Educational Specifications

For

SOUTHERN MIDDLE SCHOOL

MAY 6, 2014

FINAL DOCUMENT

GARRETT COUNTY PUBLIC SCHOOLS
40 SOUTH SECOND STREET
OAKLAND, MD 21550
TABLE OF CONTENTS

1) SECTION ONE – PROJECT RATIONALE
   a) Educational Specification Committee Members…………………….. Page 1
   b) Justification and Description....................................................... Page 2
   c) Philosophy – Educational Program Delivery.................................. Page 3
   d) Community Connections.............................................................. Page 6
   e) Staffing....................................................................................... Page 7

2) SECTION TWO – PROJECT DESIGN FACTORS
   a) Site Considerations................................................................. Page 10
   b) Safety & Security General Considerations.................................... Page 13
   c) Technology Guidelines.............................................................. Page 22
   d) General Building Considerations............................................... Page 38
   e) Engineering & Mechanical Service Areas..................................... Page 42

3) SECTION THREE – SPECIFICATIONS
   Instructional Areas
   a) Math, Science & Technology Program ......................................... Page 48
   b) Foreign Languages....................................................................... Page 56
   c) Social Studies & Language Arts.................................................... Page 57
   d) Art............................................................................................. Page 60
   e) Music.......................................................................................... Page 65
   f) Family & Consumer Science........................................................ Page 69
   g) Physical Education........................................................................ Page 74
   h) Special Education (ALO)................................................................ Page 82
   i) Alternative Education................................................................. Page 87
   j) Special Education (CPA)............................................................... Page 91
   k) Special Education Resource......................................................... Page 96
   l) Special Education Speech Therapy............................................... Page 99

   Instructional Support Areas
   a) Guidance Center.......................................................................... Page 101
   b) Media Center............................................................................... Page 110
   c) Computer Technology Education................................................ Page 115
   d) Teacher Work Planning / Storage Rooms...................................... Page 117

   Student Support Areas
   a) Administration Center............................................................... Page 119
   b) Health Services Center.............................................................. Page 130
   c) Food Service (Faculty & Student Dining)..................................... Page 136
   d) Auditorium/Theater..................................................................... Page 142

4) SECTION FOUR – SPATIAL REQUIREMENTS
   a) Organizational Space Considerations.......................................... Page 147
   b) Space Summary Requirements.................................................... Page 149
   c) State Rated Capacity................................................................. Page 154
   d) Conceptual Educational Space Relationship Diagram............... Page 155
SECTION ONE

PROJECT RATIONALE
EDUCATIONAL SPECIFICATION COMMITTEE

GARRETT COUNTY PUBLIC SCHOOLS
Barbara Baker, Assistant Superintendent of Education
Jane Wildesen, Director of Elementary / Middle Education
Paul Edwards, Director of Secondary Education
Michelle Harman, Supervisor of College & Career Readiness
William F. Swift, Director of Facilities, Maintenance & Operations
Jason Shank, Technology Education / Project Lead the Way
Phil Lauver, Supervisor of Pupil Services, CPA / Alt Ed / Guidance
Jennifer Kotulak, Supervisor of Special Education, ALO
Nathaniel Watkins, Informational Technology
Penny R. Proudfoot, Supervisor of Professional Development/Curriculum/Media Services
Ed Wildesen, Transportation Director
Rebecca Aiken, Head Nurse
Will Skidmore, Janitor Closets/Mech. Rooms
Scott Germain, Supervisor of Food Service

SOUTHERN MIDDLE SCHOOL
Brooks D Elliott, Principal
Annie Ross, Assistant Principal
Neil Krebs, Chorus / Band / Music Teacher
Susan Duggan, Computer Teacher
Miranda Gallagher, Math Teacher
Jenny Wampler, Art Teacher
Erin White, Theatre Teacher
Dawn Panther, School Counselor
Jennifer Knauff, School Nurse
Steve Savage, Science Teacher
Gary Thompson, Social Science Teacher
Sherry Taylor, Family and Consumer Sciences Teacher
Chuck Trautwein, Technology Resource Teacher
Sherry Taylor, Family Consumer Science Teacher

NORTHERN MIDDLE SCHOOL
Karen Devore, Principal
Jeremy Rice, Physical Education Teacher

OTHER COMMITTEE MEMBER CONTRIBUTORS
Suzanne Sincell, Retired Administrator
Ronald Kauffman, Planning Consultant
Barbara Bice, A.I.A, MSDE, Facilities Architect
JUSTIFICATION & DESCRIPTION

The Southern Middle School was built in the southern part of Garrett County in 1977 with a gross square foot of 92,000. This building is 37 years old as of 2014 and the existing building systems have exceeded their left expectancy and the building configuration does not lend itself to current curriculum standards of educational delivery. The original design layout of the school utilized an open space educational delivery trend concept creating random large classroom spaces throughout the facility. This design solution soon became outdated and nonfunctional requiring the erection and reconfiguration of the walls to create more functional sized self-contained classrooms. This in addition to middle school program changes over the years had led to a need to renovate the facility to a more effective standard to deliver education.

This is a school that reflects the heritage of the community and has a need to serve not only the students but the community through shared partnership opportunities. We have the opportunity to develop a new concept in educational delivery and create the supporting space into spectacular learning center that empowers each and every student. We may share our needs, ideas and desires to provide a living breathing environment to promote academic development and creativity to be flexible with our ever changing world. The pursuit of a unique program for student that sustains the uncertainty of the future and provides an environment that fosters creativity is achievable with community support and input. We would like the community to develop a vision for this school, which is integrated with the community by offering a comprehensive facility providing services as well as recreational opportunities for the citizens of Oakland. We must consider education is constantly changing and we must create spaces that are useful today as well as for the future.

The 2013 actual enrollment is 540 and a projected enrollment in the year 2023 is expected to be 531. This shows enrollment to be steady over the future years without dramatic increases or decreases. The State Rated Capacity of the existing facility is 760 and with the current enrollment the utilization is 71% based on the current enrollment. However, there has been an increase over the years for students requiring special educational services. The Public School Construction Program requires that all Local Education Agencies use the 7 year projected enrollment to determine Design Capacity for replacement of renovation of school facilities. The 7 year enrollment was 521 with an additional 10 students for special needs for a total of 531. This is the maximum that the State will support for construction funding based on future enrollment. This could change when the FY16 CIP funding request is submitted in October of 2014 based on the revised enrollment projections prepared for the new school year.

The challenge is to renovate the facility with a design, which utilizes the current building area more efficiently by reallocating the spaces to provide additional area to support specialized educational services, shared community opportunities as well as recreational activities without impacting the regular academic educational program.
PHILOSOPHY – EDUCATIONAL PROGRAM DELIVERY

The middle schools in the Garrett County challenge students to attain their highest possible level of academic achievement. Both middle school sets high standards and expects students to participate actively in the learning process. The innovative and visionary approach that the faculty cultivates consists of a rigorous and collaborative atmosphere. Whereas, the school climate encourages a high level of student performance and demonstration of logical thought, informed and articulate voice, creative vision, and character growth. We believe strongly that the role of our faculty is not merely to show students the solution, but to help them discover it for themselves. Our teachers work closely with students – in the classroom and beyond – toward the ultimate goal of both finding the relevancy to the answers and truly understanding them.

As each student continues in middle school, his/her education would be influenced increasingly by career applications. The application of academic knowledge and skills will be emphasized as students move through school. Given these beliefs, the school community has adopted a model for the school structure and curriculum shown below.

1. The school must include a designed to help eighth grade students adjust to the high school environment and to make a successful transition from middle school. The program will facilitate personal relationships between students and teachers as well as counselors. The students will be better prepared to make valid educational decisions about their futures.

2. The educational program delivery must be integrated to support all curriculum categories such as Math, Science, Technology and Humanities / Fine Arts.

3. The learning should be active, centered around the student where there are collaborative and independent opportunities. There will be various size groups working on different project based assignments where learning is controlled by the students. Teacher centered lectures will be minimized but may be necessary for center type of learning applications.

4. Technology will be a major tool in the delivery of education and it will be used in group and individual settings.

5. Teaches will work collaboratively to coordinate the learning activities and provide guidance, direction and encouragement.

6. Teachers will work together to develop project based curriculum and assignments that supports academic requirements.
Middle School Community recognizes that all graduates in the future face two (2) common requirements:

A. At some point in his life, each graduate will work in the 21st Century. Whether he/she enters employment immediately after high school after two (2) years at community college, after four (4) years at a university or after eight (8) years of graduate school, every graduate will be employed. Therefore students must acquire the skills and knowledge necessary for successful employment.

B. Every graduate will require additional education or training, whether the additional education is through a program sponsored by the employer, through college or vocation courses to improve job skills or for the purpose of seeking a different career all students must be prepared to continue to learn.

1. Middle School must be designed as follows:
   a) Arrange regular academics spaces in three (3) clusters one for each grade
   b) Shared programs such as Art, Music, Family Consumer Sciences, Physical Education and Technology Education must be located to be assessable by all grades.
   c) The design should permit flexibility in instruction and learning. Classrooms and laboratories should be designed to accommodate various size groups. Each classroom should be amendable to group work and various presentation formats. Learning spaces must be able to expand or contract. The use of most classrooms should be adaptable for a variety of purposes by changing or rearranging furniture.
   d) Instructional areas should have adequate learning spaces, teacher work areas and storage facilities. Maximum connectivity to outside resources will be required in the classrooms of the 21st Century including voice, video and data cabling.
   e) Staff work areas should be arranged to encourage interdisciplinary interaction.
Instructional Methods Component

Instructional spaces should lend themselves to various instructional strategies utilized in middle schools such as the following:

- Direct Teaching
- Discussion
- Small Group Work
- Cooperative Learning
- Demonstrations
- Audio – Visual Presentations
- Reports
- Experiments
- Displays
- Independent Investigations
- Interdisciplinary/Blended Instruction
- Web Based Instruction
- Computer Based Instruction / Training
- Team Research Projects
- Apprenticeship
- Differentiated Instruction
- Foreign Language Labs
- Daily Life Skills Instruction
- Collaborative Teaching
- Character Education Experiencing
- Smaller Learning Communities
COMMUNITY CONNECTIONS

A school serves the community by educating the youth, creating an identity for the community, and serving as a place to provide public services. It should serve as a place for entertainment and recreational activities for community organizations. A shared school facility affords the community the chance to forge generational connections between senior citizens and the rising generation – our students.

Currently, Southern Middle School has no shared school facility with the community. However, there are a fair number of local recreational organizations in the southern part of Garrett County, which use the gymnasium on a regular basis. There is also a large community following for performing arts with local community organizations sponsoring regular theatre play performances. There are no other private or public facilities in the southern portion of the county, which can accommodate these community programs.

The educational specification committee carefully analyzed the current educational programs and developed a future space proposal to more efficiently utilize the facility. This allowed the opportunity to capture additional space within the current building area to expand the gym and to allow some area for a new auditorium addition. The new Southern Middle School would not only become the state-of-the-art educational facility but also will become the meeting place for the people residing in the southern part of Garrett County where the community would come together to engage in physical and creative activities supporting humanities.

The details of the spatial requirements for both programs are outlined in this educational specification document and these programs will be incorporated into the Southern Middle School renovation program.
STAFFING SUPPORT

ADMINISTRATION
- Principal 1.0
- Assistant Principal 1.0
- Financial Secretary 1.0
- Lead Secretary 1.0

COUNSELING & HEALTH SERVICES
- Guidance Counselor 2.0
- Guidance Secretary 1.0
- School Psychologist 1.0
- School Nurse 1.0
- GC Mental Health Therapist 1.0

FACULTY & STAFF
- Language Arts/Reading 8.0
- Mathematics 8.0
- Science 4.0
- Social Studies 4.0
- Physical Education 2.0
- Health 1.0
- Foreign Language 1.0
- Art 1.0
- General Music 1.0
- Band/Vocal Music 1.0
- Computer Education 1.5
- Family & Consumer Science 1.0
- Technology Education 1.0
- Special Educators 4.0
- CPA 1.0
- Alternative Education 1.0
- Sp. Ed. Assistants 5.5
- Instructional Assistants 3.0
- Media Assistant 1.0

SUPPORT SERVICES PERSONNEL
- Cafeteria Manager 1.0
- Cafeteria Workers 7.0
- Head Custodian 1.0
- Custodians 4.0
- School Resource Officer 1.0

TOTAL RESIDENT STAFF 71.5
STAFFING SUPPORT (CONT.)

ITINERANT STAFF AND RELATED SERVICES (Part –Time Services Only)

- Speech Therapist 1.0
- Occupational Therapist 1.0
- Physical Therapist 1.0
- Vision/Blind Teacher 1.0
- Audiologist 1.0
- Diagnostic Prescriptive Teacher 1.0
- Pupil Personnel Worker 1.0
- GCHD Addictions Counselor 1.0
- Dove Center Counselor 1.0
- Department of Juvenile Services 1.0
- Department of Social Services 1.0

TOTAL RELATED SERVICES STAFF 11.0
SECTION TWO

PROJECT DESIGN FACTORS
SITE CONSIDERATIONS

The school site and its development should be viewed in the same context as the development of the school building. Instructional areas, service areas, building orientation, maintenance, and community relationships shall be carefully considered. The instructional potential for the school site extends far beyond the softball and soccer fields to include all facets of the curriculum.

In designing the school site, the aesthetic appeal of the facility should be integrated with functional use and maintenance considerations. Goals include preservation of natural features, diversity of plant and animal life, and optimization of constructed features for educational purposes.

A. Considerations

The following specifications and parameters are noted:

1. Landscaping shall emphasize a variety of native species. The grouping of trees and understory shrubs to create groves and islands is encouraged. Small habitats may be created as part of the plan for instruction or community involvement. Vistas from selected areas of the school should be envisioned.

2. Buffer areas between the intensively used portion of the school site (parking lots and playfields) and adjacent properties shall be given careful consideration. Separation of pedestrian and vehicular traffic is an important issue. The use of low maintenance hedges and berms along residential boundaries, and the introduction of meadows, ground covers, or ornamental grasses are examples. Transitions between existing woodlands and playfields should be gradual with mowed pathways for access. Ease of maintenance, particularly snow removal and turf mowing patterns should be closely examined. Consideration of building security will be included in the landscape design, based on Crime Prevention through Environmental Design (CPTED) principals.

3. All sidewalks and entrance ways shall meet disability access code requirements for grade and building access. Trails and walkways leading to outdoor study areas and playfields must also be accessible.

4. Parking areas, driveways, etc., shall be designed and constructed for efficient and safe routing of buses, staff and student vehicles, and parent and community traffic. A bus loop with a separate pedestrian drop-off areas is strongly recommended.

5. Parking shall be provided for approximately 130-150 vehicles if the site allows. An additional 6 spaces shall be accessible to the disabled. It should be designed to maximize safety and minimize speed. Parking should be divided into three (3)
areas such as front of building for visitors/staff of the school, audience of the performing arts auditorium and the spectators of the gymnasium activities. The bus loop and parking can be used as a parking during after school hours for performing arts and gymnasium activities.

6. More formalized landscaping, including a flagpole area, shall be developed to identify primary and secondary entrances.

7. An exterior service yard for facility maintenance and delivery of supplies, materials, and food stuffs shall be provided. Two dumpsters will be housed here and this area much be screened from view. Provide an interior storage shed for tractors and outdoor equipment, approximately 450 square feet, for housing grounds maintenance equipment, adjacent to the service yard.

8. Storm water management for the newly-developed impervious surfaces shall be designated to encourage safe use of an environmental study area. Storm water wetlands, infiltration basins and trenches, vegetated swales, bio-retention basins, and shallow marsh extended detention ponds should be investigated. Storm water management shall be designed for future expansion.

B. Outdoor Areas

1. Playground Multiuse:
   - To be used for physical therapy; occupational therapy; physical education motor planning, upper body strength; middle school mandatory daily recess, movement breaks, reward activity.

2. Outdoor fitness trails:
   - that are handicap accessible and can accommodate class walks and multi group use (i.e. wheelchairs, wagons, etc can pass without leaving hard surface)
   - Multiuse: Physical therapy; Physical Education motor planning, lifetime fitness; middle and high school science.

3. Hardtop Court
   - Provide sufficient sized area enclosed with a fence and gated access. There should be open space in the middle section and basketball courts at both ends; currently used for field day, school wide outdoor celebrations, physical education classes, outdoor walking area when ground is wet or snowy.
- Multiuse: Physical therapy; Physical Education; field day outdoor area, outdoor school wide functions Arbor day assembly, etc.

4. Outdoor storage

- 600 S.F. separate for Recreation League equipment funded by third party community organizations.

5. Environmental Education - Wetland Classroom

- Designate a 1,000 square foot area (approximately 50’X20’) of land area with a percolation rate to promote growth of native planting materials and natural habitat.
SAFETY & SECURITY GENERAL CONSIDERATIONS

Site Improvements for Access Control, Monitoring & Protection

- Outdoor school driveway entrance points should be designed, located to allow staff and students to have casual observance on vehicles entering and leaving the site during the normal activities. School use only driveways should be gated, when possible, to avoid unnecessary entrance or use by public.
- Landscaping including but not limited to trees shrubs, plants, etc. should be located, positioned on open grass areas not to interfere unobstructed casual site to prevent blind spots for staff and students to have casual observance for those people entering and existing the site. Trees that are placed should be at least 30 feet from the building to assure that inferior weather will not cause damage to building.
- Minimize hidden secluded areas that are created by objects purposely placed in a certain locations obstructing surveillance.
- Create clear sight line from the street frontage and locate the entry point to the site.
- Provide sufficient signage to direct visitors to appropriate parking and a delineated pedestrian pathway to front building entrance.
- Clearly mark or identify site boundary lines to identify that the area is owned by the school system by incorporating fencing, landscaping, architectural features, natural landmarks, signs, elevation variance or other means.
- Provide signage, color or other identification to allow distance viewing of independent buildings or modular classrooms, which are not adjacent to main building clusters.
- Provide at least two site entry points to the school site allowing trucks and emergency vehicles easy passage.
- Create a balance of territorial control and natural surveillance using a combination of certain types of fences, solid walls and low maintenance vegetation.
- Provide adequate speed bumps or humps to slow traffic down within paved areas of driveway and parking lots. Alternately, a snake driveway approach to the school building should be considered in the site design, to force vehicles to slow down.
- Provide bollards or other acceptable protection against vehicular traffic that may lose control and impact furniture, landscape artifacts, fences.
- Utility manholes, tunnels and other access points allowing unintended routes entering into the school building should be secured with gates and doors with locks without creating entrapment hazards to the public.
- Designate fire evacuation areas outside at least 500 feet from subject buildings.
- Hedges, shrubs and plants around building perimeter and walkways should be kept low enough to prevent natural surveillance.
- Exterior lighting should be uniform eliminating shadow or glare but should not be excessive illuminating throughout the adjacent neighborhoods.
- Traffic circulation throughout the site should be separated from each other such as buses, cars, pedestrians and bike to minimize accidents.
• Site circulation should safely separate buses, cars and pedestrian movement to and from the site.
• Buses and cars should be parked in segregated areas without the use of double rows.
• Parking should be segregated between visitors, staff and students. Visitor parking should be as close to the main entrance as possible with appropriate signs directing visitors to the main office.
• Gates should be located at entry points to parking areas where feasible, to give the perception of security.
• Bike parking should be located where natural surveillance can take place from inside the school offering shelter and security.
• Provide designated areas for outdoor service items such as dumpsters with surrounding on all three sides with a see-through climbing resistance fence and securable gate. Motion response lighting and convex mirrors to prevent people from hiding around these secluded areas.
• Outdoor mechanical equipment should be secured in a lockable enclosed area with tamper proof gates or doors.
• Mechanical equipment should be protected from vehicle impact by the use of bollards or other structural protection.
• Crime Prevention through Environmental Design (CPTED) crime prevention methods should always be incorporated in the site design when feasible.

Outdoor Athletic Facilities and Playgrounds

• Athletic facilities should be located in areas to allow natural surveillance from staff within the building. This could be accomplished by locating play areas or fields at higher site elevations, installing appropriate light for night games, avoid the placement of visual obstacles and locating windows in buildings where athletic personnel are located.
• Play areas should be segregated based on age group and play equipment should be designed with play equipment appropriate for that age group.
• Play areas should be fenced but allow natural surveillance and have sufficient escape gates for emergency purposes.
• Emergency and maintenance vehicles must be able to easily access play fields and areas but maintain restriction for all unauthorized vehicles by the strategic use of fencing, bollards, gates, landscaping and other features.
• Topsoil mixture should be sieved using 200 microns containing no more than 10% rock for landscape areas and other playing fields.
• Locate hard surfaced playing fields far enough away from classroom windows to avoid distractions during the school day. Protect those non-classroom windows that are in close proximity to play areas from fly debris.

Building Access & Egress
• Main office to be located in the front side of the building secured from the inside of the school building.
• The entrance doors must be designed to allow visitors to enter building into locked vestibule doors that require people to be directed into main office for security authorization. Security cameras will be used in the vestibule to observe people entering the building.
• Provide proximity card door access for side doors leading from parking lot to accommodate staff and teachers.
• Secondary exterior doors should have hardware that is tamper proof eliminating as much exposed hardware on the outside as possible but maintain grab handle for opening from outside. The doors that can be open from the inside by students must have cameras to prevent opening of doors to unauthorized people.
• Exterior doors must have a minimum of narrow side lights to observe person on the exterior side of the door. These doors must provide airtight to improve energy efficiency but also to prevent interior contamination or other outdoor harmful release. Doors must be certified to resist impact from wind-blown weather events.
• Make sure exterior walls do not create places for people to easily hide. Use lighting, fences and natural surveillance to prevent minimize this type of intrusion.
• All exterior doors must be equipped with emergency exit hardware as per Local code building codes.
• Outdoor signage must be located sufficiently throughout the site to guide visitors to various building, parking and main entrances.
• The windows designated to serve as a secondary means of egress must be have a shatterproof film lamination on glass and must allow opening from the inside along with any screens, security grills, louvers or other devices. This window egress must open in one operation with screens, louvers or other devices to avoid delays in evacuation.
• Use fire rated glass in doors and windows in lieu of wired glass, which is no longer permissible for K-12 facilities under the International Building Codes. Provide anti-shatter film lamination on glass to prevent flying glass pieces in the event of explosion.
• Roof access must be installed from inside the building only from a secured room.
• Roof parapets, if used in the design, should be low enough to allow visual surveillance of the roof from the ground.
• Covered walkways and areas surrounding these obstructed areas must adequately light to maintain visual surveillance.
• Courtyards must have security cameras and be enclosed to avoid unauthorized use.
• Include a small administrative office with clear window view to provide natural visual surveillance of occupants within the courtyard.
• Design outside courtyard walls, planters and other decorative features far enough away from main building structure to prevent intruders to climb gaining access of roof.
• Install enclosed walkway from the parking lot to the gymnasium unheated but fully ventilated.
Entry and Reception Areas

- Main entry of school should be easily identified easily visual as you approach the front of the building.
- Main entrance of the building must have adequate lighting outside and inside of the doors with roof top shelter and sufficient space to allow a large quantity of people.
- Avoid creating concealed areas at building exit doors to deter loitering and other inappropriate activity.
- Administration office should be located at the main entrance with reception area personnel having unobstructed view inside and outside of the building allowing natural visual surveillance for the main visitor areas.

Corridors, Interior Doors and Lockers

- Design corridors to maximize sight lines for natural surveillance from an individual from one location.
- Corridors must be well lit with artificial and natural lighting without dark or shadow areas.
- Corridor lighting controls must be protected from unauthorized use.
- Provide security cameras to monitor occupant traffic throughout all corridors especially where blind spots, concealed and recessed areas are located.
- Label all corridors and hallways for ease of identification for viewing video for emergency response and general student orientation.
- Provide fire rated glass windows either in doors or located adjacent to doors creating a side light assembly to allow natural surveillance in all rooms and isolated areas.
- Design corridors at least a minimum of 10 foot clear width to insure that corridors allow for easy access during class changes. For corridors with lockers along one or two walls add additional footage to compensate for locker activity.
- Consider designing equipment and built-in fixtures to be recessed within walls to avoid potential injury and natural surveillance.
- Teacher planning and work rooms should be located in junction intersection of corridor areas with sufficient windows, as permitted by fire codes, to allow natural surveillance by adult staff and teacher personnel.
- Design designated corridor wall surfaces to allow student displayed project work within limits as set forth in Life, Safety and other appropriate codes.
- Provide designated wall areas to display emergency evacuation plans customized to match the various location throughout the building, protecting the plans from vandalism or from unauthorized removal.
- Door hardware must be designed to easily lock from either side to prevent entry into the classroom from the corridor side but cannot be locked to prevent egress from the
classroom. Blinds must be installed on all door side light fixed windows for lock down isolation.

• Lockers should be designed with locks built-in with school administration controlling the ownership of the locks and its assignment to students and personnel.
• Consider the use of oversized single doors in lieu of double doors to minimize congestion.

Stairs and Stairwells

• Use ramps instead of stairs.
• Design and locate stairs in appropriate areas to avoid congestion and accidents. Consider additional sets of stairs, when feasible, to provide safe movement of occupants throughout each floor level in lieu of wider stairs.
• Stair handrails and guardrails must meet required codes but still allow natural surveillance through either side of stairs.
• Stair handrails and guardrails must be designed to discourage sliding, climbing and other unsafe activity.
• Stairs risers must be enclosed to prevent persons under stairs to interfere with occupants climbing stairs above.
• Provide security cameras at each floor landing and at each set of stairs to allow maximum surveillance.

Elevators

• N/A

Exit ways

• Design corridors and stairs to the street clear of obstructions.
• Design floor proximity signs at strategic points along exist routes to allow occupants to know what floor and where the exits are located when smoke and heat forces crawling
• Signs must be installed at suspect doors and passages to indicate that this path does not lead occupants to the outside.

Classrooms

• Retractable partitions must be contained in wall enclosures, which are lockable to prevent intruder from hiding in the classroom.
• Retractable partitions must contain appropriate windows to provide visual surveillance when in use.
• Provide natural and artificial lights to create well lit classroom with lighting level sensors to adjust artificial light depending on natural light.
• Install appropriate equipment to allow cellular phones to be used throughout the building.
• Design classroom size to always allow secondary egress path 28 inches minimum between objects and furniture.
• Design classroom to allow a person to stand at the door and observe the entire classroom without any obstructions. Also special rooms within classrooms must have fire rated, laminated glass to prevent shatter to offer natural surveillance.
• Provide code approved ventilation system in rooms where special activities take place such as but not limited to spraying, kiln firing, photographic developing, etc.
• Mirrors installed in dance or other activity rooms must be shatter proof.
• Science laboratory rooms must have individual alarms independent of the building alarm to deter and prevent robberies that cause the loss of expensive equipment and jeopardize safety due to the loss of hazard materials. These rooms must have automatic locking door hardware from outside only to keep door locked at all times.
• Battery powered emergency lights must be provided in all storage rooms that do not have windows.
• In laboratory and shop rooms provide an emergency circuit switch to de-energize the entire room in the event of emergencies.
• Install electric solenoid key-operated shut off switch for each gas line in the instructional areas in laboratories.
• Television, projectors and screens should be mounted from structural supports from above acoustical ceiling.

