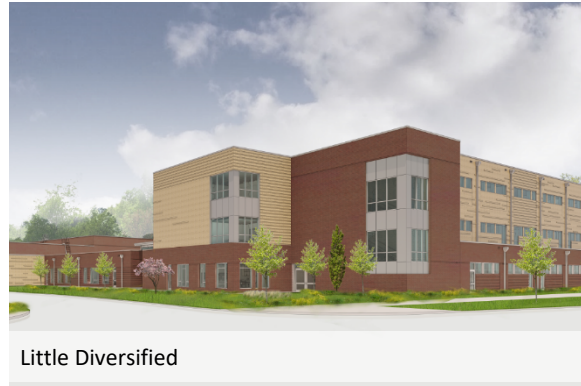




FACILITY PROGRAM

K-8 SCHOOLS



1 April 2026

TABLE OF CONTENTS

CMS PK-8 SCHOOL PROGRAM OF SPACES – 54 CLASSROOMS	04/01/26	6
GENERAL CLASSROOMS		8
GENERAL CLASSROOM – PRE K		9
GENERAL CLASSROOM – GRADES K-1ST		11
GENERAL CLASSROOM – GRADES 2ND-5TH		13
GENERAL CLASSROOM - GRADES 6TH – 8TH		15
GENERAL CLASSROOM - EXCEPTIONAL CHILDREN		17
SCIENCE CLASSROOM		18
SCIENCE PREPARATION ROOM		20
CLASSROOM – TYPICAL TEACHING WALL AND CUBBIE STORAGE		21
SUPPORT SPACES		22
RESOURCE ROOM		23
TEAM AREA		24
TUTOR ROOM		25
FLEX USE ROOM		26
BOOK STORAGE		27
MODIFIED RESTROOM		28
ELECTIVE CLASSROOMS		30
CAREER AND TECHNICAL EDUCATION CLASSROOM		31
VISUAL ARTS CLASSROOMS GRADES PREK-5 (ES) AND GRADES 6-8 (MS)		33
KILN ROOM		35
DANCE/THEATRE ARTS CLASSROOM		36
MUSIC/CHORAL CLASSROOM GRADES PREK-5 (ES)		38
CHORAL/INSTRUMENTAL MUSIC CLASSROOM GRADES 6-8 (MS)		40
MUSIC LIBRARY AND REPAIR/STORAGE		41
MEDIA CENTER		43
MEDIA CENTER		44
TV STUDIO		47
MEDIA OFFICE/WORKROOM		48
MAKERSPACE		50
PHYSICAL EDUCATION		53
MULTIPURPOSE ROOM GRADES PK-5 (ES)		54
GYMNASIUM GRADES 6-8 (MS)		56
ADMINISTRATION		58
SECURE ENTRANCES		59
RECEPTION AND ADMINISTRATION		60
PRINCIPAL’S OFFICE		62
ASSISTANT PRINCIPAL’S OFFICE		63
FINANCIAL SECRETARY OFFICE		64
ITINERANT STAFF WORKSTATIONS		65
CONFERENCE ROOM		66
FACULTY WORKROOM		67
STUDENT RECORDS		68
HEALTH OFFICE		70
STUDENT SERVICES SUITE		72
PARENT CENTER		73
SRO OFFICE		73
STAFF SUPPORT		75
FACULTY BREAKROOM		76

STAFF TOILETS	77
WELLNESS ROOM	78
CAFETERIA.....	79
CAFETERIA DINING AREA	80
KITCHEN AND SERVING AREA	81
BUILDING SUPPORT.....	84
GROUP RESTROOMS.....	85
CUSTODIAL ROOMS.....	86
CIRCULATION	87
LEARNING STAIR	88
CIRCULATION CORRIDOR.....	89
OUTDOOR AREA.....	91
OUTDOOR AREA	92
ADDITIONAL REFERENCES	93

LIST OF REVISIONS

Heading	Page	Revision	Rev. Date
1. Team Area	19	Noted to provide a copier alcove, with copier data & power requirements	11/12/19
2. Gymnasium	38	Added note to locate scoreboard on end wall behind the main goal	11/18/19
3. List of Revisions	1	Added List of Revisions to Facility Program for tracking changes	03/24/20
4. Wellness Room	57	Revised K-8 Wellness Room to indicate single room configuration	03/24/20
5. Science Classroom	15	Added size of microscopes to be stored in science cabinets	05/12/20
6. Gen. Clrm. - Gr. K-1st	7	Casework Elevations revised. Cubby qty. revised from 30 to 24-26.	06/11/20
7. Gen. Clrm. - Gr. 2nd-5 th	7	Casework Elevations revised. Cubby qty. revised from 30 to 24-26.	06/11/20
8. Resource Room	15	Casework Elevation added.	06/11/20
9. Team Area	16	Casework Elevation added.	06/11/20
10. Flex Use Room	18	Casework Elevation added.	06/11/20
11. Visual Arts Classroom	26	Casework Elevation added.	06/11/20
12. Media Center Wrkrm	33	Casework Elevations added.	06/11/20
13. Makerspace	37	Casework Elevation added.	06/11/20
14. Workroom	49	Casework Elevations added.	06/11/20
15. Faculty Breakroom	51	Page added for Faculty Breakroom, with Casework Elevation.	06/11/20
16. Health Room	53	Casework Elevation added.	06/11/20
17. Parent Center	56	Casework Elevation added.	06/11/20
18. Wellness Room	57	Casework Elevation added.	06/11/20
19. Principal's Office	44	Deleted requirement for TV connection and wall bracket	06/29/20
20. Gen. Clrm. - Gr. K-1st	7	Casework Elevations revised; teacher's wardrobe added.	09/01/20
21. Modified Restroom	21	Casework Elevation added. Wall cabinet added above base cabinet.	09/01/20
22. Workroom	49	Casework Elevations updated.	10/26/20
23. Makerspace	37	Casework Elevation updated.	10/26/20
24. Media Center Wrkrm	33	Casework Elevations updated.	10/26/20
25. Modified Restroom	21	Casework Elevation updated.	10/26/20
26. Resource Room	15	Casework Elevation updated.	10/26/20
27. Health Room	53	Casework Elevation updated.	10/26/20
28. Team Area	16	Casework Elevation updated.	10/26/20
29. Flex Use Room	18	Casework Elevation updated.	10/26/20
30. Parent Center	56	Casework Elevation updated.	10/26/20
31. Wellness Room	57	Casework Elevation updated.	10/26/20
32. Faculty Breakroom	51	Casework Elevation updated.	10/26/20
33. Media Center	33	Media desk details added.	11/16/20
34. Team Area	19	Refrigerator added (to be included in GC contract)	02/10/21
35. Health Room	53	Mini-fridge indicated to be ADA, and included in GC contract	02/10/21
36. Corridor	66	Page added for Corridors	03/22/21
37. Gymnasium	38	Revised bleacher capacity to reference A/E Guide	02/24/21
38. Dance/Theater Arts	31	Note added for Owner to provide current "Perf. Arts Equip. List"	06/25/21
39. Choral/Instr. Music	33	Note added for Owner to provide current "Perf. Arts Equip. List"	06/25/21
40. Multipurpose Room	40	Changed climbing wall reference; deleted 15' high ceiling in Stor. Rm.	09/03/21
41. Visual Arts Classroom	26	Arch. Criteria and FF&E updated. Casework Elevations updated.	10/26/20
42. Student Records	50	Noted to be adjacent to Student Services and Fin. Secretary Offices	11/02/21
43. Reception/Sec's. Area	42	Noted to provide space for 2 work stations behind counter	11/02/21
44. Cafeteria and Kitchen	59	Added electric water cooler with bottle filler in Dining Area	12/03/21
45. Custodial Rooms	63	Shelving added for attic stock materials storage per A/E Guide	12/03/21
46. Choral/Inst. Music Room	33	Moved location of utility sink to inside Band/Percussion Stor. Room	12/13/21
47. Media Center	35	Deleted Conference Room from Media Center	01/20/22
48. Gymnasium	38	Laundry Room added at 150 SF, for washer, dryer and ice maker	04/21/22
49. Wellness Room	57	Clarified under-counter refrigerator to be by Contractor	06/20/22
50. Modified Restroom	21	Updated grab bar length, lockset indicator, changing table type	07/25/22
51. Makerspace	37	Description expanded and list of Owner-provided equipt. added	05/01/23

52. Pre-K Classroom	4	Deleted requirement for plaster trap at sink	06/13/23
53. Gen. Clrm. - Gr. K-1st	6	Deleted requirements for plaster trap at sink	06/13/23
54. Gymnasium	38	Revised basketball court from 74'L to 84'L.	08/03/23
55. Dance/Theater Arts	31	Changed reference for fluorescent lights to LED lights	08/11/23
56. Program of Spaces	3, 4	Note added for 2 of the (12) K-1 Clrms to be licensed Pre-K	09/06/23
57. Teaching Wall		All references to Teaching Wall state "per detail in A/E Guide"	01/04/24
58. Makerspace	37	Teaching Wall added	01/04/24
59. Markerbds/Tackbds.		Heights of boards clarified between classroom and non-classroom.	01/04/24
60. Makerspace	37	Deleted reference to cabling in ceiling for classroom camera	01/31/24
61. Gymnasium	38	Deleted note for red lights at main basketball backboards	01/31/24
62. Reception/Sec's Area	43	Deleted reference to built-in coat closet	06/05/24
63. Flooring		Revised all references to vinyl comp. tile (VCT) to Quartz tile	08/13/24
64. Tutor Room	17	Flooring changed from carpet to Quartz tile	08/13/24
65. Showers at HealthRR		Showers at Health Restrooms notation removed.	02/20/25
66. Showers at Mod RR		Shower at Modified Restroom notation removed.	02/20/25
67. Family Restrooms		Provide 2 Family Restrooms adjacent to gymnasium	03/04/25
68. CTE Office		Program space removed	03/04/25
69. Classroom Count	56	Classroom count update from 12 to 14 to include PreK Classrooms	03/04/25
70. Dressing Room		Boys and Girls Dressing Rooms relabeled to Locker Rooms	03/04/25
71. Program of Spaces		Updated date and naming of program spaces	05/01/25
72. Updated Program		Makerspace Classroom designation	06/02/25
73. Volume Control Locations		Intercom volume control location updates.	06/02/25
74. Window Coverings		Motorized roller shades at Media Center.	06/02/25
75. Window Coverings		Removal of interior window covering.	06/02/25
76. Showers		Removal of showers in K-8 Facility Program.	08/18/25
77. Program Note 1		Clarify Note 1 regarding PreK Classrooms	08/18/25
78. Program Note 2		Clarify Note 2 regarding EC Classroom	08/18/25
79. Health Office Window		Removal of Health Office Window	08/18/25
80. Health Classroom		Health Classroom sheet removed	08/18/25
81. Play Space PK-1		Updated Play Area defined in PK-1 and Outdoor program sheets	08/29/25
82. Science Prep Rm		Increased Science Prep Room quantity.	10/09/25
83. Custodial Eyewash		Provision of eye wash in custodial rooms.	01/05/26
84. Tutor Rooms		Provision of additional Tutor Rooms	01/05/26
85. Main Custodial Room		Updated area for main and secondary custodial rooms	01/05/26
86. Corridor Sightlines		Updated design consideration	01/05/26
87. Corridor Circulation		Clarification of Crowd Control	01/05/26
88. Outdoor Learning and Support		Clarification of Outdoor Spaces	01/05/26
89. EC Classrooms		Clarification of Self Contained EC Classrooms	01/05/26
90. Program Sheet		Updated program square footage	01/05/26
91. Program Classroom Count		Updated classroom program count	01/16/26
92. Correct Dining Area		Correct Dining Area	01/26/26
93. Health Office Updates		Update program sheet for Health Office	01/26/26
94. Custodial Rooms		Update program sheet for Custodial Rooms	01/26/26
95. TV Studio Room		Removal of 12 LF of base cabinets	04/01/26
96. Program Sheet Areas		Estimated capacity added to program sheet.	04/01/26
97. Door Width Updates		4'-0" Door widths changed to 3'-6"	04/01/26
98. Family Toilet Room		Identify Family Toilet Room with Baby Changing Station near Gym	04/01/26
99. Makerspace/Media Center		Entry doors and Touchpoint Station	04/01/26

CMS PK-8 SCHOOL PROGRAM OF SPACES – 54 CLASSROOMS

04/01/26

Estimated capacity is 1,080 Students = 54 Classrooms at 20 Students per Classroom

SPACE	QTY	CMS SF	TOTAL	CLS
REGULAR CLASSROOMS				
STANDARD CLASSROOMS Pre-K *	2	1,000	2,000	2
STANDARD CLASSROOMS GR K-1	10	1,000	10,000	10
STANDARD CLASSROOMS GR 2-5	17	800	13,600	17
STANDARD CLASSROOMS GR 6-8	12	800	9,600	12
STANDARD CLASSROOMS - EC**	2	800	1,600	2
SCIENCE CLASSROOMS	3	1,000	3,000	3
SCIENCE PREP	2	250	500	
SUBTOTAL	46		40,300	46

CLASSROOM SUPPORT				
RESOURCE ROOMS	4	450	1,800	--
TEAM AREA	2	500	1,000	--
K-1 TOILETS	12	50	600	--
TUTOR ROOMS (K-1)	1	100	100	--
TUTOR ROOMS (2-5)	11	100	1,100	--
FLEX USE ROOM	1	250	250	--
MODIFIED RESTROOM (1ST FLR)	1	150	150	--
GROUP RESTROOMS	10	295	2,950	--
STAFF TOILETS	6	55	330	--
SUBTOTAL			8,280	

ELECTIVE CLASSROOMS				
MAKERSPACE CLASSROOM	1	800	800	1
CTE (Career Tech Ed)	2	800	1,600	2
CTE STORAGE	1	200	200	--
VISUAL ARTS CLASSROOM - ES	1	1,500	1,500	1
VISUAL ARTS STORAGE - ES	1	250	250	--
VISUAL ARTS CLASSROOM - MS	1	1,500	1,500	1
VISUAL ARTS STORAGE - MS	1	250	250	--
KILN ROOM	1	95	95	--
MUSIC/CHORAL CLASSROOM - ES	1	1,200	1,200	1
MUSIC/CHORAL STORAGE - ES	1	200	200	--
CHORAL/INSTRUMENTAL MUSIC	1	1,200	1,200	1
CHORAL STORAGE	1	150	150	--
BAND/PERCUSSION STORAGE	1	200	200	--
DANCE/THEATRE ARTS	1	1,700	1,700	1
THEATRE ARTS STORAGE	1	200	200	--
DANCE STORAGE	1	150	150	--
MUSIC LIBRARY/REPAIR	1	200	200	--
SUBTOTAL	8		11,395	8

MEDIA CENTER				
MAIN USE ROOM	1	2,900	2,900	--

SPACE	QTY	CMS SF	TOTAL
ADMINISTRATION			
SECURE ENTRANCE (MAIN & BUS)	2		
RECEPTION ADMINISTRATION	1	500	500
PRINCIPAL'S OFFICE	1	200	200
ASSITANT PRINCIPAL'S OFFICE	3	150	450
FINANCIAL SECR. OFFICE	1	150	150
ITINERANT STAFF OFFICE (4 OCC)	1	400	400
LARGE CONFERENCE RM	1	350	350
SMALL CONFERENCE RM	1	200	200
WORKROOM (ADMIN)	1	500	500
STUDENT RECORDS	1	100	100
HEALTH OFFICE	1	250	250
HEALTH OFFICE TOILET	1	65	65
STUDENT SERVICES OFFICE	1	250	250
COUNSELOR OFFICE	2	150	300
COUNSELOR CONFERENCE	1	200	200
PARENT CENTER	1	250	250
SRO OFFICE	1	100	100
STORAGE (OFFICE SUPPLIES)	1	250	250
BOOK STORAGE	1	400	400
SUBTOTAL			4,915

STAFF SUPPORT			
FACULTY BREAKROOM	1	500	500
STAFF TOILETS	2	55	110
WELLNESS ROOM	1	200	200
SUBTOTAL			810

CAFETERIA/NUTRITION			
DINING	1	4,500	4,500
SERVING	1	750	750
KITCHEN	1	2,775	2,775
DISHWASH	1	375	375
DRY STORAGE	1	250	250
FOOD SERVICE OFFICE	1	125	125
KITCHEN STAFF TOILET	1	65	65
KITCHEN STAFF LOCKER	1	75	75
KITCHEN LAUNDRY	1	75	75
SUBTOTAL			8,990

BUILDING SUPPORT			
MECHANICAL			3,900
ELECTRICAL			1,100

EQUIPMENT STORAGE	1	200	200	--
TV STUDIO	1	250	250	--
OFFICE	1	150	150	--
WORKROOM (MEDIA)	1	200	200	--
SUBTOTAL			3,700	

CUSTODIAL-MAIN STORAGE	1	250	250
CUSTODIAL-SECONDARY STORAGE	(varies)		650
EQUIPMENT ROOM (ER)	1	220	220
TELECOMMUNICATION ROOM (TR)	6	140	840
TE ENCLOSURES	(varies)		
SUBTOTAL			6,960

PHYSICAL EDUCATION/ATHLETICS

MULTIPURPOSE ROOM	1	4,900	4,900
MULTIPURPOSE ELEVATED PLATFORM	1	850	850
MULTIPURPOSE STORAGE	1	350	350
MULTIPURPOSE CHAIR STORAGE	1	300	300
GYMNASIUM	1	10,000	10,000
GYM PE STORAGE	1	700	700
BOYS LOCKER ROOM	1	800	800
GIRLS LOCKER ROOM	1	800	800
FAMILY TOILET ROOM	1	90	90
ATHLETICS/PE TEACHERS OFFICE	2	150	300
ATHLETICS/PE STAFF TOILET	2	75	150
ATHLETICS LAUNDRY	1	150	150
ATHLETICS STORAGE	1	300	300
SUBTOTAL			19,690

BUILDING SUBTOTAL 105,040

NON-ASSIGNABLE

CIRCULATION

WALLS

% OF BUILDING SUBTOTAL 34% 35,710

TOTAL SQUARE FOOTAGE 140,750

ATHLETICS/PE FIELDS

COMPETITION SOCCER FIELD

OUTDOOR LEARNING

PLAY AREA (Grades PK) 1
PLAY AREA (Grades K-1st) 1
PLAYGROUND 2
PLAY FIELD (Competition Soccer Field) 1
STORAGE 1
LEARNING GARDENS
ELEVATED INSTRUCTION SPACE
OUTDOOR CHALK BOARDS

Notes:

* PreK Classrooms are included in overall general classroom count for Grades PK through 1.

** EC Classrooms are included in overall general classroom count for Grades 2 through 8. These must have direct access to Modified Restrooms.

*** Dining Room to accommodate approximately 396 students per seating (allowing for 3 seatings)

Shaded area indicates actual classroom.

GENERAL CLASSROOMS

Reference CMS K8 School Program of Spaces for room quantity and square footage requirements.

GENERAL CLASSROOM – PRE K

OBJECTIVES

- Cognitive, social, emotional and physical development are interrelated in young children, and all developmental areas must be addressed.
- Each child is unique with an individual pattern of timing, growth and development.
- Young children construct knowledge and understanding through their interactions with materials within their environment and through their interactions with adults and other children.
- Children's learning moves from a concrete, personal understanding to conventional understandings through awareness, exploration, inquiry and utilization.
- Children have a need to make sense of their experiences and are motivated to learn by their interests and natural curiosity.
- Provides an environment that encourages learning through exploration and discovery.
- Recognizes that children differ in their rates of development, backgrounds, and experiences
- Establish a partnership between parents and school staff that supports children throughout their total school experience.
- Allows for the "basics" to be taught through children's own experiences, with materials in the classroom.
- Respects play for its value as an appropriate learning medium for children of this age.



CAPACITY

1 Teacher 1 Teacher Assistant

ACTIVITIES

- Large and small group work.
- Independent work.
- Choice periods – 12 centers:
 - Library
 - Dramatic play
 - Writing
 - Listening
 - Sand and water
 - Mathematics
 - Computers
 - Science
 - Art
 - Manipulative
 - Blocks
 - Music
- Active exploration and interaction with physical environment.
- Learning activities and materials primarily involve concrete, real experiences relevant to the lives of children.

DESIGN CONSIDERATIONS

- Classroom floor plan should allow large group activity as well as learning centers for specific activities.
- Provide Teaching Wall per detail in A/E Design Guide.
- Individual Toilet Room per PreK Classroom – Accessible through classrooms only.
- Direct access to exterior enclosed play yard and garden area– extending classroom outside.
- Gated access at low wall between PK and K-1 play areas.

PHYSICAL REQUIREMENTS

ARCHITECTURAL CRITERIA

- **Classroom** - Has direct access to exterior. Provide adjacent exterior, fenced play area.
 - Fence around play area: 48" minimum height with non-locking gate latches.
 - Please reference Outdoor Area program sheet for additional information.
- Ceiling: Provide acoustical ceiling panel per A/E Design Guide. Clear ceiling height to be 10'-0" minimum.
- Windows: Provide sill height 24"-26" AFF. Provide natural light in compliance with state kindergarten facility.
- Window Covering: Provide window covering at exterior windows. See A/E Design Guide Section 8.5.9.
- Doors: Pre-K classrooms to have direct access outdoors. Interior doors at corridors to have 3" wide vision panel.
- Walls: Provide painted gypsum wallboard or CMU.
- Floor: Provide resilient tile floor and base per A/E Design Guide.
- Classroom Entrance: Reference Corridor program sheet for typical tack board requirements outside of classroom door.
- Specialties and Casework – See Sheet for Typical Teaching Wall and Cubbie Storage.
 - Teaching Wall:
 - Provide markerboards and tack boards.
 - Provide tack strips above marker board to accommodate 4 map/chart holders, 4 hooks, and base for one flag holder.
 - Classroom Casework:
 - Provide built-in base cabinets with plastic laminate countertop and stainless-steel sink. See A/E Design Guide Appendix 6.2.3 for countertop heights.
 - Provide towel dispenser and liquid soap dispenser to be installed on wall above base cabinet near sink.
 - Provide two tall lockable storage units with adjustable shelving and a teacher's wardrobe cabinet.
 - Storage wall casework to be a mix of drawers, lockable base cabinets and open shelf units.
 - Provide paper storage cabinet - 5 open shelves to hold 24" x 36" paper
 - Classroom Cubbies:
 - Provide 12" deep enclosed wardrobe cabinets with a total of 24-26 (minimum) coat hooks spaced no closer than 12" o.c. above open-faced individual 12" deep cubbies. Maximum 60" height of wardrobe/cubbies with cabinet.
- **PreK Toilet Room** - See CMS K8 School Program of Spaces for square footage requirements. Accessible through classroom only.
 - Walls: Epoxy painted wallboard or CMU.
 - Floor: Provide non-slip porcelain tile and base per A/E Design Guide. Thin set tile floor and coved base with epoxy grout. No floor drains.

MECHANICAL AND PLUMBING CRITERIA

- **Classroom** - Provide sink w/hot (tempered) and cold water at built-in casework.
- Provide HVAC wall temperature sensor in each classroom.
- Provide CO monitor in each classroom.
- **PreK Toilet Room** - Provide individual toilet room with water closet, lavatory with hot (tempered) and cold water.

