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ABSTRACT

This document presents the curricula and space utilization program of the Buckeye Valley Middle School in Ohio, which is designed to effectively address the learning and socialization needs unique to middle school students. The paper first explains these unique learning needs. Then it examines why a program to meet these needs is important. The paper identifies the characteristics that middle schools should incorporate, including environmental features and attributes relating to capacity, occupancy, and organization. The report details the way that educators at Buckeye Valley Middle School addressed each of these characteristics. This discussion is organized under the following categories: instruction, general administrative, guidance, counseling, information center, custodial services, and food services. (GR)

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ED 456 623

MIDDLE SCHOOL EDUCATIONAL SPECIFICATIONS

Buckeye Valley Local Schools

Delaware, Ohio

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PLANNING ADVOCATES, INC.

BUCKEYE VALLEY MIDDLE SCHOOL EDUCATIONAL SPECIFICATIONS

Buckeye Valley Local School District
Delaware, Ohio

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TABLE OF CONTENTS

I. VISION STATEMENT 1

II. COMPILATION OF SPACE 10

III. INSTRUCTIONAL USE

Sixth Grade 16
Seventh Grade 19
Eighth Grade 23
Art Education 28
Foreign Language 30
Industrial Technology 33
Life Skills 36
Music 39
Physical Education 42
Special Education 45

IV. GENERAL USE

Administration 47
Guidance/Counseling 50
Information Center 53

V. SERVICE USE

Custodial 55
Food Service 59

VISION STATEMENT

A STATEMENT OF VISION

BUCKEYE VALLEY MIDDLE SCHOOL

OUR STUDENTS

Middle grade students are unique. This age span encompasses an extremely wide range of intellectual, physical, psychological, emotional, and social developmental stages. There must be sensitivity to the entire spectrum of these young people's needs and capabilities. Today's young adolescents will face novel problems in their adulthood. They are the first generation in which many of them have little expectation of exceeding the standard of living achieved by their parents. Our own survival may well depend upon their success in solving inherited environment, social, political, and economic problems.

Our young people going through the rapid growth and extensive maturation that occurs in early adolescence need an educational program that is distinctively different from either the elementary or the secondary model.

No other age level is of more enduring importance because the determinants of one's behavior as an adult, self-concept, learning interests and skills, and values are formed in the middle school years.

The developmental diversity of middle school students requires an educational program that would help our student to be:

- a caring and ethical individual capable and confident in his/her life choices with a heart for helping others;
- an intellectually able and reflective student who has mastered the basics and is able to apply his/her knowledge to both common and demanding tasks;
- a multi-dimensional person who has made a commitment to the joy of lifetime learning;
- a self-fulfilled person who does not feel bound by the restrictions of race, gender, ethnicity or economics, nor does he/she place these restrictions upon others;
- a good citizen who understands his/her role in a larger world and appreciates the unique cultures which interact to form our international neighborhoods;

- a healthy person who encourages healthy practices in him/herself and others and uses leisure time to renew for the challenges of daily living;

- a committed member who understands the value of close personal relationships with others which includes family, friends, and acquaintances. These relationships should be of a nature that requires compassion, strength of character and purpose;

- a person who values honesty, integrity, tolerance, acceptance of responsibility, courage, and appreciation of individual differences and abilities.

The average early adolescent brings only the potential for such development; and the responsibility of our educational program gains enormous proportions. By contrast, our young learner may be impetuous, intolerant, impulsive, lacking in basic skills and logical reasoning, and feels both judgmental and self-critical with little or no realization of his/her role in a larger environment. He/she is both sedate and active, seeking structure and resenting its presence, manipulative and compliant, easily hurt and quick to hurt others. These characteristics we celebrate as the markers of our challenge and responsibility to middle school education.

Choices that impact on the futures of these students begin to take shape earlier in the self-contained classrooms of their elementary years–a world organized by the teacher. By the time the students enter high school, they encounter a complex departmentalized world, and they, themselves, are different. Some students thrive in this new environment with so many choices to be made independently; others will become frustrated or defeated.

Between the worlds of these two levels are the middle grades. Middle schools must provide students with a guided, caring and supportive transition as they move from elementary to high schools. Wrapped in this package called "transition" is a curriculum which responds to the challenge of developing self-confidence, self-respect, and self-esteem and preparing students for academic success. The middle grades represent an opportunity to develop a sense of academic purpose and personal commitment.

The middle school should offer a balanced, comprehensive, and success-oriented program. The learning environment should provide experiences and guidance to assist the transition from late childhood into adolescence. Because we can never teach these children all they need to know, an environment must be provided which allows them to learn how to learn. In so doing, they must also learn how to adjust their lives to the changes that surround them.

Challenging, supportive intellectual climates must be provided to foster the development of adaptive skills and risk-taking abilities. The middle school should help young people acquire knowledge, skills, attitudes and behavior that will enable them to objectively and intelligently consider the complex issues that affect daily living in our society. It should also enable them to formulate value/moral systems that will promote thoughtful decisions about those issues. This includes helping young adolescents develop intellectual awareness of issues they face in the future.

The successful and effective middle school focuses on the unique needs of its students. We look forward to incorporating the following:

- divide middle school into smaller "houses" or "schools" within schools, using team teaching, co-operative learning, and interdisciplinary teaming with enough counselors to instruct and support the students for whom we are responsible;

- teach every student a common core of knowledge;

- allow flexibility with instructional time and abolish "tracking" of students by ability to ensure that all students have the opportunity to learn and succeed;

- use site-based management and identify leadership within each "house" and grade level for decision-making and coordination of the instructional program;

- improve academic performance by fostering the health and fitness of young adolescents;

- ensure the selection and training of teachers who have the subject-specific expertise, a caring nature, and the knowledge of adolescent development; a good listener; and is willing to collaborate and cooperate, and understand conflict resolution techniques;

- re-engage families in their children's education by keeping parents informed, offering them opportunities to educate their children at home, seeking their input, and getting them involved in the school;

- making community partners in the education and care of young adolescents through partnerships which could revolve around youth services, health and social support, educational resources, the business community, and career guidance for young people.

OUR PROGRAM

The middle school curricula must be more exploratory and experimental in nature than the elementary school and less specialized than the high school. Realizing that the uniqueness of individual subject disciplines must be recognized, an emphasis on interdisciplinary curriculum development should be stressed. Curricular programs should emphasize the natural relationship among the academic disciplines through integrative themes, topics, and units.

The academic program should emphasize skill development through science, social studies, reading, mathematics, and language arts courses. This program must also be supplemented by well-defined complimentary curricula that address cultural diversity, global awareness, foreign languages, technology, fine and practical arts, physical fitness, decision-making, life skills, health, guidance, and environmental concerns. Our ultimate goal is to provide holistic education for each and every student.

Exploratory opportunities should be provided through structured special interest activities and programs, thereby creating opportunities to interact socially, to experience demographic living, to explore areas not in the required curriculum, to do independent study and research, to engage in remediation, to develop and practice responsible behavior, and to experience working with varying age groups.

Tomorrow's schools will be gathering places for community functions. They will encourage family and individual involvement in the arts, physical fitness, and extended education programs. Senior citizens, businesses, and social agencies should become an integral part of the educational system. Schools will be joined in community partnerships in which business, agencies, and neighbors enjoy the opportunities afforded by a wide-range educational facility and program. Health care and social services can be part of the partnership opportunities within the school. Such services may be available on site. Cross-generational opportunities and services may be commonplace. The education of middle school students will not be undertaken in isolation.

To accomplish this task and to build the bridges between school and community, we actively seek a staff that is aware of the unique characteristics of the middle school child and is able to accommodate the needs of each student with the framework herein established in a positive and caring manner. He/she must subscribe to a child-centered approach to academic studies which recognizes how home and school work together to the benefit of children.

This staff member will be a specialist in middle school educational issues and value the talents that our children bring to the classroom. He/she recognizes the responsibility and opportunity that teachers share in their work with children and works toward providing a nurturing environment which allows the child to explore, question, enrich and practice his/her new talents without fear of failure. These talented professionals will be free of racial, ethnic, and economic bias and serve as role models to the students they serve. Above all, the staff must respect the child for what he/she is as well as what he/she will become.

Assessment is a vehicle by which the child, the teacher, and his/her parents may plan an educational program. The wide disparity in academic and reasoning skills which surfaces in the middle school grades challenges the maintenance of the traditional grade card format of assessment. Assessment is the testing or grading of students according to a given set of criteria. Authentic assessment refers to methods of assessing achievement or performance as close to real life situations as possible. Meaningful assessment should be planned to take into account the use of a wide variety of methods and techniques, avoiding overuse of any one testing strategy. There is the need to assess individual student growth in both cognitive and affective areas. The use of tests, quizzes, products, portfolios, and performance assessments to stimulate student interest, enthusiasm, quest for knowledge and improved self-confidence should be planned for.

Effective assessment devices characteristically identify both strengths and weaknesses, make provisions for student involvement in a personal sense in the overall assessment process, and take into account differences in student learning styles, attitudes, interests, and talents. When feasible, assessment makes provisions for collaborative efforts while taking into account individual differences within the group. Assessment devices should provide timely and specific feedback for teacher evaluation and future planning. Effective assessment contributes to the student's sense of self-worth and academic achievement.

It is important to recognize the "emotional clutter" that our children bring to the classroom which impinges upon their ability to fulfill their potential. Middle school curricula should assure that each child has the opportunity to bond with a caring adult throughout these tumultuous years. Teacher-advisor opportunities will serve to address the social-emotional growth of our young adolescents.

The middle school curriculum must be a program of planned learning experiences for our students. The three major components are: 1) subject matter content, 2) personal development, and 3) essential life skills. Our goal is to enable students to continue through high school and beyond as caring and responsible young adults.