Office, Workrooms and Conference

• Provide a separate lockable storage room for confidential records in vandal and fire-resistant containers. This room will be shared with the Guidance Center.
• Main office must have two – way communication capability with all classrooms and outside. There must be a panic button connected directly with 911 call center.
• Television, projectors and screens should be mounted from structural supports from above acoustical ceiling. The DVR and server should be located in office vault.

Food Service and Common Areas

• Provide a clear view of the entire dining area and serving line from the controlled entry point.
• Provide lockable kitchen and serving areas during the normal school day when not in operation.
• Provide sufficient circulation space around tables and serving lines.
• Television, projectors and screens should be mounted from structural supports from above acoustical ceiling.

Restrooms
- Student restrooms should be located in close proximity to teacher planning, work rooms and other office areas that allow staff to easily provide natural surveillance to deter vandalism, bullying, fights and other disorderly conduct.
- Light fixtures must have protective vandal proof covers in student restrooms.
- Sinks and hand dryers should be located in publicly exposed areas to deter vandalism and encourage proper hygiene.
- Locate a reasonable amount of unisex restrooms in close proximity to spaces that will be used for after school activities without allowing those users access of the main school areas. These bathrooms should be lockable from outside to control access.
- Fixtures and hardware must be made of vandal-resistant readily cleanable materials.
- Paper towel, liquid soap and tissue holders should be constructed to see through to prevent concealment of contraband and illegal items.
- Restroom mirrors should be shatter proof.
- Restrooms must have hard gypsum wall ceiling for sanitary purposes as well as to prevent hiding of objects.
- Ground fault circuit interrupters must be used in all bathroom applications.
- Smoke detectors must have vandal resistant cages.

**Media Center**

- If media is jointly used between school and outside organization during after school hours, provide separate entry point to this room from the school and from the exterior. Provide separate and distinct alarm systems as required.
- Provide door readers and alarmed exist doors to prevent theft of media materials.
- Technology equipment should be located in lockable rooms for proper security.
- Locate reception and circulation desks to have visual natural surveillance of the entire area including story telling areas. It is recommended to use low book shelves in the center of the main media area and taller shelving units along the perimeter walls to allow easy oversight of the entire area without hidden or secluded paces.
- Television, projectors and screens should be mounted from structural supports from above acoustical ceiling.

**Health Center Suite**

- Provide lockable room to control supplies, equipment and provide special lockable cabinetry for medicines and other sensitive devices.
- Toilet room doors within this suite must swing outward to avoid a person from falling behind the door and blocking others from gaining access.

**Auditorium & Theater**
• If auditorium is jointly used between school and outside organization during after school hours, provide separate entry point to this room from the school and from the exterior. Provide separate and distinct alarm systems as required.
• Provide natural visual surveillance at the main entry points.
• Provide lockable and fireproof storage for costumes, props and equipment.
• In lieu of an orchestra pit allow the first few rows of auditorium seating to be removed when orchestra performances are required.
• Stage lighting and electrical equipment controls must be located in lockable panels and/or rooms.
• Television, projectors and screens should be mounted from structural supports from above acoustical ceiling.

**Indoor Athletic Facilities**

• If indoor athletic facilities are jointly used between school and outside organization during after school hours, provide separate entry point to this room from the school and from the exterior. Provide separate and distinct alarm systems as required.
• Provide natural visual surveillance at the main entry points.
• Use overhead mounted motor operated curtains to divide spaces into teaching stations and smaller activity spaces.
• Use fire rated laminated glass to resist shatter from athletic director’s offices to allow unobstructed view of the entire facility area.
• Design sufficient space around court areas of basketball courts to allow for spectators. Provide padding and protection on walls, bleachers and other objects as required. Bleachers will be installed in the gym for spectators and other events.
• Mirrors in locker rooms should be shatter proof.
• Locker rooms must have hard gypsum wall ceiling for sanitary purposes as well as to prevent hiding of objects.
• Bleachers must not have spaces between risers that exceed 3 inches and must have code approved handrails to prevent children from falling through.
• Locker should be open mesh type to allow ventilation and the inability to conceal unauthorized objects and weapons. Lockers must be installed perpendicular to the perimeter walls to provide natural surveillance from entry points. Locks should be assigned to students and owned by the school system.

**Emergency Communications, Power Source & Community Shelter**

• Provide uninterruptable power supple in the event of power outage for critical computer, telephone, servers, terminals and data closets.
• Provide electrical service panel to allow switching station to allow facility to be used for community shelter in the event of disaster.
• Seismic structural foundation and structural members must be incorporated in the design of certain community areas of the facility such as the auditorium, gymnasium and other large lecture rooms.
• Panic button must be provided in the main office to notify the 911 call center.

Security & Surveillance Systems

• Provide a minimum of security cameras throughout the facility located at critical areas of the facility as determined by the school administrators, facility and security personnel. Cameras must be vandal proof and resist various extremes of weather conditions. Cameras must be connected to uninterruptable power supply. IP cameras must have a dedicated server for video storage (motion sensor cameras).

• Provide alarm system for the school located at the main entrance and one service entrance as designated. Provide another alarm system as designated by the community groups for those spaces shared with the school. The existing proxy card access control system will also be used to gain access to the facility by school and community groups.

• Provide card access readers at all exterior doors for secondary staff parking entry doors. Main entrance and designated service entrances will have keyed access readers but will not have card readers.
The technology/telecommunications infrastructure shall comply with the minimum standards set forth in the Maryland State Department of Education MSDE *Maryland Public School Standards for Telecommunications Distribution Systems* dated January 1999, revised February 2002. These standards address specifications for quality assurance, telecommunications data, and video wiring standards, video systems and the building electrical system. In addition, all telecommunications infrastructure installation must comply with Garrett County’s electrical code.

1. Technology Vision for the 21st Century Classroom

All Garrett County students, support staff, teachers, and administrators will use technology in a manner much as pencils, paper, chalkboards and books have been used in the past. Just as we could not have accomplished our goals in the past without these tools, Garrett County Schools will not be able to accomplish our goals in the future without the use of technology. Technology is not, and never has been, an end in itself - but a means to an end.

As our vision emerges, students will be better equipped with the skills and experience needed to have a positive impact in our schools, communities and places of work. Students will learn in connected environments [classrooms] conducive to producing innovative problem solvers, authentic researchers, effective communicators, and publishers of the projects and products they create. Teachers will use technology to better design and align instructional activities to Common Core Standards, deliver content, and inform instruction. Administrators will be leaders in the use of technology for instruction by utilizing technology-based tools to ensure school and district-wide improvement and excellence.

When our vision is realized, we will no longer ponder how to *deal* with technology. Instead, we will be using technology to *deal* with the challenges we face as educators. Technology will be an agent of *change* instead of a cause [reason] to *change*. Instead of getting in the way, technology will be a way to achieve the goals and objectives of the Garrett County Public School System.

To this end, the mission of technology in Garrett County schools is to support the goals and objectives of our school system as appropriate. We will realize our vision by:

- Providing ubiquitous and unfettered access to appropriate technology and content to all Garrett County students, teachers, and administrators.
● Providing a framework of support and on-going professional development in the use of technology to ensure that all Garrett County teachers, administrators and support staff have the knowledge and skills necessary to effectively integrate technology into their schools and classrooms.

● Improving student achievement through the regular and effective integration of technology.

● Involving key stakeholders in the planning, implementation, and evaluation of technology use in Garrett County schools.

In order to accomplish these goals at Southern Middle School all instructional areas must provide free access to the internet through a wireless network. This allows instruction to take place with instructors accessing the internet for lessons, assignments, media content and other information available through the World Wide Web. Classrooms will have interactive intelligent whiteboards where you can use it the traditional way with markers and through computer connectivity displayed utilizing projection equipment. Notebook computers and other internet-capable devices shall be used by students to provide access to electronic content. Instructors will use notebook computers and other internet enabled devices to create and maintain a framework for instruction in their classrooms using such strategies as flipped instruction. Course materials will be stored electronically so that they can be accessed through the Internet for reference and study materials twenty-four seven.

All classrooms and instructional areas will have audio enhancements systems built in to provide an even, clear transmission of the lecturer’s voice to assure each student in the room hears the correct pronunciation. Science laboratories have the latest science measurement tools that interface with computer hardware to perform comparisons and other manipulation of the data over the course of the experiment and over a period of time. To achieve this technology vision, the following are considerations must be provided.

● Classrooms shall have a minimum of Five (5) network data drops (1 instructor, 4 students) hardwired in place (1 teacher, 4 students).

● Integrated technology shall be employed in classrooms. Generally, all instructional planning spaces, Media Center, offices, conference rooms, workrooms and administrative areas are to be provided with voice with a
minimum of, dual data outlets.

- Every classroom, meeting room, instructional space, and assembly space is to be equipped with appropriately configured digital projector projection surfaces or screens. Screens will be 7’x 7’ in smaller rooms and 8’ or 10’ in larger rooms. Screens shall be mounted close to the ceiling and tight to the face of the whiteboard, centered on the room.

- Digital projectors shall be ceiling or wall mounted in all classrooms, labs, the Media Center and all other instructional areas. Cat6, VGA, and Composite cables to projector from wall outlets with adjacent quad power outlets. Interactive projectors use regular whiteboards as an interactive surface. All video and associated power outlets to be as close to the interactive whiteboard as possible to accommodate a teacher workstation/cart.

- Place power, data, audio, and video outlets cluster for teaching cart/podium adjacent to teaching wall, toward the front of the room as defined by the teaching wall, in a position for unobtrusive instruction. In addition, a cluster outlet of power, data, audio, and video shall be located on wall opposite teaching wall for instructional flexibility. At the high location of the LCD – provide a cluster outlet of power, data, audio, video and an additional CAT 6 to the associated IDF. All high locations to include a 10 foot service loop.

- Place one duplex electric outlet centered above the interactive whiteboard oriented horizontally.

- Provide one, 1” empty conduit with a single gang box oriented horizontally both embedded in the wall shall be installed from center teaching wall directly above the whiteboard to the teacher/instructor audio/video/data drop location. Pull string shall be installed.

- Voice drop(s) are to be co-located with the instructor station.

- Intercom handsets in each instructional area integrated with phone system.

- Every classroom, meeting room, instructional and assembly space, instructional planning spaces, Media Center offices, conference rooms, and workrooms of 100 square feet or greater shall have an intercom handset integrated with the phone system.
• Cable, satellite (MATV system) or TV reception shall be provided to all instructional areas, Media, planning areas, gymnasium, cafeteria, faculty dining, and conference rooms. Teaching spaces will be equipped with receivers to accept signal and project through digital system.

• Capability of video broadcasting signal to be recorded in the TV/Video suite and the video production room and be capable of broadcasting to the entire school.

• Sound System to include multi-port input switch (minimum 4 inputs) shall be included in every classroom with mounted projection system. Powered speakers shall be flush mounted in the ceiling equal distance from the projector to adequately cover the classroom footprint.

• Every instructional area with a mounted projection system shall include remote.

• POE operated NTP clock in each room that is synchronized with all of the clocks throughout the building utilizing the LAN. This will allow synchronization across various endpoints (computers/phones/clocks).

• Two-way voice communication system to all offices, planning areas and teaching stations, in addition to outside lines for parent/teacher contact, shall be provided via the phone system.

• Provide audio enhanced loop system in all instructional, meeting, conference, assembly, cafeteria, multi-purpose, therapy and activity rooms.

• All electrical outlets should be tamper proof and GFCI rated placed at a minimum of 2 outlets per every four feet of linear wall in all instructional spaces, meeting rooms, teacher workrooms and administrative offices.

• If the gymnasium can be divided, the sound system shall have two zones which can work independently or as a single system.

• The cafeteria shall have a single zone sound system which a wall mounted cabinet for electronics to include: quad wireless microphone capability; multiple sound source capability (CD/DVD, MP3, etc).

B. Building Infrastructure
1. Underground Ducts And Raceways For Communications Systems

A. Provide a minimum of four, 4” conduits from road curb or point of utility service to main electrical room. Some application will require additional conduits. Each conduit shall contain a pull / tracer wire and be stubbed up at the base of the nearest telecommunications pole. Provide conduits form the utility pole / property line to the building as follows:

1. Provide two 4” PVC conduits for telecom provider
2. Provide one 4” conduit for Cable Television
3. Provide one to two spare 4” conduits

B. Two, 2” smooth walled inter-duct (plenum rated) conduit shall be installed between main electrical room and MDF, or equivalent dedicated conduits (i.e. two 2” C. or two 4” C.)

C. The MDF and all IDF’s shall be located in a lockable room that has climate controlled (24/7 and separate from main system). Provide dedicated split system, wall mounted, and not ceiling mounted unit. Indoor HVAC unit shall be wall mounted and not ceiling mounted.

D. The MDF should be centrally located, preferably off of the media center or the computer labs used for computer application classes in a separate and secured room.

E. The A/E is to coordinate utility service to facilities with the local utility (both Telephone and Cable Television) and provide complete and detailed routing for service installations as a part of construction documents.

F. The A/E shall avoid the use of utility manholes in service installations to keep installations simple and cost effective.

G. Coordinate with Dotcom on any provisions (conduits, hand boxes, etc.) needed for Metropolitan Area Network (M.A.N.)

1. Communications Equipment Room (Mdf & Idf) Generator
A. The telecommunication room shall house racks and required cable routing hardware. Racks shall be placed in a manner that will allow a minimum of 3 feet of clearance from the front and rear mounting surfaces and on one side on racks. If one mounting rail of the rack is placed against a wall, the mounting rail shall be no closer than 6" to the wall to allow room for vertical management. Where there is more than one rack, the racks shall be ganged with vertical management hardware to provide interbay management. Ganged rack frames will be placed in a manner that will allow a minimum of 3 feet of clearance from the front and rear mounting surfaces and on one side of the ganged assembly.

B. There shall be a minimum of 3 conduits a minimum of 4" in diameter in telecommunications rooms as required. Conduits for data backbone shall be located adjacent to the racks. Inner duct must be provided for all backbone fiber runs.

C. Provide cable trays within each IDF and MDF for cable management

D. Provide multiple 4" cable sleeves (fire rated if required) in each IDF and MDF.

E. Climate Control: Provide dedicated air-conditioning system (i.e.; a ductless split system) for each IDF and the MDF. Prefer wall-mounted indoor A/C units in lieu of ceiling-mounted A/C units.

F. Provide generator power for each IDF and the MDF, and the associated air-conditioning units. Ideally generator power would be available for all circuits in these rooms.

G. The telecommunications room shall be located as close as practicable to the center of the area served and preferably in the core area. The telecommunications room space shall be dedicated to the telecommunications function and related support facilities. Telecommunications closet space should not be shared with electrical installations other than those for telecommunications equipment.

1. **Communications Backbone**

   A. The fiber backbone between the MDF and each IDF shall be as follows: 18
strands of 50 micron laser optimized multi-mode fiber (to accommodate 10GB Ethernet) and 18 strands of single mode fiber (for future proofing).

B. Provide Campus Network (usually 12 strands of single-mode fiber) needed to run between schools on the same campus site. For example, if a high school, and a middle school share the same site, provide fiber to connect the two buildings together.

1. **Communications Horizontal Cabling**

   A. Coordinate with GCPS project manager on communications system products (data outlet and cabling, etc.) to be included in unit cost section of project bid form.

   B. CAT-6 Wiring (or latest standard):

   1. Wiring home-runs to IDF’s and/or MDF
   2. IDF’s and MDF linked via fiber optic backbone
   3. Spare empty conduit run between IDF’s and MDF for future use
   4. Cabling racks to be open, 19” EIA Standard spacing, located at IDF’s and MDF
   5. Data Patch Panels and Cable Management to be supplied by contractor
   6. Data Patch Panels to include 25% spare jacks
   7. 100% Spare Rack Space for Owner supplied equipment at each IDF and MDF
   8. Rack maps to be coordinated and approved by owner prior to installation
   9. Supply five (5’) foot long patch cable for each drop, plus 10% spare

**Classrooms & Instructional Areas**

1. **Instructional Technology**

   A. Notebook Charging Carts

   1. Typically contain 30 student units – need dedicated 20 amp power receptacle on TVSS protected circuit to serve laptop battery chargers. Coordinate architectural and electrical drawings for space and power provisions for charging carts. Data outlets are NOT required at the charging carts, if a complete wireless network is installed in building.
2. Design shall be based on Bretford notebook computer carts

B. Interactive Whiteboards

1. Preferred Vendor: Smart/NEC

2. Use wall mounted NEC interactive projectors as a basis for design for typical classrooms and other instructional areas.

3. Interactive Whiteboards are typically provided at Math labs, General Classrooms, Science Classrooms and Laboratories, Art Rooms, Music Rooms, Business Education Labs, Computer Labs, Auditorium, Conference Rooms and Media Center.

4. All spaces over 100 sq. ft. shall have facility infrastructure provisions for future interactive whiteboards.

C. Specific Instructional Technology Systems

1. Sufficient WI-FI access should be provided to every classroom and instructional area (Including Cafeteria and Gym) to allow 1 GB access to at least eight internet (IP) enabled devices per student that the area is designed to accommodate.

2. Media Center shall have multiple instruction areas. Due to high ceiling areas, use of ceiling mounted projectors may not be practical. Consider using interactive whiteboards with integral arm mounted projectors.

3. Music Rooms (Instrumental & Vocal Music Rooms) – provide provisions (outlets, mounts, etc.) for two television sets due to large size of classrooms. Consider using interactive whiteboards with integral arm mounted projectors.

4. Provide hanging microphones as required in music rooms.

5. Keyboard Lab – provide a dedicated local area network in the keyboard lab. Provide one data outlet from each keyboard station to a patch panel in a wall cabinet at the teacher's station. In addition provide a network data drop at each keyboard location tied to the IDF/MDF.
6. GYM SCOREBOARDS – recommend purchasing wireless scoreboard controllers.

7. SCHOOL SIGN – recommend school purchasing a wireless controller for changing messages on school sign.

8. All rooms with local sound systems shall connect to the audio output of the video projection low outlet.

9. EARLY CHILDHOOD / OBSERVATION ROOMS – provide a microphone and audio sound system to allow students to hear audio from observation area.

10. NURSES OFFICE – add data drop and receptacle next to each bed for monitoring equipment.

D. Pre-Wired Furniture

1. Bretford furniture and pre-wired partitions are used typically in teacher planning areas, administrative open offices, and computer labs and media centers.

2. Provide suitable wall outlets and furniture connections for power/voice/data connections.

E. Equipment with Technology Connections

1. Coordinate with GCPS on specific equipment requiring technology connections. For example:

   a. Copy machines/network printers require one data drop in addition to power. Centralized networked laser printers will be located and shared by multiple instructional areas.

   b. Building Energy Management System (Johnson Controls Metesys) requires one data drop in addition to power.

F. Wi-Fi
1. Coordinate with GCPS Dotcom and GCPS Wireless LAN vendor to determine wireless access point layout and coverage. Mount wireless access point outlets above the ceiling or 18" below the structure max mounting height shall be 12' – 0" (in order to service from a 10 ft ladder).

2. Provide dedicate receptacle (on generator power) in each MDF/IDF room to serve wireless internet (Wi-Fi) access point Poe switches.

G. Typical Classroom “Low”/“High” Wiring Configuration

1. Each classroom shall be designed to incorporate a ceiling mounted projector, interactive whiteboard, and a designated projector high and low location. A specific location must be designated due to the termination of appropriate cabling on the wall at a fixed position.

2. All interactive projectors will be mounted over regular whiteboards.

3. The projector low outlet location will typically be the side opposite of the door and in the front or wherever the projection whiteboard is installed. If possible, the teacher’s desk placement should be to the outside of the projector low outlet, thus utilizing a common live data and phone for both the desk and projector. Therefore, placing the “low” drops in this location avoids cord clutter and tripping hazards. The projector “low” outlet shall always be located adjacent to the teacher’s outlet (with data and video jacks).

4. Video projectors will be provided for large conference rooms and flat screen monitors for smaller conference rooms.

5. The “low” data/video drop for the projector input shall incorporate at a minimum:
   - Two - rj45 cat 6 data jack (orange)
   - Rj45 telephone jack
   - Db15 vga (female) port (video-out to projector)
   - Rg6 coaxial port
   - Duplex power outlet (opposite side of stud cavity)

   A six port data outlet would be preferable to allow for 2 rj45 data jacks and one spare spot outfitted with a blank for possible future use. Use two RCA audio jacks (red & white) or 3.5 mm stereo jack.
The “high” data/video drop for the ceiling mounted projector shall incorporate:
   Two - rj45 cat 6 data jack – orange - (tied back to closest data wiring closet)
   Need one of the data jacks for streaming video.
   Db15 VGA (female) port (back to “low” termination location in classroom)
   Duplex power outlet

6. All “high” data/video drops and projector power outlets shall be located within the projector’s drop-ceiling mounting panel.

7. Provide a service loop of 10 feet above the projector to allow for relocation of the high projector drop.

H. Projection Surfaces:

1. Typical projection screens (Classrooms and small rooms) shall be 7’ wide

2. Science Room’s projection rooms shall be 8 foot wide.

3. Larger Rooms Projection Screens (Music Rooms, etc.) shall be 10’ wide.

4. Auditorium projection screens shall be between 16 to 20 feet wide.

5. Locate projector and screen on centerline of room’s instruction wall.

6. Distance to projector from face of screen shall lie in the middle of the focal length (min. and max. projection distance).

7. Coordinate projector and screen location with reflective lighting plan so projected light remains clear of ceiling lights when room is switched to “projector” mode.

8. Projector’s power outlets must be wired to avoid video interference with other electrical sources such as light fixtures, etc.

9. Ceiling mounting kit to be a factory fabricated mounting plate that drops into the ceiling grid and provides a location for power/data wiring as well
as projector mount. (RPAO - Chief 1st Generation Univ Projector Mount and CMS440 - CHIEF CMS440 ceiling mount kit).

10. Projector shall have minimum gain of 3000 ANSI Lumens for an average sized 30-student classroom. Larger rooms, or rooms with penetrating ambient light, will require brighter projectors and further evaluations should be investigated and resolved before wiring has commenced. Information will be provided to inform GCPS as to the requirements for the non-standard classroom projectors. Garrett County Public Schools will specify the projectors. All projectors will be selected from the GCPS approved equipment list.

11. Do not place projector and intercom speaker in same ceiling grid space.

6. Telephone System

A. The GCPS VoIP system will be specified and supplied by GCPS Department of Technology and Communications (Dotcom). Appropriate phone sets will also be provided by GCPS for all administrative spaces. The Project will provide standard VoIP telephone handsets as part of the public address system specification for each instructional space.

B. The telephone system will be interconnected with the school’s public address sound system.

   a. Interlock the telephone system with the central sound/paging system

   b. Intercom to be fully integrated with GCPS supplied VoIP system

   c. System to be integrated with independent sound systems in the gym, cafeteria and auditorium. Emergency ALL CALL to override all independent systems, except fire alarm, otherwise local systems takes precedence.

C. The telephone system must have analog gateways for faxes. Devices requiring modulation/demodulation will be served by POTS lines or replaced with newer technology.

D. Coordinate with GCPS project manager on telephone system products (voice
outlet and cabling, etc.) to be included in unit cost section of project bid form.

E. Wiring for VoIP will utilize standard Ethernet cabling, reducing the need to run a separate phone network throughout the facility.

F. Provide a wall mounted telephone drop (standard Ethernet jack) near the teacher’s desk. A separate telephone outlet by the classroom door is NOT required.

7. Master Antenna Television System MATV

A. Coordinate with GCPS project manager on video system products (video outlet and cabling, etc.) to be included in unit cost section of project bid form.

B. CATV Video Distribution System Capabilities

1. The system shall provide a CATV system outlet at every administrative outlet, every teacher's outlet and every "TV" outlet indicated on the Contract Drawing. The outlets shall be fed from a distribution system designed after a standard cable television system consisting of a "trunk to tap to drop" configuration.

2. The system shall provide for the distribution of a CATV input and be capable of operation from 0 – 1GHz.

C. Digital Streaming Video Distribution System Capabilities

1. Streaming Video system will provide live encoding, decoding, streaming server, desktop viewer, ActiveX Controls, Scheduling System, including streaming to third-party players and systems that use RTP/RTCP (such as Cisco IP/TV).

2. Video Conferencing: Enable Interactive Video Conferencing over IP network for interactive video. The video on PC must be true television/CD-quality audio on standard PC and standard Televisions. Automatically detect other users and provides a conference directory on screen. The navigation on the IR remote control must setup Video Conference.

8. Local Sound Systems and Mass Notification Systems
A. Local Sound Systems are typically provided for the following areas:

1. Auditorium
2. TV/Studio Drama (Black Box Theater)
3. Instrumental Music
4. Vocal Music
5. Student Dining / Cafeteria
6. Gymnasium
7. Auxiliary Gymnasium
8. Wrestling
9. Aerobics
10. Weight Room
11. Video / Communications / TV Studio
12. Stadium
13. Therapeutic Pool

B. Independent sound systems to be provided in the Gym and Cafeteria. Systems to include ability to distribute microphone input from various locations in the rooms, as well as programming from a compact disk player and auxiliary input(s)

C. Elementary School Sound Systems

1. If the gymnasium can be divided, the sound system shall have two zones which can work independently or as a single system.

2. The cafeteria shall have a single zone sound system which a wall mounted cabinet for electronics to include: quad wireless microphone capability; multiple sound source capability (CD/DVD, MP3, etc.)

D. Secondary School (Middle & High) Sound Systems

1. Same sound system requirements as elementary, with the following additions:

2. Auditorium/stage sound system shall include at a minimum a 48 channel digital sound board with a digital snake, Dual CD/DVD player/recorder, 16 wireless microphones (8 headsets w/ fanny pack, 8 lapels), and 4 wired microphones.
E. Auditorium Sound System

1. Verify size of sound mixing board has sufficient channels to serve all microphones and inputs plus spare capacity for future.

2. Design and make provisions for sub-woofers

3. Provide spare conduits from the control room to the stage managers area for future use.

4. Provide audio and video recording equipment in the sound system equipment rack in the control room. (CD/DVD burner, MP3, digital hard drive, etc.)

5. Sound system shall be capable to upload MP3, dual CD’s with pitch control, DVD, etc.

6. Provide a self-powered, distributed line array speaker system with an additional 8 x 16 system processor to allow the system to be used either without the mixing console or with a mixing console provided by an outside group or artist connected to the sound system. Line arrays should be divided into multiple arrays to cover multiple seating sections.

7. Provide a remote turn on and off of the system so the system could be used without requiring access to the projection booth.

9. Educational Intercommunications and Public Address Systems

A. Intercom to be fully integrated with GCPS supplied PBX system.

B. Coordinate with GCPS project manager on public address products (speakers, etc.) to be included in unit cost section of project bid form.

C. Paging zones to be identified in design stage and depicted on drawings.

D. Volume controls needed for paging speakers in all admin areas, conference rooms, planning areas, Media center, and auditorium.
E. System to be integrated with independent sound systems in the gym, cafeteria and auditorium. Emergency ALL CALL to override all independent systems, except fire alarm, otherwise local systems takes precedence.

F. Talk back speakers in all instructional spaces, health, conference, planning. All other spaces receive paging only.

G. Provide master clock system to allow the programming of scheduled bells.

H. Provide public address speakers in all stairs.

I. Provide speakers in large storage rooms (over 100 SF).

J. Design gymnasium sound system for complete coverage of entire gym to avoid dead spaces. Provide supplemental speakers and sound system equipment (signal delay) as needed.

