

- Like entering, but walls take a beating
- Like boards to post in. (2)
- Audio system - PA - cut low frequency in classroom.
- Placement of wall TV camera
- Like cabinets; quality of white boards clean up well.
- Lighting + like the steps dimming
 - wish it was LFB
- Windows ok, would be nice if more windows open. Black work well.
- Would prefer normal sink acoustics
 - splashes doesn't hit tube, fixtures ok - much.

- Outlets good in all science labs.
- Temp. gets a little warmer.
 - wishes he had more range of adjustability
 - Used to run a green team @ another school
 - No green team here; No recycling facility in Davis (city issue)
 - Central Prep Run very well.
 - Wish they had plumbing for gas in 6th grade.
 - Down below people complaining → stools noisy. stools chip when they fall on concrete floor.
 - likes adjustability of tables → some set for standing
 - Air quality better lately → was bad for a while
 - sewer smell → trust to help. - worse on 1st floor.
 - Furniture & the amount of storage in labs
 - Would like a dishwasher or hot water in prep rooms.

③ Had to move projector

↳ bright next to wall → can hear next door

- Windows taking fun top (rain)
 - ~~port~~ white boards need to be taller for kids to see in back
 - Love sliding white boards
 - Has enough space on walls to hang + don't like clutter
 - Temp. ok between 70-72 ok
 - Most time have lights full on; sometimes
 - Love the sensors + it
 - Tables ok - liking shape + thinks she can do more with them.
 - Saw small dog get back; hasn't noticed as much lately
 - Such as a glare → was being
 - From being → 8th grade. Grades computerized terms together
- Back out rooms.
A view from classroom.

④ Boards too low

- Glare on white boards

W/30 leads have to
slope → can't slope to
Temp. good.
Usually lights all on.

Amplifier doesn't work; pairs not calibrated.
- fixed two weeks ago.

- Delay in Tech audio sometimes
- 6 times → well water → "me" → dissipates after 11:00
- Good storage
- Enough outlets in night spots
- Delay in sec sensor turning lights on when not room.
- Layout building w/ common area
- floors were to clean.

- Limit programing furniture to before or after school to hold distrib^{1st floor}
 - This area consisted during passing periods.
-

- 5 Technology - No recording
- Wall station controls don't work all the time.
 - Sparking a problem.
 - may need teaching or infrastructure
 - Water leaking through windows
 - Ceiling tiles falling in locker rooms.
 - Planning on par
 - Best fruit. When things work easy to teach.
 - Projector is good. Updates sometimes create problems
 - Likes modular furniture → easy to go to gyms, likes

- likes desks on casters
- Easy to reconfigure room as needed.
- likes folding table
- likes built-in storage → has more than enough
- filing cabinet perfect size → likes legal sized files.
- bookcase is nice.
- Enough board & strips to hang them.
- loves lighting; a lot of days has lights off.
 - kids like it.
- Zero issue w/ it.
- likes step dimming.
- Temp. doesn't usually have issues; Summer a bit hot
 - West side
- Would like a few more outlets scattered around room.
 - because of all the technology they use.
- maybe padded furniture
 - 30 kids w/ battery powered devices.
- Good sound quality.
 - one speaker through Epson works, but usually uses ceiling speakers.

- Taken on heat, there's a noticeable sewer smell.
- Weight Run - last week heat was blowing

Observation Notes ① Library 11:47- 12:41

<p>A – Activities are goal directed set of actions – things which people want to accomplish</p>	<p>E – Environments are the entire arena where activities take place</p>	<p>I – Interactions between a person and someone else, then building blocks of activities</p>	<p>O – Objects are building blocks of the environment, key elements sometimes put to complex or unintended uses, changing their function, meaning and context</p>	<p>U – Users are the occupants, the people providing the behaviors, preferences, and needs</p>
<p>Student aids e desk (1) student shelving books.</p>	<p>All lights on (including the office). Shades lowered on daylighting glass/ clerestories; raised on view glass. They may need to be on over-laid ceiling area away from windows. But stroke area could likely be e 1/2 level. Could bench hear air from HVAC. Can hear the PA announcements easily.</p>	<p>Started observing Blanche group in courtyard. → Also thought some were playing B3B in Mex. gym. Some activities observed as they before. Courts still mostly alive after all the kids moving on it. Sounds carry through glass very well. Distraction in anyone having class on 1st level classroom facing courtyard. Balls bounce off glass.</p>	<p>Librarian has a large # of shelves built in & free-standing. - Comfort furniture: high tables & chairs. Some low tables/chairs → But all of the shelves are full - function of not having all of their material yet? Going digital? Shelves not on wheels.</p>	<p>Student aides (4). Librarian was teaching in the computer lab. Thought some kids would come on at the other lunch. A few did but not many.</p>

Observation Notes **(2): 7:43 AM -**

<p>A – Activities are goal directed set of actions – things which people want to accomplish</p>	<p>E – Environments are the entire arena where activities take place</p>	<p>I – Interactions between a person and someone else, then building blocks of activities</p>	<p>O – Objects are building blocks of the environment, key elements sometimes put to complex or unintended uses, changing their function, meaning and context</p>	<p>U – Users are the occupants, the people providing the behaviors, preferences, and needs</p>
<p>7:44- A large # of keys hanging out in vestibule waiting for doors to unlock - 7:45AM - unlock & they enter. - After they enter, the receptionist raises the shades on the windows between reception & vestibule. Keeping them down probably helps with controlling student views into reception. Need to raise afterwards for visitors to see in & see if visitors are present. Though w/ shades down limited views of potential intruders.</p>	<p>Lights all on. Some daylight penetrates through vestibule. Maybe enough that lights could be on a lower level, but likely not all of the way off. Temp. is comfortable to slightly cool. Have the slight sound of HVAC system but barely audible. Can hear PA announcements well. There is potentially a long way for teachers/staff to walk inside from E of A (though no one complained about this - some found the isolation from the public aspect of A a positive). I do wonder what the nurse's opinion of this is. Plus they can cut across the courtyard, greatly reducing travel distance. Courtyard doors not locked during day. I was coming, after school starts they are buzzing people into the main corridor - is <u>controlled access</u>.</p>	<p>There is a person that man's position (A). Her conversations w/ others as well as on walkie-talkie are fairly loud sometimes. Could be disruptive to some in offices. In general, conversations from that direction are noticeable. Workman is near there & that likely encourages conversations that could be disruptive in adjacent offices. Nurse/clinic @ back of wing A w/ access controlled via the receptionist's other individuals @ the front limits anyone (students) just going in.</p>	<p>Light switches on walls do not have lockable covers. Don't see thermostat - maybe behind receptionist or in adjacent open space. School has the potential for a secured entrance but doesn't really use it that way. During the normal school hours the doors into the corridor & into the office are unlocked. Hand sanitizer station on interior column. Have not seen the stations used in the few days that I've been here. Furniture still seems to be holding up well. Carpet too.</p>	<p>Staff & Students coming in & out. Fairly active this time of day. A few visitors. Some phone calls. After school starts, (2) students helped the receptionist man the front desk. Talking Care of the Students coming in late.</p>

Observation Notes ① Cafeteria: 11:15 Am - 11:45 A lunch

<p>A – Activities are goal directed set of actions – things which people want to accomplish</p>	<p>E – Environments are the entire arena where activities take place</p>	<p>I – Interactions between a person and someone else, then building blocks of activities</p>	<p>O – Objects are building blocks of the environment, key elements sometimes put to complex or unintended uses, changing their function, meaning and context</p>	<p>U – Users are the occupants, the people providing the behaviors, preferences, and needs</p>
<p>↙ A lunch</p> <p>11:15: Some kids come tearing down window & get in line. After a bit they stop then @ (A) & they line up on E-side of a white line. They get released in stages.</p> <p>11:22 1st wave done when kids finish, most going out into courtyard.</p> <p>11:35 → Less than 30% of 1st wave left</p> <p>11:43 → Call to wind it up.</p> <p>11:45 - all gone, just cleaning up.</p> <p>11:48 → everyone gone</p> <p>Extend courtyard Some throwing balls. Most in groups talking on devices.</p>	<p>After 1st wave thru, seating 90% full</p> <p>Seems a little crowded.</p> <p>Noise is less than I expected</p> <p>Lights all on, in cafeteria is overkill</p> <p>Most shades up.</p> <p>Lights not needed.</p> <p>Doors are locked @ (B) so students can't enter the cafeteria from that direction during the lunch periods. Students travel through the exterior courtyard to (C) & then back in & to (A) to line up.</p>	<p>Kids talking & eating</p> <p>Some interactions w/ adults.</p>	<p>(2) columns have hand sanitizer dispensers - never saw them used.</p>	<p>(1) adult in charge of area outside main Cafeteria, including organizing line into cafeteria</p> <p>- stands @ waste containers after everyone is in.</p> <p>A few adults walking through Cafeteria including custodians</p> <p>Assistant principal also here</p> <p>At least (4) kids helping cleanup.</p>



- ### GENERAL NOTES
1. CONSULT GENERAL NOTES ON ALL CONSTRUCTION FROM THIS PLAN FOR ALL REQUIREMENTS.
 2. MOUNT CORNER CLIMBERS AT ALL OUTSIDE CORNERS WHERE WALL CLIMBERS ARE REQUIRED.
 3. SEE CORNER ANALYSIS DRAWING FOR EXTENT OF RATED ASSEMBLY.
 4. SEE ENLARGED PLANS FOR CLASSROOM, JUVENILE, GYMNASIUM, ETC. SEE ROOM SCHEDULE SHEETS FOR ALL ROOMS AND SEE SHEETS FOR CONCRETE, WALLS AND ALL METALS FOR INFORMATION.
 5. PROVIDE JOIST BRACING IN ALL WALLS FOR SUPPORT OF PARTITION WALLS, MECHANICAL AND ELECTRICAL INFORMATION.
 6. SEE THE SCHEDULES FOR INFORMATION REGARDING ACCESSIBILITY REQUIREMENTS.
 7. PROVIDE SEAMANT AT ALL JOINTS OF ALL EXTERIOR WALLS WITH:
 - (1) CONCRETE WALL: FINISH WITH FIVE (5) YEAR GUARANTEE FINISHES, FLOOR OF CONCRETE, MOISTURE BARRIER AND IMPROVED FINISH TO MATCH THE EXTERIOR.
 - (2) BRICK: WATER RESISTANT SYSTEM BARRIERS - ALL MET LOCATIONS.
 - (3) COLUMN WALLS: FIVE (5) YEAR GUARANTEE FINISHES.
 8. FINISH AND LEVEL UP EXTERIOR FINISH AT ALL EXTERIOR CORNERS AND AT ALL EXTERIOR WALLS AND LOCATIONS.
 9. FINISH AND LEVEL UP EXTERIOR FINISH AT ALL EXTERIOR CORNERS AND AT ALL EXTERIOR WALLS AND LOCATIONS.


- ### KEYED NOTES
1. CASING, JAMB AND WINDOW CASES: THREE (3) PARTS, SEE ENLARGED PLANS AND DETAILS.
 2. SAME CASING WITH CONTRACT, FINISH AND METAL ALL FINISHES MUST BE IN MECHANICAL SECTION, AND FINISHES MUST BE IN MECHANICAL SECTION.
 3. FINISHES FOR: SEE KEY PLAN.
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 50. FINISHES FOR: SEE KEY PLAN.

WALL LEGEND

	STEEL SECTION FORM
	BRICK
	CONCRETE
	MASONRY
	STEEL WALL WITH METAL PANEL

SYMBOL LEGEND

	BUILDING WALL SECTION
	BUILDING ELEVATION
	COLUMN GRID
	INTERIOR ELEVATION
	WINDOW TYPE
	DOOR TYPE



CONSULTANT
 CIVIL ENGINEERING
 HIGH MESA CONSULTING GROUP
 10000 N. 10TH AVENUE, SUITE 100
 DENVER, COLORADO 80231
 PHONE: 303.751.1000
 FAX: 303.751.1001
 WWW.FBT.COM

STRUCTURAL ENGINEERING
 10000 N. 10TH AVENUE, SUITE 100
 DENVER, COLORADO 80231
 PHONE: 303.751.1000
 FAX: 303.751.1001
 WWW.FBT.COM

MECHANICAL AND ELECTRICAL ENGINEERING
 BRIDGERS & PATTON
 10000 N. 10TH AVENUE, SUITE 100
 DENVER, COLORADO 80231
 PHONE: 303.751.1000
 FAX: 303.751.1001
 WWW.FBT.COM


LANDSCAPE ARCHITECTURE
 MORROW REARDON WILKINSON MILLER LTD.
 10000 N. 10TH AVENUE, SUITE 100
 DENVER, COLORADO 80231
 PHONE: 303.751.1000
 FAX: 303.751.1001
 WWW.FBT.COM

INTERIOR DESIGNERS:
 STUDIO M
 10000 N. 10TH AVENUE, SUITE 100
 DENVER, COLORADO 80231
 PHONE: 303.751.1000
 FAX: 303.751.1001
 WWW.FBT.COM

SELECTED GENERAL CONTRACTOR
 CONSTRUCTION MANAGER AT RISK
 BRADLEY STAMM
 10000 N. 10TH AVENUE, SUITE 100
 DENVER, COLORADO 80231
 PHONE: 303.751.1000
 FAX: 303.751.1001
 WWW.FBT.COM

STATE OF NEW MEXICO
 No. 0088
 ARCHITECT
 ENGINEER

NEW SCHOOLS
 MIDDLE SCHOOL



CLOVIS, NEW MEXICO
 OCTOBER 2011

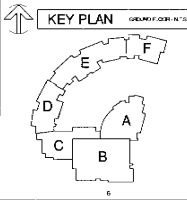
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 EAD DWG FILE: 1011_001_001_001.dwg
 DRAWN BY: [Name]
 CHECKED BY: [Name]

SHEET TITLE
FLOOR PLAN - GROUND FLOOR D

A-101-D

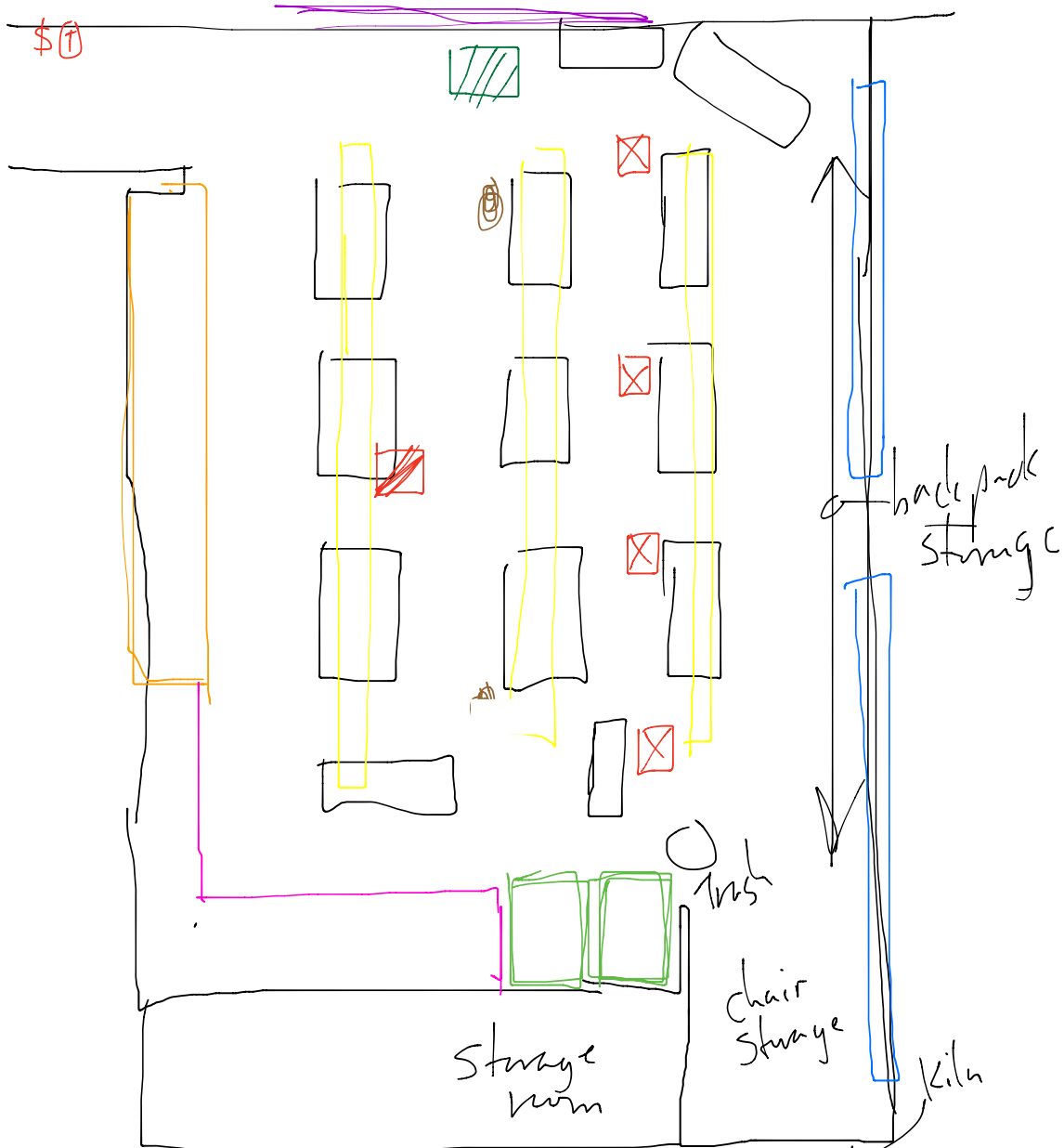
GROUND FLOOR PLAN D
 8' x 10'



CLOVIS MIDDLE SCHOOL, 10111 NEW MEXICO MIDDLE SCHOOL

Observation Notes ① 5/7 1st period

<p>A – Activities are goal directed set of actions – things which people want to accomplish</p>	<p>E – Environments are the entire arena where activities take place</p>	<p>I – Interactions between a person and someone else, then building blocks of activities</p>	<p>O – Objects are building blocks of the environment, key elements sometimes put to complex or unintended uses, changing their function, meaning and context</p>	<p>U – Users are the occupants, the people providing the behaviors, preferences, and needs</p>
<p>Kids initially come in & grab chairs in back corner & take them to tables. Some are sliding them across the floor-making noise, is potentially scuffing floor & damaging chair feet? At end of class kids accessing sketches in cabinet. Not that crowded. Chairs are left @ tables; last class of the day probably puts chairs back</p>	<p>Staircase lowered over top 2 window sections (Full height window wall – could be a big solar load). Lights full on but cloudy. 8 art tables + (2) breakout tables that she acquired for her large classes. Kids are spread out on every table but one of the breakout tables. (3) tables have just (1) kid. → Sun came out: I was sitting next to window; warm to hot. Sun on some student's backs. Went Sun tags is comfortable. Heads in faces but seemed not that bad w/ this many kids. Look like there are plenty of outlets scattered around room through 1 computer network technology than use; if she would want to use more. If so, might need floor outlets.</p>	<p>Teacher initially assigning some activities from the front. Easily heard from back corner. Sugar Skull project – working on @ desks. – Using projector to show examples on whiteboard. Kids talking w/ each other as they're working. → low level noise. Might carry out n to pull doors open. Teacher walking among tables giving instructions. Frequently runs between tables to do this easily. Backpacks off to the side help with this as well.</p>	<p>Tables great; clean well Cabinets – shelves stick out really like that. Drawers & cabinets holding up well. Has enough storage. Kleenex hand after 2 years down & clean well. 2 sinks but would like them located apart from each other to avoid congestion when everyone is cleaning up. Backpacks placed along exterior wall out of the way.</p>	<p>(1) adult female teacher (19) students 12 girls, 7 boys but apparently some students in band getting ready for a concert. Short sleeve to jackets/pull overs Everyone in pants/jeans</p>



- - Dec Sensor
- - Suspended fluorescent
- - Sinks
- - counter top at doors
- - tall flat shelves cabinet
- ▨ - projector

- - full high window
- whiteboard painted wall

8:51 Pers

<u>Open</u>	<u>Total</u>
5	5

- but not that loud this time.

