & Director of Food Service
Courtney Gates - Teacher, Fifth Grade
Kurt Gazow - Executive Director of Technology
Lillian Harris - Administration Assistant, Principal
Lindsay Kershner - Planner with the City of Bellingham Planning and Community Development
Todd Osborn - Parent
Cindy Pearson - Physical Therapist
Laine Potter - Park Planning and Development Coordinator for Bellingham Parks & Recreation
Haley Silva - Music Specialist
Sunita Sinclair - Head Custodian
Heather Smith - Teacher, Special Education
Jonah Stinson - Director of School Safety and Emergency Management
Kim Sutherland - Teacher, Special Education
Adam Van Ness - Parent
Ewan - Sunnyland Student
Loa - Sunnyland Student

BSD SUPPORT STAFF

Curtis Lawyer - Director, Capital Projects, Co-Chair
Julie Denton - Executive Administration Assistant, Capital Projects and School Facilities
Amy Berreth - Sunnyland Principal, Co-Chair
Jackie Brawley - Executive Director Communications and Community Relations

DYKEMAN ARCHITECTS

Zach Ham
Miranda Otto

PROJECT RATIONALE

DESCRIPTION OF PLANNED PROJECT

This is a redevelopment of Sunnyland Elementary School for Bellingham Public Schools. The redevelopment of the 2.92 acre site will involve replacement of the existing Sunnyland Elementary School, including improvements to parking and site circulation. This school historically housed approximately 300 students. The existing building is approximately 31,200 square feet. Following the redevelopment, the school will have a capacity of 450 students depending on the number and type of programs located in the school and a new building area of 58,000 SF. In addition, a covered play structure of approximately 3,500 SF will be constructed as part of the project. A 2022 opening is planned.

NECESSITY FOR THE PROJECT

The original portions of Sunnyland Elementary and subsequent improvements, in their current condition, fail to meet certain code requirements, is horribly energy inefficient, suffer from years of wear and tear, and do not adequately meet the needs of the instructional program housed at the school. This redevelopment will address theses deficiencies.

INTENDED USE AND PURPOSE

This facility will be used primarily for the instruction of elementary school students, and secondarily for use by the community as allowed by the district. The latter is especially true for the commons, gymnasium, covered play area and playfield. The project will be designed to support the District's Mission and Vision and their Strategic Plan.

COMMUNITY DATA

DESCRIPTION OF COMMUNITY HISTORY

Public education in the Bellingham School District dates back to late 1890 when the City of Sehome, one of the four cities later consolidated and named the City of Bellingham, built its first high school. Education has always been valued in Bellingham as is evidenced by the establishment of a teacher's college, the New Whatcom Normal School, now Western Washington University.

Today the Bellingham School District serves approximately 12,000 students in fourteen elementary schools, four middle schools, three comprehensive high schools and one alternative high school. Full and part time staff number approximately 2,000. The District covers 97 square miles and has 103,698 residents.

GEOGRAPHIC AREA TO BE SERVED

The current Sunnyland attendance area is located in the center of the district and is roughly bordered by East Sunset Drive to the north, Ellis Street to the west, Woburn to the east, and Ohio Street to the South.

LOCATION OF THE PROJECT SITE

Sunnyland Elementary School is located at 2800 James St. Geographically, the school is located in the center of the School District, in a residential area.

EDUCATIONAL GOALS

SUNNYLAND ELEMENTARY SCHOOL: MISSION AND VISION

Welcome to Sunnyland Elementary School. Our diverse Sunnyland community works together towards the common goal of student success. We believe that each child is unique. We aim to help each child realize his or her full potential in becoming productive, responsible citizens and lifelong learners.

Sunnyland Elementary is a learning community of adults and children from all over the world. Although we have many cultures and languages at Sunnyland, we share one main goal. We seek to provide a quality education in a safe environment that focuses on cultivating positive relationships, establishing meaningful relevancy and teaching with challenging rigor. The Sunnyland community believes in educating the whole child in our efforts to enable every child to be ready for college, career and citizenship.



DESIGN GOALS

GENERAL DESIGN CONSIDERATIONS

As part of a brainstorming exercise, the committee was asked to envision and share their thoughts on the future Sunnyland Elementary through a series of group activities. Asking this question was helpful in beginning a dialogue and providing insight into what may or may not be successful in a new Sunnyland Elementary.

DAC Meeting: What are the top five most important Characteristics, Qualities, and Attributes that should be considered in designing the new school and site?

Site

- Pedestrian friendly
- Blends well with neighborhood style
- Adjacent to city park
- Multimodal
- Safe environment with park, school, James Street relationship
- Universal design – accessibility inclusive
- Tables, benches, gathering spots (not picnics table, desire for a good writable surface outside)
- Bike storage – covered and big
- More equipment to play on – covered option with tables for kids to read or draw (maybe a free library)
- Garage door opening from cafeteria to outside
- Community minded outdoor space
- Bus/ parent pickup near each other (Wade King/ Sehome)
- Clear lines of site
- Trees/ vegetation/ garden (deciduous and evergreen)
- Covered bike parking

School

- Natural light
- Energy efficient
- Community Integration
- Good connection to outside
- Warm color scheme
- Adaptable and flexible
- Universal design – accessibility inclusive
- Hooks inside classrooms with cubbies
- Adequate storage
- Central library
- Extended learning spaces
- Welcoming entry (with security vestibule leading to gathering space) that is warm, colorful, with natural surfaces and lots of light. Safety/ security – limited entry points
- Inclusivity: Everyone sees themselves represented throughout the building
- Community minded space

DAC Meeting: Choose a space within the school and envision your ideal environment.

EXTENDED LEARNING

- Alderwood model more desired with:
    - Natural light – large windows
    - Visibility from classrooms
    - Barrier between corridor
    - Flexible seating
    - Storage (built-in or furniture)

CLASSROOM

- Line of sight into any shared space
- More than 1 part of room to teach from
- Dedicated floor space to sit
- No angles
- No built-in nooks that are permanent – but enough space to make one
- Flexible furniture / variety (seats, tables, storage, desk)
- Adjustable furniture
- Flexible technology
- Outdoor connection (views/ proximity)
- Safe window coverings
- Natural light
- Movement within room
- Good lighting and dimming
- Flex seating
- Water in room (ADA height for kids of all abilities)
- Easily cleaned and durable
- Adequate storage
- Calming colors
- Attention to acoustics
- Visibility to extended learning
- Proper number of air cycles

Staff Meeting: Keep/ Stop Start - What does Sunnyland do well, and should keep doing in the new facility? What should Sunnyland stop doing when in the new facility? What should Sunnyland start doing in the new facility?

Keep

- Sunnyland sign
- Gazebo
- As many trees as possible (and plant more)
- Mural
- Bring old brick into new building
- Historical pictures
- Sink with drinking fountain in every classroom space (including library, music room, and gym)
- Lots of window that open
- Garden space (with seating – great for classes)
- Cozy feeling of school
- Big library with windows
- Wall space – not all bookshelves back up to walls
- Visibility to hallway – glass doors and windows
- Adult height counter and sink in pre-k
- Playground space
- Single entry/ exit door for visitors thru-out day
- Deep cabinets for class storage
- Use the floor in the gym for areas in the school (like Sehome)
- Wheelchair access. (add to the front of the school)
- Storage shed for playground equipment outside
- Wide hallways
- Social-emotional “take a break” space

Stop

- Raised floor/ areas
- Disastrous parent pick-up / drop-off area
- Fluorescent lighting
- Classrooms in portables
- Muddy fields
- Too hot/ too cold loud heating system
- Stop using stage as work room / office
- Busy hallways
- Music room from being so isolated
- No cubbies in pre-k room
- Dark enclosed play shed
- Classrooms windows directly next to recess play areas
- Low ceilings

Start

- Windows that open
- Open play shed
- Mirror craftsman homes of neighborhood
- Self-healing wall surface
- Teacher in control of heating
- Natural lighting – full spectrum lighting
- Bathrooms/ sink near cafeteria and playground (closer to playground)
- Soundproof from interstate
- Expanded, covered bike rack (for wider tires)
- Some kind of architectural memory of Sukha and Lynn. (Drinking fountain with dog fountain in honor of Sukha plaque)
- Round tables in cafeteria
- Multipurpose room with sink
- Open, flexible floor space. Movable furniture and shelves
- Big cafeteria space with garage door and overhang
- Door from staff room to outside where a patio set is for staff for lunch time
- All natural warm colors.
- Storage
- Open inviting entry
- Wide hallways. No hooks – makes a mess
- Counselor office with natural light – needs a window to outside.
- Easier access to parking lot (that is bigger)
- Fenced playground
- Maker space, language lab, art classroom
- Dedicated Pre-k and Promise-k rooms
- Work space in hall for small group work
- Charging stations in classrooms for computers/ tablets/ etc.
- Covered bike parking not by the dumpsters
- Enough parking spaces
- Better heating/ cooling system
- Outdoor space for student lunch
- Bigger cafeteria
- Full size gym
- Good drainage on fields
- Outdoor door – aka outside access
- More drinking fountains
- Storage space for technology, supplies, etc.
- More adult bathrooms
- Flexible teaching hub/ station
- Sound system/ amplification system in classrooms
- Sound panels on the wall in lunchroom
- Offices for all (OT, Psych, SLPs, PT, Nurse, etc.)
- Bus loop for all kids. No separation of special education and general education.

- Motor room
- Water bottle filler at water fountain
- Size appropriate bathrooms for Pre-k
- Multiple bathrooms in multiple areas of school
- Playground for Pre-K big enough for 2 classes (Headstart has 15+ and Developmental has 13)
- Lots of sun and green (plants) spaces
- Fenced playground
- More and separate staff and parent parking
- Classrooms that open to common space areas.
- More small rooms to work 1 on 1 with students without distractions
- Covered separate play area for preschool. All playground areas enclosed so no one gets in/ out without permission.
- Quieter lunchroom – better acoustics.
- More shelves/ cupboards storage space for instruments/ music/ etc in music room
- Spaces for tables in hallway (learning alcoves / extended learning space)
- Bathrooms that kids can get to from recess/ lunch
- Covered bike parking and more accessible bike parking
- Improve storage for teachers in classrooms (cupboards and closets)
- Consider orientation of windows and impacts to whiteboard projection
- Large cafeteria that can fit more than 2 grade levels
- Computer cart charging stations
- Extra outlets
- Outdoor covered areas/ learning spaces
- Bright, welcoming, warm entrance
- Sounds buffers for the freeway noise
- Efficient drop-off/ pick-up bus area

Community Meeting: How should the new Sunnyland reflect who you are as a neighborhood/ community? For example: What does the entry look like? What materials are used? How is the site laid out? How does it fit into the neighborhood?

- Diversity
- Universal Design
- Pedestrian friendly
- Natural light
- Safety and security
- Welcoming feel
- Multilingual signage
- Bike friendly
- Bike storage
- Current drop-off is tight. More efficient in design
- Clear sight lines (exterior and interior)
- Gender inclusive restrooms
- Warm and inviting entry
- Covered play – used by neighborhood
- Natural “homey” feel
- Pacific Northwest feeling
- Low lying feeling that fits into the surrounding context
- Craftsman design
- Garden is important (especially veggies)
- I-5 bridge connection is heavily used
- Appreciate back entry from people coming that way – access from both east and west
- Attention to noise from freeway with school moving closer
- Art is important to the community from both students and community members
- Improved drop-off and pick-up area

Community Meeting: Keep/ Stop Start - What does Sunnyland do well, and should keep doing in the new facility? What should Sunnyland stop doing when in the new facility? What should Sunnyland start doing in the new facility?

KEEP

- Garden and outdoor classroom
- The mural
- Keep our neighborhood view. Keep some trees
- Open sight lines in outdoor play area especially adjacent to park
- Community – walkability
- Prioritize walk/ bikers for drop off
- Space for parents/ families to be together at pick-up
- Family story time in library for community (not just students)
- All community playground
- Spirit of kindness and warmth
- Welcoming
- Outside space for community events (BBQ)
- Mural of animals
- Bring bricks to new school
- Primary classrooms grouped and intermediate grouped
- Greeted by staff and students
- Bike rodeo
- Warm colors on the inside
- Sunnyland sign
- Keep gazebo
- Brick outside
- Play shed
- Multilingual signage
- Improve overpass circulation
- Craftsman style

STOP

- Traffic/ congestion at the drop off/ pick up
- Limited bike parking
- Current gym/ storage/ cafeteria set up
- Portables as grade level classroom
- Eating outside on concrete/ tarps
- Steps are the only access in front of school
- Confusing layout
- Stop extreme temperature problem – too hot
- Stop warm water fountain in the hallway
- More defined outside space

START

- Improved storage in classrooms
- Centrally located library
- Alternative space for kids to be inside at recess
- Age (size) appropriate areas (i.e. current upper grade classrooms are too small for bigger bodies)
- Outside lighting designed to be safe but not to bright for the neighborhood
- Developmentally appropriate area. Keeping ages/ stages grouped together.
- Water bottle filling stations
- Better maintained field (no holes)
- Ability to heat at kitchen
- Provide opportunities to eat outside (garage door in cafeteria)
- Indoor space that can be expanded for community use
- Make the school a community center (similar to BHS)
- Clear navigation to different parts of the school
- Space for welcoming and greeting families at entrance
- Central place to find all information (PTA, school events, etc)
- Bigger covered bike rack
- Walking / bike motif – fun artistic
- Using the stage space as programmed.
- Natural light
- Better vehicular drop off
- 1-5 sound-proof barrier wall
- Windows that open and are safe
- Sink near cafeteria
- Garage door in cafeteria
- Sinks in all classrooms
- Reliable technology and user friendly
- Pedestrian friendly
- Efficient energy use
- Beautiful building that fits into the surrounding neighborhood
- Flexible spaces – ones that appeal to kids
- Better connection to overpass – walkable path across park

EMERGING THEMES

Following the brainstorming sessions, the feedback was complied and summarized into the emerging themes:

Community

- Hub of neighborhood - community center
- Interior and exterior gathering for the public
- Display student art and local artist work
- Community minded
- Spirit of the school – kindness and warmth

Site

- Pedestrian friendly
- Garden
- Parent and bus drop off and pick-up to be inclusive and safe
- Accessible to all
- Connect to the overpass

Design

- Warm and Welcoming entry
- Natural daylight
- Inclusive design – everyone sees themselves represented
- Warm color scheme with natural materials
- Fit into the surrounding
- Centrally located library
- Keep the mural
- Energy efficient
- Direct connection from the Cafeteria to the exterior
- Safety and security
- Clear sight lines
- 1 main entry
- Limited access points
- Safe environment being sensitive to the adjacent park and James Street

Teaching and Learning Environment

- Extended leaning space outside classrooms with visibility
- Adaptable and flexible spaces designed for the future
- Connection to the exterior
- Primary classes grouped together
- Multiple teaching areas
- Multilingual signage

DESIGN GOALS AND KEYS TO DESIGN

GOAL: THIS ELEMENTARY IS A NEIGHBORHOOD SCHOOL

This school is an anchor to the community that includes design features that reflects the characteristics of the students and greater community while maintaining harmony within the surrounding neighborhood. The design will be welcoming, multi-functional, multi-cultural and inclusive providing a sense of belonging for every student.

KEYS TO DESIGN:

- The main entry design provides a gathering space and acts as a central hub for the community
- The site is accessible, pedestrian friendly with safe circulation of vehicles, pedestrians, and buses
- This project utilizes signage that supports the diverse school community
- This school offers community assets that are accessible
- This design embraces sustainable practices
- The building is welcoming, warm, and inviting while having security and safety design parameters
- The school supports the adjacent Memorial Park

DESIGN GOALS AND KEYS TO DESIGN

GOAL: PROVIDE A QUALITY TEACHING AND LEARNING ENVIRONMENT

Sunnyland Elementary school supports high quality instruction for every student, every day, in every classroom. Our school is a safe, welcoming, flexible, collaborative, environmentally friendly space designed for the whole child.

KEYS TO DESIGN:

- A welcoming and inviting space
- Physical and visual connection to the exterior environment.
- Multipurpose, versatile, and flexible spaces for teaching and learning.
- Collaborative spaces accessible and visible from the classrooms.
- Provides an environment conducive to learning – air quality, daylighting, safety and security
- Professional and supportive teaching environment that includes adequate room for movement, storage, and collaboration
- A safe space for all students, parents, teachers, staff, and the community
- The school supports outdoor learning

DESIGN GOALS AND KEYS TO DESIGN

GOAL: THE DESIGN SUPPORTS THE EDUCATIONAL GOALS OF THE SCHOOL AND THE DISTRICT

Sunnyland is committed to reaching outcomes of the Bellingham Promise through spaces that support quality instruction, inclusion, collaboration and communication. The spaces foster engagement between the school and the community to build knowledgeable, respectful and compassionate humans.

KEYS TO DESIGN:

- The design is inclusive and meets the goals of the Bellingham Promise for each child
- The school supports the needs of the whole child and is inclusive of all children
- The school supports flexible teaching and learning styles
- The design supports collaboration and communication between staff and students such as doors between classrooms
- The school recognizes, strengthens, and celebrates diversity of all children
- Flexible AV and lighting systems provided in every classroom allowing for teachers and students to share, present and communicate

DESIGN GOALS AND KEYS TO DESIGN

GOAL: THE SCHOOL SUPPORTS COLLABORATIVE LEARNING AND FACILITATES COMMUNICATION

Sunnyland Elementary School is a place where students and the community members have spaces both large and small to accommodate collaborative learning and communication with the community of Sunnyland. Our school is a place that celebrates engagement with students and families of diverse backgrounds.

KEYS TO DESIGN:

- Provide areas within the classroom, at extended learning spaces, and throughout the school that allow for small groups, large groups, and classroom circles.
- Families and community can easily navigate buildings; welcome and acknowledge a diverse population of students
- Provide a space inside the school to welcome students and families.
- Multi-use community event space inside and outside of the school.
- A place to display school pride and communicate with the Sunnyland community.

NUMERIC PROGRAM

DETAILED NUMERIC PROGRAM

(SUNNYLAND) PROGRAM TARGET

	T STA	STDNT CT	QTY	UNIT SF	TOTAL SF	STDNT TOT.
INSTRUCTIONAL SPACES						
Pre-K Classrooms (with toilet)(Head Start)	2	15	2	1,025	2,050	30
Kindergarten Classrooms	3	22	3	950	2,850	66
Grade 1 - 2 Classrooms	6	22	6	925	5,550	132
Grade 3 - 5 Classrooms	9	22	9	925	8,325	198
Additional Classrooms (Promise-K, etc.)	3	22	3	925	2,775	66
Extended Learning			5	varies	1,800	
Subtotal	*23*		*28*		*23,350*	*492*
ADMINISTRATION						
Waiting/Forms			1	120	120	
Receptionist/Admin area/Central Office Storage			1	330	330	
Principal Secretary/ Office Assistant Workspace - *included in Receptionist/Admin .*			1	0	0	
Workroom/Mail Room			1	450	450	
Principal's Office			1	120	120	
Conference Room			1	210	210	
Reset/ Study alcove			2	10	20	
Health Room			1	110	110	
Nurse's / Intinerant Office /Intervention/Hearing/Vision			1	100	100	
Health restroom			1	100	100	
Office 1 - *see specialist*						
Office 2 - *see specialist*						
Office 3 - *see specialist*						
Office 4 - *see specialist*						
Office 5 - *see specialist*						
Staff Lounge			1	500	500	
Faculty Restrooms @ Admin			2	56	112	
Subtotal Administration					2,172	
Admin Circulation			1	16.0%	348	
Subtotal	*0*		*15*		*2,520*	*0*
SPECIALIZED INSTRUCTION						
Library Media Center						
Circulation desk & reference	2		1	180	180	
Class area and stacks			1	1,400	1,400	
Story Area (part of teacher's presentation area)			0	0	0	
LRC Office/ Workroom			1	320	320	
Subtotal	*2*		*3*		*1,900*	*0*
Gym/ PE						
Gym			1	6,000	6,000	
PE Office	1		1	100	100	
PE Storage			1	300	300	
Subtotal	*1*		*3*		*6,400*	*0*
Cafeteria/ Food Service						
Cafeteria/Commons			1	2,500	2,500	
Table and Chair Storage			1	250	250	
Kitchen (Serving)			1	740	740	
Subtotal	*0*		*3*		*3,490*	*0*

DETAILED NUMERIC PROGRAM

	PROGRAM TARGET						
	T STA	STDNT CT	QTY	UNIT SF	TOTAL SF	STDNT TOT.	
SPECIALIST/SPECIAL EDUCATION							
Kiln / Art Storage			1	125	125		
Office 1 Psychologist / Intinerant			1	100	100		
Office 2 ESS / Counselor			1	150	150		
Office 3 SLP			1	100	100		
Office 4 ELL			1	100	100		
Office 5 Reading Corps/ Literacy			1	100	100		
Special Services/Title I/LAP/Intervention			2	425	850		
Special Education Room (Resource, Bridges, or Lifeskills)							
Classroom	1	12	1	925	925	12	
Office (future build out for toilet room)			1	56	56		
Motor Room (Office + Instructional Area)			1	500	500		
Title 1 Book Room			1	100	100		
Bookroom			1	350	350		
Music Classroom/Stage			1	950	950		
Music Classroon/Stage Storage			1	120	120		
FRC/Social Service/Flex Space			1	425	425		
*offices may be located in Admin/office area					0		
Subtotal	*1*		*16*		*4,951*	*12*	
BUILDING SUPPORT							
Main Custodian's Office			1	100	100		
Building Storage & Receiving			1	300	300		
Satellite Custodian's Room			2	50	100		
MDF Room			1	120	120		
IDF Room			2	50	100		
Mechanical Room			1	400	400		
Electrical Room			1	200	200		
Elect Panel Closets			4	13	52		
Boys Toilet Room			3	160	480		
Girls Toilet Room			3	160	480		
Staff Toilet Room (outside of admin)			2	56	112		
Student Toilet Room (1/floor)			2	56	112		
Adult Toilet/Shower (adjacent to Custodial/Cafeteria)			1	90	90		
Sprinkler Riser Room			1	120	120		
Visitor Restroom (adjacent to Main Office)			1	56	56		
Subtotal	*0*		*26*		*2,822*		
TOTAL PROGRAM AREA	***27***		***94***		***45,433***	***504***	
Stairways			3	170	510		
Entry/Foyer			1	240	240		
Elevator & Machine Room			1	100	100		
Circulation				15.0%	6,467		
Wall thickness				9.0%	4,089		
Subtotal			*5*		*11,406*		

DETAILED NUMERIC PROGRAM

TOTAL BUILDING AREA			*56,839*
Covered Play Area	0.5	3,500	1,750
Generator Room		40	40
TOTAL OSPI AREA			58,629
TOTAL ACTUAL AREA		**60,379**	

Target	58,000	
Surplus (Deficit)	(629)	(Target - total OSPI area)

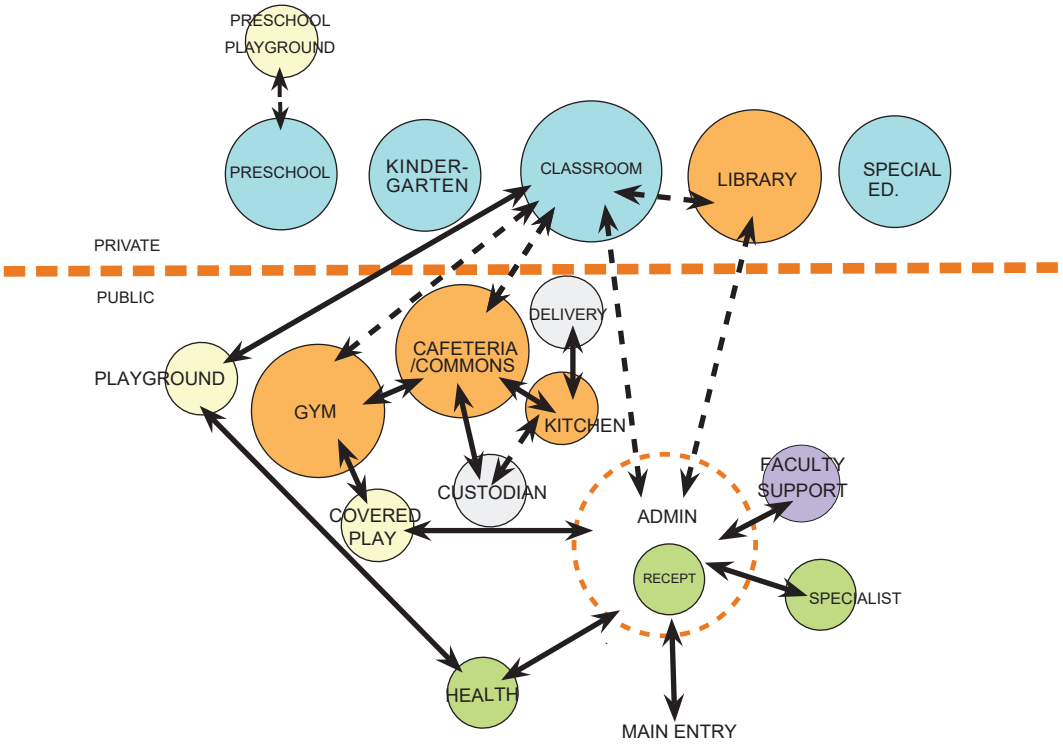
NARRATIVE PROGRAM

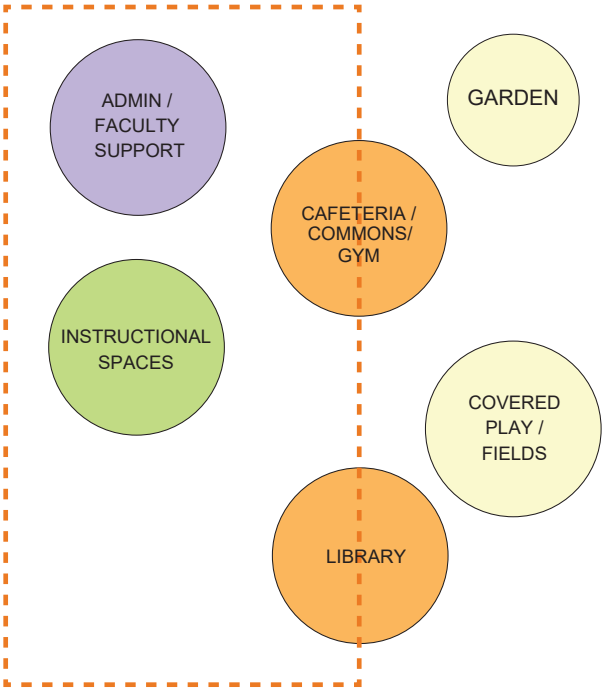
SUMMARY

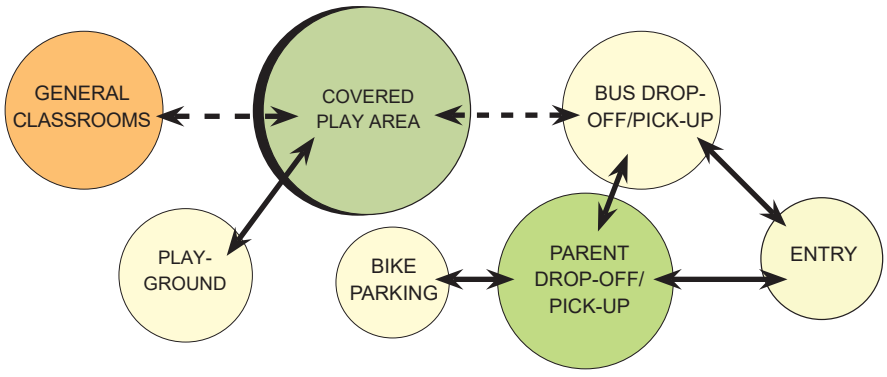
The elementary school will have a capacity of approximately 450 students, comprised of Preschool – 5th Grade and other selected elementary programs.

