Bookmark Summary

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6/11/2018
## Elementary School

**Title:** Area Summary  
**Date:** 00.00.0000

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<td>A. Main Use Area (RLV)</td>
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<td>B. Platform (Stage)</td>
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<td>D. Chair Storage / Dressing</td>
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Subtotal: 2,582

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## Ready to Learn

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Subtotal: 960

Total: 452,359
1. General Educational Requirements

ES0-1.1 General Requirements

1. A school sign should be provided. The sign should be designed in concert with the exterior finishes of the school building and the features of the school site, within local municipal guidelines/requirements. It should be located to be highly visible from the surrounding roads and sidewalks. The sign should be relatively maintenance-free. All other specifics regarding the design of the sign will be determined during the design of the project, and in coordination with the WCPSS Senior Facility Planner assigned to the project and the Director of Planning & Design.

2. Demising walls between classrooms/teaching spaces shall extend to underside of deck.

3. Security system design shall follow WCPSS Design Guidelines for minimum requirements, but each school must be reviewed by senior WCPSS facility planner and security staff assigned to that school for site-specific needs.

4. In developing the site for a new school, or when providing a capital improvement project at an existing school, it is important to consider how students will get to school in the morning and return home after the school day has ended. It is always the goal of WCPSS to ensure the safety of students, no matter how they travel to and from school each day. Refer to ES20-Site “Design Considerations” for additional requirements.
2. Space Overview (Overall School)

ES0-2.1 Adjacency Diagram:
1. General Educational Requirements

**ES1-1.1 Objectives**

1. To provide an environment which allows the young child to be active, vigorous and freely moving.
2. To achieve a high degree of self-discipline and individual responsibility, enabling students to become effective, responsible citizens in our democratic society.
3. The major goal of the science curriculum is to ensure that each child will be scientifically literate. The child’s first experiences with science should involve aspects of experimental inquiry. Laboratory and fieldwork are very important. All senses are used to develop such process skills as observing, measuring, classifying, and communicating. Content and attitudes are fundamental in planning and instruction.

4. The goal of the mathematics curriculum is to provide a program in which students experience the joy and fascination of mathematics as they gain mathematical power.
5. The goal of the social studies curriculum is to prepare students to not only formulate their own attitudes, values and concepts; but also learn how to apply this knowledge to situations in their personal and public lives. Social studies also provides students with an appreciation of their American heritage and other forms of government and cultures.

6. The primary goal of the elementary language arts program is to develop each student’s ability to read and write effectively and independently, and to prepare students for further study; for enjoyment of literature; for career performance; and for becoming thinking, contributing citizens.
7. (For General Ed Support Classrooms) To provide an appropriate environment for instruction outside regular classroom activities. These rooms could be used for AG, foreign language, etc.
8. (For Digital Collaboration Area) To instruct students in computer usage and 21st Century Learning.
9. (For Digital Collaboration Area) Resource for student/staff projects.

**1.2 Trends**

1. Emphasis on developing critical thinking and problem solving skills.
2. Increased use of technology.
4. Collaborative teaching.
5. Inclusion of special needs students.
7. Emphasis on process integrated with content.
8. Increased emphasis on multi-culturalism and understanding diversity.
10. Internet access.
ES1-1.3 Activities and Enrollment

1.3.1 Kindergarten
1. A large open floor space is needed to accommodate large group activities, direct instruction, dramatic play, music and rhythms and large muscle activities. Most of the activities require group tables with chairs permitting multiple use of the space.
2. Learning centers are set aside for specific activities and can include: woodworking, library, art, block building, math, science, manipulative, music and movement, writing, housekeeping, sand and water, puzzles, modality instruction, painting.

1.3.2 First-Fifth Grade
1. Most activities require a combination of individual tables with chairs and worktables permitting multiple use of the space.
2. Activities include: independent work, large group instruction, debates, dramatization, small group activity (6-7 students), medium size instruction groups (half class), role playing, videotaping

1.3.3 Digital Collaboration Area (to be located in Media Center):
1. Utilizing computer enhanced instruction.
2. Understanding and applying data retrieval, manipulations and organization.
3. Developing problem-solving skills in the context of problem definition, analysis and programming solutions.
4. Understanding and applying 21st century learning through such skills as keyboarding, word processing, spreadsheets, databases, and internet/telecommunication skills.
5. Large group instruction with teacher at a teacher station and students at computer stations, individual desks or tables.
2. Space Overview

ES1-2.1 Required Spaces

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<td>B</td>
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<tr>
<td>C</td>
<td>2nd-3rd Grade CR</td>
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<td>D</td>
<td>4th-5th Grade CR</td>
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<td>E</td>
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Total 48 39,000

ES1-2.2 Design Considerations

1. Classrooms should be relatively close to bus and car drop-off and pick-up, Administration, Media Center, Cafeteria and Multi-purpose room.
2. See “Site Educational Specification” for shared K - 2 program.
3. Special Programs classrooms should be integrated throughout the classroom areas.
4. Group toilets should be located so that children will pass group toilets on the way to the cafeteria / multi-purpose room and the media center.
5. The youngest children must be most proximate to core areas.
6. Kindergarten - First Grade: Classes should be grouped together and must be on the ground floor with direct access to the outdoors from each classroom.
7. In addition to the three outdoor spaces identified in the site program, the kindergartens need an outdoor play area directly adjacent to their classrooms. This area will be utilized as part of center-based instruction.
8. First Grade should be close to drop-off and pick-up points as well as K - 2 grade outdoor play area and Media Center.
9. Second - Third Grade classrooms should be grouped together.
10. Fourth - Fifth Grade classrooms should be grouped together as distant as possible from K - 1 grade classrooms.
2. Space Overview (continued)

ES1-2.3 Adjacency Diagram:

[Diagram showing the layout of the school with labels for areas like Outdoor Play, Pre-K, K, 1st CR, 2nd CR, 3rd CR, 4th CR, 5th CR, Admin., Media Center, Vehicular Dropoff, and Dining + Multipurpose]
AE-3. Physical Requirements

ES1-AE-3.1 Space(s):

A. Kindergarten CR / Toilet.
B. 1st Grade CR / Toilet.
C. 2nd-3rd Grade CR.
D. 4th-5th Grade CR.
E. Multipurpose CR.

ES1-AE-3.2 Use:

1. Large and small group activities, and individual work.

ES1-AE-3.3 Special Criteria:

1. K-1st Grade: Wet areas and cubbies should be on an axis along the wall between the corridor door and door to play area. Provide VCT flooring along this axis.
2. Second - Fifth grade: Wet areas and cubbies on an axis along the wall with VCT flooring along this axis.
3. Provide three 50 SF outdoor storage closets adjacent to Kindergarten classrooms for storage of playground equipment, toys and garden tools. Access should be from exterior only. Provide lockable doors and interior light.
4. Colors and finishes should provide warm and friendly atmosphere.

ES1-AE-3.4 Finishes and Features:

| General Notes: | 66% Carpet and 33% VCT. VCT at sink area and at exterior doors. |
| Floor: | Rubber transition strip |
| Floor Transitions: | Resilient top-set base |
| Base: | Painted CMU / gypsum wallboard |
| Walls: | Acoustical ceiling panels, accommodate hanging mobiles & posters |
| Ceiling: | 10'-0" |
| Ceiling Height: | Kindergarten and 1st Grade CR to have exterior door, with card-reader access hardware. Provide small view lite in all doors. |
| Doors: | Sill height appropriate for age group. Provide windows form classrooms into Learning Commons. |
| Windows: |

ES1-AE-3.5 Casework & Special Features:

General

1. Window blinds at all exterior windows.
2. 1 wall-hung synchronized clock, with batteries.

CR Primary Wall:

1. See ES-1 Appendix 1 for typical teaching wall requirements.
CR Secondary Wall: 1. One 4'-0" X 6'-0" white marker board with tack strip.
   2. One 4'-0" x 4'-0" tackboard (near door to corridor).
   3. Provide one tack strip 12" above the white marker board.

CR Casework Wall: 1. 15 - 12"W x 17"D x 60"H double stacked cubbie/coat units.
   (There will be a total of 30 individual cubbies—15 on top of 15).
   Provide 1 coat hook on each side of each cubbie. Offset hooks
   so they are not directly across from each other.
   2. All shelving in student casework to be fixed.
   3. 30"H shelving units continuous above cubbie/coat units (with
      adjustable shelving 12" o.c. vertically)
   4. Base Cabinets: 24"W x 24"D activity sink cabinet. (Open ADA
      sink cabinet), 36" W x 24"D door/shelf cabinet. Base cabinet
      height for all grade levels: 2'-6"
   5. Wall Cabinets: 24"W x 18"D wall cabinet (locate above activity
      sink cabinet), 36"W x 18"D wall cabinet (locate above door/shelf
      base cabinet).
   6. Teacher Wardrobe Cabinet: 7'-6"H x 24"D x 15" minimum
      width (24" W maximum), with lock.
   7. Within teacher wardrobe cabinet install 1 shelf and 1 clothes
      rod.
   8. All shelving in teacher base cabinets and wall cabinets to be
      adjustable.

Outdoor Storage Cl.: 1. In Kindergarten outdoor storage closets, provide adjustable
   18"D wood shelving on one wall.

Owner furnish &
Contractor install: 1. One (1) soap dispenser at each sink.
2. One (1) paper towel dispenser at each sink.

ES1-AE-3.6 Furniture, Fixtures & Equip.:  
(Provided by Owner's Furniture & Equipment Specialist, see
room data sheets).

ES1-AE-3.7 Instruc. Mat & Equipment:  
(Provided by Owner's Inst. Mat. & Equip. Specialist, including
presentation tech. (monitor, smartboard,etc.), classroom
computers, tablets, printers, TV brackets etc.).

ES1-AE-3.8 Mechanical Criteria:
1. Provide sinks in casework at all grade levels, and handwash sinks on wall, if
   required by code. Kindergarten - First grade sinks shall have both tempered and cold
   water. Locate sink in casework for access by several students at one time.
2. For Kindergarten and First grade provide individual toilet rooms within the
   classrooms.

ES1-AE-3.9 Electrical Criteria:

   Power: 1. Provide two duplex outlets on each wall.
2. Provide two duplex outlets on casework wall (above base cabinets).
3. See ES-1 Appendix 1 for typical teaching wall requirements.

**Lighting:**
1. Locate lighting controls so that instructor can easily adjust light level.
2. Locate light switches near doorways. Classroom lights shall be on occupancy sensors.

**Data & Other:**
1. Locate intercom handset near door to corridor.
2. See ES-1 Appendix 1 for typical teaching wall requirements.
3. Provide a data outlet on each of the three remaining walls.
4. Provide data outlet above ceiling for Owner-provided wireless access point.

**ES1-AE-3.10 Technology Criteria:**
1. Refer to ES-1 Appendices 1,2,3 & 4 For teaching wall diagram and classroom floor plan.
F-3. Physical Requirements

ES1-F-3.1 Space(s):

F. General Ed Support CR.

ES1-F-3.2 Use:

1. Space will be dedicated to a variety of functions including: small group activities and individual work.

ES1-F-3.3 Special Criteria:

1. Ceiling height should be standard at 10’-0” and should accommodate hanging of mobiles, posters, etc.
2. Wet areas and cubbies on an axis along the wall with VCT flooring along this axis.
3. Colors and finishes should provide warm and friendly atmosphere.

ES1-F-3.4 Finishes and Features:

<table>
<thead>
<tr>
<th>General Notes:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Floor: 66% Carpet and 33% VCT. VCT at sink area and at exterior doors.</td>
</tr>
<tr>
<td>Floor Transitions: Rubber transition strip</td>
</tr>
<tr>
<td>Base: Resilient top-set base</td>
</tr>
<tr>
<td>Walls: Painted CMU / gypsum wallboard</td>
</tr>
<tr>
<td>Ceiling: Acoustical ceiling panels, accommodate hanging mobiles &amp; posters</td>
</tr>
<tr>
<td>Ceiling Height: 10’-0”</td>
</tr>
<tr>
<td>Doors: Provide small view lite in all doors.</td>
</tr>
<tr>
<td>Windows: Sill height appropriate for age group. Provide windows form classrooms into Learning Commons.</td>
</tr>
</tbody>
</table>

ES1-F-3.5 Casework & Special Features:

General 1. Window blinds at all exterior windows.
2. 1 wall-hung synchronized clock, with batteries.

CR Primary Wall: 1. See ES-1 Appendix 1 for typical teaching wall requirements.
CR Secondary Wall:
1. One 4'-0" X 6'-0" white marker board with tack strip.
2. One 4'-0" x 4'-0" tackboard (near door to corridor).
3. Provide one tack strip 12" above the white marker board.

CR Casework Wall:
1. 15 - 12"W x 17"D x 60"H double stacked cubbie/coat units. (There will be a total of 30 individual cubbies– 15 on top of 15).
   Provide 2 coat hooks on each side of each cubbie. Offset hooks so they are not directly across from each other.
2. All shelving in student casework to be fixed.
3. 30"H shelving units continuous above cubbie/coat units (with adjustable shelving 12” o.c. vertically.)
4. Base Cabinets: 24"W x 24"D activity sink cabinet. (Open ADA sink cabinet), 36" W x 24"D door/shelf cabinet. Base cabinet height for all grade levels: 2'-6"
5. Wall Cabinets: 24"W x 18"D wall cabinet (locate above activity sink cabinet), 36"W x 18"D wall cabinet (locate above door/shelf base cabinet).
6. Teacher Wardrobe Cabinet: 7'-6"H x 24"D x 15" W minimum (24" W maximum), with lock.
7. Within teacher wardrobe cabinet install 1 shelf and 1 clothes rod.
8. All shelving in teacher base cabinets and wall cabinets to be adjustable.

Owner furnish & Contractor install:
1. One (1) soap dispenser at each sink.
2. One (1) paper towel dispenser at each sink.

ES1-F-3.6  Furniture:  (Provided by Owner's Furniture & Equipment Specialist, see room data sheets).

ES1-F-3.7  Instruc. Mat & Equipment:  (Provided by Owner's Inst. Mat. & Equip. Specialist, including presentation tech. (monitor, smartboard, etc.), classroom computers, tablets, printers, etc.).

ES1-F-3.8  Mechanical Criteria:
1. Provide sinks in casework, and handwash sinks on wall, if required by code.
2. Provide separate wall-hung drinking fountain.
ES1-F-3.9 Electrical Criteria:

**Power:**
1. Provide two duplex outlets on each wall.
2. Provide two duplex outlets on casework wall (above base cabinets).
3. See ES-1 Appendix 1 for typical teaching wall requirements.

**Lighting:**
1. Locate lighting controls so that instructor can easily adjust light level.
2. Lighting controls need to control each space separately.
3. Each control needs to be located so that the instructor can easily adjust light level.

**Data & Other:**
1. Locate intercom handset near door to corridor.
2. See ES-1 Appendix 1 for typical teaching wall requirements.
3. Provide a data outlet on each of the three remaining walls.
4. Provide data outlet above ceiling for Owner-provided wireless access point.

ES1-F-3.10 Technology Criteria:
1. Refer to ES-1 Appendix 1,2,3 & 4 For teaching wall diagram and classroom floor plan.
Monitor (approx. size); provided/installed by WCPSS. Use a flat or tilting wall mount for the TV as shown on the attachment. No articulating arm or accordion style bracket that could protrude 1 or 2 feet from the wall.

Quad power outlet; align top of box with top of monitor

Duplex data connection; align top of box with top of monitor

Tack strip as specified

Marker board as specified

Alternate
Laminate-clad shelving, 12" deep, with one adjustable shelf.

Duplex power outlet

WCPSS Typical Teaching Wall Elevation
Instructional Technology Infrastructure
Kindergarten and First Grade

Second thru Fifth Grade
WCPSS ELEMENTARY SCHOOL
TYPICAL GRADE 2-5 INSTRUCTIONAL TECHNOLOGY

Built-in casework and student cubbies

Intercom handset at 4'-0" AFF

Three locations: duplex power and data at 1'-4" AFF. Placement may vary with different room configurations. Note: additional electrical outlets will be required for convenience.

Ctg. Speaker

Wireless Access Point in ceiling

See Elevation for detailed dimensions

4' X 4' tack board

4' X 6' marker board

4' X 6' marker board

Interactive white board connections: empty box, data and quad power at 7'-0" AFF on centerline. empty box, data, dual power, and empty box for speaker control at 2'-6" AFF.

6'-4" ceiling for interactive board

Primary Wall

Total 6 data drops for typical classroom

Rev. 00.00.0000
1. General Educational Requirements

**ES2-1.1 Objectives**
1. To provide a variety of spaces in which students may work collaboratively in groups of different sizes.

**ES2-1.2 Trends**
1. Project-Based Learning.
2. Student-centered activities.
3. Spaces that are flexible and promote collaborative learning.
4. All areas of school and site regarded as “teaching spaces”.

**ES2-1.3 Activities and Enrollment**
2. Space Overview

ES2-2.1 Required Spaces

Reference:

<table>
<thead>
<tr>
<th>Identifier</th>
<th>Space</th>
<th>Quantity</th>
<th>Area Each (SF)</th>
<th>Area Total (SF)</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Learning Commons</td>
<td>1</td>
<td>10,000</td>
<td>10,000</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>1</td>
<td></td>
<td>10,000</td>
</tr>
</tbody>
</table>

ES2-2.2 Design Considerations

1. Learning Commons should be distributed throughout the school. They should be of a varied sizes and shapes, in areas convenient to classrooms.
2. Depending on size and location, Learning commons may (or may not) include marker boards, flat-screen monitors, areas for tables and chairs or leisure furniture.
3. Provide visual supervision from nearby classrooms.
4. Learning Commons may be adjacent to, but not obstruct, the required means of egress.
2. Space Overview (continued)

ES2-2.3 Adjacency Diagram:

(site specific)
A-3. Physical Requirements

ES2-A-3.1 Space(s):

A. Learning Commons.

ES2-A-3.2 Use:

1. Collaborative learning and working spaces.

ES2-A-3.3 Special Criteria:

ES2-A-3.4 Finishes and Features:

<table>
<thead>
<tr>
<th>General Notes:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Floor:</td>
<td>Carpet/VCT/Terrazzo</td>
</tr>
<tr>
<td>Floor Transitions:</td>
<td></td>
</tr>
<tr>
<td>Base:</td>
<td>Resilient top-set base</td>
</tr>
<tr>
<td>Walls:</td>
<td>Painted CMU / gypsum wallboard.</td>
</tr>
<tr>
<td>Ceiling:</td>
<td>(varies)</td>
</tr>
<tr>
<td>Ceiling Height:</td>
<td>(varies)</td>
</tr>
<tr>
<td>Doors:</td>
<td>Doors shall have full view lites.</td>
</tr>
<tr>
<td>Windows:</td>
<td>Exterior windows preferable</td>
</tr>
</tbody>
</table>

ES2-A-3.5 Casework & Special Features:

**General**

1. Window blinds at all exterior windows.
2. Marker boards and tack boards as directed by WCPSS.

ES2-A-3.6 Furniture, Fixtures & Equip.:

(Provided by Owner’s Furniture & Equipment Specialist, see room data sheets).

ES2-A-3.7 Instruc. Mat & Equipment:

(Provided by Owner’s Inst. Mat. & Equip. Specialist).

ES2-A-3.8 Mechanical Criteria:

ES2-A-3.9 Electrical Criteria:

**Power:**

1. Provide duplex outlets as directed by WCPSS.
2. Provide duplex outlets for Owner-provided monitor.

**Lighting:**

**Data & Other:**

1. Provide 2-port data outlet for monitor.
2. Provide other 2-port data outlets as directed by WCPSS.
3. Provide data outlet above ceiling for Owner-provided wireless access point system.
ES2-A-3.10  Technology Criteria:
1. General Educational Requirements

ES3-1.1 Objectives

1. Schools are mandated by Individuals with Disabilities Education Act (IDEA) to offer a free, appropriate public education to all disabled students in the least restrictive environment. This includes interaction with non-disabled peers in regular school settings.

2. We must ensure the design of our schools provide equitable integrated spaces that support the mandates of No Child Left Behind (NCLB) and (IDEA) for access to general education for all students and supports individual education plan requirements for appropriate specially designed instruction.

3. Safe, efficient emergency egress from special education classrooms.

4. Schools must comply with ADA requirements.

ES3-1.2 Trends

1. Provision of related services (e.g. physical therapy, speech/language therapy, occupational therapy) within the natural environment with collaboration with other team members is considered best practice.

2. IDEA places greater emphasis on enabling each child to appropriately progress in the general curriculum. Facilities should support serving students in the least restrictive environment with greatest opportunity to participate in general education.

3. Increased need for spaces to provide for the medical and physical management of students.

ES3-1.3 Activities and Enrollment

1. Self-contained classrooms may serve as the regular classrooms for special students who are on an Adapted Curriculum.

2. Activities in these self-contained classrooms may include daily living skills and functional skills requiring access to a kitchen area. Because of the diverse number of activities, behaviors and equipment needs, special education classes – even those with significantly fewer students – must have a standard size classroom.

3. Educable Mentally Disabled (EMD), Behaviorally/Emotionally Disabled (BED), Cross Categorical (CC) and Cross Categorical Resource (CCR) classrooms serve students on the Standard Course of Study who need more limited services. The students are enrolled in regular classes and attend resource classes as "pull-out" programs.

4. These classes need to accommodate one-to-one instruction, group instruction, individual work space, learning stations, multi-sensory centers, and computer center.
2. Space Overview

ES3-2.1 Required Spaces

Reference: Developed for an 800 student capacity school. Refer to individual program requirements. The number of classrooms designated for Special Education will increase proportionately as the school capacity increases.

General: Each special education teacher requires a classroom. It is educationally inappropriate to assign more than one special education program to a classroom.

<table>
<thead>
<tr>
<th>Identifier</th>
<th>Space</th>
<th>Quantity</th>
<th>Area Each (SF)</th>
<th>Area Total (SF)</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Adaptive Curriculum CR (Suite)</td>
<td>2</td>
<td>900</td>
<td>1,800</td>
</tr>
<tr>
<td>B</td>
<td>Special Ed Services CR (2 w/ partitions)</td>
<td>3</td>
<td>900</td>
<td>2,700</td>
</tr>
<tr>
<td>C</td>
<td>Special Ed Services CR</td>
<td>2</td>
<td>450</td>
<td>900</td>
</tr>
<tr>
<td>D</td>
<td>Instructional Kitchen</td>
<td>1</td>
<td>360</td>
<td>360</td>
</tr>
<tr>
<td>E</td>
<td>Toilets</td>
<td>2</td>
<td>120</td>
<td>240</td>
</tr>
</tbody>
</table>

Total 10 6,000

ES3-2.2 Design Considerations

1. Group together as a suite: two 900 SF Adaptive Curriculum classrooms and the instructional kitchen/toilets. The six Special Education Services Classrooms should be integrated with general classrooms, preferably one in association with each two grade levels. Three of these classrooms are the same size as general education classrooms. Three are limited to 450 SF.

2. Locate Adaptive Curriculum suite near a major entrance. Special Education students may use bus or car drop-off areas.

3. Provide concrete pad outside that connects to both classrooms in the suite. Minimum size to be 20’ x 20’.

4. Attention to acoustical details (excessive noise, etc.) is important for learners with hearing deficits. Therefore, students with disabilities should be located away from cafeteria, multi-purpose, music room, loading areas and mechanical rooms.

5. Cafeteria, Media Center, multi-purpose room (including stage, Student Support Services, outdoor play areas & equipment, and group toilets shall all have barrier-free access.

6. Exterior doors on classrooms are not to be used as an entrance for parents or the public.
2. Space Overview (continued)

ES3-2.3 Adjacency Diagram:
A-3. Physical Requirements

ES3-A-3.1 Space(s):

A. Adaptive Curriculum CR.

ES3-A-3.2 Use:

1. Instruction of groups of students with disabilities, which include up to sixteen students, one teacher, and one or more teacher assistants. In addition to daily classes, the room may be simultaneously used by any of the following specialists: speech therapists, physical therapists, occupational therapists, teachers of visually or hearing impaired students, orientation/mobility specialists and audiologists.

ES3-A-3.3 Special Criteria:

1. The Adaptive Curriculum Suite should be located on the ground floor.
2. All facilities in the adaptive curriculum rooms should be accessible.
3. The classrooms in the adaptive curriculum suite should look as much like the general classrooms as possible.
4. Acoustical ceiling panels should maximize acoustical absorbency.

ES3-A-3.4 Finishes and Features:

<table>
<thead>
<tr>
<th>General Notes:</th>
<th>Special attention should be given to the selection of colors and finishes to promote a warm, friendly and inviting atmosphere</th>
</tr>
</thead>
<tbody>
<tr>
<td>Floor:</td>
<td>Carpet and VCT</td>
</tr>
<tr>
<td>Floor Transitions:</td>
<td>Vinyl or rubber (NOT metal) reducer strip is required between carpet and VCT</td>
</tr>
<tr>
<td>Base:</td>
<td>Resilient top-set base</td>
</tr>
<tr>
<td>Walls:</td>
<td>Painted CMU / Gypsum Wallboard. Sound isolate</td>
</tr>
<tr>
<td>Ceiling:</td>
<td>Acoustical ceiling panels</td>
</tr>
<tr>
<td>Ceiling Height:</td>
<td>10'-0&quot;</td>
</tr>
<tr>
<td>Doors:</td>
<td>Provide door with vision panel between classrooms and support spaces. Provide exterior door. Door should have panic bar/alarm to be utilized for emergency exit only</td>
</tr>
<tr>
<td>Windows:</td>
<td>Sill height appropriate for age group, and must comply with emergency egress requirements</td>
</tr>
</tbody>
</table>

ES3-A-3.5 Casework & Special Features:

<table>
<thead>
<tr>
<th>General</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1. Window blinds at all exterior windows.</td>
</tr>
<tr>
<td></td>
<td>2. 1 wall-hung synchronized clock, with batteries.</td>
</tr>
<tr>
<td></td>
<td>3. Classroom furniture needs will vary from typical student desks and chairs for some types of classes. When the nature of the student disability requires, alternative furnishings (such as mats, tables, special seating) will need to be substituted. This will require coordination with the Director of Special Education Services.</td>
</tr>
<tr>
<td></td>
<td>4. Soap dispenser.</td>
</tr>
</tbody>
</table>
5. Paper towel dispenser.

**CR Primary Wall:**
1. See **ES-1 Appendix 1** for typical teaching wall requirements.
2. 4'-0" x 4'-0" tackboard at end of marker board nearest door, or corridor wall near door if teaching wall can not accommodate.

**CR Display Wall:**
1. Provide "High/Low" tack strips on display wall, full length. Coordinate location with WCPSS facility planner. Place high strip at 6'-6"AFF, and low strip at 5'-0"AFF.

**CR Casework Wall**  
(Student Casework):
1. 15 - 12"W x 17"D x 60"H double stacked cubbie/coat units. (There will be a total of 30 individual cubbies – 15 on top of 15). Provide 1 coat hook on each side of each cubbie. Offset hooks so they are not directly across from each other.
2. All shelving in student casework to be fixed.
3. 30"H shelving continuous above cubbie/coat units
4. Base Cabinets: 24"W x 24"D activity sink cabinet. (Open ADA sink cabinet), 36" W x 24"D door/shelf cabinet. Base cabinet height for all grade levels: 2'-6".
5. Wall Cabinets: 24"W x 18"D wall cabinet (locate above activity sink cabinet), 36"W x 18"D wall cabinet (locate above door/shelf base cabinet).
6. Teacher Wardrobe Cabinet: 7'-6"H x 24"D x 15" W minimum (24" W maximum), with lock.
7. Within teacher wardrobe cabinet install 1 shelf and 1 clothes rod.
8. All shelving in teacher base cabinets and wall cabinets to be adjustable.

**Owner furnish & Contractor install:**
1. One (1) soap dispenser.
2. One (1) paper towel dispenser.

**ES3-A-3.6 Furniture:**  
(Provided by Owner's Furniture & Equipment Specialist, see room data sheets).

**ES1-A-3.7 Instruc. Mat & Equipment:**  
(Provided by Owner's Inst. Mat. & Equip. Specialist, including presentation tech. (monitor, SRP, etc.), classroom computers, tablets, printers, etc.).

**ES1-A-3.8 Mechanical Criteria:**
1. Provide sink with counter and cabinet. Sink should have gooseneck faucet.
2. Provide wall-hung drinking fountain in corridor in close proximity to classroom.
3. Noise from air return systems for climate control should be minimal.

**ES1-A-3.9 Electrical Criteria:**
Power: 1. See ES-1 Appendix 1 for typical teaching wall requirements.
2. Provide two duplex outlets on remaining three walls.

Lighting: 1. Lighting should reduce glare and be noise free
2. Lighting controls shall be designed so that teacher can easily adjust lighting levels.
3. Lighting design shall efficiently combine use of daylighting with artificial lighting. (See current WCPSS Design Guidelines for additional guidance.)

Data & Other: 1. See ES-1 Appendix 1 for typical teaching wall requirements.
2. Provide a data outlet on each of the three remaining walls.
3. Locate intercom handset near door to corridor.
4. Provide data outlet above ceiling for Owner-provided wireless access point.

ES1-A-3.10 Technology Criteria: 1. Refer to ES-1 Appendix 1,2 & 4 For teaching wall diagram and classroom floor plan.
BC-3. Physical Requirements

ES3-BC-3.1 Space(s):

B. Special Education Services CR (2 w/ partitions).
C. Special Education Services CR.

ES3-BC-3.2 Use:

1. Similar to General Classroom uses, but for special needs students.

ES3-BC-3.3 Special Criteria:

1. Each of these classrooms should have the same amenities and design components, and be integrated with, age-appropriate grade-level General Classrooms.
2. Each section of the two Special Education Services Classrooms that will have folding partitions will need to be up fitted to accommodate half of the casework for a full-sized classroom.
3. Each section will need to provide a teaching wall technology area.
D-3. Physical Requirements

ES3-D-3.1 Space(s):

D. Instructional Kitchen.

ES3-D-3.2 Use:

1. The kitchen is used to implement the curricula for some special education programs. Life skills, including domestic skills, activities of daily living and vocational skills, are best implemented in a “real life” environment such as is provided by barrier free kitchen.

2. For some low incidence students (e.g., severely/profoundly mentally disabled), kitchen appliances are also used for storage of medications and food preparation for special diets. In addition, some students’ physical needs may require a private environment during meals.

ES3-D-3.3 Special Criteria:

1. Must be barrier free.

2. Two classrooms (900 SF each) to share a kitchen and two toilets. The shared areas should be accessible to both classes. The kitchen should have corridor access.

ES3-D-3.4 Finishes and Features:

| General Notes: |  
| --- | --- |
| Floor: | VCT |
| Floor Transitions: | Rubber transition strip |
| Base: | Resilient top-set base |
| Walls: | Painted CMU / gypsum wallboard |
| Ceiling: | Moisture-resistant acoustical ceiling panels |
| Ceiling Height: | 10’-0” |
| Doors: | Provide small view lite in all doors. |
| Windows: |  

ES3-D-3.5 Casework & Special Features:

General 1. Window blinds at all exterior windows.

Casework 1. Counter on two walls 30”-32” high with accessible knee space minimum of 60”w. Cabinets with adjustable shelving above and below. Lower doors to have pull type handles, upper doors handles should be latch type. No islands are to be used.

2. Two Locking Cabinets @ 60”H x 30” W x 24”D.

ES3-D-3.6 Furniture, Fixtures & Equip:

1. Range combination with controls in front, and that meets ADA height requirements.

2. Hood over the range.

3. Dryer vent.
4. Full size refrigerator with icemaker (ADA-compliant).
5. Full size front-loading washer and dryer with controls in front with 3 feet of counter space beside for folding (ADA-compliant).
6. Dishwasher (ADA-compliant).
7. Soap dispenser.

**ES3-D-3.7 Instruc. Mat & Equipment:**

1. Countertop Microwave provided by furniture coordinator.

**ES3-D-3.8 Mechanical Criteria:**

1. Provide double sink, to meet ADA. Sink should have gooseneck faucet.
2. Provide hot and cold water.
3. Provide dishwasher hook-up
4. Provide dryer hook-up and venting to exterior.
5. Provide washer hook-up.
6. Ice maker hook-up for refrigerator.

**ES3-D-3.9 Electrical Criteria:**

**Power:**

1. Provide one duplex outlet every six feet (minimum or three outlets per wall), above each counter.

**Lighting:**

1. Lighting shall not create glare, and be noise free.
2. Lighting design shall efficiently combine use of daylighting with artificial lighting. See current WCPSS Design Guidelines for additional guidance.

**Data & Other:**

1. Locate intercom handset near door to corridor.

**ES3-D-3.10 Technology Criteria:**
E-3. Physical Requirements

ES3-E-3.1 Space(s):

ES3-E-3.2 Use:

1. Not all students are capable of independence and safety in using regular group toilets. Two separate, accessible toilets between the two classrooms allow students to gain independence in self-help skills while safely supervised. This also provides a location for special toileting needs or health care procedures that may require privacy.

2. Each toilet area should have a mobile electrically operated hi-low table (health room type cot). Space is needed for adult supervision, for a freestanding toilet chair and for storage for health care supplies, bathroom supplies, diapers, as well as adequate space for maneuvering in a wheelchair.

ES3-E-3.3 Special Criteria:

1. Must be accessible as per age appropriate ADA requirements.
2. Two self-contained classrooms share the kitchen and two toilets.
3. Sufficient floor space in each toilet room to accommodate a 3'-0" x 6'-0" x 20"h electrically-operated hi-low table (health room type cot). * These cots should be open underneath to allow the use of a Hoyer lift to pass underneath. Provide electrical receptacle at standard (low) height centered on wall at cot location.

ES3-E-3.4 Finishes and Features:

<table>
<thead>
<tr>
<th>General Notes:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Floor: VCT</td>
</tr>
<tr>
<td>Floor Transitions: Rubber transition strip</td>
</tr>
<tr>
<td>Base: Resilient top-set base</td>
</tr>
<tr>
<td>Walls: Painted CMU / gypsum wallboard</td>
</tr>
<tr>
<td>Ceiling: Moisture-resistant acoustical ceiling panels</td>
</tr>
<tr>
<td>Ceiling Height: 10'-0&quot;</td>
</tr>
<tr>
<td>Doors: Flush</td>
</tr>
<tr>
<td>Windows: (none)</td>
</tr>
</tbody>
</table>

ES3-E-3.5 Casework & Special Features:

General

Casework

1. Three feet wide by six feet high by two feet deep storage cabinet with lockable door and adjustable shelving. Locate in life skills lab close to entrances to toilet rooms) All cabinetry locks through the suite should be keyed alike.

ES3-E-3.6 Furniture, Fixtures & Equip:
1. Two movable health room type cots 3’ x 6’ x 20”h with medical vinyl covering.
2. One full-length mirror.
3. Barrier free toilet paper holder (standard domestic dispenser, not Scots).
4. Sanitary napkin disposal.
5. Paper towel dispenser (pull out type, not crank).
6. Grab bars for each toilet room.

