



SCHOOL BOARD ACTION REPORT

DATE: September 17, 2020
FROM: Ms. Denise Juneau, Superintendent
LEAD STAFF: Fred Podesta, Chief Operations Officer
206-252-0102, fhpodesta@seattleschools.org

For Introduction: October 21, 2020
For Action: November 4, 2020

1. TITLE

BEX V: Approval of the Site-Specific Educational Specifications for the Viewlands Elementary School Replacement project

2. PURPOSE

The purpose of this action is to provide the design teams with information about the program space required to support the education program of Viewlands Elementary School. In addition, board approval of the educational specification is required by the Office of the Superintendent of Public Instruction (OSPI) Form D-5 to receive state funding assistance.

3. RECOMMENDED MOTION

I move that the School Board approve the Site-Specific Education Specifications dated September 2020 for the Viewlands Elementary School Replacement project.

4. BACKGROUND INFORMATION

a. Background

Educational specifications are the written medium through which educators and other stakeholders identify the program activities that are necessary for teaching and learning. Seattle Public Schools' (SPS) Educational Specifications provide design teams with information about the program spaces required to support the school's educational program. They also include the specific area requirements for each type of space.

The process focuses on articulating the ways in which the vision should be translated into the physical learning environment, with the intent of standardizing the building and furnishing process to provide parity throughout SPS.

SPS engaged a variety of stakeholders to develop the district-wide educational specifications, including principals, teachers, parents, community members, as well as SPS staff from Curriculum, Assessment & Instruction, Special Education, Department of Technology Services, Safety & Security, Risk Management, Transportation, Facility Operations, Nutrition Services, Health Services, and Capital Projects & Planning. Each stakeholder contributed to the process from their area of expertise. Additional analysis was supplied by educational facility planners through a consulting contract between the

district and Mahlum Architects, with reviews by members of the SPS Capital Projects & Planning department.

The Viewlands Elementary School Replacement project includes funds to replace the existing school with a new 650-student capacity elementary facility. The Viewlands Elementary School Educational Specifications adapted the district-wide Elementary Educational Specifications and was further refined through input from the Viewlands Elementary School Design Advisory Team, which included staff, parents, and community members.

b. Alternatives

Deny Motion. If motion is denied, the district will delay the design of the project until acceptable site-specific education specifications are suitable.

c. Research

The district-wide Elementary School Educational Specification dated May 31, 2016: This document represents the Educational Program needs for a new 650-student Elementary School and is used as a benchmark and resource guide for projects such as the Viewlands Elementary School Replacement project.

5. FISCAL IMPACT/REVENUE SOURCE

This action does not represent a specific expenditure. The revenue source for this motion is the anticipated state assistance funding from the Office of Superintendent of Public Instruction (OSPI) via the D-form process. This action helps to secure up to \$1,769,496 in state funding assistance for the project.

Expenditure: One-time Annual Multi-Year N/A

Revenue: One-time Annual Multi-Year N/A

6. COMMUNITY ENGAGEMENT

With guidance from the District's Community Engagement tool, this action was determined to merit the following tier of community engagement:

Not applicable

Tier 1: Inform

Tier 2: Consult/Involve

Tier 3: Collaborate

The selection of projects in the BEX V levy program went through an extensive community vetting process and ultimately received 73 % approval on February 2019.

The design of the Viewlands Elementary School Replacement project was developed in conjunction with the School Design Advisory Team (SDAT) that included staff, students, parents and community members from Viewlands Elementary School. This group met during the fall of 2019 to provide site-specific information about facility use, programs and educational goals upon which the design is based. The Viewlands Elementary School Replacement project will support the district's current educational goals as well as providing the flexibility to accommodate emerging educational programs.

7. EQUITY ANALYSIS

The district's Racial Equity Analysis toolkit was utilized to guide the planning process for the BEX V Capital Levy, influencing community engagement methods, preparation of the 2018 update to the Facilities Master Plan, and ultimately the final proposed levy package. The board's guiding principles stated that racial and educational equity should be an overarching principle for the BEX V Capital Levy planning in accordance with Board Policy 0030, Ensuring Educational and Racial Equity. Projects identified for inclusion in the BEX V Capital Levy will ultimately improve conditions for all students in the affected schools. Improved building conditions create a better environment for learning and can provide facilities to better position students for academic success.