Development Objectives

- The reception area greets and welcomes all who enter into the school. The entrance to the school should be open, welcoming and create a sense of security
- Provide adequate restrooms for the staff, students and public, all strategically located to be most useful
- Provide separate parent and bus drop-off areas
- Consider noise acoustics in locating stairs







SITE CIRCULATION/LAYOUT

GENERAL CLASSROOMS

Curriculum is typically taught by grade level, though combination teaching is a practice at the elementary level. Classrooms should have access to extended learning spaces.

Development Objectives

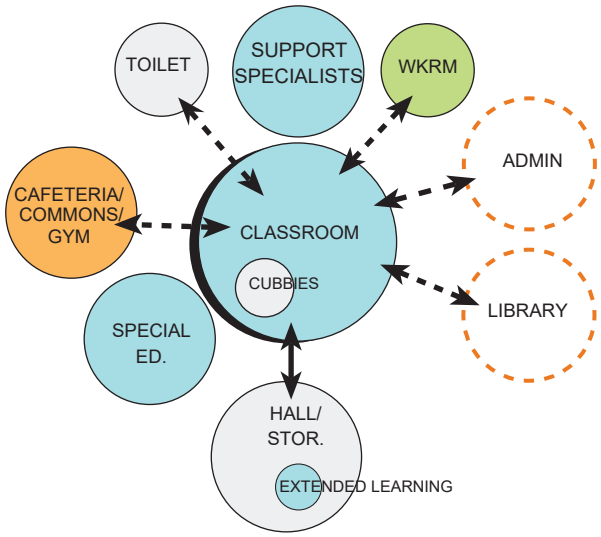
- Square footage per numeric program
- Provide a choice of instructional methods with an emphasis on flexibility
- Create storage within the rooms
- Provide cubbies in classrooms
- Provide for teacher collaboration and planning

Program Areas

- There will be a total of (15) general classrooms
- Classrooms vary in student population from (22-30)
- Storage and support areas

Relationships

- Provide convenient access to the Library
- Specialists should be in close proximity to the classrooms
- Each classroom needs convenient access to a toilet



PRESCHOOL/KINDERGARTEN CLASSROOM

Kindergarten and preschool are full day classes

Development Objectives

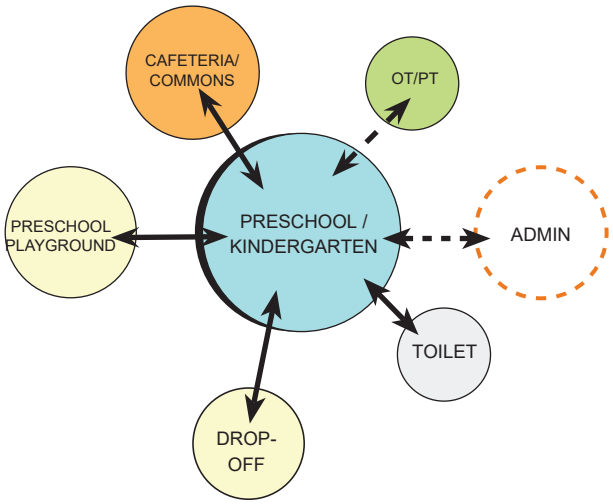
- Square footage per numeric program
- Centers are set up within the classroom
- OT/PT use the preschool setting to work with many of its students
- Provide counter and equipment heights at a suitable level for the youngest kids in the school
- Provide a counter sink at adult height in addition to a student height sink.

Program Areas

- There will be a total of (2) preschool classrooms
- There will be a total of (3) kindergarten classrooms
- Provide a teacher prep area at 36” high
- There are approximately (20-25) students per class in Kindergarten and (15-20) students per class in preschool

Relationships

- Close proximity to the Preschool playground
- Direct connection to the drop-off area
- Close proximity to admin and nurse.



SPECIAL EDUCATION

Program areas should be easily accessed by students and interspersed throughout the general classroom area. Avoid grouping special education classrooms and support areas together in one area isolated from general student population.

Development Objectives

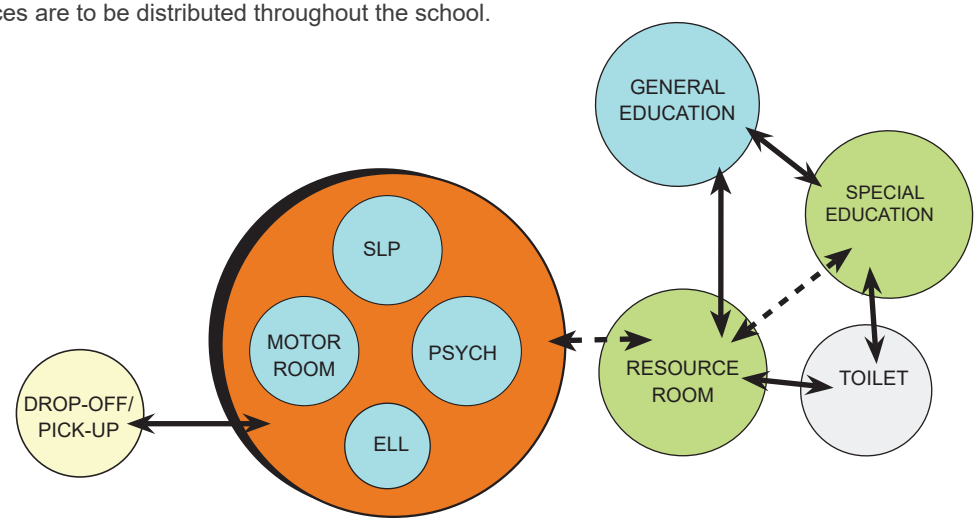
- Square footage per numeric program
- Provide a choice of instructional methods with an emphasis on flexibility
- Create storage within the room
- Provide a restroom and sink
- Provide capability to support ceiling mounted equipment
- Provide 8'-0" clear area for swing apparatus

Program Areas

- There may be (1) Resource Room and/or (1) Life Skills Room and/or Bridges Room
- There are approximately 15-18 students per class
- SLP
- Motor Room
- Psychologist
- Resource Room, Life Skills Room, Bridges Room
- Toilet Room
- Work station

Relationships

- Provide convenient access to general purpose classrooms
- Provide convenient access from Special Education classroom to SLP, Motor Room, and Psychologist
- Provide convenient access to toilets
- Specialist offices are to be distributed throughout the school.



LEARNING RESOURCE CENTER (LIBRARY)

The library is used by all grade levels and should be centrally located.

Development Objectives

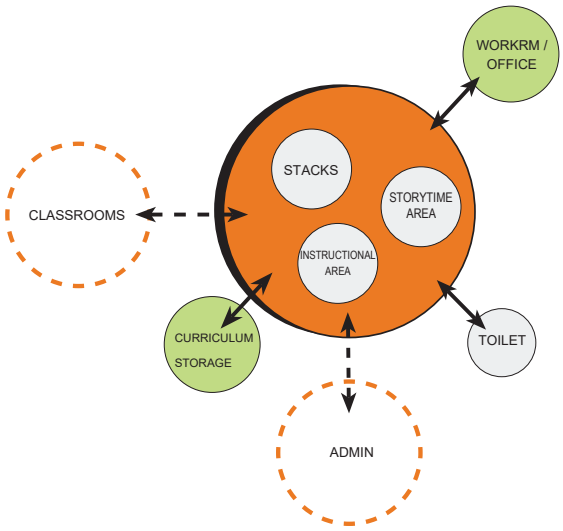
- The Library is one of the few areas of the facility that comes into contact with everyone in the school
- Create areas for teaching, computer use, reference, reading and checkout
- Provide natural lighting into the Library without sacrificing shelving space
- Create easy wayfinding for visitors going to the Library
- Library should be able to accommodate at least one class for instruction and for staff meetings
- Provide availability for school related activities use after school hours
- Entrance to library should be welcoming, open and free from obstructions

Program Areas

- Stacks are to hold 10,000 volumes with capacity to add additional volumes
- Office/workroom space for the librarian
- Circulation desk
- Computer station for reference desk
- Curriculum storage space

Relationships

- Create close proximity to restrooms; locate restrooms within a reasonable distance for after-hours use
- Create ease of access from all classrooms to the Library
- Visual connection to all areas within the Library, especially learning spaces
- Two doors for separate entering and exiting is desirable.



GYMNASIUM

The gymnasium is used as the main area for physical education. Typically, one class is taught at a time within the gym, or on the outdoor fields when the weather permits.

Development Objectives

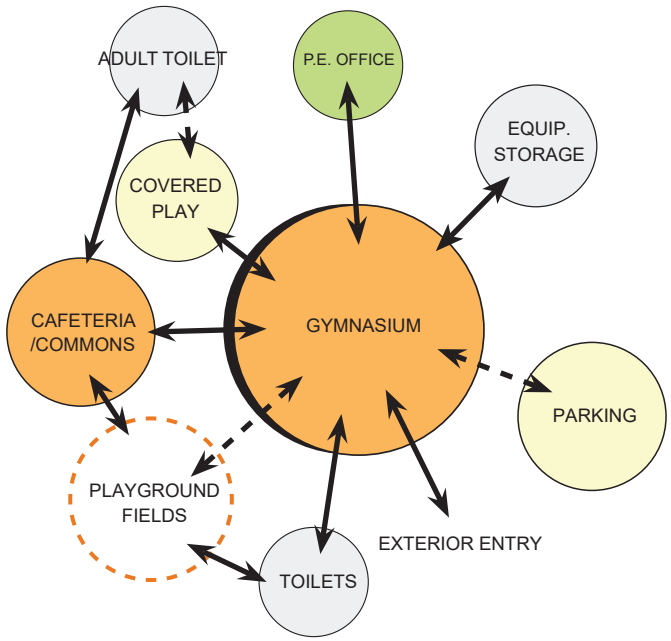
- Square footage per numeric program
- The PE office and PE storage should be accessible from the gym
- The PE teacher comes into contact with all of the students
- The gym is a regulation full-sized basketball court for middle school/ high school sports teams (non-varsity competitions, practice, and community use)
- (20-30) students are in the physical education class at a time
- Drinking fountain in an alcove within gym

Program Areas

- Gymnasium
- Outdoor covered play area
- PE teacher office area
- Equipment storage room
- Outdoor storage
- Student restrooms directly adjacent
- Men's and women's public toilets adjacent to cafeteria/kitchen for delivery workers use.

Relationships

- Direct connection to the covered play
- Keep gymnasium away from classrooms for sound transmission
- Adjacent to parking
- Direct exterior connection
- Direct connection to cafeteria



ADMINISTRATION

The administration functions as the eyes for the school. Administration provides all the front office functions and houses the principal, assistant principal and office manager. All student and parent interaction, and paperwork are done here. The main circulation path into the school passes through the administrative area.

Development Objectives

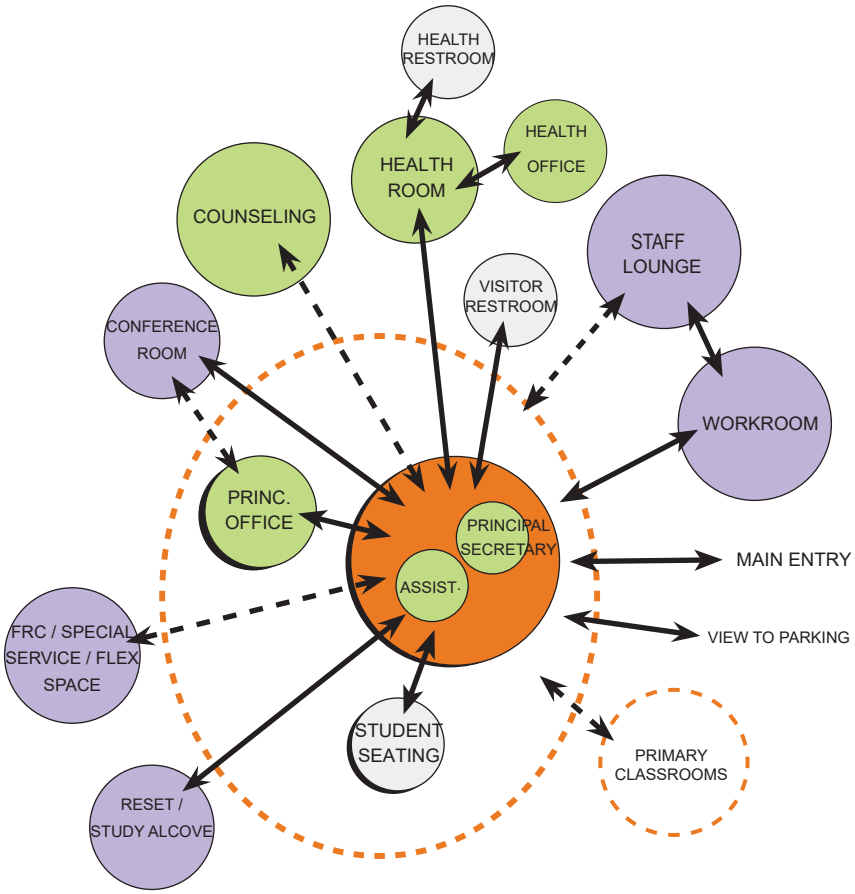
- The reception area greets all who enter the school and are aware of who they are
- The administrative area needs to have the capacity to be closed off during after school hours
- Space is needed in the administration area for student waiting that is separate from the public entrance, yet visible from adult workstations
- Create privacy and limit public access into the principal's office
- Provide visual connection between office manager area and principal
- Provide lower counters at reception for the younger students and higher counter for adults
- Reception area provides a place for students to wait, parents to get information, and a safe place to store PTA cash (provide a space for safe)
- Circulation into school should not be disruptive to office staff
- Mailboxes close to main admin office manager area
- Visual connection to main entry from main office space
- Consider noise acoustics in reception area

Program Areas

- Principal's office
- Conference room
- Principal Secretary
- Reception area
- Time out/study alcove
- Health Room/ nurse's office
- Workroom
- Staff Lounge
- Office Assistant
- FRC / PTA / Social Service Flex Space
- Dedicated restroom for visitor separate from the health room restroom

Relationships

- Close proximity to the health room – visual contact
- Adjacent to the workroom-staff mailboxes
- Visual access from office manager area to principal
- Direct relationship from office manager to time out/study alcove
- Staff restroom
- Main office manager directly adjacent to principals office


HEALTH RESTROOM
HEALTH ROOM
HEALTH OFFICE
COUNSELING
STAFF LOUNGE
VISITOR RESTROOM
CONFERENCE ROOM
WORKROOM
PRINC. OFFICE
PRINCIPAL SECRETARY
ASSIST.
MAIN ENTRY
VIEW TO PARKING
FRC / SPECIAL SERVICE / FLEX SPACE
STUDENT SEATING
PRIMARY CLASSROOMS
RESET / STUDY ALCOVE

COUNSELING

The school counselor serves everyone in the building; helping students and staff with crisis control, group guidance and resources for students.

Development Objectives

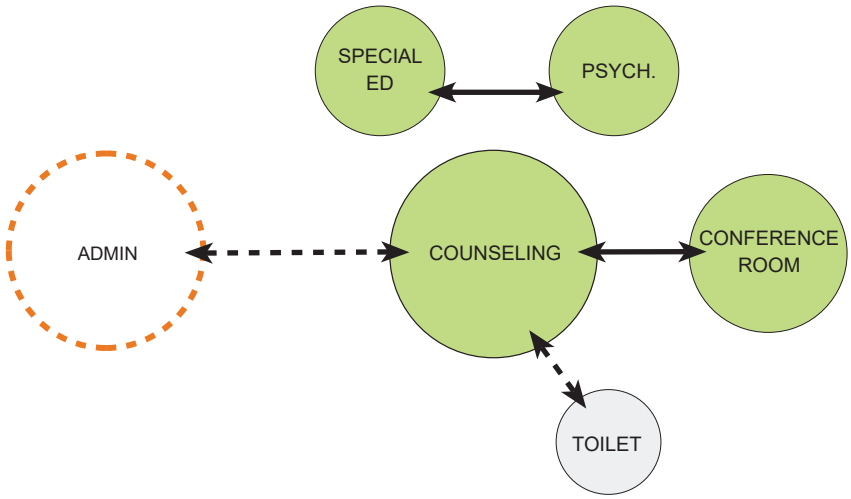
- Provide a space for small groups, as well as individual meetings
- Provide natural light and fresh air

Program Areas

- Counselor's office
- Storage space
- Adjacent conference room

Relationships

- In close proximity to the main office
- Out of public view – off of the main circulation area
- Proximity to the health room is desirable
- Consider counseling proximity to general classrooms
- Locate counselor's office in the main office. Specialist offices to be located throughout the building with close proximity to the classrooms.



HEALTH ROOM

The health room serves as temporary housing for injured and ill students. Providing medical attention, administering medication for students who require it and retains confidential files for the student population.

Development Objectives

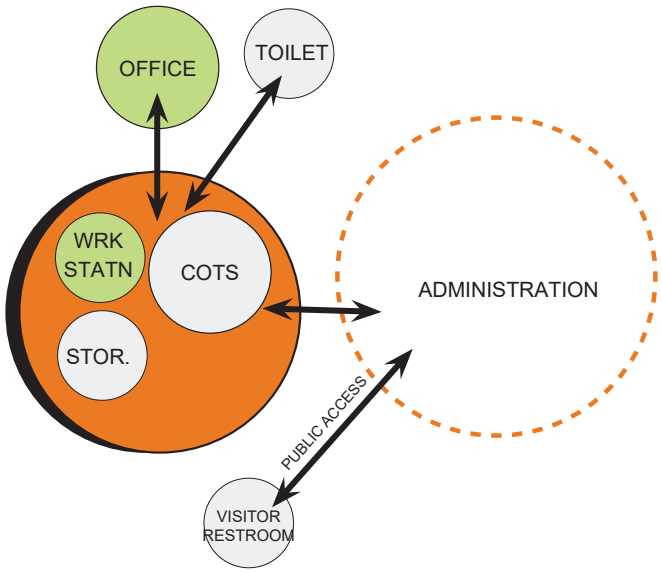
- Effectively serve students and staff within the school
- Provide auditory and physical privacy within the health room

Program Areas

- Health Room
- Nurse / Itinerant / Intervention / Hearing / Vision Office
- Toilet

Relationships

- Close proximity to the main office for visual monitoring
- Health restroom is set back in health room; out of line of sight



FACULTY SUPPORT

The staff lounge and workroom provide areas for the staff to work, eat and relax when off duty. These spaces provide support for the faculty and staff and create space separate from the students.

Development Objectives

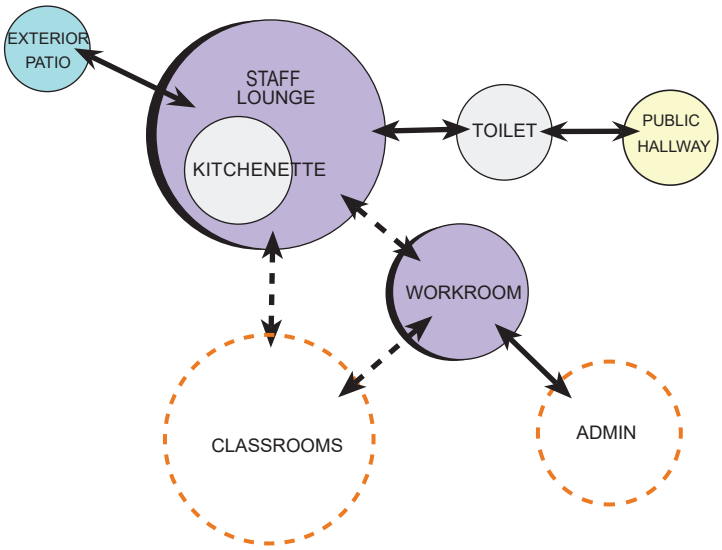
- Provide enough storage in the workroom to hold teaching supplies. Reference materials to be stored in the bookrooms.
- Faculty workroom should help to facilitate team teaching and coordination
- The staff mailboxes should be within or near the workroom in an easily accessible area. Public should not have access.
- The staff lounge should be an inviting and comfortable space, with as much natural light as possible
- Provide a kitchenette in the staff lounge
- Provide access to District network

Program Areas

- Faculty workroom
- Faculty/staff lounge
- Faculty restrooms

Relationships

- The main workroom should be adjacent to the main office
- Adjacency between the staff lounge and the main office
- Faculty toilets should be adjacent to the staff lounge
- Staff lounge should be located away from main circulation path
- Access to the exterior is desirable



MUSIC CLASSROOM / CAFETERIA / COMMONS / STAGE

The elementary school may have one lunch sitting per grade.

