

ANCHORAGE SCHOOL DISTRICT



ELEMENTARY EDUCATIONAL SPECIFICATIONS

FOR A

26 CLASSROOM SCHOOL

November 2000

ASD STANDARD ELEMENTARY SCHOOLS
EDUCATIONAL SPECIFICATIONS

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INTRODUCTION

This Standard Elementary School Educational Specification is intended to provide planning and design information to architectural consultants for the design of new elementary schools. It is also intended to set the standard by which existing elementary schools will be judged as additions, modernization and functional improvements are considered and provide an outline of the facility elements necessary to support the current educational plan of the District.

This Educational Specification establishes the basic and mandatory facility requirements of the elementary educational program. It also describes improvements which would enhance the educational program, but are considered optional due to potential funding constraints, staff desires, or community needs. It should be noted that each school should also respond to the specific needs of the neighborhood and community it serves.

“Too often space design dictates program design. Instead users, builders and planners must begin work as a team to develop an understanding of what the construction project involves. The team uses words and time to create a common vision. From this dialog, site selection and building design logically follow. Form follows function.”

*from the Quality Advisory Committee’s Subcommittee on
Design report to the Anchorage School Board*

Compliance with these specifications will not be entirely possible for additions and remodeling, but should be realistic for the development of new elementary schools. The District is aware that all construction is often subject to constraints beyond their control. When and if priorities for implementation of this educational specification need to be established, first consideration will be given to maximizing the benefit to the educational program within the resources available, with classrooms given first priority.

EDUCATIONAL SPECIFICATION PREPARATION

This Elementary School Educational Specification has been formatted in this edition to consolidate research and comments by the School Board, Educators, Administrators, Facilities staff, Maintenance and Operations, Design Professionals, and Community members.

In 1993-94, under the direction of the Anchorage School Board, the Construction Quality Advisory Committee's Subcommittee on Design reviewed the success of the school construction program. Following are excerpts from the report which specifically relate to the educational specification:

"All school District projects are the result of our need to provide a physical environment in which our children can learn and our teachers can teach. Learning/teaching environments vary from simple protection from the elements to the mega-classroom laboratory complexes at our universities."

"We will, with the community, develop, equip and maintain school facilities which most effectively support the educational program."

"Issues such as the appropriate anticipated useful life of facilities must be defined. The extent to which the Education Program to be served should drive the design solutions must be defined. The manner in which the architectural aesthetic should relate to the neighborhood and the community must also be defined."

"Establish which Educational Specifications are 'no choice' items (codes, safety, structural). Develop a site specific Ed-Spec for each facility to be expanded, renovated, or built new. Establish a review system which keeps each one current with educational goals."

"Schools have to be user friendly. Users have to have an opportunity to express their needs based on their experience with present facilities. What works? What doesn't? Where are the gaps in design which prevent the facilitation of program needs? Space has to be designed for both child and adult centered activities. Cross utilization can be anticipated. Adult activities, effectively executed, support student learning."

"Know the developmental needs of student users and what activities are part of their education and growth stages. Assure design of the building addresses those needs in design of space. Include entry, transit areas and playground in these specific considerations."

"Early in planning/design stage, establish parameters so limits of project are known. Give participants a menu of choices within resource allocation."

- *MUST DO in order to maintain occupancy of present space: heat, lights, exterior envelope; code upgrades, regular maintenance.*
- *SHOULD DO in order to meet basic expansion or remodel of space needs, preventive maintenance, economic payback items, etc.*
- *LIKE TO DO items that generally embellish the program, have declining benefits in relationship to costs, pleasantly exceed the goals, provide for extra items not on the priority list.*

The preparation and information contained in this educational specification reflects the goals and recommendations of the subcommittee.

STANDARD ELEMENTARY SCHOOL PROJECT RATIONALE AND DESCRIPTION

During 1992 and 1993, the Anchorage School District undertook planning efforts aimed at identifying the long-range facility needs for the community. By 1994, the District was using 147 portable classrooms to house students. The complete facility needs were summarized in the Capital Projects Report dated March 1994. Space for elementary students was high on the list of recommendations. Enrollment growth projections at the elementary level forecast the need to construct four new elementary schools, and substantial additions and upgrades to existing elementary schools.

In April 1994, voters approved a \$174 million local bond issue to implement the recommendations. Additional funding was provided in 1998 and 2000.

Summary Description of the Standard Elementary School:

- The complete elementary school will have grade levels K-6 or K-5 option, with an optimal capacity of approximately 550 students, based on:
 - Twenty regular classroom spaces with an optimal capacity of 24 students,
 - Four classrooms at the kindergarten level with an optimal capacity of 19 students,
 - Two additional classrooms provided as resource rooms.
- Teaching stations will allow flexible use of space through the use of wide doorways or folding walls between classrooms, which will allow for teaming and cooperative learning.
- Classrooms will be arranged along corridors which will be the link to shared support facilities. The corridors will reflect a warm, nurturing environment, with ability to display student work. Colors will be cheerful, and sufficiently well lighted to create a healthy secure atmosphere.
- The plan will allow the flexibility to incorporate alternative, optional, and special programs in the classroom areas.
- The site will support physical education, general fitness and play, and will be enhanced if possible by adjacent community areas such as parks and play fields.
- Bus loading and parent drop-off will be separated.
- The elementary facility will provide dedicated teaching stations for a music education, physical education, and the art education program.
- A multipurpose room will be provided for eating lunch, which can be utilized without impacting other program activities. This space will also be utilized for activities such as large group instruction, physical education, meetings, childcare, and other group activities. The kitchen will provide for the serving of centrally prepared lunches.
- Performances will be accommodated in the multipurpose area through the use of the music classroom platform (stage), and in the Gymnasium through the use of portable risers and platforms, or alternatively by providing the music classroom platform (stage) adjacent to the Gymnasium.
- A Parent Volunteer/PTA/Community Schools center will be provided.
- Support space for children with special needs will be provided. These children will receive specialized services from occupational/physical therapists, speech/language and adaptive

physical education specialists, audiologists, and teachers of the blind/visually impaired according to their individual education plan. Individual schools may also support a portion of a Districtwide special education program.

- The library will be central to the academic functions of the school, and provide a leadership role in the use of technology within the educational program.
- The computer instructional program will provide the opportunity for all students to learn to use computers and to develop positive attitudes, values, and motivation toward computers and their applications as appropriate for each individual's age, needs, and desires.
- Provisions for computer technology will be fully incorporated into the operational and educational programs.
- The facility will allow and support community use of the library, classrooms, multipurpose room, and fitness areas, including site amenities.
- Flexible spaces and supporting storage will be provided to allow for small group instruction, offices for itinerant assistance, standard support, and for counseling personnel.
- A comprehensive site master plan will be prepared to guide future improvements. The need for portable classrooms for temporary overload will be acknowledged through site planning, restroom locations, and adequate power, communication, and mechanical capacity. Provisions will be made in development of the site for installation of four portable classrooms including electrical service and communications.
- Temporary overloading may result in facility populations exceeding 700 students, with intermediate classroom populations of 34 students and three adults and corresponding increases in the Primary and Kindergarten student/staff populations.
- Administrative and staff support service areas will be designed to provide professional and adequate space for the management, record keeping, and coordination of school operations.

EDUCATIONAL PLAN

The mission of the Anchorage School District is to educate students for success in life. To accomplish this the following goals were adopted by the Board at their October 23, 2000, meeting.

Goals:

- Increase academic excellence by emphasizing student achievement, developing respect for diversity, maintaining quality staff retention, recruitment and training, and maximizing opportunities for lifelong learning.
- Establish a supportive learning environment by providing safe and caring schools which are barrier-free, by promoting health and wellness, and by collaborating with other community agencies where appropriate.
- Ensure public accountability by continued participation in the State required testing program, through the continued use of the writing assessment in selected grades, through wise use of financial resources, through construction and maintenance of facilities, and through effective communication to internal and external audiences.

We, the Anchorage School Board, Superintendent and district staff commit that:

1. All students will show academic growth as indicated by performance on:
 - a. State Benchmark Exams (Grades 3-6-8)
 - b. Norm-referenced test (Grades 4 and 7)
 - c. Anchorage Writing Assessment (Grades 5-7-9)
 - d. High School Graduation Qualifying Exam
2. All students will acquire basic skills and strategies to read independently by the end of the third grade as measured by:
 - a. Attaining "Advanced" or "Proficient" ratings on the Reading portion of the third grade State Benchmark Exam.
 - b. Teacher assessment, observation and judgment.
3. The percentage of students who have taken and successfully completed Algebra 1 by the end of eighth grade will be increased from year to year.
 - a. Develop and implement training in math content and teaching strategies for elementary and middle school teachers.
 - b. Work with students, parents, teachers, counselors, administrators, and community representatives to increase expectations for elementary, middle and high school math.
 - c. Develop additional advanced math classes, other than calculus, for seniors and other students who wish to continue with math.
4. All students will demonstrate a high level of spelling skills or growth in spelling as demonstrated by their performance on a series of district-developed grade level tests of high frequency words administered on a pre- and post-test basis annually.

We, the Anchorage School Board, Superintendent and district staff will focus on:

1. Strengthening the effective delivery of instructional services to students using all financial resources available.

2. Attempting to minimize the impact of budget reductions on student achievement.
3. Increasing parental and community awareness of the critical role families and the community play in the academic success of students.
4. Continuing to create positive community relations and understanding of issues critical to the Anchorage School District by establishing coalitions with parents, business leaders and political leaders at all levels.

We the Anchorage School District, in preparing students for success is dedicated to effective use of current technologies for teaching and learning. This involves a need to provide for all students and staff:

Powerful technology tools for learning and instruction in all curricular areas. In a world where technology is the primary tool for communication, collaboration, and production, one of the basic skills that students need is that of using computers effectively. As learners in the classroom, students must have both instruction and hands-on experience in using computers to access and understand information, to diagnose and solve problems, and to collaborate and communicate with various audiences. As they are working to learn these skills, they are also learning to work in a world where technology is an increasingly a more prevalent and powerful tool. Whether it be language arts, science, math, social studies, health and physical education, cultural arts, or any other curriculum area in the District, technology has the power to enrich learning while engaging and empowering classroom learners to be life-long learners.

Integration of technology and content standards at all grade levels. The Anchorage School District, in alignment with local, state, and national standards related to curriculum, has developed teacher and student competencies in the area of technology. These competencies serve as a framework for integrating technology and curriculum at all grade levels.

Network connectivity to resources in and beyond the District. By the end of the 1999-2000 school year, all schools in the District will be connected to the District network, providing access to District resources as well as to the Internet resources for information and communication. This connectivity will be increasingly valuable as classrooms acquire, primarily through leasing, the current technologies which enable full utilization of these resources, and as teachers and students have the training, experience, and expertise to use the resources in efficient and effective ways to increase learning.

Training and support in the use of current technologies and teaching strategies. In anticipation of total connectivity for classrooms, the Anchorage School District has already embarked on widespread staff training in the use of technology and its integration into curriculum. This effort, along with increased technical support for technology, must be augmented as current technologies are more prevalent in classrooms.

On-going assessment and updating of technology to enhance learning. The Technology Plan for the Anchorage School District is a working document, always subject to review by staff and community members. This review includes an assessment of the following:

1. Integration of technology into the curriculum to meet standards;
2. Instructional support and training;
3. Technical support;
4. Network status and needs;
5. Hardware and software standards;
6. Implementation of the Technology Plan.

It is the intent that the review process will occur on a regular basis. Periodic updating ensures that as technologies and the world change, students will continue to have the necessary tools and experiences to prepare them for success in the Twenty-First Century.

Following is a brief statement describing the subject educational programs and goals. Subjects taught would include:

1. Reading/Writing/Language Arts
2. Mathematics
3. Social Studies
4. Science
5. Music
6. Art
7. Physical Education
8. Health
9. Instructional Technology

READING/WRITING/LANGUAGE ARTS

A student should be able to speak and write well for a variety of purposes and audiences.

A student who meets the content standard should:

1. apply elements of effective writing and speaking; these elements include ideas, organization, vocabulary, sentence structure, and personal style;
2. in writing, demonstrate skills in sentence and paragraph structure, including grammar, spelling, capitalization, and punctuation;
3. in speaking, demonstrate skills in volume, intonation, and clarity;
4. write and speak well to inform, to describe, to entertain, to persuade, and to clarify thinking in a variety of formats, including technical communication;
5. revise, edit, and publish the student's own writing as appropriate;
6. when appropriate, use visual techniques to communicate ideas; these techniques may include role playing, body language, mime, sign language, graphics, Braille, art, and dance;
7. communicate ideas using varied tools of electronic technology; and
8. evaluate the student's own speaking and writing and that of others using high standards.

A student should be a competent and thoughtful reader, listener, and viewer of literature, technical materials, and a variety of other information.

A student who meets the content standard should:

1. comprehend meaning from written text and oral and visual information by applying a variety of reading, listening, and viewing strategies; these strategies include phonic, context, and vocabulary cues in reading, critical viewing, and active listening;
2. reflect on, analyze, and evaluate a variety of oral, written, and visual information and experiences, including discussions, lectures, art, movies, television, technical materials, and literature; and
3. relate what the student views, reads, and hears to practical purposes in the student's own life, to the world outside, and to other texts and experiences.

A student should be able to identify and select from multiple strategies in order to complete projects independently and cooperatively.

A student who meets the content standard should:

1. make choices about a project after examining a range of possibilities;
2. organize a project by

- a. understanding directions;
 - b. making and keeping deadlines; and
 - c. seeking, selecting, and using relevant resources;
3. select and use appropriate decision-making processes;
 4. set high standards for project quality; and
 5. when working on a collaborative project,
 - a. take responsibility for individual contributions to the project;
 - b. share ideas and workloads;
 - c. incorporate individual talents and perspectives;
 - d. work effectively with others as an active participant and as a responsive audience; and
 - e. evaluate the processes and work of self and others.

A student should be able to think logically and reflectively in order to present and explain positions based on relevant and reliable information.

A student who meets the content standard should:

1. develop a position by
 - a. reflecting on personal experiences, prior knowledge, and new information;
 - b. formulating and refining questions;
 - c. identifying a variety of pertinent sources of information;
 - d. analyzing and synthesizing information; and
 - e. determining an author's purposes;
2. evaluate the validity, objectivity, reliability, and quality of information read, heard, and seen;
3. give credit and cite references as appropriate; and
4. explain and defend a position orally, in writing, and with visual aids as appropriate.

A student should understand and respect the perspectives of others in order to communicate effectively.

A student who meets the content standard should:

1. use information, both oral and written, and literature of many types and cultures to understand self and others;
2. evaluate content from the speaker's or author's perspective;
3. recognize bias in all forms of communication; and
4. recognize the communication styles of different cultures and their possible effects on others.

MATHEMATICS

A student should understand mathematical facts, concepts, principles, and theories.

A student who meets the content standard should:

1. understand and use numeration, including
 - a. numbers, number systems, counting numbers, whole numbers, integers, fractions, decimals, and percents; and
 - b. irrationals and complex numbers;
2. select and use appropriate systems, units, and tools of measurement, including estimation;

3. perform basic arithmetic functions, make reasoned estimates, and select and use appropriate methods or tools for computation or estimation including mental arithmetic, paper and pencil, a calculator, and a computer;
4. represent, analyze, and use mathematical patterns, relations, and functions using methods such as tables, equations, and graphs;
5. construct, draw, measure, transform, compare, visualize, classify, and analyze the relationships among geometric figures; and
6. collect, organize, analyze, interpret, represent, and formulate questions about data and make reasonable and useful predictions about the certainty, uncertainty, or impossibility of an event.

A student should understand and be able to select and use a variety of problem-solving strategies.

A student who meets the content standard should:

1. use computational methods and appropriate technology as problem-solving tools;
2. use problem solving to investigate and understand mathematical content;
3. formulate mathematical problems that arise from everyday situations;
4. develop and apply strategies to solve a variety of problems;
5. check the results against mathematical rules;
6. use common sense to help interpret results;
7. apply what was learned to new situations; and
8. use mathematics with confidence.

A student should understand and be able to form and use appropriate methods to define and explain mathematical relationships.

A student who meets the content standard should:

1. express and represent mathematical ideas using oral and written presentations, physical materials, pictures, graphs, charts, and algebraic expressions;
2. relate mathematical terms to everyday language;
3. develop, test, and defend mathematical hypotheses; and
4. clarify mathematical ideas through discussion with others.

A student should be able to use logic and reason to solve mathematical problems.

A student who meets the content standard should:

1. analyze situations;
2. draw logical conclusions;
3. use models, known facts, and relationships to explain the student's reasoning;
4. use deductive reasoning to verify conclusions, judge the validity of arguments, and construct valid arguments; and
5. use inductive reasoning to recognize patterns and form mathematical propositions.

A student should be able to apply mathematical concepts and processes to situations within and outside of school.

A student who meets the content standard should:

1. explore problems and describe results using graphical, numerical, physical, algebraic, and verbal mathematical models or representations;
2. use mathematics in daily life; and
3. use mathematics in other curriculum areas.

SCIENCE

Program Statement

The major outcome of science education in the Anchorage Schools is the development of scientifically literate citizens. A scientifically literate person is generally described as:

1. The student understands enough of the fundamental concepts of the physical and biological nature of the world so that he/she may act responsibly.
2. The student possesses science skills and processes that give rise to facts and concepts.
3. The student possesses attitudes or values generally associated with science such as curiosity and respect for data.
4. The student uses concepts, skills, and values in making decisions as he/she interacts with other people and with his/her environment.
5. The student is aware of the interrelationship that exists between cultural, philosophical, environmental, and social changes and scientific and technological advancements.

Program Goals

The program goal of the elementary school is to provide concrete, first-hand experiences for the student so that they may begin the process of becoming scientifically literate. Because a child's mind changes in the manner it operates and does not simply increase capacity as it matures, the K-6 outcomes will be concrete and demand students' observations. By the end of the sixth grade:

1. Students should be able to observe and describe a simple event using more than one sense.
2. Students should be able to record and share observations with others.
3. Students should be able to classify a set of objects.
4. Students should be able to collect and organize a simple array of data.
5. Students should be able to interpret the meaning of simple data.
6. Students should be able to set up a simple experiment to answer a question.
7. Students should be able to demonstrate a basic understanding of the function of the ecosystem and his/her relationship to it.
8. Students should be able to demonstrate a basic knowledge of the systems of the human body.
9. Students should be able to demonstrate a basic knowledge of physical science concepts to which he/she has been introduced.

SOCIAL STUDIES

Program Statement

Through Social Studies, a student will gain the knowledge skill, and understandings needed for success in our rapidly changing world. Students understand themselves as individuals, as members of groups, and as inhabitants of the Earth. Social Studies encourages and explores attitudes like self-awareness, respect for others, tolerance of uncertainty, and respect for environment. Social Studies presents the information and concepts from each of the seven social sciences.

Program Goals

1. The student relates the societal value system to the development of his or her own self-awareness and is able to develop his or her own value system in a rational manner in order to function effectively as a member of his or her community, group, society, and culture.