KEYED NOTES

1. CADDWORK, AREA AND DIMENSIONS VARIATION: SEE CONSTRUCTION AND ERECTION.
2. ALL WORK SHALL BE IN ACCORDANCE WITH THE LATEST EDITIONS OF THE MECHANICAL, ELECTRICAL, AND PLUMBING (M.E.P.) CODES.
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Glare:Y	IAQ: F:4	Temp: F:4
Dist: W:1	Sp:4	W:6
Views:N	Su:NA	Sp:4
		Su:NA
		C:2

Health:O:N	Noise:O:N	IAQ:O:N
Temp:N	A:N	F:5
Odor:Y	W:N	W:2
Noise:N	E:N	Sp:NA
Glare:N	H:5	Su:NA
Dist:Y	Temp:Y	
Views:N		

Health:O:N	Noise:O:N	Temp:IAQ
Temp:N	A:N	F:4
Odor:Y	W:N	W:4
Noise:N	E:N	Sp:3
Glare:N	H:4	Su:2
Dist:Y	Temp:Y	
Views:N		

Noise:O:N	Health:Temp:N	Temp:IAQ
A:Y	Odor:Y	F:4
W:N	Noise:Y	W:4
E:Y	Glare:N	Sp:3
H:4	Dist:Y	Su:2
	Views:Y	

Glare:Y	Noise:O:Y	Temp: F:4
Dist:Y	A:Y	F:3
Views:Y	W:N	W:3
Health:Temp:N	E:Y	Sp:3
Odor:Y	H:3	Su:3
Noise:N		C:4
Glare:N		

Glare:N	Temp: F:5	IAQ: F:2	Noise: O:Y
Dist: W:5	Sp:4	W:5	A:Y
Views:Y	Su:4	Sp:1	W:N
Health:Temp:N	Odor:Y	Su:5	E:N
Temp:N	Noise:N	C:5	H:3
Glare:N			

WALL LEGEND

- STEELED WALL PARTITION
- STRAIGHT WALL BLOCK
- STRIPES STRAIGHT WALL BLOCK
- STRIPES STRAIGHT WALL PARTITION

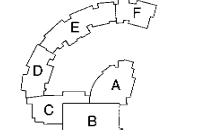
SYMBOL LEGEND

- BUILDING ELEVATION
- COLUMN GRID
- INTERIOR ELEVATION
- WINDOW TYPE
- DOOR TYPE

GENERAL NOTES

1. CONTRACTOR SHALL VERIFY ALL DIMENSIONS AND CONDITIONS BEFORE WORK BEGINS.
2. ALL WORK SHALL BE IN ACCORDANCE WITH THE LATEST EDITIONS OF THE MECHANICAL, ELECTRICAL, AND PLUMBING (M.E.P.) CODES.
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10. ALL WORK SHALL BE IN ACCORDANCE WITH THE LATEST EDITIONS OF THE MECHANICAL, ELECTRICAL, AND PLUMBING (M.E.P.) CODES.

KEY PLAN



GROUND FLOOR 608



CONSULTANT

CIVIL ENGINEER:
HIGH MESA CONSULTING GROUP
10101 SAN ANTONIO ROAD, SUITE 200
ALBUQUERQUE, NEW MEXICO 87113

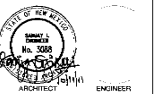
STRUCTURAL ENGINEER:
WALLA ENGINEERING
10101 SAN ANTONIO ROAD, SUITE 200
ALBUQUERQUE, NEW MEXICO 87113

MECHANICAL AND ELECTRICAL ENGINEER:
BRIDGES & PRAXON
10101 SAN ANTONIO ROAD, SUITE 200
ALBUQUERQUE, NEW MEXICO 87113

LANDSCAPE ARCHITECT:
MADROW REARDON WILKINSON MILLER LTD.
10101 SAN ANTONIO ROAD, SUITE 200
ALBUQUERQUE, NEW MEXICO 87113

INTERIOR DESIGNER:
STUDIO M
10101 SAN ANTONIO ROAD, SUITE 200
ALBUQUERQUE, NEW MEXICO 87113

SELECTED GENERAL CONTRACTOR:
CONSTRUCTION MANAGER AT RISK:
BRADSHAW STAMM
10101 SAN ANTONIO ROAD, SUITE 200
ALBUQUERQUE, NEW MEXICO 87113



NEW CLOVIS MIDDLE SCHOOL



CLOVIS, NEW MEXICO
OCTOBER 2011

MARK	DATE	DESCRIPTION

ISSUE DATE: 10/11/11
PROJECT NO: 11-001
CAD DRAWING FILE: 11-001-001-001.dwg
DRAWN BY: J. B. BROWN
CHECKED BY: J. B. BROWN

SHEET TITLE:
FLOOR PLAN - GROUND FLOOR E

A-101-E

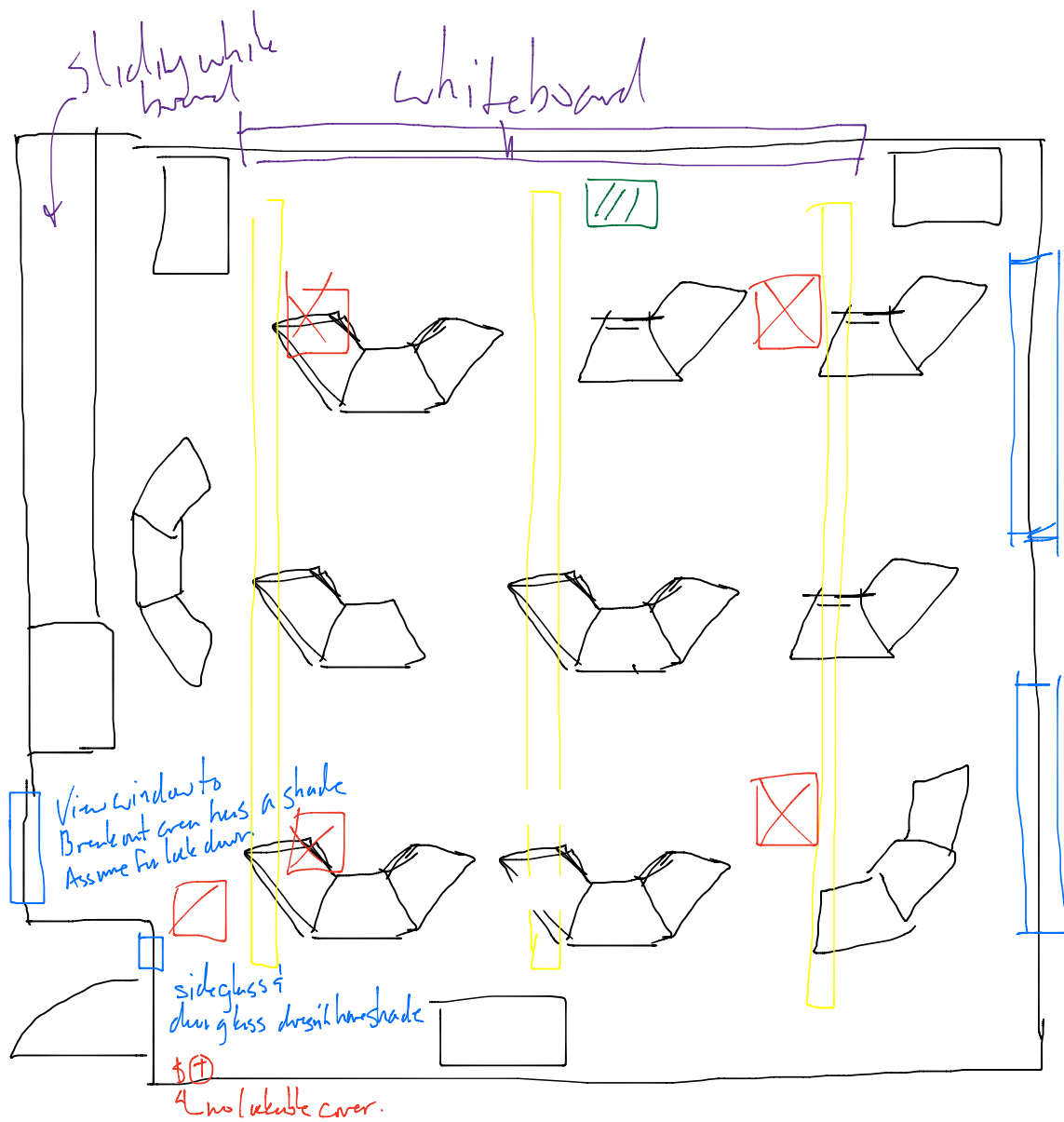
CLOVIS MANAGERIAL SCHOOL DISTRICT - NEW CLOVIS MIDDLE SCHOOL

Observation Notes ① Breakout space 2:15 - 2:45


<p>A – Activities are goal directed set of actions – things which people want to accomplish</p>	<p>E – Environments are the entire arena where activities take place</p>	<p>I – Interactions between a person and someone else, then building blocks of activities</p>	<p>O – Objects are building blocks of the environment, key elements sometimes put to complex or unintended uses, changing their function, meaning and context</p>	<p>U – Users are the occupants, the people providing the behaviors, preferences, and needs</p>
<p>Passivity period - thinking kids will be able to make it through the rest of 3 skulls.</p>	<p>Lights are all on. HVAC on & cool - too cool for no one being here. Light switch has lockable cover. Thermostat does not. Every thing that drops on the floor or any sound made in the condor carries down the condor a long ways. - Perhaps noticable when it's quiet Could hear the piano playing when it was quiet. -acc sensor turned light off once but did not "see" a person walking by in condor to turn back on. -im in full sight of sensor & not far from it, but doesn't pick up my head winking or my head turning. or uncrossing my leg. Can hear band playing.</p>		<p>Construction's rolling cart is fairly loud. - Can hear people moving furniture upstairs Family a noise apparently tripped the sensor when the passivity period was almost over.</p>	

Observation Notes

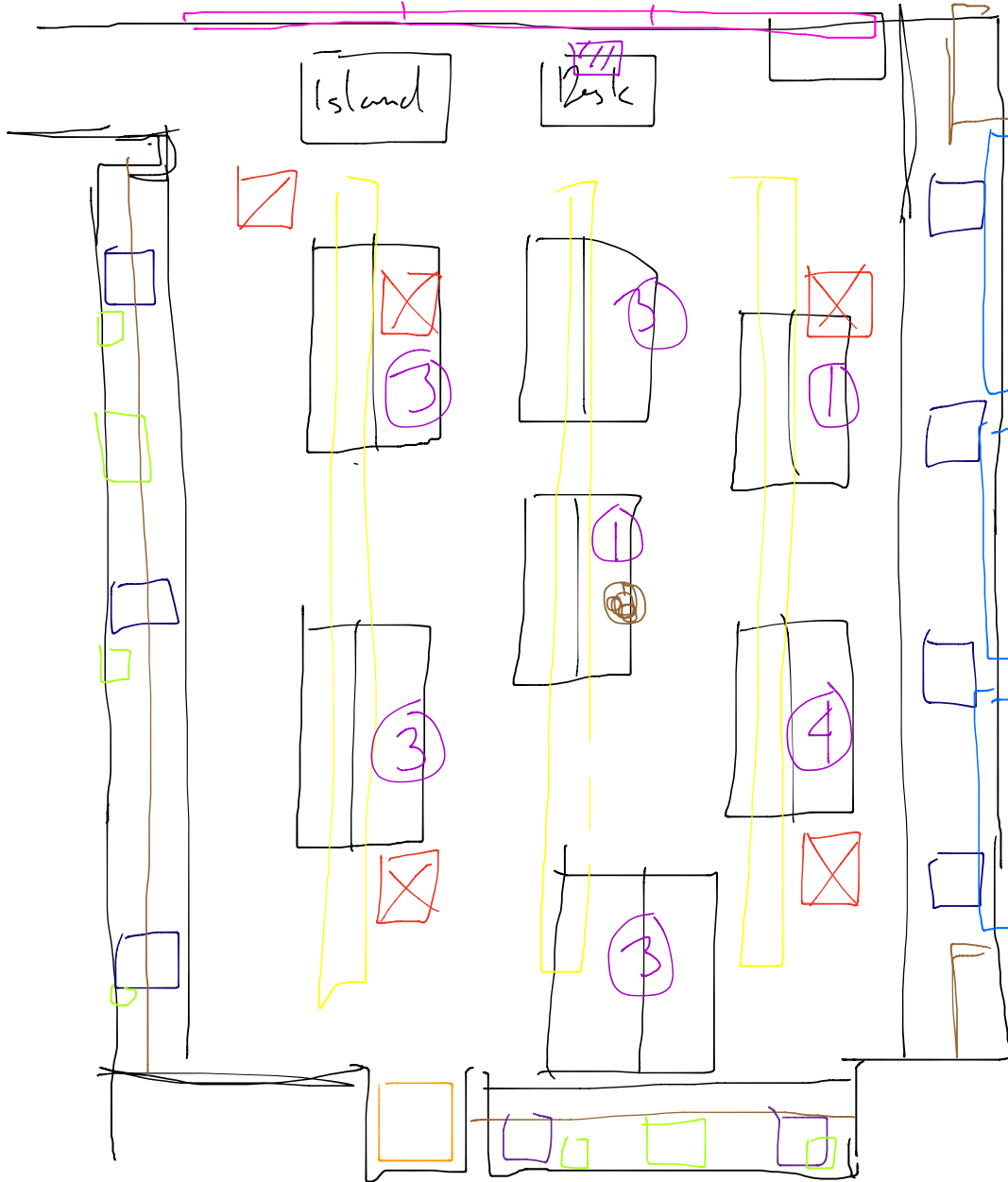
<p>A – Activities are goal directed set of actions – things which people want to accomplish</p>	<p>E – Environments are the entire arena where activities take place</p>	<p>I – Interactions between a person and someone else, then building blocks of activities</p>	<p>O – Objects are building blocks of the environment, key elements sometimes put to complex or unintended uses, changing their function, meaning and context</p>	<p>U – Users are the occupants, the people providing the behaviors, preferences, and needs</p>
<p>Kids started on homework as they walked in. Sat down at red board for instructions. Projecting homework on whiteboard Students writing & filling out homework @ whiteboard. Kids getting up to sharpen pencils. Then teacher going over each problem.</p>	<p>Shades lowered completely; lights all on. Door open to hallway. Can hear teacher pretty easily throughout room; can probably hear down hall. Window to break out area has a shade (assume this is for teacher) but door & side glazing does not have a shade. Temp seems comfortable. Can barely hear air from HVAC system.</p>	<p>Students talking some among themselves. Teaching from front of room.</p>	<p>Tables arranged in groups of (3) Room for teacher to move among them as they're working on stuff. Backpack on back of chairs or on floor by feet/desk. Noticed that tables have a small appendage on either side that some students are using to hang backpack on.</p>	<p>(1) adult female teacher 25 students; 14 boys 11 girls Short sleeves to pullovers shorts to jeans.</p>



Observation Notes ③ 7th period

<p>A – Activities are goal directed set of actions – things which people want to accomplish</p>	<p>E – Environments are the entire arena where activities take place</p>	<p>I – Interactions between a person and someone else, then building blocks of activities</p>	<p>O – Objects are building blocks of the environment, key elements sometimes put to complex or unintended uses, changing their function, meaning and context</p>	<p>U – Users are the occupants, the people providing the behaviors, preferences, and needs</p>
<p>Initially working @ tables in groups. Teacher walking among them to see how things doing. Plenty of room to walk through.</p>	<p>Shades latched slightly over half-way. Lights full on. Temp comfortable to slightly cool. There is an exterior door to interior can be used but in shades for lock down. "Full room" of kids as they're working together @ tables. Occasional scurrying of stools across floor. The set up of the tables encourages collaboration</p>  <p>Easy to jump up from stool & walk over to partners to discuss further in more detail.</p>	<p>Student to student as they're working together. First class I've really noticed kids using tablets. Most tables have @ least (1) or (2) students per table using a tablet</p>	<p>Most back packs on floor by their feet → under table or to side. Saw (1) kid trying a backpack after getting up to sharpen his pencil. Just noticed hearing a radio playing - not sure where it's coming from. Think she's playing it over ceiling speakers. Don't notice a lot of plug loads besides phone, projector & tablets pencil sharpener. Seems to be typical.</p>	<p>(1) adult female teacher 20 students; 12 girls; 8 boys Short skirts to pull over; Shorts to pants Noticed (1) girl put on her pullers after a bit. → assume she was a bit cold.</p>

whiteboard



G:41 Durs

OPEN	<u>Total</u>
(→)	13

Observation Notes ① - 6th Period

A – Activities are goal directed set of actions – things which people want to accomplish	E – Environments are the entire arena where activities take place	I – Interactions between a person and someone else, then building blocks of activities	O – Objects are building blocks of the environment, key elements sometimes put to complex or unintended uses, changing their function, meaning and context	U – Users are the occupants, the people providing the behaviors, preferences, and needs
<p>Kids initially come in & set their book packs @ different spots around the room & then taking seats on stands.</p> <p>Warmups.</p> <p>(3) groups did vocal performance</p>	<p>(2) sets of 2-high windows; small; no shades. Also no shades over back glass front exit doors; what about lock down?</p> <p>Lights fall on.</p> <p>Students seem to be able to hear instructor. But space is pretty live. Acoustical ceiling panels the only means of sound control or absorption.</p> <p>Temp. slightly cool.</p> <p>If anyone is playing in band room I can't hear them.</p> <p>Who's sitting @ the piano, the students can't really see him when he's sitting on the stands.</p> <p>Trash/dirt accumulates under the stands. Wonder how often the floor is cleaned under the stands? Could have a negative impact on IAQ.</p> <p>Temp on the cool side.</p> <p>Could hear Pk's announcement as long as they stayed somewhat quiet.</p> <p>w/ HVAC system can hear a slight hum/air noise but not loud.</p>		<p>(1) occupancy sensor for entire space ..</p> <p>Has sliding whiteboards w/ storage</p> <p>Groups used an Iphone for accompaniment. Could hear ok as long as kids stayed direct.</p> <p>Noticed that suspended fluorescent fixtures throughout facility have accumulated dirt/bags in lenses. They need cleaning.</p>	<p>(1) a dalt male teacher</p> <p>39 students 6 boys; 33 girls</p> <p>Short sleeves to light jacket</p> <p>(1) pair of slats; otherwise jeans/pants.</p>

6:36 News

Total OPEN
3 6

- ^{\$}TRR → out of Soap / fresh air floor
Carpet & extra door duty.

