

E. Facility

<p>A description of the charter school facilities and assurances that the facilities are in compliance with the requirements of Section 22-8B-4.2 NMSA 1978.</p>
<p>The school must provide a narrative description of its facilities. The school should attach any facility plans or the school’s Facility Master Plan in Appendix D.</p> <p>In addition, attach a copy of the building E Occupancy certificate and a letter from the PSFA with the facility NMCI Score as Appendix D, indicating that the school facility meets the requirements at Subsection C of 22-8B-4.2 NMSA 1978. (If the charter school is relocating or expanding to accommodate more students.)</p> <p>The school must also provide assurances that the facilities are in compliance with the requirements of Section 22-8B-4.2 NMSA 1978, including subsections A, C, and D. A template is available from the PEC’s website.</p>
<p>School response:</p> <p>Attached Appendix D: E Occupancy Certificate, Facility Master Plan, and Signed Facility Assurance.</p> <p>The ASL Academy continues to reside in its’ original location in Downtown Albuquerque in a building owned by the County of Bernalillo. ASL Academy students use the playground and gymnasium at Lew Wallace Elementary School located one block away. The ASL Academy’s current facility is at capacity with 100 students.</p> <p>The ASL Academy continues to pursue a new facility through its partnership with the County of Bernalillo. A new facility will allow for increased enrollment (including deaf students who are currently on the waiting list) and expansion of programming including the creation of an Workforce Development Program for current/former students who are deaf and/or developmentally disabled and an Outdoor Classroom to include urban farming, environmental and conservation education, and a functioning apiary.</p>



ALBUQUERQUE SIGN LANGUAGE ACADEMY

EDUCATIONAL SPECIFICATIONS / FACILITIES MASTER PLAN (2015-2020)

3.16.2016



Albuquerque

Sign Language Academy



Architecture, P.C.

Program for Design

Organization of Information / Definitions

Goals

Global “Big Picture” objectives; do not be bashful, think “outside the box”

Facts

Factual information about parts and pieces of the program

Needs

Needs are the specific requirements for the building and the site (i.e. functional area requirements and adjacencies)

Concepts

Programmatic Concepts refer to abstract ideas intended mainly as solutions to user / functional requirements without regard to the physical response



Albuquerque
Sign Language Academy



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- ***Program Statement***



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Definitions and useful terms to know:

Assistive Listening System: A hearing enhancement system consisting of a transmitter and a receiver - generally a hearing aid or a device connected to a hearing aid - designed to eliminate the background noise interference caused by extraneous factors. There are several different types of communication access systems, e.g., audio loop systems, AM systems, FM sound systems, and infrared systems.

Audio Loop: See Assistive Listening System

Captioned: Refers to films, or video programs, where the dialogue is also shown, in print, on the screen along with the rest of the picture. The printed dialogue may be either always visible (open captioned) or visible only with the addition of a decoder machine (closed captioned) that translates the invisible signal into visible print.

Closed Captioned: See Captioned

Computer-Assisted Note Taking: A system whereby a note taker types on a computer keyboard what is being said during a meeting. After a short lag time, the notes are displayed on a projection screen or a monitor.

Computer-Assisted Real-Time Captioning: A system whereby a highly skilled court reporter uses a shorthand machine and a computer to translate spoken language into written text. The verbatim text may be read on a video monitor or on a projection screen immediately.

Deaf Community: This term has different meanings in different contexts. For the purposes of this document, it refers to: • Sign language users • Bilingual users of sign language and spoken or written language • Persons with hearing disabilities who communicate primarily through spoken language and speech reading • Late-deafened adults • Older adults with hearing loss due to age • Deaf people who use neither sign language nor written language • Hard of hearing individuals • Deaf-blind individuals • Hearing family members • Professionals who serve the above

Deaf Person: A person who is either partially or wholly unable to hear.

Decoder: A machine which, when attached to or built into a television, translates the electronic signals of a closed captioned video program into words printed on the screen along with the rest of the video images.

Disability: the loss or limitation of opportunities to take part in society on an equal level with others due to social and environmental barriers. Any restriction or lack of ability to perform an activity in the manner or within the range considered normal for a human being.

Easy-to-Read Materials: High interest / low reading level materials, including captioned media, for all groups with reading or comprehension problems regardless of age.

Handicap: The result when an individual with an impairment cannot fulfill a normal life role.

Hard-of-Hearing Individual: A person who has a mild to moderate hearing loss.



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Interpreters: Individuals skilled at translating spoken communication into either sign language or clear oral speech.

Sign Language Interpreters are skilled at translating the meaning of spoken language into sign language and translating sign language into 25 spoken words.

Oral Interpreters silently mouth a speaker's words for a deaf person who communicates primarily by using spoken language and speechreading. They use no sign language and are skilled at making substitutions for words that are difficult to speech-read.

Impairment: An injury, illness, or congenital condition that causes or is likely to cause a loss or difference of physiological or psychological function. Any loss or abnormality of psychological, physiological or anatomical structure or function

Late-Deafened Adult: An adult who loses hearing after acquiring speech and experiences a significant life change as a result.

Minimal Language User: A person who has very limited knowledge of any formal spoken, signed, or written language.

Native Sign Language User: A person whose first language is sign language.

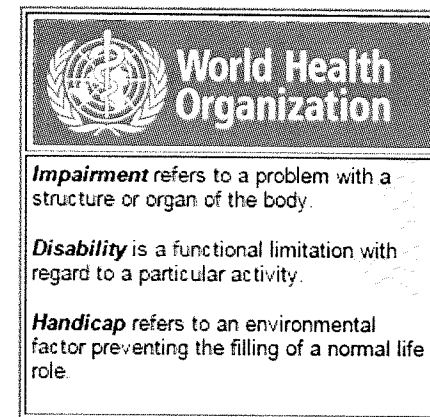
Open Captioned: See Captioned

Oralist: A person who is deaf and who communicates primarily through speech and speech reading.

TDD: See TTY

TTY: A device with an electronic text display and a keyboard that allows persons with hearing or speech disabilities to have a visual, two-way telephone conversation.

Visual Warning Signal: A flashing or revolving light that draws the attention of deaf people to audible signals such as fire alarms or public announcements.



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Executive Summary



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Executive Summary

The Albuquerque Sign Language Academy Program for Design provides the basis for the design of a Charter School Facility. One of the critical tasks of this program exercise is to provide analysis and recommendations for the design of a new facility that supports the charter school's educational mission, character and goals. The document identifies necessary program components to satisfy the minimum requirements of the Public School Capital Outlay Council and the Public School Facilities Authority.

The Albuquerque Sign Language Academy (ASL Academy) is a state-authorized charter school. The school was created by parents and educators determined to provide a quality educational option for deaf and hard of hearing students, siblings, and children of deaf and hard of hearing parents that is inclusive of all children and respectful of the family unit.

The mission of the Albuquerque Sign Language Academy is to improve educational outcomes for deaf, hard of hearing, and hearing students in the greater Albuquerque area by providing a rigorous standards-based dual language educational program which utilizes American Sign Language and English to achieve academic excellence, support family involvement, and promote multicultural community partnerships.

The ASL Academy was named Charter School of the Year in 2010 by the New Mexico Coalition of Charter Schools and is the first and currently the only State-Certified dual language ASL-English Program in the nation. The ASL Academy is leading the movement for deaf and special education reform in the state, currently creating bilingual ASL-English teacher certifications and alternative assessments for special education students. It should be noted that the ASL Academy is not affiliated with Albuquerque Public Schools or the New Mexico School for the Deaf.



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Goals

Project Goals indicate what the client wants to achieve and why

- **Function** – *What's going to happen in the building?*
- **Form** – *Physical Environment of building, site, quality of space*
- **Economy** – *Initial Budget and Quality of Construction*
- **Time** – *Schedule Objectives*



Goals: Summary

Mission:

The new charter school should:

Provide an inclusive and supportive environment for children to reach their top potential. This inclusive environment is open, diverse and accepting of impaired, disabled and handicap children. The School educational mission is based on a rigorous standard based bilingual educational program which uses American Sign language and English to achieve academic excellence, support family involvement and promote multicultural community partnerships.

Function:

The new charter school should:

- Maintain the spirit of collaboration, family and togetherness that the existing facility has forged since its inception in 2009.
- Bring unity to a school of visual arts for the purpose of learning, educating, and sharing
- Foster an informative environment that empowers users to be self sufficient while supporting of others
- Incorporate design features and concepts that are “deaf friendly”
- Incorporate durable and low maintenance materials
- Provide clear way-finding
- Be designed with flexibility and adaptability as a major feature to accommodate change
- Incorporate natural light while allowing user control
- Provide openness without creating distractions and without compromising privacy
- Provide a safe environment that can broadcast emergencies to all users effectively
- Be visitor friendly
- Acoustically sound and visually pleasant
- Support community partnerships that nurture children throughout their development past their school tenure into adulthood.
- Provide access to outdoor spaces that support educational and recreational activities

Form:

The new charter school should:

- relate to the context in scale and proportion
- bring natural light into the space while avoiding glare and external distractions

Economy:

The new charter school should:

- Maximize the available funds through efficient design
- Realize the economy of materials and space to create a balance with the reality of project constraints, budget, schedule, site, program, and overall needs/wants



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Goals – Function

- Create a facility that is **easy for students and faculty to navigate and communicate clearly**
- Create a facility that enhances “**interdisciplinary interaction**”
- Create a facility that is “**deaf friendly**”
- Create a facility that celebrates **collaboration, family, togetherness**
- Create a facility that can be **monitored by teachers and administration staff**
- Create a facility that is **easy to maintain**
- Create a facility that is **environmentally responsible**
- Create a facility that provides a **clear line of sight to the immediate environment**
- Create a facility that is **safe and incorporates an emergency notification system**
- Create a facility that easily accommodates **new technology and equipment**
 - Incorporate strategy for **future expansion to accommodate:**
 - High School classrooms
 - Future Technology
 - Future therapy trends and developments
- Create a facility that offers **connection with the exterior without distractions**
- Create a facility that **adapts to different age groups** and accommodates their needs and intrinsic qualities.



Goals – Function:

OT/PT (Activity Room)

- *Support a safe and comfortable environment for therapies and physical activities*
- *Provide a collaborative environment that supports interaction with other staff members and facilitates therapy sessions with students while maintaining privacy*
- *Provide a flexible open room that can host several simultaneous activities, including floor exercises, active movement and quiet and relaxing break out areas.*



Goals– Function

Community Language Labs:

- *15 computers*
- *Multi-function space to accommodate staff and parent meetings*
- *This space should promote/serve as a community engagement center.*
- *Independent access from school.*
- *Model after UNM Language Labs.*
- *Can be used as a revenue generating resource.*



Goals– Function

Life Skills:

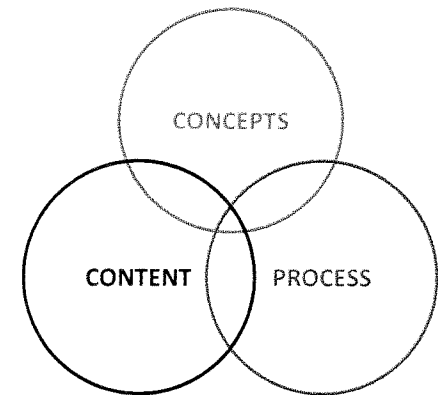
- *Teach occupational skills required for independent living.*
- *Possibly combined with Workforce Training Room.*
- *Provide residential kitchen, toilet, and bedroom facilities for applicable activities.*
- *Possible Independent access from school.*
- *Adjacent to clinical functions.*
- *Adjacent to exterior environment and possible food garden space.*
- *Environment to promote service industry training.*



Goals– Function

Multi Purpose Learning Labs

- *To provide a flexible room that can host a variety of instructional activities throughout the day.*
- *To combine Technology, Art and Science to provide interdisciplinary education to help students develop critical thinking and collaboration skills and how to apply them in real life and school activities.*
- *To relieve the need for typical classrooms to provide specific resources that would otherwise take additional space and funding.*



Goals– Function

Workforce Training Room:

12 -15 students per class

- *To enhance and promote community partnerships that provide student support from child development education throughout adulthood.*
- *To provide students with the services they need to gain independence, employment and dignity.*
- *Room should support activities that serve community after school programs.*
- *The training room should provide equipment that facilitates food preparation , nutrition workshops for students and potential after school community gatherings.*
- *Possibly shared space with Life Skills area.*



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Goals – Form

- Create a facility that reinforces **small neighborhood and community** atmosphere
- Maintain **intimacy** and **smallness** character
- Create a **home-like, “warm & friendly” non-institutional** environment
- Create a facility that maintains **“local and traditional culture”**
- Respond to **sustainable** practices and principals



Goals – Economy (Project Budget)

IN PROGRESS



Goals – Time

IN PROGRESS



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Facts

Facts are used to describe the existing conditions about the site, existing building, existing operations or conditions.

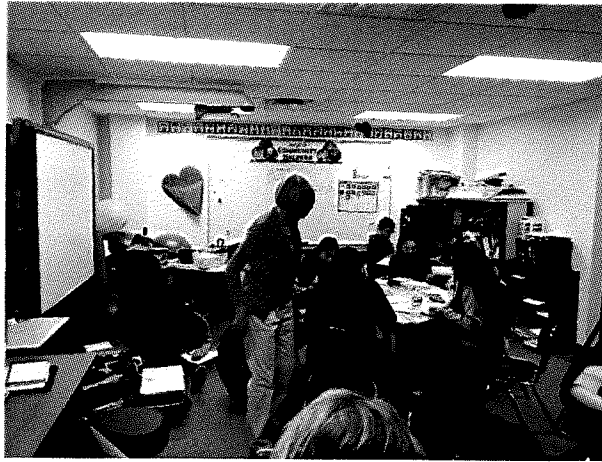


Albuquerque

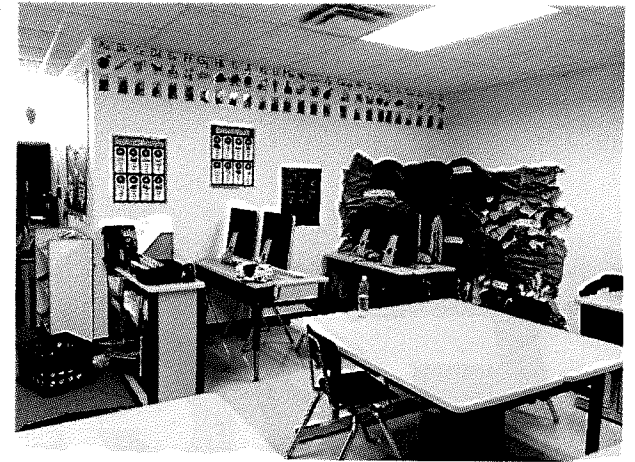
Sign Language Academy



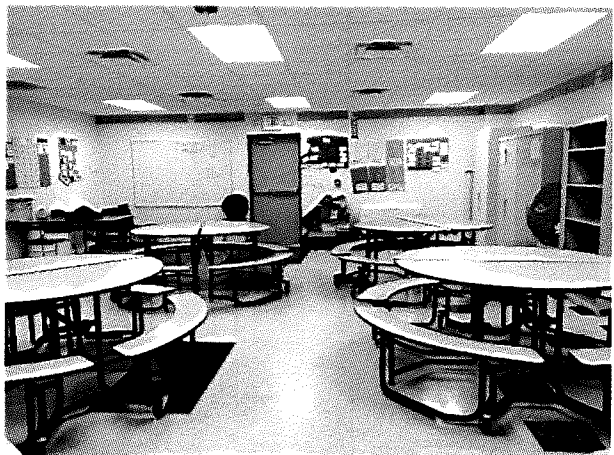
Teacher resource storage



Clinical activity room



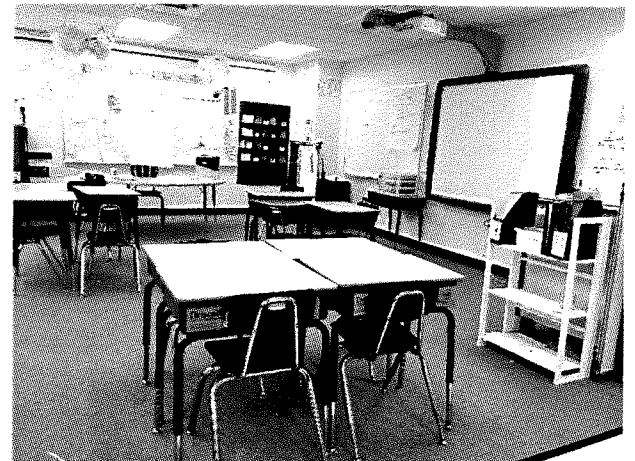
Elementary Classroom



Multipurpose room



Elementary Classroom



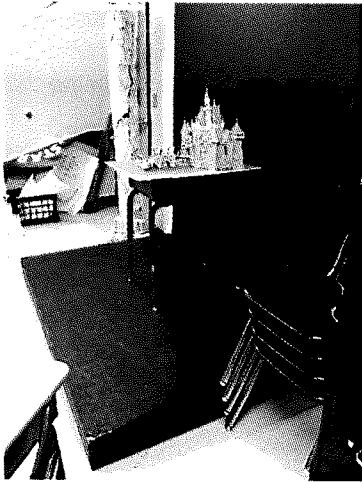
Middle School Classroom



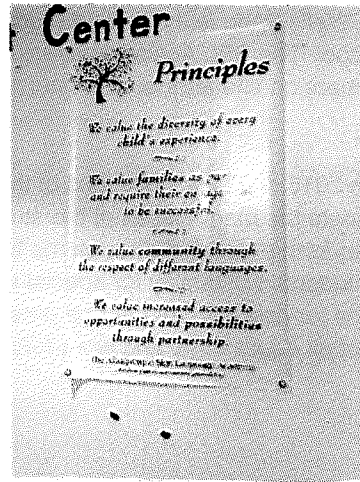
Albuquerque
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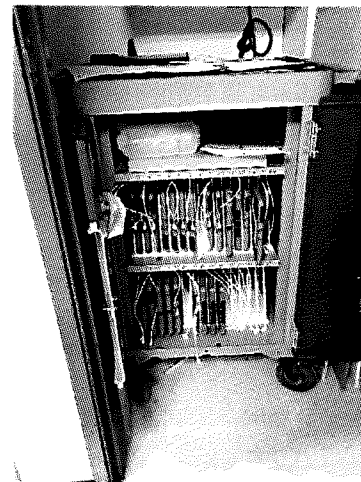
Main corridor