2. The student can use the processes of inquiry and problem solving by acquiring, validating, organizing, and interpreting information from history and the social sciences for resolution in a rational manner.
3. The student is able to use the skills of reading, writing, speaking, listening, and viewing to gather and communicate.
4. The student is familiar with the basic concepts of man, culture, social structure, change, and the basic processes of anthropology and is able to relate to his or her role in the culture.
5. The student understands and makes reasoned judgments about major economic questions facing society and himself or herself, leading to responsible citizenship and effective decision-making.
6. The student knows the basic concepts and processes of geography and applies them to relationships between people and environment.
7. The student knows the historical development of his or her community, state, nation, and the world and can relate past and present historical events into a rational explanation of issues and events.
8. The student knows that political science is the study of the allocation of governmental power and is able to apply its concepts and processes to the resolution of local, state, national, and world issues as a responsible and effective citizen.
9. The student is able to apply the basic concepts and processes of psychology to personal development and to understanding of human behavior.
10. The student knows the structure, values, and expectations of social institutions and can relate the processes and concepts to social issues.
11. The student is able to relate the knowledge and skills of Social Studies to career decisions at all levels of self-awareness, job exploration, and job preparation.

MUSIC

Program Statement

Every classroom setting must incorporate a well-balanced music program: instrumental, rhythm, choral, composition, and appreciation.

Program Goals

1. Playing instruments to develop rhythmic and melodic skills.
2. Developing choral skills.
3. Singing to develop skills in pitch and duration while singing melody and harmony.
4. Know the beauty of music as an art by being able to respond favorably to music from anywhere in the world.
5. Listening to music with abilities to hear style, types, concepts, instrumentation, and form.
6. Reading and writing music notation enough to understand traditional and modern symbolization.
7. Organizing sounds into music demonstrating ability to compose, conduct, perform and critique.
8. Moving with rhythmic expression to qualities of movement such as sustained, percussive, vibratory, swing, and collapse.
9. Using and understanding musical concepts.

ART

Program Statement

The art program should include many and varied opportunities for observing, understanding, and evaluating the natural and man-made environments. Students should have the opportunity to look at, read about, and discuss works of art. Each child should be given the opportunity to produce art using a variety of media. The elements of design, drawing, painting, and sculpture should be emphasized.

Program Goals

1. To increase perceptual awareness and retention through increased perceptual discrimination.
2. To develop perceptual information to enrich concepts.
3. To develop freshness, spontaneity, interest and openness with which the object or experience is approached or reacted to by the child.
4. To develop a rich conceptual frame of reference for conscious reasoning about the visual world.
5. To develop a vocabulary for dealing with art media, design, and composition; the variations of color, texture, form, shape and line and the effective outcomes of these concepts.
6. To learn to see consciously how we organize visual information by similarity, proximity, continuity and placement.
7. To develop the ability to recognize the relationships of shape, form, size, color, line, and texture in producing a whole art form.
8. To develop alternative methods of problem solving.
9. To develop a balance between the natural and learned compositional abilities.
10. To produce art products that reflect the goals of perceptual awareness and the child's own personal expression.
11. To demonstrate knowledge and application of media, tools, and materials as they relate to artistic production and experience.

PHYSICAL EDUCATION

Program Statement

The stress on body movements and perceptual motor skills comes in the earliest years of school. It is important that every child should achieve some success in the beginning and thus develop confidence along with a positive self-image. As the child grows, more specific instruction in sports skills is introduced, including team sports. Children are taught the benefits of play and how to play. The older the child gets, the more challenging are the sports and other physical activities that are learned. Far greater effort is being made to have lifetime sport activities taught in the schools. If an individual learns basic skills in sports activities, he or she can continue to pursue and enjoy throughout adult life continued physical activity that will become an important and natural part of his or her lifestyle. Because we have more leisure time now - more time to get outdoors and pursue recreational interest - it's more essential that young people learn how to play and use this "free" time in a positive way. Therefore, the overall goal of the Physical Education Program for the Anchorage School District is to provide the opportunity for all children to develop physically, emotionally, and socially in an attempt to help them grow into better students, happier and healthier adults, and more useful citizens.

Program Goals

The primary goal of the physical education program is to help the student develop physically, socially, and emotionally. Full use of the facility by the community during off school hours for recreational and educational activities is included as a goal.

1. To develop and maintain physical fitness.
2. To develop efficient use of basic physical skills.
3. Locomotor skills, including walking, running, hopping, leaping, jumping, skipping, galloping, and sliding.
4. Non-locomotor skills, including bending, twisting, rotating, balancing, and stretching. Manipulative skills, including handling, throwing and catching balls, wands, hoops, and beanbags.
5. To acquire specialized physical skills involved in activities such as folk dancing, basket shooting, batting, and hand and foot dribbling.

HEALTH

Program Statement

Good personal health is essential to a student's readiness to learn. Through health education students will gain the knowledge, attitudes and behaviors that will prepare them to maintain a high level of physical, social, and mental health and safety. The health education program provides instruction in all of the components of comprehensive school health education to students K-6 and to an increasing number of secondary grades.

Program Goals

1. Students will make positive health choices.
2. Students will practice behavior that will keep them physically, socially and mentally healthy.
3. Students will use effective communication skills with individuals and in groups.
4. Students will practice decision-making skills to enhance health.
5. Students will respond to safety drills in an appropriate manner.
6. Students will identify sources of health information and or support.
7. Students will identify body parts and systems.

INSTRUCTIONAL TECHNOLOGY

Program Statement

Technology is changing the way we teach and the way students learn. It is essential in today's world to incorporate educational technologies in the classroom to enhance the learning process, to expand the skills and capabilities of all students and to provide a foundation for lifelong learning.

Program Goals

1. Students will be able to use software applications such as databases and spreadsheet programs as problem solving and decision making tools.
2. Students will be able to use telecommunications and a variety of software applications to communicate locally and globally, and to prepare written reports and papers.
3. Students will be able to access, analyze, interpret and exchange information collected from on-line information resources, CD ROM, laserdisc, and other sources.
4. Students will be able to construct and publish projects using a variety of formats: audio, video, graphics, print and computer.
5. Teachers will be able to use a variety of technology resources to support the curriculum appropriate to their teaching assignment: word processing, spreadsheet, data base, presentation and instructional software, scanners, multimedia and telecommunications.
6. Teachers will be able to use technology to support their professional productivity through administrative applications and communication with parents and colleagues including electronic and voice mail.

SUPPORT STAFF PLAN:

Based on current program requirements and student population, the following staffing pattern would be employed:

Certificated Staff

Kindergarten (2 or 4)
 First through sixth grade (20)
 Resource Room (2)
 Librarian (1)
 Music Specialist (1)
 P.E. Teacher (1)
 Art Teacher (1 at ½ time)
 Psychologist (1 at ¼ time)
 Counselor (1 at full time, currently for 10 to 15 school depending on grant funding)
 Speech Therapist (1/2 to full time)
 Principal (1)

Classified Staff

Secretary (1 – 2)
 Food Server (1)
 Building Plant Operator (1)
 Night Custodian (2)
 Playground Assistants (3 – 6)
 Teacher Assistant (2)
 Nurse (1)
 Home School Coordinator (1), Optional
 Library Assistant (1), Optional

Additional Staff based on each school's program needs.

Additional Certificated Staff

Chapter I Teacher
 Bilingual Tutor
 Gifted Teacher
 Indian Education Tutor
 Principal Intern
 Tutoring Teacher

Itinerant Staff

OT-PT
 Vision Impaired
 Adaptive P.E.
 Audiologist
 Teacher Hearing Impaired
 Health Specialists
 Other: Additional Teacher Assistants

SUMMARY AREA ALLOCATION OUTLINE

Space Description	Number	Area Square Feet Net Allocation (Exclusive of Exterior Wall Thickness)
2.0 Site		
2.1 Bus Loading	8	
2.2 Automobile Parking (According to Title 21)		
2.3 Playground		
2.1 Outdoor Environmental Learning Center		
3.0 Administrative Support		
3.1 Reception	1	150
3.1 Secretarial (Including Secure Closet)	1	420
3.1 Student Timeout	1	40
3.1 Conference	1	225
3.2 Principal's Office	1	250
3.3 Parent Volunteer/PTA/Community School Ctr.	1	250
3.4 Nurse's Room (Including Restroom)	1	335
3.5 Principal Intern	1	90
4.0 Staff Support Services		
4.1 Staff Lounge (Including Restrooms)	1	725
4.2 Production and Storage	1	365
5.0 Student Support Services		
5.1 Counseling	1	250 *
5.2 Indian Education	1	300 *
5.3 Psychology Office	1	100 *
5.4 Itinerant Offices	2 at 100 sf	200 *
5.5 Bilingual Education	1	150 *
6.0 Classroom Instruction		
6.1 Kindergarten (Including Restrooms)	4 at 1,250 sf	5,000
6.2 Primary Classrooms 1 – 3	10 at 1,000 sf	10,000
6.3 Intermediate Classrooms 4 – 6	10 at 1,000 sf	10,000
6.4 Instructional Support Conference Room	1	165 *
6.5 Art Activity Lab (Including Lab/Storage)	1	1,500
7.0 IMC		
7.1 Teaching Stations No.'s 1, 2 and Stacks	1	2,465
7.1 Teaching Station No. 3, Technology Lab	1	750
7.1 Librarian's Office/Workroom	1	150
7.1 AV & Periodical Storage	1	225 *
7.1 Computer Equipment Room	1	150 *

SUMMARY AREA ALLOCATION OUTLINE

8.0 Special Education		
8.1 Resource Classroom,	2 at 1,000	2,000
8.2 Occupational/Physical Therapy	1	370
8.3 Speech Therapy	1	150 *
9.0 Food Service		
9.1 Food Service		550
10.0 Music		
10.1 Music Performing Classroom	1	950
10.1 Music Office	1	175
10.1 Music Storage Room	1	100
11.0 Multipurpose Room		
11.1 Multipurpose Room	1	2,500
11.1 Table/Chair/Riser Storage	1	400
12.0 Physical Education		
12.1 Gym	1	3,475
12.1 P.E.Office/Storage (Including Ski Storage)	1	500
13.0 Custodial & Restrooms		
13.1 Custodial and Receiving	1 main, 2 small	400
13.2 Restrooms	2	870
13.3 Central Building Storage	1	540
14.0 Circulation/Support		
Hallways at 7-1/2 ft. wide		8,050
Mechanical and Electrical Spaces		870
Fan Room – 2 nd Floor at 25% of 2,820 sq. ft.		705
	TOTAL	56,860

* These function/space allocations are flexible, to be finalized by the Building Committee.

NOTE: The school sq. ft. per student adjusts by State formula based upon membership, school size, and grade level served.

1.0 GENERAL BUILDING CONSIDERATIONS

1.0.1 Exterior Circulation:

1. Site vehicle and pedestrian movement will peak at approximately 9:00 a.m. and 3:30 p.m. weekdays. There is a midday peak for schools with half-day kindergarten and preschool special education programs. It is important that the bus loading be supervised, and it would be advantageous to have a view of the bus loading area from the administrative office.
2. The administrative offices should have a view of the main entry to the building, and preferably view the main access to the site. The main entry to the building should be well defined, and should be easy to recognize as the "main entry." A limited covered exterior waiting area would be desirable.
3. Parent loading and bus loading to be separate, and preferably have their own entrances to the site. Minimize the need for pedestrians to cross driving lanes to get to and from parking areas.
4. Parking spaces for visitors and staff will be provided. Overflow parking needs should be considered and accommodated on hard surfaces if possible.
5. A gravel fire lane will surround the building, working as an exterior walkway for students and as a major access walkway to any future portable classrooms. The lane will be gated to prevent vehicle access except for emergency vehicles. Each site to be reviewed to determine whether additional gates are necessary to control vehicle access.
6. Pedestrians should be able to move on paved walkways to access entries to the building. Overhangs should be provided where possible to protect walkers from weather. Consideration will be given to snow shedding on the roof and to the protection of students.
7. Paved walkways should be complete from exterior doors to the fire lane, or to destination points provide for safe walking and snow removal.
8. All site circulation and access will comply with the requirements of the Americans with Disabilities Act (ADA).
9. Some students will arrive on bicycles; bike racks should be provided.

1.0.2 Interior Circulation

1. The main entrance should have adequate space for students to wait for pick-up. This should be a place for visitors to orient themselves to the building. Provide an arctic entry with double leaf swinging doors. The main lobby would also have display for information, building map and special projects.
2. Doorways which serve high capacity areas, and exterior doorways to playgrounds should be double wide, allowing for passing lines of students. Doors should have student height windows to avoid accidents when opened. Doors should be easily opened by students.
3. While all spaces should be accessible by movement through the inside of the building, students should be able to move from their classrooms to the playground with minimal disruption of other classrooms and teaching stations. Consideration should be given to individual classroom exterior doors. Walk off mats at the exterior of each doorway are desirable.
4. Interior classroom doors should be light and easy for small children to open, and have magnetic hold open devices.
5. Corridor walls will be vandal resistant materials with continuous tack strips and a large bulletin space for each classroom.

1.0.3 Security:

1. Security will be addressed during normal school hours and during hours of closure. The building will be secured under the District standard keying system, and will have an electronic, monitored, security system in corridors and in spaces containing high value

- equipment such as the technology lab and administrative office.
- 2. Custodians or a school staff member will be on-site during all periods of community use.
- 3. The fields and playgrounds should be protected to prevent access by unauthorized vehicles. Limited fences, berms, landscaping, and other site planning should be utilized to reach this objective.
- 4. Lighting will be provided at main entries and at parking areas to allow visibility for pedestrians to cars at night. Lighting during off hours will be turned off by DDC control for night "blackout".
- 5. The library, technology lab, gym, multipurpose room, kitchenette, art activity lab. and music room should have community access without access to the general classrooms, and administration. This can be accomplished through the use of pull down gates or doors.
- 6. Deep building recesses will be avoided to prevent unsupervised exterior spaces.

1.0.4 Communication and Data Transmission Systems:

- 1. Communication systems include:
 - a. Paging and intercom
 - b. Voice/Data
 - c. Video & TV
 - d. Fire alarm/visual strobe
 - e. Clock
 - f. Bell
 - g. Computer
 - h. Fax
- 2. While the system hardware may be remote from the main office, possibly under the supervision and access of the Media specialist, the communication system will be controllable by the administrative office. The system will be software driven, able to accept changes in operation and advances in technology. Programmable clock and bell functions will be incorporated into the system. The telecommunications system will operate over a common building wide network distribution system allowing telecommunications services to be distributed to any system voice data jack.
- 3. The system will be designed to accommodate future technology changes such as site planning to accommodate satellite dish for distance learning.
- 4. Teaching spaces will access the communication system through individual telephone handsets, and will be able to receive "all call" messages through a speaker system. The speaker system will be extended to the exterior of the building to allow communication with the playground and bus loading
- 5. The communication systems will have spare capacity to be extended to portable classrooms; conduit runs will be made to appropriate exterior connection points.
- 6. Provide cable TV service entrance with wire and conduit to CTV system headend equipment.

1.0.5 HVAC Systems:

- 1. The school HVAC systems will be designed to allow maintenance without entering teaching spaces. Consideration should be given to attic accessible equipment areas, duct runs, and electrical system raceway.
- 2. To minimize the possibility of vehicle exhaust entering the building, fresh air intakes should be located away from the bus turnaround, parent drop-off areas, service and delivery vehicle parking.

1.0.6 Community and Other Uses:

1. The community will support the educational program through volunteers and aides. A Parent Volunteer/PTA/Community Schools Center will be provided for the parent/teacher organization. Space will be provided for the personal belongings of volunteers and aides during their work in the classrooms and production areas.
2. The library, technology lab, gym, multipurpose room, kitchen art activity lab, music room, and play areas will be designed for easy after hour use by the community. Storage space for fitness and game equipment will be provided adjacent to the gym.
3. It is expected that the building will eventually be utilized all days of the week, year round. The hours are expected to be from 6:00 a.m. to 11:00 p.m.
4. Other uses may include personal use by staff for fitness, planning, and professional development.
5. Gyms and play fields should be designed to accommodate youth and adult community groups and built to standards that support these uses.
6. Summer play fields may be maintained by community groups. Water access and an externally, entered maintenance area should be considered to assist volunteers.

1.0.7 Standards for design and materials:

1. The Anchorage School District has prepared standard specifications for physical plant design and preferred equipment and materials. These are being provided to the Architects as supplemental information.
2. The exterior of the building will consider the context of the site, the neighborhood, and the immediate community. Materials should be selected for aesthetics, life cycle cost, resistance to graffiti, cleanability and maintainability.

2.0 SITE

2.0.1 Goals and objectives for the site:

1. Provide safe walking routes for students entering the campus and being dropped off by buses and vehicles.
2. Provide service access to the school building that does not interfere with student circulation. Services and containers will include:
 - a. Food transport trucks.
 - b. Delivery of supplies.
 - c. Removal of trash and garbage-trash compactor.
 - d. Removal of (future) recyclables.
 - e. Fire truck access.
 - f. Storm system access.
 - g. Maintenance access to building exterior.
 - h. Maintenance access to fields and skating area.
3. Support the following education programs of the school:
 - a. Physical Education for all age groups.
 - b. Recess, including "poor weather" activities.
 - c. Possible outdoor classroom.
 - d. Possible on-site environmental learning center.
4. Support the following community uses:
 - a. Multi-use organized youth and adult sports; soccer, baseball, softball, free skating, basketball.
 - b. Multi-use informal field activities.
 - c. Jogging and walking.
 - d. Sledding.
 - e. Volunteer efforts to assist in maintenance of grounds and play fields.
5. Provide for low maintenance landscaping and materials.
6. Easily visible for security.
7. Support the possibility of future portable classrooms without disruption of circulation, fields use, or play areas.
8. Plan location for possible satellite dish and connection to school CIV system.
9. Support full use at the site by disabled individuals, to extent practicable.

2.1 Bus loading

2.1.1 Goals and objectives for the area:

1. Safe and dedicated general, kindergarten, and special needs school bus loading and drop-off area.

2.1.2 Planned usage:

1. The general area should be separate from other vehicular traffic, and is desirable to be utilized as a hard surface play area at other times.

2.1.3 Number of users:

1. Eight general buses. Two kindergarten buses at noon (for 1/2 day program), special

needs bus at any time.

2.1.4 Staff required:

1. Supervised by one to two staff.

2.1.5 Groups:

1. Up to 700 students waiting for buses.

2.1.6 Relationships to other activities:

1. Must be adjacent to a hard surface area within supervisory control of one staff for site.
2. Desirable to be adjacent to a covered waiting area.
3. Desirable to allow view to bus loading areas from Administrative office.
4. Wheelchair accessible.

2.1.7 Support facilities:

1. No special needs.

2.1.8 Other uses of area:

1. Could be utilized as overflow parking area for special events. Consider widths to accommodate logical automobile parking layout, i.e. 65' wide for double loaded perpendicular car parking.
2. Could be used as hard surface play area during school hours. Provide gate to prevent vehicle access.

2.1.9 Other information:

1. Provide signage indicating "Buses Only" on pavement and signage at entry. Provide striping for buses only. Optional games striping by ASD.
2. Provide a lockable vehicle gate to allow closure of the bus loading area during play hours and after school use.
3. Area will be better utilized as a hard surface play area if buses are parked diagonally in lieu of end to end. Buses will circulate without backing. Doors should face waiting area.
4. Minimize obstructions to snow plowing.

2.2 Automobile parking, loading, and main entry

2.2.1 Goals and objectives for the area:

1. Safe and adequate parking and loading areas.

2.2.2 Planned use and activities:

1. Dedicated parking spaces for disabled.
2. Parking for school staff, parents, visitors, volunteers and aides.
3. Postal Service/Maintenance/Courier Parking.