ES3-E-3.7 Instruc. Mat & Equipment:

ES3-E-3.8 Mechanical Criteria:

1. Provide handicapped accessible sink. Sink should have gooseneck faucet.
2. Provide accessible toilet. Toilet should be standard height, round bowl with closed front seat.
3. Provide pull down toilet arm (or sprayer on toilet), sized appropriately for toilet.

ES3-E-3.9 Electrical Criteria:

**Power:**
1. Provide one outlet low at adjustable changing table location. The outlets for both toilet rooms are to be on one circuit.
2. Provide one outlet in adjacent corridor.

**Lighting:**
1. Lighting should not create glare and should be noise free.
2. Lighting design shall efficiently combine use of day lighting with artificial lighting. See current WCPSS Design Guidelines for additional guidance.

**Data & Other:**
1. Locate intercom handset near door to corridor.

ES3-E-3.10 Technology Criteria:
1. General Educational Requirements

ES4-1.1 Objectives

1. To provide an environment which allows the young child to be active, vigorous, freely moving, and interacting with other children.
2. To comply with NC Child Care licensure requirements.
3. To comply with ADA.
4. To address issues with IDEA (Individuals with Disabilities Education Act).

ES4-1.2 Trends

1. Emphasis on developing critical thinking and problem solving skills.
2. Appropriate use of technology to support learning.
3. Socio-emotional learning and awareness.
4. Collaborative teaching.
5. Blending of typically developing students with students with disabilities.
6. Developmentally appropriate practices.
7. Promotes multi-culturalism and understanding diversity.
9. Family-friendly environment to promote parental access and involvement.
10. Provision of related services with a collaborative, integrated team approach.
11. Focus on early literacy development.

1.3 Activities and Enrollment

1.3.1 Pre-Kindergarten

1. A large open floor space is needed to accommodate large group activities, direct instruction, dramatic play, music and rhythms and large muscle activities. Many of the activities require group tables with chairs permitting multiple use of the space.
2. Areas for active play, quiet play and rest. (Foldable floor mats will be used for rest periods.)
3. Learning centers are set aside for specific activities and can include: Woodworking, Library, Art, Block Building, Math, Science, Manipulative, Music and movement, Writing, Housekeeping, Sand and Water, Puzzles, Sensory/Motor.

1.3.2 Pre-K Observation Room

1. An area to observe/ assess Pre-K students without disturbing classroom activities.
2. An area for multi-disciplinary collaboration and training.
2. Space Overview

ES4-2.1 Required Spaces

Reference:

<table>
<thead>
<tr>
<th>Identifier</th>
<th>Space</th>
<th>Quantity</th>
<th>Area Each (SF)</th>
<th>Area Total (SF)</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Pre-Kindergarten CR w/ 10' x 10' Toilet</td>
<td>2</td>
<td>1,100</td>
<td>2,200</td>
</tr>
<tr>
<td>B</td>
<td>Pre-K Observation</td>
<td>1</td>
<td>150</td>
<td>150</td>
</tr>
<tr>
<td>C</td>
<td>Pre-K Outdoor Storage</td>
<td>2</td>
<td>50</td>
<td>100</td>
</tr>
</tbody>
</table>

Total 5 2,450

General: See Site Ed Spec for Pre-Kindergarten Play Area requirements

ES4-2.2 Design Considerations

1. Classrooms should be close to bus and car drop-off and pick-up, Administration, Media Center, Cafeteria and Multi-purpose room.
2. The youngest children must be most proximate to core areas.
3. Pre-Kindergarten Classes should be grouped together and must be on the ground floor with direct access to the outdoors from each classroom. This access to outdoors should always be from the classroom directly into a fenced area. Children should not leave this back door into an open/non-fenced area before entering the fenced play area.
4. In addition to the outdoor spaces identified in the site program, the pre-kindergartens need a fenced outdoor play area directly adjacent to their classrooms. This area will be utilized as part of center-based instruction. Provide patio and some sun protection areas. If needed, owner to provide canvas canopy for protection from the sun.
5. Locate one-way window between Observation Room and Pre-K classroom for parent and staff observations. Provide 2-way speakers between Pre-K classroom and Observation Room, with ability to control volume. Place speaker near window in Observation Room.
6. The Observation room should have two (2) entrances, one from the hallway and one from the classroom.
7. Locate activity sink within casework area. Activity sinks must be easily accessible by small children, and be completed with paper-towel and soap dispensers.
2. Space Overview (continued)

**ES4-2.3 Adjacency Diagram:**

![Adjacency Diagram](image-url)
A-3. Physical Requirements

ES4-A-3.1 Space(s):

A. Pre-Kindergarten CR / Toilet.

ES4-A-3.2 Use:

1. Space will be dedicated to a variety of functions including large group activities, small group activities and individual work.
2. No more than 18 students will be in the Pre-K room at one time.

ES4-A-3.3 Special Criteria:

1. Wet areas and cubbies should be on an axis along the wall between the corridor door and door to play area. Provide VCT flooring along this axis.
2. Provide 100 SF outdoor storage closet adjacent to the 2 Pre-Kindergarten classrooms for storage of playground equipment, toys and garden tools. Access should be from exterior only. The outdoor storage needs to be located within the fenced area designated as the Pre- K play area for easy access from the classroom and play area. Provide lockable doors and interior light.
3. Configure toilet room to accommodate changing table (30” x 60”) and portable adaptive toilet chair (~ 2 ft. x 2 ft.). These are to be moveable, not built-in or wall mounted.
4. Provide lockable storage in toilet room (determine size based on size of changing table).

ES4-A-3.4 Finishes and Features:

<table>
<thead>
<tr>
<th>General Notes:</th>
<th>Special attention should be given to the selection of colors and finishes to promote a warm, friendly and inviting atmosphere</th>
</tr>
</thead>
<tbody>
<tr>
<td>Floor:</td>
<td>60% Carpet and 40% VCT. VCT at sink area and at exterior doors.</td>
</tr>
<tr>
<td>Floor Transitions:</td>
<td>Metal (not rubber) transition strip</td>
</tr>
<tr>
<td>Base:</td>
<td>Resilient top-set base</td>
</tr>
<tr>
<td>Walls:</td>
<td>Painted CMU / gypsum wallboard</td>
</tr>
<tr>
<td>Ceiling:</td>
<td>Acoustical ceiling panels, accommodate hanging mobiles &amp; posters</td>
</tr>
<tr>
<td>Ceiling Height:</td>
<td>10'-0”</td>
</tr>
<tr>
<td>Doors:</td>
<td>Exterior door to access outdoor fenced play area, with card-reader operation. Provide small view lite in all doors.</td>
</tr>
<tr>
<td>Windows:</td>
<td>Sill height should be appropriate to age group and must comply with egress requirements.</td>
</tr>
</tbody>
</table>
**ES4-A.3.5 Casework & Special Features:**

**General**
1. Window blinds at all exterior windows. Cords for blinds must take into consideration the age/developmental needs of the children. No strangulation/choking hazards.
2. 1 synchronized wall clock, with batteries.
3. Grab bars and standard roll toilet paper dispensers in each toilet room.

**CR Primary Wall:**
1. See [ES-1 Appendix 1](#) for typical teaching wall requirements.
2. Provide 4'-0" x 4'-0" tackboard at end of marker board nearest door, or adjacent wall if the teaching wall cannot accommodate.

**CR Casework Wall:**

**Student Casework**
1. (18) - 12"W x 17"D x 60"H double-stacked cubbies/coat units.
   (There will be a total of 36 individual cubbies – 18 on top of 18).
   Provide 1 coat hook on each side of each cubbie. Offset hooks so they are not directly across from each other.
2. All shelving in student casework to be fixed.
3. Pre-K students will have two cubbies assigned to each child; one cubbie for personal items, and one cubbie for mat storage.

**Teacher Casework**
1. General: Provide doors on casework over cubbies to reduce student access/distraction.
2. 30"H shelving units continuous above cubbies / coat units, with adjustable shelving 12" o.c. vertically.
3. Base Cabinets (2'-6" height): 24" W x 24" D sink cabinet, 36" W x 24" cabinet w/ door & shelf.
4. Wall Cabinets: 36" H x 24" W x 18" D w/ lock above sink cabinet, 36" H x 36" W x 18" D above door/shelf cabinet.
5. 7'-6"H x 24"D x 15"W minimum (24" maximum) teacher wardrobe cabinet with lock. Provide two shelves above and one clothes rod.
6. All shelving in teacher base cabinets and wall cabinets to be adjustable.
7. Undercounter refrigerator with storage wall cabinet above for student medications. Wall cabinet to be 2'-0" W x 2'-6" H x 18" D, with top 2 door sections to be lockable. No locks are required for lower 2 door sections.

**Owner furnish & Contractor install:**
1. Three (3) soap dispensers.
2. Three (3) paper towel dispensers.
ES1-A-3.6 Furniture, Fixtures & Equip.: (Provided by Owner’s Furniture & Equipment Specialist, see room data sheets).

ES1-A-3.7 Instruc. Mat & Equipment: (Provided by Owner’s Inst. Mat. & Equip. Specialist, including presentation tech. (monitor, smartboart, etc.), classroom computers, tablets, printers, etc.).

ES1-A-3.8 Mechanical Criteria:

1. Provide activity sink in casework. Pre-Kindergarten shall have both tempered and cold water. Locate sink in casework for access by several students at one time.
2. Provide water fountain in corridor, immediately adjacent to CR.
3. Provide individual toilet room within the classroom.
4. Provide handwash sink just outside toilet room, Pre-K size. Toilet seat top to be 12" AFF. Lavatory top to be 2'-3' AFF.
5. Provide adult handwash sink inside toilet room.
6. Provide floor drain in toilet room.
7. All sinks must have hot and cold water, with hot water in the range of 80 – 110 degrees F.
8. Toilet room requires diaper-changing area at 18” h. This should be a movable table, with top covered in medical vinyl. (Table should be 18” high x 30” wide x 60” long.) These cots should be open underneath to allow the use of a Hoyer lift to pass underneath.

ES1-A-3.9 Electrical Criteria:

Power: 1. See ES-1 Appendix 1 for typical teaching wall requirements.
2. Provide two duplex outlets on remaining three walls.
3. All outlets should be provided with child-safe outlet caps.

Lighting: 1. Locate lighting controls so that instructor can easily adjust light level.
2. Must meet 50 foot candles throughout the space.

Data & Other: 1. See ES-1 Appendix 1 for typical teaching wall requirements.
3. Provide a data outlet on each of the three remaining walls.
4. Provide wireless access point in ceiling.
5. Locate intercom handset just inside the door from the corridor

ES1-A-3.10 Technology Criteria: 1. Refer to ES-1 Appendix 1, 2 & 3 for teaching wall diagram and classroom floor plan.
B-3. Physical Requirements

ES4-B-3.1 Space(s):

**B. Pre-K Observation Room.**

ES4-B-3.2 Use:

1. Observation room should provide an area to observe/assess Pre-K students without disturbing classroom activities. Observation room should also be an area for multi-disciplinary collaboration and training.

ES4-B-3.3 Special Criteria:

ES4-B-3.4 Finishes and Features:

<table>
<thead>
<tr>
<th>General Notes:</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>Floor:</td>
<td>Carpet.</td>
</tr>
<tr>
<td>Floor Transitions:</td>
<td>Metal (not rubber) transition strip.</td>
</tr>
<tr>
<td>Base:</td>
<td>Resilient top-set base.</td>
</tr>
<tr>
<td>Walls:</td>
<td>Painted CMU / gypsum wallboard.</td>
</tr>
<tr>
<td>Ceiling:</td>
<td>Acoustical ceiling panels.</td>
</tr>
<tr>
<td>Ceiling Height:</td>
<td>10'-0&quot;.</td>
</tr>
<tr>
<td>Doors:</td>
<td>Provide small view lite in all doors.</td>
</tr>
<tr>
<td>Windows:</td>
<td>Provide window with one-way glass to both classrooms so students can be easily observed.</td>
</tr>
</tbody>
</table>

ES4-B-3.5 Casework & Special Features:

ES4-B-3.6 Furniture, Fixtures & Equip.:

(Provided by Owner's Furniture & Equipment Specialist, see room data sheets).

ES4-B-3.7 Instruc. Mat & Equipment:

(Provided by Owner's Inst. Mat. & Equip. Specialist, including presentation tech. (monitor/touch panel, etc.), classroom computers, tablets, printers, etc.).

ES4-B-3.8 Mechanical Criteria:
ES4-B-3.9  Electrical Criteria:

    Power:  1. One duplex outlet on 2 walls.

    Lighting:  

    Data & Other:  1. Provide one (1) 2-port data outlet.
                   2. Provide means to listen to classroom activities from Pre-K Observation Room.

ES4-B-3.10  Technology Criteria:
C-3. Physical Requirements

ES4-C-3.1 Space(s):

C. Outdoor Storage Closet.

ES4-C-3.2 Use:

1. Storage for play and instructional equipment.

ES4-C-3.3 Special Criteria:

ES4-C-3.4 Finishes and Features:

<table>
<thead>
<tr>
<th>General Notes:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Floor:</td>
<td>Sealed Concrete</td>
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<tr>
<td>Floor Transitions:</td>
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<tr>
<td>Base:</td>
<td>Resilient top-set base.</td>
</tr>
<tr>
<td>Walls:</td>
<td>Painted CMU / gypsum wallboard.</td>
</tr>
<tr>
<td>Ceiling:</td>
<td>(none)</td>
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<tr>
<td>Ceiling Height:</td>
<td>10’-0”</td>
</tr>
<tr>
<td>Doors:</td>
<td>Lockable door with closer.</td>
</tr>
<tr>
<td>Windows:</td>
<td>(none)</td>
</tr>
</tbody>
</table>

ES4-C-3.5 Casework & Special Features:

1. 18” deep painted wood shelving on rear wall.

ES4-C-3.6 Furniture, Fixtures & Equip.:

ES4-C-3.7 Instruc. Mat & Equipment:

ES4-C-3.8 Mechanical Criteria:
ES4-C-3.9 Electrical Criteria:

Power:

Lighting:

Data & Other:

ES4-C-3.10 Technology Criteria:
1. General Educational Requirements

ES6-1.1 Objectives

1. The Visual Arts educational program includes learning experiences which provide for the making of art, the study of works of art from past and present, and the critical evaluation of art products.

2. The primary goal of the visual arts program is to teach content and skills from four disciplines of art that contribute to creating, understanding and appreciating art; art history; art production; and art criticism and aesthetics.

3. Production of art will include experiences in both, two-dimensional and three-dimensional art.

ES6-1.2 Trends

1. Increased use of technology and multi-media presentation.

2. Overlapping and incorporating art into the academic disciplines.

ES6-1.3 Activities and Enrollment

1. The diversity of activities will be determined by the size of the art program and will correspond with individual grade level classes. Some activities to be experienced at the elementary level include painting (watercolor & tempera), sculpture, clay, printmaking & cutting, drawing, computer graphics, interactive multimedia, and art history.
## 2. Space Overview

### ES6-2.1 Required Spaces

Reference:

<table>
<thead>
<tr>
<th>Identifier</th>
<th>Space</th>
<th>Quantity</th>
<th>Area Each (SF)</th>
<th>Area Total (SF)</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Art Room</td>
<td>1</td>
<td>950</td>
<td>950</td>
</tr>
<tr>
<td>B</td>
<td>Art Storage</td>
<td>1</td>
<td>130</td>
<td>130</td>
</tr>
<tr>
<td>C</td>
<td>Kiln Room</td>
<td>1</td>
<td>70</td>
<td>70</td>
</tr>
</tbody>
</table>

Total 3 1,150

### ES6-2.2 Design Considerations

1. Centrally located for use by all grade levels.
2. Location should provide for good quality natural, north lighting where possible.
3. Facilities should be on the ground floor near a driveway for loading and unloading of supplies.
4. A 30'-0" x 30'-0" concrete patio should be provided outside of classroom, sloped away from building, with hose bibb. Provide shade if possible. A seat wall is desirable.
2. Space Overview (continued)

ES6-2.3 Adjacency Diagram:

- (Corridor)
- Art Room
- Art Storage
- Kiln Room
- (Exterior Wall)
- Art Patio
A-3. Physical Requirements

ES6-A-3.1 Space(s):
   A. Art Room.

ES6-A-3.2 Use:
   1. All classes from each grade level will visit the art room weekly.
   2. Whole group presentations.
   3. Small group presentations.
   4. Individual projects.

ES6-A-3.3 Special Criteria:
   1. Art classroom should be rectangular in shape.
   2. Direct access to patio, kiln room and storage room.
   3. Provide a perimeter counter/work area with 2 peninsula sinks and cabinetry. Island type sinks are not desirable.
   4. Provide maximum amount of tackable wall surface.
   5. Provide an open space near kiln room for clay area.
   6. Establish a wall area as the primary teaching space.
   7. A lockable display case should be located in the adjacent corridor. It should be a minimum of 10 S.F. with adjustable shelves, lighting, electrical outlet and tackable surfaces.

ES6-A-3.4 Finishes and Features:

<table>
<thead>
<tr>
<th>General Notes:</th>
<th>Sealed concrete</th>
</tr>
</thead>
<tbody>
<tr>
<td>Floor:</td>
<td>Sealed concrete</td>
</tr>
<tr>
<td>Floor Transitions:</td>
<td></td>
</tr>
<tr>
<td>Base:</td>
<td>Resilient top-set base</td>
</tr>
<tr>
<td>Walls:</td>
<td>Painted CMU / gypsum wallboard, with soft white color to enhance artwork displays</td>
</tr>
<tr>
<td>Ceiling:</td>
<td>Acoustical ceiling panels</td>
</tr>
<tr>
<td>Ceiling Height:</td>
<td>10'-0&quot;</td>
</tr>
<tr>
<td>Doors:</td>
<td>Doors to corridor, and 4'-0&quot; W door to exterior art patio. Doors shall have small view lites.</td>
</tr>
<tr>
<td>Windows:</td>
<td>Sill height appropriate for age group, and must comply with emergency egress requirements. Maximize window extent, with northern exposure strongly desired.</td>
</tr>
</tbody>
</table>
ES6-A-3.5 Casework & Special Features:

**General**
1. Window blinds at all exterior windows.
2. One (1) wall-hung synchronized clock, with batteries.

**CR Primary Wall:**
1. See [ES-1 Appendix](#) for typical teaching wall requirements.

**Casework:**
1. Counter (34” H) with lockable base cabinets and 1 peninsula sink. Provide separate peninsula counter (30”H) section with sink (accessible). Provide at least one drawer cabinet with 6” deep drawers, and as many large, flat, 3”-5” x 36”w drawers as possible. (These drawers should be full-extension drawers). Provide one unit each of horizontal and vertical slats for paper storage.
2. 10” D low open shelving for student book storage, under window space.
3. Provide wall hooks for student smocks/painting shirts.
4. Heavy duty wall cabinets, 20” above base cabinets, 18”d with heavy duty brackets (do not use pins). Provide one-half w/ open adjustable shelves / one-half w/ lockable doors.

**Owner furnish & Contractor install:**
1. One (1) soap dispenser.
2. One (1) paper towel dispenser.

ES6-A-3.6 Furniture, Fixtures & Equip.: (Provided by Owner's Furniture & Equipment Specialist, see room data sheets).

ES6-A-3.7 Instruc. Mat & Equipment: (Provided by Owner's Inst. Mat. & Equip. Specialist, including presentation tech. (monitor, smartboart,etc.), classroom computers, tablets, printers, etc.).

ES6-A-3.8 Mechanical Criteria:
1. Provide one single-compartment, acid-resistant, barrier-free sink with plaster and sand traps and heavy duty drain, with hot and cold water. Should be in peninsula-style casework located near a side wall with towel dispenser placed at barrier free height.
2. Provide one deep single-compartment with hand held sprayer, acid-resistant utility sink with plaster and sand traps and heavy-duty drain, 30” AFF, with hot and cold water. Should be in peninsula-style casework.
3. Provide swivel-mixing faucets at sinks.
ES6-A-3.9  Electrical Criteria:

Power:
1. Provide two duplex outlets on each wall.
2. Provide two duplex outlets on casework wall (above base cabinets).
3. See ES-1 Appendix 1 for typical teaching wall requirements.

Lighting:
1. Locate lighting controls so that instructor can easily adjust light level.
2. In addition to standard classroom lighting, provide 2 tracks with 6 spots each of adjustable spot lights with dimmer controls. Locate diagonally across a corner on opposite sides of room.

Data & Other:
1. Locate intercom handset near door to corridor.
2. See ES-1 Appendix 1 for typical teaching wall requirements.
3. Provide a data outlet on each of the three remaining walls (see ES-1 Appendix 4).
4. Provide data outlet above ceiling for Owner-provided wireless access point system.

ES6-A-3.10  Technology Criteria:
B-3. Physical Requirements

ES6-B-3.1 Space(s):

** B. Art Storage. **

ES6-B-3.2 Use:

1. Storage of Supplies and Equipment.
2. Preparation and storage of clay, glazes and work in need of firing in the kiln.

ES6-B-3.3 Special Criteria:

1. Locate storage adjacent to kiln with direct access to art room.

ES6-B-3.4 Finishes and Features:

<table>
<thead>
<tr>
<th>General Notes:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Floor:</td>
</tr>
<tr>
<td>Sealed Concrete</td>
</tr>
<tr>
<td>Floor Transitions:</td>
</tr>
<tr>
<td>Base:</td>
</tr>
<tr>
<td>Resilient top-set base</td>
</tr>
<tr>
<td>Walls:</td>
</tr>
<tr>
<td>Painted CMU / gypsum wallboard</td>
</tr>
<tr>
<td>Ceiling:</td>
</tr>
<tr>
<td>Acoustical ceiling panels</td>
</tr>
<tr>
<td>Ceiling Height:</td>
</tr>
<tr>
<td>10'-0&quot;</td>
</tr>
<tr>
<td>Doors:</td>
</tr>
<tr>
<td>Windows:</td>
</tr>
</tbody>
</table>

ES6-B-3.5 Casework & Special Features:

** General **

1. Provide fireproof chemical storage cabinet for combustible and corrosive materials.
2. Maximum amount of freestanding open adjustable shelving with heavy duty brackets on one wall, 24"d x 36"w x 80"h.
3. Maximum amount of freestanding open adjustable shelving with heavy duty brackets on one wall, 12"d x 36"w x 80"h.

ES6-B-3.6 Furniture:

ES6-B-3.7 Instruc. Mat & Equipment:

ES6-B-3.8 Mechanical Criteria:

1. Exhaust fan vented to exterior, with adequate make-up air supply.
2. Well ventilated for quick drying of projects.
ES6-B-3.9  Electrical Criteria:

  Power:  1. Provide one duplex outlet on each wall.

  Lighting:  

  Data & Other:  

ES6-B-3.10  Technology Criteria:
C-3. Physical Requirements

ES6-C-3.1  Space(s):

C. Kiln Room.

ES6-C-3.2  Use:

2. Preparation and storage of clay, glazes and work in need of firing in the kiln.

ES6-C-3.3  Special Criteria:

1. Locate kiln on exterior wall, and adjacent to Art Room.

ES6-C-3.4  Finishes and Features:

<table>
<thead>
<tr>
<th>General Notes:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Floor:</td>
<td>Sealed Concrete</td>
</tr>
<tr>
<td>Floor Transitions:</td>
<td></td>
</tr>
<tr>
<td>Base:</td>
<td>Resilient top-set base</td>
</tr>
<tr>
<td>Walls:</td>
<td>Painted CMU / gypsum wallboard - 1-hr fire rating required</td>
</tr>
<tr>
<td>Ceiling:</td>
<td>Acoustical ceiling panels</td>
</tr>
<tr>
<td>Ceiling Height:</td>
<td>10'-0&quot;</td>
</tr>
<tr>
<td>Doors:</td>
<td></td>
</tr>
<tr>
<td>Windows:</td>
<td></td>
</tr>
</tbody>
</table>

ES6-C-3.5  Casework & Special Features:

General 1. 18" deep open adjustable non-rust grid metal shelving from floor to ceiling (7'-0" H minimum) on two walls for storage of work in progress and work waiting to be fired (non-rust grid metal).


ES6-C-3.6  Furniture:

ES6-C-3.7  Instruct. Mat & Equipment:

ES6-C-3.8  Mechanical Criteria:

1. Exhaust fan vented to exterior. Fan and damper to be controlled by wall-mounted T-stat.
2. Vent kiln to exterior, and provide adequate make-up air supply.
3. Well ventilated for quick drying of projects.
4. 6" deep stationary drainable aluminum louver with motorized damper for make-up air.
**ES6-C-3.9 Electrical Criteria:**

**Power:**
1. Provide a 208 VAC 3-phase connection for kiln. Coordinate with manufacturer’s requirements. Also provide one (1) 110v outlet for kiln’s internal venting system.
2. Provide one duplex outlet per wall.

**Lighting:**

**Data & Other:**

**ES6-C-3.10 Technology Criteria:**
1. General Educational Requirements

**ES7-1.1 Objectives**

1. To develop performance skills in vocal music, instrumental music and movement.
2. To develop aesthetic awareness through the study of music history and its relationship to the other arts and civilization.

**ES7-1.2 Trends**

1. Using computer technology to assist:
   a. Group instruction of music theory.
   b. Individual remediation of music concepts.
   c. Creation and notation of music.
   d. Presentation of musical score for group reading.
2. Integration of music with other academic disciplines.

**ES7-1.3 Activities and Enrollment**

1. Students will explore music through ensemble and individual work.
2. Students will perform prepared music, as well as create songs and dances which reflect the study of a variety of cultures and time periods.
3. Activities will include singing, folk dance, creative movement, playing rhythm instruments, playing recorders, listening to music, study of music overtones, reading and writing of text and music, and performances.
2. Space Overview

ES7-2.1 Required Spaces

Reference:

<table>
<thead>
<tr>
<th>Identifier</th>
<th>Space</th>
<th>Quantity</th>
<th>Area Each (SF)</th>
<th>Area Total (SF)</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Music Classroom</td>
<td>1</td>
<td>850</td>
<td>850</td>
</tr>
<tr>
<td>B</td>
<td>Music Storage</td>
<td>1</td>
<td>150</td>
<td>150</td>
</tr>
</tbody>
</table>

Total 2 1,000

ES7-2.2 Design Considerations

1. Locate convenient to multi-purpose room.
2. Locate centrally for access by all students.
3. Locate so that the sound can be isolated from other spaces.
2. Space Overview (continued)

ES7-2.3 Adjacency Diagram:

(Variable)  
Music Classroom  
Music Storage
A-3. Physical Requirements

ES7-A-3.1 Space(s):

A. Music Classroom.

ES7-A-3.2 Use:

1. Music instruction and informal performance area.

ES7-A-3.3 Special Criteria:

1. Walls need to isolate sound from adjacent spaces; STC 60 suggested.
2. Acoustics within the room should be planned for proper balance.

ES7-A-3.4 Finishes and Features:

<table>
<thead>
<tr>
<th>General Notes:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Floor:</td>
<td>Carpet</td>
</tr>
<tr>
<td>Floor Transitions:</td>
<td></td>
</tr>
<tr>
<td>Base:</td>
<td>Resilient top-set base</td>
</tr>
<tr>
<td>Walls:</td>
<td>Painted CMU / gypsum wallboard</td>
</tr>
<tr>
<td>Ceiling:</td>
<td>Acoustical ceiling panels</td>
</tr>
<tr>
<td>Ceiling Height:</td>
<td>12'-0&quot;</td>
</tr>
<tr>
<td>Doors:</td>
<td>Provide small view lite in all doors.</td>
</tr>
<tr>
<td>Windows:</td>
<td></td>
</tr>
</tbody>
</table>

ES7-A-3.5 Casework & Special Features:

General
1. Window blinds at all exterior windows.
2. One (1) wall-hung synchronized clock, with batteries.

CR Primary Wall:
1. See **ES-1 Appendix 1** for typical teaching wall requirements.

CR Secondary Wall:
1. "High/Low" tack strips on secondary wall. Place high strip at 6’-6"AFF, and low strip at 5’-0"AFF.
2. 4’-0" x 4’-0" tackboard on secondary wall (near door to corridor).

ES7-A-3.6 Furniture, Fixtures & Equip.:

(Provided by Owner's Furniture & Equipment Specialist, see room data sheets).

ES-A-3.7 Instruc. Mat & Equipment:

(Provided by Owner's Inst. Mat. & Equip. Specialist, including presentation tech. (monitor, smartboard, etc.), classroom computers, tablets, printers, etc.).

ES7-A-3.8 Mechanical Criteria:
ES7-A-3.9 Electrical Criteria:

**Power:**
1. Provide two duplex outlets on each wall.
2. Provide two duplex outlets on casework wall (above base cabinets).
3. See ES-1 Appendix 1 for typical teaching wall requirements.

**Lighting:**
1. Locate lighting controls so that instructor can easily adjust light level.

**Data & Other:**
1. Locate intercom handset near door to corridor.
2. See ES-1 Appendix 1 for typical teaching wall requirements.
3. Provide a data outlet on each of the three remaining walls (see ES-1 Appendix 4).
4. Provide data outlet above ceiling for Owner-provided wireless access point.

ES7-A-3.10 Technology Criteria:
B-3. Physical Requirements

ES7-B-3.1  Space(s):

  B. Music Storage.

ES7-B-3.2  Use:

  1. Storage of musical instruments, costumes and supplies.

ES7-B-3.3  Special Criteria:

  1. Direct access to music classroom.

ES7-B-3.4  Finishes and Features:

<table>
<thead>
<tr>
<th>General Notes:</th>
<th>VCT</th>
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</thead>
<tbody>
<tr>
<td>Floor:</td>
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<tr>
<td>Floor Transitions:</td>
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<tr>
<td>Base:</td>
<td>Resilient top-set base</td>
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<td>Acoustical ceiling panels</td>
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<tr>
<td>Ceiling Height:</td>
<td>10'-0&quot;</td>
</tr>
<tr>
<td>Doors:</td>
<td>Provide small view lite in all doors.</td>
</tr>
<tr>
<td>Windows:</td>
<td>(none)</td>
</tr>
</tbody>
</table>

ES7-B-3.5  Casework & Special Features:

  General
  1. Provide maximum possible LF of 12"D adjustable shelving on two walls.
  2. Provide maximum possible LF of 18"D adjustable shelving on one wall.
  3. Soap and paper towel dispenser.

ES7-B-3.6  Furniture, Fixtures & Equip.:

  (Provided by Owner's Furniture & Equipment Specialist, see room data sheets).

ES7-B-3.7  Instruc. Mat & Equipment:

ES7-B-3.8  Mechanical Criteria:

  1. Provide a deep utility sink with hot and cold water.
ES7-B-3.9 Electrical Criteria:

Power: 1. Provide two duplex outlets.

Lighting:

Data & Other:

ES1-B-3.10 Technology Criteria:
1. General Educational Requirements

ES10-1.1 Objectives

1. The library media center should be the heart of the elementary educational program, providing not only information but also a curriculum for developing skills needed to locate and retrieve information. Its primary purpose is to serve student users, however, it must also provide support for the teaching staff. Its program and design must reflect and accommodate this diverse population of varied backgrounds, ages, abilities and interests.

2. The objectives of the media center that support the broader educational program are:
   a. To provide a carefully chosen collection of books and materials to encourage student inquiry.
   b. To provide guidance in the location, selection, and use of these materials.
   c. To teach the needed information skills to help students become successful and independent library users.
   d. To provide the staff with materials and services which support the classroom learning experience.
   e. To create an atmosphere which is conducive to reading and browsing.
   f. To foster an appreciation of good literature and help students establish a lifelong enthusiasm for reading.

3. The objectives of the media curriculum are:
   a. To orient students to the media center’s organization and procedures.
   b. To teach students to identify concepts presented in media, to interpret and to organize information, and to develop evaluative skills for understanding media at school and elsewhere.
   c. To instruct and to assist students so they can design or produce a variety of media formats.
   d. To encourage students to expand reading, listening, and viewing interests using a variety of media for personal growth, vocational pursuits, and recreation.
   e. To provide guidance and instruction in using technology to locate, access, evaluate, and interpret information and solve problems.

ES10-1.2 Trends

1. Media and its associated technology are in a state of constant change and development. A media facility must accommodate the present technology but be flexible enough to provide and house newer forms as they emerge.
2. Increased use of technology as a tool for storing, managing, exchanging, retrieving, and creating information.
3. Activities providing students with opportunities to produce learning materials using various digital resources.
ES10-1.3 Activities and Enrollment

1. Information literacy skills are best acquired through authentic, inquiry-based instructional practices. Planning for and teaching information literacy skills should be a collaborative effort between the school library media coordinator and the classroom teacher.

2. Instruction should be designed to meet the needs and interest generated from classroom activities and assignments. When the library media coordinator and teacher share this responsibility, media skills instruction will occur at the most appropriate time and will maximize retention by students.

3. Instruction will involve entire classes, small groups, and individuals and will include the following activities:
   a. Lecture.
   b. Independent and group research.
   c. Independent small group and entire class projects.
   d. Interaction with all forms of media.
   e. Opportunities for speaking, writing, reading and listening.
   f. Hands-on experiences with technology.
2. Space Overview

ES10-2.1 Required Spaces

Reference: This is based on 51 teaching spaces with a 900 capacity core (which includes allowance for 4 mobiles). The size of RLV is based on 4.6 sq.ft. per student plus 400 sf for Digital Learning.

<table>
<thead>
<tr>
<th>Identifier</th>
<th>Space</th>
<th>Quantity</th>
<th>Area Each (SF)</th>
<th>Area Total (SF)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aa</td>
<td>Main Use Area (RLV)*</td>
<td>1</td>
<td>4,630</td>
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</tr>
<tr>
<td>Ab</td>
<td>Circulation and Self-Serve</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ac</td>
<td>Group Instruction</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ad</td>
<td>Digital Learning Area</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ae</td>
<td>Younger User Area</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Af</td>
<td>Leisure Reading</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Support Spaces:

<table>
<thead>
<tr>
<th>Identifier</th>
<th>Space</th>
<th>Quantity</th>
<th>Area Each (SF)</th>
<th>Area Total (SF)</th>
</tr>
</thead>
<tbody>
<tr>
<td>B</td>
<td>A/V Storage</td>
<td>1</td>
<td>250</td>
<td>250</td>
</tr>
<tr>
<td>C</td>
<td>Toilet</td>
<td>1</td>
<td>56</td>
<td>56</td>
</tr>
<tr>
<td>D</td>
<td>Media Workroom/Office</td>
<td>1</td>
<td>500</td>
<td>500</td>
</tr>
</tbody>
</table>

Total       | 4                       |          | 5,436          |

Note: *Area SF for RLV area does not include major circulation areas (foyers, entrances, etc.)

ES10-2.2 Design Considerations

1. The media center should be centrally located and must be easily accessible to all students, however, it should not be a thoroughfare connecting other spaces within the school.

2. Many students go to the Media Center either individually or in small groups throughout the day, which makes it important to locate it near K-2 students especially.

3. It must be on the ground floor and accessible to the public and meet egress requirements by ADA and Building Code.

4. Locate in a quiet area. Provide sound buffering if near gym, dining or music.

5. Group toilets for student use should be located in corridor outside media center, but not directly across from Media Center entry.

