

Educational Specifications

Shingle Springs Campus (K-8)

California Montessori Project, a California Charter School



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Board Approved:

Educational Specifications-CMP Shingle Springs
Revised October 2, 2012 ms.kz.gsb

Mission Statement

*The Mission of the California Montessori Project
is to offer a quality, tuition-free Montessori education
to every child in the state of California*

Core Values

California Montessori Project (CMP) offers an environment, which has:

- the tools
- programs
- resources
- support

to enable students to become educated to high international academic standards and to develop themselves to their fullest capacity as competent, happy, productive individuals, family members, workers, and contributors to a better society and a peaceful world.

This is achieved through a commitment from the community:

- parents
- teachers
- community groups
- the legislature
- the individual child

The California Montessori Project provides a Montessori curriculum, integrated with the California state standards, for students ranging from Kindergarten through eighth grade.

Goals

The California Montessori Project is committed to serving the best interests of the student.

- ❖ Parental participation is strongly encouraged and highly valued in terms of the contribution it makes to the child's education and the school community.
- ❖ High academic standards and expectations, with emphasis on core subjects, are maintained through adherence to these values:
 - Maintain low student/teacher ratios
 - Employ & equip creative, passionate, progressive and effective teachers who are committed to the Montessori philosophy
 - Promote student accountability and support of individual student progress
 - Encourage creativity, provide opportunities for service learning and develop critical thinking skills
 - Establish high unwavering standards of conduct, emphasizing respect for self, others, and the environment
 - Emphasize collaboration, peer governance, problem-solving, and goal setting according to developmental readiness

- Encourage parental involvement and collaboration in education and governance

Core Beliefs

Dr. Montessori's fundamental goal was to prepare the child for the 'real world' and recognized that each student is a unique individual with unique personal, social, and educational needs. As a result, interactions with individual students may be unique in nature. In response to this, CMP has chosen to adopt an approach to professional conduct and school-wide behavior management. Under such an approach, CMP staff members have met and agreed upon a common set of principles, which shall serve as the basis for all interactions and decisions that may arise within the school community.

Empirical research has shown us that people learn in two ways: Through experience and by modeling. Recognizing that each person comes to our community with a different personality and a different set of life experiences, it is almost impossible to achieve total consistency of beliefs and actions within a staff. As we strive to acknowledge the unique nature of each student and staff member, consistency is achieved when social, academic and professional decisions are handled in a manner consistent with an agreed set of principles. Thus staff members are encouraged to approach situations and decision with the understanding that the coaching, counseling, and/or consequence implemented shall be consistent with the set of values and principles agreed upon by the staff as a whole.

The following list of core beliefs outlines the professional attitudes and actions of all staff members of this school:

1. Our professional attitude is a mindset with a core belief that our actions and our words should always maintain the dignity and respect of both child and adult.
2. Adults will model appropriate and respectful behavior for students and will guide students to solve their own problems in any way that does not create a problem for others.
3. Students will be given opportunities to make decisions and live with the consequences, both positive and negative. These experiences shall serve as valuable learning opportunities for our students.
4. Students will be given the opportunity to make decisions about issues that affect themselves. Outcome of choices, including misbehavior, will be handled with natural and/or logical consequences instead of punishment, whenever possible.
5. Outcomes of choices and misbehavior will be viewed as opportunities for individual problem solving and preparation for the real world. Staff acknowledges that misbehaviors are not necessarily a personal attack on school or staff and acknowledge that other underlying personal or emotional issues may need to be considered.
6. In the event a consequence appears to be unfair, students are encouraged to request an opportunity to fully communicate their viewpoints and any additional facts regarding a situation with which they were involved.
7. School problems will be handled by school personnel. Criminal activity will be referred to the proper authorities.

Project Description

California Montessori Project (“CMP”) has applied for and received a preliminary funding apportionment through the State School Facility Program (“SSF Program”) for the construction of two new K-8 school facilities, one in Elk Grove for 300 students and one in Shingle Springs for 350 students.

Educational Philosophy

The educational philosophy of the California Montessori Projects is based on Dr. Maria Montessori’s observation that children have a natural desire to learn and that stages of development exist for which there should be corresponding educational environments and trained adults who prepare these environments. The thought being, “Children can learn independently in a prepared environment with teachers who guide and serve as the links between the student and the environment.” By providing freedom of choice, this enriched learning environment cultivates individuals who learn to make independent decisions and to solve problems creatively. They learn to develop healthy social relationships, to develop skills in concentration, and to master basic academic and life skills. At the CMP campuses, students are challenged to create, explore and imagine which focuses on the idea of enhancing a child’s opportunities for learning, relevant to the student’s relationship to the work around him/her. This philosophy allows the challenging of the whole child’s personality and intellect in a variety of multicultural settings.

The teaching pedagogy is based on a strong integration of adult-to-child observation and practical hands-on activities. Classrooms have been created to support and enhance a child’s innate desire to learn about the world around him/her.

Classroom materials offer learning experiences in a clear, concrete manner. Students are encouraged to use motor and intellectual discovery when working with these materials. There is an emphasis on the sequential and orderly acquisition of both motor and cognitive skills. This ordered work method also allows for individualization and usually offers a two to three year age span within the classroom, enabling students to work and learn at their own pace, as well as in group settings.

The integration of varied age spans allows older students to gain confidence by working and role modeling materials with younger students. Collaborative learning and projects completed in groups encourage students to teach and learn with each other.

An elementary school facility should provide a nurturing but challenging learning environment, incorporating a multitude of teaching/learning styles, and encouraging respect for every individual. The ultimate goal is to create an active learning environment where students can develop the necessary skills and aptitude to become life-long learners and be technologically literate.

The California Montessori Project Educational Specifications represent the Charter School’s guidelines and criteria for its new facilities as well as rebuilt facilities. The Educational Specifications are designed to create smaller communities or pods within the larger community.

The Community

California Montessori Project (CMP) is a public charter school (K-8) operating as a network under four charters, authorized by Buckeye Union, Elk Grove Unified, Sacramento City Unified and San Juan Unified School Districts. CMP has six sites throughout the greater Sacramento region, which include campuses at Shingle Springs, Elk Grove, mid-town Sacramento, Fair Oaks, Orangevale and Carmichael. Parents choosing CMP as their educational choice are looking for an alternative educational program for their children that reflect the teachings of Maria Montessori. Students attending the various campuses may live near the campus or parents may work in the general area. Currently each campus is at its maximum capacity. All campuses currently have waiting lists for admittance to the program.