ELECTRICAL CRITERIA

- See A/E Design Guide for electrical requirements at Teaching Wall.
- Provide switched controls to enable multiple levels of lighting from ceiling fixtures– One switch for inboard lamps at each fixture, a second switch for outboard lamps at each fixture, both located near the classroom entry door off the corridor. Provide a third switch to control the single row of light fixtures nearest the Teaching Wall. Third switch to be located near the Teaching Wall.
- Provide intercom/phone.
- Provide computer network drops and power outlets per A/E Design Guide appendix.
- Provide all outlets for computers on separate circuits.

FURNITURE FIXTURES AND EQUIPMENT

- Provide area rugs for floor play.

GENERAL CLASSROOM – GRADES K-1ST

OBJECTIVES

To provide Kindergarten through First Grade students and educators an environment that is inviting, stimulating and student centered. The program should accommodate a variety of activities that provide learning experiences that are interactive, experiential and holistic. It should stimulate intellectual, social and emotional growth, enabling students to become effective, responsible citizens.

CAPACITY

1 Teacher 1 Teacher Assistant

ACTIVITIES

- Large and small group instruction to include reading, writing, math and science, as well as technology, and multi-media exploration and student performances.
- Integration of all core curriculum subjects.
- Encouragement through independence and personal responsibility is highlighted within flexible learning areas, display and board space, as well as student storage areas.

DESIGN CONSIDERATIONS

- Classrooms should be easily accessible from:
 - bus parking area/paved play space
 - parent pick-up/drop-off area
 - administration offices
 - cafeteria
 - media center
 - Multipurpose Room and Gym
 - art and music classrooms
 - One Tutor Room used by Grades PK-1. See Tutor Room program sheet.
- Classrooms must be located on a level of exterior exit discharge and should be grouped together.
- Provide Teaching Wall per detail in A/E Design Guide.
- Individual Toilet Room per K1 Classroom – Accessible through classroom only.
- Direct access to the exterior enclosed play and garden area - extending learning area outside of classroom.
 - Gated access at low wall between PK and K-1 play areas.

PHYSICAL REQUIREMENTS

ARCHITECTURAL CRITERIA

- **Classroom** - Has direct access to exterior. Provide adjacent exterior, fenced play area.
 - Fence around play area: 48" minimum height with non-locking gate latches.
 - Please reference Outdoor Area program sheet for additional information.
- Ceiling: Provide acoustical ceiling panel per A/E Design Guide. Clear ceiling height to be 10'-0" minimum.
- Windows: Provide sill height 24"-26" AFF. Provide natural light in compliance with state kindergarten facility.
- Window Covering: Provide window covering at exterior windows. See A/E Design Guide Section 8.5.9.
- Doors: K-1 classrooms to have direct access to outdoors. Interior doors at corridors to have 3" wide vision panel.
- Walls: Provide painted gypsum wallboard or CMU.
- Floor: Provide resilient tile floor and base per A/E Design Guide.
- Classroom Entrance: Reference Corridor program sheet for typical tack board requirements outside of classroom door.



- Specialties and Casework – See Sheet for Typical Teaching Wall and Cubbie Storage
 - Teaching Wall:
 - Provide markerboards and tack boards.
 - Provide tack strips above marker board to accommodate 4 map/chart holders, 4 hooks, and base for one flag holder.
 - Classroom Casework:
 - Provide built-in base cabinets with plastic laminate countertop and stainless-steel sink. See A/E Design Guide Appendix 6.2.3 for countertop heights.
 - Provide towel dispenser and liquid soap dispenser to be installed on wall above base cabinet near sink.
 - Provide two tall lockable storage units with adjustable shelving and a teacher's wardrobe cabinet.
 - Storage wall casework to be a mix of drawers, lockable base cabinets and open shelf units.
 - Provide paper storage cabinet - 5 open shelves to hold 24" x 36" paper.
 - Classroom Cubbies:
 - Provide 12" deep enclosed wardrobe cabinets with a total of 24-26 (minimum) coat hooks spaced no closer than 12" o.c. above open-faced individual 12" deep cubbies. Maximum 60" height of wardrobe/cubbies with cabinet. See sketch below.
- **K-1 Toilet Room** – See CMS K8 School Program of Spaces for square footage requirements. Accessible through classroom only.
 - Walls: Epoxy painted wallboard or CMU.
 - Floor: Provide non-slip porcelain tile and base per A/E Design Guide. Thin set tile floor and coved base with epoxy grout. No floor drains.

MECHANICAL AND PLUMBING CRITERIA

- Classroom - Provide sink w/hot (tempered) and cold water at built-in casework.
- Provide HVAC wall temperature sensor in each classroom.
- Provide CO monitor in each classroom.
- K1 Toilet Room - Provide individual toilet room with water closet, lavatory with hot (tempered) and cold water.

ELECTRICAL CRITERIA

- See A/E Design Guide for electrical requirements at Teaching Wall.
- Provide switched controls to provide multiple levels of lighting from ceiling fixtures— One switch for inboard lamps at each fixture, a second switch for outboard lamps at each fixture, both located near the classroom entry door off the corridor. Provide a third switch to control the single row of light fixtures nearest the Teaching Wall. Third switch to be located near the Teaching Wall.
- Provide intercom/phone.
- Provide computer network drops and power outlets per A/E Design Guide appendix.
- Provide all outlets for computers on separate circuits.

FURNITURE FIXTURES AND EQUIPMENT

GENERAL CLASSROOM – GRADES 2ND-5TH

OBJECTIVES

To provide Second through Fifth Grade students and educators an environment that is inviting, stimulating and student centered. The program should accommodate a variety of activities that provide learning experiences that are interactive, experiential and holistic. It should stimulate intellectual, social and emotional growth, enabling students to become effective, responsible citizens.

CAPACITY

1 Teacher 1 Teacher Assistant

ACTIVITIES

- Large and small group instruction to include reading, writing, math and science, as well as technology, and multi-media exploration and student performances.
- Integration of all core curriculum subjects.
- Encouragement through independence and personal responsibility is highlighted within flexible learning areas, display and board space, as well as student storage areas.

DESIGN CONSIDERATIONS

- Grades 2-5 classrooms should be easily accessible from:
 - administration offices
 - cafeteria
 - media center
 - Multipurpose Room and Gym
 - art and music classrooms
- Provide a Tutor Room between each pair of general classrooms for Grades 2-5, with access from the main corridor only. See separate program sheet for Tutor Room details.
- Provide Teaching Wall per information listed in A/E Design Guide.

PHYSICAL REQUIREMENTS

ARCHITECTURAL CRITERIA

- Ceiling: Provide acoustical ceiling panel per A/E Design Guide. Clear ceiling height to be 10'-0" minimum.
- Windows: Provide exterior windows to allow for natural light with sill height at 24"-26" AFF. Interior windows with one-way glazing from adjacent Tutor Rooms depending on classroom layout.
- Window Covering: Provide window covering at exterior windows only. See A/E Design Guide Section 8.5.9.
- Doors: Interior doors at corridors to have 3" wide vision panel.
- Walls: Provide painted gypsum wallboard or CMU.
- Floor: Provide resilient tile floor and base per A/E Design Guide.
- Classroom Entrance: Reference Corridor program sheet for typical tack board requirements outside of classroom door.
- Specialties and Casework – See Sheet for Typical Teaching Wall and Cubbie Storage
 - Teaching Wall:
 - Provide markerboards and tack boards.
 - Provide tack strips above marker board to accommodate 4 map/chart holders, 4 hooks, and base for one flag holder.
 - Classroom Casework:
 - Provide built-in base cabinets with plastic laminate countertop and stainless-steel sink. See A/E Design Guide Appendix 6.2.3 for countertop heights.
 - Provide towel dispenser and liquid soap dispenser to be installed on wall above base cabinet near sink.
 - Provide two tall lockable storage units with adjustable shelving and a teacher's wardrobe cabinet.
 - Storage wall casework to be a mix of drawers, lockable base cabinets and open shelf units.
 - Provide paper storage cabinet - 5 open shelves to hold 24" x 36" paper
 - Classroom Cubbies:
 - Provide 12" deep enclosed wardrobe cabinets with a total of 24-26 (minimum) coat hooks spaced no closer than 12" o.c. above open-faced individual 12" deep cubbies. Maximum 60" height of wardrobe/cubbies with cabinet. See sketch below.

MECHANICAL AND PLUMBING CRITERIA

- Provide sink in classroom w/hot (tempered) and cold water at built-in casework.
- Provide HVAC wall temperature sensor in each classroom.

ELECTRICAL CRITERIA

- See A/E Design Guide for electrical requirements at Teaching Wall.
- Provide switched controls to provide multiple levels of lighting from ceiling fixtures– One switch for inboard lamps at each fixture, a second switch for outboard lamps at each fixture, both located near the classroom entry door off the corridor. Provide a third switch to control the single row of light fixtures nearest the Teaching Wall. Third switch to be located near the Teaching Wall.
- Provide intercom/phone.
- Provide computer network drops and power outlets per A/E Design Guide appendix.
- Provide all outlets for computers on separate circuits.

FURNITURE FIXTURES AND EQUIPMENT

Casework Image to be updated to remove panels beneath sink. Have insulated sleeve at pipes. Have note reference for PT holder and soap dispenser typical at all sink locations.

GENERAL CLASSROOM - GRADES 6TH – 8TH

OBJECTIVES:

To provide General Curriculum Classrooms at the middle school level intended to function as areas of instruction for mathematics, communication skills, social studies and science. Each space will be designed to accommodate all three disciplines to provide for the greatest amount of flexibility in scheduling and team clustering.

- Mathematics Curriculum - expanding Mathematical capabilities of middle school students to include more complex problem situations involving topics such as probability, statistics, geometry, and rational numbers. Situations and approaches should build on the mathematical language students are acquiring and help them to develop a variety of problem-solving strategies and approaches. Although concrete and empirical situations remain a focus throughout these grades, a balance should be struck between problems that apply mathematics to the real world and problems that arise from the investigation of mathematical ideas. Finally, the mathematics curriculum should engage students in some problems that demand extended effort to solve. Some might be group projects that require students to use available technology and to engage in cooperative problem-solving discussions.
- Communication Curriculum - emphasizing the wholeness of language and is most effectively practiced in a language-rich, nurturing environment that focuses on inquiry, interaction, and discovery. Communication involves listening, speaking, reading, viewing, writing, and study skills. It addresses the content of literature and language. Communication is fluid and dynamic. It consists of sending real messages from real speakers. Effective communication requires thinking and responding personally, critically, and creatively.
- Social Studies Curriculum for the middle school grades includes cultural geography courses focusing on Europe, nations of the former Soviet Union, Africa, Asia, and the Pacific Rim. A second emphasis is on the geography, economics, citizenship, and government of the United States with attention to North Carolina. The course emphasizes research of related issues and subsequent communication of research findings. Current events are frequently used as a point of reference for historical issues or a specific topic of inquiry.

CAPACITY:

1 teacher 29 students

ACTIVITIES:

- Actively involving students individually and in groups, through exploring, conjecturing, analyzing, and applying mathematics, communications skills, and social studies in a real-world context.
- Using appropriate technology for computation, exploration, and writing.
- Being a facilitator of learning.
- Assessing learning as an integral part of instruction.
- Conducting independent research for projects.
- Presenting individual and small group products.
- Using collaborative learning structures.
- Creating inter-disciplinary projects.
- Conferencing in individual and small group settings.
- Integrating curricula to produce uniquely different results for synthesis or evaluation by peers.
- Peer tutoring

DESIGN CONSIDERATIONS:

- Core curriculum classrooms should be grouped together with team area, conference room, resource classroom, assistant principal's office and other specialty classrooms of each grade level.
- Provide Teaching Wall per information listed in A/E Design Guide.

PHYSICAL REQUIREMENTS:

ARCHITECTURAL CRITERIA

- Ceiling: Provide acoustical ceiling panel per A/E Design Guide. Clear ceiling height to be 10'-0" minimum.
- Windows: Provide sill height 24"-26" AFF
- Window Covering: Provide window coverings at exterior windows. See A/E Design Guide Section 8.5.9.
- Doors: Interior doors at corridors to have 3" wide vision panel.
- Walls: Provide painted gypsum wallboard or CMU.
- Floor: Provide resilient floor and base per A/E Design Guide.
- Classroom Entrance: Reference Corridor program sheet for typical tack board requirements outside of classroom door.
- Specialties: See program sheet for Typical Teaching Wall.

MECHANICAL AND PLUMBING CRITERIA

- Provide HVAC wall temperature sensor in each classroom.

ELECTRICAL CRITERIA

- See A/E Design Guide for electrical requirements at Teaching Wall.
- Provide switched controls to provide multiple levels of lighting from ceiling fixtures– One switch for inboard lamps at each fixture, a second switch for outboard lamps at each fixture, both located near the classroom entry door off the corridor. Provide a third switch to control the single row of light fixtures nearest the Teaching Wall. Third switch to be located near the Teaching Wall.
- Provide intercom/phone.
- Provide computer network drops and power outlets per A/E Design Guide appendix.
- Provide all outlets for computers on separate circuits.

FURNITURE FIXTURES AND EQUIPMENT

GENERAL CLASSROOM - EXCEPTIONAL CHILDREN

OBJECTIVES

The purpose of Exceptional Children programs is to provide a continuum of services to students with disabilities ages 3-21 so that they may achieve to the maximum extent possible, in the least restrictive environment, appropriate to meet their needs. Exceptional Children programming promotes:

- Providing special education services to exceptional children in regular classrooms with non-disabled peers to the maximum extent possible, as appropriate.
- Providing a full continuum of programs and services to help all students achieve their highest potential.
- Teaching students using varied learning styles.
- Creating individualized education programs for each identified student.

CAPACITY

1 Teacher, 1 Assistant, and possibly a Physical Therapist.

DESIGN CONSIDERATIONS FOR SELF-CONTAINED ENVIRONMENT

- Classrooms to be located on first floor.
- Provide Teaching Wall per detail in A/E Design Guide.
- Direct access from EC Classroom to Modified Restroom. See separate program sheet for Modified Restroom details.
- Exceptional Children (EC) programs – Type of EC program will determine the number of students assigned and the type of amenities provided in the classroom.
 - Self-Contained Classrooms - Allow for microwave and small refrigerator, to accommodate students with temperature sensory needs.

PHYSICAL REQUIREMENTS

Refer to *“Department of Public Instructional Exceptional Children Facilities Planner”* for specific facility design requirements. This document is in the A/E Design Guide.

ARCHITECTURAL CRITERIA

- Locate EC classrooms on main level, each connected to adjacent Modified Restroom.
- Locate classroom near Cafeteria, Media Center, Auditorium.
- Must accommodate students in wheelchairs. Students served could include autism, cerebral palsy, cognitive issues, physical disabilities, muscular dystrophy.
- Classrooms are to be standard size per “CMS School Program of Spaces” and are not special in design. These rooms could be used for general population.
- Reference general classroom program sheets for casework and specialties requirements. See Sheet for Typical Teaching Wall and Cubbie Storage based on classroom grade requirements.
- Classroom Entrance: Reference Corridor program sheet for typical tack board requirements outside of classroom door.

MECHANICAL AND PLUMBING CRITERIA

- Provide sink in classroom w/hot (tempered) and cold water at built-in casework.
- Provide CO monitor in each classroom.
- Provide HVAC wall temperature sensor in each classroom.

ELECTRICAL CRITERIA

- Provide intercom/phone.
- Provide electrical outlet for microwave and small refrigerator.

Casework Image to be updated to remove panels beneath sink. Have insulated sleeve at pipes. Have note reference for PT holder and soap dispenser typical at all sink locations.

SCIENCE CLASSROOM

OBJECTIVES

To provide a Science Curriculum for Charlotte-Mecklenburg Schools-based upon the philosophy that science is both process and product. The process results in product knowledge and its application in daily life. The way knowledge is obtained, presented and applied is as crucial as the knowledge itself. The curriculum is founded on five major goal statements: the nature of science; process skills; manipulative skills, attitudes and application; and science concepts.

Middle School (Grades 6-8) is a transitional time for students marked by physical, emotional and social changes. Content is presented from a student-centered perspective placing an emphasis on inquiry, exploration science and based on the North Carolina Standard Course of Study.

To produce a more scientifically literate member of society, student experiences must encompass the following objectives:

- Students develop a broad awareness of the nature of science by examining scientific concepts and practicing scientific methods.
- Students acquire process skills through scientific inquiry and by being involved in experiential learning activities.
- Students experience and learn manipulative skills of increasing complexity, accuracy and precision by manipulating various types of equipment, substances and data processing techniques.

CAPACITY

26 Students 1 Teacher 1 Teacher Assistant

ACTIVITIES

- Allow students to engage in inquiry, experiential-based activities.
- Involve the manipulation of science equipment (e.g., microscopes, balances).
- Show relevance and application to everyday life.
- Involve integration of science, society and technology.
- Enhance the student's ability in communication skills,
- Foster higher-order and critical thinking skills.
- Incorporate a variety of instructional strategies (e.g., cooperative groups, whole class, lecture, discussion, mini-lectures, role-playing, science fair preparation/presentations, independent study).
- Address student learning styles (e.g., auditory, visual, kinesthetic).
- Allow the teacher to become a "facilitator of learning".
- Include the use of technology in learning (e.g., laser video, telecommunications, computer interfacing).

DESIGN CONSIDERATIONS

- Must meet the NCDPI safety guidelines for science classrooms.
- Provide Teaching Wall per detail in A/E Design Guide.
- Science labs clustered with the core curriculum classrooms of each grade level to accommodate "teaming" of teachers.
- Science labs designed to foster a multi-tasking environment ("wet lab", video, multi-media, computer and research).
- Science labs to comply with federal and state safety regulations (safety equipment, eyewash, fire blanket, fire extinguisher).

PHYSICAL REQUIREMENTS

ARCHITECTURAL CRITERIA

- Ceiling: Provide acoustic tile per A/E Design Guide. Clear ceiling height to be 10'-0" minimum.
- Windows: Provide windows to allow for natural light. Coordinate sill height with required wall clearances for built in casework and wall mounted lab accessories.
- Window Covering: Provide window coverings at exterior windows. See A/E Design Guide Section 8.5.9.
- Doors: Interior doors at corridors to have 3" wide vision panel.
- Walls: Provide painted gypsum wallboard or CMU.
- Floor: Provide resilient tile floor and base per A/E Design Guide.
- Classroom Entrance: Reference Corridor program sheet for typical tack board requirements outside of classroom door.
- Specialties and Casework:
 - Teaching Wall: See program sheet for Typical Teaching Wall

- Classroom Casework:
 - Teacher's Demonstration Desk: Offset and parallel to Teaching Wall, provide fixed demonstration workspace with casework below. Station to be equipped with lab sink, eyewash, two electrical outlets, one data drop, one upright rod assembly and two support rods.
 - Movable Student Lab Tables: allows for maximum room flexibility.
 - Fixed Student Lab Stations: For additional workspace, provide six (6) lab sinks with hot and cold running water, and continuous work surface countertops (6 linear feet) on each side of sink. Stations to be located along two perimeter walls with lockable storage above and below counters.
 - All work surface countertop material should be resistant to heat, water and chemicals.
 - Provide specialized storage to include cabinets with shelves and drawers of various sizes for science equipment such as skeletons, torsos and microscopes. Coordinate with CMS Design Manager. To be confirmed with current curriculum.
 - PPE Storage for aprons and goggles.
 - Coordinate with CMS Design Manager regarding locks on cabinets.
- Standalone Eyewash Station.
- Allow space for refrigerators per specification.
- Floor space to accommodate laboratory carts, animal or plant study center, and stream table.
- Provide fire extinguisher.
- **Science Preparation Room:** Separate room accessible through Science Classroom and Corridor. See separate program sheet.

MECHANICAL AND PLUMBING CRITERIA

- Teacher's Demonstration Desk with hot (tempered) and cold water and eyewash.
- Exhaust openings must be ventilated away from air intake openings.
- Students' science investigations and cleanup require five or six sinks with water outlets along perimeter countertops or peninsulas. The sinks should be at least 18" (46 centimeters) in each dimension.
- Local neutralization at acid waste point of use for all science labs and preparation rooms per DPI requirements.

ELECTRICAL CRITERIA

- See A/E Design Guide for electrical requirements at Teaching Wall.
- Duplex receptacles centralized around group learning areas.
- Allow power for a refrigerator. See CMS Master Spec for appliance standards and requirements per NCDPI.
- Provide intercom/phone.
- The computer outlets should be in a manner to minimize conflicts with other science lab requirements such as HVAC, equipment, etc.

FURNITURE FIXTURES AND EQUIPMENT

Sturdy, movable two-student laboratory tables, at least 54" (137 centimeters) long.

SCIENCE PREPARATION ROOM

DESIGN CONSIDERATIONS

Adjacent to Science Classrooms and must meet the NC DPI School Science Facilities Planner for science preparation/storage.

- Science Prep Room to be shared between two science labs and be accessible through the two labs it serves.
- Provide exhaust/ventilation system.
- Provide fire extinguisher.
- Ceiling: Provide acoustical ceiling panel per A/E Design Guide. Clear ceiling height to be 10'-0" minimum.
- Doors: Interior doors to have 3"- wide vision panel.
- Walls: Provide painted gypsum wallboard or CMU.
- Floor: Provide resilient floor and base per A/E Design Guide.
- Preparation Room Casework
 - Provide large deep lab sink with hot and cold running water and continuous work surface countertops (6 linear feet) along all available walls with lockable storage above and below counters. Needed for various purposes including cleaning large containers.
 - All work surface countertop materials should be resistant to heat, water and chemicals.
 - Provide base cabinets along two walls at minimum, for additional preparation space.
 - Provide emergency eyewash at sink.
- Provide lockable chemical storage cabinets specially designed to separate acids, flammables and corrosives.
- Provide lockable microscope cabinets. Confirm microscope equipment with current curriculum requirements.
- Provide dishwasher.
- Allow space for refrigerator per specification.
- Provide blocking for wall-mounted pegboard test tube holders.

MECHANICAL AND PLUMBING CRITERIA

- Provide for exhaust and ventilation hood.
- Provide exhaust fans to be ventilated away from air intake openings and directly vented through to roof.
- Provide plumbing for hot and cold water for lab sinks, dishwasher and eyewash station.
- Floor drain needed. Acid resisting waste lines for all science labs and preparation rooms per DPI requirements.
- Local neutralization at acid waste point of use for all science labs and preparation rooms per DPI requirements.

ELECTRICAL CRITERIA

- Allow for electrical requirements for appliances such as refrigerator and dishwasher.
- Provide switched controls to enable multiple levels of lighting. Confirm if needed.
- Provide intercom/phone with volume control and privacy feature.
- Provide computer network drops and power outlets per A/E Design Guide appendix.
- Provide all outlets for computers on separate circuit.

FURNITURE FIXTURES AND EQUIPMENT

- Wall mounted pegboard test tube holders.

Casework Image to be updated to remove panels beneath sink. Have insulated sleeve at pipes. Have note reference for paper towel holder and soap dispenser typical at all cabinet sink locations.



SUPPORT SPACES

RESOURCE ROOM

OBJECTIVES

To provide an additional space for any activity that is conducted with less than a full classroom of students.