6. The school design should facilitate HVAC zoning of the media center so that it may be managed separately from the rest of the building.

7. If fire extinguisher cabinet is required in Media Center, please locate in RLV in consultation with WCPSS Facility Planner.

8. Provide wireless access point(s) in ceiling for all areas of the RLV. There will also need to be a few computer network drops throughout RLV, at the circulation desk, in perimeter rooms such as Periodical/AV Equipment Storage, and the Media Office/Workroom. See Support Spaces requirements.
9. Blinds should be provided to cover windows as necessary to control light/glare. Blinds should be motorized and remotely controlled if not easily accessible from floor. Controls need to be adjacent to Circulation Desk for access by staff after the school day. Do not isolate controls in the office/workroom. Do not provide blinds on windows between Media Office and Main Use Area.

10. Refer to ES-10 Appendix 1 for dimensional planning data.
2. Space Overview (continued)

ES10-2.3 2.3 Adjacency Diagram:
Aa-3. Physical Requirements

ES10-Aa-3.1 Space(s):

**Aa. Main Use Area RLV (Reading-Listening-Viewing).**

ES10-Aa-3.2 Use:

1. In addition to shelving the following areas will be in the main use area: circulation, large group instruction, digital learning area, younger user area and leisure reading.

ES10-Aa-3.3 Special Criteria:

1. Ceiling height and configuration can be utilized to identify different spaces and to create interest. The impact on acoustics and the effect on the lighting systems should be taken into consideration. Avoid forms that would create echo chambers.

2. The RLV should be a wide rectangle or square shape in plan, NOT a long, narrow shape.

3. The collection will be stored/displayed on fixed bookcases around the perimeter of the RLV and on mobile units in the interior of the space with the emphasis on maximizing the utilization of the perimeter. Perimeter shelving is not to exceed 72” in height. Top shelf is usually used for display so cannot be used to calculate book count. Picture book shelving should be located in the younger user area.

4. Mobile bookcases are used to flexibly define spaces within the RLV.

5. Display is a critical element in encouraging students' independent reading and

6. The walls of the RLV should be free from obstructions (i.e. windows, air returns, conduit, etc.) that interfere with shelving the collection. Ceiling height should not be compromised by low HVAC equipment or ductwork.

7. The configuration should facilitate visual control from all areas within the media center.
**ES10-Aa-3.4**  **Finishes and Features:**

<table>
<thead>
<tr>
<th>General Notes:</th>
<th>Special attention should be given to the selection of color and finishes to promote a warm, friendly and inviting atmosphere.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Floor:</td>
<td>Carpet</td>
</tr>
<tr>
<td>Floor Transitions:</td>
<td></td>
</tr>
<tr>
<td>Base:</td>
<td>Resilient top-set base</td>
</tr>
<tr>
<td>Walls:</td>
<td>Painted CMU / gypsum wallboard</td>
</tr>
<tr>
<td>Ceiling:</td>
<td>Acoustical ceiling panels, accommodate hanging mobiles &amp; posters</td>
</tr>
<tr>
<td>Ceiling Height:</td>
<td>12'-0&quot; (minimum), including bulkheads</td>
</tr>
<tr>
<td>Doors:</td>
<td>The entry should be highly visible. Doors should be lightweight enough for students to open. Glazing should fill at least 75% of doors (consider height of youngest students). A single entrance/exit is preferred for both security reason and for functional considerations. The passageway should be a set of double doors to facilitate entry and egress. The center mullion should be removable for furniture installation. Provide additional exits (these should be solid door with alarms) for emergency egress only</td>
</tr>
<tr>
<td>Windows:</td>
<td>When sizing and locating exterior windows, consideration should be given to providing sufficient natural light for aesthetics and the need to control light in teaching areas. The interior window glass (window between office/workroom &amp; circ. desk) should be 42” AFF so that visual control, from a seated position in the office/workroom, of RLV is not compromised. (Shelving can be modified to fit under this window if necessary). (Please note; the window may need to be 44” AFF to allow for the 2 inch metal window frame, and to allow for standard shelving to fit under the window, thereby reducing costs associated with non-standard or modified shelving.) Most exterior windows, including frames, should clear 72” shelving. Sections of lower windows for a focal point are acceptable</td>
</tr>
</tbody>
</table>

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ES10-Aa-3.5  Casework & Special Features:

**General**

1. Provide fire extinguisher cabinets, recessed or semi-recessed, which match the decor. The location should be coordinated so as not to interfere with shelving or displays.

2. Provide (by contractor) a minimum of 1,400 linear feet of adjustable shelving. 281 linear feet (93 shelves) must be for picture book shelves. Dividers to be masonite. (See Younger User section for more details). Add 36 linear feet (12 shelves) of slanted periodical display to the 1,400 linear feet of shelving (see Leisure Reading section). Shelving shall be a combination of perimeter, and interior mobile units (by Owner). The perimeter units shall be 36” x 12” x 72” with solid backs (by Contractor). All perimeter shelving should be flush on one end, with fillers only on one side of a continuous wall. Total linear feet of filler panels on one wall should not exceed 12’. Please spec shelving so that no bookcase is wider than 36” and no combined total linear footage of filler panels exceeds 12”. No shelving should be blocked by adjacent shelving units perpendicularly located - box out internal corners.

3. Window blinds at exterior windows

4. One (1) wall-hung synchronized clock, with batteries.

ES10-Aa-3.6  Furniture, Fixtures & Equip.:

**Owner provide:**


2. Interior mobile shelving units, 36” x 12” x 42”. The interior mobile shelving units shall be mounted on heavy-duty casters. All interior units will be double-sided, with dividers in center (one starter and 1 adder). No single-sided, moveable shelving units will be used. Double-faced interior units will have center dividers, single faced perimeter units will have backs.

ES10-Aa-3.7  Instruc. Mat & Equipment:

**Owner Media Services provide:**

1. Opening day collection.

ES10-Aa-3.8  Mechanical Criteria:

1. It is critical that humidity be controlled in the media center.

2. The HVAC system must have the capability and controls to maintain appropriate temperatures and humidity levels throughout the entire year.
ES10-Aa-3.9 Electrical Criteria:

**Power:**

1. Wherever shelving is placed in front of outlets, the outlets should extend to the front base of the shelves. (See individual areas for specific requirements). Outlets in the toe boards of the fixed wall shelving should be present throughout the perimeter. Outlets should never be cut through shelving.

2. Electrical devices (e.g. switches, outlets, junction boxes and conduit) should be coordinated with locations of shelving and furniture.

**Lighting:**

1. Provide for switching capability of all RLV lighting from a single location near entry doors and circulation, with additional provisions for switching the instructional, younger user and reference areas separately and remotely from main switch. Consideration should be given to indirect lighting.

2. Natural daylighting is beneficial in RLV, but in Group Instruction Area darkening capability is necessary.

**Data & Other:**

1. Data outlets should be located to support circulation, self-service, group instruction, and digital learning area stations and computers. (See individual area descriptions).

2. Provide intercom in RLV. Locate handset near Circulation (this is different from classrooms where wall mounted hand sets are located near entrance to the room from the corridor.) Provide volume control.

3. On a wall or above perimeter shelving provide one data port and power outlet to accommodate an information monitor or viewing screen near entrance or circulation desk.

ES10-Aa-3.10 Technology Criteria:
Ab-3. Physical Requirements

ES10-Ab-3.1 Space(s):

Ab. Circulation and Self Service.

ES10-Ab-3.2 Use:

1. Ample space for 12 students to check out or return materials and two people to handle circulation.
2. Make provisions for 2 student self service stations (one must meet ADA specifications for height and accessibility).
3. Individuals will use circulation for borrowing and returning materials and equipment including reserve materials. Staff will supervise circulation and use the space for maintaining records and for sorting returned materials.
4. Self service stations will be utilized by individuals and small groups to access the collection.

ES10-Ab-3.3 Special Criteria:

1. Near entrance/exit, office/workroom and reference/computer area. Orient so that media specialist working circulation will maintain visual control of RLV.
2. Desk should be 36” from wall of media office/workroom. (Consider L-shape in placement and distance from wall).
3. Locate circulation desk to have an unobstructed view (minimize columns as much as possible in this area).

ES10-Ab-3.4 Finishes and Features:

| General Notes: | Special attention should be given to the selection of color and finishes to promote a warm, friendly and inviting atmosphere. |
| Floor: | Carpet |
| Floor Transitions: | |
| Base: | Resilient top-set base |
| Walls: | Painted CMU / gypsum wallboard |
| Ceiling: | Acoustical ceiling panels |
| Ceiling Height: | 12'-0", including bulkheads |
| Doors: | |
| Windows: | |

ES10-Ab-3.5 Casework & Special Features:

General

1. 18 linear feet of 12" deep adjustable perimeter shelving (included in linear footage for general collection), located under office windows.
2. Window blinds

ES10-Ab-3.6 Furniture, Fixtures & Equip.:

Owner provide:

1. Two (2) 2 swivel chairs (ergonomic), adjustable height, for circulation desk.
2. Depressible book receiving truck, with book return desk unit, as part of the circulation desk.
3. Three (3) – mobile metal book trucks, w/slanted shelves. Must be a minimum of 37"L x 18"D x 42"H, with 6 slanted shelves.
4. Two (2) smaller mobile metal book trucks (ITLMS to provide sizes).

ES10-Ab-3.7 Instruc. Mat & Equipment: (Provided by Owner's Inst. Mat. & Equip. Specialist, including presentation tech. (monitor, smartboard, etc.), classroom computers, tablets, printers, etc.).

ES10-Ab-3.8 Mechanical Criteria:

1. Refer to requirements of Main Use Area RLV.

ES10-Ab-3.9 Electrical Criteria:

Power:
1. Provide enough electrical outlets to support 2 computers, one printer and one outlet for flex use (6 outlets total). Place under, and to the left side, of the desk module unit.
2. Duplex outlet for each self-service station.

Lighting:
1. Consider accent lighting at circulation desk.

Data & Other:
1. Provide data outlets to support 2 computers, 1 printer, and 1 telephone.
2. Provide data outlets on a wall or column to support each self service station. Avoid locating data outlets on the floor and used only where a wall or column is not available.

ES10-Ab-3.10 Technology Criteria:
Ac-3. Physical Requirements

ES10-Ac-3.1 Space(s): 

Ac. Group Instruction.

ES10-Ac-3.2 Use:

1. Classes (up to 30 students) and small groups will use space for instruction involving lecture, viewing of transparencies, video and other visual aids. It will also be utilized for small group projects, drawing, writing, reading, media assignments and multi-media projects.

ES10-Ac-3.3 Special Criteria:

1. Locate so media coordinator has visual control of the media center from teaching station. There needs to be space (9’ wide) to accommodate viewing a flat panel monitor. Perimeter shelving shall be 42” AFF underneath space for monitor.

ES10-Ac-3.4 Finishes and Features:

<table>
<thead>
<tr>
<th>General Notes:</th>
<th>Special attention should be given to the selection of color and finishes to promote a warm, friendly and inviting atmosphere.</th>
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</tr>
<tr>
<td>Ceiling:</td>
<td>12'-0&quot;, including bulkheads</td>
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<tr>
<td>Doors:</td>
<td></td>
</tr>
<tr>
<td>Windows:</td>
<td></td>
</tr>
</tbody>
</table>

ES10-Ac-3.5 Casework & Special Features:

ES10-Ac-3.6 Furniture, Fixtures & Equip.:

Owner provide: 1. Design per WCPSS Furniture and Equipment Specialist and ITLMS.

ES10-Ac-3.7 Instruc. Mat & Equipment:

ES10-Ac-3.8 Mechanical Criteria:

1. Refer to requirements of Main Use Area RLV.

ES10-Ac-3.9 Electrical Criteria:
Power:
1. Electrical outlets on walls through the base of shelves at least every 24 linear feet to ensure correct use of technology. Outlet locations should be based on furniture layout. Floor outlets should be positioned carefully so that they are not in high traffic areas.

Lighting:
1. The illumination system in the media center must allow for instructional area to be controlled separately from other spaces.
2. In addition to a master control for all RLV lighting, provide a switch to control lighting in the instructional area. Controls should allow for lights to come on in a minimum of two stages (1/2, full) and cut off.
3. Natural day-lighting is beneficial in RLV, but in Group Instruction Area darkening capability is necessary.

Data & Other:
1. Provide wall area 9’ wide for flat panel monitor. See classroom teaching wall details for data, receptacles and empty conduit required for a flat panel monitor.
2. Where necessary provide data outlets in association with 3 wall or floor boxes for outlets to support automated catalog.

ES10-Ac-3.10 Technology Criteria:
Ad-3. Physical Requirements

ES10-Ad-3.1 Space(s):  

**Ad. Digital Learning Area.**

ES10-Ad-3.2 Use:  

1. Classes (30 students) and small groups will use space for instruction. It will also be utilized for small group projects, drawing, writing, reading, and assignments.

ES10-Ad-3.3 Special Criteria:  

1. Located so media coordinator has visual control of the media center from teaching station. Provide space (9' wide) to accommodate viewing a flat panel monitor. Perimeter shelving should be 42" AFF underneath space for monitor.

ES10-Ad-3.4 Finishes and Features:

| General Notes: | Special attention should be given to the selection of color and finishes to promote a warm, friendly and inviting atmosphere. |
| Floor:         | Carpet |
| Floor Transitions: |  |
| Base:         | Resilient top-set base |
| Walls:        | Painted CMU / gypsum wallboard |
| Ceiling:      | Acoustical ceiling panels |
| Ceiling Height: | 12'-0", including bulkheads |
| Doors:        |  |
| Windows:      |  |

ES10-Ad-3.5 Casework & Special Features:

ES10-Ad-3.6 Furniture, Fixtures & Equip.:  

**Owner provide:**  

1. Design per WCPSS Furniture and Equipment Specialist and ITLMS.

ES10-Ad-3.7 Instruc. Mat & Equipment:

ES10-Ad-3.8 Mechanical Criteria:

1. Refer to requirements of Main Use Area RLV.

ES10-Ad-3.9 Electrical Criteria:

**Power:**  

1. Electrical outlets on walls through the base of shelves every 24 linear feet (minimum) to ensure correct use of technology. Outlet locations should be based on furniture layout. Floor outlets should be positioned carefully so that they are not in high traffic areas.
**Lighting:**
1. The illumination system in the media center must allow for instructional area to be controlled separately from other spaces.
2. In addition to a master control for all RLV lighting, provide a switch to control lighting in the instructional area. Controls should allow for lights to come on in a minimum of two stages (1/2, full) and cut off.
3. Natural day-lighting is beneficial in RLV, but in Group Instruction Area darkening capability is necessary.

**Data & Other:**
1. Provide wall area 9' wide for flat panel monitor. See classroom teaching wall details for data, receptacles and empty conduit required for a flat panel monitor.
2. Where necessary provide data outlets in association with 3 wall or floor boxes for outlets to support automated catalog.

ES10-Ad-3.10  Technology Criteria:
Ae-3. Physical Requirements

ES10-Ae-3.1 Space(s):

**Ae. Younger User Area.**

ES10-Ae-3.2 Use:

1. Classes and smaller groups will use this space for opportunities for speaking, writing, reading, and listening. It will also function as the group instructional area for younger students.

ES10-Ae-3.3 Special Criteria:

1. Close to picture book area. It should be remote from traffic patterns. The media coordinator should have visual control of RLV area. It should feel secluded, friendly and informal. Exterior windows with a view are desirable, however glare and heat must be considered.

ES10-Ae-3.4 Finishes and Features:

<table>
<thead>
<tr>
<th>General Notes:</th>
<th>Special attention should be given to the selection of color and finishes to promote a warm, friendly and inviting atmosphere.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Floor:</td>
<td>Carpet</td>
</tr>
<tr>
<td>Floor Transitions:</td>
<td></td>
</tr>
<tr>
<td>Base:</td>
<td>Resilient top-set base</td>
</tr>
<tr>
<td>Walls:</td>
<td>Painted CMU / gypsum wallboard</td>
</tr>
<tr>
<td>Ceiling:</td>
<td>Acoustical ceiling panels</td>
</tr>
<tr>
<td>Ceiling Height:</td>
<td>12'-0&quot;, including bulkheads</td>
</tr>
<tr>
<td>Doors:</td>
<td></td>
</tr>
<tr>
<td>Windows:</td>
<td>Provide exterior window if possible.</td>
</tr>
</tbody>
</table>

ES10-Ae-3.5 Casework & Special Features:

1. Approximately 281 linear feet (a minimum of 93 shelves) of shelving with adjustable vertical dividers for picture book collection. NOTE: this footage is included in general collection total - see "Main Use RLV" section).

ES10-Ae-3.6 Furniture, Fixtures & Equip.:

**Owner provide:**

1. Design by WCPSS Furniture and Equipment Specialist and ITLMS.

ES10-Ae-3.7 Instruc. Mat & Equipment:

**Media Services**

furnish & install:

1. Collection.

ES10-Ae-3.8 Mechanical Criteria:

1. Refer to requirements of Main Use Area RLV
ES10-Ae-3.9  Electrical Criteria:

**Power:** 1. Two (2) floor boxes (one may serve self-service station).

**Lighting:** 1. The illumination system must allow for Younger User Area to be controlled separately from other spaces. The controls should be located so that they are easily accessible from within the space and should allow for light to come on in a minimum of two stages (i.e. 1/2, full) and cut off.

**Data & Other:** 1. Data outlets for self-service stations and optional information or viewing monitors.

ES10-Ae-3.10  Technology Criteria:
Af-3. Physical Requirements

ES10-Af-3.1 Space(s):

Af. Leisure Reading.

ES10-Af-3.2 Use:

1. 6-8 individuals will use areas for independent reading.

ES10-Af-3.3 Special Criteria:

1. Position to allow for direct visual control from circulation and staff areas.
2. Two (2) clusters of 3 charis each, plus two chairs spread throughout RLV Area.

ES10-Af-3.4 Finishes and Features:

<table>
<thead>
<tr>
<th>General Notes:</th>
<th>Special attention should be given to the selection of color and finishes to promote a warm, friendly and inviting atmosphere.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Floor:</td>
<td>Carpet</td>
</tr>
<tr>
<td>Floor Transitions:</td>
<td></td>
</tr>
<tr>
<td>Base:</td>
<td>Resilient top-set base</td>
</tr>
<tr>
<td>Walls:</td>
<td>Painted CMU / gypsum wallboard</td>
</tr>
<tr>
<td>Ceiling:</td>
<td>Acoustical ceiling panels</td>
</tr>
<tr>
<td>Ceiling Height:</td>
<td>12'-0&quot; minimum, including bulkheads</td>
</tr>
<tr>
<td>Doors:</td>
<td></td>
</tr>
<tr>
<td>Windows:</td>
<td></td>
</tr>
</tbody>
</table>

ES10-Af-3.5 Casework & Special Features:

ES10-Af-3.6 Furniture, Fixtures & Equip.:

Owner provide: 1. Design by WCPSS Furniture and Equipment Specialist and ITLMS.

ES10-Af-3.7 Instruc. Mat & Equipment:

ES10-Af-3.8 Mechanical Criteria:

1. Refer to requirements of Main Use Area RLV.

ES10-Af-3.9 Electrical Criteria:

Power:

Lighting:

Data & Other:
ES10-Af-3.10 Technology Criteria:
B-3. Physical Requirements

ES10-B-3.1 Space(s):

**B. A/V Storage.**

ES10-B-3.2 Use:

1. This space will be utilized to store and distribute AV equipment used in the school.
2. Technology carts will be housed (and charged) in this area.
3. Staging and repair of equipment.

ES10-B-3.3 Special Criteria:

1. Should be near entry, circulation and office/workroom. Should have one door into RLV.
2. The space should accommodate two walls of shelving for storage and staging of equipment.
3. One wall shall be used for laptop storage carts.
4. One wall shall have a standing-height countertop for staging and repair of equipment.

ES10-B-3.4 Finishes and Features:

<table>
<thead>
<tr>
<th>General Notes:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Floor: VCT</td>
</tr>
<tr>
<td>Floor Transitions:</td>
</tr>
<tr>
<td>Base: Resilient top-set base</td>
</tr>
<tr>
<td>Walls: Painted CMU / gypsum wallboard</td>
</tr>
<tr>
<td>Ceiling: Acoustical ceiling panels</td>
</tr>
<tr>
<td>Ceiling Height: 12'-0&quot;, including bulkheads</td>
</tr>
<tr>
<td>Doors: Solid, no view lite</td>
</tr>
<tr>
<td>Windows:</td>
</tr>
</tbody>
</table>

ES10-B-3.5 Casework & Special Features:

ES10-B-3.6 Furniture, Fixtures & Equip.:

**Contractor provide:** 1. Eight (8) units of open adjustable metal shelving 18" x 36", extending to ceiling height for AV equipment.

ES10-B-3.7 Instruc. Mat & Equipment:

ES10-B-3.8 Mechanical Criteria:

ES10-B-3.9 Electrical Criteria:

**Power:** 1. On technology storage wall, provide three (3) duplex outlets located at 48" AFF to accommodate charging of technology carts.
2. On staging wall, provide three (3) duplex outlets above countertop to accommodate staging and repair of equipment, and one (1) duplex outlet below.
3. Provide a minimum of one duplex outlet for the two walls that accommodate shelving.
3. These outlets shall be served by a minimum of three circuits

---

**Lighting:**

1. Provide one duplex outlet for the remaining three walls.

**Data & Other:**

1. On staging wall, provide one quad data outlet above countertop to accommodate staging and repair of equipment.

---

**ES10-B-3.10 Technology Criteria:**
C-3. Physical Requirements

ES10-C-3.1 Space(s):
   C. Toilet.

ES10-C-3.2 Use:
   1. The toilet is provided for staff/faculty use only.

ES10-C-3.3 Special Criteria:
   1. Toilet is provided for adult use only and should be accessed from the workroom.
   2. Refer to Section ES13-Staff "Satellite Toilets" for design requirements.
D.3. Physical Requirements

ES10-D-3.1  Space(s):

D. Media Workroom/Office.

ES10-D-3.2  Use:

1. The media coordinator and other instructional staff will use this space for receiving, processing, distribution, selecting, ordering and repairing materials. It will also be used for correspondence, small meetings, and record keeping.

ES10-D-3.3  Special Criteria:

1. Locate in close proximity to entrance and storage.
2. Should have visual access and be accessible from RLV.
3. At least one staff desk shall face RLV.

ES10-D-3.4  Finishes and Features:

<table>
<thead>
<tr>
<th>General Notes:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Floor:</td>
</tr>
<tr>
<td>Floor Transitions:</td>
</tr>
<tr>
<td>Base:</td>
</tr>
<tr>
<td>Walls:</td>
</tr>
<tr>
<td>Ceiling:</td>
</tr>
<tr>
<td>Ceiling Height:</td>
</tr>
<tr>
<td>Doors:</td>
</tr>
<tr>
<td>Windows to RVL:</td>
</tr>
</tbody>
</table>

ES10-D-3.5  Casework & Special Features:

1. Counter, with sink, on long wall (minimum 13 feet long) 36" high x 24" deep, with closed, adjustable 36" wide shelving, and drawers, under the counter.
2. Mixture of adjustable, open and closed shelving, 22" above the counter, 36" high x 12" deep.
3. Bookshelves, 82" x 36" x 12" with adjustable shelves, minimum of four units.
5. Paper towel and soap dispensers.
6. Window blinds at exterior windows.
7. Two (2) coathooks on back of door.
8. One (1) synchronized wall clock, with batteries.

ES10-D-3.6  Furniture, Fixtures & Equip.:

1. One or both of Owner-furnished desks to face window into RLV.
Owner provide: 1. Design by WCPSS Furniture and Equipment Specialist and ITLMS.

ES10-D-3.7 Instruc. Mat & Equipment:

ES10-D-3.8 Mechanical Criteria:
1. Sink w/ hot and cold water.

ES10-D-3.9 Electrical Criteria:

  Power:
1. Provide a minimum of 3 duplex outlets on counter/cabinet wall (above base cabinets and below wall cabinets, NOT above sink), one on each of the other walls, and two duplex outlets at the library media coordinator desk. These outlets shall be served by a minimum of three circuits.
2. Provide duplex outlet on work peninsula.

  Lighting:

  Data & Other:
1. Provide data outlets for telephone, 2 computer terminals and printer.
2. Provide three (3) data outlets near library medai coordinator’s desk and one at other instructional staff desk.
3. Provide intercom w/handset inside office, but near door towards RLV/circulation. (Provide for capability to turn off intercom in media center and in office/workroom).

ES10-D-3.10 Technology Criteria:
Recommended Dimensional Planning Data

Reference:

**Recommended Heights:**

<table>
<thead>
<tr>
<th>Height</th>
<th>Item</th>
</tr>
</thead>
<tbody>
<tr>
<td>25&quot;</td>
<td>Pre-K</td>
</tr>
<tr>
<td>25&quot;, 27.5&quot;, 29&quot;</td>
<td>Elementary</td>
</tr>
<tr>
<td>29&quot;</td>
<td>Middle</td>
</tr>
<tr>
<td>29&quot;</td>
<td>High</td>
</tr>
</tbody>
</table>

Chairs and other seating

<table>
<thead>
<tr>
<th>(Classroom)</th>
<th>(Media Ctr.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>13.5&quot;</td>
<td>14&quot;</td>
</tr>
<tr>
<td>13.5&quot;, 15.5&quot;, 17.5&quot;</td>
<td>14&quot;, 16&quot;, 18&quot;</td>
</tr>
<tr>
<td>17.5&quot;</td>
<td>18&quot;</td>
</tr>
<tr>
<td>17.5&quot;</td>
<td>18&quot;</td>
</tr>
</tbody>
</table>

(@ Windows) (@ Non-Windows)** Perimeter shelving**

| 42" | 82" | (all) |

**Freestanding Shelving**

| 42" | (all) |

**Recommended Depth of Shelves**

<table>
<thead>
<tr>
<th>Depth:</th>
<th>Item</th>
</tr>
</thead>
<tbody>
<tr>
<td>12&quot;</td>
<td>Regular Books</td>
</tr>
<tr>
<td>12&quot;-14&quot;</td>
<td>Picture Books</td>
</tr>
<tr>
<td>12&quot;</td>
<td>Reference Books</td>
</tr>
<tr>
<td>12&quot;</td>
<td>Print and Non-Print</td>
</tr>
<tr>
<td>16&quot;</td>
<td>Kits and Oversize Books</td>
</tr>
</tbody>
</table>

**Shelf Capacities per 3'-0" Unit**

<table>
<thead>
<tr>
<th>Quantity</th>
<th>Item</th>
</tr>
</thead>
<tbody>
<tr>
<td>30</td>
<td>Average Hard Books</td>
</tr>
<tr>
<td>18</td>
<td>Reference Books</td>
</tr>
<tr>
<td>60</td>
<td>Picture Books</td>
</tr>
</tbody>
</table>

**Access Space**

<table>
<thead>
<tr>
<th>Minimum width</th>
<th>Item</th>
</tr>
</thead>
<tbody>
<tr>
<td>42&quot;</td>
<td>Between rows of shelves</td>
</tr>
<tr>
<td>60&quot;</td>
<td>Between rows of shelves and furniture involving seating or traffic</td>
</tr>
<tr>
<td>60&quot;</td>
<td>Between two parallel tables with back-to-back seating</td>
</tr>
<tr>
<td>36&quot;</td>
<td>Between tables and wall, or between a row of shelves and other furniture not involving seating or traffic.</td>
</tr>
</tbody>
</table>
1. General Educational Requirements

ES11-1.1 Objectives

(Reference: North Carolina Healthful Living Standard).  
1. Motor Skills – Apply/Evaluate competent motor needed to perform a variety of physical activities (NC Essential Standard Physical Education Strand 1).  
3. Health-Related Fitness - Understand the importance of achieving and maintaining a health-enhancing level of physical fitness (NC Essential Standard Physical Education Strand 3).  
4. Personal/Social Responsibility - Use behavioral strategies that are responsible and enhance respect of self and others and value activity (NC Essential Standard Physical Education Strand 4).

ES11-1.2 Trends

1. Use of space by community groups.  
2. Increased need for ongoing physical activity opportunities due to national childhood obesity epidemic.  
3. Lifetime participation in proper nutrition, physical activity and sport.  
4. Increased emphasis on dance, aerobics and non-traditional sports as exercise.  
5. Increased use of modern technology and teaching aids for physical education (e.g., heart rate monitors, pedometers, computer programs).
ES11-1.3 Activities and Enrollment

1. Curricular Activities:

   **Fitness**
   - Pull-ups
   - One mile walk / run
   - Sit-ups
   - Push-ups
   - Sit and reach
   - Skin-fold/body
   - 100 Yard Dash
   - Composition

   **Loco-motor Skills**
   - Running
   - Hopping
   - Sliding
   - Chasing
   - Walking
   - Galloping

   **Non-Manipulative Skills**
   - Turning
   - Twisting
   - Balancing
   - Stretching
   - Transferring Weight
   - Jumping/Landing

   **Manipulative Skills**
   - Catching
   - Kicking
   - Volleying
   - Striking
   - Thowing
   - Dribbling

   **Recreational Dance**
   - Modern Dances
   - Folk Dances

   **Lead-up Games (for skill development and learning rules)**
   - Basketball
   - Soccer
   - Volleyball
   - Bowling
   - Flag Football
   - Flag Games

2. In addition to curricular activities, the multipurpose area will be used for school performances, school assemblies, school/community meetings, etc.
3. Lifetime participation in proper nutrition, physical activity and sport.
4. Increased emphasis on dance, aerobics and non-traditional sports as exercise.
5. Increased use of modern technology and teaching aids for physical education (e.g., heart rate monitors, pedometers, computer programming for personal health analysis).

1. Motor Skills – Apply/Evaluate competent motor skills and movement patterns (NC Essential Standard Physical Education Strand 1).


3. Health-Related Fitness - Understand the importance of achieving and maintaining a health-enhancing level of physical fitness (NC Essential Standard Physical Education Strand 3).

4. Personal/Social Responsibility - Use behavioral strategies that are responsible and enhance respect of self and others and value activity (NC Essential Standard Physical Education Strand 4).

1. Use of space by community groups.

2. Increased need for on-going physical activity opportunities due to national childhood obesity epidemic.
Shuttle run
Standing Long Jump

 Skipping
 Fleeing
 Dodging

 Rolling
 Curling

 Punting
 Jumping Rope

 Square Dances

 Tennis
 Golf
 Softball (nerf)

 I be used for school performances,
2. Space Overview

ES11-2.1 Required Spaces

Reference:

<table>
<thead>
<tr>
<th>Identifier</th>
<th>Space</th>
<th>Quantity</th>
<th>Area Each (SF)</th>
<th>Area Total (SF)</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Multi-purpose Area (play)</td>
<td>1</td>
<td>2,900</td>
<td>2,900</td>
</tr>
<tr>
<td>B</td>
<td>Platform (stage)</td>
<td>1</td>
<td>850</td>
<td>850</td>
</tr>
<tr>
<td>C</td>
<td>Office</td>
<td>1</td>
<td>80</td>
<td>80</td>
</tr>
<tr>
<td>D</td>
<td>Chair Storage / Dressing</td>
<td>1</td>
<td>200</td>
<td>200</td>
</tr>
<tr>
<td>E</td>
<td>PE Equip. Storage / Dressing &amp; Ramp</td>
<td>1</td>
<td>500</td>
<td>500</td>
</tr>
<tr>
<td>F</td>
<td>Outdoor PE Storage</td>
<td>1</td>
<td>180</td>
<td>180</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>6</strong></td>
<td></td>
<td><strong>4,710</strong></td>
</tr>
</tbody>
</table>

Note: See Section 20 "Site" for required paved outdoor play area.

ES11-2.2 Design Considerations

1. Locate Multi-purpose Area so it is easily accessible from all parts of the building.
2. Buffer Multi-purpose Area from quieter areas of the building such as classrooms and media center.
3. Multi-purpose Area shall be directly adjacent to Child Nutrition dining area, separated by a folding partition so the spaces may be used as a single assembly area.
4. The indoor Multi-purpose (PE) facilities should be conveniently accessible to outdoor play areas.
5. Outdoor PE storage may be remote from Multi-purpose Area.
6. For after-hours use, there should be an entrance convenient to parking areas, and it should be possible to isolate the multi-purpose room from the rest of the school.
7. Students should have to pass grouped toilets on the way to the Multi-purpose Area.
8. Either Chair Storage or PE Equipment Storage should be accessible from main corridor so students can access stage without going into Multi-purpose Area.
9. Must have ability to darken Multi-purpose Area during multi-visual presentations.
2. Space Overview (continued)

ES11-2.3 Adjacency Diagram:
A-3. Physical Requirements

ES11-A-3.1 Space(s):

A. Multi-purpose Area (Play).

ES11-A-3.2 Use:

1. Physical education activities.
2. Seating area for stage performances.

ES11-A-3.3 Special Criteria:

1. Approximate dimensions 42'-0" x 67'-0".
2. Walls shall be free of all projections.
3. Provide acoustical treatment to control sound transmission and internal noise control.
4. The primary teaching wall should be near the main entrance.

ES11-A-3.4 Finishes and Features:

<table>
<thead>
<tr>
<th>General Notes:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Floor:</td>
<td>Slip resistant and cushioned floor covering. Refer to ES-11 Appendix 1 for required floor markings</td>
</tr>
<tr>
<td>Floor Transitions:</td>
<td>Rubber transition strip</td>
</tr>
<tr>
<td>Base:</td>
<td>Resilient top-set base</td>
</tr>
<tr>
<td>Walls:</td>
<td>Painted CMU / gypsum wallboard. At least two goals must be wall mounted.</td>
</tr>
<tr>
<td>Ceiling:</td>
<td>Should be durable and not have exposed structural elements that would catch balls or other equipment. If possible, do not use ACP (or use ceiling clips with ACP).</td>
</tr>
<tr>
<td>Ceiling Height:</td>
<td>15'-0&quot; minimum, 20'-0&quot; preferred</td>
</tr>
<tr>
<td>Doors:</td>
<td>Double doors should have a removable mullion to accommodate equipment. Doors should be free of projecting hardware</td>
</tr>
<tr>
<td>Windows:</td>
<td>Windows should be high for safety. Consider solar orientation and light control in planning window size and placement. Minimize the window size and number</td>
</tr>
</tbody>
</table>

ES11-A-3.5 Casework & Special Features:

1. One (1) synchronized wall clock, with batteries.
ES11-A-3.6  Furniture, Fixtures & Equip.:  

**Contractor provide:**

1. One (1) - 4'-0" x 6'-0" white board with magnetic chalk tray, mounted @ 29" AFF. For safety during play, chalk tray should be removable.
2. One (1) - 4'-0" x 4'-0" tackboard, mounted @ 29" AFF.
3. Tackstrip above multi-purpose board.
4. Two (2) adjustable wall mounted basketball goals (mounted at 10'-0" AFF and manually adjustable between 7'-0" – 10'-0").