School Board Policy

It is the policy of the Board of Directors and the Executive Director to follow the School Facilities Program as described in California Education Code and the School Facilities Program Regulations.

Educational Program Description

The California Montessori Project is a California Public Charter School and receives direct funding based on average daily attendance (ADA). Despite ongoing state budget cuts, CMP continues to adhere to those values that honor the CMP Learning Community, as well as District and State expectations. Furniture and equipment funding will be coming out of the school's Charter Block Grant and/or local fundraising activities. Listed below is an overview of each program area to be included in the K-8 facilities in the CMP Network.

- Curriculum: Offer essential knowledge, which honors diverse learning modalities and personal accountability, and has 'real-life' applications
- Organizational Model: Provide student-centered, community-based pod approach
- Technology: Create an integrated/effective system which promotes student learning in diverse subject areas
- Administration: Provide optimal access/interaction and promote greatest opportunity for relevant student learning
- Community Use: Promote community access, participation, ownership, and pride
- Student Groupings: Organize facilities into houses/clusters which support the multi-age community (including 'study buddies,' cross-age mentoring, etc.)
- Students Services: Meet the contemporary and appropriate needs of students, which includes both general education and special education populations

These 'best practices' reflect the educational core values most associated with the California Montessori Project, which chooses to provide a Montessori based educational opportunity. Students involved in CMP have experienced marked improvement in achievement through these best practices that most align with the vision of Maria Montessori.

❖ Administration/Student Services

Immediately upon entry, visitors will be greeted in the Administration "welcome area." The principal and support staff offices and student services will be located in a centralized area at the main entrance of the school.

❖ Core Academics & Special Needs

The learning community concept accommodates a variety of instructional strategies and student grouping approaches. This concept also provides a learning environment that is characterized by flexibility, a sense of community for the students and teachers working in a cluster or community, and a safe/well-supervised environment. Teachers will have the option and flexibility within a cluster to create and organize learning environments that work for students and their learning styles.

The basic organizational unit for this school will be the learning community, consisting of general-purpose learning labs or classrooms, teachers' center, small group rooms which will include the special education services of Speech and Language, Specialized Academic Instruction and Occupational Therapy.

The learning communities can be organized based on individual grade level (i.e. a K, 1st, 2nd, 3rd, 4th, 5th, 6th, 7th, and 8th grade community) or grade groupings (1-3, 4-6, 7-8). Special attention will be given to accessibility of all educational and support

spaces and an integrated learning program. The learning communities also include small learning groups with flexibility to combine pre-referral intervention services and special education services. These groups include students with and without IEPs who need instruction at specific skill levels. In addition to these small learning groups, Specialized Academic Instruction services have consisted of a combination of push-in and pull-out services for students with IEPs.

Speech and Language services along with Occupational Therapy services have coordinated use of shared space in the Administration/classroom area. Speech and Language providers as well as Occupational Therapists require different types of equipment and materials for service delivery. The use of small offices for individual one on one instruction is essential. Space for storage of equipment and material for all special education providers is included in the office area. Space for OT equipment, such as room to hang hooks for swings, is provided.

❖ **Visual Arts**

The art curriculum will be incorporated in the teaching spaces in the classroom environment.

❖ **Music/Performing Arts**

Music and Performing Arts are a dynamic part of any curriculum, providing students with an opportunity to improve their creative skills. The Music/Performing Art curriculum will be incorporated in teaching spaces and in the Multi-Purpose Building.

❖ **Physical Education**

The physical education (PE) program is designed for grades K-8. PE is taught daily and is coeducational. The programs teach skills, physical fitness, and provide a foundation for developing lifelong activities. The Multipurpose Room will be used for PE activities. The physical education program will utilize the multi-

purpose building to the fullest extent which includes but is not limited to inclement weather and on "Spare the Air" Days. Blacktop playground areas are located between grass fields and school classrooms. Supervision of play fields is not obstructed by building or objects that impair observation.

Children are less fit than they have been in the past. This growing trend indicates a strong need to have programs that emphasize overall fitness and a need to develop interest in maintaining lifelong fitness activities. The Physical Education Program is generally taught by a PE Resource Teacher. The use of a PE Resource Teacher is dependent upon budget constraints, but is expected to continue. If it is not possible to fund PE Resource Teachers, the program will be taught by the student's homeroom teacher. Programs will have to be able to accommodate physically handicapped students.

The curriculum focuses on skill building, sportsmanship, fitness, physical development, personal goals, cooperation, lifelong activities and doing one's best. The development of physical skills and the learning of rules are focused upon specific to various sports and games. Students cooperate in group and individual activities while focusing and developing physical fitness. Students learn the importance of developing and maintaining a fit and healthy body, along with developing a positive attitude toward physical activity. The California Montessori Project follows the goals and objectives as outlined in the California State Framework for Health and Physical Education.

❖ **Multipurpose Building**

This area is planned as a flexible multi-purpose room that can accommodate student dining, performance, assemblies, physical education, and community meetings. It is proposed, through creative design, that this area will effectively house

multiple functions with seating space for all uses. These spaces should be designed and constructed with a focus on community use during non-school hours, since there is a high demand for both indoor and outdoor facilities.

❖ **Community Spaces**

School buildings are often viewed as centers for the community. To facilitate community involvement, an agreement will be available for outside groups to reserve facilities, following the guidelines of the chartering district when applicable.

❖ **Furniture & Equipment**

Classrooms vary in shape and size; therefore, the furniture should be flexible to accommodate a variety of classroom formats for both individual and group activities. Teachers and students should have storage space for personal belongings, papers, and books as well as storage for supplies and materials. Work areas exist with direct access to copiers, multi-media equipment, and telephones. Teacher preparation areas should be located in close proximity to classrooms to permit, encourage, and enhance student and teacher interaction.

❖ **Technology**

The facility will contain the latest in technology and be wired and wireless for voice, video and data throughout the building. The program design is intended to bring information to the desk of the student, and computer technology will be distributed in every classroom. It is intended that access to technology will be seamless and pervasive throughout the building.

❖ **Handicapped Accessibility**

The entire facility will be accessible for all students, staff, and visitors. This will be accomplished through use of ramping,

sufficient internal clearances for circulation, convenient bus/van loading and unloading, and nearby handicapped parking spaces. All elements of the Americans with Disabilities Act must be complied with, including way finding and signage, appropriate use of textures, and universal accessibility of all indoor and outdoor school facilities.