2.2.3 Number of users:

1. (50) School staff.
2. (1) Postal Service/Maintenance/Courier.
3. (code) Disabled.

4. (code) Visitor.
5. Overflow. See bus loading area 2.1.
6. Loading: twelve parent drop-off spaces.

2.2.4 Relationships to other activities:

1. Adjacent to main entry.
2. Adjacent or easy access to fields for community use.
3. Separate from bus loading area.

2.2.5 Environmental needs:

1. Natural landscaping: Consolidated islands or as required by conditions of permits.
2. Acoustics: Provide buffers to neighborhood.
3. Finishes: Asphalt paving, concrete sidewalk.
4. Special lighting: All parking areas to be lighted to exceed MOA minimum. Main entry walk should be well lighted.

2.2.6 Display requirements:

1. Provide school identification sign at automobile entry. Include address numbers meeting the requirements of the Fire Department.
2. Provide a flagpole near main entry.
3. Provide for small bronze dedication plaque at main entrance.

2.2.7 Furniture and equipment:

1. Provide benches for waiting, under cover desirable; two groups of two to three people.

2.2.8 Other essential information:

1. Provide curb cuts as needed and required by code for accessibility.
2. Manhole covers should be round and/or locking to reduce vandalism. Locking preferred.
3. The number of planted islands should remain at a minimum code requirement, and larger size substituted for numerous small areas.
4. Minimize obstructions to snow plowing.

2.3 Playground

2.3.1 Goals and objectives for the area:

1. To provide safe and adequate open multi-use play area for recess, physical education program, and community sports.
2. Physical fitness is, in part, a goal, of recreational play. Equipment should be chosen based on the developmental needs of the children so that different body parts are equally emphasized.
3. The following components should be incorporated into the playground:
 - a. Complexity and diversity: Adequate equipment should be provided to allow a choice of play and diversity of play.
 - b. Linkage and Flow: Play will move from one activity to another, and the more links one provides between activities, the greater the use and interest of the equipment.
 - c. Group Play: Children often initiate "scripted" play, where leadership and creativity can breed. Props are needed to maintain this scripted play. Spaces need to be provided where groups of children can meet and play together, while still in the view of the playground supervisor.

- d. Challenge: Youngsters of all abilities should be challenged and encouraged to develop motor skills, group communication skills, and concentration. A variety of activities must be provided for all levels of development. A steering wheel which may entertain a first grader for hours will hold no interest of a fifth grader.
- e. Creative: Playgrounds should be creative and exciting and offer activities not possible in the classroom. The playground should be the focal point of the neighborhood for school age child.

2.3.2 Planned use and activities:

1. Separate play apparatus area for ages five to eight and eight to twelve.
2. Physical Education classes year-round.
3. Active grass play area to accommodate students and community groups.
4. Track activities, such as jogging, jumping, sprinting, and relays.
5. Hard surface area for basketball, volleyball, tetherball, four square and hopping activities, wallball and skating.
6. Soccer, baseball, softball. A multipurpose field with a youth baseball field overlying a regulation size soccer field. Optional as an additive alternate and if site space is available - provide one large baseball field and a regulation size soccer field, squared to 150 yards to allow 90° switching of goal areas for maintenance.
7. Free skating area. Asphalt paving. Provide for draining of area. Summer use for basketball and paved area games.
8. Access for Emergency Vehicles.
9. Sledding area for sledding, sliding, rolling, tumbling and climbing.

2.3.3 Number of users:

1. Playground must accommodate 250 - 300 students.
2. Field area to accommodate 50 - 80 students.
3. Apparatus areas to accommodate 30 - 50 students and be accessible for all students.

2.3.4 Staff required:

1. Area for recess needs to be supervised by one person without obstructions. Normal use may include additional aides or volunteer supervisors.
2. One staff for physical education.

2.3.5 Groups:

1. Recess could allow for some segregation into groups by age level. Apparatus should be sized for age appropriate activities.

2.3.6 Relations to other activities:

1. Mandatory adjacent to gymnasium.
2. Adequate walkways from classrooms and multipurpose room, but away from classrooms far enough to reduce visual and acoustic disruption to classrooms. Students will move to playground to complete lunch period if finished eating early.
3. Close to parking areas for off hour community use.
4. Buffered from streets, noise, and nearby homes.
5. Easy access to P.E. and recess equipment storage area.
6. Easy access for playground users to interior restrooms.

2.3.7 Support facilities:

1. Gymnasium area.

2.3.8 Environmental needs:

1. Acoustics: Hard surface, rebound activities' and apparatus should be separated from the academic functions of the building.
2. Wall finishes: Some solid walls for rebound games.
3. Ground surfaces: Asphalt, grass (well drained); pea gravel, safety matting.
4. Special lighting: Provide lighting at free skating area.

2.3.9 Utilities:

1. Exterior Hose bibs at 150 ft. intervals around building.
2. Exterior access to water for free skate maintenance - minimum 1-1/2" line.

2.3.10 Storage:

1. Storage for recess equipment; see PE section.

2.3.11 Furniture and equipment:

1. Provide vandal resistant waste receptacle.
2. Play equipment will be constructed by ASD approved manufacturers. The equipment will be as approved by ASD.
3. Play apparatus will be installed by ASD approved contractor.
4. Resilient surfacing under play equipment will be type and size in compliance with current regulations and standards related to such activities by recognized authorities. Approved accessible surfacing or pea gravel is preferred.
5. Minimum equipment for the standard 26 classroom school includes:
 - a. Large composite structure with a minimum of 12 play events.
 - b. Medium composite structure with 6 -8 events. Option of "10 plus" equipment for intermediate grades as a substitute for medium composite structure.
 - c. A slide, ladder, tunnel and rings need to be provided for each school within the composite structure.
 - d. See-Saw snake.
 - e. Chin and turn bars at one set minimum.
 - f. Horizontal ladder at one minimum. It can be a spider climber, dome climber or area climber.
 - g. Asphalt area for four basketball standards and either three tetherball or two funnel ball stations.
 - h. Benches - six minimum.
 - i. Swings - ten pair minimum.

2.3.12 Other uses of area:

1. Possible overflow parking area.

2.3.13 Other essential information:

1. Provide gates and vehicle access to all levels of play areas for maintenance equipment access.
2. Prefer to have backstops located out of general field area.
3. Apparatus should be clustered to motivate groups of students on a variety of structures.

4. Some hard surface areas should be adjacent to solid wall structures to accommodate rebound ball activities.
5. Play areas/fields will be free of obstructions and have access to water service to promote irrigation.
6. Playgrounds to meet federal guidelines for accessibility.

2.4 Outdoor Environmental Learning Center (Optional)

2.4.1 Goals and objectives for the area:

1. To provide a site specific environmental education laboratory in natural on site areas; or on adjacent land under agreement to the Anchorage School District. The environmental learning center will provide students with a hands-on outdoor learning experience and hopefully develop an awareness of the interdependence of the natural and human environments.

2.4.2 Planned use and activities:

1. Walking, studying plant, animal, and fungal life, working small experiments, and monitoring ongoing observational stations to collect and chart data.

2.4.3 Number of users:

1. Thirty students (one class) at a time.

2.4.4 Staff required:

1. One with students.

2.4.5 Groups:

1. Small group study; four to six students per group.

2.4.6 Relations to other activities:

1. Access to storage of microscopes and other lab equipment.

2.4.7 Support facilities:

1. The Art activity room could support this program.

2.4.8 Utilities:

1. Access to an exterior hose bib or hose.
2. Access to electrical connection for staff use only.

2.4.9 Furniture, equipment, and storage:

1. 2' deep x 3' wide x 6' high storage cabinet with shelves somewhere in building.

2.4.10 Other uses of area:

1. Community walks and possibly part of the jogging trail.
2. This center could be used in conjunction with other schools within the District as part of a Districtwide environment education program.

3.0 ADMINISTRATION

3.01 Including:

1. Conference room
2. Main lobby
3. Reception
4. Secretarial office
5. Time-out

3.1 Reception/Secretarial

3.1.1 Goals and objectives for the overall administrative area:

1. Provides student, staff, and community support. Many visitors receive their only impression of the school from the administrative office area. The reception area should be pleasant and inviting and should provide comfortable, relaxing environment. Appropriate display areas should be included.

The administrative area of the school includes a reception space, clerical work space for two secretaries and a volunteer, principal's office, intern's office, nurse's office, faculty room, staff work room, staff restrooms, and a "time out" in-school suspension room (easily monitored by office staff).

The administrative area should be located near the main entrance to the school and be enclosed from the main entrance and hallway traffic.

Located in the administrative office area, easily accessible from the principal's office and secretary work station, should be the master clock and tone system, security and fire alarm systems, master intercom/telephone panel, and emergency two-way radio.

This area provides the communication center and point of leadership for the school for the following specific activities:

- a. Business operations.
 - b. Center for Districtwide communications.
 - c. Coordination of community social services.
 - d. Student (non-instructional) health services.
 - e. Assistance to counseling programs.
 - f. Provides center for staff communication and correspondence.
 - g. Coordination of facility operations and maintenance.
 - h. Center for control and communications for response to emergency situations.
 - i. Fax.
 - j. Central Computer Network.
2. Main lobby and reception is the first place of contact for visitors. The lobby and reception area should be brightly lit and well decorated with comfortable furniture to make parents, community members, and other visitors feel welcome.
 3. The secretaries' area will provide a comfortable, well equipped office space for the secretarial staff.
 4. Reception is the initial gathering place for parents, children, and reception for deliveries. The area must be able to comfort all, and to efficiently direct information and assistance.
 5. Provide the single point of leadership for the day to day operations of the school, and the link to Districtwide communication.

3.1.2 Planned use and activities:

1. Keeping of student files/information, staff records, attendance, and files of information relevant to the maintenance of record keeping.
2. This area is the communications center for school operations. Mail is received and distributed. Teaching spaces are scheduled out of this operation, as well as community use of the building.
3. Communication systems controlled through this office are:
 - a. Intercom
 - b. Clock*
 - c. Bell*
 - d. Fire alarm*
 - e. Security*
 - f. Voice Mail
 - g. Telephone System
 - h. Central Computer Network

** These should be away from general traffic pattern.*

4. Time-out room provides a "cooling" off place, individual study area for one student in a secluded place, out of sight and sound of general public. Area needs to supervision by Principal and/or Secretarial staff.
 - a. Provides a limited alternative to school suspension.
 - b. Allows student to continue with academic studies in isolation from other students.
 - c. Addresses academic, behavioral and social problems of individual students.
5. Reception provides waiting area for all ages. Adults may fill out forms or paperwork in the area. Counters and furniture should be appropriate to accommodate all ages.
6. Student traffic patterns should separate those individuals who are seeking services, such as the nurse, from those who visit the office to receive administrative services.
7. Provides a central conference room accessible through the Reception/Secretarial area with secondary access from the circulation corridor.

3.1.3 Number of users:

1. Central conferencing for up to twelve people.
2. Waiting for six adults.
3. Waiting for three children.
4. Time-out room for one student.

3.1.4 Staff required:

1. Workstations for two clerical, volunteers (three to four in workroom).

3.1.5 Relationships to other activities:

1. Adjacent to main entry and Principal's Office.
2. Close proximity to Nurse's room, Time-out, Counselor, storeroom.
3. Reception should be sheltered from work areas, health room, time-out, and counselor.
4. Conference room should be in proximity.
5. Desire view of main parent/student loading and unloading areas.
6. Secretarial area should have direct access to staff mailboxes, staff should not have to enter work space to get mail.

7. Time-out should be acoustically isolated and be visible from the secretarial area.
- 3.1.6 Support facilities:
1. Staff work rooms, lounge, restrooms.
- 3.1.7 Environmental needs:
1. Natural lighting: Not required.
 2. Acoustics: Conference should be private. Office area should be acoustically separated from general circulation and lobby.
 3. HVAC: Quiet.
 4. Wall finishes: GWB, full height. Plywood backing in time out room. Wire glass at time out room. Chair rail at reception area.
 5. Floor finishes: Carpet.
 6. Ceilings: Standard.
 7. Special lighting: Emergency lighting.
- 3.1.8 Utilities:
1. Electrical: Wall outlets 8' on-center minimum, floor outlets for secretarial workstations. Surge protection for computer outlets, Xerox.
 2. PA/Intercom: Two locations.
 3. Gas: As needed for HVAC.
 4. Water: drinking fountain in lobby or close proximity.
 5. Sewer: Drains.
 6. Voice Data: Five locations with three ports at each location. (Secretarial, three locations; conference, one location; principal intern, one location.) . A public telephone is to be located near the main entrance accessible to community areas.
 7. Cable TV: Locate per ASD direction.
 8. Clock: Round analog programmable Master Clock - Controls all indicating clocks in building.
 9. Provide for flexible access to power and voice/data connections.
- 3.1.9 Storage:
1. Provide the following storage in the underside of the reception counter:
 - a. Four drawers, one for hanging files.
 - b. All storage should have cabinet doors.
 - c. Space for safe.
 - d. Stationary first aid kit.
 - e. Confiscated student belongings.
 2. There should be a sufficient number of mailboxes for each staff member, classified and certified, plus itinerant personnel (minimum - 70). The boxes should measure 4"x 12"x 16". Highest box should not exceed 6'. Provide adjacent space for oversized articles.
 3. Fireproof lockable filing for student records.
 4. Provide a secure closet (12 sq. ft.) with lockable one hour fire rated door and wall assemblies.
- 3.1.10 Display requirements:
1. Provide bulletin boards.
 2. Display area for brochures and flyers.

3.1.11 Furniture and equipment:

1. Three work stations, capable of space for computers, telephones, and general work area.
2. Reception area should include table space to allow parents to fill out forms, allow smaller children to see and be seen by secretarial staff, and provide for accessibility.
3. Secretarial workspace should contain the following office equipment:
 - a. Copier
 - b. Work station computers
 - c. Telephone
 - d. Shared laser printer and color printer
 - e. Fax
 - f. Intercom phone
 - g. Scanner
 - h. File cabinets (lockable for student records, etc.)

3.1.12 Other uses of area:

1. General administrative activities.

3.1.13 Other essential information:

1. Consider a partial low counter to allow students to easily access materials and provide accessibility for persons in wheelchairs.
2. Ability to secure this area at night from all other users of the building.
3. Provide weather station at convenient location for use by principal, staff and students.

3.2 Principal's Office

3.2.1 Goals and objectives for the area:

1. Providing a secure, private and professional workspace for the Principal.

3.2.2 Planned use and activities:

1. The principal will meet with students, parents, and staff as required by his/her responsibilities. He/she will also place and receive telephone calls, dictate correspondence, formulate the master schedule, coordinate the curriculum, produce reports, prepare staff evaluations, utilize files, and other activities as required.

3.2.3 Number of users:

1. Up to eight people for a conference.

3.2.4 Staff required:

1. Principal.

3.2.5 Relationships to other activities:

1. Adjacent to conference room and secretary work.
2. Proximity to time-out, entry, and student circulation area desired. Provide visual contact with entrance.

3. Acoustic and visual privacy control, windows to secretary area with blinds.
4. Proximity to student support services and counselor offices.

3.2.6 Support facilities:

1. Production room, staff room.

3.2.7 Environmental needs:

- | | |
|----------------------|--|
| 1. Natural lighting: | Exterior operable windows with shades. |
| 2. Acoustics: | Room to be isolated. |
| 3. HVAC: | Quiet, thermostatically controlled. |
| 4. Wall finishes: | GWB, full height. |
| 5. Floor finishes: | Carpet. |
| 6. Ceilings: | Standard. |
| 7. Special lighting: | None. |

3.2.8 Utilities:

- | | |
|-----------------|--|
| 1. Electrical: | Outlets 8" on center minimum, surge protection for computer outlets. Toggle switches, not keyed. |
| 2. PA/Intercom: | One location. |
| 3. Gas: | As needed for HVAC. |
| 4. Water: | None. |
| 5. Sewer: | None. |
| 6. Voice/Data: | Two locations with three ports at each location. |
| 7. Cable TV: | Wall jack. |
| 8. Clock: | Round analog indicating clock. |

3.2.9 Storage:

1. 24"d x 36"w x 84" locking wardrobe closet with mirror on back of door.
2. Movable bookcase.

3.2.10 Display requirements:

1. Bulletin board.
2. Provide 4' marker board.

3.2.11 Furniture and equipment:

1. Double pedestal desk with chair.
2. Three side chairs.
3. Credenza with computer area. Optional desk computer location.
4. Small conference table with four chairs.
5. File cabinet.
6. Computer.
7. Telephone.
8. Couch – optional.

3.3 Parent Volunteer/PTA/Community Schools Center

3.3.1 Goals and objectives for the area:

1. Provides a point of coordination for community volunteer activities and space for volunteers to meet.

3.3.2 Planned use and activities:

1. Provides space for volunteers to work while accompanied by younger children or for other reasons they cannot work in the classroom or workroom.
2. Provides a space for volunteers to relax while in the building and informally interact with each other.
3. Provides a space for small group volunteer meetings.
4. Provides storage space for volunteer group materials and display space for parent resource library.
5. Provides an office area for community schools program.

3.3.3 Number of users:

1. Normally one to eight volunteers; one staff.

3.3.4 Staff required:

1. Not applicable.

3.3.5 Relationships to other activities:

1. This is the "Hub" of volunteering. Needs to be in proximity to the office, but not adjacent.
2. Visibility from school entry.

3.3.6 Environmental needs:

- | | |
|----------------------|---|
| 1. Natural lighting: | Desired, not required. Comfortable environment similar to staff lounge. Provide glazing at corridors. |
| 2. Acoustics: | No Special requirements. |
| 3. HVAC: | Quiet. |
| 4. Wall finishes: | GWB. |
| 5. Floor finishes: | Carpet. |
| 6. Ceilings: | Standard. |
| 7. Special lighting: | None. |

3.3.7 Utilities:

- | | |
|-----------------|--|
| 1. Electrical: | Outlets 8' on-center minimum, surge protection for computer outlets. Toggle switches, not keyed. |
| 2. PA/Intercom: | One location. |
| 3. Gas: | As needed for HVAC. |
| 4. Voice Data: | One location with three ports. |
| 5. Cable TV: | None. |
| 6. Clock: | Visible |

3.3.8 Storage:

1. One wall of lockable cabinets to full height if housing community schools office. Three base cabinets with counter top if function as volunteer room only.
2. Shelving for boxes of supplies, etc.
3. Lockers or secure storage for temporary use by volunteers, noon duty, etc.

3.3.9 Display requirements:

1. One large bulletin board inside, one in hall.

3.3.10 Furniture and equipment:

1. Table to seat eight, desk away from table.
2. Four feet of working counter space.
3. Couch/soft furniture.
4. Bookcase and magazine.
5. Microwave and coffee pot.
6. Computer.
7. Printer.
8. Telephone.

3.4 Nurse's Room

3.4.1 Goals and objectives for the area:

1. Counseling for health related problems such as chronic illness.
2. Dealing with unscheduled incidents that can and do arise each school day, i.e.; accidents, injuries, illness of sudden onset.
3. Coordinating routine health services deemed necessary to be done at school on a daily basis, i.e.; medications, specific procedures.
4. Meeting mandated health screening requirements for students - vision, hearing, and scoliosis.
5. Provision of service on daily basis by health aide with training and guidance by certified school nurse on a scheduled visiting basis. School nurse visitations provide ongoing assessments, planning and intervention as needed for students with health problems. Planning and problem solving with students, staff and parents.
6. Record keeping to meet District and State guidelines.