10. Clock Systems

A. Battery operated GPS clock in each room that is synchronized with all of the clocks throughout the building utilizing a transmitter system. The system must include interface to connect the PA system, so that an audible signal is broadcasted throughout the building at the beginning and at the end of the class periods.

B. GPS wireless clocks to be installed in corridors, gyms, workout room, cafeteria, auditorium, media center, administration, locker rooms.

C. In general, Elementary Schools will be provided with Analog type clocks and Secondary Schools (Middle & High) will be provided with digital clocks. Verify per project.

GENERAL BUILDING CONSIDERATIONS
1. The structure shall meet or exceed all requirements set forth by the State Department of Education, State Fire Marshal, Interagency Committee for Public School Construction, and any other state or local agency having input, review, and approval authority. All applicable codes and procedures must be addressed:

   (1) Americans with Disability/Act Accessibility Guidelines
   (2) Maryland Building Code for the Handicapped (05.01.07) which references ANSI A117.1-1980.
   (3) International Building Codes
   (4) International Mechanical Code
   (6) International Energy Conservation Code
   (7) Maryland Accessibility Code, COMAR 05.02.02.
   (8) National Standard Plumbing Code as supplemented and published by the National Association of Plumbing-Heating-Cooling Contractors.
   (9) National Electric Code
   (10) National Fuel and Gas Code
   (11) Indoor Air Quality in Maryland Public Schools,
   (12) Maryland Public School Construction Program (PSCP), Administrative Procedures Guide, as amended.
   (13) Verify all editions with the permitting jurisdiction the current code to exercise.
   (14) Garrett County Public Schools Design Manual (if available).

2. The architect will be responsible for complying with the Maryland Public School Construction Program (PSCP), Administrative Procedures Guide, as published including all revisions to date.

3. The project is to be designed and constructed with no asbestos containing materials, and for elimination of radon gas, should that be present. Please reference Indoor Air Quality in Maryland Schools, MSDE, 1987 and all additions and revisions to date.

4. Heating and cooling on a year round basis with zoned control based on building usage shall be provided (with the exception of air conditioning in the kitchen). Maintain existing heating and cooling system shared with Board Ford Elementary School without interruption during the renovation project.

5. Movable school furniture is to be identified in a separate equipment list by the owner and will be purchased separately from the construction contracts. This furniture and equipment should be shown for clarification or space planning only and clearly labeled N.I.C.
6. Code requirements for electrical outlets are considered the minimum. The architect is encouraged to resolve the need for additional outlets through innovative design. Particular attention should be paid to power provisions for voice, video, and data outlets in each space.

7. Provide dusk to dawn security lighting around the perimeter of the building. All sidewalks around the building, the bus loop and parent drop off should be adequately lit.

8. Instructional area lighting shall be a minimum of 70f.c. at desk top level and shall have separate switching capability.

9. All lavatories shall have ceramic tile walls to a height of four feet, and ceramic tile floors.

10. Limited carpeting shall be installed in offices, conference rooms and the media center. The exception is the kitchen office must be VCT along with all other flooring throughout the building.

11. The building should be renovated to be as energy efficient as feasible. Passive conservation design features should also be included. Refer to Garrett County Design Standards for the energy use goal for this project.

12. At least two operable windows with sills, interior screens, mini blinds, and blackout provisions shall be provided in each classroom. Natural light should be introduced wherever possible through the use of windows or clerestory windows. The use of skylights is strongly discouraged.

13. Security and fire alarms shall be provided.

14. Provide built-in security gates to secure classroom areas from public areas during after-hours use.

15. Refer to the GCPS design standards manual for Telephone system specifications and integration with the Media distribution and retrieval systems and reviewed by the Office of Technology and Information Systems.

16. All drinking fountains in public areas of the school are to be water coolers, not merely fountains. The cafeteria should also have a water cooler, and each group lavatory is to have a water cooler in the hall area outside of the lavatory.

17. Attention to acoustics and sound attenuation should be given to such areas as the cafeteria, gymnasium, and the vocal and instrumental music rooms. The location
of mechanical equipment should be examined to prevent distraction in the instructional areas.

18. With the exception of instructional spaces, the net square footages listed within this document are intended as guidelines, with a tolerance of plus or minus five percent. The construction planning committee reserves the right to amend these square footages during design development.

19. All exit doors shall be equipped with panic hardware for easy egress in emergency situations. All door widths shall be a minimum of 36” to facilitate accessibility.

20. Specific structural, mechanical and electrical guidelines, pertaining to the scope of the project, shall be issued by the Office of Planning and Construction. A Construction Design Specifications manual shall be distributed which outlines the standards of Garrett County Public Schools.

21. The arrangement of interior spaces shall:
   a. Encourage a flexible approach to the curriculum, facilitating interaction, creativity, and inquiry.
   b. Provide for the zoning of the Gymnasium, Parks and Recreation space, cafeteria and classroom groupings for building security during community use.
   c. Develop the Media center and administrative functions as the focal points of the building.
   d. Provide a main entrance to the school with an inviting identity that is easily observed and managed by the school administration.
   e. Facilitate rapid and easy evacuation of the building with clear and uncomplicated traffic patterns.

22. Main School Storage Room
   a. Central storage area for custodial supplies and loading dock.
   b. This room should be approximately 450 square feet.
   c. Provide five (5) 24 inches deep built-in shelving on all open walls.
   d. Lavatory with counter, sink, shower, mirror above and cabinet below.
   e. Six-foot work bench, with area above for tools.
   f. Space for six (6) lockers, buffers, wet-vac.
   g. Floor mounted mop sink.
   h. Dual data and one voice drop.
   i. Provide sealed concrete floors on all floor areas.

23. Custodial Services
   a. Located throughout the building, near common use areas with special attention to the primary and intermediate areas.
b. Floor mounted mop sinks in both instructional area and in all other custodial closets.
c. Stainless steel, heavy duty metal shelves from floor to ceiling.
d. Cabinet suitable for tool storage, lockable.
e. Provisions for hanging mops and other equipment.
f. Closets must be at least 50 square feet to accommodate shelves, sink and cabinet.
g. Provide separate cold water supply for chemical dilution system.
h. Sealed concrete floor

ENGINEERING AND MECHANICAL SERVICE AREAS

DESCRIPTION
These are rooms that provide a place for utility equipment and custodial work areas.
A. Staffing Requirements
1 – Full Time Head Custodian
2 – Full Time Custodians (12 months)
2 – Part Time Custodians (10 months)

ACTIVITY SURVEY
Custodial Office, Staff Lockers and Lavatory – This is the control center for custodial and maintenance activities, storage of personal articles and unisex lavatory with shower for the custodial staff.
Receiving (Loading Dock) Area – This is the loading and unloading of maintenance/operations equipment and supplies.
Grounds Equipment Storage Area – This is the storage should be located inside main school facility for outdoor grounds equipment and supplies; repair and maintenance of equipment with access at ground level via an overhead door. The floor must contain a floor drain for inside cleaning of tractor equipment, push mower, hedge trimmer, weed whacker, hand tools and other equipment for the maintenance of the facility.
General Storage Area – This is the storage of custodial materials and supplies located near the receiving area. It must have adjustable shelves.
Janitor Service / Storage Closets – The storage of miscellaneous maintenance and custodial equipment, supplies and water source for cleaning.
Mechanical / Electrical Equipment Area Room – This is the control center of heating, cooling, and utility equipment. This includes the electrical transformer / switch gear, which is secured and isolated from other areas of the facility.

FACILITY IMPLICATIONS

A. Spatial Requirements
The following spatial recommendations for the electrical, mechanical, delivery and storage areas are listed by area footages, which are intended only as an approximate working guide. The rooms listed below are not counted toward the educational program space summary.

<table>
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<th>Description</th>
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<th>Sq. Ft.</th>
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<tr>
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<tr>
<td>LOCKER / LAVATORY</td>
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<td>100</td>
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<tr>
<td>GROUNDS EQUIPMENT STORAGE AREA</td>
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<tr>
<td>GENERAL STORAGE / RECEIVING AREA</td>
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<td>MECHANICAL / ELECTRICAL ROOM</td>
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<td>1200</td>
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CUSTODIAL OFFICE AREA

1) Arrangement of Spaces
   - adjacent to the receiving area loading dock
   - adjacent to the mechanical room
   - direct connect to locker / lavatory

2) Furniture and Equipment Requirements
   a) Fixed
      - 4’ x 6’ wall mounted wood book shelves
      - tackboard
      - phone/ intercom
   b) Movable
      - office desk and three chairs
      - one (1) GPS Integrated clock
      - file cabinet, four drawer, letter size, lockable
      - lockable metal storage cabinet

3) Environmental Requirements
   - diffused lighting
   - adequate ventilation

4) Utility Requirements
   - phone and speaker in custodial office Locker Lavatory
   - toilet and hand sink

5) Surface Material Requirements
   - sealed concrete floors
   - exposed ceiling

LOCKER / LAVATORY ROOM

1) Arrangement of Spaces
   - direct connect to office area

2) Furniture and Equipment Requirements
   a) Fixed
      - hand sink
      - shower
      - toilet
      - urinal
      - five (5) lockers
   b) Movable
      - One (1) free standing trash receptacle

3) Environmental Requirements
   - diffused lighting
   - adequate ventilation

4) Utility Requirements
   - standard toilet room

5) Surface Material Requirements
   - sealed concrete floors
exposed ceiling

**GROUNDS EQUIPMENT STORAGE AREA**

1) **Arrangement of Spaces**
   - direct connect to receiving area
   - outside access to a paved driveway

2) **Furniture and Equipment Requirements**
   a) **Fixed**
      - adjustable metal storage shelves
   b) **Movable**
      - lockable fire proof storage cabinet for combustible materials
      - lockable metal storage cabinet
      - workbench

3) **Environmental Requirements**
   - adequate lighting
   - adequate for hazardous/combustible materials

4) **Utility Requirements**
   - hose bib connection
   - compressed air supply
   - electrical service for heavy duty power tools and equipment
   - drain in floor

5) **Surface Material Requirements**
   - sealed concrete floors
   - exposed ceiling

6) **General Requirements**
   - 10' wide overhead door connected to the outside
   - 12' high exposed ceiling for large machine equipment

**GENERAL STORAGE / RECEIVING (LOADING DOCK) AREA**

1) **Arrangement of Spaces**
   - direct connect to the receiving area

2) **Furniture and Equipment Requirements**
   a) **Fixed**
      - metal adjustable storage shelves
   b) **Movable**
      - none

3) **Environmental Requirements**
   - standard

4) **Utility Requirements**
   - sinks and floor drains
   - hot & cold water source

5) **Surface Material Requirements**
   - sealed concrete floors
   - suspended ceiling not required
JANITOR SERVICE / STORAGE CLOSETS

1) Arrangement of Spaces
   - located in strategic service areas throughout the building

2) Furniture and Equipment Requirements
   a) Fixed
      - metal adjustable storage shelves
      - wall mounted mop hangers
      - sinks
   b) Movable
      - none

3) Environmental Requirements
   - adequate lighting with protective covers
   - ventilation and exhaust

4) Utility Requirements
   - floor drains
   - hot & cold water source

5) Surface Material Requirements
   - sealed concrete floors
   - suspended ceiling not required

MECHANICAL / ELECTRICAL ROOM

1) Arrangement of Spaces
   - adjacent to custodial office
   - outside access to paved area for staging equipment
   - direct connect to receiving area / loading dock

2) Furniture and Equipment Requirements
   a) Fixed
      - mechanical equipment for heating, cooling and domestic hot water
   b) Movable
      - none

3) Environmental Requirements
   - ventilation and exhaust

4) Utility Requirements
   - electrical service
   - water supply

5) Surface Material Requirements
   - sealed concrete floors
   - exposed ceiling

6) General Requirements
   - equipment layout to allow easy accessibility for repair, replacement and service
   - 10’ wide overhead door leading to staging area connected to paved driveway
   - 10’ wide overhead door connected to receiving areas / loading dock
   - 20’ – 25’ high exposed ceiling
SECTION THREE

SPECIFICATIONS

MATH, SCIENCE & TECHNOLOGY PROGRAM

CURRICULUM DESCRIPTION
The Southern Middle School Science Program, Grades 6-8, is designed to meet the individual needs of Southern Middle students at each grade level. Science teachers are dedicated to a hands-on, technology driven, engineering, and inquiry-based approach for
science instruction. Students gain an appreciation of science in real-world applications in order to become informed citizens of a dynamic world. Students also learn to use scientific knowledge and problem-solving strategies to make decisions and understand how everyday phenomena occur. The use of computers, iPads, Science probes, sensors, and other forms of technology are infused throughout the science curriculum.

A program of studies that incorporates standards from the following science disciplines is followed: 6th grade- Earth and Space Science, Environmental Science, 7th- Life Science, Environmental Science, 8th- Chemistry, Physics Science. Finally, students use and develop skills in reading, writing, and mathematics to demonstrate performance and proficiency in science.

Mathematics education at Southern Middle School provides curriculum instruction, hands-on learning activities, and assessments, which all present students with an equitable opportunity to learn and to ensure the greatest possible academic success as well as college and career readiness. There are two math tracks that a student can take; The Common Core (CC) Track or the Common Core Fast Track. Those students taking the Common Core Track will follow appropriate grade level course work as outlined in the Math Common Core. Those 5th graders identified as being able to handle advanced levels of Mathematical rigor, will be immersed in the fast paced version of the Common Core. These students will move at a pace that allows them to complete the standards set forth for their grade level and some of the next grade level each year they are in math. By the 8th grade a student will able to complete an Algebra 1 credit.

Technology and problem solving are wrapped into the Common Core standards. Teachers will provide instruction using appropriate technology such as computers, Smart Boards, scanners, document cameras, iPads, and Smart Responders. The Technology Education program is designed to build a technological literate individual who has the ability to work independently and with others, to responsibly, appropriately and effectively use technology tools to access, manage, integrate, evaluate, create and communicate information. Students will explore various technology systems and manufacturing processes, and demonstrate how engineers and technicians use math, science and technology in an engineering problem solving process to benefit people. The course also includes concerns about social and political consequences of technological change. Students explore ways to problem solve, create, and construct solutions with the use of technology, tools, machines, materials, processes, and computer programs.

**GOALS**
The goal of Science, Math, and Technology Education is to prepare students for post-secondary study and the 21st century workforce.

OBJECTIVES
Upon completion of this course, the students will be able to:

- Learn and Apply Rigorous STEM Content
- Integrate STEM Content
- Interpret and Communicate Information from STEM
- Engage in Inquiry
- Engage in Logical Reasoning
- Collaborate as a STEM Team
- Apply Technology Strategically

STAFFING REQUIREMENTS
- 4 Full Time Science Teachers
- 8 Full Time Math Teachers
- 1 Full Time Technology Education Teacher

NUMBER OF USERS
- 25 students per classroom
- 25 students per laboratory
- 1 teacher per classroom / laboratory

ACTIVITY SURVEY
There are times of teacher-focused lectures and demonstrations in the classrooms. The teacher is providing feedback to the students and helping to facilitate the continuation of inquiry within the objectives and procedures the student groups are focused on. Students have group and individual access to technology in order to seek further research and support of their own ideas and problem solving strategies. Interactive white boards are utilized for whole group instruction by the teacher.

Students are engaged in the following activities:

- laboratory experiments
- analyzing and comparing data from technology generated applications
- analyzing and comparing data from lab procedures followed by the students
- students work in groups collaborating with their peers on discoveries and methods

FACILITY IMPLICATIONS
### Description

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<thead>
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<th>Description</th>
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<tr>
<td>SCIENCE CLASSROOM / LABORATORY</td>
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<td>SCIENCE PREP/STORAGE ROOM</td>
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<td>TECHNICAL CLASS/LAB EDUCATION</td>
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<tr>
<td>TECHNICAL ED STORAGE ROOM</td>
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<td>300</td>
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</table>

### GENERAL CLASSROOMS

1) **Arrangement of Spaces**
   - two (2) general classrooms for each of the three (3) grade clusters
   - close proximity teacher and student bathrooms in connecting corridor
   - close proximity to science class/labs in connecting corridor outside the clusters
   - classrooms should be in close proximity to teacher planning room in each cluster
   - classrooms should be in close proximity to storage room in each grade cluster

2) **Furniture and Equipment Requirements**
   
   **a) Fixed**
   - one (1) map rail with two flag holders (national/state flags)
   - bulletin boards underneath wall cabinets along one wall
   - built-in lockable wall cabinets along one wall
   - one (1) one Interactive white board / screen mounted to wall
   - one (1) LCD projector mounted to ceiling
   - one (1) DVD/VHS player mounted
   - built-in audio speakers for DVD/VHS, computer, interactive white board
   - one (1) 2-Way PA system with privacy capabilities and telephone access
   - one (1) whiteboard, magnetic at front and rear of room
   - three (3) tack board strips on three (3) walls
   - one (1) vertical map display
   - tactical strips above bulletin boards
   
   **b) Movable**
   - five (5) desk top or laptop computers
   - one (1) printer for teacher (IDEAL)
   - one (1) ELMO project for easy projection to interactive white board
   - twenty five (25) student desks
   - twenty five (25) student chairs
   - one (1) GPS integrated clock
   - one (1) two drawer file cabinet w/lock
   - one (1) wardrobe cabinet
   - one (1) multi-drawer art and craft cart
   - one (1) rectangle table
   - one (1) podium lectern
- one (1) trapezoid table
- one (1) round table
- one (1) teacher desk
- one (1) teacher chair

3) Environmental Requirements
- a shape that will provide an effective setting for teaching and learning
- automatic window blinds for room for semi darkening capabilities
- natural diffused light through windows or clerestory

4) Utility Requirements
- electrical outlet raceway strip under the bulletin board
- lights with dimmers

5) Surface Material Requirements
- VCT floor tile

6) General Requirements
- side door window lit with blinds

SCIENCE CLASSROOM / LABORATORY
This is a combined classroom and laboratory. Half of the space will be similar to the General Classrooms (spatial requirements listed above) to accommodate lectured based instruction. The other half of the space will be a laboratory as specified below.

1) Arrangement of Spaces
- located along connecting corridor outside of the grade cluster
- direct connection to science Prep Storage room
- close proximity teacher and student bathrooms
- close proximity to science classrooms
- close proximity to grade clusters

2) Furniture and Equipment Requirements
a) Fixed
- one (1) eye wash/safety shower stations
- one (1) safety glasses sanitizer cabinet
- one (1) safety glasses storage cabinet
- six (6) sinks with gas line access at student work areas
- six (6) student cabinet workstations with acid resistant countertops
- drawers under the student cabinet workstations for materials and supplies
- one (1) sink at teacher work station with soap and paper towel dispenser
- one (1) teacher cabinet with acid resistant countertop
- lockable base and wall cabinets with acid resistant countertop
- one (1) large sink with glass draining rack along cabinet wall
- one (1) chemical storage cabinet
- one (1) LCD projector ceiling mount
- one (1) interactive white screen
- built-in lockable display cases in hallway corridors
- one (1) chemical fume hood for ventilation
b) **Movable**
- thirty (30) I-pads or tablets with docking charging station
- thirty (30) lab stools
- one (1) teacher desk
- one (1) teacher chair
- one (1) stool for demonstration table
- one (1) GPS integrated clock
- one (1) study carrel per room
- one (1) handicap accessible acid resistant work table
- one (1) large rectangular table for small group collaboration
- one (1) document camera
- one (1) storage cabinet on wheels

3) **Environmental Requirements**
- a shape that will provide an effective setting for teaching and learning
- automatic window blinds for room for semi darkening capabilities
- natural diffused light through windows or clerestory
- zoned artificial lights with dimmer capabilities
- large exhaust fan for ventilation should be installed to vent outside
- carbon monoxide and gas sensors based on applicable fire codes

4) **Utility Requirements**
- hot and cold water supply
- electrical outlets above countertop along wall
- electrical outlets at student and teacher workstations
- gas jets connections at all sinks

5) **Surface Material Requirements**
- slip free floor
- reduced floor noise

6) **General Requirements**
- side door window lit with blinds

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**SCIENCE PREP/STORAGE ROOM**

1) **Arrangement of Spaces**
- direct connection to the science laboratories
- direct connection to technical education class/lab
- direct connection to corridor
- close proximity to grade cluster areas

2) **Furniture and Equipment Requirements**
a) **Fixed**
- cook top (gas or provision for a hot plate) in countertop
- one (1) dishwasher
- one (1) refrigerator
- one (1) large sink with glass draining rack with gooseneck spigots
- built in lockable base and wall storage cabinets with acid resistant countertops
- Soap dispenser, paper towel dispenser and trash receptacle at sink area

a) Movable
- one (1) GPS Integrated clock
- one (1) incubator
- one (1) autoclave
- one (1) vented fireproof cabinet for the isolation of flammable materials

3) Environmental Requirements
- zoned artificial lights with dimmer capabilities
- carbon monoxide and gas sensors based on applicable fire codes

4) Utility Requirements
- hot and cold water supply
- all sinks should have deep seal traps
- gas jets connections at sinks
- a large exhaust fan for ventilation should be installed to vent outside.

5) Surface Material Requirements
- A slip-free epoxy floor throughout room

TECHNOLOGY EDUCATION CLASSROOM/ LABORATORY
This is a combined classroom and laboratory. Half of the space will be similar to the Computer Laboratory (spatial requirements listed in the Media Center) to accommodate computer based project instruction. The other half of the space will be set up as a work shop with work tables and table top carpentry equipment as specified below.

1) Arrangement of Spaces
- direct connection to both Tech. Ed Storage rooms on each side
- direct connection to outside with overhead door delivery of large materials
- close proximity teacher and student bathrooms
- close proximity to science classroom and laboratories

2) Furniture and Equipment Requirements
b) Fixed
- one (1) safety glasses sanitizer cabinet
- one (1) safety glasses storage cabinet
- one (1) eye wash/safety shower stations
- one (1) dust collection system
- lockable base and wall cabinets with acid resistant countertop
- one (1) large sink with water fountain
- one (1) LCD projector ceiling mount
- one (1) interactive white screen
- one (1) 2-Way PA System (See Technology Guidelines)
- one (1) white marker board in classroom & laboratory
c) **Movable**
- thirty (30) desk top computers in classroom
- thirty (30) computer desk with raceways in classroom
- thirty (30) computer swivel chairs classroom
- two (2) tool cabinets
- two (2) file cabinets for classroom
- seven (7) work stations with vise grips
- one (1) 10" table saw
- two (2) scroll saws
- two (2) drill presses
- one (1) planner
- one (1) joiner
- two (2) disc sanders
- one (1) band saw
- one (1) grinder
- one (1) flammable liquid storage cabinet
- one (1) teacher desk
- one (1) teacher chair
- one (1) GPS integrated clock
- one (1) storage cabinet on wheels

3) **Environmental Requirements**
- a shape that will provide an effective setting for teaching and learning
- automatic window blinds for room for semi darkening capabilities
- large exhaust fan for ventilation should be installed to vent outside
- carbon monoxide and gas sensors based on applicable fire codes
- natural diffused light through windows or clerestory
- zoned artificial lights with dimmer capabilities

4) **Utility Requirements**
- hot and cold water supply
- electrical power service for power tool equipment
- power tool outlets embedded in floor based on layout of equipment
- electrical outlets above countertop along wall
- electrical outlets at student and teacher workstations
- four (4) panic “Stop” switches located in the laboratory (clearly marked)

5) **Surface Material Requirements**
- VCT floor tile in classroom area
- sealed concrete with painted safety lines
- acoustical ceiling tile
- acoustical panels

6) **General Requirements**
- side door window lit with blinds
- permanent wall between classroom and laboratory with visual observation
- double metal or fiber board exterior doors with removable mullion
- carbon monoxide and gas sensors based on applicable fire codes

**TECHNICAL EDUCATION STORAGE ROOMS**

1) **Arrangement of Spaces**
   - close proximity to teacher lavatory
   - direct connection to art studio
   - direct connection to corridor

2) **Furniture and Equipment Requirements**
   a) **Fixed**
      - Lockable wall and base cabinets with countertops sized for art projects
      - Built-in wall shelves
   b) **Movable**
      - one (1) GPS Integrated clock

3) **Environmental Requirements**
   - zoned artificial lights with dimmer capabilities
   - ventilation and exhaust for project work preparation

4) **Utility Requirements**
   - outlets above countertop every 18” on center
   - four (4) dedicated outlets on the floor

5) **Surface Material Requirements**
   - VCT Floor
   - Countertops and shelves to be stain resistant from art materials.

6) **General Requirements**
   - Minimum 12 foot ceiling.

**FOREIGN LANGUAGES – SPANISH CULTURE**

**CURRICULUM DESCRIPTION**
This program provides a brief introduction to the Spanish language and culture.

**GOALS**
Students will be able to identify where Spanish is spoken and some basic vocabulary sets. Students will also become familiar with the most commonly celebrated holidays and important elements of the Latin and Hispanic cultures.

OBJECTIVES
Upon completion of this course students will be able to identify where Spanish is spoken, some basic vocabulary, the most commonly celebrated holidays and important elements of the Latin and Hispanic cultures.

STAFFING REQUIREMENTS
- 1 Full Time Certified Teacher

NUMBER OF USERS
- 25 students per classroom
- 1 teacher per classroom

ACTIVITY SURVEY
Communication through speaking, listening, reading and writing are essential in a foreign language classroom. It is important the foreign language classroom contain furniture that is moveable, and be large enough for multiple seating arrangements, as seating arrangements need to change based on the activity focus. A computer lab (with headphones at each terminal) or a mobile lab within the classroom would be ideal as we could easily move from a seated lecture setting or paired activities/cooperative learning to individual, self-paced activities on the computer. Technology is essential in teaching today’s students and current foreign language textbook series contain online elements and “E-classrooms” that would greatly benefit students. The Level 1 textbook, *Realidades*, which was purchased in 2010/2011 contains the technology, “E” book component as well as the other communication components mentioned above. The workbook we are using in AY13/14 also contains technology elements that we currently do in a group setting, but could be individual. An interactive white board with a separate computer and quality speakers is also an essential daily part of the foreign language classroom.

FACILITY IMPLICATIONS
The instruction for this academic subject will be conducted in an available General Classroom located within each grade cluster learning pod base on the daily block schedule.

HUMANITIES - SOCIAL STUDIES & LANGUAGE ARTS

CURRICULUM DESCRIPTION
The middle school social studies curriculum covers courses in World Geography, World History, and United States History to 1877. These foundation courses will focus on concepts and skills which will prepare our students for high school social studies courses,
to become college and career ready, and to be functioning civic members of society. Reading, writing, listening, speaking, and thinking skills will be integrated into the curriculum on a daily basis. Interdisciplinary curricular connections will provide students with authentic relationships between these core classes. The middle school Language Arts curriculum is structured so that students recognize the authentic relationships among reading, writing, speaking, listening, and language in the real world. The focus for instruction will help ensure that Language Arts students will gain an adequate exposure to a range of texts and tasks. Students will be expected to meet grade specific standards and retain or further develop skills mastered in preceding grades.