In the delivery of these planned learning experiences, we recognize that each school setting provides a variety in the types of learners. Some learners are visual who respond best to print, pictures, signs and films. Other students are auditory learners who respond

to spoken words while others are actors or model builders because they are kinesthetic learners.

We believe that our middle school students should be heterogeneously grouped by grade level. The program activities will dictate the groupings while providing for the cooperative learning, intervention and enrichment needs of each student. This approach suggests our staff will work with groups of students rather than the isolation of a teacher with his/her students in a classroom. This working concept should permit inclusion of exceptional students as a part of our teaming approach.

Since our world is rapidly becoming a high tech/high touch place to learn, work, and play, our students must become technologically adaptable and literate. Appropriate use of technology in curriculum and assessment will change how students learn and how teachers teach. Teachers will become facilitators of a customized individual educational plan.

ENVIRONMENTAL CONSIDERATIONS

- The entire middle school should be climate controlled to maximize year round use. However, it should not be a sealed environment.

- A variety of spaces should be available to accommodate small groups, teams, grade levels, and the total school population as well as community groups. These spaces should include theater/performing arts areas, libraries, video production areas, and facilities for health services, counseling, and special services.

- Each grade level and team should have a space for parent conferencing, planning, telephoning, technological services, adequate storage space for supplies, equipment, and storage of personal effects.

- Noise producing areas - music, physical education, industrial arts, art, home economics, cafeteria - should be at ground level and separated from other areas by sound barriers. Privacy areas for technology facilities and counseling should also be sound-proofed.

- Each learning space should make maximum use of both natural and artificial light.

- All areas should reflect the latest in technology as well as be designed to accommodate the rapid changes in the technological environment.

- Individual student lockers should be located to address the needs of team organization and be ample size for students.

- High traffic areas should be finished in a suitable hard finish, low maintenance flooring.

- High student-use areas should be finished with a durable, low maintenance wall coating.

- Multi-use labs with science emphasis, with appropriate utilities, should be decentralized into each team area.

- The physical education/athletic indoor and outdoor facilities should provide for instructional, intramural, interscholastic and community use. The design should provide for efficient and effective adult supervision.

- Adequate and secure parking facilities should be provided for school and community use.

- Separate bus loading areas and auto drop-off areas should be safe, efficient as well as removed from regular traffic areas.

- Student and staff food service areas should provide comfortable small-group settings with family-like environments.

- All areas of the school should be aesthetically attractive through the use of carpeting, coordinated color schemes and lighting with the interior design reflecting the ages and development of the students housed.

- The communication system within the school needs to provide two-way communication between all areas.

- The school should utilize the latest technology for ecological and environmental conservation.

- The outdoor premises should provide learning stations for environmental education.

CAPACITY, OCCUPANCY AND ORGANIZATION

- The occupancy of the school should be set at an optimum size of 750 and a maximum size of 900 students.
- The school should be composed of grades six, seven and eight.
- Each grade level should be divided into teams of 100 to 150 students each.
- The team concept should organize staff members into academic teams at each grade level, and specialized teams that support the middle school concept.
- The school structure should provide for extensive community use, with minimal intrusion or disruption of the educational spaces or program.
- The middle school should serve the educational needs of the community twelve months a year.
- Even though there should be a basic daily schedule, the schedule must provide the opportunity for teams to develop flexible times to meet the needs of students.
- The physical atmosphere of the school building should be one that invites all people; that is non-institutional; and that is friendly, safe, and a fun place to be.
- The building should be designed to encourage movement of people without disruption, to permit the sense of small school, and to facilitate individual identity.

COMPILATION OF SPACE

BUCKEYE VALLEY MIDDLE SCHOOL
COMPILATION OF SPACE

PROGRAM AREA	*NUMBER OF STATIONS*	*AREA PER STATION*	*TOTAL AREA*	*RELATIONSHIP*
INSTRUCTIONAL USE				
Sixth Grade Teams				
Math				Cluster each team area to include 1-math, 1-social studies, 1-reading/language arts, and 1-science/health.
Social Studies				
Language Arts/Reading				
Science				
				Computer lab to serve sixth grade teams.
2 Teams (125 each)				
Classrooms	6	900	5,400	Each team to have planning/ conference area within their respective cluster.
Laboratories, multi	2	1,000	2,000	
Computer Lab	1	800	800	
Team planning/conference	2	175	350	Toilets to serve sixth grade teams.
Toilets, student	2	240	480	Adjustable walls to permit formation of large group spaces from classrooms.
Work & storage area	1	200	200	
Special education resource room	1	750	750	
Special education tutor room	1	300	300	Special education resource and tutor spaces dispersed among team areas.
Toilets, staff	2	90	180	
				Work and storage area conveniently located for all teams.
				Cluster all sixth grade team and support area.
				Easy access from science/health labs to outdoor science area.
				Locate rooms for maximum use of natural light.
				Easy access to arts areas, library and food service.
				Multi-purpose labs to serve science & health instruction, art and life skills when appropriate.
			10,460	

Seventh Grade Teams Science Math Social Studies Language Arts/Reading *2 Teams (125each)* Classrooms Laboratories, multi Computer Lab Team planning/conference Toilets, student Work & storage area Special education resource room Special education tutor room Toilets, staff	 6 2 1 2 2 1 1 1 2	 900 1,000 800 175 240 200 750 300 90	 5,400 2,000 800 350 480 200 750 300 180 10,460	Multi-use classrooms to accommodate integrated curriculums. Access to outdoor learning facilities. Team rooms accessible to computer/writing lab. Movable and sound resistant walls between teaching stations. Each team to have planning/ conference area with their respective cluster. Cluster each team to include 1-science, 1-math, 1-social studies, and 1-language arts. Toilets to serve seventh grade teams. Special education resource and tutor spaces dispersed among team areas. Work and storage area conveniently located for all teams. Near library/media center. Multi-purpose labs to serve science and health instruction, art and life skills when appropriate.

Eighth Grade Teams Social Studies Math Science English Reading/Language Arts *2 Teams (125 each)* Classrooms Laboratories, multi Computer Lab Team planning/conference Toilets, student Work & storage area Special education resource room Special education tutor room Toilets, staff	 7 2 1 2 2 1 1 1 2	 900 1,000 800 200 240 200 750 300 90	 6,300 2,000 800 400 480 200 750 300 180 11,410	Cluster each team area to include 1-math, 1-science, 1-social studies, 1-language arts. Computer lab to serve eighth grade teams. Each team to have planning/ conference area within their respective cluster. Toilets to serve eighth grade teams. Special education resource and tutor spaces dispersed among team areas. Work and storage area accessible for both teams. Easy access from classrooms/labs to outdoor learning areas. Easy access to library, food service, gym and arts. Multi-purpose labs to serve science and health instruction, art and life skills when appropriate.
Art Lab, multi Conference, work and planning Kiln room	 1 1 1	 1,100 150 90	 1,100 150 90 1,340	Accessible to team areas. Direct access to service drive. Access to library/media center. Display areas visible to both students and visitors. Maximum use of natural, non-glare lighting. Direct access to outdoor art studio.
Foreign Language Lab/classroom Storage/planning area	 1 (shared with	 900 life	 900 skills) 900	Near life skills. Accessible to team areas. Access to library/media center.
Life Skills Lab, multi Storage/planning area	 1 1	 1,200 125	 1,200 125 1,325	Ground level location. Access to service drive. Access to public parking. Access to foreign language classrooms.

Industrial Technology				
Lab	1	1,500	1,500	Ground level location.
Conference/planning area	1	100	100	Access to multi-purpose or science labs.
				Direct access to service drive.
				Access to public parking.
			1,600	
Music				
Band room	1	1,800	1,800	Access to service drive.
Vocal/general music room	1	1,500	1,500	Access to public parking.
Storage, band	1	350	350	Locate to minimize noise transmission to other areas.
Storage, vocal	1	200	200	
Practice rooms	2	125	250	Adjacent to commons.
Planning/work area	1	125	125	Group all of music as a unit.
Library, music	1	200	200	
			4,425	
Physical Education				
Gym	1	6,500	6,500	Easy access to parking.
Locker rooms	2	1,300	2,600	Near music area.
Laundry room	1	110	110	Access to art lab.
Toilets, public	2	250	500	Direct access to outdoor instruction and play areas.
Storage, athletic	2	300	600	
Planning/conference/office (P.E.)	2	150	300	Avoid centrally located gym.
Planning/conference/office (athletics)	2	150	300	Access to service drive.
			10,910	
Special Education				
Resource room	1	750	750	These resource and tutor rooms are in addition to team spaces.
Tutor room	1	300	300	
Specialist conference & office	1	200	200	Locate with easy access to administrative services.
				Direct access to parking and emergency access.
			1,250	

GENERAL USE				
Administration				
Reception area	1	250	250	Locate in a highly visible area.
Secretarial area	1	300	300	Grouped with guidance and specialists.
Conference area	1	150	150	Easy access to team areas.
Office, Principal	1	150	150	Near main entrance to the building.
Health Center area	1	375	375	Locate to provide traffic supervision.
Workroom	1	300	300	
Toilets	2	90	180	
Lounge, staff	1	450	450	
In-school suspension/detention room	1	500	500	
			2,655	
Guidance				
Office, counsel	2	125	250	Close proximity but separate from administration.
Reception area	1	150	150	Access to a classroom for career lab.
Secretarial area	1	200	200	Near health center.
Storage	1	150	150	Near a computer lab.
Conference room	1	150	150	
			900	
Information Center				
Reading/study area	1	2,150	2,150	Direct access to service drive.
Workroom	1	225	225	Direct access to public parking.
Taping/broadcast area	1	200	200	Centrally located.
Conference room	1	125	125	Access to administration.
Storage, audio visual & supplies	1	200	200	Access to all team areas.
Technology center	1	350	350	Central point for technology distribution.
Office	1	90	90	Storage areas with direct access to instructional areas.
			3,340	
Commons				
Seating area	1	3,500	3,500	Adjacent to gym.
Stage	1	2,000	2,000	Adjacent to kitchen.
				Direct access to public parking.
				Near music and art areas.
			5,500	

