

◆ **YMCA Daycare:** Registration is handled through the YMCA, however our office **must be made aware of any changes in this routine** as well as the YMCA in order to be sure students are where they need to be at the end of the day. **Please contact the YMCA for more information (783-3900).**

**ATTENDANCE/TRUANCY POLICY (School Committee Policy 8415)**

**“ Be on time! Be on Task! Every day! Every class!”**

**School Begins at 8:53 am and ends at 3:13 pm**

**School Absences:**

Please call the school (360-1400, Ext. 2) and leave a message on the absence line if your child will be absent from school. **Please do not email the teacher about your child’s absence.** If you do not call the absence line, a school official will contact you to be certain the child is at home or with a designee. Please, do not send a child to school if s/he is sick. You will be called to pick up any child deemed sick by the school nurse. A doctor’s note is required after three consecutive absences in order for your child to be admitted back into school.

**Excused Absence:** Excused absences include a student’s participation in an approved school-sponsored activity, suspension days, religious holidays, family emergencies to be approved by an administrator, doctor excused illness or injury (a note from a doctor or medical professional excuse must be submitted within 3 days of the absence), or funerals. If a student is absent for a medical reason for 3 or more days, a doctor’s note **MUST** be provided to the principal or school nurse when re-entering.

**Unexcused Absence:** Every absence is considered “unexcused” even when a phone call by the parent/guardian has been received stating the specific reason for the absence by the attendance office. For an absence that is 1 or more days in length to be considered excused, a note from a doctor or medical professional must be received within 3 days of the absence. Student absence from class for purposes of family travel or vacation is a loss of valuable class time and is strongly discouraged. The number of days missed will be counted as unexcused absences.

**Truancy:** A student is considered truant when he/she purposely stays away from school without parent/guardian permission and or is consistently late or dismissed early. Students who do miss school with parent/guardian permission, however, can be considered truant at the discretion of the administration.

**Tardy/Early Dismissal:** By Rhode Island State law, dismissals from school for any reason are considered part of a student’s attendance record and are counted as an absence. Students who arrive late and leave early miss out on valuable instructional time and cause a distraction to the teaching and learning going on in the classroom. Please make every effort to help your child be in school on time every day and stay in school for the entire day.

**Vacations During School Calendar:**

We discourage families from scheduling vacations outside of the regular school vacations, holidays, and summer break, as quality learning time will have been lost. Teachers are not responsible for preparing school work that a student will miss during a vacation that is not scheduled during school vacation periods. Vacations are not excused absences and will affect truancy.

**Distance Learning Days:** RIDE has established several professional development days as part of the master calendar for the state. They have also replaced snow and storm days with distance learning days. Assignments and activities for these days will be posted online for your child to engage in and complete.

- **Asynchronous learning:** students will complete assignments and view instructional videos from home. There are no live meetings on asynchronous school days.
- **Synchronous learning:** students will complete assignments and view instructional videos from home and will be expected to participate in live meetings with their classroom teacher and support professionals (i.e. reading specialists, math coach, special educator)

**Your student’s attendance information can be found on South Kingstown’s Student Information Management System, Skyward/Family Access component on the South Kingstown School’s web page [www.skschools.net](http://www.skschools.net) under the Parent heading.** (Ex: Username(parent): smithj PW: southkingstown\*)

***Consistent student attendance is essential to productive learning.***

## **LUNCH AND RECESS (Policy #3500)**

**Please be advised that for safety reasons, students are not permitted to share food at any time during the school day.**

Chartwells School Dining Services runs our school's breakfast and lunch program. Each month a menu will be sent home as part of the newsletter. Please review the menu and help your child make a selection for the school day. The federal government has extended its grant funding again this school year to provide free breakfast and lunch to all students. Chartwells School Dining Service PHONE: 360-1055 FAX: 360-1059

Recess is part of the daily routine for all children, it is important to their social and physical development. All children are expected to participate unless there is written notice from a parent or health care provider. Recess will be held outdoors unless the determination is made by the school nurse teacher that the health and welfare of students is at risk. All schools will use the Child Care Weather Watch chart for guidance in making the decision for inside/outside recess. **Students are also expected to be dressed properly for the weather. Snow boots, snow pants, coats, hats, mittens, should be worn or at the very least stored in the backpack during the cold months because we go outside year-round.** We also strongly urge you to write your child's name in all clothing so that we can return it as soon as we find it. There is a winter gear rack in the front foyer for anyone who wishes to donate gently used, clean winter gear and for those who need winter gear. Please let us know if we can help you if you are in need of winter gear for your student.

## **PEANUT FREE/NUT FREE REGULATIONS**

According to the Rhode Island Law passed in 2007, schools are required to have a designated nut free table in the cafeteria. In order to be sure that the foods at that table are peanut/tree nut free and are not processed in a facility that contains nuts, only children purchasing school lunch can sit at the designated peanut/tree nut free table. Every effort will be made for socialization with other students at that table. Students with life-threatening allergies will require a doctor's note if they do not require a peanut/tree nut table. In addition, several classrooms and cafeteria areas are designated as "nut free" due to severe food allergies of students in our schools. You will be notified if your child is in a "nut free" classroom. They will not be allowed to eat any food containing nuts in the classroom at any time. However, food containing nuts may be eaten in the lunchroom.

## **LOST AND FOUND**

**Please put your child's name on every item brought to school.** We will donate unclaimed, unmarked items to a charity such as The Jonnycake Center. Check the Lost and Found frequently for any items lost. Sometimes the items do not appear in the Lost and Found immediately, but surface later.

## **SCHOOL EXPECTATIONS AND RULES**

Through **PBIS** (Positive Behavior Intervention and Support), the **OLWEUS BULLY PREVENTION PROGRAM (OBPP)**, and the **Choose Love** curriculum, our focus is on recognizing and reinforcing positive behaviors, however we must also have structures for addressing behaviors that disrupt learning or may result in harm to others. Our school's expectations are to **Respect Ourselves, Others and our Community (ROC!)**. We also have 4 Anti-bullying rules that are explicitly taught throughout the school year through class meetings using the OLWEUS curriculum.

They are:

1. We will not bully others.
2. We will try to help students who are bullied.
3. We will try to include students who are left out.
4. If we know that somebody is being bullied we will tell an adult at school and an adult at home.

Through the Choose Love curriculum, students are taught the importance of Courage, Gratitude, Forgiveness and Compassion in their daily lives. The matrix below outlines the expectations in all areas of the school. Students are expected to demonstrate good citizenship and appropriate social behavior at all times. Behavior is never to infringe upon the rights of other students or adults, thereby disrupting the teaching and learning process or school environment. A teacher or

supervisory adult may remove a student from the classroom or playground area when the student deliberately causes a discipline offense that violates the safety or civil respect of others. At that time our PBIS structures are used to reflect on and reteach the expected behavior and to communicate with families as necessary. Staff and administrators will collect data to determine behavioral trends, with the view of supporting students' self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. Please do not hesitate to contact your child's teacher directly at any time if you feel there is an issue or concern that needs to be brought to our attention.

## **DISCIPLINE PROCEDURES (School Committee Policies Section 8000 /8305 8310, 8315, 8320, 8325)**

### **BUS DISCIPLINE (School Committee Policy #8325)**

Behavioral expectations for a safe bus ride are explicitly taught during the first few days of school and reviewed throughout the year. The bus rules are clearly explained by school staff and the bus driver. Bus riders must see that their bodies are safely in the seat and that books and personal belongings are kept out of the aisles. Special permission must be granted by school authorities and the bus company to transport large items. Band instruments that cannot be kept on the student's lap may not be permitted on the bus. School projects which cannot be kept on the student's lap are not permitted. Please notify the office if your child has a change in his/her dismissal routine so that we can support and assist as needed. The policy governing suspension of bus privileges is below.

First Offense:	Verbal reprimand, letter to parents
Second Offense:	Warning letter to parents
Third Offense:	Five (5) school-day bus suspension and conference with parent, bus driver, student, and principal
Fourth Offense:	Bus suspension for remainder of year

West Kingston Elementary School continues to be a **Positive Behavioral Interventions and Supports (PBIS)** school. **PBIS** provides a framework for positive, preventative, predictable and effective behavioral supports which produce a school environment that is (a) safer, healthier and more caring ; (b) has enhanced learning and teaching outcomes; and (c) can provide a continuum of behavior support for all students. Please be sure to see the enclosed **West Kingston Hawks R.I.S.E. Above.** (by being **Respectful**, showing **Integrity** and being **Safe and Engaged!**) matrix which provides clear behavioral expectations that are taught and celebrated throughout the school year. In addition to PBIS, our school community has also embedded the **OLWEUS Bully Prevention Program (OBPP)** and the **Choose Love** curriculum into our social/emotional teaching. The goal of OBPP is to change the norms around bullying behavior and to restructure the school setting so that bullying is less likely to occur or be rewarded. The focus of the Choose Love program is to have people realize that the love and energy that is given out is returned to us in multiples. We look forward to continuing our teaching opportunities in these areas in addition to working closely with families and the community to make this work part of the fabric of West Kingston Elementary School.

### **SUSPENSION AND EXPULSION (School Committee Policy #8305)**

Suspension means an exclusion of a student from attendance at school, school property, and all school sponsored activities for disciplinary reasons, it may not be given for more than ten consecutive days, provided such suspension shall not extend beyond the end of the school year in which it is imposed. Suspension is determined by an authorized member of the administrative staff. Listed are some examples of breaches of conduct that may lead to suspension/expulsion:

- **Threats**
- **Striking or assaulting a student or member of the staff**
- **Possession of a weapon or alcohol, or dangerous drugs or narcotics**
- **Destruction of school property**
- **Disruption of school day by bomb threat or false alarm**

West Kingston Elementary School Hawks R.I.S.E. above by being **Respectful**, showing **Integrity** and being **Safe and Engaged!**

	<b>Classroom El Aula</b>	<b>Hallway El Pasillo</b>	<b>Playground El Patio de Recreo</b>	<b>Cafeteria La Cafetería</b>	<b>Bathroom El Baño</b>	<b>Assemblies Las Asambleas</b>	<b>Bus El Autobús</b>
<b>R Respectful Respetuoso</b>	- Participate positively  - Use materials appropriately  - One voice	- Quiet voices  - Accept redirection	- Include others  - Maintain personal space  - Use appropriate words	- Wait patiently  - Quiet voices  - Use appropriate responses	- Privacy for all  - Keep area clean	- Enter and exit performances quietly	- Appropriate words and body language  - Quiet voices
<b>I Integrity Integridad</b>	- Be open to others' thoughts and ideas  - Be mindful of others needs and feelings  - Use encouraging words and body language when helping others	- Be courteous  - Take care of your surroundings	- Stop and listen for directions when the whistle blows  - Line up when asked  - Ask for permission to go inside	- Be mindful of others' needs and feelings  - Use thoughtful words in conversations	- Respect property  - Respect boundaries	- Respect and encourage performers	- Share space appropriately  - Be mindful of others' needs and feelings
<b>S Safety Seguridad</b>	- Be aware of my own actions/words and their effect on others'  - Maintain personal space	- Walk to the right  - Maintain personal space	- Use equipment appropriately  - Follow adult directions	- Maintain personal space  - Stay in seat	- Wash hands	- Maintain personal space	- Stay in seat  - Maintain personal space
<b>E Engage Enfocarse</b>	- Have materials ready  - Be an active participant in the lesson  - With time and effort my best work will be seen	- Go directly to class  - Respect boundaries	- Choose a game/activity you want to play  - Bring in all the equipment	- Take turns  - Listen to and look at the adult giving directions  - Participate positively	- Flush	- Clap politely	- Stay seated  - Accept redirection

**BCI PROCEDURES FOR FIELD TRIPS AND VOLUNTEERING**

If you are interested in being a school volunteer or mentor you must have a BCI check. Please note that a **YEARLY** BCI (background check) is required to volunteer in school and to chaperone all field trips. Every current background check must be on file with the South Kingstown School Department at the School Administration building – 307 Curtis Corner Rd. To obtain a BCI go to the Attorney General’s **Customer Service Center located at 4 Howard Avenue, Cranston, M-F 8:30-4:40**. For questions please visit [www.riag.ri.gov](http://www.riag.ri.gov) or call 274-4400.

To comply with the field trip policy, you must have a cleared and current BCI on file. The BCI must be dated within 12 months of the trip. Please take note that many chaperones apply for their BCI during field trip “season” and that is also when they expire so please plan accordingly.

**FIELD TRIP POLICY (School Committee Policy 7120)**

**All chaperones must be at least 21 years of age and have an annual background check (BCI) that meets the satisfaction of the school department and state requirements. Medical Guidelines:** If any student has a serious medical condition, be sure that his/her doctor writes a letter indicating the child may safely attend and participate in trip activities. For students possibly needing prescribed medical care while on the field trip, there must be an exchange of information between the school nurse teacher and the teachers on the field trip regarding care of the student. Students requiring specialized medical care must be chaperoned



by a school nurse or medically trained equivalent. Parents may attend or designate another adult to attend in their place in order to relieve the necessity of a licensed nurse to attend in order to dispense medication or perform specialized procedures. No student shall be denied access to a field trip or other activity solely on the basis of disability or medical condition. Access to a field trip can be denied for behavior only if the behavior is not related to a student's disability and this standard is equally applied to all students.

**\*Please note: All field trips begin and end at the school. No one can drop off or take a student home from the place of the field trip. During the 2021/2022 school year field trips will be allowed under the guidance of COVID restrictions.**

### **CLASS PLACEMENT (School Committee Policy 8135)**

Elementary age students are placed heterogeneously (classrooms with mixed ability levels.) The professionals who work with the students make placement decisions. Grade level teachers, special education teachers, and the principal will make placement decisions based upon information gathered throughout the course of the year. To make balanced classes, student placement decisions will take into consideration the child's gender, developmental level, cognitive abilities, academic level, learning style, work habits, individual needs, and school behaviors. Other factors will be class size, social composition, and peer relationships. All parents will have the opportunity to inform the school of their child's special learning needs through the use of the Student Information Form (available through the main office and distributed in the spring by school newsletter). We value your insight into your child's learning style and will take this information into account in our placement decision. Please remember that parent input is only one of the many criteria we use when we consider class placement. Notification of a student's placement for the upcoming year will be mailed home in August before the start of the next school year.



## **THE A,B,C's OF IMPORTANT INFORMATION**

### **APPOINTMENTS for DISCUSSION OF SCHOOL ISSUES**

One time per year formal Parent/Teacher conferences will be scheduled by the district. There will be no school that day and you will be notified in advance. At any time during the school year, if you need to speak to your child's teacher or the principal, please leave a message on voicemail, send an email or a note. We will reply as soon as possible. **Do not** leave time sensitive messages on teachers' voicemail as there is no guarantee that the message will be received during the school day. Call the front office directly.

### **BOOKS**

Throughout the year, your child will be bringing home practice, reading books as part of their daily reading workshop. These books need to be returned to the school the VERY NEXT day so that your child can continue reading or so that a classmate can have access to them. **They may be small books and seemingly insignificant, but they are precious to us.** Please ensure that your child reads each night, then puts the book(s) back in their book bag/backpack each night.

Classroom books and library books not returned in good condition and in a timely manner will be charged as a cost to your family because we will need to replace the book and put it back into the classroom's reading library and building library.

### **CELEBRATIONS (School Committee Policy 7751)**

Due to the many food allergies, including those that are life-threatening, treats are not permitted to be brought to school for distribution. An alternative option to honor a birthday might be to purchase a book for the class or school library with a bookplate honoring your child. Stickers or pencils are also options to consider. We allow invitations to be distributed in the classroom **only if ALL classmates are invited.**

### **DRESS CODE GUIDELINES**

The purpose of the South Kingstown School District dress code is to maintain a safe learning environment where all students are treated equitably regardless of gender identification, sexual orientation, race, ethnicity, body type/size, religion, and personal style. 1. Maintain a safe learning environment in classes where protective or clothing that supports a safe learning environment, 2. Allow students to wear clothing that expresses their self-identified gender, 3. Allow students to wear religious attire, including any headwear, without fear of discipline or discrimination, 4. Prevent students from wearing clothing that depicts, advertises, or advocates any offensive/violent acts or language.

Labeling clothing helps us to keep the number of lost and found items at a minimum.

### **EMERGENCY PROCEDURES**

The General Assembly of Rhode Island enacted a law entitled "Health and Safety of Pupils," which requires school districts to have comprehensive safety plans. State law requires 15 fire and emergency drills per year which include fire, lockdown and emergency evacuation drills. Students and adults are expected to leave the building in an orderly, quiet manner. The teacher will take attendance to assure accountability for all children. In the event of an emergency, the principal will determine if students and staff should be evacuated outside of the building, or to a nearby relocation site. Crisis Team Members will coordinate the orderly transfer of students to the evacuation center. Each school has a designated primary relocation site and parents will be notified by the district automated telephone system with important information regarding reunification. Please be sure to update your telephone contact information throughout the year. It is imperative that all classroom volunteers sign in and out consistently so that everyone can be accounted for accurately.

### **FORGOTTEN ITEMS**

Forgotten items from home including homework, lunches, band instruments, etc., may be left at the office for delivery at a time which will not disrupt classroom routine. Unless the item is absolutely necessary for the day, we suggest helping your child become responsible by allowing her/him to experience consequences for forgetting the item(s). This will help develop a sense of responsibility and self-reliance.

## **HEALTH AND WELLNESS**

### **MEDICATIONS (School Committee Policy 5141)**

Parents/guardians are requested, whenever possible, to schedule administration of medication outside of the normal school day. Parents of students needing medication during the school day are required to bring the medication to the school nurse with an authorization form signed by your physician. **Both prescription and nonprescription medications require a licensed health care provider's written order and a written parent authorization.** All medication must be in a pharmacy labeled and/or prescription container and/or manufacturer's container. At the time the prescription is filled, the parent/guardian shall have the pharmacist dispense an extra labeled container for use at school. No student shall have in his/her possession any medication while on school property. **All medication shall be dispensed by a School Nurse. No medication shall be dispensed without following this procedure. Never send your child to school with any type of medication.**

## **COMMUNICABLE DISEASES**

Please notify the school if your child has any communicable conditions such as Covid 19, Strep Throat, Chicken Pox, Fifth disease, etc... This is a responsibility that must be practiced by all families.

## **SCHOOL INSURANCE**

School insurance is available at the beginning of the year. You are not obligated to purchase this insurance. If your child is not covered by health insurance, it is strongly recommended that you purchase the insurance in the unfortunate possibility of your child being injured at school. Brochures and applications are online at [www.skschools.net](http://www.skschools.net). For any questions, call Maria Parrillo at 360-1306.

## **HOMEWORK POLICY (School Committee Policy 7125)**

The South Kingstown School Department believes that homework is an important part of a child's education. It promotes responsibility and time management; it develops valuable study skills and reinforces and enriches classroom instruction. Homework assigned to students should reflect that individual students learn at different rates; provide feedback from a teacher, student or computer; meaningfully and appropriately reinforce the learning in the classroom; provide opportunities to apply, analyze, synthesize, evaluate, or enrich recently learned content and encourage voice, choice and innovation.

## **LEGAL CUSTODY (School Committee Policy 8410)**

Anyone (parent, relative, friend) having a court order granting custody of a child must file a copy of said order with the principal of any school which the child attends. Changes in said documentation must also be submitted to the principal. Permission to release children to others must be in writing to the building principal and signed by the person having custody. No child may be released without this written permission.

## **OPEN HOUSE/REPORT NIGHT**

During our Fall Open House, West Kingston Elementary will conduct a report to the community about our school's most recent summative test data including state assessments. This evening is also an opportunity for parents and guardians to meet the classroom teachers and support professionals who work with our students. Please watch for our Open House date to be publicized.

## **PERSONAL PROPERTY**

Children are not to bring toys to school. **We do not allow children to buy or trade personal items with other children** and we will not mediate differences of opinion about ownership of items brought to school that are not labeled with a child's name. **Electronic devices are not to be used during school or recess unless they are part of the academic program. If devices are confiscated, parents will be notified to pick up items from the principal.** (They sometimes help children who have long bus rides. The use of these devices is between the parent/guardian and the bus driver.)

## **Educational Records and Confidentiality - Annual Notification of Rights**

The South Kingstown School Department makes educational records available to parents or eligible students (students over the age of eighteen) according to the Family Educational Rights and Privacy Act (FERPA). As a parent or eligible student, you have the following rights:

- The right to inspect and review the student's education records
- The right to request an amendment of the student's education records that the parent or eligible student believes is inaccurate or misleading.
- The right to consent to disclosure of personally identifiable information contained in the student's education records.
- Directory type information may be disclosed without consent in a manner consistent with FERPA and the South Kingstown School Department policy regarding education records. If you do not want directory information released, you may use the form below to file such a request.

- Information must be disclosed to military recruiters unless you request otherwise. You may use the form below to file such a request.
  - The right to file a complaint with the U.S. Department of Education concerning alleged failures by the school department to comply with the requirements of FERPA.
  - A copy of the school department policy regarding education records is available in the school and the Office of the Superintendent of Schools or online at [skschools.net](http://skschools.net).

## **PUBLICATION CONSENT**

**There may be times when the school may wish to release for publication, photos for newspapers, videotaping, pictures on the school web page, Facebook, Twitter etc... If you DO NOT want your child/ren to participate, you may opt out, at any time, by writing a letter to our office stating so. You will also be sent a West Kingston Family Handbook Acknowledgement Google Form in the beginning of the school year that will also capture this request for consent.**

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  - A copy of the school department policy regarding education records is available in the school and the Office of the Superintendent of Schools or online at [skschools.net](http://skschools.net).

## **REPORT CARDS**

Report cards are distributed three times a year, December, March and June. Parents are encouraged to request an appointment with their child's teacher whenever there is a concern about their child's academic or social progress.

## **REPORTING CHILD ABUSE (School Committee Policy 4205)**

School Committee Policy requires that parents of all children be informed of the following requirement concerning child abuse or neglect: **In compliance with Chapter 11 of Title 40 of the General Laws of the State of Rhode Island, employees of the school department are required to report any knowledge or suspicion of child abuse or neglect to the Rhode Island Department of Children and their Families no later than 24 hours after such knowledge is learned or suspicion is raised.**

## **RESPECT FOR PROPERTY**

We expect that proper care and attention be given to school materials. Lost or destroyed classroom books, library books, supplies, and materials must be replaced by the student or parent.

## **SCHOOL CANCELLATION ANNOUNCEMENTS**

The South Kingstown School Department utilizes the automated telephone system, School Messenger. This phone system will be used to notify you of early dismissals, school cancellations, and other events. Parents are also encouraged to sign up for immediate notification of weather related delays and cancellations through the Rhode Island Broadcaster's Association <http://www.ribroadcasters.com/>. Emergency closings after students have arrived at school will be communicated via a school based listserv message, robo call, and through RI Broadcaster's Association. Parents should discuss with their child in advance any alternate dismissal plans that they have arranged in the event that a parent/guardian would not be home for an early dismissal. If school is dismissed early due to inclement weather or emergency circumstances, any activity planned in the school that evening is canceled. When an after-school program is canceled due to inclement weather or other factors, the sponsoring organization is responsible for notifying parents of the cancellation.

## **SCHOOL COMMUNICATION**

We use several resources to distribute important news and information. The district will no longer be sending home paper copies of school information via a "Friday Folder" unless you have indicated through the office the need for paper copies to be sent home. All communication and information will be sent home via school messenger through the email you have provided the office.

## **STATE TESTING**

### **RICAS (Rhode Island Comprehensive Assessment System)**

The goals of the comprehensive assessment system is to increase student learning by producing actionable data, evaluate the effectiveness of programs and ensure that all students are making progress towards achieving learning goals. The RICAS assessment will be administered in grade 3 and 4 in the spring and all students are expected to participate in these statewide assessments. Please encourage your child to do their best and be well rested during the assessment window RICAS assessment For more information, visit the RIDE website at [www.eride.ri.gov](http://www.eride.ri.gov). Dates for the assessments are released in the late winter and will be communicated with families upon release.

## **UNIFIED ARTS**

All students in grades Kindergarten through four have Art, Music each week, Physical Education twice a week and Health and Library every other week . The teachers will provide a schedule to students the first week of school. Students in grade four may participate in the school Chorus.

## **VISITORS**

Parents and community are welcome to visit our school upon prior notification, appointment and approval. In addition, for the safety of students and staff, **all visitors must stop at the office to sign in to obtain a VISITOR BADGE** before heading to the destination. Parents and caregivers will not be permitted to escort students to their classrooms unless special permission has been granted by the principal. *(Please refer to policy #1250 for additional information.)*





**Use of all tobacco products, including E-cigarettes is prohibited.  
EVERYWHERE. EVERYONE. AT ALL TIMES.  
Pursuant to RI General Law Chapter 23-20.9-5.**

*Thank you for taking the time to read and understand the policies and procedures in this handbook.  
Please call if you have any questions.*

**SECTION E - RELEVANT SCHOOL DEPARTMENT POLICIES**

<u>ASSAULT AND ILLEGAL WEAPONS POSSESSION</u> <a href="#">Policy #8320</a>	<u>ATTENDANCE AND TRUANCY</u> <a href="#">Policy #8415</a>	<u>BUS DISCIPLINE</u> <a href="#">Policy #8325</a>
<u>BULLYING</u> <a href="#">Policy # 1231</a>	<u>CHILD ABUSE REPORTING</u> <a href="#">Policy # 4205</a>	<u>FIELD TRIP</u> <a href="#">Policy #7120</a>
<u>HAZING</u> <a href="#">Policy #1225</a>	<u>HIV INFECTED</u> <a href="#">Policy #1220</a>	<u>HOMEWORK</u> <a href="#">Policy #7125</a>
<u>INTERNET FILTERING</u> <a href="#">Policy #7210</a>	<u>LEGAL CUSTODY</u> <a href="#">Policy #8410</a>	<u>MEAL CHARGE</u> <a href="#">Policy #3500</a>
<u>MEDICATION</u> <a href="#">Policy # 5141</a>	<u>NON-DISCRIMINATION</u> <a href="#">Policy # 1236</a>	<u>RESPECTFUL AND PEACEFUL SCHOOL COMMUNITY</u> <a href="#">Policy # 1230</a>
<u>SCHOOL VISITATION</u> <a href="#">Policy #1250</a>	<u>STUDENT CONDUCT</u> <a href="#">Policy # 8315</a>	<u>STUDENT CONFIDENTIALITY</u> <a href="#">Policy #8220</a>
<u>SUSPENSION/EXPULSION</u> <a href="#">Policy #8305</a>	<u>TECHNOLOGY</u> <a href="#">Policy #7205</a>	<u>WELLNESS</u> <a href="#">Policy #7751</a>

# **Exhibit 10**

## **"Renovation Program Redesign" Educational Specifications**



# Renovation Program Redesign



2022-2023



## Teaching Methodology and Structure:

### Administrative and Academic Organization/Structure - Curriculum Delivery:

South Kingstown Public Schools, headquartered at 307 Curtis Corner Road, Wakefield, RI, currently consists of 4 elementary schools (PK-4), two middle schools (1 school housing grades 5-6 and 1 school housing grades 7-8), and one high school (9-12). District enrollment for the 2021-22 school year was 2,608 students in grades PK-12. The South Kingstown School Committee has recently determined that Wakefield Elementary School will be closed beginning school year 2024-25, and Curtis Corner Middle School will be closed beginning school year 2023-24. The resultant configuration after these closures will consist of 3 elementary schools (K-5), one middle school (6-8), and 1 high school (9-12). The exact location of PK in this new configuration is yet to be determined. It may be located in an elementary school, or it may be located at the high school in conjunction with an Early Childhood CTE program.

In partnership with families and the entire educational community, the mission of South Kingstown Public Schools is to educate and engage ALL of our students in the knowledge and skills necessary to ensure readiness and success in college and career. As a district, our collective commitments are student learning, collaborative culture, and continuous improvement. SKSD is a high-performing school district committed to ensuring that ALL members of our community embrace the focus of GROWTH and learning.

The high school is a traditional college-preparatory school where the students develop skills for success and resilience to rise against obstacles. A vision of a South Kingstown graduate is the 7Cs of success. Students who earn a diploma from South Kingstown High School participate in the Rhode Island Board of Regents for Elementary and Secondary Education Graduation by Proficiency Diploma System.



To achieve a diploma and graduate from South Kingstown High School, students must show proficiency by earning **24 Carnegie Units**. The high school provides an inclusive learning environment for all students.

South Kingstown High School offers Honors, and Advanced Placement (AP) courses, and students can take URI and RIC College Credit Courses designed to challenge

students who wish to explore a particular topic in depth. The CTE programs at South Kingstown High School aim to develop students so that they are leaving our school ready for post-secondary and career success. For the 2022-2023 school year, South Kingstown HS offers CTE programs in Allied Health- CNA & EMT, Construction Technology, Computer Science, and Studio Art- Craft/Fine Artist & Designer.

## School Schedule

The school day begins at 7:30 AM, and the day ends at 2:02 PM. The school schedule consists of rotating instructional blocks. The block schedule allows students in the CTE program to have more extended instructional periods.



### South Kingstown High School Bell Schedule As of July 22, 2022

#### Day Rotation Overview

BLUE DAY	WHITE DAY
1	5
Advisory (Monday and Thursday)	Advisory (Monday and Thursday)
2	6
3	7
4	8

#### SCHEDULE ON MONDAY & THURSDAY

PERIODS	TIMES
1/5	7:30 - 8:53 (83 min)
Adv	8:58 - 9:16 (18 min)
2/6	9:21 - 10:43 (82 min)
3/7	10:48 - 12:39 (111 min)
	LUNCH
Report to Class	10:48 - 11:18 (30 min)
1ST	11:20 - 11:45 (25 min)
2ND	11:47 - 12:12 (25 min)
3RD	12:14 - 12:39 (25 min)
4/8	12:44 - 2:02 (78 min)

#### SCHEDULE ON TUESDAY & WEDNESDAY

PERIODS	TIMES
1/5	7:30 - 8:58 (88 min)
2/6	9:03 - 10:32 (89 min)
3/7	10:37 - 12:28 (111 min)
	LUNCH
Report to Class	10:37 - 11:04 (27 min)
1ST	11:05 - 11:32 (27 min)
2ND	11:33 - 12:00 (27 min)
3RD	12:01 - 12:28 (27 min)
4/8	12:33 - 2:02 (89 min)

#### SCHEDULE ON FRIDAY

(Students dismissed at 1:10 PM)

PERIODS	TIMES
1/5	7:30 - 8:43 (73 min)
2/6	8:48 - 10:01 (73 min)
3/7	10:06 - 11:19 (73 min)
4/8	11:24 - 1:10 (106 min)
	LUNCH
1ST	11:24 - 11:49 (25 min)
2ND	11:51 - 12:16 (25 min)
3RD	12:18 - 12:43 (25 min)
Report to Class	12:45 - 1:10 (25 min)
CPT	1:15pm - 2:02 (47 min)

During any one instructional block, teachers use 48 classrooms for instructing students. On average, fifteen teachers have a prep period during an instructional block, and nine Special Educators either push into a classroom or pull out a small group of students. If a student is pulled out of class or if the Special Educator goes into a classroom, that is determined by the student's Individual Education Plan (IEP). Therefore, as the planners designing the high school, it may be wise to select the largest incoming group of students using the new building, analyze the special needs of that cluster of learners,



and use that information for Special Education space projections. A similar argument can be made for projecting intervention spaces and English Learner spaces.

### **Guiding Principles**

South Kingstown High School is committed to preparing its students for the future and providing them with the necessary skills to be successful adults contributing to the local and global communities. However, the teaching and learning of these skills do not happen in small classrooms with slate chalkboards at the front of the room and individual desks in a row. The current facility the students are working in prepares them for the industrial assembly line, not for new fields such as sustainability development, data scientists, and application developers. Instruction needs to be flexible and multi-purpose. It needs to adapt to the changes students, teachers, education, and the community will face in the years and decades. As our society transforms from consumers to producers, so must our schools. The environment we provide for our students must allow for deep learning and mastery of skills. It must also provide students with a social environment for learning. Not only does the future require the hard skills of facts and figures, but it requires the soft skills of collaboration, resilience, and perseverance. The classroom is not about getting it right the first time but figuring out what went wrong and how to learn from it, refine products and process them, and make the world that students live in a better place. The environment in which students learn must be conducive to this practice and allow for experimentation, revision, collaboration, and the sharing of thoughts and ideas. As a result, student learning must embody the following guiding principles.

**Curriculum:** Students are provided a curriculum aligned to State standards which allows students to develop a deep mastery of core content. All curricula and curricula materials are research-based and employ best practices to meet the diverse needs of students.

**Instruction:** Instruction is delivered in an apprenticeship model and is differentiated to meet the needs of diverse learners. The school supports an inclusion model so that all students, regardless of program needs (i.e., ELL, special education, etc.), are addressed (as appropriate) in the general education setting. Instruction also includes the use of technology, and it is embedded in the core curricula, not as a stand-alone entity to be taught but as tools to be utilized to enhance and deepen learning. In addition, instruction must allow students to be able to fluidly apply learned skills to new and various situations and experiences.

**School Climate and Culture:** Promoting a safe and supportive learning environment that addresses all students' social, emotional, and health needs is critical for student success. This establishes shared expectations for behavior, safety, and classroom

environments that support student learning and well-being. Also connected to these principles are developing behavioral norms and expectations for all students, which promote individual and group relationships.

**Educator Growth:** Supporting educators through sustained, high-quality, and research-based professional development is vital for student success. Through individualizing professional development, teachers can focus on specific skills and capacities that will lead to maximizing student achievement and proficiency.

South Kingstown Public School			
			Totals
PreK			64
K-4			868
Gr5-8			774
Gr9-12			787
<b>Total</b>			<b>2493</b>

**Enrollment:** Over the past school year, we have experienced a global pandemic, fluctuations in the real estate market, and job trends, impacting attendance patterns. Based on the New England School Development Council enrollment projections, enrollment in the district will decrease over the next couple of years. As of October 4th, the total enrollment district-wide is **2493**.

The high school was built in 1954 to educate 1,800 students. The current enrollment is 787 students. The building is currently at 50.6% utilization. The building is underutilized and has resulted in the spreading out of staff. This has created a sense of isolation for all staff. Due to the size of the building, some classroom spaces are not used. Class size is established through the collective bargaining agreement.

### Proposed Changes

Whether a new high school is designed and built for grades 9-12 or significant renovation and remodeling, it is anticipated that the average class size for the next decade will be approximately 20 students. Classrooms will need substantial square footage (at least 1000 sq. ft.) for the whole, small group and for 1:1 instruction. As the schools provide inclusive services for students: students with disabilities, ELL learners, and other interventional support services. Classrooms will need to allow for several types of instruction to coincide; an open space concept that allows for a visual line of student supervision yet provides the private space for small groups of students to receive individualized support or to work independently is the ideal design. The goal of a future South Kingstown High School would be to plan a newly reorganized school that fosters innovation, collaboration, and integration of academics and the arts. We envision a new school would provide:

- Flexible classroom space,
- Student collaboration and study spaces,
- Project rooms to support project-based learning,
- Teacher planning rooms for the faculty and staff to collaborate within and across disciplines,

- Privacy rooms to support students in need of additional academic or emotional support,
- Flexible conference rooms to support team meetings and individual parents/guardians meetings.

In the right-sized building, we are in need of common planning and meeting spaces for staff, i.e., breakout rooms and learning pods for staff. Staff should also have access to private restrooms and places to eat, store, and heat up food. The new facility would need to be reflective and adaptable to the district’s core commitments of student learning, collaborative culture, and continuous improvement. The departments in the proceeding pages address the proposed changes to programs and building renovation, remodeling, and new construction. When possible, visual examples are presented for consideration purposes only.