GOALS
- English: These goals are embedded in the course’s curriculum description.
- Social Studies: These goals are embedded in the course’s curriculum description

OBJECTIVES
- English: These objectives are embedded in the course’s curriculum description.
- Social Studies: These objectives are embedded in the course’s curriculum description

STAFFING REQUIREMENTS
- 12 certified teachers with instructional assistants for inclusion classes

NUMBER OF USERS
- 25 students per classroom
- 1 teacher and sometimes one (1) instructional assistant per classroom

ACTIVITY SURVEY
Learning expectations for all middle school students are aligned with the Maryland Common Core Learning Goals for English and Social Studies, Grades 6-8, as well as the C3-College, Career, and Civic Life Framework, and the Disciplinary Literacy Standards for History/ Social Studies, Science and Technical Subjects Grades 6-12. The Common Core Learning Standards focus on key ideas and details, craft and structure, an integration of knowledge and ideas, and a range of reading and text complexity. The standards help ensure that students read increasingly complex texts throughout their middle school grades and gain adequate mastery of a range of skills and applications.

FACILITY IMPLICATIONS

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GENERAL CLASSROOM
1) **Arrangement of Spaces**
   - three (3) classrooms for two (2) grade cluster pods
   - four (4) classrooms for one of the three (3) grade cluster pods
   - close proximity teacher and student bathrooms in connecting corridor
   - close proximity to science class/labs in connecting corridor
   - classrooms should be in close proximity to teacher planning room in each cluster
   - classrooms should be in close proximity to storage room in each grade cluster

2) **Furniture and Equipment Requirements**
   a) **Fixed - Classroom**
      - one (1) map rail with two flag holders (national/state flags)
      - bulletin boards underneath wall cabinets along one wall
      - built-in lockable wall cabinets along one wall
      - one (1) Interactive white board / screen mounted to wall
      - one (1) DVD/VHS player mounted
      - built-in audio speakers for DVD/VHS, computer, interactive white board
      - one (1) 2-Way PA system with privacy capabilities and telephone access
      - one (1) whiteboard, magnetic at front and rear of room
      - three (3) tack board strips on three (3) walls
      - one (1) vertical map display
      - tactical strips above bulletin boards
   b) **Movable - Classroom**
      - five (5) desk top or laptop computers
      - one (1) printer for teacher (IDEAL)
      - one (1) ELMO project for easy projection to interactive white board
      - twenty five (25) student desks
      - twenty five (25) student chairs
      - one (1) GPS integrated clock
      - one (1) two drawer file cabinet w/lock
      - one (1) wardrobe cabinet
      - one (1) multi-drawer art and craft cart
      - one (1) rectangle table
      - one (1) podium lectern
      - one (1) trapezoid table
      - one (1) round table
      - one (1) teacher desk
      - one (1) teacher chair

3) **Environmental Requirements**
   - A shape that will provide an effective setting for teaching and learning
   - automatic window blinds for room for semi darkening capabilities
   - natural diffused light through windows or clerestory

4) **Utility Requirements**
   - electrical outlet raceway strip under the bulletin board
   - lights with dimmers
5) Surface Material Requirements
   - VCT floor tile

6) General Requirements
   - side door window lit with blinds

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ART ROOM

CURRICULUM DISCRIPTION
The art curriculum at Southern Middle School consists of three levels of art classes. The classes are: Sixth Grade Art, Seventh Grade Art, and Eighth Grade Art. In Sixth Grade Art, students explore color theory. The students then build upon that knowledge in seventh and eighth grade by learning about the elements of design in seventh grade and
the principles of design in eighth grade. This sequence prepares students for the fine art curriculum at the high school level. It also follows the National and State Art Standards. These classes give students the opportunity to apply what they learn by doing hands-on projects and activities. The projects and activities give students the chance to develop creative thinking skills that can be used throughout life.

**GOALS**

- To develop aesthetic values by providing students with the technical skills needed to perceive and interpret visual images in various media through realism and using the imagination.
- To provide students with a foundation in the language of visual expression through learning and experiencing the art elements and principles of design.
- To expose students to the design process and creative problem solving.
- To recognize and appreciate art and cultural influences of different cultures and historical periods.
- To analyze, compare, interpret, and evaluate art of self, other students and major artists.
- To enhance creativity.
- To provide direction and guidance to those considering pursuit of the visual arts.
- To foster a continuing interest and enthusiasm for the arts.

**OBJECTIVES**

Upon completion of this course, the students will be able to:

- Understand and apply media, techniques, and processes
- Demonstrate knowledge of art elements and principles
- Demonstrate an understanding of visual art as an essential aspect of history and human experience (Art History)
- Demonstrate the ability to make aesthetic judgments (Art Criticism)

**STAFFING REQUIREMENTS**

- 1 Certified Art Teacher

**NUMBER OF USERS**

- 25 students per classroom
- 1 certified teacher per classroom

**ACTIVITY SURVEY**

Students are engaged in learning about visual art concepts by participating in the following activities:
- Viewing PowerPoint presentations, videos, images, notes, and demonstrations on the Smart Board
- Having class discussions about artists, art styles, and artworks
- Viewing the teacher’s hands-on demonstrations for art making processes (A large table area is needed for students to circle around the teacher while demonstrations are being performed)
- Art-making processes including: drawing, painting, printmaking, sculpture, ceramics, and graphic design
- Working on group projects

The teacher will be:

- Introducing new artists, artworks, and art styles to students using the Smart Board, chalkboard or whiteboard
- Introducing new art-making techniques to students by giving a group demonstration followed by one-on-one demonstrations when needed
- Circulating the room for one-on-one assistance to students
- Evaluating student understanding by observation and assessment of student work

FACILITY IMPLICATIONS

<table>
<thead>
<tr>
<th>Description</th>
<th># of spaces</th>
<th>Sq. Ft</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>GENERAL ART STUDIO</td>
<td>1</td>
<td>1200</td>
<td>1200</td>
</tr>
<tr>
<td>ART STORAGE</td>
<td>1</td>
<td>400</td>
<td>400</td>
</tr>
<tr>
<td>KILN ROOM</td>
<td>1</td>
<td>100</td>
<td>100</td>
</tr>
</tbody>
</table>

General Art Studio
1) Arrangement of Spaces
- Direct access to main interior corridor
- Direct access to exterior courtyard or open space for outdoor projects.
- Direct access to Kiln and Art Storage Rooms

2) Furniture and Equipment Requirements
a) Fixed – General Art Studio
- Soap dispenser, paper towel dispenser accessible to student reach in bathroom and classroom.
- Two flat storage file cabinets 3’ high 3’ deep with 4’ wide drawer and a counter top
- Lockable wall and base cabinets with countertops sized for art projects
- Book shelves mounted above these flat storage file cabinets.
- Under window base cabinets 2’ deep 3’high and 3’ wide, with counter top. Half of these need to have doors and adjustable shelves. The other half need to have drawers. These two style of cabinets can be continued on a non window wall.
- Upper hanging cabinets 18’ deep 3’ wide and 30’ high hung directly above lower cabinets, on non window wall, leaving a space of 16’ between the floor cabinets and wall cabinets.
- One locking two door wardrobe for teacher’s personal storage, and general storage.
- 20’ of green magnetic chalkboard on non- cabinet wall
- 10’ of dry erase board adjacent to green magnetic chalkboard.
- Corkboard mounted 32” from floor on any wall space not taken up by windows, white marker board, cabinets, or bookshelves.
- Ceiling mounted LCD projector
- Wall mounted projection screen
- Blinds that can be used to darken room when necessary.
- 18” deep floor to ceiling shelving.
- 6’ of 36” deep floor to ceiling shelving
- Large deep sink bowl with movable gooseneck faucets and clay trap that is wheel chair accessible for older disabled students
- Lower deep sink bowl with movable gooseneck faucets and clay trap that is wheel chair accessible for younger disabled students

b) **Movable**

- six (6) 30” high large rectangular tables 30”x6’ (for larger students and adults)
- fourteen (14) large chairs two with arms (for larger students and adults)
- four (4) lower tables (four trapezoidal or rectangular in shape) to allow for a U shaped positioning. NO round tables.
- eight (8) small chairs for smaller students
- one (1) rolling stool
- one (1) teacher’s desk
- one (1) teacher’s chair
- one (1) computer station table
- one (1) computer with monitor
- one (1) color printer, copier and scanner
- one (1) locking four drawer file cabinet
- two (2) six foot double sided rolling wire drying racks
- one (1) GPS Integrated clock

3) **Environmental Requirements**

- a shape that will provide an effective setting for teaching and learning
- automatic window blinds for room for semi darkening capabilities
- ventilation system to filter out airborne particles
- zoned artificial lights with dimmer capabilities
- natural diffused light through windows or clerestory

4) **Utility Requirements**
- hot and cold water connections to the sinks.
- drain in floor if clay program is to be implemented.
- outlets for project work either in floor or from ceiling for table layout
- light switches will be zoned for presentation materials

5) **Surface Material Requirements**
   - VCT floor
   - countertops / shelves to be stain resistant to paint and other art chemicals

6) **General Requirements**
   - minimum 12 foot ceiling

---

**KILN ROOM**

1) **Arrangement of Spaces**
   - Assessable to a classroom planning /work rooms and classrooms
   - Close proximity to Health Suite and Administration areas

2) **Furniture and Equipment Requirements**
   a) **Fixed**
      - Kiln
      - Built-in shelves for clay project drying
   b) **Movable**
      - one (1) GPS Integrated clock

3) **Environmental Requirements**
   - artificial light only
   - kiln ventilation and exhaust

4) **Utility Requirements**
   - dedicated wall outlet rated for a kiln

5) **Surface Material Requirements**
   - VCT floor
   - countertops / shelves to be stain resistant to paint and other art chemicals

6) **General Requirements**
   - minimum 12 foot ceiling.

---

**STORAGE / WORK PLANNING**

1) **Arrangement of Spaces**
   - close proximity to teacher lavatory
   - direct connection to art studio
   - direct connection to corridor

2) **Furniture and Equipment Requirements**
   a) **Fixed**
      - lockable wall and base cabinets with countertops sized for art projects
      - built-in wall shelves
   b) **Movable**
      - one (1) GPS Integrated clock

3) **Environmental Requirements**
   - zoned artificial lights with dimmer capabilities
- ventilation and exhaust for project work preparation

4) Utility Requirements
   - outlets above countertop every 18” on center
   - four (4) dedicated outlets on the floor

5) Surface Material Requirements
   - VCT Floor
   - Countertops and shelves to be stain resistant from art materials.

6) General Requirements
   - minimum 12 foot ceiling.

MUSIC

CURRICULUM DISCRIPTION
The general music program is designed to provide opportunities for students to experience music from various time periods, places, ethnicities, and style periods through a variety of mediums. This program includes individual, small group and large
group activities including, but not limited to, singing, playing a variety of instruments at various skill levels, listening, music reading, reading, journaling, and visual observation.

GOALS
- Appreciation and ability to discern/identify different musical styles
- An understanding of the historical significance of multiple types of music
- Application of basic music reading techniques

OBJECTIVES

Upon completion of this course, the students will be able to:

- Identify various musical styles/style periods
- Demonstrate a mastery of various rhythmic and melodic instruments
- Create and perform basic rhythmic/melodic patterns
- Articulate the historical significance of multiple musical styles

STAFFING REQUIREMENTS

- General Music - 1 Certified Music Teacher
- Band / Chorus – 1 Certified Music Teacher

NUMBER OF USERS

- 30 students General Classroom
- 50 students Band/Chorus
- 1 teacher per classroom

ACTIVITY SURVEY – General Classroom

Activities for general music require a large center space that is completely flexible with elements including, but not limited to: movement of classroom tables/chairs, movement of hand bell tables, movement of all rhythmic and melodic instruments, movement of piano or keyboard, ability for students to sit at tables or in a circle (i.e. for maximum safety when using drums, guitars, recorders or other hand-held instruments), ability for students to sit and view interactive white board or other visual technologies and ability for students to stand in various singing or playing formations. This space necessitates the use of artificial and natural sounds and will also require the ability to dim and raise lighting according to various visual needs.

FACILITY IMPLICATIONS

<table>
<thead>
<tr>
<th>Description</th>
<th># of spaces</th>
<th>Sq. Ft.</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instrumental Classroom (Band/Chorus)</td>
<td>1</td>
<td>1250</td>
<td>1250</td>
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</tbody>
</table>
General Vocal Classroom | 1 | 850 | 850

Piano / Practice Rooms (Shared with Dressing Rooms – Auditorium)

Practice Rooms | 2 | 100 | 200

Music Storage | 1 | 400 | 400 | 2,700

INSTRUMENTAL (BAND/CHORUS) ROOM

1) Arrangement of Spaces
   - physically isolated from regular classroom areas
   - close proximity to the stage area
   - easily accessible from the front entrance of school
   - direct access to corridor
   - direct access to the storage
   - close proximity to auditorium dressing rooms
   - adjacent to the practice rooms

2) Furniture and Equipment Requirements
   a) Fixed
      - 6’ tall storage cabinets 82" high, 40" wide, 25" depth with doors and fine adjustable shelves and doors to store rhythm instruments, recording, textbooks, choral music
      - 6’ base cabinets with countertops, 30” high, 36” wide, 25” depth: 3 open and 2 with doors, one adjustable shelf to store Orff instruments of various sizes
      - adequate open shelving under and along window wall with countertop 30” high, 2’ depth
      - one (1) unit of bookshelf located near front of room 4’ high, 3’ wide, 1’ depth, adjust shelves
      - one (1) chalkboard 16’ long with chalk tray 2-1/2’ from floor level; 5’ of white staff lines on left end, with 2 adjacent bulletin boards on each end. 24” of tackboard surface above white marker board area
      - one (1) chalkboard 12’ long with 6’ of white staff lines permanently marked
      - one (1) sink unit with hot and cold faucets with bubbler fountain
      - Remote controlled venetian black-out blinds on all windows
      - One (1) architect type file cabinet 30” high, 36” wide, 30” depth, six drawers work this into the counter surface
      - four (4) sets of built-in risers surrounding three (3) sides of the room. The lower three (3) risers need to be a minimum of 48 inches to accommodate music stands and chairs. The top risers need to be a minimum of 72 inches to accommodate percussion equipment and stands.
      - one (1) teacher wardrobe cabinet to work into tall cabinet area
      - one (1) full length mirror mounted on the side wall
      - one (1) overhead projector
      - one (1) classroom door (larger than normal) capable of sound suppression
b) Movable
   - seventy (70) stackable chairs, sled type for chorus and general music class
   - one (1) portable chair storage carts for sled base chairs
   - one (1) conductor's stand
   - one (1) conductor's podium
   - one (1) conductor's chair
   - one (1) teacher's desk
   - one (1) teacher's chair
   - two (2) rectangular tables, 6' length x 3' width, adjustable legs
   - one (1) laser disc player
   - one (1) file cabinet, 4 drawer (no lock)
   - one (1) pull-down projection screen
   - one (1) component stereo system with dual cassette deck, CD player, turntable, receiver, speakers, plus microphone and a cassette deck capable of recording playback live classroom performance
   - one (1) stereo cabinet, portable, lockable, power holes, lighted above the turntable position
   - one (1) world, U.S. map
   - one (1) AV cart
   - one (1) electronic keyboard, Rolland with midi capability and interface
   - three (3) computer stations with one printer
   - one (1) studio piano with bench, cover, and piano truck
   - one (1) filmstrip projector
   - one (1) GPS Integrated clock
   - two (2) lapel microphones

3) Environmental Requirements
   - sound deadened for suppressing loud sounds have normal lighting
   - automatic window blinds for room for darkening capabilities (black-out)
   - zoned artificial lights with dimmer capabilities
   - natural diffused light through windows or clerestory

4) Utility Requirements
   - hot and cold water

5) Surface Material Requirements
   - carpet

6) General Requirements
   - minimum 22 foot ceiling
   - special acoustical treatments at ceiling, walls and around door
   - double or oversized doors to accommodate movement of large equipment

GENERAL MUSIC CLASSROOM
1) Arrangement of Spaces
   - physically isolated from regular classroom areas
   - direct access to corridor
   - close proximity to Dressing Rooms within the Auditorium Suite
- have two separate doorways, one to music room and one direct to the hallway

2) **Furniture and Equipment Requirements**
   
a) Fixed
   - one (1) teacher wardrobe cabinet 36” wide, 84” height, 24” deep
   - one (1) white marker board 6’ with staff lines along long wall
   - one (1) tackboard 4’ next to white marker board
   - one (1) tackboard surface above white marker board
   - specialized shelving for band and orchestra instruments, floor to ceiling
   - one (1) interactive white board screen marker board pull down from ceiling
   - shelving for school owned band instruments for baritone horns, snare drums, bass drum, French horn, cello and string bass
   - open shelving for storing classroom instruments 24” deep
   
b) Movable
   - forty five (45) music stands
   - two (2) music stand storage carts, 24 per stand per cart size 60” x 25”
   - one (1) teacher desk
   - one (1) teacher chair
   - four (4) portable choral riser units with safety rails, 3-step, 8” x 16” x 24” height, 18” depth steps
   - two (2) legal size, 4-drawer, file cabinet (band, music file)
   - one (1) portable CD/audio cassette player recorder
   - thirty five (35) folding chairs, Posturfold, 16-1/2” seat floor height
   - two (2) Posturfold Transport cart, 56” x 21”
   - one (1) file cabinet, 4-drawer
   - one (1) AV cart with electric cord
   - one (1) GPS Integrated clock

3) **Environmental Requirements**
   - sound deadened for suppressing loud sounds
   - have normal lighting and ventilation as the regular classrooms

4) **Utility Requirements**
   - electrical outlets to accommodate electronic music instruments

5) **Surface Material Requirements**
   - carpet

6) **General Requirements**
   - minimum 22 foot ceiling
   - special acoustical treatments at ceiling, walls and around door
   - double or oversized doors to accommodate movement of large equipment

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**FAMILY & CONSUMER SCIENCE**

**CURRICULUM DISCRIPTION**
Middle School family and consumer sciences courses prepare students for competence in the areas of family and careers. An integrative approach to relationships among individuals, families, communities, and the environment in which they function is utilized throughout the middle school program.
GOALS
Students will be introduced clothing and textile production and management, nutrition and preparation of foods, and financial literacy so that they will know how to care for themselves, family, and function productively in the community. Additionally when students are presented with course choices at the high school level, they will be able to make an informed career decision.

OBJECTIVES

Upon completion of the sixth grade course, the students will be able to:
- Demonstrate home safety skills
- Identify stages of child development and expectations
- Demonstrate babysitting skills
- Categorize needs vs. wants
- Identify kitchen equipment and utilize correctly
- Measure dry and liquid ingredients
- Prepare healthy snack foods
- Understand the importance of using MyPyramid and MyPlate as a guide for healthy eating

Upon completion of the seventh grade course, the students will be able to:
- Follow steps to complete laundry
- Perform basic mending
- Identify food safety dangers
- List the function of nutrients
- Prepare breakfast foods
- Utilize comparison shopping skills
- State importance of saving and using credit wisely

Upon completion of the eighth grade course, the students will be able to:
- Classify and identify fibers and textiles
- Select and care for clothing
- Plan a menu
- Prepare a one-dish meal
- Set a table properly and use table manners
- Record and compute finances
- Utilize job search skills

STAFFING REQUIREMENTS
- 1 Family Consumer Science Teacher

NUMBER OF USERS
- 25 students per classroom
- 1 teacher per classroom

**ACTIVITY SURVEY**
The teacher conducts instruction using interactive white board, cooking at the demonstration kitchen and providing individual assistance at the student group tables. Students perform computer work, mending activities, and sewing activities using portable sewing machines. Cooking labs are conducted in the 4 student kitchens, sometimes with as many as 8 students per kitchen.

**FACILITY IMPLICATIONS**

<table>
<thead>
<tr>
<th>Description</th>
<th># of spaces</th>
<th>Sq. Ft.</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>MULTI-PURPOSE ROOM</td>
<td>1</td>
<td>1400</td>
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<tr>
<td>STORAGE</td>
<td>1</td>
<td>150</td>
<td>150   1,550</td>
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</tbody>
</table>

**MULTI-PURPOSE FACS CLASSROOM**

1) Arrangement of Spaces
- Self-contained classrooms
- Close proximity to cafeteria, media and outdoor to allow deliveries

2) Furniture and Equipment Requirements
   a) Fixed - Classroom
      - Built-in shelves—some accessible to students/ some not accessible to the students
      - Shelves with doors connecting from the bathroom to the classroom
      - one (1) LCD projector mounted to the ceiling with wireless mouse remote
      - one (1) LCD projector screen mounted
      - Built-in shelves
      - Built in storage cabinets in classroom

   b) Movable - Classroom
      - two (2) desktop or laptop computers
      - Twenty five (25) student chairs as needed/ adapted chairs as needed
      - 1 trapezoid table for each classroom and one round table for each classroom
      - one (1) GPS Integrated clock
      - 2 - Teacher desks and chairs (1 per staff member)
      - 2 rectangular tables for each classroom
      - 1 study carrel per classroom
      - 1 work space divider per student ( 6 – 7 per room)
      - 1 handicap accessible sensory tables for each classroom
1) Listening Station
- 1 listening station for each classroom
- 1 storage cabinet on wheels for each classroom
- 1 multi-drawer, art and craft cart for each classroom

3) Environmental Requirements
- a shape that will provide an effective setting for teaching and learning
- automatic window blinds for room for semi darkening capabilities
- natural diffused light through windows or clerestory
- zoned artificial lights with dimmer capabilities
- ventilation and exhaust for project work preparation

4) Utility Requirements
- lights with dimmers
- a electrical outlet strip under each bulletin board

5) Surface Material Requirements
- A slip-free floor around the sink
- VCT flooring for entire classroom area

GENERAL FOOD LABORATORY
This laboratory is contained within the Multi-Purpose FACS classroom. The spatial requirements for the classroom is listed above to accommodate lectured based instruction as well as to perform project based group assignments and the use of portable sewing machines. The spatial requirements for the General Foods Laboratory are specified below.

1) Arrangement of Spaces
- direct connection to the storage room
- close proximity to cafeteria and main kitchen
- direct to the outside for ease of deliveries and equipment repair

2) Furniture and Equipment Requirements
a) Fixed - Laboratory
- 6 L-Shaped unit kitchens with electric ranges, range hood with outside exhaust, stainless steel double bowl sinks (no sprayer hose), 8 feet of counter top, locking base and wall cabinets
- A dry chemical fire extinguisher should be mounted flush to the wall on a perimeter wall.
- A fire safety blanket should be mounted flush to the wall near the fire extinguisher.
- 1 demonstration kitchen should include drop-in electric stovetop, built-in electric oven
- LCD projector mounted to the ceiling with wireless mouse remote
- LCD projector screen mounted
- Built-in shelves
- Built in storage cabinets in classroom
- Soap dispenser, paper towel dispenser and trash receptacle.

b) Movable – Laboratory
- two (2) desk top or laptop computers
- seven (7) microwave ovens
- recycling center including compactor and sorting containers
- soap and paper towel dispensers
- two (2) refrigerators/freezers
- one (1) refrigerator
- one (1) lockable freezer
- one (1) clothes washer
- one (1) clothes dryer
- seven (7) dishwashers
- twenty eight (28) student chairs as needed/ adapted chairs as needed
- twenty eight (28) portable sewing machines
- kitchen equipment including pots, pans, flatware cups, glasses and dishes
- one (1) GPS Integrated clock
- one (1) teacher desk and chair

3) Environmental Requirements
- a shape that will provide an effective setting for teaching and learning
- automatic window blinds for room for semi darkening capabilities
- natural diffused light through windows or clerestory
- zoned artificial lights with dimmer capabilities
- ventilation and exhaust for project work preparation

4) Utility Requirements
- Each kitchen unit needs gas and electric.
- Each station should have an electrical power supply box with two 110v outlets, two positive and negative direct current bayonet-style jacks, and a data outlet
- hot and cold water faucets with rigid gooseneck spigots
- All sinks should have deep seal traps to prevent drying and the escape of sewer gas in to the occupied area.
- A large exhaust fan for ventilation should be installed to vent outside.
- Rooms should be equipped with smoke, carbon monoxide, and gas sensors.
- Hot water at least 140 degrees

5) Surface Material Requirements
- A slip-free floor around the sink
- VCT flooring for entire classroom area

STORAGE
1) **Arrangement of Spaces**
   - direct connection to multi-purpose room adjacent to demonstration kitchen
   - direct connection to corridor

2) **Furniture and Equipment Requirements**
   a) **Fixed**
      - lockable wall and base cabinets with countertops
      - built-in wall shelves for non-perishable foods, cooking equip. & misc. supplies
      - storage of portable sewing machines
   b) **Movable**
      - one (1) GPS Integrated clock

3) **Environmental Requirements**
   - zoned artificial lights with dimmer capabilities
   - ventilation and exhaust for project work preparation

4) **Utility Requirements**
   - outlets above countertop every 18” on center
   - four (4) dedicated outlets on the floor

5) **Surface Material Requirements**
   - VCT Floor
   - Countertops and shelves to be stain resistant from art materials.

6) **General Requirements**
   - minimum 12 foot ceiling.

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**PHYSICAL EDUCATION**

**CURRICULUM DESCRIPTION**
Expose students to the importance of living to the fullest to enjoy and learn about physical activity so that they will continue to be active the rest of their lives. Physical education classes are designed to instill positive attitudes and behaviors for a lifetime commitment to physical activity and good health. Physical education is based on the study of human
movement and includes experiences that encourage students to become efficient, versatile movers.

**GOALS**
- Improve gross motor skills to develop independence.
- Promote skill development in areas of balance, flexibility, strength, and cardio respiratory endurance.
- Understand the importance of eating a balance diet
- Work towards IEP
- County, State, Federal PE mandates

**OBJECTIVES**
- Make healthy food and drink choices
- Make time each day to be physically active
- Plan daily routine to include a realistic activity plan

**STAFFING REQUIREMENTS**
- 2 Full Time Physical Education Teachers

**NUMBER OF USERS**
- 25 students per each divided space and self contained activity rooms
- 1 teacher per divided space

**ACTIVITY SURVEY**
- The gymnasium is a multi-use space to include physical education for middle school students, indoor field day site, school-wide assemblies and recreation community programs. This space is used by the school physical education program during the school day, the athletic department after school hours and the community at night whenever available. This area should be a field-house-type setting. This must be located in one area to allow for maximum security for school activities and community use.