Performance stage
Library



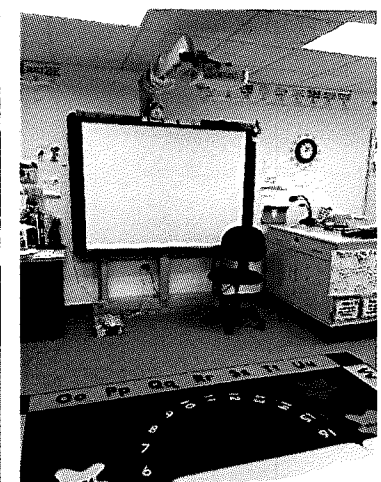
School Principals



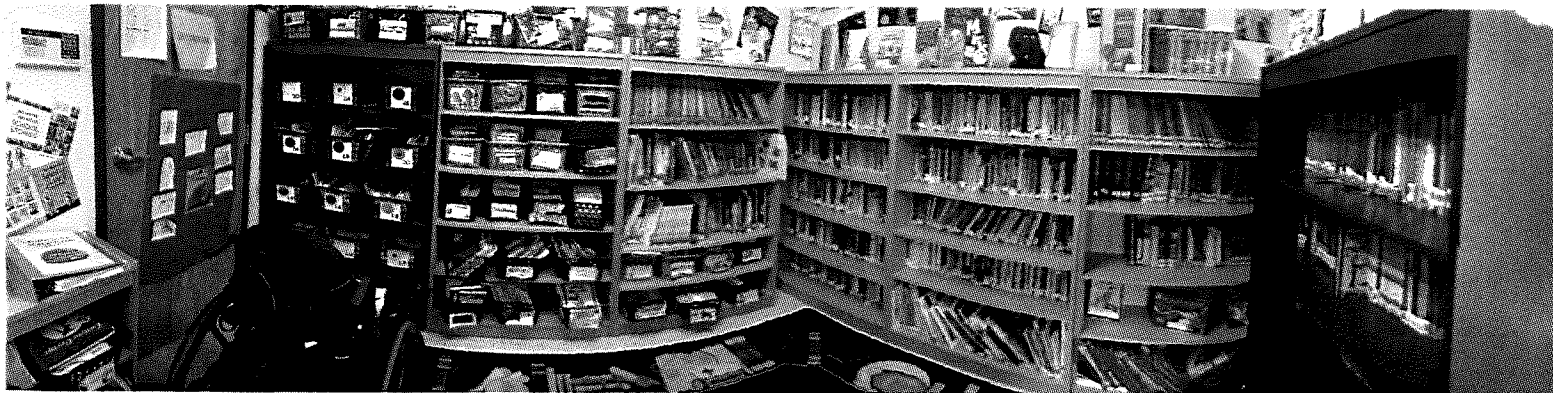
Mobile computer cart



Elementary cubbies



Elementary Classroom



Background



The ASL Academy is currently located in downtown Albuquerque at 620 Lomas Blvd. NW. The central location is imperative because the school serves children from the greater Albuquerque area, including from Rio Rancho, Edgewood, Bernalillo and Los Lunas. The facility is a 9300 sq. ft. building owned by Bernalillo County. The majority of the building was renovated in 2010 to accommodate the charter school upon opening. Because there is no outdoor space on campus, the ASL Academy currently uses the playground and gymnasium located one block away at Lew Wallace Elementary School. Parking for staff, parents and visitors is limited. The alley behind the school allows for the daily bus drop-off and pick-up of approximately 70 students.

The ASL Academy emphasizes family and community involvement as part of its mission; however, because of limited space all school and community events are currently scheduled at the nearby Wells Park, in the Lew Wallace gymnasium and playground, at the Public Library, or in the County-owned parking lot behind the school. The ASL Academy offers an after-school care program for students and sign language classes to parents and community members on-site after school hours. Athletic teams practice in the Lew Wallace gymnasium or at Wells Park after-school.

As the school has grown from 40 students in 2010 to 100 students in 2015, the size limitations of the current facility have been magnified and creative measures are currently in place to accommodate the many needs of the students and staff. The construction of a larger facility will allow the school to ultimately serve 200 children from preschool through the twelfth grade (age 21 for special education students). It is anticipated that as many as 80% of these students will qualify for special education services. Additionally, the creation of a work-force training program will provide opportunities for deaf/hard of hearing persons and for persons with developmental disabilities beyond high school. The implementation of all educational and work-force training programs is expected within the next 5-7 years.



Facts – Enrollment Statistical /Demographics

The ASL Academy currently enrolls 100 students in grades K-10 and will expand to twelfth grade in the coming years. The current student population is comprised of 40% regular education (hearing) students and 60% special education students – the majority of whom are deaf/hard of hearing and/or have other disabilities. Because of the high percentage of special education students, the school currently employs 40 staff members comprised of administrators, teachers, educational assistants, speech-language pathologists, occupational therapists, physical therapists, and social workers. The staff is comprised of both deaf and hearing persons.

The ASL Academy partners with Amy Biehl High School for the continuing education of ASL Academy students (many of whom are deaf/hard of hearing) striving to attain a high school diploma. The ASL Academy's high school program is comprised of students with developmental disabilities and will allow students to attain a "certificate of completion" for high school. These special education students are eligible for enrollment at the ASL Academy until age 21. There are currently 4 students enrolled in 9th and 10th grades at the ASL Academy.

The most pressing issues facing the ASLA Administration and Building committee members are:

- Creation of a strategic plan to allocate resources to serve all the different age groups attending the school while addressing their needs
 - Determine how the different age groups affect program and design
 - High Schools student interaction with younger age groups
 - Extent of High School program and its needs-the High School Program is still evolving
 - Pre K program will not be part of the overall school's curriculum.



Facts—

Classrooms: General

- *Lighting controls are essential to students and teachers comfort.*
- *Energy consumption should be optimized through energy efficient systems and devices.*
- *Children's personal storage requirements vary by age group.*
- *Lockdown procedures dictate that classrooms should be able to control visual connections to the exterior environment as well as internal spaces. Children should not be seen from corridors or the outdoor during lockdown procedures.*
- *Classroom activities are very dynamic and transition throughout the day based on curriculum activities.*
- *Morning classes focus on core curriculum subjects (Math, Science, Social Studies, etc.)*
- *Afternoon classes focus on Sign language literacy instruction through reading groups, videotapes, computer programs, guests, etc.*
- *Artificial lighting colors and levels are utilized throughout the day to alert children of different situations and provide instructions.*
- *Physical education, health, music dance and visual arts will be delivered in other rooms within the facility.*
- *Students will be provided with a variety of learning experiences and opportunities for hands on and self directed involvement. These activities involve whole and small group gatherings within the classroom as well as areas for one to one teaching activities.*
- *Teacher's visual supervision is essential to maintain classroom control and balance.*



Facts –

Nurse: Operational

- *Patient load*
 - *Maximum of 7-10 patients at a time*
 - *It is rare that the inpatient suite will be full*
 - *High School students do not frequent the Nurse too much*
- *Duties*
 - *Diaper changing*
 - *Tube feeding*
 - *Medication administration*
 - *Testing*
 - *Supervision/monitoring*
 - *Consult with SLP's, Social Workers and parents*
 - *Hearing aide supplies*



Facts –

OT/PT: Operational

- *Staff: 9-12 FTE total. All need to be highly accessible to students*
 - *Social Workers: 2-3 FTE*
 - *Social Workers: 1 PT*
 - *SOP: 4-5*
 - *O.T.: 2-3*



Facts – Building Codes

APPLICABLE CODES FOR EDUCATION OCCUPANCY IN NEW MEXICO

2009 New Mexico Building Code
2009 International Building Code
1997 Solar Energy Code
2009 International Energy Conservation Code
2009 New Mexico Energy Conservation Code
2012 New Mexico Plumbing and Mechanical Code
2012 Uniform Mechanical Code
2012 Uniform Plumbing Code
2014 New Mexico Electrical Code
2014 National Electrical Code
2014 National Electrical Safety Code
Current edition of the NM State Elevator Code
NM Department of Health Environmental department Food Program

ACCESSIBILITY

Accessibility requirements are detailed in *Chapter 11, Accessibility, of the New Mexico Building Code*, and supersede *Chapter 11, Accessibility, of the International Building Code*. The adopted standard of quality for accessible design is the ICC/ANSI A117.1-2003, *Accessible and Usable Buildings and Facilities*.

Deaf Culture Guidelines
Universal Design Guidelines



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Needs

Needs are the specific requirements of the site, parking, and space of the building.



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Admin.: *Leadership Staff*
Ancillary Spaces
Diagnostician
Audiologist



Needs – Function

Administration

- *Administrative suite where all administrative personnel is fully integrated, accessible to the public and staff, and related to a common copy, work area.*
- *Independent entrance from staff parking.*
- *Centralized area that serves as the hub for social and professional connections, collaboration and staff support. Easily accessed by staff and AE's.*
 - *Administration offices: 8 FTE Intern touchdown area*
 - *Visitor touchdown area*
 - *Work Room*
 - *IT Room*
 - *Filing /Storage room (120sf - fire rated) Filing capabilities for up to three years of documents)*
 - *Staff/Admin. lounge, with a coffee bar, microwave, refrigerator*
 - *Conference area*
 - *Staff toilets*
 - *Tech room*
 - *Diagnostician office and testing room*
 - *Private communication booth: for hearing & non hearing staff private conversations. This space should also offer visual privacy so others can not see sign language conversations (TTY system, Internet Protocol Captioned Telephone Service (IP CTS) Video Relay Service (VRS); Captioned Telephone Service (CTS)*



Clinical: *Occupational Therapy*
Physical Therapy
Speech Language Pathologist
Social Worker
Intern
Nurse & Intern



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Needs – Function

Social Workers

- *Support a safe and comfortable environment for therapies and consultation*
- *Provide a collaborative environment for Social Workers and Speech therapists while maintaining privacy*
- *Provide a shared area to accommodate interns with a personal lockable storage bin*
 - *5-7 interns*
 - *Max 3 interns at a time*
- *Locate around open OT/PT room to facilitate access to students*



Needs – Function

OT/PT

- *Support a safe and comfortable environment for therapies and physical activities*
- *Provide a collaborative environment for Social Workers and Speech therapists while maintaining privacy*
- *10-15 students at a time*
- *Provide a walk in storage room with shelving and area to stow large therapy balls*
- *Sensory Room: chill zone, separate from open area, quiet and variety of lighting conditions and illumination levels.*
- *Therapy Room with smart board.*
- *Provide two testing rooms. Testing rooms may be shared with the Nurse.*
- *Equipment & Functions:*
 - *Mats on the floor for jumping, floor exercises*
 - *Ceiling mounted swing*
 - *Desk area on the side for games and instructions*
 - *Mini trampoline*
 - *Therapy Balls*
 - *Sink and counter space*
 - *High ceiling area*
 - *Natural light*
 - *Dimmable/adaptable lighting levels*
 - *Practice store/sorting/cashier skills*
 - *Loft area*
- *Maintain visual supervision from private office and working areas to the main activity room*
- *Access/connection to an outdoor area would be beneficial to provide additional areas for exercises and activities.*
- *Card reader access to the therapy rooms.*



Needs– Function Nurse

- *Centralized location to serve all students*
- *Provide private phone area near lounge*
- *Provide area to accommodate 2 interns*
- *Locate adjacent to therapists and social workers*
- *Provide area to serve up to 7 to 8 students at a time*
- *Provide 4 separate beds with a retractable privacy curtain.*
- *Provide an area to check in and wait*
- *Provide a minimum of 10 feet clear to do testing*
- *Provide a bathroom inside the Nurse's suite. Bathroom should have a diaper changing station, storage, garbage disposal, sink, accessible toilet and accessible toilet accessories.*
- *In the event high school functions are incorporated into the program, a separate access should be provided for high school students. Provide separate check in and bed private areas that are more age appropriate for this group.*
- *Nurse's office should have the following equipment and features:*
 - *Full sized Fridge with ice maker*
 - *Medication storage*
 - *Single compartment sink*
 - *General Storage, secured*
 - *Countertop*
 - *Area to meet with parents*
 - *Allow visibility to bed area to monitor students*
 - *Provide visual connection to the suite's entrance and waiting area*



Classrooms: *Kindergarden*
Elementary School
Middle School
High School
Life Skills
Multi-Purpose Learning
Labs



Needs— *General Functional Requirements* **Classrooms**

- *Classrooms will need storage area for instructional equipment and material.*
- *Classrooms should have an area for printing/copying/technology*
- *Classrooms should be in proximity/adjacent to the Teachers' Resource room.*
- *Classrooms should incorporate/connect to the Book Room.*
- *Classrooms should incorporate multiple levels of lighting controls and visual attention systems,*
- *Teachers should be able to control the classroom artificial and natural lighting levels by placing control switches throughout different areas within the classroom.*
- *Individual and group seating arrangements should provide flexibility for multiple spatial configurations that support different activities throughout the day.*
- *Each classroom should provide acoustical separation from external noise sources and distraction.*
- *Teachers should be provided with a separate enclosed area that gives them privacy to develop daily school plans, conduct meetings with parents and accommodate storage for educational material. The area can be shared between two teachers and must provide visual control of the classroom environment. At times, this area can be used by teachers to conduct individual student testing.*
- *Classrooms should incorporate a level of transparency for visitor tours*



Needs– General Functional Requirements

Classrooms

- *Access to information technology should be provided in every classroom through facility provided portable hand held devices and/or the allocation of a computer workstation within the classroom.*
- *Classrooms must be equipped with writable and tackable surfaces.*
- *Classrooms should allow the teachers to visually supervise students while on break to use adjacent toilet facilities.*
- *Each classroom should have access to outdoor spaces.*
- *Wood floors are the preferred flooring material by teachers since it allows them to communicate with hearing impaired students through vibration.*
- *Wall surfaces must offer contrast between subject and background to improve visual connection while communicating with sign language.*
- *A separate area must be allocated for nurses accompanying delicate and fragile children. Area must accommodate up to three nurses and be in proximity to classrooms. Provide data connections, working surfaces and comfortable seating.*
- *A shared kitchen area for each school level can be considered to provide a common area for food preparation, art projects and*



Needs– Functional Criteria by Grade Level

Kindergarden Classrooms

Kindergarden: 12 students per class

- *Students will need open bins and cubbies for their belongings. Provide coat hooks. Place students personal storage adjacent to classroom entry, away from main instructional classroom space.*
- *Avoid visual connections to the corridor from the classroom to minimize opportunities for student distractions. Provide a glazed light at entry door, placed at adult eye level.*
- *Window placement should avoid direct outdoor connections at student eye level to minimize distractions or stressors.*
- *Provide curtains/blinds for visual and lighting control.*
- *A shared kitchen area, equipped with a full size refrigerator, microwave, stove and sink, should be directly accessible from the classrooms. Kitchen should provide a working surface, trash bins, storage and an area for student projects. Maintain visual connection to the classroom.*
- *A shared children's toilet room should be accessible from each classroom. Consider the possibility of providing separate fixtures for each gender. Provide a diaper changing station? Doors to the toilet room should provide a light to supervise children using the room.*
- *An open floor plan is desired.*
- *Outdoor space must provide an area for planting/ gardening, storytelling and physical activities.*
- *Working counter surfaces must be provided at children's height.*
- *Provide a hand wash sink.*



Needs— Functional Criteria by Grade Level

Elementary School Classrooms

Elementary: 15 students per class

- *Students will need open bins and cubbies for their belongings. Provide coat hooks. Place students personal storage adjacent to classroom entry, away from main instructional classroom space.*
- *Avoid visual connections to the corridor from the classroom to minimize opportunities for student distractions. Provide a glass light at entry door, placed at adult eye level.*
- *Window placement should avoid direct outdoor connections at student eye level to minimize distractions or stressors.*
- *Provide curtains/blinds for visual and lighting control.*
- *Students eat their breakfast in the classroom before commencing daily activities.*
- *A shared kitchen area, equipped with a full size refrigerator, microwave, stove and sink, should be directly accessible from the classrooms. Kitchen should provide a working surface, trash bins, storage and an area for student projects. Maintain visual connection to the classroom.*
- *An open floor plan is desired.*
- *Outdoor space must provide an area for planting/ gardening, storytelling and physical activities.*
- *Working counter surfaces must be provided at children's height.*
- *Provide a hand wash sink.*
- *Toilet rooms shall be in close proximity.*



Needs— Functional Criteria by Grade Level

Middle School Classrooms

Middle School : 15 students per class

- *Students will need closed coat and back pack storage without a lock pad for their belongings. Provide coat hooks. Place students personal storage adjacent to classroom entry, away from main instructional classroom space.*
- *Avoid visual connections to the corridor from the classroom to minimize opportunities for student distractions. Provide a glass light at entry door, placed at adult eye level.*
- *Window placement should avoid direct outdoor connections at student eye level to minimize distractions or stressors.*
- *Provide curtains/blinds for visual and lighting control.*
- *An open floor plan is desired.*
- *Outdoor space must provide an area for educational and physical activities.*
- *Working counter surfaces for students*
- *Provide a hand wash sink.*
- *Toilet rooms shall be in close proximity.*
- *Middle School students will need closed coat and backpack storage that cannot be locked.*
- *Middle school classrooms should provide an acoustical operable partition to divide the open area in half to accommodate two reading groups in the afternoon. Each group has 8 students.*



Needs– Functional Criteria

High School

High School : 10 students per class

- *Provide personal storage enclosed bins for student belongings. Do not provide lockers or locking capabilities.*
- *Idea Starters:*

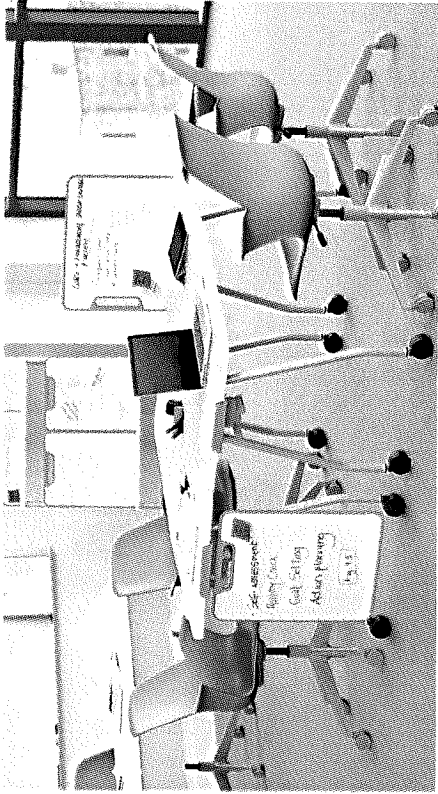


This room and its functions are still part of an ongoing dialog with ALSA's leadership.

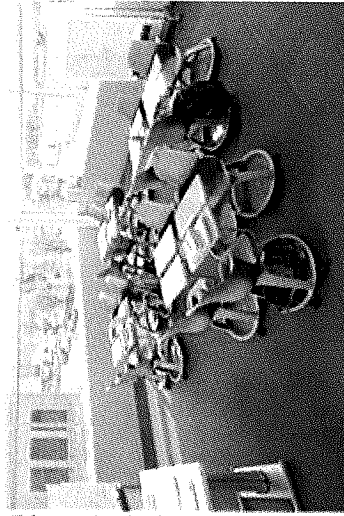


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FLEXIBLE AND MOVEABLE
SEATING OFFER MULTIPLE
INDIVIDUAL AND GROUP
ARRANGEMENTS. A
WHEELCHAIR CAN BE EASILY
INTEGRATED INTO ANY
CONFIGURATION.