Development Objectives

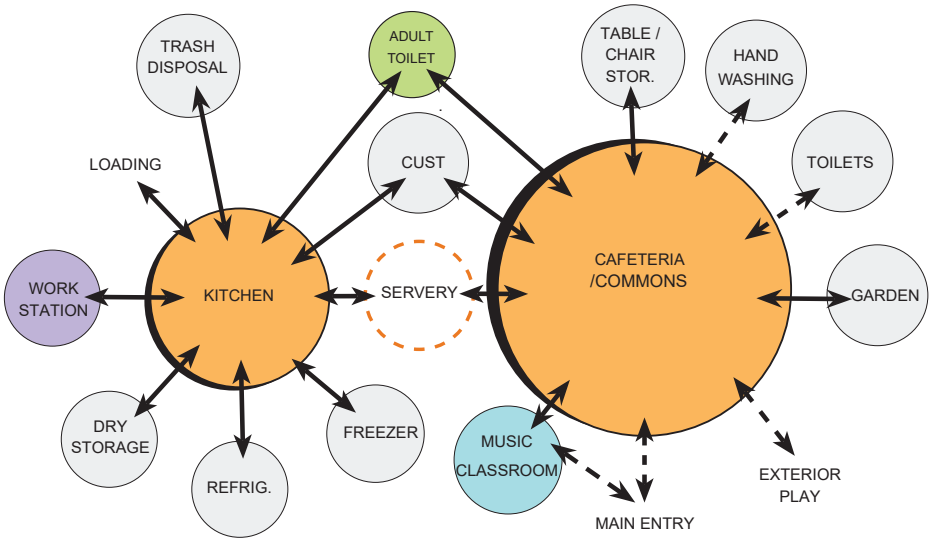
- Allow for community use of the cafeteria
- Provide space for (15) classroom mobile lunch carts
- Provide a receiving area that is in a safe and convenient location
- The music classroom / stage should function as an instructional space, yet be fully equipped for music and drama performances
- Provide efficient circulation and flow in cafeteria

Program Areas

- Music classroom / Stage area
- Kitchen
- Cafeteria
- Table and chair storage

Relationships

- The kitchen should be adjacent to the receiving area, custodial area, trash disposal, and recycling
- Close proximity of the cafeteria to toilets is desired
- Provide easy community access to the cafeteria/commons after school hours
- Truck access to the receiving area should not be adjacent to any student activity areas. Don't allow students to access truck lanes



CUSTODIAL

The custodial staff clean and maintain the buildings and grounds. The custodial staff is made up of two employees; one day shift and one night shift. The staff is also responsible for the ordering and delivery of supplies made to the school.

Development Objectives

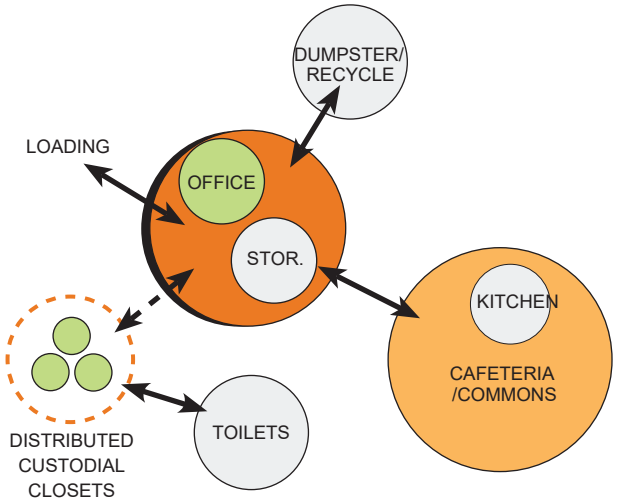
- Provide a large central storage room
- Provide a receiving area that is in a safe and convenient location
- Provide easily maintainable and durable materials throughout the facility
- Consider stackable washer and dryer, shower and toilet in adult restroom space
- Provide interior and exterior doors that are minimum 4’-0” wide to accommodate equipment

Program Areas

- Office/storage and receiving
- Custodial closets
- Mop sink

Relationships

- A custodial closet should be located adjacent to the kitchen/cafeteria/commons
- Custodial office area should be located near the receiving area
- Locate custodial closets on each floor



COVERED PLAY AREA / PLAYGROUND

The covered play area and playground are used for recess for all students and may be used for bus loading.

Development Objectives

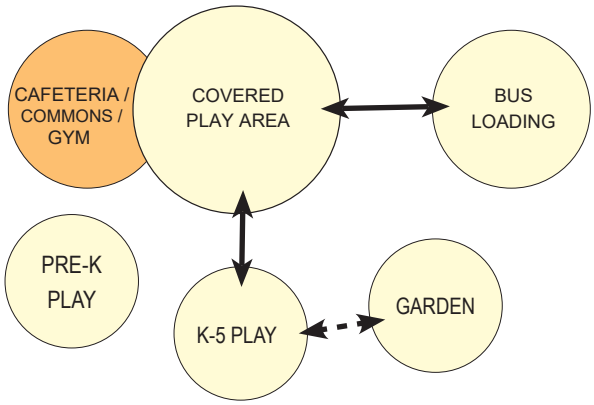
- Provide outdoor areas, covered and uncovered, for group play
- Provide soft play area in well supervised location
- Provide dedicated storage for balls and other outdoor play equipment.
- Provide electrical outlet for pumping up balls
- All inclusive playground

Program Areas

- Provide hardscape area for tetherball, foursquare, and similar activities
- Consider providing a wall for ‘wall-ball’
- Covered play area for up to (4) classes at a time (100-120)
- Soft play area

Relationships

- Access to bus loading area is desirable
- Covered play should be directly adjacent to the cafeteria/gym/commons
- Garden



DETAILED SPACE REQUIREMENTS

This section summarizes specific needs and parameters of programmed areas within the elementary school facility. Descriptions reflect information that has been discussed with the Educational Specification Committee and standards from other District facilities. A preliminary room layout is also provided, showing a potential configuration of the furniture and equipment within the space. These layouts are used to test the adequacy and usability of the room's allocated size and do not reflect the final layout of the room. Any conflicts that may exist between the data sheets, layouts and actual needs will be resolved during the next phase of the design process.

Room data sheets and diagrams are included for the following rooms:

INSTRUCTIONAL SPACES

Kindergarten / Pre-School	VII - 3 — 10
General Classroom	VII - 11 — 14
Extended Learning Area	VII - 15 — 16
Bookroom	VII - 17 — 18

ADMINISTRATION

Entry/Foyer/Waiting	VII - 19 — 21
Reception Area	VII - 22— 24
Principal Secretary/ Office Assistant Workspace	VII - 25 — 27
Principal's Office	VII - 28 — 30
Conference Room	VII - 31 — 32
Health Room	VII - 33 — 35
Workroom/Mail Room	VII - 36 — 38
Staff Lounge	VII - 39 — 41
FRC/ PTA/ Social Service Flex Space	VII - 42 — 44

SPECIALIZED INSTRUCTION

Learning Resource Center (Library)	VII - 45 — 49
Gymnasium	VII - 50 — 57
Cafeteria/Commons	VII - 58 — 62
Music/ Stage	VII - 63 — 65
Kitchen	VII - 66 — 71

SPECIALIST/SPECIAL EDUCATION

Kiln/ Art Storage Room	VII - 72 — 73
Psychologist/ Itinerant	VII - 74 — 76
ESS (Counselor)	VII - 77 — 78
SLP	VII - 79 — 80
ELL	VII - 81 — 82
Reading Corps/ Literacy	VII - 83 — 84
Special Services/ Title 1/ LAP / Reading Intervention	VII - 85 — 86
Special Education Room	VII - 87 — 89
Motor Room	VII - 90 — 92

BUILDING SUPPORT

Main Custodian's Office and Storage	VII - 93 — 96
Building Storage and Receiving	VII - 97 — 98
Staff Restrooms	VII - 99 — 100
Student Restrooms	VII - 101 — 103
Hallways	VII - 104 — 105
Site—Parking / Buses—Building Hardscape	VII - 106 — 107
Site—Hardsurface Play / Playfields / Covered Play	VII - 108 — 110

INSTRUCTIONAL SPACES

KINDERGARTEN

General Information

- This is the main instructional area for Kindergarten. This is the room for all academic programs for these students with the exception of PE, Library, and Music which are outside of the classroom.
- Kindergarten students learn primarily through movement, large motor activities, stories, music and dramatic play. The room will need adequate space for the variety of activities. Kindergarten also generally has parent or WWU volunteers.
- Students will leave the room as a group for PE, Music, Library, Lunch and Recess. Small groups or individuals will leave for work with a specialist or volunteer (tutor) in the extended learning space or at the specialist's room.

Planned Usage

- Activity Description
    - Large group activities - stories, singing, and general instruction
    - Small group or independent activities that may include the use of manipulatives such as a sensory table, dramatic play (house keeping), computers and stories
    - Library (book area) for casual reading with display of big books
    - Story telling
    - Circle time
    - Crafts and art projects including painting and other messy activities
    - Computer learning games
    - Display of student work
    - Storage of instructional material for the various subjects being taught, material from instructional kits, books for student library area (usually in bin tubs)
    - Display of posters relevant to seasonal or current topic of study. General display of other posters, decoration and student work.

User Information

- 20-25 Students: 5 days/week
- 1 teacher: Same times as students plus planning time before and after school
- 4-5 Volunteers and/or Specialists: 5 days/week, 30 min. to 4 hours

Groupings

- Varies: individual work, small group work, full class work

Proximity Requirements

- Close to entrance and administration
- Adjacent to drop-off area
- Direct connection to toilet
- Near outside play area. Note that play area does not need to be designated for Kindergarten; there should be age

appropriate play equipment for their use.
- Provide a single door connection between classrooms (1 per grade level)

Spatial Requirements
- Square footage per numeric program

Support Facilities
- Student restrooms

Intended Community or Adult Education use
- None

Environmental Variables
- HVAC
    - Displacement ventilation with 100% outside fresh air is preferred with thermostat control in room - typical of all classroom spaces
- Lighting
    - Natural light – as many windows as possible, operable
    - Ability to fully darken the room
    - LED, plus daylight through exterior windows with blinds
- Acoustics
    - Sound-proofing within the walls

Utilities
- Plumbing
    - 1 sink with bubbler mount at ~30” high, prefer larger/deeper sink. Prefer high gooseneck. Paper towel dispenser, preferably not behind sink.
- Electrical
    - Power: convenience outlets as appropriate
    - (2) Data drops on each wall
    - Provide power and data for computer carts. (Computer carts do not remain in classrooms at all times, they are only brought in when needed.)
- Communications
    - Intercom/Speaker/ Digital Clock, do not locate on main presentation wall
    - Telephone system
    - Provide teacher amplification system
    - Provide short throw wall mounted projector or FPD - typical
    - Provide wireless access points

Finishes

- Floors: Carpet, with resilient flooring adjacent to sink and project “wet” areas. Wet area should be large enough for (2) full size work tables and be contiguous with the sink area. Consider appropriate flooring for breakfast in the classroom.
- Walls: Vinyl tackable wall covering with corner guards
- Ceiling: standard acoustical ceiling tiles and height (~9’+/-).

Storage Requirements

- Casework - in general, increased flexibility using movable units and fewer built in units is better.
- Sink area - Base cabinet (30” high) and counter top about 8’ long with upper cabinets above
- Flat file storage (~4 drawers that can hold 24” x 36” paper) may be horizontal slots (not vertical). Need to be deep enough to store border notes
- Materials to store: books, art paper, art supplies, posters, office supplies, etc.
- (1) 3-drawer, vertical file cabinet per room
- Teacher storage (~30 LF of shelving with doors) - may be upper cabins or tall storage
- Teacher wardrobe, ~2’ wide x 6’-7’ tall, may be combined with other tall cabinet (lockable) and parent/volunteer wardrobe ~2’ wide x 6’-7’ tall. File cabinets to be part of the base of the wardrobe.
- Space to accommodate (1) computer at the teacher’s station
- Provide display (dry erase rail) beneath white boards at ancillary boards, but not at main board (typical)
- Teacher wardrobe cabinet should be locking
- Coat storage - Preferred method is student hooks (~30 hooks) staggered and spaced adequately (~6”-8”) located near door.
- Counters should be uniform height (30”)
- Student cubbies - 30 cubbies, each ~8” high x 12” wide x 12” deep

Display Requirements

- Tackable wall surface
- 16 LF of whiteboard at the front of the room, orient (1) 8’ x 5’ board with (2) 4’x 4’ sections flanking the main display.
- Consider a platform storage below whiteboard to accommodate student height
- Consider no trays at whiteboards
- Second whiteboard in side or back of room ~8’ long x 4’ high
- Provide tackable area above white boards for alphabet display

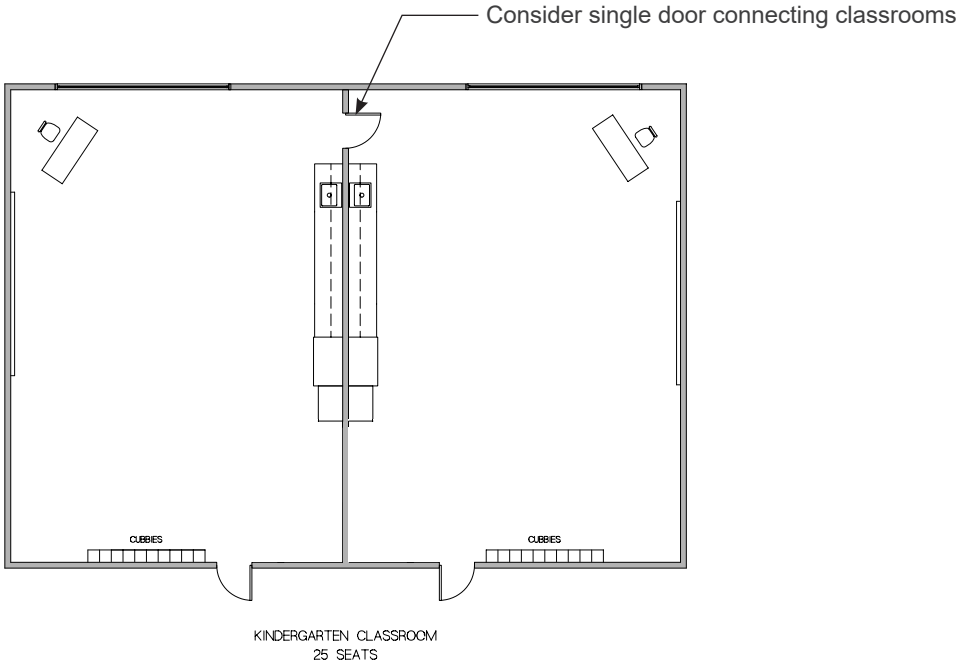
Furniture and Equipment (suggested)

- Furniture
    - Adjustable tables for (25) students
    - Teacher’s desk and rollable chair (padded with lumbar support)
    - (2-3) large adjustable work tables (1 at adult height, 2 at student height)
    - Bins for books and manipulatives on bookshelves
    - (1-2) file cabinets
    - Big book/chart stand

  - Sensory table
  - Unit blocks
  - Play kitchen
  - Study chairs for (25) students
  - Comfortable carpet for students to sit on
- Equipment
  - Wall mounted projector or FPD
  - Document camera
- General
  - Digital clock

Other Essential Information

- Consider a standard single wide door connecting each kindergarten together
- It is important to create “center” or work stations for different learning activities in the room. As such there needs to be adequate space in the rooms for this.
- The design should be conscious of item that can be head knockers for kindergarten children (i.e. whiteboard marker trays and cubbies)
- Consider location of teacher workstation



PRESCHOOL

General Information

- This area is designed for pre-school activities - with use by children 3-5 years old and instructors. This will need to comply with state licensing requirements for pre-schools.
- Preschool may be for special needs children - this is currently done in some locations in the District. It is the District's intent to provide preschool for the general population at all schools - this is currently not funded, but it is hoped it will be at some time in the future.
- For flexibility, consideration should be given that this room may be used as an additional kindergarten classroom. This will depend on possible changes in needs and/or funding.

Planned Usage

- Activity Description
    - Large group activities - stories, singing, and movement
    - Small group or independent activities that may include the use of manipulatives such as a sensory table, dramatic play (house keeping), computers and stories
    - Library (book area) for casual reading with display of big books
    - Story telling
    - Circle time
    - Crafts and art projects (including paints and finger painting)
    - Display of student work
    - Storage of instructional material for the various subjects being taught, material from instructional kits, books for student library area (usually in bin tubs)
    - Display of posters relevant to seasonal or current topic of study. General display of other posters, decoration and student work.

User Information

- 15-20 Students: 5 days/week, full day
- 1-3 teachers and paraeducator, same times as students plus planning time before and after school
- 4-5 Volunteers and/or Specialists: 5 days/week, 30 min. to 4 hours

Groupings

- Varies: individual work, small group work, full class work

Proximity Requirements

- Close to entrance, administration, and nurse
- Adjacent to kindergarten drop-off area
- Close to Kindergarten area
- Direct connection to toilet
- Note that outside play area needs to be fenced and separated from other areas and in compliance with specific licensing requirements for pre-schools and have a direct connection to the classrooms.
- Consider a single door connection between classrooms (1 per grade level)

Spatial Requirements

- Square footage per numeric program
- Restroom
- Provide a small quiet area - room within a room for special education

Support Facilities

- Student restroom

Intended Community or Adult Education use

- None

Environmental Variables

- HVAC
    - Displacement ventilation with 100% outside fresh air with thermostat control in room is preferred
- Lighting
    - Natural light – as many windows as possible, operable
    - Ability to fully darken the room
    - LED, plus daylight through exterior windows with blinds
- Acoustics
    - Sound-proofing within the walls, including operable partition

Utilities

- Plumbing
    - 1 sink with bubbler mount at ~30” high, 2nd sink at 24” high adjacent to student restroom. Paper towel dispenser within easy reach for students.
- Electrical
    - Power: convenience outlets as appropriate
    - (2) Data Drops on each wall
    - Bells at doors
- Communications
    - Intercom/Speaker/ Digital Clock
    - Wall mounted projector or FPD
    - Telephone system
    - Provide teacher amplification system
    - Wireless connection for laptops

Finishes

- Floors: Carpet, with resilient flooring adjacent to sink and project “wet” areas. Wet area should be large enough for (2) full size work tables and be contiguous with the sink area. Consider appropriate flooring for breakfast in classroom.
- Walls: Vinyl tackable wall covering with corner guards Ceiling: standard acoustical ceiling tiles and height (~9’+/-).
- Ceiling: standard acoustical ceiling tiles and height (~9’+/-).
- Finishes must comply with licensing requirements

Storage Requirements

- Casework - in general, increased flexibility using movable units and fewer built in units is better.
- Sink area - Base cabinet (24” high) and counter top about 4’ long with upper cabinets above, and another 4’ base cabinet section at 36” high for adult sink.
- Flat file storage (~4 drawers that can hold 24” x 36” paper) may be horizontal slots (not vertical)
- Materials to store: books, art paper, art supplies, posters, office supplies, etc.
- (1) 3-drawer, vertical file cabinet per room
- Teacher storage (~30 LF of shelving with doors) - may be upper cabins or tall storage
- Teacher wardrobe, ~2’ wide x 6’-7’ tall, may be combined with other tall cabinet (lockable) and Parent/volunteer wardrobe ~2’ wide x 6’-7’ tall. File cabinets to be part of the base of the wardrobe.
- Space to accommodate (1) computer at the teacher’s station
- Consider open storage shelving beneath windows as part of air displacement (typical)
- Provide display (dry erase rail) beneath white boards at ancillary locations
- Teacher wardrobe cabinet should be locking
- Coat storage - Preferred method is student hooks (~28 hooks) staggered and spaced adequately (~6”-8”) located near door.
- Counters should be uniform height (24”), except for at adult sink
- Student cubbies - 24 cubbies, each ~8” high x 12” wide x 12” deep
- Space to store wheelchairs

Display Requirements

- Tackable wall surface
- 16 LF of whiteboard at the front of the room, orient (1) 8’ x 5’ board with (2) 4’x 4’ sections flanking the main display.
- Consider a platform storage below whiteboard to accommodate student height.
- Consider no trays at whiteboards
- Second whiteboard in side or back of room ~8’ long x 4’ high
- Provide tackable area above white boards for alphabet display

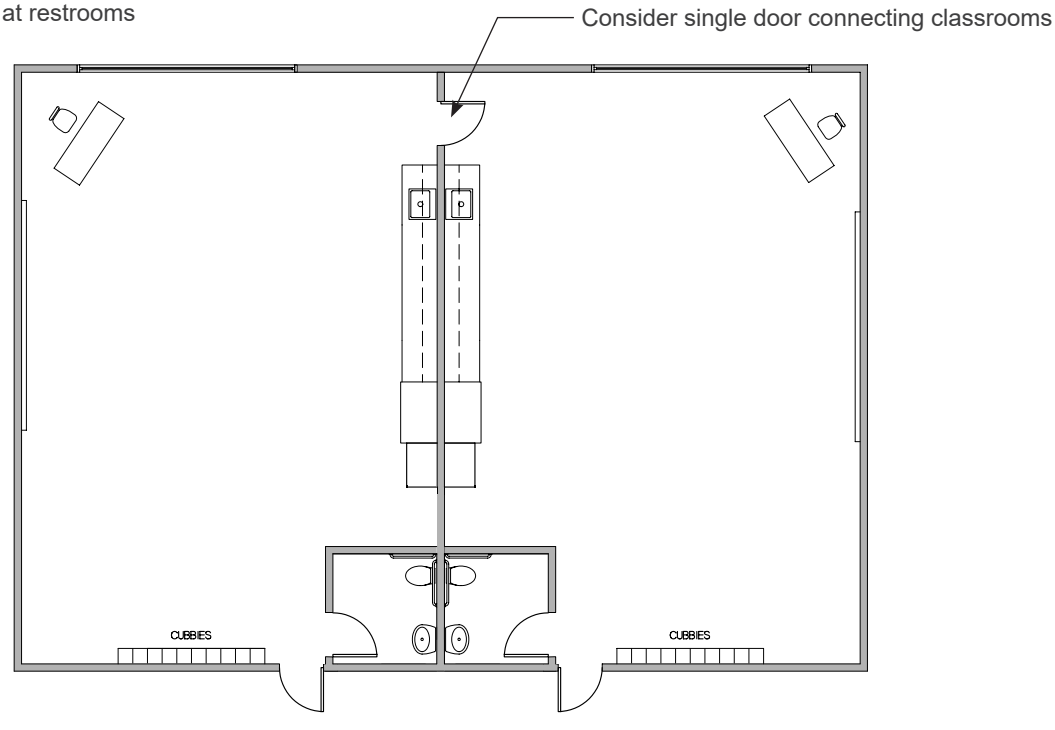
Furniture and Equipment (suggested)

- Furniture
    - Adjustable tables for (15) students
    - Teacher’s desk and rollable chair (padded with lumbar support)
    - (2-3) large adjustable work tables (1 at adult height, 2 at student height)
    - Bins for books and manipulatives on bookshelves
    - (1-2) file cabinets
    - Big book/chart stand
    - Rocking chair or other comfortable (adult) chair
    - Sensory table Play kitchen
    - Play kitchen
    - Paint easels
    - Study chairs for (15) students
    - Mats for napping

  - Comfortable carpet for students to sit on
  - (2-3) child sized rocking chairs
  - Consider sit/stand workstations
- Equipment
  - Wall mounted projector or FPD
  - Document camera
  - Changing table in restroom
- General
  - Digital clock

Other Essential Information

- There should be a standard single wide door connecting each preschool together
- It is important to create “center” or work stations for different learning activities in the room. As such there needs to be adequate space in the rooms for this.
- Structural support for swing
- Provide lower counter and sink for students.
- Provide changing table in toilet room.
- The design should be conscious of item that can be head knockers for pre-k children (i.e. whiteboard marker trays and cubbies)
- Install roller shades in lieu of louver blinds
- Sensitive to corners and edges
- Dutch doors at restrooms



PRESCHOOL CLASSROOM

GENERAL CLASSROOM

General Information

- This is the main instructional area for 1st through 5th Grade students. This is the room for all academic programs for these students (including Math, Language Arts, Social Studies, Science, Art) with the exception of PE, Music and the Library which are outside of the classroom.
- An important aspect for the delivery of the general education program is that students often work in small groups or independently on different activities - each student or group of students may be working on different tasks from other students.
- Students will leave the room as a group for PE, Music, Library, Lunch and Recess. Small groups or individuals will leave for work with a specialist or volunteer (tutor) in the extended learning or at the specialist's room.