**FACILITY IMPLICATIONS**

<table>
<thead>
<tr>
<th>Description</th>
<th># of spaces</th>
<th>Sq. Ft.</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>GYMNASIUM</td>
<td>1</td>
<td>8250</td>
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</tr>
<tr>
<td>MAIN GYM ATHLETIC STORAGE</td>
<td>2</td>
<td>450</td>
<td>900</td>
</tr>
</tbody>
</table>
BOY'S & GIRLS'S LOCKER ROOMS  2  975  1950
BOY'S & GIRL'S SHOWER ROOMS  1  125  250
HEALTH CLASSROOM  1  850  850
PE OFFICES  2  200  400  12,600

GYMNASIUIM
1) Arrangement of Spaces
   - close proximately to health suite
   - centrally located and direct access to main corridor
   - direct access to outdoor hardtop court and walking trails
   - direct access to locker rooms
   - direct access to storage rooms

2) Furniture and Equipment Requirements
   a) Fixed
      - Integrated sound system with head sets for each teacher with two zones
      - one (1) 4'X5' white marker board without protruding trays at entrance
      - one (1) 4'X5' tack board at entrance
      - two (2) fountains one located outside the gym in main corridor
      - spigot located at each exit door to the outside
      - wall Pads under each basket (16’ long x 7’ high)
      - 1- Soft divider curtain attached to ceiling, key operated for quick deployment
      - four (4) adjustable and retractable backboards, electrically operated
      - two (2) post & backboard for regulation game basketball one (1) four foot bulletin
        board in corridor outside gym
      - one (1) protected assistive listening device for hearing-impaired students
      - one (1) score board, 45 second clocks and control panels
      - one (1) wall phone located near the center of the gymnasium
      - retractable bleacher seating for 300 students
   b) Movable
      - five (5) Floor Mats (Non-latex)
      - two (2) GPS Integrated clock
      - one (1) cleat cleaning mat on outside of exit doors to outside

3) Environmental Requirements
   - Independent HVAC System & temperature control
   - motorized darkening shades at clearstory
   - natural light (clearstory)

4) Utility Requirements
   - three zoned lighting (ability to darken sections of gym) with master switch
   - lighting must be independently control from each entrance
   - electrical outlets appropriately placed to accommodate audio visual needs
   - microphone outlets behind bleachers at midcourt on both sides of gym
- electrical power for darkening shades
- electrical power for adjustable and retractable backboards
- electrical power for scoreboard
- electrical power for protected assistive listening device
- light switches near all entrances from corridors
- hot and cold water supply

5) Surface Material Requirements
- hard maple flooring running lengthwise on the main basketball floor
- game line markings on the floor for games and activities

6) General Requirements
- minimum standard ceiling height of 25-30 feet.
- acoustical panels and treatments required as appropriate.
- protection cages for lights and wall mounted devices.
- double doors all entrances

PE OFFICE
1) Arrangement of Spaces
- direct access to the gym and main corridor
- direct access to PE toilet / shower / lavatory

2) Furniture and Equipment Requirements
   a) Fixed
      - None
   b) Movable
      - two (2) teacher desks
      - two (2) teacher chairs
      - two (2) filing cabinets
      - two (2) desk phones
      - one (1) GPS Integrated clock
      - bookcases along one wall

3) Environmental Requirements
   - standard

4) Utility Requirements
   - four (4) computer outlets
   - two (2) electrical outlets on each wall

5) Surface Material Requirements
   - low impact flooring

6) General Requirements
   - standard

PE TOILET / SHOWER / LAVATORY
1) Arrangement of Spaces
   - direct access to PE office

2) Furniture and Equipment Requirements
   a) Fixed
- sink, toilet, and shower stall
- one (1) built-in trash receptacle

b) Movable
- standard

3) Environmental Requirements
- standard

4) Utility Requirements
- hot & cold water supply
- floor drains

5) Surface Material Requirements
- ceramic tile floors
- ceramic tile walls 4 feet high

6) General Requirements
- standard

ATHLETIC STORAGE
1) Arrangement of Spaces
- direct access to the gym
- direct access to the outside

2) Furniture and Equipment Requirements
   a) Fixed
   - 24” shelving located on two walls from ceiling to floor
   - double solid hard wood doors with removable center mullion to inside
   - double fiberboard exterior door with removable center mullion to outside

   b) Movable
   - none

3) Environmental Requirements
- standard

4) Utility Requirements
- standard

5) Surface Material Requirements
- sealed concrete flooring

6) General Requirements
- minimum standard ceiling height of 15 feet.
- double solid doors 8 feet high with lock set.
- security key pad at exterior door
- small mounting hooks 1 foot apart within a 10 foot by 10 foot area.

MALE GANG TOILET ROOM
1) Arrangement of Spaces
- direct access to Male Locker Room and main corridor
- centrally located within the building
- close proximity gym

2) Furniture and Equipment Requirements
   a) Fixed
- sink, toilet, shower stall, urinal
- towel supply closet
- one (1) built-in trash receptacle

b) Movable

3) none

Environmental Requirements
- standard

4) Utility Requirements
- hot and cold water

5) Surface Material Requirements
- ceramic tile floors
- ceramic tile walls 4 feet high

6) General Requirements
- standard

FEMALE GANG TOILET ROOM

1) Arrangement of Spaces
   - direct access to Female Locker Room and main corridor
   - centrally located within the building
   - close proximity to gym

2) Furniture and Equipment Requirements
   a) Fixed
      - sink, toilet, shower stall,
      - towel supply closet
      - one (1) built-in trash receptacle
   b) Movable
      - none

3) Environmental Requirements
- standard

4) Utility Requirements
- hot and cold water

5) Surface Material Requirements
- ceramic tile floors
- ceramic tile walls 4 feet high

6) General Requirements
- standard

FEMALE LOCKER ROOM

1) Arrangement of Spaces
   - direct access to Female Gang Toilet Room
   - direct access to Girl’s Shower Room

2) Furniture and Equipment Requirements
   a) Fixed
      - 300 - 12” width x 12” depth x 60” lockers – composite material
      - continuous wall railings for walking height and wheel chair height
- Non-corrosive grab bars along perimeter
- cubbies & shelving
- one (1) lockable closet

b) Movable
- one (1) GPS integrated clock

3) Environmental Requirements
- independent HVAC System & temperature control
- built-in heat lamps
- sufficient Artificial Light

4) Utility Requirements
- dedicated electrical power for built-in heat lamps
- floor drains

5) Surface Material Requirements
- non-slip texture floor
- epoxy coated walls & ceiling

6) General Requirements
- built-in heat lamps

FEMALE SHOWER ROOM
1) Arrangement of Spaces
   - direct access to Female Gang Toilet Room
   - direct access to Female Locker Room

2) Furniture and Equipment Requirements
   a) Fixed
      - non-corrosive grab bars along perimeter
      - partitions
   b) Movable
      - None

3) Environmental Requirements
   - ventilation and exhaust
   - sufficient artificial light

4) Utility Requirements
   - electrical power for exhaust fans
   - floor drains
   - hot & cold water connections

5) Surface Material Requirements
   - non-slip texture floor
   - epoxy coated walls & ceiling

6) General Requirements
   - four (4) individual showers bays with curtains

MALE LOCKER ROOM
1) Arrangement of Spaces
   - direct access to Male Gang Toilet Room
- direct access to Male Shower Room

2) Furniture and Equipment Requirements
   a) Fixed
      - 300 - 12" width x 12" depth x 60" lockers – composite material
      - continuous wall railings for walking height and wheel chair height
      - Non-corrosive grab bars along perimeter
      - cubbies & shelving
      - one (1) lockable closet
   b) Movable
      - one (1) GPS integrated clock

3) Environmental Requirements
   - independent HVAC System & temperature control
   - built-in heat lamps
   - sufficient artificial Light

4) Utility Requirements
   - dedicated electrical power for built-in heat lamps
   - floor drains

5) Surface Material Requirements
   - non-slip texture floor
   - epoxy coated walls & ceiling

6) General Requirements
   - built-in heat lamps

MALE SHOWER ROOM
1) Arrangement of Spaces
   - direct access to Male Gang Toilet Room
   - direct access to Boy’s Locker Room

2) Furniture and Equipment Requirements
   a) Fixed
      - non-corrosive grab bars along perimeter
      - partitions
   b) Movable
      - none

3) Environmental Requirements
   - exhaust
   - sufficient artificial light

4) Utility Requirements
   - electrical power for exhaust fans
   - floor Drains
   - hot & cold water connections

5) Surface Material Requirements
   - non-slip texture floor
   - epoxy coated walls & ceiling

6) General Requirements
- four (4) individual showers bays with curtains

**GENERAL (HEALTH) CLASSROOM**

1) **Arrangement of Spaces**
   - close proximity teacher and student bathrooms
   - close proximity to other academic classrooms in each grade cluster
   - adjacent to Physical Education Suite

2) **Furniture and Equipment Requirements**
   a) **Fixed - Classroom**
      - same as General Classroom in specifications for regular academic subjects
   b) **Movable - Classroom**
      - same as General Classroom in specifications for regular academic subjects

3) **Environmental Requirements**
   - same as General Classroom in specifications for regular academic subjects

4) **Utility Requirements**
   - same as General Classroom in specifications for regular academic subjects

5) **Surface Material Requirements**
   - same as General Classroom in specifications for regular academic subjects

6) **General Requirements**
   - same as General Classroom in specifications for regular academic subjects

---

**SPECIAL EDUCATION – ALTERNATIVE LEARNING OUTCOMES CLASSROOM**

**CURRICULUM DESCRIPTION**

This classroom and support areas serve as primary instructional space for students with the most significant physical and cognitive disabilities. They have academic as well as physical and behavioral challenges. These students require a separate classroom where most or all of their instruction will be delivered in academics and daily living skills. The
room must be large enough for students to be taught in a large group as well as individual or small group settings. There must be room enough for the students in wheelchairs or with limited mobility to travel around the classroom. The classroom will be non-categorical and include students who have Down Syndrome, Autism, Cerebral Palsy, and other disabling conditions. The students need a very structured, predictable and consistent environment. They have many special needs beyond academics. Due to physical needs it is essential that this classroom be in close proximity to an outside door, to the cafeteria, and the gymnasium.

**GOALS**
- To provide students with significant disabilities with a program that incorporates both the general education curriculum and functional life skills that will enable them to achieve full educational potential and lifelong independence.

**OBJECTIVES**
- Upon completion of this course, the students will be able to:
  - Access the general curriculum, progress in general curriculum and complete daily functional living skills.

**STAFFING REQUIREMENTS**
- 1 Special Education Teacher
- 1 Special Education Instructional Assistant
- 1 to 2 part time Instructional Assistants

**NUMBER OF USERS**
- 10 students per class space

**ACTIVITY SURVEY**
- The classrooms will be used to provide special instruction for approximately 8-12 students with significant cognitive, behavioral, and physical needs. These students receive instruction in both academic and daily living skills. Students will be working in small groups or individually. Students will be completing reading, math, science and social studies activities in the classroom at differing levels of difficulty.

- Students will utilize technology including computer use as part of their program. Students will also learn functional living skills such as cooking, cleaning, hygiene, etc. through project/performance based activities. Students will work at life skills/family training activities. All areas of the classroom must be wheelchair accessible. There must be restrooms for both male and female students, a sensory room, and a time out/seclusion room. They should also be in close
proximity to therapy rooms. Lockers or cubbies must be located within the classroom for storage of personal student belongings.

FACILITY IMPLICATIONS

<table>
<thead>
<tr>
<th>Description</th>
<th># of spaces</th>
<th>Sq. Ft.</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>CLASSROOM (Laundry &amp; Kitchen)</td>
<td>1</td>
<td>1000</td>
<td>1000</td>
</tr>
<tr>
<td>TOILET ROOMS (UNISEX)</td>
<td>2</td>
<td>100</td>
<td>200</td>
</tr>
<tr>
<td>TIME ROOMS</td>
<td>1</td>
<td>50</td>
<td>50</td>
</tr>
<tr>
<td>SENSORY ROOM</td>
<td>1</td>
<td>150</td>
<td>150</td>
</tr>
<tr>
<td>STORAGE ROOM</td>
<td>1</td>
<td>50</td>
<td>50</td>
</tr>
</tbody>
</table>

ALO CLASSROOM
1) Arrangement of Spaces
   - direct access to main corridor
   - close proximity to outside exit for bus access
   - close proximity to cafeteria
   - close proximity to health suite
   - close proximity to physical education suite

2) Furniture and Equipment Requirements
   a) Fixed
      - one (1) big sectional cabinet with 4 doors
      - cubbies for students to store coats and personal items
      - one (1) two door cabinet with countertop
   b) Movable
      - fifteen (15) student desks
      - fifteen (15) student desks
      - two (2) file cabinets
      - one (1) bookcase
      - one (1) wardrobe
      - one (1) teacher desk and chair
      - one (1) assistant desk and chair
      - four (4) computer stations
      - one (1) kidney shaped table
      - one (1) GPS integrated clock

3) Environmental Requirements
   - natural light
   - artificial fluorescent and incandescent lighting for different life activities
4) **Utility Requirements**
   - standard
   - lights must be on a dimmer switch

5) **Surface Material Requirements**
   - carpet (living room)
   - VCT (kitchen)

**KITCHENETTE**
1) **Arrangement of Spaces**
   - direct access to classroom and laundry

2) **Furniture and Equipment Requirements**
   a) **Fixed**
      - kitchen range, oven & sink
      - four (4) Cabinets for food & supplies
      - apartment size stackable washer and dryer
   b) **Movable**
      - two (2) Large gathering kitchen table with 8-10 chairs 2 chair with arms

3) **Environmental Equipment Requirements**
   - ventilation & exhaust
   - outlets above counter
   - light over range

4) **Utility Requirements**
   - electrical outlets above counter

5) **Surface Material Requirements**
   - non-slip texture floor
   - epoxy coated walls & ceiling

**UNISEX BATHROOMS**
1) **Arrangement of Spaces**
   - Direct access from classrooms

2) **Furniture and Equipment Requirements**
   a) **Fixed**
      - sink, toilet, and shower stall
   b) **Movable**
      - none

3) **Environmental Requirements**
   - standard

4) **Utility Requirements**
   - hot & Cold water
   - floor Drains

5) **Surface Material Requirements**
   - non-slip texture floor
   - epoxy coated walls

6) **General Requirements**
TIME OUT ROOM

1) Arrangement of Spaces
   - direct access from classrooms
   - direct access to vestibule
   - soundproof (Not near Smart board)

2) Furniture and Equipment Requirements
   a) Fixed
      - special door hardware considerations
      - observation window in door
   b) Movable
      - none

3) Environmental Requirements
   - artificial lights only (no natural light)

4) Utility Requirements
   - tamper proof floor drains
   - special acoustical treatments including entry door
   - light switches not inside room (on the exterior only)
   - lights must be on a dimmer switch

5) Surface Material Requirements
   - non-slip texture floor
   - epoxy coated walls
   - special acoustical treatments including entry door - soundproof
   - floor padding
   - wall padding from floor to 6 feet high

6) General Requirements
   - high Ceilings

STORAGE ROOM

1) Arrangement of Spaces
   - direct access to classroom

2) Furniture and Equipment Requirements
   a) Fixed
      - wall cabinets and shelving for student items
      - Movable
      - none

3) Environmental Requirements
   - standard

4) Utility Requirements
   - standard

5) Surface Material Requirements
   - VCT flooring
SENSORY ROOM

1) Arrangement of Spaces
   - direct access from classrooms
   - Soundproof (Not near a Smartboard)

2) Furniture and Equipment Requirements
   a) Fixed
      - special door hardware considerations
      - observation window in door
   b) Movable
      - none

3) Environmental Requirements
   - Artificial lights only (no natural light)

4) Utility Requirements
   - tamper proof floor drains
   - special acoustical treatments including entry door
   - light switches not inside room (on the exterior only)
   - lights controlled by a dimmer switch

5) Surface Material Requirements
   - non-slip texture floor
   - epoxy coated walls
   - TV/DVD wall mount

6) General Requirements
   - high Ceilings

ALTERNATIVE EDUCATION PROGRAM

CURRICULUM DESCRIPTION
A small number of students who require a separate, structured classroom setting due to demonstrating significant and chronic disruptive behavior that has not been corrected through other disciplinary and behavioral intervention strategies and teaching
responses. Instruction will be received through direct teaching, tutoring, reinforcement, and computerized instruction with online, recorded, software and live streaming of instruction from the classroom. They will need to be located in close proximity to the office and guidance office. They will need a unisex restroom and a time out rooms within the classroom.

**GOALS**
- To provide a separate classroom setting for students who will be temporarily removed from their regular classrooms for a minimum, specified period of time with specified contingencies for return to the classroom. Students will receive comparable educational instruction and behavioral support and intervention services to address academic performance and behavioral and social skills deficits. Following a period of instruction and behavioral intervention, and demonstrated progress in meeting disciplinary expectations, students will be returned to their regular classroom.

**OBJECTIVES**

Upon completion of this course, the students will be able to:

- Students will understand and improve academic performance, attendance, behavior and discipline.

**STAFFING REQUIREMENTS**
- 1 Alternative Education Teacher
- 1 Alternative Education Instructional Assistant

**NUMBER OF USERS**
- 15 students per each classroom
- 1 full time teacher per classroom
- 1 full time instructional assistant per classroom

**ACTIVITY SURVEY**
Students will be working individually or in very small groups receiving instruction in reading, math, science and social studies on their grade level. Often students will utilize computer technology for the major part of their instruction. Students will also receive tutoring, participate in individualized learning activities, and complete assigned work. Students will participate in behavioral and social skills training and intervention strategies and individual conferencing as needed.

**FACILITY IMPLICATIONS**

<table>
<thead>
<tr>
<th>Description</th>
<th># of spaces</th>
<th>Sq. Ft.</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>CLASSROOM</td>
<td>1</td>
<td>850</td>
<td>850</td>
</tr>
</tbody>
</table>
TOILET ROOM (UNISEX)  1  80  80
TIME OUT ROOMS  2  50  100
LOCKER/STORAGE ROOM  1  100  100  1,130

ALTERNATIVE CLASSROOM
1)  Arrangement of Spaces
   - Self – contained classrooms
   - direct connection with time out and locker room
   - close proximity to the administrative, SRO, and school counselors’ office suite
2)  Furniture and Equipment Requirements
   a)  Fixed - Classroom
      - map rail with two flag holders
      - interactive white board at front of room
      - dry erase board, 10 linear feet, magnetic, at side of room
      - tack board, each side of interactive white board - full length of the room
      - tack board strip, 12 linear feet
      - one (1) TV/DVD combination, wall-mounted
      - one (1) cassette/CD player/recorder
      - one (1) wall clock
      - one (1) wall mounted projection screen, retractable
      - one (1) sink with fountain
      - one (1) towel dispenser
      - one (1) soap dispenser
   b)  Movable - Classroom
      - two (2) tables, rectangular (30" x 60"), adjustable
      - twelve (12) chairs for tables
      - fifteen (15) pupil chairs and desks, appropriate for age of student
      - two (2) file cabinets, 4 drawer w/lock
      - one (1) teacher chair, 1 assistant chair
      - one (1) teacher desk, 1 assistant desk
      - one (1) book cart
      - one (1) cabinet, movable, double cubicle
      - one (1) large paper storage unit, 24" x 36", flat file
      - one (1) cabinet, movable, paper storage
      - one (1) chart stand
      - one (1) rocking chair/reading chair
      - one (1) laptop/computer work station with printer for each teacher
      - three (3) laptop/computer student workstations per classroom
3)  Environmental Requirements
   - climate control - comfortable for year round use
- artificial and natural lighting
- predominate dependence on natural lifting
- screened windows that open with encased blinds for darkening for AV use
- adjustable visual access from each instructional area
- acoustical treatment for internal and external sounds
- sound-proof time-out room

4) Utility Requirements
- electrical outlets spaced throughout the room
- wall strip with 115 volt duplex outlets along one wall
- hot/cold water supply
- television hook-up for wall mounting
- one (1) clock outlet
- 2-Way PA system with privacy capabilities
- zoned lighting
- computer wiring for 3 student workstations and 1 teacher 1 Assistant workstation
- phone access within room
- surveillance technology with taping possibilities (camera)

5) Surface Material Requirements
- slip-free floor around the sink
- VCT flooring for entire classroom area

UNISEX BATHROOM
1) Arrangement of Spaces
- direct access from classroom

2) Furniture and Equipment Requirements
a) Fixed
- sink, toilet, and shower stall
b) Movable

3) Environmental Requirements
- standard

4) Utility Requirements
- hot & cold water
- floor drains

5) Surface Material Requirements
- non-slip texture floor
- epoxy coated walls

6) General Requirements
- standard
- non-locking door

TIME OUT ROOMS
1) Arrangement of Spaces
- direct connection to classrooms
- non-locking door
**Furniture and Equipment Requirements**

a) **Fixed**
- special door hardware considerations
- observation window adjacent to door with safety glass

b) **Movable**
- None

2) **Environmental Requirements**
- artificial lights only (no natural light)

3) **Utility Requirements**
- tamper proof floor drains
- special acoustical treatments including entry door
- light switches not inside room (on the exterior only)

4) **Surface Material Requirements**
- non-slip texture floor
- epoxy coated walls
- wall padding from floor to 6 feet high

5) **General Requirements**
- High Ceilings

**LOCKER / STORAGE ROOM**

1) **Arrangement of Spaces**
- direct access to classroom

2) **Furniture and Equipment Requirements**
   a) **Fixed**
   - wall cabinets and shelving for student items
   - lockers
   
   b) **Movable**
   - None

3) **Environmental Requirements**
- standard

4) **Utility Requirements**
- standard

5) **Surface Material Requirements**
- VCT flooring

**SPECIAL EDUCATION – CONTINUUM OF PERSONAL ADJUSTMENT (CPA) CLASSROOM**

**CURRICULUM DESCRIPTION**
A small number of students with emotional disabilities require a separate classroom where they can receive most or all of their instruction in a structured, therapeutic setting. Instruction will be received through direct teaching, tutoring, reinforcement, and computerized instruction with online, recorded, software and live streaming of instruction
from the classroom. They will need to be located in close proximity to the office and guidance office. They will need a unisex restroom and a time out rooms within the classroom. They will receive ongoing support through counseling conferencing and other interventions to address and remediate emotional and behavioral difficulties.

GOALS
- To provide students with emotional disabilities with a program that incorporates the general education curriculum, social skills and affective education to remediate emotional-social, behavioral and academic deficits, and to provide support for successful transitioning to inclusion classrooms.

OBJECTIVES
- Upon completion of this program the students will be able to successfully mainstream to inclusion and regular classroom settings and school environment with support as needed.

STAFFING REQUIREMENTS
- 1 Special Education Teacher
- 1 Special Education Instructional Assistant

NUMBER OF USERS
- 10 students per class space

ACTIVITY SURVEY
- Students will be working individually or in very small groups receiving instruction in reading, math, science and social studies on their grade level. They will work on project/performance based activities. The students will utilize technology including computer use for the major part of their instruction. Students will also participate in individualized learning activities. Students will participate in social skills training and affective education. Students will receive counseling and ongoing individual conferencing as needed.

FACILITY IMPLICATIONS

<table>
<thead>
<tr>
<th>Description</th>
<th># of spaces</th>
<th>Sq. Ft.</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>CLASSROOM (CPA)</td>
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<td>850</td>
<td>850</td>
</tr>
<tr>
<td>TOILET ROOM (UNISEX)</td>
<td>1</td>
<td>80</td>
<td>80</td>
</tr>
</tbody>
</table>
### CPA CLASSROOM

1) Arrangement of Spaces
   - Self-contained classrooms
   - Direct connection with time out and locker
   - Close proximity to the administrative, SRO, and school counselors office suite
   - Close proximity to the administrative offices and guidance suite.

2) Furniture and Equipment Requirements
   a) Fixed - Classroom
      - Map rail with two flag holders
      - Interactive white board at front of room
      - Dry erase board, 10 linear feet, magnetic, at side of room
      - Tack board, each side of interactive white board - full length of the room
      - Tack board strip, 12 linear feet
      - One (1) TV/DVD combination, wall-mounted
      - One (1) cassette/CD player/recorder
      - One (1) wall clock
      - One (1) wall mounted projection screen, retractable
      - One (1) towel dispenser
      - One (1) soap dispenser
   b) Movable - Classroom
      - Two (2) tables, rectangular (30" x 60"), adjustable
      - Twelve (12) chairs for tables
      - Twelve (12) pupil chairs and desks, appropriate for age of student
      - Two (2) file cabinets, 4 drawer w/lock
      - One (1) teacher chair, 1 assistant chair
      - One (1) teacher desk, 1 assistant desk
      - One (1) book cart
      - One (1) cabinet, movable, double cubicle
      - One (1) large paper storage unit, 24" x 36", flat file
      - One (1) cabinet, movable, paper storage
      - One (1) chart stand
      - One (1) rocking chair/reading chair
      - One (1) laptop/computer work station with printer for each teacher
      - Three (3) laptop/computer student workstations per classroom

3) Environmental Requirements
   - Climate control - comfortable for year round use
   - Artificial and natural lighting
- predominate dependence on natural lifting
- screened windows that open with encased blinds for darkening for AV use
- adjustable visual access from each instructional area
- acoustical treatment for internal and external sounds
- sound-proof time-out room

4) Utility Requirements
- electrical outlets spaced throughout the room
- wall strip with 115 volt duplex outlets along one wall
- hot/cold water supply
- television hook-up for wall mounting
- one (1) clock outlet
- 2-Way PA system with privacy capabilities
- zoned lighting
- computer wiring for 3 student workstations and 1 teacher 1 Assistant workstation
- phone access within room
- surveillance technology with taping possibilities (camera)

5) Surface Material Requirements
- slip-free floor around the sink
- VCT flooring for entire classroom area

UNISEX BATHROOM
1) Arrangement of Spaces
- direct access from classrooms

2) Furniture and Equipment Requirements
   a) Fixed
      - sink, toilet, and shower stall
   b) Movable
      - sink, toilet, and shower stall

3) Environmental Requirements
   - standard

4) Utility Requirements
   - hot & cold water
   - floor Drains

5) Surface Material Requirements
   - non-slip texture floor
   - epoxy coated walls

6) General Requirements
   - Standard

TIME OUT ROOMS
1) Arrangement of Spaces
   - Direct connection to classrooms

2) Furniture and Equipment Requirements
a) Fixed
- Special door hardware considerations
- Observation window adjacent to door
b) Movable
- None

3) Environment Requirements
- Artificial lights only (no natural light)

4) Utility Requirements
- Tamper proof floor drains
- Special acoustical treatments including entry door
- Light switches not inside room (on the exterior only)

5) Surface Material Requirements
- Non-slip texture floor
- Epoxy coated walls
- Wall padding from floor to 6 feet high

6) General Requirements
- High Ceilings

LOCKER / STORAGE ROOM
1) Arrangement of Spaces
- Direct access to classroom

2) Furniture and Equipment Requirements
a) Fixed
- Wall cabinets and shelving for student items
- Lockers
b) Movable
- None

3) Environment Requirements
- Standard

4) Utility Requirements
- Standard

5) Surface Material Requirements
- VCT flooring

TIME OUT ROOMS
1) Arrangement of Spaces
- Direct connection to classrooms
  - Non-locking door

Furniture and Equipment Requirements
a) Fixed
- Special door hardware considerations
  - Observation window adjacent to door (safety glass)

b) Movable
- None

1) Environmental Requirements
- Artificial lights only (no natural light)

2) Utility Requirements
- Tamper proof floor drains
- Special acoustical treatments including entry door
  - Light switches not inside room (on the exterior only)

3) Surface Material Requirements
- Non-slip texture floor
- Epoxy coated walls
- Wall padding from floor to 6 feet high

4) General Requirements
- High Ceilings

**LOCKER / STORAGE ROOM**

1) Arrangement of Spaces
- Direct access to laboratory

2) Furniture and Equipment Requirements
   a) Fixed
      - Wall cabinets and shelving for student items
      - Lockers
      - Movable
      - None

2) Environmental Requirements
- Standard

3) Utility Requirements
- Standard

4) Surface Material Requirements
- VCT flooring

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**SPECIAL EDUCATION PROGRAM - RESOURCE**

**CURRICULUM DESCRIPTION**
A small number of students (5-10) with learning disabilities will be provided with co-taught lessons in the general education classroom for the major portion of their day, but will require a separate classroom where they can receive supplemental instructional support and services in all subjects. They will need to be located in close proximity to the grade level classrooms.
GOALS

- To provide students with learning disabilities with a program that can be flexible in meeting their needs by including specialized instruction within the general education setting as well as a separate individual and/or small group setting.

OBJECTIVES

- Upon completion of this course, the students will be able to access grade level instruction and become proficient in reading and mathematics.

