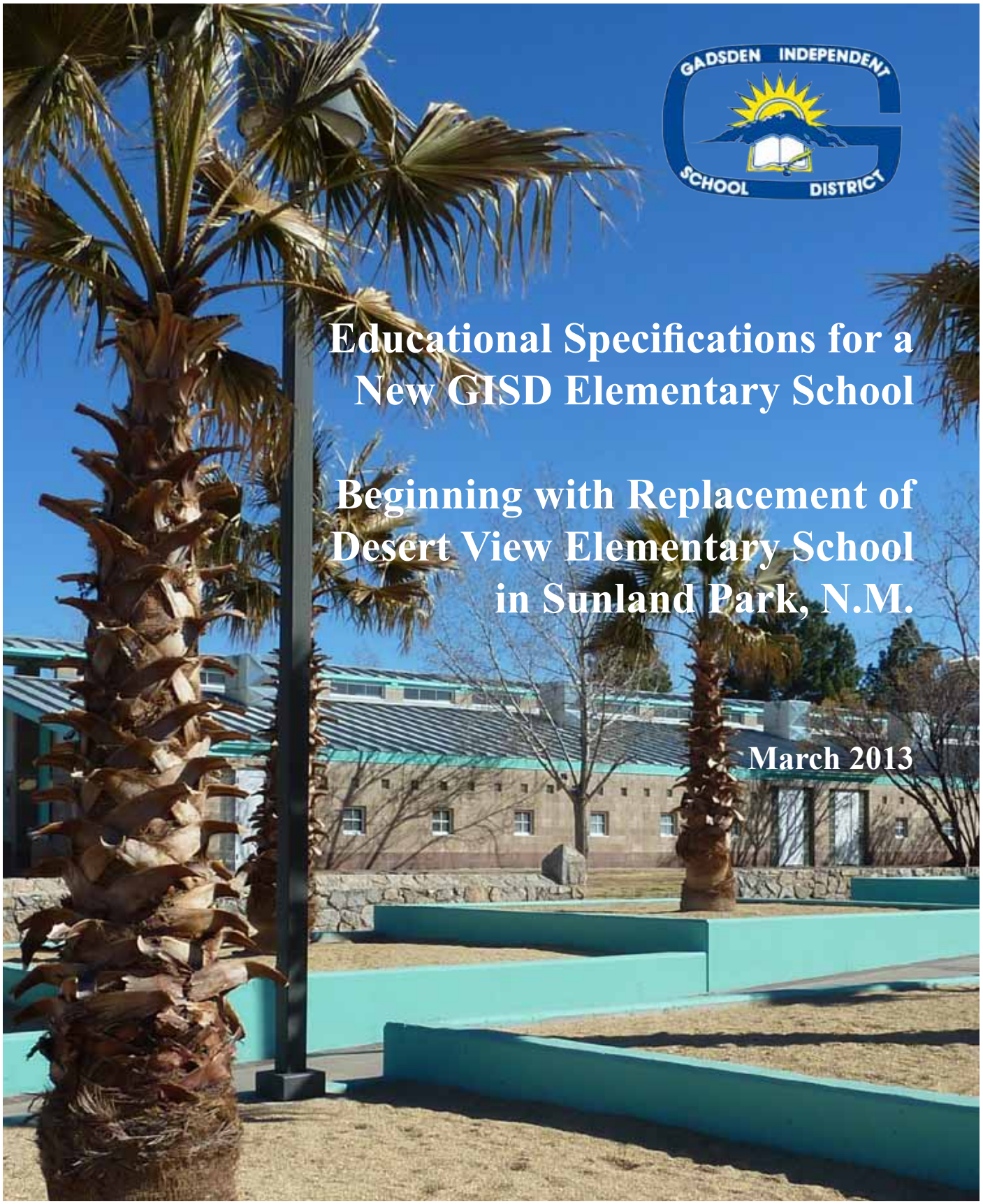


Educational Specifications for a New GISD Elementary School

Beginning with Replacement of Desert View Elementary School in Sunland Park, N.M.

March 2013

DRAFT

arc
Architectural Research Consultants, Incorporated

Credits

School Board
Daniel Castillo - President
Jennifer Viramontes - Vice President
Gloria Y. Irigoyen - Secretary
Craig Ford - Member
Maria Saenz - Member

Administration
Ralph Gallegos

Educational Specifications Planning Committee Members
Jorge Araujo - Principal
Henry Gutierrez - Counselor
Albert Ortiz - District IT
Bertha Tagle - Bilingual Specialist
Claudia Gallegos - Teacher
Yvette Gonzalez - Teacher
Trisha Reade - PE Coach
Lorna Clark - KIGA Teacher
Jeff Diveau - 3rd Grade Teacher
Claudia Salido - 4th Grade Teacher
Robbie Larriva - Instructional Coach
Barbara Arguelles - 2nd Grade Teacher
Sheri Rees - Teacher
Carmen Rodriguez - Parent
Angeluz Sanchez-Segura - Librarian
Linda Dulovich - Assistant Principal
Nicole Ortiz - Teacher

Students
Students from Mr. Nunez' 4th Grade Class

Public
Ruth Hernandez
Rodolfo Salazar
Rodolfo Aaron Salazar
Lizzy Grado

PSFA Presentation
Earl Franks
John Valdez
Matica Caseas
Pat McMurray

CONTENTS

List of Exhibits

ABBREVIATIONS AND ACRONYMS

AFF - Above finish floor

ARC - Architectural Research Consultants, Incorporated

CMU - Concrete masonry unit

DD - Developmentally delayed

DDC - Direct digital controls

DVES - Desert View Elementary School

EdSpec - Educational specifications

GISD - Gadsden Independent School District

GSF - Gross square feet, or the sum of net assignable square feet plus all other building areas that are not assignable (the area remaining is called "tare," which includes areas such as hallways, mechanical areas, restrooms, and the area of interior and exterior walls)

Grandfathered Space - The SF of a space that exceeds the present adequacy standards since the space was built before PSFA was established. This overage can be deducted from the final GSF of the project and that number is compared to the project target size (enrollment times GSF/student value).

HVAC - Heating, Ventilation and Air Conditioning

K - Kindergarten

MACC - Maximum allowable construction cost, or a project construction budget; this cost is comparable to the contractor's bid

MDR - Main distribution room

NASF - Net assignable square feet, or the total of all assignable areas in square feet

OT / PT - Occupational therapy / physical therapy

PE - Physical education

PED - New Mexico Public Education Department

Pre-K - Pre-Kindergarten

PSCOC - Public School Capital Outlay Council

PSFA - Public School Facilities Authority

PTR - Pupil/teacher ratio

SF - Square feet

SLP - Speech and language pathologists

SpEd - Special Education

SpEd Type 1 and Type 2 - PSFA designations for Special Education. Type 1: A, B, C levels. Type 2: D levels

TPC - Total project cost, or the total cost of a project with fees, moveable equipment, special studies, administration, and contingencies

1 INTRODUCTION

PROJECT OVERVIEW

Educational specifications, planning and design to replace or renovate Desert View Elementary School in Sunland Park, NM.

This report presents educational specifications (EdSpec) for the replacement or renovation of the Desert View Elementary School (DVES) for the Gadsden Independent School District (GISD). DVES is located in the town of Sunland Park, New Mexico.

Desert View Elementary School was one of three very similar schools built in 1987 as a 3rd/4th grade school. The other schools were to house K-2 and 5/6th grades. It is situated only a few hundred meters from the border with Mexico and in proximity to the main east-west rail line and the area land fill, both to the west. The site has 25 acres. As a 3/4th grade school, it was small with only five double portables and one single on site. The area is a growth area, with the student population expected to grow to about 574 by 2021. Gadsden Independent School District received a PSCOC award for $17.6 million (for 550 students) to replace OR expand / renovate the school, as determined by this EdSpec. Currently, the school population is 512.

Educational specifications describe the overall instructional program, and define the associated functional, spatial, and environmental characteristics of the site and facilities that house the program. The resulting documentation for this EdSpec will note compliance with the New Mexico State Adequacy Standards (NMAC 6.27.30) and the Public School Facilities Authority (PSFA) Adequacy Planning Guide (July 15, 2010, with a 2013 Appendix A insert). It will describe areas that the district feels require a variation from the standards to meet its education model. Under Appendix A, the school could be no larger then 68,750 GSF. This EdSpec discusses scenarios both to build new and expand / renovate, and both require buildings just under this target maximum floor area.

Mission Statement

The Gadsden Independent School District will ensure that all students will learn by putting education first. The district will provide quality educational opportunities conducive to learning that will facilitate students' individual goals.

Site and Facility Existing Conditions

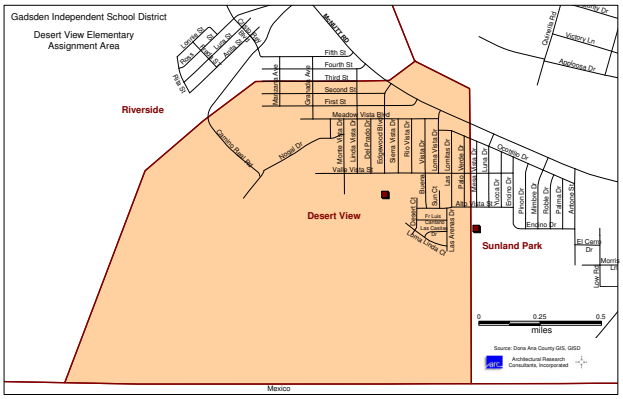
The current site at the GPS address of 31 deg 47 min 42.09 sec N by 106 deg 34 min 57.21 sec W is a 25-acre site with about 40% of the

Exhibit I-1
Existing Site Aerial

site area developed, leaving the east and south thirds of the site nearly clear of improvements. The strong circular layout (Exhibit I-1), industrial design image and overall small spaces combined with poor energy efficiency, substandard comfort level and lack of storage mean the facility has few positive aspects as a school. Exhibit I-2 shows the proximity to its sister school, Riverside ES, and the labeled locations of the land fill now nearing maturity, the international rail line spur, and the location of the US/Mexico border fence. The prevailing winds are from the left, or west, in the photo and create some odor issues for the landfill area at times. The attendance boundary for the school is its immediate neighborhood; projections show growth in the area for at least ten years, the trend since its opening in 1987. The school facility has had limited HVAC and surfacing changes in its 26 years. The ranking score of 37 in 2011-12 qualified the school for improvements.

Exhibit I-2
Site Proximity Aerial

Exhibit I-3
Attendance Boundary



PSCOC in 2012 award language: Planning and design to renovate/replace the existing school facilities to adequacy for 550 students, grades K-6.

ES EXECUTIVE SUMMARY

REPORT OVERVIEW

This educational specification describes the replacement of the current 43,814-GSF school facility and 9,040 GSF in portables with a new 68,679-GSF facility. The new school will be located on the same site. The current school will be demolished.

SUMMARY OF THE PLANNING PROCESS

The district began the design process on January 4, 2013 by hiring Architectural Research Consultants, Inc. (ARC) to develop its Educational Specifications. The Public School Facilities Authority (PSFA) published a total project cost estimate for expansion / renovation or replacement of this school of $17.6 million. The allocated maximum gross square footage (GSF) set by PSFA is 68,750 GSF or about 23,400 GSF larger than the current permanent facility. The task of the Educational Specifications is to identify the needs of the school, to decide whether expansion / renovation or replacement is best, and to produce a description of the future school that can be built within the budget and is acceptable to the committee, PSFA and the School Board. ARC distributed kick-off information and conducted three on-site workshops, teleconferencing PSFA central office into the meetings. The committee included representatives from school staff, Ralph Gallegos with the district and Earl Franks, PSFA Field Representative.

OVERVIEW OF PLANNING WORKSHOP SESSIONS

The committee worked well together. They asked questions and defended key unique elements of the proposed list of spaces (see the Section 4 for the list of spaces). They understood the issues of space size, organization of the school, and current facility constraints to avoid in the new school. The school, built in 1987, has severe program space issues. Its spaces are small and hard to lock down, and have dirt infiltration which stresses asthmatics, insufficient storage that makes classrooms cluttered, no sinks, and limited electrical outlets. Its HVAC is poor, especially in May, August and September, and so noisy that teachers often turn it off to talk. The site has major conflicts between traffic and students, and a general institutional image.

Kick-Off Session

Due to inclement weather, the face-to-face kick-off session was cancelled. Committee members received an electronic file of the prepared handout to review in preparation for the first workshop the following week. The handout briefed the committee on process, procedures and deadlines, and introduced the conceptual relationship diagram, and documents and procedures related to the List of Spaces.

ARC met from 2:30 p.m. to 5:00 p.m. with the school Leadership Team on the following days. See the Appendix for minutes, notes, and presentations.

Workshop 1 - Planning Committee - January 16th

This workshop included discussion of the definition of an EdSpec, presentation of basic FACTS about the school, development of GOALS and discussion of the schedule, including goals for the following:

- EdSpec completed in March 2013
- A/E hired in April 2013
- Bid building in about April 2014
- Occupy the building in August 2015

ARC left display posters with the school after each workshop to help the school track the committee's progress.

Interviews with staff January 17th

ARC completed a full day of interviews with over 18 people, discussing the details of their issues with the existing school and their needs for the modified existing or new replacement school.

Review Meeting with PSFA Albuquerque Staff January 22nd

This meeting introduced the issue of district equity, the committee's desire for a dining area independent of the gym, and discussed the Appendix A's new GSF values chart.

Exhibit ES-1
Site Relationship Scheme A

Workshop 2 - Planning Committee - January 30th

The meeting addressed items that

the interviews clarified, expanded the FACTS and GOALS lists and discussed Site Relationship Scheme A (west side). The committee rejected the NW orientation. It is too crowded, requires a two-story classroom wing and is too close to the street. ARC introduced the draft List of Spaces. Participants discussed each item to ensure all staff had a space, and made minor changes to many spaces. Most important was agreement on classroom sizes for each type of program. ARC introduced the concept of detailed relationship diagrams. The collected data enabled the estimates for the two scenarios presented at the 3rd workshop.

Parent Meeting - January 30th at 5:30 p.m.

The parent meeting was successful and included the following input:

- Create a safe school with visitor control
- Make the school inviting to kids, not prison-like
- Provide hands-on education with gardens
- Design to encourage community use of the site
  - Walking Wednesday
  - Zumba
  - Summer youth programs
- Encourage more use of the library by parents, since there is no local library
- Provide safe playgrounds with fall zones, shade, and access to restrooms and water
- Provide better water. Water is poor — recent correspondence from the local water utility notes high levels of arsenic in the municipal water system.
- Provide for potential use for family activities on weekends. Community infrastructure for youth is limited to a park since youth center closed.
- Provide potential for seating at least the entire school, since school events involve multi-generational crowds

Review Meeting with PSFA's Albuquerque Staff - February 5th

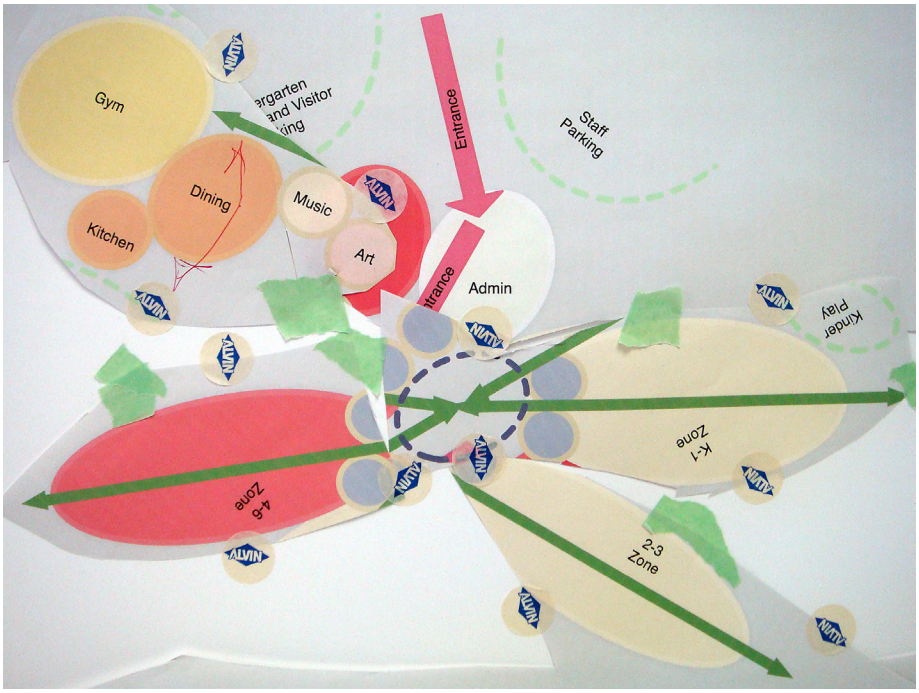
This meeting discussed the estimates to expand and renovate the existing school, or build a new school behind the current facility, demolishing the existing after occupancy of the new facility. Participants also discussed what constitutes "above adequacy" if the EdSpec shows the school needs less than is allowed for its enrollment. PSFA agreed that the cost to deal with the existing facility, at 83.3% of a new school, likely warranted proceeding with the EdSpec for a new school. We discussed the costs of construction, the MACC-to-TPC multiplier and the estimate for demolition. PSFA reduced the "above adequacy" value to only 1,321 GSF and sinks; agreed that the

MACC-to-TPC multiplier is 1.28, and that due to the fast-moving implementation schedule, the costs seemed acceptable.

Workshop 3 - Planning Committee - February 13th

This session began with a field trip to the gym to mark the corners of the proposed rooms to help the committee visualize sizes. Nothing was unexpected, except the committee felt the dining area size was rather small. We discussed the final List of Spaces and made some changes to support spaces. The committee approved the list and discussed the location of the school on the southern half of the site. Scheme B (south side) of the Conceptual Relationship Diagram presented the correct general layout. But, after much discussion, ARC and the committee cut out the separate school areas from a paper print of Scheme B and reassembled them until everyone agreed on a new Scheme C.

Exhibit ES-2
Reassembled Paper Diagram of Site Relationship Scheme C (in development)



Review Meeting with PSFA Albuquerque Staff February 25th

After discussions with the district, ARC met with PSFA's staff in Albuquerque to discuss the briefing paper for the School Board. They discussed the approach to estimates and the calculation of the matching funds. They made no changes to the paper.

Submission of a School Board Briefing Paper

District staff presented the paper to the Board on February 28th. Because it was a point of information, no action was taken.

Review by the Planning Committee and PSFA

The planning committee and PSFA reviewed the draft EdSpec during

the week of March 6th.

Review and Adoption - Board

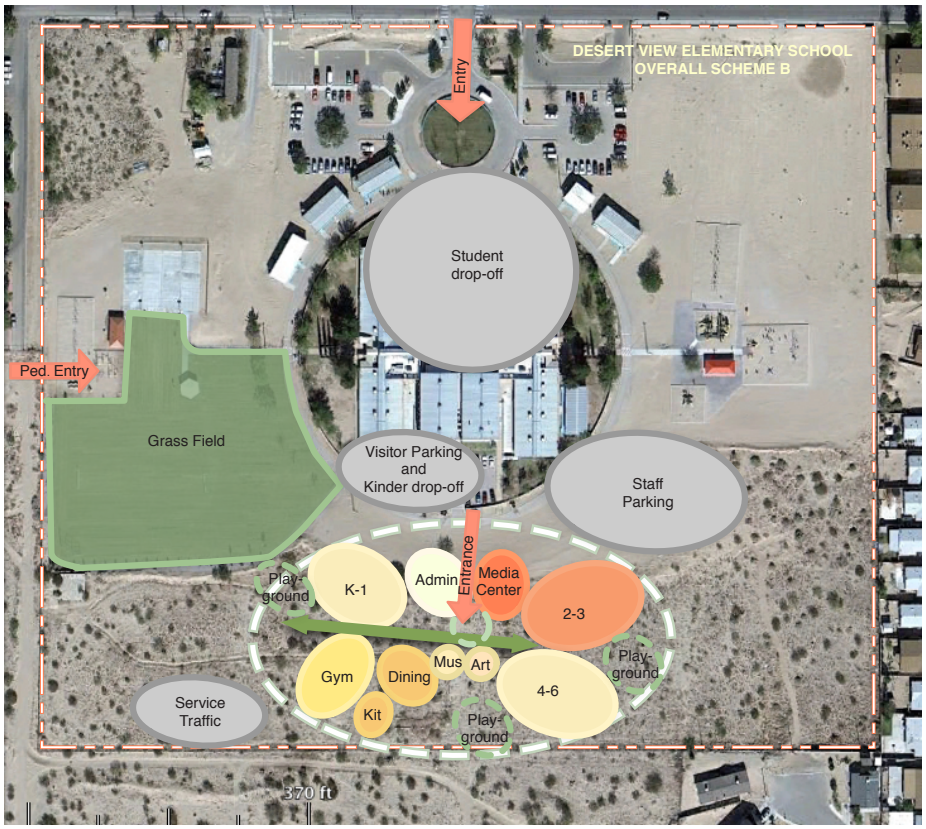
The School Board received the formal presentation of the EdSpec on March 14th, 2013. The action taken was: XXXXXXXXX

CONCLUSIONS FROM THE PLANNING PROCESS

The committee developed key design goals and concepts (see the following sections for a complete list of goals, facts, and concepts).

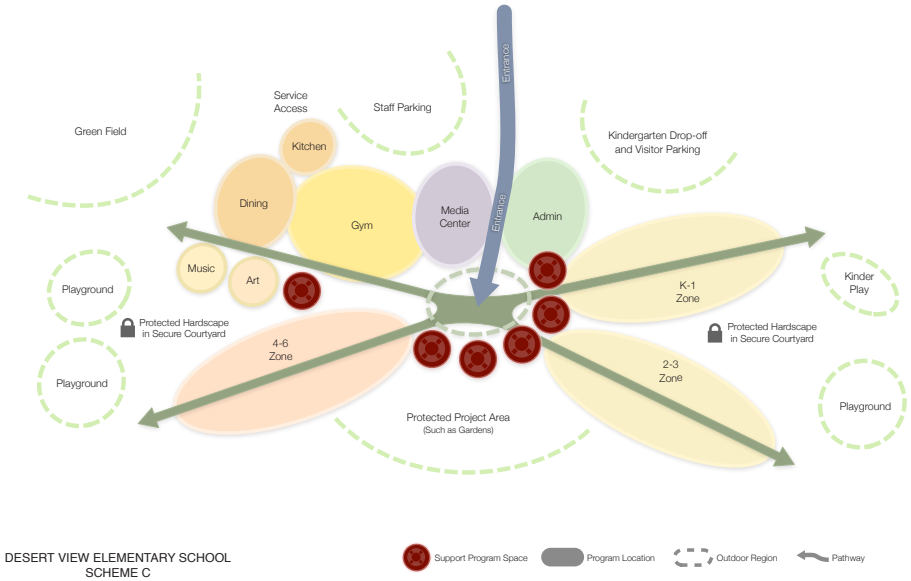
- The school currently has a 43,814-GSF facility and 9,040 GSF in portables per PSFA, and is non-performing in meeting the goals, concepts and PSFA's adequacy requirements documented in this EdSpec. To meet requirements, the district would have to remove the outer walls and roof structure to the classroom areas and house all students in a temporary school. This removal would allow expansion of every classroom as part of adding the nearly 23,000 GSF to the school to meet adequacy.
- This study determined it is more cost-effective to build a new school. Renovating / expanding the existing is 83.4% of the cost of building a new facility on site, which would not require a temporary school.

Exhibit ES-3
Overall Site Layout
Scheme 2a



- The proposed new facility is within PSFA's GSF requirement. If it is bid within a year or so, the cost estimate should be adequate.
- Once the new school is open and all move from the present building, the 1987 structure and all associated site work will be demolished. The removal will allow for construction of the front traffic area.
- The site Relationship Scheme C was a group creation and orients the school back to the south facing the neighborhood. The set-back will remove more than 75 waiting cars from the neighborhood streets to make traffic control safer. Importantly, the new design creates pedestrian ways that do not conflict with vehicles, preserves the west grass area, and makes the facility easily locked down and security readily maintained.