Planned Usage

- Activity Description
  - Large group activities - lecture, reading, typical classroom instruction
  - Small group or independent activities that may include the use of manipulatives, workbooks, computers and/or reading material.
  - Library (book area) for casual or independent reading
  - Story telling
  - Assessment
  - Crafts and art projects
  - Small group tutoring
  - Computer research and learning.
  - Display of student work
  - Storage of instructional material for the various subjects being taught, material from instructional kits, books for student library area (usually in bin tubs)
  - Display of posters relevant to seasonal or current topic of study. General display of other posters, decoration and student work.
  - Other items in room include posters, paper, large charts (wall hanging or on easel) and a big book stand.
  - Science kits stored in bookroom

User Information

- 22-30 students 5 days/week, 8:00-2:30
- 1 teacher, same as students plus prep/planning time before and after school
- 1-2 volunteer and/or specialist 3-5 days/week, 30 min. to 2 hour

Groupings

- Varies: individual work, small and large group work, full class work

Proximity Requirements

- Close to the toilet rooms
- Close to extended learning areas
- Rooms intended for 1st and 2nd Grade should be grouped together

- Proximity to the Library
- Provide a single door connection between classrooms
- Proximity to administration, health room and playground
- Continue with the current model of grouped classrooms to promote community and collaboration
- Away from noise (music, gymnasium and cafeteria/ commons)

Spatial Requirements

- Square footage per numeric program

Support Facilities

- Staff workroom
- Extended learning areas

Intended Community or Adult Education Use

- None

Environmental Variables

- HVAC
  - Displacement ventilation with 100% outside fresh air with thermostat control is preferred
- Lighting
  - Natural light - as many windows as possible, operable
  - Ability to fully darken the room
  - LED, plus daylight through exterior windows with blinds
- Acoustics
  - Sound absorption within the walls and include sound seal at doors between classrooms (typical)

Utilities

- Plumbing
  - (1) sink with bubbler mount at ~30” high (primary) and 34” high (intermediate), prefer larger/deeper sink. Prefer high gooseneck. Paper towel dispenser should be in easy reach, locate adjacent to sink not behind
- Electrical
  - Power: Convenience outlets as appropriate
  - Standard teaching station requirements
  - Consider student device (tablet) power docking station area
  - Ratio of students to power docking storage: K-2nd grade 2:1, 3rd - 5th grade 1:1
  - (2) Data drops on each wall
- Communications
  - Intercom/Speaker/Digital Clock, not on teaching wall
  - Telephone system
  - Provide teacher amplification system
  - Wireless access points

Finishes

- Floors: Carpet, with resilient flooring adjacent to sink and project “wet” areas. Consider appropriate flooring for breakfast in classrooms
- Walls: Vinyl tackable wall covering with corner guards
- Ceiling: Standard acoustical ceiling tiles and height (~9’+/-)

Storage Requirements

- Sink area - Base cabinet 30” high (primary) and 34” high (intermediate) and counter top about 8’ long with upper cabinets above
- Provide (4) drawers to accommodate poster board materials (30” x 42” x 8”) and standard size paper
- Materials to store: books, art paper, art supplies, posters, office supplies, etc.
- (1) 3-drawer, vertical file cabinet per room
- Teacher storage (~20 LF of shelving with doors) - may be upper cabins or tall storage
- Teacher wardrobe, (1) locking wardrobe per room with coat hook on interior face of door, may be combined with other tall cabinet. File cabinets to be part of the base of the wardrobe.
- Space to accommodate (1) computer at the teacher’s station
- Consider display (dry erase rail) beneath white boards, not on main display board
- Coat storage - Preferred method is student hooks (~30 hooks) staggered and spaced adequately (~6”-8”) located near door.
- Counters should be uniform height (30”), primary (34”), intermediate
- (30) cubbies, consider grouping the cubbies and locating the hooks adjacent at a height to accommodate coat length. Cubbies should accommodate 3 ring binders and backpacks
- Counter space for science kits
- Consider tablet device storage/ recharging area

Display Requirements

- Tackable wall surface – as much as possible
- 16 LF of magnetic whiteboard at the front of the room, orient (1) 8’ x 5’ board with (2) 4’x 4’ sections flanking the main display
- (1) 4’ x 4’ located on one of the other walls
- Consider deflection in the wall at main display. Added structure may be required - typical.

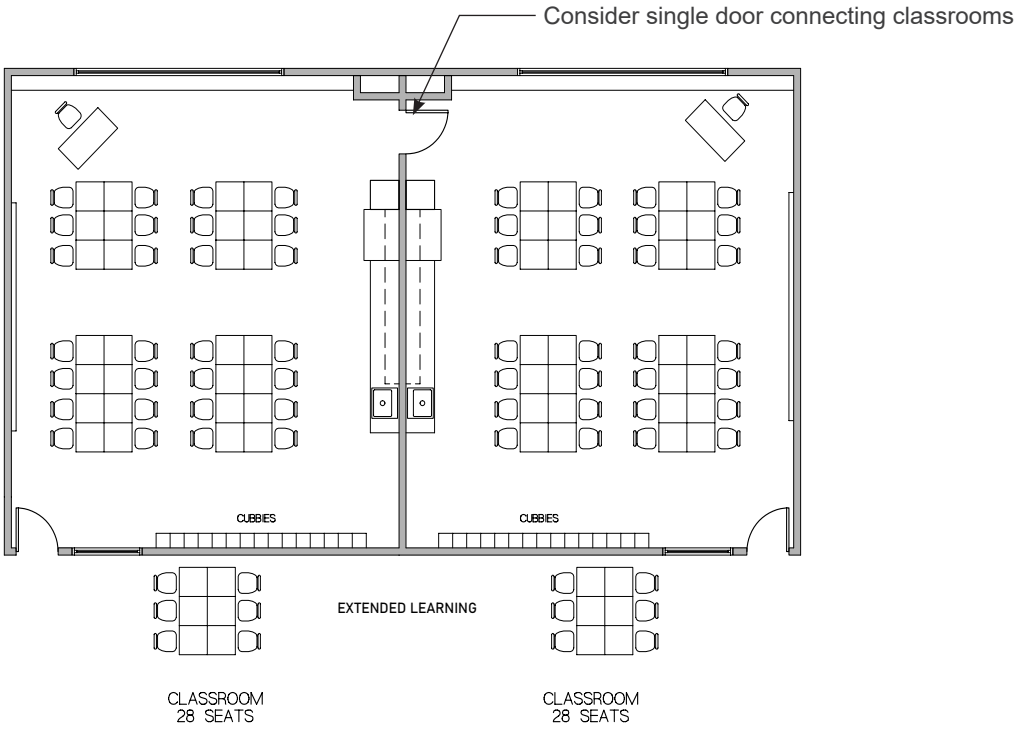
Furniture and Equipment (suggested)

- Furniture
    - Adjustable group tables or desks for (25)
    - Sturdy chairs for (25) students
    - Teacher’s desk and rollable chair (padded with lumbar support)
    - (2-3) large work tables with chairs (for computers, small group tables)
    - (1-2) file cabinets
    - Area for big book/chart stand
    - Open, moveable storage

- Equipment
    - Wall mounted projector or FPD
    - Document camera
    - Possible cart with laptops to be used by students
- General
    - Digital clock

Other Essential Information

- Consider a standard single wide door connecting each classroom together
- It is important to create “center” or work stations for different learning activities in the classroom. As such there needs to be adequate space in the rooms for this.
- There is understanding that there will likely be fluctuations and changes for what grade level is in a room
- Designated future build out for restroom within 1 of the additional classroom



EXTENDED LEARNING AREA

General Information

- This is an open area of small group, one-on-one and independent work outside of the classroom
- Primary age students will be with an instructor or volunteer, and intermediate student may be working independently.
- Visibility is important with some opportunity for semi private space

Planned Usage

- Activity Description
    - Small group or independent activities
    - Work with specialist (OT, PT, ELL, Literacy or other that does not need privacy, or special equipment.)
    - Testing
    - It may be used as an additional learning center for specific classroom work
    - Small group tutoring with parent or WWU student

User Information

- 1-4 students, 10-30 minutes
- 1 instructor, tutor

Groupings

- Varies: Individual work, small group work

Proximity Requirements

- Adjacent to the classroom (and visible from classroom)

Spacial Requirements

- SF per numeric

Support Facilities

- General Classrooms

Intended Community or Adult Education Use

- None

Environmental Variables

- HVAC
    - Displacement ventilation with 100% outside fresh air is preferred
- Lighting
    - LED
    - Natural light is desired

- Acoustics
    - The ability to hold conversations without disturbing the surrounding classrooms
    - Consider noise cancellation system

Utilities

- Plumbing
    - None
- Electrical
    - Convenience outlets as appropriate
    - (2) Data drops on each wall
- Communications
    - Wireless access point

Finishes

- Floors: Hard surface
- Walls: Vinyl wall covering or painted wallboard
- Ceiling: Standard acoustical ceiling tiles and height (~9’ +/-)

Storage Requirements

- Consider adding cubbies or furniture which integrate storage.

Display Requirements

- Tackable wall surface
- Consider tackable, whiteboard and space for display

Furniture and Equipment (suggested)

- Furniture
    - Tables or desks and chairs for 2-4 students and instructor
    - Comfortable chairs - “cozy” for reading

Other Essential Information

- This may be an alcove in the hallway as long as it is not in a hallway with a lot of activity that would disrupt work.
- These should be located close to classrooms (so that 3-4 rooms share a space).
- Typically one per grade

BOOKROOM

General Information

- Storage of reading materials in groups or kits by different reading levels. May also hold storage of science kits on site.

Planned Usage

- Activity Description
    - Storage of books and reading workbooks
    - Storage of science kits
    - Self check station/sorting of material center
    - Professional Library/resource reference area for educators
    - Consider storing curriculum materials

User Information

- No designated occupant - accessed by instructors regularly

Groupings

- 1-2 for material retrieval

Proximity Requirements

- Near the general classroom area - particularly the primary classrooms
- Library
- Near elevator, if possible

Spacial Requirements

- Square footage per numeric program

Support Facilities

- General Classrooms

Intended Community or Adult Education Use

- None

Environmental Variables

- HVAC
    - Standard
- Lighting
    - Standard fluorescent
- Acoustics
    - Standard

Utilities

- Plumbing
    - None
- Electrical
    - Convenience outlets as appropriate
- Communications
    - Wired for possible check out of professional materials
    - Intercom
    - Clock

Finishes

- Floors: Hard surface
- Walls: Painted wallboard (covered with shelving)
- Ceiling: Standard acoustical ceiling tiles and height (~9' +/-)

Storage Requirements

- Casework:
    - Full height adjustable shelving for books (~ 25 LF of shelving, 7' high x 12" deep)
    - Shelving for science kits (~12-15 LF of shelving) holds approximately 30-50 science kits (each 17" x 23.5" x 12" high)
    - Consider laptop cart storage space when school is out of session

Display Requirements

- None

Furniture and Equipment (suggested)

- Furniture
    - (1) Work/layout table (6' x 30")
- Equipment
    - Self-check computer

Other Essential Information

- None administration

ADMINISTRATION

ENTRY/FOYER/WAITING

General Information

- Clear location to enter the school. Entry overhang should shelter people who are waiting. A place for waiting people to be seated.

Planned Usage

- Activity Description
    - Building entrance
    - Waiting for rides
    - Supervision of arrival and departure
    - Orientation point for visitors
    - Message center
    - Wayfinding

User Information

- 1/3 of students, parent drop-off, visitors go through this entry
- All visitors should be routed to this entry
- Frequency/Duration of Visitors:
    - Morning - 1 hour; 7:30 - 8:30
    - Afternoon - 1/2 hour; 2:30 primary dismissal
    - Visitors may arrive throughout school day

Groupings

- 1/3 of students

Proximity Requirements

- Clearly supervisable from the office. Office staff (secretary) should be able to view and supervise entry. Desirable to have students arriving on buses and being dropped off enter the front entry, but cars and buses must be separate for safety.
- Consider proximity to Cafeteria/Gym with a combined entry.
- Adjacent to a staff restroom

Spatial Requirements

- Square footage per numeric program
- Large enough for 10-12 people to wait inside and outside under cover
- Provide covered outdoor waiting/meeting area
- Consider student waiting area separated from main visitor greeting area

Support Facilities

- Reception
- Administrative Office
- Cafeteria

Intended Community or Adult Education use

- High use

Environmental Variables

- HVAC
    - Consider heat loss at doors
- Lighting
    - Well lit at night
- Acoustics
    - Standard

Utilities

- Plumbing
    - No special requirements
- Electrical
    - No special requirements
- Communications
    - Intercom speakers

Finishes

- Floors: Walk-off mats and polished concrete
- Walls: Protect from kids leaning bikes on wall and students putting feet on walls, etc. Tackable surface above wainscot
- Ceiling: No special requirements

Storage Requirements

- Pamphlet rack

Display Requirements

- Digital signage
- Bulletin board space
- Central location to post school and community announcements.

Furniture and Equipment (suggested)

- Furniture
    - Table for pamphlets
    - Benches or chairs for foyer
- Equipment
    - Digital display

Other Essential Information

- Should have durable doors with full height glass vision panels
- Consider safety and security design requirements at entry
- Provide area for display

RECEPTION AREA

General Information

- This is the main point of reception and check in for all visitors to the school. This is the location for registration and application to programs. This is also the waiting room for students, parents, and visitors waiting to meet with the principal or someone else in the main office area.

Planned Usage

- Activity Description
    - Desirable to be the only entrance for the public into the school
    - Heads up activities (reception, and watching the activities at the entrance)
    - Visitors filling out forms at counter or seated using a clipboard
    - Visitor sign in
    - Dealing with attendance
    - Will be used by staff, parents, community members and others
    - Face to face interaction with the office manager or other staff members
    - People will wait here for someone they need to see in the school

User Information

- Hundreds each day
- 6 people waiting; 1 full time; 2 part time clerk/secretary or greater at reception desk (Note: secretary station could also be at this desk)
    - Frequency/Duration of Program: Busiest in the mornings (7:30-8:00; clerk is a 3/4 time position)

Groupings

- Typically no more than (10) at one time, usually parents and students

Proximity Requirements

- View of main entry doors
- Close to secretary
- Secretary and clerk can both be at reception desks, but with separate workstations
- See additional comments under “Secretary”
- Direct access to health room
- Access to visitor restroom for public use

Spatial Requirements

- Square footage per numeric program
- Be sure to accommodate enough space behind the desks for movement
- Consider built-in seating in waiting area

Support Facilities

- None

Intended Community or Adult Education Use

- None – ability to secure space after hours

Environmental Variables

- HVAC
    - Displacement ventilation with 100% outside fresh air is preferred
- Lighting
    - Natural light is desired
- Acoustics
    - The ability to hold conversations without disturbing the surrounding offices

Utilities

- Water
    - None
- Electrical
    - Adequate number of outlets, both on the floor and walls
- Communications
    - Digital Clock
    - Computer network connection
    - Intercom/Speaker
    - Telephone – for public use

Finishes

- Floors: Consider hard surface
- Walls: Durable finishes, provide wall space
- Ceiling: No special requirements

Storage Requirements

- Casework:
    - Reception desk/workstation for clerk with high and low area
    - Space for brochures/pamphlets, or pamphlet racks

Display Requirements

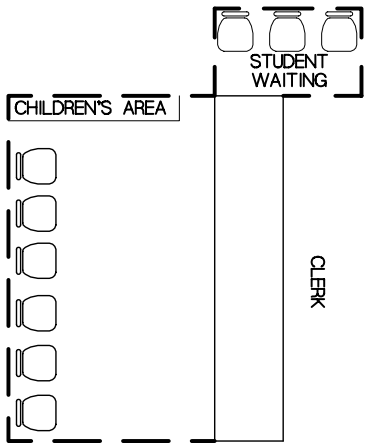
- Consider display area for local art
- Bulletin board Furniture and Equipment (suggested)

Furniture and Equipment (suggested)

- 4-6 lounge chairs
- 1-2 side tables
- (1) clerk chair
- Consider area for child waiting

Other Essential Information

- Desirable to have pass through mailboxes for staff - take privacy into account
- Provide space for a school directory
- Locate (1) AED (Automatic Emergency Defibrillator) near the main entrance



RECEPTION AREA

PRINCIPAL SECRETARY/ OFFICE ASSISTANT WORKSPACE

General Information

- Executive Secretary to Principal

Planned Usage

- Activity Description:
    - Heads down activities (desk and computer work)
    - Answering phone
    - Word processing
    - Deals with staff
    - Answers questions clerk can't handle
    - Dealing with Budget
    - Receives money for fees, etc.
    - Supervises student time outs
    - Supervises sick kids
    - Distribution of staff mail

User Information

- Number/Type of Occupants: 1 person (Greeter/clerk/secretary is covered under Reception) and 1 part time clerk
- Full time position, 7:30am - 4:00pm

Groupings

- Same as the number of users

Proximity Requirements

- Proximity to files
- Close to clerk or could have desk integral, and part of 2 station reception counter.
- Proximity to Principal
- Near printer
- Convenient access to copy machine and teacher mailboxes while being secure and private from visitors
- Close to student time out area - visual connection
- Close to health room

Spatial Requirements

- Square footage per numeric program
- Intercom system
- Desk and chair for office manager
- Counter space for clerk
- Provide area for small fax machine
- "Time-out" seating area with visual access to secretarial staff and limited visual access to public areas
- Limit access into office manager area
- Central office storage

Support Facilities

- Lockable storage for student files

Intended Community or Adult Education Use

- None

Environmental Variables

- HVAC
    - Displacement ventilation with 100% outside fresh air is preferred
    - Area convenient to public entrance of school, but protected from wind, cold and other elements
- Lighting
    - Natural light is desired
- Acoustics
    - If cannot visually see the students, like to hear them

Utilities

- Water
    - None
- Electrical
    - Adequate wiring and electrical outlets typical for school Head Secretary station
- Communications
    - Area includes main intercom switchboard for the school
    - Computer network connection
    - Digital clock
    - Bell system

Finishes

- Floors: Carpet
- Walls: Durable finishes, provide wall space
- Ceiling: No special requirements

Storage Requirements

- Casework:
    - (12) LF counter for printer, stapler, emergency radio console
    - Cupboards below for paper supplies
    - Overhead cabinets with doors - (1) set with locks
    - Time-out counter with (2) seats near secretary station. Counter should have vertical divider to prevent students in time out from communicating with each other.
    - Clerk station could be built into reception desk
    - Small safe
    - Locking wardrobe closet
    - Size and location of cabinetry / drawers critical – consult with secretary

- Provide fire-resistive storage area for student record files, (2) 36” wide
- Min. of 5’-0” counter space
- The space between the high walk up counter and work space counter needs to accommodate the height of a 3 ring binder

Display Requirements

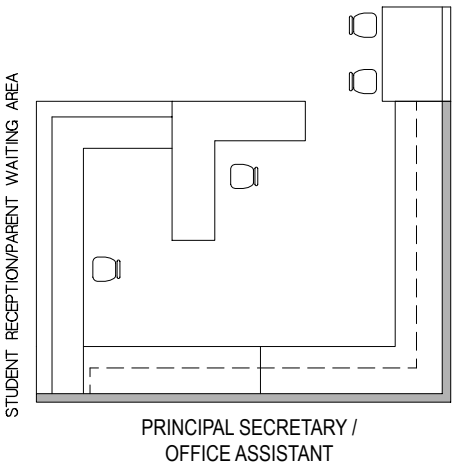
- Bulletin board or tackable wall surface

Furniture and Equipment (suggested)

- Equipment (also note any clearances, or other special requirements for equipment):
  - Stapler
  - Emergency radio charger console
  - Computer
  - Phone
- Furniture:
  - (12) drawers of 3’-0” wide lateral files (contains both student files and current files)
  - (2) student chairs
  - (1) secretary chair
  - (2) fire files 36” wide
- Other equipment and furniture needs to be determined

Other Essential Information

- Counter space for large color printer
- Front counter should have high transaction ledge with low counter for seated assistants
- Part of front counter designed to accommodate small primary age students



PRINCIPAL'S OFFICE

General Information

- The principal is the Chief Executive of the school and leads school in all endeavors. As such, the principal leads various efforts at the school including application

Planned Usage

- Paper and computer work at desk
- Telephone conversations
- Conferences
- Team building

User Information

- (1) Principal – interacting with individuals or small groups of up to 5
- Used all day with frequent meetings

Groupings

- Principal alone, to group interaction with (6) people

Proximity Requirements

- In the general office area, but separated from the public by office manager / reception area
- Adjacent to or near conference room
- Adjacent and visually connected with office manager station
- View of Entry
- Adjacent to Main Office
- Access to office from Reception Area

Spatial Requirements

- Square footage per numeric program

Support Facilities

- Conference room
- Office manager / Reception area
- Counselors office in main office

Intended Community or Adult Education Use

- Principal's office used by other staff for team meetings

Environmental Variables

- HVAC
    - Pleasant atmosphere, with adequate heating and ventilation – this is a small room that at times can have many adults within it
    - Temperature control
    - Displacement ventilation with 100% outside fresh air is preferred
- Lighting
    - Natural light is desired
- Acoustics
    - The ability to conduct private conversations

Utilities

- Water
    - None
- Electrical
    - Capacity and circuitry for equipment typical to principal's office
    - Sufficient electrical outlets
    - Outlet connected to generator for emergency equipment
- Communications
    - Digital clock
    - Ability to use Public Address System to communicate with all rooms
    - Telephone
    - Intercom/Speaker

Finishes

- Floors: Carpet
- Walls: Tackable walls
- Ceiling: No special requirements

Storage Requirements

- Locking wardrobe closet integrated with back work surface

Display Requirements

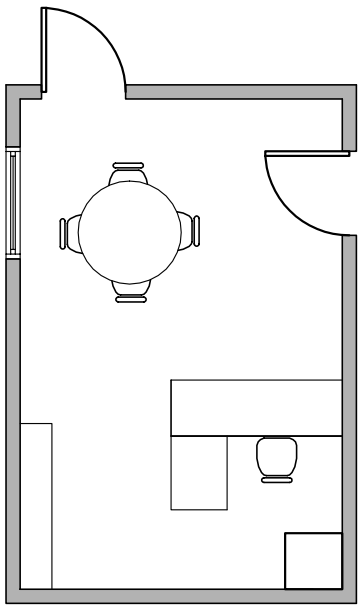
- One tackable wall surface near the principal's desk
- (1) 8'-0" x 4'-0" whiteboard

Furniture and Equipment (suggested)

- Furniture
  - Conference table for 3-4
  - (1) Executive chair - all purpose and ergonomic
  - (2) guest chairs
  - L-shaped desk
  - Bookcase - 3’-0” x 3’-0”
  - (4) lateral file drawers either as part of desk or built in with locking wardrobe
- Equipment
  - Computer
  - Wall mounted projector
  - Printer
  - Clock

Other Essential Information

- None



PRINCIPAL’S OFFICE

CONFERENCE ROOM

General Information

- All purpose conference / meeting room to accommodate groups up to (12) people

Planned Usage

- Activity Description
    - Site Council meetings
    - Leadership meetings
    - Community member meetings
    - PTA Board meetings

User Information

- Up to (12)
- In use 50% of the day

Groupings

- (1-12) people

Relationships to Other Activities

- Near related to the office area
- Adjacent to Principal's office

Spatial Requirements

- Square footage per numeric program

Support Facilities

- None

Intended Community or Adult Education Use

- Limited

Environmental Variables

- HVAC
    - Displacement ventilation with 100% outside fresh air is preferred
- Lighting
    - Natural lighting is preferred
    - Relite into space for visual security
- Acoustics
    - Acoustical treatment to ensure privacy

Utilities

- Water
    - None
- Electrical
    - Adequate electrical wiring and outlets
    - Laptop at table
- Communications
    - Intercom/Speaker
    - Clock
    - Telephone
    - Wall mounted projector or FPD
    - Computer outlet

Finishes

- Floors: Carpet
- Walls: tackable where possible
- Ceiling: No special requirements

Storage Requirements

- Shelving for Evaluation Team / Student Assistant binders
- (1) locking cabinet
- Counter on one short wall with storage below

Display Requirements

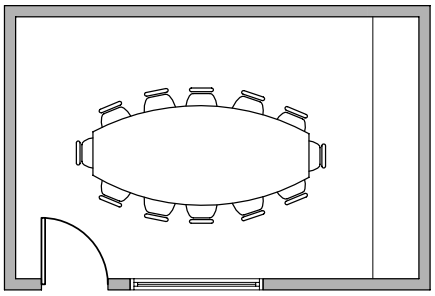
- (1)8'x 4' vertical whiteboard, also used for projection

Furniture and Equipment (suggested)

- Furniture
    - (1) large rectangular table to accommodate (12) people
    - (12) comfortable chairs
    - Small desk with computer and (1) chair
- Equipment
    - Wall mounted projector
    - (1) laptop

Other Essential Information

- None



CONFERENCE ROOM

HEALTH ROOM

General Information

- Area to serve as temporary housing for injured or ill students on a sporadic, but frequent basis
- Confidential space to make phone calls to parents/guardians, health care providers and other nurses

Planned Usage

- Activity Description
    - Secretary/clerk diagnoses problem and directs kids to the cot area to rest
    - Nurse visits (1) day/week
    - Confidential conversations - in separate office from cot room
    - Area for assistance to ill and/or injured students
    - Isolation area for students with head lice, pink eye or other communicable diseases
    - Work on care plans for all assigned school
    - Desk work – record keeping, computer inputting and phone calls
    - Storage of confidential materials

User Information

- (1-2) students on cots; 2-3 seated on bench
- (1) nurse/secretary
- Nurse 1 day/week; students daily as needed

Groupings

- Same as number of users

Proximity Requirements

- In the general office area – physically and visually accessible to office manager/reception station
- Small relite window, with blinds, for visual access

Spatial Requirements

- Square footage per numeric program
- Health room
- Toilet room set back into health space
- Office
- Adequate space for (2) standard size cots and (2-3) waiting students
- Wheelchair storage