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At Eastbrook Middle School, all of the classrooms open into a large project lab space fitted out with multiple power and data ports. This flexible space can be used for hands-on, experiential, collaborative work in support of the school's project-based learning curriculum.



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Needs–

Life Skills: Functional Criteria

High School : 12 students per class

- Room should serve Middle and High School students to promote independent living by practicing daily skills that support social and personal endeavors.
- Activities should support and relate to the Workforce training room allowing students to receive support from school/community partnerships and facilitate their transition into adulthood.
- Provide an apartment like setting with the following:
 - Kitchen with Full sized refrigerator/freezer, dishwasher, single compartment sink, stove, exhaust
 - Washer and dryer, handicap accessible
 - Furnishings to practice daily living conditions and functions (bed, nightstand, dresser, mirror, computer desk, dining table/chairs, living room seating with tv.
 - Handicap accessible bathroom with shower
 - Storage
- Locate adjacent to Workforce Training Room



Needs– Function

Multi Purpose Learning Labs

- *Max. of 15 students*
- *The Learning lab will host various functions throughout the day as necessary to support*
 - *Science instruction / experimentation*
 - *Art Instruction*
 - *Culinary Instruction / experimentation*
 - *Computer training in various programs related to Art and Science*
- *A shared computer area should be provided for graphic and art instruction as well as science research for class projects.*
- *The required equipment, finishes and furnishings are:*
 - *Science tables (including handicap accessible, easy to move and rearrange) Epoxy surface*
 - *Drafting tables*
 - *Epoxy or sheet vinyl floors with integral cove base*
 - *Storage within the classroom for immediate student and teacher access*
 - *Prometheus Board w/projector*
 - *Storage room for Art and Science supplies*
 - *Hand wash sink / kitchen sink*
 - *Writable and tackable wall surfaces for student work displays*
 - *Full kitchen for culinary projects*
 - *Gas supply / exhaust*



Support

Spaces:

Student Commons

Library

Theater Room

Workforce Training Lab

Gymnasium

Cafeteria

Public Spaces

Community Language Lab



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Needs – Student Commons

- *The Student commons are the hub for student social interactions. Beyond its use as the main circulation space, it hosts a number of planned and improvised activities.*
- *Open area should be acoustically pleasant and visually clear and informative.*
- *Natural light and access to the outdoors are important and necessary.*
- *Student Commons are the main circulation access to and from classrooms and connect all school facilities. Controlled access should be provided to/from the following areas:*
 - *Workforce Training Room*
 - *Gymnasium*



Needs – Function

Library

- *Library will be staffed by volunteers (parents, family members and/or community members. There is a great possibility that a few of these individuals may be deaf or hard of hearing. Considerations must be taken regarding assistive listening communication devices (telephone amplifiers, volume control devices, TTY system, video captioning capabilities, communication aids, etc.)*
- *A Storage room should be provided to store supplies and materials*
- *Centralized mobile computing and resource location*



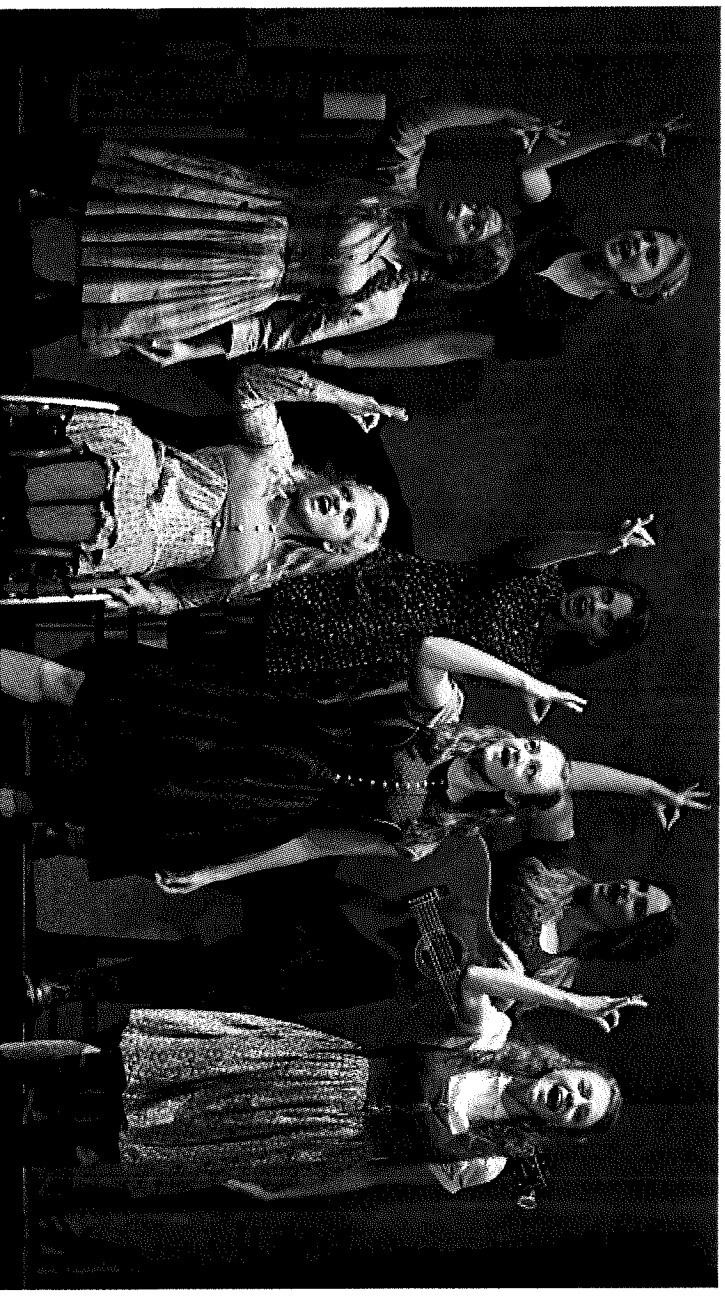
At Deer Path Middle School, the media center is a light filled and versatile space where middle school students can work with tutors and experience peer-to-peer learning. The Cube redefines the notion of the "Library" into a 21st Century environment for active collaboration as well as the creation of knowledge and its documentation in numerous digital formats.



Needs – Function

Theater

- *Black Box theater idea*
- *80 occupants. Intended for smaller school gatherings. Larger ones will be held at the gym or at other facilities.*
- *Independent access for after school hours?*
- *Storage for prompts, lighting and equipment.*
- *Instructor work area/office*



Needs–

Workforce Training Room: Functional Criteria

12-15 occupants

- Multi-purpose area for different training activities that can provide employment for students as well as coaching.
- Locate adjacent to Life Skills
- Area should have independent access.
- Provide kitchen that can be used for workshops/training about healthy eating habits as well as healthy prepping meals. It may be possible to use the kitchen as the School's lunch prep area, depending on the type of lunch service required and the necessary equipment.
- Provide a pantry/storage area
- Hand wash sink

This room and its functions are still part of an ongoing dialog with ALSA's leadership.



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Needs – Function

Gymnasium

- *High School sized basketball court (50" x 84')*
- *Bleachers to accommodate 300 occupants*
- *Independent access for after school hours activities and community use*
- *Possible source of revenue if it can be rented to other entities in the community*
- *Adjacent to Cafeteria or Warming Kitchen for potential vending opportunities during after school games*
- *Does not need to be centralized . Locate at the periphery of the educational areas.*
- *Gym to be used for larger school gatherings and hosting community events.*
- *Do not provide access from Gym to the school during events held after school hours. Gym should function independently from School.*
- *Height adjustable goals and cross court goals desired*



Needs – Function

Cafeteria

- 2 lunch periods of 100 students ea. (max). Lunch may be offered in three separate periods to better accommodate different age groups.
- Most Charter Schools order food from local restaurants.
- Emphasis should be given to the need and desire for healthy and nutritious meals for students.
- Lunch service has not been determined yet. A full size cafeteria, with the necessary equipment, is very costly and may not be necessary/ preferred compared to other available alternatives.
- Possible alternatives for lunch service are:
 - Partnership with APS lunch program. APS would deliver prepared meals to the Charter School. Chandra is working on the details and possibilities.
 - Catering from local restaurants.
- Food service may be a component of the Work-Training program. The kitchen within that area could be outfitted to provide the school lunches as a warming kitchen instead of a full service/ commercial kitchen.
- It may be possible to use the Workforce Training Kitchen as the main source for school lunches.
- Additional information will be required to determine the correct food preparation equipment.

This room and its functions are still part of an ongoing dialog with ALSA's leadership.



Needs – Public Spaces

- *Good acoustical transmission*
- *Adequate contrast between background/field and the rest of the environment to promote sign language communication and enhance wayfinding*
- *Flexible in representation: options for comprehension, language and symbols and perceptions*
- *Easy to navigate, walk while talking, walk while signing, free from obstructions to facilitate mobility for all students*
- *Avoid blind corners and intersections*
- *Clear pathways to maintain flow of communication and visual contact*



Needs– Function

Community Language Labs:

- 15 computers
- Independent access from school.
- Model after UNM Language Labs.
- Can be used as a revenue generating resource.
- IT room?
- Storage room?
- Easily accessible from parking area and easy to find.
- Separate toilet rooms?
- Restricted access to the main school areas.



Needs- Space Summary Program

- 6 Elementary Classrooms (Grades K-5) to accommodate up to 12 students per class
- 3 Middle School Classrooms (Grades 6-8) to accommodate up to 12 students per class
- 2 High School Classrooms (Grades 9-12) to accommodate up to 10 students per class
- 1 Multi Purpose Science, Art and Graphic-Computer Teaching Lab (drafting tables/epoxy floors / wet area)

1 Life Skills Classrooms for Middle and High school students with developmental disabilities, space should include Full Kitchen, Washer/Dryer, Copy Center, Computer Lab, etc.
Workforce Training Room + Classroom Space with access to Outdoor Garden (adjacent to Life Skills Lab)

2 Copy/Workspaces and Storage Areas for Educational/Ancillary Staff (Middle/High School and Elementary/Kindergarten) 150 sf ea. To include Resource and Book Storage.
Shared teacher office (two teachers) with storage area and visibility to classroom.

School Library (with computer cart storage)

Theater Room (Black Box) to host students and small school events (80 people)

Staff Lunch/Break Room (centralized location between administration and classrooms)

SHARED

- 1 Activity Rooms for Physical and Occupational Therapy, with adjoining outdoor space and storage areas (dividable into two areas)
- 1 Activity Rooms for Speech-Language Pathologists, with storage and ancillary spaces
- 1 Activity Room for Social Workers and Behavioral/Art Therapists

1 Nurses Office, including Washer/Dryer, Shower, and Private Bathroom
Open work area for Social Workers and Speech Language therapists (9-12 staff members)
Private Conference Room
Sand tray Room
Sensory room/area

8 Administrative Offices
Administration Waiting Room and Reception Workspace
1 Testing Room for Diagnostician
1 Audiology Room, including Sound Booth and Workspace
1 Conference Rooms to accommodate up to 15 people
Administrative Copy Area and Storage Room
IT Room
File Room
Private teleconference area/booth
Intern touch down area
Student Nurse area



Needs – Space Summary Program

Janitorial Storage Closets

Parking for Staff, Parents and Visitors, including Student Drop-off and Pick-up
Bus Lane for Student Drop-off and Pick-Up

Community ASL Language Lab with independent access for after school events

Outdoor Kindergarden Playground/Garden
Outdoor Elementary/Middle School Playground, including Basketball Hoops
Outdoor Multi-Use Green Space
Outdoor Multi-Use Covered Patio Space
Storage Space for Outdoor Equipment, including Facility Maintenance Equipment

Gymnasium with Raised Stage Area, including Bleachers (300 people) and Storage Space for Sports (6 basketball goals / volleyball court overlay lines)

Cafeteria, to accommodate up to 100 students at one time, with Full Kitchen and Storage (kitchen scope to be discussed further in detail)(2 lunch periods)



LEVEL	Space Name/Description	Occupants	Additional Assumptions notes	QTY.	Assumed SF	TOTAL SF
Kindergarten Classroom	Kindergarten classroom to accommodate up to 15 students per class	15		1	650	650
	Toilet Room			1	80	80
Primary/ Middle	Elementary Classroom	15		5	650	3,250
	Toilet Room			2	80	160
	Middle School Classrooms (Grades 6-8) to accommodate up to 15 students per class	15	Shared toilet room for K and 1st Grade	3	700	2,100
	Teacher Office	2 to 3	Shared office for two teachers & EA's	8	150	1,200
High School	High School Classrooms (Grades 9-12) to accommodate up to 10 students per class	10		4	650	2,600
	Life Skills Classrooms for Middle and High School students with developmental disabilities, space should include Full Kitchen, Washer/Dryer, Copy Center, Computer Lab, etc.	15		1	700	700
	Work-Force Training Space for Adults with Disabilities w/ Kitchen & Pantry	15	10-15 occupants	1	650	650
SUPPORT	Resource and Storage Areas for Educational/Ancillary Staff			2	150	300
	School Library (with office & storage)		One for Elementary/One for Middle & High School	1	800	800
	Book Room		Min per PSFA is 1,000 sf	1	200	200
	Student Nurse Area		Open area for student accompanying delicate students	1	90	90
Outdoor Recreation	Outdoor Elementary/Middle School Playground, including Basketball Hoops			1	5,400	5,400
	Outdoor Multi-Use Green Space			1	1,500	1,500
	Outdoor Multi-Use Covered Patio Space			1	500	500
	Storage Space for Outdoor Equipment, including Facility Maintenance Equipment			1	250	250
Multi Purpose Labs	Art, Science and Computer Lab	15		1	750	700
	Theater Black Box	80	Smaller student gatherings of 80 occupants	1	700	700
Cafeteria & Multi-Purpose	Gymnasium with Raised Stage Area, including Bleachers and Storage Space for Sports and Theatre Equipment, High School level	300	Area Shared as MP space for Elementary School and Dining	1	6,000	6,000
	(TBD) Cafeteria, to accommodate up to 100 students at one time, with Full Kitchen and Storage	100	Area Shared as MP space for Elementary School and Dining	1	4,500	1,500
	Serving/Warming Kitchen w/ Pantry & Serving line	2		1	300	300
	Showers, toilets, lockers			2	750	1,500
	PE office	1		1	120	120
						7,920



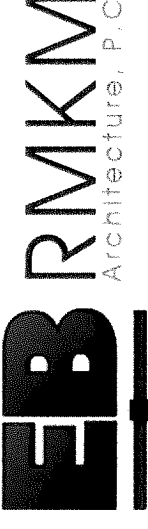
LEVEL	Space Name/Description	Occupants	Additional Assumptions notes	QTY.	Assumed SF	TOTAL SF
Clinical	Activity Room for OT/PT, SW and SLP with adjoining outdoor space and storage areas	15	Can be divided into 2-4 rooms w/ flexible partitions	1	1000	1,000
	Activity Room storage			1	75	75
	Sand Tray /Parent Meeting Room	3 to 5		1	225	225
	Sensory Room	2		1	45	45
	Private Therapy Room large enough to accommodate 3-5 students for small group work and for parent/student meetings (SW/SLP)	3 to 5				
	Testing Room	2		1	225	225
	Break out/Conference area	2		2	100	200
	Open Work Room for Social Workers and Behavioral/Art Therapists, SLP's & OT/PT	9 to 12	9-12 FTE	1	150	200
	Open area for SW Interns and Visitors	4 to 5	4-5 PT	1	900	900
	1 Nurses Office, including medicine storage, sink, refrigerator	1		1	150	150
	Nurse Waiting/Check In Area	5 to 7	5-7 students	1	250	250
	Nurse Toilet Room			1	75	75
	Nurse Laundry Area			1	100	100
	Nurse Intern work area			1	70	70
Administration	Nurse Recovery area	3-3 occupants max		1	125	125
		4-4 beds divided with curtains, one enclosed		1	180	180
	Waiting Room and Reception Workspace	5		1	125	125
	Conference Room	15		1	250	250
	Administrative Offices	1		8	120	960
	Private Telecomm. Room	1		1	60	60
	Administrative Work Room + Storage			1	150	150
	Testing Room for Diagnostician	3 to 4		1	150	150
	Audiology Room, including Sound Booth and Workspace	3 to 4		1	175	175
	Lounge Room	15 max	12-15 staff at a time	1	250	250
	Intern Touchdown Area	3 to 5		1	135	125
	File/Storage			1	120	120
	IT Room			1	120	120
						2,485
Student Commons						7,000
Site	Parking for Staff, Parents and Visitors, including Student Drop-off and Pick-up (HC, Moto, Bicycle)		1.5 FTE staff assuming all FTE @ 400sf	60	24,000	
	Bus Lane for Student Drop-off and Pick-Up			1	1,344*	
Community/ Outreach						
	Community ASL Language Lab		10-15 occupants		650	650
Additional Support Spaces						650
	Staff toilets			2	150*	300
	Instructional Space Student Toilets			2	150*	300
	Janitorial Storage Closets			2	100	200
	Mechanical and Electrical Closets, Server Rooms, Fire Risers, etc.				500*	500

* To Be Determined

37,355 sf



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Concepts

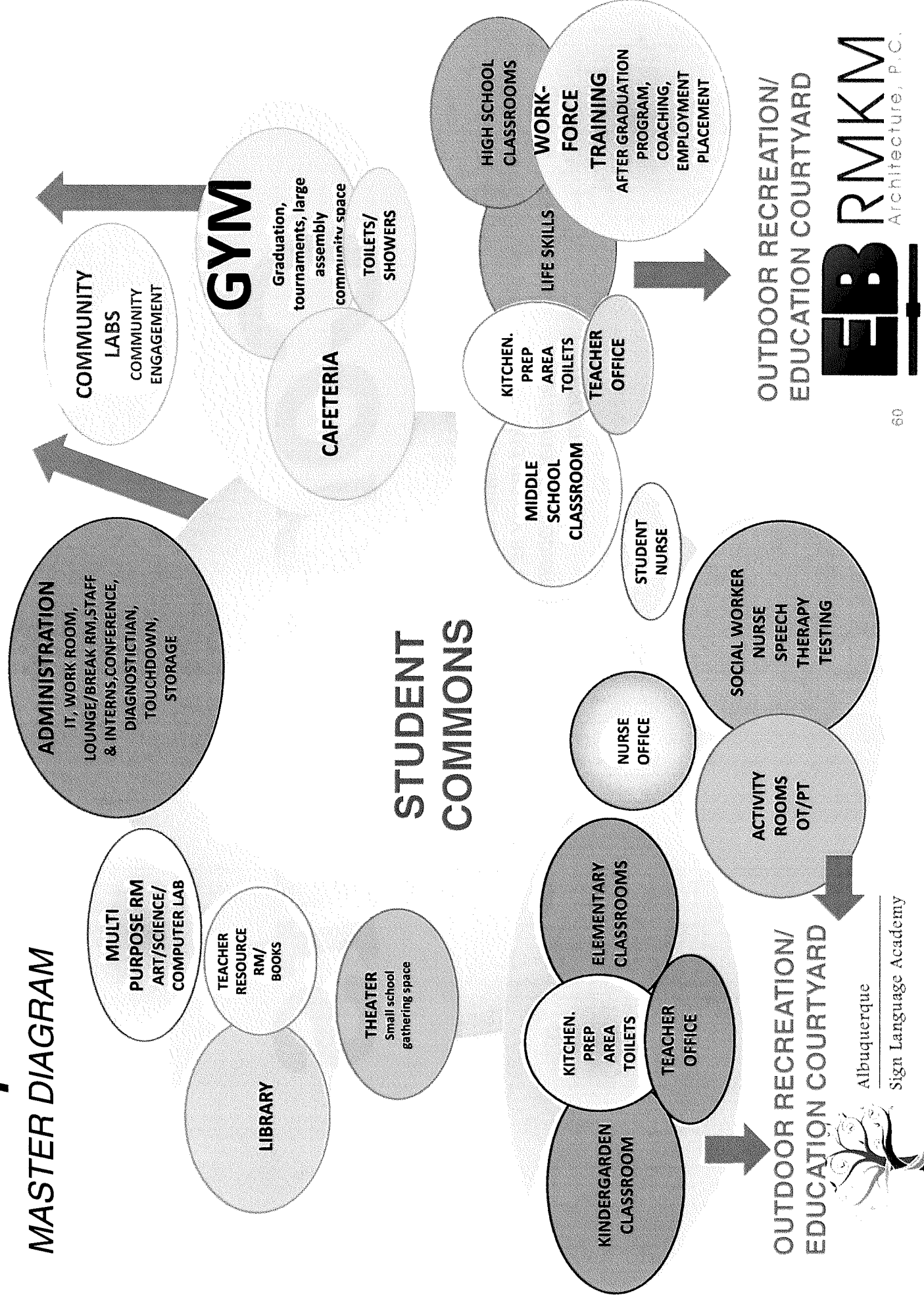
Programmatic Concepts refer to abstract ideas intended mainly as functional solutions to users' performance problems without regard to the physical response.



Concepts — Function

MASTER DIAGRAM

ENTRY/BUS/PARENT
DROP OFF/PARKING

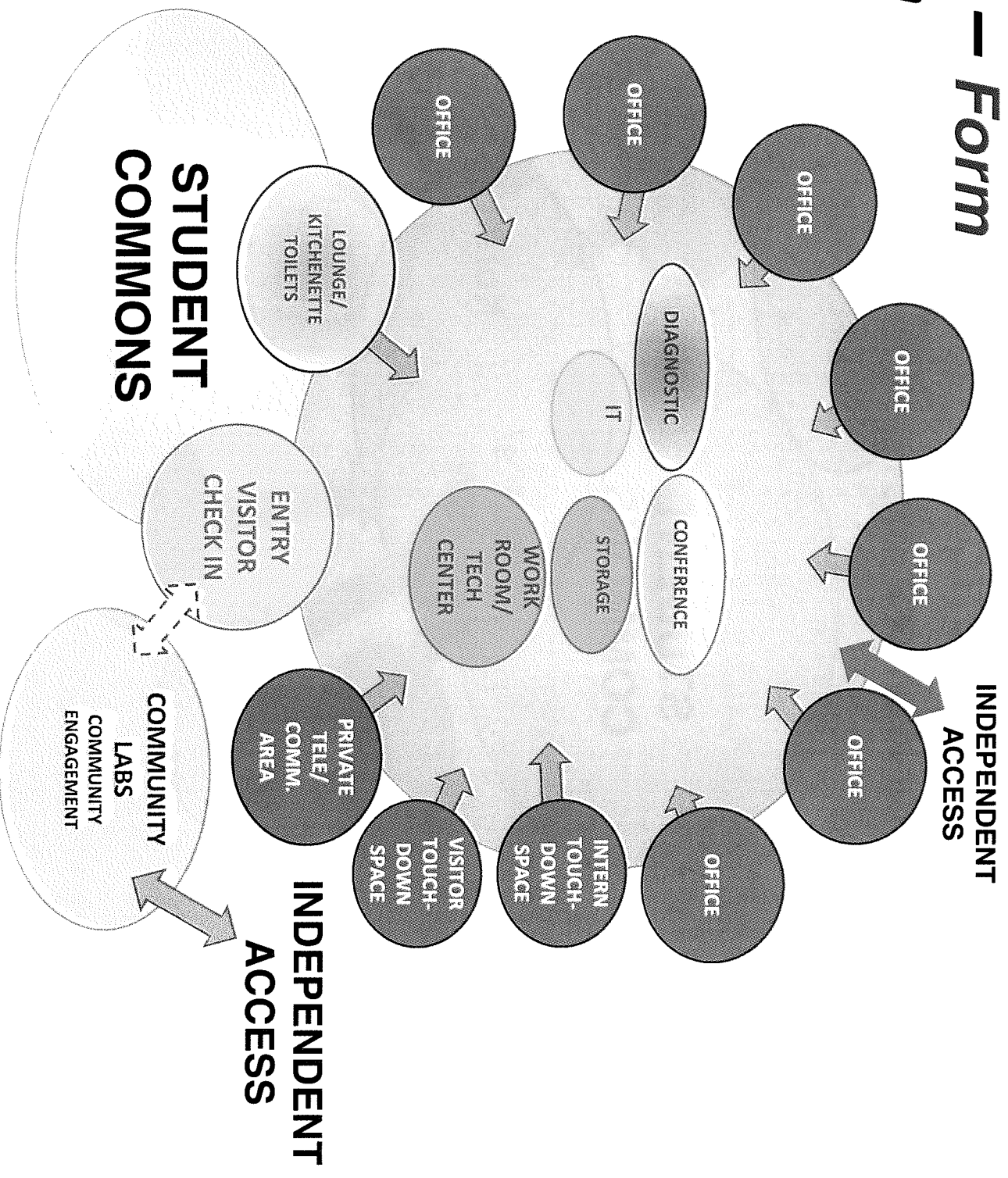


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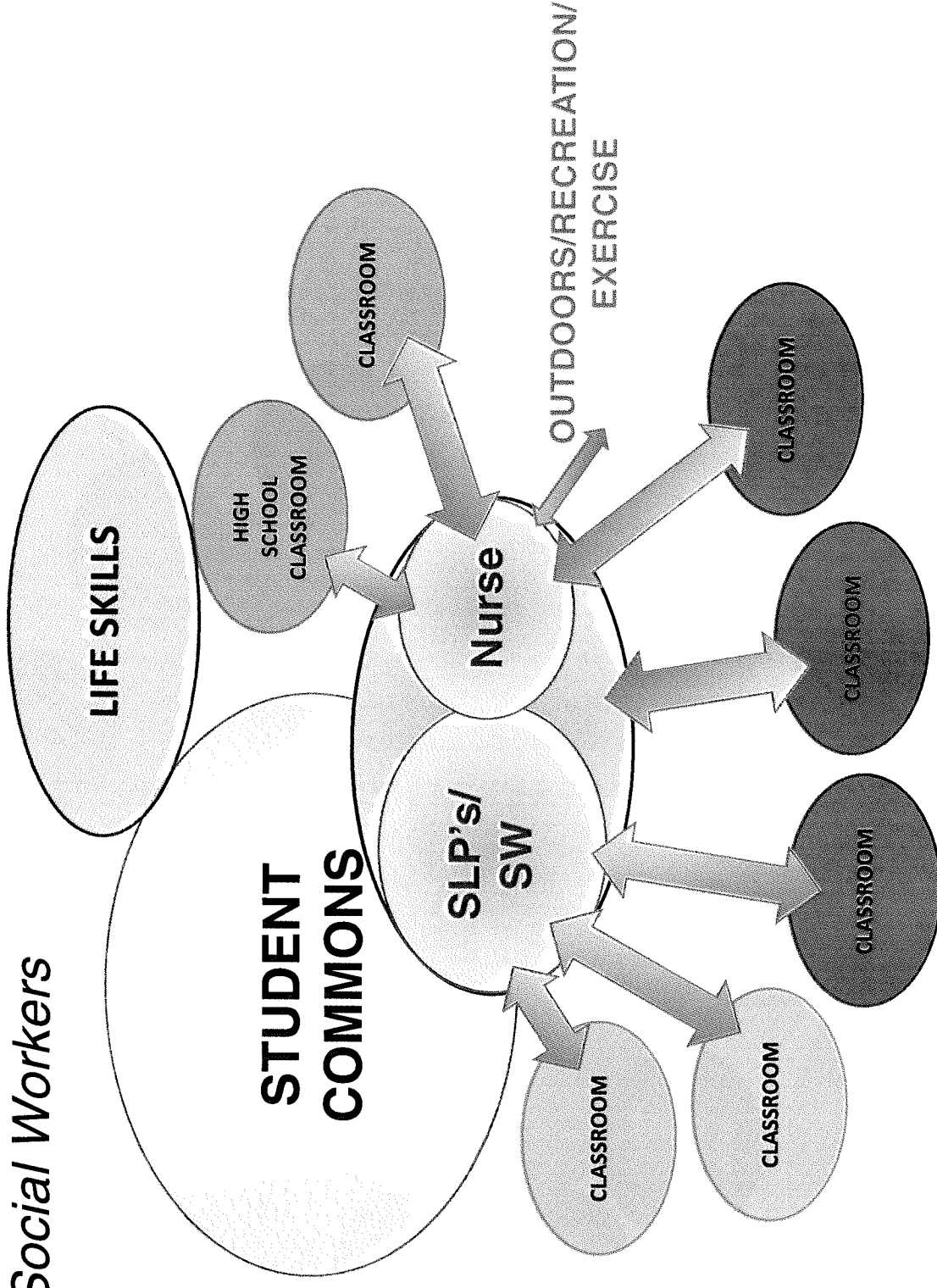
EB RMKM
Architecture, P.C.

Concepts – Form Administration



Concepts – Function

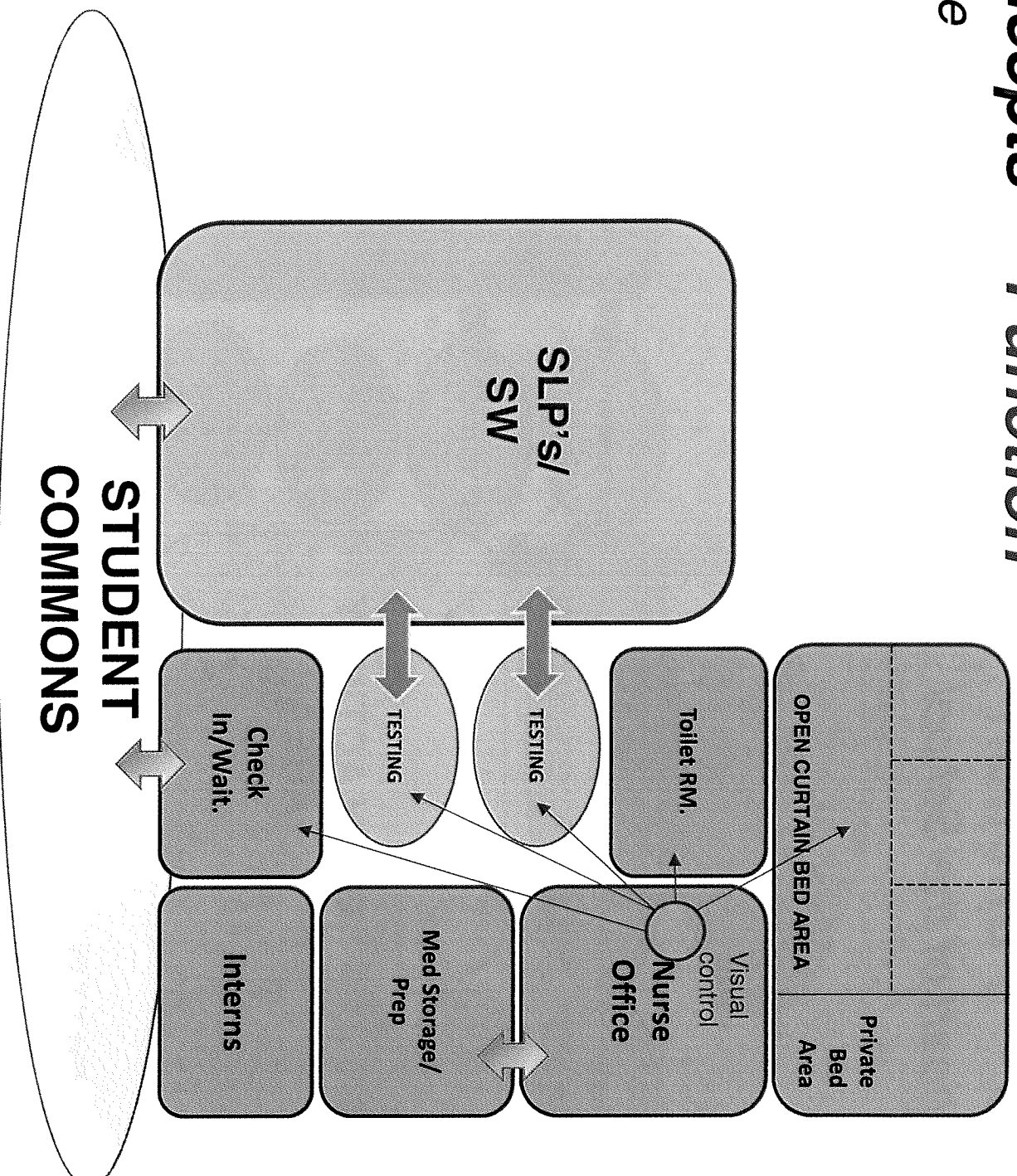
Therapy & Social Workers



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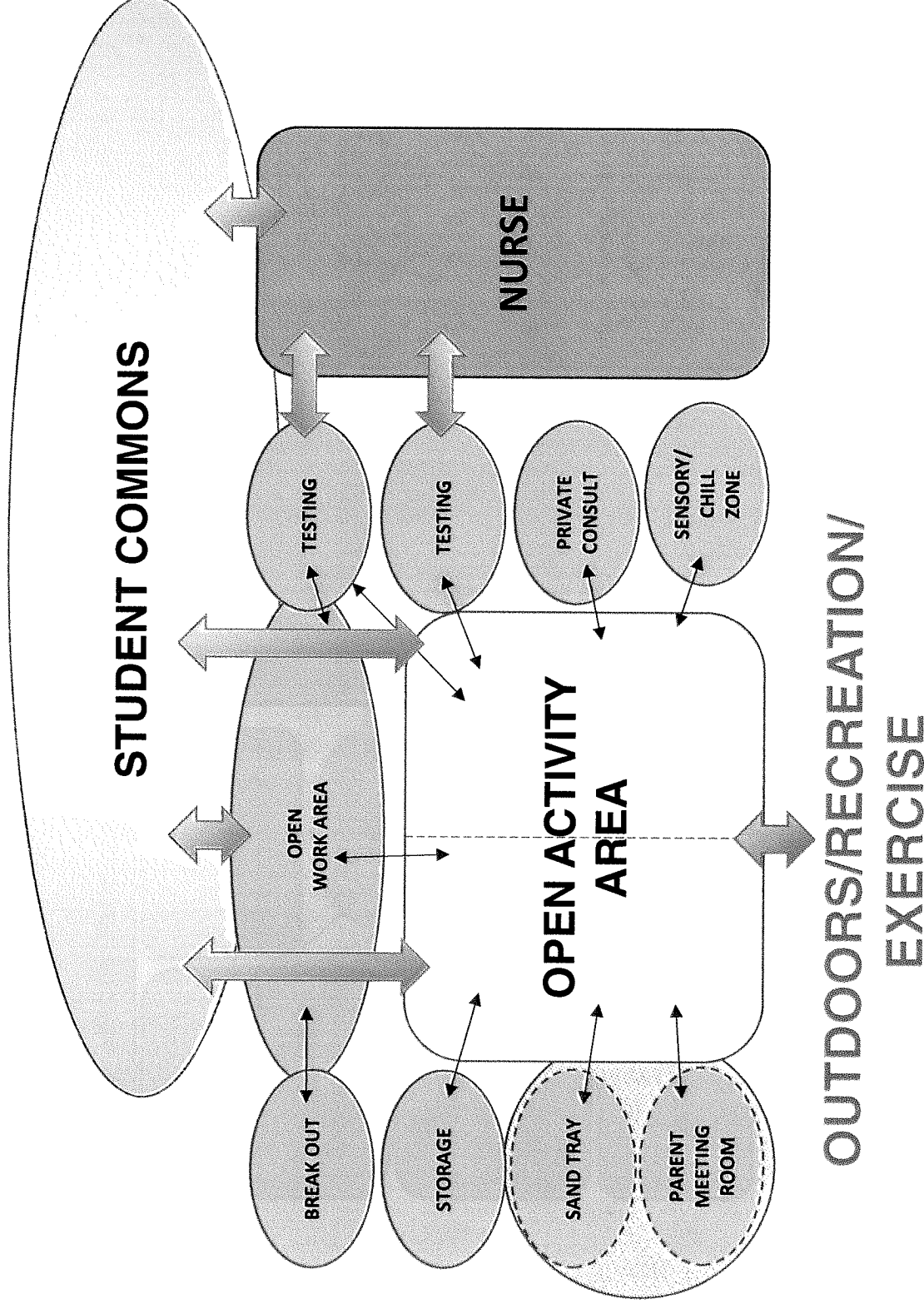
Concepts – Function

Nurse



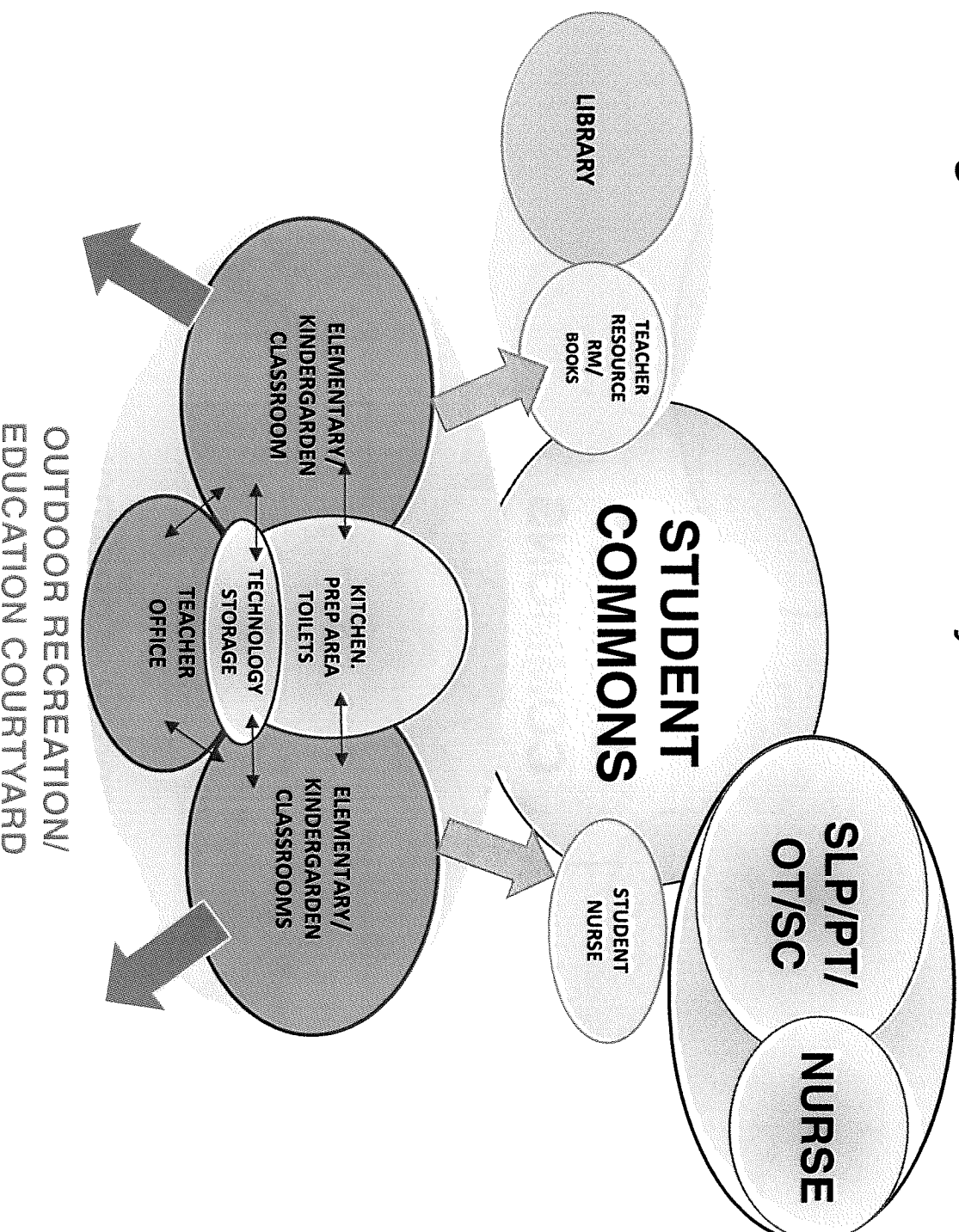
Concepts — Function

OT/PT- The heart of the School



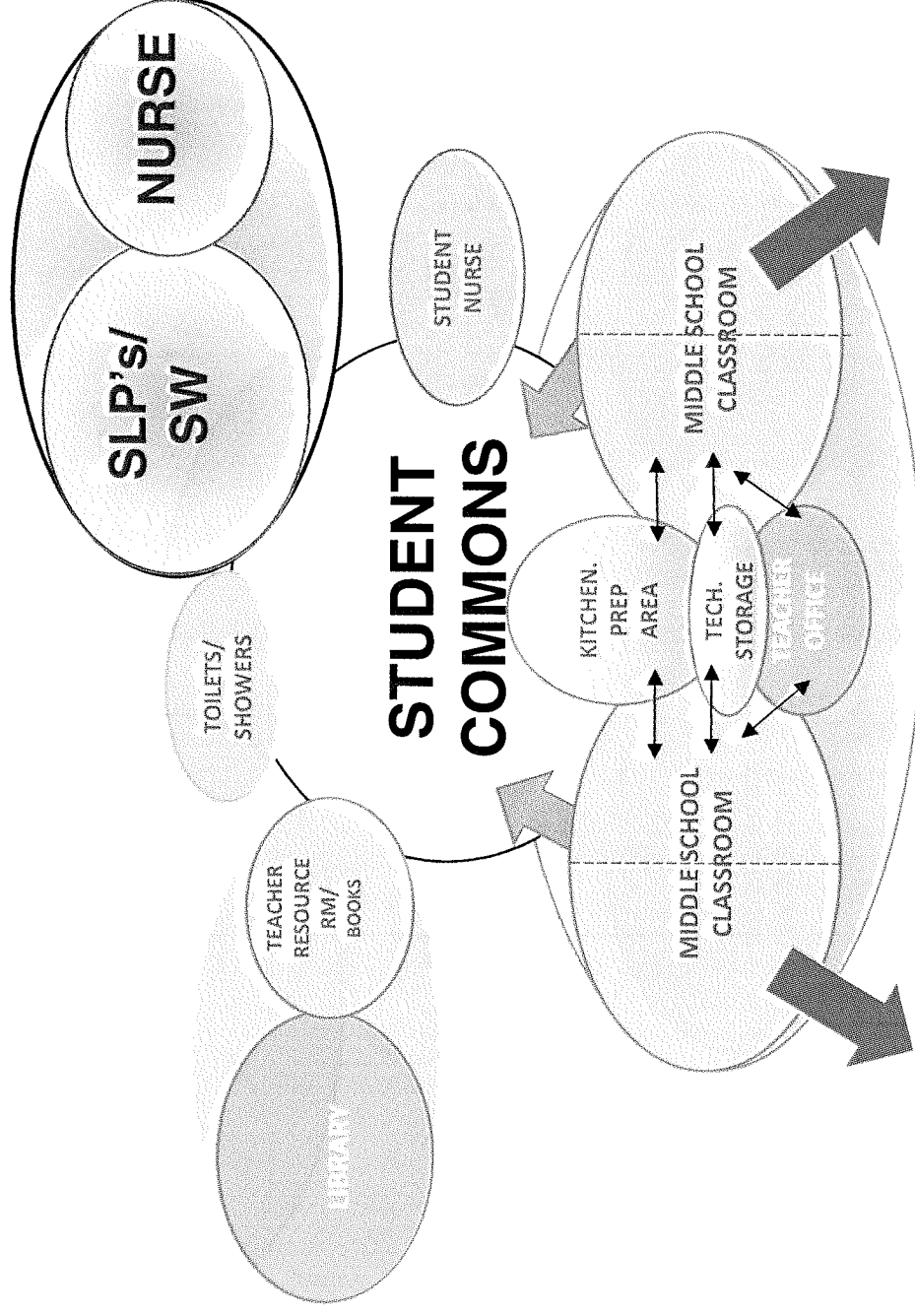
Concepts – Form

Typical Kindergarden & Elementary School Classroom Pod



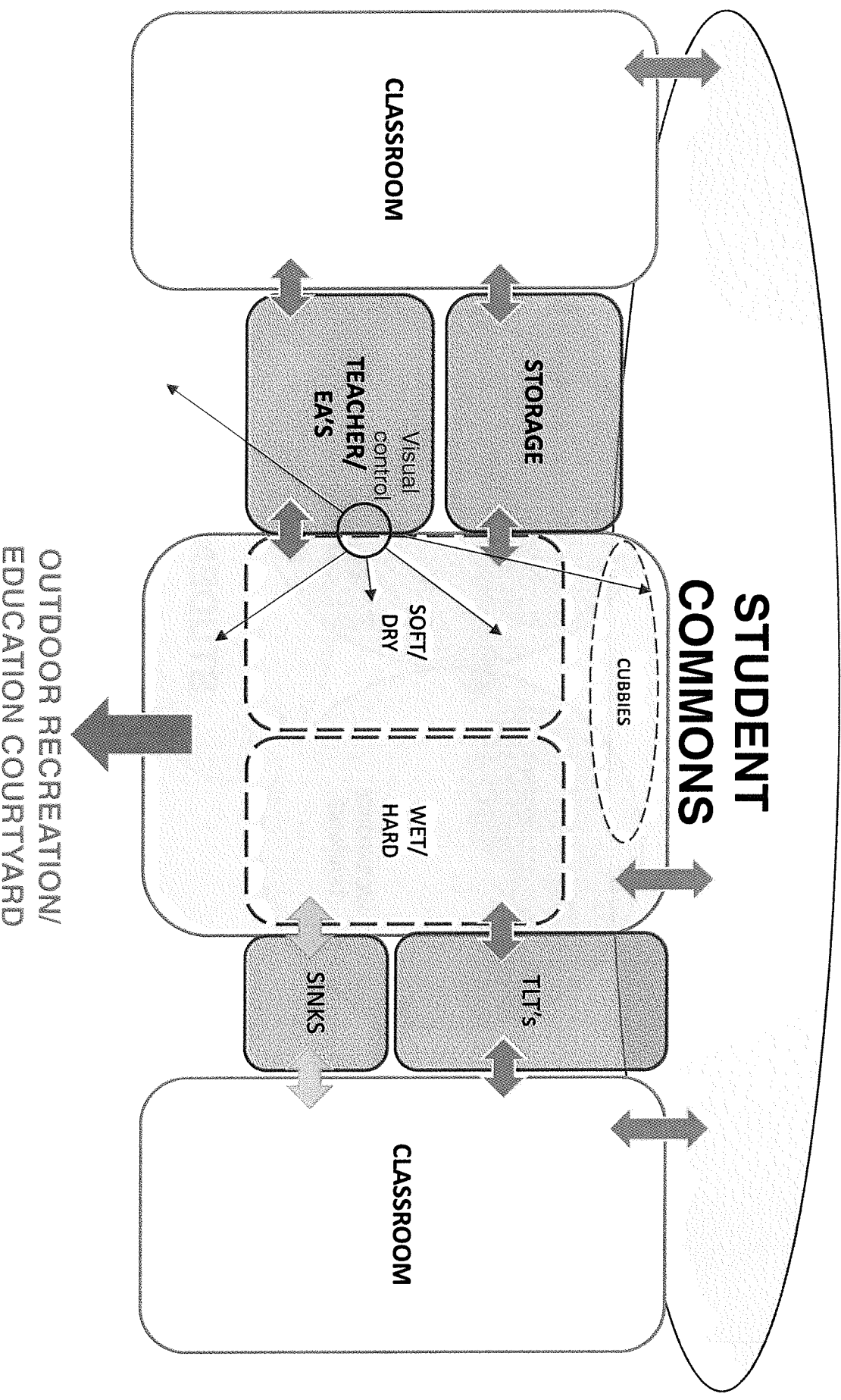
Concepts – Function

Typical Middle School Classroom Pod



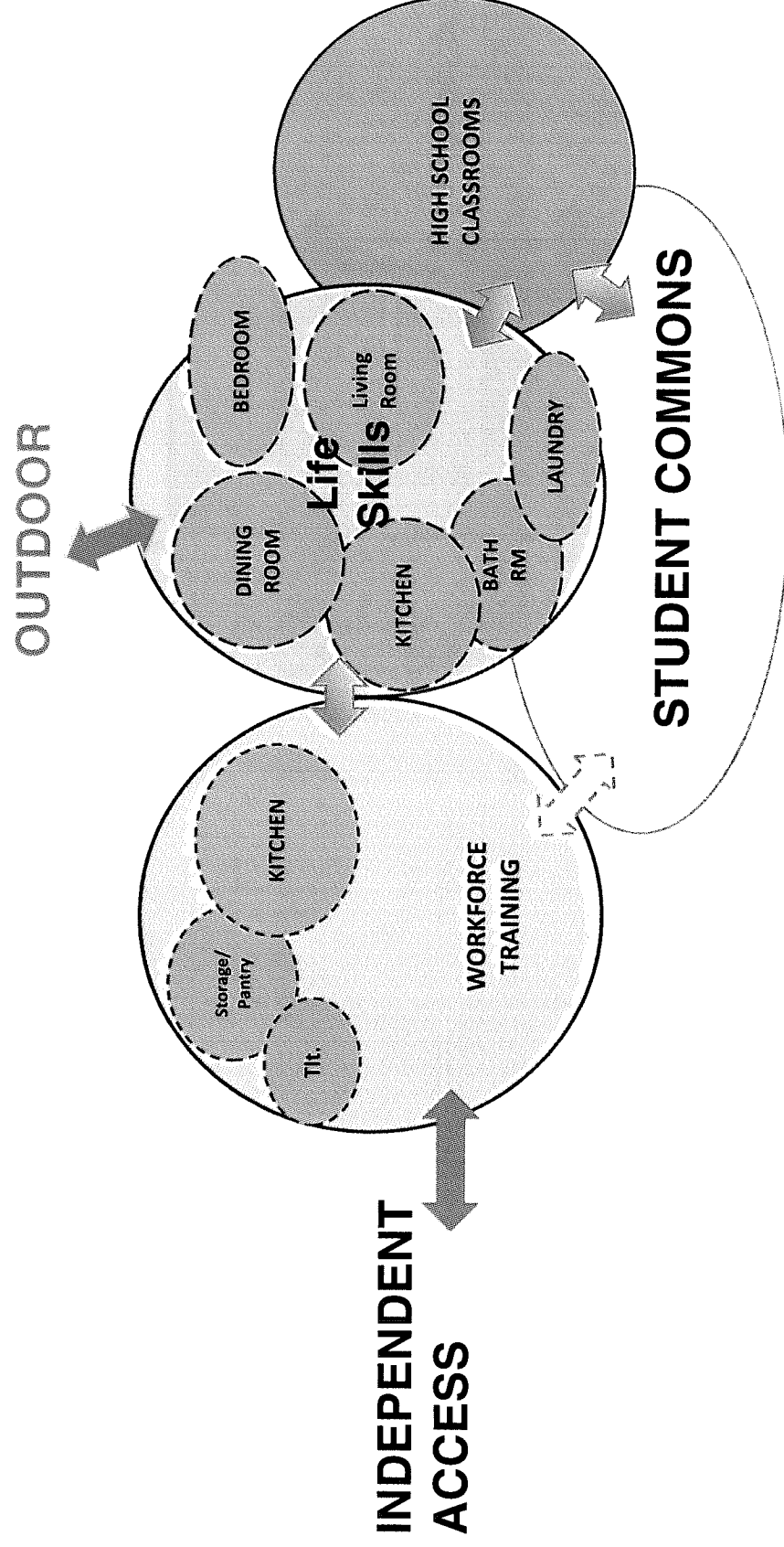
Concepts – Function

Typical Classroom



Concepts — Function

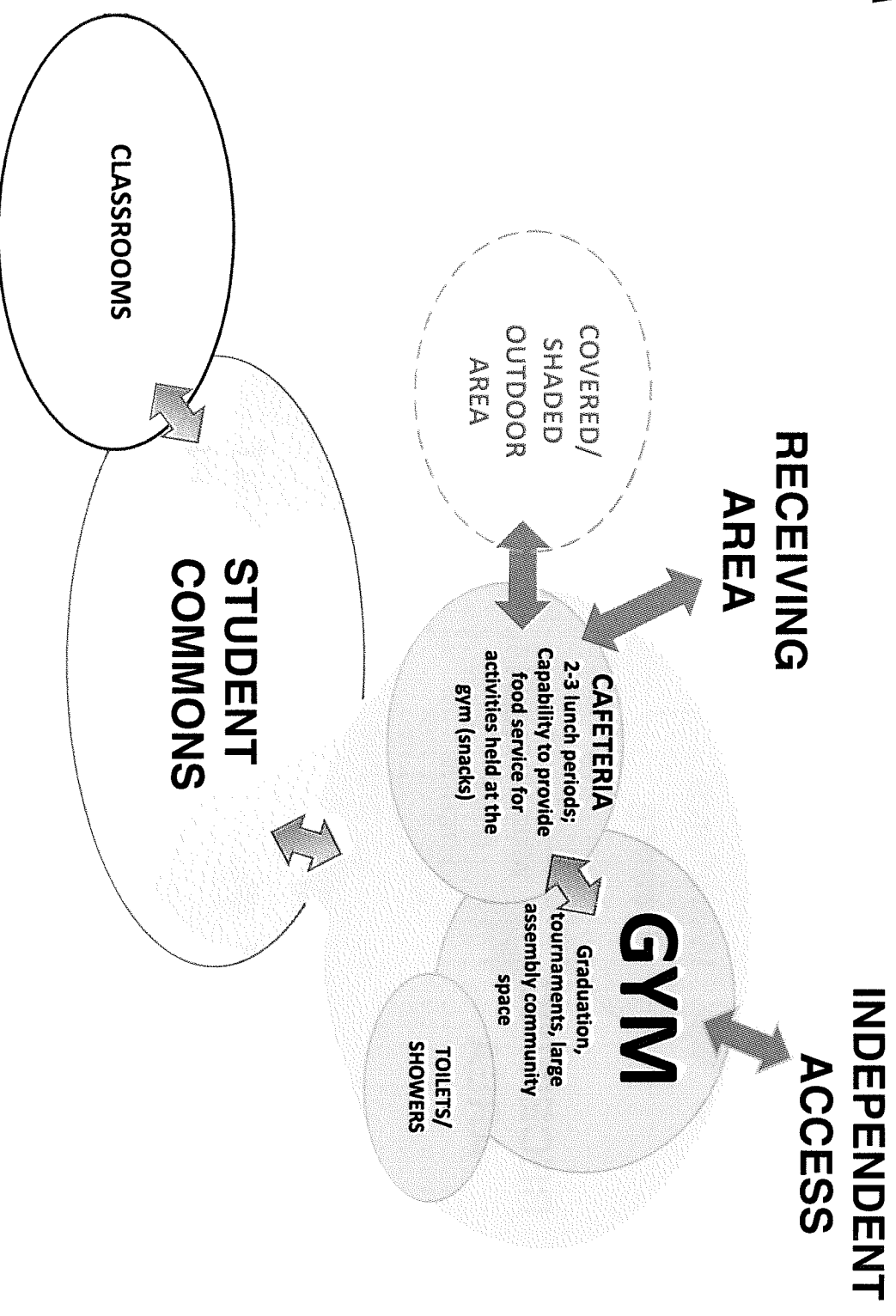
Life Skills



Concepts – Function

Full Service Kitchen (or Warming Kitchen)/Cafeteria

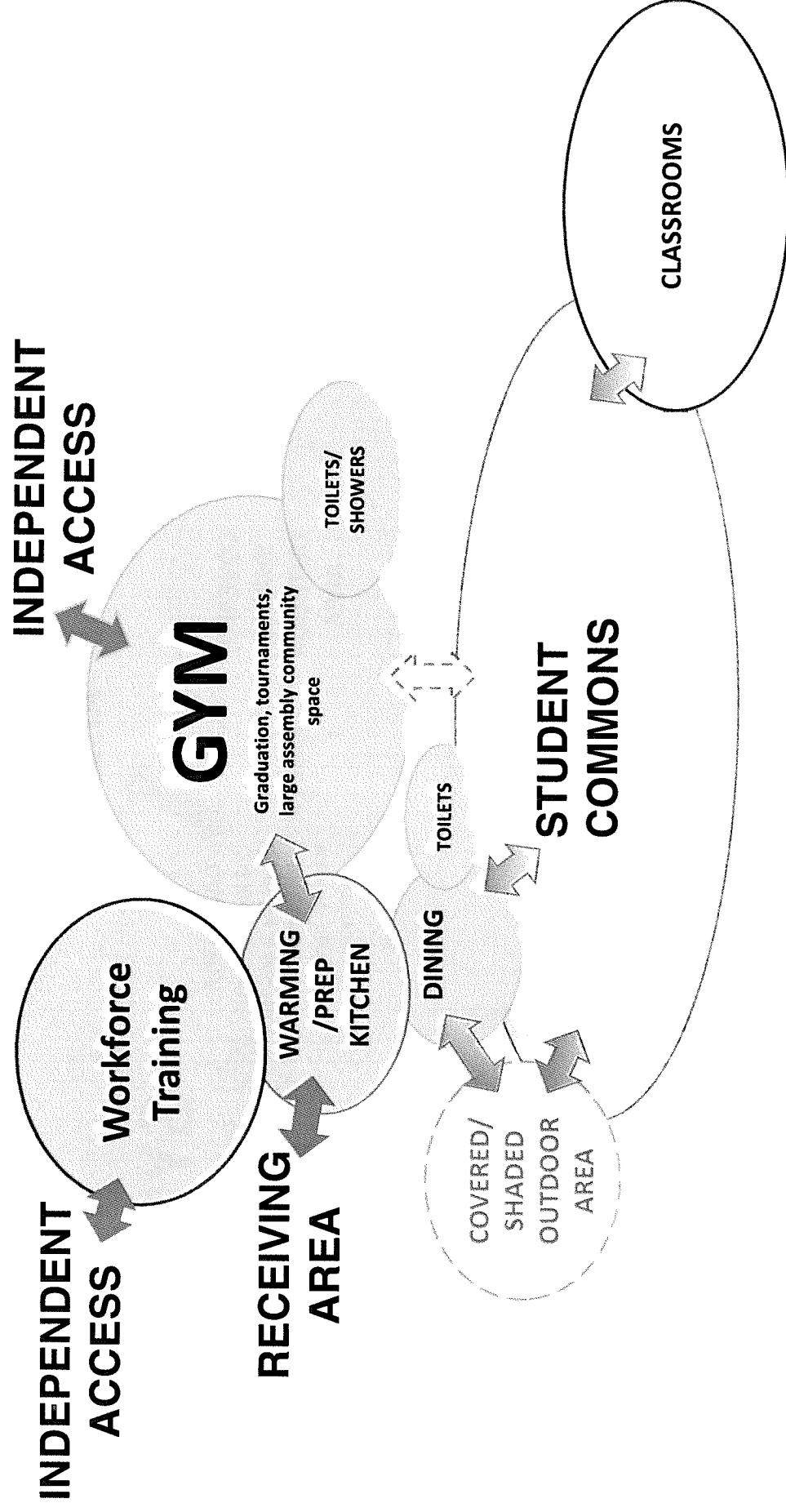
Concept A



Concepts — Function

Workforce Training Warming Kitchen/Dining

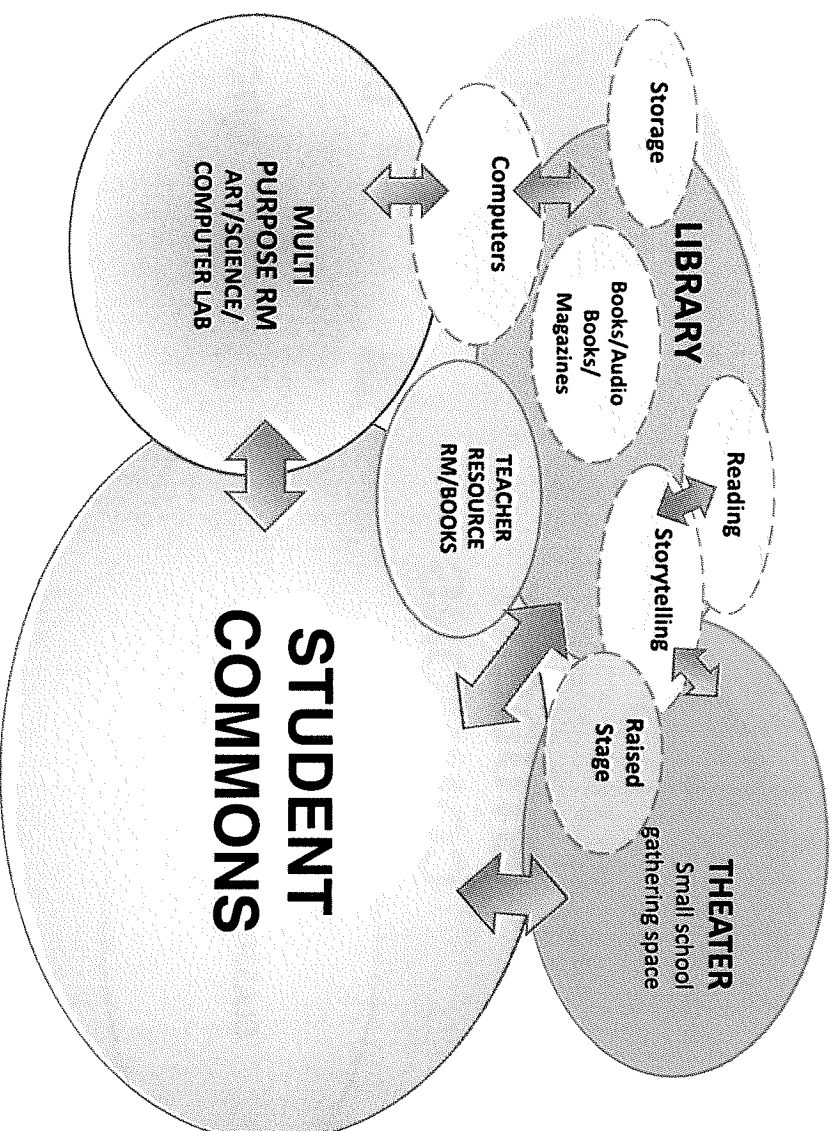
Concept B



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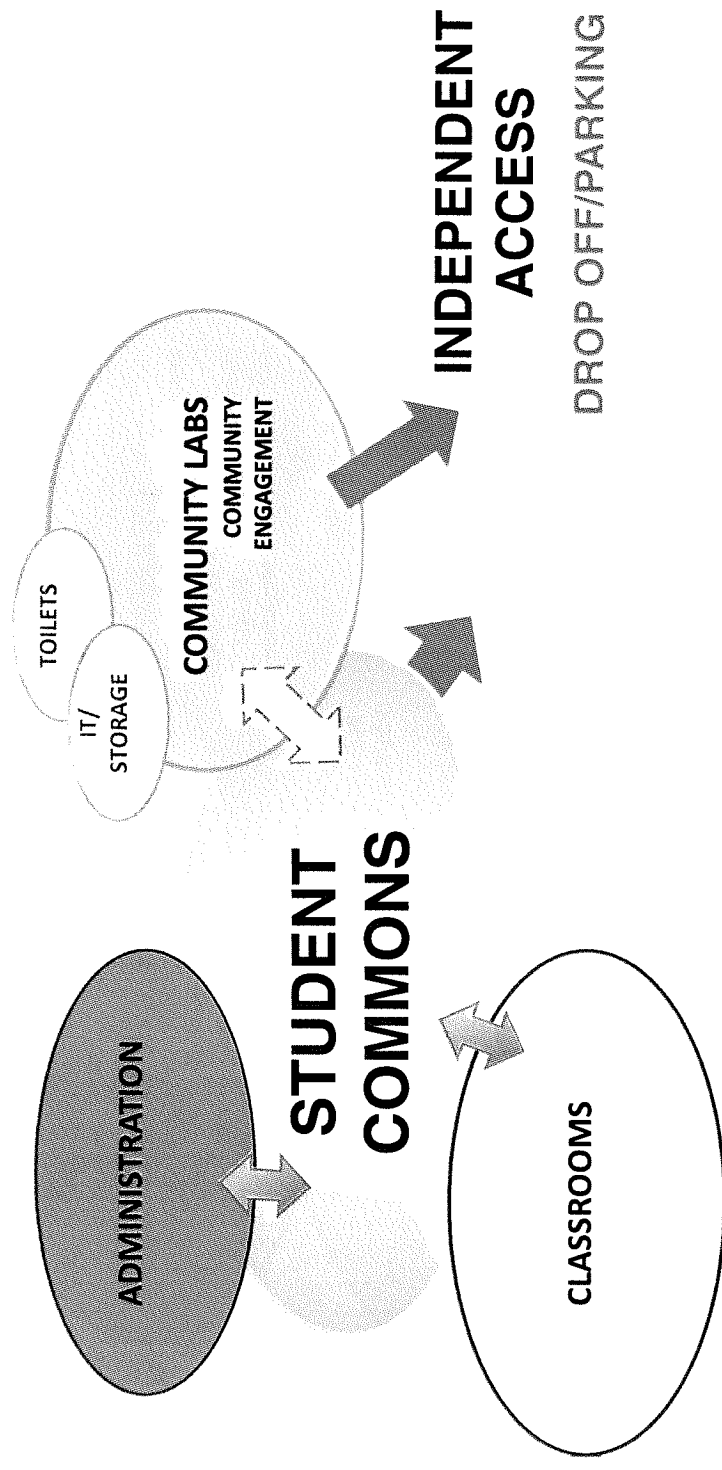
Sign Language Academy

Concepts – Function Library



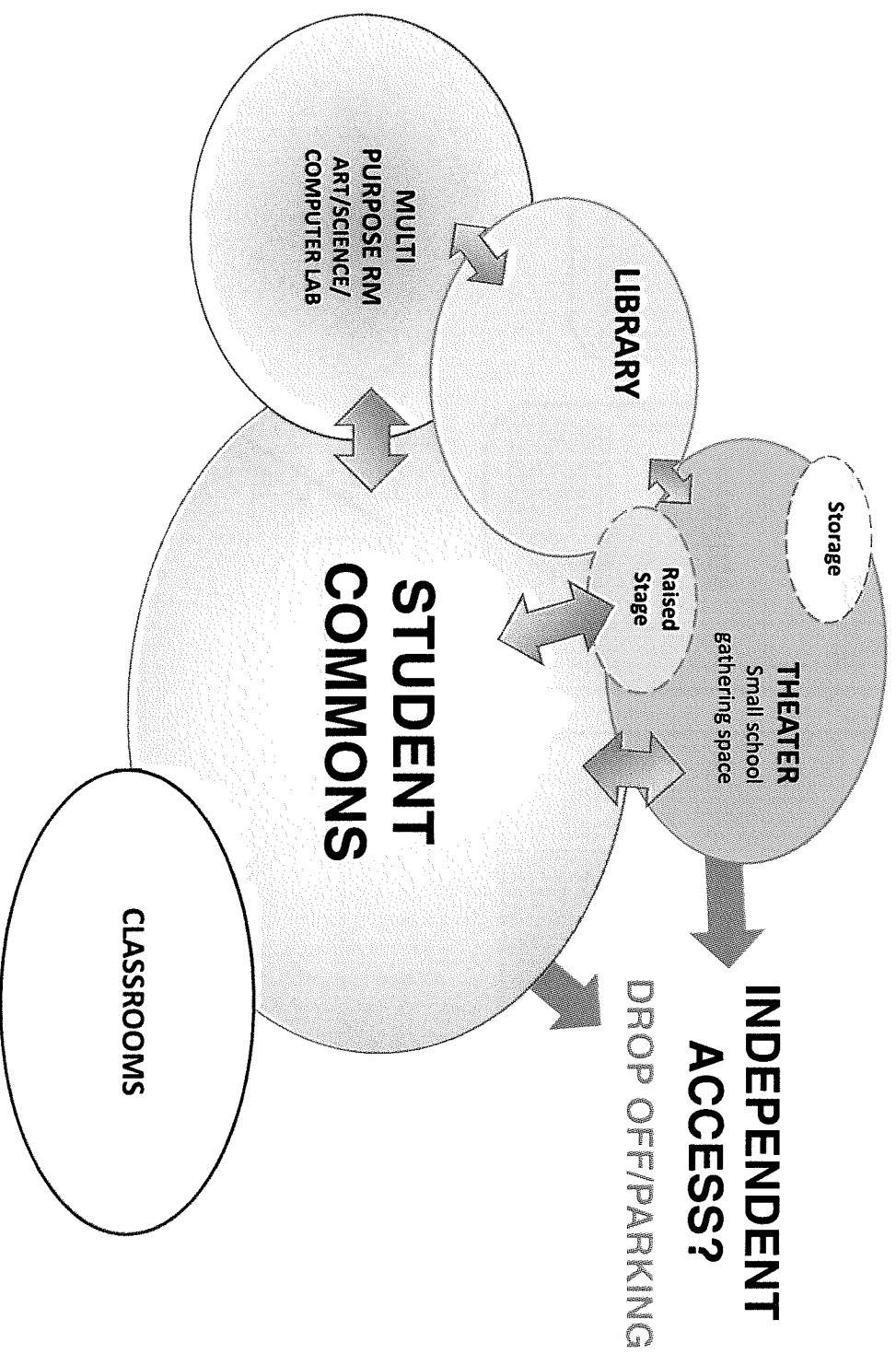
Concepts — Function

Community Language Labs



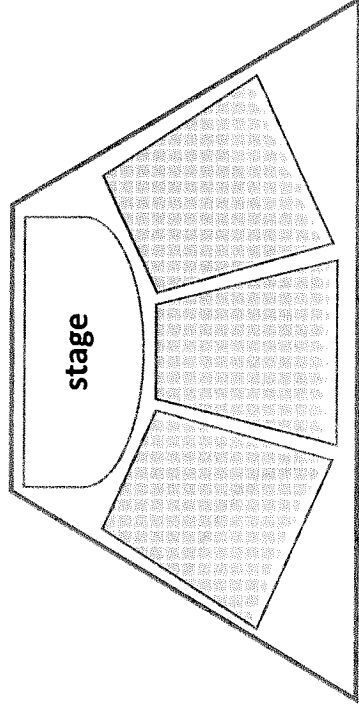
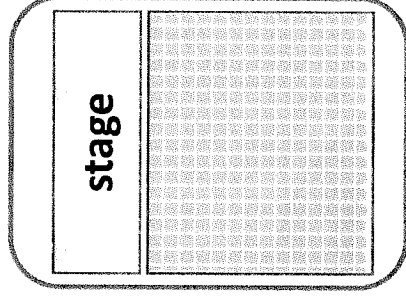
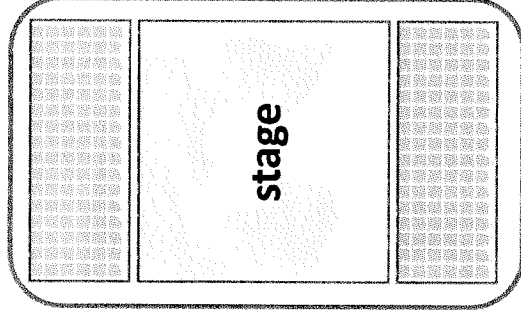
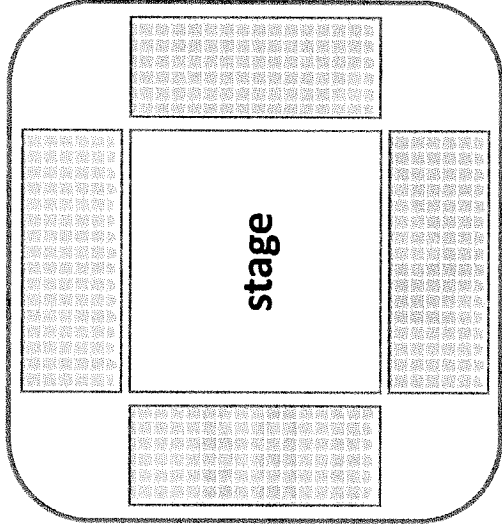
Concepts – Function

Theater



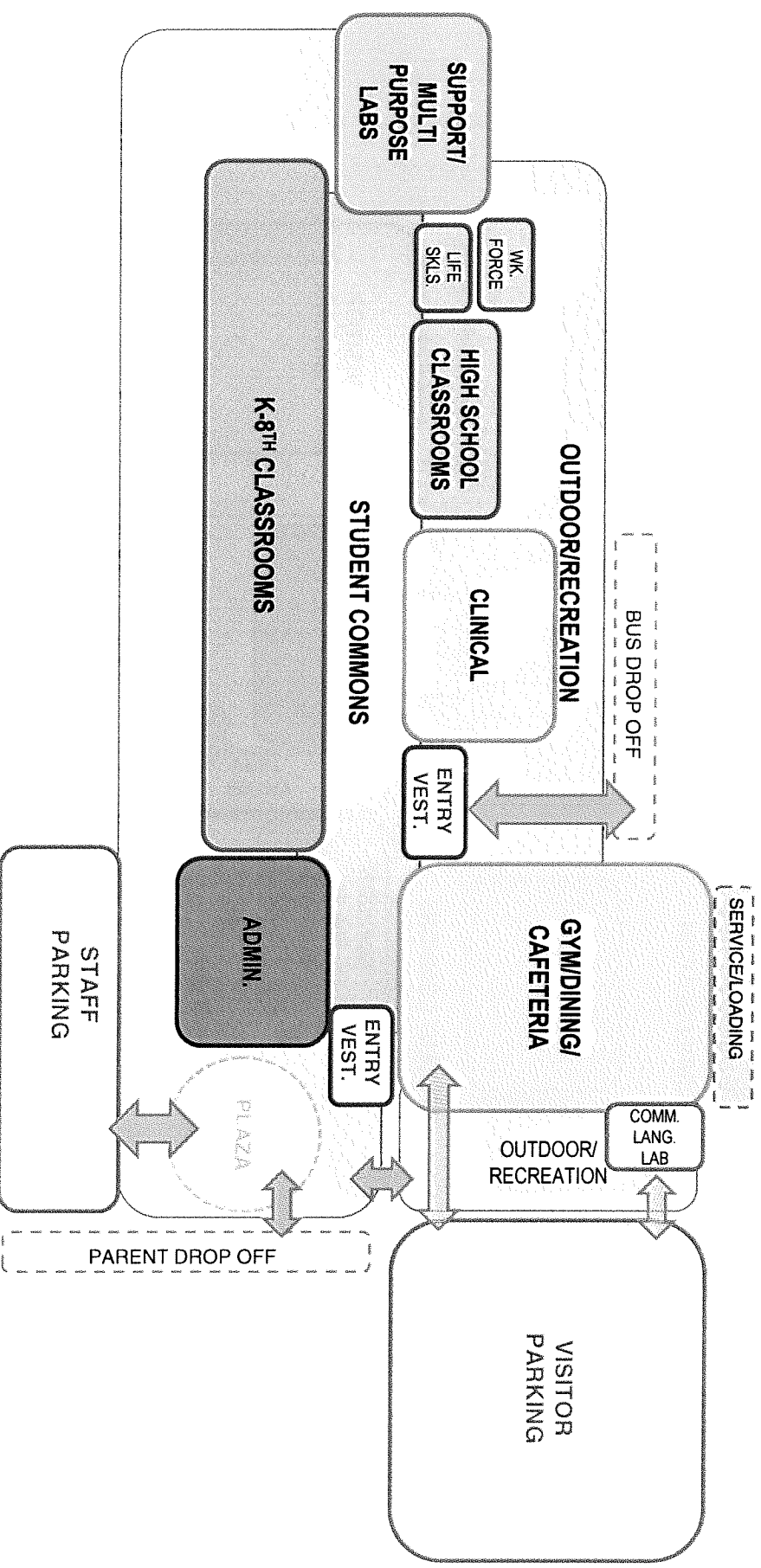
Concepts– Function

Theater



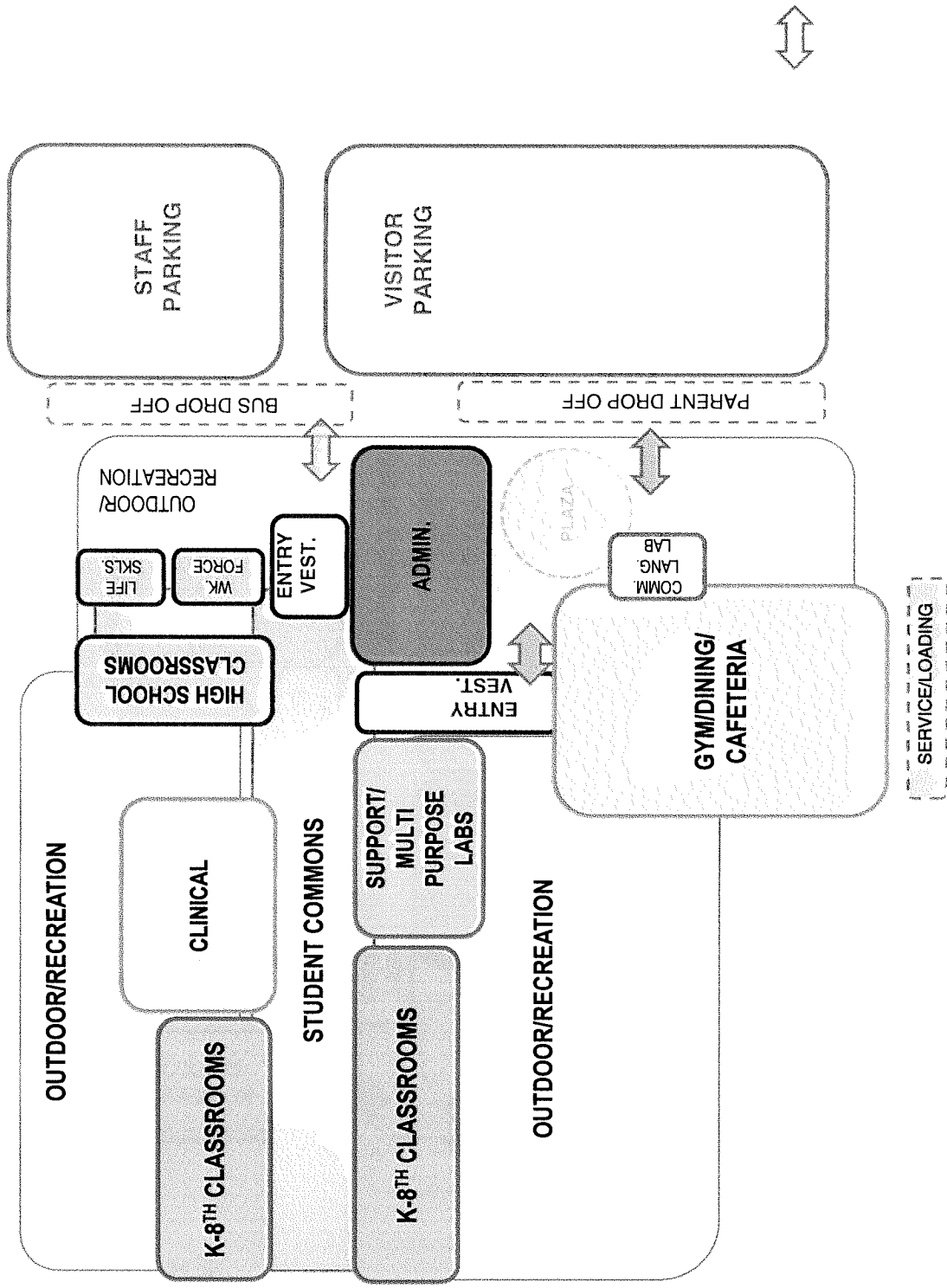
Concepts – Function

Site relationship diagram



Concepts – Function

Site relationship diagram

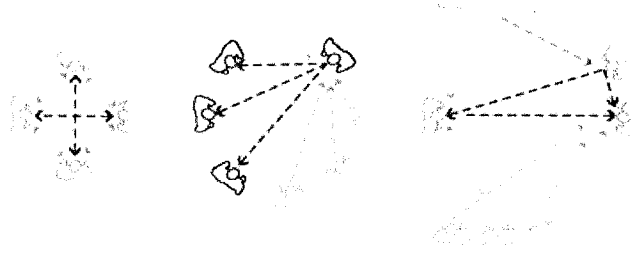
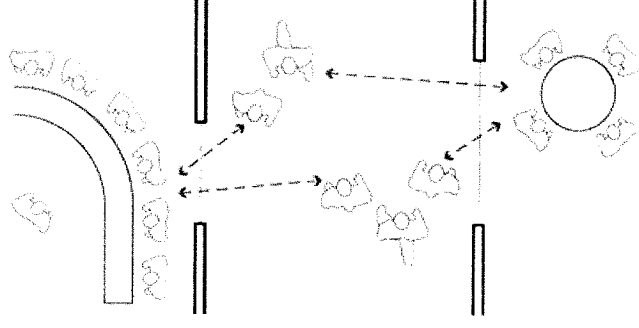
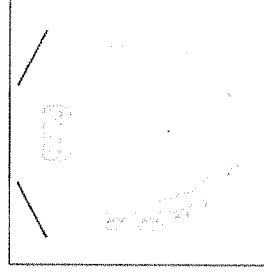
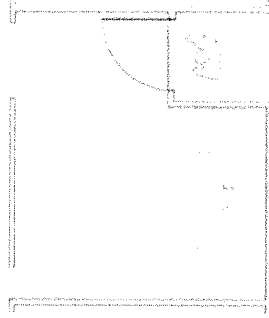
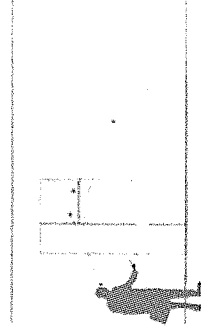
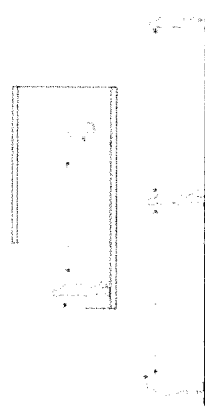
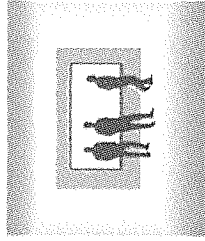


Concepts – DEAF SPACE

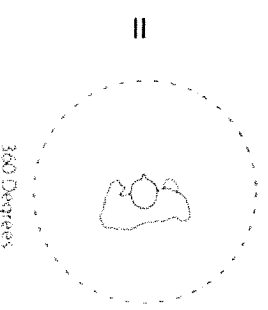
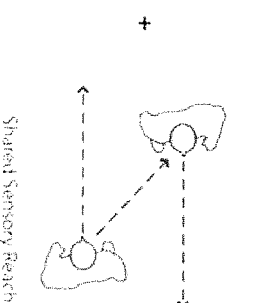
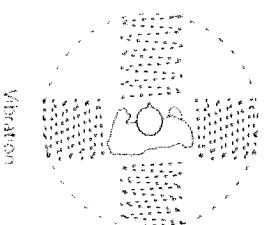
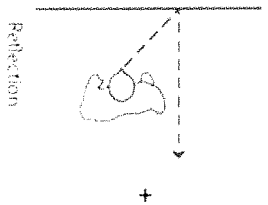
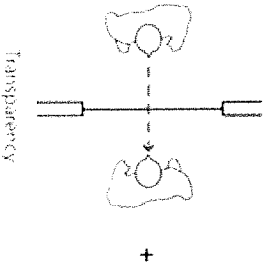
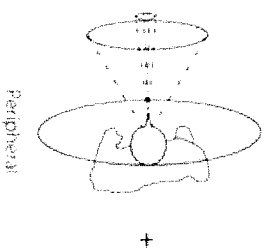
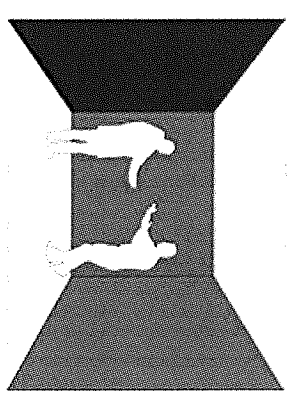
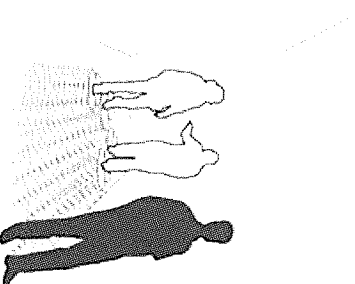
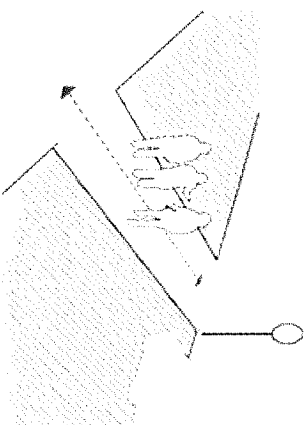
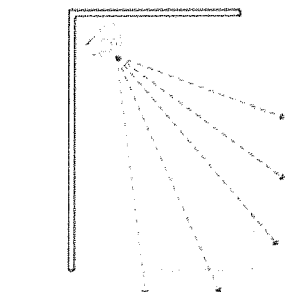
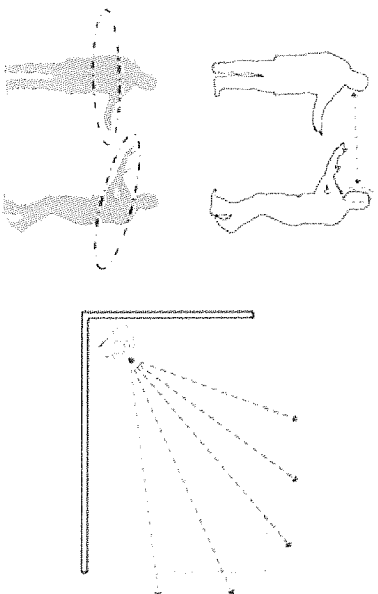
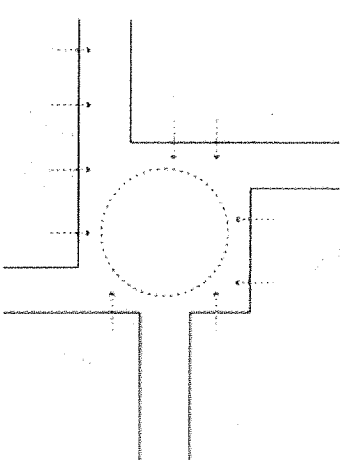
- Placement of windows – locate them so they produce diffused light, not glaring light
- Use of building materials such as clouded glass instead of brick, concrete, or drywall, to create privacy and still feel open
- Wooden floors – so stomping vibration can be used to get others attention or communicate
- Select colors on floors as not to confuse a Deaf persons wide vision range
- Use curved corners instead of right-angled walls or sharp turns
- Create an open Kitchen to be visually accessible to adjacent rooms
- Position light switches in multiple locations or wireless such that educators have access throughout the classroom
- Implement circular areas to see each other comfortably
- Create wide, non-white sidewalks outdoors to accommodate people walking and signing to each other, and avoid glare of sunlight.



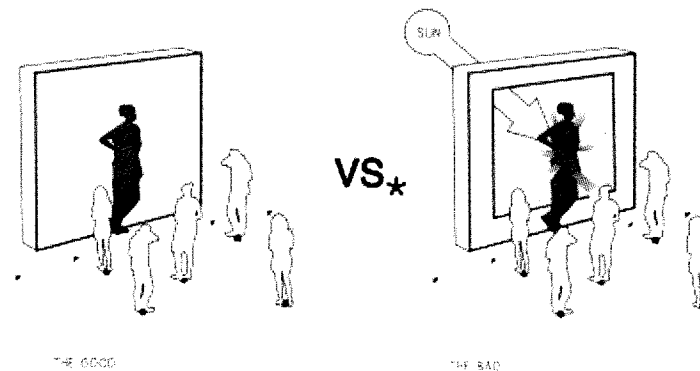
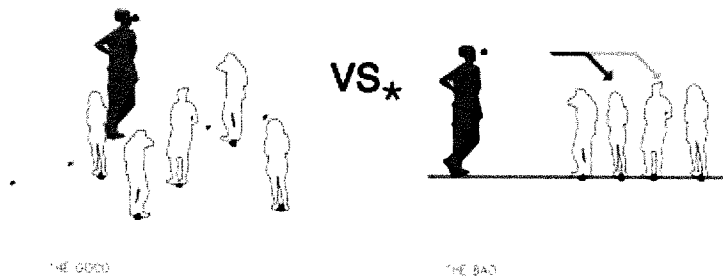
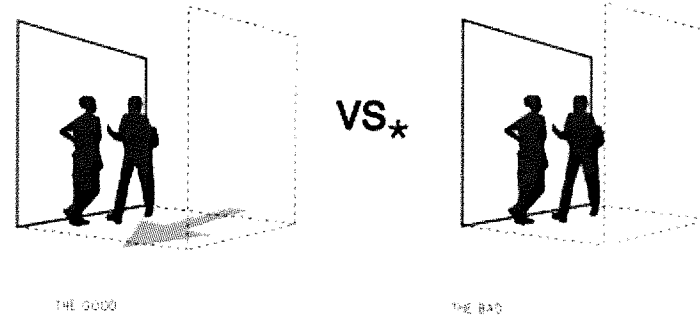
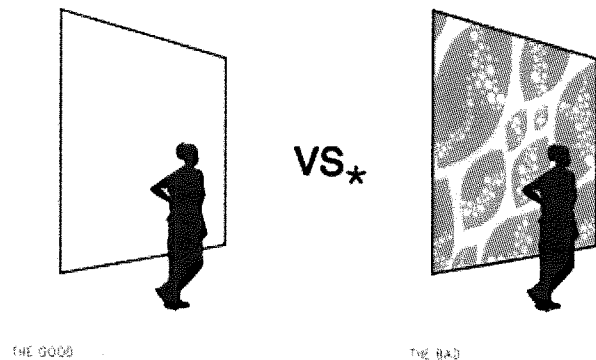
Concepts – DEAF SPACE



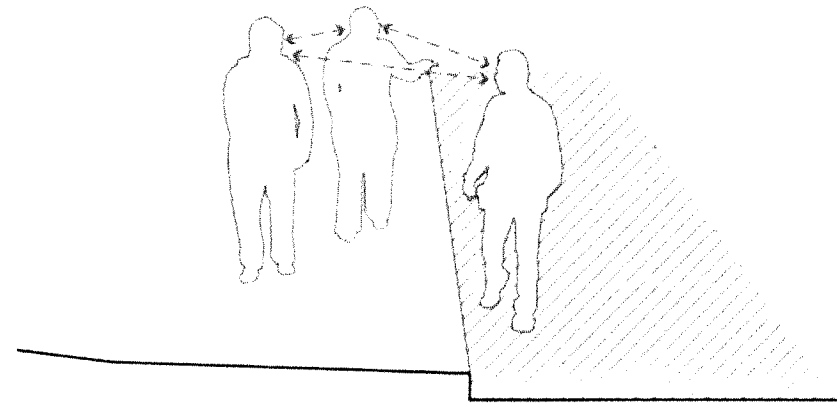
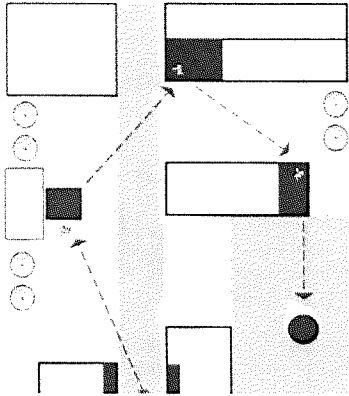
Concepts – *DEAF SPACE*



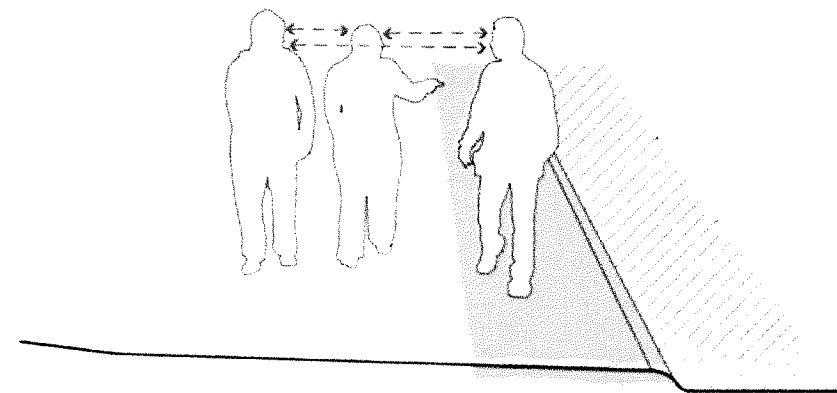
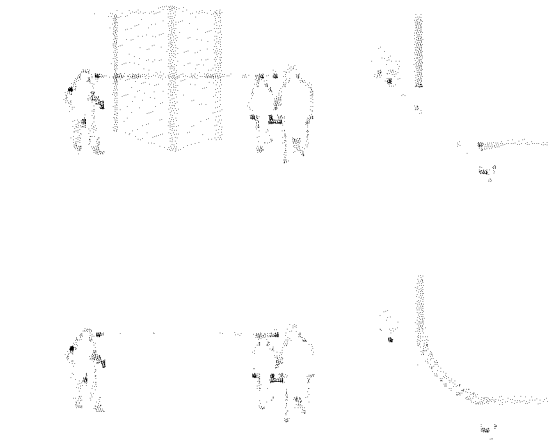
Concepts – DEAF SPACE



Concepts – DEAF SPACE



SUB-OPTIMAL

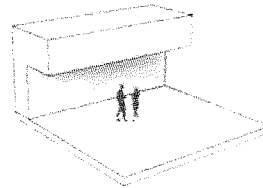


IDEAL

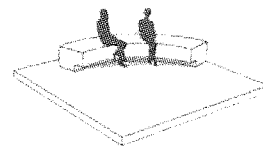


Concepts – DEAF SPACE

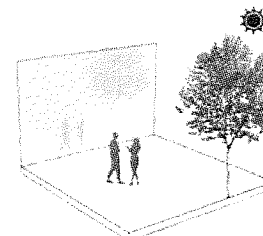
LIGHTING



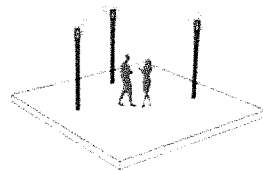
ARCHITECTURAL LIGHTING



INDIRECT LIGHTING

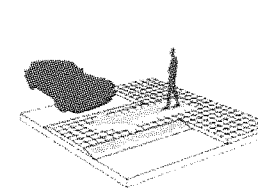


REFLECTED LIGHT

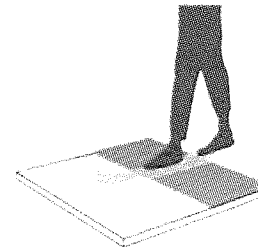


DIFFUSED POLE LIGHT

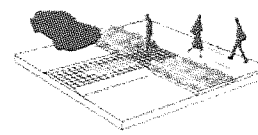
CROSSING/TRANSITIONS



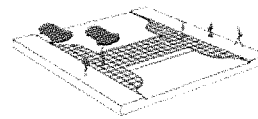
RAISED PEDESTRIAN CROSSING



TEXTURED TRANSITIONS

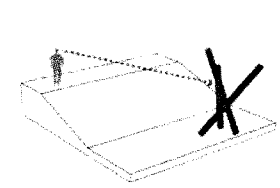


WAITING ZONE

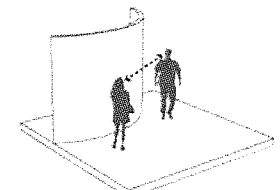


SHORTENED CROSSING

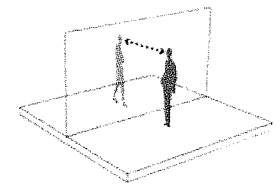
SIGHT LINES



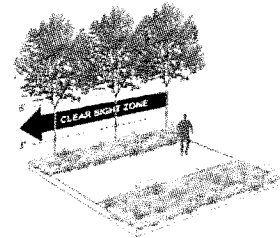
ELEVATED VANTAGE



CURVED FACADES



GLASS FACADES



CLEAR SIGHT ZONE

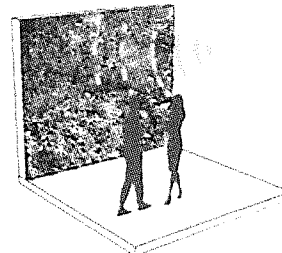
DEAF DESIGN STRATEGY - GUIDELINES MATRIX



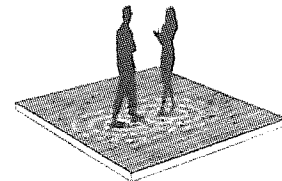
Albuquerque
Sign Language Academy

Concepts – DEAF SPACE

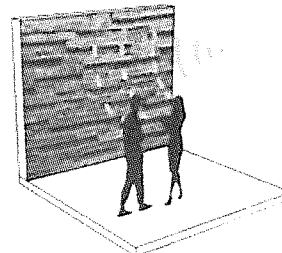
ACOUSTIC MITIGATOR



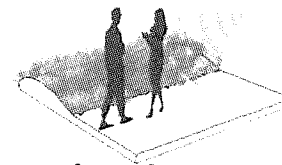
GREEN WALL



SOFT GROUND PLANE

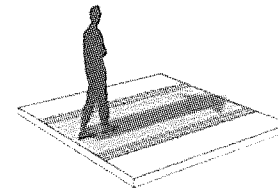


TEXTURED WALL

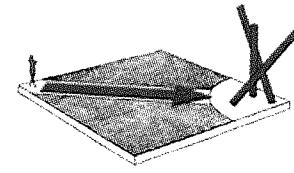


GREEN BUFFER

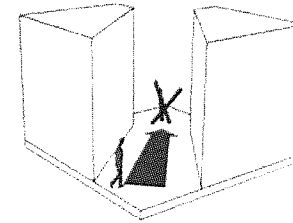
WAYFINDING



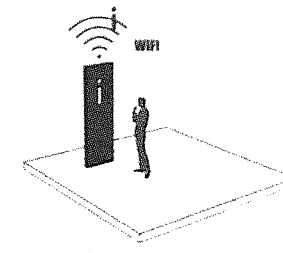
PAVING PATTERN



LANDMARKS

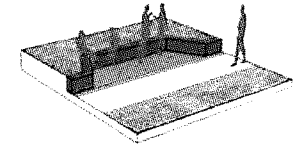


VIEW CORRIDOR

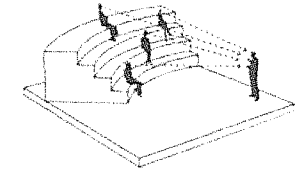


INFO GRAPHICS

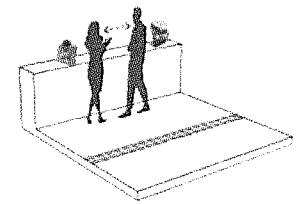
ACCUMULATORS



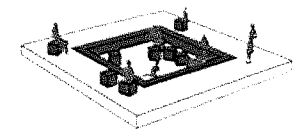
3-SIDED BENCHES



AMPHITHEATRE



PEDESTAL SURFACE



FLEXIBLE SPACE



Additional Information



Albuquerque
Sign Language Academy



**SUMMARY OF CODE REQUIREMENTS
ALBUQUERQUE SIGN LANGUAGE ACADEMY
ALBUQUERQUE, NEW MEXICO**

General Description

The ASLA will construct a 1 or 2-story primary and secondary education building. This will be a construction type IIB, fully sprinklered building containing an E occupancy.

Applicable Building Codes (Depending on the time frame for design the current adopted code may differ.)

2009	New Mexico Commercial Building Code (Likely 2012)
2009	New Mexico Energy Conservation Code
2009	New Mexico Plumbing Code
2009	New Mexico Mechanical Code
2009	Solar Energy Code
2009	New Mexico Electrical Code
2009	New Mexico Electrical Safety Code
2009	International Building Code (Likely 2012)
2003	ICC A117.1 Accessible and Usable Building and Facilities Standards
2009	International Energy Conservation Code
2012	Uniform Plumbing Code
2012	Uniform Mechanical Code
2012	Uniform Solar Energy Code
2014	National Electrical Code
2012	National Electrical Safety Code



Albuquerque
Sign Language Academy



Considerations

Building Occupancy Type: *
Construction Type:
Base Allowable Area per Floor:
Allowable Area per Floor with Sprinklers:
Allowable Area per Floor with Frontage:
Allowable Height with Sprinklers:
Sprinkler System Required
Corridor Fire Rating
Corridor Minimum Width
Exit Access Travel Distance
Dead End Corridor Limit
Shaft Enclosures (Less than 3 stories)
Exit Width:

Stair:
Other:

Preliminary Plumbing Fixture Count
Approximate Occupant Load:
Women's Water Closets:
Men's Water Closets:
Lavatories:

Primary and Secondary School

E
IIB
14,500
43,500
TBD
75' (3 Stories)
Required for Area
No Rating Required
44"
250' /TBD
50'
1 hour

.3" per person (.2" [IBC 2012] with Sprinklers)
.2" per person (.15" [IBC 2012] with Sprinklers)

TBD
TBD
TBD
TBD



Albuquerque
Sign Language Academy



Mission Statement

The Mission Statement outlines the overall goal of the project and becomes the main driver behind the character of the final building.



Albuquerque
Sign Language Academy

Mission Statement

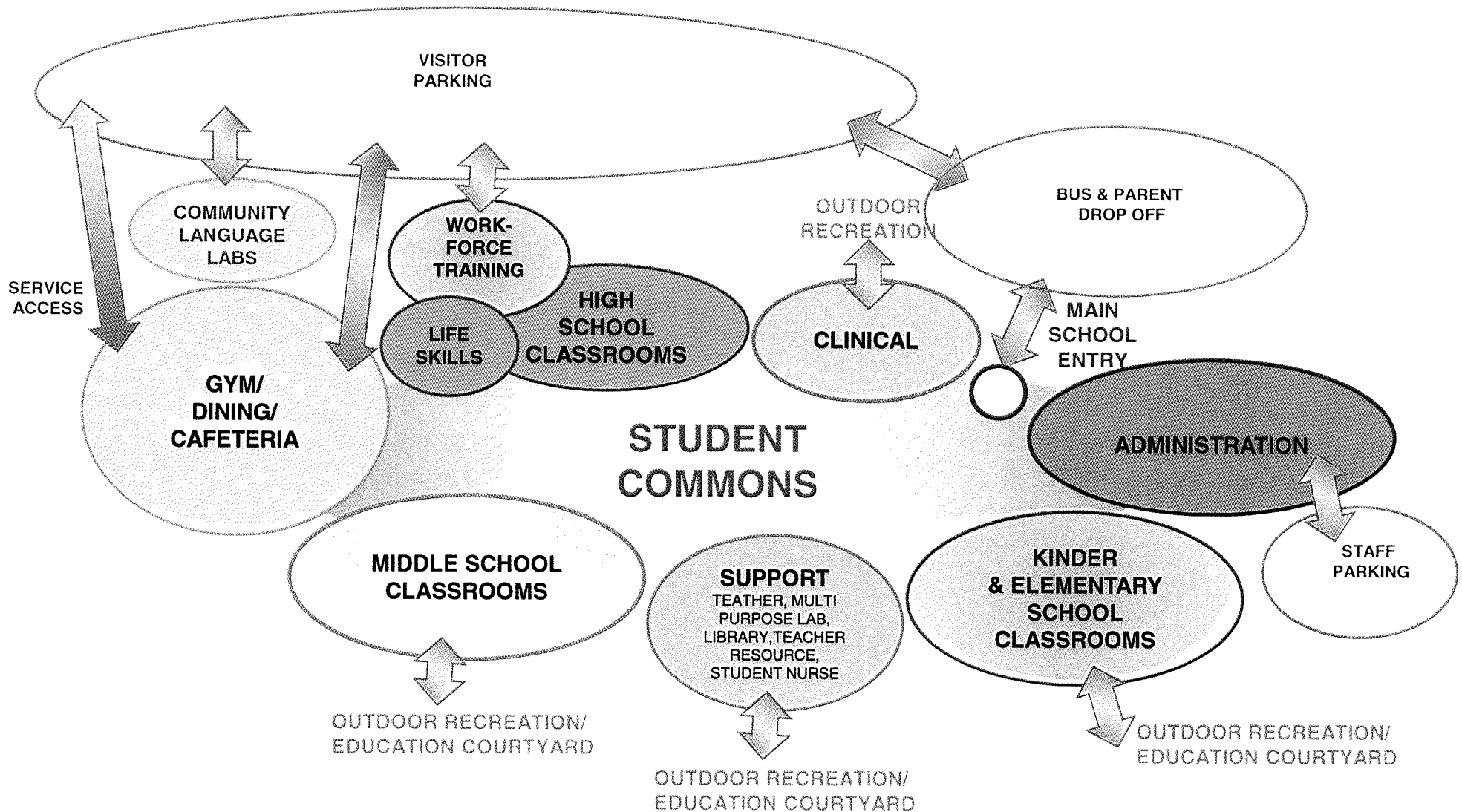
To.



Albuquerque
Sign Language Academy

Concepts – Function

Site relationship diagram



LEVEL	Space Name/Description	Occupants	Additional Assumptions notes	QTY.	Assumed SF	TOTAL SF
Kindergarden Classroom	Kindergarden classroom to accommodate up to 15 students per class	15		1	650	650
	Toilet Room			1	80	80
						730
Primary/ Middle	Elementary Classroom	15		5	650	3,250
	Toilet Room		Shared toilet room for K and 1st Grade	2	80	160
	Middle School Classrooms (Grades 6-8) to accommodate up to 15 students per class	15		3	700	2,100
	Teacher Office	2 to 3	Shared office for two teachers & EA's	8	150	1,200
						6,710
High School	High School Classrooms (Grades 9-12) to accommodate up to 10 students per class	10		4	650	2,600
	Life Skills Classrooms for Middle and High School students with developmental disabilities, space should include Full Kitchen, Washer/Dryer, Copy Center, Computer Lab, etc.	15		1	700	700
	Work-Force Training Space for Adults with Disabilities w/ Kitchen & Pantry	15	10-15 occupants	1	650	650
						3,950
SUPPORT	Resource and Storage Areas for Educational/Ancillary Staff		One for Elementary/One for Middle & High School	2	150	300
	School Library (with office & storage)		Min per PSFA is 1,000 sf	1	800	800
	Book Room			1	200	200
	Student Nurse Area		Open area for student accompanying delicate students	1	90	90
						1,390
Outdoor Recreation	Outdoor Elementary/Middle School Playground, including Basketball Hoops			1	5,400	
	Outdoor Multi-Use Green Space			1	1,500	
	Outdoor Multi-Use Covered Patio Space			1	500	
	Storage Space for Outdoor Equipment, including Facility Maintenance Equipment			1	250	
Multi Purpose Labs	Art, Science and Computer Lab	15		1	750	700
	Theater Black Box	80	Smaller student gatherings of 80 occupants	1	700	700
						1,400
Cafeteria & Multi-Purpose	Gymnasium with Raised Stage Area, including Bleachers and Storage Space for Sports and Theatre Equipment, High School level	300	Area Shared as MP space for Elementary School and Dining Hall	1	6,000	6,000
	(TBD) Cafeteria, to accommodate up to 100 students at one time, with Full Kitchen and Storage	100	Area Shared as MP space for Elementary School and Dining Hall	1	1,500	1,500
	Serving/Warming Kitchen w/ Pantry & Serving line	2		1	300	300
	Showers, toilets, lockers			2	750	1,500
	PE office	1		1	120	120
						7,920
Clinical	Activity Room for OT/PT, SW and SLP with adjoining outdoor space and storage areas	15	Can be divided into 2-4 rooms w/ flexible partitions	1	1000	1,000
	Activity Room storage			1	75	75
	Sand Tray /Parent Meeting Room	3 to 5		1	225	225
	Sensory Room	2		1	45	45
	Private Therapy Room large enough to accommodate 3-5 students for small group work and for parent/student meetings (SW/SLP)	3 to 5		1	225	225
	Testing Room	2		2	100	200
	Break out/Conference area	2		1	150	200
	Open Work Room for Social Workers and Behavioral/Art Therapists, SLP's & OT/ PT	9 to 12	9-12 FTE	1	900	900
	Open area for SW Interns and Visitors	4 to 5	4-5 PT	1	150	150
	1 Nurses Office, including medicine storage, sink, refrigerator	1		1	250	250
	Nurse Waiting/Check In Area	5 to 7	5-7 students	1	75	75
	Nurse Toilet Room			1	100	100
	Nurse Laundry Area			1	70	70
	Nurse Intern work area	3	3 occupants max	1	125	125
	Nurse Recovery area	4	4 beds divided with curtains, one enclosed	1	180	180
						3,820
Administration	Waiting Room and Reception Workspace	5		1	125	125
	Conference Room	15		1	250	250
	Administrative Offices	1		8	120	960
	Private Telecomm. Room	1		1	60	60
	Administrative Work Room + Storage			1	150	150
	Testing Room for Diagnostician	3 to 4		1	150	150
	Audiology Room, including Sound Booth and Workspace	3 to 4		1	175	175
	Lounge Room	15 max	12 -15 staff at a time	1	250	250
	Intern Touchdown Area	3 to 5		1	135	125
	File/Storage			1	120	120
	IT Room			1	120	120
						2,485
Student Commons						7,000
Site	Parking for Staff, Parents and Visitors, including Student Drop-off and Pick-up (HC, Moto, Bicycle)		1.5 FTE staff assuming all FTE @ 400sf	60	24,000	
	Bus Lane for Student Drop-off and Pick-Up			1	1,344*	
Community/ Outreach	Community ASL Language Lab		10-15 occupants		650	650
						650
Additional Support Spaces	Staff toilets			2	150*	300
	Instructional Space Student Toilets			2	150*	300
	Janitorial Storage Closets			2	100	200
	Mechanical and Electrical Closets, Server Rooms, Fire Risers, etc.				500*	500
						1,300

* To Be Determined

TITLE 6 PRIMARY AND SECONDARY EDUCATION
CHAPTER 27 PUBLIC SCHOOL CAPITAL OUTLAY COUNCIL
PART 30 STATEWIDE ADEQUACY STANDARDS

6.27.30.15 PHYSICAL EDUCATION	Combination school. Provide the elements of the grades served by Paragraphs (1), (2) and (3) above
6.27.30.16 LIBRARIES AND MEDIA CENTERS/ RESEARCH AREA - GENERAL REQUIREMENTS	A school facility shall have space for students to access research materials, literature, non-text reading materials, books and technology. This shall include space for reading, listening and viewing materials. (1) Elementary school. The area for stacks and seating space shall be at least 3 net sf/student of the planned school program capacity, but no less than 1,000 net sf. In addition, office/workroom space and secure storage shall be provided. (2) Middle school/junior high school or high school. The area for stacks and seating shall be at least 3 net sf/student of the planned school program capacity. In addition, office/workroom space and secure storage shall be provided. (3) Combination school. Provide the elements of the grades set out in Paragraphs (1) and (2) above without duplication, <i>but meeting the higher standards</i> . B. A school facility shall have library fixtures, equipment and resources in accordance with the standard equipment necessary to meet the educational requirements of the public education department.
6.27.30.17 FOOD SERVICE STANDARDS.	B. Kitchen. Kitchen and equipment shall comply with either the food preparation kitchen or the serving kitchen standards defined as follows: (1) Food preparation kitchen - 2 net sf/meal served minimum based upon the single largest serving period: (a) Elementary school: 1,000 net sf minimum (b) Middle school/junior high school: 1,600 net sf minimum (c) High school: 1,700 sf minimum (d) Combination school: shall provide the elements of the grades served by Subparagraphs (a), (b) and (c) above without duplication, but meeting the higher standards.
6.27.30.22 STANDARDS VARIANCE.	A. The council may grant a variance from any of the adequacy standards. The council shall grant a B. The council may, with adequate justification, also grant a variance from any of the provisions of the

