



REGULAR BOARD MEETING - REVISED

Keene-Riverview Elementary, MPR, 832 Park Avenue

Tuesday, July 23, 2019 07:00 PM

I. 7:00 p.m. - Call to Order

1. Pledge of Allegiance
2. Approval of Agenda
3. Communications

II. Information Items:

III. Protocol for Addressing Board:

[Welcome to the Board Meeting \(p. 4\)](#)

IV. Hearing of Visitors:

V. Reports:

1. Assistant Superintendent's Report - Curriculum and Instruction
2. Assistant Superintendent's Report - Business and Operations
3. Superintendent's Report
4. Board Members' Reports

VI. Consent Items:

1. Certificated Personnel

[Cert - July 23, 2019 \(p. 5\)](#)

2. Classified Personnel

[Class - July 23, 2019 \(p. 6\)](#)

3. Approval of Minutes

[Regular Board Meeting - July 9, 2019 \(p. 7\)](#)

4. Contracts and Personal Service Agreements

[Contracts and PSAs \(p. 12\)](#)

5. Volunteer Coaches

6. Vouchers and Payroll

[Payable July 31, 2019 \(p. 13\)](#)

VII. Old Business:

VIII. Action Items: REVISED

1. EWU College in the High School 2019-2020 Memorandum of Understanding

[EWU MOU \(p. 36\)](#)

2. Adoption of Instructional Materials for Secondary Math at Housel Middle School

[HMS Math \(p. 50\)](#)

3. Adoption of Instructional Materials for Secondary Math at Prosser High School

[PHS Math \(p. 51\)](#)

4. Amendment of Policy No. 2190: Highly Capable Programs - FIRST READING

[Policy No. 2190 \(p. 52\)](#)

5. Larry Gregory, Consultant Contract

[Larry Gregory \(p. 62\)](#)

6. Consulting - STEMCore

[STEMCore \(p. 63\)](#)

7. Adoption of Policy No. 3241: Student Discipline - FIRST READING

[Policy No. 3241 \(p. 66\)](#)

8. Approval of Elementary Schools Educational Specifications

[Elem Schools Ed Specs Cover Sheet \(p. 94\)](#)

[KRV Ed Specs \(p. 95\)](#)

[KRV Site Plan \(p. 175\)](#)

[PHE Ed Specs \(p. 176\)](#)

[PHE Site Plan \(p. 248\)](#)

[Whitstran Ed Specs \(p. 249\)](#)

[Whitstran Site Plan \(p. 319\)](#)

9. Principals' Negotiations - REVISED

[Principals \(p. 320\)](#)

IX. Discussion Items:

1. Construction Update
2. Roles of the Board and the Superintendent

[Assessment \(p. 326\)](#)

3. Safety and Security

X. Future Meetings:

- *Regular Board Meeting, August 13, 2019, 7:00 p.m., Keene-Riverview Elementary*

XI. Adjournment:

XII. Study Session: Budget

XIII. Executive Session - "To review the performance of a public employee..." RCW 42.30.110 (1) (g)

XIV. Executive Session - "To receive and evaluate complaints or charges brought against a public officer or employee" - RCW 42.30.110 (1) (f) - REVISED

SCHOOL BOARD MEETINGS

Prosser School District No. 116 * 1126 Meade Avenue, Suite A * Prosser, WA 99350

Welcome to a meeting of Prosser School District Board of Directors!

Your views and interest in education are important to us and to your schools. Whether your visit is for the purpose of bringing information to the board's attention, solving a problem, or simply to see what's going on, we hope you'll feel welcome and comfortable at this meeting. We also hope that you will leave with a better understanding of your school district and its board of directors.

How the Board Operates

As the board meeting progresses, you may notice that there is quick action on some items. This is because the board generally considers an issue for several meetings before taking action, and also because background materials on the various items are sent to members for their careful study prior to the meeting. Sometimes the board will approve a motion that encompasses many items. These items, grouped under the "consent" portion of the agenda, are considered routine. You'll be able to follow the action more carefully if you pick up a copy of the agenda that is available.

Board members are: Scotty Hunt, President; Jesalyn Cole, Vice-President; Andy Howe, Peggy S. Douglas and Scott Coleman.

About Board Meetings

Business meetings are held twice each month, usually on the 2nd and 4th Tuesdays. The first meeting of the month is also a time for the various educational programs of the district to provide an educational presentation to the Board. These meetings begin at 7:00 p.m.

The board encourages input on all issues under discussion at the business meetings.

About Executive Sessions

The board may occasionally go into executive session, thus excluding the public and the news media from witnessing the discussion. You should know though, that the board will only discuss issues in executive session. It

must, by law, take all actions in an open meeting. The law also limits what the board can legally discuss in executive session. These closed discussions may only concern litigation, personnel selection or evaluation, negotiations, complaints against an officer or staff member or real estate transactions where public disclosure would be damaging to individuals or the general welfare of the district. Before going into executive session, the board president must estimate the time the board will return to open session.

Study Sessions

Board Study Sessions are held by the board to address specific issues and to give the board an opportunity to have staff make presentations regarding specific areas of instruction or operation. Study sessions are open meetings and offer the community an opportunity to hear the issues being discussed. Study sessions follow the same protocols as regular board meetings for addressing the board with questions or concerns.

Addressing the Board

You may present a concern to the board during the time reserved for hearing public comment. If this is the case we ask that you:

- Prior to the start of the meeting, sign in, noting the topic you intend to address to the board.
- Come to the microphone and state your name.
- Do not reflect adversely on the political or economic view, ethnic background, character or motives of any individual.
- Do keep your comments concise, non-emotional and brief.

The board is interested in hearing your concerns and your compliments too. It's best to call the superintendent's office a couple of days before the meeting. If this isn't possible, you can ask the board president to recognize you during the hearing section.

Board Hearings

The school board can be compared to a

"court of last resort." If a concern cannot be solved by first talking with the teacher, principal, or appropriate district personnel, it may be forwarded to the board for hearing. Sometimes this hearing may be conducted in "executive session," meaning the public and the media are not in attendance.

About Your Board

Public schools are especially close to the communities they serve because they are governed by men and women selected from the community. These men and women - your school board; are volunteers who spend a great deal of time on the many details involved in providing quality education.

Board members serve four-year terms. They are required to file financial disclosure statements with the Washington State Public Disclosure Commission and must be registered voters of the school district

School board members attend meetings, keep communications open with other members of the community and represent the needs of the district before local, state and national representatives. They make critical decisions that have a direct impact on what children learn and how they learn it. However, a school board is a legal body and can only make decisions as a body.

You may notice that many of the decisions the board must make are not directly related to instruction. School board members are also responsible for keeping the buildings and grounds in good shape, balancing the budget, protecting the district's legal interests, and providing for long-range planning.

BOARD PACKET

TO: Board of Directors
SUBJECT: Certificated Personnel
AGENDA: Consent
DATE: July 23, 2019
PREPARED BY: Mr. Matthew Ellis, *Superintendent*

Certificated Employees

Brittany Walk has been recommended as a fifth grade teacher at Whitstran Elementary School for the 2019/20 school year.

Maribel Sanchez Gonzalez has been recommended as a fifth grade teacher at Whitstran Elementary School for the 2019/20 school year.

BOARD PACKET

TO: Board of Directors
SUBJECT: Classified Personnel
AGENDA: Consent
DATE: July 23, 2019
PREPARED BY: Craig Reynolds, *Assistant Superintendent*

CLASSIFIED EMPLOYEES

Melinda White has resigned her position as an office assistant at Housel Middle School.

Board Meeting July 9, 2019

REGULAR BOARD MEETING

The regular meeting of the Board of Directors of Prosser School District was called to order at 7:00 p.m. by Mr. Scotty Hunt, President. Other Board members present included Mrs. Jesalyn Cole, Mr. Andy Howe and Mr. Scott Coleman. Also present were Mr. Matt Ellis, Superintendent; Deanna Flores and Craig Reynolds, Assistant Superintendents and Julie Hyatt, Secretary. There was also an audience of District staff. Board member Peggy S. Douglas was excused from the meeting.

Minutes from the June 25, 2019, regular Board meeting were presented and approved.

APPROVAL OF AGENDA:

Motion by Andy Howe, seconded by Scott Coleman and motion carried unanimously to approve the agenda.

COMMUNICATIONS:

None

INFORMATION ITEMS:

None

PROTOCOL FOR ADDRESSING BOARD:

Mr. Ellis did not read the protocol for addressing the Board.

HEARING OF VISITORS

Fred Bray, Director of the K-5 Migrant Summer School invited the Board members to attend Parent Night, next Wednesday, July 17. An official invitation will be sent soon.

REPORTS:

Assistant Superintendent's Report – Curriculum and Instruction

- Mrs. Flores distributed a handout describing the curriculum review and adoption process. She also distributed examples of *Illustrative Mathematics* and *Agile Mind*, the proposed new math curriculums at the middle school and high school and provided a detailed explanation of the process.

Discussion

Discussion ensued about the pros and cons of online curriculum versus pen and paper as well as the plan for preparing teachers to teach the new curriculum. The importance of District-wide inclusion for teaching the curriculum, including special education students was also discussed.

Assistant Superintendent's Report – Business and Operations

- Currently working on the General Fund budget for 2019/20

Superintendent's Report

- A cost proposal for Rocky Jackson was recently sent to the Board.
- We are in the middle of moving our office as a cost-cutting measure.
- Briefly reviewed the state's change in student discipline from two years ago, and stated that WSSDA wrote a policy in April 2019. We will bring an amended policy to the Board soon.
- Will be bringing consultants to the Board for approval soon, for next year, including Wilma

Board Meeting July 9, 2019

Kozai, training in classroom management and discipline and additional STEM rigor.

- Karissa Garza has started working as our payroll officer and is getting support from ESD 105.
- Continuing to work with Prosser Leadership, placing automatic electronic defibrillators within our community, as well as funding more Mustangs for Mustangs projects.

Board Members' Reports

Scott Coleman

- Has enjoyed seeing weekly progress on the high school. Mr. Coleman appreciates the updates from Chervenell and is hearing mostly positive things from the community on the project.

Deanna announced the next elementary design meeting is Thursday, July 18. The Board members were sent invitations to the meeting.

Andy Howe

- No report

Jesalyn Cole

- Met recently with Angela Skeen on developing local history curriculum.
- The ponies have gone over so well, there will be nine more added, which will bring the total to twenty.

Scotty Hunt

No report

CONSENT ITEMS:

Motion by Andy Howe, seconded by Jesalyn Cole and motion carried unanimously to approve the Consent Agenda as presented.

Certificated Personnel

Missy Somers submitted a letter of resignation from her position as a math interventionist at Whitstran Elementary School.

Anita Quinn submitted a letter of retirement from her position as a science teacher at Prosser High School.

Jenna Essary was recommended as a second grade teacher at Keene-Riverview Elementary School for the 2019/20 school year.

Eva Villalba Arevalo was recommended as a fourth grade dual language teacher at Prosser Heights Elementary School for the 2019/20 school year.

Nirmal Joshi was recommended as the MEChA (Movimiento Estudiantil Chican @ de Aztlan) advisor at Prosser High School for the 2018/19 school year.

Wendy Rodriguez and Mandy Stephens were recommended for the Migrant Summer Arts Academy Port Townsend.

Classified Personnel

Angela Mireles resigned her position as a noon duty supervisor at Housel Middle School.

Board Meeting July 9, 2019

Trisha Rutherford and Heather Howell were hired as intervention paraeducators for K-5 summer school.

Cole Hoberg resigned his position as an assistant football coach at Housel Middle School.

Approval of Minutes

Minutes from the June 25, 2019 regular Board meeting were presented.

Contracts and Personal Service Agreements:

We will use the AVID Math and Science Summer Bridge (STEM) Program for students who are attending HMS Migrant/21st Century Summer School. This program is designed specifically to increase students' math and science knowledge and skills, specifically targeted towards those students who need more support and intervention. AVID Math and Science Summer Bridge Program provides student materials with a cost of approximately \$2,875. Funding will be from 21st Century and will be used to cover the costs of the AVID Summer Bridge program agreement; Summer Bridge Math for 7th grade and Summer Bridge Mission Possible.

Volunteer Coaches

None

Vouchers

"The following vouchers as audited and certified by the auditing officers, as required by RCW 42.24.080, and those expense reimbursement claims certified, as required by RCW 42.24.090, are approved for payment.

General Fund Voucher numbers 231986 through 232032 totaling \$140,549.17

Capital Projects Voucher numbers 200000138 through 200000144 totaling \$779,711.93

Associated Student Body Fund Voucher numbers 186426 through 186459 totaling \$23,768.65."

OLD BUSINESS:

None

ACTION ITEMS:

Supervisors' Salary Adjustment for 2018/19

The supervisors of the food service, transportation, and maintenance departments have not received a salary adjustment for the 2018-19 school year. It was proposed that each supervisor receive a 5% adjustment, retroactive to September 1, 2018.

Motion by Scott Coleman, seconded by Jesalyn Cole and motion carried unanimously to authorize a salary adjustment of 5% for the food service, transportation, and maintenance department supervisors, retroactive to September 1, 2018.

Principal Bargaining

On June 21, 2019, the District negotiation team reached a one-year tentative agreement with the Prosser Principals' Association for the 2018-2019 calendar year. The proposed agreement would increase the principals' salaries by 8%. All other benefits within the principals' contract would remain intact. The compensation associated with this agreement would be retroactively paid. The District would begin negotiating the principals' contract for 2019-2020, immediately.

Board Meeting July 9, 2019

Motion by Jesalyn Cole seconded by Andy Howe to authorize a salary adjustment of 8% for the principals.

The motion failed with a unanimous vote from the Board opposing the motion.

PEA (Prosser Education Association) Negotiations

Prosser School District has reached an agreement with PEA. Although an agreement was reached, there are still areas PSD and PEA will need to work collaboratively on to develop language and a Memorandum of Understanding. The summary of the agreement is listed below.

1. 2019-2020, 2020-2021 Calendars
2. Conferences Tentatively Planned
3. Insurance - continue current plans as is until SEBB takes effect in January 2020. At that time, the District's \$130 per person monthly contribution is moved to individual VEBA accounts.
4. Adjust evaluation language to switch the required comprehensive evaluation from once every four years to once every six years. MOU will be drafted to address current procedural deficiencies in evaluation process.
5. Adjust the Co-Curricular schedule to be indexed off of the teacher base salary. Refine "F" to more accurately reflect practice; increase "G" by \$5; eliminate "I".
6. Adjust the Extra Duty schedule to be indexed off of the teacher base salary. Added "Thrive" to "D"; added Missoula Coordinator to "F"; added index to "H"; added "lunch" academic programs to "K".
7. Any stipend for teachers, mentors, implementers, etc. from grants or colleges are passed on in total to appropriate teachers. PEA will be notified of any such stipends.
8. District Timesheets –
 - Streamline Approval Process
 - Payroll MOU if Necessary
 - Graduation Attendance – More Development/MOU
9. One additional Professional Development day as authorized by the state.
 - Tuesday, August 20th Kick-Off – PEA/PSD Developed
 - Wednesday–Thursday, August 21-22 – Mandatory Days
10. Prosser EA contract currently expires on August 31, 2020. PEA will receive a 2.4% increase for this school year.
 - BA 135 – Will include members who qualified Sept 1, 1992, in all 50 states

Motion by Andy Howe, seconded by Jesalyn Cole and motion carried unanimously to approve the proposed changes to the collective bargaining agreement with the PEA.

DISCUSSION ITEMS:

Roles of the Board and the Superintendent

Standards Process

Mr. Ellis stated the discussion earlier tonight about curriculum related to this item. He then reviewed each example under this item on the document included in the Board packet and described how each one is either currently taking place or how we will continue to fulfill this portion of the Roles of the Board and Superintendent. Mr. Ellis also said it is important for us to develop a new strategic plan.

Board Meeting July 9, 2019

Safety and Security

Mr. Ellis read a list of the members of the prior safety and security committee and said the committee may be revived, likely with some different members added.

Mr. Ellis also said the Board might want to reconsider the expense of Keith Merritt's consulting contract, which is \$5000 annually. This could be an additional cost savings.

It was suggested to have our security staff be a part of upgrading our safety and security plan.

Mr. Ellis listed the buildings where our security personnel will be working. The addition of more security guards has been well received in the community. There was also discussion about the sustainability of keeping these guards in the District. A small safety and tech levy was suggested as a possible means for funding security personnel.

FUTURE MEETINGS:

- Regular Board Meeting, July 23, 2019, Keene-Riverview Elementary, 7:00 p.m.
- Executive Session to Discuss Superintendent's Evaluation, July 23, 2019, After the Conclusion of the Regular Board Meeting
- Regular Board Meeting, August 13, 2019, Keene-Riverview Elementary, 7:00 p.m.

"Construction Update" will be added to each meeting's Discussion Items going forward.

ADJOURNMENT:

President Hunt adjourned the regular Meeting at 8:05 p.m.

BUDGET STUDY SESSION:

The study session began at 8:05 p.m.

Craig Reynolds distributed a handout showing the four Non-General Fund budgets. Mr. Reynolds provided a detailed explanation of each budget.

Discussion

Discussion ensued with Mr. Reynolds answering questions.

It was agreed to continue the discussion on the budget at the next Board meeting, and then possibly at a special meeting, then adopt it at the first meeting in August.

Motion by Scott Coleman, seconded by Andy Howe and motion carried unanimously to adjourn the study session at 8:20 p.m.

Mr. Ellis announced there would be short exempt session to discuss negotiations.

Clerk to the Board

Board President

Secretary to the Clerk of the Board

Prosser School District No. 116
Contracts and Personal Service Agreements
Consent
July 23, 2019

CONTRACTS/AGREEMENTS:

1. 2019/2020 Benton Franklin Counties Juvenile Justice Center (BFJJC):

BFJJC implements and follows up on truancy board recommendations, provides outreach services, family counseling, assessments and treatment referrals, and monitoring of truancy petitions. The cost for this service is \$6,585.00 with funding provided through the general fund budget.

2. Dr. Kathryn Karschney Contract

The District contracted with Kathryn “Katy” Karschney last year to implement English Language Arts curriculum to meet the current Washington State Learning Standards. The work with Katy this year would be a continuation of the ELA implementation with staff (grades 6-12) for up to 12 days at a rate of \$1,300 a day, which includes all travel expenses, from September 2019 through June 2020. Cost of consulting services is \$15,600. Funding will be provided through basic education curriculum adoption funds.

3. Kozai Consulting Contract

The District contracted with Wilma Kozai last year, to work with the District Leadership Team to develop a culture of continuous learning in our schools. We would like to continue this partnership with Ms. Kozai for the 2019/20 school year. Her contracted duties will include working with principals two days per month and working with instructional coaches one day per month. Ms. Kozai will begin on September 17 and will work with our principals for twenty-one days throughout the year and with our instructional coaches for 5 days throughout the year. Wilma’s cost is \$1000 per day plus travel and meals. The total amount of the contract will be approximately \$26,000.00, plus travel and meals. Funding for this contract will be taken out of categorical and the Superintendent’s budget.

RECOMMENDATION:

It is recommended that the Board of Directors approve the above Contracts/Agreements.

The following vouchers, as audited and certified by the Auditing Officer as required by RCW 42.24.080, and those expense reimbursement claims certified as required by RCW 42.24.090, are approved for payment. Those payments have been recorded on this listing which has been made available to the board.

As of July 23, 2019, the board, by a _____ vote, approves payments, totaling \$127,924.74. The payments are further identified in this document.

Total by Payment Type for Cash Account, GF WARRANTS PAYABLE:
Warrant Numbers 232033 through 232104, totaling \$127,924.74

Secretary _____ Board Member _____
Board Member _____ Board Member _____
Board Member _____ Board Member _____

Check Nbr	Vendor Name	Check Date	Check Amount
232033	AICPA	07/31/2019	285.00
232034	ALSCO AMERICAN LINEN	07/31/2019	238.40
232035	APOLLO	07/31/2019	1,341.21
232036	AT & T MOBILITY	07/31/2019	562.24
232037	AUTOZONE INC	07/31/2019	81.18
232038	BENTON COUNTY PUD	07/31/2019	29,604.97
232039	BENTON REA	07/31/2019	309.95
232040	BJ PAINT & CARPET INC	07/31/2019	638.77
232041	BLEYHL FARM SERVICE	07/31/2019	7.92
232042	BROWN'S TIRE CO	07/31/2019	68.42
232043	BRYSON SALES & SERVICE	07/31/2019	19.38
232044	CARPENTER, AMANDA	07/31/2019	1,950.00
232045	CHRISTENSEN, INC	07/31/2019	2,155.80
232046	CINTAS CORPORATION	07/31/2019	64.87
232047	COLEMAN OIL	07/31/2019	23.80
232048	CONSOLIDATED SCHOOL DISTRICT #	07/31/2019	105.00
232049	CUMMINS INC	07/31/2019	1,018.54
232050	DAWSON, JEAN	07/31/2019	100.00
232051	DELL	07/31/2019	31,706.54
232052	DENCHEL FORD COUNTRY	07/31/2019	500.00
232053	EDUCATIONAL TESTING SERVICE	07/31/2019	1,100.00
232054	ESD #112	07/31/2019	80.00
232055	FIELD, MARY JEAN	07/31/2019	113.69
232056	FIRE CONTROL SPRINKLER SYSTEMS	07/31/2019	1,126.18
232057	FOOD DEPOT	07/31/2019	66.00
232058	FOOD SERVICES OF AMERICA	07/31/2019	7,667.15
232059	GRAINGER	07/31/2019	1,333.35
232060	GRAINGER	07/31/2019	342.10
232061	GRANDVIEW LUMBER	07/31/2019	355.16
232062	Vendor Continued Check	07/31/2019	0.00
232063	COOK'S ACE HARDWARE	07/31/2019	1,462.85
232064	HIWAY AUTO	07/31/2019	3,105.82
232065	IBS INCORPORATED	07/31/2019	115.35

Check Nbr	Vendor Name	Check Date	Check Amount
232066	IRRIGATION SPECIALISTS INC	07/31/2019	247.61
232067	JOHNSTONE SUPPLY CO	07/31/2019	1,307.55
232068	JUZELER, SARAH JANE	07/31/2019	317.11
232069	M & M BOLT CO INC	07/31/2019	149.84
232070	MID-AMERICAN RESEARCH CHEMICAL	07/31/2019	322.07
232071	MOON, DIANNA	07/31/2019	5,587.50
232072	NORTHWEST FARM SUPPLY	07/31/2019	5.36
232073	Vendor Continued Check	07/31/2019	0.00
232074	OFFICE DEPOT INC	07/31/2019	682.23
232075	OXARC INC	07/31/2019	8.36
232076	PACIFIC OFFICE AUTOMATION	07/31/2019	110.79
232077	PATERSON SCHOOL DISTRICT	07/31/2019	770.00
232078	PHILLIPS66/CONOCO/76	07/31/2019	537.78
232079	PLANET TURF	07/31/2019	716.76
232080	PLATT ELECTRIC SUPPLY	07/31/2019	4,104.55
232081	PROSSER NAPA	07/31/2019	397.33
232082	RAINWATER INC	07/31/2019	12.95
232083	RDO EQUIPMENT CO	07/31/2019	365.19
232084	RIDERS HARDWARE STORE	07/31/2019	22.84
232085	RSD	07/31/2019	746.06
232086	SAFETY-KLEEN CORP	07/31/2019	195.48
232087	SHY'S PIZZA CONNECTION	07/31/2019	141.08
232088	SIMPLIT PARTNERS	07/31/2019	1,076.01
232089	SMITH, JOSHUA	07/31/2019	1,040.00
232090	SOMERS, MARRIE M	07/31/2019	350.00
232091	STARK, NANETTE L	07/31/2019	126.90
232092	STATE OF WASHINGTON DEPT OF LI	07/31/2019	26.00
232093	T & M BOS, INC	07/31/2019	128.96
232094	TED BROWN MUSIC	07/31/2019	4,749.72
232095	TERRY'S DAIRY	07/31/2019	2,887.96
232096	THE HOME DEPOT PRO	07/31/2019	7,312.80
232097	THE SUPPLY COMPANY LLC	07/31/2019	23.52
232098	TONY'S ALBRECHT GLASS INC	07/31/2019	108.60
232099	TRI-CITY HERALD-ADVERTISING	07/31/2019	1,071.53
232100	VINE TECH EQUIPMENT LLC	07/31/2019	73.70
232101	WASTE MANAGEMENT OF KENNEWICK	07/31/2019	344.62
232102	WILLIAMSON FIRE EXTINGUISHERS	07/31/2019	3,285.96
232103	YAKIMA BINDERY	07/31/2019	432.22
232104	YAKIMA HERALD-REPUBLIC	07/31/2019	488.16

72 Computer

Check(s) For a Total of

127,924.74

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
232033	AICPA	07/31/2019	000048234 19/20		0	285.00	285.00
10 E 530 9700 13 7390 072 0000 0000 0				General Fund/Expenditures/District-Wide Support		285.00	
232034	ALSCO AMERICAN LINEN	07/31/2019	LSP02188405		0	59.60	238.40
10 E 530 9900 53 7270 073 0000 0000 0				General Fund/Expenditures/Pupil Transportation		59.60	
			LSP02190910		0	59.60	
10 E 530 9900 53 7270 073 0000 0000 0				General Fund/Expenditures/Pupil Transportation		59.60	
			LSP02193351		0	59.60	
10 E 530 9900 53 7270 073 0000 0000 0				General Fund/Expenditures/Pupil Transportation		59.60	
			LSP02195728		0	59.60	
10 E 530 9900 53 7270 073 0000 0000 0				General Fund/Expenditures/Pupil Transportation		59.60	
232035	APOLLO	07/31/2019	940022743	Monthly Maintenance Fee	7401800001	1,341.21	1,341.21
10 E 530 9700 64 7950 450 0000 0000 0				General Fund/Expenditures/District-Wide Support		1,341.21	
232036	AT & T MOBILITY	07/31/2019	996468694X07042019		0	562.24	562.24
10 E 530 0100 23 7800 130 0000 0000 0				General Fund/Expenditures/Basic Education		50.46	
10 E 530 0100 23 7800 240 0000 0000 0				General Fund/Expenditures/Basic Education		63.72	
10 E 530 0100 23 7800 450 0000 0000 0				General Fund/Expenditures/Basic Education		22.26	
10 E 530 0100 26 7800 064 0000 0000 0				General Fund/Expenditures/Basic Education		75.44	
10 E 530 2100 21 7800 063 0000 0000 0				General Fund/Expenditures/Spec Ed - State		25.50	
10 E 530 5320 24 7800 060 0000 0000 0				General Fund/Expenditures/Migrant Ed		126.46	
10 E 530 9700 61 7800 074 0000 0000 0				General Fund/Expenditures/District-Wide Support		37.72	
10 E 530 9900 51 7800 073 0000 0000 0				General Fund/Expenditures/Pupil Transportation		160.68	
232037	AUTOZONE INC	07/31/2019	1174911079		0	24.74	81.18
10 E 530 9900 53 5000 073 0000 0000 0				General Fund/Expenditures/Pupil Transportation		24.74	
			1174912838		0	34.73	
10 E 530 9900 53 5000 073 0000 0000 0				General Fund/Expenditures/Pupil Transportation		34.73	
			1174912879		0	21.71	
10 E 530 9900 53 5000 073 0000 0000 0				General Fund/Expenditures/Pupil Transportation		21.71	
232038	BENTON COUNTY PUD	07/31/2019	97731028-7/3/2019		0	29,604.97	29,604.97
10 E 530 9700 65 7820 055 0000 0000 0				General Fund/Expenditures/District-Wide Support		877.78	
10 E 530 9700 65 7820 063 0000 0000 0				General Fund/Expenditures/District-Wide Support		203.42	
10 E 530 9700 65 7820 092 0000 0000 0				General Fund/Expenditures/District-Wide Support		16.93	
10 E 530 9700 65 7820 073 0000 0000 0				General Fund/Expenditures/District-Wide Support		258.16	
10 E 530 9700 65 7820 074 0000 0000 0				General Fund/Expenditures/District-Wide Support		168.28	
10 E 530 9700 65 7820 110 0000 0000 0				General Fund/Expenditures/District-Wide Support		1,713.40	
10 E 530 9700 65 7820 120 0000 0000 0				General Fund/Expenditures/District-Wide Support		6,252.11	
10 E 530 9700 65 7820 130 0000 0000 0				General Fund/Expenditures/District-Wide Support		3,275.13	
10 E 530 9700 65 7820 240 0000 0000 0				General Fund/Expenditures/District-Wide Support		7,198.51	
10 E 530 9700 65 7820 450 0000 0000 0				General Fund/Expenditures/District-Wide Support		9,174.58	
10 E 530 9700 65 7820 100 0000 0000 0				General Fund/Expenditures/District-Wide Support		288.42	

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
10 E 530 9700 65 7820 060 0000 0000 0				General Fund/Expenditures/District-Wide Support		89.12	
10 E 530 9700 65 7820 076 0000 0000 0				General Fund/Expenditures/District-Wide Support		89.13	
232039	BENTON REA	07/31/2019	108697	Benton REA Invoice 108697	7601800205	150.00	309.95
10 E 530 9700 72 5030 076 0000 0000 0				General Fund/Expenditures/District-Wide Support		100.00	
10 E 530 9700 72 7000 076 0000 0000 0				General Fund/Expenditures/District-Wide Support		50.00	
			108739		0	150.00	
10 E 530 9700 72 5000 076 0000 0000 0				General Fund/Expenditures/District-Wide Support		50.00	
10 E 530 9700 72 5030 076 0000 0000 0				General Fund/Expenditures/District-Wide Support		100.00	
			990255700 6/30/2019		0	9.95	
10 E 530 9700 13 7530 072 0000 0000 0				General Fund/Expenditures/District-Wide Support		9.95	
232040	BJ PAINT & CARPET INC	07/31/2019	79773		0	47.13	638.77
10 E 530 9700 63 5000 074 0000 0000 0				General Fund/Expenditures/District-Wide Support		47.13	
			79789		0	346.77	
10 E 530 9700 63 5000 074 0000 0000 0				General Fund/Expenditures/District-Wide Support		346.77	
			79815		0	71.65	
10 E 530 9700 63 5000 074 0000 0000 0				General Fund/Expenditures/District-Wide Support		71.65	
			79841		0	173.22	
10 E 530 9700 63 5000 074 0000 0000 0				General Fund/Expenditures/District-Wide Support		173.22	
232041	BLEYHL FARM SERVICE	07/31/2019	655829/4		0	-9.33	7.92
10 E 530 9700 64 5000 074 0000 0000 0				General Fund/Expenditures/District-Wide Support		-9.33	
			656931/4		0	17.25	
10 E 530 9700 64 5000 074 0000 0000 0				General Fund/Expenditures/District-Wide Support		17.25	
232042	BROWN'S TIRE CO	07/31/2019	74300172748		0	40.18	68.42
10 E 530 9700 75 5950 075 0000 0000 0				General Fund/Expenditures/District-Wide Support		40.18	
			74300174418		0	28.24	
10 E 530 9900 53 5950 073 0000 0000 0				General Fund/Expenditures/Pupil Transportation		28.24	
232043	BRYSON SALES & SERVICE	07/31/2019	1287		0	19.38	19.38
10 E 530 9900 53 5000 073 0000 0000 0				General Fund/Expenditures/Pupil Transportation		19.38	
232044	CARPENTER, AMANDA	07/31/2019	12		0	1,950.00	1,950.00
10 E 530 2100 26 7000 063 0000 0000 0				General Fund/Expenditures/Spec Ed - State		1,950.00	
232045	CHRISTENSEN, INC	07/31/2019	0014809-IN		0	1,878.58	2,155.80
10 E 530 9900 53 5950 073 0000 0000 0				General Fund/Expenditures/Pupil Transportation		1,878.58	
			0015618-IN		0	277.22	
10 E 530 9900 53 5950 073 0000 0000 0				General Fund/Expenditures/Pupil Transportation		277.22	

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
232046	CINTAS CORPORATION	07/31/2019	5014015944		0	64.87	64.87
10 E 530 9800 44 5000 120 0000 0000 0				General Fund/Expenditures/Food Service		64.87	
232047	COLEMAN OIL	07/31/2019	CL94500-IN		0	23.80	23.80
10 E 530 9900 53 5900 073 0000 0000 0				General Fund/Expenditures/Pupil Transportation		23.80	
232048	CONSOLIDATED SCHOOL DISTRICT #	07/31/2019	1064		0	105.00	105.00
10 E 530 0199 31 8030 060 0000 0000 0				General Fund/Expenditures/Reserve		105.00	
232049	CUMMINS INC	07/31/2019	13-6747		0	409.49	1,018.54
10 E 530 9900 53 5000 073 0000 0000 0				General Fund/Expenditures/Pupil Transportation		409.49	
			13-6754		0	410.95	
10 E 530 9900 53 5000 073 0000 0000 0				General Fund/Expenditures/Pupil Transportation		410.95	
			13-6756		0	198.10	
10 E 530 9900 53 5000 073 0000 0000 0				General Fund/Expenditures/Pupil Transportation		198.10	
232050	DAWSON, JEAN	07/31/2019	0395		0	100.00	100.00
10 E 530 9700 64 7000 074 0000 0000 0				General Fund/Expenditures/District-Wide Support		100.00	
232051	DELL	07/31/2019	10323429280	Dell Computers	7601800192	31,706.54	31,706.54
10 E 530 3860 27 5310 450 0000 0000 0				General Fund/Expenditures/Vocational-Federal		13,824.00	
10 E 530 3160 27 5310 450 0000 0000 0				General Fund/Expenditures/Agriculture		17,882.54	
232052	DENCHEL FORD COUNTRY	07/31/2019	MARCH 2019	Rental fee for	4501800067	250.00	500.00
10 E 530 7100 27 7000 450 0000 0000 0				Drivers Ed. car		250.00	
			SE1042430	Rental fee for	4501800067	250.00	
10 E 530 7100 27 7000 450 0000 0000 0				Drivers Ed. car		250.00	
232053	EDUCATIONAL TESTING SERVICE	07/31/2019	om20235918	ETS Para Pro	7201800030	1,100.00	1,100.00
10 E 530 9700 14 5000 072 0000 0000 0				Assessments		1,100.00	
				General Fund/Expenditures/District-Wide Support		1,100.00	
232054	ESD #112	07/31/2019	0000143212	Transportation	7301800012	80.00	80.00
10 E 530 9900 51 7390 073 0000 0000 0				Inservice for		80.00	
				Bill Petersen and			
				Cindy McLemore			
				for the 2019-20			
				school year.			
				General Fund/Expenditures/Pupil Transportation		80.00	
232055	FIELD, MARY JEAN	07/31/2019	APRIL 2019		0	8.70	113.69
10 E 530 2100 26 8010 063 0000 0000 0				General Fund/Expenditures/Spec Ed - State		8.70	
				DECEMBER 2018	0	5.45	

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
10 E 530 2100 26 8010 063 0000 0000 0				General Fund/Expenditures/Spec Ed - State		5.45	
				FEBRUARY 2019	0	10.44	
10 E 530 2100 26 8010 063 0000 0000 0				General Fund/Expenditures/Spec Ed - State		10.44	
				JANUARY 2019	0	13.34	
10 E 530 2100 26 8010 063 0000 0000 0				General Fund/Expenditures/Spec Ed - State		13.34	
				JUNE 2019	0	8.70	
10 E 530 2100 26 8010 063 0000 0000 0				General Fund/Expenditures/Spec Ed - State		8.70	
				MARCH 2019	0	15.08	
10 E 530 2100 26 8010 063 0000 0000 0				General Fund/Expenditures/Spec Ed - State		15.08	
				MAY 2019	0	21.46	
10 E 530 2100 26 8010 063 0000 0000 0				General Fund/Expenditures/Spec Ed - State		21.46	
				NOVEMBER 2018	0	9.81	
10 E 530 2100 26 8010 063 0000 0000 0				General Fund/Expenditures/Spec Ed - State		9.81	
				OCTOBER 2018	0	20.71	
10 E 530 2100 26 8010 063 0000 0000 0				General Fund/Expenditures/Spec Ed - State		20.71	
232056	FIRE CONTROL SPRINKLER SYSTEMS	07/31/2019	19-062419		0	1,126.18	1,126.18
10 E 530 9700 64 7000 074 0000 0000 0				General Fund/Expenditures/District-Wide Support		1,126.18	
232057	FOOD DEPOT	07/31/2019	196702		3056	22.00	66.00
10 E 530 5325 24 5000 131 0000 0000 0				General Fund/Expenditures/Migrant Ed- Summer		22.00	
				196706	3060	44.00	
10 E 530 5325 24 5000 131 0000 0000 0				General Fund/Expenditures/Migrant Ed- Summer		44.00	
232058	FOOD SERVICES OF AMERICA	07/31/2019	3210527CR		0	-159.83	7,667.15
10 E 530 9800 42 5430 075 0000 0000 0				General Fund/Expenditures/Food Service		-159.83	
				3327804	0	168.84	
10 E 530 9800 42 5430 075 0000 0000 0				General Fund/Expenditures/Food Service		168.84	
				3327805	0	43.85	
10 E 530 9800 42 5430 075 0000 0000 0				General Fund/Expenditures/Food Service		43.85	
				3334443	0	1,021.69	
10 E 530 9800 42 5440 075 0000 0000 0				General Fund/Expenditures/Food Service		1,021.69	
				3334444	0	148.92	
10 E 530 9800 42 5440 075 0000 0000 0				General Fund/Expenditures/Food Service		148.92	
				3342905	0	648.23	
10 E 530 9825 42 5430 075 0000 0000 0				General Fund/Expenditures/Food Service - SS		648.23	

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
10 E 530 9825 42 5430 075 0000 0000 0			3342907	General Fund/Expenditures/Food Service - SS	0	1,022.47	1,022.47
10 E 530 9825 42 5440 075 0000 0000 0			3342908	General Fund/Expenditures/Food Service - SS	0	613.12	613.12
10 E 530 9825 42 5430 075 0000 0000 0			3342910	General Fund/Expenditures/Food Service - SS	0	107.03	107.03
10 E 530 9825 44 5000 075 0000 0000 0			3342911	General Fund/Expenditures/Food Service - SS	0	49.80	49.80
10 E 530 9825 44 5000 075 0000 0000 0			3344445	General Fund/Expenditures/Food Service - SS	0	42.86	42.86
10 E 530 9825 42 5430 075 0000 0000 0			3357891	General Fund/Expenditures/Food Service - SS	0	28.68	28.68
10 E 530 9825 42 5430 075 0000 0000 0			3357893	General Fund/Expenditures/Food Service - SS	0	402.16	402.16
10 E 530 9825 42 5440 075 0000 0000 0			3357894	General Fund/Expenditures/Food Service - SS	0	825.80	825.80
10 E 530 9825 44 5000 075 0000 0000 0			3357897	General Fund/Expenditures/Food Service - SS	0	62.05	62.05
10 E 530 9825 42 5430 075 0000 0000 0			3357898	General Fund/Expenditures/Food Service - SS	0	376.43	376.43
10 E 530 9825 42 5430 075 0000 0000 0			3372514	General Fund/Expenditures/Food Service - SS	0	790.32	790.32
10 E 530 9825 44 5000 075 0000 0000 0			3372517	General Fund/Expenditures/Food Service - SS	0	119.05	119.05
10 E 530 9825 44 5000 075 0000 0000 0			3392518	General Fund/Expenditures/Food Service - SS	0	93.08	93.08
10 E 530 9825 42 5430 075 0000 0000 0			3392519	General Fund/Expenditures/Food Service - SS	0	1,035.85	1,035.85
10 E 530 9825 42 5430 075 0000 0000 0			3392521	General Fund/Expenditures/Food Service - SS	0	103.85	103.85
10 E 530 9825 42 5440 075 0000 0000 0			3392522	General Fund/Expenditures/Food Service - SS	0	122.90	122.90
232059 GRAINGER		07/31/2019	9209321703	General Fund/Expenditures/District-Wide Support	0	249.24	1,333.35
10 E 530 9700 64 5000 450 0000 0000 0						249.24	

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
			9216220161		0	534.04	
10 E 530 9700 64 5000 074 0000 0000 0				General Fund/Expenditures/District-Wide Support		534.04	
			9217887638		0	465.03	
10 E 530 9700 64 5000 074 0000 0000 0				General Fund/Expenditures/District-Wide Support		465.03	
			9222567795		0	85.04	
10 E 530 9700 64 5000 074 0000 0000 0				General Fund/Expenditures/District-Wide Support		85.04	
232060	GRAINGER	07/31/2019	9217374900		0	342.10	342.10
10 E 530 9700 64 5000 074 0000 0000 0				General Fund/Expenditures/District-Wide Support		342.10	
232061	GRANDVIEW LUMBER	07/31/2019	191605		0	283.77	355.16
10 E 530 9700 64 5000 074 0000 0000 0				General Fund/Expenditures/District-Wide Support		283.77	
			192540		0	82.85	
10 E 530 9700 64 5000 074 0000 0000 0				General Fund/Expenditures/District-Wide Support		82.85	
			192541		0	-29.78	
10 E 530 9700 64 5000 074 0000 0000 0				General Fund/Expenditures/District-Wide Support		-29.78	
			192626		0	18.32	
10 E 530 9700 64 5000 074 0000 0000 0				General Fund/Expenditures/District-Wide Support		18.32	
232062	Vendor Continued Void	07/31/2019					0.00
232063	COOK'S ACE HARDWARE	07/31/2019	A495418		0	7.80	1,462.85
10 E 530 9700 62 5000 074 0000 0000 0				General Fund/Expenditures/District-Wide Support		7.80	
			A495589		0	7.59	
10 E 530 9700 64 5000 074 0000 0000 0				General Fund/Expenditures/District-Wide Support		7.59	
			A496076		0	86.87	
10 E 530 9700 62 5000 074 0000 0000 0				General Fund/Expenditures/District-Wide Support		86.87	
			A496581		0	35.82	
10 E 530 9700 64 5000 074 0000 0000 0				General Fund/Expenditures/District-Wide Support		35.82	
			A496618		0	14.10	
10 E 530 9700 64 5000 074 0000 0000 0				General Fund/Expenditures/District-Wide Support		14.10	
			A496741		0	19.54	
10 E 530 9700 64 5000 074 0000 0000 0				General Fund/Expenditures/District-Wide Support		19.54	
			A496868		0	54.29	
10 E 530 9900 53 5000 073 0000 0000 0				General Fund/Expenditures/Pupil Transportation		54.29	
			A496928		0	7.16	
10 E 530 9700 64 5000 074 0000 0000 0				General Fund/Expenditures/District-Wide Support		7.16	
			A497366		0	4.98	

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
10 E 530 9700 64 5000 074 0000 0000 0				General Fund/Expenditures/District-Wide Support		4.98	
			A497372		0	5.83	
10 E 530 9900 53 5000 073 0000 0000 0				General Fund/Expenditures/Pupil Transportation		5.83	
			A497396		0	27.14	
10 E 530 9700 62 5000 074 0000 0000 0				General Fund/Expenditures/District-Wide Support		27.14	
			A497427		0	27.99	
10 E 530 9700 62 5000 074 0000 0000 0				General Fund/Expenditures/District-Wide Support		27.99	
			A497509		0	65.12	
10 E 530 9900 53 5000 073 0000 0000 0				General Fund/Expenditures/Pupil Transportation		65.12	
			A497594		0	31.19	
10 E 530 9700 62 5000 074 0000 0000 0				General Fund/Expenditures/District-Wide Support		31.19	
			A497739		0	134.52	
10 E 530 9700 63 5000 074 0000 0000 0				General Fund/Expenditures/District-Wide Support		134.52	
			A497877		0	39.06	
10 E 530 9700 64 5000 074 0000 0000 0				General Fund/Expenditures/District-Wide Support		39.06	
			A498410		0	16.49	
10 E 530 9700 63 5000 074 0000 0000 0				General Fund/Expenditures/District-Wide Support		16.49	
			A498443		0	88.60	
10 E 530 9700 62 5000 074 0000 0000 0				General Fund/Expenditures/District-Wide Support		88.60	
			A498490		0	19.74	
10 E 530 9700 63 5000 074 0000 0000 0				General Fund/Expenditures/District-Wide Support		19.74	
			A498541		0	17.37	
10 E 530 9700 64 5000 074 0000 0000 0				General Fund/Expenditures/District-Wide Support		17.37	
			A498599		0	20.70	
10 E 530 9700 64 5000 074 0000 0000 0				General Fund/Expenditures/District-Wide Support		20.70	
			A498671		0	25.97	
10 E 530 9700 64 5000 074 0000 0000 0				General Fund/Expenditures/District-Wide Support		25.97	
			A498715		0	99.26	
10 E 530 9700 64 5000 074 0000 0000 0				General Fund/Expenditures/District-Wide Support		99.26	
			A498758		0	2.77	
10 E 530 9900 53 5000 073 0000 0000 0				General Fund/Expenditures/Pupil Transportation		2.77	
			A498759		0	30.36	
10 E 530 9700 64 5000 074 0000 0000 0				General Fund/Expenditures/District-Wide Support		30.36	

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
			A499030		0	58.63	
10 E 530 9900 53 5000 073 0000 0000 0				General Fund/Expenditures/Pupil Transportation		58.63	
			A499324		0	-34.74	
10 E 530 9900 53 5000 073 0000 0000 0				General Fund/Expenditures/Pupil Transportation		-34.74	
			A499646		0	0.43	
10 E 530 9900 53 5000 073 0000 0000 0				General Fund/Expenditures/Pupil Transportation		0.43	
			A500092		0	3.34	
10 E 530 9700 64 5000 074 0000 0000 0				General Fund/Expenditures/District-Wide Support		3.34	
			B376092		0	16.28	
10 E 530 9900 53 5000 073 0000 0000 0				General Fund/Expenditures/Pupil Transportation		16.28	
			B377018		0	192.85	
10 E 530 9700 64 5000 074 0000 0000 0				General Fund/Expenditures/District-Wide Support		192.85	
			B377076		0	0.43	
10 E 530 9700 64 5000 074 0000 0000 0				General Fund/Expenditures/District-Wide Support		0.43	
			B377610		0	17.37	
10 E 530 9700 63 5000 074 0000 0000 0				General Fund/Expenditures/District-Wide Support		17.37	
			B377724		0	16.28	
10 E 530 9700 64 5000 074 0000 0000 0				General Fund/Expenditures/District-Wide Support		16.28	
			B377728		0	30.59	
10 E 530 9700 63 5000 074 0000 0000 0				General Fund/Expenditures/District-Wide Support		30.59	
			B377881		0	38.17	
10 E 530 9700 64 5000 074 0000 0000 0				General Fund/Expenditures/District-Wide Support		38.17	
			B377910		0	17.35	
10 E 530 9700 62 5000 074 0000 0000 0				General Fund/Expenditures/District-Wide Support		17.35	
			B377948		0	14.10	
10 E 530 9700 64 5000 074 0000 0000 0				General Fund/Expenditures/District-Wide Support		14.10	
			B378552		0	4.33	
10 E 530 9700 64 5000 074 0000 0000 0				General Fund/Expenditures/District-Wide Support		4.33	
			B378598		0	1.94	
10 E 530 9700 64 5000 074 0000 0000 0				General Fund/Expenditures/District-Wide Support		1.94	
			B378599		0	9.72	
10 E 530 9700 64 5000 074 0000 0000 0				General Fund/Expenditures/District-Wide Support		9.72	
			B378800		0	49.92	
10 E 530 9700 62 5000 074 0000 0000 0				General Fund/Expenditures/District-Wide Support		49.92	

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
			B378873		0	3.02	
10 E 530 9700 64 5000 074 0000 0000 0			General Fund/Expenditures/District-Wide Support			3.02	
			B378939		0	9.06	
10 E 530 9700 62 5000 074 0000 0000 0			General Fund/Expenditures/District-Wide Support			9.06	
			B378943		0	32.09	
10 E 530 9700 64 5000 074 0000 0000 0			General Fund/Expenditures/District-Wide Support			32.09	
			B379028		0	41.22	
10 E 530 9700 64 5000 074 0000 0000 0			General Fund/Expenditures/District-Wide Support			41.22	
			B379048		0	19.53	
10 E 530 9700 64 5000 074 0000 0000 0			General Fund/Expenditures/District-Wide Support			19.53	
			B379743		0	9.97	
10 E 530 9800 44 5000 075 0000 0000 0			General Fund/Expenditures/Food Service			9.97	
			B379761		0	17.37	
10 E 530 9700 63 5000 074 0000 0000 0			General Fund/Expenditures/District-Wide Support			17.37	
			B380340		0	3.34	
10 E 530 9700 64 5000 074 0000 0000 0			General Fund/Expenditures/District-Wide Support			3.34	
232064 HIWAY AUTO		07/31/2019	16469		0	3,105.82	3,105.82
10 E 530 9700 75 5000 074 0000 0000 0			General Fund/Expenditures/District-Wide Support			3,105.82	
232065 IBS INCORPORATED		07/31/2019	704120-1		0	115.35	115.35
10 E 530 9900 53 5000 073 0000 0000 0			General Fund/Expenditures/Pupil Transportation			115.35	
232066 IRRIGATION SPECIALISTS INC		07/31/2019	191606-01		0	-21.94	247.61
10 E 530 9700 62 5000 074 0000 0000 0			General Fund/Expenditures/District-Wide Support			-21.94	
			3224348-.01		0	38.91	
10 E 530 9700 62 5000 074 0000 0000 0			General Fund/Expenditures/District-Wide Support			38.91	
			3224751-0		0	64.45	
10 E 530 9700 62 5000 074 0000 0000 0			General Fund/Expenditures/District-Wide Support			64.45	
			3224790-01		0	34.96	
10 E 530 9700 62 5000 074 0000 0000 0			General Fund/Expenditures/District-Wide Support			34.96	
			3225626-01		0	131.23	
10 E 530 9700 62 5000 074 0000 0000 0			General Fund/Expenditures/District-Wide Support			131.23	
232067 JOHNSTONE SUPPLY CO		07/31/2019	20403687-00		0	187.00	1,307.55
10 E 530 9700 64 5000 074 0000 0000 0			General Fund/Expenditures/District-Wide Support			187.00	
			20404248-00		0	281.34	
10 E 530 9700 64 5000 074 0000 0000 0			General Fund/Expenditures/District-Wide Support			281.34	

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
			20404458-00			427.84	
10 E 530 9700 64 5000 074 0000 0000 0			General Fund/Expenditures/District-Wide Support			427.84	
			20405164-00			158.80	
10 E 530 9700 64 5000 074 0000 0000 0			General Fund/Expenditures/District-Wide Support			158.80	
			20405292-00			252.57	
10 E 530 9700 64 5000 074 0000 0000 0			General Fund/Expenditures/District-Wide Support			252.57	
232068	JUZELER, SARAH JANE	07/31/2019	2019 PHYSICAL			317.11	317.11
10 E 530 0199 23 7000 130 0000 0000 0			General Fund/Expenditures/Reserve			317.11	
232069	M & M BOLT CO INC	07/31/2019	341273			66.26	149.84
10 E 530 9700 64 5000 074 0000 0000 0			General Fund/Expenditures/District-Wide Support			66.26	
			343721			52.40	
10 E 530 9700 64 5000 074 0000 0000 0			General Fund/Expenditures/District-Wide Support			52.40	
			345735			31.18	
10 E 530 9900 53 5000 073 0000 0000 0			General Fund/Expenditures/Pupil Transportation			31.18	
232070	MID-AMERICAN RESEARCH CHEMICAL	07/31/2019	0668042-IN			322.07	322.07
10 E 530 9700 63 5000 074 0000 0000 0			General Fund/Expenditures/District-Wide Support			322.07	
232071	MOON, DIANNA	07/31/2019	MAY 2019			5,587.50	5,587.50
10 E 530 2100 26 7010 120 0000 0000 0			General Fund/Expenditures/Spec Ed - State			5,587.50	
232072	NORTHWEST FARM SUPPLY	07/31/2019	B10707			5.36	5.36
10 E 530 9700 64 5000 074 0000 0000 0			General Fund/Expenditures/District-Wide Support			5.36	
232073	Vendor Continued Void	07/31/2019					0.00
232074	OFFICE DEPOT INC	07/31/2019	324092005001	AVID SUPPLIES	1201800054	-169.14	682.23
10 E 530 0153 27 5000 120 0000 0000 0			General Fund/Expenditures/AVID Staff Dev			-169.14	
			333242945001	Classroom Supplies for L. Gorman	4501800133	171.34	
10 E 530 0100 27 5000 450 0000 0000 0			General Fund/Expenditures/Basic Education			171.34	
			333242946001	Classroom Supplies for L. Gorman	4501800133	67.55	
10 E 530 0100 27 5000 450 0000 0000 0			General Fund/Expenditures/Basic Education			67.55	
			333242947001	Classroom Supplies for L. Gorman	4501800133	12.18	
10 E 530 0100 27 5000 450 0000 0000 0			General Fund/Expenditures/Basic Education			12.18	
			333242962001	Classroom	4501800134	132.64	

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
10 E 530 0100 27 5000 450 0000 0000 0				Supplies-K. Blair General Fund/Expenditures/Basic Education		132.64	
			333242962002	Classroom	4501800134	7.59	
10 E 530 0100 27 5000 450 0000 0000 0				Supplies-K. Blair General Fund/Expenditures/Basic Education		7.59	
			333242964001	Classroom	4501800134	5.42	
10 E 530 0100 27 5000 450 0000 0000 0				Supplies-K. Blair General Fund/Expenditures/Basic Education		5.42	
			333243024001	Classroom	4501800136	61.15	
10 E 530 0100 27 5000 450 0000 0000 0				Supplies-A. Sartin General Fund/Expenditures/Basic Education		61.15	
			333243174001	Classroom	4501800141	156.69	
10 E 530 0100 27 5000 450 0000 0000 0				Supplies-JP. Estey General Fund/Expenditures/Basic Education		156.69	
			333243175001	Classroom	4501800141	40.06	
10 E 530 0100 27 5000 450 0000 0000 0				Supplies-JP. Estey General Fund/Expenditures/Basic Education		40.06	
			333243207001	classroom	4501800142	124.16	
10 E 530 0100 27 5000 450 0000 0000 0				supplies-S. Smith General Fund/Expenditures/Basic Education		124.16	
			333243208001	classroom	4501800142	32.53	
10 E 530 0100 27 5000 450 0000 0000 0				supplies-S. Smith General Fund/Expenditures/Basic Education		32.53	
			333243209001	classroom	4501800142	40.06	
10 E 530 0100 27 5000 450 0000 0000 0				supplies-S. Smith General Fund/Expenditures/Basic Education		40.06	
232075 OXARC INC		07/31/2019	60420823	Open PO for Metal Shop Supplies	4561800003	8.36	8.36
10 E 530 3160 27 5000 450 0000 0000 0				General Fund/Expenditures/Agriculture		8.36	
232076 PACIFIC OFFICE AUTOMATION		07/31/2019	125965		0	110.79	110.79
10 E 530 9700 13 7290 072 0000 0000 0				General Fund/Expenditures/District-Wide Support		110.79	
232077 PATERSON SCHOOL DISTRICT		07/31/2019	JUNE 4, 2019		0	770.00	770.00
10 E 530 0100 28 7000 450 0000 0000 0				General Fund/Expenditures/Basic Education		770.00	
232078 PHILLIPS66/CONOCO/76		07/31/2019	7/8/2019		0	537.78	537.78
10 E 530 9700 75 5900 071 0000 0000 0				General Fund/Expenditures/District-Wide Support		537.78	

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
232079	PLANET TURF	07/31/2019	16940		0	716.76	716.76
10 E 530 9700 62 5000 074 0000 0000 0				General Fund/Expenditures/District-Wide Support		716.76	
232080	PLATT ELECTRIC SUPPLY	07/31/2019	514697		0	299.95	4,104.55
10 E 530 9700 64 5810 074 0000 0000 0				General Fund/Expenditures/District-Wide Support		299.95	
				U809911	0	437.00	
10 E 530 9700 64 5810 074 0000 0000 0				General Fund/Expenditures/District-Wide Support		437.00	
				U81635	0	291.33	
10 E 530 9700 64 5810 074 0000 0000 0				General Fund/Expenditures/District-Wide Support		291.33	
				V103969	0	147.98	
10 E 530 9700 64 5810 074 0000 0000 0				General Fund/Expenditures/District-Wide Support		147.98	
				V115691	0	194.95	
10 E 530 9700 64 5810 074 0000 0000 0				General Fund/Expenditures/District-Wide Support		194.95	
				V129562	0	722.54	
10 E 530 9700 64 5810 074 0000 0000 0				General Fund/Expenditures/District-Wide Support		722.54	
				V286019	0	257.13	
10 E 530 9700 64 5810 074 0000 0000 0				General Fund/Expenditures/District-Wide Support		257.13	
				V454719	0	979.35	
10 E 530 9700 64 5810 074 0000 0000 0				General Fund/Expenditures/District-Wide Support		979.35	
				V455842	0	41.38	
10 E 530 9700 64 5810 074 0000 0000 0				General Fund/Expenditures/District-Wide Support		41.38	
				V511839	0	432.99	
10 E 530 9700 64 5810 074 0000 0000 0				General Fund/Expenditures/District-Wide Support		432.99	
				V514697	0	299.95	
10 E 530 9700 64 5810 074 0000 0000 0				General Fund/Expenditures/District-Wide Support		299.95	
232081	PROSSER NAPA	07/31/2019	504533		0	6.18	397.33
10 E 530 9900 53 5000 073 0000 0000 0				General Fund/Expenditures/Pupil Transportation		6.18	
				504572	0	117.79	
10 E 530 9900 53 5000 073 0000 0000 0				General Fund/Expenditures/Pupil Transportation		117.79	
				504723	0	14.89	
10 E 530 9900 53 5000 073 0000 0000 0				General Fund/Expenditures/Pupil Transportation		14.89	
				505049	0	3.23	
10 E 530 9900 53 5000 073 0000 0000 0				General Fund/Expenditures/Pupil Transportation		3.23	
				505050	0	7.45	
10 E 530 9900 53 5000 073 0000 0000 0				General Fund/Expenditures/Pupil Transportation		7.45	

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
			505195		0	38.61	
10 E 530 9900 53 5000 073 0000 0000 0			General Fund/Expenditures/Pupil Transportation			38.61	
			505199		0	213.68	
10 E 530 9900 53 5000 073 0000 0000 0			General Fund/Expenditures/Pupil Transportation			213.68	
			505982		0	-11.98	
10 E 530 9700 64 5000 074 0000 0000 0			General Fund/Expenditures/District-Wide Support			-11.98	
			505983		0	7.48	
10 E 530 9700 64 5000 074 0000 0000 0			General Fund/Expenditures/District-Wide Support			7.48	
232082	RAINWATER INC	07/31/2019	089332	Monthly water cooler rental and bottled water delivery (6 bottles per month) to Special Services Office	6301800001	12.95	12.95
10 E 530 2100 21 5000 063 0000 0000 0			General Fund/Expenditures/Spec Ed - State			12.95	
232083	RDO EQUIPMENT CO	07/31/2019	P83525		0	159.28	365.19
10 E 530 9700 62 5000 074 0000 0000 0			General Fund/Expenditures/District-Wide Support			159.28	
			P93460		0	205.91	
10 E 530 9700 62 5000 074 0000 0000 0			General Fund/Expenditures/District-Wide Support			205.91	
232084	RIDERS HARDWARE STORE	07/31/2019	445439		0	22.84	22.84
10 E 530 9700 64 7000 074 0000 0000 0			General Fund/Expenditures/District-Wide Support			22.84	
232085	RSD	07/31/2019	67085037-00		0	746.06	746.06
10 E 530 9700 64 7000 074 0000 0000 0			General Fund/Expenditures/District-Wide Support			746.06	
232086	SAFETY-KLEEN CORP	07/31/2019	80174138		0	195.48	195.48
10 E 530 9900 53 5000 073 0000 0000 0			General Fund/Expenditures/Pupil Transportation			195.48	
232087	SHY'S PIZZA CONNECTION	07/31/2019	00174		3061	70.54	141.08
10 E 530 5325 24 5000 131 0000 0000 0			General Fund/Expenditures/Migrant Ed- Summer			70.54	
			00175		3055	70.54	
10 E 530 5325 24 5000 131 0000 0000 0			General Fund/Expenditures/Migrant Ed- Summer			70.54	
232088	SIMPLOT PARTNERS	07/31/2019	212076078		0	1,076.01	1,076.01
10 E 530 9700 62 5000 074 0000 0000 0			General Fund/Expenditures/District-Wide Support			1,076.01	
232089	SMITH, JOSHUA	07/31/2019	6/17/2019		0	1,040.00	1,040.00
10 E 530 9900 52 7000 073 0000 0000 0			General Fund/Expenditures/Pupil Transportation			1,040.00	
232090	SOMERS, MARRIE M	07/31/2019	MATH TRAINING 2019		0	350.00	350.00
10 E 530 0151 31 7000 110 0000 0000 0			General Fund/Expenditures/Staff Dev-PEA Allocation			350.00	

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
232091	STARK, NANETTE L	07/31/2019	ASCA 2019		0	126.90	126.90
10 E 530 0151 31 7000 450 0000 0000 0				General Fund/Expenditures/Staff Dev-PEA Allocation		126.90	
232092	STATE OF WASHINGTON DEPT OF LI	07/31/2019	6/7/2019		0	26.00	26.00
10 E 530 9900 52 7000 073 0000 0000 0				General Fund/Expenditures/Pupil Transportation		26.00	
232093	T & M BOS, INC	07/31/2019	23832		0	128.96	128.96
10 E 530 9800 44 7000 075 0000 0000 0				General Fund/Expenditures/Food Service		128.96	
232094	TED BROWN MUSIC	07/31/2019	3481407	Legends Casino	4501800147	2,161.84	4,749.72
				Grant- Euphonium, Mouthpieces & accessories- Open PO- White copy goes to D. Norris			
10 R 960 0000 26 2600 450 0000 0000 1				General Fund/Revenues/Program 00		2,161.84	
			3481409	YEP202M-Euphonium	4501800149	2,529.72	
				Yamaha Marching only-D. Norris-Please send White PO to Office			
10 E 530 0100 23 5000 450 0000 0000 0				General Fund/Expenditures/Basic Education		2,529.72	
			3490842	Jock Jams Super	4501800122	58.16	
				Book (Hal Leornard) - Please return White PO to Dan			
10 E 530 0100 27 5000 450 0000 0000 0				General Fund/Expenditures/Basic Education		58.16	
232095	TERRY'S DAIRY	07/31/2019	370287		0	158.36	2,887.96
10 E 530 9800 42 5410 075 0000 0000 0				General Fund/Expenditures/Food Service		158.36	
			370895		0	126.75	
10 E 530 9800 42 5410 075 0000 0000 0				General Fund/Expenditures/Food Service		126.75	
			370899		0	749.80	
10 E 530 9800 42 5410 075 0000 0000 0				General Fund/Expenditures/Food Service		749.80	
			370972		0	327.41	
10 E 530 9800 42 5410 075 0000 0000 0				General Fund/Expenditures/Food Service		327.41	
			371943		0	126.75	
10 E 530 9800 42 5410 075 0000 0000 0				General Fund/Expenditures/Food Service		126.75	
			371944		0	369.55	
10 E 530 9800 42 5410 075 0000 0000 0				General Fund/Expenditures/Food Service		369.55	

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
			372084		0	106.01	
10 E 530 9800 42 5410 075 0000 0000 0			General Fund/Expenditures/Food Service			106.01	
			373900		0	338.28	
10 E 530 9825 42 5410 075 0000 0000 0			General Fund/Expenditures/Food Service - SS			338.28	
			374991A		0	212.02	
10 E 530 9825 42 5410 075 0000 0000 0			General Fund/Expenditures/Food Service - SS			212.02	
			376029		0	373.03	
10 E 530 9825 42 5410 075 0000 0000 0			General Fund/Expenditures/Food Service - SS			373.03	
232096	THE HOME DEPOT PRO	07/31/2019	496059734		0	64.89	7,312.80
10 E 530 9700 63 5000 074 0000 0000 0			General Fund/Expenditures/District-Wide Support			64.89	
			496810094		0	104.26	
10 E 530 9700 63 5000 074 0000 0000 0			General Fund/Expenditures/District-Wide Support			104.26	
			497235556		0	3,241.62	
10 E 530 9700 63 5000 074 0000 0000 0			General Fund/Expenditures/District-Wide Support			3,241.62	
			497936336		0	63.47	
10 E 530 9700 63 5000 074 0000 0000 0			General Fund/Expenditures/District-Wide Support			63.47	
			498188630		0	40.17	
10 E 530 9700 63 5000 074 0000 0000 0			General Fund/Expenditures/District-Wide Support			40.17	
			498357672		0	209.96	
10 E 530 9700 63 5000 074 0000 0000 0			General Fund/Expenditures/District-Wide Support			209.96	
			498357698		0	1,538.37	
10 E 530 9700 63 5000 074 0000 0000 0			General Fund/Expenditures/District-Wide Support			1,538.37	
			499250165		0	16.99	
10 E 530 9700 63 5000 074 0000 0000 0			General Fund/Expenditures/District-Wide Support			16.99	
			499481711		0	230.63	
10 E 530 9700 63 5000 074 0000 0000 0			General Fund/Expenditures/District-Wide Support			230.63	
			499481729		0	1,588.88	
10 E 530 9700 63 5000 074 0000 0000 0			General Fund/Expenditures/District-Wide Support			1,588.88	
			948357680		0	213.56	
10 E 530 9700 63 5000 074 0000 0000 0			General Fund/Expenditures/District-Wide Support			213.56	
232097	THE SUPPLY COMPANY LLC	07/31/2019	430397		0	23.52	23.52
10 E 530 9900 53 5000 073 0000 0000 0			General Fund/Expenditures/Pupil Transportation			23.52	
232098	TONY'S ALBRECHT GLASS INC	07/31/2019	19325		0	108.60	108.60
10 E 530 9700 64 7000 074 0000 0000 0			General Fund/Expenditures/District-Wide Support			108.60	

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
232099	TRI-CITY HERALD-ADVERTISING	07/31/2019	104269980-06212019	2018-2019 Open PO for job postings	7201800015	533.13	1,071.53
10 E 530 9700 14 7050 072 0000 0000 0				General Fund/Expenditures/District-Wide Support		533.13	
			104274595-06252019	2018-2019 Open PO for job postings	7201800015	538.40	
10 E 530 9700 14 7050 072 0000 0000 0				General Fund/Expenditures/District-Wide Support		538.40	
232100	VINE TECH EQUIPMENT LLC	07/31/2019	92615		0	73.70	73.70
10 E 530 9900 53 5000 073 0000 0000 0				General Fund/Expenditures/Pupil Transportation		73.70	
232101	WASTE MANAGEMENT OF KENNEWICK	07/31/2019	1803239-1819-3		0	344.62	344.62
10 E 530 9700 65 7860 110 0000 0000 0				General Fund/Expenditures/District-Wide Support		344.62	
232102	WILLIAMSON FIRE EXTINGUISHERS	07/31/2019	12581		0	407.25	3,285.96
10 E 530 9700 64 7000 110 0000 0000 0				General Fund/Expenditures/District-Wide Support		407.25	
			12583		0	641.83	
10 E 530 9900 53 5000 073 0000 0000 0				General Fund/Expenditures/Pupil Transportation		641.83	
			12584		0	288.33	
10 E 530 9700 64 7000 120 0000 0000 0				General Fund/Expenditures/District-Wide Support		288.33	
			12585		0	257.38	
10 E 530 9700 64 7000 130 0000 0000 0				General Fund/Expenditures/District-Wide Support		257.38	
			12586		0	383.36	
10 E 530 9700 64 7000 240 0000 0000 0				General Fund/Expenditures/District-Wide Support		383.36	
			12587		0	897.04	
10 E 530 9700 64 7000 450 0000 0000 0				General Fund/Expenditures/District-Wide Support		897.04	
			12589		0	40.18	
10 E 530 9700 64 7000 060 0000 0000 0				General Fund/Expenditures/District-Wide Support		40.18	
			12590		0	46.96	
10 E 530 9700 64 7000 072 0000 0000 0				General Fund/Expenditures/District-Wide Support		46.96	
			12591		0	66.25	
10 E 530 9700 64 7000 100 0000 0000 0				General Fund/Expenditures/District-Wide Support		66.25	
			12592		0	257.38	
10 E 530 9700 64 7000 074 0000 0000 0				General Fund/Expenditures/District-Wide Support		257.38	
232103	YAKIMA BINDERY	07/31/2019	291039-0		0	51.37	432.22
10 E 530 9700 61 5000 074 0000 0000 0				General Fund/Expenditures/District-Wide Support		51.37	
			292218-0	2018/2019 Open PO for District Office supplies.	7201800011	230.83	

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
10 E 530 9700 12 5000 071 0000 0000 0				General Fund/Expenditures/District-Wide Support		115.42	
10 E 530 9700 13 5000 072 0000 0000 0				General Fund/Expenditures/District-Wide Support		115.41	
			292341-0 2019	2018/2019 Open PO for District Office supplies.	7201800011	83.64	
10 E 530 9700 12 5000 071 0000 0000 0				General Fund/Expenditures/District-Wide Support		41.82	
10 E 530 9700 13 5000 072 0000 0000 0				General Fund/Expenditures/District-Wide Support		41.82	
			292913-0		0	32.71	
10 E 530 9800 41 5000 075 0000 0000 0				General Fund/Expenditures/Food Service		32.71	
			292988-0		0	58.48	
10 E 530 9800 41 5000 075 0000 0000 0				General Fund/Expenditures/Food Service		58.48	
			6/26/2019 ADJ	2018/2019 Open PO for District Office supplies.	7201800011	0.61	
10 E 530 9700 12 5000 071 0000 0000 0				General Fund/Expenditures/District-Wide Support		0.31	
10 E 530 9700 13 5000 072 0000 0000 0				General Fund/Expenditures/District-Wide Support		0.30	
			CREDIT 2018	2018/2019 Open PO for District Office supplies.	7201800011	-25.42	
10 E 530 9700 12 5000 071 0000 0000 0				General Fund/Expenditures/District-Wide Support		-12.71	
10 E 530 9700 13 5000 072 0000 0000 0				General Fund/Expenditures/District-Wide Support		-12.71	
232104 YAKIMA HERALD-REPUBLIC		07/31/2019	888589	2018-2019 Open PO for job postings	7201800014	488.16	488.16
10 E 530 9700 14 7050 072 0000 0000 0				General Fund/Expenditures/District-Wide Support		488.16	
			72	Computer	Check(s) For a Total of		127,924.74

The following vouchers, as audited and certified by the Auditing Officer as required by RCW 42.24.080, and those expense reimbursement claims certified as required by RCW 42.24.090, are approved for payment. Those payments have been recorded on this listing which has been made available to the board.