ES11-A-3.7  Instruc. Mat & Equipment:

ES11-A-3.8  Mechanical Criteria:

1. Most play activity occurs in the center of the room. If ductwork is exposed, it is preferable to locate ducts as close to room perimeter as possible.
2. Provide drinking fountain in corridor nearby, outside the Multi-purpose Area.
3. Mechanical design should accommodate use of space with partition in open, as well as closed position.

ES11-A-3.9  Electrical Criteria:

**Power:**

1. All outlet cover plates should be impact resistant.
2. Locate duplex outlets on all walls, approximately 20'-0" OC.
3. Locate duplex outlet with data outlet in wall /apron beneath front of stage.
4. Owner will provide light trees. Power to be supplied by two separate 20 amp, 120V circuits, one outlet on each side of multipurpose room approximately 10'-0" from proscenium.

**Lighting:**

1. All lighting, exit lighting, and other appurtenances shall be protected with wire cages from projectiles.
2. Minimize potential difficulties in re-lamping and other maintenance when selecting fixtures and fixture locations.
3. If HID lighting is used, provide at least one accessory lamp for temporary lighting.
4. Switching should be located near the corridor doors.
Data & Other:

1. Provide one 2-port data outlet and two microphone outlets in wall/apron beneath front of stage/platform.

2. Provide a ceiling mounted, electronically controlled, projection screen behind proscenium opening.

3. Provide Multi-purpose PA system speakers, one on each side of proscenium opening.

4. Provide Intercom and Handset outside of office door.

5. Speakers are to be protected with cages.

ES11-A-3.10 Technology Criteria:
B-3. Physical Requirements

ES11-B-3.1 Space(s):

**B. Platform (stage).**

ES11-B-3.2 Use:

1. School productions.
2. Dance classes.

ES11-B-3.3 Special Criteria:

1. Platform should be accessible for all participants.
2. Proscenium opening should be 34'-0"W (minimum)x 14'-0"H.
3. Steps from the Platform to Multi-purpose (play) area should run the full length of the platform performance area (which allows students to use the steps for risers during a performance). Ensure that the curtains do not interfere with access to the steps. Steps shall be 18" deep.
4. Sides of the platform do not need to be splayed.
5. The rear of the platform should connect with Chair Storage / Dressing on one side and PE Equipment Storage / Dressing on the other side.

ES11-B-3.4 Finishes and Features:

<table>
<thead>
<tr>
<th>General Notes:</th>
<th>Oak or Maple. Do not locate any outlets in the floor.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Floor:</td>
<td></td>
</tr>
<tr>
<td>Floor Transitions:</td>
<td></td>
</tr>
<tr>
<td>Base:</td>
<td>Resilient top-set base</td>
</tr>
<tr>
<td>Walls:</td>
<td>Painted CMU / gypsum wallboard</td>
</tr>
<tr>
<td>Ceiling:</td>
<td>ACP</td>
</tr>
<tr>
<td>Ceiling Height:</td>
<td>20'-0&quot;</td>
</tr>
<tr>
<td>Doors:</td>
<td></td>
</tr>
<tr>
<td>Windows:</td>
<td></td>
</tr>
</tbody>
</table>

ES11-B-3.5 Casework & Special Features:

ES11-B-3.6 Furniture, Fixtures & Equip.:

**Contractor provide:**

1. 12'-0"W x 12'-0"H motorized projection screen.
2. Sound system.
3. Front, side, and rear curtains (with sound dampening capabilities).

ES11-B-3.7 Instruc. Mat & Equipment:

ES11-B-3.8 Mechanical Criteria:

1. Minimize sound produced by HVAC.
ES11-B-3.9  Electrical Criteria:

Power:
1. Two (2) duplex outlets on rear wall.
2. One (1) duplex outlet associated with each 2-port communication outlet.
3. Provide at least one separate 20 amp circuit to accommodate sound system.

Lighting:
1. Provide fluorescent lighting to allow for use as a classroom.
2. Provide 3 rows of LED track lights.
3. One LED track with 5 lights should be located 3’ beyond the platform, with a soffit to protect them from activities taking place in the multipurpose room.
4. The two remaining LED tracks will each have 3 lights and be located above the platform.
5. The controls for the lights (consisting of an on/off and preset panel) are to be located at the top of the ramp at the rear of the platform. There shall also be a location at the front of the platform to plug in a controller.

Data & Other:
1. Provide switch for motorized projection screen located on stage, near proscenium opening.
2. Locate one 2-port data outlet on each side wall of stage.

ES11-B-3.10  Technology Criteria:
C-3. Physical Requirements

ES11-C-3.1 Space(s):

C. Office.

ES11-C-3.2 Use:

1. Office for PE teacher.

ES11-C-3.3 Special Criteria:

1. Should be directly accessible from Multi-purpose Area.

ES11-C-3.4 Finishes and Features:

| General Notes: | 
| --- | --- |
| Floor: | Carpet |
| Floor Transitions: | 
| Base: | Resilient top-set base |
| Walls: | Painted CMU |
| Ceiling: | ACP |
| Ceiling Height: | 10'-0" |
| Doors: | Provide small view lite in door |
| Windows: | Provide a window or sidelight to allow for visual control of Multi-purpose Area |

ES11-C-3.5 Casework & Special Features:

ES11-C-3.6 Furniture, Fixtures & Equip.:

Contractor provide: 1. Coat hook.

ES11-C-3.7 Instruc. Mat & Equipment:

ES11-C-3.8 Mechanical Criteria:

ES11-C-3.9 Electrical Criteria:

Power: 1. Provide 1 duplex outlet on each wall.

Lighting:

Data & Other: 1. Provide one 2-port data outlet.

ES11-C-3.10 Technology Criteria:
D-3. Physical Requirements

ES11-D-3.1 Space(s):

**D. Chair Storage / Dressing.**

ES11-D-3.2 Use:

1. Storage of chairs on dollies.
2. Dressing area for performances.

ES11-D-3.3 Special Criteria:

1. Provide direct access to Platform (stage) and Multi-purpose Area (play).

ES11-D-3.4 Finishes and Features:

<table>
<thead>
<tr>
<th>General Notes:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Floor:</td>
<td>VCT</td>
</tr>
<tr>
<td>Floor Transitions:</td>
<td></td>
</tr>
<tr>
<td>Base:</td>
<td>Resilient top-set base</td>
</tr>
<tr>
<td>Walls:</td>
<td>Painted CMU</td>
</tr>
<tr>
<td>Ceiling:</td>
<td>ACP</td>
</tr>
<tr>
<td>Ceiling Height:</td>
<td>10'-0&quot;</td>
</tr>
<tr>
<td>Doors:</td>
<td>4'-0&quot; wide lockable door</td>
</tr>
<tr>
<td>Windows:</td>
<td>(none)</td>
</tr>
</tbody>
</table>

ES11-D-3.5 Casework & Special Features:

**Contractor provide:**

1. One (1) - 24"D x 36"W x 80"H teacher wardrobe cabinet with full length mirror inside door.
2. One (1) - 24"D x 36"W x 36"H drawer / shelf base cabinet.
3. One (1) - 14"D x 36"W x 30"H door / shelf wall cabinet. Locate controls for sound system in this lockable cabinet.

ES11-D-3.6 Furniture, Fixtures & Equip.:

ES11-D-3.7 Instruc. Mat & Equipment:

ES11-D-3.8 Mechanical Criteria:

ES11-D-3.9 Electrical Criteria:

**Power:**

1. One duplex outlet on each wall.

**Lighting:**

**Data & Other:**

1. One 2-port data outlet.
2. Speaker for Multi-purpose Area sound system.
ES11-D-3.10 Technology Criteria:
E-3. Physical Requirements

ES11-E-3.1 Space(s):

**E. P.E. Equipment Storage / Dressing & Ramp.**

ES11-E-3.2 Use:

1. Storage of P. E. equipment.
2. Dressing area for performances.
3. Ramp to provide accessibility to stage.

ES11-E-3.3 Special Criteria:

1. Provide direct access to Platform (stage), Multi-purpose Area (play), and Corridor.
2. Ramp is within adjacent to PE equipment room.
3. Provide open railing so children on ramp are visible from P. E. Equipment Storage room.

ES11-E-3.4 Finishes and Features:

| General Notes: |  
| Floor: | VCT |
| Floor Transitions: |  
| Base: | Resilient top-set base |
| Walls: | Painted CMU |
| Ceiling: | ACP |
| Ceiling Height: | 10'-0" |
| Doors: | Double doors without mullions to Multi-purpose Area and to Corridor. Ramp to have 3'-0" solid door to Platform (stage) |
| Windows: | (none) |

ES11-E-3.5 Casework & Special Features:

**Contractor provide:**

1. 24"D x 48"H x 12'-0"L, beginning 36"AFF, adjustable wall-mounted shelving.
2. Twelve (12) hooks for hanging hula hoops and jump-ropes.
3. One (1) 4'-0" x 4'-0" tackboard.

ES11-E-3.6 Furniture, Fixtures & Equip.:

ES11-E-3.7 Instruct. Mat & Equipment:

ES11-E-3.8 Mechanical Criteria:
ES11-E-3.9  Electrical Criteria:

**Power:**
1. Three (3) duplex outlets.
2. One (1) duplex outlet on Ramp wall.

**Lighting:**

**Data & Other:**
1. One (1) 2-port data outlet.
2. Speaker for Multi-purpose Area sound system.
3. Controls for lights (consisting of and on/off and preset panel) to be located at the top of the Ramp at the rear of the Platform.

ES11-E-3.10  Technology Criteria:
F-3. Physical Requirements

ES11-F-3.1  Space(s):

F. Outdoor P. E. Storage.

ES11-F-3.2  Use:

1. Storage of P. E. equipment used on multi-purpose fields.

ES11-F-3.3  Special Criteria:

1. Locate near P.E. play fields.
2. Access directly from exterior.

ES11-F-3.4  Finishes and Features:

<table>
<thead>
<tr>
<th>General Notes:</th>
<th>Sealed concrete</th>
</tr>
</thead>
<tbody>
<tr>
<td>Floor:</td>
<td></td>
</tr>
<tr>
<td>Floor Transitions:</td>
<td></td>
</tr>
<tr>
<td>Base:</td>
<td>Resilient top-set base</td>
</tr>
<tr>
<td>Walls:</td>
<td>Painted CMU</td>
</tr>
<tr>
<td>Ceiling:</td>
<td>(none)</td>
</tr>
<tr>
<td>Ceiling Height:</td>
<td></td>
</tr>
<tr>
<td>Doors:</td>
<td>3'-0&quot; wide door with louver</td>
</tr>
<tr>
<td>Windows:</td>
<td>(none)</td>
</tr>
</tbody>
</table>

ES11-F-3.5  Casework & Special Features:

Contractor provide:
1. 24"D x 60"H x maximum LF on 2 walls, beginning 30"AFF, adjustable wall-mounted shelving.
2. Twelve (12) hooks for hanging hula hoops and jump-ropes.

ES11-F-3.6  Furniture, Fixtures & Equip.:

ES11-F-3.7  Instruc. Mat & Equipment:

ES11-F-3.8  Mechanical Criteria:

ES11-F-3.9  Electrical Criteria:

Power: 1. Two (2) duplex receptacles.

Lighting:

Data & Other:

ES11-E-3.10  Technology Criteria:
FLOOR MARKINGS:
*All lines are to be 2" wide*

C/L of mid-court line @ 30’ to be WHITE
1. General Educational Requirements

**ES13-1.1 Objectives**

1. Teacher design and preparation of materials.
2. Privacy and respite from demands of students.
3. Opportunities for peer interaction.

**ES13-1.2 Trends**

1. Increased use of multi-media computerized technology.
2. Continued concern for effectively using and conserving scarce resources.
3. Emphasis on professionalism.

**ES13-1.3 Activities and Enrollment**

1. Number of full-time staff: 70 – 90. (depending on school capacity).
2. Class preparation and grading.
3. Meetings.
4. Lunch and breaks.
5. Private telephone conversations.
2. Space Overview

ES13-2.1 Required Spaces

Reference: Developed for an 800/10 Traditional and 1,046/10 Year-Round student capacity school (50+2 teaching spaces)

<table>
<thead>
<tr>
<th>Identifier</th>
<th>Space</th>
<th>Quantity</th>
<th>Area Each (SF)</th>
<th>Area Total (SF)</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Lounge/Kitchen</td>
<td>1</td>
<td>700</td>
<td>700</td>
</tr>
<tr>
<td>B</td>
<td>Teacher Workroom</td>
<td>1</td>
<td>300</td>
<td>300</td>
</tr>
<tr>
<td>C</td>
<td>Teacher Storage</td>
<td>3</td>
<td>250</td>
<td>750</td>
</tr>
<tr>
<td>D</td>
<td>Satellite Toilets</td>
<td>4</td>
<td>56</td>
<td>224</td>
</tr>
<tr>
<td>E</td>
<td>Year-round Cart Storage</td>
<td>1</td>
<td>320</td>
<td>320</td>
</tr>
<tr>
<td>F</td>
<td>Leveled Book Storage</td>
<td>1</td>
<td>350</td>
<td>350</td>
</tr>
</tbody>
</table>

Total 11 2,644

ES13-2.2 Design Considerations

1. Lounge and Teacher Workroom should be equally accessible for all grade levels.
2. Locate one Teachers’ Storage room with K-1, one with 2-3 CR and one with 4-5 CR.
3. Locate one Satellite Toilet within each pair of grade levels.
4. Locate Teacher Workroom adjacent to Administrative Office Workroom (see Section 14) with mailboxes as dividing wall, where possible.
2. Space Overview (continued)

ES13-2.3 Adjacency Diagram:

- Main Corridor
  - Teacher Workroom
  - Lounge/Kitchen
  - (Admin Office Workroom)
  - Leveled Book Storage
  - Satellite Toilet
  - Loading Dock
  - Year-Round Cart Storage

- (Main Corridor)
  - K-1 Teacher Storage
  - Satellite Toilet
  - 2-3 Teacher Storage
  - Satellite Toilet
  - 4-5 Teacher Storage
  - Satellite Toilet
  - (Corridor)
A-3. Physical Requirements

ES13-A-3.1 Space(s):

**A. Lounge/Kitchen.**

ES13-A-3.2 Use:
1. Relaxing and socializing.
2. Eating.

ES13-A-3.3 Special Criteria:
1. Locate near Administrative Office Work Room.
2. In kitchen locate sink, microwave oven, refrigerator, base and wall cabinets and 2 vending machines (each 42'' w X 42'' d X 80'' h +/-).
3. Lounge to accommodate lounge seating as well as a round table with 4 chairs.
4. Provide enclosed telephone booth. Minimum size shall be 5'-0'' x 5'-0'', and be ADA

ES13-A-3.4 Finishes and Features:

<table>
<thead>
<tr>
<th>General Notes:</th>
<th>Carpet in Lounge, and VCT in Kitchen</th>
</tr>
</thead>
<tbody>
<tr>
<td>Floor:</td>
<td></td>
</tr>
<tr>
<td>Floor Transitions:</td>
<td>Rubber transition strip</td>
</tr>
<tr>
<td>Base:</td>
<td>Resilient top-set base</td>
</tr>
<tr>
<td>Walls:</td>
<td>Painted CMU / gypsum wallboard</td>
</tr>
<tr>
<td>Ceiling:</td>
<td>Acoustical ceiling panels</td>
</tr>
<tr>
<td>Ceiling Height:</td>
<td>10'-0''</td>
</tr>
<tr>
<td>Doors:</td>
<td>Provide small view lite in corridor door.</td>
</tr>
<tr>
<td>Windows:</td>
<td>Prefer windows in Lounge</td>
</tr>
</tbody>
</table>

ES13-A-3.5 Casework & Special Features:

**Contractor provide in Kitchen:**
1. Eight (8) LF of countertop with base and wall cabinets.
2. One (1) double stainless steel sink.
3. One (1) 4'-0'' x 4'-0'' tack board.
4. Soap dispenser.
5. Paper towel dispenser.

**Contractor provide in Telephone booth:**
1. One (1) 1'-6'' D counter.
2. Window and door blinds.

ES13-A-3.6 Furniture, Fixtures & Equip.:

**Owner's Vending Company provide:**
1. Two (2) vending machines.
Contractor provide: 1. 21 CF refrigerator with freezer and icemaker.

ES13-A-3.7 Instruc. Mat & Equipment:

ES13-A-3.8 Mechanical Criteria:
1. Exhaust fan for food odors in kitchen.
2. Water connection for icemaker.
3. Sink with hot and cold water.

ES13-A-3.9 Electrical Criteria:

Power:
1. Two (2) GFI duplex outlets above kitchen counter.
2. One (1) duplex outlet for microwave oven.
3. One (1) duplex outlet for each vending machine (Drink machine: 11.5A, 120V, 60Hz; Snack machine: 1.2A, 120V, 60Hz).
4. One (1) duplex outlet on each additional wall.

Lighting:

Data & Other:
1. Telephone in telephone booth.
2. Two (2) 2-port data outlets on opposing walls.
3. Provide intercom/headset.

ES13-A-3.10 Technology Criteria:
B-3. Physical Requirements

ES13-B-3.1 Space(s):

**B. Teacher Workroom.**

ES13-B-3.2 Use:

1. Designing and developing instructional materials.
2. Storing shared instructional materials.

ES13-B-3.3 Special Criteria:

1. Provide space for storing materials, an area for layout of projects, as well as adequate circulation to use equipment.

ES13-B-3.4 Finishes and Features:

<table>
<thead>
<tr>
<th>General Notes:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Floor:</td>
<td>VCT</td>
</tr>
<tr>
<td>Floor Transitions:</td>
<td></td>
</tr>
<tr>
<td>Base:</td>
<td>Resilient top-set base</td>
</tr>
<tr>
<td>Walls:</td>
<td>Painted CMU / gypsum wallboard</td>
</tr>
<tr>
<td>Ceiling:</td>
<td>Acoustical ceiling panels</td>
</tr>
<tr>
<td>Ceiling Height:</td>
<td>10'-0&quot;</td>
</tr>
<tr>
<td>Doors:</td>
<td>Provide small view lite in corridor door.</td>
</tr>
<tr>
<td>Windows:</td>
<td></td>
</tr>
</tbody>
</table>

ES13-B-3.5 Casework & Special Features:

**Contractor provide:**

1. 24”D x 36”H x 10’-0”L base cabinets, including a sink cabinet and drawer / door cabinets.
2. 14”D x 30”H x 10’-0”L open shelf wall cabinets.
3. Window blinds.
4. 4’ x 6’ marker board.

ES13-B-3.6 Furniture, Fixtures & Equip.:

ES13-B-3.7 Instruc. Mat & Equipment:

ES13-B-3.8 Mechanical Criteria:

1. Sink with hot and cold water.

ES13-B-3.9 Electrical Criteria:

**Power:**

1. Duplex outlets above counter @ 24"OC.
2. Two (2) additional duplex outlets on each wall.
3. Coordinate power requirement with copier and other equipment, such as laminator.
Lighting:

Data & Other: 1. Two (2) 2-port data outlets.

ES13-B-3.10 Technology Criteria:
C.3. Physical Requirements

ES13-C-3.1  Space(s):

C. Teacher Storage.

ES13-C-3.2  Use:

1. Storing instructional materials, including textbooks.

ES13-C-3.3  Special Criteria:

1. Provide one storage room at each grade area.
2. Provide maximum LF of 24"D shelving on 2 walls.

ES13-C-3.4  Finishes and Features:

<table>
<thead>
<tr>
<th>General Notes:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Floor:</td>
<td>VCT</td>
</tr>
<tr>
<td>Floor Transitions:</td>
<td></td>
</tr>
<tr>
<td>Base:</td>
<td>Resilient top-set base</td>
</tr>
<tr>
<td>Walls:</td>
<td>Painted CMU / gypsum wallboard</td>
</tr>
<tr>
<td>Ceiling:</td>
<td>Acoustical ceiling panels</td>
</tr>
<tr>
<td>Ceiling Height:</td>
<td>10'-0&quot;</td>
</tr>
<tr>
<td>Doors:</td>
<td>Provide small view lite in door</td>
</tr>
<tr>
<td>Windows:</td>
<td>(none)</td>
</tr>
</tbody>
</table>

ES13-C-3.5  Casework & Special Features:

Contractor provide: 1. 24"D x 84"H x maximum LF on 2 walls, adjustable wall-mounted shelving.

ES13-C-3.6  Furniture, Fixtures & Equip.:

ES13-C-3.7  Instruc. Mat & Equipment:

ES13-C-3.8  Mechanical Criteria:

ES13-C-3.9  Electrical Criteria:

Power: 1. Two (2) duplex outlet.

Lighting:  

Data & Other: 1. One (1) 2-port data outlet.

ES13-C-3.10  Technology Criteria:
D-3. Physical Requirements

ES13-D-3.1 Space(s):

D. Satellite Toilets.

ES13-D-3.2 Use:

1. Unisex Toilet.

ES13-D-3.3 Special Criteria:

1. Locate one toilet in each grade-level area, and one in core area.
2. It is preferable that the toilet doors do not swing into the corridor.

ES13-D-3.4 Finishes and Features:

<table>
<thead>
<tr>
<th>General Notes:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Floor: VCT</td>
</tr>
<tr>
<td>Floor Transitions:</td>
</tr>
<tr>
<td>Base: Resilient top-set base</td>
</tr>
<tr>
<td>Walls: Painted CMU / gypsum wallboard</td>
</tr>
<tr>
<td>Ceiling: Acoustical ceiling panels</td>
</tr>
<tr>
<td>Ceiling Height: 10'-0&quot;</td>
</tr>
<tr>
<td>Doors:</td>
</tr>
<tr>
<td>Windows: (none)</td>
</tr>
</tbody>
</table>

ES13-D-3.5 Casework & Special Features:

ES13-D-3.6 Furniture, Fixtures & Equip.:

Contractor provide:
1. Sanitary napkin disposal (NOT dispenser).
2. Standard roll toilet paper dispenser.
3. Mirror over sink.
5. Grab bars.

Owner furnish,
Contractor install:
1. Paper towel dispenser.
2. Soap dispenser.

ES13-D-3.7 Instruc. Mat & Equipment:

ES13-D-3.8 Mechanical Criteria:

1. Accessible lavatory with hot and cold water.
2. Accessible toilet.

ES13-D-3.9 Electrical Criteria:

Power:
1. One (1) GFCI duplex outlet near sink.
Lighting:

Data & Other:

ES13-D-3.10 Technology Criteria:
E-3. Physical Requirements

ES13-E-3.1 Space(s):

E. Year-round Cart Storage.

ES13-E-3.2 Use:

1. Storing mobile carts during track-out.

ES13-E-3.3 Special Criteria:

1. Provide space for 12 carts, each 48”w X 72”h X 24”d.
2. Locate on a main corridor.

ES13-E-3.4 Finishes and Features:

<table>
<thead>
<tr>
<th>General Notes:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Floor: VCT</td>
</tr>
<tr>
<td>Floor Transitions:</td>
</tr>
<tr>
<td>Base: Resilient top-set base</td>
</tr>
<tr>
<td>Walls: Painted CMU / gypsum wallboard</td>
</tr>
<tr>
<td>Ceiling: Acoustical ceiling panels</td>
</tr>
<tr>
<td>Ceiling Height: 10’-0”</td>
</tr>
<tr>
<td>Doors: Provide small view lite in door</td>
</tr>
<tr>
<td>Windows: (none)</td>
</tr>
</tbody>
</table>

ES13-E-3.5 Casework & Special Features:

Contractor provide: Provide full-height, 18” d adjustable shelving along full length of one wall.

ES13-E-3.6 Furniture, Fixtures & Equip.:

ES13-E-3.7 Instruc. Mat & Equipment:

ES13-E-3.8 Mechanical Criteria:

ES13-E-3.9 Electrical Criteria:

Power: 1. Two (2) duplex outlets.

Lighting:

Data & Other: 1. One (1) 2-port data outlet.

ES13-E-3.10 Technology Criteria:
F-3. Physical Requirements

ES13-E-3.1 Space(s):

F. Leveled Book Storage.

ES13-E-3.2 Use:

1. Storage of teaching supplies and equipment.
2. May house intercom control unit.

ES13-E-3.3 Special Criteria:

1. Material storage room should be easily accessible to administrative areas and main corridor.
2. Rectangular shaped room preferred.
3. Accessibility to Loading Dock is desirable.
4. Provide utility rough-ins for future conversion to classroom.

ES13-E-3.4 Finishes and Features:

<table>
<thead>
<tr>
<th>General Notes:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Floor: VCT</td>
</tr>
<tr>
<td>Floor Transitions:</td>
</tr>
<tr>
<td>Base: Resilient top-set base</td>
</tr>
<tr>
<td>Walls: Painted CMU / gypsum wallboard</td>
</tr>
<tr>
<td>Ceiling: Acoustical ceiling panels</td>
</tr>
<tr>
<td>Ceiling Height: 9'-4&quot;</td>
</tr>
<tr>
<td>Doors: Provide one door opening into corridor at each end of room. Provide small lite (8&quot; X 36&quot;) on lock-side of door</td>
</tr>
<tr>
<td>Windows: Exterior windows may be provided. (May be used as future office space).</td>
</tr>
</tbody>
</table>

ES13-E-3.5 Casework & Special Features:

Contractor provide:

1. Open adjustable shelving installed to ceiling height on three walls and in center of room 12"d, 18"d and 24"d. Largest unsupported span of shelving to be 30".

ES13-E-3.6 Furniture, Fixtures & Equip.:

ES13-E-3.7 Instruc. Mat & Equipment:

ES13-E-3.8 Mechanical Criteria:

ES13-E-3.9 Electrical Criteria:

Power:

1. Two (2) duplex outlets per wall. Do not install outlets behind any shelving with backs.
Lighting:

Data & Other:

1. Three (3) 2-port data outlets on opposing walls. Coordinate location with WCPSS, so as not to be blocked by shelving.
2. If intercom control unit is located in this space coordinate with electrical requirements.

ES13-E-3.10 Technology Criteria:
1. General Educational Requirements

ES14-1.1 Objectives

1. School administration is responsible for the overall operation of all school services. Planning, coordination, facilitation, control, leadership, evaluation and public relations are the major functions performed by the administrative personnel. The primary goal of administrative services is to enhance student learning.
2. Create an atmosphere for planning and conducting all school affairs in a professional manner.
3. Provide leadership for all school related personnel.
4. Create an area for confidentiality of discussion and records.
5. Create an atmosphere which provides for a warm but business-like interaction between administrators, staff, students, and parents.
6. A monitoring station for specified school services.
7. An area for receiving all visitors to the school, with seating for at least 8 visitors.
8. An area to address those staff and student needs not met in other areas of the building.

ES14-1.2 Trends

1. Increased security needs.
2. Increased use of electronic records-keeping and learning materials.
3. Increased computer usage.
4. Increased need for privacy and confidentiality.
5. Increased storage needs.

ES14-1.3 Activities and Enrollment

1. Receiving students, staff, parents and visitors.
2. Planning programs and schedules.
3. Conducting conferences.
4. Conducting grade level staff meetings.
5. Storage of student records.
6. Preparing reports, letters, and other communications.
7. Distributing mail and other communications.
8. Preparing classroom media and other materials for students and staff.
9. Storage of keys and other valuable objects.
10. Originating and receiving calls.
11. Monitoring thermal, electrical and emergency systems.
12. Conducting general administrative responsibilities.
13. Communicating with students and staff.
14. Storing, monitoring and distributing medication.
15. Caring for injured and sick children and monitoring the health room.
2. Space Overview

ES14-2.1 Required Spaces

Reference:

<table>
<thead>
<tr>
<th>Identifier</th>
<th>Space</th>
<th>Quantity</th>
<th>Area Each (SF)</th>
<th>Area Total (SF)</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Reception Area</td>
<td>1</td>
<td>400</td>
<td>400</td>
</tr>
<tr>
<td>B</td>
<td>Principal's Office</td>
<td>1</td>
<td>225</td>
<td>225</td>
</tr>
<tr>
<td>C</td>
<td>Asst. Principal's Office</td>
<td>2</td>
<td>150</td>
<td>300</td>
</tr>
<tr>
<td>D</td>
<td>Secretary's Office</td>
<td>1</td>
<td>150</td>
<td>150</td>
</tr>
<tr>
<td>E</td>
<td>Locked Storage</td>
<td>1</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td>F</td>
<td>Student Information Data Mgr.Office</td>
<td>1</td>
<td>150</td>
<td>150</td>
</tr>
<tr>
<td>G</td>
<td>Examination Suite/Health Room/Toilet</td>
<td>1</td>
<td>220</td>
<td>220</td>
</tr>
<tr>
<td>H</td>
<td>Records Room</td>
<td>1</td>
<td>130</td>
<td>130</td>
</tr>
<tr>
<td>I</td>
<td>Conference Room</td>
<td>1</td>
<td>225</td>
<td>225</td>
</tr>
<tr>
<td>J</td>
<td>PTA Office/Storage</td>
<td>1</td>
<td>180</td>
<td>180</td>
</tr>
<tr>
<td>K</td>
<td>Lead Teacher Office</td>
<td>1</td>
<td>150</td>
<td>150</td>
</tr>
<tr>
<td>L</td>
<td>Office Work Room</td>
<td>1</td>
<td>250</td>
<td>250</td>
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<tr>
<td>M</td>
<td>Toilet</td>
<td>2</td>
<td>56</td>
<td>112</td>
</tr>
<tr>
<td>N</td>
<td>Supply Storage</td>
<td>1</td>
<td>80</td>
<td>80</td>
</tr>
</tbody>
</table>

Total: 16
Area Total: 2,582

ES14-2.2 Design Considerations

1. Locate near main entrance of school, convenient to visitor parking. Provide an intercom handset at curb for car pick-up.

2. Provide a lockable door between Administrative area and Student Support Services, to be secured after school hours.
2. Space Overview (continued)

ES14-2.3 Adjacency Diagram:
A-3. Physical Requirements

ES14-A-3.1 Space(s):

A. Reception Area.

ES14-A-3.2 Use:

1. Receiving students, staff, parents and other visitors as well as placing and receiving phone calls and supervising student visitors.
2. Distribution of medications to students.

ES14-A-3.3 Special Criteria:

1. Prior to visitors entering the school building, they will communicate with the Receptionist from outside via video/audio from an “Aiphone”. Once satisfied of the visitor’s legitimacy, the Receptionist can remotely unlock the door to permit entry. Visitors will obtain a visitor badge in the Reception area before proceeding to their destination.
2. Provide a space on the reception desk or side table for placement of the visitor badging hardware.
3. Special attention should be given to the selection of colors and finishes to promote a warm, friendly and inviting atmosphere.
4. Provide student access to telephone with adult supervision.
5. Provide space to seat six visitors.
6. Provide direct access to the Health Room, SIDM Office, and Secretary’s Office.

ES14-A-3.4 Finishes and Features:

<table>
<thead>
<tr>
<th>General Notes:</th>
<th>Carpet, except LVT at Reception visitor area</th>
</tr>
</thead>
<tbody>
<tr>
<td>Floor:</td>
<td></td>
</tr>
<tr>
<td>Floor Transitions:</td>
<td></td>
</tr>
<tr>
<td>Base:</td>
<td>Resilient top-set base</td>
</tr>
<tr>
<td>Walls:</td>
<td>Painted CMU / gypsum wallboard</td>
</tr>
<tr>
<td>Ceiling:</td>
<td>Acoustical ceiling panels</td>
</tr>
<tr>
<td>Ceiling Height:</td>
<td>9'-4&quot;</td>
</tr>
<tr>
<td>Doors:</td>
<td>Door to entrance lobby should be a minimum of half glass.</td>
</tr>
<tr>
<td>Windows:</td>
<td>Provide interior windows to allow for visual supervision of entrances and vestibules</td>
</tr>
</tbody>
</table>

ES14-A-3.5 Casework & Special Features:

ES14-A-3.6 Furniture, Fixtures & Equip.:

Contractor provide:

1. Public address system with hand sets accessed by classrooms with a code.
2. Energy Management System override panel, locate accessible to staff only.
3. Fire extinguisher cabinet (FEC), recessed or semi-recessed, to match the décor. FEC shall not obstruct seating positions.
4. Built-in glass display case in corridor near entrance to reception.

5. Fire alarm panel should be audible and visually accessible from reception desk but located at front entrance.

6. Window blinds at exterior windows.

7. Reception Desk - a typical reception station (based on the Herman Miller Action Office Series 2 system) is illustrated in **ES-14 Appendix 1**. The arrangement may be customized based on door/window locations and layout of reception area.

**Owner provide:**

1. Complete multi-task computer set-up, networked to SIDM.

**ES14-A-3.7 Instruc. Mat & Equipment:**

**ES14-A-3.8 Mechanical Criteria:**

1. Provide a water fountain in adjacent corridor.

**ES14-A-3.9 Electrical Criteria:**

**Power:**

1. Provide outlets at 3'-0" intervals above front and rear reception work surfaces and at 6'-0" intervals elsewhere.
2. Provide power connections for the visitor ID badge system (system NIC).
3. Provide grommets in countertops for access to below-counter outlets. Confirm locations with WCPSS.

**Lighting:**
Data & Other:

1. Provide remote door-unlock mechanism at primary building entry door(s), with control at the reception desk.
2. Provide an “Aiphone” video/audio communication device to allow Receptionist to speak with visitors outside the main entrance(s).
3. Security monitors will be mounted facing the receptionist, not lobby visitors.
4. Provide multiline telephone/data system.
5. Provide two sets of telephone lines, one at each end of reception desk.
6. Provide Intercom access from desk, not hanging on wall.
7. Provide a wall mounted power outlet for student phone access; should be located in circulation area with easy supervision.
8. Provide four (4) 2-port data outlets, two above the front worksurface and two above the rear worksurface.
9. Provide data connections for the visitor ID badge system (system NIC).
10. Provide a security panic button under reception desk.

ES14-A-3.10 Technology Criteria:
B.3. Physical Requirements

ES14-B-3.1  Space(s):

**B. Principal's Office.**

ES14-B-3.2  Use:

1. Private staff, student and parent conferences.
2. Administrative tasks.

ES14-B-3.3  Special Criteria:

1. Requires visual and sound privacy.
2. Direct access to the Conference Room.
3. Adjacent or directly across the hall from one Secretary's Office.

ES14-B-3.4  Finishes and Features:

<table>
<thead>
<tr>
<th>General Notes:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Floor:</td>
</tr>
<tr>
<td>Floor Transitions:</td>
</tr>
<tr>
<td>Base:</td>
</tr>
<tr>
<td>Walls:</td>
</tr>
<tr>
<td>Ceiling:</td>
</tr>
<tr>
<td>Ceiling Height:</td>
</tr>
<tr>
<td>Doors:</td>
</tr>
<tr>
<td>Windows:</td>
</tr>
</tbody>
</table>

ES14-B-3.5  Casework & Special Features:

ES14-B-3.6  Furniture, Fixtures & Equip.:

- **Contractor provide:**
  1. Coat hook on back of door.
  2. Window blinds.