Exhibit ES-2
Finalized Site Relationship Scheme C



- In agreement with PSFA, the district is responsible for 100% funding of:
  - An extra classroom for either science curriculum or use as a surge classroom. The space would accommodate a large grade when it enters 4th, 5th or 6th grade. These grades have only three classrooms each, while the kindergarten through 3rd grade levels have four rooms.
  - Sinks in the classrooms
- The new facility's TPC, including demolition and district extras, is estimated at $18.074 million.

1 EDUCATIONAL PROGRAM AND DELIVERY SYSTEM

This section describes the school's educational program and strategies for its delivery, and includes the general instructional organization, scheduling approach, and special curricular and extracurricular activities that need to be accommodated by the facility.

This section presents information about instructional program delivery at the Desert View Elementary School. The school is comprised of H-shaped buildings of marginally insulated CMU and steel roof structured construction. It attained a PSFA ranking of 37 because of numerous system problems and a generally poor school environment. DVES is a K-6 elementary school with a strong bilingual program, including an immersion "Newcomer Program" for 4th through 6th grade students who arrive not speaking English.

1.1 EDUCATIONAL PROGRAM

The students who come to this school are from the immediate neighborhood. Many are first-generation Americans. The school was established in 1987 and shortly after opening as only a grade 3rd / 4th school, changed to a K-6 school due to rapid growth of the area. Since then, enrollment has fluctuated, but continued to grow and today, is 512.

1.1.1 GISD Elementary School Expectations by the Desert View Faculty

The staff expect to continue to teach in grade pods of four classrooms for kindergarten, 1st, 2nd, and 3rd grades. That configuration changes to three classrooms each for 4th, 5th and 6th grades and includes the Newcomer classroom, one of the reading or Math 180 program classrooms, and science rooms that balance out the quad configuration.

1.2 STRATEGIES FOR DELIVERY

The instructional program follows the core subject requirements of the New Mexico Public Education Department for a K-6 elementary school. Unique to this school is its Newcomer Program emphasis, and teaching extensive science to all grades as part of an Action Step for the school's EPSS plan goal of strengthening math instructional programs.

1.2.1 Instructional Organization

The facility is organized into standard grade combinations of K-1st, 2nd-3rd, and 4th-6th grade area wings. Currently, support programs are distributed around the school. Programs used by all students are expected to be more centrally located or in their own wing to minimize cross-traffic through a wing for grade classrooms.

1.2.2 Schedule

The program schedule is a standard five-day week from 8:00 a.m. to 2:30 p.m. with morning recess, lunch and afternoon recess. The

school, as with all GISD elementary schools, has breakfast every morning in their classrooms and lunch in a continuous rotation of classes from kindergarten at about 11:00 a.m. to 1:00 p.m. for 6th graders. The day is divided into nine periods with five specials (PE, computer, library, music and art) and two enhancement programs (Reading 180 and English 180). Forty-five time slots are available for teaching, including for specials and enhancements. The specials and enhancement work take up part of each student's day, as follows:

- PE every day
- Computer: four days a week, with daily progress testing and tracking for First In Math and Emagine, so either in lab, library, or the classroom.
- Library, art and music: four days a week, not daily
- Specials account for about 25 of 45 possible weekly periods
- Fire separation, PA, fire

1.2.3 Classroom Transitioning

The district expects to use the current facility during the construction of the new school. It does not anticipate temporary housing of students or special construction due to soil bearings.

1.2.4 Delivery Methods

A grade-level model is desired with all grades, so the district will continue its current model. Due to its size, the school only mixes the grades in the Newcomer classroom. The small size of the rooms at 704-711 SF limits the ability to work with students in groups, as individuals, in lecture mode, and in reading circles. The teachers for every grade collaborate on student progress, problems and successes.

1.2.5 Other Options of Delivery

The committee feels no model for educating their specific children is as successful as Desert View's. This district does not desire to use mixed grades, single-grade schools, or charter options to meet the needs of these students.

1.2.6 Special Education and its Supporting Special Programs

DVES is nearly a full inclusion school. One Type I special education class for C/D level students is mostly stand-alone education. The school has one "D" level classroom in a self-contained suite. The "D" level class has seven students and four staff. This group needs to be close to the nurse with easy access to the parking area.

1.2.7 Specialized Instruction

Reading 180 and Writing 180 are the only specialized instruction classes.

2 FACTS: STUDENT ENROLLMENT SPACE USE and EXISTING FACILITIES

This section identifies the school's historic, current year and projected enrollment five years after move-in to the new facility, class-loading policy; capacity; utilization of classrooms; existing conditions and facility and site issues.

2.1 ENROLLMENT DATA

The enrollment data in this section is slightly modified from the 40-day count to illustrate the very low mobility of families in and out of the school's attendance area. The district does not anticipate the population dynamics of this attendance boundary to change. The district is unlikely to modify the boundaries in the future. Today, the school has an enrollment of 512 students.

2.1.1 Historic and Projected Enrollment

Enrollment has fluctuated over time from 525 to 560, with an expectation of about 554 students in the year following the target year for this EdSpec. Five years after occupancy in August of 2015 is a target year of 2020-21 at 540, which is still near PSFA's target design capacity value of 550 students. This award level is prudent and sustainable. The only factor that could cause placement of portables on site is a faster advancement than expected of the Santa Theresa Rail Hub project.

Exhibit 2-1
Historic Enrollment

Historic and Projected Pre-K to 6* Enrollment of GISD Elementary Schools By Subareas

South Subarea	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
Desert View	533	538	521	542	560	566	555	544	531	526	527	530	540	554
La Union	274	270	299	267	263	264	269	272	275	277	296	299	305	314
Riverside	738	758	738	695	705	717	699	718	723	718	741	755	755	776
Santa Teresa	545	585	617	631	652	676	662	668	667	672	661	665	677	694
Sunland Park	408	390	404	394	389	385	383	374	373	369	371	375	384	395
Subtotal	**2,498**	**2,541**	**2,579**	**2,529**	**2,570**	**2,608**	**2,567**	**2,576**	**2,569**	**2,562**	**2,597**	**2,625**	**2,661**	**2,733**
Change	*59*	*43*	*38*	*-50*	*29*	*38*	*-41*	*9*	*-7*	*-7*	*35*	*27*	*36*	*73*
% Change	*2.4%*	*1.7%*	*1.5%*	*-1.9%*	*1.1%*	*1.5%*	*-1.6%*	*0.3%*	*-0.3%*	*-0.3%*	*1.4%*	*1.0%*	*1.4%*	*2.7%*

2.2 CLASS-LOADING POLICIES

The school's classroom loading is lower than the norm of 95% of the PED calculations because most rooms are 704 SF to 711 SF. Only kindergarten teachers have aides. So under each group of grade-level classes, the loading varies from 14 to 22, with some upper grades as high as 26. With these small rooms, any number of students above 20 is crowded.

2.3 PROJECTED SCHOOL CAPACITY

As noted above, the capacity of the school set by PSFA is a realistic 550. For this population, PSFA's new Appendix A charts for GSF allows a new facility up to 68,750 GSF.

2.4 UTILIZATION AND DISTRIBUTION OF TEACHING SPACES

The distribution of teaching spaces tracks the new Gadsden ES program layout shown in the chart below. The color-coded plan on the foldout shows which programs are in the main facility and which are in portables. Note that DVES has six more teaching spaces (+21%) than Gadsden ES, but has 1,700 GSF less floor area, further verifying the small size of the rooms. Only one room in the school and on the List of Spaces for the new facility does not have an assigned FTE. The current portable room used for science is also used for large classes when they pass through the school and require a fourth room for 4th, 5th, or 6th grades.

Exhibit 2-2
Comparison of Classroom Distribution

Classroom Need Analysis

School Location Number: XXX School Name: DESERT VIEW ELEMENTARY
School District: Loving Municipal School District
Calculations based on PED PTRs

		Existing			Prev Enrollment	Current				5th Year Projection from Const.			
					2007-08	2012-13				2020-21			
Programs PreK-6th Grade	PED PTRs	Perm CR	Port CR	Total CR	Proj Enroll	40-day Enroll	CR Need Straight	CR Need Rounded	AVE PTR	Proj Enroll	CR Need Straight	CR Need Rounded	AVE PTR
PRE-K 3/4 YR OLD MODEL STUDENTS	20												
3&4 YEAR OLD DD*	28			0		5				7	Bussed to Main Cntr		
KINDERGARTEN	20	4		4	68	63	3.15	4.0	15.8	78	3.92	4.0	19.6
1ST GRADE/1ST BIL	22	4		4	73	72	3.27	4.0	18.0	80	3.64	4.0	20.0
2ND GRADE/2ND BIL	22	4		4	76	74	3.36	4.0	18.5	84	3.82	4.0	21.0
3RD GRADE/3RD BIL	22	3	1	4	76	76	3.45	4.0	19.0	77	3.50	4.0	19.3
4TH GRADE	24	3		3	87	77	3.21	3.0	25.7	74	3.08	3.0	24.7
5TH GRADE	24	3		3	56	73	3.04	3.0	24.3	72	3.00	3.0	24.0
6TH GRADE	24		3	3	61	64	2.67	3.0	21.3	72	3.00	3.0	24.0
MULTI-AGE BIL NEWCOMER 4-6*	24	1		1		14	0.58	1.0	14.0	15	0.63	1.0	15.0
Total Programs PreK-6th Grade		22	4	26	497	518	22.74	26.0		560	24.59	26.0	
Special Programs in Classrooms													
RESOURCE			1	1	11	7	1.0	1.0		14	1.0	1.0	
GIFTED				0			0.0	0.0			0.0	0.0	
SPED C OR D				0			0.0	0.0			0.0	0.0	
READ 180		1		1			1.0	1.0			1.0	1.0	
MATH 180 NAVIGATOR											1.0	1.0	
SLP				0			0.0	0.0			0.0	0.0	
OT/PT				0			0.0	0.0			0.0	0.0	
HEAD START				0			0.0	0.0			0.0	0.0	
3&4 TITLE 1				0			0.0	0.0			0.0	0.0	
SELF CONTAINED SPED		1		1			1.0	1.0			1.0	1.0	
Total Special Programs in Classrooms:		2	1	3	11	7	3	3.0		14	4.0	4.0	
Total Available Instructional Classrooms:		24	5	29	508	518	25.74	29.0		574	28.6	30.0	
Shared Program Space													
COMPUTER LAB		1		1			1.0	1.0		0	1.0	1.0	
MUSIC			1	1			1.0	1.0		0	1.0	1.0	
ART			1	1			1.0	1.0		0	1.0	1.0	
SCIENCE			1	1			1.0	1.0		0	1.0	1.0	
PE IN CR				0			0.0	0.0		0	0.0	0.0	
Total Shared Program Space		1	3	4	0	0	4.0	4.0		0.0	4.0	4.0	
Classrooms used for Non-Instructional Purposes													
AVANCE PROGRAM			1	1									
INSTRUCTION CENTER			1	1			1.0	1.0			1.0	1.0	
BOOKROOM			1	1									
Total Classrooms used for Non-Instructional Purposes		0	3	3	0	0	1.0	1.0		0	1	1	
Total Classrooms On Site; Total Classroom Need		25	8	33	508	518	29.74	33		574	32.588	34	
Special Programs in Program Spaces (under 450 sq ft)													
SPED RESOURCE		1		1			1.0	1.0			1.0	1.0	
GIFTED		1		1			1.0	1.0			1.0	1.0	
SLP		1		1			1.0	1.0			1.0	1.0	
SOC WORKER		1		1			1.0	1.0			1.0	1.0	
MATH 180 NAVIGATOR		1		1			1.0	1.0		MOVE TO REG CLASSROOM			
COUNSELOR		1		1			1.0	1.0			1.0	1.0	
PSYCH/SOC WKR/DIAGNOSTICIAN/IEP		1		1			1.0	1.0			1.0	1.0	
Total Special Programs in Classrooms:		7	0	7	0	0	7	7.0		0	6.0	6.0	
Total All		32	8	40	508	518	36.74	40	0	574	38.588	40	

Potential Surplus Programs for K-6th w/ Port:	0	0
Potential Surplus Programs for K-6th w/o Port:	-4	-4

*Newcomer Bil is currently % of enrollment. For calculation purposes is has been divided evenly between 4-5-6
*3/4 DD included with D-Level SPED

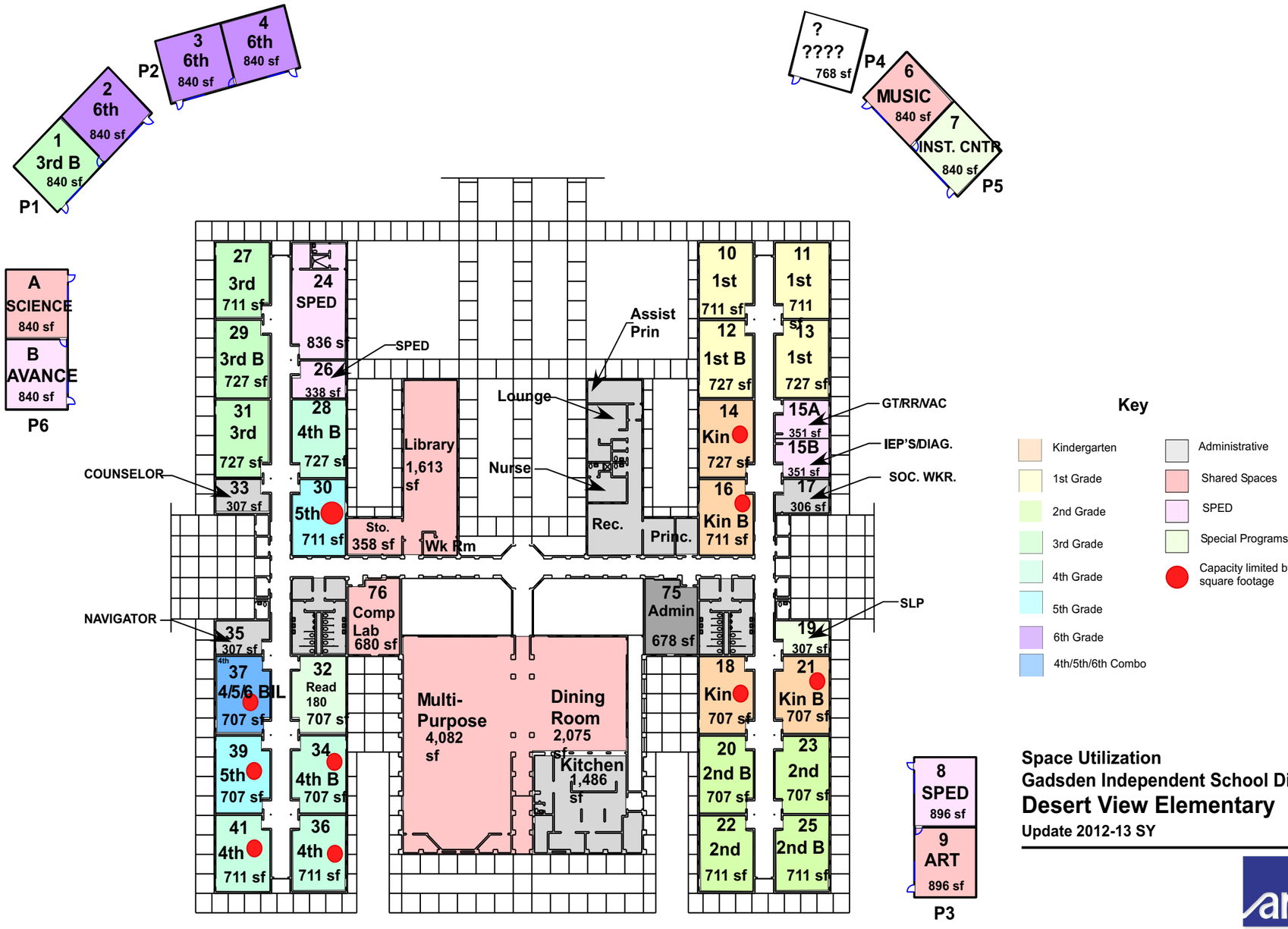
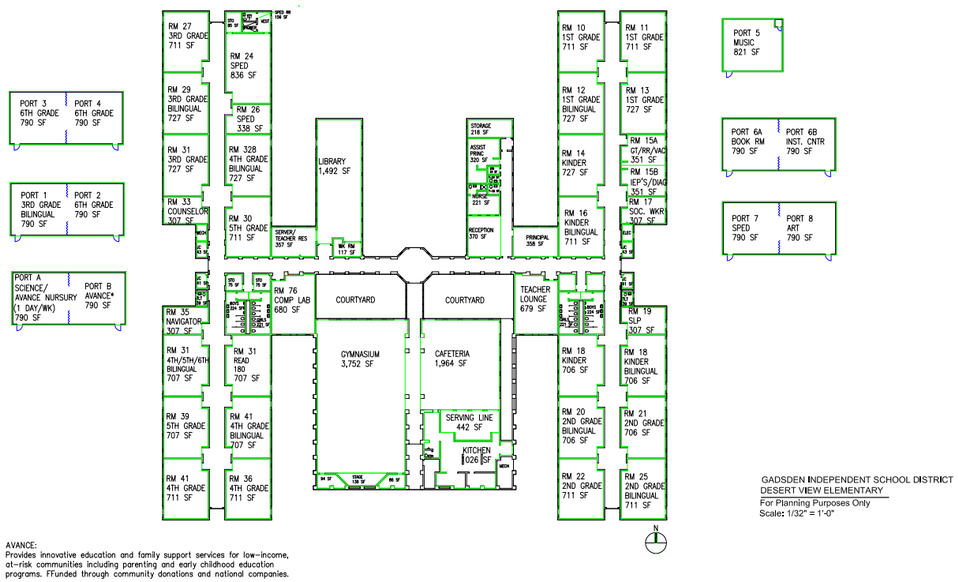


Exhibit 2-3
Desert View ES Utilization Plan

The floor plan shows that all spaces are occupied except the portable for the county AVANCE program use for adult literacy. The double will be left on this site once the new facility is completed, The old current facility will be demolished and the new traffic areas constructed. The district desires to maintain the average PTR of 18.5 to 20 currently in the primary and secondary rooms respectively. This ratio enhances the one-on-one options for this bilingual education site. The school has 55 SPED, 167 bilingual and 221 English language learners. The SPED students vary from 7 "D" level II students, to 14 C level self-contained students, to 32 pull-out students with various needs. The school has a case load sufficient for one full-time and one part-time SLP and social worker. OT/ PT/Psychologist services travel and share an office or "hot seating" in the new school.

Note: this color-coded plan shows P4 as unassigned. That space is where the music program is counted and No. 6 in P5 is the large book room for the school. Labels will be corrected in the final version.

Exhibit 2-4 *Desert View ES Base Plan*



AVANCE:
Provides innovative education and family support services for low-income, at-risk communities including parenting and early childhood education programs. FFunded through community donations and national companies.

GADSDEN INDEPENDENT SCHOOL DISTRICT
DESERT VIEW ELEMENTARY
For Planning Purposes Only
Scale: 1/32" = 1'-0"

Exhibit 2-6 *Desert View ES Staffing Locations*

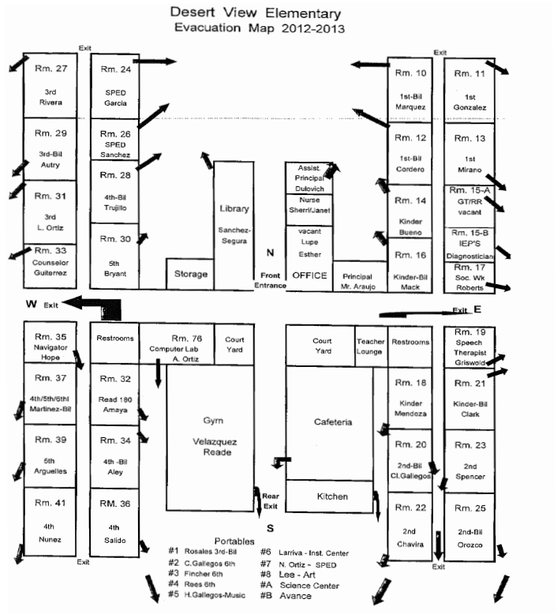


Exhibit 2-5 *Desert View ES PTR Distribution*

1/15/13

Kinder	Kinder	Kinder	Kinder	1st	1st	1st
15	18	17	15	~~18~~ 17	18	17
Bueno	Clark	Mack	Mendoza	Cordero	Gonzalez	Marquez
1st	2nd	2nd	2nd	2nd	3rd	3rd
19	15	20	22	15	21	17
Mirano	Chavira	Gallegos	Orozco	Spencer	Autry	Ortiz
3rd	3rd	4th	4th	4th	5th	5th
18	14	26	26	24	23	24
Rivera	Rosales	Nunez	Salido	Trujillo	Aley	Arguelles
5th	4th/5th/6th 5/ 4/ 5	6th	6th	6th	1st / 2nd /3rd / 5th 2 / 2 / 2 / 1	
23	14	~~21~~ 20	22	21	7	
Bryant	Martinez	Gallegos	Graham	Rees	Garcia	

KINDER	65
FIRST	~~74~~ 73
SECOND	74
THIRD	72
FOURTH	81
FIFTH	75
SIXTH	~~69~~ 68
TOTAL	~~510~~ 508

55 Sped
167 Bil
221 ELL's

296
297 testing

26 Classroom Teachers
3.5 Sped
~~5~~ 7 Specialists
36.5 certified

Exhibit 2-7 *Desert View ES Staff Roster*

DESERT VIEW ELEMENTARY
2012 - 2013

Principal----------Jorge Araujo
Assistant Principal----------Linda Dulovich

KINDER
Mary Bueno
Loma Clark (B)
Maria Mack (B)
Larry Mendoza

FIRST
Maricela Cordero (B)
Yvette Gonzalez
Patricia Marquez (B)
Crystal Mirano

SECOND
Rita Chavira
Claudia Gallegos (B)
Rita Orozco (B)
Ana Spencer

THIRD
Elva Autry (B)
Lynette Ortiz
Judy Rivera
Isela Rosales (B)

FOURTH
Saul Nunez
Claudia Salido
Elena Trujillo (B)

FIFTH
Barbara Aley
Barbara Arguelles
Carolyn Bryant

SIXTH
Cecilia Gallegos
Sheri Rees
Maureen Graham

MULTI-AGE
Erlinda Martinez (B) 4/5/6

SPECIAL EDUCATION

Rebecca Garcia	SPED
Nicole Ortiz	SPED
Irma Sanchez	SPED
Rosie Tarin	SPED

SPECIALIST

Bruce Lee	ART
Miguel Amaya	READ 180
Hector Gallegos	MUSIC
Susan Griswold	SPEECH
Henry Gutierrez	COUNSELOR
Robbie Larriva	INSTRUCTIONAL COACH
Albert Ortiz	COMP
Trisha Reade	P.E.
Lois Hope	MATH
Ricardo Roberts	SOCIAL WORKER
Roger Velasquez	P.E.
Griselda Murguia	SPEECH (B)

ASSISTANTS

Luz Espalin	KINDER
Teresa Dorado	KINDER
Rosenda Hernandez	KINDER
Irene Torres	KINDER
Yvonne Soto-Lara	SPED
Carlos Esparza	SPED. D
Esther Aguilera	SPED
Iris Valencia	SPED
Luz Segura	LIBRARY
Faustino Perez	P.O.A.
Martina Rodriguez	CROSS G.

OFFICE

Guadalupe Gonzalez	SECRETARY
Guadalupe Munoz	DATA ENTRY CLERK
Esther Maldonado	RECEP/CLERK
Sherri Althouse	RN
Janet Frausto	CNA

CAFETERIA

Diana Lazarin	MANAGER
Delia Lerma	CLERK
AnaGandarilla	COOK
Dora De Santiago	SERVER
Vacant	SERVER
Sol Morelos	COOK

CUSTODIANS

Israel Ortega	HEAD CUSTODIAN
Jose Aguirre	CUSTODIAN
Ruben Ortiz	MAINT
Adriana Alvarado	CUSTODIAN ½ TIME

p.2 6892212 GISD Jan 10 13 04:36p

Exhibits 2-4 through 2-7 are documents that ARC received from the school to document rosters, teacher locations, and room numbers. Exhibit 2-4 is the base plan for the drawings. Of interest is the PTR distribution chart. The school is currently at 512 students. Each room is near capacity. Estimating that each room can handle two additional students, 50 more students could be housed if the distribution of ages were perfect. At the standard 95% distribution, the 50 possible changes to 46 students, so adding them to the present 512 yields 256 students, which is close to the PSFA limit of 550 students.