Aesthetics & Flexibility of the Learning Environments

Constructing the indoor and outdoor structures and spaces where students go to school today must meet many challenges and expectation. The aesthetics should reflect, first and foremost, the high academic aspirations of the school. It should have community visibility and presence.

Creating a community landmark will establish a recognizable identity that will instill pride in its students and community. Areas within the school should be developed to have clear organization and internal identity.

The facility should capture the student's interest, making them feel that the space is special, and therefore infer that each individual is special. Aesthetics that affirm the value of the individual must be emphasized, with spaces for the admiration of the accomplishments of self and others. The school should resemble a place for academic success, high self-esteem, social interaction, and physical safety. The facility layout should be especially easy to comprehend and reflect how classes relate to one another. Spaces should be provided for positive socialization among students and teachers.

❖ **Variety of Instructional/Learning Spaces**

Spaces should be designed to allow for flexibility in educational delivery, size of student grouping, collaborative student activities, and reliance on computer technology. Spaces should allow students to work independently and collaboratively, give and/or receive tutoring, as well as accept instruction. Consideration should also be given to serving students of various ages.

Pod Learning Lab/classroom spaces in the elementary schools have been planned for 20-27 students in general instruction classrooms, 8 in low incident special education spaces.

❖ **Staffing Patterns**

The predominant staffing pattern in CMP consists of classroom teachers and instructional aides for increased accessibility by students, supplemented by specialist teachers for exploratory learning and focused interventions. Students needing extra support through Special Education do so through special academic instruction and Speech and Language Specialists. Students with special needs are tutored in a manner not to disrupt their day, through inclusion activities in the classrooms and 'push in' activities. As programs and groupings change, a more differentiated staffing pattern may emerge with lead or master teachers and more specialists and paraprofessional facilitators. The key is to embrace flexibility so that student needs will be met.

❖ **Facility Change Should Be the Norm**

Many school planning configurations of multiple, isolated classrooms make changes and additions cost prohibitive and, once a building is constructed, often difficult to accomplish. Facilities should be constructed in a manner in which change and flexibility is the norm, not the exception. Building materials

and furniture should be selected to support these concepts as well. The challenge of developing flexible space directly impacts the budget and space requirements.

Developing flexible and common areas will impact all program areas and must be weighed for their effectiveness. In order to realize the full potential of a building's flexibility, staff needs to be allowed to problem solve as a group to design how the building might be used to meet the needs of students most effectively.

❖ **Indoor and Outdoor Learning Environments**

By rethinking all spaces, better use of the facilities and site can occur. One way to accomplish this is to use windows and outside areas to make rooms "feel" larger as well as utilizing outdoor areas for teaching environments.

Common and shared use areas should be considered to provide spaces for positive interaction and orientation within the school. All learning environments should be developed to foster a sense of belonging and pride. The use of the building system/design as an actual teaching model and example of technology and environmentally conscious design should be considered. Creativity and functionality should work hand in hand. Color, building materials, furniture, and landscaping should be selected carefully to develop a pleasing and inviting atmosphere.

The learning environment should be student-centered and designed for "hands-on learning," promoting student autonomy and independence. Space for active participation should be incorporated, with classrooms providing opportunities for integrating disciplines and easy access to tools of exploration. The outdoor site should serve as a pro-active learning environment as well.

❖ **New vs. Existing Buildings**

The concepts found herein can be applied to new construction as well as the renovation of existing facilities. Because CMP is a Charter School and facilities may be leased from a chartering district or leased from a private owner, it is important to point out that achieving the educational and facility concepts should be the primary goal, which may result in the need to modify some of the square footage guidelines. The final determination for modifications should be: Does and can the space available meet the academic needs of the students?

Core Academics

Introduction

It is the goal of the Core Academic Area to provide opportunities for students to foster mastery of basic skills in reading, writing, mathematics, science, citizenship, health, technology, and other content areas, to experience and enhance their awareness and understanding of multi-cultural values, beliefs, and other aspects of society, and to become involved in inquiry-based learning expressed by hands-on, minds-on, experiences.

The Core Academic Area is composed of spaces associated with typical academic content areas such as English, Mathematics, World Language, Science, and Social Studies. Spaces include classrooms, center learning area, kindergarten restrooms, and material storage. A description of the activities, persons to accommodate, and items to be considered is included.

Overview

The Core Academic Area concept will be organized to facilitate an interdisciplinary approach to instruction. Characteristics of this area are:

- ❖ Ability to organize space by teams
- ❖ Instruction and facility space to encourage team and student communication
- ❖ A flexible learning environment, adaptable to change and supportive of different program delivery and organizational patterns including adequate space to support the work of teams and production of student work, and to encourage the integration of curricula.

The concepts that will give direction to this interdisciplinary approach are:

- ❖ Integrated curricula
- ❖ Performance objectives for students
- ❖ Individualized/intra-dependent learning environments
- ❖ Performance assessment
- ❖ Decentralized/shared decision-making
- ❖ Coordination of services provided to students

In addition to the traditional large and small group instruction, many varied activities take place in the various Core Academic learning areas:

- ❖ Writing/composing
- ❖ Reading
- ❖ Role playing – skits, acting out situation
- ❖ Hands-on projects and activities – individuals and groups
- ❖ Oral presentations
- ❖ Interactive activities – room-to-room, school-to-school, class-to-community
- ❖ Team teaching among all the disciplines

- ❖ Group and teamwork activities

English Goals: To accommodate the special needs and abilities of all students, the English program will provide an interesting and challenging interdisciplinary approach to:

- ❖ Lifelong reading
- ❖ Oral communication skills
- ❖ Written competency

Mathematics Goals: The goal of the math curriculum is to ensure that all students will:

- ❖ Learn beginning problem solving and critical thinking skills
- ❖ Incorporate teamwork skills
- ❖ Communicate basic math concepts
- ❖ Learn to relate basic math concepts to real world situations
- ❖ Learn to use technology efficiently and effectively

Science Goals: The main educational outcome is to help all students develop an understanding of how we come to know what we know and how we test and revise our thinking, even as we become familiar with the laws and principles that govern the natural world. Students demonstrate mastery of basic science skills and concepts through various means appropriate to each grade level. Some possibilities include student investigations, technology-based projects, and performance-based activities.

Students are able to move around their classroom environment to explore and understand as they learn through experiences that have been set up for them in their classroom environment.