- **Owner provide:**

ES14-B-3.7  Instruc. Mat & Equipment:

- (monitor on wall provided by WCPSS)

ES14-B-3.8  Mechanical Criteria:
ES14-B-3.9 Electrical Criteria:

**Power:**
1. Two (2) duplex outlets on each wall.
2. One (1) duplex outlet for wall-mounted monitor, mounted high.

**Lighting:**

**Data & Other:**
1. Two (2) 2-port data outlets on opposing walls.
2. One data outlet for wall-mounted monitor, mounted high.
3. Provide Intercom connection for base unit, handset and speaker.

ES14-B-3.10 Technology Criteria:
C-3. Physical Requirements

ES14-C-3.1 Space(s):

C. Assistant Principal's Office.

ES14-C-3.2 Use:
1. Private staff, student and parent conferences.
2. Administrative tasks.

ES14-C-3.3 Special Criteria:
1. Requires visual and sound privacy.
2. Office should be accessible to Conference Room.

ES14-C-3.4 Finishes and Features:

<table>
<thead>
<tr>
<th>General Notes</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Floor:</td>
<td>Carpet</td>
</tr>
<tr>
<td>Floor Transitions:</td>
<td></td>
</tr>
<tr>
<td>Base:</td>
<td>Resilient top-set base</td>
</tr>
<tr>
<td>Walls:</td>
<td>Painted CMU / gypsum wallboard (w/ acoustic insulation)</td>
</tr>
<tr>
<td>Ceiling:</td>
<td>Acoustical ceiling panels</td>
</tr>
<tr>
<td>Ceiling Height:</td>
<td>9'-4&quot;</td>
</tr>
<tr>
<td>Doors:</td>
<td>Provide door to corridor. Provide small view lite (8&quot; X 36&quot;) on strike side of door</td>
</tr>
<tr>
<td>Windows:</td>
<td></td>
</tr>
</tbody>
</table>

ES14-C-3.5 Casework & Special Features:

ES14-C-3.6 Furniture, Fixtures & Equip.:

Contractor provide: 1. Coat hook on back of door.
2. Window blinds.

Owner provide: 1. Computer.

ES14-C-3.7 Instruc. Mat & Equipment:

ES14-C-3.8 Mechanical Criteria:
ES14-C-3.9 Electrical Criteria:

Power:
1. Two (2) duplex outlets on each wall.

Lighting:

Data & Other:
1. Two (2) 2-port communications outlets on opposing walls.
2. Provide Intercom connection for base unit, handset and speaker.

ES14-C-3.10 Technology Criteria:
D. Secretary's Office

1. Support for Principal, Assistant Principals, and other staff.
2. Preparation of correspondence, reports and other administrative tasks.

1. Locate Secretary's office adjacent to Reception area with an operable window between them.

<table>
<thead>
<tr>
<th>General Notes:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Floor:</td>
<td>Carpet</td>
</tr>
<tr>
<td>Floor Transitions:</td>
<td></td>
</tr>
<tr>
<td>Base:</td>
<td>Resilient top-set base</td>
</tr>
<tr>
<td>Walls:</td>
<td>Painted CMU / gypsum wallboard</td>
</tr>
<tr>
<td>Ceiling:</td>
<td>Acoustical ceiling panels</td>
</tr>
<tr>
<td>Ceiling Height:</td>
<td>9'-4&quot;</td>
</tr>
<tr>
<td>Doors:</td>
<td>Provide door to Reception area and/or interior corridor. Provide small view lite (8&quot; X 36&quot;) on strike side of door</td>
</tr>
<tr>
<td>Windows:</td>
<td>Operable sound-insulated, lockable interior window to reception; locate sill at 36&quot; A.F.F</td>
</tr>
</tbody>
</table>

Contractor provide: 1. Coat hook on back of door.
2. Window blinds.

Owner provide: 1. Computer.
2. Printer.

1. Locate Secretary's office adjacent to Reception area with an operable window between them.
ES14-D-3.9 Electrical Criteria:

**Power:**
1. Two (2) duplex outlets on each wall.

**Lighting:**

**Data & Other:**
1. Two (2) 2-port communications outlets on opposing walls.

2. Provide Intercom connection for base unit, handset and speaker.
3. Provide AIPhone.

ES14-D-3.10 Technology Criteria:
E-3. Physical Requirements

ES14-E-3.1 Space(s):

**E. Locked Storage.**

ES14-E-3.2 Use:
1. Storage of coats and items that need to be secured.

ES14-E-3.3 Special Criteria:
1. Locate in Administration suite in an area not readily accessible to students.

ES14-E-3.4 Finishes and Features:

| General Notes: | 
| Floor: | Carpet |
| Floor Transitions: | 
| Base: | Resilient top-set base |
| Walls: | Painted CMU / gypsum wallboard |
| Ceiling: | Acoustical ceiling panels |
| Ceiling Height: | 9'-4" |
| Doors: | Lockable door to interior corridor |
| Windows: | 

ES14-E-3.5 Casework & Special Features:

Contractor provide: 1. 12"-15" Deep adjustable shelving on rear wall.

ES14-E-3.6 Furniture, Fixtures & Equip.:

ES14-E-3.7 Instruc. Mat & Equipment:

ES14-E-3.8 Mechanical Criteria:

ES14-E-3.9 Electrical Criteria:

Power:

Lighting:

Data & Other:

ES14-E-3.10 Technology Criteria:
F-3. Physical Requirements

ES14-F-3.1  Space(s): 

ES14-F-3.2  Use:
1. Computer recording and accessing of student information. Inputs and maintains confidential student records. This area must be secure.
2. Registering tardy students.

ES14-F-3.3  Special Criteria:
1. Visual and direct access to Reception area.
2. Adjacent to Records Room with door next to each other.
3. Due to the number of heat producing machines located in the SIMS office, separate HVAC controls should be considered.

ES14-F-3.4  Finishes and Features:

<table>
<thead>
<tr>
<th>General Notes:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Floor:</td>
</tr>
<tr>
<td>Carpet</td>
</tr>
<tr>
<td>Floor Transitions:</td>
</tr>
<tr>
<td>Base:</td>
</tr>
<tr>
<td>Resilient top-set base</td>
</tr>
<tr>
<td>Walls:</td>
</tr>
<tr>
<td>Painted CMU / gypsum wallboard (w/ acoustic insulation)</td>
</tr>
<tr>
<td>Ceiling:</td>
</tr>
<tr>
<td>Acoustical ceiling panels</td>
</tr>
<tr>
<td>Ceiling Height:</td>
</tr>
<tr>
<td>9'-4&quot;</td>
</tr>
<tr>
<td>Doors:</td>
</tr>
<tr>
<td>Lockable door to Reception area. Provide small view lite (8&quot; X 36&quot;) on strike side of door</td>
</tr>
<tr>
<td>Windows:</td>
</tr>
</tbody>
</table>

ES14-F-3.5  Casework & Special Features:

ES14-F-3.6  Furniture, Fixtures & Equip.:

Contractor provide:
1. Coat hook on back of door.
2. Window blinds.

Owner provide:
1. SIDM computer set-ups/Equipment.
2. One (1) Apple computer.
3. One (1) File server.
4. Two (2) Scanners.
5. Three (3) Printers

ES14-F-3.7  Instruc. Mat & Equipment:

ES14-F-3.8  Mechanical Criteria:
ES14-F-3.9 Electrical Criteria:

**Power:**
1. Two (2) duplex outlets on each wall.

**Lighting:**

**Data & Other:**
1. Three (3) 2-port data outlets on opposing walls.
2. Provide Intercom connection for base unit, handset and speaker.

ES14-F-3.10 Technology Criteria:
G-3. Physical Requirements

**ES14-G-3.1** Space(s):

**G. Examination Suite/Health Room/Toilet.**

**ES14-G-3.2** Use:

1. Care of physically challenged, injured and sick children.
2. Storage of medications.

**ES14-G-3.3** Special Criteria:

1. Direct access into Reception Area with a fixed view window for visual supervision.
2. Enter barrier free toilet room from inside Health room.
3. Toilet room must be large enough to accommodate a wheelchair and catheterization table.

**ES14-G-3.4** Finishes and Features:

<table>
<thead>
<tr>
<th>General Notes:</th>
<th>Carpet in Health Room, VCT in Toilet</th>
</tr>
</thead>
<tbody>
<tr>
<td>Floor:</td>
<td></td>
</tr>
<tr>
<td>Floor Transitions:</td>
<td></td>
</tr>
<tr>
<td>Base:</td>
<td>Resilient top-set base</td>
</tr>
<tr>
<td>Walls:</td>
<td>Painted CMU / gypsum wallboard (w/acoustic insulation)</td>
</tr>
<tr>
<td>Ceiling:</td>
<td>Acoustical ceiling panels</td>
</tr>
<tr>
<td>Ceiling Height:</td>
<td>9'-4&quot;</td>
</tr>
<tr>
<td>Doors:</td>
<td>Small view lite in door to Reception area, Solid Toilet room door.</td>
</tr>
<tr>
<td>Windows:</td>
<td>Sound-insulated fixed interior window to reception; locate sill at 36&quot; A.F.F.</td>
</tr>
</tbody>
</table>

**ES14-G-3.5** Casework & Special Features:

1. 5'-0" LF sink cabinet with counter top and lockable doors in Health Room.
2. 5'-0" LF wall cabinets above base cabinets with lockable doors in Health Room.

**ES14-G-3.6** Furniture, Fixtures & Equip.:

**Contractor provide:**

1. ADA-compliant 21 CF Refrigerator with w/ freezer and ice maker.
2. Hospital-type privacy curtain with track.
3. Coat hook on back of door.
4. Window blinds.
5. Grab bars.
6. 7. Standard roll toilet paper dispenser.

**Owner furnish.**

**Contractor Install:**

1. Paper towel dispenser.
2. Soap dispenser.
ES14-G-3.7  **Instruc. Mat & Equipment:**

ES14-G-3.8  **Mechanical Criteria:**
   1. Provide sink with hot & cold water in Health Room.
   2. Provide connection for ice maker in Health room.
   3. Provide barrier free sink with hot & cold water in toilet room.

ES14-G-3.9  **Electrical Criteria:**

   **Power:**
   1. Health Room: Two (2) duplex outlets on each wall.

   **Lighting:**

   **Data & Other:**
   1. Health Room: One (1) 2-port data outlet.

ES14-G-3.10 **Technology Criteria:**
H-3. Physical Requirements

**ES14-H-3.1** Space(s):

**ES14-H-3.2** Use:

1. Storage and review of student records by Student Support Services, Teachers, SIMS Operator and Administration

**ES14-H-3.3** Special Criteria:

1. Adjacent to SIDM office and Reception area
2. Convenient to Student Support Services suite
3. Provide space for a small table, 10 5-drawer file cabinets, 2 chairs

**ES14-H-3.4** Finishes and Features:

<table>
<thead>
<tr>
<th>General Notes:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Floor:</td>
<td>Carpet</td>
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<tr>
<td>Floor Transitions:</td>
<td></td>
</tr>
<tr>
<td>Base:</td>
<td>Resilient top-set base</td>
</tr>
<tr>
<td>Walls:</td>
<td>Painted CMU / gypsum wallboard (w/ acoustic insulation)</td>
</tr>
<tr>
<td>Ceiling:</td>
<td>Acoustical ceiling panels</td>
</tr>
<tr>
<td>Ceiling Height:</td>
<td>9'-4“</td>
</tr>
<tr>
<td>Doors:</td>
<td>Solid lockable door to interior corridor</td>
</tr>
<tr>
<td>Windows:</td>
<td></td>
</tr>
</tbody>
</table>

**ES14-H-3.5** Casework & Special Features:

**ES14-H-3.6** Furniture, Fixtures & Equip.:

**Owner provide:**

1. Computer

**ES14-H-3.7** Instruc. Mat & Equipment:

**ES14-H-3.8** Mechanical Criteria:

**ES14-H-3.9** Electrical Criteria:

**Power:**

1. One (1) duplex outlet on each wall.

**Lighting:**

**Data & Other:**

1. One (1) 2-port data outlet

**ES14-H-3.10** Technology Criteria:
I-3. Physical Requirements

ES14-I-3.1 Space(s):

I. Conference Room

ES14-I-3.2 Use:

1. Private staff, student, administrative and parent conferences

ES14-I-3.3 Special Criteria:

1. Requires visual and sound privacy
2. Direct access to the Principal's office and as near Reception area as possible
3. Room should be rectangular in plan to accommodate conference table.

ES14-I-3.4 Finishes and Features:

<table>
<thead>
<tr>
<th>General Notes:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Floor:</td>
<td>Carpet</td>
</tr>
<tr>
<td>Floor Transitions:</td>
<td></td>
</tr>
<tr>
<td>Base:</td>
<td>Resilient top-set base</td>
</tr>
<tr>
<td>Walls:</td>
<td>Painted CMU / gypsum wallboard (w/soundproofing)</td>
</tr>
<tr>
<td>Ceiling:</td>
<td>Acoustical ceiling panels</td>
</tr>
<tr>
<td>Ceiling Height:</td>
<td>9'-4&quot;</td>
</tr>
<tr>
<td>Doors:</td>
<td>Door directly to Principal's office, and to interior corridor or Reception area. Provide small view lite (8&quot; X 36&quot;) on strike side of door</td>
</tr>
<tr>
<td>Windows:</td>
<td></td>
</tr>
</tbody>
</table>

ES14-I-3.5 Casework & Special Features:

ES14-I-3.6 Furniture, Fixtures & Equip.:

Contractor provide:
1. Window blinds.
2. Coat hook on back of door.
3. One (1) 4'-0" X 8'-0" white marker board.

Owner provide:
1. 70" wall-mounted monitor.

ES14-I-3.7 Instruc. Mat & Equipment:

ES14-I-3.8 Mechanical Criteria:
ES14-I-3.9 Electrical Criteria:

**Power:**
1. Two (2) duplex outlets on each wall.
2. Power connections at 7'-0” AFF on primary wall for wall-mounted monitor

**Lighting:**

**Data & Other:**
1. Data outlet at 7'-0” AFF on primary wall for wall-mounted monitor
2. Two (2) 2-port data outlets on opposing walls

ES14-I-3.10 Technology Criteria:
J-3. Physical Requirements

ES14-J-3.1  Space(s):

J. PTA Office/Storage

ES14-J-3.2  Use:

1. Preparation of PTA correspondence, storage of supplies, school store, planning and meetings.

ES14-J-3.3  Special Criteria:

1. Locate PTA Office as far from Administration Suite as possible. It may be on main entrance corridor but should be away from the Reception area and primary traffic flow to prevent congestion due to use as possible “School Store.”

ES14-J-3.4  Finishes and Features:

| General Notes:   |                |
| Floor:           | Carpet         |
| Floor Transitions: |          |
| Base:            | Resilient top-set base |
| Walls:           | Painted CMU / gypsum wallboard |
| Ceiling:         | Acoustical ceiling panels |
| Ceiling Height:  | 9'-4"          |
| Doors:           | Provide a dutch door, if possible, for use as school store. |
| Windows:         | Preferred      |

ES14-J-3.5  Casework & Special Features:

1. Minimum 6'-0"L.F. counter 24"deep with lockable storage cabinets below and open, adjustable shelving above.

ES14-J-3.6  Furniture, Fixtures & Equip.:

Contractor provide:
1. Coat hook on back of door.
2. Window blinds

Owner provide:
1. Copy machine
2. Computer

ES14-J-3.7  Instruc. Mat & Equipment:

ES14-J-3.8  Mechanical Criteria:
ES14-J-3.9  Electrical Criteria:

Power:  1. Provide duplex outlets at 6'-0" intervals

Lighting:  

Data & Other:  1. One (1) 2-port data outlet.

ES14-J-3.10  Technology Criteria:
K-3. Physical Requirements

ES14-K-3.1 Space(s):

**K. Lead Teacher Office**

ES14-K-3.2 Use:

1. The lead teacher will be a curriculum specialist and a liaison between the teachers and administration
2. Private conferences and administrative tasks related to curriculum.
3. Curricular materials will be stored in this area

ES14-K-3.3 Special Criteria:

1. Office should be near RLV area of Media Center with entrance from corridor.

ES14-K-3.4 Finishes and Features:

<table>
<thead>
<tr>
<th>General Notes:</th>
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</thead>
<tbody>
<tr>
<td>Floor:</td>
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<tr>
<td>Walls:</td>
<td>Painted CMU / gypsum wallboard (w/acoustic insulation)</td>
</tr>
<tr>
<td>Ceiling:</td>
<td>Acoustical ceiling panels</td>
</tr>
<tr>
<td>Ceiling Height:</td>
<td>9'-4&quot;</td>
</tr>
<tr>
<td>Doors:</td>
<td>Door to corridor with small view lite (8&quot; X 36&quot;) on strike side of door</td>
</tr>
<tr>
<td>Windows:</td>
<td>Preferred</td>
</tr>
</tbody>
</table>

ES14-K-3.5 Casework & Special Features:

ES14-K-3.6 Furniture, Fixtures & Equip.:

1. Window blinds.
2. Coat hook on back side of door.

**Contractor provide:**

1. Window blinds.
2. Coat hook on back side of door.

**Owner provide:**

1. Computer
2. Printer

ES14-K-3.7 Instruc. Mat & Equipment:

ES14-K-3.8 Mechanical Criteria:
ES14-J-3.9  Electrical Criteria:

Power:  1. Two (2) duplex outlets on each wall

Lighting:  

Data & Other:  1. Two (2) 2-port data outlets on opposing walls.
2. Provide Intercom hook-up handset and speaker

ES14-J-3.10  Technology Criteria:
L-3. Physical Requirements

ES14-L-3.1 Space(s):

L. Office Work Room

ES14-L-3.2 Use:

1. Duplication, collating, laminating, mail and document distribution
2. Area for office staff to have coffee, lunch and snacks

ES14-L-3.3 Special Criteria:

1. Locate near Secretary's Office and Reception area with direct access to Teacher's Lounge or main school corridor for mail pick up
2. Provide 100 pass-through mailboxes (each 6”h X 11”w X 12”d +/-) as a dividing wall between mail pick-up area and work area. Provide a name slot for each side of each mailbox.
3. Supply/General Storage should be adjacent to workroom with direct access if possible

ES14-L-3.4 Finishes and Features:

| General Notes: | 
|---|---|
| Floor: | VCT |
| Floor Transitions: | 
| Base: | Resilient top-set base |
| Walls: | Painted CMU / gypsum wallboard (w/acoustic insulation). Provide one tackable wall (VWC on GWB) |
| Ceiling: | Acoustical ceiling panels |
| Ceiling Height: | 9'-4" |
| Doors: | Door to interior corridor and Supply/General Storage. Provide small view lite (8” X 36”) on strike side of door |
| Windows: | Operable exterior windows preferred. |

ES14-L-3.5 Casework & Special Features:

1. 24”d work counter on two walls with open shelving & closed cabinets above, and cabinets with a combination of shelves and drawers below.
2. A combination of open adjustable shelving and lockable wall cabinets above counter area.
3. Counter 24”h with open adjustable pass-through shelving below and 100 Pass-through teacher mail boxes above. Provide name plates above each 9” x 12” x 4” box. Build to be accessed without entering work area
ES14-L-3.6 Furniture, Fixtures & Equip.:

**Contractor provide:**
1. Coat hook on back of door.
2. 21 CF refrigerator with freezer and ice maker
3. Window blinds

**Owner provide:**
1. Computer
2. Microwave oven

**Owner furnish, Contractor install:**
1. Paper towel dispenser.
2. Soap Dispenser.

ES14-L-3.7 Instruc. Mat & Equipment:

ES14-L-3.8 Mechanical Criteria:

1. Provide sink with hot & cold water
2. Provide sufficient HVAC to control heat build-up from copier and other machinery.
3. Provide piping connection for ice maker

ES14-L-3.9 Electrical Criteria:

**Power:**
1. Duplex outlets at 4'-0" intervals on all walls.
2. Provide power coordinated with equipment requirements
3. Provide 220 volt outlet for copier, if required

**Lighting:**

**Data & Other:**
1. Three (3) 2-port data outlets on opposing walls.

ES14-L-3.10 Technology Criteria:
M-3. Physical Requirements

ES14-M-3.1 Space(s):

M. Toilet.

ES14-M-3.2 Use:

1. Barrier free toilet facility for use by administrative staff and their visitors

ES14-M-3.3 Special Criteria:

1. Sound proof and easily accessed by administrative personnel
2. Near Principal’s Office.
3. Do not hang mirror directly opposite toilet.

ES14-M-3.4 Finishes and Features:

<table>
<thead>
<tr>
<th>General Notes:</th>
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<tbody>
<tr>
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<td>Ceiling:</td>
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<tr>
<td>Ceiling Height:</td>
<td>9'-4&quot;</td>
</tr>
<tr>
<td>Doors:</td>
<td>Solid door to interior corridor</td>
</tr>
<tr>
<td>Windows:</td>
<td></td>
</tr>
</tbody>
</table>

ES14-M-3.5 Casework & Special Features:

ES14-M-3.6 Furniture, Fixtures & Equip.:

Contractor provide:
1. Coat hook on back of door.
2. Full Length Mirror.
3. Sanitary napkin disposal (NOT dispenser). (Prefer plastic unit, with lid, that empties from bottom).
5. Grab bars.

Owner furnish,
Contractor install:
1. Soap dispenser.
2. Paper towel dispenser.

ES14-M-3.7 Instruc. Mat & Equipment:

ES14-M-3.8 Mechanical Criteria:

1. Provide lavatory with hot & cold water
2. Provide barrier free toilet.
ES14-M-3.9  Electrical Criteria:

   Power:  1. One (1) GFI duplex outlet near sink.

   Lighting: 

   Data & Other:  

ES14-M-3.10  Technology Criteria:
N-3. Physical Requirements

ES14-N-3.1 Space(s):

N. Supply/Storage

ES14-N-3.2 Use:

1. Storage of teaching, duplicating and office supplies.

ES14-N-3.3 Special Criteria:

1. Adjacent to workroom with direct access if possible

ES14-N-3.4 Finishes and Features:

<table>
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<td>Doors:</td>
<td>Door to work room or interior corridor. Provide small view lite (8&quot; X 36&quot;) on strike side of door</td>
</tr>
<tr>
<td>Windows:</td>
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</tbody>
</table>

ES14-N-3.5 Casework & Special Features:

1. Open adjustable 12"d shelving installed to ceiling height on three walls.
2. Open adjustable 24"d shelving installed to ceiling height on one wall.

ES14-N-3.6 Furniture, Fixtures & Equip.: 

ES14-N-3.7 Instruct. Mat & Equipment:

ES14-N-3.8 Mechanical Criteria:

ES14-N-3.9 Electrical Criteria:

Power: 1. One (1) duplex outlet per wall. Do not install outlets behind shelving.

Lighting:

Data & Other: 1. One (1) 2-port data outlet.

ES14-N-3.10 Technology Criteria:
1. General Educational Requirements

ES15-1.1 Objectives
1. School-based guidance counselors work closely with teachers and parents to provide a strong foundation of skills in both academics and positive self-esteem
2. Support services to student and their families provided by school personnel and school-based Human Service professionals
3. To support academic success and to provide for a smooth transition to middle school.
4. To recognize developmental needs and to identify those students who require individualized assistance, providing those services in-house whenever feasible
5. To provide all elementary students with access to the counselors through classroom guidance sessions on topics ranging from making friends to safety issues

ES15-1.2 Trends
1. Increased involvement of all family members and the whole community in each child's development.
2. Increased recognition of the need to treat each child as an individual.
3. The integration of other community resources into the school
4. A holistic approach to wellness
5. Prevention and early identification of at-risk students
6. Increased consultation and referrals.

ES15-1.3 Activities and Enrollment
1. Counselors meet regularly with teams of teachers to discuss how a child's physical, emotional and intellectual development needs to interrelate with their academic development, identifying deficit and growth areas for individuals as well as the entire group
2. School-based counselors work with students in classroom groupings, smaller groups and individually. Specialized services are provided for students with identified needs (at-risk, gifted, etc.)
3. School Support Services personnel include speech therapists, audiologists, psychologists, social workers, visually and hearing impaired specialists, occupational therapist and physical therapists. They do testing, make assessments and deliver services to identified students. These include one-to-one assistance, group counseling, parent/family consultation and counseling, parent support groups and family living education seminars.
4. Human Services professionals based in schools include doctors, nurses, and social workers. As students with needs are identified, they professionals make preliminary assessments, referrals and provide direct counseling and consultation to students and their families
5. Individual, group and family counseling
6. Providing information to children and parents
7. Record keeping
8. Interviewing children, parents, teachers and consultants
9. Assessing children ("case finding").
10. Testing
11. Mobile delivery of human services (i.e. immunizations, crisis counseling)
### 2. Space Overview

#### ES15-2.1 Required Spaces

Reference:

<table>
<thead>
<tr>
<th>Identifier</th>
<th>Space</th>
<th>Quantity</th>
<th>Area Each (SF)</th>
<th>Area Total (SF)</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Guidance Room</td>
<td>1</td>
<td>300</td>
<td>300</td>
</tr>
<tr>
<td>B</td>
<td>Human Services Room</td>
<td>1</td>
<td>120</td>
<td>120</td>
</tr>
<tr>
<td>C</td>
<td>Psychologist/Social Worker Office</td>
<td>3</td>
<td>120</td>
<td>360</td>
</tr>
<tr>
<td>D</td>
<td>Speech Therapy/Audiology Room</td>
<td>1</td>
<td>120</td>
<td>120</td>
</tr>
<tr>
<td>E</td>
<td>OT/PT Room</td>
<td>1</td>
<td>150</td>
<td>150</td>
</tr>
<tr>
<td>F</td>
<td>Supply/Storage</td>
<td>1</td>
<td>140</td>
<td>140</td>
</tr>
<tr>
<td>G</td>
<td>Toilet</td>
<td>1</td>
<td>56</td>
<td>56</td>
</tr>
</tbody>
</table>

Total 9 1,246

#### ES15-2.2 Design Considerations

1. Near main entrance, easily accessible to students and their families, and identified with a display area on corridor wall.
2. Relative to the overall school plan, it should be located near main entrance, adjacent to administration without fostering the perception that it is related to administrative functions or disciplinary actions.
3. Finishes should be carefully selected to help create a warm, friendly atmosphere.
4. Provide sound treatment for acoustical privacy between spaces.
2. Space Overview (continued)

**ES15-2.3 Adjacency Diagram:**

![Diagram showing the adjacency of spaces](image-url)
A-3. Physical Requirements

ES15-A-3.1 Space(s):  

A. Guidance Room

ES15-A-3.2 Use:  
1. Private individual and group meetings with students, teachers and parents  
2. Accommodate sixteen students and set up with informal learning centers  
3. Counselors' work area

ES15-A-3.3 Special Criteria:  
1. Private, quiet area.  
2. Easily accessible to parents and students from or near corridor and access from within Student Support Services suite

ES15-A-3.4 Finishes and Features:

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<tr>
<td>Windows:</td>
<td>Preferred</td>
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</tbody>
</table>

ES15-A-3.5 Casework & Special Features:

ES15-A-3.6 Furniture, Fixtures & Equip.:  

Contractor provide:  
1. Window blinds  
2. 4'-0" x 6'-0" Tackboard at 29" AFF  
3. Tack strip 5'-0" AFF on all walls except tackable wall and projection area

Owner provide:  
1. Computer

ES15-A-3.7 Instruc. Mat & Equipment:

ES15-A-3.8 Mechanical Criteria:
ES15-A-3.9  Electrical Criteria:

**Power:**
1. Two (2) duplex outlets per wall at 16” AFF
2. One (1) duplex outlet for wall-mounted TV monitor

**Lighting:**

**Data & Other:**
1. One (1) 2-port outlet for wall-mounted TV monitor.
2. Three (3) 2-port data outlets.
3. Intercom handset and speaker with volume control. If intercom speaker is used for emergency lock-down, volume control should not turn off sound completely.

ES15-A-3.10  Technology Criteria:
B. 3. Physical Requirements

ES15-B-3.1  Space(s):

**B. Human Services Room**

ES15-B-3.2  Use:

1. Human Services professionals, not employed by the school system, will use this space to work with students and their families.
2. Space is required for both examinations and consultations. This space will be utilized as a combination office/examination/consultation room. Efforts should be made not to create an institutional atmosphere.

ES15-B-3.3  Special Criteria:

1. Requires access from administrative reception area.
2. Locate near Health room but not directly adjacent, for noise control.

ES15-B-3.4  Finishes and Features:

<table>
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</table>

ES15-B-3.5  Casework & Special Features:

**Contractor provide:**
1. Base unit shall have adjustable shelving, drawers, and knee
2. Wall-mounted cabinet above base cabinets, lockable

**Owner furnish,**

**Contractor install:**
1. Soap and paper towel dispenser.

ES15-B-3.6  Furniture, Fixtures & Equip.:

**Contractor provide:**
1. Window blinds

**Owner provide:**
1. Computer and printer

ES15-B-3.7  Instruc. Mat & Equipment:

ES15-B-3.8  Mechanical Criteria:
ES15-B-3.9 Electrical Criteria:

**Power:**
1. Two (2) duplex outlets per wall.
2. Provide one duplex outlet 5'-0” AFF, if wall-mounted medical instruments are to be provided

**Lighting:**

**Data & Other:**
1. Two (2) 2-port data outlets.

ES15-B-3.10 Technology Criteria:
C-3. Physical Requirements

ES15-C-3.1 Space(s):

C. Psychologist/Social Worker Office

ES15-C-3.2 Use:

1. Will be used for conferences, special individualized testing and family counseling by professional staff who are based full and part-time in the school

ES15-C-3.3 Special Criteria:

1. Accessible toilet should be located nearby.
2. Group with other Student Support Services offices. Should be in a quiet, low traffic area

ES15-C-3.4 Finishes and Features:

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</tr>
<tr>
<td>Windows:</td>
</tr>
</tbody>
</table>

ES15-C-3.5 Casework & Special Features:

ES15-C-3.6 Furniture, Fixtures & Equip.:

Contractor provide:
1. Coat hook on back of door
2. Window blinds

ES15-C-3.7 Instruct. Mat & Equipment:

ES15-C-3.8 Mechanical Criteria:

1. HVAC sound level should not exceed NC level 35.
ES15-C-3.9  Electrical Criteria:

Power: 1. Two (2) duplex outlets on 2 opposing walls and one (1) on each remaining wall

Lighting: 

Data & Other: 1. One (1) 2-port data outlet on two opposing walls.
2. Intercom speaker with limited volume control.

ES15-C-3.10  Technology Criteria:
D.3. Physical Requirements

ES15-D-3.1 Space(s):

**D. Speech Therapy/Audiology Room**

ES15-D-3.2 Use:

1. Space for speech therapists and audiologist to work one on one with students, meet parents, maintain records and store materials.

ES15-D-3.3 Special Criteria:

1. Should be close to guidance areas
2. Speech Therapy/Audiology room and the OT/PT room should have a common wall and should be in close proximity to the corridor

ES15-D-3.4 Finishes and Features:

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
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<tr>
<td>Doors:</td>
<td>Lockable door with small view lite (8&quot; X 36&quot;) on strike side of door, or sidelite</td>
</tr>
<tr>
<td>Windows:</td>
<td>Provide one way vision panel between Speech Therapy/Audiology room and OT/PT room in the center of the common wall (4'-0&quot; X 4'-0&quot;, sill at 3'-0&quot;) Place reflective surface in OT/PT Room.</td>
</tr>
</tbody>
</table>

ES15-D-3.5 Casework & Special Features:

1. Base unit - unit shall have adjustable shelving, drawers, and knee space for desk area.
2. Wall-mounted cabinet above base cabinets, lockable

ES15-D-3.6 Furniture, Fixtures & Equip.:

**Contractor provide:**

1. Marker board 4'-0" x 4'-0", with bottom at 35" A.F.F.
2. Tackboard 2'-0" x 3'-0", with bottom at 35" A.F.F.
3. Mirror 2'-0" W x 6'-0" H on back of door.
4. Window blinds

**Owner furnish,**

**Contractor install:**

1. Soap dispenser
2. Paper towel dispenser

ES15-D-3.7 Instruc. Mat & Equipment:
ES15-D-3.8  Mechanical Criteria:
   1. HVAC sound level should not exceed NC level 35.

ES15-D-3.9  Electrical Criteria:

   **Power:**  1. One (1) duplex outlet per wall

   **Lighting:**  1. No auditory distractions from fluorescent lights

   **Data & Other:**  1. Provide local intercom system, with sound coming from OT/PT Room
                  2. Two (2) 2-port data outlets.

ES15-D-3.10  Technology Criteria:
E-3. Physical Requirements

ES15-E-3.1 Space(s):

E. Occupational Therapy / Physical Therapy (OT/PT) Room

ES15-E-3.2 Use:

1. Space for Visual- and Hearing-Impaired Specialists and Occupational and Physical Therapists to work one on one with students, meet parents, maintain records and store materials.