As of July 23, 2019, the board, by a _____ vote, approves payments, totaling \$1,163,370.73. The payments are further identified in this document.

Total by Payment Type for Cash Account, CP WARRANTS PAYABLE:
Warrant Numbers 200000145 through 200000147, totaling \$1,163,370.73

Secretary _____ Board Member _____
Board Member _____ Board Member _____
Board Member _____ Board Member _____

Check Nbr	Vendor Name	Check Date	Check Amount
200000145	ARCHITECTS WEST, P.A.	07/31/2019	12,790.83
200000146	CHERVENELL CONSTRUCTION COMPAN	07/31/2019	1,115,377.30
200000147	GEOPROFESSIONAL INNOVATION	07/31/2019	35,202.60
3	Computer	Check(s) For a Total of	1,163,370.73

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount		
200000145	ARCHITECTS WEST, P.A.	07/31/2019	10295		0	12,790.83	12,790.83		
20 E 530 0013 21 7010 100 0450 0000 0				Capital Projects/Expenditures/PHS NEW CONSTRUCTION		12,790.83			
200000146	CHERVENELL CONSTRUCTION COMPAN	07/31/2019	APPLICATION NO 3		0	1,115,377.30	1,115,377.30		
20 E 530 0013 21 7101 100 0450 0000 0				Capital Projects/Expenditures/PHS NEW CONSTRUCTION		1,115,377.30			
200000147	GEOPROFESSIONAL INNOVATION	07/31/2019	GPI180829	Construction materials testing and inspections	7201800028	23,113.10	35,202.60		
20 E 530 0013 21 7085 100 0450 0000 0				Capital Projects/Expenditures/PHS NEW CONSTRUCTION		23,113.10			
			GPI180904	Construction materials testing and inspections	7201800028	12,089.50			
20 E 530 0013 21 7085 100 0450 0000 0				Capital Projects/Expenditures/PHS NEW CONSTRUCTION		12,089.50			
						3	Computer	Check(s) For a Total of	1,163,370.73

The following vouchers, as audited and certified by the Auditing Officer as required by RCW 42.24.080, and those expense reimbursement claims certified as required by RCW 42.24.090, are approved for payment. Those payments have been recorded on this listing which has been made available to the board.

As of July 23, 2019, the board, by a _____ vote, approves payments, totaling \$60.00. The payments are further identified in this document.

Total by Payment Type for Cash Account, ASB WARRANTS PAYABLE:
Warrant Numbers 186460 through 186460, totaling \$60.00

Secretary _____	Board Member _____
Board Member _____	Board Member _____
Board Member _____	Board Member _____

Check Nbr	Vendor Name	Check Date	Check Amount
186460	NORBY, JUSTIN	07/31/2019	60.00
1	Computer	Check(s) For a Total of	60.00

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
186460	NORBY, JUSTIN	07/31/2019	VOLLEYBALL REFUND		0	60.00	60.00
40 E 530 2240 05 0000 000 0000 0000 0			Associated Student Body Fund/Expenditures/VOLLEYBALL			60.00	
			1	Computer	Check(s) For a Total of		60.00

BOARD PACKET

TO: Board of Directors
SUBJECT: EWU College in the High School 2019-2020
Memorandum of Understanding
AGENDA: Action
DATE: July 23, 2019
PREPARED BY: Deanna Flores, *Assistant Superintendent*

Background:

The Eastern Washington University College in the High School Program is an opportunity for students to take college courses while in high school and earn university credit. Offering College in the High School (CiHS) courses minimizes enrollment barriers to post-secondary education. Research shows that high school students who earn 15 or more college credits during high school are more likely to attend college.

If a student chooses to obtain credit for this course there is a \$65.00 per credit fee to the student. The District is in the process of applying for a grant that will pay the course fee for each free and reduced lunch student enrolled in the course for five credits.

OSPI scores all Washington state high schools on the Washington School Improvement Framework (WSIF) on dual credit enrollment. Prosser High School has averaged about 15% dual credit enrollment over the last five years. Implementing CiHS courses should help to increase this number.

Recommendation:

It is recommended that the Prosser School District Board of Directors approve the Memorandum of Understanding with Eastern Washington University.

EWU COLLEGE IN THE HIGH SCHOOL 2019-2020 MEMORANDUM OF UNDERSTANDING

Parties

This Memorandum of Understanding (MOU) has been developed between Eastern Washington University (hereinafter "EWU") and Prosser School District (hereinafter "School District") to govern our relationship in administering the College in the High School Program for the 2018-19 academic year. It is intended to define the conditions under which students may enroll in EWU courses and establish operational rules for enrollment in courses offered at high school sites.

Purpose

The College in the High School Program operated by EWU is intended to provide access for advanced study for qualifying high school students. College in the High School is a dual credit program located at a high school in which the student is enrolled in an EWU course in accordance with RCW 28A.600.290. Students are responsible for paying tuition to EWU, as well as purchasing required textbooks and course materials. Students will receive college credit from EWU upon successful completion of a College in the High School course.

A. Funding and Fees

1. Students enrolled in the courses must pay \$65 per quarter credit, unless the students' tuition costs are fully subsidized under RCW 28A.600.290(1). The School District must immediately notify EWU which students are responsible for paying tuition costs and which students' tuition costs are fully subsidized.
2. Students whose tuition is not fully subsidized must pay the required amount of tuition and fees before November 15, 2019 for fall semester and April 17, 2020 for spring semester. For trimester schools fall is November 5, 2019, winter March 9, 2020, and spring April 20, 2020. Tuition will be paid directly to EWU. Students and their parents/guardians will be notified of their responsibility to pay tuition costs at the time of registering for the College in the High School course.
3. For those students whose tuition costs are subsidized under RCW 28A.600.290(1), EWU will send the School District an invoice at the end of the semester or trimester once grades have been posted. The School District shall remit one hundred percent of any allocations or subsidies it receives on behalf of its participating students to EWU as soon as possible.
4. If a student withdraws from a course on or before the 10th day of the semester, EWU will refund the tuition paid by the student. If a student remains enrolled after the 10th day, no tuition will be refunded.
5. The College in the High School Program is available during high school fall and spring semesters or fall, winter and spring trimesters. The Program is not available to students during summer. All references to a "semester" and "trimester" in this MOU refer to the School District's semester or trimester.
6. The terms of this MOU are contingent on minimum required enrollment levels for each course offered by EWU in the high school. EWU reserves the right to cancel any course due to insufficient enrollment. If a course is canceled due to insufficient enrollment, EWU will refund any tuition received from the students it may have

received for that particular section/course. EWU will not be responsible for any other costs, damages, or claims whatsoever arising from its cancellation of this MOU, including, but not limited to, payments to the School District under section F(15).

B. Eligibility

1. High school sophomores, juniors, and seniors are eligible for participation in College in the High School in accordance with RCW 28A.600.290(5)(f).
2. A "Quick Start" application/registration for participating students shall be submitted to enroll in EWU credit options without requiring official high school transcripts and/or SAT/ACT scores. Before admitting a student, EWU will make a determination of whether the student meets its requirements and whether the student is competent to profit from the university level courses which he/she seeks to enroll in. Some individual courses have mandatory pre-requisites a student must have successfully passed to be eligible for that specific course. Pre-requisites are listed in EWU's course catalog. EWU will determine whether a student has met the necessary pre-requisites for an individual course.

C. Credits

1. The School District shall establish on a course by course basis the amount of high school required or elective credit, or combination thereof, that shall be awarded for each EWU course successfully completed by the student based upon the conversion rate set forth in WAC 180-51-050(2): one high school credit (Carnegie Unit) is the equivalent of five EWU quarter credits of course work that generally is designated 100 level or above by EWU.
2. The School District must determine how many high school credits will be awarded upon successful completion of a course. Such determination must be made in writing before the student enrolls in the course. The credits shall be applied toward graduation requirements and subject area requirements.
3. Upon successful completion of a College in the High School course, EWU will grant the enrolled student the appropriate amount of university credit. At EWU, the credit may be applied toward general education requirements or degree requirements. The university credit will have the same transferability as its equivalent course on the EWU campus.

D. Equity/Accommodations

1. Any ADA accommodations made for disabled students will be the obligation of the School District.
2. For students under an Individualized Education Program (IEP) that provides for participation in College in the High School, the School District which establishes the IEP will be responsible for assuring compliance with the IEP.

E. Student Behavior

1. The School District and EWU shall independently have and exercise exclusive jurisdiction over academic and disciplinary matters involving a student's enrollment and participation in courses, and the receipt of services and benefits from the School District or EWU.

2. Student conduct will be governed by the high school's policies and expectations as it pertains to the student's physical actions and presence in the classroom and in the school during the College in the High School course offered at the high school class period. Additionally, all College in the High School students who are currently enrolled in EWU shall be subject to EWU's Student Conduct Code, Academic Integrity Policy, and all other academic policies regarding performance, expectations, and standards. School District shall be liable for all liabilities arising out of this Agreement or the provision of instructional activities on the School District's premises, including, but not limited to, incidents involving student behavior.

F. EWU Responsibilities for College in the High School Program.

EWU or designated EWU Faculty shall be responsible for the following under the terms of this MOU:

1. Offer authorized and approved EWU courses at high school locations. Courses will be catalogued with the same departmental designations, course descriptions, numbers, titles, and credits as sections offered on campus.
2. EWU will determine the curriculum for each course. Courses must reflect EWU's pedagogical, theoretical and philosophical orientation. The curriculum will be provided to teachers at the high school locations for delivery. EWU faculty will visit the high school classes to ensure the courses offered are the same as the courses offered at EWU. College in the High School students are held to the same standards of achievement and grading standards as students enrolled in on-campus sections of the same courses.
3. Determine final teacher appointment for each course. All appointed College in the High School teachers shall be under the supervision of EWU and comply with all applicable EWU policies related to instructional and supervisory duties. New College in the High School teachers will be provided with discipline-specific training and orientation, including curriculum, assessment, pedagogy, course philosophy, and administrative responsibilities and procedures.
4. Provide a "Quick Start" application/registration for participating students to enroll in EWU credit options without requiring official high school transcripts and/or SAT/ACT scores which are needed when applying to the College in the High School on-campus program. After determining whether a student is eligible to participate, EWU will officially register the student as a nonmatriculated student.
5. Provide clear documentation of academic expectations for students enrolled in each approved course offered at the high school location. Students will be provided with a publication outlining their rights and responsibilities.
6. Student outcomes in College in the High School courses shall be set and assessed by the same standards used for the course when the course is offered on EWU's campus. The documentation will provide evidence, as delineated by the course syllabus, for College in the High School students taking college courses.
7. Coordinate team/individual meetings with School District teacher to ensure adherence to syllabi and expected rate of student progress. Meetings will be coordinated, at EWU or the high school campus, as necessary.

8. Depending on program requirements, conduct observations of School District teacher at least once per year and provide feedback on the effectiveness of the classroom experience to the School District teacher and the designated high school official.
9. If EWU determines a College in the High School teacher is not meeting its standards or has violated EWU policies or procedures, it will notify the School District within 60 days of the problem and provide a recommendation for remedying the problem. EWU and School District will work together to find a mutually agreeable resolution of any noncompliance issues.
10. Arrange to have each School District teacher evaluated at the end of each semester/trimester using the EWU student evaluation process. EWU will also conduct surveys of the participating School District teachers, instructors, principals, and guidance counselors at least once every three years, an annual survey of alumni who are one year out of high school, and a survey of alumni who are four years out of high school at least once every three years. The surveys will meet the standards required by WAC 392-725-160.
11. Solicit input from School District teachers as appropriate for development of course final exam.
12. Provide each student the opportunity to visit the EWU campus upon mutual agreement between the School District and EWU.
13. Eligible students are able to obtain a EWU student ID card if requested.
14. Current list of approved EWU in the High School courses can be found on the program website <http://highschool.ewu.edu>.
15. Courses, teachers and estimated enrollments will be sent to the School District for review and confirmation within thirty (30) calendar days of the beginning of the semester. Enrollment course confirmation is subject to change based on schedule fluctuation and student need. EWU will maintain documentation on students enrolled in College in the High School programs separate from other enrollment information.

Funds will be sent to the School District at the end of the grading period after the School District has remitted all of the applicable state funded subsidies and after EWU has received all of the necessary documentation. Funds will be based on the following scale, (per EWU academic quarter credit) for each approved course:

1. Funds will be provided at a rate of \$45 per student per course. The number of students in a course is calculated based on the number of students for whom the teacher submits grades at the end of the semester.

EWU is not responsible for paying any funds to the School District for any courses canceled under the terms of this MOU by EWU for insufficient enrollment.

Remit payment within 30 days of receipt of invoice or invoice date, whichever is later to:

Prosser School District
1126 Meade Avenue, Suite A
Prosser, Washington 99350

16. EWU requires annual training for all teachers teaching College in the High School courses. The training covers responsibilities under the College in the High School program, as well as discipline-specific professional development, course content, course delivery, assessment, and evaluation.
17. No later than July 1, 2020, EWU will provide an annual report to the college in the high school standards report review committee, unless EWU becomes accredited by the National Alliance of Concurrent Enrollment Partnerships (NACEP). The report should contain evidence demonstrating EWU has met the most recent NACEP student, curriculum and assessment, faculty, and evaluation standards, as well as the state required standards contained in WAC 392-725-120, -130, -140, -150, and -160.

G. School District Responsibilities for College in the High School Program.

School District shall be responsible for the following under this MOU:

1. Assigning qualified instructors for EWU classes. Preference is for teachers to have a Master's Degree and content experience. Teachers assigned to teach EWU classes must meet the same qualifications required for teaching the same subject matter at EWU. EWU will provide School District with a list of the qualifications required to teach each relevant discipline. A Bachelor's (or Master's Degree) in the subject taught or equivalent (for example, living or studying abroad) is required. The School District shall ensure the high school teacher provides his or her resume/vitae for consideration of teacher appointment by the appropriate EWU college department.
2. Ensure School District teacher follows the application procedures
3. Obtain final approval from the respective EWU academic department of School District teacher appointment for each course.
4. Compensate the School District teacher in accordance with School District policies, procedures and the applicable School District collective bargaining agreement.
5. Supervise and evaluate School District teachers per the School District's collective bargaining agreement.
6. Ensure each appointed College in the High School teacher completes or provides the following for each approved course to receive additional compensation:
 - A. Provide a professional and prepared classroom environment.
 - B. Collect and submit to EWU student registration forms and evaluations.
 - C. Attend annual professional development and new instructor orientation meetings as designated or requested by EWU including:
 1. The EWU Annual Training and Orientation regarding course curriculum, assessment criteria, pedagogy, course philosophy, and administrative responsibilities and procedures.

2. A meeting with the relevant EWU faculty liaison to review the course syllabus at the beginning of each academic year.
 3. An in-service professional development during EWU faculty site visits each semester that expands the teacher's knowledge in the discipline.
- D. Allow EWU to conduct classroom observation at least once per year for each approved course.
 - E. Coordinate completion of student evaluations in accordance with the EWU student evaluation process.
 - F. Provide input to EWU faculty on the development of the course final.
 - G. Ensure students complete course requirements as indicated in the course syllabi.
 - H. Assign grades for approved courses in accordance with EWU established deadlines.
7. Respond to recommendations regarding inadequate performance as identified by EWU in accordance with the School District collective bargaining agreement.
 8. For mixed enrollment classes, maintain documentation that differentiates instruction and class requirements between high school class and approved EWU course.
 9. Remit to EWU any allocations or subsidies for eligible College in the High School enrollments as soon as possible upon receipt.
 10. Provide general information about the College in the High School program to all students in grades eight, nine, ten, eleven, and twelve and to the parents and guardians of those students.
 11. School District assumes sole responsibility for accurately reporting student enrollment to the Office of the Superintendent of Public Instruction (OSPI).
 12. Upon request, School District will provide EWU with a list of all criminal incidents occurring on School District premises for purposes of complying with federal reporting requirements.
 13. Course materials, including but not limited to textbooks for each College in the High School course shall be the responsibility of the School District or the student. EWU will specify which materials must be used. School District or student may purchase such materials through EWU's bookstore or from another entity if they are commercially available.

H. Instructor Responsibilities:

1. Attend EWU in the High School Orientation (mandatory).

2. Attend discipline specific orientations and annual professional development as required by the academic department (mandatory).
 3. Work with the EWU in the High School office to schedule and assist with any placement testing established by EWU departments.
 4. Work with an assigned faculty coordinator/mentor to create an appropriate syllabus for the EWU course.
 5. Ensure that the course taught through the EWU in the High School program meets the content and rigor requirements of the same course taught in an on-campus environment as well as assessment criteria.
 6. Align syllabus with the EWU department standards. The EWU HS Syllabus Template must be used or your syllabus must contain all the same information.
 7. Assist students with registration in conjunction with the EWU in the High School office.
 8. Monitor class rosters and notify the EWU in the High School office of any changes in enrollment immediately.
 9. Advise students in the high school about course expectations and help students make informed decisions about participation in concurrent enrollment programs.
 10. Participate in the on-site evaluation process with the faculty coordinator/mentor.
 11. Work with the faculty coordinator/mentor to provide the required assessment to the university/departments. Completed examples will be required.
 12. Assess all student work as required to create and enter appropriate university grades into the university system by deadlines.
 13. Have students complete end-of-term course evaluations.
 14. Perform all administrative responsibilities in a manner and timeframe consistent with EWU policies and procedures.
- I. **Compensation:** Funds will be sent to the School District at the end of the grading period after the School District has remitted all of the applicable state funded subsidies and after EWU has received all of the necessary documentation. Funds will be based on the following scale, for each approved course:
1. Funds will be provided at a rate of \$45 per student per course. The number of students in a course is calculated based on the number of students for whom the teacher submits grades at the end of the semester or trimester of course registration.
 2. At the end of the semester or trimester of registration, the EWU College in the High School office will submit to the School District an A19 invoice for verification. Once verified, the appropriate district personnel will sign and return the signed A19 to the EWU College in the High School and payment to the School District will be processed.

3. These funds are intended to be passed on to EWU in the High School instructors who have performed their instructor responsibilities minus any applicable payroll taxes and/or to the school district for any costs related to offering EWU in the High School courses.

College in the High School Courses: For the most current listing of EWU College in the High School courses offered, please use the following link to a listing on the program website.
<https://sites.ewu.edu/highschool/current-courses-offered/>

J. NACEP Standards

This MOU is subject to National Concurrent Enrollment Partnership Standards (NACEP) as outlined below:

1. Partnership Standards:

- A. The concurrent enrollment program aligns with the college/university mission and is supported by the institution's administration and academic leadership.
- B. The concurrent enrollment program has ongoing collaboration with secondary school partners.

2. Faculty Standards:

- A. All concurrent enrollment instructors are approved by the appropriate college/university academic leadership and must meet the minimum qualifications for instructors teaching the course on campus.
- B. Faculty liaisons at the college/university provide all new concurrent enrollment instructors with course-specific training in course philosophy, curriculum, pedagogy, and assessment prior to the instructor teaching the course.
- C. Concurrent enrollment instructors participate in college/university provided annual discipline-specific professional development and ongoing collegial interaction to further enhance instructors' pedagogy and breadth of knowledge in the discipline.
- D. The concurrent enrollment program ensures instructors are informed of and adhere to program policies and procedures.

3. Curriculum Standards

- A. Courses administered through a concurrent enrollment program are college/university catalogued courses with the same departmental designations, course descriptions, numbers, titles, and credits.
- B. The college/university ensures the concurrent enrollment courses reflect the learning objectives, and the pedagogical, theoretical and philosophical orientation of the respective college/university discipline.

- C. Faculty liaisons conduct site visits to observe course content and delivery, student discourse and rapport to ensure the courses offered through the concurrent enrollment program are equivalent to the courses offered on campus.

4. Student Standards

- A. Registration and transcripting policies and practices for concurrent enrollment students are consistent with those on campus.
- B. The concurrent enrollment program has a process to ensure students meet the course prerequisites of the college/university.
- C. Concurrent enrollment students are advised about the benefits and implications of taking college courses, as well as the college's policies and expectations.
- D. The college/university provides, in conjunction with secondary partners, concurrent enrollment students with suitable access to learning resources and student support services.

5. Program Evaluation Standards

- A. The college/university conducts end-of-term student course evaluations for each concurrent enrollment course to provide instructors with student feedback.
- B. The college/university conducts and reports regular and ongoing evaluations of the concurrent enrollment program effectiveness and uses the results for continuous improvement.

K. Term

1. This Agreement shall commence upon full execution and continue through June 30, 2020.
2. In the event EWU's authority to perform any of its duties in this MOU is withdrawn, reduced, or limited in any way after the commencement of this MOU and prior to the end of the term, EWU may terminate this MOU at the end of fall semester by giving the School District seven (7) calendar days written notice. No penalty shall accrue to EWU nor shall the School District be entitled to any damages in the event this section is exercised.

L. Conditions / Compliance

1. This Agreement is intended to provide direction in the administration of the College in the High School Program for EWU and the School District. Any changes must be in writing and agreed to by all interested parties prior to any amendments.
2. Compliance with all relevant RCWs and WACs is assured by this Agreement. If either party expresses concern that a particular RCW or WAC is not being

adequately addressed, EWU and School District officials will immediately address the issue and update the MOU or the addendum as necessary.

3. EWU and School District shall comply with all laws, ordinances, College in the High School RCWs and WACs and regulations of governmental bodies applicable to the program as well as applicable local policies and procedures. If any part of this Agreement conflicts with current College in the High School RCWs and WACs, the RCWs and WACs will govern the Agreement.
4. EWU shall provide a right of access to all EWU documentation as it pertains to this Agreement, to School District, its officers, agents and employees, and to any other agent or official of the federal, state or local governmental authorities, at all reasonable times, for the purpose of auditing, monitoring and/or evaluating educational performance and compliance with this Agreement.
5. The parties acknowledge that regular ongoing communication is vital to the success of the collaborative nature of this Agreement. It is understood that team meetings will be held, as needed, between School District and EWU staff to communicate issues regarding delivery of services under this Agreement.
6. Coordinator of Services. Each party hereby designates the following to be their coordinator of services under this Agreement:

EWU	School District
Jennifer Lutey 509-359-6430 300 Senior Hall Cheney, WA 99004-2442 Email: jlutey@ewu.edu	Matt Ellis 1126 Meade Avenue, Suite A Prosser, Washington 99350 Phone: (509) 786-3323 Email: matthew.ellis@prosserschools.org

7. Nondiscrimination/Anti-Harassment. In the performance of this Agreement, the parties assure compliance with all local, state and federal guidelines and regulations regarding nondiscrimination and harassment involving any employee/student on the basis of age, sex, marital status, race, color, creed, national origin, the presence of any sensory mental, or physical disability, or the use of a trained dog guide or service animal by a person with a disability, sexual orientation, gender expression or gender identity, or honorably discharged veteran or military status.
8. No Dual Employment. Nothing contained in this Agreement, or related documents shall be construed as creating any form of an employment relationship between the School District and EWU or the agents, officers, volunteers or employees of EWU. The officers, agents, employees or volunteers of EWU shall not be entitled to any rights or privileges of employment with School District. EWU assumes exclusive responsibility for any and all actions, rights and obligations of its officers, agents, employees or volunteers. School District employees and students do not, by this Agreement, become agents or employees of EWU. Accordingly, School District employees and its students shall not be entitled to any rights and privileges established for employees of EWU, such as vacation, sick leave with pay, paid days off, life, accident and health insurance, severance pay upon termination of this Agreement, or other collective bargaining agreement provisions.

9. Unsupervised Access to Students. Pursuant to RCW 28A.400.303, any employees of either party providing services who will have regularly scheduled unsupervised access to children pursuant to this Agreement, shall be required to have successful completion of a background record check through the Washington State Patrol Criminal Identification System, under RCW 43.43.830-.834, RCW 10.97.30 & .50, and through the Federal Bureau of Investigation prior to hiring and prior to unsupervised access to children. The record check shall include a fingerprint check using a complete Washington State criminal identification fingerprint card. Each party bears responsibility for the cost of required background checks for their respective employees.
10. Indemnification/Hold Harmless/Duty to Defend. Each party to this Agreement shall be responsible for claims and damages to persons or property resulting from acts or omissions on the part of itself, its employees, or its officers. Neither party assumes any responsibility to the other party for the consequences of any act or omission of any person, firm or corporation not a party to this Agreement. Neither party to this Agreement shall be considered the agent of the other party.
11. Insurance. During the term of this Agreement, the School District shall maintain in force at its own expense, the following insurance:
 - A. Worker's Compensation Insurance in compliance with RCW Title 51;
 - B. General Liability Insurance on an occurrence basis, with a limit of not less than \$1,000,000 each occurrence and \$2,000,000 aggregate for bodily injury and property damage. It shall include premises and operations, independent contractors, products and completed operations, personal injury liability, and contractual liability coverage for the defense, indemnity, and hold harmless obligations provided under this Agreement;

There shall be no cancellation, material change, or reduction of limits or intent not to renew insurance coverage(s) without thirty (30) days written notice from one party or its insurer(s) to the other party. If requested, each party shall furnish acceptable insurance certificates to the other. Such certificates shall include applicable policy endorsements, the thirty (30) day cancellation clause, and the deduction or retention level.

For the duration of this Agreement, it is mutually understood and agreed by each party that School District is a member of a risk management pool for schools.

EWU, an agency of the State of Washington, warrants that it is self-insured against liability claims in accordance with the risk management and tort claims statutes. The tort claims procedure, RCW 4.92.100 et seq., provides the fundamental remedy for all tort liability claims against EWU and its officers, employees, and agents acting as such and all such claims must be filed and processed as provided therein.

12. Confidentiality. Both parties acknowledge the obligations for maintaining the confidentiality of student records and access to the parents/guardian and students of such records. Parties will confer and agree to the content of any official announcements regarding this Agreement, its contents, objectives and results in accordance with the Family Education Rights and Privacy Act (FERPA).

13. College in the High School Funding. The provisions of this Agreement assume compliance with applicable laws and regulations. Conflict regarding a student's eligibility for College in the High School funding will be mutually resolved between the Parties.
14. Assignment/Binding Effect. Performance of any or all aspects of this Agreement may not be assigned without written authorization by the other party. Likewise, neither party may assign their respective rights to any claims or actions arising out of or relating to this Agreement without written authorization.
15. Integration/Modification. This Agreement constitutes the entire and exclusive agreement between the parties regarding this matter and no deviations from its terms shall be allowed unless a formal, written, mutual agreement occurs between the parties. No such modification shall be valid unless the written modification is first provided via First Class Mail or personal delivery to each of the parties listed in Paragraph 6 above. Actual receipt by either party constitutes compliance with the requirement to send by First Class Mail or personal delivery.
16. Waiver of Breach/Default. No waiver of any breach of any term of this Agreement shall be construed, nor shall be, a waiver of any other breach of this Agreement. No waiver shall be binding unless it is in writing and signed by the party waiving the breach.
17. Severability. If any provision of this Agreement is determined to be invalid or ultra vires under any applicable statute or rule of law, it is to that extent to be deemed omitted and the balance of the Agreement shall remain enforceable.
18. Mandatory Dispute Resolution Procedure. In the event that a dispute shall arise regarding the terms, conditions, or breach of this Agreement, the parties shall, as a condition precedent to taking any action, mediate the dispute using the services of a mutually agreed upon independent mediator. Each party shall split the expenses of the mediator and the facility for the mediation. Each party shall otherwise pay its own expenses. Notwithstanding the above, if either party precludes the other from performing under this Agreement, the party that precludes the other from performance shall be prohibited from seeking or maintaining any action, claim or demand under or pertaining to this Agreement, including a demand for arbitration and the other party shall be discharged from any further contractual duty under the Agreement.
19. Attorneys' Fees and Costs. In the event legal action becomes necessary to enforce or interpret the terms of this Agreement, the parties shall be required to mediate their dispute(s) prior to legal action being commenced. After mediation has occurred, the prevailing party in any legal action shall be entitled to recover reasonable attorneys' fees and costs incurred in such action, as determined by the court. In the event of any appeals from such actions, the prevailing party shall be entitled to recover its reasonable attorneys' fees and costs incurred in such appeals, as determined by the court(s). The term "costs" shall include, in addition to statutory costs and disbursements, all costs associated with discovery depositions, expert witness fees, and out-of-pocket costs incurred by the prevailing party in the prosecution or defense of the action. For the purpose of this paragraph, the term "action" shall be deemed to include any proceeding commenced in the bankruptcy courts of the United States.

20. Governing Law/Venue. The terms of this Agreement shall be governed by the laws of the State of Washington. In the event that legal action is commenced to resolve a dispute arising out of this Agreement, the venue of such action shall be in Spokane County, Washington.

21. Authority to Sign and Obligate. The undersigned represent and warrant that they are authorized to enter into this Agreement on behalf of the parties.

Eastern Washington University

Prosser School District

Signature _____ Date _____
Michael Pflieger
Name _____
Contracts Specialist 2
Title _____
mpflieger41@ewu.edu
Email _____

Signature _____ Date _____
Name _____
Title _____
Email _____

BOARD PACKET

TO: Board of Directors
SUBJECT: Adoption of Instructional Materials for Secondary Math at Housel Middle School
AGENDA: Action
DATE: July 23, 2019
PREPARED BY: Deanna Flores, *Assistant Superintendent*

Background:

On May 30, 2019 the Instructional Materials Committee met and approved the following 6th - 8th grade instructional materials for secondary mathematics at Housel Middle School. Curriculum examples were available at the curriculum office for review from June 10, 2019 until June 24, 2019. The estimated implementation cost for this curriculum is \$25,803.

Curriculum Material
<p style="text-align: center;"><i>Instructional Materials – Illustrative Mathematics</i></p> <p>Course programs:</p> <ul style="list-style-type: none">• 6th Grade Math• 7th Grade Math• 8th Grade Math <p>Content copyright: Illustrative Mathematics</p> <p>Publisher: Open Educational Resources (OER) Copyright: 2017</p>

Recommendation:

It is recommended the Board of Directors approve the adoption of instructional materials “*Illustrative Mathematics*” listed above.

BOARD PACKET

TO: Board of Directors
SUBJECT: Adoption of Instructional Materials for Secondary Math at Prosser High School
AGENDA: Action
DATE: July 23, 2019
PREPARED BY: Deanna Flores, *Assistant Superintendent*

Background:

On May 30, 2019 the Instructional Materials Committee met and approved the following 9th – 12th grade instructional materials for secondary mathematics at Prosser High School. Curriculum examples were available at the curriculum office for review from June 07, 2019 until June 24, 2019. The estimated implementation cost for this curriculum is \$18,559.

Curriculum Material

Instructional Materials – Agile Mind High School Mathematics

Course programs:

- CCSS Algebra I
- CCSS Intensified Algebra
- Geometry
- Algebra II

Copyright Agile Mind, Inc.

Content copyright: Charles A. Dana Center, The University of Texas at Austin

Publisher: Agile Mind, Inc.

Copyright: 2002-2019

Recommendation:

It is recommended the Board of Directors approve the adoption of instructional materials “*Agile Mind High School Mathematics*” listed above.

BOARD PACKET

TO: Board of Directors
SUBJECT: Amendment of Policy No. 2190: HIGHLY CAPABLE PROGRAMS - FIRST READING
AGENDA: Action
DATE: July 23, 2019
PREPARED BY: Deanna Flores, *Assistant Superintendent*

Background

Policy No. 2190: Highly Capable Programs has a slight revision as of the 2018-19 school year. The new portion is the last sentence in the last paragraph. The update addresses the importance of having processes in place for equitable identification of students, as students who are disadvantaged often are overlooked in the identification process. The policy draft amendment is attached as well as the updated procedure for your information.

Recommendation

It is recommended that the Board of Directors waive the First Reading of Policy No. 2190: Highly Capable Programs, and move to Second and Final Reading, to adopt the policy as amended.

Highly Capable Programs

In order to develop the special abilities of each student, the District will offer a highly capable program that provides kindergarten through twelfth grade students who are selected for the program with access to basic education programs that accelerate learning and enhance instruction. The framework for such programs will encompass, but not be limited to, the following objectives:

1. Expansion of academic attainments and intellectual skills;
2. Stimulation of intellectual curiosity, independence, and responsibility;
3. Development of a positive attitude toward self and others; and
4. Development of originality and creativity.

The Board will annually approve the District's highly capable plan including: the number of students the District expects to serve by grade level; the District's plan to identify students; a description of the highly capable program goals; a description of the services the program will offer; an instructional program description; a description of ongoing professional development for highly capable program and general education staff; program evaluation and fiscal report; and assurances that the District is legally compliant.

The Superintendent will establish procedures consistent with state guidelines for referral, assessment, and selection of children of demonstrated achievement or potential ability in terms of general intellectual ability, academic aptitude and creative or productive thinking. These include prioritizing equitable identification of low-income students; use of multiple objective criteria and multiple pathways for identification; use of local norms, unless more restrictive than national norms; use of subjective measures only to support identification; and use of screening and assessment in the student's native language (if available) or nonverbal assessment.

Legal References: RCW 28A.185.030 Programs - Authority of local school districts - Selection of students
WAC 392-170 Special service program — Highly capable students

Management Resources: 2018 - August Issue
2013 - September Issue
Policy News, April 2008 Highly Capable Programs

Adoption Date:

Highly Capable Programs

Definition

Highly capable students are students who perform or show potential for performing at significantly advanced academic levels when compared with others of their age, experiences or environments. Outstanding abilities are seen within students' general intellectual aptitudes, specific academic abilities and/or creative productivities within a specific domain. These students are present not only in the general populace, but are present within all protected classes. Students who are highly capable may possess, but are not limited to, these learning characteristics:

1. Capacity to learn with unusual depth of understanding, to retain what has been learned and to transfer learning to new situations;
2. Capacity and willingness to deal with increasing levels of abstraction and complexity earlier than their chronological peers;
3. Creative ability to make unusual connections among ideas and concepts;
4. Ability to learn quickly in their area(s) of intellectual strength; and
5. Capacity for intense concentration and/or focus.

The District will:

Provide an annual public notification of parents and students before any major identification activity. The notice will be announced in multiple ways and languages;

1. Notify parents of students who have been referred. Parents will receive a full explanation of the procedures for identification, an explanation of the appeal process, an explanation of the procedures to exit a student from the program and the information on the District's program and the options that are available to identified students;
2. Obtain parental permission in writing prior to conduction any testing or assessment to determine if the student is eligible for the highly capable program. Parent permission will also occur prior to delivering services; and
3. Periodically review services for each student to ensure that the services are appropriate.

Universal Screener

Students will be administered a universal screener in first grade.

The following procedures will be employed to nominate, assess and select students to participate in the program:

Nomination

Referrals are permitted and accepted based on data or evidence from teachers, other staff, parents, students and members of the community. Nominators will use the District's nomination form to refer a student to be considered for admission in the program. (See attachment A – Prosser School District Gifted and Talented Referral Form) Nomination forms are available on the Prosser School District website: www.prosserschools.org, at each school and at the District office.

Assessment

The District will obtain written parental permission prior to conducting assessments to determine eligibility for participation in its Highly Capable Program (HCP). The assessment process shall be based upon a review of each nominee's capability as shown by multiple criteria on the nomination form and on the CogAT assessment and/or on other assessments adopted by the District for this purpose. Test results will be recorded in the student's cumulative file.

Selection

A Multi-disciplinary Selection Committee will review data that has been collected for each of the nominated students. The Multi-disciplinary Selection Committee is composed of: An HCP teacher (provided that if an HCP teacher is not available, a classroom teacher shall be appointed); a psychologist or other qualified practitioner with the training to interpret cognitive and achievement test results; a certificated coordinator or administrator with responsibility for the supervision of the District's highly capable program; a parent; and additional professionals, if any, that the District deems desirable. The Multi-disciplinary Selection Committee will evaluate individual student assessment profile data using a blind (no name) process. The selection decision is based on:

1. A preponderance of evidence from the profile data demonstrating that a student is among the most highly capable;
2. Evidence of clear need for highly capable services; and
3. Determination of which students would benefit the most from inclusion in the District's program. A single assessment score or indicator will not prevent a student's selection for the HCP; however, individual pieces of evidence, if strong enough, can indicate that the student would benefit from services. If properly validated tests are not available, the professional judgment of the qualified District personnel shall determine eligibility of the student based upon evidence of cognitive ability and/or academic achievement.

The District will:

- A. Notify parents of students who have been selected. Parents will receive a full explanation of the procedures for identification, an explanation of the appeal process, an explanation of the procedures to exit a student from the program, the information on the District's program and the options that are available to identified students;
- B. Obtain parental permission to place identified students in the program before any special services and programs are provided to the student;
- C. Schedule a meeting of all such parents; and
- D. Conduct an annual parent meeting to review each student's educational plan.

Process for Appeal

Parents/legal guardians have the right to appeal the Multi-disciplinary Committee's decision. Individuals appealing the selection committee's decision must submit a letter requesting review of selection/placement decision. The written request must include reason for the appeal and, to

support reconsideration, provide additional evidence of significantly advanced cognitive or academic levels and/or outstanding intellectual, academic, or creative abilities.

The appeal request and supporting evidence must be submitted to the District's Highly Capable Program Coordinator/Director within 15 school days of the Multi-disciplinary Selection Committee's decision notification. The Multi-disciplinary Selection Committee will review the student's file, assessment profile data and additional evidence provided in the request for appeal.

The decision of the Appeals/Multi-disciplinary Selection Committee may include:

- Upholding the original decision of the Multi-disciplinary Selection Committee;
- Reversing the decision of the Multi-disciplinary Selection Committee;

A decision will be made by the Multi-disciplinary Committee within 15 school days after receipt of written request for reconsideration. The parent/legal guardian will be notified of the decision in writing. The decision may be appealed to the Superintendent in writing, within 15 school days.

Exit Process

The exit process may be initiated for students who no longer demonstrate a need for highly capable program services. A request may be made by a teacher or program administrator for highly capable student identification and placement discontinuation. The Multi-disciplinary Selection Committee will convene a meeting to review the student's profile to determine if the student qualifies for program services based on assessment data and selection criteria. The Multi-disciplinary Selection Committee may request additional evidence of student capabilities and/or willingness to participate in the program. If the committee determines that the student no longer qualifies for highly capable program services, it may be recommended that the student be exited from the program. The parent will be notified in writing of the committee's decision and of the appeal process.

A parent/legal guardian may request that the student be withdrawn from the program or a student may voluntarily withdraw from the program. A meeting will be convened by the Highly Capable Program Coordinator/Director to discuss the request. If the parent/legal guardian desires to withdraw the student from the program, the student will be exited from the program. Students will be allowed to reenter the HiCap program the following school year or sooner if possible as determined by the school administrator and the Highly Capable Program Coordinator/Director, based on the impact to the student or to school programs.

Program Design

The District will make a variety of appropriate program services available to students who participate in the program. Once services are started, a continuum of services will be provided to identified students in grades K-12. The District will keep on file a description of the educational programs provided for identified students. The District reviews services annually for each student to ensure that the services are appropriate. The District will offer highly capable students programs: as described in the District Highly Capable Program Brochure. (See Attachment B – Prosser School District Highly Capable Programs)

Reporting

Identified students will be assigned the appropriate CEDARS Gifted Value(s) in the District's student information system for end-of-year reporting activities. The Superintendent or designee will provide an end-of-the-year report to the Office of Superintendent of Public Instruction (OSPI) with includes:

- Number of students served by grade level K-12;
- Student demographic information;
- Data to determine if students who are highly capable met the goals set and if the programs provided met the academic needs of these students;
- Number and content of professional activities provided for special teachers and general education staff;
- Program evaluation data using the program evaluation rubric from the OSPI website and, if needed, program changes that will be made based upon this information; and
- Final fiscal report that reports on activities and staff funded by this program. The District will make a variety of appropriate program services available to students who participate in the program.

Prosser School District Gifted and Talented Referral Form

Attachment A

Please complete this form and submit it to the building principal where the child attends.

Student Name _____ School _____ Grade _____

Printed name of person making referral _____ Date _____

Circle one: Parent Teacher Admin Other

Directions: Please circle one number rating each item using the scale listed below:

Scale: 0=Never 1=Seldom 2=Occasional 3=Often 4=Almost Always

General Ability

Has a large or advanced vocabulary for age	0	1	2	3	4
Has a rapid recall of information	0	1	2	3	4
Learns easily and quickly in novel situations	0	1	2	3	4
Possesses a lot of information about a variety of subjects	0	1	2	3	4
Is inquisitive; asks unusual or higher level questions	0	1	2	3	4
Generates several solutions or alternatives to a problem or situation	0	1	2	3	4
Defends ideas, using reasoning and logical argument	0	1	2	3	4
Responds to injustice with objection, or questions rules that are unexplained	0	1	2	3	4

Specific Ability

Has superior verbal reasoning ability	0	1	2	3	4
Has superior numerical reasoning ability	0	1	2	3	4
Generates original ideas in writing or expression	0	1	2	3	4
Can focus and become absorbed in topics of interest	0	1	2	3	4
Can combine seemingly unrelated ideas or concepts into a more specialized area of knowledge or performance	0	1	2	3	4

Task Commitment

Displays persistence in task completion, especially in areas of interest	0	1	2	3	4
Strives towards perfection; is self-critical	0	1	2	3	4
Works independently in areas of interest and at the time, requires little direction from the teacher	0	1	2	3	4

Creativity

Is a high risk taker with ideas; speculates on outcomes, changes and differences	0	1	2	3	4
Discovers one example that is the exception to the rule	0	1	2	3	4
Displays originality of thought	0	1	2	3	4
Receptive to what is new and different	0	1	2	3	4

Overall Rating

How would you rate this student's overall capacity for success in the gifted and talented program?
Please check one:

_____ Outstanding candidate

_____ Potential candidate

_____ Not to be considered

Office Staff: Please stamp date of receipt and forward to curriculum office attn.: Deanna Flores

Prosser School District does not discriminate in any programs or activities on the basis of sex, race, creed, religion, color, national origin, age, veteran or military status, sexual orientation, gender expression or identity, disability, or the use of a trained dog guide or service animal and provides equal access to the Boys Scouts and other designated youth groups. The following employee has been designated to handle questions and complaints of alleged discrimination:

Title IX Coordinator and
Civil Rights Coordinator for State Law
Bryan Bailey
1203 Prosser Avenue
Prosser WA 99350
(509)786-1224
bryan.bailey@prosserschools.org

Section 504/
ADA Coordinator
Dr. Syndi Duehn
1109 Meade Avenue
Prosser WA 99350
(509)786-1820
syndi.duehn@prosserschools.org



High School

(offerings continued)

Honors English

A.P. English

A.P. Physics

A.P. US History

A.P. Biology

A.P. Calculus

A.P. Spanish

College Courses in High School

Running Start

Course Acceleration



Indicators of a Highly Capable student:

Bright Child:

Remembers the answers

Is interested

Answers questions in detail

Needs 6-8 repetitions to master

Is receptive

Is accurate and complete

Absorbs information

Is pleased with own learning

Gets A's

Is able

Learns with ease

Highly Capable Child:

Poses unforeseen questions

Is curious

Ponders multiple perspectives

Needs 1-3 repetitions to master

Is intense

Is original and continually developing

Manipulates information

Is self-critical

May not be motivated by grades

Is intellectual

Already knows

www.prosserschools.org

Highly Capable Program (aka Open Door)



**Prosser School District
Office of Curriculum and Instruction
1500 Grant Avenue
Prosser, WA 99350**

509-786-2881



Highly Capable Program Offerings



Kindergarten-2nd Grade

The Walk to Read program offers students acceleration and extension of literacy skills (reading and writing).

Weekly grouping for identified clusters in mathematics offers individualized computer-based instruction. Students work and progress at their own pace and mathematical age.

3rd–5th Grade

Students are offered curriculum that is differentiated from the regular elementary curriculum in terms of depth and complexity, higher level thinking skills, creative problem solving, simulations, integrated units and complex projects.

These services are offered in a pull out model by certified staff.



Middle School

Integrated curriculum that is differentiated from the regular middle school curricula in terms of depth and complexity, higher level thinking and questioning skills.

The curriculum incorporates:

- * In-depth study
- * Integration of knowledge across systems of thought
- * Self-initiated and self-directed learning
- * Application of thinking skills

Other acceleration courses:

- * Grade acceleration in math
- * Honors English
- * World Languages

These services are offered as a part of the student's daily course schedule.

BOARD PACKET

TO: Board of Directors
SUBJECT: Larry Gregory, Consultant Contract
AGENDA: Action
DATE: July 23, 2019
PREPARED BY: Matt Ellis, *Superintendent*

Background

Prosser School District is seeking to work with WSU Adjunct Professor, Larry Gregory, around promoting safe, healthy, and productive classroom environments. Prosser School District has consulted with Mr. Gregory in the past as a Hearing Officer, however, Mr. Gregory also possesses a wealth of knowledge in the area of building leadership and engagement strategies that limit disruptive behavior.

Money for Mr. Gregory's consulting will come out of Title IV funding and the Superintendent budget allocation. The estimated cost for consultancy is approximately \$5000. It is our hope that Mr. Gregory's knowledge and expertise will help support teachers in managing difficult classrooms.

Recommendation

It is recommended that the Board of Directors take action to approve a consulting contract with Mr. Gregory.

BOARD PACKET

TO: Board of Directors
SUBJECT: Consulting - STEMCore
AGENDA: Action
DATE: July 23, 2019
PREPARED BY: Matt Ellis, *Superintendent*

Background

Over the past year, Prosser School District has engaged in conversations with STEMCore Consulting in hopes of increasing classroom rigor in Science, Technology, Engineering, and Math. Deidre Holmberg will be working alongside principals, instructional coaches, and teachers to build units of study, develop partnerships with STEM related organizations, and offer STEM related clock-hours for teaching certificate renewal (New Requirement in Washington Beginning September 1, 2019).

Mrs. Holmberg has been a leader in regional and statewide STEM education efforts, including the opening of Delta High School. The plan for this work will allow Prosser School District to apply STEM elements without making a complete commitment to the conceptual framework. The funding for STEMCore Consulting will come out of the Superintendent's budget allocation.

Recommendation

It is recommended the Prosser School District Board of Directors approve the consulting contract with STEMCore for the 2019-2020 school year.



To: Prosser School District
1126 Meade Avenue, Suite A
Prosser, WA 99350
Superintendent: Matthew Ellis

Presenter: Deidre Holmberg, Founder and Lead Consultant
STEMCore Consulting, LLC (UBI 604 408 380, EIN 83-3715715, SWV0251282-00)
2368 Easton Avenue
Richland, WA 99354
509.392.2019
dholmberg@stemcorellc.com
@STEMCoreLLC

Overview and Purpose

The purpose of STEM professional development in the Prosser School District is to develop standards-based, locally significant, integrated STEM units in grades K-12. Using a broad range of research-based instructional strategies to cultivate hands-on, minds-on STEM (Science, Technology, Engineering, and Mathematics) skills in students, teachers will be tasked with developing 15-day learning units for immediate use in classrooms.

Using science or computer-science standards as a springboard for all integrated work, the course will offer step-by-step strategies for backward-designed units. Examples of integrated STEM units for each grade band will be shared. Teachers will decide on science notebooking criteria, formative assessments, and science phenomena to promote student learning. The course will offer integration strategies and teachers will leave with expertise in developing STEM activities for learners.

Learning Objectives

- Engage teachers in UbD-based STEM integration workshop resulting in a 15-day, standards-based, integrated STEM unit of study for immediate use in classrooms .
- Model best practices in STEM by engaging learners in a series of facilitated collaborative exercises, hands-on activities, and research-based instructional strategies.
- Provide examples and STEM integration resources to share with teachers and STEM-related careers related to STEM.



Learning Outcomes/Immediate Applications

Participants will...

- Develop integrated STEM units for immediate use in classrooms
- Engage students in the science, engineering, and/or math practices during
- Go beyond strategies and tools taught in the workshop to network with each other to offer a cohesive, engaging, and purposeful set of STEM activities to students

Workshop Format-Fifteen days (preferably in full day increments)

Investment

Consultant's fees are \$1000 per day, not including travel from Richland, WA or food. Travel and food reimbursed at current OSPI rates.

Investments are all inclusive; preparation and customized workshops for up to 50 participants. This does not include supplies, changes in the schedule, or time obligations outside of the event day. Consulting fee is \$1000 for a full day and preferred in full-day increments. Costs of copying, materials, and access to Eduplanet21 curriculum mapping software are not included. 30-day access per user is \$39 through STEMCore Consulting and is optional. Whole school, yearly subscriptions are available. Prices furnished by request.

Fee Proposal

This workshop focuses on preparation and presentation of 15 full-day workshops, organized by mutual agreement between STEMCore Consulting and Prosser School District.



Date: July 7, 2019

Deidre Holmberg, STEMCore Consulting

Date:

Matthew Ellis, Prosser School District Superintendent

BOARD PACKET

TO: Board of Directors
SUBJECT: Adoption of Policy No. 3241 Student Discipline -
FIRST READING
AGENDA: Action
DATE: July 23, 2019
PREPARED BY: Matt Ellis, *Superintendent*

Background

Policy and Procedure No. 3241: Student Discipline addresses student discipline and the way in which it is enacted in classrooms and in schools. The Washington State School Directors' Association (WSSDA) has classified this policy as essential, which means that all districts in Washington must adopt the policy. Much of the policy changes in 3241 seek to keep students in the classroom and mitigate exclusionary measures within schools.

Policy No. 3241 is a newly created policy number, by WSSDA. They recommend that districts retire the current Policy and Procedure No. 3240: Student Rules, Regulations and Conduct: Discipline and replace it with Policy and Procedure No. 3241.

The procedure, which is also attached, is not finalized but will be prior to implementation.

Recommendation

It is recommended the Board of Directors take action to approve the First Reading of Policy No. 3241: Student Discipline.

Student Discipline

“Discipline” means any action taken by the school district in response to behavioral violations. Discipline is not necessarily punitive, but can take positive and supportive forms. Data shows that a supportive response to behavioral violation is more effective and increases equitable educational opportunities. The purposes of this policy and accompanying procedure include:

- Engaging with families and the community and striving to understand and be responsive to cultural context
- Supporting students in meeting behavioral expectations, including providing for early involvement of parents
- Administering discipline in ways that respond to the needs and strengths of students and keep students in the classroom to the maximum extent possible
- Providing educational services that students need during suspension and expulsion
- Facilitating collaboration between school personnel, students and parents and thereby supporting successful reentry into the classroom following a suspension or expulsion
- Ensuring fairness, equity and due process in the administration of discipline
- Providing every student with the opportunity to achieve personal and academic success
- Providing a safe environment for all students and for District employees

The Superintendent shall establish and make available rules of student conduct, designed to provide students with a safe, healthy and educationally sound environment. Students are expected to be aware of the District’s rules of student conduct, including behavior standards that respect the rights, person and property of others. Students and staff are expected to work together to develop a positive climate for learning.

Minimizing exclusion, engaging with families, and supporting students

Unless a student’s presence poses an immediate and continuing danger to others or an immediate and continuing threat to the educational process, staff members must first attempt one or more forms of other forms of discipline to support students in meeting behavioral expectations before imposing classroom exclusion, short-term suspension, or in-school suspension. Before imposing a long-term suspension or expulsion, the District must first consider other forms of discipline.

These other forms of discipline may involve the use of best practices and strategies included in the state menu for behavior developed under RCW 28A.165.035. The accompanying procedure will identify a list of other forms of discipline for staff use. However, staff members are not restricted to that list and may use any other form of discipline compliant with WAC 392-400-025(9).

School personnel must make every reasonable attempt to involve parents and students to resolve behavioral violations. The District must ensure that associated notices, hearings, conferences, meetings, plans, proceedings, agreements, petitions and decisions are in a language the student and parents understand; this may require language assistance. Language assistance includes oral and written communication and further includes assistance to understand written communication, even if parents cannot read any language. The District’s use of suspension and expulsion will

have a real and substantial relationship to the lawful maintenance and operation of the school district, including but not limited to, the preservation of the health and safety of students and employees and the preservation of an educational process that is conducive to learning.

As described in the procedures, the District will offer educational services to students during suspension or expulsion. When the District administers a long-term suspension or expulsion, the District will timely hold a reengagement meeting and collaborate with parents and students to develop a reengagement plan that is tailored to the student's individual circumstances, in order to return the student to school successfully. Additionally, any student who has been suspended or expelled may apply for readmission at any time.

Staff authority

District staff members are responsible for supervising students during the school day, during school activities, whether on or off campus and on the school bus. Staff members will seek early involvement of parents in efforts to support students in meeting behavioral expectations. The Superintendent has general authority to administer discipline, including all exclusionary discipline. The Superintendent will identify other staff members to whom the Superintendent has designated disciplinary authority. After attempting at least one other form of discipline, teachers have statutory authority to impose classroom exclusion for behaviors that disrupt the educational process. Because perceptions of subjective behaviors vary and include implicit or unconscious bias, the accompanying procedures will seek to identify the types of behaviors for which the identified District staff may administer discipline.

Ensuring fairness, providing notice, and an opportunity for a hearing

When administering discipline, the District will observe all of the student's constitutional rights. The District will notify parents as soon as reasonably possible about classroom exclusion and before administering any suspension or expulsion. The District will provide opportunities for parent participation during an initial hearing with the student. The District will provide parents with written notice, consistent with WAC 392-400-455, of a suspension or expulsion no later than one school business day following the initial hearing. As stated above, language assistance includes oral and written communication and further includes assistance to understand written communication, even if parents cannot read any language. The District has established procedures for review and appeal of suspensions, expulsions, and emergency expulsions, consistent with WAC 392-400-430 through 392-400-530.

The District has also established procedures to address grievances of parents or students related to other forms of discipline, classroom exclusion, and exclusion from transportation or extra-curricular activity. The grievance procedures include an opportunity for the student to share his or her perspective and explanation regarding the behavioral violation.

Development and review

Accurate and complete reporting of all disciplinary actions, including the behavioral violations that led to them, is essential for effective review of this policy; therefore, the District will ensure such reporting.

The District will periodically collect and review data on disciplinary actions taken against students in each school. The data will be disaggregated into subgroups as required by RCW 28A.300.042, including students who qualify for special education or Section 504. The data review will include classroom exclusion, in-school and short-term suspensions, and long-term suspensions and expulsions. The District will invite school personnel, students, parents, families, and the community to participate in the data review. The purpose of the data review is to determine if disproportionality exists; if disproportionality is found the District will take action to ensure that it is not the result of discrimination and may update this policy and procedure to improve fairness and equity regarding discipline.

Distribution of policies and procedures

The school district will make its discipline policies and procedures available to families and the community. The District will annually provide its discipline policies and procedures to all District personnel, students, and parents, which may require language assistance for students and parents with limited-English proficiency under Title VI of the Civil Rights Act of 1964. The school district will ensure District employees and contractors are knowledgeable of the discipline policies and procedures.

Cross References:

- 2121 - Substance Abuse Program
- 2161 - Special Education and Related Services for Eligible Students
- 2162 - Education of Students With Disabilities Under Section 504 of the Rehabilitation Act of 1973
- 3122 - Excused and Unexcused Absences
- 3200 - Rights and Responsibilities
- 3210 - Nondiscrimination
- 3244 - Prohibition of Corporal Punishment
- 3520 - Student Fees, Fines, or Charges
- 4210 - Regulation of Dangerous Weapons on School Premises
- 4218 - Language Access Plan

Legal References:

- 42 U.S.C. 2000d et seq. Civil Rights Act of 1964
- 34 CFR Part 100.3 Regulations implementing Civil Rights Act of 1964
- Chapter 392-400, WAC Pupils
- WAC 392-190-048 Access to course offerings – Student discipline
- Chapter 28A.600 RCW, Students
- RCW 28A.400.110 Principal to assure appropriate student discipline — Building discipline standards — Classes to improve classroom management skills

RCW 28A.400.100 Principals and vice principals — Employment of
— Qualifications — Duties

Chapter 28A.320, RCW Provisions applicable to all districts

Chapter 28A.225, RCW Compulsory school attendance and admission

RCW 28A.150.240 Certificated teaching and administrative staff as
accountable for classroom teaching — Scope — Responsibilities —
Penalty

RCW 9A.16.280 Possessing dangerous weapons on school facilities —
Penalty — Exceptions

RCW 9A.16.100 Use of force on children — Policy — Actions
presumed unreasonable

Management Resources: 2019 - April April Policy Alert

2010 - June Issue

2014 - August Issue

2014 - December Issue

2016 - July Policy Issue

2018 - August 2018 - August Policy Issue

DRAFT

Student Discipline Procedure

Definitions

For purposes of all disciplinary policies and procedures, the following definitions will apply:

- **“Behavioral violation”** means a student’s behavior that violates the District’s discipline policies.
- **“Classroom exclusion”** means the exclusion of a student from a classroom or instructional or activity area for behavioral violations, subject to the requirements of WAC 392-400-330 and 392-400-335. Classroom exclusion does not include action that results in missed instruction for a brief duration when:
 - (a) a teacher or other school personnel attempts other forms of discipline to support the student in meeting behavioral expectations; and
 - (b) the student remains under the supervision of the teacher or other school personnel during such brief duration.
- **“Culturally responsive”** has the same meaning as “cultural competency” in RCW 28A.410.270, which states "cultural competency" includes knowledge of student cultural histories and contexts, as well as family norms and values in different cultures; knowledge and skills in accessing community resources and community and parent outreach; and skills in adapting instruction to students' experiences and identifying cultural contexts for individual students.
- **“Discipline”** means any action taken by a school district in response to behavioral violations.
- **“Disruption of the educational process”** means the interruption of classwork, the creation of disorder or the invasion of the rights of a student or group of students.
- **“Emergency expulsion”** means the removal of a student from school because the student’s statements or behavior pose an immediate and continuing danger to other students or school personnel or an immediate and continuing threat of material and substantial disruption of the educational process, subject to the requirements in WAC 392-400-510 through 392-400-530
- **“Expulsion”** means a denial of admission to the student’s current school placement in response to a behavioral violation, subject to the requirements in WAC 392-400-430 through 392-400-480
- **“Length of an academic term”** means the total number of school days in a single trimester or semester, as defined by the Board of Directors.
- **“Other forms of discipline”** means actions used in response to problem behaviors and behavioral violations, other than classroom exclusion, suspension, expulsion or emergency expulsion, which may involve the use of best practices and strategies included in the state menu for behavior developed under RCW 28A.165.035.
- **“Parent”** has the same meaning as in WAC 392-172A-01125, and means (a) a biological or adoptive parent of a child; (b) a foster parent; (c) a guardian generally authorized to act as the child’s parent, or authorized to make educational decisions for the student, but not the state, if the student is a ward of the state; (d) an individual acting in the place of a biological or adoptive parent, including a grandparent, stepparent or other relative with

whom the student lives or an individual who is legally responsible for the student's welfare; or a surrogate parent who has been appointed in accordance with WAC 392-172A.05130. If the biological or adoptive parent is attempting to act as the parent and more than one party meets the qualifications to act as a parent, the biological or adoptive parent must be presumed to be the parent unless he or she does not have legal authority to make educational decisions for the student. If a judicial decree or order identifies a specific person or persons to act as the "parent" of a child or to make educational decision on behalf of a child, then that person or persons shall be determined to be the parent for purposes of this policy and procedure.

- **"School board"** means the governing Board of Directors of the local school district.
- **"School business day"** means any calendar day except Saturdays, Sundays and any federal and school holidays upon which the office of the Superintendent is open to the public for business. A school business day concludes or terminates upon the closure of the Superintendent's office for the calendar day.
- **"School day"** means any day or partial day that students are in attendance at school for instructional purposes.
- **"Suspension"** means the denial of attendance in response to a behavioral violation from any subject or class, or from any full schedule of subjects or classes, but not including classroom exclusions, expulsions or emergency expulsions. Suspension may also include denial of admission to or entry upon, real and personal property that is owned, leased, rented, or controlled by the district.
 - **In-school suspension** means a suspension in which a student is excluded from the student's regular educational setting but remains in the student's current school placement for up to ten consecutive school days, subject to the requirements in WAC 392-400-430 through 392-400-475.
 - **Short-term suspension** means a suspension in which a student is excluded from school for up to ten consecutive school days, subject to the requirements in WAC 392-400-430 through 392-400-475.
 - **Long-term suspension** means a suspension in which a student is excluded from school for more than ten consecutive school days, subject to the requirements in WAC 392-400-430 through 392-400-475.

Engaging with Families & Language Assistance

The District must provide for early involvement of parents in efforts to support students in meeting behavioral expectations. Additionally, the District must make every reasonable attempt to involve the student and parent in the resolution of behavioral violations. Unless an emergency circumstance exists, providing opportunity for this parental engagement is required before administering a suspension or expulsion.

The District must ensure that it provides all discipline related communications [oral and written] required in connection with this policy and procedure in a language the student and parent(s) understand. These discipline related communications include notices, hearings, conferences, meeting, plans, proceedings, agreements, petitions and decisions. This effort may require language assistance for students and parents with limited-English proficiency under Title VI of

the Civil Rights Act of 1964. For parents who are unable to read any language, the District will provide written material orally.

Supporting Students with Other Forms of Discipline

Unless a student's on-going behavior poses an immediate and continuing danger to others, or a student's on-going behavior poses an immediate and continuing threat to the educational process, staff members must first attempt one or more forms of other forms of discipline to support students in meeting behavioral expectations before imposing classroom exclusion, short-term suspension or in-school suspension. Before imposing a long-term suspension or expulsion, the District must first consider other forms of discipline.

The types of behaviors for which the staff members may use other forms of discipline include any violation of the rules of conduct, as developed annually by the Superintendent. In connection with the rules of conduct, school principals and certificated building staff will confer at least annually to develop precise definitions and build consensus on what constitutes manifestation of problem behaviors. (See Policy No. 3200: Rights and Responsibilities.) The purpose of developing definitions and consensus on manifestation of a problem behavior is to address the differences in perception of subjective behaviors and reduce the effect of implicit or unconscious bias.

These other forms of discipline may involve the use of best practices and strategies included in the state menu for behavior available online at:

<http://www.k12.wa.us/SSEO/pubdocs/BehaviorMenu.pdf>. The District has identified the following for use as other forms of discipline:

Insert practices and strategies here, such as Behavior monitoring, mentoring, peer mediation, social skills instruction, de-escalation, and restorative justice practices.

Staff members are not restricted to the above list and may use any other form of discipline compliant with WAC 392-400-025(9).

Additionally, staff may use after-school detention as another form of discipline for not more than insert# minutes on any given day. Before assigning after-school detention, the staff member will inform the student of the specific behavior prompting the detention and provide the student with an opportunity to explain or justify the behavior. At least one professional staff member will directly supervise students in after-school detention.

Administering other forms of discipline cannot result in the denial or delay of the student's nutritionally adequate meal or prevent a student from accomplishing a specific academic grade, subject, or graduation requirements.

Students and parents may challenge the administration of other forms of discipline, including the imposition of after-school detention using the grievance process below.