Support Facilities

- Adjacent handicapped accessible toilet room with sink.
- (2) 30” x 30” rubbermaid totes for student clothes with closet to be stored in closet under coats
- Counter area for nurse

Intended Community or Adult Education Use

- Limited

Environmental Variables

- HVAC
    - Displacement ventilation with 100% outside fresh air is preferred
- Lighting
    - Natural lighting is desirable
    - Good artificial lighting with the ability to totally darken the room
    - Ability to dim lights over the cots, without dimming the work area
    - Under cabinet lighting for counter tops
- Acoustics
    - Curtains around the cots
    - Sound-proofing within the walls

Utilities

- Water
    - Hot and cold running water in toilet room
    - Nurse's sink, 30" high for student use
- Electrical
    - Adequate number of electrical outlets
    - Fan – for odor control
    - Outlet connected to generator for refrigerator/freezer
- Communications
    - Telephone
    - Intercom/Speaker
    - Digital clock
    - Computer network connection at counter

Finishes

- Floors: Hard surface
- Walls: Durable wainscot and vinyl wall covering above
- Ceiling: No special requirements
- CT in bathroom

Storage Requirements

- (1) tall storage with space for bins that store student clothes
- Storage for (1) wheelchair
- 10 lineal feet of upper and lower cabinets – all lockable
- Lockable medicine cabinet
- Office storage

- Letter file drawer, locking
- Locked storage for medicine and supplies, some of which must be removed and taken in an emergency (disaster drawers)

Display Requirements

- One tackable wall
- Mirror

Furniture and Equipment (suggested)

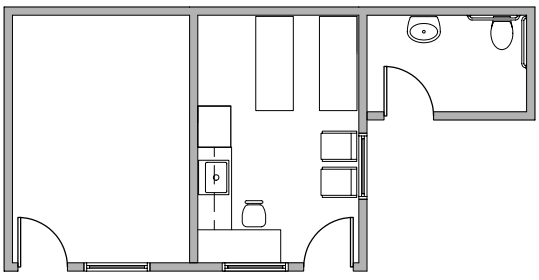
- Furniture
    - (2) cot
    - Bench for 2-3
    - (2) desks, (2) chairs with bookcase in office
- Equipment
    - Computer for nurses work area
    - Vision apparatus

Health Room

- Small locking refrigerator/freezer - undercounter
- (2) cots

Other Essential Information

- Lockable bathroom with emergency access
- Also with the ability to leave toilet door open
- There should be a separate office off the cot room that can be used by the nurse for confidential phone calls and consultations. Since the nurse is generally on site one day/week, this office will also be shared with other specialists such as Itinerant, Intervention, Hearing and Vision.
- Provide pull down grab bars in toilet
- Toilet height to be an minimum ADA height



HEALTH ROOM
TOILET
OFFICE

WORKROOM/MAIL ROOM

General Information

- Place for teachers, office staff and parent volunteers to prepare papers and project materials for use in the school

Planned Usage

- Activity Description
    - Copying
    - Mail sorting and distribution (to boxes)
    - Preparation of exhibits/teaching aids
    - Central mail drop point for large packages and inter-district mail
    - Storage and preparation of instructional materials including such activities as laminating, cutting, pasting, copying, assembling papers and instructional packets

User Information

- Maximum of (10) people
- Usually 5-8 working at one time; morning traffic is higher as staff stops to get mail
- In use all day
- (1) staff / paraeducators at computer

Groupings

- Mostly individual work
- Used by the PTA
- Parent volunteers

Relationships to Other Activities

- Adjacent to the office area
- Near classrooms

Spatial Requirements

- Square footage per numeric program
- Ample room for work activities and materials storage

Support Facilities

- None

Intended Community or Adult Education Use

- Limited to the PTA

Environmental Variables

- HVAC
    - Displacement ventilation with 100% outside fresh air is preferred
- Lighting
    - Artificial light “easy on the eyes” - indirect
- Acoustics
    - Typical of a classroom
    - Avoid sound transfer from workroom to office

Utilities

- Water
    - Sink, standard
- Electrical
    - Wall electrical outlets
    - (2) copiers
- Communications
    - (1) computers
    - Digital clock
    - Intercom/Speaker
    - Telephone

Finishes

- Floors: Hard surface flooring
- Walls: Vinyl wall covering where possible
- Ceiling: No special requirements

Storage Requirements

- Island 5’-0”W x 8’-0”L x 36”H with storage below (combination of open storage, drawers, doors). Provide a area for kneespace for sitting
- Provide 1 work station at counter
- Teacher mailboxes pass through with counter below - consider privacy
- Teacher mailbox slot with shelf thick enough for name insert (60 cubbies each to fit legal size documents 9” x 12” clear space).
- Wrap room with counters and cabinets below, and upper cabinets, no locks on cabinets.
- Open shelving above copy machine for paper storage
- 1/2 height locking cabinets for (12) para-ed staff and volunteers
- Large amount of shelving space for office supplies and paper
- Lineal feet of storage space to be determined
- 12” x 18” and 24” x 18” slots for paper storage
- Storage for oversized paper/poster board
- 12 lineal feet of full height storage cabinets with shelves (3’-0” max width)

- Consider counter space for radio charger
- Storage for easel pads
- Space for computer

Display Requirements

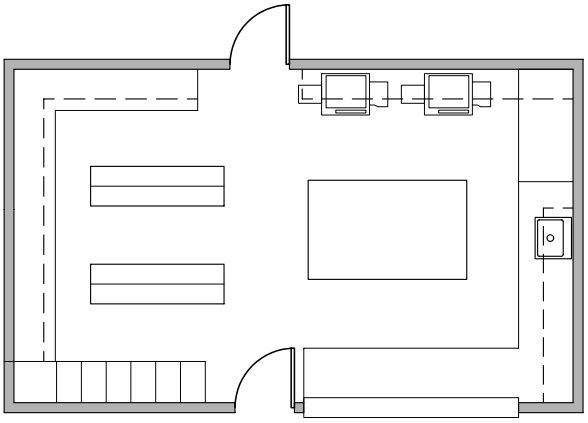
- (4'x 4') whiteboard, nearby in hallway if wall space is limited

Furniture and Equipment (suggested)

- Furniture
    - (1) office chair
    - (2) stools
- Equipment
    - Detailed list to be determined
    - (1) copier (floor models) with provisions for a future
    - Laminator on 2' x 3' cart
    - (1) 8'-0" long area along wall open for carts, butcher paper storage
    - 4 x 4 white board near corridor entrance
    - GBC binder machine
    - (2) paper cutters
    - Die-cut machine

Other Essential Information

- Consider placing staff mailboxes within this room
- All counters should be (36") high except at workstations
- Provide knee space at counter and island for seated activities



WORKROOM

STAFF LOUNGE

General Information

- Comfortable, pleasant area for staff to eat, relax, visit and work

Planned Usage

- Activity Description
    - Eating lunch and snacks
    - Celebration gatherings
    - Relaxing during non duty time
    - Visiting with other staff
    - Staff meetings
    - Working individually or in small groups

User Information

- Total staff will be around (40-50) with no more than one third of group (13-15) likely to be in the lounge at any one time
- Use before school, through lunches, during day, during planning periods

Groupings

- (1-15) staff

Relationships to Other Activities

- Near office/workroom is preferred
- First floor location is desired

Spatial Requirements

- Square footage per numeric program
- Table area to seat at least (15-20) people at a time
- “Relaxing” area with comfortable seating for (6-9)
- Kitchen area
- Desirable to have private outdoor area (patio)

Support Facilities

- Telephone for staff

Intended Community of Adult Education Use

- Limited

Environmental Variables

- HVAC
    - Displacement ventilation with 100% outside fresh air is preferred
- Lighting
    - Natural light is desirable
    - Operable windows
- Acoustics
    - Acoustically sound so that students cannot overhear staff conversations

Utilities

- Water
    - Sink with hot and cold water, double kitchen sink
    - Connection for dishwasher
    - Provide for ice maker connection at refrigerators
    - Coffee maker - provide adequate height between counter and upper cabinets to accommodate maker
- Electrical
    - Wiring to accommodate kitchen appliances
    - Computer outlets
    - Provisions for wall mounted projector
- Communications
    - Intercom/Speaker
    - Digital clock
    - Provide access to District network

Finishes

- Floors: Hard surface
- Walls: Tackable where possible
- Ceiling: No special requirements

Storage Requirements

- 15 lineal feet of upper and lower cabinets, including space to accommodate kitchen appliances
- Cabinets with doors and drawers under and cupboards with doors above
- Provide District standard paper towel holder, near sink

Display Requirements

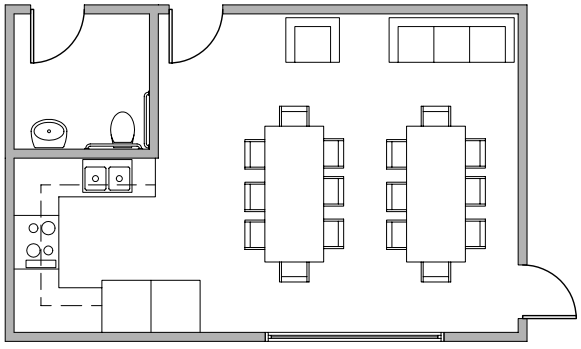
- Large bulletin board or tackable wall surface (as much as practical)
- (8’x 4’) magnetic whiteboard

Furniture and Equipment (suggested)

- Furniture
    - (20) chairs
    - (4) round tables and (1) long rectangular for buffet table
    - Lounge seating for 4-6 , sofa
    - Coat rack
- Equipment
    - (2) Refrigerators – full size
    - Dishwasher
    - Stove with oven
    - (2) Microwaves
    - Coffee maker
    - Residential quality range hood
    - Detailed list to be determined

Other Essential Information

- Door to exterior
- Staff dining courtyard is desirable



STAFF LOUNGE

FRC / PTA/ SOCIAL SERVICE FLEX SPACE

General Information

- This area is designated to be used by staff, parents and community members. This room would be used as a meeting place for small groups as well as a place families and community members can access school and community resources.
- This space would serve as the area community partners (Opportunity Council, PTA, YMCA, Compass Health, etc.) use during specific times to offer a variety of services to students and families such as medical, dental, housing, employment, school support, building relationships, etc.
- This area would be used for community and adult education.
- An important aspect for this space is that it should have a welcoming feeling. An area like a living room type style as well as space for a desk or two.

Planned Usage

- Activity Description
    - Small group activities – meetings, trainings, individual services, distribution of resources
    - Crafts and art projects
    - Computer research and learning by adults (parents and community members)
    - Storage of resources (food, clothes, shoes, school supplies)
    - General display (posters, decorations, large charts, etc.)

User Information

- 1-2 staff/ volunteer 7:00-5:00
- 8-12 people 8:30-3:00 (possibly evenings and weekends)

Groupings

- Varies: individual work, small groups

Relationships to Other Activities

- Ideally located close to the entrance of the school

Spatial Requirements

- Square footage per numeric program

Intended Community or Adult Education Use

- During the school day, evenings and some weekends

Environmental Variables

- HVAC
    - Displacement ventilation with 100% outside fresh air with thermostat control is preferred
- Lighting
    - Natural light - as many windows as possible, operable
    - Standard fluorescent, plus daylight through exterior windows with blinds

Utilities

- Plumbing
    - (1) sink mount at 34” high (intermediate)
- Electrical
    - Power: (1) quad power on each wall
- Communications
    - Intercom/Speaker/ Digital Clock
    - (1) 4 data drop on each wall
    - Telephone system

Finishes

- Floors: Carpet is the existing District standard, a non-absorptive, resilient flooring should be considered to maximize indoor air quality and minimize pollutants. Further study and input is needed before final floor finishes can be determined. Provide hard surface at sink and any “wet” areas.
- Walls: Vinyl wall covering with cornerguards
- Ceiling: Standard acoustical ceiling tiles and height (~9’+/-)

Storage Requirements

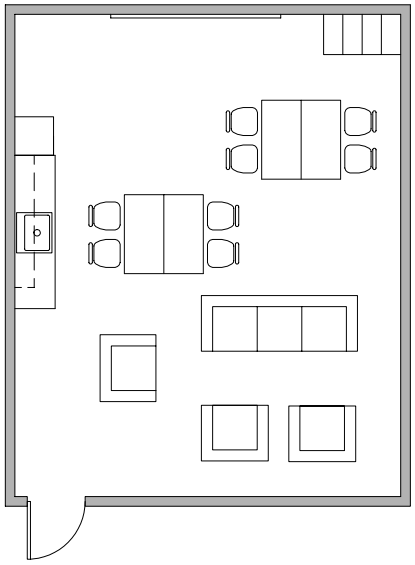
- Storage space is very important in this area (as much as possible).
- Materials to store: A variety of materials including personal care items to distribute to families (laundry soap, shampoo, toilet paper, diapers, deodorant, small house items, school supplies, etc.

Display Requirements

- Some tackable wall surface
- 16 LF of magnetic whiteboard

Furniture and Equipment (suggested)

- Furniture
  - 2 desks and 2 rollable chair (padded with lumbar support)
  - A living room set (couches)
  - 1-2 file cabinets
  - Table(s) for projects
- Equipment
  - Wall mounted projector
  - 2 laptops to be used by parents/community members
- General
  - Digital clock



FRC/ PTA/ SOCIAL SERVICE FLEX SPACE

SPECIALIZED INSTRUCTION

LEARNING RESOURCE CENTER (LIBRARY)

General Information

- Library/learning resource materials for the entire elementary school curriculum. This area functions as a teaching area for classes to learn how to use the library resources, a story telling space, and as a large group meeting area.
- Library/Media Center has a few distinct spaces with different functions:
    - Circulation check-out reference area
    - Group instruction/work area
    - Book stack area
    - Electrical card catalog/research area
    - Casual reading area

Planned Usage

- Activity Description
    - Activities including formal instruction by librarian, small group work, individual study, story telling and student use of high tech informational media
    - Provide access to desired activities including research, support for classroom curriculum and pleasure reading; activities that can occur simultaneously
    - Ability to darken the instructional area for multi-media presentations
    - Staff and adult meetings

User Information

- Number/Type of Occupants = (58) Approximately:
    - 1-3 Staff, + 2-3 students at circulation reference check-out area
    - (30) at group instruction area
    - (6-10) students perusing book stacks
    - (7) at electronic card catalog
    - (3-6) at casual reading area
    - 1 on 1 staff tech coach area
- Instructional areas with space for a full class
- Up to one class, plus additional kids checking out books
- Full time, all periods and periodic evening use

Groupings

- Large group (maximum of 1 classroom)
- Small group, individual study and browsing

Relationships to Other Activities

- These spaces should be immediately adjacent to the storytelling/teaching area and work room/office and conveniently located next to the instructional materials center.
- The library should be centrally located in the facility.
- The library should be provided with abundant daylight and should have views to the exterior, if possible. Consider clerestory lighting with the ability to control the light levels. This space is the academic and information heart of the facility and should recognize the interest in diversity involved in library materials.
- The library will have limited after-hours school related use of the space; consideration should be given to controlling access to library and restrooms while limiting access to other parts of the school.
- Locate near the classrooms – centralized
- Adjacent to toilets
- Access to drinking fountain

Spatial Requirements

- Square footage per numeric program
- Stacks, general work / instruction area, periodical and reference sections
- Staff work area/office
- Circulation desk in a central area with visibility to all areas
- Group instruction area - story area to be part of group instruction
- Space for computer use
- Tables and chairs
- Project room /Flex space
- Space to accommodate curriculum storage

Support Facilities

- Work Area/Office

Intended Community or Adult Education Use

- School related use during after school and evening hours

Environmental Variables

- HVAC
    - Displacement ventilation with 100% outside fresh air is preferred
    - Possible zoning for evening use
- Lighting
    - As much natural light as possible, compatible with the storage of volumes (clerestory window)
    - Adjustable lighting levels – ability to fully darken room and individual sections of the room
    - Electric lighting should be indirect and be switched for at least two different light levels as well as responding to daylight levels.
    - Provide LED lighting that reduces shadows and glare
    - Consider interior relites to maximize light in space

- Acoustics
    - Areas need to be quiet; normal conversation should be muted so students can work together talking quietly and maintain an acceptable noise level in the space
    - Provide a sound reinforcement system

Utilities

- Water
    - Sink in the workroom
- Electrical
    - Audio/visual center, computer jacks in the electronic card catalog/research and circulation check-out areas (14 for patrons/2 for staff), convenience outlets and computer jacks should be provided around the perimeter of the space to allow for easy rearrangement during future years, electrical and computer signal systems raceways should be provided in the floor near the electronic card catalog area and in various locations to support A/V projection etc., phone/intercom at the check-out counter.
    - No floor boxes at teaching station to discourage students from playing with the devices
    - Laptops, 1:1 devices
    - Computerized checkout system
    - Multi-media cart (or District standard) to house computer and document camera
    - (1) wall mounted projector or FPD
    - Electrical outlets throughout all areas – floor outlets, sufficient in number to provide flexibility
    - Digital clocks - locate for visual connection throughout space
    - Provide standard devices at presentation wall
    - Provide infrastructure for additional wall mounted projector or FPD
    - Provide power at storage cabinet for charging equipment in workroom
- Communications
    - (1) telephone at circulation and (1) telephone at workroom/office, wall mounted
    - Intercom/Speaker
    - Wireless access points
    - Provide teacher voice amplification system

Finishes

- Floors: Carpet, with resilient flooring adjacent to sink in workroom
- Walls: Tackable, acoustical
- Ceiling: ACT, provide clips for hanging mobiles and light artwork

Storage Requirements

- Casework (Type and length of casework):
    - Varying height wall attached bookcases (4 shelves high) and roll-a-round medium height bookcases (2 shelves high) to house up to 10,000 book volumes (approximately 420 LF of bookshelf)
    - Wall mount shelves should be no higher than 6’-0” and the roll-a-round units should be no higher than 48”
    - Finished tops should be provided on all bookcases for display of student projects

- "L" shaped circulation checkout counter with knee space for the librarian. This counter should be total length of approximately 12'.
- DVD shelving (confirm size with Librarian)
- Bookdrop in library space that can also be accessed from the hallway and circulation desk
- (12-16) movable island bookshelves
- Keep height of perimeter shelving around 6 feet high max
- Approximately 6 lineal feet of sloping magazine display shelving
- Lockable cabinets for staff
- (4-5) file cabinets letter size drawers
- (1-2) drawers for chart storage
- Freestanding book shelves should be mobile
- Perimeter shelves should be 10" deep; central shelves should be 12" deep (confirm with Librarian)
- Lockable wardrobe closet for staff and volunteers. File cabinets to be part of the base of the wardrobe.
- Cabinet with vents and lockable for charging equipment

Display Requirements

- As much tackable wall surface as possible, as compatible with volume storage
- Standard whiteboard presentation display or FPD. Provide (1) area for future.
- Electronically operated projection screen or a fixed 8' x 5' combination marker/projection board depending on position in room
- A portion of the ceiling grid should be outfitted with clips for hanging mobiles and other lightweight artwork

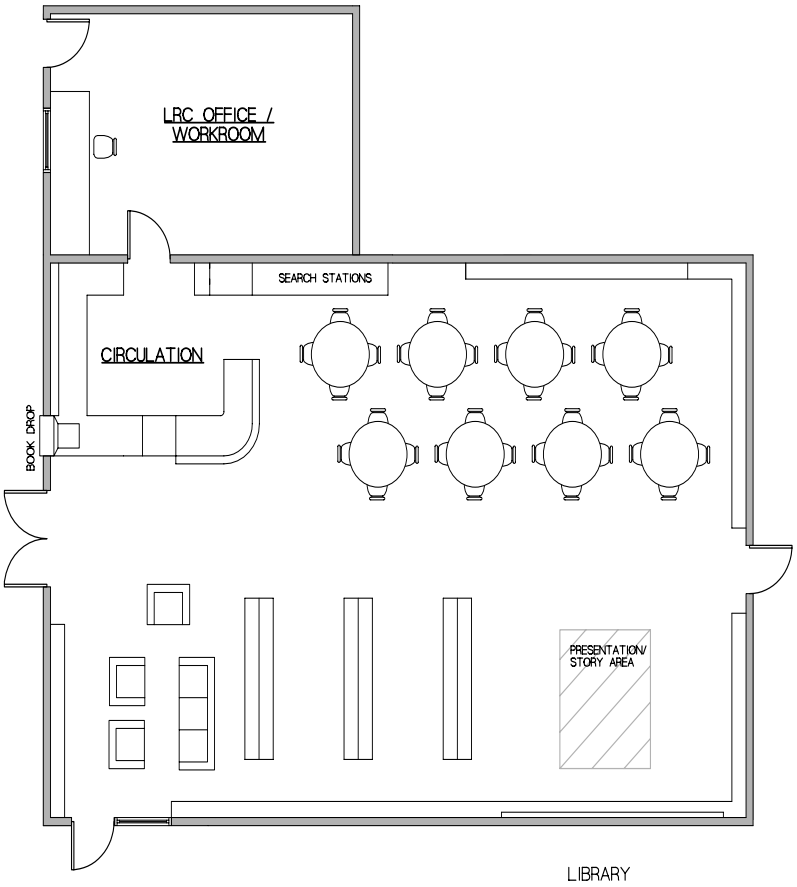
Furniture and Equipment (suggested)

- Furniture
  - (4) standing height tables for electronic card catalog area near circulation desk and (3) mobile stations (iPads)
  - (8) 30" x 60" tables for the group instruction area
  - (2) round tables if space allows
  - (20) adult rocker chairs in instructional area
  - (1) Secretarial (1) assistant (1) district tech specialist chair and/or stools for the circulation/check-out counter
  - Space for (6) comfortable chairs or sectional sofa with footstool at the casual reading area
  - Space for (1) tub type bulk carts at circulation desk with spring loaded bottom
  - Circulation desk – 12-14' with return of front counter space with approximately 4' of lower counter space for students
  - ADA considerations for counter height
  - (1) Multi media cart at presentation wall
  - Desk and chair for office with counter space to allow for storage and work ce

- Equipment
  - (2) printers, one in lab (counter top) and one in Library near assistant with access to main area
  - Enough laptops for a full classroom group (K-2)

Other Essential Information

- Work area/office needs visual access into the main library
- Good traffic pattern throughout
- Countertops should be a light color
- Window coverings for exterior windows
- Ease of operation should be considered in selection of window coverings
- Consider interior relites to maximize light
- Provide welcoming entrance
- Consider depth of circulation desk in terms of childrens reach range
- Review design of all library casework with Librarian during design phase



GYMNASIUM

General Information

- The goal of physical education is to help students live a healthy, satisfying and energetic life. The objectives are:
  - to develop and maintain maximum physical efficiency
  - to develop useful knowledge and physical skills
  - to act in a socially useful way
  - to enjoy wholesome physical recreation. All types of sports and activities are used to develop the strength, endurance, coordination and flexibility essential in both work and play
- Emphasis on the use of the gym as a teaching station for the elementary school physical education program
- An area in which physical activities can occur including physical education classes, assemblies, community activities, middle and high school sports teams (non-varsity competitions and practice), etc. and is used by all grade levels
- Cordata Gymnasium is a good prototype.

Planned Usage

- Use of the area is planned Physical Education Instruction: K-5, Preschool
- The sports activities planned are:
  - Basketball
  - Tumbling
  - Dancing
  - Climbing Rope
  - Volleyball
  - Badminton
  - Running
  - Pickleball
  - Gymnastics
  - Softball
  - Floor Hockey
  - Roller Skating
  - Climbing Wall
  - Courtlines are not for competitive use - therefore do not need to meet regulation sizes
  - Team sports
  - Individual sports
  - Dancing/Exercise programs
  - Community team activities
  - After-hours groups (YMCA, Boy & Girl Scouts, Bellingham Parks and Recreation and other community group use)
  - Student assemblies (all school) may be conducted in these spaces. When opened to the cafeteria, multi-use space and stage areas
  - Viewing of projected movie will occur in this space
  - The community will use the indoor facilities for recreational activities. This use will not occur until after school.
  - Community use
  - Performances
  - Typical activities that occur in an elementary school physical education program

- Occasional use for activities that require a large space, for example, the school carnival, science fair, etc.