Using a 95% distribution value for this school with a target enrollment of 550 students, the expected norm value calculates at 522. At that value, the 512 student utilization of space is at 97%.

2.5 EXISTING CONDITIONS, FACILITY AND SITE ISSUES

2.5.1 General Site

The site has minimal improvements on its 25 acres. The current school, with a ring wall and a ring road, covers only about 7.5 acres . If we add the parking lots, playgrounds, the security trailer area and grassed areas, we calculate that 16.25 acres are undeveloped. A few site elements will remain in some form:

- The grassed field, basketball courts and play area
- The trees and palms, if possible
- The playgrounds, if safety is achievable
- Perimeter fence, except along Valle Vista

The site slopes from the southwest to the northeast, with a significant elevation change from the grass field to the current school. It is assumed that electric power, gas, and Internet and telephone capacity are sufficient, since the current school will be torn down. Water is available, but has arsenic levels that require an action plan from the local utility. (Note: Consider bottled or filtered water for drinking in the new school if the utility is unable to meet standards.)

Sewer lines that serve the current school have begun to experience problems. We believe they are cast iron. A rumor is that the center of the site contained remnants of an old dump before the district built the 1987 school.

Major site issues are:

- The school has only one small SPED bus, and a late day pre-K bus that delivers neighborhood pre-K students to the campus from the central GISD pre-K facility by the Central Office
- An estimated 75 cars drop off and pick up at same time. This traffic has a high impact on public streets (Valle Vista and Edgewood Blvd.)
- The school requires up to four police officers to keep traffic flowing in the morning
- Service trucks cross student sidewalks and the path to the new west-side grass field
- Students do not play outside if the temperature is less than 40 degrees and need an interior gym all day. K-2nd and 3rd-6th play areas are separated.
- It is currently not possible to monitor the main entry
- All walk paths into the school cross traffic roads, some multiple times

2.5.2 General Facility Condition / Issues

The facility is in good cosmetic condition, but the following performance issues make this facility a poor candidate for upgrading:

- Classroom problems, in order worst first, are:
  - Cold in winter, hot in summer
  - Dirty from dust, noisy from HVAC. CMU walls mirror the outside temperature and sweat so that tape falls off, limiting display opportunities. The floor is too cold to use in winter.
  - Small and without sinks or built-in cabinets
    - » Lack personal space since crowded. The following chart notes the needed minimum area for this program.
  - Lack storage

Exhibit 2-8
Preferred Classroom Size Calculation

Most CR 704 - 711 SF				
6 tables 30 by 60"	75	entry / exit clear	32	
students seat area	150	file cabinets	14	
teacher area	25	group area	120	
Backpack hangers	24	phantom corridor between	120	
Loose storage units	12	area to write in front CB	32	
IT smartboard	20	kidney table	13	
Computers	38	perimeter aisle for teacher	120	
No built in cabinets/sink	48			
	392		451	
		Teaching Methodology size needs	843	711 Typical size CR
				-132 over/under need

  - Need sink
  - Much visual clutter with exposed trusses, exposed conduit, roof deck, and HVAC units with large diameter ductwork; odd mixture of furniture, inexpensive pendant light fixtures and sealed concrete floors that look dirty
  - Poor restrooms with ADA compliance issues
  - Poor security, due to easy access points
  - Old furniture, original chalkboards, walls do not hold taped student work
- Sixth grade, art, music, and instructional coach are in portables
- The systems issues are:
  - Water deposits restrict galvanized water pipe flow
  - Water from the water utility has elevated levels of arsenic
  - Waste pipes are cast iron and corroding due to soil pH
  - Roof drains and area drains are clogged
  - HVAC systems are high maintenance, especially roof evap-coolers for classrooms which are ineffective
  - Few structural cracks, but some settlement
  - Corridors are 7’8” and allowed by code, but good practices set main corridors at 9’0” wide
- Restrooms are claustrophobic and lack privacy

- Code analysis notes the school has enough restroom fixtures, but good practices would increase the female toilet count and better distribution
- Energy use issues: the facility uses 1.77% more energy than the newest GISD ES

Exhibit 2-9
Utility Use Comparison Calculation

Utilities for school year 2011-12													
Building Name	**Sq.ft.**	**kWh ***	**Elec. Costs**	**Elec. kBtus**	**therms**	**Nat. Gas Costs**	**Gas kBtus**	**Water Gals.**	**Water Costs**	**Water kBtus**	**Total kBtus**	**EUI (kBtu/sq ft./yr)**	**Nat'l Rank**
Gadsden Elementary	62,565	486,480	$ 66,295	1,660,356	3,504	$ 2,234	350,377	458,000	$ 2,207	11,451	2,022,184	32.32	0.557
Desert View Elementary	52,854	379,878	46,605	1,296,524	17,332	$ 11,312	1,733,213	3,051	$ 7,789	77	3,029,813	57	0.988
										Ratio Simple	1.50		
										GSf Ratio	1.18		
										Adjusted kBTUs Relationship	1.77		

In order for the facility to resolve functional and performance problems, and foremost to provide spaces of the needed size, the following changes to the facility are required:

- Remove the roof structure and exterior wall systems from the four classroom wings. This removal allows enlarging classrooms by over 120 SF; providing sink utilities; removing the key, thermally poor surfacing that creates severe temperature swings inside the spaces; raising the roof structure so new ceilings could be higher then 7'10" AFF; and properly insulating walls and roof systems.
- Replace all HVAC systems except in administration and the library
- Replace the cast iron sewer system and galvanized water piping
- Upgrade the electrical system
- Modify all halls for thermal and security upgrades
- Add restrooms to the wing expansions and gut the current restrooms to make them equitable to the new spaces.
- Replace the loop road access for vehicles
- Construct ten classroom additions and expansion to the kitchen and administration areas. More classrooms are needed than the portables provide, since kindergarten room expansions will require a reduction of class space in that wing.
- There is no solution to spaces in the wrong location

These corrective actions require creating a temporary school and all the associated costs for such a facility.

Exhibit 2-10
MACC Estimate

A multiplier of 1.28 was recommended, so the MACC times 1.28 equals a TPC of $14,517,400. This cost amounts to over 83% of the cost of a replacement school. Therefore, ARC recommends removal of this existing facility after move-in to a new school in order to meet the GOALS set in the next section and to house the List of Spaces described in the NEEDS section.

Facility Desert View Options **ID** 410 **Project Number** 410.2

Category 4. **Type 1** 02. **Type 2** F02. **P/T** 2.

☐ **Green Building** ☐ **Energy Conservation** ☐ **Deferred Maintenance**

Project Name

Renovation Of Existing School Plus Addition To Meet Adequacy

Project Description

Renovation Of Existing School Plus Addition To Meet Adequacy to include adding GSF to facility to reach adequacy. Work described below is separated into new construction including demolition and renovation calculated at $138.45/SF for existing school buildings.

	Description	Cost Code	Quantity	Unit	Severity	Cost	Subtotal Cost
1	Construct additions onto buildings (includes demolition) sev at 1.15	3.410	23,393.0	SF	1.00	$203.10	$4,751,118
2	Construct temporary school at Sunland Park ES using 24 doubles (6 existing) sev 0.75	2.312	18.0	Per Portab	0.00	$126,860.65	$0
3	Install 3 doubles for staging	2.324	3.0	units	1.00	$349,158.53	$1,047,476
4	Insulation of all exterior walls	4.511	24,340.0	SF	1.50	$8.47	$309,240
5	Upgrade wall electrical and lighting	5.300	44,821.0	SF	1.00	$7.65	$342,881
6	Reroof school with code insulation	7.208	69,400.0	SF	1.00	$15.67	$1,087,498
7	Replace HVAC	6.100	33,420.0	SF	1.00	$37.62	$1,257,260
8	Interior wall upgrades for color/electrical	5.200	24,340.0	SF	1.00	$3.37	$82,026
9	Install casework in teaching spaces	4.625	785.0	LF	1.00	$252.51	$198,220
10	Install sinks in all teaching spaces	10.918	30.0	Each	1.00	$2,485.01	$74,550
11	Add ceilings / acoustical treatment in spaces	4.540	44,821.0	SF	1.00	$2.52	$112,949
12	Replace all single pane glazing and frames consider KallWall	0.000	2,700.0	SF	1.00	$44.15	$119,205
13	Upgrade Parent traffic areas for pickup	1.110	1.0	Project	1.00	$92,828.26	$92,828
14	Upgrade site traffic layout	1.202	2,000.0	SY	1.05	$45.51	$95,571
15	Upgrade parking areas to accommodate volume of traffic	1.204	80,000.0	SF	1.00	$2.17	$173,600
16	Upgrade restrooms and add staff / unisex units	4.392	1,100.0	SF	1.00	$340.17	$374,187
17	Replace interior doors	4.730	64.0	Per door	1.00	$1,420.73	$90,927
18	Upgrade special systems	5.710	1.0	School	1.00	$107,035.22	$107,035
18	Upgrade primary power to meet new loads	5.610	1.0	School	1.00	$266,941.26	$266,941
19	Modify the roof trusses for higher ceilings and longer run	4.390	90.0	Per locati	1.00	$6,279.72	$565,175
20	Repair site damage	1.340	27,850.0	SF	1.00	$6.93	$193,001
Maximum Allowable Construction Cost							$11,341,688

3 FACILITY GOALS AND CONCEPTS

This section identifies and describes major facility goals and concepts, including safety, security, sustainability, flexibility, community use, utilities, and any other issues or special considerations that impact space requirements and/or costs.

Goals provide a means to assess whether a new building design successfully fulfills the committee's programmed school needs, image, safety, security, access, flexibility, environmental performance, and sustainability.

3.1 PROJECT GOALS

The goals presented here are the outcome of three workshops and three meetings with the principal.

3.1.1 Guiding Goals

The committee's overall guidance for this school includes:

- EQUITY - house all students in equitable environments for learning
- AGE GROUPINGS - Organize classrooms for K-1, 2-3 and 4-6
- EDUCATIONAL FOCUS - Bilingual transitional school
- K-3 has 2 Spanish and 2 English classrooms for each grade
- 4-6 has 3 English classrooms for each grade and 1 Spanish classroom (Newcomer Program COMBO 4-6)
- EDUCATIONAL SUPPORT - Has 1 FTE in art, 2 in PE, 1 in music, 1 in computer, and 1 in library that create the BLOCKS instruction for students to cycle through
- SPECIAL PROGRAMS - Need 1 D, 1 Gifted, 2 resource level SPED, 1 Reading 180, and 1 Math 180
- SUPPORT - Counselor, SLP, social worker, and itinerant OT/PT, SPED social worker, and psychologist

PSCOC's overall guidance for this educational specification is:

- Develop two options
  - Estimate the renovation of the whole existing building, including the addition of about 23,400 GSF to meet adequacy standards, and include an explanation of issues that relate to meeting all EdSpec requirements
  - Develop an EdSpec for a new school on the same site
- The solution is not to exceed $17.6 million total project costs (TPC), or the district must set aside or request more funding during EdSpec approval process

All of the following GOALS are from input by the committee.

3.1.2 Community Character

The community has the following expectations from a new facility.

- Create a safe school with visitor control
- Make the school inviting to kids, not prison-like
- Provide hands-on education with gardens
- Design should encourage community use of the site
  - Walking Wednesday
  - Zumba
  - Summer youth programs
- Encourage more parent use of the library, since there is no local library
- Provide safe playgrounds with fall zones, shade, and access to restrooms and water
- Provide better water. Water is poor — recent correspondence from the local water utility notes high levels of arsenic in the municipal water system.
- Provide for potential use for family activities on weekends. Community infrastructure for youth is limited to a park since youth center closed.
- Provide potential for seating at least the entire school, since school events involve multi-generational crowds

3.1.3 Site Goals

- Allow neighborhood access for "Walking Wednesday," office, library, participation in community programs using the school
- Separate student areas from all traffic areas
- Reroute kitchen delivery trucks off of walkways
- Route parent cars off of the street for pick-up and drop-off, and provide more parking
- Eliminate high chain-link barrier that abut public sidewalks, while creating lock-off security for all school areas
- Make security fencing less institutional
- Control wind and drainage erosion (high in the south and west to low in the northeast corner)
- Prevent sand from burying the grass field
- Provide an area for four double portables to allow easy installation. Integrate the area with the building so it is part of the school experience.
  - Install one existing double for the AVANCE county program
- All active school programs in the current portables will move into the building

3.1.4 Form Goals

- This EdSpec solution can be unique. It should be one story.
- The facility image is to be less institutional and should be spacious,

bright, welcoming, safe, pleasant, and durable

- Preferred placement of the new school is set back on the south area of site with more space to solve traffic issues and take advantage of the views

3.1.5 Function Goals

- Organize school in K-1, 2-3 and 4-6 areas, providing restroom(s) in K and 1st grade classrooms
- Special education and program spaces will be distributed
- Separate noisy space functions from classroom areas
- Support staff (instructional coach, counselor, and social worker) are to be integrated into classroom areas
- Food service process will keep the continuous serving approach from 11 a.m. to 1 p.m.
- Provide a prominent main entry that leads visitors directly to the administration
- Reduce visitor penetration of school with main visitor destination spaces near each other
  - Admin, gym, cafeteria, library, nurse, IEP space

3.1.6 Safety, Security, and Access Goals

- Provide a safe building as well as safe play areas with shade
- Provide access to safe drinking water
- All rooms are to be easily securable for lock-downs for security

3.1.7 Sustainability Goals

- Create a solution that reduces utility costs to levels like at Gadsden ES
- Include monitoring elements to teach about sustainability

3.1.8 Program Space Goals

- Classrooms
  - Create a safe, clean, comfortable and quiet environment
  - Design classroom shape and size to allow for flexibility
  - Provide classrooms with sinks, sufficient locking storage, controllable natural light, useable floor area for reading rug, and maximize display wall area. Add color to classrooms.
  - Provide furniture that maximizes storage
- Library needs space to have five more double bookcases, up to 12 computers, proper storage, and secure access for parents who check out books after school
  - Option: provide second computer space due to testing and learning programs used daily
- Create direct access from the gym to the field and play areas. The gym needs adequate storage. Provide a larger and easily

assembled portable stage with storage.

- D-level suite is to have easy access to the bus, an outdoor court, and HVAC without drafts and stratification
- Restrooms will be better distributed for supervision and upgraded to ADA

3.1.9 Time Goals

- EdSpec completed in March 2013
- A/E hired in April 2013
- Bid building in about April 2014
- Occupy the building in August 2015

3.2 UNIQUE PROJECT ELEMENTS

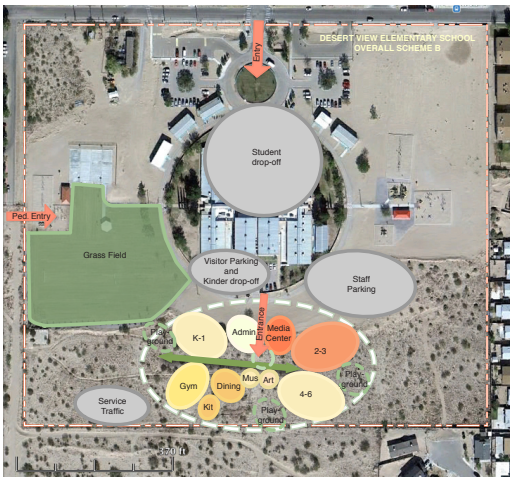
The following project elements are unique for GISD elementary schools or are not in the NM Adequacy Standards. They are included here to explain the program goals they help realize, as follows:

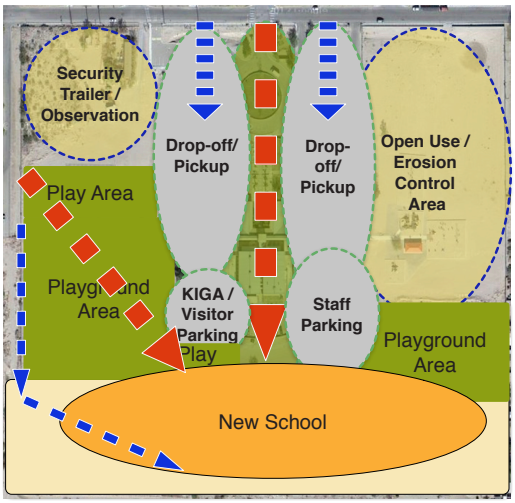
- All teaching and educational support spaces need a sink (not included in the adequacy standards) to meet the EPSS plan goals for certain core competencies and to enhance a "healthy environment" by providing a place to wash hands and provide drinking water.
- An extra classroom for hands-on science class and expansion of math curriculum, and for use as a surge classroom. The space would accommodate a larger then normal student count in one grade when it enters 4th, 5th or 6th grade. These grades have only three classrooms each, while the kindergarten through 3rd grade levels have four rooms. The related goal is be able to house students within the building.
- A large bookroom attached to the half-classroom for the instructional coach is necessary to meet staff training goals and to house the growing reading, testing and supporting materials
- A dining room that is separate from the gym to continue the ability of the PE program to teach any period and to have an alternative play space during inclement weather or high wind days
- A space allowance for future bleachers in the gym area to respond to the public goal of better special program opportunities
- Bleachers are not in this project
- Increased storage for bulk purchases to resolve the procurement need to save money by purchasing larger amounts of commodities
- An art room and music room will be provided, since they are FTE and a vital part of the "specials" that the students rotate through.
- Restrooms in first grade classrooms are not in the NM Adequacy Standards, but resolve the goal for a better restroom experience

3.3 CONCEPTS

Exhibit 3-1
Conceptual Site Relationship Diagrams 1, 2a, 2b

The committee was guided through the development of three site and facility Conceptual Relationship Schemes, including cutting out the separate elements of a paper print of Building Conceptual Relationship Scheme B and reassembling them into the base layout for the final Concept scheme C.





BOB replace site scheme

3.3.1 Site Organizational Concepts 1, 2a, and 2b

The committee first discussed the siting of a new facility on the west by northwest area of the site.

- This Scheme 1 required a partially two-story building and a more visible and assertive approach to the neighborhood. This area is also the steepest on the site and creates access issues. The committee requested consideration of a second version for the south 40% of the site.
- Scheme 2a creates less disruption to the existing school, allows the creation of two traffic areas to move more parent vehicles onto the site during pick up, allows for better service truck access and saves the new grass field area. Because of problems with a rear area service road, the gym/kitchen/dining area was flipped to be up front. Workshop 3 introduced the concept of two traffic areas with kindergarten and 1st grade parent parking and visitor parking on one side and staff parking on the other side.
- Scheme 2b further developed the layout of the site by proposing two entries with a pedestrian safe-zone between the split traffic areas. The scheme shows parking areas for:
  - Kindergarten walk-in / pickup parking, 20 spaces
  - Visitor parking for 10% of the total, or about 15
  - Staff parking for 1.5 times staff, estimated at 104
  - On-site queuing for about 75 vehicles at pick-up
  - Bus loading area:1 for only 2 SPED buses (not present at the same time). Provide an undeveloped space for up to 6 large buses.
  - Scheme C for the building modifies Site Scheme 2b by flipping staff and KIGA/visitor parking areas.

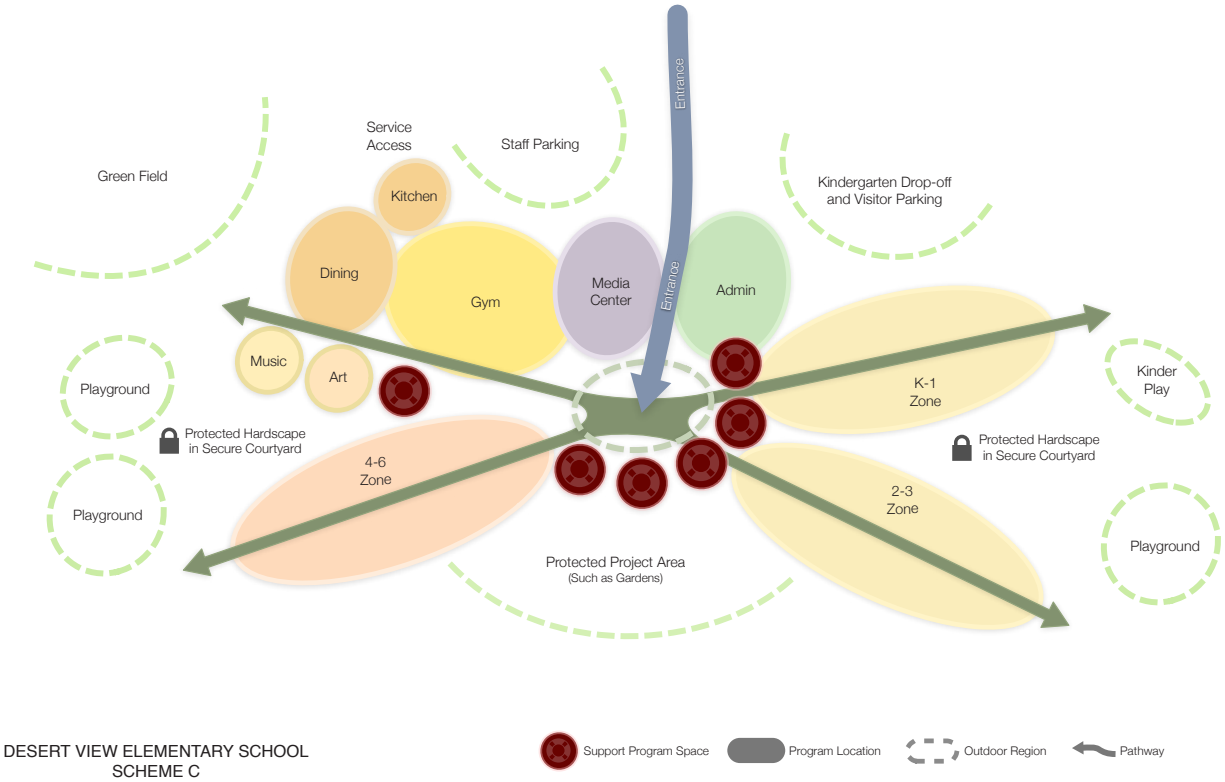
3.3.2 Form Concepts

- The committee prefers to keep the facility as one story
- The committee desires to secure in-between spaces (between wings or buildings) for outdoor class work, gardens, or preserved views of something other than the border fence.

3.3.3 Building Conceptual Relationship Schemes A,B,and C

The guiding diagram for organizing the school changed from a two-story to a single story, four-zone layout. In Workshop 3, a paper print of Scheme B was cut into its separate elements and under guidance from the committee, reassembled into the following diagram (see Exhibit ES-2 for an image of the cut and taped version). The following NEEDS section discusses elements of the diagram.

Exhibit 3-2
***Building** Conceptual Relationship Diagram*



3.3.4 Green Building Concepts

- The resultant building will reduce the district's utility costs for this location
- Provide an education packet that explains where materials come from, how the HVAC works and how the building is "green."
- The district will not pursue LEED certification

4 NEEDS and SPACE REQUIREMENTS

4.1 SPACE SUMMARY

This section:
- *Describes each space required to accommodate instructional programs*
- *Itemizes the quantities and sizes of spaces*
- *Provides graphic diagrams which illustrate relationships between program areas*
- *Identifies anticipated capacity and efficiency of use*
- *Provides information about support space*
- *Includes a table that summarizes campus square footage.*

The school, built in 1987, has had a similar distribution of spaces as developed for this study. Most of these existing spaces are substandard in their performance requirements. All spaces except the Parent Room and specialized storage rooms are located in the current facility or associated portables. Based on the cost estimate discussion with PSFA and the district, it was agreed that ARC would develop an EdSpec for a "NEW" school and not for expansion and renovation of the existing facility and site improvements.

NOTE: For the purpose of completing this EdSpec, the district and PSFA staff made the decision and the committee unanimously agreed to build a new school, to remove all improvements relating to the current school, and to finish necessary site improvements on the cleared land.

