

TK-8 EDUCATIONAL SPECIFICATIONS

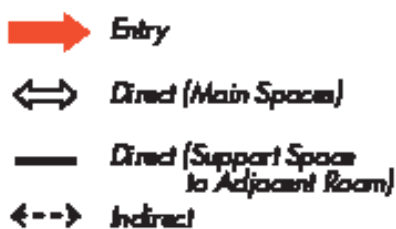
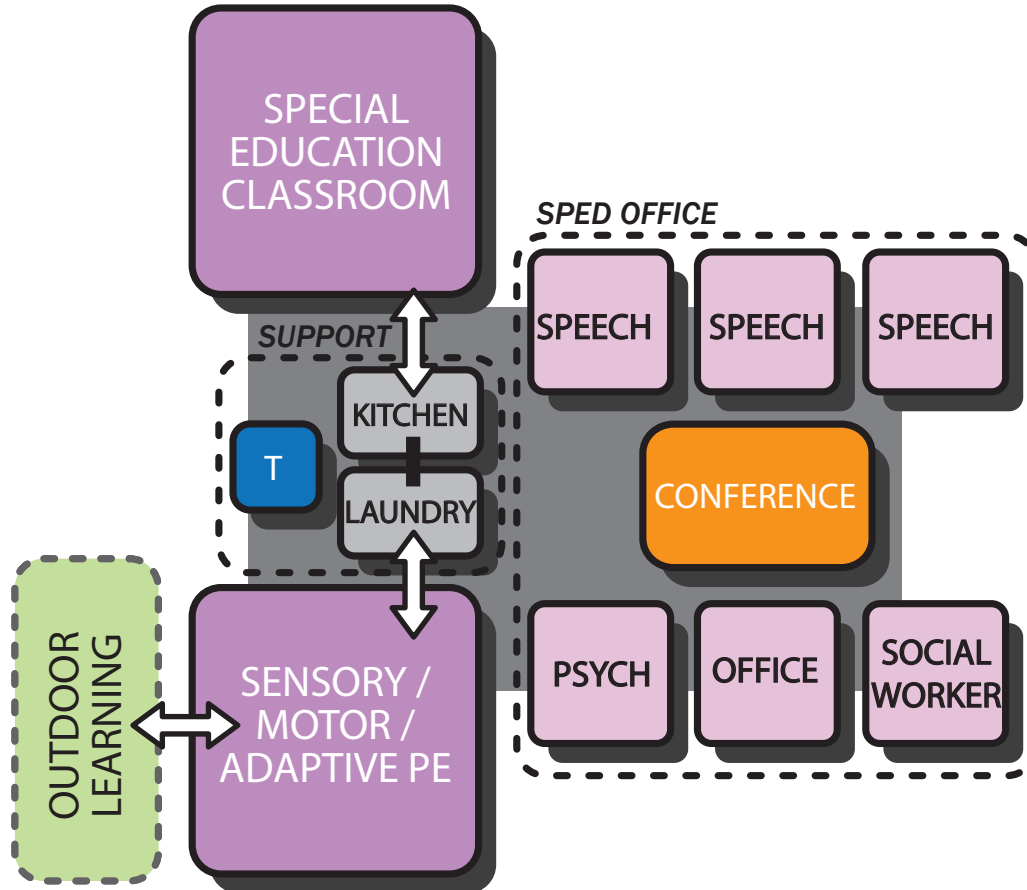
SPECIAL EDUCATION



DESCRIPTION / GOALS

- This program offers a campus, choices for the Special Education program. Each new campus should contain the above components to offer equity throughout the district.
- The Special Education Learning Centers shall be integrated in with the instructional grade communities and not separated in an area with themselves.
- The number of learning centers will vary per school. Where the student population is less than 500, then there shall be one learning center. If the student population is greater than 500, then there shall be two or more learning centers.
- There shall be one administrative suite per campus and attached to a learning center suite.
- The configuration of the area must sustain the security and foster the safety of the Special Education learner by allowing easy and constant supervision by teachers.
- Care must be given to the selection of such things as light fixtures to ensure the materials and equipment incorporated into the final design will not disturb or distract the Special Education learner.