Glare:N
Dist:
Views:N

Temp:
F:4
W:4
Sp:4
Su:4
C:5

Health
Temp:N
Odor:N
Noise:N
Glare:N

Temp:
F:4
W:4
Sp:4
Su:4
C:4

Glare:N
Dist:
Views:N

Health
Temp:N
Odor:Y
Noise:N
Glare:N

Noise:IAQ
O:N
A:Y
W:2
Sp:4
Su:5
H:3

IAQ
F:5
W:5
Sp:5
Su:NA

Health
Temp:N
Odor:N
Noise:N
Glare:N

Noise
A:Y
W:N
E:N
H:5

Temp:
F:4
W:4
Sp:4
Su:4
C:4

Glare:Y
Dist:
Views:N

Glare:Y
Dist:
Views:Y

Health
Temp:N
Odor:N
Noise:N
Glare:N

Noise
A:N
W:N
E:Y
H:5

Temp:
F:4
W:4
Sp:4
Su:3
C:5

IAQ
F:3
W:3
Sp:3
Su:3

Temp:
F:4
W:4
Sp:5
Su:4
C:5

Health
Temp:Y
Odor:N
Noise:N
Glare:N

Noise
O:N
A:N
W:N
E:N
H:5

Glare:Y
Dist:
Views:N

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F:2
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Temp:
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Su:4
C:5

IAQ
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W:3
Sp:1
Su:NA

Health
Temp:N
Odor:N
Noise:N
Glare:N

Glare:Y
Dist:
Views:Y

Noise
O:Y
A:N
W:N
E:N
H:5

GENERAL NOTES

1. CONTRACTOR SHALL VERIFY ALL DIMENSIONS TO BE SHOWN TO BE CORRECT BEFORE BEGINNING WORK.
2. VERIFY ALL DIMENSIONS TO BE SHOWN TO BE CORRECT BEFORE BEGINNING WORK.
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9. VERIFY ALL DIMENSIONS TO BE SHOWN TO BE CORRECT BEFORE BEGINNING WORK.
10. VERIFY ALL DIMENSIONS TO BE SHOWN TO BE CORRECT BEFORE BEGINNING WORK.

KEYED NOTES

1. CLADDING LINES AND UNDER GABLES UNLESS SHOWN, SEE ENLARGED PLANS AND ELEVATIONS.
2. EXISTING EXTERIOR FINISHES TO REMAIN UNLESS SHOWN OTHERWISE.
3. EXISTING INTERIOR FINISHES TO REMAIN UNLESS SHOWN OTHERWISE.
4. EXISTING CEILING FINISHES TO REMAIN UNLESS SHOWN OTHERWISE.
5. EXISTING FLOOR FINISHES TO REMAIN UNLESS SHOWN OTHERWISE.
6. EXISTING WALL FINISHES TO REMAIN UNLESS SHOWN OTHERWISE.
7. EXISTING DOOR FINISHES TO REMAIN UNLESS SHOWN OTHERWISE.
8. EXISTING WINDOW FINISHES TO REMAIN UNLESS SHOWN OTHERWISE.
9. EXISTING STAIR FINISHES TO REMAIN UNLESS SHOWN OTHERWISE.
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19. EXISTING FOUNDATION TO REMAIN UNLESS SHOWN OTHERWISE.
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100. EXISTING ROOF FINISHES TO REMAIN UNLESS SHOWN OTHERWISE.

SYMBOL LEGEND

	BUILDING WALL SECTION
	BUILDING ELEVATION
	COLUMN GRID
	INTERIOR ELEVATION
	WINDOW TYPE
	DOOR TYPE

WALL LEGEND

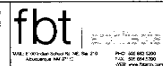
	LINTEL AND SILL
	STRUCTURAL BLOCK
	FACED STRUCTURAL BLOCK
	OPEN STRUCTURAL PANEL

LOOK IN THIS DIRECTION TO BE MADE BY ARCHITECT



SECOND FLOOR PLAN D

618



CONSULTANT

CIVIL ENGINEER:
HIGH MESA CONSULTING GROUP
1015 N. 10TH STREET, SUITE 200
ALBUQUERQUE, NEW MEXICO 87102

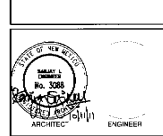
STRUCTURAL ENGINEER:
WALLA ENGINEERING
1015 N. 10TH STREET, SUITE 200
ALBUQUERQUE, NEW MEXICO 87102

MECHANICAL AND ELECTRICAL ENGINEER:
BRIDGES & PARTON
1015 N. 10TH STREET, SUITE 200
ALBUQUERQUE, NEW MEXICO 87102

LANDSCAPE ARCHITECT:
MORROW REARDON WILKINSON MILLER LTD
1015 N. 10TH STREET, SUITE 200
ALBUQUERQUE, NEW MEXICO 87102

INTERIOR DESIGNER:
STUDIO M
1015 N. 10TH STREET, SUITE 200
ALBUQUERQUE, NEW MEXICO 87102

SELECTED GENERAL CONTRACTOR:
CONSTRUCTION MANAGER AT RISK:
STRATFORD STAMM
1015 N. 10TH STREET, SUITE 200
ALBUQUERQUE, NEW MEXICO 87102



NEW CLOVIS MIDDLE SCHOOL



CLOVIS, NEW MEXICO
OCTOBER 2011

MARK	DATE	DESCRIPTION

ISSUE DATE: 10/11/11
PROJECT NO.: 11-0000-0000
CADD FILE: 11-0000-0000-0000
DRAWN BY: [Name]
CHECKED BY: [Name]

FLOOR PLAN - SECOND FLOOR D

A-102-D

CLOVIS MUNICIPAL SCHOOL DISTRICT - NEW CLOVIS MIDDLE SCHOOL

B:44 - Kurs

<u>Open</u>	<u>Total</u>
5	9

Observation Notes

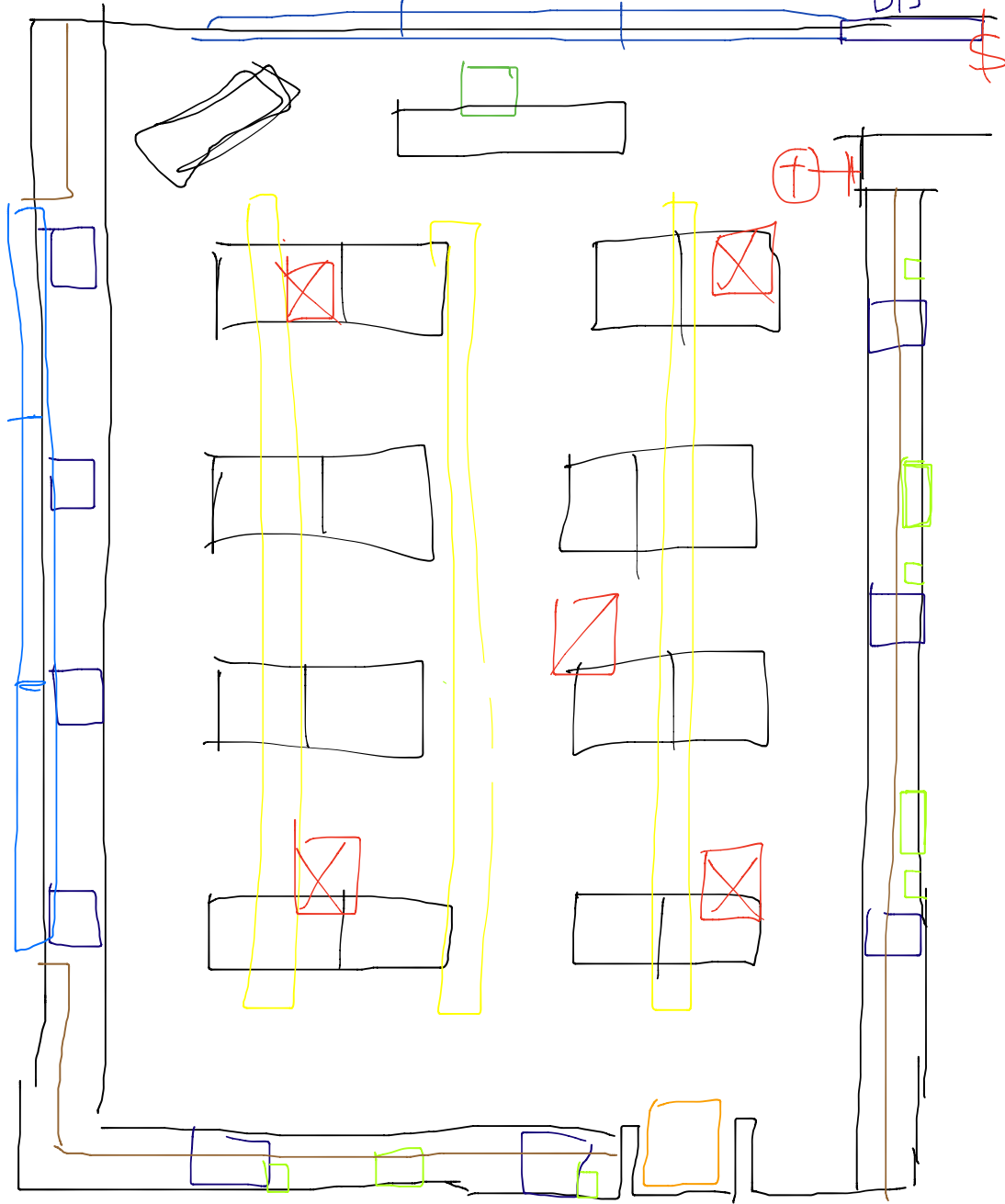
<p>A – Activities are goal directed set of actions – things which people want to accomplish</p>	<p>E – Environments are the entire arena where activities take place</p>	<p>I – Interactions between a person and someone else, then building blocks of activities</p>	<p>O – Objects are building blocks of the environment, key elements sometimes put to complex or unintended uses, changing their function, meaning and context</p>	<p>U – Users are the occupants, the people providing the behaviors, preferences, and needs</p>
<p>See photos for adjacent teacher workroom.</p> <p>Fencher had to moisten the ball of the door stop w/ his finger to keep it from sliding.</p>	<p><i>Countdown are overlit.</i></p> <p>Breakout lights on. Has occ sensor but imagine it sees anyone walking by in corridor.</p> <p>Has its own thermostat - But end up heating/cooling the corridor. - Is it needed?</p> <p>- Lighting switch (breakout on corridor?) has a locked cover but thermostat doesn't.</p> <p>Corridor lights all on. Can't in breakout space helps w/ sound probably.</p>	<p>Custodian was cleaning an adjacent room is a table he came down to get more paper towels for a PR that was out.</p>	<p>These stools would probably be better in the science lab since they're some type of plastic top.</p> <p>Function appears to be in good shape.</p> <p>Chairs have the attachment for a folding work surface on the arm but don't have the work surface.</p> <p>Surfaces look like they could be wiped down.</p> <p>Chairs also have built in power & data connects, but chair isn't connected to anything.</p> <p>Table is wobbly because one of the base appendages broke.</p>	<p>No users besides me. A few people passing.</p>

Observation Notes ② - 3rd Period 5/7/2015

<p>A – Activities are goal directed set of actions – things which people want to accomplish</p>	<p>E – Environments are the entire arena where activities take place</p>	<p>I – Interactions between a person and someone else, then building blocks of activities</p>	<p>O – Objects are building blocks of the environment, key elements sometimes put to complex or unintended uses, changing their function, meaning and context</p>	<p>U – Users are the occupants, the people providing the behaviors, preferences, and needs</p>
<p>Start w/ announcements Then lecturing/asking questions Then eventually working on their own & teacher walking among them & helping them. She has enough room to do this.</p>	<p>Shades generally half lowered. Lights full on. Temp. seems comfortable (1) tables, grouped by (2) Book (2) not used in this class (2) sets of 2 have (1) person sitting, other " " have (3) students No occupancy sensors? When it's quiet in here, can hear the occasional sliding of table/chair in adjacent space. PA announcement - could hear clearly.</p>	<p>Lecturing Students asking & answering questions. Using projector; turned off lights to do so. Framing position too close on whiteboard from windows. Students - limited eye contact during lecture w/ lights off. Asks student to hold this - had to walk over to light switch & door. Would be nice if switches by teacher's desk. When working, some students could get up to work w/ another student towards end of class, students getting up & congregating @ tables & talking; noise level rises.</p>	<p>Book packs generally on tables A padlock on floor by 5th table's feet. Once in awhile students slightly slide stools toward. In general the cabinets aren't very full. Typical in science cabinets. Chairs only @ perimeter counters Can't plug anything in @ tables. Teacher can't see a hole from desk or teaching station. Mutual caps off of some table vertical supports.</p>	<p>(1) adult female teacher (14) students - 6 girls/8 boys Mostly short sleeve; 2 long sleeves Most jeans/pants; a few shorts</p>

white hands

B13



□ + □: Soap & Paper towel dispenser
□: SHOWER

Q: 45 - Doors

<u>OpEW</u>	<u>Total</u>
7	13

- could hear one factor
in the hall pretty clearly.

Observation Notes ① 12:25

<p>A – Activities are goal directed set of actions – things which people want to accomplish</p>	<p>E – Environments are the entire arena where activities take place</p>	<p>I – Interactions between a person and someone else, then building blocks of activities</p>	<p>O – Objects are building blocks of the environment, key elements sometimes put to complex or unintended uses, changing their function, meaning and context</p>	<p>U – Users are the occupants, the people providing the behaviors, preferences, and needs</p>
<p>Talking Sitting Throwing football Bouncing ball off of wall. on devices Some have earbuds in while they're doing stuff 12:44 - ball to go in. → pretty orderly.</p>	<p>Notes about climate under some of shaded areas. - may not be enough shade w/ seating - trees will help when they get bigger. Hard to hear PA announcement w/ everyone out here talking, yelling & blowing off steam Even after most people gone - hard to hear w/ wind blowing.</p>	<p>Passing Talking</p>	<p>grass still alive some trash; moving things Backpacks are left next to classroom buildings cans; pick them up when they go back in. Some up against light pole bases & trees Benches generally filled, those with seating available</p>	<p>(1) adult out watching.</p>

Observation Notes ② 3:26-4:00

<p>A – Activities are goal directed set of actions – things which people want to accomplish</p>	<p>E – Environments are the entire arena where activities take place</p>	<p>I – Interactions between a person and someone else, then building blocks of activities</p>	<p>O – Objects are building blocks of the environment, key elements sometimes put to complex or unintended uses, changing their function, meaning and context</p>	<p>U – Users are the occupants, the people providing the behaviors, preferences, and needs</p>
<p>3:20-Parents lined up along parking drop off + pickup in visitor lot. Many w/ engines running. By 3:30 lot was criss. Some sneaks out along side road through interior drive not quite full.</p>	<p>Visitor lot a little hazardous w/ people walking through & cars trying to leave. According to the principal last year the visitor & faculty lots were reversed. Parents parked in the visitor lot to pick up kids & the students would cross-traffic in the parent pick up line- it was dangerous. So this year they switched the lots which addressed that problem. But parents still park in the visitor lot. Hazardous during pickup with cars pulling into & out of lot; backing out of spaces & people walking through at same time. Hazardous to cars & vehicles. Tried to get parents to stop using the visitor lot for pickup. Emails & notes home.</p>		<p>Cars leaving parking lot & driving along side some mostly 4x4 & double parker to catch their kid</p>	<p>A few cars coming out of drive hall ways. Principal in vis; lot but walking. Another other teachers out front along drive sidewalk. - 1 teacher directed cars to pull up.</p>

Observation Notes

<p>A – Activities are goal directed set of actions – things which people want to accomplish</p>	<p>E – Environments are the entire arena where activities take place</p>	<p>I – Interactions between a person and someone else, then building blocks of activities</p>	<p>O – Objects are building blocks of the environment, key elements sometimes put to complex or unintended uses, changing their function, meaning and context</p>	<p>U – Users are the occupants, the people providing the behaviors, preferences, and needs</p>
<p>Before 7:43, kids wait in vestibule or outside. Then get let in.</p> <p>7:44: Teachers parking in faculty lot is walking in. Parents dropping off in drop off loop - no line. Parents driving through visitor lot is dropping off. - None doing this thru loop.</p> <p>Pretty smooth since not every one is coming once.</p> <p>B.W - study stream still coming in.</p>				

Observation Notes

A – Activities are goal directed set of actions – things which people want to accomplish	E – Environments are the entire arena where activities take place	I – Interactions between a person and someone else, then building blocks of activities	O – Objects are building blocks of the environment, key elements sometimes put to complex or unintended uses, changing their function, meaning and context	U – Users are the occupants, the people providing the behaviors, preferences, and needs
<p>3:37 (3) buses lined up. Kids exit out of gym area. Buses turn engines off don't idle engines. 4:43 - (2) more buses show up & turn off engines Let kids out in stages & it appears by bus. 3:47 (1) more bus pulls up 3:48 engines start & buses start to pull away 3:48 - Another bus pulls up. 3:51 - 2 more buses pull up 3:53 - 2 more buses pull up 3:54 - 1 more pulls up. 3:58 - last bus pulls away.</p>	<p>(1) person cut through middle of landscaping Several cut the corners. Must stage kids in gym.</p>			<p>(3) staff out here supervising.</p>

18. Appendix H: Energy and Water Performance Data

District	Middle School	#	Climate Zone	Grades	Site Size (Acres)	Total Sq. Ft.	Perm Sq. Ft.	Port Sq. Ft.	% Port Sq. Ft.	Enrollment
APS	Cleveland MS	1	4	6,7,8	12	111071	95391	15680	0.14	650
APS	Desert Ridge MS	2	4	6,7,8	25	169297	158545	10752	0.06	1027
APS	Eisenhower MS	3	4	6,7,8	20	135982	123438	12544	0.09	899
APS	Ernie Pyle MS	4	4	6,7,8	18.5	120629	115365	5264	0.04	647
APS	Garfield MS	5	4	6,7,8	14.7	100688	93408	7280	0.07	326
APS	Grant MS	6	4	6,7,8	22	122468	109924	12544	0.10	619
APS	Harrison MS	7	4	6,7,8	10.16	123861	101797	22064	0.18	899
APS	Hayes MS	8	4	6,7,8	15.5	108635	95191	13444	0.12	392
APS	Hoover MS	9	4	6,7,8	17	113740	105900	7840	0.07	679
APS	Jackson MS	10	4	6,7,8	18	88993	77793	11200	0.13	579
APS	James Monroe MS	11	4	6,7,8	20	182241	149089	33152	0.18	976
APS	Jefferson MS	12	4	6,7,8	14	125678	119406	6272	0.05	859
APS	Jimmy Carter MS	13	4	6,7,8	19	149859	119395	30464	0.20	1225
APS	John Adams MS	14	4	6,7,8	19.89	127430	106642	20788	0.16	690
APS	Kennedy MS	15	4	6,7,8	21	103492	96324	7168	0.07	501
APS	Lyndon B. Johnson MS	16	4	6,7,8	60	154635	145675	8960	0.06	874
APS	Madison MS	17	4	6,7,8	19.97	129662	120142	9520	0.07	717
APS	McKinley MS	18	4	6,7,8	16	100137	82329	17808	0.18	549
APS	Polk MS	19	4	6,7,8	20	96249	85749	10500	0.11	421
APS	Roosevelt MS	20	4	6,7,8	11.2	105583	101999	3584	0.03	341
APS	Taft MS	21	4	6,7,8	21	146304	127488	18816	0.13	515
APS	Taylor MS	22	4	6,7,8	20.5	108601	98745	9856	0.09	502
APS	Tony Hillerman MS	23	4	6,7,8	0	150740	150740	0	0.00	1004
APS	Truman MS	24	4	6,7,8	21.11	190905	150249	40656	0.21	1401
APS	Van Buren MS	25	4	6,7,8	20	113830	107558	6272	0.06	546
APS	Washington MS	26	4	6,7,8	13	95766	92182	3584	0.04	476
APS	Wilson MS	27	4	6,7,8	15	94841	94841	0	0.00	532
Bernalillo	Bernalillo MS	28	4	6,7,8	14.28	106109	104317	1792	0.02	446
Cobre	Snell MS	29	4	6,7,8	16.42	92859	92859	0	0.00	189
Clovis	Gattis MS	30	4	6,7,8	73	131835	131835	0	0.00	768
Clovis	Marshall MS	31	4	6,7,8	26.21	161322	161322	0	0.00	532
Clovis	Yucca MS	32	4	6,7,8	21	126769	126769	0	0.00	612