The district will preserve a few elements in addition to constructing a new school. In the new design, preserve:
- Grass field and play equipment
- Existing trees and palms incorporated, if possible, into the new scheme
- Security trailer function and site
- Representative element from the current facility
- Perimeter fencing, except along the north boundary road
- Relocation of one AVANTE double portable to the new portable area

The list of spaces describes the new school that is 68,679 GSF.

The site issues in need of design consideration are:
- The grass field is slowly being buried by blowing sand and the main sidewalk from this area is shifting downhill
- The southeast quadrant of the site drains into adjacent land
- The north street fencing is institutional and too close to the sidewalk. It could be offset back from the street to open up more of the 25 acres.

NOTE: The new school design shall not require relocation of students during the construction. Safety of all persons in the old facility during construction is paramount to executing the new construction.

4.1.1 Space Definitions

The adjacent four-page List of Spaces identifies all program spaces for a K-6 elementary school for 550 students. It totals less than the 68,750 GSF allowed by PSFA, and notes how spaces are packaged. For details about the spaces, refer to Section 5.

- NASF or SF is the area of a space inside its walls
- NEW and Existing: NEW represents the calculated value of the area. EXISTING is the actual value of the area in the space in the current facility.
- A classroom is a space calculated by number of students multiplied by the allowed NASF for that grade, plus additional SF for storage multiplied by the number of students, and additional area for up to six workstations in a classroom for required daily student testing
- Subtotal for Each Room is the NASF for the space calculated by adding all the sub-elements together
- NEW Above Adequacy represents elements of the design that PSFA designates as beyond the norm of the NM Adequacy Standards. The district must pay 100% of these costs to include these items in the new building.
- The design efficiency remains at PSFA's limit of 70%.
- Lines with zero SF are noted RR (restrooms) desired by the committee, but normally included in the TARE of the building.
- TARE - the area remaining, or all SF that make up a building after subtracting area values for spaces such as halls, restrooms, electrical and mechanical spaces, and walls

4.1.2 Space Allocation Standards

The spaces described in this EdSpec are governed by:

- *The New Mexico Public School Statewide Adequacy Standards (NMAC 6.27.30),* the *New Mexico Public School Adequacy Planning Guide* dated 7-15-2010, the 2013 amendment to Appendix A, and the other PSFA planning documents
- The GISD Technology Plan
- Systems and materials desired by the district, based on the performance of its last three new elementary schools

4.1.3 List of Spaces

The workshops reviewed the information in the following four pages and to the best of our knowledge, houses all known and expected staff, addresses the space deficiencies of the current programs, and preserves the relationships of spaces that function to the advantage of the students and staff.

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LIST OF SPACES FOR NEW DESERT VIEW ES

Staff	Current Room	Room Description	# of Spaces	# of Persons each	Area/ Person	Space Criteria	Total Area per Space	NEW NASF	NEW Subtotal for Each Room	EXISTING Current Area Value Each Room	NEW Above Adequacy
											0
8	18,21,14,16	Kindergarten	4	20	50		1,000	4,000			
		Area for Adequacy Computers	4	4	15		60	240			
		Storage	4	20	5.25		105	420			
		Restroom	4			40	40	160	1,205	711	
4	10,11,12,13	1st Grade Regular Classroom	4	22	32		704	2,816			Sink in each
		Area for Adequacy Computers	4	6	15		90	360			
		Storage	4	22	5.25		116	462			
		Restroom to be provided but in TARE	0			40	40	0	910	711	
4	20,22,23,25	2nd Grade Regular Classroom	4	22	32		704	2,816			Sink in each
		Area for Adequacy Computers	4	6	15		90	360			
		Storage	4	22	2.25		50	198	844	704	
4	Portable 1 &27,29,31	3rd Grade Regular Classroom	4	22	32		704	2,816			Sink in each
		Area for Adequacy Computers	4	6	15		90	360			
		Storage	4	22	2.25		50	198	844	705	
3	34,36,41	4th Grade Regular Classroom	3	22	32		704	2,112			Sink in each
		Area for Adequacy Computers	3	6	15		90	270			
		Storage	3	22	2.25		50	149	844	711	
3	30,39,28	5th Grade Regular Classroom	3	22	32		704	2,112			Sink in each
		Area for Adequacy Computers	3	6	15		90	270			
		Storage	3	22	2.25		50	149	844	704	
3	Portable 2,3,4	6th Grade Regular Classroom	3	24	28		672	2,016			Sink in each
		Area for Adequacy Computers	3	6	15		90	270			
		Storage	3	24	5.25		126	378	888	861	
1	37	Multi-age Regular Classroom 4th-6th	1	22	32		704	704			Sink
		Area for Adequacy Computers	1	6	15		90	90			
		Storage	1	22	2.25		50	50	844	707	
	Science in Portable A	Program Expansion 4th-6th/Science K-6th Classroom	1	24	28		672	672			Sinks
		Area for Adequacy Computers	1	6	15		90	90			
		Storage	1	24	5.25		100	100	862	861	862
		Staff Restrooms to be provided one unisex per classroom wing but in TARE	0			40	40	0	0	0	
2	Portable 7	SPED Classroom Type I Resource	1	15	50		750	750			Sink
		Storage	1	15	2.25		34	34	784	861	

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LIST OF SPACES FOR NEW DESERT VIEW ES

Staff	Current Room	Room Description	# of Spaces	# of Persons each	Area/ Person	Space Criteria	Total Area per Space	NEW NASF	NEW Subtotal for Each Room	EXISTING Current Area Value Each Room	NEW Above Adequacy
1	26	SPED Classroom Type I Resource	1	8	50		400	400			Sink
		Storage	1	8	2.25		18	18	418	351	
1	15A	SPED Gifted Office Storage / Staging	1			125	125	125	125	in above	
4	24	SPED 'D' Type II Classroom need 4 staff	1	6	100	250	850	850			
		Kitchenette	1			35	35	35			
		Storage	1			100	100	100			
		Restroom ADA / shwr / W/D	1			80	80	80	1,065	836	
1	15B	SPED IEP, Conference Room	1	12	25		300	300	300	351	
		SPED OT/PT	1	2	100		200	200	200	share	Sink
		O/T Storage	1			100	100	100	100	351	
		Office Psychologist, SPED Social Worker, Diagnostician	1	2	15	100	130	130	130		
2	19	SPED SLP	1	4	32	75	203	203			
		Storage	1	1		40	40	40	243	307	
1	32	SPEC PROG Reading 180	1	24	32		768	768			Sink
		Storage	1	24	2.25		54	54	822	707	
1	35	SPEC PROG Math 180 (Navigator)	1	24	32		768	768			Sink
		Storage	1	24	2.25		54	54	822	307	
1	Portable 5	Music Program	1	24	32		768	768			Sink
		Area for Adequacy Computers	1	7	15		105	105			
		Storage	1			60	60	60	933	861	
1	Portable 8	Art Program	1	24	32		768	768			Sinks
		Area for Adequacy Computers	1	7	15		105	105			
		Storage	1			60	60	60			
		Kiln area	1			40	40	40	973	861	
1	76	Computer Lab 30 computers	1	30	25		750	750			Sink
		Storage to stage replacements	1			125	125	125	875	680	
1	P6A	Instructional Coach	1	12	32		380	380			Sink
		Storage	1	12	2.25		27	27			
	P6B	Book Room / Testing storage	1			800	800	800	1,207	1,722	
1	33	Counselor	1	4	15	150	210	210	210	307	
1	17	Social Worker	1	4	15	150	210	210	210	307	
		Admin Services									
	None	Parent volunteer area	1	1		200	200	200			
		Storage	1			50	50	50	250	0	
1	Admin	Waiting / Reception	1	6	15	75	165	165			

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LIST OF SPACES FOR NEW DESERT VIEW ES

Staff	Current Room	Room Description	# of Spaces	# of Persons each	Area/ Person	Space Criteria	Total Area per Space	NEW NASF	NEW Subtotal for Each Room	EXISTING Current Area Value Each Room	NEW Above Adequacy
1	Admin	Secretary	1	1	25	100	125	125			
		Copier / Coffee / Supplies	1			50	50	50			
	None	Vault / Files Room	1			175	175	175			
1	Admin	Clerk	1			75	75	75			
1	Admin	Principal	1	4	15	150	210	210			
1	Admin	Assistant Principal	1	2	15	125	155	155			
	Admin	Admin unisex restroom	1			35	35	35			
	On small stage	Commodities Storage	1			250	250	250			
	Admin	Nurse									
	Admin	Waiting sharing with reception	1	2	7.5		15	15			
1	Admin	Nursing assistant	1			50	50	50			
	Admin	Cot area with curtains	1	3	35		105	105			
	Admin	First aid area	1			60	60	60			
1	Admin	Office	1	2	15	120	150	150			
	Admin	Storage	1			40	40	40			
	Admin	Restroom ADA	1			80	80	80	1,740	1,557	
	Distributed	Workroom	1	4	15	200	260	260			Sink
	75	Lounge	1	12	25	125	425	425	685	653	Sink
	75	Mail Area	1			20	20	20	25	25	
		Staff Restrooms provided but in TARE	0			60	60	0	0	60	
	Library	Library									
	Library	Circulation Desk Area	1	1	75		75	75			
	Library	Visiting Class Table Area	1	24	28		672	672			
	Library	Computer WS Research	1	6	15		90	90			
	Library	Open Stack Area (by volumes)	1	12500	0.085		1,063	1,063			
	Library	Class Reading Area	1	24	15		360	360			
1	Library	Librarian Office, Receiving, Repair	1	2	25	175	225	225			Sink
	Library	Teacher AV / Media Resource Storage	1			150	150	150			
	Not in existing	Expanded computer area (testing / research / new technologies	1	18	7.5		135	135	2,770	1,788	
2	Gym	Gym	1	60	25	2,400	3,900	3,900			
	Gym	Office	1			150	150	150			
	in office	PE Storage	1			200	200	200			Sinks
	Gym	Chair Storage	1			120	120	120			
	None	Stage Storage (stage modular 16' by 32')	1			120	120	120			
	None	Optional Bleachers (550 at 18" wide so seating area of12 rows 75' 'long by closed only 28" deep - open 19.5' into gym	1	75	2.5		188	188	4,678	4,070	Bleachers

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LIST OF SPACES FOR NEW DESERT VIEW ES

Staff	Current Room	Room Description	# of Spaces	# of Persons each	Area/ Person	Space Criteria	Total Area per Space	NEW NASF	NEW Subtotal for Each Room	EXISTING Current Area Value Each Room	NEW Above Adequacy
	Dining	Dining Area	1	96	15	300	1,740	1,740	1,740	1,964	Requires Statement of SF use
	None	Table Storage	1			200	200	200			
	Serving	Serving	1			250	250	250	450	442	
6	Kitchen	Kitchen									
	Kitchen	Cook Line	1	4	75		250	250			
	Kitchen	Preparation	1	4	75		250	250			
	Kitchen	Cleanup	1			100	100	100			
	Kitchen	Office	1			80	80	80			
	Kitchen	Dry Storage	1			275	275	275			
	Kitchen	RR, Lockers, W/D	1	6	5	35	65	65			
	Kitchen	Walk-in Refrigerator	1			100	100	100			
	None	Walk-in Freezer	1			100	100	100	1,220	1,026	
	Stor off Library	IT Server room	1			120	120	120	120	160	
1	None	Custodial Storage and office for 2	1	2	25	150	200	200	200	200	
3	Yes	Custodial Closets to be provided but in TARE	0			25	25	0			
	Yes	Custodial Site Storage	1			150	150	150	150	150	

					New Within Adequacy		NEW Above Adequacy
69	Staff	Target Enrollment	550	Net Assignable SF	48,075	Net Assignable SF	862
104	Parking needed			Design Contingency	0.0% 0	Design Contingency	
NOTES	Storage Column where 0.25 added represents sink cabinet needed in teaching program			Added for Design Efficiency	70.0% 20,604	Added for Design Efficiency	369
	Leave one double on site for AVANCE / Nursery use			Gross Square Feet (GSF)	**68,679**	GSF above Adequacy	**1,231**
				% GSF not in Adequacy	**68,750**	% GSF above Adequacy	**1.8%**

4.1.4 Compliance with PSCOC Award Languages

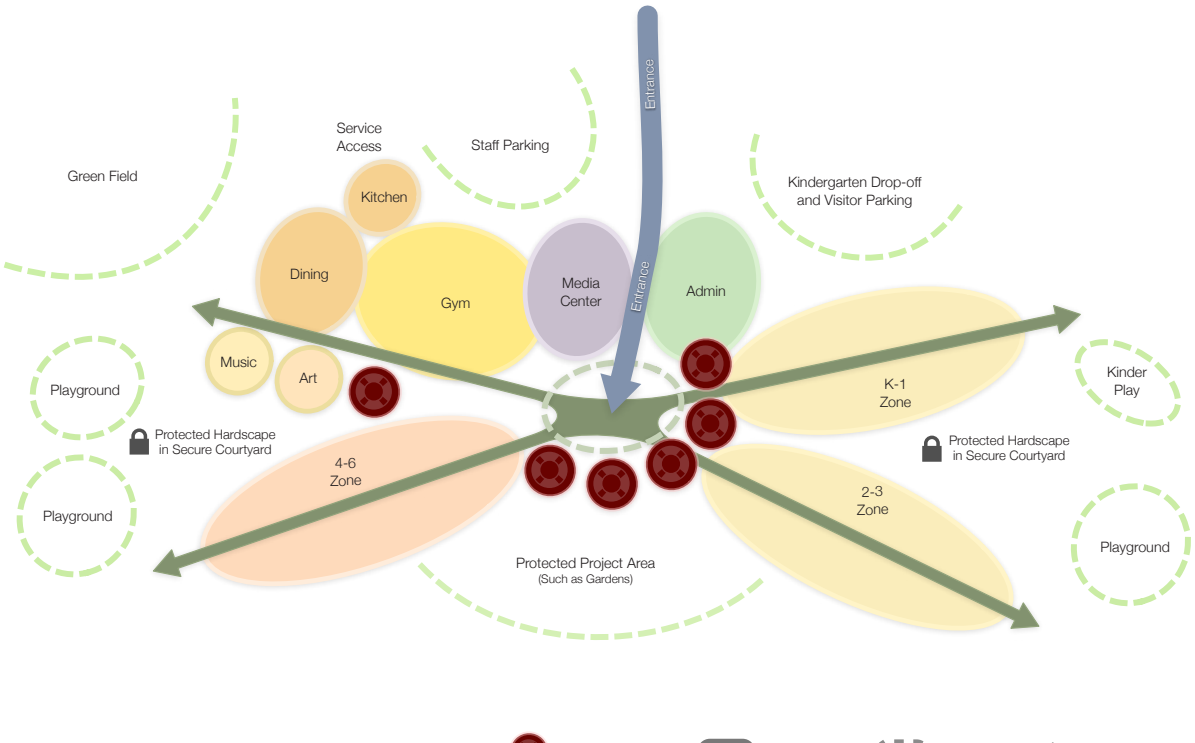
The award language in 2012 asked for the development of replacement and renovation/expansion options for Desert View ES. Early in the workshop process, this EdSpec considered the viability of investing in the existing facility, after documenting the facts of the existing building condition and the goals for a solution. With a renovation/ expansion option estimate (see Exhibit 2-9) of about 83% of the cost of the new building (see the discussion in Section 6.1.2) and noting the extent of required changes, all agreed that investing in the existing facility would not attain all of the committee's goals. Therefore, ARC developed the new building approach in more detail for this report.

Though spaces in the new building often exceed the set space requirements of the *New Mexico Public School Statewide Adequacy Standards,* the EdSpec's total GSF value remains below the target 68,750 GSF and therefore, the larger spaces were not included by PSFA in the discussion about spaces "above adequacy."

4.2 SPACE RELATIONSHIP REQUIREMENTS

Exhibit 4-2 *Building Relationship Diagram Ver C*

This section presents brief narrative descriptions of relationships between the subareas of the programmed facility. The diagram below establishes the interrelationships between the main grouping of spaces



in four distinct program areas around a core group of program spaces:

- Administration
- Library
- OT/PT and visiting district resource persons
- Workroom
- Lounge
- Support programs, Math 180 and Reading 180 and all SPED classrooms are not grouped, but distributed between the four areas
- SLP
- Counselor

Four program areas are:

- Kindergarten and 1st grade classrooms
- 2nd and 3rd grade classrooms
- 4th, 5th and 6th grade classrooms
- Gym, dining, and kitchen with art, music and computer lab

The committee discussed a crossroads experience where the four areas join. The desired experience in this crossroads is undefined. Such an intersection must be reachable from any classroom halls and from the administration's active security check area.

NOTE: The facility can have direct access to the gym / dining area and the library for after-hours programs or voting. However, the access point(s) need to be easily monitored, and need to be able to block off hall access but allow restroom access for the public within an area that is closed off from the rest of the school.

NOTE: All diagrams were developed to illustrate the relationship between spaces. They are not intended to be schematic space layouts. This graphic form enabled easier visualization for the committee. The designer is expected modify the adjacencies to develop the best solution for the school.

4.2.1 General Relationship Diagrams

The following program area illustrations are proportionately sized within a single exhibit but not between exhibits. This subsection discusses only major relationship issues. For individual space relationship issues, see Section 5.2 Design Criteria Sheets.

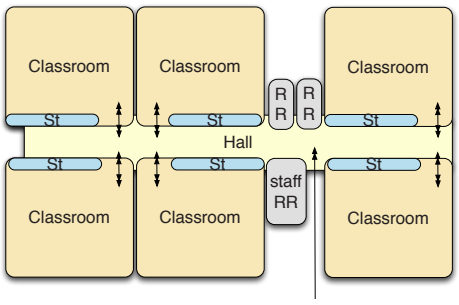


Exhibit 4-3
Typical Classroom Quad

The **classroom quad** is the standard relationship, with the location of smaller restrooms between quads, desired for 2nd -3rd and 4th-5th-6th grade areas. In the kindergarten - 1st grade area, the committee wants a restroom for each classroom.

Exhibit 4-4
Administration in front

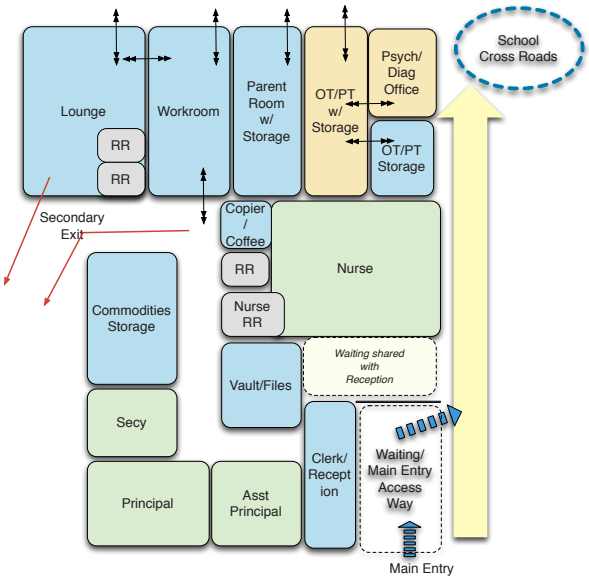


Exhibit 4-5 *Health Room (Nurse) off of Admin / main entry hall*

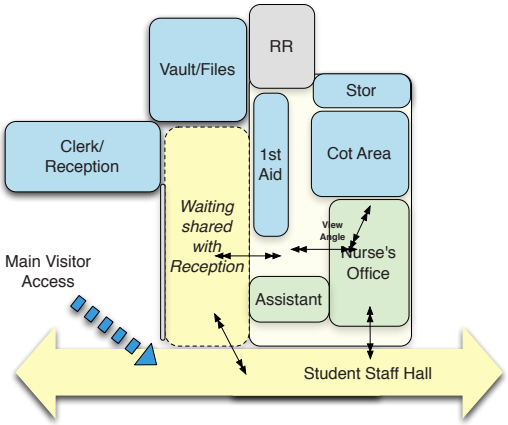
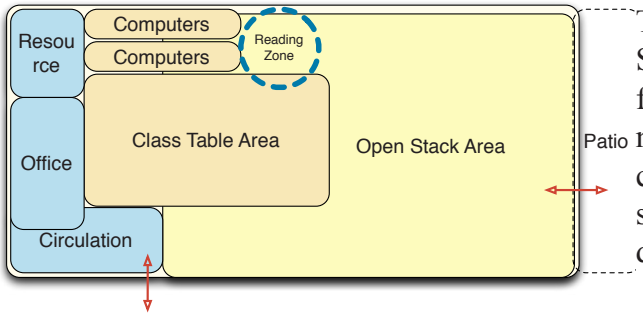


Exhibit 4-6 *Library in front by Gym and Administration / Entry*



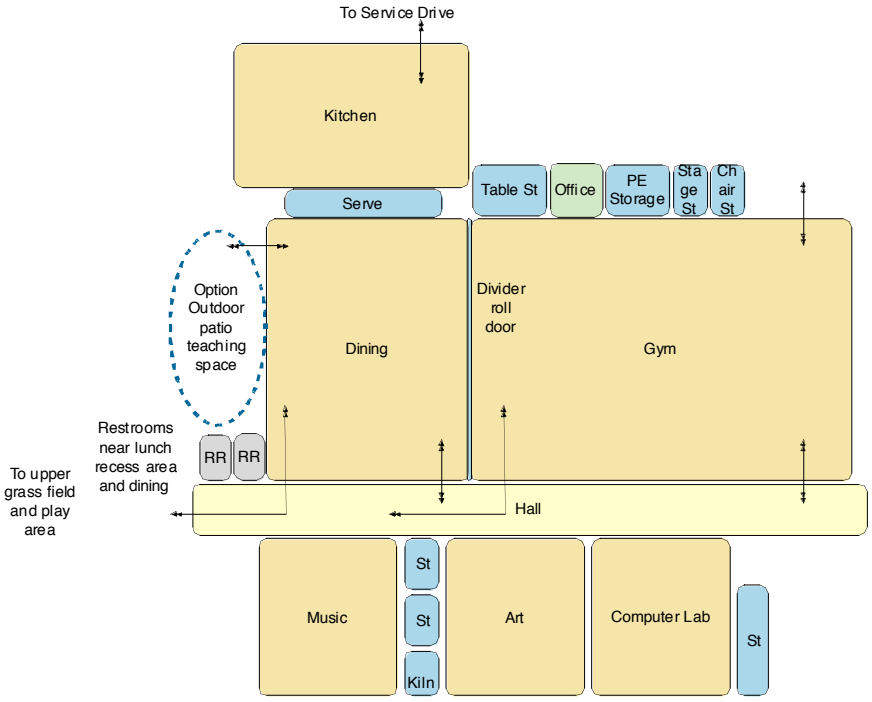
All grade quad areas will need a staff restroom to minimize distance and time for staff. Playground areas should be in relative proximity to the grade-level quad. Access to the play area can be from the quad area if possible, or per the norm, from the end of hall. Each grade quad area should be capable of lock-off from the rest of the school. Minimize exterior doors and consider a card-swipe entry function for duty teachers before school, at recess and at lunch.

The **administration area** must be prominent, easy to reach and require a visitor to enter the reception area (hall exit doors would be locked). Still to solve is the safety of students who wait for the nurse or principal and who should not come into contact with visitors in the reception area. The committee process determined that the administration area will anchor the front of the school with the library, gym, kitchen, and parent drop-off / sign-in for kindergarten. The process of walking kindergarten children to class is also a security challenge to solve during design.

The **health room**, which accommodates the nurse, must be observable from the administration area and directly accessible from the hall. The nurse desires two doors into the office in this suite, a function of the next design phase. The suite design will need to accept an ambulance gurney. The nurse needs interface with the administrative office area, the OT space, and the "D" level type II SPED classroom. Health-related confidential conversations take place in the health room. The W/D in the kitchen could support the nurse if a W/D cannot fit in this suite. The shower / tub in the "D" level classroom will support the nurse. A clothing bank storage unit is in the commodities storage in the administration area.

The **library** design should consider the N.M. Library Standards. Consider a sound vestibule that allows for announcements and displays while buffering hall noise and making lock-down easier. The number of computers has increased, so the library becomes a second computer lab-type space. A higher ceiling is desired.