CAPACITY

1 Teacher

DESIGN CONSIDERATIONS

- Resource rooms should be integrated with grade level classroom areas.
- Provide Teaching Wall per detail in A/E Design Guide.
- Reference CMS K8 School Program of Spaces for room quantity and square footage requirements.

PHYSICAL REQUIREMENTS

ARCHITECTURAL CRITERIA

- Ceiling: Provide acoustical ceiling panel per A/E Design Guide. Clear ceiling height to be 9'-0" minimum.
- Windows: Provide sill height 24"-26" AFF
- Window Covering: Provide window covering at exterior windows. See A/E Design Guide Section 8.5.9.
- Doors: Interior doors to corridors are to include a 3" wide vision panel.
- Walls: Provide painted gypsum wallboard or CMU.
- Floor: Provide resilient tile floor and base per A/E Design Guide.
- Resource Rm Entrance: Reference Corridor Program for typical tack board requirements at room entrance in corridor.
- Specialties and Casework – See separate sheet for Typical Teaching Wall and sketch below for casework.
 - Provide built-in base cabinets with plastic laminated countertop and stainless-steel sink.
 - Provide wall cabinets with adjustable shelving.
 - Provide markerboards and tack boards.
- Towel dispenser and liquid soap dispenser to be installed on wall above base cabinet near sink.

MECHANICAL AND PLUMBING CRITERIA

- Provide sink w/hot (tempered) and cold water at built-in casework.
- Provide HVAC wall temperature sensor.

ELECTRICAL CRITERIA

- See A/E Design Guide for electrical requirements at Teaching Wall.
- Provide switched controls to provide multiple levels of
- Provide intercom/phone.
- Provide computer network drops and power outlets per A/E Design Guide.
- Provide all outlets for computers on separate circuits.

FURNITURE FIXTURES AND EQUIPMENT

Casework Image to be updated to remove panels beneath sink. Have insulated sleeve at pipes. Have note reference for paper towel holder and soap dispenser typical at all cabinet sink locations.

TEAM AREA

OBJECTIVES

To provide a private area for the preparation of materials and planning of team issues and for the storage of supplies.

CAPACITY

4-16 People

ACTIVITIES

Team teachers engaged in conferencing, scheduling and planning strategies for students and conferences with parents.

DESIGN CONSIDERATIONS

- One team area located near each grade level classroom wing. Additional Team Area to be considered depending on layout.
- Reference CMS K8 School Program of Spaces for room quantity and square footage requirements.
- Provide area for copier/printer

PHYSICAL REQUIREMENTS

ARCHITECTURAL CRITERIA

- Ceiling: Provide acoustical ceiling panel per A/E Design Guide. Clear ceiling height to be 10'-0" minimum.
- Windows: Provide sill height 24"-26" AFF.
- Window Covering: Provide window covering at exterior windows. See A/E Design Guide Section 8.5.9.
- Doors: Interior doors at corridors to have 3" wide vision panel.
- Walls: Provide painted gypsum wallboard or CMU.
- Floor: Provide resilient floor and base per A/E Design Guide.
- Provide a designated area for a copier/printer close to the door and easily accessible from the corridor.
- Specialties and Casework – See separate sheet for Typical Teaching Wall.
 - Provide built-in base and wall cabinets with plastic laminated countertop and stainless-steel sink.
 - Cabinets to be a combination of closed, open shelf and drawer units.
- Provide markerboards and tack boards at Teaching Wall per detail in A/E Design Guide.
- Provide upright residential-size refrigerator, coordinated with casework.

MECHANICAL AND PLUMBING CRITERIA

- Provide sink w/hot (tempered) and cold water at built-in casework.

ELECTRICAL CRITERIA

- See A/E Design Guide for electrical requirements at Teaching Wall.
- Provide intercom/phone.
- Provide computer network drops and power outlets per A/E Design Guide appendix.
- Provide (2) network drops and power for copier/printer.
- Provide power for refrigerator.

FURNITURE FIXTURES AND EQUIPMENT

- Conference Table
- Provide area for copier/printer

Casework Image to be updated to remove panels beneath sink. Have insulated sleeve at pipes. Have note reference for paper towel holder and soap dispenser typical at all cabinet sink locations.

TUTOR ROOM

OBJECTIVES

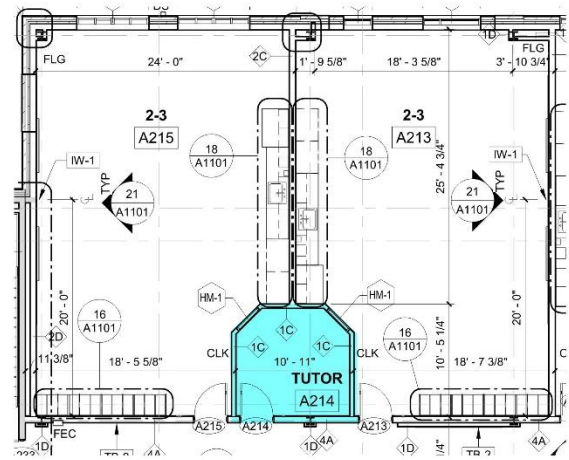
To provide a flexible space for individual pull-out instruction, teacher planning, and parent observations.

CAPACITY

2 – 4 People

ACTIVITIES

- Planning
- Individual instruction
- Minor student time out
- Parent observation of class activities
- Small group instruction
- Conferencing



Bruns Academy Elementary School

DESIGN CONSIDERATIONS

- Grades PK-1: Locate one Tutor Room easily accessible from main corridor.
- Grades 2-5: Provide Tutor Rooms between each pair of general classrooms. Accessible from main corridor.
- Grades 6-8: No Tutor Rooms provided.
- Locate tutor room between two classroom spaces to be shared by both.
- Locate tutor room windows at chamfered walls for best visibility into classroom.
- Reference CMS K8 School Program of Spaces for room quantity and square footage requirements.

PHYSICAL REQUIREMENTS

ARCHITECTURAL CRITERIA

- Ceiling: Acoustical ceiling panel, clear ceiling height and type to match classrooms.
- Window: Provide Tutor Room interior windows. See A/E Design Guide Section 8.5.
 - One-way glass vision panel along chamfered wall between tutor room and each classroom.
- Window Coverings: No window coverings provided.
- Doors: Interior doors to corridors are to include a 3" wide vision panel.
- Walls: Provide painted full height gypsum wallboard or CMU to underside of structure.
- Floor: Provide resilient tile floor and base per A/E Design Guide.

ELECTRICAL CRITERIA

- Provide intercom connection.
- Provide automatic motion sensors to control ceiling light fixture.
- Provide 4'x4' markerboard. Top of board to be at 6' AFF.

FLEX USE ROOM

OBJECTIVES

To provide a smaller flexible teaching space for the whole building. The Flex Use Room will provide classroom extension, itinerant activity space and small group pull-out ability. The actual use of the space will be coordinated among the grade level teachers.

CAPACITY

Varies

ACTIVITIES

- Small group instruction, Teaching Stations, One-on-One pull out.

DESIGN CONSIDERATIONS

- Provide Teaching Wall per detail in A/E Design Guide. Similar to Teaching Wall provided in classrooms.

PHYSICAL REQUIREMENTS

ARCHITECTURAL CRITERIA

- Ceiling: Provide acoustical ceiling panel per A/E Design Guide. Clear ceiling height to be 9'-0" minimum.
- Windows: Provide sill height 24"-26" AFF
- Window Covering: Provide window covering at exterior windows. See A/E Design Guide Section 8.5.9.
- Doors: Interior doors to corridors are to include a 3" wide vision panel.
- Walls: Provide painted gypsum wallboard or CMU.
- Floor: Provide resilient tile floor and base per A/E Design Guide.
- Specialties and Casework – See separate sheet for Typical Teaching Wall.
 - Provide built-in base cabinets with plastic laminated countertop and stainless-steel sink.
 - Provide wall cabinets with adjustable shelving.
 - Provide markerboards and tack boards.

MECHANICAL AND PLUMBING CRITERIA

- Provide sink in Flex Use Room w/hot (tempered) and cold water at built-in casework.
- Provide HVAC wall temperature sensor.

ELECTRICAL CRITERIA

- See A/E Design Guide for electrical requirements at Teaching Wall.
- Provide intercom/phone.
- Provide computer network drops and power outlets per A/E Design Guide appendix.
- Provide all outlets for computers on separate circuit.

FURNITURE FIXTURES AND EQUIPMENT

BOOK STORAGE

OBJECTIVES

Storage for textbooks.

ACTIVITIES

DESIGN CONSIDERATIONS

May be located near administrative spaces.

Full height wood shelving type. See shelving schedule.

PHYSICAL REQUIREMENTS

ARCHITECTURAL CRITERIA

- Ceiling: Provide acoustical ceiling panel per A/E Design Guide. Clear ceiling height to be 9'-0" minimum.
- Windows: No windows.
- Doors: Interior doors to corridors are to include a 3" wide vision panel.
- Walls: Provide painted gypsum wallboard or CMU.
- Floor: Provide resilient tile floor and base per A/E Design Guide.

MODIFIED RESTROOM

OBJECTIVES

To provide adequate space for toileting and clothes changing area for students needing personal hygiene care under the supervision of a designated adult. * *The modified restroom is not intended to meet the requirements or fixture counts for ADA accessible restrooms.*

CAPACITY

1-3 People

RELATIONSHIPS

- Option 1 (Preferred): Located ground level between (2) classrooms and near a main corridor, with corresponding doors to both classroom(s) and to the corridor required.
- Option 2: Located ground level adjacent to (1) classroom, with doors to the classroom and the corridor.

ACTIVITIES

- Toileting.
- Storage (first aid supplies, linens for beds).
- Teaching life skills.
- Inclusive practices.

PHYSICAL REQUIREMENTS

ARCHITECTURAL CRITERIA

- Reference A/E Design Guide 22.3.12 regarding Modified Restroom.
- Walls: Provide painted gypsum wallboard/CMU with ceramic tile per A/E Design Guide 9.6.2.
 - Provide tile wainscot as a backsplash and at end walls.
 - Also provide tile finish below and around hand dryers. Align top of tile with wainscot to protect wall finish.
- Floor: Non-slip floor tile per A/E Design Guide.
- Mounting heights for toilet accessories listed below:
 - Provide wall mounted swing-up grab bars for toilet:
 - Grades PreK-8: Grab bar height 30"-32"
 - Length 29 inches typical.
 - Free rolling toilet paper holder (preferred location on wall mounted swing-up grab bars).
 - Soap Dispenser - locate 1"-2" from edge of sink with bottom edge 2" above sink.
 - Mirror located 1"-2" above sink.
 - Paper Towel Dispenser – locate opposite soap dispenser 2"-3" from edge of sink with bottom 3"-4" above sink.
- Doors swinging outward to the adjacent classrooms. Door swinging inward from corridor.
- Locks at all doors (thumb turn on bathroom side and key on classroom/hallway side).
- Accessible lever handles. Locksets to be privacy set with Vacant/Occupied indicator.
- Casework- See sketch below.
 - Floor mounted storage cabinet with countertop, shelves and doors, 36" high x 36"-40" wide x 15" deep, with one section lockable for cleaning supplies, and wall cabinet above of matching width, with shelves and doors.
 - 30"x30" clear floor space to accommodate adaptive toilet seat storage.
- Trash can – provide space for metal foot-activated trash can, 12 gallon size.
- No curtain required in restroom.
- Signage outside of room to read "Modified Restroom" (no ADA accessible signage).



MECHANICAL AND PLUMBING CRITERIA

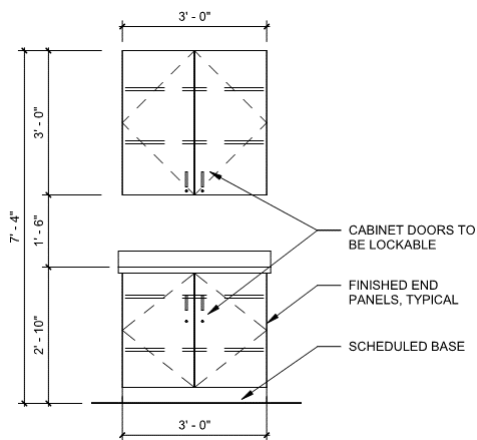
- Wall mounted sink with tempered/hot water and cold water, standard basin (not elongated) w/ gooseneck faucet with automatic meter for water flow, and 18" clear space both sides
 - Grades K-8: 29"-31" to rim of sink
 - 27"-28" to underside of sink basin.
- Scald protection around exposed drainage piping.
- Toilet located center of the wall. Seat heights:
 - Grades K-1 seat height: 12"-13" AFF
 - Grades 2-5 seat height: 13"-14" AFF
 - Middle School: 15"-17" AFF
- Hose bib.
- Adequate ventilation to disperse odors.

ELECTRICAL CRITERIA

- Hospital grade electrical outlet 8"-10" AFF and outside the footprint of the changing table to prevent damage to the table and cord during high/low table operation.
- Intercom with volume control and privacy switch located near toilet, and ceiling mounted speaker.

FURNITURE FIXTURES AND EQUIPMENT

- Space for adjustable height changing table (Performa X-Frame Hi-Lo Changing Table)
- 60"x25" for Grades K-8.



CASEWORK ELEVATION - MODIFIED RESTROOM

ELECTIVE CLASSROOMS

CAREER AND TECHNICAL EDUCATION CLASSROOM

OBJECTIVES

To provide a Career and Technical Education (CTE) program at the middle school level designed to focus on Business Education, Career Decisions, and to introduce students to basic technological principles.

Middle grades courses are designed to develop computer literacy by teaching students, basic operation of a computer with software applications. Curriculum competencies include the development of skills in the use of word processing, spreadsheet, database, desktop publishing, and telecommunications software. Additionally, the project-based curriculum is designed to help students explore math, science and technology with a focus on design and problem-solving, team decision making, information gathering, and engineering and technology-based careers.

CAPACITY

26 students

1 teacher

ACTIVITIES

- Teacher led and project-based learning to include:
 - Computer Concepts
 - Use of software applications
 - Keying data with speed and accuracy
 - Multi-media
 - Telecommunications
 - Information gathering/ analysis of data
 - Design/problem solving
 - Computer simulations
 - Prototype development
 - Robotics
 - Family and Consumer Science

DESIGN CONSIDERATIONS

- Locate CTE classrooms near other CTE course offerings and support spaces.
- Provide Teaching Wall per detail in A/E Guide; discuss with CMS Design Manager.
- Access to teacher workroom and office space outside classroom.
- Reference [CMS K8 School Program of Spaces](#) for room quantity and square footage requirements.
- **CTE Storage** – Provide separate lockable room for instructional supplies and project equipment.

PHYSICAL REQUIREMENTS

ARCHITECTURAL CRITERIA

- Ceiling: Provide acoustical ceiling panel per A/E Design Guide. Clear ceiling height to be 9'-0" minimum.
- Windows: Provide sill height 24"-26" AFF
- Window Covering: Provide window coverings at exterior windows. See A/E Design Guide Section 8.5.9.
- Doors: Interior doors to corridors are to include a 3" wide vision panel.
- Walls: Provide painted gypsum wallboard or CMU.
- Floor: Provide resilient tile floor and base per A/E Design Guide.
- Classroom Entrance: Reference Corridor program sheet for typical tack board requirements outside of classroom door.
- Specialties and Casework
 - Teaching Wall: See program sheet for typical Teaching Wall.
 - Classroom Casework:
 - Provide built-in base cabinets with plastic laminate countertop and stainless-steel sink. See A/E Design Guide Appendix 6.2.3 for countertop heights.
 - Provide towel dispenser and liquid soap dispenser to be installed on wall above base cabinet near sink.
 - Provide two tall lockable storage units with adjustable shelving and a teacher's wardrobe cabinet.
 - Storage wall casework to be a mix of drawers, lockable base cabinets and open shelf units.
- Provide CTE Storage room – Provide with shelves 18" deep - five shelves floor to ceiling.

MECHANICAL CRITERIA

- Individually controlled HVAC unit sized to accommodate students and equipment.

ELECTRICAL CRITERIA

- Provide data drops and associated duplex electrical outlets. Reference A/E Design Guide.
- Surge protection for computer circuits.
- Electrical outlets around perimeter at floor level and counter-top level.
- Dedicated electrical circuit for complete isolation from high load equipment producing power surges
- Provide Teaching Wall per detail in A/E Design Guide.

FURNITURE FIXTURES AND EQUIPMENT

VISUAL ARTS CLASSROOMS Grades PreK-5 (ES) and Grades 6-8 (MS)

OBJECTIVE

Provide two grade-appropriate visual arts classrooms for the 21st Century that are reflective of the changing world around us. Each grade grouping (Elementary School and Middle School) will have their own Visual Arts classrooms, where the students will have a place to be engaged in learning, both individually and collaboratively. They will be taught how to visually communicate their thoughts with a variety of tools and media. Visual Arts education includes studio production, art history, aesthetics and art criticism. The course of study follows National Art Standards, North Carolina Standard Course of Study and Framework for 21st Century Learning. The environment should lend itself to flexibility, creativity, and problem solving and contain current resources for students.

CAPACITY

1 Teacher 35 Students

ACTIVITIES

Students create art using skills developed in:

- Drawing
- Painting
- Printmaking
- Collage
- Textiles
- Ceramics
- Sculpture
- Fibers

Resources used include prints, texts, digital images and internet resources.

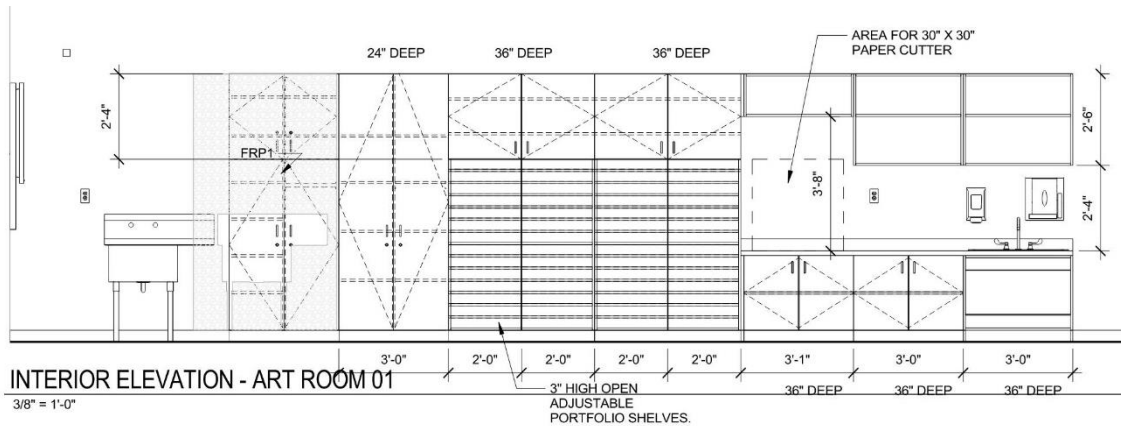
DESIGN CONSIDERATIONS

- **Visual Arts Storage Room:** Provide separate room per “CMS Program of Spaces.” Storage for art materials is paramount. Students create art in both 2-D and 3-D format. Teachers must have ample storage for the wide variety of materials required to complete the Standard Course of Study. There are specific tools for each medium that need to be stored between each year’s use. Provide full height shelving. See shelving schedule in AE Design Schedule.
- **Clear floor space for art equipment:** In addition to student workspace, countertops, and storage, there must be floor space provided for the standard visual arts equipment. See equipment list under FURNITURE FIXTURES AND EQUIPMENT.
- Specialties and Casework – See program sheet for Typical Teaching Wall.
 - Teaching Wall:
 - Provide markerboards and tack boards.
 - Provide tack strips above marker board to accommodate 4 map/chart holders, 4 hooks, and base for one flag holder.
- Visual resources, including prints, textbooks, digital images and websites are frequently used by the teacher and must be accessible for up-to-date instruction in visual arts. Storage for these items must also be available in the classroom.
- Visual Arts Education is available to all students in the school, which includes any exceptional students.
- Relation to entries: Location on the first floor at the end of a corridor is ideal for easy exit and noise isolation. An exit door located from the art room onto an exterior patio will be utilized if provided.
- **Kiln Room:** accessible from classroom. See separate program sheet for requirements in Kiln Room.
- Provide Teaching Wall per detail in A/E Design Guide.

PHYSICAL REQUIREMENTS

ARCHITECTURAL CRITERIA

- Ceiling: Provide acoustical ceiling panel per A/E Design Guide. Clear ceiling height to be 10’-0” minimum.
- Windows: Provide sill height 24”-26” AFF.
- Window Covering: Provide window covering at exterior windows. See A/E Design Guide Section 8.5.9.
- Doors: Interior doors to corridors are to include a 3” wide vision panel. Additional exterior door to patio also preferred.
- Walls: Provide painted gypsum wallboard or CMU. Provide tack board.
- Floor: Provide resilient tile floor per A/E Design Guide.
- Classroom Entrance: Reference corridor program sheet for typical tack board requirements outside of classroom door.



- Specialties and Casework:
 - Teaching Wall: See program sheet for Typical Teaching Wall
 - Classroom Casework:
 - Provide built-in base cabinets with plastic laminate countertop and 1-2 stainless-steel handwash sinks. This is separate from stainless steel scullery sink.
 - Provide towel dispenser and liquid soap dispenser to be installed on wall above base cabinet near sink.
 - Provide two tall lockable storage units with adjustable shelving and a teacher's wardrobe cabinet.
 - Storage wall casework to be a mix of drawers, lockable base cabinets and open shelf units.
 - Provide paper storage cabinet - 5 open shelves to hold 24" x 36" paper.
 - Provide cabinet with 15 sliding shelves.
 - Provide 36" deep base cabinet with minimum 36" clear above for paper cutter located away from sink.
 - Provide as much 24" deep shelving as possible in storage room.
 - Presentation Wall: Provide 8'-0" wide tack board. Separate area from Teaching Wall.
 - Art Display Showcase: Locate in main Circulation Corridor adjacent to Reception Office.
 - Provide space for Furniture, Fixtures and Equipment per FF&E list below

MECHANICAL AND PLUMBING CRITERIA

- Provide stainless steel scullery sink 18-22" with sidebar and plaster trap
- Provide 1-2 stainless steel hand wash sinks with plaster traps
- Provide hot and cold water to all sinks.

ELECTRICAL CRITERIA

- See A/E Design Guide for electrical requirements at Teaching Wall.
- Provide additional duplex outlets minimum of two per wall – coordinate mounting height with casework.
- Provide ability to dim lights.
- Provide intercom/phone.
- Provide computer network drops and power outlets per A/E Design Guide appendix.
- Provide all outlets for computers on separate circuits.

FURNITURE FIXTURES AND EQUIPMENT

- Provide shelving for 180 textbooks at 1" each.
- Provide (9) art tables (four legs) 4 students, 48" x 60"
- Provide (1) Ingento heavy duty paper cutter, 30" x 30"
- Provide (1) heavy duty drying rack, all steel, 30"d x 36"w x 60"h
- Provide (1) slab roller, 27"w x 52"l x 40"h
- Provide (2) rack – stack (Art), 32"w x 24"d x 32"h
- Provide (1) Rubbermaid cart 24"w x 40"l x 31"h

Casework Image to be updated to remove panels beneath sink. Have insulated sleeve at pipes. Have note reference for paper towel holder and soap dispenser typical at all cabinet sink locations.