District	Middle School	#	Climate Zone	Grades	Site Size (Acres)	Total Sq. Ft.	Perm Sq. Ft.	Port Sq. Ft.	% Port Sq. Ft.	Enrollment
Ruidoso	Ruidoso MS	33	4	6,7,8	13.1	70000	70000	0	0.00	472
Santa Rosa	Santa Rosa MS	34	4	6,7,8		49700	49700	0	0.00	126
Tucumcari	Tucumcari MS	36	4	6,7,8	5.4	79085	79085	0	0.00	224

District	Middle School	#	Electric (KBTU)	Gas (KBTU)	Total Energy (KBTU)	Total Energy EUI	Estimated Portable KBTU	Estimated Permanent KBTU
APS	Cleveland MS	1	1607733	4977000	6584733	59.28	259896	6324837
APS	Desert Ridge MS	2	3310459	7767000	11077459	65.43	178214	10899245
APS	Eisenhower MS	3	2745409	5773000	8518409	62.64	207917	8310492
APS	Ernie Pyle MS	4	3595428	6204000	9799428	81.24	87251	9712177
APS	Garfield MS	5	1479231	6210000	7689231	76.37	120666	7568565
APS	Grant MS	6	2128630	5909000	8037630	65.63	207917	7829713
APS	Harrison MS	7	2133271	5929000	8062271	65.09	365711	7696560
APS	Hayes MS	8	1683141	4336000	6019141	55.41	222834	5796307
APS	Hoover MS	9	3726968	8840000	12566968	110.49	129948	12437020
APS	Jackson MS	10	1429332	4271000	5700332	64.05	185640	5514692
APS	James Monroe MS	11	3365736	6286000	9651736	52.96	549494	9102242
APS	Jefferson MS	12	2251181	5233000	7484181	59.55	103958	7380222
APS	Jimmy Carter MS	13	3737523	7837000	11574523	77.24	504941	11069582
APS	John Adams MS	14	2280644	5379000	7659644	60.11	344561	7315083
APS	Kennedy MS	15	2097784	4633000	6730784	65.04	118810	6611975
APS	Lyndon B. Johnson MS	16	3904854	9764000	13668854	88.39	148512	13520342
APS	Madison MS	17	2248465	4726000	6974465	53.79	157794	6816671
APS	McKinley MS	18	1533826	4759000	6292826	62.84	295168	5997658
APS	Polk MS	19	1967850	6296000	8263850	85.86	174038	8089813
APS	Roosevelt MS	20	1380143	5437000	6817143	64.57	59405	6757738
APS	Taft MS	21	2289089	6040000	8329089	56.93	311875	8017214
APS	Taylor MS	22	1603293	4232000	5835293	53.73	163363	5671930
APS	Tony Hillerman MS	23	5097739	9681000	14778739	98.04	0	14778739
APS	Truman MS	24	3292307	5532000	8824307	46.22	673873	8150434
APS	Van Buren MS	25	1986412	5350000	7336412	64.45	103958	7232454
APS	Washington MS	26	1975630	3559000	5534630	57.79	59405	5475225

District	Middle School	#	Electric (KBTU)	Gas (KBTU)	Total Energy (KBTU)	Total Energy EUI	Estimated Portable KBTU	Estimated Permanent KBTU
APS	Wilson MS	27	1660211	6304000	7964211	83.97	0	7964211
Bernalillo	Bernalillo MS	28	1827270	382200	2209470	20.82	29702	2179767
Cobre	Snell MS	29	2198869	369809	2568678	27.66	0	2568678
Clovis	Gattis MS	30	3203386	791000	3994386	30.30	0	3994386
Clovis	Marshall MS	31	2194873	3830600	6025473	37.35	0	6025473
Clovis	Yucca MS	32	2090865	2336000	4426865	34.92	0	4426865
Ruidoso	Ruidoso MS	33	2144903	1851000	3995903	57.08	0	3995903
Santa Rosa	Santa Rosa MS	34	1161060	1430628	2591688	52.15	0	2591688
Tucumcari	Tucumcari MS	36	906490	179900	1086390	13.74	0	1086390

District	Middle School	#	Water/ Sewer (gal)	Irr. (gal)	Total Water (gal)	Water/ Sewer WUI	Irr. WUI (Site)	Total Water WUI (Building)	Total Water WUI (Site)
APS	Cleveland MS	1			1884960	0.00		16.97	3.61
APS	Desert Ridge MS	2			1359864	0.00		8.03	1.25
APS	Eisenhower MS	3			7868960	0.00		57.87	9.03
APS	Ernie Pyle MS	4			6394652	0.00		53.01	7.94
APS	Garfield MS	5			1423444	0.00		14.14	2.22
APS	Grant MS	6			4153644	0.00		33.92	4.33
APS	Harrison MS	7			1087904	0.00		8.78	2.46
APS	Hayes MS	8			916300	0.00		8.43	1.36
APS	Hoover MS	9			1036728	0.00		9.11	1.40
APS	Jackson MS	10			5814952	0.00		65.34	7.42
APS	James Monroe MS	11			1077120	0.00		5.91	1.24
APS	Jefferson MS	12			3301672	0.00		26.27	5.41
APS	Jimmy Carter MS	13			4246396	0.00		28.34	5.13
APS	John Adams MS	14			3658468	0.00		28.71	4.22
APS	Kennedy MS	15			1815396	0.00		17.54	1.98
APS	Lyndon B. Johnson MS	16			1186328	0.00		7.67	0.45
APS	Madison MS	17			1432420	0.00		11.05	1.65
APS	McKinley MS	18			3380212	0.00		33.76	4.85
APS	Polk MS	19			482848	0.00		5.02	0.55
APS	Roosevelt MS	20			347000	0.00		3.29	0.71
APS	Taft MS	21			4440876	0.00		30.35	4.85

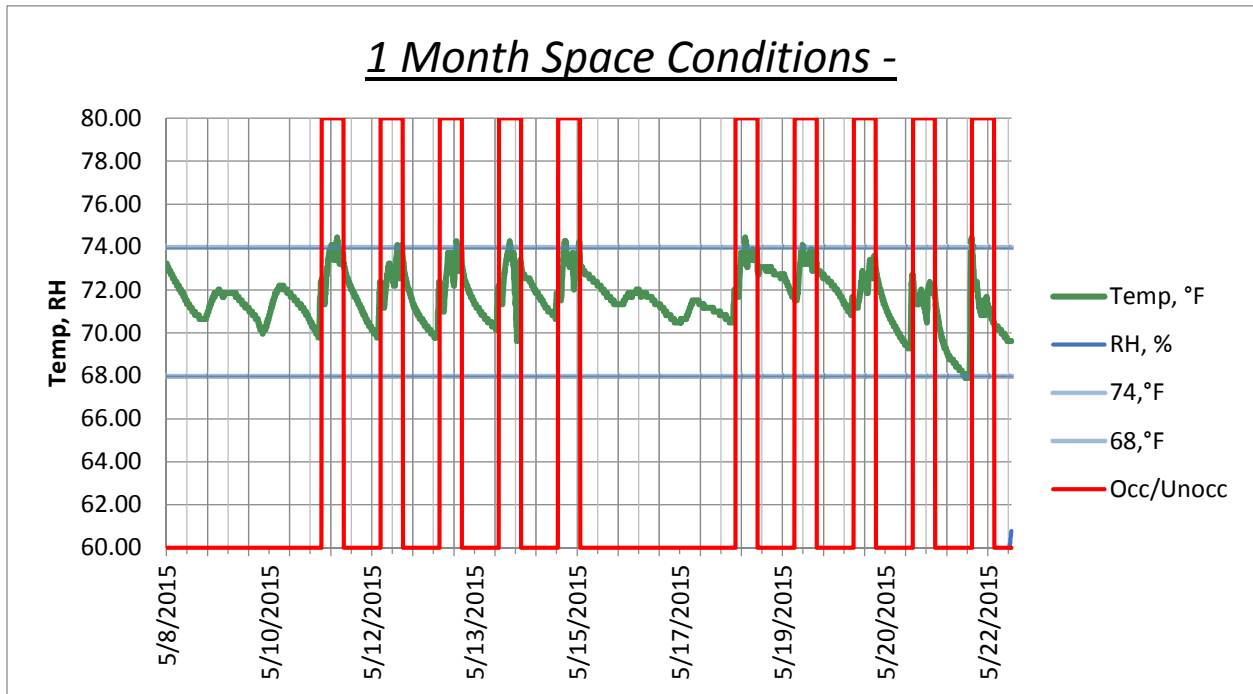
District	Middle School	#	Water/ Sewer (gal)	Irr. (gal)	Total Water (gal)	Water/ Sewer WUI	Irr. WUI (Site)	Total Water WUI (Building)	Total Water WUI (Site)
APS	Taylor MS	22			728552	0.00		6.71	0.82
APS	Tony Hillerman MS	23			1703196	0.00		11.30	#DIV/0!
APS	Truman MS	24			1236444	0.00		6.48	1.34
APS	Van Buren MS	25			8231748	0.00		72.32	9.45
APS	Washington MS	26			7696920	0.00		80.37	13.59
APS	Wilson MS	27			5071440	0.00		53.47	7.76
Bernalillo	Bernalillo MS	28			2898700	0.00		27.32	4.66
Cobre	Snell MS	29			3444800	0.00		37.10	4.82
Clovis	Gattis MS	30			326250	0.00		2.47	0.10
Clovis	Marshall MS	31			3068500	0.00		19.02	2.69
Clovis	Yucca MS	32			8511750	0.00		67.14	9.30
Ruidoso	Ruidoso MS	33			341200	0.00		4.87	0.60
Santa Rosa	Santa Rosa MS	34			243	0.00		0.00	#DIV/0!
Tucumcari	Tucumcari MS	36			1460593	0.00		18.47	6.21

19. Appendix I: Building Field Measurements and Data Logged

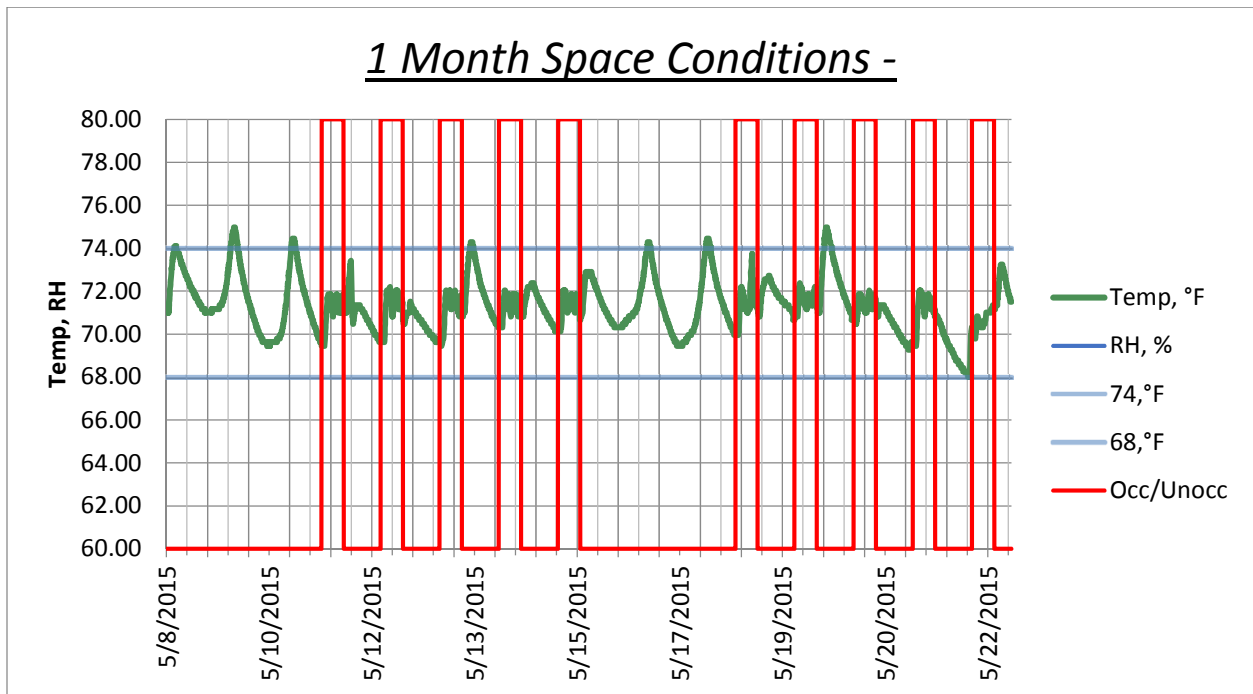
Space Temperature and Humidity Datalogger

HOBO Datalogger Measurements (Occupied Hours Summary)													
Datalogger Summary			Interior Space Temperature °F							Relative Humidity %			
Count	Serial Number	Room Location	Average	Standard Deviation	Maximum	Minimum	% Time over 74	% Time Below 68	Total >74 and <68	Average	Standard Deviation	Maximum	Minimum
1	10067883	E-114 Science	72.6	1.02	74.4	69.6	4.6%	0.00%	4.6%	44.7	6.05	60.8	32.26
2	10067885	D-105 Key Boarding	71.2	0.69	73.8	69.4	0.0%	0.00%	0.0%	44.8	3.27	51.5	33.83
3	10067901	D-208 Classroom	74.9	1.36	77.6	72.0	70.1%	0.00%	70.1%	42.0	3.48	52.2	32.62
4	10067905	A-104 Conference Room	71.6	1.57	76.4	69.1	8.8%	0.00%	8.8%	41.9	4.11	58.7	34.57
5	10173643	D-211 Science	72.3	0.85	73.9	69.6	0.0%	0.00%	0.0%	42.2	4.70	56.3	31.27
6	10173644	F-112 Band	71.1	0.94	72.9	69.3	0.0%	0.00%	0.0%	49.6	4.55	59.1	39.23
7	10173652	C-101A Office	70.1	1.31	73.9	67.4	0.0%	4.91%	4.9%	46.8	7.49	69.6	33.14
8	10173658	E-218 Literature	71.6	0.93	73.8	69.4	0.0%	0.00%	0.0%	48.6	3.66	63.9	38.15
9	10173661	DOES NOT APPEAR IN A ROOM	71.2	1.11	75.3	68.9	2.6%	0.00%	2.6%	46.0	3.91	56.3	32.85
10	10173664	D-210 Classroom	72.6	0.92	74.8	70.5	6.6%	0.00%	6.6%	41.8	3.26	51.5	32.85
11	10173665	D-104 Art	71.9	3.38	75.3	0.0	5.5%	0.00%	5.5%	44.1	4.66	56.3	32.05
12	10173667	A-119 Work room/ Lounge	70.4	0.48	71.7	68.8	0.0%	0.00%	0.0%	42.7	4.57	55.0	33.88
13	10173669	A-103 Secretary	70.6	0.24	71.3	69.3	0.0%	0.00%	0.0%	43.4	5.04	54.8	34.79
14	10173670	E-108 Science	73.3	0.63	74.8	71.7	14.2%	0.00%	14.2%	43.3	5.72	55.3	32.39
15	10173673	A-114 Counselor	72.3	0.61	74.3	70.5	0.2%	0.00%	0.2%	44.5	3.96	53.2	34.36
16	10173678	E-208 Science	72.3	0.83	76.2	70.5	1.4%	0.00%	1.4%	43.2	3.66	58.9	35.94
17	10173681	C-102 Cafeteria	70.0	1.49	73.4	66.7	0.0%	8.98%	9.0%	44.2	10.26	70.7	22.23
18	10173682	E-111 Classroom	70.7	0.83	73.1	68.8	0.0%	0.00%	0.0%	50.4	3.96	60.3	37.82
19	10173718	A-120A Library	71.7	0.96	75.3	69.8	1.8%	0.00%	1.8%	40.3	4.01	56.1	32.19