Exhibit 4-7
Gym / Dining / Specialty
CR Area



The **gym, dining, kitchen, music, art and computer lab spaces** make up the fourth area of the school. The committee located this block on the west side of the school with direct access to the grass area for PE and lunch functions, and to the largest parking area for activity nights. The library is next to the gym. Together, they create the third security requirement to be resolved involving voter access and after-hours use by visitors.

4.3 SITE REQUIREMENTS

The district desires to provide a safe learning, play, and traffic and walking experience for its students, staff and visitors. This project does not require improvements to the north east quadrant nor to the security trailer area. All other areas will be affected by either new construction or demolition of the older construction. No off-site work is anticipated.

4.3.1 Site Needs

The site is marginally sized to have two schools on the same site temporarily.

- Parking for:
  - Kindergarten walk-in / pick-up parking - 20 spaces
  - Visitor parking for 10% of total, or about 15
  - Staff parking for 1.5 times staff, estimated at 104
  - On-site queuing of about 75 vehicles at pick-up
  - Bus loading area:1 for only 2 SPED buses (not present at the same time). Note: provide an undeveloped space for up to 6 large buses.

Other site requirements:

- Security of the students is the fundamental requirement
- Accommodate an area for four doubles and site one double for a county social services program
- Demolish the existing school and make improvements to the vacated site, including within the circular wall and loop road

5 ROOM AND SPACE CHARACTERISTICS

5.1 DESIGN CRITERIA

This section identifies the general functional, spatial and environmental characteristics, as well as furnishings and built-in equipment requirements for each category of space.

This section contains narrative descriptions (design criteria sheets) of each new building program area. The descriptions provide information about characteristics such as space environment, lighting, furnishings, plumbing, acoustics, technology, power, day lighting, special systems, HVAC system needs, etc. The space types in the replacement facility accommodate all core curriculum programs. Section 5.2 lists and describes them.

5.1.1 General Design Requirements

The descriptions of each program area contain sufficient detail to explain function, issues of relationship to other spaces, and the environment of the space. See "System Notes" on the Legend page under Section 5.2 Criteria Sheets. General requirements of the spaces are as follows:

5.1.1.1 Finishes and Maintenance Concerns

Finishes in this school will be based on the performance of like surfaces in the newest three elementary schools

5.1.1.2 Technology and Communications Criteria

The designer will meet with the head of district IT to comply with the implementation schedule from the district Technology Plan

5.1.1.3 Utility Criteria

The existing school replacement should have sufficient utilities to feed the new facility. The fire water capacity may be a problem in light of new requirements for fire suppression.

5.1.1.4 Lighting and Day-lighting Criteria

Where possible, natural lighting is desired but should be achieved while usable wall area in the classrooms is maximized.

5.1.1.5 Special Systems Criteria

Follow the PSFA stipulations and address special system functionality and product use to ensure ease of use and compatibility with the rest of the district.

5.1.1.6 Environmental Conditioning Criteria

HVAC and hot water systems will be addressed by meetings with the district and PSFA, and depends on budget constraints. The budget

assumes normal HVAC systems are used in lieu of high investment-high return systems such as geothermal and split-system designs.

5.1.1.7 Classroom Acoustics Criteria

See the criteria sheets and the Guidelines for acoustical recommendations. The noise level of current HVAC systems has been very high and this requirement is very important to the committee.

5.1.1.8 Furnishing / Fixtures / Equipment Criteria

Much of the furniture and equipment is in good condition and may be reused. Teachers vary in their choice of tables versus desks in classrooms. The designer will have to resolve this furnishing layout need with each teacher. Consider the design option of casework with roll-by white boards in front of upper cabinets and shelving storage, thereby maximizing usable wall area even where the cabinets are located.

5.1.1.9 TARE Criteria

The TARE follows the allowed 0.70 factor referenced in the amended Adequacy Planning Guide and PSCOC actions.

5.2 DESIGN CRITERIA SHEETS

The following 20-plus pages describe the needs of school spaces in greater detail. It is important to note the HVAC system changes due to space use, furnishings, casework requirements, relationship diagrams, and types of sinks and appliances.

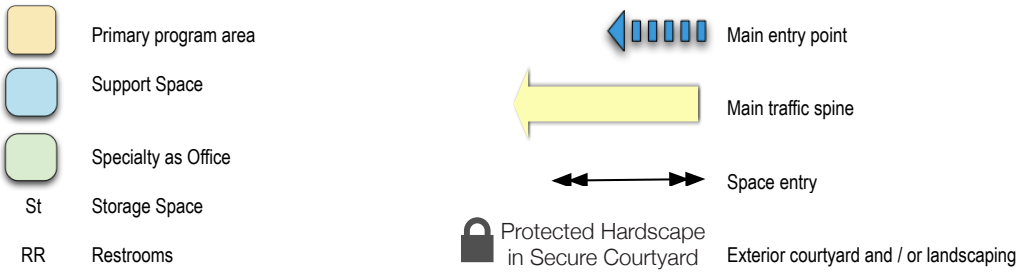
NOTE 1: The school's kitchen is not described in detail, since the new design will have a kitchen specification and a design consultant will work with the district Food Service Director. But the general areas for the kitchen are valid and listed for use by the designer.

NOTE 2: Appendix under Tab 6 - Questionnaire Results contains a summary of the committee's review of a Post Occupancy questionnaire given to the staff at Gadsden Elementary School, the most recently replaced school This exercise provided some insight into good design elements and some cautions to consider in a new school design. The numbers in the left margin box represent the number of committee members that agreed with the comment from the Gadsden Elementary School staff.

Program Criteria Sheets

Index of Spaces

Drawing Legend



General Notes:

1. Comply with PSFA Adequacy Planning Guide (July 15th 2012 and Appendix A the 2013 GSF chart) and PSFA design and systems requirements. 2. District approves furniture layouts. Furniture listed for spaces is estimate of need.
3. The shape and configuration of teaching spaces is a major concern of staff, so early in design discuss classroom module shape.
4. Teachers are concerned that glass by door means you can break the glass reach in and open the door.
5. District prefers VC tile or hardsurface floors except for carpet in library and offices.
6. Provide hallway display for each classroom, develop colorful graphics / wayfinding system, and allow for replacable art throughout the school.
7. Staff have had poor acoustics, poor comfort, dirt, noisy, monotone classrooms. Provide the opposite experience.

System Notes:

1. Architectural: Learning spaces should have a configuration and ceilings high enough to allow for video projection onto screens that are ceiling mounted to prevent blocked views from seating locations.
2. Architectural: Classrooms should have exterior windows where possible. For interior teaching spaces provide skylights. The ability to readily darken the space is important, as is minimizing glare on computer screens.
3. Architectural: Use of CB versus WB in classrooms to be verified before ordering.
4. Architectural: All spaces will have ADA qualified signage with room number and changeable title.
5. Special Systems: Installation of telephones in teaching / office spaces should be possible on any of two walls (casework wall excluded).
6. Special Systems: LAN, 8 drops for VOIP, Surveillance & Security Systems and Intercom infrastructure shall be provided. Provide cable trays, J-hooks, conduit and J-boxes etc. and comply with District Technology Plan.
7. Electrical: Ceiling lights nearest overhead projector / ceiling projector screen wall should be switched separately. Illumination of the CB / WB to be accomplished by general lighting layout, so no CB / WB task lighting required.
8. Message Boards: Provide large digital media screens in main hall crossroads, cafeteria and media center. Control from the office.
9. Teachers like SmartBoard type technolgy, but prefer if wall mounted. Reuse existing free standing units but plan for future change in technology.
10. See FACTS section for problems not to repeat, and Goals to acheive for design guideance.
11. Critical to the layout of restrooms is the desire to have more smaller units in each wing area including staff restrooms (3 times more female units than male desired) and better distributed around the school.

The following criteria sheets outline the baseline requirements for all key spaces in the new school. The relationship diagrams are provided to illustrate one solution to the configuration of spaces. They are NOT intended to dictate design solutions rather give voice to the staff based on their interview and review input during the EdSpec process.

For the fine details needed for design, the A/E is expected to continue the dialog with the staff and district and further develop successful relationship diagrams.

NOTE: District has floor tile, HVAC systems, furniture, roofing, playground surfacing, and kitchen equipment preferences. Designer is to meet in the beginning to understand what will assist the District.

Classrooms - General Classrooms

Ref #	Space Name	# Spaces
1	Kindergarten Regular Classroom	4
2	1st Grade Regular Classroom	4
3	2nd - 5th Grade Regular Classroom	14
4	6th Grade Regular Classroom	3
5	Multi-age Regular Classroom 4th-6th	1
6	Program Expansion 4th-6th or Science	1
7	SPEC PROG Reading 180	1
8	SPEC PROG Math 180 (Navigator)	1
9		
10		

Classroom: maximize wall area and limit visual clutter use of clerestories possible

Daily Occupancy Use	Yes / No	Notes
8 Hours (7:30 - 3:30)	Yes	All
After Hours Use - is likely - so locate in lock-off zone	No	Rare
Public Access - required after hours - needs area lock-off	No	Rare
Exterior door needed into main classrooms	Option	Early in design understand how to attain lock-down

Environmental Conditions - w/ DAC and energy management system		Yes / No	Notes
Temperature Control in Space Summer 74° Fdb(+/- 4°Fdb) Winter 72° Fdb (+/- 4 ° Fdb)		Yes	Desire own space control. Follow ASHRAE 55-2004
Humidity Control - do not exceed 50% except during storm activity		Yes	
Separate HVAC Zone beyond normal system design		No	
Enhanced Air Filtration Requirements Needed for :	High winds / dust	Yes	Design for IAQ to follow ASHRAE 62.1-2004
Room Air Pressure	Positive	Yes	
	Negative	n/a	
	Special Exhaust	Yes 1,2	Restroom exhaust in kindergarten / 1st grade CR
Windows:	Exterior Windows	Yes all CR	Reduce glare / heat transfer, with blind / shade
One unit operable with screen is preferred per occupied space		Yes all or Door	HVAC system choice may require fixed units
No Exterior Windows Expected. May Borrow Daylight from other Space		N/A	

Plumbing				Yes / No	Notes
Restroom fixtures per code					Provide HW / CW in all sinks
Sink	Type 1 Single deep SS unit with goose neck faucet and DF			Yes in all 1 ea	in all classrooms but #6 where need 5 sinks
Sink:	Type 2 Laundry type set into cabinet		Clay trap needed	Yes in 6	need 1 unit making 6 sinks or 4 students per sink.
Sink:	Type 3 Kitchen SS dbl deep with spray faucet		No Disposal	n/a	

Electrical / Special Systems Performance Notes

Look at how to supply power to each of the four zones in the classrooms, table area, cabinets, teacher area, Elmo/SmartBoard operation to avoid extension cords, provide outlet proximity to all equipment, be able to accommodate up to 25 laptops plugged into power cart, have an outlet and ethernet / VOIP jacks in the teacher desk location, have power and ethernet to ceiling projector location (future equipment) and interface ability between laptop, SmartBoard / Panel screen, ELMO / ceiling projector, etc. as defined in the District's Technology Plan. Provide WiFi or a computer nook where up to 6 computers are located with proper connectivity and power. Offices will have outlets per code and outlet ethernet / VOIP jacks for each workstation location. Where possible all lighting will have occupancy sensors with janitorial lamping settings, and where possible be interfaced with natural light sensors to modulate the room's light levels. Consider lighting with more natural spectrum, banked and zoned to allow multiple light level choices. Design lighting systems for energy conservation and to reduce glare on laptops used by each student in each CR. PA, fire alarm, strobes, call-back voice activated, emergency lighting systems to be in all CR and office areas. All workstations and CR will have VOIP phone potential. Provide digital clock on wall or on TV / flat screen. All spaces with doors or windows to exterior to have security sensors and lock down screening. Provide security cameras in all hall areas.

Appliances (Residential Models)			Yes / No	Notes
Refrigerator (with ice maker hookup min. 28 cu.ft.)		Undercounter w/o ice	Yes allow for 1 unit in #6 for science.	
Freezer (min. 28 cu.ft.)				
Ice Maker (on or under counter type)				
Washer (1 each), with washer box, cw,hw, sanitary,vent.				
Dryer (1 each), with wall dryer vent, 4" dia outlet, electric				
Electric Range with Oven with Hood (Training Kitchen)		All ADA units		
Gas or Electric Cook Top, with Hood (Training Kitchen)		All ADA units		
Gas Range with Oven with Commercial Hood and Fire Suppression		All ADA units		
Microwave / Oven Wall Unit		MW Counter Unit		

Furnishings/Equip/Surfaces	Space Ref	Kinder CR	1st grade	2nd - 5th grades	6th grade	Multiage CR	Program Expansion	Reading 180	Math 180		
	# of Spaces	4	4	14	3	1	1	1	1		
Instructor Desk, WS, & Chair & 2 files	Ea Space	2	1	1	1	1	1	1	1		
Office 'L' Desk with Credenza & Chair	Ea Space	0	0	0	0	0	0	0	0		
Student Desk / Chair Combo with book shelf	Ea Space	Op	Op	24	24	24	24	6	6		
4 Student Chairs / rectangular tables (Option to desks)	Ea Space	5	6	Op	Op	Op	Op	Op	Op		
Conference table with 12 chairs	Ea Space										
Computer workstation (student)	Ea Space	4	4	4	4	4	4	6	6		
Kidney tables with 5 chairs	Ea Space	Op	Op	Op	Op	Op	Op	2	2		
Locking file cabinets (additional)	Ea Space	1	1	1	1	1	1	2	2		
Table: Each Office with 4 adult chairs	Rnd 48"										
Rugs	Ea Space	4	4	2	1	1	1	1	1		
Tackboard 8' by 4' or (2) 4' by 4' Ea Space	I each by WB	2	2	2	1	1	1	2	2		
Whiteboard 8' by 4' - Ea Space		1	1	1	2	2	2	1	1		
(In CR use 1/4 VCT 3/4 carpet)) Carpet											
VCT / Sheet Floor*		Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes		
Acoustically treat wall between spaces		Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes		

* Assumes rugs will be provided for under tables and at reading area.

Special Equipment Notes: In all CR provide pencil sharpener with block, US / NM flags, space for portable SmartBoard like device, map hangers at reachable height, 6' by 6' AV manual screen, WB, or white wall. Provide ceiling-mounted projector with access cabling. Comply with District Technology specifications. Locate computers out of traffic areas, not under WB/TB, with direct LAN / power access.

Acoustical Conditions

HVAC Background Noise level	dBa Level	43	43	43	43	43	43	43	43
Speech Privacy per ANSI S12.60-2002 Table 3.d.	Yes / No								
Sound Transmission to Neighbor	STC Level	50	50	50	50	50	50	50	50
Reverberation	Seconds	0.6	0.6	0.6	0.6	0.6	0.6	0.6	0.6

Storage and General Notes

General CR Notes:

Teachers prefer limiting windows, rather than a full wall of windows or see photo to right for maximizing space. **In kindergarten and 1st grade classrooms** provide walk-in closet with min 200 ln. ft. of shelving. In classroom provide equivalent to 2 tall wardrobe (w/2 files) cabinets (36"W, 84"H, 24"D), about 10 ln.ft. of base storage units / counter (1*4 drawer poster paper / map unit then 2*36"W, 34" H, 24" D) and same uppers (but 30" H, 18" D) and similar upper / lower layout with sink in a 6' run. Note: **in all full CR** provide area for students' backpacks and coats such as: consider recessed cubbies, out of the path of egress hooks, or incorporate shelf with homework surface (or a mailbox) for papers, or consider cubbies (locker-like) or shelving under windows. With limited traffic in corridors investigate back-pack hooks in hall for 20-24 is also needed. All cabinets are to be lockable. Teachers prefer as much tack or magnetic wall as possible, space for the SmartBoard and for WBs. Provide a minimum 4' by 4' display case in the hall for grade level. Provide room # / name signage for all occupied space per ADA. For specific language classes include in second language also. Areas of the school to be identifiable with color / graphics scheme. Incorporate unique graphic walls into every grade-level area. CR walls will not transfer impact noise on WB / CB to adjacent CR. All classrooms to balance natural light and lighting to maximize available wall area for displays.

Maximize use of wall space and storage such as a full window wall with full run of base cabinets and window shelf below for display

Program Expansion 4th-6th or Science: This classroom is proposed to be capable of changing into a surge classroom so it is a full sized classroom but with 6 sinks. Until a surge happens the room will be the science / sign-up room for large messy projects. Provide sinks cabinets 36"W then drawer cabinet @ 24"W (6 each) with upper units preferrably along two walls anchored by 2 each end tall cabinets 36" wide. Cabinets can turn the corner if needed. Locate in 4-6th grade area by center of halls.

Universal Design Classroom (1 min)

Provide vertical whiteboards mounted so bottom at ADA reach height minimum. Allow for freestanding 60" SmartBoard, since most work projected onto the board and space needs to exist for rules, daily assignments, etc. required by the teacher lesson plans. All operable functions: operable window latch, switches, window screening, casework, outlets, t-stat, PA call button, phone, technology controls - located for ease of reach. Select student furniture to allow groups of 4 students and side approach teacher / student discussions for each student. Assume teacher in wheelchair will have semicircular technology assist center with technology like Elmo or mimio, projector, laptop, scanner, printer, & lamp. Provide for power in area opposite from the whiteboard about 42" off the wall is needed. This classroom will need direct exiting to path connecting to nearby parking space.

This photo illustrates the traffic way issues of furniture layout using desks.

Notes

General Note for all Classrooms

The teachers desire comfortable, flexible, high-ceilinged, technology-outfitted, outlet-abundant, acoustically isolated from neighbor rooms that easily allows for the four room zones. Room cannot be smaller than noted on list of spaces. Common descriptors used by interviewees were to provide: display of work, having a view, allowing sunlight to enter the space, have other classrooms in each grade adjacent with a few pass-between-doors, creating a volume in the classroom that differs from a shoe box, and having a quiet HVAC system.

General Note

Restrooms for grades 2-6 should be distributed so travel distance is in proximity of quad for security and safety reasons. See diagram below.

Restrooms for kindergarten and 1st grade to be a single unisex restroom either off the room or just outside the CR door. In kindergrten and 1st grade restrooms, provide regular toilets and built-in wall cabinet 30"W, 15"D, 30"H for extra clothes and materials to clean children and messes.

Do not use polished concrete since existing school had this surfacing, so there is a poor association.

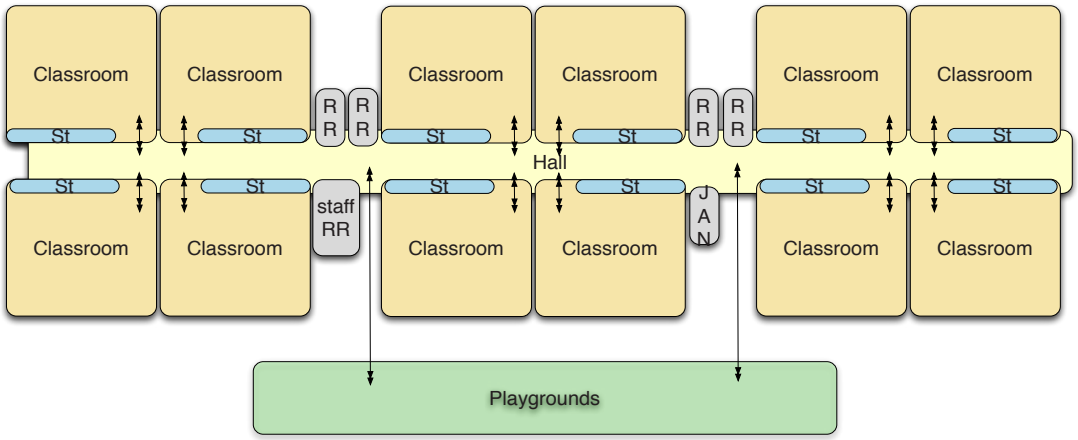
Detailed Relationship Diagrams

The classrooms are to be arranged in a classroom quad, with four like classrooms grouped together, with doors near each other for collaboration. Only a few teachers felt a door between classrooms would be useful.

The building is arranged so that Kindergarten and 1st grade classrooms are in the same zone, and 2nd and 3rd then 4th-6th grade classrooms are in their own zone. Avoid large gang restrooms. School prefers small restrooms in each wing located so students and staff can reach a restroom within 90 - 100 feet. Provide potty parity 3 female fixtures to each male staff fixture.

Storage for 2-6th grades is to be in cabinets in the room. Coordinate furniture selection with storage options and with built-in cabinets to handle backpacks, coats, class set of books, musical instruments etc. for student storage.

The diagram was developed for illustration needs only during programming.



Classrooms -SPED/Type I / Type II / etc

Ref #	Space Name	# Spaces
1	SPED Type I Resource - Full	1
2	SPED Type I Resource - 1/2	1
3	SPED Gifted Office w/storage	1
4	SPED Type II Resource - Full	1
5	Kitchenette, Storage closet, Restroom	1 each
6	SPED IEP, Conference Room - 1/3	1
7	SPED OT/PT w/ storage closet 1/4	1
8	Office Psychologist, SPED SW, Diagnostician	1
9	SPED SLP - 1/4	1
10		

Daily Occupancy Use	Yes / No	Notes
8 Hours (7:30 - 3:30)	Yes	All
After Hours Use - is likely - so locate in lock-off zone	No	Rare
Public Access - required after hours - needs area lock-off	No	Rare
Exterior door needed into main classrooms	Option	Early in design understand how to attain lock-down

Environmental Conditions - w/ DAC and energy management system		Yes / No	Notes
Temperature Control in Space Summer 74° Fdb(+/- 4°Fdb) Winter 72° Fdb (+/- 4 ° Fdb)		Yes	Desire own space control. Follow ASHRAE 55-2004
Humidity Control - do not exceed 50% except during storm activity		Yes	
Separate HVAC Zone beyond normal system design		Yes for 4,5	
Enhanced Air Filtration Requirements Needed for :	High winds / dust	Yes	Design for IAQ to follow ASHRAE 62.1-2004
Room Air Pressure	Positive	Yes	
	Negative	Yes in RR of 5	
	Special Exhaust	Yes 4,5	Restroom and classroom exhaust
Windows:	Exterior Windows	Yes 1,2,4,9,	Reduce glare / heat transfer, with blind / shade
One unit operable with screen is preferred per occupied space		Yes 1,2,4,7,9	HVAC system choice may require fixed units
No Exterior Windows Expected. May Borrow Daylight from other Space		Yes 3,6,8	

Plumbing			Yes / No	Notes
Restroom fixtures per code			Yes in 5 RR	Provide HW / CW to sink, W/D, shower / CW to toilet
Sink	Type 1 Single deep SS unit with goose neck faucet and DF		Yes in 1,2,4,7,9	In teacher spaces and Instr. Coach (not the bookroom)
Sink:	Type 2 Laundry type set into cabinet	Clay trap needed		
Sink:	Type 3 Kitchen SS dbl deep with spray faucet	No Disposal	Yes in 5	In kitchenette

Electrical / Special Systems Performance Notes

Look at how to supply power to each of the four zones in the classrooms, table area, cabinets, teacher area, Elmo/SmartBoard operation to avoid extension cords, provide outlet proximity to all equipment, be able to accommodate up to 25 laptops plugged into power cart, have an outlet and ethernet / VOIP jacks in the teacher desk location, have power and ethernet to ceiling projector location (future equipment) and interface ability between laptop, SmartBoard / Panel screen, ELMO / ceiling projector, etc. as defined in the District's Technology Plan. Provide WiFi or a computer nook where up to 6 computers are located with proper connectivity and power. Offices will have outlets per code and outlet ethernet / VOIP jacks for each workstation location. Where possible all lighting will have occupancy sensors with janitorial lamping settings, and where possible be interfaced with natural light sensors to modulate the room's light levels. Consider lighting with more natural spectrum, banked and zoned to allow multiple light level choices. Design lighting systems for energy conservation and to reduce glare on laptops used by each student in each CR. PA, fire alarm, strobes, call-back voice activated, emergency lighting systems to be in all CR and office areas. All workstations and CR will have VOIP phone potential. Provide digital clock on wall or on TV / flat screen. All spaces with doors or windows to exterior to have security sensors and lock down screening. Provide security cameras in all hall areas.

Lighting in #1 and #4 should consider different type to minimize type / frequency, and color on seizures and medically fragile and attention deficit disorder students.