The goal of the science curriculum is to ensure that all students:

- ❖ Have a concern for their environment
- ❖ Learn problem-solving skills
- ❖ Learn through hands-on experiments, inquiry, observations and comparisons

Social Science Goals: The main educational outcome is to help all students develop an understanding of how we come to know what we know through history and revise our thinking, even as we become familiar with the laws and principles that govern the historical findings as they relate to society. Students demonstrate mastery of basic social science skills and concepts through various means appropriate to each grade level. Some possibilities include student investigations, technology-based projects, and performance-based activities. Students are able to move around their classroom environment to explore and understand as they learn through experiences that have been set up for them in their classroom environment.

The goal of the social science curriculum is to ensure that all students:

- ❖ Have a concern for their community
- ❖ Develop a multi-cultural awareness
- ❖ Learn critical thinking skills

Physical Education Goals: The curriculum focuses on skill building, sportsmanship, fitness, physical development, personal goals and doing one's best, cooperation and lifelong activities. The development of physical skills and the learning of rules specific to various sports and games is focused upon. Students cooperate in group and individual activities while focusing and developing physical fitness and learn the importance of developing and maintaining a fit and healthy body along with developing a positive attitude toward physical activity. The California Montessori Project follows the goals and objectives as outlines in the California State Framework for Health and Physical Education.

The goal of the physical education curriculum is to ensure that all students participate in the physical education (PE) program:

- ❖ Supporting grades K-8, including students with adaptive needs
- ❖ Offering daily/weekly activities for not less than 20 minutes per day or 200 minutes every 10 days
- ❖ Providing coeducational instruction
- ❖ Teaching skills, physical fitness, and providing a foundation for developing lifelong activities

Technology Education Goal: Teachers and students have access to computers before and after school, as well as, throughout the school day. All classrooms have computers and Internet access. Students with special needs and English Language Learners utilize computers in the classrooms.

The goal of the technology education curriculum is to ensure that all students participate in the technology program:

- ❖ Increasing student achievement and technology competency
- ❖ Increasing staff technology competency
- ❖ Integrating of technology throughout curricula to improve overall education achievement

The buildings will be designed to support the latest technology and allow for future growth. The program design is intended to bring information and computer technology into every classroom. The Charter has a current Technology plan (through 2014) approved by the state which will be used to guide growth as funding becomes available.

Classrooms

Activities and Persons

The following tables reflect the anticipated activities to be conducted in the space and the persons making use of the space.

Activities	<ul style="list-style-type: none"> ❖ Individual, small, and large group activities ❖ Storage of materials ❖ Project-based learning ❖ Demonstrations ❖ Computer-based instruction
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Persons	<ul style="list-style-type: none"> ❖ Students ❖ Teachers ❖ Aides ❖ Volunteers ❖ Staff
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Building System Requirements

The following tables reflect the needs of four different areas of Building System Requirements: Mechanical, Plumbing, Electrical & Lighting, and Technology.

Plumbing	<ul style="list-style-type: none"> ❖ Bathrooms in Kindergarten Classrooms ❖ Bathrooms and drinking fountains in Common Areas
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Electrical & Lighting	<ul style="list-style-type: none"> ❖ Multiple quad electrical outlets on each wall ❖ Overhead lighting with banked switching ❖ Room darkening capability ❖ Controlled day lighting ❖ Overhead lighting
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Technology

- ❖ Access to voice, video, data ports and electrical outlets
- ❖ Intercom/ telephone
- ❖ Teacher data port separate from student data ports
- ❖ LCD projector with pull down screen

Doors & Windows

The following table reflects the considerations for the doors and windows to be used in the space.

Doors & Windows

- ❖ Door with windows (no blinds)
- ❖ Windows with blinds
- ❖ View panel at door
- ❖ Window to corridor and/or Learning Community
- ❖ Double-paned and tinted

Furniture & Equipment

The following table reflects the considerations for the furniture and other equipment needed within the space.

Furniture & Equipment	<ul style="list-style-type: none">❖ Flexible or multiple display surfaces❖ Portable closets/cabinets❖ Bookcases❖ Age appropriate and adjustable furniture❖ Bulletin boards and white magnetic boards❖ Worktables for small group instruction
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Special Consideration

The following table reflects design considerations for the space.

Special Considerations	<ul style="list-style-type: none">❖ Individual student shelves for books, independent reading material❖ Baskets/boxes❖ Space for hanging students coats and backpacks❖ Vinyl/ Tile Flooring❖ Acoustics to block noise
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Learning Labs

Activities and Persons

The following tables reflect the anticipated activities to be conducted in the space and persons making use of the space.

Activities	<ul style="list-style-type: none">❖ Teacher planning and collaboration❖ Team meetings❖ Student small group work centers❖ Students working independently on projects❖ Speech and Language groups❖ Occupational Therapy Groups❖ Special Education SAI Groupings
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Persons	<ul style="list-style-type: none">❖ Teachers❖ Staff❖ Aides❖ Students❖ Volunteers
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Building System Requirements

The following tables reflect the needs of four different areas of Building System Requirements: Mechanical, Plumbing, Electrical & Lighting, and Technology.

Mechanical	<ul style="list-style-type: none">❖ No special requirements
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Plumbing

- ❖ No special requirements

Electrical & Lighting

- ❖ Electrical service for photocopier machine
- ❖ Overhead lighting
- ❖ Duplex electrical outlets on each wall
- ❖ Controlled day lighting
- ❖ Natural lighting
- ❖ Overhead lighting

Technology

- ❖ Access to voice, data ports, and electrical outlets
- ❖ LCD projector
- ❖ Telephone with outside line
- ❖ Keypad access

Doors & Windows

The following table reflects the considerations for the doors and windows to be used in the space.

Doors & Windows	<ul style="list-style-type: none">❖ View panel at door❖ Window looking into classrooms
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Furniture & Equipment

The following table reflects the considerations for furniture and other equipment needed within the space.

Furniture & Equipment	<ul style="list-style-type: none">❖ Lockable storage cabinets❖ Flexible surfaces❖ Storage cabinets❖ Tables for conferencing and lunch❖ Copier❖ Clock❖ Abundant Shelving❖ Storage bins
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Special Considerations

The following table reflects design considerations for the space.

Special Considerations	<ul style="list-style-type: none">❖ No special requirements
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Kindergarten Classrooms

Activities and Persons

The following tables reflect the anticipated activities to be conducted in the space and the persons making use of the space.

Activities	<ul style="list-style-type: none">❖ Whole group❖ Teacher directed❖ Small group❖ One-on-one instruction❖ Cooperative learning
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Persons	<ul style="list-style-type: none">❖ Students❖ Teachers❖ Parents❖ Volunteers❖ Other Staff
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Building System Requirements

The following tables reflect the needs of four different areas of Building System Requirements: Mechanical, Plumbing, Electrical & Lighting, and Technology.