E-114 Science

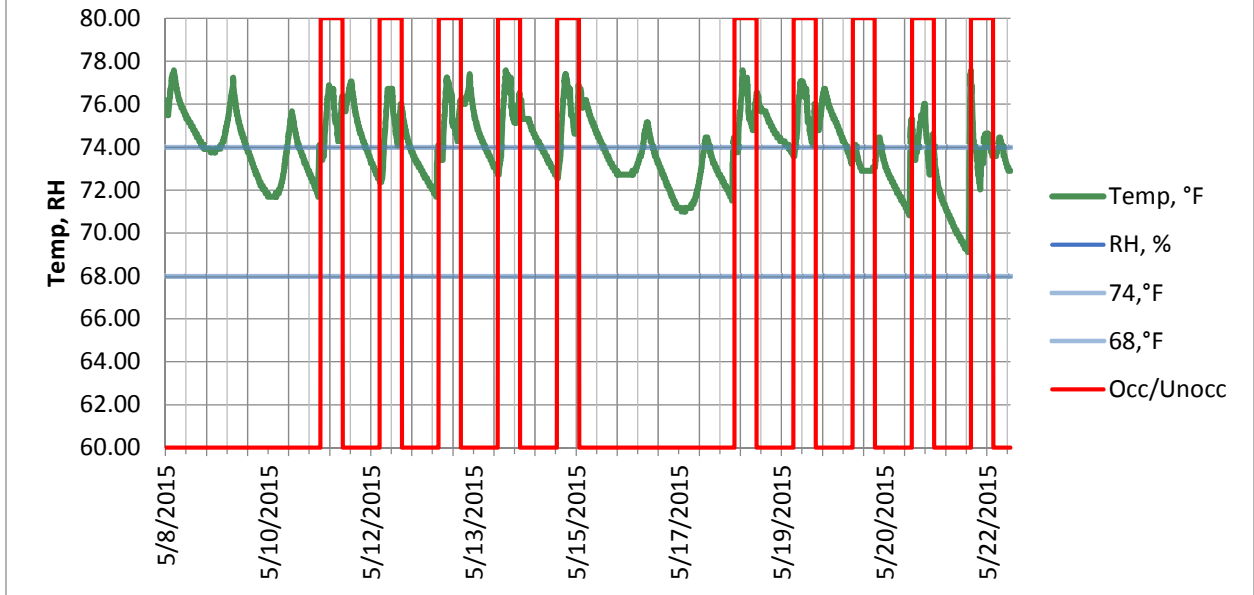


D-105 Key Boarding



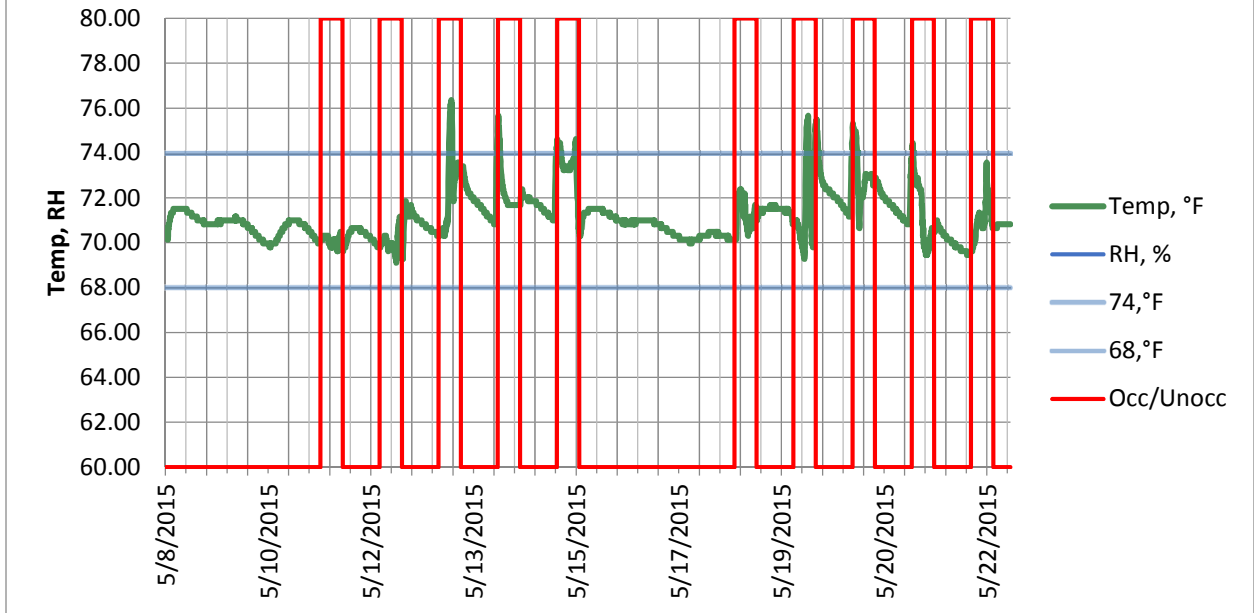
D-208 Classroom

1 Month Space Conditions -



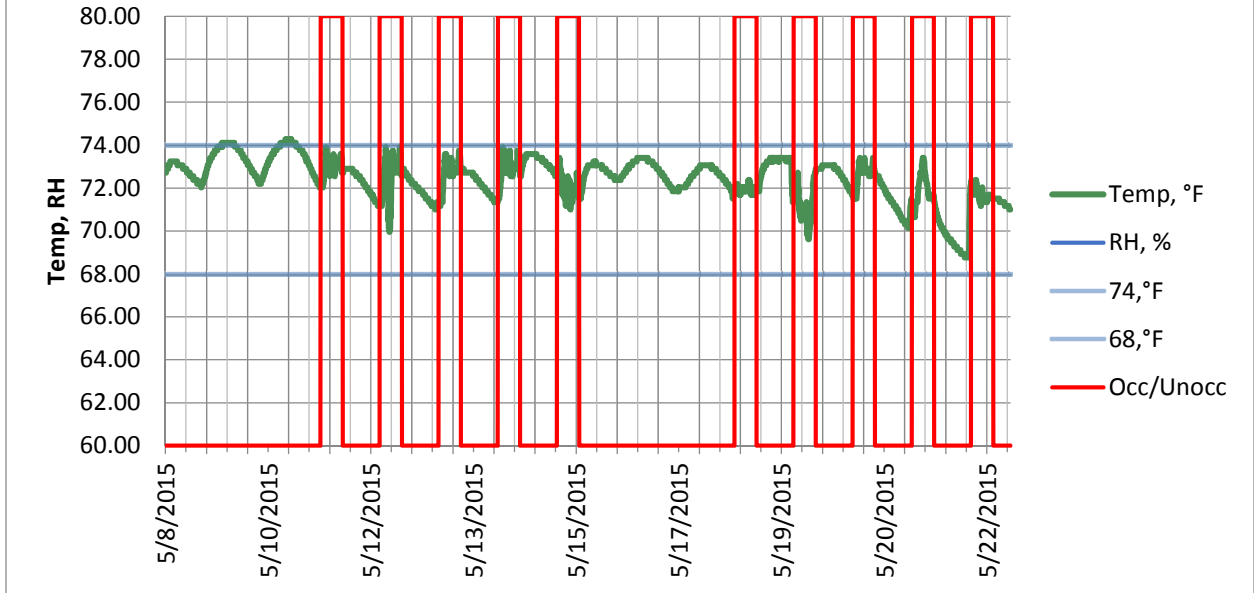
A-104 Conference Room

1 Month Space Conditions -



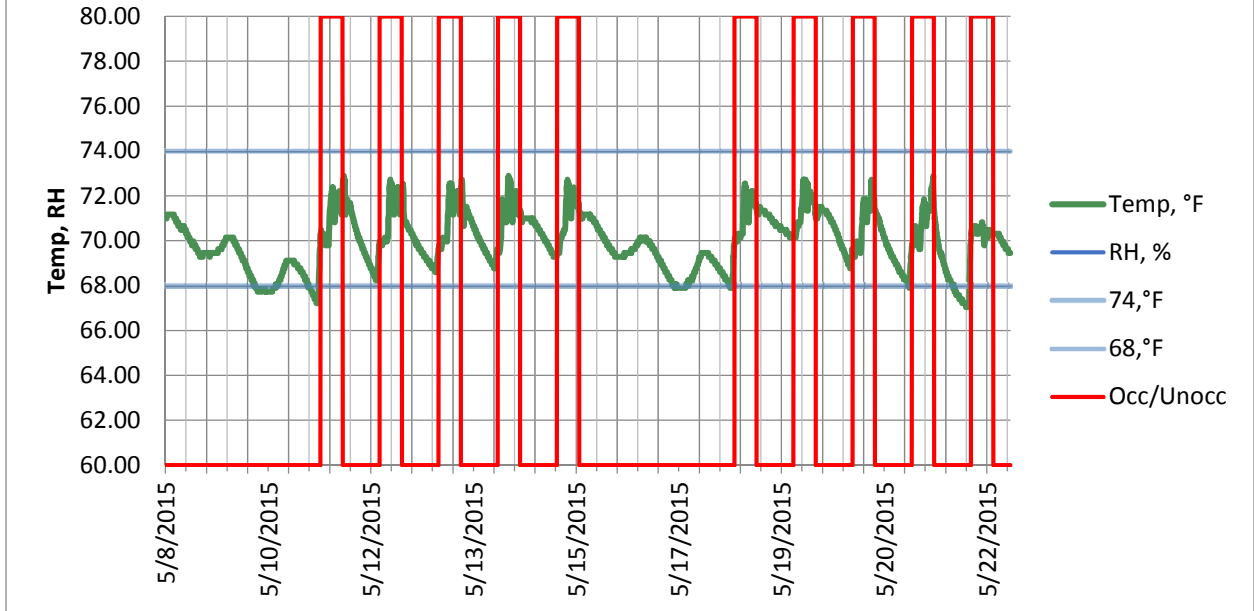
D-211 Science

1 Month Space Conditions -



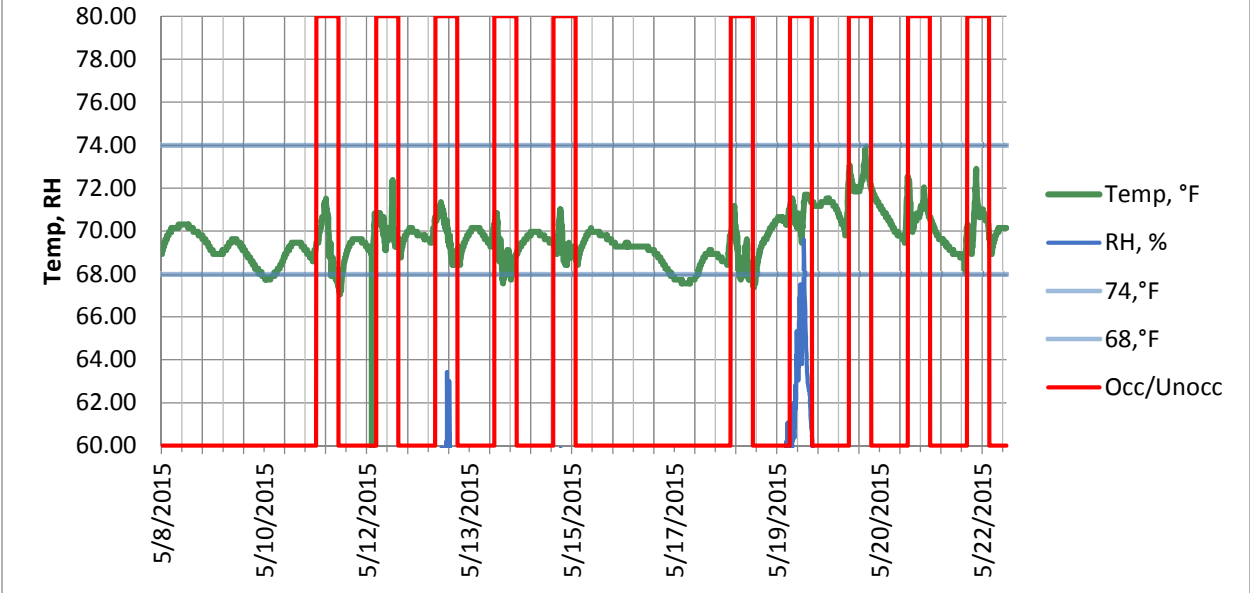
F-112 Band

1 Month Space Conditions -



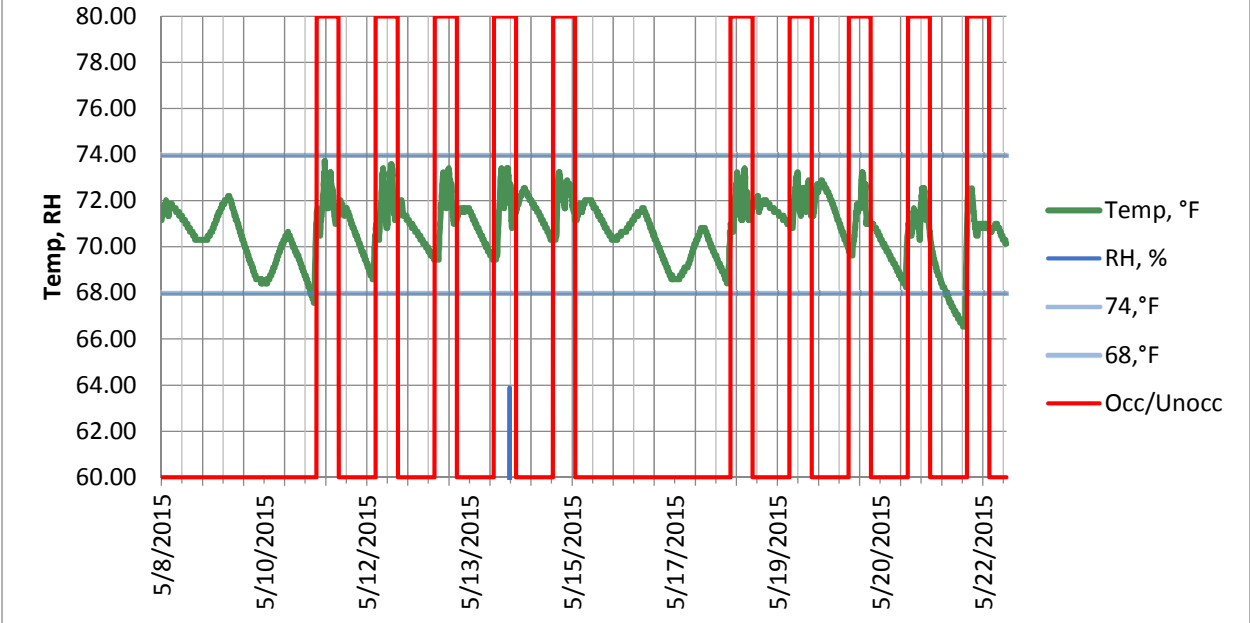
C-101A Office

1 Month Space Conditions -



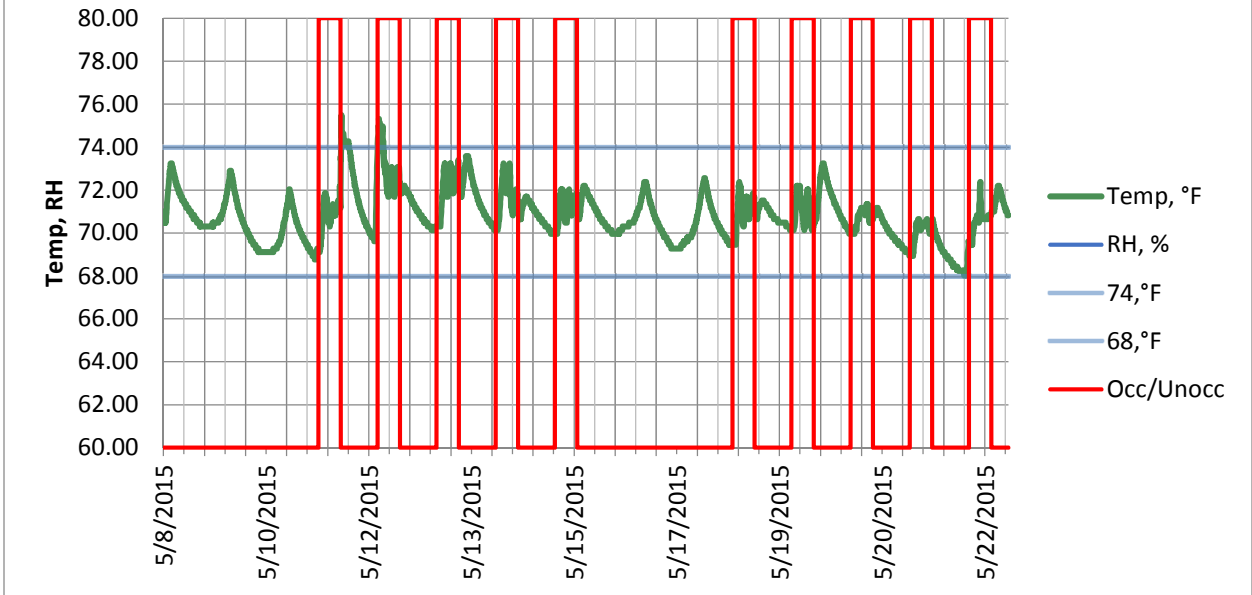
E-218 Literature

1 Month Space Conditions -



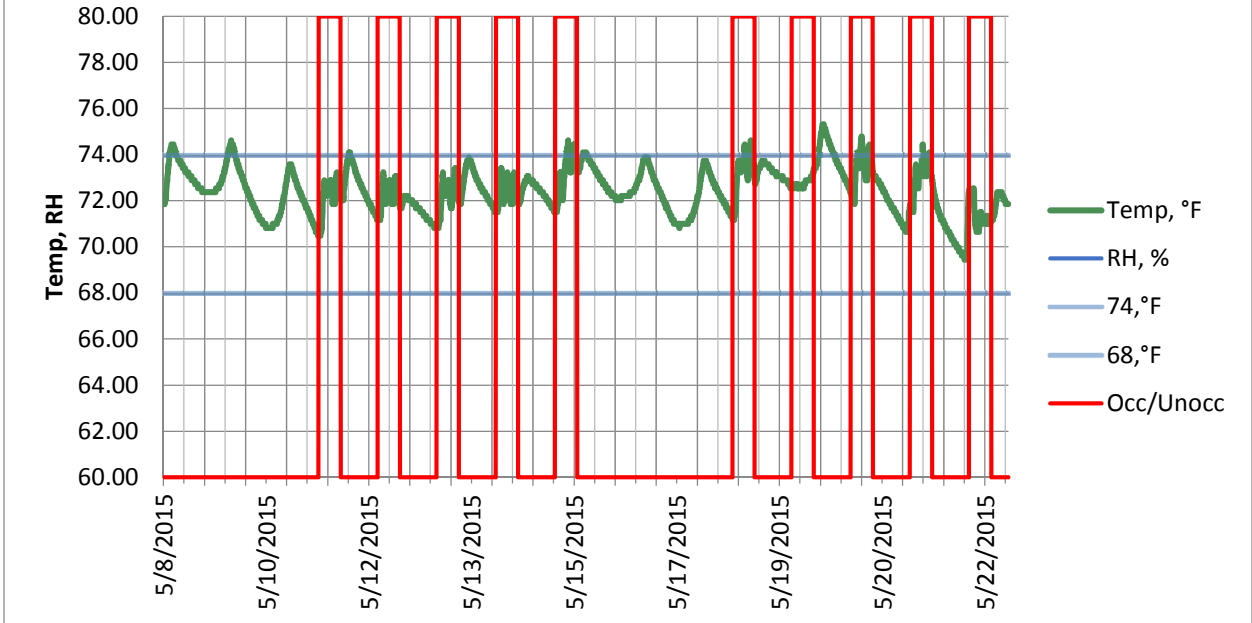
DOES NOT APPEAR IN A ROOM

1 Month Space Conditions -



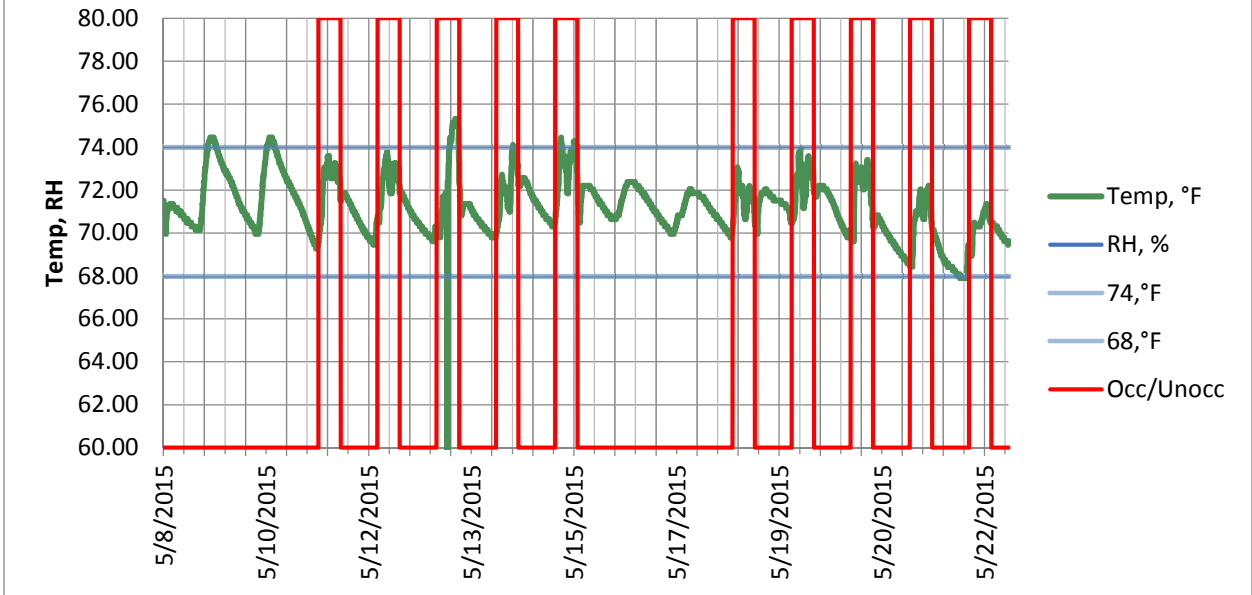
D-210 Classroom

1 Month Space Conditions -



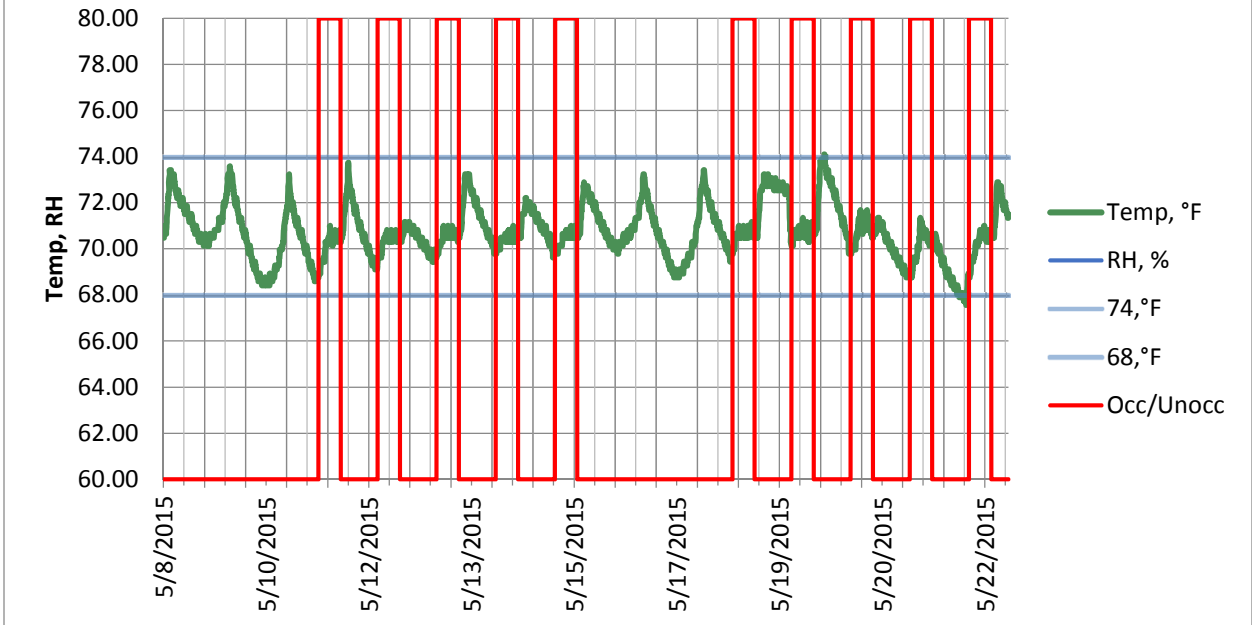
D-104 Art

1 Month Space Conditions -



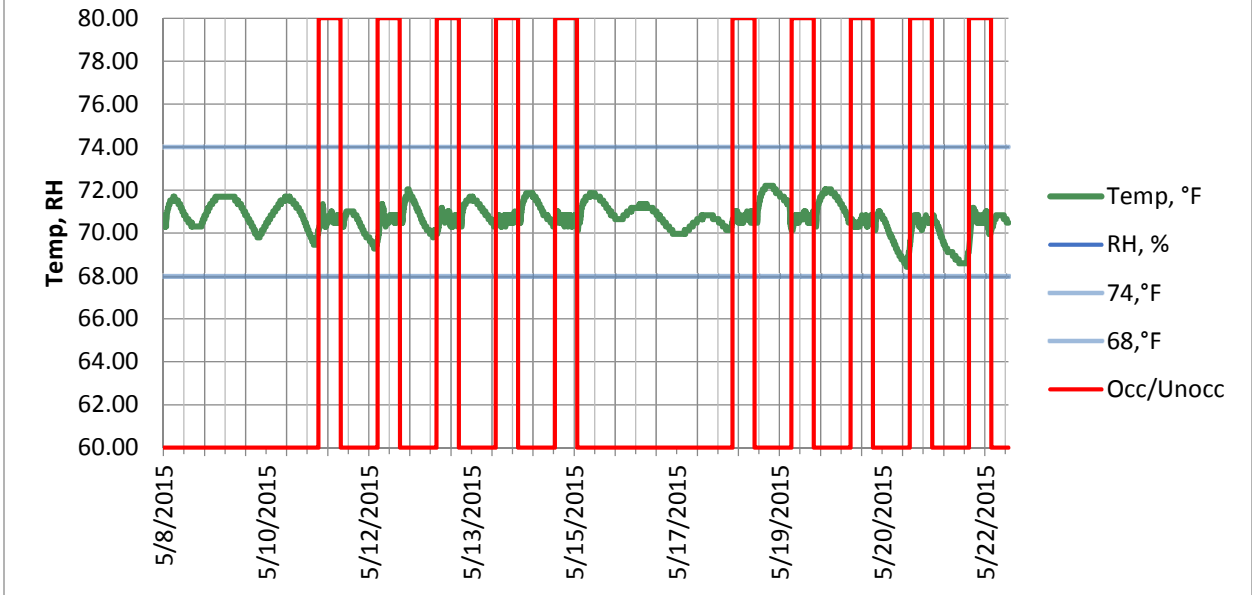
A-119 Work room/ Lounge

1 Month Space Conditions -



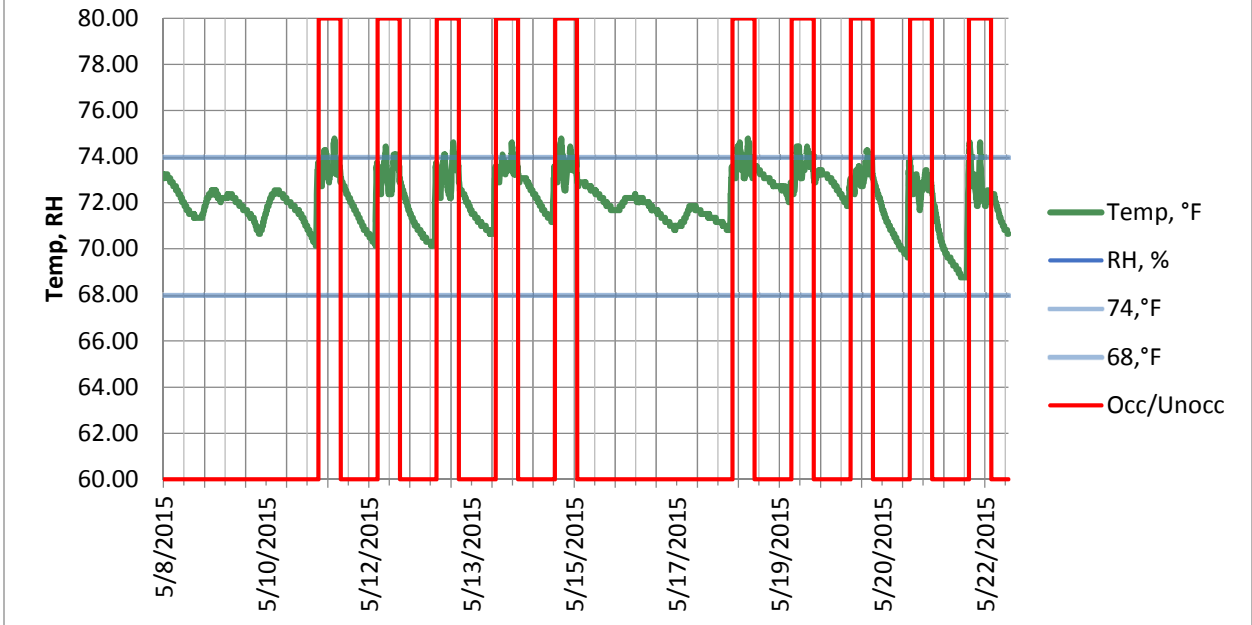
A-103 Secretary

1 Month Space Conditions -



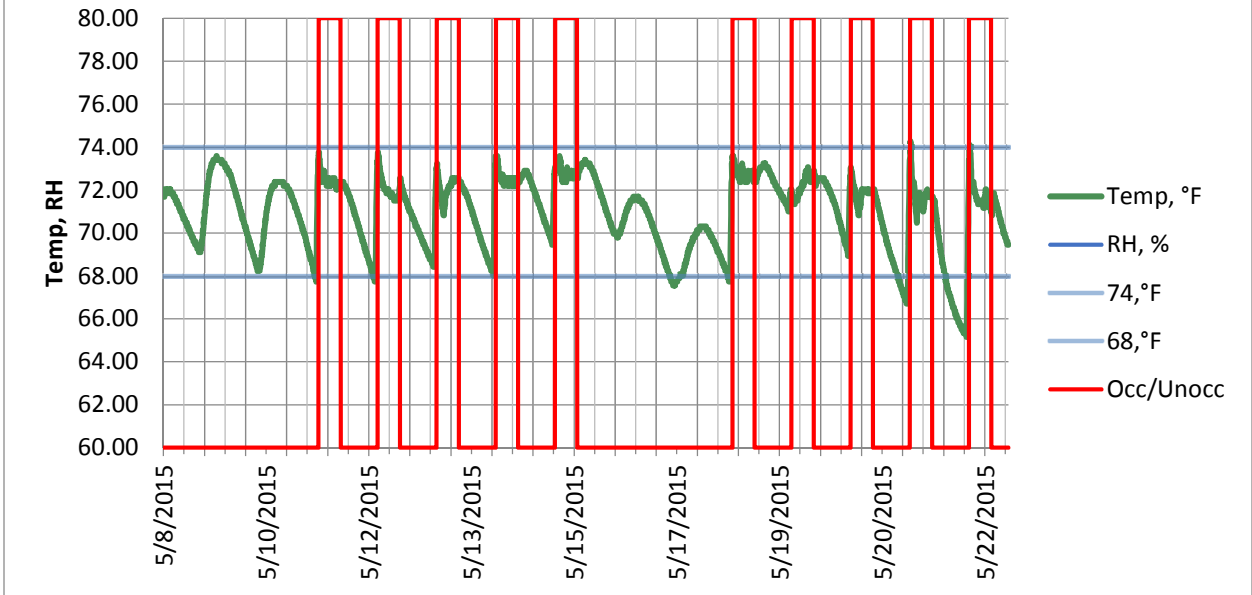
E-108 Science

1 Month Space Conditions -



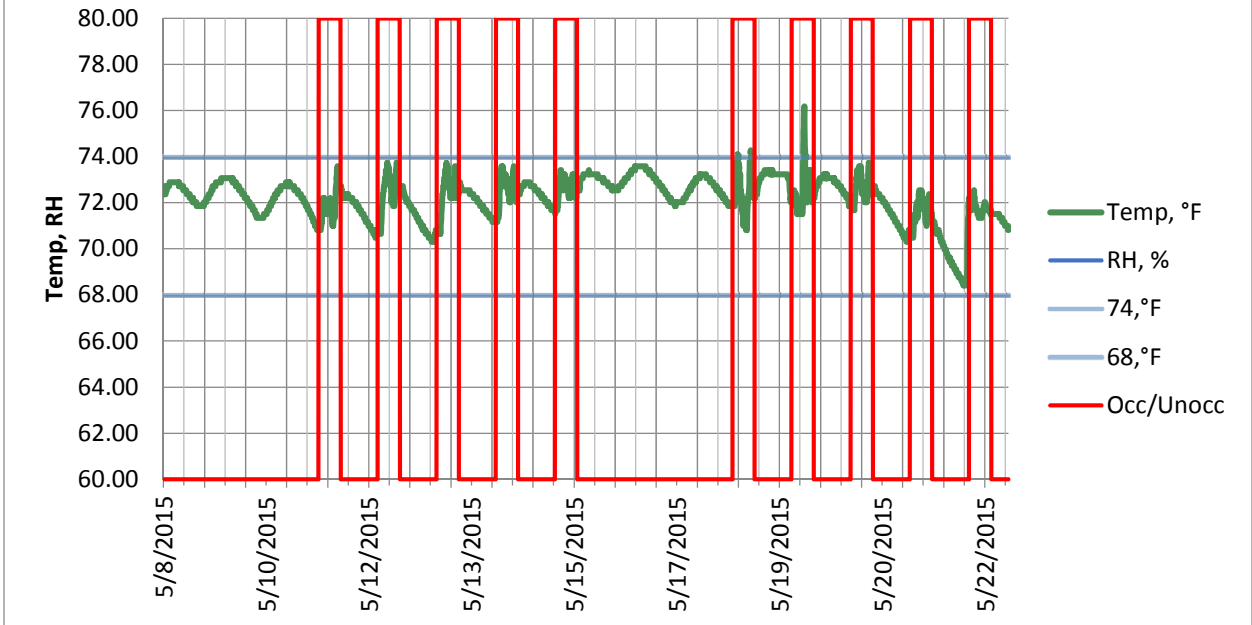
A-114 Counselor

1 Month Space Conditions -



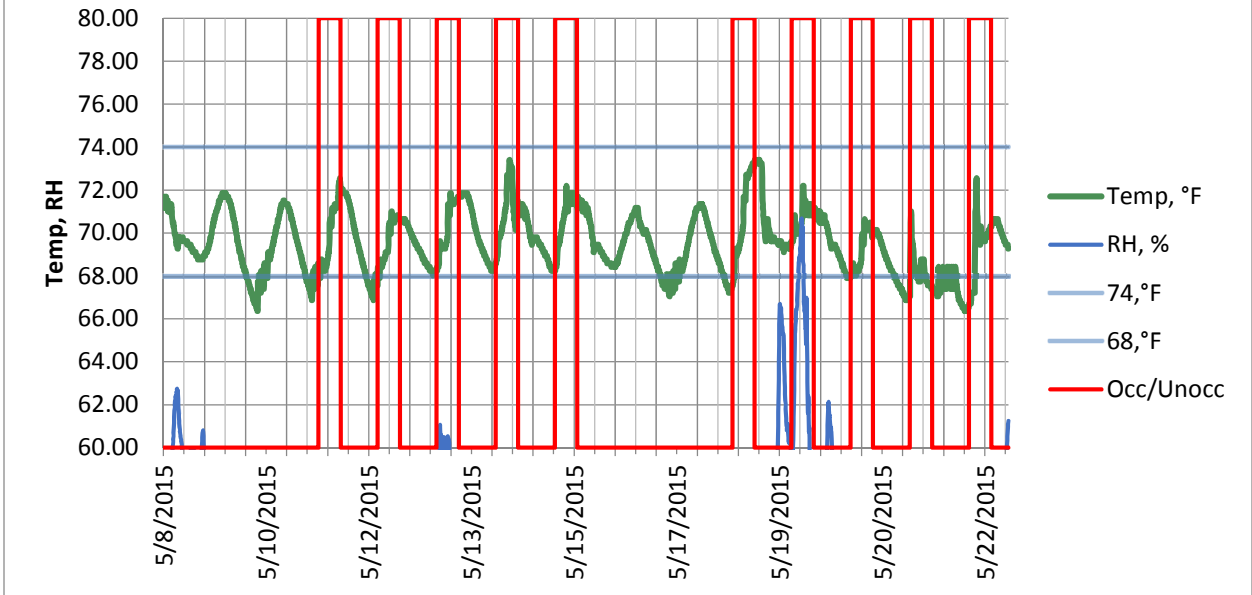
E-208 Science

1 Month Space Conditions -