SERVICE DRIVE				
Custodial				
Receiving/storage area	1	350	350	Dock and receiving area usable by food service.
Office	1	90	90	
Storage, supplies	1	300	300	Other custodial space adjacent to receiving area.
Laundry room	1	90	90	
Closets, custodial	As needed for every 25,000 sq.ft.			Direct access to service drive. At least one custodial closet with each grade/team area.
Dock, recessed	1	120	120	Small parking area for custodial and food service personnel.
Toilet/shower	1	100	100	
Storage, equipment	1	300	300	
Recycling/cleaning area	1	125	125	
			1,475	
Food Service				
Receiving area	(shared	with	custodial)	Adjacent to custodial area.
Kitchen	1	2,400	2,400	Adjacent to receiving area.
Office	1	110	110	Adjacent to commons area.
Storage, cold	1	240	240	Adjacent to staff parking.
Storage, dry	1	325	325	Direct access to loading dock.
Serving areas	1	300	300	Direct access to service drive.
Locker & toilet	1	275	275	
Laundry	(shared	with	custodial)	
Dining room, faculty	1	750	750	
			4,400	

TOTAL FUNCTIONAL PROGRAM AREA - 72,350 Square Feet

INSTRUCTIONAL USE

SIXTH GRADE

OBJECTIVES AND OUTCOMES

Students are organized on 4-5 teacher teams for core subjects (Math, Social Studies, Reading, Language Arts, Science, Health) and are cross-teamed for unified arts classes (Gym, Music, Art). Team planning will provide opportunities for students to interact with a smaller more intimate group as team teachers plan and interact on a regular basis.

ACTIVITIES TO BE HOUSED

1. Individual learning
2. Small group learning
3. Class presentations/individual or group
4. Team presentations, speakers, etc.
5. Teacher lecture/overhead/writing surface
6. Science activities with water and electricity
7. Visual aids, manipulatives, and literature are used in all areas and need storage
8. Writing labs (computer)
9. Displaying student work
10. Wall space used for teacher presentations (maps, screens, etc.)

PERSONS TO BE ACCOMMODATED

1. Class size - 25
2. Team size - 100 - 150 students
3. Four or five teachers per team

SPACE REQUIREMENTS

1. 6 Classrooms approx. 900 sq.ft. each
2. 2 laboratories, multi-use with science facilities of approximately 1,000 sq.ft. each
3. Rooms able to be changed to accommodate any number of students (from one class to full team)
4. One centralized team work/conference room per team - with individual teacher space. Approximately 175 sq.ft. per room.
5. Computer lab for sixth grade - 850 sq.ft.
6. Work and storage area - 200 sq.ft.
7. Special Education resource room - 750 sq.ft.
8. Special Education tutor room - 300 sq.ft.
9. Toilets, students - 2 at 240 sq.ft. each
10. Toilets, staff - 2 at 90 sq.ft. each
11. 4 classrooms with portable walls (floor to ceiling) to combine all rooms

SIXTH GRADE

SPATIAL RELATIONSHIPS

1. All team classrooms will be clustered including team conference and work room. This area needs to be in close proximity to other sixth grade level classrooms.
2. Portable walls within each classroom will provide space for whole team activities.
3. Access to outdoor space near Science rooms should be available.
4. A centralized computer lab for grade level use will also be housed here.
5. Close proximity to the arts, the library and to the cafeteria.
6. Special Education resource and tutor rooms dispersed among team areas.
7. Work and storage area conveniently located for all teams.
8. Rooms located for maximum use of natural light.
9. Multi-purpose labs to serve Science, Health, and other academics when appropriate.
10. Provide a locker bay convenient to each team.
11. Student toilets should be provided for sixth grade students.

EQUIPMENT NEEDS

1. All classrooms
   a. 1 Television monitor per classroom
   b. 4-6 electrical outlets
   c. Tack strips, bulletin boards
   d. Teacher desk, filing cabinet
   e. 30 student desks, book cases
2. Science labs
   a. 6 sinks per lab
   b. 1 emergency eye wash
   c. 1 two valve gas outlet
3. Teams
   a. 1 VCR
   b. 2 overheads
   c. 2 LCD display
   d. 1 screen (one per teaching station)
   e. 1 telephone in each workroom
4. Social Studies rooms
   a. Fixtures to hang wall maps
5. Computer needs
   a. 25 computers in grade level lab
   b. 5 mobile labs per team
   c. 4 classroom computer work stations

SIXTH GRADE

SPECIAL ENVIRONMENTAL CONSIDERATIONS

1. Need natural light for multi-use labs
2. Softer fluorescent lighting in classrooms
3. Better control over room temperatures
4. Prefer natural light in all rooms

SEVENTH GRADE

OBJECTIVES AND OUTCOMES

1. Students organized for instruction into 4-5 teacher teams for core subjects.
2. To provide easily adapted classrooms for grouping/regrouping of students, as needed to vary class size, learning experiences and delivery services.
3. To provide a safe, secure environment for student/staff

ACTIVITIES TO BE HOUSED

1. Whole group tasks - whole team or classes that meet simultaneously.
2. Small group tasks/cooperative learning
3. Simulation/games
4. Independent study
5. Peer tutoring - within classrooms/among teams in similar areas
6. Conferencing
7. Counseling
   a. Peer
   b. Student/adult
   c. Mediation
8. Enrichment activities
   a. Outside speakers
   b. Student presentations/performances
   c. Role playing
   d. Clean-up activities following hands-on experiences
9. Listening activities
10. Reading
11. Writing
12. Audio/visual presentations/ TV/videos
13. Display of student/team items
14. Storage
   a. Portfolios (multiple assessments and tests)
   b. Books/materials
   c. Interdisciplinary materials
   d. Some fixed, some movable within team area
   e. Recycling
15. Access to multi media rooms
   a. Library
   b. Computer networks
   c. Studying
16. Conferencing with parents
   a. Telephones
   b. Privacy
   c. Non-threatening atmosphere

SEVENTH GRADE

PERSONS TO BE ACCOMMODATED

1. 2 teams 125 students each.
2. Four team teachers and one resource room teacher per team.
3. Classes of students - 25:1 ratio (optimum 21:1)
4. Lab aides (2 or whomever needed to supervise)
5. Volunteers/PTA officers, members

SPACE REQUIREMENTS

1. 6 classrooms at least 900 sq.ft. each.
   a. Rooms should be multi-use rooms to accommodate integrated curriculums
      - Sinks and fountain in each classroom (keeps kids out of halls, hygienic, etc.)
      - Walls be designed as "display walls"
      - Hall areas provide additional, generous space
2. 2 Multipurpose laboratories - 1000 sq.ft. each.
3. Outdoor facilities to accommodate games/team activities.
4. Meeting/planning room for each team - 175 sq.ft. each.
5. Work and Storage - 200 sq.ft.
6. Toilets near team areas.
   a. Students - 2 at 200 sq.ft. each
   b. Staff - 2 at 90 sq.ft. each
7. Grade level computer lab/writing lab - 800 sq.ft.
8. Special Education resource room - approximately 750 sq.ft.
9. Special Education tutor room - approximately 300 sq.ft.

SPATIAL RELATIONSHIPS

1. Teams of Seventh Grade are centered around all Seventh Grade.
2. Team classrooms should be housed in same area. Each team is to have a planning/conference area with their respective cluster. A cluster is to include 1-Science, 1-Math, 1-Social Studies, 1-Reading/Language Arts.
3. Walls need to be easily movable, soundproof and designed as "display walls".
4. Special resource and tutor rooms needed at each grade level for intervention specialists.
5. Noise level of classes factored into design.
6. Library somehow close to "hub" or center of school. Seventh grade is to be near the Library.
7. Lockers, toilets, and fountains need to be close to teams.
8. Work and storage area conveniently located for all teams.
9. Office area to accommodate parents/volunteers/social services.

SEVENTH GRADE

SPATIAL RELATIONSHIPS (cont'd)

10. Multi-purpose labs to serve Science and Health instruction, Art and Home Economics when appropriate.
11. Access to outdoor learning facilities.
12. Easy access to gym, food service, and the arts.

EQUIPMENT NEEDS

1. Push button/intercom for each room hooked to office.
2. TV's mounted in rooms.
3. Sinks/fountain located in all core rooms to accommodate "hands on" interdisciplinary work.
4. Water fountains near teams.
5. Science:
   a. 1 sink with running water for every two stations for students
   b. One emergency shower per grade level.
   c. One emergency eye wash per class.
   d. Electrical outlets - one per station
   e. Each room - 6 stations with movable lab tables, 6 electrical outlets, 6 sinks.
   f. Movable table same height as counter tops around the room - cabinets under counter top.
6. Lockers sized for middle school students.
7. Movable desks/tables for grouping/regrouping.
8. Adequate writing surfaces (tables available if needed).
9. Desks/computer center for teacher and cluster area for movable computers.
10. Fixed and movable storage units for supplies, books, calculators, art supplies, etc.
11. Furniture and equipment should be functional, size appropriate and movable.

TECHNOLOGY EQUIPMENT

1. 25 computers per grade level computer lab.
2. One open station computer lab for entire school.
3. E-mail/computer for each teacher
4. Video taping equipment
5. Several electrical outlets.
6. Mobile computer stations per team
7. Centralized workroom with adequate/generous machinery for staff needs.