**English/Literature/Writing Courses:** (grades 9-12)

Are all held in regular classrooms, and typically there are no unique space design considerations. The English Language Arts Department’s philosophy is that through the critical study of language and literature, we can help students better understand and contribute to the world they live in, encourage them to explore and understand the “text” of their own lives as well as the lives of others, and empower them to be life-long readers, writers, speakers, listeners, and critical thinkers.



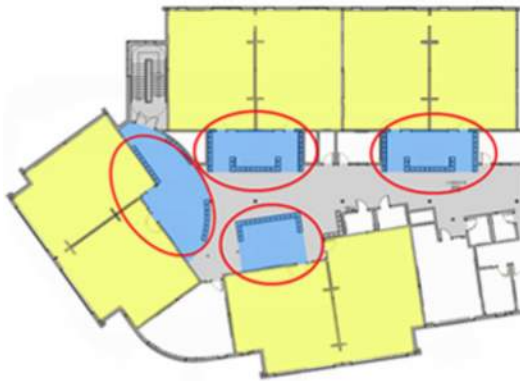
Classes focus on strengthening reading, writing, and research skills. Instruction is delivered through various methods, including lectures, Socratic discussions, and group and individual projects and investigations. Literature is used as a tool for learning about human nature.

To that effect, teachers also use their classrooms as interactive learning spaces, where students can role play and engage in activities that allow them to experience and explore some of the themes and questions proposed in their course texts. While not particularly large storage needs, these classrooms do require storage space. In these classrooms, the

planners should include breakout space in the design. Therefore the average square footage may need to be 1,000 SF. An example is below. Consideration may be given to movable walls to allow for larger classroom space.

Ideally, there would be adequate space to deliver core academics, electives, and interventions. The room would include the following components:

- Open areas (or the potential for open areas through movable walls) to create collaborative learning environments and conference spaces.
- Classrooms with adequate shelving and storage for classroom libraries showcasing student work and materials/tools for learning.
- Age-appropriate desks and workspaces that are easy to move around.
- Blackout shades for effective use of technology.
- More whiteboard space and projection systems in each room.



Additionally, there needs to be access and space to support a learning center with an expanded academic library that could serve as a quiet workspace and flexible spaces that could serve as small lecture halls for presentations, public speaking, and guest speakers. To the left, the blue in the vestibule model can be used as intervention spaces and can be useable while classes are in session.

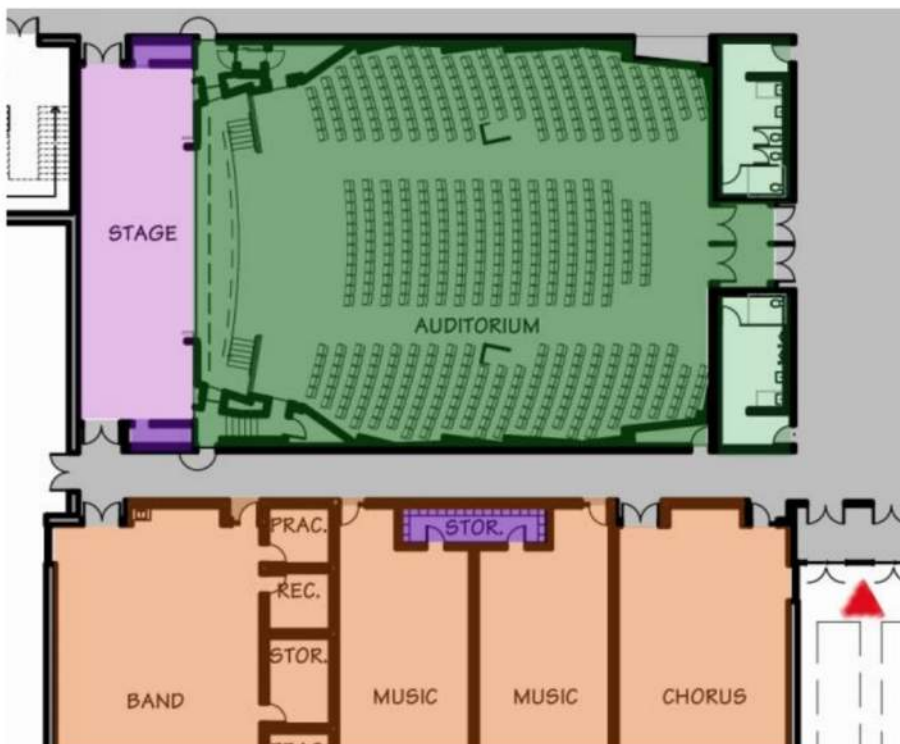
### **Special Education**

PSAT/SAT data showed that students with disabilities were not making adequate gains compared to their non-disabled peers. As a result, the district and the high school moved from a pull-out model of special education delivery to a push-in. We developed a co-teaching model to allow for teacher collaboration and the development of a tiered system of support. All students in the school are part of a general education classroom. The degree to which they are included depends on each student's needs. There are teams of co-teachers (one general education teacher and one special education teacher) for each grade level so that all students have the opportunity to fully belong to a classroom community and participate in grade-level academics with nondisabled peers. The above model shows break-out rooms or small learning pods in the blue area. MTSS support and delivery of special education services can occur in break-out rooms.

When required by an IEP, individual and small group services are delivered through “academic labs.” These are opportunities for students to work individually or in small groups with a special education teacher or service provider on their IEP goals and objectives.

The district remains committed to ensuring that students with disabilities receive a quality education in the least restrictive environment. Over time, the district has developed programs to serve students who historically would have been placed in out-of-district settings due to the intensity of service needs. Substantially separate programs exist for students with autism spectrum disorder (ASD), those with social-emotional disabilities, those with cognitive or neurological impairments, and students in transition (18-22). They are served in team-based learning and a vocational/life skills program. In addition, we will continue to meaningfully and purposefully include students in the general education classroom and the broader school community. Due to the skills students in the vocational/life skill program are working on, they require a space for academic instruction and space to develop daily living and work skills.

The proximity to the general education classroom will support the current delivery model, which would not change in a new building. Additionally, the proposed building project will afford the special education program to continue to be an integral part of the school community and fully integrated into the academic teams. A new high school will provide ample classroom space, small group rooms, inclusion rooms, office space, testing space, meeting space, de-escalation space, and therapy space to best meet all students' educational needs.



**The Fine Arts:**

The arts are highly valued in South Kingstown. Our community prizes the arts as an essential piece to living a balanced life. A significant proportion of students at the high school are involved in visual and performing art opportunities. The High School Art Department offers 20+ Visual Arts classes spanning traditional and



digital media, 2D & 3D animation, from the Intro to AP level. All of the classes run at least 1 section per year, putting enrollment in the arts between 40-45% of the student population. In addition, we have an award-winning music and theatre program and have secured many awards in various areas. The arrangement of assembly and support spaces significantly impacts the school facility's function and the district's ability to manage public events. To increase utilization of underused areas, develop spaces so they can serve multiple functions.

Placing music and storage rooms on the same floor allows direct access without ramps or stairs. Right-sizing door dimensions to allow for the movement of large equipment. The advantage of an auditorium only with music and performance spaces located nearby are:

- No need for chair storage for auditorium seating;
- No scheduling conflicts with the cafeteria or gymnasium;
- No setup required;
- Stage can be used as a drama or music classroom;
- eliminating the need for additional rooms;
- Dedicated backstage areas and exits; and,
- Good sightlines and acoustics.

Another element to consider is the music room's access and proximity to the stage. Provide direct access from the music room to the platform through a connecting door or operable partition. The example above shows performers with direct access to the performance area. These openings should have adequate width and height for props, stage performance scenery, and musical equipment. The floor should also be level to avoid obstructions when rolling equipment onto the stage. The team acknowledges that there are challenges with this planned instructional model, but high construction costs and potentially not being cost-effective as we become a smaller school. Keeping the current auditorium and making repairs could be advantageous.

### **Multi-Language Learner**

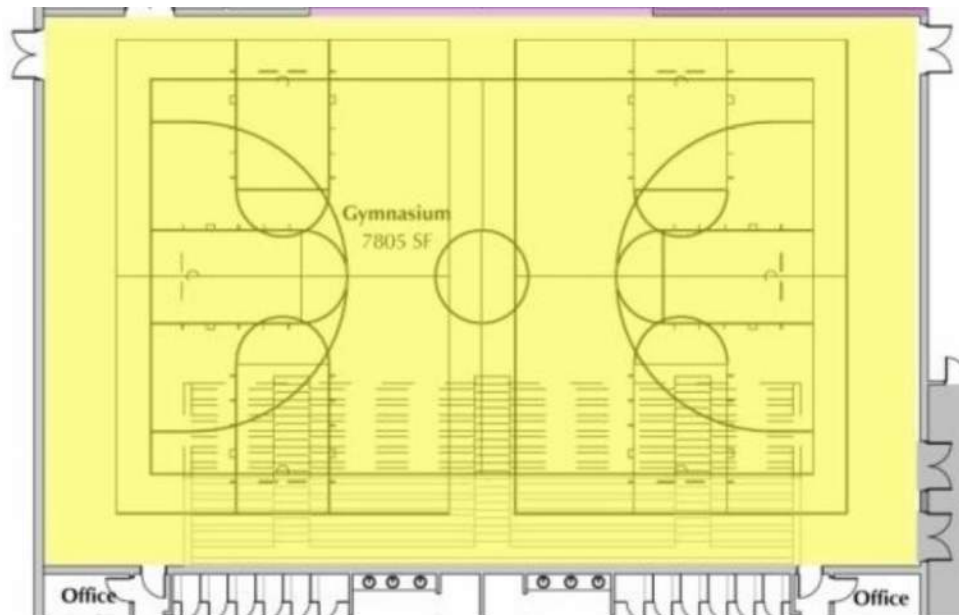
This course is scheduled with the MLL/EL Specialist's recommendation specifically for English Learners(ELs)/Multilingual Learner (MLL) students who may have moved to, immigrated to, or are visiting the United States or qualify for English language support. The WIDA English Language Development levels 1-5 determine the amount of time a student needs in the MLL workshop. Students learn to build proficiency in English speaking, listening, reading, and writing skills through direct EL instruction and support in their academic content areas. In the above model, the blue area is break-out rooms or small learning pods where MLL services would take place.

MLL learners are categorized into four Levels. For example, Level 1 and Level 2 MLL students require 90 minutes of direct MLL instruction daily, and Level 3 and 4 MLL

students depending on their individual needs, can require between 45-90 minutes of support daily. Although the MLL teachers mainly provide services using an inclusionary model in the general education classroom, there are times when small-group or 1:1 pull-out services must occur.

## **Physical Education**

Physical education is a component of the curriculum designed to educate all students, from the physically and mentally gifted to the physically and mentally challenged.



A developmental and instructional appropriate physical education program promotes a physically active lifestyle. It accommodates a variety of individual differences, such as cultural identity, previous movement

experiences, fitness and skill levels, and intellectual, physical, and social/emotional maturity. Appropriate instruction in physical education incorporates best practices derived from research and experience for teaching in ways that facilitate success for all students.

When considering a renovated or new gymnasium, some key features are the locker rooms and fan capacity. The current gym's fan capacity is undersized compared to other division one schools. The new facility should include a modern fitness center and adjacent multi-purpose rooms for wrestling, yoga, dance, cheer, and other club activities. The fitness center must improve the existing "weight room" that services football players and wrestlers. Weight room currently in Hazard building. To maximize utilization of the facility, limit overall size, and facilitate the school's ability to secure the building for after-hours use, locating the gymnasium and cafeteria in the same part of the building can help limit duplication of chair/table storage rooms and restrooms.

<b>SKHS SPORTS</b>		
<b>FALL</b>	<b>WINTER</b>	<b>SPRING</b>
CROSS COUNTRY BOYS	B. BASKETBALL (JV)	BASEBALL (JV)
CROSS COUNTRY GIRLS	B. HOCKEY	GOLF
FIELD HOCKEY (JV)	G. BASKETBALL (JV)	LACROSSE BOYS (JV)
FOOTBALL (JV)	G. HOCKEY (COOP)	LACROSSE GIRLS (JV)
SOCCER BOYS (JV)	GYMNASTICS	OUTDOOR TRACK BOYS
SOCCER GIRLS (JV)	INDOOR TRACK BOYS	OUTDOOR TRACK GIRLS
TENNIS GIRLS (JV)	INDOOR TRACK GIRLS	SOFTBALL (JV)
VOLLEYBALL GIRLS (JV)	SWIMMING BOYS	TENNIS BOYS (JV)
UNIFIED VOLLEYBALL	SWIMMING GIRLS	UNIFIED BASEKETBALL
	WRESTLING	VOLLEYBALL BOYS (JV)

The district has 27 varsity sports teams and 18 junior varsity teams. In addition, the golf and wrestling teams are coed, and two coed unified teams. The high has an E-Sports team. The E-Sports team competes in the fall and spring seasons. Recently, the Special Olympics of Rhode Island alerted SKPD that South Kingstown was named unified co-Champions. Outfitting the new center with modern cardiovascular equipment will be accessible and beneficial to all students and all sports teams. It should also be made readily available to our faculty and staff.



### **Career & Technical Education**

Upon acceptance into our CTE programs, students take at least three full years of courses within their CTE content area. Students receive college credit and/or certifications from specific CTE courses. Also, students participate in Work Based Learning (WBL) experiences with local industries and community partners.



There is not adequate space for the district's CTE programs. The CTE programs will require additional space for existing classes. In the future we would need updates in:

1. **Construction Tech** - Needs a modern, larger space to accommodate more students, improved electrical, ventilation, and modern equipment.
2. **Allied Health** - Needs a larger space to accommodate both lab space and classroom space

3. **Computer Science** - Larger and more modernized spaces to accommodate both lab and classroom space

4. **Studio Art** - With Studio Art, we would need to maintain the large spaces we currently have but modernize the classroom space. Add display areas around the school where students can showcase their work.

5. **Biomedical Sciences** - Needs a modern learning space, a larger space to accommodate both lab and classroom instruction.

## **Social Studies**

By focusing on the record of human experience, students will evaluate how individuals and societies have resolved their problems and examine the consequences of the decisions and choices made by previous communities and cultures. The ever-changing political, social, and economic forces in our local, state, national and global communities require a comprehensive and challenging social studies program. As a result of their educational experience, students will confidently address the challenges they face with a deeper understanding of the alternatives and consequences of their decisions. Social Studies classes are all held in regular classrooms, and typically there are no unique space design considerations. Ideally, there would be adequate space to deliver core academics, electives, and interventions. The classroom would include the following components:

- Open areas (or the potential for open areas through movable walls) to create collaborative learning environments and conference spaces.
- Classrooms with adequate shelving and storage for classroom libraries showcasing student work and materials/tools for learning.
- Age-appropriate desks and workspaces that are easy to move around.
- Blackout shades for effective use of technology.
- More whiteboard space and projection systems in each room.

Please see English/Literature/Writing for examples of classroom models. The team understands that these models are drafts and are included in this document for visual consideration.

## **World Languages**

Studying a world language enables students to communicate with those of other cultures and better understand and appreciate the world's diverse cultures. In addition, such skills would allow students to effectively participate in our diverse community and support a better understanding of their own culture, language, and selves.

Exchange programs are essential to language instruction at the high school. We host at least two exchange groups from various countries each year. It would be ideal for there to be a space for the exchange students to collaborate on a virtual project before their arrival and culminate the project with their English-speaking peers during their

exchange visit. Additionally, given that food is an essential component of any culture, it would be beneficial to have access or be in proximity to a space that is flexible and has the equipment to support simple food preparation to accompany the language instruction.

#### Recommendations:

1. Flexible tables for small group work and project work
2. Technology connectivity, Smartboards, LCD, or other interactive display(s)
3. Provide some flexible storage for projects under development
4. Whiteboards and pinboards for collaboration



#### **Mathematics classroom** (grades 9-12)

The South Kingstown High School mathematics department believe that all students can and must learn mathematics. To accomplish this, we have created an environment with high expectations for all, providing needed support to students and their families. Teachers challenge all students to work to their highest potential and produce their best work. The Common Core State Standards (CCSS) are embedded in the curriculum for each math course defining what students should

understand and be able to do in their mathematics study. High School Mathematics Department strives to provide appropriate courses for all students. Students are encouraged to take the classes at the level that best reflects their interests and strengths and allows for exploration so they are not locked into a particular level for their high school experience. Mathematics is a focused interest of many SK students who desire rigorous and challenging content. Therefore, students can take more than one mathematics course when feasible.

Math instructors use traditional methods of instruction and more contemporary ways of project-based learning, collaborative groups, large and small group discussion, and direct teaching. While the current classroom math spaces may be deemed functional, it presents difficulties when trying to implement a project or collaborative group instruction. With a lack of whiteboard space and aging facilities that limit technology, it is challenging to have students working together or presenting their work to the class. Additionally, the current classroom furniture makes rearranging for collaborative or project work extremely difficult and uncomfortable, thus preventing some meaningful and innovative instruction from taking place.



Mathematics is held in regular classrooms, and typically there are no unique space design considerations. However, in planning for a new space for math instruction, the classrooms should be large and have write-on walls that would allow collaboration at any point in the room. Flexible, comfortable seating should be available to allow for easy rearrangement for project-based and collaborative instruction to take place. There should be break-out spaces where small groups could work and larger spaces where interdisciplinary groups could work together. A teleconferencing space or capabilities should be made available in classrooms to permit further collaboration with experts and university partners outside the high school. In these classrooms, break space should be included in the design. Therefore the average square footage may need to be 1,000 SF.

#### Best practice recommendations:

1. Flexible tables for small group work and project work
2. Technology connectivity, Smartboards, LCD or other interactive display(s), printing center
3. Provide some flexible storage for projects under development (combination of open and lockable storage)
4. Whiteboards and pinboards for collaboration

#### **Storage**

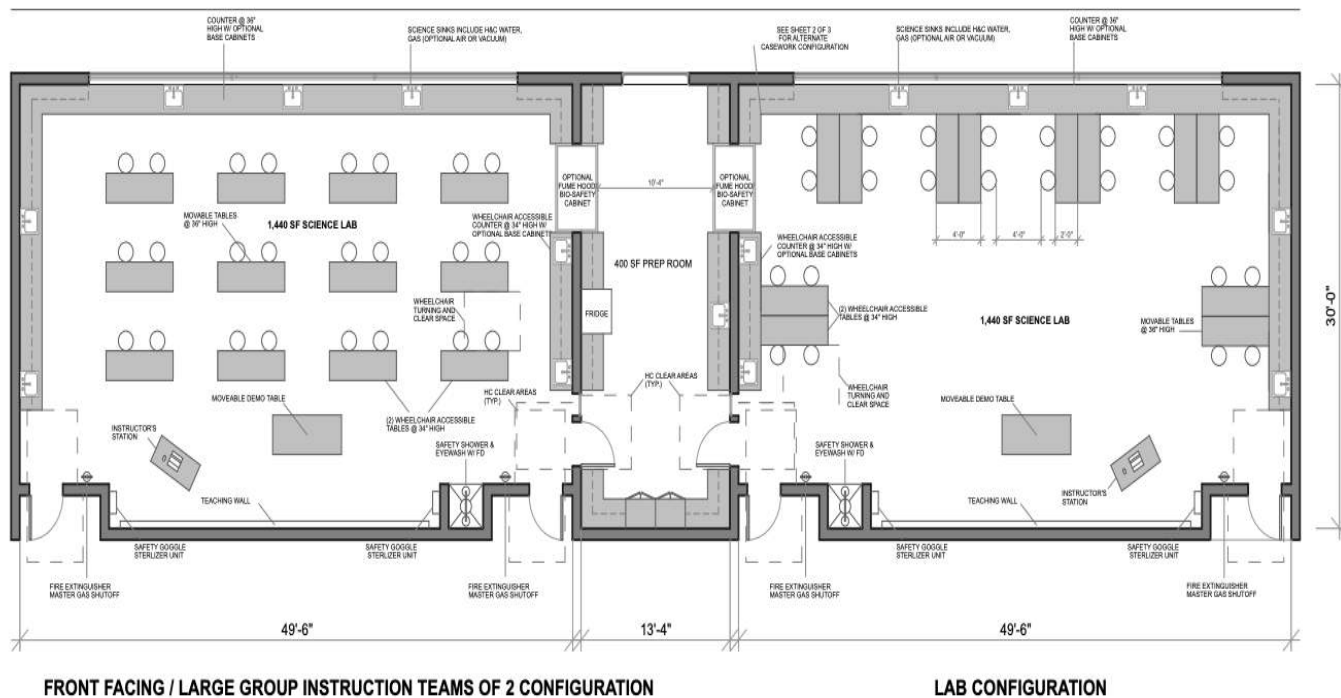
Having adequate storage for regularly-used materials, ongoing projects, and equipment that needs to be secured is critical for an effective and safe high school program.

Identifying an appropriate amount of storage for a particular learning space requires considering multiple elements often in tension with each other. On one hand, you want classrooms to be large flexible learning spaces where large group and small group instruction can happen, with enough desks or tables for students to sit and work and space for the teacher. Classrooms require storage space, either in class or shared across classrooms. As the photo to the right shows, a lack of storage results in classroom clutter and reduced teaching space. Also, storing supplies and custodial materials should be planned when considering storage.



## Science Classrooms

### HIGH SCHOOL SCIENCE LAB PLAN A (WITH CHEMICAL STORAGE IN SECURE CABINETS)



The science department at South Kingstown High School (SKHS) recognizes the common core of learning - communication, problem-solving, the body of knowledge, and responsibility. The department's goal is to cultivate scientific habits of mind, engagement in scientific inquiry, and reasoning in a scientific context. All students graduating from SKHS will address the scientific and engineering practices, concepts, and core disciplinary ideas outlined in the Next Generation Science Standards (NGSS) adopted by the Rhode Island Department of Education (RIDE). The inclusion of science and engineering practices in the standards suggests that the critical factor in defining a "laboratory science" course is the nature and prevalence of the active learning experience. Unfortunately, many science classes, all of which have laboratory components, are taught in traditional classrooms that have been repurposed. The rooms are cramped and thus considered unsafe based on the National Science Teachers Association (NSTA) Safety Advisory Board recommendations for the minimum square footage of 1440 square feet per 24 student occupants, one classroom teacher, and secure chemical storage with secure cabinets. Core course selections (earth & space science, biology, chemistry, and physics) align with the NGSS. All students must be exposed to core science concepts to demonstrate proficiency with the NGSS Performance Expectations in earth and space, life, and physical science.

## Science Lab Guidelines:

*(Based on the National Science Teachers Association (NSTA) Safety Advisory Board Recommendations)*

- a) Sturdy, standing-height two-student tables. Should match the height of peripheral countertops so that students perform lab work standing and “seat work” on stools.
- b) Two-student tables are recommended so they can be moved into a variety of configurations. An option for 34” tall casework and tables for overall accessibility is also recommended. Adjustable-height tables are not recommended.
- c) Stub utilities where needed for potential future configurations.
- d) Sinks should be wide and deep enough to accommodate buckets and other large containers.
- e) Optional fume hoods and bio-safety cabinets should be accessible from both the prep room and the classroom.
- f) Provide full blackout window treatments in labs.
- g) Provide movable teacher demonstration tables (NOT FIXED).
- h) Each lab prep room should include one refrigerator and one dishwasher.
- i) Provide visual access between labs and prep rooms/prep rooms and doors.
- j) Prep rooms and chemical storage should be keyed in such a way to provide limited access for required personnel only. (Chemical storage in the prep room is discouraged)
- k) Safety equipment and information such as Fire Blankets, Sterile Eye-Protection, and Material Safety Data Sheets should be located in highly-visible and easily accessed places. (Preferably Near Exits).
- l) Rather than Green-Houses, consider designs that allow plants to be placed on shelves or moveable racks with access to light from classroom windows.

## **Safety Features**

Safety features also take up space and require storage. Below is a list of safety features required in the new school design. In some cases, these features require storage, and all features require adequate safe space.

The deluge shower

- Fume Hoods
- Deluge showers with working drains
- Eyewash Stations
- Hazardous waste storage and disposal
- Chemical storage
- Acid Neutralization
- Electrical circuits
- Natural gas (Gas jets)
- Fire Blankets
- Fire extinguishers



- Personal Protective Gear and storage plus cleaning and drying areas

The National Fire Protection Association (NFPA) provides a graphics system used by emergency personnel to identify risks posed by the presence of hazardous materials in a certain area (NFPA 704).



While state fire code relies on the NFPA system for emergency signage, SDSs and school chemical management systems use the Global Harmonized System (GHS). These are merely door and wall hanging plaques, but they should be noted in this section.

### **Applied Learning - Business:**

The mission of the Business department is to prepare students to become productive citizens capable of making intelligent economic decisions. Students will develop techniques for making wise decisions, master economic principles, learn how businesses operate and how to select and apply the tools of technology. In these classrooms, The planners should include break-out space in the design. These classrooms should have flexible tables for small group work and project work, technology connectivity, Smartboards, LCD or other interactive display(s), and a printing center. Therefore the average square footage may need to be 1,000 SF.

Parts of the Applied Learning Program are housed in adaptive spaces that are rigid and small for robotics, engineering graphics, or carpentry class. The smallness of the area forces the school to only allow 14-16 students at a time to take those courses. In the school redesign, we would like to have a larger space. These courses are similar to a Makerspace, and the team suggests a minimum classroom size of 1,440 SF.

### **Library/ Media Center**

Students come to the library independently, with a class, or in small groups. The existing architecture of the space has challenges. The library has open space and several small offices. Still, the library is decentralized from most of the building, a distance from most classrooms, and its awkward location provides challenges to its full use and effectiveness. A renovated or new library space would need to have varied, flexible spaces and spatial adjacencies so that our library program can continue to redefine education. We hope to have a library with various areas simultaneously, allowing multiple uses. Better acoustics and design elements like knee walls or glass dividers could allow for all kinds of work and learning while avoiding the space getting too loud/distracting or the need for staff to hush students relaxing or exploring together.

### **Lunch Room**

Students generally dine by subject area, and there are no plans to integrate the lunches. However, if, in the future, the high school transitions from a subject model to an

academy model, the lunch schedule will be reviewed and revised as needed.

Currently, the serving lines are narrow and challenge the 25-28 minute time frame for which students need to be served and eat. There is an outside sitting area with a limited number of seats and tables. Students use the outdoor space when the weather permits. The Senior Cafeteria is located near a courtyard and only provides countertop dining. Besides a tranquil view of the courtyard, there is no significant differentiation between the Senior dining area and the underclass cafeteria.

The kitchen, storage, and preparation facilities should be large enough to serve hot and cold meals. The kitchen should have separate serving lines that offer diverse menu



choices. The equipment should be modern and energy efficient. Finally, the price point system should not single out any student or draw any unwanted attention to a student.

The ideal cafeteria space would be large enough to seat  $\frac{1}{2}$  of the student population and have secure access to the outside. Well-spaced food service stations and lines and a variety of student seating options (i.e., round tables, high tops) would allow lunch time to be one of social interaction and relaxation. The cafeteria should have natural light, be inviting, be warm in the winter, and be cool in the warm months. Therefore, the dining hall should include:

- An integrated sound system.
- Visual media (i.e., televisions).
- Modern payment options.
- Cameras.
- Charging resources for electronics to ensure their use throughout the school day.

### **Outside/Inside Athletic Facilities**

Our facilities may have met the needs of our students in the 1990s, but they have fallen behind what is required of all schools today. We look forward to using the construction opportunity to enhance our current Wellness curriculum, update our facilities to bring them in line to meet current needs, and expand its offerings not only for the students but the community as well. Our athletic programs will also benefit from a well-designed modernization plan and quality construction of indoor and outdoor facilities.



The sports facilities are far from ideal for the level and number of competitions hosted throughout the fall and spring seasons. Our outdoor facilities need modernization. We do not have a stadium on the school campus. The stadium, located at Curtis Corner Middle School, lacks adequate seating capacity for home games or to host tournaments. The stadium is built on a swamp. There is a concession stand with power that needs an upgrade, one storage shed with power that needs to be upgraded, and two stand-alone storage containers. The grass fields, when maintained, take hours of maintenance to keep in playable condition. The track condition is poor. With a 6-lane track, it limits the size of events. The location can not host a state event. Our Softball Team plays and practices at Broad Rock Playfield Complex, and our Baseball Team plays and practices at Old Mountain Field, both off-campus facilities. The Soccer and lacrosse teams must practice and compete offsite from the high school campus. The football team can practice at the high school but must play its games at CCMS. The offsite practices create a safety issue and awkward schedules for athletes not fortunate enough to practice at the high school.

Updating the grass field and the stadium to a turf field is essential. The updated areas would allow extensive practices and games for our sports programs to enjoy. The addition of lights would allow night games and practices. The community and youth groups could also utilize the facility on weekends and in the summer. In addition, permanent playing surfaces and game-field lines would allow DPW to focus its efforts elsewhere.

### **Administrative and Programmatic Adjacencies**

Administration Offices and the Nurse's Office should be located at the main entrance of the building to provide easy access to administration and to assist in building security. The Guidance and Student, Support Services suite should be near the main entrance but separate from the administrative offices. The custodial area should be near the cafeteria and include a loading dock and mechanical room.

### **Technology**

The proposes that the new high school building will be the center of the South Kingstown Public Schools. A dedicated technology space, with adjacencies to each other to serve the needs of the building and the district, would include:

- An air-conditioned room serves as the hub for the SKSD network and stores additional tools and equipment.
- A workshop to maintain student and teacher devices and networking equipment.
- Office space for the technology staff.
- Storage space for technology equipment.
- A fiber connection to the MDF closets.

All classrooms and educational spaces should have technology access to:

- A robust, easily maintained wireless network can be built upon and rebuilt over time.
- A modern wired network that ties each classroom neighborhood and floor together with fiber.
- A contemporary voice network.

- A modern security network allows quick access and retrieval of images and video on-site or off-site.
- An FM system that enables those hard of hearing to interact with all classroom activities.
- Wireless, interactive projection equipment.
- A robust sound system.
- Ample space and capacity to store and charge student devices.

### **Early Learning (Pre-School)**

The South Kingstown Public Schools preschool program provides three and four-year-old students with a high-quality preschool experience that readies students for Kindergarten and future success. Children learn through play in a planned interactive environment with their peers and teachers in every classroom. Although the approach to teaching and learning in both spaces is based on the principles of inclusion, the goal is to integrate children with and without disabilities in each classroom.

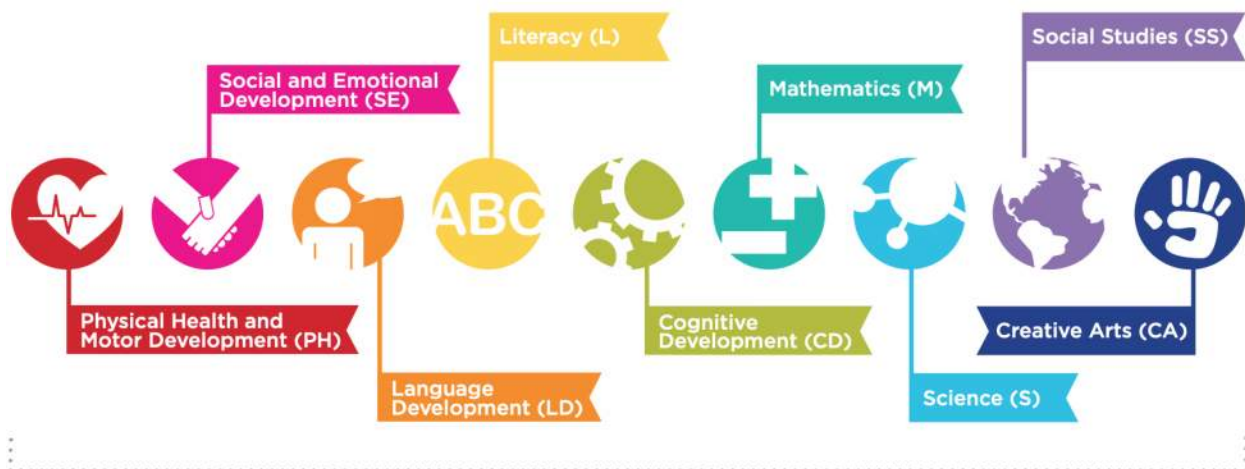
Engagement is essential in an early learning classroom, and students should have choices in how they learn and play. Play is the work of an early learner. Through play, students explore and discover at their own pace, and learning happens through learning centers. The six common early learning centers are:

- Language/Reasoning
- Blocks
- Dramatic play
- Science and nature
- Math and manipulatives
- Sand and water

There have been many suggestions about incorporating an early learning center into the renovated high school or a new high school and creating a CTE program that engages the assistance of high school students as volunteers in the early learning classrooms. However, whether RIDE will approve a CTE program focusing on early learning is unclear. Therefore, the team recommends proceeding with the understanding that an early learning CTE program will not be an addition to the CTE offerings at the high school.

When it comes to early learning spaces, clean, organized, and clutter-free make learning safe and fun. Students should have access to materials and equipment at their level and size. Storage is critical because the curriculum is an interdisciplinary exploration built around student developmental principles. The standards are designed to ensure that through play-based learning activities, competencies, behaviors, knowledge, and skills most children possess or exhibit at a particular development stage are refined.

Rhode Island's Early Learning and Development Standards are organized into domains, components, learning goals, and indicators.



While each domain represents general expectations, each child will reach their individual learning goals at their own pace and in their own way.

A high quality Preschool Program should have several classrooms, an outdoor space, a multipurpose room, a health center, a teachers' workspace, and an administrative office. Right-sizing the number of needed preschool classrooms is a program feature as much as a research requirement. The team can use the birth rate projection, NESDEC numbers, and building permits. But other program features will also need to be discussed. For example, would the early learning center allow teachers who work for South Kingstown Public Schools but live in other communities to attend the program? Would the early learning program partner with URI? The answer to these and other programmatic questions will impact the Preschool's physical structure.

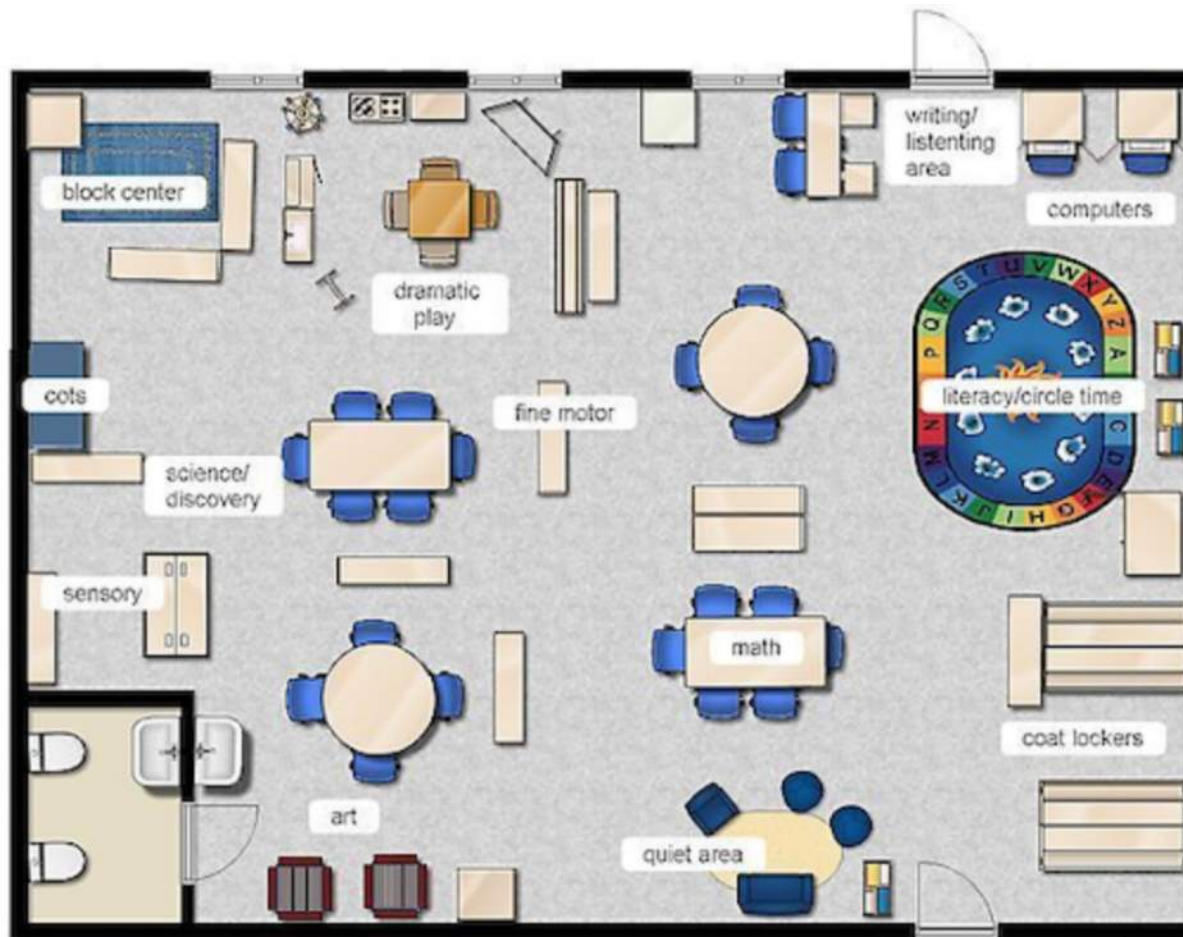
The Preschool should meet the Americans with Disabilities Act (ADA), be easily accessible for disabled students, and the Office of Civil Rights 1999 accessible guidelines. A food preparation area is needed. There needs to be a separate entrance area different from the high school that provides comfortable seating for parents and caregivers to drop off and pick up their children. The preschool program would need its own parking area for teachers and staff near the preschool entrance.

Research has shown that classroom size should be between 42 and 50 square feet per child or 900- 1,000 square feet. The model classroom displayed includes:

- Common learning centers.
- A math area
- Coat lockers
- A computer center
- A fine motor station
- A block area
- A sensory and science center

Due to the student's age, the student must be under the watchful eye of an adult at all

times. The planners must encompass all areas inside the classroom. The restroom featured in the lower right-hand corner needs appropriately sized restroom equipment. Please note a changing table is not shown in the model but is required.



The early learning programs will need to store cots for children’s rest time in the classroom. Cot storage takes up a significant amount of space. Cots stacked horizontally require approximately eight square feet of space and can be stacked up to 15 cots high. In addition to storage for cots, there also needs to be an appropriate area to accommodate the storage of the children’s bedding.



During the design process, the planners should pay careful attention to providing adequate in-classroom storage for classroom supplies and materials, toys that are not currently in use, seasonal items, cots, and maintenance supplies such as cleaners and paper towels.

### **Preschool Outdoor Space**

An outdoor space should allow for both free and structured play. The playground equipment should be appropriately scaled for preschool students. Fencing around the outdoor



space is an important safety and security feature. A hard surface should be available for bicycles and wagons.



In addition, the preschool would need its own Health Center, teacher's workspace, and administrative offices. An early learning conference or meeting room would need to be large enough to hold meetings and include space for younger children to play while a meeting is happening.

### **Access Control System**

All exterior doors will be electronically monitored and unlocked by a card-based access control system or push-button intercom system. The card-based system will also open the outer doors that provide access to playgrounds and athletic fields. The inner set of doors in the main entry vestibule will be locked at all times, except for drop-off and pickup times. Panic buttons will be located in the Principal's office, specific secretarial staff, custodian's office, Assistant Principal's office, and Preschool area. Stairwell doors can be pulled off mag holders and programmed locked by access control, securing upper floors from remaining areas. The card-based access control system will ensure access between buildings and age-sensitive areas.

### **Security**

Security Cameras will be placed around the exterior of the building, parking lots, hallways, stairwells, the administrative area, student dining, auditorium, courtyard, physical education areas, Library/Media Center, and any identified road entrances to the property. In addition, a camera will be placed at all entry doors into the building, interior hallways, and shared spaces. Access to the security system should be cloud



based and accessible from inside and outside the building.

### **Teacher Workspace**

The teacher planning and workspace need to be more than a traditional faculty lounge with a photocopier, refrigerator, and coffee pot. Instead, each floor should have a teacher workspace for neighborhood meetings, teacher planning, and collaboration. Although these spaces should be in close proximity to the team, consideration should be given to the level of privacy required in some of the work and planning areas. For example, educators will need a private space to contact parents, guardians, and other individuals involved with the care and well-being of students. Additionally, please be mindful that teachers may need privacy to make personal calls such as doctor appointments. Therefore, the balance between collaboration and privacy should be part of the remodel plan. In addition, the administration will make every effort to build common planning time into the schedule for teams and departments, making pod collaboration easier. The teacher workspace needs to account for the need for teachers, teaching assistants, and visiting support personnel to have a secure location to store their private belongings, such as coats, purses, backpacks, and lunches.

Support Staff such as School Counselors, Nurses, Speech Therapists, and Occupational Therapists should have dedicated spaces with the necessary privacy. When practical, these workspaces should be strategically located throughout the school such that these services can become a more integral part of the academic neighborhoods.

There must be lavatory spaces throughout the building that is private and different from the general public for educators to use. As well as places to eat, store, and heat up food.

### **Transportation**

The future complex should consider the limited public roadways leading to the school, so planners should take steps to mitigate traffic and improve safety. If congestion is unlikely to be eliminated. The planners should consider creating an access road around the school with additional entry and egress points, identifying walkways with adequate lighting, ensuring separate vehicular paths for school buses and parent/guardian picks-ups/drop-offs, and developing a centralized parking area for staff that also preferably steers them to one main entrance.

### **Conclusion**

A new South Kingstown High School will need to be a structure that is easily adaptable to the changes that will occur in the next decade. As the needs of the school community change, so will the building's need to adapt. For example, ensuring the facility has adequate space and equipment for all learners. By planning for the academic, physical, social, and emotional needs of students and families in South Kingstown and anticipating demographic changes in the school and community, the new school building will be able to meet the growing and ever changing needs of the students. This program redesign is not all encompassing and will need to be reviewed and updated as the school building process continues. Furthermore, the high school program redesign must also align with the middle school and elementary schools program redesign. Those program redesigns documents will be available to the Committee in the coming months.

# Exhibit 11

## South Kingstown Generic Educational Specifications



# **South Kingstown School District**



## **High School Educational Specifications**

**GENERIC  
EDUCATIONAL  
SPECIFICATIONS**

# OVERVIEW



## PURPOSE OF EDUCATIONAL SPECIFICATIONS

Educational specifications serve as the link between the educational program and school facilities, whether contemplating a new building, or assessing the educational adequacy of an existing building prior to renovation. The purpose of educational specifications is to clearly describe the various learning activities to be housed in the school, their spatial requirements, appropriate locations within the building or the site and any special requirements that a designer or a facility planner would need to consider.

The development of educational specifications is more a process of pre-design problem definition than a process of problem solving. It is important that the educational specifications, as thoroughly as possible, describe the facility's anticipated uses and identify the specific physical characteristics that will be required to house and promote the proposed activities. The educational specifications should provide detailed parameters to guide the design professional's design, rather than describe how the facility is to be constructed.

The elements that all educational specifications should contain are fairly exact, however the processes used to develop the educational specifications and the manner in which the information is presented may vary. These differences in the development and presentation of the educational specifications can be attributed to a number of factors including, variations in community involvement, educational programs, and school sizes.

It is important that all educational specifications should:

- Involve educators and community representatives in the definition of educational needs;
- Enable school planners to better understand the purposes of the facility;
- Help the designers to create a building that fits the educational program and needs of the building occupants or users; and,
- Eliminate oversights that are expensive to correct once construction is complete.

A well-prepared educational specification is an integral part in the creation of a building that enhances the learning environment, accommodates learning activities, and provides pleasant surroundings for occupants and visitors. A poorly developed educational specification may result in a mediocre facility, or one that is marginally functional for education.

## THE PROCESS FOR DEVELOPING THE EDUCATIONAL SPECIFICATIONS

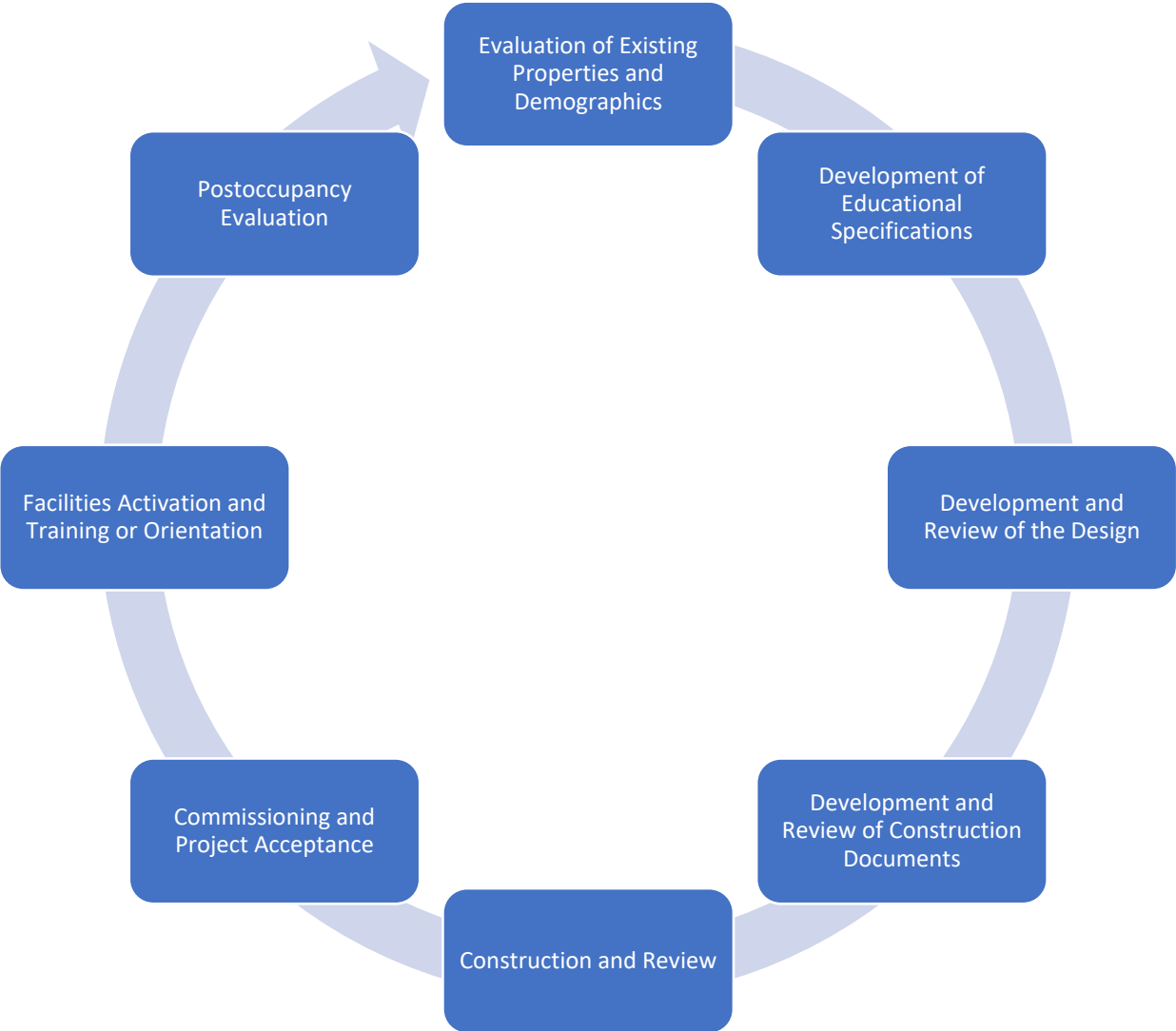
Facility programming, through the process of educational specification development, precedes the traditional architectural design phase in the building delivery process. The primary resources for this programming task are the building occupants or users. It is their objectives and needs that the planning team utilizes to shape the educational specifications. The ultimate success of a school capital project rests on the effective communication between those who design and those who will use the built environment. The educational specifications are the communication tool that must bridge the gap between the building's designers, educational planners, and final occupants.

There are several steps in the planning of a capital project that precede the development of the education specification to set parameters and define the scope.

- Programmatic vision for what will be taught and how it will be taught including educationally specific descriptions
- Creation of an “educational specification prototype” or design standards to provide continuity and equity across all schools
- Demographic analysis to confirm future capacity and thus future scopes
- Prioritization and timetable for accomplishing the capital program

### THE PLANNING PROCESS

Although the development of educational specifications is the keystone of the facility planning process, it is only one part of it. The process is a continuum as indicated below.



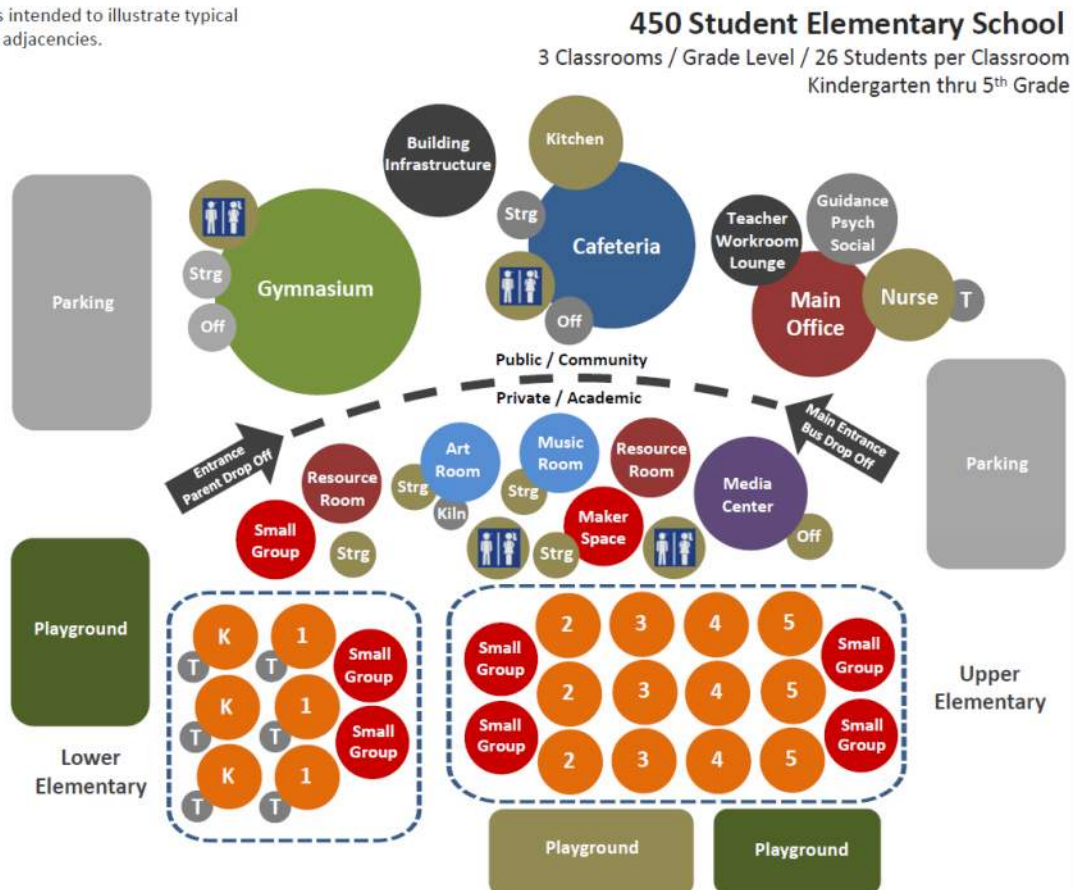
## GENERIC BUBBLE DIAGRAMS

The relationship of spaces is as important as the spaces themselves. The following generic “bubble diagrams” are designed to show the relationship of spaces in an elementary, middle, and high school. This is meant as a starting point for design professionals, in that each specific site/location where a new school building is to be situated has unique features that will influence the arrangement of spaces, including;

- Parcel size and shape
- Number of playfields needed and size of same
- Parking and bus drop-off
- Sun angles
- Neighboring structures
- Location of roadways/entrances and walkways
- Topography of site
- Local ordinances, including height restrictions and set-backs
- Fire Marshal restrictions

It will be incumbent upon the design professional to develop a building footprint and site plan that integrates the design of the building into the site with the educational specifications as the keystone.

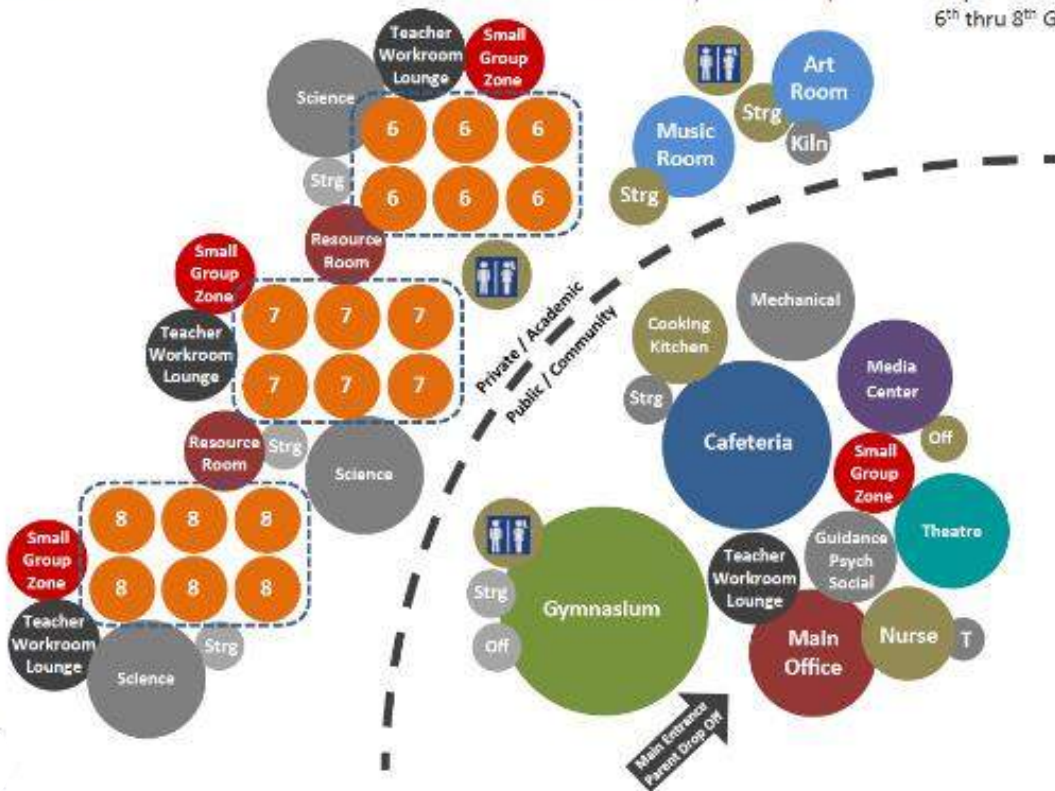
This diagram is intended to illustrate typical programmatic adjacencies.



This diagram is intended to illustrate typical programmatic adjacencies.

### 500 Student Middle School

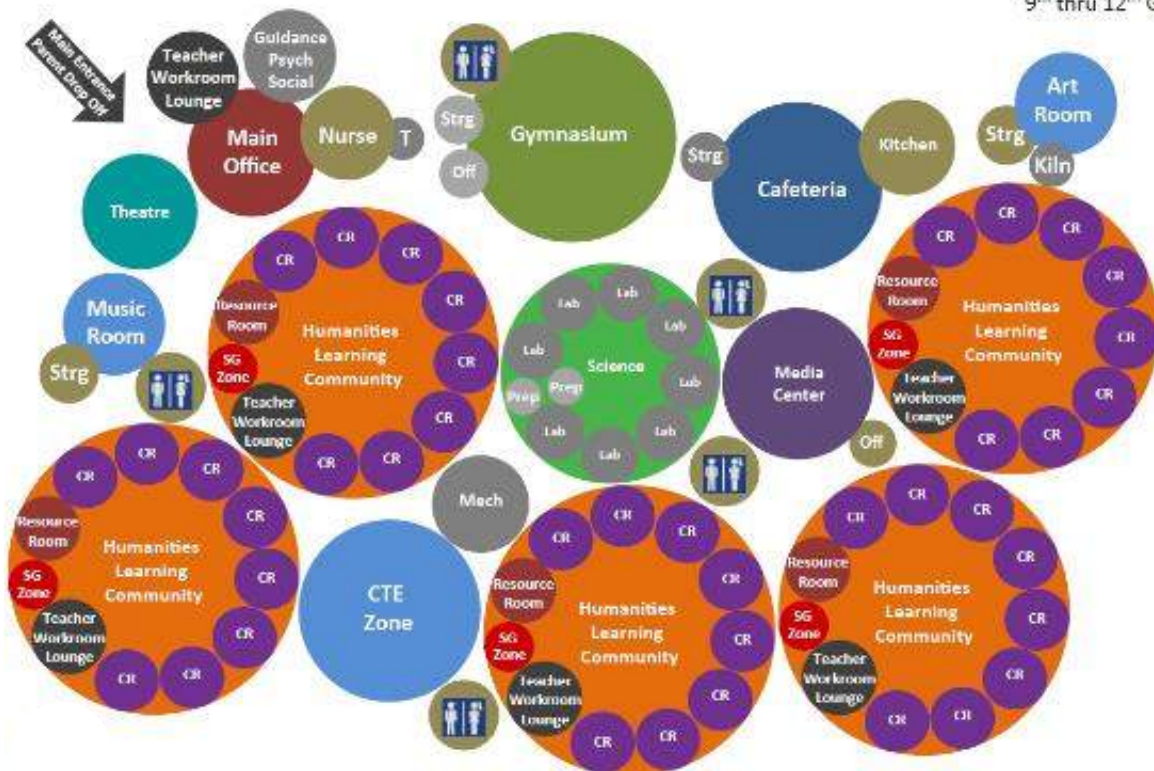
6 Classrooms / Grade Level / 24 Students per Classroom  
6<sup>th</sup> thru 8<sup>th</sup> Grade



This diagram is intended to illustrate typical programmatic adjacencies.

### 900 Student High School

5 Learning Communities - 8 Classrooms / Learning Community / 24 Students per Classroom  
9<sup>th</sup> thru 12<sup>th</sup> Grade



**EDUCATIONAL  
SPECIFICATIONS  
COMMON  
TO  
ALL  
GRADE LEVELS**



## Educational Specifications

CORE ACADEMIC AREAS

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### Standard Academic Collaboration / Small Group Area

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**CAPACITY:**

- 3 to 60 persons

**SIZE:**

- 1,000 SF open space incorporated into corridors or lobbies

**SPATIAL RELATIONSHIPS:**

- Collaboration areas may be as small as an alcove outside of a classroom in the corridor or a place for large group activities to include such amenities as tiered seating, platform stage, large screens, etc. The space should be intentional and have appropriate fixtures and furniture. No loose furniture is allowed in the right-of-way.

**GOALS:**

- To provide a space for small group instruction, students working independently or in small groups
- To provide informal learning space for pull-out instruction

**PROGRAM ACTIVITIES:**

- Conferences
- Small group activities
- Students working on projects
- Tutoring

**ENVIRONMENTAL CONSIDERATIONS:**

- Electrical outlets for equipment
- Uniform lighting with multi-level switching
- Visual access to Classrooms and Corridor

Built-in Fixtures may include:

- Built-in seating
- Dry, white eraser-board
- Locked storage
- Projection screen / TV or large monitor
- Tack board

Loose Furnishings:

- TBD

Area Technology:

- Wireless ports

Electrical Features:

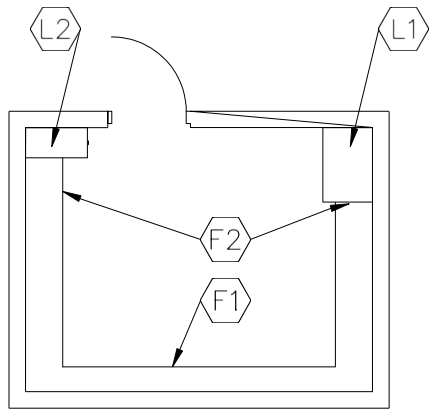
- Electrical Outlets for Equipment

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NOTES:

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**Standard Academic Storage**



**SIZE:**

- 300 SF

**SPATIAL RELATIONSHIP:**

- One per learning community

**GOAL:**

- To provide a safe and secure area for storage of equipment and supplies

**ENVIRONMENTAL CONSIDERATION:**

- Security of door
- Uniform lighting with single-level switching
- Windowless

**Built-in Fixtures:**

- F1 Storage shelving (12" deep)
- F2 Storage shelving (18" deep)

**Loose Furnishings:**

- L1 Adjustable height shelving (24" deep)
- L2 4-drawer file cabinet (legal)

**Electrical Features:**

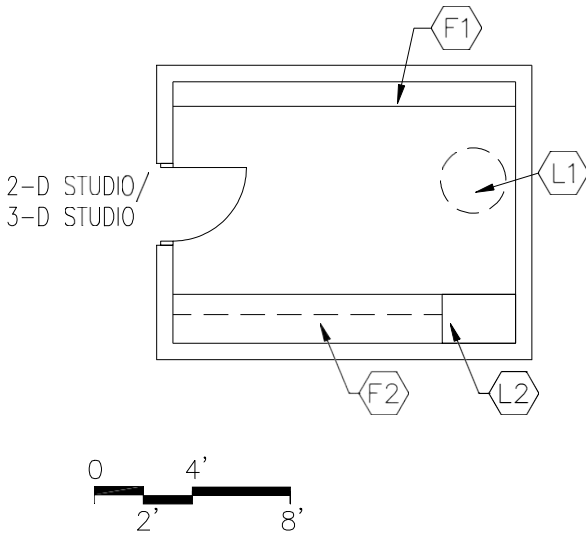
- Duplex receptacles to charge laptop carts when not in use
- Single-level switching

**NOTES:** Loose furnishings and features shown represent one of many possible arrangements.

## Educational Specifications

### ACADEMIC SUPPORT PROGRAM AREAS

#### Kiln Room



#### SIZE:

- 200 SF

This room will house the ceramic kilns for firing. A supply of moist clay in 50-pound boxes will be kept here. Two portable clay containers and the clay supply cart will be parked in this room. Projects ready for firing will be stored to dry on adjustable metal shelving located around the room. The storage of kiln shelves, shelf supports, cones, and kiln wash will be kept in a cabinet. A shop-type vacuum cleaner will be stored here. Above the kiln will be an exhaust ventilation hood adequate for effective ventilation direct to the outside when the kiln is in use. This door should have a lock with key. A damp cabinet should be placed in this room.

#### SPATIAL RELATIONSHIPS:

- Adjacent and access to Art Studio

#### GOAL:

- To provide a space to fire and store completed clay work and clay bins

#### PROGRAM ACTIVITIES:

- Firing the kiln
- Storing ceramics work

#### ENVIRONMENTAL CONSIDERATIONS:

- Adequate ventilation/exhaust
- Electrical outlets for equipment

#### Built-in Fixtures:

- F1 Storage shelving (12" deep)
- F2 Casework: Base/wall cabinets and shelving

#### Loose Furnishings:

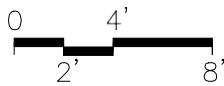
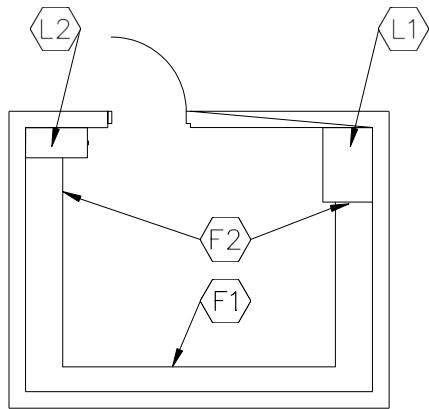
- L1 Kiln
- L2 Greenware shelving

#### HVAC Features:

- Hooded exhaust for glazing
- Temperature controlled exhaust
- Ventilation for kiln

NOTES: Loose furnishings and features shown represent one of many possible arrangements.

**Art Storage**



**SIZE:**

- 200 SF

**SPATIAL RELATIONSHIPS:**

- Adjacent and access to Art Studio

**GOAL:**

- To provide secure and adequate space to store art supplies, portable equipment, technology peripherals, and materials

**PROGRAM ACTIVITIES:**

- Storage of equipment, supplies, and projects

**Built-in Fixtures:**

- F1 Storage shelving (12" deep)
- F2 Storage shelving (18" deep)

**Loose Furnishings:**

- L1 Greenware Shelving
- L2 4-drawer file cabinet (legal)

**NOTES:** Loose furnishings and features shown represent one of many possible arrangements.

## Educational Specifications

### ACADEMIC SUPPORT PROGRAM AREAS

#### Art Studio

**CAPACITY:**

- 28 Students
- 1 Staff member

**SIZE:**

- 1,200 SF

**ANCILLARY SPACES:**

- Storage

**GOAL:**

- To provide a learning environment where students can learn two dimensional art and create their own art pieces

**PROGRAM ACTIVITIES:**

- Art history and culture
- Computer graphics and internet access
- Cooperative group work
- Drawing/Painting
- Viewing of slides

Note: A second art studio may be for 3D, graphics, or other medium

Plumbing Features:

- Plumbing connections
- Sink with hot and cold water, one island to hold two sinks, (54" x 54") overall dimensions, each sink cabinet bases with two sink bowls. Each sink bowl should be ten (10") deep x thirty-two (32") across and sixteen (16") wide with one faucet, each having a hot and cold water faucet. Storage with shelves below sinks in cabinets. Sink cabinet should a minimum of 2-drawers on each side. Clay and plaster traps should be included in the sinks.

**ENVIRONMENTAL CONSIDERATIONS:**

- Adjustable full-spectrum lighting/Track lighting for display wall
- Double width doors (with removable mullion) to allow for moving of large equipment and projects.
- Windows to provide natural light and egress
- Electrical outlets for equipment
- Window treatment to darken room for AV presentations

Built-in Fixtures:

- Marker board (16 LF)
- Tack board (12-24 LF)
- Tack strip on all walls at two heights (or trackable surface)
- Casework: Base/wall cabinets and shelving
- Paper storage
- Vertical files (30" x 40" work)
- Towel and soap dispenser

Loose Furnishings:

- 7 worktables (seat 4)
- 4 Computer workstations
- 28 stools
- Adjustable height bookshelves (24 LF)
- Project storage lockers (10" x 15" x 20")
- Teacher desk and chair
- Cabinets w/ drying racks
- Movable art display panels
- Light table
- Extra worktable

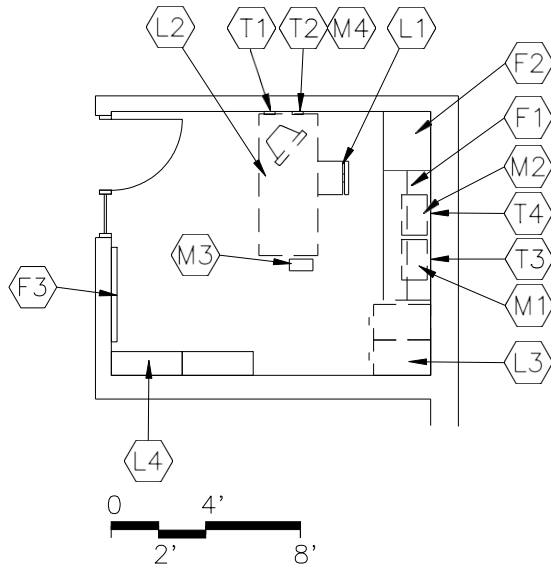
Classroom Technology:

- Additional ports: Clock/PA, 2 wireless
- Interactive white board (typical)
- Single point 'face plate' near teachers work station to include: Voice, data, VGA, audio enhancement, and HDMI

NOTES:



**Assistant Principal's / Dean's Office**



**CAPACITY:**

- Up to 2 people

**SIZE:**

- 150 SF

**SPATIAL RELATIONSHIPS:**

- Adjacent and access to Main Office / Reception
- Visual access to Main Office / Reception
- Adjacent to Principal's Office

**GOAL:**

- To serve as an area from which the assistant can effectively provide administrative support

**PROGRAM ACTIVITIES:**

- Answering telephone
- Data input and retrieval
- Duties of confidential secretary
- Financial accounting and bookkeeper functions
- General office work

**ENVIRONMENTAL CONSIDERATIONS:**

- Auditory privacy
- OSHA requirements maintained
- Uniform lighting
- Wheelchair accessibility

Built-in Fixtures:

- F1 Casework: Base cabinets and shelving
- F3 Tack board (4 LF)
- F2 Casework: Wardrobe

Loose Furnishings:

- L2 Desk
- L1 Ergonomic chair
- L3 4-drawer locking file cabinet
- L4 Bookcases

Miscellaneous Equipment (provided by owner):

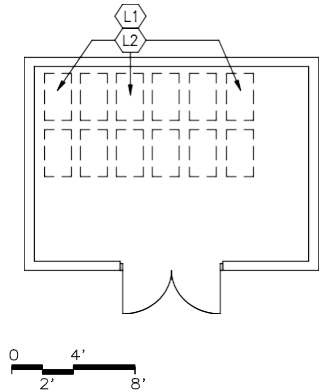
- M2 Printer
- M4 Computer
- M1 FAX

Room Technology:

- T1 Voice port and phone
- T2 Data port near workstation
- T3 Fax port
- T4 Data port for printer

NOTES: Loose furnishings and features shown represent one of many possible arrangements.

**Chair and Table Storage**



**ENVIRONMENTAL CONSIDERATIONS:**

- Accessibility for moving furniture in and out
- Cleanable building surfaces
- Uniform lighting

Loose Furnishings:

- L1 200 Stackable Chairs
- L2 Chair dollies per above count

**CAPACITY:**

- 200 Chairs

**SIZE:**

- 250 SF

**SPATIAL RELATIONSHIPS:**

- Adjacent and access to Student Dining Area

**GOAL:**

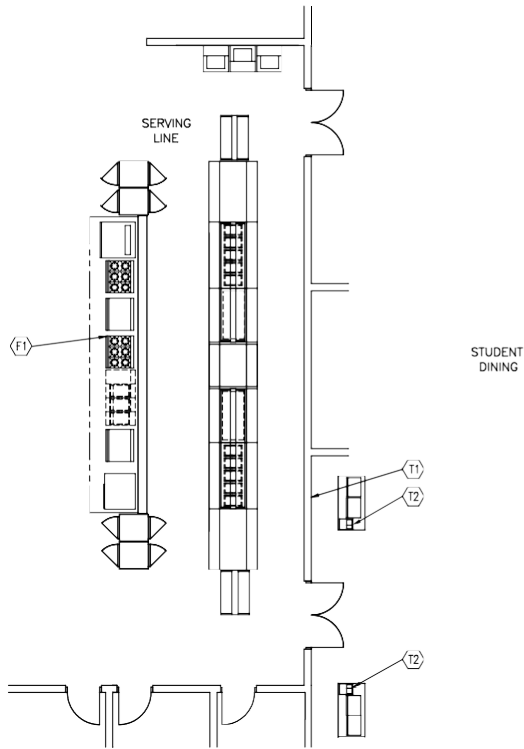
- To provide convenient storage of dining chairs and tables to be used for meetings and performances

**PROGRAM ACTIVITY:**

- Storage

NOTES: Loose furnishings and features shown represent one of many possible arrangements.

Serving Area



**DESIGN GUIDE:**

- 'Food court' serving lines: TBD
- All lines have drinks and misc. items

**SIZE:**

- 1,000 SF

**SPATIAL RELATIONSHIPS:**

- Adjacent and access to the Kitchen
- Adjacent and access to the Cafeteria

**GOAL:**

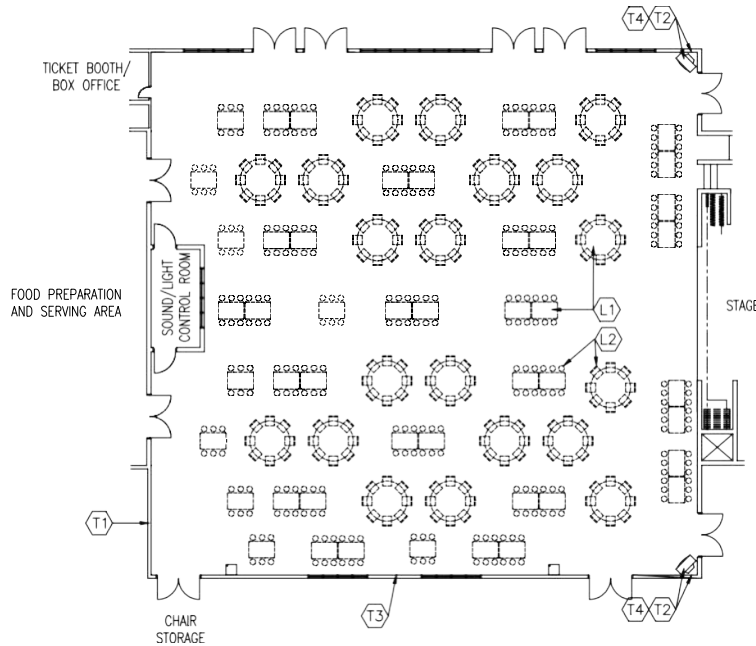
- To provide space and equipment to serve student meals

**PROGRAM ACTIVITIES:**

- Serve food

NOTES: Loose furnishings and features shown represent one of many possible arrangements

**Cafeteria**



**CAPACITY:**

- Up to 400 people for meals
- Up to 600 people for auditorium seating

**SIZE:**

- 5,000 SF

**GOALS:**

- To provide a pleasant atmosphere for students to eat meals
- To provide a flexible meeting space for groups if needed

**SPATIAL RELATIONSHIPS:**

- Adjacent and access to Kitchen
- Centrally located to Administration, Gymnasium, Main Academic, and Media Center
- Near parking and main entry to building

Loose Furnishings:

L1 Tables (variety of shapes and heights)

L2 400 Chairs

- Portable sound system
- Waste receptacles with lids
- Recycling bins

**ENVIRONMENTAL CONSIDERATIONS:**

- Adjust space and materials to manage acoustics; provide sound system
- Adjustable lighting
- Cleanable building surfaces
- Good sight lines to all areas of the room for supervision
- Identify 2 locations for presentations for up to 100 people (screen and electricity barrier-free)
- Identify location and electricity for satellite salad bar w/ cash register
- Proportion ceiling to volume
- Window treatment to darken room for AV presentations.
- Windows to provide ample natural light

Room Technology:

T1 1 voice port and phone

T2 2 video ports, large screen monitors, video, and brackets

T3 1 data port

T4 2 cable/ MATV ports

T5 Microphone jacks

**NOTES:** Loose furnishings and features shown represent one of many possible arrangements.

## Educational Specifications

### ACADEMIC SUPPORT PROGRAM AREAS

#### Collaborative Learning Area

**QUANTITY**

- Varies

**CAPACITY:**

- 3-60 persons
- 1-5 staff members

**SIZE:**

- 100-900 SF - usually incorporated into corridors or lobbies

**SPATIAL RELATIONSHIPS:**

- Adjacent to technical classrooms
- Collaboration areas may be as small as an alcove outside of a classroom in the corridor or a place for large group activities to include such amenities as tiered seating, platform stage, large screens, etc. The space should be intentional and have appropriate fixtures and furniture. No loose furniture is allowed in the right-of-way.

**GOALS:**

- To provide a space for small group instruction, students working independently or in small groups
- To provide informal learning space for pull-out instruction

**PROGRAM ACTIVITIES:**

- Conferences
- Small group activities
- Students working on projects
- Tutoring

**ENVIRONMENTAL CONSIDERATIONS:**

- Uniform lighting with multi-level switching
- Visual access to classrooms and corridors

Built-in Fixtures:

- Monitor display and projection capabilities
- Clock
- 2 dry, white eraser board (4' x 20' on two different walls) on track; all eraser boards shall be installed with a marker tray, map rails with tack strip above
- Tack board (4' x 20') minimum; sack strips on all walls

Loose Furnishings:

- 1 work stable
- Student chairs and desks appropriate to size of space
- Soft seating appropriate to size of space

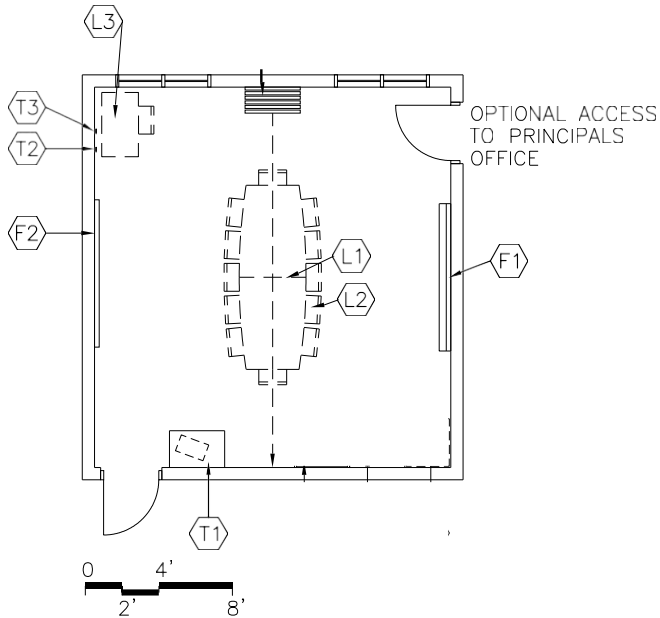
Area Technology:

- Additional data ports; wireless internet
- Interactive white board (typical)
- Single point 'face plate(s)' to include: Voice, data, VGA, audio enhancement, and HDMI
- Multiple electrical outlets for charging

NOTES:



**Conference Room**



**CAPACITY:**

- Up to 20 people

**SIZE:**

- 150 SF

**SPATIAL RELATIONSHIPS:**

- In administrative suite

**GOAL:**

- To provide an area adequate for small and medium group conferences

**PROGRAM ACTIVITY:**

- Meetings/conferences
- Staff collaboration

**ENVIRONMENTAL CONSIDERATIONS:**

- Auditory privacy
- Design for computer aided presentations (electrical outlets from table for projection device, screen along short wall, light darkening capability)
- OSHA requirements maintained
- Uniform lighting
- Wheelchair accessibility

**Built-in Fixtures:**

- F1 Marker board (8 LF)
- F2 Tack board (8 LF)

**Loose Furnishings:**

- L1 Conference table
- L2 Chairs
- L3 Computer workstation furniture

**Room Technology:**

- T1 Video port, monitor
- T2 Voice port and phone
- T3 Data port

**NOTES:** Loose furnishings and features shown represent one of many possible arrangements.

## Educational Specifications

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### SERVICE PROGRAM AREAS

#### Group Bathroom

---

**CAPACITY:**

- 1-6 students

**SIZE:**

- 400 SF

**SPATIAL RELATIONSHIPS:**

- Throughout every community

**GOAL:**

- To allow multiple students to use the bathroom at once to avoid long lines at singular bathrooms

**ENVIRONMENTAL CONSIDERATIONS:**

- Adequate exhaust/ventilation
- Moisture and stain-resistant finishes
- Wheelchair accessibility

**Built in Fixtures:**

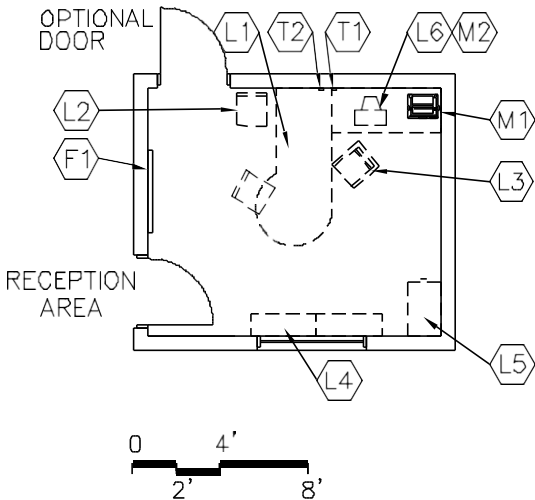
- Paper towel dispensers
- Touchless hand driers
- Mirror
- Toilet tissue holder
- Soap dispensers
- Sinks
- Grab bars
- Coat hooks
- Lockable cabinet for maintenance to store supplies

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NOTES:

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**Guidance Counselor Office**



**CAPACITY:**

- 1 Staff person
- Up to 3 people

**SIZE:**

- 150 SF

**GOAL:**

- To provide an office for counselors and the registrar to perform administrative functions and meet with parents and students

**PROGRAM ACTIVITIES:**

- Conferencing with parents, students, and staff
- Coordination of school and support services
- Telephone communications (private)

**ENVIRONMENTAL CONSIDERATIONS:**

- Auditory privacy
- Electrical outlets for equipment
- Environmental sound control:
  - Wall minimum: STC 45
  - Ceiling minimum: CAC 35
- Uniform lighting
- Windows to provide natural light

Built-in Fixtures:

- F1 Tack board (4 LF)

Loose Furnishings:

- L1 Desk with conference table
- L2 2 guest chairs
- L3 Ergonomic task chair
- L4 Adjustable height bookshelves (12 LF)
- L5 1, 4-drawer locking file cabinet
- L6 Computer workstation

Room Technology:

- T1 1 voice port and phone
- T2 2 data ports

Miscellaneous Equipment (provided by owner):

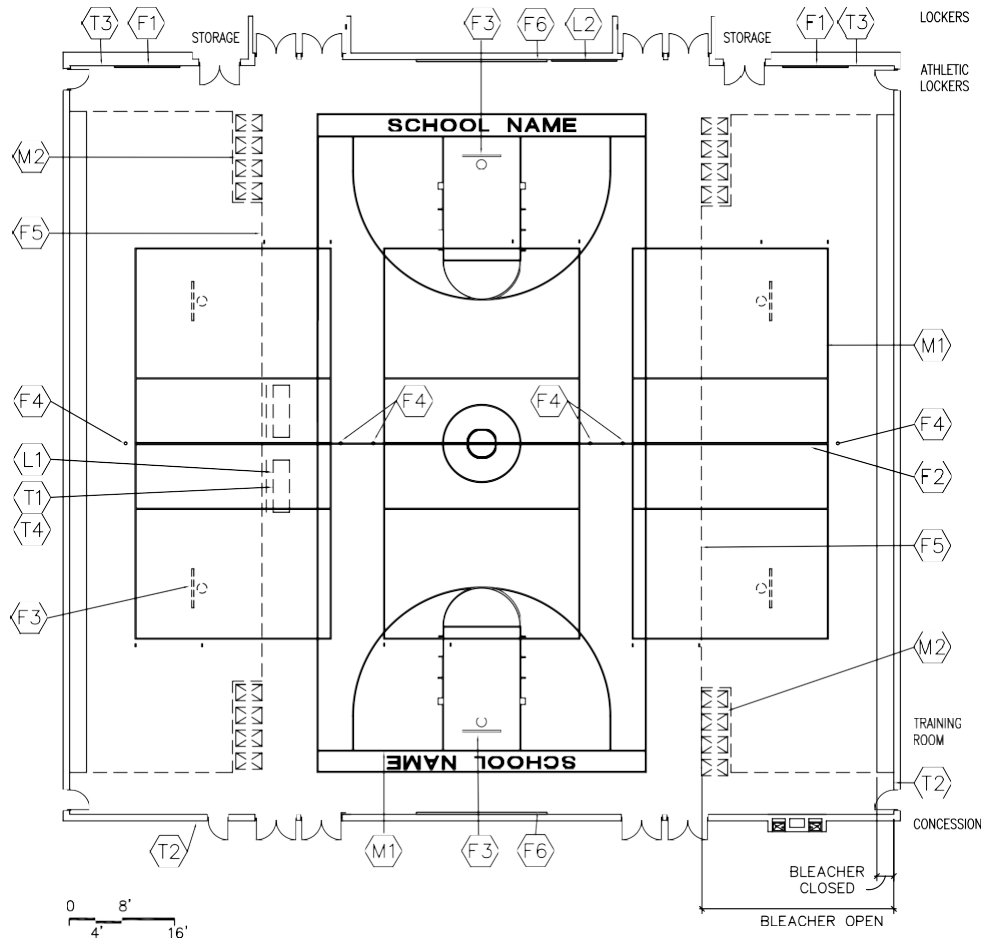
- M1/2 Computer/printer

**NOTES:** Loose furnishings and features shown represent one of many possible arrangements.

# Educational Specifications

## ACADEMIC SUPPORT PROGRAM AREAS

### Gymnasium



#### CAPACITY:

- 50-600 Students
- 2-4 Teachers

#### SIZE:

- 6,000 SF

#### ANCILLARY SPACES:

- Locker Rooms
- Storage

#### SPATIAL RELATIONSHIPS:

- Direct access to outdoor athletic fields
- Near visitor parking and public

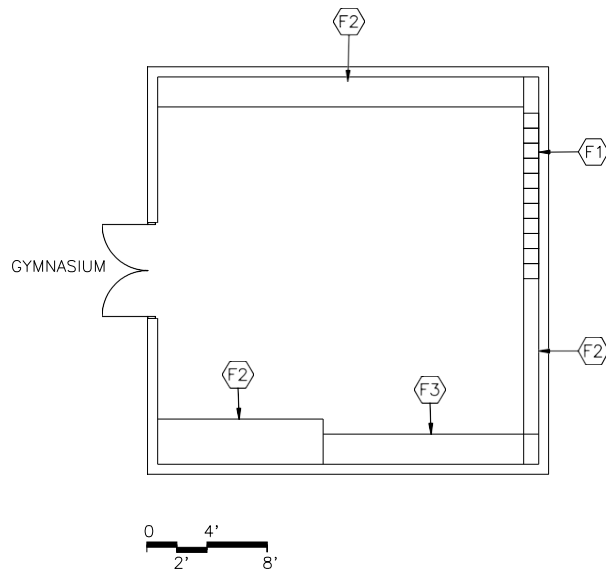
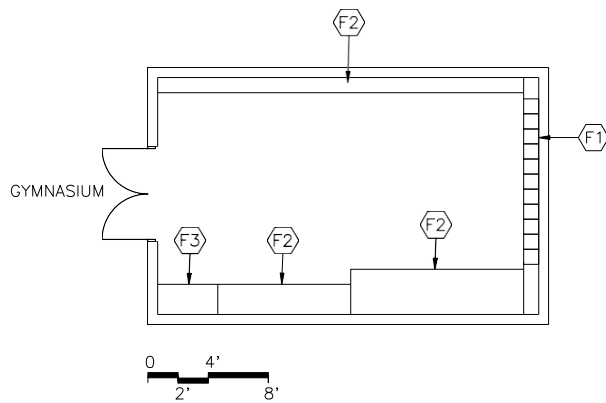
#### PROGRAM ACTIVITIES:

- Community programs and activities, secured
- Interscholastic competition and daily practices
- Physical education classes

#### ENVIRONMENTAL CONSIDERATIONS:

- Clear height of 25' from floor to nearest obstruction
- Drinking fountain in adjacent corridor
- Environmental sound control:  
Wall minimum: STC 60
- Must be able to isolate the gymnasium from the rest of the school after hours
- The architect shall work with the coach for specific location for data drop.
- The walls and ceilings will require acoustical treatment.
- Uniform lighting with multilevel controls

**Gymnasium Storage**



**GOAL:**

- To provide space to adequately store PE and athletic equipment (PE and athletic equipment needs to be stored separately)

**PROGRAM ACTIVITIES:**

- Storage for equipment
- Storing sound system and other equipment in the physical education/athletic area

**ENVIRONMENTAL CONSIDERATIONS:**

- Climate control to dry uniforms and other equipment which get wet during use
- Electrical outlets for equipment
- Flexibility of storage use
- Open space
- Provide secure storage
- Separate storage areas for inactive sports, physical education, and athletics
- Uniform lighting

**Built-In Fixtures:**

- F1 Pegboard
- F2 12" shelving
- F3 18" shelving

**SIZE:**

- Varies - 500 SF

**SPATIAL RELATIONSHIPS:**

- Adjacent and access to Gymnasium
- Near PE areas

NOTES: Loose furnishings and features shown represent one of many possible arrangements.



## **Educational Specifications**

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### **SERVICE PROGRAM AREAS**

#### **Kitchen (continued)**

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Features (Specifications from PGCPs):

Kitchen

Food Preparation Area	900
Dry Food Storage	400
Freezer & Cooler	300
Pot/Tray Washing	300
Paper storage	100

Plumbing Features:

Connections to food service equipment  
Floor drains  
Hand washing lavatory  
Plumbing and gas connections

HVAC Features:

Air conditioning  
Independent temperature control  
Kitchen canopy exhaust system  
Supply/return air system

Built-in Fixtures:

- Combination Steamer/Oven
- Convection oven
- Convection steamer
- Exhaust Hood Systems, including Fire Suppression
- Food Preparation Sinks
- Hand Sinks
- Mop washing sink
- Pizza Oven, Deck oven, or Conveyor Oven
- Pot washing sinks
- Storage shelving
- Tilt Skillet
- Ware Washing Machine with appropriate accessories (tables, booster heater, disposer, etc.)
- Warming/Holding/Proofing Cabinets
- Work Tables

Loose Furnishings:

- Work Tables

Miscellaneous Equipment:

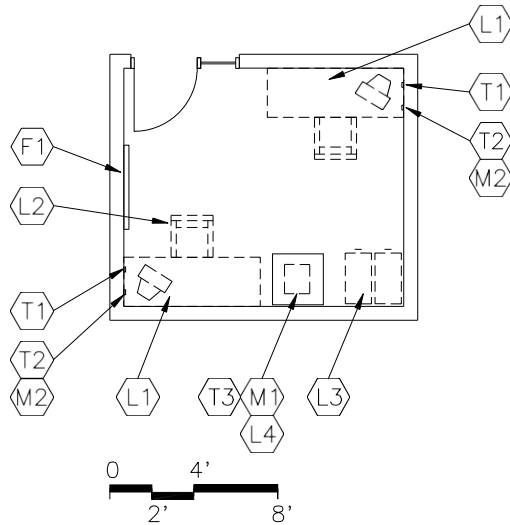
- Refrigeration - Reach-ins

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NOTES:

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**Kitchen Office**



**CAPACITY:**

- Up to 2 people

**SIZE:**

- 120 SF

**SPATIAL RELATIONSHIPS:**

- Adjacent and visual to Kitchen or Receiving area

**GOAL:**

- To provide an office for the staff to perform clerical functions

**PROGRAM ACTIVITIES:**

- Computer input
- Conferences with staff and other visitors
- Paperwork
- Planning
- Telephone calls

**ENVIRONMENTAL CONSIDERATIONS:**

- Auditory privacy
- Electrical outlets for equipment
- Environmental sound control:
  - Wall minimum: STC 45
  - Ceiling minimum: CAC 35
- Uniform Lighting

Built-in Fixtures:

- F1 Tack board

Loose Furnishings:

- L1 1-2 desks
- L2 1-2 ergonomic task chairs
- L3 2 4-drawer file cabinets
- L4 Printer table
  - Guest chair

Room Technology:

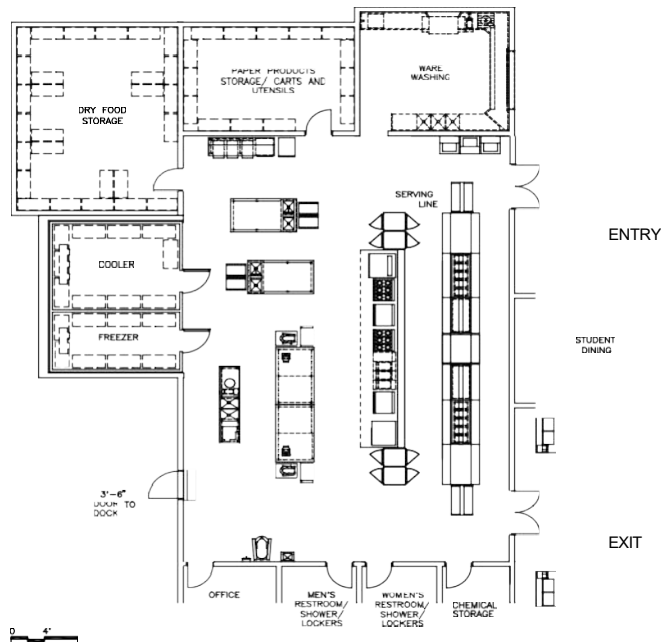
- T1 Voice port and phone near workstation
- T2 Data port near workstation
- T3 Data port for printer

Miscellaneous Equipment (provided by owner):

- M1 Printer
- M2 Computer

NOTES: Loose furnishings and features shown represent one of many possible arrangements.

**Kitchen**



**CAPACITY:**

- Up to 12 People

**SIZE:**

- 3,000 SF

**GOAL:**

- To prepare and serve student meals

**PROGRAM ACTIVITIES:**

- Preparing and serving food to students and staff
- Storage

**SPATIAL RELATIONSHIPS:**

- Adjacent and access to Cafeteria
- Adjacent and access to Outdoor Loading Dock

**ENVIRONMENTAL CONSIDERATIONS:**

- Adequate ventilation
- Beginning of serving line should be located near entry door of Cafeteria/Commons
- Cleanable building surfaces
- Food service department, public health, code requirements, as applicable
- Queuing for serving should not conflict with tray return to dishwashing area.
- Uniform lighting

Room Technology:

- 1 voice port and phone
- 2 data ports at cash registers

**NOTES:** This is an example of a kitchen. Food service equipment will vary from school to school; confirm requirements with Food Service Department.

# Educational Specifications

## OFFICE AREAS

### Main Office / Reception

**CAPACITY:**

- Parents
- Staff
- Students
- Visitors

**SIZE:**

- 200 SF

**SPATIAL RELATIONSHIPS:**

- Located near entrance
- Glass into the corridor for security and visibility

**GOAL:**

- To provide a space designated to help students and the public feel welcome and to provide information
- Waiting area for counselor services

**PROGRAM ACTIVITIES:**

- Administrative activities
- Greeting visitors
- Waiting area for students

**ENVIRONMENTAL CONSIDERATIONS:**

- Auditory privacy
- Electrical outlets for equipment
- Environmental sound control:
  - Wall minimum: STC 45
  - Ceiling minimum: CAC 35
- Uniform lighting
- Wheelchair accessibility

Built-in Fixtures:

- Tack board (4 LF)
- Reception counter (optional)

Loose Furnishings:

- 4 visitor chairs
- Desk
- End table
- Ergonomic task chair
- Information kiosk/display

Room Technology:

- Cable/MATV port
- Data port for printer
- Data port near workstation
- Video port, monitor, VCR, and brackets
- Voice port and phone

NOTES:

## Educational Specifications

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### ACADEMIC SUPPORT PROGRAM AREAS

#### **Maker Space**

---

**CAPACITY:**

- 10-25 students
- 1-2 staff members

**SIZE:**

- 1,200 SF

**ANCILLARY SPACES:**

- Storage

**SPATIAL RELATIONSHIPS:**

- Close to library or media center
- Near nurse's suite

**GOAL:**

- To provide a more hands-on, full body learning experience in contrast to the typical idle sitting classroom. The maker space should provide creative ways for students to design, experiment, and invent.

**PROGRAM ACTIVITIES:**

- Cardboard construction
- Arts and crafts
- Textiles and sewing

**ENVIRONMENTAL CONSIDERATIONS:**

- Accessibility is critical to allow all students to use the space and participate in activities
- Consider student safety in flooring and furnishing choices as students will be working with tools and messy materials
- Include first aid kit in the space for potential minor injuries from hands-on experiments

**Built-in Fixtures:**

- Cleaning station

**Loose Furnishings:**

- Extra rubbish and recycling bins
- Rolling (with locks) tables and other furnishings for easy space rearrangement in anticipation of big projects

**Classroom Technology:**

- Various tools (consider checking out tools only with staff supervision)
- Extra outlets and power strips for equipment
- Printer
- 3D Printer
- 1-3 shared computers

---

**NOTES:**

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## Educational Specifications

### CORE ACADEMIC AREAS

#### Media Center

**CAPACITY:**

- 100 students
- 150 persons for community or staff meeting
- Media Specialist
- Media Assistant

**SIZE:**

- 3,000 SF

**ANCILLARY SPACES:**

- Equipment Storage (250 SF)
- Head End Room (250 SF)
- Office (150 SF)
- Staff Toilet (50 SF)
- Workroom (300 SF)

**SPATIAL RELATIONSHIPS:**

- Three (3) activity areas:
  1. Individual Research and Reading around periphery where stacks are located
  2. Interactive and Small Group areas
  3. Independent/ On-line Learning area
- Good sight lines to all ancillary spaces
- Information desk located centrally
- Locate standing card catalog station next to information desk
- Mobility for all free-standing furniture including book shelves

**GOAL:**

- To provide a place for social interaction and multi-media production and presentation
- To provide students, staff, and community with access to paper and digital information

Electrical:

- Duplex outlets throughout
- Electrical outlets at all column locations
- Flush covers for floor outlets
- Multilevel lighting

HVAC:

- Supply/return air system
- Independent temperature control

**PROGRAM ACTIVITIES:**

- Reading, storytelling, speakers
- Circulation of materials and resources
- Whole group and small group instruction
- Meetings for staff and parents

**ENVIRONMENTAL CONSIDERATIONS:**

- Adequate ventilation
- Ceiling height in proportion to room dimensions
- Lighting appropriate to task with switches to dim separate zones of media center
- Security of school when center is in use after school hours
- Window treatment to darken room for AV presentations
- Windows to provide natural light and egress

Loose Furnishings:**Individual research and reading area:**

- Lounge chairs
- End tables
- Book stacks mostly peripheral (quantity site specific); some low shelving (36") on castors
- Independent workstations distributed around the periphery (w/outlets); comfortable chairs

**Interactive and Small Group area**

- 10-12 four-person tables and chairs; consider different heights and alternative seating choices (outlets at every location)

Room Technology:

- 2 data ports for network printers
- Robust wireless access

**Information Desk area**

- 2 data ports
- Bar code reader
- Voice ports and phones

**Interactive Small Group area**

- Large screen monitor
- Data and cable TV port

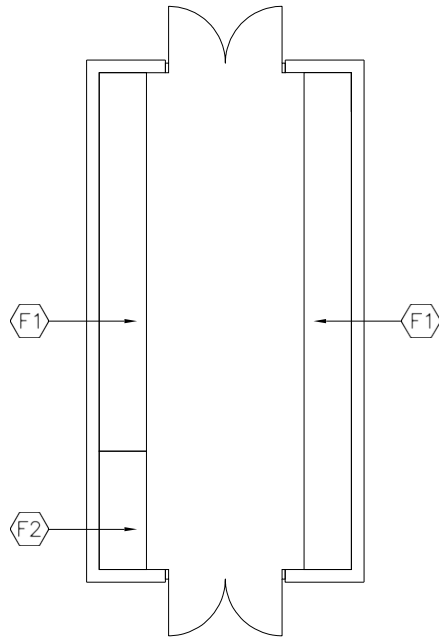
**On-Line Learning area**

- Large screen monitor

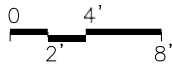
NOTES:



**Instrument Storage**



BAND/ORCHESTRA ROOM



**ENVIRONMENTAL CONSIDERATIONS:**

- Adequate ventilation
- Uniform lighting

**Built-in Fixtures:**

- F1 Storage shelving: Instrument storage w/ open grille doors
- F2 Casework: Tall cabinets

**SIZE:**

- 250 SF

**SPATIAL RELATIONSHIP:**

- Adjacent and access to Band/Choral Room
- Provide entrance and separate exit to the Band/Choral Room

**GOAL:**

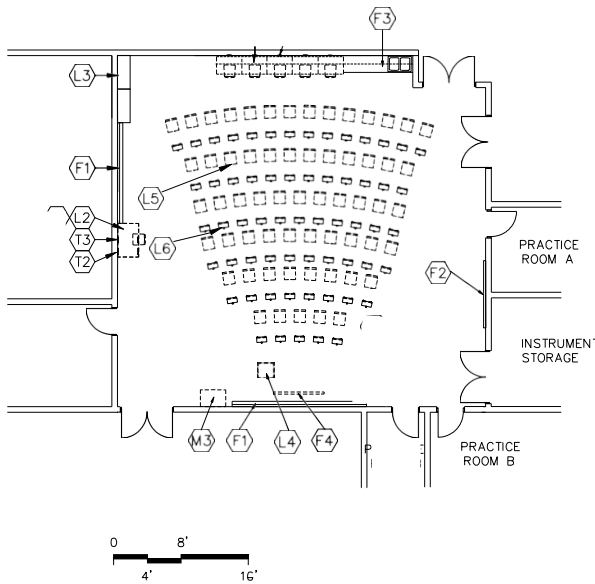
- To provide secure and adequate storage for instruments and music

**PROGRAM ACTIVITY:**

- Storage of instruments
- Storage of music

NOTES: Loose furnishings and features shown represent one of many possible arrangements.

**Music/Band Room**



**CAPACITY:**

- Up to 60 students
- Teacher

**SIZE:**

- 1,200 SF

**ANCILLARY SPACES:**

- Instrument Storage
- Practice Rooms

**GOAL:**

- To serve as the learning and practice area for instrument classes

**SPATIAL RELATIONSHIPS:**

- Adjacent and access to Practice Rooms
- Adjacent and access to Instrument Storage
- Easy access to Stage

**PROGRAM ACTIVITIES:**

- Independent study
- Individual and small group practice
- Jazz and chamber ensembles
- Performance
- Teaching and learning to read music

**ENVIRONMENTAL CONSIDERATIONS:**

- 8' high double doors throughout this area with removable mullions
- Adequate ventilation
- Appropriate acoustics and sound attenuation
- Baffled ductwork
- Ceiling Height (14' minimum)
- Electrical outlets for equipment
- Environmental sound control:  
 Wall minimum: STC 60  
 Ceiling minimum: CAC 35, STC 60
- Non-parallel surfaces (walls/ceiling) for acoustical benefits
- Sound proof HVAC system (under 35 dBA)  
 Sound seals on doors
- Uniform multi-level lighting

**Built-in Fixtures:**

- F1 Marker board (24 LF)- 1/2 with staff lines
- F2 Tack board (12-16 LF)
- F3 Casework: Base/wall cabinets (8 LF)
- F4 Interactive White board
- Clock (on side walls instead of rear walls)

**Loose Furnishings:**

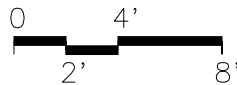
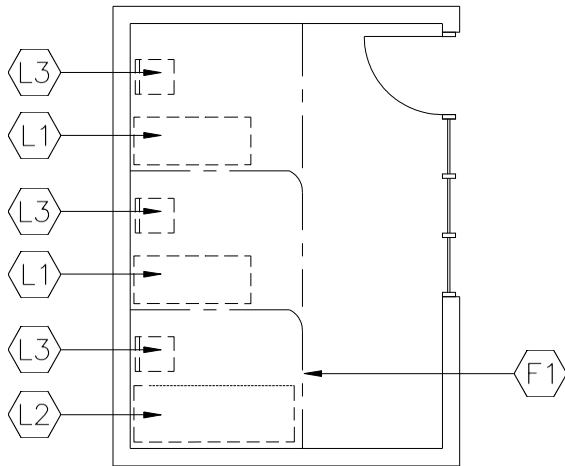
- L2 Teacher desk and chair
- L3 Sheet music cabinet (150 concert sized folio capacity)
- L4 Conductors podium/stand/chair
- L5 Music posture chairs
- L6 60 music stands
- Teacher wardrobe (lockable) with coat rod; tall cabinet w/ shelving (may be one unit)

**(Class)Room Technology:**

- M3 Band/orchestra sound system with sound recording/editing equipment and microphone connection
- Additional ports: Printer, Clock/PA, 2 wireless
- Interactive white board (typical)
- Single point 'face plate' near teachers work station to include: Voice, data, VGA , audio enhancement, and HDMI

**NOTES:** Loose furnishings and features shown represent one of many possible arrangements.

**Nurse's Suite - Cot Area**



**QUANTITY:**

- 2

**CAPACITY:**

- 1 person per cot

**SIZE:**

- 100 SF

**ANCILLARY SPACES:**

- Toilet adjacent to each cot area

**SPATIAL RELATIONSHIPS:**

- Located within Health Suite

**GOAL:**

- To provide a place for students and staff to lie down when feeling ill

**PROGRAM ACTIVITIES:**

- Resting

**ENVIRONMENTAL CONSIDERATIONS:**

- Adequate ventilation
- Audio and visual privacy
- Separate Male and Female Cot areas visible to the Office and Waiting Area
- Visual access to Waiting Area/Reception or Welcome Center

Built-in Fixtures:

- F1 Cubical curtain

Loose Furnishings:

- L1 2 small cots
- L2 1 large cot
- L3 3 chairs

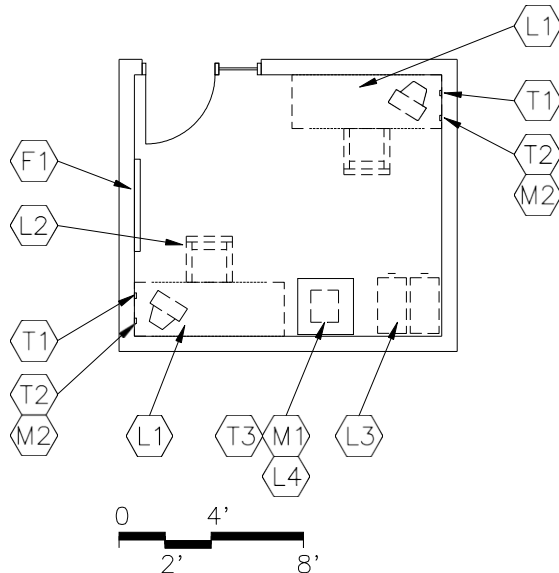
Finishes:

**Flooring:**

- Moisture and stain-resistant finishes

NOTES: Loose furnishings and features shown represent one of many possible arrangements.

**Nurse's Suite - Office**



**QUANTITY:**

- 1

**CAPACITY:**

- Up to 2 people

**SIZE:**

- 100 SF

**SPATIAL RELATIONSHIPS:**

- Adjacent and visual into Waiting Area/Reception

**GOAL:**

- To provide an office for the staff to perform clerical functions

**PROGRAM ACTIVITIES:**

- Computer input
- Conferences with staff and other visitors
- Paperwork
- Planning
- Telephone calls

**ENVIRONMENTAL CONSIDERATIONS:**

- Auditory privacy
- Electrical outlets for equipment
- Environmental sound control:  
Wall minimum: STC 45  
Ceiling minimum: CAC 35
- Uniform Lighting

**Built-in Fixtures:**

F1 Tack board

**Loose Furnishings:**

- L1 1 desk
- L2 1 ergonomic task chair
- L3 1 4-drawer file cabinet
- L4 Printer table
- Guest chair

**Room Technology:**

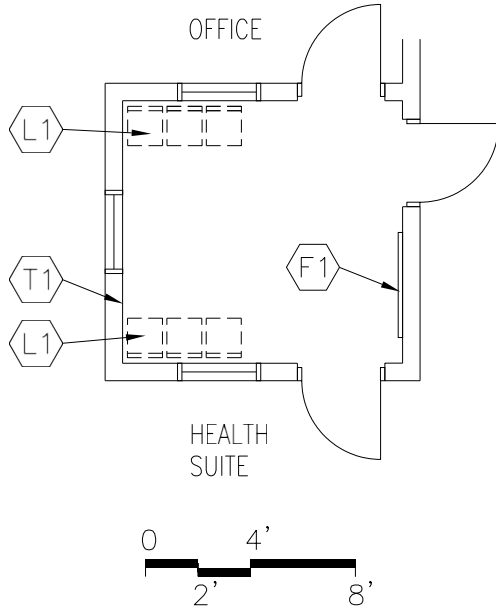
- T1 Voice port and phone
- T2 Data port near workstation
- T3 Data port for printer

**Miscellaneous Equipment (provided by owner):**

- M1 Printer
- M2 Computer

**NOTES:** Loose furnishings and features shown represent one of many possible arrangements.

**Nurse's Suite - Reception/Waiting**



**QUANTITY:**

- 1

**CAPACITY:**

- Up to 6 people

**SIZE:**

- 200 SF

**SPATIAL RELATIONSHIPS:**

- First space one enters in Health Suite
- Ground floor
- May include Nurse's desk and work station (see Office for description of F&E)

**GOAL:**

- To provide an area for students waiting to see the nurse or for parent pick-up

**ENVIRONMENTAL CONSIDERATIONS:**

- Environmental sound control:
  - Wall minimum: STC 45
  - Ceiling minimum: CAC 35
- Uniform lighting
- Windows to provide natural light

**Built-in Fixtures:**

- F1 Tack board
- Brochure rack

**Loose Furnishings:**

- L1 4-6 visitor chairs
- 2 Side tables w/ lamps

**Room Technology:**

- T1 Voice port

**Finishes:**

**Flooring:**

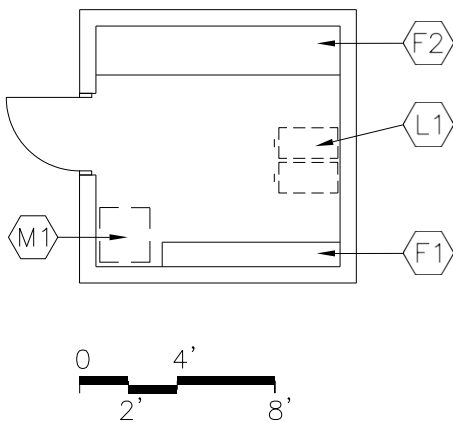
- Moisture and stain-resistant finishes

**Counter Tops:**

- Chemical-resistant

**NOTES:** Loose furnishings and features shown represent one of many possible arrangements.

**Nurse's Suite - Storage**



**QUANTITY:**

- 1

**CAPACITY:**

- Up to 1 person

**SIZE:**

- 50 SF

**SPATIAL RELATIONSHIPS:**

- Adjacent and access to Treatment Area

**GOAL:**

- To provide storage for medical supplies and equipment

**PROGRAM ACTIVITIES:**

- Storage

**ENVIRONMENTAL CONSIDERATIONS:**

- Security of equipment, supplies, and medicines
- Uniform lighting

Built-in Fixtures:

- F1 Storage shelving - 12" deep
- F2 Storage shelving - 24" deep

Loose Furnishings:

- L1 File cabinets

Miscellaneous Equipment:

- M1 Refrigerator (lockable) with ice maker

Plumbing Features:

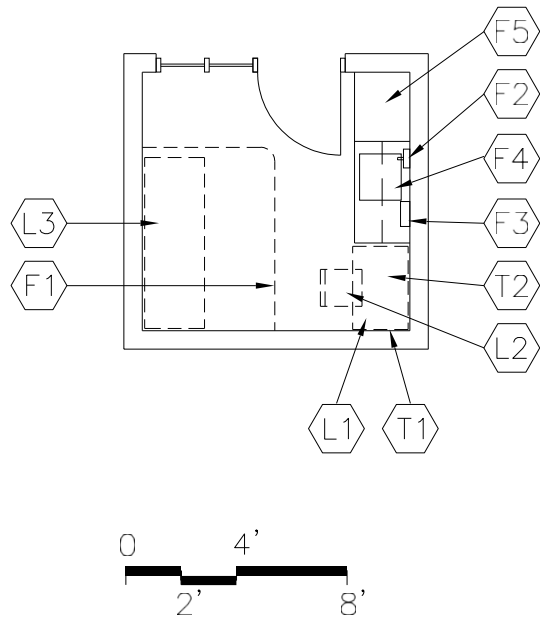
Plumbing connections:

- Ice maker, refrigerator

NOTES: Loose furnishings and features shown represent one of many possible arrangements.



**Nurse's Suite - Treatment Area**



**CAPACITY:**

- Up to 2 people

**SIZE:**

- 550 SF

**ANCILLARY SPACES:**

- Storage Area

**SPATIAL RELATIONSHIPS:**

- Located within Health Suite and adjacent to Treatment Area
- Near Waiting Area

**GOAL:**

- To provide school based health services

**PROGRAM ACTIVITIES:**

- Administrative paperwork
- Consultation with students
- First aid
- Health screening
- Medical treatments
- Medication administration

**ENVIRONMENTAL CONSIDERATIONS:**

- Adequate ventilation
- Electrical outlets for equipment
- Sink with hot and cold water/gooseneck with paddle handles
- Visual access to Waiting Area
- Wheelchair area within space

Note: Nurse should have visual control over the cots and waiting area even while in the treatment area.

Built-in Fixtures:

- F1 Cubical curtain
- F2 Soap dispenser
- F3 Towel dispenser
- F4 Casework: Base/wall cabinets
- F5 Casework: Student-access medicine cabinet (see staff for space and design requirements)

Loose Furnishings:

- L1 Desk
- L2 Ergonomic chair
- L3 Cot or exam table

Room Technology:

- T1 Voice port and phone
- T2 Data port

Finishes:

**Flooring:**

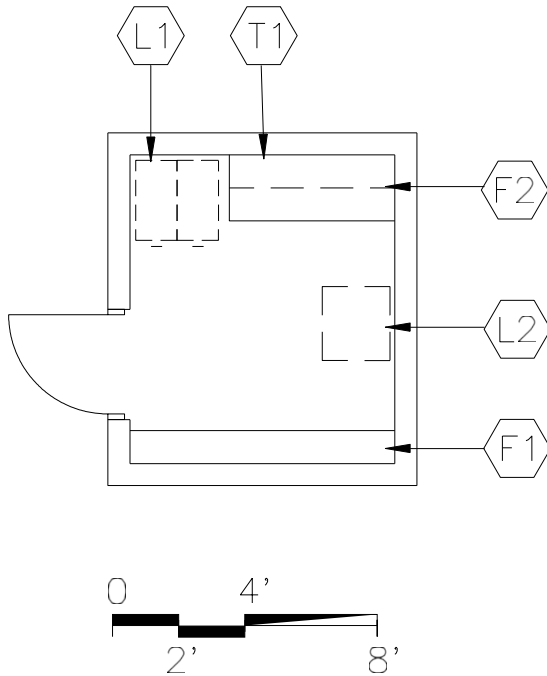
- Moisture and stain-resistant finishes

**Counter Tops:**

- Chemical-resistant

NOTES: Loose furnishings and features shown represent one of many possible arrangements.

Office General Storage



**ENVIRONMENTAL CONSIDERATIONS:**

- Auditory privacy
- Uniform lighting

**Built-in Fixtures:**

- F1 Shelving
- F2 Lockable cabinets

**Loose Furnishings:**

- L1 2, 4-drawer file cabinet
- L2 Small safe

**Room Technology:**

- T1 Data port

**SIZE:**

- 250 SF

**SPATIAL RELATIONSHIPS:**

- Adjacent and access to the Office Work Room

**GOAL:**

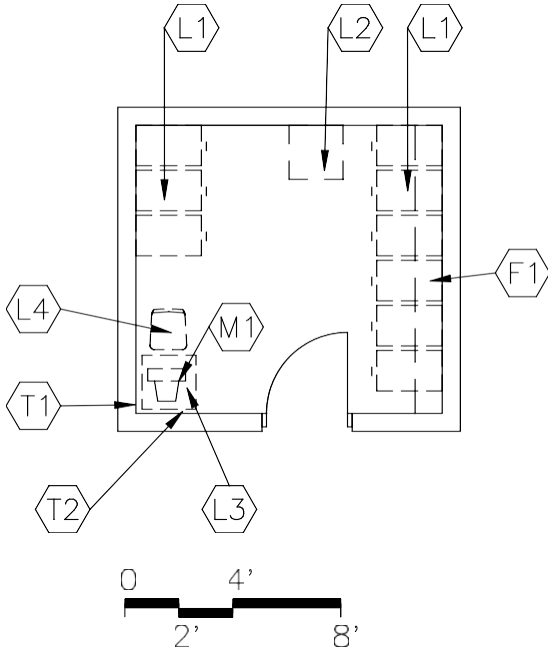
- To provide adequate and secure storage for office supplies

**PROGRAM ACTIVITY:**

- Storing of office supplies, forms, and files

NOTES: Loose furnishings and features shown represent one of many possible arrangements.

Office Records Storage



**CAPACITY:**

- Staff Up to 1

**SIZE:**

- 150 SF

**SPATIAL RELATIONSHIPS:**

- Near various administrative offices / reception

**GOAL:**

- To provide secure, fireproof, and adequate storage for money, records, and other valuable items

**PROGRAM ACTIVITIES:**

- Accessible to administration staff
- Storage of files and records
- Storing of money and other valuable items

**ENVIRONMENTAL CONSIDERATIONS:**

- Security of door
- Uniform lighting

Built-in Fixtures:

- F1 Casework: Wall shelving

Loose Furnishings:

- L1 8-10, 4-drawer file cabinets (fireproof)
- L2 Small safe
- L3 Small table
- L4 Chair

Room Technology:

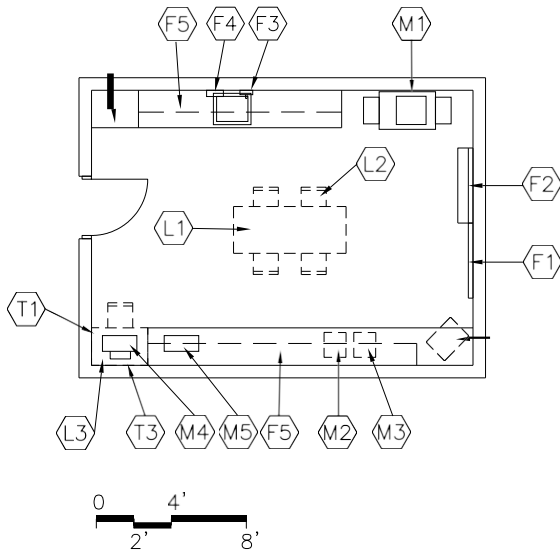
- T1 Voice port and phone
- T2 Data port

Miscellaneous Equipment

- M1 Computer

NOTES: Loose furnishings and features shown represent one of many possible arrangements.

**Office Work Room**



**CAPACITY:**

- Up to 4 people

**SIZE:**

- 250 SF

**ANCILLARY SPACES:**

- Supply/ Storage Room
- Toilet (Adult)

**SPATIAL RELATIONSHIPS:**

- Near Main Office / Reception

**GOAL:**

- To provide an area for office projects to be completed

**PROGRAM ACTIVITIES:**

- Binding reports
- Collating
- Copying
- Laminating
- Preparing communications for mailing
- Sorting of files
- Telephone communications

**ENVIRONMENTAL CONSIDERATIONS:**

- Auditory privacy
- OSHA requirements maintained
- Uniform lighting
- Wheelchair accessibility

Built-in Fixtures:

- F1 Tack board (4 LF)
- F2 Marker board (4 LF)
- F3 Sink w/soap dispenser
- F4 Towel dispenser
- F5 Casework: Base cabinets and shelving

Loose Furnishings:

- L1 Work table
- L2 4 chairs
- L3 Computer workstation with ergonomic task chair

Miscellaneous Equipment (provided by owner):

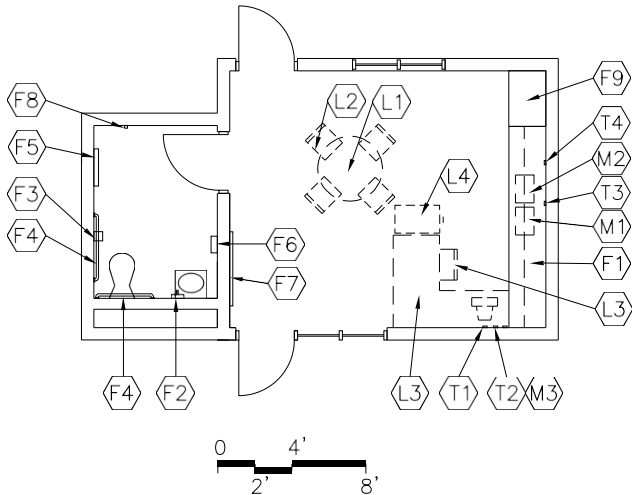
- M1 Copier
- M2 Paper cutter
- M3 Laminating machine
- M4 Computer
- M5 Printer

Room Technology:

- T1 Voice ports and phones
- T3 2 data ports

NOTES: Loose furnishings and features shown represent one of many possible arrangements.

Principal's Office



**CAPACITY:**

- Up to 5 people

**SIZE:**

- 150 SF (includes 50 SF private toilet)

**SPATIAL RELATIONSHIPS:**

- Adjacent to Assistant Principal's Office
- Near Conference Room

**GOAL:**

- To serve as the home base for the principal from which they can provide instructional leadership in a personal, flexible, and organized environment for students, staff, and community

**PROGRAM ACTIVITIES:**

- Administrative paperwork
- Computer input
- Conferences with staff and other visitors
- Interaction with students
- Planning
- Telephone calls

**ENVIRONMENTAL CONSIDERATIONS:**

- Adequate exhaust (restroom)
- Auditory privacy
- Private restroom

Built-in Fixtures:

- F1 Casework: Base/wall cabinets and shelving
- F2 Soap dispenser
- F3 Toilet tissue holder
- F4 36" and 42" grab bars
- F5 24" x 60" mirror
- F6 Towel dispenser
- F7 Tack board (4 LF)
- F8 Coat hook

Loose Furnishings:

- L1 Conference table
- L2 4 side chairs
- L3 Desk and chair
- L4 Four-drawer locking file cabinet

Miscellaneous Equipment (by owner):

- M1/2 Fax/Printer
- M3 Computer

Room Technology:

- T1 Voice port and phone
- T2 Data port near workstation
- T3 Fax port
- T4 Data port for printer

NOTES: Loose furnishings and features shown represent one of many possible arrangements.

## Educational Specifications

### ACADEMIC SUPPORT PROGRAM AREAS

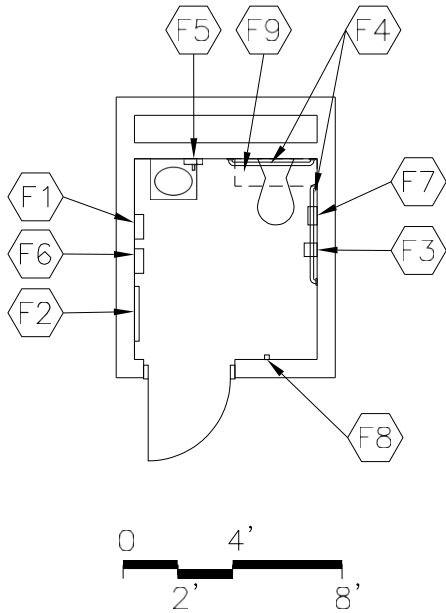
#### Physical / Occupational Therapy Suite

<p><b>CAPACITY:</b></p> <ul style="list-style-type: none"><li>• Up to 3 students</li><li>• Up to 2 staff</li></ul> <p><b>SIZE:</b></p> <ul style="list-style-type: none"><li>• 750 SF</li></ul> <p><b>SPATIAL RELATIONSHIPS:</b></p> <ul style="list-style-type: none"><li>• Near Special Needs Classrooms</li></ul> <p><b>GOAL:</b></p> <ul style="list-style-type: none"><li>• To provide private functional mobility training for students</li></ul> <p><b>PROGRAM ACTIVITIES:</b></p> <ul style="list-style-type: none"><li>• Assistive technology evaluation</li><li>• Exercise</li><li>• Occupational and Physical Therapy</li></ul>	<p><b>ENVIRONMENTAL CONSIDERATIONS:</b></p> <ul style="list-style-type: none"><li>• Adequate ventilation</li><li>• Auditory privacy</li><li>• Environmental sound control:<ul style="list-style-type: none"><li>Wall minimum: STC 45</li><li>Ceiling minimum: CAC 35</li></ul></li><li>• Reinforce structure to support equipment such as a trapeze</li><li>• Wheelchair accessibility</li></ul> <p><u>Built-in Fixtures:</u></p> <p>F1 Casework: Wall/base cabinets for sink F2 Marker board (8 LF) F3 Tack board (8 LF) F5 Manual projection screen F6 Soap dispenser F7 Towel dispenser</p> <p><u>Loose Furnishings:</u></p> <p>L1 4 chairs L2 1 computer workstation furniture L4 4-drawer file cabinet L5 Bookshelves L6 OT/PT Therapy equipment (TBD) L7 Work table</p> <p><u>Room Technology:</u></p> <p>T1 Video port, monitor T2 Voice port and phone T3 Wireless port</p> <p><u>Electrical Features:</u></p> <ul style="list-style-type: none"><li>• Electrical Outlets for equipment</li><li>• Uniform lighting</li></ul>
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NOTES: Loose furnishings and features shown represent one of many possible arrangements.



**Single User/Staff Bathroom**



**ENVIRONMENTAL CONSIDERATIONS:**

- Adequate exhaust/ventilation
- Moisture- and stain-resistant finishes
- Wheelchair accessibility

**Built-in Fixtures:**

- F1 Towel dispenser
- F2 24" x 60" mirror
- F3 Toilet tissue holder
- F4 36" and 42" grab bars
- F5 Soap dispenser
- F6 Sanitary dispenser
- F7 Sanitary disposal
- F8 Coat hook
- F9 Casework: Wall cabinet

**CAPACITY:**

- Up to 1 person

**SIZE:**

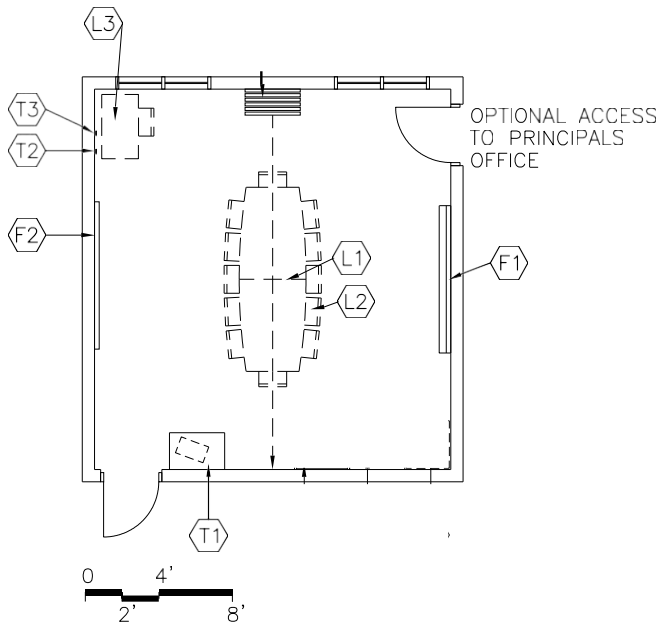
- 50 SF

**SPATIAL RELATIONSHIPS:**

- As required throughout

**NOTES:** Loose furnishings and features shown represent one of many possible arrangements.

**Social Worker Conference Room**



**CAPACITY:**

- Up to 20 people

**SIZE:**

- 150 SF

**SPATIAL RELATIONSHIPS:**

- In administrative suite

**GOAL:**

- To provide an area adequate for small and medium group conferences

**PROGRAM ACTIVITY:**

- Meetings/conferences
- Staff collaboration

**ENVIRONMENTAL CONSIDERATIONS:**

- Auditory privacy
- Design for computer aided presentations (electrical outlets from table for projection device, screen along short wall, light darkening capability)
- OSHA requirements maintained
- Uniform lighting
- Wheelchair accessibility

**Built-in Fixtures:**

- F1 Marker board (8 LF)
- F2 Tack board (8 LF)

**Loose Furnishings:**

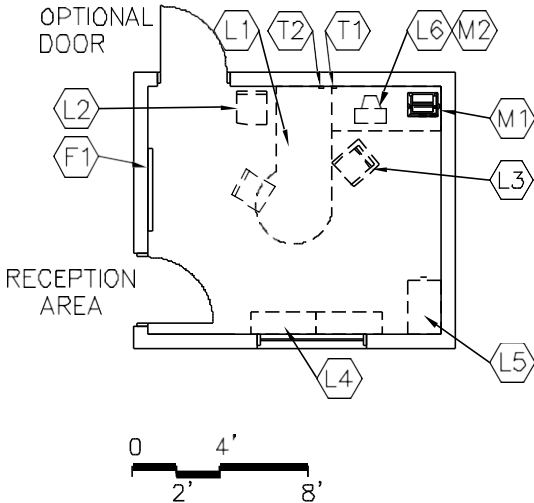
- L1 Conference table
- L2 Chairs
- L3 Computer workstation furniture

**Room Technology:**

- T1 Video port, monitor
- T2 Voice port and phone
- T3 Data port

**NOTES:** Loose furnishings and features shown represent one of many possible arrangements.

**Social Worker Office**



**CAPACITY:**

- 1 staff member (Assistant Principals, social workers, instructional specialists, etc.)
- Up to 3 visitors

**SIZE:**

- 100 SF

**SPATIAL RELATIONSHIPS:**

- Located centrally within each community

**GOAL:**

- To provide an office for the staff to perform administrative functions

**PROGRAM ACTIVITIES:**

- Coordination of school and support services
- Meeting with parents, students, and staff
- Telephone communications (private)

**ENVIRONMENTAL CONSIDERATIONS:**

- Auditory privacy
- Electrical outlets for equipment
- Environmental sound control:
  - Wall minimum: STC 45
  - Ceiling minimum: CAC 35
- Windows to provide natural light
- Uniform lighting

**Built-in Fixtures:**

F1 Tack board (4 LF)

**Loose Furnishings:**

- L1 Desk with conference table
- L2 2 guest chairs
- L3 Ergonomic task chair
- L4 Adjustable height bookshelves (12 LF)
- L5 1, 4-drawer locking file cabinet
- L6 Computer workstation

**Room Technology:**

- T1 1 voice port and phone
- T2 2 data ports
- M1/2 Computer/printer

**NOTES:** Loose furnishings and features shown represent one of many possible arrangements.

## ***Educational Specifications***

CORE ACADEMIC AREAS

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### **Standard Special Education Classroom / Autism Spectrum Disorder Classroom**

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**CAPACITY:**

- 5-10 students
- 1-2 staff members

**SIZE:**

- 700 SF

**ANCILLARY SPACES:**

- Storage
- Accessible bathroom

**SPATIAL RELATIONSHIPS:**

- Close to Nurse's Suite
- Near community spaces

**GOAL:**

- To provide a safe learning space with multiple adjustable environmental factors to cater to a variety of special education needs.

**PROGRAM ACTIVITIES:**

- Small group and individual learning
- Hands-on activities
- Physical activities

**ENVIRONMENTAL CONSIDERATIONS:**

- Proper acoustics are important. The shape and surfaces of a room directly impact acoustical comfort and speech intelligibility. Good acoustics are critical for students with auditory processing disorders or speech and language delay.
- Aesthetically the room should be designed more like a home rather than an institution to reduce apprehension and anxiety that can trigger symptoms. Avoid shiny, reflective surfaces and keep ceiling heights relatively low as comfort measures. Opt for muted or natural colors instead of bright colors and patterns.
- Natural lighting is important, and adjustable lighting and blackout curtains are crucial.

Built-in Fixtures:

- Transfer lifts
- Extra room security

Loose Furnishings:

- Specialized equipment and furniture
- Therapy balls
- Walkers
- Swings

Classroom Technology:

- Printer
- Overhead projector

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NOTES:

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## Educational Specifications

### ACADEMIC SUPPORT PROGRAM AREAS

#### **SEL Break Area**

**CAPACITY:**

- 1-4 students
- 1 staff member

**SIZE:**

- 150 SF

**SPATIAL RELATIONSHIPS:**

- Easily accessible from learning communities

**GOAL:**

- To provide a space for students to take a break emotions or social interaction becomes overwhelming during school activities, under supervision. To reduce emotional stress and negative behaviors, which ultimately leads to better academic performance.

**PROGRAM ACTIVITIES:**

- Destressing/student to staff therapy

**ENVIRONMENTAL CONSIDERATIONS:**

- This space should be home-like instead of institutional feeling to provide better comfort and the feeling of a safe space
- Acoustics are critical for this space for students to feel free to express their emotions

Loose Furnishings:

- Chairs
- Table
- Blankets
- Stress relieving objects like stress balls and sensory texture surfaces

Classroom Technology:

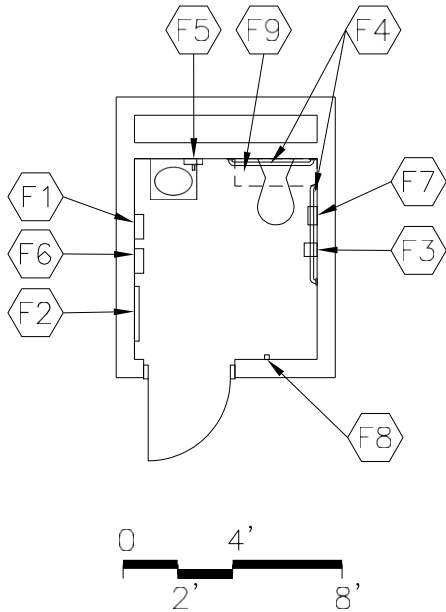
- Adjustable lighting

NOTES:

## Educational Specifications

### SERVICE PROGRAM AREAS

#### Staff Bathroom



#### CAPACITY:

- Up to 1 person

#### SIZE:

- 50 SF

#### SPATIAL RELATIONSHIPS:

- Adjacent to Administrative Workroom

#### ENVIRONMENTAL CONSIDERATIONS:

- Adequate exhaust/ventilation
- Moisture- and stain-resistant finishes
- Wheelchair accessibility

#### Built-in Fixtures:

- F1 Towel dispenser
- F2 24" x 60" mirror
- F3 Toilet tissue holder
- F4 36" and 42" grab bars
- F5 Soap dispenser
- F6 Sanitary dispenser
- F7 Sanitary disposal
- F8 Coat hook
- F9 Casework: Wall cabinet

NOTES: Loose furnishings and features shown represent one of many possible arrangements.

## Educational Specifications

### SERVICE PROGRAM AREAS

#### Stage

**SIZE:**

- 1,500 SF

**ANCILLARY SPACES:**

- Shared Classroom/ Stage Support Space

**SPATIAL RELATIONSHIPS:**

- Adjacent to Cafeteria/ Multi-purpose Room or Gymnasium

**GOAL:**

- To provide space for student performances, guest speakers, assembly presentations

**Built-in Fixtures:**

- Motorized projection screen
- Theater and stage equipment (lights, curtain, scrim)

**Loose Furnishings:**

- Mobile folding risers
- Podium
- Upright piano

**Room Technology:**

- 3 data ports on stage- one in center of stage apron
- Cable/MATV port
- Jacks for sound system in apron at front of stage
- Microphone port
- Video port, monitor, video equipment, and bracket
- Voice port and telephone

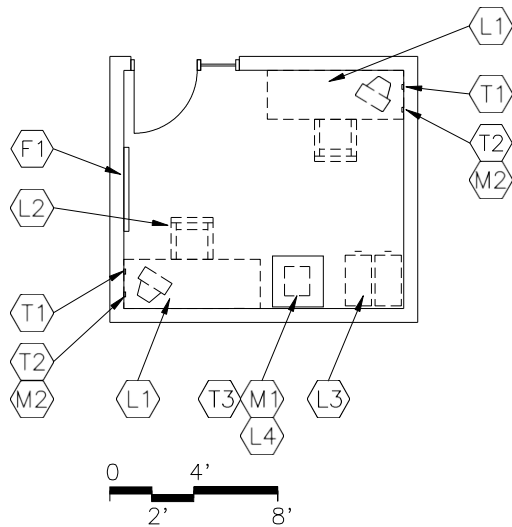
**Finishes:****Flooring:**

- Wood flooring

**NOTES:** Stages at high schools would likely be significantly larger (3000 SF) with significant lighting and Sound systems. It would be expected that a theater expert would be consulted for any stage intended for theater and musical productions requiring complex sound, lighting, sets, and props.



**Standard Office - School Resource Officer, Special Ed., Psychologist, Itinerant, HR, etc.**



**CAPACITY:**

- Up to 2 people

**SIZE:**

- 100 - 250 SF

**SPATIAL RELATIONSHIPS:**

- Adjacent and visual into Main Office / Reception

**GOAL:**

- To provide an office for the staff to perform their respective responsibilities

**PROGRAM ACTIVITIES:**

- Computer input
- Conferences with staff and other visitors
- Paperwork
- Planning
- Telephone calls

**ENVIRONMENTAL CONSIDERATIONS:**

- Auditory privacy
- Electrical outlets for equipment
- Environmental sound control:
  - Wall minimum: STC 45
  - Ceiling minimum: CAC 35
- Uniform Lighting

Built-in Fixtures:

- F1 Tack board

Loose Furnishings:

- L1 1 desk
- L2 1 ergonomic task chair
- L3 1 4-drawer file cabinet
- L4 Printer table
  - Guest chair

Room Technology:

- T1 Voice port and phone
- T2 Data port near workstation
- T3 Data port for printer

Miscellaneous Equipment (provided by owner):

- M1 Printer
- M2 Computer

NOTES: Loose furnishings and features shown represent one of many possible arrangements.

## Educational Specifications

### CORE ACADEMIC AREAS

#### Standard STEAM (Science, Technology, Engineering, Art, Math) Classroom

**CAPACITY:**

- 28 students
- 2 teachers

**SIZE:**

- 900 SF (includes finishing room, tool and supply storage and material storage)

**SPATIAL RELATIONSHIPS:**

- Three (3) areas: 1) the Seated Instructional area, 2) the Fabrication area, and 3) the Modular Instructional Units area.

**GOALS:**

- Flexible space and layout to accommodate student learning through active interaction with technology systems

**PROGRAM ACTIVITIES:**

- Computer simulations and instruction
- Data collection and analysis
- Hands-on activities
- Large and small group instruction
- Team teaching

**ENVIRONMENTAL CONSIDERATIONS:**

- Consider future technology needs; build-in flexibility to retain options.
- Dust collection, and exhaust systems to meet ASHRAE standards.
- OSHA requirements maintained.
- Rooms designed for ease of movement and accessibility; Students need to be able to move around worktables (if applicable)
- Windows to provide natural light and egress

Finishes:**Flooring:**

- Moisture and stain-resistant finishes

**Counter/Table Tops:**

- Heat and chemical-resistant

Plumbing Features:

- Plumbing connections, floor drain

**Seated Instructional area:**Furniture and Equipment:

- 1 Dry, white eraser-board (4' x 8') on track
- 1 work table
- 2 file cabinets w/ lock, 4-drawer
- 28 student desks and chairs or 14, 2-person lab tables
- Adjustable height bookshelves (24 LF)
- Clock
- Lockable cabinet w/ charging station for 25 laptop computers or 30 tablets or graphing calculators (optional)
- Lockable teacher wardrobe with coat rod; tall cabinet w/ shelving (may be one unit)
- Permanently-mounted projection screen (not in front of the white eraser board) or interactive board or TV/large monitor
- Tack board (4' x 16') minimum; tack strips on all walls
- Teacher's desk/workstation and chair

Classroom Technology:

- Single point 'face plate' near teachers work station to include: Voice, data, VGA, audio enhancement, and HDMI
- Additional ports: Printer, Clock/PA, 2 wireless

**Fabrication area:**Furniture and Equipment

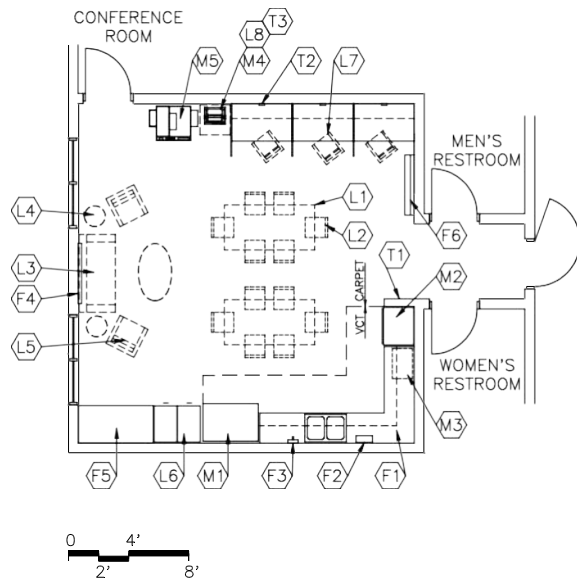
- 1 Dry, white eraser-board (4' x 8') on track
- 2 work benches 24 X 72 should be along wall
- 4-6 work tables (48" x 60")
- A demonstration area is needed in the center of the room with a 36" sink (hot and cold water). The top should be of made moisture and chemical resistant material.
- Install a 48" wide lockable tote tray cabinet and 35" wide tall cabinet with adjustable shelves
- Install goggle storage and sterilization with adequate ventilation.
- Tack board (4' x 16') minimum

**Modular Instructional Units area:**Loose Furnishings:

Modular Instruction units - site based TBD

**NOTES:**

**Teacher Break Room**



**CAPACITY:**

- 6-36 teachers

**SIZE:**

- 750 SF (including bathrooms)

**ANCILLARY SPACES:**

- Men's and Women's Restrooms

**SPATIAL RELATIONSHIPS:**

- Access from Corridor
- Near Dining
- Restrooms within or near

**GOAL:**

- To provide an area for staff to relax and prepare for classes.

**PROGRAM ACTIVITIES:**

- Eating
- Interacting with peers
- Prepare lessons using computer, video, and other resources.
- Relaxing
- Using the telephone

**ENVIRONMENTAL CONSIDERATIONS:**

- Adequate ventilation/exhaust
- Auditory Privacy:
  - Wall minimum: STC 45
  - Ceiling minimum: CAC 35
- Consider future technology needs, build-in flexibility to retain options
- Electrical outlets for equipment
- OSHA requirements maintained
- Uniform lighting with multi-level switching
- Windows to provide natural light and egress

Built-in Fixtures:

- F1 Casework: Base/wall cabinets
- F2 Towel dispenser
- F3 Soap dispenser
- F4 Tack board (4 LF)
- F5 Casework: Wardrobe for floating teachers
- F6 Marker board (4 LF)

Loose Furnishings:

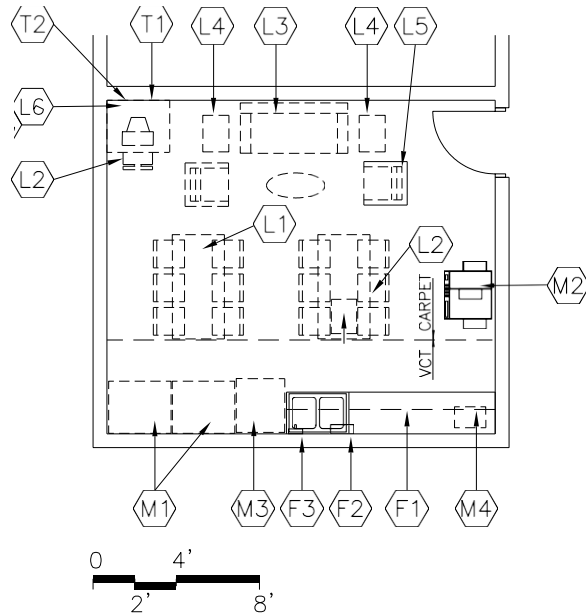
- L1 2 Rectangular tables
- L2 12 Chairs
- L3 Sofa
- L4 End tables
- L5 Lounge chairs
- L6 2-3, 2-drawer locking file cabinet for floating teachers
- L7 2-3 Workstations for floating teachers with ergonomic task chairs
- L8 Printer table
- M1 Vending machine
- M2 Refrigerator
- M3 Microwave

Room Technology:

- T1 1 voice port and phone
- T2 1 data port in each workstation
- T3 1 data port for printer
- Single point 'face plate' near teachers workstation to include: Voice, data, VGA, and HDMI
- Additional ports: Clock/PA, 2 wireless

**NOTES:** Loose furnishings and features shown represent one of many possible arrangements.

Teacher Planning / Work Room



**CAPACITY:**

- 6-36 teachers

**SIZE:**

- 300 SF

**SPATIAL RELATIONSHIPS:**

- Access from Corridor
- Located near individual restrooms
- Located within Grade Level areas
- One per grade level community

**GOAL:**

- To provide space for teachers to carry out their administrative duties, prepare materials for class, access the Internet, lock up personal items, and to socialize and relax.

**PROGRAM ACTIVITIES:**

- Eating lunch
- Enter and access data
- Grade papers
- Prepare lessons using computer, video, and other resources.
- Store files (floating or shared department files)

**ENVIRONMENTAL CONSIDERATIONS:**

- Adequate ventilation/exhaust
- Auditory privacy:
  - Wall minimum: STC 45
  - Ceiling minimum: CAC 35
- Consider future technology needs, build-in flexibility to retain options
- Electrical outlets for equipment
- OSHA requirements maintained
- Uniform lighting with multi-level switching
- Wheelchair accessibility

Built-in Fixtures:

- F1 Casework: Base cabinets and shelving
- F2 Sink w/soap dispenser
- F3 Towel dispenser
- Tack board (4 LF)

Loose Furnishings:

- L1 2 Tables
- L2 12-13 chairs
- L3 Sofa (optional)
- L4 End Tables (optional)
- L5 Soft Chairs (optional)
- L6 Computer workstation with ergonomic task chair

Miscellaneous Equipment (provided by owner)

- M1 Vending machines
- M2 Printer/ Copier/ Scanner/ Fax
- M3 Refrigerator
- M4 2 Microwaves

Room Technology:

- T1 Voice ports and phones
- T2 2 data ports
- Additional ports: Clock/PA, 2 wireless

**NOTES:** Loose furnishings and features shown represent one of many possible arrangements.

**EDUCATIONAL  
SPECIFICATIONS  
SPECIFICALLY  
FOR  
ELEMENTARY  
SCHOOLS**

## Educational Specifications

### CORE ACADEMIC AREAS

#### Academic Studio Classroom - Grades 1 - 5

**CAPACITY:**

- 15 students
- 1 staff members
- Guest speakers and volunteers

**SIZE:**

- 350 SF

**SPATIAL RELATIONSHIPS:**

- Near teacher support spaces
- Within the learning communities near informal learning spaces

**GOAL:**

- To create a learning environment that is comfortable, well lit, and acoustically designed for small group collaborative learning.
- To provide a learning environment that frees teachers and students to customize the classroom daily – different seating set-ups, wireless mobile computing, and various teaching/presentation options.
- To provide flexible space and layout to accommodate standard learning activity for a wide range of classes and subjects.
- To help students become critical thinkers, problem solvers, and lifelong learners.

**PROGRAM ACTIVITIES:**

- Computerized instruction
- Hands-on activities
- Small group instruction
- Oral presentations
- Team teaching

**ENVIRONMENTAL CONSIDERATIONS:**

- Electrical outlets for equipment
- Provide operable partition between a pair of classrooms in each grade level community for team teaching
- Uniform lighting with multi-level switching
- Window treatment to darken room for electronic presentations
- Windows (some operable) to provide natural light and egress

Built-in Fixtures:

- 2 Dry, white eraser-board (4' x 20' on two different walls) on track; all eraser-boards shall be installed with a marker tray, map rails with tack strip above
- Clock (on side walls instead of rear walls)
- Tack board (4' x 20') minimum; tack strips on all walls

Loose Furnishings:

- 1 work table
- 2 file cabinets w/lock, 4-drawer
- 15 student chairs
- 15 student desks (trapezoid or square)
- Adjustable height bookshelves (24 LF)
- Cabinet (lockable) w/ charging station for 25 laptop computers or 30 tablets
- Area carpet for student seating
- Teacher wardrobe (lockable) with coat rod; tall cabinet w/ shelving (may be one unit)
- Teacher's desk/workstation and chair

Classroom Technology:

- Additional ports: Printer, Clock/PA, 2 wireless
- Interactive white board or ceiling mounted overhead projector or TV/large monitor (to be determined at the time of installation)
- Single point 'face plate' near teachers work station to include: Voice, data, VGA, audio enhancement, and HDMI

NOTES:

## Educational Specifications

### CORE ACADEMIC AREAS

#### Standard Academic Classroom - Grades PK - 5

**CAPACITY:**

- 15-32 students
- 1-2 staff members
- Guest speakers and volunteers

**SIZE:**

- 750 SF

**SPATIAL RELATIONSHIPS:**

- Near teacher support spaces
- Within the learning communities near informal learning spaces

**GOAL:**

- To create a learning environment that is comfortable, well lit, and acoustically designed for small and large group learning.
- To provide a learning environment that frees teachers and students to customize the classroom daily – different seating set-ups, wireless mobile computing, and various teaching/presentation options.
- To provide flexible space and layout to accommodate standard learning activity for a wide range of classes and subjects.
- To help students become critical thinkers, problem solvers, and lifelong learners.

**PROGRAM ACTIVITIES:**

- Computerized instruction
- Hands-on activities
- Large and small group instruction
- Oral presentations
- Team teaching

**ENVIRONMENTAL CONSIDERATIONS:**

- Doors between classrooms for team teaching
- Electrical outlets for equipment
- Provide operable partition between a pair of classrooms in each grade level community for team teaching
- Uniform lighting with multi-level switching
- Window treatment to darken room for electronic presentations
- Windows (some operable) to provide natural light and egress

Built-in Fixtures:

- 2 Dry, white eraser-board (4' x 20' on two different walls) on track; all eraser-boards shall be installed with a marker tray, map rails with tack strip above
- Clock (on side walls instead of rear walls)
- Tack board (4' x 20') minimum; tack strips on all walls

Loose Furnishings:

- 1 work table
- 2 file cabinets w/lock, 4-drawer
- 28 student chairs
- 28 student desks (trapezoid or square)
- Adjustable height bookshelves (24 LF)
- Cabinet (lockable) w/ charging station for 25 laptop computers or 30 tablets
- Area carpet for student seating
- Teacher wardrobe (lockable) with coat rod; tall cabinet w/ shelving (may be one unit)
- Teacher's desk/workstation and chair

Classroom Technology:

- Additional ports: Printer, Clock/PA, 2 wireless
- Interactive white board or ceiling mounted overhead projector or TV/large monitor (to be determined at the time of installation)
- Single point 'face plate' near teachers work station to include: Voice, data, VGA, audio enhancement, and HDMI

NOTES:



**EDUCATIONAL  
SPECIFICATIONS  
SPECIFICALLY  
FOR  
MIDDLE & HIGH  
SCHOOLS**

## Educational Specifications

### CORE ACADEMIC AREAS

#### Computer Science Classroom

**CAPACITY:**

- 15-32 students
- 1-2 staff members

**SIZE:**

- 900 SF

**ANCILLARY SPACES:**

- Storage

**SPATIAL RELATIONSHIPS:**

- Near Robotics Classroom

**GOAL:**

- To educate students in computational thinking in order to better prepare them for many different careers that are forever becoming more and more technologically reliant.

**PROGRAM ACTIVITIES:**

- Individual and group projects
- Typing and navigation exercises
- Discussions and simulations
- Puzzles and games

**ENVIRONMENTAL CONSIDERATIONS:**

- Natural lighting with optional blackout curtains and adjustable lighting
- Safety measures for both students and technology to ensure nothing is damaged or stolen

**Built-in Fixtures:**

- Large monitors for demonstrations

**Loose Furnishings:**

- Long rolling (with locks) computer tables capable of being rearranged to create a perimeter for supervision and collaboration or rows for demonstration style learning

**Classroom Technology:**

- Desktop computer for each student
- Extra outlets and power strips for equipment

**NOTES:**

## Educational Specifications

### ACADEMIC SUPPORT PROGRAM AREAS

#### Culinary/Home Economics Classroom

**CAPACITY:**

- 15-32 students
- 1-2 staff members

**SIZE:**

- 1,200 SF

**ANCILLARY SPACES:**

- Storage

**SPATIAL RELATIONSHIPS:**

- Near teacher support spaces
- Outer edges of learning communities to avoid noise issues

**GOAL:**

- To create a learning environment that allows activities involving culinary arts, while also providing tables and seating for lectures and presentations.

**PROGRAM ACTIVITIES:**

- Cooking, including organization and ediquet
- Lectures on culinary terms and techniques
- Lectures on investments and savings
- Presentations

**ENVIRONMENTAL CONSIDERATIONS:**

- Proper ventillation
- Natural lighting
- Non-slip coatings on most/all surfaces
- Visual clarity in space division to allow multiple culinary stations
- Area for students to leave their belongings to not clutter busy spaces

**Built-in Fixtures:**

- Kitchen essentials (ovens, refridgerator, etc.)
- Cabinets and other individual storage
- Cubbies for student belongings during culinary activities

**Loose Furnishings:**

- Extra rubbish and recycling bins
- Rolling (with locks) tables and other furnishings for easy space rearrangement
- Various trays, racks and surfaces for food storage

**NOTES:**

## Educational Specifications

### ACADEMIC SUPPORT PROGRAM AREAS

#### **In-School Suspension Classroom**

**CAPACITY:**

- 5-15 students
- 1 staff member

**SIZE:**

- 500 SF

**ANCILLARY SPACES**

- Single stall bathroom

**SPATIAL RELATIONSHIPS:**

- Far from public spaces and other distracting spaces

**GOAL:**

- To provide a non-distracting space for students to serve suspension time under the supervision of staff.

**PROGRAM ACTIVITIES:**

- Supervised in-school suspension

**ENVIRONMENTAL CONSIDERATIONS:**

- The space should hold minimal distractions to focus students on reflecting on their behaviors
- The space should have proper separation from public spaces and all other spaces in which after-school activities may take place
- Desks should not face each other so that students do not distract one another or hold conversations

**Built-in Fixtures:**

- Whiteboard

**Loose Furnishings:**

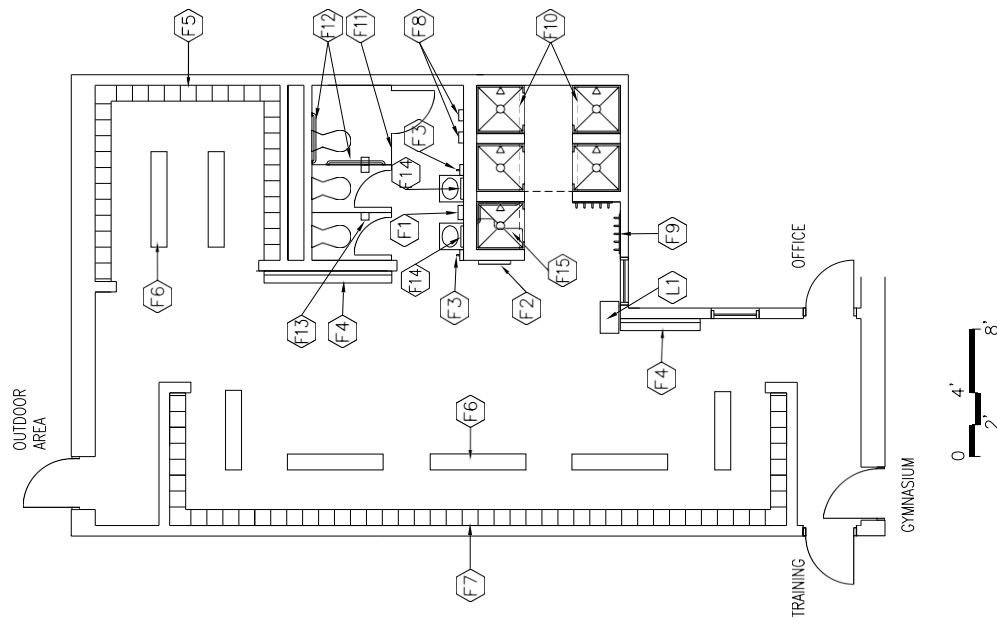
- Individual desks for students
- Desk for supervisor

**NOTES:**

## Educational Specifications

### ACADEMIC SUPPORT PROGRAM AREAS

#### Men's or Women's Locker Room



#### QUANTITY:

- 2

#### CAPACITY:

- 50 Students
- 1 Teachers

#### SIZE:

- 1200 SF

#### ANCILLARY SPACES:

- Athletic Lockers

#### SPATIAL RELATIONSHIPS:

- Adjacent and access to Gymnasium

#### GOAL:

- To provide a safe and clean area for students to change, store clothes, and shower

#### PROGRAM ACTIVITIES:

- Change clothing
- Clothing storage
- Showering

#### ENVIRONMENTAL CONSIDERATIONS:

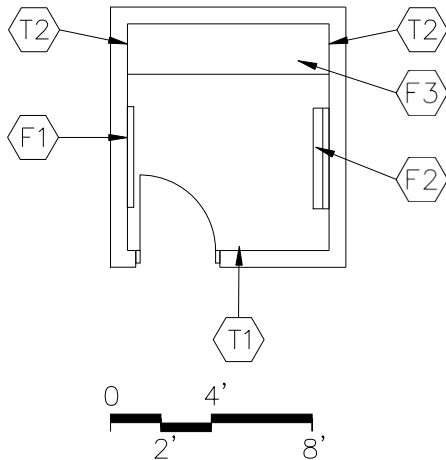
- Adequate ventilation/exhaust
- Cleanable building surfaces
- Humidity controls
- Locate lockers on wall outside of toilet shower room
- Minimize isolated areas
- Temperature controls in each area
- Towel storage in adjacent area

#### Built-in Fixtures:

- F1 Towel dispenser
- F2 24" x 60" mirror
- F3 Soap dispenser
- F4 Narrow counter with mirror above
- F5 Athletic lockers (30 athletic)
- F6 Locker benches
- F7 Athletic lockers (50 Phys Ed)
- F8 Hand dryer
- F9 Towel hooks
- F10 Shower curtain and rod
- F11 Toilet partitions
- F12 36" x 42" grab bars
- F13 Toilet tissue holders
- F14 16" x 24" mirror
- F15 ADA shower accessories (note: 2-3 individual showers)

**NOTES:** Features shown represent one of many possible arrangements.

**Music/Practice**



**CAPACITY:**

- Up to 3 students
- Teacher

**SIZE:**

- 80 SF

**SPATIAL RELATIONSHIP:**

- Adjacent and access to Band/Choral Room
- May be modular

**GOAL:**

- To provide an area for individual student practice and rehearsals

**PROGRAM ACTIVITY:**

- Instrumental practice/rehearsals

**ENVIRONMENTAL CONSIDERATIONS:**

- Adequate ventilation
- Auditory privacy
- Environmental sound control:
  - Wall minimum: STC 60
  - Ceiling minimum: CAC 35, STC 60
- Quiet HVAC system (under 35 dBa)

**Built-in Fixtures:**

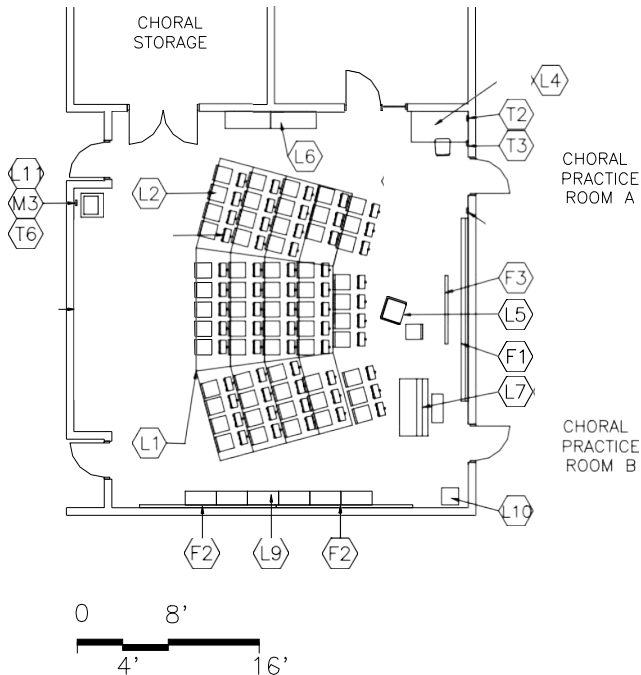
- F1 Tack board (4 LF)
- F2 Marker board (4 LF)
- F3 Casework: Base cabinets (6 LF) (optional)
- Clock

**Room Technology:**

- T2 Data port

**NOTES:** Loose furnishings and features shown represent one of many possible arrangements.

**Music/Choral Room**



**CAPACITY:**

- Up to 40 students
- Teacher

**SIZE:**

- 1,200 SF

**ANCILLARY SPACES:**

- Instrument Storage
- Practice Rooms

**GOAL:**

- To provide a space that will serve as the learning/ practice area for choral, keyboard, and guitar classes

**PROGRAM ACTIVITIES:**

- Practice for sectional groups
- Rehearsals
- Solos

**ENVIRONMENTAL CONSIDERATIONS:**

- Appropriate acoustical treatment
- Baffled ductwork
- Ceiling Height (14' minimum)
- Drinking fountain in adjacent area
- Electrical outlets for equipment
- Environmental sound control:
  - Wall minimum: STC 60
  - Ceiling minimum: CAC 35, STC 60
- Higher than normal ceiling height, possibly sloped
- Non-parallel surfaces (walls/ceiling) for acoustical benefits
- Quiet HVAC system (under 35 dBa)
- Sound seals on doors

**Built-in Fixtures:**

- F1 Marker board (24 LF)- 1/2 with staff lines
- F2 Tack board (16 LF minimum)
- F3 Interactive White board
  - Clock (on side walls instead of rear walls)

**Loose Furnishings:**

- L1 Portable standing choral risers
- L2 40 musical posture chairs
- L4 Teacher desk and chair
- L5 Conductor's podium, chair, and stand
- L6 Sheet music cabinet (150 concert sized folio capacity)
- L7 Upright piano
- L8 40 music stands
- L9 Adjustable height bookshelves (48 LF)
- L10 Sound recording/editing equipment cabinet
- L11 Printer table
- M3 Printer

**Classroom Technology:**

- T2/3 Single point 'face plate' near teachers work station to include: Voice, data, VGA , audio enhancement, and HDMI
- T6 Printer Port
  - Additional ports: Printer, Clock/PA, 2 wireless

**NOTES:** Loose furnishings and features shown represent one of many possible arrangements.

## Educational Specifications

### ACADEMIC SUPPORT PROGRAM AREAS

#### Robotics Laboratory

**CAPACITY:**

- 15-25 students
- 1-3 staff members

**SIZE:**

- 1,200 SF

**ANCILLARY SPACES:**

- Storage (extra security for electronics)

**SPATIAL RELATIONSHIPS:**

- Near collaboration areas
- Somewhat distant from core classrooms to avoid noise issues

**GOAL:**

- To provide a space for education in science, technology, engineering, and math through robotics experimentation, primarily in group learning activities.

**PROGRAM ACTIVITIES:**

- Hands-on activities
- Computer/Technology experimentation
- Team-based learning and projects

**ENVIRONMENTAL CONSIDERATIONS:**

- Open spaces for experimentation
- Adjustable lighting

**Built-in Fixtures:**

- Overhead projectors or large monitors

**Loose Furnishings:**

- Tables for computers
- Experiment tables
- Easily movable chairs for presentations

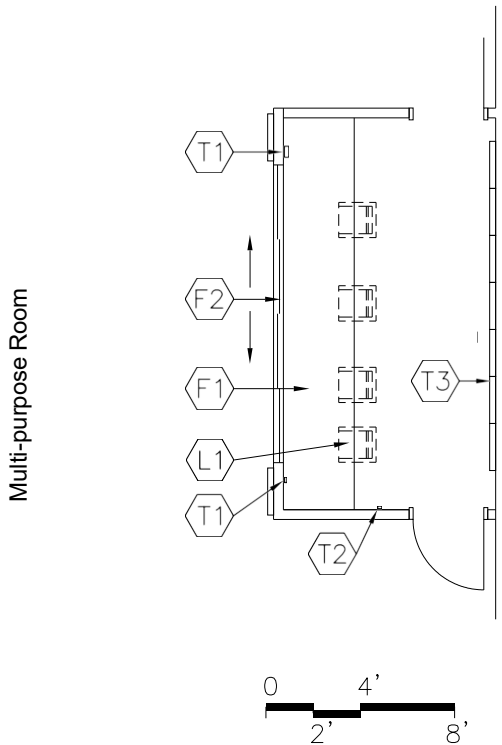
**Classroom Technology:**

- Educational robots (ex. NAO Robot, Drones, Cubelets, Dobot Robotic Arm, LittleBits)
- Extra outlets and power strips for equipment

NOTES:



Stage Support



**SIZE:**

- 750 SF

**ANCILLARY SPACES:**

- Stage

**SPATIAL RELATIONSHIPS:**

- Facing stage
- Adjacent to Cafeteria or Gymnasium

**GOAL:**

- To provide space for the equipment needed to operate the sound, lighting, and projection equipment for the stage

**PROGRAM ACTIVITIES:**

- Operation of the technical support for performances
- Teaching of Technical Theater

**ENVIRONMENTAL CONSIDERATIONS:**

- Unobstructed view of stage at all times
- Uniform Lighting
- Task lighting
- Electrical outlets for equipment
- Sound proof HVAC system
- Handicapped accessible

Built-in Fixtures:

- F1 Casework: 36" deep plastic laminate counter top
- F2 Sliding glass windows

Loose Furnishings:

- L1 Student stools

Room Technology:

- T1 2 data ports
- T2 Voice port and phone
- T3 Video port
- r8 Intercom/headset hook-up (audio/visual)

NOTES: Loose furnishings and features shown represent one of many possible arrangements.

## Educational Specifications

### CORE ACADEMIC AREAS

#### Standard Academic Classroom - English, Social Studies, Spanish, Music Appreciation, Health

**CAPACITY:**

- 15-32 students
- 1-2 staff members
- Guest speakers and volunteers

**SIZE:**

- 750 SF

**SPATIAL RELATIONSHIPS:**

- Near teacher support spaces
- Within the learning communities near informal learning spaces

**GOAL:**

- To create a learning environment that is comfortable, well lit, and acoustically designed for small and large group learning.
- To provide a learning environment that frees teachers and students to customize the classroom daily – different seating set-ups, wireless mobile computing, and various teaching/presentation options.
- To provide flexible space and layout to accommodate standard learning activity for a wide range of classes and subjects.
- To help students become critical thinkers, problem solvers, and lifelong learners.

**PROGRAM ACTIVITIES:**

- Computerized instruction
- Hands-on activities
- Large and small group instruction
- Oral presentations
- Team teaching

**ENVIRONMENTAL CONSIDERATIONS:**

- Doors between classrooms for team teaching
- Electrical outlets for equipment
- Provide operable partition between a pair of classrooms in each grade level community for team teaching
- Uniform lighting with multi-level switching
- Window treatment to darken room for electronic presentations
- Windows (some operable) to provide natural light and egress

**Built-in Fixtures:**

- 2 Dry, white eraser-board (4' x 20' on two different walls) on track; all eraser-boards shall be installed with a marker tray, map rails with tack strip above
- Clock (on side walls instead of rear walls)
- Tack board (4' x 20') minimum; tack strips on all walls

**Loose Furnishings:**

- 1 work table
- 2 file cabinets w/lock, 4-drawer
- 28 student chairs
- 28 student desks (trapezoid or square)
- Adjustable height bookshelves (24 LF)
- Cabinet (lockable) w/ charging station for 25 laptop computers or 30 tablets
- Teacher wardrobe (lockable) with coat rod; tall cabinet w/ shelving (may be one unit)
- Teacher's desk/workstation and chair

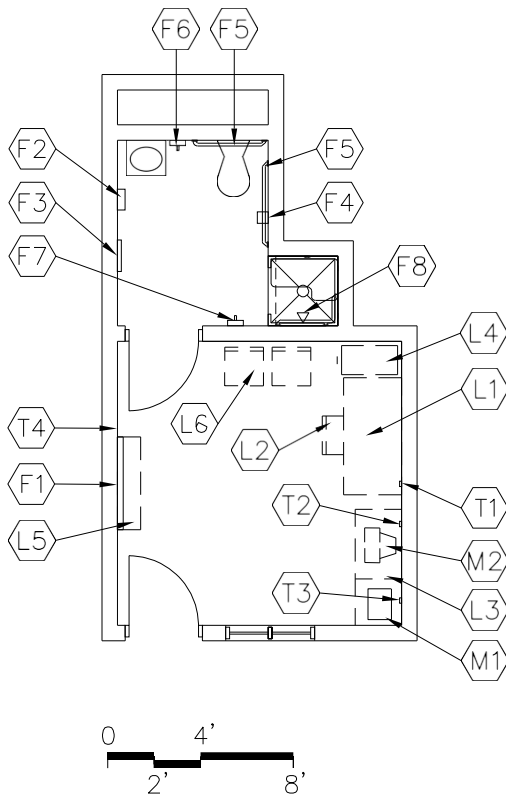
**Classroom Technology:**

- Additional ports: Printer, Clock/PA, 2 wireless
- Interactive white board or ceiling mounted overhead projector or TV/large monitor (to be determined at the time of installation)
- Single point 'face plate' near teachers work station to include: Voice, data, VGA, audio enhancement, and HDMI

**NOTES:**

**EDUCATIONAL  
SPECIFICATIONS  
SPECIFICALLY  
FOR  
HIGH  
SCHOOLS**

**Athletics Office**



**CAPACITY:**

- 1-2 Teachers
- Visitors

**SIZE:**

- 100 SF

**SPATIAL RELATIONSHIP:**

- Near Locker Rooms
- Window into the locker rooms (with shades)

**GOAL:**

- To provide a work area for physical education teachers and staff to conduct administrative duties

**PROGRAM ACTIVITIES:**

- Meeting
- Ordering
- Planning
- Scheduling

**Built-in Fixtures:**

- F1 Tack board (4 LF)
- F2 Towel dispenser
- F3 24" x 60" mirror
- F4 Toilet tissue holder
- F5 36" and 42" grab bars
- F6 Soap dispenser
- F7 Towel rack

**Loose Furnishings:**

- L1 Desk
- L2 Ergonomic task chair
- L3 Computer workstation
- L4 4-drawer file cabinet
- L5 Adjustable height bookshelves (12 LF)
- L6 Guest chairs

**Room Technology:**

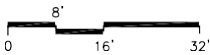
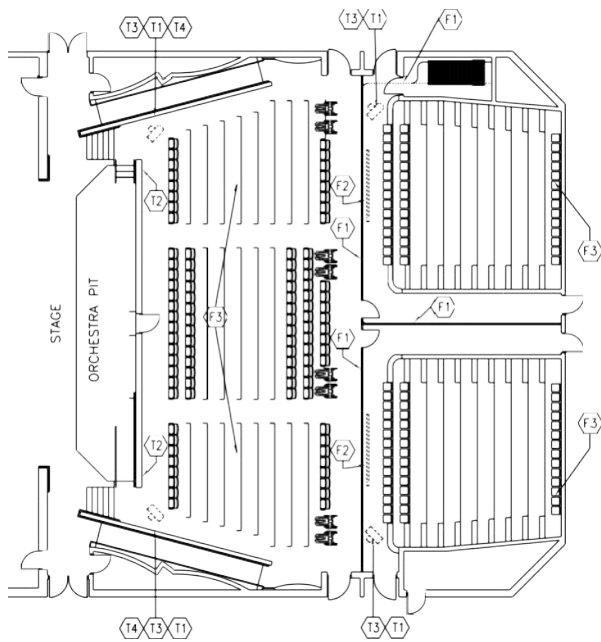
- See standard office technology

**Miscellaneous Equipment (provided by owner):**

- M1 Printer
- M2 Computer for teacher use

**NOTES:** Loose furnishings and features shown represent one of many possible arrangements.

**Auditorium**



**CAPACITY:**

- Per RIDE

**SIZE:**

- 7,500 SF

**ANCILLARY SPACES:**

- Sound and Light Control Box
- Stage
- Ticket Booth/Box Office

**SPATIAL RELATIONSHIPS:**

- All facilities in this area must have easy access to the rest of the school, with capability to be closed off from all parts of the school during evenings for security
- Convenient access to visitor parking
- Opens into lobby with ticket booth, public restrooms, and a public entrance with drop-off

**GOAL:**

- To provide a flexible performance venue and large technology intensive multi-purpose instructional space.

**PROGRAM ACTIVITIES:**

- Community programs and events
- Lectures
- Student assemblies
- Theatrical, dance, and musical productions

**ENVIRONMENTAL CONSIDERATIONS:**

- Optimize sound qualities

Built-in Fixtures:

- F1 Operable wall (optional)
- F2 Motorized projection screen
- F3 Fixed audience seating with table arms on every other seat on first 10 rows

Room Technology:

- House and Stage lighting
- Sound system

NOTES: Capacity per RIDE standards – 2/3 Enrollment – Max 750

## Educational Specifications

### ACADEMIC SUPPORT PROGRAM AREAS

#### CTE LABORATORY

**QUANTITY**

- As required for technical offerings

**CAPACITY:**

- 15-32 students
- 1-2 staff members

**SIZE:**

- 1,800 – 4,000 SF

**SPATIAL RELATIONSHIPS:**

- Adjacent to technical classrooms
- Adjacent to storage

**GOALS:**

- To create a learning environment that is comfortable, well lit, and acoustically designed for small and large group hands-on experience.
- Flexible space and layout to accommodate a wide variety of career and technical competency acquisition.

**PROGRAM ACTIVITIES:**

- Various activities and group learning to practice and master technical skills.

**ENVIRONMENTAL CONSIDERATIONS:**

- Proper acoustics for multiple simultaneous small group/individual work
- Consider future technology needs
- Electrical outlets for equipment
- Moisture and stain/chemical resistant finishes as appropriate
- OSHA requirements maintained
- Rooms designed for ease of movement and accessibility.
- Windows to provide natural light

Built-in Fixtures:

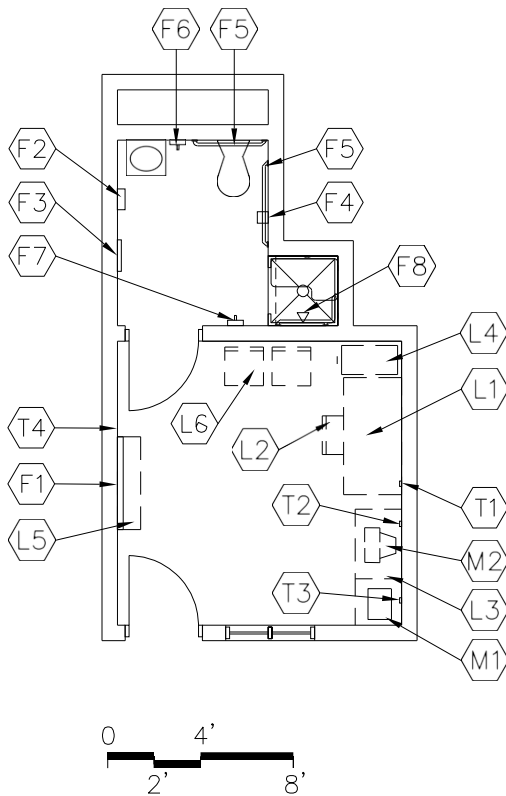
- Monitor display and projection capabilities
- Various built-in components depending upon type of laboratory – Equipment and arrangement to be coordinated with relevant staff for final design
- Safety equipment as required by OSHA and good practice

Loose Furnishings:

- Monitor display and projection capabilities
- Furnishings in accordance with type of career and technical laboratory – Coordinate with staff

NOTES:

**Department Head Office Suite**



**CAPACITY:**

- 1-2 Teachers
- Visitors

**SIZE:**

- 750 SF (including toilet/shower)

**SPATIAL RELATIONSHIP:**

- Near respective department's classrooms
- For every department or as a shared space

**GOAL:**

- To provide a work area for various curriculum teachers and staff to conduct administrative duties

**PROGRAM ACTIVITIES:**

- Meeting
- Ordering
- Planning
- Scheduling

Built-in Fixtures:

- F1 Tack board (4 LF)
- F2 Towel dispenser
- F3 24" x 60" mirror
- F4 Toilet tissue holder
- F5 36" and 42" grab bars
- F6 Soap dispenser
- F7 Towel rack

Loose Furnishings:

- L1 Desk
- L2 Ergonomic task chair
- L3 Computer workstation
- L4 4-drawer file cabinet
- L5 Adjustable height bookshelves (12 LF)
- L6 Guest chairs

Room Technology:

- See standard office technology

Miscellaneous Equipment (provided by owner):

- M1 Printer
- M2 Computer for teacher use

NOTES: Loose furnishings and features shown represent one of many possible arrangements.

## Educational Specifications

### ACADEMIC SUPPORT PROGRAM AREAS

#### Life Skills Classroom

**CAPACITY:**

- 15-32 students
- 1-2 staff members

**SIZE:**

- 1,200 SF

**SPATIAL RELATIONSHIPS:**

- Near teacher support spaces
- Within learning communities

**GOAL:**

- To create a learning environment that is comfortable, well lit, and acoustically designed for small and large group conversation and lecture. This classroom should allow students to mature through verbal exercise and critical thinking.

**PROGRAM ACTIVITIES:**

- Various activities and group learning to raise social awareness, empathy, respect, time management, critical thinking, collaboration, leadership, communication, etc.

**ENVIRONMENTAL CONSIDERATIONS:**

- Proper acoustics for multiple simultaneous small group discussions

**Built-in Fixtures:**

- Overhead projector

**Loose Furnishings:**

- Tables for small groups

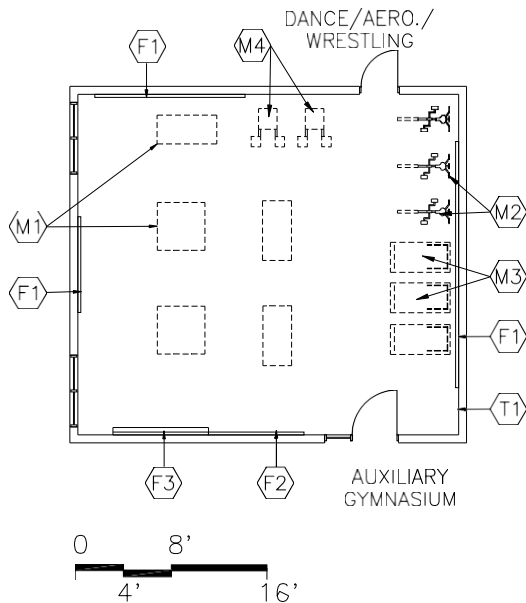
**NOTES:**



## Educational Specifications

### ACADEMIC SUPPORT PROGRAM AREAS

#### Weight Room



#### CAPACITY:

- 25 Students
- 1 Teachers

#### SIZE:

- 1,200 SF

#### GOAL:

- To serve as a wellness/workout area

#### PROGRAM ACTIVITIES:

- Physical education classes learning to develop muscular, respiratory, and cardiovascular systems
- Community and staff members learning to develop and maintain health and fitness

#### ENVIRONMENTAL CONSIDERATIONS:

- Adequate ventilation
- Electrical outlets for equipment
- Flexibility of space
- Windows to provide natural light

#### Built-in Fixtures:

- F1 Mirrors
- F2 Tack board (8 LF)
- F3 Marker board (8 LF) with electric outlet
- Ceiling fans

#### Room Technology:

- T1 Voice port and phone
- Wireless capability

#### Miscellaneous:

- M1 Exercise equipment TBD
- M2-3 Aerobic Equipment TBD

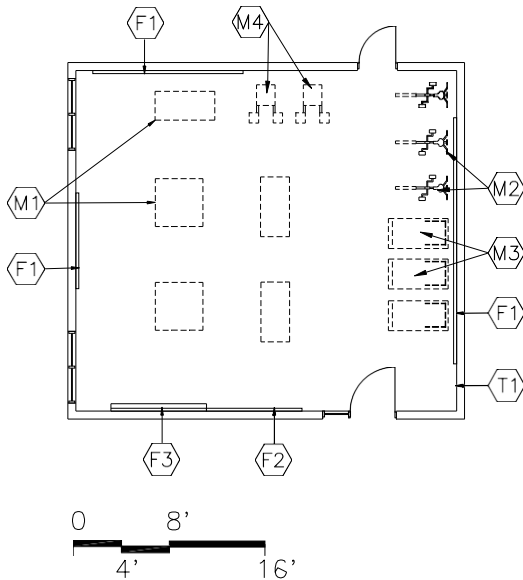
#### Finishes:

#### Flooring:

- Resilient athletic flooring

NOTES: Loose furnishings and features shown represent one of many possible arrangements.

**Wrestling Room**



**CAPACITY:**

- 25 Students
- 1 Teachers

**SIZE:**

- 2,500 SF

**GOAL:**

- To serve as a space to safely practice wrestling

**PROGRAM ACTIVITIES:**

- Extra curricular classes learning to develop muscular, respiratory, and cardiovascular systems
- Practice space for supervised wrestling

**ENVIRONMENTAL CONSIDERATIONS:**

- Adequate ventilation
- Electrical outlets for equipment
- Flexibility of space
- Windows to provide natural light

**Built-in Fixtures:**

- F1 Mirrors
- F2 Tack board (8 LF)
- F3 Marker board (8 LF) with electric outlet
- Ceiling fans

**Room Technology:**

- T1 Voice port and phone
- Wireless capability

**Miscellaneous:**

- M1 Exercise equipment TBD
- M2-3 Aerobic Equipment TBD

**Finishes:**

**Flooring:**

- Resilient athletic flooring

**NOTES:** Loose furnishings and features shown represent one of many possible arrangements.

# Exhibit 12

## South Kingstown Combined Structural Report





C.A. PRETZER ASSOCIATES, INC. 50 Freeway Drive, Cranston, RI 02920

**STRUCTURAL ENGINEERS**  
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MICHAEL S. GUIGLI, P.E.

April 26, 2023

Mr. Philip Conte  
Studio Jaed  
42 Weybosset Street, #403  
Providence, RI 02903

Via e-mail: [contep@studiojaed.com](mailto:contep@studiojaed.com)

Re: South Kingstown Public Schools  
South Kingstown, RI  
CAPA File No. 223284.20  
Stage II Structural Assessment

Dear Mr. Conte:

At your request, I visited five schools in the South Kingstown school district (South Kingstown High School, Broad Rock Middle School, West Kingston Elementary, Matunuck Elementary, and Peacedale Elementary) on April 18, 2023. I met with Mr. Brian Mahoney, the Facilities Director. Also present was Ms. Jennifer Greene from my office. The purpose of my visit was to evaluate the condition of the building structures and identify any items of structural concern. This report will include observations and recommendations for repairs to the school building structures. Any items of structural concern that are considered to create a hazardous condition were given a high priority repair recommendation and are summarized below. Attachments 1 through 5 contain photos I took during my visit.

#### **SUMMARY OF GENERAL BUILDING CONDITIONS**

My assessment of the five school buildings found the overall building structures to be generally in good condition with only localized repairs recommended at each building. Several damaged items requiring high priority repair to prevent possible injury are summarized at the end of the report.

Studio Jaed  
South Kingstown Public Schools  
April 26, 2023  
Page 2

## **OBSERVATIONS AND REPAIR RECOMMENDATIONS**

### South Kingstown High School

The original three-story section of the high school was constructed in 1952, refer to Attachment 1, photos 1 and 2. The school faces west. The building is steel-framed with floors constructed with one-way, cast-in-place reinforced concrete joists. The majority of the interior and exterior walls consist of concrete masonry units (CMU) and a brick exterior veneer. The auditorium and auxiliary gym have CMU exterior walls without veneer. The exposed roof framing in the main gym is steel with wood deck. The exposed roof framing in the auxiliary gym is steel bar joists and steel deck.

A major three-story addition was constructed in early 1990. The addition is steel-framed with interior and exterior CMU walls and a brick exterior veneer.

The building structure is generally in good condition. The following are my exterior/interior observations and recommended repairs:

1. *Observation* – The chimney at the northwest corner of the building measures about 6 feet by 6 feet and extends about 20 feet above the roof. There were vertical and horizontal cracks in the brick and mortar joints, some of which were about 1 inch wide, refer to Attachment 1, photos 3 to 6. Some of the bricks were bulging from the chimney.

*Recommendation* – Remove and rebuild the chimney above the roof level. This is a high priority repair because bricks could fall from the chimney.

2. *Observation* – There is a small loading dock at the southeast corner of the building. It appeared that the brick veneer above the loading dock was impacted several times by vehicles. Many of the bricks were cracked at a 9 foot by 18 foot section of the wall, refer to Attachment 1, photos 7 and 8.

*Recommendation* – Remove and replace the damaged bricks. This is a high priority repair because pieces of the broken bricks could fall from the wall.

3. *Observation* – The steel lintels were rusted over several window openings near the front entrance on the west side of the original building. The rusted steel expanded and caused the mortar to crack at the top corners of several window openings, refer to Attachment 1, photos 9 and 10.

*Recommendation* – Remove the rust from the lintels and apply paint. If the rust expansion becomes extensive, consider replacing with galvanized steel lintels.



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South Kingstown Public Schools  
April 26, 2023  
Page 3

4. *Observation* – There were gaps and missing mortar in the exterior brick veneer and window mortar joints at several locations on the building, as well as at the limestone joints near the front entrance, refer to Attachment 1, photos 11 to 14. The gaps in the mortar joints are of no structural concern.

*Recommendation* – Clean out the loose mortar from the open mortar joints as needed and repoint.

5. *Observation* – There was deteriorated and missing caulk in several of the brick veneer expansion joints, refer to Attachment 1, photos 15 and 16.

*Recommendation* – Clean out the loose caulk and recaulk.

6. *Observation* – The concrete wall at the areaway at the northwest corner of the building near the mechanical room was spalled, refer to Attachment 1, photos 17 and 18. Rusted steel rebar was exposed by the spalled concrete. The spalling was caused by the placement of the rebar too close to the surface of the concrete, which led to the steel rusting and expanding due to exposure to moisture. The spalled concrete at the areaway is of no structural concern.

*Recommendation* – Clean the rust from the exposed steel rebar and patch the concrete.

7. *Observation* – The concrete walls below the windows at the north and south sides of the front entrance were spalled, refer to Attachment 1, photos 19 and 20.

*Recommendation* – Patch the spalled concrete walls.

8. *Observation* – The stucco was delaminated and sagging from the soffit over the east auditorium entrance, refer to Attachment 1, photos 21 and 22. The stucco was sagging due to water infiltration above the soffit.

There was also damage to the interior finishes due to water infiltration at the main gymnasium and at the north hallway wall near the northwest entry.

*Recommendation* – Address the leak above the soffit over the east auditorium entrance to prevent further water infiltration. After the leak is addressed, remove the loose stucco from the soffit and apply new stucco finish. This is a high priority repair because the loose stucco could fall from the soffit.

Address the leaks at the main gymnasium and at the northwest entry. Continued water infiltration can lead to structural issues.

Studio Jaed  
South Kingstown Public Schools  
April 26, 2023  
Page 4

9. *Observation* – There were missing bricks and a loose concrete cap at a cafeteria patio railing post, refer to Attachment 1, photos 23 and 24.

*Recommendation* – Replace the missing bricks and remortar the loose concrete cap at the patio railing post. This is a high priority repair because the loose cap could be displaced and fall from the post.

10. *Observation* – There were several vertical cracks in the CMU mortar joints at the north exterior wall of the auxiliary gym, refer to Attachment 1, photos 25 and 26. These cracks were caused by shrinkage/expansion of the CMU and are of no structural concern.

*Recommendation* – Patch the cracks in the south exterior CMU wall.

11. *Observation* – There were cracks through the CMU and CMU mortar joints in the south exterior wall of the team locker room, refer to Attachment 1, photos 27 to 30. There was also a step crack at the north interior wall at the upper east corner of the door. The cracks in the CMU walls were caused by shrinkage/expansion of building materials and are of no structural concern.

*Recommendation* – Patch the cracks in the exterior south CMU wall. The crack in the north interior CMU wall requires no repair.

12. *Observation* – There were various horizontal and vertical cracks in the CMU mortar joints throughout the interior of the building, refer to Attachment 1, photos 31 to 34. The cracks were normal cracks caused by shrinkage/expansion of the CMU, as well as the expected slight differential movement that often occurs at building transitions. The cracks are of no structural concern.

*Recommendation* – No repair needed.

13. *Observation* – There were several cracks in the floor finishes throughout the building, refer to Attachment 1, photos 35 to 38. The cracks formed over control joints or shrinkage cracks in the underlying concrete slab. The cracks are of no structural concern.

*Recommendation* – The cracked vinyl flooring tiles and other cracked floor finishes should be removed and replaced. The joints or cracks in the underlying concrete slab should be filled while the tiles are removed. This repair will prevent a potential tripping hazard. The cracks will likely recur in the future as the concrete continues to shrink and expand over the years.



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Broad Rock Middle School

The building was constructed in 2000 faces west, refer to Attachment 2, photos 1 and 2. The classroom section is two stories, and the rest of the building is one story. The building is steel-framed with interior and exterior CMU walls. The second floor and roof are steel-framed with steel bar joists and steel deck. The second floor has concrete on the steel deck.

The building structure is generally in good condition. The following are my exterior/interior observations and recommended repairs:

1. *Observation* – The columns at the front entrance canopy were finished with exterior insulating finishing system (EIFS). The EIFS at the top of the columns were water-stained due to rainwater infiltrating the metal roof at the front entrance canopy and seeping out of the canopy at the tops of the columns, refer to Attachment 2, photos 3 and 4.

*Recommendation* – Address the roof leaks in the front canopy to prevent damage to the finishes and underlying structure.

2. *Observation* – The east entry canopy over the exit doors is finished with EIFS. The EIFS at the south corner of the canopy was damaged by vehicle impact, refer to Attachment 2, photos 5 and 6. It appeared water infiltrated the opening in the EIFS.

*Recommendation* – Patch the damaged EIFS at the corner of the canopy to prevent further water infiltration.

3. *Observation* – Two concrete blocks at the second-floor classroom window at the east side of the building had shifted outward, refer to Attachment 2, photos 7 and 8.

*Recommendation* – Remove and reset/replace the loose blocks at the second-floor classroom window at the east side of the building. This is a high priority repair because the blocks could fall from the wall.

4. *Observation* – There were cracks in the exterior CMU mortar joints at various locations around the building, refer to Attachment 2, photos 9 to 12. The cracks were caused by shrinkage/expansion of the CMU and are of no structural concern.

*Recommendation* – Patch the cracked mortar joints.

5. *Observation* – There was deteriorated, crazed, and/or missing caulk in the exterior CMU expansion joints, refer to Attachment 2, photos 13 and 14.

*Recommendation* – Clean out the loose caulk and recaulk.



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6. *Observation* – There were openings in the gutters and downspouts that allowed water to escape and flow down the face of the CMU walls, which created staining on the face of the CMU, refer to Attachment 2, photos 15 to 18. There were also several locations where water seeped into the CMU along the roof edge behind the gutter or along the edges of windows, and then leached out onto the face of the CMU. There was staining, efflorescence, and biological growth on the CMU where the water leached from the CMU. Efflorescence is minerals left behind when water passes through concrete and evaporates from the surface.

*Recommendation* – Seal the holes and seams in the metal gutters and downspouts. The roof edge details should be checked and repaired where water is getting into the CMU. Recaulk around the edges of the windows.

7. *Observation* – There are three triangular-shaped parapets on the roof along the west side (front) of the building, refer to Attachment 2, photo 1. There is one parapet above the entrance, one at the northwest corner, and one at the southwest corner. Each triangular parapet is braced back to the roof structure with two 4-inch diameter diagonal steel pipes. A vertical piece of pipe is welded to each diagonal pipe where it penetrates the roofing. The pipe braces are in good condition and are more than strong enough to take wind loads against the parapets.

The vertical pipe penetrations have not been sealed correctly at the roof connection/penetration. The tops of the boots around the pipes have been sealed with roofing cement that has cracked and separated from the pipe, refer to Attachment 2, photos 19 and 20.

*Recommendation* – The pipes that brace the triangular parapets are in good condition and are structurally sound. The pipe penetrations need to be properly sealed to prevent water infiltration at the roof.

8. *Observation* – There were vertical cracks through the CMU mortar joints at the corners of the center stairwell, refer to Attachment 2, photos 21 and 22. There were also vertical cracks through the CMU mortar joints at the corners of the 45-degree infill walls in the gymnasium, refer to Attachment 2, photos 23 and 24. The cracks were caused by shrinkage/expansion of the CMU and are of no structural concern.

*Recommendation* – No repair needed.

9. *Observation* – The gymnasium had a floating hardwood floor over a concrete slab. The hardwood flooring throughout the gymnasium had shifted due to seasonal shrinkage/expansion of the wood flooring. The shifting caused gaps between the flooring

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boards and buckling of the flooring as much as 1/2 inch, refer to Attachment 2, Photos 25 and 26.

*Recommendation* – The hardwood flooring will continue to expand and contract as a result of exposure to moisture and humidity. Monitor the buckling of the flooring as it may create a tripping hazard.

10. *Observation* – The second-floor slab had several cracks that ran generally perpendicular to the front wall of the building. The cracks were caused by shrinkage of the concrete slab. The cracks in the slab caused some of the overlying vinyl flooring tiles to crack as well. Several areas of the cracked vinyl flooring reportedly had been replaced recently, and several areas of the cracked flooring remained in place, refer to Attachment 2, photos 27 and 28. There were also several areas of similarly cracked flooring tiles over transitions and cracks in the underlying concrete slab throughout the building. The cracks in the flooring are of no structural concern.

*Recommendation* – The cracked flooring tiles should be removed and replaced. The joints or cracks in the underlying concrete slab should be filled while the tiles are removed. This repair will prevent a potential tripping hazard. The cracks will likely recur in the future as the concrete continues to shrink and expand over the years.

#### West Kingston Elementary School

The original section of the building was constructed in 1975, refer to Attachment 3, photos 1 and 2. The building faces west. The pitched roof is steel-framed, with Tectum roof panels and metal roofing. Circa 1990, an addition was constructed to the south and a smaller addition to the north. Both additions have flat, steel-framed roofs. Both the original section of the building and the additions have stack bond CMU exterior and interior walls.

The building structure is generally in good condition. The following are my exterior/interior observations and recommended repairs:

1. *Observation* – The steel lintel over the north addition entrance door was rusted, refer to Attachment 3, photos 3 and 4. The expanded steel displaced the mortar at the top corners of the door.

*Recommendation* – Remove the rust from the lintel and apply paint. If the rust expansion becomes extensive, consider replacing with a galvanized steel lintel.

2. *Observation* – Thin cracks extended through several vertical CMU mortar joints at the original section of the building, refer to Attachment 3, photos 5 to 8. The cracks were caused by shrinkage/expansion of the CMU and are of no structural concern.



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*Recommendation* – Patch the cracked CMU mortar joints.

3. *Observation* – There was extensive deteriorated, missing mortar at the exterior CMU walls at the north addition, refer to Attachment 3, photos 9 to 12.

*Recommendation* – Clean out the loose mortar from the open CMU mortar joints and repoint.

4. *Observation* – There was deteriorated, crazed, and/or missing caulk in the expansion joints at the north and south additions, refer to Attachment 3, photos 13 to 16.

*Recommendation* – Remove the loose caulk from the expansion joints and recaulk.

5. *Observation* – The soffits at the original section of the building consisted of panels over plywood, refer to Attachment 3, photos 17 and 18. The panels were held in place by glue, fastener strips, and/or screws. The narrow soffit vents at the outside edge of the soffit were covered. The soffit components were in poor condition with several components missing, broken, and/or partially detached.

*Recommendation* – Replace or reattach the loose, displaced, and missing soffit components. This is a high priority repair because the loose and partially detached soffit components could fall from the soffit.

6. *Observation* – Several sections of the concrete walkways around the perimeter of the building were in poor condition, refer to Attachment 3, photos 19 and 20. The concrete had cracked and settled, which caused offset sections that create a tripping hazard.

*Recommendation* – Remove and replace the cracked and offset sections of the concrete walkways.

7. *Observation* – At classrooms 124 and 126 at the south addition, there were cracks and gaps that extended through the CMU mortar joints in the corridor and classroom walls, refer to Attachment 3, photos 21 to 26. The cracks in the CMU walls were caused by shrinkage/expansion of the CMU and/or localized settlement and are of no structural concern.

*Recommendation* – No repair needed.

8. *Observation* – There were several horizontal and vertical cracks that extended through the CMU and the CMU mortar joints at the interior of the building, refer to Attachment 3,

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photos 27 to 30. The cracks were caused by shrinkage/expansion of the CMU and are of no structural concern.

*Recommendation* – Patch the cracks in the exterior CMU walls. The cracks at the interior CMU walls require no repair.

9. *Observation* – The steel entry door frames at the south addition were rusted through their full thickness at the base of the frames, refer to Attachment 3, photos 31 and 32. The source of water that caused the rust was rainwater infiltration at the base of the doors.

*Recommendation* – Replace the door frames and prevent further water infiltration.

10. *Observation* – There were several cracks in the vinyl flooring tiles throughout the building, refer to Attachment 3, photos 33 to 36. The cracks in the tiles formed over control joints or shrinkage cracks in the underlying concrete slab. There were also cracks in the exposed concrete slab in the mechanical room. The cracks in the floors are of no structural concern.

*Recommendation* – The cracked flooring tiles should be removed and replaced. The joints or cracks in the underlying concrete slab should be filled while the tiles are removed. These repairs will prevent potential tripping hazards. The cracks will likely recur in the future as the concrete continues to shrink and expand over the years.

#### Matunuck Elementary School

The building is a “sister” school to the West Kingston Elementary School building, built at the same time with the same size and shape, refer to Attachment 4, photos 1 and 2. The building faces west. The original section of the building was constructed in 1975. The pitched roof is steel-framed, with Tectum roof panels and metal roofing. Circa 1990, an addition was constructed to the south and a smaller addition to the north. Both additions have flat, steel-framed roofs. Both the original section of the building and the additions have stack bond CMU exterior and interior walls.

The building structure is generally in good condition. The following are my exterior/interior observations and recommended repairs:

1. *Observation* – The knee wall at the left side of the front entrance had a loose concrete cap, refer to Attachment 4, photos 3 and 4. The wall cap could be lifted out of position.

*Recommendation* – Remortar the loose wall cap. This is a high priority repair because the concrete cap could be displaced and fall from the wall.



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2. *Observation* – The steel lintel over the north addition entrance door was rusted, refer to Attachment 4, photos 5 and 6. The expanded steel displaced the mortar at the top corners of the door.

*Recommendation* – Remove the rust from the lintel and apply paint. If the rust expansion becomes extensive, consider replacing with a galvanized steel lintel.

3. *Observation* – Thin cracks extended through several CMU mortar joints at the exterior walls of the building, refer to Attachment 4, photos 7 and 8. The cracks were caused by shrinkage/expansion of the CMU and are of no structural concern.

*Recommendation* – Patch the cracked CMU mortar joints.

4. There was deteriorated, missing mortar at the east exterior CMU wall at the north addition, refer to Attachment 4, photos 9 and 10.

*Recommendation* – Clean out the loose mortar from the open CMU mortar joints and repoint.

5. *Observation* – There was deteriorated, crazed, and/or missing caulk in the expansion joints at the north and south additions, refer to Attachment 4, photos 11 and 12.

*Recommendation* – Remove the loose caulk from the expansion joints and recaulk.

6. *Observation* – The soffits at the original section of the building consisted of panels over plywood, refer to Attachment 4, photos 13 to 15. The panels were held in place by glue, fastener strips, and/or screws. The narrow soffit vents at the outside edge of the soffit were covered. The soffit components were in poor condition with several components missing, broken, and/or partially detached.

*Recommendation* – Replace or reattach the loose, displaced, and missing soffit components. This is a high priority repair because the loose and partially detached soffit components could fall from the soffit.

7. *Observation* – Several sections of the concrete and bituminous walkways around the building were in poor condition. The walkways had cracked and settled, which caused offset sections that create a tripping hazard, refer to Attachment 4, photos 16 to 18.

*Recommendation* – Remove and replace the cracked sections of the walkways.

8. *Observation* – There were several horizontal and vertical cracks that extended through the CMU and the CMU mortar joints at the interior of the building, refer to Attachment 4,

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photos 19 to 26. The cracks were caused by shrinkage/expansion of the CMU and are of no structural concern.

*Recommendation* – Patch the cracks in the exterior CMU walls. The cracks at the interior CMU walls require no repair.

9. *Observation* – The steel entry door frames at the south addition were moderately rusted at the base of the frames, refer to Attachment 4, photos 27 and 28. The source of water that caused the rust was rainwater infiltration at the base of the doors.

*Recommendation* – Eliminate water infiltration to prevent further damage to the door frames.

10. *Observation* – There were several cracks in the vinyl flooring throughout the building, refer to Attachment 4, photos 29 and 30. The cracks formed over control joints or shrinkage cracks in the underlying concrete slab. The cracks in the floors are of no structural concern.

*Recommendation* – The sections of cracked flooring should be removed and replaced. The joints or cracks in the underlying concrete slab should be filled while the damaged flooring is removed. This repair will prevent a potential tripping hazard. The cracks will likely recur in the future as the concrete continues to shrink and expand over the years.

#### Peacedale Elementary School

The original two-story section of the building is historic, with solid brick exterior bearing walls, pitched roofs, and slate roofing shingles, refer to Attachment 5, photos 1 and 2. The building faces south. A two-story addition, larger than the original building, was constructed in 1993. The addition is steel-framed with exterior walls constructed of CMU with brick veneer. The interior walls are CMU. The roof of the addition is flat with a perimeter mansard type roof built on top of the flat roof. The roof of the library is framed with wood trusses.

The building structure is generally in good condition. The following are my exterior/interior observations and recommended repairs:

1. *Observation* – The mortared stone foundation was exposed at the exterior of the east side of the building, refer to Attachment 5, photos 3 and 4. There was partially missing and worn away mortar at the base of the wall extending about 30 feet along the wall. The damaged mortar was caused by rainwater escaping the gutter and flowing/splashing onto the sidewalk adjacent to the foundation. The repeated splashing on the foundation damaged the mortar over a period of years.



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*Recommendation* – Evaluate the effectiveness of the gutter at the east side of the building and address any issues. Repoint the mortared stone foundation where the mortar has worn away.

2. *Observation* – There was a crack in the brick veneer at the west side of the original building, refer to Attachment 5, photos 5 and 6. The crack extended through bricks and mortar joints from the top of the lower-level window to the bottom of the upper-level window. The crack was caused by seasonal shrinkage/expansion of the brick veneer and is of no structural concern.

*Recommendation* – Patch the cracked brick veneer.

3. *Observation* – There was a gap in the mortar joint between the brick veneer and the CMU wall at the northeast loading dock, refer to Attachment 5, photos 7 and 8. The gap formed at a transition in building materials and is of no structural concern.

*Recommendation* – Patch the gap between the brick veneer and the CMU wall.

4. *Observation* – At the east entrance portico, the wood siding and trim was damaged at the east face of the portico due to woodpecker activity, refer to Attachment 5, photos 9 to 12. There was also missing mortar at the masonry pier supporting the portico.

*Recommendation* – Remove and replace the damaged wood siding and trim to prevent water infiltration into the portico structure. Remortar the joints in the masonry pier.

5. *Observation* – The wood trim boards at the base of the entry ways at the east and west wings of the original building were decayed and partially missing, refer to Attachment 5, photos 13 and 14.

*Recommendation* – Remove and replace the decayed wood trim boards.

6. *Observation* – In the classroom at the southwest corner of the addition, the 2-foot-high exposed south concrete foundation wall had peeling paint due to exposure to water infiltration at the foundation, refer to Attachment 5, photos 15 and 16.

*Recommendation* – The rainwater management at the southwest corner of the addition, including the gutter system and the grading, needs to be improved to prevent water from puddling against the foundation wall and seeping to the interior.

7. *Observation* – There were several cracks that extended through the CMU and the mortar joints in the CMU walls throughout the interior of the building, refer to Attachment 5, photos 17 to 27. The cracks formed at transitions, corners, infill walls, and at intersections

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of differing materials. The cracks were caused by shrinkage/expansion of the CMU and are of no structural concern.

*Recommendation* – Patch the cracked CMU and mortar joints at the exterior walls. The cracks/gaps at the interior walls require no repair.

8. *Observation* – There were cracks in the mortar joints at the round window units at the addition entrances, refer to Attachment 5, photos 28 to 30. The cracks formed between different building components and are of no structural concern.

*Recommendation* – Clean out the loose mortar from the joints and remortar.

9. *Observation* – There were several cracks in the flooring tiles throughout the building, refer to Attachment 5, photos 31 to 34. The cracks formed over control joints or shrinkage cracks in the underlying concrete slab. There were also cracks in the exposed concrete slab in the mechanical room. The cracks in the floors are of no structural concern.

*Recommendation* – The cracked flooring tiles should be removed and replaced. The joints or cracks in the underlying concrete slab should be filled while the tiles are removed. This repair will prevent a potential tripping hazard. The cracks will likely recur in the future as the concrete continues to shrink and expand over the years.

## **SUMMARY OF ITEMS WITH HIGH PRIORITY REPAIR RECOMMENDATIONS**

Items of concern that were determined to create a hazardous condition were given high priority repair recommendations, as follows:

### South Kingstown High School

- Brick chimney – Remove and rebuild the chimney above the roof level.
- Cafeteria patio railing – Replace the missing bricks and remortar the loose concrete post cap at the patio railing.
- Small loading dock at the southeast corner of the building – Remove and replace the damaged bricks in the brick veneer above the loading dock.
- Soffit over the east auditorium entrance – Address the leak above the soffit to prevent further water infiltration. After the leak is addressed, remove the bulging/loose stucco from the soffit and apply new stucco finish.



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Broad Rock Middle School

- Exterior veneer – Remove and reset the loose blocks at the second-floor classroom window at the east side of the building.

West Kingston Elementary School

- Soffits at the original section of the building – Replace or reattach the loose and partially detached soffit components.

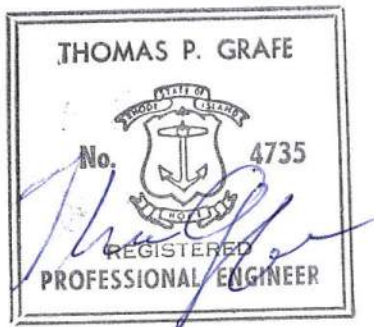
Matunuck Elementary School

- Knee wall at the front entrance – Remortar the loose concrete cap at the knee wall.
- Soffits at the original section of the building – Replace or reattach the loose, displaced, and missing soffit components.

Please contact me if you have any questions.

Sincerely,

C. A. PRETZER ASSOCIATES, INC.



Thomas P. Grafe, P.E.  
Vice President

Enc. (1): Attachment 1-5 – Photos taken April 18, 2023, by TG and JG

**Attachment 1 – CAPA Photos  
SOUTH KINGSTOWN HIGH SCHOOL**



Photo 1

West (front) view of the school.



Photo 2

South view of the school.

**Attachment 1 – CAPA Photos  
SOUTH KINGSTOWN HIGH SCHOOL**



Photo 3

North and west views of the brick chimney.



Photo 4

North and east views of the brick chimney.



**Attachment 1 – CAPA Photos**  
**SOUTH KINGSTOWN HIGH SCHOOL**



Photo 5

Cracks, gaps, and shifted bricks at the west face of the chimney.



Photo 6

Cracks, gaps, and shifted bricks at the north face of the chimney.

**Attachment 1 – CAPA Photos  
SOUTH KINGSTOWN HIGH SCHOOL**



Photo 7

Cracked and broken bricks at the east loading dock.



Photo 8

Close-up of Photo 7.  
Cracked and broken bricks at the east loading dock.

**Attachment 1 – CAPA Photos**  
**SOUTH KINGSTOWN HIGH SCHOOL**



Photo 9

Rusted steel window lintels at the west side of the building.



Photo 10

Rusted steel window lintel at the west side of the building.



**Attachment 1 – CAPA Photos**  
**SOUTH KINGSTOWN HIGH SCHOOL**



Photo 11

Missing mortar at the window sill.



Photo 12

Close-up of Photo 11.  
Missing mortar at the window sill.

**Attachment 1 – CAPA Photos  
SOUTH KINGSTOWN HIGH SCHOOL**



Photo 13

Gaps at the limestone mortar joints at the front entrance.



Photo 14

Close-up of Photo 13. Gaps at the limestone mortar joints at the front entrance.



**Attachment 1 – CAPA Photos  
SOUTH KINGSTOWN HIGH SCHOOL**



Photo 15

Deteriorated and missing caulk at the expansion joints at the east auditorium wall.



Photo 16

Close-up of Photo 15. Deteriorated and missing caulk at the expansion joints at the east auditorium wall.

**Attachment 1 – CAPA Photos  
SOUTH KINGSTOWN HIGH SCHOOL**



Photo 17

Spalled concrete and exposed rusted rebar at the areaway.



Photo 18

Close-up of Photo 17. Spalled concrete and exposed rusted rebar at the areaway.



**Attachment 1 – CAPA Photos**  
**SOUTH KINGSTOWN HIGH SCHOOL**



Photo 19

Spalled concrete below the windows at the west side of the building.



Photo 20

Spalled concrete below the windows at the west side of the building.

**Attachment 1 – CAPA Photos  
SOUTH KINGSTOWN HIGH SCHOOL**



Photo 21

Bulging stucco at the soffit at the east auditorium entrance.



Photo 22

Close-up of Photo 21. Bulging stucco at the soffit at the east auditorium entrance.



**Attachment 1 – CAPA Photos  
SOUTH KINGSTOWN HIGH SCHOOL**



Photo 23

Missing bricks and a loose concrete cap at the cafeteria patio railing post.



Photo 24

Close-up of Photo 23. Missing bricks and a loose concrete cap at the cafeteria patio railing post.

**Attachment 1 – CAPA Photos**  
**SOUTH KINGSTOWN HIGH SCHOOL**



Photo 25

Vertical crack in the north wall of the auxiliary gym.



Photo 26

Vertical crack in the north wall of the auxiliary gym.



**Attachment 1 – CAPA Photos  
SOUTH KINGSTOWN HIGH SCHOOL**



Photo 27

Step crack in the north wall of the team locker room.

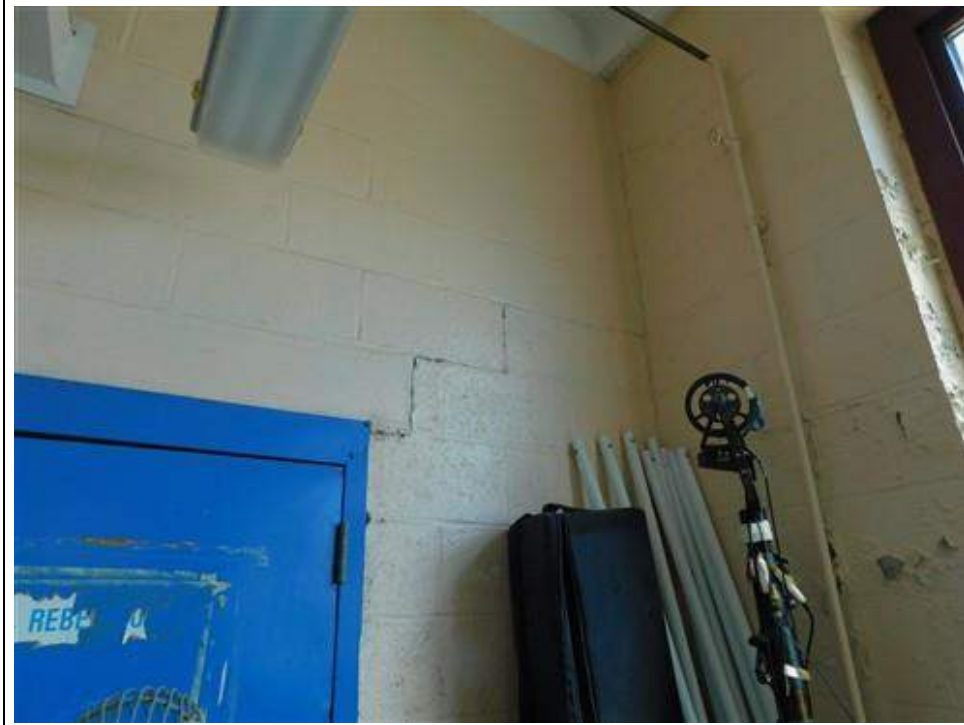


Photo 28

Close-up of Photo 27. Step crack in the north wall of the team locker room.

**Attachment 1 – CAPA Photos**  
**SOUTH KINGSTOWN HIGH SCHOOL**



Photo 29

Cracks in the CMU and mortar joints at the south wall of the team locker room.



Photo 30

Close-up of Photo 29. Cracks in the CMU and mortar joints at the south wall of the team locker room.

**Attachment 1 – CAPA Photos**  
**SOUTH KINGSTOWN HIGH SCHOOL**



Photo 31

Horizontal crack in the mortar joint of an interior CMU wall.

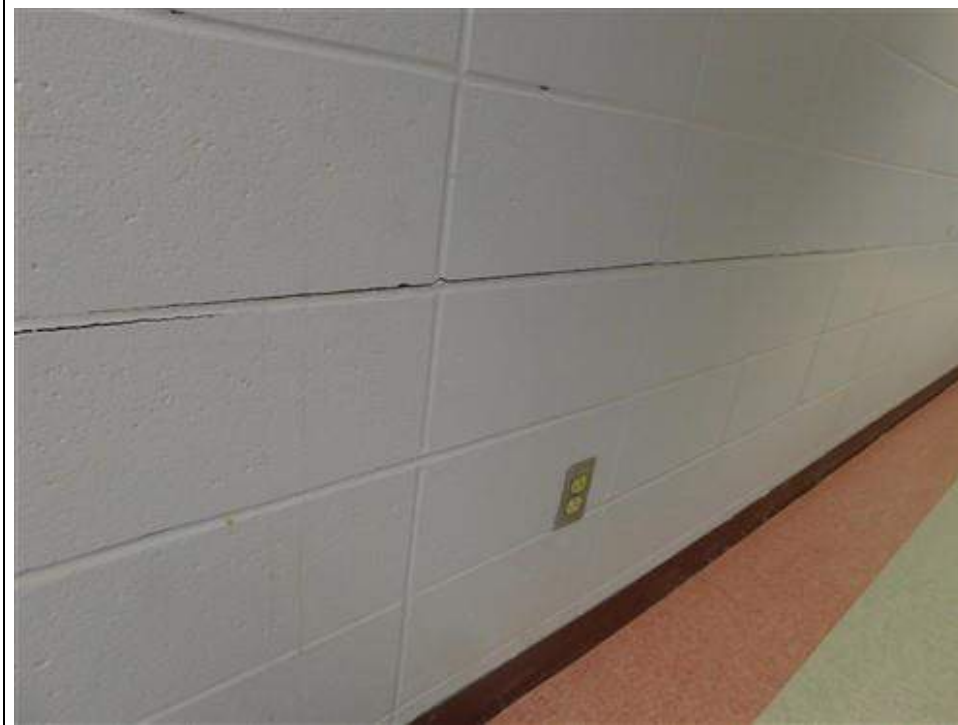


Photo 32

Close-up of Photo 31. Horizontal crack in the mortar joint of an interior CMU wall.

**Attachment 1 – CAPA Photos  
SOUTH KINGSTOWN HIGH SCHOOL**



Photo 33

Vertical crack in the CMU corner joint.



Photo 34

Close-up of Photo 33.  
Vertical crack in the CMU corner joint.



**Attachment 1 – CAPA Photos**  
**SOUTH KINGSTOWN HIGH SCHOOL**



Photo 35

Cracked and missing vinyl flooring tiles.



Photo 36

Cracked vinyl flooring tiles.

**Attachment 1 – CAPA Photos**  
**SOUTH KINGSTOWN HIGH SCHOOL**



Photo 37

Cracked floor finishes.

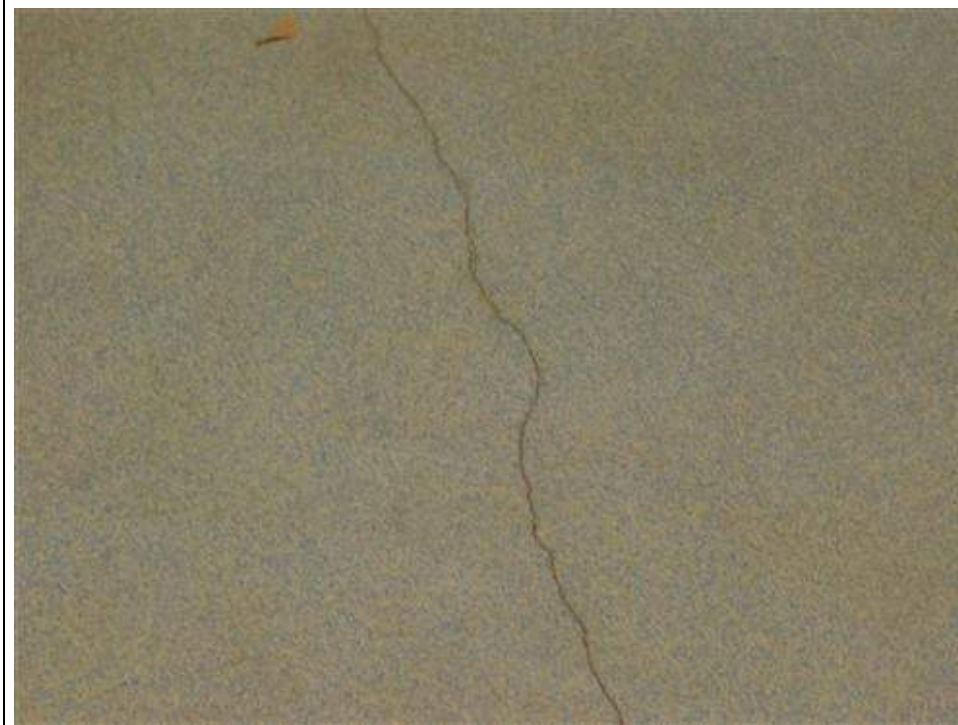


Photo 38

Close-up of Photo 37.  
Cracked floor finishes.



**Attachment 2 – CAPA Photos  
BROAD ROCK MIDDLE SCHOOL**



Photo 1

West view of the building.



Photo 2

East view of the building.

**Attachment 2 – CAPA Photos  
BROAD ROCK MIDDLE SCHOOL**



Photo 3

Water staining at the top of the front entrance posts.



Photo 4

Water staining at the top of the front entrance posts.

**Attachment 2 – CAPA Photos  
BROAD ROCK MIDDLE SCHOOL**



Photo 5

Vehicle impact damage to the canopy at the rear entrance.



Photo 6

Close-up of Photo 5. Vehicle impact damage to the canopy at the rear entrance.



**Attachment 2 – CAPA Photos  
BROAD ROCK MIDDLE SCHOOL**



Photo 7

The blocks at the north side of the second-floor window shifted outward.



Photo 8

Close-up of Photo 7.  
The blocks at the north side of the second-floor window shifted outward.

**Attachment 2 – CAPA Photos  
BROAD ROCK MIDDLE SCHOOL**



Photo 9

Cracks in the CMU mortar joints at the southwest corner of the building.



Photo 10

Close-up of Photo 9.  
Cracks in the CMU mortar joints at the southwest corner of the building.



**Attachment 2 – CAPA Photos  
BROAD ROCK MIDDLE SCHOOL**



Photo 11

Cracks in the CMU mortar joints at the south side of the front entrance.



Photo 12

Close-up of Photo 11. Cracks in the CMU mortar joints at the south side of the front entrance.



**Attachment 2 – CAPA Photos  
BROAD ROCK MIDDLE SCHOOL**



Photo 13

Deteriorated and missing caulking at the expansion joint.



Photo 14

Close-up of Photo 13.  
Deteriorated and missing caulking at the expansion joint.

**Attachment 2 – CAPA Photos  
BROAD ROCK MIDDLE SCHOOL**



Photo 15

Stained CMU below the gutter seam.



Photo 16

Close-up of Photo 15.  
Stained CMU below the gutter seam.



**Attachment 2 – CAPA Photos  
BROAD ROCK MIDDLE SCHOOL**



Photo 17

Efflorescence on the CMU below a second-story window.



Photo 18

Staining and biological growth on the CMU below second-story windows.

**Attachment 2 – CAPA Photos  
BROAD ROCK MIDDLE SCHOOL**



Photo 19

The tops of the boots around the pipe braces were sealed with roofing cement that is dried out and cracked.



Photo 20

Close-up of Photo 19. The tops of the boots around the pipe braces were sealed with roofing cement that is dried out and cracked.



**Attachment 2 – CAPA Photos  
BROAD ROCK MIDDLE SCHOOL**

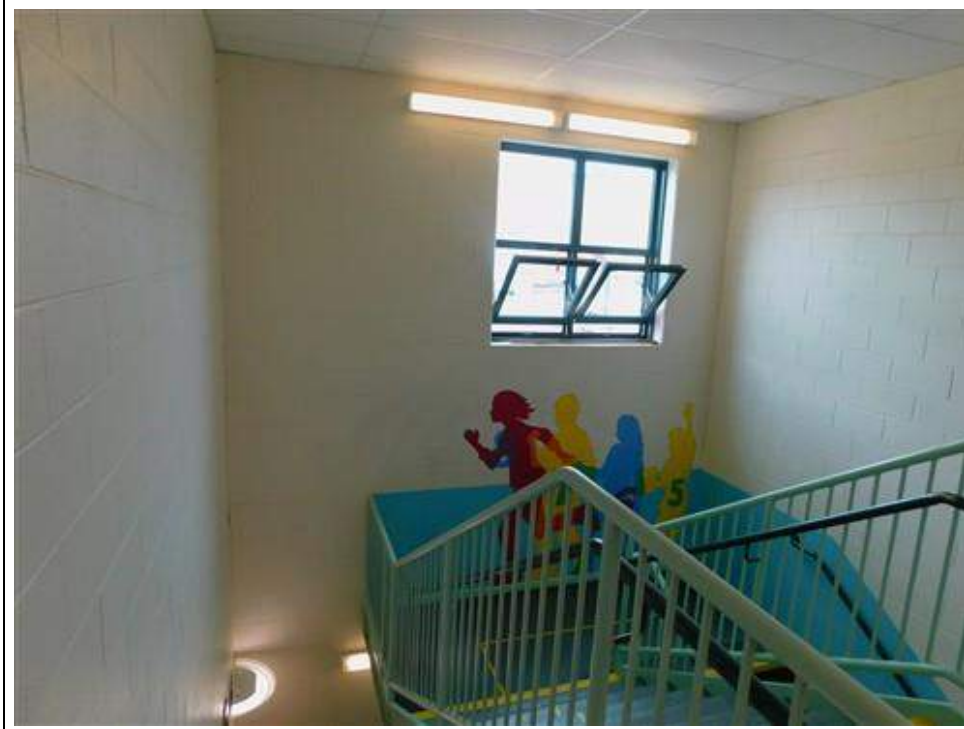


Photo 21

Vertical cracks in the CMU mortar joints at the corners of the center stairwell.



Photo 22

Close-up of Photo 21. Vertical crack in the CMU mortar joints at the corners of the center stairwell.



**Attachment 2 – CAPA Photos  
BROAD ROCK MIDDLE SCHOOL**

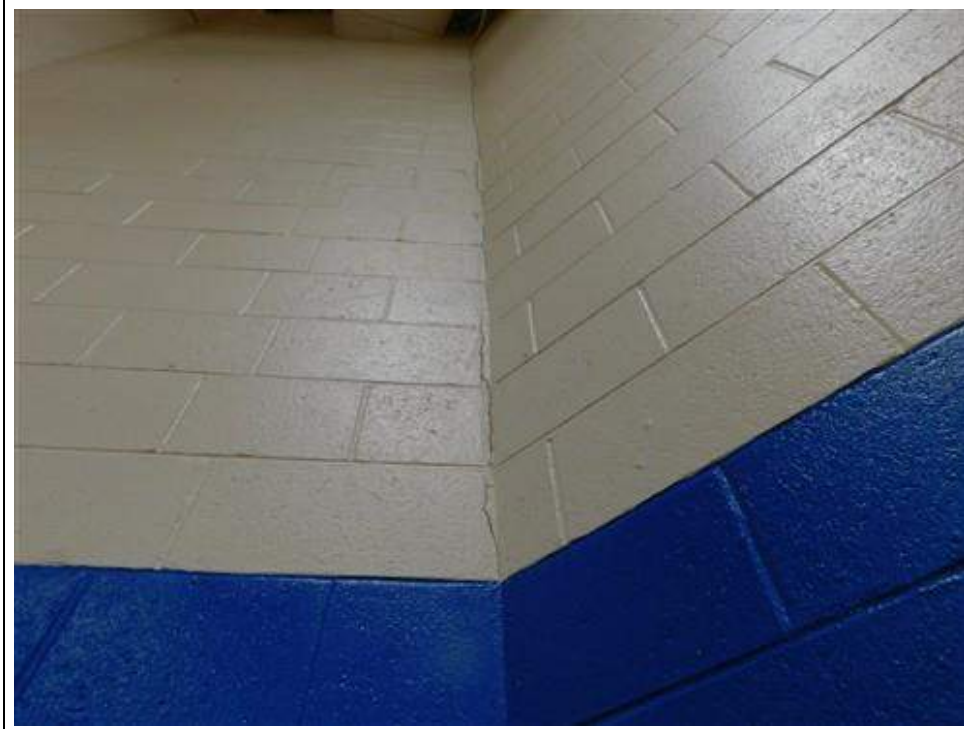


Photo 23

Vertical crack in the 45-degree angle CMU mortar joints at the corners of the gymnasium.



Photo 24

Close-up of Photo 23. Vertical crack in the 45-degree angle CMU mortar joints at the corners of the gymnasium.

**Attachment 2 – CAPA Photos  
BROAD ROCK MIDDLE SCHOOL**

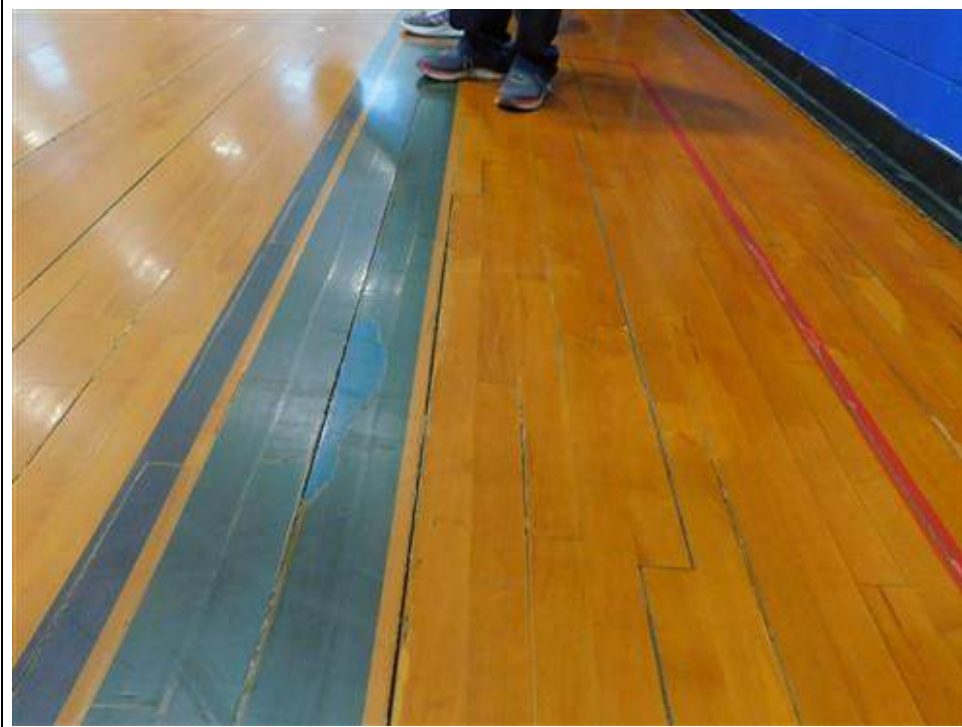


Photo 25

Gaps between the hardwood flooring boards in the gymnasium.



Photo 26

Gaps between the hardwood flooring boards in the gymnasium.

**Attachment 2 – CAPA Photos  
BROAD ROCK MIDDLE SCHOOL**



Photo 27

Cracked flooring tiles over a crack in the second-floor concrete slab.



Photo 28

Close-up of Photo 27. Cracked flooring tiles over a crack in the second-floor concrete slab.



**Attachment 3 – CAPA Photos**  
**WEST KINGSTON ELEMENTARY SCHOOL**



Photo 1

West (front) view of the school.



Photo 2

East (rear) view of the school.

**Attachment 3 – CAPA Photos**  
**WEST KINGSTON ELEMENTARY SCHOOL**

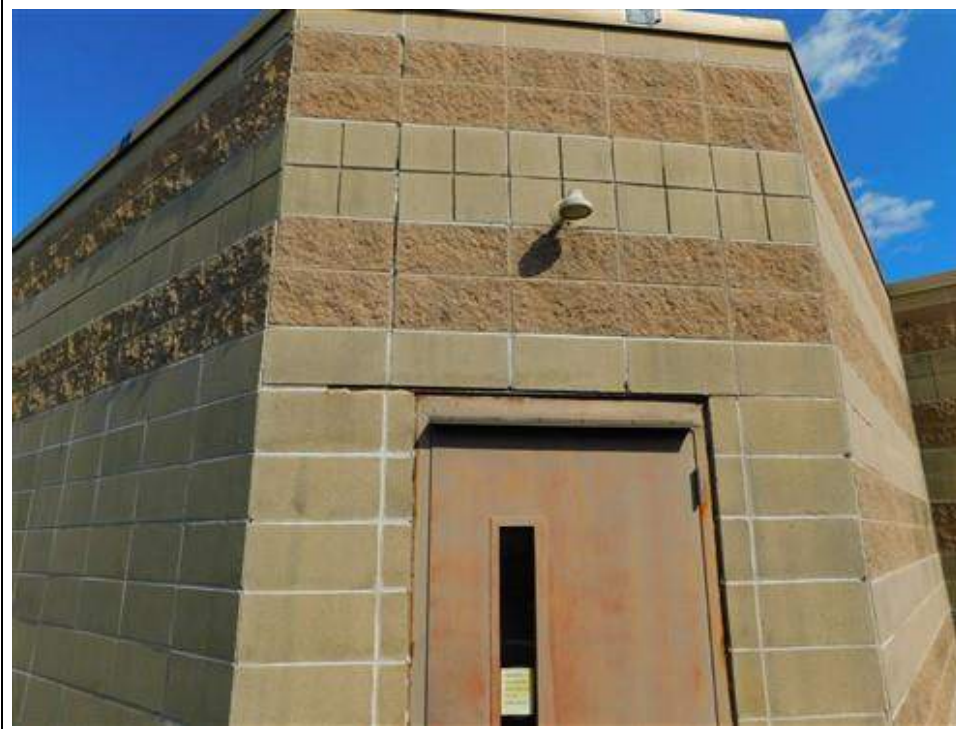


Photo 3

Rusted steel lintel over the entry door at the north addition.



Photo 4

Close-up of Photo 3. Rusted steel lintel over the entry door at the north addition. The mortar was displaced at the rusted lintel.



**Attachment 3 – CAPA Photos**  
**WEST KINGSTON ELEMENTARY SCHOOL**



Photo 5

Crack in CMU mortar joint.



Photo 6

Close-up of Photo 5.  
Crack in CMU mortar joint.

**Attachment 3 – CAPA Photos**  
**WEST KINGSTON ELEMENTARY SCHOOL**



Photo 7

Crack in CMU mortar joint.



Photo 8

Close-up of Photo 7.  
Crack in CMU mortar joint.

**Attachment 3 – CAPA Photos**  
**WEST KINGSTON ELEMENTARY SCHOOL**

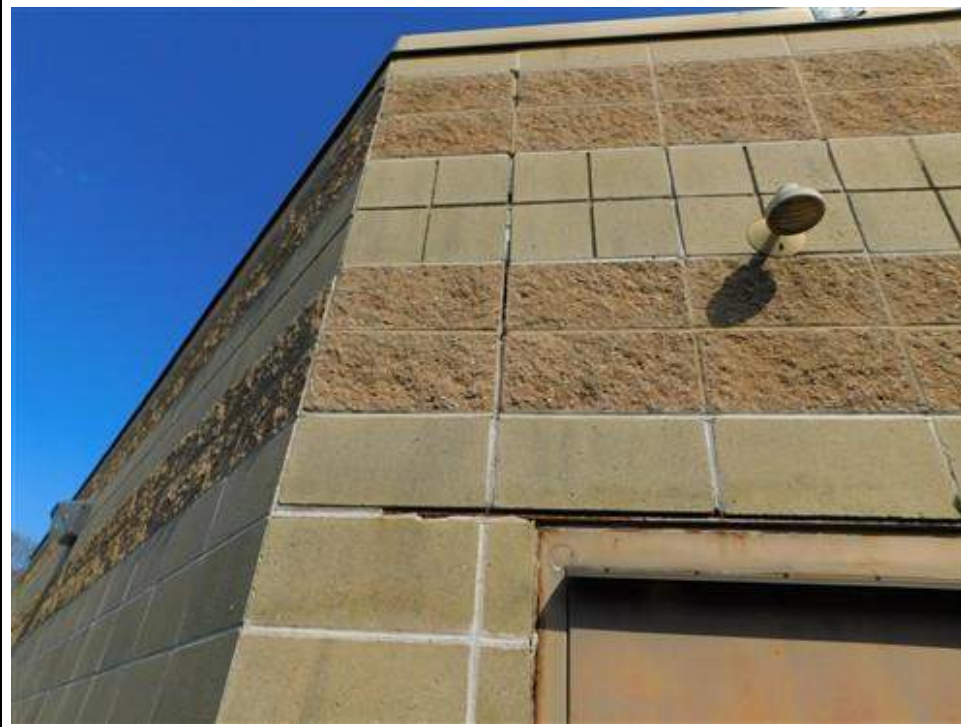


Photo 9

Missing mortar at the north addition.



Photo 10

Close-up of Photo 9.  
Missing mortar at the north addition.



**Attachment 3 – CAPA Photos**  
**WEST KINGSTON ELEMENTARY SCHOOL**



Photo 11

Missing mortar at the north addition.



Photo 12

Close-up of Photo 11.  
Missing mortar at the north addition.

**Attachment 3 – CAPA Photos**  
**WEST KINGSTON ELEMENTARY SCHOOL**



Photo 13

Deteriorated and crazed  
caulk at the CMU  
expansion joint.



Photo 14

Close-up of Photo 13.  
Deteriorated and crazed  
caulk at the CMU  
expansion joint.



**Attachment 3 – CAPA Photos**  
**WEST KINGSTON ELEMENTARY SCHOOL**



Photo 15

Deteriorated and missing caulk at the CMU expansion joint.



Photo 16

Close-up of Photo 15. Deteriorated and missing caulk at the CMU expansion joint.

**Attachment 3 – CAPA Photos**  
**WEST KINGSTON ELEMENTARY SCHOOL**



Photo 17

Partially detached soffit components.



Photo 18

Missing and partially detached soffit components.



**Attachment 3 – CAPA Photos**  
**WEST KINGSTON ELEMENTARY SCHOOL**



Photo 19

Cracked and offset concrete walkways at the west side of the building.



Photo 20

Cracked and offset concrete walkways at the east side of the building.

**Attachment 3 – CAPA Photos**  
**WEST KINGSTON ELEMENTARY SCHOOL**



Photo 21

Gaps in the CMU mortar joints at Rooms 124 and 126.



Photo 22

Gaps in the CMU mortar joints at Room 124.

**Attachment 3 – CAPA Photos**  
**WEST KINGSTON ELEMENTARY SCHOOL**



Photo 23

Close-up of Photo 22.  
Gaps in the CMU mortar joints at Room 124.



Photo 24

Gaps in the CMU mortar joints at Room 126.



**Attachment 3 – CAPA Photos  
WEST KINGSTON ELEMENTARY SCHOOL**



Photo 25

Gap in the CMU mortar joint at Room 124.



Photo 26

Gap in the CMU mortar joint at Room 124.

**Attachment 3 – CAPA Photos**  
**WEST KINGSTON ELEMENTARY SCHOOL**



Photo 27

Cracked CMU at the exterior wall of the electrical room.



Photo 28

Close-up of Photo 27. Cracked CMU at the exterior wall of the electrical room.

**Attachment 3 – CAPA Photos  
WEST KINGSTON ELEMENTARY SCHOOL**



Photo 29

Cracked CMU mortar joint at the interior wall of the gymnasium.



Photo 30

Close-up of Photo 29. Cracked CMU mortar joint at the interior wall of the gymnasium.



**Attachment 3 – CAPA Photos  
WEST KINGSTON ELEMENTARY SCHOOL**

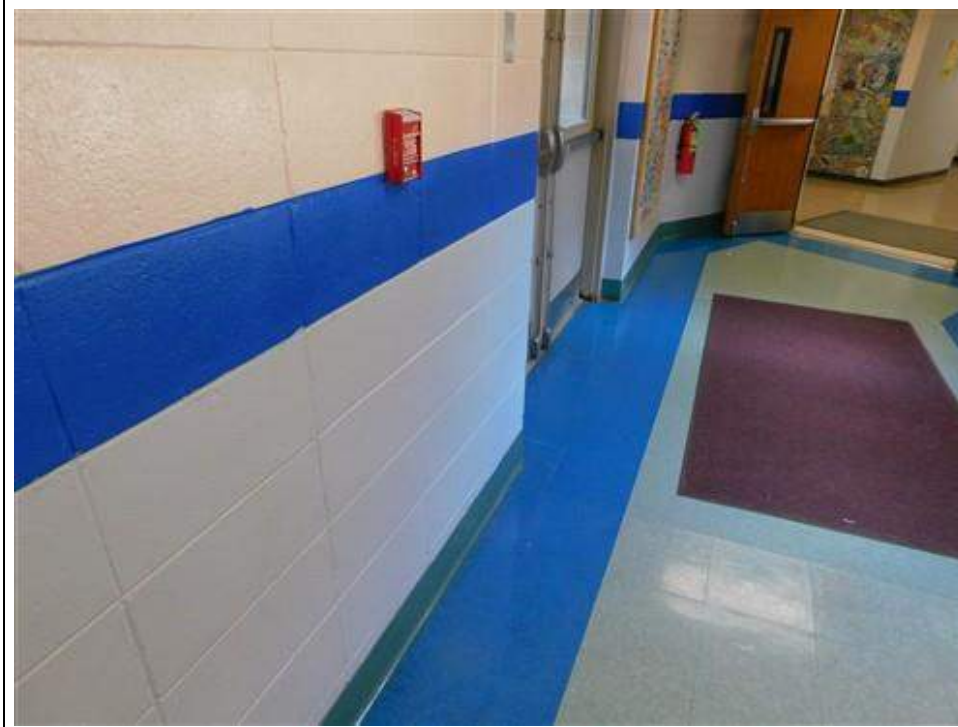


Photo 31

Rusted steel door frame at the south addition.



Photo 32

Close-up of Photo 31.  
Rusted steel door frame at the south addition.

**Attachment 3 – CAPA Photos**  
**WEST KINGSTON ELEMENTARY SCHOOL**



Photo 33

Cracked vinyl flooring tiles at a concrete slab transition.



Photo 34

Cracked vinyl flooring tiles at a concrete slab transition.



**Attachment 3 – CAPA Photos**  
**WEST KINGSTON ELEMENTARY SCHOOL**



Photo 35

Cracked vinyl flooring tiles over a crack in the concrete slab.



Photo 36

Cracks in the exposed concrete slab in the mechanical room.

**Attachment 4 – CAPA Photos  
MATUNUCK ELEMENTARY SCHOOL**



Photo 1

West (front) view of the building.



Photo 2

East (rear) view of the building.

**Attachment 4 – CAPA Photos  
MATUNUCK ELEMENTARY SCHOOL**



Photo 3

Loose cap on the knee wall at the front entrance.



Photo 4

Loose cap on the knee wall at the front entrance.



**Attachment 4 – CAPA Photos  
MATUNUCK ELEMENTARY SCHOOL**



Photo 5

Rusted steel lintel over the entry door at the north addition.



Photo 6

Close-up of Photo 5.  
Rusted steel lintel over the entry door at the north addition.

**Attachment 4 – CAPA Photos  
MATUNUCK ELEMENTARY SCHOOL**



Photo 7

Cracks in CMU mortar joints.



Photo 8

Close-up of Photo 7.  
Cracks in CMU mortar joints.



**Attachment 4 – CAPA Photos  
MATUNUCK ELEMENTARY SCHOOL**

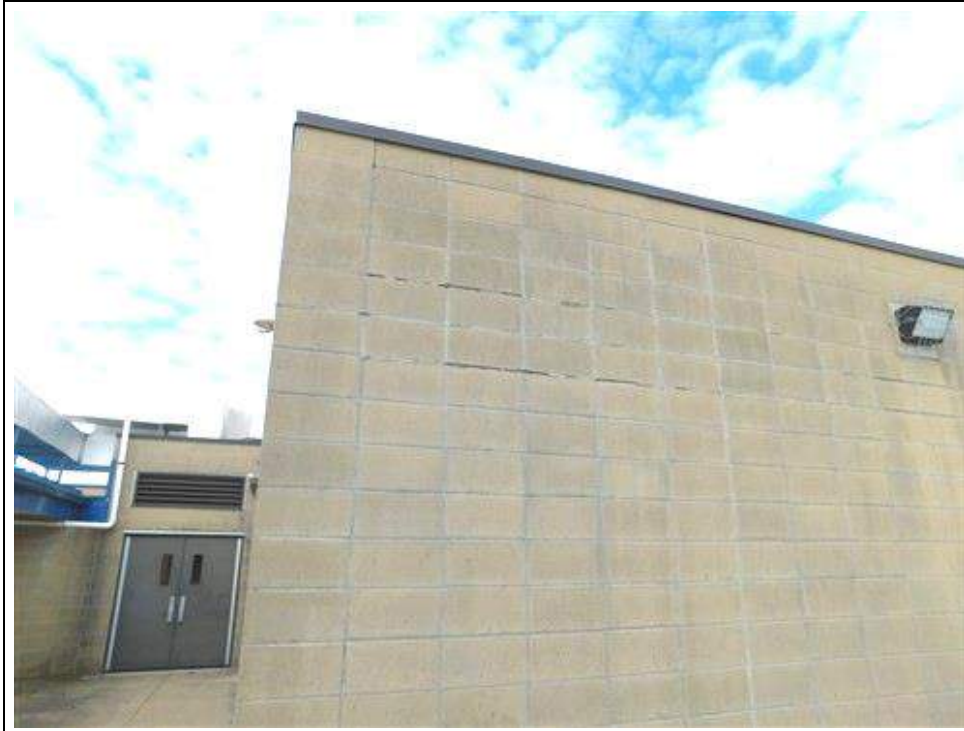


Photo 9

Missing mortar at the north addition.



Photo 10

Close-up of Photo 9.  
Missing mortar at the north addition.

**Attachment 4 – CAPA Photos  
MATUNUCK ELEMENTARY SCHOOL**



Photo 11

Deteriorated and crazed caulk at the CMU expansion joint.



Photo 12

Close-up of Photo 11. Deteriorated and crazed caulk at the CMU expansion joint.



**Attachment 4 – CAPA Photos  
MATUNUCK ELEMENTARY SCHOOL**



Photo 13

Partially detached soffit components.



Photo 14

Close-up of Photo 13.  
Partially detached soffit components.

**Attachment 4 – CAPA Photos  
MATUNUCK ELEMENTARY SCHOOL**



Photo 15

Missing soffit panel.



Photo 16

Cracked and offset  
concrete walkway at the  
west side of the building.

**Attachment 4 – CAPA Photos  
MATUNUCK ELEMENTARY SCHOOL**



Photo 17

Cracked and offset concrete walkway at the west side of the building.



Photo 18

Close-up of Photo 17. Cracked and offset concrete walkway at the west side of the building.



**Attachment 4 – CAPA Photos  
MATUNUCK ELEMENTARY SCHOOL**



Photo 19

Cracked CMU mortar joint at the corner of a storage closet.



Photo 20

Close-up of Photo 19. Cracked CMU mortar joint at the corner of a storage closet.

**Attachment 4 – CAPA Photos  
MATUNUCK ELEMENTARY SCHOOL**



Photo 21

Cracked CMU and CMU mortar joint at the exterior wall of the electrical room.



Photo 22

Close-up of Photo 21. Cracked CMU and CMU mortar joint at the exterior wall of the electrical room.

**Attachment 4 – CAPA Photos  
MATUNUCK ELEMENTARY SCHOOL**



Photo 23

Cracked CMU and CMU mortar joints at the interior wall of the gymnasium closet.



Photo 24

Close-up of Photo 23. Cracked CMU and CMU mortar joints at the interior wall of the gymnasium closet.



**Attachment 4 – CAPA Photos  
MATUNUCK ELEMENTARY SCHOOL**



Photo 25

Cracked CMU and CMU mortar joints at the kiln closet.



Photo 26

Close-up of Photo 25. Cracked CMU and CMU mortar joints at the kiln closet.

**Attachment 4 – CAPA Photos  
MATUNUCK ELEMENTARY SCHOOL**



Photo 27

Rusted steel door frame at the south addition.



Photo 28

Close-up of Photo 27.  
Rusted steel door frame at the south addition.



**Attachment 4 – CAPA Photos  
MATUNUCK ELEMENTARY SCHOOL**



Photo 29

Cracked vinyl flooring tiles at a concrete slab transition.



Photo 30

Cracked vinyl flooring tiles at a concrete slab transition.

**Attachment 5 – CAPA Photos  
PEACEDALE ELEMENTARY SCHOOL**



Photo 1

South (front) view of the school.



Photo 2

North (rear) view of the school.



**Attachment 5 – CAPA Photos  
PEACEDALE ELEMENTARY SCHOOL**



Photo 3

The mortar at the base of the east foundation wall was partially worn away.



Photo 4

Close-up of Photo 3.  
The mortar at the base of the east foundation wall was partially worn away.

**Attachment 5 – CAPA Photos  
PEACEDALE ELEMENTARY SCHOOL**



Photo 5

Crack in the brick veneer at the west side of the original section of the building.



Photo 6

Close-up of Photo 5. Crack in the brick veneer at the west side of the original section of the building.



**Attachment 5 – CAPA Photos  
PEACEDALE ELEMENTARY SCHOOL**



Photo 7

Gap in the mortar joint between the brick veneer and the CMU wall at the northeast loading dock.



Photo 8

Close-up of Photo 7.  
Gap in the mortar joint between the brick veneer and the CMU wall at the northeast loading dock.



**Attachment 5 – CAPA Photos  
PEACEDALE ELEMENTARY SCHOOL**



Photo 9

Portico at the east side of the addition.



Photo 10

Portico at the east side of the addition.

**Attachment 5 – CAPA Photos  
PEACEDALE ELEMENTARY SCHOOL**



Photo 11

Woodpecker damage to the siding and trim boards at the portico.



Photo 12

Missing mortar at the pier supporting the east portico.



**Attachment 5 – CAPA Photos  
PEACEDALE ELEMENTARY SCHOOL**



Photo 13

Decayed wood trim at the base of the entry way at the west wing of the original building.



Photo 14

Close-up of Photo 13. Decayed wood trim at the base of the entry way at the west wing of the original building.

**Attachment 5 – CAPA Photos  
PEACEDALE ELEMENTARY SCHOOL**



Photo 15

Peeling paint on the concrete foundation portion of the wall in the southwest classroom at the addition.



Photo 16

Peeling paint on the concrete foundation portion of the wall in the southwest classroom at the addition.



**Attachment 5 – CAPA Photos**  
**PEACEDALE ELEMENTARY SCHOOL**



Photo 17

Cracked and missing mortar at a vertical joint in a CMU hallway wall.



Photo 18

Close-up of Photo 17. Cracked and missing mortar at a vertical joint in a CMU hallway wall.

**Attachment 5 – CAPA Photos  
PEACEDALE ELEMENTARY SCHOOL**



Photo 19

Cracked mortar and a gap at a vertical joint in a CMU stairwell wall.



Photo 20

Close-up of Photo 19. Cracked mortar and a gap at a vertical joint in a CMU stairwell wall.