ES15-E-3.3 Special Criteria:

1. Should share common wall with Speech Therapy/Audiology room and be in close proximity to a corridor for easy access.

ES15-E-3.4 Finishes and Features:

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<tr>
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</table>

ES15-E-3.5 Casework & Special Features:

1. Base unit - unit shall have adjustable shelving, drawers, and knee space for desk area.
2. Wall-mounted cabinet above base cabinets, lockable

ES15-E-3.6 Furniture, Fixtures & Equip.:

Contractor provide:

1. Soap dispenser
2. Paper towel dispenser
3. Marker board 4'-0" x 4'-0", with bottom at 35" A.F.F.
4. Tackboard 2'-0" x 3'-0", with bottom at 35" A.F.F.
5. Mirror 2'-0" W x 6'-0" H on back side of door.
6. Window blinds

ES15-E-3.7 Instruc. Mat & Equipment:
ES15-E-3.8  Mechanical Criteria:

1. HVAC sound level should not exceed NC level 35

ES15-E-3.9  Electrical Criteria:

**Power:**
1. Two (2) duplex outlets on opposing walls, and one (1) duplex outlet on each remaining walls

**Lighting:**
1. No auditory distractions from fluorescent lights

**Data & Other:**
1. Provide local intercom system, with sound coming from OT/PT Room
2. Two (2) 2-port data outlets

ES15-E-3.10  Technology Criteria:
F-3. Physical Requirements

ES15-F-3.1 Space(s):

**F. Supply/Storage**

ES15-F-3.2 Use:

1. Storage of records, materials and supplies
2. Possible conversion to an examination/consultation room

ES15-F-3.3 Special Criteria:

1. Can be used as a buffer between potentially noisy Health Room and the Examination/Consultation room and offices

ES15-F-3.4 Finishes and Features:

<table>
<thead>
<tr>
<th>General Notes:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Floor:</td>
<td>Carpet</td>
</tr>
<tr>
<td>Floor Transitions:</td>
<td></td>
</tr>
<tr>
<td>Base:</td>
<td>Resilient top-set base</td>
</tr>
<tr>
<td>Walls:</td>
<td>Painted CMU / gypsum wallboard (w/ acoustical insulation)</td>
</tr>
<tr>
<td>Ceiling:</td>
<td>Acoustical ceiling panels</td>
</tr>
<tr>
<td>Ceiling Height:</td>
<td>9'-4&quot;</td>
</tr>
<tr>
<td>Doors:</td>
<td>Solid door to corridor or Reception</td>
</tr>
<tr>
<td>Windows:</td>
<td></td>
</tr>
</tbody>
</table>

ES15-F-3.5 Casework & Special Features:

ES15-F-3.6 Furniture, Fixtures & Equip.:

ES15-F-3.7 Instruc. Mat & Equipment:

ES15-F-3.8 Mechanical Criteria:

1. Provide rough-in for future sink with hot and cold water

ES15-F-3.9 Electrical Criteria:

1. One (1) duplex outlet per wall

**Lighting:**

**Data & Other:**

1. Two (2) 2-port data outlets

ES15-F-3.10 Technology Criteria:
G-3. Physical Requirements

ES15-G-3.1 Space(s):

**G. Toilet**

ES15-G-3.2 Use:

1. Staff and student use.

ES15-G-3.3 Special Criteria:

Centrally located for Student Support Services staff

ES15-G-3.4 Finishes and Features:

<table>
<thead>
<tr>
<th>General Notes:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Floor:</td>
<td>VCT</td>
</tr>
<tr>
<td>Floor Transitions:</td>
<td></td>
</tr>
<tr>
<td>Base:</td>
<td>Resilient top-set base</td>
</tr>
<tr>
<td>Walls:</td>
<td>Painted CMU / gypsum wallboard (w/ acoustical insulation)</td>
</tr>
<tr>
<td>Ceiling:</td>
<td>Acoustical ceiling panels</td>
</tr>
<tr>
<td>Ceiling Height:</td>
<td>9'-4&quot;</td>
</tr>
<tr>
<td>Doors:</td>
<td>Solid</td>
</tr>
<tr>
<td>Windows:</td>
<td>None</td>
</tr>
</tbody>
</table>

ES15-G-3.5 Casework & Special Features:

1. Wall cabinet for supplies

ES15-G-3.6 Furniture, Fixtures & Equip.:

**Contractor provide:**

1. Full length mirror
2. Coat hook on back of door
3. Grab bars

**Owner furnish,** **Contractor install:**

2. Toilet paper dispenser
3. Paper towel dispenser
4. Soap dispenser

ES15-G-3.7 Instruc. Mat & Equipment:

ES15-G-3.8 Mechanical Criteria:

1. Toilet
2. Sink with hot and cold water
ES15-G-3.9  Electrical Criteria:

   Power: 1. One (1) duplex GFCI outlet near mirror

   Lighting:

   Data & Other:

ES15-G-3.10  Technology Criteria:
1. General Educational Requirements

ES16-1.1 Objectives
1. To provide meals for students and staff in a warm, cheerful, inviting and social place.
2. To offer a wide variety of nutritious foods so students and staff have the opportunity to make wise food choices for healthful living.

ES16-1.2 Trends
1. Recycling of serving materials.
2. Commercial fast-food offerings.

ES16-1.3 Activities and Enrollment
1. The dining area is designed for 3 seatings of approximately 30 minutes each.
2. The dining area should be a flexible space to accommodate large group gatherings such as parent meetings and banquets.
3. Breakfast and lunch are served daily in all of the Wake County Elementary Schools.
4. Food is self-serve to accommodate individual food preferences and to reduce waste.
2. Space Overview

ES16-2.1 Required Spaces

Reference: Dining Area seating area calculation: If capacity of school is changed from standard programs, change dining area appropriately. Circulation area from entrance to serving line should be included in non-assignable space.

<table>
<thead>
<tr>
<th>Identifier</th>
<th>Space</th>
<th>Quantity</th>
<th>Area Each (SF)</th>
<th>Area Total (SF)</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Dining Area (internal circulation not included)</td>
<td>1</td>
<td>3,307</td>
<td>3,307</td>
</tr>
<tr>
<td>B</td>
<td>Food Preparation</td>
<td>1</td>
<td>1,020</td>
<td>1,020</td>
</tr>
<tr>
<td>C</td>
<td>Serving Line</td>
<td>1</td>
<td>800</td>
<td>800</td>
</tr>
<tr>
<td>D</td>
<td>Office</td>
<td>1</td>
<td>80</td>
<td>80</td>
</tr>
<tr>
<td>E</td>
<td>Recycling</td>
<td>1</td>
<td>200</td>
<td>200</td>
</tr>
<tr>
<td>F</td>
<td>Dry Storage</td>
<td>1</td>
<td>350</td>
<td>350</td>
</tr>
<tr>
<td>G</td>
<td>Cooler/Freezer</td>
<td>1</td>
<td>350</td>
<td>350</td>
</tr>
<tr>
<td>H</td>
<td>Staff Locker Room and W/D /Toilet</td>
<td>1</td>
<td>250</td>
<td>250</td>
</tr>
<tr>
<td>I.</td>
<td>Custodial</td>
<td>1</td>
<td>40</td>
<td>40</td>
</tr>
</tbody>
</table>

Total 9 6,397

ES16-2.2 Design Considerations

1. Locate near bus and or car queuing areas so the dining area can be used as holding space in inclement weather.
2. Locate centrally with close proximity to Administration and away from quiet areas.
3. Locate group toilets nearby for daytime as well as after school use.
4. All shelving to be NSF-approved with rust-proof coating.
5. Corridor from loading dock must be 5'-6" min. wide.
6. Minimize the use of columns and other obstructions.
7. Refer to Site Educational Specification for parking and service area requirements for CNS staff.
8. Kitchen equipment and layout to be approved by Child Nutrition Services at each design phase.
9. Approved Schematic Design Drawings must be reviewed by the Department of Health.
10. All kitchen equipment to be demonstrated by factory representatives and operating properly at least one week before food preparation begins.
2. Space Overview (continued)

ES16-2.3 Adjacency Diagram:

- Loading Dock
  - (Can Wash)
- Cooler
- Food Prep
- Recyling
- Serving
- Dining
- Freezer
- Dry Storage
- Custodial
- Lockers
- Office
- Toilet
A.3. Physical Requirements

ES16-A-3.1 Space(s):

A. Dining Area.

ES16-A-3.2 Use:

1. Student dining.
2. Meetings.

ES16-A-3.3 Special Criteria:

1. Dining rooms should be colorful, well-lighted and inviting to customers. Use various elements to break up space, create visual interest and provide flexibility for different sized groups. Minimize columns.
2. Colors of floors, walls, ceiling, serving lines, tables, chairs and trays should be coordinated.
3. Use of graphics, murals, etc. adds interest to walls and ceilings.
4. Designers shall provide table/chair layout and traffic flow pattern. Use SICO “Director” or “President” tables when doing seating layout.
5. Queuing for serving line should be along perimeter of dining area.
6. Consider acoustics when planning room volume and selecting building materials.
7. Traffic flows through serving area into dining.
8. Provide recycling area convenient to students leaving the dining room.

ES16-A-3.4 Finishes and Features:

<table>
<thead>
<tr>
<th>General Notes:</th>
<th>Durable materials: Terrazzo, sealed concrete, Linoleum, VCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Floor:</td>
<td>Durable materials: Terrazzo, sealed concrete, Linoleum, VCT</td>
</tr>
<tr>
<td>Floor Transitions:</td>
<td>Resilient top-set base</td>
</tr>
<tr>
<td>Base:</td>
<td>Resilient top-set base</td>
</tr>
<tr>
<td>Walls:</td>
<td>Painted CMU / gypsum wallboard (w/ acoustic insulation)</td>
</tr>
<tr>
<td>Ceiling:</td>
<td>Acoustical ceiling panels</td>
</tr>
<tr>
<td>Ceiling Height:</td>
<td>14'-0&quot; minimum</td>
</tr>
<tr>
<td>Doors:</td>
<td>Should have automatic closers with automatic hold-open devices. Doors between kitchen and serving areas must have 180° swing to open and stay flush against the wall</td>
</tr>
<tr>
<td>Windows:</td>
<td>Natural light is important for creating a pleasant, inviting atmosphere</td>
</tr>
</tbody>
</table>

ES16-A-3.5 Casework & Special Features:
ES16-A-3.6 Furniture, Fixtures & Equip.:

Contractor provide:
1. Motorized window shades at exterior windows.

Owner's Furniture Coordinator provide:
1. Folding (SICO) tables, w/attached seating. (Provide 2 tables with ADA seating capability).

Owner's monitor vendor furnish, Contractor install:
1. Brackets for 32" flat-screen T.V. in two locations - bottom of T.V. to be 8'-0" (minimum) A.F.F.

ES16-A-3.7 Instruc. Mat & Equipment:

ES16-A-3.8 Mechanical Criteria:
1. Provide electric water cooler with bottle filler in the dining area on a wall away from the serving line, preferably near the main entrance. Mount with spout at 36" AFF.

ES16-A-3.9 Electrical Criteria:

Power:
1. Provide duplex outlets @ 15'-0" OC on all walls.
2. Provide at least one outlet on each column in center of room (not floor outlets).

Lighting:

Data & Other:
1. Provide PA system speakers (see Physical Education educational specification), and handset.
2. Provide access to MATV system for 2 wall-mounted units.
3. Refer to requirements for MATV feed in Physical Education Multi-purpose Area educational specification.

ES16-A-3.10 Technology Criteria:
B.3. Physical Requirements

ES16-B-3.1 Space(s):

B. Food Preparation.

ES16-B-3.2 Use:

1. Food preparation, for student, faculty and staff meals.

ES16-B-3.3 Special Criteria:

1. Locate adjacent to serving line and accessible to storage areas.
2. Area to have visual supervision from the manager's office.
3. Locate tackboard in central location.
4. Clear circulation 4'-0" minimum around the hood.
5. Area should be free of structural columns.

ES16-B-3.4 Finishes and Features:

| General Notes: | Non-slip porcelain or quarry tile (medium or dark color), w/ medium or dark-colored grout. Quarry tile preferred. Slope floor to floor drains. |
| Floor: | |
| Floor Transitions: | |
| Base: | Quarry tile or non-slip porcelain tile |
| Walls: | Epoxy paint, with void-free wall finish. Smooth face CMU or FRP Boards are acceptable. Do not use gypsum wallboard for walls. |
| Ceiling: | Acoustical ceiling panels approved for kitchen usage |
| Ceiling Height: | |
| Doors: | Provide door to loading dock with panic device hardware (even if not required by code) to permit easy exit for kitchen staff; provide kick-stop to permit door to be held open during deliveries. Provide door viewer in door to loading dock. |
| Windows: | Access to natural light is desirable. When possible, provide windows |

ES16-B-3.5 Casework & Special Features:

ES16-B-3.6 Furniture, Fixtures & Equip.:

Contractor provide:

1. All kitchen equipment to be demonstrated by factory representatives and operating properly at least one week before food preparation begins.
2. Refer to Schematic Plan Layout ES-16 Appendix 1 and Food Preparation Equipment Schedule in ES-16 Appendix 2.

ES16-B-3.7 Instruc. Mat & Equipment:
ES16-B-3.8 Mechanical Criteria:

1. Provide air-conditioning, heating and exhaust system with good ventilation.
2. Floor drains should be made of stainless steel or bronze and located at steamer, ice machine and sink locations. Drains must be easy to clean and reassemble.
3. Locate additional floor drains for hosing down floor. A floor drain should be near doors to cooler and freezer.
4. Provide hood with automatic fire extinguisher system. Locate all equipment far enough under hood to prevent steam from escaping and damaging ceiling tiles when equipment doors are opened.
5. Provide stainless steel island utility chase, including water, gas and electrical, to serve items under hood. Provide quick disconnects for all utilities. Place gas lines under hood, not along sides.
6. Provide stainless steel island utility chase, including water, gas and electrical, to serve items under hood. Provide quick disconnects for all utilities. Place gas lines under hood, not along sides.
7. Provide grease traps where necessary.
8. Locate handwash sinks on each end of kitchen.
9. Locate fly fan outside door to loading dock.

ES16-B-3.9 Electrical Criteria:

**Power:**

1. Provide flexible connections where appropriate to move equipment for cleaning.
2. Coordinate size and location with equipment requirements.
3. Provide additional (20 amp) outlet for heat/proof cabinets on wall near door to dining.
4. Provide one duplex floor outlet centered under each of 4 worktables.
5. Provide 3 spare ¾” conduits w/pull strings for future use in kitchen utility raceway.
6. All floor outlets must be cast metal junction boxes, mounted above floor, grouted and sloped underneath.

**Lighting:**

1. Provide minimum 50 foot-candles.

**Data & Other:**

1. Provide doorbell pushbutton at dock door with loud bell within Food Preparation area.
2. Office telephone requires loud bell located in food prep. Area.
3. Intercom speaker.
4. Kitchen area needs to be on separate security system, so manager has access during vacation periods.

ES16-B-3.10 Technology Criteria:

1. Refer to ES-16 Appendix 3 for general Child Nutrition Electrical and LAN requirements.
C-3. Physical Requirements

ES16-C-3.1 Space(s):

C. Serving Line.

ES16-C-3.2 Use:

1. Hot and cold food service.

ES16-C-3.3 Special Criteria:

1. Provide one double-sided line, with capability for 2 cashiers, per ES-16 Appendix 2.

2. Provide railings if necessary to organize circulation.

3. Area should be free of structural columns.

ES16-C-3.4 Finishes and Features:

<table>
<thead>
<tr>
<th>General Notes:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Floor: VCT</td>
</tr>
<tr>
<td>Floor Transitions:</td>
</tr>
<tr>
<td>Base:</td>
</tr>
<tr>
<td>Walls:</td>
</tr>
<tr>
<td>Ceiling: Acoustical ceiling panels</td>
</tr>
<tr>
<td>Ceiling Height: 14'-0&quot; minimum</td>
</tr>
<tr>
<td>Doors:</td>
</tr>
<tr>
<td>Windows:</td>
</tr>
</tbody>
</table>

ES16-C-3.5 Casework & Special Features:

ES16-C-3.6 Furniture, Fixtures & Equip.:

Contractor provide: 1. Serving line features: 5" locking casters, dual solid stainless steel tray slides, line-up locks.

2. Refer to ES-16 Appendix 1 For Serving Line Equipment layout and ES-16 Appendix 2 for Equipment list.

ES16-C-3.7 Instruc. Mat & Equipment:

ES16-C-3.8 Mechanical Criteria:

1. Floor drain is not desired

ES16-C-3.9 Electrical Criteria:

Power: 1. Number and location of receptacles to be determined by layout and equipment specification.

2. Side plug floor outlets should be no higher than 4-1/2". Coordinate placement with serving line. Place outlets directly under center point under serving line.
3. Provide one (1) duplex outlet per cash register per **ES-16 Appendix 3.** Both outlets are to be located next to each other under primary cash register and in straight line with serving line outlets.

**Lighting:**
1. Serving lines to have accent lighting for good merchandising and eye appeal.

**Data & Other:**
1. Provide one (1) data port per cash register (two cash registers may share one 2-port communication outlet). Connect cash registers to file server in Child Nutrition Manager’s office with copper wiring.
2. Data and electrical outlet for cash registers should be under primary cash register only; no outlets at secondary register.

**ES16-C-3.10 Technology Criteria:**
D-3. Physical Requirements

ES16-D-3.1 Space(s):

D. Office.

ES16-D-3.2 Use:

1. Administrative office for cafeteria manager.

ES16-D-3.3 Special Criteria:

1. To be located for visual supervision of loading dock door, food prep area and storage areas.
2. Visual supervision of receiving and food preparation areas is important.

ES16-D-3.4 Finishes and Features:

<table>
<thead>
<tr>
<th>General Notes:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Floor: Quarry tile, non-slip</td>
</tr>
<tr>
<td>Floor Transitions:</td>
</tr>
<tr>
<td>Base: Quarry tile</td>
</tr>
<tr>
<td>Walls: Painted CMU</td>
</tr>
<tr>
<td>Ceiling: Acoustical ceiling panels</td>
</tr>
<tr>
<td>Ceiling Height: 14'-0&quot; minimum</td>
</tr>
<tr>
<td>Doors: Provide view lite in door.</td>
</tr>
<tr>
<td>Windows: Provide fixed interior window for seated view of food preparation area &amp; receiving. Sill height @ 36&quot; AFF. Provide windows to exterior if possible.</td>
</tr>
</tbody>
</table>

ES16-D-3.5 Casework & Special Features:

ES16-D-3.6 Furniture, Fixtures & Equip.:

Contractor provide:

1. Coat hook on back of door.
2. Window blinds.

ES16-D-3.7 Instruc. Mat & Equipment:

ES16-D-3.8 Mechanical Criteria:
ES16-D-3.9 Electrical Criteria:

**Power:**
1. One (1) duplex outlet on each wall.
2. Provide one (1) quad outlet for file server.

**Lighting:**

**Data & Other:**
1. Provide telephone. (Telephone requires loud bell located in food preparation area). Connection for cash registers with special circuits and isolated grounding provisions.
2. Two (2) 2-port data network outlets for connection to 2 cash registers. Locate on wall with window towards kitchen. File server to be connected to cash registers as well as school-wide network.
3. Connection to school WAN and LAN per **ES-16 Appendix 3**.

ES16-D-3.10 Technology Criteria:
E-3. Physical Requirements

ES16-E-3.1 Space(s):

**E. Recycling.**

ES16-E-3.2 Use:

1. Collection of recyclable plates and utensils after use.

ES16-E-3.3 Special Criteria:

1. Locate adjacent to Dining Room, convenient to students leaving the room. If possible, locate adjacent to loading dock with door directly out to dock. Provide direct access from food prep area for changing/emptying cans. Near Loading Dock if possible.
2. Provide room for 4 recycling barrels (barrels provided by WCPSS).

ES16-E-3.4 Finishes and Features:

<table>
<thead>
<tr>
<th>General Notes:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Floor:</td>
<td>VCT</td>
</tr>
<tr>
<td>Floor Transitions:</td>
<td></td>
</tr>
<tr>
<td>Base:</td>
<td>Resilient top-set base</td>
</tr>
<tr>
<td>Walls:</td>
<td>Epoxy-painted CMU</td>
</tr>
<tr>
<td>Ceiling:</td>
<td>Acoustical ceiling panels</td>
</tr>
<tr>
<td>Ceiling Height:</td>
<td></td>
</tr>
<tr>
<td>Doors:</td>
<td></td>
</tr>
<tr>
<td>Windows:</td>
<td>(none)</td>
</tr>
</tbody>
</table>

ES16-E-3.5 Casework & Special Features:

ES16-E-3.6 Furniture, Fixtures & Equip.:

Owner (Child Nutrition Services) provide:
1. Recycling barrels.

ES16-E-3.7 Instruc. Mat & Equipment:

ES16-E-3.8 Mechanical Criteria:

1. Good ventilation is required
2. Provide floor drain
ES16-E-3.9  Electrical Criteria:

    Power:  1. Duplex outlets for cleaning equipment.

    Lighting:

    Data & Other:

ES16-E-3.10  Technology Criteria:
F-3. Physical Requirements

ES16-F-3.1 Space(s):

F. Dry Storage.

ES16-F-3.2 Use:

1. Storing canned food and supplies.

ES16-F-3.3 Special Criteria:

1. Maximize storage

ES16-F-3.4 Finishes and Features:

<table>
<thead>
<tr>
<th>General Notes:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Floor: Non-slip quarry tile</td>
</tr>
<tr>
<td>Floor Transitions:</td>
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<tr>
<td>Base: Quarry tile</td>
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<tr>
<td>Walls: Epoxy painted CMU</td>
</tr>
<tr>
<td>Ceiling: Acoustical ceiling panels</td>
</tr>
<tr>
<td>Ceiling Height:</td>
</tr>
<tr>
<td>Doors:</td>
</tr>
<tr>
<td>Windows: (none)</td>
</tr>
</tbody>
</table>

ES16-F-3.5 Casework & Special Features:

ES16-F-3.6 Furniture, Fixtures & Equip.:

Contractor provide: 1. Maximum LF of 24”D adjustable metal shelving, including 2-3 racks for #10 cans, on 5” castors, located on perimeter, with 1st shelf 12” from floor.  
2. Maximum number of 24”D dunnage racks in center of floor.

ES16-F-3.7 Instruc. Mat & Equipment:

ES16-F-3.8 Mechanical Criteria:

1. Good year-round ventilation is essential.

ES16-F-3.9 Electrical Criteria:

Power: 1. One (1) duplex outlet per wall.

Lighting:

Data & Other:

ES16-F-3.10 Technology Criteria:
G-3. Physical Requirements

ES16-G-3.1 Space(s):

G. Cooler/Freezer.

ES16-G-3.2 Use:
1. Storing cold food items.
2. Cooler: approx. 1/3 of total.
3. Freezer: approx. 2/3 of total.

ES16-G-3.3 Special Criteria:
1. Walk-in freezer and cooler should have individual direct access to food preparation area.
2. Should also be as close as possible to outside access for food delivery.
3. No horizontal dimension shall be less than 7'-10".
4. Any cooler and / or freezer located outdoors must have masonry cladding and should have direct access from food prep area.
5. Freezer and cooler should not share any wall components or mechanical equipment. Each unit needs to operate and/or be removed or maintained without affecting the other unit.
6. Provide swinging curtain doors in lieu of strip curtains.

ES16-G-3.4 Finishes and Features:

<table>
<thead>
<tr>
<th>General Notes:</th>
<th>Manufacturer's diamond tread aluminum flooring</th>
</tr>
</thead>
<tbody>
<tr>
<td>Floor:</td>
<td></td>
</tr>
<tr>
<td>Floor Transitions:</td>
<td></td>
</tr>
<tr>
<td>Base:</td>
<td></td>
</tr>
<tr>
<td>Walls:</td>
<td>(by manufacturer)</td>
</tr>
<tr>
<td>Ceiling:</td>
<td>(by manufacturer)</td>
</tr>
<tr>
<td>Ceiling Height:</td>
<td></td>
</tr>
<tr>
<td>Doors:</td>
<td>(by manufacturer)</td>
</tr>
<tr>
<td>Windows:</td>
<td>(none)</td>
</tr>
</tbody>
</table>

ES16-G-3.5 Casework & Special Features:

ES16-G-3.6 Furniture, Fixtures & Equip.:

**Contractor provide:**
1. Cooler: Maximum LF of 18” D rust-proof metal shelving, with castors, first shelf 12” from floor.
2. Freezer: Maximum LF of 18” D rust-proof metal shelving on perimeter, with castors, first shelf 12” from floor. Provide maximum number of 24” D dunnage racks in center of freezer.

ES16-G-3.7 Instruc. Mat & Equipment:

ES16-G-3.8 Mechanical Criteria:
1. Compressors should be in service courtyard for ease of maintenance and ventilation.
2. Cooler temperature: 38°F.
3. Freezer temperature: -10°F.

ES16-G-3.9 Electrical Criteria:

Power:


Data & Other:

ES16-G-3.10 Technology Criteria:
H-3. Physical Requirements

ES16-H-3.1 Space(s):

H. Staff Locker Room & Washer/Dryer / Toilet.

ES16-H-3.2 Use:

1. Staff changing area.
2. Washing & drying kitchen linens
3. Locker and washer/dryer to be +110 SF.

ES16-H-3.3 Special Criteria:

1. Locate near food preparation area.
2. Should have visual supervision of entrance from the office.
3. Locate washer/dryer out of circulation path.

ES16-H-3.4 Finishes and Features:

| General Notes: | Quarry tile. Slope floor to floor drain. |
| Floor:         | Quarry tile                                |
| Floor Transitions: |                                            |
| Base:          | Quarry tile                                |
| Walls:         | Painted CMU                                 |
| Ceiling:       | Acoustical ceiling panels                  |
| Ceiling Height: |                                             |
| Doors:         | (none)                                      |
| Windows:       |                                             |

ES16-H-3.5 Casework & Special Features:

1. In Toilet, provide 24"W x 30"H wall cabinet for storage of supplies.

ES16-H-3.6 Furniture, Fixtures & Equip.:  

Contractor provide in Locker Room:

1. Five (5) full-length lockers to include shelf and coat rack or hooks to accommodate long coats and personal belongings for each staff member.
2. Two (2) - 12"D adjustable, open-grid metal shelves above washer and dryer. (similar to Metro Super Erecta w/ metroseal finish).
3. Residential grade heavy-duty washer and dryer.

Contractor provide in Toilet:

1. Sanitary napkin disposal (NOT dispenser). Prefer plastic unit, with lid, that empties from bottom).
2. Toilet paper dispenser and paper towel dispenser.
3. Full-length mirror, not mounted opposite toilet.
4. Coat hook on back of door.
Owner (Child Nutrition Services) provide in Toilet:

1. Soap dispenser.

**ES16-H-3.7**  
3.7

**ES16-H-3.8**  
**Mechanical Criteria:**

1. Hot and Cold water.
2. Floor drain.
3. Washer/dryer connections.
4. Exhaust for dryer.
5. Sink w/hot & cold water, and toilet, in toilet room.

**ES16-H-3.9**  
**Electrical Criteria:**

**Power:**

1. One (1) GFCI duplex outlet near sink in toilet room.
2. Provide and coordinate power requirements for washer and dryer.

**Lighting:**

**Data & Other:**

**ES16-H-3.10**  
**Technology Criteria:**
I-3. Physical Requirements

ES16-I-3.1  Space(s):

I. Custodial.

ES16-I-3.2  Use:

1. Storage of cleaning supplies used in Child Nutrition areas.

ES16-I-3.3  Special Criteria:

ES16-I-3.4  Finishes and Features:

<table>
<thead>
<tr>
<th>General Notes:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Floor: Quarry tile. Slope floor to floor drain</td>
</tr>
<tr>
<td>Floor Transitions:</td>
</tr>
<tr>
<td>Base: Quarry tile</td>
</tr>
<tr>
<td>Walls: Epoxy-painted CMU</td>
</tr>
<tr>
<td>Ceiling: Acoustical ceiling panels</td>
</tr>
<tr>
<td>Ceiling Height:</td>
</tr>
<tr>
<td>Doors: (none)</td>
</tr>
<tr>
<td>Windows: None</td>
</tr>
</tbody>
</table>

ES16-I-3.5  Casework & Special Features:

ES16-I-3.6  Furniture, Fixtures & Equip.:

Contractor provide:
1. Mop rack over mop sink.
2. Maximum LF of 18" deep rust-proof shelving, on castors, 4 tiers, first shelf 12" from floor.

ES16-I-3.7  Instruc. Mat & Equipment:

ES16-I-3.8  Mechanical Criteria:

1. Hose bibb.
2. Mop sink.
3. Floor drain.

ES16-I-3.9  3.9 Electrical Criteria:

Power: 1. Two (2) GFCI quadraplex outlets; grouped for recharging of equipment.

Lighting:

Data & Other:

ES16-I-3.10 Technology Criteria:
ELEMENTARY SCHOOL FOOD PREP/SERVING
SCHEMATIC FLOOR PLAN
## ELEMENTARY SCHOOL FOOD PREPARATION EQUIPMENT

<table>
<thead>
<tr>
<th>#</th>
<th>Qty.</th>
<th>Item</th>
<th>Acceptable Products</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1</td>
<td>Mixer</td>
<td>Globe SP10 10-qt.</td>
<td>Provide attachments</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Hobart HL120 12-qt.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Vollrath 40756</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>3</td>
<td>Table</td>
<td>Eastern Equipment Co. Model # 350-30-14</td>
<td>Stainless steel; 2'-0&quot; X 2'-0&quot; with rolled edges; no castors</td>
</tr>
<tr>
<td>3</td>
<td>1</td>
<td><strong>Food Processor</strong></td>
<td>Robot Coupe CL50E</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>1</td>
<td>* Mobile heat/proof cabinet</td>
<td>Internmetro Metro C5 3 Series</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Winston HA4522</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>CresCor H-137-W SUA-12D</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>1</td>
<td>Ice machine</td>
<td>Manitowoc RF-0300A</td>
<td>(400-lb. cap.) with water filter, storage bin, backflow preventer.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Hoshizaki</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Ice-O-Matic GEM-0400A</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>3</td>
<td>Mobile end-load pan rack</td>
<td>Metro RD3N</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>1</td>
<td>Mobile storage cabinet</td>
<td>Metro CD3N</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>1</td>
<td>* Double convection oven</td>
<td>(2) Blodgett Mark V-100</td>
<td>with stainless steel back panel.</td>
</tr>
<tr>
<td>9</td>
<td>1</td>
<td>* Combination Oven/Steamer</td>
<td>Rational Model 62E</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Convetherm C4 ET 6.20GS</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>2</td>
<td>Mobile pan shelving rack</td>
<td>Metro Super Erecta w/ Metroseal II coating</td>
<td>60&quot;W x 24&quot;D x 68&quot;H Metal not permitted.</td>
</tr>
<tr>
<td>11</td>
<td>1</td>
<td>Roll-thru heated cabinet</td>
<td>True STA2 HRT-2S-2S</td>
<td>2 @ 60’</td>
</tr>
<tr>
<td>12</td>
<td>1</td>
<td>Roll-thru refrigerator</td>
<td>True STR1 RRT-1S-1S</td>
<td>2 @ 30’</td>
</tr>
<tr>
<td>12A</td>
<td>1</td>
<td>Reach-in Cooler</td>
<td>STR1R-1S</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>1</td>
<td>Slicer</td>
<td>Globe 3850P</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Hobart 2912</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Vollrath 40800</td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>4</td>
<td>Worktable</td>
<td></td>
<td>2'-6&quot; x 6'-0&quot; with 2 drawers and one undershelf each end</td>
</tr>
<tr>
<td>15</td>
<td>1</td>
<td>Three-Compartment Sink</td>
<td>12'-0&quot;L, with drain boards and undershelf at each end. Each basin 14&quot;D X 30&quot; left-right X 24&quot; front-back</td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>1</td>
<td>Four-Compartment Sink</td>
<td>15'-0&quot;L, with drain boards and undershelf at each end. Each basin 14&quot;D X 30&quot; left-right X 24&quot; front-back</td>
<td></td>
</tr>
<tr>
<td>17</td>
<td>2</td>
<td>Wall shelf</td>
<td>Stainless steel 8'-0&quot;L (1 above each sink at 5'-1&quot; A.F.F.)</td>
<td></td>
</tr>
<tr>
<td>18</td>
<td>1</td>
<td>* Microwave Oven</td>
<td>(2) Amana Model MS035</td>
<td>double-stack</td>
</tr>
<tr>
<td>19</td>
<td>2</td>
<td>Drying Rack</td>
<td>Metro Model # PR48VX3</td>
<td></td>
</tr>
<tr>
<td>20</td>
<td>4</td>
<td>Handwash sink</td>
<td></td>
<td></td>
</tr>
<tr>
<td>21</td>
<td>1</td>
<td>Tack board</td>
<td>4'-0&quot; X 4'-0&quot;</td>
<td></td>
</tr>
<tr>
<td>22</td>
<td>1</td>
<td>Washdown Station</td>
<td></td>
<td></td>
</tr>
<tr>
<td>23</td>
<td>1</td>
<td>Eyewash Station</td>
<td></td>
<td></td>
</tr>
<tr>
<td>24</td>
<td>1</td>
<td>Utility Distribution System (UDS)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## ELEMENTARY SCHOOL SERVING LINE EQUIPMENT

<table>
<thead>
<tr>
<th>#</th>
<th>Qty./line</th>
<th>Item</th>
<th>Acceptable Products</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>25</td>
<td>1</td>
<td>Silver and tray caddy</td>
<td>Norlake AR084A</td>
<td>With plexiglass sides</td>
</tr>
</tbody>
</table>

### Notes
- * Locate under the exhaust hood
<table>
<thead>
<tr>
<th>#</th>
<th>Item</th>
<th>Model/Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>26</td>
<td>Milk cooler</td>
<td></td>
</tr>
<tr>
<td>27</td>
<td>Hot Food Counter</td>
<td>Colorpoint EF5-CPA Mobile, with 5 recessed wells, dual service, adj. buffered shield, SS door with drain valve behind door</td>
</tr>
<tr>
<td>28</td>
<td>Hot/Cold Convertible Drop-In</td>
<td>LTI QSCHFP-4</td>
</tr>
<tr>
<td>29</td>
<td>Solid-top Table</td>
<td>Colorpoint K36-ST</td>
</tr>
<tr>
<td>30</td>
<td>Ice Cream Dispenser</td>
<td>Colorpoint CTAL-7 With hinged lid</td>
</tr>
<tr>
<td>31</td>
<td>Cashier's Stands</td>
<td>Colorpoint 36-CSE With full-length tray slides</td>
</tr>
<tr>
<td>32</td>
<td>Condiment Station</td>
<td>Colorpoint 36-ST-EB</td>
</tr>
</tbody>
</table>

Shaded area = preferred alternate
Child Nutrition Services Electrical / LAN Requirements

1.0 Computer/Register Power Outlets
   1. The office computer and the registers, must be on a dedicated and isolated circuit. They may share a circuit with each other, but may not have anything else on the same circuit.
   2. Circuit requires 3 wires, power-neutral ground, because conduit ground must not be used.
   3. All three wires must be run to the circuit breaker box via a conduit that contains ONLY these wires.
   4. All receptacles for this circuit must be “ISOLATED Bond” type, for example, Hubble IG 5262 or equivalent.
   5. For each cash register there must be a duplex receptacle.
   6. For the Manager’s office there must be a quadplex receptacle.

2.0 Local Area Network (LAN)
   1. RJ 45 telephone jack are used to terminate LAN wiring.
   2. LAN wires must meet current Wake County specifications.
   3. One set of LAN wires (per register) must go directly from each register location to the closest Technology closet.

3.0 Location of LAN/Power Receptacles
   1. Office PC and Cash Registers: outlets must be located below/above the PC/register within Four (4) feet.
   2. LAN and power receptacles should be located as close to one another as possible, but not greater than One (1) foot.
1. General Educational Requirements

ES17-1.1 Objectives
1. To support and maintain school infrastructure.

ES17-1.2 Trends
1. Concern for safely storing and handling chemicals.
2. Impacts of proper maintenance on "sick" or "healthy" buildings.
3. Integration of technology in purchasing and processing work orders.

ES17-1.3 Activities and Enrollment
1. Maintenance of school.
2. Receiving and storing supplies and equipment.
3. Supervision of custodial staff.
4. Computerized record keeping.
2. Space Overview

ES17-2.1 Required Spaces

Reference: Refer to Section ES21-Non-Assignable for Custodial Closets.