SEVENTH GRADE

TECHNOLOGY EQUIPMENT (cont'd)

8. Technology in all rooms
   a. TV - mounted in rooms
   b. Computers/printers
   c. Telephones accessible
   d. Audio centers

SPECIAL ENVIRONMENTAL CONSIDERATIONS

1. Recycling areas
2. Paper towel/soap dispenser in individual rooms with sinks.
3. Special blends or window treatment to allow good visibility when classroom darkened for video presentations.
4. Proper light and ventilation.
5. Fixed and movable storage space bins
6. Air conditioned
7. Parent drop-off area
8. Separate bus lane
9. Sports area confined from rest of building for students to be picked up after athletic events. (gated area - limited access to rest of building after school hours)
10. Windows that give sense of space and outdoors.
11. Special boards for teacher use: dry ink boards and message boards.
12. Special team display cases.
13. Each team has their own display areas to showcase students' work publicly.
14. Storage space
15. One fume hood for Science rooms per grade.
16. One eye wash per room.
17. One emergency shower wash per grade level in a Science room.
18. 2 refrigerators in teacher dining area along with 2 microwaves, 1 sink with paper towel dispenser, and 1 phone.
19. Delivery area (exhaust from truck) away from students.
20. Tack strips down hall to display work.
21. Clocks in every room.
22. Wide halls

EIGHTH GRADE

OBJECTIVES AND OUTCOMES

1. Provide disciplinary and interdisciplinary instruction in: History, Math, Science, English/Foreign Language, and Reading/Language Arts.
2. Prepare students for success in high school.
3. Provide opportunities for students to use technology within and for their core courses. (Activities where all students are in a lab setting, where a group of students are working together, and where the teacher is presenting information to the class.)

ACTIVITIES TO BE HOUSED

1. All
   a. Off hours work done in team space
   b. Whole class instruction (board use and/or overhead)
   c. Storage - students projects, personal items (students, teachers)
   d. Listening
   e. Reading
   f. Two or more core classes working together
   g. Computing
   h. Viewing video tapes
   I. Displaying student work
   j. Research (media center access)
   k. Conferencing: by phone and by team in person
   l. Writing
   m. Recycling
   n. Outside speakers to address teams

2. Math
   a. Small group instruction
   b. Calculating (storage space needed for calculators)
   c. Instruction with manipulatives
   d. File storage for portfolios
   e. Storage of manipulatives
   f. Writing on boards and overheads
   g. Group computing

3. Science
   a. Experimentation involving microscopes, burners (gas), water
   b. Dissecting
   c. Storage of sensitive items
   d. Disposal of problem waste (dissected frogs, etc.)
   e. Observing safety guidelines

EIGHTH GRADE

ACTIVITIES TO BE HOUSED (cont'd)

f. Conduct outdoor activities

4. History
   a. Watching films
   b. Use of maps and large displays
   c. Writing on boards and overheads
   d. Audio visual cassettes
   e. Overheads and slide projectors
   f. Maps
   g. Display areas

5. Language Arts
   a. Reading
   b. File storage for portfolios
   c. Literature book storage
   d. Large and small group activities
   e. Whole group word processing

PERSONS TO BE ACCOMMODATED

1. Five (5) core subject areas: Math, Science, Social Studies, and English or Reading/Language Arts.
2. Class size 20 to 25 max.
3. Team size approximately 125 students
4. Two (2) teams
5. Full year courses

SPACE REQUIREMENTS

1. Seven (7) rooms for 2 teams, approx. 900 sq.ft. each, connected to a team work area, including one expandable room for interdisciplinary units.
2. Two (2) multi-use labs (science) of approximately 1,000 sq.ft. each.
3. Team meeting/planning/conference space - 200 sq.ft. each.
4. Lockers and toilets close to team area.
   a. Toilets, students - 2 at 240 sq.ft. each
   b. Toilets, staff - 2 at 90 sq.ft. each
5. Eighth grade computer lab - 800 sq.ft.
6. Work and storage area - 200 sq.ft.
7. Special Education resource room - 750 sq.ft.
8. Special Education tutor room - 300 sq.ft.

EIGHTH GRADE

SPATIAL RELATIONSHIPS

1. Team core classrooms adjacent/cluster
2. Team areas in close proximity to lockers, toilets.
3. Media center centrally located and in close proximity to Eighth Grade.
4. Computer lab to be shared, also central.
5. Each team will have a planning/conference room adjacent them.
6. Easy access to food services, gym and the arts.
7. Special Education resource and tutor rooms dispersed among the team areas.
8. Work and storage area accessible for both teams.
9. Easy access from classrooms/labs to outdoor learning areas.
10. Multi-purpose labs available for Science and Health instruction, Art and Home Economics when appropriate.

EQUIPMENT NEEDS

All

1. Teacher desk and chair
2. Interlocking student desks (25)
3. Teacher computer workstation
4. Storage for professional books, personal items
5. Wiring for student computers
6. 2 file cabinets (4-drawer)
7. Personal storage
8. TV/closed current wiring
9. Dry erase board
10. Chalkboard
11. Tack board
12. Projection screen
13. Textbook storage
14. Windows with mini blinds
15. Pencil sharpener
16. Electrical outlets
17. Lecterns
18. Intercom

Math

1. Permanent axis and # line graphs
2. Accessible calculator storage

Science

1. 6 lab stations with heat resistant/fire proof/acid resistant tops
2. Stools for 30 students
3. 1 sink/station with hot and cold water

EIGHTH GRADE

EQUIPMENT NEEDS (cont'd)

4. Under-counter storage
5. Wall storage
6. Bookcases/shelves
7. Wall-mounted monitor
8. Teacher computer
9. Microscopes
10. Desk/tables for 30 students
11. Front demonstration and display table
12. Display space
13. Storage space - under counter and wall-mounted
14. 2 sinks with hot and cold running water
15. Soap and paper dispensers
16. Various combinations of shelving and cabinets
17. Counter space - throughout and sink
18. Book storage
19. Hood with acid cabinet
20. Hazardous materials storage
21. Refrigerator/explosion-proof

Language Arts/Foreign Language

1. Sink with hot and cold water
2. 3 36" x 72" fold-out tables
3. Storage for student progress
4. Head phones for audio equipment.

Each team area

1. Telephone
2. File cabinet
3. Conference table with 8 chairs (oval shaped)
4. Dry erase boards
5. Sky light
6. Computer hookup
7. Individual teacher work stations
8. Intercom
9. Toilets

TECHNOLOGY EQUIPMENT

1. 5 computers on carts per team
2. Computer lab for 8th grade (25 workstations)
3. 30 calculators for each team

EIGHTH GRADE

SPECIAL ENVIRONMENTAL CONSIDERATIONS

1. Natural lighting
2. Sound proof rooms
3. Temperature and humidity controls
4. Two-way intercom system
5. Wiring for networked computers (5 student and 1 teacher station)
6. Exhaust fan in Science room
7. Dimming lights
8. Sufficient electrical outlets
9. Recessed ventilators for additional classroom space
10. Dust-free environment
11. Wide hallways

ART EDUCATION

OBJECTIVES AND OUTCOMES

The students will discover ideas for art in personal experiences, transform ideas to create art, work with media to make art, perceive and describe works of art, interpret works of art, and evaluate works of art. The program will also promote a positive self image as the student realizes his/her creative potential. The overall outcome for all students will be the development of a life long interest and appreciation of art and art techniques.

ACTIVITIES TO BE HOUSED

1. Working on projects, viewing demonstrations, and art instruction.
2. Storing supplies and 2-D and 3-D student projects.
3. Researching Art history (resource library).
4. Clean-up
5. Planning and conferencing by teacher (in separate workroom).
6. Inter-relating core courses along with unified arts.
7. Spray painting
8. Clay - Constructing hand-built pieces along with potter's wheel thrown pieces. Using a potter's wheel and kiln. The kiln area could be used also for ceramic storage. (clay, glaze, tools, etc.)
9. Painting - The students paint various projects throughout the course of the nine weeks. Table areas to place paint and other supplies that are needed for student use during class.
10. Printmaking - students can ink their printing blocks and run them through a large printer's press.
11. Computer work and computer graphics.

PERSONS TO BE ACCOMMODATED

1. Class size - 20 - 25
2. Number of classes: 9
3. Every student: 9 weeks
4. All students every day

SPACE REQUIREMENTS

1. Lab, multi-purpose -1100 sq.ft. - with enough space for student desks as well as an area to view demonstrations and work on projects.
2. Conference, work & planning area of approximately 150 sq.ft.
3. Kiln room - 90 sq.ft. (with ventilation)

ART EDUCATION

SPATIAL RELATIONSHIPS

1. Close proximity to classrooms, auditorium, Library/Media room and computers.
2. Access to service drive.
3. Display areas/case visible to student and visitors.
4. Maximum use of natural, non-glare lighting.
5. Direct access to outdoor art studio.

EQUIPMENT NEEDS

1. Kiln - 220 outlet included (separate, vented, and insulated room)
2. Spray booth (ventilation)
3. Numerous electrical outlets
4. 5 Large sinks in the lab/classroom
5. 20-25 individual drawing tables (large desk size)
6. Potter's wheels (5)
7. Supply storage for 2-D and 3-D (shelves and cabinets)
8. Large paper cutters - should sit on large table
9. Portable slab maker for clay construction
10. Shelves in resource room for books
11. Display cases. Located outside the art room and at entrance of the building.
12. Large tables in activity area (2-4 per room).
13. Shelving to accommodate paper size.
14. Printing press
15. Computers (5)
16. Printer
17. TV
18. Lockable supplies storage, including metal cabinets for flammable solvents.

SPECIAL ENVIRONMENTAL CONSIDERATIONS

1. Provide both natural and bright non-glare artificial lighting
2. Kiln room with ventilation
3. Traps for sinks (large)
4. Air/heating
5. Spray booth with ventilation
6. Exit door by kiln room
7. Small particle dust filtration system
8. Easily cleaned, anti-fatigue flooring
9. Multi-hanging paper towel dispenser
10. Soap dispenser for hands
11. Good acoustics
12. Easy access

FOREIGN LANGUAGE

OBJECTIVES AND OUTCOMES

The two objectives of the foreign language program are:

1. to provide greater proficiency opportunities for high school graduates and
2. to provide an exploratory opportunity in foreign language for all middle school students.