ADJACENCY DIAGRAM



ROOM TYPE:

SPECIAL ED LEARNING CENTER/CLASSROOM

SIZE: 960 sf

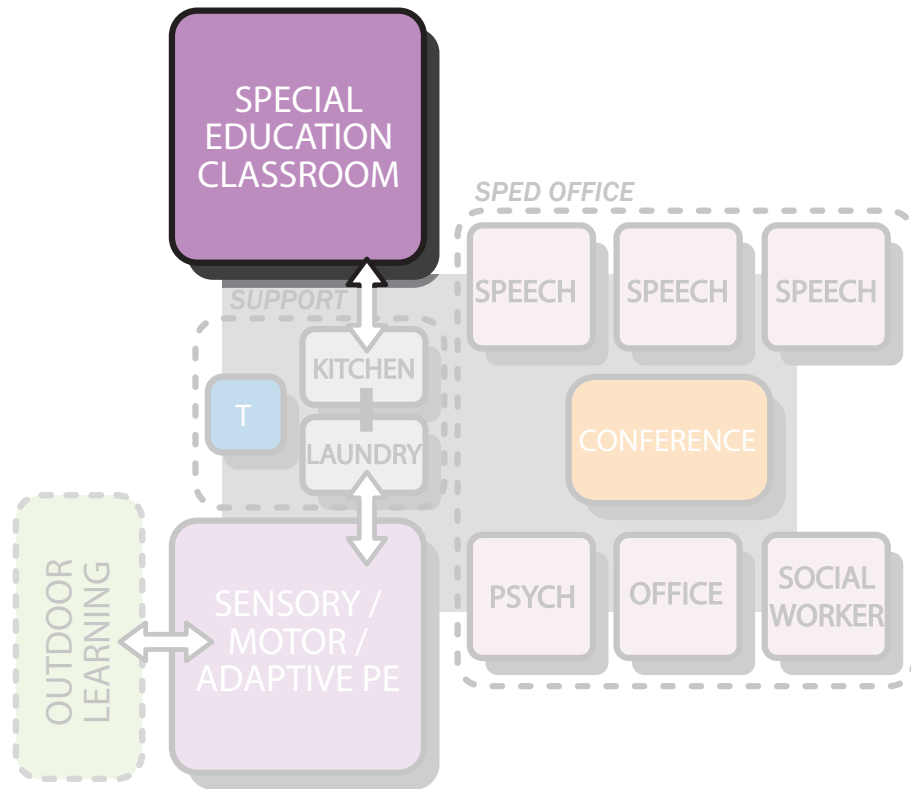
OCCUPANTS: Varies

ACTIVITIES AND USES

Whole group and small group lecture/discussion, individual, small group, and whole group cooperative and collaborative teaching and learning activities, instructor group tutoring, peer tutoring, and student testing with consideration given for special needs students.

SUPPORT SPACES

- Restroom: 75 sf with strong changing table with steps from floor
- Child Break Area within space



SPECIAL CONSIDERATIONS

- Ceiling material: acoustic ceiling tile; 9'-0" AFF min.
- One wall tackable surface
- Floor material: carpet tile with tile at sink
- Adjacent classrooms accessible through common door
- Acoustics: per ANSI/ASA S12.60-2010/ Part 1 "American National Standard Acoustical Performance Criteria, Design Requirements and Guidelines for Schools," Part 1: Permanent Schools
- Min. 45 STC between adjacent teaching space

DOORS / WINDOWS

- Door with view panel
- Energy efficient windows with blinds
- Skylights acceptable
- Large windows to exterior - Natural light highly desirable for special education
- Ability to darken room

FURNITURE / EQUIPMENT/ MILLWORK

- (2) Instructor workstation (instructor should be mobile with in the classroom)
- (20) Mobile student workstations (chromebooks or iPads)
- (1) 80" TV monitor display, fixed, wall-mounted
- Special systems / technology console
- Casual seating furniture
- Storage cabinets (with locks)
- Marker board: (2) 4' x 12' or marker wall
- Tackboard: (2) 4' x 4'



BUILDING SYSTEM REQUIREMENTS

MECHANICAL

- Independent temperature control of area within flexible range set by district's EMS system

PLUMBING

- Sink with hot and cold water and bubbler

ELECTRICAL / LIGHTING

- Outlets for general room and workstation use
- Clean, segregated power distribution with surge suppression
- Lighting: per IES Lighting Handbook guidelines
- Ability to dim room in response to video projection
- Warm lighting not to disturb the students

TECHNOLOGY

- Refer to the "District Wide Instructional Technology Plan" for school campus requirements
- Telephone / intercom handset, VoIP on wall.
- Intercom speaker with outlet
- Hard-wired data outlet for network connectivity to accept online streaming of announcements and other resources needed for classroom instruction
- Local area network connectivity for instructor workstation and student workstations
- Wireless access capable for most computer communications/applications

ROOM TYPE:

SENSORY / MOTOR ROOM

SIZE: 960 sf

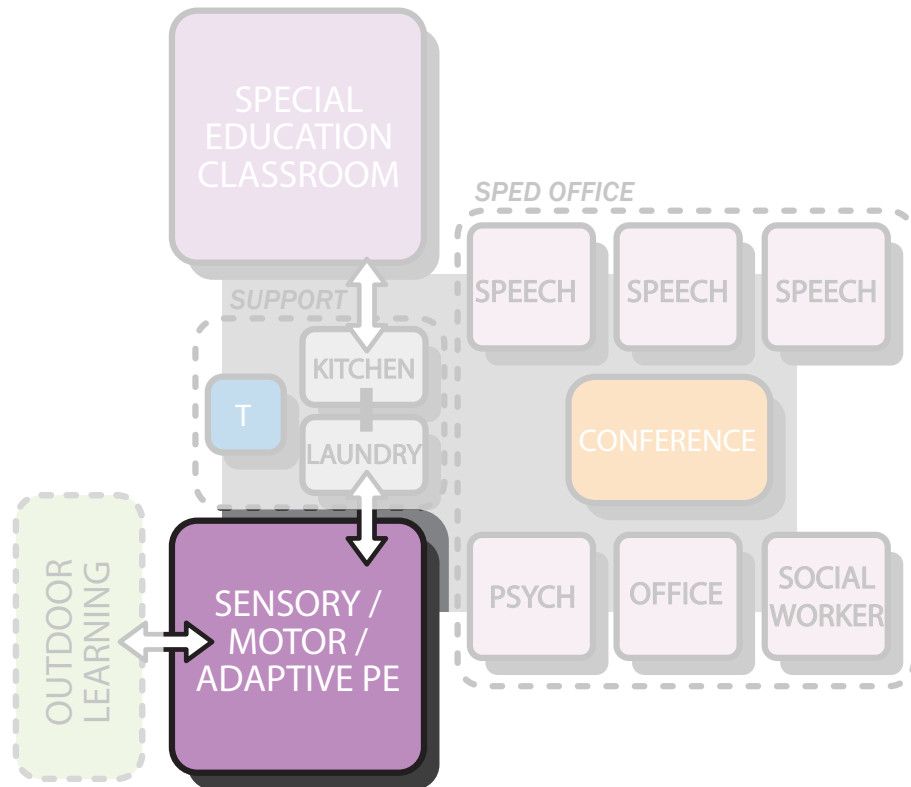
OCCUPANTS:

ACTIVITIES AND USES

Whole group and small group lecture/discussion, individual, small group, and whole group cooperative and collaborative teaching and learning activities, instructor group tutoring, peer tutoring, and student testing with consideration given for special needs students.

SUPPORT SPACES

- Occupational therapy: 100 sf



SPECIAL CONSIDERATIONS

- Ceiling material: acoustic ceiling tile; 9'-0" AFF min.
- One wall tackable surface
- Floor material: carpet tile with tile at sink
- Additional doors to access adjacent classrooms
- Acoustics: per ANSI/ASA S12.60-2010/ Part 1 "American National Standard Acoustical Performance Criteria, Design Requirements and Guidelines for Schools," Part 1: Permanent Schools
- Min. 45 STC between adjacent teaching space

DOORS / WINDOWS

- Door with view panel
- Energy efficient windows with blinds
- Skylights acceptable
- Large windows to exterior -Natural light highly desirable for special education.

FURNITURE / EQUIPMENT/ MILLWORK

- Swing with attachments for 300 lb. capacity, eye bolt at structure
- Tumbling mats (minimum of two to be placed under the platform swing)
- Mini trampoline
- Foam balance beams; approx. 16' in length when assembled w/ each individual beam 4' in length when separated
- "Crash Mat" (5' X 5' enclosed foam pit)
- Sink with running water (preferred)

BUILDING SYSTEM REQUIREMENTS

MECHANICAL

- Independent temperature control of area within flexible range set by district's EMS system

PLUMBING

- Sink with cold water

ELECTRICAL / LIGHTING

- Outlets for general room and workstation use
- Clean, segregated power distribution with surge suppression
- Lighting: per IES Lighting Handbook guidelines
- Ability to dim room in response to video projection requirements
- Warm lighting not to disturb the students.



- Work station for student (desk and chair)
- Folding mini ramp OR incline mat (foam tumbling mat material)
- Scooter boards
- Mini rocking chair
- Step cushions w/ noise (set of 3)
- Crawling tunnel (rolling wheel)
- Balancing Plastic Hemispheres
- Balance boards

TECHNOLOGY

- Refer to the "District Wide Instructional Technology Plan" for school campus requirements
- Telephone / intercom handset, VoIP on wall.
- Intercom speaker with outlet
- Hard-wired data outlet for network connectivity to accept online streaming of announcements and other resources needed for classroom instruction
- Local area network connectivity for instructor workstation and student workstations
- Wireless access capable for most computer communications/applications

ROOM TYPE:

OFFICE

SIZE: 100 sf

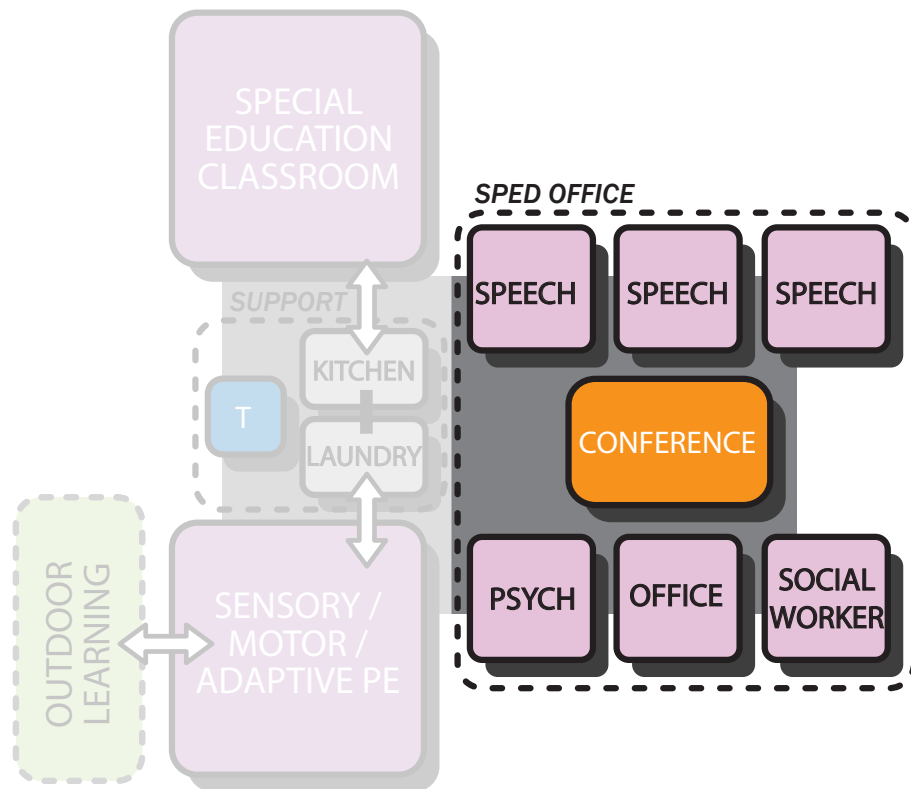
OCCUPANTS: Varies

ACTIVITIES AND USES

Office space for either occupational therapy, teacher, psychologist, or speech therapy to prepare materials and conduct administrative activities to include individual and small group informal and formal conferences and consultations with colleagues, staff, students and community members.

SUPPORT SPACES

- None



BUILDING SYSTEM REQUIREMENTS

MECHANICAL

- Independent temperature control of area within flexible range set by district's EMS system

ELECTRICAL / LIGHTING

- Outlets for general room, office machine and workstation use
- Clean, segregated power distribution with surge suppression
- Glare reducing lenses
- Lighting: per IES Lighting Handbook guidelines

DOORS / WINDOWS

- Natural light highly desirable for special education.
- Window coverings as required to control glare and privacy
- Ability to lock down door
- Keyless electronic lock access

FURNITURE / EQUIPMENT/ MILLWORK

- (1) staff workstation and storage cabinets

SPECIAL CONSIDERATIONS

- Acoustics: per ANSI/ASA S12.60-2010/ Part 1 "American National Standard Acoustical Performance Criteria, Design Requirements and Guidelines for Schools," Part 1: Permanent Schools
- Ceiling material: acoustic ceiling tile; 9'-0" AFF min.
- Floor material: vinyl composition tile or carpet tile

TECHNOLOGY

- Refer to the "District Wide Instructional Technology Plan" for school campus requirements
- Telephone/intercom handset, VoIP
- Wireless access capable for most computer communications/applications
- Hard-wired data outlet for network connectivity to accept online streaming of announcements, presentation of art, campus map and/or sustainability features
- Access to file server, printer and scanner

ROOM TYPE:

WORK ROOM

SIZE: 180 sf

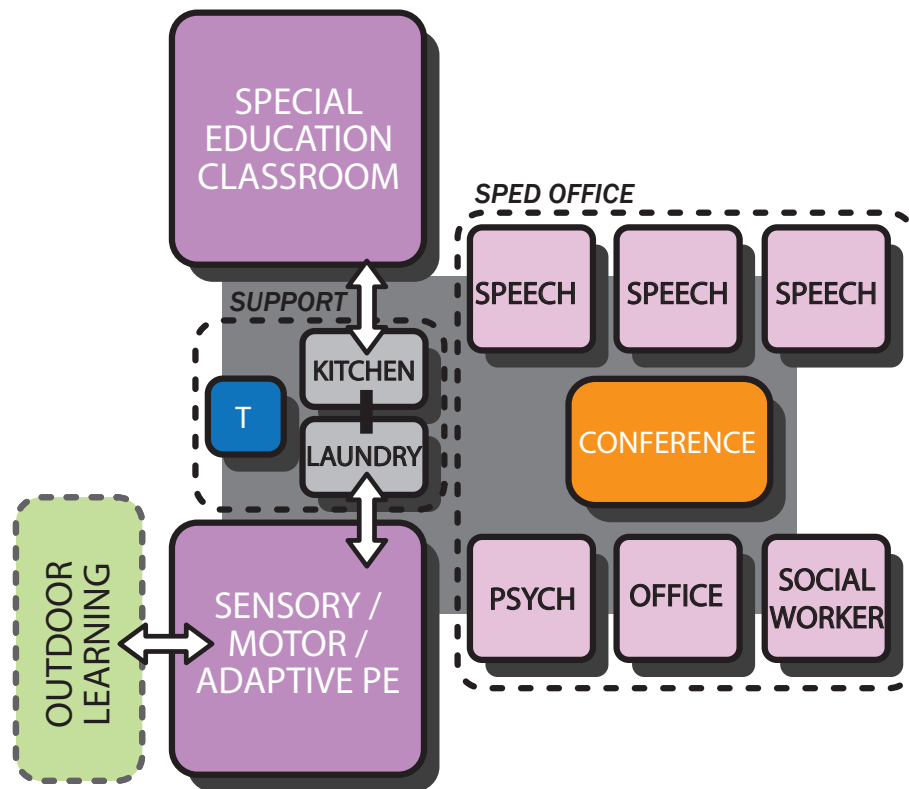
OCCUPANTS: Varies

ACTIVITIES AND USES

Staff will use this space for office supplies storage, printing, copy and mail distribution/delivery.

SUPPORT SPACES

- None



BUILDING SYSTEM REQUIREMENTS

MECHANICAL

- Independent temperature control of area within flexible range set by district's EMS system

ELECTRICAL / LIGHTING

- Outlets for general room and counter use
- Power for TV monitor display, copiers and other office machines
- Glare reducing lenses
- Lighting: per IES Lighting Handbook guidelines

DOORS / WINDOWS

- Natural light highly desirable for special education.
- Sidelight at door
- Window coverings as required for sun/glare control and privacy
- Skylights acceptable
- Windows for view into open office area
- Ability to lock down doors
- Keyless electronic lock access

FURNITURE / EQUIPMENT/ MILLWORK

- TV monitor display screen & wall-mount bracket
- Wall cabinets with adjustable shelving and hinged doors above base cabinets, locks (verify locations)
- (1) 4' x 8' tackboard and markerboard
- Layout/work tables
- Misc. office equipment to include printers, scanners, fax and copy machines
- Mail slots for faculty and staff (verify # and size)
- Paper storage, shredder and cutter

SPECIAL CONSIDERATIONS

- Ceiling material: acoustic ceiling tile; 9'-0" AFF min.
- Floor material: vinyl composition tile, linoleum product, and/or carpet tile
- Acoustics: per ANSI/ASA S12.60-2010/ Part 1 "American National Standard Acoustical Performance Criteria, Design Requirements and Guidelines for Schools,"
Part 1: Permanent Schools

TECHNOLOGY

- Refer to the "District Wide Instructional Technology Plan" for school campus requirements
- Telephone/intercom handset, VoIP
- Hard-wired data outlet for network connectivity to accept online streaming of announcements, presentation of art, campus map and/or sustainability features
- Wireless access capable for most computer communications/applications
- Wired data outlets at copiers and printers

ROOM TYPE:

CONFERENCE ROOM

SIZE: 150 sf

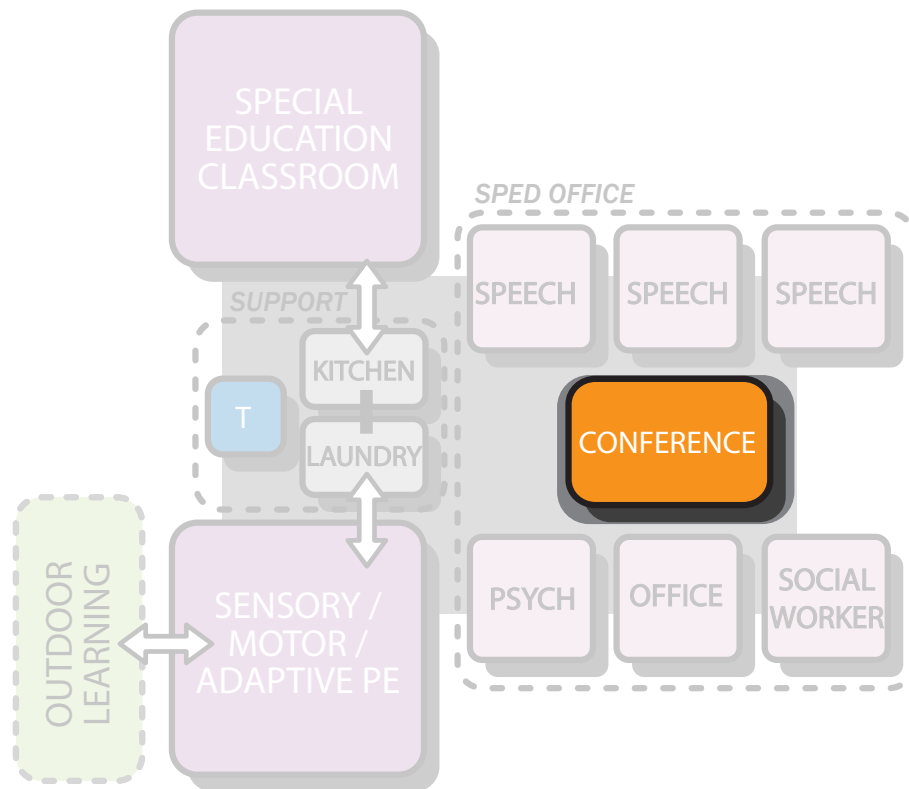
OCCUPANTS: 10

ACTIVITIES AND USES

Large and small group meetings/conferences for a variety of informal and formal student, faculty, and staff uses.

SUPPORT SPACES

- Direct access to open office area and close proximity to the principal



BUILDING SYSTEM REQUIREMENTS

MECHANICAL

- Independent temperature control of area within flexible range set by district's EMS system

ELECTRICAL / LIGHTING

- Outlets for general room and TV monitor display
- Clean, segregated power distribution with surge suppression
- Glare reducing lenses

DOORS / WINDOWS

- Natural light highly desirable for special education.
- Sidelight at door
- Window coverings as required for sun/glare control and privacy
- Skylights acceptable
- Windows for visual connection to open office area/ maximum transparency desired

FURNITURE / EQUIPMENT/ MILLWORK

- Conference table(s) and chairs for flexible seating configurations
- 70" TV monitor display
- TV monitor wall-mount bracket
- (1) 4' x 8' marker board or full marker wall
- (1) 4' x 4' tackboard

SPECIAL CONSIDERATIONS

- Ceiling material: acoustic ceiling tile; 9'-0" AFF min.
- Floor material: vinyl composition tile, carpet tile or linoleum product
- Acoustics: per ANSI/ASA S12.60-2010/ Part 1 "American National Standard Acoustical Performance Criteria, Design Requirements and Guidelines for Schools,"
Part 1: Permanent Schools

- Lighting: per IES Lighting Handbook guidelines
- ### TECHNOLOGY

- Refer to the "District Wide Instructional Technology Plan" for school campus requirements
- Telephone/intercom handset, VoIP
- Hard-wired data outlet for network connectivity to accept online streaming of announcements, presentation of art, campus map and/or sustainability features
- Wireless access capable for most computer communications/applications
- Apple TV available for various network devices to connect to TV monitor display via iPad, Mac and Windows mirroring

ROOM TYPE:

KITCHEN/LAUNDRY

SIZE: 200 sf

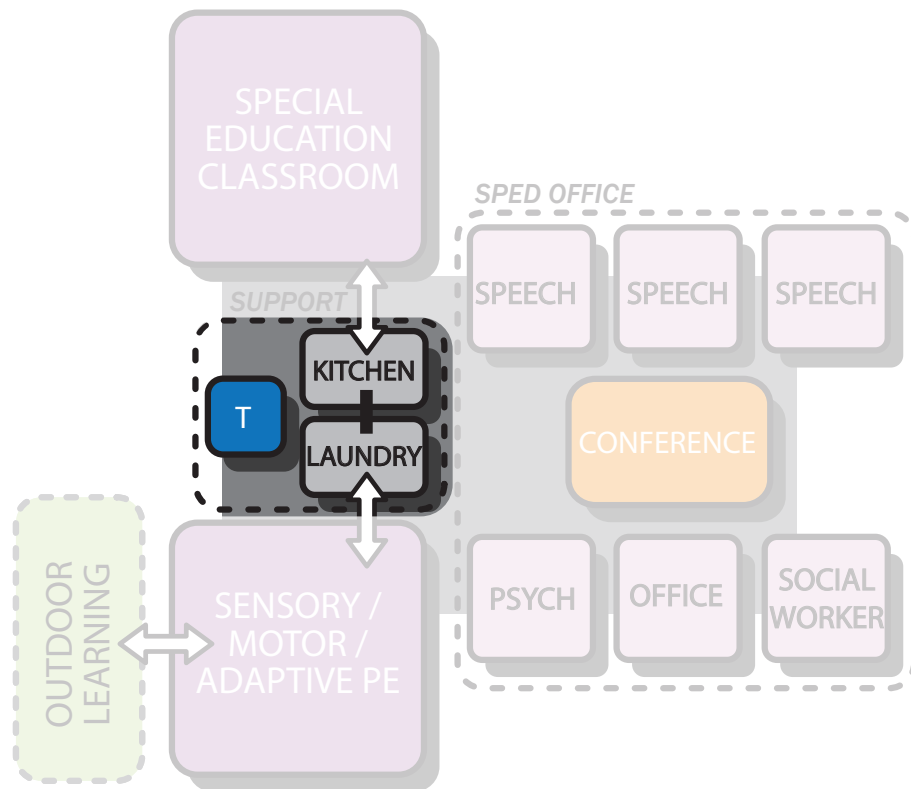
OCCUPANTS: Varies

ACTIVITIES AND USES

Independent Living Skills to be shared between Learning Centers. Atmosphere should feel like home or an apartment studio. There shall be a kitchenette and laundry facility. Both may be in the same room.

SUPPORT SPACES

- Direct access to the Learning Centers and shared between two if there are two on a campus



SPECIAL CONSIDERATIONS

- Ceiling material: acoustic ceiling tile; 9'-0" AFF min.
- Floor material: vinyl composition tile, carpet tile or linoleum product
- Acoustics: per ANSI/ASA S12.60-2010/ Part 1 "American National Standard Acoustical Performance Criteria, Design Requirements and Guidelines for Schools," Part 1: Permanent Schools

DOORS / WINDOWS

- Natural light highly desirable for special education.
- Sidelight at door or open to the learning center
- Window coverings as required for sun/glare control and privacy
- Skylights acceptable
- Windows for visual connection to open office area/ maximum transparency desired

FURNITURE / EQUIPMENT/ MILLWORK

- Countertop with kitchen sink, tall, upper and lower cabinetry for storage like a residential kitchen
- Washer and dryer
- Stove/Oven
- Microwave

BUILDING SYSTEM REQUIREMENTS

MECHANICAL

- Independent temperature control of area within flexible range set by district's EMS system

PLUMBING

- Kitchen sink with garbage disposal
- Dishwasher

ELECTRICAL / LIGHTING

- Outlets for general room and TV monitor display location
- Clean, segregated power distribution with surge suppression, washer and dryer
- Glare reducing lenses
- Lighting: per IES Lighting Handbook guidelines
- Warm lighting not to disturb the students.



TECHNOLOGY

- Refer to the "District Wide Instructional Technology Plan" for school campus requirements
- Telephone/intercom handset, VoIP on wall.
- Hardwired data outlet for network connectivity to accept online streaming of announcements, presentation of art, campus map and/or sustainability features
- Wireless access capable for most computer communications/applications