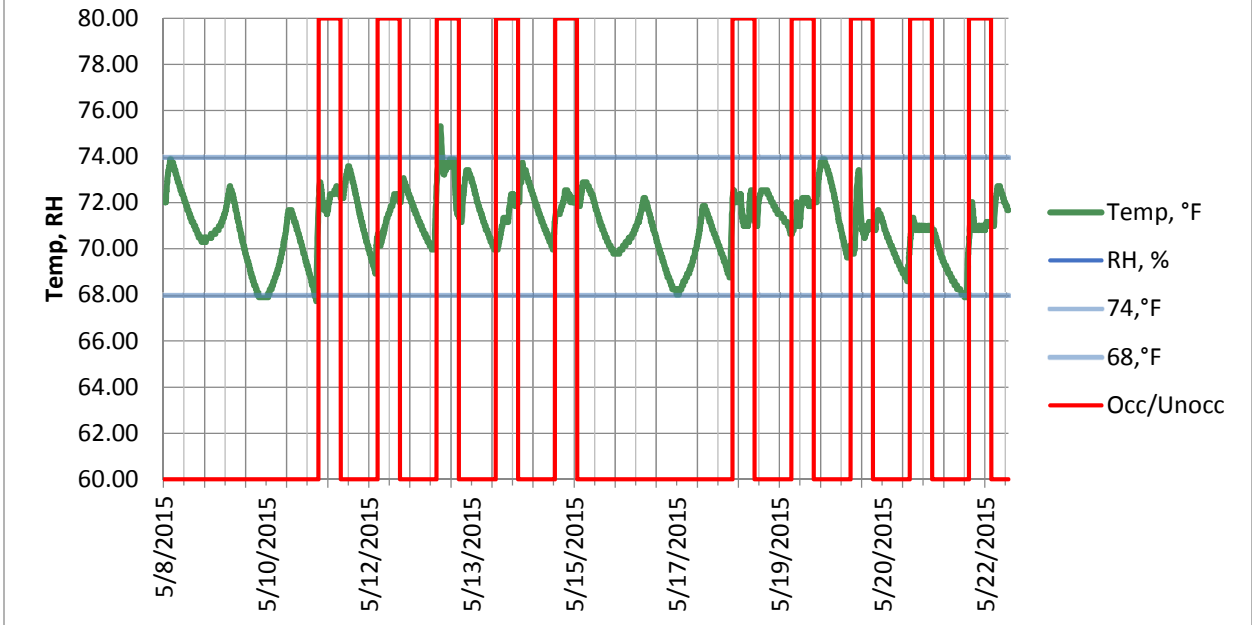
C-102 Cafeteria

1 Month Space Conditions -



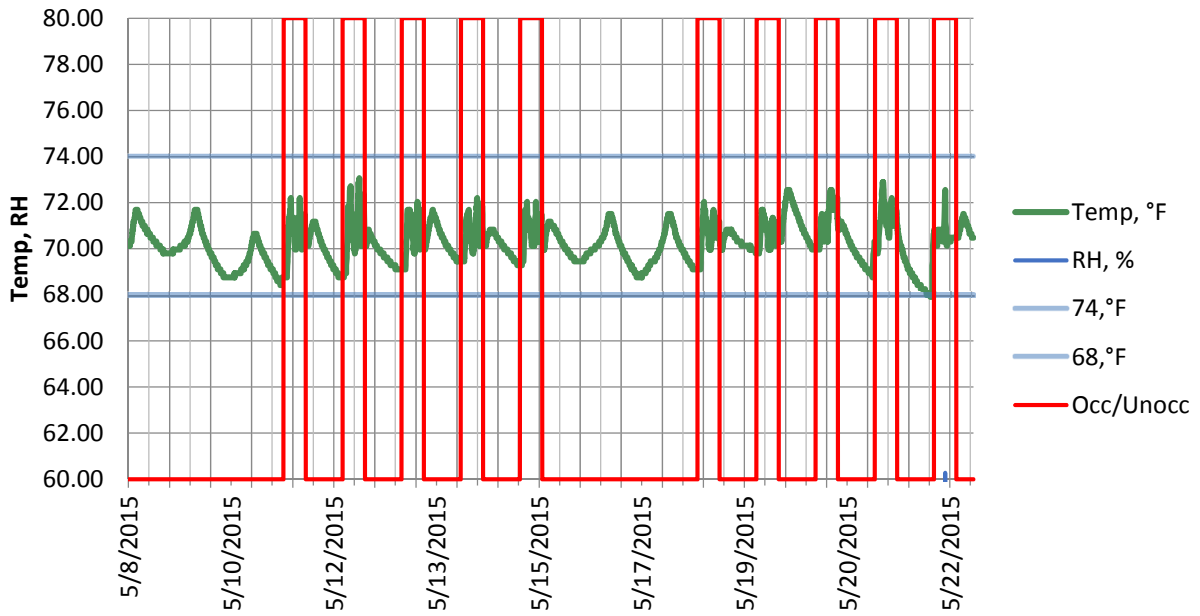
E-111 Classroom

1 Month Space Conditions -



A-120A Library

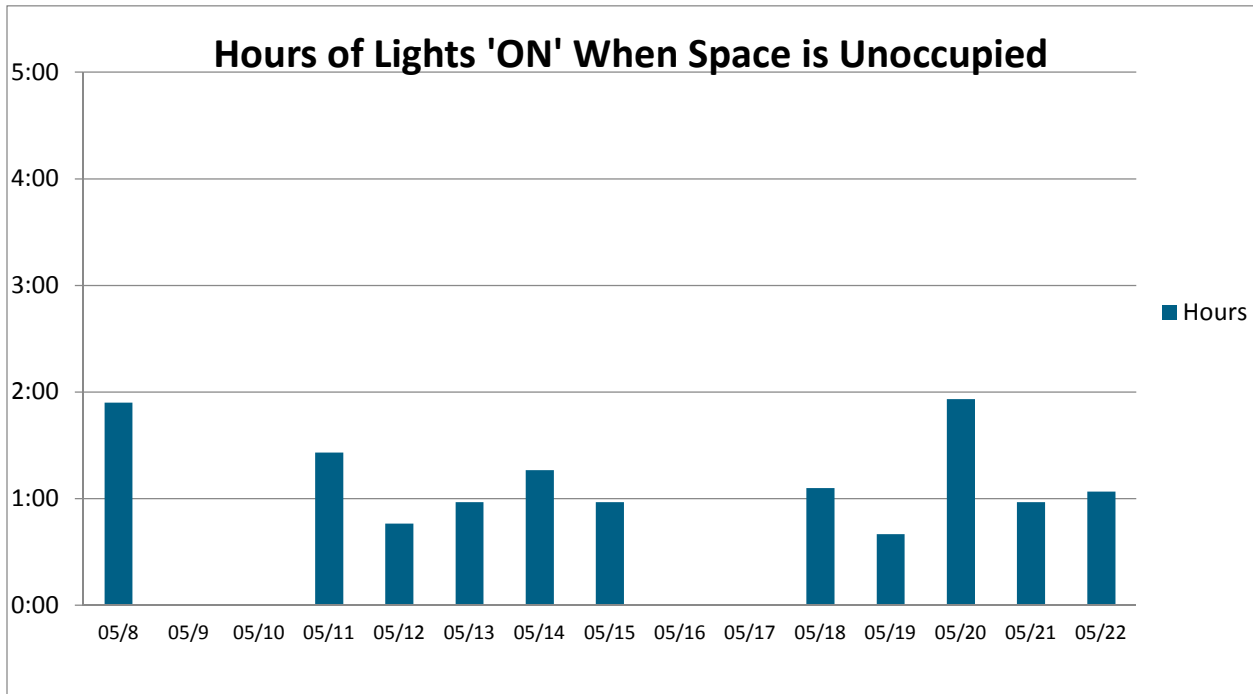
1 Month Space Conditions -



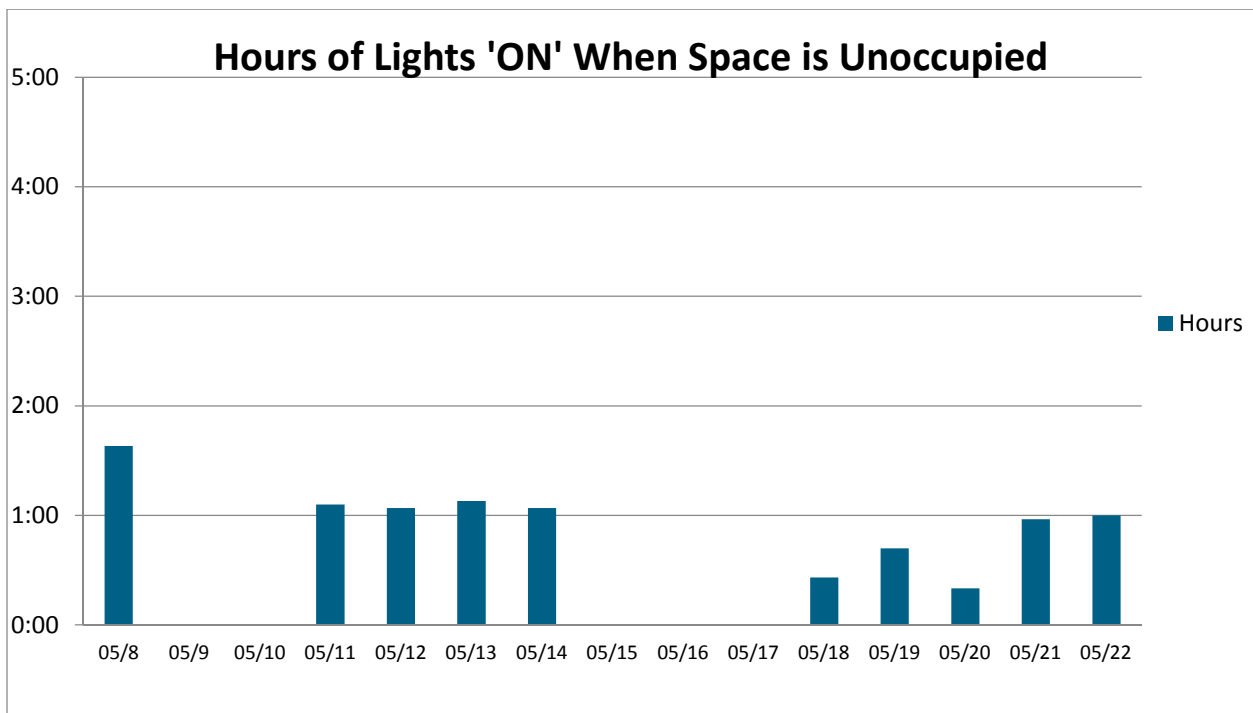
Occupancy and Light Monitoring Datalogger

Table A: Occupancy and Facility Lighting					
Identification	Serial	Room Number/ Function	Analysis/Results		
			Number of Hours Lights ON when UNOCCUPIED (14 Day Monitoring Period)	Percentage when Lights ON when Unoccupied (14 Days)	Estimated Hours/Year Lights ON when UNOCCUPIED
2	E05E	D-105 Keyboarding	13:02:00	3.83%	335
3	DDE6	E-218 Literature	9:26:00	2.76%	242
4	DFC9	D-104 Art Room	15:22:00	4.49%	394
5	DFC5	A-119 Work Room/Lounge	63:58:00	18.75%	1642
6	F2C7	D-211 Science Room	3:54:00	2.52%	221
7	E0B7	A-120D Computer Lab	16:44:00	4.81%	421
8	2148	E-114 Science Room	3:10:00	0.93%	81
9	F32B	A-104 Conference Room	47:14:00	13.81%	1210
11	207A	D-208 Classroom	10:54:00	3.18%	279
12	D19F	B-111 Fitness	1:14:00	0.36%	32
13	D1BD	E-208 Science Room	4:48:00	1.42%	124
14	218C	E-108 Science Room	9:06:00	2.67%	234
15	F508	D-210 Classroom	13:32:00	3.99%	350
16	F4E3	E-111 Classroom	7:40:00	2.26%	198
17	DDE8	D-212 Workroom	28:32:00	12.30%	1077
18	DFCB	C-102 Cafeteria	15:45:00	6.30%	552