Mechanical	<ul style="list-style-type: none">❖ No special requirements
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Plumbing

- ❖ Sink with hot and cold water
- ❖ Drinking fountain
- ❖ Bathroom

Electrical & Lighting

- ❖ 2 quad electrical outlets on each wall
- ❖ Banked switches to allow varied light levels
- ❖ Overhead lighting

Technology

- ❖ Telephone/intercom/voicemail port
- ❖ Video port and monitor
- ❖ Data ports
- ❖ Data port for teacher
- ❖ Quad outlet adjacent to each data port
- ❖ Listening center (headphones, audio devices)
- ❖ LCD projector with pull-down screen

Doors & Windows

The following table reflects the considerations for the doors and windows to be used in the space.

Doors & Windows	<ul style="list-style-type: none">❖ Door: View panel❖ Windows: operable, with blinds to allow controlled natural lighting
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Furniture & Equipment

The following table reflects the considerations for furniture and other equipment needed within the space.

Furniture & Equipment	<ul style="list-style-type: none">❖ Casework to include:<ul style="list-style-type: none">○ Countertop with sink, base, and wall cabinets❖ Cubbies for student storage❖ Magnetic marker board on primary and secondary teaching walls❖ Age appropriate and adjustable mobile furniture
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Special Considerations

The following space reflects design considerations for the space.

Special Considerations	<ul style="list-style-type: none">❖ Comfortable rooms with pleasant décor that contribute to an atmosphere conducive to creativity❖ Adequate storage for mats and instructional materials❖ Tile flooring near sink area❖ Carpeting❖ Acoustics to block noise from roads, traffic, etc.
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Administration

Introduction

Administration/Student Services will provide the organizational and instructional leadership needed to create an atmosphere that is conducive for teaching and learning. This area includes the administrative functions of the school and is combined with student support services, (Speech & Language Specialists, SAI, Occupational Therapists, etc.). The administration/student services area will assist in coordinating overall instruction and will serve as the hub of the building.

Overview

The administration/Guidance area will house facilities for several different student services including: Administrative area, Principal's office, Conference room, Mail/Work/Copy room and Administrative storage.

The pages that follow contain a description of the activities, persons to accommodate, and items to be considered.

Reception Area (combined with Administrative Assistant Area)

Activities and Persons

The following tables reflect the anticipated activities to be conducted in the space and the persons making use of the space.

Activities	<ul style="list-style-type: none">❖ Greeting people and directing them to the proper location or person❖ Waiting area for students, visitors and staff members
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Persons	<ul style="list-style-type: none">❖ School Staff❖ Student population❖ Parents❖ Visitors
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Building System Requirements

The following tables reflect the needs of four different areas of Building System Requirements: Mechanical, Plumbing, Electrical & Lighting, and Technology.

Mechanical	<ul style="list-style-type: none">❖ No special requirements
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Plumbing

- ❖ No special requirements

Electrical & Lighting

- ❖ Multiple duplex electrical outlets on each wall
- ❖ Overhead lighting

Technology

- ❖ Telephone/intercom/voicemail port at each workstation
- ❖ Video port and monitor
- ❖ Data ports for each workstation
- ❖ Quad outlet for each data port

Doors & Windows

The following tables reflect the considerations for the doors and windows to be used in the space.

Doors & Windows	<ul style="list-style-type: none">❖ Door: view panel❖ Windows: operable, with blinds to allow controlled natural lighting
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Furniture & Equipment

The following table reflects the considerations for furniture and other equipment needed within the space.

Furniture & Equipment	<ul style="list-style-type: none">❖ Comfortable chairs❖ Seating for students and visitors❖ Locking file cabinets❖ Information board❖ Message board❖ Bulletin board❖ Clock
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Special Considerations

The following table reflects design consideration for the space.

Special Considerations	<ul style="list-style-type: none">❖ Bright, yet soft lighting❖ Inviting to visitors❖ Secure entry for visitors
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Secretarial Area

Activities and Persons

The following tables reflect the anticipated activities to be conducted in the space and the persons making use of the space.

Activities	<ul style="list-style-type: none">❖ Greeting people and directing them to the proper location or person❖ Assisting in administrative duties
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Persons	<ul style="list-style-type: none">❖ School staff❖ Students❖ Parents❖ Visitors
----------------	--

Building System Requirements

The following tables reflect the needs of four different areas of Building System Requirements: Mechanical, Plumbing, Electrical & Lighting, and Technology.

Mechanical

- ❖ No special requirements

Plumbing

- ❖ No special requirements

Electrical & Lighting

- ❖ Multiple duplex electrical outlets on each wall.
- ❖ Overhead lighting

Technology

- ❖ Telephone/intercom/voicemail port at each workstation
- ❖ Video port and monitor
- ❖ Data ports for each workstation
- ❖ Quad outlet for each data port
- ❖ Station for walkie talkie chargers

Doors & Windows

The following table reflects the considerations for the doors and windows to be used in the space.

Doors & Windows

- ❖ Door: view panel
- ❖ Windows: operable, with blinds to allow controlled natural lighting

Special Considerations

- ❖ Bright, yet soft lighting
- ❖ Inviting to visitors
- ❖ Secure entry for visitors
- ❖ Secretarial area combined with Reception

Furniture & Equipment

The following table reflects the considerations for furniture and other equipment needed within the space.

Furniture & Equipment

- ❖ Desk/computer workstation
- ❖ Ergonomic task chairs
- ❖ Locking file cabinets
- ❖ Magnetic marker board
- ❖ Message board
- ❖ Bulletin board
- ❖ Networked computers
- ❖ Synchronized clock

Special Considerations

The following table reflects design consideration for the space.

Principal's Office

Activities and Persons

The following tables reflect the anticipated activities to be conducted in the space and the persons making use of the space.

Activities	<ul style="list-style-type: none">❖ Conferences with staff and other visitors❖ Telephone calls❖ Administrative activities❖ Planning❖ Computer input
------------	---

Persons

- ❖ Principal
- ❖ Small group meetings

Building System Requirements

The following tables reflect the needs of four different areas of Building System Requirements: Mechanical, Plumbing, Electrical & Lighting, and Technology

Mechanical

- ❖ No special requirements

Plumbing

- ❖ No special requirements

Electrical & Lighting

- ❖ Multiple duplex electrical outlets on each wall
- ❖ Overhead lighting

Technology

- ❖ Telephone/intercom/voicemail port at each workstation
- ❖ Video port and monitor
- ❖ Data port
- ❖ Quad outlet adjacent to each port

Doors & Windows

The following table reflects the considerations for the doors and windows to be used in the space.