<table>
<thead>
<tr>
<th>Identifier</th>
<th>Space</th>
<th>Quantity</th>
<th>Area Each (SF)</th>
<th>Area Total (SF)</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>General Stor./Receiving/Cust. Lockers</td>
<td>1</td>
<td>900</td>
<td>900</td>
</tr>
<tr>
<td>B</td>
<td>Custodial Office</td>
<td>1</td>
<td>80</td>
<td>80</td>
</tr>
<tr>
<td>C</td>
<td>Toilet</td>
<td>1</td>
<td>56</td>
<td>56</td>
</tr>
<tr>
<td>D</td>
<td>Lawn Equipment Storage</td>
<td>1</td>
<td>200</td>
<td>200</td>
</tr>
</tbody>
</table>

Total 4 1,236

ES17-2.2 Design Considerations

1. General Storage/Receiving is adjacent to loading dock, which is shared with Child Nutrition.
2. Custodial Office/Custodial Lockers/Toilet are located within General Storage/Receiving.
3. Lawn Equipment Storage should be near main building for supervision and security. Easy route to playing fields is important.
2. Space Overview (continued)

ES17-2.3 Adjacency Diagram:

- Loading Dock
- General Storage / Receiving
  - Toilet
  - Office
- Lawn Equipment Storage
  - (Exterior)
- (Main Circulation)
A-3. Physical Requirements

ES17-A-3.1 Space(s):

A. General Storage / Receiving / Custodial Lockers.

ES17-A-3.2 Use:

1. Receiving and storing for school supplies and equipment.

ES17-A-3.3 Special Criteria:

1. Locate adjacent to loading dock.
2. Receiving area to include break area with round table and chairs, lockers and toilet.
3. Locate shelving on perimeter (except equipment and pallet storage wall) away from major circulation. Open floor area used to sort and stack materials prior to dispersal throughout school.
4. Subdivide room with chain link fencing (probably three sections). Consult owner after final shape of room is determined to sub-divide. One section is intended for chemical storage to prevent access by unauthorized persons. One section would include storage with bare wall (except electrical) so equipment and palletized materials could be placed there.

ES17-A-3.4 Finishes and Features:

<table>
<thead>
<tr>
<th>General Notes:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Floor:</td>
<td>Sealed concrete</td>
</tr>
<tr>
<td>Floor Transitions:</td>
<td>Resilient top-set base</td>
</tr>
<tr>
<td>Base:</td>
<td>Painted CMU</td>
</tr>
<tr>
<td>Walls:</td>
<td></td>
</tr>
<tr>
<td>Ceiling:</td>
<td></td>
</tr>
<tr>
<td>Ceiling Height:</td>
<td></td>
</tr>
<tr>
<td>Doors:</td>
<td>Doors to loading dock and corridor: Openings to accommodate palletized materials. 6'-0&quot; Double door will usually meet this requirement</td>
</tr>
<tr>
<td>Windows:</td>
<td></td>
</tr>
</tbody>
</table>

ES17-A-3.5 Casework & Special Features:

ES17-A-3.6 Furniture, Fixtures & Equip.:

Contractor provide:

1. 24"D x 84"H x 16'-0"L-20'-0"L heavy-duty open adjustable shelving.
2. Eight (8) metal full-height lockers.
3. One (1) - 4'-0" x 4'-0" tackboard located near door into Custodial Office.
4. Six-gauge chain link cage, lockable, enclosing 200 SF, with 10 LF of shelving.

ES17-A-3.7 Instruc. Mat & Equipment:
**ES17-A-3.8 Mechanical Criteria:**

1. As part of space is used to store cleaning chemicals and for charging equipment batteries, it must be well ventilated.

**ES17-A-3.9 Electrical Criteria:**

- **Power:** 1. Four (4) duplex outlets per wall (minimum).

- **Lighting:**

- **Data & Other:** 1. One (1) 2-port data outlet.

**ES17-A-3.10 Technology Criteria:**
B-3. Physical Requirements

ES17-B-3.1 Space(s):

B. Custodial Office.

ES17-B-3.2 Use:

1. Office for Building Manager.
2. Storage of high-value parts.
3. Location for communication with central operations by electronic data entry.

ES17-B-3.3 Special Criteria:

1. Locate at end of General Storage/Receiving closest to main corridor.

ES17-B-3.4 Finishes and Features:

<table>
<thead>
<tr>
<th>General Notes:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Floor: VCT</td>
</tr>
<tr>
<td>Floor Transitions:</td>
</tr>
<tr>
<td>Base: Resilient top-set base</td>
</tr>
<tr>
<td>Walls: Painted CMU / gypsum wallboard (w/ acoustic insulation)</td>
</tr>
<tr>
<td>Ceiling: Acoustical ceiling panels</td>
</tr>
<tr>
<td>Ceiling Height: 9'-4&quot;</td>
</tr>
<tr>
<td>Doors: Provide small view lite in door</td>
</tr>
<tr>
<td>Windows: Provide internal windows for maximum view into General Storage/Receiving</td>
</tr>
</tbody>
</table>

ES17-B-3.5 Casework & Special Features:

ES17-B-3.6 Furniture, Fixtures & Equip.:

Contractor provide:
1. Coat hook.
2. Window blinds.

ES17-B-3.7 Instruc. Mat & Equipment:

ES17-B-3.8 Mechanical Criteria:
ES17-B-3.9  Electrical Criteria:

**Power:**
1. Provide two (2) duplex outlets on 2 long walls, surge protection on outlets associated with communication ports.
2. Provide at least one (1) duplex outlet on each remaining wall.

**Lighting:**

**Data & Other:**
1. Two (2) 2-port data outlets.

ES17-B-3.10  Technology Criteria:
C-3. Physical Requirements

ES17-C-3.1 Space(s):

   C. Toilet.

ES17-C-3.2 Use:

   1. Unisex toilet.

ES17-C-3.3 Special Criteria:

   1. Locate in Receiving area.

ES17-C-3.4 Finishes and Features:

| General Notes: |  |
| Floor: | VCT |
| Floor Transitions: |  |
| Base: | Resilient top-set base |
| Walls: | Painted CMU / gypsum wallboard (w/ acoustic insulation) |
| Ceiling: | Acoustical ceiling panels |
| Ceiling Height: | 9'-4" |
| Doors: | Solid |
| Windows: | (none) |

ES17-C-3.5 Casework & Special Features:

ES17-C-3.6 Furniture, Fixtures & Equip.:

   Contractor provide:
   1. Sanitary napkin disposal (NOT dispenser). Prefer plastic unit, with lid, that empties from bottom.
   2. Standard roll toilet paper dispenser.
   3. Mirror over sink.
   4. Coat hook on back of door.

   Owner furnish:
   Contractor install:
   1. Soap Dispenser.
   2. Paper towel dispenser.

ES17-C-3.7 Instruct. Mat & Equipment:

ES17-C-3.8 Mechanical Criteria:

   1. Sink with hot and cold water.
   2. Toilet.
ES17-C-3.9  Electrical Criteria:

   Power:  1. One (1) GFCI duplex outlet near sink.

   Lighting:  

   Data & Other:  

ES17-C-3.10  Technology Criteria:
D-3. Physical Requirements

ES17-D-3.1 Space(s):

D. Lawn Equipment Storage.

ES17-D-3.2 Use:

1. Storage of supplies and equipment for maintaining grounds.

ES17-D-3.3 Special Criteria:

1. Locate in service courtyard and / or near PE fields.
2. Must be able to drive equipment through the building so no backing is required.

ES17-D-3.4 Finishes and Features:

<table>
<thead>
<tr>
<th>General Notes:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Floor:</td>
<td>Sealed concrete</td>
</tr>
<tr>
<td>Floor Transitions:</td>
<td></td>
</tr>
<tr>
<td>Base:</td>
<td>Resilient top-set base</td>
</tr>
<tr>
<td>Walls:</td>
<td>Painted CMU</td>
</tr>
<tr>
<td>Ceiling:</td>
<td></td>
</tr>
<tr>
<td>Ceiling Height:</td>
<td></td>
</tr>
<tr>
<td>Doors:</td>
<td>Overhead coiling door</td>
</tr>
<tr>
<td>Windows:</td>
<td></td>
</tr>
</tbody>
</table>

ES17-D-3.5 Casework & Special Features:

ES17-D-3.6 Furniture, Fixtures & Equip.:

Contractor provide:

1. One (1) 4'-0" x 8'-0" pegboard.
2. Heavy duty adjustable shelving, floor to ceiling, along one wall.

ES17-D-3.7 Instruc. Mat & Equipment:

ES17-D-3.8 Mechanical Criteria:

1. No heating or cooling.
2. Provide cold water freeze-proof faucet inside building for mixing chemicals and cleaning equipment.
3. Well-ventilated.
ES17-D-3.9  Electrical Criteria:

**Power:** 1. Two (2) duplex outlets on each wall.

**Lighting:**

**Data & Other:**

ES17-D-3.10  Technology Criteria:
1. General Educational Requirements

ES18-1.1 Objectives
1. To support the instructional program by teaching students how to access and use information to problem solve.
2. To support faculty by providing access to computers for instruction and management.
3. To support administrative functions and allow easy access of information between school and central office by providing services such as e-mail, SIMS, NCWISE, and work-order processing.

ES18-1.2 Trends
1. Total integration of voice/data and video system.
2. Reduced emphasis on computer labs and greater emphasis on classroom computers.
3. Integration of computers into all areas of the facility.
4. High definition TV.
5. Integration of LAN's and WAN.
6. NCWISE.

ES18-1.3 Activities and Enrollment
1. Video-conferencing, locally and nationally as well as worldwide.
2. Interactive video.
3. LAN's for academic and administrative functions.
4. Link to on-line services.
5. Links to databases.
6. LCD panels.
2. Space Overview

ES18-2.1  Required Spaces

Reference:

<table>
<thead>
<tr>
<th>Identifier</th>
<th>Space</th>
<th>Quantity</th>
<th>Area Each (SF)</th>
<th>Area Total (SF)</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Head End Room</td>
<td>1</td>
<td>400</td>
<td>400</td>
</tr>
</tbody>
</table>

Total 1 400

ES18-2.2  Design Considerations

1. Central junction of all communications connections: data lines, phone lines, fiber optic lines, etc. Locate near Administration and/or Media Center if possible.
2. Refer to WCPSS Design Guidelines as the basis for wiring and termination standards.
3. Location and access must be secure. Locate in an interior space near media and/or administration.
5. Plan to install conduit for all voice/data outlets described within WCPSS Learning Environment Guidelines.
6. No plan dimension shall be less than 12'-0".
7. Additional satellite technology closets are required; size and quantity to be determined per plan layout.
2. Space Overview (continued)

ES18-2.3 Adjacency Diagram:
A-3. Physical Requirements

ES18-A-3.1 Space(s):

A. Head End Room.

ES18-A-3.2 Use:

1. Central junction of all communications connections: data lines, phone lines, fiber optic lines, etc.

ES18-A-3.3 Special Criteria:

1. Locate in a secure interior area near media and/or administration.
2. Provide for “security access only”.

ES18-A-3.4 Finishes and Features:

<table>
<thead>
<tr>
<th>General Notes:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Floor: VCT</td>
</tr>
<tr>
<td>Floor Transitions:</td>
</tr>
<tr>
<td>Base: Resilient top-set base</td>
</tr>
<tr>
<td>Walls: Painted CMU</td>
</tr>
<tr>
<td>Ceiling: Acoustical ceiling panels</td>
</tr>
<tr>
<td>Ceiling Height: 9'-4&quot;</td>
</tr>
<tr>
<td>Doors:</td>
</tr>
<tr>
<td>Windows:</td>
</tr>
</tbody>
</table>

ES18-A-3.5 Casework & Special Features:

ES18-A-3.6 Furniture, Fixtures & Equip.:

Contractor provide:
1. Refer to Design Guideline Divisions 27 00 00 "Electrical Safety and Security Systems" and 28 00 00 "Technology/Special Systems" for required equipment.

ES18-A-3.7 Instruc. Mat & Equipment:

ES18-A-3.8 Mechanical Criteria:

1. Uninterrupted HVAC for year-round cooling required.
2. Equipment in head end room will generate 10,000 BTUs of heat.

ES18-A-3.9 Electrical Criteria:

1. Provide a minimum of two (2) quad outlets.

Lighting:

Data & Other: 1. Provide two (2) 2-port data outlets.
ES18-A-3.10 Technology Criteria:
1. General Educational Requirements

ES20-1.1 Objectives

1. To accommodate the school's outdoor program.
2. To safely and efficiently manage on-site vehicular and pedestrian traffic.
3. To make provisions for future mobile classroom units.
4. To master plan the school site to provide for future Parks and Recreation upgrade of school facilities for community use.
5. To identify school name and address.

ES20-1.2 Trends

1. Increased community use of school site facilities.
2. Extended use of school facilities during evenings and weekends for the school community and the general public.
3. Increased and equal physical education and physical activity opportunities for all students.
4. Increased awareness of the importance of physical education and physical activity.
5. Partnerships between schools and other public and private institutions.
6. The development of school parks as a mechanism for maximizing scarce recreational resources.
7. Increased awareness of environmental concerns and education.

ES20-1.3 Activities and Enrollment

1. On-site school traffic includes buses, commercial vans and cars transporting students, parents, staff and visitors to and from school, car and bus parking, service and delivery vehicles, and pedestrians entering, exiting and accessing site facilities. This traffic must be managed safely and efficiently so that it supports the school's mission and traffic management does not become a burden to the staff. Clear directional/traffic signage is important.
2. Outdoor recreational facilities will accommodate the physical education program, field exercises in academic programs such as science and art, free play and social events such as picnics and carnivals. Group sizes will range from school wide events such as field days, to whole class grouping, small groups and individuals.
3. To manage transitional capacity the school system has elected to utilize mobile classroom units. In planning new school construction and in site planning, space should be identified to site four of these units and accommodations made for their future utility hookups.
## 2. Space Overview

### ES20-2.1 Required Spaces

Reference:

<table>
<thead>
<tr>
<th>Identifier</th>
<th>Space</th>
<th>Quantity</th>
<th>Area Each (SF)</th>
<th>Area Total (SF)</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Outdoor Program</td>
<td>1</td>
<td>178,820</td>
<td>178,820</td>
</tr>
<tr>
<td></td>
<td>Vehicular Traffic</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>B</td>
<td>Service Court / Dumpster</td>
<td>1</td>
<td>8,000</td>
<td>8,000</td>
</tr>
<tr>
<td>C</td>
<td>Bus Parking/Staging Loop</td>
<td>1</td>
<td>66,300</td>
<td>66,300</td>
</tr>
<tr>
<td>D</td>
<td>Car Parking</td>
<td>1</td>
<td>32,268</td>
<td>32,268</td>
</tr>
<tr>
<td>E</td>
<td>Car Stacking/Loop</td>
<td>1</td>
<td>47,600</td>
<td>47,600</td>
</tr>
<tr>
<td>F</td>
<td>Pedestrian Walkways</td>
<td>1</td>
<td>22,600</td>
<td>22,600</td>
</tr>
<tr>
<td>G</td>
<td>Mobile Classroom Area</td>
<td>1</td>
<td>10,560</td>
<td>10,560</td>
</tr>
</tbody>
</table>

Total 7 366,148

(Note: Unbuildable space such as wetlands, buffers, tree conservation area, etc. is not included in areas listed above).

### ES20-2.2 Design Considerations

1. As sites are identified, the opportunity for cooperative efforts such as buying adjacent land and master planning together with community groups should be explored.
2. Consider context and surrounding community circulation when planning site.
3. Vehicular and pedestrian traffic should be separated.
4. Coordinate traffic pattern so that students will not have to cross driveways or parking areas in route to outdoor play areas.
5. Separate vehicular traffic as much as site and local governing bodies will allow. Where possible allow for separate entrances/exits for bus traffic, car queuing and car parking. If separate roadway accesses are not possible separate traffic as soon as feasible on-site. All passenger loading zones shall be identified by an above-ground sign which shall face on-coming traffic.
6. Fire truck access to buildings must not be compromised during drop-off and pick-up times. Therefore, provide a 20’ access way to be maintained at critical points so parents’ vehicle queue will not interfere with emergency access to the building.
7. The daily school schedule for arrival and dismissal, and occasional events, including large group assemblies and special events should be considered in the design of traffic patterns.
8. All outdoor facilities shall be accessible to the handicapped.
9. Design with consideration for how the community may use and upgrade the facilities. For schools these improvements may include stub outs for athletic field lighting. For school/parks these improvements may include: public restrooms/concession area/storage, spectator control fencing, spectator seating, water service and fountains & irrigation, maintenance access/storage, score boards, and warm-up areas.
10. Allow for sufficient buffer space between older and younger students when siting outdoor play areas so that they will not be in competition.
11. Preservation of the natural environment and outdoor spaces for science and arts is desirable. Consider preservation/provision of shade and potential assembly areas.

12. Design to allow for future upgrades, if possible.

13. Consideration should be given to security of life and property when designing the exterior lighting system. In developing Master Plan consider placement of utility stub-outs for lights which may be installed by community user groups.

14. Consider safety and social zones of activity: e.g. Parking lots should be distant from foul ball territory, and screen noise producing areas from instructional areas.

15. Campus Master Plan should indicate fire lane with access to all areas of the campus.

16. Determine if site will follow urban, suburban or rural development standards, as these may have different requirements.

17. All sidewalks shall be 6'-0" in width unless noted otherwise.

18. Provide trash receptacles at entrances, play areas, courtyards, and parking lots. Provide Leisure Craft #32DB (32 gallon with liner and dome bonnet) or equal.

19. Provide exterior benches and tables, locations to be determined by WCPSS.

20. When arriving or departing a school site, vehicular traffic and pedestrian traffic must be managed safely and efficiently, and not become a burden to the school’s staff to oversee. Students may arrive via cars, vans, special transportation, buses, bikes, or on foot. In accordance with the WCPSS Student Wellness Policy (6140), WCPSS encourages students to walk or bike to school wherever and whenever possible. This contributes to the health of our students, and also to the health of our communities. To this end, WCPSS encourages our design consultants to pay particular attention to:

   a. Sidewalks – meet municipal requirements, and provide a safe path along school road frontages and along every feasible side of property to minimize walking distances and connect to adjacent properties, and through parking areas to the school building entrance, limiting the number of driveways that students have to cross on foot to enter the school site. Consider connections to current/planned adjacent sidewalks, transit stops, or properties, including neighborhoods.

   b. Crosswalks – provide well-maintained pavement markings; high-visibility transverse markings or raised/textured crosswalks should be considered where there is a need to increase the visibility of students crossing or reduce vehicle speeds.

   c. Pedestrian Signals – provide push button pedestrian signals with countdown indicators, either in conjunction with a new or existing signal, or a dedicated pedestrian crossing.

   d. Signage and Markings – designate school safety zones dedicated on all adjacent streets, and especially at key transition and crossing points.

   e. Safe Routes – provide information about pathways, crossings, and known barriers for areas within a half-mile of the school or on known/anticipated popular routes for students walking or biking to or from school.

   f. Situation-specific Radii – corner radii at car-only entry points should be minimized to reduce vehicle speeds and pedestrian crossing distances at school driveway entrances/exits. Curb returns shall comply with the Americans with Disabilities Act and associated guidance.

   g. Path to Entrance – avoid on-campus paths that have to cross loading/unloading (carpool, service, etc.), driveways, or short-term parking. Design to increase visibility, lighting, and delineation of public/private space transitional areas, to clearly designate entry routes to, and ingress points at, the school.

   h. Bicycle Access and Bicycle Parking – meet local zoning codes. Provide safe paths along school road frontages and from adjacent greenways with safe connections to bike racks. Bicycle racks should be provided within 50 ft of the school entrance, clearly visible, secure, and accessible from two sides.
i. Site Selection – when selecting sites for new schools, prioritize sites that provide opportunities for students to safely walk or bike to school. Also consider sites in which the adjacent road/highway speed limit can be adjusted to accommodate the enforceable and safe movement of students to and from school, while facilitating conscientious flow of traffic through the school zone (as per GS 20-141.1).

j. Future land use and traffic projections – in rural or transitioning areas, develop site plans that reflect future land uses and where appropriate, develop bike/pedestrian facilities to accommodate future needs. For example, in rural areas, consider onsite mobility and provide for sidewalks/bike paths onsite even if walking/biking is not feasible in the short term. If funding is not available for these facilities at the time of construction, include future facilities in site plans and conduct grading work during school construction.
2. Space Overview (continued)

ES20-2.3 Adjacency Diagram:

(Site Specific)
A.3. Physical Requirements

ES20-A-3.1 Space(s):

A. Outdoor Program.

<table>
<thead>
<tr>
<th>SF:</th>
<th>Space:</th>
</tr>
</thead>
<tbody>
<tr>
<td>6,720</td>
<td>Paved Play Areas [2 @ 56' x 60' - one each for (K-2) and (3-5)]</td>
</tr>
<tr>
<td>5,000</td>
<td>Playground Equipment Areas* (2 @ approx. 50' x 50'), 1 each for (K-2) and (3-5)</td>
</tr>
<tr>
<td>1,000</td>
<td>Instruction/Activity Area</td>
</tr>
<tr>
<td>8,500</td>
<td>Kindergarten-Grade 1 Play Area</td>
</tr>
<tr>
<td>1,600</td>
<td>Pre-Kindergarten Play Area and equipment</td>
</tr>
<tr>
<td>156,000</td>
<td>Grassy Play Area(s)</td>
</tr>
<tr>
<td>178,820</td>
<td>Total</td>
</tr>
</tbody>
</table>

*Note: Verify exact equipment to be installed before finalizing areas.

ES20-A-3.2 Use:

1. Accommodate the physical education program, free play, and outdoor learning activities. This program defines minimum standards.
2. Consideration should be given to shared use of the recreational facilities.

ES20-A-3.3 Special Criteria:

1. Design with natural buffer areas between outdoor play spaces.
2. Do not locate paved areas directly adjacent to sand filled playgrounds. Sand filled areas should be contained so that natural drainage will not cause sand to flow onto courts. This is a safety hazard.
3. When planning the site, consideration should be given to future enhancements such as amphitheaters, picnic tables, nature trails, gardens for vegetables, wildflowers, and butterflies; wildlife habitats, sundials, etc.
4. Provide fenced area directly outside special education suite. This confined space can provide a safe, confined area for play, development of a sensory garden or the development of garden areas (+/- 1000sq.ft.)
5. ADA events must be included per code for all locations. Proper drainage must be provided under all three equipment locations. An accessible path must be provided from the building to the equipment.

Paved Play Areas:

1. Designate one area for K-2, the other for 3-5 and locate near appropriate classroom wings. The surfaces shall be painted with shapes, patterns and configurations for games and activities, including basketball. Outside Grade 3-5 goals shall be mounted with rims at 9'-0" above grade.

Playground Equipment Areas:

1. Designate one area for Pre-K, one for K-2, and the other for 3-5 and locate near appropriate classroom wings. In each area, playground equipment will be installed on a synthetic playground safety surface. Critical fall height will determine the thickness of the safety surface. Locate playgrounds within view of grassy play areas.
Instructional/Activity Area:
1. Area will serve as an outdoor classroom. Locate in a natural, shaded area. Plan for secured, single pedestal exterior tables with attached seating for 32-34.

Kindergarten-Grade One Play Area:
1. (See Kindergarten program).
2. A play area, separate from other outdoor spaces should be developed in close proximity to the kindergarten/grade one classrooms. This space is an integral part of the academic "centers" programs with emphasis on fine and gross motor skills. It may include gardens, tricycle tracks, and benches.

Pre-Kindergarten Play & Equip. Area:
1. See Pre-Kindergarten Ed Spec also.
2. Provide a play area directly adjacent to the Pre-kindergarten classroom, accessible from classroom. This area shall be enclosed with a min. 4'-0" high fence. (Vinyl coated chain-link), with gate (4'-0" wide). Fence should be knuckle to knuckle selvage top and bottom.
3. Provide a 35' x 45' concrete pad for accommodating the following:
   
   Play equipment structure and shade structure to be provided by WCPSS. Play structure to be designed for children ages 2-5, with 4 events to include:
   a. Wheelchair transfer station (not included as one of the four events).
   b. One slide.
   c. One panel (ground level).
   d. Two independent events (climbing event, bouncy-type seats with backs, etc.).
   e. Shade structure incorporated with the play equipment structure.
4. Coordinate grading around play area to coordinate with synthetic safety surface (by WCPSS), and to ensure safety from abrupt dropoffs.
5. Provide drainage system connecting to storm drainage system at Pre-K equipment area, and K-2 and 3-5 playground areas.
6. Provide patio area w/bench.
7. Provide area for elevated ADA accessible sand table.
8. Provide a non-rectilinear tricycle path. (5' wide sidewalk, designed to form a looped shape, where children can maneuver tricycles.)
9. Provide natural/grassy area for planting flowers and/or vegetables. (This area may be outside the fenced area).
10. Provide water access to this play area for water features (1 standard water spigot).

Grassy Play Area(s): 1. The elementary physical education program guide identifies development of team sports skills; soccer in grade three and softball, tag/flag football and track and field in grade five. Regulation size fields for those sports are specified below.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Size &amp; Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>Softball</td>
<td>225' x 225' = 50,625 sf</td>
</tr>
<tr>
<td>Soccer</td>
<td>225' x 360' = 81,000 sf</td>
</tr>
<tr>
<td>6-person Football</td>
<td>360' x 140' = 50,400 sf</td>
</tr>
<tr>
<td>Track*</td>
<td>25' x 1300' = 32,500 sf (approx)</td>
</tr>
</tbody>
</table>

(*Note: for track use paving only)

2. An additional 25'-0" separation buffer should be provided on all sides. Providing each of these as separate spaces would require approximately five acres.
3. Sports are cyclic, and the elementary programs can be accommodated on fields which are less than regulation size. The standard is based on an oval area which could accommodate any one of the following: a soccer field, two softball fields, two six-man football fields, and track and field events. It could also accommodate joint use of the recreational facilities with the community.
4. If the shape of a school site does not lend itself to the development of a single field of this size, consideration should be given to providing two fields each approximately half the size. Field orientation and positive drainage and grading are to be considered.
5. Provide measurable space for distance running. This may be part of grassy play or included in fire lane.

ES20-A-3.4 Finishes and Features:

ES20-A-3.5 Casework & Special Features:

ES20-A-3.6 Furniture, Fixtures & Equip.:
Contractor provide:

1. Main exterior and site directional signs. Designers shall show all directional signage on site plans during design. During bidding, provide an allowance to supply up to 5 additional signs in case further directional signs are needed after construction.

2. Safety/security fencing.
3. Railings.
4. Flagpole.
5. Paving.
7. Site furnishings (ex: basketball goals, etc.).
8. Grading and drainage for three playground equipment locations.
9. Fixed landscape equipment (e.g.: trash cans, benches, tables, etc.).

Owner provide:

1. Playground equipment and Pre-K play area water hose.
2. Three playground equipment units and fall zone surface.

Provided by Others:

1. Dumpsters.
2. Flags.
Potential Additional Improvements by Community Groups:

1. Public toilets/concession area/storage.
2. Scoreboards.
3. Athletic field lights.
4. Benches player benches.
5. Scorekeeper tables.
6. Tennis courts.
7. Volleyball courts.
8. Water fountains (exterior).
10. Picnic sites.
11. Horseshoe pits.
13. Interpretive trails.
15. Walkway lights.
17. Full-size gym.
18. Paved track.

ES20-A-3.7 Instruc. Mat & Equipment:

ES20-A-3.8 Mechanical Criteria:

ES20-A-3.9 Electrical Criteria:

ES20-A-3.10 Technology Criteria:
B-3. Physical Requirements

ES20-B-3.1 Space(s):

B. (Vehicular Traffic) Service Court/Dumpster.

ES20-B-3.2 Use:

1. Area is for 2 - 3 dumpsters (1 for cardboard and 1 for child nutrition/building) and access for vehicles delivering school and cafeteria supplies.
2. Dumpsters should be on concrete pads with extensions large and strong enough to accommodate trucks, including the front wheels of the dumpster vehicle.

ES20-B-3.3 Special Criteria:

1. Provide parking spaces for 6-8 CNS staff.
2. Locate in close proximity to the cafeteria, central receiving and loading dock.
3. Locate or shield to create a visual screen.
4. Design with consideration for the elevation of the loading dock and the turning radii of delivery and disposal vehicles.
5. Configuration should allow for vehicles to pick-up and deliver without blocking traffic.
6. Locate dumpsters so that they are easily accessible to kitchen staff.

ES20-B-3.4 Finishes and Features:

ES20-B-3.5 Casework & Special Features:

ES20-B-3.6 Furniture, Fixtures & Equip.:

ES20-B-3.7 Instruc. Mat & Equipment:

ES20-B-3.8 Mechanical Criteria:

ES20-B-3.9 Electrical Criteria:

ES20-B-3.10 Technology Criteria:
C-3. Physical Requirements

ES20-C-3.1  Space(s):

C. (Vehicular Traffic) Bus parking/Staging Loop.

ES20-C-3.2  Use:

1. Entry/exit and the staging of up to thirteen (13) buses as they drop-off and pick-up students.
2. Area may also function as bus parking during the day and as overflow car parking for large assemblies, stripe for both.

ES20-C-3.3  Special Criteria:

1. A minimum of one accessible entrance into the building complying with the N.C. Building Code (ICC A117.1, current edition) and A.D.A. shall be protected from the weather by a canopy or roof overhang/extension.
2. The designated bus loading zone shall be a minimum of 144 inches wide by 600 inches long (12 ft by 50 ft/3.7 m by 15.2 m), and be flush with adjacent sidewalk and stripe for both.
3. Locate in close proximity to the main entrance, preferably near large assembly area within school building and, as a second priority, outdoor play areas.
4. Design with consideration for the turning radii of buses, so that buses can discharge and pick up students without students having to cross roadway and so that buses will never have to back up.
5. Use directional/traffic signs and pavement striping to designate/control flow and staging areas.
6. Provide 5’ x 20’ bus drop-off canopy near the bus drop-off point, ADA-compliant.
7. Designer shall check all bus circulation paths to ensure required bus turning and lane clearances are maintained without causing conflicts with curbs, other traffic lanes, or other obstacles. Designers shall utilize "Autoturn" or similar software.

ES20-C-3.4  Finishes and Features:

ES20-C-3.5  Casework & Special Features:

ES20-C-3.6  Furniture, Fixtures & Equip.:

ES20-C-3.7  Instruc. Mat & Equipment:

ES20-C-3.8  Mechanical Criteria:
ES20-C-3.9  Electrical Criteria:

Power:

Lighting:

Data & Other: 1. Provide secured intercom access in a lockable box at bus loading area.

ES20-C-3.10  Technology Criteria:
D.3. Physical Requirements

ES20-D-3.1 Space(s):


ES20-D-3.2 Use:

1. Car parking supports staff, faculty and visitors.
2. Provide 115 parking spaces. Note municipality parking requirements may vary from WCPSS requirements. When this occurs, further team discussion is necessary.

ES20-D-3.3 Special Criteria:

1. Separate car parking from bus traffic and car drop-off/pick-up. Locate visitor parking at the front of the building to promote and identify the front entrance. Visitor and teacher parking may be separated. On some sites the teacher parking can be incorporated with the bus loop. Give consideration to locating parking convenient to playing fields.
2. For a 200’ little league field and a 300’ softball field or soccer field allow 45 spaces each. This parking will occur after school hours and can be accommodated in the student capacity allowance.
4. Use directional/traffic signs and pavement striping to indicate and control traffic flow and staging areas.
5. Use signs to denote handicapped parking: 5 reserved spaces and 5 visitor spaces.
6. Prefer curb & gutter.

ES20-D-3.4 Finishes and Features:

ES20-D-3.5 Casework & Special Features:

ES20-D-3.6 Furniture, Fixtures & Equip.:

ES20-D-3.7 Instruc. Mat & Equipment:

ES20-D-3.8 Mechanical Criteria:

ES20-D-3.9 Electrical Criteria:

Power:

Lighting: 1. Provide sufficient lighting for parking areas, coordinate with standards recommended from utility company and in compliance with local regulations.

Data & Other:

ES20-D-3.10 Technology Criteria:
E.3. Physical Requirements

ES20-E-3.1 Space(s):

**E. (Vehicular Traffic) Car Stacking/Loop.**

ES20-E-3.2 Use:

1. Discharge and pick-up students.

ES20-E-3.3 Special Criteria:

1. Minimum 1,500 linear feet for stacking. Verify linear feet requirements for individual sites with NCDOT and local municipality.

2. Provide for entry, exit and a drop-off/pick-up area. Pick-up/drop-off area should be near the main entrance and configured so that students will not cross traffic as they enter or leave vehicles.

3. A minimum of one accessible entrance into the building complying with the N.C. Building Code (ICC A117.1, current edition) and A.D.A. shall be protected from the weather by a canopy or roof overhang/extension.

4. The designated loading zone shall be a minimum of 60 inches wide by 240 inches long (5 ft by 20 ft), and be flush with adjacent sidewalk to comply with ADA.

5. Provide 5’ x 20’ canopy at the parent line drop-off point.

6. Provide traffic-calming measures at car stacking areas.

ES20-E-3.4 Finishes and Features:

ES20-E-3.5 Casework & Special Features:

ES20-E-3.6 Furniture, Fixtures & Equip.:

ES20-E-3.7 Instruc. Mat & Equipment:

ES20-E-3.8 Mechanical Criteria:

ES20-E-3.9 Electrical Criteria:

**Power:**

**Lighting:**

**Data & Other:**

1. Provide secured intercom access in a lockable box at carpool loading area.

ES20-E-3.10 Technology Criteria:
F-3. Physical Requirements

ES20-F-3.1 Space(s):

F. Pedestrian Walkways.

ES20-F-3.2 Use:

1. To allow for the passage of pedestrians to and from the parking/access areas into the school and from the indoor facilities and mobile classrooms to the outdoor facilities.
2. Walkways shall be provided where anticipated foot traffic would destroy vegetation.

ES20-F-3.3 Special Criteria:

1. Walkways should be designed so that all the site facilities are handicapped accessible.
2. Allow for a 10'-0" minimum width of pedestrian walkway at bus staging. Graded grassy paths are provided to access playing fields.
3. Grade to 7'-0" in width for maintenance access to fields.

ES20-F-3.4 Finishes and Features:

ES20-F-3.5 Casework & Special Features:

ES20-F-3.6 Furniture, Fixtures & Equip.:

ES20-F-3.7 Instruc. Mat & Equipment:

ES20-F-3.8 Mechanical Criteria:

ES20-F-3.9 Electrical Criteria:

ES20-F-3.10 Technology Criteria:
G-3. Physical Requirements

ES20-G-3.1 Space(s):

G. Mobile Classroom Area.

ES20-G-3.2 Use:

1. Locate mobile classroom units so that they will function as an integral part of the campus. On most campuses the mobile classrooms will be used for grades two, three, four and five.

ES20-G-3.3 Special Criteria:

1. Provide an area approximately 88’ x 120’ for four singles in a box configuration (see Box), 60’ x 176’ for four singles in a linear configuration (see A), 44’ x 240’ for a linear configuration (see B), or 55’ x 66’ for a 4 classroom modular. See ES-20 Appendix 1.

2. Adjacent exterior wall-design. the wall adjacent to the mobile unit’s site, to have less than 20% openings in the total wall area where feasible. If this is exceeded, the units must be backed off the exterior wall due to Table 600 of the NC Building Code.

3. Placement between classroom wings, when placed between wings, the percent openings and distance between exterior wall faces are more critical. Add an additional 25’ to the dimensions above if the site is between wings. For two by two, that would be 125’. For a single row, that would be 95’. For two by three, that would be 175’.

4. Note the dimensions of the most recently purchased models are 24’-0” x 40’-0” (20’-0” between mobiles and 20’-0” from the building). However WCPSS still owns older units which will differ in size. In planning, allow for additional area around units for ramps and stairs.