STAFFING REQUIREMENTS

- 1 Special Education Teacher
- 1 Special Education Instructional Assistant

NUMBER OF USERS

- 10 students per class space
- 1 teacher per classroom
- 1 instructional assistant per classroom

ACTIVITY SURVEY

Students (5-10) will be working individually or in very small groups receiving instruction in reading, math, science and social studies on their grade level. They will work on project/performance based activities. The students will utilize technology including computer use for the major part of their instruction. Students will also participate in individualized learning activities.

FACILITY IMPLICATIONS

<table>
<thead>
<tr>
<th>Description</th>
<th># of spaces</th>
<th>Sq. Ft.</th>
<th>Total</th>
</tr>
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<tbody>
<tr>
<td>CLASSROOM</td>
<td>3</td>
<td>425</td>
<td>1,275</td>
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</tbody>
</table>

RESOURCE CLASSROOM

1) Arrangement of Spaces
   - Self – contained classrooms
   - one classroom in each grade cluster (6th, 7th & 8th)

2) Furniture and Equipment Requirements
   a) Fixed – Classroom
      - map rail with two flag holders
      - interactive white board at front of room
- dry erase board, 10 linear feet, magnetic, at side of room
- tack board, each side of interactive white board - full length of the room
- tack board strip, 12 linear feet
- one (1) TV/DVD combination, wall-mounted
- one (1) cassette/CD player/recorder
- one (1) wall clock
- one (1) wall mounted projection screen, retractable
- one (1) towel dispenser
- one (1) soap dispenser

b) Movable - Classroom
- one (1) table, horseshoe or kidney shape, adjustable
- six (6) chairs for tables with ball glides
- twelve (12) pupil chairs with ball glides and desks, appropriate for age of student
- two (2) file cabinets, 4 drawer w/lock
- one (1) teacher chair, 1 assistant chair
- one (1) teacher desk, 1 assistant desk
- one (1) cabinet with lock for teacher coat and personal items
- three (3) book shelves: teacher materials, student library, student materials
- one (1) cabinet, movable, double cubicle
- one (1) large paper storage unit, 24" x 36", flat file
- one (1) cabinet, movable, paper storage
- one (1) document camera
- one (1) laptop/computer work station with printer for each teacher
- one (1) wireless printer
- three (3) laptop/computer student workstations per classroom

3) Environmental Requirements
- climate control - comfortable for year round use
- artificial and natural lighting
- predominate dependence on natural lighting
- screened windows that open with encased blinds for darkening for AV use
- adjustable visual access from each instructional area
- acoustical treatment for internal and external sounds
- sound-proof time-out room

4) Utility Requirements
- electrical outlets spaced throughout the room
- wall strip with 115 volt duplex outlets along one wall
- hot/cold water supply
- television hook-up for wall mounting
- one (1) clock outlet
- 2-Way PA system with privacy capabilities
- zoned lighting
- computer wiring for 3 student workstations and 1 teacher 1 Assistant workstation
- phone access within room
- surveillance technology with taping possibilities (camera)

5) Surface Material Requirements
- slip-free floor around the sink
- VCT flooring for entire classroom area

SPECIAL EDUCATION PROGRAM - SPEECH THERAPY

CURRICULUM DESCRIPTION
A small number of students (1-3) with delays in speech/language development, fine motor skills, or physical limitations that require therapy from a licensed therapist

GOALS
- To provide students with speech/language and/or physical needs with a small group setting to work on specific skills with a therapist on a weekly basis. To conduct assessments and complete required paperwork.

**OBJECTIVES**

Upon completion of this course, the students will be able to:

- Progress in therapy to point where all skills are age and grade appropriate.

**STAFFING REQUIREMENTS**

- 1 Speech Therapist

**NUMBER OF USERS**

- 3 students per class space

**ACTIVITY SURVEY**

- Students (1-3) will be working individually or in very small groups receiving individual or group therapy (speech/language, occupational, or physical therapy).

**FACILITY IMPLICATIONS**

<table>
<thead>
<tr>
<th>Description</th>
<th># of spaces</th>
<th>Sq. Ft.</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>CLASSROOM</td>
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<tr>
<td>LOCKER/STORAGE ROOM</td>
<td>1</td>
<td>50</td>
<td>50 200</td>
</tr>
</tbody>
</table>

**SPEECH THERAPY CLASSROOM**

1) **Arrangement of Spaces**
   - Self – contained classrooms
   - close proximity to Guidance Suite

2) **Furniture and Equipment Requirements**
   a) **Fixed - Classroom**
      - one (1) dry erase board, 10 linear feet, magnetic, at side of room
- one (1) tack board strip, 12 linear feet
- 1 wall clock
- one (1) sink with water fountain, towel dispenser, soap dispenser

b) Movable - Classroom
- one (1) table to accommodate 3 student chairs
- three (3) student chairs for tables
- one (1) file cabinets, 4 drawer w/lock
- one (1) teacher chair
- one (1) teacher desk
- one (1) cabinet with lock for teacher coat and personal items
- one (1) cabinet, movable, double cubicle
- one (1) wireless printer

3) Environmental Requirements
- climate control - Comfortable for year round use
- artificial and natural lighting with a
- acoustical treatment for internal and external sounds

4) Utility Requirements
- electrical outlets spaced throughout the room
- one (1) clock outlet
- 2-Way PA system with privacy capabilities
- Phone access within room

5) Surface Material Requirements
- slip-free floor around the sink
- VCT flooring for entire classroom area

GUIDANCE CENTER

DESCRIPTION
School Counseling, Psychological and Mental Health Services are delivered to address the social and emotional needs of all students. School Counseling Services provides a unique and comprehensive guidance program that meets the needs of all of students. School Counseling Services may include: individual, group or classroom guidance lessons. Psychological Services conduct individual student evaluations and prepares
Functional Behavior Assessments and sees students as needed. These two services work collaboratively at times and provide support to teachers with students exhibiting behavioral issues. It also functions as a career resource center in the use of Career Development to aid in the thought process to lead students to their career pathway as they prepare for high school.

A. Staffing Requirements
- Psychologist Certified (1 Full-Time)
- Counseling Certified (2 Full-Time)
- Mental Health Therapist (1 Full-Time from the Health Department)

B. Number of Users
- 12 - 15 students per class space
- 1 professional per class space

ACTIVITY SURVEY
These techniques are designed to be un-intrusive and to return the student to the learning environment as soon as possible. The strategies may include the use of time-outs to allow students safe, secure and supervised place in which to regain control. This management system is not meant to be punitive rather, it is intended to reinforce the students understanding of those behaviors which are acceptable within the learning and social environment of the school and those behaviors which are not acceptable. The intention is to be a proactive facility.

FACILITY IMPLICATIONS

<table>
<thead>
<tr>
<th>Description</th>
<th># of spaces</th>
<th>Sq. Ft.</th>
<th>Total</th>
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<tr>
<td>COUNSELING OFFICE</td>
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<td>260</td>
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<tr>
<td>PSYCHOLOGIST OFFICE</td>
<td>1</td>
<td>130</td>
<td>130</td>
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<tr>
<td>MENTAL HEALTH OFFICE</td>
<td>1</td>
<td>130</td>
<td>130</td>
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<tr>
<td>CONFERENCE ROOM</td>
<td>1</td>
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<td>300</td>
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<tr>
<td>CAREER CENTER</td>
<td>1</td>
<td>300</td>
<td>300</td>
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<tr>
<td>RECORDS ROOM</td>
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<tr>
<td>STORAGE ROOM</td>
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<tr>
<td>RECEPTION &amp; WAITING</td>
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<td>300</td>
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<tr>
<td>OUTSIDE RESOURCE RMS</td>
<td>3</td>
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<td>195</td>
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</table>

<table>
<thead>
<tr>
<th>EACH COUNSELING OFFICE (2) (130 sq. ft. each)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Arrangement of Spaces</td>
</tr>
<tr>
<td>- adjacent to Psychologist office and reception area</td>
</tr>
<tr>
<td>- close Proximity to other counseling Offices</td>
</tr>
</tbody>
</table>
2) Furniture and Equipment Requirements
   a) Fixed
      - one (1) 4’X4’ cork board / dry eraser board
      - two-way intercommunication system in general office (See “Communication Systems” under Other General Building Considerations)
      - one (1) above built-in bookcase
   b) Movable
      - one (1) teacher’s desk
      - one (1) teacher’s chair
      - one (1) desktop or (1) laptop computer
      - one (1) phone with conference capabilities connected to Guidance line
      - one (1) file cabinet
      - one (1) group table
      - four (4) chairs
      - one (1) bookcase
      - one (1) floor lamp
      - one (1) TV/DVD/VCR
      - one (1) GPS wireless Integrated battery operated clock

3) Environmental Requirements
   - adequate natural lighting / skylight
   - adequate ventilation

4) Utility Requirements
   - standard

5) Surface Material Requirements
   - Carpet

PSYCHOLOGIST OFFICE (1) (130 sq. ft.)
1) Arrangement of Spaces
   - Adjacent to Counseling office and Reception area

2) Furniture and Equipment Requirements
   a) Fixed
      - one (1) 4’X4’ cork board / dry eraser board
      - two-way intercommunication system in general office (See “Communication Systems” under Other General Building Considerations)
      - one (1) above built-in bookcase
   b) Movable
      - one (1) teacher’s desk
      - one (1) teacher’s chair
      - one (1) desktop or (1) laptop computer
      - one (1) phone with conference capabilities connected to Guidance line
      - one (1) file cabinet
      - one (1) group table
      - four (4) chairs
- one (1) bookcase
- one (1) floor lamp
- one (1) TV/DVD/VCR
- one (1) GPS wireless integrated battery operated clock

3) Environmental Requirements
   - adequate natural lighting / skylight
   - adequate ventilation

4) Utility Requirements
   - standard

5) Surface Material Requirements
   - carpet

6) General Requirements
   - standard

MENTAL HEALTH THERAPIST OFFICE (1) (130 sq. ft.)

1) Arrangement of Spaces
   - Adjacent to Counseling office and Reception area

2) Furniture and Equipment Requirements
   a) Fixed
      - one (1) 4’X4’ cork board / dry eraser board
      - two-way intercommunication system in general office (See “Communication Systems” under Other General Building Considerations)
      - one (1) above built-in bookcase
   b) Movable
      - one (1) teacher’s desk
      - one (1) teacher’s chair
      - one (1) desktop or (1) laptop computer
      - one (1) phone with conference capabilities connected to Guidance line
      - one (1) file cabinet
      - one (1) group table
      - four (4) chairs
      - one (1) bookcase
      - one (1) floor lamp
      - one (1) TV/DVD/VCR
      - one (1) GPS wireless integrated battery operated clock

3) Environmental Requirements
   - adequate natural lighting / skylight
   - adequate ventilation

4) Utility Requirements
   - standard

5) Surface Material Requirements
   - carpet

5) General Requirements
CONFERENCE ROOM (300 sq. ft.)
To use as a space for Parent/Teacher conferences, small groups, conflict resolution, MSAP meetings, etc.

1) Arrangement of Spaces
   - Centrally located in the Counseling Suite

2) Furniture and Equipment Requirements
   a) Fixed
      - one (1) interactive white board
      - one (1) dry erase Board
      - one (1) bulletin board
      - one (1) TV/DVD/VCR
      - one (1) built-in lockable base cabinets with counter top and wall cabinet unit along short wall by the entrance door
   b) Movable
      - one (1) long conference table to accommodate at least 12 people with chairs
      - one (1) GPS wireless Integrated battery operated clock
      - one (1) phone with conference capabilities connected to Guidance line
      - one (1) filing cabinet drawers,

3) Environmental Requirements
   - standard

4) Utility Requirements
   - standard

5) Surface Material Requirements
   - carpet

6) General Requirements
   - standard

CAREER CENTER ROOM (300 sq. ft.)
The Southern Middle School Career Lab will serve as the center for which exploration into the various career opportunities that spark our students’ interest will take place. There, students will work with their school counselors independently or within a group, to complete interest surveys and career portfolios. Additionally, they will explore the high school curriculum, graduation requirements, the CTE pathways, elective courses, and extra-curricular activities. When considering their career goals, college goals and/or personal goals, careful preparation and attention to detail will be taken into account in order to provide a seamless transition to high school where a sequential experience based on their interest and strength will be valued.

1) Arrangement of Spaces
   - adjacent to Conference Room

2) Furniture and Equipment Requirements
   a) Fixed
      - one (1) interactive white board
- one (1) pull-down manual projection screen
- one (1) dry erase Board
- one (1) bulletin board
- one (1) built-in lockable base cabinets with counter top and wall cabinet unit along short wall by the entrance door

b) Movable
- one (1) table to accommodate at least 12 -15 people with chairs
- one (1) GPS wireless Integrated battery operated clock
- one (1) book shelving around the room
- one (1) TV/DVD/VCR
- five (5) tables
- five (5) chairs
- five (5) desktop computers

3) Environmental Requirements
- adequate natural lighting / skylight
- adequate ventilation

4) Utility Requirements
- standard

5) Surface Material Requirements
- carpet

6) General Requirements
- standard

RECORDS ROOM (400 sq. ft.)
1) Arrangement of Spaces
- easily accessible to reception / waiting area
- easily accessible to Counselor, Psychologist and Therapist Offices
- easily shared and accessible from the main office (Administrative Suite).

2) Furniture and Equipment Requirements
a) Fixed
- lateral filing cabinets or fifteen four-drawer filing cabinets to house records for 650+ students (student records (3), service learning (1), career portfolios (3), IEP files (3), Attendance files (1), Group Counseling Sessions (1), Student of the month (1), Mic. Confidential records (2))
- storage shelves above filing cabinets 24” deep 12” high
- storage shelves 24’ deep 12” high along other wall
- Long counter space with storage shelves above and below the counter space.
- Area for Color Printer, Copier, Fax Machine, Scanner, and Paper shredder
- sink
- soap and Towel Dispenser
b) Movable
- one (1) rectangular table
- two (2) two adult chairs
- small Refrigerator
- microwave
- one (1) GPS wireless Integrated battery operated clock

3) Environmental Requirements
- adequate lighting
- adequate ventilation

4) Utility Requirements
- several electrical outlets

5) Surface Material Requirements
- vinyl tile floor

VAULT (HOUSED INSIDE THE RECORDS ROOM)
1) Arrangement of Spaces
   - Easily accessible to lead secretary
   - Easily accessible to principal, assistant principal
2) Furniture and Equipment Requirements
   a. Fixed
      - locked door inside the records room

STORAGE ROOM (70 sq. ft.)
Use as storage for attendance notes, letters, sign out sheets, notes, and confidential records for storage up to 5 years.
1) Arrangement of Spaces
   - easily accessible to reception / waiting area
   - easily accessible to Counselor, Psychologist and Therapist Offices
2) Furniture and Equipment Requirements
   a) Fixed
      - large storage shelving (floor to ceiling)
      - wall mounted coat rack
2) Environmental Requirements
   - adequate lighting
   - adequate ventilation
3) Utility Requirements
   - standard
4) Surface Material Requirements
   - vinyl tile floor

RECEPTION & WAITING AREA (300 sq. ft.)
1) Arrangement of Spaces
   - one secretary office area adjacent to Counselor and Psychologist Offices
   - 100 sq. ft built in storage closet
   - close proximity to main office and nurses center
   - visible from secretarial work stations
   - adjacent to principal’s and assistant principal’s offices
- easily accessible to conference areas, adult lavatory, health services center, and school counselor’s area - with separate entrances from main office
- adjacent to machines/records/storage room area
- separate work area for general assistant
- small welcome area
- interior window glass

2) **Furniture and Equipment Requirements**
   
a) **Fixed**
   - flat surface work area for compilation of large reports and ADA accessibility
   - Drawer unit with above and below cabinets
   - Counter Unit with storage drawers separating waiting area and secretarial area. (enrollment/filing supplies, career portfolio supplies, 5th grade orientation supplies, and high school scheduling supplies)
   - Secured mailboxes for all personnel shall be adjacent to general office personnel with pick-up outside of general office area. Counter space of 12” wide located immediately below the mailboxes, to run the entire length of the mailbox unit.
   - Storage space for two large courier service bags for interschool system and U. S. Postal deliveries directly accessible to general office area.
   - two (2) 3’ x 4’ tack-boards in general office area - out of view of main entrance
   - one (1) 4’ x 4’ marker board
   - one (1) office safe with combination lock
   - mounted wall dry erase calendar
   - movable windows for air and natural light
   
b) **Movable**
   - lateral four-drawer letter size file cabinet
   - one (1) secretarial chair
   - one (1) secretarial desk (existing)
   - two (2) guest chairs at desk
   - one (1) 4 ft. X 4 ft. marker board
   - eight (8) chairs in reception area (benches seats or chairs or a combination)
   - one (1) TV/DVD/VCR Unit (school news broadcast)
   - one (1) chair mats
   - small counter unit (table) for welcome area with refreshments (coffee, etc) use for teachers and visitors
   - work desk for assistant
   - chair for assistant
   - large brochure rack
   - video monitor for surveillance hidden from view of the general public
   - one (1) GPS wireless Integrated battery operated clock with bell control

3) **Environmental Requirements**
   - acoustical characteristics assuring maximum noise suppression
   - visual and acoustical isolation from interior office areas and conference area
   - administrative center to be zoned separately for cooling and heating
   - walls and furnishings to be color coordinated to promote a pleasing atmosphere
- natural light
- window view of main entrance

4) Utility Requirements
- computer and electrical outlets at secretarial work stations
- two-way intercommunication system in general office (See “Communication Systems” under Other General Building Considerations)
- speaker box to allow school-wide announcements to be heard in general office area
- Phone with intercom and conference call capabilities (separate line, but connected with main office via intercom capabilities)
- several electrical outlets
- window view of main entrance

5) Surface Material Requirements
- walls and furnishings color coordinated to promote a pleasing atmosphere
- rubber backed carpet tile or carpeting

OUTSIDE RESOURCE ROOMS (3) (65 sq. ft. each)
Space available to our outside resources (Dove Center, Health Department, Social Services, Juvenile Services, Life Skills)

1) Arrangement of Spaces
- adjacent to Psychologist office
- close Proximity to other Counseling Offices
- visibility to Secretary in the Reception area (Full Glass Door and Windows)

2) Furniture and Equipment Requirements
   a) Fixed
      - none
   b) Movable
      - one (1) small table
      - four (4) chairs
      - one (1) GPS wireless Integrated battery operated clock
      - one (1) telephone with intercom and conference call capabilities

3) Environmental Requirements
- standard

4) Utility Requirements
- standard

5) Surface Material Requirements
- carpet
  - screened windows that open with encased blinds that enable the room to be darkened for AV use. Visual access from each instructional area is desirable.
  - The teacher should be able to control the degree and amount of access for privacy and supervision as needed.
  - acoustical treatment for internal and external sounds
  - Sound-proof time-out room
4) Utility Requirements
- Electrical outlets spaced throughout the room
- Wall strip with 115 volt duplex outlets along one wall
- Sink with hot/cold water with fountain
- Television hook-up for wall mounting
- I clock outlet
- 2-Way PA system with privacy capabilities
- Zoned lighting
- Computer wiring for 3 student workstations and 1 teacher 1 Assistant workstation
- within each room and networked to media center and all classrooms and office as per
- Phone access within room
- Surveillance technology with taping possibilities (camera)

5) Surface Material Requirements
- A slip-free floor around the sink
- VCT flooring for entire classroom area

MEDIA CENTER

CURRICULUM DESCRIPTION
Materials in the media center reflect relevant information to conduct research, gain knowledge of current and past events, and provide access to works of fiction, both classic and new young adult literature. The media center has about 10,000 books, fiction and nonfiction, magazines, videos, and electronic books. The curriculum is a work in progress
as new material is added to the collection as funding is available.

GOALS
To provide an opportunity for students to access relevant materials and to conduct research in cooperation with the classroom teachers’ expectations.

OBJECTIVES
Upon completion of this course, the students will be able to:

- Conduct research, find information and select material from the resources provided
- Access the card catalog and learn to navigate the system in order to find information about our media center resources
- Have a working knowledge of how libraries function, how these resources are cataloged and shelved in our library, and standard practices and procedures of other libraries they will access in the future

STAFFING REQUIREMENTS
- 1 media specialist

NUMBER OF USERS
- 25 students per class space

ACTIVITY SURVEY
Classes have access to the media center during regular school calendar days. Classes are scheduled bi-weekly during their language arts periods, supplemented by homeroom time and RAMS period with a pass from language arts teachers. Teachers may also schedule classes to use the media center for research, utilizing resources such as encyclopedias, journals, atlases, periodicals, newspapers, magazines and computer, during the school day or after school, as a class, group, or individually. The media center is used before, during and after school hours for students and staff to meet individually, as classes or groups for meetings, collecting material, distributing material, to work on projects, or to plan activities. Display cases in this area are used by teachers, groups, and classes to display or promote activities and projects, or to advertise upcoming events. The main space in the center of the media center is used to access the hallways on each side of the school, but it also provides an open space for students and staff to gather as groups to plan or participate in activities utilizing the tables and open space for large group activities. Students use the soft chairs and reading space for a quiet, comfortable area for individual reading time. Bulletin boards are used to provide a space to promote activities, celebrate accomplishments, and to encourage educational goals.
The office space is used to shelve adult continuing education books, supplementary educational material, and other books/resources. It also provides an area to make phone calls and a private meeting area for conferences. The back room of the media office houses computer servers, a teacher copier, and shelving for magazines and other library supplies.

The library computer lab is used before, during, and after school hours to work on individual work, group work, or for classes on an as-needed basis. This lab is also used for internet research.

**FACILITY IMPLICATIONS**

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<tr>
<th>Description</th>
<th># of spaces</th>
<th>Sq. Ft.</th>
<th>Total</th>
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<tbody>
<tr>
<td>Reading/Circulation</td>
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<td>2400</td>
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<tr>
<td>Media Office / Prep Room</td>
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<tr>
<td>Computer Laboratory Rooms</td>
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<tr>
<td>Computer Storage/Switch Room</td>
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<td>Computer Room #2 / Storage</td>
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</tr>
<tr>
<td>Closed Circuit TV/announcements</td>
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<td>200</td>
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**READING / CIRCULATION AREA**

1) **Arrangement of Spaces**
   - direct connection & visible from main street entrance corridor
   - close proximity to main street entrance corridor
   - close proximity to an adult restroom

2) **Furniture and Equipment Requirements**
   a) **Fixed**
      - fixed and operable windows for natural light and air ventilation
      - one (1) interactive white board
      - circulation and receptionist desk
      - automatic window blind system for room darkening capabilities
      - circulation and receptionist desk
   b) **Movable**
      - table & seating space up to eight (8) adult sized ambulatory/ wheel chair students
      - table & seating space up to seven (7) students range from age 8 to teenagers
      - appropriate seating for students that are not wheel chair bound
      - computer tables for ten to eight (8) computer work stations
      - one (1) Integrated NTP clock
      - one (1) display case for student for different objects
      - two (2) study carrels for private work space
3) **Environmental Requirements**
   - Natural Light
   - Ventilation
   - Exhaust

4) **Utility Requirements**
   - Dimmers for lights
   - Computer wiring for eight (8) workstations

5) **Surface Material Requirements**
   - Carpet
   - VCT
   - Acoustical Ceilings

6) **General Requirements**
   - high volume space with clerestory
   - separate area to store library materials to be checked out by teachers work area

**MEDIA OFFICE / PREP ROOM**

1) **Arrangement of Spaces**
   - direct access to media circulation area
   - adjacent to computer laboratory
   - media office and prep production room connected or adjacent with each other

2) **Furniture and Equipment Requirements**
   a) **Fixed**
      - Built-in wall shelves on one wall
      - Base cabinets, countertop and wall cabinets on one wall
   b) **Movable**
      - one (1) teacher desk
      - one (1) teacher chair
      - two (2) 4’ X 8’ tables
      - eight (8) adult chairs
      - one (1) poster maker and computer
      - one (1) laminating machine

3) **Environmental Requirements**
   - natural light
   - ventilation
   - exhaust

4) **Utility Requirements**
   - standard
   - data cable and electrical wiring outlet for a mobile computer station
5) **Surface Material Requirements**  
   - VCT flooring (Prep area)  
   - carpet (Office area)  

6) **General Requirements**  
   - interior glass to allow the circulation area visible from this room

**CLOSED CIRCUIT TV/ANNOUNCEMENTS**  

1) **Arrangement of Spaces**  
   - direct access to reading/circulation area  
   - close proximity to Media Office  

2) **Furniture and Equipment Requirements**  
   a) **Fixed**  
      - Built in shelves along one wall  
      - one (1) interactive white board  
      - one (1) 4' x 8' Dry Erase board  
      - one (1) 4' x 8' cork board  
   b) **Movable**  
      - one (1) Poster maker  
      - one (1) desktop computer  

3) **Environmental Requirements**  
   - exhaust  
   - ventilation  
   - exhaust  
   - windows that allow supervision from the circulation area or media office

4) **Utility Requirements**  
   - dimmers for lights  
   - computer wiring and electrical outlets for 5 mobile computers

5) **Surface Material Requirements**  
   - VCT  
   - carpet

6) **General Requirements**  
   - standard

**COMPUTER LABORATORY ROOMS**  

1) **Arrangement of Spaces**  
   - direct access to main corridor  
   - direct connection to Media Center computer storage/switch room  
   - adjacent to the media office/prep room  
   - located not in center of suite

2) **Furniture and Equipment Requirements**  
   a) **Fixed**
- one (1) 4’ x 8’ tack board
- one (1) 4’ x 8’ magnetic marker or chalk board
- one (1) 4’ x 8’ interactive white board
- one (1) ceiling mounted LCD projector
- shelving to house student belongings during class

**Movable**
- (30) computer work stations tables
- thirty (30) computer station chairs
- four (4) 4’ x 8’ side tables for discussion or group planning
- two (2) work stations for printers
- one (1) VCR/DVD player
- one (1) laptop
- one (1) set of speakers
- one (1) battery operated NTP clock
- one (1) AV cart for teacher presentation
- one (1) teacher desk
- one (1) teacher chair

**Environmental Requirements**
- standard and natural lighting
- lights above interactive whiteboard on separate switch

4) **Utility Requirements**
- individual Ethernet and electrical connections for each work station
- dimmers for lights

5) **Surface Material Requirements**
- carpet

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**COMPUTER TECHNOLOGY EDUCATION**

**CURRICULUM DESCRIPTION**
The primary focus of computer instruction in the Middle School is to demonstrate to
students that they can use the computer productively to accomplish their own purposes. Students will learn to use the computer as a tool through integrated performance projects accomplished within and across disciplines. This integration will be assisted through instructional and staff support as outlined below.

**Instructional Support**

1. Integrated application projects across content areas include:
   - Process writing
   - Creating and querying databases
   - Creating models and charts using spreadsheets
   - Exploring concepts in mathematics and computer science
   - Designing, developing, and presenting multimedia products

2. Content area Computer Assisted Instruction as allowed by the resources in the computer classroom at each school.

3. Professional staff training and infrastructure maintenance activities to facilitate accomplishment of established student indicators include:

4. Training and support for staff using technology for professional purposes (grade book, lesson plans, student handouts, communications, web publishing, etc.)

   - Assistance and coordination for school and classroom based projects (school publications and other application projects.)

   - Maintenance and operation of instructional computers located within the school, including the evaluation, purchase, and installation of software.

   - Managing network servers (maintaining student and staff accounts, passwords, data, software, databases, and school Internet presence, etc.)