Doors & Windows

- ❖ Door: view panel
- ❖ Windows: operable, with blinds to allow controlled natural lighting
- ❖ Interior window with blinds to view reception area

Furniture & Equipment

The following table reflects the considerations for furniture and other equipment needed within the space.

Furniture & Equipment

- ❖ Storage cabinets
- ❖ Bookshelves
- ❖ Locking file cabinets
- ❖ Desk and chair
- ❖ Conference table
- ❖ Bulletin board
- ❖ Networked computer
- ❖ Clock

Special Considerations

The following table reflects design consideration for the space.

Special Considerations

- ❖ Carpeting
- ❖ Consideration for sound transfer

Activities and Persons

The following tables reflect the anticipated activities to be conducted in the space and the persons making use of the space.

Activities	❖ Small group meeting/conferences
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Persons	❖ Administrators and Staff ❖ Parents ❖ Students ❖ Visitors
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Building System Requirements

The following tables reflect the needs of four different areas of Building System Requirements: Mechanical, Plumbing, Electrical & Lighting, and Technology.

Mechanical	❖ No special requirements
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Conference Room

Plumbing

- ❖ No special requirements

Electrical & Lighting

- ❖ Multiple duplex electrical outlets on each wall
- ❖ Overhead Lighting

Technology

- ❖ Telephone/intercom/voicemail port at each workstation
- ❖ Video port and monitor
- ❖ Data ports
- ❖ Quad outlet adjacent to each data port
- ❖ LCD projector/pull down screen

Doors & Windows

The following table reflects the considerations for the doors and windows to be used in the space.

Doors & Windows

- ❖ Door: large view panel

Furniture & Equipment

The following table reflects the considerations for furniture and other equipment needed within the space.

Furniture & Equipment	<ul style="list-style-type: none">❖ Conference table and chairs❖ Magnetic marker board❖ Clock
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Special Considerations

The following table reflects design consideration for the space.

Special Considerations	<ul style="list-style-type: none">❖ Carpeting❖ Consideration for sound transfer
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Mechanical	❖ Ventilation to prevent copier from overheating	Mail / Work /
	Copy Room	

Activities and Persons

The following tables reflect the anticipated activities to be conducted in the space and the persons making use of the space.

Activities	<ul style="list-style-type: none"> ❖ Copying ❖ Collating ❖ Preparing communications for mailing ❖ Laminating, book making ❖ General office work ❖ Delivery of general office mail ❖ Storage
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Persons	<ul style="list-style-type: none"> ❖ Staff ❖ Volunteers
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Building System Requirements

The following tables reflect the needs of four different areas of Building System Requirements: Mechanical, Plumbing, Electrical & Lighting, and Technology.

Plumbing	❖ No special requirements
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Electrical & Lighting	<ul style="list-style-type: none"> ❖ Multiple duplex electrical outlets on each wall ❖ Overhead lighting
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Technology	<ul style="list-style-type: none"> ❖ Telephone/intercom/voicemail port at each workstation ❖ Data ports ❖ Quad outlet adjacent to each port ❖ Video port and monitor
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Doors & Windows

The following table reflects the considerations for the doors and windows to be used in the space.

Doors & Windows

- ❖ Door: large view panel
- ❖ Windows: no special requirements

Special Considerations

- ❖ Consideration for sound transfer
- ❖ Vinyl tile

Furniture & Equipment

The following table reflects the considerations for furniture and other equipment needed within the space.

Furniture & Equipment

- ❖ Lockable storage cabinets
- ❖ Wall shelving
- ❖ Work tables and chairs
- ❖ Networked computer
- ❖ Copier
- ❖ Fax machine and printers
- ❖ Laminating machine
- ❖ Paper storage/ shredder/ cutter
- ❖ Clock

Special Considerations

The following table reflects design consideration for the space.

Restrooms (Administration building)

Activities and Persons

The following tables reflect the anticipated activities to be conducted in the space and the persons making use of the space.

Activities	❖ Personal hygiene
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Persons	❖ Teachers ❖ Administrators ❖ Staff ❖ Visitors/Volunteers
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Building System Requirements

The following tables reflect the needs of four different areas of Building System Requirements: Mechanical, Plumbing, Electrical & Lighting, and Technology.

Mechanical	❖ Exhaust fan
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Plumbing

- ❖ Sink with hot and cold water
- ❖ Toilet

Electrical & Lighting

- ❖ Multiple duplex electrical outlets on each wall
- ❖ Overhead lighting

Technology

- ❖ No special requirements

Doors & Windows

The following table reflects the considerations for the doors and windows to be used in the space.

Doors & Windows	❖ Door: large view panel ❖ Windows: no special requirements
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Furniture & Equipment

The following table reflects the considerations for furniture and other equipment needed within the space.

Furniture & Equipment	<ul style="list-style-type: none">❖ Casework to include:<ul style="list-style-type: none">○ Mirror❖ Soap dispenser❖ Tissue holder❖ Paper towel dispenser
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Special Considerations

The following table reflects design consideration for the space.

Special Considerations	<ul style="list-style-type: none">❖ No special requirements
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Student Support Programs and Services

Activities and Persons

The following tables reflect the anticipated activities to be conducted in the space and the persons making use of the space.

Activities	<ul style="list-style-type: none"> ❖ Meeting with Students, Parents and Staff ❖ Services for Speech and Language ❖ Services for Occupational Therapists ❖ Services for Specialized Academic Instruction
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Persons	<ul style="list-style-type: none"> ❖ School staff ❖ Students ❖ Speech and Language Therapist ❖ Occupational Therapists ❖ SAI (Specialized Academic Instruction) ❖ Aides ❖ Teachers ❖ Parents
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Building System Requirements

The following tables reflect the needs of four different areas of Building System Requirements: Mechanical, Plumbing, Electrical & Lighting, and Technology.

Mechanical	<ul style="list-style-type: none"> ❖ No special requirements
Plumbing	<ul style="list-style-type: none"> ❖ No special requirements

Electrical & Lighting	<ul style="list-style-type: none"> ❖ Duplex electrical outlets on each wall ❖ Overhead lighting
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Technology	<ul style="list-style-type: none"> ❖ Telephone/intercom/voicemail port ❖ Video port and monitor ❖ Data ports ❖ Quad outlets adjacent to each data port
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Doors & Windows

The following table reflects the consideration for the doors and windows to be used in the space.

Doors & Windows

- ❖ Door: view panel
- ❖ Windows: no special requirements

Furniture & Equipment

The following table reflects the considerations for furniture and other equipment needed within the space.

Furniture & Equipment

- ❖ Desk and chair
- ❖ Table and chairs
- ❖ Networked computer
- ❖ Clock
- ❖ Locking file cabinets
- ❖ Shelves

Special Circumstances

- ❖ Bright, yet soft lighting
- ❖ Inviting to visitors
- ❖ Carpeting

Staff Lounge

Activities and Persons

The following tables reflect the anticipated activities to be conducted in the space and the persons making use of the space.

Activities	<ul style="list-style-type: none"> ❖ Teacher planning and collaboration ❖ Team meetings ❖ Lunch
Persons	<ul style="list-style-type: none"> ❖ Teachers ❖ Staff ❖ Aides ❖ Volunteers

Building System Requirements

Educational Specifications-CMP Shingle Springs
Revised October 2, 2012 ms.kz.gsb

The following tables reflect the needs of four different areas of Building System Requirements: Mechanical, Plumbing, Electrical & Lighting, and Technology.

Mechanical	<ul style="list-style-type: none"> ❖ No special requirements
Plumbing	<ul style="list-style-type: none"> ❖ Sink with hot/cold water
Electrical & Lighting	<ul style="list-style-type: none"> ❖ Duplex electrical outlets on each wall ❖ Overhead lighting ❖ Controlled day lighting
Technology	<ul style="list-style-type: none"> ❖ No special requirements

Doors & Windows

The following table reflects the considerations for the doors and windows to be used in the space.

Doors & Windows	<ul style="list-style-type: none"> ❖ View panel at door
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Special Considerations	<ul style="list-style-type: none"> ❖ Adequate counter-top space for small appliances ❖ Small appliances ❖ Acoustical privacy ❖ Telephone with outside lines
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Furniture & Equipment

The following table reflects the considerations for furniture and other equipment needed within the space.

Furniture & Equipment	<ul style="list-style-type: none"> ❖ Chairs ❖ Round tables for conferencing and lunch ❖ Casework to include: <ul style="list-style-type: none"> ○ Countertop with sink ❖ Clock ❖ Refrigerator ❖ Microwave ❖ Garbage disposal ❖ Coffee Maker
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Special Considerations

The following table reflects design considerations for the space.

Multi-Purpose/Food Service/Maintenance

Introduction

The food service area will serve as an area where students and staff can obtain a quick, desirable, and economical lunch. The area will be comfortable and cheerful and have the ability to serve as a banquet facility, meeting room, or area where dances are held. This area will be part of the multi-purpose building.

Overview

Specific spaces associated with food service are described along with descriptions of the activities, persons to be accommodated, and items to be considered.

All spaces should reference the California Uniform Retail Food Facility Law [CURFEL], excerpt from the California Health and Safety Code.

Preparation Area

Activities and Persons

The following tables reflect the anticipated activities to be conducted in the space and the persons making use of the space.

Activities	<ul style="list-style-type: none">❖ Warming food
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Persons	<ul style="list-style-type: none">❖ Staff
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Building and System Requirements

The following tables reflect the needs of four different areas of Building System Requirements: Mechanical, Plumbing, Electrical & Lighting, and Technology.

Mechanical

- ❖ No special requirements: warming kitchen only

Plumbing

- ❖ Sink with hot and cold water
- ❖ Hookup for dishwasher
- ❖ Waterline for ice-maker

Electrical & Lighting

- ❖ Duplex electrical outlets on each wall
- ❖ Other electric based on equipment requirements

Technology

- ❖ Data ports

Doors & Windows

The following table reflects the considerations for the doors and windows to be used in the space.

Doors & Windows

- ❖ Door: view panel
- ❖ Serving window

Furniture & Equipment

The following table reflects the considerations for furniture and other equipment needed within the space.

Furniture & Equipment

- ❖ Other special equipment needs for food preparation
- ❖ Lockable food and utensil storage

Special Considerations

The following table reflects design considerations for the space.

Special Considerations

- ❖ Vinyl tile non-slip flooring
- ❖ Meet County Department of Health Standards
- ❖ Washable ceilings and walls

Multipurpose Room

Activities and Persons

The following tables reflect the anticipated activities to be conducted in the space and the persons making use of the space.

Activities	<ul style="list-style-type: none">❖ Student dining❖ School and community program, meetings, and activities❖ Performances❖ Sports activities
-------------------	--

Persons	<ul style="list-style-type: none">❖ Staff members❖ Students❖ Parents❖ Community – Primarily after school hours
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Building System Requirements

The following tables reflect the needs of four different areas of Building System Requirements: Mechanical, Plumbing, Electrical & Lighting, and Technology.

Mechanical	<ul style="list-style-type: none">❖ No special requirements
Plumbing	<ul style="list-style-type: none">❖ No special requirements

Electrical & Lighting	<ul style="list-style-type: none">❖ Duplex electrical outlets on each wall❖ Other electrical base on equipment requirements❖ Banked switching to allow for adjustable lighting levels❖ Special electrical outlets for refrigeration units
----------------------------------	--

Technology	<ul style="list-style-type: none">❖ Telephone/intercom/voicemail port❖ Video port and monitor❖ Data ports❖ Quad outlet adjacent to each data port❖ Audio enhancement system❖ Sound system with portable or wireless microphones
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Doors & Windows

The following table reflects the considerations for the doors and windows to be used in the space.

Furniture & Equipment

The following table reflects the considerations for furniture and other equipment needed within the space.

Furniture & Equipment	<ul style="list-style-type: none">❖ Rectangle, fold up tables for eating❖ Stackable, free standing chairs and chair dolly❖ CD/DVD player❖ LCD projector❖ Pull down screen
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Special Considerations

The following table reflects design considerations for the space.

Special Considerations	<ul style="list-style-type: none">❖ Good sight lines to all areas of the room for supervision❖ Acoustic sound panels
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Doors & Windows

- ❖ Double doors with access to outside courtyard/dining area
- ❖ Windows: operable, with blinds to allow controlled natural lighting

Reception Area (combined with Administrative Assistant Area)

Activities & Persons

The following tables reflect the anticipated activities to be conducted in the space and the persons making use of the space.

Activities	<ul style="list-style-type: none"> ❖ Greeting people and directing them to the proper location or person ❖ Waiting area for students, visitors and staff members
-------------------	--

Persons	<ul style="list-style-type: none"> ❖ School staff ❖ Student population ❖ Parents ❖ Visitors
----------------	---

Building System Requirements

The following tables reflect the needs of four different areas of Building System Requirements: Mechanical, Plumbing, Electrical & Lighting, and Technology.

Mechanical	<ul style="list-style-type: none"> ❖ No special circumstances
Plumbing	<ul style="list-style-type: none"> ❖ No special circumstances

Electrical & Lighting	<ul style="list-style-type: none"> ❖ Multiple duplex electrical outlets on each wall ❖ Overhead lighting
----------------------------------	--

Technology	<ul style="list-style-type: none"> ❖ Telephone/intercom/voicemail port at each workstation ❖ Video port and monitor ❖ Data ports for each workstation ❖ Quad outlet for each data port ❖ Alarm systems (?)
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Doors & Windows

The following table reflects the considerations for the doors and windows to be used in space.

Doors & Windows	<ul style="list-style-type: none"> ❖ Door: view panel ❖ Windows: operable, with blinds to allow controlled natural lighting
----------------------------	---

Special Considerations	<ul style="list-style-type: none"> ❖ Bright, yet soft lighting ❖ Inviting to visitors ❖ Secure entry for visitors
-------------------------------	--

Furniture & Equipment

The following table reflects the considerations for furniture and other equipment needed within the space.

Furniture & Equipment	<ul style="list-style-type: none"> ❖ Comfortable chairs ❖ Seating for students and visitors ❖ Locking file cabinets ❖ Information board ❖ Message board ❖ Bulletin board ❖ Clock
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Special Considerations

The following table reflects design considerations for the space.

Secretarial Area

Activities and Persons

The following tables reflect the anticipated activities to be conducted in the space and the persons making use of the space.

Activities	<ul style="list-style-type: none">❖ Greeting people and directing them to the proper location or person❖ Assisting in administrative duties
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Persons	<ul style="list-style-type: none">❖ School staff❖ Students, etc
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Building System Requirements

The following tables reflect the needs of four different areas of Building Systems Requirements: Mechanical, Plumbing, Electrical & Lighting, and Technology.

Mechanical	<ul style="list-style-type: none">❖ No special requirements
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Plumbing	<ul style="list-style-type: none">❖ No special requirements
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Electrical & Lighting	<ul style="list-style-type: none">❖ Multiple duplex electrical outlets on each wall
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Technology	<ul style="list-style-type: none">❖ Telephone/intercom/voicemail at each workstation❖ Video port and monitor❖ Data ports for each workstation❖ Quad outlet for each data port❖ Station for walkie talkie chargers
-------------------	---

Doors & Windows

The following table reflects the considerations for the doors and windows to be used in the space.

Doors & Windows	<ul style="list-style-type: none">❖ Door: view panel❖ Windows: operable, with blinds to allow controlled natural lighting
----------------------------	--

Furniture & Equipment

The following table reflects the considerations furniture and other equipment needed within the space.

Furniture & Equipment	<ul style="list-style-type: none">❖ Desk/computer workstation❖ Locking file cabinets❖ Ergonomic task chairs❖ Bulletin board❖ Magnetic marker board❖ Message board❖ Networked computers❖ Synchronized clock
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Special Considerations

The following table reflects design considerations for the space.

Special Considerations	<ul style="list-style-type: none">❖ Bright, yet soft lighting❖ Inviting Visitors❖ Secure entry for visitors❖ Secretarial area combined with Reception area
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Principal's Office

Activities and Persons

The following tables reflect the anticipated activities to be conducted in the space and the persons making use of the space.

Activities	<ul style="list-style-type: none">❖ Conferences with staff and other visitors❖ Telephone calls❖ Administrative activities❖ Planning❖ Computer input
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Persons	<ul style="list-style-type: none">❖ Principal❖ Small group meetings
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Building System Requirements

The following tables reflect the needs of four different areas of Building System Requirements: Mechanical, Plumbing, Electrical & Lighting, and Technology.

Mechanical	<ul style="list-style-type: none">❖ No special requirements
Plumbing	<ul style="list-style-type: none">❖ No special requirements

Electrical & Lighting	<ul style="list-style-type: none">❖ Multiple duplex electrical outlets on each wall
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Technology	<ul style="list-style-type: none">❖ Telephone/intercom/voicemail port at each workstation❖ Video port and monitor❖ Data ports❖ Quad outlet adjacent to each data port
-------------------	--

Doors & Windows

The following table reflects the considerations for the doors and windows to be used in the space.

Doors & Windows

- ❖ Door: view panel
- ❖ Windows: operable, with blinds to allow controlled natural lighting
- ❖ Interior window with blinds to view reception area

Furniture & Equipment

The following table reflects the considerations for furniture and other equipment needed within the space.

Furniture & Equipment	<ul style="list-style-type: none">❖ Storage cabinets❖ Bookshelves❖ Locking file cabinets❖ Desk and chair❖ Conference table❖ Networked computer❖ Clock
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Special Considerations

The following table reflects design considerations for the space.

Special Considerations	<ul style="list-style-type: none">❖ Carpeting❖ Consideration for sound transfer
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Conference Room

Activities and Persons

The following tables reflect the anticipated activities to be conducted in the space and the persons making use of the space.

Activities

- ❖ Small group meetings/conferences

Persons

- ❖ Administrators and Staff
- ❖ Parents
- ❖ Students
- ❖ Visitors

Building System Requirements

The following tables reflect the needs of four different areas of Building System Requirements: Mechanical, Plumbing, Electrical & Lighting, and Technology

Mechanical

- ❖ No special requirements

Plumbing

- ❖ No special requirements

Electrical & Lighting

- ❖ Multiple duplex electrical outlets on each wall
- ❖ Overhead Lighting

Technology

- ❖ Telephone/intercom/voicemail port
- ❖ Video port and monitor
- ❖ Data ports
- ❖ Quad outlet adjacent to each port
- ❖ White board/screen
- ❖ LCD projector/pull down screen

Doors & Windows

The following table reflects the consideration for the doors and windows to be used in the space.

Doors & Windows

- ❖ Door: large view panel

Furniture & Equipment

The following table reflects the considerations for furniture and other equipment needed within the space.

Furniture & Equipment	<ul style="list-style-type: none">❖ Conference tables and chairs❖ Magnetic marker board❖ Clock
----------------------------------	--

Special Considerations

The following table reflects design considerations for the space.

Special Considerations	<ul style="list-style-type: none">❖ Consideration for sound transfer❖ Carpeting
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