KILN ROOM

DESIGN CONSIDERATIONS

Adjacent to Visual Arts Room (ES and MS).

ARCHITECTURAL CRITERIA

- Provide space for one 2'x3' cart and one slab roller in the kiln room.
- Provide 1 kiln.
- Wall: Painted gypsum wallboard or CMU.

MECHANICAL AND PLUMBING CRITERIA

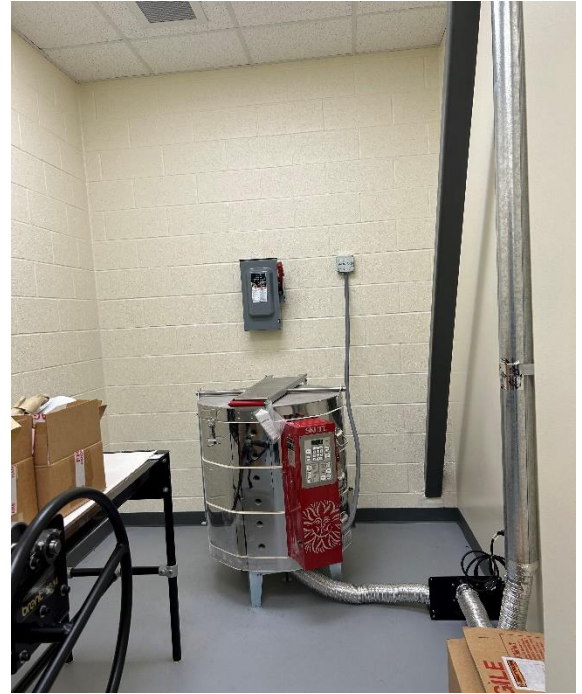
- Size ventilation in Kiln Room to provide heat exhaust to discharge excessive heat created by the kiln.
- See A/E Design Guide 26.20.3 regarding exhaust hood and fan requirements.

ELECTRICAL CRITERIA

- See CMS Master Spec 109000.2.1 for kiln electrical requirements.
- Provide heat detector

FURNITURE FIXTURES AND EQUIPMENT

- Provide fire extinguisher in kiln room per applicable codes.
- Provide (1) cart – Brent Ware, 35" w x 24" l x 60" h
- Provide (1) clay dolly, 24" w x 24" l x 36"



DANCE/THEATRE ARTS CLASSROOM

OBJECTIVES

Provide one classroom to serve both the dance and theatre arts programs.

DANCE:

To provide a classroom where students who are engaged in Middle School dance learn to communicate through movement, both individually and collaboratively. The course of study follows national Dance Standards, North Carolina Standard Course of Study, and Framework for 21st Century Learning. Dance Education is based on principals of modern and ballet dance. Emphasis is on developing technical, choreographic, and performance competencies. A flexible environment that lends itself to creativity and problem solving through movement is necessary for successful dance instruction. Because of the physical nature of this course, the classroom must provide for the SAFE, physical development of the students.

THEATRE ARTS:

To provide a Middle School Theatre Arts program where students begin to develop theatre literacy. Through active creation of theatre, students learn to understand artistic choices and to critique dramatic works. They play a larger role in the planning and evaluation of their work. Middle school students use drama as a means of confidently expressing themselves. With greater emphasis on reading, writing, and performing scripts, students begin to create plays based on peer issues, concerns and interests using improvisation and collaboration. Students are introduced to plays and experiences that reach beyond their communities to national, international, and historically representative themes. Curriculum objectives for the middle school Theatre Arts Program are found in the North Carolina Standard Course of Study.

CAPACITY

40 students

1 teacher

ACTIVITIES

DANCE:

- Moving
 - Clear floor space without columns to accommodate large and small groups in place for floor work.
 - Small group choreography
 - Performance rehearsals
 - Informal performances
- Listening
- Viewing
 - Recordings
 - Guest artists
 - Dance groups
- Lecture and demonstration

THEATRE ARTS:

- Students working in both large and small groups as well as on individual assignments
- Students participate in speaking, moving, creating, and evaluating. Demonstrate basic speech concepts and acting skills.
- Students planning and presenting dramatic situations and learning basic technical theater skills
- Creating and producing original scripts as well as acting and producing dramatic productions.

DESIGN CONSIDERATIONS

- Optimal location is near theater class in arts wing.
- Locate classroom near locker room for changing purposes.
- Classroom should have easy access to the Multipurpose Room Platform.
- Location should not be near Media Center or Classrooms to mitigate noise level.
- Proper acoustic treatment and location should allow for the activities of the theatre arts class involving sound.
- Acoustic treatment providing a reverberation time of no more than 1.0 seconds and prevent echoing of music in room.
- Absorber and diffuser panels should be utilized to provide appropriate acoustic properties and a quiet environment.

- **Dance and Theatre Arts Storage:** Two separate secure lockable storage spaces accessible through classroom.
 - Required for audio-visual equipment, set storage, costume storage, portable dance barres and incidental theater items.
 - Provide full height shelving. See shelving schedule in AE Design Schedule.

PHYSICAL REQUIREMENTS

ARCHITECTURAL CRITERIA

- Ceiling: Provide acoustic ceiling panel with appropriate acoustical properties, good ventilation and adequate lighting. Clear ceiling height is preferred to be 14'-0." (12'-0" Minimum.) See CMS Master Specification.
- Walls: Provide painted gypsum wall board or CMU. Walls should be clear of fixed furniture and casework.
- Floor: Provide wood flooring or resilient sheet dance floor per CMS Master Specification.
- Classroom Entrance:
- Specialties:
 - Teaching Wall: See program sheet for Typical Teaching Wall
 - Mirrors- Provide shatterproof mirrors mounted on at least one wall - Mirrors should be 6 feet in height, 2 inches from the floor, and should extend at least 24 feet long.
 - Provide floor area for portable stand-alone dance barres.
- Dance and Theatre Arts Storage Rooms:
 - Two separate rooms respectively one for dance and one for theater.
 - Rack for storing hanging costumes in Storage Room.
 - Shelving for storing boxed costumes, props, and instruments in Storage Room.
 - Bookcase for storage of textbooks in Storage Room.
 - Storage for technology equipment (cameras, lighting, etc).
 - Storage for stand-alone dance barre and other miscellaneous resources.
- Water fountains should be easily accessible.
- Adjacent to locker rooms for costume changes.

MECHANICAL AND PLUMBING CRITERIA

- Physical nature of dance activities and age of students should be considered when calculating the fresh air ventilation rate.

ELECTRICAL CRITERIA

- LED lights recessed in the ceiling throughout the room.
- Ability to dim lights.
- Provide Teaching Wall per detail per A/E Design Guide

FURNITURE FIXTURES AND EQUIPMENT

- Portable 300 square foot stage platform (recommend Wenger staging), 24 inches in height, located at one end of the room to provide a space for rehearsals and small group performance.
- Owner to provide current "Performing Arts Equipment List" for use in planning for storage needs of loose music equipment and instruments.
- Dance Barres- Portable stand-alone ballet barres. Coordinate with CMS Design Manager.

MUSIC/CHORAL CLASSROOM Grades PreK-5 (ES)

OBJECTIVES

Music instruction in the Elementary School involves a variety of physical and musical activities. Students dance, sing, and play instruments. They may be seated on the floor, seated in chairs, standing on risers, marching around the room organized in large or small circles. The North Carolina Standard Course of Study (NCSCOS) includes music goals and objective that parallel national standards and includes strands of learning through creating, performing, responding, and understanding music. The music classroom is a very “active” environment.

CAPACITY

1 Teacher 35 Students One (1) upright piano.

ACTIVITIES

- A typical elementary music class will engage in singing, playing instruments, moving to music, reading music, creating music and listening to music.
- Space is required for large groups, small group, and individual activities.
- The room must accommodate Orff instruments, sound equipment (Bluetooth speaker, etc.), a piano, computer and video equipment.

DESIGN CONSIDERATIONS

- The music teacher works cooperatively with core curriculum teachers in supporting the total elementary curriculum.
- Music Room Location:
 - Easy access to the Multipurpose Room elevated platform or performing areas to support preparation for performances.
 - Design to account for frequent use of movement and sound transmission associated with musical activities.
 - Convenient access to water fountain.
 - Locate near the Visual Arts room.
- Room design to accommodate chairs and physical movement. See capacity above.
- Room configuration to allow for a square performance area in the middle of the room, for group activities and to better accommodate elementary music education.
- Provide floor space for upright piano.
- **Music Storage Room:** Separate lockable room with adjustable shelving for music materials and instruments. Room to be accessible from Music/Choral Classroom. Provide full height shelving. See shelving schedule in AE Design Schedule.
- CMS to provide current Performing Arts Equipment List.

PHYSICAL REQUIREMENTS

ARCHITECTURAL CRITERIA

- Ceiling: Provide acoustical ceiling panel with appropriate acoustical properties, good ventilation and adequate lighting. Clear ceiling height preferred to be 20'-0" (16'-0" Minimum.) Coordinate with CMS Design Manager.
- Reference CMS Master Specification for Acoustic Room Components. The facility should be treated with absorber and diffuser panels to provide appropriate acoustical properties and a quiet environment per CMS Master Specification 098400.
- Windows: Provide sill height 24"-26" AFF.
- Window Covering: Provide window coverings at exterior windows. See A/E Design Guide Section 8.5.9.
- Doors: Provide interior 4'-0" wide door with 3" wide vision panel. To enable movement of large equipment.

- Walls: Provide painted gypsum wallboard or CMU. Partition walls to extend to the underside of the deck above. Acoustical insulation and sound abatement within wall cavities to meet acoustic requirements per A/E Design Guide.
 - Provide acoustic wall panels per CMS Master Specification.
- Floor: Provide resilient tile floor and base per A/E Design Guide.
- Classroom Entrance: Reference Corridor program sheet for typical tack board requirements outside of classroom door.
- Specialties and Casework:
 - Teaching Wall -
 - Provide markerboards and tack boards.
 - Provide tack strips above marker board to accommodate 4 map/chart holders, 4 hooks, and one flag holder.
 - Provide one dry erase board with permanent music staff lines per CMS Master Specification.
 - Casework – Reference sketch below.
 - Provide built-in base cabinets with plastic laminate countertop and stainless-steel sink.
 - Provide towel dispenser and liquid soap dispenser to be installed on wall above base cabinet near sink.
 - Provide two tall lockable storage units with adjustable shelving and a teacher's wardrobe cabinet.
 - Provide built in cabinets for storing hand-held instruments. (Wenger type, optional.)
 - Provide 24" and 18" deep shelves in the storage room.

ELECTRICAL CRITERIA

- Provide Teaching Wall per detail in A/E Design Guide.
- Provide switched controls to provide multiple levels of lighting from ceiling fixtures– One switch for inboard lamps at each fixture, a second switch for outboard lamps at each fixture, both located near the classroom entry door off the corridor. Provide a third switch to control the single row of light fixtures nearest the Teaching Wall. Third switch to be located near the Teaching Wall.
- Provide intercom/phone.

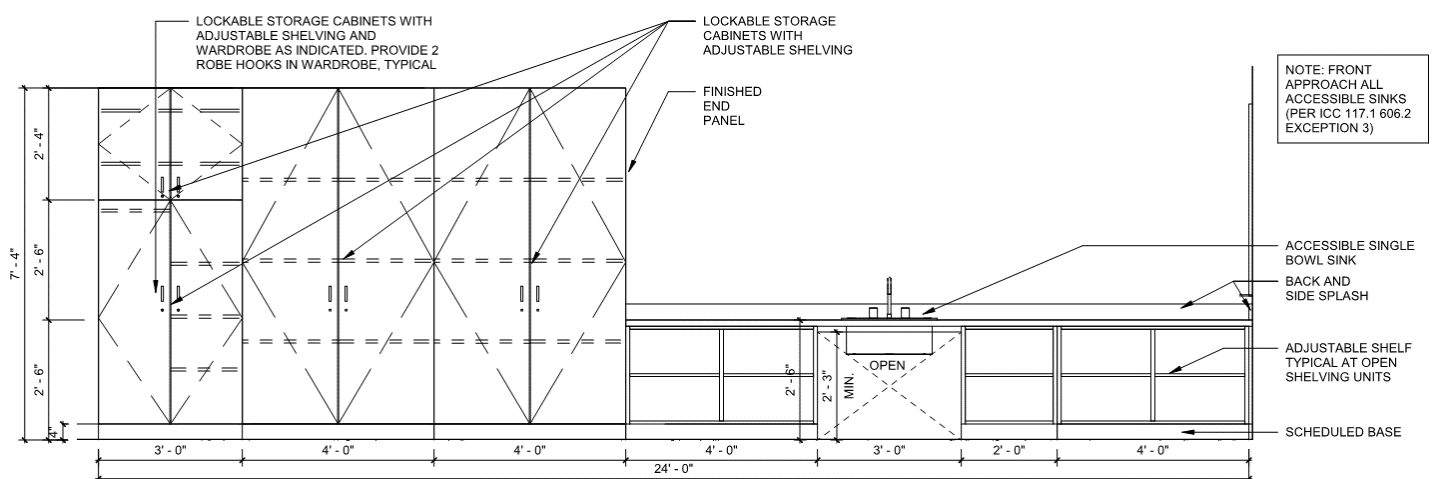
FURNITURE FIXTURES AND EQUIPMENT

Music/Choral Classroom

- Provide one upright Piano.
- Provide shelving for 180 textbooks at 1" each.
- Provide lockable teacher wardrobe 24"x 72" high.

Music Storage Room

- Provide storage for Bass Xylophone, 20"H x 24"D x 36"W.



CASEWORK ELEVATION - MUSIC

CHORAL/INSTRUMENTAL MUSIC CLASSROOM Grades 6-8 (MS)

OBJECTIVES

CHORAL:

To provide a middle grades choral music program designed as a bridge between elementary and high school music programs. Singing experiences are adjusted to accommodate the changing voice. Presentation of work is a natural progression in the study of music. Students are provided with opportunities for performances and informances, which demonstrate the process of how students arrive at a performance. Based on the objectives found in the North Carolina Standard Course of Study, students learn to define the roles of performers and audience members.

INSTRUMENTAL MUSIC:

To provide an instrumental music program in the middle grades designed as a bridge between elementary and high school music programs. Students have an opportunity to study band, orchestra, or jazz band. Presentation of work is a natural progression in the study of music. Students are provided with opportunities for performances and informances, which demonstrate the process of how students arrive at a performance. Based on the objectives found in the North Carolina Standard Course of Study, students learn to define the roles of performers and audience members.

CAPACITY

1 teacher 35 Students One (1) upright piano

ACTIVITIES

- The primary activity is the study of performance techniques and music literature through large group instruction.
- Small ensemble and individual or small group instruction are frequent parts of the instructional plan.
- Opportunities are provided for independent learning and the development of basic music knowledge and skills related to the literature studied.

DESIGN CONSIDERATIONS

- The Choral Music program works jointly with dance and drama.
- Easy access to the elevated platform or performing areas to support preparation of performances.
- Provide floor space for upright piano.
- Consideration given to location of music rooms to aid in acoustic design toward isolating sounds from quieter learning environments.
- Provide utility sink for cleaning instruments.
- Provide drinking fountain within the classroom or nearby.
- **Choral Storage Room:** Separate lockable storage room accessible through Choral Instrumental Room for music library, six portable choral risers, keyboard, stereo equipment, props and shelving for choral music books, sheet music etc. Owner to provide current "Performing Arts Equipment List" for use in planning for storage needs of loose music equipment and instruments.
- **Instrument Storage Room:** Provide lockable storage for band and orchestra.

PHYSICAL REQUIREMENTS

ARCHITECTURAL CRITERIA

- Ceiling: Provide acoustic ceiling panel with appropriate acoustic properties, good ventilation and adequate lighting. Clear ceiling height is preferred to be 20'-0" (16'-0" Minimum.) See CMS Master Specification.
- Reference CMS Master Specification for Acoustic Room Components. The facility should be treated with absorber and diffuser panels to provide appropriate acoustical properties and a quiet environment per CMS Master Specification 098400.
- Windows: Providing natural light is preferable.
- Window Covering: Provide window coverings at exterior windows. See A/E Design Guide Section 8.5.9.
- Doors: Provide interior 4'-0" wide door with 3" wide vision panel. To enable movement of large equipment.

- Walls: Provide painted gypsum wallboard or CMU. Partition walls to extend to the underside of deck above and should be acoustically treated. Acoustic insulation and sound abatement within wall cavity to meet acoustical requirements per A/E Design Guide. Reference CMS Master Specification 092116.23 for sound transmission classification requirements for both interior and exterior walls, doors and windows.
- Floor: Provide resilient tile flooring and base in the classrooms and in storage areas, per the A/E Design Guide.
- Classroom Entrance: Reference Corridor program sheet for typical tack board requirements outside of classroom door.
- Specialties and Casework – See program sheet for Typical Teaching Wall
 - Teaching Wall:
 - Provide markerboards and tack boards.
 - Provide tack strips above marker board to accommodate 4 map/chart holders, 4 hooks, and one flag holder.
 - Provide one dry erase board with permanent music staff lines per CMS Master Specification.
 - Casework:
 - To accommodate textbooks, resource books, recordings and speakers.

MECHANICAL AND PLUMBING CRITERIA

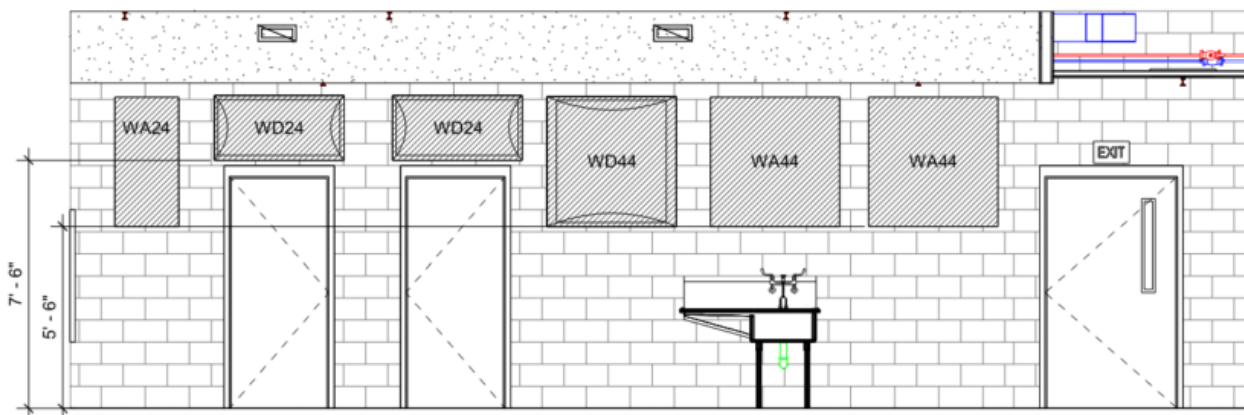
- Locate drinking fountain near classroom
- Provide deep utility sink with gooseneck faucet or flexible sprayer located in the Instrument Storage Room for cleaning instruments

ELECTRICAL CRITERIA

- Provide Teaching Wall per detail in A/E Guide.
- Provide lighting of 70-100 foot candles throughout.
- Provision should be made for darkening the room for use of audiovisuals
- Additional duplex outlets minimum of one per wall – coordinate mounting height with risers
- Provide intercom/phone.
- Provide computer network drops and power outlets per A/E Guide appendix
- Provide all outlets for computers on separate circuits

FURNITURE FIXTURES AND EQUIPMENT

- Provide space for upright piano
- Provide risers – 42”L x 24”H x 20”W



MUSIC LIBRARY AND REPAIR/STORAGE

OBJECTIVES

Provide lockable storage for textbooks, resource books, recordings and speakers.

PHYSICAL REQUIREMENTS

ARCHITECTURAL CRITERIA

- Ceiling: Provide acoustical ceiling panel.
- Doors: Provide interior 4'-0" wide door with 3" wide vision panel. To enable movement of large equipment.
- Walls: Provide painted gypsum wallboard or CMU. Partition walls to extend to the underside of deck above and should be acoustically treated. Acoustical insulation and sound abatement within wall cavity to meet acoustical requirements per A/E Design Guide. Reference CMS Master Specification 092116.23 for sound transmission classification requirements for both interior and exterior walls, doors and windows.
- Floor: Provide resilient tile flooring and base in the classrooms and in storage areas, per the A/E Design Guide.
- Provide full height shelving. See shelving schedule in AE Design Schedule.

MECHANICAL AND PLUMBING CRITERIA

ELECTRICAL CRITERIA

MEDIA CENTER

MEDIA CENTER

OBJECTIVES

To provide a dynamic and essential physical and virtual space for personalized learning, knowledge construction, and academic achievement through the 21st century media center. To provide an information and knowledge space where students develop the necessary information and technology literacy skills to enable them to innovate and create new knowledge. The media center stimulates collaboration, communication, critical thinking, questioning and creativity through project-based authentic learning opportunities.

The resources must be current, multi-perspective, multi-formatted, and aligned with the American Association of School Librarians *Standards for the 21st Century Learner*, North Carolina Department of Public Instruction academic content standards, Charlotte-Mecklenburg Schools Strategic Goals 2018, and guidelines from Virtual Learning and Media Services.



Renaissance West STEAM Academy, Little Div.

The infrastructure in all areas of the media center should provide “state of the art” technology infrastructure for students to inquire, think critically, draw informed conclusions, and apply knowledge to new situations. The tools needed to organize, share, and produce this knowledge in a safe online community environment should be readily accessible to everyone in the school learning community.

CAPACITY

4-6 SQ. FT. per student.

ACTIVITIES

- Primary storytelling
- Instructional class spaces
- Individual and small group collaborative spaces
- Leisure reading

DESIGN CONSIDERATION

The Media Center should be located centrally on the ground floor for easy access from all learning areas, and away from noisy areas such as the Cafeteria or Multipurpose Room. There should be distinct internal “rooms” and no blind spots. The Media Center should be designed for multiple functions both during school hours and after. It would ideally have an exit onto a patio and be convenient to group restrooms for evening use by the public.

- **Main Use Room:** Provide visibility from the circulation desk to all areas within the main room.
 - Adjacency – Prefer to avoid shared walls between Media Center spaces and Group Restroom wall-mounted hand dryers.
- **Storytelling Area:** Include elements that stimulate and encourage the learning process for early learners. Locate away from heavy traffic flow and near the low shelving specifically designed for easy/picture books. This area should be flexible to provide space for different purposes and groupings. A presentation system and story rug should be furnished for this area.
- **Two Instructional Spaces (2):** For small and large groups (up to two classes simultaneously). Major emphasis of the media center is instruction. Teaching Wall for each group with age-appropriate tables and chairs provided.
- **Circulation:** Located adjacent to entry doors from the main corridor with visual control and access to workroom, TV Studio, and offices. See sketches media desk casework.
- **Leisure Reading Area** should accommodate lounge furniture to support collaboration and group work
- **Storage Room:** Direct access to the Main Use room and should be equipped with 18- and 24-inch-deep shelving, used primarily for equipment storage. Provide ample power sources for the charging of laptops carts.
- **TV Studio:** Accessible through Main Use room. See separate program sheet.
- **Media Office/ Workroom:** Accessible through Main Use room. See separate program sheet.
- **Makerspace:** Accessible through Main Use room. See separate program sheet.