Numbers of Users

- School PE: 30 students, 1 teacher, 5 days/week
- Assembly Space: ~450 students plus 50 adults (parents and teachers)
- Community use includes team sports, individual activities, Dancing/Exercise programs

Groupings

- Same as number of users

Relationships to Other Activities

- Open up to cafeteria (provide operable partition with 10' high max opening). Confirm sightline to stage is unobstructed
- Near main entry foyer, if possible
- Adjacent PE Storage
- Near general public Toilet Rooms
- Zone/Control shared uses for after-hours use - limit access to other parts of school
- There should be access to restrooms while rest of school is closed off
- Adjacent to the playground, with direct access to the exterior and covered play
- Away from quiet instructional areas
- Provide a separate exterior entrance into the gym, convenient to parking
- Adjacent to PE office
- Access to main custodial area should not be through gym

Spatial Requirements

- Square footage per numeric program
- Gymnasium
- PE Office
- PE Storage (interior)
- Playshed
- Staff Shower and Toilet at Cafeteria for adult use
- Floor outline with a minimum of 4 feet on each end and 3 feet on each side
- Provide cart storage area near entrance to gym
- Provide infrastructure for future climbing wall
- Allow space along court sides for chairs
- Gym should be divisible into two spaces (refer to "Other Essential Informations")

Support Facilities

- PE staff office area with relite to gym
- Equipment storage
- Men's and women's public restrooms

Intended Community or Adult and Youth Education Use

- Frequent community and adult education use during non school hours
- Boys & Girls Club
- Child Care
- YMCA
- Bellingham Parks and Recreation

Environmental Variables

- HVAC
    - Heating plans permit both area and individual room control
    - This system is one for individual control of this space
    - System to be shut-down in emergency refuge event - No air infiltration
- Lighting: High-intensity discharge lights/metal halide:
    - All lights are shielded; special protection is provided in gymnasium and Instructor's shower areas and locker area
    - Emergency light for exiting
    - Gymnasium lights are controlled by dimmer units
    - Natural light is desired and is to be controlled properly – located up high (clerestories, to avoid breakage)
    - All switches and devices to be protective covers
    - Shielded, vapor-proof lights are used in a moisture prevalent area
    - Adequate lighting to conduct typical gymnasium activities
    - Lights well protected from equipment
    - Control switches conveniently located
    - Ability to darken the room
    - Energy efficient
    - Consider exterior window or clerestory in staff office
- Acoustics
    - Acoustical treatment that diminishes sound within the area and reduces sound to other areas

Utilities

- Water
    - Drinking fountain in alcove within gym area (so students don't need to leave the room)
- Electrical
    - Sufficient electrical outlets and circuitry for AV and other equipment - strategically placed
    - Outlets for special purpose PA/intercom
    - Provide sound system with cordless microphone
    - Digital clocks – large, easy to see location and well protected
    - Provide data port and phone in office area
    - Provide adequate electrical outlets in gym storage for electric ball pump, computer equipment, etc.
    - The cafeteria/ commons and gym sound system to have ability to be controlled separately
    - Scoreboard
    - All power, data, and equipment controls to be located in 1 centrally located lockable cabinet.
- Communications

- P.A. System with guards
- Clock/bell with guards
- Provide for overhead or wall mounted projections wireless connection and sound system. Locate in central location.
- Microphone assumed to be cordless (no wall or floor outlets)
- Intercom/Speaker
- Provide recessed motorized projection screen or space to display projected images on wall
- Provide sound reinforcement for teacher
- Provide availability for computer access in multiple locations (minimum (2) data drops per wall)
- Wireless access points
- Provide teacher voice amplification system
- Secondary sound input

Finishes

- Floor Coverings:
    - Gym: wood
- Wall and Wall Coverings:
    - Padded to 6 feet 8 inches, crash pads behind basketball hoops
    - Acoustical wall material above to ceiling
    - Cleanable and able to take abuse - hardboard
    - Consider carpet material for display above crash pads
    - Leave clear wall space for instructional space
- Ceilings (light in color):
    - Gym: Minimum ceiling height: 24 feet, acoustical ceilings tectum.

Storage Requirements

- Equipment storage room
- Consider outdoor storage space
- Provide teacher wardrobe cabinet in office
- Provide space for after hours group storage bins
- Dedicated lockable community storage

Display Requirements

- Walls made of durable, attractive, strong material on which posters, charts, etc., can be hung without damaging surface
- (1) whiteboards (8’x4’) could be part of operable wall, near office

Furniture and Equipment (suggested)

- Furniture - Gym
    - None
- Furniture - PE Office
    - 1 desk

  - 1 desk chair
  - (1) 4-drawer file
  - 1 computer
  - 1 bookshelf
  - 1 phone
- Equipment - Gym
  - (6) Basketball hoops; (4) on sides should be height adjustable
  - 4 floor inserts for volleyball/badminton/tennis
  - 2 tie rings
  - 4 climbing bars
  - 2 climbing ropes
  - 1 wall cushion all around gym
  - 1 scoreboard
  - 1 operable acoustical partition (motor operation)
- Equipment - Staff Shower & Toilet
  - 1 shower
  - 1 w.c.
  - 1 lavatory
  - 1 washer/dryer stacking to be located in main custodial
  - Detailed equipment list on following page
  - Hula hoop and jump rope hangers

Detailed Equipment list (suggested)

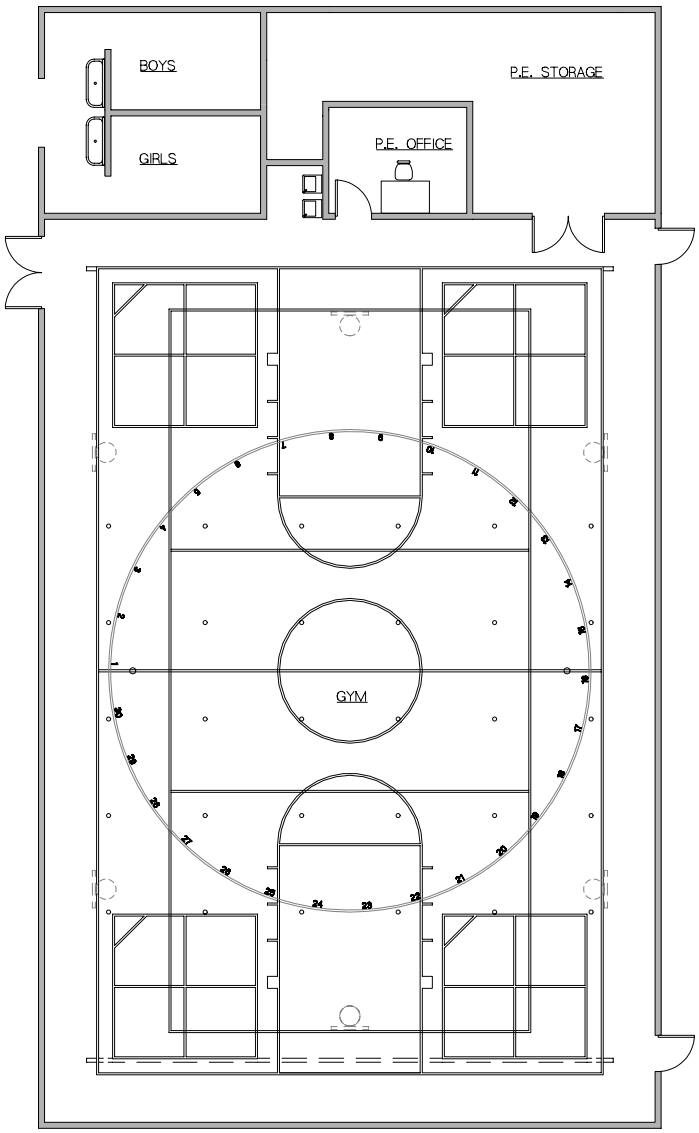
Item	Number of Items	Comments
Cones (yellow and orange)	35	
Soccer balls	30	Some are deflated
Yellow playground balls	70	Some are deflated
Soccer rag balls	5	About 6 inch balls
Beach balls	13	Bin
Soft or Nerf footballs	30	4 Bins
Tennis balls	30	Bin
Basketballs	25	
Volley balls	10	
Big blue balls	4	About 18” balls
Soft 6” balls	38	
Net sponge balls	24	Bin
Coordination balls	12	Box
6” Red balls	29	Deflated
Soft skin balls (purple/turquoise)	24	
Regular softballs	24	Well used
Softballs (Incrediballs)	68	1 Bin, 3 Boxes
Heavy Aquamed balls	3	Bin

Whiffle balls	35	Small and large
Sport time catch balls	6	In bucket
Little balls with bungees	2	In bucket
Frisbees (regular)	37	Bin
Frisbees (soft)	10	Bin
Bean bags	52	Bin
Scarves		Bin
Floor hockey sticks	2 long boxes	Approx. 44 sticks
Bowling pins	9	
2 liter plastic bottles	32	Used as targets and pins
Ribbon stick with ribbons	24	2 Boxes
Scooter stackers	3	1 Still in box
Plastic scooters	28	12 Still in box
Wooden scooters	9	
Burlap bags	24 approx.	
Speaker and stand	1	
Pinnies 32 approx.		In bin
Baseball batting tees	5	Only 1 put together
large gag of flags (flag football)	1	I bin
Yellow Hi-Li Scoops	30	In 2 bins
Large soft dice	14	
Bin of large rope (tug-of-war)		
Balance beams	2	
Bamboo sticks	12 approx.	
Catch nets	12	In bucket
Large parachute	1	
Small parachute	4	
Blue paddles	27	Bin
Hula hoops	39	
Arm bands		Bin
Folding padded mats	16	On cart
Fitball Sport Balls - 55 cm	4	
Big Ball Inflator	1	
Air Compressor	1	
12” Poly Cones - Set of 6	3	
Dumbell - 3 Lbs	40	
Dumbell - 5 Lbs	20	
Storage rack for Dumbells	1	On wheels
Tuffskin Softi Foam Ball - 6.25”	15	
Tuffskin Special Foam Ball - 8.00”	8	
Foam Footballs	15	
30” No Kink Hoops 1 Dz	2	
Licorice Speed Rope - 7’	24	
Licorice Speed Rope - 8’	24	

Licorice Speed Rope - 9’	12	
Medicine Balls - 2 Kilos	15	
15” Flat Hoop Set - dozen	4	
Poly Spots - 9” Set of 6	5	
Sit and Reach Box - Metal	1	
Step Boxes - 6” Blue	30	
Stretch Band - Green (light)	15	
Stretch Band - Red (medium)	15	
Floor Scale	1	
The Bar - 9 Lbs	15	
The Bar - 12 Lbs	15	
Storage Rack for Weight bars	1	On wheels
Pacer CD - 20 meter	1	

Other Essential Information

- Windows
    - Out of impact zone
    - Control light/glare
- Doors
    - Hardware: No protrusions that may cause injury to players or spectators
    - Exterior: Double exit doors to have removable center post. All lights in doors to be laminated glass (safety) to prevent injury
- Storage area is needed for two types of storage:
    - Large equipment
    - Small items of equipment
    - Equipment will be used inside and outside, must be able to go outside or inside for storage
- Locate (1) AED (Automatic Emergency Defibrillator) near the main entrance to the gymnasium
- Lines – consult with PE teacher regarding line striping
- A relite at the gym office is preferred to allow for visual access to the gym
- Provide infrastructure for climbing wall
- Provide structural infrastructure for future operable partition, allowing the Gym to be divided into two spaces



GYMNASIUM

CAFETERIA / COMMONS

General Information

- The goal of the Cafeteria is to provide an environment that supports a healthy and inviting breakfast and lunch program.
- The Cafeteria provides an opportunity as the central meeting place and heart of the school.
- The Cafeteria is a multifunctional space that functions with/connects to the Gymnasium and the Music/Stage.
- The Cafeteria provides alternative learning spaces for break-out and special instruction during non-breakfast and lunch times.
- Lunch served in 2-3 rotations
- Multipurpose space will serve as a cafeteria, assembly and performing arts area
- Site for activities requiring large space such as book fairs, the school carnival, science fair, etc.

Planned Usage

- Activity Description:
    - Primary use is for breakfast and lunch distribution and consumption
    - Student assemblies (all school) may be conducted in these spaces, when opened to the gymnasium, music/stage spaces (450 students, 30 staff and 100+ parents/family members)
    - Viewing of a movie or CATV from projector will occur in this space
    - The community will use the indoor facilities for recreational and social activities. This use will normally not occur until after school
    - Some passive athletic activities
    - Community use
    - Audience seating area for performances
    - School wide assembly/presentations
    - Dancing/Exercise programs
    - Classroom activities that require a large space
    - Individual and group special education work
    - Daily use for before and after school programs
    - Space for lunch carts and bags

User Information

- Breakfast service ~125 students - 5 days/week
- Up to 6 lunch periods (1 per grade level) seating 75 max students each
- Total student body for assemblies
- (450) students, (30) teachers plus parents
- (1-2) staff supervise during eating times
- Staff as needed per activity
- Recess before lunch. Consider ease of hand washing

Groupings

- Those typical for breakfast, lunchtime, assemblies, teacher/student work and after school activities

Proximity Requirements

- Directly related to the kitchen and stage
- After school storage area
- Convenient access to parking and playground
- Adjacent to toilets
- Ability to secure the school off from the cafeteria
- Away from quiet instructional areas – at least acoustically if not physically
- Provide operable partition between cafeteria and gym. Consider providing a guideplate or anchor to stabilize the wall from pressure from gym users. 10'-0" max height for partition
- Direct connection to the exterior

Spatial Requirements

- Square footage per numeric program
- Ability to temporarily store (10) 2'x4' lunch tote wagons during lunch
- Allow adequate space on stage in front of operable partition to allow for presentations (3'-5')

Support Facilities

- Table/chair storage room
- Kitchen and stage
- PTA storage. Consider locating the PTA office near the main administration area - close to the main entry

Intended Community or Adult Education Use

- Available for public meetings, evening classes, etc. during after school hours

Environmental Variables

- HVAC
    - This system is one for individual control of this space
    - System to be shut down in emergency refuge event - No air infiltration
    - Adequate heating and ventilation with the ability to adapt to different size groups
- Lighting: High intensity discharge lights/metal halide
    - Have safety lens or protective cover on lamps
    - Natural light desirable - light control needed
    - Emergency light for exiting if power goes out or light accidentally turned off
    - Lights are controlled by dimmer units
    - Shielded lights
    - Lights in strategic areas are key-controlled
    - Well illuminated with adjustable lighting levels, including the ability to illuminate or darken different areas for films, stage shows, etc.
- Acoustics
    - Acoustically treated to deaden cafeteria type noise, but enhance assembly type use
    - Diminish flow of sound to other areas

Utilities

- Water
    - Drinking fountain in Cafeteria. Water tempered for drinking (not too cold)
    - A multiple hand washing sink in close proximity or within the Cafeteria
- Electrical
    - Convenient lighting control switches
    - Stage spotlight control switch
    - Electrical circuits sufficient for AV and heavy duty equipment
    - Sound system
    - Convenience outlets as appropriate (~12'-15' spacing on walls)
    - An adequate number of electrical outlets are strategically placed
    - (2-3) floor outlets (power and data) for projector, portable podia, point of sale stand. Use high quality floor outlets to avoid maintenance issues, must be watertight
    - Outlets for special purpose PA/intercom
    - Ceiling-mounted or wall mounted digital projector with vandal resistant guard
    - (3) power/data at the serving line, located both ends of serving and one at the center.
- Communications
    - P.A. System with guards
    - Digital clock/bell with guards
    - Provide for overhead or wall mounted projection, wireless connection, and sound system from stage
    - Microphone assumed to be cordless (no wall or floor outlets)
    - Intercom/Speaker
    - Consider outdoor speakers at covered play

Finishes

- Cafeteria/Commons:
    - Floor Covering: Resilient flooring or exposed integral colored concrete (easy to wash and maintain)
    - Wall and Wall Coverings: Cleanable and able to take abuse to 7 feet, Acoustical wall material above scrubbable surface to ceiling
    - Ceilings (light in color): acoustical ceilings or suitable material
- Table and Chair Storage:
    - Floor Covering: Resilient flooring or exposed integral colored concrete (easy to wash and maintain)
    - Wall and Wall Coverings: Cleanable and able to take abuse (bumper rails at cart-appropriate heights)
    - Ceilings (light in color): Minimum ceiling height: 9 feet-acoustical ceilings

Storage Requirements

- Table/chair storage to accommodate all tables and chairs at one time
- Provide area for recycle bins with easy access to children (Parkview is a good example)
- Consider breakfast in the classroom equipment storage
- Consider space for outside group storage and after school programs
- Dedicated lost and found space
- Dedicate space for trash, compost, and recycling

Display Requirements

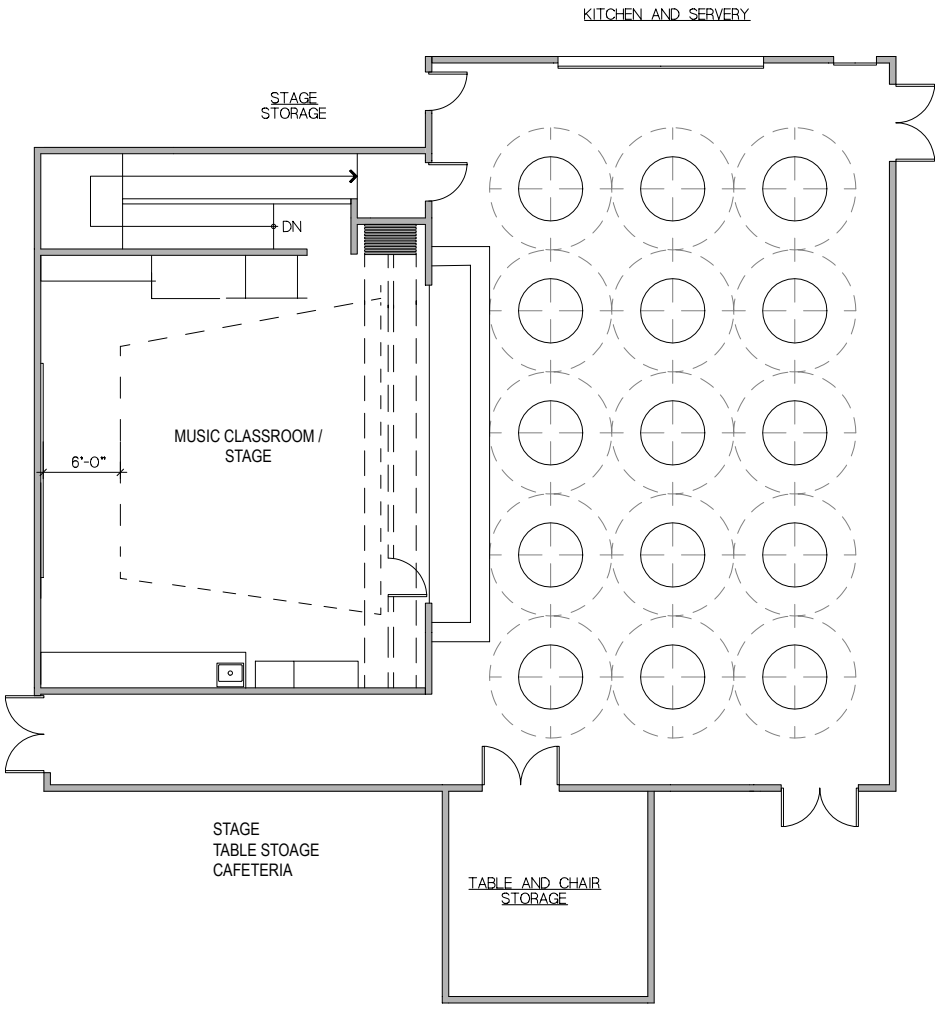
- Walls with durable, tackable, attractive surface on which posters, charts, etc. can be placed without damaging the surface
- Consider a tackable wall surface adjacent to the servery and PTA room
- Provide (1) 4'x 8' magnetic whiteboards (could be on operable partition)
- Menu-board - consider white boards or video display on cafeteria side

Furniture and Equipment (suggested)

- Furniture:
    - Round cafeteria tables preferred (primary and intermediate size)
    - Provide all inclusive tables
    - (200) stackable chairs
- Equipment
    - Adequate PA system
    - Keyed electric projection screen (8'x 8')
    - 1 point of sale stand
    - 1 operable partition (motorized)
    - Condiment table 8'-0" long elementary school student height with sneeze guard
    - Salad Bar
    - Milk Cooler

Other Essential Information

- Floor surface – hard surface
- A mobile lost and found rack will usually stay within the cafeteria for students/parents to easily find lost clothing
- Secure cyclorama curtain to allow for storage of equipment
- Doors:
    - Hardware: No protrusions that may cause injury to players or spectators
    - Exterior: Double exit doors to have removable center post. All lights in doors to be laminated glass (safety) to prevent injury
- Storage area is needed for two types of storage:
    - Cafeteria tables with integral seating
    - Chair storage
- Special consideration for the design of the traffic flow line up and departing at the servery. Provide space for tray return
- Consider waste station and its relation to the flow of students (use Parkview as reference)


KITCHEN AND SERVERY
STAGE
STORAGE
DN
MUSIC CLASSROOM /
STAGE
6'-0"
STAGE
TABLE STOAGE
CAFETERIA
TABLE AND CHAIR
STORAGE

MUSIC CLASSROOM / STAGE

General Information

- Music Instructor's Office and Music/Stage storage
- Music has an important role in any culture or society, playing an integral part in the lives of individuals. Children should be introduced to skill development and appreciation in music at an early age to encourage maximum appreciation and production of music, and transference into all areas of their lives.
- The music facility also is used as a stage area for performances

Planned Usage

- Activity Description: In Kindergarten and 1st Grade, the students will be introduced to and experience elements of music (dynamics, tempo, rhythm, and timbre, etc.) and develop an appreciation for singing. In 2nd-5th Grades they will expand their knowledge and refine their skills: musical motor skills, vocal capabilities, notation skills and creative expression.
    - Singing
    - Play instruments
    - Doing physical movement (individual and group)
    - Listening to recordings and audio visual materials, to each other and to the piano
- Regular use for programs presented in the cafeteria, including rehearsals
- Use as an instructional area and/or for an elementary music program and drama
- Computer music program

User Information

- 5-30 students
- 1 Instructor
- 1-3 teacher's aids
- Program is 2 times/week (grades k-2); 1 time (grades 3-5), typically 30 min. - 1 hour sessions per group of students
- Program is on rotational basis:
    - Classroom 1
    - Students/classroom 30
    - Student stations 30
    - Teacher 1

Groupings

- Varied

Proximity Requirements

- Directly related to the cafeteria/commons
- Accessibility of stage from the cafeteria/commons is preferred
- Provide a moveable wall between the stage and gymnasium will allow all three spaces to open up to each other; creating one large space (gymnasium, stage and cafeteria/commons)

Spatial Requirements

- Music (Stage) - Classroom (includes storage)
- Music/Stage w/shelves

Support Facilities

- Secure area for storing the sound system

Intended Community or Adult Education use

- Available for community and/or adult education during after school hours

Environmental Variables

- HVAC
    - Adequate heating and ventilation
    - Music room HVAC should be on a separate zone from the cafeteria
- Lighting
    - Lighting compatible with typical elementary school drama performances
    - Consider placing light switches at all entrances for ease of access
- Acoustics
    - Acoustics to enhance and complement performances and presentations
    - Placement of acoustically treated operable partition between stage and cafeteria (curtains)
    - Acoustical separation from cafeteria when stage is used as an instructional space
    - Consider soundproofing stage floor and steps

Utilities

- Water
    - Large sink with drinking fountain, standard classroom sink
- Electrical
    - Electrical circuits and outlets compatible with use of stage as performing and instructional area
    - (3-4) floor outlets in line with operable partition on cafeteria side
    - PA system
    - Consider power receptacles at stage steps
    - (2) Data drops on each wall
- Communications
    - Intercom/Speaker
    - Telephone
    - Consider placing microphone jacks at stage steps
    - PA system located so no student access

Finishes

- Floors: Carpet in music classroom. Consider a warm and soft material for stage seating
- Walls: As much tackable surface as possible, paint others, storage casework - acoustical treatment as needed.
- Ceiling: High ceiling for acoustical quality - Suspended Acoustical Tile, consult with acoustical engineer

Storage Requirements

- Consider floor to ceiling cabinets for music storage

- Consider installing locking cabinets that do not have a bottom shelf to enable one to slide large instruments into cabinet
- Music storage cabinets should have locks
- Access should be convenient with visual access to the instruments
- Teachers cabinet
- Locking cabinets for aids
- Base cabinet with sink similar to general classroom
- Provide locking cabinet for sound system 5'-6' wide
- Coordinate strings cabinets requirements with owner
- Storage at teaching wall
-

Display Requirements

- (1) 4'x 8' and (2) 4' x 4' magnetic whiteboards. Display wall set up similar to typical classroom
- Stage curtains compatible with elementary school performances

Furniture and Equipment (suggested)

- Fixtures:
    - Digital clock/Intercom
    - Phone/intercom
- Furniture:
    - 1 instructor's desk
    - 3 bookcase, 6 ft. long x 4 ft. high
    - 1 instrument storage cabinet
    - 1 teacher's cabinet
    - 1 music storage cabinet
    - 1 stereo cabinet with turntable, tape decks, CD player, wire for speakers
    - 1 flat file for posters
    - (1) 4-drawer file
- Equipment:
    - 1 electronic keyboard
    - 1 computer
    - 1 wall mounted projector
    - Operable partition to Proscenium/Cafeteria
    - Theater light bar configuration
    - Stage curtain (back drop)

Other Essential Information

- Room should be acoustically private, with full height partitions, so there are limited distractions.
- Platform steps should be deep enough to function as risers
- Priority should be given to open space for the kids
- Room proportions should support music and drama teaching curriculum
- Provide exterior glazing
- Ramp access should be isolated from classroom

KITCHEN

General Information

- Food Service supports the educational program. A nutritionally sound breakfast and lunch should be available to all the students and faculty at a reasonable price.
- Serve student and staff food quickly and at the proper temperature; provide food that is nutritious and popular to eat
- Receive, store, prepare and serve foods (breakfast and lunch) for students and staff
- Support the new Central Kitchen model (healthy/ scratch cooking)

Planned Usage

- Activity Description
    - Serving of breakfast and lunch
    - Community uses
    - Minimal preparation of foods (hot & cold), serving hot and cold foods from central kitchen
    - Set up and service, clean up
    - Receive deliveries that are delivered daily, weekly and biweekly
    - Minimal storage cold, frozen and dry
    - Money collection, cash registers (Networked and audit control)
    - Planning
    - Dressing and clean up staff
    - Waste disposal and recycling
    - Fast food service
    - Clean and sanitize dishes and silverware

User Information

- 2 food service workers
- Preparation group size:
    - 1 Cashier
    - 1 server
- Typically 25 min. per lunch/group of students
- 5 days/week
- (300+) lunches prepared and served daily
- (50 – 125) breakfasts prepared and served daily
- Provide space for a workstation

Groupings

- Food preparation, food serving, service, food storage, cleaning, kitchen administration.