**Computer Orientation Course at Grades Six, Seven, and Eight**

The purpose of the orientation course is to introduce students to the basic operation of their school’s computer classrooms and software resources accessed through the school’s instructional network. The orientation will provide basic instruction to students about use of the computer–related technology available at their school that can be applied to complete content-based projects. The following matrix indicates content introduced (I) and reinforced (R) at each grade level. All teachers can expect students to be prepared to use technology related skills as outlined in the matrix after they have completed the orientation at each grade level.

**GOALS**

- Students leaving middle school computer classes should have a basic understanding of common computer programs, proficiency in using the internet
for educational and personal purposes, and a basic understanding of maintaining a computer and troubleshooting basic glitches.

**OBJECTIVES**

Upon completion of this course, the students will be able to:

- Identify and use the appropriate technology/program to complete a given task.
- Proficiently use computer programs to complete a given task
- Proficiently use the internet and online databases to perform research and problem solving activities
- Identify unsafe online behaviors

**STAFFING REQUIREMENTS**

- 1 computer science teacher

**NUMBER OF USERS**

- 30 students per class space

**ACTIVITY SURVEY**

- Each student in grades 6-8 is scheduled for one term of computer instruction, which occupies one lab on a daily basis. An additional lab is required to accommodate other classes needing computer access for class instruction. Both labs are necessary to accommodate state-required testing, as a hard network/internet connection is more reliable. We also use the labs for teacher in services.
- The storage area will be used to store printing materials, work parts, spare computers, and will be used to store and charge carts of classroom laptops.

**FACILITY IMPLICATIONS**

<table>
<thead>
<tr>
<th>Description</th>
<th># of spaces</th>
<th>Sq. Ft.</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMPUTER LABORATORY</td>
<td>(Included in the Media Center)</td>
<td></td>
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</tr>
</tbody>
</table>

**TEACHER WORK PLANNING AND STORAGE AREAS**

**DESCRIPTION**
These are rooms that provide a place for teachers to work, plan and store general equipment and materials for instructional purposes.

A. Staffing Requirements
N/A

ACTIVITY SURVEY
Teacher Work Planning Rooms – This is a room located in each grade cluster for teachers to work, prepare, plan and collaborate with other teachers.
Storage Rooms – This is a room located in each grade cluster for the storage of equipment and miscellaneous supplies.

FACILITY IMPLICATIONS

A. Spatial Requirements
The following spatial recommendations for the teacher work planning and storage rooms are listed by area footages, which are intended only as an approximate working guide. The rooms listed below are counted toward the educational program space summary.

<table>
<thead>
<tr>
<th>Description</th>
<th># of spaces</th>
<th>Sq. Ft.</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>TEACHER WORK PLANNING ROOM</td>
<td>3</td>
<td>350</td>
<td>1050</td>
</tr>
<tr>
<td>STORAGE ROOM</td>
<td>3</td>
<td>250</td>
<td>750</td>
</tr>
</tbody>
</table>

TEACHER WORK PLANNING ROOM
1) Arrangement of Spaces
   - one room in each grade cluster
   - close proximity to teacher lavatory easily accessible to each cluster or wing
2) Furniture and Equipment Requirements
   a) Fixed
      - Built-in walls shelves
      - one-way observation glass for viewing surrounding rooms
   b) Movable
      - one teacher desk
      - one (1) teacher chair One file cabinet for each teacher
      - one (1) GPS Integrated clock
      - one (1) wardrobe unit for each room
      - two (2) storage units for each room
3) Environmental Requirements
   - standard with interior glass windows between classrooms
4) Utility Requirements
   - standard
5) Surface Material Requirements
   - VCT floor
TEACHER STORAGE ROOM
1) Arrangement of Spaces
   - direct connection to teacher planning rooms
   - direct connect to corridor
2) Furniture and Equipment Requirements
   a) Fixed
      - Built-in Wall shelves
   b) Movable
      - None
3) Environmental Requirements
   - Standard
4) Utility Requirements
   - Standard
5) Surface Material Requirements
   - VCT floor

STUDENT SUPPORT AREAS

ADMINISTRATIVE & STUDENTS CENTER
DESCRIPTION
- To provide an atmosphere to facilitate the management of the school in an efficient, safe manner
- To create a receptive atmosphere to foster good human relationships
- To provide for effective, efficient building communications and monitoring
- To facilitate and coordinate all programs of the school

A. Staffing Requirements
- Principal (1 Full-Time; 12 month)
- Assistant Principal (1 Full-Time; 11 month)
- Financial Secretary (1 Full-Time; 12 month)
- Lead Secretary (1 Full-Time; 12 month)

B. Number of Users
- 1 administrator per space
- 10 adults per conference space
- 3 – 5 adults per workroom space
- 15 adults per reception area space

ACTIVITY SURVEY
Bus and Parent Drop Off
- Two separate areas on the exterior but converges into one at the entrance to the lobby
- Covered walkway needed between drop off area and entrance into the building for students, parents, staff and visitors to be out of the weather

Lobby Area
- The space will be appropriately designed to convey a bright, colorful and gracious welcome to the facility
- Display cases, storage for flags, wall area for displays, awards, etc., table for community information, seating for visitors, marker boards for messages
- Two public/adult restrooms (male/female) – both ADA accessible

Principal’s & Assistant Principal’s Office Area
- Communicating with staff, students, and community
- Directing activities within the school
- Planning projects with the staff
- Conferring/conferencing with parents, teacher, and students
- Coordinating all supporting services
- Principal and Assistant Principal Offices to be adjacent to each other and have
direct access to the general business office.

**Reception/General Business Office Area/with lead secretary** will serve as
reception area to the public and provide space for two secretaries. Counter space
needed for sign-in area with writing area for parents to complete paperwork. For
safety, the secretarial area should be separated from the public

- Receiving and greeting visitors to the school
- Assisting in daily management of the school plant
- Communicating with the general public, staff, and students
- Completing reports/correspondence
- Filing, storing confidential, secured materials
- The general business office should be a direct connection to the main entrance
  and lobby; the secured storage area; principal/assistant principal’s offices
- Located near or close proximity to the principal and assistant principal’s offices and
  adjacent to the other secretarial staff visual line to the principal’s office.

**Financial**
- General secretarial support for the principal and school
- Located near or close proximity to the principal and assistant principal’s offices and
  adjacent to the other secretarial staff; visual line to the principal’s office.
- The office safe/vault could be located in this area
- Processing payroll, maintaining ledgers, counting money
- Receiving and distributing books

**Conference Room/Kitchenette/Lunchroom**
- Conferring with parents, students, staff and others
- Conferring with central office personnel
- The conference room should be directly accessible through the general business
  office.
- This space should be adjacent to the workroom
- It should be large enough for a table and chairs; should include microwave, coffee
  pot, water cooler, refrigerator; enough space adequate for housing items
  needed for a banquet, a meeting, an in-service, luncheon, etc.

**Work Room**
- This space will provide for the duplicating and photocopying equipment and
  materials
A work space for general assistant and/or parent volunteer should be available in this area.
- Area should include space for paper cutters, organizers, paper folder, etc.
- Adequate storage is required to house these materials/equipment
- Faculty and Staff mailboxes should be located adjacent to the workroom

**Record Room**
- This space will provide for the storage of school records and supplies
- It should be large enough for a table and chairs so that personnel can access records and refer to them easily. (*Could be accessible from Guidance Suite.*)

**Restrooms (Unisex)**
- Must be in close proximity to the Principal's Office.
- Should be ADA accessible

**Coat Closet Space**
- Provide space for hanging staff and visitor's coats. This should be a separate closet with doors.

**Office Storage Closet**
- Will provide space to store office materials

**School Store**
- Alternate location within the building

### FACILITY IMPLICATIONS

<table>
<thead>
<tr>
<th>Description</th>
<th># of spaces</th>
<th>Sq. Ft.</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>LOBBY</td>
<td>1</td>
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<tr>
<td>PRINCIPAL OFFICE</td>
<td>1</td>
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<td>200</td>
</tr>
<tr>
<td>ASSISTANT PRINCIPAL OFFICE</td>
<td>1</td>
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<td>150</td>
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<tr>
<td>OFFICE &amp; RECEPTION AREA/ LEAD SECRETARY AREA</td>
<td>1</td>
<td>400</td>
<td>400</td>
</tr>
<tr>
<td>FINANCIAL SECRETARY</td>
<td>1</td>
<td>100</td>
<td>100</td>
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<tr>
<td>ALTERNATIVE STRUCTURE</td>
<td>1</td>
<td>300</td>
<td>300</td>
</tr>
<tr>
<td>CONFERENCE/KITCHENETTE</td>
<td>1</td>
<td>200</td>
<td>200</td>
</tr>
</tbody>
</table>
LOBBY AREA
1) Arrangement of Spaces
   - separate vestibule with heater, public restrooms and access to gymnasium/theater corridor
   - located at the main entrance to the school
   - visible from secretarial work stations in general office area
   - adjacent to general office/reception area
   - easily accessible to area which may be used by community after school hours
   - adjacent to entrance to gym and theater
   - noise partitioned from any classrooms
2) Furniture and Equipment Requirements
   a) Fixed
      - Two (2) recessed lockable display cases with light 4’ x 6’
   b) Movable
      - None
      - one (1) GPS wireless Integrated battery operated clock
3) Environmental Requirements
   - As much natural light as possible
4) Utility Requirements
   - Typical electrical to service maintenance equipment
   - Security camera
   - Public restroom – standard facility
   - Drinking fountain
5) Surface Material Requirements
   - wheelchair accessible
   - high traffic area to be resilient material
   - walls, flooring and furnishings to be color coordinated to promote a pleasing and inviting atmosphere
   - large floor mats to use during inclement weather
   - Large window/natural light

GENERAL OFFICE & RECEPTION AREA (Coat & Storage Closet)
1) Arrangement of Spaces
   - one lead secretary office area/adjacent to secretaries and principal and AP offices
   - 1 financial secretary area
   - front of school with large windows
- 75 sq. ft storage closet
- adjacent to main entrance to the to the school
- visible to main entrance, lobby area
- visible from secretarial work stations
- adjacent to principal’s and assistant principal’s offices
- easily accessible to conference areas, adult lavatory and adjacent to health services center, health services center, and guidance area - with separate entrances to the lobby
- adjacent to machines/records/storage room area
- adjacent to coat closet space
- interior window glass

2) Furniture and Equipment Requirements
   c) Fixed
      - flat surface work area for compilation of large reports and ADA accessibility
      - secured mailboxes for all personnel shall be adjacent to general office personnel with pick-up outside of general office area. Counter space of 12” wide located immediately below the mailboxes, to run the entire length of the mailbox unit.
      - storage space for two large courier service bags for interschool system and U. S. Postal deliveries directly accessible to general office area.
      - two (2) 3’ x 4’ tackboards in general office area - out of view of main entrance
      - one (1) 4’ x 4’ marker board
      - one (1) office safe with combination lock
      - Movable windows for air and natural light
   d) Movable
      - lateral four-drawer letter size file cabinet
      - Two(2) secretarial chairs
      - Two(2) secretarial desks
      - One (1) 4 ft X 4 ft marker board
      - Eight (8) chairs in reception area (benches seats or chairs or a combination)
      - One(1) typewriters
      - Two(2) chair mats
      - video monitor for surveillance hidden from view of the general public
      - One (1) GPS wireless Integrated battery operated clock

3) Environmental Requirements
   - acoustical characteristics assuring maximum noise suppression
   - visual and acoustical isolation from interior office areas and conference area
   - administrative center to be zoned separately for cooling and heating
   - walls and furnishings to be color coordinated to promote a pleasing atmosphere
   - Natural light
   - window view of main entrance

3) Utility Requirements
   - computer and electrical outlets at secretarial work stations
   - electrical outlets throughout area
- two-way intercommunication system in general office (See “Communication Systems” under Other General Building Considerations)
- speaker box to allow school-wide announcements to be heard in general office area
- One (1) GPS wireless Integrated battery operated clock and bell control
- window view of main entrance

4) **Surface Material Requirements**
- walls and furnishings color coordinated to promote a pleasing atmosphere
- rubber backed carpet tile or carpeting

**PRINCIPAL OFFICE**

1) **Arrangement of Spaces**
- adjacent to general office area
- adjacent to lead secretary work station
- adjacent to conference room
- easily accessible to machine/records/storage area
- easily accessible to corridor
- adjacent to assistant principal’s office
- easily accessible to lavatory
- easily accessible to hallway exit

2) **Furniture and Equipment Requirements**
   a) **Fixed**
   - blinds for window to conference room
   - blinds for exterior window
   - one(1) lockable storage /wardrobe with mirror 84x48x24 and with clothes rod/shelf
   b) **Movable**
   - One (1) executive desk
   - One (1) executive desk chair
   - One(1) four (4) drawer letter size file cabinets
   - Two (2) 84” high bookcases
   - One (1) credenza with file drawers
   - Four (4) additional chairs and one 48” round table
   - One (1) GPS wireless Integrated battery operated clock

3) **Environmental Requirements**
- acoustical characteristics assuring maximum noise suppression
- privacy when office doors are closed
- Natural light

4) **Utility Requirements**
- Telephone with intercom at principal’s desk
- Wi-Fi electrical outlets and computer access at principal’s desk

5) **Surface Material Requirements**
- walls and furnishings color coordinated to promote a pleasing atmosphere
- carpeting
ASSISTANT PRINCIPAL OFFICE

1) Arrangement of Spaces
   - adjacent to general office area
   - adjacent to lead secretary work station
   - adjacent to conference room
   - easily accessible to machine/records/storage area
   - easily accessible to corridor
   - adjacent principal’s office
   - easily accessible to lavatory
   - easily accessible to hallway exit

2) Furniture and Equipment Requirements
   a) Fixed
      - blinds for window to conference room
      - blinds for exterior window
      - one(1) Lockable storage/wardrobe with mirror 84x48x24 with clothes rod/shelf
   b) Movable
      - One (1) executive desk
      - One (1) executive desk chair
      - One(1) (four) drawer letter size file cabinets
      - Two (2) 84” high bookcases
      - One (1) credenza with file drawers
      - Four (4) additional chairs
      - One (1) 48” round table
      - One (1) GPS wireless Integrated battery operated clock

3) Environmental Requirements
   - acoustical characteristics assuring maximum noise suppression
   - privacy when office doors are closed

4) Utility Requirements
   - Telephone with intercom at assistant principal’s desk
   - Wi-Fi electrical outlets and computer access at the assistant principal’s desk

5) Surface Material Requirements
   - walls and furnishings color coordinated to promote a pleasing atmosphere
   - carpeting

RESOURCE OFFICER OFFICE

1) Arrangement of Spaces
   - Located in the Administrative Office area

2) Furniture and Equipment Requirements
   a) Fixed
      - None
   b) Movable
      - One (1) conference table for six (6) people
      - Six (6) conference chairs
- One (1) workstation
- One (1) desk chair
- One (1) GPS wireless Integrated battery operated clock
- One (1) Lockable storage/wardrobe (with mirror) 84” x 48” x 24” with clothes rod/shelf

3) Environmental Requirements
   - standard

4) Utility Requirements
   - standard
   - Video monitor for surveillance system

5) Surface Material Requirements
   - Tile floor
   - Acoustical wall treatment

CONFERENCE ROOM / LUNCH ROOM

1) Arrangement of Spaces
   - Easily accessible to the general office area, principal's office, and assistant principal's office
   - window on walls from ASSISTANT principal's office for visibility
   - adjacent to general office/reception area
   - adjacent to corridor within Administration Center
   - easily accessible to lead secretary
   - easily accessible to principal/assistant principal

2) Furniture and Equipment Requirements
   a) Fixed
      - One (1) 4’ x 4’ tackboard
      - One (1) 4’ x 4’ marker board
      - 4 Ft. length base cabinet with countertop and wall cabinets
      - Overhead cabinet unit to serve as storage area
      - Base cabinets to serve as storage; counter top will allow for the placement of appliances.
      - One (1) double basin sink
   b) Movable
      - One (1) conference table for ten (10) people with data and electrical outlets
      - Ten (10) conference chairs
      - One (1) credenza
      - One (1) book case
      - One (1) Computer and printer work desk
      - One (1) GPS wireless Integrated battery operated clock
      - One (1) coffee maker
      - One (1) microwave
      - One (1) refrigerator
      - One (1) table
- Four (4) chairs
- One (1) water cooler

3) Environmental Requirements
- adequate lighting
- natural lightning
- adequate ventilation
- acoustical characteristics assuring noise suppression privacy when doors are closed

4) Utility Requirements
- Outlets above countertop
- Wi-Fi connections

5) Surface Material Requirements
- Tile Floor

RESTROOMS (Unisex)
1) Arrangement of Spaces
- easily accessible within the Administrative Center
- not accessible to public or visible to general office area

2) Furniture and Equipment Requirements
   a) Fixed
      - two unisex appropriately furnished adult bathroom, handicapped accessible
   b) Movable
      - One (1) free standing trash receptacle

3) Environmental Requirements
- adequate lighting
- adequate ventilation

4) Utility Requirements
- hot and cold water connections

5) Surface Material Requirements
- ceramic tile flooring
- ceramic tile walls wainscot

WORKROOM / STORAGE / CLOSET ROOM
1) Arrangement of Spaces
- rectangular shape
- adjacent to general office/reception area
- adjacent to corridor within Administrative Center
- easily accessible to both secretaries
- easily accessible to principal/assistant principal
- Coat Closet - adjacent to general office/reception area

2) Furniture and Equipment Requirements
   a) Fixed
      - rectangular shape
- overhead cabinet unit to serve as office supply storage area
- counter top will allow for the placement of the fax machine, the cabinets will be utilized for storage of paper cutter, paper supply and miscellaneous supplies for use in the machines areas (6’ in length - 36’ in height - 36’ in depth).
- work station counter top
- mounted key cabinet

b) **Movable**
- photocopier to serve Administrative Center
- fax
- paper cutter
- trash can
- One (1) GPS Integrated clock

3) **Environmental Requirements**
- natural lighting
- adequate ventilation

4) **Utility Requirements**
- computer hook up
- electrical strips along all counter top unit for small equipment
- sufficient outlets and appropriate placement of outlet for photocopy machine
- phone jack

5) **Surface Material Requirements**
- tile floor

**ALTERNATIVE STRUCTURE CLASSROOM**

1) **Arrangement of Spaces**
- self – contained classrooms
- direct connection with time out, locker and counseling room
- close proximity to the administrative, SRO, and school counselors’ office suite

2) **Furniture and Equipment Requirements**
   a) **Fixed - Classroom**
   - Map rail with two flag holders
   - Interactive white board at front of room
   - Dry erase board, 10 linear feet, magnetic, at side of room
   - Tack board, on each side of interactive white and running the full length of the front of the room
   - Interactive white board with at least one wall with full length tack board
   - Tack board strip, 12 linear feet
   - 1 wall clock
   - 1 wall mounted projection screen, retractable
   - 1 towel dispenser
   - 1 soap dispenser
   
   b) **Movable - Classroom**
   - two (2) tables, rectangular (30” x 60”), adjustable
   - twelve (12) chairs for tables
- fifteen (15) pupil chairs and desks, appropriate for age of student
- two (2) file cabinets, 4 drawer w/lock
- one (1) teacher chair, 1 assistant chair
- one (1) teacher desk, 1 assistant desk
- one (1) book cart
- one (1) TV/DVD combination, wall-mounted
- one (1) cassette/CD player/recorder
- one (1) cabinet, movable, double cubicle
- one (1) large paper storage unit, 24" x 36", flat file
- one (1) cabinet, movable, paper storage
- one (1) chart stand
- one (1) rocking chair/reading chair
- one (1) laptop/computer work station with printer for each teacher

3) Environmental Requirements
   - Climate control - Comfortable for year round use
   - artificial and natural lighting with a predominating dependence on natural lifting
   - Each classroom should have multiple

SCHOOL STORE
1) Arrangement of Spaces
   - adjacent to the office area
   - easily accessible from all instructional areas
   - directly accessible to corridor

2) Furniture and Equipment Requirements
   a) Fixed
      - 2’ x 3’ shelf with cabinets under
      - shelf space for storage of items for sale, such as paper, pencils, etc
      - dutch door counter entry way - locked
      - shelf space and rod from which articles may be displayed
      - lighted 4’ x 4’ showcase
      - closed shelves for storage of items
   b) Movable
      - one (1) GPS Integrated clock

3) Environmental Requirements
   - adequate lighting
   - adequate ventilation

4) Utility Requirements
   - electrical outlet

5) Surface Material Requirements
   - Vinyl tile floor

HEALTH SERVICES CENTER
DESCRIPTION
The health suite must be adequate to meet the health needs of students throughout the school day. There must be space to accommodate multiple students, staff, and pieces of equipment simultaneously in order to meet the physical, motor, and emotional needs of our population.

GOALS
- Provide a safe atmosphere to deliver services for students with acute and chronic health concerns
- Maintain and store students confidential health records
- Assure safe storage of medication
- Provide for student safety, privacy, and confidentiality

OBJECTIVES
Upon completion of this health suite, the students will be able to:

- Access the health room when ill or injured
- Communicate with the nurse and use the telephone in private
- Utilize handicapped accessible restroom facilities as needed
- Receive medication in a private area that allows the nurse or medication technician full attention to the task

STAFFING REQUIREMENTS
- School Nurse - 1 full time
- Certified Medication Technicians (CMT) - 2 operate the health room while nurse is out

NUMBER OF USERS
- 15 – 20 people

ACTIVITY SURVEY
The health suite must be adequate to meet the needs of the students throughout the school. The health suite must be able to accommodate multiple students and also have space for private and confidential communication with students, parents, and staff. Treatment area must also be configured in a way that provides privacy. There must be adequate room and storage to house the equipment needed to provide quality services to students. This space must be designed in a way that encompasses all of the above while providing staff an area for confidential communication with students, parents/guardians, and staff. Ideally, the health suite would be connected to the main office with an exterior exit to provide easy access for staff and parents picking up their injured or ill children.
The physical environment of the health suite needs to be open and bright with natural light and large enough to offer comfort, privacy and staff efficiency. Ample space must be provided to meet individual needs of students and their equipment.

**FACILITY IMPLICATIONS**

<table>
<thead>
<tr>
<th>Description</th>
<th># of spaces</th>
<th>Sq. Ft.</th>
<th>Total</th>
</tr>
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<tbody>
<tr>
<td>OFFICE</td>
<td>1</td>
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<td>150</td>
</tr>
<tr>
<td>REST AREA</td>
<td>1</td>
<td>200</td>
<td>200</td>
</tr>
<tr>
<td>WAITING ROOM</td>
<td>1</td>
<td>150</td>
<td>150</td>
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<tr>
<td>TRIAGE &amp; TREATMENT ROOM</td>
<td>1</td>
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<tr>
<td>STORAGE / SUPPLIES ROOM</td>
<td>1</td>
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</tr>
<tr>
<td>UNISEX TOILETS (SHOWER IN TOILET)</td>
<td>1</td>
<td>100</td>
<td>100</td>
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</table>

**OFFICE W / CLOSET**

1) Arrangement of Spaces
   - direct access to exam room and waiting room.

2) Furniture and Equipment Requirements
   a) Fixed
      - None
   b) Movable
      - three (3) desks
      - three (3) desk chairs
      - three (3) task lights for desks
      - two (2) five (5) drawer letter size file cabinets
      - one (1) lockable wardrobe (with mirror) 84” x 48” x 24” with clothes rod/shelf
      - one (1) GPS wireless Integrated battery operated clock

3) Environmental Requirements
   - one (1) dedicated ventilation system to pull odors from health suite
   - adequate lighting, general and task
   - electrical outlets should be placed every 6 feet at varying heights
   - electrical outlets should all be GFCA and tamper proof
   - climate control is necessary to ensure student comfort

4) Utility Requirements
   - Standard

5) Surface Material Requirements
   - Vinyl non-slip flooring throughout the health suite.
REST AREA
1) Arrangement of Spaces
   - Adjacent to the exam room.
2) Furniture and Equipment Requirements
   a) Fixed
      - curtain dividers between beds
      - base cabinets with drawers, adjustable shelves, countertops, wall cabinets
   b) Movable
      - four (4) Sturdy beds and bean bag chairs
      - one (1) rocking chair
3) Environmental Requirements
   - one (1) dedicated ventilation system to pull odors from health suite
   - adequate lighting, general and task
   - overhead lighting above each student bed and bean bag with dimmer switches
   - climate control is necessary to ensure student comfort
4) Utility Requirements
   - dedicated outlets in each bed area for medical equipment
   - dimmer switches for overhead lighting above beds and bean bag chairs
5) Surface Material Requirements
   - vinyl non-slip flooring throughout the health suite

EXAM ROOM
1) Arrangement of Spaces
   - direct access from main corridor
   - direct access from exam and waiting room
   - direct egress to outside for emergency ambulance pick-up with power door
2) Furniture and Equipment Requirements
   a) Fixed
      - Stainless steel counters with a sink controlled by a foot pedal.
      - Hands free soap dispenser at all sinks
      - Sinks should be skirted to hide plumbing
      - One (1) pull-down overhead hanger
      - Locking base cabinets and counter top
      - Locking wall cabinets above counter top
      - One (1) dishwasher
      - One (1) hands-free paper towel dispenser
   b) Movable
      - One (1) GPS Integrated clock
      - One (1) lockable full size refrigerator with ice maker
      - medical equipment as needed
3) Environmental Requirements
   - Adequate lighting, general and task
   - Climate control is necessary to ensure student comfort
   - Dedicated ventilation system
4) **Utility Requirements**
   - dedicated electrical outlets connected to the emergency generator
   - electrical outlets on walls every 6 feet at varying heights

5) **Surface Material Requirements**
   - vinyl non-slip flooring throughout the health suite

**WAITING ROOM**

1) **Arrangement of Spaces**
   - direct access to exam
   - complete view of the entire Health Suite
   - direct access to Nurse’s Office

2) **Furniture and Equipment Requirements**
   a) Fixed
      - none
   b) Movable
      - chairs/bench for twenty (20) people
      - one (1) intake / receptionist desk must be placed in the center of the health suite
      - one (1) GPS Integrated clock

3) **Environmental Requirements**
   - dedicated ventilation system
   - adequate lighting, general and task
   - climate control is necessary to ensure student comfort

4) **Utility Requirements**
   - standard

5) **Surface Material Requirements**
   - vinyl non-slip flooring throughout the health suite.

**TRIAGE / TREATMENT ROOM**

1) **Arrangement of Spaces**
   - direct access to exam room and waiting room

2) **Furniture and Equipment Requirements**
   a) Fixed
      - none
   b) Movable
      - medical equipment as needed
      - one (1) GPS Integrated clock

3) **Environmental Requirements**
   - dedicated ventilation system

4) **Utility Requirements**
   - dedicated electrical outlets connected to the emergency generator
   - electrical outlets on walls every 6 feet at varying heights

5) **Surface Material Requirements**
   - vinyl non-slip flooring throughout the health suite
STORAGE / SUPPLIES ROOM
1) Arrangement of Spaces
   - direct access from Exam Room
   - separate area for oxygen storage
2) Furniture and Equipment Requirements
   a) Fixed
      - built-in Wall Shelves from floor to ceiling
      - wheel chair storage for six (6) wheel chairs
   b) Movable
      - book case for reference materials
3) Environmental Requirements
   - adequate lighting, general and task
4) Utility Requirements
   - electrical outlets for charging adaptive equipment
5) Surface Material Requirements
   - vinyl non-slip flooring throughout the health suite

UNISEX TOILET ROOMS (Male & Female)
1) Arrangement of Spaces
   - direct access from Exam Room
2) Furniture and Equipment Requirements
   a) Fixed
      - one (1) sink & one (1) shower
      - one (1) tub for one (1) toilet room
      - handrails on designated walls of bathrooms
      - one (1) hands-free paper towel dispenser
   b) Movable
      - one (1) lift should be placed in bathroom to access tub
      - one (1) hydraulic changing table for one toilet room
      - one (1) free standing trash receptacle
3) Environmental Requirements
   - dedicated ventilation system
   - handrails on designated wall and bathrooms
   - adequate lighting, general and task
4) Utility Requirements
   - hot and cold water to all plumbing fixtures
   - floor drains
5) Surface Material Requirements
   - non-slip floor surface
   - ceramic tile walls four feet high

STORAGE
1) Arrangement of Spaces
   - direct access from Exam Room
2) Furniture and Equipment Requirements
   a) Fixed
      - built-in wall shelves
   b) Movable
      - none

3) Environmental Requirements
   - standard

4) Utility Requirements
   - standard

5) Surface Material Requirements
   - vinyl non-slip flooring throughout the health suite

STORAGE / SUPPLIES ROOM

1) Arrangement of Spaces
   - direct access from Rest Room

2) Furniture and Equipment Requirements
   a) Fixed
      - built-in Wall Shelves
   b) Movable
      - none

3) Environmental Requirements
   - standard

4) Utility Requirements
   - standard

5) Surface Material Requirements
   - vinyl non-slip flooring throughout the health suite.
FOOD SERVICE (FACULTY & STUDENT DINING)

DESCRIPTION
The instructional staff lounge/dining area will provide an area for staff to lounge, relax and dine. This area will have tables, chairs, lavatories and food preparation facilities.

Students will come to the cafeteria at breakfast and lunch for good nutrition and social time. Individual accommodations and food adaptations must be provided.

A. Staffing Requirements
   - Cafeteria workers (3 Full-Time) 12 total employees

B. Number of Users
   - 20 Teacher per faculty lounge space
   - 250 students per cafeteria space
   - 1 kitchen worker per office

ACTIVITY SURVEY
The cafeteria must be large enough to accommodate various types of adaptive physical needs students with a variety of different equipment. It must be an inviting bright and fun environment that encourages good nutrition in an educational setting. The cafeteria must have double wide doors that close and lock in case of an emergency/lockdown. Moveable chairs and tables, allowing for classes to dine together, will create a positive and social atmosphere, conducive to eating. This room will be also used as a multi-purpose area to be utilized for staff meetings, in-services and other large group functions.

FACILITY IMPLICATIONS

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<tr>
<th>Description</th>
<th># of spaces</th>
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LOUNGE / DINING AREA
1) **Arrangement of Spaces**
- accessible to staff through main corridors
- adjacent to toilet rooms
- adjacent to cafeteria

2) **Furniture and Equipment Requirements**
   a) **Fixed**
      - two (2) 4’X4’ tackboards
      - two (2) 8’X4’ magnetic marker white board
      - base cabinets with counter tops
      - wall cabinets above the counter tops
      - built-in counter top sink
      - one full size range with cook top and oven
      - one (1) built-in 2’ x 3’ locking closet for storage of cases of soda
   b) **Movable**
      - rectangular dining tables and stackable padded chairs for 24 adults
      - two (2) large full-size refrigerator with ice maker
      - four (4) small microwave ovens
      - three (3) vending machines-
      - one (1) GPS wireless Integrated battery operated clock

3) **Environmental Requirements**
   - indirect lighting
   - adequate ventilation
   - operable screened windows optional, depending on placement of room

4) **Utility Requirements**
   - additional two outlets on each wall of faculty room
   - appropriate hook-up for range and refrigerators
   - electrical outlets to cover appliance and vending machines
   - hot and cold water connections for sink and vending machines

5) **Surface Material Requirements**
   - acoustical characteristics to insure noise suppression
   - vinyl tile floor

**STORAGE**

1) **Arrangement of Spaces**
   - close proximity to Lounge / Dining area

2) **Furniture and Equipment Requirements**
   a) **Fixed**
      - built-in shelves on one wall
   b) **Movable**
      - one (1) full size cabinet

3) **Environmental Requirements**
   - standard

4) **Utility Requirements**
   - standard
5) **Surface Material Requirements**
   - VCT flooring

6) **General Requirements**
   - standard

**CAFETERIA**

1) **Arrangement of Spaces**
   - adjacent to main corridor and to the outside close proximity to parking areas

2) **Furniture and Equipment Requirements**
   a) **Fixed**
      - provide eight foot (8) double wide doors with panic bars and hardware to comply with codes and the movement tables
      - two (2) water drinking fountains (one ADA wheelchair height and one regular height)
      - automatic window darkening blinds
      - one (1) tack board on the corridor side of each entrance
      - one (1) marker board before entrance to the each serving area
   b) **Movable**
      - one (1) GPS wireless Integrated battery operated clock
      - various height folding tables with locking wheels to accommodate 250 students
      - individual chairs at different height to accommodate 250 students
      - four (4) LCD television spaced throughout the room for adequate visual coverage

3) **Environmental Requirements**
   - high Volume space with clerestory or skylights for natural light
   - climate control
   - artificial light to provide sufficient foot candle without glare

4) **Utility Requirements**
   - electrical duplex outlets every six (6) feet

5) **Surface Material Requirements**
   - VCT floor
   - acoustical ceiling tile
   - acoustical wall treatment to reduce noise and subdue echoing

**CAFETERIA STORAGE**

1) **Arrangement of Spaces**
   - direct access to cafeteria

2) **Furniture and Equipment Requirements**
   a) **Fixed**
      - Built-in wall shelves along one wall
   b) **Movable**
      - 200 hundred folding chairs with carts for mobility
      - extra tables

3) **Environmental Requirements**
   - standard
4) Utility Requirements
   - standard

5) Surface Material Requirements
   - VCT floor
   - Acoustical ceiling tile

**KITCHEN OFFICE**

1) Arrangement of Spaces
   - Direct access to kitchen near outside entrance

2) Furniture and Equipment Requirements
   a) Fixed
      - none
   b) Movable
      - One (1) GPS Integrated clock
      - One (1) work desk
      - One (1) chair
      - One (1) four drawer file cabinet

3) Environmental Requirements
   - standard

4) Utility Requirements
   - standard

5) Surface Material Requirements
   - Quarry tile floor
   - Acoustical ceiling tile

**WALK-IN (REFRIGERATOR / FREEZER)**

1) Arrangement of Spaces
   - Open area for large pots or bins

2) Furniture and Equipment Requirements
   a) Fixed
      - Flat shelves on wall
      - Basket shelving
   b) Movable
      - none

3) Environmental Requirements
   - standard manufacturer

4) Utility Requirements
   - standard manufacturer

5) Surface Material Requirements
   - quarry tile floor

**DRY KITCHEN STORAGE**

1) Arrangement of Spaces
   - direct access to kitchen
2) Furniture and Equipment Requirements
   a) Fixed
   b) Movable
      shelves as needed
      Wire shelving

3) Environmental Requirements
   - split packaged air conditioning unit

4) Utility Requirements
   - standard

5) Surface Material Requirements
   - quarry tile floor

UNISEX TOILETS
1) Arrangement of Spaces
   - easily accessible within the kitchen

2) Furniture and Requirements
   a) Fixed
      - adult bathroom plumbing fixtures, handicapped accessible
   b) Movable
      - one (1) free standing trash receptacle
      - employee lockers

3) Environmental Requirements
   - adequate lighting
   - adequate ventilation

4) Utility Requirements
   - hot and cold water

5) Surface Material Requirements
   - quarry tile floor
   - ceramic file wall wainscot

KITCHEN
1) Arrangement of Spaces
   - direct access to the cafeteria and the outside

2) Furniture and Equipment Requirements
   a) Fixed
      - two (2) wall mounted isolating fans
   b) Movable
      - six (6) to eight (8) food carts to facilitate taking meals to classrooms
      - one (1) GPS Integrated clock

3) Environmental Requirements
   - adequate ventilation for air flow
   - adequate lighting per health department standards

4) Utility Requirements
   - standard
5) **Surface Material Requirements**
   - quarry tile floor
DESCRIPTION
The auditorium will be used by both school and community personnel. Therefore, it must be adaptable to provide for vocal music programs, instrumental music programs, assemblies, dramatics, dance, large group instruction, and meeting space. The stage and supporting areas should be designed to facilitate a fine arts approach among the art, music, and language arts departments. Performance facilities must be multi-use and should be designed to minimize conflicts between needs of actors, musicians, and dancers.

GOALS
Performers using this area will prepare and present performances for the student body and for the Garrett County community.

OBJECTIVES
Students using this space will develop skills in movement, dance, vocal and instrumental music, and theatre.

STAFFING REQUIREMENTS
1 – Part Time Stage Manager

NUMBER OF USERS
- 500 Occupants

ACTIVITY SURVEY
This is for performances for music, drama and dance and lectures of various sizes, such as student assemblies and county-wide staff development. Community groups having a vested interest in this shared community space include the Garrett Choral Society, the Southern High School theatre program, the Southern High School instrumental and vocal music programs. We predict the space will also be used by the Garrett County Board of Education for staff development, by private music teachers for recitals, and by local groups of musicians.

FACILITY IMPLICATIONS
Description | # of spaces | Sq. Ft. | Total
--- | --- | --- | ---
Lobby (Community Entrance) | 1 | 350 | 350
HOUSE AREA (Seating) | 1 | 5100 | 5100
STAGE | 1 | 2224 | 2224
CONTROL / RIGGING ROOM | 1 | 231 | 231
UNISEX TOILET ROOMS | 2 | 80 | 160
DRESSING ROOMS | 2 | 400 | 800 | 8,865

(Dressing to be shared with the Music Program as Piano / Practice rooms)

House Area
1) Arrangement of Spaces
   - accessible to main corridors
   - adjacent to toilet rooms
   - adjacent to cafeteria
   - adjacent to instrumental and general classrooms
2) Furniture and Equipment Requirements
   a) Fixed
      - 501 fixed adult sized cushioned seats divided in several sections with balcony
      - assistive listening device for the hearing-impaired
      - a minimum of three 30-foot bars for stage lighting be placed at the rear of the house, at the midpoint, and just in front of the lip on the stage to accommodate the throw of ellipsoidal. Each bar should be equipped with a minimum of four dimmer packs per bar (each dimmer accommodating three fixtures). A minimum of ten ellipsoidal and 20 Fresnel should be provided for the space.
      - sound table with built-in conduit at the sound booth with appropriate storage.
   b) Movable
      - None
3) Environmental Requirements
   - artificial lighting controlled by dimmer
   - adequate ventilation
   - acoustics for a high degree of aural comprehension and reproduction quality of instrumental and vocal music.
4) Utility Requirements
   - electrical outlets and audio connections for microphones
5) Surface Material Requirements
   - acoustical characteristics to insure noise suppression
   - vinyl tile floor under seating
   - carpet in aisle circulation areas
6) General Requirements
- seating and aisles must provide easy access circulation patterns seating areas
- seating area sloped to promote good viewing
- provide lettering and numbering on each seat and row
- modified orchestra pit at 8-12” to for 16-20 performers

Stage & Wings
1) Arrangement of Spaces
- accessible to main corridors
- adjacent to toilet rooms
- direct connection to the House Area
2) Furniture and Equipment Requirements
   a) Fixed
      - electrically operated movie screen at the proscenium
      - sound table with built-in conduit at the sound booth with appropriate storage.
   b) Movable
      - main stage curtain should be an appropriate color
      - all other curtains outlining the stage back ground will be black
3) Environmental Requirements
   - artificial lighting controlled by dimmer
   - adequate ventilation
   - sound projection is a priority from the stage
   - acoustics of the stage to accommodate a variety of activities
4) Utility Requirements
   - controls installed at the wings
   - 6 microphone outlets in each wing to accommodate wireless microphone
   - electric outlets should be provided on the floor of the stage
   - Electrical outlets provided on the floor of the pit as well as on the sides
   - Microphone outlets are to be available at the front, side, and in the pit
5) Surface Material Requirements
   - stage floor hardwood with a non-reflective finish that may be painted.
6) General Requirements
   - stage extension with variable heights, and removable rails to increase flexibility
   - ADA access to the pit for the stage extension
   - dock door adjacent to stage for loading in scenery into the building

Lobby
1) Arrangement of Spaces
   - direct connection to the outside
   - adjacent to toilet rooms
   - direct connection to the House Area
2) Furniture and Equipment Requirements
   a) Fixed
      - display cases
- drinking fountain
- security gates at main corridors to deny access to remaining building

b) **Movable**
- none

3) **Environmental Requirements**
- zoned artificial light

4) **Utility Requirements**
- standard

5) **Surface Material Requirements**
- stained color epoxy coated concrete

6) **General Requirements**
- high ceiling
- identifiable auditorium entrance to the theater from the exterior

**Control & Rigging Room**

1) **Arrangement of Spaces**
   - direct connection to the house area
   - adjacent to main corridor
   - close proximity to catwalk for rigging & lighting

2) **Furniture and Equipment Requirements**
   a) **Fixed**
      - lighting and rigging controls
      - sliding glass panel for observation of the house and stage
   b) **Movable**
      - none

3) **Environmental Requirements**
- artificial light

4) **Utility Requirements**
- Electric power to control lighting and rigging

5) **Surface Material Requirements**
- VCT floor tile
- Painted block walls

6) **General Requirements**

**Dressing Rooms**

1) **Arrangement of Spaces**
   - direct connect to the stage
   - direct access to main corridor
   - direct connect to lavatory toilet rooms
   - adjacent to other dressing room with operable dividing wall
   - close proximity to music general band classrooms
   - close proximity to music storage

2) **Furniture and Equipment Requirements**
   a) **Fixed**
- built in base and wall cabinets with incandescent lighting above
- interactive white board on teaching wall opposite to mirror wall
- full height mirror and dance bar shall line one wall opposite the teaching wall
- operable dividing wall with white marker board sections attached both sides
- clothing hooks spaces above seating benches along the hall wall

b) Movable
- lockable storage cabinet, 4’ wide x 7’ tall for provided for sound system
- speakers for music should be provided throughout
- lockable storage cabinets, 4’ wide x 7’ tall for each side of the operable wall.
- portable digital teaching station on wheels

3) Environmental Requirements
- indirect natural light
- theater lighting at the front of the room
- automatic remote controlled blackout blinds

4) Utility Requirements
- outlets spaces over counter top every 18” on center

5) Surface Material Requirements
- resilient floor

6) General Requirements
- high ceiling with clerestory

UNISEX TOILETS

1) Arrangement of Spaces
- direct connection to each dressing room and main corridor

2) Furniture and Requirements
a) Fixed
- adult bathroom plumbing fixtures, handicapped accessible

b) Movable
- one (1) built-in wall trash receptacle

3) Environmental Requirements
- adequate lighting
- adequate ventilation

4) Utility Requirements
- hot and cold water

5) Surface Material Requirements
- quarry tile floor
- ceramic file wall wainscot

6) General Requirements
- moisture resistant gypsum drywall ceiling
- all doors to be lockable from inside

Organizational Space Considerations of Spatial Requirements
A. Major Areas of the Building – Organizations for Consideration

1. Instructional Academic pods for grades 6th and 7th consisting of:
   a) 3 - Social Science / Language Arts Classrooms
   b) 2 – Math classrooms
   c) 1 – Science classroom / Laboratory
   d) 1 – Special Education Resource Classroom

2. Instructional Academic pods for grade 8th consisting of:
   a) 4 - Social Science / Language Arts Classrooms
   b) 2 – Math Classrooms
   c) 1 – Science Classroom / Laboratory
   d) 1 – Special Education Resource Classroom

3. Instructional Technical cluster for all grades consisting of:
   a) 1 – Science Classroom / Laboratory
   b) 1 – Technical Education Classroom / Laboratory
   c) 1 – Family and Consumer Science Laboratory

4. Performance Arts & Physical Education
   a) 1 – Gymnasium
   b) 1 – Health Classroom
   c) 1 – Band & Chorus Classroom
   d) 1 – General Music Classroom
   e) 1 – Art Classroom

5. Communications Area
   a) Media Center
   b) Computer Technology Classroom

6. Guidance and Special Education Support Suites
   a) Guidance Center
   b) Special Education – Alternative Learning Outcomes
   c) Special Education – Continuum of Personal Adjustment
   d) Special Education – Speech Therapy

7. Administration & Health Center
a) Administration Offices  
b) Health Services Suite  
c) Alternative Structure Classroom  
d) Alternative Education Suite  

8. Food Services  

a) 1 – Cafeteria  
b) 1 – Kitchen  
c) 1 – Faculty Lounge & Dining
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**Alternative Learning Outcomes**

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**Alternative Education**

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**Special Education - CPA**

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<td>LF (Linear Feet)</td>
<td>SF (Square Feet)</td>
<td>LF (Linear Feet)</td>
</tr>
<tr>
<td>---------------------------------------------------</td>
<td>----------</td>
<td>------------------</td>
<td>------------------</td>
<td>------------------</td>
<td>------------------</td>
<td>------------------</td>
<td>------------------</td>
</tr>
<tr>
<td>Financial Secretary</td>
<td>1</td>
<td>100</td>
<td>100</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Alternative Structure Classroom</td>
<td>1</td>
<td>300</td>
<td>300</td>
<td>1</td>
<td>620</td>
<td>620</td>
<td>1</td>
</tr>
<tr>
<td>Workroom / Storage/ Closet</td>
<td>1</td>
<td>250</td>
<td>250</td>
<td>1</td>
<td>143</td>
<td>143</td>
<td>1</td>
</tr>
<tr>
<td>Conference/Kitchenette Room</td>
<td>1</td>
<td>200</td>
<td>200</td>
<td>1</td>
<td>165</td>
<td>165</td>
<td>1</td>
</tr>
<tr>
<td>Records Room</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>96</td>
<td>96</td>
<td></td>
</tr>
<tr>
<td>Toilets</td>
<td>1</td>
<td>80</td>
<td>80</td>
<td>1</td>
<td>23</td>
<td>23</td>
<td></td>
</tr>
<tr>
<td>Storage Room</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>197</td>
<td>197</td>
<td></td>
</tr>
<tr>
<td>School Store</td>
<td>1</td>
<td>120</td>
<td>120</td>
<td>1</td>
<td>180</td>
<td>180</td>
<td></td>
</tr>
<tr>
<td>School Resource Officer</td>
<td>1</td>
<td>120</td>
<td>120</td>
<td>1</td>
<td>180</td>
<td>180</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>2,420</strong></td>
<td></td>
<td></td>
<td>0</td>
<td><strong>2,424</strong></td>
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</tbody>
</table>

**Health Suite**

<table>
<thead>
<tr>
<th>Facility Type</th>
<th>Quantity</th>
<th>SF (Square Feet)</th>
<th>LF (Linear Feet)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Office with Closet</td>
<td>1</td>
<td>150</td>
<td>150</td>
</tr>
<tr>
<td>Rest &amp; Recovery Area</td>
<td>1</td>
<td>200</td>
<td>200</td>
</tr>
<tr>
<td>Waiting Room</td>
<td>1</td>
<td>150</td>
<td>150</td>
</tr>
<tr>
<td>Triage &amp; Treatment Room</td>
<td>1</td>
<td>200</td>
<td>200</td>
</tr>
<tr>
<td>Storage / Supplies</td>
<td>1</td>
<td>50</td>
<td>50</td>
</tr>
<tr>
<td>Unisex Toilets (with shower)</td>
<td>1</td>
<td>100</td>
<td>100</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td>850</td>
<td>130</td>
</tr>
</tbody>
</table>

**Food Service**

<table>
<thead>
<tr>
<th>Facility Type</th>
<th>Quantity</th>
<th>SF (Square Feet)</th>
<th>LF (Linear Feet)</th>
<th>SF (Square Feet)</th>
<th>LF (Linear Feet)</th>
<th>SF (Square Feet)</th>
<th>LF (Linear Feet)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dining Areas</td>
<td>1</td>
<td>4,130</td>
<td>4,130</td>
<td>1</td>
<td>3,078</td>
<td>3,078</td>
<td></td>
</tr>
<tr>
<td>Kitchen</td>
<td>1</td>
<td>1,888</td>
<td>1,888</td>
<td>1</td>
<td>1,509</td>
<td>1,509</td>
<td></td>
</tr>
<tr>
<td>Faculty Lounge Room</td>
<td>1</td>
<td>500</td>
<td>500</td>
<td>1</td>
<td>230</td>
<td>230</td>
<td></td>
</tr>
<tr>
<td>Kitchen Office</td>
<td>1</td>
<td>56</td>
<td>56</td>
<td>1</td>
<td>49</td>
<td>49</td>
<td></td>
</tr>
<tr>
<td>Cafeteria Storage</td>
<td>1</td>
<td>104</td>
<td>104</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Dry Kitchen Storage</td>
<td>1</td>
<td>450</td>
<td>450</td>
<td>1</td>
<td>315</td>
<td>315</td>
<td></td>
</tr>
<tr>
<td>Walk-in Refrigerator / Freezer</td>
<td>1</td>
<td>415</td>
<td>415</td>
<td>1</td>
<td>307</td>
<td>307</td>
<td></td>
</tr>
<tr>
<td>Toilets (1-Male &amp; 1-Female)</td>
<td>1</td>
<td>80</td>
<td>80</td>
<td>1</td>
<td>83</td>
<td>83</td>
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</tr>
<tr>
<td>Furniture Storage</td>
<td>1</td>
<td>450</td>
<td>450</td>
<td>1</td>
<td>230</td>
<td>230</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>8,073</strong></td>
<td></td>
<td></td>
<td></td>
<td>5,801</td>
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</tr>
</tbody>
</table>

**Auditorium/Theater**

<table>
<thead>
<tr>
<th>Facility Type</th>
<th>Quantity</th>
<th>SF (Square Feet)</th>
<th>LF (Linear Feet)</th>
<th>SF (Square Feet)</th>
<th>LF (Linear Feet)</th>
<th>SF (Square Feet)</th>
<th>LF (Linear Feet)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lobby (separate entrance community)</td>
<td>1</td>
<td>350</td>
<td>350</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>House Area (501 Seats)</td>
<td>1</td>
<td>5,100</td>
<td>5,100</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Stage</td>
<td>1</td>
<td>2,224</td>
<td>2,224</td>
<td>1</td>
<td>1,000</td>
<td>1,000</td>
<td></td>
</tr>
<tr>
<td>Control/Rigging Room</td>
<td>1</td>
<td>231</td>
<td>231</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unisex Toilet</td>
<td>2</td>
<td>80</td>
<td>160</td>
<td>1</td>
<td>357</td>
<td>357</td>
<td></td>
</tr>
<tr>
<td>Dressing/Piano Labs/Practice Rooms</td>
<td>2</td>
<td>400</td>
<td>800</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>8,865</strong></td>
<td></td>
<td></td>
<td>1,357</td>
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</tr>
</tbody>
</table>

**Custodial Services**

<table>
<thead>
<tr>
<th>Facility Type</th>
<th>Quantity</th>
<th>SF (Square Feet)</th>
<th>LF (Linear Feet)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Office</td>
<td>1</td>
<td>100</td>
<td>100</td>
</tr>
<tr>
<td>Service Closets</td>
<td>4</td>
<td>100</td>
<td>400</td>
</tr>
<tr>
<td>-------------------------</td>
<td>---</td>
<td>-----</td>
<td>-----</td>
</tr>
<tr>
<td>Storage and Receiving -General</td>
<td>1</td>
<td>700</td>
<td>700</td>
</tr>
<tr>
<td>Storage - Outside</td>
<td>1</td>
<td>400</td>
<td>400</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Net Total Educational Program Area</th>
<th>74,678</th>
<th>66,241</th>
</tr>
</thead>
<tbody>
<tr>
<td>***Building Efficiency Factor</td>
<td>28%</td>
<td>29,040</td>
</tr>
</tbody>
</table>

| Total Gross Building Area        | 1.389 | 103,718 | 31 | 1.389 | 38 | 92,000 |

* Teaching Station - Facility capacity terminology indicating that the space is counted toward the capacity calculation. Please refer to separate State Rated Capacity (SRC) file, which shows the Maryland State Rated Capacity calculation.

** Custodial Services - Provides a suggested amount of operational services spaces that may be needed for this total facility. This square footage of this space category is not counted in the Net Total Educational Program Area.

***Estimated Ancillary Space, Circulation Space, Mechanical Rooms, Operation / Maintenance Rooms, etc.
Southern Middle School
Maryland State Rated Capacity Calculation

<table>
<thead>
<tr>
<th>Program</th>
<th>No.</th>
<th>Area</th>
<th>Pupil Factor</th>
<th>Capacity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Special Education</td>
<td>2</td>
<td>Classrooms</td>
<td>10</td>
<td>20</td>
</tr>
<tr>
<td>Alternative Education</td>
<td>1</td>
<td>Classrooms</td>
<td>15</td>
<td>15</td>
</tr>
<tr>
<td>Math</td>
<td>6</td>
<td>Classrooms</td>
<td>25</td>
<td>150</td>
</tr>
<tr>
<td>Social Science &amp; Language Arts</td>
<td>10</td>
<td>Classrooms</td>
<td>25</td>
<td>250</td>
</tr>
<tr>
<td>Music/Band</td>
<td>2</td>
<td>Classrooms</td>
<td>25</td>
<td>50</td>
</tr>
<tr>
<td>Art (General)</td>
<td>1</td>
<td>Classrooms</td>
<td>25</td>
<td>25</td>
</tr>
<tr>
<td>Science</td>
<td>4</td>
<td>Class / Laboratory</td>
<td>25</td>
<td>100</td>
</tr>
<tr>
<td>Family &amp; Consumer Sciences</td>
<td>1</td>
<td>Class / Laboratory</td>
<td>25</td>
<td>25</td>
</tr>
<tr>
<td>Technology Education</td>
<td>1</td>
<td>Class / Laboratory</td>
<td>25</td>
<td>25</td>
</tr>
<tr>
<td>Computer</td>
<td>1</td>
<td>Class / Laboratory</td>
<td>25</td>
<td>25</td>
</tr>
<tr>
<td>PE &amp; Health</td>
<td>3</td>
<td>Gymnasium / Class</td>
<td>25</td>
<td>75</td>
</tr>
</tbody>
</table>

32  Total Capacity of Building 740

Rated Capacity Based on Utilization

<table>
<thead>
<tr>
<th>Program</th>
<th>Student Capacity</th>
<th>Factor</th>
<th>Rated Capacity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regular - Grades 9-12</td>
<td>740</td>
<td>0.85</td>
<td>629</td>
</tr>
<tr>
<td>Special Education</td>
<td>20</td>
<td>1</td>
<td>20</td>
</tr>
</tbody>
</table>

Total Rated Capacity of Building 649
Conceptual Educational Space Relationship Diagram

- Auditorium
- Caferteria/Kitchen
- Cafetera/Kitchen
- Family Consumer Science
- Music
- Gymisium / Lockers/ Showers/Health Classroom
- Administration
- Guidance
- Health Suite
- Outdoor Court Yard
- Special Education
- Art
- Media Center
- Computer Laboratory
- TV Room
- Science Classroom
- Technical Education
- Science Classroom
- 6th Grade General Classrooms
- 7th Grade General Classrooms
- 8th Grade General Classrooms