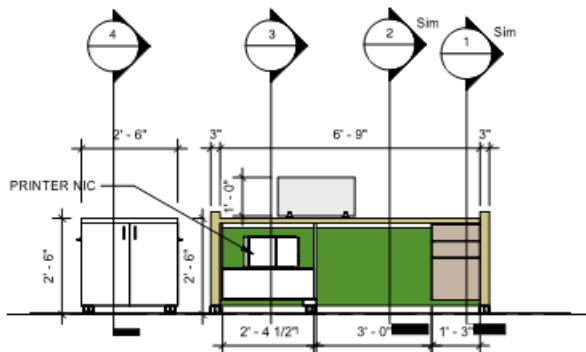
PHYSICAL REQUIREMENTS

ARCHITECTURAL CRITERIA

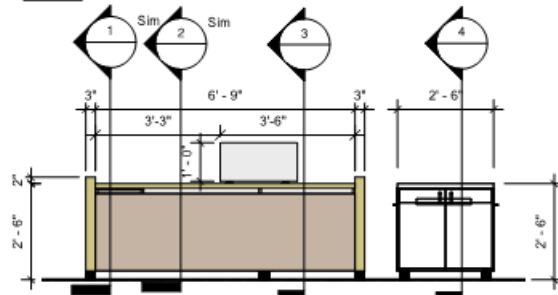
- Ceiling: Main Use Room shall use lay-in acoustical ceiling panel at 12'-6" AFF. Gypsum wallboard soffits/bulkheads may be used as accent framing to break up the field of acoustical ceiling panel. Coordinate hard lid accent areas with MEP access panels, where needed to reach mechanical and plumbing concealed overhead, or where structural transitions occur.
- Window: Provide sill height 24"-26" AFF. Provide natural light. Careful placement of exterior and interior windows to complement bookshelf locations and heights.
- Window Covering: Provide motorized window covering at exterior windows per A/E Design Guide.
- Doors: Translucent film on doors with lites may be considered.
- Wall: Provide painted gypsum wallboard or CMU.
- Floor: Provide carpet and resilient base per A/E Design Guide.
- Casework
 - Circulation desk with wide view of main floor and quick access to phone and main entrance with generous adjustable shelving behind desk. Desk to include lockable pencil drawers, lower cabinet drawers, countertop space for a printer, purposefully designed space for computers/book scanners, student self-checkout and a depressible mobile book drop with slit opening in the circulation desk.
 - Media Shelving – Reference AE Design Guide
 - Touchpoint Station – At columns located within circulation areas, provide column mounted perimeter shelving equipped with electrical outlets for charging laptops and personal electronic devices.
- Design to be sensitive to shapes and sound transmissions to avoid acoustic problems.

ELECTRICAL CRITERIA

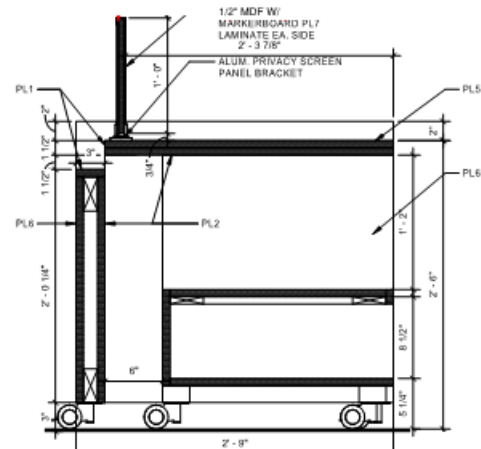
- Technology to be wireless with ample power sources throughout the space. Provide space and infrastructure for two charging carts.
- Placement of network jacks and sources of power is crucial in overall layout and flexibility of space.
- Defined instructional areas wired for two Teaching Walls per detail in A/E Design Guide.
- Lighting to be independently switched for clarity of projections and darkening of different parts of the room
- Floor boxes with data outlets, and electric connections
- Provide intercom/phone.



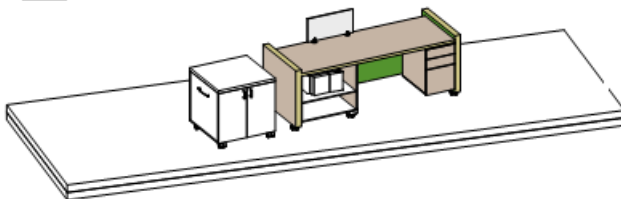
A CASEWORK- MEDIA DESK- BACK
1/4" = 1'-0"



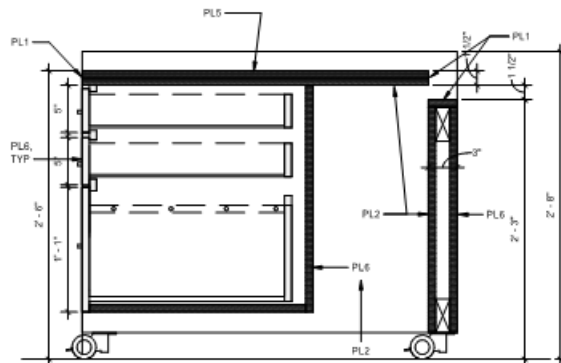
B CASEWORK- MEDIA DESK- FRONT
1/4" = 1'-0"



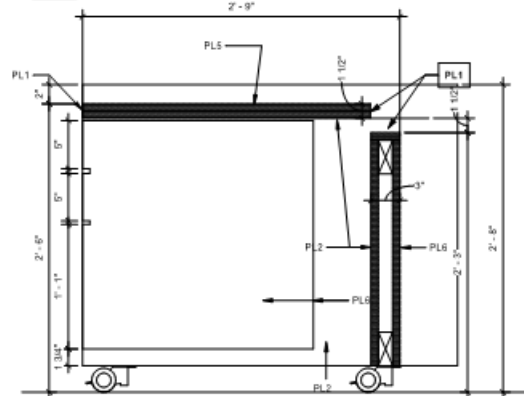
3 INTERIOR CASEWORK SECTION- MEDIA DESK
3/4" = 1'-0"



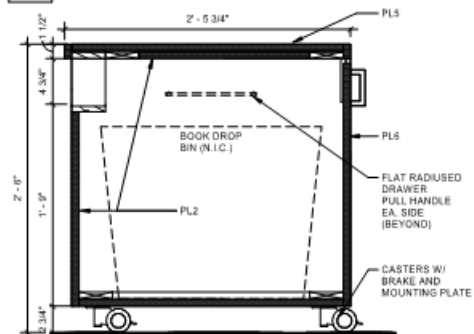
5 MEDIA DESK BACK



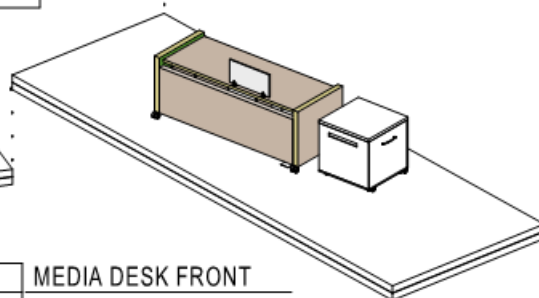
1 CASEWORK - MEDIA DESK COUNTERTOP
3/4" = 1'-0"



2 CASEWORK - MEDIA DESK KNEE SPACE
3/4" = 1'-0"



4 INTERIOR CASEWORK SECTION- BOOK DROP
3/4" = 1'-0"



6 MEDIA DESK FRONT

TV STUDIO

OBJECTIVE:

To provide a space equipped for school wide broadcasting on a daily basis.

CAPACITY:

1 Teacher and 3 Students

ACTIVITIES:

- School-wide broadcasting.
- Support area for the Main Use Room of the Media Center.

DESIGN CONSIDERATIONS:

- Design in close proximity to the circulation desk/workroom/office.
- Locate room away from noisy areas and designed to avoid sound and acoustic transmission.
- Green wall behind the location of the broadcast desk.
- Audio/Video tri-caster close circuit systems (CMS to provide cut sheets or model)
- **Equipment Clear Floor Area** - Configure space to allow for broadcast desk, camera locations and lighting configurations.



PHYSICAL REQUIREMENTS:

ARCHITECTURAL CRITERIA

- Specialties and Casework –
 - Provide casework for broadcast desk per A/E Design Guide.
- Provide floor area for camera locations.
- Provide simple square or rectangular room shape with no columns and no windows.
- Ceiling: Provide acoustical ceiling panel per A/E Design Guide. Clear ceiling height to be 10'-0" minimum.
- Window: No windows.
- Wall: Provide gypsum wallboard painted with "green wall finish" at corner behind broadcast desk. Locate the green wall across from room entrance. Provide acoustic or sound dampening features for CMU walls or as required. Coordinate with CMS Design Manager.
- Floor: Provide carpet and resilient base per A/E Design Guide.

MECHANICAL AND PLUMBING CRITERIA

ELECTRICAL CRITERIA

- Reference AE Design Guide for placement of data and electric connections to support the following equipment:
 - Tricaster
 - 2 Monitors
 - Cabinet mounted underneath
 - Flex Control Surface
 - Keyboard & Mouse
 - 2 Laptops
- Intercom/phone with volume control and privacy feature.

MEDIA OFFICE/WORKROOM

OBJECTIVE:

- To provide spaces for computer administrative tasks, program planning, management functions and visual control of other areas.

CAPACITY: 3-4 people

ACTIVITIES:

- Administrative tasks.
- Making books, book jackets, graphic design, posters, signs, bulletin board materials, photographs, enlargements of pictures.
- Duplicating, laminating and dry mounting.
- Consultation.

DESIGN CONSIDERATIONS:

- **Media Office:** generous space to allow the media specialist to work with staff, collaborate with teachers, and vendors, design lessons, and have conferences. Provide interior windows to allow for visual control of Media Center while sitting at the office desk.
- **Media Workroom:** accommodate large worktable, laminator, poster maker, paper cutter, copier/printer.
- Both media support rooms should be adjacent to circulation desk. Provide interior windows to allow for visual control of Media Center.

PHYSICAL REQUIREMENTS:

ARCHITECTURAL CRITERIA

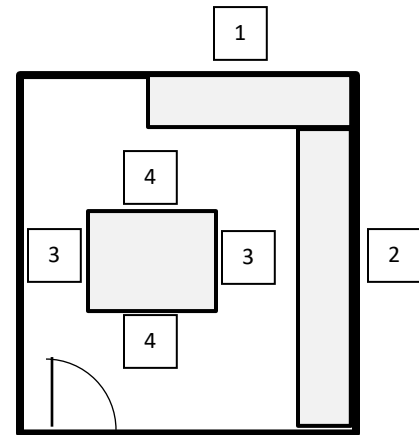
- Ceiling: Provide acoustical ceiling panel per A/E Design Guide. Clear ceiling height to be 10'-0" minimum.
- Window: Interior windows without window coverings to allow for visual control.
- Window Covering: Provide window coverings at exterior windows. See A/E Design Guide Section 8.5.9.
- Wall: Provide painted gypsum wallboard.
- Floor – Media Office: Provide carpet and resilient base per A/E Design Guide.
- Floor – Media Workroom: Provide resilient tile floor and base per A/E Design Guide.
- Provide lockable tall casework for storage. See following page for casework elevations.
- Provide worktables with deep flat 48" x 36" drawer storage per the details included in the A/E Design Guide. See casework elevations on following page.
- Provide hollow metal framed glass panels above 3' to provide visual access throughout Main Media Room.
- Provide data outlets.
- Intercom/phone with volume control and privacy feature.

MECHANICAL AND PLUMBING CRITERIA

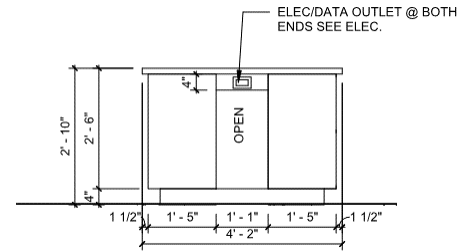
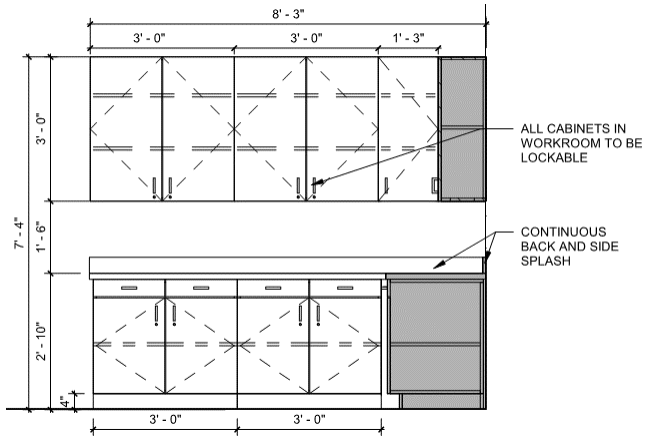
ELECTRICAL CRITERIA

- Provide data outlets.
- Workroom – Provide electrical for copier/printer

FURNITURE FIXTURES AND EQUIPMENT

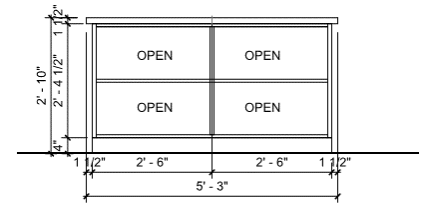
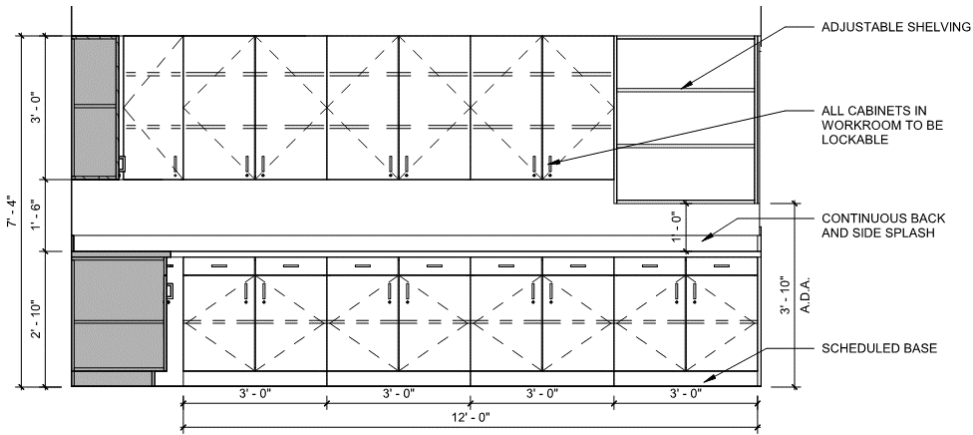


WORKROOM ELEVATIONS KEYPLAN – See Next Page



1 CASEWORK ELEVATION - MEDIA CENTER WORK RM

3 MEDIA CENTER WORK RM



2 CASEWORK ELEVATION - MEDIA CENTER WORK RM

4 MEDIA CENTER WORK RM

MAKERSPACE

OBJECTIVE:

To provide a flexible space for hands-on learning and digital learning.

ACTIVITIES:

Team teachers engaged in conferencing, scheduling and planning strategies for students and conferences with parents.

DESIGN CONSIDERATIONS:

To be located adjacent to one of the group instruction areas in the media center. Provide clear interior windows facing the Media Center-Main Room, to enable observation by staff and other students. Provide Teaching Wall per A/E Design Guide. Coordinate location with CMS Design Manager.

PHYSICAL REQUIREMENTS:

ARCHITECTURAL CRITERIA

- Ceiling: Provide acoustical ceiling panel per A/E Design Guide. Clear ceiling height to be 15'-6".
- Windows: Provide sill height 24"-26" AFF
- Window Covering: Provide motorized window coverings at exterior windows and interior windows facing main corridor.
- Doors: Provide two entrance locations. One at main corridor and one from Media Main Use Room. Each door to be 3'-6" with a 3" wide vision panel.
- Walls: Provide painted gypsum wallboard or CMU.
- Provide base and wall cabinets along one wall with a sink, per Casework Elevation below, with the following:
- Floor: Sealed concrete and resilient base.
- Corridor Entrance: Reference Corridor program sheet for typical tack board requirements outside of classroom door.
- Specialties and Casework
 - In Makerspace only, provide "scaled back" Teaching Wall with two markerboards. Provide one tack board at Teaching Wall. (minimum).
 - Casework Countertop – Used as a work surface only. Printers will be stored on carts.
 - Secure Charging Closet – Lockable vented wardrobe cabinetry with electrical capacity to securely store devices while charging (iPads, small robots, tools etc.).
 - Open casework for some books and display of student work.

MECHANICAL AND PLUMBING CRITERIA

- Provide individually controlled HVAC unit sized to accommodate students and equipment.
- Provide hot and cold running water to sink.

ELECTRICAL CRITERIA

- Provide sixteen network drops with a minimum of two network drops available above base cabinets.
- Provide cabling in ceiling for wireless access point.
- Provide three electrical power reels mounted to the ceiling space evenly through the space.
- Provide intercom/phone.
- Provide Teaching Wall per detail in A/E Guide.

Casework Image to be updated to remove panels beneath sink. Have insulated sleeve at pipes. Have note reference for paper towel holder and soap dispenser typical at all cabinet sink locations.

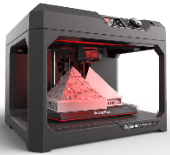
FURNITURE FIXTURES AND EQUIPMENT

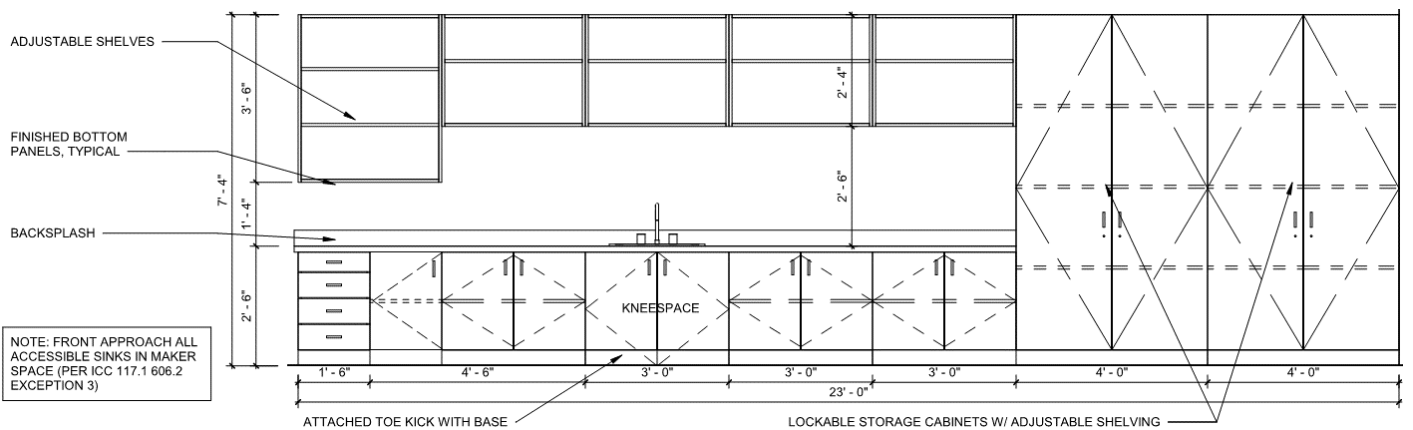
- Five tables with seating for 30 students. The size and height of tables is determined by the dimensions of the space and the grade level. Elementary is usually tables and chairs and secondary is counter height table with stools.
- 1 teacher chair (casters) and a mobile pneumatic teaching station
- 2 storage carts on casters with removable bins/trays
- 1 mobile dry erase or glass board

MATERIALS SUPPLY BY OWNER

- Toolkit and box cutter
- Snap and squishy circuits
- K'Nex, Legos, Magformers, etc
- Keva planks
- Cardboard construction kits
- Arduino starter kit
- Buddha Board
- 3Doodler 3D pen set
- Makey Makey Kit
- Ozobots or Sphero robots
- Wonder Workshop Dash robot
- *Strawbees*

Makerspace Equipment	Quantity	Unit Price	Total Price
3D Printer	1	\$1,200.00	\$1,200.00
Computer Workstation	5	\$250.00	\$1,250.00
Toolbox	10	\$50.00	\$500.00
Workbench	2	\$300.00	\$600.00
Storage Cabinet	3	\$100.00	\$300.00
Lighting	1	\$150.00	\$150.00
Software Licenses	1	\$200.00	\$200.00
Materials	1	\$100.00	\$100.00
Other	1	\$50.00	\$50.00
Total			\$4,000.00

Device	Link to Device	Specifications	Image
Makerbot Replicator 3D printer (provisioned by Technology) Needs dedicated laptop or desktop and electrical access	Makerbot Replicator	52.8 L X 44.1 W X 41.0 H CM [20.8 X 17.4 X 16.2 IN]	
Poster Maker (requires electrical outlet and possibly network drop) Provisioned by school	Presentation Systems South Learn on Demand Poster Maker System	Height 38" Width 41" Depth 41"	
Cold Laminator (does not require electrical outlet - hand crank) Provisioned by school	Presentation Systems South Cool Lam	Height 18" Width 28" Depth 28"	
Roll Laminator (requires electrical outlet) Provisioned by school	Laminex lamintor PDF User Guide	Height 15"(381 mm) Width 34" Depth (with feed tray) 20" Net Weight 66 lbs.	
Cricut Maker 3 Machine Needs electrical access	Cricut Shop	26.25 x 11 x 11.2 inches	



CASEWORK ELEVATION - MAKER SPACE

PHYSICAL EDUCATION

MULTIPURPOSE ROOM Grades PK-5 (ES)

OBJECTIVE:

The goal of the CMS Physical Education program is to instill positive attitudes and behaviors for a lifetime commitment to joyful physical activity and good health. Physical Education is a sequential instructional program that provides learning experiences that develop physical and mental fitness, motor skills and moral social behavior. It is based on the study of human movement and includes educational games/sports, dance, and gymnastics with fitness concepts integrated into the content areas. A variety of teaching styles is used to develop experiences that encourage students to become efficient, versatile, and creative movers.

All Charlotte-Mecklenburg students will be able to:

- Develop level of health-related fitness and demonstrate knowledge, skill, and behaviors to promote personal fitness.
- Acquire motor skills necessary for successful participation in lifetime physical activities of personal choice.
- Understand and value lifetime participation in physical activity.

CAPACITY:

1 teacher

ACTIVITIES:

Physical education (basketball, etc.) wall climbing, chair storage, performance platform.

