Proposed PreK to 8 School

Educational Specifications

December 2011, v. 2

Dr. Morton Sherman, Superintendent

Educational Specification Committee Members:
Mr. Stephen Wilkins, Dr. John L. Brown, Ms. Marya Runkle, Mr. David Conrath, Ms. Julie Rocchio, Ms. Rosalyn Rice-Harris, Mr. Terrance Hilton, Ms. Blanche Maness, Mr. Casey Klein, Dr. Greg Hutchings, Dr. Madye Henson, Ms. Rosanna Gioia, and Dr. GwenCarol Holmes.

Educational Specification Consultants:
VMDO Architects, Concorida, and Planning Alliance.
**Educational Specifications: A User's Guide**

The Educational Specifications (Ed Specs) document provides a written means of communication between stakeholders and design professionals. The purpose of this document is to articulate the educational and community needs and how they relate to the physical environment for Pre-K through Grade 8 schools in Alexandria City Public Schools. The goal is to provide facilities that will support those needs through flexible learning environments that will support Alexandria, VA for many years to come. Therefore, these facilities must be flexible and dynamic to support evolving programs over time. This Educational Specifications document will provide relevant information for each type of space being designed in a PK-8 school in ACPS and should be consulted throughout the design process. In order to provide consistency in PK-8 schools built in the future, please use this document as a tool during the design process for each facility.

**Process and Timeline**

During the fall of 2011, a group of stakeholders participated in a planning process to develop a vision that will serve as the foundation for future construction of PK-8 schools in Alexandria City Public Schools. The stakeholder group that consisted of educators, administrators, school staff, parents, and community members, came together to share best practices and describe optimal learning environments. The educators who participated were experts in their respective fields, which brought an indispensable perspective regarding the future of teaching and learning. This document is a result of the ideas that were generated during that planning process.

The first level of information that was gathered was the educational program information. During the first Ed Spec workshop, which was held on October 17, 2011, we worked with the committee to confirm and refine educational program concepts for inclusion in the educational specifications.

The next level of information required is the technical details needed to design the facilities. The second round of workshops was held on November 1st and 2nd, where we worked with stakeholders representing each program area to refine the concepts and specific room requirements for each space. Draft 1 of the educational specifications was developed after these meetings. Several meetings were then held to review and confirm the details that should be included in the final document.

**Educational Overview**

K-8 schools began many years ago with the one-room school house. At the beginning of the twentieth century, a majority of students attended K-8 schools before going to high school (eighty percent of high school graduates attended K-8 schools in the 1920s). Junior high schools were prevalent by the 1950s and 1960s. By the 1960s, eighty percent of students attended a separate elementary school, junior high (grades 7-9) and high school (grades 10-12). (Paglin & Fager, 1997)
PK-8 School Educational Specifications

Executive Summary

The philosophy and structure of K-8 schools have changed significantly since the turn of the 20th century. K-8 schools are more than simply adding middle grade students to an elementary school, or vice versa. Some believe that the success of K-8 schools is due to the utilization of best practices from both elementary and middle school education. They employ the nurturing, individualized instruction, and student-centered atmosphere of elementary education combined with the instructional processes and concepts of middle grades education.

Parents and teachers/staff have well-founded concerns that their students are suffering emotionally, as well as academically, due to the transition from elementary to middle school. After researching the effects of grade-span configurations, Coladarci and Hancock (2002) suggest that the incidence of higher test scores at K-8 schools versus traditional middle schools are due to the “continuity of experience” that students have in schools with a larger grade span (i.e., K-8 or K-9 schools). They suggest that there are many changes that young students find difficult, such as a new school building, unfamiliar teachers and administrators, as well as a different set of rules and expectations. It is evident to many educators that transitions have a negative effect on student performance. This remains true for both rural and urban areas. New York City, rural Louisiana, as well as Maine have data that demonstrate the negative effects that transitions have had on their students. Students from K-8 schools performed better on academic achievement tests than those from middle schools or junior highs. Although these areas are different geographically, the conclusion can be drawn that these students benefited from the lack of transitions. A study conducted on 330 schools in Pennsylvania found that there was an even more profound effect on students of low socioeconomic status, when considering the reduction of transitions between schools. (Coladarci & Hancock, 2002)

There is also data available that demonstrates the advantages of K-8 schools in issues other than student test scores. In Philadelphia there are a higher percentage of certified teachers at the K-8 schools than at the middle schools, as well as higher teacher retention rates. K-8 teachers remained in their positions an average of almost three years longer than middle school teachers. (Patton, 2005)

The components of the K-8 school that closely resemble traditional practices in elementary education are now believed to also be beneficial for adolescents. Elementary school teachers are accustomed to incorporating subject matter with learner goals and outcomes, as well as varying instruction to be mindful of individual learning styles. The continuation of these student-centered approaches has proven to be advantageous for students in grades 6-8. (Hough, 2003)

Including a wide range of ages in one school has been a source of angst for some people while considering the K-8 configuration. While others have observed that the older students act as role models for the younger students and that having them coexist has been beneficial for both age groups. The older students seem to be more likely to demonstrate good behavior knowing that there are young children looking up to them. Appropriate grade level planning, along with formal mentorship programs, can encourage and facilitate positive relationships among the various age groups in a PK-8 school. (Paglin & Fager, 1997)
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Technology

Technology is an essential tool for learning in today's schools. Appropriate and strategically designed and installed technology will greatly enhance the teaching and learning experience, while accommodating for the rapid advancement of technology. To take advantage of technology, schools will need comprehensive staff development programs, student access to technology applications, home to school access, technical support personnel at the school level, and a “positive” security system, one that encourages use and protects the investment. There should also be a seamless network of support that makes the instructional material easily accessible to students while at school and at home.

Various technological devices are used for instruction in all subject areas. For this reason, wireless connections and available electrical outlets should be pervasive, and seamlessly integrated, throughout the facility. There should also be display screens throughout the facility in order to display student work.

Flexibility

Schools of the future should be organized to have the flexibility to embrace multiple program delivery systems. This may include: team teaching, thematic instruction and/or departmental organization. The buildings must be flexible enough that from year to year the users of the building have the ability to alter the instructional methodology.

Flexibility is addressed in this educational program through providing:

- Spaces in a variety of sizes that can be configured and re-configured in multiple layouts.
- All classrooms with similar configurations and with as little fixed cabinetry as possible to allow for many configurations. Modular furniture would be used to provide ample storage and increased flexibility.
- Spaces such as the Media Center, Cafeteria, and Gymnasium that will be located to allow for after-hours access without disturbing the entire building.
- Finishes on the floors, walls, and, ceilings, that are easy to clean and allow for maximum personalization of the space.
- Furniture that is flexible, durable, and easy to move, so the spaces can respond to a dynamic educational program.

Organization

At the PK-8 level, spaces are increasingly organized in pods or houses, schools-within-schools or small learning communities. Essentially these concepts are similar. They all include classrooms and teacher support areas located together with special education areas nearby, creating personalized, smaller groups within the larger cohort. A major consideration in planning adjacencies of spaces within a PK-8 school is the appropriate degree of separation among the younger and older students. This educational specifications document suggests that certain grade levels are grouped together: PK &
PK–8 School Educational Specifications

Executive Summary

K, Grades 1 & 2, Grades 3 & 4, Grades 5 & 6, and Grades 7 & 8. PreK to grade 4 would spend the majority of the school day with a homeroom teacher. The class and teacher would be part of a larger community of students and teachers representing a two grade span. Grades 5 to 8 would be grouped into homerooms that would then rotate among teachers that are content specialists in English Language Arts, math, science, and social studies. All students would be supported by specialty teachers for areas such as music, physical education, and world languages.

These groups share spaces such as the Media Center, Gym, Specialty Areas, and Special Education Areas. The organization of the grade level classrooms into clusters related to age of students does not preclude the potential for older students mentoring younger students. Older students can serve as strong role models and mentors for the younger students, and the building would support whatever degree of combination or separation of ages that the school philosophy supports at that time.

Schools of the Future

Schools of the future will integrate philosophies that guide office and workflow design based on the country’s most innovative companies to develop a new educational model. First and foremost, this principle begins with creating a physical environment that allows for flexibility, transparency, ownership, and originality. In these types of spaces, students are able to see the work of their peers, participate critically in its maturation, and converse about new ideas. Glass walls allow for students to inspire each other and excite both mind and body. The schools are no longer structures of isolation, but rather places of meeting, collaboration, whimsy, and creativity. The flexible design of the spaces would allow for specific, well defined rooms for class instruction and small group work that provide sound barriers and reduction in distractions while in proximity to more open spaces for collaboration across classes. Classrooms would be clustered around Extended Learning Areas that would be large enough for several classrooms at a time to use the space collaboratively for learning projects, learning community meetings, as well as communal eating space. The proximity to the classrooms provides the contained spaces that limit sound and distractions while also providing space in the same area of the building for larger learning community collaboration.

Within the classroom, lessons are developed to nurture students’ ability to invent. Project-based and cooperative learning fuses the teaching of academic knowledge with real-life skills, extending the learning experience far beyond the final school bell. When curriculum is centered on making and presenting physical results, students develop a sense of ownership with their work. By treating them with respect and trust, passion is brought to the table. At the heart of this entire vision is the cultivation of a creative and confident generation, giving students of all ages, ethnicities, and social classes a competitive edge for the future.
Community Connections

What is a Twenty-First Century School?
A twenty-first century school includes a full complement of the people, programs and places that support a wide range of personal learning styles and instructional modalities. In addition to first-rate educational programs and a 21st century curriculum, and a wide variety of spaces to accommodate individual needs, team teaching, cooperative learning, project based learning and other pedagogical strategies, current research has also confirmed the roles of physical and psychological health, nutrition, family support and other factors in fostering higher levels of student achievement and social development. What is the best way to address all of these needs? For too long schools have been separated from other personal and family service programs in urban and rural communities. One way of addressing this situation is to think about schools as one component of a nexus of the people, programs and places that are needed to create more effective, economical, sustainable and equitable environments that support all aspects of living and learning.

Can a Nexus of People, Programs, and Services be More Economical?
By clustering people, programs and services in close proximity to each another, cost savings in both development and operating expenses can be realized. When extended over-time, these savings can yield significant returns for public agencies and private entrepreneurs, resulting in both lower taxes and higher return on personal investments.

Can a Nexus of People, Programs, and Services be More Equitable?
The development of centrally located physical, cultural, social, economic, organizational and educational programs and services that are within walking distance of the children and families that they serve can create more equitable access for all citizens, and most especially those who without the means to afford personal transportation.

Can a Nexus of People, Programs, and Services be More Sustainable?
With most community services located within walking distance of the children and families that they serve, the use of fossil fuels will be significantly reduced, resulting in a more sustainable solution for providing all public programs and services.

Can a Nexus of People, Programs, and Services Promote More Healthy Lifestyles?
More people walking to school and other community services will result in more healthy lifestyles and reduced incidents of obesity, diabetes and other high-impact health factors.
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What types of spaces can be included on a school campus to serve the community?
- Large Meeting Spaces (e.g., Cafeteria, Media Center, Black Box Theater, etc.)
- Sports Facilities
- Media Center
- Outdoor Areas
- Performing Arts Space
- Health Services Facilities
- The building will be designed as an educational tool for the entire community. The areas and scheduling for community use will be defined for each particular school.

Curriculum Integration

Each school shall be conceived and articulated in such a way that the building and site can serve to directly and tangibly support the school 21st century curriculum as well as the curriculum of the future. Design teams should work directly with educators to identify opportunities to deploy building-as-teaching-tool concepts, across all subjects.

Educational Signage

In support of the initiative above, project designers should provide a robust educational signage program which illustrates building systems and sustainable design features and serves as teaching tools to both the children and the community at large.

Universal Design

While all schools are required to comply with current regulations for accessibility, schools should also plan to adhere to universal design principles so that occupants of all abilities have equal access to all building and site features.

Sustainability

Sustainable design is an integral component of ACPS’s vision for their new PK-8 schools. Schools shall be certified LEED Silver, as a minimum. All new projects should carefully consider Alexandria’s Eco-City Vision, including the Environmental Action Plan 2030 and the Energy and Climate Change Action Plan, as a precursor to defining project goals for sustainability.

Sustainable design features should generally be articulated in a visible and demonstrative manner, in keeping with building-as-teaching tool concepts, curriculum integration goals, and ACPS’s Greenovation program.
References


Capacity Model

The following chart shows a calculation of student capacity for PK-8 schools in ACPS. There are several variables that affect this total number, such as the number of teaching stations, the accepted student to teacher ratio (i.e., class size), student demographics, and grade level cohorts. PK-8 schools in ACPS are being planned to accommodate a capacity of 600-800 students. School facilities must always be planned with flexibility in mind in order to accommodate variations of capacity over time. The capacity model below was developed based on the current ACPS class size policy, balanced grade level cohorts, and providing student-centered educational opportunities.

This educational specifications document suggests that certain grade levels are grouped together: PK & K, Grades 1 & 2, Grades 3 & 4, Grades 5 & 6, and Grades 7 & 8. PreK to grade 4 would spend the majority of the school day with a homeroom teachers. The class and teacher would be part of a larger community of students and teachers representing a two grade span. Grades 5 to 8 would be grouped into homerooms that would then rotate among teachers that are content specialists in English Language Arts, math, science, and social studies. All students would be supported by specialty teachers for areas such as music, physical education, and world languages.

<table>
<thead>
<tr>
<th>PK-8 Capacity Model</th>
<th># Teaching Stations</th>
<th># Students/Teaching Station</th>
<th>Program Capacity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-Kindergarten</td>
<td>5</td>
<td>15-18</td>
<td>75-90</td>
</tr>
<tr>
<td>Kindergarten</td>
<td>3</td>
<td>18-20</td>
<td>54-60</td>
</tr>
<tr>
<td>Grades 1-2 Classroom</td>
<td>6</td>
<td>18-24</td>
<td>108-144</td>
</tr>
<tr>
<td>Grades 3-4 Classroom</td>
<td>6</td>
<td>18-24</td>
<td>108-145</td>
</tr>
<tr>
<td>Grades 5-6 Classroom</td>
<td>4</td>
<td>20-28</td>
<td>80-112</td>
</tr>
<tr>
<td>Grades 7-8 Classroom</td>
<td>4</td>
<td>20-28</td>
<td>80-113</td>
</tr>
<tr>
<td>Grades 5-8 Science</td>
<td>4</td>
<td>20-28</td>
<td>80-114</td>
</tr>
<tr>
<td>Special Education Self-Contained Classroom</td>
<td>2</td>
<td>10</td>
<td>20</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>34</strong></td>
<td></td>
<td><strong>605-794</strong></td>
</tr>
</tbody>
</table>

Suggested Note: Class sizes will vary throughout the year and from year to year. Therefore, the values shown are an approximation of the range for each grade level. In this model program capacity calculations are based on a range of class sizes.

Grades 5 to 8 would include 12 classes rotating between the four core subjects of English Language Arts, math, science, and social studies as well as Encore and other specialty classes.
PK–8 School Educational Specifications

Core Academic Area

Pre–Kindergarten Classroom (with Toilet)

Estimated 5 teaching stations

Objective

• To create a comfortable learning environment where Pre-K students can engage in instructional activities and active learning.

Users of This Activity Area

- Teachers
- Students
- Parents/Volunteers
- Resource teachers
- Teacher assistants
- Special Education Teachers

Activities Conducted in this Space

- Small and large group learning activities
- Art projects
- Playing and sharing
- Technology use
- Snacks
- Teacher-directed reading

Number of Teachers: 1-2    Number of Students: 15

Kindergarten Classroom (with Toilet)

Estimated 3 teaching stations

Objective

• To create a comfortable learning environment where Kindergarten students can engage in instructional activities and active learning.

Users of This Activity Area

- Teachers
- Students
- Parents/Volunteers
- Resource teachers
- Teacher assistants

Activities Conducted in this Space

- Small and large group learning activities
- Art projects
- Technology use
- Snacks
- Teacher-directed reading
- Science demonstration center
PK–8 School Educational Specifications

Core Academic Area

<table>
<thead>
<tr>
<th>Experiments</th>
<th>including dedicated sink</th>
</tr>
</thead>
</table>

Number of Teachers: 1-2  Number of Students: 20

Grades 1–2 Classroom (with Toilet)
Estimated 6 teaching stations

Objective

- The learner will participate in cross-curricular experiences that will allow for collaboration. This space will provide multiple opportunities to engage in manipulative and technology-based experiences. Students will apply knowledge and skills for solving real-world scenarios.

Users of This Activity Area

- Students
- Support Staff
- Teachers
- Parent Volunteers

Activities Conducted in this Space

- Whole group instruction
- Independent work
- Teacher conferences with students
- Small group collaboration
- Center work
- Science demonstration center including dedicated sink

Number of Teachers: 1  Number of Students: 22

Grades 3–4 Classroom
Estimated 6 teaching stations

Objective

- The learner will participate in cross-curricular experiences that will allow for collaboration. This space will provide multiple opportunities to engage in manipulative and technology-based experiences. Students will apply knowledge and skills for solving real-world scenarios.

Users of This Activity Area

- Students
- Support Staff
- Teachers
- Parent Volunteers
PK-8 School Educational Specifications

Core Academic Area

Activities Conducted in this Space

<table>
<thead>
<tr>
<th>Whole group instruction</th>
<th>Small group collaboration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Independent work</td>
<td>Center work</td>
</tr>
<tr>
<td>Teacher conferences with students</td>
<td>Science demonstration center including dedicated sink</td>
</tr>
</tbody>
</table>

Number of Teachers: 1  
Number of Students: 24

Grades 5-8 Classroom

Estimated 12 teaching stations, including 4 science rooms

Objective

- The learner will participate in cross-curricular experiences that will allow for collaboration. This space will provide multiple opportunities to engage in manipulative and technology-based experiences. Students will apply knowledge and skills for solving real-world scenarios.

Users of This Activity Area

<table>
<thead>
<tr>
<th>Students</th>
<th>Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructional Assistant</td>
<td>Co-teacher</td>
</tr>
</tbody>
</table>

Activities Conducted in this Space

<table>
<thead>
<tr>
<th>Whole group</th>
<th>Small group</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher conferences with students</td>
<td>Independent work</td>
</tr>
<tr>
<td>Center work</td>
<td></td>
</tr>
</tbody>
</table>

Number of Teachers: 1  
Number of Students: 25

Grades 5-8 Science Lab

Objective

- To facilitate inquiry-based science education and investigative science experiments. This rooms would also serve a the homeroom for some classes of grade 5-8 students.
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Core Academic Area

Users of This Activity Area

- Science Teachers
- Students
- Science Support Staff
- Homeroom

Activities Conducted in this Space

- Science labs
- Science meetings
- Science displays/fairs for parents/community members

Number of Teachers: 1  Number of Students: 25

Notes:
- All science subjects (life, physical, earth, chemical) will be taught in this room so it should be as flexible as possible.
- It is recommended that this lab is located next to the other Grades 6-8 Science Labs and share the Science Storage/Prep Room, in order to share specialized equipment (refrigerator, safety shower, fume hood, hot/cold sink, acid storage, etc.)
- Two doors/exits should be located in this room for safety reasons. (One door could lead to the Shared Science Storage/Prep room depending on how that room is constructed - assuming it has an exit to the corridor.)

Science Storage/Prep

Objective

- To facilitate the preparation of inquiry-based science education and investigative science experiments by science teachers.

Users of This Activity Area

- Science teachers
- Science support staff
- Other teachers needing supplies
- Students in emergency situations (for flush shower)

Activities Conducted in this Space

- Lab preparation
- Storage of materials
- Safety flush shower
- Chemical storage
- Chemical preparation in fume hood

Number of Teachers: 2

Notes:
- This room should connect 2 science labs to share specialty items.
- Eyewash and shower should be ADA accessible and within 10 seconds of injury (or should be in lab space).
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Core Academic Area

World Language Classroom/Lab

Estimated 1 teaching station

Objective

- To provide a space where students will learn a foreign language through the integration of technology.

Users of This Activity Area

<table>
<thead>
<tr>
<th>Teachers</th>
<th>Students</th>
</tr>
</thead>
</table>

Activities Conducted in this Space

<table>
<thead>
<tr>
<th>Computer use</th>
<th>Skits/presentations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Individual work</td>
<td>Singing</td>
</tr>
<tr>
<td>Group work</td>
<td></td>
</tr>
</tbody>
</table>

Number of Teachers: 1-2  Number of Students: 25

World Language Storage

Objective

- A storage area for resources and materials shared by World Language teachers.

Users of This Activity Area

<table>
<thead>
<tr>
<th>World Language Teachers</th>
</tr>
</thead>
</table>

Activities Conducted in this Space

| Storage and retrieval of materials and supplies |

Number of Users: 1-2
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Core Academic Area

Extended Learning Area

Estimated one space per learning community. Individual classrooms would be clustered around these shared spaces.

Objective

- To provide space for pull-out differentiated instruction, learning community collaborative projects, meeting spaces to multiple classrooms, small group testing, tutoring, conferences and after-school activities. The Extended Learning Area will also be used to eat lunches and snacks.

Users of This Activity Area

<table>
<thead>
<tr>
<th>Students</th>
<th>Tutors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers</td>
<td>Paraprofessionals and instructional assistants</td>
</tr>
<tr>
<td>Coaches</td>
<td></td>
</tr>
<tr>
<td>Volunteers</td>
<td></td>
</tr>
</tbody>
</table>

Activities Conducted in this Space

<table>
<thead>
<tr>
<th>Differentiated instruction</th>
<th>Conferences</th>
</tr>
</thead>
<tbody>
<tr>
<td>Small group testing</td>
<td>After-school activities</td>
</tr>
<tr>
<td>Tutoring</td>
<td>Learning community dining</td>
</tr>
<tr>
<td>Learning Community Projects</td>
<td></td>
</tr>
</tbody>
</table>

Number of Teachers: 2-4
Number of Students: 30-50

Professional Learning Team Area (with Restroom and Kitchenette)

Estimated 5 spaces: one for each grade pairing located close to each learning communities area.

Objective

- An area for teachers to meet together to discuss data and other topics, while students are not present. This space will also be used for teachers to store and eat meals.
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Core Academic Area

Users of This Activity Area
- Teachers

Activities Conducted in this Space
- Meetings
- Conferences
- Professional development
- Eating meals
- Lesson preparation

Number of Teachers: 6-8

Student Group Storage

Objective
- A storage area for the materials and supplies used by student groups, such as after-school clubs and organizations.

Users of This Activity Area
- Students
- Teachers/Staff

Activities Conducted in this Space
- Storage and retrieval of supplies and materials

Number of Users: 1-2

Teacher Workroom/Shared Resource Area

Objective
- A space for teachers to create lesson plans, make copies, and access shared materials.

Users of This Activity Area
- Teachers
### Activities Conducted in this Space

| • Making copies | • Creating lesson plans |

**Number of Teachers:** 5-10

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**Lactation Room**

**Objective**

- A comfortable space where new mothers can take care of their lactation needs.

**Users of This Activity Area**

- Teachers/staff

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**Activities Conducted in this Space**

| • Postpartum lactation |

**Number of Users:** 1-2
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Core Academic Area

Note: The functional relationships illustrated are diagrammatic only. Further interpretation of these relationships shall be implemented by the design team.
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Special Education Services

The spaces described in this document are for a generic PreK to 8 school. For each individual school these spaces, as well as some office spaces dedicated to student services, would be modified to meet the specific needs of the students served in that school. The division-wide special education services provided at each individual school vary greatly from school to school, for example one school may provide division-wide Autism services while another school provides division-wide services for students with multiple disabilities. This fact would require that this portion of the generic specifications be one of the sections with the greatest personalization for the school with some schools adding additional speech therapy rooms while others may add additional shower and toilet facilities.

Special Education Classroom

Estimated two teaching stations.

Objective

- This learning environment will support multi-sensory learning to engage students through all senses. Students require technology integration that should be accessible to students in wheelchairs.

Users of This Activity Area

<table>
<thead>
<tr>
<th>Occupational Therapist</th>
<th>Behavior Specialist</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physical Therapist</td>
<td>General Education Students</td>
</tr>
<tr>
<td>Speech Language Pathologist</td>
<td>General Education Teacher</td>
</tr>
<tr>
<td>Paraprofessional</td>
<td>Augmentative Communication Specialist</td>
</tr>
<tr>
<td>Paraprofessional</td>
<td>Nurse</td>
</tr>
<tr>
<td>MD Teachers</td>
<td></td>
</tr>
</tbody>
</table>

Activities Conducted in this Space

<table>
<thead>
<tr>
<th>Whole group learning</th>
<th>Physical Therapy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Individual learning space</td>
<td>Speech and Language Therapy</td>
</tr>
<tr>
<td>Physical Therapy Equipment</td>
<td>Sensory Motor Activities</td>
</tr>
<tr>
<td>Technology Integration</td>
<td>Vestibular Activities</td>
</tr>
<tr>
<td>Adapted Seating Equipment</td>
<td>Feeding</td>
</tr>
<tr>
<td>Adapted Standing Equipment</td>
<td>Sensory Activities</td>
</tr>
<tr>
<td>Occupational Therapy</td>
<td></td>
</tr>
</tbody>
</table>

Number of Teachers/ Users: 7  
Number of Students: 6-10
PK–8 School Educational Specifications  
Special Education Services

Special Education Restroom

Objective

- To provide a toileting area that will support the needs of the students and teachers in the Special Education/ASD Classroom.

Users of This Activity Area

| Teachers   | Nurse      |
| Students   |            |

Activities Conducted in this Space

| Toileting   | Hand-washing |
| Diaper changing |            |

Number of Teachers: 1  
Number of Students: 1

Notes:
- Shower facilities will be available in the adjacent Nurse’s area.

Sensory Room

Objective

- A space for students to participate in sensory activities.

Users of This Activity Area

| Teachers       | Service providers |
| Students       |                  |

Activities Conducted in this Space

| Manipulatives use | Bubble tower use |
| Interactive experiences and sensory exploration | Learning through multi-media |
| Experiencing various textures and shapes | Trampoline use |

Number of Teachers: 1-2  
Number of Students: 6-10
PK–8 School Educational Specifications

Special Education Services

Shared Foods Lab (with Washer/Dryer)

Objective

- To provide life skills instruction to students who have Individualized Education Programs (IEP). This space will also serve as a shared foods lab for the rest of the school to utilize.

Users of This Activity Area

<table>
<thead>
<tr>
<th>Teachers</th>
<th>Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students</td>
<td>Parents/Community Volunteers</td>
</tr>
</tbody>
</table>

Activities Conducted in this Space

<table>
<thead>
<tr>
<th>Eating meals and snacks</th>
<th>Eating meals and snacks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Food Preparation</td>
<td>Cooking/food preparation instruction</td>
</tr>
</tbody>
</table>

Number of Teachers: 2  Number of Students: 10

Resource Room (potentially pair with folding wall)

Estimated 4 teaching stations

Objective

- A versatile resource space for students to receive instruction in a variety of subject areas (e.g., ELL, Reading Recovery, subject specific resource classes, academically gifted, etc.).

Users of This Activity Area

<table>
<thead>
<tr>
<th>Students</th>
<th>Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Support Staff</td>
<td>Parent Volunteers</td>
</tr>
</tbody>
</table>

Activities Conducted in this Space

<table>
<thead>
<tr>
<th>Whole group instruction</th>
<th>Small group collaboration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Independent work</td>
<td></td>
</tr>
</tbody>
</table>

Number of Teachers: 1-2  Number of Students: 6
PK-8 School Educational Specifications

Special Education Services

Shared Storage Room

Objective

- A storage area for resources and materials shared by Special Education teachers and service providers.

Users of This Activity Area

| Special Education Teachers/Staff | Service providers |

Activities Conducted in this Space

- Storage and retrieval of materials and supplies

Number of Users: 2

Occupational Therapy Room

Objective

- A space for students to receive occupational therapy.

Users of This Activity Area

| Students | OT Service Providers |

Activities Conducted in this Space

- Occupational therapy

Number of Teachers: 1  Number of Students: 1-4
Physical Therapy Room

Objective

- A space for students to receive physical therapy.

Users of This Activity Area

<table>
<thead>
<tr>
<th>Students</th>
<th>PT Service Providers</th>
</tr>
</thead>
</table>

Activities Conducted in this Space

- Physical therapy

Number of Teachers: 1  Number of Students: 1-4

OT/PT Storage

Objective

- A storage area for equipment and materials used by the Occupational and Physical therapists.

Users of This Activity Area

<table>
<thead>
<tr>
<th>Occupational therapist</th>
<th>Physical therapist</th>
</tr>
</thead>
</table>

Activities Conducted in this Space

- Storage and retrieval of equipment and materials used in occupational and physical therapy

Number of Users: 2
PK–8 School Educational Specifications

Special Education Services

Testing/Evaluation Room

Objective

- A testing and evaluation room provided to support the needs of the special education department

Users of This Activity Area

<table>
<thead>
<tr>
<th>Teachers</th>
<th>Parents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students</td>
<td>Service providers</td>
</tr>
</tbody>
</table>

Activities Conducted in this Space

- Evaluating and testing students

| Number of Teachers: 1 | Number of Students: 1 |

Testing Waiting/Observation Area

Objective

- An observation area for parents to view their children during testing.

Users of This Activity Area

| Parents | Teachers/staff |

Activities Conducted in this Space

- Waiting and observing activities occurring in Testing Room

| Number of Users: 2 |
Speech Room

Multiple rooms may be needed based on student needs at specific schools.

Objective

- A designated space for students to receive speech therapy services.

Users of This Activity Area

- Speech Therapist
- Students

Activities Conducted in this Space

- Speech therapy

Number of Teachers: 1
Number of Students: 1-4

Office, Itinerant Staff

Objective

- An office space provided for itinerant staff that provide Special Education services.

Users of This Activity Area

- Itinerant service providers

Activities Conducted in this Space

- Office work
- Phone calls

Number of Users: 1-2
PK–8 School Educational Specifications

Special Education Services

ACPS PK-GR ADE 8 SCHOOL

Special Education Services

SPECIAL ED. CLUSTER

SEN SORY ROOM

NURSE OFFICE

SPECIAL EDUCATION CLASSROOM

RR

RR

STORAGE

FOODS LAB

LOCATE CENT RALLY WITHIN GRADE LEVEL CLASSROOM AREA

RESOURCES ROOM

RESOURCES ROOM

RESOURCES ROOM

RESOURCES ROOM

LOCATE EACH PAIR WITH GRADE LEVEL CLASSROOMS

SPECIAL ED: SITE-SPECIFIC OPTION

K-3 MULTIPLE DISABILITIES CLASSROOM

SENSORY ROOM

AUTISM STORAGE

4-8 MULTIPLE DISABILITIES CLASSROOM

PHYSICAL THERAPY ROOM

SPEECH

OFFICE

OT/PT STORAGE

TESTING EVALUATION ROOM

OCUPATIONAL THERAPY

TESTING O BS.

Note: The functional relationships illustrated are diagrammatic only. Further interpretation of these relationships shall be implemented by the design team.
PK-8 School Educational Specifications

Media Center

Reading/Listening/Viewing Room

Objective

- To provide a flexible space that will allow various sized groups to utilize the library media space simultaneously.

<table>
<thead>
<tr>
<th>Users of This Activity Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students</td>
</tr>
<tr>
<td>Teachers/Staff</td>
</tr>
<tr>
<td>Community</td>
</tr>
<tr>
<td>Parents</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Activities Conducted in this Space</th>
</tr>
</thead>
<tbody>
<tr>
<td>Storytelling</td>
</tr>
<tr>
<td>Research</td>
</tr>
<tr>
<td>Book check-out</td>
</tr>
<tr>
<td>Video conferencing (provide sound isolation)</td>
</tr>
<tr>
<td>Professional learning/faculty meetings</td>
</tr>
<tr>
<td>Teacher research</td>
</tr>
<tr>
<td>Group collaboration</td>
</tr>
<tr>
<td>Computer use (&quot;Computer Cafe&quot;)</td>
</tr>
<tr>
<td>Distance learning</td>
</tr>
</tbody>
</table>

Number of Users: 60

Notes:
- Circulation desk needs to have clear site lines to the entire RLV.

Media Workroom

Objective

- A workroom provided for the Media Center staff.

<table>
<thead>
<tr>
<th>Users of This Activity Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>Media Center Staff</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Activities Conducted in this Space</th>
</tr>
</thead>
<tbody>
<tr>
<td>Using laminator</td>
</tr>
<tr>
<td>Media center lesson planning</td>
</tr>
<tr>
<td>Making copies</td>
</tr>
</tbody>
</table>

Number of Users: 1-2
PK–8 School Educational Specifications

Media Center

Shared Professional Resource Space (Materials & Content Storage)

Objective

- An area for Media Center staff, teachers, and other professionals to access shared materials and resources.

Users of This Activity Area

- Teachers

Activities Conducted in this Space

- Storage and retrieval of shared materials

Number of Users: 4-6

Media Production/TV Studio

Objective

- An instructional area where students and staff can develop media productions.

Users of This Activity Area

- Teachers
- Students

Activities Conducted in this Space

- Computer use
- Media productions
- Recording skits/presentations/school news

Number of Teachers/Staff: 1-2
Number of Students: 4-6
PK–8 School Educational Specifications

Media Center

Technology Storage/Charging Room

Objective

- A room to store and charge the technological equipment used for instructional purposes.

Users of This Activity Area

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Media Center Staff</td>
<td>Teachers</td>
</tr>
</tbody>
</table>

Activities Conducted in this Space

<table>
<thead>
<tr>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Charging electronic equipment</td>
</tr>
<tr>
<td>Storage and retrieval of equipment</td>
</tr>
</tbody>
</table>

Number of Users: 1

Break-out Room (small group meetings)

Objective

- To provide space for small groups meetings and tutoring to occur in conjunction with the Media Center.

Users of This Activity Area

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Students</td>
<td>Tutors</td>
</tr>
<tr>
<td>Media Center Staff</td>
<td>Teachers</td>
</tr>
</tbody>
</table>

Activities Conducted in this Space

<table>
<thead>
<tr>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Differentiated instruction</td>
</tr>
<tr>
<td>Small group testing</td>
</tr>
<tr>
<td>Tutoring</td>
</tr>
<tr>
<td>Conferences</td>
</tr>
<tr>
<td>Small meetings</td>
</tr>
</tbody>
</table>

Number of Users: 2-8
Furniture Storage Room

Objective

- A storage area for the furniture that is used in the Media Center.

Users of This Activity Area

| Media Center Staff |

Activities Conducted in this Space

| Storage and retrieval of furniture |

Number of Users: 1
PK–8 School Educational Specifications

Media Center

ACPS PK-GRADE 8 SCHOOL
MEDIA CENTER

DRAFT 2

Note: The functional relationships illustrated are diagrammatic only. Further interpretation of these relationships shall be implemented by the design team.
Art Classroom

Estimated 2 teaching stations

Objective

- The learner will participate in individual and small group visual arts activities, which will include working with different media (clay, paints, sculptures, drawing etc.). The space will provide ample space to engage in manipulative based learning experiences.

Users of This Activity Area

- Students
- Support Staff
- Teachers
- Parent Volunteers

Activities Conducted in this Space

- Technology learning stations
- Painting
- Drawing
- Ceramics
- 3-D art work
- Print making
- Small group work
- Individual work
- Large group work

Number of Teachers/Staff: 1-4  Number of Students: 25

Notes:

- The space needs to have ample storage for 2-D and 3-D works.

Shared Art Storage

Objective

- A storage area for resources and materials shared by Art teachers.

Users of This Activity Area

- Art Teachers

Activities Conducted in this Space

- Storage and retrieval of materials and supplies

Number of Users: 1-2
PK-8 School Educational Specifications

Specialty Areas

Kiln Room

Objective

- To provide a space for art projects to be fired in the kiln.

Users of This Activity Area

- Art Teachers

Activities Conducted in this Space

- Kiln usage

Number of Users: 1-2

Choral Music Classroom

Estimated 2 teaching stations

Objective

- The learner will participate in small ensemble and large group choral music practices/rehearsals. The space will provide opportunities for listening to music, viewing performances, and performing music.

Users of This Activity Area

- Students
- Instructional Assistant
- Teachers
- Co-teacher

Activities Conducted in this Space

- Choral instruction and practice
- Listening to work
- Rehearsals

Number of Teachers: 1  Number of Students: 20-30
PK-8 School Educational Specifications

Specialty Areas

Music Storage

Objective

- A storage area for resources and materials used in the choral music program.

Users of This Activity Area

- Choral Music Teachers

Activities Conducted in this Space

- Storage and retrieval of materials and supplies

Number of Users: 1-2

Black Box Theater

Objective

- A space provided for performances, instrumental music classes, plays, and large presentations.

Users of This Activity Area

- Students
- Teachers
- Parents
- Staff
- Community

Activities Conducted in this Space

- Musical rehearsals and performances
- Drama classes
- Writing plays
- IB activities
- Plays
- Rehearsals
- Presentations
- Reading activities
- Instructional music instruction

Number of Teachers: 1  Number of Students: 150-160
Instrument Storage

Objective

- A storage area for instrumental instruments used in the music program.

**Users of This Activity Area**

- Music Teachers

**Activities Conducted in this Space**

- Storage and retrieval of instruments

Number of Users: 1-2

---

Black Box Theater Storage

Objective

- A storage area for materials and equipment used in the Black Box Theater.

**Users of This Activity Area**

- Teachers/staff

**Activities Conducted in this Space**

- Storage and retrieval of materials and equipment

Number of Users: 1-2
PK–8 School Educational Specifications

Specialty Areas

CTE/Greenovation Lab

Estimated 2 learning stations

Objective

- To provide a space where students will learn 21st century technologies. Could also be used for a foreign language through the integration of technology if needed.

Users of This Activity Area

<table>
<thead>
<tr>
<th>Teachers</th>
<th>Students</th>
<th>Community Members (after school hours)</th>
</tr>
</thead>
</table>

Activities Conducted in this Space

<table>
<thead>
<tr>
<th>Computer use</th>
<th>Skits/presentations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Individual work</td>
<td>Singing</td>
</tr>
<tr>
<td>Group work</td>
<td>Community Education after school hours</td>
</tr>
</tbody>
</table>

Number of Teachers: 1-2  Number of Students: 25
ACPS PK-GRADE 8 SCHOOL
Specialties/Exploratories

ART
- ART ROOM
- KILN ROOM
- SHARED SPACE

MUSIC
- MUSIC STORAGE
- CHORAL MUSIC CLASSROOM

DRAMA
- INSTRUMENT STORAGE
- BLACK BOX STORAGE

BLACK BOX THEATER

CTE
- OUTDOOR LEARNING GARDENS
- ROOFTOP LEARNING SPACE
- MIDDLE SCHOOL HANG-OUT SPACE
- CTE/GREENOVATION LAB
- CTE LAB

Note: The functional relationships illustrated are diagrammatic only. Further interpretation of these relationships shall be implemented by the design team.
PK–8 School Educational Specifications

Physical Education

Gymnasium

Objective

- To provide a space for fitness and movement areas that will meet the programmatic needs of students in grades Pre-K to 8.

Users of This Activity Area

<table>
<thead>
<tr>
<th>Teachers</th>
<th>Community members</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students</td>
<td>Parents/Volunteers</td>
</tr>
</tbody>
</table>

Activities Conducted in this Space

<table>
<thead>
<tr>
<th>Instructional activities that include all students such as archery, yoga, dance, volleyball, basketball (multiple stations), indoor softball, etc.</th>
<th>Technology use</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Intramurals</td>
</tr>
<tr>
<td></td>
<td>Whole school gatherings</td>
</tr>
<tr>
<td></td>
<td>Movement assessment</td>
</tr>
<tr>
<td></td>
<td>Fitness testing</td>
</tr>
</tbody>
</table>

Number of Teachers: 3 | Number of Students: 50-800

Notes:

- Plan wheelchair accessibility throughout entire space.
- Indoor and outdoor facilities are needed for physical education, health, and recess.
- Provide ability to keep the Gym open after-hours, while the rest of the school is secured.

Multipurpose Room

Objective

- A multipurpose learning environment where students engage in activities related to physical fitness.

Users of This Activity Area

<table>
<thead>
<tr>
<th>Teachers</th>
<th>Parents/Volunteers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students</td>
<td></td>
</tr>
</tbody>
</table>
Activities Conducted in this Space

- Dance
- Yoga
- Jumping rope
- Cardio activities (Wii Fit, etc.)
- Physical fitness activities
- Health classes

Number of Teachers: 1-2  Number of Students: 25-50

Multipurpose Room Storage

Objective

- A storage area for the instructional materials and equipment used in the Multipurpose Room.

Users of This Activity Area

- Teachers/staff

Activities Conducted in this Space

- Storage and retrieval of equipment

Number of Users: 1-2

Locker Room/Restroom

Objective

- To provide an area for students to change into appropriate gym clothing and store personal items.

Users of This Activity Area

- Students  •  PE Teachers
Activities Conducted in this Space

- Changing into appropriate clothing for before, during, and after-school activities

| Number of Teachers: 1 | Number of Students: 20-25 |

Notes:
- This space should be accessible from the outdoors.

PE Storage

Objective

- A storage area for the instructional materials and equipment used in physical education.

Users of This Activity Area

- PE Teachers

Activities Conducted in this Space

- Storage and retrieval of PE equipment

| Number of Users: 1-2 |

Community Partners/After-School Program Storage

Objective

- A storage area for the materials and equipment used by after-school programs.

Users of This Activity Area

- After-school programs
Activities Conducted in this Space

- Storage and retrieval of equipment

| Number of Users: 1-2 |

PE Office

Objective

- An office space provided for physical education teachers.

Users of This Activity Area

- PE Teachers

Activities Conducted in this Space

- Office work
- Phone calls

| Number of Users: 1-2 |

Teacher Restroom/Shower

Objective

- A shower area provided for teachers and staff to use after biking to work, etc. Required for LEEDS certification.

Users of This Activity Area

- Teachers/staff

Activities Conducted in this Space

- Showering

| Number of Users: 1 |
PK–8 School Educational Specifications

Physical Education

Seating Storage

Objective

- A storage area for the seating used in the Gym and Multipurpose Room.

Users of This Activity Area

- Teachers/staff

Activities Conducted in this Space

- Storage and retrieval of seating

Number of Users: 1-2

Notes:

- Folding chairs are currently used during assemblies. Design this space with enough flexibility to accommodate folding chairs, as well as the possible transition to modern seating options.

Outdoor Equipment Storage

Objective

- A storage area for equipment used in physical education (e.g., inline skates, bicycles, etc.).

Users of This Activity Area

- PE Teachers

Activities Conducted in this Space

- Storage and retrieval of equipment

Number of Users: 1-2

Notes:

- This space should be accessible from the outdoors.
PK–8 School Educational Specifications

Physical Education

Welcome Center/Lobby

Objective

- To provide a welcoming space where parents and community members can develop a sense of community. Also provides a central location where visitors can receive information and resources.

Users of This Activity Area

<table>
<thead>
<tr>
<th>Student</th>
<th>Community</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parents</td>
<td>Teachers/staff</td>
</tr>
</tbody>
</table>

Activities Conducted in this Space

<table>
<thead>
<tr>
<th>Providing resources to visitors</th>
<th>Wayfinding</th>
</tr>
</thead>
<tbody>
<tr>
<td>Building relationships</td>
<td>Display area for student work (multimedia)</td>
</tr>
<tr>
<td>Small/ informal meetings</td>
<td></td>
</tr>
<tr>
<td>Welcome parents to participate in school activities</td>
<td></td>
</tr>
</tbody>
</table>

Number of Users: 15-20

Notes:

- Visitors/parents can be directed to the appropriate location upon arrival to the school. Restrooms need to be adjacent to this space. Must also be immediately adjacent to the Parent Resource Center/ Volunteer Center.

Secretary & Reception Area

Objective

- A reception area to receive and check-in all visitors upon entering the school.

Users of This Activity Area

<table>
<thead>
<tr>
<th>Office staff</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Visitors</td>
<td>Parents</td>
</tr>
</tbody>
</table>

Activities Conducted in this Space

<table>
<thead>
<tr>
<th>Receiving visitors</th>
<th>Providing information to parents and community members</th>
</tr>
</thead>
<tbody>
<tr>
<td>Checking visitors in and out</td>
<td></td>
</tr>
</tbody>
</table>

Number of Users: 6-8
PK-8 School Educational Specifications

Administration and Student Services

Principal's Office

Objective

- An office space provided for the principal to confidentially manage administrative duties, as well as meet with students, parents, community members and staff.

Users of This Activity Area

| Principal | Parents |
| Teachers/Staff | Students |

Activities Conducted in this Space

| Office work | Phone calls |
| Meetings | Computer use |

Number of Users: 1-5

Assistant Principal's Office

Estimated 2 spaces located in core academic areas

Objective

- A space provided for the assistant principal to meet with students and staff, as well as do office work.

Users of This Activity Area

| Assistant Principal | Parents |
| Teachers/Staff | Students |

Activities Conducted in this Space

| Office work | Phone calls |
| Meetings | Computer use |

Number of Users: 1-4
PK-8 School Educational Specifications
Administration and Student Services

Guidance Office/Itinerant Service Provider Office (including Security Personnel)

Estimated 3 spaces. Maybe reconfigured to provide additional speech therapy spaces if needed.

Objective

- An office space provided for the guidance and/or itinerant staff to do office work and hold private meetings.

Users of This Activity Area

- Guidance staff
- Itinerant staff
- Security personnel

Activities Conducted in this Space

- Office work
- One-on-one meetings
- Phone calls

Number of Users: 1-2

Social Worker Office

Objective

- An office space provided for the social worker to do office work and hold private meetings.

Users of This Activity Area

- Social Worker
- Parents
- Students

Activities Conducted in this Space

- Office work
- Small meetings
- Phone calls

Number of Users: 1-4
PK–8 School Educational Specifications
Administration and Student Services

Psychologist Office

Objective

- An office space provided for the psychologist to do office work and hold private meetings.

Users of This Activity Area

| • Psychologist      | • Students |
| • Parents          |

Activities Conducted in this Space

| • Office work     | • Phone calls |
| • Small meetings |

Number of Users: 1-4

Student Services Conference Room/Play Therapy Area

Objective

- A space provided for the student services staff to meet with students, parents, and teachers/staff, as well as hold play therapy sessions.

Users of This Activity Area

| • Student services staff | • Parents       |
| • Students               | • Teachers/staff|

Activities Conducted in this Space

| • Conferences | • Play therapy |

Number of Users: 6-10
PK–8 School Educational Specifications
Administration and Student Services

Parent Resource/Volunteer Center (with Kitchenette)

Objective

- A resource space provided for parents and other school volunteers.

Users of This Activity Area

- Volunteers/parents

Activities Conducted in this Space

- Volunteer activity planning and coordination
- Drink preparation for Welcome Center

Number of Users: 4-6

PTA Storage

Objective

- A storage area for the materials and supplies used in by the PTO.

Users of This Activity Area

- Parents

Activities Conducted in this Space

- Storage and retrieval of PTO supplies and materials

Number of Users: 1-2
Conference Room

Objective

- A space provided for the administrative staff to hold meetings.

Users of This Activity Area

<table>
<thead>
<tr>
<th>Administrative staff</th>
<th>Teachers/staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parents/Volunteers</td>
<td></td>
</tr>
</tbody>
</table>

Activities Conducted in this Space

- Conferences

Number of Users: 12-15

Workroom/Copy Center (with Kitchenette)

Objective

- A workroom provided to meet the needs of the Administration & Student Services center, as well as a space for staff to store and heat their lunches.

Users of This Activity Area

| Administration & Student Services staff |

Activities Conducted in this Space

- Making copies
- Meal storage and preparation
- Preparing paperwork

Number of Users: 6-8
Teacher Mailboxes

Objective

- To provide an area where teachers can receive their mail.

Users of This Activity Area

| Teachers | Staff |

Activities Conducted in this Space

| Retrieval of mail |

Number of Users: 5-10

Student Record Storage & Safe

Objective

- A space to organize and store all student records, as well as to store the school safe.

Users of This Activity Area

| Administration & Student Services Staff |

Activities Conducted in this Space

| Storage and retrieval of student records | Accessing the safe |

Number of Users: 1-2

Notes:

- Filing capacity will be based on the number of years student records must be filed on-site.
PK-8 School Educational Specifications

Administration and Student Services

Supply Storage

Objective

- A storage area for the materials and supplies used in the Administration & Student Services center.

Users of This Activity Area

- Staff

Activities Conducted in this Space

- Storage and retrieval of office supplies and materials

Number of Users: 1-2

Book Storage

Objective

- An area provided to organize and store books used by the school

Users of This Activity Area

- Teachers/staff

Activities Conducted in this Space

- Storage and retrieval of books

Number of Users: 1-2
PK-8 School Educational Specifications
Administration and Student Services

Nurse’s Clinic: Waiting Area

Objective

- An area provided for students and parents who are waiting to see the Nurse.

Users of This Activity Area

| • Students     | • Parents   |

Activities Conducted in this Space

| • Waiting to see the Nurse |

Number of Users: 2-4

Notes:

- This area should not be visible from the corridor, to ensure patient privacy.
- Use soft colors and natural light throughout the Health Center to promote a sense of well-being in students.
- Provide an area in the Health Center that is 22 feet long in order to accommodate vision testing.

Nurse's Clinic: Examination Room (with Storage)

Objective

- A private and comfortable space provided for the Nurse to examine students.

Users of This Activity Area

| • Nurse     | • Students |

Activities Conducted in this Space

| • Physical examinations          | • Providing first aid       |
| • Administering immunizations    | • Dispensing medication     |
| • Vision and hearing testing     |                             |

Number of Users: 2
Nurse’s Clinic: Rest Area/Cot Room

Objective

- A comfortable and relaxing space for ill students to rest.

Users of This Activity Area

- Students
- Nurse

Activities Conducted in this Space

- Resting and recovery from illnesses

Number of Users: 2-3

Nurse's Clinic: Restroom/Shower

Objective

- A shower area provided for students to use as needed.

Users of This Activity Area

- Nurse
- Students

Activities Conducted in this Space

- Showering

Number of Users: 1

Notes:

- This space must be adjacent to special education classrooms for shared use.
Nurse’s Clinic: Nurse Office

Objective

- An office space provided for the Nurse to hold private meetings, file confidential records, and perform other duties related to student health.

Users of This Activity Area

| Nurse | Students | Parents |

Activities Conducted in this Space

| Office work | Notifying parents of student health | Phone calls | Coordinating student referrals with community agencies |

Number of Users: 1-4
ACPS PK-GRADE 8 SCHOOL
Administration & Student Services

Note: The functional relationships illustrated are diagrammatic only. Further interpretation of these relationships shall be implemented by the design team.
PK–8 School Educational Specifications

Student Dining

Objective

- An area provided for students to purchase and eat meals.
- The Student Dining area will also support meetings, before/after school programs, and other events.

Users of This Activity Area

<table>
<thead>
<tr>
<th>Students</th>
<th>Teachers/staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Community Members</td>
<td>Parents</td>
</tr>
</tbody>
</table>

Activities Conducted in this Space

<table>
<thead>
<tr>
<th>Eating meals</th>
<th>Meetings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Before/after school program snacks and activities</td>
<td></td>
</tr>
</tbody>
</table>

Number of Users: 70-80

Notes:

- Coordinate with the requirements for potable water available to students during the school day (hydration station).
- Need ability to remove trash without walking through the Kitchen.
- This is a small student dining space as the majority of student meals would be eaten in student communities in the Extended Learning Areas which would be constructed of materials that facilitate the sanitation needs, etc.

Serving Area

Objective

- A serving space where students, staff, and visitors receive meals.

Users of This Activity Area

<table>
<thead>
<tr>
<th>Students</th>
<th>Teachers/staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Community Members</td>
<td>Parents</td>
</tr>
</tbody>
</table>

Activities Conducted in this Space

| Serving and purchasing meals |

Number of Users: 8-10
PK-8 School Educational Specifications

Student Dining & Food Service

Notes:
- Provide space for two serving lines.
- Provide for traffic flow patterns that allow students to quickly and easily obtain their food and move back to their Extended Learning Area for community dining.

Kitchen

Objective
- To provide food production for all of the students in the school.

Users of This Activity Area
- Food Service Staff

Activities Conducted in this Space
- Cooking a variety of meal types

Number of Users: 6-8

| Furnishings                                                                 |                                                                 |
|                                                                           | 4 ovens with electrical connections (convection and/or combi ovens) |
|                                                                           | Induction range                                                   |
|                                                                           | Steamer                                                          |
|                                                                           | 6’ stainless steel prep tables                                   |
|                                                                           | Portable food warmers                                            |
|                                                                           | Drying racks                                                     |
|                                                                           | Tilt skillets                                                    |
|                                                                           | Wire shelf units                                                 |
|                                                                           | Ice machine                                                      |
|                                                                           | Rolling carts                                                    |
PK-8 School Educational Specifications

Student Dining & Food Service

Walk-in Cooler

Objective

- To store refrigerated foods prior to food preparation.

Users of This Activity Area

- Food Service Staff

Activities Conducted in this Space

- Storage and retrieval of refrigerated foods

Number of Users: 1

Walk-in Freezer

Objective

- To store frozen foods prior to food preparation.

Users of This Activity Area

- Food Service Staff

Activities Conducted in this Space

- Storage and retrieval of frozen foods

Number of Users: 1
Dry Storage

Objective

- A storage area for the dry goods used in Food Service.

Users of This Activity Area

- Food Service Staff

Activities Conducted in this Space

- Storage and retrieval of dry goods

Number of Users: 1

Staff Locker Room with Restroom

Objective

- To provide an area for Food Service staff to store personal items.

Users of This Activity Area

- Food Service Staff

Activities Conducted in this Space

- Storage and retrieval of personal items

Number of Users: 6-8
Manager's Office

Objective

- An office space provided for the Food Service manager to perform duties and meet with staff.

Users of This Activity Area

- Food Service Manager

Activities Conducted in this Space

- Office work
- One-on-one meetings
- Phone calls

Number of Users: 1-2

Before & After–School Program Storage

Objective

- A storage area provided to support the needs of the Before & After School program storage.

Users of This Activity Area

- Before & After School Program

Activities Conducted in this Space

- Storage and retrieval of equipment

Number of Users: 1
Chair/Table Storage

Objective

- A space for the storage of chairs and tables used in the Student Dining Area.

Users of This Activity Area

- Staff

Activities Conducted in this Space

- Storage and retrieval of tables and chairs

Number of Users: 1
PK-8 School Educational Specifications

Maintenance & Custodial Services

Office/Workshop/Storage/Receiving

Objective

- A work, storage, and receiving area provided to meet the needs of the Maintenance and Custodial staff.

Users of This Activity Area

- Maintenance & Custodial Staff

Activities Conducted in this Space

- Storage and retrieval of equipment and supplies
- Receiving shipments for whole school
- Equipment repair
- Office work

Number of Users: 2-3

Notes:

- This space should connect to the Loading Dock.

Supply & Equipment Storage

Objective

- An easily accessible storage area for the equipment and supplies used by the custodial staff.

Users of This Activity Area

- Custodial Staff

Activities Conducted in this Space

- Storage and retrieval of equipment and supplies

Number of Users: 1-2

Notes:

- Provide at least one per floor, if it is a multi-level building.
PK–8 School Educational Specifications

Maintenance & Custodial Services

Loading Dock (shared with Food Service)

Objective

- A loading dock provided to receive all of the shipments for the entire school.

Users of This Activity Area

<table>
<thead>
<tr>
<th>Maintenance &amp; Staff</th>
<th>Food Service Staff</th>
</tr>
</thead>
</table>

Activities Conducted in this Space

- Unloading items from delivery trucks

Number of Users: 1-2

Notes:

- Locate dumpsters away from the loading dock.
ACPS PK-GRADE 8 SCHOOL

Maintenance & Custodial

DRAFT 2

SUPPLY/EQUIPMENT STORAGE

ONE PER FLOOR OF MULTI-LEVELED BUILDING

SUPPLY/EQUIPMENT STORAGE

LOADING DOCK
(SHARED WITH FOOD SERVICE)

OFFICE/WORKSHOP/STORAGE/RECEIVING

Note: The functional relationships illustrated are diagrammatic only. Further interpretation of these relationships shall be implemented by the design team.
Transportation
Special consideration should be given to pedestrian and bicycle access from the surrounding community. Sidewalks and bike lanes should be integrated with existing and anticipated “walking bus stops” and the city’s Safe Routes to School program. Bus loading areas shall be separated from other vehicular traffic areas and shall be configured such that children are not obligated to cross vehicular travel lanes. Parent and taxi queues should be similarly configured, but separate from the bus loading areas.

Parking
ACPS has not identified specific parking requirements. Parking Lots should be sized to meet minimum zoning requirements and LEED Credit Requirements.

Commuter Bicycle Storage
Bicycle racks shall be provided for students, staff, and faculty. Quantities shall be sufficient to meet LEED credit requirements.

Exterior Service Areas

Loading Dock and Service Yard
The Service Yard will be enclosed to meet local zoning requirements. Tractor trailers do not need to be accommodated in the service yard or service drive. These areas should accommodate 14” “box trucks” as well as waste management vehicles. The following specific items shall be included:

- Raised loading dock to accommodate box trucks—approximately 30” height.
- Dock leveler
- (2) Eight cubic yard recycling containers
- (3) Three cubic yard waste containers
- Ramp from interior floor level to container locations
- Steps, from the service yard to the dock level

Generator
An on-site generator shall be included. Type and size are to be determined during the design phases. ACPS requests that all food kitchen refrigeration equipment be connected to emergency power.

Site Design and Exterior Spaces
Exterior spaces for learning, recreation, and physical activity should be carefully integrated into the overall project design. Issues of community access should be carefully balanced with a thorough understanding of visibility and security.
PK–8 School Educational Specifications

Site

The Virginia Department of Education Guidelines for School Facilities in Virginia’s Public Schools define minimum outside play areas, by conventional grade separation. These requirements are listed below; however, the designer and school system should work to define efficiencies and redundancies for the anticipated PK-8 school structure and the specifics of the anticipated school schedule. ACPS recognizes that some urban sites may not fully accommodate the VDOE requirements. It is recommended that a minimum of one regulation field be provided at each school site for activities such as soccer, field hockey, and/or lacrosse. In addition two playgrounds, one for primary and one for intermediate students should be provided at a minimum.

<table>
<thead>
<tr>
<th>Space</th>
<th>Elementary School Requirement</th>
<th>Middle School Requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Multi-use Hard Surface</td>
<td>(1) @ 100’x120’*</td>
<td>(1) @ 100’x120’</td>
</tr>
<tr>
<td>Fenced Equipment Area, PK-1</td>
<td>(1) @ 100’x120’</td>
<td>--</td>
</tr>
<tr>
<td>Equipment Area, 2-5</td>
<td>(1) @ 100’x120’</td>
<td>--</td>
</tr>
<tr>
<td>Equipment Area, 6-8</td>
<td></td>
<td>(1) @ 100’x150’</td>
</tr>
<tr>
<td>Multi-use Field Play Area</td>
<td>(1) @ 140’x 180’</td>
<td></td>
</tr>
<tr>
<td>Field Game Areas</td>
<td></td>
<td>(2) @ 200’x400’</td>
</tr>
</tbody>
</table>

*Two Hard Surface Areas are required at the elementary school level; however, the gymnasium is allowed as a substitute for one such area at the Elementary School level. In addition to the programmed spaces outlined above, school sites should accommodate non-structured and/or natural play areas. Each school should also include two circuits. One circuit is intended for younger children to walk, run, or ride small bi/tri-cycles. A second, larger circuit is intended for older children to run and ride bicycles. Both circuits should include regular indications of measure. School-owned Bicycle Storage to support the current ACPS physical education programming.

Classroom

All schools shall be designed with at least one clearly defined outdoor classroom. In addition, the site shall be designed to accommodate various types and scales of outdoor learning areas.

Outdoor Art Terrace

A space shall be provided for outdoor art projects. The space shall be adjacent to the art classrooms.
**PK–8 School Educational Specifications**

**Site**

**Roof tops**
ACPS expects all new buildings to become net-zero energy buildings within each building’s serviceable life. Low energy design will likely require photovoltaics on building rooftops. In keeping with ACPS’ approach to sustainable design, roofs, or portions thereof, shall be designed for occupancy by school classes and other visitors and shall include elevator access.

All roof structures should be designed to accommodate extensive-type green roofs, or the future conversion to such a roof. Depending on available site areas, some schools may pursue more intensive green roofs or rooftop gardening.

**Water Cycle**
In keeping with the ACPS approach to Greenovation, rainwater and stormwater systems and strategies shall be conceived and articulated in such a way to make clearly visible the relationship between the human-made landscape and the natural water cycle.

**Sundial**
ACPS desires for students to understand the sun’s path across the school site. A vertical or standing sun-dial shall be incorporated into each school.

**School Garden**
Space shall be allocated for a variety of outdoor gardens, including space for on-site food cultivation. Site design should also consider the future addition of garden-related improvements such as greenhouse, tool shed, compost, etc.

**Landscaping**
Landscapes shall be xeriscaped with drought-tolerant native plantings.
ACPS PK-8 School Educational Specifications

Adjacencies

Note: The functional relationships illustrated are diagrammatic only. Further interpretation of these relationships shall be implemented by the design team.
ACPS PK-GRADE 8 SCHOOL
Early Childhood Education
Site Specific Option

Note: The functional relationships illustrated are diagrammatic only. Further interpretation of these relationships shall be implemented by the design team.
PK–8 School Educational Specifications

Adjacencies

ACPS PK-GRADE 8 SCHOOL

Special Education Services

- SPECIAL ED. CLUSTER
  - SENSORY ROOM
  - NURSE OFFICE
  - FOODS LAB
  - SPECIAL EDUCATION CLASSROOM
  - RR
  - STORAGE
  - SPECIAL EDUCATION CLASSROOM

  LOCATE CENTRALLY WITHIN GRADE LEVEL CLASSROOM AREA

- RESOURCE ROOM
  - LOCATE EACH PAIR WITH GRADE LEVEL CLASSROOMS
  - RESOURCE ROOM
  - RESOURCE ROOM

- SPECIAL ED: SITE-SPECIFIC OPTION
  - K-3 MULTIPLE DISABILITIES CLASSROOM
  - SENSORY ROOM
  - AUTISM STORAGE
  - 4-8 MULTIPLE DISABILITIES CLASSROOM

- PHYSICAL THERAPY ROOM
  - SPEECH
  - OFFICE
  - OT/PT STORAGE
  - TESTING EVALUATION ROOM
  - OCCUPATIONAL THERAPY

Note: The functional relationships illustrated are diagrammatic only. Further interpretation of these relationships shall be implemented by the design team.
PK–8 School Educational Specifications

Adjacencies

ACPS PK-Grade 8 School
Media Center

Note: The functional relationships illustrated are diagrammatic only. Further interpretation of these relationships shall be implemented by the design team.
PK–8 School Educational Specifications

Adjacencies

Note: The functional relationships illustrated are diagrammatic only. Further interpretation of these relationships shall be implemented by the design team.
ACPS PK-GRADE 8 SCHOOL
Physical Education

OUTDOOR EQUIPMENT STORAGE

LOCKER ROOM RESTROOM

PE OFFICE
TEACHER SHOWER
TEACHER SHOWER
PE OFFICE

ACCESS TO OUTDOORS

GYMNASIUM

BASKETBALL COURT

COMM PARTNERS STORAGE
PE STORAGE
PE STORAGE

CHAIR STORAGE

MULTI-PURPOSE ROOM/HEALTH CLASSROOM

Note: The functional relationships illustrated are diagrammatic only. Further interpretation of these relationships shall be implemented by the design team.
PK-8 School Educational Specifications

Adjancencies

ACPS PK-GRADE 8 SCHOOL
Administration & Student Services

Note: The functional relationships illustrated are diagrammatic only. Further interpretation of these relationships shall be implemented by the design team.
PK–8 School Educational Specifications

Adjacencies

ACPS PK-GRADE 8 SCHOOL
Student Dining & Food Service

LOCATE KITCHEN CENTRALLY TO SCHOOL FOR FOOD DISTRIBUTION

LOADING DOCK (SHARED WITH MAINTENANCE/CUSTODIAL RECEIVING)

KITCHEN

WALK-IN COOLER
WALK-IN FREEZER
DRY STORAGE

HOT WELLS FLAT TOP COLD HOT WELLS

MILK BOX SALAD BAR MILK BOX SALAD BAR
SERVING AREA CASHIER STATION CASHIER STATION

STUDENT DINING

TABLE/CHAIR STORAGE
BEFORE/AFTER SCHOOL STO.

Note: The functional relationships illustrated are diagrammatic only. Further interpretation of these relationships shall be implemented by the design team.
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