Proximity Requirements

- Directly related to the cafeteria thru the servery
- Adjacent to exterior receiving area for deliveries
- Adjacent to custodial area
- Proximity to restroom

Spatial Requirements

- Square footage per numeric program
- Serving Kitchen:
    - Open area for office
    - Kichen manager work area
    - Dry Food Storage
- Food storage includes the following:
    - Cooler/refrigerator
    - Dry storage, shelves 6 lineal feet
    - Waste storage
    - Dumpster (2 medium size dumpsters)
    - Recycling
    - Food Service
    - Kitchen Storage
    - Trays 400
    - Silver - service for 400
    - Disposable service - dry storage area
    - Built-in casework
    - Locker Area - 2 individual lockers
- Kitchen/Food Prep. Area includes:
    - Dishwashing
    - Walk-in cooler and freezer unit
    - Food Service - Serving lines
    - Salad bar (if not permanent, provide space for storage)
    - Lunch Counter/Scramble
    - Leave space to accommodate (2) warmers if needed
    - Well designed waste station / food disposal

Support Facilities

- Designated office space for (2) staff with 1 desk and 1 chair– does not need to be enclosed
- Space for breakfast carts, salad bar, ect. storage

Intended Community or Adult Education Use

- PTA functions
- Church functions
- Occasional community group meetings

Environmental Variables

- HVAC
    - Ventilation in scullery and cooking area with proper make up air units/economizer for heat recovery
    - Separate ventilation from cafeteria
    - Ventilation of ovens and cooktop
    - Temperature control within the kitchen
- Lighting
    - Kitchen area: LED light with washable lens
    - Kitchen area: LED light at decorative food prep
    - Serving area: LED light
    - Serving area: Warm light to make food look appealing
    - Natural light is desired, even small amount
    - Artificial lighting – should provide adequate light to work surfaces and serving counters without shadows
- Acoustics
    - Acoustical separation from cafeteria and serving area
    - Washable Acoustical Ceilings

Utilities

- Water
    - Kitchen: Pot sink (3 basin size, large enough for 18” x 26” pans to lay flat in sink)
    - Sink near dishwasher
    - Loading area: Hose bibs for clean up
    - Janitor’s closet: Floor level sink
    - Dish washing machines, sinks
    - Provide adequate water pressure at overhead sprayer and dishwashing station
- Electrical
    - Adequate number of electrical outlets
    - Defined circuits
    - Power to kitchen equipment and cash machines
    - Data port at kitchen manager’s desk
    - Power for PC, POS, phone and printer.
    - As needed for Equipment per FFE
- Communications
    - Digital clock
    - Telephone line in the staff work area
    - Intercom/Speaker
    - PA System/Building/Gym/Cafeteria
    - Wireless access points

Finishes

- Floor Covering:
    - Kitchen/prep area: Removable matts over sealed concrete floor - (like Squalicum HS)
    - Storage: Hardsurface (Slip-resistant)
    - Dishwashing: Removable matts over sealed concrete floor - (like Squalicum HS)
    - Service Area: Removable matts over sealed concrete floor - (like Squalicum HS)
- Wall and Wall Coverings:
    - Kitchen/prep area: Fiberglass Reinforced Panels
    - Storage: Painted gyp. board
    - Dishwashing: Fiberglass Reinforced Panels
- Ceilings:
    - Kitchen/Prep area: Washable acoustical tile
    - Storage: Acoustical tile
    - Dishwashing: Washable acoustical tile
    - Service Area: Washable acoustical tile

Storage Requirements

- Moveable two door freezer
- Moveable two door refrigerator
- Dry storage at a minimum of 200 square feet
- Washer and dryer should be near the room in the custodial area. Prefer stackable.
- Provide shelving in both freezer and refrigerator
- Salad bar storage
- Consider future growth storage

Display Requirements

- (4'x4') bulletin board within staff work area
- Provide interchangeable signage or whiteboard describing what is being served daily - one on each side of the serving window
- Menu-board - consider white boards or video display on cafeteria side

Furniture and Equipment (suggested)

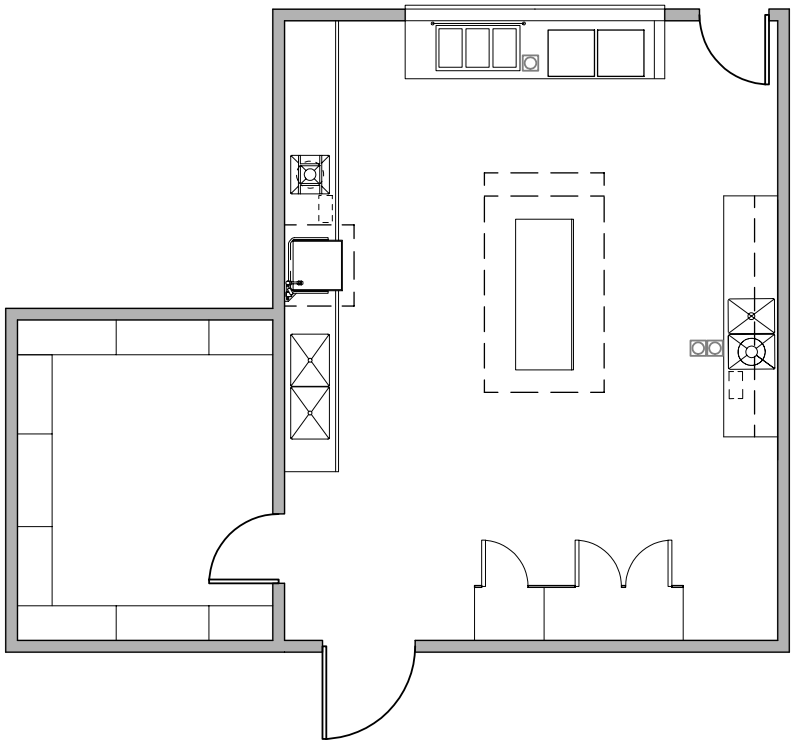
- Fixtures:
    - Activities board in serving area
    - Seasonal decorations and display in serving area
- Furniture:
    - 1 stool
    - Desk and chair
    - Consider a share table to create an understanding for students
- Equipment (to be reviewed/confirmed by School District):
    - 1 cash register (computer)

- 2 convection ovens - stacked
- 1 stove top (electric) 2 burner
- 1 microwave oven
- 1 can opener
- Walk-in cooler and freezer
- 1 pot sink (3 compartment)
- 1 disposal w/spray & built-in basin
- 1 fire extinguisher system at hood
- 1 exhaust hood in dishwashing area
- 1 serving counter
- 1 milk refrigerator (dispensing)
- 1 sinks (prep) w/ compartment
- 1 hand wash sink
- Storage shelves
- 1 water heater
- 3 work table
- 2 mobile bins in kitchen
- 2 tray storage carts
- 1 four pan heated well for serving
- 3 pre-rinse units
- 2 lockers
- 3 drawers
- 2 garbage cans
- Steam table lid/covers
- Salad Bar
- Recycling and composting bins

- Counter top within the office area large enough to allow (2) staff to work side by side
- Space for (1) computers and room to count money
- File cabinet
- Computerized cash register on cart
- PC and POS with printer at manager's desk
- Coat hooks

Other Essential Information

- Windows to be operable at kitchen
- Fencing - Dumpster area should be fenced (screen fence from view) - use school wide dumpster
- Service - Loading Area adjacent to kitchen service drive area
- 4' wide door at receiving with screen door
- Refrigerator / freezer equipment on generator
- Exterior door with screen to enhance ventilation
- Parking:
  - Kitchen staff parking - 2 stalls
  - Lighted parking should be lighted staff arrives early



KITCHEN

SPECIALIZED INSTRUCTION

KILN/ ART STORAGE ROOM

General Information

- Convenient and safe location for kiln

Planned Usage

- Kiln is used to fire ceramic projects

User Information

- Typically (1-2) persons loading or unloading the kiln – projects from virtually every student in school
- No staff specifically assigned

Groupings

- None

Proximity Requirements

Spatial Requirements

- Square footage per numeric program

Support Facilities

- Storage

Intended Community or Adult Use

- None

Environmental Variables

- HVAC
    - Venting is critical
- Lighting
    - Adequate light is important
- Acoustics
    - None

Utilities

- Water
    - Wall mounted utility sink with clay trap
- Electrical
    - Must have electrical capability to run kiln with proper plug-in, etc.
- Communications
    - Provide power and data

Finishes

- Durable surfaces

Storage Requirements

- Shelf space for glaze/kiln supplies
- Open, adjustable, shelving, floor to ceiling on all walls
- Provide shelving of adequate depth to meet storage needs (6” deep)
- Open area in the middle of the room for bulk paper storage, carts, etc. (18” deep)
- Hard surface floor
- Provide data and power connection

Display Requirements

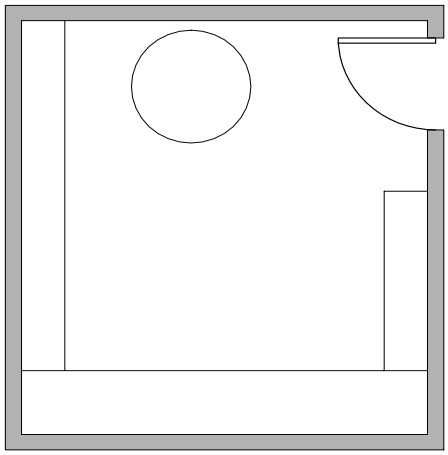
- None

Furniture and Equipment (suggested)

- Kiln

Other Essential Information

- None



KILN/ART STORAGE ROOM

PSYCHOLOGIST/ ITINERANT

General Information

- School psychologist meets with students one-on-one for student assessment. Students are referred through an outside source
- Area where the psychologist will test and confer with students and parents

Planned Usage

- Individual meetings using various strategies to make student comfortable enough to open up to psychologist.
- Testing and conferencing

User Information

- From (1-4), 1 Psychologist

Groupings

- Small group to individual

Proximity Requirements

- Flexible

Spatial Requirements

- Square footage per numeric program

Support Facilities

- None

Intended Community or Adult Education Use

- None

Environmental Variables

- HVAC
    - Displacement ventilation with 100% outside fresh air is preferred
- Lighting
    - Natural lighting desirable
    - Consider lighting that may reduce the institutional feel of the room.
- Acoustics
    - Sound proof for privacy

Utilities

- Water
    - None
- Electrical
    - Adequate number of electrical outlets
- Communications
    - Telephone
    - Digital clock
    - Intercom/Speaker

Finishes

- Floors: Carpet for sound
- Walls: GWB, paint
- Ceiling: ACT

Storage Requirements

- Portable 4’ bookshelf and (2) 4 drawer file cabinet, locking
- Locking wardrobe closet with built in file drawer

Display Requirements

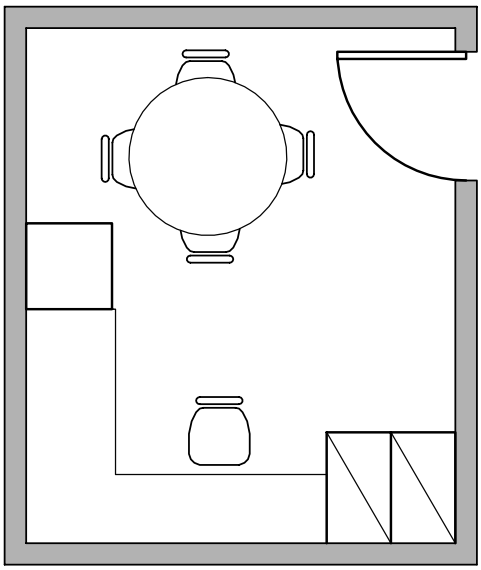
- Magnetic whiteboard (4’ x 4’)
- Some tackable wall surface

Furniture and Equipment (suggested)

- Furniture
    - Staff chair
    - Additional office chairs
    - Desk table
    - (1) round table
- Equipment
    - Computer

Other Essential Information

- None.



PSYCHOLOGIST/ITINERANT OFFICE

ESS (COUNSELOR)

General Information

- The counselor works with students that have been referred to them by teachers or parents

Planned Usage

- Working one-on-one with students in a comfortable environment to help them with personal issues that can range from class work, student-to-student relationships and family issues.
- Individual counseling sessions
- Parent conferences / consultation
- Student / group meetings

User Information

- Generally 1 staff, 1 student
- Full time, 1 hour sessions
- Consider up to (6-8) in addition to (1) staff member

Groupings

- Range from 1 to 8

Proximity Requirements

- Office easily found
- Visual connection to the hallway – relite with privacy blinds or exterior window
- Adjacent to main office

Spatial Requirements

- Square footage per numeric program

Support Facilities

- None

Intended Community or Adult Education Use

- Limited – primarily school staff use

Environmental Variables

- HVAC
    - Displacement ventilation with 100% outside fresh air is preferred
- Lighting
    - Natural lighting desirable
- Acoustics
    - Sound proof for privacy

Utilities

- Water
    - None
- Electrical
    - Adequate number of electrical outlets
- Communications
    - Telephone
    - Digital clock
    - Intercom/Speaker

Finishes

- Floors: Carpet for sound. Consider flooring for student lunches
- Walls: GWB, paint
- Ceiling: ACT

Storage Requirements

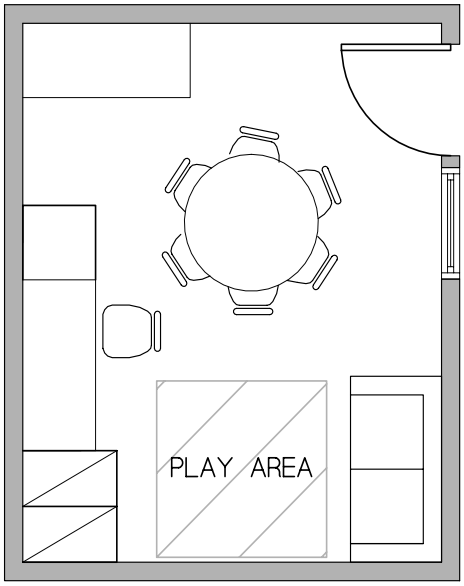
- Storage for games, books, school supplies
- Locking wardrobe closet with built in file drawer

Display Requirements

- Magnetic whiteboard (4'x 6')
- Some tackable wall surface

Furniture and Equipment (suggested)

- Furniture
    - (2) Portable bookshelf (3 LF, 4 shelf)
    - Table and (6) chairs
    - 2 drawer file cabinet
    - (2) guest chairs
    - (1) workstation
    - (1) staff chair
    - Comfortable soft chair/sofa
- Equipment
    - Computer



COUNSELOR OFFICE

Other Essential Information

- Consider waiting area as a private space or alcove away from hallway for student discretion

SLP

General Information

- The Speech Language Pathologist provides therapy and skills development for students with speech impediments.
- To teach communication skills and augment language development
- To provide space where (1) teacher and (1) assistant can teach small groups of students
- Space should be flexible enough for (3-4) students to work at the same time

Planned Usage

- Small group and one on one therapy
- Typical office functions
- Greatest amount of student time is spent sitting at desks or tables
- (1) Listening station

User Information

- 1 staff, 3-4 students
- Daily - Full time

Groupings

- Varies from individual to small groups (5 students)

Proximity Requirements

- Consider locating the room near special education and pre-school

Spatial Requirements

- Square footage per numeric program

Support Facilities

- None

Intended Community of Adult Education Use

- None

Environmental Variables

- HVAC
    - Displacement ventilation with 100% outside fresh air is preferred
- Lighting
    - Indirect lighting – needs to accommodate staff that read all day and help to control the glare
    - Natural light is desirable, operable window if possible
- Acoustics
    - Noise reduction needs to be considered

Utilities

- Water
    - none
- Electrical
    - Similar requirements as a classroom
- Communications
    - Intercom/Speaker
    - Digital clock
    - Telephone

Finishes

- Floors: Carpet for sound
- Walls: GWB, paint
- Ceiling: ACT

Storage Requirements

- (1) full height storage cabinet 4-6 LF full height casework with (2) built in file drawers
- Book storage

Display Requirements

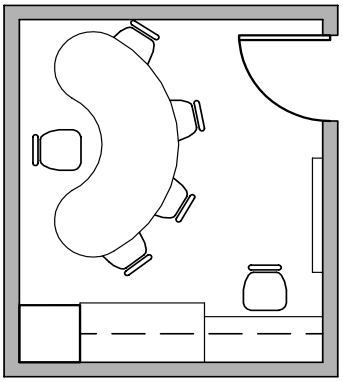
- (1) 4'x 4' magnetic whiteboard
- As much tackable wall surface as practical on (1) wall
- Mirror mounted at child height

Furniture and Equipment (suggested)

- Furniture
    - (1) teacher desk and chair
    - (4) legal size file drawers
    - Kidney table with 3-4 chairs
- Equipment
    - (1) teacher computer

Other Essential Information

- None



SLP

ELL

General Information

- Special instruction for students whose primary language is not English
- To teach reading and augment student learning
- Honor student diversity

Planned Usage

- Specialized instruction
- Small group instruction focusing on the English language
- Basic reading, writing and communication

User Information

- (1) staff and 4-5 students
- Full time / part-time

Groupings

- Varies from individual and small groups.

Proximity Requirements

- Near primary grades and Title 1 rooms

Spatial Requirements

- Square footage per numeric program
- Desk space and storage for each staff member

Support Facilities

- Extended learning areas

Intended Community or Adult Education Use

- None

Environmental Variables

- HVAC
    - Displacement ventilation with 100% outside fresh air is preferred
- Lighting
    - Indirect lighting – needs to accommodate staff that read all day and help to control the glare
    - Natural light is desired, operable windows
- Acoustics
    - None

Utilities

- Water
    - None
- Electrical
    - Standard
- Communications
    - Intercom/Speaker
    - Digital clock
    - Telephone
    - Projector

Finishes

- Floors: Carpet for sound
- Walls: GWB, paint
- Ceiling: ACT

Storage Requirements

- (1) full height storage cabinet 4-6 LF full height casework, 2 drawer file built in to wardrobe
- Book storage

Display Requirements

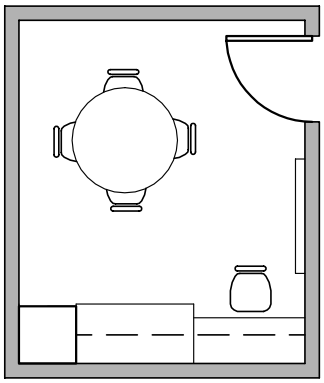
- 4’ x 4’ magnetic whiteboard - presentation wall
- Some much tackable wall surface as practical

Furniture and Equipment (suggested)

- Furniture
    - 1 desk/chair
    - 1 table (60” round)
    - 5 chairs
- Equipment
    - 1 desktop computer

Other Essential Information

- Relite or transom lites for borrowed light



ELL

READING CORPS/ LITERACY

General Information

- Pull-out reading for general ed.
- Resources come from central book storage.
- Resources stored in room

Planned Usage

- Small group instruction
- Reading and writing activities

User Information

- 1 staff, 5 students
- Full time

Groupings

- Varies from individual to small groups

Proximity Requirements

- Consider locating the room near special education and pre-school

Spatial Requirements

- Square footage per numeric program

Support Facilities

- None

Intended Community or Adult Use

- None

Environmental Variables

- HVAC
    - Displacement ventilation with 100% outside fresh air is preferred
- Lighting
    - Indirect lighting – needs to accommodate staff that read all day and help to control the glare
    - Natural light is desirable, operable window if possible
- Acoustics
    - Noise reduction needs to be considered

Utilities

- Water
    - none
- Electrical
    - Similar requirements as a classroom
- Communications
    - Intercom/Speaker
    - Digital clock

Finishes

- Floors: Carpet for sound
- Walls: Paint
- Ceiling: Acoustical

Storage Requirements

- (1) full height wardrobe

Display Requirements

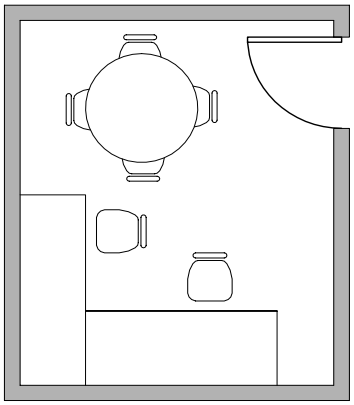
- 4’ x 4’ whiteboard

Furniture and Equipment (suggested)

- Furniture
    - Desk for (2)

Other Essential Information

- None



READING CORPS/LITERACY

SPECIAL SERVICES/ TITLE 1/ LAP/ READING INTERVENTION

General Information

- Title 1 is a reading intervention program for K through 5th grades
- Used primarily for Title 1

Planned Usage

- Small group instruction using various teaching strategies including magnetic boards, overheads, A/V, books, etc.

User Information

- (1) staff and (3-4) students
- Full-time

Groupings

- Small group or independent activities.
- Groups up to 12 students

Proximity Requirements

- Near literacy and other student support services

Spatial Requirements

- Square footage per numeric program

Support Facilities

- Bookroom for Title 1 program (curriculum supplies will need to be stored in a different location)

Intended Community or Adult Education Use

- None

Environmental Variables

- HVAC
    - Displacement ventilation with 100% outside fresh air is preferred
- Lighting
    - Indirect lighting – needs to accommodate staff that read all day and help to control the glare
    - Natural light is desirable, operable window if possible
- Acoustics
    - Noise reduction needs to be considered

Utilities

- Plumbing
    - Consider sink
- Electrical
    - Similar requirements as a classroom
- Communications
    - Intercom/Speaker
    - Digital clock

Finishes

- Floors: Carpet
- Walls: Tackable
- Ceiling: ACT

Storage Requirements

- 4 LF full height lockable cabinets
- Wardrobe cabinet locking
- Adjustable book shelves

Display Requirements

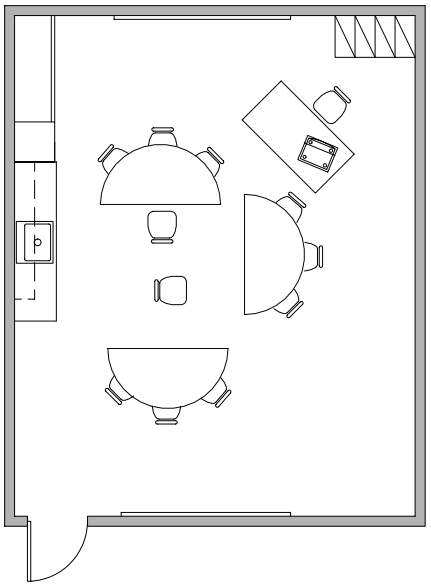
- (2) 4’ X 8’ whiteboards & a projection surface

Furniture and Equipment (suggested)

- Furniture
    - (1) Desk
    - Tables for 10-12, consider half round
    - (5) Chairs
- Equipment
    - Desktop computer
    - Consider docking station

Other Essential Information

- None



SPECIAL SERVICES/TITLE 1/INTERVENTION

SPECIAL EDUCATION ROOM

General Information

- Special education teaching station for special needs students. Specific needs vary so the space needs to be flexible.