Appliances (Residential Models)		Yes / No	Notes
Refrigerator (with ice maker hookup min. 28 cu.ft.)	Undercounter w/o ice	Yes in 4	in kitchenette area
Freezer (min. 28 cu.ft.)			
Ice Maker (on or under counter type)			
Washer (1 each), with washer box, cw,hw, sanitary,vent.		Yes in 5 RR	
Dryer (1 each), with wall dryer vent, 4" dia outlet, electric		Yes in 5 RR	
Electric Range with Oven with Hood	All ADA units	Yes in 4	in kitchenette area
Gas or Electric Cook Top, with Hood	All ADA units		
Gas Range with Oven with Commercial Hood and Fire Suppression	All ADA units		
Microwave / Oven Wall Unit	MW Counter Unit	Yes in 4	in kitchenette area

Furnishings/Equip/Surfaces	Space Ref #	SPED Type I Full	SPED Type I - 1/2	Gifted Office	SPED Type II Full	Kitchenette	SPED IEP / Conference	SPED OT/PT	Office Support	SPED SLP	
	# of Spaces	1	1	1	1	1	1	1	1	1	
Instructor Desk, WS, & Chair & 2 files	Ea Space	2	1	1	1			1	2	1	
Office 'L' Desk with Credenza & Chair	Ea Space										
Student Desk / Chair Combo with book shelf	Ea Space	16	12								
4 Student Chairs / rectangular tables (Option to desks)	Ea Space	Op	Op								
Conference table with 12 chairs	Ea Space						1				
Computer workstation (student)	Ea Space	6	3	2	4					2	
Kidney tables with 5 chairs	Ea Space			1	1					1	
Locking file cabinets (additional)	Ea Space	2	1	1	1			1	2	1	
Table: Each Office with 4 adult chairs	Rnd 48"										
Rugs	Ea Space	2	1		2						
Tackboard 8' by 4' or (2) 4' by 4' Ea Space	I each by WB	2	1	0.5	1		1	1	0.5	1	
Whiteboard 8' by 4' - Ea Space		1	1	1	1		1	1	1	1	
All Carpet				Yes			Yes		Yes	Yes	
VCT / Sheet Goods Floor		Yes	Yes		Yes	Yes		Yes			
Acoustically treat wall between spaces		Yes	Yes		Yes		Yes	Yes	Yes	Yes	

* Assumes rugs will provided for under tables and at reading area.

Special Equipment Notes: In all CR provide pencil sharpener with block, US / NM flags, space for overhead projector on cart (18" sq), map hangers at reachable height, 6' by 6' AV manual screen or white wall, and flat screen mounted with wall bracket. Provide ceiling-mounted projector with access cabling.

Acoustical Conditions

HVAC Background Noise level	dBa Level	43	43	38	43	38	43	38	38	
Speech Privacy per ANSI S12.60-2002 Table 3.d.	Yes / No			Yes		Yes		Yes	Yes	
Sound Transmission to Neighbor	STC Level	50	50	50	50	50	50	50	50	
Reverberation	Seconds	0.6	0.6		0.6		0.6			

Storage and General Notes

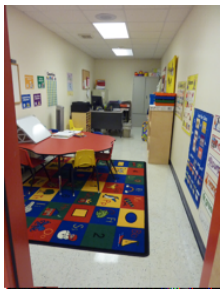
General Notes:

Teachers prefer limiting windows, rather than a full wall of windows or see photo to right for maximizing space. In **classroom spaces 1,2,and 4** provide equivalent to 2 tall wardrobe (w/2 files) cabinets (36"W, 84"H, 24"D), about 10 ln.ft. of base storage units / counter (1*4 drawer poster paper / map unit then 2*36"W, 34" H, 24" D) and same uppers (but 30" H, 18" D) and similar upper / lower layout with sink in a 6' run. NOTE: Only **in #1 and 4 CR** provide area for students' backpacks and coats such as: consider recessed cubbies, out of the path of egresshooks, or incorporate shelf with homework surface (or a mailbox) for papers, or consider cubbies (locker-like) or shelving under windows. All cabinets are to be lockable.

SPED CR are more open in layout

For OT/PT, gifted, and SLP provide the 6' unit only. **In #5 Type II storage room** provide walk-in closet with min 200 ln. ft. of shelving All casework to be lockable. Provide two mobile 36"W, 15"D, 3 shelf tall book shelves and 6 drawer map unit either in casework or free standing. Teachers prefer as much tack or magnetic wall as possible, space for the SmartBoard and for WBs. Provide room # / name signage for all occupied space per ADA. For specific language classes include in second language also. Areas of the school to be identifiable with color / graphics scheme. Incorporate unique graphic walls into every grade-level area. CR walls will not transfer impact noise on WB / CB to adjacent CR.

All classrooms to balance natural light and lighting to maximize available wall area for displays.



Shape of smaller SPED spaces should allow for changing layout and have natural light.

Conference / IEP Room - This space will have a coffee bar of 3*24"W, 24"D, 34"H base units - the middle one with a bar sink. The main conference room for IEP/ groups and general conference use (see SPED) can be located next to instructional coach or anywhere in general proximity to and on ground level as the administration

SPED "D" Level Type II Suite

Locate this suite near SPED bus access preferably using a small courtyard outside the room to allow students some time outside.

The kitchenette can be in the room. See appliances. Provide typical CR casework with appliances incorporated into the run.

Provide room by room controlof HVAC, of exhaust capability being able to have the room warm by the floor and a system without drafts. Best if own HVAC system. Minimize dust issues. Locate custodial sink in proximity. If distant to the nurse provide easy alert means between the two spaces.

In type II "D" level classroom provide RR with tub/ shower, changing table, and W/D. Provide cabinet for diapers/change of clothes, wipes, etc.

Option to combine functions in RR

Notes

General Note for all Classrooms

The teachers desire comfortable, flexible, high-ceilinged, technology-outfitted, outlet-abundant, acoustically isolated from neighbor rooms that easily allows for the four room zones. Room cannot be smaller than noted on list of spaces. Common descriptors used by interviewees were to provide: display of work, having a view, allowing sunlight to enter the space, have other classrooms in each grade adjacent with a few pass between door, creating a volume in the classroom that differs from a shoe box, and have a quiet HVAC system.

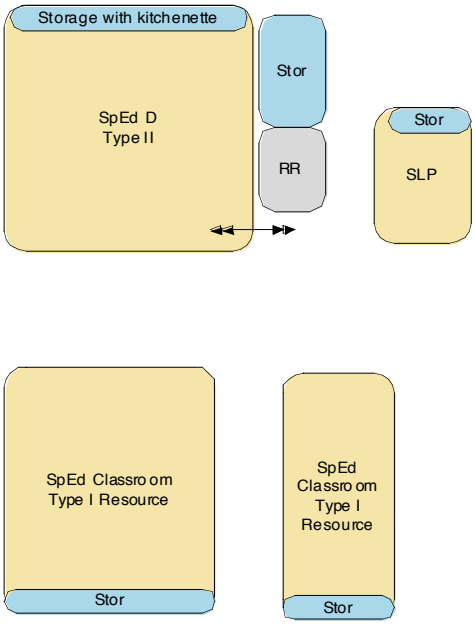
Other than Type II space with a RR, all other spaces to be near a restroom.

Do not use polished concrete floors since existing school had this surfacing, so poor association.

In IEP / conference room, have power and ethernet to ceiling projector location (future equipment) and interface ability between laptop, SmartBoard / Panel screen, ELMO / ceiling projector, etc. as defined in the District's Technology Plan

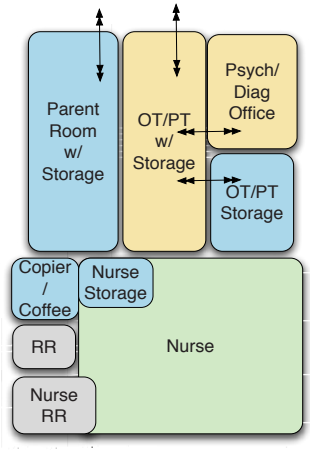
Detailed Relationship Diagrams

The diagram was developed for illustration needs only during programming.



The SPED classrooms are to be distributed between the four wings and located nearer to the center of the school rather than midway or at the end of a wing.

For the OT/PT and shared office for itinerant service providers see below for excerpt and Admin bubble diagram for context. Provide access to office through OT space so use of both spaces by one user possible



Main Administration

Ref #	Space Name	# Spaces
1	Parent volunteer area w/ storage closet	1
2	Waiting / Reception	1
3	Secretary	1
4	Copier / Coffee / Supplies	1
5	Vault / Files Room	1
6	Clerk	1
7	Principal	1
8	Assistant Principal	1
9	Commodities Storage	1
10a	Admin unisex restroom	1

Being Open to Main Hall and Entry

Admin areas are comfortable and calming

Daily Occupancy Use	Yes / No	Notes
9 Hours (7:30 - 4:30)	Yes	
After Hours Use - is likely - so locate in lock-off zone	Yes all	
Public Access - required after hours - needs area lock-off from rest of school	Yes	
Exit door access	Yes	Second exit from area needed

Environmental Conditions - w/ DAC and energy management system		Yes / No	Notes
Temperature Control in Space Summer 74° Fdb(+/- 4°Fdb) Winter 72° Fdb (+/- 4 ° Fdb)		Yes	Desire own space control. Follow ASHRAE 55-2004
Humidity Control - do not exceed 50% except during storm activity		Yes	
Separate HVAC Zone beyond normal system design		No	
Enhanced Air Filtration Requirements Needed for :	High winds / dust	Yes	Design for IAQ to follow ASHRAE 62.1-2004
Room Air Pressure	Positive	Yes in 1- 9	
	Negative	Yes in 10	
	Special Exhaust	Yes in 4, 10	for copier and RR
Windows:	Exterior Windows / Skylights / Solar Tubes	Yes in 2,3,7,8	Reduce glare / heat transfer, with blind / shade
	One unit operable with screen is preferred per occupied space	Yes in 2,3,7,8	HVAC system choice may require fixed units
	No Exterior Windows Expected. May Borrow Daylight from other Space	Yes in 1,6	

Plumbing				Yes / No	Notes
Restroom fixtures per code				Provide HW / CW in all sinks	
Sink	Type Dble SS kitchen sink		Disposal needed	No	
Sink:	Type Deep single SS bar sink in cabinet		Disposal needed	No	
Sink:	Type Custodial sink		Disposal needed	No	
Sink:	Type Deep single SS w/ gooseneck and DF		Disposal needed	Yes, in 4 at coffee bar	

Electrical / Special Systems Performance Notes

Provide outlet proximity to all equipment. The area will have high speed WiFi access and hard wired desktop units for administrative functions. Offices will have outlets per code and outlet ethernet / VOIP jacks for each workstation location. Where possible all lighting will have occupancy sensors with janitorial lamping settings, and where possible be interfaced with natural light sensors to modulate the room's light levels. Design lighting systems for energy conservation and to reduce glare on computer screens. PA, fire alarm, strobes, call-back voice activated, emergency lighting systems to be in all CR and office areas. All workstations will have VOIP phone potential. Provide digital clock on wall. All spaces with doors or windows to exterior, vault room, commodities room, and principal office to have security sensors and lock down screening. Provide security cameras in all circulation areas.

Appliances (Residential Models)			Yes / No	Notes
Refrigerator (with ice maker hookup min. 28 cu.ft.)	x	Undercounter w/o ice	Yes in 4	
Freezer (min. 28 cu.ft.)				
Ice Maker (on or under counter type)				
Dishwasher (under counter built-in ADA)				
Washer (1 each), with washer box, cw,hw, sanitary,vent.				
Dryer (1 each), with wall dryer vent, 4" dia outlet, electric				
Gas Range with Oven with Hood (Training Kitchen)		All ADA units		
Electric Range with Oven with Hood (Training Kitchen)		All ADA units		
Gas or Electric Cook Top, with Hood (Training Kitchen)		All ADA units		
Gas Range with Oven with Commercial Hood and Fire Suppression		All ADA units		
Microwave / Oven Wall Unit	x	MW Counter Unit	Yes in 4	

Furnishings/Equip/Surfaces	Space Ref #	Parent Room	Waiting	Secretary	Copier / Coffee	Vault / Files	Clerk	Principal	Asst Principal	Storage	RR
	# of Spaces	1	1	1	1	1	1	1	1	1	1
Instructor Desk, WS, & Chair & 2 files											
Office 'L' Desk with Credenza & Chair & 2 files			1		1	1	1	1			
Waiting adult chairs		4									
File Cabinets			2	10	2	2	2	2			
Adult Chairs			2					2		1	
Table: waiting room	24" by 48"	1									
Table: Conference w/ 12 Chairs	36" by 84"										
Table: Office with 4 chairs	Rnd 48"	1			1	1	1				
Computer Workstation (student)										1	
Ceiling-Mounted WiFi Projector											
Tackboard 4' by 4'		1	1		1	1	1	1		1	
Whiteboard 4' by 4'					1	1	1			1	
Carpet		Yes	Yes		Yes	Yes	Yes	Yes		Yes	
VCT / Sheet Floor, Polished Concrete	All halls			Yes					Yes		
Acoustically treat room for unique use					Yes	Yes	Yes	Yes		Yes	

Special Equipment Notes: In waiting area provide US / NM flags and LED/ flat screen with wall / ceiling bracket. Casual furniture and lighting can be incorporated into the room if space allows.

Acoustical Conditions

HVAC Background Noise level	dBa Level	35	35	35	35	35	35	35	35
Speech Privacy per ANSI S12.60-2002 Table 3.d.	Yes / No			Yes				Yes	Yes
Sound Transmission to Neighbor	STC Level	45	45	45	45	45	45	45	45
Reverberation	Seconds								

Storage and General Notes

General Area Notes: Provide a minimum 4' by 12' display surface in the hall for admin area. Provide room # / name signage for all occupied space per ADA All walls will not transfer impact noise on WB / CB to adjacent space. All offices desire windows to exterior if possible and windows to inner open office area to create a connection to the main area. Provide blinds in all windows. It is imperative that the offices in this area have sound privacy.

Speciality Notes:
The **waiting area / front desk area** to be integral with the public entry but lockable after hours. There will be only one visitor / main entry to allow easy control of persons coming onto the campus. The front desk will be ADA accessible casework or modular furniture units of about 16' of desk height units, combining 2 workstations, storage units, multiple drawer units, and privacy panels and patronage ledge where possible. Staff in this area supervise the fire alarm, PA panels. Provide for small copier and printer in this area.

Secretary area is central to the admin area and is configured as an open office layout. Include copiers/gestetners. This area is buffered from the public and controls access to the principals, file room, and conference room. A second exit out of this area to avoid difficult situations is desired.

Principal and Assistant Principal offices are private offices with windows both to exterior and the secretarial area. Counselor and social worker offices are similar but can be located away from administration open office area to encourage students to see them. There is no built-in casework.

The **vault/file room** is a high security space for storage of personnel and student files and high dollar property. Relocate current files.

The admin area is the first impression for the school after the front door experience. Make image positive, friendly, and easy to find. The entry will be well lit and obvious with signage visible from approach road.

Commodities Storage needs to have nearby truck access. Allow for palette storage of paper in the middle, provide about 4x 36"W,24"D,74"H lockable cabinets and about 24' of 18" open shelving units on one wall. Other wall for bulk storage area as bicycles etc.

Copier, Coffe, suppplies space is for two copiers, a coffee bar, 48" uppers lowers with bar sink, and 48"w by 24"D by 84" tall storage

These conceptual diagrams represent one way to organize the spaces, but reflect a compact admin area that controls the public / visitor entry, and is situated along the main route for the large group / public destinations: cafeteria, library, and gym.

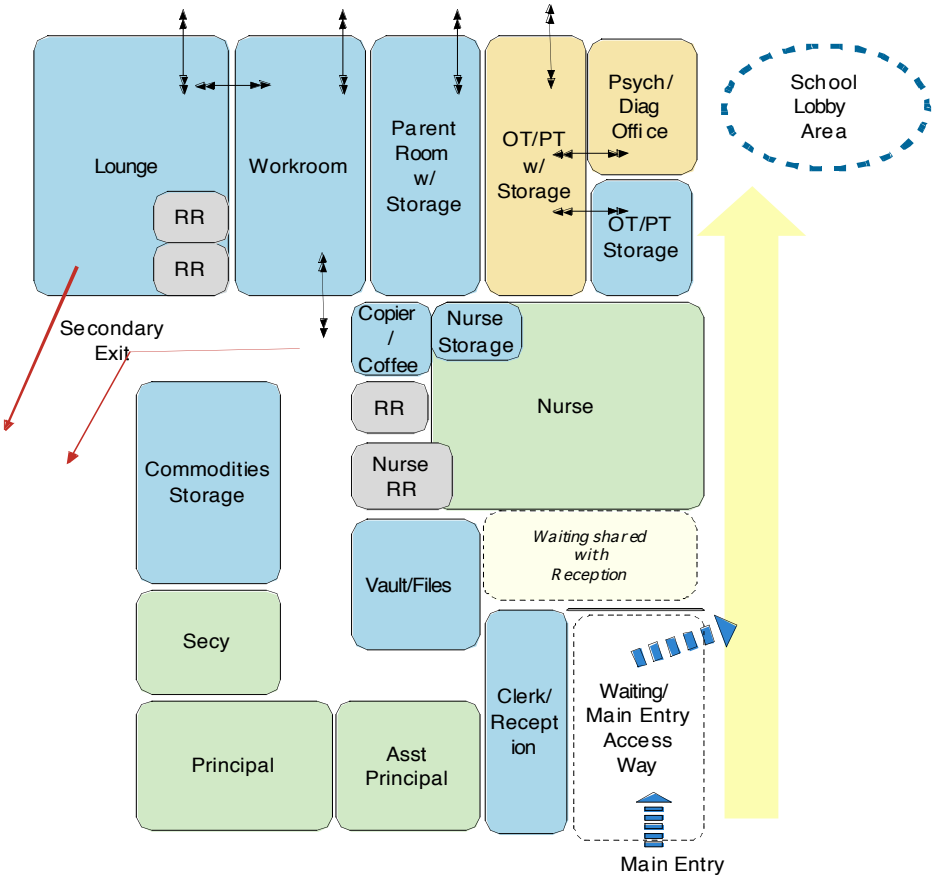
Visual Interpretation of Space Relationships

This administration shall have the following concepts:
* Full view of entry hall with obvious entry to administration
* Friendly atmosphere with age appropriate waiting
* Can be locked off from hall for after hours.
* With nurse's office adjacent
* ADA ready
* Acts as buffer to access to other admin offices
* Open area for ease of supervision and alert for help with visitor

The front of the school will be obvious scaled for importance, and with parking adjacent for ADA and short term visitors.

Relationship Diagram

The admin area is the first impression for the school after the front door experience. Make image positive, friendly, and easy to find. The entry will be well lit and obvious with signage visible from approach road. **The diagram was developed for illustration needs only during programming**.



Supporting Administration - 2

Ref #	Space Name	# Spaces
10b	Workroom	1
11	Lounge	1
12	Counselor	1
13	Social Worker	1
14	SPED OT/PT w/ storage closet 1/4 CR	1
15	Office Psychologist, SPED SW, Diagnostician	1
16	IT Server room	1
17	Custodial Storage and office for 2	1
18	Custodial Closets to be provided but in TARE	Determined by District
19	Custodial Site Storage	

Lounge areas are comfortable and calming

Daily Occupancy Use	Yes / No	Notes
9 Hours (7:30 - 4:30)	Yes	
After Hours Use - is likely - so locate in lock-off zone	Yes in 17-19	
Public Access - required after hours - needs area lock-off from rest of school	No	
Exterior door access	Yes to 11 and 19	

Environmental Conditions - w/ DAC and energy management system		Yes / No	Notes
Temperature Control in Space Summer 74° Fdb(+/- 4°Fdb) Winter 72° Fdb (+/- 4 ° Fdb)		Yes but 19	Desire own space control. Follow ASHRAE 55-2004
Humidity Control - do not exceed 50% except during storm activity		Yes but 19	
Separate HVAC Zone beyond normal system design		Yes in 16	
Enhanced Air Filtration Requirements Needed for :	High winds / dust	Yes in 10-16	Design for IAQ to follow ASHRAE 62.1-2004
Room Air Pressure	Positive	Yes 10-14	
	Negative	Yes 15-17	
	Special Exhaust	Yes in 17-19	
Windows:	Exterior Windows / Skylights / Solar Tubes	Yes in 11,12,13	Reduce glare / heat transfer, with blind / shade
	One unit operable with screen is preferred per occupied space	Yes in 11,12,13	HVAC system choice may require fixed units
	No Exterior Windows Expected. May Borrow Daylight from other Space	Yes in 10, 14	

Plumbing				Yes / No	Notes
Restroom fixtures per code				Provide HW / CW in all sinks. For lounge restrooms.	
Sink	Type Dble SS kitchen sink		Disposal needed	Yes in 11	
Sink:	Type Deep single SS bar sink in cabinet		Disposal needed	Yes in 10,12,13	
Sink:	Type Custodial sink		Disposal needed	As needed per District	

Electrical / Special Systems Performance Notes

Provide outlet proximity to all equipment. Offices will have outlets per code and outlet ethernet / VOIP jacks for each workstation location. Where possible all lighting will have occupancy sensors with janitorial lamping settings, and where possible be interfaced with natural light sensors to modulate the room's light levels. Design lighting systems for energy conservation and to reduce glare on laptops used by each student in each CR. PA, fire alarm, strobes, call-back voice activated, emergency lighting systems to be in all CR and office areas. All workstations and CR will have VOIP phone potential. Run technology cabling in easy access cable trays and oversized conduit to make future changes convenient. Provide digital clock on wall or on TV / flat screen. All spaces with doors or windows to exterior, lounge, and computer areas to have security sensors and lockdown screens. Provide security cameras in all circulation areas.

In lounge provide outlets on counter for two microwave ovens and 4 crockpots. Allow for one vending machine. Allow for phone use in this space.

Appliances (Residential Models)			Yes / No	Notes
Refrigerator (with ice maker hookup min. 28 cu.ft.)		Undercounter w/o ice	Yes in 11	
Freezer (min. 28 cu.ft.)				
Ice Maker (on or under counter type)				
Dishwasher (under counter built-in ADA)			Yes in 11	
Washer (1 each), with washer box, cw,hw, sanitary,vent.				
Dryer (1 each), with wall dryer vent, 4" dia outlet, electric				
Gas Range with Oven with Hood (Training Kitchen)		All ADA units		
Electric Range with Oven with Hood (Training Kitchen)		All ADA units	Yes in 11	
Electric Cook Top, with Hood (Training Kitchen)		All ADA units		
Gas Range with Oven with Commercial Hood and Fire Suppression		All ADA units		
Microwave / Oven Wall Unit	X	MW Counter Unit	Yes in 11	2 units

Furnishings/Equip/Surfaces	Space Ref #	Workroom	Lounge	Counselor	Social Worker	IT Server Rm.	Cust. Office	Custodian Closets	Site Storage		
	# of Spaces	1	1	1	1	1	1		1		
Instructor Desk, WS, & Chair and 2 files							2				
Office 'L' Desk with Credenza & Chair and 2 files				1	1						
Student Desk / Chair Combo with book shelf											
Student Chairs											
Adult Chairs											
Table: Lounge tables with four chairs	48" by 48"		5								
Table: work with 2 chairs	30" by 72"	2									
Table: Office with 4 chairs	Rnd 48"			1	1						
Ceiling-Mounted WiFi Projector											
Tackboard 4' by 4'	I each by WB	1	1	1	1	1	1				
Whiteboard 8' by 4'		1	1								
Carpet			Part	Yes	Yes						
VCT / Sheet Floor		Yes	Part			Yes	Yes	Yes	Yes		
Acoustically treat room for unique use											

Special Equipment Notes: In workroom, and lounge provide US / NM flags and LED / flat screen with wall bracket. In lounge plan for 1 vending machines

Acoustical Conditions

HVAC Background Noise level	dBa Level	43	45	35	35
Speech Privacy per ANSI S12.60-2002 Table 3.d.	Yes / No			Yes	Yes
Sound Transmission to Neighbor	STC Level	50	50	45	45
Reverberation	Seconds	0.6	1	0.7	0.7

Storage and General Notes

General Notes: Provide room # / name signage for all occupied space per ADA. Areas of the school to be identifiable with color / graphics scheme.
Teachers' Lounge - The lounge will have windows to exterior. There will be kitchenette cabinets of a12"W, 24"D, 34"H 5*drawer unit; a 24"W, 24"D, 34"H DW unit,; 48"W, 24"D, 34"H triple sink unit, two 24"W, 24"D, 34"H storage, and 24"W, 24"D, 34"H drawer / storage unit with matching 15"D, 30"H uppers (except over sink)

Workroom - Provide typical classroom casework in this space.