ACTIVITIES TO BE HOUSED

Foreign language courses encompass a variety of learning activities. Some possible activities to take place include:

1. Map and globe study
2. Listening station work (to be housed in a soundproof booth to accommodate no mare than 4 students)
3. Videotaping of student activities/exposure to native speakers
4. Culture study pen pal interaction through the Internet
5. Food preparation with counter space, microwave, conventional oven, sink, disposal, and refrigerator (cultural exploration)
6. Drama/skit production where props and scenery might need to be stored
7. Seat work
8. Video viewing
9. The use of interactive technology to enhance research, remediation, and enrichment opportunities
10. Opportunities to display cultural artifacts and other resource materials
11. Large group lecture/discussion

PERSONS TO BE ACCOMMODATED

1. Foreign language classes will accommodate approximately 25 students.
2. One class per grade level will be offered per day.

SPACE REQUIREMENTS

Foreign language in the middle school will involve a variety of activities which, in turn, will affect the needed space. The space should include:

1. One classroom of approximately 900 sq. ft. for classroom space that includes an area for computers
2. Storage/planning area shared with life skills
3. Built in bookcases and storage closet

FOREIGN LANGUAGE

SPATIAL RELATIONSHIPS

1. The foreign language program should be housed in the vicinity of the library/media center.
2. Attached to life skills food preparation area

EQUIPMENT NEEDS

The foreign language classroom will need:

1. An overhead projector
2. Pull down wall maps
3. Pull down screen
4. Permanently affixed TV and VCR
5. Five student computers, one printer, and computer tables
6. 15 globes and a cabinet to store them in
7. Two storage closets
8. Two filing cabinets
9. One teacher desk
10. 15 tables to seat 2 students each
11. Camcorder
12. Lockable cabinet to store camcorder
13. Sound equipment for 4 students to tape themselves and listen to native speakers
14. 30 student chairs
15. One teacher chair and visitor office chair
16. Movable skit stage
17. Pencil sharpener
18. One bulletin board
19. Wall clock with intercom
20. Telephone
21. Teacher computer with E-mail access
22. One chalkboard
23. One dry erase board
24. Built-in bookshelves
25. Movable bookshelf
26. Appropriate electrical outlets

Food preparation area

1. Counter space
2. Storage for utensils
3. Storage for cooking and serving pans
4. Cooking utensils
5. Cooking and serving pans
6. Silverware

FOREIGN LANGUAGE

EQUIPMENT NEEDS (cont'd)

7. Microwave
8. Conventional oven
9. Sink and disposal
10. Refrigerator
11. Dishwasher

SPECIAL ENVIRONMENTAL CONSIDERATIONS

1. A need for a soundproof booth for listening stations
2. Carpeted floors

INDUSTRIAL TECHNOLOGY

OBJECTIVES AND OUTCOMES

The program is designed to provide for the student encouragement for the ideal of striving toward excellence through the development of ethics, values, and personal use skills.

The program also provides the students with "problem solving" ideas and materials to enhance their ability to deal with the "real world" outside of school.

ACTIVITIES TO BE HOUSED

1. Lecture, demonstrate, review, instruct large groups (20 students).
2. Problem solving consisting of 2-3 students in a different area at the same time. Students will rotate to different stations. The problem solving areas will include:
   a. Computer assisted machining (CAM)
   b. Computer assisted drafting (CAD)
   c. Thermal engineering - plastics
   d. Mechanical engineering
      1. Bridge building
      2. Robotics
      3. Aerodynamics
   e. Energy power technology
   f. Lasers/fiber optics
   g. Communications
   h. Maintenance/clean-up

PERSONS TO BE ACCOMMODATED

1. Class size, 20-22 maximum on a rotation basis
2. Number of classes, 6 per day
3. Required at 6th grade
4. Elective at 7th and 8th grade

SPACE REQUIREMENTS

1 Laboratory room, 1500 sq.ft.
   a. Storage for hand and power tools
   b. Sink and clean-up
2. Storage and conference room of approximately 100 sq.ft.
   a. Keep special equipment
   b. Provide a secure area for special needs

INDUSTRIAL TECHNOLOGY

SPATIAL RELATIONSHIPS

1. On ground level
2. Windows for Biotechnical program
3. Located near Art, Home Economics or any other encore programs
4. Could be located near Science rooms due to some related programs - Biotechnical is one example.
5. Ceiling height - 12 to 14 feet
6. Access to service drive

EQUIPMENT NEEDS

Office

1. Teacher desk, chair
2. Telephone
3. Storage shelves
4. Cabinet with lock
5. File cabinet with lock

Modular Lab

1. Electrical service, 22- v. single phase, 400 amp service with panic buttons, 3 or 4 buttons.
2. Compressed air and 2 outlets
3. Clean air circulating system
4. Sink with hot and cold water
5. Drinking fountain
6. Safety eye flush faucet
7. Projection screen on back

TECHNOLOGY EQUIPMENT

1. Computer with CAD hook-up
2. Computer with CNC mini lathe set-up
3. Computer with CNC robotic arms hook-up
4. TV/VCR
5. 2 computers with printer
6. 20 multi-purpose desks that can be used for both drafting and regular classroom also 20 stools
7. Drafting storage cabinet with tools
8. Tack boards
9. Drafting machine
10. Chalk boards

INDUSTRIAL TECHNOLOGY

TECHNOLOGY EQUIPMENT (cont'd)

11. Radial arm saw - 12"
12. Belt and disk sander
13. Floor drill press
14. Plastics oven
15. Spray booth - with exhaust to outside
16. Buffer polisher
17. Tilting arbor saw - 10"
18. 5 each - 4-station work benches - 5' x 5'
19. Storage drying shelves
20. 12" bank saw
21. Parts storage cabinet
22. 2 large hand tool cabinets
23. Portable dust/chip remover - could be moved to different machines
24. Storage for chemicals vented outside
25. Fire extinguishers
26. Scroll saw

SPECIAL ENVIRONMENTAL CONSIDERATIONS

1. Drafting area
   a. Needs extra illumination
   b. Needs as many electrical outlets as possible
2. Modular area
   a. As sound proof as possible
   b. Exhaust fans to control fumes - such as plastics
3. Carpeting in drafting
4. Tile in lab
5. Controllable HVAC

LIFE SKILLS

OBJECTIVES AND OUTCOMES

1. Provide care and maintenance of textile products.
2. Identify basic sewing skills in preparation for projects.
3. Utilize a variety of methods of food preparation.
4. Supervise activities of preschool children.
5. Demonstrate food preparation skills.

ACTIVITIES TO BE HOUSED

1. Sewing
2. Storing projects
3. Cutting out projects
4. Storing sewing machines
5. Storing a variety of sewing equipment
6. Dressing area
7. Ironing
8. Cooking in conventional oven and microwave
9. Instructional
10. Storing kitchen equipment
11. Washing and drying towels and aprons
12. Storing food, towels and aprons
13. Viewing films and movies
14. Viewing sewing and food demonstrations
15. Taking tests
16. Conduct activities for and with preschool-age children
17. Storing preschool equipment

PERSONS TO BE ACCOMMODATED

1. 1 teacher depending upon what grades Life Skills is offered
2. 24 students per class maximum
3. Offered for 6 weeks, 9 weeks or semester

SPACE REQUIREMENTS

1. One (1) multi purpose lab - 1200 sq.ft. each
   a. Foods area
   b. Sewing area
   c. Classroom space
2. Storage/planning area - 125 sq.ft.

LIFE SKILLS

SPATIAL RELATIONSHIPS

1. On first floor
2. Easy access to parking lot
3. Close to toilets and drinking fountains
4. Access to service drive
5. Access to Foreign Language classrooms

EQUIPMENT NEEDS

Multipurpose Room

1. 3-6 kitchens equipped with the following:
   a. Sink with a garbage disposal.
   b. Range
   c. Microwave
   d. Counter space with electrical outlets
   e. Storage for silverware, pots/pans, dishes, measuring equipment, microwave materials, small electric appliances, mixing bowls, small utensils, other.
   f. Shelves for cookbooks
   g. Tables and chairs for eating
   h. Storage for utility carts
2. Food area should have:
   a. Two refrigerators
   b. Built-in storage and pantry
3. Sewing area should include:
   a. 10-18 built-in sewing machines
   b. Storage for student projects
   c. Iron and ironing board
   d. Sewing equipment and supplies
4. Area carpeted except where kitchen will be
5. Teacher desk and chair
6. 24 desks with attached tablet arms
7. Storage for preschool equipment
8. TV/VCR
9. Chalkboard and dry erase board
10. Storage for student books, bags, etc.
11. Pull-down screen
12. Plenty of electrical outlets
13. Window or sky light
14. Intercom

EQUIPMENT NEEDS (cont'd)

Storage/planning/teacher work area

1. 2 or 3 desks and chairs
2. Telephone
3. Lockable storage
4. File cabinets
5. Storage cabinets
6. Office for private conferences
7. Computer for teacher use
8. Intercom

SPECIAL ENVIRONMENTAL CONSIDERATIONS

1. Outside walls sealed off from rodents and insects
2. Good ventilation
3. Exhaust fan and dryer vents
4. Flooring easy to clean in foods area
5. Heating and cooling system adjoined in the room
6. Outdoor access to parking lot
7. Numerous electrical outlets
8. Adequate lighting
9. Garbage disposal for every sink
10. Recycling
11. Large quantity of hot/cold water
12. Fire extinguishers

MUSIC

OBJECTIVES AND OUTCOMES

1. Teach instrumental students all year.
2. Teach vocal students all year.
3. Teach general music students, short terms (9 weeks).
4. Performance of all areas above which will include other subject/grade levels.
5. Community assemblies.