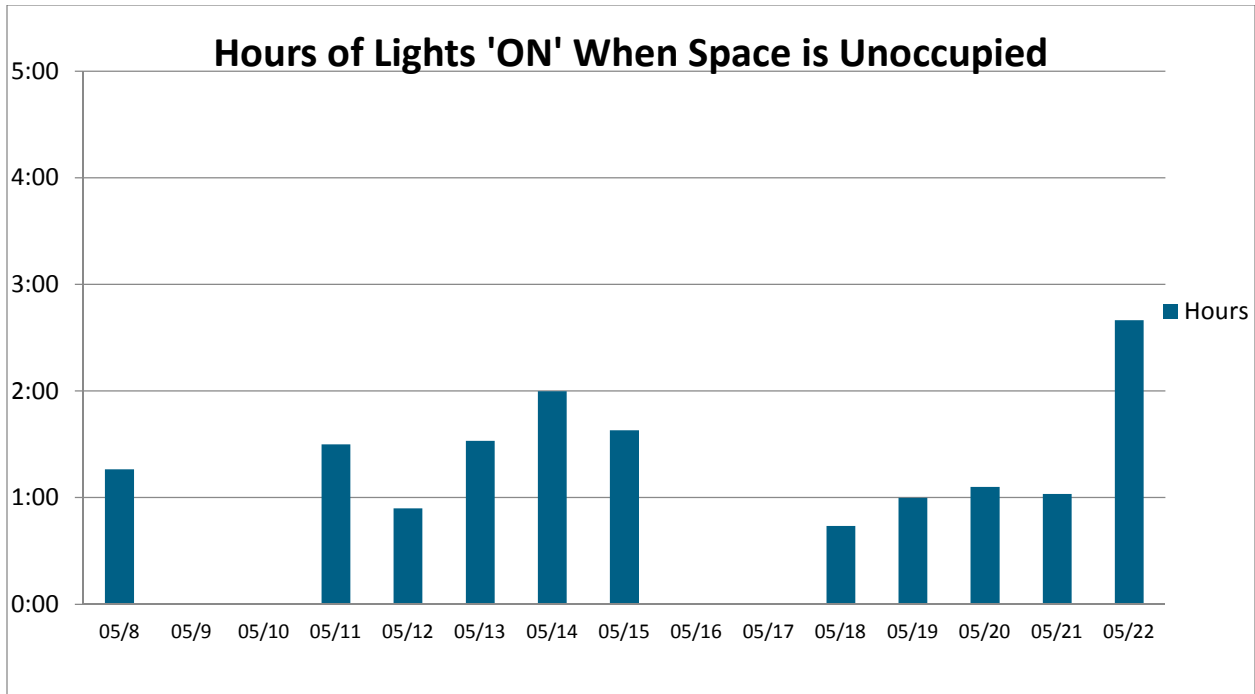
D-105 Keyboarding



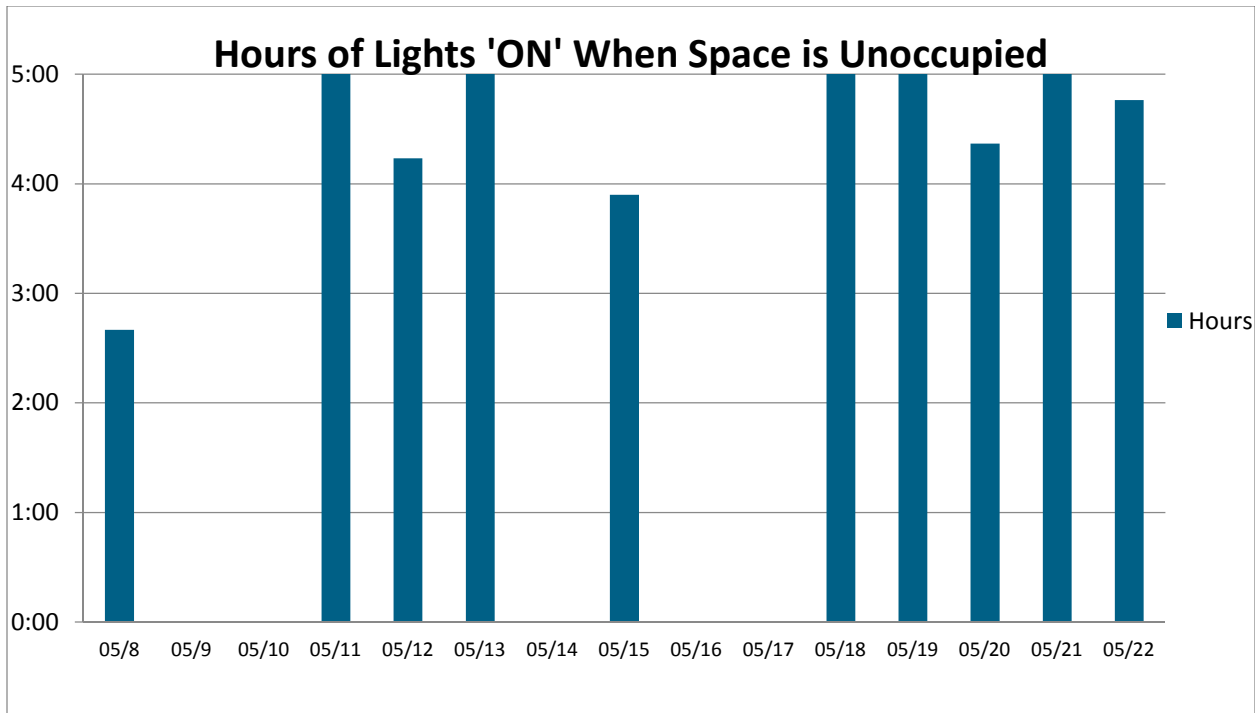
E-218 Literature



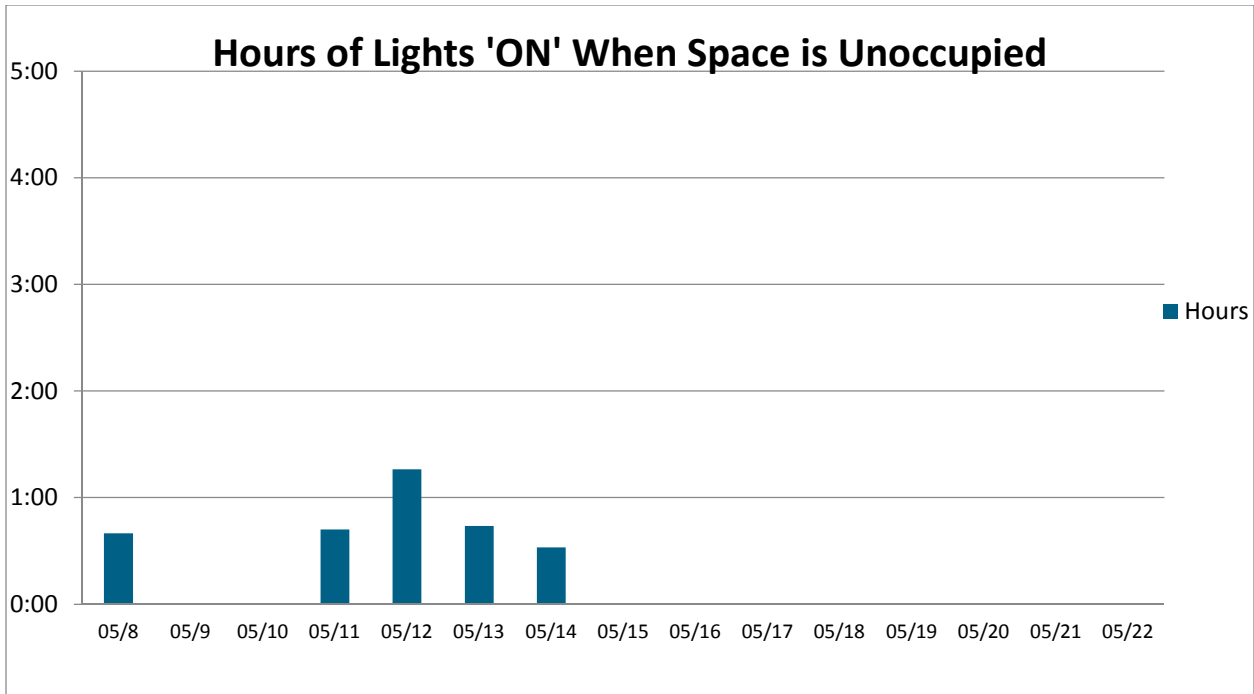
D-104 Art Room



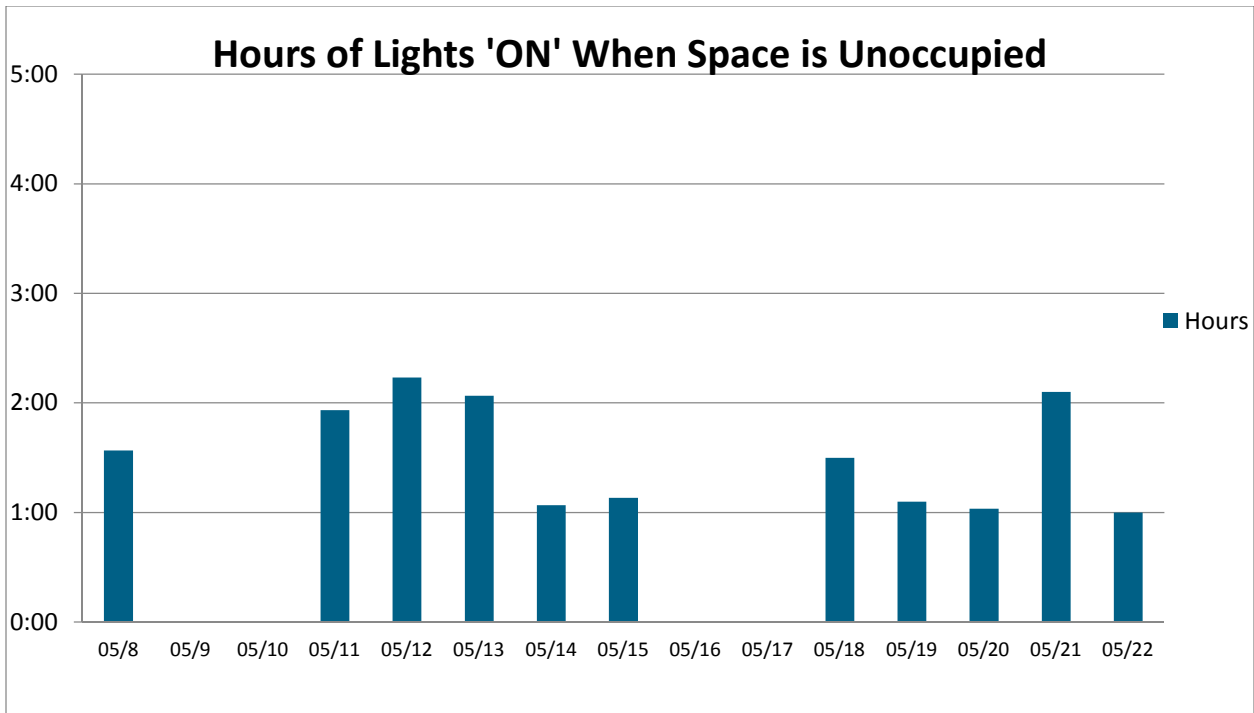
A-119 Work Room/Lounge



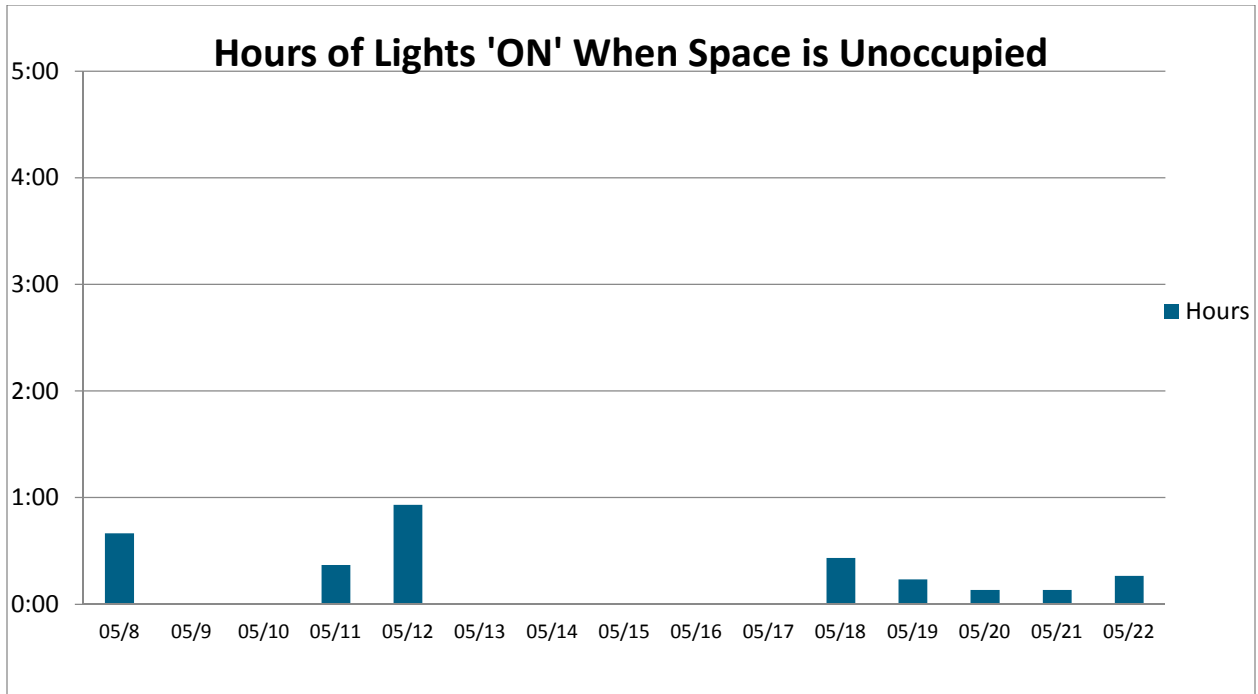
D-211 Science Room



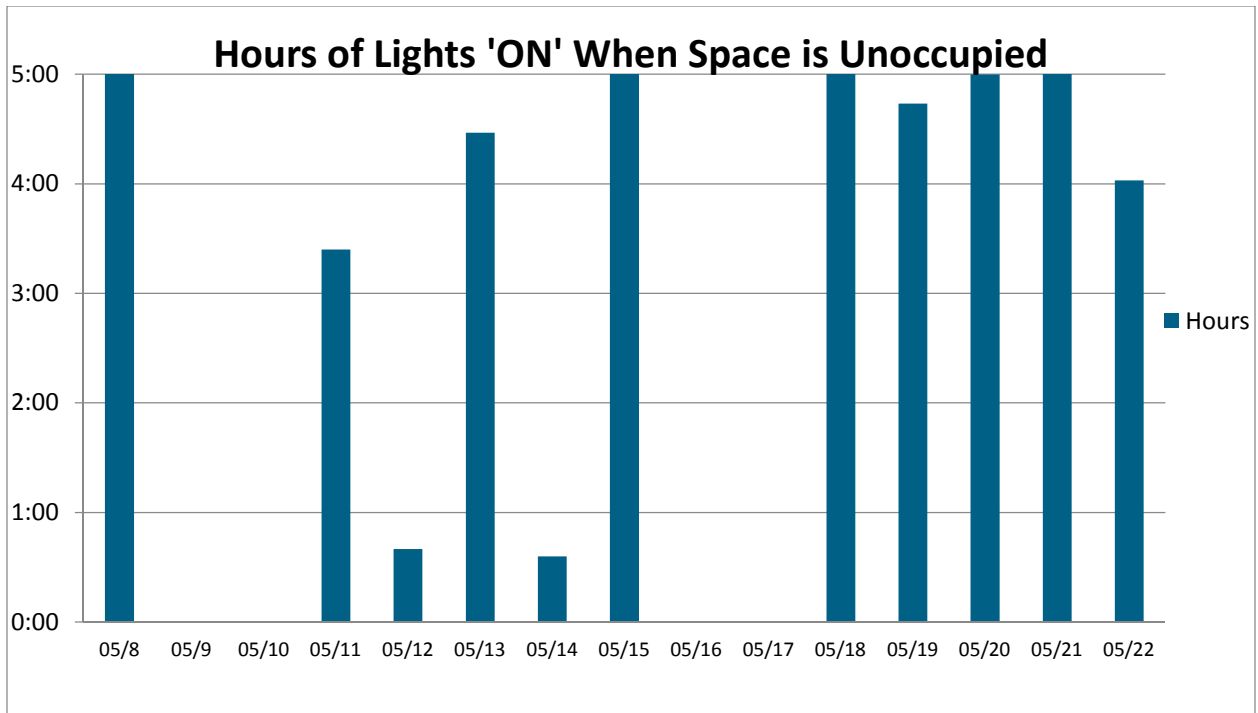
A-120D Computer Lab