8. STUDENT BENEFIT

The Viewlands Elementary School Replacement project will further address the student capacity needs in the district. The design will incorporate guidelines and requirements provided in the SPS Educational Specifications and School Design Advisory Team Process where the attention is on a learner-centered environment, by personalizing the space, as well as providing program adaptability, community connections, safety, and collaboration.

9. WHY BOARD ACTION IS NECESSARY

- Amount of contract initial value or contract amendment exceeds \$250,000 (Policy No. 6220)
- Amount of grant exceeds \$250,000 in a single fiscal year (Policy No. 6114)
- Adopting, amending, or repealing a Board policy
- Formally accepting the completion of a public works project and closing out the contract
- Legal requirement for the School Board to take action on this matter
- Board Policy No. _____, [TITLE], provides the Board shall approve this item
- Other: The educational specifications will provide the basis for the design of the school.

10. POLICY IMPLICATION

Board Policy No. 6900, Facilities Planning, states that districtwide and site-specific educational specifications are developed for planning the construction or renovation of school facilities, including facility design and the connection between the district’s educational philosophy and the built environment (site and building).

Board Policy No. 6901, Capital Levy Planning, discusses the need for capital projects to meet the educational needs of the district.

11. BOARD COMMITTEE RECOMMENDATION

This motion was discussed at the Operations Committee meeting on October 8, 2020. The Committee reviewed the motion and moved the item forward with a recommendation for approval by the full Board.

12. TIMELINE FOR IMPLEMENTATION

Upon approval of this motion, the Architect can continue with the design.

Timeline Summary:

Construction Documents and Permits: October 2020 through May 2021

Pre-Construction: May 2021 through May 2021

Construction: June 2021 through August 2023

13. ATTACHMENTS

- Viewlands Elementary School Site Specific Educational Specifications (for approval)



Site Specific Educational Specifications

Viewlands Elementary School

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For questions and more information about this document, please contact the following:

Capital Projects
krjones@seattleschools.org

Site Specific Educational Specifications Elementary School



MEMORANDUM

Viewlands Elementary School SITE SPECIFIC EDUCATIONAL SPECIFICATIONS

Background:

General Project Information

This project is a full rebuild and capacity enlargement of Viewlands Elementary School, to be located on the site of the existing school.

Viewlands Elementary School, a mid-century modern-style school building is located at 10525 Third Avenue NW, in the Crown Hill/Blue Ridge neighborhood of North Seattle. The school was designed by architect Mallis & DeHart and completed in 1954. The school site is bounded by 3rd Avenue NW to the east, NW 107th Street to the north, NW 105th Street to the south, and Carkeek Park to the west. The existing school has two single-story buildings connected by a covered play-area, one small building connected by a covered breezeway (total of about 30,000 square feet (sf)), covered exterior circulation and nine portable buildings (totaling 11,100 sf). One double portable is used for the Creative Kids Learning Center, providing pre-K and before and after-school programs. In October 2019 enrollment was 385 students in grades Pre-kindergarten through 5th grade with 54 employees. There are hard-surfaced play areas and a small fenced-in play area in the southeast area of the site. There is a soft-surface play area located west of the Creative Kids Learning Center. A part of the site consists of an undeveloped area just west of the main campus that is separated by an unimproved section of public right-of-way (ROW); this part of the site is utilized for outdoor environmental learning.

The educational capacity and safety of the current Viewlands building significantly impedes the creation of a safe, welcoming and inclusive educational environment that would serve as a beacon for the community in which it resides. There is a phrase often heard repeated by different stakeholders in the Viewlands community, “it’s the people, not the building, that make Viewlands what it is”. That sentiment is often followed by other phrases, such as

- “if only the building allowed us to gather as a community”
- “if only we had a separate space for the gym and the lunchroom”
- “if only we didn’t need so many portables”
- “if only we had a space our community could gather”

This replacement project is an opportunity to create a space that can be a warm, welcoming, safe, and inclusive for the community. In order to be a beacon for the community, Viewlands needs a building that (1) is functional in design for the delivery of high quality educational programming for all the students in attendance, (2) fosters a warm, welcoming, safe, and inclusive environment for all families, and (3) welcomes community in to provide space supporting community needs.