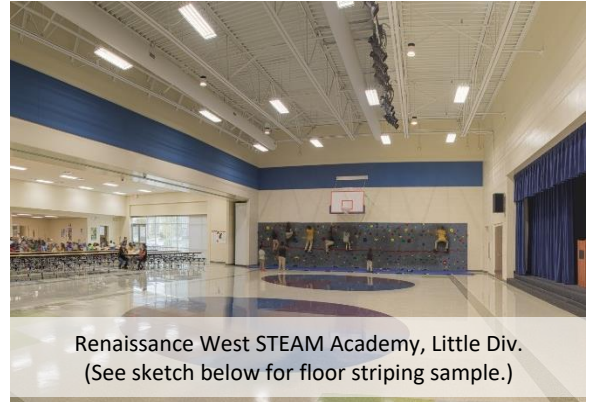
DESIGN CONSIDERATIONS:

- Twenty-foot high athletic space provided for physical education and school assemblies.
- **Elevated Platform** with accessible ramp to provide visible pathway from audience location.
- **Storage Room and Teacher Office:** This room should have a double-wide doors, so that gymnastics equipment, mat, and other sports equipment can be easily moved in and out of storage. (i.e. balls, bats, nets, golf clubs, and paddles).
 - Provide full height shelving. See shelving schedule in AE Design Schedule.
 - Provide space for a teacher's desk and chair, with power and data at desk.
- **Chair Storage Room:** Chair storage to be located on left or right of the Elevated Platform at the same floor elevation of Multipurpose Room. Storage should be able to accommodate approximately 500 – 600 chairs.
- **Climbing Wall:** Coordinate location with CMS Design Manager. Refer to A/E Guide Design.
- **Folding Partition Wall:** located between Multipurpose Room and Dining Area to separate spaces for PE activities. See A/E Design Guide and ceiling requirement below. Bulkhead and partition wall track preference to be 14'-0" AFF.

PHYSICAL REQUIREMENTS:

ARCHITECTURAL CRITERIA

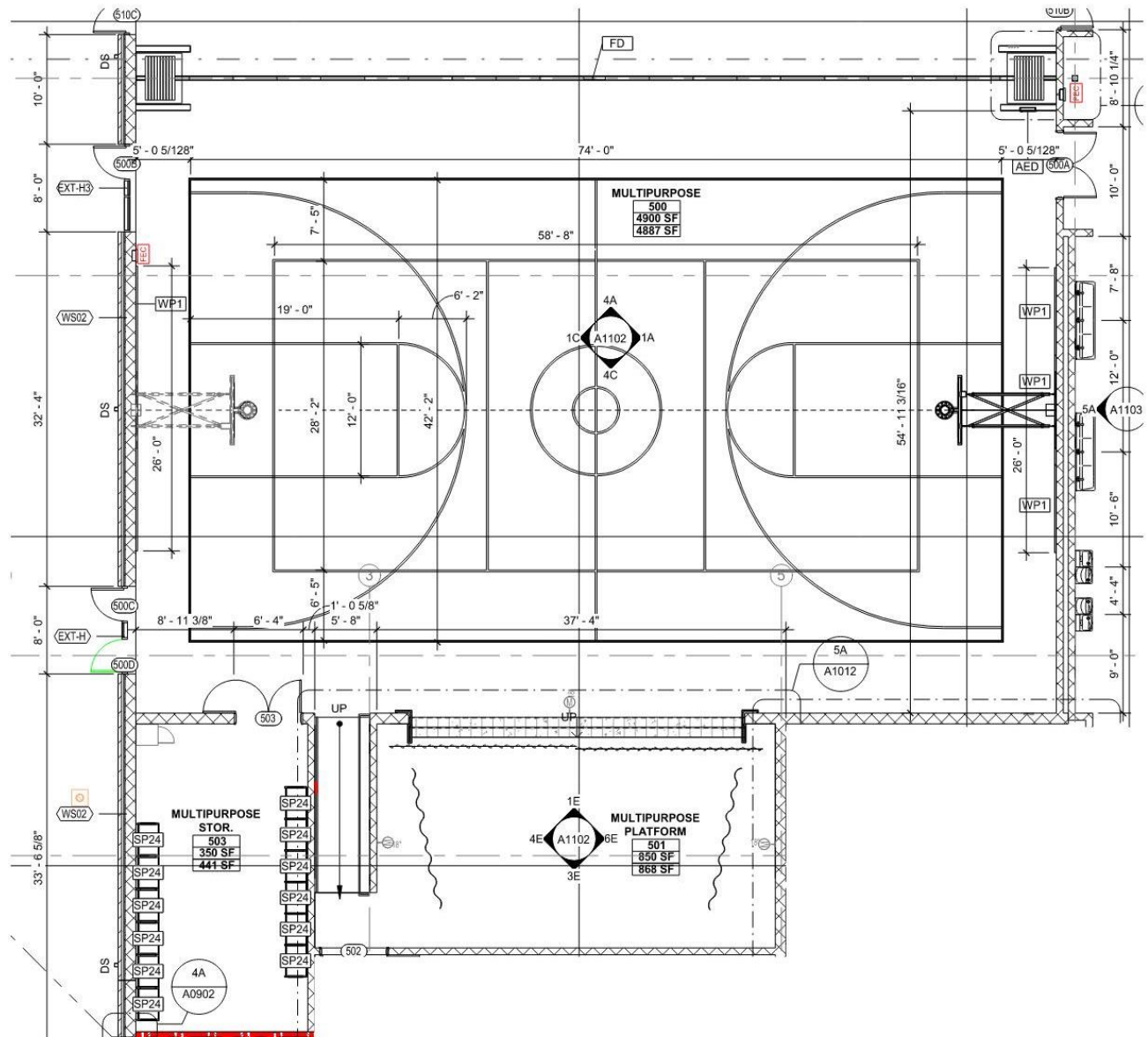
- Ceiling: Ceiling open to structure. 20' AFF minimum to accommodate basketball games.
- Windows: Any windows in this space should be at least 10' above the finished floor.
- Walls: Provide painted gypsum wallboard or CMU. Acoustic wall panels at upper walls for sound absorption.
- Floor: Provide resilient tile floor per A/E Design Guide. Flooring marked with age-appropriate basketball court striping, foul lines, and 3-point lines, etc.
- Provide motorized projection screen per CMS Master Specification 115213. Coordinate location with CMS Design Manager.
- Casework and Specialties:
 - Provide two adjustable basketball goals. See CMS Master Specification 116623.03.
 - Provide athletic wall pad protection. See CMS Master Specification 116623.03.
 - Provide wall mounted markerboards without marker trays in this program space.
 - Provide protected clock.
 - Provide large and tall storage space for equipment.



Renaissance West STEAM Academy, Little Div.
(See sketch below for floor striping sample.)

ELECTRICAL CRITERIA

- Provide separate security system for Multipurpose Room
- Provide intercom/phone. Provide separate intercoms to platform, multi-purpose, and dining room.
- Provide duplex electric outlets on each wall, at least two dual outlets on each wall.
- Provide sound system with outlets for a microphone at elevated platform.
- Multipurpose room should have minimum 2 data outlets each paired with quad outlets
- Provide motorized projection screen over platform and electrical connections.
- Platform should be equipped with front performance platform light bar and side dimmer controls which are accessible from the platform.
- Provide one data outlet on platform paired with quad outlet. Provide one data outlet at base of platform paired with quad outlet.



GYMNASIUM Grades 6-8 (MS)

OBJECTIVES

To provide positive attitudes and behaviors for a lifetime commitment to joyful physical activity and good health. Physical Education is a sequential instructional program that provides learning experiences that develop physical and mental fitness, motor skills, and moral social behavior. It is based on the study of human movement and includes educational games/sports, dance, and gymnastics with fitness concepts integrated into all the content areas. A variety of teaching styles is used to develop experiences that encourage students to become efficient, versatile, and creative movers.

CAPACITY

170 students

2 teachers

ACTIVITIES

Development of team sport skills, small group, and individual activities both indoors and outdoors.

Individual and dual sports (golf, tennis, gymnastics/tumbling and apparatus work, badminton, and ping pong)

Creative dance (square, line, social, and aerobics).

School Assemblies

DESIGN CONSIDERATIONS

- Group toilets, family restroom, hand washing stations and drinking fountains in the hall near the gym and near the playing field for community use.
- A custodian room should be located close to the gymnasium.
- Students should not have to cross parking lots or streets to get to the field from the locker rooms or gymnasium.
- **Gym PE Storage:** Gym PE Storage should open onto exterior playing field with covered entrance and accessible concrete sidewalks. Storage room to have electrical outlets. Provide full height shelving. See shelving schedule in AE Design Guide.
- **Athletics/PE Teacher's Office:** Two offices to be located near the locker rooms for audible and visual connections to all occupied spaces. P.E. offices should be located near the locker rooms for audible and visual connections to all occupied spaces.
- **Athletics/PE Teacher's Staff Toilet:** Accessible through Athletics/PE Teacher's office.
- **Athletics Laundry Room:** Provide commercial washer and dryer and allow plumbing and electrical for small ice maker.
- **Athletics Storage:** Storage room to have electrical outlets and full height shelving. See shelving schedule in AE Design Guide.
- **Boys and Girls Locker Rooms:** Provide locker rooms with lockers, benches and changing stalls. Located adjacent to Group Restrooms.
- **Family Toilet Room:** Provide toilet room with baby changing station per CMS Master Specification.

PHYSICAL REQUIREMENTS

ARCHITECTURAL CRITERIA

- Ceiling: Ceiling open to structure. 20' AFF minimum to accommodate basketball games.
- Windows: Use translucent windows in gym to prevent glare. Any windows in this space should be at least 10'-0" above the finished floor.
- Walls: Provide painted gypsum wallboard or CMU.
 - Acoustic treatment of walls and ceiling so that students can hear the teacher's instructions. This is a teaching classroom and there should be no echoing of sound.
 - Sound resistant walls/doors/ceilings.
 - Gym walls should have hard and smooth surfaces for handball and paddle ball.
- Floor: Provide wood athletic floor per CMS Master Specification. Basketball court floor to have one large centrally located team mascot logo. 10' runoff space at ends of basketball court
 - Striping for Competition Basketball 84'x50'
 - Striping for Competition Volley Ball 60'x30' with in-floor sleeves for net stanchions
 - Striping for two P.E. Volley Ball Courts (perpendicular to competition court, side-out lines to be out of basketball rim plane of influence)
 - Striping for four half courts for basketball (perpendicular to competition court)

- Casework and Specialties:
 - Accessible bleacher seating capacity per A/E Guide, with enclosed ends, in molded plastic school colors and electrically retractable.
 - Acoustic wall panels at upper walls for sound absorption.
 - 2 clear Plexiglas fixed backboards (rectangular 6' x 3 ½') with breakaway rims, protective padding, clear safety film and National Federation of State High School Associations Court and Field Diagram appliances for team possession timing (red lights at each competition backboard)
 - 4 Fiberglass backboards (rectangular 6' x 3 ½'), electrically retractable
 - Provide icemaker in Athletic Laundry Room.

MECHANICAL AND PLUMBING CRITERIA

- Good ventilation - air conditioning, fans, and heat system need to be quiet so that instructions can be heard.
- Provide separate air conditioning/heat control for gym.
- Provide icemaker in Athletic Laundry Room.

ELECTRICAL CRITERIA

- PA system hookups in the floor on the home team side at appropriate scorer's table location
- 1 scoreboard (wireless) located on the end wall behind the main goal, not on the walls behind practice goals. Locate scoreboards so they can be viewed from scorer's table and team seating areas.
- Provide intercom/phone.
- Protected clock
- 1 Telecom with quad receptacle at each end of the gym
- Provide icemaker in Athletic Laundry Room.
- Dual electrical outlets on each wall (per code), at least two dual outlets on each wall
- Sound system with outlets for a microphone at several locations
- Provide segregated security for gym.

FURNITURE FIXTURES AND EQUIPMENT

- If less than 10' of runoff is provided at ends of the basketball court, provide protective wall mats under main baskets with school name and/or logo on mats.

ADMINISTRATION

SECURE ENTRANCES

OBJECTIVES:

To provide secure entrances at the following locations:

- Main Entrance
- Bus Entrance
- Classroom Wing Entrance

Secure entrance near reception office, should enable all visitors to be scanned for concealed weapons and check-in with administrative staff. There will also be a transaction window at wall between reception and vestibule for clear visual access and secure communication.

The bus entrance and classroom wing entrances will have similar security considerations and requirements, with exception of adjacency to reception space and a transaction window.

CAPACITY:

20 People with 1 concealed weapons detection system at each location.

ACTIVITIES:

- Transitional space from exterior environment.
- Control point of school front entrance and bus entrance by school administration.
- Registration and proof of identification for visitors during school hours.
- Concealed weapons detection scanning.

DESIGN CONSIDERATIONS:

- Provide full visual control over school entrance, vestibule and main corridor.
- Front entrance secure vestibule is adjacent to reception office and ample wall space for transaction window between reception and vestibule.

PHYSICAL REQUIREMENTS:

ARCHITECTURAL CRITERIA

- Provide main entry vestibule, where aluminum storefront doors and windows meet the A/E Design Guidelines section 8.9.
- Provide electrical secure access control systems managed from reception office. Visual access should also be provided to front entrance of school and to the area outside the front entrance.
- Provide hollow metal fixed transaction security window between vestibule and reception office mounted at counter height.
- Provide a separate recessed writing/counter surface for computer check-in to avoid counter projecting into path of egress of vestibule.
- Secondary door from vestibule to provide security with locked doors to direct circulation through main office area.

MECHANICAL AND PLUMBING CRITERIA

ELECTRICAL CRITERIA

- Provide camera/front door locking security system to be accessible with window view into vestibule.
- Provide computer data outlet for computer check-in system. Provide cabling in ceiling for wireless access point.
- Provide space for master intercom console and appropriate electric and communication connections.
- Provide space for electrical to concealed weapons detection systems.

FURNITURE FIXTURES AND EQUIPMENT

Provide one specified concealed weapon scanner at each vestibule. Quantity may increase depending on size of vestibule.



RECEPTION AND ADMINISTRATION

OBJECTIVES:

To provide a reception area that is warm, inviting and projects a professional image. The reception area should efficiently accommodate administration staff, students, visitors, and parents.

CAPACITY:

8-10 people/visitors and 2 administrators, with 2 work stations behind counter.

ACTIVITIES:

- Monitoring main entry camera and control of entry door locks.
- Greeting for parents and visitors.
- Control point of administrative suite and school.
- Registration of students entering or leaving during school hours.
- Broadcast of announcements.
- General administration activities and duties.
- Security video surveillance area.

DESIGN CONSIDERATIONS:

- Requires visual control over front entry of school and main corridor. Ideally have visual control over front parking areas.
- Proximity to principal and/or assistant principal.
- Adjacent to Health Office.
- Access to workroom and storage rooms.
- Wall area for wall-mounted video surveillance equipment.
- Wall area for school digital communication signage.
- Wall area for transaction window to secure main entrance.

PHYSICAL REQUIREMENTS:

ARCHITECTURAL CRITERIA

- Provide visual access to front entrance of school and secure vestibule.
 - Secure vestibule to direct visitors to circulate through main office reception area.
- Provide visual and audible access to Health Office.
- Provide lobby/waiting area with functional seating arrangement.
- Specialties and Casework
 - Reception Counter - Provide desk height reception counter to divide waiting area from administrative space.
 - Combination of lockable storage units and open space to house three-drawer file cabinets.
 - Provide space for 2 workstations behind counter.
 - Information Hub
 - Provide two 4'x6' tack boards. Top of board to be at 6'-8" AFF for general school updates.
 - Provide one 4'x6' tack board for security surveillance wall.
- Ceiling: Provide acoustical ceiling panel per A/E Design Guide. Clear ceiling height to be 10'-0" minimum.
- Windows: Provide sill height 24"-26" AFF
- Window Covering: Provide window covering at exterior windows. See A/E Design Guide Section 8.5.9.
- Walls: Provide painted gypsum wallboard or CMU.
- Provide structural wall blocking for video surveillance monitors and wall area for wall-mounted video surveillance equipment.
- Provide structural wall blocking for school communications and digital signage monitor.
- Floor: Provide resilient tile floor and base per A/E Design Guide. Allow for color variation between areas designated as public space versus administrative space.



MECHANICAL AND PLUMBING CRITERIA

ELECTRICAL CRITERIA

- Provide six data outlets, each paired with a duplex electrical outlet, located on opposite walls and in reception counter to facilitate alternate furniture arrangements.
- Provide electrical requirements for video surveillance monitors which will be mounted above head height facing administrative staff. Provide data connections and proximity to electricity.
- Provide cabling in ceiling for wireless access point.
- Provide space for master intercom console and appropriate electric and communications connections.
- Provide space for master telephone and fax console.
- Provide intercom/phone with volume control and privacy feature.
- Fire alarm and Intercom head end located in this area.

FURNITURE FIXTURES AND EQUIPMENT

- Provide area for wall mounted security surveillance monitor and tack board.

PRINCIPAL'S OFFICE

OBJECTIVES

The school administrative offices should provide a space wherein school-related business, and concerns can be addressed with dignity in an attractive and suitable environment.

CAPACITY

2-6 people/guests

DESIGN CONSIDERATIONS

- Office should be near but not adjacent to the main reception area.
- Office should be near administration team, student records and guidance area.
- Office should be adjacent to a dedicated conference room.
- Administration suite should be designed so that the Principal's office can be located on either end of the suite of offices. Two options for locations, adjacent to a conference room is preferable.

PHYSICAL REQUIREMENTS

ARCHITECTURAL CRITERIA

- Ceiling: Provide acoustical ceiling panel per A/E Design Guide. Clear ceiling height to be 10'-0" minimum.
- Windows: Provide sill height 24"-26" AFF.
- Window Covering: Provide window covering at exterior windows. See A/E Design Guide Section 8.5.9.
- Doors: Interior doors to corridor and conference room are to include a 3" wide vision panel.
- Walls: Provide painted gypsum wallboard or CMU.
- Floor: Provide carpeted floor

MECHANICAL AND PLUMBING CRITERIA

ELECTRICAL CRITERIA

- Provide two computer outlets, each paired with a quad electrical outlet, located on opposite walls to facilitate alternate furniture arrangements
- Provide Intercom/phone with volume control and privacy switch.

FURNITURE FIXTURES AND EQUIPMENT

- Executive desk suite of furniture and conference table and chairs with credenza and bookcase typical

ASSISTANT PRINCIPAL'S OFFICE

OBJECTIVE:

The Assistant Principal's office should provide a setting where daily school business, as assigned, can be transacted.

CAPACITY:

2-4 people/guests

ACTIVITIES:

DESIGN CONSIDERATIONS:

- Provide two Assistant Principal's Offices
 - Locate one office within the Administration Suite to support centralized administrative functions.
 - Locate remaining Assistant Principal offices closer to the classroom wings to support daily student needs and improve accessibility for instructional areas.
- Reference CMS Elementary School Program of Spaces for room quantity and square footage requirements.

PHYSICAL REQUIREMENTS:

ARCHITECTURAL CRITERIA

- Ceiling: Provide acoustical ceiling panel per A/E Design Guide. Clear ceiling height to be 10'-0" minimum.
- Windows: Provide sill height 24"-26" AFF.
- Window Covering: Provide window covering at exterior windows. See A/E Design Guide Section 8.5.9.
- Doors: Interior doors to corridor and conference room are to include a 3" wide vision panel.
- Walls: Provide painted gypsum wallboard or CMU.
- Floor: Provide carpeted floor

MECHANICAL AND PLUMBING CRITERIA

ELECTRICAL CRITERIA

- Provide two computer outlets, each paired with a duplex electrical outlet, located on opposite walls to facilitate alternate furniture arrangements
- Provide phone/Intercom with volume control and privacy switch

FURNITURE FIXTURES AND EQUIPMENT

- Assist. Principal executive desk suite of furniture

FINANCIAL SECRETARY OFFICE

OBJECTIVE:

Financial Secretary/Bookkeeping office should provide a quiet and private setting where school business transactions can be accommodated.

CAPACITY:

2-4 people

DESIGN CONSIDERATIONS:

Locate in administration office complex but away from high traffic areas.

PHYSICAL REQUIREMENTS:

ARCHITECTURAL CRITERIA

- Ceiling: Provide acoustical ceiling panel per A/E Design Guide. Clear ceiling height to be 10'-0" minimum.
- Windows: Provide sill height 24"-26" AFF.
- Window Covering: Provide window covering at exterior windows. See A/E Design Guide Section 8.5.9.
- Doors: Interior doors to corridor and conference room are to include a 3" wide vision panel.
- Walls: Provide painted gypsum wallboard or CMU.
- Floor: Provide carpeted floor

MECHANICAL AND PLUMBING CRITERIA

ELECTRICAL CRITERIA

- Provide two data outlets paired with quad electrical outlets
- Provide intercom/phone with volume control and privacy switch

FURNITURE FIXTURES AND EQUIPMENT

ITINERANT STAFF WORKSTATIONS

OBJECTIVE:

To provide a "home base" for itinerant staff and allow for interaction and planning between professionals

CAPACITY:

4-6 people

ACTIVITIES:

Teacher and Staff Planning
Office /Conference Space
Storage of itinerant materials

DESIGN CONSIDERATIONS:

- Locate itinerant staff in proximity to main entrance, administration area and guidance area
- Locate to allow immediate access to a Conference Room
- Locate in proximity to Staff Toilets

PHYSICAL REQUIREMENTS:

ARCHITECTURAL CRITERIA

- Ceiling: Provide acoustical ceiling panel per A/E Design Guide. Clear ceiling height to be 10'-0" minimum.
- Windows: Provide sill height 24"-26" AFF.
- Window Covering: Provide window covering at exterior windows. See A/E Design Guide Section 8.5.9.
- Doors: Interior doors to corridor and conference room are to include a 3" wide vision panel.
- Walls: Provide painted gypsum wallboard or CMU.
- Floor: Provide carpeted floor

MECHANICAL AND PLUMBING CRITERIA

ELECTRICAL CRITERIA

- Provide intercom/phone with volume control and privacy switch
- Provide six computer outlets, each paired with a quad electrical outlet, minimum of one on each wall

FURNITURE FIXTURES AND EQUIPMENT

- Provide 4'X 8' tack board. Top of board to be at 6'-8" AFF.
- Workstations to be "touch-down" size, i.e. 6' x 6'

CONFERENCE ROOM

OBJECTIVES

The Conference Room should be shared by all administration personnel and should provide a quiet inviting setting for conferences and group assemblies for student or school business.

CAPACITY

10-12 people

ACTIVITIES

Parent conferences
Testing evaluations
Individual and Group Counseling

DESIGN CONSIDERATIONS

ARCHITECTURAL CRITERIA

- Ceiling: Provide acoustical ceiling panel per A/E Design Guide. Clear ceiling height to be 10'-0" minimum.
- Windows: Provide exterior windows for natural light. Sill height 24"-26" AFF.
- Window Covering: Provide window covering at exterior windows. See A/E Design Guide Section 8.5.9.
- Doors: Provide 3" vision panel door.
- Wall: Provide painted gypsum wallboard or CMU. Provide video screen on short wall of conference room. Coordinate with CMS FFE to determine location of markerboard, etc.
- Floor: Provide carpet floor per A/E Design Guide.

MECHANICAL AND PLUMBING CRITERIA

ELECTRICAL CRITERIA

- Provide one data outlet paired with a duplex electrical outlet.
- Provide data connection, and mounts for monitor.
- Provide intercom with volume control and privacy switch.

FURNITURE FIXTURES AND EQUIPMENT

- Provide 4'x8' marker board and 4 x8' tack board. Top of board to be at 6'-8" AFF.

WORKROOM (ADMINISTRATION)

OBJECTIVES

To provide workspace for teachers, secretaries, principal and assistant principals.