Planned Usage

- Life Skills: Teaching basic life skills such as feeding, personal hygiene, and communication, etc.

User Information

- 1 teacher and 2 teaching assistants
- 8-10+ students
- Full time- 5 days/ week

Groupings

- Varies

Proximity Requirements

- Direct access to bus drop-off area
- Adjacent to Motor Room

Spatial Requirements

- Square footage per numeric program
- Office in or adjacent to special education room
- Designated future build out for restroom within office

Intended Community or Adult Education Use

- None

Environmental Variables

- HVAC
    - Displacement ventilation with 100% outside fresh air with thermostat control in room is preferred
- Lighting
    - Natural light - as many windows as possible, operable
    - Ability to fully darken the room
    - LED, plus daylight through exterior windows with blinds
    - All lights within 6’ of the teaching wall should be switched separately
- Acoustics
    - Sound absorption within the walls and include sound seal at doors between classrooms (typical)

Utilities

- Plumbing
    - (1) sink with bubbler mount at 34” high, prefer larger/deeper sink. Prefer high gooseneck. Paper towel dispenser should be in easy reach, locate adjacent to sink not behind
- Electrical
    - Power: (1) quad power on each wall
    - Standard teaching station requirements
- Communications
    - Intercom/Speaker/Digital clock, not on teaching wall
    - (2) Data drops on each wall
    - Telephone system
    - Provide teacher amplification system

Finishes

- Floors: Carpet. Provide hard surface at sink and project “wet” area.
- Walls: Vinyl tackable wall covering
- Ceiling: ACT

Storage Requirements

- Standard classroom casework

Display Requirements

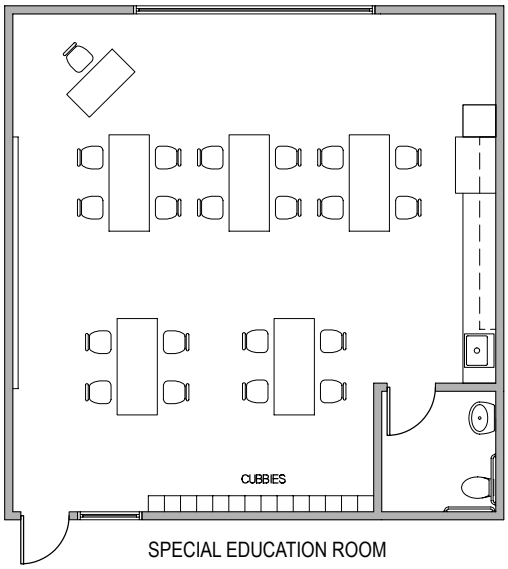
- Provide typical classroom white board display layout.

Furniture and Equipment (suggested)

- Furniture
    - (5) 30” x 72” tables
    - Desk/ (3) adult chairs
    - (10) chairs
- Equipment
    - Refrigerator (if Life Skills)
    - Range/ hood (if Life Skills)
- General
    - Digital clock
    - Provide support in ceiling for hanging apparatus

Other Essential Information

- Structural support system for ceiling suspension in center of room away from casework



SPECIAL EDUCATION ROOM

MOTOR ROOM

General Information

- Motor Room is part of the Special Ed program. It focuses on the physical needs of students that have some form of a physical disability. Some students may require a walker, crutches, or a wheelchair.
- To provide space where (1) teacher can teach small groups or individual students .

Planned Usage

- Larger physical activities. Teaching or retraining students to use muscle groups. Similar aspects to P.E., but focused on specific needs.
- Smaller activities (handwriting, keyboarding, etc.)
- Largest amount of time is spent doing table-top activities and in gross motor groups.

User Information

- (1-10) students.
- (1) teacher.

Groupings

- Varies from individual to small groups (3 students).

Proximity Requirements

- Near or adjacent to primary classrooms

Spatial Requirements

- Square footage per numeric program
- One space needs to be planned with a table for 6 students
- One space with a small instruction area for (4-5) students.
- Desk space and storage for staff member (shared by 2)
- Sufficient space to allow for swinging on ceiling suspended apparatus.

Support Facilities

- None

Intended Community of Adult Education Use

- None

Environmental Variables

- HVAC
    - Displacement ventilation with 100% outside fresh air is preferred
- Lighting
    - Indirect lighting – needs to accommodate staff that read all day and help to control the glare
    - Natural light is desired
- Acoustics
    - Noise reduction needs to be considered due to the multiple teachers and groups working simultaneously and the proximity to other rooms.

Utilities

- Water
    - Sink with drinking fountain
- Electrical
    - Similar requirements as a classroom
- Communications
    - Intercom/Speaker
    - Digital clock

Finishes

- Floors: Carpet. Provide hard surface at sink and project “wet” area.
- Walls: Tackable surfaces, durable walls
- Ceiling: ACT

Storage Requirements

- Deep cabinets / drawers storage for paper, oversized games, art supplies, and bulky equipment
- Storage for (1) teacher’s personal teaching supplies - teacher’s wardrobe
- (2) Lockable file cabinets
- Closed storage for (2) 5’x2’ mats, (5) big balls, scooters, jump ropes, suspension equipment, bike and mini trampoline.
- Storage for 3’x 5’ platform swing
- Hammock or zig-zag stacks may be used for storing balls
- No need for student cubbies

Display Requirements

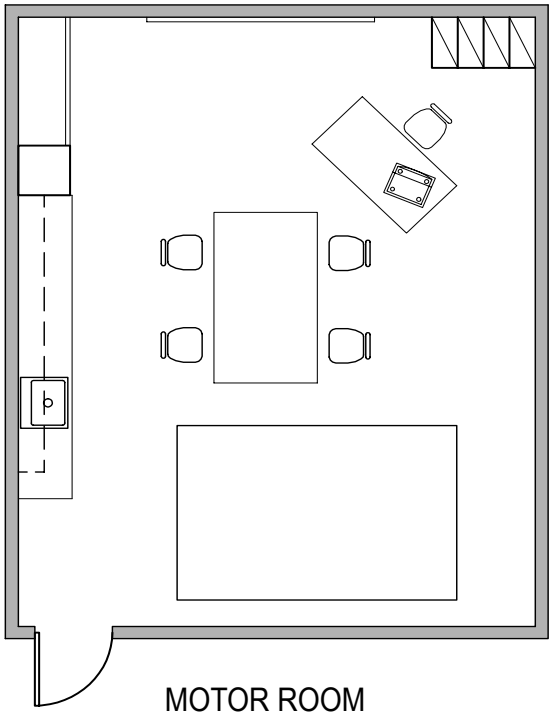
- (1) 4’ x 8’ porcelain magnetic whiteboard
- As much tackable wall surface as practical
- (1) small bulletin boards for desk area

Furniture and Equipment (suggested)

- Furniture
  - (1) teacher desk and chair
  - Rectangular table
  - 4 chairs
  - Mirror (4’x6’)
- Equipment
  - (1) teacher computer

Other Essential Information

- Structural support system for ceiling suspensions - near center of room, away from casework
- Provide 8’-0” clear area for swing apparatus



BUILDING SUPPORT

MAIN CUSTODIAN'S OFFICE AND STORAGE

General Information

- The goal of the custodial team is to maintain the school, providing a clean, safe and pleasant environment for teaching and learning.
- Strategically located storage and closets to create efficiency.

Planned Usage

- Work station, headquarters and storage area for custodian
- Closets areas for use by custodians as they clean and maintain.
- Cleaning and maintaining
    - Building, parking, grounds.
- Receiving and distribution of large deliveries, supplies and equipment
- Security of buildings and grounds
- Waste disposal (paper, recycle, garbage, food, plants)
    - Water system maintenance (City water)/ recycle program
    - Sewage system maintenance (City sewer)
- Preparation and maintenance of reports, requisitions, schedules and records
- Employee conferencing
- Receiving, inventory, distribution
- Packaging and shipping
- Small equipment repair (building & maintenance equipment)
- Storage of maintenance material interior use and exterior use
- Maintenance of mechanical, plumbing and electrical systems
- Maintenance of security systems
- Special events set up and take down and clean-up
- Computer monitoring Energy Management System
- Maintenance scheduling by computer

User Information

- (1) Day-shift custodian
- (1) Evening custodian

Groupings

- None

Proximity Requirements

- Custodial closets in close proximity to all areas of the school
- Custodial office in a central, easily accessible location
- Loading area located near serving kitchen.
- Loading area near custodial shipping and receiving.

Spatial Requirements

- Square footage per numeric program
- Office/storage
- Custodial closets
- Electrical panels should not be located in custodial closets
- Space for recycle bins

Support Facilities

- None

Intended Community or Adult Use

- None

Environmental Variables

- HVAC
    - Adequate ventilation for chemical fumes
    - Provide heat in main custodial office
- Lighting
    - Adequate lighting-particularly over work areas
- Acoustics
    - No special requirements

Utilities

- Water
    - Hot water hose bibb and floor drain at receiving area
    - Floor sinks
    - Floor mounted slop sink
    - Building wide perimeter HB
- Electrical
    - Adequate manner of outlets around the school for custodial equipment
    - Consider a recessed light near the receiving dock for security/vandalism prevention.
    - Loading area duplex outlet
- Communications

- Digital clock
- Intercom/ Speaker
- Telephone capability

Finishes

- Floors: Hard surface floor in all storage and closets
- Walls: Wainscot below 4’-0”
- Ceiling: exposed to structure, painted
- Windows:
  - Operable where possible
  - Observation from workshop to shipping and receiving and loading area.
- Doors:
  - Extra wide doors at shipping and receiving (overhead insulated sectional door)
  - 36 inch wide door at custodial service closet
  - Exterior doors - insulated metal (galv.)
  - Interior doors - P.L. covered

Storage Requirements

- Metal shelving for supplies, all shelves adjustable

Display Requirements

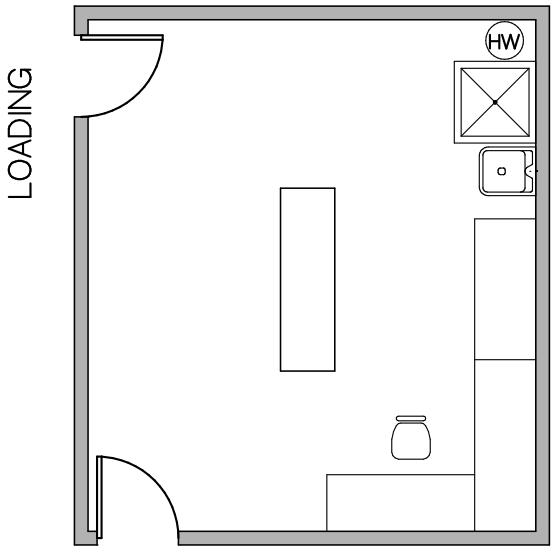
- Small bulletin board or tackable surface
- (1) Whiteboard 6’-0”

Furniture and Equipment (suggested)

- Workbench
- Flammable liquid storage cabinet with lock
- Wardrobe closet for (2) employees
- Computer
- Desk and chair
- (4) drawer file cabinet
- Bucket with wheels
- Vacuum
- Wet mop
- Broom
- Dry mop
- Scrubbing machine
- Short ladder

Other Essential Information

- Vehicular convenience
- Follow Birchwood Elementary model
- Waste disposal screened from parking area and entry
- Safety:
    - Emergency Plans
    - Fire
    - Gas shutdown
    - Water shutdown
    - Emergency power (generator connection?)
    - Electrical services shutdown
    - Ensure plans, address safety of health and life of occupant and maintenance and preservation of property



CUSTODIAL OFFICE / RECEIVING

BUILDING STORAGE & RECEIVING

General Information

- Mail deliveries go to the front office
- Supplies are received in the custodial area
- Food deliveries are received at the kitchen
- Food refuse, garbage and recycling is taken from the buildings to dumpsters/ cans

Planned Usage

- Trucks, vans and other small vehicles deliver to all locations
- Large garbage trucks pick up refuse and recycling

User Information

- Number/type occupant: unavailable
- Food service and mail area received daily; custodial and paper supplies received infrequently.

Groupings

- None

Proximity Requirements

- Refuse can be close to building or up to 150’ away
- Mail at front office
- Custodial and Food Service deliveries do not require a loading dock

Spatial Requirements

- Square footage per numeric program
- Building storage
- Dumpster/ recycling/ emergency generator area 40’-0” x 10’-0” with concrete CMU wall surround and chain link fence gates.

Support Facilities

- None

Intended Community or Adult Use

- None

Environmental Variables

- HVAC
    - No special requirements
- Lighting
    - No special requirements

- Acoustics
    - No special requirements

Utilities

- Water
    - Hot water hose bibb and floor drain at receiving area
    - Floor sinks
    - Floor mounted slop sink
- Electrical
    - Adequate manner of outlets around the school for custodial equipment
    - Consider a recessed light near the receiving dock for security/vandalism prevention.
- Communications
    - None

Finishes

- Floors: Durable surface to absorb rolling cart impacts
- Walls: Durable wall material to absorb rolling cart impacts
- Ceilings: No special requirements

Storage Requirements

- None

Display Requirements

- None

Furniture and Equipment (suggested)

- (3) dumpsters 4’ x 4’
    - (1) recycle mixed paper dumpster 1 w.c.
    - (1) garbage
    - (1) cardboard
- (12) rolling cans for food recycle waste
- Emergency generator enclosure
- 50 kw emergency generator power lights, cooler, gym heating system.

Other Essential Information

- None

STAFF RESTROOMS

General Information

- Pleasant, easily accessible and private restrooms
- Clean, properly equipped lavatory is available to every student, staff member and visitor within a short distance.
- Easily supervised.

User Information

- Staff of (40-60) in the building, seldom all at the same time
- Custodial for maintenance

Groupings

- Peak usage:
    - Recess time
    - Immediately before and after student school day
    - Breaks between student activities
    - Lunch period

Proximity Requirements

- Entrance off hallways with privacy assurances

Spatial Requirements

- Square footage per numeric program
- (2) Staff restrooms – public (adjacent to staff lounge, near administrative office)
- (2) Staff restroom strategically located in each pod of the building is desirable
- (1) Cafeteria/Custodial restroom
- Handicapped stall with other handicapped accessibility features in all of the restrooms

Support Facilities

- Custodial closet

Intended Community or Adult Education use

- Public restrooms only

Environmental Variables

- HVAC
    - Adequate heating and ventilation
    - Fan/light
- Lighting
    - Adequate lighting around the mirrors
- Acoustics
    - No special requirements

Utilities

- Water
    - Sink
    - Automatic flush valves for toilets
- Electrical
    - None
- Communications
    - None

Finishes

- Floors: Ceramic tile with flat C.T. base with full nose edge. Consider integral colored concrete.
- Walls: C.T. wainscot with painted gyp. bd. above epoxy painted gypsum board in student toilets.
- Ceiling: Suspended acoustical tile

Display Requirements

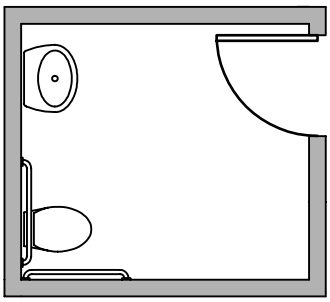
- Mirror in a convenient location

Furniture and Equipment (suggested)

- Privacy assured stalls – only if more than one toilet
- Soap, paper towel, toilet paper as specified by Maintenance Department
- “Occupied” indicator in door latch or deadbolt
- Sanitary napkin dispenser in public toilets only (not staff)

Other Essential Information

- Comfortable, pleasant color and surroundings
- Drain in floor
- All surfaces easy to clean, maintain, repair and replace



STAFF RESTROOM

STUDENT RESTROOMS

General Information

- Located strategically, in multiple locations, throughout the facility
- Easily supervised

User Information

- Maximum number of people in facility at any time (450-550)
- Custodial for maintenance

Groupings

- Peak usage:
    - Recess time
    - Immediately before and after student school day
    - Breaks between student activities
    - Lunch period

Proximity Requirements

- Entrance off hallways (without doors) with privacy assurance and vision to sink
- Restrooms near classrooms, playgrounds, public areas, work space

Spatial Requirements

- Enough sinks, stalls, fixtures or meet code and accommodate potential number of users
- Handicapped stall with other handicapped accessibility features in all of the restrooms

Support Facilities

- Custodial closet

Intended Community or Adult Education Use

- Public restrooms only

Environmental Variables

- HVAC
  - Adequate heating and ventilation – fans for odors
  - Do not locate thermostats in toilet rooms
- Lighting
  - Adequate lighting around mirrors and for custodial use
- Acoustics
  - Typical of an educational facility restroom

Utilities

- Water
  - Hot and cold running water with auto-sensing faucets that turn off automatically
  - Automatic flush valves for toilets
  - Provide hose bibb access to toilet rooms from an adjacent custodial closet, if possible
  - Temperature control to prevent burns or scalding
- Electrical
  - Emergency lighting
  - High light level discourages vandalism
  - LED
- Communications
  - None

Finishes

- Floors
  - Ceramic tile with flat C.T. base with full nose edge. Consider integral colored concrete.
- Walls
  - C.T. wainscot with painted gyp. bd. above epoxy painted gypsum board in student toilets.
- Ceiling
  - GWB

Storage Requirements

- Storage for cleaning supplies, tissue, toilet paper, paper towels, soaps, etc.

Display Requirements

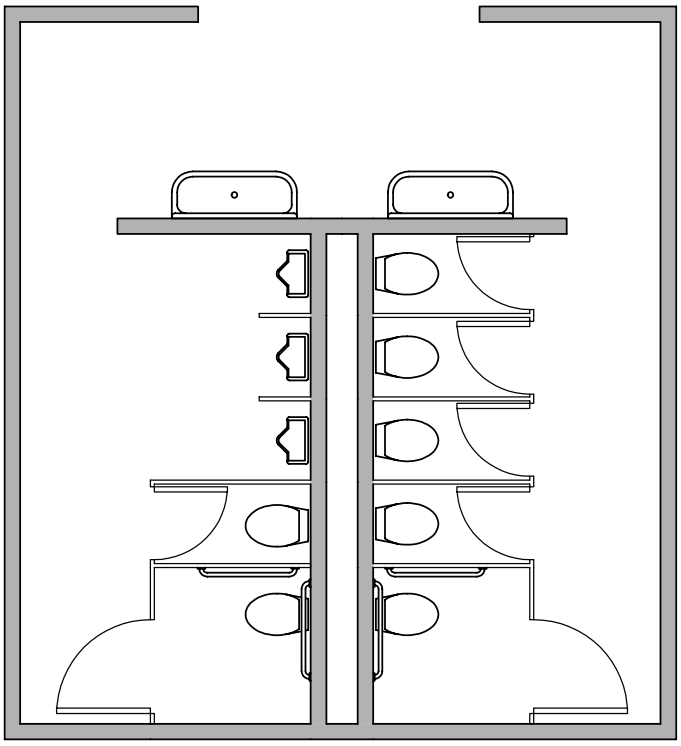
- Mirrors

Furniture and Equipment (suggested)

- Durable, vandal resistant fixtures and furnishings throughout
- Privacy insured toilet stalls
- Soap, paper towel, toilet paper as specified by Maintenance Department
- Wall-mounted urinals in boy's lavatories
- Floor mounted, overhead braced partitions (per facility standards)

Other Essential Information

- Comfortable, pleasant color and surroundings
- All surfaces, fixtures, appliances, furnishings easy to clean, maintain, repair and replace
- Drain in floor
- Provide one gender neutral restroom per floor



STUDENT RESTROOMS

HALLWAYS

Goals and Objectives

- Warm, inviting atmosphere

Planned Usage

- Investigate ways to accommodate activity break out areas in or along hallways outside of groups of classrooms

Number of Users

- Whole student population (450), staff (40-50), parents, visitors – not all at same time

Staff Required

- Custodial maintenance

Groupings

- Not applicable

Relationships to Other Activities

- Directly related to all activities

Support Facilities

- None

Intended Community or Adult Education use

- Limited to after school hours

Environmental Variables

- HVAC
    - Adequate heating and ventilation
- Lighting
    - Pleasing, comfortable light
    - Natural lighting is desirable

Utilities

- Water
    - Drinking fountains
- Electrical
    - Consider relites into hallway from classrooms
- Communications
    - Intercom/Speaker
    - Digital clock

Finishes

- Floors: Polished concrete
- Walls: Durable wainscot below 4’
- Ceiling: None

Storage Requirements

- None

Display Requirements

- Tackable wall surface above 4’
- Maximize tackable area (as allowed by Code)

Other Essential Information

- Acoustic performance of space to be considered

SITE—PARKING/ BUSES—BUILDING HARDSCAPE

General Information

- Location for staff, visitor parking, parent drop off
- Bus drop off (separate from non-bus drop off)
- Outdoor eating area off Cafeteria (small area with 3-4 picnic tables, supervisable from playground)
- Outdoor space should be welcoming
- Design should encourage walking
- Consider covered outdoor area for parent waiting

Planned Usage

- Parking for staff and visitors
- Drop off and pick up for cars and buses but inclusive of main entry.
- Outdoor dining for students and separately for staff

User Information

- Current use is 1 bus with design to accommodate future growth of 5 buses; space for 20 car drop-off zone; need 40 parking spaces minimum
- Frequency: 7:30 - 8:00, 2:30 - 3:00 are busiest times for buses; 150 cars drop-off between 7:30 - 8:00
- Buses arrive over a 20 min. period- 2-3 at the same time in the morning.

Groupings

- None

Proximity Requirements

- Separate bus and parent drop-off
- Emergency vehicle access to Health Room and playgroup
- Cafeteria

Spatial Requirements

- None

Support Facilities

- None

Intended Community or Adult Use

- None

Environmental Variables

- HVAC
    - No special requirements

- Lighting
    - Lights on poles to comply with ADA requirements; shielded fixture to avoid light pollution
    - Lights need to be on the DDC with manual override
- Acoustics
    - No special requirements

Utilities

- Water
    - Hose bibb for outdoor garden space
- Electrical
    - No special requirements
- Communications
    - Digital clock
    - Intercom/ Speaker

Finishes

- Floors: Asphalt in drive areas; concrete where required; concrete under and adjacent to dumpsters
- Walls: Tackable where possible
- Ceiling: No special requirements

Storage Requirements

- Covered, secured bike racks

Display Requirements

- None

Furniture and Equipment (suggested)

- Equipment
    - None
- Furniture
    - Benches at Main Entry (see “Entry” discussion)
    - Benches built-in to accommodate parent drop-off (should be concrete or CMU)
    - Sturdy picnic tables for outdoor eating area

Other Essential Information

- Appropriate signage for queuing at drop-off / pick-up

SITE—HARDSURFACE PLAY/ PLAYFIELDS/ COVERED PLAY

General Information

- Site is used by school all day and community after hours

Planned Usage

- Basketball on hard surface
- Tetherball on hard surface
- 4-square on hard surface
- Play apparatus on wood chips
- Large grass field, as big as possible
- No field striping required
- No backstops required
- Cinder jogging trail around field is desired
- Outdoor classroom area if convenient (rain makes this less useful)
- Swings

User Information

- Hard surface/ covered play will have 375 students using it before school
- Typical use is 1/2 school at a time (225 kids); 2 recess periods- size for this use.

Groupings

- None

Proximity Requirements

- Close to bus drop or parent drop - to be used for waiting
- Access to gym toilets is desirable
- Hard surface play - away from classrooms
- Fields, hard/soft play - located for easy supervision
- Keep bus zone and play separate (safety-adjacent ok)
- Line of sight across play fields and covered play

Spatial Requirements

- Square footage per numeric program
- Covered play
- Soft play areas need to accommodate the owner furnished inclusive play equipment.

Support Facilities

- None

Intended Community or Adult Use

- None

Environmental Variables

- HVAC
    - None
- Lighting
    - Play areas are not lighted. Building security lighting only
    - Provide lighting at covered play
- Acoustics
    - No special requirements

Utilities

- Water
    - None
- Electrical
    - None
- Communications
    - Digital clock
    - Intercom/ Speaker

Finishes

- Consider pervious asphalt in non-drive areas

Storage Requirements

- None

Display Requirements

- None

Furniture and Equipment (suggested)

- Furniture
    - None
- Equipment
    - 4 basketball backstops at covered play
    - 2 double backboards
    - 2-3 tether ball poles
    - 4-6 4 square courts
    - 1 kickball diamond- painted on hard surface
    - Developmentally appropriate play apparatus
    - 6 swings
    - Backstops at grass field

Other Essential Information

- Play shed should be as open and visible as possible
- Prefer stand-alone play shed, but extension off gym is good
- Want grade level markings to show where kids line up for fire drills
- Storage room for ball cart off covered play (6’0” x 6’-0”)
- Implement the frame work for crime prevention through environmental design.