3.4.2 Planned use and activities:

1. Dispensing prescribed medication - usuals are ADD/ADHD medical therapies, anticonvulsants, asthma related inhalers and antibiotics.
2. Immediate action for anticipated emergencies, i.e.; injectable EpiPen for bee sting reactions.
3. Specialized health procedures as ordered by student's physician such as blood glucose monitoring, clean urinary catheterization, respiratory therapy.
4. First aid to injured individuals.
5. Document and maintain records of above items.
6. Assess, manage and expedite the handling of student illness that arise at school or that have not been addressed by parent.
7. Referral to nursing consultant or counselor, principal as necessary.
8. Vision and hearing screening of individual students as requested.
9. This area will also be used by the school nurse to assess, plan, problem solve, and counsel with students, staff and parents for optimal management of health related service at school. Other uses for teaching and training of health procedures to health aide, and for implementation of overall health programs such as infectious disease control and health curriculum.
10. Eyesight testing; requires 20' - 23' length.

3.4.3 Number of users:

1. Two to four students.

3.4.4 Staff required:

1. One nurse when on-site, otherwise a health specialist, aide or secretary.

3.4.5 Groups:

1. Not applicable.

3.4.6 Defined spaces:

1. Nurses workstation.
2. Cot area.
3. Counter, sink, small refrigerator/freezer (automatic ice machine).
4. Restroom with sink, toilet and shower. (accommodate wheelchairs and table of size and height to change diapers for children ages 3 - 12). Shower location possible in OTPT area.
5. Waiting area for two to three students.

3.4.7 Relationships to other activities:

1. Need location that allows for close communication with administration and support services, but would have access to the counseling office.
2. Close to main entry area to facilitate easy pick up of ill or injured child by parent or for 911 access. Should be close to core office area, copy area, etc. Primary or secondary hallway entry is desirable.
3. Visual access from secretarial workstation to nurse's room.
4. Restroom to be so located as to provide separate access to support special education needs.

3.4.8 Support facilities:

1. Secretarial staff.

3.4.9 Environmental needs:

- | | |
|----------------------|-------------------------------------|
| 1. Natural lighting: | Not required. |
| 2. Acoustics: | To be isolated. |
| 3. HVAC: | Quiet, thermostatically controlled. |
| 4. Wall finishes: | GWB. |
| 5. Floor finishes: | Seamless vinyl. |
| 6. Ceilings: | Standard. |
| 7. Special lighting: | Controlled by level. |
| 8. Exhaust fan: | Separate from building HVAC system. |

3.4.10 Utilities:

- | | |
|-----------------|---|
| 1. Electrical: | Outlets 8' on-center minimum, surge protection for computer outlets. Power above counter. Toggle switches, not keyed. |
| 2. PA/Intercom: | One location. |
| 3. Gas: | As needed for HVAC. |
| 4. Water: | One deep sink with gooseneck faucet, one sink, toilet and shower in restroom, refrigerator with automatic icemaker. |
| 5. Sewer: | Drains. |
| 6. Voice Data: | One location with three ports. |
| 7. Cable TV: | None. |

8. Clock: Round analog indicating clock.
- 3.4.11 Storage:
1. Provide base and upper cabinets for dry good storage supply. At least one upper cabinet locking.
 2. Provide storage of paper goods, medicines, blankets, towels, crutches, backboard, portable stretcher and general nursing supplies.
 3. Lockable file cabinets.
 4. Possible storage of emergency supplies.
 5. Locking wardrobe cabinet.
- 3.4.12 Display requirements:
1. Bulletin boards.
- 3.4.13 Furniture and equipment:
1. Provide space for desk with space for computer.
 2. Two 2-drawer file cabinets.
 3. Provide one cot.
 4. Provide draw "hospital" type curtain to close off cot area.
 5. Shower seat if shower provided.
 6. Under counter refrigerator, with freezer and large automatic icemaker (lockable).
 7. Covered waste receptacles for contaminated soiled items.
 8. Computer.
 9. Telephone.
 10. Changing table (ages 3 - 12).
- 3.4.14 Other uses of area:
1. Not applicable.
- 3.4.15 Other essential information:
1. Provide window with blind to secretarial area, this should be easily visible for secretaries while performing their normal work.
 2. Small work area in the main room for privacy in talking with students or parents when another sick child is resting in the room. This area should have a phone.
 3. Larger restroom to accommodate (a) counter area to set supplies while doing specialized procedures such as clean intermittent catheterization and (b) services to persons with disabilities.
 4. Provide privacy curtain for dressing area.
 5. Access and safety bars in restroom for accessibility.
 6. Shower required if not provided in OTPT.

4.0 STAFF SUPPORT SERVICES

4.01 Including:

1. Staff lounge.
2. Staff restrooms.
3. Production room and storage.

4.1 Staff Lounge

4.1.1 Goals and objectives for the area:

1. The staff room should be a pleasant environment to eat, relax, and to congregate with other staff members. This area should provide the equipment to prepare lunches, snacks, and drinks.

4.1.2 Planned use and activities:

1. Informal planning.
2. General communications.
3. Meetings.
4. Team building.
5. Place to “get away.”
6. Make personal calls.
7. Dining; lunch; breaks/breakfast, small dining groups.
8. Celebrations.

4.1.3 Number of users:

1. Twenty - forty staff for meetings or special events.

4.1.4 Staff required:

1. None.

4.1.5 Groups:

1. Informal seating for six to eight staff.
2. Five round tables for five people for lunch.

4.1.6 Defined spaces:

1. Vending machine area.
2. Staff telephone.
3. Kitchen area.
4. Seating area.

4.1.7 Relationships to other activities:

1. Buffered from noise and not visible to students or visitors.

4.1.8 Support facilities:

1. Staff restrooms nearby, not within lounge.

4.1.9 Environmental needs:

1. Natural lighting: Exterior operable windows with shades, view.
2. Acoustics: Sound reduction desired within room, isolated for private conversations.
3. HVAC: Quiet, thermostatically controlled, exhaust to eliminate food odors. Toilet room exhaust fans.
4. Wall finishes: Painted GWB with bulletin boards. Consider some sound deadening material.
5. Floor finishes: Carpet; except in front of kitchenette.
6. Ceilings: Desire higher than normal to help dissipate noise and cooking odors.
7. Special lighting: Standard.

4.1.10 Utilities:

1. Electrical: Outlets 8' on-center minimum, outlets above counter, appliances. Toggle switches, not keyed.
2. PA/Intercom: One location.
3. Gas: As needed for HVAC.
4. Water: To sink with gooseneck faucet, "Insta-hot" faucet.
5. Sewer: Drains.
6. Voice/Data: One location with three ports (not to be located in booth).
7. Cable TV: One location.
8. Clock: Round analog indicating clock.

4.1.11 Storage:

1. Storage cupboards for dishes, utensils, dry foods.
2. Counter space (20' minimum) for appliances, coffee makers, dish rack, etc.

4.1.12 Display requirements:

1. Bulletin boards, marker board.

4.1.13 Furniture and equipment:

1. Kitchen equipment:
 - a. Microwave, two minimum.
 - b. Sink/garbage disposal.
 - c. Dishwasher.
 - d. Regular range with hood.
 - e. Large refrigerator/freezer.
 - f. Two vending machines (or alternate location for greater public use).
 - g. Space for two coffee makers.
 - h. Space for snack machine (optional).
2. Furniture and equipment:
 - a. Soft furniture.
 - b. Round tables and stacking chairs.
 - c. Magazine rack.
 - d. File cabinet (optional).
 - e. Folding table for serving and/or visual displays.
 - f. Telephone.
 - g. Computer.

4.1.14 Other uses of area:

1. PTA, volunteers, aides.

4.1.15 Other essential information:

1. Seamless vinyl floor (restrooms and kitchen area), carpeted remaining floor.
2. Provide three single use staff restrooms. Door hardware should be privacy lock type.

4.2 Staff & Administration Production Room

1. Including:

- a. Storage for workroom materials (see custodial for central building storage).
- b. Volunteer workstations.

4.2.1 Goals and objectives for the area:

1. Provides the resources of equipment, materials, work area, and assistance for the preparation of educational program materials. Layout should be flexible and allow space for work on multiple projects and equipment types.

4.2.2 Planned use and activities:

1. Staff works on educational material preparation here, and assigns similar work to volunteer assistants through this center.
2. Specific activities will include:
 - a. Copying; need power and space for large copier.
 - b. Stencils.
 - c. Laminating.
 - d. Gluing.
 - e. Collating large numbers of copies.
 - f. Cutting with scissors and cutter.
 - g. Computer use.
 - h. Sorting mail.
3. Work station for aids, staff, and volunteers.

4.2.3 Number of users:

1. Up to two to three aides and two staff working on projects and two to three volunteers.

4.2.4 Staff required:

1. None.

4.2.5 Groups:

1. Could have at least two to three individual separate projects being developed at one time.

4.2.6 Defined spaces:

1. Up to six people for one large project.

4.2.7 Relationships to other activities:

1. Access to workroom storage room and to resources used in the workroom. Adjacent to this area should be a secure supply closet for storage of teaching supplies such as plan books, grade books, tape, paper, pens, pencils, staplers, scissors, markers, wire baskets, string, and other related materials.
2. Close proximity to secretarial area and staff restrooms desirable. However, access should not be through secretarial area or staff room.
3. Should have door and/or not be visible to general circulation.

4.2.8 Support facilities:

1. Secretarial area, staff restrooms.

4.2.9 Environmental needs:

- | | |
|----------------------|--|
| 1. Natural lighting: | Not required, desired. |
| 2. Acoustics: | Sound reduction at noisy machines i.e. copier. |
| 3. HVAC: | Quiet, thermostatically controlled, exhaust for copier heat build up. |
| 4. Wall finishes: | GWB, Bulletin boards where possible. |
| 5. Floor finishes: | Seamless Vinyl. |
| 6. Ceilings: | Standard. |
| 7. Special lighting: | Standard for detailed work tasks; 70 - 80 foot candles at counter top to minimize shadows. |

4.2.10 Utilities:

- | | |
|-----------------|---|
| 1. Electrical: | Outlets at 6' on-center minimum, outlets above counter 4' on-center minimum. Check for special voltages - copier, laminator. Surge protection for computer outlets. Toggle switches, not keyed. |
| 2. PA/Intercom: | One location. |
| 3. Gas: | As needed for HVAC. |
| 4. Water: | Accessibility to a sink with gooseneck faucet. |
| 5. Sewer: | Drains. |
| 6. Voice/Data: | One location with three ports. |
| 7. Cable TV: | None. |
| 8. Clock: | Round analog indicating clock. |

4.2.11 Storage:

1. Upper and lower cabinets in workroom with doors for materials. Provide locks for two to three cabinets.
2. Material storage room should have adjustable metal shelving, heavy load bearing.

4.2.12 Display requirements:

1. Small bulleting board at entry for messages.
2. Standard bulletin board adjacent to copier.

4.2.13 Furniture and equipment:

1. Rolling cart for laminating machine.
2. Copy machine - large.
3. Counter height work area.
4. Desk height work area for three people.

5. Room for machines.
6. Sink.
7. Bulletin boards.
8. Computer and printer work station.
9. Stencil machine and die storage.
10. Telephone.

4.2.14 Other uses of area:

1. None.

4.2.15 Other essential information:

1. None.

5.0 STUDENT SUPPORT SERVICES

5.01 Summary space description:

1. Counseling.
2. Indian Education.
3. Psychology Office.
4. Itinerant Offices.
5. Bilingual Education.

5.1 Counseling

5.1.1 Goals and objectives for the area:

1. Provides student support through individual and small group counseling.
2. Provides classroom guidance.
3. Assists as a teacher team facilitator.
4. Coordinates community mental health services, CPS, and other social services.
5. Discipline consultation with principals.

5.1.2 Planned use and activities:

1. Counseling, paperwork.

5.1.3 Number of users:

1. Group use for up to fourteen persons.

5.1.4 Staff required:

1. One counselor plus support from secretaries.

5.1.5 Groups:

1. Private counseling (individual).
2. Group counseling up to 14 persons.

5.1.6 Defined spaces:

1. None.

5.1.7 Relationships to other activities:

1. Across from office (but not directly). Needs support from secretarial staff.
2. Needs easy access to central conference room.
3. Needs to have a low profile entry, private, yet accessible by students.

5.1.8 Support facilities:

1. Secretarial staff, restrooms.

5.1.9 Environmental needs:

- | | |
|----------------------|--|
| 1. Natural lighting: | Exterior operable windows with shades desirable, but not required. |
| 2. Acoustics: | Sound isolated. |
| 3. HVAC: | Quiet. |
| 4. Wall finishes: | GWB. |
| 5. Floor finishes: | Carpet. |
| 6. Ceilings: | Standard. |
| 7. Special lighting: | None. |

5.1.10 Utilities:

- | | |
|-----------------|--|
| 1. Electrical: | Outlets 6' on-center minimum, surge protection for computer outlets. |
| 2. PA/Intercom: | One location. |
| 3. Gas: | As needed for HVAC. |
| 4. Water: | None. |
| 5. Sewer: | None. |
| 6. Voice/Data: | One location with three ports. |
| 7. Cable TV: | Yes. |
| 8. Clock: | None. |

5.1.11 Storage:

1. Classroom guidance materials, bookshelves, journal storage.
2. Locked files.
3. Cupboards for games, art supplies.

5.1.12 Display requirements:

1. Large bulletin boards.

5.1.13 Furniture and equipment:

1. One desk and chair.
2. File cabinets.
3. Marker board.
4. Computer.
5. Comfortable seating for children; good carpeting.
6. Small adult conference chairs and table.
7. Telephone.

5.1.14 Other uses of area

1. Itinerant office space when not used by Counselor.

5.1.15 Other essential Information

1. Should reflect nurturing "kids" environment.

5.2 Indian Education

5.2.1 Goals and objectives for the area:

1. This space provides a center for Native American students, including assignment

completion support, cultural learning experiences, tutoring, and general support to enable students to participate fully in the academic program.

5.2.2 Planned use and activities:

1. The liaison aide usually works in small groups or 1:1 providing tutoring in regular classroom work (pre-teach, re-teach) or, teaching a culturally relevant skill.
2. Students use the area for social purposes as well as for assignment completion.
3. Students often eat lunch in the space.

5.2.3 Number of users:

1. Serves only a few students in most schools (up to 20) but in schools near higher native population areas may serve 75 to 100 students per day.

5.2.4 Staff required:

1. One staff; possible aides.

5.2.5 Groups:

1. One to eight in a group.

5.2.6 Defined spaces:

1. Two groups of eight.

5.2.7 Relationships to other activities:

1. Access to computers for tutoring purposes and assignment completion.
2. The program works closely with the regular classroom teacher and with counseling services to coordinate instructional delivery and case management issues.
3. As integrated into the regular classroom area as possible.
4. Access to a private space for 1:1 student counseling or parent conferencing.

5.2.8 Support facilities:

1. Restrooms.
2. Counselor.

5.2.9 Environmental needs:

1. Natural lighting: Exterior operable windows with shades desirable, but not required.
2. Acoustics: Sound isolated.
3. HVAC: Quiet, thermostatically controlled.
4. Wall finishes: GWB.
5. Floor finishes: Carpet.
6. Ceilings: Standard.
7. Special Lighting: None.
8. Natural lighting desired, comfortable environment, not unlike staff lounge.

5.2.10 Utilities:

- | | |
|-----------------|--|
| 1. Electrical: | Outlets 6' on-center minimum, surge protection for computer outlets. Toggle switches, not keyed. |
| 2. PA/Intercom: | One location. |
| 3. Gas: | As needed for HVAC. |
| 4. Water: | None. |
| 5. Sewer: | None. |
| 6. Voice/Data: | One location with three ports. |
| 7. Cable TV: | One wall jack. |
| 8. Clock: | Round analog indicating clock. |

5.2.11 Storage:

1. Lockable cabinets for supplies.

5.2.12 Display requirements:

1. Bulletin boards.

5.2.13 Furniture and equipment:

1. A preparation, planning space with desk, file cabinet, and phone-sufficiently private to discuss sensitive issues.
2. The small group area (for up to 8 - 10 at a time) needs:
 - a. Storage cabinets and closet.
 - b. Marker board.
 - c. Table and eight chairs.

5.2.14 Other uses of area:

1. Itinerant office space when not used by Indian Education.

5.2.15 Other essential information:

1. None.

5.3 Psychology Office

5.3.1 Goals and objective for the area:

1. To work with children and adults to design, monitor, and assist with special individual learning programs.

5.3.2 Planned use and activities:

The main uses of the school psychologist room focus on three key areas:

1. Testing - Psychologists work on an itinerant basis in each school. Testing of students takes a large portion of that time. They must have a quiet soundproof area to administer tests under standard conditions to obtain the best possible performance of the student.
2. Therapy - Psychologists provide one to one and small group therapy to students. The office must have a window in the door for legal protection. They must have a room available which is large enough to hold 5 - 7 students in a social skills group.
3. Parent/Teacher Conferences - Psychologists meet often with teachers and parents to

design plans or complete activities related to the documentation of a student as having a disability.

5.3.3 Number of users:

1. One to seven students with one adult.

5.3.4 Staff required:

1. One psychologist.

5.3.5 Groups:

1. Individual, 1:1.
2. Small group therapy, one adult and up to 7 students. (Requires use of shared conference space for larger groups.)

5.3.6 Defined spaces:

1. None.

5.3.7 Relationships to other activities:

1. The room should be located within the main office area where other support staff have offices such as counselor, etc.

5.3.8 Support facilities:

1. Secretarial staff, counselor, special education, speech therapist.

5.3.9 Environmental needs:

- | | |
|---|--|
| 1. Natural lighting: | Exterior operable windows with shades desirable, not required. |
| 2. Acoustics: | Sound isolated. |
| 3. HVAC: | Quiet. |
| 4. Wall finishes: | GWB. |
| 5. Floor finishes: | Carpet. |
| 6. Ceilings: | Standard. |
| 7. Special lighting: | None. |
| 8. Door with window or inside wall with window. | |

5.3.10 Utilities:

- | | |
|-----------------|--|
| 1. Electrical: | Outlets 6' on-center minimum, surge protection for computer outlets. Toggle switches, not keyed. |
| 2. PA/Intercom: | One location. |
| 3. Gas: | As needed for HVAC. |
| 4. Water: | None. |
| 5. Sewer: | None. |
| 6. Voice/Data: | One location with three ports. |
| 7. Cable TV: | None. |
| 8. Clock: | Round analog indicating clock. |

5.3.11 Storage:

1. Lockable cabinets for supplies.

5.3.12 Display requirements:

1. Small bulletin board.

5.3.13 Furniture and equipment:

1. One teacher desk with three adult chairs.
2. One bookcase.
3. One locking 4-drawer file cabinet.
4. Wastebasket.
5. Pencil sharpener.
6. One 48x48 inch marker board.
7. One small table and chair for student use.
8. Computer.
9. Telephone.
10. Display rack for referral information.

5.3.14 Other uses of area:

1. Itinerant office space when not used by Psychologist.

5.3.15 Other essential information:

1. None.

5.4 Itinerant Office Space

5.4.1 Goals and objectives for the area:

1. Providing space for staff, aides, service workers, agency representatives, who work in the building on an itinerant basis and unscheduled conferences.