CAPACITY

2-4 people

ACTIVITIES:

Storage (school supplies and system forms).

Copying of materials.

Laminating, assembling and distribution of staff mail

General clerical tasks.

DESIGN CONSIDERATIONS

- Locate in school administrative suite on a major corridor.
- Provide area for copier/printer

PHYSICAL REQUIREMENTS:

ARCHITECTURAL CRITERIA

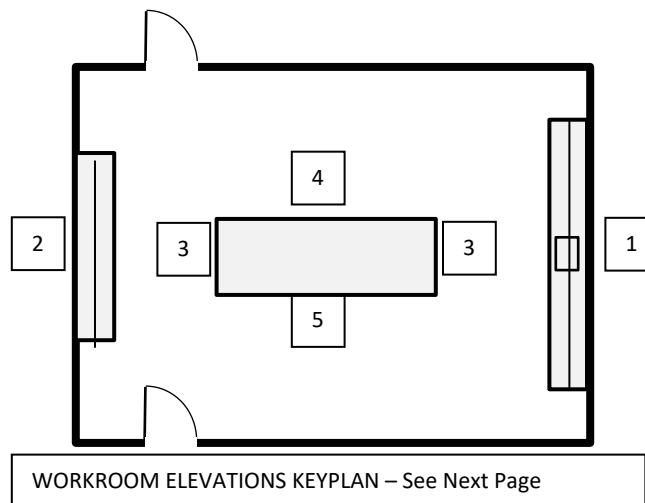
- Floor: Provide resilient tile floor and base per A/E Design Guide.
- Provide area for print copier.
- Casework: See photo and sketches below.
 - Provide one wall of built-in base and overhead cabinets. All cabinets to be lockable. Units to be a mix of closed, open shelves, and drawers.
 - Provide 12" deep shelving on all available walls of storage room.
 - Provide worktable per the details included in the A/E Design Guide Appendix.
 - Provide teacher mail slots per the details included in the A/E Guide Appendix.

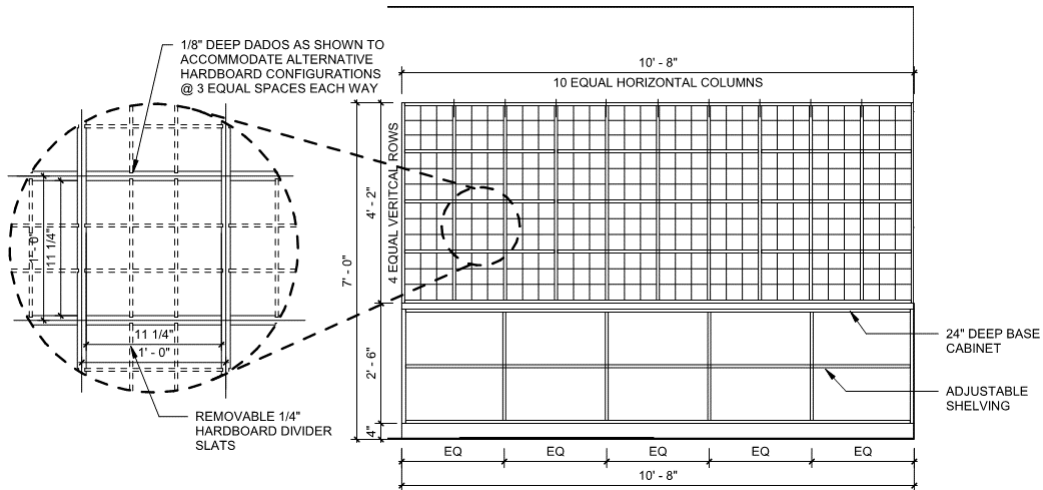
MECHANICAL AND PLUMBING CRITERIA

ELECTRICAL CRITERIA

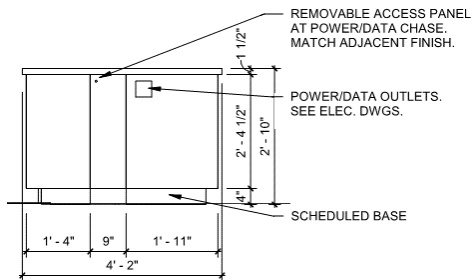
- Provide intercom/phone with volume control and privacy feature.
- Provide two data outlets in the workroom and one in the storage room, each adjacent to a quadruplex electrical outlet.
- Provide electrical for copier/printer.

FURNITURE FIXTURES AND EQUIPMENT

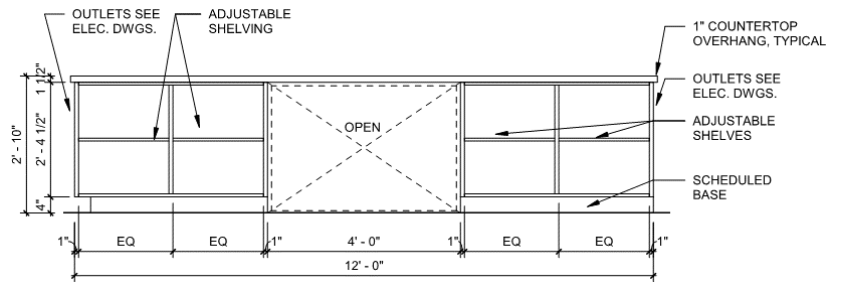




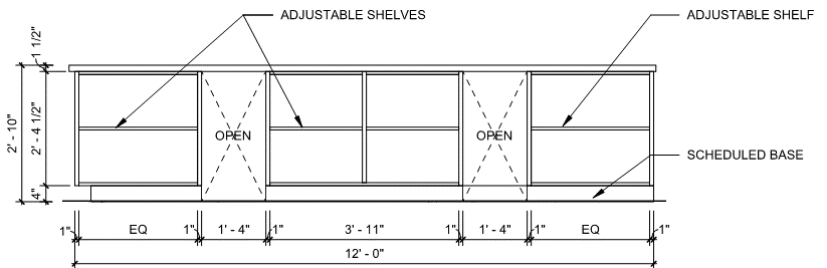
2 MAILBOX CASEWORK



3 CASEWORK- WORKROOM



4 CASEWORK- WORKROOM



5 CASEWORK- WORKROOM

STUDENT RECORDS

OBJECTIVES

To provide secure fire-resistant area for storage of student records and school financial records.

CAPACITY

1-2 people

ACTIVITIES

Storage of student files
Retrieval of information
Logging of information onto computer system

DESIGN CONSIDERATIONS

Locate adjacent to Student Services Office (for Registrar access) and adjacent to Financial Secretary Office. Locate in proximity to Principal and Assistant Principals.

PHYSICAL REQUIREMENTS

ARCHITECTURAL CRITERIA

- Provide minimum of 1-hr rated enclosure.
- Coordinate keying with CMS Design Manager.

MECHANICAL AND PLUMBING CRITERIA

HVAC should be provided for occupiable office.

ELECTRICAL CRITERIA

- Provide intercom/phone.
- Provide one data outlet paired with a duplex electrical outlet.

FURNITURE FIXTURES AND EQUIPMENT

HEALTH OFFICE

OBJECTIVE:

To provide adequate space for school nurse to assess needs of students and staff in a private, confidential area; to triage sick and/or injured students, administer first aid and monitor status while waiting for parent pick-up; conduct required screenings and evaluations; to provide health counseling, case management and communicate with health care providers; and, serve as a center for health and wellness resources, education and activities for staff and students.

CAPACITY:

4-6 People

ACTIVITIES:

- Student examinations and/or treatment by the school nurse.
- Resting area for sick/injured students or waiting for parent pick-up.
- Administration of medication(s) and treatments.
- Storage (first aid supplies, medication, linens for beds, wheelchair, scale, health information resources).
- Conduct required screenings and evaluations.
- Nurse/student confidential conferences.
- Confidential conversations with parent, staff and/or healthcare providers.
- Collaboration with staff on health and wellness activities.

DESIGN CONSIDERATIONS:

- Located near the main office, but away from the public, entrance behind the secretary/receptionist for supervision on days nurse is not present or occupied outside the health room.
- Provide Health Office entrance for ability to observe students from reception area but placed for privacy/confidentiality so visitors entering the reception area cannot see students in the Health Office.
- **Health Toilet Room:** This ADA compliant toilet room should be accessible through Health Room. See Plumbing Criteria.

PHYSICAL REQUIREMENTS:

ARCHITECTURAL CRITERIA

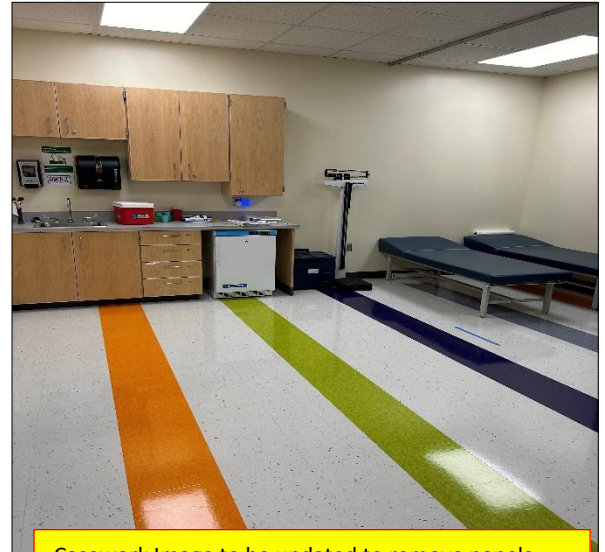
- Ceiling: Provide flat lay-in membrane faced acoustic panel ceiling per CMS Master Specification.
- Walls: Provide painted gypsum wallboard or CMU. Health Toilet to have painted wall and ceramic tile at wet wall.
- Window: No window
- Floor Type 1: Provide resilient tile floor and base in Health Office.
- Floor Type 2: Provide non-slip porcelain tile in Health Toilet.
- Door: Interior door to Health Office to have 3" wide vision panel. Door to Health Toilet Room to be solid panel.
- Casework: Provide sink with hot (tempered) and cold water and counter with lockable drawers and storage.
- Provide paper towel and liquid soap dispensers at the sink.
- Provide privacy curtains from the ceiling to visually separate two cots.

MECHANICAL AND PLUMBING CRITERIA

- Health Toilet Room – Provide hot (tempered)/cold water, eyewash and typical floor drain.
- Provide hot and cold running water to sink.

ELECTRICAL CRITERIA

- Provide intercom/phone with volume control and privacy switch
- Provide two computer outlets, each paired with quadruplex electrical outlet, located on opposite walls to facilitate alternate furniture arrangements. Preferably away from door to provide privacy.

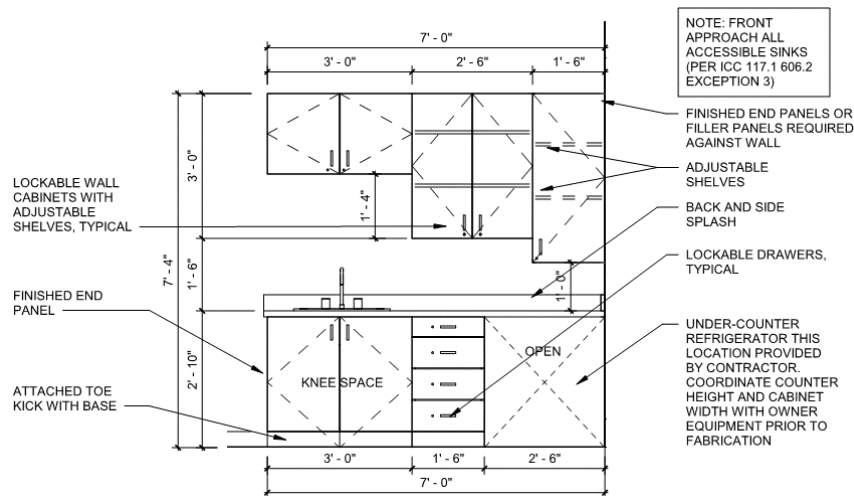


Casework Image to be updated to remove panels beneath sink. Have insulated sleeve at pipes. Have note reference for paper towel holder and soap dispenser typical at all cabinet sink locations.

FURNITURE FIXTURES AND EQUIPMENT:

- Provide four drawer lockable file cabinet for confidential files.
- Nurses desk to be lockable with adult desk chair.
- Provide wall clock.
- Provide refrigerator with lock. Coordinate with CMS Design Manager and reference CMS Master Specification.
- Provide privacy curtains per CMS Master Specification.
- Allow for 2 student-sized chairs.
- Provide sufficient storage for surplus clothing on shelves with covered containers.
- Provide bookcase.
- Provide biohazard waste garbage container.
- Provide "Sharps" container for CMS to coordinate and install.
- Provide 4'x8' tack board. Top of board to be at 6'-8" AFF.

Casework Image to be updated to remove panels beneath sink. Have insulated sleeve at pipes. Have note reference for paper towel holder and soap dispenser typical at all cabinet sink locations.



STUDENT SERVICES SUITE

OBJECTIVES

The Guidance and Student Services program is designed to assist students and their families with students' normal progression through the developmental stages in the areas of learning, social skills and career planning. Each school has a full-time Student Services Specialist (certified in school psychology with training school counseling and school social work).

To deliver a comprehensive Student Services program, the Student Services Specialist:

- Provides classroom guidance concerning personal and social skills, career development and study skills.
- Consults with school staff and parents.
- Conducts psychological evaluations of students who have learning or behavioral problems.
- Serves as liaison between home, school and community resources.

CAPACITY

Offices	3-5 people with corner area for "kid-friendly" interviews
Conference	6-10 people

DESIGN CONSIDERATIONS

- Area should be a kid-friendly interview space with location accessible to the mainstream of student traffic, however a separation from high noise area is also needed.
- **Student Services Office**: Provide direct student entrance without going through the administrative suite. Access to the administrative office for records is desirable.
- **Counselor Offices**: Provide two (2) private offices adjacent to conference room.

PHYSICAL REQUIREMENTS

ARCHITECTURAL CRITERIA:

- Ceiling: Provide acoustical ceiling panel per A/E Design Guide. Clear ceiling height to be 10'-0" minimum.
- Windows: Provide exterior windows for natural light. Sill height 24"-26" AFF.
- Window Covering: Provide window covering at exterior windows. See A/E Design Guide Section 8.5.9.
- Doors: Provide 3" vision panel door.
- Wall: Provide painted gypsum wallboard or CMU.
- Floor: Provide carpet floor per A/E Design Guide.

MECHANICAL AND PLUMBING CRITERIA:

ELECTRICAL CRITERIA:

- Provide two data outlets, each paired with quad- electrical outlet, located on opposite walls to facilitate alternate furniture arrangements.
- Provide intercom/phone with volume control and privacy feature.
- Provide data connection and wall mounts for monitor.

FURNITURE FIXTURES AND EQUIPMENT

PARENT CENTER

OBJECTIVES

The Parent Center is a place for interaction between parents, teachers and administrators. It is also the location for parent resources and educational information.

CAPACITY

6-8 people

DESIGN CONSIDERATIONS

Parent center should be located close to administration area, main entrance, and staff accessible restrooms.

PHYSICAL REQUIREMENTS

ARCHITECTURAL CRITERIA

- Floor: Provide resilient tile per A/E Design Guideline.
- Allow for space for additional book case.
- Casework and Specialties:
 - Provide three 36"x84" high book shelf units.
 - Provide 6' long counter with sink and under counter storage consisting of drawer and closed lockable units.
 - Provide one 4'x8' tack board. Top of board to be at 6'-8" AFF.

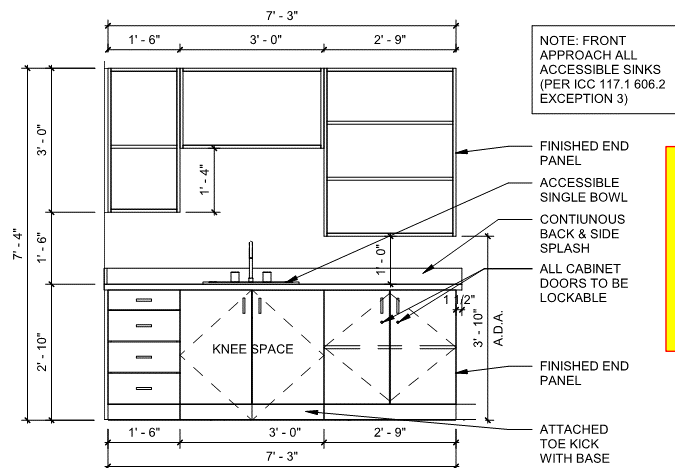
MECHANICAL AND PLUMBING CRITERIA

- Provide hot and cold running water to sink.

ELECTRICAL CRITERIA

- Provide three data outlets, each grouped with a quadruplex receptacle. Provide wireless access point.
- Provide intercom/phone with volume control and privacy feature.

FURNITURE FIXTURES AND EQUIPMENT



Casework Image to be updated to remove panels beneath sink. Have insulated sleeve at pipes. Have note reference for paper towel holder and soap dispenser typical at all cabinet sink locations.

CASEWORK ELEVATION - PARENT CNTR

SRO OFFICE

OBJECTIVES

To provide a space for a police officer assigned to the school.

CAPACITY

1 resource officer

DESIGN CONSIDERATIONS

Should be located in the administration area of the school, preferably close to the main or secondary entrance to the administrative area.

PHYSICAL REQUIREMENTS

ARCHITECTURAL CRITERIA

- Ceiling: Provide acoustical ceiling panel per A/E Design Guide. Clear ceiling height to be 10'-0" minimum.
- Windows: Provide interior window for natural light. Sill height 24"-26" AFF.
- Window Covering: Provide window covering at exterior windows. See A/E Design Guide Section 8.5.9.
- Doors: Provide 3" vision panel door.
- Wall: Provide painted gypsum wallboard or CMU. Coordinate with CMS Design Manager to determine location of wall mounted video screens, markerboard, etc.
- Floor: Provide resilient tile floor and base per A/E Design Guide.
- Provide one 4x6 tackboard. Top of board to be 6'-8" AFF.

MECHANICAL AND PLUMBING EQUIPMENT

ELECTRICAL CRITERIA

Provide data and quad power receptacles for workstation area.

Provide intercom (handset and speaker), telephone with volume control and privacy feature.

FURNITURE FIXTURES AND EQUIPMENT

STAFF SUPPORT

FACULTY BREAKROOM

OBJECTIVES

To provide space for teachers and staff to take breaks and eat lunch.

CAPACITY

6-8 people

ACTIVITIES:

Take breaks.
Prepare coffee.
Store and eat lunches.
Access vending machines.

DESIGN CONSIDERATIONS

Locate in proximity to classroom wing. Provide space for (2) vending machines, a refrigerator, and base and wall cabinets where two microwaves could be placed.

PHYSICAL REQUIREMENTS

ARCHITECTURAL CRITERIA

- Provide Quartz tile floor.
- Provide one wall of built-in base, sink and overhead cabinets. Units to be a mix of closed, open shelves, and drawers.

MECHANICAL AND PLUMBING CRITERIA

- Provide sink with hot and cold water.

ELECTRICAL CRITERIA

- Provide intercom/phone with volume control and privacy feature.
- Provide electrical outlets at 6' on center.

FURNITURE FIXTURES AND EQUIPMENT

Casework Image to be updated to remove panels beneath sink. Have insulated sleeve at pipes. Have note reference for paper towel holder and soap dispenser typical at all cabinet sink locations.

STAFF TOILETS

OBJECTIVES

To provide space for toilets facilities for staff

DESIGN CONSIDERATIONS

Staff toilet rooms should be located evenly throughout the building

PHYSICAL REQUIREMENTS

- Provide ADA compliant mirror over ADA sink
- Provide a full height mirror on the wall.
- Porcelain tile floor and base
- The preference is for the door to swing out
- Provide a GFCI outlet
- Ceiling to be gypsum or scrubbable ceiling panels

WELLNESS ROOM

OBJECTIVES

Employee wellness rooms can help ease stress and tension around the workplace. Per Section 4207 of the Patient Protection and Affordable Care Act, new mothers also need a private, designated space to nurse. This space is intended for staff use only.

CAPACITY

1-2 people

ACTIVITIES:

Accommodate nursing mothers.
Provide a private area for administering medication, stress relief, or work breaks.
Provide an area for employees with migraines to receive sensory relief.

DESIGN CONSIDERATIONS

The Wellness Room is to accommodate casework for storage, sink and small refrigerator, as a private room for individual use.

PHYSICAL REQUIREMENTS

ARCHITECTURAL CRITERIA

- Provide a design scheme with subtle colors, pale hues like light gray and beige, to make it easier for employees to relax and unwind.
- Provide carpeted floor.
- Provide high-NRC acoustic ceilings.
- Provide entry lock door hardware with occupied/vacant indicator.
- Provide casework with sink and under-counter refrigerator.
- Provide ADA-compliant mini refrigerator with lock (include in GC contract), positioned within base cabinet.

MECHANICAL AND PLUMBING CRITERIA

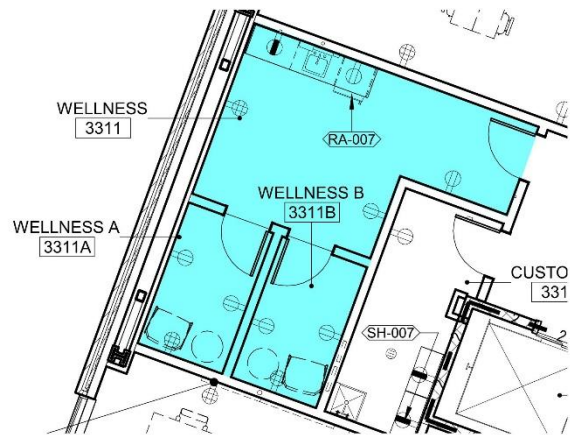
- Provide a small sink at the casework with hot (tempered) and cold water.
- Provide heating/cooling with individual sensors to control space temperature.

ELECTRICAL CRITERIA

- Provide LED lighting with the ability to dim lights.
- Provide intercom/phone with volume control and privacy feature.
- Provide power for refrigerator.

FURNITURE FIXTURES AND EQUIPMENT

- Provide comfortable furniture for employees to rest in, with enough flat surfaces to place their belongings.



Casework Image to be updated to remove panels beneath sink. Have insulated sleeve at pipes. Have note reference for paper towel holder and soap dispenser typical at all cabinet sink locations.

CAFETERIA

CAFETERIA DINING AREA

OBJECTIVE:

The Cafeteria Dining Area is located between the Kitchen/Serving Area and the Multipurpose Room. Dining Area to be sized for three “seatings” of the student population.

ACTIVITIES:

- Area for students to receive their meals and dine for breakfast, lunch, occasional snacks and community events.
- Hosting After-School Education Program (ASEP).
- Expansion space for Multipurpose Room.

DESIGN CONSIDERATIONS:

Cafeteria Dining Area is adjacent to the Multipurpose Room with a movable partition which separates these two spaces. It should also be acoustically insulated to minimize noise from each area.

PHYSICAL REQUIREMENTS:

ARCHITECTURAL CRITERIA:

- Ceiling: Provide acoustical ceiling panel per A/E Design Guide. Clear ceiling height to be 18'-0" minimum.
- Walls: Provide painted gypsum wallboard or CMU. Acoustical wall panels at upper walls for sound absorption.
- In addition to indoor seating, consider outdoor dining options by providing concrete pad to accommodate two picnic tables.
- Window: Plan windows that are at eye level and allow light to enter and provide an outside view.
- Window Covering: Provide window covering at exterior windows. See A/E Design Guide Section 8.5.9.
- Floor: Resilient floor tile per A/E Design Guide.

