

DEVELOPMENT OF GUIDELINE EDUCATIONAL SPACE REQUIREMENTS AND FINAL EDUCATIONAL SPECIFICATIONS

This section contains information on the development of the educational program requirements for a capital project. Generally the development of these requirements is done in two steps. The first phase in the overall process involves identifying space requirements for feasibility planning. The second step, which is Phase 4, is the development of the final educational specifications for the school program.

Guideline Educational Space Requirements (Phase 1)

Under normal circumstances, the first phase of each capital project begins with the development of guideline educational space requirements used to prepare a feasibility report that identifies potential facility options for the proposed project along with the associated costs.

During this phase, a facilities planner from the Department of Planning and Capital Programming is assigned to work with the principal and a PTA representative to develop a description of the spaces needed to support your educational program. Based on the scope of your project, this phase will take place at the school over two or more meetings. A Division of Construction project manager is also assigned at this point to participate in the development of the guideline educational space requirements. The project manager becomes that principal's contact when the guideline requirements are completed and the project moves into the selection of the feasibility study architect (Phase 2).

Final Educational Specifications (Phase 4)

After the feasibility study (Phase 3) has been completed and the BOE includes the project in the subsequent annual capital budget request for further funding, the final educational specifications are developed. These specifications are an expansion of the guideline space requirements with further detail on the amenities and spaces required to support your program. They are based on Montgomery County Public Schools (MCPS) standards for new construction.

A draft final education specification based on the facility option recommended in the feasibility study will be prepared by your facilities planner. The principal reconvenes the facilities advisory committee that worked on the feasibility study. The committee meetings will be facilitated by your facility planner. The committee will meet periodically to discuss the draft until agreement is reached on a final specification. The draft specification will also be distributed for comment to all program/curriculum coordinators (i.e., art, music, media, etc.) and other central office support staff (i.e., food services, etc.) who provide direct input for their area of responsibility. Most of the work needed to refine the educational space requirements into a final specification may have been reviewed during the development of the guideline space requirements that were used for the feasibility study. If this occurs for your project, the work needed to develop the

final specifications will be minimal. The final specifications will be used by an architect as a guide for the development of the facility layout and design.

Once the educational specification is finalized, it will be transmitted to the Division of Construction. An architect will then be selected and the project will move on to the architectural design phase.

Examples of a guideline space requirements and final educational specification are included at the end of this section.

HELPFUL HINTS:

- Try to have the committee visit sites with educational programs similar to your project.
- Have a meeting with school staff to determine school-wide building goals that will support programs such as: organizing the spaces used by all students to the center of the building, creating ways for staff to meet and interact, storage issues, special programs, etc.

**SAMPLE GUIDELINE EDUCATIONAL SPACE REQUIREMENTS
NORTHEAST AREA HIGH SCHOOL
SUMMARY OF FACILITIES NEEDED FOR CAPACITY 1600/CORE 2000**

Type of Facility	No. Needed	Sq. Ft./ Facility	Net Sq. Ft.	Total Sq. Ft.
ARTS AND HUMANITIES				1400
Eng./S. S./F.L./Seminar Rms.	3	300	900	
Eng./S. S./F.L./Work Rm.	1	500	500	
ENGLISH				11300
Classrooms	8*	900	7200	
Computer Writing Lab. (Electronically Adapted Rooms)	2*	1000	2000	
Department Office/Storage	1	1300	1300	
Journalism Staff Rm.	1	400	400	
Yearbook Staff Rm.	1	400	400	
SOCIAL STUDIES				9150
Classrooms	8*	900	7200	
Department Office/Storage	1	950	950	
Electronically Adapted Room	1*	1000	1000	
FOREIGN LANGUAGE				5900
Classrooms	6*	900	5400	
Department Office /Storage	1	500	500	
SPECIAL & ALTERNATIVE EDUCATION (LEVEL IV)				
Classrooms	2*	900	1800	
Resource Center	1	400	400	
Storage	1	200	200	
Speech & Language	1	250	250	
Resource Rm.	1	800	800	
Therapy Support	1	250	250	
ESOL				2700
Classrooms	2*	800	1600	
Lab.	1	500	500	
Office/Conference Rm.	1	400	400	
Storage	1	200	200	
CWE				1050
Classrooms	1*	900	900	
Office	1	150	150	
CAREER CHILD DEVELOPMENT (H.E.)				2000
Child Development Lab	1*	1000	1000	
Seminar/Personal & Family Life Obser.				
Office/Storage	1	200	200	
ART SUITE				6950
Art Room	4*			
Storage/Office	1	1000		1000

ART SUITE	Print Lab	1	200	200	
(Continued)	Kiln Room	1	300	300	
	Dark Room	1	250	250	
MUSIC SUITE					5888
	Instrumental Room	1*	1950	1950	
	Choral Room	1*	1800	1800	
	Instrumental Storage	1	450	450	
	Office/Library	1	400	400	
	Practice Room	2	64	128	
	Practice Room	2	80	160	
	Robe/Uniform Storage	1	300	300	
	Small Ensemble/Keyboard Lab.	1	700	700	
MATH/SCIENCE/TECHNOLOGY					
	Math/Science/Tech. Seminar Rms.	3	300	900	1400
	Math/Science/Tech. Work Rm.	1	500	500	
MATHEMATICS					8000
	Classrooms	9*	800	7200	
	Resource Ctr./Seminar	1	800	800	
BUSINESS EDUCATION					3500
	Model Office room	1*	1450	1450	
	Computing/Word Processing	1*	1000	1000	
	Office/Storage	1	400	400	
SCIENCE					15875
	Science Labs	9*	1350	12150	
	Department Office	1	700	700	
	Preparation/Project Rooms	5	300	1500	
	Storage Rooms	4	275	1100	
	Chemical Storage	1	125	125	
	Greenhouse	1	300	300	
TECHNOLOGY EDUCATION SUITE					8620
	Technology Center	1*	1450	1450	
	Industrial Space	1	400	400	
	Research Space	1	250	250	
	Technology Reference Space	1	150	150	
	Multi-media Space (Shared)	1	220	220	
	Office (Shared)	1	220	220	
	Material Storage	1	170	170	
	Student Storage	1	200	200	
	Finishing Space	1	140	140	
	Communications Center	1*	1800	1800	
	Virtual Reality Space	1	320	320	
	Telecommunications Space (Shared)	1	280	280	
	Material Storage	1	160	160	
	Student Storage	1	160	160	
	Engineering Center	1*	1720	1720	
	Applied Processing Space	1	420	420	
	Prototype/Fabrication Space	280	280		

TECHNOLOGY EDUCATION SUITE (continued)					
	Material Storage	1	170	170	
	Student Storage	1	170	170	
NUTRITION/FOOD SCIENCE LAB					
	Office	1*	1650	1650	2000
	Storage	1	200	200	
INTERACTIVE TELEVISION CENTER					
		1	800	800	800
PHYSICAL EDUCATION/ATHLETICS					
					32510
	Main Gym	1**	10000	10000	
	Second Gym	1**	6000	6000	
	Auxiliary Gym/Dance	1*	1850	1850	
	Auxiliary Gym/Weights	1*	2050	2050	
	General Storage	1	1500	1500	
	Outside Storage	1	500	500	
	Locker Area	2	1650	3300	
	Shower Area/Drying Room	2	500	1000	
	Towel Storage	2	50	100	
	Toilets	2	200	400	
	Storage	2	100	200	
	Office	2	600	1200	
	Team Rooms	4	500	2000	
	A.D. Office	1	200	200	
	Coaches' Office	2	150	300	
	Closet	2	80	160	
	Football Equip./Uniform Drying	1	400	400	
	Training Rm.	1	300	300	
	Laundry Rm.	1	150	150	
	Health Classroom	1*	900	900	
INSTRUCTIONAL MEDIA CENTER					
					10000
	Reading (Resource) Room	1	4750	4750	
	Office	1	200	200	
	Conference Rm.	1	600	600	
	Workroom/Medial Production	1	600	600	
	Online Inform. Retrieval Area	1	600	600	
	Storage (general)	1	500	500	
	Storage (equipment)	1	500	500	
	Television Studio	1	1250	1250	
	Telecommunications Rm.	1	200	200	
	Storage (Equip. on other level)	1	200	200	
	Instructional Project Room	2	300	600	
STUDENT ACTIVITIES FACILITIES					
					1000
	Student Council Suite	1	400	400	
	School Store	1	400	400	
	School Store Storage	1	200	200	
ADMINISTRATIVE SUITE					
	General Office				
	Principal's Office				

ADMINISTRATIVE SUITE (continued)				
	Assistant Principal's Office	3	150	450
	Principal's Secretary's Office	1	100	100
	Public Address Space	1	50	50
	Conference Room	1	300	300
	Storage	1	100	100
	Attendance Office	1	200	200
	Office Workroom/Storage/Toilet Area	1	500	500
	Photocopy Room	1	200	200
	In-School Suspension Room	1	300	300
	School Focus Office	1	200	200
	Sec. Office/Waiting Area	1	150	150
	Storage	1	100	100
	Conference Room	1	200	200
BUILDING MANAGEMENT SUITE				
				1000
	Business Manager	1	150	150
	Financial Secretary	1	150	150
	Vault	1		
	Waiting Area	1	150	150
	Building Services Manager	1	150	150
	Locker Area	1	200	200
	Security Team Office/Locker Area	1	150	150
GUIDANCE SUITE				
				3200
	Counselors' Office	6	150	900
	Waiting Room	1	500	500
	Conference Room	1	300	300
	Records Room	1	250	250
	Registrar's Office	1	150	150
	Transcript Secretary's Office	1	100	100
	Workroom	1	200	200
	Career Information Center	1	800	800
HEALTH SUITE				
				950
	Nurse's Office	1	150	150
	Waiting Room	1	100	100
	Exam/Treatment Room	1	400	400
	Rest Areas	2	100	200
	Storage	1	40	40
	Toilet Rooms	2	40	80
STAFF FACILITIES				
				1600
	Staff Room	2	500	1000
	Staff Dining	1	600	600
FOOD SERVICE FACILITIES				
	Student Dining	1	7500	7500
	Serving Area	1	1200	1200
	Food Preparation	1	1200	1200
	Dry Food Storage	1	400	400
	Ref. & Frozen Food Storage	1	420	420
	Loading & Receiving Platform	1	124	125

FOOD SERVICE FACILITIES (continued)					
	Office	1	100	100	
	Locker/Toilet Room	1	100	100	
COMPACTOR/TRASH ROOM/STORAGE					1450
	Compactor/Can Wash/Trash Room	1	300	300	
	General Storage and Receiving	1	1000	1000	
	Outdoor (mowing equipment)	1	150	150	
AUDITORIUM					
		1	22000(a)	22000	22000
NET TOTAL					182708
* Rooms used in calculating capacity					
(a) Square footage subject to change					

FINAL

EDUCATIONAL SPECIFICATIONS
GAITHERSBURG HIGH SCHOOL ADDITION

June 1996

Paul L. Vance
Superintendent of Schools

09/01/02

MCPS—Introduction to the School Construction Process

Section 3
Page 8 of 74

TABLE OF CONTENTS

	<u>Page</u>
INTRODUCTION	1
BACKGROUND	1
ENROLLMENT	1
GENERAL PLANNING CONSIDERATIONS	2
DESCRIPTION OF FACILITIES	4
I. Instructional Areas	4
All Academic Classrooms	4
Science suite	6
Art Classroom	8
Auxiliary Gym.....	8
II. RELATED INSTRUCTIONAL AREAS	9
Instructional Media Center	9
III. ADMINISTRATIVE AND SERVICE AREAS	12
Administrative Suite	12
Guidance Suite	13
Staff Rooms	14
Food Service Facility.....	14
Site Requirements	16
Planning Committee Membership	Appendix

GAITHERSBURG HIGH SCHOOL ADDITION AND CORE IMPROVEMENTS
SUMMARY OF FACILITIES NEEDED - June 27, 1996

Type of Facility	No. Needed	Sq. Ft./ Facility	Net Sq. Ft.	Total Sq. Ft.
ENGLISH				1700
Classroom	1	800	800	
Classroom	1	900	900	
SOCIAL STUDIES				1700
Classroom	1	800	800	
Classroom	1	900	900	
FOREIGN LANGUAGE				900
Classroom	1	900	900	
SCIENCE				3975
Lab. Science	2	1350	2700	
Prep. Proj. Room	1	300	300	
Storage	1	275	275	
Office	1	700	700	
ART SUITE				1200
Art Room	1	1200	1200	
GENERAL ACADEMIC				1800
Classrooms	2	900	1800	
AUXILIARY GYMNASIUMS				2050
Wrestling & Dance	1	2050	2050	
TOTAL				15025

CORE IMPROVEMENTS – Standard sizes and numbers to be met.

INSTRUCTIONAL MEDIA ENTER				9450
Circulation/Exhibit/Display	1	750	750	
Reading (Resource) Room	1	4000	4000	
Office	1	200	200	
Conference Room	1	600	600	
Workroom/Media Production	1	600	600	
Online Inform. Retrieval Area	1	650	650	
Storage (general)	1	500	500	
Storage (equipment)	1	500	500	
Television Studio	1	1250	1250	
Telecommunications Rm./Editing	1	200	200	
Storage (Equip. on upper level)	1	200	200	

INTRODUCTION

1. In this document, facilities are described that are needed for the Gaithersburg High School addition educational program. The descriptions are to provide the architect with useful guidelines and are to be used by staff representatives when reviewing drawings and specifications for the facility improvements.
2. The building is to be accessible to persons with disabilities within the meaning of the Americans with Disabilities Act of 1990 and to conform to all relevant requirements of the Americans with Disabilities Act Accessibility Guidelines (ADAAG) as published by the U. S. Architectural and Transportation Barriers Compliance Board. To meet the needs of persons with disabilities, ADAAG paragraph 4.30-4, Raised and Brailled Characters and Pictorial Symbol Signs, is extended to require 6-inch high, 5/8 inch thick letters and numerals, black matte finish on a light, non-glare background.
3. Special consideration is to be given to energy conservation including total life-cycle costs. The current Department of General Service (DGS) requirements shall be applied as design criteria. Life-cycle cost accounting in accordance with DGS criteria is required. A statement on energy conservation must be a part of the preliminary plans submission. Additional details on energy conservation will be provided under separate cover.
4. The architect also will be expected to become thoroughly familiar with Maryland and Montgomery County regulations pertaining to fire safety, life safety and health codes. Also, applicable rules of the state Interagency Committee for School Construction are to be followed. The Architect's Guide, prepared by staff of the Department of Facilities Management, is to be followed during the planning and construction processes.

Background

Gaithersburg High School opened in 1951 and had additions in 1956, 1961, 1965, 1969, 1977 and 1985.

Enrollment

1. Enrollment at Gaithersburg High School, grades 9-12, is projected as follows:

<u>1995</u>	<u>1996</u>	<u>1997</u>	<u>1998</u>	<u>1999</u>	<u>2000</u>	<u>2005</u>	<u>2010</u>
1816	1849	1990	2027	2085	2128	2500	2400

2. This project is to provide 23 additional teaching stations and support space to increase the core capacity to 2400 students. The first addition includes 13 classrooms described in this educational specification. Core and support spaces must be evaluated as part of the first addition, to ensure that they will accommodate this larger size high school facility. Additional cafeteria eating space

and media center expansion should be planned with the first addition. The second addition will provide 10 academic teaching stations.

3. Existing facilities and systems must be evaluated in relation to the increase in size of the building. Costs must be minimized but not at the cost of quality and long-term durability.
4. The architect should carefully consider integration of these additions into the existing building to allow continuity of the educational program. Any spaces displaced will need to be replaced. Staff will provide descriptions and space requirements as needed.
5. One possible design solution would be to demolish parts of B wing (B15-B22) behind the cafeteria and replace it with an expanded eating area and classrooms that would be aligned for access to D-wing.

General Planning Considerations

In the general planning of this project, special consideration is to be given to the following comments and instructions:

1. The desired standards are shown and the architect should try to achieve them. Some deviations, however, will be allowed to provide the best program and design solutions consistent with capital considerations.
2. The architect should evaluate the building and site to make the best use of all existing space. Major structural changes within the building are to be effected only if absolutely necessary.
3. Changes in department locations may be made if there is little or no budget impact and they will improve the delivery of services to the students. Every effort should be made to keep departments physically together as department suites.
4. The addition should be designed to blend with the existing building. If the main entrance is affected by the addition, design and landscaping should emphasize its importance.
5. Windows should be operable in as many spaces as possible of the addition. It is expected that windows in the addition will be thermopane units.
6. The addition is to be air conditioned.
7. Special attention should be given to security measures within the building including location of security gates in corridors, lockable doors to secure various sections of the building for after hours use, and public telephone locations being in full view of either the administrative offices or other public areas. These security measures should be reviewed by the Montgomery County Police Department.

8. Zoning the plant for heating and air conditioning of the addition should be related to after-hours use of various areas such as offices, gymnasium, food service, computer complex, the instructional materials center and groups of classrooms. Appropriate location of corridor gates and toilets is necessary for the security of sections of the building not in use after school hours. Separate water heaters must be maintained for use during the non heating season.
9. Noise and distracting sounds are to be minimized. For example, in areas such as the cafeteria that may be used for meetings and adult education, the sound of operating fans for ventilation should not interfere with instruction. Particular attention should be given to sound attenuation between noisy and quiet areas of the building.
10. Additional lockers should be provided making the total number 100 over the operating capacity of the building. The color of the lockers should complement interior colors of the facility.
11. Sufficient bathrooms both for staff and students should be located accessibly throughout the building and on both floors. Some student bathrooms must be near the cafeteria.
12. The architect should plan for computer networking to connect with existing global access wiring. Reference should be made to the document "Design Criteria for High School Instructional Computing Requirements," Maryland Public School Standards for Information and Communications Distribution Systems, Maryland Public School Minimum Technology Capability Statements in new Construction and Renovation Projects, and consultation made with the Division of Computer-Related Instruction during the schematic design phase to tie with the Global Access Plan. The major considerations for the design of the building-wide computer network are:
 - a. Each classroom is to have a dedicated 20 amp electrical circuit serving five electrical outlets for computers located 3 feet apart along the back or side wall.
 - b. Computer network outlets (CNOs) consisting of a flush mounted standard electrical box with 1-1/2" conduit to the ceiling space overhead should be located in all classrooms, offices and other work locations according to the following general rules: (1) one CNO in the front of each classroom under the screen and adjacent to the TV and electrical outlet; (2) a second CNO should be located in the back/side of each classroom adjacent to the five computer electrical outlets connected to the dedicated circuit; (3) one per office, resource room, planning room, etc., adjacent to telephone outlet; (4) multiple CNOs in media center at circulation desk, reference areas, etc., (5) one at each science lab workstation; and (6) all other areas such as the stage, bookstore, dining room, etc., where computers might be used.

- c. The number and location of wire closets required to support the building- wide computer network is dependent on the size and geometry of the building. Approximately 30-35 square feet are required for each wire closet. Wire closets should be located on the second and third floors at a distance no greater than 275 linear feet, measured along corridors, from the furthestmost computer network outlet. (Second floor wire closets can serve the first floor.) Specific electrical and other requirements for wire closets are contained in the referenced design documents.
13. Provisions for high-resolution fiber optic cable for television must be included in the design of all new teaching stations.
 14. Provisions for interactive television should be discussed with MPCS at the time of schematic design.
 15. The new areas of the building are to be accessible to persons with disabilities. Bars used should have a "distressed," not slippery, surface. Door thresholds must allow easy access for wheelchairs.
 16. Access for persons with disabilities is required to all new facilities. Casework, furniture and equipment specifications should include adjustable height workstations and sufficient knee space to provide easy adaptability for users with disabilities. Telephone booths and water fountains must also be provided for those with disabilities.

DESCRIPTION OF FACILITIES

INSTRUCTIONAL AREAS

The existing building has 88 teaching stations. The addition of 13 teaching stations must include:

- 2 English classrooms
- 2 Social Studies classrooms 2 Math classrooms
- 1 Foreign Language classroom 1 Art room
- 2 Generic classrooms
- 1 Auxiliary Gym -Wrestling / Dance

This will increase the capacity of the building to 2175 students. Increases to core and other support spaces are shown in the following descriptions by department.

1. Academic Classrooms

<u>Spatial needs (# needed)</u>	<u>Sq. Ft./ Facility</u>
10 classrooms	800/900

- a. Academic classrooms will be in the addition. Classroom size should be 800 or 900 square feet as indicated in the space summary. Movable walls or semi-permanent partitions may provide the flexibility to expand or contract spaces. All movable walls must include a door between classrooms and tackboard/chalkboard.
- b. All classrooms should have the following:
 - (1) The teacher's wardrobe is to be lockable for general supply storage, personal storage and wardrobe.
 - (2) Book storage is to be along one wall with all of the cabinets equipped with doors and locks. The tops of these cabinets may serve as counter space. Lockable casework is to be installed above counter space.
 - (3) A projection screen is to be provided with hooks and brackets on two adjacent walls for flexibility, casework to accommodate a 27" television monitor, VCR and CD player.
 - (4) A minimum of 30 feet of chalkboard, 6 feet of whiteboard and at least 10 feet of tackboard are to be installed.
 - (5) Flexible map hooks, map rails and tack rails are to be placed above all chalkboards. One flag holder attachment is to be placed on all map rails with 4 -6 map holders. Tack rail should be extended around as many walls as space is available.
 - (6) Venetian blinds are to be placed in all rooms with the capacity of allowing the LED projection devices to be used.
 - (7) At least eight fourplex electrical outlets are to be provided in each new classroom. For flexibility, a ceiling mounted, pull-down electrical box should be located in the center of all rooms.
 - (8) Additional duplex electrical outlets are to be provided for up to ten microcomputers in each teaching station.
 - (9) Classrooms must have access through video and computer networks to the school's administrative database, media center information systems and telecommunications options.

2. Science Suite (2 T .S.)

<u>Spatial needs (# needed)</u>	<u>Sq. Ft. / Facility</u>
Office (1)	700
Science laboratories (2)	1350
Preparation/Project Room (1)	300
Storage Room (1)	275

- a. The Science Office is to include:
 - (1) A 100 sq. ft. office for the Resource Teacher.
 - (2) A 100 sq. ft. office/work area for use as a quiet work area by science teachers.

- (3) Telephone, teacher desks, storage, bookshelves and filing cabinets for commonly used department supplies and instructional materials.
 - (4) A work counter with sink and electric outlets.
 - (5) Space should also be provided for a refrigerator and microwave oven.
 - (6) Three feet of tackboard and three feet of whiteboard are required.
 - (7) Secure storage and electrical/cable/computer/telephone service are to be available to accommodate computers and word processing equipment.
- b. One-size-fits-all classrooms, each serving as a lecture/laboratory should be equipped with basic equipment as listed below. The rooms are to have a wide bay of at least 28 feet to avoid having a room too long. The recommended size is approximately 30 x 45 feet with right- angle corners. Extra attention should be given to the location of science drains so that flooding of spaces beneath is eliminated.
- (1) Permanently installed lockable wall hung cabinets with adjustable shelving above lab work surfaces, and not above gas outlets. Some casework should have glass fronts, particularly those near the demonstration tables.
 - (2) Chart storage should be included in each of these rooms.
 - (3) A 3' x 5' demonstration table is to be at the front of the room. An electrically operated visual-aide mirror is to be installed above each demonstration table.
 - (4) Twenty-four feet (combination of white and blackboard) and 16 feet of tackboard are needed.
 - (5) A six-foot project cabinet and a 6-foot storage cabinet are to be permanently installed in each room.
 - (6) Rooms are to be capable of darkening.
 - (7) One installed fume hood with full utilities (water, sick, gas and light).
 - (8) Safety station is to be installed, with shower, eyewash and drain, to accommodate persons with disabilities.
 - (9) Master cutoff for gas, water and electricity in, not outside of, the demonstration desk. The emergency cut-off switch in each classroom for all utilities should be wall mounted high enough not to be accidentally activated and should be placed in at least two locations. The reset circuit for science classrooms should be readily available to science staff.
 - (10) Electric outlets will be wall mounted or face-of-cabinet mounted.
 - (11) One wash-up stone sink, 18" x 18" x 20" deep with hot and cold water should be provided.
 - (12) The architect may consider installing glass display cabinets at door entrances to the science rooms.
 - (13) A railing high on the wall for permanent wall charts. (14) Wall drying racks (pegboard) for test tubes, etc.

- (15) The demonstration desk is to contain one 220-vlt outlet; one 300-pound and one 500-pound hook in the ceiling above.
 - (16) One chemistry lab should have a double-sided fume hood to be used for AP chemistry.
- c. Seven student stations constructed in a "U" shape and combining wet bench space (water, sink, gas and electricity) along the bottom of the "U" and desk height computer stations (two per pod) on the arms. The monitors should be placed under glass below the desk surface with pullout and lockable keyboard drawers.
 - d. The architect should be asked to visit other high schools and use similar designs after consulting with MCPS staff. The architect should work to design for maximum use of lab space within each room particularly in the placement of mechanical units.
 - e. Preparation/Project Room is to be located between the labs and is to include the following:
 - (1) A wash-up sink, 18" x 18" x 20" deep with drainboard and drying rack.
 - (2) Heat-resistant work surfaces suitable for an autoclaving/drying oven.
 - (3) Variable-sized storage cabinets, one designed for a skeleton.
 - (4) A steel nonflammable storage cabinet, with outside power vent, and an acid cabinet.
 - (5) Hookup for a dishwasher, a refrigerator and a 30-gallon Barnsted still. Separate water and electric sources are needed for a Barnsted still with 30-gallon capacity and 4-liter-per-hour output with a reservoir.
 - (6) These rooms must have an exhaust fan and air conditioning with at least four air exchanges per hour and be in compliance with ASHRAE standards.
 - (7) An equipment repair bench with multi-strip outlets and good lighting.
 - (8) Lab stations with water, electric and computer capabilities should be installed.
 - (9) Interior glass from preparation/project room to Science Labs must be installed for visual supervision of spaces.
 - (10) Emergency panic alarm should be separate from classroom alarm system.
 - (11) Hookup for a dishwasher is needed.

3. Art Classroom

<u>Spatial Needs (# needed)</u>	<u>Sq. Ft./ Facility</u>
Multi-purpose Art Room (1)	1200

The architect should consider locating a new art room near existing art rooms if feasible.

- a. The art room is to have adequate and appropriate natural lighting in addition to a visual reference to the outdoors for the purpose of study. Direct or easy access to the outdoors is desirable for instructional activities and to facilitate the movement of materials and equipment into the art suite. Entrance doors must clear 36 inches. Two (18" x 40" x 16" deep) single-basin stainless steel sinks with plaster traps are to be provided in the room. All sinks are to have moveable faucet lever- controlled hot and cold water. One sink in the classroom should have an eyewash fountain. Storage is to be provided for both two- and three-dimensional art projects, for flammable materials, for student books, and for reference books and magazines. A vertical canvas printing storage rack is required. Blackout facilities are to be included in each room.

Extensive electric outlets are to be provided for art equipment, video, computer, film and slide projections and other uses. A four- by six-foot chalkboard is to be installed, and all available walls are to have tackboard from floor to ceiling with picture molding at the top. Ceiling track lights are to be provided, and six to ten spotlights are needed. One lighted display case, lockable from within the room, with viewing from the corridor is to be provided near the art suite and another near the main entrance to the building. Good artificial lighting is to be provided. Electric outlets and water should be available in the outdoor space. All installed cabinets should be lockable. Classroom supply and project storage should be keyed to the same key. Individual student storage units, both flat and 3-D, should have the capacity to be padlocked.

4. Auxiliary Gym

<u>Spatial needs (# needed)</u>	<u>Sq. Ft. / Facility</u>
Auxiliary Gym Wrestling/Dance (1)	2050

The Auxiliary Gym/Wrestling/Dance should have a suspended hardwood "Everflex-Gerstung" type floor. A small storage closet, capable of securing a VCR, TV, stereo sound equipment, etc. is to be provided. A small whiteboard (4' x 6') and tackboard (4' x 6') are to be installed. Electrical outlets must be provided around the room. Aesthetic painting and/or graphics are to be provided. Safety plate glass mirrors are to be provided on one wall. The Wrestling program requires an electric hoist "Mat Mover" installed to handle and store mats. This room must be able to accommodate a regulation wrestling mat of 42' x 42'. Colored acoustical panels should be provided from the ceiling as well as an electric deodorizer system and an excellent ventilation system. One electric clock with cover is to be installed. This space should be near the auditorium.

INSTRUCTIONAL MEDIA CENTER (IMC)

The existing media center spaces and amenities must be evaluated in light of current practices and expected use. Expansion to meet standards should be considered using space presently occupied by the guidance department.

<u>Spatial needs (# needed)</u>	<u>Sq. Ft. / Facility</u>
Reading (resource) Room (including Circulation/exhibit/display area at Entrance) (1)	4750
Office (1)	200
Conference Room (1)	600
Workroom and media production center	600
Online information retrieval	650
Television Studio/Control Room/Editing Room	1250
Telecommunications Room	200
Storage (general)	500
Storage (equipment) (1)	500
Storage (equipment on upper level)	200

The Media Center is the information hub of the school. Every classroom, office and seminar space must have access to the electronic information capabilities of the IMC through on-line computer access. The role of the "reading room" may change as more and more information is stored and distributed electronically. As the MCPS Technology Policy Implementation Plan is developed, the design of the media center may change dramatically. These specifications are being reevaluated following adoption of the plan in March 1994.

1. The IMC must remain easily accessible from the outside. Toilet rooms are to be located nearby, but not adjacent to, the media center. These location criteria will allow isolation of the IMC from the remainder of the building, thus permitting use by outside groups during afterschool hours and in the summer. Good security for each area of the media center is essential. There should be easy access to the elevator.
2. A complete media service area is to include (1) space for reading, listening and viewing; (2) room for conferences; (3) areas for individual study and larger group activities; (4) space and facilities for computer; (5) offices for work related to the management of the center and production of audiovisual material; (6) space for storage of books, periodicals and audiovisual materials; and (7) space for a circulation desk, exhibits and displays. It is essential, however, that these areas be flexible in order to accommodate changes in order to be adaptable to new technological developments.
3. At the front entrance of the media center is to be a security gate that is part of the material security system. Other exits must have panic/alarm hardware. The circulation/exhibition/display area is to have a circulation desk, which needs to be

near the entrance, and is to accommodate the security system. Aesthetically pleasing low barriers need to be provided on both sides of the security system gate, which must be accessible to persons with disabilities. The workroom and media production areas are to be located near the circulation area but separated by a wall with windows and a door. A return book drop should be provided on a corridor door.

4. The reading (resource) room provides for reading and browsing of newspapers, magazines, fiction and nonfiction materials. A projection screen should be installed in the ceiling in the main reading room for use in group presentations. Shelving on walls and in stacks should be adequate for the collection of about 20,000 print volumes and 6,000 non-print items.

Special considerations of the main reading room are:

- a. Room for 25 computers and printers for CD ROM access and database searches.
 - b. Larger circulation area that will allow for a computer circulation system and be located at least 25 feet away from the security gate so that the monitor does not interfere with the security system.
 - c. A small informal area near the current magazines.
 - d. Adequate space around the entrance security gate for access by persons with disabilities.
 - e. Flexible lighting with the ability to darken separate areas of the main resource room without affecting reference area.
5. The conference room is used for whole-class instruction as well as for small-group activities, interactive television capabilities and computer- assisted research with the potential for two multi-media stations. It is to be readily accessible to teachers and students in the media center. Security is important
 6. The office is set aside for administrative duties, teacher conferences and office routines. It is to be located adjacent to the preparation area and the circulation area and is to contain a five-shelf storage unit three feet in length. Space is needed for staff desks and a lockable wardrobe is to be provided.
 7. The workroom and media production area provides for the preparation of several types of instructional materials, such as transparencies, slides and charts. It is to contain a sink cabinet and ample worktops for student and teacher use. This area also provides for ordering, receiving and processing of all materials and equipment. Counter spaces are also required.
 8. The online information retrieval area (part of the reading room) is to be used to conduct on-line computer searches of databases and for instruction in the use of this retrieval method. It must be equipped with a dedicated phone line and electrical outlets to accommodate a microcomputer, monitor, disk drives, modem

and printer. Space for at least two television monitors to be linked to the microcomputer and seating for class instruction are to be provided.

9. The television studio serves as the center for an intraschool system for television production and also provides for setting up and video recording television programs. Unique features include a control room of at least 200 square feet to house audio recording equipment complementing the video equipment, and 12-foot high ceilings for lighting equipment. The studio needs storage for related equipment and is to be easily accessible from the outside through a separate entrance so that it can be isolated from the rest of the building. At least one handicapped-accessible toilet room for each sex is to be accessible from the studio when it is sealed off from the rest of the building. Utilities are to be separately metered. The present facility needs some upgrading and refurbishing and must be air conditioned. A 50-square foot editing room with outlet strip above built-in counter and adequate ventilation and temperature control is to be provided.
10. The telecommunications room is to be secure and close to the television studio. This space is an electronic utility room to house video, data and voice distribution and transmission equipment and must contain an appropriate climate control system specified for this type of equipment. This space is to accommodate installation of the television, data and voice distribution wiring system.
11. The general storage room provides for storage of instructional materials, such as back issues of magazines, seasonal materials, IMC materials and supplies. Shelving and cabinets should be provided. A split door or window is needed between this room and the reading room for distribution of materials.
12. The equipment storage room is to be furnished with shelving and cabinetry appropriate for storage of instructional equipment such as projectors, previewers and recorders and could be wired for charging a classroom set (30) of laptop computers.
13. The equipment storage room on upper floor is to be furnished with shelving and cabinetry appropriate for storage of instructional equipment such as projectors, previewers and recorders.
14. Both equipment storage rooms should have floor space for storage of AV/TV carts and video carts. Doors to hallway should be four feet wide.
15. All spaces are to be designed in consultation with MCPS staff.

ADMINISTRATIVE AND SERVICE AREAS

The existing administration, guidance, building management, suites and staff rooms must be evaluated and brought up to current standards listed below:

1. Administrative Suite

<u>Spatial needs (# needed)</u>	<u>Sq. Ft. Facility</u>
General office (1)	1100
Principal's office (1)	250
Assistant Principal's office (4)	150
Principal's Secretary office (1)	100
Public address space (1)	50
Conference room (1)	300
Security Team office (1)	150
Storage (1)	100
Attendance office (1)	200
Office/Workroom/Storage/Staff Toilet (1)	500
In-school Suspension room (1)	600
Photocopy workroom (1)	200

- a. The general office must have attention given to flow of traffic, seating, lighting and fenestration as well as wall color and arrangement of employee desks. Staff mailboxes are to be easily accessible without going through the public waiting area. There are to be 250 mailboxes at least 12 inches wide plus five additional boxes that are somewhat larger, with space provided for staff with the second addition. Computer and work processing hook-ups are to be available in the general office and for each individual administrative and secretarial office.

The general office area must include a coat closet for administration and visitor use and a small lockable closet (about two feet by four feet) with double doors for PTSA storage.

- b. The principal's office is to have an outside window, a public entrance connected to the main office and a private entrance. The principal's secretary is to be located adjacent to the principal's office and have a private office. These areas are to relate effectively with each other as well as to the general office. The public address console, located in a separate enclosed space, is to relate with the general office and the assistant principals' offices. A student waiting area close to the assistant principals' offices should be provided.
- c. The conference room is to be located in relationship to the principal's and assistant principals' offices and be directly accessible to the corridor. Tackboard and whiteboard should be on one wall. A telephone is needed.
- d. The attendance office is to be accessible to a corridor and is needed for keeping attendance records and for work space. A window counter to the corridor is needed.

- e. Offices, workroom, storage and toilet rooms are to be located to serve the general office employees. The workroom is to contain cabinetry and sink, shelving and work space with adequate electrical outlets. A large duplicating machine requires a well-ventilated separate work area. The storage room is to be adjacent to and relate well with the workroom and should not be directly accessible to the corridor. Casework for general office employees is to be provided.
- f. The in-school suspension room should be located away from the administrative and service areas. It is to accommodate 20-25 students and have a teacher wardrobe and built-in open and closed shelving.
- g. The photocopy workroom is for staff use and should be located away from the administrative suite, convenient for teacher use.
- h. Security team must have an office near the administrative suite that includes lockers and secure storage.
- i. If a visual monitoring system is provided, this office suite must accommodate the cameras and accompanying communication equipment.

7. Guidance Suite

<u>Spatial needs (# needed)</u>	<u>Sq. Ft./ Facility</u>
Counselor's office (7)	150
Waiting room (1)	400
Conference room (1)	300
Conference room (1)	200
Records room (1)	250
Registrar's office (1)	150
Transcript Secretary's office (1)	100
Workroom (1)	200
<u>Career information center (1)</u>	<u>900</u>

- a. The guidance suite is to be separated but may be adjacent to the administrative areas and be close to the front of the building. Counselors' offices should be wired for computer hookups. The records room is to be a secure room with a solid core door with no window and be accessed only from the registrar's office. The registrar's office is to be adjacent to the records room and have hallway access. The workroom should have a sink, secure storage for computer equipment, good ventilation and adequate wiring for copy machine, refrigerator, word processing equipment, etc. The waiting area is to have space for two secretarial desks with hookups for telephone and computer and seating for 10-12 visitors.

- b. The career information center, designed for use by classes of 30 students, should be adjacent to the guidance suite and should provide for the collection of print and nonprint materials for individual viewing and listening. The career information center should be bright and inviting with plenty of interior glass into well-traveled corridor spaces. Wiring appropriate for ten personal computers and 150 square feet of office/supervision area should be designed. The center should have hallway access.

8. Staff Rooms

<u>Spatial needs (# needed)</u>	<u>Sq. Ft./ Facility</u>
Staff room (2)	500
Staff dining room (1)	600

- a. Two staff rooms, totaling 1000 square feet, are to be provided to allow staff a place to rest, plan, study and think together. One of the rooms may be near the IMC. Each staff room is to have a sink with hot and cold water. A Dwyer unit or Murphy kitchen and a microwave oven are to be provided. Space in this area is needed for vending machines. Toilet rooms associated with each staff room are to be provided for both men and women and are not to be within the staff room. An area for a private telephone (booth) should be designed into each staff lounge.
- b. The staff dining room is to be easily accessible from the kitchen area. Acoustical treatment is important. A sink with hot and cold water is to be provided. Space for a microwave oven should be provided.

9. Food Service Facility

<u>Spatial needs (# needed)</u>	<u>Sq. Ft. / Facility</u>
Student dining area (1)	7500
Serving (1)	1200

The existing facility is below standard in size for a core of 2400 and increased capacity.

The dining area will resemble a "Food Court." Booths and "stand-up" tables may be used. Space for more than one-third of the student body is recommended. This can be accomplished by flexible use of adjoining spaces and the use of outdoor areas that can be protected from severe weather.

- a. The student dining area is to be capable of seating about one-third of the building's student capacity. It should be designed with flexibility to accommodate the following activities:

- (1) Lunch seating with distinctive seating areas. Areas should have different kinds of seating arrangements (small tables, booths, corner tiers), colors and lighting. One of the eating areas should be in the courtyard and/or a patio.
- (2) Three teaching/lecture areas for 30-50 students each-include pull-down screen, electricity/network connections, whiteboard, sound proof dividing wall, zoned lighting. These spaces should be flexible enough to seat up to 100-150 students for such activities as testing.
- (3) Social activities with attractive decor and an open kiosk activity center for promotion of student activities.

Supervision is an important consideration. Unobstructed sight lines are necessary for one staff member to effectively supervise the students. Control of serving lines should be designed to facilitate rapid serving of food. An assistive listening device should be provided for the hearing impaired. Acoustics, ventilation, color and flooring are important considerations. Trash from the dining area must not flow through the kitchen. An outside entrance to the cafeteria for easy evening access and an outside eating area with permanent trash cans (preferably a courtyard) are desirable. Consideration should be given to the use of electronic menu boards.

b. The serving area is to consist of five food serving sections:

- (1) soup, salad and deli;
- (2) pizza, burgers and fries;
- (3) hot lunch of the day;
- (4) ethnic foods; and
- (5) snacks.

These stations could be portable and should be dispersed to reduce congestion. Stations should be secured when not in use. The kitchen should be central. A dedicated circuit for cash registers is required with under floor conduit for intercommunication daisy chain link to the office. Temperature and humidity control, and traffic movement throughout are important considerations for the kitchen and related spaces. Control railings may be portable.

c. Also important are the relationships of the serving line to the remainder of the kitchen area with consideration being given to the serving lines and traffic movement within the dining area.

10. Site Requirements

Parking: 500 spaces. All student parking should be designated at the front of the building. It should be designed to maximize safety and minimize speed. Adequate lighting is necessary.

Gaithersburg High School Addition Planning Committee

<u>Name</u>	<u>Representing</u>	<u>Phone No.</u>
Elizabeth Gray	MCPS Planning	279-3062
John Vaszko	MCPS Planning	279-3483
Linda Rigsby	PTSA President	869-0367
Ron Kail	GHS Science Dept.	849-4700
Richard Musson	GHS Technology	840-4755
Fred S. Evans	GHS Principal, Chairman	840-4700
Bill Elliott	GHS Guidance	840-4700
Jewel Solomon	GHS Assistant Principal	840-4700
Becky Humphrey	GHS Business Manager	840-4710

MONTGOMERY COUNTY PUBLIC SCHOOLS
Rockville, Maryland 20850

**KENSINGTON-PARKWOOD ELEMENTARY SCHOOL MODERNIZATION
EDUCATIONAL SPECIFICATIONS**

Final

March 2001

TABLE OF CONTENTS

	<u>Page</u>
Introduction	1
Section I - Summary of Space Requirements	2
General Planning Considerations	4
Section II - Description of Facilities	7
Pre-kindergarten Room	7
Kindergarten Room	9
Standard Classroom	10
Special Ed Classroom	13
Special Ed Support Rooms	13
Instructional Support Rooms	15
Art	17
Music	20
Media Center	21
Computer Lab	24
Gymnasium	25
Multi-Purpose Room	28
Administration	30
Counselor	32
Kitchen	32
Staff Lounge	34
Building Services	34
Storage	35
Site	36
Section III - Unique Program Needs of Kensington-Parkwood	41

INTRODUCTION

This document describes the facilities which are needed for the Kensington-Parkwood Elementary School educational program. The descriptions will provide the architect with important guidelines and will be used by staff representatives when reviewing drawings and specifications for the facility.

It is divided into three sections. The first section lists the type of spaces and square footage required when the Kensington-Parkwood project is complete. The second section describes the general design, location and specific requirements for each type of space in accordance with MCPS standards. A third section identifies the unique program needs of the Kensington-Parkwood Elementary School students and staff where the planning advisory committee has recommended modifications or additions to the basic program requirements.

The building should be designed for compliance with the Americans with Disabilities Act (ADA), Accessibility Guidelines for Building and Facilities (July 1991). These standards may be modified by "Recommendations for Accessibility to Serve Physically Handicapped Children in Elementary School," U.S. Department of Education, 1986.

Special consideration must be given to energy conservation including total life-cycle costs. The current Department of General Service (DGS) requirements will be applied as design criteria. Life-cycle cost accounting in accordance with DGS criteria is required. A statement on energy conservation must be a part of the preliminary plans submission. Additional details on energy conservation will be provided under separate cover.

The architect must comply with section 5-103 of the Maryland Natural Resources Article in consultation with the Maryland Forest Service designating, if suitable, the area on site and type of reforestation or validating the need for off-site reforestation to comply with current county regulations.

The architect is expected to become thoroughly familiar with Maryland and Montgomery County fire safety, life safety, and health code regulations and to follow applicable rules of the State Interagency Committee for School Construction.

The architect is to show the location for possible future installation of two day care units as well as a location for portable classrooms, should they be required in the future. Electrical and data connections should be stubbed off in the location where portables would be sited. It is advisable for the architect to plan for portable classrooms to have the same technology as regular classrooms. Installation of wiring and plumbing connectors should be considered as part of this project, as should design of appropriate play areas.

The architect is to show the location for a future four-classroom addition and a gymnasium.

SECTION I**SUMMARY OF SPACE REQUIREMENTS**

When this project is complete, the following spaces are to be provided:

<u>FACILITY</u>	<u>NET SQUARE FEET</u>
Prekindergarten	
1,300 1 - Classroom at 1300 sq. ft. (including storage)	1,300
Kindergarten	3,900
3,900 3 - Classrooms at 1300 sq. ft. (including storage)	
Classrooms	11,700
19,800 13 - Classrooms at 900 sq. ft. (including storage)	
Special Education	4,000
2,700 3 - Classrooms at 900 sq. ft.	
300 - Special Ed Conference Room	
500 - Resource Room	
250 - Speech/Language Room	
<u>250</u> - Therapy/Support Room	
4,000	
Testing/Conference Room	150
Math Assessment/Records Center	250
Reading/Language Arts Room (includes 150 book storage)	650
Support Staff Offices - Offices at 150 sq. ft.	300
Small Group Instruction Room (for ESOL, inst. music, etc.)	400
Staff Development Coordinator Office	150
Art	1,050
900 - Classroom	
<u>150</u> - Total storage	
1,050	
Music	1,050
900 - Classroom	
<u>150</u> - Total storage	
1,050	
Instrumental Music	400

Media Center	3,100
1,800 - Resource/Circulation	
400 - Materials Preparation/Office	
450 - Media Storage	
200 - Textbook Storage	
200 - Control Room and Storage	
<u>50</u> - Head End Equipment Closet	
3,100	

Computer Laboratory with Storage	900
----------------------------------	-----

Physical Education	MASTER PLAN ONLY
3,700 - Gymnasium	
150 - Office	
450 - Storage	
<u>150</u> - Outside Storage	
4,450	

Multipurpose Room/Kitchen	4,450
2,400 - Multipurpose Room	
150 - Chair Storage	
150 - Table Storage	
450 - Stage	
300 - Phys. Ed. Storage (if no gymnasium)	
<u>1000</u> - Kitchen	
4,450	

Administration	1,875
375 - General Office	
300 - Workroom	
400 - Health Room	
250 - Principal's Office	
300 - Conference	
100 - Record Room	
50 - Telephone Room	
<u>100</u> - Storage	
1,875	

Counselor's Office	250
Staff Lounge	700
Building Services	300
Compactor Room	150

General Storage	900
750 - 3 storage at 250 sq. ft. each (plus 100 shown under administration)	
<u>150</u> - Outdoor Storage	
900	
TOTAL NET SQ. FT.	37,925

GENERAL PLANNING CONSIDERATIONS

In the general planning of this building, special consideration is to be given to the following comments and instructions:

High quality materials are to be used in construction.

The building is to be accessible to the disabled within the meaning of the Americans with Disabilities Act of 1990 and to conform to all relevant requirements of the Americans with Disabilities Act Accessibility Guidelines (ADAAG) as published by the U.S. Architectural and Transportation Barriers Compliance Board. To meet the needs of visually handicapped individuals, ADAAG paragraph 4.30.4, raised and Brailled Characters and Pictorial Symbol Signs, is extended to require 6-inch high, 5/8 inch thick letters and numerals, black matte finish on a light non-glare background. Refer to the Division of Construction signage standards. All doors must have levered handles. All classrooms are to include a handicapped accessible sink and bubbler, 28 inches from the floor. The sink is to have a drain area so water does not accumulate on the countertop. Levered on/off knobs on the right or left (not in the back of the sink) and a "crane-necked" faucet are to be provided.

The facility is to reflect an appealing visual, acoustic, and thermal environment and is to be properly furnished and equipped. Well-chosen colors and textures are to be used. Lighting must meet current standards and provide adequate levels.

Facilities must be adaptable to accommodate rapid development in high technology and its equipment. Educational program and organization in this field are dynamic. Students will have access to computers and word processors to perform data processing activities; and changes may be made as to where and when these activities will occur. Space and power supply must be flexible to meet these changing needs. Every teaching station, support space and core area must be wired for computer, cable tv, and telephone, along with adequate electrical supply, in coordination with the Global Access Implementation Plan for Educational Technology. Every classroom must have computer outlets for 5 devices and 1 teacher workstation. Minimum State standards outlined in the following State of Maryland Department of Education documents are to be follows:

1. Maryland Public School Standards for Information and Communications Distribution Systems, and
2. Maryland Public School Minimum Technology Capability Statements

The design of the building and grounds must provide for a secure environment for students and staff. Isolated areas should be minimized and natural surveillance encouraged by eliminating visual barriers. Plans will be reviewed by the Montgomery County Police Department.

An MCPS-designed alarm system will provide security for this facility. The architect will provide for this system in consultation with the Division of Construction staff.

A two-story building or addition may be considered.

The first impression of a building is important. The main entrance to the school should have a clear and inviting identity, and the entrance area should be designed and landscaped to emphasize its importance. A covered walkway from the bus loading area to the front door is desirable. The design of the entry foyer needs to convey a feeling of warmth and welcome. The inclusion of a lighted showcase in which children's work can be displayed is recommended.

Building code requirements call for less than ten percent of interior corridor space to be used for hall bulletin boards. To the extent that hall display is provided, tack strips are to be used.

Students should have easy access to the play areas from the classrooms and multipurpose room. Play areas are to be protected from any vehicular traffic. Unobstructed supervision of play areas from one central area should be possible.

The school is to be air-conditioned except for the gymnasium. Transmission of heat through windows into various portions of the plant is to be considered in relation to heating and ventilating. Windows must be operable.

Zoning the plant for heating and air-conditioning should be related to after-hours use of various areas such as offices, gymnasium, food service, and the instructional materials center. Appropriate location of corridor gates and toilets is necessary.

Noise and distracting sounds are to be minimized. In areas such as the cafeteria, which may be used for meetings and adult education, the sound of operating fans for ventilation should not interfere with instruction.

Sufficient handicapped accessible water coolers, bathrooms and phones for students and adults should be provided and accessible. An adult restroom should be provided at the minimum rate of one per eight classrooms. Adult restrooms in elementary schools may be labeled "adult" rather than "male" and "female".

Spaces which serve no real educational function, such as corridors, should be limited while at the same time assuring a smooth flow of pupil traffic to and from the instructional media center, multipurpose room, specialized centers, and support rooms.

Offices, and support spaces should be carpeted. Kindergarten rooms should have some carpet (approx. 30% of floor space) where traffic flow, food, sink, and door areas will not create additional soil buildup.

All doors into classrooms, offices and support areas must have a clear glass window. Doors should be light enough in weight that young students can open them. Doors should be provided between classrooms whenever possible, however, expensive folding walls should be carefully considered as they are rarely utilized.

Brackets are to be installed in every teaching station for the VCR and Television to be hung on one side of the teaching wall.

The shape of the classroom and the design of built-in features and storage areas should provide optimum net usable floor area. Elongated rooms and features which protrude into floor area, limiting flexibility, are to be discouraged.

Adjustable shelving is to be provided in each storage closet.

MCPS program coordinators will review plans and elevations through the Division of Construction.

SECTION II

DESCRIPTION OF FACILITIES

CLASSROOMS

The following is an approach to the design of new and modernized schools. Square-foot allocations shown should be considered the standard to be followed, although minor deviations are allowed.

PREKINDERGARTEN ROOM

Spatial Needs - 1300 square feet of classroom floor area which includes a 100 square foot walk in storage closet/teachers wardrobe area.

General Design and Location

1. Each prekindergarten room must have an open classroom area with moveable furniture to allow flexibility in creation of activity areas and to provide for individualized instruction through arrangement of the "centers" approach, and listening centers.
2. Each prekindergarten room must have an outside door or be directly accessible to the outside and convenient to the main entrance of the school building, to the bus loading area, and to a parent drop-off area. Interior doors to other classrooms are desirable.
3. The computers should not be located next to a chalkboard where chalk dust or magnets might damage the hardware and software. **Whiteboard and chalkboard should be used in each classroom.** Glare from the windows on the computer screens should also be eliminated as much as possible. Security for the computers should be planned in consultation with the MCPS Division of Construction.
4. A separate and fenced outdoor play area should be adjacent and may be part of the kindergarten area.
5. Each room must have a toilet room which is accessible from within the room and easily accessible from outside.

Specific Requirements:

1. A built-in pupil wardrobe area located adjacent to the entrance must provide 50 individual compartments to store pupils' belongings. Coats and outer garments are to be hung on 3- to 4-inch hooks properly spaced and with a nonhazardous angle. wooden coat "pegs" or closet rods with hangers are not acceptable.

2. In each room, some storage is needed to accommodate 24- by 36-inch paper and to store kindergarten blocks.
3. Ten feet of magnetic chalkboard should be installed at eye-level height for small children, with tack stripping along walls for display of student work. A maximum of tackboard should cover the remaining wall space.
4. A 24 inch high sink with levered on/off knobs and drinking fountain must be provided, with cabinets above and below.
5. The toilet room will contain a sink with child-height mirror, and soap and towel dispensers accessible to small children. The light switch should automatically turn on the vent fan.
6. Electrical outlets and space relations on one wall must be adequate for 5 microcomputer workstations, each mounted on a device with a 2 foot by 3 foot footprint; at least one duplex electrical outlet will be required for each computer workstation. Electrical wiring for these five computer workstations should be composed of a dedicated circuit of number 12 wire with a 20 amp circuit capacity. Five duplex grounded internally surge protected electrical outlets on this wire circuit should not be used for any other purpose and should be identified with color coded outlet covers. Modem and data receptacles are to be also appropriately spaced for the computer workstations. Although not a requirement, these outlets are usually located on the wall opposite the "teaching wall". Additionally, LAN wiring and electrical receptacles should be located on the "teaching wall" for at least one computer workstation and peripheral device. In addition to the outlets for microcomputer workstations, eight duplex outlets are to be provided per classroom (where feasible, quadruplex outlets may be utilized). These outlets should not be on the same circuit as the computer workstations. Safety covers should be provided for all outlets.
7. Each classroom should be equipped with two inch window blinds and a retractable projection screen. The projection screen should not be mounted near any emergency lighting tracks. All areas of the screen should be illuminated and readable when the lights are dimmed. The clock should not be mounted behind the projection screen. Battery operated clocks will be provided by MCPS.
8. A full length mirror should be installed.
9. The architect should identify space for a 12 cubic foot refrigerator, and provide an appropriate outlet.
10. A 50 square foot storage shed for large play equipment (3-4 feet high) should be constructed within the kindergarten play yard.

11. The architect should identify the location of a bracket for TV monitor and VCR. Appropriate CCTV receptacles and a duplex outlet should be provided nearby for the operation of the TV and VCR. Placement of the TV should be to maximize student viewing and not be unduly influenced by exterior or interior extraneous light.

KINDERGARTEN ROOM

Spatial Needs - 1300 square feet of classroom floor area which includes a 100 square foot walk-in storage closet/teachers wardrobe area.

General Design and Location:

1. Each kindergarten room must have an open classroom area with moveable furniture to allow flexibility in creation of activity areas and to provide for individualized instruction through arrangement of the "centers" approach.
2. Each kindergarten room must have an outside door or be directly accessible to the outside and convenient to the main entrance of the school building, to the bus loading area, and to a parent drop-off area. There should be interconnecting interior doors between all kindergarten rooms and the pre-kindergarten room.
3. The computers should not be located next to a chalkboard where chalk dust or magnets might damage the hardware and software. **Whiteboard and chalkboard should be used** in each classroom. Glare from the windows on the computer screens should also be eliminated as much as possible. Security for the computers should be planned in consultation with the MCPS Division of Construction.
4. A separate and fenced outdoor play area should be adjacent.
5. Each room must have a toilet room which is accessible from within the room and easily accessible from outside.

Specific Requirements:

1. A built-in pupil wardrobe area must provide 50 individual compartments to store pupils' belongings. Coats and outer garments are to be hung on 3- to 4-inch hooks properly spaced and with a nonhazardous angle. Wooden coat "pegs" or closet rods with hangers are not acceptable.
2. In each room, some storage is needed to accommodate 24- by 36-inch paper and to store kindergarten blocks.
3. Thirty feet of tackboard and 10 feet of magnetic chalkboard should be installed at eye-level height for small children, with tack stripping along walls for display of student work.

4. A sink with drinking fountain must be provided, with cabinets above and below. The sink area is to include a moveable water tray for measurement/ volume activities.
5. The toilet room will contain a sink with child-height mirror, and soap and towel dispensers accessible to small children. The light switch should automatically turn on the vent fan.
6. Electrical outlets and space relations on one wall must be adequate for 5 microcomputer workstations, each mounted on a device with a 2 foot by 3 foot footprint; at least one duplex electrical outlet will be required for each computer workstation. Electrical wiring for these five computer workstations should be composed of a dedicated circuit of number 12 wire with a 20 amp circuit capacity. Five duplex grounded internally surge protected electrical outlets on this wire circuit should not be used for any other purpose and should be identified with color coded outlet covers. Modem and data receptacles are to be also appropriately spaced for the computer workstations. Although not a requirement, these outlets are usually located on the wall opposite the "teaching wall". Additionally, LAN wiring and electrical receptacles should be located on the "teaching wall" for at least one computer workstation and peripheral device. In addition to the outlets for microcomputer workstations, eight duplex outlets are to be provided per classroom (where feasible, quadruplex outlets may be utilized). These outlets should not be on the same circuit as the computer workstations. Safety covers should be provided for all outlets.
7. Each classroom should be equipped with two inch window blinds and a retractable projection screen. The projection screen should not be mounted near any emergency lighting tracks. All areas of the screen should be illuminated and readable when the lights are dimmed. The clock should not be mounted behind the projection screen. Battery operated clocks will be installed.
8. A full length mirror should be installed.
9. Appropriate electrical outlets and space are to be provided for future placement of a full-sized refrigerator near the wet area.
10. The architect should identify the location of a bracket for TV monitor and VCR. Appropriate CCTV receptacles and a duplex outlet should be provided nearby for the operation of the TV and VCR. Placement of the TV should be to maximize student viewing and not be unduly influenced by exterior or interior extraneous light.

STANDARD CLASSROOM

Spatial Needs - 900 square feet of classroom floor area which includes a 50 square foot walk-in storage closet/teachers wardrobe area.

General Design and Location:

1. Each room must have an open classroom area with moveable furniture.
2. The computers should not be located next to a chalkboard where chalk dust or magnets might damage the hardware and software. **Whiteboard and chalkboard should be used in each classroom.** Glare from the windows on the computer screens should also be eliminated as much as possible. Security for the computers should be planned in consultation with the MCPS Division of Construction.

Specific Requirements:

1. Each classroom should be equipped with two inch window blinds and a retractable projection screen. The projection screen should not be mounted near any emergency lighting tracks. All areas of the screen should be illuminated and readable when the lights are dimmed. The clock should not be mounted behind the projection screen. Battery operated clocks will installed.
2. Approximately 30 to 35 linear feet of magnetic chalkboard and 20 to 24 linear feet of tackboard, both with tack strips and map rails above, must be installed in each classroom. Upper grade classrooms (grades 3, 4, 5) require a small chalkboard area with coordinate grids. Tackstrip is needed on all available walls. Chalkboards should be located so as to reduce glare. Some chalkboards may need lines and coordinate grids.
3. Thirty built-in individual compartments in the wardrobe area for storing pupil lunches and personal property are required. Each cubby must contain a volume of two cubic feet. Locate 3- to 4-inch hooks properly spaced and with a nonhazardous angle, sufficient for winter coats, back packs, and outer garments. Coat "pegs" and closet rods with hangers are not acceptable.
4. Electrical outlets and space relations on one wall must be adequate for 5 microcomputer workstations, each mounted on a device with a 2 foot by 3 foot footprint; at least one duplex electrical outlet will be required for each computer workstation. Electrical wiring for these five computer workstations should be composed of a dedicated circuit of number 12 wire with a 20 amp circuit capacity. Five duplex grounded internally surge protected electrical outlets on this wire circuit should not be used for any other purpose and should be identified with color coded outlet covers. Modem and data receptacles are to be also appropriately spaced for the computer workstations. Although not a requirement, these outlets are usually located on the wall opposite the "teaching wall". Additionally, LAN wiring and electrical receptacles should be located on the "teaching wall" for at least one computer workstation and peripheral device. In addition to the outlets for microcomputer workstations, eight duplex outlets are to be provided per classroom

(where feasible, quadruplex outlets may be utilized). These outlets should not be on the same circuit as the computer workstations. Safety covers should be provided for all outlets.

5. A storage area is needed to hold at least two science kits (approximate 24" x 48" x 18" each) and one math kit in each classroom.
6. General storage space must be built in and must accommodate 24- by 36-inch paper and a 4-drawer file cabinet. Each classroom must include 48 linear feet of built-in adjustable shelving.
7. A small lockable teacher's wardrobe must be provided.
8. Designated shelf space, not near a window, for an aquarium/terrarium with nearby electrical outlet, is desirable.
9. The architect should identify the location of a bracket for TV monitor and VCR. Appropriate CCTV receptacles and a duplex outlet should be provided nearby for the operation of the TV and VCR. Placement of the TV should be to maximize student viewing and not be unduly influenced by exterior or interior extraneous light.

SPECIAL AND ALTERNATIVE EDUCATION FACILITIES

SPECIAL EDUCATION CLASSROOM

Spatial Needs - 900 square feet of classroom floor area which includes a 50 square foot walk-in storage closet.

General Design and Location:

1. Special education classrooms should be located with similar grade classrooms in the building so that integration with regular students at the primary and at the upper grade levels occurs naturally.
2. An open classroom area with movable furniture units is needed to allow flexibility in creation of activity areas and to provide for individualized instruction through arrangement of the "centers" approach and sufficient electrical outlets for AV equipment and five to eight microcomputer workstations (see standard classroom).
3. This room will contain a quiet/conference room of not more than 50 square feet with a large window and door to the classroom.
4. 30 cubbies are to be provided.

Specific Requirements:

This specific requirements are the same as the requirements for standard classrooms requirements, beginning on page 10, numbers one through nine.

SPECIAL EDUCATION SUPPORT ROOMS

The following rooms will provide for individual and small-group instruction as needed for the entire student body.

<u>Spatial Needs</u>	<u>Square Feet</u>
Special Education Resource Room	500
Speech/Language Room	250
Therapy/Support Room	250

General Design and Location:

1. These rooms should be centrally located, with easy access to an office/conference area and to toilet rooms which can accommodate the physically handicapped. The therapy/support room should be near the multipurpose room.

2. The rooms must be well ventilated.
3. The school may choose to combine the speech/language room and the therapy/support room for a combined space of 500 square foot.

Specific Requirements:

1. Each room must have chalkboard, tackboard, open and closed lockable storage, open shelving, counter space, and a lockable teacher wardrobe. Room for a teacher's desk, lockable file cabinet, and assorted-sized furniture with adjustable legs should be provided.
2. Sufficient electrical outlets are to be provided. Where feasible quadplex outlets may be utilized. The resource room should be LAN wired for 3 microcomputer workstations, and the speech/language and therapy/support rooms should be LAN wired for access by one microcomputer workstation each.
3. All rooms must be carpeted. (Therapy room: one half carpet, one half tile).
4. The speech room must be acoustically treated.
5. The resource room must contain a sink with counter space.
6. The therapy support room requires lockable storage with sufficient area to house large gross motor equipment (minimum of 35 square feet).

INSTRUCTIONAL SUPPORT ROOMS

The following rooms provide for individual and small group instruction by various school-based and traveling staff. Rooms may be identified for use as a part-time TV Studio and for part-time instrumental music (to be soundproofed).

<u>Spatial Needs</u>	<u>Square Feet</u>
Testing Conference Room	150
Math Assessment and Records Room	250
Reading/Language Arts Room (includes total 150 sq. ft. storage)	650
Support Staff Offices (two @ 150)	300
Small Group Instruction (for such things as ESOL)	400
Staff Development Coordinator Office	150

General Design and Location:

Testing/Conference Room

1. Individual students or small groups of students are tested by school, area, and/or central office staff. Typical testing includes psychological, diagnostic, vision/hearing, gifted, makeup testing for required standardized tests, etc.
2. This room would be used also to accommodate post-test conferences with teachers and/or parents.

Math Assessment and Records Center:

1. This room is required for an aide who conducts ISM assessments, updates individual student math records, and provides remediation of students' skills in functional math.
2. This room houses one microcomputer with printer and card reader and must be lockable and secure.
3. This room requires built-in casework with shelves and doors, small lockable teachers wardrobe and whiteboards both with and without coordinate grids.

Reading/Language Arts Room:

1. Students receive individual and small group instruction in reading on a regular basis for one or two periods a day. This room may be considered for placement near the primary wing or near the Special Education Resource Room.

2. This room is to include 150 square feet of storage.
3. This room is used to provide remediation and reinforcement of skills and concepts in writing, reading, spelling, and mechanics of English to individuals and small groups in a quiet setting free from distraction.
4. This room would be used also for constructing support materials for the reading/language arts program.

Small Group Instruction:

1. Students receive small group instruction in English as a second language for one or two periods a day.
2. In some schools this room may be shared with other itinerant staff.

Support Staff Offices:

1. Office space is needed for permanent as well as itinerant support staff (curriculum coordinator, team coordinator, social worker, psychologist, auditory and vision specialists, and psychiatrist).
2. At least two lockers should be provided in each office for itinerant staff use.

Specific Requirements:

1. A mirror, bookcases, chalkboard, tackboard, shelving, and lockable teacher storage are to be installed in each room.
2. The testing/conference room and the ESOL room must be acoustically treated.
3. The reading/language arts room needs large flat surfaces and a sink.
4. Sufficient electrical outlets are to be provided (where feasible, quadplexes may be utilized).
5. Each of these rooms should be able to access the school LAN. Adequate data receptacles should be available.

SPECIALIZED CENTERS

ART ROOM

The art room is to provide space for teaching and creating art, displaying student work and educational aids, and storing supplies and materials. The art room must be uncarpeted. Both art and music rooms must be located near student restrooms. For technology accessibility purposes, the art room is to be considered as a regular classroom with appropriate data, CCTV, modem and electrical outlets.

Spatial Need - 1050 square feet of classroom area which includes a 150 square foot walk-in storage closet

General Design and Location:

1. The design of all work, display, and storage areas should create an environment that is functional and easy to clean.
2. Lighting should be both natural and artificial and conducive to close work.
3. A door to the outside is desirable.
4. Space and electrical outlets for two kilns should be in the storeroom if possible. The alternate area may be in the art room opposite the teaching wall and near the windows.
5. Eight duplex electrical outlets are to be provided (where feasible quadplex outlets may be utilized).

Specific Requirements:

1. On window wall:
 - a. Windows that permit views of the surrounding landscape
 - b. Blinds to permit room darkening upon occasion
 - c. Shelves under windows
 - d. Tackboard or tackstrip above windows if space permits
2. On teaching wall:
 - a. Two 3-foot wide, 7-foot tall, 14" deep shelf sections for storage of unfinished work

- b. Eight feet long by 4' tall chalkboard between two 8' sections of 6 foot tall tackboard with 2-foot tall tackboard above chalkboard. Tack and chalkboards should be mounted 2 to 4 inches above low shelving
 - c. Fourteen-inch deep, 24 inch high, shelving under center 16 feet of tackboard and chalkboard
 - d. Wall mounted projection screen with electrical outlet underneath.
3. On wall near entrance:
- a. Two 30 inch high student sinks, one located on an island (Island to be no longer than 3 feet). One sink should be handicapped accessible. Faucets should be accessible to students and positioned to prevent splashes onto floor. Sinks and sink area should also include:
 - (1) Plaster traps
 - (2) Closed cabinets below and above
 - (3) Conveniently located towel dispensers
 - (4) At least 9 feet of counter space (includes 1 foot of counter space on both sides of the sinks)
 - (5) Hot and cold water faucets with bubbler
 - b. A 5- to 7-foot open space is needed for drying rack(s) along one wall near sinks and entrance to room
 - c. Approximately 30 smock hooks in 3 feet of staggered tiers, beginning 2 feet from floor, spaced 4 inches apart, up to 48 inches (Optional in rooms where one end of MCPS-built drying rack(s) that measure 44 inches wide and 24 inches deep is accessible, since hooks can be installed on pegboard ends.)
4. On wall opposite or adjacent to teaching wall
- a. One 6-foot tall, 12-foot long tackboard with 24-inch tall, 14-inch deep shelving units below
 - b. Two or three 7-foot tall, 18-inch deep, 36-inch wide shelf sections near kiln area for storage of ceramic work
5. Kiln Area - preferred location is at one end of the storeroom.

- a. If in the art room, partition should separate the kiln area from the tackboard walls.
 - b. A kiln exhaust hood and fan (local switch) should be installed. Positive ventilation (using negative pressure) is needed to assure removal of fumes.
 - c. A drying shelf for greenware and storage shelves for finished ceramic work are needed near the kiln.
 - d. Kilns are 30 inches wide, 30 inches deep, and 36 inches tall. Allow an additional 6 inches in depth for counterbalance system.
 - e. Electrical characteristics for the kiln are 208 volt, 30 amps, single phase, 7200 watts. Provide 2-50 amp 250 volt outlet NEMA configuration 6-50R. Provide outlet(s) on wall behind kiln(s).
6. Art Storeroom:
- a. The storeroom must have a 6-foot wide, 30-inch tall, 34-inch deep work table immediately inside the entrance to the storeroom with built-in shelves below and 14-inch deep wall hung shelving above. This table will accommodate a 30-inch square paper cutter and storage of large art reproductions and papers below, in 3 banks of shelving units 8 inches on center, 20-inches wide (inside width).
 - b. One or two 6-foot tall 20-inch wide paper storage shelf section(s), 24 inches deep with shelves 8 inches on center to accommodate 18" x 24" paper.
 - c. A 47-48" wide roll paper storage rack section should be built to accommodate five rolls of 36 inch wide paper. Poles should be at least 44 inches long and built of strong metal. The diameter of the poles should be no more than 1 inch to fit inside the holes in the paper rolls. In art rooms & storerooms with limited space, the paper roll storage unit is optional, and the architect should consult with the school principal and art teacher to determine if one is needed.
 - d. Seven-foot tall open shelving, 18 inches deep, should be provided along remaining walls where space permits. Twelve to fourteen inch deep sections are acceptable for some sections where 18 inch deep shelves won't fit.
 - e. Kilns may be located in the storeroom with built-in hood above and metal shelving 12 inches to 18 inches deep on walls adjacent to the kiln area. See notes above for additional kiln information.

MUSIC ROOM

The music room provides specialized space for the activities necessary to develop an understanding of the elements of music. The music room makes instruments, equipment, and other instructional materials accessible. Both art and music rooms must be easily accessible to student restrooms. For technology accessibility purposes, the music room is to be considered as a regular classroom with appropriate data, CCTV, modem and electrical outlets.

Spatial Need - 1050 square feet of classroom area which includes a 150 square foot walk-in storage closet

General Design and Location:

1. The music room should be located near the multipurpose room to allow easy access to the stage. The room should be acoustically isolated from the rest of the school.
2. The room should have a clear circular area of at least 20 feet in diameter and access to the music storage room.
3. A secure closet area to store instruments, equipment, choral music, and instructional charts is necessary with access to the music room.

Specific Requirements:

1. This room must be acoustically treated.
2. Variable-sized shelving must allow for storage of books, records, and small instruments.
3. This room needs a child height sink with a work area and drinking fountain.
4. Window blinds and a wall mounted retractable projection screen are required.
5. Approximately 20 feet of chalkboard and 4 feet of tackboard must be provided. Continuous tack strips are needed around the room.
6. Specific storage and shelving specifications are available through Montgomery County Public School's Division of Construction.
7. Eight duplex electrical outlets are to be provided (where feasible, quadplex outlets may be utilized).

CORE INSTRUCTIONAL AREAS

INSTRUCTIONAL MEDIA CENTER

<u>Spatial Needs</u>	<u>Square Feet</u>
Main Resource Area	1,800
Materials Preparation/Work/Office Area	400
Media/Textbook Storage	650
Control Room/Storage	250
Head End Equipment Closet	50
LAN Wire Closet	To be determined

General Design and Location:

1. The media center is to be central to the instructional program of the school. However, the center must not become a major traffic artery.
2. The total media complex is to be enclosed and lockable.
3. The location of the media center is to allow for growth into adjoining areas. Surrounding this space with stairwells, corridors, and toilet areas presents future costly expansion problems.
4. The media center is to accommodate multiple rearrangement and use as functions change. It should be acoustically designed for multiple activities. Furniture and shelving on casters for easy moving are to divide one area from another and create traffic patterns.
5. The main resource area is to be subdivided to provide for the following program activities:
 - a. Instructional space. This area should not be at an entrance. It should seat 30 students at tables. A projection screen with appropriate floor mounted outlets should be located in this area. Lights in this area should be separate for dimming without affecting the reference area. The main resource area should have 3 separate lighting zones: Storytelling, Instructional Space, and circulation area. Each zone should be independently operable. Dimming capabilities are recommended in the Storytelling and instructional areas.
 - b. Reading and Browsing: This area provides for reading and browsing of newspapers, magazines, fiction, reference collections, and nonfiction materials.

- c. Independent Study: This area allows for individual study desks for students to carry on independent study research projects, analyze information, and solve problems.
 - d. Circulation Area: This area needs writing space, book return, computer workstation, file cabinet, and storage. Specific design must be approved by staff in the Department of Educational Media and Technology.
 - e. Electronic Catalog Area: This area should be near the circulation desk and will contain one to two computer workstations.
 - f. Reference Section: This area will contain two to four computer workstations. These should be located near the electronic card catalog and be so positioned that they may be utilized with the ECC for directed instruction to students on on-line retrieval skills. Appropriate data, telephone and electrical outlets as well as casework should be provided for these workstations. Casework should include wire management, area for student books and a pullout keyboard.
 - g. Storytelling: This area needs to provide space to seat 30 students on the floor away from busy areas. A projection screen should be accessible. Zone lighting should be controllable from this area. Emergency lighting should not affect the projection screen. A CCTV receptacle and appropriate electrical outlet should be located near this area. The architect may want to define this area by architecture and/or accent carpeting. Picture book shelving will also help define this area.
 - h. Two CCTV outlets should be located in the main resource room; one near the storytelling area and one in the directed instruction area. CCTV receptacles and electrical outlets should be located 44" AFF.
6. The materials preparation/work/office area is to have the following spaces:
- a. Materials Preparation: This space should have corridor access. This space requires appropriate counter space and cabinetry for repairs, storage of tools and cords, as well as electrical and computer receptacles for testing equipment. This area provides for the preparation of several types of instructional materials, such as transparencies, slides, and charts. Appropriate casework for storage, computer workstations, data, electrical, and modem receptacles should be provided. See media center specifications available from the Division of Construction.
 - b. Staff Work/Office: The office area must be accessible to the prep area and main reading room. It is to include appropriate casework for a computer workstation, book shelving and cabinetry as well as phone, data and

electrical receptacles. Adequate space should be allocated for the media center file server.

7. Storage is to be located adjacent to the materials preparation work area and is to have the following spaces:
 - a. Media Center Storage: The space provides for storage of instructional materials, such as seasonal materials, maps and globes, and instructional equipment, such as projectors and previewers, for distribution. Minor repairs, cleaning, and testing of equipment are completed here. Space for manipulatives, especially mathematics and science, is needed.
 - b. Textbook Storage: This area provides for storage of textbooks, workbooks, and classroom materials.
 - c. Control Room/Storage area will be located adjacent to a support room so that the room can serve the dual function of support space and TV studio. The support room which is used as a TV studio should have adequate electrical outlets and acoustical treatment. See studio specifications for media center communication labs available from the Division of Construction.
 - d. The CATV Head End Equipment closet is to be located in the media complex. It should have corridor access and be centrally located in the school. It may be combined with the LAN network distribution wire closet or with both the telephone and wire closets. See specifications available from the Division of Construction.

Specific Requirements:

1. Shelving is to be of wood, adjustable, and interchangeable within standard upright wall units in accordance with MCPS specifications (maximum height and island shelving requirements are available from the Division of Construction). Particle board is not acceptable. Low shelving is desirable for sight and safety reasons when extra shelving is needed.
2. Shelving is to be allocated on the average as follows:

	<u>Linear Feet</u>
Books	700
Picture Books (with dividers)	165
Magazines (with space for back issues)	20
New book/interest display	10
Media Center Storage (20-24" depth)	as space allows
Textbook Storage (12-18" depth)	as space allows

3. The materials preparation and work area must contain a sink, cabinets, counter spaces of varied heights and sufficient electrical outlets (where feasible quadplex outlets may be utilized).

COMPUTER CENTER

Spatial Needs - 900 square feet

General Design and Location:

1. This room may be located near the media center.
2. The computer laboratory should be zoned for independent air-conditioning during times when the rest of the building is closed.
3. Specific design guidelines are available through the Division of Construction and should include perimeter countertops but no island.

Specific Requirements:

1. Built-in furniture, electrical/network capabilities along sidewalls for:
 - 16 peripheral computers
 - 1 file server
 - 3 printers
2. Electrical/network capabilities in the front of the room (teaching wall) for:
 - 6 computer workstations
3. Floor-mounted electrical/network capabilities evenly spaced down center of classroom floor for:
 - 8 computer workstations
 - 1 teachers' workstation
4. One of the storage wardrobes must be lockable to accommodate laptop computers.
5. The lab should include a wall-mounted screen in front of the room for an overhead projector, a dustless chalkboard, and a modular telephone outlet (RJ11) for use with a modem. A floor mounted electrical outlet/phone/data receptacle box should be located 9' from the plane of the projection screen. Specifications detailing the design of the computer lab are available from the Division of Construction. Plans must be approved by the Technology Facilities Design Unit of DEMAT.

GYMNASIUM

MASTER PLAN ONLY

The gymnasium has two major purposes:

1. To provide an indoor facility for use during school hours.
2. To provide for student and community recreation during after school hours, weekends, summers, and holidays.

<u>Spatial Needs</u>	<u>Square Feet</u>
Gymnasium (74 x 50)	3,700
Physical education office	150
Storeroom	250
8 feet door and ceiling heights; flush threshold	
Two storage rooms (100 sq. ft. each)	200
8-foot doors and ceiling heights; flush threshold	
Outdoor storage	150

General Design and Location:

1. The location is to be near the play areas, directly accessible from a corridor, and easily accessible from the parking lots.
2. Buffering the gymnasium with a corridor or related spaces is required to separate gymnasium noises from the rest of the school.
3. The physical education office should be adjacent to the gymnasium and should have data receptacles to connect to the school-wide network.
4. Architect should refer to detailed requirements provided by Division of Construction in the "Architects Guide".
5. No ledges or sills should be created over 6' in height that would make it difficult to retrieve a ball.
6. Any windows into the gymnasium should be oriented north and south so that direct east-west sunlight does not impact play in the gymnasium.

The following items are required in the physical education office:

- Non-breakable window to the gymnasium
- Non-breakable window to the lobby for supervision
- Toilet and shower facilities
- Computer/Telephone/Cable TV outlets

Venetian blinds for windows
VCT tile
Full size clothing lockers (3)
Electrical outlets

Specific Requirements:

1. A ceiling clearance of 18-20 feet.
2. Glazed tile to at least seven feet must cover the walls.
3. A vinyl-mesh curtain to divide the floor area into two equal size spaces should be provided if it is the type that can be electrically rolled to the ceiling for storage.
4. The kinds of activity in the gymnasium require adequate lighting, securely mounted and guarded to prevent damage by balls; keylock switches are required to control gymnasium lights; a minimum of windows to prevent glare and glass breakage is requested.
5. Acoustic treatment of walls and ceiling is required and must be able to withstand damage by balls. Noise from ventilation equipment must be minimal.
6. A wooden flooring should be installed in the gymnasium. Striping for basketball, volleyball and floor games should be provided. (See diagrams)
7. Graphics should be painted on the gymnasium walls.
8. One of the small storage closets must contain shelves, 6 feet high 18 inches deep, mounted on the two side and back walls. The shelves must be adjustable after installation.
9. The large storage closet must have a length that will accommodate a 16' long balance beam.
10. Separate toilet rooms for boys and girls located in the lobby.
11. An electric water cooler and public telephone located near the lobby area.
12. Six feet of tackboard installed in the lobby area.
13. The window between the lobby and physical education office must be low enough to view people in the lobby.
14. A control gate to separate the gymnasium from the school during after-hours.

15. Separate heating source or controls to permit use when the balance of the building is not occupied.
16. Recessed door handles.
17. Doorway center post removable for passage of equipment.
18. A recessed fire alarm box or covered fire alarm box, preferably in a corner of the room.
19. A call button to the main office must be located in the gymnasium or just inside the physical education office if the office opens into the gymnasium.
20. A clock with a wire covering located on a side wall of the gymnasium. If the gymnasium has a divider curtain, a clock should be provided on both ends of the room.
21. Fire extinguisher, if mounted in the gymnasium, should be recessed into the wall.
22. Wall safety padding must be mounted under each basketball backstop. Doors or openings should not be directly behind basketball backstops.
 - 16 feet under end basketball backstops
 - 12 feet under side basketball backstops
23. Basketball backstop, adjustable from 8 feet to 10 feet, must be mounted four feet from the side walls to provide two equal sized side courts. The backstops must be of aluminum or fiberglass composition. Collapsible rims must be provided.
24. A basketball backstop, adjustable from 8 feet to 10 feet, must be mounted on each end wall for full court play. The backstops must be of aluminum or fiberglass composition. Collapsible rims must be provided.
25. A hand crank must be provided for the adjustable basketball backstops if they are not operated electrically.
26. Four climbing ropes (1 knotted, 3 plain) with hoist and safety cables located away from ceiling lights and basketball backstops.
27. One 8 foot semi-guyed (wall mounted) horizontal bar with safety chain and floor plates.
28. One pair of aluminum uprights and one center aluminum upright (for volleyball). Heavy duty net ratchet and removable crank handle should be included. Five solid

brass floor plates and floor sleeves installed. Two wall storage racks mounted in one equipment closet. Two volleyball nets 32" in length with end sleeves for wooden dowels.

29. Two portable game standards.
30. Chin up bar, wall mounted.
31. Computer data/CCTV/electrical/network receptacles on opposite walls of the gymnasium.

MULTIPURPOSE ROOM AND STAGE

<u>Spatial Needs</u>	<u>Square Feet</u>
Circulation Area	2,400
Stage	450
Two storage rooms (150 sq. ft. each)	300
Physical Education Storage (if no gymnasium)	300

General Design and Location

1. The multipurpose room is to have a ceiling height of at least 12 feet.
2. Table storage and chair storage must be located adjacent to the multipurpose room.
3. Exits from the multipurpose room must be sufficient to allow maximum seating.
4. Toilet rooms and an electric water cooler should be near the multipurpose room to allow public use.
5. Audiences need to be able to hear and see presentations from all locations in the room. Ventilation equipment noise must not inhibit use of the space for auditorium purposes. Acoustical treatment is needed.
6. The stage is to have a proscenium opening 24 feet wide. The depth is to be 15 feet deep. The stage floor is to be three risers above the multipurpose room floor. A full set of stage curtains are to be provided. An 8'x10' motorized projection screen is to be provided. Stage steps must NOT be carpeted.
7. Proper lighting and sound amplification are required.
8. The stage is to be accessible to the physically handicapped.
9. Lighting, windows, fire alarm box, clock and ceiling must be protected to prevent damage by balls.

10. Outdoor play areas should be accessible from multipurpose room; children should not have to cross driveways or parking lots.
11. A building service closet is to be located within close proximity of the multipurpose room.
12. An audio loop system is to be provided for hearing impaired students; guidelines are available through the Division of Construction.
13. An independent sound system will be provided in the multipurpose room.
14. A call button to the main office is to be provided.
15. Each side of the stage should be equipped with CCTV/data/voice/modem/electrical receptacles.
16. Each side of the risers at the multipurpose room floor level should be equipped with CCTV/data/voice/modem/electrical receptacles.

ADMINISTRATIVE AND SERVICE AREAS

ADMINISTRATIVE SUITE

<u>Spatial Needs</u>	<u>Square Feet</u>
General Office	375
Workroom	300
Principal's Office	250
Conference Room	300
Health Suite	400
Telephone Room	50
Storage Room	100
Records room	100

General Design and Location:

1. The administrative suite must be located with good access from the main entrance of the school.
2. The suite must be a natural first stop for visitors to the school and must, therefore, have direct corridor access.
3. Spaces need to be arranged for student and visitor flow and for efficient use by office staff.
4. The general office is to be treated as the center of the administrative suite with direct access to the principal's office, the workroom, and the health suite. A coat closet is to be provided for office staff and visitors.
5. The health suite must have a window into the general office so that office staff can monitor the room when health staff are unavailable. The health room must also have a door to the corridor. The health suite walls and floors are to be of easily cleanable material, and floors throughout are to be of noise reducing construction.
6. Sufficient electrical outlets are to be provided (where feasible, quadplex outlets may be utilized) as well as CCTV receptacle for the general office, principal's and assistant principal's (if included) offices.
7. A glass display case should be located near the Administrative Suite entrance.

Specific Requirements:

1. The general office is to have:

- a. a staff bulletin board
 - b. a coat closet
 - c. Sufficient staff mailboxes provided in a manner that assures security and privacy, e.g., out of view from persons entering the general office (Location in the workroom may be considered.) The location of mailboxes should not create congestion by impeding the smooth flow of traffic in the general office and hallways.
 - d. a small room where a teacher can talk privately on the telephone (The room needs a door with window, or a "phone in use" light.)
 - e. a space designed specifically for a file server.
2. The workroom is to be:
- a. equipped, along one wall and one end, with cabinetry appropriate for storing a variety of office and school supplies. A portion of countertop is to be more than 30 inch wide to accommodate a large paper cutter.
 - b. adequate for a large copying machine with necessary electric service and ventilation
 - c. equipped with a sink
 - d. directly accessible to a corridor
 - e. treated acoustically to keep machine and work noises at low levels
3. The principal's office is to be:
- a. equipped with a tackboard and two-shelf adjustable bookcases under windows. Each shelf must be able to hold a 12 inch notebook upright
 - b. directly accessible to the conference room through a connecting door
 - c. have good visible access to bus drop
4. The health suite includes a waiting area; a treatment and storage area; a resting area, including a privacy room; and a toilet room containing a sink and mirror. It should be equipped as follows:
- a. The waiting area is to have space for four to eight chairs.

- b. The treatment area is to have a kitchen-type sink with cabinets above and below (including a locked medicine cabinet), a 36-inch high countertop, and a full sized refrigerator.
 - c. The storage area is to have space sufficient for a four-drawer locked file cabinet, a wardrobe for coats, and a wheelchair.
 - d. The rest area needs space for two to four cots, privacy curtains, and one bedside cabinet. In addition, there is to be a separate privacy room within the rest area, with a door and space for a cot and a single pedestal desk and chair. In the rest area and privacy room, supplementary power ventilation capable of 20 changes per hour is to be provided, with control by means of a separate switch within the health suite. Ventilation is important throughout the health suite. A window is preferred.
5. The conference room is to have a whiteboard, a tackboard, and one bookcase. The conference room should be equipped with a telephone jack, a counter on one wall with built-in and lockable cabinets to hold two, two-drawer file cabinets for confidential records, letters forms. etc. If possible, the conference room should be carpeted.
6. The assistant principal's office is to be equipped similarly to the principal's office.

COUNSELORS OFFICE

Spatial Need - 250 square feet

General Design and Location:

The counselor’s office is to be easily accessible from the classrooms and near, but not a part of the administrative suite and should have a window.

Specific Requirements:

This office needs a chalkboard, tackboard, closet, telephone, and bookshelves.

FOOD SERVICE KITCHEN

Spatial Needs - 1000 square feet

General Design and Location:

- 1. The kitchen is to be operated as a "finishing kitchen" and is to include an area for dry storage, a manager's work station, toilet facilities, preparation and serving area, and a receiving area for daily deliveries. A sheltered dock is preferred and should be separate from other school receiving. Delivery flow-path must be clear of preparation area.

2. Air conditioning must be available at all times in elementary kitchens.
3. Code requirements for lighting, surfaces, and equipment must be met.
4. Windows and doors must have screens.
5. An easy to mop, slip-resistant floor is required.
6. There should be direct access to both the hallway and the multipurpose room to facilitate one-way circulation through the serving line.

Specific Requirements:

1. Serving Area - 200 square feet
 26 ft. line with 3 ft. clearance at each end. Color selection to be approved by Food Services. Single door refrigerator and microwave oven on cart adjacent to area. Wall clock and tackboard on serving line wall. Add milk cooler in dining room in large schools.
2. Walk-in Cooler/Freezer - 140 square feet 7' 9" x 8' 8 1/2" cooler; 7' 9" x 8' 8 1/2" freezer; height 7' 6"; mobile stainless shelving and dunnage; roof top compressor.
3. Dry Storage - 120 square feet
 Mobile chrome shelving and dunnage. Adequate ceiling height for top shelf storage. Totally secure and free of roof access ladders or electrical panels.
4. Manager Work Area - 30 square feet
 Visibility to delivery and serving area. Locate away or protect from outside door draft. Desk (NIC), file (NIC), telephone, tackboard and LAN access.
5. Toilet Room - 40 square feet
 Hand sink with soap and towel dispenser, sanitary napkin disposal, 3 coat lockers.
6. Preparation Area - 470 square feet
 - Double convection oven with roll-in bottom
 - Oven carts and dollies (2 each)
 - Half-size range
 - Work tables; 6 ft. and 8 ft.; 2 drawers each, undershelf.
 - Buckhorn baskets (200 each) and dollies (20 each)
 - Hand sink with pedals, soap and towel dispensers

- Three compartment sink; 24 x 24 x 14 with 24 inch drainboards.
Disposal in drainboard with pre-rinse spray.
6 feet louvered shelf above with hooks.

STAFF LOUNGE

Spatial need - 700 square feet

General Design and Location:

1. Two toilets are required just outside of the staff lounge. The toilet rooms may be labeled "adult" rather than "male" and "female" in an elementary school.

Specific Requirements

1. The staff lounge should contain a pullman kitchen with a microwave. Six linear feet of counter space should be provided.
2. The staff room is a place for staff members to relax, study, plan, and think together. Carpeting is required, and other acoustic treatment should be considered. A clock should be provided.
3. A small enclosed area is needed for a telephone.
4. Ventilation must be provided. An operable window in the staff room is required.
5. An area should be designated for a computer with jacks for computer & telephone (modem).

BUILDING SERVICES OFFICE

Spatial Need - 300 square feet

1. A locker room and shower for the staff are to be provided.
2. A desk, chair, bulletin board, filing cabinet, and phone access to the main office are required.
3. Some general storage is to be adjacent.

COMPACTOR/TRASH ROOM

Spatial Needs - 150 square feet

1. The compactor/trash room is to be completely separate from the kitchen spaces and reasonably shielded from normal view.

2. Trash trucks must have access to the room.
3. The room is to be heated and have adequate interior lighting, floor drainage, and easily cleanable surfaces.
4. Hot and cold water are to be available for flushing and cleaning.
5. The room is to be bug-free and well ventilated.

STORAGE FACILITIES

Spatial Needs - 900 square feet that includes 150 square feet of outdoor storage

1. Three or more storage spaces are to be distributed throughout the school.
2. Flexible shelving floor to ceiling is to accommodate books, teaching aids, large size (24" x 36") paper, and other instructional supplies.
3. Good lighting and easy access to materials being stored are required.
4. Electrical outlets, upgraded lighting and ventilation must be provided in all large storage rooms for future flexibility.
5. Small building services storage closets are to be strategically located throughout the building.

SITE REQUIREMENTS

Total Acreage:

12 useable acres; more than 12 acres may be needed due to terrain or for environmental protection requirements. Other considerations include road access, ability to extend sewer, water and other utilities, good topography, compatible adjacent land use.

Play areas: Two softball fields, 250' radius, with a regulation (195' x 330') soccer field superimposed

Two paved areas, 80' x 100'

Several areas of level bare ground, unseeded and unsodded, adjacent to the large paved areas must be provided for playground equipment. This area will be boxed. The school system will provide wood chips for the area.

Two adjacent kindergarten play areas. One area 40' x 60' paved, and one area 45' x 60' bare ground unseeded and unsodded for play equipment.

Driveway: 24' wide, 50' radius for turnaround

Parking: 70 cars initially, future expansion possible

Service drive: 15' wide with adequate turnaround

Play Areas

All elementary school sites should include the following areas to meet the needs of all students:

- I. Two softball fields, 250' minimum radius, with a regulation (195' x 330') soccer field superimposed.
 - A. Softball
 1. The site size will determine the number and size of the softball fields.
 2. Softball fields should have metal benches protected by fencing for each team's use. The fencing and benches should not interfere with soccer field usage.
 3. The softball backstops (2) shall be in diagonal corners of the field or in corners on the same side. See diagram in Architect's Guide provided by Division of Construction.

4. Softball infields should not be skinned for elementary schools.

B. Soccer

1. The site size will determine the size of the soccer fields. The minimum size field is 105' x 180'.
2. Permanent regulation soccer goals shall be installed unless the goal impact upon the softball playing area. In that case, removable goals in sleeves should be provided.

II. Paved Play Areas

A. Two paved areas 100' x 80' are recommended.

1. If adjacent to one another, a grassy strip of at least 25' should be between the two paved areas.
2. One 100' x 80' area should have four basketball goals and appropriate striping (see diagram in Architect's Guide available from the Division of Construction).
3. One 100' x 80' area, designated primary, shall be striped according to drawings (see Architect's Guide available from the Division of Construction).

B. Kindergarten Play area of 40' x 60' located adjacent to and accessible from the Kindergarten Rooms.

1. The area should be enclosed by protective fencing.
2. The protective fencing should provide for vehicular access. If brick or similar material is used in the fencing, the playground equipment may need to be installed prior to the construction of the fencing.
3. Striping shall be according to drawings provided by MCPS Division of Construction Architect's Guide (see diagrams).

C. Preschool or Head Start Area of 40' x 60' located adjacent to and accessible from the Preschool Room(s)

1. The area should be enclosed by protective fencing.
2. The protective fencing should provide for vehicular access. If brick or similar material is used in the fencing, the playground equipment may need to be installed prior to the construction of the fencing.

3. Striping shall be according to drawings provided by MCPS Division of Construction Architect's Guide (see diagrams).

III. Playground Equipment Areas (mulched areas)

- A. One of the following descriptions for mulched area will be used:

One large area 75' x 75' shall be provided near the playing fields and large paved area. The area shall be unexcavated, level, bare ground, unseeded and unsodded.

-or-

Four smaller areas shall be provided near the playing fields and large paved areas with dimensions of approximately 27' x 27', 30' x 30', 45' x 35' and 40' x 30' to accommodate the play systems usually purchased by schools. The area shall be unexcavated, level, bare ground, unseeded and unsodded.

- B. At least one play system in the above area(s) will be located adjacent to a hard surface (sidewalk, macadam) for handicapped accessibility. MCPS will provide a rubberized path from the hard surface through the mulch to the play system.
- C. If a completely accessible system is necessary (as would be required in a facility with an OH program), a macadam pad 40' x 40' will be located near the main play areas.
- D. One area 45' x 60' shall be provided near the kindergarten paved area. This area shall be unexcavated, level, bare ground, unseeded and unsodded.
- E. If the contractor removes existing playground equipment, it shall be the contractor's responsibility to replant the equipment in a predetermined area. The equipment must be in the same condition after installation as it was prior to removal.

IV. General

- A. Protective fencing may need to be provided near heavily wooded areas, busy streets, steep hills, parking lots and turnaround areas.
- B. Metal drains/grates should not be located in the playing fields, paved play areas and mulched playground equipment areas.
- C. Paved areas and fields must be as level as possible. Water should not collect on paved areas or in mulched areas.
- D. Playground equipment areas should not be located at the bottom of hills unless a provision is made to channel water away from the equipment areas.

Driveways & Parking

Driveway: 24' wide, 50' radius for turnaround

Parking: 70 cars initially, future expansion possible

Service drive: 15' wide with adequate turnaround

Driveways

1. A driveway for buses, with a separate entrance and exit or a turnaround, is required. Bus traffic is to be separated from car traffic at all times if at all possible. Bus loading zones should be able to accommodate 100 percentage of the student body.
2. A service drive is needed to service the kitchen, boiler room, and general delivery area.
3. Where necessary, oil filler pipes, with adequate overflow pipes, are to be easily accessible for a tractor-trailer.
4. All driveways must be arranged so that children do not cross them to get to the play areas. Access to the Head Start and future day care areas must be considered.
5. Pedestrian access to the school facilities should be designed to make the best use of community right-of-ways and should not require students to cross in loading-zone areas.
6. Driveway aprons are to be perpendicular to the center line of the street; and if there is an intersecting street on the opposite side from the proposed driveways, the driveway apron is to line up with the intersecting street.
7. The grade of the driveways shall not exceed eight percent and should provide for a minimum centerline radius of 50 feet to provide adequate turning space for buses.

Landscaping

1. Planting is to include screen planting and that needed for erosion control.
2. Existing plant stock, if on site, is to be evaluated for use and protected accordingly.
3. Landscaping to support energy conservation and to relate the building to the site with aesthetic appeal must be included.
4. Planting areas along sidewalks and wooded and flowered areas are to be situated to enable the physical education program to be carried on without undue disturbance to the classrooms.

5. Provision for outdoor watering must be included.
6. The landscaping plan should include areas for outdoor environmental education programs.

SECTION III

UNIQUE PROGRAM NEEDS SPECIFIC TO KENSINGTON PARKWOOD E.S.

General

Architect is to consider reorienting front of building toward corner of Saul and Franklin.

The planning committee expresses concern with air quality issues and would like year-round dehumidifiers like those installed at North Bethesda MS.

Ventilation noise should not interfere with education

Bus and entry canopies are desired. One canopy should be designed for a designated outdoor line-up area.

Electronic 2-way communication between bus drop area (outside) and general office is requested, if possible.

A seating alcove should be developed in the entry vestibule.

Benches should be installed in front of the building if possible.

If efficiencies can be found in space, the Planning Committee requests a small space be developed to serve as a parent volunteer space (near main entrance).

Generous use of interior glass should be provided.

Miniblinds instead of full-size blinds are requested, if possible.

Motion-sensitive light switches are requested, if cost allows.

Hands-free toilet flushing devices are requested.

The second floor should include a small work area for a copier, if possible.

Tackstrip should be installed in all corridors.

A marquis is to be constructed in front of the school.

Classrooms

Ratio of whiteboard to chalkboard in classrooms is to be 50:50.

All classrooms that are at grade should have doors to the outside.

Storage closets between each pair of classrooms are to be combined into one large closet with a door into each classroom.

Casework should be installed above cubbies.

Tackstrip should be installed on all 4 walls in classrooms.

Eyehooks should be installed for clothesline which can be used to display student work across window wall.

Electrical outlets should be installed in center of each classroom floor, if possible.

Resource Room

Resource Room is to be located centrally.

Speech Room

Speech room should include a sink @ 30" height with countertop, horizontally installed mirror, and 60' of linear shelving with a depth of 12"-14".

Math Assessment Records Room

ISM Room is to have a walk-in closet.

Small Group Instruction Room

Small Group Instruction Room should be located adjacent to Media Center Control Room, with doors into the Control Room as well as corridor, and will serve the dual function of TV Studio and ESOL Room.

Reading/Language Arts

Reading/Language Arts Room is to have perimeter shelving rather than a walk-in closet. Whiteboard should be installed here.

Testing/Conference Room

Testing/Conference Room requires whiteboard.

Instructional Media Center

The Media Center should be located near the main entrance.

A high-volume ceiling with attention to architectural interest is requested.

Attention must be paid to acoustics in the Media Center.

Plentiful windows and natural light are to be used, while allowing flexibility and adequate space for shelving.

Large (double) entrance doors are requested.

The Media Center Reading Room should be designed in such a way that two distinct and separate areas can be used simultaneously.

The Instructional Media Center is used for large gatherings and should include a small non-carpeted “hospitality area” with a sink, countertop, and casework, which can be closed off with doors when not in use.

Gymnasium

When the gymnasium storage is designed, the bottom 3 shelves should be 24” deep.

Backboards are to have manual crank overrides.

All backstops are to be adjustable.

Multi-purpose Room

Special attention needs to be given to acoustical treatment.

Stage curtains are to be blue.

The architect is to discuss options for sound system with Planning Committee.

Battens for professional stage lighting are to be installed.

The full allotted square footage or more should be provided – do not allow 10% deviation to reduce this space.

One hundred s.f. of lockable storage should be provided on the stage.

Architect should consider use of a lift rather than ramps to access stage in order to save space.

Administration

Generous visibility to outside as well as main entrance is to be provided from General Office.

The full allotted square footage or more should be provided for the General Office – do not allow 10% deviation to reduce this space.

**Principal’s Office should be as close to General Office as possible.
A high-low countertop is to be installed.**

Workroom is to have tackboard installed.

General office needs small alcove near principal’s office for 2 or 3 chairs to serve as a “holding/time-out area”.

The conference room should have a sink, countertop and casework.

Counselor’s Office

The Counselor’s Office should be located adjacent to and with a door into the Media Center Storage Room.

Staff Lounge

A built-in double oven should be provided if possible.

A 6’ long counter for serving food should be installed.

Plentiful outlets and countertops should be provided.

The Staff Lounge should include a door to outside and patio, if at grade.

A bracket and outlets for TV should be included in staff lounge.

Outdoor Storage

A separate specially designed outdoor storage building (like the one at Rock View) is to be designed.

Site

Architect is to maintain “sledding hill” on site if possible.

The memorial tree on site should be preserved.

An attractive area should be developed outdoors within sight of paved play areas, with a low walled seating area (like an amphitheatre) which can be used for resting or sitting during recess, or for presentations or instruction. The wall should be long enough to hold about 25 students. This area should be an integral part of the site design. A courtyard may be considered.

A water fountain is to be provided outside.