The functional capacity of the building significantly and negatively impacts the educational programming and community use. Viewlands has served 370-400 students, which requires approximately half of the needed classrooms be accommodated in portables. Portables have many functional limitations, including the lack of running water, proximity to bathrooms, and temperature regulation. In addition, while the teachers work incredibly hard to create community and a welcoming nurturing space for children to thrive

and learn, portables send an unintentional message that you are not part of the whole, you are separate. Due to the outdoor breezeway design of the building, classroom doors remain locked at all times, essentially requiring the school to consistently operate as if they were in a shelter-in-place drill. This results in continuous disruptions to the classroom learning communities. The administrative office, the place that should serve to welcome all into the community, is hidden and does not have any visual line of sight to any of the entrances. Finally, in order to provide safety and security for students, there is extensive fencing in and around the building due to the layout and design of the current structure. While this is critical for security it results in an unwelcoming and non-inclusive environment symbolizing keeping community out, rather than creating an entrance that draws community into the building. The current structure is not optimally functional for either education or community engagement.

Viewlands Elementary is a diverse neighborhood school in the northwest part of Seattle with 50% students and families of color. Viewlands serves approximately 35% students that qualify for free and reduce lunch, 20% students that are receiving English-Language-Learner (ELL) supports, and 15-20% of students that receive special education services. The rebuild is an opportunity to not only create an inclusive and welcoming space, but also one that can deliver exceptional educational programming for all Viewlands students, most critically our students of color that have been marginalized. Viewlands is uniquely poised to deliver on the promise of educational justice defined in the Seattle Public Schools strategic plan. A new building will provide equitable access for students furthest from educational justice in the Viewlands community. A new building will be a beacon of the community for all families and will invite in the families that have been furthest from social justice in the city of Seattle.

Construction Process and Timeline

The existing one-story structures together with 5 portables will be demolished and the remaining 4 portables will be relocated to other school sites. Construction is scheduled to begin in summer 2021 with occupancy in fall 2023. During the two-year construction period, students will be relocated to an interim location at John Marshall, another Seattle Public Schools facility.

Site Specific Adaption Process

The District's Educational Specification was adapted through a process of review with the School Design Advisory Team (SDAT), Capital Projects Staff, and other District Stakeholders.

The planning of the new Viewlands building is based on the Seattle Public Schools Elementary Educational Specifications (or "Standard Ed Spec") and the guiding principles as developed with SDAT members. The facility will address need for the projected enrollment of 650 students, including special education spaces, specialized learning classrooms, administration, library, commons and gymnasium.

Summary of Site-Specific Adaptations

The changes to the area model (number or size of spaces) are as follows. Changes described herein encompass any spaces where a deviation is greater than 10% of the square footage identified in the District's Elementary Educational Specifications.

1. Family Engagement Center

To meet SDAT project specific goals to improve wrap-around support for students and their families, the design team is proposing to re-assign the square footage dedicated to the Flex Classroom as a Family Engagement Center with adjacent program amenities including a flexible small group conferencing room, PTA/volunteer storage room, kitchenette, and a family toilet (with shower and washer/dryer). It will be located adjacent to administration and the front-door, with access from both within the school for staff and students and within the main vestibule for after-hours support and community events. The need and desire for this space has come up in conversations around the Strategic Plan to support systems for students and families experiencing homelessness, English-language learner programs and family outreach, as well as,

increased opportunities for volunteer participation from school families that have other small children, an on-site food and clothing pantry, miscellaneous counseling and support services, etc. The space will include elements of a typical classroom teaching wall to provide opportunities for adult learning. Located adjacent to the Library, the Family Engagement Center will have a glazed, operable wall connecting the two spaces and allowing the entry and story time area within the library to function as a welcoming 'living room' for the Family Engagement Center.

In the standard Elementary Educational Specifications there are no dedicated spaces to support ELL programming. As noted above 20% of students are receiving English-Language-Learner (ELL) supports. The ELL specialists at Viewlands are currently working out of a dedicated portable and would like both their head's down focused work area, space for student engagement and storage for learning resources to be better distributed within the academic spaces of the proposed new building. Staff may utilize either an unoccupied classroom or the distributed shared offices depending on capacity. The principal and staff have also requested a flexible small group meeting space that could be utilized for ELL support adjacent to the entry and Family Engagement Center to provide an acoustically private room where ELL Specialists may host drop-in office hours to work with families of students in the ELL program. The proposed change is as follows (also see program summary below).