MECHANICAL AND PLUMBING CRITERIA:

- Provide plumbing for water cooler with bottle filler in Dining Area. Locate water cooler adjacent to serving line.

ELECTRICAL CRITERIA

- Provide 20 foot candles minimum. Dual switch to 40 foot candles of light for special occasions.
- Provide additional electrical wiring in walls for future satellite serving areas.
- Provide intercom.
- Provide data connection for notice boards to display menus and other essential messages.
- Provide electrical for water cooler with bottle filler.

FURNITURE FIXTURES AND EQUIPMENT

KITCHEN AND SERVING AREA

OBJECTIVE:

Nutrition programs play a vital role in the education of students. As a “partner in education” it is the role of child nutrition programs to make mealtime a pleasant experience by providing adequate food preparation facilities which will encourage students to consume the nutritious meals needed for growth, development, and learning readiness.

ACTIVITIES:

Cleaning and Food preparation, Food storage.

DESIGN CONSIDERATIONS:

- **Serving Area:** Transition area between Kitchen and Cafeteria Dining, which provides access to supply fresh food; accessible with appropriate counter heights. Point of sale area.
- **Food Preparation:** Centrally located, easily accessible to cold and dry storage areas and facilitates removal of food debris.
- **Dish Wash Area:** Adjacent to dining room with traffic pattern not to interfere with serving lines.
- **Cafeteria Manager’s Office:** Locate at rear of kitchen. Provide interior windows to allow full view of back door, storage entrances, and preparation areas. Provide exterior window with security screen for observation of loading area deliveries. Allow for two employee workstations.
- **Kitchen Laundry Room:** Provide residential washer and dryer. Provide mop sink. Dryer to be vented to outside.
- **Kitchen Employee Restroom:** Located adjacent to food preparation area opens to locker room.
- **Kitchen Employee Locker Room:** Provide 10-12 double height lockers.
- **Cold Storage and Dry Storage:** Walk-In Cooler/Freezer and dry goods storage accessible from loading area for deliveries.
- **Service Loading Area:** Provide peephole on back exterior door to Service Area.
- **Trash Disposal:** Locate dumpsters to provide easy access from kitchen.

PHYSICAL REQUIREMENTS:

ARCHITECTURAL CRITERIA

Serving Area

- Ceiling: Provide lay-in acoustical ceiling panel CMS Master Specification.
- Walls: Smooth faced CMU with durable washable wall surface. Provide ample wall area for 70” menu display board.
- Floor: Transition to Kitchen flooring per A/E Design Guide.

Kitchen and Support Spaces

- Ceiling: Provide lay-in acoustical ceiling panel CMS Master Specification.
- Window: Manager’s Office to have exterior window with security screen and interior windows in view of kitchen work area.
- Window Coverings: Provide window covering at exterior windows. No window coverings at interior windows of Cafeteria Manager’s Office. See A/E Design Guide Section 8.5.9.
- Walls: Smooth faced CMU with durable washable wall surface.
- Floor: Resilient tile floor and base per A/E Design Guide. Preference for epoxy flooring. Discuss with CMS Design Manager.

Kitchen Laundry Area

- Provide laundry room for kitchen cleaning cloths. Room should also accommodate for mop sink and stainless steel backsplash. Mop sink area to have utility shelf and mop holder. See A/E Design Guide 22.3.9.
- Provide recycling area with bins in kitchen, delivery area, and cafeteria dining area.

MECHANICAL AND PLUMBING CRITERIA

Serving Area

- Provide plumbing for water cooler with bottle-filler. Locate water cooler adjacent to serving line.
- Provide floor drains and floor sinks as required for equipment and positive drainage.

Kitchen and Support Spaces

- Provide covered exterior can wash facility with mop rack in delivery area and accessibility to dumpsters.
- Floor drains and floor sinks to be provided as required for equipment.
- Walk-In Freezer/Cooler - Provide vertical closure panels with access, over the top of all walk-in freezer and cooler. Locate condensate floor drains for freezer/cooler out of traffic path. Locate outdoor condensing unit at grade for repair access.
- Provide hand wash sinks, where required server, kiosk and kitchen locations.
- Provide single fold paper towel dispensers at all hand wash sink locations. Soap dispensers furnished by Owner.
- Kitchen hood area shall be stainless steel with adequate lighting. The water source under the hood shall have a vacuum breaker. The fire suppression system push-button activator shall be located near the entry/exit door. Include stainless steel utility chase and fire suppression system.
- The utilities for the equipment shall be arranged in such a way to facilitate easy cleaning behind the equipment.
- Drains are needed throughout, especially under the braising pan, icemaker, etc.
- CO sensor with digital readout required in kitchen.
- Provide stand-alone HVAC system on rooftop.

Kitchen Laundry Area

- Plumbing and venting connections for residential washer and dryer. Dryer to be vented to outside.
- Plumbing for mop sink.

ELECTRICAL CRITERIA

- 70 foot candles of light is recommended for the Kitchen support spaces and Serving areas (i.e. dishwash, storage, etc)
- Wall mounted CO sensor with digital readout required in Kitchen.

Serving Area

- Provide 2 Ethernet ports and 2 electrical outlets over entrances to Serving Area for flat screen menu display. See A&E Guide for current minimum requirements. Coordinate location with CMS Design Manager.
- Data outlet paired with quadruplex outlet at each cashier. Point of Service.

Kitchen

- Provide buzzer/doorbell at back entrance. Buzzer to “announce” in Kitchen near manager’s office.
- Provide electrical connections required for all food service equipment.
- Providing separate security system for kitchen is recommended to allow early access by staff. Allow for area to accommodate separate key pad zone.
- Provide intercom.

Kitchen Laundry Room

- Provide electrical outlets for residential washer and dryer.
- Provide heat detector per A/E Design Guide Section 28.2.

FURNITURE FIXTURES AND EQUIPMENT

- Manager’s Office - Provide 4’x 4’ bulletin board. Top of board to be at 6’-8” AFF.
- Storage Area - Provide 4’ x 6’ bulletin board for employee communication.
- Storage Area - Flexible shelving; Rows of shelving with adequate aisles between are desired.
- Provide residential washer/dryer for Kitchen Laundry Room.

Dish Wash Area:

- Provide direct wiring of dish machine.
- Provide hood with fan to draw steam out of area.
- Provide water temperature 140 degrees to kitchen 180 degrees by booster heater on demand.
- Provide garbage disposal.
- Hose bibb shall be in the dish room.
- Provide two (2) wall-mounted fans in opposite corners in the dish wash area. See MasterSpec 109000.

Storage Area:

- Dry storage area to be ventilated with fresh air venting system.
- A notice board for menu, message, and other types of communication is essential.
- Must have flexible shelving. When planning new storage rooms, provide rows of shelving with adequate aisles clearances.

Kitchen Manager's Office:

- Provide ample electric outlets.
- Provide 2 Data outlets paired with quadruplex outlets to support two desks.
- Provide intercom/phone with volume control and privacy feature.
- Provide telephone connection with kitchen speaker-bell.

Internal cold storage freezer and cooler

- Provide all kitchen food preparation equipment as specified by A/E Design Guide

BUILDING SUPPORT

GROUP RESTROOMS

OBJECTIVES

To provide space for toilet facilities for students.

DESIGN CONSIDERATIONS

Group restrooms should be located evenly throughout the building.

PHYSICAL REQUIREMENTS

ARCHITECTURAL CRITERIA

- Ceiling: Provide moisture resistant gypsum board ceilings per CMS Master Specification.
- Doors: Design entrances to group restrooms with adequate screening that does not depend on doors.
- Wall: Use different colors of wall tile in male/female group restrooms for wayfinding. See A/E Design Guide 9.6.2.7.
 - Provide CMU wall and tile wainscot on wet and end walls.
 - Provide tile finish below and around hand dryers. Top of tile to align with wainscot and protect wall finish.
- Floor: Provide porcelain tile floor and base with floor drains per A/E Design Guide. Reference A/E Design Guide Section 3.1.4 for thick set tile requirements.
- Provide toilet accessories. See A/E Design Guidelines for mounting heights.
- Provide ambulatory grab bars at first urinal and ambulatory stall.
- Provide toilet partitions which are textured and darker to help hide graffiti and vandalism. See A/E Design Guide 10.4.

MECHANICAL AND PLUMBING CRITERIA

- Provide touchless faucets at lavatories.
- Provide floor mounted toilets with manually operated flush valves.
- Provide floor drains and locate as appropriate. Slope tile floor to drain.

ELECTRICAL CRITERIA

- Group restrooms are preferred without receptacles; locate in adjacent corridor when possible. See A/E Design Guide 26.1.3.9.11.
- Locate switches for group restrooms in an area not subject to student tampering. See A/E Design Guide 26.12.4.

CUSTODIAL ROOMS

OBJECTIVE:

To provide one designated main custodial room, which will have washer and dryer and intended for storage of large cleaning equipment. Secondary custodial rooms, which are smaller and are intended for the storage of supplies and equipment used on a day-to-day basis.

DESIGN CONSIDERATIONS:

- Provide storage room located near loading area for central receiving and staging.
- All custodial and storage rooms to be lockable.
- Provide metal shelving in each Custodial Room for storage of attic stock materials, per the A/E Design Guide. Shelving for Secondary Custodial will be for supplies only.
- Provide wall-mounted eyewash.
- **Main Custodial Room**
 - Locate centrally in overall building plan.
 - Provide floor space for workstation. See Electrical Criteria.
 - Provide floor space to accommodate floor buffer and scrubber machines.
 - Provide washer and dryer. Dryer to be vented to outside.
 - Provide wall mounted eyewash.
- **Secondary Custodial Room**
 - Locate near opposite ends of the floor plan to provide convenient distances to all classrooms, storage areas, trash pick-up and recycling areas.



PHYSICAL REQUIREMENTS:

ARCHITECTURAL CRITERIA

- All custodial rooms should contain a mop sink, mop rack, and metal shelving per A/E Design Guide.
- Ceiling: Open to structure.
- Wall Finish: Provide semi-gloss epoxy paint. Mop sinks to have stainless steel backsplash.
- Floor: Sealed concrete floor

MECHANICAL AND PLUMBING CRITERIA

- Provide mopsink w/hot (tempered) and cold water.
- Provide wall mounted eyewash. See CMS Master Spec.
- Dryer in main custodial room to be vented to outside.
- Provide floor drains in all custodial rooms.
- Plumbing and venting connections for washer and dryer in main custodial room.
- Provide chemical storage.

ELECTRICAL CRITERIA

- Provide data and quad power receptacles, intercom (handset and speaker), telephone outlet for one workstation area in the Main Custodial Room. Secondary Custodial Room is specifically for storage and daily use equipment storage.
- Main Custodial Room enabled to have charging area of buffer abd scrubber machines.
- Provide heat detector per A/E Design Guide Section 28.2.

FURNITURE FIXTURES AND EQUIPMENT

Custodial work desk and chair.

TELECOMMUNICATIONS

OBJECTIVE

There are three support spaces:

- Equipment Room (ER) One centrally located main room designed to house vertical racks and enable cable distribution to support telecommunications and low voltage infrastructure.
- Telecommunication Room (TR) smaller satellite rooms to serve zones of the building.
- Exterior enclosures (TE) protected exterior sites designed to extend and support telecommunication capabilities beyond the main campus building.

DESIGN CONSIDERATIONS

- See Program of Spaces page to reference square footage requirements per room type.
- Stacked layout of TR Rooms preferred.
- **Dedicated HVAC system** for environmental control.
- Cable distances and horizontal raceways to minimize quantity of TR spaces.

PHYSICAL REQUIREMENTS:

ARCHITECTURAL CRITERIA

- Ceiling: Open to structure.
- Wall Finish: Provide semi-gloss epoxy paint on drywall or CMU substrate. "Non-painted" fire-rated plywood.
- Door: Provide solid interior 3'-6" wide door panel to enable movement of large equipment. Coordinate door hardware and access control with CMS Design Manager. Provide card reader access.
- Floor: Sealed concrete.

MECHANICAL AND PLUMBING CRITERIA

- **Dedicated cooling** for anticipated active critical loads.

ELECTRICAL CRITERIA

- Lighting: Minimum of 538 lux (50 foot-candles) at 3' AFF
- Provide heat detector per A/E Design Guide Section.
- Provide card reader access.

FURNITURE FIXTURES AND EQUIPMENT

CIRCULATION

LEARNING STAIR

OBJECTIVE:

To provide a common area for informal gathering, teaching and performing. The intent is to promote student health and well-being by creating a circulation and comfortable presentation space. It also offers opportunity for impromptu meetings and informal seating.

ACTIVITIES:

- Collaboration space
- Informal Seating
- Display area
- Staging activities

DESIGN CONSIDERATIONS:

- Provide open space with monumental circulation stair.
- Circulation stair located adjacent to informal seating.
- Impromptu seating incorporated into portion of monumental stair with built-out bleachers or seating ledge at base.
- Include acoustic treatment to limit sound transmission.

PHYSICAL REQUIREMENTS:

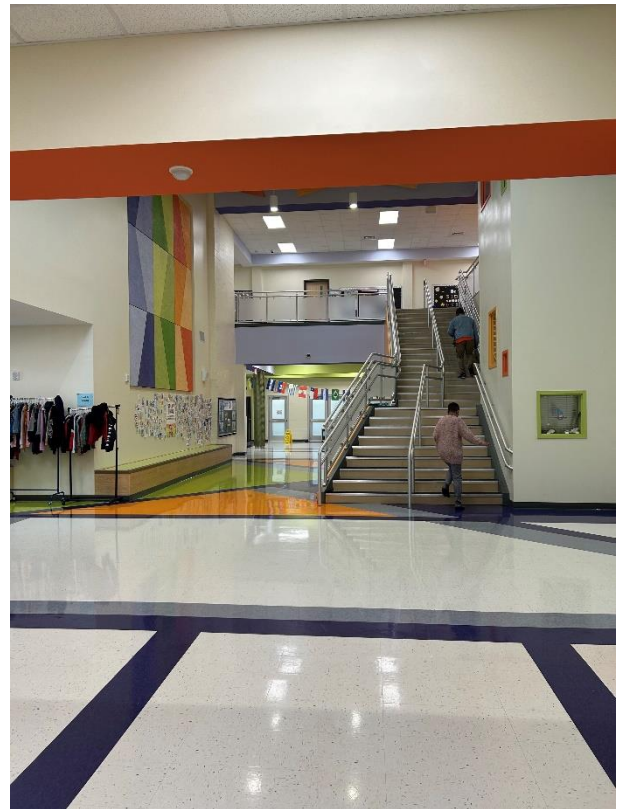
ARCHITECTURAL CRITERIA

- Ceiling: Depending on area, acoustic ceiling panel and open to structure with acoustical clouds, where necessary to reduce sound transmission.
- Wall: Painted gypsum wallboard or CMU.
- Floor: Provide resilient tile floor per A/E Design Guide.
- Bleacher/Seating Ledge: To match resilient flooring.
- Stair: Sealed concrete or epoxy flooring with nosing per CMS Master Specification.

MECHANICAL AND PLUMBING CRITERIA

ELECTRICAL CRITERIA

FURNITURE FIXTURES AND EQUIPMENT



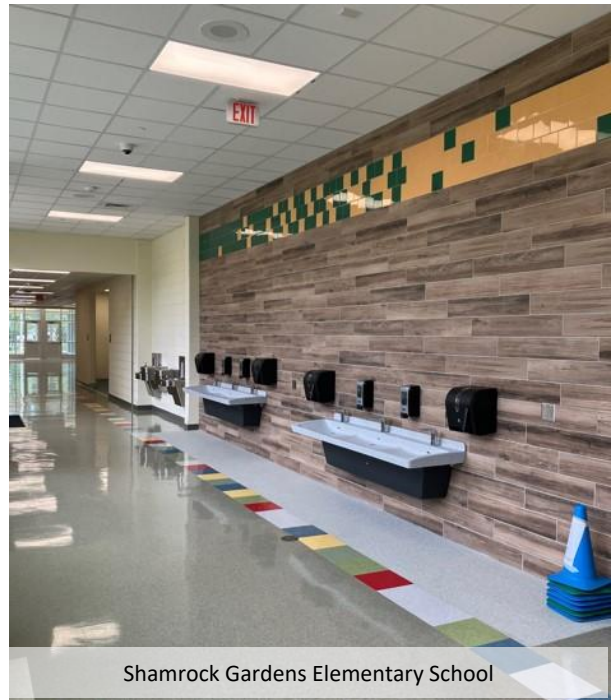
CIRCULATION CORRIDOR

DESIGN CONSIDERATIONS:

- **Circulation:** Corridors and common areas designed to minimize congestion and pinch points.
- **Sightlines:** Optimize circulation layout to maintain clear sightlines in corridors for purposes of safety and operational efficiency.
- **Crowd Management:** Provide strategic locations, which enable supervision and security to help navigate staff, students and visitors towards major program spaces. Design circulation zones to accommodate temporary crowd control measures during public events.
- **Handwashing Station:** Provide handwashing station adjacent to cafeteria entrance.
- **Classroom Entrances:** Provide one tack board in the corridor adjacent to classroom and resource room entrances - typical. Top of tack board mounted at 6'-0" AFF. See AE Guide for size.
- **Room signage:** Required at all room entrance doors.
- Lockable Display Cases:
 - Provide two lockable display cases near Reception Office
 - School Spirit Awards to highlight trophies and awards.
 - Visual Art Showcase for students' art pieces.
 - See casework elevation for Lockable Display Case.

ARCHITECTURAL CRITERIA

- Ceiling: Corridors and Main Lobby shall use lay-in acoustical panels.
 - Gypsum wallboard soffits/bulkheads may be used as accent framing to break up the field of acoustical ceiling panel in very long corridors.
 - Coordinate hard lid accent areas with MEP access panels, where needed to reach mechanical and plumbing concealed overhead, or where structural transitions occur.
 - Minimum height of bulk heads should be high enough that they do not interfere with the security camera vision down hallways to the next camera zone/location.
 - Consider exposed painted structure on a case-by-case basis.
- Wall: Painted gypsum wallboard or CMU. Stainless steel corner guards on all gypsum board walls.
- Floor: Provide resilient tile floor per A/E Design Guide. Provide a linear design integrated into resilient floor tile pattern to have markings for students to reference when lining up in the corridor.
- Accent paint colors are acceptable in corridors if located above the door frame height to minimize future touch ups. Avoid bright colors on door frames.

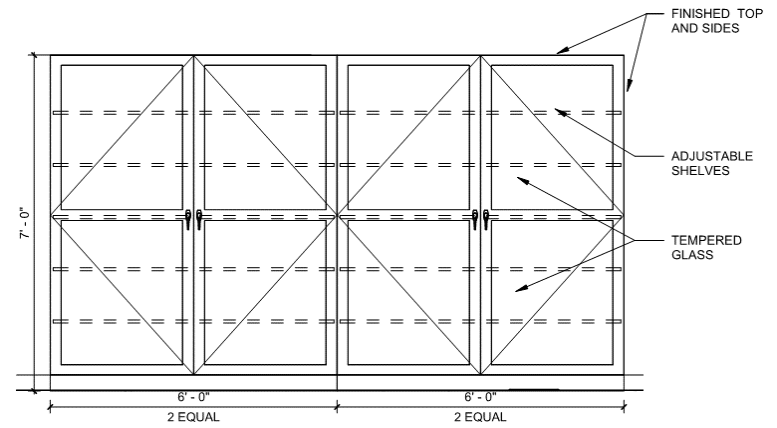


MECHANICAL AND PLUMBING CRITERIA

- Handwashing station adjacent to cafeteria entrance.

ELECTRICAL CRITERIA

- Provide an outlet at least every 50' in Corridors.
- Locate switches for Corridors in an Office, a Workroom, or a similar area not subject to student's tampering.
- Key operated switches may be appropriate in Corridors of Building Additions.
- Cable trays shall be provided in Corridors per A/E Design Guide.



OUTDOOR AREA

OUTDOOR AREA

OBJECTIVES

- Competition Soccer Field
- Outdoor areas as described in Architectural Criteria
- Staff and Visitor Parking
- Bus Parking

DESIGN CONSIDERATIONS:

Outdoor common areas, sports field and playing areas.

Refer to A/E Design Guidelines for general outdoor wayfinding and signage requirements.

PHYSICAL REQUIREMENTS:

ARCHITECTURAL CRITERIA

- Goal equipment and scoring table/board per CMS Master Specification.
- Post and net ball stop system as required. Coordinate requirements with CMS Design Manager.
- Bike racks per CMS Master Specification.
- Bollards – Metal decorative bollards designated for front of school. Galvanized bollards to be used at back-of-house service areas and athletics.
- **Bus Loading/Fitness Area/Hardscape Play Area:** Provide outside paved area for bus pick-up and drop-off. Also serving as fitness area with striping for three basketball goals and running track.
 - Running Track - Provide one 10'-12' wide track with a minimum of five (5) 2'-0" wide lanes. Striped asphalt approximately 400 meters around bus lot for measured distances fitness testing.
 - Fitness area designated for use between official school drop-off and pick up times. Reference CMS Master Specification for sports equipment required.
- **Soccer Field:** Provide with goal equipment and scoring table per CMS Master Specification.
- **Play Area:** Provide for PreK, Kindergarten and Grade 1 Classrooms.
 - Provide decorative fencing and turf.
- **Play Field:** Where applicable and depending on site conditions, sod or synthetic grass could be considered in outdoor area between school wings. (approximately 60 yds. x 110 yds.)
- **Playground:** Provide three separate playgrounds with synthetic mulch.
 - Equipment appropriate for designated age groups, each approximately 60'x 60'. One for PreK, Kindergarten through second graders and for third through fifth graders.
 - Each playground to have appropriate drainage pits and accessible paths of travel from the school.
- **Fencing:** Where applicable and depending on site conditions, provide vinyl chain link fencing around entire field with (2) 12' wide double gates typical. Coordinate with CMS Design Manager.
 - Locate fencing at field with greater than 3 to 1 slope to prevent balls and equipment from rolling away.
 - Provide accessible routes to all play areas and athletic field.
 - Decorative site fencing may be desired depending on site conditions. Locate fencing at areas with greater than 3 to 1 slope. Coordinate with CMS Design Manager.
- **Storage:** Provide concrete pad and Conex storage container with accessible route.
- **Concrete Pad:** Provide concrete pads for future bleachers and sideline scoring table. Coordinate with electrical.

MECHANICAL AND PLUMBING CRITERIA

ELECTRICAL CRITERIA

- Soccer Field- Coordination needed for power to sideline scoring table.
- Site Lighting

FURNITURE FIXTURES AND EQUIPMENT

- Outdoor storage will be provided by Owner; post occupancy should be added to the site plan for location of circulation and security.
- Outdoor storage should be oriented towards the play fields. Provide concrete pads and appropriate driveway and sidewalk access and/or ramp to future storage container.

ADDITIONAL REFERENCES

- CMS AE Guidelines
- CMS Master Specification
- FFE Index – In progress