5.4.2 Planned use and activities:

1. Small (non-assigned) office space for:
 - a. Testing.
 - b. Tutoring.
 - c. Unplanned conferences; one to four people.
 - d. Administrative tasks.
 - e. Consultation room.

5.4.3 Number of users:

1. One to four different professionals.

5.4.4 Staff required:

1. Generally one adult at a desk, possibly meeting with one to two adults, students.

5.4.5 Groups:

1. Individual to a maximum of 6 people. (Requires use of shared conference space with larger group.)

5.4.6 Defined spaces:

1. None.

5.4.7 Relationships to other activities:

1. Should be easily accessible to all staff, students, and to secretarial support.
2. Access to computers for tutorial work.

5.4.8 Support facilities:

1. Main office, technology lab, media center.

5.4.9 Environmental needs:

- | | |
|----------------------|--|
| 1. Natural lighting: | Exterior operable windows with shades desired, not required. |
| 2. Acoustics: | Sound isolated. |
| 3. HVAC: | Quiet. |
| 4. Wall finishes: | GWB. |
| 5. Floor finishes: | Carpet. |
| 6. Ceilings: | Standard. |
| 7. Special lighting: | None. |

5.4.10 Utilities:

- | | |
|-----------------|--|
| 1. Electrical: | Outlets 6' on-center minimum, surge protection for computer outlets. Toggle switches, not keyed. |
| 2. PA/Intercom: | One location. |
| 3. Gas: | As needed for HVAC. |
| 4. Water: | None. |
| 5. Sewer: | None. |
| 6. Voice/Data: | One location with three ports. |
| 7. Cable TV: | None. |
| 8. Clock: | Round analog indicating clock. |

5.4.11 Storage:

1. One set of stacking storage cabinets with doors.

5.4.12 Display requirements:

1. Bulletin board.

5.4.13 Furniture and equipment

1. Desk with adult chair.
2. Locked filing drawers.
3. Side chair, two each.
4. Book shelves.
5. Marker board.
6. Computer.
7. Telephone.

5.5 Bilingual Education

5.5.1 Goals and objectives for the area:

1. To assure the success of students with limited English language abilities.

5.5.2 Planned use and activities:

1. Bilingual aide gives assistance to limited English Speaking Students either within their classroom or as a "pull out", working daily for 30 - 45 minutes with them in a semi-private work area near the classrooms.
2. Aides give oral and written instruction as a dual pairing or as a small group. Some computer time is used for additional instruction via those programs. Some aides are part-time, others full time. Their coordinator maintains regular contact via phone, weekly reports and occasional visits.

5.5.3 Number of users:

1. One teacher plus up to eight students.

5.5.4 Staff required.

1. One staff.

5.5.5 Groups:

1. One to four in a group.

5.5.6 Defined spaces:

1. Tutoring area for up to four students and the aide around a table.

5.5.7 Relationships to other activities:

1. Should be near the classrooms.

5.5.8 Support facilities:

1. Media center, technology lab.

5.5.9 Environmental needs:

- | | |
|----------------------|--|
| 1. Natural lighting: | Exterior operable windows with shades desirable, not required. |
| 2. Acoustics: | Sound separated. |
| 3. HVAC: | Quiet. |
| 4. Wall finishes: | GWB. |
| 5. Floor finishes: | Carpet. |
| 6. Ceilings: | Standard. |
| 7. Special lighting: | None. |

5.5.10 Utilities:

- | | |
|-----------------|--|
| 1. Electrical: | Outlets 6' on-center minimum, surge protection for computer outlets. Toggle switches, not keyed. |
| 2. PA/Intercom: | One location. |
| 3. Gas: | As needed for HVAC. |
| 4. Water: | None. |
| 5. Sewer: | None. |
| 6. Voice/Data: | One location with three ports. |
| 7. Cable TV: | One location at teaching station. |
| 8. Clock: | Round analog indicating clock. |

5.5.11 Storage:

1. A storage cupboard of at least three deep, tall shelves with locking door.

5.5.12 Display requirements:

1. Bulletin board.

5.5.13 Furniture and equipment:

1. Marker board.
2. Wall or bulletin board space of about 4' x 6'.
3. File cabinet.
4. Tape recorder and "language masters."
5. Computer.
6. Desk and chair.
7. Table and five chairs.
8. Telephone.

5.5.14 Other uses of area:

1. Shared use with other instructional support.

5.5.15 Other essential information:

1. Tutoring area to comfortably seat up to four students and the aide around a table.
2. Access to phone, computer, copy machine.

6.0 CLASSROOM INSTRUCTION

6.01 Summary space description:

1. Kindergarten.
2. Primary classrooms.
3. Intermediate classrooms.
4. Art classroom.

6.02 General classroom description:

1. All rooms should have finish treatments that consider sound - transmission and reverberation. Sound isolation between classrooms is important to the educational program
2. Room shape to facilitate program delivery.
3. Lighting, HVAC, CTV, and intercom handsets should be conveniently located in one central location.
4. The designer will consider the layout of the rooms, i.e.; where teacher workstations could be placed, and where the teacher would normally present information. Locations of teacher connections to telephone/computer networks, etc. should be a result of this consideration.
5. The height of desks, counters, and fixtures will be age appropriate.
6. Extensive tackable surfaces for display of projects, artwork, and student assignments.

6.1 Kindergarten

6.1.1 Goals and objectives for the area:

1. To introduce the students to the formal school setting and a structured learning environment.

6.1.2 Planned use and activities:

1. "Center" based activities; a variety of activities with lots of movement.
2. Floor activities including large group motor skills, and general play and games.
3. Some use of computer.

6.1.3 Number of users:

1. Nineteen to twenty-three typical.

6.1.4 Staff required:

1. One teacher, one aide (optional), parent volunteers.

6.1.5 Groups:

1. Groups of five to nine children, groups shifting activities at twenty minute intervals.
2. Whole group meeting area.

6.1.6 Defined spaces:

1. Classroom area.
2. Restroom.
3. Kitchenette area.

4. Coat and cubbie storage.

6.1.7 Relationships to other activities:

1. Kindergarten access to car pick-up area and bus.
2. Kindergarten uses technology lab.
3. Need to accommodate 4 - 6 computers in Kindergarten room.
4. Desire adjacent play area.
5. Kindergarten would like to share materials; etc., with other grade levels, would like to be close to other classrooms.
6. Requires partial folding wall between Kindergarten classrooms. The covering on the wall should allow for bulletin board possibilities. (Option paired doors with 8 foot opening.)
7. Adjacent play apparatus_design for age group, to be shared with primary grade level.
8. Provide exterior door.

6.1.8 Support facilities:

1. Locate one restroom within each classroom. Full sized fixtures in restroom. Use lower ADA height for fixtures.
2. Kindergarten classrooms require access to kitchenette.

6.1.9 Environmental needs:

- | | |
|----------------------|--|
| 1. Natural lighting: | Exterior operable windows with shades, small relite adj. to main entry. |
| 2. Acoustics: | Quiet, good sound isolation from adjacent classrooms. |
| 3. HVAC: | Quiet thermostatically controlled. |
| 4. Wall finishes: | GWB, Bulletin boards, tackable vinyl strip ceiling down 18", tackable strip at student height. |
| 5. Floor finishes: | Cushion back carpet; except wet area and restroom |
| 6. Ceilings: | Standard. |
| 7. Special lighting: | Controlled by level and zones for teaching stations. |
| 8. General: | Child scale, nurturing and comfortable. |

6.1.10 Utilities:

- | | |
|-----------------------------|---|
| 1. Electrical: | Outlets 8' on-center minimum, cluster for six computers at one "smart" location, surge protection for computer outlets. Toggle switches, not keyed. Safety cover plates at outlets. |
| 2. PA/Intercom: | One location. |
| 3. Soundfield Equalization: | Provide infrastructure to support soundfield equalization system. |
| 4. Gas: | As needed for HVAC. |
| 5. Water: | To sink with gooseneck faucet & bubbler drinking fountain; low (25") and reachable by small children. Sinks for art projects and hand washing. |
| 6. Sewer: | Drains with easily cleaned traps. |
| 7. Voice/Data: | Two locations with three ports at each location. One to be located at teacher work station and the other for classroom instruction. |
| 8. Cable TV: | One location at teaching station. TV/VCR mounted high on permanent rack. Ability to switch from cable to VCR functions. |
| 9. Clock: | Round analog indicating clock. |

6.1.11 Storage:

1. Coat hooks (30) partitioned individually. Consider space and air needs for snowsuits, boots, and wet clothing as appropriate to grade level.
2. Storage cubbies.
3. Need big book and chart storage.
4. Desire dedicated Kindergarten PE storage cabinet.
5. A separate, lockable coat closet with shelves and drawers should be provided for the teacher.
6. Map holders.
7. Storage for bins/"banker box" or similar storage system.

6.1.12 Display requirements:

1. Ability to hang things from ceiling.
2. Bulletin boards everywhere.
3. One 8' marker board; all on adjustable track one 4' marker board.
4. Roll-up projection screen.
5. Map rail and Map hooks over one board.
6. Flag holder brackets, 2 per classroom.

6.1.13 Furniture and equipment:

1. Thirteen two-student tables.
2. TV/VCR fixed.
3. Kid level shelving.
4. Teacher storage.
5. One 6' long movable bookshelf unit; to act as space divider.
6. One large table for adult work.
7. One large table for student group projects.
8. Twenty-five stackable children's chairs.
9. Pencil sharpener.
10. Soundfield equalization equipment.
11. Computer stations for six computers (movable tables).
12. Printer.
13. Telephone.
14. Large monitor/VCR.
15. Kitchenette to provide a range, range hood, and refrigerator in addition to adjacent classroom sink.

6.1.14 Other uses of area:

1. Possible use for special and/or optional programs.

6.1.15 Other essential information:

1. Low level windows.
2. Space will be provided for the storage of emergency disaster kits; one 5 gallon container, plus two gallons of water located at most structurally sound area of room.
3. Need to be able to seat all on carpet, all tables should fit on carpeted area.
4. Use of easels on wet area, wet area needs to be large enough to accommodate this type of activity.
5. Visibility of entire room without "blind" areas.
6. Able to accommodate primary program if required due to classroom needs.

6.2 Primary Classrooms (Grades 1, 2, and 3)

6.2.1 Goals and objectives for the area:

1. Reinforcement of basic learning skills, using discovery as a learning tool, and recognizing different learning styles.

6.2.2 Planned use and activities:

1. The program requires flexibility to meet the diverse academic, social, emotional and physical needs of all students.
2. Learning "center" based education.
3. Movement, gross motor development
4. Technology integrated across the curriculum into student learning.

6.2.3 Number of users:

1. Twenty-three to twenty-five students.

6.2.4 Staff required:

1. One teacher and parent volunteers; special program aides (optional).

6.2.5 Groups:

1. Typical grouping, five groups of four to six students; change of activities on thirty-minute intervals.
2. Teacher/student ratio varies 1:1 to 1:25.
3. Class grouping.

6.2.6 Defined spaces:

1. Desks are frequently arranged in clusters, centered desk arrangement.
2. Coat and cubbie area.
3. Optional restroom in each classroom.
4. Wet area at sink.

6.2.7 Relationships to other activities:

1. Adjacent to corridors.
2. Teacher planning in classrooms, teams will meet in conference rooms.
3. Close proximity restrooms, office, and nurse.
4. Gym and library do not need to be close.
5. Locate primary classrooms close to play area.
6. 8' preferred 7' minimum double doors between each pair of classrooms with sweep and gaskets for sound isolation.
7. Optional provide one restroom in each classroom
8. Optional operable walls between pairs of classrooms in lieu of double doors; 1/3 to 2/3 width of wall with high noise reduction rating.

6.2.8 Support facilities:

1. Resource rooms serving classrooms.
2. Art activity room.
3. IMC.
4. Gymnasium.
5. Multipurpose room.

6.2.9 Environmental needs:

1. Natural lighting: Exterior operable windows with shades, black out not critical. Window height low enough for standing 1st grader. Interior doors with window to corridor.
2. Acoustics: Quiet.
3. HVAC: Quiet, thermostatically controlled.
4. Wall finishes: GWB, bulletin boards, and adjustable marker boards. Tackable surface from ceiling to 18" down on all walls. Optional - full height tackable surface to 10'.
5. Floor finishes: Carpet except wet area (1/3 of floor area). Carpet area large enough to handle all the desks in flexible arrangements. Vinyl all wet areas; need to be large enough to work with easels on wet area.
6. Ceilings: Standard
7. Special lighting: Controlled by level and zones for teaching stations.
8. Windows: Operable.

6.2.10 Utilities:

1. Electrical: Outlets 8' on-center minimum, cluster for 6 computers at one "smart" location, surge protection for computer outlets. Toggle switches, not keyed. Safety cover plates at outlets.
2. PA/Intercom: One location.
3. Soundfield Equalization: Provide infrastructure to support soundfield equalization system.
4. Gas: As needed for HVAC.
5. Water: To sink with gooseneck faucet & bubbler drinking fountain.
6. Sewer: Drains.
7. Voice Data: Two locations with three ports at each location. One to be a teacher work station and the other for classroom instruction.
8. Cable TV: One location at teaching station. TV/VCR mounted high on permanent rack. Ability to switch from cable to VCR functions.
9. Clock: Round analog indicating clock.

6.2.11 Storage:

1. Provide coat hooks for backpacks and coats, snowsuits, boots, wet clothing, in-class storage of lunch pails as appropriate to grade level.
2. Storage for supplies within closed cabinets, large enough for curriculum unit boxes.
3. Need chart storage - horizontal and vertical.
4. Storage for teaching and planning materials.
5. A separate, lockable coat closet with shelves and drawers should be provided for the teacher.
6. Need big book storage.
7. Storage for "banker box" or similar storage.

6.2.12 Display requirements:

1. Tackable surface; ceiling 18" down wherever possible, provide large bulletin boards.
2. Tack strip at student height.
3. Two large marker boards, (one near the computer "smart" location).
4. Roll up projection screen
5. Map rail and map hooks over me board.
6. Flag holder brackets, 2 per classroom.

6.2.13 Furniture and equipment:

1. Counter tops - wide sills - places to put displays, i.e. books, globes, interest centers. 30" high general, " 34" high at sink areas.
2. Teacher desk, double pedestal with allowance for computer.
3. 30" x 60" folding leg table for flexible use.
4. Map holders.
5. Two 2 x 4 tables for learning centers
6. Computer stations for 6 computers (movable tables).
7. Student desks.
8. One pencil sharpener.
9. Soundfield equalization equipment.
10. Printer.
11. Telephone.
12. Large monitor/VCR.

6.2.14 Other uses of area:

1. No special uses.

6.2.15 Other essential information:

1. Ideally would have screened visual line of sight from optional classroom student restrooms.
2. Could share computers with other classrooms through use of carts.
3. Space will be provided for the storage of emergency disaster kits; one 5 gallon container, plus 2 gallons of water, locate at most structurally sound area of room.
4. Rooms must be flexible for different desk configurations and wall space, i.e., centers, nooks, display areas, etc.
5. Visibility of entire room without "blind" areas.

6.3 Intermediate Classrooms (Grades 4, 5, & 6)

6.3.1 Goals and objectives for the area:

1. To provide an environment that supports age appropriate activities for intermediate grade levels, allowing integrated team taught curriculum. Cross age grouping, community involvement, and cooperative learning will be encouraged.
2. Focus is on "hands on" projects, and publications.
3. Address all of the seven intelligences.

6.3.2 Planned use and activities:

1. The full spectrum of subject areas will be taught in a semi-self contained schedule.
2. There will be computer assignments, regular classroom activities, large and small group work.
3. Maintain open architecture to maximize flexible use.

6.3.3 Number of users:

1. Twenty-five to thirty-two.

6.3.4 Staff required:

1. One teacher, parent volunteers, and special program aides (optional).

6.3.5 Groups:

1. Five groups of four to six.
2. Class grouping.

6.3.6 Defined spaces:

1. Classroom space.
2. Coat and backpack storage.
3. Wet area at sink.

6.3.7 Relationships to other activities:

1. Provide high quality 7' wide, pair of doors in walls between each two classrooms minimum; 8' preferred. The covering on the wall should allow for bulletin board possibilities. Optional folding walls between pairs of classrooms.
2. Common student and separate staff restroom close and visible for monitoring.
3. Gym and library do not need to be close.

6.3.8 Support facilities:

1. Near optional outdoor Environmental Learning Center.
2. Teacher planning am in classrooms. Teams would meet in central conference rooms.
3. IMC.
4. Gymnasium.
5. Multipurpose room.
6. Resource rooms serving classrooms.
7. Art activity room.

6.3.9 Environmental Needs:

- | | | |
|---|-------------------|---|
| 1 | Natural lighting: | Exterior operable windows with shades, black out not critical. Interior doors with windows to corridors. |
| 2 | Acoustics: | Quiet. |
| 3 | HVAC: | Quiet, thermostatically controlled. |
| 4 | Wall finishes: | GWB, tackable surface from ceiling to 18" down on all walls. Optional - full height tackable surface to 10'. |
| 5 | Floor finishes: | Carpet; except wet area. Carpet area large enough to handle all the desks in flexible arrangements. Vinyl at all wet areas; Wet area around sink and coat rack. |
| 6 | Ceilings: | Standard. |
| 7 | Special lighting: | Controlled by level and zones for teaching stations. |
| 8 | Windows: | Operable. |

6.3.10 Utilities:

- | | | |
|---|--------------------------|---|
| 1 | Electrical: | Outlets 8' on-center minimum, cluster for 6 computers at one "smart" location, surge protection for computer outlets. Toggle switches, not keyed. |
| 2 | PA/Intercom: | One location. |
| 3 | Soundfield Equalization: | Provide infrastructure to support soundfield equalization system. |
| 4 | Gas: | As needed for HVAC. |
| 5 | Water: | To sink with gooseneck faucet & bubbler drinking fountain. |
| 6 | Sewer: | Drains. |

- 7. Voice/Data: Two locations with three ports at each location. One to be a teacher work station and the other for classroom instruction.
- 8. Cable TV: Locate one location at teaching stations. TV/VCR mounted high on wall bracket. Ability to switch from cable to VCR, functions.
- 9. Clock: Round analog indicating clock.

6.3.11 Storage:

- 1. Provide coat hooks for backpacks and coats, snowsuits, boots, wet clothing, in-class storage of lunch pails as appropriate to grade level.
- 2. Storage for Supplies within closed cabinets, large enough for curriculum unit boxes.
- 3. Need chart and display material storage - horizontal and vertical.
- 4. Storage for teaching and planning materials.
- 5. A separate, lockable coat closet with shelves and drawers should be provided for the teacher.
- 6. Storage for "banker box" or similar storage.

6.3.12 Display requirements:

- 1. Two large marker boards (one near the computer "smart" location). All on adjustable tracks.
- 2. Tackable strip at student height.
- 3. Roll up projection screen.
- 4. Map rail and map hooks over one board.
- 5. Flag holder brackets, 2 per classroom.

6.3.13 Furniture and equipment:

- 1. Movable tables for six computers (not built in counters).
- 2. Optional Movable acoustic dividers to allow division of space.
- 3. Map holders, Overhead projector screen at front of room.
- 4. Space will be provided for the storage of emergency disaster kits; one 5 gallon container, plus 2 gallons of water, locate at most structurally sound area of room.
- 5. Bookshelves at a usable height (not too low).
- 6. Storage shelves that have doors to store supplies (science equipment, etc.).
- 7. Open shelving to accommodate storage of classroom sets of textbooks.
- 8. Shelves large and tall enough to accommodate dictionaries and reference books.
- 9. Built in casework on one wall only to allow for more flexible use of the room.
- 10. Student desks (25 - 32).
- 11. Teacher's desk and chair, double pedestal with allowance for computer.
- 12. Pencil sharpener.
- 13. Soundfield equalization equipment.
- 14. Student chairs (25-32) sled base.
- 15. Printer.
- 16. Telephone.
- 17. Large monitor/VCR.