- a. **Combine the Flex Classroom (850 SF), 180 SF of the PTA/Volunteer Storage, the Administrative Unisex Shower (50 SF), and the Community Kitchenette (100 SF) to create a Family Engagement Center.**
- b. **Add (1) Small Group Room at 90 SF to be located in the Family Engagement Center. This space will operate as a flexible drop-in conferencing space for ELL staff to meet with families before and after school during open office hours. It will also be utilized as a break-out meeting space for programs occurring in the Family Engagement Center and should provide a computer terminal to allow adult access to a computer as a support service.**
- c. **Family Engagement Center to include:**
 - i. **Family Engagement Center at 600 SF**
 - ii. **Small Group Room at 90 SF**
 - iii. **PTA / Volunteer Storage Room at 60 SF**
Provide storage only, meeting and workspace will be accommodated in the Family Engagement Center and Small Group Room.
 - iv. **Toilet / Washer/Dryer / Shower at 100 SF**
- d. **Adjacency Information**
The Family Engagement Center should be located next to the main entry, across from Administration Reception with visual connection such that the reception can see activity in the Family Engagement Center, yet the area is physically and acoustically separated from Administration.
The SDAT also supported locating the Family Engagement Center adjacent to the Library to allow access to the entry 'living room' and storytime areas of the Library before or after school hours.(The Library is to have an operable, secure screen to limit access to entire library.)
- e. **The Family Engagement Center may also be used as the PTA and Volunteers space.**
- f. **The Family Engagement Center may also be used as a collaboration and learning space for Staff Professional Development.**

2. Administration

Reception & Secretary: To allow forward facing workstations maintaining clear sight lines to main entry plaza and provide adequate circulation space behind reception counter.

- a. **Change Reception & Secretary from 120 SF to 180 SF**

In lieu of separate spaces for the Administration Workroom/Kitchenette, Mail Area and Storage Room, staff proposed combining functions into one space. Additional square footage accounts for circulation premium to the administrative restrooms, as well as providing additional cabinet storage space to support spill-over resources from the Family Engagement Center (food and

clothing pantry, school supplies, etc.). Note program areas are allocated individually on numeric program to provide clarity of intended space function, circulation premium to access staff restrooms is captured within Workroom/Kitchenette program area.

b. Change Administration Workroom/Kitchenette, Mail Area and Storage Room from a combined 360 SF to 540 SF (see individual program areas below)

- i. Administrative Workroom/Kitchenette from 120 SF to 240 SF
- ii. Mail Area remains at 120 SF
- iii. Storage Room from 120 SF to 180 SF

To improve intervention support in the learning communities and allow for structural alignment, shared offices are proposed at 150 SF each to allow for an improved conferencing area within the offices and space for storage accommodating educational resources.

c. Change (3) Shared Offices from 120 SF each to 150 SF each

To further distribution of resources, each academic community will have a secure staff resource area allowing direct access and minimizing staff transitions to remote support work rooms.

d. Change (3) Satellite Staff Workroom/Break Room at 120 SF to (6) Satellite Staff Work Areas at 60 SF (total allotment of square footage aligns with the Standard Ed Spec)

To support equity and inclusion, a Lactation Room will provide a private nursing area for lactating mothers, accessed from within the staff lounge. Room to include undercounter refrigerator, countertop and sink, microwave, convenience power, tackboard and whiteboard.

e. Add Lactation Room at 90 SF

3. Childcare

Driven by alignment with building support spaces, the Office/Workroom/Conference Room and Kitchen and Pantry are oversized, allowing for circulation premium to account for doors and pathways required to support interconnected functions of the staff support spaces.

a. Change Office/Workroom/Conference from 150 SF to 180 SF

b. Change Kitchen and Pantry from 140 SF to 175 SF

4. Core Academic

See note at Family Engagement Center regarding the Flex Classroom square footage.

Providing (2) Small Group Collaboration Rooms that also accommodate book and technology resources areas will distribute student resources throughout the learning community and allow for acoustically isolated intervention spaces supporting Viewlands instructional models. To further distribution of resources, each academic community will have a secure staff resource area allowing direct access and minimizing staff transitions to remote support work rooms.

a. Change (6) Small Group / Collaboration Rooms from 120 SF each to 130 SF each

b. Change (6) Book/Technology Rooms from 100 SF each to 130 SF each

c. See note at Administration regarding change to Satellite Staff Workroom/Break Rooms

Leveraging their site relationship with Carkeek Park, Viewlands has a robust outdoor learning and science-based curriculum resulting in an increased need for shared instructional storage adjacent to their outdoor learning space. To accommodate these needs, the scheme enlarges the storage available Science Kit curriculum, as well as including storage closets specifically for Outdoor Learning curriculum. Both of these areas are accessible from the learning cluster on the lowest level, adjacent to the outdoor learning access points.

d. Add (2) Outdoor Learning Storage Rooms at 65 SF each (one provided with exterior access)

e. Change Science Kit storage from 40 SF to 90 SF

5. Student Dining / Food Service

See note at Family Engagement Center regarding the Community Kitchenette square footage.

6. Special Education

Driven by structural alignment and classroom efficiencies with the floors above and below, the OT/PT room is oversized which allows for more flexibility with specialist equipment.

a. Change (1) OT/PT from 400 SF to 600 SF

7. Specialties

Square footage and proportions allow for equipment assumed in the furniture standards.

a. Change Recess Equipment Storage from 150 SF to 110 SF

8. Maintenance and Custodial Services

To further distribute equipment across the multiple levels of the site, the Facilities and Ground Storage has been split in into two spaces to provide access to storage at both the upper and lower plateaus of the site.

- a. **Change (1) Facilities / Grounds Equipment Rooms at 150 SF to (2) at 95 SF each**
- b. **See note at Core Academic regarding Science Kit Storage.**

**ELEMENTARY SITE SPECIFIC ED SPEC PROGRAM AREA
APPLIED AT VIEWLANDS ELEMENTARY**

Spaces that are highlighted indicate a deviation greater than 10% of the square footage identified in the Elementary Educational Specifications (or "Standard Ed Spec").

	#Teaching Stations	# of Rooms Proposed	# of Rooms In Standard Ed Spec	SF Per Room	Total SF Proposed	Total SF in Standard Ed Spec
A-1 ADMINISTRATION						
Waiting Area		1	1	350	350	350
Reception & Secretary		1	1	180	180	120
Principal Office		1	1	180	180	180
Assistant Principal Office		1	1	180	180	180
Assistant Principal / Student Waiting Area		1	1	0	0	30
Conference Room		1	1	290	290	250
Administration Workroom / Kitchenette		1	1	240	240	120
Mail Area		1	1	120	120	120
Storage Room		1	1	180	180	120
Shared Offices		3	3	150	450	360
Records Room		1	1	120	120	120
Staff Restrooms (2 ea) & Unisex Shower (1 ea)		2	3	50	100	150
Nurse's Office / Treatment Area		1	1	145	145	120
Cot Room (for 2 cots @ 500, 3 cots @650)		1	1	160	160	150
Clinic Restroom / Washer / Dryer / Shower		1	1	110	110	120
Computer Storage / Repair		1	1	110	110	120
Staff Lounge		1	1	550	550	500
Satellite Staff Workroom / Break Area		6	3	60	360	360
Internal Circulation Premium		1	1	0	0	0
Lost and Found / Patrol Closet		2	2	20	40	40
PTA / Volunteer Room		1	1	60	60	160
Family Engagement Center		1	0	600	600	0
Family Engagement Center Small Group Room		1	0	90	90	0
Family Engagement Center Restroom w/ Shower & W/D		1	0	100	100	0
Lactation Room		1	0	90	90	0
Subtotal - Administration					4,805	3,670
A-2 CHILDCARE						
Childcare Classroom (licensable for 30)		1	1	1,120	1,120	1,120
Childcare Classroom (licensable for 20)		1	1	900	900	900
Toilet (Student and Staff)		5	5	50	250	250
Entry / Parent Check-in Counter		1	1	16	16	16
Office / Workroom / Conference		1	1	180	180	150
Kitchen and Pantry		1	1	175	175	140
Storage / Laundry / Custodial		1	1	100	100	100
Before & After Care Storage		1	1	120	120	120
Subtotal - Childcare					2,861	2,796
A-3 CORE ACADEMIC						
Kindergarten (maximum 26 students)	6	6	6	900	5,400	5,400
K Toilet	0	6	6	50	300	300
Grade 1-3 Classrooms (maximum 26 students)	18	18	18	850	15,300	15,300
Grade 4-5 Classrooms (maximum 28 students)	8	8	8	900	7,200	7,200
Flex Classroom for Capacity at Any Grade	1	1	1	0	0	850
Learning Commons	0	6	6	625	3,750	3,600
Small Group Collaboration Room	0	6	6	130	780	720
Book/Technology Storage	0	6	6	130	780	600
Outdoor Learning Storage	0	2	0	65	130	0
Subtotal - Core Academic					33	33,640

Spaces that are highlighted indicate a deviation greater than 10% of the square footage identified in the Elementary Educational Specifications (or "Standard Ed Spec").

	#Teaching Stations	# of Rooms Proposed	# of Rooms In Standard Ed Spec	SF Per Room	Total SF Proposed	Total SF in Standard Ed Spec
A-4 STUDENT DINING / FOOD SERVICE						
Student Dining Area (seating for 1/2 of students)		1	1	4,925	4,925	4,620
Serving Area		1	1	0	0	0
Table & Chair Storage		1	1	400	400	400
Community Kitchenette		0	1	100	0	100
Kitchen		1	1	930	930	870
Manager's Office Alcove		1	1	30	30	30
Dry Storage		1	1	140	140	120
Chemical Storage / Laundry		1	1	30	30	30
Subtotal - Student Dining / Food Service					6,455	6,170

A-5 LIBRARY / MEDIA CENTER						
Reading / Stacks / Circulation / Group Instruction		1	1	2,850	2,850	2,500
Office / Workroom		0	1	0	0	250
Subtotal - Library					2,850	2,750

A-6 MAINTENANCE						
Central Receiving / Workroom / Storage		1	1	400	400	400
Loading Dock (shared with Food Service)				Outdoors		
Lead Custodian Office		1	1	100	100	100
Staff Toilet (shared with Food Service)		1	1	60	60	60
Furniture Storage Room		1	1	220	220	200
Equipment Storage Room		1	1	200	200	200
Science Kit Storage		1	1	90	90	40
Custodial Closets		3	3	80	240	240
Facilities / Grounds Equipment Storage		2	1	95	190	150
Subtotal - Maintenance					1,500	1,390

A-7 SPECIAL EDUCATION						
Self-contained Classroom	2	2	2	1,075	2,150	2,000
Restroom with Changing Area	0	2	2	100	200	200
Resource Room	1	1	1	480	480	450
Access Room	1	1	1	480	480	450
Speech Therapist & Psychologist	0	2	2	110	220	200
OT/PT	0	1	1	600	600	400
Subtotal - Special Education					4	4,130

A-8 SPECIALTIES						
Art / Project Lab	1	1	1	1,220	1,220	1,200
Art Supply Storage / Kiln Room		1	1	150	150	150
Art Project Storage		1	1	150	150	150
Music Room	1	1	1	1,200	1,200	1,100
Music Room Storage		1	1	160	160	150
Music / Stage Room	1	1	1	1,100	1,100	1,000
Music / Stage Storage		1	1	250	250	250
Gym	2	1	1	6,500	6,500	6,200
PE Office / Storage		1	1	300	300	300
Recess Equipment Storage		1	1	110	110	150
Restroom		1	1	50	50	50
Community Partner Storage		1	1	120	120	120
Subtotal - Specialties					5	11,310

PROGRAM SUBTOTAL					42	67,550	65,266
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	#Teaching Stations	# of Rooms Proposed	# of Rooms In Standard Ed Spec	SF Per Room	Total SF Proposed	Total SF in Standard Ed Spec
BUILDING SYSTEMS AND SUPPORT						
Student/Public Restrooms (other than specifically programmed above)		33	0	55	1,815	1,500
Single Stall Gender Neutral Restrooms			2		included above	100
Adult Restrooms (other than special purpose above)		6	0	45	270	300
Mechanical Rooms (Level 01, Level 02 and Level 03) and Fire Riser Room Penthouses excluded (See Mech penthouse areas at the bottom)			0	2,900	2,900	2,970
Electrical rooms + AV Closet, excluding Telecom		3	0	270	810	600
Telecom Rooms - MDF & IDF		3	0	150	450	400
Elevator & Machine Room		1	0	185	185	150
Entry Lobby / Security Vestibule		1	1	350	350	350
Horizontal Circulation		0	0	0	16,930	12,000
Stairs		0	0	1,695	1,695	700
Structure/Walls/Shafts					10,855	9,000
Subtotal - Building Systems and Support					36,260	28,070
TOTAL BUILDING SYSTEMS AND SUPPORT					36,260	28,070
TOTAL PROPOSED TEACHING STATIONS		42				
GRAND TOTAL BUILDING AREA - PROPOSED					103,810	
GRAND TOTAL BUILDING AREA - STANDARD ED SPEC					93336	

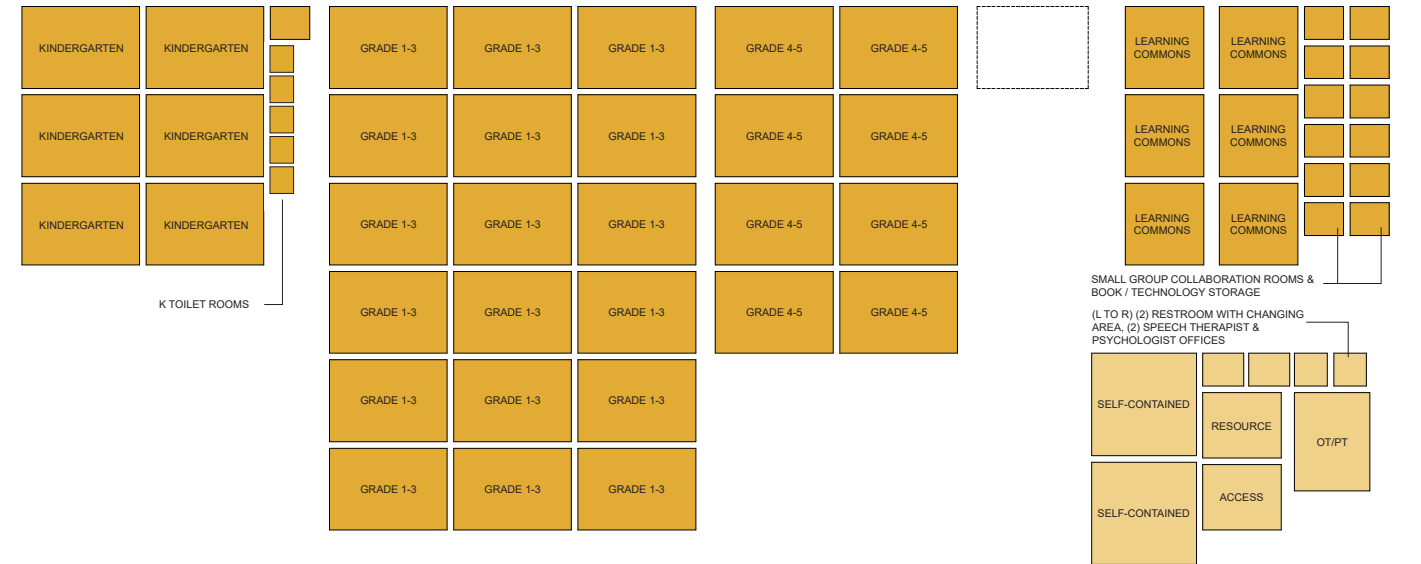
PROGRAM :: SPS ED SPEC FOR 650 STUDENTS

A-3 Core Academic

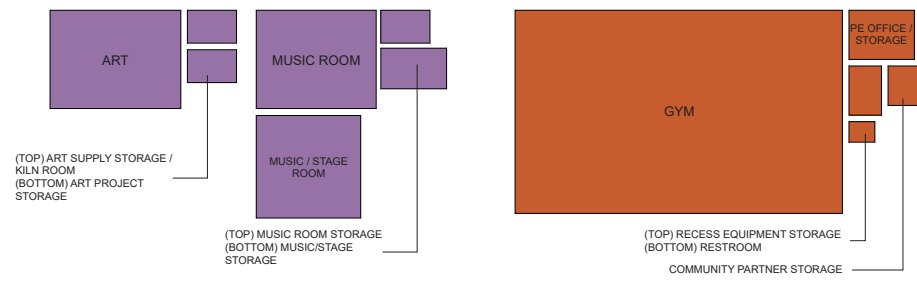


PROGRAM :: VIEWLANDS PROPOSED DESIGN DEVELOPMENT

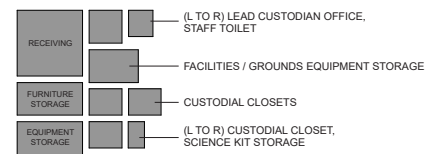
A-3 Core Academic



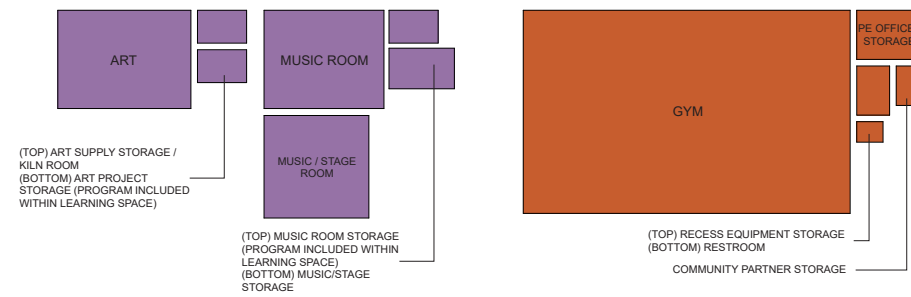
A-8 Specialties



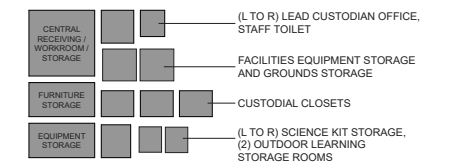
A-6 Maintenance and Custodial Services



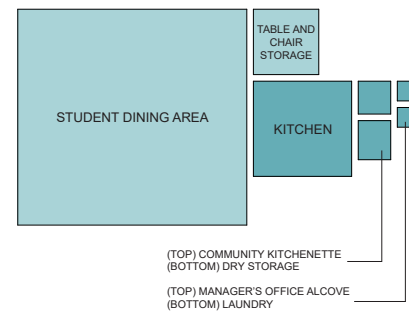
A-8 Specialties



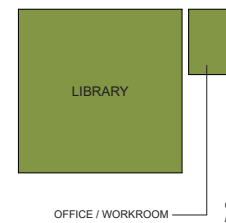
A-6 Maintenance and Custodial Services



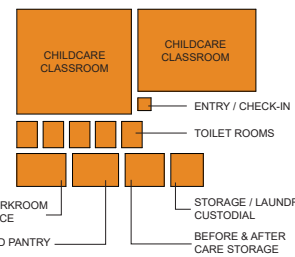
A-4 Student Dining / Food Service



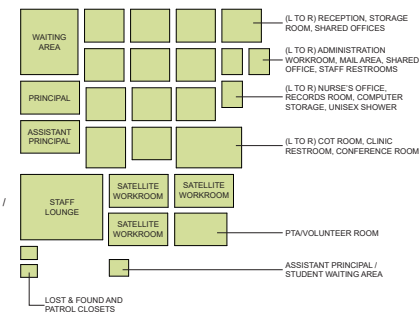
A-5 Library / Media Service



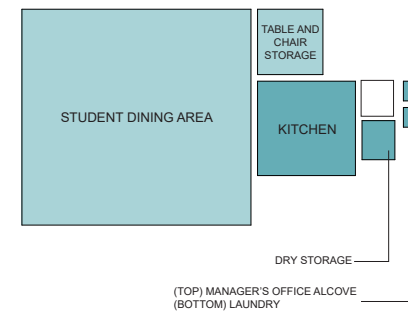
A-2 Childcare



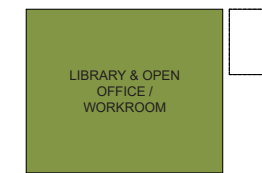
A-1 Administration



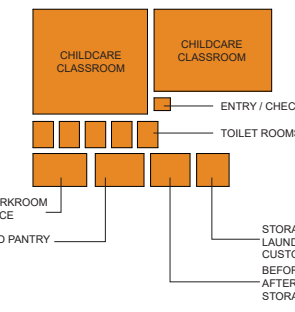
A-4 Student Dining / Food Service



A-5 Library / Media Service



A-2 Childcare



A-1 Administration