Staff Authority and Exclusionary Discipline

District staff members are responsible for supervising students immediately before and after the school day; during the school day; during school activities (whether on or off campus); on school grounds before or after school hours when a school group or school activity is using school grounds; off school grounds, if the actions of the student materially or substantially affect or interferes with the educational process; and on the school bus.

Staff members will seek early involvement of parents in efforts to support students in meeting behavioral expectations. The Superintendent has general authority to administer discipline, including all exclusionary discipline. If the District wants other staff members to have exclusionary discipline authority, the procedure must identify by title. The Superintendent designates disciplinary authority to impose short-term suspension to i.e. school principals, to impose long-term suspension to i.e. school principals, assistant superintendents, to impose expulsion to i.e. school principals, assistant superintendents, and to impose emergency expulsion to i.e. school principals, assistant superintendents.

Classroom exclusions

After attempting at least one other form of discipline, as set forth above, teachers have statutory authority to impose classroom exclusion. Classroom exclusion means the exclusion of a student from the classroom or instructional activity area based on a behavioral violation that disrupts the educational process. As stated above, the Superintendent, school principals and certificated staff will work together to develop definitions and consensus on what constitutes behavior that disrupts the educational process to reduce the effect of implicit or unconscious bias. If the District wants other staff members to have authority to impose classroom exclusion, the District must identify by title. Otherwise, delete the following sentence. Additionally, the district authorizes [identify other staff, such as school principals and vice-principals or delete sentence] to impose classroom exclusion with the same authority and limits of authority as classroom teachers.

Classroom exclusion may be for all or any portion of the balance of the school day. Classroom exclusion does not encompass removing a student from school, including sending a student home early or telling a parent to keep a student at home, based on a behavioral violation. Removing a student from school constitutes a suspension, expulsion, or emergency expulsion and must include the notification and due process as stated in the section below.

Classroom exclusion cannot result in the denial or delay of the student's nutritionally adequate meal or prevent a student from accomplishing a specific academic grade, subject or graduation requirements.

The school will provide the student an opportunity to make up any assignments and tests missed during a classroom exclusion. The District will not administer any form of discipline, including classroom exclusions, in a manner that would result in the denial or delay of a nutritionally adequate meal to a student or prevent a student from accomplishing a specific academic grade, subject, or graduation requirements.

Following the classroom exclusion of a student, the teacher (or other school personnel as identified) must report the classroom exclusion, including the behavioral violation that led to the classroom exclusion, to the principal or the principal's designee as soon as reasonably possible. The principal or designee must report all classroom exclusions, including the behavioral violation that led to it to the Superintendent. Reporting of the behavioral violation that led to the classroom exclusion as "other" is insufficient.

The teacher, principal, or the principal's designee must notify the student's parents regarding the classroom exclusion as soon as reasonably possible. As noted above, the District must ensure that this notification is in a language and form (i.e. oral or written) the parents understand.

When the teacher or other authorized school personnel administers a classroom exclusion because the student's statements or behavior pose an immediate and continuing danger to other students or school personnel, or an immediate and continuing threat of material and substantial disruption of the educational process:

- (a) The teacher or other school personnel must immediately notify the principal or the principal's designee; and
- (b) The principal or the principal's designee must meet with the student as soon as reasonably possible and administer appropriate discipline.

The District will address student and parent grievances regarding classroom exclusion through the grievance procedures.

Grievance process for other forms of discipline and classroom exclusion

Any parent/guardian or student who is aggrieved by the imposition of other forms of discipline and/or classroom exclusion has the right to an informal conference with the principal for resolving the grievance. If the grievance pertains to the action of an employee, the District will notify that employee of the grievance as soon as reasonably possible.

At such conference, the student and parent will have the opportunity to voice issues and concerns related to the grievance and ask questions of staff members involved in the grievance matter. Staff members will have opportunity to respond to the issues and questions related to the grievance matter. Additionally, the principal will have opportunity to address issues and questions raised and to ask questions of the parent, student and staff members.

If after exhausting this remedy the grievance is not yet resolved, the parent and student will have the right, upon two (2) school business days' prior notice, to present a written and/or oral grievance to the Superintendent or designee. The Superintendent or designee will provide the parent and student with a written copy of its response to the grievance within ten (10) school business days. Use of the grievance process will not impede or postpone the disciplinary action, unless the principal or Superintendent elects to postpone the disciplinary action.

Discipline that may be grieved under this section includes other forms of discipline, including after-school detention; classroom exclusion; removal or suspension from athletic activity or participation; and removal or suspension from school-provided transportation.

Suspension and expulsion – general conditions and limitations

The District's use of suspension and expulsion will have a real and substantial relationship to the lawful maintenance and operation of the school district, including but not limited to, the preservation of the health and safety of students and employees and the preservation of an educational process that is conducive to learning. The District will not expel, suspend or discipline in any manner for a student's performance of or failure to perform any act not related to the orderly operation of the school or school-sponsored activities or any other aspect of preserving the educational process. The District will not administer any form of discipline in a manner that would prevent a student from accomplishing a specific academic grade, subject, or graduation requirements.

As stated above, the District must have provided the parent(s) opportunity for involvement to support the student and resolve behavioral violations before administering suspension or expulsion. Additionally, the Superintendent or designee must consider the student's individual circumstances and the nature of the violation before administering a short-term or in-school suspension.

The Board recognizes that when a student's behavior is subject to disciplinary action, review by a panel of the student's peers may positively influence the student's behavior. The Board has discretion to authorize the establishment of one or more student disciplinary boards, which may also include teachers, administrators, parents or any combination thereof. If so authorized, the District will ensure that the student disciplinary board reflects the demographics of the student body. The student disciplinary board may recommend to the appropriate school authority other forms of discipline that might benefit the student's behavior and may also provide input on whether exclusionary discipline is needed. The school authority has discretion to set aside or modify the student disciplinary board's recommendation.

The principal or designee at each school must report all suspensions and expulsions, including the behavioral violation that led to the suspension or expulsion, to the Superintendent or designee within twenty-four (24) hours after the administration. Reporting the behavioral violation that led to the suspension or expulsion as "other" is insufficient. An expulsion or suspension of a student may not be for an indefinite period and must have an end date.

After suspending or expelling a student, the District will make reasonable efforts to return the student to the student's regular educational setting as soon as possible. Additionally, the District must allow the student to petition for readmission at any time. The District will not administer any form of discipline in a manner that prevents a student from completing subject, grade-level, or graduation requirements.

When administering a suspension or expulsion, the District may deny a student admission to, or entry upon, real and personal property that the District owns, leases, rents or controls. The District must provide an opportunity for students to receive educational services during a suspension or expulsion (see below). The District will not suspend or expel a student from school for absences or tardiness.

If during a suspension or expulsion the District enrolls a student in another program or course of study, the District may not preclude the student from returning to the student's regular educational setting following the end of the suspension or expulsion, unless one of the following applies:

The Superintendent or designee grants a petition to extend a student's expulsion under WAC 392-400-480; the change of setting is to protect victims under WAC 392-400-810; or other law precludes the student from returning to his or her regular educational setting.

In accordance with RCW 28A.600.420, a school district must expel a student for no less than one year if the District has determined that the student has carried or possessed a firearm on school premises, school-provided transportation, or areas of facilities while being used exclusively by public schools. The Superintendent may modify the expulsion on a case-by-case basis.

A school district may also suspend or expel a student for up to one year if the student acts with malice (as defined under RCW 9A.04.110) and displays an instrument that appears to be a firearm on school premises, school-provided transportation, or areas of facilities while being used exclusively by public schools. These provisions do not apply to students while engaged in a District authorized military education; a District authorized firearms convention or safety course; or District authorized rifle competition.

In-school suspension and short-term suspension

The Superintendent designates **select as suitable or delete: school principals and vice-principals** with the authority to impose in-school and short-term suspension. Before administering an in-school or short-term suspension, staff members must have first attempted one or more other forms of discipline to support the student in meeting behavioral expectations and considered the student's individual circumstances. The District will not administer in-school suspension that would result in the denial or delay of the student's nutritionally adequate meal.

Unless otherwise required by law, the District is not required to impose in-school or short-term suspensions and instead, strives to keep students in school, learning in a safe and appropriate environment. However, there are circumstances when the District may determine that in-school or short-term suspension is appropriate. As stated above, the District will work to develop definitions and consensus on what constitutes behavioral violations to reduce the effect of implicit or unconscious bias. In accordance with the other parameters of this policy, these circumstances may include the following types of student behaviors: **Review and customize the below list of examples of behavioral violations. Districts should seek to identify observable, quantifiable behaviors, and avoid subjective categories**

- Being intoxicated or under the influence of controlled substance, alcohol or marijuana at school or while present at school activities;
- Bomb scares or false fire alarms that cause a disruption to the school program;
- Cheating or disclosure of exams;
- Commission of any crime on school grounds or during school activities;
- Dress code violations that the student refuses to correct (see student dress policy/procedure _____); **[Note to Districts: if the District does not have a separate policy, the District should specify here what would constitute a dress code violation e.g.**

clothing with lewd, sexual, drug, tobacco, alcohol-related messages, or apparel closely associated with gangs or hate groups. The District should avoid identifying clothing or hairstyles used by certain ethnic groups.]

- Fighting: Fighting and instigating, promoting, or escalating a fight, as well as failure to disperse. Engaging in any form of fighting where physical blows are exchanged, regardless of who initiated the fight. This prohibition includes hitting, slapping, pulling hair, biting, kicking, choking and scratching or any other acts in which a student intentionally inflicts or attempts to inflict injury on another;
- Gang-related activity;
- Harassment/intimidation/bullying;
- Intentional deprivation of student and staff use of school facilities;
- Intentional endangerment to self, other students, or staff, including endangering on a school bus;
- Intentional injury to another;
- Intentionally defacing or destroying the property of another;
- Intentionally obstructing the entrance or exit of any school building or room in order to deprive others of passing through;
- Possession, use, sale or delivery of illegal or controlled chemical substances;
- Preventing students from attending class or school activities;
- Refusal to cease prohibited behavior;
- Refusal to leave an area when repeatedly instructed to do so by school personnel;
- Sexual misconduct that could constitute sexual assault or harassment on school grounds, at school activities, or on school provided transportation;
- Substantially and intentionally interfering with any class or activity;
- Threats of violence to other students or staff;
- Use or possession of weapons prohibited by state law and Policy _____.

Initial Hearing

Before administering any in-school or short-term suspension, the District will attempt to notify the student's parent(s) as soon as reasonably possible regarding the behavioral violation. Additionally, the principal or designee must conduct an informal initial hearing with the student to hear the student's perspective. The principal or designee must provide the student an opportunity to contact his or her parent(s) regarding the initial hearing. The district must hold the initial hearing in a language the parent and student understand.

At the initial hearing, the principal or designee will provide the student:

- Notice of the student's violation of this policy;
- An explanation of the evidence regarding the behavioral violation;
- An explanation of the discipline that may be administered; and
- An opportunity for the student to share his or her perspective and provide explanation regarding the behavioral violation.

Notice

Following the initial hearing, the principal or designee must inform the student of the disciplinary decision regarding the behavioral violation, including the date when any suspension or expulsion will begin and end.

No later than one (1) school business day following the initial hearing with the student, the district will provide written notice of the suspension or expulsion to the student and parents in person, by mail or by email in a language and form the student and parents will understand. The written notice must include:

- a. A description of the student's behavior and how the behavior violated this policy;
- b. The duration and conditions of the suspension or expulsion, including the dates on which the suspension or expulsion will begin and end;
- c. The other forms of discipline that the District considered or attempted, and an explanation of the District's decision to administer the suspension or expulsion;
- d. The opportunity to receive educational services during the suspension or expulsion;
- e. The right of the student and parent(s) to an informal conference with the principal or designee; and
- f. The right of the student and parent(s) to appeal the in-school or short-term suspension;

For students in kindergarten through fourth grade, the District will not administer in-school or short-term suspension for more than ten (10) cumulative school days during any academic term. For students in grades five through twelve, the District will not administer in-school or short-term suspension for more than fifteen (15) cumulative school days during any single semester or more than ten (10) cumulative school days during any single trimester. Additionally, the District will not administer a short-term or in-school suspension beyond the school year in which the behavioral violation occurred.

The District will not administer in-school or short-term suspensions in a manner that would result in the denial or delay of a nutritionally adequate meal to a student.

When administering an in-school suspension, school personnel must ensure they are physically in the same location as the student to provide direct supervision during the duration of the in-school suspension. Additionally, school personnel must ensure they are accessible to offer support to keep the student current with assignments and course work for all of the student's regular subjects or classes.

Long-term suspensions and expulsions

Before administering a long-term suspension or an expulsion, District personnel must consider other forms of discipline to support the student in meeting behavioral expectations. The District must also consider the other general conditions and limitations listed above.

Unless otherwise required by law, the District is not required to impose long-term suspension or expulsion and may impose long-term suspension or expulsion only for specify misconduct. In general, the District strives to keep students in school, learning in a safe and appropriate environment. However, in accordance with the other parameters of this policy there are circumstances when the District may determine that long-term suspension or expulsion is appropriate for student behaviors listed in RCW 28A.600.015 (6)(a) through (d), which include:

1. a. Having a firearm on school property or school transportation in violation of RCW 28A.600.420;

- b. Any of the following offenses listed in RCW 13.04.155, including:
- any violent offense as defined in RCW 9.94A.030, including any felony that Washington law defines as a class A felony or an attempt, criminal conspiracy, or solicitation to commit a class A felony;
 - manslaughter;
 - indecent liberties committed by forcible compulsion;
 - kidnapping;
 - arson;
 - assault in the second degree;
 - assault of a child in the second degree;
 - robbery;
 - drive-by shooting; and
 - vehicular homicide or vehicular assault caused by driving a vehicle while under the influence of intoxicating liquor or any drug, or by operating a vehicle in a reckless manner.
 - Any sex offense as defined in RCW 9.94A.030, which included any felony violation of chapter 9A.44 RCW (other than failure to register as a sex offender in violation of 9A.44.132), including rape, rape of a child, child molestation, sexual misconduct with a minor, indecent liberties, voyeurism, and any felony conviction or adjudication with a sexual motivation finding;
 - inhaling toxic fumes in violation of chapter 9.47A RCW;
 - any controlled substance violation of chapter 69.50 RCW;
 - any liquor violation of RCW 66.44.270;
 - any weapons violation of chapter 9.41 RCW, including having a dangerous weapon at school in violation of RCW 9.41.280;
 - any violation of chapter 9A.36 RCW, including assault, malicious harassment, drive-by shooting, reckless endangerment, promoting a suicide attempt, coercion, assault of a child, custodial assault, and failing to summon assistance for an injured victim of a crime in need of assistance;
 - any violation of chapter 9A.40 RCW, including kidnapping, unlawful imprisonment, custodial interference, luring, and human trafficking;
 - any violation of chapter 9A.46 RCW, including harassment, stalking and criminal gang intimidation; and
 - any violation of chapter 9A.48 RCW, including arson, reckless burning, malicious mischief, and criminal street gang tagging and graffiti.
- c. Two or more violations of the following within a three-year period:
- i. criminal gang intimidation in violation of RCW 9A.46.120;
 - ii. gang activity on school grounds in violation of RCW 28A.600.455;
 - iii. willfully disobeying school administrative personnel in violation of RCW 28A.635.020; and
 - iv. defacing or injuring school property in violation of RCW 28A.635.060; and
- d. Any student behavior that adversely affects the health or safety of other students or educational staff.

In addition to being a behavior specified in RCW 28A.600.015, before imposing long-term suspension or expulsion, District personnel must also determine that if the student returned to school before completing a long-term suspension or expulsion the student would pose an imminent danger to students, school personnel or pose an imminent threat of material and substantial disruption to the educational process. As stated above, the District will work to develop definitions and consensus on what constitutes such an imminent threat to reduce the effect of implicit or unconscious bias.

Behavior Agreements

The District authorizes staff to enter into behavior agreements with students and parents in response to behavioral violations, including agreements to reduce the length of a suspension conditioned on the participation in treatment services, agreements in lieu of suspension or expulsion, or agreements holding a suspension or expulsion in abeyance. Behavior agreements will also describe District actions planned to support behavior changes by the students. The District will provide any behavior agreement in a language and form the student and parents understand.

A behavior agreement does not waive a student's opportunity to participate in a reengagement meeting or to receive educational services. The duration of a behavior agreement must not exceed the length of an academic term. A behavior agreement does not preclude the District from administering discipline for behavioral violations that occur after the District enters into an agreement with the student and parents.

Initial Hearing

Before administering any suspension or expulsion, the District will attempt to notify the student's parent(s) as soon as reasonably possible regarding the behavioral violation. Additionally, the principal or designee must conduct an informal initial hearing with the student to hear the student's perspective. The principal or designee must make a reasonable attempt to contact the student's parents and provide an opportunity for the parents to participate in the initial hearing in person or by telephone. The District must hold the initial hearing in a language the parent and student understand. At the initial hearing, the principal or designee will provide the student:

- Notice of the student's violation of this policy;
- An explanation of the evidence regarding the behavioral violation;
- An explanation of the discipline that may be administered; and
- An opportunity for the student to share his or her perspective and provide explanation regarding the behavioral violation.

Following the initial hearing, the principal or designee must inform the student of the disciplinary decision regarding the behavioral violation, including the date when any suspension or expulsion will begin and end.

Notice

No later than one (1) school business day following the initial hearing with the student, the District will provide written notice of the suspension or expulsion to the student and parents in

person, by mail or by email. If the parent cannot read any language, the District will provide language assistance. The written notice must include:

- a. A description of the student's behavior and how the behavior violated this policy;
- b. The duration and conditions of the suspension or expulsion, including the dates on which the suspension or expulsion will begin and end;
- c. The other forms of discipline that the District considered or attempted, and an explanation of the District's decision to administer the suspension or expulsion;
- d. The opportunity to receive educational services during the suspension or expulsion;
- e. The right of the student and parent(s) to an informal conference with the principal or designee;
- f. The right of the student and parent(s) to appeal the suspension or expulsion; and
- g. For any long-term suspension or expulsion, the opportunity for the student and parents to participate in a reengagement meeting.

Other than for the firearm exception under WAC 392-400-820, the District will not impose a long-term suspension or an expulsion for any student in kindergarten through fourth grade.

If a long-term suspension or expulsion may exceed ten (10) days, the District will consider whether the student is currently eligible or might be deemed eligible for special education services. If so, the principal will notify relevant special education staff of the suspension or expulsion so that the District can ensure it follows its special education discipline procedures as well as its general education discipline procedures.

Divergence between long-term suspension and expulsion

A long-term suspension may not exceed the length of an academic term. The District may not administer a long-term suspension beyond the school year in which the behavioral violation occurred.

An expulsion may not exceed the length of an academic term, unless the Superintendent grants a petition to extend the expulsion under WAC 392-400-480. The District is not prohibited from administering an expulsion beyond the school year in which the behavioral violation occurred.

Emergency Expulsions

The District may immediately remove a student from the student's current school placement, subject to the following requirements:

The District must have sufficient cause to believe that the student's statements or observable behaviors pose:

- An immediate and continuing danger to other students or school personnel; or
- An immediate and continuing threat of material and substantial disruption of the educational process.

The District may not impose an emergency expulsion solely for investigating student conduct.

For purposes of determining sufficient cause for an emergency expulsion, the phrase "immediate and continuing threat of material and substantial disruption of the educational process" means:

- The student's behavior results in an extreme disruption of the educational process that creates a substantial barrier to learning for other students across the school day; and
- School personnel have exhausted reasonable attempts at administering other forms of discipline to support the student in meeting behavioral expectations.

An emergency expulsion may not exceed ten consecutive school days. An emergency expulsion must end or be converted to another form of discipline within ten (10) school days from its start.

After an emergency expulsion, the District must attempt to notify the student's parents, as soon as reasonably possible, regarding the reason the District believes the student's statements or behaviors pose an immediate and continuing danger to other students or school personnel, or an immediate and continuing threat of material and substantial disruption of the education process.

Notice

Within twenty-four (24) hours after an emergency expulsion, the District will provide written notice to the student and parents in person, by mail, or by email. The written notice must include:

- The reason the student's statements or behaviors pose an immediate and continuing danger to students or school personnel, or poses an immediate and continuing threat of material and substantial disruption of the educational process;
- The duration and conditions of the emergency expulsion, including the date on which the emergency expulsion will begin and end;
- The opportunity to receive educational services during the emergency expulsion;
- The right of the student and parent(s) to an informal conference with the principal or designee; and
- The right of the student and parent(s) to appeal the emergency expulsion, including where and to whom the appeal must be requested.

If the District converts an emergency expulsion to a suspension or expulsion, the District must:

- (a) Apply any days that the student was emergency expelled before the conversion to the total length of the suspension or expulsion; and
- (b) Provide the student and parents with notice and due process rights under WAC 392-400-455 through 392-400-480 appropriate to the new disciplinary action.

All emergency expulsions, including the reason the student's statements or behaviors pose an immediate and continuing danger to other students or school personnel, must be reported to the Superintendent or designee within twenty-four (24) hours after the start of the emergency expulsion.

Appeal, Reconsideration, and Petition

Optional conference with principal

If a student or the parent(s) disagree with the District's decision to suspend, expel or emergency expel the student, the student or parent(s) may request an informal conference with the principal or designee to resolve the disagreement. The parent or student may request an informal conference orally or in writing.

The principal or designee must hold the conference within three (3) school business days after receiving the request, unless otherwise agreed to by the student and parent(s).

During the informal conference, the student and parent(s) will have the opportunity to share the student's perspective and explanation regarding the events that led to the behavioral violation. The student and parent will also have the opportunity to confer with the principal or designee and school personnel involved in the incident that led to the suspension or expulsion. Further, the student and parent will have the opportunity to discuss other forms of discipline that the District could administer.

An informal conference will not limit the right of the student or parent(s) to appeal the suspension or expulsion, participate in a reengagement meeting, or petition for readmission.

Appeals

Requesting Appeal

The appeal provisions for in-school and short-term suspension differ from those for long-term suspension and expulsion. The appeal provisions for long-term suspension or expulsion and emergency expulsion have similarities but the timelines differ.

A student or the parent(s) may appeal a suspension, expulsion or emergency expulsion to the Superintendent or designee orally or in writing. For suspension or expulsion, the request to appeal must be within five (5) school business days from when the District provided the student and parent with written notice. For emergency expulsion, the request to appeal must be within three (3) school business days from when the district provided the student and parent with written notice.

When an appeal for long-term suspension or expulsion is pending, the District may continue to administer the long-term suspension or expulsion during the appeal process, subject to the following requirements:

- The suspension or expulsion is for no more than ten (10) consecutive school days from the initial hearing or until the appeal is decided, whichever is earlier;
- The District will apply any days of suspension or expulsion occurring before the appeal is decided to the term of the student's suspension or expulsion and may not extend the term of the student's suspension or expulsion; and
- If the student returns to school before the appeal is decided, the district will provide the student an opportunity to make up assignments and tests missed during the suspension or expulsion upon the student's return.

In-School and Short-Term Suspension Appeal

For short-term and in-school suspensions, the Superintendent or designee will provide the student and parents the opportunity to share the student's perspective and explanation regarding the behavioral violation orally or in writing.

The Superintendent or designee must deliver a written appeal decision to the student and parent(s) in person, by mail, or by email within two (2) school business days after receiving the appeal. The written decision must include:

- The decision to affirm, reverse, or modify the suspension;
- The duration and conditions of the suspension, including the beginning and ending dates;
- The educational services the District will offer to the student during the suspension; and
- Notice of the student and parent(s)' right to request review and reconsideration of the appeal decision, including where and to whom to make such a request.

Long-Term Suspension or Expulsion and Emergency Expulsion Appeal

For long-term suspension or expulsion and emergency expulsions, the Superintendent or designee will provide the student and parent(s) written notice in person, by mail or by email, within one (1) school business day after receiving the appeal request, unless the parties agree to a different timeline. Written notice will include:

- The time, date, and location of the appeal hearing;
- The name(s) of the official(s) presiding over the appeal;
- The right of the student and parent(s) to inspect the student's education records;
- The right of the student and parent(s) to inspect any documentary or physical evidence and a list of any witnesses that will be introduced at the hearing;
- The rights of the student and parent(s) to be represented by legal counsel; question witnesses; share the student's perspective and explanation; and introduce relevant documentary, physical, or testimonial evidence; and
- Whether the District will offer a reengagement meeting before the appeal hearing.

For long-term suspension or expulsion, the student, parent(s) and District may agree to hold a reengagement meeting and develop a reengagement plan before the appeal hearing. The student, parent(s), and district may mutually agree to postpone the appeal hearing while participating in the reengagement process.

Hearings

A hearing to appeal a long-term suspension or expulsion or emergency expulsion is a quasi-judicial process exempt from the Open Public Meetings Act (OPMA). To protect the privacy of student(s) and others involved, the District will hold hearings without public notice and without public access unless the student(s) and/or the parent(s) or their counsel requests an open hearing. Regardless of whether the hearing is open or closed, the District will make reasonable efforts to comply with the Family Educational Rights and Privacy Act (FERPA) concerning confidentiality of student education records.

When students are charged with violating the same rule and have acted in concert and the facts are essentially the same for all students, a single hearing may be conducted for them if the hearing officer believes that the following conditions exist:

- A single hearing will not likely result in confusion; and
- No student will have his/her interest substantially prejudiced by a group hearing.

If the official presiding over the hearing finds that a student's interests will be substantially prejudiced by a group hearing, the presiding official may order a separate hearing for that student. The parent and student have the right to petition for an individual hearing.

For long-term suspension or expulsion, the District will hold an appeal hearing within three (3) school business days after the Superintendent or designee received the appeal request, unless otherwise agreed to by the student and parent(s).

For emergency expulsion, the District will hold an appeal hearing within two (2) school business days after the Superintendent or designee received the appeal request, unless the student and parent(s) agree to another time.

The school board may designate a discipline appeal council to hear and decide any appeals in this policy and procedure or to review and reconsider a District's appeal decisions. A discipline appeal council must consist of at least three persons appointed by the school board for fixed terms. All members of a discipline appeal council must be knowledgeable about the rules in Chapter 392-400 WAC and this policy and procedure. The school board may also designate the Superintendent or a hearing officer to hear and decide appeals. The presiding official(s) may not have been involved in the student's behavioral violation or the decision to suspend or expel the student.

Upon request, the student and parent(s) or their legal representative may inspect any documentary or physical evidence and list of any witnesses that the District will introduce at the appeal hearing. The District must make the information available as soon as reasonably possible, but no later than the end of the school business day before the appeal hearing. The District may also request to inspect any documentary or physical evidence and list of any witnesses that the student and parent(s) intend to introduce at the appeal hearing. The student and parent(s) must make this information available as soon as reasonably possible, but no later than the end of the school business day before the appeal hearing.

Upon request, the student and parent(s) may review the student's education records. The District will make the records available as soon as reasonably possible, but no later than the end of the school business day before the appeal hearing.

If a witness for the District cannot or does not appear at the appeal hearing, the presiding official(s) may excuse the witness' nonappearance if the District establishes that:

- The District made a reasonable effort to produce the witness; and
- The witness' failure to appear is excused by fear of reprisal or another compelling reason.

The District will record the appeal hearing by manual, electronic or other type of recording device and upon request of the student or parent(s) provide them a copy of the recording.

For long-term suspension or expulsion, the presiding official(s) must base the decision solely on the evidence presented at the hearing. The presiding official(s) will provide a written decision to the student and parent(s) in person, by mail or by email within three (3) school business days after the appeal hearing. The written decision must include:

- The findings of fact;
- A determination whether (i) the student's behavior violated this policy; (ii) the behavioral violation reasonably warrants the suspension or expulsion and the length of the suspension or expulsion; and (iii) the suspension or expulsion is affirmed, reversed, or modified;
- The duration and conditions of suspension or expulsion, including the beginning and ending dates;
- Notice of the right of the student and parent(s) to request a review and reconsideration of the appeal decision. The notice will include where and to whom to make such a request; and
- Notice of the opportunity for a reengagement meeting and contact information for the person who will schedule it.

For emergency expulsion, the District will provide a written decision to the student and parent(s) in person, by mail, or by email within one (1) school business day after the appeal hearing. The written decision must include:

- The findings of fact;
- A determination whether the student's statements or behaviors continue to pose (i) an immediate and continuing danger to students or school personnel; or (ii) an immediate and continuing threat of material and substantial disruption of the educational process;
- Whether the District will end the emergency expulsion or convert the emergency expulsion to a suspension or expulsion. If the District converts the emergency expulsion to a suspension or expulsion, the District will provide the student and parent(s) notice and due process consistent with the disciplinary action to which the emergency expulsion was converted; and
- Notice of the right of the student and parent(s) to request a review and reconsideration of the appeal decision. The notice will include where and to whom to make such a request.

Reconsideration of appeal

The student or parents may request the school board or discipline appeal council, if established by the school board, review and reconsider the District's appeal decision for long-term suspensions or expulsions and emergency expulsions. This request may be either oral or in writing.

For long-term suspension or expulsion, the student or parent(s) may request a review within ten (10) school business days from when the District provided the student and parent(s) with the written appeal decision.

For emergency expulsion, the student or parent(s) may request a review within five (5) school business days from when the District provided the student and parent(s) with the written appeal decision.

- In reviewing the District's decision, the school board or discipline appeal council, if established, must consider (i) all documentary and physical evidence from the appeal hearing related to the behavioral violation; (ii) any records from the appeal hearing; (iii) relevant state law; and (iv) this policy adopted.

- The school board (or discipline appeal council) may request to meet with the student and parent(s), the principal, witnesses, and/or school personnel to hear further arguments and gather additional information.
- The decision of the school board (or discipline appeal council) will be made only by board or discipline council members who were not involved in (i) the behavioral violation; (ii) the decision to suspend or expel the student; or (iii) the appeal decision. If the discipline appeal council presided over the appeal hearing, the school board will conduct the review and reconsideration.

For long-term suspension or expulsion, the school board (or discipline appeal council) will provide a written decision to the student and parent(s) in person, by mail or by email within ten (10) school business days after receiving the request for review and reconsideration. The written decision must identify:

- Whether the school board (or discipline appeal council) affirms, reverses or modifies the suspension or expulsion;
- The duration and conditions of the suspension or expulsion, including the beginning and ending dates of the suspension or expulsion; and
- For long-term suspensions or expulsions, notice of the opportunity to participate in a reengagement meeting.

For emergency expulsion, the school board (or discipline appeal council) will provide a written decision to the student and parent(s) in person, by mail or by email within five (5) school business days after receiving the request for review and reconsideration. The written decision must identify:

- Whether the school board [or discipline appeal council] affirms or reverses the school district's decision that the student's statements or behaviors posed (i) an immediate and continuing danger to students or school personnel; or (ii) an immediate and continuing threat of material and substantial disruption of the educational process.
- If the emergency expulsion has not yet ended or been converted, whether the District will end the emergency expulsion or convert the emergency expulsion to a suspension or expulsion. If the District converts the emergency expulsion to a suspension or expulsion, the District will provide the student and parent(s) notice and due process under WAC 392-400-455 through 392-400-480 consistent with the disciplinary action to which the emergency expulsion was converted.

Petition to Extend an Expulsion

When risk to public health or safety warrants extending a student's expulsion, the principal or designee may petition the Superintendent or designee for authorization to exceed the academic term limitation on an expulsion. The petition must inform the Superintendent or designee of:

- The behavioral violation that resulted in the expulsion and the public health or safety concerns;
- The student's academic, attendance, and discipline history;
- Any nonacademic supports and behavioral services the student was offered or received during the expulsion;

- The student's academic progress during the expulsion and the educational services available to the student during the expulsion;
- The proposed extended length of the expulsion; and
- The student's reengagement plan.

The principal or designee may petition to extend an expulsion only after the development of a reengagement plan under WAC 392-400-710 and before the end of the expulsion. For violations of WAC 392-400-820 involving a firearm on school premises, school-provided transportation or areas of facilities while being used exclusively by public schools, the principal or designee may petition to extend an expulsion at any time.

Notice

The District will provide written notice of a petition to the student and parent(s) in person, by mail, or by email within one (1) school business day from the date the Superintendent or designee received the petition. The written notice must include:

- A copy of the petition;
- The right of the student and parent(s) to an informal conference with the Superintendent or designee to be held within five (5) school business days from the date the District provided written notice to the student and parent(s); and
- The right of the student and parent(s) to respond to the petition orally or in writing to the Superintendent or designee within five (5) school business days from the date the District provided the written notice.

The Superintendent or designee may grant the petition only if there is substantial evidence that, if the student were to return to the student's previous school of placement after the length of an academic term, the student would pose a risk to public health or safety. The Superintendent or designee must deliver a written decision to the principal, the student, and the student's parent(s) in person, by mail or by email within ten (10) school business days after receiving the petition.

If the Superintendent or designee does not grant the petition, the written decision must identify the date when the expulsion will end.

If the Superintendent or designee grants the petition, the written decision must include:

- The date on which the extended expulsion will end;
- The reason that, if the student were to return before the initial expulsion end date, the student would pose a risk to public health or safety; and
- Notice of the right of the student and parent(s) to request a review and reconsideration. The notice will include where and to whom to make such a request;

Review and Reconsideration of Extension of Expulsion

The student or parent(s) may request that the school board (or discipline appeal council, if established by the board) review and reconsider the decision to extend the student's expulsion. The student or parents may request the review orally or in writing within ten (10) school business days from the date the Superintendent or designee provides the written decision.

The school board (or discipline appeal council) may request to meet with the student or parent(s) or the principal to hear further arguments and gather additional information.

The decision of the school board (or discipline appeal council) may be made only board or discipline appeal council members who were not involved in the behavioral violation, the decision to expel the student or the appeal decision.

The school board (or discipline appeal council) will provide a written decision to the student and parent(s) in person, by mail or by email within ten (10) school business days after receiving the request for review and reconsideration. The written decision must identify:

- Whether the school board or discipline appeal council affirms, reverses or modifies the decision to extend the student's expulsion; and
- The date when the extended expulsion will end.

Any extension of an expulsion may not exceed the length of an academic term.

The District will annually report the number of petitions approved and denied to the Office of Superintendent of Public Instruction.

Educational Services

The District will offer educational services to enable a student who is suspended or expelled to:

- Continue to participate in the general education curriculum;
- Meet the educational standards established within the District; and
- Complete subject, grade-level and graduation requirements.

When providing a student the opportunity to receive educational services during exclusionary discipline, the school must consider:

- Meaningful input from the student, parents and the student's teachers;
- Whether the student's regular educational services include English language development services, special education, accommodations and related services under Section 504 of the Rehabilitation Act of 1973 or supplemental services designed to support the student's academic achievement; and
- Access to any necessary technology, transportation, or resources the student needs to participate fully in the educational services.

After considering the factors and input described above, the District will determine a student's educational services on a case-by-case basis. The types of educational services the District will consider include [select only those options that the District can provide. Examples of types of educational services include alternative schools or classrooms, one-on-one tutoring (when available), and online learning tutoring]. Any educational services in an alternative setting should be comparable, equitable, and appropriate to the regular educational services a student would have received in the absence of exclusionary discipline.

As soon as reasonably possible after administering a suspension or expulsion, the District will provide written notice to the student and parents about the educational services the District will provide. The notice will include a description of the educational services and the name and

contact information of the school personnel who can offer support to keep the student current with assignments and course work.

For students subject to suspension or emergency expulsion up to five (5) days, a school must provide at least the following:

- Course work, including any assigned homework, from all of the student's regular subjects or classes;
- Access to school personnel who can offer support to keep the student current with assignments and course work for all of the student's regular subjects or classes; and
- An opportunity for the student to make up any assignments and tests missed during the period of suspension or emergency expulsion.

For students subject to suspension or emergency expulsion for six (6) to ten (10) consecutive school days, a school must provide at least the following:

- Course work, including any assigned homework, from all of the student's regular subjects or classes;
- An opportunity for the student to make up any assignments and tests missed during the period of suspension or emergency expulsion; and
- Access to school personnel who can offer support to keep the student current with assignments and course work for all of the student's regular subjects or classes. School personnel will make a reasonable attempt to contact the student or parents within three (3) school business days following the start of the suspension or emergency expulsion and periodically thereafter until the suspension or emergency expulsion ends to:
 - Coordinate the delivery and grading of course work between the student and the student's teacher(s) at a frequency that would allow the student to keep current with assignments and course work for all of the student's regular subjects or classes; and
 - Communicate with the student, parents, and the student's teacher(s) about the student's academic progress.

For students subject to expulsion or suspension for more than ten (10) consecutive school days, a school will make provisions for educational services in accordance with the "Course of Study" provisions of WAC 392-121-107.

Readmission

Readmission Application Process

The readmission process is different from and does not replace the appeal process. Students who have been suspended or expelled may make a written request for readmission to the District at any time. If a student desires to be readmitted at the school from which he/she has been suspended/expelled, the student will submit a written application to the principal, who will recommend admission or non-admission. If a student wishes admission to another school, he/she will submit the written application to the Superintendent. The application will include:

- The reasons the student wants to return and why the request should be considered;
- Any evidence that supports the request; and
- A supporting statement from the parent or others who may have assisted the student.

The Superintendent will advise the student and parent of the decision within seven (7) school days of the receipt of such application.

Reengagement

Reengagement Meeting

The reengagement process is distinct from a written request for readmission. The reengagement meeting is also distinct from the appeal process, including an appeal hearing, and does not replace an appeal hearing. The District must convene a reengagement meeting for students with a long-term suspension or expulsion.

Before convening a reengagement meeting, the District will communicate with the student and parent(s) to schedule the meeting time and location. The purpose of the reengagement meeting is to discuss with the student and his or her parent(s)/guardian(s) a plan to reengage the student.

The reengagement meeting must occur:

- Within twenty (20) calendar days of the start of the student's long-term suspension or expulsion, but no later than five (5) calendar days before the student's return to school; or
- As soon as reasonably possible, if the student or parents request a prompt reengagement meeting.

Reengagement plan

The District will collaborate with the student and parents to develop a culturally-sensitive and culturally-responsive reengagement plan tailored to the student's individual circumstances to support the student in successfully returning to school. In developing a reengagement plan, the District must consider:

- The nature and circumstances of the incident that led to the student's suspension or expulsion;
- As appropriate, students' cultural histories and contexts, family cultural norms and values, community resources, and community and parent outreach;
- Shortening the length of time that the student is suspended or expelled;
- Providing academic and nonacademic supports that aid in the student's academic success and keep the student engaged and on track to graduate; and
- Supporting the student parents, or school personnel in taking action to remedy the circumstances that resulted in the suspension or expulsion and preventing similar circumstances from recurring.

The District must document the reengagement plan and provide a copy of the plan to the student and parents. The District must ensure that both the reengagement meeting and the reengagement plan are in a language the student and parents understand.

Exceptions for Protecting Victims

The District may preclude a student from returning to the student's regular educational setting following the end date of a suspension or expulsion to protect victims of certain offenses as follows:

- A student committing an offense under RCW 28A.600.460(2), when the activity is directed toward the teacher, shall not be assigned to that teacher's classroom for the duration of the student's attendance at that school or any other school where the teacher is assigned;
- A student who commits an offense under RCW 28A.600.460(3), when directed toward another student, may be removed from the classroom of the victim for the duration of the student's attendance at that school or any other school where the victim is enrolled.

Management Resources: 2019 - April Policy Alert

2014 - August Issue

2016 - July Policy Issue

2018 - August 2018 Policy Issue

BOARD PACKET

TO: Board of Directors
SUBJECT: Approval of Elementary Schools Educational Specifications
AGENDA: Action
DATE: July 23, 2019
PREPARED BY: Matt Ellis, *Superintendent*

Background

In the spring of 2019, consulting firm, Teater-Crocker, Inc., visited each of our elementary schools, to meet with teachers and administrators about space requirements needed for architectural design of the schools' remodeling projects. These educational specifications will act as a foundational component for the remodeling of each of our elementary schools.

We are confident that the information provided by our teachers and administrators reflects the needs of each building. We are seeking Board approval of these documents, to enable Architects West to continue planning and designing the elementary schools.

Included with the educational specifications are site plans showing possible space to be utilized in the remodeling of each building.

Recommendation

It is recommended the Board of Directors take action to approve the elementary schools' educational specifications.

KEENE-RIVERVIEW ELEMENTARY SCHOOL EDUCATIONAL SPECIFICATIONS

PROSSER SCHOOL DISTRICT



Developed by Teater-Crocker, Inc.



for



July 2019

ACKNOWLEDGMENTS

The Prosser School District patrons, administration, and staff spent many hours providing valuable information for this document. Without their considerable time and effort, this project would not have been possible.

PROSSER SCHOOL DISTRICT BOARD OF DIRECTORS

Scotty Hunt - Board President
Jesalyn Cole - Board Vice-President
Peggy Douglas - Board Member
Andy Howe - Board Member
Scott Coleman - Board Member

PROSSER SCHOOL DISTRICT ADMINISTRATION

Dr. Matt Ellis - Superintendent
Craig Reynolds - Assistant Superintendent for Business and Operations
Deanna Flores - Assistant Superintendent, Teaching and Learning / Federal Programs

Educational Specifications – Consulting Team

Phil Crocker - Facility Planning Consultant, Teater-Crocker
Harium Martin-Morris - Facility Planning Consultant, Teater-Crocker
Steve Roth - Architect, Architects West

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INTRODUCTION

These educational specifications are a set of concisely written, organized objectives that describe the educational facility needs of students, educators, and the community. They collectively outline what these groups want to achieve for students, educators, the community, and their activities and relationships. This document serves as a written communication between educators and the design professionals. The development of the educational specifications is only the first set of specifications and the first in a series of communications. Design specifications and construction specifications follow. Therefore, diagrams in this document are for illustration purposes only. Additional interpretation will be made by the design architect. Further, these educational specifications are prepared as a “guiding document” and not a “trapping document.” The district can expect minor variations in the design as professional architects and engineers translate this information into schematic design and construction documents.





1.0 COMMUNITY INFORMATION

1.1 Community Information

The City of Prosser serves as the county seat in Benton County in Washington State and has area of approximately 4.53 square miles. Prosser has a population of approximately 5,800, while Benton County has an estimated population of over 184,000. The population of Prosser School District is approximately 13,000.

Prosser was once home to Native Americans, who hunted and fished the area. Colonel William F. Prosser, who was sent as an agent for the Department of the Interior, surveyed the area in 1879, then claimed a homestead in 1882. Prosser was finally and officially incorporated in 1899, with a population of 229. The Northern Pacific Railroad built a power house on the Yakima River and established the Prosser Falls Land and Irrigation Company. With the rich, fertile ground in the area, Prosser had, and continues to have, a strong agriculture industry, including concord and wine grapes, apples, cherries, hops, asparagus, corn, wheat, and related processing plants. Prosser's location on the Yakima River and easy highway access has allowed both the tourist industry and wine industry to flourish. Yakima Valley is home to several wineries, and the city of Prosser now calls itself "The Birthplace of the Washington Wine Industry."

Prosser sits between the Rattlesnake Hills to the north and the Horse Heaven Hills to the south, and has the Yakima River running through it. (The Columbia River runs on the outside of Benton County.) This scenic valley offers a wide assortment of outdoor activities including hunting, fishing, camping, hiking, boating, and golf. Although Prosser has a small-town feel, it has quick access to medical care, and major shopping, and there are 17 local churches, 5 parks, an activities center, a museum, and a public library.

The area is geographically characterized by grassland plains, as is typical of its steppe climate. This temperate climate results in hot summers with temperatures up to 104 degrees F and cold winters with sub-zero temperatures.





According to US Census data, the per capita income in Prosser is approximately \$16,302, and the median income of households in the city was \$39,185.

1.2 School District Information

The Prosser School District currently serves just over 2,700 students. Student enrollment is projected to be stable or decline slightly over the coming years. The district operates three elementary schools, one middle school grades six through eight, one alternative high school grades nine through twelve, and one high school grades nine through twelve. The Prosser School District has a number of Turnaround Principles with aligned Indicators that provide direction and a philosophical basis for their programs and activities.

Principle: Provide Strong Leadership

Indicator: *The District examines its policies and makes modifications as needed to provide operational flexibility for principals in order to support school turnaround plans in key areas.*

Principle: Ensure teachers are effective and able to improve instruction

Indicator: *The district has policies and practices in place that prevent ineffective teachers from transferring to schools that are required to implement turnaround plans.*

Indicator: *Professional development is built into the school schedule by the district, but the school is allowed discretion in selecting training and consultation that fit the requirements of its Student and School Success Action Plan and evolving needs.*

Principle: Redesign the school day, week, year

Indicator: *The district allocates resources to support additional learning time for students and staff in schools required to implement turnaround principles.*



Principle: Strengthen the school's instructional program

Indicator: *The district ensures that school improvement initiatives include rigorous, research-based, field-proven instructional programs, practices, and models.*

Indicator: *The district has a comprehensive plan that includes testing each student at least 3 times each year to determine progress toward standards-based objectives.*

Principle: Use data to inform instruction and continuous improvement

Indicator: *The district provides schools with technology, training, and support for integrated data collection, reporting, and analysis systems.*

Principle: Provide ongoing mechanisms for family and community engagement

Indicator: *The LEA/School has announced changes and anticipated actions publicly; communicated urgency of rapid improvement, and signaled the need for rapid change.*



1.3 Enrollment Projections

The Prosser School District has a slightly decreasing student population. The enrollment projections from the Office of the Superintendent of Public Instruction indicate that this trend will continue for some years. The table with the OSPI projection is included in Exhibit 1-1. The six-year projection indicates that grades K-5 will remain relatively stable over the coming years.

EXHIBIT 1-1
OSPI ENROLLMENT PROJECTION TABLE (LINEAR REGRESSION K)

	11 - 12	12 - 13	13 - 14	14 - 15	15 - 16	16 - 17	Avg. %	17 - 18	18 - 19	19 - 20	20 - 21	21 - 22	22 - 23
K	206	234	199	209	215	215	Survival	213	213	213	213	213	213
1	207	198	228	202	184	207	95.88%	206	204	204	204	204	204
2	213	197	195	222	202	192	99.07%	205	204	202	202	202	202
3	212	208	201	188	212	198	97.92%	188	201	200	198	198	198
4	216	217	203	200	198	212	100.96%	200	190	203	202	200	200
5	215	219	216	203	197	207	100.79%	214	202	192	205	204	202
6	225	213	226	215	191	204	99.89%	207	214	202	192	205	204
7	220	222	214	222	210	198	99.74%	203	206	213	201	192	204
8	243	217	218	211	223	208	98.99%	196	201	204	211	199	190
9	229	255	233	223	234	223	105.10%	219	206	211	214	222	209
10	201	220	252	230	220	237	98.71%	220	216	203	208	211	219
11	228	195	217	251	225	213	97.98%	232	216	212	199	204	207
12	227	244	219	232	268	220	106.16%	226	246	229	225	211	217
K-5	1,269	1,273	1,242	1,224	1,208	1,231		1,226	1,214	1,214	1,224	1,221	1,219
6-8	688	652	658	648	624	610		606	621	619	604	596	598
9-12	885	914	921	936	947	893		897	884	855	846	848	852
K-12	2,842	2,839	2,821	2,808	2,779	2,734		2,729	2,719	2,688	2,674	2,665	2,669

Source: OSPI and Teater-Crocker, Inc., 2017

1.4 Project Rationale

All three elementary schools are older buildings nearing, or at, the end of life for many components. Keene-Riverview Elementary was constructed in 1949 with some additions and modernizations in 1985. Prosser Heights was constructed in the 1960s and, while an addition was added in 1986, the original building has never been modernized or updated. Whitstran Elementary was constructed in the 1950s and has remained largely untouched beyond a limited modernization in 1985. In addition, every school has a significant number of students learning in portable buildings rather than in permanent classroom structures.

With these aging buildings in mind, the Prosser community determined that significant updating, remodeling, and refreshing of these buildings, as well as





additional classroom space, was warranted. A bond to fund this work was passed in the spring of 2017.

The Prosser School District and the community it serves have chosen to enrich the educational program delivery at the elementary levels in order to provide the best possible education for its students. The larger, updated buildings will have adequate spaces for the programs and will meet the needs of the modern curriculum.

1.5 Site Considerations

The refreshing and remodeling of the three elementary schools will occur on each school's existing site.

Prevailing winds are from the west and northwest. Despite a milder local climate, some snow and ice accumulations are to be expected.

Two of the sites, Prosser Heights and Keene-Riverview, currently have inadequate parking and traffic flow for buses and parents during drop-off and pick-up. Remedying these safety and efficiency concerns may require addressing the flow of traffic on the streets surrounding each of the schools, and possibly siting new construction specifically to support improvements in these areas.



2.0 GENERAL BUILDING CONSIDERATIONS

These general design considerations are applicable to each program area unless otherwise specified or noted in this document. Other notes or specifications in this document may be more detailed, restrictive, or stringent in requirements than those noted in this chapter in which case the more restrictive requirement applies.

2.1 CIRCULATION

The design of foyers, corridors, and common areas should allow as much visibility as possible for supervising these spaces with a minimum number of staff members. The number of “blind spots” in the building should be minimized. Accesses to all building areas and the site need to meet the needs of the disabled and the Americans with Disabilities Act.

The main entry area should be clearly marked and visible to a first-time visitor. It should be open and inviting with ample display areas for student work and achievements. Main entry floor areas need to be a durable surface (ceramic, vinyl composition tile, or equivalent). The outside of the main entry area should be covered to protect those arriving or exiting from inclement weather. Corridor floor surfaces should be hard surface for ease of cleaning. Each building entry should have a series of mats that “progressively scrub” the feet of those entering the building. The main foyer and the corridors need to have higher lighting levels than typically specified in classrooms.

Student lockers are not planned for this school. Corridors should have a wainscot of durable material with tackable surface above.

2.2 VEHICLE ACCESS AND PARKING

The school should have a main student drop-off zone located near the “front” of the building and near the main administration area. No driveway approaching the school should be designed to allow a vehicle to accelerate into the building (i.e. no long, straight roadways). Efforts should be made to prevent automobile crossing traffic in this area. The bus-loading zone should be separated from all other traffic (parent, staff, and visitors) and should have parking space for nineteen (19) full size passenger buses. Three (3) handicapped buses will use the bus parking prior to the arrival of regular buses or a separate pick up area if at the same time as the regular buses. In addition, two (2) county mini-buses pick up students after school at the same time as the other buses. If possible, buses should park chevron style along a loading zone (curb). If bus loops are used, there should be a sufficient turning radius, as determined during the design process, for the largest buses. All driveways and drop-off zones should be fully paved and curbed with appropriate handicapped access curb cuts. Bus lanes shall be designed to accommodate the heavy loads associated with such vehicles.

There should be seventy-five (75) spaces for staff parking plus additional visitor parking near the main entrance but away from bus traffic and bus parking. The number of visitor and handicapped



parking spaces should be calculated and placed per law. Six (6) parking spaces are needed in the kitchen/delivery area for kitchen, custodial and maintenance staff. All parking lots shall be fully paved and curbed with appropriate handicapped access curb cuts. Curbs and concrete wheel stops should be eliminated in the interior of the parking lots in order to facilitate sweeping and/or snow removal. All parking lots shall have painted parking stripes.

Bicycle parking shall be provided at a safe and separate distance from staff and visitor parking and should be visible from the front office.

A screened service area shall be located on the site to minimize its effect on the surrounding properties and other on-site facilities. There shall be space for two (2) dumpsters adjacent to the kitchen with easy access for the trash hauling equipment. A loading area shall be located at the kitchen delivery area. Spaces for recycling containers shall be provided. Dumpsters and recycling should be configured so that custodians do not have to lift cans above waist to dump and trucks can access the dumpsters and recycling for removal. A non-secure, outside storage area should be provided near the loading area for maintenance and custodial supplies and equipment to be stored on a short-term basis.

All parking and driveway areas shall be provided with signs that clearly indicate traffic flow and parking requirements (e.g., BUS TRAFFIC ONLY, FIRE LANE, LOADING ZONE, VISITOR PARKING, etc.). Student routes to fields should not cross service or other access driveways. Access walkways to all parking lots shall be clearly marked and sized for maximum use. Bollards may be used where practical but shall be minimized. Parking lot lighting shall be installed as appropriate.

2.3 BUILDING SECURITY AND SAFETY

The design of the school should contribute to the safety and security of its occupants. A bright, clean, orderly environment encourages students to keep it that way. The school design should contribute significantly to a clean, but not sterile, climate. At the time of the writing of these educational specifications the district is reviewing a previously-developed facilities security plan. The following information is recommended to be incorporated into the plan as it is developed.

The design of the facility should prevent unauthorized or illegal entry and contribute to security. A fully programmable, IP-based "card-lock" locking system should be used on exterior doors. The card-lock system should have a notification feature when an exterior door is ajar. In addition, the building should have an IP-based, zoned security alarm system using card swipe devices. The system should monitor corridors, and selected sensitive areas, doors and hatches. (Selected sensitive areas, doors and hatches include but are not limited to office areas, computer rooms, chemical storage areas, audio/visual equipment storage areas, student records areas, and vaults.)

There should be a clearly marked, single entrance to the school that is designed to prevent visitors from accessing any portion of the school without first going through the office. Entrances should be able to accommodate the flow of students at the beginning and end of school but be locked



down and secure for the remainder of the school day. Consideration of community use of the school should determine both exterior and interior door locations to maximize after-hours and weekend school security.

The exterior of the building should not provide any “natural ladders” that would provide access to the building roof. Roof pitch should be no greater than 4/12 to allow easier maintenance of the roofing system. Access ladders to the roof should not be “ship ladders.” Recesses, blind corners, or crawl space accesses, and roof hatches should be eliminated where possible. If practical, restrooms should be located away from the entrances of the school for security purposes. Stairwells, if used, should be open in nature for easy visual supervision.

The use of multiple, small, power over Ethernet (POE) cameras is essential. These cameras should be attached to the building network. The data drops for these cameras should be placed at strategic locations in the hallways and large core spaces. These cameras will be used to monitor exterior portions of the building campus and should be located along with wireless hot spots for the exterior spaces. Parking lots should have pole-mounted cameras allowing for sufficient coverage of the lots. Monitors may be placed in different areas of the school, especially in the administrative office area to monitor video feeds from Ethernet-based (POE) cameras.

There should be additional exterior security lighting near entrances and walkways for visual supervision by law enforcement. These light fixtures should be designed to allow easy change-out of bulbs.

The building shall be provided with a fire alarm system that has the capability to transmit an alarm to the fire department or a monitoring company. The fire alarm system shall have sensing devices and alarm initiating devices connected to a control/annunciator panel. Fire alarms shall have both audio and visual alarms. The control/annunciator panel shall be placed near the main administrative area. Fire extinguishers, exit lights, and exit door hardware should be provided as part of the construction package. *All of the components in this paragraph are to be designed in compliance with code authorities having jurisdiction.*

The areas of the property regularly utilized by students shall be fenced with open chain link fencing of heights to be determined during design. If desired, baffle gates can be installed for access to adjacent residential areas or walking paths. There shall be fencing around the service area with a gate wide enough for all service vehicles. All hazardous equipment storage areas shall be fenced.

2.4 TECHNOLOGY AND COMMUNICATIONS

A fully programmable unified communication system (VOIP), including intercom features, shall be provided for the school. The communication system shall allow for FAX sending and reception in the office area. The components of the system should include the clock/bell system and any servers and/or hardware for the system should be installed in a data closet. The clock bell console (if separate hardware) shall be placed in the administrative office.





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The intercom feature needs to provide the capacity for several auxiliary inputs, including connection to the network for streaming services. In addition, it shall provide for office-classroom communications, all-call functions, and the capability for remote assessment of building occupancy.

Within the school, a telephone and clock shall be placed in each classroom, conference room, office, secretarial space, workroom, clinic, multipurpose room, library, kitchen, or other frequently occupied space. The clock system shall have intercom functions. A digital or analog clock with a clock face shall also be installed in every classroom to facilitate the teaching of telling time on a dial-style clock.

Wireless technology shall be accessed from anywhere in the facility. Data drops for the wireless routers shall be centrally placed in the ceiling of each classroom or on the grid recommended by the wireless system selected by the district. Additional wireless routers shall be placed in other areas of the school to ensure wireless access at any location. Wireless access shall be available in selected exterior locations as well, especially at the PE/outdoor activity area. Every classroom shall include a classroom sound field system with built-in speakers.

A computer technology system to support the instructional and administrative needs of the school should be installed in the building and will be an integral part of this school's success. Each classroom, conference room, office, secretarial space, workroom, clinic, multipurpose room and library within the school needs to be connected internally with a local area network. The local area network needs to be connected to the other schools in the district through a district-operated network (preferably via fiber-optic cable) or the Internet. Fiber optic cable should be considered for installation between the school's main distribution frame room and the intermediate frame distribution rooms (data closets) as required. Category 6 cable, or better, is to be used for the connections to each of the classroom data drops. Open tray raceways should be used where possible for ease of maintenance. Each classroom, conference room, office, secretarial space, workroom, clinic, multipurpose room and library within the school should have multiple data drops per the district standards. (At the time of the writing of this document, a minimum of two (2) data drops per wall for classrooms is recommended.) Sufficient electrical outlets to supply the technology equipment should accompany each data drop. Each classroom should be provided the infrastructure for a short-throw projector on the designated teaching wall and an outlet supporting a designated space for a laptop/ipad/chromebook cart or cabinet holding up to thirty (30) of the same devices.

If determined by the district, LED reader boards shall be placed on the roadside near the entrance to the school. The reader board shall be tied into the IP-based communications system for the school. Additional digital signage may be installed via wall-mounted monitors in common areas and the hallways. The administration of these signs should be available from the administration area.





2.5 COMMUNITY USE

There will be considerable use of this facility by the general community and programs from other schools. The core areas need to be designed to accommodate such use. These core areas are defined as the multipurpose room, public restrooms and library areas.

2.6 MAINTENANCE, UTILITIES, AND ENERGY CONSERVATION

The school shall be provided with modern HVAC equipment and utility systems that take advantage of current utility conservation technologies. The building shall be heated and cooled. Classrooms shall have fresh air occupancy sensors. Air handlers need to be selected that provide minimal classroom background noise and provide high acoustical qualities for a quiet learning environment. HVAC air intake shall be placed away from exhaust of other systems and traffic. System controls need to be programmable and include economizer and optimized start-up features. Each system shall be capable of off-site control through the use of a laptop or remote computer. Additional controls to manage peak load demand shall be included in each system. Load shedding controls and the ability to sequentially bring food service equipment on line are especially important. HVAC units shall have easy access to filters for maintenance without interrupting teaching activities. All general lighting fixtures shall have LED lamps. Where spot lighting may be necessary, LED or compact fluorescent lights should be used. In the gymnasium and other high-bay areas, compact fluorescent lighting or LED lighting should be used and should have easy access for changing bulbs. No metal halide lighting shall be used in the interior of this building. Restrooms and classrooms shall be equipped with occupancy and daylight sensors to control lighting. The security lighting in each parking area shall be placed on electric eye sensor switches with override timers for energy conservation. Outdoor electrical outlets shall be provided for lawn care equipment or other equipment.

To enable future remodeling with minimum cost, electrical service to classrooms should be provided overhead where practical. Electrical service should be sized larger than initially needed to provide for reasonable future expansion capacity. Surge protection shall be provided at the panel. Ample outlets shall also be provided in each hallway wall for custodial equipment.

Restroom fixtures that have water conservation features shall be specified. The district should consider electronic sink faucets, electronic hand dryers, electronic urinals, and water closets. There should be numerous isolation valves to allow easy servicing of the plumbing system. Floor sinks should be used in the custodial closets. Irrigation meters should be separated from domestic water meters. Several outdoor spigots are needed and will be itemized during the design process. There should be a "floor drain" near the dumpsters to allow cleaning of that area. Gutters, where used, should have screens or covers.



2.7 RESTROOMS

Restrooms shall be provided in sufficient quantity to meet local building requirements and enable students to access restrooms with a minimum loss of instructional time. With each set of public male and female restrooms, a single “family restroom” with changing table shall be provided. A family restroom is not necessary for restrooms associated with individual spaces (e.g. clinic, life skills, etc.) Wall mounted toilet fixtures should be considered for ease of cleaning. Walls shall be a hard, smooth, washable material. Restrooms shall have mirrors, soap dispensers, toilet tissue dispensers, and electronic hand dryers, all placed at age-appropriate heights. All restrooms should have floor drains. Restrooms shall be equipped with very durable privacy partitions between toilets and urinals. Doors shall be placed on the toilet partitions. There shall be at least one sink inside each girl’s restroom, even if a half-ring sink is used outside the restroom. Individual restrooms shall be equipped with purge fans. Each fan shall be controlled with an automatic timer that shuts off after ten (10) minutes of operation.

Staff restrooms that are accessible only from a secured space (e.g. teacher work room, staff dining area, etc.) shall have an entrance vestibule with both inside and outside doors for acoustical privacy. All staff restrooms shall be “unisex” restrooms. A shelf for books, papers, etc. shall be provided inside each staff restroom.

Plumbing cleanouts shall be installed in numerous places around the building to provide ease of maintenance. A hose bib shall be placed in each large public restroom within a secure wall box. The plumbing walls in restrooms should have easy-access panels to maintain fixtures and pipes. Non-slip flooring materials shall be used in the restrooms.

2.8 DESIGN CONSIDERATIONS

The design of the building should reflect the natural, physical qualities of the surrounding environment. The use of materials, colors, and architectural features reflecting the surrounding mountains, hills, lakes, and fields is important.

2.9 OTHER CONSIDERATIONS

The creative use of color is encouraged in the school design. Colors should be coordinated with an overall scheme. However, color selection should take the sensitivity to soiling from student activities and use into account.

2.10 GENERAL CLASSROOMS

2.10.1 Program Functions

The programs offered in the general classrooms provide opportunities to develop command of, among others, reading, writing, mathematics, social studies, and the fundamental tools for continued learning. Students are expected to use critical and constructive thinking in making wise individual and group decisions in these spaces. While demonstrating the ability



to maintain self-control in accordance with accepted social standards, each student is also expected to demonstrate the skills, attitudes, and knowledge for effective living in the home, at work, and in the community.

Instructional activities include one-on-one tutoring, small group instruction, and whole group instruction. Instruction will also include the use of personal computing devices and portable laptop computers. Instructors also commonly make use of manipulatives and hands-on materials, visual learning aides, and auditory learning aides. Classroom instructors use a variety of instructional styles and instructional models including team teaching, blended learning, thematic instruction, and project-based education.

2.10.2 Component Spaces

Description	# Areas	# Staff	# Students	Sq. Ft.	Sq. Ft. Total
Grade 1 Gen. Classrooms	7	1	20	870	6,090
Grade 2 Gen. Classrooms	7	1	22	870	6,090
Total					12,180

2.10.3 Component Relationships

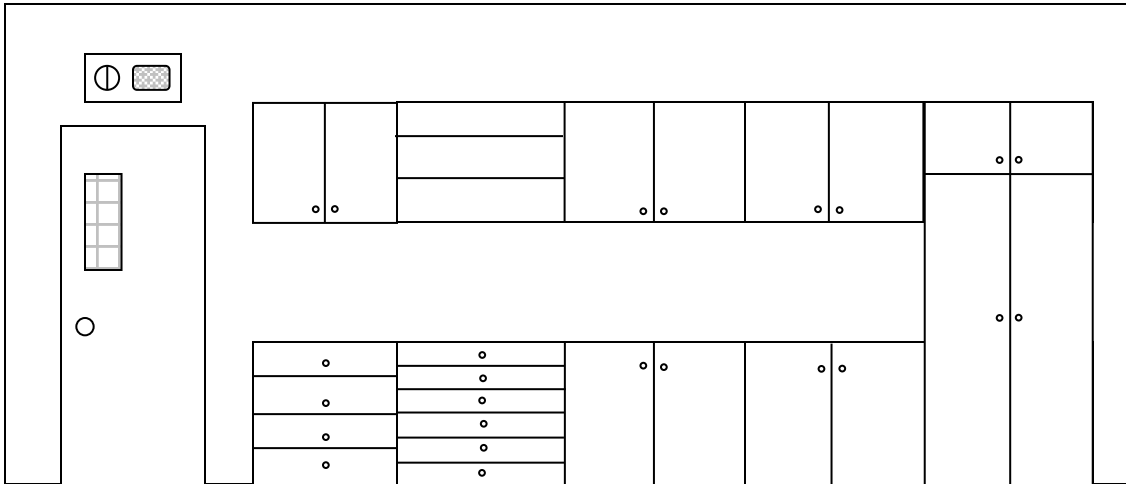
The general classrooms shall have easy access to the core areas of the school (office, library, etc.) but be acoustically isolated from noisy areas (music room, multipurpose room, etc.). Each classroom needs to have easy access to restrooms to minimize loss of instructional time. Doorways need to be placed to allow students to enter and exit the room with minimum disruption of instruction and should be placed opposite the teaching wall whenever possible.

The typical casework for each classroom should include one full-height cabinet approximately four feet wide, along with a combination of base cabinets, drawers, and one set of flat file drawers. Wall cabinets are to be located above the base cabinets and may include a bookshelf unit. All cabinets have adjustable shelving and many cabinets may be lockable pending District input during design.

Student cubbies shall be included in each classroom with enough storage to hold a backpack and jacket for up to twenty-eight (28) students, except for kindergarten classrooms which should have cubbies for twenty-two (22) students.



Typical casework layout:



Note: This diagram is for illustration purposes only and is not to scale. Additional interpretation will be made by the design architect.



2.10.4 SPACE ATTRIBUTES

General Classroom	
Utilities	
Plumbing	One sink with a bubbler and water bottle filler
HVAC	Heating & cooling with individual room temperature control
Electrical	Outlets on each wall and above counters, electrical for sound field system, wiring for short throw projector, electrical for wireless access point, electrical for mobile device cart
Lighting	LED recessed in suspended ceiling; lighting switched by zones, ability to lower or dim light levels across the room, occupancy sensors; zones should be front to back of classroom to enable darkening at the instructional wall
Technology	Two (2) data outlets per wall (to be confirmed during design); data drop for telephone (at teacher desk and at rear of room) and intercom in each room; classroom sound field system, data for short throw projector; wireless access point data drop above suspended ceiling; ceiling box (ex. FSR CB-12) for future extensibility (if budget allows)
Surfaces	
Ceiling	Suspended acoustical
Walls	As much tackable surface as possible (tackable wall covering); acoustical treatment of common classroom walls
Flooring	Carpet with hard surface around sink area
Windows and Doors	
Windows	Natural light in each room; internal sun control devices; operable window(s); window placement across from door and toward back of room to allow a "safe" area and reduce whiteboard glare
Doors	Door closer to dampen noise; small window in door for safety
Storage	Approximately 20 linear feet of base cabinets with overhead cabinets and four linear feet of a full-height cabinet (secure) all with adjustable shelves; some floor and wall cabinets should be secure; student cubbies per room type
Furniture & Equipment	Approximately 12-16 linear feet of whiteboards with one area used in conjunction with short-throw projector, speakers for sound field system; wireless access point, desks, tables, chairs, one 4-drawer file cabinet
Other	none





3.0 EDUCATIONAL AND SUPPORT SPACES

3.1 ADMINISTRATION

3.1.1 PROGRAM FUNCTIONS

The administrative offices provide leadership, program coordination, and facilitation services for teachers, students, and the general public in the areas of curriculum, instructional leadership, and student discipline. The administrative offices need to set a tone of organization and order while also providing a customer-friendly atmosphere. The administration often meets with students, teachers, and parents in small individual conferences and small group meetings. The administrative offices are typically high traffic areas with considerable public visibility. The office design needs to allow good sight lines to the entrance of the school and the clinic.

The reception area should be a warm and welcoming place that gives visitors and students a sense of calmness and professionalism. Current cumulative files for each student and other records are stored in the administrative area.

The office clinic is staffed part-time by a school nurse. Activities include treating mild ailments, being a location for ill students to temporarily reside until going home or returning to class and dispensing prescribed medications.



3.1.2 COMPONENT SPACES

Description	# Areas	# Staff	# Students	Sq. Ft.	Sq. Ft. Total
Clinic	1	1	1-4	200	200
Conf. Room	1	1-10	0	250	250
File-Storage Room	1	0	0	100	100
ISS Space	1	1	2	70	70
L&F / Comm. Closet	1	0	0	50	50
Office - AP / Itinerant	1	1	1-4	150	150
Office - Counselor	1	2	1-4	150	150
Office - Principal	1	1-4	1-4	180	180
Office - Psych / Nurse	1	1	1-3	150	150
Reception Area - Adm.	1	1-4	1-6	600	600
Restrooms	3	1	0	60	180
Work Room (Shared)	1	1-2	0	350	350
Total					2,430

3.1.3 COMPONENT RELATIONSHIPS – ADMINISTRATION AND COUNSELING

The entrance to the school should be designed as a “secure” entrance, directing visitors to enter and check in with office personnel before entering the school. This may be done by having an entrance vestibule with the interior set of doors locked and directing visitors to enter the office through a side door in the vestibule rather than go through the second set of doors in the vestibule. In addition, a service window could be located in the entrance vestibule to facilitate business with visitors that does not require that they enter the school. The interior vestibule doors may be unlocked during public functions when the secure entrance is not desired. Public restrooms need to be near the entry for public use. *As of the writing of these specifications, it is assumed the district will utilize pre-existing building security designs for a secure entry.*

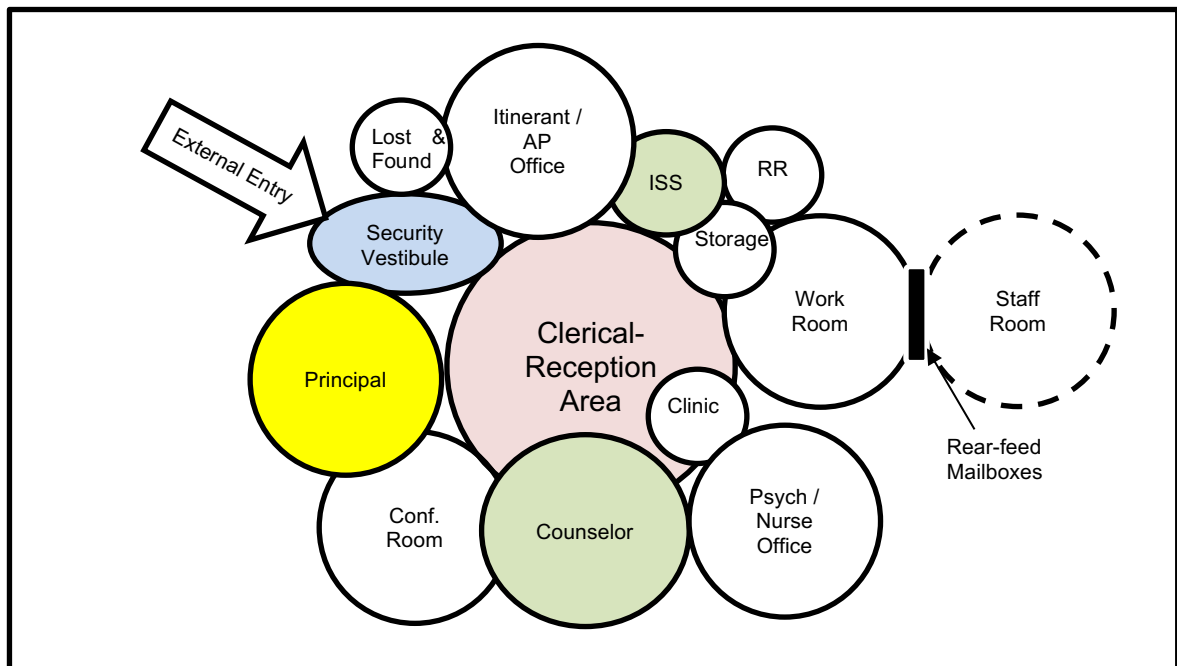
The administration area includes the principal’s office, the counselor’s office, an itinerant office, a shared office for the psychiatrist and nurse, the clinic, the clerical-reception area, a conference room, an in-school suspension (ISS) space (part of larger area, not a separate room) and a shared work room. The administration reception/clerical area needs to have direct sight lines to the entrance of the building for traffic control and safety. The clerical area should have good sight lines to the two in-school suspension workspaces as well as the clinic. The work room should be accessible from the clerical area and directly from the corridor or staff room so teacher circulation to the work room is not through the office. The mailboxes for teachers should be in the staff room.



A lost and found and community resource closet should be included in the administration area to facilitate the retrieval of lost student items as well as community service items such as food packages, clothing and classroom supplies for families.

One restroom is to be within the clinic. Adult restrooms should be accessible from the administration offices and reception area.

The principal and counselor offices should be adjacent to the conference room and have good sight lines to the front of the building. Both offices should have passage doors to the conference room. Offices should have natural light if possible.



Note: This diagram is for illustration purposes only and is not to scale. Additional interpretation will be made by the design architect.



3.1.4 SPACE ATTRIBUTES

Clinic	
Utilities	
Plumbing	2 Sinks (1 in toilet room, 1 in clinic), toilet, eye wash, hose bib, supply line for ice maker
HVAC	Additional ventilation fan
Electrical	See general considerations
Lighting	Dimmable LED
Technology	See general considerations
Surfaces	
Ceiling	Ceiling-mounted curtain between cots
Walls	Washable surface - tackable near desk area
Flooring	Hard surface
Windows and Doors	
Windows	Interior window with sight line to the clerical area; blinds on window
Doors	Window with blinds in door (sight line to clerical)
Storage	Secure, wall-hung, medication cabinet
Furniture & Equipment	Two cots; small refrigerator, ice maker; 4-drawer file cabinet; chair; modular furniture
Other	Cot area should be away from the sink
Conference Room	
Utilities	
Plumbing	Sink in counter
HVAC	See general considerations
Electrical	Additional outlets above counter; power for short-throw projector; power for small refrigerator
Lighting	LED recessed in suspended ceiling
Technology	Data for short-throw projector
Surfaces	
Ceiling	See general considerations
Walls	See general considerations
Flooring	See general considerations
Windows and Doors	
Windows	Natural light if possible
Doors	See general considerations
Storage	At least 36" base cabinet counter and wall cabinets
Furniture & Equipment	Short-throw projector; whiteboard; conference table with chairs; small refrigerator
Other	None



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File - Storage	
Utilities	
Plumbing	None
HVAC	Heating and cooling
Electrical	Electrical outlets for recharging equipment
Lighting	LED surface or recessed
Technology	None
Surfaces	
Ceiling	Suspended acoustical or drywall
Walls	Drywall
Flooring	Hard surface
Windows and Doors	
Windows	None
Doors	Solid, no openings
Storage	Adjustable shelves – confirm built in or portable
Furniture & Equipment	Six 4-drawer fireproof file cabinets; storage cabinets
Other	Crossing guard equipment
In-School Suspension Space	
Utilities	
Plumbing	None
HVAC	Heating and cooling
Electrical	No electrical outlets
Lighting	LED surface mount; light switches outside space
Technology	Data drop in space
Surfaces	
Ceiling	Hard surface
Walls	Washable, durable surface (acoustically treated)
Flooring	Carpet
Windows and Doors	
Windows	None
Doors	None
Storage	None
Furniture & Equipment	Study carrels for two students
Other	None





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Lost and Found / Comm. Closet	
Utilities	
Plumbing	None
HVAC	None
Electrical	No electrical outlets in the room
Lighting	Light switches outside the room
Technology	None
Surfaces	
Ceiling	Hard surface
Walls	Hard surface
Flooring	Hard surface
Windows and Doors	
Windows	None
Doors	No window in door
Storage	Shelving
Furniture & Equipment	None
Other	None
Offices	
Utilities	
Plumbing	None
HVAC	See general considerations
Electrical	Additional outlets near desk top
Lighting	LED recessed in suspended ceiling
Technology	Data near desk top, telephone (at desk)
Surfaces	
Ceiling	See general considerations
Walls	As much tackable surface as possible (tackable wall covering); acoustical treatment of common walls
Flooring	Carpet
Windows and Doors	
Windows	Exterior windows if possible
Doors	See general considerations
Storage	Addressed through FF&E
Furniture & Equipment	Desk, table, chairs, storage units; whiteboard
Other	None





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Clerical-Reception Area	
Utilities	
Plumbing	None
HVAC	See general considerations
Electrical	Outlets near desk tops, countertops, fax, printers; electrical for lighted display cases (foyer)
Lighting	LED recessed in suspended ceiling
Technology	Master clock/bell control panel; telephone; multiple data drops
Surfaces	
Ceiling	See general considerations
Walls	Drywall with selected areas of tackable space
Flooring	Carpet – for use with rolling chairs
Windows and Doors	
Windows	Interior windows to main entrance; all windows with blinds
Doors	See general considerations
Storage	Secure base and upper wall cabinets plus full height cabinet for personal items; laptop charging cabinet for up to five laptops; radio charging cabinet
Furniture & Equipment	Desk behind counter area; a portion of counter at appropriate height for students; bulletin board outside the reception area to display official notices, etc.; comfortable chairs; display cases outside office in foyer; four 4-drawer file cabinets
Other	Acoustical separation between office and foyer
Restrooms - Unisex	
Utilities	
Plumbing	Sink; motion activated valves; toilet; hose bib
HVAC	Additional ventilation fan with timer switch
Electrical	Refer to general considerations
Lighting	LED recessed
Technology	Refer to general considerations
Surfaces	
Ceiling	Suspended acoustical or hard surface
Walls	Washable wall surface, mirror
Flooring	Hard surface
Windows and Doors	
Windows	None
Doors	No openings
Storage	None built in
Furniture & Equipment	Small shelf above each staff toilet, mirror





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Other	None
Work Room	
Utilities	
Plumbing	Sink with bottle filler
HVAC	Additional ventilation fan
Electrical	Outlet for copier, electrical at counter height; electrical at island
Lighting	LED recessed in suspended ceiling
Technology	Data at counter height; data for copier and at island
Surfaces	
Ceiling	See general considerations
Walls	Drywall with some tackable areas
Flooring	Hard surface
Windows and Doors	
Windows	Not required but desirable
Doors	Window in door to clerical area
Storage	Island work area; storage under island including flat files; perimeter base cabinets with countertops and wall cabinets with adjustable shelving
Furniture & Equipment	Copier, laminator, binding equipment, etc.; rear-feed mailboxes to staff break room
Other	None



3.2 CUSTODIAL - MAINTENANCE

3.2.1 PROGRAM FUNCTION

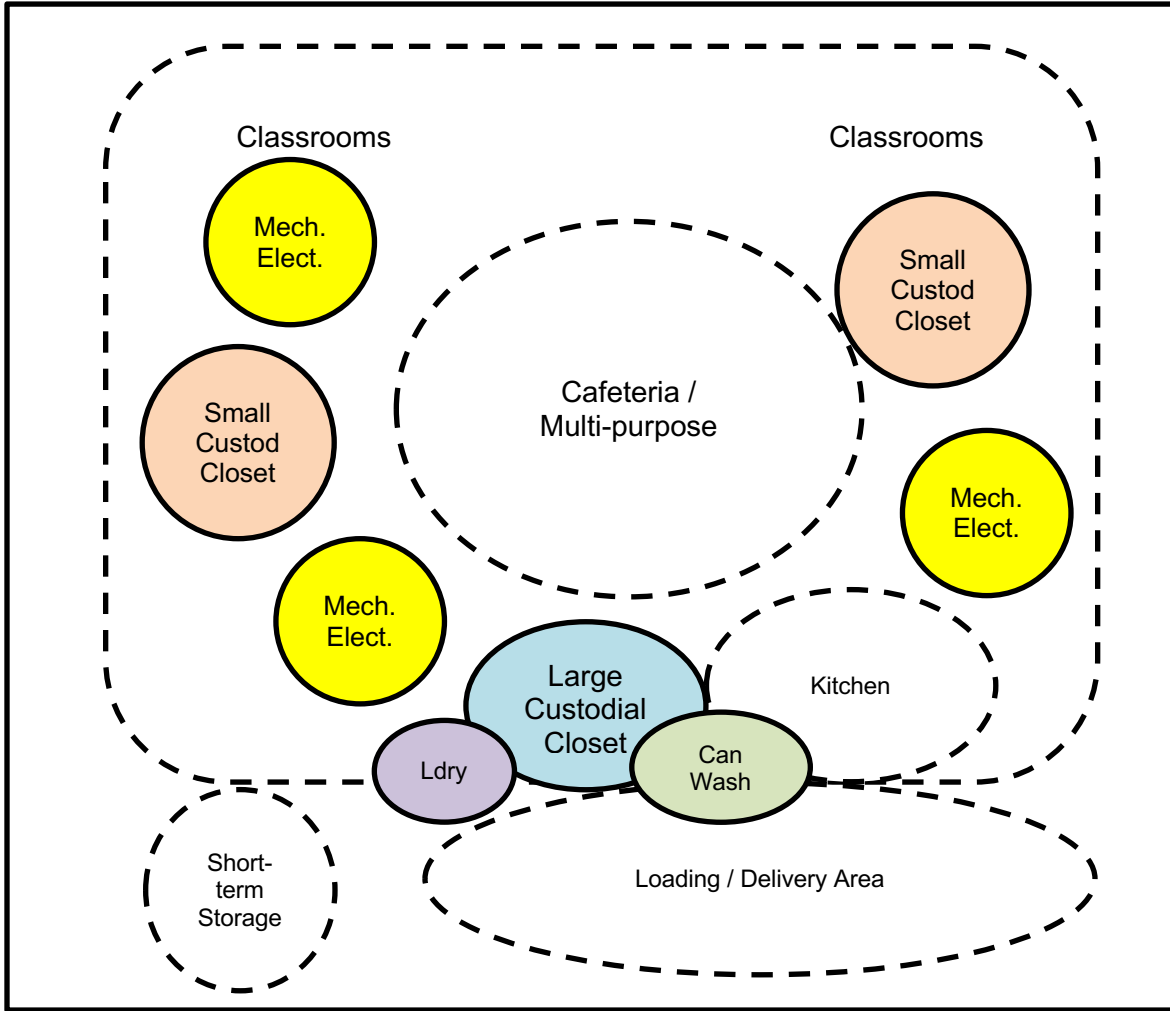
The custodial program provides appropriate cleaning support for the building by ensuring a clean, healthy, organized, and safe physical plant for the instruction of students. The custodians provide these services through regular sweeping, mopping, dusting, and scrubbing. They use larger cleaning equipment that requires additional storage space. Short term storage of desks, chairs, and tables is needed while they await repair or long-term storage. Minor repair of equipment occurs in a larger custodial area.

3.2.2 COMPONENT SPACES

Description	# Areas	# Staff	# Students	Sq. Ft.	Sq. Ft. Total
Can Wash Area	1	0	0	20	20
Custodial Closets (Lrg)	1	1	0	400	400
Custodial Closets (Sml)	2	1	0	50	100
Mechanical/Elec Room	3	0	0	400	1,200
Laundry	1	0	0	50	50
Total					1,770

3.2.3 COMPONENT RELATIONSHIPS

The large custodial closet needs to be central in the school to enable an efficient cleaning schedule. It should be located adjacent to the commons/multi-purpose room and kitchen and still have easy access from the outside loading dock for deliveries. The laundry equipment should be in the large custodial closet. The can wash closet should be outside and near the loading dock and kitchen back entrance. The smaller custodial closets should be distributed around the school to minimize the time custodians need to access equipment and supplies. The mechanical room/electrical rooms need to be placed for easy service.



This diagram is for illustration purposes only and is not to scale. Additional interpretation will be made by the design architect.

3.2.4 SPACE ATTRIBUTES

Can Wash	
Utilities	
Plumbing	Spigots for hoses to wash garbage cans at loading area; floor drain by can wash and dumpster area
HVAC	Heating
Electrical	Refer to general considerations
Lighting	LED surface
Technology	None
Surfaces	
Ceiling	Hard surface
Walls	Hard surface
Flooring	Hard surface
Windows and Doors	
Windows	None
Doors	No window in door
Storage	Hose storage rack
Furniture & Equipment	None
Other	None
Custodial Closets	
Utilities	
Plumbing	Floor mop sink in custodial closets; large custodial closet has plumbing for washer and plumbing for gas if gas dryer is used; floor drain
HVAC	Heating and cooling
Electrical	Electrical outlets in closets; special electrical for dryer unless gas is used
Lighting	Bench lighting in large closet
Technology	Phone and data in large custodial closet
Surfaces	
Ceiling	Hard surface
Walls	Hard surface
Flooring	Hard surface
Windows and Doors	
Windows	None
Doors	No windows in doors
Storage	Sufficient adjustable shelving to store custodial supplies and small tools; locking wall cabinet; Consider wall cabinets above washer and dryer; modular bases under washer and dryer if possible
Furniture & Equipment	Wall-mounted cleaning products dispenser; work bench in large closet; commercial washer and dryer
Other	None

Laundry Area	
Utilities	
Plumbing	Plumbing for washer; plumbing for gas (if gas dryer)
HVAC	Extra ventilation required
Electrical	Electrical for washer; special electrical for dryer
Lighting	LED recessed
Technology	Telephone
Surfaces	
Ceiling	Hard surface
Walls	Washable surface
Flooring	Non-slip floor covering
Windows and Doors	
Windows	None
Doors	Large door to accommodate laundry carts
Storage	Cabinets, cupboards, and shelving for cleaning supplies, soaps, bleaches, etc.
Furniture & Equipment	Washer, dryer, laundry carts, tables for folding clothes
Other	None
Mechanical/Electrical Room	
Utilities	
Plumbing	As required by function and code
HVAC	Heating and cooling
Electrical	As required by function and code
Lighting	As required by function
Technology	Phone and data drop in the mechanical room.
Surfaces	
Ceiling	Open structure
Walls	Drywall
Flooring	Hard surface
Windows and Doors	
Windows	No windows necessary
Doors	No openings
Storage	As required for equipment and parts
Furniture & Equipment	None
Other	None

3.3 FOOD SERVICE

3.3.1 PROGRAM FUNCTIONS

The food service department is operated as a support service to the educational program. Meals are eaten in a cafeteria/multipurpose area designed to provide some “volume” and sense of space to brighten and enhance the educational climate of the school. The kitchen is a warming kitchen only. Food will be held and reheated for both breakfast and lunch. There will be approximately 350 students served for lunch in a staggered lunch period and approximately 170 students for breakfast. Another 110 students will eat in the cafeteria with sack lunches from home.

3.3.2 COMPONENT SPACES

Description	# Areas	# Staff	# Students	Sq. Ft.	Sq. Ft. Total
Cafeteria/Multipurpose	1	2-4	232	2,784	2,784
Cooler	1	1	0	100	100
Dry storage	1	1	0	100	100
Freezer	1	1	0	100	100
Kitchen - Cook & Warm	1	3	1-3	600	600
Office - Food Service	1	1	0	100	100
Restroom	1	1	0	35	35
Scullery	1	1-2	0	100	100
Storage - Table/Chair	1	0	0	438	438
Total					4,357

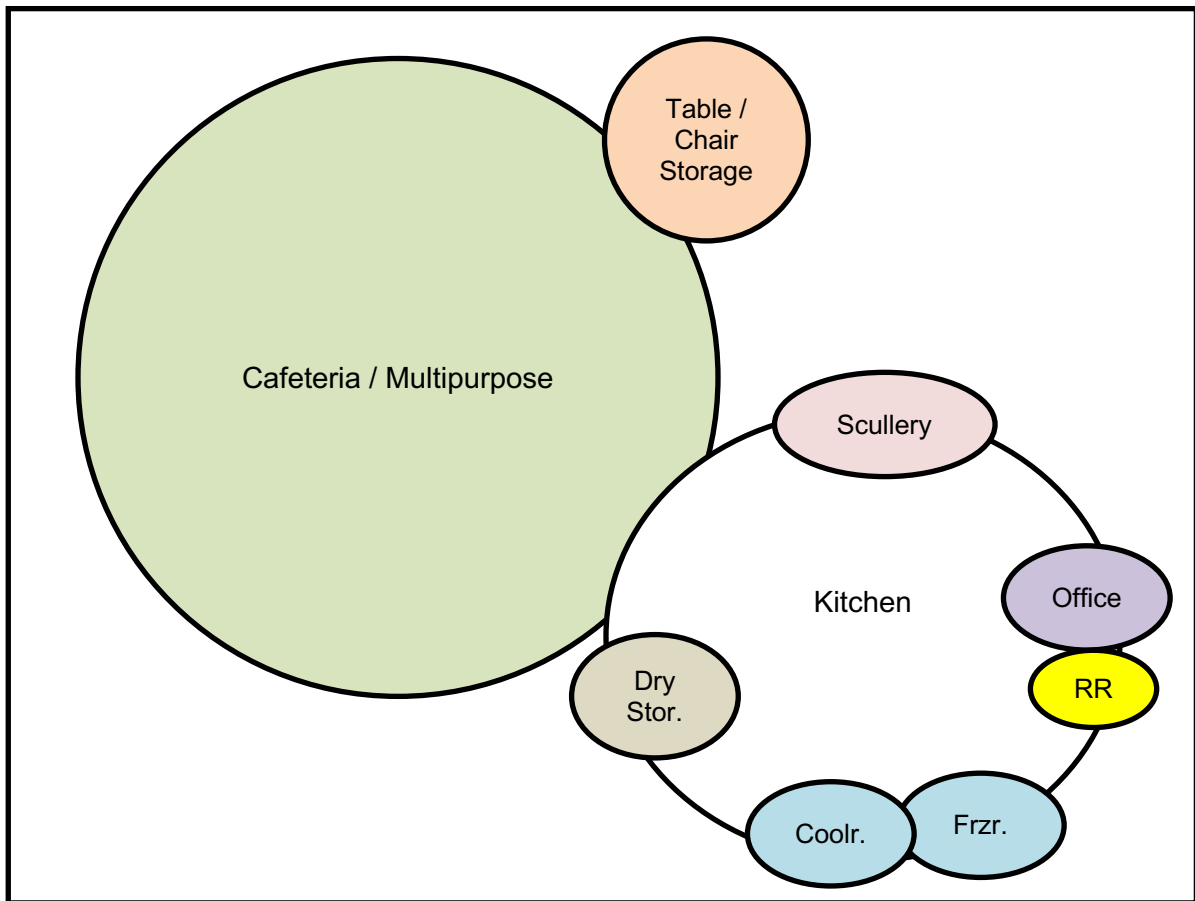
3.3.3 COMPONENT RELATIONSHIPS

The kitchen and cafeteria/multipurpose room should be in the main core area of the school. The office, restroom, freezer, and dry storage room need to be adjacent to the kitchen and close to a loading area. The cafeteria/multipurpose room and kitchen areas need to be adjacent to each other in order to provide efficient security and supervision during non-school hours. The cafeteria and kitchen should be isolated from the classrooms to prevent unnecessary noise distractions. The food preparation and dishwashing/scullery areas need to be separated, but adjacent. The design of this space should prevent potentially unsafe collisions between serving personnel, cooking personnel, and dishwashing personnel. This is especially important with hot foods and equipment. The design of the cafeteria should allow for the smooth flow of numerous students in the lunch lines.

The food service program current sends all laundry to the high school and will share laundry equipment in the nearby custodial area if needed. The kitchen should be near a main service entrance of the school to easily accommodate food deliveries. One or more dumpsters should be placed near this area. Additional containers should be added for

recycling. A can washing station should be near the dumpsters. There should be a floor drain in the can wash and loading area.

The cooling and heating system for the kitchen should be able to manage different temperatures in this space than the adjoining spaces such as the cafeteria. The kitchen can generate significant heat and may need to be cooled more aggressively than the adjoining areas.



Note: This diagram is for illustration purposes only and is not to scale. Additional interpretation will be made by the design architect.

3.3.4 SPACE ATTRIBUTES

Cafeteria/Multipurpose	
Utilities	
Plumbing	Bubbler with water bottle filler (recessed into wall with no protruding fixture)
HVAC	Quiet HVAC air distribution system (fabric ducts where appropriate)
Electrical	Electrical for one point of sale station and three food carts (milk, vegetables and fruit); electric for drop-down screen, projector(s) and/or LCD screens; sound system
Lighting	LED recessed in suspended ceiling or surface mount
Technology	Sound amplification system; LCD or projected displays to show lunch menus and/or announcements
Surfaces	
Ceiling	Designed for a high degree of acoustical dampening
Walls	Designed for a high degree of acoustical dampening; padded behind baskets; climbing wall (if desired), whiteboard w/o tray; basketball hoops
Flooring	Hard surface; appropriate for athletic activity, cleanable, lines for PE sports (e.g. basketball, pickleball, etc.) as defined by district
Windows and Doors	
Windows	Designed for maximize natural light and minimize direct solar gain and glare. High windows (if possible); darkening shades
Doors	Double doors on all main entrance locations (removable mullion); double doors to outside fields
Storage	None
Furniture & Equipment	Twenty (20) 12-top table and chair combos (not wall mounted); POS equipment; 4' magnetic whiteboard with cork strip (whiteboard should be flush mount and not have protruding chalk tray)
Other	No sharp edges or protrusions into play area
Cooler	
Utilities	
Plumbing	As required by manufacturer
HVAC	As provided by manufacturer
Electrical	As required by manufacturer
Lighting	As provided by manufacturer
Technology	Temperature alarm
Surfaces	

Ceiling	Part of pre-manufactured unit
Walls	Part of pre-manufactured unit
Flooring	Non-slip flooring
Windows and Doors	
Windows	NA
Doors	Emergency exit hardware; the doors to the cooler from dock should be large enough for a pallet;
Storage	Adjustable metal shelves
Furniture & Equipment	None
Other	None
Dry Storage	
Utilities	
Plumbing	None
HVAC	Heated and cooled
Electrical	Refer to general considerations
Lighting	LED recessed or LED surface
Technology	None
Surfaces	
Ceiling	Suspended acoustical or hard surface
Walls	Drywall
Flooring	Non-slip hard surface
Windows and Doors	
Windows	None
Doors	Large door for loading dry goods
Storage	Rolling metal adjustable shelving units
Furniture & Equipment	None
Other	None
Freezer	
Utilities	
Plumbing	As required by manufacturer
HVAC	As provided by manufacturer
Electrical	As required by manufacturer
Lighting	As provided by manufacturer
Technology	Temperature alarm
Surfaces	
Ceiling	Integral to pre-engineered unit
Walls	Integral to pre-engineered unit
Flooring	Non-slip flooring
Windows and Doors	
Windows	None
Doors	Emergency exit hardware
Storage	Adjustable metal shelves
Furniture & Equipment	None

Other	None
Kitchen Cooking & Warming	
Utilities	
Plumbing	Two deep sinks and one hand washing sink in prep area; disposals in both prep area sinks
HVAC	Ample ventilation for entire kitchen, ability to cool and heat specific to temperatures in this space
Electrical	Special electrical for ovens, etc. (see Appendix C for equipment list); ample electrical outlets for small appliances; electrical for disposal
Lighting	Task lighting at work areas
Technology	None
Surfaces	
Ceiling	Washable surface
Walls	Washable surfaces
Flooring	Non-slip flooring
Windows and Doors	
Windows	High windows
Doors	Double doors leading to delivery area; roll-down door for access to serving line, window in door to dock
Storage	Stainless steel cabinet equipment for pots and pan storage
Furniture & Equipment	Recycling bins; can smasher, small compactor (See Appendix C for kitchen and bakery equipment list.)
Other	None
Office	
Utilities	
Plumbing	None
HVAC	See general considerations
Electrical	Electrical near desk
Lighting	LED recessed in suspended ceiling
Technology	Data near desk
Surfaces	
Ceiling	See general considerations
Walls	Drywall
Flooring	Hard surface
Windows and Doors	
Windows	Window with operable blind to kitchen
Doors	No special requirements
Storage	None
Furniture & Equipment	Modular desk system, chairs, coat hooks
Other	None

Restroom	
Utilities	
Plumbing	Sink; toilet
HVAC	Ventilation fan
Electrical	Some electrical
Lighting	LED recessed in suspended ceiling or LED surface
Technology	None
Surfaces	
Ceiling	Refer to general considerations
Walls	Drywall
Flooring	Hard surface
Windows and Doors	
Windows	None
Doors	No window in door
Storage	Five (5) lockers
Furniture & Equipment	Shelf on wall behind toilet
Other	None
Scullery	
Utilities	
Plumbing	Plumbing for sink, disposal, hot and cold water, floor drain
HVAC	Additional ventilation
Electrical	Special electrical anticipated for dish washer and disposal
Lighting	LED recessed
Technology	Refer to general considerations
Surfaces	
Ceiling	Washable surface
Walls	Washable surface
Flooring	Non-slip flooring
Windows and Doors	
Windows	None
Doors	None
Storage	Integral to stainless steel fabrication by kitchen designer
Furniture & Equipment	Dishwashing equipment, sink, disposal
Other	None

Storage – Table/Chair	
Utilities	
Plumbing	None
HVAC	Heating and cooling
Electrical	None
Lighting	LED recessed in suspended ceiling or LED surface
Technology	None
Surfaces	
Ceiling	Can be open to structure
Walls	Wall surface able to withstand bumping and scraping from moving equipment
Flooring	Hard surface
Windows and Doors	
Windows	None
Doors	Oversized doors
Storage	None
Furniture & Equipment	Twenty (20) 12-top table and chair combos
Other	None

3.4 KINDERGARTEN

3.4.1 PROGRAM FUNCTION

The kindergarten program fosters growth in cognitive, affective, social, and physical skills for five-year old children. The program helps young students develop and maintain language acquisition, concept development, emotional growth, and perception.

Students in this program use varied activities and are sometimes noisier than a regular classroom. These activities often include individual instruction, tutoring, and small group instruction. Students often learn by playing with large manipulative learning materials and participate in movement activities and interest centers. These may include painting, pasting, and cutting. Other activities include the use of sensory tables, rhythm instruments, dance, and group reading circles.

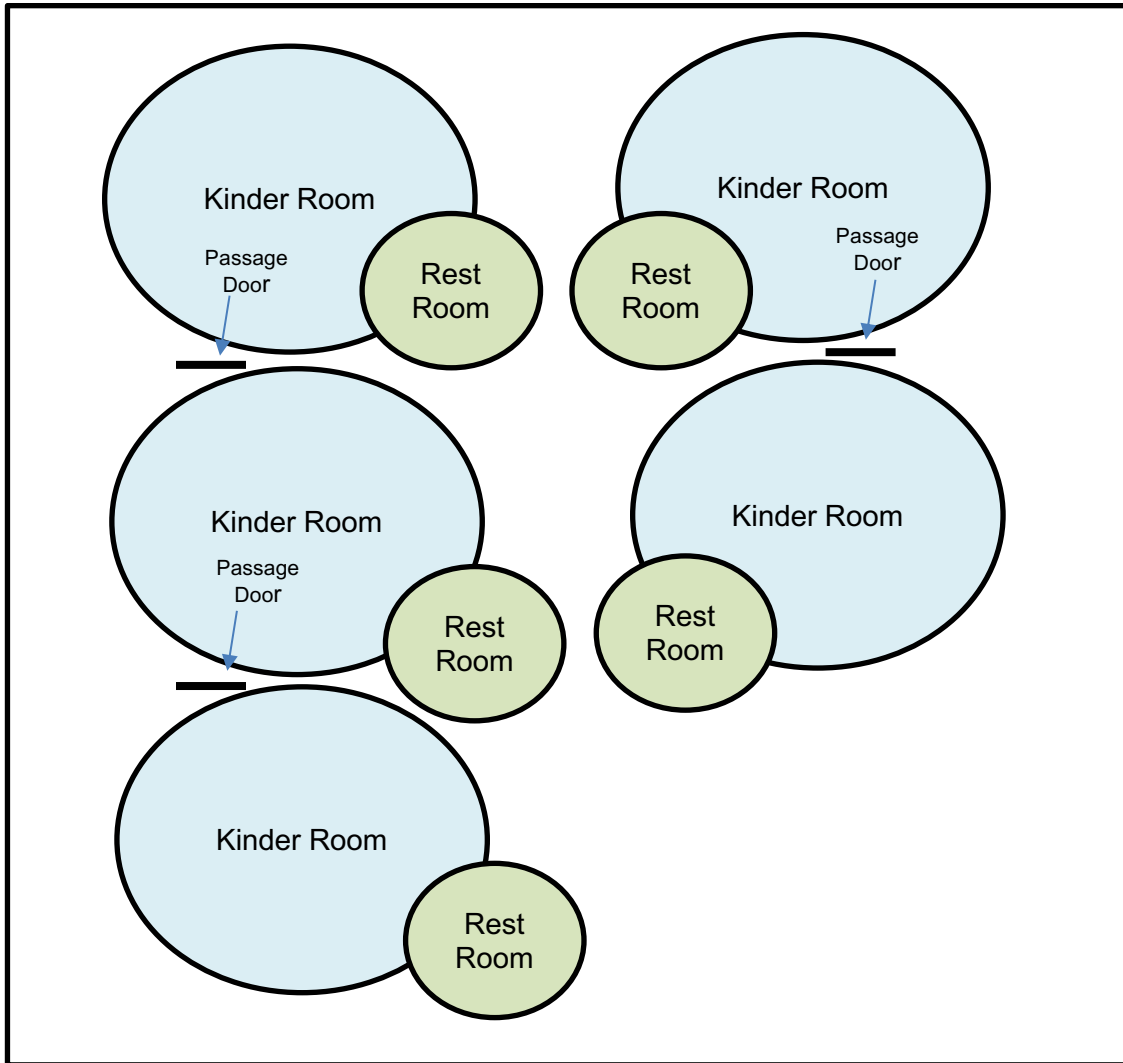
3.4.2 COMPONENT SPACES

Description	# Areas	# Staff	# Students	Sq. Ft.	Sq. Ft. Total
Kindergarten Classroom	7	1-2	18	950	6,650
Restroom	4	0	1	40	160
Total					6,810

3.4.3 COMPONENT RELATIONSHIPS

The kindergarten rooms should be near each other, perhaps in a common “suite” of rooms. The kindergarten classrooms should be near an outside play area, specifically for early childhood use.

Each classroom should have an adjacent restroom accessible only from the classroom. Restrooms can be shared between classrooms. There is considerable interaction between the kindergarten rooms and a need for easy circulation between the rooms.



Note: This diagram is for illustration purposes only and is not to scale. Additional interpretation will be made by the design architect.

3.4.4 SPACE ATTRIBUTES

Kindergarten	
Utilities	
Plumbing	See general considerations; sink at appropriate height
HVAC	See general considerations
Electrical	See general considerations
Lighting	See general considerations
Technology	See general considerations
Surfaces	
Ceiling	See general considerations
Walls	See general considerations
Flooring	See general considerations; larger hard surface adjacent to sink
Windows and Doors	
Windows	See general considerations
Doors	See general considerations
Storage	See general considerations
Furniture & Equipment	See general considerations; sensory tables
Other	
Restroom	
Utilities	
Plumbing	Sink, toilet (both sized for small children)
HVAC	Heating and cooling; vent fan on 10-minute timer
Electrical	None
Lighting	LED recessed in suspended ceiling or LED surface
Technology	None
Surfaces	
Ceiling	Suspended acoustical or hard surface
Walls	Hard surface; washable
Flooring	Hard surface
Windows and Doors	
Windows	None
Doors	No window; no locking hardware
Storage	None
Furniture & Equipment	Toilet; sink
Other	None

3.5 LIBRARY

3.5.1 PROGRAM FUNCTIONS

The library serves as a center for culture, literacy and lifetime learning. It provides access to information that advances a free and open information society. Students are provided the opportunity to acquire basic information through a collection of books, periodicals, and other print media and technology. A variety of instructional activities occur in this space. Accordingly, there needs to be flexibility in the use of the space for quiet individual study and research, computer research, and a classroom-like space to work independently under the supervision of the classroom teacher. The library will also be used by the community as a meeting space.

3.5.2 COMPONENT SPACES

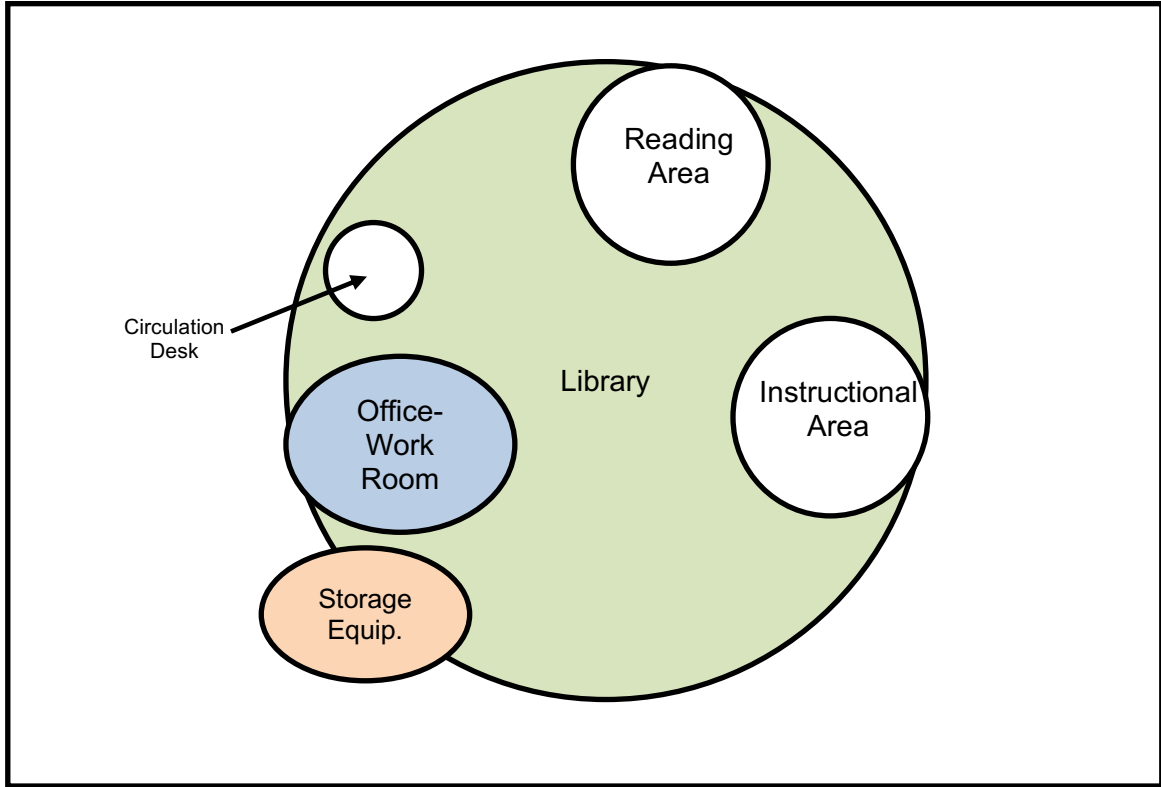
Description	# Areas	# Staff	# Students	Sq. Ft.	Sq. Ft. Total
Library	1	1-5	1-20	2,000	2,000
Office/Work Room	1	1	0	250	250
Storage	1	0	0	200	200
Total					2,450

3.5.3 COMPONENT RELATIONSHIPS

The library needs to have four main areas: (1) a general circulation area near the entrance that houses the circulation desk, circulation computer stations, and some reference materials, (2) the main book shelving area (approximately 8,000 volumes), (3) a quiet reading area with comfortable furniture, and (4) an instructional area with equipment that can be used for the instruction of an entire classroom and special presentations by visiting presenters.

The library center should have reasonable access from the academic classrooms. The library center office/workroom and storage room should be near the circulation desk. The librarian's office/workroom should be adjacent to the main library area and allow good visual supervision of the library through the use of interior windows. Book stacks should be oriented for good visual supervision from the circulation desk. Good sight lines are needed from the circulation desk to student computers and work areas. The library should be positioned in the building to minimize "through traffic" to other instructional spaces.

The Office/Work Room can be a separate room with door and windows allowing line of sight into the library space, or it can be a dedicated space separated by counters or half-walls placed on the edge or even in the middle of the larger library space.



Note: This diagram is for illustration purposes only and is not to scale. Additional interpretation will be made by the design architect.

3.5.4 SPACE ATTRIBUTES

Library	
Utilities	
Plumbing	Bubbler
HVAC	Heating & cooling with individual room temperature control; quiet air handling system
Electrical	Outlets throughout for students to charge devices and laptops; extra electrical at circulation desk; electrical for short-throw projector; power for lighted display cases, electrical outlet for wireless access point(s)
Lighting	Indirect LED pendant lighting; lighting for display areas
Technology	Two data ports at circulation desk; phone at circulation desk; data for short-throw projector in instructional area; wireless access point(s) covering entire space
Surfaces	
Ceiling	Preferred height of 12'-14'
Walls	Book drop from hallway; extensive use of tackable wall covering
Flooring	Carpet
Windows and Doors	
Windows	Windows for natural light but designed to minimize direct solar gain and glare; interior windows with blinds between office/workroom and library
Doors	Double door entrance and exit; removable mullion
Storage	Shelving for book collection of approximately 8,000 volumes (height appropriate for supervision); high perimeter shelving, low mobile shelving in center area, small shelf space for periodicals; storage for media behind the circulation desk; shelving underneath the counters of the desk
Furniture & Equipment	Short-throw projector; adjustable book shelves; tables; chairs; carrels, couches, ottomans; document camera, maps, display cases; (consider aquariums, terrariums, or other equipment to foster a learning-centered environment); perimeter stack; short movable stacks
Other	Hallway displays (lighted); special acoustical treatment necessary to accommodate multiple group conversations

Office/Workroom	
Utilities	
Plumbing	Sink with hot and cold water
HVAC	Additional ventilation in work room
Electrical	Additional outlets near desk top and above counter
Lighting	Task lighting over counter
Technology	Data near desk top; one data drop over counter
Surfaces	
Ceiling	See general considerations
Walls	Tackable; white board
Flooring	Carpet with hard surface near sink
Windows and Doors	
Windows	Interior window from workroom to learning commons with blinds (if separate room)
Doors	See general considerations
Storage	Counter with base cabinets, flat file storage in base cabinets for posters, charts, large flat media; wall cabinets
Furniture & Equipment	Modular desk, table, chairs; small copier, laminating equipment, binding equipment, etc.; some casework needs to be locking/secure
Other	None
Storage	
Utilities	
Plumbing	None
HVAC	Heating and cooling
Electrical	Electrical outlets for recharging equipment (including computer carts)
Lighting	LED recessed in suspended ceiling or LED surface
Technology	None
Surfaces	
Ceiling	See general considerations
Walls	Drywall
Flooring	Hard surface
Windows and Doors	
Windows	None
Doors	Oversized; locking door; no window
Storage	Large and small equipment storage areas; adjustable wall shelves; large floor space near power outlets for computer carts carrying mobile computer labs
Furniture & Equipment	None
Other	None

3.6 MUSIC

3.6.1 GENERAL PROGRAM GOAL AND OBJECTIVES STATEMENT

The music program helps students demonstrate and understand basic musical concepts through access to music resources and instruction through vocal and basic instruments. Students also receive instruction in the history, value, and appreciation of music in our culture. Through this program, students become more confident in their musical abilities and can demonstrate their musical knowledge and ability through required music productions. Music students develop self-discipline and experience the satisfaction of success. Music activities are primarily large group instruction.

Grades K-5 may use the multipurpose area or the auditorium at the Middle School for gatherings and performances.

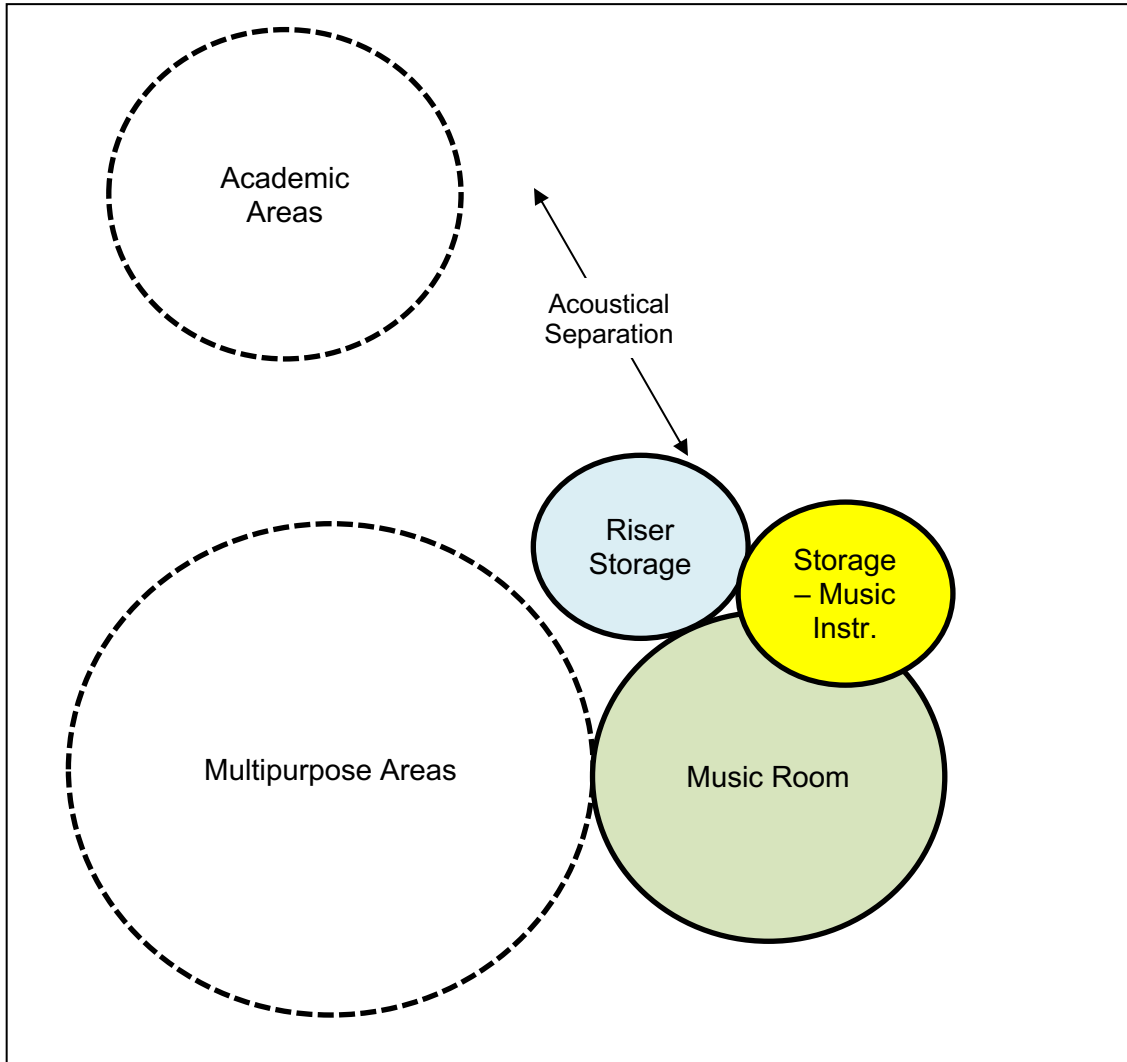
3.6.2 COMPONENT SPACES

Description	# Areas	# Staff	# Students	Sq. Ft.	Sq. Ft. Total
Music Room	1	1	20	950	950
Riser Storage	1	0	0	100	100
Storage - Instrument	1	0	0	160	160
Total					1,210

3.6.3 COMPONENT RELATIONSHIPS

The music classroom should be located away from quieter academic areas and have adequate acoustical separation from other adjacent spaces. The riser storage and musical instrument storage should be adjacent to, or incorporated in to, the music room.

If desired, the music room may be located adjacent to the multipurpose room and, with the inclusion of a movable wall, be utilized as the stage for performances. Alternatively, a portable stage may be utilized in the multipurpose room for performances.



Note: This diagram is for illustration purposes only and is not to scale. Additional interpretation will be made by the design architect.

3.6.4 SPACE ATTRIBUTES

Music Room	
Utilities	
Plumbing	Deep sink with swivel faucet and bubbler
HVAC	See general considerations
Electrical	See general considerations
Lighting	See general considerations plus spot lighting on music/stage for stage performances
Technology	See general considerations plus sound system with wireless microphones in instructional area
Surfaces	
Ceiling	Acoustically treated; higher ceiling
Walls	Walls should be selected to match acoustical needs
Flooring	Floor should be selected to match acoustical needs
Windows and Doors	
Windows	High windows (operable if possible)
Doors	Oversized doors (prefer no mullion)
Storage	See general considerations
Furniture & Equipment	Risers that can seat 30 students on risers for class and performances, 30 music stands, 30 chairs, file cabinet for sheet music
Other	Entire space should be acoustically treated
Storage – Music Instruments	
Utilities	
Plumbing	None
HVAC	Heated and cooled
Electrical	Refer to general considerations
Lighting	LED recessed or LED surface
Technology	None
Surfaces	
Ceiling	Suspended acoustical or hard surface
Walls	Drywall
Flooring	Hard surface
Windows and Doors	
Windows	None
Doors	No window in door
Storage	Adjustable shelving for music instrument storage
Furniture & Equipment	None
Other	None

Storage – Riser	
Utilities	
Plumbing	None
HVAC	Heated and cooled
Electrical	Refer to general considerations
Lighting	LED recessed or LED surface
Technology	None
Surfaces	
Ceiling	Suspended acoustical or hard surface
Walls	Drywall
Flooring	Hard surface
Windows and Doors	
Windows	None
Doors	No window in door
Storage	None
Furniture & Equipment	None
Other	None

3.7 PHYSICAL EDUCATION

3.7.1 PROGRAM FUNCTIONS

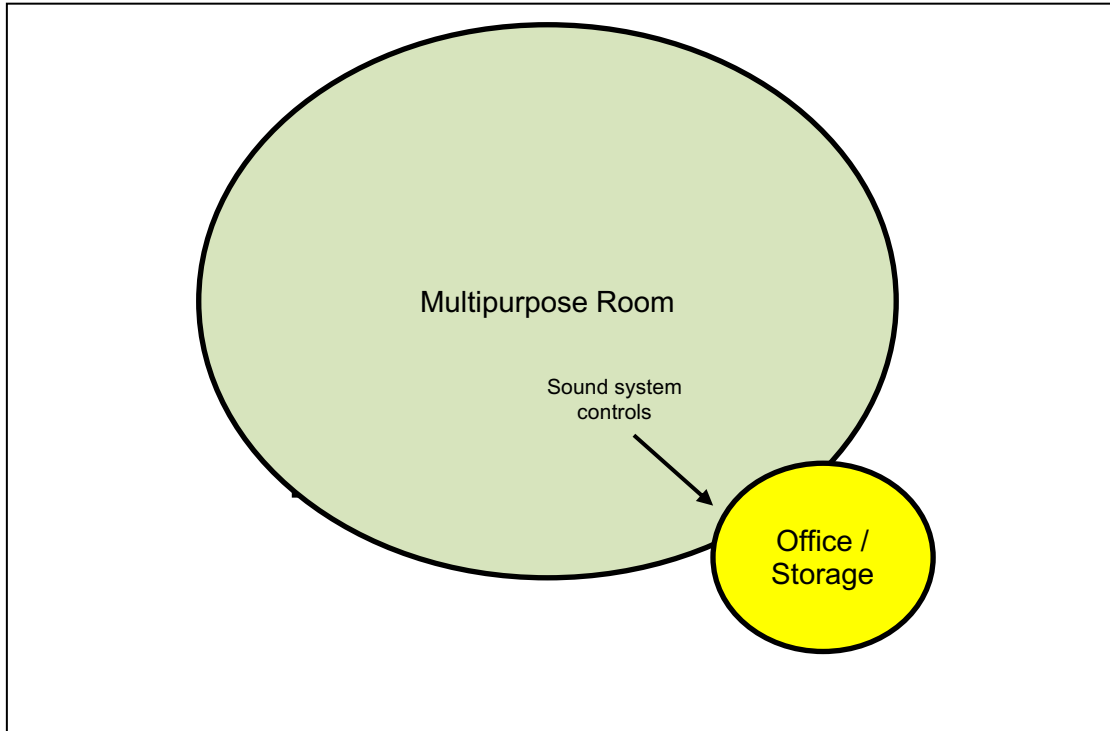
The physical education program enables students to learn skills necessary to perform a variety of physical activities and participate regularly in physical activity. All students shall gain an appreciation for a healthy, active lifestyle and know the implication of and benefits from involvement in physical activities. Activities include both indoor and outdoor activities that include basic movement awareness activities, fitness activities, exercises, lifetime sports, tumbling, gymnastics, aerobics, team sports, individual, and dual sports. Lecture and discussion are also included in the program.

3.7.2 COMPONENT SPACES

Description	# Areas	# Staff	# Students	Sq. Ft.	Sq. Ft. Total
Multipurpose Room	See Food Service				
Office/Storage	1	1	0	300	300
Total					300

3.7.3 COMPONENT RELATIONSHIPS

The physical education program is a major public space and should be near the other “noisy” spaces in the school (kitchen, music, etc.) It should be located near drinking fountains and public restroom facilities. The multipurpose room needs to be located near the fields and the front entrance of the building or have a separate public entrance. The physical education area should be easily secured for after school activities. The office/storage room should be adjacent to the multipurpose room or have immediate access to the multipurpose room. Circulation patterns should minimize traffic through the multipurpose room.



Note: This diagram is for illustration purposes only and is not to scale. Additional interpretation will be made by the design architect.

3.7.4 SPACE ATTRIBUTES

Office / Storage	
Utilities	
Plumbing	None
HVAC	See general considerations
Electrical	Electrical around desk area
Lighting	LED recessed in suspended ceiling or LED surface
Technology	Data drop at desk area; sound system controls in office with controls also accessed through a door from gymnasium
Surfaces	
Ceiling	Suspended acoustical or hard surface
Walls	Small whiteboard; some tackable space
Flooring	Hard surface
Windows and Doors	
Windows	Window to gym (operable blinds);
Doors	No window in door
Storage	Shelving for PE equipment
Furniture & Equipment	Modular furniture, desk, chair
Other	None

3.8 SPECIAL EDUCATION

3.8.1 PROGRAM FUNCTIONS

The special education program ensures all individuals have the opportunity to learn and attain self-fulfillment regardless of their disability. This process is often a collaborative educational effort among learners, educators, families, communities, governments, businesses, and industries. There are two major sub-program types: (1) the resource room program that addresses students with mild to moderate cognitive impairment, and (2), the life skills program that addresses students with more severe cognitive impairment, medically fragile students, or those with multiple handicaps. Physical therapy and occupational therapy (PT/OT) services often occur in the life skills instructional area. All instruction occurs individually in some programs or with group sizes of one to twelve students. Activities are quite varied in this program and are sometimes noisier than a regular classroom.

3.8.2 COMPONENT SPACES

Description	# Areas	# Staff	# Students	Sq. Ft.	Sq. Ft. Total
Life Skills Room	1	2-4	12	1,075	1,075
PT/OT	1	1	1-2	400	400
PT/OT + SPED Office	1	1-2	0	120	120
Resource Room	1	2-4	5-15	845	845
Restroom	1	0	1	80	80
Sensory Space	2	0	1	25	50
SLP	1	1-3	1-6	200	200
Total					2,770

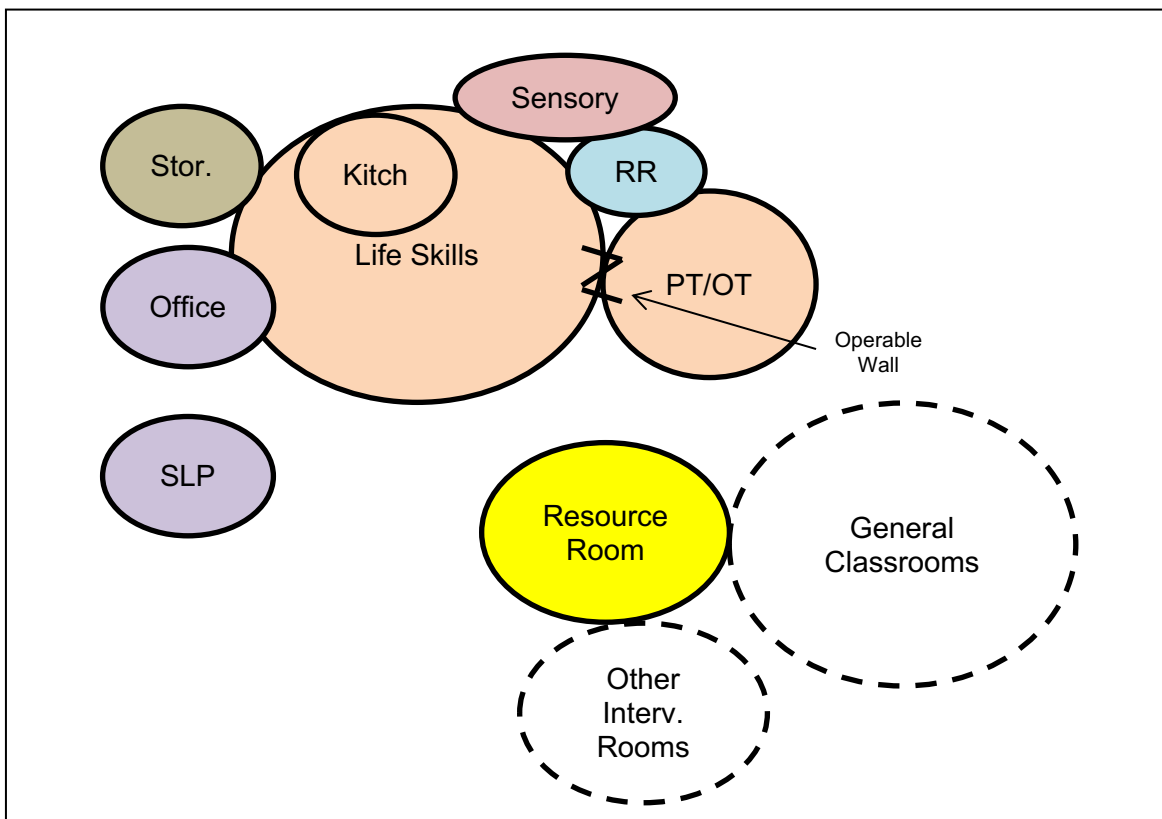
3.8.3 COMPONENT RELATIONSHIPS

The resource room should be near the general classrooms and acoustically separated from the multipurpose room, kitchen, and other noisy areas. It should have easy access to student restrooms and be grouped with the other intervention rooms. A sensory space should be included in the resource room.

The life skills room and PT/OT room should be adjacent to each other and should have an operable wall to divide the room. The PT/OT functions will occur on one "side" with the ability to be screen off from the other area with the operable wall. The PT/OT space should also have its own entrance from a hallway.

The life skills classroom should have a kitchenette at one end of the room opposite the PT/OT room. The life skills room should include a low-sensory space should be easily accessible only from within the life skills classroom. It should also have a teaching wall similar to those in the general classrooms. One restroom and the life skills storage room should be accessible only from within the life skills room.

The life skills room should be adjacent to the PT/OT and SPED office as well as the SLP office. The life skills area needs to have easy access to the handicapped bus loading area. The Resource and Title rooms should be generally grouped together with other intervention rooms.



Note: This diagram is for illustration purposes only and is not to scale. Additional interpretation will be made by the design architect.

3.8.4 SPACE ATTRIBUTES

Sensory Space	
Utilities	
Plumbing	None
HVAC	Heating and cooling
Electrical	Light switch outside room
Lighting	LED surface mount
Technology	None
Surfaces	
Ceiling	Hard ceiling
Walls	Very durable (padded)
Flooring	Soft floor
Windows and Doors	
Windows	None
Doors	None
Storage	None
Furniture & Equipment	Soft, comfortable seating for a single student
Other	None

Kitchenette in Life Skills	
Utilities	
Plumbing	Double sink; disposal, ice maker for refrigerator; dishwasher
HVAC	Vent for hood over stove/oven;
Electrical	Microwaves, full-sized refrigerator, disposal, outlets above counters; stove/oven
Lighting	Task lighting over counter for medications and feeding equipment use near sink
Technology	None
Surfaces	
Ceiling	See general considerations
Walls	Hard surface; washable
Flooring	Hard surface; no pattern; neutral color
Windows and Doors	
Windows	None needed – open to life skills room
Doors	None needed - open to life skills room
Storage	Some base and upper cabinets on kitchenette wall
Furniture & Equipment	Heavy-duty dishwasher, microwave, refrigerator with ice maker, disposal; stove with oven
Other	None

Life Skills Room	
Utilities	
Plumbing	Sink with bubbler; separate large sink with high swivel faucet; plumbing for washer; gas for dryer selected
HVAC	See general considerations; vent for dryer
Electrical	Power for charging equipment; electrical for W/D
Lighting	LED recessed in suspended ceiling; dimmable
Technology	See general considerations
Surfaces	
Ceiling	Feeding tube hooks, privacy curtain track around one area in room
Walls	Operable, acoustical wall to PT/OT area
Flooring	Combination hard flooring and carpeting (approx. one-half each); no pattern and neutral color
Windows and Doors	
Windows	Natural light if possible
Doors	Oversized for wheelchair and other equipment
Storage	Extra full-height cabinets with locks and adjustable shelving; wall cabinet above washer/dryer
Furniture & Equipment	Rocking chairs; portable Hoyer; washer and dryer
Other	None
PT/OT	
Utilities	
Plumbing	None
HVAC	See general considerations
Electrical	See general considerations
Lighting	LED recessed in suspended ceiling
Technology	Wall data drops; wireless
Surfaces	
Ceiling	Reinforced ceiling beam for swing
Walls	Operable acoustical wall between PT/OT and two of the life skills room
Flooring	Hard surface (no pattern and neutral color) with throw rugs
Windows and Doors	
Windows	See general considerations
Doors	Operable acoustical wall (See above); door to hallway
Storage	Floor to ceiling cupboards with adjustable shelving; space for filing cabinets
Furniture & Equipment	Portable hoyer; desks, chairs, tables
Other	None

PT/OT +SPED Office	
Utilities	
Plumbing	None
HVAC	See general considerations
Electrical	Additional outlets near desk top
Lighting	LED recessed in suspended ceiling
Technology	Data near desk top, telephone (at desk)
Surfaces	
Ceiling	See general considerations
Walls	Some tackable surface (tackable wall covering); acoustical treatment of common walls
Flooring	Hard surface
Windows and Doors	
Windows	Exterior windows if possible; window with blinds into life skills room
Doors	See general considerations
Storage	Addressed through FF&E
Furniture & Equipment	Desk, table, chairs, storage units; whiteboard
Other	None

Resource Room	
Utilities	
Plumbing	See general considerations
HVAC	See general considerations
Electrical	See general considerations
Lighting	See general considerations
Technology	See general considerations; data in acoustical divider panels
Surfaces	
Ceiling	See general considerations
Walls	See general considerations
Flooring	See general considerations
Windows and Doors	
Windows	See general considerations
Doors	See general considerations
Storage	See general considerations
Furniture & Equipment	Mobile acoustical divider panels to accommodate different teaching areas; tables for up to six students per teacher
Other	None

Restroom in Life Skills Room	
Utilities	
Plumbing	Toilets and sinks; hand-held shower
HVAC	Ventilation fan with timer
Electrical	Electrical for changing table if not hydraulic
Lighting	LED recessed in suspended ceiling or LED surface
Technology	Call button placed high on wall for staff usage
Surfaces	
Ceiling	Privacy curtain track
Walls	Durable, washable surface; changing table attached to wall
Flooring	Hard surface
Windows and Doors	
Windows	None
Doors	No window in door
Storage	Locking storage cabinet near changing table; storage for clothing
Furniture & Equipment	Electric or hydraulic changing tables
Other	Large space around toilet for adult assistance
SLP Room	
Utilities	
Plumbing	See general considerations
HVAC	See general considerations
Electrical	See general considerations; interactive LCD to be determined
Lighting	LED recessed in suspended ceiling
Technology	Refer to general considerations; interactive LCD and ceiling box to be determined
Surfaces	
Ceiling	See general considerations
Walls	See general considerations
Flooring	See general considerations
Windows and Doors	
Windows	Natural light if possible
Doors	See general considerations
Storage	Two tall cabinets with adjustable shelves
Furniture & Equipment	Table, chairs, two 4-drawer file cabinets
Other	None

3.9 STAFF ROOMS

3.9.1 PROGRAM FUNCTIONS

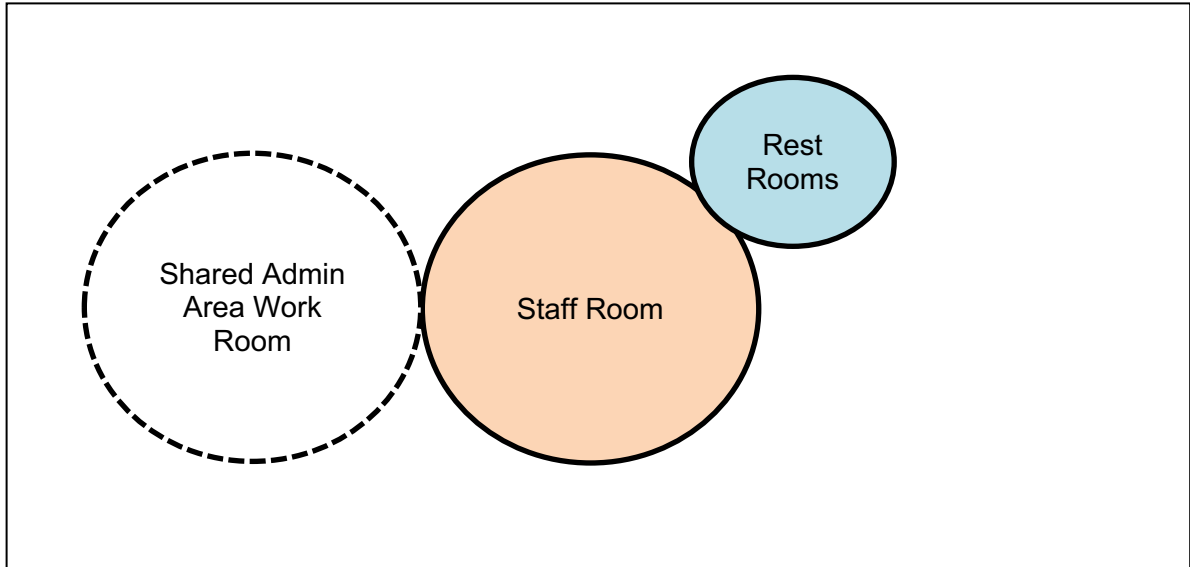
The staff room, although not an educational program, does provide space for important staff support functions in the school. This room provides space for teachers to meet with other teachers and professionals. In addition, it provides space for teachers to prepare instructional materials, send and receive mail, and relax during scheduled breaks. Written announcements, job postings, and required personnel flyers are often displayed on bulletin boards in the staff room.

3.9.2 COMPONENT SPACES

Description	# Areas	# Staff	# Students	Sq. Ft.	Sq. Ft. Total
Restroom - Staff	6	1	0	70	420
Teacher/Para Staff Room	1	30	0	600	600
Total					1,020

3.9.3 COMPONENT RELATIONSHIPS

The teacher and para-pro staff room should be adjacent the administrative area in order to access the shared workroom. The staff restrooms should have a small entry vestibule to ensure acoustical privacy in the restrooms.



Note: This diagram is for illustration purposes only and is not to scale. Additional interpretation will be made by the design architect.

3.9.4 SPACE ATTRIBUTES

Restroom - Staff	
Utilities	
Plumbing	Sink, toilet
HVAC	Ventilation fan with timer
Electrical	Wall duplexes
Lighting	LED recessed in suspended ceiling or LED surface
Technology	None
Surfaces	
Ceiling	See general considerations
Walls	Washable wall surface, mirror
Flooring	Hard surface
Windows and Doors	
Windows	None
Doors	See general considerations
Storage	Shelf over toilet for placement of personal items while using restroom; wall mounted storage cabinet in restroom
Furniture & Equipment	Mirror
Other	Vestibule in restroom entrance
Teacher/Para Staff Room	
Utilities	
Plumbing	Sink; disposal, ice maker for refrigerator; dishwasher
HVAC	See general considerations
Electrical	Electrical for microwave, refrigerator, disposal; outlets above counters; wall duplexes
Lighting	LED recessed in suspended ceiling
Technology	Some data ports in perimeter wall; wireless access
Surfaces	
Ceiling	See general considerations
Walls	Hard surface; whiteboard, tackable spaces
Flooring	See general considerations
Windows and Doors	
Windows	Natural light desired, screened from outside visibility
Doors	See general considerations
Storage	Some base and upper cabinets in kitchen area
Furniture & Equipment	Comfortable chairs and table, microwave ovens, full-sized refrigerator, dishwasher disposal (All district or project FFE provided); rear-feed mail boxes from office work room
Other	None

3.10 TECHNOLOGY

3.10.1 GENERAL PROGRAM GOAL AND OBJECTIVES STATEMENT

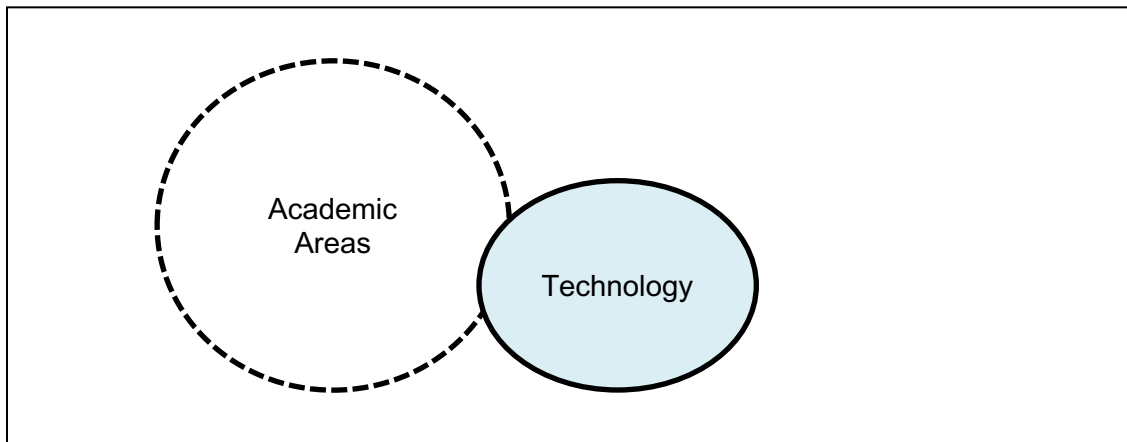
The technology program introduces and utilizes technology tools such as chromebooks and web-based software programs to augment and offer practice at core subjects. In addition, students are able to utilize the technology to explore online resources and create digital artifacts. While the use of technology is largely digital in nature, some printing does occur in these classes.

3.10.2 COMPONENT SPACES

Description	# Areas	# Staff	# Students	Sq. Ft.	Sq. Ft. Total
Technology	1	1	20	870	870
Total					870

3.10.3 COMPONENT RELATIONSHIPS

The technology classroom should be near the other academic classrooms. It should be away from the noisier spaces and centrally located for ease of student transitions to and from this classroom. It is assumed that a standard classroom will be utilized for the technology room, with no special adaptations.



Note: This diagram is for illustration purposes only and is not to scale. Additional interpretation will be made by the design architect.

3.10.4 SPACE ATTRIBUTES

Technology Room	SEE GENERAL CONSIDERATIONS
Utilities	
Plumbing	
HVAC	
Electrical	
Lighting	
Technology	
Surfaces	
Ceiling	
Walls	
Flooring	
Windows and Doors	
Windows	
Doors	
Storage	
Furniture & Equipment	
Other	

3.11 TITLE / INTERVENTIONS

3.11.1 GENERAL PROGRAM GOAL AND OBJECTIVES STATEMENT

The goal of the title and intervention programs is to support core subject instruction with smaller group skill review and remediation. In addition to math and reading intervention programs, students also have support through the HOSTS (1:1 reading program) and English language learning.

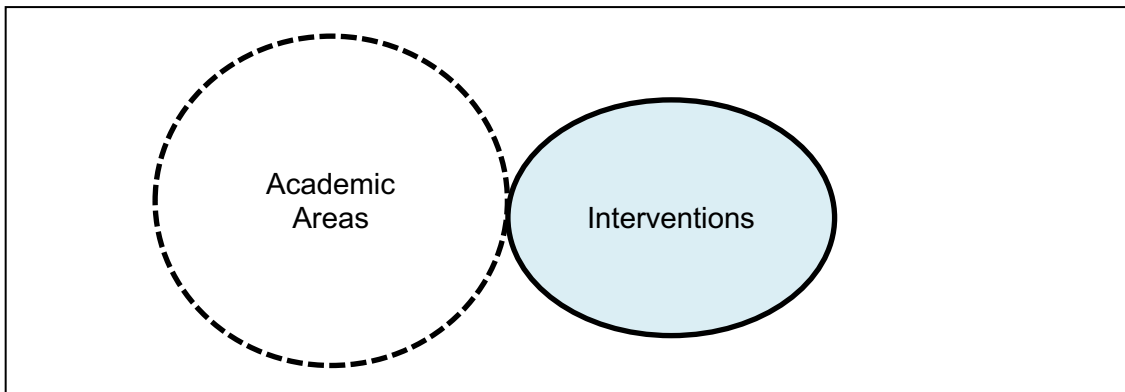
3.11.2 COMPONENT SPACES

Description	# Areas	# Staff	# Students	Sq. Ft.	Sq. Ft. Total
Math Intervention	1	1-3	1-8	435	435
Reading Intervention	1	1-4	1-25	870	870
HOSTS	1	1-5	1-5	435	435
ELL	1	1-2	1-20	870	870
Total					2,610

3.11.3 COMPONENT RELATIONSHIPS

The intervention classrooms should be centrally located for ease of student transitions to and from their home classrooms.

These classrooms are outfitted similar to general classrooms. The exceptions being that HOSTS and Math Intervention can be effective in half-classroom sized spaces. As these programs may change in the future, it is desirable for two half-classrooms to be able to conjoin into a single standard classroom.



Note: This diagram is for illustration purposes only and is not to scale. Additional interpretation will be made by the design architect.



3.11.4 SPACE ATTRIBUTES

Intervention Rooms	SEE GENERAL CONSIDERATIONS
Utilities	
Plumbing	
HVAC	
Electrical	
Lighting	
Technology	
Surfaces	
Ceiling	
Walls	
Flooring	
Windows and Doors	
Windows	
Doors	
Storage	
Furniture & Equipment	
Other	



3.12 OTHER

3.12.1 PROGRAM FUNCTIONS

The “other” rooms, although not educational programs, do provide space for important functions in the school.

3.12.2 COMPONENT SPACES

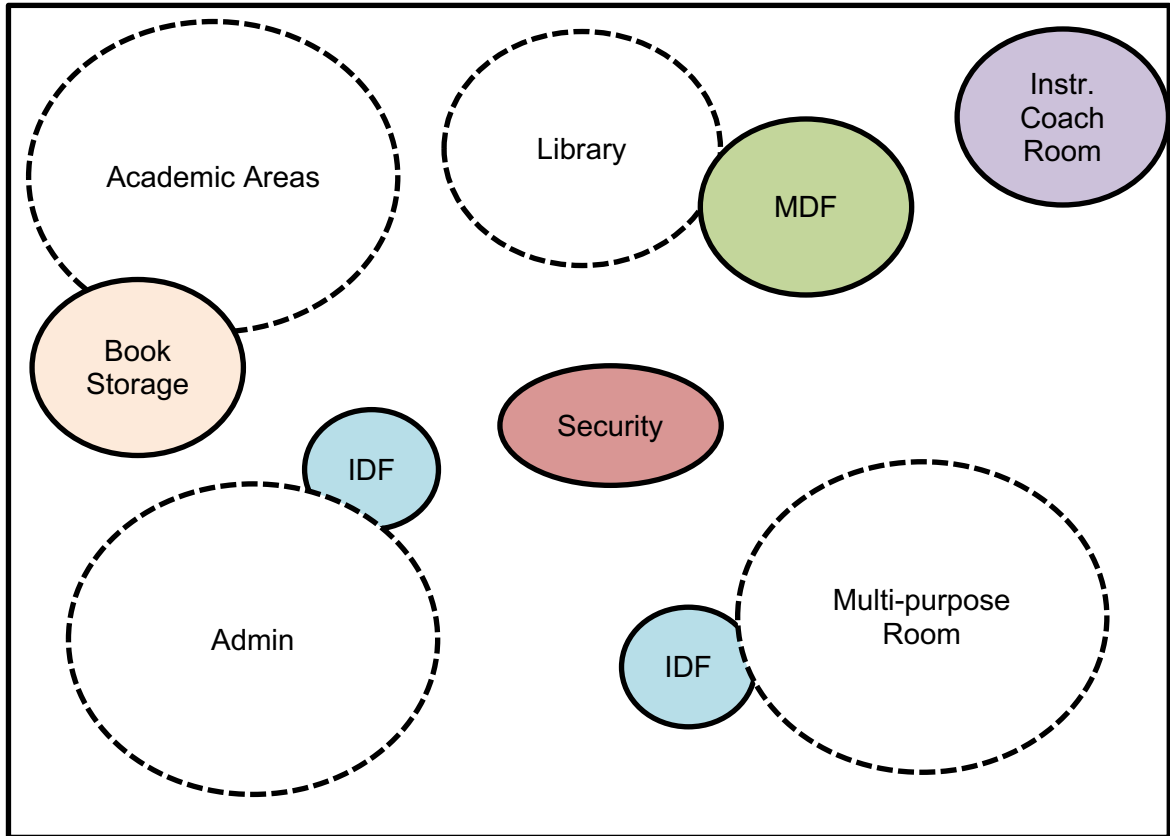
Description	# Areas	# Staff	# Students	Sq. Ft.	Sq. Ft. Total
Book Storage Room	1	0	0	150	150
IDF Room	3	0	0	25	75
MDF Room	1	1	0	100	100
Instructional Coach	1	1-15	0	435	435
Security Office	1	1	0	70	70
Total					830

3.12.3 COMPONENT RELATIONSHIPS

The book storage room should be located near the academic classrooms. The main distribution frame (MDF) room should be relatively central in the school, preferably near the library. The intermediate distribution frame (IDF) rooms should be distributed around the school as necessary to provide voice and data feeds to the classrooms.

The Instructional Coach room is used for direct instruction and coaching of groups of teachers up to fifteen (15) at a time. There is also substantial amount of curricular materials storage needed within this space. The Instructional Coach room should be away from the noisier areas.

The Security Office should be located centrally in the school, preferably adjacent to the primary hallway with a window into the hallway.



Note: This diagram is for illustration purposes only and is not to scale. Additional interpretation will be made by the design architect.

3.12.4 SPACE ATTRIBUTES

Book Storage	
Utilities	
Plumbing	None
HVAC	Heating and cooling
Electrical	Electrical outlets for charging equipment
Lighting	LED recessed in suspended ceiling or LED surface
Technology	None
Surfaces	
Ceiling	Suspended acoustical or open to structure
Walls	Hard surface
Flooring	Hard surface
Windows and Doors	
Windows	None
Doors	No window in door
Storage	Adjustable shelving; some flat file storage
Furniture & Equipment	None
Other	None
IDF/MDF Rooms	
Utilities	
Plumbing	None
HVAC	Extra ventilation/cooling
Electrical	Adequate electrical for technology equipment
Lighting	LED recessed in suspended ceiling or LED surface; task lighting at bench
Technology	Data drops in wall for phone in MDF; data at benchtop; wireless
Surfaces	
Ceiling	Suspended acoustical or open to structure
Walls	Hard surface
Flooring	Hard surface
Windows and Doors	
Windows	None
Doors	No window in doors
Storage	Adjustable shelves for storage and specialty racks
Furniture & Equipment	Equipment racks; small work bench in the MDF room
Other	None
Instructional Coach Room	See General Classroom
Utilities	
Plumbing	
HVAC	
Electrical	



Lighting	
Technology	
Surfaces	
Ceiling	
Walls	
Flooring	
Windows and Doors	
Windows	
Doors	
Storage	
Furniture & Equipment	
Other	
Security Office	
Utilities	
Plumbing	None
HVAC	See general considerations
Electrical	Electrical near desk
Lighting	LED recessed in suspended ceiling
Technology	Data near desk
Surfaces	
Ceiling	See general considerations
Walls	Drywall
Flooring	Hard surface
Windows and Doors	
Windows	Window with operable blind to hallway
Doors	Locking
Storage	Locking storage for security items
Furniture & Equipment	Modular desk system, chairs, coat hooks
Other	None



APPENDIX A

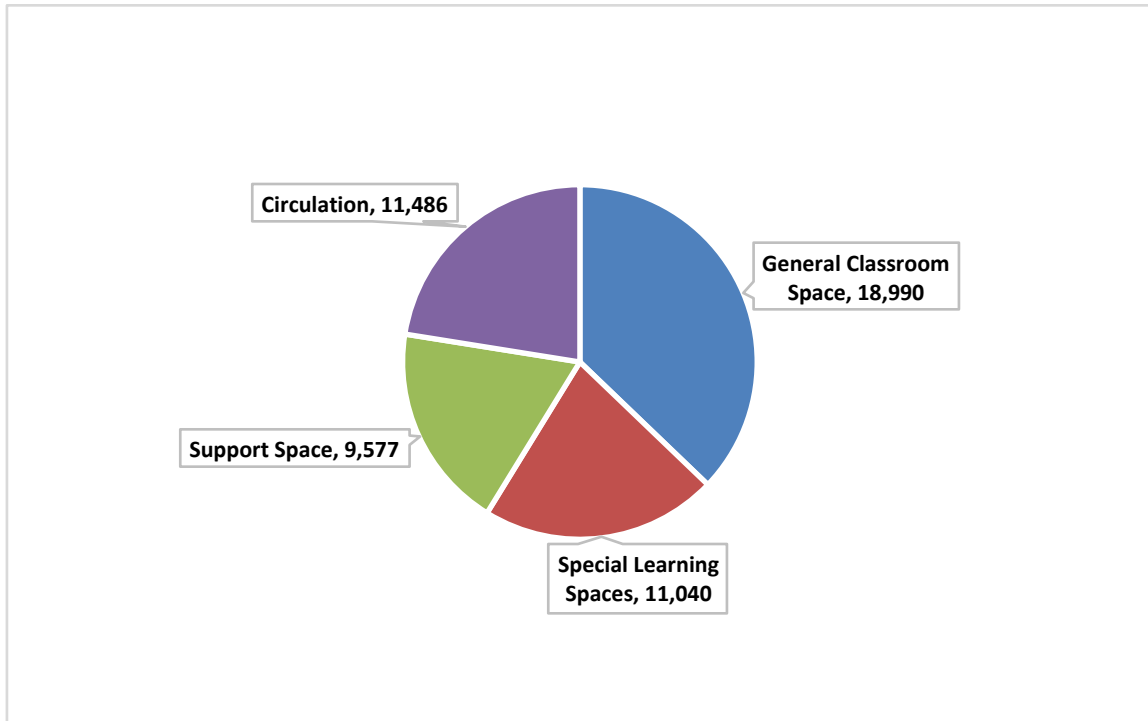
SPACE TABLES FOR KEENE-RIVERVIEW ELEMENTARY SCHOOL

	Future Space Data				
	Number Teaching Spaces	Total Number Spaces	Projected Classroom Enrollment	Total Max. Capacity	Total Sq. Feet
CLASSROOM SPACE					
Kindergarten Classrooms	7	11	18	126	6,810
Grade 1 General Classrooms	7	7	20	140	6,090
Grade 2 General Classrooms	7	7	22	154	6,090
Grade 3 General Classrooms	0	0	0	0	0
Grade 4 General Classrooms	0	0	0	0	0
Grade 5 General Classrooms	0	0	0	0	0
Other	0	0	0	0	0
Subtotal	21	25		420	18,990
SPECIAL PROGRAMS					
Technology	0	1	20	0	870
Library	0	3	20	0	2,450
Music	0	3	20	0	1,210
Physical Education	0	1	20	0	300
Special Education	1	8	12	12	2,770
Title / Interventions	0	4	15	0	2,610
Other	0	7	0	0	830
Subtotal	1	27		12	11,040
SUPPORT SPACE					
Administration and Counseling	0	14	0	0	2,430
Custodian/Maintenance	0	8	0	0	1,770
Food Service/Cafeteria	0	9	0	0	4,357
Staff Rooms	0	7	0	0	1,020
Subtotal	0	38	0		9,577
Circulation: Storage, Utilities, Hallways, Restrooms, etc. @ 29%					
					11,486
GRAND TOTALS ==>					
	22			432	51,093





Keene-Riverview Elementary School - Educational Specifications





A.1 Administration

Description	# Areas	# Staff	# Students	Sq. Ft.	Sq. Ft. Total
Clinic	1	1	1-4	200	200
Conf. Room	1	1-10	0	250	250
File-Storage Room	1	0	0	100	100
ISS	1	1	2	70	70
Lost and Fnd + Comm Clst	1	0	0	50	50
Office - AP / Itinerant	1	1	1-4	150	150
Office - Counselor	1	2	1-4	150	150
Office - Principal	1	1-4	1-4	180	180
Office - Psych / Nurse	1	1	1-3	150	150
Reception Area - Adm.	1	1-4	1-6	600	600
Restrooms	3	1	0	60	180
Work Room (Shared)	1	1-2	0	350	350
Total					2,430

A.2 Custodial-Maintenance

Description	# Areas	# Staff	# Students	Sq. Ft.	Sq. Ft. Total
Can Wash Area	1	0	0	20	20
Custodial Closets (Lrg)	1	1	0	400	400
Custodial Closets (Sml)	2	1	0	50	100
Mechanical/Elec Room	3	0	0	400	1,200
Laundry	1	0	0	50	50
Total					1,770





A.3 Food Service

Description	# Areas	# Staff	# Students	Sq. Ft.	Sq. Ft. Total
Cafeteria/Multipurpose	1	2-4	232	2,784	2,784
Cooler	1	1	0	100	100
Dry storage	1	1	0	100	100
Freezer	1	1	0	100	100
Kitchen - Cook & Warm	1	3	1-3	600	600
Office - Food Service	1	1	0	100	100
Restroom	1	1	0	35	35
Scullery	1	1-2	0	100	100
Storage - Table/Chair	1	0	0	438	438
Total					4,357

A.4 General Classroom

Description	# Areas	# Staff	# Students	Sq. Ft.	Sq. Ft. Total
General Classrooms 1	7	1	20	870	6,090
General Classrooms 2	7	1	22	870	6,090
Total					12,180

A.5 Kindergarten

Description	# Areas	# Staff	# Students	Sq. Ft.	Sq. Ft. Total
Kindergarten Classroom	7	1-2	18	950	6,650
Restroom	4	0	1	40	160
Total					6,810

A.6 Library

Description	# Areas	# Staff	# Students	Sq. Ft.	Sq. Ft. Total
Library	1	1-5	1-20	2,000	2,000
Office/Work Room	1	1	0	250	250
Storage	1	0	0	200	200
Total					2,450





A.7 Music

Description	# Areas	# Staff	# Students	Sq. Ft.	Sq. Ft. Total
Music Room	1	1	20	950	950
Riser Storage	1	0	0	100	100
Storage - Music	1	0	0	160	160
Total					1,210

A.8 Physical Education

Description	# Areas	# Staff	# Students	Sq. Ft.	Sq. Ft. Total
Multipurpose Room	See Food Service				
Office/Storage	1	1	0	300	300
Total					300

A.9 Special Education

Description	# Areas	# Staff	# Students	Sq. Ft.	Sq. Ft. Total
Life Skills Room	1	2-4	12	1,075	1,075
PT/OT	1	1	1-2	400	400
PT/OT + SPED Office	1	1-2	0	120	120
Resource Room	1	2-4	5-15	845	845
Restroom	1	0	1	80	80
Sensory Space	2	0	1	25	50
SLP	1	1-3	1-6	200	200
Total					2,770

A.10 Staff Rooms

Description	# Areas	# Staff	# Students	Sq. Ft.	Sq. Ft. Total
Restroom - Staff	6	1	0	70	420
Teacher/Para Staff Room	1	30	0	600	600
Total					1,020





Keene-Riverview Elementary School - Educational Specifications

A.11 Technology

Description	# Areas	# Staff	# Students	Sq. Ft.	Sq. Ft. Total
Technology	1	1	20	870	870
Total					870

A.12 Title / Interventions

Description	# Areas	# Staff	# Students	Sq. Ft.	Sq. Ft. Total
Math Intervention	1	1-3	1-8	435	435
Reading Intervention	1	1-4	1-25	870	870
HOSTS	1	1-5	1-5	435	435
ELL	1	1-2	1-20	870	870
Total					2,610

A.13 Other

Description	# Areas	# Staff	# Students	Sq. Ft.	Sq. Ft. Total
Book Storage Room	1	0	0	150	150
IDF Room	3	0	0	25	75
MDF Room	1	1	0	100	100
Instructional Coach	1	1-15	0	450	450
Security Office	1	1	0	70	70
Total					845





APPENDIX B

EQUIPMENT LISTS FOR KEENE-RIVERVIEW ELEMENTARY SCHOOL

B.1 KITCHEN

At the time of the writing of these specifications a detailed equipment list has not been provided by school or district staff.

One item has been requested to be considered: PIPER DO-16-G
Natural Convection Oven

B.2 MUSIC

At the time of the writing of these specifications a detailed equipment list has not been provided by school or district staff.

B.3 PHYSICAL EDUCATION

The current equipment list for physical education is included on the following pages.





Keene-Riverview Elementary School - Educational Specifications

GENERAL MATERIAL INVENTORY				
Building: Keene-Riverview				
Teacher: Kathy Esparza				
Room #: P. E.				
Date: 2018/19				
Quantity	Name and/or Description	Condition	Year Purchased	\$\$ Value
30	Balls – Basketballs	Okay		
21	Balls – Basketballs – RHINOskin	Good	2002	\$16 ea
25	Balls – Beach	Okay		
30	Balls – Medium Playground	New		
28	Balls - Nerf Soccer	Okay/Poos	1997	\$90
2	Balls – Omnikin	Okay	2000	\$200
20	Balls – Small Play	Good		
38	Balls – Soccer	New		
48	Balls, Increda	New		\$30
3	Ball Bags	good		25
1 set	Bases – Indoor	Okay		
1 set	Bases - Outdoor	Okay		
25	Bats – Plastic Need to surplus	New		
14	Batting Tees/holder	ok		
36	Bean Bags	ok		\$10
6	Turtle Bean Bags	good	2009	16
6	Bowling Balls	Okay	1999	\$50
6-7	Bowling Sets	Okay	1999	\$50
1	Chair – Teacher	Okay		\$100
1	Teacher Chair	good	2016	
5	Complete Flag Sets	Poor		
5	Developmental Cassettes (Dances That Come Alive)	Good	2002	\$25
24	Foam Frisbees	Good	2002-5	50
25	Frisbees	Good	1997	100
10	Gunny Sacks	Good		25
2	Hockey Goalie Sticks (in storage)	Good		30
2	Hockey Goals – Home Size	New	1997	\$30
10	Hockey Pucks	Good		
26	Hockey Sticks – red (in storage)	Used	1997	\$34
28	Hockey Sticks – yellow (in storage)	Used	1997	\$34
48	Hoola-Hoops	Okay	1997	\$40
1	Jump Rope Rack	Good	2002	\$35
1	Mat – Large	Good		
1	Omnikin Inflator	Good	2000	\$100
2	Parachute – Big Have some tears	good	2009	250
6	Mini Parachute	New		
3 sets	Pennies	Okay		
50	Plastic Balls	Good		
25	Plastic Bats Need to surplus	New		
6 sets	Plastic baseball Whiffles	New	2006	24
23	Plastic Cones – large	Poor		
34	Plastic Cones – small	Good		
55	Play Balls – McDonald	Good		





Keene-Riverview Elementary School - Educational Specifications

GENERAL MATERIAL INVENTORY				
Building: Keene-Riverview				
Teacher: Kathy Esparza				
Room #: P. E.				
Date: 2018/19				
Quantity	Name and/or Description	Condition	Year Purchased	\$\$ Value
18	Poly Spots	Good		
1	Poster – Motivational	Okay	2002	\$35
12	Relay Batons	Good		
1	Rope Tree	New	2002	\$56
1	Rope – Tug-of-War	Good		
24	Ropes – 16’ Speed Jump Colored	Good		
2	Ropes – Climbing	Old		
25	Ropes – Speed Jump	Okay		
12	Scooters	Good		
5	Scooters – Large In storage????	Old/Poor		
21	Storage Bins	Good		
1	Tape – Dance	Good	2002	\$30
1	Tape Measure	Good		
1	Toshiba Telephone	Good	1999	\$262
1	Video – Jump Rope Skills	Good	2002	\$20
1	Video – Just For Kids Part 1	Good	2003	\$20
1	Video – Just For Kids Part 2	Good	2003	\$20
1	Video – Kinball Instructional Video	Good	2003	\$20
1	Video – Parachutes	Good	2002	\$20
1	Califone Stereo	Good		150
1	Stopwatch	good	2007-9	30
1	Countdown Timer Stopwatch	Good	2009	18
1	Clipboard Timer	Good	2005	30
1	Wonder Wheeler Deluxe Cart	Good	2005	55
12	Chinese Jump Ropes	Good	2005	40
24	16’ Speed Ropes-Assorted Colors	Good	2005	40
1	Saucer Cone Carrier	Good	2005	3
12 sets	Saucer Cones 6 per set	Good	2005	50
1	Scooter Stacker	Good	2005	13
1 set	Fitness Spots 12 per set	Good	2005	35
1 set	Ball skills charts	Good	2005	22
9	Chipper Net targets	Good	2006	100
1	Pennant Streamer	Good	2006	10
6	Rubber Chickens	Good	2006	40
6	Mini Critter Pigs	Good	2008	20
12	Mini Critter Chickens	New	2012	25
24	Rubber Alphabet	New	2009	60
1 set	Foam hoop holders	Good	2006	30
1 set	Foam crossbars	Good	2006	37
1 set	Wooden egg and spoon set	Good	2006	40
12	Blindfolds	Good	2006	13
1	Hands Free Voice Blaster	Good	2006	55
6	Foam Javelins	Old	2008	45





Keene-Riverview Elementary School - Educational Specifications

GENERAL MATERIAL INVENTORY				
Building: Keene-Riverview				
Teacher: Kathy Esparza				
Room #: P. E.				
Date: 2018/19				
Quantity	Name and/or Description	Condition	Year Purchased	\$\$ Value
6	Colored Spot Stars	Good	2008	14
6	Foam Balls	Good	2008	40
10	Gator skin dodge balls	New	2012	100
6	Supersoft Volleyballs	Okay	2008	40
6	Fuzzballs	Okay	2008	50
6	Flying Discs Giant Folding	New	2009	40
12	Rubber Hands	New	2009	36
6	Spin Jumpers	New	2009	36
12	Incrediballs	New	2008	40
10	Numbered Cone Covers	New	2009	20
6	Clear Pocket Cone Covers	New	2009	16
24	Supersoft Training Balls	New	2008	40
24	Whammo Darts with targets	good	2007	50
1	Hop Scotch Mat	New	2009	40
4	Vests Colored New	New	2009	16
6	Spooner Boards	New	2009	40
1	Speed Stack Sport Pack	New	2009	500
3	Battle Stacks	New	2009	40
6	Stackmat Complete sets Timers getting old	New	2010	60
1	Fitness Dice Set	New	2010	15
1	Tournament Display	New	2010	100
6	Mini displays	New	2010	20
1	Stackdeck	New	2010	20
7	JUMBO STACKS 7 sets of colors, 12 per set	New	2011-14	300
8	Mini cups, purple, pink, green	New	2011	7.00 each
2 sets	New up to date timers, mats	New	2017	80.00
1	GLOW IN THE DARK STACK SET	New	2011	30
4	New Stack Timer Pros	New	2018	30.00 each
4	Stack Mat Timers with Mats	New	2019	40.00 each
6	8.5 playground ball primary colors	New	2010	30
13	Gator skin dodge balls primary colors 8"	New	2010	60
6	Bounderous-gunny sacks primary colors 3.5"	New	2010	50
4 sets	Color my class cones 12" 6 each	New	2010	100
12	12" orange cones	New	2010	240
12	24" orange cones	New	2010	240
6	Hurdle cross bars	OK	2010	50
6	Multi domes	new	2010	60
1 set	Arch Gates	new	2010	60
6	Superlight toss balls	new	2011	14
10	Assorted Tape Color Rolls for floor	new	2012	100





Keene-Riverview Elementary School - Educational Specifications

GENERAL MATERIAL INVENTORY				
Building: Keene-Riverview				
Teacher: Kathy Esparza				
Room #: P. E.				
Date: 2018/19				
Quantity	Name and/or Description	Condition	Year Purchased	\$\$ Value
2 sets	Circle Number spots #'s 1-36	new	2012/15	65
6	Bowling Balls Molded Rubber	new	2012	160
1 set	Jump Rope Hot Spots	new	2012	40
1 set	Hoop Hot Spots	new	2012	40
1	Ion Blue Tooth Speaker System	New	2014	150.00
28	Small student White Boards	Used but new	2013	9.00 for 1
1 set	Cone tops for hot spots	New	2015	30
6	Foam paddles	New	2015	50
6	Super Tuff 90 Voit Balls	New	2015	70
6	Color my class foam scooter paddles	New	2015	60
9	Small orange cones with numbers	New	2015	30
1 set	Muscle group hot spots	New	2015	60
1 set	6 color my class foam dice	New	2015	45
30	Individual carpet squares (personal inventory)	Okay	2015	35
24	Rhino Skin Dodgeballs	New	2016	275.00
6	Rubber Neon Balls	New	2016	30.00
6	Grip Balls	New	2017	35.00
1 set	Yoga Hot Spots	New	2018	45.00
1	Foam Bat and Ball	New	2018	15.00
1	Robotic Timing Clip Board	New	2018	30.00
1	Digital Timer	New	2018	15.00
1	Magic Moves Wand	New	2018	25.00
1 set	Plastic Relay Batons-6 colors	New	2018	15.00
1	Catch Ball	New	2018	15.00
24	6-8 foot jump ropes	New	2018	50.00
1 set	Ostrich Eggs for relays 6 primary colors	New	2019	35.00
1 set	Mesh Bags 6 primary colors	New	2019	75.00
6	Foam Bats with foam balls	New	2019	100.00
2	Ball Racks in closets	Good		300.00
1	Small folding chalk/white board			75
1	4 drawer file cabinet			300
1	Metal 3 shelf moving cart			200
1	Metal cart for computer and projector			200
1	Red Plastic Wagon			150
1	Folding Cart			200
1	Desk - Teacher	Good		\$20
2	Book Shelves-wood	Good		400
3	Desk Organizers	Good	2002	\$10
3	Crates K-2 Health Curriculum			?????





Keene-Riverview Elementary School - Educational Specifications

MPR TECHNOLOGY INVENTORY 2019

Computers, laptops, printers, projection device, document cameras, iPads, cameras,

Description	Brand	Model #	Serial #	PSD Asset ID#
Laptop	Dell	Latitude	55041-008-1747655-86597 GH6HK-DH4XP-24MXM-2VMXM-J2MG-2HXWY	30938
HP DESKJET	HP	6122	MY2881B12X	
LCD PROJECTOR	HITACHI	CL-S317W	CL-S317W	15421
LASERJET	HP 1-20	Q5911A	CNB2738031	
DOCUMENT CAMERA	LUMENS	DEC155	DC5806480	16586
VIDEO CAMERA	SONY	CCD-TRV318	404706	15652
DIGITAL CAMERA	VIVITAR	3715	B33K2936B	15653
WIRELESS PRES. MOUSE			2075595	
Advanced Port Replicator/Monitor Stand Surge Suppressor Messenger Case SD Memory Card Extra Camera Battery Tripod Mouse 1 Mouse 2 CPU/VGA Adapter Digital Camera Acc. Kit Electric Lockable Cart Bluetooth portable Speaker System				

Stream Laptop Computer HP 31617 2015 200.00

Expansion 1TB Hard Drive 2015 76.00

Apple Ipad 2018 33696

350.00



LEGEND

- Classroom/Learning Spaces
- Media Center
- Administration
- Services/Mechanical
- Circulation/Restrooms
- Multi-purpose/Physical Education
- Affected Site/Site Improvements

Existing Building	39,000 sf
Existing Portables	+ 9,750 sf
SUBTOTAL	48,750 sf
Removed Portables	- 9,750 sf
(CSG Addition Budget	11,500 sf)
Addition	+ 12,093 sf
TOTAL	51,093 sf

Keene-Riverview Elementary School

West Option
6,000 sf

North Option
6,093 sf

East Option
6,000 sf

Keene-Riverview Elementary Concept Site and Floor Plan

PROSSER HEIGHTS ELEMENTARY SCHOOL EDUCATIONAL SPECIFICATIONS

PROSSER SCHOOL DISTRICT



Developed by Teater-Crocker, Inc.



for



July 2019

ACKNOWLEDGMENTS

The Prosser School District patrons, administration, and staff spent many hours providing valuable information for this document. Without their considerable time and effort, this project would not have been possible.

PROSSER SCHOOL DISTRICT BOARD OF DIRECTORS

Scotty Hunt - Board President
Jesalyn Cole - Board Vice-President
Peggy Douglas - Board Member
Andy Howe - Board Member
Scott Coleman - Board Member

PROSSER SCHOOL DISTRICT ADMINISTRATION

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Craig Reynolds - Assistant Superintendent for Business and Operations
Deanna Flores - Assistant Superintendent, Teaching and Learning / Federal Programs

Educational Specifications – Consulting Team

Phil Crocker - Facility Planning Consultant, Teater-Crocker
Harium Martin-Morris - Facility Planning Consultant, Teater-Crocker
Steve Roth - Architect, Architects West

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INTRODUCTION

These educational specifications are a set of concisely written, organized objectives that describe the educational facility needs of students, educators, and the community. They collectively outline what these groups want to achieve for students, educators, the community, and their activities and relationships. This document serves as a written communication between educators and the design professionals. The development of the educational specifications is only the first set of specifications and the first in a series of communications. Design specifications and construction specifications follow. Therefore, diagrams in this document are for illustration purposes only. Additional interpretation will be made by the design architect. Further, these educational specifications are prepared as a “guiding document” and not a “trapping document.” The district can expect minor variations in the design as professional architects and engineers translate this information into schematic design and construction documents.





1.0 COMMUNITY INFORMATION

1.1 Community Information

The City of Prosser serves as the county seat in Benton County in Washington State and has area of approximately 4.53 square miles. Prosser has a population of approximately 5,800, while Benton County has an estimated population of over 184,000. The population of Prosser School District is approximately 13,000.

Prosser was once home to Native Americans, who hunted and fished the area. Colonel William F. Prosser, who was sent as an agent for the Department of the Interior, surveyed the area in 1879, then claimed a homestead in 1882. Prosser was finally and officially incorporated in 1899, with a population of 229. The Northern Pacific Railroad built a power house on the Yakima River and established the Prosser Falls Land and Irrigation Company. With the rich, fertile ground in the area, Prosser had, and continues to have, a strong agriculture industry, including concord and wine grapes, apples, cherries, hops, asparagus, corn, wheat, and related processing plants. Prosser's location on the Yakima River and easy highway access has allowed both the tourist industry and wine industry to flourish. Yakima Valley is home to several wineries, and the city of Prosser now calls itself "The Birthplace of the Washington Wine Industry."

Prosser sits between the Rattlesnake Hills to the north and the Horse Heaven Hills to the south, and has the Yakima River running through it. (The Columbia River runs on the outside of Benton County.) This scenic valley offers a wide assortment of outdoor activities including hunting, fishing, camping, hiking, boating, and golf. Although Prosser has a small-town feel, it has quick access to medical care, and major shopping, and there are 17 local churches, 5 parks, an activities center, a museum, and a public library.

The area is geographically characterized by grassland plains, as is typical of its steppe climate. This temperate climate results in hot summers with temperatures up to 104 degrees F and cold winters with sub-zero temperatures.





According to US Census data, the per capita income in Prosser is approximately \$16,302, and the median income of households in the city was \$39,185.

1.2 School District Information

The Prosser School District currently serves just over 2,700 students. Student enrollment is projected to be stable or decline slightly over the coming years. The district operates three elementary schools, one middle school grades six through eight, one alternative high school grades nine through twelve, and one high school grades nine through twelve. The Prosser School District has a number of Turnaround Principles with aligned Indicators that provide direction and a philosophical basis for their programs and activities.

Principle: Provide Strong Leadership

Indicator: *The District examines its policies and makes modifications as needed to provide operational flexibility for principals in order to support school turnaround plans in key areas.*

Principle: Ensure teachers are effective and able to improve instruction

Indicator: *The district has policies and practices in place that prevent ineffective teachers from transferring to schools that are required to implement turnaround plans.*

Indicator: *Professional development is built into the school schedule by the district, but the school is allowed discretion in selecting training and consultation that fit the requirements of its Student and School Success Action Plan and evolving needs.*

Principle: Redesign the school day, week, year

Indicator: *The district allocates resources to support additional learning time for students and staff in schools required to implement turnaround principles.*



Principle: Strengthen the school's instructional program

Indicator: *The district ensures that school improvement initiatives include rigorous, research-based, field-proven instructional programs, practices, and models.*

Indicator: *The district has a comprehensive plan that includes testing each student at least 3 times each year to determine progress toward standards-based objectives.*

Principle: Use data to inform instruction and continuous improvement

Indicator: *The district provides schools with technology, training, and support for integrated data collection, reporting, and analysis systems.*

Principle: Provide ongoing mechanisms for family and community engagement

Indicator: *The LEA/School has announced changes and anticipated actions publicly; communicated urgency of rapid improvement, and signaled the need for rapid change.*



1.3 Enrollment Projections

The Prosser School District has a slightly decreasing student population. The enrollment projections from the Office of the Superintendent of Public Instruction indicate that this trend will continue for some years. The table with the OSPI projection is included in Exhibit 1-1. The six-year projection indicates that grades K-5 will remain relatively stable over the coming years.

EXHIBIT 1-1
OSPI ENROLLMENT PROJECTION TABLE (LINEAR REGRESSION K)

	11 - 12	12 - 13	13 - 14	14 - 15	15 - 16	16 - 17	Avg. %	17 - 18	18 - 19	19 - 20	20 - 21	21 - 22	22 - 23
K	206	234	199	209	215	215	Survival	213	213	213	213	213	213
1	207	198	228	202	184	207	95.88%	206	204	204	204	204	204
2	213	197	195	222	202	192	99.07%	205	204	202	202	202	202
3	212	208	201	188	212	198	97.92%	188	201	200	198	198	198
4	216	217	203	200	198	212	100.96%	200	190	203	202	200	200
5	215	219	216	203	197	207	100.79%	214	202	192	205	204	202
6	225	213	226	215	191	204	99.89%	207	214	202	192	205	204
7	220	222	214	222	210	198	99.74%	203	206	213	201	192	204
8	243	217	218	211	223	208	98.99%	196	201	204	211	199	190
9	229	255	233	223	234	223	105.10%	219	206	211	214	222	209
10	201	220	252	230	220	237	98.71%	220	216	203	208	211	219
11	228	195	217	251	225	213	97.98%	232	216	212	199	204	207
12	227	244	219	232	268	220	106.16%	226	246	229	225	211	217
K-5	1,269	1,273	1,242	1,224	1,208	1,231		1,226	1,214	1,214	1,224	1,221	1,219
6-8	688	652	658	648	624	610		606	621	619	604	596	598
9-12	885	914	921	936	947	893		897	884	855	846	848	852
K-12	2,842	2,839	2,821	2,808	2,779	2,734		2,729	2,719	2,688	2,674	2,665	2,669

Source: OSPI and Teater-Crocker, Inc., 2017

1.4 Project Rationale

All three elementary schools are older buildings nearing, or at, the end of life for many components. Keene-Riverview Elementary was constructed in 1949 with some additions and modernizations in 1985. Prosser Heights was constructed in the 1960s and, while an addition was added in 1986, the original building has never been modernized or updated. Whitstran Elementary was constructed in the 1950s and has remained largely untouched beyond a limited modernization in 1985. In addition, every school has a significant number of students learning in portable buildings rather than in permanent classroom structures.

With these aging buildings in mind, the Prosser community determined that significant updating, remodeling, and refreshing of these buildings, as well as





additional classroom space, was warranted. A bond to fund this work was passed in the spring of 2017.

The Prosser School District and the community it serves have chosen to enrich the educational program delivery at the elementary levels in order to provide the best possible education for its students. The larger, updated buildings will have adequate spaces for the programs and will meet the needs of the modern curriculum.

1.5 Site Considerations

The refreshing and remodeling of the three elementary schools will occur on each school's existing site.

Prevailing winds are from the west and northwest. Despite a milder local climate, some snow and ice accumulations are to be expected.

Two of the sites, Prosser Heights and Keene-Riverview, currently have inadequate parking and traffic flow for buses and parents during drop-off and pick-up. Remedying these safety and efficiency concerns may require addressing the flow of traffic on the streets surrounding each of the schools, and possibly siting new construction specifically to support improvements in these areas.



2.0 GENERAL BUILDING CONSIDERATIONS

These general design considerations are applicable to each program area unless otherwise specified or noted in this document. Other notes or specifications in this document may be more detailed, restrictive, or stringent in requirements than those noted in this chapter in which case the more restrictive requirement applies.

2.1 CIRCULATION

The design of foyers, corridors, and common areas should allow as much visibility as possible for supervising these spaces with a minimum number of staff members. The number of “blind spots” in the building should be minimized. Accesses to all building areas and the site need to meet the needs of the disabled and the Americans with Disabilities Act.

The main entry area should be clearly marked and visible to a first-time visitor. It should be open and inviting with ample display areas for student work and achievements. Main entry floor areas need to be a durable surface (ceramic, vinyl composition tile, or equivalent). The outside of the main entry area should be covered to protect those arriving or exiting from inclement weather. Corridor floor surfaces should be hard surface for ease of cleaning. Each building entry should have a series of mats that “progressively scrub” the feet of those entering the building. The main foyer and the corridors need to have higher lighting levels than typically specified in classrooms.

Student lockers are not planned for this school. Corridors should have a wainscot of durable material with tackable surface above.

2.2 VEHICLE ACCESS AND PARKING

The school should have a main student drop-off zone located near the “front” of the building and near the main administration area. No driveway approaching the school should be designed to allow a vehicle to accelerate into the building (i.e. no long, straight roadways). Efforts should be made to prevent automobile crossing traffic in this area. The bus-loading zone should be separated from all other traffic (parent, staff, and visitors) and should have parking space for nineteen (19) full size passenger buses. Three (3) handicapped buses will use the bus parking prior to the arrival of regular buses or a separate pick up area if at the same time as the regular buses. In addition, two (2) county mini-buses pick up students after school at the same time as the other buses. If possible, buses should park chevron style along a loading zone (curb). If bus loops are used, there should be a sufficient turning radius, as determined during the design process, for the largest buses. All driveways and drop-off zones should be fully paved and curbed with appropriate handicapped access curb cuts. Bus lanes shall be designed to accommodate the heavy loads associated with such vehicles.

There should be sixty (60) spaces for staff parking plus additional visitor parking near the main entrance but away from bus traffic and bus parking. The number of visitor and handicapped





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parking spaces should be calculated and placed per law. Seven (7) parking spaces are needed in the kitchen/delivery area for kitchen, custodial and maintenance staff. All parking lots shall be fully paved and curbed with appropriate handicapped access curb cuts. Curbs and concrete wheel stops should be eliminated in the interior of the parking lots in order to facilitate sweeping and/or snow removal. All parking lots shall have painted parking stripes.

Bicycle parking shall be provided at a safe and separate distance from staff and visitor parking and should be visible from the front office.

A screened service area shall be located on the site to minimize its effect on the surrounding properties and other on-site facilities. There shall be space for two (2) dumpsters adjacent to the kitchen with easy access for the trash hauling equipment. A loading area shall be located at the kitchen delivery area. Spaces for recycling containers shall be provided. Dumpsters and recycling should be configured so that custodians do not have to lift cans above waist to dump and trucks can access the dumpsters and recycling for removal. A non-secure, outside storage area should be provided near the loading area for maintenance and custodial supplies and equipment to be stored on a short-term basis.

All parking and driveway areas shall be provided with signs that clearly indicate traffic flow and parking requirements (e.g., BUS TRAFFIC ONLY, FIRE LANE, LOADING ZONE, VISITOR PARKING, etc.). Student routes to fields should not cross service or other access driveways. Access walkways to all parking lots shall be clearly marked and sized for maximum use. Bollards may be used where practical but shall be minimized. Parking lot lighting shall be installed as appropriate.

2.3 BUILDING SECURITY AND SAFETY

The design of the school should contribute to the safety and security of its occupants. A bright, clean, orderly environment encourages students to keep it that way. The school design should contribute significantly to a clean, but not sterile, climate. At the time of the writing of these educational specifications the district is reviewing a previously-developed facilities security plan. The following information is recommended to be incorporated into the plan as it is developed.

The design of the facility should prevent unauthorized or illegal entry and contribute to security. A fully programmable, IP-based "card-lock" locking system should be used on exterior doors. The card-lock system should have a notification feature when an exterior door is ajar. In addition, the building should have an IP-based, zoned security alarm system using card swipe devices. The system should monitor corridors, and selected sensitive areas, doors and hatches. (Selected sensitive areas, doors and hatches include but are not limited to office areas, computer rooms, chemical storage areas, audio/visual equipment storage areas, student records areas, and vaults.)

There should be a clearly marked, single entrance to the school that is designed to prevent visitors from accessing any portion of the school without first going through the office. Entrances should be able to accommodate the flow of students at the beginning and end of school but be locked





down and secure for the remainder of the school day. Consideration of community use of the school should determine both exterior and interior door locations to maximize after-hours and weekend school security.

The exterior of the building should not provide any “natural ladders” that would provide access to the building roof. Roof pitch should be no greater than 4/12 to allow easier maintenance of the roofing system. Access ladders to the roof should not be “ship ladders.” Recesses, blind corners, or crawl space accesses, and roof hatches should be eliminated where possible. If practical, restrooms should be located away from the entrances of the school for security purposes. Stairwells, if used, should be open in nature for easy visual supervision.

The use of multiple, small, power over Ethernet (POE) cameras is essential. These cameras should be attached to the building network. The data drops for these cameras should be placed at strategic locations in the hallways and large core spaces. These cameras will be used to monitor exterior portions of the building campus and should be located along with wireless hot spots for the exterior spaces. Parking lots should have pole-mounted cameras allowing for sufficient coverage of the lots. Monitors may be placed in different areas of the school, especially in the administrative office area to monitor video feeds from Ethernet-based (POE) cameras.

There should be additional exterior security lighting near entrances and walkways for visual supervision by law enforcement. These light fixtures should be designed to allow easy change-out of bulbs.

The building shall be provided with a fire alarm system that has the capability to transmit an alarm to the fire department or a monitoring company. The fire alarm system shall have sensing devices and alarm initiating devices connected to a control/annunciator panel. Fire alarms shall have both audio and visual alarms. The control/annunciator panel shall be placed near the main administrative area. Fire extinguishers, exit lights, and exit door hardware should be provided as part of the construction package. *All of the components in this paragraph are to be designed in compliance with code authorities having jurisdiction.*

The areas of the property regularly utilized by students shall be fenced with open chain link fencing of heights to be determined during design. If desired, baffle gates can be installed for access to adjacent residential areas or walking paths. There shall be fencing around the service area with a gate wide enough for all service vehicles. All hazardous equipment storage areas shall be fenced.

2.4 TECHNOLOGY AND COMMUNICATIONS

A fully programmable unified communication system (VOIP), including intercom features, shall be provided for the school. The communication system shall allow for FAX sending and reception in the office area. The components of the system should include the clock/bell system and any servers and/or hardware for the system should be installed in a data closet. The clock bell console (if separate hardware) shall be placed in the administrative office.





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The intercom feature needs to provide the capacity for several auxiliary inputs, including connection to the network for streaming services. In addition, it shall provide for office-classroom communications, all-call functions, and the capability for remote assessment of building occupancy.

Within the school, a telephone and clock shall be placed in each classroom, conference room, office, secretarial space, workroom, clinic, multipurpose room, library, kitchen, or other frequently occupied space. The clock system shall have intercom functions. A digital or analog clock with a clock face shall also be installed in every classroom to facilitate the teaching of telling time on a dial-style clock.

Wireless technology shall be accessed from anywhere in the facility. Data drops for the wireless routers shall be centrally placed in the ceiling of each classroom or on the grid recommended by the wireless system selected by the district. Additional wireless routers shall be placed in other areas of the school to ensure wireless access at any location. Wireless access shall be available in selected exterior locations as well, especially at the PE/outdoor activity area. Every classroom shall include a classroom sound field system with built-in speakers.

A computer technology system to support the instructional and administrative needs of the school should be installed in the building and will be an integral part of this school's success. Each classroom, conference room, office, secretarial space, workroom, clinic, multipurpose room and library within the school needs to be connected internally with a local area network. The local area network needs to be connected to the other schools in the district through a district-operated network (preferably via fiber-optic cable) or the Internet. Fiber optic cable should be considered for installation between the school's main distribution frame room and the intermediate frame distribution rooms (data closets) as required. Category 6 cable, or better, is to be used for the connections to each of the classroom data drops. Open tray raceways should be used where possible for ease of maintenance. Each classroom, conference room, office, secretarial space, workroom, clinic, multipurpose room and library within the school should have multiple data drops per the district standards. (At the time of the writing of this document, a minimum of two (2) data drops per wall for classrooms is recommended.) Sufficient electrical outlets to supply the technology equipment should accompany each data drop. Each classroom should be provided the infrastructure for a short-throw projector on the designated teaching wall and an outlet supporting a designated space for a laptop/ipad/chromebook cart or cabinet holding up to thirty (30) of the same devices.

If determined by the district, LED reader boards shall be placed on the roadside near the entrance to the school. The reader board shall be tied into the IP-based communications system for the school. Additional digital signage may be installed via wall-mounted monitors in common areas and the hallways. The administration of these signs should be available from the administration area.





2.5 COMMUNITY USE

There will be considerable use of this facility by the general community and programs from other schools. The core areas need to be designed to accommodate such use. These core areas are defined as the multipurpose room, public restrooms and library areas.

2.6 MAINTENANCE, UTILITIES, AND ENERGY CONSERVATION

The school shall be provided with modern HVAC equipment and utility systems that take advantage of current utility conservation technologies. The building shall be heated and cooled. Classrooms shall have fresh air occupancy sensors. Air handlers need to be selected that provide minimal classroom background noise and provide high acoustical qualities for a quiet learning environment. HVAC air intake shall be placed away from exhaust of other systems and traffic. System controls need to be programmable and include economizer and optimized start-up features. Each system shall be capable of off-site control through the use of a laptop or remote computer. Additional controls to manage peak load demand shall be included in each system. Load shedding controls and the ability to sequentially bring food service equipment on line are especially important. HVAC units shall have easy access to filters for maintenance without interrupting teaching activities. All general lighting fixtures shall have LED lamps. Where spot lighting may be necessary, LED or compact fluorescent lights should be used. In the gymnasium and other high-bay areas, compact fluorescent lighting or LED lighting should be used and should have easy access for changing bulbs. No metal halide lighting shall be used in the interior of this building. Restrooms and classrooms shall be equipped with occupancy and daylight sensors to control lighting. The security lighting in each parking area shall be placed on electric eye sensor switches with override timers for energy conservation. Outdoor electrical outlets shall be provided for lawn care equipment or other equipment.

To enable future remodeling with minimum cost, electrical service to classrooms should be provided overhead where practical. Electrical service should be sized larger than initially needed to provide for reasonable future expansion capacity. Surge protection shall be provided at the panel. Ample outlets shall also be provided in each hallway wall for custodial equipment.

Restroom fixtures that have water conservation features shall be specified. The district should consider electronic sink faucets, electronic hand dryers, electronic urinals, and water closets. There should be numerous isolation valves to allow easy servicing of the plumbing system. Floor sinks should be used in the custodial closets. Irrigation meters should be separated from domestic water meters. Several outdoor spigots are needed and will be itemized during the design process. There should be a "floor drain" near the dumpsters to allow cleaning of that area. Gutters, where used, should have screens or covers.



RESTROOMS

Restrooms shall be provided in sufficient quantity to meet local building requirements and enable students to access restrooms with a minimum loss of instructional time. With each set of public male and female restrooms, a single “family restroom” with changing table shall be provided. A family restroom is not necessary for restrooms associated with individual spaces (e.g. clinic, life skills, etc.) Wall mounted toilet fixtures should be considered for ease of cleaning. Walls shall be a hard, smooth, washable material. Restrooms shall have mirrors, soap dispensers, toilet tissue dispensers, and electronic hand dryers, all placed at age-appropriate heights. All restrooms should have floor drains. Restrooms shall be equipped with very durable privacy partitions between toilets and urinals. Doors shall be placed on the toilet partitions. There shall be at least one sink inside each girl’s restroom, even if a half-ring sink is used outside the restroom. Individual restrooms shall be equipped with purge fans. Each fan shall be controlled with an automatic timer that shuts off after ten (10) minutes of operation.

Staff restrooms that are accessible only from a secured space (e.g. teacher work room, staff dining area, etc.) shall have an entrance vestibule with both inside and outside doors for acoustical privacy. All staff restrooms shall be “unisex” restrooms. A shelf for books, papers, etc. shall be provided inside each staff restroom.

Plumbing cleanouts shall be installed in numerous places around the building to provide ease of maintenance. A hose bib shall be placed in each large public restroom within a secure wall box. The plumbing walls in restrooms should have easy-access panels to maintain fixtures and pipes. Non-slip flooring materials shall be used in the restrooms.

2.7 DESIGN CONSIDERATIONS

The design of the building should reflect the natural, physical qualities of the surrounding environment. The use of materials, colors, and architectural features reflecting the surrounding mountains, hills, lakes, and fields is important.

2.8 OTHER CONSIDERATIONS

The creative use of color is encouraged in the school design. Colors should be coordinated with an overall scheme. However, color selection should take the sensitivity to soiling from student activities and use into account.

2.9 GENERAL CLASSROOMS

2.9.1 Program Functions

The programs offered in the general classrooms provide opportunities to develop command of, among others, reading, writing, mathematics, social studies, and the fundamental tools for continued learning. Students are expected to use critical and constructive thinking in making wise individual and group decisions in these spaces. While demonstrating the ability



to maintain self-control in accordance with accepted social standards, each student is also expected to demonstrate the skills, attitudes, and knowledge for effective living in the home, at work, and in the community.

Instructional activities include one-on-one tutoring, small group instruction, and whole group instruction. Instruction will also include the use of personal computing devices and portable laptop computers. Instructors also commonly make use of manipulatives and hands-on materials, visual learning aides, and auditory learning aides. Classroom instructors use a variety of instructional styles and instructional models including team teaching, blended learning, thematic instruction, and project-based education.

2.9.2 Component Spaces

Description	# Areas	# Staff	# Students	Sq. Ft.	Sq. Ft. Total
General Classrooms 3	4	1	25	870	3,480
Gen Classroom 3 Hybrid	3	1	25	950	2,850
Storage (plumbed for RR)	3	0	0	40	120
General Classrooms 4	6	1	27	870	5,220
General Classrooms 5	6	1	28	870	5,220
Total					16,890

2.9.3 Component Relationships

The general classrooms shall have easy access to the core areas of the school (office, library, etc.) but be acoustically isolated from noisy areas (music room, multipurpose room, etc.). Each classroom needs to have easy access to restrooms to minimize loss of instructional time. Doorways need to be placed to allow students to enter and exit the room with minimum disruption of instruction and should be placed opposite the teaching wall whenever possible.

In consideration of future broadening of program to include kindergarten classrooms, it is recommended that three classrooms be designed as “hybrid” classrooms, capable of effectively housing kindergarten programs. These classrooms would be slightly larger, and each would have an adjoining storage room, plumbed to be a kindergarten restroom (without fixtures), only accessible through a door from the classroom. These classrooms should be adjacent to each other.

The typical casework for each classroom should include one full-height cabinet approximately four feet wide, along with a combination of base cabinets, drawers, and one set of flat file drawers. Wall cabinets are to be located above the base cabinets and may



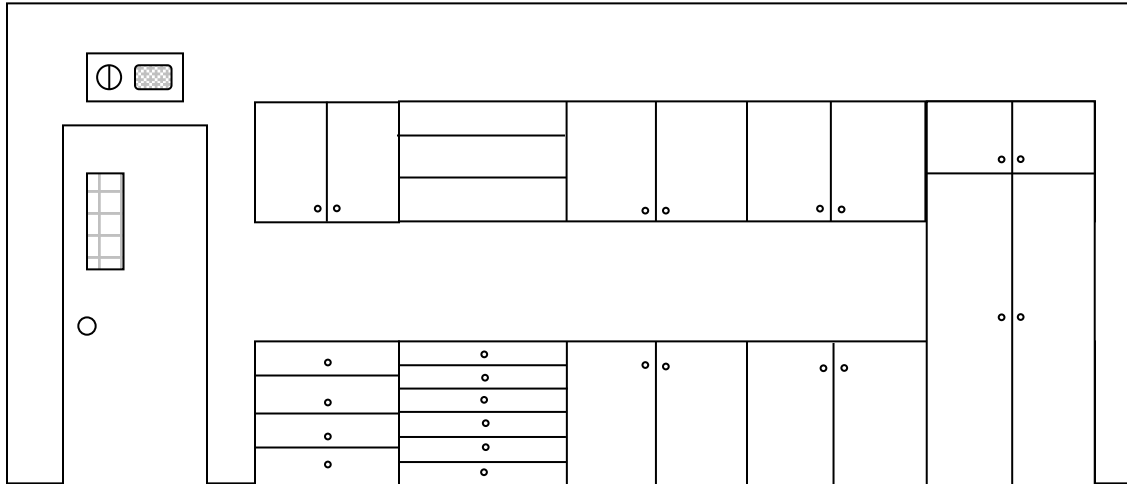


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include a bookshelf unit. All cabinets have adjustable shelving and many cabinets may be lockable pending District input during design.

Student cubbies shall be included in each classroom with enough storage to hold a backpack and jacket for up to twenty-eight (28) students.

Typical casework layout:



Note: This diagram is for illustration purposes only and is not to scale. Additional interpretation will be made by the design architect.



2.9.4 SPACE ATTRIBUTES

General Classroom	
Utilities	
Plumbing	One sink with a bubbler and water bottle filler
HVAC	Heating & cooling with individual room temperature control
Electrical	Outlets on each wall and above counters, electrical for sound field system, wiring for short throw projector, electrical for wireless access point, electrical for mobile device cart
Lighting	LED recessed in suspended ceiling; lighting switched by zones, ability to lower or dim light levels across the room, occupancy sensors; zones should be front to back of classroom to enable darkening at the instructional wall
Technology	Two (2) data outlets per wall (to be confirmed during design); data drop for telephone (at teacher desk and at rear of room) and intercom in each room; classroom sound field system, data for short throw projector; wireless access point data drop above suspended ceiling; ceiling box (ex. FSR CB-12) for future extensibility (if budget allows)
Surfaces	
Ceiling	Suspended acoustical
Walls	As much tackable surface as possible (tackable wall covering); acoustical treatment of common classroom walls
Flooring	Mixed Carpet and hard surface, with hard surface around sink area
Windows and Doors	
Windows	Natural light in each room; internal sun control devices; operable window(s); window placement across from door and toward back of room to allow a "safe" area and reduce whiteboard glare
Doors	Door closer to dampen noise; small window in door for safety
Storage	Approximately 20 linear feet of base cabinets with overhead cabinets and four linear feet of a full-height cabinet (secure) all with adjustable shelves; some floor and wall cabinets should be secure; student cubbies
Furniture & Equipment	Approximately 12-16 linear feet of whiteboards with one area used in conjunction with short-throw projector, speakers for sound field system; wireless access point, desks, tables, chairs, one 4-drawer file cabinet
Other	none





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Storage (Kindergarten Restroom)	
Utilities	
Plumbing	Sink, toilet (both sized for small children)
HVAC	Heating and cooling; vent fan on 10-minute timer
Electrical	None
Lighting	LED recessed in suspended ceiling or LED surface
Technology	None
Surfaces	
Ceiling	Suspended acoustical or hard surface
Walls	Hard surface; washable
Flooring	Hard surface
Windows and Doors	
Windows	None
Doors	No window; no locking hardware
Storage	None
Furniture & Equipment	Toilet; sink (plumbed but not installed)
Other	None





3.0 EDUCATIONAL AND SUPPORT SPACES

3.1 ADMINISTRATION

3.1.1 PROGRAM FUNCTIONS

The administrative offices provide leadership, program coordination, and facilitation services for teachers, students, and the general public in the areas of curriculum, instructional leadership, and student discipline. The administrative offices need to set a tone of organization and order while also providing a customer-friendly atmosphere. The administration often meets with students, teachers, and parents in small individual conferences and small group meetings. The administrative offices are typically high traffic areas with considerable public visibility. The office design needs to allow good sight lines to the entrance of the school and the clinic.

The reception area should be a warm and welcoming place that gives visitors and students a sense of calmness and professionalism. Current cumulative files for each student and other records are stored in the administrative area.

The office clinic is staffed part-time by a school nurse. Activities include treating mild ailments, being a location for ill students to temporarily reside until going home or returning to class and dispensing prescribed medications.



3.1.2 COMPONENT SPACES

Description	# Areas	# Staff	# Students	Sq. Ft.	Sq. Ft. Total
Clinic	1	1	1-4	200	200
Conf. Room	1	1-10	0	250	250
File-Storage Room	1	0	0	100	100
ISS	1	1	2	70	70
L&F / Comm. Closet	1	0	0	50	50
Office - AP / Itinerant	1	1	1-4	150	150
Office - Counselor	1	2	1-4	150	150
Office - Principal	1	1-4	1-4	180	180
Office - Psych / Nurse	1	1	1-3	150	150
Reception Area - Adm.	1	1-4	1-6	600	600
Restrooms	3	1	0	60	180
Work Room (Shared)	1	1-2	0	350	350
Total					2,430

3.1.3 COMPONENT RELATIONSHIPS – ADMINISTRATION AND COUNSELING

The entrance to the school should be designed as a “secure” entrance, directing visitors to enter and check in with office personnel before entering the school. This may be done by having an entrance vestibule with the interior set of doors locked and directing visitors to enter the office through a side door in the vestibule rather than go through the second set of doors in the vestibule. In addition, a service window could be located in the entrance vestibule to facilitate business with visitors that does not require that they enter the school. The interior vestibule doors may be unlocked during public functions when the secure entrance is not desired. Public restrooms need to be near the entry for public use. *As of the writing of these specifications, it is assumed the district will utilize pre-existing building security designs for a secure entry.*

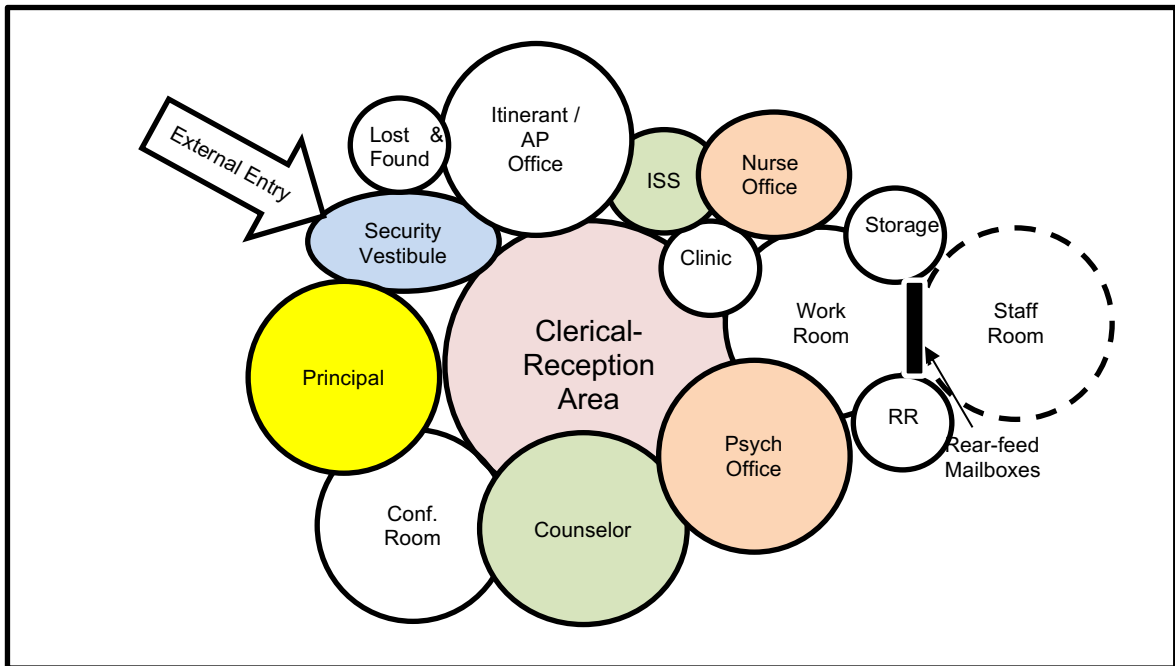
The administration area includes the principal’s office, the counselor’s office, an itinerant office, a shared office for the psychiatrist and nurse, the clinic, the clerical-reception area, a conference room, an in-school suspension (ISS) space (part of larger area, not a separate room) and a shared work room. The administration reception/clerical area needs to have direct sight lines to the entrance of the building for traffic control and safety. The clerical area should have good sight lines to the two in-school suspension workspaces as well as the clinic. The work room should be accessible from the clerical area and directly from the corridor or staff room so teacher circulation to the work room is not through the office. The mailboxes for teachers should be in the staff room.



A lost and found and community resource closet should be included in the administration area to facilitate the retrieval of lost student items as well as community service items such as food packages, clothing and classroom supplies for families.

One restroom is to be within the clinic. Adult restrooms should be accessible from the administration offices and reception area.

The principal and counselor offices should be adjacent to the conference room and have good sight lines to the front of the building. Both offices should have passage doors to the conference room. Offices should have natural light if possible.



Note: This diagram is for illustration purposes only and is not to scale. Additional interpretation will be made by the design architect.



3.1.4 SPACE ATTRIBUTES

Clinic	
Utilities	
Plumbing	2 Sinks (1 in toilet room, 1 in clinic), toilet, eye wash, hose bib, supply line for ice maker
HVAC	Additional ventilation fan
Electrical	See general considerations
Lighting	Dimmable LED
Technology	See general considerations
Surfaces	
Ceiling	Ceiling-mounted curtain between cots
Walls	Washable surface - tackable near desk area
Flooring	Hard surface
Windows and Doors	
Windows	Interior window with sight line to the clerical area; blinds on window
Doors	Window with blinds in door (sight line to clerical)
Storage	Secure, wall-hung, medication cabinet
Furniture & Equipment	Two cots; small refrigerator, ice maker; 4-drawer file cabinet; chair; modular furniture
Other	Cot area should be away from the sink
Conference Room	
Utilities	
Plumbing	Sink in counter
HVAC	See general considerations
Electrical	Additional outlets above counter; power for short-throw projector; power for small refrigerator
Lighting	LED recessed in suspended ceiling
Technology	Data for short-throw projector
Surfaces	
Ceiling	See general considerations
Walls	See general considerations
Flooring	See general considerations
Windows and Doors	
Windows	Natural light if possible
Doors	See general considerations
Storage	At least 36" base cabinet counter and wall cabinets
Furniture & Equipment	Short-throw projector; whiteboard; conference table with chairs; small refrigerator
Other	None



Prosser Heights Elementary School - Educational Specifications

File - Storage	
Utilities	
Plumbing	None
HVAC	Heating and cooling
Electrical	Electrical outlets for recharging equipment
Lighting	LED surface or recessed
Technology	None
Surfaces	
Ceiling	Suspended acoustical or drywall
Walls	Drywall
Flooring	Hard surface
Windows and Doors	
Windows	None
Doors	Solid, no openings
Storage	Adjustable shelves – confirm built in or portable
Furniture & Equipment	Six 4-drawer fireproof file cabinets; storage cabinets
Other	Crossing guard equipment
In-School Suspension Space	
Utilities	
Plumbing	None
HVAC	Heating and cooling
Electrical	No electrical outlets
Lighting	LED surface mount; light switches outside space
Technology	Data drop in space
Surfaces	
Ceiling	Hard surface
Walls	Washable, durable surface (acoustically treated)
Flooring	Carpet
Windows and Doors	
Windows	None
Doors	None
Storage	None
Furniture & Equipment	Study carrels for two students
Other	None





Prosser Heights Elementary School - Educational Specifications

Lost and Found / Comm. Closet	
Utilities	
Plumbing	None
HVAC	None
Electrical	No electrical outlets in the room
Lighting	Light switches outside the room
Technology	None
Surfaces	
Ceiling	Hard surface
Walls	Hard surface
Flooring	Hard surface
Windows and Doors	
Windows	None
Doors	No window in door
Storage	Shelving
Furniture & Equipment	None
Other	None
Offices	
Utilities	
Plumbing	None
HVAC	See general considerations
Electrical	Additional outlets near desk top
Lighting	LED recessed in suspended ceiling
Technology	Data near desk top, telephone (at desk)
Surfaces	
Ceiling	See general considerations
Walls	As much tackable surface as possible (tackable wall covering); acoustical treatment of common walls
Flooring	Carpet
Windows and Doors	
Windows	Exterior windows if possible
Doors	See general considerations
Storage	Addressed through FF&E
Furniture & Equipment	Desk, table, chairs, storage units; whiteboard
Other	None





Prosser Heights Elementary School - Educational Specifications

Clerical-Reception Area	
Utilities	
Plumbing	None
HVAC	See general considerations
Electrical	Outlets near desk tops, countertops, fax, printers; electrical for lighted display cases (foyer)
Lighting	LED recessed in suspended ceiling
Technology	Master clock/bell control panel; telephone; multiple data drops
Surfaces	
Ceiling	See general considerations
Walls	Drywall with selected areas of tackable space
Flooring	Carpet – for use with rolling chairs
Windows and Doors	
Windows	Interior windows to main entrance; all windows with blinds
Doors	See general considerations
Storage	Secure base and upper wall cabinets plus full height cabinet for personal items; laptop charging cabinet for up to five laptops; radio charging cabinet
Furniture & Equipment	Desk behind counter area; a portion of counter at appropriate height for students; bulletin board outside the reception area to display official notices, etc.; comfortable chairs; display cases outside office in foyer; four 4-drawer file cabinets
Other	Acoustical separation between office and foyer
Restrooms - Unisex	
Utilities	
Plumbing	Sink; motion activated valves; toilet; hose bib
HVAC	Additional ventilation fan with timer switch
Electrical	Refer to general considerations
Lighting	LED recessed
Technology	Refer to general considerations
Surfaces	
Ceiling	Suspended acoustical or hard surface
Walls	Washable wall surface, mirror
Flooring	Hard surface
Windows and Doors	
Windows	None
Doors	No openings
Storage	None built in
Furniture & Equipment	Small shelf above each staff toilet, mirror





Prosser Heights Elementary School - Educational Specifications

Other	None
Work Room	
Utilities	
Plumbing	Sink with bottle filler
HVAC	Additional ventilation fan
Electrical	Outlet for copier, electrical at counter height; electrical at island
Lighting	LED recessed in suspended ceiling
Technology	Data at counter height; data for copier and at island
Surfaces	
Ceiling	See general considerations
Walls	Drywall with some tackable areas
Flooring	Hard surface
Windows and Doors	
Windows	Not required but desirable
Doors	Window in door to clerical area
Storage	Island work area; storage under island including flat files; perimeter base cabinets with countertops and wall cabinets with adjustable shelving
Furniture & Equipment	Copier, laminator, binding equipment, etc.; rear-feed mailboxes to staff break room
Other	None

3.2 Art

3.2.1 GENERAL PROGRAM GOAL AND OBJECTIVES STATEMENT

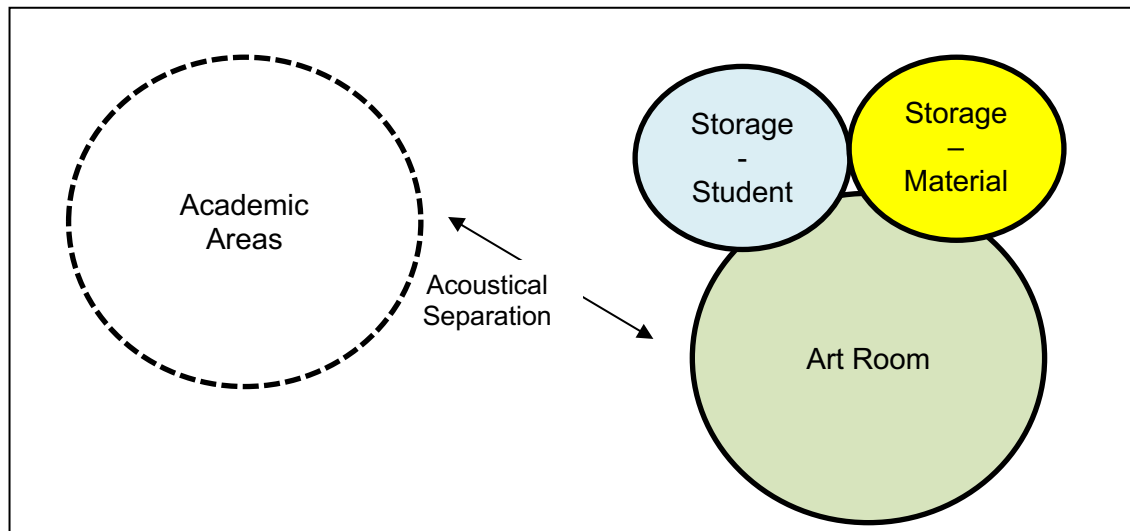
The art program provides students with an understanding and appreciation of the basic principles and elements of art. The art program includes art from a historical perspective as well as an understanding and appreciation of art as the expression of culture and cultural diversity. The art program offers primarily two-dimensional art (drawing and painting) to increase creativity and expression in the visual arts. Student art projects should be displayed in the school.

3.2.2 COMPONENT SPACES

Description	# Areas	# Staff	# Students	Sq. Ft.	Sq. Ft. Total
Art Room	1	1	28	950	950
Material Storage	1	0	0	100	100
Student Storage	1	0	0	160	160
Total					1,210

3.2.3 COMPONENT RELATIONSHIPS

The art classroom should be located away from quieter academic areas and have adequate acoustical separation from other adjacent spaces. The material storage and student project storage rooms be adjacent to, or incorporated in to, the art room.



Note: This diagram is for illustration purposes only and is not to scale. Additional interpretation will be made by the design architect.

3.2.4 SPACE ATTRIBUTES

Art Room	
Utilities	
Plumbing	Deep sink with swivel faucet and bubbler
HVAC	See general considerations
Electrical	See general considerations
Lighting	See general considerations
Technology	See general considerations
Surfaces	
Ceiling	higher ceiling
Walls	See general considerations
Flooring	Hard surface
Windows and Doors	
Windows	High windows (operable if possible)
Doors	See general considerations
Storage	See general considerations
Furniture & Equipment	Tables and stools or chairs; extra counter space
Other	As much natural light as possible
Storage – Materials	
Utilities	
Plumbing	None
HVAC	Heated and cooled
Electrical	Refer to general considerations
Lighting	LED recessed or LED surface
Technology	None
Surfaces	
Ceiling	Suspended acoustical or hard surface
Walls	Drywall
Flooring	Hard surface
Windows and Doors	
Windows	None
Doors	No window in door
Storage	Adjustable shelving for material storage
Furniture & Equipment	None
Other	None



Storage – Student Projects	
Utilities	
Plumbing	None
HVAC	Heated and cooled
Electrical	Refer to general considerations
Lighting	LED recessed or LED surface
Technology	None
Surfaces	
Ceiling	Suspended acoustical or hard surface
Walls	Drywall
Flooring	Hard surface
Windows and Doors	
Windows	None
Doors	Window in door
Storage	Adjustable shelving for student project storage
Furniture & Equipment	None
Other	None

3.3 CUSTODIAL - MAINTENANCE

3.3.1 PROGRAM FUNCTION

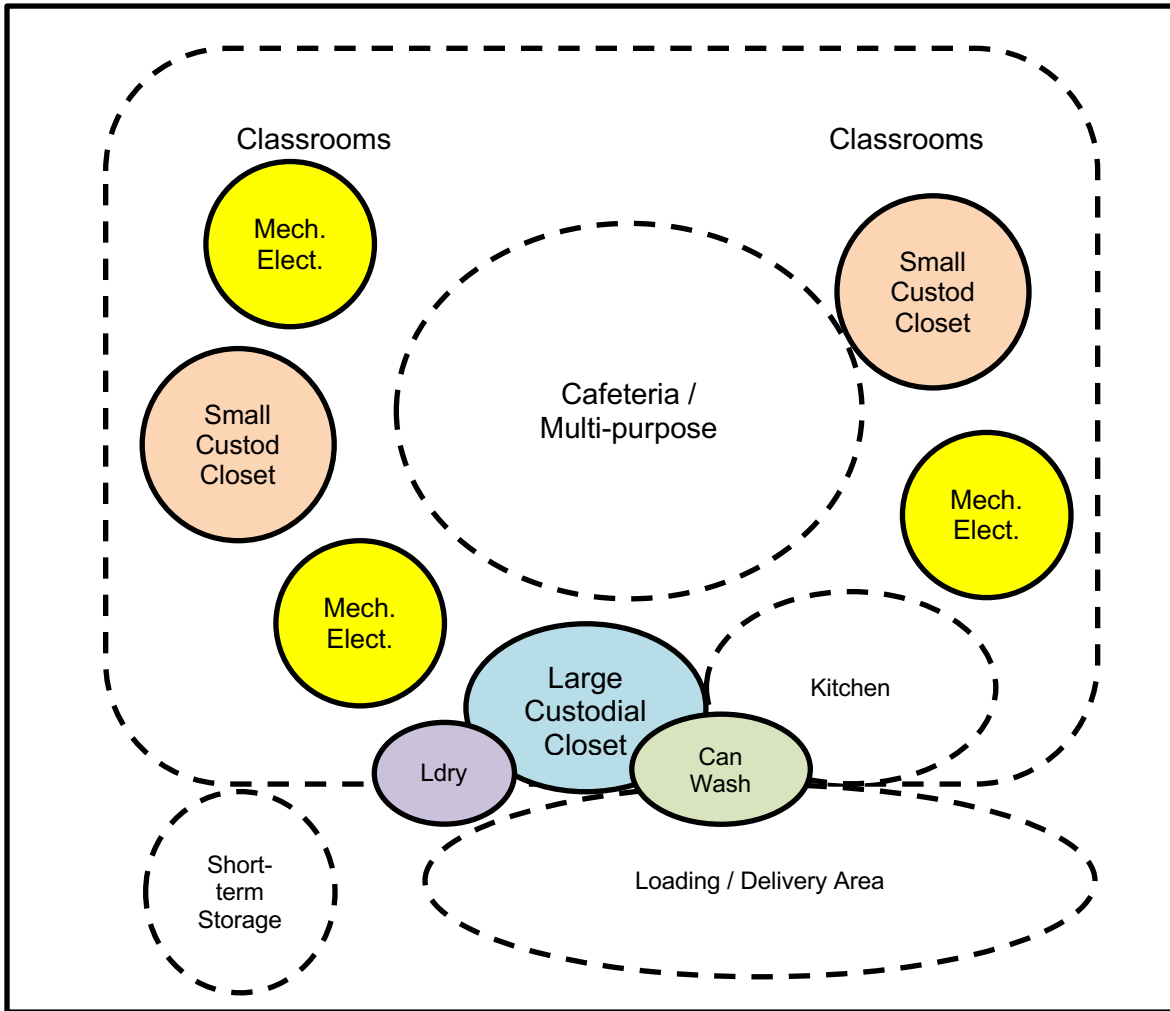
The custodial program provides appropriate cleaning support for the building by ensuring a clean, healthy, organized, and safe physical plant for the instruction of students. The custodians provide these services through regular sweeping, mopping, dusting, and scrubbing. They use larger cleaning equipment that requires additional storage space. Short term storage of desks, chairs, and tables is needed while they await repair or long-term storage. Minor repair of equipment occurs in a larger custodial area.

3.3.2 COMPONENT SPACES

Description	# Areas	# Staff	# Students	Sq. Ft.	Sq. Ft. Total
Can Wash Area	1	0	0	20	20
Custodial Closets (Lrg)	1	1	0	400	400
Custodial Closets (Sml)	2	1	0	50	100
Mechanical/Elec Room	3	0	0	400	1,200
Laundry	1	0	0	50	50
Total					1,770

3.3.3 COMPONENT RELATIONSHIPS

The large custodial closet needs to be central in the school to enable an efficient cleaning schedule. It should be located adjacent to the commons/multi-purpose room and kitchen and still have easy access from the outside loading dock for deliveries. The laundry equipment should be in the large custodial closet. The can wash closet should be outside and near the loading dock and kitchen back entrance. The smaller custodial closets should be distributed around the school to minimize the time custodians need to access equipment and supplies. The mechanical room/electrical rooms need to be placed for easy service.



This diagram is for illustration purposes only and is not to scale. Additional interpretation will be made by the design architect.

3.3.4 SPACE ATTRIBUTES

Can Wash	
Utilities	
Plumbing	Spigots for hoses to wash garbage cans at loading area; floor drain by can wash and dumpster area
HVAC	Heating
Electrical	Refer to general considerations
Lighting	LED surface
Technology	None
Surfaces	
Ceiling	Hard surface
Walls	Hard surface
Flooring	Hard surface
Windows and Doors	
Windows	None
Doors	No window in door
Storage	Hose storage rack
Furniture & Equipment	None
Other	None
Custodial Closets	
Utilities	
Plumbing	Floor mop sink in custodial closets; large custodial closet has plumbing for washer and plumbing for gas if gas dryer is used; floor drain
HVAC	Heating and cooling
Electrical	Electrical outlets in closets; special electrical for dryer unless gas is used
Lighting	Bench lighting in large closet
Technology	Phone and data in large custodial closet
Surfaces	
Ceiling	Hard surface
Walls	Hard surface
Flooring	Hard surface
Windows and Doors	
Windows	None
Doors	No windows in doors
Storage	Sufficient adjustable shelving to store custodial supplies and small tools; locking wall cabinet; Consider wall cabinets above washer and dryer; modular bases under washer and dryer if possible
Furniture & Equipment	Wall-mounted cleaning products dispenser; work bench in large closet; commercial washer and dryer
Other	None

Laundry Area	
Utilities	
Plumbing	Plumbing for washer; plumbing for gas (if gas dryer)
HVAC	Extra ventilation required
Electrical	Electrical for washer; special electrical for dryer
Lighting	LED recessed
Technology	Telephone
Surfaces	
Ceiling	Hard surface
Walls	Washable surface
Flooring	Non-slip floor covering
Windows and Doors	
Windows	None
Doors	Large door to accommodate laundry carts
Storage	Cabinets, cupboards, and shelving for cleaning supplies, soaps, bleaches, etc.
Furniture & Equipment	Washer, dryer, laundry carts, tables for folding clothes
Other	None
Mechanical/Electrical Room	
Utilities	
Plumbing	As required by function and code
HVAC	Heating and cooling
Electrical	As required by function and code
Lighting	As required by function
Technology	Phone and data drop in the mechanical room.
Surfaces	
Ceiling	Open structure
Walls	Drywall
Flooring	Hard surface
Windows and Doors	
Windows	No windows necessary
Doors	No openings
Storage	As required for equipment and parts
Furniture & Equipment	None
Other	None

3.4 FOOD SERVICE

3.4.1 PROGRAM FUNCTIONS

The food service department is operated as a support service to the educational program. Meals are eaten in a cafeteria/multipurpose area designed to provide some “volume” and sense of space to brighten and enhance the educational climate of the school. The kitchen is a warming kitchen only. Food will be held and reheated for both breakfast and lunch. There will be approximately 350 students served for lunch in a staggered lunch period and approximately 180 students for breakfast. Another 118 students will eat in the cafeteria with sack lunches from home.

3.4.2 COMPONENT SPACES

Description	# Areas	# Staff	# Students	Sq. Ft.	Sq. Ft. Total
Cafeteria/Multipurpose	1	2-4	234	2,808	2,808
Cooler	1	1	0	100	100
Dry storage	1	1	0	100	100
Freezer	1	1	0	100	100
Kitchen - Cook & Warm	1	3	1-3	600	600
Office - Food Service	1	1	0	100	100
Restroom	1	1	0	35	35
Scullery	1	1-2	0	100	100
Storage - Table/Chair	1	0	0	442	442
Total					4,385

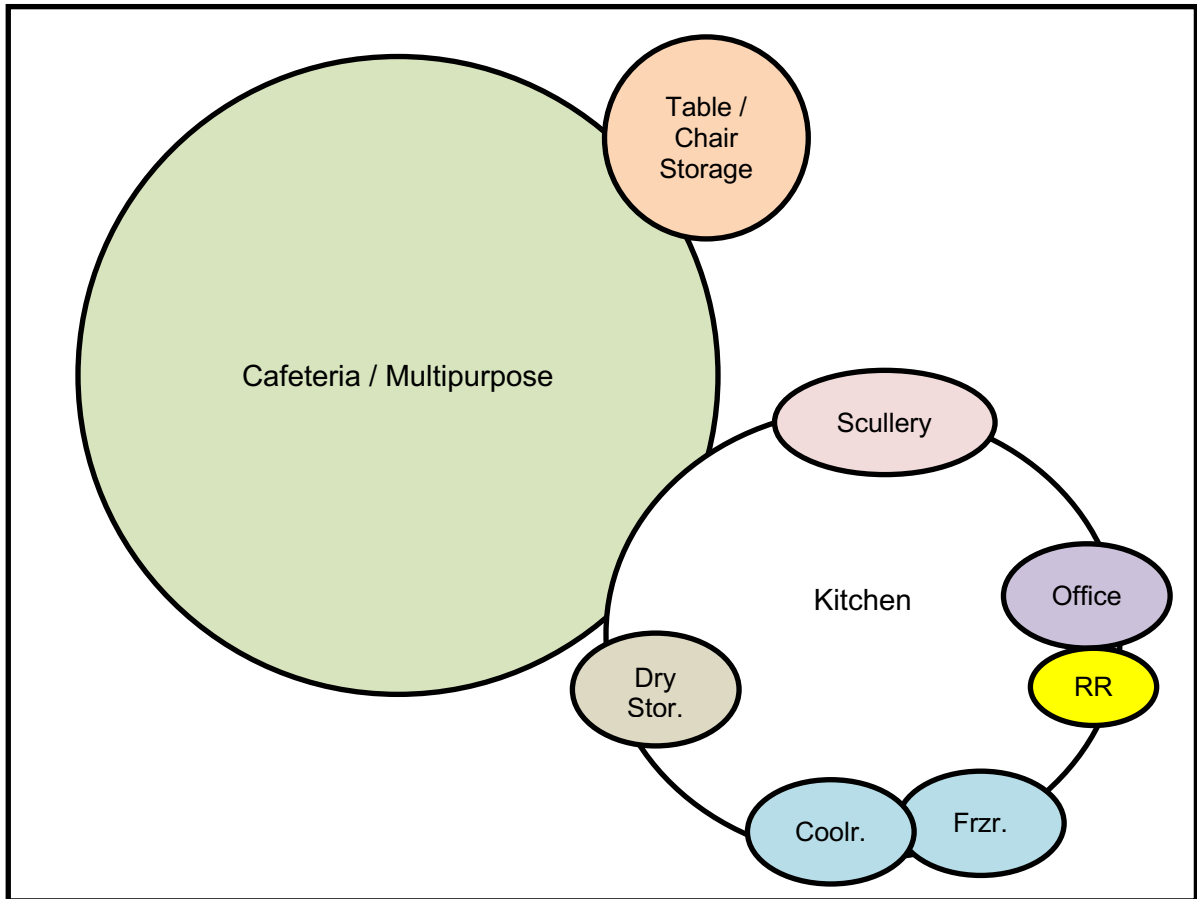
3.4.3 COMPONENT RELATIONSHIPS

The kitchen and cafeteria/multipurpose room should be in the main core area of the school. The office, restroom, freezer, and dry storage room need to be adjacent to the kitchen and close to a loading area. The cafeteria/multipurpose room and kitchen areas need to be adjacent to each other in order to provide efficient security and supervision during non-school hours. The cafeteria and kitchen should be isolated from the classrooms to prevent unnecessary noise distractions. The food preparation and dishwashing/scullery areas need to be separated, but adjacent. The design of this space should prevent potentially unsafe collisions between serving personnel, cooking personnel, and dishwashing personnel. This is especially important with hot foods and equipment. The design of the cafeteria should allow for the smooth flow of numerous students in the lunch lines.

The food service program current sends all laundry to the high school and will share laundry equipment in the nearby custodial area if needed. The kitchen should be near a main service entrance of the school to easily accommodate food deliveries. One or more dumpsters should be placed near this area. Additional containers should be added for

recycling. A can washing station should be near the dumpsters. There should be a floor drain in the can wash and loading area.

The cooling and heating system for the kitchen should be able to manage different temperatures in this space than the adjoining spaces such as the cafeteria. The kitchen can generate significant heat and may need to be cooled more aggressively than the adjoining areas.



Note: This diagram is for illustration purposes only and is not to scale. Additional interpretation will be made by the design architect.

3.4.4 SPACE ATTRIBUTES

Cafeteria/Multipurpose	
Utilities	
Plumbing	Bubbler with water bottle filler (recessed into wall with no protruding fixture)
HVAC	Quiet HVAC air distribution system (fabric ducts where appropriate)
Electrical	Electrical for one point of sale station and three food carts (milk, vegetables and fruit); electric for drop-down screen, projector(s) and/or LCD screens; sound system
Lighting	LED recessed in suspended ceiling or surface mount
Technology	Sound amplification system; LCD or projected displays to show lunch menus and/or announcements
Surfaces	
Ceiling	Designed for a high degree of acoustical dampening
Walls	Designed for a high degree of acoustical dampening; padded behind baskets; climbing wall (if desired), whiteboard w/o tray; basketball hoops (retractable if possible)
Flooring	Hard surface; appropriate for athletic activity, cleanable, lines for PE sports (e.g. basketball, pickleball, etc.) as defined by district
Windows and Doors	
Windows	Designed for maximize natural light and minimize direct solar gain and glare. High windows (if possible); darkening shades
Doors	Double doors on all main entrance locations (removable mullion); double doors to outside fields
Storage	None
Furniture & Equipment	Twenty (20) 12-top table and chair combos (not wall mounted); POS equipment; 4' magnetic whiteboard with cork strip (whiteboard should be flush mount and not have protruding chalk tray)
Other	No sharp edges or protrusions into play area
Cooler	
Utilities	
Plumbing	As required by manufacturer
HVAC	As provided by manufacturer
Electrical	As required by manufacturer
Lighting	As provided by manufacturer
Technology	Temperature alarm

Surfaces	
Ceiling	Part of pre-manufactured unit
Walls	Part of pre-manufactured unit
Flooring	Non-slip flooring
Windows and Doors	
Windows	NA
Doors	Emergency exit hardware; the doors to the cooler from dock should be large enough for a pallet;
Storage	Adjustable metal shelves
Furniture & Equipment	None
Other	None
Dry Storage	
Utilities	
Plumbing	None
HVAC	Heated and cooled
Electrical	Refer to general considerations
Lighting	LED recessed or LED surface
Technology	None
Surfaces	
Ceiling	Suspended acoustical or hard surface
Walls	Drywall
Flooring	Non-slip hard surface
Windows and Doors	
Windows	None
Doors	Large door for loading dry goods
Storage	Rolling metal adjustable shelving units
Furniture & Equipment	None
Other	None
Freezer	
Utilities	
Plumbing	As required by manufacturer
HVAC	As provided by manufacturer
Electrical	As required by manufacturer
Lighting	As provided by manufacturer
Technology	Temperature alarm
Surfaces	
Ceiling	Integral to pre-engineered unit
Walls	Integral to pre-engineered unit
Flooring	Non-slip flooring
Windows and Doors	
Windows	None
Doors	Emergency exit hardware
Storage	Adjustable metal shelves

Furniture & Equipment	None
Other	None
Kitchen Cooking & Warming	
Utilities	
Plumbing	Two deep sinks and one hand washing sink in prep area; disposals in both prep area sinks
HVAC	Ample ventilation for entire kitchen, ability to cool and heat specific to temperatures in this space
Electrical	Special electrical for ovens, etc. (see Appendix C for equipment list); ample electrical outlets for small appliances; electrical for disposal
Lighting	Task lighting at work areas
Technology	None
Surfaces	
Ceiling	Washable surface
Walls	Washable surfaces
Flooring	Non-slip flooring
Windows and Doors	
Windows	High windows
Doors	Double doors leading to delivery area; roll-down door for access to serving line, window in door to dock
Storage	Stainless steel cabinet equipment for pots and pan storage
Furniture & Equipment	Recycling bins; can smasher, small compactor (See Appendix C for kitchen and bakery equipment list.)
Other	None
Office	
Utilities	
Plumbing	None
HVAC	See general considerations
Electrical	Electrical near desk
Lighting	LED recessed in suspended ceiling
Technology	Data near desk
Surfaces	
Ceiling	See general considerations
Walls	Drywall
Flooring	Hard surface
Windows and Doors	
Windows	Window with operable blind to kitchen
Doors	No special requirements
Storage	None
Furniture & Equipment	Modular desk system, chairs, coat hooks
Other	None

Restroom	
Utilities	
Plumbing	Sink; toilet
HVAC	Ventilation fan
Electrical	Some electrical
Lighting	LED recessed in suspended ceiling or LED surface
Technology	None
Surfaces	
Ceiling	Refer to general considerations
Walls	Drywall
Flooring	Hard surface
Windows and Doors	
Windows	None
Doors	No window in door
Storage	Four (4) lockers
Furniture & Equipment	Shelf on wall behind toilet
Other	None
Scullery	
Utilities	
Plumbing	Plumbing for sink, disposal, hot and cold water, floor drain
HVAC	Additional ventilation
Electrical	Special electrical anticipated for dish washer and disposal
Lighting	LED recessed
Technology	Refer to general considerations
Surfaces	
Ceiling	Washable surface
Walls	Washable surface
Flooring	Non-slip flooring
Windows and Doors	
Windows	None
Doors	None
Storage	Integral to stainless steel fabrication by kitchen designer
Furniture & Equipment	Dishwashing equipment, sink, disposal
Other	None

Storage – Table/Chair	
Utilities	
Plumbing	None
HVAC	Heating and cooling
Electrical	None
Lighting	LED recessed in suspended ceiling or LED surface
Technology	None
Surfaces	
Ceiling	Can be open to structure
Walls	Wall surface able to withstand bumping and scraping from moving equipment
Flooring	Hard surface
Windows and Doors	
Windows	None
Doors	Oversized doors
Storage	None
Furniture & Equipment	Twenty (20) 12-top table and chair combos
Other	None

3.5 LIBRARY

3.5.1 PROGRAM FUNCTIONS

The library serves as a center for culture, literacy and lifetime learning. It provides access to information that advances a free and open information society. Students are provided the opportunity to acquire basic information through a collection of books, periodicals, and other print media and technology. A variety of instructional activities occur in this space. Accordingly, there needs to be flexibility in the use of the space for quiet individual study and research, computer research, and a classroom-like space to work independently under the supervision of the classroom teacher. The library will also be used by the community as a meeting space.

3.5.2 COMPONENT SPACES

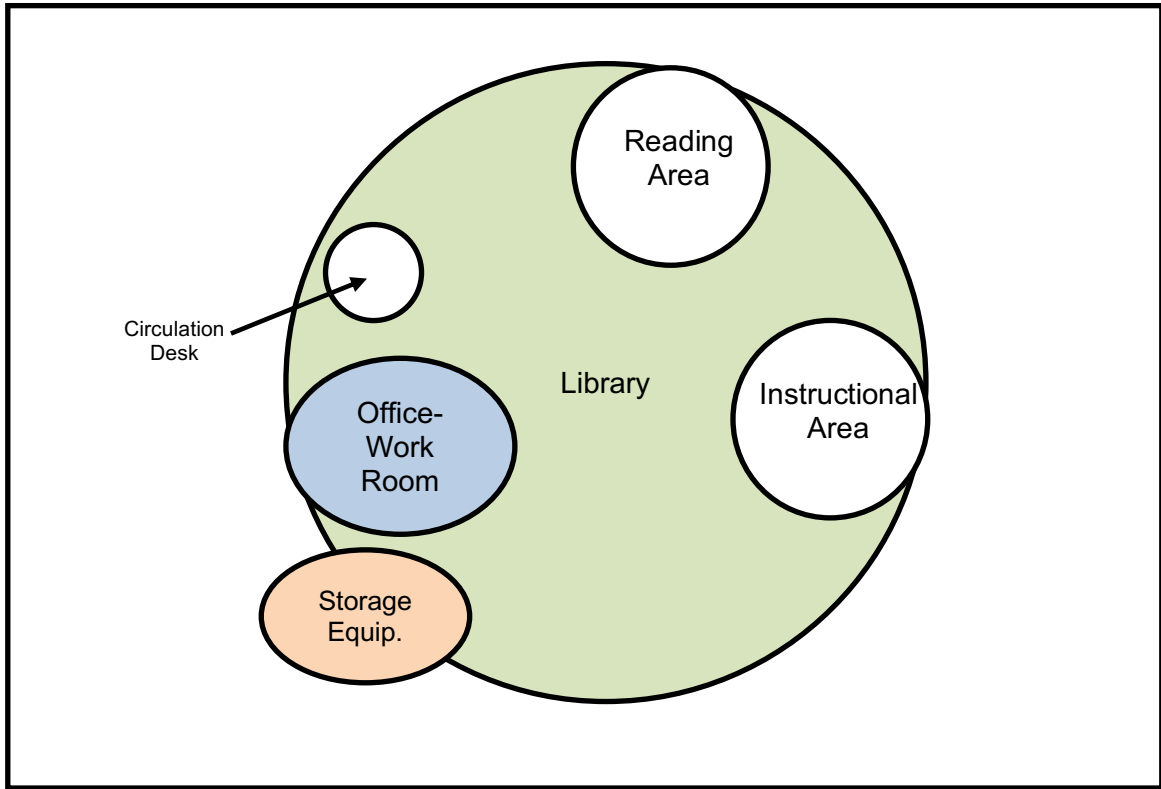
Description	# Areas	# Staff	# Students	Sq. Ft.	Sq. Ft. Total
Library	1	1-5	1-28	2,000	2,000
Office/Work Room	1	1	0	250	250
Storage	1	0	0	200	200
Total					2,450

3.5.3 COMPONENT RELATIONSHIPS

The library needs to have four main areas: (1) a general circulation area near the entrance that houses the circulation desk, circulation computer stations, and some reference materials, (2) the main book shelving area (approximately 8,000 volumes), (3) a quiet reading area with comfortable furniture, and (4) an instructional area with equipment that can be used for the instruction of an entire classroom and special presentations by visiting presenters.

The library should have reasonable access from the academic classrooms. The library office/workroom and storage room should be near the circulation desk. The librarian's office/workroom should be adjacent to the main library area and allow good visual supervision of the library through the use of interior windows. Book stacks should be oriented for good visual supervision from the circulation desk. Good sight lines are needed from the circulation desk to student computers and work areas. The library should be positioned in the building to minimize "through traffic" to other instructional spaces.

The Office/Work Room can be a separate room with door and windows allowing line of sight into the library space, or it can be a dedicated space separated by counters or half-walls placed on the edge or even in the middle of the larger library space.



Note: This diagram is for illustration purposes only and is not to scale. Additional interpretation will be made by the design architect.

3.5.4 SPACE ATTRIBUTES

Library	
Utilities	
Plumbing	Bubbler
HVAC	Heating & cooling with individual room temperature control; quiet air handling system
Electrical	Outlets throughout for students to charge devices and laptops; extra electrical at circulation desk; electrical for short-throw projector; power for lighted display cases, electrical outlet for wireless access point(s)
Lighting	Indirect LED pendant lighting; lighting for display areas
Technology	Two data ports at circulation desk; phone at circulation desk; data for short-throw projector in instructional area; wireless access point(s) covering entire space
Surfaces	
Ceiling	Preferred height of 12'-14'
Walls	Book drop from hallway; extensive use of tackable wall covering
Flooring	Carpet
Windows and Doors	
Windows	Windows for natural light but designed to minimize direct solar gain and glare; interior windows with blinds between office/workroom and library
Doors	Double door entrance and exit; removable mullion
Storage	Shelving for book collection of approximately 8,000 volumes (height appropriate for supervision); high perimeter shelving, low mobile shelving in center area, small shelf space for periodicals; storage for media behind the circulation desk; shelving underneath the counters of the desk
Furniture & Equipment	Short-throw projector; adjustable book shelves; tables; chairs; carrels, couches, ottomans; document camera, maps, display cases; (consider aquariums, terrariums, or other equipment to foster a learning-centered environment); perimeter stack; short movable stacks
Other	Hallway displays (lighted); special acoustical treatment necessary to accommodate multiple group conversations

Office/Workroom	
Utilities	
Plumbing	Sink with hot and cold water
HVAC	Additional ventilation in work room
Electrical	Additional outlets near desk top and above counter
Lighting	Task lighting over counter
Technology	Data near desk top; one data drop over counter
Surfaces	
Ceiling	See general considerations
Walls	Tackable; white board
Flooring	Carpet with hard surface near sink
Windows and Doors	
Windows	Interior window from workroom to learning commons with blinds (if separate room)
Doors	See general considerations
Storage	Counter with base cabinets, flat file storage in base cabinets for posters, charts, large flat media; wall cabinets
Furniture & Equipment	Modular desk, table, chairs; small copier, laminating equipment, binding equipment, etc.; some casework needs to be locking/secure
Other	None
Storage	
Utilities	
Plumbing	None
HVAC	Heating and cooling
Electrical	Electrical outlets for recharging equipment (including computer carts)
Lighting	LED recessed in suspended ceiling or LED surface
Technology	None
Surfaces	
Ceiling	See general considerations
Walls	Drywall
Flooring	Hard surface
Windows and Doors	
Windows	None
Doors	Oversized; locking door; no window
Storage	Large and small equipment storage areas; adjustable wall shelves; large floor space near power outlets for computer carts carrying mobile computer labs
Furniture & Equipment	None
Other	None

3.6 PHYSICAL EDUCATION

3.6.1 PROGRAM FUNCTIONS

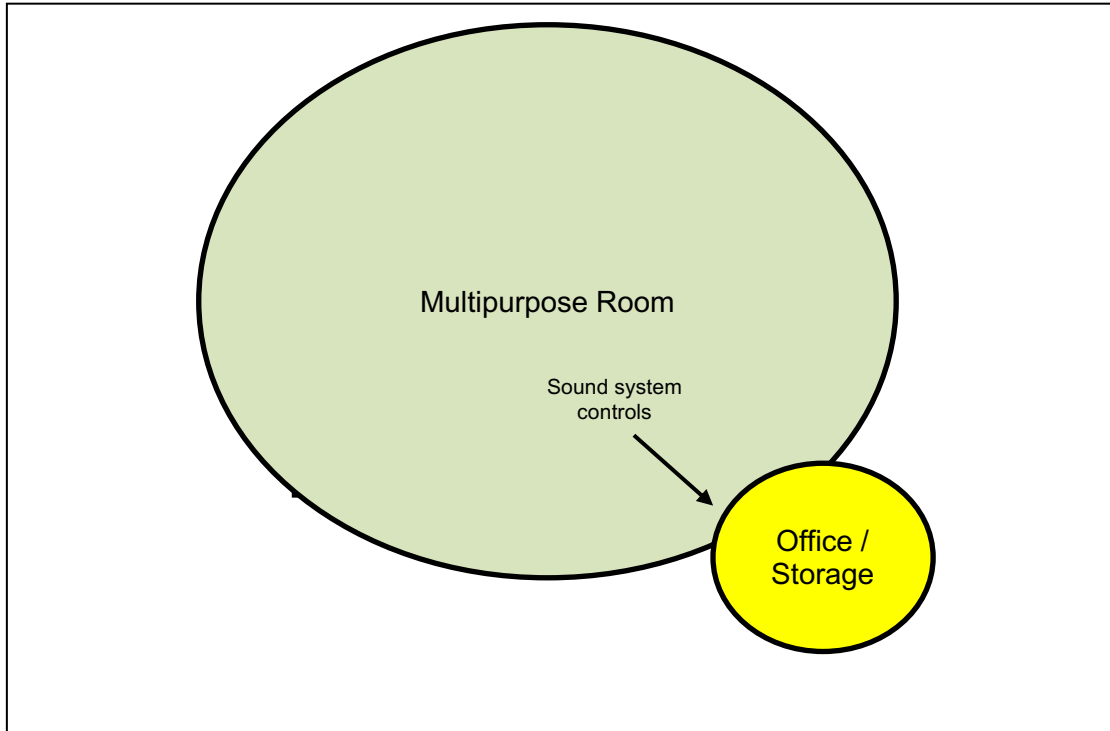
The physical education program enables students to learn skills necessary to perform a variety of physical activities and participate regularly in physical activity. All students shall gain an appreciation for a healthy, active lifestyle and know the implication of and benefits from involvement in physical activities. Activities include both indoor and outdoor activities that include basic movement awareness activities, fitness activities, exercises, lifetime sports, tumbling, gymnastics, aerobics, team sports, individual, and dual sports. Lecture and discussion are also included in the program.

3.6.2 COMPONENT SPACES

Description	# Areas	# Staff	# Students	Sq. Ft.	Sq. Ft. Total
Multipurpose Room	See Food Service				
Office/Storage	1	1	0	300	300
Total					300

3.6.3 COMPONENT RELATIONSHIPS

The physical education program is a major public space and should be near the other “noisy” spaces in the school (kitchen, music, etc.) It should be located near drinking fountains and public restroom facilities. The multipurpose room needs to be located near the fields and the front entrance of the building or have a separate public entrance. The physical education area should be easily secured for after school activities. The office/storage room should be adjacent to the multipurpose room or have immediate access to the multipurpose room. Circulation patterns should minimize traffic through the multipurpose room.



Note: This diagram is for illustration purposes only and is not to scale. Additional interpretation will be made by the design architect.

3.6.4 SPACE ATTRIBUTES

Office / Storage	
Utilities	
Plumbing	None
HVAC	See general considerations
Electrical	Electrical around desk area
Lighting	LED recessed in suspended ceiling or LED surface
Technology	Data drop at desk area; sound system controls in office with controls also accessed through a door from gymnasium
Surfaces	
Ceiling	Suspended acoustical or hard surface
Walls	Small whiteboard; some tackable space
Flooring	Hard surface
Windows and Doors	
Windows	Window to gym (operable blinds);
Doors	No window in door
Storage	Shelving for PE equipment
Furniture & Equipment	Modular furniture, desk, chair
Other	None

3.7 SPECIAL EDUCATION

3.7.1 PROGRAM FUNCTIONS

The special education program ensures all individuals have the opportunity to learn and attain self-fulfillment regardless of their disability. This process is often a collaborative educational effort among learners, educators, families, communities, governments, businesses, and industries. There are two major sub-program types: (1) the resource room program that addresses students with mild to moderate cognitive impairment, and (2), the life skills program that addresses students with more severe cognitive impairment, medically fragile students, or those with multiple handicaps. Physical therapy and occupational therapy (PT/OT) services often occur in the life skills instructional area. All instruction occurs individually in some programs or with group sizes of one to twelve students. Activities are quite varied in this program and are sometimes noisier than a regular classroom.

3.7.2 COMPONENT SPACES

Description	# Areas	# Staff	# Students	Sq. Ft.	Sq. Ft. Total
Life Skills Room	1	2-4	12	1,075	1,075
PT/OT	1	1	1-2	400	400
PT/OT + SPED Office	1	1-2	0	120	120
Resource Room	2	2-4	5-15	845	1,690
Restroom	1	0	1	80	80
Sensory Space	3	0	1	25	75
SLP	1	1-3	1-6	200	200
Total					3,640

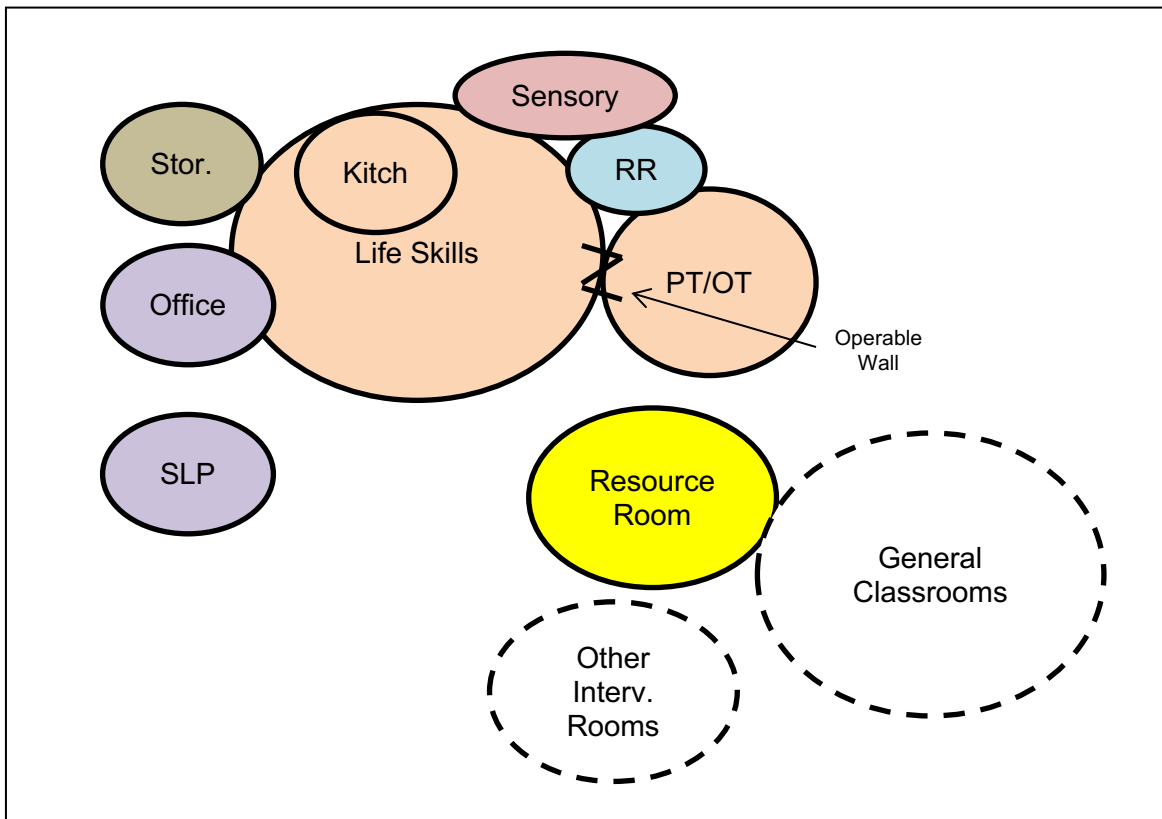
3.7.3 COMPONENT RELATIONSHIPS

The resource rooms should be near the general classrooms and acoustically separated from the multipurpose room, kitchen, and other noisy areas. They should have easy access to student restrooms and be grouped with the other intervention rooms. A sensory space should be included in both the resource rooms.

The life skills room and PT/OT room should be adjacent to each other and should have an operable wall to divide the room. The PT/OT functions will occur on one “side” with the ability to be screen off from the other area with the operable wall. The PT/OT space should also have its own entrance from a hallway.

The life skills classroom should have a kitchenette at one end of the room opposite the PT/OT room. The life skills room should include a low-sensory space should be easily accessible only from within the life skills classroom. It should also have a teaching wall similar to those in the general classrooms. One restroom and the life skills storage room should be accessible only from within the life skills room.

The life skills room should be adjacent to the PT/OT and SPED office as well as the SLP office. The life skills area needs to have easy access to the handicapped bus loading area. The Resource and Title rooms should be generally grouped together with other intervention rooms.



Note: This diagram is for illustration purposes only and is not to scale. Additional interpretation will be made by the design architect.

3.7.4 SPACE ATTRIBUTES

Sensory Space	
Utilities	
Plumbing	None
HVAC	Heating and cooling
Electrical	Light switch outside room
Lighting	LED surface mount
Technology	None
Surfaces	
Ceiling	Hard ceiling
Walls	Very durable (padded)
Flooring	Soft floor
Windows and Doors	
Windows	None
Doors	None
Storage	None
Furniture & Equipment	Soft, comfortable seating for a single student
Other	None

Kitchenette in Life Skills	
Utilities	
Plumbing	Double sink; disposal, ice maker for refrigerator; dishwasher
HVAC	Vent for hood over stove/oven
Electrical	Microwaves, full-sized refrigerator, disposal, outlets above counters; stove/oven
Lighting	Task lighting over counter for medications and feeding equipment use near sink
Technology	None
Surfaces	
Ceiling	See general considerations
Walls	Hard surface; washable
Flooring	Hard surface; no pattern; neutral color
Windows and Doors	
Windows	None needed – open to life skills room
Doors	None needed - open to life skills room
Storage	Some base and upper cabinets on kitchenette wall
Furniture & Equipment	Heavy-duty dishwasher, microwave, refrigerator with ice maker, disposal; stove with oven
Other	None

Life Skills Room	
Utilities	
Plumbing	Sink with bubbler; separate large sink with high swivel faucet; plumbing for washer; gas for dryer selected
HVAC	See general considerations; vent for dryer
Electrical	Power for charging equipment; electrical for W/D
Lighting	LED recessed in suspended ceiling; dimmable
Technology	See general considerations
Surfaces	
Ceiling	Feeding tube hooks, privacy curtain track around one area in room
Walls	Operable, acoustical wall to PT/OT area
Flooring	Combination hard flooring and carpeting (approx. one-half each); no pattern and neutral color
Windows and Doors	
Windows	Natural light if possible
Doors	Oversized for wheelchair and other equipment
Storage	Extra full-height cabinets with locks and adjustable shelving; wall cabinet above washer/dryer
Furniture & Equipment	Rocking chairs; portable Hoyer; washer and dryer
Other	None
PT/OT	
Utilities	
Plumbing	None
HVAC	See general considerations
Electrical	See general considerations
Lighting	LED recessed in suspended ceiling
Technology	Wall data drops; wireless
Surfaces	
Ceiling	Reinforced ceiling beam for swing
Walls	Operable acoustical wall between PT/OT and two of the life skills room
Flooring	Hard surface (no pattern and neutral color) with throw rugs
Windows and Doors	
Windows	See general considerations
Doors	Operable acoustical wall (See above)
Storage	Floor to ceiling cupboards with adjustable shelving; space for filing cabinets
Furniture & Equipment	Portable hoyer; desks, chairs, tables
Other	None

PT/OT +SPED Office	
Utilities	
Plumbing	None
HVAC	See general considerations
Electrical	Additional outlets near desk top
Lighting	LED recessed in suspended ceiling
Technology	Data near desk top, telephone (at desk)
Surfaces	
Ceiling	See general considerations
Walls	Some tackable surface (tackable wall covering); acoustical treatment of common walls
Flooring	Hard surface
Windows and Doors	
Windows	Exterior windows if possible; window with blinds into life skills room
Doors	See general considerations
Storage	Addressed through FF&E
Furniture & Equipment	Desk, table, chairs, storage units; whiteboard
Other	None

Resource Room	
Utilities	
Plumbing	See general considerations
HVAC	See general considerations
Electrical	See general considerations
Lighting	See general considerations
Technology	See general considerations; data in acoustical divider panels
Surfaces	
Ceiling	See general considerations
Walls	See general considerations
Flooring	See general considerations
Windows and Doors	
Windows	See general considerations
Doors	See general considerations
Storage	See general considerations
Furniture & Equipment	Mobile acoustical divider panels to accommodate different teaching areas; tables for up to six students per teacher
Other	None

Restroom in Life Skills Room	
Utilities	
Plumbing	Toilets and sinks; hand-held shower
HVAC	Ventilation fan with timer
Electrical	Electrical for changing table if not hydraulic
Lighting	LED recessed in suspended ceiling or LED surface
Technology	Call button placed high on wall for staff usage
Surfaces	
Ceiling	Privacy curtain track
Walls	Durable, washable surface; changing table attached to wall
Flooring	Hard surface
Windows and Doors	
Windows	None
Doors	No window in door
Storage	Locking storage cabinet near changing table; storage for clothing
Furniture & Equipment	Electric or hydraulic changing tables
Other	Large space around toilet for adult assistance
SLP Room	
Utilities	
Plumbing	See general considerations
HVAC	See general considerations
Electrical	See general considerations; interactive LCD to be determined
Lighting	LED recessed in suspended ceiling
Technology	Refer to general considerations; interactive LCD and ceiling box to be determined
Surfaces	
Ceiling	See general considerations
Walls	See general considerations
Flooring	See general considerations
Windows and Doors	
Windows	Natural light if possible
Doors	See general considerations
Storage	Two tall cabinets with adjustable shelves
Furniture & Equipment	Table, chairs, two 4-drawer file cabinets
Other	None

3.8 STAFF ROOMS

3.8.1 PROGRAM FUNCTIONS

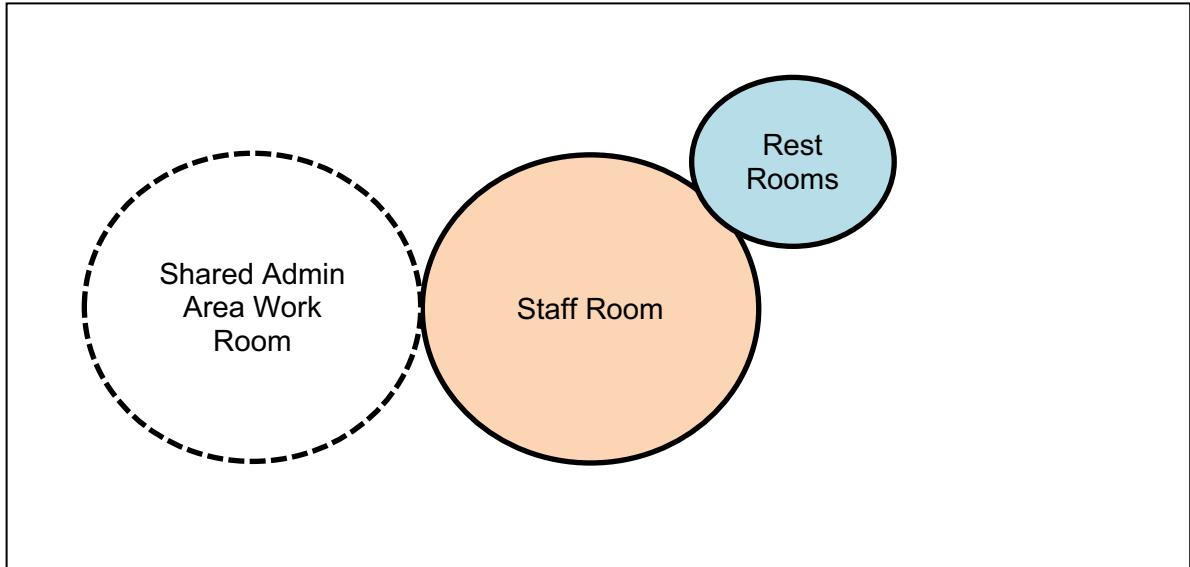
The staff room, although not an educational program, does provide space for important staff support functions in the school. This room provides space for teachers to meet with other teachers and professionals. In addition, it provides space for teachers to prepare instructional materials, send and receive mail, and relax during scheduled breaks. Written announcements, job postings, and required personnel flyers are often displayed on bulletin boards in the staff room.

3.8.2 COMPONENT SPACES

Description	# Areas	# Staff	# Students	Sq. Ft.	Sq. Ft. Total
Restroom - Staff	6	1	0	70	420
Teacher/Para Staff Room	1	30	0	600	600
Total					1,020

3.8.3 COMPONENT RELATIONSHIPS

The teacher and para-pro staff room should be adjacent the administrative area in order to access the shared workroom. The staff restrooms should have a small entry vestibule to ensure acoustical privacy in the restrooms.



Note: This diagram is for illustration purposes only and is not to scale. Additional interpretation will be made by the design architect.

3.8.4 SPACE ATTRIBUTES

Restroom - Staff	
Utilities	
Plumbing	Sink, toilet
HVAC	Ventilation fan with timer
Electrical	Wall duplexes
Lighting	LED recessed in suspended ceiling or LED surface
Technology	None
Surfaces	
Ceiling	See general considerations
Walls	Washable wall surface, mirror
Flooring	Hard surface
Windows and Doors	
Windows	None
Doors	See general considerations
Storage	Shelf over toilet for placement of personal items while using restroom; wall mounted storage cabinet in restroom
Furniture & Equipment	Mirror
Other	Vestibule in restroom entrance
Teacher/Para Staff Room	
Utilities	
Plumbing	Sink; disposal, ice maker for refrigerator; dishwasher
HVAC	See general considerations
Electrical	Electrical for microwave, refrigerator, disposal; outlets above counters; wall duplexes
Lighting	LED recessed in suspended ceiling
Technology	Some data ports in perimeter wall; wireless access
Surfaces	
Ceiling	See general considerations
Walls	Hard surface; whiteboard, tackable spaces
Flooring	See general considerations
Windows and Doors	
Windows	Natural light desired, screened from outside visibility
Doors	See general considerations
Storage	Some base and upper cabinets in kitchen area
Furniture & Equipment	Comfortable chairs and table, microwave ovens, full-sized refrigerator, dishwasher disposal (All district or project FFE provided); rear-feed mail boxes from office work room
Other	None

3.9 TECHNOLOGY

3.9.1 GENERAL PROGRAM GOAL AND OBJECTIVES STATEMENT

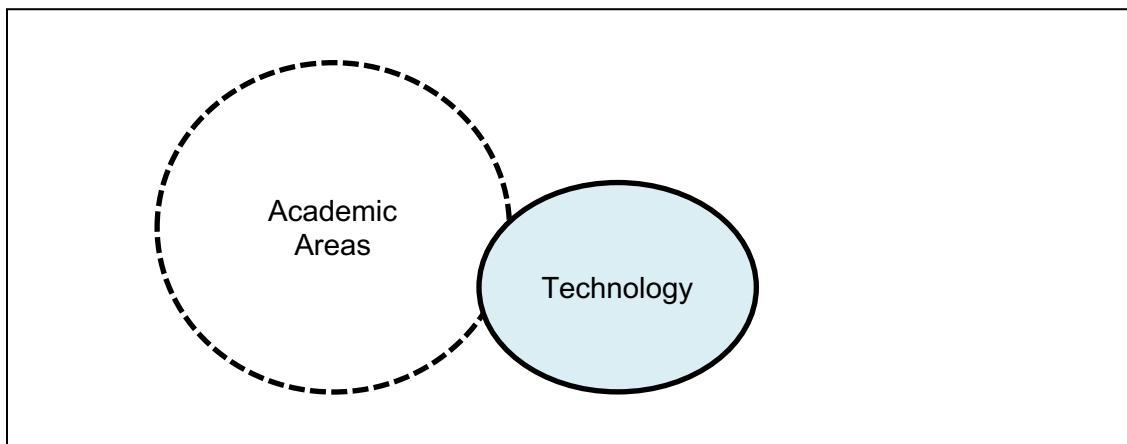
The technology program introduces and utilizes technology tools such as chromebooks and web-based software programs to augment and offer practice at core subjects. In addition, students are able to utilize the technology to explore online resources and create digital artifacts. While the use of technology is largely digital in nature, some printing does occur in these classes.

3.9.2 COMPONENT SPACES

Description	# Areas	# Staff	# Students	Sq. Ft.	Sq. Ft. Total
Technology	1	1	20	870	870
Total					870

3.9.3 COMPONENT RELATIONSHIPS

The technology classroom should be near the other academic classrooms. It should be away from the noisier spaces and centrally located for ease of student transitions to and from this classroom. It is assumed that a standard classroom will be utilized for the technology room, with no special adaptations.



Note: This diagram is for illustration purposes only and is not to scale. Additional interpretation will be made by the design architect.

3.9.4 SPACE ATTRIBUTES

Technology Room	SEE GENERAL CONSIDERATIONS
Utilities	
Plumbing	
HVAC	
Electrical	
Lighting	
Technology	
Surfaces	
Ceiling	
Walls	
Flooring	
Windows and Doors	
Windows	
Doors	
Storage	
Furniture & Equipment	
Other	

3.10 TITLE / INTERVENTIONS / GIFTED

3.10.1 GENERAL PROGRAM GOAL AND OBJECTIVES STATEMENT

The goal of the title and intervention programs is to support core subject instruction in math and reading with smaller group skill review and remediation. In addition to math and reading intervention programs, students are also supported through a bilingual reading specialist and the Open Door program for gifted students.

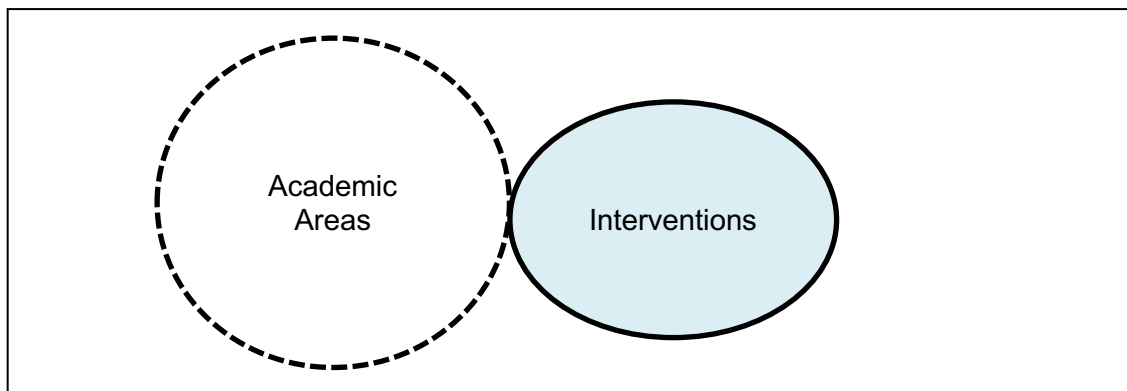
3.10.2 COMPONENT SPACES

Description	# Areas	# Staff	# Students	Sq. Ft.	Sq. Ft. Total
Math Intervention	1	1	1-12	435	435
Reading Intervention	1	1	1-5	435	435
Bilingual Reading Spec	1	1-2	4-16	870	870
Open Door	1	1	1-6	435	435
Total					2,175

3.10.3 COMPONENT RELATIONSHIPS

The intervention classrooms should be centrally located for ease of student transitions to and from their home classrooms.

These classrooms are outfitted similar to general classrooms, with the difference that all except for the Bilingual reading specialist are programs that can be effective in half-classroom sized spaces. As these programs may change in the future, it is desirable for two half-classrooms to be able to conjoin into a single standard classroom.



Note: This diagram is for illustration purposes only and is not to scale. Additional interpretation will be made by the design architect.

3.10.4 SPACE ATTRIBUTES

Intervention Rooms	SEE GENERAL CONSIDERATIONS
Utilities	
Plumbing	
HVAC	
Electrical	
Lighting	
Technology	
Surfaces	
Ceiling	
Walls	
Flooring	
Windows and Doors	
Windows	
Doors	
Storage	
Furniture & Equipment	
Other	

3.11 OTHER

3.11.1 PROGRAM FUNCTIONS

The “other” rooms, although not educational programs, do provide space for important functions in the school.

3.11.2 COMPONENT SPACES

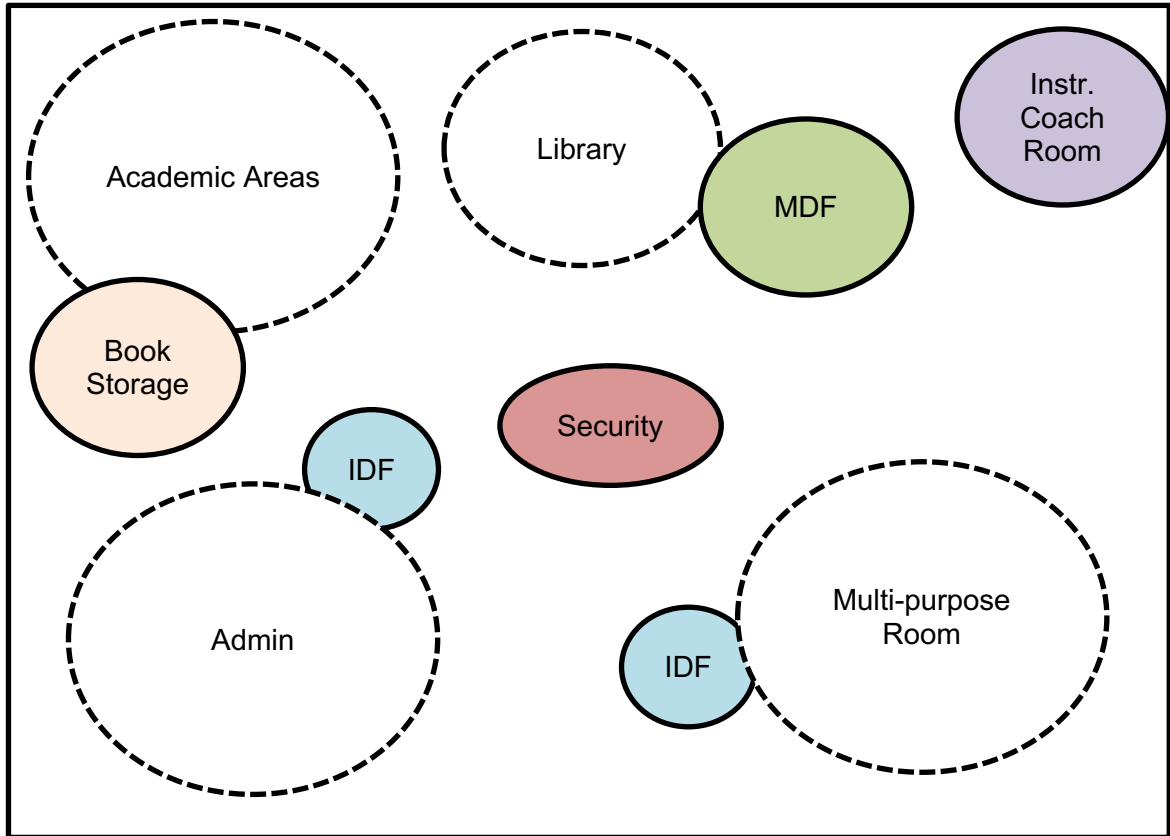
Description	# Areas	# Staff	# Students	Sq. Ft.	Sq. Ft. Total
Book Storage Room	1	0	0	150	150
IDF Room	3	0	0	25	75
MDF Room	1	1	0	100	100
Instructional Coach	1	1-15	0	435	435
Security Office	1	1	0	70	70
Total					830

3.11.3 COMPONENT RELATIONSHIPS

The book storage room should be located near the academic classrooms. The main distribution frame (MDF) room should be relatively central in the school, preferably near the library. The intermediate distribution frame (IDF) rooms should be distributed around the school as necessary to provide voice and data feeds to the classrooms.

The Instructional Coach room is used for direct instruction and coaching of groups of teachers up to fifteen (15) at a time. There is also substantial amount of curricular materials storage needed within this space. The Instructional Coach room should be away from the noisier areas.

The Security Office should be located centrally in the school, preferably adjacent to the primary hallway with a window into the hallway.



Note: This diagram is for illustration purposes only and is not to scale. Additional interpretation will be made by the design architect.

3.11.4 SPACE ATTRIBUTES

Book Storage	
Utilities	
Plumbing	None
HVAC	Heating and cooling
Electrical	Electrical outlets for charging equipment
Lighting	LED recessed in suspended ceiling or LED surface
Technology	None
Surfaces	
Ceiling	Suspended acoustical or open to structure
Walls	Hard surface
Flooring	Hard surface
Windows and Doors	
Windows	None
Doors	No window in door
Storage	Adjustable shelving; some flat file storage
Furniture & Equipment	None
Other	None
IDF/MDF Rooms	
Utilities	
Plumbing	None
HVAC	Extra ventilation/cooling
Electrical	Adequate electrical for technology equipment
Lighting	LED recessed in suspended ceiling or LED surface; task lighting at bench
Technology	Data drops in wall for phone in MDF; data at benchtop; wireless
Surfaces	
Ceiling	Suspended acoustical or open to structure
Walls	Hard surface
Flooring	Hard surface
Windows and Doors	
Windows	None
Doors	No window in doors
Storage	Adjustable shelves for storage and specialty racks
Furniture & Equipment	Equipment racks; small work bench in the MDF room
Other	None
Instructional Coach Room	See General Classroom
Utilities	
Plumbing	
HVAC	
Electrical	



Prosser Heights Elementary School - Educational Specifications

Lighting	
Technology	
Surfaces	
Ceiling	
Walls	
Flooring	
Windows and Doors	
Windows	
Doors	
Storage	
Furniture & Equipment	
Other	
Security Office	
Utilities	
Plumbing	None
HVAC	See general considerations
Electrical	Electrical near desk
Lighting	LED recessed in suspended ceiling
Technology	Data near desk
Surfaces	
Ceiling	See general considerations
Walls	Drywall
Flooring	Hard surface
Windows and Doors	
Windows	Window with operable blind to hallway
Doors	Locking
Storage	Locking storage for security items
Furniture & Equipment	Modular desk system, chairs, coat hooks
Other	None





APPENDIX A

SPACE TABLES FOR PROSSER HEIGHTS ELEMENTARY SCHOOL

	Future Space Data				
	Number Teaching Spaces	Total Number Spaces	Projected Classroom Enrollment	Total Max. Capacity	Total Sq. Feet
CLASSROOM SPACE					
Grade 3 General Classrooms	4	4	25	100	3,480
Grade 3 Hybrid Classrooms	3	3	25	75	2,850
Storage		3	0	0	120
Grade 4 General Classrooms	6	6	27	162	5,220
Grade 5 General Classrooms	6	6	28	168	5,220
Subtotal	19	22		505	16,890

SPECIAL PROGRAMS					
Art	0	3	28	0	1,210
Technology	0	1	0	0	870
Library	0	3	28	0	2,450
Music	0	0	28	0	0
Physical Education	0	1	28	0	300
Special Education	1	10	12	12	3,640
Title / Interventions / Gifted	0	4	15	0	2,175
Other	0	7	28	0	830
Subtotal	1	29		12	11,475

SUPPORT SPACE					
Administration and Counseling	0	16	0	0	2,580
Custodian/Maintenance	0	8	0	0	1,770
Food Service/Cafeteria	0	9	0	0	4,385
Staff Rooms	0	7	0	0	1,020
Subtotal	0	40	0	0	9,755

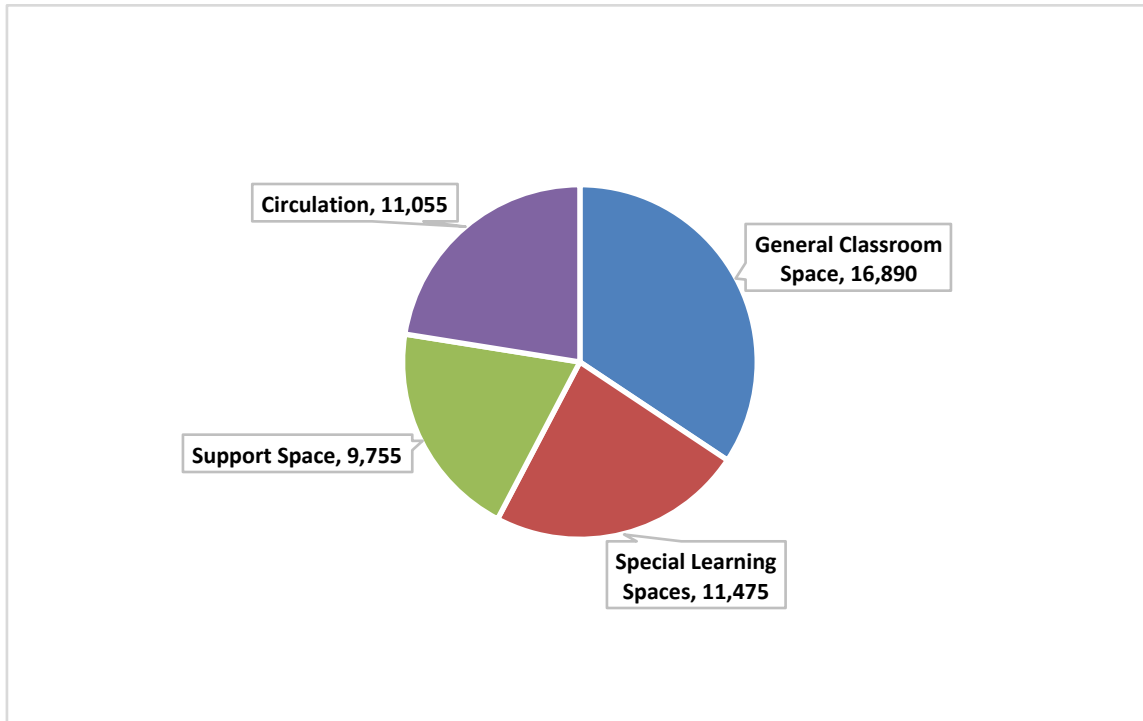
Circulation: Storage, Utilities, Hallways, Restrooms, etc. @ 29% 11,055

GRAND TOTALS ==> 20 517 49,175





Prosser Heights Elementary School - Educational Specifications





A.2 Administration

Description	# Areas	# Staff	# Students	Sq. Ft.	Sq. Ft. Total
Clinic	1	1	1-4	200	200
Conf. Room	1	1-10	0	250	250
File-Storage Room	1	0	0	100	100
ISS	1	1	2	70	70
L&F / Comm. Closet	1	0	0	50	50
Office - AP / Itinerant	1	1	1-4	150	150
Office - Counselor	1	2	1-4	150	150
Office - Principal	1	1-4	1-4	180	180
Office - Psych	1	1	1-3	150	150
Office - Nurse	1	1	1-3	150	150
Reception Area - Adm.	1	1-4	1-6	600	600
Restrooms	3	1	0	60	180
Work Room (Shared)	1	1-2	0	350	350
Total					2,580

A.3 Art

Description	# Areas	# Staff	# Students	Sq. Ft.	Sq. Ft. Total
Art Room	1	1	20	950	950
Material Storage	1	0	0	100	100
Student Storage	1	0	0	160	160
Total					1,210

A.4 Custodial-Maintenance

Description	# Areas	# Staff	# Students	Sq. Ft.	Sq. Ft. Total
Can Wash Area	1	0	0	20	20
Custodial Closets (Lrg)	1	1	0	400	400
Custodial Closets (Sml)	2	1	0	50	100
Mechanical/Elec Room	3	0	0	400	1,200
Laundry	1	0	0	50	50
Total					1,770





A.5 Food Service

Description	# Areas	# Staff	# Students	Sq. Ft.	Sq. Ft. Total
Cafeteria/Multipurpose	1	2-4	234	2,808	2,808
Cooler	1	1	0	100	100
Dry storage	1	1	0	100	100
Freezer	1	1	0	100	100
Kitchen - Cook & Warm	1	3	1-3	600	600
Office - Food Service	1	1	0	100	100
Restroom	1	1	0	35	35
Scullery	1	1-2	0	100	100
Storage - Table/Chair	1	0	0	442	442
Total					4,385

A.6 General Classroom

Description	# Areas	# Staff	# Students	Sq. Ft.	Sq. Ft. Total
General Classrooms 3	4	1	25	870	3,480
Gen Classroom 3 Hybrid	3	1	25	950	2,850
Storage (plumbed for RR)	3	0	0	40	120
General Classrooms 4	6	1	27	870	5,220
General Classrooms 5	6	1	28	870	5,220
Total					16,890

A.7 Library

Description	# Areas	# Staff	# Students	Sq. Ft.	Sq. Ft. Total
Library	1	1-5	1-28	2,000	2,000
Office/Work Room	1	1	0	250	250
Storage	1	0	0	200	200
Total					2,450

A.8 Physical Education

Description	# Areas	# Staff	# Students	Sq. Ft.	Sq. Ft. Total
Multipurpose Room	See Food Service				
Office/Storage	1	1	0	300	300
Total					300





A.9 Special Education

Description	# Areas	# Staff	# Students	Sq. Ft.	Sq. Ft. Total
Life Skills Room	1	2-4	12	1,075	1,075
PT/OT	1	1	1-2	400	400
PT/OT + SPED Office	1	1-2	0	120	120
Resource Room	2	2-4	5-15	845	1,690
Restroom	1	0	1	80	80
Sensory Space	3	0	1	25	75
SLP	1	1-3	1-6	200	200
Total					3,640

A.10 Staff Rooms

Description	# Areas	# Staff	# Students	Sq. Ft.	Sq. Ft. Total
Restroom - Staff	6	1	0	70	420
Teacher/Para Staff Room	1	30	0	600	600
Total					1,020

A.11 Technology

Description	# Areas	# Staff	# Students	Sq. Ft.	Sq. Ft. Total
Technology	1	1	20	870	870
Total					870

A.12 Title / Interventions / Gifted

Description	# Areas	# Staff	# Students	Sq. Ft.	Sq. Ft. Total
Math Intervention	1	1	1-12	435	435
Reading Intervention	1	1	1-5	435	435
Bilingual Reading Spec	1	1-2	4-16	870	870
Open Door	1	1	1-6	435	435
Total					2,175





Prosser Heights Elementary School - Educational Specifications

A.13 Other

Description	# Areas	# Staff	# Students	Sq. Ft.	Sq. Ft. Total
Book Storage Room	1	0	0	150	150
IDF Room	3	0	0	25	75
MDF Room	1	1	0	100	100
Instructional Coach	1	1-15	0	435	435
Security Office	1	1	0	70	70
Total					830





APPENDIX B

EQUIPMENT LISTS FOR PROSSER HEIGHTS ELEMENTARY SCHOOL

B.1 KITCHEN

At the time of the writing of these specifications a detailed equipment list has not been provided by school or district staff.

One item has been requested to be considered: PIPER DO-16-G
Natural Convection Oven

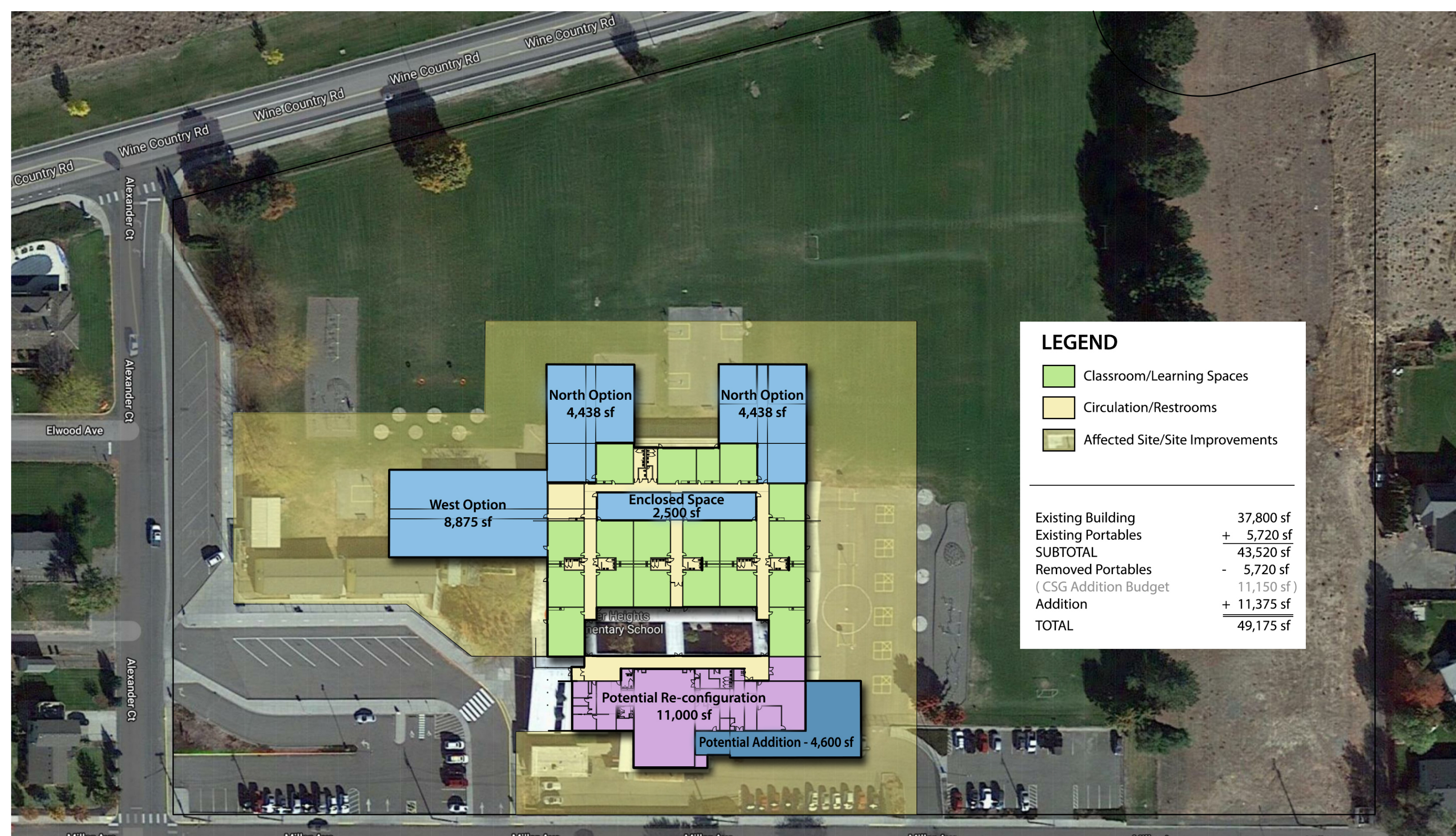
B.2 MUSIC

At the time of the writing of these specifications a detailed equipment list has not been provided by school or district staff.

B.3 PHYSICAL EDUCATION

At the time of the writing of these specifications a detailed equipment list has not been provided by school or district staff.





LEGEND

- Classroom/Learning Spaces
- Circulation/Restrooms
- Affected Site/Site Improvements

Existing Building	37,800 sf
Existing Portables	+ 5,720 sf
SUBTOTAL	43,520 sf
Removed Portables	- 5,720 sf
(CSG Addition Budget	11,150 sf)
Addition	+ 11,375 sf
TOTAL	49,175 sf

Prosser Heights Elementary
Concept Site and Floor Plan

WHITSTRAN ELEMENTARY SCHOOL EDUCATIONAL SPECIFICATIONS

PROSSER SCHOOL DISTRICT



Developed by Teater-Crocker, Inc.



for



July 2019

ACKNOWLEDGMENTS

The Prosser School District patrons, administration, and staff spent many hours providing valuable information for this document. Without their considerable time and effort, this project would not have been possible.

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PROSSER SCHOOL DISTRICT ADMINISTRATION

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INTRODUCTION

These educational specifications are a set of concisely written, organized objectives that describe the educational facility needs of students, educators, and the community. They collectively outline what these groups want to achieve for students, educators, the community, and their activities and relationships. This document serves as a written communication between educators and the design professionals. The development of the educational specifications is only the first set of specifications and the first in a series of communications. Design specifications and construction specifications follow. Therefore, diagrams in this document are for illustration purposes only. Additional interpretation will be made by the design architect. Further, these educational specifications are prepared as a “guiding document” and not a “trapping document.” The district can expect minor variations in the design as professional architects and engineers translate this information into schematic design and construction documents.





1.0 COMMUNITY INFORMATION

1.1 Community Information

The City of Prosser serves as the county seat in Benton County in Washington State and has area of approximately 4.53 square miles. Prosser has a population of approximately 5,800, while Benton County has an estimated population of over 184,000. The population of Prosser School District is approximately 13,000.

Prosser was once home to Native Americans, who hunted and fished the area. Colonel William F. Prosser, who was sent as an agent for the Department of the Interior, surveyed the area in 1879, then claimed a homestead in 1882. Prosser was finally and officially incorporated in 1899, with a population of 229. The Northern Pacific Railroad built a power house on the Yakima River and established the Prosser Falls Land and Irrigation Company. With the rich, fertile ground in the area, Prosser had, and continues to have, a strong agriculture industry, including concord and wine grapes, apples, cherries, hops, asparagus, corn, wheat, and related processing plants. Prosser's location on the Yakima River and easy highway access has allowed both the tourist industry and wine industry to flourish. Yakima Valley is home to several wineries, and the city of Prosser now calls itself "The Birthplace of the Washington Wine Industry."

Prosser sits between the Rattlesnake Hills to the north and the Horse Heaven Hills to the south, and has the Yakima River running through it. (The Columbia River runs on the outside of Benton County.) This scenic valley offers a wide assortment of outdoor activities including hunting, fishing, camping, hiking, boating, and golf. Although Prosser has a small-town feel, it has quick access to medical care, and major shopping, and there are 17 local churches, 5 parks, an activities center, a museum, and a public library.

The area is geographically characterized by grassland plains, as is typical of its steppe climate. This temperate climate results in hot summers with temperatures up to 104 degrees F and cold winters with sub-zero temperatures.





According to US Census data, the per capita income in Prosser is approximately \$16,302, and the median income of households in the city was \$39,185.

1.2 School District Information

The Prosser School District currently serves just over 2,700 students. Student enrollment is projected to be stable or decline slightly over the coming years. The district operates three elementary schools, one middle school grades six through eight, one alternative high school grades nine through twelve, and one high school grades nine through twelve. The Prosser School District has a number of Turnaround Principles with aligned Indicators that provide direction and a philosophical basis for their programs and activities.

Principle: Provide Strong Leadership

Indicator: *The District examines its policies and makes modifications as needed to provide operational flexibility for principals in order to support school turnaround plans in key areas.*

Principle: Ensure teachers are effective and able to improve instruction

Indicator: *The district has policies and practices in place that prevent ineffective teachers from transferring to schools that are required to implement turnaround plans.*

Indicator: *Professional development is built into the school schedule by the district, but the school is allowed discretion in selecting training and consultation that fit the requirements of its Student and School Success Action Plan and evolving needs.*

Principle: Redesign the school day, week, year

Indicator: *The district allocates resources to support additional learning time for students and staff in schools required to implement turnaround principles.*



Principle: Strengthen the school's instructional program

Indicator: *The district ensures that school improvement initiatives include rigorous, research-based, field-proven instructional programs, practices, and models.*

Indicator: *The district has a comprehensive plan that includes testing each student at least 3 times each year to determine progress toward standards-based objectives.*

Principle: Use data to inform instruction and continuous improvement

Indicator: *The district provides schools with technology, training, and support for integrated data collection, reporting, and analysis systems.*

Principle: Provide ongoing mechanisms for family and community engagement

Indicator: *The LEA/School has announced changes and anticipated actions publicly; communicated urgency of rapid improvement, and signaled the need for rapid change.*



1.3 Enrollment Projections

The Prosser School District has a slightly decreasing student population. The enrollment projections from the Office of the Superintendent of Public Instruction indicate that this trend will continue for some years. The table with the OSPI projection is included in Exhibit 1-1. The six-year projection indicates that grades K-5 will remain relatively stable over the coming years.

EXHIBIT 1-1
OSPI ENROLLMENT PROJECTION TABLE (LINEAR REGRESSION K)

	11 - 12	12 - 13	13 - 14	14 - 15	15 - 16	16 - 17	Avg. %	17 - 18	18 - 19	19 - 20	20 - 21	21 - 22	22 - 23
K	206	234	199	209	215	215	Survival	213	213	213	213	213	213
1	207	198	228	202	184	207	95.88%	206	204	204	204	204	204
2	213	197	195	222	202	192	99.07%	205	204	202	202	202	202
3	212	208	201	188	212	198	97.92%	188	201	200	198	198	198
4	216	217	203	200	198	212	100.96%	200	190	203	202	200	200
5	215	219	216	203	197	207	100.79%	214	202	192	205	204	202
6	225	213	226	215	191	204	99.89%	207	214	202	192	205	204
7	220	222	214	222	210	198	99.74%	203	206	213	201	192	204
8	243	217	218	211	223	208	98.99%	196	201	204	211	199	190
9	229	255	233	223	234	223	105.10%	219	206	211	214	222	209
10	201	220	252	230	220	237	98.71%	220	216	203	208	211	219
11	228	195	217	251	225	213	97.98%	232	216	212	199	204	207
12	227	244	219	232	268	220	106.16%	226	246	229	225	211	217
K-5	1,269	1,273	1,242	1,224	1,208	1,231		1,226	1,214	1,214	1,224	1,221	1,219
6-8	688	652	658	648	624	610		606	621	619	604	596	598
9-12	885	914	921	936	947	893		897	884	855	846	848	852
K-12	2,842	2,839	2,821	2,808	2,779	2,734		2,729	2,719	2,688	2,674	2,665	2,669

Source: OSPI and Teater-Crocker, Inc., 2017

1.4 Project Rationale

All three elementary schools are older buildings nearing, or at, the end of life for many components. Keene-Riverview Elementary was constructed in 1949 with some additions and modernizations in 1985. Prosser Heights was constructed in the 1960s and, while an addition was added in 1986, the original building has never been modernized or updated. Whitstran Elementary was constructed in the 1950s and has remained largely untouched beyond a limited modernization in 1985. In addition, every school has a significant number of students learning in portable buildings rather than in permanent classroom structures.

With these aging buildings in mind, the Prosser community determined that significant updating, remodeling, and refreshing of these buildings, as well as





additional classroom space, was warranted. A bond to fund this work was passed in the spring of 2017.

The Prosser School District and the community it serves have chosen to enrich the educational program delivery at the elementary levels in order to provide the best possible education for its students. The larger, updated buildings will have adequate spaces for the programs and will meet the needs of the modern curriculum.

1.5 Site Considerations

The refreshing and remodeling of the three elementary schools will occur on each school's existing site.

Prevailing winds are from the west and northwest. Despite a milder local climate, some snow and ice accumulations are to be expected.

Two of the sites, Prosser Heights and Keene-Riverview, currently have inadequate parking and traffic flow for buses and parents during drop-off and pick-up. Remedying these safety and efficiency concerns may require addressing the flow of traffic on the streets surrounding each of the schools, and possibly siting new construction specifically to support improvements in these areas.



2.0 GENERAL BUILDING CONSIDERATIONS

These general design considerations are applicable to each program area unless otherwise specified or noted in this document. Other notes or specifications in this document may be more detailed, restrictive, or stringent in requirements than those noted in this chapter in which case the more restrictive requirement applies.

2.1 CIRCULATION

The design of foyers, corridors, and common areas should allow as much visibility as possible for supervising these spaces with a minimum number of staff members. The number of “blind spots” in the building should be minimized. Accesses to all building areas and the site need to meet the needs of the disabled and the Americans with Disabilities Act.

The main entry area should be clearly marked and visible to a first-time visitor. It should be open and inviting with ample display areas for student work and achievements. Main entry floor areas need to be a durable surface (ceramic, vinyl composition tile, or equivalent). The outside of the main entry area should be covered to protect those arriving or exiting from inclement weather. Corridor floor surfaces should be hard surface for ease of cleaning. Each building entry should have a series of mats that “progressively scrub” the feet of those entering the building. The main foyer and the corridors need to have higher lighting levels than typically specified in classrooms.

Student lockers are not planned for this school. Corridors should have a wainscot of durable material with tackable surface above.

2.2 VEHICLE ACCESS AND PARKING

The school should have a main student drop-off zone located near the “front” of the building and near the main administration area. No driveway approaching the school should be designed to allow a vehicle to accelerate into the building (i.e. no long, straight roadways). Efforts should be made to prevent automobile crossing traffic in this area. The bus-loading zone should be separated from all other traffic (parent, staff, and visitors) and should have parking space for four (4) full size passenger buses. 2 (3) handicapped and/or community mini-buses will use the bus parking at the same time as the regular buses. If possible, buses should park end-to-end curbside style along a loading zone (curb) in front of the school. All driveways and drop-off zones should be fully paved and curbed with appropriate handicapped access curb cuts. Bus lanes shall be designed to accommodate the heavy loads associated with such vehicles.

There should be forty (40) spaces for staff parking plus additional visitor parking near the main entrance but away from bus traffic and bus parking. The number of visitor and handicapped parking spaces should be calculated and placed per law. Four (4) parking spaces are needed in the kitchen/delivery area for kitchen, custodial and maintenance staff. All parking lots shall be fully paved and curbed with appropriate handicapped access curb cuts. Curbs and concrete wheel



stops should be eliminated in the interior of the parking lots in order to facilitate sweeping and/or snow removal. All parking lots shall have painted parking stripes.

Bicycle parking shall be provided at a safe and separate distance from staff and visitor parking and should be visible from the front office.

A screened service area shall be located on the site to minimize its effect on the surrounding properties and other on-site facilities. There shall be space for two (2) dumpsters adjacent to the kitchen with easy access for the trash hauling equipment. A loading area shall be located at the kitchen delivery area. Spaces for recycling containers shall be provided. Dumpsters and recycling should be configured so that custodians do not have to lift cans above waist to dump and trucks can access the dumpsters and recycling for removal. A non-secure, outside storage area should be provided near the loading area for maintenance and custodial supplies and equipment to be stored on a short-term basis.

All parking and driveway areas shall be provided with signs that clearly indicate traffic flow and parking requirements (e.g., BUS TRAFFIC ONLY, FIRE LANE, LOADING ZONE, VISITOR PARKING, etc.). Student routes to fields should not cross service or other access driveways. Access walkways to all parking lots shall be clearly marked and sized for maximum use. Bollards may be used where practical but shall be minimized. Parking lot lighting shall be installed as appropriate.

2.3 BUILDING SECURITY AND SAFETY

The design of the school should contribute to the safety and security of its occupants. A bright, clean, orderly environment encourages students to keep it that way. The school design should contribute significantly to a clean, but not sterile, climate. At the time of the writing of these educational specifications the district is reviewing a previously-developed facilities security plan. The following information is recommended to be incorporated into the plan as it is developed.

The design of the facility should prevent unauthorized or illegal entry and contribute to security. A fully programmable, IP-based "card-lock" locking system should be used on exterior doors. The card-lock system should have a notification feature when an exterior door is ajar. In addition, the building should have an IP-based, zoned security alarm system using card swipe devices. The system should monitor corridors, and selected sensitive areas, doors and hatches. (Selected sensitive areas, doors and hatches include but are not limited to office areas, computer rooms, chemical storage areas, audio/visual equipment storage areas, student records areas, and vaults.)

There should be a clearly marked, single entrance to the school that is designed to prevent visitors from accessing any portion of the school without first going through the office. Entrances should be able to accommodate the flow of students at the beginning and end of school but be locked down and secure for the remainder of the school day. Consideration of community use of the school should determine both exterior and interior door locations to maximize after-hours and weekend school security.





The exterior of the building should not provide any “natural ladders” that would provide access to the building roof. Roof pitch should be no greater than 4/12 to allow easier maintenance of the roofing system. Access ladders to the roof should not be “ship ladders.” Recesses, blind corners, or crawl space accesses, and roof hatches should be eliminated where possible. If practical, restrooms should be located away from the entrances of the school for security purposes. Stairwells, if used, should be open in nature for easy visual supervision.

The use of multiple, small, power over Ethernet (POE) cameras is essential. These cameras should be attached to the building network. The data drops for these cameras should be placed at strategic locations in the hallways and large core spaces. These cameras will be used to monitor exterior portions of the building campus and should be located along with wireless hot spots for the exterior spaces. Parking lots should have pole-mounted cameras allowing for sufficient coverage of the lots. Monitors may be placed in different areas of the school, especially in the administrative office area to monitor video feeds from Ethernet-based (POE) cameras.

There should be additional exterior security lighting near entrances and walkways for visual supervision by law enforcement. These light fixtures should be designed to allow easy change-out of bulbs.

The building shall be provided with a fire alarm system that has the capability to transmit an alarm to the fire department or a monitoring company. The fire alarm system shall have sensing devices and alarm initiating devices connected to a control/annunciator panel. Fire alarms shall have both audio and visual alarms. The control/annunciator panel shall be placed near the main administrative area. Fire extinguishers, exit lights, and exit door hardware should be provided as part of the construction package. *All of the components in this paragraph are to be designed in compliance with code authorities having jurisdiction.*

The areas of the property regularly utilized by students shall be fenced with open chain link fencing of heights to be determined during design. If desired, baffle gates can be installed for access to adjacent residential areas or walking paths. There shall be fencing around the service area with a gate wide enough for all service vehicles. All hazardous equipment storage areas shall be fenced.

2.4 TECHNOLOGY AND COMMUNICATIONS

A fully programmable unified communication system (VOIP), including intercom features, shall be provided for the school. The communication system shall allow for FAX sending and reception in the office area. The components of the system should include the clock/bell system and any servers and/or hardware for the system should be installed in a data closet. The clock bell console (if separate hardware) shall be placed in the administrative office.

The intercom feature needs to provide the capacity for several auxiliary inputs, including connection to the network for streaming services. In addition, it shall provide for office-classroom



communications, all-call functions, and the capability for remote assessment of building occupancy.

Within the school, a telephone and clock shall be placed in each classroom, conference room, office, secretarial space, workroom, clinic, multipurpose room, library, kitchen, or other frequently occupied space. The clock system shall have intercom functions. A digital or analog clock with a clock face shall also be installed in every classroom to facilitate the teaching of telling time on a dial-style clock.

Wireless technology shall be accessed from anywhere in the facility. Data drops for the wireless routers shall be centrally placed in the ceiling of each classroom or on the grid recommended by the wireless system selected by the district. Additional wireless routers shall be placed in other areas of the school to ensure wireless access at any location. Wireless access shall be available in selected exterior locations as well, especially at the PE/outdoor activity area. Every classroom shall include a classroom sound field system with built-in speakers.

A computer technology system to support the instructional and administrative needs of the school should be installed in the building and will be an integral part of this school's success. Each classroom, conference room, office, secretarial space, workroom, clinic, multipurpose room and library within the school needs to be connected internally with a local area network. The local area network needs to be connected to the other schools in the district through a district-operated network (preferably via fiber-optic cable) or the Internet. Fiber optic cable should be considered for installation between the school's main distribution frame room and the intermediate frame distribution rooms (data closets) as required. Category 6 cable, or better, is to be used for the connections to each of the classroom data drops. Open tray raceways should be used where possible for ease of maintenance. Each classroom, conference room, office, secretarial space, workroom, clinic, multipurpose room and library within the school should have multiple data drops per the district standards. (At the time of the writing of this document, a minimum of two (2) data drops per wall for classrooms is recommended.) Sufficient electrical outlets to supply the technology equipment should accompany each data drop. Each classroom should be provided the infrastructure for a short-throw projector on the designated teaching wall and an outlet supporting a designated space for a laptop/ipad/chromebook cart or cabinet holding up to thirty (30) of the same devices.

If determined by the district, LED reader boards shall be placed on the roadside near the entrance to the school. The reader board shall be tied into the IP-based communications system for the school. Additional digital signage may be installed via wall-mounted monitors in common areas and the hallways. The administration of these signs should be available from the administration area.

2.5 COMMUNITY USE

There will be considerable use of this facility by the general community and programs from other schools. The core areas need to be designed to accommodate such use. These core areas are defined as the multipurpose room, public restrooms and library areas.





2.6 MAINTENANCE, UTILITIES, AND ENERGY CONSERVATION

The school shall be provided with modern HVAC equipment and utility systems that take advantage of current utility conservation technologies. The building shall be heated and cooled. Classrooms shall have fresh air occupancy sensors. Air handlers need to be selected that provide minimal classroom background noise and provide high acoustical qualities for a quiet learning environment. HVAC air intake shall be placed away from exhaust of other systems and traffic. System controls need to be programmable and include economizer and optimized start-up features. Each system shall be capable of off-site control through the use of a laptop or remote computer. Additional controls to manage peak load demand shall be included in each system. Load shedding controls and the ability to sequentially bring food service equipment on line are especially important. HVAC units shall have easy access to filters for maintenance without interrupting teaching activities. All general lighting fixtures shall have LED lamps. Where spot lighting may be necessary, LED or compact fluorescent lights should be used. In the gymnasium and other high-bay areas, compact fluorescent lighting or LED lighting should be used and should have easy access for changing bulbs. No metal halide lighting shall be used in the interior of this building. Restrooms and classrooms shall be equipped with occupancy and daylight sensors to control lighting. The security lighting in each parking area shall be placed on electric eye sensor switches with override timers for energy conservation. Outdoor electrical outlets shall be provided for lawn care equipment or other equipment.

To enable future remodeling with minimum cost, electrical service to classrooms should be provided overhead where practical. Electrical service should be sized larger than initially needed to provide for reasonable future expansion capacity. Surge protection shall be provided at the panel. Ample outlets shall also be provided in each hallway wall for custodial equipment.

Restroom fixtures that have water conservation features shall be specified. The district should consider electronic sink faucets, electronic hand dryers, electronic urinals, and water closets. There should be numerous isolation valves to allow easy servicing of the plumbing system. Floor sinks should be used in the custodial closets. Irrigation meters should be separated from domestic water meters. Several outdoor spigots are needed and will be itemized during the design process. There should be a “floor drain” near the dumpsters to allow cleaning of that area. Gutters, where used, should have screens or covers.

2.7 RESTROOMS

Restrooms shall be provided in sufficient quantity to meet local building requirements and enable students to access restrooms with a minimum loss of instructional time. With each set of public male and female restrooms, a single “family restroom” with changing table shall be provided. A family restroom is not necessary for restrooms associated with individual spaces (e.g. clinic, life skills, etc.) Wall mounted toilet fixtures should be considered for ease of cleaning. Walls shall be a hard, smooth, washable material. Restrooms shall have mirrors, soap dispensers, toilet tissue dispensers, and electronic hand dryers, all placed at age-appropriate heights. All restrooms should have floor drains. Restrooms shall be equipped with very durable privacy partitions





between toilets and urinals. Doors shall be placed on the toilet partitions. There shall be at least one sink inside each girl's restroom, even if a half-ring sink is used outside the restroom. Individual restrooms shall be equipped with purge fans. Each fan shall be controlled with an automatic timer that shuts off after ten (10) minutes of operation.

Staff restrooms that are accessible only from a secured space (e.g. teacher work room, staff dining area, etc.) shall have an entrance vestibule with both inside and outside doors for acoustical privacy. All staff restrooms shall be "unisex" restrooms. A shelf for books, papers, etc. shall be provided inside each staff restroom.

Plumbing cleanouts shall be installed in numerous places around the building to provide ease of maintenance. A hose bib shall be placed in each large public restroom within a secure wall box. The plumbing walls in restrooms should have easy-access panels to maintain fixtures and pipes. Non-slip flooring materials shall be used in the restrooms.

2.8 DESIGN CONSIDERATIONS

The design of the building should reflect the natural, physical qualities of the surrounding environment. The use of materials, colors, and architectural features reflecting the surrounding mountains, hills, lakes, and fields is important.

2.9 OTHER CONSIDERATIONS

The creative use of color is encouraged in the school design. Colors should be coordinated with an overall scheme. However, color selection should take the sensitivity to soiling from student activities and use into account.

2.10 GENERAL CLASSROOMS

2.10.1 Program Functions

The programs offered in the general classrooms provide opportunities to develop command of, among others, reading, writing, mathematics, social studies, and the fundamental tools for continued learning. Students are expected to use critical and constructive thinking in making wise individual and group decisions in these spaces. While demonstrating the ability to maintain self-control in accordance with accepted social standards, each student is also expected to demonstrate the skills, attitudes, and knowledge for effective living in the home, at work, and in the community.

Instructional activities include one-on-one tutoring, small group instruction, and whole group instruction. Instruction will also include the use of personal computing devices and portable laptop computers. Instructors also commonly make use of manipulatives and hands-on materials, visual learning aides, and auditory learning aides. Classroom instructors use a variety of instructional styles and instructional models including team teaching, blended learning, thematic instruction, and project-based education.





2.10.2 Component Spaces

Description	# Areas	# Staff	# Students	Sq. Ft.	Sq. Ft. Total
General Classrooms 1	2	1	20	870	1,740
General Classrooms 2	2	1	22	870	1,740
General Classrooms 3	2	1	25	870	1,740
General Classrooms 4	2	1	27	870	1,740
General Classrooms 5	2	1	28	870	1,740
Total					8,700

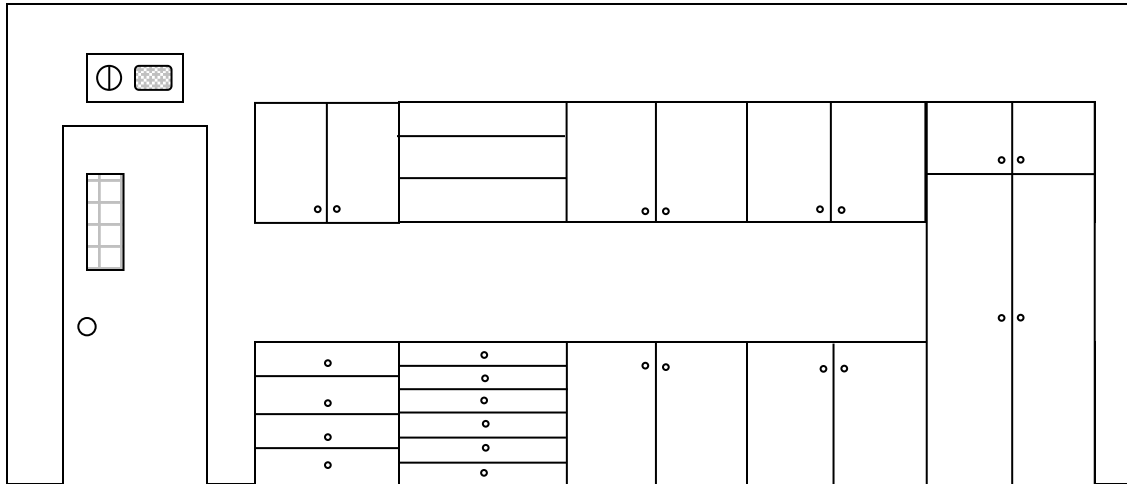
2.10.3 Component Relationships

The general classrooms shall have easy access to the core areas of the school (office, library, etc.) but be acoustically isolated from noisy areas (music room, multipurpose room, etc.). Each classroom needs to have easy access to restrooms to minimize loss of instructional time. Doorways need to be placed to allow students to enter and exit the room with minimum disruption of instruction and should be placed opposite the teaching wall whenever possible.

The typical casework for each classroom should include one full-height cabinet approximately four feet wide, along with a combination of base cabinets, drawers, and one set of flat file drawers. Wall cabinets are to be located above the base cabinets and may include a bookshelf unit. All cabinets have adjustable shelving and many cabinets may be lockable pending District input during design.

Student cubbies shall be included in each classroom with enough storage to hold a backpack and jacket for up to twenty-eight (28) students, except for kindergarten classrooms which should have cubbies for twenty-two (22) students.

Typical casework layout:



Note: This diagram is for illustration purposes only and is not to scale. Additional interpretation will be made by the design architect.



2.10.4 SPACE ATTRIBUTES

General Classroom	
Utilities	
Plumbing	One sink with a bubbler and water bottle filler
HVAC	Heating & cooling with individual room temperature control
Electrical	Outlets on each wall and above counters, electrical for sound field system, wiring for short throw projector, electrical for wireless access point, electrical for mobile device cart
Lighting	LED recessed in suspended ceiling; lighting switched by zones, ability to lower or dim light levels across the room, occupancy sensors; zones should be front to back of classroom to enable darkening at the instructional wall
Technology	Two (2) data outlets per wall (to be confirmed during design); data drop for telephone (at teacher desk and at rear of room) and intercom in each room; classroom sound field system, data for short throw projector; wireless access point data drop above suspended ceiling; ceiling box (ex. FSR CB-12) for future extensibility (if budget allows)
Surfaces	
Ceiling	Suspended acoustical
Walls	As much tackable surface as possible (tackable wall covering); acoustical treatment of common classroom walls
Flooring	Carpet with hard surface around sink area
Windows and Doors	
Windows	Natural light in each room; internal sun control devices; operable window(s); window placement across from door and toward back of room to allow a "safe" area and reduce whiteboard glare
Doors	Door closer to dampen noise; small window in door for safety
Storage	Approximately 20 linear feet of base cabinets with overhead cabinets and four linear feet of a full-height cabinet (secure) all with adjustable shelves; some floor and wall cabinets should be secure; student cubbies
Furniture & Equipment	Approximately 12-16 linear feet of whiteboards with one area used in conjunction with short-throw projector, speakers for sound field system; wireless access point, desks, tables, chairs, one 4-drawer file cabinet
Other	none





3.0 EDUCATIONAL AND SUPPORT SPACES

3.1 ADMINISTRATION

3.1.1 PROGRAM FUNCTIONS

The administrative offices provide leadership, program coordination, and facilitation services for teachers, students, and the general public in the areas of curriculum, instructional leadership, and student discipline. The administrative offices need to set a tone of organization and order while also providing a customer-friendly atmosphere. The administration often meets with students, teachers, and parents in small individual conferences and small group meetings. The administrative offices are typically high traffic areas with considerable public visibility. The office design needs to allow good sight lines to the entrance of the school and the clinic.

The reception area should be a warm and welcoming place that gives visitors and students a sense of calmness and professionalism. Current cumulative files for each student and other records are stored in the administrative area.

The office clinic is staffed part-time by a school nurse. Activities include treating mild ailments, being a location for ill students to temporarily reside until going home or returning to class and dispensing prescribed medications.

3.1.2 COMPONENT SPACES

Description	# Areas	# Staff	# Students	Sq. Ft.	Sq. Ft. Total
Clinic	1	1	1-4	200	200
Conf. Room	1	1-10	0	250	250
File-Storage Room	1	0	0	100	100
ISS	1	1	2	70	70
L&F / Comm. Closet	1	0	0	50	50
Office - Counselor	1	2	1-4	150	150
Office - Principal	1	1-4	1-4	180	180
Office - Psych / Nurse	1	1	1-3	150	150
Reception Area - Adm.	1	1-4	1-6	500	500
Restrooms	2	1	0	60	120
Work Room (Shared)	1	1-2	0	350	350
Total					2,120

3.1.3 COMPONENT RELATIONSHIPS – ADMINISTRATION AND COUNSELING

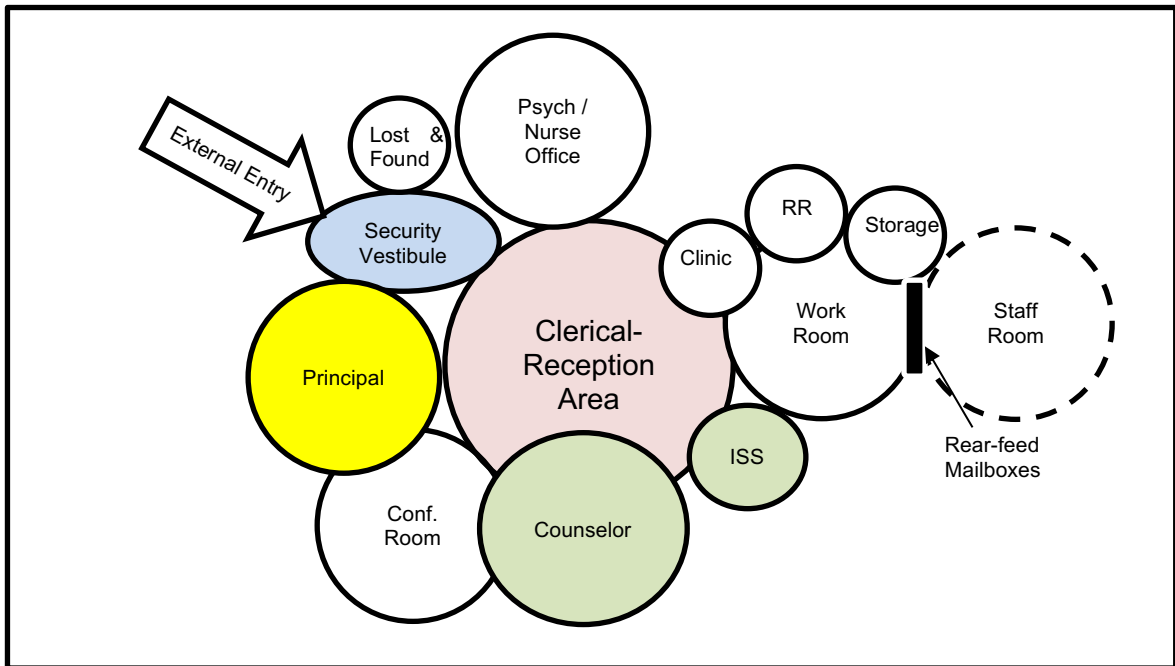
The entrance to the school should be designed as a “secure” entrance, directing visitors to enter and check in with office personnel before entering the school. This may be done by having an entrance vestibule with the interior set of doors locked and directing visitors to enter the office through a side door in the vestibule rather than go through the second set of doors in the vestibule. In addition, a service window could be located in the entrance vestibule to facilitate business with visitors that does not require that they enter the school. The interior vestibule doors may be unlocked during public functions when the secure entrance is not desired. Public restrooms need to be near the entry for public use. *As of the writing of these specifications, it is assumed the district will utilize pre-existing building security designs for a secure entry.*

The administration area includes the principal’s office, the counselor’s office, an itinerant office, a shared office for the psychiatrist and nurse, the clinic, the clerical-reception area, a conference room, an in-school suspension (ISS) space (part of larger area, not a separate room) and a shared work room. The administration reception/clerical area needs to have direct sight lines to the entrance of the building for traffic control and safety. The clerical area should have good sight lines to the two in-school suspension workspaces as well as the clinic. The work room should be accessible from the clerical area and directly from the corridor or staff room so teacher circulation to the work room is not through the office. The mailboxes for teachers should be in the staff room.

A lost and found and community resource closet should be included in the administration area to facilitate the retrieval of lost student items as well as community service items such as food packages, clothing and classroom supplies for families.

One restroom is to be within the clinic. Adult restrooms should be accessible from the administration offices and reception area.

The principal and counselor offices should be adjacent to the conference room and have good sight lines to the front of the building. Both offices should have passage doors to the conference room. Offices should have natural light if possible.



Note: This diagram is for illustration purposes only and is not to scale. Additional interpretation will be made by the design architect.

3.1.4 SPACE ATTRIBUTES

Clinic	
Utilities	
Plumbing	2 Sinks (1 in toilet room, 1 in clinic), toilet, eye wash, hose bib, supply line for ice maker
HVAC	Additional ventilation fan
Electrical	See general considerations
Lighting	Dimmable LED
Technology	See general considerations
Surfaces	
Ceiling	Ceiling-mounted curtain between cots
Walls	Washable surface - tackable near desk area
Flooring	Hard surface
Windows and Doors	
Windows	Interior window with sight line to the clerical area; blinds on window
Doors	Window with blinds in door (sight line to clerical)
Storage	Secure, wall-hung, medication cabinet
Furniture & Equipment	Two cots; small refrigerator, ice maker; 4-drawer file cabinet; chair; modular furniture
Other	Cot area should be away from the sink
Conference Room	
Utilities	
Plumbing	Sink in counter
HVAC	See general considerations
Electrical	Additional outlets above counter; power for short-throw projector; power for small refrigerator
Lighting	LED recessed in suspended ceiling
Technology	Data for short-throw projector
Surfaces	
Ceiling	See general considerations
Walls	See general considerations
Flooring	See general considerations
Windows and Doors	
Windows	Natural light if possible
Doors	See general considerations
Storage	At least 36" base cabinet counter and wall cabinets
Furniture & Equipment	Short-throw projector; whiteboard; conference table with chairs; small refrigerator
Other	None



Whitstran Elementary School - Educational Specifications

File - Storage	
Utilities	
Plumbing	None
HVAC	Heating and cooling
Electrical	Electrical outlets for recharging equipment
Lighting	LED surface or recessed
Technology	None
Surfaces	
Ceiling	Suspended acoustical or drywall
Walls	Drywall
Flooring	Hard surface
Windows and Doors	
Windows	None
Doors	Solid, no openings
Storage	Adjustable shelves – confirm built in or portable
Furniture & Equipment	Six 4-drawer fireproof file cabinets; storage cabinets
Other	Crossing guard equipment
In-School Suspension Space	
Utilities	
Plumbing	None
HVAC	Heating and cooling
Electrical	No electrical outlets
Lighting	LED surface mount; light switches outside space
Technology	Data drop in space
Surfaces	
Ceiling	Hard surface
Walls	Washable, durable surface (acoustically treated)
Flooring	Carpet
Windows and Doors	
Windows	None
Doors	None
Storage	None
Furniture & Equipment	Study carrels for two students
Other	None





Whitstran Elementary School - Educational Specifications

Lost and Found / Comm. Closet	
Utilities	
Plumbing	None
HVAC	None
Electrical	No electrical outlets in the room
Lighting	Light switches outside the room
Technology	None
Surfaces	
Ceiling	Hard surface
Walls	Hard surface
Flooring	Hard surface
Windows and Doors	
Windows	None
Doors	No window in door
Storage	Shelving
Furniture & Equipment	None
Other	None
Offices	
Utilities	
Plumbing	None
HVAC	See general considerations
Electrical	Additional outlets near desk top
Lighting	LED recessed in suspended ceiling
Technology	Data near desk top, telephone (at desk)
Surfaces	
Ceiling	See general considerations
Walls	As much tackable surface as possible (tackable wall covering); acoustical treatment of common walls
Flooring	Carpet
Windows and Doors	
Windows	Exterior windows if possible
Doors	See general considerations
Storage	Addressed through FF&E
Furniture & Equipment	Desk, table, chairs, storage units; whiteboard
Other	None





Whitstran Elementary School - Educational Specifications

Clerical-Reception Area	
Utilities	
Plumbing	None
HVAC	See general considerations
Electrical	Outlets near desk tops, countertops, fax, printers; electrical for lighted display cases (foyer)
Lighting	LED recessed in suspended ceiling
Technology	Master clock/bell control panel; telephone; multiple data drops
Surfaces	
Ceiling	See general considerations
Walls	Drywall with selected areas of tackable space
Flooring	Carpet – for use with rolling chairs
Windows and Doors	
Windows	Interior windows to main entrance; all windows with blinds
Doors	See general considerations
Storage	Secure base and upper wall cabinets plus full height cabinet for personal items; laptop charging cabinet for up to five laptops; radio charging cabinet
Furniture & Equipment	Desk behind counter area; a portion of counter at appropriate height for students; bulletin board outside the reception area to display official notices, etc.; comfortable chairs; display cases outside office in foyer; four 4-drawer file cabinets
Other	Acoustical separation between office and foyer
Restrooms - Unisex	
Utilities	
Plumbing	Sink; motion activated valves; toilet; hose bib
HVAC	Additional ventilation fan with timer switch
Electrical	Refer to general considerations
Lighting	LED recessed
Technology	Refer to general considerations
Surfaces	
Ceiling	Suspended acoustical or hard surface
Walls	Washable wall surface, mirror
Flooring	Hard surface
Windows and Doors	
Windows	None
Doors	No openings
Storage	None built in
Furniture & Equipment	Small shelf above each staff toilet, mirror





Whitstran Elementary School - Educational Specifications

Other	None
Work Room	
Utilities	
Plumbing	Sink with bottle filler
HVAC	Additional ventilation fan
Electrical	Outlet for copier, electrical at counter height; electrical at island
Lighting	LED recessed in suspended ceiling
Technology	Data at counter height; data for copier and at island
Surfaces	
Ceiling	See general considerations
Walls	Drywall with some tackable areas
Flooring	Hard surface
Windows and Doors	
Windows	Not required but desirable
Doors	Window in door to clerical area
Storage	Island work area; storage under island including flat files; perimeter base cabinets with countertops and wall cabinets with adjustable shelving
Furniture & Equipment	Copier, laminator, binding equipment, etc.; rear-feed mailboxes to staff break room
Other	None



3.2 CUSTODIAL - MAINTENANCE

3.2.1 PROGRAM FUNCTION

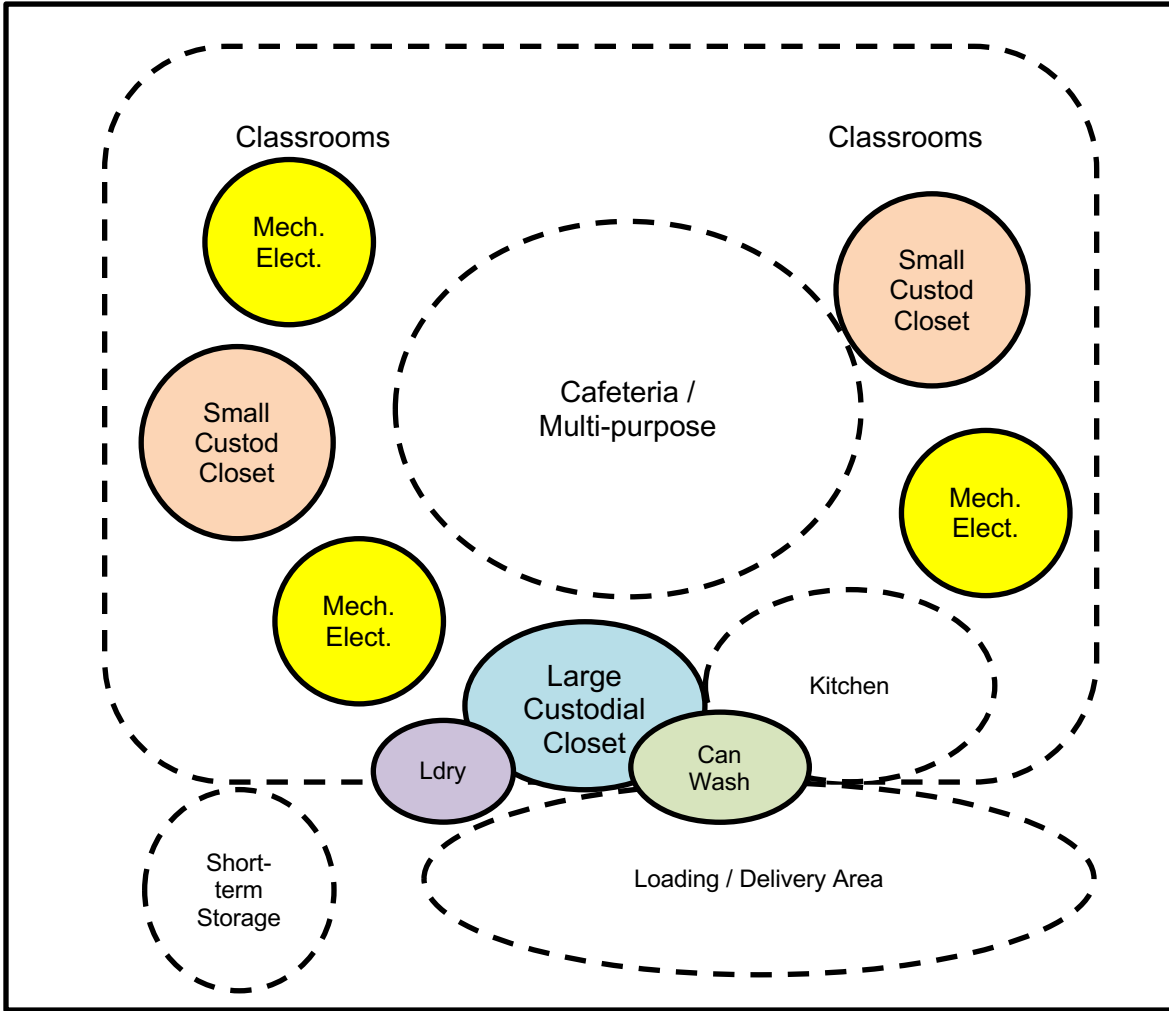
The custodial program provides appropriate cleaning support for the building by ensuring a clean, healthy, organized, and safe physical plant for the instruction of students. The custodians provide these services through regular sweeping, mopping, dusting, and scrubbing. They use larger cleaning equipment that requires additional storage space. Short term storage of desks, chairs, and tables is needed while they await repair or long-term storage. Minor repair of equipment occurs in a larger custodial area.

3.2.2 COMPONENT SPACES

Description	# Areas	# Staff	# Students	Sq. Ft.	Sq. Ft. Total
Can Wash Area	1	0	0	20	20
Custodial Closets (Lrg)	1	1	0	400	400
Custodial Closets (Sml)	1	1	0	50	50
Mechanical/Elec Room	2	0	0	400	800
Laundry	1	0	0	50	50
Total					1,320

3.2.3 COMPONENT RELATIONSHIPS

The large custodial closet needs to be central in the school to enable an efficient cleaning schedule. It should be located adjacent to the commons/multi-purpose room and kitchen and still have easy access from the outside loading dock for deliveries. The laundry equipment should be in the large custodial closet. The can wash closet should be outside and near the loading dock and kitchen back entrance. The smaller custodial closets should be distributed around the school to minimize the time custodians need to access equipment and supplies. The mechanical room/electrical rooms need to be placed for easy service.



This diagram is for illustration purposes only and is not to scale. Additional interpretation will be made by the design architect.

3.2.4 SPACE ATTRIBUTES

Can Wash	
Utilities	
Plumbing	Spigots for hoses to wash garbage cans at loading area; floor drain by can wash and dumpster area
HVAC	Heating
Electrical	Refer to general considerations
Lighting	LED surface
Technology	None
Surfaces	
Ceiling	Hard surface
Walls	Hard surface
Flooring	Hard surface
Windows and Doors	
Windows	None
Doors	No window in door
Storage	Hose storage rack
Furniture & Equipment	None
Other	None
Custodial Closets	
Utilities	
Plumbing	Floor mop sink in custodial closets; large custodial closet has plumbing for washer and plumbing for gas if gas dryer is used; floor drain
HVAC	Heating and cooling
Electrical	Electrical outlets in closets; special electrical for dryer unless gas is used
Lighting	Bench lighting in large closet
Technology	Phone and data in large custodial closet
Surfaces	
Ceiling	Hard surface
Walls	Hard surface
Flooring	Hard surface
Windows and Doors	
Windows	None
Doors	No windows in doors
Storage	Sufficient adjustable shelving to store custodial supplies and small tools; locking wall cabinet; Consider wall cabinets above washer and dryer; modular bases under washer and dryer if possible
Furniture & Equipment	Wall-mounted cleaning products dispenser; work bench in large closet; commercial washer and dryer
Other	None

Laundry Area	
Utilities	
Plumbing	Plumbing for washer; plumbing for gas (if gas dryer)
HVAC	Extra ventilation required
Electrical	Electrical for washer; special electrical for dryer
Lighting	LED recessed
Technology	Telephone
Surfaces	
Ceiling	Hard surface
Walls	Washable surface
Flooring	Non-slip floor covering
Windows and Doors	
Windows	None
Doors	Large door to accommodate laundry carts
Storage	Cabinets, cupboards, and shelving for cleaning supplies, soaps, bleaches, etc.
Furniture & Equipment	Washer, dryer, laundry carts, tables for folding clothes
Other	None
Mechanical/Electrical Room	
Utilities	
Plumbing	As required by function and code
HVAC	Heating and cooling
Electrical	As required by function and code
Lighting	As required by function
Technology	Phone and data drop in the mechanical room.
Surfaces	
Ceiling	Open structure
Walls	Drywall
Flooring	Hard surface
Windows and Doors	
Windows	No windows necessary
Doors	No openings
Storage	As required for equipment and parts
Furniture & Equipment	None
Other	None

3.3 FOOD SERVICE

3.3.1 PROGRAM FUNCTIONS

The food service department is operated as a support service to the educational program. Meals are eaten in a cafeteria/multipurpose area designed to provide some “volume” and sense of space to brighten and enhance the educational climate of the school. The kitchen is a warming kitchen only. Food will be held and reheated for both breakfast and lunch. There will be approximately 210 students served for lunch in a staggered lunch period and approximately 120 students for breakfast. Another 60 students will eat in the cafeteria with sack lunches from home.

3.3.2 COMPONENT SPACES

Description	# Areas	# Staff	# Students	Sq. Ft.	Sq. Ft. Total
Cafeteria/Multipurpose	1	2-4	140	2,800	2,800
Cooler	1	1	0	100	100
Dry storage	1	1	0	100	100
Freezer	1	1	0	100	100
Kitchen - Cook & Warm	1	3	1-3	600	600
Office - Food Service	1	1	0	100	100
Restroom	1	1	0	35	35
Scullery	1	1-2	0	100	100
Storage - Table/Chair	1	0	0	264	264
Total					4,199

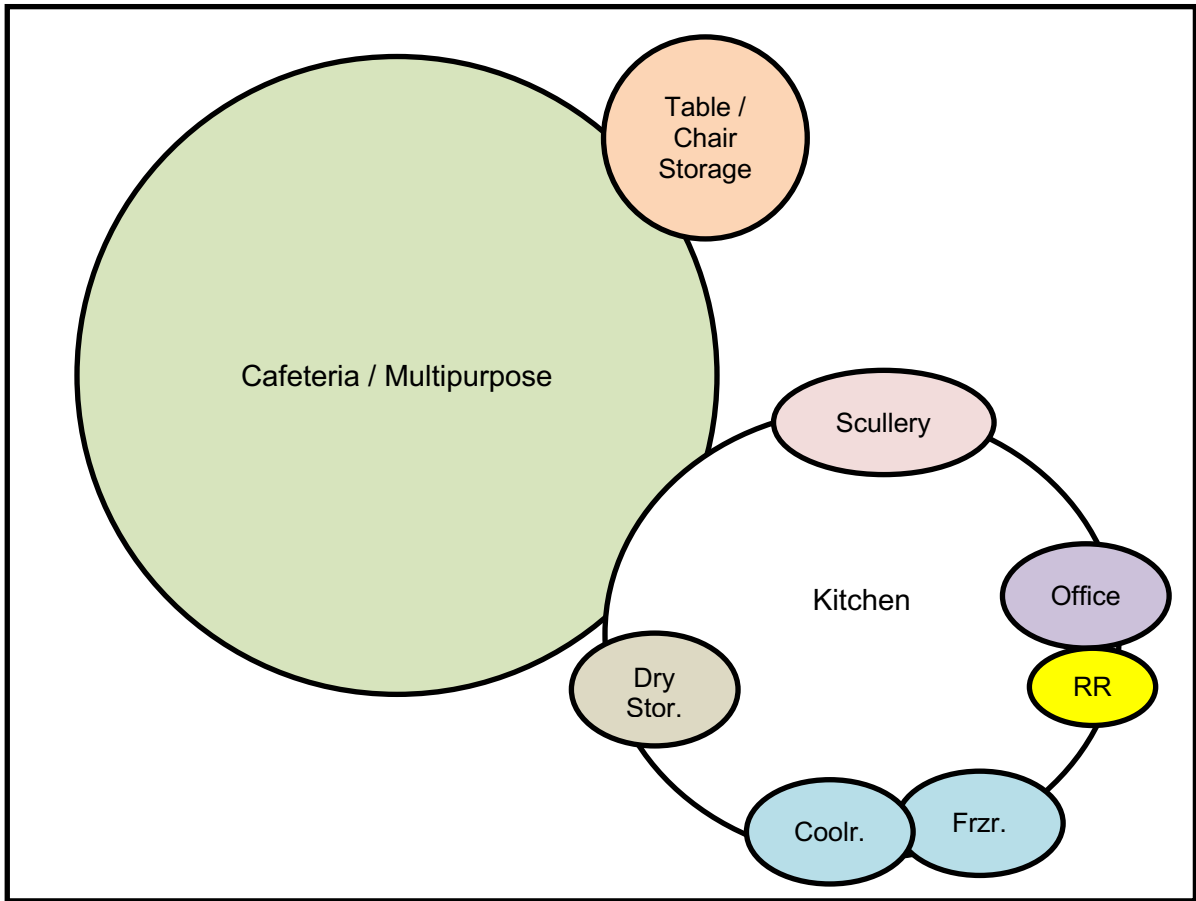
3.3.3 COMPONENT RELATIONSHIPS

The kitchen and cafeteria/multipurpose room should be in the main core area of the school. The office, restroom, freezer, and dry storage room need to be adjacent to the kitchen and close to a loading area. The cafeteria/multipurpose room and kitchen areas need to be adjacent to each other in order to provide efficient security and supervision during non-school hours. The cafeteria and kitchen should be isolated from the classrooms to prevent unnecessary noise distractions. The food preparation and dishwashing/scullery areas need to be separated, but adjacent. The design of this space should prevent potentially unsafe collisions between serving personnel, cooking personnel, and dishwashing personnel. This is especially important with hot foods and equipment. The design of the cafeteria should allow for the smooth flow of numerous students in the lunch lines.

The food service program current sends all laundry to the high school and will share laundry equipment in the nearby custodial area if needed. The kitchen should be near a main service entrance of the school to easily accommodate food deliveries. One or more dumpsters should be placed near this area. Additional containers should be added for

recycling. A can washing station should be near the dumpsters. There should be a floor drain in the can wash and loading area.

The cooling and heating system for the kitchen should be able to manage different temperatures in this space than the adjoining spaces such as the cafeteria. The kitchen can generate significant heat and may need to be cooled more aggressively than the adjoining areas.



Note: This diagram is for illustration purposes only and is not to scale. Additional interpretation will be made by the design architect.

3.3.4 SPACE ATTRIBUTES

Cafeteria/Multipurpose	
Utilities	
Plumbing	Bubbler with water bottle filler (recessed into wall with no protruding fixture)
HVAC	Quiet HVAC air distribution system (fabric ducts where appropriate)
Electrical	Electrical for one point of sale station and three food carts (milk, vegetables and fruit); electric for drop-down screen, projector(s) and/or LCD screens; sound system
Lighting	LED recessed in suspended ceiling or surface mount
Technology	Sound amplification system; LCD or projected displays to show lunch menus and/or announcements
Surfaces	
Ceiling	Designed for a high degree of acoustical dampening
Walls	Designed for a high degree of acoustical dampening; padded behind baskets; climbing wall (if desired), whiteboard w/o tray
Flooring	Hard surface; appropriate for athletic activity, cleanable, lines for PE sports (e.g. basketball, pickleball, etc.) as defined by district
Windows and Doors	
Windows	Designed for maximize natural light and minimize direct solar gain and glare. High windows (if possible); darkening shades
Doors	Double doors on all main entrance locations (removable mullion); double doors to outside fields
Storage	None
Furniture & Equipment	Twelve (12) 12-top table and chair combos (not wall mounted); POS equipment; 4' magnetic whiteboard with cork strip (whiteboard should be flush mount and not have protruding chalk tray)
Other	No sharp edges or protrusions into play area
Cooler	
Utilities	
Plumbing	As required by manufacturer
HVAC	As provided by manufacturer
Electrical	As required by manufacturer
Lighting	As provided by manufacturer
Technology	Temperature alarm
Surfaces	

Ceiling	Part of pre-manufactured unit
Walls	Part of pre-manufactured unit
Flooring	Non-slip flooring
Windows and Doors	
Windows	NA
Doors	Emergency exit hardware; the doors to the cooler from dock should be large enough for a pallet;
Storage	Adjustable metal shelves
Furniture & Equipment	None
Other	None
Dry Storage	
Utilities	
Plumbing	None
HVAC	Heated and cooled
Electrical	Refer to general considerations
Lighting	LED recessed or LED surface
Technology	None
Surfaces	
Ceiling	Suspended acoustical or hard surface
Walls	Drywall
Flooring	Non-slip hard surface
Windows and Doors	
Windows	None
Doors	Large door for loading dry goods
Storage	Rolling metal adjustable shelving units
Furniture & Equipment	None
Other	None
Freezer	
Utilities	
Plumbing	As required by manufacturer
HVAC	As provided by manufacturer
Electrical	As required by manufacturer
Lighting	As provided by manufacturer
Technology	Temperature alarm
Surfaces	
Ceiling	Integral to pre-engineered unit
Walls	Integral to pre-engineered unit
Flooring	Non-slip flooring
Windows and Doors	
Windows	None
Doors	Emergency exit hardware
Storage	Adjustable metal shelves
Furniture & Equipment	None

Other	None
Kitchen Cooking & Warming	
Utilities	
Plumbing	Two deep sinks and one hand washing sink in prep area; disposals in both prep area sinks
HVAC	Ample ventilation for entire kitchen, ability to cool and heat specific to temperatures in this space
Electrical	Special electrical for ovens, etc. (see Appendix C for equipment list); ample electrical outlets for small appliances; electrical for disposal
Lighting	Task lighting at work areas
Technology	None
Surfaces	
Ceiling	Washable surface
Walls	Washable surfaces
Flooring	Non-slip flooring
Windows and Doors	
Windows	High windows
Doors	Double doors leading to delivery area; roll-down door for access to serving line, window in door to dock
Storage	Stainless steel cabinet equipment for pots and pan storage
Furniture & Equipment	Recycling bins; can smasher, small compactor (See Appendix C for kitchen and bakery equipment list.)
Other	None
Office	
Utilities	
Plumbing	None
HVAC	See general considerations
Electrical	Electrical near desk
Lighting	LED recessed in suspended ceiling
Technology	Data near desk
Surfaces	
Ceiling	See general considerations
Walls	Drywall
Flooring	Hard surface
Windows and Doors	
Windows	Window with operable blind to kitchen
Doors	No special requirements
Storage	None
Furniture & Equipment	Modular desk system, chairs, coat hooks
Other	None

Restroom	
Utilities	
Plumbing	Sink; toilet
HVAC	Ventilation fan
Electrical	Some electrical
Lighting	LED recessed in suspended ceiling or LED surface
Technology	None
Surfaces	
Ceiling	Refer to general considerations
Walls	Drywall
Flooring	Hard surface
Windows and Doors	
Windows	None
Doors	No window in door
Storage	Three (3) lockers
Furniture & Equipment	Shelf on wall behind toilet
Other	None
Scullery	
Utilities	
Plumbing	Plumbing for sink, disposal, hot and cold water, floor drain
HVAC	Additional ventilation
Electrical	Special electrical anticipated for dish washer and disposal
Lighting	LED recessed
Technology	Refer to general considerations
Surfaces	
Ceiling	Washable surface
Walls	Washable surface
Flooring	Non-slip flooring
Windows and Doors	
Windows	None
Doors	None
Storage	Integral to stainless steel fabrication by kitchen designer
Furniture & Equipment	Dishwashing equipment, sink, disposal
Other	None

Storage – Table/Chair	
Utilities	
Plumbing	None
HVAC	Heating and cooling
Electrical	None
Lighting	LED recessed in suspended ceiling or LED surface
Technology	None
Surfaces	
Ceiling	Can be open to structure
Walls	Wall surface able to withstand bumping and scraping from moving equipment
Flooring	Hard surface
Windows and Doors	
Windows	None
Doors	Oversized doors
Storage	None
Furniture & Equipment	Twelve (12) 12-top table and chair combos
Other	None

3.4 KINDERGARTEN

3.4.1 PROGRAM FUNCTION

The kindergarten program fosters growth in cognitive, affective, social, and physical skills for five-year old children. The program helps young students develop and maintain language acquisition, concept development, emotional growth, and perception.

Students in this program use varied activities and are sometimes noisier than a regular classroom. These activities often include individual instruction, tutoring, and small group instruction. Students often learn by playing with large manipulative learning materials and participate in movement activities and interest centers. These may include painting, pasting, and cutting. Other activities include the use of sensory tables, rhythm instruments, dance, and group reading circles.

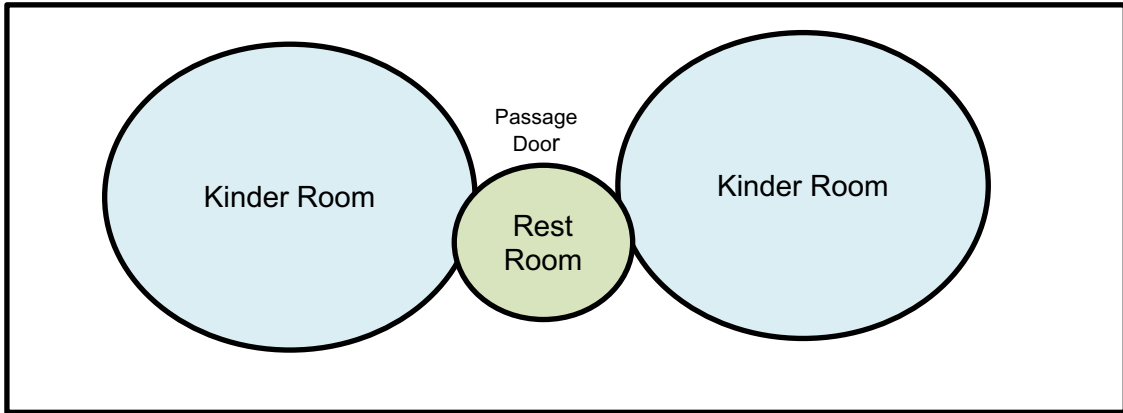
3.4.2 COMPONENT SPACES

Description	# Areas	# Staff	# Students	Sq. Ft.	Sq. Ft. Total
Kindergarten Classroom	2	1-2	18	950	1,900
Restroom	1	0	1	40	40
Total					1,940

3.4.3 COMPONENT RELATIONSHIPS

The kindergarten rooms should be near each other, perhaps in a common “suite” of rooms. The kindergarten classrooms should be near an outside play area, specifically for early childhood use.

Each classroom should have an adjacent restroom accessible only from the classroom. Restrooms can be shared between classrooms. There is considerable interaction between the kindergarten rooms and a need for easy circulation between the rooms.



Note: This diagram is for illustration purposes only and is not to scale. Additional interpretation will be made by the design architect.

3.4.4 SPACE ATTRIBUTES

Kindergarten	
Utilities	
Plumbing	See general considerations; sink at appropriate height
HVAC	See general considerations
Electrical	See general considerations
Lighting	See general considerations
Technology	See general considerations
Surfaces	
Ceiling	See general considerations
Walls	See general considerations
Flooring	See general considerations; larger hard surface adjacent to sink
Windows and Doors	
Windows	See general considerations
Doors	See general considerations
Storage	See general considerations
Furniture & Equipment	See general considerations; sensory tables
Other	
Restroom	
Utilities	
Plumbing	Sink, toilet (both sized for small children)
HVAC	Heating and cooling; vent fan on 10-minute timer
Electrical	None
Lighting	LED recessed in suspended ceiling or LED surface
Technology	None
Surfaces	
Ceiling	Suspended acoustical or hard surface
Walls	Hard surface; washable
Flooring	Hard surface
Windows and Doors	
Windows	None
Doors	No window; no locking hardware
Storage	None
Furniture & Equipment	Toilet; sink
Other	None

3.5 LIBRARY/MEDIA CENTER

3.5.1 PROGRAM FUNCTIONS

The library serves as a center for culture, literacy and lifetime learning. It provides access to information that advances a free and open information society. Students are provided the opportunity to acquire basic information through a collection of books, periodicals, and other print media and technology. A variety of instructional activities occur in this space. Accordingly, there needs to be flexibility in the use of the space for quiet individual study and research, computer research, and a classroom-like space to work independently under the supervision of the classroom teacher. The library will also be used by the community as a meeting space.

3.5.2 COMPONENT SPACES

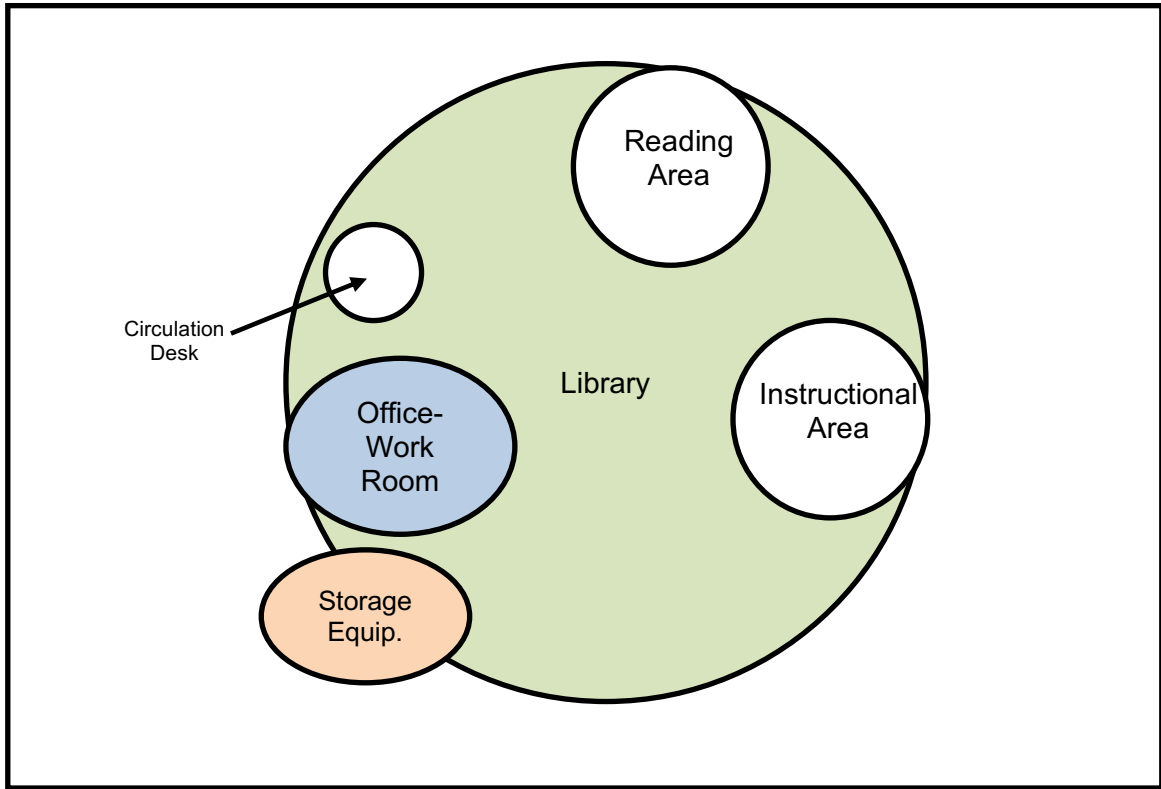
Description	# Areas	# Staff	# Students	Sq. Ft.	Sq. Ft. Total
Library	1	1-5	1-28	2,000	2,000
Office/Work Room	1	1	0	250	250
Storage	1	0	0	200	200
Total					2,450

3.5.3 COMPONENT RELATIONSHIPS

The library-media center needs to have four main areas: (1) a general circulation area near the entrance that houses the circulation desk, circulation computer stations, and some reference materials, (2) the main book shelving area (approximately 8,000 volumes), (3) a quiet reading area with comfortable furniture, and (4) an instructional area with equipment that can be used for the instruction of an entire classroom and special presentations by visiting presenters.

The library/media center should have reasonable access from the academic classrooms. The library/media center office/workroom and storage room should be near the circulation desk. The librarian's office/workroom should be adjacent to the main library area and allow good visual supervision of the library through the use of interior windows. Book stacks should be oriented for good visual supervision from the circulation desk. Good sight lines are needed from the circulation desk to student computers and work areas. The library should be positioned in the building to minimize "through traffic" to other instructional spaces.

The Office/Work Room can be a separate room with door and windows allowing line of sight into the library space, or it can be a dedicated space separated by counters or half-walls placed on the edge or even in the middle of the larger library space.



Note: This diagram is for illustration purposes only and is not to scale. Additional interpretation will be made by the design architect.

3.5.4 SPACE ATTRIBUTES

Library	
Utilities	
Plumbing	Bubbler
HVAC	Heating & cooling with individual room temperature control; quiet air handling system
Electrical	Outlets throughout for students to charge devices and laptops; extra electrical at circulation desk; electrical for short-throw projector; power for lighted display cases, electrical outlet for wireless access point(s)
Lighting	Indirect LED pendant lighting; lighting for display areas
Technology	Two data ports at circulation desk; phone at circulation desk; data for short-throw projector in instructional area; wireless access point(s) covering entire space; two mobile device carts
Surfaces	
Ceiling	Preferred height of 12'-14'
Walls	Book drop from hallway; extensive use of tackable wall covering
Flooring	Carpet
Windows and Doors	
Windows	Windows for natural light but designed to minimize direct solar gain and glare; interior windows with blinds between office/workroom and library
Doors	Double door entrance and exit; removable mullion
Storage	Shelving for book collection of approximately 8,000 volumes (height appropriate for supervision); high perimeter shelving, low mobile shelving in center area, small shelf space for periodicals; storage for media behind the circulation desk; shelving underneath the counters of the desk
Furniture & Equipment	Short-throw projector; adjustable book shelves; tables; chairs; carrels, couches, ottomans; document camera, maps, display cases; (consider aquariums, terrariums, or other equipment to foster a learning-centered environment); perimeter stack; short movable stacks
Other	Hallway displays (lighted); special acoustical treatment necessary to accommodate multiple group conversations

Office/Workroom	
Utilities	
Plumbing	Sink with hot and cold water
HVAC	Additional ventilation in work room
Electrical	Additional outlets near desk top and above counter
Lighting	Task lighting over counter
Technology	Data near desk top; one data drop over counter
Surfaces	
Ceiling	See general considerations
Walls	Tackable; white board
Flooring	Carpet with hard surface near sink
Windows and Doors	
Windows	Interior window from workroom to learning commons with blinds (if separate room)
Doors	See general considerations
Storage	Counter with base cabinets, flat file storage in base cabinets for posters, charts, large flat media; wall cabinets
Furniture & Equipment	Modular desk, table, chairs; small copier, laminating equipment, binding equipment, etc.; some casework needs to be locking/secure
Other	None
Storage	
Utilities	
Plumbing	None
HVAC	Heating and cooling
Electrical	Electrical outlets for recharging equipment (including computer carts)
Lighting	LED recessed in suspended ceiling or LED surface
Technology	None
Surfaces	
Ceiling	See general considerations
Walls	Drywall
Flooring	Hard surface
Windows and Doors	
Windows	None
Doors	Oversized; locking door; no window
Storage	Large and small equipment storage areas; adjustable wall shelves; large floor space near power outlets for computer carts carrying mobile computer labs
Furniture & Equipment	None
Other	None

3.6 PHYSICAL EDUCATION

3.6.1 PROGRAM FUNCTIONS

The physical education program enables students to learn skills necessary to perform a variety of physical activities and participate regularly in physical activity. All students shall gain an appreciation for a healthy, active lifestyle and know the implication of and benefits from involvement in physical activities. Activities include both indoor and outdoor activities that include basic movement awareness activities, fitness activities, exercises, lifetime sports, tumbling, gymnastics, aerobics, team sports, individual, and dual sports. Lecture and discussion are also included in the program.

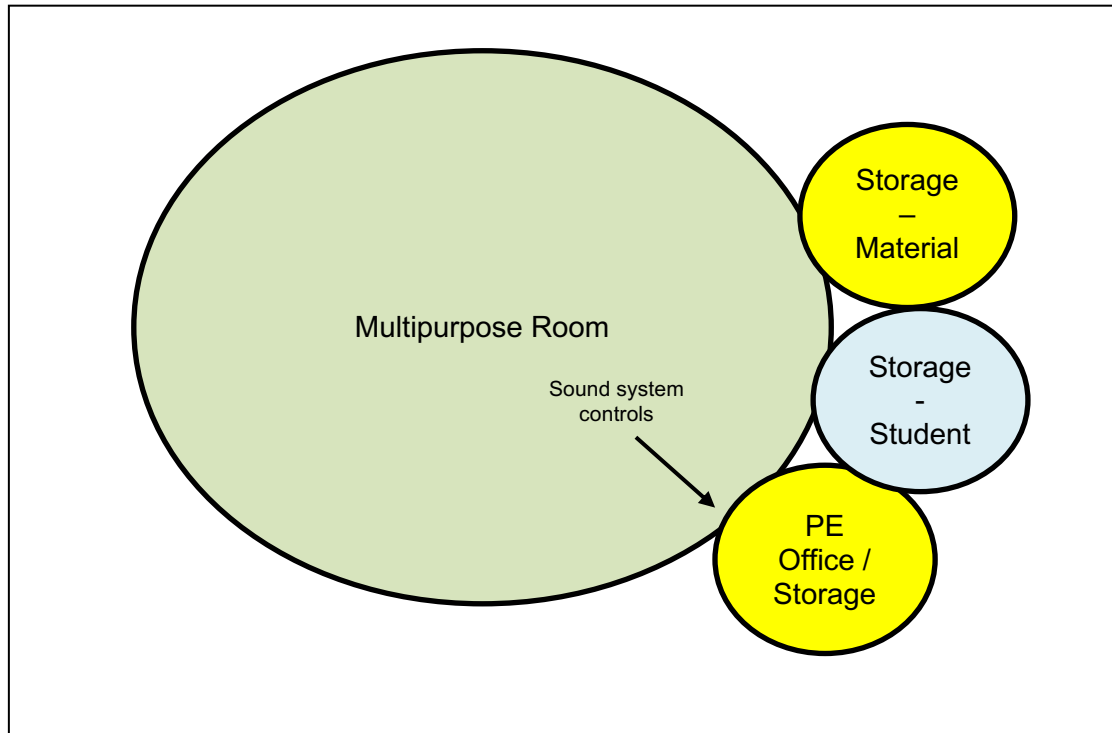
In addition, the school alternative physical education with art in the same space with the same staff member. This provides students with an understanding and appreciation of the basic principles and elements of art. The art program includes art from a historical perspective as well as an understanding and appreciation of art as the expression of culture and cultural diversity. The art program offers primarily two-dimensional art (drawing and painting) to increase creativity and expression in the visual arts. Student art projects should be displayed in the school.

3.6.2 COMPONENT SPACES

Description	# Areas	# Staff	# Students	Sq. Ft.	Sq. Ft. Total
Multipurpose Room	See Food Service				
PE Office/Storage	1	1	0	300	300
Art - Material Storage	1	0	0	100	100
Art - Student Storage	1	0	0	160	160
Total					560

3.6.3 COMPONENT RELATIONSHIPS

The physical education program is a major public space and should be near the other “noisy” spaces in the school (kitchen, music, etc.) It should be located near drinking fountains and public restroom facilities. The multipurpose room needs to be located near the fields and the front entrance of the building or have a separate public entrance. The physical education area should be easily secured for after school activities. The office/storage room should be adjacent to the multipurpose room or have immediate access to the multipurpose room. Circulation patterns should minimize traffic through the multipurpose room.



Note: This diagram is for illustration purposes only and is not to scale. Additional interpretation will be made by the design architect.

3.6.4 SPACE ATTRIBUTES

PE Office / Storage	
Utilities	
Plumbing	None
HVAC	See general considerations
Electrical	Electrical around desk area
Lighting	LED recessed in suspended ceiling or LED surface
Technology	Data drop at desk area; sound system controls in office with controls also accessed through a door from gymnasium
Surfaces	
Ceiling	Suspended acoustical or hard surface
Walls	Small whiteboard; some tackable space
Flooring	Hard surface
Windows and Doors	
Windows	Window to gym (operable blinds);
Doors	No window in door
Storage	Shelving for PE equipment
Furniture & Equipment	Modular furniture, desk, chair
Other	None
Art Storage – Materials	
Utilities	
Plumbing	None
HVAC	Heated and cooled
Electrical	Refer to general considerations
Lighting	LED recessed or LED surface
Technology	None
Surfaces	
Ceiling	Suspended acoustical or hard surface
Walls	Drywall
Flooring	Hard surface
Windows and Doors	
Windows	None
Doors	No window in door
Storage	Adjustable shelving for material storage
Furniture & Equipment	None
Other	None

Art Storage – Student Projects	
Utilities	
Plumbing	None
HVAC	Heated and cooled
Electrical	Refer to general considerations
Lighting	LED recessed or LED surface
Technology	None
Surfaces	
Ceiling	Suspended acoustical or hard surface
Walls	Drywall
Flooring	Hard surface
Windows and Doors	
Windows	None
Doors	Window in door
Storage	Adjustable shelving for student project storage
Furniture & Equipment	None
Other	None

3.7 SPECIAL EDUCATION

3.7.1 PROGRAM FUNCTIONS

The special education program ensures all individuals have the opportunity to learn and attain self-fulfillment regardless of their disability. This process is often a collaborative educational effort among learners, educators, families, communities, governments, businesses, and industries. The program type delivered at this schools is the resource room program that addresses students with mild to moderate cognitive impairment. All instruction occurs individually in some programs or with group sizes of one to twelve students. Activities are quite varied in this program and are sometimes noisier than a regular classroom.

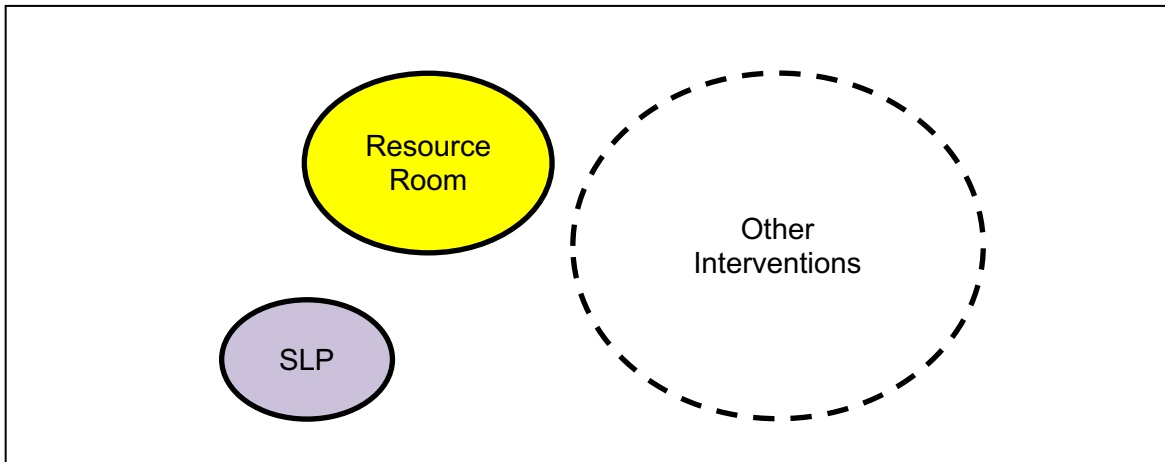
3.7.2 COMPONENT SPACES

Description	# Areas	# Staff	# Students	Sq. Ft.	Sq. Ft. Total
Resource Room	1	2-4	6-16	850	850
SLP	1	1-3	1-6	200	200
Sensorty Space	1	0	1	25	25
Total					1,075

3.7.3 COMPONENT RELATIONSHIPS

The resource rooms should be near the general classrooms and acoustically separated from the multipurpose room, kitchen, and other noisy areas. They should have easy access to student restrooms and be grouped with the other intervention rooms. A sensory space should be included in the resource room.

The SLP room should be near the resource room and the other intervention rooms.



Note: This diagram is for illustration purposes only and is not to scale. Additional interpretation will be made by the design architect.

3.7.4 SPACE ATTRIBUTES

Resource Room	
Utilities	
Plumbing	See general considerations
HVAC	See general considerations
Electrical	See general considerations
Lighting	See general considerations
Technology	See general considerations; data in acoustical divider panels
Surfaces	
Ceiling	See general considerations
Walls	See general considerations
Flooring	See general considerations
Windows and Doors	
Windows	See general considerations
Doors	See general considerations
Storage	See general considerations
Furniture & Equipment	Mobile acoustical divider panels to accommodate different teaching areas; tables for up to six students per teacher
Other	None
Sensory Space	
Utilities	
Plumbing	None
HVAC	Heating and cooling
Electrical	Light switch outside room
Lighting	LED surface mount
Technology	None
Surfaces	
Ceiling	Hard ceiling
Walls	Very durable (padded)
Flooring	Soft floor
Windows and Doors	
Windows	None
Doors	None
Storage	None
Furniture & Equipment	Soft, comfortable seating for a single student
Other	None

SLP Room	
Utilities	
Plumbing	See general considerations
HVAC	See general considerations
Electrical	See general considerations; interactive LCD to be determined
Lighting	LED recessed in suspended ceiling
Technology	Refer to general considerations; interactive LCD and ceiling box to be determined
Surfaces	
Ceiling	See general considerations
Walls	See general considerations
Flooring	See general considerations
Windows and Doors	
Windows	Natural light if possible
Doors	See general considerations
Storage	Two tall cabinets with adjustable shelves
Furniture & Equipment	Table, chairs, two 4-drawer file cabinets
Other	None

3.8 STAFF ROOMS

3.8.1 PROGRAM FUNCTIONS

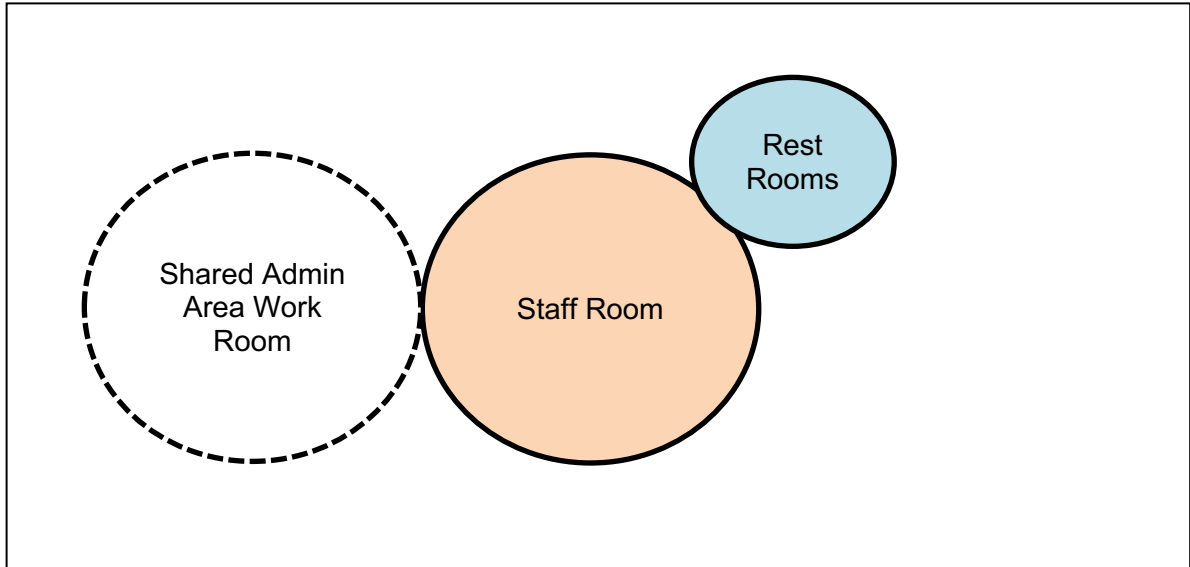
The staff room, although not an educational program, does provide space for important staff support functions in the school. This room provides space for teachers to meet with other teachers and professionals. In addition, it provides space for teachers to prepare instructional materials, send and receive mail, and relax during scheduled breaks. Written announcements, job postings, and required personnel flyers are often displayed on bulletin boards in the staff room.

3.8.2 COMPONENT SPACES

Description	# Areas	# Staff	# Students	Sq. Ft.	Sq. Ft. Total
Restroom - Staff	3	1	0	70	210
Teacher/Para Staff Room	1	30	0	400	400
Total					610

3.8.3 COMPONENT RELATIONSHIPS

The teacher and para-pro staff room should be adjacent the administrative area in order to access the shared workroom. The staff restrooms should have a small entry vestibule to ensure acoustical privacy in the restrooms.



Note: This diagram is for illustration purposes only and is not to scale. Additional interpretation will be made by the design architect.

3.8.4 SPACE ATTRIBUTES

Restroom - Staff	
Utilities	
Plumbing	Sink, toilet
HVAC	Ventilation fan with timer
Electrical	Wall duplexes
Lighting	LED recessed in suspended ceiling or LED surface
Technology	None
Surfaces	
Ceiling	See general considerations
Walls	Washable wall surface, mirror
Flooring	Hard surface
Windows and Doors	
Windows	None
Doors	See general considerations
Storage	Shelf over toilet for placement of personal items while using restroom; wall mounted storage cabinet in restroom
Furniture & Equipment	Mirror
Other	Vestibule in restroom entrance
Teacher/Para Staff Room	
Utilities	
Plumbing	Sink; disposal, ice maker for refrigerator; dishwasher
HVAC	See general considerations
Electrical	Electrical for microwave, refrigerator, disposal; outlets above counters; wall duplexes
Lighting	LED recessed in suspended ceiling
Technology	Some data ports in perimeter wall; wireless access
Surfaces	
Ceiling	See general considerations
Walls	Hard surface; whiteboard, tackable spaces
Flooring	See general considerations
Windows and Doors	
Windows	Natural light desired, screened from outside visibility
Doors	See general considerations
Storage	Some base and upper cabinets in kitchen area
Furniture & Equipment	Comfortable chairs and table, microwave ovens, full-sized refrigerator, dishwasher disposal (All district or project FFE provided); rear-feed mail boxes from office work room
Other	None

3.9 TECHNOLOGY

3.9.1 GENERAL PROGRAM GOAL AND OBJECTIVES STATEMENT

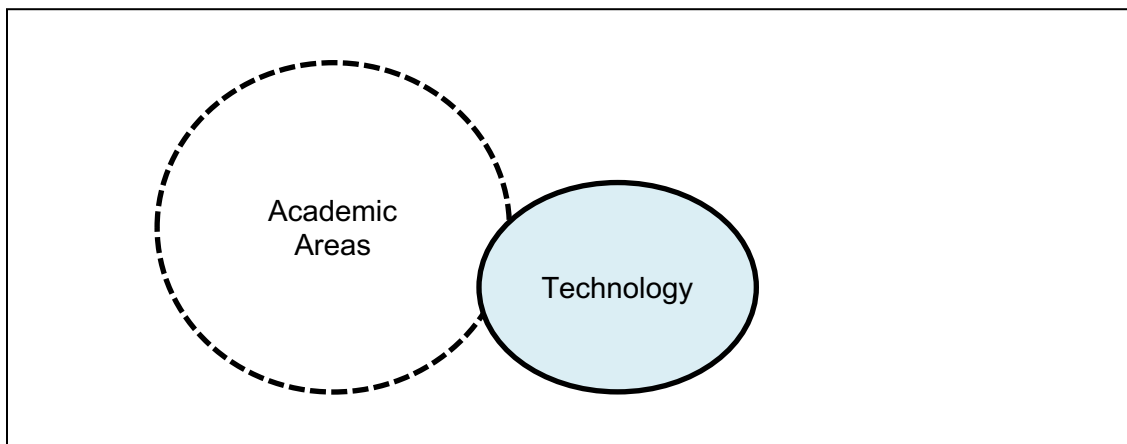
The technology program introduces and utilizes technology tools such as chromebooks and web-based software programs to augment and offer practice at core subjects. In addition, students are able to utilize the technology to explore online resources and create digital artifacts. While the use of technology is largely digital in nature, some printing does occur in these classes.

3.9.2 COMPONENT SPACES

Description	# Areas	# Staff	# Students	Sq. Ft.	Sq. Ft. Total
Technology	1	1	20	870	870
Total					870

3.9.3 COMPONENT RELATIONSHIPS

The technology classroom should be near the other academic classrooms. It should be away from the noisier spaces and centrally located for ease of student transitions to and from this classroom. It is assumed that a standard classroom will be utilized for the technology room, with no special adaptations.



Note: This diagram is for illustration purposes only and is not to scale. Additional interpretation will be made by the design architect.

3.9.4 SPACE ATTRIBUTES

Technology Room	SEE GENERAL CONSIDERATIONS
Utilities	
Plumbing	
HVAC	
Electrical	
Lighting	
Technology	
Surfaces	
Ceiling	
Walls	
Flooring	
Windows and Doors	
Windows	
Doors	
Storage	
Furniture & Equipment	
Other	

3.10 TITLE / INTERVENTIONS

3.10.1 GENERAL PROGRAM GOAL AND OBJECTIVES STATEMENT

The goal of the title and intervention programs is to support core subject instruction in math and reading with smaller group skill review and remediation.

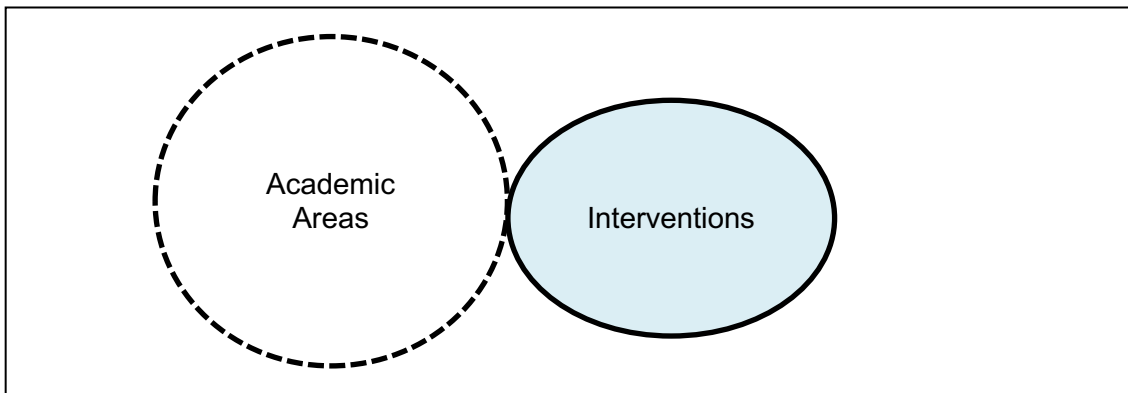
3.10.2 COMPONENT SPACES

Description	# Areas	# Staff	# Students	Sq. Ft.	Sq. Ft. Total
Math Intervention	1	1	1-12	435	435
Reading Intervention	1	1	1-5	870	870
Total					1,305

3.10.3 COMPONENT RELATIONSHIPS

The intervention classrooms should be centrally located for ease of student transitions to and from their home classrooms.

These classrooms are outfitted similar to general classrooms, with the difference that the math intervention program can be effective in a half-classroom sized space. As these programs may change in the future, it is desirable for any two half-classrooms to be able to conjoin into a single standard classroom.



Note: This diagram is for illustration purposes only and is not to scale. Additional interpretation will be made by the design architect.

3.10.4 SPACE ATTRIBUTES

Intervention Rooms	SEE GENERAL CONSIDERATIONS
Utilities	
Plumbing	
HVAC	
Electrical	
Lighting	
Technology	
Surfaces	
Ceiling	
Walls	
Flooring	
Windows and Doors	
Windows	
Doors	
Storage	
Furniture & Equipment	
Other	

3.11 OTHER

3.11.1 PROGRAM FUNCTIONS

The “other” rooms, although not educational programs, do provide space for important functions in the school.

3.11.2 COMPONENT SPACES

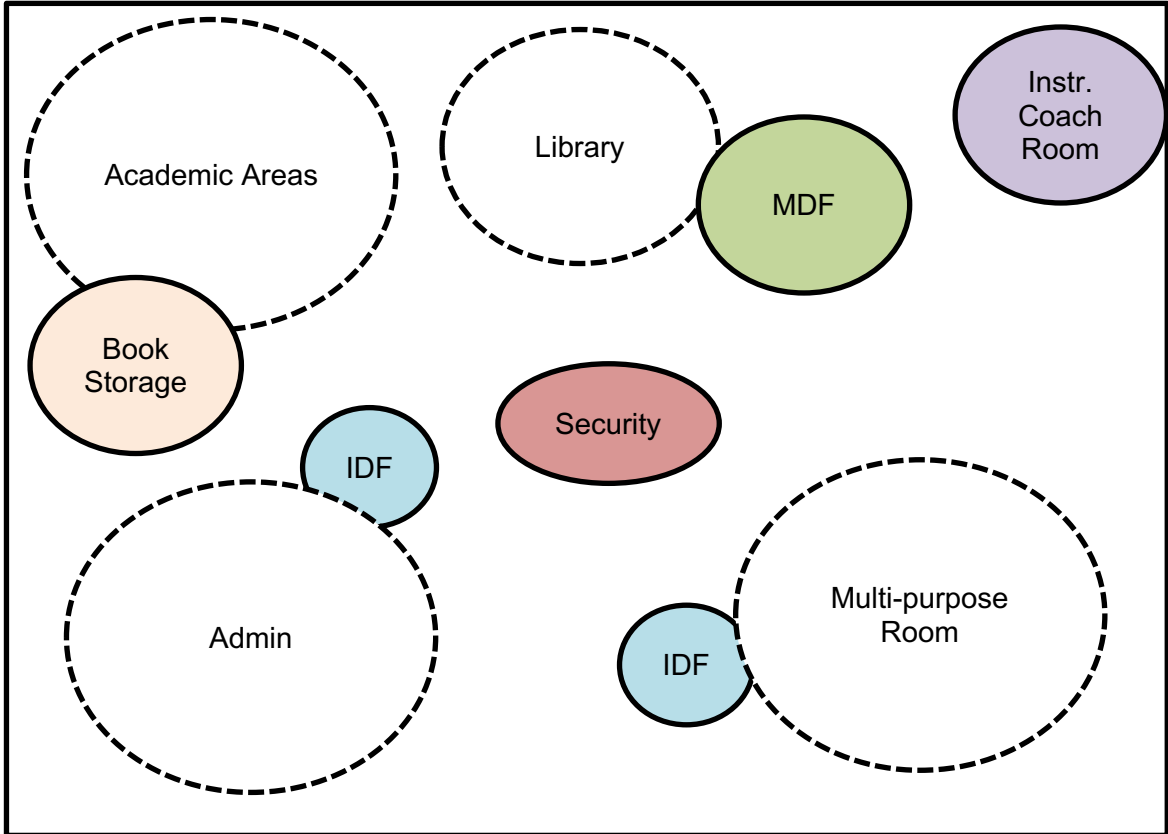
Description	# Areas	# Staff	# Students	Sq. Ft.	Sq. Ft. Total
Book Storage Room	1	0	0	150	150
IDF Room	3	0	0	25	75
MDF Room	1	1	0	100	100
Instructional Coach	1	1-15	0	435	435
Security Office	1	1	0	70	70
Total					830

3.11.3 COMPONENT RELATIONSHIPS

The book storage room should be located near the academic classrooms. The main distribution frame (MDF) room should be relatively central in the school, preferably near the library. The intermediate distribution frame (IDF) rooms should be distributed around the school as necessary to provide voice and data feeds to the classrooms.

The Instructional Coach room is used for direct instruction and coaching of groups of teachers up to fifteen (15) at a time. There is also substantial amount of curricular materials storage needed within this space. The Instructional Coach room should be away from the noisier areas.

The Security Office should be located centrally in the school, preferably adjacent to the primary hallway with a window into the hallway.



Note: This diagram is for illustration purposes only and is not to scale. Additional interpretation will be made by the design architect.

3.11.4 SPACE ATTRIBUTES

Book Storage	
Utilities	
Plumbing	None
HVAC	Heating and cooling
Electrical	Electrical outlets for charging equipment
Lighting	LED recessed in suspended ceiling or LED surface
Technology	None
Surfaces	
Ceiling	Suspended acoustical or open to structure
Walls	Hard surface
Flooring	Hard surface
Windows and Doors	
Windows	None
Doors	No window in door
Storage	Adjustable shelving; some flat file storage
Furniture & Equipment	None
Other	None
IDF/MDF Rooms	
Utilities	
Plumbing	None
HVAC	Extra ventilation/cooling
Electrical	Adequate electrical for technology equipment
Lighting	LED recessed in suspended ceiling or LED surface; task lighting at bench
Technology	Data drops in wall for phone in MDF; data at benchtop; wireless
Surfaces	
Ceiling	Suspended acoustical or open to structure
Walls	Hard surface
Flooring	Hard surface
Windows and Doors	
Windows	None
Doors	No window in doors
Storage	Adjustable shelves for storage and specialty racks
Furniture & Equipment	Equipment racks; small work bench in the MDF room
Other	None
Instructional Coach Room	See General Classroom
Utilities	
Plumbing	
HVAC	
Electrical	

Lighting	
Technology	
Surfaces	
Ceiling	
Walls	
Flooring	
Windows and Doors	
Windows	
Doors	
Storage	
Furniture & Equipment	
Other	
Security Office	
Utilities	
Plumbing	None
HVAC	See general considerations
Electrical	Electrical near desk
Lighting	LED recessed in suspended ceiling
Technology	Data near desk
Surfaces	
Ceiling	See general considerations
Walls	Drywall
Flooring	Hard surface
Windows and Doors	
Windows	Window with operable blind to hallway
Doors	Locking
Storage	Locking storage for security items
Furniture & Equipment	Modular desk system, chairs, coat hooks
Other	None

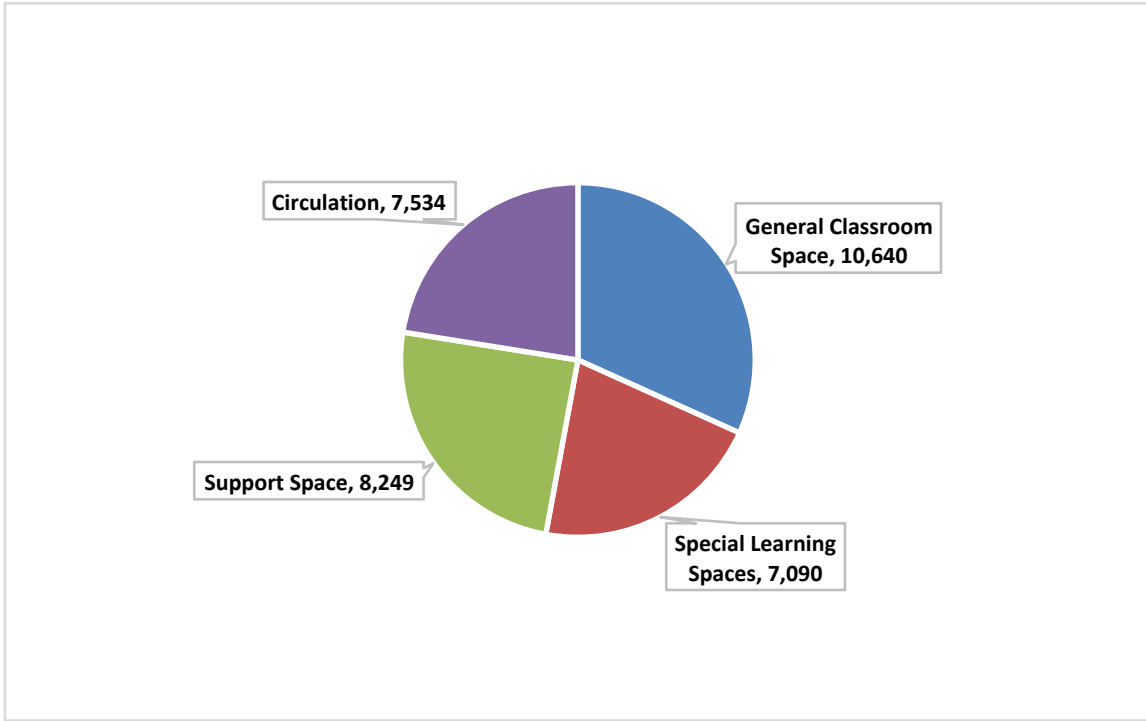


APPENDIX A

SPACE TABLES FOR WHITSTRAN ELEMENTARY SCHOOL

	Future Space Data				
	Number Teaching Spaces	Total Number Spaces	Projected Classroom Enrollment	Total Max. Capacity	Total Sq. Feet
CLASSROOM SPACE					
Kindergarten Classrooms	2	3	18	36	1,940
Grade 1 General Classrooms	2	2	20	40	1,740
Grade 2 General Classrooms	2	2	22	44	1,740
Grade 3 General Classrooms	2	2	25	50	1,740
Grade 4 General Classrooms	2	2	27	54	1,740
Grade 5 General Classrooms	2	2	28	56	1,740
Subtotal	12	13		280	10,640
SPECIAL PROGRAMS					
Technology	0	1	20	0	870
Library	0	3	20	0	2,450
Physical Education	0	3	20	0	560
Special Education	0	3	12	0	1,075
Title/Interventions	0	2	15	0	1,305
Other	0	7	0	0	830
Subtotal	0	19		0	7,090
SUPPORT SPACE					
Administration and Counseling	0	12	0	0	2,120
Custodian/Maintenance	0	6	0	0	1,320
Food Service/Cafeteria	0	9	0	0	4,199
Staff Rooms	0	4	0	0	610
Subtotal	0	31	0	0	8,249
Circulation: Storage, Utilities, Hallways, Restrooms, etc. @ 29%					
					7,534
GRAND TOTALS ==>					
	12			280	33,513







A.1 Administration

Description	# Areas	# Staff	# Students	Sq. Ft.	Sq. Ft. Total
Clinic	1	1	1-4	200	200
Conf. Room	1	1-10	0	250	250
File-Storage Room	1	0	0	100	100
ISS	1	1	2	70	70
L&F / Comm. Closet	1	0	0	50	50
Office - Counselor	1	2	1-4	150	150
Office - Principal	1	1-4	1-4	180	180
Office - Psych / Nurse	1	1	1-3	150	150
Reception Area - Adm.	1	1-4	1-6	500	500
Restrooms	2	1	0	60	120
Work Room (Shared)	1	1-2	0	350	350
Total					2,120

A.2 Custodial-Maintenance

Description	# Areas	# Staff	# Students	Sq. Ft.	Sq. Ft. Total
Can Wash Area	1	0	0	20	20
Custodial Closets (Lrg)	1	1	0	400	400
Custodial Closets (Sml)	1	1	0	50	50
Mechanical/Elec Room	2	0	0	400	800
Laundry	1	0	0	50	50
Total					1,320





A.3 Food Service

Description	# Areas	# Staff	# Students	Sq. Ft.	Sq. Ft. Total
Cafeteria/Multipurpose	1	2-4	140	2,800	2,800
Cooler	1	1	0	100	100
Dry storage	1	1	0	100	100
Freezer	1	1	0	100	100
Kitchen - Cook & Warm	1	3	1-3	600	600
Office - Food Service	1	1	0	100	100
Restroom	1	1	0	35	35
Scullery	1	1-2	0	100	100
Storage - Table/Chair	1	0	0	264	264
Total					4,199

A.4 General Classroom

Description	# Areas	# Staff	# Students	Sq. Ft.	Sq. Ft. Total
General Classrooms 1	2	1	20	870	1,740
General Classrooms 2	2	1	22	870	1,740
General Classrooms 3	2	1	25	870	1,740
General Classrooms 4	2	1	27	870	1,740
General Classrooms 5	2	1	28	870	1,740
Total					8,700

A.5 Kindergarten

Description	# Areas	# Staff	# Students	Sq. Ft.	Sq. Ft. Total
Kindergarten Classroom	2	1-2	18	950	1,900
Restroom	1	0	1	40	40
Total					1,940





A.6 Library

Description	# Areas	# Staff	# Students	Sq. Ft.	Sq. Ft. Total
Library	1	1-5	1-28	2,000	2,000
Office/Work Room	1	1	0	250	250
Storage	1	0	0	200	200
Total					2,450

A.7 Physical Education

Description	# Areas	# Staff	# Students	Sq. Ft.	Sq. Ft. Total
Multipurpose Room	See Food Service				
PE Office/Storage	1	1	0	300	300
Art - Material Storage	1	0	0	100	100
Art - Student Storage	1	0	0	160	160
Total					560

A.8 Special Education

Description	# Areas	# Staff	# Students	Sq. Ft.	Sq. Ft. Total
Resource Room	1	2-4	6-16	850	850
SLP	1	1-3	1-6	200	200
Sensory Space	1	0	1	25	25
Total					1,075

A.9 Staff Rooms

Description	# Areas	# Staff	# Students	Sq. Ft.	Sq. Ft. Total
Restroom - Staff	3	1	0	70	210
Teacher/Para Staff Room	1	30	0	400	400
Total					610

A.10 Technology

Description	# Areas	# Staff	# Students	Sq. Ft.	Sq. Ft. Total
Technology	1	1	20	870	870
Total					870





A.11 Title / Interventions

Description	# Areas	# Staff	# Students	Sq. Ft.	Sq. Ft. Total
Math Intervention	1	1	1-12	435	435
Reading Intervention	1	1	1-5	870	870
Total					1,305

A.12 Other

Description	# Areas	# Staff	# Students	Sq. Ft.	Sq. Ft. Total
Book Storage Room	1	0	0	150	150
IDF Room	3	0	0	25	75
MDF Room	1	1	0	100	100
Instructional Coach	1	1-15	0	435	435
Security Office	1	1	0	70	70
Total					830





APPENDIX B

EQUIPMENT LISTS WHITSTRAN ELEMENTARY SCHOOL

B.1 KITCHEN

At the time of the writing of these specifications a detailed equipment list has not been provided by school or district staff.

One item has been requested to be considered: PIPER DO-16-G
Natural Convection Oven

B.2 MUSIC

At the time of the writing of these specifications a detailed equipment list has not been provided by school or district staff.

B.3 PHYSICAL EDUCATION

At the time of the writing of these specifications a detailed equipment list has not been provided by school or district staff.



W Foisy Rd

W Foisy Rd

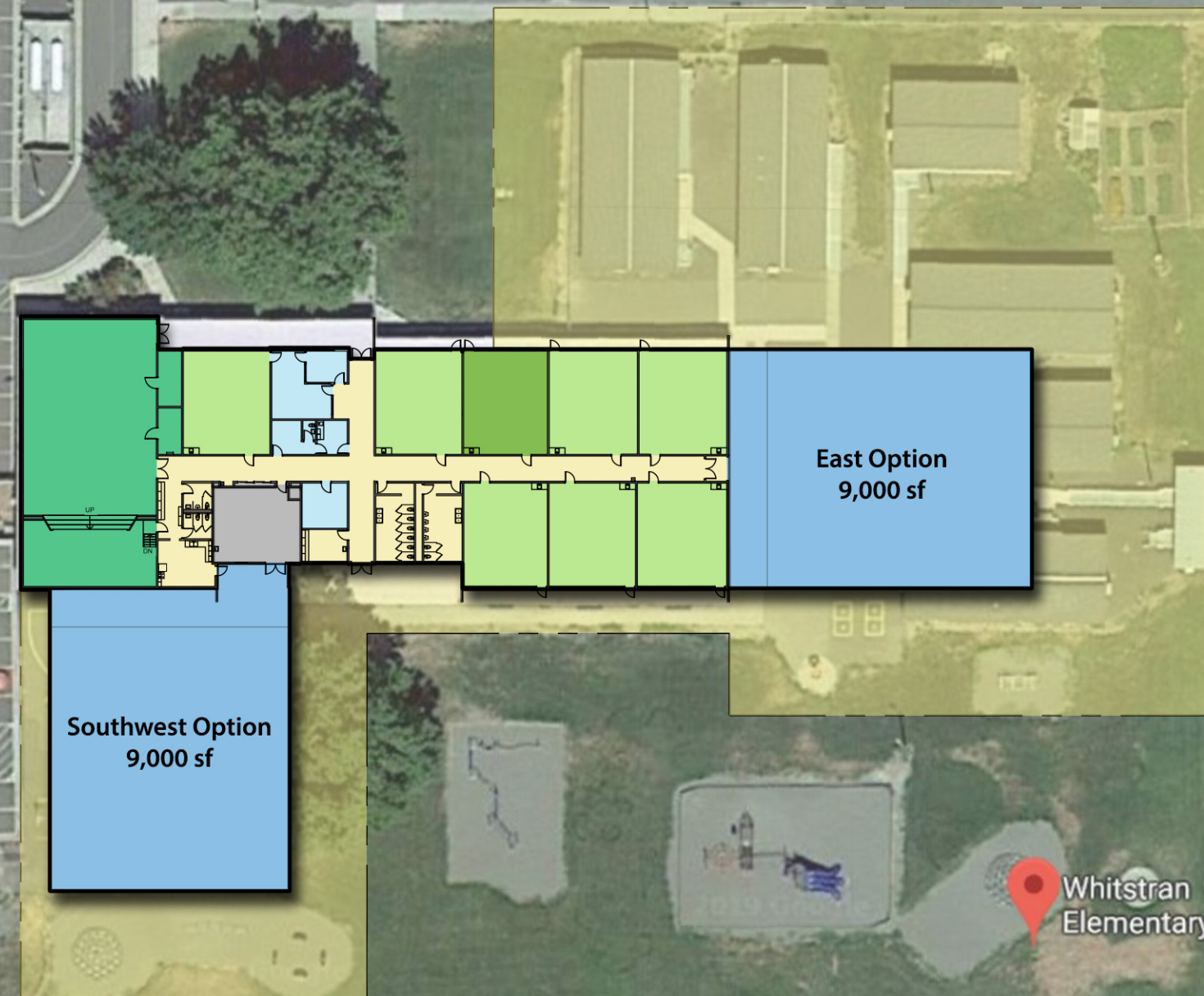
W Foisy Rd

W Foisy Rd

W Foisy Rd

LEGEND

- Classroom/Learning Spaces
- Media Center
- Administration
- Services/Mechanical
- Circulation/Restrooms
- Multi-purpose/Physical Education
- Affected Site/Site Improvements



Existing Building	16,800 sf
Existing Portables	+ 10,750 sf
SUBTOTAL	27,550 sf
Removed Portables	- 3,037 sf
(CSG Addition Budget)	9,000 sf)
Addition	+ 9,000 sf
TOTAL	33,513 sf

Whitstran Elementary School

BOARD PACKET

TO: Board of Directors
SUBJECT: Principal Negotiations - **REVISED**
AGENDA: Action
DATE: July 23, 2019
PREPARED BY: Matt Ellis, *Superintendent*

Background

On Friday, July 19, 2019, the Prosser School District reached an agreement with the Prosser Principals' Association regarding their contract. The duration of the contract spans from July 1, 2018, to June 30, 2021.

Recommendation

It is recommended that the Board of Directors take action to approve the principals' contract.

**PROSSER SCHOOL DISTRICT
&
PROSSER PRINCIPALS' ASSOCIATION
Memorandum of Agreement 2018-21**

7-19-19 T/A'd Comprehensive Agreement

This agreement shall become effective the first day following ratification by the Prosser School Board of Directors and the Prosser Principals' Association. Salary and benefit provisions, excluding VEBA rates, shall be retroactive to July 1, 2018 with new VEBA rates being effective on November 1, 2018 (included in October 31 paycheck). Prior to November 1, new Association members will start receiving VEBA payments using the previous year's rates. Any retroactive payments shall be paid in a lump sum to each Association member (or where applicable, the Association member's insurance or VEBA accounts).

1. Association members' salary shall be determined in accordance with the salary schedule included in Attachment A. The parties agree to the following increases:
18/19 = 5.5%
19/20 = 5.5%
20/21 = 5.5%

All salary increases shall be paid prior to July 1 or as soon as negotiations are concluded, whichever occurs first.

2. The Superintendent and School Board recognize that the Principals' Association is the sole and exclusive bargaining representation for all principals whose salary is determined by the salary schedule contained in this contract. When new creations or a temporary vacancy is created under the job categories listed in this contract, the Principal Association will be advised and the person will automatically be part of this Association and placed where appropriate on the salary schedule.
3. Placement on the salary schedule shall reflect administrative experience. Any .500 FTE position or greater will count as one full year of experience for salary schedule placement purposes.
4. The number of contract days and salary placement for each Association member shall be listed on Attachment A. The contract days will allow for flexibility and shall be determined in concert with the Superintendent. The Association member shall submit a monthly calendar of days worked.
5. Each Association member shall have available up to ten (10) additional days @ per diem rate to conduct interviews, to handle late scheduling at the secondary level, to participate as a principal member of District team for collective bargaining, to handle late student registration and placements, to address issues related to state testing and assessment, to supervise, plan/participate in, and organize instructional activities, or perform other job assignment related duties. These additional days may be pooled and distributed to a member above the ten (10) days as long as the total number of days does not exceed the allowable total amount (10 days x the number of Association members). Individual Association members may submit for additional days, at per diem rate, above the

original ten (10) by requesting pre-approval from the Superintendent depending on available funds.

6. The District shall provide an additional stipend of \$1,500.00 for Association members with a doctoral degree.
7. The District shall provide an additional longevity stipend for Association members who have completed the following years of administrative service in the Prosser School District: \$1,250 per year for years 7- 9; \$1,750 per year for years 10-14; \$2,500 per year for 15 or more years. The longevity stipend will be added to the base salary for use in calculating per diem rate.
8. A \$1,250.00 stipend shall be granted for resignation notification prior to March 1 provided that once the fringe benefit has been accessed, the resignation may not be retracted.
9. The District shall provide a benefit amount equal to a full family coverage for Blue Cross medical, dental and vision insurance for all Prosser Principals' Association members. Association members will be provided full family coverage (Premera Blue Cross premiums PPO 2 rates for 2018-19). Association members who do not utilize the full medical benefit amount (by insuring less people or selecting a less costly premium) may apply the difference to other insurance or VEBA programs made available by the District. Beginning with the conversion to SEBB, the District will cover 100% of the highest available insurance benefit option (medical, dental, vision, basic life, accidental death and dismemberment and basic long term disability) for each individual principals' association member. Individuals may select the plan of their choice, with the difference between the cost of the selected plan and the highest plan being applied to VEBA.
10. Beginning with January 1, 2020, when SEBB takes effect, 2018/19 monthly dollar allocations for PPO2 full family minus individual, will be maintained in VEBA for individual association members. The District and Principals' Association will reconvene to discuss premium, monthly dollar allocations and to agree on VEBA adjustments.
11. The District shall pay the amount not covered by Blue Cross for an annual physical examination for each Association member by an area physician. The examination may cover normal tests, including lab, x-rays, and EKG's.
12. Each Association member will receive \$300 per month that must be applied to other insurance or VEBA programs made available by the District.
13. The District shall provide for replacement or repair of personal property which is damaged or stolen if related to the member's performance of his or her duties. District liability shall be limited to the insurance deductible based on the Association member having appropriate homeowners, renters, auto, and liability insurance coverage.
14. Association members shall have the following leave provisions as further defined in the agreement between the District and PEA:
 - a. Illness, injury, emergency leave
 - b. Jury duty
 - c. Extended leave

- d. Military leave
- e. Professional leave
- f. Bereavement leave

15. The District shall pay membership dues for one professional organization for each Association member. The District shall pay membership dues for one local service club organization for each Association member. The District shall provide the cost of attending one in-state conference each year for each Association member. The cost of travel shall be deducted from building budgets.
16. The District shall provide the cost of attendance for at least two building administrators to a national conference each year. The order of attendance shall be established by the Association.
17. Professional use of private vehicles shall be reimbursed at the approved state rates subject to requested documentation.
18. In the event of a financial emergency as determined by the School Board, the Superintendent shall have the authority to revoke the items related to principal travel in numbers 16 and 17.
19. The District shall allocate money to support fee expenses, including tuition, for Association members seeking to improve skills related to school administration. The individual administrator shall be liable for all other educational expenses. The funding shall not be deducted from the building budgets. Communication needs to take place between the administration and Superintendent prior to course enrollment.
20. Principals will receive a verbal update and written notes of all contractual agreements and related MOU's and attachments prior to implementation of the contractual agreements they are responsible to abide by, and shall have final written copies of said documents within 30 days of ratification.
21. Written hiring procedures that comply with current bargained agreements will be updated and distributed to all principals as contractual changes are made.
22. Prosser School District commits to ongoing in-service that supports the implementation of the teacher/principal evaluation system, including, but not limited to CEL related training.
23. The PSD and Principals' Association will work collaboratively to find ways to reduce tasks that interfere with the successful implementation of the revised teacher/principal evaluation system.
24. The PSD will provide administrative support to principals who are responsible for completing 20 or more evaluations.
25. Supervisors may keep working files containing observation and evaluation information and employee discipline. An employee may request to review their working file in the presence of their administrator and attach a response to any document in their working

file, under the same conditions that apply to their personal file.

Principal Evaluation Procedures

26. All evaluation of principals shall be completed by the Superintendent or Assistant Superintendent in accordance with statute. Evaluations of assistant principals shall be conducted by the supervising principal. Evaluations shall be conducted based on the criteria and procedures identified in statute. There shall be no acceptance or use of any evaluation form not approved by the Association and District.
27. According to state law, principals must have a total of three (3) consecutive years provisional. If a new employee to the District has completed their three (3) years provisional in another Washington district, then he/she will be considered provisional for one (1) year. All employees must demonstrate three (3) years of satisfactory evaluations before being considered for a focused evaluation. New employees and employees with less than three (3) consecutive years of satisfactory ratings shall be evaluated under the comprehensive evaluation.
28. The most recent comprehensive evaluation score becomes the focused summative evaluation score for any of the subsequent years following the comprehensive summative evaluation in which the principal is placed on focused evaluation. Should a principal with a score proficient demonstrate evidence of exemplary practice on the chosen focused criterion, a score of "Distinguished" will be earned.
29. Principals whose work is not judged satisfactory in their most recent evaluation will be evaluated under comprehensive evaluation.
30. Should an evaluator determine that a principal on a focused evaluation should be moved to a comprehensive evaluation for that school year, the principal must be informed of this decision in writing any time on or before December 15th provided evidence of performance concerns have previously been given to the principal.
31. Evaluative feedback regarding an employee in performance of his/her duties will be provided in an ongoing manner using the AWSP Leadership Framework. Feedback, based on an employee in the performance of his/her duties, will be ongoing and shall be provided in person or in writing. The opportunity for one confidential conference in addition to the pre-inquiry conference will also be completed by January 15 of each year.
32. It is further agreed that in cases where the principal's evaluator has concluded the need for performance improvement, the evaluator will notify the principal of such deficiencies in writing, along with a suggested program for improvement. Notification of deficiencies and the suggested plan for improvement will be provided in a timely manner which allows the employee adequate time to demonstrate improvement and shall be done prior to considering transfer to a subordinate position or taking non-renewal action.
33. The Association will be notified within 10 school days when any non-provisional principal is judged Basic or Unsatisfactory on their summative evaluation. When an employee with three or more years of experience is judged Basic or Unsatisfactory, additional professional development, training, and support may be provided by the District prior to recommending probation or non-renewal.

34. Evidence and artifacts used for the evaluation of the student growth criteria will be collaboratively developed and recommended by the Prosser Principals' Association and Prosser district leadership.

35. If either side feels anything in the evaluation process is cumbersome or not working properly, talks will immediately be held to try to resolve the situation.

No change, revision, alteration or modification of this agreement in part or whole shall be valid unless the same is ratified by both the Board and Association and endorsed hereon in writing.

PROSSER SCHOOL DISTRICT

PROSSER PRINCIPALS' ASSOCIATION

By: _____

By: _____

Title: _____

By: _____

Date: _____

By: _____

By: _____

By: _____

By: _____

By: _____

By: _____

By: _____

By: _____

Date: _____

Roles of the Board and the Superintendent in Assessment

The School Board	The Superintendent
<p>1. Participates in training to increase understanding of assessments:</p> <ul style="list-style-type: none"> • Concepts • National and state assessments • Relationship of assessment to standards 	<p>1a. Holds work sessions with the board explaining all elements of a comprehensive assessment system.</p>
<p>2. Approves and periodically reviews/ revises an assessment</p>	<p>2a. Recommends to the board an assessment system that includes multiple assessment measures related to/aligned with standards and vision.</p> <p>2b. Uses assessment measures to recommend modifications or changes in curriculum and instruction.</p>
<p>system for all students.</p>	<p>2c. Incorporates appropriate assessment measures as part of staff evaluations.</p> <p>2d. Conduct periodic review of the assessment system with the board and recommends changes.</p>
<p>3. Ensures staff development on assessment measures.</p>	<p>3a. Ensures staff development on the district's assessment measures, including use of data and analysis of individual student performance.</p> <p>3b. Ensures staff development of assessment measures using school and grade-level data.</p>
<p>4. Ensures effective, user-friendly communications on assessment measures and progress.</p>	<p>4a. Builds understanding, through the district's communications plan, for assessment measures and how they are used to improve instruction.</p>
<p>5. Provides funding to support assessment system.</p>	<p>5a. Presents budget recommendations to the board on resources needed to implement and evaluate assessment measures.</p>
<p>6. Approves and monitors policies to assure a strong assessment system.</p>	<p>6a. Presents budget recommendations to the board on resources needed to implement and evaluate assessment measures.</p>
<p>7. Makes additions or changes to policies as needed.</p>	<p>7a. Recommends additions or changes to policies as needed.</p>