6.4 Instructional Support Conference Room

6.4.1 Goals and objectives for the area:

- 1. Small groups need access to a conference room. Some materials storage capacity, outlets for computer/multi-media equipment, and marker boards would be desirable. Mentoring program needs would vary greatly but generally could function in the art/area, the library, or other available all group instruction rooms.

2. Tutoring: Program provides instructional support to students who are below grade level in reading, language am and math. The program offers a continuum of service options from a pull-out resource room model using alternative materials and instructional strategies to a consultative support model provided primarily by working with the classroom teacher. Most students receive pre-teaching and re-teaching instruction on the same material being used in the classroom.

6.4.2 Planned use and activities:

1. Multi-use conference room adjacent to the classroom corridors, centrally located, which is used for enrichment, regular class, and remedial specialized and other purposes.

6.4.3 Number of users:

1. The program could serve from 70 to over 150 students per day.

6.4.4 Staff required:

1. One.

6.4.5 Groups:

1. Teachers and aides work with groups of students (from one to five in number, occasionally up to eight), for approximately 20 - 30 minutes per day in one of three areas: the back of the classroom, just outside the classroom (in the corridors), or in the Instructional Support conference rooms.

6.4.6 Defined spaces:

1. Not applicable.

6.4.7 Relationships to other activities:

1. Small group instruction rooms need to be within the central area common to all wings/corridors, etc.
2. Access to the general computer lab throughout the day or provision for a mini-lab would be helpful.

6.4.8 Support facilities:

1. Aides work area.
2. Classroom space provided in the rear of the classroom.

6.4.9 Environmental needs:

- | | |
|----------------------|---|
| 1. Natural lighting: | Exterior operable windows with shades, desirable, not required. Interior doors with windows to corridors. |
| 2. Acoustics: | Quiet. |
| 3. HVAC: | Quiet, thermostatically controlled. |
| 4. Wall finishes: | GWB. |
| 5. Floor finishes: | Carpet. |
| 6. Ceilings: | Standard. |
| 7. Special lighting: | None. |

6.4.10 Utilities:

- | | |
|-----------------|--|
| 1. Electrical: | Outlets 6' on-center minimum. |
| 2. PA/Intercom: | One location. |
| 3. Gas: | As needed for HVAC. |
| 4. Water: | None. |
| 5. Sewer: | None. |
| 6. Voice/Data: | Two locations with three ports at each location. |
| 7. Cable TV: | None. |
| 8. Clock: | Round analog indicating clock. |

6.4.11 Storage:

1. Tutoring materials storage stored near the conference area in dedicated cabinets in the corridors.

6.4.12 Display requirements:

1. Bulletin boards.

6.4.13 Furniture and equipment:

1. Table and chairs for six.

6.4.14 Other uses of area:

1. Small group work and conferencing.

6.4.15 Other essential information:

1. None.

6.5 Art Activity Lab

1. Including:
 - a. Kiln area for one kiln.
 - b. Storage room for art supplies and projects.

6.5.1 Goals and objectives for the area:

1. To provide a laboratory area for art programs, capable of withstanding wet, messy and active instruction, thereby avoiding damage and disruption of regular classroom space.
2. Option - to provide kitchen equipment for instruction in life skills.

6.5.2 Planned use and activities:

1. Modeling and firing of clay.
2. Painting and coloring.
3. Large group projects such as banners, gardening, etc.
4. Large group science projects.
5. Overflow for group drama, music, or other multi-use activities.
6. Provide workstation for future art instruction.
7. Optional - Food preparation lessons.

1. Twenty-five to thirty-two students.

6.5.4 Staff required:

1. One staff; possible aides and volunteers.

6.5.5 Groups:

1. Class grouping.
2. One or two students cooperatively working on individual projects.

6.5.6 Defined spaces:

1. Art room.
2. Art storage room.
3. Kiln area (restricted access by students).
4. Instruction area.
5. Optional - kitchenette area.

6.5.7 Relationships to other activities:

1. Close proximity to multipurpose room would be convenient.
2. Separate from classroom areas.
3. Accessible to community after hours.
4. Storage should be accessible from corridor.

6.5.8 Support facilities:

1. Classrooms.

6.5.9 Environmental needs:

- | | |
|----------------------|--|
| 1. Natural lighting: | Exterior operable windows with shades, blackout not critical. Interior door with windows to corridors. |
| 2. Acoustics: | Quiet. |
| 3. HVAC: | Quiet, thermostatically controlled. Adequate power and downdraft exhaust for kiln. |
| 4. Wall finishes: | GWB, full height tackable walls. |
| 5. Floor finishes: | Vinyl tile - all areas. |
| 6. Ceilings: | Standard. |
| 7. Special lighting: | None. |

6.5.10 Utilities:

- | | |
|-----------------------------|---|
| 1. Electrical: | Outlets 8' on-center minimum, cluster for six computers at one "smart" location, surge protection for computer outlets. Toggle switches, not keyed. Safety cover plates at outlets. |
| 2. PA/Intercom: | 1 location. |
| 3. Soundfield Equalization: | Provide infrastructure to support soundfield equalization system. |
| 4. Gas: | As needed for HVAC. |
| 5. Water: | Two deep wash sinks with gooseneck faucet & bubbler drinking fountain. |
| 6. Sewer: | Drains. Provide clay trap at large sink. |
| 7. Voice/Data: | Two locations with three ports at each location. |

8. Cable TV: One location at teaching station. TV/VCR mounted high on permanent rack. Ability to switch from cable to VCR functions.
9. Clock: Round analog indicating clock.

6.5.11 Storage:

1. Clay project storage.
2. Storage for paper of all sizes, large rolls (lockable).
3. Lockable base cabinets.
4. Hooks to hang aprons.
5. Art carts.
6. Storage for paints, paste, brushes, easels.

6.5.12 Display requirements:

1. Marker board, projection screen.

6.5.13 Furniture and equipment:

1. Thirty Stackable chairs and six 30" x 60" tables; plastic laminate tops.
2. Optional - Range and oven, refrigerator, built in counter/cabinets with sink and storage for utensils, pots/pans, exhaust hood.
3. Pencil sharpener.
4. Soundfield equalization equipment.
5. Computer.
6. Printer.
7. Telephone.
8. Large monitor/VCR.

6.5.14 Other uses of area:

1. Presentations, science, messy projects.
2. Possible use as "green room" for performances.
3. Before and after school programs.

6.5.15 Other essential information:

1. Provide down draft exhaust for kiln, see ASD standard specifications.

7.0 INSTRUCTIONAL MEDIA CENTER (IMC)

7.01 Functional areas:

1. Teaching Station No. 1; Technical presentations.
2. Teaching Station No. 2; Reading story telling, picture book area.
3. Teaching Station No. 3; Technology laboratory.
4. Reference area, individual study.
5. Book stacks.
6. Librarian's office.
7. Librarian work area.
8. Secure computer equipment room.
9. Circulation desk.
10. Conference room with Video production capabilities (optional).
11. A/V equipment and materials periodical storage.

7.1 IMC

7.1.1 Goals and objectives for the area:

1. The elementary library is the center of learning in the school. Here students and teachers become effective users of information and ideas. As learning becomes more student directed and information focused, there is an increasing need for additional materials beyond the textbooks. Library books, periodicals, on-line databases, video technology and other forms of media are increasingly utilized.
2. Instruction is ongoing in technology, research, reading appreciation and information processing that includes selection, synthesis and sharing of that information.

7.1.2 Planned use and activities:

1. Plan for the following activities:
 - a. Large and small group instruction.
 - b. Instruction at computer workstations and at other technology work areas.
 - c. Circulation of materials.
 - d. Individual quiet study and information gathering.
 - e. Small group work: talking, rehearsal, and production.
 - f. Technical processing and repair of books, materials and equipment.
 - g. Community meetings (large and small).
2. Teaching station No. 1 with room for an overhead, computer workstation, multi-media projector, two large pull down screens, a marker board, and a small area for storage of teacher materials (small desk). The lights in this area need to run parallel to the screens and on separate switches with dimmers so the lights near the board and overhead can be dimmed. Teaching station needs power, network access and cable TV. Group size one class at tables.
3. Teaching Station No. 2 with area for one class to sit on floor for reading, story telling, and picture books, need two low round tables for six students each. Provide storage to house picture book collection of up to 4,000 books on low bookshelves.
4. Teaching Station No. 3; (Technology Lab) Goals and Objectives:
 - a. Provide computer workstations for whole group instruction.
 - b. Provide computer resource for different classes for projects.
 - c. Provide limited access to students for individual projects.

Technology laboratory for 30 computers, four printers, and all supplemental equipment Networked together and to overall school network. File server will be located in the secured computer equipment room.

Include a teaching station with overhead, computer workstation, , multi-media projector, two large pull down screens, a marker board, small area for storage of teacher materials (small desk). The lights in this area need to run parallel to the screens and on separate switches with dimmers so the lights near the board and overhead can be dimmed. Teaching station needs power, network access and cable TV. Group size; one class at tables.

- d. Reference and individual quiet study should have four computer stations, each with power, and data. Outlets to be located with librarian planner at time of design.
- e. Book stacks will be movable, may be used to divide the teaching station areas. Stacks should be sturdy enough to move. Provide carpet runs under each book stack. Extend outlets from walls to perimeter built in book stack bases every 6'.
- f. Librarian's office close to circulation desk and AV workroom.
- g. Librarian work area for up to four people working together efficiently. Up to six at peak times.
- h. Secure computer equipment room, will be the hub of the telecommunications and facilitate data networking for cable T.V., fiber optics and CD-ROM network server designed to protect server and other hardware from overheating, provide security, etc.
- i. Circulation desk.
- j. Optional - Conference room with video production capabilities. Small group area should accommodate talking, rehearsal, production areas, one conference room with table and chairs for 6 - 8 students. Cable, modem and power access, white board and tile floor.
- k. A/V equipment and materials; periodical storage. The need for program sq. ft. is reduced with permanent classroom installation of equipment.

7.1.3 Number of users:

1. Up to ninety at a time.

7.1.4 Staff required:

1. One librarian, two volunteers. Optional one to two aides.

7.1.5 Groups:

1. Teaching Station No. 1: 30 at tables.
2. Teaching Station No. 2: 30 on floor, small children gathered in close to teacher, two small tables.
3. Teaching Station No. 3: maximum 30 students, two staff.
Minimum: Individual(s) performing independent research.

7.1.6 Defined spaces:

1. Multiple classrooms use the library constantly, often two or more different groups at the same time. Also, individual students and small groups need to use the library for research and checking out materials throughout the day.
2. Easily convertible teaching stations (this area should be away from the circulation desk and separated from major traffic patterns). Two classrooms (up to 60 students) need to be able to use the area simultaneously for different activities, or one large group needs to be able to use the area for a presentation. Throughout this time, individual students will also use the library for research, browsing, selection and checking out of materials.

7.1.7 Relationships to other activities:

1. Provision for four on-line catalog workstations need to be located so that screens are visible to circulation desk area also from TS No. 1, if possible. There needs to be a small work area for student's materials (books and papers) next to the workstation.
2. AV and periodical storage should be housed in the same room as the equipment storage, with door to corridor.
3. Check out desk should be centrally located with sight lines to the main entrance and exit and to the majority of the on-line catalog screens. At least six feet of desk level counter top with six feet standing height counter and four feet of student height counter. See furniture. Two phone lines (modem and office), power outlets, network cable spaces need to be located here. Book drop space.
4. IMC should have door to exterior only if required by code.
5. Teaching stations should have a "home", that is a place such as a corner that allows some isolation and mitigates noise between activities
6. The library should be easily accessible to each classroom cluster, and to the main entry. Separate from noisy activities such as the music room, gym, multipurpose room, etc.

7.1.8 Support facilities:

1. Permanent wall between tech lab and reading teaching station, provide relites and door connection.
2. Secured Computer equipment room.

7.1.9 Environmental needs:

1. Natural lighting: Exterior operable windows preferred, not required. Relite to corridor. Technology lab, librarian office, workroom, AV storage, file server conference room does not require exterior windows.
2. Acoustics: Sound reduction is necessary throughout the library. Video conference room to be isolated.
3. HVAC: Quiet, thermostatically controlled.
4. Wall finishes: GWB, full height to 10' above stacks.
5. Floor finishes: Carpet; except AV/ periodicals storage.
6. Ceilings: Variety of heights, low over stack area high over reading area
7. Special lighting: Controlled by level and zones for teaching stations. Emergency lighting required.

7.1.10 Utilities:

1. Electrical: Outlets at 8' on-center minimum surge protection for computer outlets. Toggle switches, not keyed. Extend outlets through wall to base of book stacks every 6'.
2. PA/Intercom: Two locations.
3. Sound Equalization: Provide infrastructure to support Soundfield Equalization System for teaching station No. 3.
4. Gas: As needed for HVAC.
5. Water: To sink with gooseneck faucet & bubbler drinking fountain in workroom.
6. Sewer: Drains.
7. Voice/Data: Eight separate locations with four ports at each location. Circulation desk (1) office/work room (2) and student access near circulation desk (4) and AV (1). Additionally, one location

- with four ports at teaching stations No. 1 and No. 2 and forty ports at teaching station No. 3.
- 8. Cable TV: Locate two locations at teaching stations.
- 9. Clock: Round analog indicating clock in main space and TS3, visible from workroom and office.

7.1.11 Storage:

1. Book stack bookshelves:
 - a. Book storage (verify actual running feet of shelving needed; 12,000 volumes).
 - b. Center stacks; some two high, some three high; verify type with librarian. Twelve inch high clearance, 11" deep. Generally locate three high stacks at perimeter walls, two high stacks within room.
 - c. Picture book storage; some bins and some vertical storage with dividers; two high, 14" high clearance, 12" deep.
 - d. Reference books - three high, 14" high clearance, 12" deep.
2. A/V equipment and material storage:
 - a. Room for four large tall monitors on carts with shelf under, six small carts with AV equipment. Upper cabinets with room for cans underneath.
 - b. Overhead projector with lots of shelf storage for AV kits and periodicals.
 - c. Easy access to hallway. Needs to be big enough to be easily accessed.
3. Workroom:
 - a. Upper and lower cabinets, counter space with intermittent knee space. Lockable cabinet for TV head end equipment and equipment.
 - b. Staff wardrobe closet - lockable.

7.1.12 Display Needs:

1. Bulletin boards.
2. Teaching Station No. 2 should have one blank wall.
3. Relite at library entrance should have 12" deep shelves for display of three dimensional work.
4. Roll up projection screen.

7.1.13 Furniture and equipment:

1. General:
 - a. Tables should be high quality wood, with shapes to allow for flexible configurations.
 - b. Large monitor with VCR should be mounted so that all students can see the monitor from the tables in the reading area.
 - c. Soundfield equalization equipment.
 - d. Computers to support media center operation and teaching stations No. 1, No. 2, and No. 3.
 - e. Printers.
 - f. Large monitor/VCR, two each.
2. Librarian work area needs:
 - a. Sink.
 - b. Large counter area work space 20'.

- c. Needs to accommodate 4 people working.
 - d. Computer workstation, w/power, network cable, and phone.
 - e. Cupboard storage for supplies.
3. Optional - Conference room needs: Table for six to eight people with chairs, marker board.
 4. File server room needs desk and storage for equipment, software, and manuals.
 5. Circulation desk: Provide space for computer, printer, and under counter paper storage Drawers for miscellaneous small supplies file drawers.
 6. Teaching Station 3 should be designed for intermediate age users, with good chairs for computer task work.

7.1.14 Other uses of area:

1. Community meetings up to 35.
2. Staff and professional development meetings up to 40.

7.1.15 Other essential information:

1. IMC entry doors should be designed to allow a line of students to enter, and space for students to line up and exit.
2. Provide noise reduction.

8.0 SPECIAL EDUCATION

8.1 Resource Room

8.1.1 Goals and objectives for the area:

1. This Program is designed to meet the needs of eligible students identified throughout assessment and individual education plan (IEP).
2. Provides specialized instruction and support in the least restrictive environment according to student's IEP.
3. Provides options to address individual needs.

8.1.2 Planned use and activities:

1. All spaces will support:
 - a. Individual and group testing.
 - b. Conferencing with parents.
 - c. Small group instruction.
 - d. Individual instruction.
 - e. Documentation paperwork.
1. Testing: Frequent on-going testing occurs in the Resource Rooms. This is typically done on an individual basis and in space that is separate, quiet, and free of distractions.
2. Office/Conference area - a designated area is important for the completion of paperwork phone usage, storage of documentation and records, and parent and staff conferencing. There must be adequate space for two 4-drawer file cabinets, two teacher desks, and a least four adult sized chairs.
3. Computer area: Space that can accommodate at least six computers is required. This could be along the wall of the large group area.

8.1.3 Number of users:

1. Resource Room programs serve from 15 - 18 students at one time.

8.1.4 Staff required:

1. Support for Resource Room teachers and teacher's aides who are working together in a common space with students is important. The students of these programs have a much higher incidence of behavior problems than the general school population. Aides lack the professional training, experience to deal with many of the behaviors that occur in their groups. Having a teacher in the same space working with other children allows for proper modeling and preventive intervention when necessary to help teach and train Aides how to handle problems before they escalate into major problems and to ensure that instruction is being effectively delivered.
2. Certificated and non-certificated adults and at times community volunteers, peer tutors.

8.1.5 Groups:

1. Two to four groups of students could be working at any one time. The small group work area must be segregated or divided so that the activity of one group does not interfere with the activity of another. Student behaviors such as the ability to focus on the task at hand and/or to separate oneself from the natural environmental distractions of the large group are difficult or impossible to control without quiet work areas.
2. Generally, three to five adults provide individual and small group instruction in groups of one to eight students. Enough space is needed to seat groups of students around a table

(preferably horseshoe or kidney shaped) and have room for an adult to move around the perimeter of the group as well as be seated at a central focal point. Enough space is needed so that each adult-student group can participate in their activities without interfering in the activities of the others.

8. There are often 15 - 18 students of different grade levels within the room at the same time. Aides, peer, tutors and RR teachers will be working in small groups or 1:1 to provide the intensive instruction that is required.

8.1.6 Defined spaces:

1. Classroom space.
2. Coat and backpack storage.
3. Wet area at sink.

8.1.7 Relationships to other activities:

1. The Resource Rooms should be close to the classrooms, preferably with one in the primary wing and one in the intermediate wing.
2. A location near an accessible individual toilet room is desirable to provide service to students with special needs.

8.1.8 Support facilities:

1. Classrooms and student support services.

8.1.9 Environmental needs:

1. Natural lighting: Exterior operable windows with shades, small relite adjacent to main entry.
2. Acoustics: Sound isolated.
3. HVAC: Quiet, thermostatically controlled. Good ventilation.
4. Wall finishes: GWB, full height to 10'.
5. Floor finishes: Carpet 80%; wet area 20%.
6. Ceilings: Standard
7. Special lighting: Controlled by level and zones for teaching stations.
8. Doors: Not heavy or hard to open.
9. Space is needed for messy activities such as art projects. This area would need a mopable floor surface.

8.1.10 Utilities:

1. Electrical: Outlets at 8.' on-center minimum, surge protection for computer outlets. Toggle switches, not keyed. Safety cover plates.
2. PA/Intercom: One location.
3. Soundfield Equalization: Provide infrastructure to support soundfield equalization system.
4. Gas: As needed for HVAC.
5. Water: To sink with gooseneck faucet & bubbler drinking fountain.
6. Sewer: Drains.
7. Voice/Data: Two locations with three ports at each location. One to be a teacher work station and the other for classroom instruction.
8. Cable TV: One location at teaching stations.
9. Clock: Round analog indicating clock.

8.1.11 Storage:

1. Since Resource Rooms offer intensive instruction in a variety of skills areas and grade levels, there should be more storage space than that found in the regular classroom- These areas could be shelves, cupboards, closets, and drawers to hold textbooks, workbooks, kits, manipulatives, paper, etc.
2. It is imperative that there be some storage space in the form of shelves to be convenient located in the rooms to hold instructional and student materials. Materials are frequently needed on a spontaneous basis such as a globe, math manipulative, reading material computers, etc.
3. Some students have special needs for mobility - storage space is needed for wheel chair walkers and other specialized equipment.

8.1.12 Display requirements:

1. Bulletin board surfaces.

8.1.13 Furniture and equipment:

1. Marker board.
2. Four horseshoe or kidney shaped tables (adjustable height).
3. Four file cabinets (4-drawer).
4. Twenty six to thirty student chairs sized appropriately for older and younger elementary students.
5. One rectangular table. Eight student desks.
6. One bookshelf that is low and could be used to divide open space but is also moveable.
7. Three wastebaskets, 1 white board in the large group area.
8. One pencil sharpener, one divider with tackable surface (must be stable).
9. One marker board in each small group room.
10. Soundfield equalization equipment.
11. Computer to support teacher/instruction.
12. Printer.
13. Telephone.
14. Large monitor/VCR.

8.1.14 Other uses of area:

1. Possible use as a general classroom during temporary overloading.

8.1.15 Other essential information:

1. None.

8.2 Occupational/Physical Therapy

8.2.1 Goals and objectives for the area:

1. The OT/PT students have physical disabilities and/or gross and fine motor delays including, cerebral palsy, muscular dystrophy, learning disabilities, mental retardation, health impairments, and other disabilities. In the spirit of providing services to physically disabled students in the least restrictive environment (LRE), this space needs to be available in all buildings. In practice OT/PT provide all students whether multi- disabled or just orthopedically impaired, the same kinds of therapy that is developmentally appropriate for each, i.e.; using mats, balls, etc. and requires the flexibility to serve these students in any building.

8.2.2 Planned use and activities:

1. Therapy sessions average about 30-60 minutes . The number of students seen in each room per day actually depends on which school these students are placed in each year. Students receiving OT/PT services can be housed in any school facility.
2. Gross motor activities: Remediation of delays in motor skills and physical disabilities, rooms need to be large enough to store big pieces of equipment such as stairs, balance beams, large exercise bolsters and ball swings, (need eye bolts in the ceilings), balance boards, scooter boards, and mats. Uncluttered space to do activities with these pieces of equipment is necessary for safety. It is helpful to have cupboards with doors to store as much as possible out of sight (to prevent distractions). It is also helpful to have wall hooks to hang up what will not fit in a cupboard, for easy access. Privacy is essential to work on dressing skills and mat activities related to muscle stretching; etc., rooms cannot be thoroughfares for other programs.
3. Fine Motor: work on fine motor skills, such as drawing, cutting, manipulating toys, lacing; etc., need space for a small table and storage for small things.
4. Testing and Conferencing: Other uses include testing and conferencing with staff and parents.

8.2.3 Number of users:

1. One to three simultaneously.

8.2.4 Staff required:

1. One staff; possibly one aide.

8.2.5 Groups:

1. Individual students working one on one with staff.

8.2.6 Defined Spaces:

1. Simultaneous Groups.

8.2.7 Relationships to other activities:

1. The therapy room needs to be centrally located in the building, preferably adjacent to the gym, to allow for quick and easy access by children in a variety of grade levels and with assorted physical disabilities. Some of the children use walkers and wheel chairs.
2. Adjacent, or close, to the Resource rooms.

8.2.8 Support facilities:

1. Nurses office.
2. Resource rooms.
3. Gymnasium.
4. Multipurpose room.

8.2.9 Environmental needs:

- | | |
|--|--|
| <ol style="list-style-type: none"> 1. Natural lighting: 2. Acoustics: 3. HVAC: 4. Wall finishes: | <p>Exterior operable windows with shades preferred, not required.</p> <p>Sound isolated.</p> <p>Quiet, thermostatically controlled, adequate for physical activities.</p> <p>GWB wall. Plywood backed for impact resistance.</p> |
|--|--|

- | | |
|----------------------|-----------|
| 5. Floor finishes: | Carpet. |
| 6. Ceilings: | Standard. |
| 7. Special lighting: | None. |

8.2.10 Utilities:

- | | |
|-----------------|---|
| 1. Electrical: | Outlets at 8' on-center minimum, outlet safety cover plates, 4' on-center at the counter. Toggle switches, not keyed. |
| 2. PA/Intercom: | One location, hands free operation required. |
| 3. Gas: | As needed for HVAC. |
| 4. Water: | To sink with gooseneck faucet and bubbler drinking fountains. |
| 5. Sewer: | Drains. |
| 6. Voice/Data: | Two locations with four ports. |
| 7. Cable TV: | None. |
| 8. Clock: | Round analog indicating clock. |

8.2.11 Storage:

1. Recessed storage.

8.2.12 Display requirements:

1. Bulletin boards and marker boards.

8.2.13 Furniture and equipment:

1. Three eye bolts in the ceiling, 18 inches apart, designed to hold at least 750 pounds each, to be used to attach swings.
2. Sturdy hooks in the wall to hang bolsters, mats, and swings for easy access and decrease clutter.
3. A wall mirror, Mirror 2 1/2' x 3'.
4. A bar along one wall for children to hold on to as they learn to walk and to balance.
5. Desk (2), chairs (3).
6. Telephone.
7. Computer.

8.2.14 Other uses of area

1. Itinerant and tutoring use when not used for primary functions.

8.2.15 Other essential information:

1. Option to locate a shower with OTPT will require utility adjustments.

8.3 Speech Therapy

8.3.1 Goals and objectives for the area:

8.3.2 Planned use and activities:

1. Speech Therapists work at least one day per week and typically 1/2 to full time in each school.
2. Therapy - adults providing individual and small group therapy (one to six students each) at the same time in their own separate workspaces/tables within the same therapy room. Enough space is needed for therapy so that each adult-student group can participate in their activities without interfering in the activities of the other. Some transfer of therapists

from one group to another within a session is common. Floor space should be available for floor based activities with preschool age children that involve movement within the therapy space. Note: Therapy does not always occur at tables. Some use of auxiliary multi-use space is desirable.

3. Testing - Speech, language and hearing testing is done on a regular basis within the therapy room. Room should provide enough space and separation so that more than one group of children can be tested at a time, as well as soundproof enough to be adequate for accurate hearing testing.
4. Office Work/Parent-Teacher Conferencing - Space should be adequate enough for a teacher's desk and 4-drawer, locking file cabinet so that documentation and other paperwork can be completed by one adult even while therapy may be occurring in another portion of the room. Space should also be adequate for parent and teacher conferencing (three to four adults at a time).

8.3.3 Number of users:

1. The speech therapy office must - be large enough to accommodate two groups of adults/children at the same time with adequate space for their working without interfering in the activities of other.

8.3.4 Staff required:

1. One speech therapist.

8.3.5 Groups:

1. Individual/grouping, 1:1.
2. Two groups of one to six students with two or three adults. (Requires use of shared conference space for larger groups.)

8.3.6 Defined spaces:

1. Not applicable.

8.3.7 Relationships to other activities:

1. The location of the speech therapy office is important for good functioning of the speech program. The room should be centrally located so that no students have to walk from one end of the school to the other for therapy, but near to special education and lower elementary programs due to more intensive involvement with those students. The room should be in a relatively quiet area, not near such noisy areas as the gymnasium, kitchen, music room, computer lab, mechanical room, restroom etc.

8.3.8 Support facilities:

1. Resource room.

8.3.9 Environmental needs:

- | | |
|----------------------|---|
| 1. Natural lighting: | Exterior operable windows with shade preferred, not required. |
| 2. Acoustics: | Sound isolated. |
| 3. HVAC: | Quiet, thermostatically controlled. |
| 4. Wall finishes: | GWB wall. |
| 5. Floor finishes: | Carpet. |
| 6. Ceilings: | Standard. |
| 7. Special lighting: | None. |

8.3.10 Utilities:

- | | |
|-----------------|---|
| 1. Electrical: | Outlets 6' on-center minimum surge protection for computer outlets. Toggle switches, not keyed. |
| 2. PA/Intercom: | One location. |
| 3. Gas: | As needed for HVAC |
| 4. Water: | Sink. |
| 5. Sewer | Drain |
| 6. Voice/Data: | Two locations with three ports . |
| 7. Cable TV: | None. |
| 8. Clock. | Round analog indicating clock. |

8.3.11 Storage

1. Built-in cabinets for storage.

8.3.12 Display Requirements

1. Marker board, bulletin boards.

8.3.13 Furniture and equipment:

1. One teacher's desk with chair.
2. One therapy table with 6 student chairs and 1 adult chair.
3. One locking 4-drawer file cabinet.
4. Waste basket.
5. Pencil sharpener.
6. One 48 x 48 inch marker board.
7. Bookshelf.
8. One small student table and chair.
9. Computer.
10. Telephone.

Note: If built-in storage and cabinets are not provided, rolling cabinets will be needed for storage of therapy materials, therapy toys and books/manuals.

8.3.14 Other uses of area:

1. Tutoring and itinerant staff.

8.3.15 Other essential information:

1. Acoustic sound control is essential.

9.0 FOOD SERVICE

9.01 Functional areas:

1. Kitchen.
2. Food service office.
3. Storage.

9.1 Food Service

9.1.1 Goals and objectives for the area:

1. This space should provide for the efficient and convenient serving of pre-cooked, pre packaged food to the students through a quality serving facility. The food service staff should be provided with the proper equipment and resources to unload, prep., serve and hold food, and with adequate space for personal belongings.
2. The kitchen should exhibit an image of cleanliness, organization, and ease of circulation.

9.1.2 Planned use and activities:

1. The Food Service kitchen will serve pre-packed food to 300 to 400 student meals per day. Meals will not be cooked in this facility. Milk only service is provided for an additional 100 - 200 students with home packed lunches
2. Space must be provided in or near the kitchen for the receipt and storage of frozen, refrigerated, and dry goods. Storage should also be easily accessible via a covered loading area (desired).
3. Miscellaneous utensils and pans will be washed in this kitchen.
4. Expediting money and ticket collection is a priority. Student lunch traffic should flow past the station smoothly. The "point of sale" will be computerized and movable. Verify locations and connections with the ASD Director of Student Nutrition.

9.1.3 Number of users:

1. Serves 500 - 550 students per day; with overloading could be as high as 700 students.

9.1.4 Staff required:

1. Either full time, full time with part time or part time staff depending upon specific school's food service program.

9.1.5 Groups:

1. Scheduling of lunch periods will be at site discretion, however, typically three 30 minute lunch periods will serve approximately 180 students each.

9.1.6 Defined spaces:

1. Kitchen preparation area.
2. Office with relite (window) to the food preparation area and the food serving area accessible.
3. Restroom unless easily accessible.
4. Small storeroom.
5. Mop cleaning and supply area separate from food storage/preparation area.

9.1.7 Relationships to other activities:

1. Mandatory adjacency to the multipurpose room, interconnected by a standard metal passage door and a pair of metal doors. Double door opening will be minimum 8' wide by 7' high on magnetic hold-opens.
2. Traffic patterns for workers and students should not mix or cross.
3. Desired to be located at exterior wall to allow for close access to receiving area, and wall penetrations for air intake and exhaust.
4. Adjacent receiving area should be covered, while allowing for adequate clearance under eaves for truck. (See custodial section.)
5. Provide steps from loading area to pavement as necessary for driver access. Provide railings where necessary. Provide easy access to compactor, and recycling storage.
6. Desired to be in close proximity to a restroom, if not, provide a small restroom in area.
7. Receiving area and truck access should be away from student loading, entry, and play areas.
8. Provide adequate visual, acoustic, and ventilation separation from teaching stations.
9. Provide interior door hatch to compactor.

9.1.8 Support facilities:

1. Will coordinate with, and use custodians as a resource during serving and lunch activities.

9.1.9 Environmental needs:

1. Natural lighting: Exterior operable-windows with shade preferred. Not required.
2. Acoustics: Isolate sound from kitchen prep. Functions to quiet times in the multipurpose room.
3. HVAC: Quiet, thermostatically controlled. Equipment will generate some heat and steam, kitchen needs controllable exhaust systems to allow adjustment of atmosphere and prevent overheating. No Type II hood is required.
4. Wall finishes: Non-porous, hard surfaces, meet code. Ceramic tile wainscot up four feet at wet area. Wall and ceiling finishes should be washable.
5. Floor finishes: Sheet vinyl flooring, slip resistant PVC with aluminum oxide crystals and bacteriastat throughout.
6. Ceilings: 9'.
7. Special lighting: Lighting should be located over work area, moisture resistant fixtures. Minimum 50 candlepower at 30" from floor in all areas of the kitchen. Emergency lighting in kitchen.

9.1.10 Utilities:

1. Electrical: Outlets 8' on-center minimum, spare capacity. Toggle switches, not keyed. Provide for and verify locations of power outlets for food carts, computer stations and misc. electrical food service equipment. Dedicated circuits for refrigerator, freezers, hot carts, microwave, and double ovens. Ceiling pull down outlet cords as needed. See ASD Standard Specs.
2. Phone intercom: One location.
3. Gas: As needed for HVAC or equipment.
4. Water: To kitchen sinks and separate hand wash sink, no booster for sink required.
5. Sewer: Drains garbage disposal at three compartment sink.
6. Voice/Data: One location with three ports.

- 7. Cable TV: None.
- 8. Clock: Round analog indicating clock controlled by Master Clock System.

9.1.11 Storage:

- 1. Dry storage for storage of canned goods and paper products. Twelve linear feet of full height shelving; 24" deep shelves at wall with min. 4 feet circulation area between.
- 2. Staff closet or cabinet; Space for coat, belongings and shoes.

9.1.12 Display Needs:

- 1. Small bulletin board by entry door for information and notices for staff.
- 2. Bulletin board to multipurpose room for displays and marketing.

9.1.13 Furniture and equipment:

(See ASD Standard Specifications for current equipment list and sizes).

- 1. One desk with chair and two file drawers.*
- 2. Garbage disposal unless there are septic system considerations.
- 3. One Food preparation sink.
- 4. One three-compartment pot and pan sink (compartments at 28" x 22" x 14").
- 5. One double stacking convection oven with solid state controls and eleven rack slides per oven.*
- 6. One hand wash sink.
- 7. One full height double commercial roll-in refrigerator.*
- 8. One full height single commercial freezer roll-in unit.*
- 9. One commercial grade Microwave (needs counter or support table).*
- 10. Two folding tables for food serving (8' x 2 ½' that fold in half).*
- 11. One stainless steel work table" for food preparation.*
- 12. Two utility carts.*
- 13. Two hot carts.*
- 14. Point of sale computer equipment.*
- 15. Heavy duty metal storeroom shelving, at 4 tiers high and 18" deep. Length varies dependent upon school program. *
- 10. Two milk coolers with locking lids.*
- 11. One full height commercial half and half dual temperature refrigerator/freezer unit.*
- 12. One floor mop sink (shared usage).
- 13. One small floor mounted safe.

*Indicates food service equipment purchased from the Project Equipment Budget.

9.1.14 Other uses of area:

Community use for special programs.

9.1.15 Other essential information:

- 1. Consideration will be given to the methods and layout of receiving and delivery, passage of food transportation containers through doorways and corridors.
- 2. Consider and provide exterior wall protection against pests and insects, especially around compactor door.
- 3. The kitchen equipment to be connected to the emergency generator system to keep and prevent loss of food.

10.0 Music

10.1 Music

10.1.1 Goals and objectives for the area:

1. The elementary music program consists of music classes, band, and orchestra. The band and orchestra practice simultaneously and often at the same period as physical education. The school must be able to accommodate these simultaneous uses. A separate music classroom is ideal, but efficient use of space requires that the music room or another space serve dual functions as a performance platform. It is suggested that the music room or performance platform be located off the larger of the multipurpose room or gym. However, the designer and educators should carefully consider all the implications of location, accessibility, and multiple use.
2. Introduction and development of musical skills, appreciation, and performance relating these to other fine arts and to academic functions. Each classroom to incorporate a well balanced music program; instrumental singing, composition, movement and appreciation
3. The performance platform provides a rehearsal area for the community after hours.

10.1.2 Planned use and activities:

1. Music: instruction skills, concepts, and theory, rehearsing and performance.
 - a. Listening to tapes and records.
 - b. Singing.
 - c. Rhythm instruments.
 - d. Folk dances and rhythm movement.
 - e. Identification and awareness of instruments.
 - f. Field trips to musical events.
 - g. Performances.
 - h. Speakers.
 - i. Visiting musicians.
2. Possible instruction of future performing groups of band, orchestra, and chorus.
3. Movement is part of program.
4. The room should be designed for music instruction, performance, drama and other activities.

10.1.3 Number of users:

1. Up to thirty-five for class.
2. Up to 75 for Performances with choir risers .

10.1.4 Staff required:

1. One Music Specialist, as program grows, may add part time specialist(s).

10.1.5 Groups:

1. Music Classroom: minimum 40 for instrumental
 - a. Band.
 - b. Primary grades choir.
 - c. Intermediate grades choir.
 - d. Strings.

2. Performance: 50 instrumental, 100 choral (without risers).
3. Practice: six instrumental.

10.1.6 Defined spaces:

1. Rectangular, with the long side parallel to the operable wall separation from the main audience room, to avoid a "deep" performance area.
2. Music instructor's office adjacent to the main music room. This space is not required when music is a stand-alone classroom.
3. Lockable Instrument storage area or room adjacent to the office and the music classroom.

10.1.7 Relationships to other activities:

1. Acoustically isolated from other school spaces and activities, but easily reached by all classes. Not necessarily centrally located.
2. Access to allow after hour use by community for rehearsals; also for moving equipment when the music classroom and performance platform are dual use spaces.