ACTIVITIES TO BE HOUSED

Band

1. Full daily rehearsals for 80 students (tiered area/carpet).
2. Individual and group rehearsals
3. Music storage room for file cabinets and audio equipment.
4. Recording
5. Composing and arranging instrumental music with keyboards.
6. Small group instruction/sectionals
7. Repair of instruments
8. After school activities

Choir

1. Full daily rehearsals for 80 students (tiered and carpet)
2. Individual and group rehearsals
3. Individual or small group work on keyboards.
4. Storage
5. After school activities

General

1. Classroom activities
2. Storage
3. Small group projects using listening lab, computer software projects, keyboards.
4. Work on resource and research projects.

Performance

1. Assembly area for entire enrollment to attend plus parent guests. Stage should be able to hold a 100 piece band or 5 choir riser sections for choirs.
2. Visiting artists can use facility for workshops for teams as well as large groups.
3. Storage are for stage props, piano, etc.
4. Acoustic needs met. Microphones, spotlight, stage lights, etc.
5. Small plays
6. Large middle school level "musicals"
7. Room off stage for makeup
8. Room for storage of paints, etc. to include a cleaning sink.

MUSIC

ACTIVITIES TO BE HOUSED (cont'd)

9. Video capabilities for various activities
10. Guest speakers for team projects
11. All school assemblies

PERSONS TO BE ACCOMMODATED

1. Band: large 80 each
2. Choir: large 100 each
3. General Music

SPACE REQUIREMENTS

1. Band room - 1800 sq.ft.
2. Vocal/general music room - 1500 sq.ft.
3. Storage, Band - 350 sq.ft.
4. Storage, Vocal - 200 sq.ft.
5. 2 Practice rooms - 125 sq.ft. each
6. Planning/work area - 125 sq.ft. Contains a window to main classroom.

SPATIAL RELATIONSHIPS

1. Group all music as a unit.
2. Rooms need to be close to other Encore/arts areas. Perhaps a shared room for technical usage. For inter-related studies with other teams.
3. Outside access for the public to enter.
4. Outside access for equipment delivery/service drive.
5. Room location arranged to minimize noise transmissions to other areas.
6. Adjacent to Commons.
7. Commons/Assembly area
   a. Adjacent to Gym and Food Service
   b. Near Art and Music
   c. Direct access to public parking

EQUIPMENT NEEDS

General/Band room

1. Tiered, carpeted area for approx. 85-100 students.
2. Permanently mounted recording equipment.
3. 30 armed chairs for general music.

MUSIC

EQUIPMENT NEEDS (cont'd)

4. 2 tack boards
5. Lined chalk boards
6. Chairs and music stands
7. Telephone for teacher work area
8. File cabinets for storage
9. PA system that also records
10. Recording equipment needs to be permanently constructed with speakers on walls, retractable microphones in ceiling and a portable cabinet that contains recording board and capabilities to plug into this permanent equipment.

Commons/Assembly area

1. Piano and a place to store it
2. Lighting
3. Sound equipment/with capabilities to record
4. Large screen projection/projector
5. Larger doors where timpani enters

General/Choir room

1. Tiered rows carpeted for choir students.
2. Portable stereo equipment.
3. 30 armed desks for general classes
4. File cabinets for music

SPECIAL ENVIRONMENTAL CONSIDERATIONS

1. Outside entrances for commons
2. Ability to darken classrooms for videos
3. Larger doors for percussion in both band room and all doors where kettle drums need to pass through to get onto stage for performances.
4. Perfect acoustics and lighting in rooms and performance area(s).

PHYSICAL EDUCATION

OBJECTIVE AND OUTCOMES

Exposing students to a variety of activities

1. Team sports
2. Individual sports/activities
3. Small games/classroom space - use of computers a couple of times during 9 weeks

ACTIVITIES TO BE HOUSED

1. Large group activities
   a. Physical education large space
   b. After school sports
   c. Integrated activities - various other classes
   d. Portable sound system - dance, assemblies, speakers
2. Smaller area
   a. Assessment, testing, written, skill, special needs students, lecture area
   b. Possible team meeting activities - board games, method classes
3. Storage - fixed and movable - large equipment, smaller equipment
4. Athletic team visitors, storage, meeting rooms
5. Ceiling and wall space - volleyball, racquet ball, climbing ropes
6. Basketball backboards, raise and lower
7. After school, weekend activities, tournaments, visiting teams, drinking fountains, restroom, telephone, first aid area (when office is closed) P.E. separate from sports.
8. Offices for P.E. teachers visual, see gym or locker rooms, security.
9. Display area
10. Indoor and outdoor equipment, fields.
11. Picnic/sitting area
12. Shared storage for outdoor activities
13. Outdoor: 2 volleyball courts, 8 basketball courts, 8 tennis courts, soccer field, football field, 2 baseball fields, track and field oval
14. Wrestling

PERSONS TO BE ACCOMMODATED

1. Classes - 20-25 students
2. 750 students

SPACE REQUIREMENTS

1. Gymnasium - 6500 sq.ft. includes room for bleachers.
2. Teachers offices/workrooms, two (2) at 150 sq.ft. each

PHYSICAL EDUCATION

SPACE REQUIREMENTS (cont'd)

3. Coaches/athletics offices, two (2) at 150 sq.ft. each
4. Two (2) athletic storage, 300 sq.ft. each
5. Two (2) public restrooms, 250 sq.ft. each
6. One (1) laundry room with sinks, 110 sq.ft.
7. Two (2) locker rooms with showers, 1300 sq.ft. each

SPATIAL RELATIONSHIPS

1. Gymnasium is to be in close proximity to:
   a. Parking
   b. Locker rooms/showers
   c. Music
   d. Art
   e. Classroom assessment special needs
   f. Toilets
   g. First Aid
   h. Telephone
   I. Intramural/team play/outdoor instruction areas
   j. Service drive
2. Gymnasium is not to be centrally located

EQUIPMENT NEEDS

1. Scoreboard in gym
2. Telephone in workroom or hallway
3. Storage rooms cabinets, shelves wide openings, easy access, large equipment (mats)
4. Retractable bleachers
5. Individual shower stalls - gang shower? Restrooms, washroom, shower facilities, hand, hair dryers.
6. All weather track
7. Computer and VCR access
8. Electrical outlets
9. Good ventilation
10. Mirrors in locker room
11. Classroom/mirrors
12. Stationary bikes for adaptive P.E.
13. Upper body strength - chin up bars, ropes
14. Recessed drinking fountains
15. Display trophy cases
16. Public address system

PHYSICAL EDUCATION

EQUIPMENT NEEDS (cont'd)

17. Wood surface
18. Intramural space
19. 6th, 7th, 8th grade teams
20. Playground
21. Small box lockers with combination locks installed (450 boys, 450 girls)
22. Athletic lockers - ½ lockers (200 boys, 200 girls)
23. Bleachers
24. Electric hoists to raise and lower basketball baskets
25. Hand electric dryers
26. Hot and cold water showers
27. Soap dispenser for hands

SPECIAL ENVIRONMENTAL CONSIDERATIONS

1. Good lighting
2. Good ventilation and climate control
3. Good acoustics
4. Good acoustics in locker rooms
5. Easy access to and from the gymnasium areas
6. Electric eye urinals, sink
7. Showers good drainage/hang towels and clothes - close to showers
8. Small particle dust filtration

SPECIAL EDUCATION

OBJECTIVES AND OUTCOMES

1. Special needs students must have the option of regular classroom(s), small group instruction, tutoring, resource room (numerous computers/CD ROM, learning centers, etc. available to address learning styles and multiple intelligences) as well as OT, PT, Speech, Psychological services, etc.
2. Considering our new inclusive model, we are serving children in the regular classroom as well as in resource rooms. Consequently, services for these children must be available not only in the special rooms, but throughout the building. *ADA (American Disability Act) re: accessibility, etc., must be addressed.

ACTIVITIES TO BE HOUSED

1. Learning in learning centers and with computers/CD ROM
2. Functional curriculum - running water, washer/dryer, LCD panels, refrigerator, stove, storage shelves.
3. Small group instruction with computers/CD ROM, LCD panels
4. OT/PT/Speech, 1-2 rooms
5. Other facilities - ADA (lunch lines, drinking fountains, doors, elevators, etc.)
6. Regular classrooms, ADA accessible, activities that address different learning styles, multiple intelligences, etc.

PERSONS TO BE ACCOMMODATED

1. VI, HH, LD, DH, OH, MH, SBH, Speech student
   a. Small group instruction rooms accommodate three students each period.
   b. Resource rooms to accommodate 12 students at one time.
2. Two teachers at each grade level.
3. Support personnel (OT/PT, Psychologist, Speech).

SPACE REQUIREMENTS

1. 1 resource room at 750 sq.ft.
2. 1 tutor room at 300 sq.ft.
3. Two (2) specialist conference rooms/offices - 200 sq.ft. each

SPATIAL RELATIONSHIPS

1. Easy access to Administrative Services
2. Direct access to parking and emergency parking.

SPECIAL EDUCATION

SPATIAL RELATIONSHIPS (cont'd)

3. Space requirements should be considered regarding ADA and special needs children in the regular requirements.

EQUIPMENT NEEDS

Regular classrooms
1. Closed caption TV
2. Visible announcement boards
3. Computer networked
4. Learning Centers

Functional classroom (involving at least one resource room)
1. Sinks
2. Refrigerators
3. Stove
4. Washer and dryers
5. Counter space
6. Storage shelves
7. Ironing board
8. Other "functional" items

SPECIAL ENVIRONMENTAL CONSIDERATIONS

1. Space in halls, cafeteria, etc. for wheelchairs.
2. Spaces for announcement boards in regular classes and halls (for hearing impaired).