5. At time of installation provide grading or other means of drainage, under units.

6. A relatively flat, open space free of trees and other obstacles is desirable.

7. In identifying the location, consideration should be given to proximity of upper grade wings, gang toilets and other core facilities such as media center, student support services and cafeteria. At schematic design and design development, show route to nearest toilet indicating distance.

8. Site should be buffered from vehicular traffic and student traveling to and from main school building to mobile classrooms should not cross vehicular traffic.

9. The aesthetic impact on the school campus should be considered. The mobile classroom site should not be planned in the front of the school campus and is best suited to be screened from the main road by the main building at the school. If the site or building layout does not allow for screening, then a substantial vegetative buffer should be planned to screen the units from being viewed from the road.

10. Programmed areas should not be used as sites for mobile classrooms.

11. Each unit must be within 200’ linear horizontal travel distance from the ramp side door of the mobile unit to the furthest door to the group toilet in the main building. This cannot be addressed by the mobile unit site alone. The proximity of the gang toilet facility in relation to the exterior exit of the main building and the site is critical. Note the scenarios for layout of the mobile classroom area. The toilets are right at the exterior door. This allows for placement of more units with 200’.

ES20-G-3.4 Finishes and Features:
ES20-G-3.5 Casework & Special Features:

ES20-G-3.6 Furniture, Fixtures & Equip.:

ES20-G-3.7 Instruc. Mat & Equipment:

ES20-G-3.8 Mechanical Criteria:

1. Coordinate between the landscape architect, civil consultant, PME engineer, so that this area is dedicated to placement of mobile units.
2. No underground utilities (except deep invert storm drainage lines), landscaped areas, fire lanes, shall encroach this area, facilitating excavation and trenching for underground electrical service. This is best accomplished if the mobile unit site shows up on all site plans (particularly the utility site plan) throughout all design phases.

ES20-G-3.9 Electrical Criteria:

**Power Service:**

1. Provide a dedicated area free of any underground utilities (UG Storm Drainage OK-keep within 10'-15" of exterior wall of main building) for the mobile classrooms. This will facilitate the placement of underground electrical voltage drop so that lighter gauge conductors can be utilized.
2. Plan the location of the mechanical/electrical room to serve the mobile units as close to the site as possible to save cost and eliminate voltage drop so that lighter gauge conductors can be utilized.
3. In the electrical room, provide a separate sub-panel labeled for the mobile units. From the MDP feeding the sub-panel, the voltage should be stepped down to 120/208V three phase or 120/240V single phase. If the mobile units are the only load requiring single phase service, it would be more cost effective to provide 120/208V. The sub-panel should have the capacity for four 125 AMP breakers and any other circuits/device sharing the panel (for elementary schools with four units planned). The prime electrical contractor for the new building shall install the proper panel size/main breaker to service the quantity of units planned for the future.
4. A two inch PVC conduit should be stubbed up into the sub-panel for each mobile unit planned and should be routed underground to the appropriate location beyond the exterior wall of the building. If a sidewalk parallels the exterior wall of the building, the conduit should extend just beyond the new sidewalk. The prime electrical contractor for the new building shall be required to provide an as-built drawing with exact dimensions to locate the ends of the conduits as part of this closeout package.
5. Ideally, the conduits would be stubbed up into an electrical vault. If the conduits terminate into the vault, the vault should also have stub-outs for connecting additional conduit to route to individual mobile units. The ends of the stub-outs should extend several feet beyond the vault. Thus, the mobile unit electrician would need only to locate these ends and not dig up and place pipe inside the vault.

6. If the conductors are pulled from the sub-panel to the vault as part of the new construction project, the mobile unit electrician can splice his connections to the units inside the vault and connect the conductors in the panel inside the main building. If no conductors are pulled in advance, there is no advantage to installing a vault.

**Lighting:**

**Data & Other:**

1. Intercom: Make provisions for future mobile classroom hookups under the intercom specification of the electrical contract for the new building.

2. Intercom: Provide four reserved "stations" for elementary schools on the circuit card to the main console for future mobile classroom use. If this entails an additional card, it is to be provided under the base bid.

3. Intercom: Provide a 2" PVC conduit to be routed from the main office in the location designated to install the headend of the intercom system to the exterior wall of the wing of the building adjacent to the mobile classroom site. Install a pull wire for future use. The prime electrical contractor for the new building shall provide an as-built drawing showing the routing of the conduit and locations of the pull boxes for the use of the intercom vendor in pulling conductor to the mobile units in the future.

4. Intercom: At the exterior wall, install a weatherhead on the outside face of the wall approximately 10’ x 12’ above finish grade for future use in pulling intercom conductors to the mobile units. On the inside, the conduit could tie into the weatherhead in a junction box.

**ES20-G-3.10 Technology Criteria:**
FOUR SINGLES, BOX  88' X 120'
FOUR SINGLES, LINEAR A  60' X 176'
FOUR SINGLES, LINEAR B  44' X 240'
6 - CR MODULAR    84' X 130'
8 - CR MODULAR    92' X 155'
4 - CR MODULAR    55' X 66'
1. General Educational Requirements

ES21-1.1 Objectives

.1. To support and maintain school infrastructure.

ES21-1.2 Trends

ES21-1.3 Activities and Enrollment

1. Accessory spaces required for the building to function.
2. Space Overview

ES21-2.1 Required Spaces

Reference:

<table>
<thead>
<tr>
<th>Identifier</th>
<th>Space</th>
<th>Quantity</th>
<th>Area Each (SF)</th>
<th>Area Total (SF)</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Corridors &amp; Lobbies*</td>
<td></td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>B</td>
<td>Group Toilets*</td>
<td></td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>C</td>
<td>Stairways*</td>
<td></td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>D</td>
<td>Elevators*</td>
<td></td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>E</td>
<td>Mechanical/Electrical Rooms*</td>
<td></td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>F</td>
<td>Custodial Closets</td>
<td></td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>G</td>
<td>Loading Dock / Can Wash*</td>
<td></td>
<td></td>
<td>0</td>
</tr>
</tbody>
</table>

Total: 0 0

*(Quantity and Areas vary per school)

ES21-2.2 Design Considerations
2. Space Overview (continued)

ES21-2.3 Adjacency Diagram:

(Varies per school)
A-3. Physical Requirements

ES21-A-3.1 Space(s):

**A. Corridors & Lobbies.**

ES21-A-3.2 Use:

1. Horizontal circulation.

ES21-A-3.3 Special Criteria:

1. Minimum 8'-0" clear width (allow extra width for lockers, if provided), or as required by building code.
2. Provide appropriate lobbies at entrances and adjacent to gyms, theatres, etc.
3. Provide appropriate lobbies at entrances and adjacent to gyms, theatres, etc.

ES21-A-3.4 Finishes and Features:

<table>
<thead>
<tr>
<th>General Notes:</th>
<th>Durable materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>Floor:</td>
<td>Durable materials: Terrazzo, Sealed Concrete, Linoleum, VCT</td>
</tr>
<tr>
<td>Floor Transitions:</td>
<td>Resilient top-set base</td>
</tr>
<tr>
<td>Base:</td>
<td>Resilient top-set base</td>
</tr>
<tr>
<td>Walls:</td>
<td>Durable materials: Painted CMU, High-Impact GWB,</td>
</tr>
<tr>
<td>Ceiling:</td>
<td>Acoustical ceiling panels, gypsum wallboard</td>
</tr>
<tr>
<td>Ceiling Height:</td>
<td>9'-4&quot; minimum</td>
</tr>
<tr>
<td>Doors:</td>
<td>Provide automatic door operators at main entrance doors</td>
</tr>
<tr>
<td>Windows:</td>
<td></td>
</tr>
</tbody>
</table>

ES21-A-3.5 Casework & Special Features:

ES21-A-3.6 Furniture, Fixtures & Equip.:

Contractor provide:

1. Continuous tack strips, generally at 54" A.F.F.
2. Display cases, built-in seating, etc. as noted in other sections.
3. Provide one large tackable wall surface in the Main Lobby.
4. 40" wall-mounted flat-screen monitor at main lobby.

ES21-A-3.7 Instruc. Mat & Equipment:

ES21-A-3.8 Mechanical Criteria:

1. Provide ventilation.
2. Electric water coolers – mount at 36" AFF (to low bubbler) in Admin and Dining, 30" AFF (to low bubbler) elsewhere.
3. Drinking fountains to have bottle fillers.

ES21-A-3.9 Electrical Criteria:
Power:
1. One duplex outlet every 40 lineal feet.
2. In main lobby, provide power and for display monitor.

Lighting:

Data & Other:

ES21-A-3.10 Technology Criteria:
B-3. Physical Requirements

ES21-B-3.1  Space(s):

**B. Group Toilets.**

ES21-B-3.2  Use:

1. Will be used by students, as well as visitors to the school.

ES21-B-3.3  Special Criteria:

1. If possible, arrange all group toilets in a school similarly, i.e., boys on left, girls on right.
2. Place in convenient, but not prominent location(s).
3. Lavatories should be located outside the toilet room proper, in an alcove or wide area off the corridor.

ES21-B-3.4  Finishes and Features:

<table>
<thead>
<tr>
<th>General Notes:</th>
<th>Polymer resin or natural stone toilet partitions. <strong>Not</strong> plastic laminate or enameled metal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Floor:</td>
<td>Ceramic tile, terrazzo, sealed concrete</td>
</tr>
<tr>
<td>Floor Transitions:</td>
<td></td>
</tr>
<tr>
<td>Base:</td>
<td>Resilient top-set base</td>
</tr>
<tr>
<td>Walls:</td>
<td>Painted CMU / gypsum wallboard (w/ acoustic insulation)</td>
</tr>
<tr>
<td>Ceiling:</td>
<td>Painted gypsum wallboard</td>
</tr>
<tr>
<td>Ceiling Height:</td>
<td>9'-4&quot;</td>
</tr>
<tr>
<td>Doors:</td>
<td>Generally do not provide doors; control sight lines with wall placement</td>
</tr>
<tr>
<td>Windows:</td>
<td>(none)</td>
</tr>
</tbody>
</table>

**ES21-B-3.5  Casework & Special Features:**

**ES21-B-3.6  Furniture, Fixtures & Equip.:**

**Contractor provide:**
1. Mirrors.
2. Grab bars.
3. Sanitary napkin disposal (NOT dispenser). Prefer plastic unit, with lid, that empties from the bottom.

**Owner furnish, Contractor install:**
1. Paper towel dispensers.
2. Soap Dispensers.
3. Toilet paper dispensers
4. Trash receptacles

ES21-B-3.7  Instruc. Mat & Equipment:
ES21-B.3.8 Mechanical Criteria:
1. Toilets & Urinals.
2. Lavatories.
3. One (1) hose bibb in each group toilet.

ES21-B.3.9 Electrical Criteria:

Power: 1. One (1) duplex outlet (GFCI) per room.

Lighting:

Data & Other:

ES21-B.3.10 Technology Criteria:
C-3. Physical Requirements

ES21-C-3.1 Space(s):

**C. Stairways.**

ES21-C-3.2 Use:

1. Vertical circulation.

ES21-C-3.3 Special Criteria:

ES21-C-3.4 Finishes and Features:

<table>
<thead>
<tr>
<th>General Notes:</th>
<th>Extruded or cast metal stair nosings with abrasive strips; do not use applied rubber or vinyl treads. In addition to code-required railings, provide child-height handrail at 28&quot; maximum A.F.F.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Floor:</td>
<td>Durable materials: Terrazzo, sealed concrete, linoleum, VCT.</td>
</tr>
<tr>
<td>Floor Transitions:</td>
<td></td>
</tr>
<tr>
<td>Base:</td>
<td>Resilient top-set base</td>
</tr>
<tr>
<td>Walls:</td>
<td>Durable materials: Painted CMU, Impact-resistant GWB</td>
</tr>
<tr>
<td>Ceiling:</td>
<td>Acoustical ceiling panels or painted gypsum wallboard</td>
</tr>
<tr>
<td>Ceiling Height:</td>
<td>9'-4&quot;</td>
</tr>
<tr>
<td>Doors:</td>
<td></td>
</tr>
<tr>
<td>Windows:</td>
<td></td>
</tr>
</tbody>
</table>

ES21-C-3.5 Casework & Special Features:

ES21-C-3.6 Furniture, Fixtures & Equip.:

ES21-C-3.7 Instruc. Mat & Equipment:

ES21-C-3.8 Mechanical Criteria:

ES21-C-3.9 Electrical Criteria:

**Power:**

1. One (1) duplex outlet at each floor level.

**Lighting:**

**Data & Other:**

ES21-C-3.10 Technology Criteria:
D-3. Physical Requirements

ES21-D-3.1 Space(s):

D. Elevators.

ES21-D-3.2 Use:

1. Vertical circulation.
2. Freight and furniture handling.

ES21-D-3.3 Special Criteria:

1. Locate centrally in a main corridor.
2. See Owner for specific elevator operations: keying, floor lockouts, etc.

ES21-D-3.4 Finishes and Features:

<table>
<thead>
<tr>
<th>General Notes:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Floor: Linoleum, VCT</td>
</tr>
<tr>
<td>Floor Transitions:</td>
</tr>
<tr>
<td>Base:</td>
</tr>
<tr>
<td>Walls: Stainless Steel, baked enamel or other approved, durable, vandal-resistant material</td>
</tr>
<tr>
<td>Ceiling: Luminous</td>
</tr>
<tr>
<td>Ceiling Height: 8'-0&quot;</td>
</tr>
<tr>
<td>Doors: Stainless Steel, baked enamel or other approved, durable, vandal-resistant material</td>
</tr>
<tr>
<td>Windows:</td>
</tr>
</tbody>
</table>

ES21-D-3.5 Casework & Special Features:

ES21-D-3.6 Furniture, Fixtures & Equip.:

Contractor provide: 1. Provide hooks and pads for use as a freight elevator.

ES21-D-3.7 Instruc. Mat & Equipment:

ES21-D-3.8 Mechanical Criteria:

1. Shaft ventilation as required by NCBC
ES21-D.3.9 Electrical Criteria:

**Power:**

**Lighting:**

**Data & Other:** 1. Provide emergency lighting, signaling and telecommunications as required by NCBC.

ES21-D.3.10 Technology Criteria:
E-3. Physical Requirements

ES21-E-3.1 Space(s):

E. Mechanical & Electrical Rooms.

ES21-E-3.2 Use:

1. HVAC / Electrical Equipment and panels.

ES21-E-3.3 Special Criteria:

ES21-E-3.4 Finishes and Features:

<table>
<thead>
<tr>
<th>General Notes:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Floor:</td>
<td>Sealed concrete</td>
</tr>
<tr>
<td>Floor Transitions:</td>
<td></td>
</tr>
<tr>
<td>Base:</td>
<td>Resilient top-set base</td>
</tr>
<tr>
<td>Walls:</td>
<td>Unpainted CMU / gypsum wallboard</td>
</tr>
<tr>
<td>Ceiling:</td>
<td></td>
</tr>
<tr>
<td>Ceiling Height:</td>
<td></td>
</tr>
<tr>
<td>Doors:</td>
<td>Solid</td>
</tr>
<tr>
<td>Windows:</td>
<td>(none)</td>
</tr>
</tbody>
</table>

ES21-E-3.5 Casework & Special Features:

ES21-E-3.6 Furniture, Fixtures & Equip.:

ES21-E-3.7 Instruc. Mat & Equipment:

ES21-E-3.8 Mechanical Criteria:

1. As required by NCSBC.
2. One hose bibb in each mechanical room.

ES21-E-3.9 Electrical Criteria:

Power:

Lighting:

Data & Other: 1. Provide emergency lighting, signaling and telecommunications as required by N.C. Building Code and WCPSS Guidelines.

ES21-E-3.10 Technology Criteria:
F-3. Physical Requirements

ES21-F-3.1 Space(s):

F. Custodial Closets.

ES21-F-3.2 Use:

1. Storage of cleaning supplies.

ES21-F-3.3 Special Criteria:

1. Provide one 80 SF custodial closet per each 16,000 +/- SF of gross building area.

2. Provide at least one custodial closet on each floor level.

ES21-F-3.4 Finishes and Features:

<table>
<thead>
<tr>
<th>General Notes</th>
<th>Sealed concrete. Slope floor to floor drain</th>
</tr>
</thead>
<tbody>
<tr>
<td>Floor:</td>
<td></td>
</tr>
<tr>
<td>Floor Transitions:</td>
<td></td>
</tr>
<tr>
<td>Base:</td>
<td>Resilient top-set base</td>
</tr>
<tr>
<td>Walls:</td>
<td>Epoxy-painted CMU</td>
</tr>
<tr>
<td>Ceiling:</td>
<td>Acoustical ceiling panels or gypsum wallboard</td>
</tr>
<tr>
<td>Ceiling Height:</td>
<td>9'-4&quot;</td>
</tr>
<tr>
<td>Doors:</td>
<td>Solid</td>
</tr>
<tr>
<td>Windows:</td>
<td>(none)</td>
</tr>
</tbody>
</table>

ES21-F-3.5 Casework & Special Features:

ES21-F-3.6 Furniture, Fixtures & Equip.:

Contractor provide:

1. Mop rack over mop sink.

2. One (1) 24"D x 48"W shelf unit, similar to Global Industrial “Durashelf Plastic Adjustable Shelving”.

ES21-F-3.7 Instruc. Mat & Equipment:

ES21-F-3.8 Mechanical Criteria:

1. Hose bibb.

2. Mop sink.

3. Floor drain.
ES21-F-3.9  Electrical Criteria:

Power: 1. Two (2) GFCI quadraplex outlets; grouped for recharging of equipment.

Lighting:

Data & Other:

ES21-F-3.10  Technology Criteria:
G-3. Physical Requirements

ES21-G-3.1 Space(s):

G. Loading Dock / Can Wash.

ES21-G-3.2 Use:

1. Temporary storage and pick-up, including disposables for recycling.

ES21-G-3.3 Special Criteria:

1. Can Wash to be 40 SF, and Loading Dock to be 150 SF.
2. Accessible to dumpster(s), adjacent to kitchen entrance and general receiving. Must be covered.
3. Provide room for 2 dumpsters placed against the dock – kitchen staff will dump trash from the dock level into dumpster.
4. Provide one truck bay at dock.
5. Dock should be 4'-0” above outside grade, or provide dock leveler.
6. Provide ramp as well as stairs to loading dock.
7. Can wash is to have 6” concrete curb.

ES21-G-3.4 Finishes and Features:

| General Notes:          |               |
| Floor:                  |               |
| Floor Transitions:      |               |
| Base:                   |               |
| Walls:                  |               |
| Ceiling:                |               |
| Ceiling Height:         |               |
| Doors:                  | 4'-0” wide dock door with small, wire-glass panel or peep hole to Food Service and Plant Operations. Dock door shall be self-locking, and be able to be propped open during deliveries. Can wash must be enclosed with a masonry enclosure with a metal gate and latch. |
| Windows:                |               |

ES21-G-3.5 Casework & Special Features:

ES21-G-3.6 Furniture, Fixtures & Equip.:

Contractor provide:

1. Provide dock bumpers.
2. Mop rack over mop sink.

ES21-G-3.7 Instruc. Mat & Equipment:
ES21-G-3.8 Mechanical Criteria:
1. Provide hose bibb and mop sink in can wash.
2. Connect sink drain line into grease trap.
3. Provide fly fan above door to kitchen.

ES21-A-3.9 Electrical Criteria:

Power: 1. One (1) duplex outlet on dock.

Lighting: 1. Provide flood lighting.

Data & Other: 1. Provide door bell at service door into kitchen, with loud bell inside.

ES21-A-3.10 Technology Criteria:
1. General Educational Requirements

(NOTE: Maintenance Clusters are not located at every school. Please verify if a specific location is assigned a maintenance cluster.)

ES22-1.1 Objectives

1. To support and maintain school infrastructure, for several school sites, on a daily basis.
2. To provide preventive maintenance and emergency response for facility maintenance issues.
3. To preserve the facility environment.

ES22-1.2 Trends

1. Increased security needs.
2. Increased need for separation from students.
3. Impacts of proper maintenance on IAQ (Indoor Air Quality).
4. Integration of technology and increased use of computers.
5. Increased need for flexible storage.
6. Provide for growth of maintenance cluster staff.

ES22-1.3 Activities and Enrollment

1. Receiving and storage of supplies and equipment.
2. Repair of equipment.
3. Receive minimal visits from staff.
4. Monitoring of thermal, electrical and emergency systems.
5. Originating and receiving calls.
7. Conducting small crew scheduling meetings.
8. Supervision of maintenance crew.
2. Space Overview

ES22-2.1 Required Spaces

Reference:

<table>
<thead>
<tr>
<th>Identifier</th>
<th>Space</th>
<th>Quantity</th>
<th>Area Each (SF)</th>
<th>Area Total (SF)</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Shop Area</td>
<td>1</td>
<td>520</td>
<td>520</td>
</tr>
<tr>
<td>B</td>
<td>AFM Office</td>
<td>1</td>
<td>80</td>
<td>80</td>
</tr>
<tr>
<td>C</td>
<td>Storage</td>
<td>1</td>
<td>400</td>
<td>400</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>3</td>
<td>1,000</td>
<td></td>
</tr>
</tbody>
</table>

ES22-2.2 Design Considerations

1. Locate adjacent to Plant Operations area.
2. Shop Area and Unconditioned storage should be adjacent to loading dock, which is shared with Child Nutrition and Plant Operations.
3. Provide access for material delivery.
4. Provide ability to load shop vehicles within close proximity.
5. Office is located within Shop Area.
6. Provide a lockable door between Maintenance Cluster area and other school areas.
7. Provide outside access to allow after hours access without entry to school.
8. Tie Cluster into school security system.
2. Space Overview (continued)

ES22-2.3 Adjacency Diagram:

(Varies per school)
A-3. Physical Requirements

ES22-A-3.1 Space(s):

A. Shop Area.

ES22-A-3.2 Use:

1. Shop work with small industrial tools.
2. Painting, varnishing.
3. Receiving, storage and pick-up of materials by work crew.
4. Review of large drawings.
5. Data entry.
6. Make and receive phone calls.

ES22-A-3.3 Special Criteria:

1. Must accommodate 2 workbenches w/stools, lockable cabinet and 3 units of open shelving.
2. Provide space to accommodate work flow of up to 4 individuals.
3. Space to unload and repair larger items (ie. doors) at workbenches.

ES22-A-3.4 Finishes and Features:

<table>
<thead>
<tr>
<th>General Notes:</th>
<th>Special attention should be given to the selection of finishes due to industrial use</th>
</tr>
</thead>
<tbody>
<tr>
<td>Floor:</td>
<td>Sealed concrete, smooth surface</td>
</tr>
<tr>
<td>Floor Transitions:</td>
<td></td>
</tr>
<tr>
<td>Base:</td>
<td></td>
</tr>
<tr>
<td>Walls:</td>
<td>Painted CMU with sound attenuation qualities and 1 hr. fire rating</td>
</tr>
<tr>
<td>Ceiling:</td>
<td>9'-4&quot; minimum</td>
</tr>
<tr>
<td>Ceiling Height:</td>
<td>Acoustic Ceiling Panels</td>
</tr>
<tr>
<td>Doors:</td>
<td>Door from shop to school corridor should have sound attenuation, with no glazing. Provide double doors to exterior (3 ft. wide each) with no mullion; flush bolts at top and bottom on inactive leaf. (Allow for emergency egress.)</td>
</tr>
<tr>
<td>Windows:</td>
<td></td>
</tr>
</tbody>
</table>

ES22-A-3.5 Casework & Special Features:

ES22-A-3.6 Furniture, Fixtures & Equip.:

Contractor provide:

1. 3 sections (3’-0” W x 6’-0” H x 18” D, each) of open adjustable metal shelving (solid (not open grid), non-rusting) on one wall.

2. Staff lockers (4 half-height lockers).

3. Fire extinguisher, mounted to wall.

4. One (1) 4’-0” x 4’-0” tackboard located near door to office.
1. Two (2) workbenches, approx. 72” wide, with drawers (similar to Lista: Grainger stock # MVM47).
2. Two (2) stools, w/backs, to use at workbenches.
3. One (1) lockable metal cabinet, with shelves, 78”H x 36”W x 18”D.
4. One (1) folding table.

ES22-A-3.7 Instruc. Mat & Equipment:

ES22-A-3.8 Mechanical Criteria:
1. Sink, with hot and cold water. (Similar to a deep laundry sink).
2. Floor drain(s).
3. Conditioned space with adequate ventilation.

ES21-A-3.9 Electrical Criteria:

**Power:**
1. Provide GFCI duplex outlets (120 phase) at 3’-0” intervals. Provide at two heights; 18” AFF, as well as above workbench surface height.

**Lighting:**
1. Provide adequate lighting for work with small parts and computer monitors.

**Data & Other:**
1. Two (2) 2-port data outlets.
2. Provide intercom access.

ES22-A-3.10 Technology Criteria:
B-3. Physical Requirements

**ES22-B-3.1 Space(s):**

**B. Area Facility Manager (AFM) Office.**

**ES22-B-3.2 Use:**

1. Office for one individual
2. Administrative work by AFM (Area Facility Manager).
3. Making and receiving phone calls
4. Data entry.
5. Meeting with crew members and school staff.

**ES22-B-3.3 Special Criteria:**

1. Locate within shop area, close to school corridor.

**ES22-B-3.4 Finishes and Features:**

<table>
<thead>
<tr>
<th>General Notes:</th>
<th>Sealed concrete, smooth surface</th>
</tr>
</thead>
<tbody>
<tr>
<td>Floor:</td>
<td>Sealed concrete, smooth surface</td>
</tr>
<tr>
<td>Floor Transitions:</td>
<td></td>
</tr>
<tr>
<td>Base:</td>
<td>4&quot; resilient base</td>
</tr>
<tr>
<td>Walls:</td>
<td>Painted gypsum wallboard</td>
</tr>
<tr>
<td>Ceiling:</td>
<td>Acoustic Ceiling Panels</td>
</tr>
<tr>
<td>Ceiling Height:</td>
<td></td>
</tr>
<tr>
<td>Doors:</td>
<td>Provide view lite in door</td>
</tr>
<tr>
<td>Windows:</td>
<td></td>
</tr>
</tbody>
</table>

**ES22-B-3.5 Casework & Special Features:**

**ES22-B-3.6 Furniture, Fixtures & Equip.:**

<table>
<thead>
<tr>
<th>Contractor provide:</th>
<th>1. Coat hook on back of door.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Owner's Furn. &amp; Equip. provide:</td>
<td>1. Desk (30&quot;x60&quot;).</td>
</tr>
<tr>
<td></td>
<td>2. Computer table.</td>
</tr>
<tr>
<td></td>
<td>3. Ergonomic desk chair.</td>
</tr>
<tr>
<td></td>
<td>4. Side chair.</td>
</tr>
<tr>
<td></td>
<td>5. 5-drawer, lockable file cabinet.</td>
</tr>
<tr>
<td></td>
<td>6. 4-shelf bookcase (60&quot;H x 36&quot;W x12&quot;D).</td>
</tr>
</tbody>
</table>

| Owner's Aux Serv. M & O provide: | 1. One complete multi-task computer set-up, networked to main server in school. |

**ES22-B-3.7 Instruc. Mat & Equipment:**
ES22-B-3.8 Mechanical Criteria:
   1. Conditioned space with adequate ventilation.

ES21-B-3.9 Electrical Criteria:

    Power: 1. Provide at least one (1) GFCI duplex outlet on each wall, at 18” AFF.

    Lighting: 1. Provide adequate lighting for office work and computer use.

    Data & Other: 1. Two (2) 2-port data outlets.
                  2. Computer should be networked to main server in school.
                  3. Provide intercom access.

ES22-B-3.10 Technology Criteria:
C-3. Physical Requirements

ES22-C-3.1 Space(s):

C. Storage.

ES22-C-3.2 Use:

1. Storage of facility maintenance supplies and materials.
2. Storage of small levels of hazardous materials.

ES22-C-3.3 Special Criteria:

1. Enter from Shop Area, as well as from exterior.
2. Space to unload and store supplies.

ES22-C-3.4 Finishes and Features:

<table>
<thead>
<tr>
<th>General Notes:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Floor:</td>
</tr>
<tr>
<td>Floor Transitions:</td>
</tr>
<tr>
<td>Base:</td>
</tr>
<tr>
<td>Walls:</td>
</tr>
<tr>
<td>Ceiling:</td>
</tr>
<tr>
<td>Ceiling Height:</td>
</tr>
<tr>
<td>Doors:</td>
</tr>
<tr>
<td>Windows:</td>
</tr>
</tbody>
</table>

ES22-C-3.5 Casework & Special Features:

ES22-C-3.6 Furniture, Fixtures & Equip.:

Contractor provide: 1. 18” deep, adjustable metal shelving (not open grid), non-rusting, continuous along 3 walls.

Owner’s Furn. & Equip. provide: 1. 6’-0” high, lockable metal storage cabinet (45 gallon capacity) for storing flammable materials.

ES22-C-3.7 Instruc. Mat & Equipment:

ES22-C-3.8 Mechanical Criteria:

1. Provide heat, to prevent freezing of supplies.
2. Adequate ventilation for hazardous material storage (e.g. manual exhaust fan).
ES21-C-3.9  Electrical Criteria:

Power:  
1. Provide GFI duplex outlets.

Lighting:  
1. Provide adequate lighting for unloading and storing materials.

Data & Other:

ES22-C-3.10  Technology Criteria:
1. General Educational Requirements

ES23-1.1 Objectives
1. Each Ready To Learn Center provides high quality, developmentally appropriate, early childhood learning experiences through a supportive and cooperative partnership between families and early childhood professionals.

ES23-1.2 Trends

ES23-1.3 Activities and Enrollment

1. The goals of the program are to encourage the healthy development and educational success of all participating children and to increase the capacity of families to serve as the primary nurturers, teachers and advocates for their children.
2. We achieve these goals by offering the following:
   a. Parent/child developmental play groups.
   b. Developmental screenings.
   c. Parent education.
   d. Referrals to community programs and agencies.
3. The RTL center offers a variety of programs for different age groups, aged 18 months to kindergarten eligibility.
2. Space Overview

ES23-2.1 Required Spaces

Reference:

<table>
<thead>
<tr>
<th>Identifier</th>
<th>Space</th>
<th>Quantity</th>
<th>Area Each (SF)</th>
<th>Area Total (SF)</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>RTL Center Meeting Room/CR</td>
<td>1</td>
<td>750</td>
<td>750</td>
</tr>
<tr>
<td>B</td>
<td>Staff Office</td>
<td>1</td>
<td>130</td>
<td>130</td>
</tr>
<tr>
<td>C</td>
<td>Toilet</td>
<td>1</td>
<td>80</td>
<td>80</td>
</tr>
</tbody>
</table>

Total 3 960

ES23-2.2 Design Considerations

1. The Ready to Learn center should be located near the main school entrance and convenient to the Administrative area.
2. Space Overview (continued)

ES23-2.3 Adjacency Diagram:

Toilet
Office

RTL Center
Meeting
Room/CR

(corridor)
A-3. Physical Requirements

ES23-A-3.1 Space(s):

**A. RTL Center Meeting Room/CR.**

ES23-A-3.2 Use:

1. Instructional play for young children.

ES23-A-3.3 Special Criteria:

ES23-A-3.4 Finishes and Features:

<table>
<thead>
<tr>
<th>General Notes:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Floor:</td>
</tr>
<tr>
<td>Floor Transitions:</td>
</tr>
<tr>
<td>Base:</td>
</tr>
<tr>
<td>Walls:</td>
</tr>
<tr>
<td>Ceiling:</td>
</tr>
<tr>
<td>Ceiling Height:</td>
</tr>
<tr>
<td>Doors:</td>
</tr>
<tr>
<td>Windows: (Exterior)</td>
</tr>
</tbody>
</table>

Floor: Carpet.

Floor Transitions: Resilient base.

Walls: Painted gypsum wallboard.

Ceiling: Acoustic ceiling panels.

Ceiling Height: 10'-0".

ES23-A-3.5 Casework & Special Features:

1. Window blinds at all exterior windows.
2. Provide typical teaching wall components per **ES-1 Appendix 1**.
3. Synchronized wall-hung clock with batteries.

ES23-A-3.6 Furniture, Fixtures & Equip.:

ES23-A-3.7 Instruc. Mat & Equipment:

ES23-A-3.8 Mechanical Criteria:

ES23-A-3.9 Electrical Criteria:

**Power:**
1. Refer to **ES-1 Appendix 1** for typical power requirements.
2. Provide two (2) duplex receptacles on each of other three walls.

**Lighting:**

**Data & Other:**
1. Refer to **ES-1 Appendix 1** for typical data requirements.

ES23-A-3.10 Technology Criteria:
B-3. Physical Requirements

ES23-B-3.1 Space(s):

**B. Staff Office**

ES23-B-3.2 Use:

ES23-B-3.3 Special Criteria:

ES23-B-3.4 Finishes and Features:

<table>
<thead>
<tr>
<th>General Notes:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Floor:</td>
<td>Carpet.</td>
</tr>
<tr>
<td>Floor Transitions:</td>
<td></td>
</tr>
<tr>
<td>Base:</td>
<td>Resilient base.</td>
</tr>
<tr>
<td>Walls:</td>
<td>Painted gypsum wallboard.</td>
</tr>
<tr>
<td>Ceiling:</td>
<td>Acoustical ceiling panels.</td>
</tr>
<tr>
<td>Ceiling Height:</td>
<td>10'-0&quot;</td>
</tr>
<tr>
<td>Doors:</td>
<td></td>
</tr>
<tr>
<td>Windows:</td>
<td>Yes</td>
</tr>
</tbody>
</table>

ES23-B-3.5 Casework & Special Features:

ES23-B-3.6 Furniture, Fixtures & Equip.:

ES23-B-3.7 Instruc. Mat & Equipment:

ES23-B-3.8 Mechanical Criteria:

ES23-B-3.9 Electrical Criteria:

- **Power:**
  1. One (1) duplex receptacle on each wall.

- **Lighting:**

- **Data & Other:**
  1. One (1) 2-port data outlet on one wall.

ES23-B-3.10 Technology Criteria:
C. Toilet.

Special Criteria:
1. Provide sufficient space for diaper-changing table.

Finishes and Features:

<table>
<thead>
<tr>
<th>General Notes:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Floor:</td>
<td>VCT or ceramic tile.</td>
</tr>
<tr>
<td>Floor Transitions:</td>
<td></td>
</tr>
<tr>
<td>Base:</td>
<td></td>
</tr>
<tr>
<td>Walls:</td>
<td>Painted gypsum wallboard.</td>
</tr>
<tr>
<td>Ceiling:</td>
<td>Acoustical ceiling panels.</td>
</tr>
<tr>
<td>Ceiling Height:</td>
<td>10'-0&quot;</td>
</tr>
<tr>
<td>Doors:</td>
<td>Solid.</td>
</tr>
<tr>
<td>Windows:</td>
<td>(none)</td>
</tr>
</tbody>
</table>

Casework & Special Features:

Furniture, Fixtures & Equip.:

Instruc. Mat & Equipment:

Mechanical Criteria:

Electrical Criteria:

Power:

Lighting:

Data & Other:

Technology Criteria: