WCPS | Washington County Public Schools

SHARPSBURG ELEMENTARY SCHOOL

Educational Specification

May 9, 2017

Prepared By:

SEI SMOLEN • EMR • ILKOVITCH ARCHITECTS

1355 Piccard Drive, Suite 200 Rockville, MD 20850
301-770-0177 www.SEIarch.com

EDUCATIONAL SPECIFICATION COMMITTEE

SMOLEN ■ EMR ■ ILKOVITCH ARCHITECTS STAFF
Mr. Dave Fischer, Project Manager
Mr. Ran Ilkovitch, Principal Architect
Ms. Krystal McGee, Learning Environments Planner

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Mr. Chad Criswell, Senior Project and Planning Supervisor
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Mr. Steve Ganley, Safety/Security and Risk Manager
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Ms. Barbara Scotto, Supervisor of Transportation
Mr. Matt Semler, Director of Elementary Education and Early Learning

MARYLAND STATE DEPARTMENT OF EDUCATION (MSDE) REPRESENTATIVE
Ms. Gloria Mikolajczyk, AIA, Architect of MSDE School Facilities Branch

SHARPSBURG ES STAFF / PARENTS
Mr. Ryan Hench, Principal, Sharpsburg Elementary
Ms. Cathy Scuffins, Lead Teacher at Sharpsburg Elementary
Ms. Bridget Lowery, Teacher (Special Ed. ParaPro), Sharpsburg Elementary
Ms. Tracey Hess, Teacher (Media Specialist), Sharpsburg Elementary
Ms. Kayla Motheral, Teacher (Art), Sharpsburg Elementary
Ms. Allison Lougheed, Teacher (Grade 1), Sharpsburg Elementary
Ms. Erin Harrell, Teacher (Grade 2), Parent, Sharpsburg Elementary
Ms. Ashley Mason, Parent, Sharpsburg Elementary
Ms. Sarah Price, Parent, Sharpsburg Elementary
Ms. Jeanne Ecton, Retired Educator

JONATHAN HAGER ES STAFF REPRESENTATIVE
Ms. Rebecca Shaw, Lead Teacher at Jonathan Hager Elementary

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PROJECT JUSTIFICATION

Washington County Public Schools (WCPS), in an effort to improve the educational environment for students while operating its facilities in the most cost effective way possible, has approved the replacement of Sharpsburg Elementary School.

WCPS believes that every student deserves an education that will provide them the opportunity to become globally competitive, and that every student should have the opportunity to attend a school facility that matches those expectations. The goal of WCPS is to provide a thoughtful, forward thinking design that is constructed within the allocated budget and is flexible and easily compatible with future instructional theory. Also, the design shall be adaptable to advanced equipment development, and will positively impact the learning and teaching experience by providing an environment that stimulates the student. The existing antiquated Sharpsburg Elementary School will be replaced with a new, state-of-the-art facility that will benefit the learning community and cost less to construct when compared to a modernization of the existing building. The proposed construction of the new Sharpsburg Elementary School is the timeliest and least disruptive plan that can be offered for the students and their educational environment.

The Educational Facilities Master Plan (EFMP) is an annual planning document required by the State of Maryland which outlines a ten year facilities plan and is used to develop the WCPS annual state and local capital improvement program requests. Sharpsburg Elementary School has been shown in either the WCPS Capital Improvement Program (CIP) or EFMP for the last nine years, due to concerns over the facility's assessment and available capacity. Starting with the 2012 EFMP and FY2014 CIP, this project was strategically moved ahead of a previously proposed new "South County" Elementary School in an effort to replace this aging facility, increase efficiency at an existing school location, and to offer relief to the south county region as a whole. The increased capacity of the proposed facility will provide enrollment relief until economic conditions improve and residential construction of planned large developments in the south county region comes to fruition. The EFMP is reviewed annually by WCPS and has been determined to be consistent with the Comprehensive Plan every year since 2008. On May 19, 2015, after completing both state and local requirements, the Washington County Board of County Commissioners approved the acquisition of two parcels adjacent to the existing Sharpsburg Elementary School site to increase the area of the site to 11.6 acres. During the course of the year, following the acquisition of the land, WCPS has had representatives from the Maryland State Department of Education (MSDE) and the Maryland Department of Planning (MDP) on site to review the additional parcels and the current proposed scope of work for this project. On May 27, 2016 with the assistance of the MDP, both the existing Sharpsburg Elementary School site and the proposed additional properties were added to the Sharpsburg Priority Funding Area (PFA). On June 15, 2016, after receiving the MDP State Clearinghouse approval, the Interagency Committee on School Construction (IAC) approved the addition of two parcels to the existing Sharpsburg Elementary School site. On August 18, 2016, after requesting a feasibility study waiver, WCPS received approval from the IAC to continue with the design of the replacement of Sharpsburg Elementary School without performing a feasibility study.

PROJECT DESCRIPTION

The Sharpsburg Elementary School project proposes the construction of a new replacement facility on the existing site combined with two adjacent parcels totaling 11.6 acres. The school site will continue to be accessed by the surrounding community from West Main Street. The school will be designed and constructed as a three-round, 471 student, pre-kindergarten through grade five school facility. The facility will meet all the instructional program requirements designated in the "Sharpsburg ES Specification" section with an emphasis on incorporating and celebrating the unique history of the Sharpsburg community. This will be the largest building in the Town of Sharpsburg, therefore community use spaces will also be included in the design, including an enlarged gymnasium. While the program is designated for the building itself, the entire site will be utilized for activities such as site access, community use, physical activity, and outdoor learning.

A local planning request for Sharpsburg Elementary School was approved in the State's FY2018 CIP and will be followed by the state and local funding requests in FY2019 - FY2020. The construction project is planned to commence in the summer of 2018 and be completed and ready for students in the fall of 2020.

ED SPEC COMMITTEE PROCESS

The educational specification committee convened during three meetings: April 12, 2017 at 1:00pm at Sharpsburg Elementary School, April 19, 2017 at 4:00pm at Jonathan Hager Elementary School, and April 26, 2017 at 4:00pm at Sharpsburg Elementary School. The committee encompassed stakeholders with diverse perspectives to create an educational specification that balanced all of their needs.

The process kicked off with a visioning activity where the committee was asked to work in small groups to identify unique features of Sharpsburg Elementary School and suggest priorities for the new school. Their answers to the questions were as follows:

QUESTION 1: WHAT IS UNIQUE ABOUT SHARPSBURG ELEMENTARY SCHOOL AND COMMUNITY THAT SHOULD BE INFUSED IN THE NEW SCHOOL?

- History - Civil War, old community
- C&O Canal
- Towpath
- Multi-generational community, all of whom have attended the school
- Strong traditions
- Memorial garden
- Time capsule in the existing school
- Patriotic
- Antietam Battlefield
- Small town feel
- Tight-knit, small community who loves sports and being family oriented
- Town spring
- Strong agricultural heritage
- Stone wall on site
- Warrior pride
- Community use, as it will be the biggest building in town

QUESTION 2: WHAT ARE YOUR MAIN PRIORITIES FOR THE NEW SHARPSBURG ELEMENTARY SCHOOL?

- A bright and welcoming building
- A durable and functional building
- Easy to maintain building
- Utilize natural lighting
- Sustainable school
- Safety / Security
- ADA compliance
- Appropriate site circulation and ample parking
- Potential for expansion in the future
- Flexibility for different grade sizes
- Community use
- Special education resource rooms
- A full production kitchen
- Spacious, functional, accessible health room
- Terrazzo floors
- Itinerant spaces for outside specialists
- Outdoor learning environments
- Large, flexible spaces for learners
- Collaboration areas for staff & students
- Flexible reading and learning seating
- Stair seating / learning space
- STEM / STEAM areas
- Ample storage
- Apple TV

The committee then discussed each space in detail by evaluating the activities that would occur, proper adjacencies, special requirements, and square footage needed. Holding the meetings at both Sharpsburg Elementary School and Jonathan Hager Elementary School allowed the committee to understand the current restrictions and think to the future of education. Prior to starting the second meeting, the educational specification committee was able to walk through Jonathan Hager Elementary School, which opened in August 2016. This afforded the opportunity for committee members to see various program relationships, room sizes, and to speak with staff about what did and did not work well at WCPS' newest elementary school. Further engagement occurred during a review of other elementary school educational specifications across the State of Maryland. The results of these discussions have been incorporated into the program summary and individual space descriptions in this document.

PROPOSED SCOPE OF WORK, BUDGET & SCHEDULE

PROPOSED SQUARE FOOTAGE

Total Gross Square Footage: 59,818 sq. ft.*

**per the FY2018 Capital Improvement Program*

PROPOSED PROJECT BUDGET

Design	$1,200,000
Construction	$21,114,000
Utilities	$400,000
Furniture & Equipment	$1,160,000
TOTAL PROJECT BUDGET	**$23,874,000**

The above values represent a $265 per sq. ft. building construction cost, as submitted in the FY2018 Capital Improvement Program

DESIGN SCHEDULE

Phase	Duration	Completion Date
Schematic Design	2.5 months	June 30, 2017
Design Development	2.5 months	September 15, 2017
Construction Documents	8 months	May 15, 2018
Bid Process	2.5 months	July 31, 2018
Construction Administration	24 months	July 31, 2020
Post Construction	2 months	September 30, 2020

LOCATION MAP

COMMUNITY DESCRIPTIONS & HISTORY

The Sharpsburg Elementary School replacement school is proposed as a three-round, 59,818 sq. ft. facility that will accommodate a State-Rated Capacity (SRC) of 471 students per calculations dictated by the Administrative Procedure Guide (APG) of the Maryland Public School Construction Program. Per Board of Education policy FEC, the Local-Rated Capacity (LRC) is calculated at 90% of the SRC for elementary schools, or 424 students. This new facility will allow full-time staffing of various educational programs that are now staffed part time at the existing Sharpsburg Elementary School. The existing 5.1 acre school site has been increased to 11.6 acres after the acquisition of two adjacent parcels.

The 1936 portion of the existing building has been identified as a contributing resource to the Sharpsburg Historic District which is listed on the National Register of Historic Places. According to the National Register nomination, Sharpsburg is significant not only for its association with the American Civil War Battle of Antietam, but also for its role in the development of the lower Antietam Creek area as an agricultural and transportation center. The town served as a social and commercial hub for the surrounding agricultural region and for travel and commerce on the C&O Canal. In addition, the Sharpsburg Historic District is architecturally significant as a remarkably intact and cohesive collection of houses, churches, and other buildings chronicling the town's development from its founding in 1763 through the mid-20th century.

According to the Census Bureau, the actual town of Sharpsburg was estimated to have a 2015 population of 704 people. Much of the area surrounding this town is very low density development located in agriculture or conservation zoning districts or National Park Service land around the Antietam National Battlefield. Local small businesses and agri-businesses provide the majority of opportunities within this attendance zone. Additional employment opportunities are found north of this planning area in Hagerstown or east and south in Montgomery, Frederick and Jefferson (WV) counties. More plentiful and generally higher paying employment to the east makes this area attractive for residents seeking a more rural or small town lifestyle with an added element of historical significance. Sharpsburg Elementary currently serves the town of Sharpsburg and rural areas to the southwestern boundary of Washington County at the Potomac River. While the current elementary attendance zone is one of the larger attendance zones in Washington County geographically, the existing Sharpsburg Elementary facility is one of the smallest elementary facilities within WCPS. It currently has an SRC of 252 students. In September of 2016, the enrollment at this school exceeded both the LRC and SRC, and was being addressed with portable classrooms. This longstanding community school is part of the Boonsboro High School educational service area. As students graduate from Sharpsburg Elementary, they move on to Boonsboro Middle School and Boonsboro High School. This geographic service area represents one of the larger districts in Washington County as the majority of it is rural. The size of the existing Sharpsburg Elementary attendance zone and its location in the southern end of the county presents unique challenges for addressing transportation and capacity issues. The steady growth of this region is further complicated by the lack of adjacent schools that could offer potential enrollment relief. Despite its relatively remote location, Sharpsburg Elementary is still considered a community school by the entire region and its residents are proud to note the different generations of their family have been Sharpsburg Elementary Warriors.

SUMMARY OF RECENT STUDIES OR ASSESSMENTS

On August 18, 2016, the Interagency Committee on School Construction (IAC) approved WCPS' request for a feasibility study waiver. A feasibility study is usually required when a replacement school is proposed. This waiver was produced in accordance with the Code of Maryland Regulations (COMAR) Title 13A State Board of Education, Subtitle 02 "Local School Administration," Chapter 09 "Closing of Schools," Section .01 "Adoption of Procedures to Govern School Closings" (13A.02.09.01)

SCHOOL BOARD GOALS, STANDARDS & GUIDELINES

The Board of Education of Washington County has established goals, standards, and guidelines to focus the efforts of WCPS and meet the needs of the students of Washington County. Overall operation of the WCPS System is guided by a vision statement, a mission statement, and three main goals.

VISION STATEMENT

Building a community that inspires curiosity, creativity, and achievement.

EDUCATIONAL EXECUTIVE SUMMARY

This draft educational specification is intended to provide planning and design information to architectural and engineering consultants as part of the process for compilation of a final Sharpsburg Elementary School Educational Specification and the eventual design of a new Sharpsburg Elementary School. All proposed changes to this draft educational specification must be approved by the WCPS Facilities Planning and Development Department prior to incorporation into the final version of the document. Upon completion of the final document, it will be presented to the WCBOE for approval, and then forwarded to the Maryland State Department of Education (MSDE) for their formal review and comment. The educational specification is also intended to set a future standard, or basis of design, to which existing elementary schools and proposed construction projects will be compared. This specification will be reviewed, improved and modified when future new schools, additions, modernizations and/or functional improvements are considered in Washington County. The criteria and information listed in this specification provides the elements necessary to support the current educational plan of WCPS.

This draft educational specification establishes the basic and mandatory facility requirements of the WCPS elementary educational program. The creation of an effective educational specification is approved in the same manner as the creation of an effective curriculum. It should also enhance and cultivate the specific needs of the neighborhood and community it serves. This document was developed during a collaborative process with WCPS Facilities Planning and Development professionals and the staff, parents, and community of Sharpsburg. Maryland State Department of Education (MSDE) staff, WCPS academic and student services administrators, and WCPS operations administrators also collaborated during this effort.

As changes in educational philosophy, programming and advancements in technology continue to occur, the need for a facility to remain flexible and adaptable in the effective delivery of the educational program during its lifetime continues to be of utmost importance. The facility and site layout must be adequate to serve the students and community of today,and the future. The facility must provide adequate spaces for classroom, administrative, educational, community, and ancillary services that are key to the operation of an educational facility. Moreover, the general design/infrastructure of the facility must account for addition of future technology advancements that will be necessary for continued maximum student growth and learning. Transportation and parking arrangements for students, staff, and parents must be reviewed and considered in the design. It is anticipated that approximately ten (10) buses will serve this facility, dependent on the capacity available. The overall design will provide adequate parking and will segregate the bus and parent drop-off areas while focusing on safe walkways and paths to and from the school to the surrounding neighborhoods.

The new Sharpsburg Elementary School will provide sufficient space to meet the needs of elementary school students. It will include a professionally staffed health suite to serve the needs of the student population. The new facility will strengthen the overall instructional program by incorporating current technology needed for student engagement and academic success. Technological enhancements will include interactive technology displays, laptop computers/ tablets, internet access, and document cameras (or other future state-of-the-art technology) in each classroom for student use. The instructional resource center, with its associated learning studio, will feature state-of-the-art technology that can be used as a resource center, science classroom, makerspace, STEAM classroom, and production studio to provide additional options outside of the standard classroom. A gymnasium and athletic fields sized to meet school and community needs will be provided. A serving kitchen will take care of the nutritional needs of the students. Two purposefully built Students with Disabilities classrooms will be incorporated into the facility to more effectively educate and assist the students in need of those services. The design will intelligently locate spaces for the gymnasium, cafeteria, and visual and performing arts curriculums to reduce distraction and noise from conventional classroom areas. The construction of Sharpsburg Elementary School will allow WCPS to create a culture of partnership and collaboration to better serve the students of Washington County.

GENERAL PROJECT DESIGN CRITERIA

The following points are to be incorporated into the design and construction of the Sharpsburg Elementary School facility:

- The facility shall meet or exceed all requirements set forth by the Maryland State Department of Education (MSDE), the State Fire Marshal, and the Interagency Committee for Public School Construction (IAC), the Maryland State Department of General Services (DGS), and all state or local agencies having input, review, and approval authority. The most recent editions of the Federal, State, and County codes are to be addressed.
- The facility and site must be fully accessible to the disabled, meeting the requirements of the Americans with Disabilities Act (ADA) and the Maryland Accessibility Code (COMAR.05.02.02). Computer work stations, casework, and equipment specifications are to include adjustable height workstations or appropriate knee space to provide easy adaptability for persons with disabilities.
- The facility is to meet the requirements of the High Performance Building Act, which dictates that the building must meet or exceed a "silver" certification of the U.S. Green Building Council's LEED (Leadership in Energy and Environmental Design) green building rating system or equivalent system.
- The facility is to be designed and constructed with non-asbestos-containing building materials. Upon completion of the project, the design professional will be required to provide signed documentation that confirms no asbestos containing materials were approved or utilized during the project.
- Design professional shall reference, and give consideration to all MSDE Facilities Planning Guidelines and Technical Bulletins. http://www.marylandpublicschools.org/NR/rdonlyres/760341FA-4179-4764-9154-306EF236CFE6/21110/School_Facilities_Guidelines_Order_Form_L.pdf
- Heating and cooling on a year-round basis with zoned control will be provided for the entire facility. Zoning for heating and air conditioning is to be related to after hour use of offices, the gymnasium, the instructional resource center, and defined groups of classrooms.
  - A web based energy management control system utilizing DDC controls is to be linked to the existing WCPS Energy Management System for monitoring from a central location.
  - The energy use performance index for new construction is to comply with DGS Standards. WCPS also encourages the investigation and use of new technologies available for additional energy savings and conservation, as well as the investigation of any available rebates offered by utility companies.
  - Life-cycle cost analysis is required in accordance with DGS Procedures. It is anticipated that the analysis will evaluate at a minimum, a geothermal water source heat pump system, a variable refrigerant flow system, as well as more conventional boiler and central chiller systems. The design team will collaborate with WCPS to determine the most appropriate combination of initial and life cycle costs in the ultimate system selection.
  - To ensure proper ventilation within the building, use of demand control ventilation using CO2 sensors in assembly areas is encouraged. In classroom wings, the use of energy recovery ventilators to condition the outside air is strongly encouraged. Demand control ventilation is not allowed for classroom wings.
  - The hours of school operation are assumed to be 245 days at 16 hours/day or 3920 hours/year. School operation includes both Board of Education use and non-Board of Education use.

GENERAL PROJECT DESIGN CRITERIA

- The inclusion of provisions for the elimination of radon gas, should it be determined to be present after construction activities are completed, must be included in the design. Please reference the most recent copy of Indoor Air Quality in Maryland Public Schools, MSDE.

- Instructional area lighting shall be 50-70 foot candles at desk top level and shall have separate switching capability and appropriate sensors to meet current building codes. The design professional shall specify high efficiency lighting and pursue any rebate programs offered by utility companies for load leveling.
- The technology frame work will meet, or exceed where required by WCPS, the Maryland Public School Standards for Telecommunications Distribution Systems, February 2002, and any amendments thereto.
  - Audio-induction Loop or FM systems for the hearing impaired shall be installed in the gymnasium/cafeteria.
  - The technology design of this building is to be completed by a design professional having previous experience in current technology and low voltage standards for an educational facility.
  - There will be a two-way voice communication between the administrative area and each teaching station or support area. This same system will have the ability to be used for an auditory signal (Master Clock) automatically controlled and located in the administrative area. The system will be able to function in single, multiple zone, and "all" areas of the school, for different administrative uses. Provisions are to be made for these signals to reach all teaching and support areas including the outdoor play area, and bus arrival/departure areas.
  - Provisions for wall mounted technology displays, sound enhancements, and wireless data technology are to be included in the design. Inclusion of sound enhancements in final design will be on a classroom by classroom basis, and dependent on budget availability.
- Code requirements for electrical outlets are considered the minimum. The engineer is encouraged to resolve the need for additional outlets required for specific technology and equipment through innovative design. Particular attention is to be paid to power provisions for voice, video, surveillance, and data outlets in each space.
- Fenestration shall be designed to improve energy conservation, and meet applicable LEED requirements. However, at least two operable, locking windows shall be provided in each classroom. Natural light is to be introduced wherever possible through the use of windows or clerestories. The use of skylights is strongly discouraged and only to be used when no other option is available. The design professional shall investigate daylight harvesting techniques, and present applicable, budget appropriate options for the design.
- Vinyl Composition Tile (VCT) is standard. Use of poured terrazzo or terrazzo tile is to be considered for hallways, lobbies, and other high traffic areas.
- Colors and textures of interior and exterior finishes, furniture, and equipment shall be coordinated with the Department of Facilities Planning & Development. Consideration is to be given to lighting and tones as they affect students. Areas for two and three-dimensional display of awards, trophies, artwork, and student projects are to be distributed throughout the school. Glass front cases shall be safety glass and lockable.
- The architect is to provide layouts and elevations for built-in furnishings.

GENERAL PROJECT DESIGN CRITERIA

- Movable school furniture is identified in this educational specification and is to be shown for clarification and space planning only. Loose furnishings and equipment will be purchased from capital funds separate from the construction contract.
- Particular attention is to be paid to acoustics and sound attenuation. Please reference the 2006 MSDE publication, Classroom Acoustics Guidelines and the American National Standard, "Acoustical Performance Criteria, Design Requirements and Guidelines for Schools", ANSI S12.60-2002. The location of mechanical equipment is to be designed as such, to prevent distraction in instructional areas.
- Project specific structural, mechanical, and electrical guidelines pertaining to the scope of the construction may be issued by the Department of Facilities Planning & Development.
- All construction materials, equipment, and furnishings shall be specified for efficient and cost effective operation and maintenance.
- All exit doors serving a capacity of greater than 50 occupants shall be equipped with panic hardware for egress in emergency situations. Door widths shall be a minimum of 36" to facilitate accessibility. Each door shall be equipped with devices that are connected to the central alarm panel.
- Space efficient cubicle storage units (cubbies) or lockers shall be provided for each primary classroom. Storage units shall be placed in such a way to minimize instructional disruptions, blocked access, or visually impaired areas for instructional personnel. Lockers shall be provided as specified for the intermediate grades, in a sufficient quantity to meet the student population, and shall be sized and configured based on final schematic design and mounted on permanent bases. A minimum of five percent of these lockers shall be accessible to the disabled. Where feasible, locker quantity and placement will be designed to efficiently serve specific classrooms and minimize disruption to other classes or areas.
- This proposed facility will be designated as a Pre-K to Grade 5 facility; therefore, building scale and use of colors shall be selected appropriate to the students being served.
- The arrangement of interior space shall:
  - Provide multi-functional spaces with flexibility to have large, small group, and individual learning areas, as well as the ability to have traditional classroom spaces.
  - Encourage a flexible approach to the curriculum, facilitating interaction, creativity, and inquiry.
  - Allow flexibility as educational standards and philosophies change over time with regard to grade groupings, technology, and instructional methodology.
  - Place the administrative and counseling offices, gym, cafeteria, instructional resource center, and staff support areas as a focal point in the building. These areas shall be designed to provide a welcoming, or inviting sensation to building occupants, yet retain an efficient, effective, and functional use for both instructional and non-instructional hours of operation.
  - Provide a main entrance to the school with an inviting identity.
  - Facilitate rapid and easy evacuation of the building, with clear and uncomplicated traffic patterns.
  - Distribute separate lavatories for staff and students in each cluster and throughout the school.

GENERAL PROJECT DESIGN CRITERIA

- Provide maximum visibility of all student areas through the abundant use of glass and design of one central administrative area. A minimum of (2) two instructional corridors is suggested.
- Classrooms of similar grade level are to be clustered. Where feasible, allow the separation of primary and intermediate grade level classroom areas (i.e., separate corridors).
- Internal circulation must be designed to promote a smooth and safe flow of students as they move throughout the building as well as for a safe flow in emergencies.
- Special consideration is to be given to the circulation pattern and travel distance between the various grade levels and the multi-functional spaces (gymnasium, cafeteria, instructional resource center) within the school.

- The design team shall consider the utilization of a central student/public receiving area that provides a clear and colorful visual means of way finding that serves as a means to inform and provide direction to students, staff, and public to the various areas or activities while limiting the use of directional signage.
- The Instructional Resource Center shall be designed as a general feature of the building that can be readily accessed from the classroom areas. After hours building access shall also be addressed so that it does not permit breaching of the building's secured areas. Alcoves or breakout areas shall be considered for independent reading or studying, individual instruction and specialized activities shall be visible from the instructor or service desk at all times.
- Consider the use of clerestory windows or other techniques between the classrooms and the corridors to introduce natural lighting into the interior of the building.
- With the exception of instructional spaces, the net square footages listed within this document are intended as guidelines. When necessary, and as directed by the Department of Facilities Planning and Development, these square footages can be amended during design development.
- There are to be adequate toilets for use by the general public in the public areas of the building. Staff toilets are to be provided as needed throughout the school and administrative areas. Where identified in this document, student toilets are to be accessible from the classroom. Where student toilets are not identified, design shall provide "group" restroom facilities within reasonable proximity to instructional spaces to minimize travel distance. Public toilets and the Students with Disabilities (SWD) classroom's toilet are to have a handicap accessible changing station available for use.
- A security vestibule is to be provided at the main entrance to the building. This vestibule will stop visitors from entering the building and require them to enter the main office area before proceeding into the school. The security vestibule shall include a pass through, bank teller type security window to limit the number of individuals that are granted access to the main office.
- In view of the increasing emphasis on parent and community involvement, both in school programs and community activities, facilities and ground areas must be designed for maximum flexibility to provide for use of the school by the community. Such flexibility is to provide appropriate space for use by community residents after school hours. This would include night classes, general purpose meetings, discussion groups, or workshops. Facilities are to be designed for multiple after school uses to be carried on simultaneously. This may include a full-scale recreation program, youth organization activities, and meetings of civic associations, parent groups, child study groups, and drama associations. Areas serving community and evening activities shall be designed in such a way that the remaining instructional areas can be secured.

GENERAL PROJECT DESIGN CRITERIA

- The building must be designed and constructed in such a manner that all components of the instructional program can be implemented while maintaining flexibility and expandability. School buildings must be designed and constructed so that spaces and services can be expanded and varied as the educational program shall dictate.
- This educational facility is to designed and constructed to anticipate future classroom expansions and core space additions, including site considerations, mechanical considerations, and parking.
- The design of the school shall be thoughtful of the age of the student being served, practical, and promote environmentally friendly concepts. LEED specific building components should be incorporated for use as a tool in the learning environment.
- By developing space and circulation efficiencies, consideration shall be given to available space assigned to common collaboration spaces such as alcoves or group breakout areas. These areas should be associated near the classroom areas and accessible from the corridors and utilized for activities such as small group learning, independent reading, specialist instruction, or student led presentations. These collaboration spaces shall be visually accessible from the classroom for security and guidance.

HEALTH, SAFETY & SECURITY DESIGN CRITERIA

The school is to provide a healthy and safe environment for its occupants, allowing them to feel comfortable while in the building and be unconcerned about possible dangers. The architect will give consideration to the following items:

MEANS OF EGRESS

- The building shall be designed to meet all of the egress requirements of the most recently adopted versions of the International Building Code (IBC) as well as the National Fire Protection Association Life Safety Code (NFPA).
- All areas of the building shall be accessible per the Americans with Disabilities Act Accessibility Guidelines (ADAAG).
- The Architect shall determine the capacity of every space and design the building to ensure quick and easy evacuation for all occupants within minimal travel distances.
- All exits are to be clearly marked and protected from fire and smoke as required by state and local safety codes.
- Emergency lighting systems per code, powered by generator.
- Panic bars on all the exit doors.

GENERAL

- Student and Staff security shall be a high priority with respect to the building design. This high level of security should be seamless with the building design, providing a level of security without detracting from the function and overall appearance of the design and appearance of an educational facility.
- All areas must be easily supervised by sight. Maintaining open sight lines throughout the interior and exterior of the building is imperative to allow supervision and video monitoring.
- Unused areas of the building are to be secured for night activities.
- Toilet areas to be used by the public are to be located so that they can be used for night activities without necessitating access to other parts of the building.
- Safety of disabled students or building visitors must be considered.
- Ramps, special toilet facilities, etc., are to be provided to enable disabled students and visitors to travel unaided or with minimum assistance throughout the building.
- Hallways and corridors are to be wide enough to accommodate peak traffic during fire drills, student movement within the building, and other high load periods. Corridor width shall consider techniques and equipment for custodial care.
- Stairways are to be sized adequately and properly treated, railed, and protected from fire or smoke as required by safety codes.
- Sprinklers shall be distributed throughout the building. The design professional must take into account and provide documentation that shows adequate water supply and pressure for the building's proposed sprinkler system. If adequate water supply or pressure is not available, an alternative design must be included as part of the scope of work.
- Provide adequate lobby and circulation space.
- Cabinetry and casework must be constructed of a product approved by WCPS and shall not contain formaldehyde. All back panel ends exposed edges must receive a sealer coat. Use of particle board construction is to be avoided in wet areas. Where feasible, casework shall extend to ceiling, or design shall incorporate provisions to prevent storage of materials that are not consistent with the requirements of the Fire Marshal.

HEALTH, SAFETY & SECURITY DESIGN CRITERIA

- Only formaldehyde-free acoustic ceiling tiles will be permitted.
- Any selected wall covering must be Volatile Organic Compound (VOC) free or low VOC, including paint products.
- Type of VCT flooring selected must be based on lowest available VOC contaminant.
- Highly stringent ventilation requirements must be included in all applicable specification sections during and after installation of various materials.
- All spaces regularly occupied by children 1st grade or below shall be on a level of direct exit discharge to grade.

INSTRUCTIONAL AREAS

- Special consideration shall be given to different types of hazards specially related to a given instructional area such as: chemical storage, eye wash and shower stations, ventilation and exhaust fans, master shutoff controls for gas in area, proper fire equipment, fire blankets, and extinguishers. Unmonitored audible alarms for pull station access are to be provided as needed or required.

ENVIRONMENTAL VARIABLES

- Thermal: The entire building is to be thermally treated for year round use. For flexibility, the administrative areas and other areas identified during the design process that will be used during the summer months are to have the ability to be air conditioned independently from the central system. The remainder of the building is to be air conditioned using the most efficient and economical method.
- Visual: Natural lighting is to be included in as many spaces as possible, with an emphasis on instructional spaces. Certain areas of the school may require special lighting requirements which will be determined during schematic design.
- Acoustics: Provide special acoustical treatments as required to isolate both internal and external sounds. Please reference the 2006 MSDE publication, Classroom Acoustics Guidelines and the American National Standard, "Acoustical Performance Criteria, Design Requirements and Guidelines for Schools," ANSI S12.60-2002 for guidance.

ECONOMY

- The school is to be built to facilitate the instructional process for students it serves. It is to be designed and built with special attention given to maximum flexibility and/or adaptability, as well as economy both in initial costs and future operation costs and maintenance.
- The appearance of the facility, both interior and exterior, should provide an aesthetic presence that will be visually appealing through time and constructed of materials that are fabricated locally when feasible. The facility shall be adaptable for expansion and flexible for the future educational environment.
- The facility shall be soundly constructed to provide an environment that is durable, maintainable, yet flexible for modifications while providing elements that are inviting and exciting for the promotion of learning experience.
- Consider use of materials and surfaces that are affordable, non-institutional in appearance, yet provide durability and ease of maintenance and replacement.

HEALTH, SAFETY & SECURITY DESIGN CRITERIA

BUILDING SECURITY SYSTEMS

- Providing and maintaining adequate security measures is an integral part of the overall building design concept. The security system shall be carefully coordinated with the Department of Facilities Planning and Development, the Department of Maintenance and Operations, the Safety/Security Risk Manager, and school based personnel. Security access and control shall be fully integrated to interface with computerized identification cards used by staff.
- Specific exterior doors shall have card proximity readers to allow access using staff I.D. cards.
- Security cameras linked to a multiplexer and digital recorder shall be located to provide full visual control in all interior corridors, areas of assembly, classrooms, and in key exterior areas.
- A camera and TV monitor shall be provided in the vestibule, and an additional TV monitor shall be provided in the main office. The TV monitors are to be of sufficient size and location to allow occupants of the vestibule to view themselves entering the building, and to allow staff to identify the visitors.
- The key system shall be easily organized and a master and security sub-master system that matches the current system used by WCPS shall be provided. Unless otherwise noted, storage cabinets require locks. Security doors shall be located to secure various areas of the building during after hours use without impeding life safety egress requirements. Security and fire alarms shall be provided. A comprehensive visual monitoring system that provides surveillance of the entire facility, including corridors, classrooms doors, and the exterior of the building shall be provided.
- The facility shall be equipped with a minimum of three (3) door release stations for the main entrance(s) and receiving dock doors. One (1) of the release stations is to be in the main office, one (1) to be in the Principal's office, and one (1) to be located appropriately by WCPS.

SITE DESIGN CRITERIA

Sharpsburg Elementary School will be constructed on the existing 5.1 acre school site that has been increased to 11.6 acres after the acquisition of two adjacent parcels. The site will continue to have access from West Main Street with a possible additional access from West Antietam Street. A map of the proposed site has been included on page 5 of this report. The new school will be designed to be flexible and expandable should growth and enrollment increase the need for more enrollment capacity. The overall site design shall be adequate for future expansion, and shall incorporate safe routes for pedestrians, motorists, and minimize potential traffic related issues. Both the facility and site will be designed to meet or exceed the United States Green Building Council's (USGBC's) Leadership in Energy and Environmental Design (LEED) Silver Certification or an equivalent rating system. Building orientation, playfield orientation, transportation access, service areas, maintenance requirements, and community impact are all to be carefully considered in the site design. The instructional potential for the school site shall extend far beyond the athletic fields or physical education. Where possible, the site shall accommodate all facets of the curriculum including but not limited to general science, biology, gardens, art, and shaded reading areas.

In designing the school site, the aesthetic appeal of the facility is to be integrated with functional use and maintenance considerations. Goals include preservation of natural features, optimal site design, and building design features that maximizes educational opportunities.

The following specifications and parameters are noted:

- Building orientation and placement shall take advantage of existing features such as solar orientation, woodlands, topography, stone wall, views, and outdoor activity areas. Efforts will be made to minimize the impact on the site's natural features such as wetlands and forests thereby minimizing the need for reforestation.
- Landscaping shall emphasize a variety of native species. The grouping of trees and shrubs to create groves and islands is encouraged. Secluded, difficult to supervise areas are to be avoided. Small habitats may be created as part of the plan for instruction or community involvement. If forestation and reforestation requirements cannot be accommodated at the selected site, the WCPS Facilities Planning and Development Department is to be notified immediately, in order to assist in coordination of securing an off-site location for these purposes.
- Buffer areas between the intensively used portion of the school site (parking lots and playfields) and adjacent properties shall be given careful consideration. Separation of pedestrian and vehicular traffic is critical. The use of low maintenance hedges and berms along residential boundaries and the introduction of ground covers, or ornamental grasses are examples. Transitions between existing woodlands and playfields are to be gradual with mowed pathways for access. Ease of maintenance, particularly snow removal and turf mowing patterns, is to be closely considered. Building security as well as overall site security will be considered in the landscape design.
- All sidewalks and entrance ways shall meet the Maryland Accessibility Code (COMAR.05.02.02) requirements for grade and building access. Trails and walkways leading to outdoor study areas and playfields shall also be designed to meet the same standards.
- Parking areas, driveways, etc., shall be designed and constructed for efficient and safe routing of buses, staff and parent vehicles, and parent and community traffic. A bus loop with a separate pedestrian drop-off area is required.

SITE DESIGN CRITERIA

- Parking areas are to be designed to maximize safety and minimize speed. Disabled drop-off areas are to be included near main entrance(s) to minimize the distance from these areas to the entrance to the greatest extent possible.
- Formalized landscaping, including a flagpole area, shall be developed.
- Outdoor Athletic Facilities: The intent of this specification is to include one (1) hard surface court and one (1) standard softball field, overlaid on a multi-purpose field which measures 60 x 120 yards and is suitable for large team activities such as hockey, soccer, lacrosse and/or football. The field shall include a backstop at the softball field location. Design and development of an outdoor/experiential education facility is to be considered.
- An exterior service yard for facility maintenance and delivery of supplies, materials, and food stuffs shall be provided. Three dumpsters (size to be determined) will be housed and provided with appropriate screening per local codes. The design will provide a tractor storage shed, approximately 300 sq.ft. in size, for housing grounds maintenance equipment, adjacent to the service yard. The tractor shed will be bid as an add-alternate.
- Storm water management for the newly developed facility shall be designed to encourage safe use as an environmental study area. Storm water wetlands, infiltration basins and trenches, vegetated swales, bio-retention basins, and shallow marsh extended detention ponds are to be investigated. All local and state storm water regulations and requirements must be met by the design.

SPACE NEED SUMMARY

	Staff FTE	# Spaces	Sq. Ft.	Total Sq. Ft.	No. of Teach Sta.	SRC Students
1.0 ADMINISTRATIVE SUITE						
Reception Area / General Office	1	1	325	325		
Principal's Office	1	1	175	175		
Conference Room		1	200	200		
Administrative Work Area		1	200	200		
Records Storage Room		1	125	125		
Administrative Storage		1	50	50		
Administrative Toilet Room		1	60	60		
Teacher Break Room		1	350	350		
Subtotal	**2**			**1,485**		
2.0 HEALTH SERVICES						
Treatment Area / Rest Area / Waiting Room	1	1	475	475		
Cot Area		2	40	80		
Office / Storage Room		1	100	100		
Toilet Room		1	70	70		
Subtotal	**1**			**725**		
3.0 STUDENT SUPPORT SERVICES						
School Counselor's Office	1	1	150	150		
Subtotal	**1**			**150**		
4.0 PRIMARY CLASSROOMS						
Pre-Kindergarten Classrooms	2	2	1,000	2,000	2	40
Pre-Kindergarten Toilet Room		2	60	120		
Kindergarten Classroom	3	3	870	2,610	3	66
Kindergarten Toilet Room		3	60	180		
Grade 1 Classroom	3	3	825	2,475	3	69
Grade 1 Toilet Room		3	60	180		
Grade 2 Classroom	3	3	825	2,475	3	69
Grade 2 Toilet Room		3	60	180		
Primary Storage Room		1	200	200		
Primary Collaboration Rooms		3	200	600		
Subtotal	**11**			**11,020**	**11**	**244**
5.0 INTERMEDIATE CLASSROOMS						
Grade 3 Classroom	3	3	825	2,475	3	69
Grade 4 Classroom	3	3	825	2,475	3	69
Grade 5 Classroom	3	3	825	2,475	3	69
Intermediate Storage Room		1	100	100		
Intermediate Collaboration Rooms		3	200	600		
Subtotal	**9**			**8,125**	**9**	**207**

SPACE NEED SUMMARY

	Staff FTE	# Spaces	Sq. Ft.	Total Sq. Ft.	No. of Teach Sta.	SRC Students
6.0 SPECIALTY INSTRUCTIONAL AREAS						
SWD Classroom	2	2	850	1,700	2	20
SWD Toilet Room		2	85	170		
Small Itinerant Room	1	2	100	200		
Large Itinerant Room	1	1	500	500		
Teacher Workroom		1	150	150		
Storage		1	50	50		
Storage		1	75	75		
Subtotal	**4**			**2,845**	**2**	**20**
7.0 INSTRUCTIONAL RESOURCE CENTER						
Instructional Resource Center	1	1	2,000	2,000		
Office		1	80	80		
Learning Studio	1	1	950	950		
Learning Studio Storage / Production		1	100	100		
Subtotal	**2**			**3,130**		
8.0 PHYSICAL EDUCATION						
Gymnasium	1	1	2,925	2,925		
Gym Teacher Office		1	85	85		
Storage Room		1	300	300		
Subtotal	**1**			**3,310**		
9.0 VISUAL AND PERFORMING ARTS						
Art Classroom	1	1	950	950		
Art Storage		1	175	175		
Music Classroom	1	1	900	900		
Music Storage (shared with music on stage)		1	150	150		
Subtotal	**2**			**2,175**		
10.0 COMMUNITY USE AREA						
Before and After School Office / Storage		1	150	150		
After School Gym Program Office / Storage		1	200	200		
PTA Workroom / Storage		1	200	200		
Gymnasium Addition		1	2,450	2,450		
Subtotal				**3,000**		

SPACE NEED SUMMARY

	Staff FTE	# Spaces	Sq. Ft.	Total Sq. Ft.	No. of Teach Sta.	SRC Students
11.0 FOOD SERVICE AND ASSEMBLY AREA						
Student Dining Area / MP Room		1	2,500	2,500		
Chair & Table Storage		1	200	200		
Kitchen		1	1,700	1,700		
Stage / Music Room	.5	1	900	900		
Subtotal	**.5**			**5,300**		
12.0 BUILDING SERVICES						
Supply Storage / Receiving	4	1	350	350		
Toilet / Shower		1	85	85		
Custodial Engineer Office		1	150	150		
Subtotal	**4**			**585**		
GRAND TOTAL - NET PROGRAM SPACE	**37.5**			**41,850**	**22**	**471**
GROSS SQUARE FEET TOTAL (70% Efficiency Factor)				**59,786**		

INDIVIDUAL SPACE DESCRIPTIONS
1.0 - ADMINISTRATIVE SUITE

OBJECTIVE

The Administrative Suite is the "nerve center" for the entire school. This area serves to greet all persons entering the building and contains a conference room for meeting with parents and the public. The administrative staff is housed in this suite. This area will remain open and be in use at times when the rest of the school facility is closed or on vacation. The suite must be able to be reasonably secured from the rest of the facility, and have the ability to be air conditioned independently from the central system.

The Administrative Suite is the first line of defense for a school in emergency situations. It must be positioned on a prominent part of the site to be able to view all traffic and pedestrian patterns to keep the school safe and secure. It must be protected with a vestibule and a pass through window for parents who can complete tasks without entering the building. Furthermore, considerations shall be given to designating a room in the vicinity of the administration suite as a "Command Center" for use during emergency situations. This room should be securable, and have appropriate infrastructure that allows for quick set up of operations, and effectively accommodates communication (data, telephone, intercom, video, etc.) and command functions for the facility during an emergency situation.

SPACE REQUIREMENTS

SPACE	# Spaces	Sq. Ft.	Total Sq. Ft.
Reception Area / General Office	1	325	325
Principal's Office	1	175	175
Conference Room	1	200	200
Administrative Work Room	1	200	200
Records Storage Room	1	125	125
Administrative Storage	1	50	50
Toilet Room	1	60	60
Teacher Break Room	1	350	350
TOTAL			**1,485**

INDIVIDUAL SPACE DESCRIPTIONS
1.0 - ADMINISTRATIVE SUITE

RECEPTION AREA / GENERAL OFFICE

OBJECTIVE

To provide a reception area that is warm, inviting and projects a professional educational image. The reception area is to efficiently accommodate students, teachers, and visitors. This area will also have a direct relationship with all school programs, and assists in services provided to the public. Two doors open from this area, one from the entry vestibule and one from the lobby, to create a passive security layer to the facility. This arrangement will force visitors to pass through the office during the off-peak times when students are not arriving or leaving. The security vestibule shall include a pass through, bank teller type security window to limit the number of individuals that are granted access to the main office.

CAPACITY 6-7 persons (1 staff, 5-6 guests)

SPACE REQUIREMENTS 325 SF

PROGRAM RELATIONSHIP
- Adjacent to Entry Vestibule
- Adjacent to Record Storage and Administrative Workroom
- Adjacent to Conference Room
- Adjacent to Staff Toilets
- Adjacent to Health Suite

ACTIVITIES
- Control point of administrative suite
- Broadcast of announcements
- Monitoring of main entrance
- Greeting of visitors
- Entry point for faculty / administrators

SPECIAL REQUIREMENTS
- Lobby / waiting area with attractive and comfortable seating arrangement that lends itself to spatial recognition of waiting and office areas
- Electric and data outlets for multiple individuals
- VCT
- Tack board(s)
- Provide secondary entrance to school corridors
- Coat Wardrobe
- Security CCTV monitor mounted on vestibule wall
- Security system key pad
- Area for visitor recognition and badge creation
- Door Release Station (minimum of 1)
- Area for CLASS system monitor (touch screen monitor and scanner hung near power/ data within the vestibule)

FURNITURE & EQUIPMENT REQUIREMENTS
- Programmed clock
- 1" vertical blinds for exterior windows and interior vision panels
- One (1) secretary's desk and chairs
- Four (4) file cabinets (minimum)
- Seating for four (4) or more persons in reception area

INDIVIDUAL SPACE DESCRIPTIONS
1.0 - ADMINISTRATIVE SUITE

PRINCIPAL'S OFFICE

CAPACITY 5 persons (1 staff, 1-4 guests)

SPACE REQUIREMENTS 175 SF

PROGRAM RELATIONSHIP
- Located next to conference room with one door to internal corridor and a secondary door leading directly into the conference room
- On exterior wall with window to provide view of main entrance to the school
- Not directly visible to visitors in reception area

SPECIAL REQUIREMENTS
- Volume control for intercom speakers
- Electric and data outlets
- Carpet
- Magnetic Marker board
- Door Release Station

FURNITURE & EQUIPMENT REQUIREMENTS
- Executive desk with return or credenza
- Bookshelves
- Work table and chairs for four (4) people
- Two (2) 36" x 20" four (4) drawer letter file cabinets

CONFERENCE ROOM

CAPACITY 10 persons

SPACE REQUIREMENTS 200 SF

PROGRAM RELATIONSHIP
- Located directly next to the Principal's office, with one door leading to the administrative corridor, and one door leading directly to the Principal's office.
- Located so it can be shared conveniently by the administrative staff and the school support services staff, as well as school staff when needed.
- Consider locating this space adjacent to a corridor for easy access.

SPECIAL REQUIREMENTS
- Lighting to be controllable to permit a variety of light levels
- Electric and data outlets
- Carpet
- Magnetic Marker board
- Tack Board
- Volume control for intercom speakers
- Room to have ability to be monitored by CCTV cameras

FURNITURE & EQUIPMENT REQUIREMENTS
- Conference table and chairs
- Wall mounted technology display

INDIVIDUAL SPACE DESCRIPTIONS
1.0 - ADMINISTRATIVE SUITE

ADMINISTRATIVE WORKROOM

OBJECTIVE

To provide space for mail distribution and work areas for secretaries, staff, and Principal.

CAPACITY 2-4 persons

SPACE REQUIREMENTS 200 SF

PROGRAM RELATIONSHIP

- Locate in administrative suite directly adjacent to reception with access to major corridor if possible.

ACTIVITIES

- Storage (school supplies & system forms)
- Photo copying of materials
- General clerical tasks
- Mail distribution

SPECIAL REQUIREMENTS

- Base cabinets with counter top and sink with wall cabinets above
- All cabinets to be lockable
- Units to be a mix of closed and open shelves, and drawers
- VCT floor
- Electric and data outlets
- Electrical outlets above counter backsplash at three feet (3') on center
- Adequate space and ventilation for copying machine with collating attachment
- Circulation space for mail distribution and pick-up
- Mailbox casework to be sized to accommodate full size 3 ring binders in each slot
- Mailbox casework to include area for large packages beneath mail slots

FURNITURE & EQUIPMENT REQUIREMENTS

- Two (2) 36" x 20" four (4) drawer letter file cabinets
- Large photocopy machine with collating attachment
- Paper cutter
- Laminating Machine

INDIVIDUAL SPACE DESCRIPTIONS
1.0 - ADMINISTRATIVE SUITE

RECORDS STORAGE ROOM

OBJECTIVE

To provide space for storage of student and financial records.

CAPACITY 1 person

SPACE REQUIREMENTS 125 SF

PROGRAM RELATIONSHIP

- Located in the administrative suite

ACTIVITIES

- Storage of student and school financial records
- Key storage
- School safe
- Potential Command Center
  - Additional power / data / admin phone intercom / analog telephone (POTS)

SPECIAL REQUIREMENTS

- One-hour rated enclosure around storage room
- No vision panels
- Electric and data outlets
- VCT flooring
- Wall cabinets above file cabinets

FURNITURE & EQUIPMENT REQUIREMENTS

- Fourteen (14), 36” x 20” four (4) drawer letter file cabinets

ADMINISTRATIVE AND GENERAL STORAGE ROOM

OBJECTIVE

To provide space for storage of administrative items.

CAPACITY 1 person

SPACE REQUIREMENTS 50 SF

PROGRAM RELATIONSHIP

- Located in the administrative suite

ACTIVITIES

- Storage of administrative or staff items / equipment / textbooks / etc,

SPECIAL REQUIREMENTS

- Electric and data outlets
- VCT floor

FURNITURE & EQUIPMENT REQUIREMENTS

- Four (4), 36” x 20” four (4) drawer letter file cabinets
- Adjustable shelving

INDIVIDUAL SPACE DESCRIPTIONS
1.0 - ADMINISTRATIVE SUITE

TEACHER BREAK ROOM

OBJECTIVE

To provide a location for meetings, dining and informal interaction of the staff

CAPACITY 8-16 persons

SPACE REQUIREMENTS 350 SF

PROGRAM RELATIONSHIP

- Central location with easy access from classrooms
- Adjacent to staff toilet rooms
- Adjacency to administrative suite is not preferred

SPECIAL REQUIREMENTS

- Electric and data outlets
- VCT floor
- Vending area
- Base and wall cabinets with stainless steel sink
- Magnetic Marker board(s)
- Tack board(s)

FURNITURE & EQUIPMENT REQUIREMENTS

- Tables and chairs
- Refrigerator / freezer (with provisions for ice machine)
- Microwave / conventional oven(s)
- No range/cooktop is permitted
- Upholstered chair(s)

INDIVIDUAL SPACE DESCRIPTIONS
2.0 - HEALTH SERVICES

OBJECTIVE

To provide health services to the student population per MSDE's "School Health Services Facilities Planning and Design Guide – 2002," and "Maryland School Based Health Center (SBHC) Standards," published April 2006 by the Maryland SBHC Policy Advisory Council, and COMAR (13A.05.05.05 through 13A.05.05.15).

CAPACITY

Health staff personnel (1 full time)

SPACE REQUIREMENTS

SPACE	# Spaces	Sq. Ft.	Total Sq. Ft.
Treatment / Rest / Waiting Area	1	475	475
Cot Area	2	40	80
Office / Storage Room	1	100	100
Toilet Room	1	70	70
TOTAL			**725**

PROGRAM RELATIONSHIP

- Located adjacent to the administrative area but no direct supervision
- Located for convenient access to parent / guardian pick-up of students and emergency medical vehicles
- The entire health suite must be accessible to persons with disabilities
- Direct access to a main corridor is needed as well as access to the administrative suite
- A portion of the Health Suite Treatment Area / Rest Area / Waiting Room should be designated or identified for the health services reception use, or the active nurse's work station

ACTIVITIES

- Provides limited health services to students (approximately 30 to 50 students per day for medication, first aid, or illness appraisal)
- Completes hearing and vision screening
- Assists in ordering and stocking of medical supplies

SPECIAL REQUIREMENTS

TREATMENT AREA / REST AREA / WAITING ROOM

- Placement in relationship to the cot area and to the nurse's office should facilitate first aid, enable its supervision, and promote confidentiality in the treatment area
- Chairs for students awaiting consultation
- Walls to be of easily cleanable material
- VCT floor
- Electrical and data outlets
- Secure locations must be provided for health records, medications, and medical supplies and equipment
- Lockable base and wall cabinets with stainless steel sink and integral eye wash station
- Tack board (s)

INDIVIDUAL SPACE DESCRIPTIONS
2.0 - HEALTH SERVICES

- Ensure clearances for gurneys and emergency medical technician activities
- Desk, chair, phone, computer, printer/scanner, intercom phone

COT AREA
- Placement in relationship to the treatment area should enable a quiet corner
- Cots should be placed to SBHC Standards
- Area is to have privacy curtains on ceiling tracks
- Each cot is to have separate lighting control
- Area is to be located in such a way that it can be monitored by staff throughout the suite
- VCT floor
- Electrical and data outlets

OFFICE / STORAGE AREA
- The desk, chair, phone, and file cabinets should be placed to enable supervision of both a waiting area and cot area
- Any medications that cannot be immediately available to anyone other than the nurse will be kept in a locked cabinet
- VCT floor
- Secure locations must be provided in the health suite for health records, medications, and medical supplies and equipment
- Consideration of space for a cot and sink if space is available

TOILET ROOM
- Toilet and Shower
- Mirrors should be located above sinks
- Emergency light is to be provided over each bathroom door
- Space for changing table if possible or placed in treatment area
- Ceramic tile with sealed grout

FURNITURE & EQUIPMENT REQUIREMENTS
- Desk and chair
- Two (2) 36” x 20” four (4) drawer letter file cabinets
- Mini refrigerator (under counter)
- Ice machine (under counter with floor sink / drain)
- 1” vertical binds for exterior windows and interior vision panels
- Changing table if necessary
- Waiting chairs

INDIVIDUAL SPACE DESCRIPTIONS
3.0 - STUDENT SUPPORT SERVICES

OBJECTIVE

The student support services program assists the students, faculty and parents who may be seeking a variety of student services provided by a full-time school counselor. These services may include individual and group counseling services to students who may need emotional support or guidance in developing interpersonal skills, positive self-image, and confidence in order to achieve academically. The staff may also provide consultation and assistance to the school staff regarding student behavior problems, career awareness, crisis management, group guidance, preventative mental health, etc. A counselor could also facilitate the identification, screening, and placement of students with unique abilities, disabilities, and needs. Conferences may be held with parents regarding the needs and development of individual students. Finally, the counseling staff will also serve as a liaison between the school and community, health agencies, and social service agencies. Professional school counselors and their guests, assistants, and specialists provide classroom instruction to all students. Large group meetings would be held in a classroom, conference room, or in one of the itinerant rooms specified in the specialty instructional areas.

SPACE REQUIREMENTS

SPACE	# Spaces	Sq. Ft.	Total Sq. Ft.
School Counselor's Office	1	150	150
TOTAL			**150**

INDIVIDUAL SPACE DESCRIPTIONS
3.0 - STUDENT SUPPORT SERVICES

SCHOOL COUNSELOR'S OFFICE

CAPACITY 5 persons (1 staff, 1-4 guests)

SPACE REQUIREMENTS 150 SF

PROGRAM RELATIONSHIP

- Proximity to classrooms and cafeteria for easy access by all students
- Students in grades 3-5 who seek out the Counselor the most should have close proximity to the School Counselor's Office or a flexible itinerant room which can be used by the Counselor
- Care should be given to adjacent rooms for privacy

ACTIVITIES

- Crisis counseling for individuals
- Personal and academic counseling
- Small group counseling
- Testing academic, psychological, emotional, and intelligence
- Family conferences
- Referral to community resources
- Career exploration activities
- Student Support Team (SST) Meetings
- 504 Meetings
- Common core + American School Counselors Association (ASCA) classroom lectures

SPECIAL REQUIREMENTS

- VCT floor
- Volume control for intercom speakers
- Electric and Data outlets
- Magnetic marker board
- Tack board
- Office must have a window (or window in door) so counselors can close the door with students and ensure confidentiality and their protection from abuse claims
- Walls and openings must be designed to provide an acoustical barrier to adjacent spaces to ensure privacy and confidentiality
- IEP meetings are intended to take place in the administrative conference room

FURNITURE & EQUIPMENT REQUIREMENTS

- Executive desk with return or credenza
- Wall mounted technology display
- Bookshelves
- Work table and chairs for four (4) people
- Two (2) 36" x 20" four (4) drawer letter file cabinets

INDIVIDUAL SPACE DESCRIPTIONS
4.0 - PRIMARY CLASSROOMS

OBJECTIVE

To provide general academic classrooms that allow instruction that is aligned with Maryland's State Curriculum. The instructional program will offer opportunities for the development of grade-level knowledge and skills and application of this learning. Students will be engaged in rigorous, developmentally appropriate studies of instruction. The classroom teacher is responsible for the instructional content with support from other professionals, specialists, and assistants. In an effort to meet the varying needs of students, and curriculum and delivery strategies that will change many times during the life of the school, flexibility of the room is to be considered during design. Classrooms will be designed to make effective use of the most current technological tools available to teachers and students.

SPACE REQUIREMENTS

SPACE	# Spaces	Sq. Ft.	Total Sq. Ft.
Pre-Kindergarten Classroom	2	1,000	2,000
Pre-Kindergarten Toilet Room	2	60	120
Kindergarten Classroom	3	870	2,610
Kindergarten Toilet Room	3	60	180
Grade 1 Classroom	3	825	2,475
Grade 1 Toilet Room	3	60	180
Grade 2 Classroom	3	825	2,475
Grade 2 Toilet Room	3	60	180
Primary Storage Room	1	200	200
Primary Collaboration Rooms	3	200	600
TOTAL			**11,020**

GENERAL CONDITIONS

Design shall generally adhere to the WCPS Standards for the Design and Construction of New Educational Facilities. The following general conditions are to be considered and utilized, unless otherwise specified.

PROGRAM RELATIONSHIP

- The basic organizational configuration for elementary schools should consist of clusters of grade level classrooms while permitting flexibility of class sizes between grade level clusters
- Workroom and storage rooms are to be located nearby for each cluster
- Individual student restrooms are to be located in all primary classroom clusters. If the specific design of the classroom clusters allows two (2) toilets per grade cluster, individual toilets may be added to upper grade levels.
- Staff / adult bathrooms are to be distributed throughout the school as necessary

CLASSROOM DESIGN

- Classrooms will be designed for large and small group activities with a high degree of flexibility
- All areas of the classroom and adjacent collaboration areas should be easily supervised
- Wall cabinets are to extend to ceiling or be designed to avoid storage above
- Layout to establish designated areas, limit path obstructions, and consider efficiency in daily cleaning or maintenance operations
- Shelving for classroom libraries is to be included

INDIVIDUAL SPACE DESCRIPTIONS
4.0 - PRIMARY CLASSROOMS

CLASSROOM FINISHES
- Floor: VCT
- Walls: Paint
- Ceiling: Lay-in-acoustical tile
- Manufactured casework: Plastic Laminate

DOORS & WINDOWS
- Door: 1/2 glass with integral blinds with optional overhead transom
- Windows: Operable with 1" vertical blinds for exterior windows and interior vision panels

PLUMBING
- ADA accessible sink with built-in countertop; an accessible panel should be under the sink to conceal piping and allow access
- Integral drinking faucet at classroom sink
- Sink area should have areas designated for paper towels and soap dispensers that are easily accessible by students / staff / and custodial personnel
- Classroom Wet Area will include activities for art (painting, working with clay, paper mache) and science projects and experiments

ELECTRICAL & LIGHTING
- Minimum three duplex electrical outlets on primary teaching wall and two duplex outlets on other walls
- Placement of outlets for future flexibility of educational delivery
- Glare-free soft lighting with multiple switching to allow variable light levels and reduce energy consumption. Use of natural lighting shall be maximized.
- Ability to shut light off above wall mounted technology display
- Cluster of electrical receptacles for charging of tablets and other electrical learning devices

ACOUSTICS
- Quiet mechanical equipment
- Sound attenuation between the classrooms and adjacent spaces
- Classrooms should comply with ANSI Standard S12.60-2010, Part 1, Acoustical Performance Criteria Design Requirements and Guidelines for Schools
- Acoustical treatments for different learning environments which can help define spaces

DISPLAY
- Stationary magnetic marker boards - 24ft. of board (including 8ft. adjacent to the guided learning area of room) includes tack strip, tray, two flag holders and map hangers. Height to be coordinated with WCPS
- To accommodate flexibility, classrooms should utilize magnetic marker board and tack board displays on two different walls. This will give teachers the opportunity to change and shift the teaching environment to accommodate all learning needs.
- One display wall should be designated as the main teaching wall with a wall mounted technology display (appropriate hook-ups to teacher multi-media station) or other appropriate technology
- Tack rail or tack boards should be extended around as many walls as space is available (within Code requirements)
- Tack boards - 16ft of tack board with track strips on entire perimeter

INDIVIDUAL SPACE DESCRIPTIONS
4.0 - PRIMARY CLASSROOMS

GENERAL TECHNOLOGY* (ALL TEACHING SPACES)

- Data Ports
  - Teacher Station (1)
  - Display / Projector (1)
  - Above Ceiling (1)
  - General Use (2)
- Technology design should accommodate 1:1 devices including above ceiling data port for ceiling mounted wireless router in each classroom
- Applicable areas should have variable lighting levels
- Area for charging of tablet(s) and other electronic learning devices with access to adequate quad power outlets and data ports
- Locations of all data / electrical outlets to be coordinated through WCPS
- Investigate use of sound enhancement system
- One data port located at teacher station
- Quad outlet adjacent to each data port
- One high/low outlet centered on main teaching wall for projector or touch screen
- Intercom including wall mounted handset and ceiling mounted 2-way speakers
- Empty future spare conduit to above ceiling location
- Provide maximum flexibility and electrical / IT in classroom design to permit for ease of reconfiguration of the instructional space, teaching techniques including furnishings, equipment, technology and room orientation

**Technology specification subject to change and is listed as informational*

FURNITURE & EQUIPMENT

- 36” x 20” four (4) draw letter file cabinet
- Portable, two sided marker board (one side magnetic)
- Teacher desk with chair
- Document camera
- 1” vertical blinds for exterior windows and interior vision panels

INDIVIDUAL SPACE DESCRIPTIONS
4.0 - PRIMARY CLASSROOMS

PRE-KINDERGARTEN CLASSROOMS

OBJECTIVE

To provide general academic classrooms to allow instruction aligned with Maryland's State Curriculum. The goal of pre-kindergarten educational programs is to provide rigorous, developmentally appropriate literacy and numeracy instruction as a solid foundation for academic achievement. Pre-kindergarten classrooms are literacy-rich environments designed to immerse young learners in concepts of print (such as punctuation and the way words are read) while providing them with a context for new vocabulary and letters. Classrooms include numerous interactive instructional materials as well as a library of quality books. Displays of children's writing, labeling, signs, and books in all areas of the classroom help immerse students in print. Instructional centers are created as designated areas for learning and practice with specific instructional goals. Instructional centers are challenging and purposeful and the objective of each center activity should be targeted towards reaching classroom literacy and numeracy goals. Instruction may be whole group, small group or individualized.

CAPACITY 20 students, 1 teacher, 1 instructional assistant (IA)

SPACE REQUIREMENTS Classrooms - 2 at 1,000 SF; Toilets - 2 at 60 SF

PROGRAM RELATIONSHIP

- Adjacent to kindergarten classrooms
- Direct access to toilet rooms from within the classroom
- Egress on grade with close proximity to age appropriate play areas
- Preferred same level access to all specialized programs

ACTIVITIES

- Guided teaching is the heart of the curriculum and focuses on the primary learning objectives

SPECIAL REQUIREMENTS

- Wet Area
  - Use of water is important to the early childhood program
- Student Centers
  - These areas are used by individual students or small groups of students working instructional kits, puzzles and/or games
- Quiet Reading
  - For use by the teacher when reading to a small group of children
  - It may also be an area where students may engage in individualized reading while other students may be conducting small group activities elsewhere
  - Students often sit on the floor or carpet / rug

FURNITURE & EQUIPMENT REQUIREMENTS

- Tables and chairs that can be arranged flexibly to accommodate different activities with some adjustability for student size
- Moveable storage and carpet / rug can define "areas" and establish circulation patterns
- Space efficient cubicle storage units (cubbies) are used for storing coats, shoes, books, and personal possessions
- Cubbies made of solid wood, 25 storage units, 35 coat hooks
- Consideration is to be given to the height and layout of the cubbies in order to meet State regulations, efficiently utilize space, allow for ease of access, and minimize "hidden spots" from the instructor's line of sight
- Additional cabinets / storage above cubbies may be included as an add alternate

INDIVIDUAL SPACE DESCRIPTIONS
4.0 - PRIMARY CLASSROOMS

KINDERGARTEN CLASSROOMS

OBJECTIVE

The goal of the kindergarten educational programs is to provide rigorous, developmentally appropriate literacy and numeracy instruction as a solid foundation for academic achievement. Kindergarten classrooms are literacy-rich environments designed to immerse young learners in concepts of print (such as punctuation and the way words are read) while providing them with a context for new vocabulary and letters. Classrooms include numerous interactive instructional materials as well as a library of quality books. Displays of children's writing, labeling, signs, and books in all areas of the classroom help immerse students in print. Instructional centers are created as designated areas for learning and practice with specific instructional goals. These areas may include reading centers, writing centers, discovery centers, and math centers. Instructional centers are challenging, purposeful, and the objective of each activity should be targeted towards reaching classroom literacy and numeracy goals. Instruction may be whole group, small group, or individualized.

CAPACITY 22 students, 1 teacher, 1 instructional assistant (floating)

SPACE REQUIREMENTS Classrooms - 3 at 870 SF; Toilets - 3 at 60 SF

PROGRAM RELATIONSHIP

- Adjacent to pre-kindergarten classrooms
- Direct access to collaboration rooms and toilet rooms from within the classroom
- Egress on grade with close proximity to age appropriate play areas
- Same level access to all specialized programs

ACTIVITIES

- Guided teaching areas focus on the primary learning objectives and are where concepts are reinforced that have been emphasized in the large group instruction
- Students may work independently, in small groups and with an instructional assistant
- Classroom arrangements can be a mix of desks and tables with flexible seating

SPECIAL REQUIREMENTS

- Student Centers
  - These areas are used by individual students or small groups of students working on instructional language arts activities and/or math activities and games
- Classroom Reading Areas
  - Reading areas are a focal point in classrooms as students are encouraged to read everyday for information and enjoyment
  - This is an area where students will engage in individualized reading while other students may be working in small group activities elsewhere
  - Students often sit on the floor or carpet / rug
  - Should include low open shelving where reading materials can be displayed and directly accessed by students
- Centers
  - Print-rich and include centers that are aligned with instructional objectives
  - Created as designated areas for learning and practice with specific instructional goals

INDIVIDUAL SPACE DESCRIPTIONS
4.0 - PRIMARY CLASSROOMS

FURNITURE & EQUIPMENT REQUIREMENTS

- Combination of individual desks and chairs as well as activity tables that can be arranged flexibly to accommodate different activities
- Variety of seating types should be provided to accommodate motion and comfort
- Furniture should provide adjustability for student size
- Moveable storage and carpet / rug can define "areas" and establish circulation patterns
- Cubbies or Lockers could be used based on design

GRADES 1 & 2 CLASSROOMS

OBJECTIVE

To provide primary classrooms that allow instruction of Maryland's State Curriculum. Students are engaged in rigorous, developmentally appropriate language arts, mathematics, social studies, and science instruction. Programs offer opportunities for the development of grade-level knowledge and skills, and application of this learning. Instructional strategies include hands-on learning activities and opportunities for students to learn to think independently, creatively, and critically. The classroom teacher is responsible for the instructional content with support from other professionals such as teachers of students with disabilities (SWD), intervention teachers, lead teachers, and paraprofessionals. In an effort to meet the varying needs of students, instruction will be differentiated and, therefore, the classroom space may be used for whole-group instruction, small-group instruction, or individualized instruction.

CAPACITY	23 students, 1 teacher Assistant, Lead Teacher, Parent Volunteer as needed
SPACE REQUIREMENTS	1st Grade Classrooms - 3 at 825 SF; Toilets - 3 at 60 SF 2nd Grade Classrooms - 3 at 825 SF; Toilets - 3 at 60 SF

PROGRAM RELATIONSHIP

- Classrooms to be located in a clustered arrangement
- Direct access to collaboration rooms from the classroom for supervision
- Direct access to individual toilet rooms within the cluster or classrooms

ACTIVITIES

- Guided teaching areas focus on the primary learning objectives and are where concepts are reinforced that have been emphasized in the large group instruction
- Core curriculum areas such as math, reading, and science may be emphasized
- Students may work independently or with an instructional assistant
- Most classroom assignments are completed at individual desks(or in small group setting)
- Use of the other learning centers is undertaken when a student's seatwork assignment is complete or as scheduled by the teacher

SPECIAL REQUIREMENTS

- Primary Teaching Wall
  - Designed to address full classroom with flexibility for smaller group instruction
  - Should include the wall mounted technology display

INDIVIDUAL SPACE DESCRIPTIONS
4.0 - PRIMARY CLASSROOMS

- Student Centers
  - These areas are to be used by individual students or small groups working on instructional language arts activities and/or math activities and games
  - A guided learning area will be defined by a smaller secondary teaching wall with adjacent storage for materials
  - Flexibility for individual or group reading activities will be established by rugs and open shelving for reading materials that can be directly accessed by students
  - Access to sink, counter, and material storage can define a project based learning center

FURNITURE & EQUIPMENT REQUIREMENTS

- Combination of individual desks and chairs as well as activity tables that can be arranged flexibly to accommodate different activities
- Variety of seating types should be provided to accommodate motion and comfort
- Furniture should provide adjustability for student size
- Moveable storage and carpet / rug can define “areas” and establish circulation patterns
- Cubbies or Lockers could be used based on design

PRIMARY STORAGE

OBJECTIVE

To provide material storage for classroom manipulatives and equipment.

CAPACITY 1 person

SPACE REQUIREMENTS 200 SF

PROGRAM RELATIONSHIP

- Located adjacent to primary classroom cluster

ACTIVITIES

- Storage of materials and manipulatives for learning

SPECIAL REQUIREMENTS

- Electric and data outlets
- VCT floor

FURNITURE & EQUIPMENT REQUIREMENTS

- Shelving, 12”, 18”, 24” deep, heavy duty, metal

INDIVIDUAL SPACE DESCRIPTIONS
4.0 - PRIMARY CLASSROOMS

PRIMARY COLLABORATION ROOMS

OBJECTIVE

To provide collaborative space outside the traditional classroom environment for enriched learning for small groups, individual learning, collaboration between classes, and working with instructional aides.

CAPACITY 6-10 persons

SPACE REQUIREMENTS 3 at 200 SF (Kindergarten, 1st and 2nd Grades)

PROGRAM RELATIONSHIP

- Located with direct adjacency to classrooms for supervision

ACTIVITIES

- Small group pull out
- Reading activities
- Collaboration with other classes
- Itinerant pull-out areas

SPECIAL REQUIREMENTS

- Electric and data outlets
- VCT floor
- Magnetic marker board wall and/or marker board painted wall
- Appropriate amount of glazing to allow for visual connection to the collaboration rooms to create a sense of openness between classrooms. Students should be able to work within the collaboration space and be seen by adults from the classrooms.
- The collaboration rooms should be designed to have an open connection to the classrooms. These openings can be made by sliding doors, overhead doors, or fully glazed doors depending on the design. Acoustical separation should be considered.
- Accommodation for ceiling mounted wireless router

FURNITURE & EQUIPMENT REQUIREMENTS

- Consider distance learning tables
- Variety of seating types including spaces for comfortable quiet time
- Consider dimmable or variable amounts and types of lighting to facilitate different modes of learning

INDIVIDUAL SPACE DESCRIPTIONS
5.0 - INTERMEDIATE CLASSROOMS

OBJECTIVE

To provide general academic classrooms that allow instruction that is aligned with Maryland's State Curriculum. The instructional program will offer opportunities for the development of grade-level knowledge, skills, and application of this learning. Students will be engaged in rigorous, developmentally appropriate studies of instruction. The classroom teacher is responsible for the instructional content with support from other professionals, specialists, and assistants. In an effort to meet the varying needs of students, and curriculum and delivery strategies that will change many times during the life of the school, flexibility of the room is to be considered during design. Classrooms will be designed to make effective use of the most current technological tools available to teachers and students.

SPACE REQUIREMENTS

SPACE	# Spaces	Sq. Ft.	Total Sq. Ft.
Grade 3 Classroom	3	825	2,475
Grade 4 Classroom	3	825	2,475
Grade 5 Classroom	3	825	2,475
Intermediate Storage Room	1	100	100
Intermediate Collaboration Rooms	3	200	600
TOTAL			**8,125**

GENERAL CONDITIONS

Refer to general conditions in the Project Summary & Background section 4.0 - Primary Classrooms on page 34.

INDIVIDUAL SPACE DESCRIPTIONS
5.0 - INTERMEDIATE CLASSROOMS

GRADES 3, 4 & 5 CLASSROOMS

OBJECTIVE

To provide intermediate classrooms that allow instruction of Maryland's State Curriculum. Students are engaged in rigorous, developmentally appropriate language arts, mathematics, social studies, and science instruction. Programs offer opportunities for the development of grade-level knowledge and skills, and application of this learning. Instructional strategies include hands-on learning activities and opportunities for students to learn to think independently, creatively, and critically. Students at the intermediate level have many opportunities to complete research and independent/group projects. The classroom teacher is responsible for the instructional content with support from other professionals such as teachers of students with disabilities (SWD), intervention teachers, lead teachers, and paraprofessionals. In an effort to meet the varying needs of students, instruction will be differentiated and, therefore, the classroom space may be used for whole-group instruction, small-group instruction, or individualized instruction.

CAPACITY

23 students, 1 teacher,
Assistant, Lead Teacher, Parent Volunteer as needed

SPACE REQUIREMENTS

3rd Grade Classrooms - 3 at 825 SF
4th Grade Classrooms - 3 at 825 SF
5th Grade Classrooms - 3 at 825 SF

PROGRAM RELATIONSHIP

- Classrooms to be located in a clustered arrangement
- Direct adjacency to collaboration rooms for supervision
- Adjacent to nearby group toilets or individual toilets within the cluster or classrooms if space if available

ACTIVITIES

- Guided teaching areas focus on the intermediate learning objectives and where concepts are reinforced that have been emphasized in the large group instruction
- Core curriculum areas such as math, reading, and science may be emphasized
- Students may work independently or with an instructional assistant
- Most classroom assignments are completed at individual desks (or in small group setting)
- Use of the other learning centers is undertaken when a student's seatwork assignment is complete or as scheduled by the teacher

SPECIAL REQUIREMENTS

- Primary Teaching Wall
  - Designed to address full classroom with flexibility for smaller group instruction
  - Should include the wall mounted technology display
- Student Centers
  - These areas are to be used by individual students or small groups working on instructional language arts activities and/or math activities and games
  - A guided learning area will be defined by a smaller secondary teaching wall with adjacent storage for materials
  - Flexibility for individual or group reading activities will be established by rugs and open shelving for reading materials that can be directly accessed by students
  - Access to sink, counter, and material storage can define a project based learning center

INDIVIDUAL SPACE DESCRIPTIONS
5.0 - INTERMEDIATE CLASSROOMS

FURNITURE & EQUIPMENT REQUIREMENTS

- Combination of individual desks and chairs as well as activity tables that can be arranged flexibly to accommodate different activities
- Variety of seating types should be provided to accommodate motion and comfort
- Furniture should provide adjustability for student size
- Moveable storage and carpet / rug can define “areas” and establish circulation patterns
- Cubbies or Lockers could be used based on design

INTERMEDIATE STORAGE

OBJECTIVE

To provide material storage for classroom manipulatives and equipment.

CAPACITY 1 person

SPACE REQUIREMENTS 100 SF

PROGRAM RELATIONSHIP

- Located adjacent to intermediate classroom clusters

ACTIVITIES

- Storage of materials and manipulatives for learning

SPECIAL REQUIREMENTS

- Electric and data outlets
- VCT floor

FURNITURE & EQUIPMENT REQUIREMENTS

- Shelving, 12”, 18”, 24” deep, heavy duty, metal

INDIVIDUAL SPACE DESCRIPTIONS
5.0 - INTERMEDIATE CLASSROOMS

INTERMEDIATE COLLABORATION ROOMS

OBJECTIVE

To provide collaborative space outside the traditional classroom environment for enriched learning for small groups, individual learning, collaboration between classes, and working with instructional aides.

CAPACITY 6-10 persons

SPACE REQUIREMENTS 3 at 200 SF (for each grade - 3rd, 4th, 5th)

PROGRAM RELATIONSHIP

- Located with direct adjacency to classrooms for supervision

ACTIVITIES

- Small group pull out
- Reading activities
- Collaboration with other classes
- Itinerant pull-out areas

SPECIAL REQUIREMENTS

- Electric and data outlets
- VCT floor
- Magnetic marker board wall or marker board painted wall
- Appropriate amount of glazing to allow for visual connection to the collaboration rooms to create a sense of openness between classrooms. Students should be able to work within the collaboration space and be seen by adults from the classrooms.
- The collaboration rooms should be designed to have an open connection to the classrooms. These openings can be made by sliding doors, overhead doors, or fully glazed doors depending on the design. Acoustical separation should be considered.
- Accommodation for ceiling mounted wireless router

FURNITURE & EQUIPMENT REQUIREMENTS

- Consider distance learning tables
- Variety of seating types
- Consider dimmable or variable amounts and types of lighting to facilitate different modes of learning

INDIVIDUAL SPACE DESCRIPTIONS
6.0 - SPECIALTY INSTRUCTIONAL AREAS

OBJECTIVE

All spaces within the speciality instructional areas section enhance the traditional educational environment through students with disabilities classrooms, itinerant rooms, workrooms, and storage.

SPACE REQUIREMENTS

SPACE	# Spaces	Sq. Ft.	Total Sq. Ft.
SWD Classroom	2	850	1,700
SWD Toilets	2	85	170
Small Itinerant Room	2	100	200
Large Itinerant Room	1	500	500
Teacher Workroom	1	150	150
Storage	1	50	50
Storage	1	75	75
TOTAL			**2,845**

INDIVIDUAL SPACE DESCRIPTIONS
6.0 - SPECIALTY INSTRUCTIONAL AREAS

SWD CLASSROOM

OBJECTIVE

To accommodate the needs of students with disabilities (SWD) in compliance with the Individuals with Disabilities Education Act (IDEA) and Maryland State Department of Education COMAR 13A.05.01, as well as other sections of COMAR related to special education. These services would include specialized instruction and various related services such as speech/language, physical therapy and/or occupational therapy. Individualized Educational Programs (IEP) are designed by IEP teams and are based upon assessment data or other documentation that supports these students receiving these services in order to access the same curriculum as their non-disabled peers. Services can be provided individually or in small groups within the regular classroom, or as a pullout to support classroom instruction in the form of pre-teaching or other forms of intervention. Students are engaged in rigorous, developmentally appropriate language arts, mathematics, social studies, and science instruction. Programs offer opportunities for the development of grade-level knowledge and skills, and application of this learning. Instructional strategies include hands-on learning activities and opportunities for students to learn to think independently, creatively, and critically. Students at the intermediate level have many opportunities to complete research and independent/group projects. The special education teacher may be responsible for the instructional content in the event that the student is unable to be included in the general education class. In an effort to meet the varying needs of students, instruction will be differentiated and, therefore, the classroom space may be used for whole group instruction, small group instruction, or individualized instruction. The capacity of these rooms is approximately 10 students or what is deemed to be the need within a self-contained setting at any one time.

CAPACITY 10 students, 1 teacher, 2 instructional assistants

SPACE REQUIREMENTS Classrooms - 2 at 850 SF; Toilets - 2 at 85 SF

PROGRAM RELATIONSHIP

- One (1) SWD classroom should be located in the primary classroom cluster and one (1) in the intermediate classroom cluster to maximize inclusionary opportunities
- Direct adjacency to individual toilet
- Placement should be directly adjacent to general classrooms in order to provide efficient use of the instructor's time to access the student from the classroom area and escort them to the special instruction area

ACTIVITIES

- Classrooms will be designed for large and small group activities with a high degree of flexibility
- Guided teaching areas are areas where concepts are reinforced that have been emphasized in the large group instruction
- There will be two classrooms for students with disabilities to meet the varying needs of this population
- Students will receive instruction in the general education classroom as much as possible
- Will be used to provide services for students who need support to access the general education curriculum as determined by their IEP

INDIVIDUAL SPACE DESCRIPTIONS
6.0 - SPECIALTY INSTRUCTIONAL AREAS

SPECIAL REQUIREMENTS

- The special education rooms are to be designed and equipped similar to the General Conditions listed in the 4.0 Primary Classroom Section
- These spaces should look and feel the same as general learning spaces
- Signage must be inclusive and not stipulate a distinction between general education and special education instruction
- A changing station is to be included in the toilet room
- Design/engineering consideration is to be given and incorporated into these rooms that would allow WCPS staff to section off various corners of the room into specified future needs (i.e., transition seclusion room, sensory integration, etc.)
- Accommodation ceiling mounted for wireless router

FURNITURE & EQUIPMENT REQUIREMENTS

- The special education rooms are to be designed and equipped similar to the General Conditions listed in the 4.0 Primary Classroom Section
- Generally furniture for this age group is a combination of individual desks and chairs as well as activity tables that can be arranged flexibly to accommodate different activities
- Variety of seating types should be provided to accommodate motion and comfort
- Furniture is to provide adjustability for student size as well as special SWD equipment
- Movable storage can define ‘areas’ and establish circulation patterns

INDIVIDUAL SPACE DESCRIPTIONS
6.0 - SPECIALTY INSTRUCTIONAL AREAS

SMALL ITINERANT ROOM

OBJECTIVE

These flexible spaces are to allow for various interactions between teachers and up to 5-6 students at a time (SWD, School Counselor, Speech, English, etc.).

CAPACITY 5-6 persons

SPACE REQUIREMENTS 2 at 100 SF each

PROGRAM RELATIONSHIP

- Itinerant rooms should be located near the classrooms, and administrative areas to promote multiple uses
- If the building is two story, at least one itinerant room should be placed on the opposite floor of the School Counselor's office

ACTIVITIES

- Room will be designated for small group interaction with a high degree of flexibility and future use

SPECIAL REQUIREMENTS

- A minimum of one 4' magnetic marker board
- At least 4' of tack board
- Flexible map hooks, map rails, tack rails, and two flag holders above all marker boards
- Tack rail or tack boards should be extended around as many walls as space is available (within Code requirements)
- 1" vertical blinds for exterior windows and interior vision panels
- Electric and data outlets
- VCT Floor
- Lighting controls to allow varying levels of illumination
- Wall mounted technology display
- Walls and openings must be designed to provide an acoustical barrier to adjacent spaces to ensure privacy and confidentiality

FURNITURE & EQUIPMENT REQUIREMENTS

- Three (3) 30" x 60" flexible rolling tables which can be arranged for conference or individual use
- 6 chairs
- Document camera

INDIVIDUAL SPACE DESCRIPTIONS
6.0 - SPECIALTY INSTRUCTIONAL AREAS

LARGE ITINERANT ROOM

OBJECTIVE

The large itinerant space will accommodate multiple uses such as flexible office space for 3-4 people and an 8-10 person conference table to be used as a meeting room for various staff. The large itinerant rooms will be designed to make effective use of the most current technological tools available to teachers and students.

CAPACITY 3-4 work stations; 8-10 person conference table

SPACE REQUIREMENTS 500 SF

PROGRAM RELATIONSHIP

- Located in a centralized location

ACTIVITIES

- Room will be designated as office space and larger group collaboration between teachers and staff

SPECIAL REQUIREMENTS

- A minimum of 8' magnetic marker board
- Wall mounted technology display
- At least 4' of tack board
- Flexible map hooks, map rails, tack rails, and two flag holders above all marker boards
- Tack rail or tack boards should be extended around as many walls as space is available (within Code requirements)
- 1" vertical blinds for exterior windows and interior vision panels
- Electric and data outlets
- VCT Floor
- Lighting controls to allow varying levels of illumination
- Task lighting over desks
- Three (3) teacher wardrobes
- Cabinet countertop with sink and open shelving above
- Accommodation ceiling mounted for wireless router

FURNITURE & EQUIPMENT REQUIREMENTS

- Three desks with chairs or system furniture and partitions
- Four (4) 30" x 60" flexible rolling tables which can be arranged for conference or individual use
- 10 chairs
- Three (3) 36" x 20" four (4) drawer letter file cabinets
- Possible small copy machine

INDIVIDUAL SPACE DESCRIPTIONS
6.0 - SPECIALTY INSTRUCTIONAL AREAS

TEACHER WORKROOM

OBJECTIVE

This room will provide a flexible workroom space for teacher staff.

CAPACITY 2-4 persons

SPACE REQUIREMENTS 150 SF

PROGRAM RELATIONSHIP

- Located adjacent to classroom cluster
- If two story building, located on opposite floor of administrative work room

ACTIVITIES

- Storage (teaching supplies)
- Photo copying of materials
- General clerical tasks

SPECIAL REQUIREMENTS

- Base cabinets with counter top and wall cabinets above
- All cabinets to be lockable
- Units to be a mix of closed, open shelves, and drawers
- VCT floor
- Electric and data outlets
- Electrical outlets above counter backsplash at three feet (3') on center
- Adequate space and ventilation for copying machine with collating attachment
- Magnetic marker board
- Tack board
- Room design shall be flexible to allow space to serve as itinerant room if needed
- Accommodation ceiling mounted for wireless router

FURNITURE & EQUIPMENT REQUIREMENTS

- Small photocopy machine with collating attachment
- Work table and chairs for four (4) people
- Refrigerator
- Microwave

INDIVIDUAL SPACE DESCRIPTIONS
6.0 - SPECIALTY INSTRUCTIONAL AREAS

STORAGE

OBJECTIVE

To provide space for storage of classroom related items

CAPACITY 1 person per room

SPACE REQUIREMENTS 1 at 50 SF; 1 at 75 SF

PROGRAM RELATIONSHIP

- Locate near classrooms

ACTIVITIES

- Storage of administrative or staff items/equipment/textbooks/etc.

SPECIAL REQUIREMENTS

- Electric and data outlets
- VCT floor

FURNITURE & EQUIPMENT REQUIREMENTS

- Four (4) 36” x 20” four (4) drawer letter file cabinets
- Adjustable shelving

INDIVIDUAL SPACE DESCRIPTIONS
7.0 - INSTRUCTIONAL RESOURCE CENTER

OBJECTIVE

The Instructional Resource Center (IRC) is the core of the school's instructional program and an extension of every classroom. The facility's design should reflect the school's curriculum objectives as well as county and state educational goals. The IRC serves students, teachers, adults on the staff, administrators, and people in the local community in terms of space and resources. Goals include easy access to educational resources, the ability to locate, acquire, and disseminate learning materials, and support and enrich the curriculum through the collection and associated services. The IRC's space serves as a meeting place for students, staff, and community before or after school hours, and during the evening hours. Activities include quiet reading/studies, small group activities, large group instruction and meetings, computer instruction, online research, and media production. The IRC serves all students and staff by providing an online public access catalog (OPAC) that enables users to access an organized collection of materials, in a variety of formats that support instruction in the classroom. To be the learning hub of the school, every instructional resource center is required to have ample supply of technology resources and emerging technologies. These include, but are not limited to, the following: circulation system, public access catalog, online connectivity (wired and wireless), cable television, eLearning, audio/video production, interactive technologies, and closed circuit television. Students develop skills they need as adults to locate, analyze, evaluate, interpret, and communicate information and ideas. Students are encouraged to read for pleasure as well as for information.

SPACE REQUIREMENTS

SPACE	# Spaces	Sq. Ft.	Total Sq. Ft.
Instructional Resource Center	1	2,000	2,000
Office	1	80	80
Learning Studio	1	950	950
Learning Studio Storage / Production	1	100	100
TOTAL			**3,130**

INDIVIDUAL SPACE DESCRIPTIONS
7.0 - INSTRUCTIONAL RESOURCE CENTER

INSTRUCTIONAL RESOURCE CENTER

OBJECTIVE

To create a dynamic, multi-functional environment using flexible yet defined zones which appeal to all learning styles and community members who will use the space for a variety of activities all times of the day.

CAPACITY 50 students; 1 staff

SPACE REQUIREMENTS 2,000 SF

PROGRAM RELATIONSHIP

- The IRC is the hub of the school acting as the bridge between public and private areas of the building
- It should be located convenient to all learning areas of the school
- Consolidating the IRC near the other public zones of the building allows it to operate after hours
- Direct access to the Learning Studio and if possible an outdoor classroom
- Direct access to the IRC office
- Direct access to a room or area that can be secured in the event of a lock down or emergency situation

ACTIVITIES

- **Circulation:** checking out and returning material; processing materials; general reference; visual supervision of facility
- **Informal Computer Area / Catalog**: searching the OPAC catalog; printing bibliographies references, information; communicating; collaborating; printing information
- **Reference:** reading; studying; finding information in various formats; accessing reference sources; viewing; listening; photocopying
- **Informal Reading:** book discussion groups; listening/viewing/browsing; leisure reading
- **Large Group Instruction:** class instruction; staff development programs; meetings; presentations
- **Individual and Small Group Work:** variety of environments to facilitate individual or small group collaboration, research, and development outside of the classroom

SPECIAL REQUIREMENTS

- Circulation desk should have surveillance of all entry points and easy access from the media office
- The main circulation/use area must be sized and designed to include shelving for the library media collection (anticipated size to be 8,000 - 10,000 volumes)
- Informal computer area (8-10 computer work stations and network printers for catalog access and informal research activities) with seating, counter and tabletop areas to use individual devices.
- Variety of environments for listening,viewing, browsing, study, instruction and leisure reading
- Intercom
- Carpet
- Adequate electric and data outlets coordinated with furniture and equipment
- Electrical and data outlets in floor as necessary
- Varied architectural techniques are desirable as part of an aesthetic, acoustic, and lighting strategy
- Accommodation ceiling mounted for wireless router(s)

INDIVIDUAL SPACE DESCRIPTIONS
7.0 - INSTRUCTIONAL RESOURCE CENTER

- Lighting controls are to be convenient and capable of darkening or dimming specific areas, such as the group instruction area or the informal computer reference area
- Volume/lighting controls are to be within close proximity of the circulation desk
- Access to controlled natural light and a potential outdoor classroom
- HVAC system should be separately zoned from those parts of the building that are not mechanically conditioned all year
- Magazine display unit
- Four (4) 4' x 4' tack boards
- Four (4) 4' x 8' magnetic marker board
- Tack strips on all available walls
- Shelving for collection including specialized resources
  - Fixed shelving along perimeter is preferred
  - Low stacks within the space can be used to define areas but must be low enough to provide supervision and can be rolling to maximize flexibility
- Wall mounted technology display anchoring an area to support an entire class size

FURNITURE & EQUIPMENT REQUIREMENTS
- Book carts and trucks
- Rolling media stacks
- Tables and chairs
- Variety of flexible, comfortable seating
- OPAC / Computer tables
- Document Camera

OFFICE

CAPACITY 1 staff

SPACE REQUIREMENTS 80 SF

PROGRAM RELATIONSHIP
- Within and views of the Instructional Resource Center
- Immediate access to the circulation desk

SPECIAL REQUIREMENTS
- Electric and data outlets
- Carpet / VCT
- Magnetic marker board

FURNITURE & EQUIPMENT REQUIREMENTS
- Teacher desk with chair
- Bookshelves
- One (1) 36" x 20" four (4) drawer letter file cabinet

INDIVIDUAL SPACE DESCRIPTIONS
7.0 - INSTRUCTIONAL RESOURCE CENTER

LEARNING STUDIO

OBJECTIVE

The Learning Studio should be an exciting learning environment which can provide unique opportunities outside the traditional classroom and art learning environments. It should be designed to easily transform to accommodate STEAM (Science, Technology, Engineering, Art, Mathematics) curriculums, a makerspace, and be flexible for any future programs. This studio is meant to be an inspiring, creative, hands-on environment to construct ideas through inquiry and investigation. General classroom instructors will be able to bring an entire class for project based learning activities that are better suited in a more flexible environment with a variety of materials and equipment not available in the standard classroom.

CAPACITY 25 students

SPACE REQUIREMENTS 950 SF

PROGRAM RELATIONSHIP

- Direct access to the Instructional Resource Center
- Adjacent to the storage / production room
- A separate entrance should be provided to enable the studio to be a part of the normal function of the rest of the school
- Access to outdoor classroom is preferred

ACTIVITIES

- STEAM curriculum
- Science curriculum
- Makerspace
- Meetings / Presentations

SPECIAL REQUIREMENTS

- Intercom
- Electric and data outlets
- Full magnetic marker board wall
- Tack strips on walls
- Provision for darkening of room
- Wall mounted technology display
- Computer network and electrical outlets for 25 student computers and one teacher station
- Vision panels for the school to see the exciting activities in the room
- Counters with electrical outlets for microscopes and other equipment
- Wet area
- Base and wall cabinets (some deep) along the perimeter of the space for storage
- Open shelving for material and project display
- Lockable storage space
- Natural light
- Access to outdoor classroom is preferred
- Small bulletin board - 4’ x 6’
- VCT flooring
- HVAC system should be separately zoned from those parts of the building that are not mechanically conditioned all year
- Accommodation for ceiling mounted wireless router

INDIVIDUAL SPACE DESCRIPTIONS
7.0 - INSTRUCTIONAL RESOURCE CENTER

FURNITURE & EQUIPMENT REQUIREMENTS
- Adjustable, flexible tables and chairs on casters
- Flexible teacher desk station
- Document camera

LEARNING STUDIO STORAGE / PRODUCTION

OBJECTIVE
To provide storage capacity to the Learning Studio and provide a room that could be used as a production studio

CAPACITY 5 persons

SPACE REQUIREMENTS 100 SF

PROGRAM RELATIONSHIP
- Directly accessed by the Learning Studio

ACTIVITIES
- Storage of materials and projects created in the Learning Studio
- Production studio for video production

SPECIAL REQUIREMENTS
- Vision panels with blinds
- Electric and data outlets
- Adjustable shelving
- Production setup with green curtain in front of shelving
- Secure cabinetry
- VCT flooring
- Acoustical treatment
- Lighting for video production

FURNITURE & EQUIPMENT REQUIREMENTS
- Green curtain
- Video production equipment

INDIVIDUAL SPACE DESCRIPTIONS
8.0 - PHYSICAL EDUCATION

OBJECTIVE

Physical Education is an integral part of the general education program in the elementary school. The program provides a wide variety of activities that will enable students to develop physical competence in skills performance, acquire activities for lifelong fitness, develop awareness of safety concepts and application in the environment, to understand the importance of teamwork, and gain knowledge of the benefits of regular and systematic exercise, game rules, activity organization, as well as care and use of equipment. Components of the physical education program include fundamental motor skills, ball-handling skills, rhythm and dance activities, and an overall appreciation of the importance of good health habits.

SPACE REQUIREMENTS

SPACE	# Spaces	Sq. Ft.	Total Sq. Ft.
Gymnasium	1	2,925	2,925
Gym Teacher Office	1	85	85
Storage Room	1	300	300
TOTAL			**3,310**

INDIVIDUAL SPACE DESCRIPTIONS
8.0 - PHYSICAL EDUCATION

GYMNASIUM

CAPACITY 25-50 students; 1-2 teachers

SPACE REQUIREMENTS 2,925 SF

PROGRAM RELATIONSHIP

- Can be adjacent to the cafeteria with a moveable wall between the two spaces
- Water fountains and public restrooms are to be accessible without entering the rest of the school
- Double doors with removable center mullion should lead directly to outside
- Located near the athletic fields and blacktop area
- Near community parking
- Can be directly adjacent to the stage

ACTIVITIES

- Hands on experiences in a variety of activities
- Individual / lifetime sports (example tennis, archery, etc.)
- Team sports (example basketball, volleyball, soccer, etc.)
- Aerobic and cardiovascular conditioning activities
- Seating for performances with view of stage

SPECIAL REQUIREMENTS

- A motorized, top roll net style gym divider on centerline of court with adequate clear space at perimeter for egress capacity
- Open ceiling
- Hardwood is the preferred flooring if budget permits but can be VCT or rubber resilient sport flooring with lines and circles for basketball and volleyball or other activities as required
- Special acoustical treatment as needed to reduce noise level
- Two (2) wall mounted adjustable chinning bars, two (2) ceiling mounted climbing ropes
- Six (6) basketball backboards (two (2) main court glass backboards and four (4) side court metal backboards) with height adjusters with appropriate floor markings
- All backboards are to be retractable
- Padded walls at basketball backboard run-off areas
- Three (3) volleyball standards built into floor (One (1) main court, two (2) side courts) with floor plates
- Ceiling height must be a minimum of 18'
- Four (4) data outlets
- Duplex electrical outlets at least 20 feet O.C.
- Cages over lighting and associated items (ducts, etc.) to avoid breakage
- Separate sound system (multiple microphone inputs) that can be patched into cafeteria system during assemblies
- Hearing assistance system (FM or Induction Loop)
- 4' x 8' bulletin board on side wall near a corner (electrical outlet nearby)
- Two (2) 3' x 5' magnetic marker boards with no tray (one on each side of the gym divider to provide opportunities for two individual simultaneous learning spaces
- Accommodation ceiling mounted for wireless router

FURNITURE & EQUIPMENT REQUIREMENTS

- Additional physical education equipment to be determined

INDIVIDUAL SPACE DESCRIPTIONS
8.0 - PHYSICAL EDUCATION

GYM TEACHER OFFICE

CAPACITY 1 person

SPACE REQUIREMENTS 85 SF

PROGRAM RELATIONSHIP
- This office is located adjacent to the gymnasium
- Direct access to the gym and storage rooms, with security features for records storage

SPECIAL REQUIREMENTS
- Unbreakable window looking out into the gymnasium
- If possible, windows with views to the outdoor play fields

FURNITURE & EQUIPMENT REQUIREMENTS
- Same requirements as office / workroom area

STORAGE ROOM

SPACE REQUIREMENTS 300 SF

PROGRAM RELATIONSHIP
- Direct access to the gymnasium
- Proximity to exterior doors for outdoor equipment use and storage

SPECIAL REQUIREMENTS
- Oversize double doors into gym with removable center mullion
- Doors need to be lockable
- High open ceiling for storage of volleyball standards
- Open floor area for mats and gymnastic equipment

FURNITURE & EQUIPMENT REQUIREMENTS
- Shelving unit on one wall 6’ in height x 8’ in width with four shelves spaced 18” apart - shelves need to be 24” wide

INDIVIDUAL SPACE DESCRIPTIONS
8.0 - PHYSICAL EDUCATION

OUTDOOR ACTIVITY SPACES

SPACE REQUIREMENTS 2 at 40' x 60' areas

PROGRAM RELATIONSHIP

- One paved area is to abut the exterior wall of the gymnasium

SPECIAL REQUIREMENTS

- The exterior wall of the building abutting the paved areas shall be a smooth masonry or concrete surface up to 8' above the pavement. This will provide a true rebounding surface for instruction and drills
- The first paved area shall be marked for basketball and volleyball
- Provide a 10' basketball goal at each end of the pavement, and removable volleyball standards and net
- Layout of game markings and location of the built-in equipment shall be done in discussion with the PE teacher
- The second rectangular paved area shall be marked for basketball, foursquare, hopscotch, center circles, etc. Provide two 10' basketball goals at this paved area. Layout of game markings and location of the goals shall be done in discussion with the PE teacher
- Provide a weather-resistant keyed hose bibb near the multipurpose room or gymnasium door

INDIVIDUAL SPACE DESCRIPTIONS
9.0 - VISUAL AND PERFORMING ARTS

OBJECTIVE

The goal of the visual and performing arts program is to educate students on the basic techniques and methods to promote creativity and expression beyond the limits of language. These basic building blocks will provide the ability for students to unleash creativity and innovation, as well as gain cultural and economic understanding in future educational settings. The visual art program utilizes an interdisciplinary hands-on approach through a variety of art mediums and techniques. The musical program provides a variety of music opportunities for all children and at the same time, allows for the discovery and development of those students who have exceptional music aptitudes and interests. Students will play instruments, dance, move creatively, play games, create, sing and listen to music. Students will also work to discover the connection between music and culture, and music and other fine arts. One music classroom will be located on the stage. See section 12.0 Food Services and Assembly Area for information on the second music classroom.

SPACE REQUIREMENTS

SPACE	# Spaces	Sq. Ft.	Total Sq. Ft.
Art Classroom	1	950	950
Art Storage	1	175	175
Music Classroom	1	900	900
Music Storage Room (shared between music & stage)	1	150	150
TOTAL			2,175

ART CLASSROOM

OBJECTIVE

The visual art program utilizes an interdisciplinary hands-on approach through a variety of art mediums and techniques.

CAPACITY 23 students, 1 teacher

SPACE REQUIREMENTS 950 SF

PROGRAM RELATIONSHIP

- Proximity to northern exposure of the building
- Access to outdoor classroom with outdoor hosebibb and power if possible
- Adjacent to storage room
- Close proximity to group toilets
- Proximity to public areas of the building for opportunities to display student work

ACTIVITIES

- Demonstrations and discussions accompanied by visual aids, both print and video
- Mostly student use of wide-ranging media - pencils, crayons, paint, cut and paste, clay, 3-D construction etc.

INDIVIDUAL SPACE DESCRIPTIONS
9.0 - VISUAL AND PERFORMING ARTS

SPECIAL REQUIREMENTS

- Two sinks for general needs, deep well sinks
- Clay traps at all sinks
- Sinks are to have swivel gooseneck faucets and consideration is to be given to locate the sinks in such a way as to maximize the number of students that can gather around during clean-up
- One sink to be handicapped accessible
- Hand soap and paper towel dispensers mounted within a small child's arm reach
- Counter tops to be stain and water proof - no plastic laminate over particle board
- Interior lighting 70-100 foot candles include natural light without use of skylights
- Electric and data outlets
- Wall mounted technology display
- Perimeter display shelf
- Book storage
- Full wall magnetic marker boards
- Tack boards
- Flexible map hooks, map rails, tack rails, and two flag holders are to be placed above all marker boards
- Tack rail or tack boards should be extended around as many walls as space is available (within Code requirements)
- One wall of base cabinets with countertops including deep storage for student projects to be coordinated with art instructor
- Lockable, fixed, teacher's wardrobe
- Provide area for drawing tables
- Higher ceiling height is desirable
- Classroom controlled exhaust fan or additional ventilation as required
- Designated kiln area with ventilation (not a closet)
- Same technology requirements as classroom
- VCT floor
- Accommodate ceiling mounted wireless router

FURNITURE & EQUIPMENT REQUIREMENTS

- Activity tables that can be arranged flexibly to accommodate different activities
- Furniture should provide adjustability for student size
- 36" x 20" four (4) drawer letter file cabinet
- Teacher desk with chair
- 1" vertical blinds for exterior windows and interior vision panels
- Document camera

INDIVIDUAL SPACE DESCRIPTIONS
9.0 - VISUAL AND PERFORMING ARTS

ART STORAGE

SPACE REQUIREMENTS 175 SF

PROGRAM RELATIONSHIP

- Direct access to art classroom

SPECIAL REQUIREMENTS

- Teaching materials and supplies storage of 39" W x 30" D x 72" H with several adjustable shelves and four poster size shelves
- Storage of components required for art
- Open shelving of 18" depth
- Some storage units should have adjustable shelves and other should be drawers
- General purpose cabinet of shallow depth
- Appropriate ventilation
- Shelves for large paper storage

FURNITURE & EQUIPMENT REQUIREMENTS

- None

INDIVIDUAL SPACE DESCRIPTIONS
9.0 - VISUAL AND PERFORMING ARTS

MUSIC CLASSROOM

OBJECTIVE

Students will learn music techniques and reading of music.

CAPACITY 25 students, 1 teacher

SPACE REQUIREMENTS 900 SF

PROGRAM RELATIONSHIP

- Room is to be located away from quiet areas
- Adjacent or close proximity to the stage
- Adjacent to shared music storage room
- Close proximity to group toilets

ACTIVITIES

- Musical instruction

SPECIAL REQUIREMENTS

- Deep, stainless steel sink and low shelving with counter tops along one wall
- Appropriate acoustical treatment is required to enhance the sound within the room and to reduce the impact on the rest of the school
- Proper dimensions, high ceilings, non-parallel walls, and treated materials will create better sound quality
- Sound system
- 12' of magnetic marker board
- 6' tack board
- Wall mounted technology display
- Lockable, fixed, teacher's wardrobe
- VCT flooring
- Same technology requirements as classroom
- Accommodate ceiling mounted wireless router

FURNITURE & EQUIPMENT REQUIREMENTS

- 25 musician chairs
- Director's podium and stool
- 36" x 20" four (4) drawer letter file cabinet
- Teacher desk with chair

INDIVIDUAL SPACE DESCRIPTIONS
9.0 - VISUAL AND PERFORMING ARTS

MUSIC STORAGE

SPACE REQUIREMENTS 150 SF

PROGRAM RELATIONSHIP

- Direct access to music classroom and the stage for shared access

SPECIAL REQUIREMENTS

- Large instrument storage of at least 48” W x 30” D x 72” H with at least four adjustable shelves in the upper cabinet, leaving at least a height of 40” in the bottom
- Small instrument storage of at least 36” W x 24” D x 72” H with adjustable shelves
- Open shelving of 18” depth
- Some storage units should have adjustable shelves and other should be drawers
- General purpose cabinet of shallow depth
- Appropriate ventilation
- VCT floor

FURNITURE & EQUIPMENT REQUIREMENTS

- None

INDIVIDUAL SPACE DESCRIPTIONS
10.0 - COMMUNITY USE AREA

OBJECTIVE

To provide an area in the building for parents, volunteers and community-based organizations to instruct, read to students, use a computer for research, play sports or meet to discuss school activities.

SPACE REQUIREMENTS

SPACE	# Spaces	Sq. Ft.	Total Sq. Ft.
Before & After Office / Storage	1	150	150
After School Gym Program Office / Storage	1	200	200
PTA Workroom / Storage	1	200	200
Gymnasium Addition	1	2,450	2,450
TOTAL			**3,000**

BEFORE & AFTER SCHOOL OFFICE / STORAGE

OBJECTIVE

To provide an office and secure storage area for before and after school extended day program.

CAPACITY 1 to 2 persons

SPACE REQUIREMENTS 150 SF

PROGRAM RELATIONSHIP

- Office to be accessible from the gymnasium or cafeteria

SPECIAL REQUIREMENTS

- Same requirements as office / work room areas
- Separate phone service

FURNITURE & EQUIPMENT REQUIREMENTS

- Same requirements as office / work room areas
- Refrigerator
- Storage shelves / cabinets

INDIVIDUAL SPACE DESCRIPTIONS
10.0 - COMMUNITY USE AREA

PTA WORKROOM / STORAGE

OBJECTIVE

The PTA room is to be used by parents to perform school related business such as fund-raisers, supporting instructional projects, newsletters and other handouts. The parent coordinator works closely with guidance and may be located closer to the main office.

CAPACITY 8-10 persons

SPACE REQUIREMENTS 200 SF

PROGRAM RELATIONSHIP

- PTA room should be located near the administrative suite and main entrance
- Should be accessible from the main corridor

SPECIAL REQUIREMENTS

- Same requirements as office / work room areas

FURNITURE & EQUIPMENT REQUIREMENTS

- Same requirements as office / work room areas

AFTER SCHOOL GYM PROGRAM OFFICE / STORAGE

OBJECTIVE

To provide an office and storage area for after school / evening recreational programs.

CAPACITY 1-2 persons

SPACE REQUIREMENTS 200 SF

PROGRAM RELATIONSHIP

- Office to be accessible from the gymnasium

SPECIAL REQUIREMENTS

- Same requirements as office / work room areas
- Separate phone service
- Separate HVAC controls

FURNITURE & EQUIPMENT REQUIREMENTS

- Same requirements as office / work room areas

GYMNASIUM ADDITION

OBJECTIVE

Additional square footage for gymnasium to create a full size / expanded gymnasium.

SPACE REQUIREMENTS 2,450 SF

INDIVIDUAL SPACE DESCRIPTIONS
11.0 - FOOD SERVICES AND ASSEMBLY AREA

OBJECTIVE

Child nutrition programs play a vital role in the education of students. As a partner in education, it is the role of child nutrition programs to make mealtime a pleasant experience by providing adequate dining and food preparation facilities which will encourage students to consume the nutritious meals needed for growth, development, and learning readiness. The dining area is sized to provide a large-group space for breakfast, lunch, assemblies, speakers, and performances.

SPACE REQUIREMENTS

SPACE	# Spaces	Sq. Ft.	Total Sq. Ft.
Student Dining Area / MP Room	1	2,500	2,500
Chair & Table Storage	1	200	200
Kitchen	1	1,700	1,700
Stage (instrumental music room)	1	900	900
TOTAL			**5,300**

INDIVIDUAL SPACE DESCRIPTIONS
11.0 - FOOD SERVICES AND ASSEMBLY AREA

STUDENT DINING AREA / MP ROOM

CAPACITY 166 students during lunch, 500 in theater setting when opened to gymnasium

SPACE REQUIREMENTS 2,500 SF Student Dining Area / MP Room

PROGRAM RELATIONSHIP

- The cafeteria should be near both the bus drop-off for early morning assembling and the play areas
- This space will be used after hours and needs to be able to be secured from the rest of the building with adjacent toilets and a custodial closet
- Toilet entrances must be accessible and easily monitored from the dining area
- Should be located to allow use for assembly, after-school functions and community use
- Can be located adjacent to the stage/instrumental music room with the two spaces being separated by an operable, heavy duty acoustic wall with an easily cleanable, hard, finish
- Can be adjacent to the gymnasium area with the two spaces being separated by an operable, heavy duty wall with an easily cleanable, hard, finish

SPECIAL REQUIREMENTS

- The dining area is to seat 166 students at lunch tables (three lunch periods) and approximately 500 in assembly seating when opened to an adjacent gymnasium
- Double doors are to lead into the hallway
- Support beams shall not impede viewing of the stage
- This area shall be attractive and have a cheerful atmosphere
- Chair and table storage should be directly accessible
- Doors are to be designed to facilitate the use and movement of large items in and out of this area
- 50-70 foot candles of light are recommended in areas without natural light
- Dimmer switches may be used to create a different atmosphere for special occasions
- VCT floor
- Microphone jacks with speakers and intercom will be installed that utilizes a master/slave system that is to be coordinated with gymnasium and school systems
- Various paint colors, wall murals, abstract designs, and other innovations can be utilized to decorate the walls
- Windows should be planned to allow natural light to enter area
- Ceilings, floors, and walls are to be designed acoustically
- Ceiling height variety is desirable, as an inexpensive way to achieve spatial interest

FURNITURE & EQUIPMENT REQUIREMENTS

- 1” vertical blinds for exterior windows and interior vision panels
- Programmed Clocks
- Cafeteria tables and chairs (preferred to bench style seating) to seat at least 166 diners
- Additional chairs for assemblies

INDIVIDUAL SPACE DESCRIPTIONS
11.0 - FOOD SERVICES AND ASSEMBLY AREA

CHAIR & TABLE STORAGE

SPACE REQUIREMENTS 200 SF

PROGRAM RELATIONSHIP
- Direct access to the student dining area

SPECIAL REQUIREMENTS
- Doors need to be lockable and large enough
- Open floor area for chairs and tables to seat at least 166 diners and additional chairs for assemblies

FURNITURE & EQUIPMENT REQUIREMENTS
- None

KITCHEN

CAPACITY kitchen staff, 2 serving lines

SPACE REQUIREMENTS 1,700 SF

PROGRAM RELATIONSHIP
- The kitchen must be adjacent/have easy access to the loading dock and trash collection area
- Serving Area is to be adjacent to dining with easy access for supply of fresh food. The two serving line(s) must accommodate 166 diners each lunch period (3 lunch periods).
- The food preparation and storage area shall be centrally located to serving areas and storage areas
- Dish Wash Area is to be adjacent to dining room and with a traffic pattern not to interfere with serving lines
- Dietician Office is to be adjacent to food preparation area and close proximity to receiving area
- Receiving area shall be accessible from a loading dock to allow for deliveries of supplies

SPECIAL REQUIREMENTS
- A combination warming and on-site preparation kitchen is required and must conform to the Maryland State Department of Education School Food and Nutrition Service Design Manual
- **Serving Area**
  - 50-70 foot candles of light are recommended in areas without natural light
  - Electrical connections required for equipment
  - Floor drains as required for equipment
  - Data outlet at each cashier, and above each service line entrance (to accommodate electrical menu boards)
  - Quarry tile floors
  - Ceramic tile wall surfaces

INDIVIDUAL SPACE DESCRIPTIONS
11.0 - FOOD SERVICES AND ASSEMBLY AREA

- **Food Preparation**
  - 50-70 foot candles of light are recommended in areas without natural light
  - Separate heating and air conditioning provisions for dining and kitchen areas to accommodate heat build-up in the kitchen including tempered make-up air
  - Walk-in refrigerators and freezers shall be wired to emergency generator
  - Hood for cook area (meeting all code requirements) and tempered make-up air
  - Floor drains or floor sinks to be provided as required for equipment
  - Quarry tile floor
  - Ceramic tile wall surfaces
  - Hand sinks as required by the health department
- **Dish Wash Area**
  - 50-70 foot candles of light are recommended
  - Direct wiring of dish machine
  - Hood with fan to draw steam out of area
  - Water temperature at 180 degrees on demand
  - Garbage disposal to be evaluated against LEED processed water requirements
  - Quarry tile floor
  - Ceramic tile wall surfaces
  - Sprayer on hose reel
- **Dietician Office**
  - Same requirements as office/work room areas
  - Electric and data outlets

FURNITURE & EQUIPMENT REQUIREMENTS

- All kitchen food preparation equipment as specified by the Supervisor of Food and Nutrition Services
- 1” vertical blinds for exterior windows and interior vision panels
- Programmed Clocks
- Desk and chair (in office)
- 36” x 20” four (4) drawer letter file cabinet
- Computer console, electric menu, message and notice boards
- 12” shelf in office above desk area

INDIVIDUAL SPACE DESCRIPTIONS
11.0 - FOOD SERVICES AND ASSEMBLY AREA

STAGE / INSTRUMENTAL MUSIC CLASSROOM

OBJECTIVE

The stage / instrumental music room space will serve as both production/assembly space, as well as day to day classroom space for the music program. When utilized as a stage, the area must be efficient and allow for covering of walls (moveable and stationary) with approved curtains, etc. to appear as only a stage area. When not in use as a stage area, the space must provide a classroom setting and be secured through an operable wall that provides an acoustical barrier to the adjacent student dining area. The stage/instrumental music room must be accessible to all users in both functional capacities. See section 9.0 - Visual and Performing Arts for information on the musical program.

CAPACITY 10-12 students, 1 teacher

SPACE REQUIREMENTS 900 SF

PROGRAM RELATIONSHIP

- Direct access from either the gymnasium or cafeteria
- Adjacent to other music classroom and shared music storage
- Direct access from corridor

SPECIAL REQUIREMENTS

- Located to provide the best sight lines and acoustic presentation
- Electric and technology provisions are needed for basic lighting and sound equipment
- Public address / sound system with microphone (full sound system - 4 jacks) that utilizes a master/slave system that is to be coordinated with gymnasium and school systems
- Stage area with wood or VCT floor
- Controlled light bar for production of shows
- Assisted listening device for hearing impaired
- The area should have “hidden” from stage view shelving with counter tops along a side wall
- Consideration of natural light with blackout shades for performances
- Acoustically appropriate wall partition
- Appropriate acoustical treatment is required to enhance the sound within the room to reduce the impact on the rest of the school
- The heating / air conditioning system must be quiet yet provide adequate heating and cooling for active students in a confined space
- Lockable teacher wardrobe
- 12’ of magnetic marker board
- 6’ tack board
- Wall mounted technology display
- Same technology requirements as classroom

FURNITURE & EQUIPMENT REQUIREMENTS

- 15 musician chairs and stands
- Director’s podium with stool
- 36” x 20” four (4) drawer letter file cabinet
- Teacher desk with chair
- Lockable instrument storage

INDIVIDUAL SPACE DESCRIPTIONS
12.0 - BUILDING SERVICES

OBJECTIVE

To provide a secure office for the building supervisor, locker area for custodial staff and a general storage and receiving area.

CAPACITY

Building supervisor, custodial staff

SPACE REQUIREMENTS

SPACE	# Spaces	Sq. Ft.	Total Sq. Ft.
Supply Storage / Receiving	1	350	350
Toilet / Shower	1	85	85
Custodial Engineer Office	1	150	150
TOTAL			**585**

PROGRAM RELATIONSHIP

- The building supervisor's office, locker area, toilet/shower, and the storage/receiving room are to be located together in a cluster near the mechanical, electrical, and food service spaces
- Direct access to a corridor is desired
- Access to loading dock
- One custodial closet to be located in a central location of each wing

ACTIVITIES

- Cleaning and maintaining the building

SPECIAL REQUIREMENTS

- Main access to the energy management system is to be located in the building supervisor's office
- Custodial closets to include a mop basin and space for shelves for the storage of custodial supplies
- Provide toilet facility adjacent to the locker area, shower to be accessible to general staff
- Laundry to be provided
- Concrete or VCT floor

FURNITURE & EQUIPMENT REQUIREMENTS

- Custodial engineer office to have the same requirements as office/work room areas
- Small conference table
- Area to plug in battery powered equipment
- Ice maker

INDIVIDUAL SPACE DESCRIPTIONS
13.0 - TRANSPORTATION

OBJECTIVE

Transportation is a significant part of the total school program. The design of the school site should allow for a smooth flow of traffic, both vehicular and pedestrian, with the primary focus on the safety of all students.

CAPACITY

Bus Loop Parking	**10 buses**
Staff Parking	60 vehicles
Visitor Parking	50 vehicles
Total	**110 vehicles**

Student Drop Off/Pick-Up Area (which can include entrance, parking lot area lanes, etc.), should effectively and efficiently handle a minimum of 50 staging vehicles

PROGRAM RELATIONSHIP

- Bus parking area is to be designated in connection with the unloading and loading zone
- Bus parking area is to be so planned that the movement of buses on the school site will be kept to a minimum
- The bus parking area is to be located away from student activity areas and should be separate from all other vehicle parking areas

SPECIAL REQUIREMENTS

- All parking areas and drives are to be paved, curbed where appropriate and provided with ramps for the handicapped
- Bus parking should be of sufficient size to accommodate all buses servicing school, and should not require the staging of buses
- Access and parking not open to public view should be provided for cafeteria deliveries and for other service vehicles
- All parking spaces and drives are to be properly lined with arrows indicating exits and entrances
- All parking areas should be well illuminated at the ground while minimizing light pollution to the surrounding area(s)
- Parking areas drives, etc. shall be able to accommodate future growth, or at a minimum be constructed/prepared to easily expand
- As part of the design, a canopy shall be included to provide protection from outdoor elements
- The bus parking area should be planned in such a manner that: (a) pupils unloading from the bus door will walk away from the bus toward the school entrance, and (b) all pupils walking to the school entrance will not cross any driveway on which buses or other vehicles may be moving
- Walking distance from main doors to bus loop shall be kept to a minimum
- The bus parking area is to be constructed on a level lot
- It is to be well drained, prepared, and paved for a vehicle weighing 28,000 pounds
- The bus lot is to be painted to accommodate the parking of smaller vehicles during “off hours”
- Designated spaces and control signs are to be provided
- Sidewalks are to be provided adjacent to all parking lots

INDIVIDUAL SPACE DESCRIPTIONS
13.0 - TRANSPORTATION

- For school buses, chevron/angle parking is preferable to perpendicular parking
- Driveway turns which school buses will travel are to be laid out so the turning radius of each will adequately accommodate maximum-length wheel base buses
- Entrance and exit driveways are to be located to maximize visibility and with consideration for traffic flow during school hours
- The student drop-off loop is to be constructed as a separate drive in such a way that students being dropped off by their parents will not have to cross traffic to gain access to the school building

ADJACENCY MATRIX

	Main Office	Health	School Counselor's Office	Instructional Resource Center	Physical Education	Food Services	Early Childhood Classrooms	Grades 1-2 Classrooms	Grades 3-5 Classrooms	Special Education Classrooms	Art	Music	Learning Studio	Outside Classroom	Entrance Vestibule
Main Office	■														
Health	●	■													
School Counselor's Office			■												
Instructional Resource Center	●			■											
Physical Education	●				■										
Food Services	●		●		■	■									
Early Childhood Classrooms	●		●	●	●	●	■								
Grades 1-2 Classrooms			●	●				■							
Grades 3-5 Classrooms			●	●					■						
Special Education Classrooms			●	●			●	●	●	■					
Art							●				■				
Music						■	●				●	■			
Learning Studio				■			●	●	●	●	●	●	■		
Outside Classroom								●	●	●	■	●	■	■	
Entrance Vestibule	■	●													■
Classroom Corridor	●		●	●			●	●	●	●			●		
Public Corridor	●			■	■	■					●		●		●

■ *directly adjacent*
● *close proximity*

APPENDIX

The following list of references will be consulted for building construction and compliance with all applicable state of Maryland guidelines.

- Conserving and Enhancing the Natural Environment on New and Existing School Sites, 1999.
- Facilities Guidelines for General Classroom Design, 2005.
- Facilities Guidelines for Fine Arts Programs, 2001.
- Facilities Guidelines for Library Media Programs, 1998.
- Facilities Planning Guide for Successful Secondary Schools, 1991.
- Family and Consumer Sciences, 2001.
- School Food & Nutrition Service Design Manual, 1995.
- School Health Services: A Facility Planning & Design Guide, 2002.
- Science Facilities Design Guidelines, 1994.
- Standards for Telecommunication Distribution Systems, Revised 2002.
- Building Ecology and Partition Design, 1996.
- Building Ecology and School Design, 1995.
- Indoor Air Quality: Maryland Public Schools, MSDE 1987.