GENERAL USE

ADMINISTRATION

OBJECTIVES AND OUTCOMES

The Administrative area needs:

1. To provide the leadership services for the entire building.
2. To be the central information area.
3. To be a self-contained area in terms of essential services.
4. To be used to keep the remainder of the facility secure.

ACTIVITIES TO BE HOUSED

1. Administrative, secretarial and guidance activities need to be housed.
2. We need to provide for the capacity to conference small groups.
3. Reception for school guests and visitors will be provided for in this area.
4. Storage of supplies and records.
5. Information dissemination
6. Parent volunteer activities
7. Sale of school supplies
8. Faculty workroom activities
9. Mailbox access
10. Computer network access
11. Telephone availability

PERSONS TO BE ACCOMMODATED

1. Principal
2. Assistant principal(s)
3. Athletic director
4. Two or three secretaries (one may be a volunteer)
5. One nurse (including sick room area)
6. Other special needs personnel (e.g. speech & hearing, psychologist, etc.)
7. Visitors as needed

Staffing Area

1. Lounge and dining room to accommodate 25 people at one time.
2. Team and/or grade level workroom and conference area (each grade level has potential of 12 teachers).

SPACE REQUIREMENTS

Administrative Office containing:

1. Principal's office - 175 sq.ft.

ADMINISTRATION

SPACE REQUIREMENTS (cont'd)

2. Conference room - 150 sq.ft. each
3. Receptionist area - approximately 250 sq.ft.
4. Secretarial area - 300 sq.ft.
5. Workroom - approximately 300 sq.ft.
6. Health center - approximately 375 sq.ft.
7. Toilets - 2 at 90 sq.ft. each
8. Staff lounge - approximately 450 sq.ft.
9. In-school suspension/detention room - approximately 500 sq.ft.
10. One commons of approximately 3500 sq.ft.
11. One stage of approximately 2000 sq.ft.

SPATIAL RELATIONSHIPS

1. The administration area should include the principal, guidance, secretarial, nurse, special services, teacher workroom, parent volunteer workroom, and school store.
2. The principal's office should be close to the guidance office but separated in some way.
3. The administrative area should be in a central location being as close to all other areas as possible. Easy access to team areas.
4. The administrative area should be close to the main entrance which has adjacent parking and needs to be in a highly visible area.
5. The administration area needs to be located to provide traffic supervision.

EQUIPMENT NEEDS

1. All offices should have desk, chair and storage. Additional chairs may be needed as well.
2. Secretary space should have a counter
3. Conference room and work rooms need tables, chairs and storage.
4. Work room needs to have a copy machine, running water, electronic outlets and storage.
5. All rooms and offices should have telephone and computer hookups.
6. Display areas
7. Secure storage for records
8. Specialized equipment will be included as needed e.g., laminator, paper cutter, etc.
9. Intercom to all building areas.

TECHNOLOGY EQUIPMENT

Principal, assistant principal, guidance counselors and secretaries should have a computer terminal that is tied to central server.

ADMINISTRATION

SPECIAL ENVIRONMENTAL CONSIDERATIONS

1. Peaceful, calm environment should be provided.
2. Natural light should be used wherever and whenever possible.
3. Principal's office and secretaries should have direct access to reception area.
4. Principal's office and secretaries should be able to view main school entrance and visitor parking lot.

GUIDANCE/COUNSELING

OBJECTIVE AND OUTCOMES

Guidance and Counseling is available:

1. To provide guidance services through small group instruction, career education, team planning, public access information, and video capabilities.
2. To provide counseling services through small group conferences, individual conferences, career conferences, team conferences, I.A.T. and written information accessibility.
3. To provide and involve a career lab with access to information.
4. To provide an evaluation/interview area involving the school Psychologist and social services.
5. To incorporate technology through computer access, schedule access and capability (office network), word processing capability and other (building network).

ACTIVITIES TO BE HOUSED

1. Small group guidance/counseling
   a. Counselor meeting with 6-8 students for various activities.
   b. Counselor reviews videotape for career information, social development, problem solving, etc. work within group.
   c. Counselor meets with parent(s) regarding student about a variety of concerns.
2. Grade or team meetings with counselor(s)
3. Individual counseling
   a. Counseling with one student
   b. Counseling parent/teacher
   c. Counselor and student videotape view and discuss
   d. Student use of computer instruction/tutoring with counselor involvement
   e. Monitor student testing
   f. Counselor working with student within time-out area by monitoring work and /or attitude/behavior for short periods.
4. Interaction between two-three counselors.
5. Interaction between counselors and Principal and Assistant Principal(s).
6. Peer tutoring
   Student tutoring student with counselor monitoring
7. Assessment/interview by School Psychologist and/or social worker.
8. Distributing information, brochures, etc. in display area for browsing and/or pick-up.
   a. Outside office
   b. Within office
10. Guidance secretary to greet/inform.
11. Counselors to assist within each team and grade level for instruction, interaction, consultation.

GUIDANCE/COUNSELING

PERSONS TO BE ACCOMMODATED

1. Two guidance counselors
2. One guidance secretary
3. Varied number of students at any one time depending upon individual or group conferences.
4. Other specialists

SPACE REQUIREMENTS

1. Two guidance counselor offices - 125 sq.ft. each
2. Conference room of approximately 150 sq.ft.
3. One guidance area central to offices for common storage - 150 sq.ft.
4. Guidance reception area - 150 sq.ft.
5. Guidance secretarial area - 200 sq.ft.

SPATIAL RELATIONSHIPS

1. Guidance and general office/administration are in close proximity and could share a conference room/storage/secretary.
2. Access to regular classroom for career lab.
3. Access to computer lab.
4. Near Health Center
5. Alternate entrance available to Guidance if offices are connected to Main Office.
6. Near proximity to individual/small time-out room.

EQUIPMENT NEEDS

1. Lockable files (fixed or moveable)
2. Desk and chair
3. Three-four guest chairs and other chairs available
4. Conference table(s) and chairs
5. Information centers
   a. Write/erase board in office and conference rooms
   b. Tack boards in office, hallway and greeting/browsing area
   c. Rack(s) for publications, brochures, handouts in the office and browsing area.
6. Student study carrels - in holding/time-out room
7. Shelf and drawer storage
8. Round table with 4 chairs

GUIDANCE/COUNSELING

TECHNOLOGY EQUIPMENT

1. Computer with printer with office and building network
2. CD ROM
3. TV and VCR
4. Telephone
5. Office intercom
6. Office (administration) FAX
7. Electronic message board center
8. Computer software to match needs of 900 students
    a. Schedule
    b. Academic progress
    c. Records keeping

SPECIAL ENVIRONMENTAL CONSIDERATIONS

1. Outside window desired
2. Some flexibility to change location of desk and chairs with guidance offices.

INFORMATION CENTER

OBJECTIVES AND OUTCOMES

The Information Center should:

1. Provide access to information in print, audiovisual and electronic forms for students and staff.
2. Develop information retrieval strategies in students and assist in individual searches.
3. Provide a quiet, relaxed atmosphere for independent learning and thinking.

ACTIVITIES TO BE HOUSED

1. Storage of books, audio visual software and equipment, pamphlets, atlas, maps, globes and professional materials section.
2. Large group research and instruction, small group research and instruction, and individual research and instruction (often simultaneously).
3. Book and audio visual check-in and check-out.
4. Book and audio visual processing and ordering - plan for electronic ordering.
5. Laminating, book binding.
6. Video production, opaque projection.
7. Video presentation - small, individual and large group (team).
8. Computer modem access to other databases and internet.
9. Computer research on CD-ROM at several work stations.
10. Computer use for word processing and other projects.
11. Magazine check-in and check-out (hourly) and storage of back issues.
12. Book repair and equipment maintenance.
13. Display of library materials and/or student projects inside and outside (secure) (Display windows or cases).
14. Tutoring - peer tutoring and special teacher tutoring.
15. Taping of satellite, cable, ITV programs.
16. Broadcast of in-house closed circuit video.
17. Large group presentation.
18. Individual study.
19. Audiotape listening and/or recording.
20. Copier access all day and before and after school.
21. Maintaining security of materials and equipment.

PERSONS TO BE ACCOMMODATED

1. Librarian
2. Library aide
3. Parent volunteers
4. Student aides
5. Individuals

INFORMATION CENTER

PERSONS TO BE ACCOMMODATED (cont'd)

6. Small groups - 3-12
7. Classes - 2 at a time
8. Currently being used sometimes for entire teams or grade levels for parties, large group presentation, school board meetings, other outside groups, colleges, etc.

SPACE REQUIREMENTS

1. Reading/study/classroom area - 2100 sq.ft.
2. Workroom - 225 sq.ft.
3. Storage - 200 sq.ft.
4. Technology center - 350 sq.ft.
5. Taping/Broadcast area - 200 sq.ft.
6. Office - 90 sq.ft.
7. Technology center - 350 sq.ft.

SPATIAL RELATIONSHIPS

1. The Information Center should be centrally located and easily accessible to/from all team areas, the main entrance, public parking and administration.
2. Direct access to service drive.
3. Central point for technology distribution. This includes A/V equipment, materials, supplies and any other related equipment.
4. Storage of general office supplies: computer paper, book jackets, book repair, computer software, equipment manuals, laminating materials, catalogs. Includes a compute, telephone, FAX, and a place for 2-3 people to work. This space can also be used for ordering, lesson plans, and parent contact. This space should have direct access to /from instructional areas.

