Lockerman Middle School Replacement Facility Educational Specification

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Prepared by

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For the Board of Education

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Table of Contents

Introduction and Scope

- This document outlines the facilities required for the Lockerman Middle School Replacement project serving Grades 6-8. The descriptions included in the following pages provide the architect with important guidelines to review the drawings of the new facility.
- This school will be designed for a program capacity of 904 students, with a core capacity for 1,135 students. A 14-classroom addition is to be master planned to bring it to its core capacity. The architect is to show the location for the future classroom addition.
- The High Roads School Program, a regional special education program, provides support and services for students in a highly structured, therapeutic setting to support students' academic, social-emotional, and behavioral needs.
- An intensive needs special education classroom also will be designed to support the needs of students living in the Lockerman Middle School service area.
- To support English Language Learners, a classroom and office will be provided.
- A School-based Health Center, which currently serves the school population, will be designed as part of the Cooperative Use Space needs.
- The project is scheduled to open in August 2029.
- The architect should show the location for relocatable classrooms, should they be required in the future. These units should be sited in a location where they will not cause conflict with the constructability of a future addition. The necessary utility connections, i.e., electrical power, fire alarm, public address, and data, should be provided near the future location of relocatable classrooms.
- The architect will provide a space summary comparison between the space requirements of the educational specification and the proposed design after each phase of the project, including but not limited to the schematic design, design development, and construction document design phases.

Background

Facility History

The original building opened in 1938 as Lockerman High School, with additions in 1959 and 1963. In 1977, after the school became a middle school, the original 1938 facility was demolished, and renovations were made to all parts of the 1959 and 1963 portions of the facility. A band room and locker rooms were added in 1993, along with renovations to parts of the 1977 renovations. Built with several renovations and additions, the current facility is outdated and does not adequately meet the educational program for the student population. The school has many classrooms that were originally created as open pods. Although they have been closed up, many students have to traverse one classroom to get to another classroom. There are no science laboratories to support the science program. The corridors are narrow and congested during class transitions, and the building is difficult to supervise.

In addition, there are severe site limitations that do not allow for the separation of buses and cars, and the small bus loop cannot accommodate the 40 or more buses that are currently loading and unloading students on the narrow street. At arrival and dismissal, the buses are lined up on the east side of Lockerman Street and the south side of Caroline Street, with parents in vehicles dropping off students on the other side of these streets. Until the doors open to admit the students, a large crowd of students and supervising adults gathers in a very small space. The conditions for students to cross the road from parked cars or homes in the immediate neighborhood are not optimal, particularly as students often fail to use the designated crosswalk. If the building were renovated or replaced on the same site, achieving separate bus and vehicle access and parking in the rear of the school would substantially reduce the size of the playing field and the surrounding exercise path. Once staff parking and stormwater management facilities are taken into account, the playing area would be reduced even further. Moreover, an addition of approximately 22,013 SF will be needed to accommodate the projected number of students; even at two stories, this addition would reduce the playing area even further.

For these reasons, the school has been identified for replacement with relocation to a new site. A feasibility study is underway to identify a new site for the school.

Historical Background

According to the Ridgely Historical Society, Sir Isaac Thomas donated six acres of land to the Board of Education In 1930, on behalf of the Denton Parent Teacher Association. This land was to be used for the site of the new black high school in Caroline County. This school would be named Lockerman High School, named after Joseph Lockerman (1863-1923), a prominent black educator born near Denton who became the first African-American principal of the Colored High and Training School (which later became Coppin State University).

Lockerman High School continued to be a prominent African American school in Caroline County until it was changed under the desegregation of schools that followed the Brown vs. Board of Education decision in 1954. In 1966, when all schools in Caroline County were fully desegregated, Lockerman High School was changed to a middle school and renamed as Riverview Middle School. In 1993, to recognize the original history of the site, Riverview Middle School was renamed to Lockerman Middle School.

The African American community of Denton takes great pride in the legacy of Lockerman Middle School, with many families boasting of multiple generations of graduates. While the intention is for the existing

facility to be repurposed to serve the community, it is essential that the history of the school and the community be memorialized in part in the new replacement facility.

School History Showcase

The architect should provide space to display the rich history of the school and community and to allow the students to learn about the contributions of school alumni.

- ☐ Consider various media to display the history and artifacts of the school and alumni of Lockerman Middle School
- ☐ Lobbies, corridors, and other areas of assembly will provide appropriate locations for the display of a select collection of artifacts and memorabilia.
- ☐ Ensure that the items and history are protected and secured.
- ☐ Provide high-quality lighting to display items.

Demographics

Projections indicate that student enrollment will grow over the next six years to almost 900 students and almost 950 students by the 10th year.

	Actual Enrollment	Projected Enrollment							
Grade	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030	2030-2031	2031-2032	2034-2035
6	291	267	284	265	277	294	301	277	319
7	258	300	276	293	273	286	304	311	321
8	278	260	303	278	295	275	288	306	306
Total	**827**	**827**	**863**	**836**	**845**	**855**	**893**	**894**	**946**

Purpose of Educational Specification

Educational specifications serve as the link between the educational program and school facilities, whether contemplating a new building or remodeling an existing one. The purpose of educational specifications is to clearly describe thvarious learning activities to be housed in the school, their spatial requirements, their appropriate locations within the building or the site, and any special requirements that a designer or a facility planner would need to consider.

It is important that the educational specifications describe as thoroughly as possible the facility's anticipated uses and identify the specific physical characteristics that will be required to house and promote the proposed activities. The educational specifications provide detailed parameters to guide the design professional's work, rather than describe how the facility is to be constructed.

The uniqueness of the educational specifications can be attributed to several factors, including variations in community involvement, educational programs, and school sizes. It is important that all educational specifications attempt to:

- Involve educators and community representatives in the definition of educational needs.
- Enable school planners to better understand the purposes of the facility.
- Help the designers to create a building that fits the educational program and needs of the community.
- Eliminate oversights that are expensive to correct once construction is complete.

A well-prepared educational specification is an integral part of the creation of a building that enhances the learning environment, accommodates learning activities, and provides pleasant surroundings for occupants and visitors. This educational specification is intended to set parameters and guidelines that can be used as the basis for preparing a design for the replacement of Lockerman Middle School and will reflect the district's highest goals and aspirations for a forward–looking school facility.

General Planning Considerations

Educational Vision

- Students must be educated to thrive in the world that will exist in their future.
- Students learn best in an empathetic, safe and healthy environment.
- All students are entitled to equitable resources, services and opportunities to learn.
- Trust is built by acting honestly, openly, ethically and respectfully.
- Partnerships with and among students, staff, families and community are essential to our mission.
- Efficient and effective school system operations have an important impact on student learning.

Educational Goals

- Academic Excellence: Provide equitable access to relevant, engaging curriculum and experiences that develop the knowledge and skills needed for college, career, and life readiness.
- Wellness: Foster an environment that supports the social, emotional and physical well-being of students.
- Equity: Create equitable opportunities to learn by providing resources according to each student's unique needs.
- Communication: Ensure meaningful avenues of communication with and among students, staff, families, and community.

Code and Guidelines

- ☐ The architect is expected to become thoroughly familiar with all national, state, and local fire safety, life safety, and health code regulations and to follow applicable rules and regulations of the State Interagency Commission on School Construction (IAC) and MSDE (Maryland State Department of Education).
- ☐ The building is to be accessible to the disabled within the meaning of the latest edition of the Americans with Disabilities Act and to conform to all the latest requirements of the Americans with Disabilities Act Standards for Accessible Design.
- ☐ In addition to the ADASAG, the *Maryland Accessibility Code* (COMAR.09.12.53) is required for public schools.
- ☐ Per COMAR 14.39.02.32, For schools that will be used as emergency management shelters based upon the LEA determination, local officials shall consult with the Maryland Emergency Management Agency (MEMA) to determine those areas of the facility that are necessary for public safety when the circumstances require the use of the facility as a public shelter during or after a federal, State, or local declared emergency.
- ☐ State of Maryland laws require green building technologies when constructing or renovating State of Maryland-owned buildings and public schools. The Maryland Green Building Council (Council) established the High-Performance Green Building Program (HPGBP) to guide Maryland State agencies and Local Educational Agencies (LEAs) in programming, design, and construction of facilities. Requirements of the HPGBP apply to facility design and construction of projects funded solely with State of Maryland funds, State-funded new and replacement school construction, and community college projects funded in part with state funds. The HPGBP requires the use of one of these three approved green building rating programs or codes in the design, construction, and operation of facilities:
    - ☐ Leadership in Energy and Environmental Design (LEED), a program of the U.S. Green Building Council; or
    - ☐ International Green Construction Code (IgCC), one of the codes of the International Code Council; or
    - ☐ The Green Globes protocol of the Green Building Initiative (GBI).

  LEAs must follow the HPGBP but are exempt from certification requirements. The HPGBP is intended to be used in conjunction with other State of Maryland and federal statutes, codes, standards, and policies.
- ☐ The architect should refer to MSDE 2006 Classroom Acoustic Guidelines to address the acoustical qualities of classrooms. Core learning spaces should include sound-absorptive finishes for compliance with reverberation time requirements as specified in ANSI, Acoustical Performance Criteria, Design Requirements, and Guidelines for Schools (ANSI S12.60-2002.)
- ☐ High quality materials that are easy to maintain should be used in construction.
- ☐ A Pedestrian Safety Plan is required by the State of Maryland.
- ☐ A traffic management plan will be required.

- ☐ The school will serve both the academic community and the local community during non-school hours. The community will occasionally use the Gymnasium, Cafeteria, and Library Media Center for various recreation and meeting purposes. The school should be designed so that the academic areas can be isolated when the school is in use for community functions.
- ☐ Crime Prevention Through Environmental Design (CPTED) principles should be applied in the design of the building and site. Ensure that all approaches to the building are subject to natural surveillance by school staff.

Equity and Accessibility

Physical Accessibility

The entire facility shall be accessible for students, staff, and visitors. This will be accomplished through judicious use of ramps and elevators with enough internal clearances for circulation, convenient bus/van loading and unloading, and nearby accessible parking spaces.

All elements of the Americans with Disabilities Act (ADA) must be complied with, including:

- 'wayfinding' and signage;
- appropriate use of textures, lighting, and other sensory cues; and
- universal accessibility of all indoor and outdoor school facilities.

Students Who Learn Differently

The design shall integrate special education facilities throughout the school to support inclusion and the specialized requirements for students who learn differently. Special attention will be given to the accessibility of all facilities and an integrated learning program.

Facilities should be designed and constructed to address students' needs, including sensory indicators. Attention shall be paid to lighting, color, ambient acoustics, temperature, and comfort in the facility.

Restrooms

CCPS respects and supports students' desire for both privacy and safety regarding restrooms.

- ☐ The design/placement of these toilets should provide for the direct adult supervision of student ingress and egress from the classroom, corridor, or public area, as appropriate.
- ☐ The hand-washing facilities should be placed in an area that provides direct supervision.
- ☐ A single-use, accessible toilet should be provided in all academic and community use areas to address privacy needs for students and community members.

The materials used in the group restrooms should be easy to maintain by the building services staff. Consideration for the following materials should be made:

- ☐ Protective coating on walls and floors
- ☐ Epoxy or sheet good flooring material is preferred
- ☐ Polished stainless steel partitions
- ☐ Metal guards on all dispensers
- ☐ Avoid the use of tile and grout

Community Use

The facility shall be designed and constructed to facilitate community use both during and outside regular school hours for recreation, meetings, and educational functions. Security during these times is important. The architect will zone the building for flexible after-hours use and note both active and passive security measures.

Design elements shall include:

- ☐ Zoning and security layering to allow for selective use of space in order to separate community activities from the academic areas. Layering shall include both passive (gates and fencing) and active (intrusion detection) measures.
- ☐ Placement of facilities and circulation to provide direct access from outside to community spaces and to minimize mixing of traffic.
- ☐ Zoning of MEP systems to allow for selective use of space.
- ☐ The Library Media Center should be designed so it can be used as a community meeting space, and the Cafeteria and Gymnasiums should be available for after hours use.

Adjacencies and Design Considerations

Administration/Student Services

- ☐ From the parking and walking access areas, all visitors should be able to identify a 'single point of entry' to the school. Immediately upon entry, universal signage and visual cues should guide parents to a spacious, welcoming area with seating and access to the main office staff., Visitors will be required to enter the welcome center, be identified, and receive a visitor's identification badge before proceeding into the rest of the school.
- ☐ Enrollment,registration, and community school services should be located near the main office.

Cafeteria

- ☐ The cafeteria and serving lines should be well lit with natural and artificial light.
- ☐ The ceiling height should be balanced with the overall volume and treated acoustically.
- ☐ A variety of seating options, including outside seating, is desirable in a secured area.
- ☐ Electrical outlets for charging mobile devices are desirable.
- ☐ This area will be used for multiple functions that will include student dining, group activities, performances, and community meetings.
- ☐ At least two permanently mounted, magnetic marker boards and electrical outlets for mobile projectors would support 'break-out' discussions
- ☐ Wireless access points and wall outlets need to be sufficient to support on-line testing if needed. Wireless capacity should match, or be greater than, room capacity.
- ☐ An outdoor play area for students to participate in recess as part of their lunch period should be provided adjacent to the cafeteria. This space can be pavement or grass as the site permits.

Corridors and Circulation Requirements

- ☐ The front entry lobby should be welcoming and inviting for students, staff, and visitors.
    - ☐ A display monitor should be provided in the lobby and additional display systems should be provided for 2-dimensional and 3-dimensional student work and awards.
    - ☐ Display cases or other media should be prominently provided to highlight the history of Joseph Lockerman, Lockerman Middle School and the community.
- ☐ Finishes should be durable and easy to maintain. Colors, artificial lighting, and natural daylighting should be managed artfully.
- ☐ Corridors should have occasional views of the outside such as courtyards, green roofs, and play areas. Interior circulation systems shall provide clear and direct access to the instructional areas of each level, afford views to the exterior, and bring daylight into the interior along their length, using clerestories above adjacent doors, frosted glazing along walls, alcoves, and connecting stairs, or other means.

- ☐ Exterior views shall, where possible, be designed to include scenic elements such as vistas or views of exterior landscape features. At a minimum, primary corridors shall provide views to the exterior at ends and corners as termination points.
- ☐ Interconnecting stairs shall be provided to encourage circulation and interaction between floors at intervals no greater than two hundred (200) feet.
- ☐ Interconnecting stairs may be integrated with egress stairs as required by applicable law, provided the interconnecting stairs are designed as Non-Assignable Spaces, Interior: Stairwell: Primary Circulation.
- ☐ Where programs are similar at multiple levels within the building, interconnecting stairs shall be designed to be visible and open stairs, except where security layering fire code regulations require closed or restricted access.
- ☐ Where fire control doors or shutters are installed, they shall be designed to be open under normal conditions and to be closed only in the event of a fire alarm.
- ☐ The buildings shall be designed to provide universal access and to conform to all ADA requirements.
- ☐ Long, low-lit hallways lined with classroom doors should be minimized.
- ☐ Provide transparency from the classrooms into the hallways to increase supervision.
- ☐ Provide alcoves at intersections to store two trash/recycling collection bins out of the trafficked corridor.
- ☐ Built-in recessed display cases with tackboard and controlled recessed lights shall be provided in the entrance foyer, music area, art area, physical education area, Library Media Center, and at the entrance to each team or grade level area. Provide safety glass.
- ☐ Sustainable water coolers should include reusable bottle fill-up options and should not be in corners that can cause traffic jams.
- ☐ Lockers should be distributed throughout the facility in locker bays and not in the corridors to ensure that the transition of classes is not impacted.
- ☐ Locker bay areas should be in areas that are well lit and easy to supervise by staff (low lockers with tops) not to exceed a height of 42”.
- ☐ The number of lockers should equal the total capacity plus an additional 5 percent over capacity.

Library Media Center

- ☐ School libraries are changing from being quiet, book-lined spaces for research and contemplation to multi-media, interactive studios for social collaboration for faculty and students. The Library Media Center is one of the largest and most flexible areas in the school, with the capacity of being transformed from a variety of self-directed/individual activities to a large group meeting and presentation space in a matter of minutes.
- ☐ Often part of the school commons, new media centers are more than 50 percent digital and offer both learning areas as well as production areas. Visual access and varied seating are important to create a transparent and inviting culture.
- ☐ The LMS Library Media Center should include a separate space labeled for STEAM or makerspace activities. This area should be considered the source space for equipment and resources.
- ☐ The entire library media center should be open to innovative and collaborative activities, as well as to quiet spaces for students who are oriented toward individual study and contemplation.

- ☐ Online and independent learning applications are examples of the new learning paths that schools are embracing. Virtual schools and 'blended learning' models are successfully reaching students who need to learn at their own pace.
- ☐ As part of the media commons, the online learning center will have access to a variety of resources and expertise.

Students with Special Needs

- ☐ CCPS offers a continuum of services to students with learning differences. To the extent possible, students are educated in their home school using co-teaching, occasional 'pull-out' spaces for activities focused on intervention, or self-contained classroom settings.
- ☐ The number of students and range of teaching options may vary from year to year, and all classrooms should be designed to accommodate students regardless of their disabilities.
- ☐ Special education facilities will be integrated throughout the school to support the concepts of inclusion and the specialized requirements for the students.
- ☐ Special attention will be given to the accessibility of all facilities and an integrated learning program.

Visual Arts and Performing Arts

- ☐ The art and music classrooms will be shared by all grade levels for general class and small group instruction. The location and access to these rooms should promote orderly transitions.
- ☐ If possible, the music suite will be located near the performance area. The architect should consider acoustics, viewing site lines, and the logistical requirements of student performances early in the design process to ensure that these two functions can operate with minimal compromises.
- ☐ The art classrooms should preferably be on the ground floor with an optimal north light orientation. An outside patio and seating area will offer additional work, display, and performance opportunities.

Student, Staff, and Visitor Safety

The design shall apply the principles of Crime Prevention Through Environmental Design (CPTED), a multidisciplinary approach to deterring criminal behavior that relies on both passive and active measures. CPTED's main principles include "natural surveillance," which gives legitimate users opportunities during their ordinary activities to keep an eye on the place and the people around them; "natural access control," which directs users to enter through observable areas (single point of entry); and "territorial reinforcement," which encompasses a variety of strategies for signaling that a place is occupied and cared for. One main idea of designing safety is to create multiple layers of security, or concentric rings of access, starting with the perimeter and then working inward into the school. If there is an intruder, each layer of security is designed to delay them until first responders can arrive.

All student spaces shall have interior vision glazing in the form of interior windows, door vision panels, and/or sidelights to allow for passive supervision and monitoring of space, except where noted in the Individual Data Sheets, or where required for privacy. Glazing shall be designed to minimize concealed spaces, while limiting the potential for distraction

Transparency from the classrooms into the hallways will increase supervision and encourage use of the space for learning. However, the height, opacity, and number of windows must be balanced against distraction to students and staff in classrooms. Students must be able to 'shelter in place' in their classrooms out of sight of the hallway.

Site Perimeter

School sites shall have perimeter security fencing around the building/campus preventing access to walkways and courtyards when the facility is not occupied but allowing for public use of exterior athletic facilities.

Fencing and Landscape

Fencing and the landscape that leads up to the entrance of the school should create a perimeter where everyone must walk up on foot, so that people inside the school can easily see who is coming.

Building Perimeter.

Exterior doors shall prevent unauthorized entry by minimizing key locks and hardware on doors which would not be used for the purpose of entry but are installed for emergency egress.

Interior Spaces

- ☐ Camera with buzzer at entrance of building.
- ☐ Administrative and teacher preparation located with good visual contact of major circulation areas (i.e., corridors, cafeteria, bus drop-off, parking)
- ☐ Areas likely to have significant community use located close to parking and with zoned access.
- ☐ A Visitor Management System (VMS) which enables schools to issue visitor badges with names, pictures and reasons for the visit, and time and date printed on them; to monitor volunteer and visitor hours; and instantly check all visitors against registered sexual offender databases in all 50 states. (Raptor System)
- ☐ Card access and video intercom at all entrances and the MDF Room.
- ☐ Building-wide all-call designed to be heard throughout the school and on the playfields.
- ☐ Key systems that track users.

- ☐ Phones are in every instructional and support area.
- ☐ Genetec VMS monitoring Axis IP cameras installed inside and outside of the building.

Egress and Life Safety

All doors into classrooms, offices, and support areas must have a clear safety glass window/sidelight with shades or blinds for control of views into the classroom.

Doors should be able to lock from the inside, allowing the ability to shelter in place.

Provide an emergency/stand-by generator capability for kitchen equipment, emergency lighting, one boiler, one pump, and the School-based Health Center equipment as noted. Where appropriate, size equipment to be in compliance with MEMA regulations.

Security Camera Requirements

An Axis Pro Station Server will be provided.

Cameras should be provided inside and outside at the following suggested locations, and ensure that blind spots are covered:

- ☐ Coverage of the exterior of the main entrance.
- ☐ Coverage of the main entrance vestibule.
- ☐ Coverage of the interior of the main entrance and lobby.
- ☐ Coverage of the entrance of the main office.
- ☐ In all hallways, no less than one (1) camera every 50 feet, with cameras on opposite walls facing different directions to provide coverage of the hallway in both directions.
- ☐ In stairwells, no less than one (1) camera per landing.
- ☐ In the physical education area, cafeteria, media center, and all other spaces with a capacity larger than 50 people, no less than one (1) camera in each of the four corners of the space.
- ☐ In all labs with expensive equipment, cameras provide coverage of the equipment as well as any blind spots.
- ☐ Coverage of any courtyard spaces.
- ☐ Coverage of any data outlets located on the exterior of the building or in any outdoor spaces.
- ☐ Coverage of every exterior corner of the building.
- ☐ Coverage of every exterior entrance to the building.
- ☐ Coverage of each outdoor classroom or outdoor learning area.

Wayfinding and Orientation

- ☐ The campus layout shall be designed to provide clear wayfinding and orientation without relying solely on signage. The building massing and orientation shall be designed to focus on key circulation elements.
- ☐ Every school shall have a monument sign and a mounted building sign. The monument sign is a free-standing, durable sign that has the name and address of the school with an electric, protected message board. It shall be located on the site to be visible to cars on the main road in front of the school.
- ☐ The school name building sign must be located above the main entrance, visible from the visitor parking.

- ☐ From the parking lot and walking access areas, all visitors must be able to identify a ‘single point of entry’ to the school.
- ☐ Immediately upon entry, universal signage and visual cues shall guide visitors to a main lobby area with seating and access to the main office staff. Visitors are required to enter the welcome center before proceeding to the rest of the school.
- ☐ Registration and community services shall be located near the main office.

Furniture, Fixtures, and Equipment (FF&E)

Classroom activities vary in terms of grouping and orientation; therefore, the furniture should be flexible to accommodate a variety of classroom formats for both individual and group activities. Teachers and students should have storage space for personal belongings, papers, books, supplies, and teaching materials.

- ☐ To the extent possible, movable furnishings will be used, rather than fixed casework, to provide flexibility for future reconfiguration. Alternative seating options will be considered for comfort, mobility, and/or compatibility.
- ☐ FF&E includes all built-in and loose furniture (identified in the individual data sheets) and equipment needed to provide a fully functional project. An FF&E matrix will be provided to clarify builder responsibility.
- ☐ IT Equipment. Furnish and install passive components of the IT system including any server racks, mounting points, raceways, cabling (conduit) and terminations, face plates, and other components and technology affixed to the wall such as multimedia presentation panels with audio enhancement in classrooms.

Ergonomics

Several studies have compared adjustable furniture in schools to traditional fixed furniture. Students using adjustable furniture were found to have higher grades than those in the control group using traditional school furniture. Characteristics of furniture that promote good posture should be considered as well as adjustable desks and chairs to allow students of varying sizes and body types to improve their comfort levels when sitting for long periods of time.

- ☐ Provide comfortable, mobile, and durable furniture for students and teachers. Consider a variety of seating options.
- ☐ All furniture and equipment shall meet the GREEN USGBC LEED or similar requirements for new schools and major renovations.

Procurement and Installation of FF&E

The builder shall procure, place, and install, as applicable, all FF&E in the areas in consultation with the Owner.

Provide all framing, supports, restraints, gasketing and sealants, and all connections to building systems for FF&E. FF&E shall be placed or installed, as applicable, to allow for easy access for maintenance, repair, cleaning, and replacement.

Owner Review and Approval of FF&E

The architect shall submit proposed FF&E designs, layouts, and model numbers to CCPS for approval prior to procurement.

FF&E shall be included in all required mock-ups.

In the event the materials, products, millwork or finishes to be provided by Architect offer multiple color palettes, textures or finishes, the architect shall provide CCPS with a minimum of three (3) options for such color palettes, textures or finishes for approval.

Educational Technology

A strategically designed and installed technology system enhances teaching and learning in order to provide necessary skills, and it positions a school to take advantage of technological developments in the future. These systems include data, voice, and video telecommunications systems throughout schools. All classrooms shall be multi-use/multi-purpose with largely invisible technological support. The technology system will support classroom management between the administration, teachers, students, and the home. As home and business worlds move into higher levels of technological applications, schools must be able to integrate technology into the teaching and learning processes.

A good technology network can support multiple instructional designs:

Whole Group Instruction (20-30 students)

This includes the use of multimedia presentation boards/walls, LCDs, video stills, and various forms of computer display techniques. Laptop computers, tablets, and handheld devices are tools in the classroom and need to be secured and charged nightly.

Small Group Instruction (6-8 students)

This includes areas in the classroom and in shared common spaces where a teacher or another resource person can work with groups of 6-8 students. The technology is the same as whole group instruction technology, the only difference being the size of the groups.

Individualized Instruction (1-2 students)

This is primarily a workstation. As all forms of technology become increasingly digitized, it is envisioned that these will become multimedia workstations that integrate voice, video, and data formats.

It is likely that most end-user devices are portable. An all-mobile computing environment should be engineered to ensure that schools are prepared for today's wireless and electrical demands.

General Requirements

Technology requirements in the building:

- ☐ Voice: Provide telephone (IP) and voice communications in every classroom, office, and throughout the entire building, as well as to other persons in the school system and external resources, including parents and community members.
- ☐ Data: Provide wired broadband and wireless data retrieval capabilities in every classroom, office, and throughout the entire building, as well as network capabilities district-wide and to other external databases.
- ☐ Video: Provide video distribution (IP) in every classroom and throughout the entire building with interactive video capabilities to support whole and small group instruction, distance learning, and access to a wide range of internal and external resources.

Teaching Stations

Each teaching station (classroom, lab, resource room, conference room) will be equipped for multimedia presentation. The choice of equipment will be determined one year prior to school opening and will represent the best available teaching and learning tools, approved by CCPS IT, at that moment.

Currently, CCPS is installing short-throw projectors with magnetic whiteboards for writing. Multimedia sources such as PC, a document camera, a teacher audio assist, a streaming media device, a DVD, and an

HDTV are connected to it. The teacher can select sources for display on an as-needed basis using a remote control.

All devices are connected to the display panel, and the teacher can control the operation through the laptop, so they can be mobile and move freely through the classroom/lab. Devices sit on worktables/desks. Current standards require the following minimum number of data outlets in a typical classroom or instructional area:

- ☐ Four (4) Data outlets for student use
- ☐ Two (2) Data outlets for the wireless network
- ☐ One (1) Data outlet for the intercom system for each call button.
- ☐ Two (2) Data outlets at the teacher station for a teacher's computing device and accessory
- ☐ One (1) Data outlet for telephone at the teacher station
- ☐ One (1) Data outlet for control of the classroom projector/multimedia presentation board

Data outlets are defined as one (1) data cable.

A twenty (20) ampere circuit, or additional as required, to support computers, printers, and typical classroom equipment shall be in each classroom. Electrical outlets shall be at six feet (6') on center. In a standard classroom, they shall be paired with four data outlets around the room, not including the teacher station outlet.

Conference Room Technology – All administrative conference rooms will have on-table computer connections to a television flat panel (60-70 inch) display screen and be internet capable. There should be a data drop for a conference phone on the table as well.

Recharging stations - Opportunities to plug in user devices should be intentionally installed in the cafeteria, informal learning alcoves, library media center,, classrooms.

Communication System

VOIP phone from the administrative suite to the telephone.

In addition to the two-way PA system, each staff workstation, workspace, and conference room should have a VoIP telephone device.

The school system will bring fiber cable to the building with a wide area network connection, for Hosted VoIP. Video signals are carried over IP from any internet-enabled device. When that occurs, cable will still be needed in the Gymnasium and the main office for emergency broadcasts.

MDF Room

A central wiring closet will be located near the IT specialist's office and will house all POE (Power over Ethernet) switches to support phones, wireless access points, and video cameras. It will also house the central server, PA system, telephone, and technology wiring, with shelves for networking hubs, switches, UPS, file server, and other equipment.

See individual space descriptions for special technology needs.

Audiovisual Systems

- ☐ The builder shall be responsible for any power outlets required in connection with the AV equipment in addition to the outlets required for convenience power.
- ☐ Design and install integrated sound system speakers, including in-wall and in-ceiling speakers. Speaker number, distribution and location shall be determined and shall be sufficient to provide uniform sound levels within the room with no distortion, feedback, or echo.
- ☐ The builder shall be responsible for the interface between AV control systems and building systems, including the room lighting control systems, and building management systems, including any conduit, wiring, and programming required at the lighting control or the building management system (herein referred to as “AV/Building System Interface”).
- ☐ The owner shall procure, install, commission, and test all AV equipment detailed in the Instructional Data Sheets and the AV equipment packages including any mounting walls or ceilings. AV equipment shall be installed to provide a complete, functional system.
- ☐ Any telecom service provided or installed AV equipment shall be routed to the NEMA box by the rack and terminated to the switch installed in the AV rack. This switch will connect to the main network service in the IDFs and MDFs. AV equipment may receive telecom service directly from IDFs or MDFs
- ☐ All AV infrastructure and the associated IT infrastructure shall meet ADA requirements, including assistive listening systems, visual access, and other accommodations, as required by applicable law.
- ☐ Control panels for lighting, window coverings, AV/Building System Interface controls, and thermostats shall be located as a group in each room

Site Design Requirements

Exterior Site Security Requirements

- ☐ School sites shall have perimeter security fencing preventing access to walkways and courtyards when the facility is not occupied, but allowing for public use of exterior athletic facilities.
- ☐ Design exterior doors to prevent unauthorized entry by minimizing key locks and hardware on doors that would not be used for the purpose of entry but are installed for emergency egress.
- ☐ A flagpole and electronic marquee will be installed in the front of the school.

Stand-off distance and crash protection shall be designed as follows:

- ☐ Buildings and sites shall be protected at all points from vehicle impact. The design intention is to prevent penetration of the exterior by vehicle impact, including intentional acts.
- ☐ The level of protection shall be a minimum K8 rating, as outlined in the Department of State SD-STD-02.01 Certification Standard: Test Method for Vehicle Crash Testing of Perimeter Barriers and Gates, Revision A, March 2003, such that a vehicle shall not be able to penetrate the exterior envelope. Protection may be provided by site configuration, by strengthening at the exterior envelope, or by adjacent structures, landscape features, or bollards. Where site configuration limits potential vehicle speeds, the level of strengthening or protection required may be reduced accordingly, provided the overall design intent is maintained.

Landscaping

- ☐ The architect shall design and construct landscaping to allow good visibility for personal security and to eliminate areas of concealment.
- ☐ Plantings at utility devices that require access, including fire hydrants, backflow preventers, and other like devices, shall be installed as to allow a minimum of three (3) feet of clear access between the edge of plant when mature and the utility element on all sides, and clear access to roads or pathway. Such planting elements shall not have thorns or bee attractants, or in any other way pose a hazard to people accessing the utility device.
- ☐ Consider the entire school grounds as a teaching opportunity, with a central space as the ‘outdoor learning area or classroom'. An ideal location for garden plots would be to the south of the school.

Project Site Circulation

Site Circulation

- ☐ The architect shall design and construct a circulation system to provide safe mobility for all road users, including bicyclists, pedestrians, transit vehicles, deliveries, and motorists. The circulation system must serve multi-modal movement within the site and integrate into the campus via seamless, convenient, and inviting connections to existing transportation facilities.
- ☐ The system shall be context sensitive and meet transportation goals in harmony with campus goals and the natural environment.
- ☐ On and off-site circulation shall be planned to ensure that the facility is always in full compliance with the requirements of COMAR Article 13A.06.07 Student Transportation.

Site Circulation Functional Requirements

- ☐ School bus loading and unloading areas shall be separated from student drop-off areas and staff parking.

- ☐ All areas shall be identified. Use signage, curb striping, and other pavement markings to direct parent pick-up/drop-off lanes and to prohibit unauthorized vehicles from entering the school bus loops. Signage and bumpers for parking spaces shall be provided by the builder.
- ☐ Adequate space shall be provided to load and unload students who have physical disabilities. Identify a school bus loading and unloading area closest to a door that is accessible for students who have physical disabilities to reduce the distance from the school building to the bus.
- ☐ Bus loops shall accommodate both immediate and future needs to allow for expansion of programs and an increase in bus ridership that will result in more buses.
- ☐ Walkers and bikers to school shall be isolated from all types of vehicular traffic and provided adequate pathways to and from the school building without being required to cross a vehicular path to the greatest extent possible.
- ☐ Pedestrian walkways and bicycle paths shall be designed to adequately support pedestrian and bicycle circulation. The width shall be commensurate with the level of pedestrian activity projected within the location of such pedestrian.
- ☐ All paths of travel shall meet ADA requirements, and at a minimum, shall be wide enough to accommodate two-way pedestrian and wheelchair traffic.
- ☐ Design intentional pathways to minimize the creation of ad-hoc paths.

Fire Access Lanes

- ☐ Fire access lanes shall be designed in accordance with the state and county code requirements.

Project Site Roadway Signage

- ☐ The builder shall provide all required signage for safe operations and wayfinding for all roadways, parking, pedestrian walkways, and bicycle paths.
- ☐ All pavement markings and roadway signage for circulation roadways shall conform to the requirements of the current edition of the Manual on Uniform Traffic Control and Design (MUTCD).

Bicycle Facilities Requirements

Design and construct the facilities to adequately support bicycle circulation and storage and to meet the following requirements:

- ☐ Bike racks shall be provided with visibility from the main office.
- ☐ Short-term bicycle parking shall be provided using bicycle racks securely anchored to the ground.
- ☐ Parking shall be provided in conformance with the environmental guidelines that will be used to design the facility.
- ☐ Bicycle parking installations shall include a bicycle parking pad with a pervious surface. A minimum clear space of five (5) feet shall be provided between the edge of the bicycle area parking pad and adjacent roadways or sidewalks.

Traffic and Circulation

- ☐ The site circulation will be organized for safety and efficiency. This will be accomplished through careful separation of vehicular and pedestrian traffic.
- ☐ School bus loading and unloading areas should be separated from parent drop-off areas and staff and student parking.
- ☐ All areas should be clearly identified. It is best to use signage, curb striping and other pavement markings to direct parent pick-up/drop-off lanes and to prohibit unauthorized vehicles from entering the school bus loops.

- ☐ Signage and bumpers for parking spaces shall be provided by the contractor.
- ☐ Non-bus riders who walk and/or bike to school need to be isolated from all types of vehicular traffic and provided adequate pathways to and from the school building.
- ☐ Bike racks should be provided to make it feasible for students to bike to school.
- ☐ Adequate space is needed to load and unload students who have physical disabilities.
- ☐ identify a separate school bus loading and unloading area closest to a door that is accessible for students who have physical disabilities to reduce the distance from the school building to the bus.
- ☐ Design bus loops to accommodate both immediate and future needs to allow for expansion of programs and an increase in bus ridership that will result in more buses.

Bus parking

Bus parking shall be designed and constructed in accordance with the following principles.

- ☐ Provide space for a minimum of 45 buses, with a separate hub for the special needs students. (This will be especially important for the North Caroline High School Site).
- ☐ Plan for 7 special needs buses in a separate loading/unloading area. The special needs buses need space to queue and for one bus to unload students at a time.
- ☐ All buses for arrival and dismissal shall be accommodated on site with no off-site stacking. All buses are scheduled to arrive at the same time at the school for the dismissal bell time.
- ☐ Ideally, diagonal parking should be designed for buses to ensure that buses do not have to back up and have a clear line of sight.
- ☐ Students should never be required to pass between buses to access sidewalks or school access points.
- ☐ Ideally, the buses should not back up to ensure the safety of students on the site.
- ☐ Bus doors shall open towards the school building.
- ☐ A wheelchair loading/unloading zone shall be provided.
- ☐ Design the traffic patterns on the site to ensure safety.

General Parking Requirements

Design and construct the facilities to include a parking system that adequately supports the Program, complies with ADA regulations, and meets the following requirements:

- ☐ Approximately 125 staff will enter and exit the site daily.
- ☐ Service and visitor (14 spaces) vehicles will enter and exit the site daily.
- ☐ Consider options for temporary overflow parking
- ☐ Privately owned vehicles (POV) parking is for cars and light trucks.
- ☐ Motorcycle/scooter parking, if provided, shall be conveniently located and is in addition to the POV parking space requirements.
- ☐ Up to 2.5% of the new POV parking spaces may have electric vehicle (EV) charging stations. Within the required number of EV charging stations, EV parking shall be provided at 2.5% of ADA compliant accessible stalls.
- ☐ Provide EV charging infrastructure for all EV stalls. EV charging Infrastructure shall include all power and data conduit, and charging and pay stations, and switchgear or panelboards adequate to support the fully connected loads. The EV charging infrastructure system shall be sized to allow simultaneous charging of all installed stations.

Trash/Recycling Handling Yard, Service Areas, and Loading Zones

Design and construct trash/recycling handling yard, service areas, and loading zones in accordance with the following requirements:

- ☐ The trash/recycling handling yard, service areas, and loading zones areas should be placed such that traffic use does not interfere with pedestrian, bicycle, or vehicular traffic flow or safety. Particular attention should be paid to vehicle maneuvering and reversing.
- ☐ On-street loading should not be permitted.
- ☐ Trash/recycling handling yards, service area, and loading zone areas must be large enough to accommodate delivery trucks and trailers, such that vehicles do not encroach into traffic lanes or emergency access lanes.

Environmental Performance

The project shall incorporate sustainability practices for all aspects of the project design. The project, at a minimum, shall be designed to the green building standards selected by the CCPS. The architect should consider Net Zero or Net Zero Ready as part of the design of the project (see Feasibility Study for further information).

Acoustic Performance Requirements

Research links the importance of maintaining appropriate acoustic conditions for student learning. This relates to noise from external sources and reverberation in the classroom and is linked to academic achievement, behavior, attention, and academic concentration.

Goal: Limiting reverberation and background noise and improving sound isolation.

	DESIGN PARAMETERS	PARAMETER NOTES
1) Reverberation	.6 per second	ANSI S12.60
2) Background Noise	35 dBA	LEED
3) Sound Isolation	STC 50 between Classrooms	

Design spaces to the acoustic performance as follows:

Acoustics	
AC1	Very High Performance: Performance or Lecture Space—Space suitable for performance or lectures. Very low ambient noise in the room, with good acoustic isolation from outside space, for both airborne and structure-borne sound. The interior space is acoustically designed to manage reflection and reverberation.
AC2	High Performance: Classroom, Conference Room or Confidential Space—Space suitable for teaching, confidential conversations, and high speech intelligibility. Low ambient noise in the room, with good acoustic isolation from outside space, for both airborne and structure-borne sound. The interior space is acoustically planned to manage reflection and reverbation.
AC2-1	High Performance: Classroom, Conference Room or Confidential Space (Large volume space)—Space suitable for teaching, confidential conversations, and high speech intelligibility. Low ambient noise in the room, with good acoustic isolation from outside space, for both airborne and structure-borne sound. The interior space is acoustically planned to manage reflection and reverberation.
AC3	Medium Performance: Closed office—Space suitable for private conversations. Low ambient noise in the room, with good acoustic isolation from outside space, for both airborne and structure-borne sound. The interior space is acoustically planned to absorb noise and manage reflection and reverberation.
AC4	Medium Performance: Open office and Workroom office—Low ambient noise in the room. The interior space is acoustically planned to absorb noise and manage reflection and reverberation.
AC5	Labs and Workshops: Space suitable for teaching, confidential conversations, and high speech intelligibility. Potentially noisy activity in space. Low ambient noise in room, with good acoustic isolation to and from outside space, for both airborne and structure-borne sound.

Acoustics	
AC7	Public Space (cafeteria/PE space): Space suitable for public use, with moderate to high internal noise generation. High acoustic isolation to sound sensitive spaces. Interior space acoustically planned to absorb noise and manage reflection and reverberation.
AC8	Utility Space: High internal noise generation. Space perimeter designed to limit transmission of air or structure borne noise to other spaces.

Name	NC	STC	IIC	Max Reverb	Sound Masking
AC1	20	65/45	65	1.0	Not permitted
AC2	30	50/35	50	0.6	Permitted
AC2-1	30	50/35	55	1.0	Permitted
AC3	35	50/30	55	0.6	Permitted
AC4	35	50/30	55	0.7	Required
AC5	40	50/35, limit transmitted from within space to 30dBA	50	0.6	Permitted
AC7	40	N/A	55	0.6	Permitted
AC8	60	limit transmitted sound from within space to 30dBA	55	0.4	Permitted

Acoustic separations shall continue above the ceiling plane and shall include any penetrations or joints. For areas with an STC rating of sixty (60) or greater, doors shall be fully gasketed doors with automatic door bottoms.

Fenestration (natural light) Requirements

Design spaces to achieve daylight illuminance levels of a minimum of 10 foot-candles (fc) and a maximum of 500 fc in a clear sky condition on September 21 at 9 a.m. and 3 p.m. Demonstrate compliance through modeling or field measurement. In addition, achieve a direct line of sight to the outdoor environment via vision glazing between 30 inches and 90 inches (between 0.8 meters and 2.3 meters) above the finish floor.

All windows will have roller shades, manually operated with blackout capability.

Temperature and Humidity Requirements

Summer outside air design temperature and humidity shall be consistent with the most stringent conditions for the Eastern Shore per ASHRAE Fundamentals Handbook. County Government requires the following for occupied spaces:

- ☐ Cooling Season Occupied Set Points should range from 1: 74°F - 78°F
- ☐ Heating Season Occupied Set Points should range from 1: 68°F - 72°F
- ☐ Occupied cooling temperature settings should not be set below 74°F.
- ☐ Occupied heating temperature settings should not be set above 72°F.

Artificial Lighting Requirements

Lighting Quality

The Heschong Mahone Group found statistical correlations between the amount of daylight in an elementary school classroom and the performance of students on standardized math and reading tests in 1999. Since then, case studies and further research have supported this finding and the educational facility planning community has accepted the following classroom design parameters.

Goal: Improve natural and artificial lighting in classrooms.

	DESIGN PARAMETERS	**PARAMETER NOTES**
1) Controlled Natural Lighting (Glazing)	10 - 12% of floor SF	LEED & Green Globe
2) Artificial Light	35-50 Foot-candles	IES

Design spaces to the lighting performance specified below:

Lighting	
Typical for classrooms, laboratories, and large meeting rooms:	25 FC ambient and at work surfaces and teaching displays with multiple sets. Laboratory spaces shall be 50 FC
Typical for offices & other workspaces:	30 FC ambient and at work surfaces
Typical for conference rooms:	30 FC ambient and at work surfaces and walls
Typical for circulation, stairwells, and public areas:	50 FC ambient with focus lighting areas
Typical for service & utility:	40 FC ambient, 70 FC at any service points or equipment
Typical for restrooms, locker rooms:	10 FC ambient

Lighting Quality

- ☐ Luminance Balance: Illuminance uniformity and balance shall not exceed 3 to 1 for task to immediately surrounding areas and 40 to 1 at any point in any space.
- ☐ Color Appearance: The color corrected temperature (CCT) shall be 3,500K. The color rendering index shall be 80 or greater.
- ☐ Illumination levels: Illumination levels shall be as specified in the area data sheets. Minimum surface reflectance levels shall be 80% for ceilings, 50% for walls, and 20% for floors.

Lighting Layers

- ☐ Provide multiple lighting layers, including general room lighting and functional lighting as appropriate for room uses.
- ☐ Functional layers include focus lighting, downlights, wall illumination, task lighting and such like.
- ☐ Lighting layers shall be controlled through the lighting control system and individual occupant controls as required by the room function.

Lighting Controls

- ☐ Design and build the facilities to include the following lighting controls.

Performance or Lecture Space

- ☐ Lighting layers and presets shall include multiple room settings for all planned room uses.
- ☐ Systems shall accommodate, at a minimum, the following: lecture, platform presentation, projected image, video screen image, and classroom participation mode, and shall allow multiple audience lighting levels.

- ☐ All fixtures to be controlled via occupancy sensors and a local scene control dimming system.
- ☐ The local scene control shall be from devices at the 'Front of House' (or lectern, where provided) and at the rear of the room. Each fixture type within the room shall be under a single lighting zone.
- ☐ The lighting zones together make up scenes that the dimming system shall have the capabilities to program and control.
- ☐ Fixtures at the perimeter shall have a photocell as well and have the capability to dim the fixtures closest to the window independently from the other fixtures.
- ☐ System shall have a separate zone for each window orientation and shade type (room darkening and blackout).

Classroom and Multipurpose Room

- ☐ Lighting layers and presets shall include multiple room settings for all planned room uses.
- ☐ Systems shall accommodate, at a minimum, class, projected image, video screen image, and classroom participation mode.
- ☐ All fixtures to be controlled via occupancy sensors and a local scene control dimming system.
- ☐ The local scene control shall be from devices at the teacher's desk. Each fixture type within the room shall be under a single lighting zone.
- ☐ The lighting zones together make up scenes that the dimming system shall have the capabilities to program and control.
- ☐ Fixtures at the exterior perimeter shall have a photocell as well and have the capability to dim the fixtures closest to the window independently from the other fixtures.
- ☐ Window blinds may be manually operated.

Conference Rooms

- ☐ Lighting layers and presets shall include room settings for all planned room uses.
- ☐ Systems shall accommodate, at a minimum, a meeting, a projected image, and a video screen image.
- ☐ All fixtures to be controlled via occupancy sensor and low-voltage switch (dimmed or bi-level control depending on fixture type).
- ☐ Each fixture type within the room shall be under a single lighting zone.
- ☐ Window blinds may be manually operated.

Closed Offices and Workspaces

- ☐ Lighting layers shall include room settings for all planned room uses. Systems shall accommodate, at a minimum, general room lighting and task lighting.
- ☐ All fixtures to be controlled via occupancy sensor and line or low-voltage switch (dimmed or bi-level control depending on fixture type).
- ☐ Each fixture type within the room shall be under a single lighting zone.
- ☐ Window blinds may be manually operated.

Workrooms/Utility

- ☐ Lighting layers shall include, at minimum, general room lighting.
- ☐ All fixtures to be controlled via occupancy sensor and low-voltage switch (dimmed or bi-level control depending on fixture type). Each fixture type within the room shall be under a single lighting zone.
- ☐ Window blinds may be manually operated.

Public Spaces

- ☐ Lighting layers shall include room settings for all planned room uses. Systems shall accommodate, at a minimum: general room lighting and any functional lighting required for space use. Functional lighting includes countertop lighting and lounge lighting.
- ☐ All fixtures to be controlled via central BMS control. Occupancy sensors may be used for staged lighting reduction where appropriate, provided minimum security and emergency light levels are maintained.
- ☐ Each fixture type within the room shall be under a single lighting zone. Areas shall be zoned to separate daylit areas from non-daylit areas, and to match planned usage.
- ☐ Window blinds, if used, shall be automatically operated.

Energy and Environmental Design

State of Maryland laws require green building technologies when constructing or renovating State of Maryland-owned buildings and new school buildings. The Maryland Green Building Council (Council) established the High-Performance Green Building Program (HPGBP) to guide Maryland state agencies and local educational agencies (LEAs) in the programming, design, and construction of facilities. The HPGBP requires the use of one of the three approved green building rating programs or codes in the design, construction, and operation of facilities:

- ☐ Leadership in Energy and Environmental Design (LEED), a program of the U.S. Green Building Council; or
- ☐ International Green Construction Code (IgCC), one of the codes of the International Code Council; or
- ☐ The Green Globes protocol of the Green Building Initiative (GBI).

Maryland Local Education Agencies (LEAs) must follow the HPGBP but are exempt from certification requirements. The HPGBP is intended to be used in conjunction with other State of Maryland and federal statutes, codes, standards, and policies.

Some of the HPGBP features may include:

Architectural Design:

- Architectural shade overhangs on west and south windows
- Clerestory windows and a classroom natural ventilation strategy
- Entrance canopy shades on windows
- Natural daylight in the entry hall

Alternative Energy Use:

- Geothermal mechanical systems
- Installation of solar panels

Energy:

- Fundamental and Enhanced commissioning of the building energy systems to include heating, ventilating, air conditioning, and refrigeration (HVAC-R) systems (mechanical and passive) and associated controls
- Lighting and daylighting controls
- Maximize the use of natural daylight in teaching areas
- Provide excellent indoor air quality (IAQ)
- Reducing Heat Island Effect at the roof level (green roof) and at the site grade level
- Renewable energy systems (wind, solar, photovoltaics)
- Whole Building Energy Simulation
- Zero use of chlorofluorocarbon (CFC)-based refrigerants in new building HVAC-R systems

Environmental Site Design:

- Locating the buildings on site to maximize the open space for athletic play fields
- Minimizing the building footprint on the site by building two or more stories
- Preferred parking will be provided for electric vehicles and fuel-efficient hybrid vehicles
- The use of any available natural woodlands on site for environmental classrooms or outdoor studies
- The use of vegetated landscape on 50% or more of the open space

Construction Waste:

- Recycle construction and demolition waste

Education:

- A "School Yard Habitat" for planting
- An outdoor teaching classroom adjacent to the science classroom
- Green Building Curriculum
- School as a teaching tool by making “GREEN” building features as visible as possible

Maintenance and Housekeeping:

- Entrance Lobby Walk-Off Mats
- Green Housekeeping

Materials and Resources:

- GREENGuard certified furniture for the classrooms
- Select environmentally preferred building materials
- Utilizing materials from within 500 miles of the site

Recycling Initiative:

- Providing a room in each facility for the storage and collection of recyclables

Water Efficiency and Conservation:

- Dual-flush water closets in all restrooms and toilets
- Low-flow lavatories in all restrooms and toilets
- Low-flow plumbing fixtures
- Low-flow shower heads
- Low-flow sinks in the classrooms
- No landscape irrigation.
- Use of drought-tolerant, low-maintenance native and adaptive plant species
- Waterless urinals

Potential Site Elements:

- Composting area
- Greenhouse
- Interactive water and energy usage learning station
- Managed meadow
- Pollinator garden, with space and paths for students to get in and investigate
- Rain garden
- School arboretum
- Vegetable/community garden plots/raised beds
- Wi-Fi access

Required Site Elements:

- Electrical access
- Exterior water hose hook-up
- Point of access for larger vehicles/supplies
- Seating
- Shade, either by a shade structure or by trees
- Stocked tool shed

Signage: Interpretive signage should be incorporated into the outdoor classroom, as well as the whole school site, as much as possible. Features that could have interpretive signage include, but are not limited to, native plants that attract beneficial insects, or a managed meadow, or a piece of public art, or a particular feature of the building, or whatever other interesting features get incorporated. Signs could be written in multiple languages.

Solar aspect/shade: The teaching area should be shaded, but the nearby areas for potential expansion with garden plots should receive 6-8 hours of sunshine a day. An ideal location for garden plots would be to the south of the school with accommodation made to shade the nearby classroom either with a structure or trees.

Visibility/Safety: There should be clearly defined edges to the outdoor classroom and a fence may be preferable, depending on the neighborhood context of the school. Within the space there should be clear lines of sight throughout with no potential hiding spaces. What is going on within the classroom should also be visible from points within the school (i.e., windows in nearby classrooms).

Capacity Summary

The IAC regulations state that "The State Rated Capacity (SRC) is the number of students that the IAC or its designee determines that an individual school has the physical capacity to enroll…." COMAR 14.39.02.05

The state uses the following factors to make this determination.

Capacity Ratios:

Prekindergarten classroom	20:1
Kindergarten classroom	22:1
Grades 1-5 classroom:	23:1
Grades 6-12 classroom:	25:1
Technology Education:	20:1
Special education (self-contained):	10:1

The State recognizes that secondary schools need scheduling flexibility and multiply the above total for regular classrooms by 85% to calculate the final capacity. The State then divides the capacity by enrollment to determine whether schools are over- or under-capacity. Special education classrooms are calculated at 100% of capacity.

It is important to note that to meet the academic and social needs of the student population, the average class size at Lockerman Middle School is 17 students per class. Based on the projected enrollment of 893, at 20 students per classroom, the replacement school will require 50 regular classrooms, 2 technology classrooms, and 2 Special Education classrooms. The State Rated Capacity for this configuration will be 1,117, resulting in a utilization figure of 80%. While this is the facility configuration that is needed to support the needs of Lockerman Middle School students, it may lead to the perception that the school is drastically underutilized. The following two charts show the discrepancy between the program capacity at 904 and the State Rated Capacity at 1,117.

Unlike the state formula, the average class size at Lockerman Middle School is 17 students per class to meet the academic needs of the student population. Based on the projected enrollment of 893. The table below shows the CCPS program capacity for the proposed replacement facility.

	# of Rooms	# of Students/Room	CCPS Program Capacity
General classrooms or specialized labs	50	20	850
Technology Education Classroom	2	20	34
Special education (self-contained)	2	10	20
Total	54		904

State Rated Capacity, based on the same space configuration:

	# of Rooms	# of Students/Room	State Rated Capacity
General classrooms or specialized labs	50	25	1063
Technology Education Classroom	2	20	34
Special education (self-contained)	2	10	20
Total	54		1117

Space Summary Requirements

Lockerman MS Replacement Facility Space Summary

The capacity of the school will be 904 students. with a core for 1,135 students.

Grossing Factor (1.45) 1.45 Updated 6-10-25

Space	Design Guidelines			Comments	SRC Calculation		
	Qty.	S.F.	Total		# of Teaching Stations	# of Students Per Teaching Station	Total # of Students Calculated at .85
Core Academic Spaces			**38,150**				
Academic Classroom	**30**	800	24,000		**30**	25	638
Large Group Instructional Room	6	300	1,800	Two per team; one for Math and one ELA support			
Small Group Instructional Room	3	150	450	Easy visibility and access to classrooms ; one per team			
Central Textbook Storage	1	250	250	Locate near the Literacy Coach			
Science Laboratory	**9**	1,200	10,800		**9**	25	191
Science Prep Room	3	250	750	One prep room per grade level			
Chemical Storage Room	1	100	100	Locate near upper grade level classes			
Multilingual Learner			**1,700**				
Academic Classroom	**2**	800	1,600		**2**	25	43
Multilingual Learner Office/Record Room	1	100	100				
Social Emotional Special Education Regional Program			**1,025**				
Special Education Classroom	**1**	825	825	Provide bathroom in classroom	1	10	10
Student Support Room	1	200	200				
			2,065				
Academic Classroom	**1**	825	825		**1**	10	10
Toilet/Changing Room	1	100	100				
Special Education Conference Room	1	250	250				
Related Services Room	1	300	300	Supports Speech and OT/PT services			
Sensory/Mindfulness Room	1	250	250				
School Psychologist/Special Education Office	2	120	240				
Special Education Secretary/Records Office	1	100	100				
Technology Education Laboratories			**3,600**				
Technology Education Laboratory	**2**	1,600	3,200		**2**	20	34
Student Project Storage	2	100	200				
Material Storage	2	100	200				
Visual Arts Spaces			**3,100**				
Multipurpose Art Studio	**2**	1,300	2,600		**2**	25	43
Kiln Room	1	100	100				
Art Storage Room	2	200	400				
Performing Arts Spaces			**4,110**				
Choral/Keyboard Classroom	**1**	1,400	1,400		**1**	25	21
Choral Storage	1	200	200				
Instrumental/Band Music Classroom	**1**	1,800	1,800		**1**	25	21
Instrument Storage	1	350	350				
Music Library Room	1	80	80	Provide High Density Storage			
Small Practice Rooms	2	60	120	One for each music room			
Small Ensemble Practice Rooms	2	80	160	One for each music room			
Physical Education/Athletics			**14,910**				
Gymnasium	**1**	6,800	6,800		**2**	25	43
2nd Gymnasium	**1**	3,200	3,200		**1**	25	21
Auxiliary Gym	**1**	1,400	1,400		**1**	25	21
Aux Gym Storage Room	1	50	50				
Health Classroom	**1**	1,100	1,100		**1**	25	21
Group Locker Room/Shower	2	500	1,000				
Private Locker Room	1	100	100				
Offices	2	200	400				
Staff Toilet	1	60	60				
Physical Education/Athletics Storage	3	200	600				
Outdoor Storage	1	200	200				

Lockerman MS Replacement Facility Space Summary

The capacity of the school will be 904 students. with a core for 1,135 students.

Grossing Factor (1.45) 1.45 Updated 6-10-25

Space	Design Guidelines			Comments	SRC Calculation		
	Qty.	S.F.	Total		# of Teaching Stations	# of Students Per Teaching Station	Total # of Students Calculated at .85
Library Media Center			**4,570**				
Main Learning Environment	1	2,800	2,800				
Work Production Area/Maker space	1	450	450				
Multimedia Studio	1	600	600				
Small Collaboration Area	1	100	100				
Equipment Storage	1	250	250				
Staff Coaches Offices	2	85	170				
Staff Coaches Training Room	1	200	200				
Counseling/Student Support Services Space			**1,740**				
Reception/Work Area	1	300	300	Space for one secretary			
Conference Room	1	250	250				
Counselor Office	5	120	600				
Student Support Services Office	2	120	240	Can be used for Social Worker and Itinerant etc			
Records Room	1	150	150				
Toilet Room	1	50	50				
Small Group Counseling Room/Meditation Rc	1	150	150				
Community School Program			**500**				
Community School Coordinator Office	1	120	120	Locate near the counseling suite and main entrance			
Pantry (Food and/or Clothes)	1	200	200				
Personal Care Space	1	180	180				
Staff Areas			**2,400**				
Workroom/Teacher Collaboration	4	400	1,600				
Staff Break Room/ Dining	1	500	500				
Instructional Aide Room	1	150	150				
Staff Wellness Room	2	75	150				
Administrative Spaces			**2,290**				
Reception/ Waiting Area	1	600	600	Provide space for two secretaries and window into the security vestibule			
Principal's Office	1	230	230	Includes 50 SF private toilet			
Assistant Principal's Office	3	150	450	Provide testing cabinet in one office			
Conference Room	1	300	300				
Workroom	1	200	200				
Mailroom	1	150	150				
Security Center/Office	1	150	150				
Storage, Administrative Supplies	1	150	150				
Toilet (adult)	1	60	60				
IT Spaces			**570**				
Office, IT Coordinator	1	120	120				
Storage	1	200	200				
Main Distribution Frame (MDF) Room	1	250	250				
Storage			**200**				
PTA Storage	1	100	100				
Student Government Storage Closet	1	100	100				
Health Suite			**945**				
Reception/Waiting Area	1	100	100				
Treatment/Medication Area	1	125	125				
Cot/Rest Area	2	100	200				
Office/Health Assessment Room	2	100	200				
Isolation/Health Assessment Office	1	100	100				
Storage	1	40	40				
Toilet	1	60	60				
Toilet with Shower/Changing Room	1	120	120				

Lockerman MS Replacement Facility Space Summary

The capacity of the school will be 904 students. with a core for 1,135 students.

Grossing Factor (1.45) 1.45 Updated 6-10-25

Space	Design Guidelines			Comments	SRC Calculation		
	Qty.	S.F.	Total		# of Teaching Stations	# of Students Per Teaching Station	Total # of Students Calculated at .85
Student Dining			**12,110**				
Cafeteria/Commons	1	5,675	5,675				
Student Toilet Rooms	3	60	180				
In School Suspension Room	1	300	300				
Platform	1	1,200	1,200				
Platform Sound and Light Control Room	1	75	75				
Platform Storage	1	300	300				
Chair Storage	1	450	450				
Kitchen	1	900	900				
Serving Area	1	1,000	1,000				
Dry Storage Area	1	400	400	Consider doubling this space for summer program.			
Chiller	1	300	300	Consider doubling this space for summer program.			
Freezer	1	400	400				
Paper Storage	1	100	100				
Dishwashing Area	1	300	300				
Office	1	120	120				
Mop Sink Area	1	60	60				
Toilet/Locker Room	2	100	200				
Receiving Area	1	150	150				
Building Service/Maintenance Area			**1,760**				
Building Supervisor Office	1	150	150				
Receiving Area	1	400	400				
Building Service Storage	1	300	300				
Building Service Closets	4	60	240				
Large Building Service Closet	1	120	120				
Outside Storage Room	1	300	300				
Toilet/Shower/Locker	1	100	100				
Compactor/Trash Room	1	150	150				
Subtotal for School			**95,745**		**54**		**1,117**
Grossing Factor (1.45)			**138,830**				
Community Use Space							
School Based Health Clinic			**870**				
Reception/Waiting Area	1	200	200	Must have an outside entrance			
Exam Rooms	2	100	200				
Mental Health Office	2	150	300				
Storage	1	50	50				
Patient Toilet	1	60	60				
Staff Toilet	1	60	60				
SBHC with Grossing Factor			**1,262**				
Total GSF for Project			**140,092**				

Site Requirements/Athletics

The table below outlines the site requirements necessary to support the middle school program.

Outdoor Educational and Support Spaces	Square Footage/ Dimensions
Physical Education	
Playing/Soccer Field	240'x360'
Softball field	200'-225' radius
Recess area (paved or field)	as available
Tennis Courts (all-weather surfacing)	4
Exterior Grounds Equipment Storage (secure with roll-up door)	400 SF
Outdoor Environmental Area	
Outdoor Environmental Classroom	1000 SF
Outdoor Learning Area	Up to 800 SF
Parking and Bus Area	
Parking	175 cars
Bus Parking	45 buses
Student Drop-off area	TBD by site
Overflow Parking for events in the bus stacking area	TBD by site

Individual Room Description Sheets

The following individual room description sheets provide details on the goals, activities, spatial relationships, built-in fixtures, and movable furniture, furnishings, and equipment for each space in the building.

Core Academic Spaces

Space	Design Guidelines		
	Qty.	S.F.	Total
Core Academic Spaces			**38,150**
Academic Classroom	30	800	24,000
Large Group Instructional Room	6	300	1,800
Small Group Instructional Room	3	150	450
Central Textbook Storage	1	250	250
Science Laboratory	9	1,200	10,800
Science Prep Room	3	250	750
Chemical Storage Room	1	100	100

ACADEMIC CLASSROOM

USERS:

- ☐ 18-20 students
- ☐ 1-2 staff members
- ☐ Guest speakers and volunteers

SPATIAL RELATIONSHIPS:

- ☐ Arrange in classrooms as three teams per grade level
- ☐ Locate classrooms near science laboratories

GOALS AND PROGRAM ACTIVITIES:

- ☐ To accommodate any of the core academic disciplines, such as mathematics, English Language Arts, and social studies, or world languages
- ☐ To provide a flexible learning environment that frees teachers and students to customize the classroom daily – different seating set-ups, wireless mobile computing, and various teaching/presentation options.
- ☐ To create a learning environment that is comfortable, well lit, and acoustically designed for small and large group learning.
- ☐ To provide a space for large group, small group, and hands-on activities and instruction, oral presentations, computerized instruction, and team teaching

DESIGN CONSIDERATIONS:

- ☐ Uniform lighting with multi-level switching
- ☐ Window treatment to darken room for AV presentations
- ☐ Windows (some operable) to provide natural light and egress

BUILT-IN FIXTURES:

- ☐ Multimedia presentation board, with final determination to be made by CCPS one year prior to opening of school.

- ☐ Tack board flanking marker boards plus two (2) parallel rows of continuous tack strips on all available walls (4 LF or longer) at 30” and 48” AFF
- ☐ Lockable teacher’s wardrobe
- ☐ Maximize the marker board (magnetic) around the rest of the room
- ☐ Clock

FURNITURE AND EQUIPMENT:

- ☐ 20 student desks and chairs
- ☐ 4-drawer file cabinet
- ☐ Mobile shelving (various)
- ☐ Teacher work surface with mobile storage
- ☐ 1 ergonomic chair

LARGE GROUP INSTRUCTIONAL ROOM

USERS:

- ☐ 6-10 students
- ☐ 1-2 staff members

SPATIAL RELATIONSHIPS:

- ☐ Shared space between two Core Academic Classrooms
- ☐ Provide two per grade level
- ☐ Locate one to support Math classrooms
- ☐ Locate one to support English Language Arts classrooms

GOALS AND PROGRAM ACTIVITIES:

- ☐ To provide a space for small group instruction, students working independently or in small groups, working on projects, and holding conferences
- ☐ To provide an informal learning space for pull-out instruction
- ☐ Small group activities

DESIGN CONSIDERATIONS:

- ☐ Uniform lighting
- ☐ Electrical outlets for equipment
- ☐ Visual access to Classrooms

BUILT-IN FIXTURES:

- ☐ Multimedia presentation board, with final determination to be made by CCPS one year prior to the opening of school.
- ☐ Tack board flanking marker boards plus two (2) parallel rows of continuous tack strips on all available walls (4 LF or longer) at 30” and 48” AFF
- ☐ Lockable wardrobe
- ☐ Maximize the marker board (magnetic) around the rest of the room
- ☐ Clock

FURNITURE AND EQUIPMENT:

- ☐ 2-3 rectangular tables
- ☐ 3-4 chairs per table
- ☐ Teacher work surface with mobile storage
- ☐ 1 ergonomic chair

SMALL GROUP INSTRUCTIONAL ROOM

USERS:

- ☐ 1-2 students
- ☐ 1 staff member

SPATIAL RELATIONSHIPS:

- ☐ Shared space between two Core Academic Classrooms

GOALS AND PROGRAM ACTIVITIES:

- ☐ To provide a space for small group instruction, students working independently or in small groups, working on projects, and conferences
- ☐ To provide informal learning space for pull-out instruction
- ☐ Small group activities

DESIGN CONSIDERATIONS:

- ☐ Uniform lighting
- ☐ Electrical outlets for equipment
- ☐ Visual access to Classrooms and Corridor

BUILT-IN FIXTURES:

- ☐ Magnetic dry erase-board (4’ x 4’); with tack strip above
- ☐ Computer outlets
- ☐ Clock

FURNITURE AND EQUIPMENT:

- ☐ 2 student desks with chairs
- ☐ Teacher work surface w/mobile storage
- ☐ 1 ergonomic chair

CENTRAL TEXTBOOK STORAGE

USERS:

- ☐ Staff

SPATIAL RELATIONSHIPS:

- ☐ Located near the Coaches Office

GOALS AND PROGRAM ACTIVITIES:

- ☐ To provide adequate and secure storage for textbooks and teaching supplies.

DESIGN CONSIDERATIONS:

- ☐ Secure door
- ☐ Uniform lighting

BUILT-IN FIXTURES:

- ☐ Maximize adjustable metal shelving throughout the walls and room (12” deep)

FURNITURE AND EQUIPMENT:

- ☐ None

SCIENCE LABORATORY

USERS:

- ☐ 24-28 students
- ☐ Teachers
- ☐ Staff

SPATIAL RELATIONSHIPS:

- ☐ Adjacent to the prep room with doors into the prep area
- ☐ Locate one lab per team; three per grade level

GOALS AND PROGRAM ACTIVITIES:

- ☐ To provide flexible space and layout to support the delivery of the entire science curriculum, including large and small group instruction, data collection, hands-on activities, and analysis
- ☐ To engage students in a space where students can learn the core ideas and crosscutting concepts of science through the integration of scientific and engineering practices

DESIGN CONSIDERATIONS:

- ☐ Lab will be designed with two areas, one for instruction/lecture and one for hands-on laboratory activities
- ☐ Curriculum is highly integrated with investigations and problem solving
- ☐ Space needs to be highly flexible to provide for the connections across the four domains of science that include physical science, life science, earth and space science, and engineering design.
- ☐ Ensure OSHA requirements are met
- ☐ Rooms designed for ease of movement and accessibility; students need to be able to move around the labs in a safe way if chemicals are used.
- ☐ Window treatment to darken the room for AV
- ☐ Windows to provide natural light
- ☐ Labs must be free of barriers that would prevent access for people with disabilities
- ☐ Uniform lighting
- ☐ Finishes such as lab tabletops and floors need to be resistant to acids, heat, and chemical spills.
- ☐ Electrical outlets should be flexible and may be delivered from ceiling-hanging outlets when appropriate.

TECHNOLOGY:

- ☐ Data port at each lab station

BUILT-IN FIXTURES:

- ☐ Seven (7) peninsula lab stations. Teachers must have sight lines to the workspace. Each lab station will have black epoxy resin countertops with two (2) GFI outlets
- ☐ Demonstration table (30” X 5 ft.) in the lab area with a black epoxy resin top, with access to power and water
- ☐ Science laboratories shall have a minimum of at least one worktop set at a height to serve the physically disabled.
- ☐ Electricity should be flexible and located throughout the lab stations along the wall.
- ☐ Permanently installed upper and lower wall cabinets and adjustable shelving above lab work surfaces. About half of the casework should be lockable.
- ☐ Multimedia presentation board, with final determination to be made by CCPS one year prior to the opening of the school.

- ☐ Tack board flanking marker boards plus two (2) parallel rows of continuous tack strips on all available walls (4 LF or longer) at 30” and 48” AFF
- ☐ Lockable wardrobe
- ☐ Ultrasonic goggle cabinet sterilizer
- ☐ Shower/eye wash station
- ☐ Lockable tall cabinet
- ☐ Towel and soap dispenser near wash up sink

PLUMBING/MECHANICAL:

- ☐ Main cut off to teacher workstation and prep room
- ☐ Sinks in lab stations, cold water only
- ☐ Wash-up stone sink, 18”x18”x20” deep with hot and cold water
- ☐ Floor drain with sloped floor near eyewash/shower station

FURNITURE AND EQUIPMENT:

- ☐ 14 two-person adjustable height and mobile student tables, with epoxy resin tops
- ☐ 28 adjustable height ergonomic student stools
- ☐ Fire extinguisher (ABC type), first aid kit, and a fire blanket
- ☐ Teacher work surface w/mobile storage
- ☐ 1 ergonomic chair
- ☐ Adjustable height stool for teacher
- ☐ 1 file cabinet
- ☐ Digital science instrumentation

SCIENCE PREP ROOM

USERS:

- ☐ 1 or 2 staff members
- ☐ Student assistants

SPATIAL RELATIONSHIPS:

- ☐ Adjacent and with access to three Science Laboratories
- ☐ Door and window from each lab/classroom

GOALS AND PROGRAM ACTIVITIES:

- ☐ To allow for lab preparation
- ☐ General lab preparation
- ☐ Set up experiments
- ☐ Store equipment

DESIGN CONSIDERATIONS:

- ☐ Moisture and stain-resistant finishes for floors
- ☐ Heat and chemical-resistant countertops
- ☐ Room needs to be lockable

BUILT-IN FIXTURES:

- ☐ Base/wall cabinets
- ☐ Clock (on side walls instead of rear walls)
- ☐ Soap dispenser
- ☐ Towel dispenser
- ☐ Dishwasher (for 8th grade prep room only)
- ☐ Under the counter, a non-self-defrosting refrigerator

FURNITURE AND EQUIPMENT:

- ☐ Drying rack
- ☐ Stools

ELECTRICAL FEATURES:

- ☐ Duplex receptacles in the raceway above the countertop
- ☐ Electrical outlets for equipment
- ☐ Uniform lighting with multi-level switching
- ☐ Emergency cut-off

PLUMBING/MECHANICAL:

- ☐ ASHRAE-compliant exhaust fan
- ☐ Floor drain
- ☐ Large and deep sink

CHEMICAL STORAGE ROOM

USERS:

- ☐ 1 or 2 staff members
- ☐ Student assistants

SPATIAL RELATIONSHIPS:

- ☐ Locate near the Grade 8 classrooms
- ☐ Access to Corridor

GOALS AND PROGRAM ACTIVITIES:

- ☐ To store science curriculum-related chemicals in a central area
- ☐ Chemical storage

DESIGN CONSIDERATIONS:

- ☐ Uniform lighting
- ☐ Moisture and stain-resistant finishes
- ☐ Chemical-resistant materials
- ☐ Adequate ventilation/exhaust
- ☐ Electrical outlets for equipment

FURNITURE AND EQUIPMENT:

- ☐ Chemical storage cabinets (lockable)
- ☐ Acid base, lockable cabinet for 7th grade and 8th grade

BUILT-IN FIXTURES:

- ☐ Tall shelving (12” deep epoxy lined with anti-roll front lip to prevent accidental roll-off)
- ☐ Soap dispenser
- ☐ Towel dispenser

HVAC:

- ☐ Supply/return air system independent temperature control
- ☐ Manual exhaust, confirm with the mechanical engineer during design
- ☐ 24-hour exhaust for acid storage cabinet

Multilingual Learner

Space	Design Guidelines		
	Qty.	S.F.	Total
Multilingual Learner			**1,700**
Academic Classroom	2	800	1,600
Multilingual Learner Office/Records Room	1	100	100

ACADEMIC CLASSROOM

USERS:

- ☐ 18-20 students
- ☐ 1-2 staff members
- ☐ Guest speakers and volunteers

SPATIAL RELATIONSHIPS:

- ☐ Locate near the academic team classrooms

GOALS AND PROGRAM ACTIVITIES:

- ☐ To accommodate any of the core academic disciplines, such as mathematics, English Language Arts, and social studies, or world languages
- ☐ To provide a flexible learning environment that frees teachers and students to customize the classroom daily – different seating set-ups, wireless mobile computing, and various teaching/presentation options.
- ☐ To create a learning environment that is comfortable, well lit, and acoustically designed for small and large group learning.
- ☐ To provide a space for large group, small group, and hands-on activities and instruction, oral presentations, computerized instruction, and team teaching

DESIGN CONSIDERATIONS:

- ☐ Uniform lighting with multi-level switching
- ☐ Window treatment to darken room for AV presentations
- ☐ Windows (some operable) to provide natural light and egress

BUILT-IN FIXTURES:

- ☐ Multimedia presentation board, with final determination to be made by CCPS one year prior to opening of school.
- ☐ Tack board flanking marker boards plus two (2) parallel rows of continuous tack strips on all available walls (4 LF or longer) at 30” and 48” AFF
- ☐ Lockable teacher’s wardrobe
- ☐ Maximize marker board (magnetic) around the rest of the room
- ☐ Clock

FURNITURE AND EQUIPMENT:

- ☐ 20 student desks and chairs
- ☐ 4-drawer file cabinet

- ☐ Mobile shelving (various)
- ☐ Teacher work surface with mobile storage
- ☐ 1 ergonomic chair

MULTILINGUAL LEARNER OFFICE/RECORDS ROOM

USERS:

- ☐ 1 staff member

SPATIAL RELATIONSHIPS:

- ☐ Locate near the multilingual learner classroom

GOALS AND PROGRAM ACTIVITIES:

- ☐ To provide a space for the multilingual teacher to perform administrative duties
- ☐ Store student confidential records

DESIGN CONSIDERATIONS:

- ☐ Uniform lighting with multi-level switching
- ☐ Ability to secure the room
- ☐ Windows to provide natural light, desirable
- ☐ Auditory privacy

BUILT-IN FIXTURES:

- ☐ Tack board (4 LF)
- ☐ Hook behind the door
- ☐ 2 computer outlets

FURNITURE AND EQUIPMENT:

- ☐ 1 adult desk and ergonomic chair
- ☐ 4 filing cabinets

Social Emotional Special Education Regional Program

Space	Design Guidelines		
	Qty.	S.F.	Total
Social Emotional Special Education Regional Program			**1,025**
Special Education Classroom	**1**	825	825
Student Support Room	1	200	200

SPECIAL EDUCATION CLASSROOM

USERS:

- ☐ 10 students
- ☐ 1-2 staff members
- ☐ 4-6 paraprofessionals

SPATIAL RELATIONSHIPS:

- ☐ Locate near other academic classrooms
- ☐ Locate near special education bus drop off to facilitate transitions
- ☐ Locate in quiet area of the facility

GOALS AND PROGRAM ACTIVITIES:

- ☐ To accommodate students with social and emotional needs
- ☐ To provide a flexible learning environment that frees teachers and students to customize the classroom daily – different seating set-ups, wireless mobile computing, and various teaching/presentation options.
- ☐ To create a learning environment that is comfortable, well lit, and acoustically designed for small and large group learning.

DESIGN CONSIDERATIONS:

- ☐ Uniform lighting with multi-level switching
- ☐ Window treatment to darken room for AV presentations
- ☐ Provide a student toilet room in this classroom
- ☐ Adequate exhaust/ventilation
- ☐ Moisture- and stain-resistant finishes
- ☐ Uniform lighting
- ☐ Consider materials that are durable, low maintenance, and can protect students from self-injurious behaviors

BUILT-IN FIXTURES:

- ☐ Multimedia presentation board, with final determination to be made by CCPS one year prior to opening of school.
- ☐ Tack board flanking marker boards plus two (2) parallel rows of continuous tack strips on all available walls (4 LF or longer) at 30” and 48” AFF

- ☐ Lockable wardrobe
- ☐ Maximize the marker board (magnetic) around the rest of the room

PLUMBING:

- ☐ Toilet and sink
- ☐ Soap and paper towel dispenser
- ☐ Grab bar

FURNITURE AND EQUIPMENT:

- ☐ 10 student study carrels and chairs
- ☐ 4-drawer file cabinet
- ☐ Mobile shelving (various)
- ☐ Teacher work surface with mobile storage
- ☐ 1 ergonomic chair
- ☐ 5-6 lockers for teaching assistants
- ☐ small table with chairs for group work

STUDENT SUPPORT ROOM

USERS:

- ☐ Up to 3 students
- ☐ 1 staff member

SPATIAL RELATIONSHIPS:

- ☐ Locate adjacent to the special education classroom.

GOAL AND PROGRAM ACTIVITIES:

- ☐ To provide flexible space to support behavioral intervention needs of students.
- ☐ Computerized instruction
- ☐ Hands-on activities

DESIGN REQUIREMENTS:

- ☐ Consider materials that are durable, low maintenance, and can protect students from self-injurious behaviors. This room should be prioritized for these types of materials.
- ☐ Windows provide natural light.
- ☐ Consider a room within a room without a door if space permits.

BUILT-IN FIXTURES:

None

FURNITURE AND EQUIPMENT:

- ☐ 1 small table and up to 4 chairs

Special Education Spaces

Space	Design Guidelines		
	Qty.	S.F.	Total
Special Education Spaces			**2,065**
Academic Classroom	1	825	825
Toilet/Changing Room	1	100	100
Special Education Conference Room	1	250	250
Related Services Room	1	300	300
Sensory/Mindfulness Room	1	250	250
School Psychologist/Special Education Office	2	120	240
Special Education Secretary/Records Office	1	100	100

ACADEMIC CLASSROOM

USERS:

- ☐ 10 students
- ☐ 1-2 staff members
- ☐ Guest speakers and volunteers

SPATIAL RELATIONSHIPS:

- ☐ Locate near grade level teams

GOALS AND PROGRAM ACTIVITIES:

- ☐ To accommodate any of the core academic disciplines and life skill activities
- ☐ To provide a flexible learning environment that frees teachers and students to customize the classroom daily – different seating set-ups, wireless mobile computing, and various teaching/presentation options.
- ☐ To create a learning environment that is comfortable, well lit, and acoustically designed for small and large group learning.
- ☐ To provide a space for large group, small group, and hands-on activities and instruction, oral presentations, computerized instruction, and team teaching

DESIGN CONSIDERATIONS:

- ☐ Uniform lighting with multi-level switching
- ☐ Window treatment to darken room for AV presentations
- ☐ Windows (some operable) to provide natural light and egress
- ☐ Provide space for student mobility aids

BUILT-IN FIXTURES:

- ☐ Multimedia presentation board, with final determination to be made by CCPS one year prior to opening of school.

- ☐ Tack board flanking marker boards plus two (2) parallel rows of continuous tack strips on all available walls (4 LF or longer) at 30” and 48” AFF
- ☐ Lockable wardrobe (18” x 18”)
- ☐ Maximize the marker board (magnetic) around the rest of the room

FURNITURE AND EQUIPMENT:

- ☐ 10 student desks and chairs
- ☐ 4-drawer file cabinet
- ☐ Mobile shelving (various)
- ☐ Teacher work surface with mobile storage
- ☐ 1 ergonomic chair
- ☐ 4 lockers for instructional assistants

TOILET/CHANGING ROOM

USERS:

- ☐ 1 student
- ☐ 1 staff person

SPATIAL RELATIONSHIP:

- ☐ Centrally located near the Student Support spaces

GOALS AND PROGRAM ACTIVITIES:

- ☐ To provide an area to support student privacy and toileting needs

DESIGN CONSIDERATIONS:

- ☐ Adequate exhaust/ventilation
- ☐ Moisture- and stain-resistant finishes
- ☐ Uniform lighting

BUILT-IN FIXTURES:

- ☐ Toilet
- ☐ Sink
- ☐ Towel dispenser
- ☐ Toilet tissue holder
- ☐ 36” and 42” grab bars
- ☐ Soap dispenser
- ☐ Towel rack

FURNITURE AND EQUIPMENT:

- ☐ Changing table, adaptable for varying-sized children
- ☐ shelves

SPECIAL EDUCATION CONFERENCE ROOM

USERS:

- ☐ 12-15 occupants

SPATIAL RELATIONSHIPS:

- ☐ Locate near the main entrance

GOALS AND PROGRAM ACTIVITIES:

- ☐ To provide a place for teacher conferences or meetings

DESIGN CONSIDERATIONS:

- ☐ Uniform lighting
- ☐ Electrical outlets for equipment
- ☐ Auditory privacy

BUILT-IN FIXTURES:

- ☐ Marker board (8 LF)
- ☐ Multimedia presentation, to be determined by CCPS one year prior to opening
- ☐ Tack board (8 LF)

FURNITURE AND EQUIPMENT:

- ☐ Conference tables for 12 w/ conference room technology built-in
- ☐ 10-12 chairs
- ☐ Adjustable height bookshelves (24 LF)

RELATED SERVICES ROOM

USERS:

- ☐ Up to 6 students
- ☐ Up to 2 staff members

GOALS AND PROGRAM ACTIVITIES:

- ☐ Develop augmentative and verbal communication skills
- ☐ Develop physical and occupational skills

SPATIAL CONSIDERATIONS:

- ☐ Centrally locate near academic classrooms

DESIGN CONSIDERATIONS:

- ☐ Uniform lighting with multi-level switching
- ☐ Acoustical treatment should be provided in this space to address the sensory needs of students

BUILT-IN FIXTURES:

- ☐ 10, 115-volt duplex outlets
- ☐ 2 computer outlets with isolated ground receptacles
- ☐ Built-in cabinets below and counter
- ☐ Built-in cabinets on 1 wall, with locks accessible to tthe eacher
- ☐ Built-in ceiling hook with 12’ diameter
- ☐ Provide a privacy screen to divide the space into two

FURNITURE AND EQUIPMENT:

- ☐ 1 adjustable-height table
- ☐ 1 Teacher work surface with mobile storage
- ☐ 1 ergonomic chair
- ☐ 2 drawer file cabinet with locks
- ☐ 6 student chairs
- ☐ 1 computer workstation with cha air

SENSORY/MINDFULNESS ROOM

USERS:

- ☐ Up to 5 students
- ☐ Up to 2 staff

SPATIAL RELATIONSHIPS:

- ☐ Centrally located near the Student Support offices or academic spaces.

GOALS AND PROGRAM ACTIVITIES:

- ☐ To provide sensory-based experiences for students to self-calm to be ready to learn.
- ☐ To provide students opportunities to learn self-regulation life skills that help students develop self-awareness to identify their feelings and appropriate coping strategies.

DESIGN REQUIREMENTS:

- ☐ Acoustical treatment to isolate the room from outside distractions.
- ☐ Set up the room with stations to offer students a variety of sensory opportunities

BUILT-IN FIXTURES:

- ☐ Tall cabinet for storage of materials
- ☐ Bluetooth sound system
- ☐ Sensory lighting
- ☐ Tactile sensory board

FURNITURE AND EQUIPMENT:

- ☐ Sensory fidgets
- ☐ Weighted blankets
- ☐ Crash pads
- ☐ Sensory Lamp

SCHOOL PSYCHOLOGIST/SPECIAL EDUCATION OFFICE

USERS:

- ☐ Up to 2 staff members
- ☐ Up to 2-3 visitors

SPATIAL RELATIONSHIPS:

- ☐ Locate in close proximity to special education office

GOALS AND PROGRAM ACTIVITIES:

- ☐ To conduct psychological assessment of students
- ☐ To interpret psychological assessments to parents, staff, and students
- ☐ Assist in behavior management of students as needed

DESIGN CONSIDERATIONS:

- ☐ Uniform lighting with multi-level switching

DESIGN CONSIDERATIONS:

- ☐ Uniform lighting
- ☐ Electrical outlets for equipment
- ☐ Windows to provide natural light is desirable
- ☐ Auditory privacy

BUILT-IN FIXTURES:

- ☐ Tack board (4 LF)
- ☐ Hook behind door
- ☐ 2 computer outlets

FURNITURE AND EQUIPMENT:

- ☐ 1 adult desk and ergonomic chair
- ☐ 1 computer station with chair
- ☐ 1 small table with 2 chairs
- ☐ 1 filing cabinet

SPECIAL EDUCATION SECRETARY/RECORDS OFFICE

USERS:

- ☐ 1 staff member

SPATIAL RELATIONSHIPS:

- ☐ Locate in close proximity to the school psychologist's office

GOALS AND PROGRAM ACTIVITIES:

- ☐ To provide a space for the special education secretary to perform administrative duties
- ☐ Store student confidential records

DESIGN CONSIDERATIONS:

- ☐ Ability to secure the room
- ☐ Uniform lighting
- ☐ Electrical outlets for equipment
- ☐ Windows to provide natural light, desirable
- ☐ Auditory privacy

BUILT-IN FIXTURES:

- ☐ Tack board (4 LF)
- ☐ Hook behind the door
- ☐ 2 computer outlets

FURNITURE AND EQUIPMENT:

- ☐ 1 adult desk and ergonomic chair
- ☐ 4 filing cabinets

Technology Education Laboratories

Space	Design Guidelines		
	Qty.	S.F.	Total
Technology Education Laboratories			**3,600**
Technology Education Laboratory	**2**	1,600	3,200
Student Project Storage	2	100	200
Material Storage	2	100	200

TECHNOLOGY EDUCATION LABORATORY

USERS:

- ☐ 30-32 students
- ☐ 1-2 staff members

SPATIAL CONSIDERATIONS:

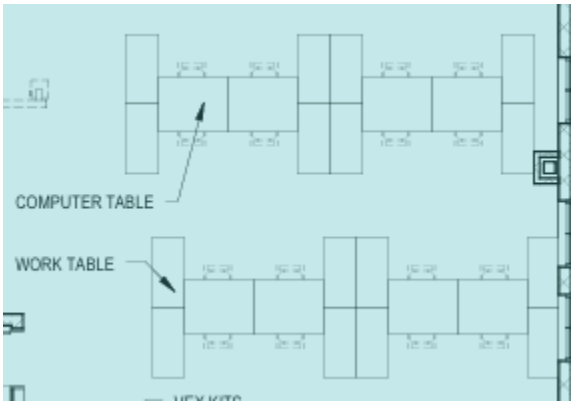
- ☐ Centrally located near the other related arts classrooms.

GOALS AND PROGRAM ACTIVITIES:

- ☐ Flexible space to accommodate individual and team instruction on engineering concepts
- ☐ Computer simulations and instruction
- ☐ Data collection and analysis
- ☐ Hands-on activities

DESIGN CONSIDERATIONS:

- ☐ Student workspace should be designed to have an individual worktop or laptop as well as a workspace to work on projects
- ☐ Furniture should be able to accommodate electrical wiring for tools such as drills and screwdrivers to work on robotic and engineering projects
- ☐ Below is an example of one possible layout for the student workstation:



- ☐ Rooms should be designed for ease of movement and accessibility; students need to be able to move around the workstations

- ☐ Windows to provide natural light
- ☐ Provide a minimum of 70 foot-candles of light at bench height.
- ☐ Provide uniform, glare-free, shadow-free light overall

BUILT-IN FIXTURES:

- ☐ Multimedia presentation board, with final determination to be made by CCPS one year prior to opening of school.
- ☐ Tack board flanking marker boards plus two (2) parallel rows of continuous tack strips on all available walls (4 LF or longer) at 30” and 48” AFF
- ☐ Lockable wardrobe (18” x 18”)
- ☐ Maximize marker board (magnetic) around the rest of the room
- ☐ Counter with base and wall cabinets along one wall

ELECTRICAL:

- ☐ Provide sufficient electricity and outlets to supply the computers and workstations.

FURNITURE AND EQUIPMENT:

- ☐ 32 student workstations with chairs
- ☐ Teacher work surface w/mobile storage
- ☐ 1 ergonomic chair
- ☐ 1, 4-drawer file cabinets
- ☐ Adjustable height bookshelves (12 LF)

STUDENT PROJECT STORAGE

USERS:

- ☐ 1-2 students
- ☐ 1-2 staff members

GOALS AND PROGRAM ACTIVITIES:

- ☐ To provide flexible space to accommodate student projects

DESIGN CONSIDERATIONS:

- ☐ Uniform lighting with multi-level switching
- ☐ Adequate ventilation

FIXED EQUIPMENT:

- ☐ Storage shelving with varying depths

MATERIAL STORAGE

USERS:

- ☐ 1-2 students
- ☐ 1-2 staff members

GOALS AND PROGRAM ACTIVITIES:

- ☐ To provide flexible space to accommodate material and instructional storage

DESIGN CONSIDERATIONS:

- ☐ Uniform lighting with multi-level switching
- ☐ Adequate ventilation

FIXED EQUIPMENT:

- ☐ Storage shelving with varying depths

Visual Arts

Space	Design Guidelines		
	Qty.	S.F.	Total
Multipurpose Art Studio	**2**	1,300	2,600
Kiln Room	1	100	100
Art Storage Room	2	200	400

GENERAL PLANNING CONSIDERATIONS:

- ☐ The art wing should have access to a north facing outside patio.
- ☐ If the art room is located on an upper floor, then it should be near an elevator for easy transport of materials.

MULTIPURPOSE ART STUDIO

USERS:

- ☐ Up to 36 students
- ☐ 1 staff person

SPATIAL RELATIONSHIPS:

- ☐ Access to an outside courtyard is ideal
- ☐ Adjacent to and with access to storage

GOALS AND PROGRAM ACTIVITIES:

- ☐ To provide a learning environment where students can learn two-dimensional and three dimensional art, fiber arts, and create their own art pieces
- ☐ To teach students a variety of art forms such as drawing, painting, printmaking, sculpture, ceramics, and crafts to create artworks.
- ☐ Art history and culture
- ☐ Cooperative group work

DESIGN CONSIDERATIONS:

- ☐ North-facing location is ideal; avoid southern or western exposure if possible.
- ☐ Provide multi-directional natural lighting if possible, supplemented by light tubes as needed.
- ☐ 6-10 adjustable full-spectrum lighting/track lighting for display wall
- ☐ Entrance doors should be a minimum of 36” inches clear
- ☐ Cabinetry and wall colors should be neutral
- ☐ Windows to provide natural light and egress
- ☐ Electrical outlets, every 4’, for equipment
- ☐ Window treatment to darken room for AV presentations

- ☐ The design of the room must allow for placement of the art tables with adequate space between the tables for good circulation.
- ☐ A lighted, lockable display case should be located in the hall outside the art room
- ☐ Open space should be provided near the sink to accommodate five students working at five pottery wheels

BUILT-IN FIXTURES:

- ☐ Multimedia presentation board, with final determination to be made by CCPS one year prior to the opening of school.
- ☐ Tack board flanking marker boards plus two (2) parallel rows of continuous tack strips on all available walls (4 LF or longer) at 30” and 48” AFF
- ☐ Lockable wardrobe (18” x 18”)
- ☐ Base/wall cabinets and shelving
- ☐ An 8' W x 8'H tackboard with open space below for drying racks should be provided.
- ☐ Tack boards on as many walls as possible (12-24 LF)
- ☐ Tack strip on all walls at two heights or a trackable surface
- ☐ 4-6' wide bank of cubbies (height may vary) to accommodate 32 student backpacks and notebooks
- ☐ Paper storage
- ☐ Vertical files (30” x 40” work)
- ☐ Towel dispenser
- ☐ Soap dispenser
- ☐ Flammable storage container

PLUMBING:

- ☐ Three trough-style sinks with hot and cold water should be provided, dispersed throughout the room:
  - ☐ Two-person style sinks
  - ☐ Each sink should be a minimum of 8” deep and 16” wide. Length should be determined based on the design of the room.
  - ☐ Base cabinets should have a minimum of 2 drawers and shelves
  - ☐ One sink must be ADA compliant
  - ☐ One sink should be located near the Kiln Room
  - ☐ Clay and plaster traps should be provided in the sinks

FURNITURE AND EQUIPMENT:

- ☐ 9 worktables
- ☐ 36 stools
- ☐ 60 project storage lockers (10" x 15" x 20")
- ☐ Bookshelves (24 LF)
- ☐ 5 pottery wheels
- ☐ Teacher work surface with mobile storage
- ☐ 1 ergonomic chair
- ☐ Cabinets with drying racks
- ☐ Movable art display panels
- ☐ Light table
- ☐ 1 printers

- [ ] 1 ELMO
- [ ] 1 computer for teacher use
- [ ] Teacher cabinet

KILN ROOM

USERS:

- [ ] Up to 2 students.
- [ ] 1 staff person.

GOALS AND PROGRAM ACTIVITIES:

- [ ] To provide a space to fire and store completed clay work and clay bins

SPATIAL RELATIONSHIPS:

- [ ] Adjacent and with access to a multipurpose art studio

DESIGN CONSIDERATIONS:

- [ ] Adequate ventilation/exhaust
- [ ] Electrical outlets (208 voltage) for 3 kilns

BUILT-IN FIXTURES:

- [ ] Storage shelving (12" deep)
- [ ] Base/wall cabinets and shelving

HVAC:

- [ ] Temperature-controlled exhaust
- [ ] Ventilation for the kilns
- [ ] Hooded exhaust for glazing
- [ ] Separate cut-off for the kilns

FURNITURE AND EQUIPMENT:

- [ ] 3 Kilns
- [ ] Greenware shelving
- [ ] Fire Extinguisher
- [ ] Pug mill (may be stored outside)

ART STORAGE ROOM

USERS:

- ☐ 1-2 students
- ☐ 1 staff person

GOALS AND PROGRAM ACTIVITIES:

- ☐ To provide secure and adequate space to store art supplies, portable equipment, technology peripherals, and materials

BUILT-IN FIXTURES:

- ☐ Storage shelving (12" deep)
- ☐ Storage shelving (18" deep)

FURNITURE AND EQUIPMENT:

- ☐ Greenware Shelving
- ☐ Flat file cabinet

Performing Arts Spaces

Space	Design Guidelines		
	Qty.	S.F.	Total
Performing Arts Spaces			**4,110**
Choral/Keyboard Classroom	**1**	1,400	1,400
Choral Storage	1	200	200
Instrumental/Band Music Classroom	**1**	1,800	1,800
Instrument Storage	1	350	350
Music Library Room	1	80	80
Small Practice Rooms	2	60	120
Small Ensemble Practice Rooms	2	80	160

GENERAL PLANNING CONSIDERATIONS:

- ☐ For the music rooms, the design team must take into consideration the following:
  - ☐ Volume and shape of the room.
  - ☐ Sound isolation between the rooms, including wall seam construction and doors.
  - ☐ Acoustical treatment to walls, ceilings, and furnishings.
  - ☐ Design of the mechanical system where individual takeoff branches, which are acoustically lined, feed each room from the supply duct positioned outside the room.
  - ☐ Student toilet rooms should be located near the performing arts rooms.

CHORAL/KEYBOARD CLASSROOM

USERS:

- ☐ Up to 60 students
- ☐ 1 staff person

GOALS AND PROGRAM ACTIVITIES:

- ☐ To provide a space that will serve as the learning/ practice area for choral classes and keyboard classes, sectionals, and solos
- ☐ To provide a space for rehearsals

SPATIAL RELATIONSHIPS:

- ☐ Adjacent and with access to storage
- ☐ Adjacent and with access to the Practice Room
- ☐ Adjacent and with access to the Music Library
- ☐ Separate from quiet instructional spaces, Library Media Center, Health Suite, etc.

DESIGN CONSIDERATIONS:

- ☐ Uniform multilevel lighting
- ☐ Level floor (no built-in risers)
- ☐ Baffled ductwork
- ☐ Quiet HVAC system
- ☐ Electrical outlets for equipment
- ☐ Appropriate acoustical treatment
- ☐ The ceiling height should be a minimum of 16 feet
- ☐ Drinking fountain in the adjacent area
- ☐ Sound-proof glass separating the Music Rooms from other practice rooms
- ☐ If possible, non-parallel surfaces (walls/ceiling) for acoustical benefits
- ☐ Sound seals on doors
- ☐ Hard surface floor treatment

BUILT-IN FIXTURES:

- ☐ Multimedia presentation board, with final determination to be made by CCPS one year before the opening of school.
- ☐ Tack board flanking marker boards plus two (2) parallel rows of continuous tack strips on all available walls (4 LF or longer) at 30” and 48” AFF
- ☐ Lockable wardrobe (18” x 18”)
- ☐ Choral sound system with sound recording/editing equipment and microphone connection

FURNITURE AND EQUIPMENT:

- ☐ 40-60 musical posture chairs
- ☐ 40-60 music stands
- ☐ Teacher work surface with mobile storage
- ☐ 1 ergonomic chair
- ☐ Conductor’s podium, chair, and stand
- ☐ 150 concert-sized folio capacity
- ☐ Digital piano
- ☐ Sound recording/editing equipment cabinet

CHORAL STORAGE

USERS:

- ☐ Student assistants
- ☐ Teacher

GOAL AND PROGRAM ACTIVITIES:

- ☐ To provide adequate storage and repair for portable choral risers, accessories, and equipment

SPATIAL RELATIONSHIP:

- ☐ Adjacent and with access to Choral Room

DESIGN CONSIDERATIONS:

- ☐ Uniform lighting
- ☐ Adequate ventilation

BUILT-IN FIXTURES:

- ☐ Storage shelving
- ☐ Storage for 32 keyboards and stands

INSTRUMENTAL/BAND MUSIC ROOM

USERS:

- ☐ Up to 80 students
- ☐ Teacher

GOALS AND PROGRAM ACTIVITIES:

- ☐ To serve as the learning and practice area for instrumental music classes
- ☐ Individual and small group practice
- ☐ Performance
- ☐ Teaching and learning to read music
- ☐ Jazz and chamber ensembles
- ☐ Independent study

SPATIAL RELATIONSHIPS:

- ☐ Adjacent and with access to Storage
- ☐ Adjacent and with access to the Instrument Practice Room
- ☐ Adjacent and with access to the Music Library
- ☐ Separate from quiet instructional spaces, Library Media Center, Health Suite, etc.

DESIGN CONSIDERATIONS:

- ☐ Uniform multilevel lighting
- ☐ Level floor (no built-in risers)
- ☐ 8’ high double doors throughout this area with removable mullions
- ☐ Baffled ductwork
- ☐ Quiet HVAC system
- ☐ Electrical outlets for equipment
- ☐ Appropriate acoustical treatment
- ☐ The ceiling height should be a minimum of 18 feet
- ☐ Drinking fountain in the adjacent area
- ☐ Soundproof glass separating practice rooms
- ☐ If possible, non-parallel surfaces (walls/ceiling) for acoustical benefits
- ☐ Sound seals on doors
- ☐ Hard surface floor treatment

BUILT-IN FIXTURES:

- ☐ Multimedia presentation board, with final determination to be made by CCPS one year before the opening of school.
- ☐ Tack board flanking marker boards plus two (2) parallel rows of continuous tack strips on all available walls (4 LF or longer) at 30” and 48” AFF
- ☐ Marker board (12 LF), 1/2 with staff lines
- ☐ Base/wall cabinets (8 LF)
- ☐ Lockable wardrobe (18” x 18”)
- ☐ Band/orchestra sound system with sound recording/editing equipment and microphone connection

FURNITURE AND EQUIPMENT:

- ☐ 80 Music posture chairs
- ☐ 80 music stands
- ☐ Teacher work surface with mobile storage

- ☐ 1 ergonomic chair
- ☐ Electric keyboard
- ☐ 150 concert-sized folio capacity
- ☐ Conductor's podium/stand/chair
- ☐ Sousaphone racks for 1-2
- ☐ Mobile Percussion workstation

INSTRUMENT STORAGE

USERS:

- ☐ Students
- ☐ Teacher

GOAL AND PROGRAM ACTIVITIES:

- ☐ To provide secure and adequate storage for instruments

SPATIAL RELATIONSHIP:

- ☐ Adjacent and with access to Instrumental Music Classroom
- ☐ Ideally, two means of egress will allow a flow of students to enter from one door and exit from a second door.

DESIGN CONSIDERATIONS:

- ☐ Access must only be from the Instrumental Music Classroom.
- ☐ Uniform lighting
- ☐ Independently controlled consistent heating, cooling, and humidity control to ensure that these continue during the summer months
- ☐ A permanent dehumidifier is required to protect the instruments.
- ☐ Maximum-security doors with upgraded locks and an alarm system need to be provided.

BUILT-IN FIXTURES:

- ☐ Large farm style utility sink to clean instruments with a hose and spray attachment to clean large brass instruments, with a counter to repair instruments
- ☐ Storage shelving
- ☐ Instrument storage w/ open grille doors for a variety of instrument sizes , Wenger or comparable
- ☐ Tall cabinets

MUSIC LIBRARY ROOM

USERS:

- ☐ 1 Person

GOAL AND PROGRAM ACTIVITIES:

- ☐ To provide a space to catalog, file, and copy music

SPATIAL RELATIONSHIPS:

- ☐ Adjacent and with access to the Instrumental Music Room
- ☐ Adjacent and with access to the Choral Room

DESIGN CONSIDERATIONS:

- ☐ Uniform lighting
- ☐ Electrical outlets for equipment
- ☐ Windows to provide natural light
- ☐ Soundproof windows with blinds to the Choral Room and Instrumental Music Room

BUILT-IN FIXTURES:

- ☐ Ideally, a high-density music library storage system (using half the space of standard file cabinets) should be designed to store the music, such as the following system: https://shop.wengercorp.com/education/music-library-system.html
- ☐ Bookshelves

FURNITURE AND EQUIPMENT:

- ☐ None

SMALL PRACTICE ROOMS

USERS:

- ☐ Students
- ☐ Teacher

GOAL AND PROGRAM ACTIVITIES:

- ☐ To provide an area for individual student practice and rehearsals

SPATIAL RELATIONSHIP:

- ☐ Provide one adjacent to each of the Instrumental and Choral rooms with good visual supervision

DESIGN CONSIDERATIONS:

- ☐ Prefabricated practice rooms should be considered (Wenger or equivalent)
- ☐ Proper acoustical treatment
- ☐ Adequate ventilation
- ☐ Auditory privacy
- ☐ Windows are required in the doors to allow for supervision
- ☐ Lines of sight are required to these rooms from the classrooms and offices
- ☐ Doors with acoustical seals

BUILT-IN FIXTURES:

- ☐ Acoustical treatment
- ☐ Electrical outlets for a digital piano or other instruments
- ☐ Data port

FURNITURE AND EQUIPMENT:

- ☐ 2 posture chairs
- ☐ 2 musical stands
- ☐ 1 piano for one or more practice rooms (to be determined during design)

SMALL ENSEMBLE PRACTICE ROOMS

USERS:

- ☐ Students
- ☐ Teacher

GOAL AND PROGRAM ACTIVITIES:

- ☐ To provide an area for individual and small group student practice and rehearsals

SPATIAL RELATIONSHIP:

- ☐ Provide one each adjacent to the Instrumental and Choral rooms with good visual supervision

DESIGN CONSIDERATIONS:

- ☐ Prefabricated practice rooms should be considered (Wenger or equivalent)
- ☐ Proper acoustical treatment
- ☐ Adequate ventilation
- ☐ Auditory privacy
- ☐ Windows in the doors to allow for supervision are required
- ☐ Lines of sight are required to these rooms from the classrooms and offices
- ☐ Doors with acoustical seals

BUILT-IN FIXTURES:

- ☐ Acoustical treatment
- ☐ Electrical outlets for digital piano or other instruments
- ☐ Data port

FURNITURE AND EQUIPMENT:

- ☐ 4 posture chairs
- ☐ 4 musical stands
- ☐ 1 piano for one or more practice rooms (to be determined during design)

Physical Education/Athletics

Space	Design Guidelines		
	Qty.	S.F.	Total
Physical Education/Athletics			**14,910**
Gymnasium	**1**	6,800	6,800
Second Gymnasium	**1**	3,200	3,200
Auxiliary Gym	**1**	1,400	1,400
Aux Gym Storage Room	1	50	50
Health Classroom	**1**	1,100	1,100
Group Locker Room/Shower	2	500	1,000
Private Locker Room	1	100	100
Physical Education Offices	2	200	400
Staff Toilet	1	60	60
Physical Education/Athletics Storage	3	200	600
Outdoor Storage	1	200	200

GENERAL PLANNING CONSIDERATIONS:

- ☐ To serve as a physical education facility during the school day and a practice and recreation area during non-school hours.
- ☐ Zoning for the heating and air conditioning should be related to after-hours use of the gymnasium.
- ☐ Parking should be provided near the gymnasium.
- ☐ Toilet rooms should be located near the gymnasium for public use.
- ☐ Corridor barriers near the gymnasium area should be able to be locked after hours.
- ☐ An electric water cooler with a water bottle filling station should be located near the gymnasium.
- ☐ The physical education facilities must conform to all national, state, and local safety regulations
- ☐ There must be audible and visual signals for emergency egress.
- ☐ All outside doors related to the physical education program areas should be keyed for reentry.

GYMNASIUM

USERS:

- ☐ Up to 70 students for instruction
- ☐ Up to 2 teachers for instruction
- ☐ Up to 300-350 people in the bleachers

GOALS AND PROGRAM ACTIVITIES:

- ☐ To provide a space for physical education classes
- ☐ To provide a space for interscholastic competition and daily practices
- ☐ To provide a secure space for community programs and activities

SPATIAL RELATIONSHIPS:

- ☐ Direct access to PE Locker Rooms
- ☐ Direct access to Storage
- ☐ Near the staff offices
- ☐ Near outdoor athletic fields
- ☐ Near visitor parking
- ☐ Near public toilet rooms
- ☐ Separated from quiet spaces (regular classrooms, Library Media Center, Health Suite, etc.)

DESIGN CONSIDERATIONS:

- ☐ Consider an operable wall between the main gymnasium and the 2nd gymnasium to allow for large school and community gatherings.
- ☐ Provide wood flooring in the gymnasium.
- ☐ Ceiling height should have a minimum clearance height of 24’ from the floor to the nearest obstruction, including lights.
- ☐ Ensure major entrance doors to the gymnasiums and lockers are double doors with no center post. Non-glazed doors are preferred.
- ☐ Provide a dividing curtain to separate the main gym into two teaching stations.
- ☐ Ensure that the gymnasium can be isolated from the rest of the school after school hours and provide security doors to close off other parts of the building from the gymnasium/lobby areas.
- ☐ Limit background noise to 40 dB. Treat walls and ceilings for excess reverberation. Provide STC rating of 60 for walls and ceiling assemblies between adjacent spaces. See ANSI S12.60-2002.
- ☐ Design the HVAC system to be quiet.
- ☐ Locate the drinking fountain in the adjacent corridor.
- ☐ Provide fiberglass, electrically operated folding bleachers to seat one-third of the maximum projected enrollment along one long side, leaving an area of 65 by 100 feet when folded.
- ☐ Prevent glare from outdoor lighting sources
- ☐ Provide shielded metal halide lighting with white uniform lighting and multi-level controls.
- ☐ Locate all switches, fire alarms, etc., in corners, covered with wire boxes, and duplicate on each side of the dividing curtain.
- ☐ Ensure each wall of the gymnasium has four sets of electrical outlets.
- ☐ Provide painting and creative artistic wall graphics.
- ☐ Equip the gymnasium with an acoustical deck, computer outlet, mobile multimedia presentation board, and sound system.
- ☐ Provide a lobby with a display case, tack board, and small storage closet adjacent to the gymnasium.

- ☐ If the gym opens to the outside, a step-down entrance with concrete landing is needed.
- ☐ Emergency lights should be at least 12 feet from the floor.
- ☐ Ensure that doors are not located behind baskets so wall padding can be installed in these locations.
- ☐ The walls and ceilings will require acoustical treatment.
- ☐ Provide electrical and data outlets throughout the gymnasium for equipment.
- ☐ All controls, such as fire alarms, should not be located behind baskets.
- ☐ Consideration should be given to the design of fixtures/graphics to allow for hanging team award banners.

BUILT-IN FIXTURES:

- ☐ Fixed equipment will include the following:
    - ☐ Insertion type (Senoh only) floor plates for volleyball and badminton game standards and gymnastic equipment (Senoh only) red aluminum combination uprights that work for both volleyball and badminton, therefore only requiring one size of poles and one size of sleeves. Each side of the gymnasium should be designed for four badminton/volleyball courts for a total of eight small courts.
    - ☐ Scoreboard
    - ☐ A clock with cage at each end of the gymnasium
    - ☐ Archery net, the full width of the gymnasium, with hoist on non-bleacher side
    - ☐ Six basketball baskets, with safety straps. Four should be cross-court. The two end baskets should have rectangular glass backboards and hydraulic rims. All baskets should be motorized and adjustable with a key. There should be no doors under the basketball goals.
    - ☐ A quality P/A sound system to service the gymnasium shall be provided.
    - ☐ Wall padding (6’ x 16’) in school colors mounted behind each basketball backstop, behind the goals and on the backboards should be provided.
    - ☐ Tackboard (8 LF); Magnetic marker board (8 FT) on both sides of the dividing curtain.
- ☐ All risers on bleachers must be equal in height, have handrails at aisles, and comply with NFPA 102.

TECHNOLOGY:

- ☐ Microphone ports
- ☐ Voice and data ports
- ☐ Sound system ports
- ☐ Data ports near moveable multimedia presentation board

SECOND GYMNASIUM

USERS:

- ☐ Up to 35 students for instruction
- ☐ Up to 1 teacher for instruction

GOALS AND PROGRAM ACTIVITIES:

- ☐ To provide a space for physical education classes
- ☐ To provide a space for interscholastic competition and daily practices
- ☐ To provide a secure space for community programs and activities

SPATIAL RELATIONSHIPS:

- ☐ Access to PE Locker Rooms
- ☐ Direct access to Storage
- ☐ Near the staff offices
- ☐ Near outdoor athletic fields
- ☐ Near visitor parking
- ☐ Near public toilet rooms
- ☐ Separated from quiet spaces (regular classrooms, Library Media Center, Health Suite, etc.)

DESIGN CONSIDERATIONS:

- ☐ Consider an operable wall between the main gymnasium and the 2nd gymnasium to allow for large school and community gatherings.
- ☐ Provide wood flooring in the 2nd gymnasium.
- ☐ Ceiling height should have a minimum clearance height of 24’ from the floor to the nearest obstruction, including lights.
- ☐ Must be able to isolate the 2nd gymnasium from the rest of the school after hours.
- ☐ Ensure major entrance doors to the gymnasiums and lockers are double doors with no center post. Non-glazed doors are preferred.
- ☐ Ensure that the gymnasium can be isolated from the rest of the school after school hours and provide security doors to close off other parts of the building from the gymnasium/lobby areas.
- ☐ Limit background noise to 40 dB. Treat walls and ceilings for excess reverberation. Provide STC rating of 60 for walls and ceiling assemblies between adjacent spaces. See ANSI S12.60-2002.
- ☐ Design the HVAC system to be quiet.
- ☐ Locate the drinking fountain in the adjacent corridor.
- ☐ Prevent glare from outdoor lighting sources
- ☐ Provide shielded metal halide lighting with white uniform lighting and multi-level controls.
- ☐ Locate all switches, fire alarms, etc., in corners, covered with wire boxes.
- ☐ Each wall of the gymnasium should have four sets of electrical outlets.
- ☐ Provide painting and creative artistic wall graphics.
- ☐ Equip the gymnasium with an acoustical deck, computer outlet, mobile multimedia presentation board, and sound system.
- ☐ If the gym opens to the outside, a step-down entrance with a concrete landing is needed.
- ☐ Emergency lights should be at least 12 feet from the floor.
- ☐ Doors should not be located behind baskets to ensure that wall padding can be installed in these locations.
- ☐ The walls and ceilings will require acoustical treatment.
- ☐ Electrical and data outlets throughout the gymnasium for equipment.

- ☐ All controls, such as fire alarms, should not be located behind baskets.
- ☐ Consideration should be given to the design of fixtures/graphics to allow for hanging team award banners.

BUILT-IN FIXTURES:

- ☐ Fixed equipment will include the following:
  - ☐ Insertion type (Senoh only) floor plates for volleyball and badminton game standards and gymnastic equipment (Senoh only) red aluminum combination uprights that work for both volleyball and badminton, therefore only requiring one size of poles and one size of sleeves. Each side of the gymnasium should be designed for four badminton/volleyball courts for a total of eight small courts.
  - ☐ A clock with a cage at each end of the gymnasium
  - ☐ Two end baskets should be motorized and adjustable with a key. There should be no doors under the basketball goals.
  - ☐ A quality P/A sound system to service the gymnasium shall be provided.
  - ☐ Wall padding (6’ x 16’) in school colors is mounted behind each basketball backstop behind the goals and on the backboards should be provided.
  - ☐ Tackboard (8 LF); Magnetic marker board (8 FT)

TECHNOLOGY:

- ☐ Microphone ports
- ☐ Voice and data ports
- ☐ Sound system ports
- ☐ Data ports near movable multimedia presentation board

AUXILIARY GYMNASIUM (Functional Fitness Room/Outdoor Pursuits)

USERS:

- ☐ Up to 30 students
- ☐ 1 staff person

GOALS AND PROGRAM ACTIVITIES:

- ☐ To serve as a physical education teaching area that prepares the body for real-life movements and outdoor activities.
- ☐ Physical education classes help students develop their muscular, respiratory, and cardiovascular systems.

SPATIAL RELATIONSHIPS:

- ☐ Locate near the Physical Education suite
- ☐ Near PE Locker Rooms/Showers
- ☐ Adjacent and with access to the Main and 2nd Gymnasiums
- ☐ Adjacent and with access to Storage

DESIGN CONSIDERATIONS:

- ☐ Ceiling height should be a minimum of 16’
- ☐ Avoid projections, posts, or other hazards.
- ☐ Flexibility of space is required
- ☐ Excellent ventilation as well as an electronic deodorizing system.
- ☐ This room requires a rubberized, resilient floor for weight training.
- ☐ Provide electrical outlets along the walls for equipment.
- ☐ Wireless capability is required

FIXED EQUIPMENT:

- ☐ A climbing wall should be installed along the long wall of this room (Length will be confirmed during the Schematic Design phase)
- ☐ Battle rope pull (1-2) with appropriate rope for middle school
- ☐ Two or three stall bars mounted to the wall with the following equipment:
  - ☐ Pull-up bars
  - ☐ G-loop anchors (4 per stall bar) for resistance bands
  - ☐ Ground rotational trainer (1)
- ☐ One or two storage trays (to hold medicine balls and dumbbells), functional training equipment suspended from the wall mount, such as ropes, resistance bands, suspension devices, or other devices
- ☐ Electric outlets should be located on all four walls.
- ☐ A small recessed lockable closet with shelving should be provided.
- ☐ Tackboard (6LF)
- ☐ Magnetic Board (6LF)
- ☐ Colored acoustical panels
- ☐ Bluetooth sound system

HEALTH CLASSROOM

USERS:

- ☐ Up to 30 students
- ☐ 1 staff person

GOALS AND PROGRAM ACTIVITIES:

- ☐ To provide a space to teach the health and well-being curriculum
- ☐ To provide a space to teach CPR instruction

SPATIAL RELATIONSHIPS:

- ☐ Locate near the Physical Education suite

DESIGN CONSIDERATIONS:

- ☐ Design as a standard classroom
- ☐ Sink with cabinets above and below
- ☐ An area where carpets or mats can be located for CPR training
- ☐ Uniform lighting with multi-level switching
- ☐ Windows to provide natural light and egress
- ☐ Electrical outlets for equipment
- ☐ Window treatment to darken the room for AV presentations
- ☐ Doors between classrooms

BUILT-IN FIXTURES:

- ☐ Multimedia presentation board, with final determination to be made by CCPS one year before the opening of school.
- ☐ Tack board flanking marker boards plus two (2) parallel rows of continuous tack strips on all available walls (4 LF or longer) at 30” and 48” AFF
- ☐ Lockable wardrobe (18” x 18”)
- ☐ Maximize the marker board (magnetic) around the rest of the room
- ☐ Lockable teacher wardrobe
- ☐ Lockable cabinet w/ for storing health curriculum materials such as adult, child, and infant CPR manikins
- ☐ Clock

FURNITURE AND EQUIPMENT:

- ☐ Seating at tables for 30 students
- ☐ 30 student chairs
- ☐ Teacher’s desk/workstation and chair
- ☐ Two (2) file cabinets w/lock, 4-drawer
- ☐ 1 worktable
- ☐ Adjustable height bookshelves for 60-70 textbooks

GROUP LOCKER ROOM/SHOWER

USERS:

- ☐ Up to 75 students
- ☐ 1 staff person

GOALS AND PROGRAM ACTIVITIES:

- ☐ To provide a safe and clean area for students to change, store clothes, and shower

SPATIAL CONSIDERATIONS:

- ☐ Located near the Gymnasium, Athletic Lockers, and Fine Arts Area
- ☐ Ideally, the locker rooms should be located on the same floor as and have direct access to the gymnasium

DESIGN CONSIDERATIONS:

- ☐ Maze entrance to block vision and provide privacy from the hallway
- ☐ Adequate ventilation/exhaust with a deodorizing system
- ☐ Humidity controls
- ☐ Temperature controls in each area
- ☐ Barrier doors to secure locker rooms from other areas
- ☐ Floors are to be skid-resistant VCT
- ☐ Cleanable building surfaces
- ☐ Arrange lockers to provide good supervision from the office.
- ☐ Minimize isolated areas.

Lockers Area

BUILT-IN FIXTURES:

- ☐ 100 lockers for each locker room, sized for backpacks, with a removable combination lock for each locker.
- ☐ Fasten lockers to the floor or wall 6” to 8" above the floor.
- ☐ Install benches in front of lockers, approximately 30" away from lockers.
- ☐ Supervision should be possible from one central location.
- ☐ Locate a hose bib in each locker room with appropriate drainage.
- ☐ Locate an electric water cooler inside or as close as possible outside of the locker rooms.
- ☐ Some lockers should be ADA compliant.
- ☐ Locker colors should reflect the school colors.

Shower Drying Area

USERS:

- ☐ Up to two students

SPATIAL CONSIDERATIONS:

- ☐ Located inside each of the locker rooms

DESIGN CONSIDERATIONS:

- ☐ Ensure that staff can supervise the shower area
- ☐ The shower area needs to be well ventilated and free from hazardous projections.
- ☐ Each shower area should have two showers with a drying area with one ADA-compliant shower.
- ☐ Skid grip flooring is required.
- ☐ All showers require a shower rod and curtain

BUILT-IN FIXTURES:

- ☐ Showerhead
- ☐ Shower curtain and rod
- ☐ Bench for drying area
- ☐ Towel hook

Toilet Room

SPATIAL CONSIDERATIONS:

- ☐ Located inside each of the locker rooms

DESIGN CONSIDERATIONS:

- ☐ Ensure that staff can easily supervise the toilet rooms
- ☐ The toilet rooms need to be designed per local code including the number of fixtures for each room, and ensure it will accommodate the needs of 75 students per class in each locker room.
- ☐ Adequate exhaust/ventilation
- ☐ Moisture- and stain-resistant finishes
- ☐ Uniform lighting

BUILT-IN FIXTURES:

- ☐ Toilet partitions
- ☐ Mirror
- ☐ Soap dispenser
- ☐ Towel dispenser
- ☐ Hand /hair dryers
- ☐ 36" and 42" grab bars
- ☐ Toilet tissue holders
- ☐ Narrow counter

PRIVATE LOCKER ROOM

USERS:

- ☐ One student at a time

GOALS AND PROGRAM ACTIVITIES:

- ☐ To provide a private changing, toilet, and shower space for student use during physical education time

SPATIAL RELATIONSHIP:

- ☐ Locate near the physical education and athletic offices
- ☐ Ensure that staff have visual supervision of this locker room

DESIGN CONSIDERATIONS:

- ☐ Consider the privacy needs of the students when designing the location of these rooms
- ☐ Adequate exhaust/ventilation
- ☐ Moisture- and stain-resistant finishes
- ☐ Uniform lighting

BUILT-IN FIXTURES:

- ☐ Toilet
- ☐ Sink
- ☐ Towel dispenser
- ☐ 24” x 60” mirror
- ☐ Toilet tissue holder
- ☐ 36” and 42” grab bars
- ☐ Soap dispenser
- ☐ Towel rack
- ☐ Shower
- ☐ Shower rod and curtain
- ☐ Dressing bench
- ☐ Hooks

PHYSICAL EDUCATION OFFICES

USERS:

- ☐ Up to 3 staff members

GOAL: PROGRAM ACTIVITIES:

- ☐ To provide a work area for physical education teachers and staff to conduct administrative duties

SPATIAL RELATIONSHIP:

- ☐ Adjacent to the student locker rooms to allow for supervision of students

DESIGN CONSIDERATIONS:

- ☐ Should have direct access to the locker rooms and supervision
- ☐ Uniform lighting
- ☐ Electrical outlets for equipment
- ☐ Windows to provide natural light are desirable
- ☐ Auditory privacy

BUILT-IN FIXTURES:

- ☐ Tack board (4 LF)
- ☐ Window blinds to ensure privacy into locker rooms
- ☐ 3 full-length lockers for each office

FURNITURE AND EQUIPMENT:

- ☐ 3 Teacher's Desks
- ☐ 3 Ergonomic task chairs
- ☐ Four-drawer file cabinet
- ☐ Adjustable height bookshelves (12 LF)

STAFF TOILET

USERS:

- ☐ One staff member per room

GOAL: PROGRAM ACTIVITIES:

- ☐ To provide a private toilet and shower space for physical education and athletic staff

SPATIAL RELATIONSHIP:

- ☐ Locate with easy access to both staff offices.

DESIGN CONSIDERATIONS:

- ☐ Adequate exhaust/ventilation
- ☐ Moisture- and stain-resistant finishes
- ☐ Uniform lighting

BUILT-IN FIXTURES:

- ☐ Toilet
- ☐ Sink
- ☐ Towel dispenser
- ☐ 24” x 60” mirror
- ☐ Toilet tissue holder
- ☐ 36” and 42” grab bars
- ☐ Soap dispenser

PHYSICAL EDUCATION/ATHLETICS STORAGE

GOAL AND PROGRAM ACTIVITIES:

- ☐ To provide space to adequately store PE and athletic equipment (PE and athletic equipment need to be stored separately)
- ☐ Storing the sound system and other equipment in the physical education/athletic area

SPATIAL RELATIONSHIPS:

- ☐ Near PE areas
- ☐ Adjacent and with access to the gymnasiums

DESIGN CONSIDERATIONS:

- ☐ Climate control to dry equipment that gets wet during use
- ☐ Separate storage areas for different sports, physical education, and athletics
- ☐ Uniform lighting
- ☐ Every 4'-5', floor-to-ceiling partitions should be installed to divide long storage areas into smaller storage areas.
- ☐ Each section should have a rod to allow storage for uniforms and shelves for storing equipment.
- ☐ Each section should allow for a padlock to be locked.
- ☐ Adequate shelving, hooks, and bins to store baseball bats, hockey sticks, lacrosse sticks, golf clubs, bikes, archery, fishing poles, and warm-ups are required for physical education use.
- ☐ The main access to the equipment closets should not have center posts.
- ☐ In one of the storage rooms, one wall should be identified for storing the volleyball standards
- ☐ Provide secure storage
- ☐ Flexibility of storage use for physical education and athletics

BUILT-IN FIXTURES:

- ☐ Shelving
- ☐ Hooks
- ☐ Bins
- ☐ Partitions with doors for locking
- ☐ Volleyball standard wall storage racks

OUTDOOR STORAGE

GOAL AND PROGRAM ACTIVITIES:

- ☐ To provide space to adequately store outdoor PE and athletic equipment (PE and athletic equipment need to be stored separately)

SPATIAL RELATIONSHIPS:

- ☐ Near PE areas
- ☐ Adjacent and with access to the gymnasiums

DESIGN CONSIDERATIONS:

- ☐ Climate control to dry equipment that gets wet during use
- ☐ Separate storage areas for different sports, physical education, and athletics
- ☐ Uniform lighting

BUILT-IN FIXTURES:

- ☐ Shelving
- ☐ Hooks
- ☐ Bins
- ☐ Partitions with doors for locking

Library Media Center

Space	Design Guidelines		
	Qty.	S.F.	Total
Library Media Center			**4,570**
Main Learning Environment	1	2,800	2,800
Work Production Area/Maker space	1	450	450
Multimedia Studio	1	600	600
Small Collaboration Area	1	100	100
Equipment Storage	1	250	250
Staff Coaches Offices	2	85	170
Staff Coaches Training Room	1	200	200

GENERAL DESIGN CONSIDERATIONS:

- ☐ The Library Media Center (LMC) is the information hub of the school.
- ☐ The latest version of the MSDE document, Facilities Guidelines for Library Media Programs, may be used as a reference for the design of the LMC.
- ☐ The LMC should be centrally located and accessible from the main corridor to allow the LMC easy access by outside groups during after-school hours and in the summer.
- ☐ There should be easy access to the elevator.
- ☐ Toilet rooms should be located near the LMC.
- ☐ Sight lines are an important feature in the design of the LMC. Staff should have visual supervision of the entire LMC from the LMC circulation desk, including the entrance .
- ☐ If possible, the LMC should not be located below high noise level activities such as music, technology education, cafeteria, or physical education.
- ☐ If possible, provide access from the LMC to an outdoor learning space.
- ☐ Multiple charging outlets need to be provided throughout the LMC and in the floor, counters, and on the wall.
- ☐ Consideration should be given to the location of the circulation desk and seating areas that may require data and or power for the use of computers or staff/student work areas.
- ☐ Consider the security of the school when the LMC is in use after school hours by community groups.
- ☐ Adequate ventilation
- ☐ Lighting appropriate to task with switches to dim separate zones of media center
- ☐ Electrical outlets at all column locations
- ☐ Windows to provide natural light and egress
- ☐ Ceiling height in proportion to room dimensions

MAIN LEARNING ENVIRONMENT

This space will be divided into three main areas that include the circulation area, instructional space, and stacks.

CIRCULATION AREA

USERS:

- ☐ 1 Media Specialist
- ☐ Students

GOAL AND PROGRAM ACTIVITIES:

- ☐ To provide an area to check out books and other materials
- ☐ To provide an area to return materials to the library
- ☐ To provide a space to access the online catalog

SPATIAL RELATIONSHIP:

- ☐ Locate near the main entrance of the Library Media Center

DESIGN CONSIDERATIONS:

- ☐ Space should be allocated for two computer workstations
- ☐ Two means of egress should be provided for the circulation desk
- ☐ The worksurface for the staff member should meet ADA compliance with optimal ergonomics for keyboard height
- ☐ Electric and Ethernet need to be provided.

BUILT-IN FIXTURES:

- ☐ Two data ports for computer workstations
- ☐ Electrical outlets
- ☐ Tack board near the main entrance

FURNITURE AND EQUIPMENT:

- ☐ Circulation Desk with the following features:
    - ☐ Storage area for book return carts
    - ☐ Book return container to catch books
    - ☐ Supplies drawer
    - ☐ Writing area drawer
    - ☐ Area for printer and supplies

INSTRUCTIONAL AREA

USERS:

- ☐ 50-60 students
- ☐ 1 Media Specialist
- ☐ Community use after school hours

GOALS AND PROGRAM ACTIVITIES:

- ☐ To provide an area for whole-group and small-group instruction
- ☐ To provide meeting areas for staff, parents, and students
- ☐ To provide areas for the research of materials
- ☐ To provide areas for individual study and contemplation

SPATIAL RELATIONSHIPS:

- ☐ Provide clear sight lines from this area to the entire LMC
- ☐ Locate two instructional areas in separate areas of the library media center
- ☐ Recessed floor outlets

DESIGN CONSIDERATIONS:

- ☐ Identify one area in the main learning environment as an instructional area with a wall designated for a multimedia presentation board, with final determination to be made by CCPS one year before the opening of school.
- ☐ Provide seating to accommodate 30 students with maximum sight lines and with a variety of flexible seating options for students
- ☐ Window treatment to darken the room for AV presentations
- ☐ Instructional areas require access to all forms of teaching in the school, including wireless access
- ☐ Space needs to be easily reconfigurable with furniture for a variety of uses and groupings to support the whole class, small group, and project-based learning activities.
- ☐ Provide carpeting in this area.
- ☐ An additional informal instructional area should be identified and located near the entrance of the LMC.
- ☐ The flooring in the informal instructional area should be VCT or other hard surface material. This area may also be used during the day for lunch.

HVAC:

- ☐ Supply/return air system independent temperature control

Electrical:

- ☐ Maximize electrical outlets to support the charging of student devices
- ☐ Multilevel light switches
- ☐ Security system for materials

FURNITURE AND EQUIPMENT:

- ☐ A variety of table and chair heights (tables, chairs, stools, soft seating) – seating for 30 students in the main instructional area
- ☐ A variety of tables and chair heights in the secondary instructional area–20-25 seats

STACKS AREA

USERS:

- ☐ Students and staff

GOALS AND PROGRAM ACTIVITIES:

- ☐ To provide an area for the stacks
- ☐ To provide areas for quiet reading

DESIGN CONSIDERATIONS:

- ☐ Carpeted
- ☐ Wall shelving should be maximized in this area, where possible
- ☐ Height for low moveable shelving should be a minimum of 48 inches to accommodate three rows of books that includes picture and nonfiction books
- ☐ Moveable shelf units must be on casters to allow for flexibility
- ☐ Shelving for different types of collections including graphic novels, periodicals, and oversized books such as picture books
- ☐ Provide areas to display the collection and highlight student work
- ☐ Wall electrical outlets near the tables, if possible

BUILT-IN FIXTURES:

- ☐ Mobile book shelving
- ☐ Wall shelves
- ☐ Collection size is approximately 10,000

FURNITURE AND EQUIPMENT:

- ☐ Comfortable seating for 10-12 students in small groupings and for individual students

WORK PRODUCTION AREA/MAKER SPACE

USERS:

- ☐ Media specialist
- ☐ Students

GOAL AND PROGRAM ACTIVITIES:

- ☐ To provide space for the collaborative planning and processing of library media materials
- ☐ To provide a space to repair damaged or worn materials
- ☐ To provide a multipurpose space where students can perform hands-on activities and serve as a maker space

SPATIAL RELATIONSHIPS:

- ☐ This area should be delineated using different ceiling heights and/or a half wall.
- ☐ It should not be a separate room.
- ☐ It can be located near or behind the circulation area, but this is not required.
- ☐ Adjacent and with access to Reading/Stacks/Circulation

DESIGN CONSIDERATIONS:

- ☐ Hard surface flooring should be used
- ☐ Open shelving as well as drawers to accommodate materials for student use, such as maker space and hands-on activities
- ☐ Lockable cabinets for library media supplies are needed
- ☐ Uniform lighting
- ☐ Visual access to the Main Learning Environment
- ☐ Workstation for staff is required, which can be built-in or provided through furniture

BUILT-IN FIXTURES:

- ☐ Sink with counter space and base, and wall cabinets
- ☐ Soap Dispenser
- ☐ Towel Dispenser
- ☐ Tall storage cabinets
- ☐ Open shelving
- ☐ Lockable storage for library media supplies
- ☐ Electrical outlets throughout the space
- ☐ Data ports for printers

FURNITURE AND EQUIPMENT:

- ☐ Worktables with casters and chairs
- ☐ Paper cutter
- ☐ Staff desk with ergonomic chair (can be built in)
- ☐ 3-D Printer
- ☐ Multifunction printer

MULTIMEDIA STUDIO

USERS:

- ☐ Up to 30 students
- ☐ 1 staff member

GOALS AND PROGRAM ACTIVITIES:

- ☐ To provide students the opportunity to explore the world of graphic and digital design, multimedia platforms and instruments, and video production.

SPATIAL REQUIREMENTS:

- ☐ Locate adjacent to the Library Media Center
- ☐ North facing if possible, east or west facing if necessary; not south facing

DESIGN CONSIDERATIONS:

- ☐ The layout should be designed with five to six collaborative groups of computer workstations that cluster around a monitor, with space for worktables in the center of the room.
- ☐ Uniform lighting with multi-level switching
- ☐ Window treatment to darken the room for AV presentations
- ☐ Windows (some operable) to provide natural light and egress

BUILT-IN FIXTURES:

- ☐ Lockable wardrobe (18” x 18”)
- ☐ Marker board (magnetic) (8 LF in primary)
- ☐ Multimedia presentation board, with final determination to be made by CCPS one year before the opening of school.
- ☐ Tack board flanking marker boards plus two (2) parallel rows of continuous tack strips on all available walls (4 LF or longer) at 30” and 48” AFF
- ☐ Lockable wardrobe (18” x 18”)
- ☐ Maximize the marker board (magnetic) around the rest of the room
- ☐ Tack board flanking marker boards plus tack strips at 72” AFF
- ☐ Storage cabinet

FURNITURE AND EQUIPMENT:

- ☐ The layout should be designed with five to six collaborative groups of computer workstations that cluster around a monitor.
- ☐ 30 student chairs
- ☐ Moveable work tables for the center of the classroom
- ☐ Large format printer (NIC)
- ☐ Stop motion cameras (NIC)
- ☐ Other equipment may be identified during the design process (NIC)
- ☐ 1 teacher's desk and chair
- ☐ 1 file cabinet

SMALL COLLABORATION AREA

USERS:

- ☐ Students
- ☐ Staff

GOALS AND PROGRAM ACTIVITIES:

- ☐ To provide a quiet space for students to work and collaborate

SPATIAL REQUIREMENTS:

- ☐ Locate adjacent to the Main Learning Environment

DESIGN CONSIDERATIONS:

- ☐ Auditory privacy
- ☐ Provide large windows for easy supervision form the Main Learning Environment

BUILT-IN FIXTURES:

- ☐ Magnetic marker board (4 LF)
- ☐ Multimedia presentation board, with final determination to be made by CCPS one year prior to opening of school.

FURNITURE AND EQUIPMENT:

- ☐ Table and chairs

EQUIPMENT STORAGE

USERS:

- ☐ Staff

GOALS AND PROGRAM ACTIVITIES:

- ☐ Provide space to store media equipment, instructional materials, back issues of magazines, seasonal materials, and supplies

SPATIAL REQUIREMENTS:

- ☐ Locate adjacent and with easy access to the reading and collaboration area

DESIGN CONSIDERATIONS:

- ☐ Electric and Ethernet should be provided to accommodate equipment such as laminators, poster printers, or other technology.
- ☐ Humidity and temperature control should be provided to protect materials

BUILT-IN FIXTURES:

- ☐ Shelving of varied depths, including 6”, 12”, and 24” depth, should be provided in the room.

STAFF COACHES OFFICE

USERS:

- ☐ 2 Staff Coaches
- ☐ 1 staff member

GOALS AND PROGRAM ACTIVITIES:

- ☐ Provide space for staff coaches to prepare professional development materials and meet with staff
- ☐ One-on-one coaching

SPATIAL REQUIREMENTS:

- ☐ Locate near the Library Media Center
- ☐ Locate near the Central Textbook Storage

DESIGN CONSIDERATIONS:

- ☐ Design for two coaches
- ☐ Provide the ability for hybrid coaching
- ☐ Uniform lighting
- ☐ Electrical outlets for equipment
- ☐ Windows to provide natural light are desirable
- ☐ Auditory privacy

BUILT-IN FIXTURES:

- ☐ Tack board (4 LF)
- ☐ Hook behind the door
- ☐ Whiteboard

FURNITURE AND EQUIPMENT:

- ☐ 2 Teacher work surface with mobile storage
- ☐ 2 ergonomic chairs
- ☐ 2 filing cabinets
- ☐ 1 side chair

STAFF COACHES TRAINING ROOM

USERS:

- ☐ 1 Staff Coach
- ☐ Up to 10 staff members

GOALS AND PROGRAM ACTIVITIES:

- ☐ Provide space for professional development activities

SPATIAL REQUIREMENTS:

- ☐ Locate near the Library Media Center
- ☐ Locate near Staff Coaches Office

DESIGN CONSIDERATIONS:

- ☐ Allow for flexibility in set up of room

BUILT-IN FIXTURES:

- ☐ Whiteboard
- ☐ Projector as identified by CCPS IT staff

FURNITURE AND EQUIPMENT:

- ☐ 2 small tables
- ☐ 12 chairs
- ☐ Bookshelf for materials

Counseling/Student Services Spaces

Space	Design Guidelines		
	Qty.	S.F.	Total
Counseling/Student Support Services Space			**1,740**
Reception/Work Area	1	300	300
Conference Room	1	250	250
Counselor Office	5	120	600
Student Support Services Office	2	120	240
Records Room	1	150	150
Toilet Room	1	50	50
Small Group Counseling/Meditation Room	1	150	150

GENERAL DESIGN CONSIDERATIONS:

- ☐ If possible, locate the counseling suite with access to a courtyard, walking path, or area with simple landscaping and picnic tables to allow counselors and students access to the outside.
- ☐ Reception area should have an area to display materials.

RECEPTION/WORK AREA

USERS:

- ☐ Up to 5 People
- ☐ Students, parents, visitors, and staff

SPATIAL RELATIONSHIPS:

- ☐ Glass into the corridor for security and visibility
- ☐ Locate separately but near the Administration Suite

GOALS AND PROGRAM ACTIVITIES:

- ☐ To provide a space designated to help students and the public feel welcome, and to provide information
- ☐ Waiting area for students
- ☐ Administrative activities
- ☐ Greeting visitors

DESIGN CONSIDERATIONS:

- ☐ Auditory privacy
- ☐ Uniform lighting

BUILT-IN FIXTURES:

- ☐ Tack board (4 LF)

FURNITURE AND EQUIPMENT:

- ☐ 4 visitor chairs
- ☐ End table

- ☐ Administrator desk
- ☐ Ergonomic task chair
- ☐ Information kiosk/display
- ☐ Printer table

CONFERENCE ROOM

USERS:

- ☐ Staff
- ☐ Teachers
- ☐ Visitors

SPATIAL RELATIONSHIPS:

- ☐ Locate close to reception area

GOALS AND PROGRAM ACTIVITIES:

- ☐ To provide an area adequate for small and medium group conferences for teachers and staff
- ☐ Conferencing with staff, teachers, and visitors
- ☐ Staff collaboration
- ☐ Provide an area to assess students

DESIGN CONSIDERATIONS:

- ☐ Auditory privacy
- ☐ Electrical outlets for equipment
- ☐ Uniform lighting

BUILT-IN FIXTURES:

- ☐ Marker board (8 LF)
- ☐ Tack board (8 LF)
- ☐ Video monitor to allow for presentations/projector

FURNITURE AND EQUIPMENT:

- ☐ 1-2 Conference tables for 12 w/ conference room technology built-in
- ☐ 10-15 chairs

COUNSELOR OFFICE

USERS:

- ☐ 4 people

SPATIAL RELATIONSHIPS:

- ☐ Accessed through the counseling reception

GOALS AND PROGRAM ACTIVITIES:

- ☐ Provide a private space for school counselors to meet with students and/or parents to provide academic, career, and personal/social development

DESIGN CONSIDERATIONS:

- ☐ Uniform lighting
- ☐ Electrical outlets for equipment
- ☐ Windows to provide natural light are desirable
- ☐ Auditory privacy

BUILT-IN FIXTURES:

- ☐ Tack board (4 LF)
- ☐ Hook behind the door

FURNITURE AND EQUIPMENT:

- ☐ 1 Teacher's desk and ergonomic chair
- ☐ 1 small round table
- ☐ 2-3 Side chairs
- ☐ Four-drawer locking file cabinet
- ☐ Round conference table
- ☐ Bookshelves (12 LF)

STUDENT SUPPORT SERVICES OFFICE

USERS:

- ☐ Instructional personnel
- ☐ Psychologists
- ☐ Social workers

SPATIAL RELATIONSHIPS:

- ☐ Adjacent and with access to the Reception Area

GOALS AND PROGRAM ACTIVITIES:

- ☐ To provide counseling and other student support services in a professional environment that is easily accessible to students, parents, staff, and community

DESIGN CONSIDERATIONS:

- ☐ Uniform lighting
- ☐ Electrical outlets for equipment
- ☐ Windows to provide natural light are desirable
- ☐ Auditory privacy

BUILT-IN FIXTURES:

- ☐ Tack board (4 LF)
- ☐ Hook behind the door

FURNITURE AND EQUIPMENT:

- ☐ 1 Teacher's desk and ergonomic chair
- ☐ Guest chair
- ☐ 4-drawer locking file cabinet
- ☐ Adjustable height bookshelves (12 LF)

RECORDS ROOM

USERS:

- ☐ Staff Up to 2 people

SPATIAL RELATIONSHIPS:

- ☐ Locate near the registrar's office

GOALS AND PROGRAM ACTIVITIES:

- ☐ To provide secure and fireproof storage for records and other valuable items
- ☐ Accessible to administration staff

DESIGN CONSIDERATIONS:

- ☐ Uniform lighting
- ☐ Secure door

BUILT-IN FIXTURES:

- ☐ **Wall** shelving above file cabinets

FURNITURE AND EQUIPMENT:

- ☐ 8-10, four-drawer file cabinets (fireproof)
- ☐ Small safe
- ☐ Small table
- ☐ Chair

TOILET ROOM

USERS:

- ☐ One staff member per room

GOAL: PROGRAM ACTIVITIES:

- ☐ To provide a private toilet and shower space for counseling staff

SPATIAL RELATIONSHIP:

- ☐ Locate with easy access to both staff offices.

DESIGN CONSIDERATIONS:

- ☐ Adequate exhaust/ventilation
- ☐ Moisture- and stain-resistant finishes
- ☐ Uniform lighting

BUILT-IN FIXTURES:

- ☐ Toilet
- ☐ Sink
- ☐ Towel dispenser
- ☐ 24” x 60” mirror
- ☐ Toilet tissue holder
- ☐ 36” and 42” grab bars
- ☐ Soap dispenser

SMALL GROUP COUNSELING/MEDITATION ROOM

USERS:

- ☐ Up to 4 students
- ☐ Up to 1 staff member

SPATIAL RELATIONSHIPS:

- ☐ Located with visual supervision from the Counselors' Offices

GOALS AND PROGRAM ACTIVITIES:

- ☐ To provide a space to provide small group counseling
- ☐ To provide a space for an individual student to reflect on their feelings.

DESIGN REQUIREMENTS:

- ☐ Provide auditory privacy.
- ☐ Ensure that the room is located where counselors can supervise a student in the room
- ☐ Uniform Lighting

BUILT-IN FIXTURES:

- ☐ None

FURNITURE AND EQUIPMENT:

- ☐ Table
- ☐ 5 chairs

Community School Program

Space	Design Guidelines		
	Qty.	S.F.	Total
Community School Program			**500**
Community School Coordinator Office	1	120	120
Pantry (Food and/or Clothes)	1	200	200
Personal Care Space	1	180	180

COMMUNITY SCHOOL COORDINATOR OFFICE

USERS:

- ☐ Up to 4 People
- ☐ Parents new to school
- ☐ PTA members
- ☐ Volunteers

SPATIAL RELATIONSHIPS:

- ☐ Near Lobby Entrance
- ☐ Near Public Restrooms

GOALS AND PROGRAM ACTIVITIES:

- ☐ To provide a place for parents to meet with the Community School Coordinator
- ☐ To provide a place for parent training and education
- ☐ To provide space for parents to check-out and use parenting resources

DESIGN CONSIDERATIONS:

- ☐ Uniform lighting
- ☐ Windows to provide natural light, desirable
- ☐ Auditory privacy

BUILT-IN FIXTURES:

- ☐ Marker board (4 LF)
- ☐ Tack board (4 LF)
- ☐ Hook behind door

FURNITURE AND EQUIPMENT:

- ☐ 1 teacher desk and ergonomic chair
- ☐ 2-3 side chairs
- ☐ Four-drawer file cabinet
- ☐ Adjustable height bookshelves (20 LF)

PANTRY (Food and/or Clothes)

USERS:

- ☐ 1-3 People

SPATIAL RELATIONSHIPS:

- ☐ Locate near the entrance to the suite so that staff may retrieve items easily to provide to community members.

GOALS AND PROGRAM ACTIVITIES:

- ☐ To provide a place to store non-perishable food, diapers, clothes, and other items needed by community members.

DESIGN REQUIREMENTS:

- ☐ The pantry must be locked.

BUILT-IN FIXTURES:

- ☐ Metal shelving of various depths to store food, diapers, and clothes

PERSONAL CARE SPACE

USERS:

- ☐ 1 student
- ☐ 1 staff member

SPATIAL RELATIONSHIPS:

- ☐ Locate adjacent to the Community Support Office
- ☐ Locate adjacent to the Uniform Closet
- ☐ Near Public Restrooms

GOALS AND PROGRAM ACTIVITIES:

- ☐ To provide a place to provide hygiene support to students

DESIGN CONSIDERATIONS:

- ☐ Ensure the privacy and confidentiality of students

Staff Areas

Space	Design Guidelines		
	Qty.	S.F.	Total
Staff Areas			**2,400**
Workroom/Teacher Collaboration	4	400	1,600
Staff Break Room/ Dining	1	500	500
Instructional Aide Room	1	150	150
Staff Wellness Room	2	75	150

WORKROOM/TEACHER COLLABORATION

USERS:

- ☐ 15-20 staff members

SPATIAL RELATIONSHIPS:

- ☐ Access from corridor
- ☐ Locate one on each floor near each grade level team and one near the Unified Arts classrooms.

GOALS AND PROGRAM ACTIVITIES:

- ☐ To provide an area for staff to prepare materials for class and to meet as a team.

DESIGN REQUIREMENTS:

- ☐ Adequate ventilation/exhaust to house a copier for staff use
- ☐ Uniform lighting with multi-level switching
- ☐ Windows provide natural light and egress.

BUILT-IN FIXTURES:

- ☐ Base/wall cabinets
- ☐ Tack board (4 LF)

FURNITURE AND EQUIPMENT:

- ☐ Paper Cutter
- ☐ Laminator
- ☐ Racks for rolls of paper
- ☐ Tables
- ☐ Chairs

STAFF BREAK ROOM/DINING

USERS:

- ☐ 6-36 teachers

SPATIAL RELATIONSHIPS:

- ☐ Access from Corridor
- ☐ Near Dining
- ☐ Restrooms adjacent to or near, but not in, the staff break room

GOALS AND PROGRAM ACTIVITIES:

- ☐ To provide an area for staff to relax, interact with peers, and prepare for classes.
- ☐ Eating
- ☐ Using the telephone

DESIGN REQUIREMENTS:

- ☐ Adequate ventilation/exhaust
- ☐ Uniform lighting with multi-level switching
- ☐ Windows provide natural light and egress.

BUILT-IN FIXTURES:

- ☐ Base/wall cabinets, with outlet above for coffee maker
- ☐ Towel dispenser
- ☐ Soap Dispenser
- ☐ Tack board (4 LF)
- ☐ Lockable teacher's wardrobe (Minimum of 18" x 18")
- ☐ Marker board (4 LF)

PLUMBING:

- ☐ 1 Sink with hot and cold water

FURNITURE AND EQUIPMENT:

- ☐ Full-size refrigerator
- ☐ Table and chairs
- ☐ Comfortable seating

INSTRUCTIONAL AIDE ROOM

USERS:

- [ ] Up to 4 people

SPATIAL RELATIONSHIPS:

- [ ] Locate near the academic classrooms.

GOALS AND PROGRAM ACTIVITIES:

- [ ] To serve as a space for the instructional aides to perform administrative work
- [ ] Computer input

BUILT-IN FIXTURES:

- [ ] Tack board (4 LF)

FURNITURE AND EQUIPMENT:

- [ ] 1-2 Teacher's desks
- [ ] Ergonomic chair
- [ ] Four-drawer locking file cabinet
- [ ] Small table
- [ ] 6-8 Lockers
- [ ] Bookshelf

STAFF WELLNESS ROOM

USERS:

- ☐ 1 staff member

SPATIAL RELATIONSHIPS:

- ☐ Access from corridor
- ☐ Locate near Staff Break Room

GOALS AND PROGRAM ACTIVITIES:

- ☐ To provide a private area for nursing mothers
- ☐ To provide a private area for phone calls, meditation, prayer, or other personal needs.

DESIGN REQUIREMENTS:

- ☐ A small, enclosed room with a countertop and space for one chair.
- ☐ An electrical outlet should be provided above and below the counter and the counter should be tall enough to accommodate a small refrigerator.

BUILT-IN FIXTURES:

- ☐ Counter space around sink
- ☐ Electrical outlet above and below the counter

PLUMBING FIXTURES:

- ☐ 1 sink with hot and cold water

FURNITURE AND EQUIPMENT:

- ☐ Comfortable chair
- ☐ Sofa
- ☐ Small refrigerator (NIC)

Administrative Spaces

Space	Design Guidelines		
	Qty.	S.F.	Total
Administrative Spaces			**2,290**
Reception/ Waiting Area	1	600	600
Principal's Office	1	230	230
Assistant Principal's Office	3	150	450
Conference Room	1	300	300
Workroom	1	200	200
Mailroom	1	150	150
Security Center/Office	1	150	150
Storage (Administrative Supplies)	1	150	150
Staff Toilet	1	60	60

GENERAL DESIGN CONSIDERATIONS:

COMMAND CENTER

- ☐ An interior room in the school needs to be designated as the command center for shelter-in-place/lockdown emergencies. In many schools, the workroom or conference room in the administration suite may serve this purpose.
- ☐ The room cannot be on an outside wall.
- ☐ The room designated as the command center must have all data and communication equipment, including electrical and data outlets and a public address (PA) system.
- ☐ Window coverings such as mini blinds or roller shades must be provided for all windows and doors to the command center.
- ☐ In secondary schools, the security camera monitors should be located in this area.
- ☐ The space designated as the Command Center must be large enough to accommodate up to six staff members.
- ☐ Storage space is needed for the shelter-in-place/lockdown emergency kit.

LOBBY

USERS:

- ☐ Students, staff, and visitors

GOALS AND PROGRAM ACTIVITIES:

- ☐ To immediately greet visitors with a welcoming atmosphere and to provide easy accessibility for the public

SPATIAL RELATIONSHIP:

- ☐ Adjacent to and with access to the Main Office
- ☐ Adjacent to and with access to the Security Office

DESIGN CONSIDERATIONS:

- ☐ A double door vestibule entrance must be provided.
- ☐ The security vestibule should have a security window to the reception area for visitors to announce themselves and provide identification before they can enter the facility.
- ☐ Uniform lighting with accent lighting as appropriate
- ☐ Electrical outlets for equipment
- ☐ Aesthetically pleasing colors
- ☐ Provide exterior canopies at entrances
- ☐ Windows are to provide ample natural light and visibility to the pedestrian approach to the school.
- ☐ Treat for sound attenuation
- ☐ The architect is to collaborate with the school and district security to develop a safe and respectful security arrangement for students, staff, and visitors.

BUILT-IN FIXTURES:

- ☐ Display cases
- ☐ Electronic board
- ☐ Voice and data for the security desk

RECEPTION/WAITING AREA

USERS:

- ☐ 2 staff persons
- ☐ Up to 8 visitors

SPATIAL RELATIONSHIPS:

- ☐ Adjacent to Security Vestibule and Lobby
- ☐ Easy to locate and identify
- ☐ Maximize view to Security Vestibule, Lobby and entry approaches

GOALS AND PROGRAM ACTIVITIES:

- ☐ To provide a welcoming atmosphere and to serve as an information area for those coming into the school
- ☐ To provide a space for administrative work
- ☐ Waiting area for visitors and staff members

DESIGN CONSIDERATIONS:

- ☐ Include a 10 SF Coat Closet
- ☐ Special attention to flow of visitors and arrangement of employee work areas
- ☐ Provide Electrical outlets for equipment
- ☐ Inviting to visitors
- ☐ Windows to provide natural light and provide a view of the main entrance
- ☐ Base station intercom console and appropriate electric and communication connections
- ☐ Provide a window from the reception area to the security vestibule for attendance secretary to greet visitors and review identification prior to entering the facility

BUILT-IN FIXTURES:

- ☐ Provide reception counter (two level for wheelchair access) with adjustable shelf storage on the inside
- ☐ Counter and base cabinets along back wall; space for base station intercom console
- ☐ Tack board (8 LF)
- ☐ Voice and data for each workstation

FURNITURE AND EQUIPMENT:

- ☐ 2 End tables
- ☐ 2 ergonomic chairs
- ☐ 2 under the desk file cabinets
- ☐ 6-8 Visitor chairs
- ☐ Desk/Workstations for 2 staff
- ☐ Display rack
- ☐ Security window with workstation for Visitor Management System

PRINCIPAL'S OFFICE

USERS:

- ☐ Up to 5 people

SPATIAL RELATIONSHIPS:

- ☐ Near Conference Room

GOALS AND PROGRAM ACTIVITIES:

- ☐ To serve as the home base for the principal from which they can provide instructional leadership in a personal, flexible, and organized environment for students, staff, and community
- ☐ Conferences with staff and other visitors
- ☐ Interaction with students

DESIGN CONSIDERATIONS:

- ☐ Private toilet room (60SF)
- ☐ Adequate exhaust/ventilation (restroom)
- ☐ Auditory privacy (restroom
- ☐ Uniform lighting
- ☐ Moisture- and stain-resistant finishes (restroom)

BUILT-IN FIXTURES:

- ☐ Toilet Room:
  - ☐ Soap dispenser
  - ☐ Toilet tissue holder
  - ☐ 36" and 42" grab bars
  - ☐ 24" x 60" mirror
- ☐ Towel dispenser
- ☐ Tack board (4 LF)
- ☐ Hook behind the door

FURNITURE AND EQUIPMENT:

- ☐ Conference table
- ☐ 4 side chairs
- ☐ Desk and chair
- ☐ Credenza
- ☐ Bookshelf (12 LF)
- ☐ 4-drawer locking file cabinet

ASSISTANT PRINCIPAL'S OFFICE

USERS:

- ☐ Up to 4 people

SPATIAL RELATIONSHIPS:

- ☐ Located near the Waiting Area/Reception
- ☐ Provide a secondary waiting area inside the main office and near the Assistant Principals' Offices for a more private area for students who may be waiting to see an administrator

GOALS AND PROGRAM ACTIVITIES:

- ☐ To serve as the home base for administrators from which they can provide leadership in a personal, flexible, and organized environment for students, staff, and community
- ☐ Administrative paperwork, planning, and telephone calls
- ☐ Computer input
- ☐ Meetings with parents, students, and staff
- ☐ Student counseling

DESIGN CONSIDERATIONS:

- ☐ Uniform lighting
- ☐ Windows to provide natural light are desirable
- ☐ Auditory privacy

BUILT-IN FIXTURES:

- ☐ Tack board (4 LF)
- ☐ Hook behind the door

FURNITURE AND EQUIPMENT:

- ☐ Administrative desk
- ☐ Ergonomic chair
- ☐ Small conference table
- ☐ 2-3 side chairs
- ☐ Four-drawer locking file cabinet
- ☐ Credenza
- ☐ Bookshelf

CONFERENCE ROOM

USERS:

- ☐ Staff
- ☐ Teachers
- ☐ Visitors

GOALS AND PROGRAM ACTIVITIES:

- ☐ To provide a place for teacher conferences or meetings
- ☐ Conferencing with staff, teachers, and visitors

SPATIAL RELATIONSHIPS:

- ☐ Locate near principal's office
- ☐ Locate near reception area

DESIGN CONSIDERATIONS:

- ☐ Uniform lighting
- ☐ Electrical outlets for equipment
- ☐ Auditory privacy

BUILT-IN FIXTURES:

- ☐ Marker board (8 LF)
- ☐ Tack board (8 LF)
- ☐ Video projection monitor

FURNITURE AND EQUIPMENT:

- ☐ 1-2 Conference tables for 12 w/ conference room technology built-in
- ☐ 10-12 chairs
- ☐ Adjustable height bookshelves (24 LF)

WORKROOM

USERS:

- ☐ Staff

SPATIAL RELATIONSHIP:

- ☐ Located within/adjacent to the Administrative Area
- ☐ Locate adjacent to the reception area
- ☐ May be combined with the mailroom

GOALS AND PROGRAM ACTIVITIES:

- ☐ Copying and collating materials
- ☐ General office work
- ☐ Storing of pertinent files

DESIGN CONSIDERATIONS:

- ☐ Auditory privacy
- ☐ Uniform lighting

BUILT-IN FIXTURES:

- ☐ Tack board (4 LF)
- ☐ Sink with Base/wall cabinets
- ☐ Marker board (8 LF)

Plumbing:

- ☐ Sink with hot and cold water

FURNITURE AND EQUIPMENT:

- ☐ Work Table with stools
- ☐ Refrigerator (NIC)
- ☐ 2-4 Chairs
- ☐ Printer/copier (NIC)

MAILROOM

USERS:

- ☐ Staff

SPATIAL RELATIONSHIP:

- ☐ Located within/adjacent to the Administrative Area and an adjacent corridor
- ☐ Allow staff to access mailboxes from the school without disrupting the activities in the administration suite
- ☐ Location of mailboxes should not create congestion by impeding the smooth flow of traffic in the administrative suite and hallways
- ☐ May be combined with a workroom

GOALS AND PROGRAM ACTIVITIES:

- ☐ Sorting and distributing staff mail and files

DESIGN CONSIDERATIONS:

- ☐ Auditory privacy
- ☐ Uniform lighting

BUILT-IN FIXTURES:

- ☐ Tack board (4 LF)
- ☐ Built-in mailboxes (10 percent more than the staff count) starting at counter height with under-counter storage. Mailboxes should be designed to accommodate a standard-size binder.

FURNITURE AND EQUIPMENT:

- ☐ None

SECURITY CENTER/OFFICE

USERS:

- ☐ Up to 5 people

SPATIAL RELATIONSHIPS:

- ☐ Near main entrance and lobby with direct access to security vestibule

GOALS AND PROGRAM ACTIVITIES:

- ☐ To serve as an area from which the school resource officer and security team can perform their administrative and law enforcement functions
- ☐ Complete reports
- ☐ Meet with parents, staff, and other law enforcement officials
- ☐ Monitor surveillance equipment
- ☐ Perform counseling

DESIGN CONSIDERATIONS:

- ☐ Suite needs to accommodate the following:
  - ☐ Work/meeting space for team
  - ☐ Camera monitor area w/ privacy screen

BUILT-IN FIXTURES:

- ☐ Magnetic board (4 LF)
- ☐ Tackboard (4LF)
- ☐ Hook behind door

FURNITURE AND EQUIPMENT:

- ☐ 1 Desk and chairs
- ☐ 2-3 chairs

TECHNOLOGY:

- ☐ Base system for security cameras
- ☐ Data ports near workstations
- ☐ Voice ports and phones at desk

STORAGE (Administrative Supplies)

USERS:

- ☐ Staff

SPATIAL RELATIONSHIPS:

- ☐ Located within the Administrative Area
- ☐ Adjacent and with access to the Administrative Workroom

GOALS AND PROGRAM ACTIVITIES:

- ☐ To provide adequate and secure storage for office supplies

DESIGN CONSIDERATIONS:

- ☐ Secure door
- ☐ Uniform lighting

BUILT-IN FIXTURES:

- ☐ Shelving along the walls
- ☐ Lockable cabinets

FURNITURE AND EQUIPMENT:

- ☐ 2, four-drawer file cabinet
- ☐ Small safe

STAFF TOILET

USERS:

- [ ] 1 Staff person

SPATIAL RELATIONSHIPS:

- [ ] Door should not be located directly across from an office
- [ ] Locate in an area to ensure privacy

DESIGN CONSIDERATIONS:

- [ ] Adequate exhaust/ventilation
- [ ] Moisture- and stain-resistant finishes
- [ ] Uniform lighting

BUILT-IN FIXTURES:

- [ ] Towel dispenser
- [ ] 24" x 60" mirror
- [ ] Toilet tissue holder
- [ ] 36” and 42” grab bars
- [ ] Soap dispenser
- [ ] Sanitary dispenser
- [ ] Sanitary disposal
- [ ] Coat hook
- [ ] Wall cabinet

IT Spaces

Space	Design Guidelines		
	Qty.	S.F.	Total
IT Spaces			**570**
Office, IT Coordinator	1	120	120
Storage (IT)	1	200	200
Main Distribution Frame (MDF) Room	1	250	250

OFFICE, IT COORDINATOR

USERS:

- ☐ 1 person

SPATIAL RELATIONSHIPS:

- ☐ Adjacent and with access to Main Distribution Frame (MDF) Room
- ☐ These two rooms can be combined

GOALS AND PROGRAM ACTIVITIES:

- ☐ To serve as an area from which the IT Coordinator can service IT equipment
- ☐ Financial accounting and bookkeeper functions
- ☐ General office work

DESIGN CONSIDERATIONS:

- ☐ Uniform lighting
- ☐ Electrical outlets for equipment
- ☐ Windows to provide natural light are desirable
- ☐ Auditory privacy

BUILT-IN FIXTURES:

- ☐ Tack board (4 LF)
- ☐ Hook behind door
- ☐ Counter with wall and base cabinets

FURNITURE AND EQUIPMENT:

- ☐ Desk and ergonomic chair
- ☐ Four-drawer locking file cabinet

STORAGE (IT)

USERS:

- ☐ Staff

SPATIAL RELATIONSHIPS:

- ☐ Locate near the IT Coordinator's Office

GOALS AND PROGRAM ACTIVITIES:

- ☐ To provide adequate and secure storage for IT supplies

DESIGN CONSIDERATIONS:

- ☐ Secure door
- ☐ Uniform lighting

BUILT-IN FIXTURES:

- ☐ Shelving along the walls

FURNITURE AND EQUIPMENT:

- ☐ None

MAIN DISTRIBUTION FRAME (MDF) ROOM

USERS:

- ☐ IT Staff

SPATIAL RELATIONSHIPS:

- ☐ Near the Administration or Media Center

GOALS AND PROGRAM ACTIVITIES:

- ☐ To provide a secure area to serve as the information hub of the school.
- ☐ To provide a space for the file servers that serve the building's computer network

DESIGN CONSIDERATIONS:

- ☐ Access to the ceiling for modifications to systems and wiring
- ☐ Adequate power supply will be required, and auxiliary UPS power for back-up. (Quality of power is important.)
- ☐ Adequate ventilation
- ☐ Air conditioning dedicated to this space
- ☐ Dedicated electrical circuitry
- ☐ Security of the door

BUILT-IN FIXTURES:

- ☐ 8 pair multimode fiber minimum

FURNITURE AND EQUIPMENT:

- ☐ 6-8 server racks

TECHNOLOGY:

- ☐ Data network system
- ☐ Voice port and phone
- ☐ Telephone switchgear
- ☐ Video network control

Intermediate Distribution Frame (IDF)Rooms

USERS:

- ☐ IT Staff

SPATIAL RELATIONSHIPS:

- ☐ Located throughout the school

GOALS AND PROGRAM ACTIVITIES:

- ☐ To provide a secure area to distribute data throughout the school.
- ☐ To provide a space for the file servers that serve the building's computer network

DESIGN CONSIDERATIONS:

- ☐ Access to the ceiling for modifications to systems and wiring
- ☐ Adequate power supply will be required, and auxiliary UPS power for back-up. (Quality of power is important.)
- ☐ Adequate ventilation
- ☐ Air conditioning dedicated to this space
- ☐ Dedicated electrical circuitry
- ☐ Security of the door

BUILT-IN FIXTURES:

- ☐ 8 pair multimode fiber minimum

FURNITURE AND EQUIPMENT:

- ☐ 3-4 server racks
- ☐ 30 map higher amperage receptacle for battery backup packs

TECHNOLOGY:

- ☐ Data network system
- ☐ Voice port and phone
- ☐ Telephone switchgear
- ☐ Video network control

Storage

Space	Design Guidelines		
	Qty.	S.F.	Total
Storage			**200**
PTA Storage	1	100	100
Student Government Storage Closet	1	100	100

PTA STORAGE

USERS:

- ☐ Parents

SPATIAL RELATIONSHIPS:

- ☐ Locate near cafeteria

GOALS AND PROGRAM ACTIVITIES:

- ☐ To provide adequate and secure storage for PTA materials

DESIGN CONSIDERATIONS:

- ☐ Secure door
- ☐ Uniform lighting

BUILT-IN FIXTURES:

- ☐ Shelving along the walls

FURNITURE AND EQUIPMENT:

- ☐ None

STUDENT GOVERNMENT STORAGE CLOSET

USERS:

- ☐ Students

SPATIAL RELATIONSHIPS:

- ☐ Locate near cafeteria

GOALS AND PROGRAM ACTIVITIES:

- ☐ To provide adequate and secure storage for student government materials

DESIGN CONSIDERATIONS:

- ☐ Secure door
- ☐ Uniform lighting

BUILT-IN FIXTURES:

- ☐ Shelving along the walls

FURNITURE AND EQUIPMENT:

- ☐ cart

Health Suite

Space	Design Guidelines		
	Qty.	S.F.	Total
Health Suite			**945**
Reception/Waiting Area	1	100	100
Treatment/Medication Area	1	125	125
Cot/Rest Area	2	100	200
Office/Health Assessment Room	2	100	200
Isolation/Health Assessment Office	1	100	100
Storage	1	40	40
Toilet	1	60	60
Toilet with Shower/Changing Room	1	120	120

GENERAL DESIGN GUIDELINES:

- ☐ The health services suite should be in complete compliance with COMAR 13A.05.05.10A.
- ☐ The architect should refer to MSDE document, School Health Services, June 2002 for specific utility information.
- ☐ The suite should be designed to provide easy visual supervision of all the spaces by the health services professional, especially the cot/rest areas.
- ☐ The health room also must have a door to the corridor. In addition, a second means of egress out of the health services suite should be provided to allow for a circular flow in case of a medical emergency.
- ☐ Ventilation is important throughout the health suite.
- ☐ The countertops should be seamless to aid in maintaining sanitary conditions.
- ☐ The floor finish should be an easily cleaned non-absorbent material. Carpets should not be used in any areas of the health suite.
- ☐ Non-porous ceiling material should be used. Vinyl-coated ceiling tile or painted drywall is an acceptable choice.
- ☐ Glazed walls should be provided.

RECEPTION/WAITING AREA

USERS:

- ☐ Up to 10 people

SPATIAL RELATIONSHIPS:

- ☐ Locate close to the school entrance on a hallway near the administration suite

GOALS AND PROGRAM ACTIVITIES:

- ☐ To provide an area for students waiting to see the nurse/technician or for parents to pick-up students
- ☐ To provide an area for quick and easy distribution of medications and efficient minor procedures.

DESIGN CONSIDERATIONS:

- ☐ Its placement in relationship to the treatment area and to the nurse's office should facilitate triage, enable its supervision, and promote confidentiality in the treatment area.

BUILT-IN FIXTURES:

- ☐ Tack board (4LF)

FURNITURE AND EQUIPMENT:

- ☐ 8-10 visitor chairs
- ☐ 2 Side tables with lamps
- ☐ pamphlet rack

TREATMENT/MEDICATION AREA

USERS:

- ☐ 1 student
- ☐ Nurse and/or technician

SPATIAL RELATIONSHIPS:

- ☐ Accessible to the waiting area and toilet rooms
- ☐ Ground floor
- ☐ Should include a desk for a nurse or staff person's desk and workstation (see office for description of F&E)
- ☐ Locate close to the entrance on a hallway near the administration suite

GOALS AND PROGRAM ACTIVITIES:

- ☐ To provide an area for quick and easy distribution of medications and efficient minor procedures.

DESIGN CONSIDERATIONS:

- ☐ Ensure confidentiality for students who are being treated

BUILT-IN FIXTURES:

- ☐ Kitchen-type sink
- ☐ Lockable cabinets above and below the sink
- ☐ A clear area of at least 36 inches on the countertop
- ☐ Full-length mirror
- ☐ Two tackboards (4 LF)

FURNITURE AND EQUIPMENT:

- ☐ Full-size refrigerator with ice-making capabilities
- ☐ Desk
- ☐ Ergonomic chair
- ☐ Hazardous materials trash receptacle
- ☐ Covered waste can
- ☐ Floor lamp
- ☐ 3 4-drawer lateral locked file cabinets

COT/REST AREA

USERS:

- ☐ 1 person per cot
- ☐ 2-3 cots per area

SPATIAL RELATIONSHIPS:

- ☐ The cot/rest area can be designed as one area, or two separate areas based on the design of the overall health services suite.
- ☐ Most important is to ensure that staff have good visibility of the cot/rest area when students are in the area
- ☐ Privacy will be provided with the curtains.
- ☐ Toilet rooms should be in easy access to the cot/rest area.

GOALS AND PROGRAM ACTIVITIES:

- ☐ To provide a place for students and staff to lie down when feeling ill

DESIGN CONSIDERATIONS:

- ☐ Adequate ventilation
- ☐ Audio and visual privacy
- ☐ Visual access from the Treatment Medication Area and/or the Office/Health Assessment Rooms
- ☐ These areas should not be designed with walls as separate rooms to ensure that they are easy to supervise by staff.

BUILT-IN FIXTURES:

- ☐ Cubicle curtain
- ☐ Moisture and stain-resistant flooring
- ☐ Tackboard (4LF)

FURNITURE AND EQUIPMENT:

- ☐ 2-3 regular size cots in each area
- ☐ 1 large cot in each area
- ☐ 3 chairs in each area
- ☐ 3 bedside tables

OFFICE/HEALTH ASSESSMENT ROOM

USERS:

- ☐ Up to 2 people

SPATIAL RELATIONSHIPS:

- ☐ Located within the Health Suite and adjacent to the Treatment Area

GOALS AND PROGRAM ACTIVITIES:

- ☐ To provide school-based health services
- ☐ Administrative paperwork
- ☐ Consultation with students
- ☐ First aid
- ☐ Health screening
- ☐ Medical treatments
- ☐ Medication administration

DESIGN REQUIREMENTS:

- ☐ Visual access to the Waiting Area/Reception and the Cot/Rest Area.
- ☐ Wheelchair area within the space
- ☐ Ensure acoustical privacy to prevent passage of voices into or out of the treatment room and these rooms.
- ☐ Window(s) from this space into the treatment/medication and cot/rest area to ensure supervision of students.
- ☐ Blinds on the windows must be provided to ensure privacy when students are in this room.

BUILT-IN FIXTURES:

- ☐ Sink with hot and cold water, and gooseneck fauce,t and paddle handles
- ☐ Soap dispenser
- ☐ Towel dispenser
- ☐ Base/wall cabinets
- ☐ Medicine cabinet (see staff for space and design requirements)
- ☐ Tackboard (4LF)

PLUMBING:

- ☐ Kitchen style sink

FURNITURE AND EQUIPMENT:

- ☐ 1 Examination table
- ☐ 1 desk
- ☐ 1 ergonomic task chair
- ☐ 1 4-drawer file cabinet
- ☐ Guest chair

ISOLATION ROOM/HEALTH ASSESSMENT ROOM

USERS:

- ☐ Up to 2 people

SPATIAL RELATIONSHIPS:

- ☐ Ideally, the Isolation Room should be located adjacent to and with a door to the corridor to allow for an infected student to enter directly into the Isolation Room.
- ☐ Adjacent to or near the toilet.

GOALS AND PROGRAM ACTIVITIES:

- ☐ To provide an area for consultation and health assessment.
- ☐ To provide an area to isolate students who may be sick or contagious.

BUILT-IN FIXTURES:

- ☐ Cubicle curtain
- ☐ Sink
- ☐ Soap dispenser
- ☐ Towel dispenser
- ☐ Base/wall cabinets
- ☐ Medicine cabinet (see staff for space and design requirements)

PLUMBING:

- ☐ Kitchen style sink

HVAC:

- ☐ Supplementary power ventilation capable of 20 changes per hour should be provided, with control utilizing a separate switch within the health suite.

FURNITURE AND EQUIPMENT:

- ☐ Examination Table
- ☐ Guest chair

STORAGE

USERS:

- ☐ Up to 1 person

SPATIAL RELATIONSHIPS:

- ☐ Adjacent and with access to Treatment/Medication Area

GOALS AND PROGRAM ACTIVITIES:

- ☐ To provide storage for medical supplies and equipment

BUILT-IN FIXTURES:

- ☐ Storage shelving - 12” deep
- ☐ Storage shelving - 24" deep

FURNITURE AND EQUIPMENT:

- ☐ 2 File cabinets

TOILET

USERS:

- ☐ Up to 1 person

SPATIAL RELATIONSHIPS:

- ☐ Located within the Health Suite, adjacent to the Cot Area

DESIGN CONSIDERATIONS:

- ☐ Adequate exhaust/ventilation
- ☐ Moisture- and stain-resistant finishes
- ☐ Uniform lighting

GOALS AND PROGRAM ACTIVITIES:

- ☐ Changing clothing
- ☐ Personal and health needs for students who come to the health suite

BUILT-IN FIXTURES:

- ☐ Towel dispenser
- ☐ 24" x 60" mirror
- ☐ Toilet tissue holder
- ☐ 36” and 42” grab bars
- ☐ Soap dispenser
- ☐ Sanitary dispenser
- ☐ Sanitary disposal
- ☐ Coat hook

TOILET WITH SHOWER/CHANGING ROOM

USERS:

- ☐ 1 student
- ☐ 1 staff person

SPATIAL RELATIONSHIP:

- ☐ Centrally located near the Student Support spaces

DESIGN CONSIDERATIONS:

- ☐ Adequate exhaust/ventilation
- ☐ Moisture- and stain-resistant finishes
- ☐ Uniform lighting

GOALS AND PROGRAM ACTIVITIES:

- ☐ To provide an area to support student privacy and toileting needs

BUILT-IN FIXTURES:

- ☐ Toilet
- ☐ Sink
- ☐ Towel dispenser
- ☐ Toilet tissue holder
- ☐ 36” and 42” grab bars
- ☐ Soap dispenser
- ☐ Towel rack

FURNITURE AND EQUIPMENT:

- ☐ Changing table, adaptable for varying-sized children
- ☐ shelves

Student Dining

Space	Design Guidelines		
	Qty.	S.F.	Total
Student Dining			**12,110**
Cafeteria/Commons	1	5,675	5,675
Student Toilet Rooms	3	60	180
In School Suspension Room	1	300	300
Platform	1	1,200	1,200
Platform Sound and Light Control Room	1	75	75
Platform Storage	1	300	300
Chair Storage	1	450	450
Kitchen	1	900	900
Serving Area	1	1,000	1,000
Dry Storage Area	1	400	400
Chiller	1	300	300
Freezer	1	400	400
Paper Storage	1	100	100
Dishwashing Area	1	300	300
Office	1	120	120
Mop Sink Area	1	60	60
Toilet/Locker Room	2	100	200
Receiving Area	1	150	150

GENERAL REQUIREMENTS:

- ☐ The architect shall design a food service facility to serve up to 600-625 meals per mealtime, with 334 seated at any one time.
- ☐ Food service shall be provided from multiple counters in a single food service area, with check-out Point of Sale (POS) positions at the exit from the food service area.
- ☐ The kitchen and food service shall be able to be closed off from the dining room/commons with lockable doors or grilles. Physical closure shall allow for community use of the dining room/commons concurrently with food preparation and/or food service preparation without disruption by noise and odors.
- ☐ The cafeteria and serving lines shall be well lit with natural and artificial light. The ceiling height shall be balanced with the overall volume (14’ minimum) and treated acoustically.
- ☐ Electrical outlets shall be provided for charging mobile devices around the room.
- ☐ Provide a 48" wide receiving entry door into the kitchen

- ☐ A rear entry doorbell buzzer shall be installed and wired from that door into the kitchen to notify staff of vendor deliveries.
- ☐ There needs to be an AI Phone installed in the kitchen office connected to the rear entry door
- ☐ Provide locations for at least two magnetic marker boards and electrical outlets for mobile projectors to support 'break-out' discussions
- ☐ The acoustics will be designed for performances with appropriate stage lighting and sound systems.
- ☐ The dining area should include a combination of table seating, social gathering spots, and milling and may open onto the main corridor and/or courtyard so that students can multitask during the lunch hour.
- ☐ Educational specification shows an abbreviated specification for the kitchen. The architect will work with CCPS Food Services to confirm the design during the Design Development phase as equipment, quantity, and food service programs may change.
- ☐ An additional walk in chiller would be ideal to have for the summer lunch program, if possible (15,000 meals per week).
- ☐ Provide composting area bins in the school.
- ☐ Ensure that there is a water fountain with a water bottle filler station near the cafeteria.

CAFETERIA/COMMONS

USERS:

- ☐ 334 students per lunch period
- ☐ 500 Community members – primarily after school hours

GOALS:

- ☐ To provide a pleasant atmosphere for students to eat meals
- ☐ To provide a flexible meeting space for groups if needed

SPATIAL REQUIREMENTS:

- ☐ Adjacent and with access to Kitchen
- ☐ Centrally located to Administration, Gymnasium, Main Academic, and Media Center
- ☐ Near parking and main entry to building

DESIGN CONSIDERATIONS:

- ☐ Adjustable lighting
- ☐ Cleanable building surfaces
- ☐ Adjust space and materials to manage acoustics; provide sound system
- ☐ Windows to provide ample natural light
- ☐ Good sight lines to all areas of the room for supervision
- ☐ Window treatment to darken room for AV presentations.
- ☐ Proportion ceiling to volume
- ☐ Identify location and electricity for satellite salad bar w/ cash register
- ☐ Identify one location for presentation to up to 100 people (screen and electricity barrier-free)

FURNITURE AND EQUIPMENT:

- ☐ Variety of table shapes
- ☐ Chairs
- ☐ Portable sound system
- ☐ Waste receptacles with lids
- ☐ Recycling bins

TECHNOLOGY REQUIREMENTS: (To be reviewed by the Instructional Technology staff during the Design Development Phase)

- ☐ voice ports
- ☐ video ports
- ☐ data ports
- ☐ cable/MATV ports
- ☐ Microphone jacks

STUDENT TOILET ROOM

USERS:

- ☐ Up to 1 student

SPATIAL RELATIONSHIPS:

- ☐ Located within cafeteria

GOALS AND PROGRAM ACTIVITIES:

- ☐ Toilet needs for students

DESIGN CONSIDERATIONS:

- ☐ Adequate exhaust/ventilation
- ☐ Moisture- and stain-resistant finishes
- ☐ Uniform lighting

BUILT-IN FIXTURES:

- ☐ Towel dispenser
- ☐ 24" x 60" mirror
- ☐ Toilet tissue holder
- ☐ 36” and 42” grab bars
- ☐ Soap dispenser
- ☐ Sanitary dispenser
- ☐ Sanitary disposal
- ☐ Coat hook

IN SCHOOL SUSPENSION ROOM

USERS:

- ☐ Up to 12 students
- ☐ 1 staff member

SPATIAL RELATIONSHIPS:

- ☐ Locate adjacent to the cafeteria with access from the corridor.

GOAL AND PROGRAM ACTIVITIES:

- ☐ To provide flexible space to support behavior intervention needs of students.

DESIGN REQUIREMENTS:

- ☐ Window treatment to darken room for AV presentation.

BUILT-IN FIXTURES:

- ☐ 1 Magnetic marker board (4’ x 16’) on track; board shall be installed with a marker tray, map rails with tack strip above
- ☐ Maximize magnetic marker boards in room
- ☐ Clock (on side walls instead of rear walls)
- ☐ Lockable teacher’s wardrobe (minimum of 18” x 18”)
- ☐ Tack board (4’ x 4’); tack strips on all walls

FURNITURE AND EQUIPMENT:

- ☐ 1 file cabinet w/lock, 4-drawer
- ☐ 12 student desks and chairs or tables
- ☐ Adjustable height bookshelves (12 LF)
- ☐ Teacher’s desk/workstation and chair

PLATFORM

USERS:

- ☐ Students
- ☐ Staff
- ☐ Community Members

GOALS AND PROGRAM ACTIVITIES:

- ☐ To provide space for student performances such as theatrical productions and music concerts
- ☐ To provide a space for student assemblies
- ☐ To provide a space for testing
- ☐ To provide a space for community activities

SPATIAL RELATIONSHIPS:

- ☐ Adjacent to the Platform Sound and Light control room.

DESIGN CONSIDERATIONS:

- ☐ The platform should be three feet above the floor of the cafeteria.
- ☐ Ensure good acoustics in all parts of the Cafeteria.
- ☐ The platform space must have adequate exhaust ventilation and lighting for other uses.
- ☐ The platform should be equipped for good sound projection both with and without amplification.
- ☐ Electrical and microphone outlets should be provided at the front wall of the platform space.
- ☐ Piano storage should be available at the platform level and must be lockable.
- ☐ Floor outlet should be located in the cafeteria, approximately 15-20’ from the platform, or as appropriate, for use of a projector on the screen.
- ☐ The platform flooring should be of sprung, edge-grain tongue and groove pine with a non-reflective black finish.
- ☐ Wheelchair access to the platform must be provided. No mechanical lift should be provided.
- ☐ Ensure that the ramps can accommodate the portable risers and large instruments onto the platform.
- ☐ The requirements for the platform lighting and other supporting and related mechanical and electrical systems should be reviewed by the technical staff at the school throughout the design of the project.

BUILT-IN FIXTURES:

- ☐ Sound system to ensure that the sound projects throughout the audience.
- ☐ Cyclorama and stage curtains. Staff, including the fine arts faculty, will work with the design team to choose the appropriate colors.
- ☐ Stage lights
- ☐ Electrical outlets should be provided on the floor of the stage.
- ☐ Microphone outlets are to be available at the front, side, and rear of the platform.
- ☐ Drop-down screens should be provided on either side of the platform for projecting during performances and other school events. A large electric pull-down screen should be designed in front of the platform and behind the short curtain to be used for assemblies.
- ☐ A whiteboard and data for a multimedia presentation board should be included along the back wall of the platform.

COMMUNICATIONS:

- ☐ 3 data ports on the platform

- ☐ Video port, monitor, VCR, and bracket
- ☐ Microphone port
- ☐ Jacks for the sound system

HVAC:

- ☐ Great care must be exercised to avoid the introduction of unwanted noise and sounds from the ventilation and air handling equipment on the platform.
- ☐ A separate HVAC system is needed for control during after-hours use.

FURNITURE AND EQUIPMENT:

- ☐ Upright piano
- ☐ Mobile folding risers
- ☐ Podium

PLATFORM SOUND AND LIGHT CONTROL ROOM

USERS:

- ☐ Students
- ☐ Staff

GOALS AND PROGRAM ACTIVITIES:

- ☐ To provide a space for the sound and light controls

SPATIAL RELATIONSHIPS:

- ☐ Adjacent and with access to the platform

BUILT-IN FIXTURES:

- ☐ None

FURNITURE AND EQUIPMENT:

- ☐ Sound system
- ☐ Lighting system

PLATFORM STORAGE ROOM

USERS:

- ☐ Students
- ☐ Staff

GOALS AND PROGRAM ACTIVITIES:

- ☐ To provide a space for the costume and prop storage

SPATIAL RELATIONSHIPS:

- ☐ Adjacent and with access to the platform

BUILT-IN FIXTURES:

- ☐ shelving

FURNITURE AND EQUIPMENT:

- ☐ None

CHAIR STORAGE

USERS:

- ☐ Staff

GOALS AND PROGRAM ACTIVITIES:

- ☐ To provide convenient storage of dining chairs and tables to be used for meetings and performances.

SPATIAL RELATIONSHIPS:

- ☐ Adjacent and with access to the cafeteria/commons area

BUILT-IN FIXTURES:

- ☐ None

FURNITURE AND EQUIPMENT:

- ☐ 500 Stackable Chairs
- ☐ Chair dollies per the above count

KITCHEN

GOALS AND PROGRAM ACTIVITIES:

- ☐ To prepare and serve student meals (60% of 1,000)
- ☐ Storage

SPATIAL RELATIONSHIPS:

- ☐ Adjacent and with access to the Cafeteria/Commons
- ☐ Adjacent and with access to the Outdoor Loading Dock

DESIGN CONSIDERATIONS:

- ☐ Adequate air conditioning and heat
- ☐ Cleanable building surfaces
- ☐ Comply with the Food Service department, public health, and code requirements, as applicable
- ☐ Uniform lighting

BUILT-IN FIXTURES: (To be reviewed and confirmed with Food Services staff during the Design Development Phase)

- ☐ Double-stacked Steamer Oven (2)
- ☐ Convection Oven (4
- ☐ Tilting Skillet or small kettle (1)
- ☐ Exhaust hood system including a fire suppression system
- ☐ Warming/Holding/Proofing Cabinets (3)
- ☐ Food preparation sink
- ☐ Hand Sink, touchless (4)
- ☐ Soap & Towel Dispenser (4)
- ☐ Chill blast freezer
- ☐ Single Door Refrigerator
- ☐ Storage shelving
- ☐ Work Table with sink

FURNITURE AND EQUIPMENT: (Items and quantity to be confirmed by Food Services during Design Development Phase)

- ☐ Utility carts, mobile
- ☐ Dunnage Rack
- ☐ Mobile shelving
- ☐ Can Rack
- ☐ Worktables (6)
- ☐ Pot and Pan shelving, mobile
- ☐ Railings for service lines
- ☐ Note: Model and vendor will be reviewed with the kitchen consultant

PLUMBING:

- ☐ Connections to food service equipment
- ☐ Floor drains
- ☐ Plumbing and gas connections
- ☐ Grease trap

HVAC:

- ☐ Air conditioning
- ☐ Independent temperature control

- ☐ Kitchen canopy exhaust system
- ☐ Supply/return air system

Technology:

- ☐ voice port and phone

SERVING AREA

USERS:

- ☐ Students
- ☐ Food Service Staff

SPATIAL RELATIONSHIPS:

- ☐ Adjacent and with access to the kitchen
- ☐ Adjacent and with access to the cafeteria/commons

GOAL AND PROGRAM ACTIVITIES:

- ☐ To provide space and equipment to serve student meals

DESIGN CONSIDERATIONS:

- ☐ Three permanent 'food court' serving lines to be designed with Food Service staff and the Food Service consultant
- ☐ The configuration of the serving lines can vary based on the space provided and can be designed in the following configurations: straight, T-shape, L-shape, or U-shape
- ☐ Beginning of the serving line should be located near the entry door of the Cafeteria/Commons
- ☐ Queuing for serving should not conflict with tray return to dishwashing area
- ☐ All lines should have drinks and miscellaneous items
- ☐ Open air refrigerators
- ☐ Plumbing shall include provision of hot and cold-water service, sanitary waste, and vent to proposed location, capped in a floor box or knock-out.
- ☐ Power shall include provision of empty conduit home run to TV monitors and inclusion of three spaces in the TV monitors
- ☐ Data shall include provision of empty conduit to base building raceway.
- ☐ Design needs to be reviewed and confirmed by Food Services staff.

BUILT-IN FIXTURES:

- ☐ Reach In refrigerator, mobile (3)
- ☐ Pass thru heated cabinet, mobile (3)
- ☐ Condiment Counter, mobile (2)
- ☐ Railing
- ☐ Hot Food Counter, Mobile (one with fill faucet, radiant heat lamp, light, and food protector) (3)
- ☐ Solid Top Counter, Mobile with space for trays (3)
- ☐ Cold Food Counter, Mobile (with Light and food protector) (3)
- ☐ Air merchandiser
- ☐ Cashier stand
- ☐ Bulk milk
- ☐ Connections to food service equipment
- ☐ Floor drain

FURNITURE AND EQUIPMENT:

- ☐ Cashier's stand, Mobile
- ☐ POS cash registers (NIC)

TECHNOLOGY:

- ☐ data ports for each POS cash register

DRY STORAGE

USERS:

- ☐ 1 to 2 staff members

SPATIAL RELATIONSHIP:

- ☐ Must be located adjacent to the building receiving area for the delivery of food
- ☐ Easily accessible from the kitchen area

GOALS AND PROGRAM ACTIVITIES:

- ☐ To provide an area for dry food storage

BUILT-IN FIXTURES:

- ☐ shelving

FURNITURE AND EQUIPMENT:

- ☐ dunnage rack
- ☐ mobile shelving
- ☐ mobile pan rack
- ☐ mobile utility cart
- ☐ mobile can rack
- ☐ 10 breakfast carts

CHILLER

USERS:

- ☐ 1 to 2 staff members

SPATIAL RELATIONSHIP:

- ☐ Must be located adjacent to the building receiving area for the delivery of food
- ☐ Easily accessible from the kitchen area

GOALS AND PROGRAM ACTIVITIES:

- ☐ To provide an area for the storage of cold food items

FURNITURE AND EQUIPMENT:

- ☐ dunnage rack
- ☐ mobile shelving
- ☐ mobile pan rack
- ☐ mobile utility cart

FREEZER

USERS:

- ☐ 1 to 2 staff persons

SPATIAL RELATIONSHIP:

- ☐ Must be located adjacent to building receiving area for delivery of food
- ☐ The freezer should be adjacent to the chiller
- ☐ Easily accessible to kitchen area

GOALS AND PROGRAM ACTIVITIES:

- ☐ To provide an area for the storage of frozen food items

FURNITURE AND EQUIPMENT:

- ☐ dunnage rack
- ☐ mobile shelving
- ☐ mobile pan rack
- ☐ mobile utility cart

PAPER STORAGE

USERS:

- ☐ 1 to 2 staff members

SPATIAL RELATIONSHIP:

- ☐ Must be located adjacent to the building receiving area for the delivery of food
- ☐ Easily accessible from the kitchen area

GOALS AND PROGRAM ACTIVITIES:

- ☐ To provide an area for paper goods

FURNITURE AND EQUIPMENT:

- ☐ dunnage rack
- ☐ mobile shelving

DISHWASHING AREA

USERS:

- [ ] Up to 2 people

SPATIAL RELATIONSHIPS:

- [ ] Adjacent to the cafeteria with access to the tray return area

GOALS AND PROGRAM ACTIVITIES:

- [ ] To provide an area to wash trays and food preparation items

BUILT-IN FIXTURES:

- [ ] Rolling door
- [ ] Soiled dish table
- [ ] Hand sink
- [ ] Soap and towel dispenser
- [ ] Retractable hose reel
- [ ] Dish machine
- [ ] Clean dish table
- [ ] Pot washing sink
- [ ] Condensate canopy

FURNITURE AND EQUIPMENT:

- [ ] Mobile trash containers
- [ ] Mobile Pot and Pan Shelving (2)

HVAC:

- [ ] Vented ducts

PLUMBING:

- [ ] Plumbing fixtures for dishwashing equipment
- [ ] Floor drain

OFFICE

USERS:

- ☐ Up to 2 people

SPATIAL RELATIONSHIPS:

- ☐ Adjacent and with visual connection to kitchen and receiving area.

GOALS AND PROGRAM ACTIVITIES:

- ☐ To provide an office for the staff to perform administrative functions.
- ☐ Computer input
- ☐ Conferences with staff and visitors

DESIGN CONSIDERATIONS:

- ☐ Uniform lighting

BUILT-IN FIXTURES:

- ☐ Tack board (4 LF)
- ☐ Hook behind door

FURNITURE AND EQUIPMENT:

- ☐ 2 desks
- ☐ 1-2 ergonomic task chairs
- ☐ 2 4-drawer file cabinets

MOP SINK AREA

USERS:

- ☐ Kitchen/Building Staff

SPATIAL RELATIONSHIP:

- ☐ Adjacent to Kitchen/ Serving Area

GOALS AND PROGRAM ACTIVITIES:

- ☐ To provide an area for kitchen staff to clean and maintain the kitchen area.
- ☐ To provide an area to store chemicals.

DESIGN CONSIDERATIONS”

- ☐ Adequate exhaust/ventilation
- ☐ Moisture- and stain-resistant finishes
- ☐ Uniform lighting

BUILT-IN FIXTURES:

- ☐ Mop sink and rack
- ☐ Washer and dryer
- ☐ shelving

TOILET/ LOCKER ROOM

USERS:

- ☐ Kitchen Staff

SPATIAL RELATIONSHIP:

- ☐ Adjacent to Kitchen/ Serving Area

GOALS AND PROGRAM ACTIVITIES:

- ☐ To provide an area for kitchen staff to change and clean up before and after work.

DESIGN CONSIDERATIONS”

- ☐ Adequate exhaust/ventilation
- ☐ Moisture- and stain-resistant finishes
- ☐ Uniform lighting

BUILT-IN FIXTURES:

Toilet Room:

- ☐ Towel dispenser
- ☐ 24” x 60” mirror
- ☐ Toilet tissue holder
- ☐ 36” and 42” grab bars
- ☐ Soap dispenser
- ☐ Towel rack
- ☐ Benches
- ☐ Lockable lockers (8 half-size lockers)

RECEIVING AREA

USERS:

- ☐ Food Service Area

SPATIAL RELATIONSHIPS:

- ☐ Access to the loading dock area
- ☐ Access to a kitchen

GOALS AND PROGRAM ACTIVITIES:

- ☐ To serve as the central point for food service deliveries

DESIGN CONSIDERATIONS:

- ☐ 48” wide, self-closing door, with peephole
- ☐ High ceiling
- ☐ Staging area with an area large enough for forklift access
- ☐ Uniform lighting
- ☐ Electrical outlets for equipment

BUILT-IN FIXTURES:

- ☐ Metal shelving

Building Service/Maintenance Area

Space	Design Guidelines		
	Qty.	S.F.	Total
Building Service/Maintenance Area			**1,760**
Building Supervisor Office	1	150	150
Receiving Area	1	400	400
Building Service Storage	1	300	300
Building Service Closets	4	60	240
Large Building Service Closet	1	120	120
Outside Storage Room	1	300	300
Toilet/Shower/Locker	1	100	100
Compactor/Trash Room	1	150	150

BUILDING SUPERVISOR OFFICE

USERS:

- ☐ 2 staff members

SPATIAL RELATIONSHIPS:

- ☐ Adjacent and with access to Receiving Area
- ☐ Near corridor

GOALS AND PROGRAM ACTIVITIES:

- ☐ To provide an area for the building service supervisor and staff to provide supervision of the physical plant
- ☐ Conferences with staff and other visitors

DESIGN CONSIDERATIONS:

- ☐ Uniform lighting
- ☐ Electrical outlets for equipment
- ☐ Visual control of the receiving area

BUILT-IN FIXTURES:

- ☐ Tackboard (4LF)

FURNITURE AND EQUIPMENT:

- ☐ 2 desks and ergonomic task chairs
- ☐ 2, four-drawer file cabinets
- ☐ Adjustable height bookshelves (12 LF)

RECEIVING AREA

USERS:

- ☐ Building Maintenance staff

SPATIAL RELATIONSHIPS:

- ☐ Access to the loading dock area
- ☐ Access to a main corridor

GOAL: PROGRAM ACTIVITIES:

- ☐ To serve as the central point for the delivery and shipping of bulk commodities and equipment, and provide adequate storage for supplies and materials
- ☐ To provide a space for the storage of furniture, materials for special events, paper, and general supplies

DESIGN CONSIDERATIONS:

- ☐ Double doors with removable mullions to the corridor
- ☐ High ceiling
- ☐ Staging area with insulated overhead door large enough for forklift access
- ☐ Uniform lighting
- ☐ Electrical outlets for equipment

BUILT-IN FIXTURES:

- ☐ Metal shelving

BUILDING SERVICE STORAGE

USERS:

- ☐ Building service staff

SPATIAL RELATIONSHIPS:

- ☐ Adjacent to Receiving
- ☐ Easy access to the main corridor

GOALS AND PROGRAM ACTIVITIES:

- ☐ To serve as the central point for the storage of bulk commodities and equipment
- ☐ Storage of furniture, materials for special events, paper, and general supplies

DESIGN CONSIDERATIONS:

- ☐ Uniform lighting
- ☐ Double doors with removable mullions to the Receiving Area and Corridor
- ☐ High ceilings
- ☐ Electrical outlets for equipment

BUILT-IN FIXTURES:

- ☐ Storage shelving (40 LF): 84” high x 36” deep
- ☐ Storage shelving: 84" high x 24" deep

FURNITURE AND EQUIPMENT:

- ☐ Metal cabinet for flammables
- ☐ Desk and chair
- ☐ Voice and data connections

BUILDING SERVICE CLOSETS

USERS:

- ☐ Building service staff

SPATIAL RELATIONSHIPS:

- ☐ Locate throughout the building to facilitate cleaning of school with at least one on each floor close to toilet rooms and near the cafeteria

GOALS AND PROGRAM ACTIVITIES:

- ☐ To serve as the central point to maintain the facility
- ☐ Storage of materials for building service equipment and supplies

DESIGN CONSIDERATIONS:

- ☐ Uniform lighting
- ☐ Door width sufficient to accommodate cart and/or cleaning equipment.
- ☐ High ceilings
- ☐ Electrical outlets for equipment

BUILT-IN FIXTURES:

- ☐ Paper towel dispenser
- ☐ Soap dispenser

PLUMBING:

- ☐ Floor mounted mop sink with min. 6" curb
- ☐ Faucet with mop and bucket rinse nozzle;
- ☐ Custodial sink

FURNITURE AND EQUIPMENT:

- ☐ Mop and broom holder

OUTSIDE STORAGE ROOM

SPATIAL RELATIONSHIPS:

- ☐ Near the service area and is to be suitable for heavy mowing, snow removal, and other outdoor equipment

GOALS AND PROGRAM ACTIVITIES:

- ☐ Store outdoor equipment

DESIGN REQUIREMENTS:

- ☐ The dimensions must be able to accommodate two tractors side by side (one tractor approximately 9’ long by 7.5’ wide and a second smaller tractor) and other equipment
- ☐ A rolling garage-style door and a regular door must be provided
- ☐ Electrical outlets for equipment
- ☐ A ramped and paved driveway is required for the tractor so that it can access the sidewalk and driveways of the school during snow removal
- ☐ High ceiling
- ☐ Staging area with insulated overhead door large enough for forklift access
- ☐ Electrical service and lighting inside must be provided. Access to the light switches must be available at both entrances
- ☐ Proper ventilation for the storage of gasoline is required

BUILT-IN FIXTURES:

- ☐ Metal shelving

FURNITURE AND EQUIPMENT:

- ☐ Mobile Equipment
- ☐ Lawn maintenance equipment

TOILET/SHOWER/LOCKERS

USERS:

- ☐ Building Services Staff

SPATIAL RELATIONSHIP:

- ☐ Adjacent to the Receiving Area

DESIGN CONSIDERATIONS:

- ☐ Adequate exhaust/ventilation
- ☐ Moisture- and stain-resistant finishes
- ☐ Uniform lighting

GOALS AND PROGRAM ACTIVITIES:

- ☐ To provide an area for building services staff to change and clean up when needed.
- ☐ Changing
- ☐ Showering

BUILT-IN FIXTURES:

- ☐ Toilet
- ☐ Sink
- ☐ Shower
- ☐ Towel dispenser
- ☐ 24” x 60” mirror
- ☐ Toilet tissue holder
- ☐ 36” and 42” grab bars
- ☐ Soap dispenser
- ☐ Towel rack
- ☐ Benches
- ☐ 6-8 Lockable lockers

COMPACTOR/TRASH ROOM

USERS:

- ☐ Building Services Staff

SPATIAL RELATIONSHIP:

- ☐ Adjacent to Receiving Area

GOALS AND PROGRAM ACTIVITIES:

- ☐ To provide an area for receiving and processing of trash and recyclable materials.

DESIGN CONSIDERATIONS:

- ☐ This room should be designed completely separate from the kitchen space with no common walls.
- ☐ Design to prevent vermin from entering the adjacent food preparation areas
- ☐ The room should have heated and adequate light.
- ☐ Mildew resistant and cleanable wall coating
- ☐ Slip resistant floor material
- ☐ Sloped toward drain
- ☐ Roll-up door for transfer of trucks

BUILT-IN FIXTURES:

- ☐ Hot and cold water to flushing and cleaning cans
- ☐ Drain

FURNITURE AND EQUIPMENT:

- ☐ Garbage and recycling cans (NIC)

School-Based Health Clinic (SBHC)(Cooperative Use Space)

Space	Design Guidelines		
	Qty.	S.F.	Total
Community Use Space			
School Based Health Clinic			**870**
Reception/Waiting Area	1	200	200
Exam Rooms	2	100	200
Mental Health Office	2	150	300
Storage	1	50	50
Patient Toilet	1	60	60
Staff Toilet	1	60	60

GENERAL PLANNING CONSIDERATIONS:

- Locate near the front entrance of the school.
- During the school day, all visitors must enter through the main entrance security vestibule and the Reception/Waiting Area.
- Provide a separate outside entrance to allow the clinic to operate during after-school hours.
- Backup generator is required for the vaccine refrigerator and freezers.
- Provide flexibility in design to allow for alternative uses if not used as a SBHC.
- SBHC will offer a variety of services to students, including:
    - Somatic Health Services:
        - Immunizations
        - Diagnosis of treatment for minor, acute, and chronic health ailments
        - Physical examinations
        - Laboratory testing
    - Mental Health Services:
        - Individual mental health assessment, treatment, and follow-up
        - Group counseling
        - Substance abuse education/counseling
    - Health Education Services
        - Abstinence education
        - Weight reduction and healthy living
        - Diabetes education/management
        - Asthma education/management
    - Dental Health Services
        - Dental assessments
        - Dental hygiene education
        - Dental referrals for restoration
        - Weight

RECEPTION/WAITING AREA

USERS:

- ☐ Up to 8 people

SPATIAL RELATIONSHIPS:

- ☐ Locate close to the entrance of the SBHC

GOALS AND PROGRAM ACTIVITIES:

- ☐ To provide an area for students waiting to see a practitioner

DESIGN CONSIDERATIONS:

- ☐ Its placement in relationship to the outside entrance and school entrance should be considered for use during the school day and after-hours use.
- ☐ Consideration of a reception desk.

BUILT-IN FIXTURES:

- ☐ Tack board (4LF)

FURNITURE AND EQUIPMENT:

- ☐ 8-10 visitor chairs
- ☐ 2 Side tables with lamps
- ☐ pamphlet rack
- ☐ Desk and ergonomic desk

EXAM ROOM

USERS:

- ☐ Up to 3 people

SPATIAL RELATIONSHIPS:

- ☐ Located within SBHC near the waiting/reception area

GOALS AND PROGRAM ACTIVITIES:

- ☐ To provide school-based somatic services
- ☐ First aid
- ☐ Health screenings
- ☐ Medical treatments and administration
- ☐ Physical examinations

DESIGN REQUIREMENTS:

- ☐ Acoustical privacy is required to prevent passage of voices into or out of the exam rooms.
- ☐ Blinds on the widows must be provided to ensure privacy when students are in this room.
- ☐ Proper ventilation
- ☐ Chemical resistant countertop
- ☐ Flooring should be moisture and stain resistant

BUILT-IN FIXTURES:

- ☐ Sink with hot and cold water and gooseneck faucet and paddle handles
- ☐ Soap dispenser
- ☐ Towel dispenser
- ☐ Base/wall cabinets above and below the sink
- ☐ Medicine cabinet (see staff for space and design requirements)
- ☐ Tackboard (4LF)

PLUMBING:

- ☐ Kitchen style sink with hot and cold water

ELECTRICAL:

- ☐ Backup generator is required for the vaccine refrigerator and freezer

FURNITURE AND EQUIPMENT:

- ☐ 1 exam table
- ☐ 1 medical stool
- ☐ 1 under the counter vaccine refrigerator in one exam room
- ☐ 1 under the counter vaccine freezer in one exam room
- ☐ 1 under counter refrigerator for lab specimens in one exam rom
- ☐ 1 refrigerator with ice maker

MENTAL HEALTH OFFICE

USERS:

- ☐ Up to 2 people

SPATIAL RELATIONSHIPS:

- ☐ Located adjacent to the Waiting /Reception
- ☐ Provide visual supervision of the waiting/reception area

GOALS AND PROGRAM ACTIVITIES:

- ☐ To serve as an area for providers to perform administrative functions

DESIGN CONSIDERATIONS:

- ☐ Uniform lighting
- ☐ Electrical outlets for equipment
- ☐ Windows to provide natural light are desirable
- ☐ Auditory privacy

BUILT-IN FIXTURES:

- ☐ Tack board (4 LF)
- ☐ Hook behind the door

FURNITURE AND EQUIPMENT:

- ☐ 2 desks
- ☐ 2 Ergonomic chairs
- ☐ 2-3 side chairs
- ☐ 2 Four-drawer locking file cabinet
- ☐ Bookshelf

STORAGE ROOM

SPATIAL RELATIONSHIPS:

- ☐ Near exam rooms

GOAL AND PROGRAM ACTIVITIES:

- ☐ To provide storage for medical and office supplies

DESIGN CONSIDERATIONS:

- ☐ Humidity control

BUILT-IN FIXTURES:

- ☐ Adjustable shelving

PATIENT TOILET ROOM

USERS:

- ☐ 1 student

GOALS AND PROGRAM ACTIVITIES:

- ☐ To provide a space for students to leave lab specimens.

SPATIAL CONSIDERATIONS:

- ☐ Locate adjacent to the lab/charting area

DESIGN CONSIDERATIONS:

- ☐ Finishes should be easy to clean
- ☐ Adequate exhaust/ventilation
- ☐ Moisture- and stain-resistant finishes
- ☐ Uniform lighting

BUILT-IN FIXTURES:

- ☐ 1 ADA adult sink
- ☐ 1 ADA toilet
- ☐ Grab bars

PLUMBING:

- ☐ Connections for toilet and sink

FURNITURE AND EQUIPMENT:

- ☐ None

STAFF TOILET ROOM

USERS:

- ☐ One staff member per room

GOAL: PROGRAM ACTIVITIES:

- ☐ To provide a private toilet for SBHC staff

SPATIAL RELATIONSHIP:

- ☐ Locate with easy access to both staff offices.

DESIGN CONSIDERATIONS:

- ☐ Adequate exhaust/ventilation
- ☐ Moisture- and stain-resistant finishes
- ☐ Uniform lighting

BUILT-IN FIXTURES:

- ☐ Toilet
- ☐ Sink
- ☐ Towel dispenser
- ☐ 24” x 60” mirror
- ☐ Toilet tissue holder
- ☐ 36” and 42” grab bars
- ☐ Soap dispenser

Site Requirements

OUTDOOR LEARNING SPACES

Outdoor learning is a proven benefit to students. Every Maryland student has access to environmental and climate education.

1. Maryland's students have the knowledge and skills needed for success in college and the growing green workforce;
2. Maryland's youth spend time outdoors engaging with nature;

More than ever, access to safe and functional areas for outdoor learning is key to student physical and mental health as well as learning outcomes. A Stanford University study showed that in addition to increased environmental knowledge, outdoor education improved academic achievement, enhanced critical thinking skills, and supported personal growth and life-skills building [1] Teachers benefit from the resources afforded to them with outdoor education opportunities and can incorporate a variety of experiences into their teaching.[2]

DEFINITIONS

Outdoor Classroom

Places outside of the four walls of the school building that approximate the same learning setup as an indoor classroom. These areas include whiteboards, fixed and movable seating, a designated teacher area, and focus primarily on teachers presenting information to a group of students. Additionally, all outdoor classrooms will have raised garden beds for students to interact with and learn from.

Outdoor Learning Area

These spaces support hands-on teaching and learning. In outdoor learning areas, there is space for discovery and investigation. Less fixed than outdoor classrooms, outdoor learning areas can take many forms (ex- small group reading spaces, experiment areas, and outdoor science labs).

[1] "The Benefit of Environmental Education for K–12 Students"

[2] "The Power of Green Schoolyards." https://static1.squarespace.com/static/57682b81725e25259d8396e3/t/601631743bc1b048411f704d/1612067191152/GSA-2-SharonDanks-Power-and-Potential_Green-Schoolyards_2-7-14_u1-21s.pdf

OUTDOOR CLASSROOM

USERS:

- ☐ 40 students
- ☐ 1 teacher + 1 teacher's aid

SIZE:

- ☐ Minimum dimensions 18' min. one side, total area = 350 sf min.

SPATIAL RELATIONSHIPS:

- ☐ Outdoor classrooms shall not be adjacent to one another- locate classrooms to provide acoustic and visual separation from one another
- ☐ Hose bibb must be located within 30' of planting areas & garden beds
- ☐ Outdoor classroom must be located away from noise of roads / equipment
- ☐ Outdoor classroom must be located away from designated play spaces/physical education areas
- ☐ Outdoor classroom should be located near school doors for ease of restroom access

GOALS AND PROGRAM ACTIVITIES:

- ☐ Provide a place outdoors for teachers to instruct a full class of students
- ☐ Every outdoor classroom in CCPS will provide students places to grow, interact with, and learn from plants.
- ☐ Designs will be flexible enough to maximize usage by a broad range of subjects and ages, while minimizing logistical demands on teachers.

DESIGN REQUIREMENTS:

Solar Conditions:

- ☐ Orient classroom to minimize:
  - ☐ glare on whiteboard
  - ☐ student squinting/ vision impaired by sun
- ☐ Locate garden beds to provide appropriate solar exposure for desired plants

Site Elements:

- ☐ Minimum (2) duplex all-weather electrical outlets, located in physically separate areas of outdoor classroom (ex- one at teaching station, one at storage shed)
- ☐ Wi-Fi access
- ☐ Protection from the elements (ex- shade trees, awnings, pavilion, or shade sails)
- ☐ Accessible pathways and flat site conditions
- ☐ Perimeter delineation (ex- fence, raised planting beds)
- ☐ Interpretative signage
- ☐ Lockable storage shed, minimum 10' x 10', located within 20' of outdoor classroom space. Provide 1 per classroom. Cladding material to be vinyl or wood siding. Metal sheds prohibited.
- ☐ Hose bibb
- ☐ Raised Garden Beds:
  - ☐ Provide (1) bed minimum per grade level, dimensions:
  - ☐ Length: 48" min.
  - ☐ Width: 36" min. – 48" max.
  - ☐ Height: 12" min. – 30" max.
  - ☐ Soil depth: 12"min. - 18" max.

- ☐ Materials: Raised beds shall be made of durable, non-toxic materials. Beds shall not be made of pressure-treated lumber.
- ☐ NOTE: Minimum 1 garden bed must be ADA accessible.

☐ Entry gate
☐ Compost Area
☐ Art elements (ex- murals, sculptures, decorative fence treatments)

Accessibility:

☐ Outdoor classrooms must be accessed by ADA-compliant pathways
☐ All elements and furnishings must be accessible for wheelchair users

Visibility / Safety

☐ Lighting provided at levels for safety
☐ Locate an outdoor classroom within security camera surveillance areas

Materials

☐ All materials should be considered for durability and ease of maintenance.
☐ Natural-look materials are a priority. Tree stumps shall not be used for furnishings.
☐ Hardscape/ground surface materials must not be able to be used as a projectile. Suggested surfaces include:
- ☐ Permeable pavers
- ☐ Decomposed granite with stone dust binder
- ☐ Engineered Wood Fiber

Plants:

☐ Integrate plantings with hardscape elements for a cohesive design
☐ Planting specified for outdoor classrooms shall be native, drought-tolerant, and low-maintenance species.
☐ All plant material shall be nontoxic
☐ Shade trees shall be planted no closer than 30’ from the school building.
☐ Small-stature/understory trees shall be planted no closer than 20’ from the school building.
☐ When possible, plants will be sourced locally (within 50 miles).

Site Furnishings:

Seating:

☐ Seating to accommodate the entire classroom student capacity is required.
☐ Seating should be secured- primarily anchored but able to be moved with effort and coordination with the school supervisor.
☐ Additional seating, beyond the capacity of the outdoor classroom, may be added and may be fixed.
☐ Fixed seating should be in areas outside of the primary instruction area for the outdoor classroom.

Whiteboard:

☐ One whiteboard (min. 3'H x 5’ W) to be placed on the storage shed in a location visible to students using the garden beds.
☐ Additional whiteboard, fixed, located in a central location for use by the teacher during instruction (see teaching station)

- ☐ Fixed whiteboard, sized for maximum visibility for students in outdoor classroom layout (min. 3'H x 5’ W) with doors and latch to prevent weathering.

Designated Teaching Station:

- ☐ Moveable, but secured in the outdoor classroom
- ☐ Secured location to be adjacent to electrical power
- ☐ Includes a table surface for materials and demonstrations
- ☐ Worktables, movable (able to be stored in a storage shed)

Other Site Furnishings:

- ☐ Prioritize multi-purpose furnishings (for example, convertible bench-desks, bar-height tables for standing desks or experiment stations)
- ☐ Weather stations or other citizen science elements
- ☐ Freestanding book swap boxes
- ☐ Designer to provide maintenance guide for grounds staff to support proper upkeep of plantings and native habitats.

OUTDOOR LEARNING AREAS

QUANTITY:

- ☐ One to two outdoor learning areas.

USERS:

- ☐ Groups of 3-20 per outdoor learning area, with the sum capacity of all outdoor learning areas to equal one full class (40 students) minimum.

GOALS:

- ☐ Create opportunities for outdoor learning in tactile and hands on ways
- ☐ Provide spaces for students working in small groups or independently to learn in nature
- ☐ These spaces support learning from nature and leverage the unique natural features of each school environment

SIZE:

- ☐ Variable.

DESIGN CONSIDERATIONS:

Siting:

- ☐ If possible, outdoor learning areas should capitalize on any site features that exist (ex- a walking path and overlook with interpretative signage along an on-site stream)
- ☐ If there are plantings or beds to keep up, locate within 30’ of hose bibb
- ☐ Areas for focused work or quiet time should be located away from noise of roads / equipment
- ☐ Areas for focused work or quiet time should be located away from designated play spaces/physical education areas

Solar Conditions:

Orient learning spaces to support use:

- ☐ Garden beds, butterfly gardens, and other plantings should be located in areas with appropriate sun exposure
- ☐ Reading and lab spaces should have access to shade

Accessibility:

- ☐ Outdoor learning areas must be accessed by ADA-compliant pathways

Visibility/Safety

- ☐ Consider lighting and location within school grounds when siting outdoor learning areas

Materials:

- ☐ All materials should be considered for durability and ease of maintenance.

Plants:

- ☐ Plantings will be tailored to outdoor learning area needs.
- ☐ Planting specified shall be native, drought-tolerant, and low-maintenance species.
- ☐ When possible, plants will be sourced locally (within 50 miles).
- ☐ Shade trees shall be planted no closer than 30’ from the school building.
- ☐ Small stature / understory trees shall be planted no closer than 20’ from the school building.

EXAMPLE OUTDOOR LEARNING AREAS

To note, this list is not exhaustive, but provides well-tested examples of successful outdoor learning areas.

Educational Trails

Description:

Nature trails are designed to provide students with a safe path to walk and experience the natural environment. Stops along the trail shall highlight important features or learning moments tied to curricular goals that will enhance students' understanding.

Site Elements:

- ☐ Interpretative signage (required)
- ☐ Overlook stops (potential)
- ☐ Learning Stations (potential)

Potential Furnishings:

- ☐ Furnishings that support sitting are not encouraged on educational trails.

Considerations:

- ☐ Trails should be located in areas free of poisonous plants and within sight of the school building. When possible, trails should connect to existing natural elements on the school campus site.

Experiment area / Science Lab

Description:

Flexible and open outdoor spaces for students to conduct experiments outdoors, with support furnishings for teachers. These areas are most notably open space for a wide variety of hands-on learning uses.

Site Elements:

- ☐ Flat site with compact surface material
- ☐ Solar exposure
- ☐ Fixed worktables (1 minimum)
- ☐ Minimum uninterrupted open space 15' x 15'

Furnishings:

- ☐ Storage container (fixed)- weather-proof, locking, with capacity to contain folding worktables, clipboards, and other instruments needed for experiments.
- ☐ Worktables – movable (potential)
- ☐ Citizen science stations (potential)

Considerations:

- ☐ Experiment areas should be located close enough to the school building for moderately easy access, but away from areas where other students may be working or playing.

Learning Stations

Description:

A series of designated areas for individual or small group (<4 students/station) learning, meant to be experienced in a sequence or order. A minimum of 5 designated and distinct learning stations, in addition to areas for centralized instruction, are required.

Site Elements:

- ☐ Interpretative signage (potential)

- ☐ Perimeter delineation (required)

Furnishings:

- ☐ Teaching Station, secured (required), which includes a worktable, a fixed whiteboard, and a weatherproof duplex outlet
- ☐ Fixed seating in a central location (potential)
- ☐ Standup desk/writing surfaces for each station (required)
- ☐ Citizen science stations (potential)

Considerations:

- ☐ Learning stations may be located adjacent to outdoor classrooms to encourage the use of both spaces concurrently. Learning Stations shall not be counted as part of the outdoor classroom requirements, but rather in addition to them.

Small Group Circles

Description:

Areas with seating arranged in a circle, for use as reading groups, club meetings, and restorative justice or healing circles.

Site Elements:

- ☐ Perimeter delineation (required)
- ☐ Flat area with ADA-compliant surface material
- ☐ Naturally occurring shade or shade structures (potential)
- ☐ Small Group Circles should be located in quiet areas of the school grounds, away from outdoor play spaces or loud road traffic

Furnishings:

- ☐ Fixed seating (required) for group size equal to ½ required class capacity (see outdoor classroom requirements). Tree stumps shall not be considered acceptable seating materials.

Considerations:

- ☐ Circles shall be located within the area covered by security cameras and safety lighting.

Sensory Garden Spaces

Description:

- ☐ A designated planting space meant to engage students senses and encourage exploration.

Site Elements:

- ☐ Interpretative signage (required)
- ☐ Raised planting beds (required)
- ☐ Accessed by ADA-compliant paths

Furnishings:

- ☐ N/A

Plantings:

- ☐ Native, drought-tolerant, low-maintenance, and non-toxic.
- ☐ When possible, plants will be sourced locally (within 50 miles).
- ☐ Plantings shall engage the senses of touch, sight, smell, and sound. A planting list which highlights the plant names, the sense(s) they are intended to engage, and a picture of the plant in each of the four seasons shall be provided.

Considerations:

- ☐ Situate sensory gardens in areas clearly distinct from school garden beds or decorative plantings areas to minimize confusion about what can and cannot be touched or interacted with.

Hoop House / Greenhouse

Description:

A STEM-learning space focused on plants, food, and agriculture. Free-standing conventional greenhouses are much more permanent structures and likely require foundations. Hoop Houses or high tunnels are more cost-effective and less permanent structures that require no ventilation or electricity.

Site Elements:

- ☐ Flat area with accessed by ADA-compliant paths
- ☐ Water access is required for both hoop houses and greenhouses. Structures shall be no further than 30’ from hose bibb.
- ☐ Electricity, sized to needs including ventilation and lighting (required for greenhouse).

Furnishings:

- ☐ Grow lights (required for greenhouse)
- ☐ ADA-accessible raised beds (required for greenhouse)
- ☐ 6-12” high raised beds and containers for growing (required for hoop house)
- ☐ Shelves (required in greenhouse)
- ☐ Worktables (required- interior for greenhouse and exterior & fixed, for hoop house)
- ☐ Seating area (required- interior for greenhouse and exterior & fixed, for hoop house)
- ☐ Lockable storage areas for materials and tools (required)
- ☐ Material Storage areas (required)
- ☐ Compost area (potential)
- ☐ Drip irrigation systems (potential)
- ☐ Hydroponic growing beds (potential)

Considerations:

- ☐ Situate greenhouses to maximize light at the times of year school is in session. In-ground planting shall only be considered after soil is tested and approval is received from CCPS to plant in ground. Consider shade produced by the building, existing and proposed trees, and possible development on adjacent sites. See more: https://www.usbg.gov/sites/default/files/usbg-greenhouse_manual.pdf . These outdoor learning areas are only supported where an existing program focused on STEM/botany/agriculture exists already.

PHYSICAL EDUCATION/ATHLETIC REQUIREMENTS

PLAYING FIELD

- ☐ One 400’ x 400’ playing field to accommodate a regulation soccer field for middle school athletics.
- ☐ Field should accommodate regulation field hockey for middle school athletics.
- ☐ No metal drainage grates should be located on the playing field.
- ☐ The playing field must be as level as possible and water should not collect on the field.

TENNIS COURTS

- ☐ Four tennis courts with all-weather surfacing.
- ☐ The tennis courts will include striping for tennis and pickleball.
- ☐ One electrical outlet on the outside of the fence of one court is required.
- ☐ Several benches and outside trash cans should be permanently installed.
- ☐ A common "rebound" wall contiguous with the tennis courts should be provided.

SOFTBALL FIELDS

- ☐ A minimum of one, if possible. The outfield may overlap with the playing field.
- ☐ Ideally, a 250' minimum radius with backstops is desired—one field should be designed with hood, benches, and safety fences.
- ☐ The baseline of the main field should be skinned and infield mix added.

TRACK AND FIELD AREA

- ☐ A walking asphalt path around the perimeter of the fields.

OUTDOOR RECESS AREA

- ☐ Provide a paved or grassy area outside of the cafeteria for students to serve as a recess/recreation area during lunch.
- ☐ Ideally, it should accommodate approximately 100-150 students if possible