10.1.8 Support facilities:

1. Music office for office work and repair of instruments. This space is not required for a dedicated music classroom.

10.1.9 Environmental needs:

- | | |
|----------------------|--|
| 1. Natural lighting: | Exterior operable windows with shades desired, not required. |
| 2. Acoustics: | Sound reduction/attention for vocal and instrumental. Room to be isolated. "Neutral acoustics" (not "dead"), could use curtain for reverb adjustment. Provision for audio system-flexible, not built in, locate at teaching station. |
| 3. HVAC: | Quiet thermostatically controlled. High volume, low velocity diffusers. Assure sound isolation from other teaching stations. |
| 4. Wall finishes: | GWB with optional curtains for sound reverberation control. Rectangular shape room is probably best for acoustics. Front "stage" curtain optional. |
| 5. Floor finishes: | Dark carpeted, flat. Higher than multipurpose room. Consider ADA access and stairs. |
| 6. Ceilings: | Suitable for good acoustics, 10'- 13'high. |
| 7. Special lighting: | Controlled by level. Provide special platform Stage lights with locked switch. |
| 8. Music Office: | Office/work space with ample storage space for music and equipment. Window facing music room. Deep sink with hot/cold water. Work desk with power outlets. |

10.1.10 Utilities:

- | | |
|-----------------------------|---|
| 1. Electrical: | Outlets at 8' on-center minimum surge protection for computer outlets. Toggle switches, not keyed. Except stage lights. |
| 2. PA/Intercom: | One or two locations with office. |
| 3. Soundfield Equalization: | Provide infrastructure to support soundfield equalization system. |
| 4. Gas: | As needed for HVAC. |
| 5. Water: | To sink with gooseneck faucet in office. |
| 6. Sewer: | Drains. |

- 7. Voice/Data: Two locations with three ports at each location. If separate music office provide one location with three ports.
- 8. Cable TV: One location at teaching station.
- 9. Clock: Round analog indicating clock, visible from workroom.
- 10. Sound system: Integrated amplifier with six XLR channel inputs - five inputs in walls, one floor audio, tape deck, multiple disc CD player with controls located so as to provide the ability to adjust them using a keypad for recording and playback convenience. Provide high quality speakers.

10.1.11 Storage: (All lockable)

- 1. Music folder storage and sorting rack, sized for children.
- 2. Music storage
- 3. Vocal and instrumental
- 4. Band and choir folder storage.
- 5. Book storage.
- 6. Bins and drawers, shelving for instrument storage for
 - a. Orff instruments
 - b. Band/orchestra instruments
 - c. Percussion
 - d. Tape and CD storage
- 7. Fifty chair storage.

10.1.12 Display Needs:

- 1. Bulletin boards on end walls.
- 2. Marker board with staff lines; could be movable board to allow flexibility.
- 3. Projection screen as appropriate to size of space.

10.1.13 Furniture and equipment:

- 1. Music classroom:
 - a. Locked storage space for instruments, music stands, equipment.
 - b. Marker board and corkboard, 50% staff lined, on operable wall.
 - c. Fifty music stands (Wenger) with storage cart.
 - d. Large monitor/VCR.
 - e. Sheet music storage.
 - f. Need thirty stackable chairs; not folding.
 - g. Built-in projection screen.
 - h. Music sorting rack; usable by students.
 - i. Piano.
 - j. Lectern.
 - k. Electronic keyboards.
 - l. Soundfield equalization equipment.
 - m. Computer (music setup).
 - n. Printer.
 - o. Telephone.

See also ASD music program minimum inventory for instruments.

2. Music office:
 - a. Desk in office, also work counter for instrument repair.
 - b. Provision for computer in office.
 - c. Sound isolating window, view to music room.

10.1.14 Other uses of area:

1. Community use for rehearsals.

10.1.15 Other essential information:

1. Double or wide doors; facilitate moving of students in and out or - single door (with relite) large enough to move equipment and instruments in and out of classroom

11.0 MULTIPURPOSE ROOM

11.1 Multipurpose Room

11.1.1 Goals and objectives for the area:

1. This room will serve as a lunch area, and as multipurpose overflow space for other educational programs.

11.1.2 Planned use and activities:

1. The following uses will be accommodated:
 - a. Cafeteria lunchroom
 - b. PE:
 - Jumping.
 - Pull-ups.
 - Tumbling.
 - Rhythm exercises.
 - Four square.
 - Floor games.
 - Indoor soccer.
 - c. Assembly.
 - d. Music.
 - e. Drama.
 - f. Community use and meetings.
 - g. Group projects.
 - h. Indoor recess.
 - i. Carnivals and productions.

11.1.3 Number of users:

1. Up to 500 seated in chairs for assemblies.
2. Two hundred at lunch tables during lunch period.

11.1.4 Staff required:

11.1.3 Supervisors at lunch time.

11.1.5 Groups:

1. Large and small groups uses.

11.1.6 Defined spaces:

1. Main room.
2. Table, chair, and riser storage.
3. Community usable kitchenette and lockable cabinets.

11.1.7 Relationships to other activities:

1. Adjacent to music classroom, preferred. Door connection should allow use of music room or art activity lab as "green, room for performances.
2. Provide folding wall between this space and music room to allow large group assembly optional feature electrically operated folding wall.

3. Should be buffered from classrooms and IMC
4. Proximity to Administration is desirable.
5. Easy access to gym and to playground.
6. Close proximity to gymnasium.
7. Ability to isolate other portions of the school for security.

11.1.8 Support facilities:

1. Music room.
2. Kitchen.
3. Public restrooms.
4. Gymnasium.
5. Table, chair, riser storage.

11.1.9 Environmental needs:

- | | |
|----------------------|---|
| 1. Natural lighting: | Not required |
| 2. Acoustics: | Sound attenuation, utilize ceiling and walls. Provide sound system controllable as a separate function for this room and as a whole with music room. Microphone connections at performance location and at either side of room. |
| 3. HVAC: | Quiet, thermostatically controlled |
| 4. Wall finishes: | Low main, easily cleaned wall finish. |
| 5. Floor finishes: | Floor to be vinyl tile. |
| 6. Ceilings: | High. 15' minimum. |
| 7. Special lighting: | Controlled by level and zones. All lighting and devices to have wire guards. Provide spot lighting at ceiling above performance area. Emergency lighting required. |

11.1.10 Utilities:

- | | |
|-----------------|---|
| 1. Electrical: | Outlets at 8' minimum. Toggle switches, not keyed. |
| 2. PA/Intercom: | Intercom speakers in multipurpose room. |
| 3. Gas: | As needed for HVAC |
| 4. Water: | To cooler type drinking fountain, locate away from traffic patterns. |
| 5. Sewer: | Drains. |
| 6. Voice/Data: | Four locations with four ports at each location (one on each wall). |
| 7. Cable TV: | Provide TV connections at minimum two locations around room for mobile carts. |
| 8. Clock: | Round analog indicating clock. |

11.1.11 Storage:

1. Provide table storage room for 13 ea. 16 person tables with double doors, door height to allow rolling of folding lunch tables and stacking chairs for 500. No threshold. If needed, provide magnetic hold open devices on doors.
2. Provide separate securable storage for before and after school programs.
3. Lockable storage for temporary PE use.

11.1.12 Needs:

1. Marker board at one wall.
2. Provide for electrically operated 12' wide projection (electric) screen, roll down from ceiling.

11.1.13 Furniture and equipment:

1. High quality folding lunch tables for 200.
2. 500 hanging chairs with rolling racks.
3. Kitchenette to provide a refrigerator, sink and microwave.

11.1.14 Other uses of area:

1. Camp Fire and YMCA before and after school programs.
2. Other multiple uses.

11.1.15 Other essential information

1. Provide securable kitchenette by the use of doors or rolling grille.

12.0 PHYSICAL EDUCATION

12.01 Including:

1. Gym.
2. P.E. office.
3. P.E. storage.
4. Community storage.
5. Play area.

12.1 Gymnasium

12.1.1 Goals and objectives for the area:

1. Program is designed to promote mastery of life long skills that promote a healthy life style. A thoughtful actions and outcomes approach to teaching P.E.
2. The gymnasium will need to accommodate a variety of activities, provide for optimum safety, have good acoustical control, and have ample storage.

12.1.2 Planned use and activities:

1. Lessons are divided into several different components: warm up, fitness, skills , games.
2. Focus:
 - a. Physical development.
 - b. Cooperation - team effort.
 - c. Personal goal achievement.

12.1.3 Number of users:

1. 40-70 students (2 classes).
2. Forty to fifty community users.

12.1.4 Staff required:

1. One teacher must monitor all students.

12.1.5 Groups:

1. Varies, need good acoustics to allow direction to be given to diverse activities without disrupting others.

12.1.6 Defined spaces:

1. Gymnasium with floor markings for basketball, large circle games, indoor soccer, and volleyball. Confirm with ASD Facilities staff.
2. P.E. instructor office.
3. P.E. storage room.

12.1.7 Relationships to other activities:

1. Adjacent to OT/PT room.
2. Adjacent to play area.
3. Adjacent to restrooms.
4. Close to Administration.

5. Should be able to occupy without entering other parts of the building.
6. Provide ski and skate storage room. (Should be accessible for recess access.)
7. Close proximity to Multipurpose Room.

12.1.8 Support facilities:

1. P.E. storage provides locked storage for P.E. equipment
2. P.E. office provides for a professional work station for a P.E. Specialist. Room may contain shower for staff use. Window to outside environment desired.

12.1.9 Environmental needs:

1. Natural lighting: Not required.
2. Acoustics: Sound attenuation, utilize ceiling and walls. Provide sound system keypad controllable as a separate function for this room as a whole. Microphone connections at performance location and at each side of room. Provide cordless mike.
3. HVAC: Quiet, thermostatically controlled.
4. Wall finishes: Wall surfaces hard to allow rebound of balls to height of 8 feet. Students must be able to move about safely; avoid wall projections of equipment.
5. Floor Finishes: Floor to be poured urethane, minimum 3/8 inch thick, medium soft hardness. Usual floor markings along with large class size circle in center and individual marks for students to stand on to call them to order.
6. Ceilings: High. 23' minimum. Ceiling height to allow community volleyball. Provide "lock down" clips if lay-in ceiling if used. 12' ceiling in storage room.
7. Special lighting: Controlled by level and zones. HID lighting with provision for lighting during warm-up. All lighting and devices to have wire guards. Provide emergency light as gym is used for emergency situations.

12.1.10 Utilities:

1. Electrical: Switches.
2. PA/Intercom: Intercom speakers in gym. Provide separate high quality sound system for music and speaking presentations.
3. Gas: As needed for HVAC.
4. Water: To gym drinking fountain.
5. Sewer: Drains.
6. Voice/Data: One location at office with three ports.
7. Cable TV: Two connections at corners in gym for TV on cart.
8. Clock: Round analog indicating clock.

12.1.11 Storage:

1. Community storage area contains lockable cabinets to allow multiple users to store P.E. type equipment.
2. Storage area should include shelving for equipment stored in containers and boxes with hooks for ropes, hoops, etc., stick storage
3. P.E. storage for.
 - a. Balance Beams 4
 - b. Parachute 1
 - c. Tumbling Mats 8-12

d.	Volleyball Nets and Standards	2 sets
e.	Individual Jump Ropes, 7'	18
f.	Individual Jump Ropes, 8'	18
g.	Long Jump Ropes, 16 (four 9' ropes)	8
h.	Softballs 12"	4
i.	Playground Balls 8-1/2"	36
j.	Basketballs, Jr. size	6
k.	Wands	36
l.	Cageball 24"	1
m.	Cageball 48"	1
n.	Stop Watches	2
o.	Bean Bags	36
p.	Paddles	36
q.	Sponge Ball for Paddles 2-1/2"	36
r.	Soccer Balls Jr. size	6
s.	Volleyballs - leather	8
t.	100' Measuring Tape	2
u.	Traffic Cones	16
v.	Hoops	36
w.	Fleece Balls	36
x.	Frisbees	4
y.	Batons-Relay	4
z.	Jumping Boxes 8" high	4
aa.	Jumping Boxes 16" high	4
bb.	Individual Mats	36
cc.	Magic Ropes	8
dd.	Partner Tug-O-War Ropes	18
ee.	Appropriate tapes and CD's for rhythms	24
ff.	Baseball equipment	1 set
gg.	Cross-country skis & poles	40
hh.	Indoor soccer goals	2

Reference ASD P.E. program minimum inventory for equipment verification.

- Office has lockable cabinet for small valuable equipment.

12.1.12 Display Needs:

- Two 4' x 6' marker boards without rail.
- Bulletin board at main student entry to gym.

12.1.13 Furniture and equipment:

- Structure to allow for hanging climbing ropes sufficiently distanced from the wall to allow swinging.
- Chin up bars on wall.
- Safety wall padding as required by code.
- Provide six, adjustable height (7' - 10'), opaque, rectangular, basketball backboards in gym. Backboards will, under power, lift or swing against wall. Do not block sight lines or otherwise interfere with folding wall. Basketball baskets and supports should be retractable so as not to hinder play by other activities.
- Provide volleyball standards (4) and floor mounted volleyball sleeves/floor plates.
- Office: Desk file cabinet, shelving, lockable closet. If shower installed - shower curtain.
- Computer.
- Printer.
- Telephone.

12.1.14 Other uses of area:

1. Multiple uses; assemblies, meeting, presentations, community use.

12.1.15 Other essential information:

1. Consider the need to prevent balls from getting caught on ceiling equipment, speakers, lights, etc. Provide screens over all exit signs, intercom speakers, fire alarm apparatus, and other damageable equipment.
2. Provide permanent in floor net post anchor points.
3. Provide safety wire attachment to ceiling diffusers and any items not covered by screens.
4. Items incorporated on floor and walls should be flush.

13.0 GENERAL BUILDING REQUIREMENTS

13.01 Including:

1. Receiving.
2. Building plant manager room.
3. Central building storage.
4. Commercial trash compactor.
5. Storage for outside equipment

13.1 Custodial

13.1.1 Goals and objectives for the area:

1. Providing for the professional, adequate, and efficient daily maintenance and operation of the school building facility.

13.1.2 Planned use and activities:

1. Building Plant Operator and custodians responsibilities include:
 - a. Cleaning.
 - b. HVAC control.
 - c. Special event support.
 - d. Community use support and assistance.
 - e. Receiving.
 - f. Safety issues.
 - g. Security/Fire alarm/Emergency programs.
 - h. Special faculty support to staff and principal.
 - i. Supplies and furniture maintenance and storage.
 - j. Snow removal from sidewalks and play area.
2. Loading area must accommodate:
 - a. The exit point for refuse and recyclables.
 - b. Receiving Food transport carts. (Student Nutrition delivery trucks minimum 34 ½ feet long.)
 - c. Receiving supplies.
 - d. Delivery of maintenance equipment and supplies.
 - e. Provide for cleaning of garbage cans and miscellaneous equipment.
 - f. Sand/salt storage.
3. The custodial office and general building storage provides:
 - a. A professional workstation, desk and workbench for BPO and custodians.
 - b. Central maintenance and operations office and storage. This is the main custodial room.
 - c. Area for the repair of furniture and minor equipment repairs.
 - d. Storage of large custodial equipment;
 - Three floor vacuum.
 - One wet/dry vacuum.
 - Carpet cleaners.
 - Floor scrubber (lunchroom).

- Mop pails.
 - Tools.
- e. Exterior maintenance equipment i.e., shovels, racks, hoses, tractor and/or snow blower.
 - f. Dry storage of light bulbs, parts, paper goods, etc.
4. Other custodial rooms spread throughout building (usable space for day-to-day cleaning) would include:
- a. Floor sink.
 - b. Storage of supplies.
 - c. Storage of cleaning equipment.
 - d. Garbage cans.
 - e. Consider one in each wing or if multiple floor buildings to include custodial room on each floor.

13.1.3 Number of users:

1. Not applicable.

13.1.4 Staff required:

1. One to two custodians per shift.

13.1.5 Groups:

1. Not applicable.

13.1.6 Defined spaces:

1. Building Plant Operator work room.

13.1.7 Relationships to other activities:

1. Adjacent to or includes general building storage.
2. Adjacent to kitchen.
3. Adjacent to multipurpose room desired.
4. All mechanical equipment in one room (not spread out).
5. Openings to attic by stairway.
6. Stairway to loading area driving surface; handrails as necessary.
7. Do not place electrical or other system equipment in custodial rooms.
8. Exterior access required for snow blower/fuel storage.

13.1.8 Support facilities:

1. Commercial trash compactor - 20 yard capacity preferred.

13.1.9 Environmental needs:

- | | |
|----------------------|--|
| 1. Natural lighting: | No exterior windows for security. |
| 2. Acoustics: | None. |
| 3. HVAC: | Center for DDC local system connections, service, and monitoring in Boiler Room. |
| 4. Wall finishes: | Gypsum wallboard. Hard surface walls, with back splash protection behind slop sinks at least four feet high. |

- | | |
|----------------------|--------------------------|
| 5. Floor finishes: | Sealed concrete. |
| 6. Ceilings: | A lay-in ceiling or GWB. |
| 7. Special lighting: | Standard fluorescent. |
| 8. Doors: | 36" wide minimum. |

13.1.10 Utilities:

- | | |
|-----------------|---|
| 1. Electrical: | Wall outlets 8' on-center minimum, surge protection for computer outlets. Provide location and outlet for recharge of large battery operated equipment. All interior areas of the school must be within 25' of an electrical outlet Toggle switches, not keyed. |
| 2. PA/Intercom: | One location. |
| 3. Gas: | As needed for HVAC. |
| 4. Water: | To floor sink, floor sinks in each custodial room. |
| 5. Sewer: | Drains. |
| 6. Voice/Data: | One location with three ports. |
| 7. Cable TV: | None. |
| 8. Clock: | None. |

13.1.11 Storage:

1. Steel shelving where needed.

13.1.12 Needs:

1. Small marker board in main custodial office.

13.1.13 Furniture and equipment:

1. Desk.
2. Work bench with power outlets handy.
3. Flammable material storage cabinet.
4. Computer.
5. Tool storage.
6. Main storage - distribution.
7. Close to receiving.
8. Not isolated from central building.
9. Proper protected outside layout for:
 - a. washing cans
 - b. recycling
 - c. trash compactor
 - d. receiving
10. Telephone/Intercom.
11. Bulletin board.

13.1.14 Other uses of area:

1. None.

13.1.15 Other essential information:

1. Provide warm secure storage for snow blower and fuel with access directly to exterior of building.

13.2 Restrooms

13.2.1 Restrooms:

1. One set boys' and girls' restroom facilities should be located in each of the classroom wings. Optionally, the Primary classrooms may each have one restroom, reducing the need for one set of hall accessible restroom facilities. Their size should be planned in accordance with the anticipated traffic patterns. One unisex staff restroom should be located off each corridor area or easily accessible from the classrooms space.
2. All materials used in the, restrooms/lavatories must combine sanitation, durability, ease of maintenance as well as attractiveness. Floor drains are essential. Ceilings should be moisture proof. All fixtures should be vandal proof with only the necessary parts and equipment accessible within the restroom for use by children. All other piping and fixtures should be behind wall in a maintenance area away from student traffic.
3. It is necessary to include the following: paper towels, soap dispensers at appropriate heights, wall mounted toilets and urinals with adequate carriers to withstand abuse, stall partitions with vandal resistant doors and disposal; units where appropriate, and wall hose bib. Light control should be by keyed switch, and emergency lighting should be available in case of power outages. Adequate ventilation/fan systems should be provided for in all restroom areas.
4. Sinks and washing facilities should be located in student restrooms. Mirrors should be located in this area. Sinks should be high quality, both functionally and aesthetically.

13.3 Central Building Storage

13.3.1 Goals and Objectives for the Area:

1. Provide for general dry storage through the use of heavy duty adjustable shelving for the efficient storage of specific quantities of materials needed for efficient ordering/delivery from the District's Central Warehouse and product vendors. The following materials will be stored:
 - a. Bulk school supplies.
 - b. Textbook.
 - c. Spare student desks.
 - d. Copy machine paper.
 - e. Rolled construction paper.
 - f. Floor buffing and carpet shampooing equipment.

E N D