EQUIPMENT NEEDS

1. Large circulation desk - near doorway for security
2. Book drop from outside
3. Locked display area, visible from outside
4. Book stacks
5. Good lighting for video production area
6. Laminator

INFORMATION CENTER

TECHNOLOGY EQUIPMENT

1. Ten computers and printers
2. Two look-up stations (standing)
3. Two administrative (one in workroom, one at circulation desk)
4. Ability to use all audiovisual equipment in the Information Center - many electrical outlets
5. Satellite drop, closed circuit system, video (school wide)

SPECIAL ENVIRONMENTAL CONSIDERATIONS

1. Laminating in an enclosed area is okay, but fumes and heat can be intense - need ventilation.
2. Lighting for video production, and quiet.
3. Ability to have very low light for opaque projector use.
4. Keep humidity low to preserve books and equipment over decades.
5. Natural light for patrons.
6. Natural light in work room - prefer window
7. Prefer carpet and noise reduction when possible.

SERVICE USE

CUSTODIAL

OBJECTIVES AND OUTCOMES

1. This department will provide numerous duties including cleaning and maintaining the building.
2. A building that is constructed with materials which are easily cleared of dirt, dust and markings will reduce labor and supply expenses.

ACTIVITIES TO BE HOUSED

1. Receiving dock - dock for unloading deliveries
   This should be a recessed area with access for two trucks to be services at any one time. We would like to have an awning over the dock area for protection from inclement weather.
2. Receiving room
   Should have wide/tall door and enough room to maneuver large loads.
3. Head custodial office to house a desk, chair, file cabinet, visitor seating for two.
4. Custodial supply storage area with shelving to house paper and cleaning supplies used for cleaning the building (approximately a 6 month supply). This should be a lockable area with an area dedicated for combustibles.
5. Laundry area to house normal size washer and dryer.
6. Custodial closets
   1. One needed for every 25,000 sq.ft.
   2. These closets need to house floor sink with hot and cold water, shelving for supplies (2 weeks worth), a maids cart, trash barrel, vacuum cleaner, six foot long dust mop, mop bucket, etc.
7. Equipment storage room to house custodial cleaning equipment

PERSONS TO BE ACCOMMODATED

1. One head custodian
2. One day custodian
3. One custodian for every 25,000 sq.ft. of building area
4. Maintenance persons who will visit the building frequently for repairs and preventative maintenance.

SPACE REQUIREMENTS

1. Recessed dock area - wide enough to accommodate two trucks unloading at a time, with the top of the dock large enough to maneuver pallet jacks.
2. Receiving room - approximately 350 sq.ft.
3. Office - 90 sq.ft.

CUSTODIAL

SPACE REQUIREMENTS (cont'd)

4. Custodial supply storage room - 300 sq.ft.
5. Laundry room - 90 sq.ft.
6. Custodial closets - 100 sq.ft. each
   As needed for every 25,000 sq.ft. of building area
7. Equipment storage room - 300 sq.ft.
8. Recycling/cleaning area - 125 sq.ft.
9. Toilet/shower - 100 sq.ft.

SPATIAL RELATIONSHIPS

1. Loading dock, receiving room need to be located with the Food Service. The awning should cover the dock.
2. The custodial supply storage room, custodial equipment storage room, compactor location, head custodian office and laundry room should be in close proximity to the receiving room.
3. Direct access to the service drive.
4. A parking area should be provided near the loading dock for custodial and food service personnel.
5. Custodial closets should be located in each grade/team area.
6. Custodial toilets should be near receiving room.

EQUIPMENT NEEDS

1. Head custodian office
   a. Telephone
   b. 120 volt outlets
   c. Locking door
2. Laundry room
   a. 110 and 220 volt outlets
   b. Hot and cold water
   c. Drains
   d. Dryer vent
   e. Ventilation
   f. Sink
3. Custodial closets
   a. Floor sink with hot and cold water
   b. Hanger type device for wet and dry mops
   c. Shelving
   d. Ventilation/exhaust

CUSTODIAL

EQUIPMENT NEEDS (cont'd)

4. Custodial storage supplies
   a. Combustible storage area
   b. Shelving
   c. Ventilation
   d. Work bench
5. Receiving room
   a. Shelving
   b. Trash compactor
6. Dock
   a. Recessed
   b. Covered
7. Custodial restroom
   a. Sink
   b. Commode
   c. Shower
   d. Mirror
   e. Soap/paper dispensers

SPECIAL ENVIRONMENTAL CONSIDERATIONS

1. Non glare lighting
2. Windows that open with screws
3. Window shades
4. Hand dryers in restrooms
5. Lots of natural lighting
6. Master clock system
7. Master fire alarm system
8. Master P.A. system
9. Security system
10. A waste water plant if needed
11. Grease traps
12. Acid traps
13. Floor drains in all restrooms
14. Very little drywall or none at all
15. Outdoor lighting (on a photocell)
16. Back up generator
17. Field drainage
18. Parking lot drainage
19. Compute controlled heating/cooling system to match rest of district (Honeywell or Trane)
20. Emergency lighting

FOOD SERVICE

OBJECTIVE AND OUTCOMES

1. Cafeteria seating space should accommodate up to 350 students in comfortable small groups.
2. Staff dining to be located immediately next to student dining.
3. Area to be pleasant, relaxing, attractive.
4. Serving area to be contained and able to be closed off from dining area.
5. Serving area to provide multiple choice of foods, hot, cold, self-serve, and snacks (frozen yogurt machine, etc.)
6. Serving area must include cashiers and be arranged to discourage theft.

ACTIVITIES TO BE HOUSED

1. Food production for middle school students, staff, catering functions.
2. Self serve units in serving area
3. Administrative work - reports, records and storage for the records.
4. Storage of staff personal items: coats, purses, etc.
5. Receiving and storage of foods: frozen, fresh, canned
6. Receiving and storage of nonfood supplies: cleaning supplies and paper goods.
7. Storage of catering equipment and supplies
8. Storage of vending items
9. Room for bakery bread racks
10. Breakfast preparation area
11. Housing of assorted meetings and classroom activities in dining area
12. Signage plan for marketing of menus and nutritional data.
13. Nutrition education bulletin board
14. Placement area for trash and custodial supplies
15. Need security of kitchen supplies when other groups use dining area

PERSONS TO BE ACCOMMODATED

1. Food service staff
2. Dining seating - approximately 300 - 350
3. Outside groups, class parties, banquets, etc.

SPACE REQUIREMENTS

1. Kitchen - 2400 sq.ft.
   a. Dish wash area
   b. Pot/pan wash area
   c. Vegetable preparation

FOOD SERVICE

SPACE REQUIREMENTS (cont'd)

   d. Work table space adjacent to each cooking area
   e. Baking area
   f. Cooking bank
2. Serving area - 300 sq.ft. each
   a. Pass through hot/cold cabinets between preparation and serving areas.
   b. Salad bar, self serve modules
   c. Self serve frozen yogurt machine
3. Faculty dining - 750 sq.ft.
4. Storage
   a. Cold - 240 sq.ft. - walk-in freezer and cooler large enough to accommodate district commodity delivery and school delivery.
   b. Dry - 325 sq.ft. - for food, nonfood, vending supplies, snack supplies, catering equipment.
5. Receiving area - shared with custodial
6. Office - 110 sq.ft.
7. Lockers and staff toilet - 275 sq.ft.
8. Laundry facility - shared with custodial
9. Commons (see Administration)

SPATIAL RELATIONSHIPS

1. Adjacent to Commons area
2. Parking area adjacent for staff
3. Receiving dock area with total accessibility by semi trucks and turn around space. Dock should be covered so food can be received safely in all weather. This should not be near student access areas.
4. Maintenance/custodial adjacent to food service.
5. Need easy traffic flow between kitchen and serving area, short steps, visibility, convenience

EQUIPMENT NEEDS

1. Quality kitchen flooring - quarry tile - level
2. Built in utility outlets on serving line for addition of soup pots, heat lamps, coffee pots, etc.
3. Extra outlets in kitchen area, serving area, cashier areas and cafeteria to support coffee makers, catering, small appliances, fans, etc. Keep circuits adequate to support compressors and sensitive electrical needs.
4. Self-serve serving modules.
5. Serving line with hot wells, utility area, mechanical cold pan

FOOD SERVICE

EQUIPMENT NEEDS (cont'd)

6. Cooking bank with tilting braiser, convection steamer, convection ovens, trunnion kettles, and microwave.
7. Ice cream vending machine
8. Snack and canned drink vending machine
9. Ice maker
10. Warming carts, pass through warmer/refrigerator between preparation and serving.
11. All equipment mobile
12. Storage carts for pans
13. Storage racks mobile
14. Three shelf carts
15. Utility cart
16. Laundry facility
17. Extra wide doors in and out of kitchen
18. Secure locks for all food areas, storage area and entire kitchen
19. Windows in walk-in freezer and cooler doors
20. Undershelves and drawers in all work tables
21. Stainless steel legs and undershelves on all tables
22. Closed door cabinets in dishroom over clean dish counter and in preparation area to store spices and small containers
23. Convenient wash sinks
24. Ice cream freezer in serving area
25. Mixer, food processor, HCM
26. Tray dispenser
27. Cashier stands
28. Menu boards
29. Lighted signage for serving area
30. Desk, chair, file cabinet, visitor seating for office.
31. Cafeteria seating presents comfortable appearance - round and octagonal tables - instead of institutional long rows of seats. Tables should be mobile.
32. Large multi-purpose mobile, insulated, units for salad bar and other similar needs.

TECHNOLOGY EQUIPMENT

Computerized cash registers connected to district food service office.

SPECIAL ENVIRONMENTAL CONSIDERATIONS

1. Drain trough in front of cooking bank
2. Drain trough in front of HCM

SPECIAL ENVIRONMENTAL CONSIDERATIONS (cont'd)

3. Flexible hose with sprayer by convection steamer, braiser, kettle, HCM, each garbage disposal, dish machine.
4. Adequate floor drains in dish room and preparation areas (not sloped floors).
5. Climate control throughout kitchen and storage areas
6. Large compressors installed outside building
7. Acoustical control in dining area
8. Efficient and quiet hood exhaust system
9. High level of light
10. Approximately two windows in kitchen, placed at a low enough level to provide view and promote uplifted attitude.

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