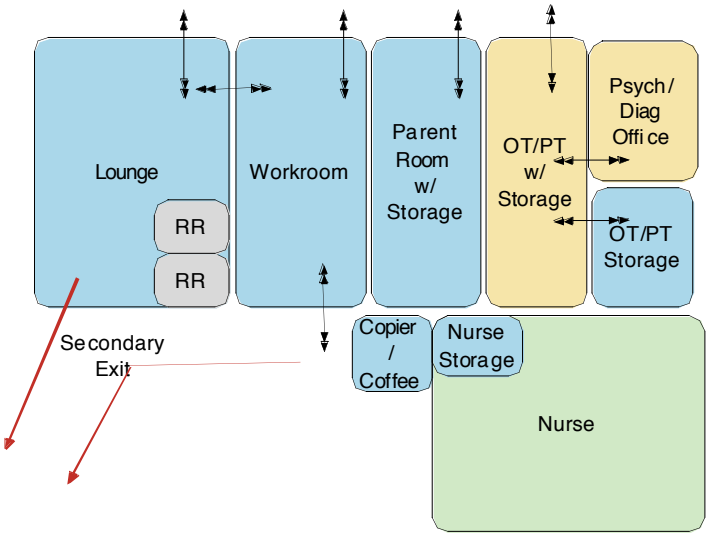
Custodial - provide chemical storage units in this space with spill lip shelving. Vent room of fumes. Provide custodial sinks, racks, and shelving for supplies. Configure room / closet for easy cart storage.

Counselor will need 2*48"W,48"H,18"D shelving, 2 file cabinets and the 6' cabinet unit described for the SLP on SPED sheet.
Social Worker - provide 6' cabinet unit as SLP and provide 48"W, 84"H , 24"D wardrobe for clothing bank use.

Relationship Diagram

The lounge is preferred to be adjacent to administration for mail and dialog with administrators. The lounge should have an exterior patio sheltered from student view.

The diagram was developed for illustration needs only during programming.



Nurse's Area

Ref #	Space Name	# Spaces
1	Waiting sharing with reception	1
2	Nursing assistant	1
3	Cot area with curtains	1
4	First aid area	1
5	Office	1
6	Storage	1
7	Restroom ADA	1

Photo of Nurse's Area Elements

Daily Occupancy Use	Yes / No	Notes
9 Hours (7:30 - 4:30)	Yes	
After Hours Use - is likely - so locate in lock-off zone	Possible	Locate so accessible for evening events
Public Access - required after hours - needs area lock-off from rest of school	No	
Exterior door access	No	Exterior door allowed into: None

Environmental Conditions - w/ DAC and energy management system		Yes / No	Notes
Temperature Control in Space Summer 74° Fdb(+/- 4°Fdb) Winter 72° Fdb (+/- 4 ° Fdb)		Yes	Desire own space control. Follow ASHRAE 55-2004
Humidity Control - do not exceed 50% except during storm activity		Yes	
Separate HVAC Zone beyond normal system design		Yes	Due to contamination and smell
Enhanced Air Filtration Requirements Needed for :	High winds / dust	No	Design for IAQ to follow ASHRAE 62.1-2004
Room Air Pressure	Positive	No	
	Negative	Yes for nurse's suite #1-7	
	Special Exhaust	Yes for nurse's suite #1-7	
Windows:	Exterior Windows / Skylights / Solar Tubes	Yes 2,5	Black out needed if in cot area #3
	One unit operable with screen is preferred per occupied space	Yes	Avoid operable windows in cot area #3
	No Exterior Windows Expected. May Borrow Daylight from other Space	Yes 1,3,4	

Plumbing				Yes / No	Notes
Restroom fixtures per code				Provide HW / CW in all sinks	
Sink	Type Single deep SS unit for first aid		Commercial unit	Yes in 4	
Sink:	Type Lav		Clay trap needed	Yes in 7	Also toilet.
Sink:	Type		Disposal needed		
Shower	Type ADA roll-in			Yes in 7	
	ADA toilet			Yes in 8	

Electrical / Special Systems Performance Notes

Provide outlet proximity to all equipment listed in this Criteria Sheet. Offices will have outlets per code and ethernet / VOIP jacks for each workstation location. Where possible all lighting will have occupancy sensors with janitorial lamping settings, and where possible be interfaced with natural light sensors to modulate the room's light levels. Design lighting systems for energy conservation and switch lighting in cot area so lights for individual cots can be turned off. PA, fire alarm, strobes, call-back voice activated, emergency lighting systems to be in all major spaces and office areas. All workstations will have VOIP phone potential. All spaces with doors or windows to exterior, file room, and computer labs to have security sensors and lock down screens. Must be able to adjust lighting in first aid, office, restroom and cot areas to minimize impact on migraine patients.

Provide "help" buttons in nurse's office, first aid and restroom areas. Alarm to sound in main admin front desk. Provide link to "help" buttons between nurse's office, D-level SpEd classroom, and administration office.

Appliances (Residential Models)			Yes / No	Notes
Refrigerator (with ice maker hookup min. 28 cu.ft.)	x	Undercounter w/o ice	Yes below counter in first aid area #4 and in nurse's office #5	
Freezer (min. 28 cu.ft.)				
Ice Maker (on or under counter type)			Yes on counter in first aid area #4	
Dishwasher (under counter built-in ADA)				
Washer (1 each), with washer box, cw,hw, sanitary,vent.			Need access to one in kitchen	
Dryer (1 each), with wall dryer vent, 4" dia outlet, electric			Need access to one in kitchen	
Gas Range with Oven with Hood (Training Kitchen)		All ADA units		
Electric Range with Oven with Hood (Training Kitchen)		All ADA units		
Gas or Electric Cook Top, with Hood (Training Kitchen)		All ADA units		
Gas Range with Oven with Commercial Hood and Fire Suppression		All ADA units		
Microwave / Oven Wall Unit		MW Counter Unit		

Furnishings/Equip/Surfaces	Space Ref #	Waiting	Assistant	Cot Area	First Aid	Office	Storage	RR			
	# of Spaces	1	1	1	1	1	1	1			
Instructor Desk, WS, & Chair & 2 file cabinets											
Office 'L' Desk with Credenza & Chair & 2 file cabinets						1					
Student Desk / Chair Combo with book shelf											
Student / Adults Chairs		6			2	2					
Health Cots with hospital pull curtains on a track				2 hopefully 3							
Table: Classroom with book shelf	36" by 72"										
Table: Conference w/ 12 Chairs	36" by 84"										
Table: Office with 4 chairs	Rnd 48"										
Small table desk with chair			1								
Tackboard 4' by 4'			1								
Whiteboard 8' by 4'											
Carpet											
VCT / Sheet Floor,		Yes	Yes	Yes	Yes	Yes	Yes	Yes			
Carpet											
Acoustically treat room for unique use						Yes					

Special Equipment Notes: In suite provide US / NM flags. See General notes for more equipment.

Acoustical Conditions

HVAC Background Noise level	dBa Level	43	43	43	43	35
Speech Privacy per ANSI S12.60-2002 Table 3.d.	Yes / No					Yes
Sound Transmission to Neighbor	STC Level	50	50	50	50	45
Reverberation	Seconds	0.6	0.6	0.6	0.6	0.6

Storage and General Notes

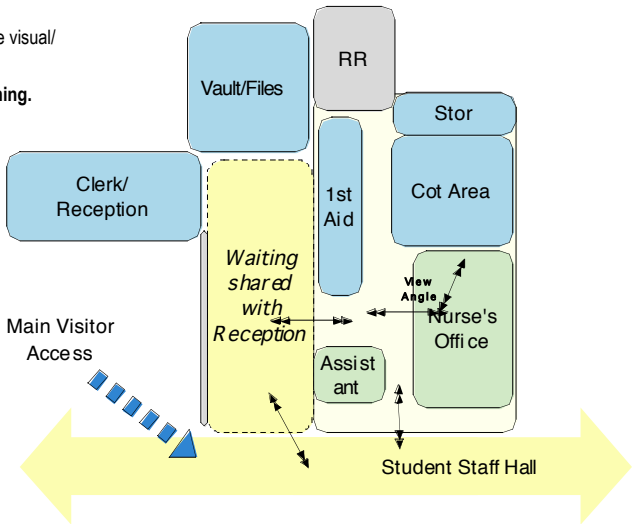
General Suite Notes: Provide room # / name signage for all occupied space per ADA. For specific languages include in second language also. Areas of the school to be identifiable with color / graphics scheme. Incorporate graphic walls into every area. The nurse's first aid area needs a minimum of 1x 12" W, 24"D, 34"H four drawer base, 1x 24"W,24"D,34"H refrigerator unit, 24"W,24"D,34"H sink unit and 36"W, 24"D, 34"H base storage with like uppers 15"D, 30"H except over sink where mirror and light are mounted. This creates a 36" counter 24" sink unit and 36" counter for first aid. Provide outlets for each 36" counter area.

Speciality Notes: In the nurse's storage provide room for 2x36"W,18"D,78" H storage units, and a spare wheelchair and crutches. In nurse's restroom provide full height mirror, and wall cabinet 36"W, 15"D for sterile storage, and 30" H lockable in addition to normal accessories at tiolet / lav units. In nurse's office provide lockable wall type medicine cabinet and area for lockable small refrigerator. In first aid area provide 24"W,24"D,34"H stand for ear and eye testing (for titmus vision machine and audiometer. Include power to unit.). Provide 36" wardrobe cabinet to store change of clothes for students. Nurse's area at Santa Teresa ES is a good example. In this list the Nurses' office seconds as an audio testing room

Relationship Diagram

The nurse's area needs to be next to or part of admin area. It needs to be in the main circulation area of the school. The nurse needs to have easy EMT gurney access.
Design so waiting area does not have visual connection to cot or first aid area. Ensure view to exterior if possible.
Proximity to a conference room for abuse investigation meetings is important.
Note - nurses office to have visual control of area with door open, but absolute visual/ audio privacy with door closed.

The diagram was developed for illustration needs only during programming.



Consider open area for ease of two adults and student moving

Media Center

Ref #	Space Name	# Spaces
1	Circulation Desk Area	1
2	Visiting Class Table Area	1
3	Computer WS Research	1
4	Open Stack Area (by volumes)	1
5	Class Reading Area	1
6	Librarian Office, Receiving, Repair	1
7	Teacher AV / Media Resource Storage	1
8	Expanded computer area (testing / research / new technologies	

Visibility is Important, prefer wide open effect

Daily Occupancy Use	Yes / No	Notes
9 Hours (7:30 - 4:30)	Yes	
After Hours Use - is likely - so locate in lock-off zone	Yes	
Public Access - required after hours - needs area lock-off from rest of school	Yes	For meetings and community library use
Exterior door access	Yes	Exterior door allowed but prefer through gated patio

Environmental Conditions - w/ DAC and energy management system	Yes / No	Notes
Temperature Control in Space Summer 74° Fdb(+/- 4°Fdb) Winter 72° Fdb (+/- 4 ° Fdb)	Yes	Need own space control. Follow ASHRAE 55-2004
Humidity Control - do not exceed 50% except during storm activity	Be more restrictive	
Separate HVAC Zone beyond normal system design	Yes	Needs temperature and humidity control
Enhanced Air Filtration Requirements Needed for : high winds dust	Yes	Design for IAQ to follow ASHRAE 62.1-2004
Room Air Pressure Positive	Yes	
Negative	n/a	
Special Exhaust	n/a	
Windows: Exterior Windows / Skylights / Solar Tubes	Yes but 6,7	Reduce glare / heat transfer, with blind / shade
One unit operable with screen is preferred per occupied space	Yes	HVAC system choice may require fixed units
No Exterior Windows Expected. May Borrow Daylight from other Space	Yes in 6,7	

Plumbing				Yes / No	Notes
Restroom fixtures per code				Provide HW / CW in all sinks	
Sink	Type Single SS with goose neck lever faucet		Commercial unit	Yes in 6	
Sink:	Type		Clay trap needed		
Sink:	Type		Disposal needed		
Eye Wash					

Electrical / Special Systems Performance Notes

Provide outlet proximity to all equipment, be able to accommodate up to 25 laptops plugged into power cart, have an outlet and ethernet / VOIP jacks in the staff desk location, have power and ethernet to ceiling projector location (future equipment) and interface ability between laptop, SmartBoard / Panel screen, ELMO / ceiling projector, etc. as defined in the District's Technology Plan. The room will have high speed WiFi access. Offices will have outlets per code and outlet ethernet / VOIP jacks for each workstation location. Where possible all lighting will have occupancy sensors with janitorial lamping settings, and where possible be interfaced with natural light sensors to modulate the room's light levels. Design lighting systems for energy conservation and to reduce glare on laptops and bank control areas to allow preset actions. PA, fire alarm, strobes, call-back voice activated, emergency lighting systems to be in all CR and office areas. All workstations and CR will have VOIP phone potential. Provide digital clock on wall or on LED / flat screen. All spaces with doors or windows to exterior to have security sensors and lock down screens.

Appliances (Residential Models)			Yes / No	Notes
Refrigerator (with ice maker hookup min. 28 cu.ft.)		Undercounter w/o ice		
Freezer (min. 28 cu.ft.)				
Ice Maker (on or under counter type)				
Dishwasher (under counter built-in ADA)				
Washer (1 each), with washer box, cw,hw, sanitary,vent.				
Dryer (1 each), with wall dryer vent, 4" dia outlet, electric				
Gas Range with Oven with Hood (Training Kitchen)		All ADA units		
Electric Range with Oven with Hood (Training Kitchen)		All ADA units		
Gas or Electric Cook Top, with Hood (Training Kitchen)		All ADA units		
Gas Range with Oven with Commercial Hood and Fire Suppression		All ADA units		
Microwave / Oven Wall Unit		MW Counter Unit		

Reading zones can be defined many ways

Furnishings/Equip/Surfaces	Space Ref #	Circulation	Class Area	Computer area	Open Stack	Reading area	Office	Storage			
	# of Spaces	1	1	1	1	1	1	1			
Instructor Desk, WS, & Chair & 2 files:											
Office 'L' Desk with Credenza & Chair							1				
Specialty Chairs				4	8	8					
Student Chairs			24				2				
Adult Chairs		2		Note: Current Furniture may be reusable due to condition.							
Table: Wood	42" by 60"		6								
Computer workstation w/ chair		1	2	24							
Table: Office with 4 chairs	Rnd 48"										
Ceiling-Mounted WiFi Projector			1								
Tackboard 8' by 4' or (2) 4' by 4' Ea Space		0.5	0.5	0.5	2	1	0.5				
Whiteboard 8' by 4'		1 freestanding									
Carpet		Yes	Yes	Yes	Yes	Yes	Yes				
VCT / Sheet Floor, Polished Concrete	All halls						Yes				
Acoustically treat room for unique use		Yes	Yes	Yes	Yes	Yes					

Special Equipment Notes: In all areas provide pencil sharpener with block, US / NM flags, space for overhead projector on cart (18" sq), map hangers at reachable height, 8' by 8' powered screen, and TV / flat screen with wall / ceiling bracket.

Acoustical Conditions

HVAC Background Noise level	dBa Level	45	45	45	45	45	38
Speech Privacy per ANSI S12.60-2002 Table 3.d.	Yes / No						Yes
Sound Transmission to Neighbor	STC Level	50	50	50	50	50	50
Reverberation	Seconds	0.7	0.7	0.7	0.7	0.7	na

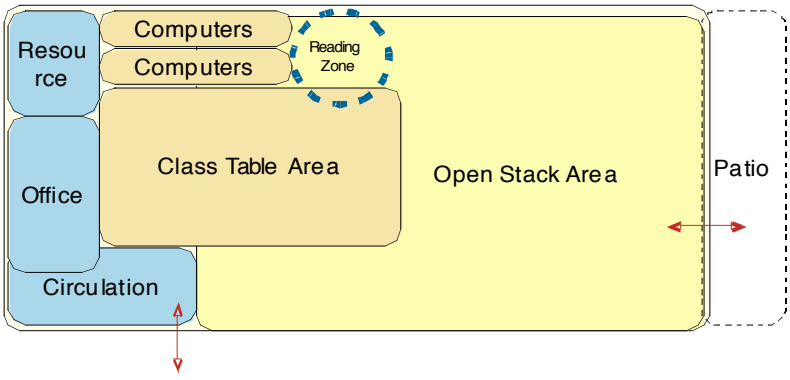
Storage and General Notes

General Notes: Provide room # / name signage for all occupied space per ADA. Areas of the school to be identifiable with color / graphics scheme. Provide noise vestibule into library if possible. Consult Standards for New Meico School Libraries, March 2004, for further hoped for amenities.

Speciality Notes:

1. Tables and chairs to be easily supervised for one class.
2. Provide a one workstation circulation desk with ADA heights, with book drop unit, storage unit, workstation unit, drawer and storage unit, and blank unit for book cart, for about an 12 ln.ft. design. Location to have most advantagious view angles into all areas of the library.
3. Recommended collection to reach 12,500 volumes. Current shelving (34 tall 36" wide 5 shelves) is adequate for such a collection but too high needing in addition to the 8x 36" wide / 42" tall double sided units, need similar but for 34 shelves. Reuse of shelving to be determined in design.
4. In reading area provide 3 carousels for book display and soft area rug over carpet.
5. Office area is to be separate from the main library space. Provide casework in Office : 3x 36"W,24"D,34"H base units with sink and matching uppers at 15"D, 30"H.
6. In the AV storage allow for 6x 36"W, 12"D, 78"H open metal shelving units and space for 4x 24' by 30" carts for TV etc.
7. Note: Using the 'Specials" rotation system, there is generally only one class at a time in the library. Desire to allow 2 with teacher supervising the second class.
8. Design to be able to display on top of shelving and on long unbroken wall areas.

Relationship Diagram



Look at sound vestibule with display opportunities

The media center / library is located in the front of the school. It should be located off the main hall system. Being the largest "good ambiance" meeting room it needs after hours public access capability.

The diagram was developed for illustration needs only during programming. The Media Center is ZONED as follows: enter through ***sound vestibule*** *with displays visible from inside and outside of center, the* ***circulation area*** *as the visual hub of the library with office area and AV storage adjacent; then with immediate access to the* ***open class area*** *and* ***stack area*** *designed to allow some beginner book shelf units of no more than 3 shelves to advanced reading up to 5 shelves but with view angles (allow for some reading chairs and small project tables); then a* ***group reading area*** *(soft rug on the carpet); and a* ***computer research zone****.*

Create safe open efficient layout

Kitchen / Dining Area / Gym

Ref #	Space Name	# Spaces
1	Dining Area	1
2	Table Storage	1
3	Serving	1
4	Kitchen All areas but Walk-ins	1
5	Kitchen Ref and Freezer Walk-ins	1
6	Gym	1
7	PE Office	1
8	PE Storage (first 6' rec program area)	1
9	Chair Storage	1
10	Stage Storage (stage modular 16' by 32')	1 each

Daily Occupancy Use

	Yes / No	Notes
9 Hours (5:30- 2:30) kitchen (7:30 - 4:30) Other spaces	Yes	
After Hours Use - is likely - so locate in lock-off zone	Yes	
Public Access - required after hours - needs area lock-off from rest of school	Yes in 1-2 and 6	
Exterior door access	Yes	Into #1 and out of kitchen direct for deliveries

Environmental Conditions - w/ DAC and energy management system

	Yes / No	Notes
Temperature Control in Space Summer 74° Fdb(+/- 4°Fdb) Winter 72° Fdb (+/- 4 ° Fdb)	Yes	Desire own space control. Follow ASHRAE 55-2004
Humidity Control - do not exceed 50% except during storm activity	Yes	
Separate HVAC Zone beyond normal system design	Yes in 3, 4, 5	
Enhanced Air Filtration Requirements Needed for : high winds / dust	Yes	Design for IAQ to follow ASHRAE 62.1-2004
Room Air Pressure — Positive	Yes in 1-2, 6-10	
Negative	Yes in 3, 4, 5	negative relating to rest of school
Special Exhaust	Yes in 1,4,6 RR	Including hood over cook line
Windows: Exterior Windows / Skylights / Solar Tubes	Yes in 1,6	Reduce glare / heat transfer, with blind / shade
One unit operable with screen is preferred per occupied space	Yes in 1,6	HVAC system choice may require fixed units
No Exterior Windows Expected. May Borrow Daylight from other Space	Yes in 3,4,7	

Plumbing

				Yes / No	Notes
Restroom fixtures per code				Provide HW / CW in all sinks and water using equipment	
Sink:	Type Hand sink		Disposal needed	Yes in kitchen	
Sink:	Type 2 compartment SS veg sink	X	Disposal needed	Yes in kitchen	
Sink:	Type 3 compartment SS pot sink	X	Disposal needed	Yes in kitchen	
Sink:	Type Custodial sink		Disposal needed	Yes for kitchen	
Commercial dishwasher		X	Disposal needed	n/a	
Commercial fire protection in hood				Yes in kitchen	

Electrical / Special Systems Performance Notes

Provide outlet proximity to all equipment , In Dining have power and ethernet to ceiling projector location (future equipment) and interface ability between laptop, SmartBoard / screen, ELMO / ceiling projector, etc. as defined in the District's Technology Plan. The room will have high speed WiFi access capable of 30 laptops accessing search engines simultaneously for registration along one wall of the cafeteria. Offices will have outlets per code and outlet ethernet / VOIP jacks for each workstation location. Where possible all lighting will have occupancy sensors with janitorial lamping settings, and where possible be interfaced with natural light sensors to modulate the room's light levels. PA, fire alarm, strobes, call-back voice activated, emergency lighting systems to be in all CR and office areas. Provide digital clock on wall or on TV / flat screen. All spaces with doors or windows to exterior to have security sensors. LIGHTING (if stage area is part of the dining area): provide stage lighting system on ceiling hung racks with a minimum of 16 PAR-38 fixtures, 8/16 channel controller, dimmer packs, cabling, clamps, and gel sheets. Provide stereo PA / MIC / AMP / RECORD / system with balanced speaker distribution to set up for a speaker on stage, amps on stage, in dining for all grade lectures and in gym for dances. Allow for mic jacks and internet access in dining / gym areas.

Provide point of sale connections at end of serving and in opposite corner of room, and in #7, 8, and own phone # for food service. Need bell and view hole at delivery door.

Appliances (Residential or Commercial Models)

			Yes / No	Notes
Refrigerator 8' by 12' walk-in	X	Commercial unit	Yes in 4,5 kitchen	In 7 PE office allow for mini-ref / freezer
Freezer 8' by 10' walk-in	X	Commercial unit	Yes in 4,5 kitchen	
Ice Maker (on or under counter type)	X	Commercial unit	Yes in 4,5 kitchen	
Dishwasher (under counter built-in ADA)		Commercial unit	n/a	
Washer (1 each), with washer box, cw,hw, sanitary,vent.			Yes in kitchen RR area	
Dryer (1 each), with wall dryer vent, 4" dia outlet, electric			Yes in kitchen RR area	
Gas Range with Oven with Hood			Yes in 4,5 kitchen	See list of equipment - design as full cooking kitchen
Gas Range with Oven with Commercial Hood and Fire Suppression			Yes in 4,5 kitchen	Serve 550 at breakfast, lunch and snack.
Microwave / Oven Wall Unit	X	MW Counter Unit	Yes in 3, 7	

Furnishings/Equip/Surfaces	Space Ref #	Dining	Table Storage	Serving	Kitchen	Walkins	Gym	PE Office	PE Stor	Chair Storage	Stage Storage
	# of Spaces	1	1	1	1	1	1	1	1	1	1
Instructor Desk, WS, & Chair:and 2 files								2			
Office 'L' Desk with Credenza & Chair											
Student Desk / Chair Combo with book shelf											
Student Chairs											
Stacking Chairs 25-30 each dolly	with dollies									200	
Table: Folding cafeteria tables		12	12								
Stage min 16' by 32'		Op					Op				Stored
Table: Office with 4 chairs	Rnd 48"										
Ceiling-Mounted WiFi Projector		1					1				
Tackboard 8' by 4' or (2) 4' by 4' Ea Space	l each by WB	1			1		1				
Whiteboard 8' by 4'											
VC Tile , Sheet goods		Op					Op				
Slip Resistant		Yes			Yes	~~Yes~~	Yes				
Wood							Op				
Acoustically treat room for unique use		Yes					Yes				

Special Equipment Notes: Provide US / NM flags. Much of the equipment can be relocated to new kitchen. See inventory of usable movable equipment.

Design kitchen per GISD Food Service Standards

Acoustical Conditions

HVAC Background Noise level	dBa Level	45	45
Speech Privacy per ANSI S12.60-2002 Table 3.d.	Yes / No		
Sound Transmission to Neighbor	STC Level	60	60
Reverberation	Seconds	1.2	1.2

Storage and General Notes

General Notes: Provide room # / name signage for all occupied space per ADA. For specific language classes include in second language also. Areas of the school to be identifiable with color / graphics scheme. Incorporate graphic walls into every area so mural / graphic can be detached and replaced

Speciality Notes:
Kitchen area - All surfaces in #3-10 to be cleanable. Consider walls in #4-5-6 to have FRP surfacing. Students use disposable trays and plastic utensils. There is no dishwasher only 3 compartment sink for cooking utensils. See appendix list of equipment that can be reused. Flooring in the kitchen area will be slip resistant surface. Expect to serve a total of about 550 meals during breakfast , lunch, and snack each day. Provide W/D over under units with 6 full lockers and 36" wide full height soap, chemical, cleaning supplies storage. Having two serving lines is best for staffing and meeting demands of "continuous feeding" process.

Kitchen office to be small just to house desk file and two chairs design so has view into kitchen. **Dry storage** has at least 4 x 36"W, 60"H, 24"D wire Metro-type shelving. **Walk-ins** to be modular assemble on site systems with shelving. Coordinate with district Food Service Director.

Custodial storage located in this area has advantages: to process new deliveries, store either tables or chairs, modular stage / shell and supplies.

Dining Area- acoustically modify for performance, provide POS terminal in exit of serving lines, see electrical / special systems performance notes for more detailed needs. Switch lighting to allow subdued level for performance.

Stage - Provide minimum 512 sf modular stage with curtain on U track tied against wall when not used. Stage to be compactly stored when not in use. Orient lighting for stage location.

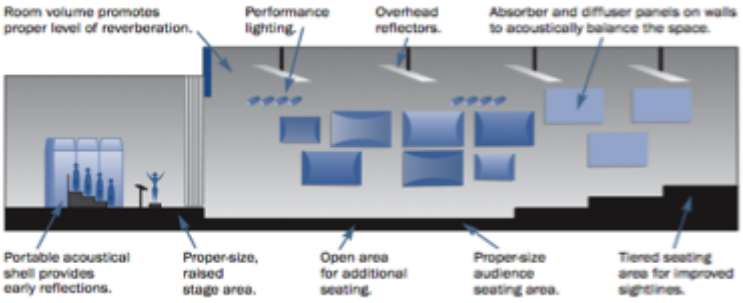
In **PE storage** set chainlink gated wall inset 6' from door to allow (4) 36'w by 24"D by 84" H metal cabinets for other's rec program to be along walls between door and cage. Use double doors into room. PE caged area to have maximum shelving possible allowing for push carts / baskets/ etc to slide under shelves so floor area can be kept clear. Provide hanging storage and ladder to reach.

In **PE office** design to allow for mini refrigerator / freezer, furniture, WiFi ready, telephone, one long wall of 18" deep shelves - full height.

Office and storage rooms off gym should have min 10' ceilings and double doors.

Committee prefers large metal roll door between dining and gym. Consider opening size to relate to stage so have side walls to raised stage for better effect.
Size and mark gym floor playing court so 8 foot safety zones around the court. Provide end of court (at keys) powered retracting BB goals so out of the way for special events. Design end of gym opposite stage location for FUTURE OPTION OF bleachers 9 rows high. Provide for future side wall BB goals in the structure. NOTE: gym is used for voting, spelling bees, zumba, holiday presentations so easy access without entring th e school and being locked off from the school important. Comply with county voting place regulations and 2010 ADA implications. Community likes to play volleyball in gym so try to accommodated ceiling height. .

Conceptual dining area **Conceptual gym area**



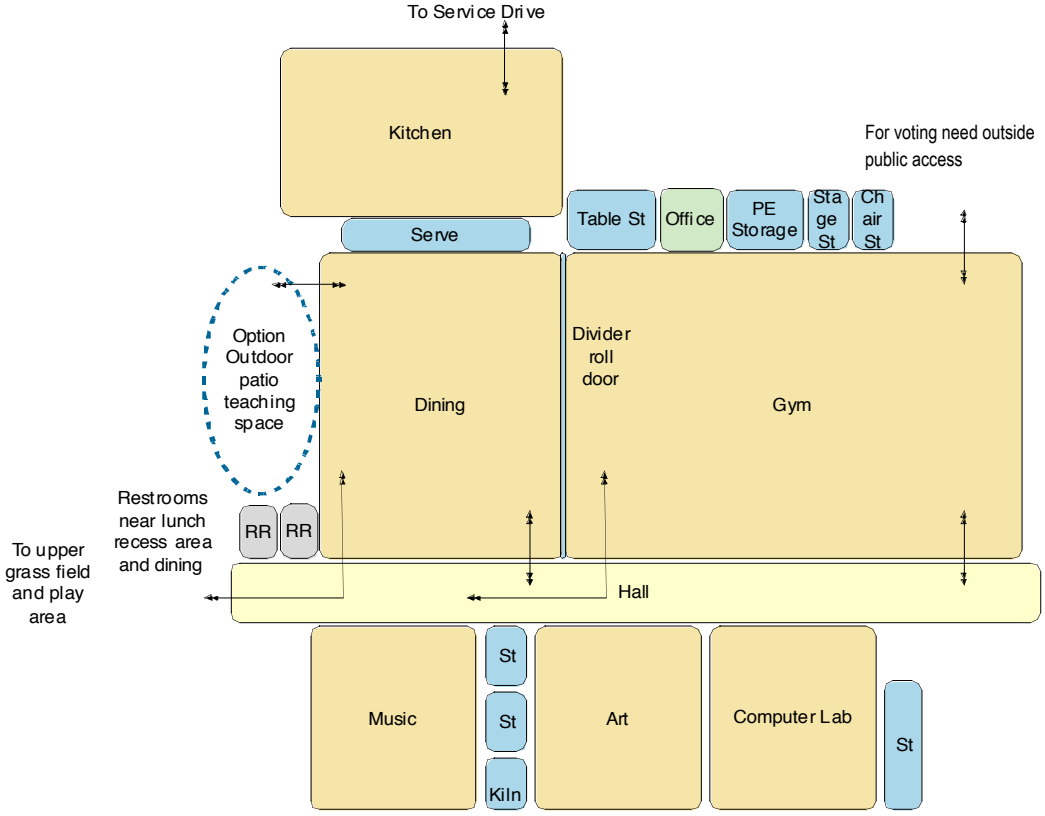
Conceptual design elements of change in shape, acoustical panels. Tiered floor area is NOT expected and the stage is to be moduar but with permanent U shape curtain tied back when stage disassembled is suggested.

Relationship Diagram

The dining will be located so students have direct access to the grass / play area (existing). Available to students will be tree shaded benches / table group areas, relocated playground equipment, perhaps raised planters for seating and variation in group areas, a wall ball wall, and two half court basketball courts (existing). Area should handle 200 students. The dining area handles a "continuous" feed of classes spread about 7 minutes apart. also there is rarely more than 5 classes in the dining area. Three rows of 2 folding tables allows for 6 classes.

14' hydraulic lift truck access to the kitchen and cafeteria is needed. Same truck access into the custodial storage space for deliveries would help. Provide for 10 parking spaces and nearby dumpsters with 20' by 20' covered and fenced recycle yard. Access to the space should use a hall system that does not pass through a classroom area different from age going to lunch. Modify the shape of the room for acoustics - see above for suggestions. Use of the dining room is for dining, musical / drama performance, partial school events for speakers.

The diagram was developed for illustration needs only during programming.



Open Layout in Art CR Desired

Specialty Classrooms

Ref #	Space Name	# Spaces
1	Art Program Classroom	1
2	Art Storage	1
3	Kiln Room	1
4	Music Program Classroom	1
5	Music Storage	1
6	Computer Lab 30 computers	1
7	Storage / Repair	1
8	Instructional Coach Classroom	1
9	Bookroom / Testing storage	1
10		1

Daily Occupancy Use	Yes / No	Notes
9 Hours (7:30 - 4:30)	Yes	
After Hours Use - is likely - so locate in lock-off zone	Yes	
Public Access - required after hours - needs area lock-off from rest of school	No	
Exterior door access	Yes	Exterior door allowed into Art to protected hardscape

Environmental Conditions - w/ DAC and energy management system	Yes / No	Notes
Temperature Control in Space Summer 74° Fdb(+/- 4°Fdb) Winter 72° Fdb (+/- 4 ° Fdb)	Yes	Desire own space control. Follow ASHRAE 55-2004
Humidity Control - do not exceed 50% except during storm activity	Yes	
Separate HVAC Zone beyond normal system design	Yes 6, 9	Use of evap cooling issue in bookroom
Enhanced Air Filtration Requirements Needed for : high winds / dirt	Yes	Design for IAQ to follow ASHRAE 62.1-2004
Room Air Pressure Positive	Yes all but 3	
Negative	Yes in 3	with room exhaust fans
Special Exhaust	Yes #3	Rough-in for possible future kiln through wall exhaust
Windows: Exterior Windows / Skylights / Solar Tubes	Yes #1,4,6,8	Reduce glare / heat transfer, with blind / shade
One unit operable with screen is preferred per occupied space	Yes	HVAC system choice may require fixed units
No Exterior Windows Expected. May Borrow Daylight from other Space	Yes in 3,9	

Plumbing				Yes / No	Notes
Restroom fixtures per code				Provide HW / CW in all sinks	
Sink	Type deep Laundry sink inset in counter	X	Clay trap needed	Yes in #1	Provide 2 sinks with removable faucets w/ wrist blades
Sink:	Type Small bar sink SS		Clay trap needed		
Sink:	Type Single deep SS sink in counter		Disposal needed	Yes in #4,6,8,9	
Eye Wash					

Electrical / Special Systems Performance Notes

Provide outlet proximity to all equipment have an outlet and ethernet / VOIP jacks in the teacher desk location, have power and ethernet to ceiling projector location (future equipment) and interface ability between laptop, SmartBoard / Panel screen, ELMO / ceiling projector, etc. as defined in the District's Technology Plan. The room will have high speed WiFi access. Offices will have outlets per code and outlet ethernet / VOIP jacks for each workstation location. Where possible all lighting will have occupancy sensors with janitorial lamping settings, and where possible be interfaced with natural light sensors to modulate the room's light levels. Design lighting systems for energy conservation and to reduce glare on laptops used by each student in each CR. PA, fire alarm, strobes, call-back voice activated, emergency lighting systems to be in all CR and office areas. Provide digital clock on wall or on TV / flat screen. All spaces with doors or windows to exterior to have security sensors. Provide security cameras in all exterior exit areas.

Provide power per code to kiln and likely power exhaust. Current kiln is old and in storage at time of inteview.

Appliances (Residential Models)			Yes / No	Notes
Refrigerator (with ice maker hookup min. 28 cu.ft.)		Undercounter w/o ice		
Freezer (min. 28 cu.ft.)				
Ice Maker (on or under counter type)				
Dishwasher (under counter built-in ADA)				
Washer (1 each), with washer box, cw,hw, sanitary,vent.				
Dryer (1 each), with wall dryer vent, 4" dia outlet, electric				
Gas Range with Oven with Hood (Training Kitchen)		All ADA units		
Electric Range with Oven with Hood (Training Kitchen)		All ADA units		
Gas or Electric Cook Top, with Hood (Training Kitchen)		All ADA units		
Gas Range with Oven with Commercial Hood and Fire Suppression		All ADA units		
Microwave / Oven Wall Unit		MW Counter Unit		

Furnishings/Equip/Surfaces	Space Ref #	Art Room	Art Storage	Kiln Room	Music Room	Music Storage	Computer Lab	Computer Storage	Instr Coach	Book room	
	# of Spaces	1	1	1	1	1	1	1	1	1	
Instructor Desk, WS, & Chair with 2 files		1			1		1		1		
Office 'L' Desk with Credenza & Chair											
Conference Table with 12 chairs											
Student Chairs	music with stands				24						
Adult Chairs									8		
Computer table with adjustable chair	per computer						30				
Tables 30" by 72" for adults									2		
Table: Art Specialty with 2 chairs / stools		12									
Ceiling-Mounted WiFi Projector		1			1		1		1		
Tackboard 8' by 4' or (2) 4' by 4' Ea Space		1			1		1		1		
Whiteboard 8' by 4'	Art Prefers CB	CB			WB		WB		WB		
Carpet					Yes				Yes		
VCT / Sheet Floor	All halls	Yes	Yes	Yes		Yes	Yes	Yes		Yes	
Exposed ceiling possible		Yes									
Acoustically treat room for unique use					Yes				Yes		

Special Equipment Notes: In all CR provide pencil sharpener with block, US / NM flags, space for overhead projector on cart (18" sq), map hangers at reachable height, 6' by 6' AV manual screen, and TV / flat screen with wall / ceiling bracket.
Specialty Equipment: Assume an electric 60 amp service kiln will be installed in the future with power exhaust.

Acoustical Conditions

HVAC Background Noise level	dBa Level	43	45	43	43
Speech Privacy per ANSI S12.60-2002 Table 3.d.	Yes / No				Yes
Sound Transmission to Neighbor	STC Level	50	60	50	50
Reverberation	Seconds	0.6	1.2	0.6	0.6

Storage and General Notes

Art Program classroom Notes: Provide 2 chart storage units each with 6-8 drawers for up to D size paper. On top of these provide lockable storage cabinets. Then provide 2*24"W, 34"D,78"H storage units for 24 drawing boards (each 24"x36"). Then 21 ln.ft of base storage units / counter (7*36"W, 34" H, 24" D) with three full length 15"D shelving runs for projects. Provide student cubbies for paper and projects in 3*36"W, 18"D, 66"H with units for 24 students. Allow for 8' H tackable display wall about 12' long with track full spectrum lighting. Need 24" minimum above top of cabinets or shelf system for drying of 3-dimensional projects, so 24" plus fire separation top to ceiling sets the ceiling height.

In Art Storage - provide 36"W-15"D shelving units (6 shelves high) as will fit on 2 walls. Provide deep vertical storage as in photo. In **Art Kiln room**- provide as 18" D 48"W 4 shelf units as will fit in the space. Ensure 60amp circuit dedicated to this room and power in vent area on wall provided.

General: Provide a minimum 8' by 4' lockable glass doored, illuminated display cabinet in the hall. Provide room # / name signage for all occupied space per ADA. Areas of the school to be identifiable with color / graphics scheme. Incorporate graphic walls into every area so mural / graphic can be detached and replaced. CR walls will not transfer impact noise on WB / CB to adjacent CR.

In the **music classroom** provide one wall about 24' of full height 48"W by 24"D lockable storage units with 4 of 5 shelves adjustable, a 36" sink unit, and 2 file cabinets for music.

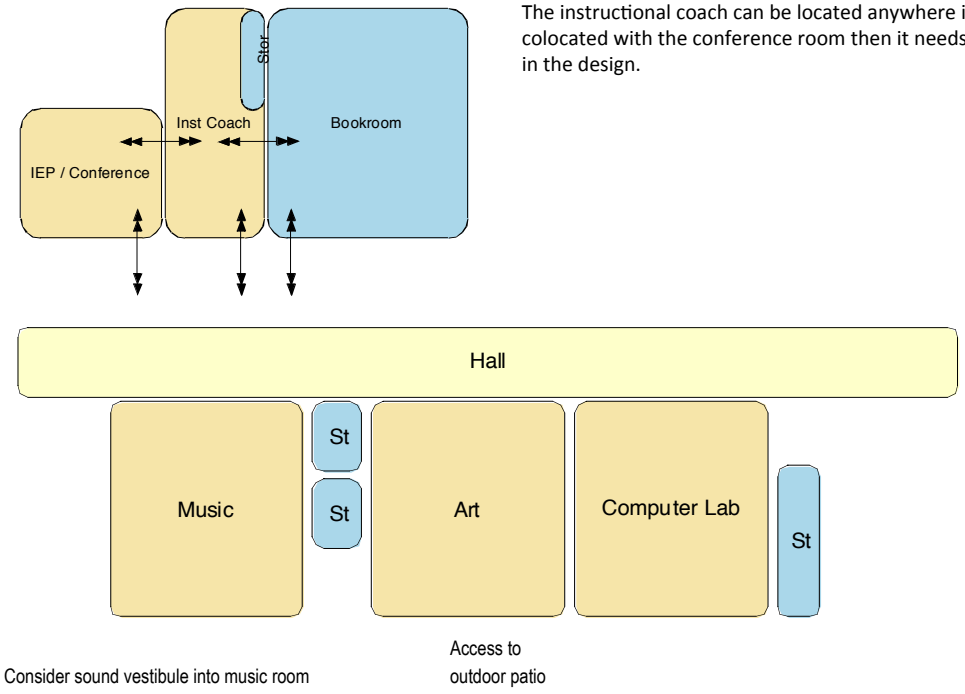
For a computer lab provide 3 tall storage, 1 tall wardrobe (w/2 files) cabinets (36"W, 84"H, 24"D), about 18 ln.ft of base storage units (one a sink) / counter (6*36"W, 34" H, 24" D) and same uppers (but 30" H, 18" D). All casework to be lockable. In **computer storage** provie 34" H 30"D 72" L worktable and one wall of 18" heavy duty shelving for storing computers being staged. Consider locating IT Server in proximity to computer lab.

Instructional coach classroom gets half of a standard classroom's casework including a sink. If adjacent to the conference room could use it also for instruction as needed to expand space options by having a double door between the rooms. Consider two double doors for privacy sound lock due to IEP uses of the conference room. **Bookroom** to relocate shelving / storage system now in portable. Provide hand sink to clean up.

In computer lab need to see all 30 screens.

In music allow for large circle group activities.
Notice high windows to maximize wall area

Relationship Diagram



The instructional coach can be located anywhere in the school. If colocated with the conference room then it needs to be more central in the design.

Consider sound vestibule into music room

Access to
outdoor patio

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6 IMPLEMENTATION STRATEGY AND PROJECT BUDGET

This section:
- *Describes a strategy for implementation of the redevelopment plan*
- *Presents the project budget*
- *Provides an estimate of probable cost for the total project, including site development costs, facility construction, and other project costs*
- *Identifies cost estimating assumptions including anticipated project delivery schedule, unit costs and inflation*

6.1 PROJECT BUDGET

6.1.1 District Financial Capabilities

The district has the design funds to proceed to design on this project. The district plans a G.O. Bond election in February 2014 and the election ballot list will include matching funds and contingency. Funding for cash flow needs will be available for use on June 1, 2014.

6.1.2 Cost Estimating Assumptions

Exhibit 2-10 shows the cost of the renovation and expansion of the current facility and site. It equals $14,517,000. The following exhibit outlines the cost of the new facility on site. The MACC includes the demolition MACC of $557,720. The calculations for construction of the new building and site, demolition of the existing school and site improvements, as well as the cost of the district's 100% "above adequacy" items are outlined with the following calculations:

Exhibit 6-1
New School Estimate

Facility Desert View Options **ID** 410 **Project Number** 410.1

Category 4. **Type 1** 01. **Type 2** F01. **P/T** 2.

☐ **Green Building** ☐ **Energy Conservation** ☐ **Deferred Maintenance**

Project Name

Replace School On Site Without Interrupting Current Facility

Project Description

Replace School On Site Without Interrupting Current Facility

	Description	Cost Code	Quantity	Unit	Severity	Cost	Subtotal Cost
1	Replace school on site without interrupting current facility	3.230	68,679.0	SF	1.00	$192.42	$13,215,213
2	Demolition of existing facility	4.401	43,814.0	SF	1.21	$10.52	$557,717
3	Construct traffic improvements as renovation scheme	0.000	1.0	Project	1.00	$350,000.00	$350,000
	Maximum Allowable Construction Cost						$14,122,930

The MACC from the prior estimate sheet is $14,122,930. Subtracting the MACC for demolition (often a separate source of funding) at $577,720 equals the MACC for the new school site work of $13,565,213. This MACC multiplied by 1.28 equals $17,363,472, or total project cost (TPC). The cost of the 100% district "above adequacy" work is estimated at $595,000. The cost of demolition multiplied by 1.28 equals $713,900. Therefore, using these values, calculation of the PSCOC and district matching funds (normally 88% PSCOC and 12% district) is as follows:

Exhibit 6-2
Cost Estimate

New School MACC = $13.56M

Demolition MACC = $0.595M

		PSCOC	District
1. Build New School	$17,364,000		
2. Reduction 100% District	$595,000		$595,000
3. Sub-total	$16,769,000	$14,757,000	$2,012,000
4. Cost for demolition	$713,900	$628,230	$85,670
5. Totals EdSpec obligation		$15,385,230	$2,692,670
6. Matches at $17,600,000 Award		$15,488,230	$2,112,000
7. Difference between Award and EdSpec values of work		(-)$103,000	$580,670
	Below Award	Above Award	

6.1.3 Recommended Strategy

The educational specification recommends the replacement of the current school on the same site with a preliminary cost distribution of:
State: $15,386,000
District: $2,693,000, about $581,000 greater than the original award language had implied.

6.1.4 Changes in District Operational Costs

Since this project calls for the replacement of the old school, the following actions will take place:

- Build 68,680 GSF and leave one portable with 1,680 GSF
- Demolish 43,814 GSF and remove 8,400 GSF of portables

The net change to the site will be the addition of 18,166 GSF. Since the existing school cost the district 1.77 times its most recent elementary school construction, a new facility would have to be 92,420 GSF to cost the same as the existing. Therefore, the new school should show an overall site utility cost savings over the current year's billings of 19.6% for year one, or roughly $20,000.

6.1.5 Schedule

The district wishes to implement this project in the follow time frame:

- A/E hired in April 2013
- Bid building in about April 2014
- Occupy the building in August 2015

6.1.6 School Board Approval

On xxxxxxxx, the School Board adopted this EdSpec for the replacement of Desert View Elementary School.

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A APPENDIX

This section contains the following documents:

Tab 1 Kickoff
- a) Desert View ES kick-off presentation
- b) DVES program of requirements (POR) version 1

Tab 2 Workshop #1
- a) DVES workshop #1 presentation
- b) Sign-in sheet
- c) Minutes, Jan. 16, 2013

Tab 3 Interviews
- a) DVES POR interview notes
- b) Interview comments

Tab 4 Workshop #2
- a) DVES EdSpec workshop #2 presentation
- b) Sign-in sheet
- c) Minutes, Jan. 30, 2013
- d) Conceptual relationship diagram scheme A
- e) DVES POR version 4
- f) Site organization scheme 1

Tab 5 Parent Forum
- a) Parent forum notes
- b) Sign-in sheet

Tab 6 Workshop #3
- a) DVES workshop #3 presentation
- b) Sign-in sheet
- c) Minutes, Feb. 13, 2013
- d) Conceptual relationship diagram B
- e) Conceptual relationship diagram C
- f) DVES POR version 7
- g) Questionnaire responses
- h) Questionnaire results
- i) Site organization scheme 2

Tab 7 Board Briefing

a) DVES GISD EdSpec board briefing presentation
b) Board approval letter – pending

Tab 8 School Background Data

a) CAD Desert View ES floor plan
b) CR Use comparison
c) Desert View ES color-coded floor plan
d) EPSS-Science need
e) DVES CR need analysis
f) School data, map, roster