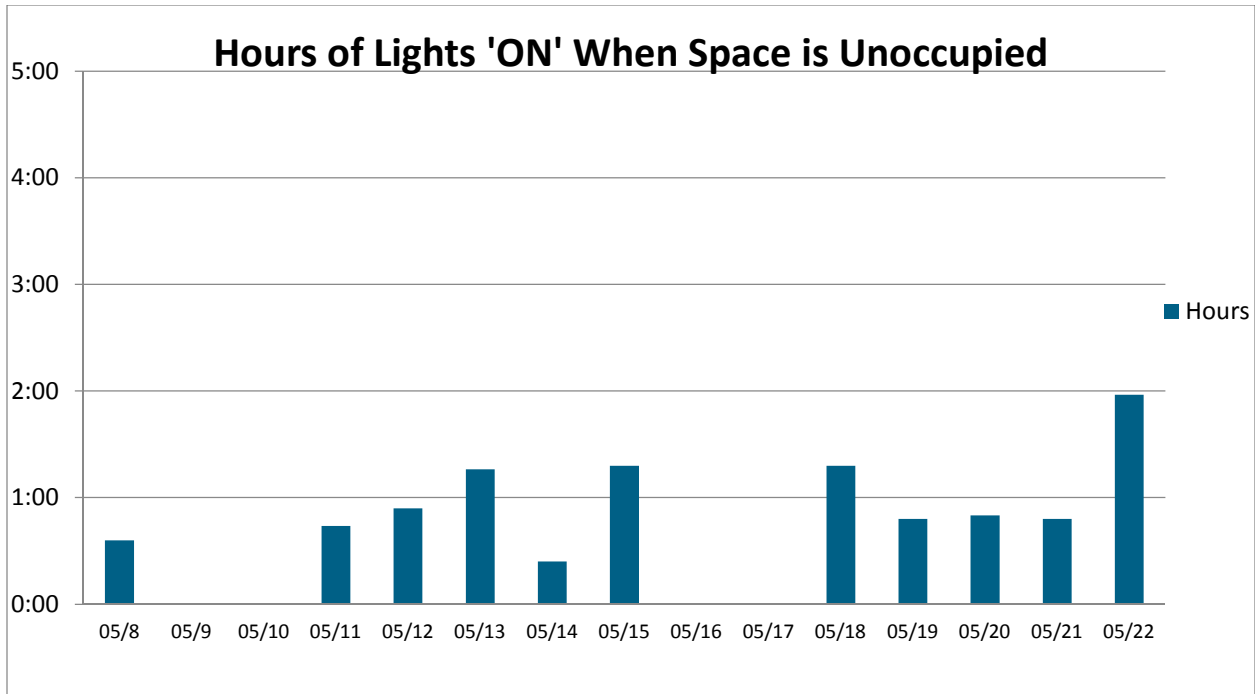
E-114 Science Room



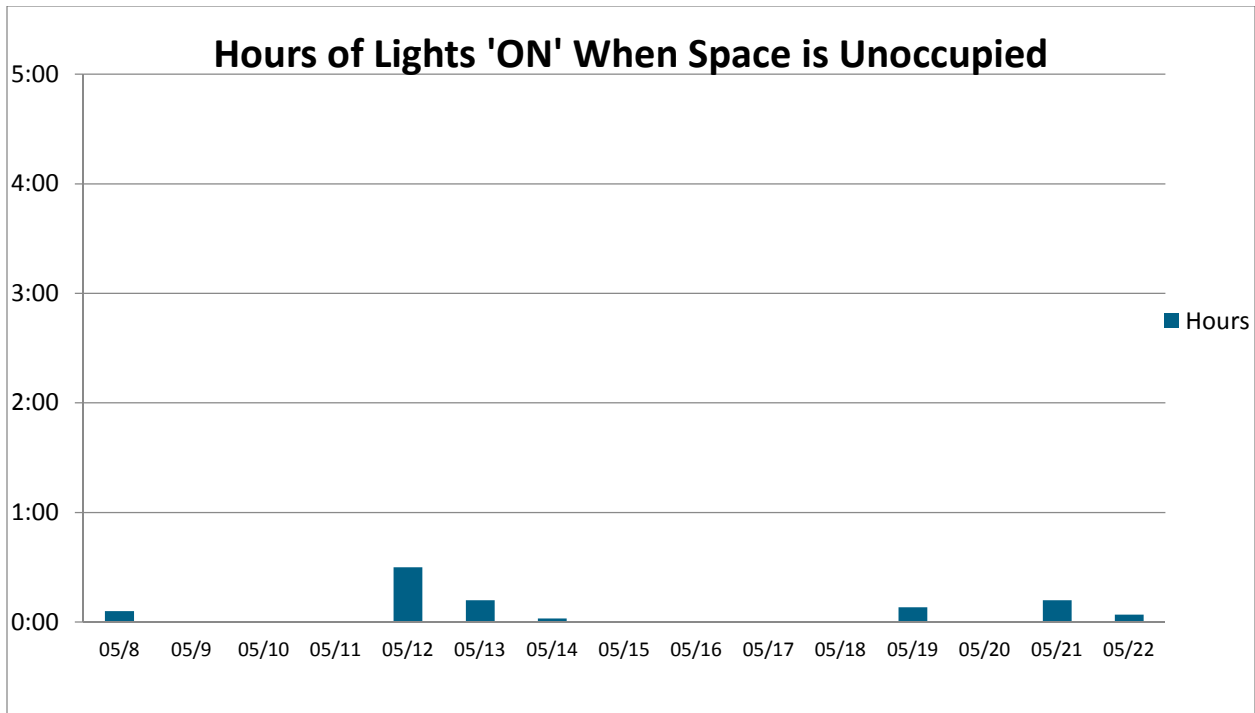
A-104 Conference Room



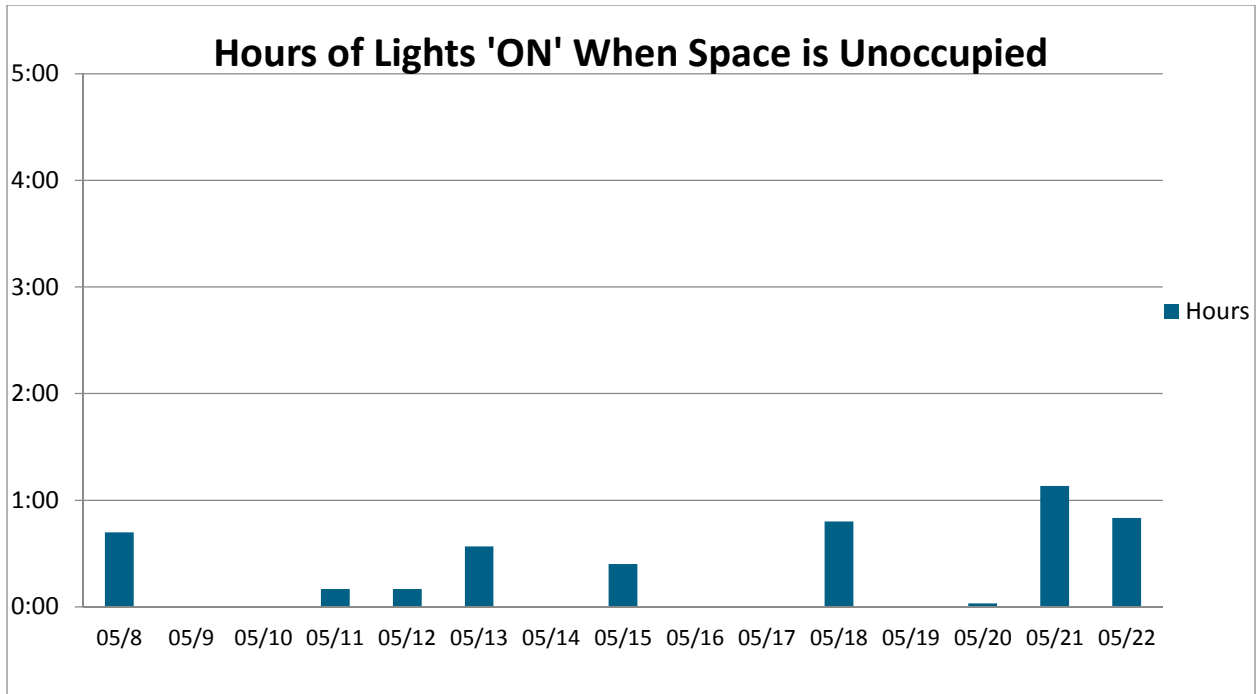
D-208 Classroom



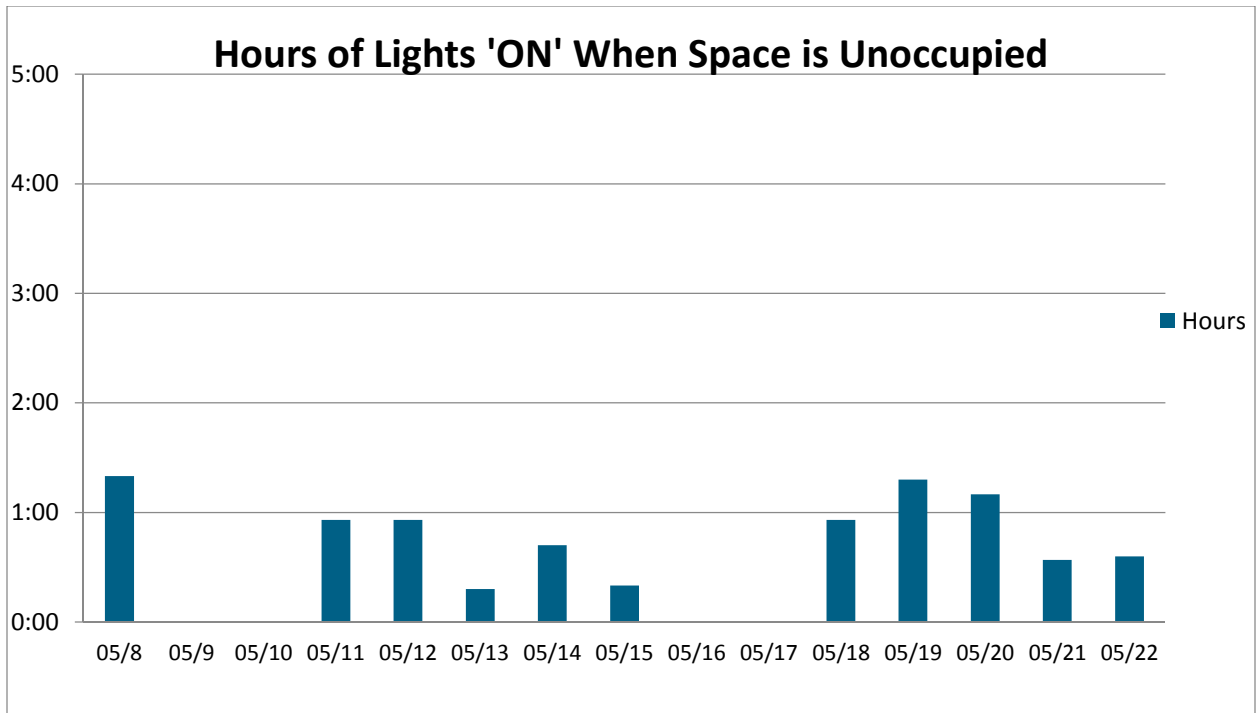
B-111 Fitness



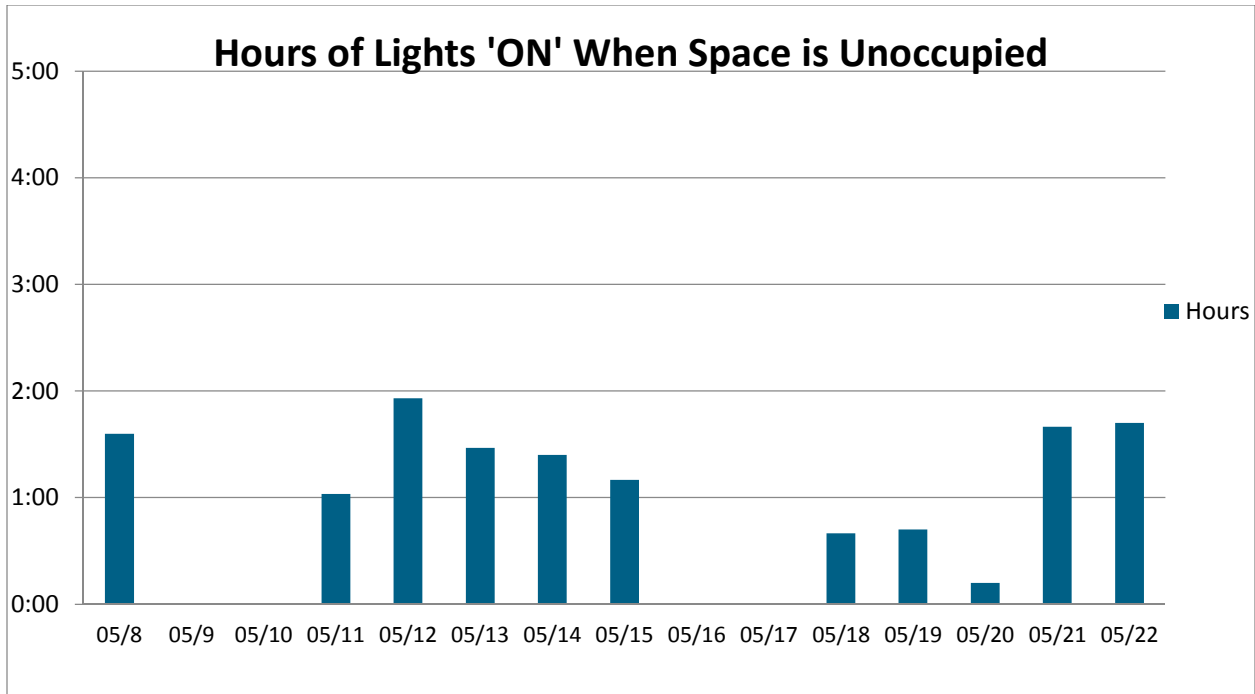
E-208 Science Room



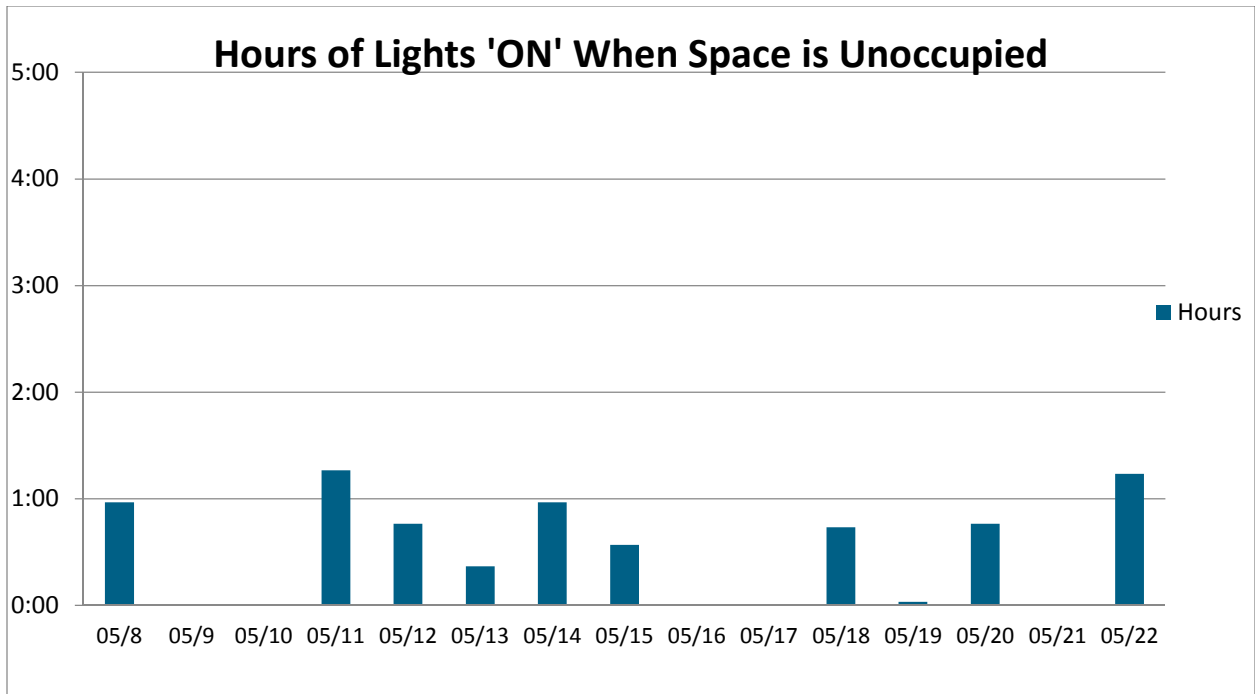
E-108 Science Room



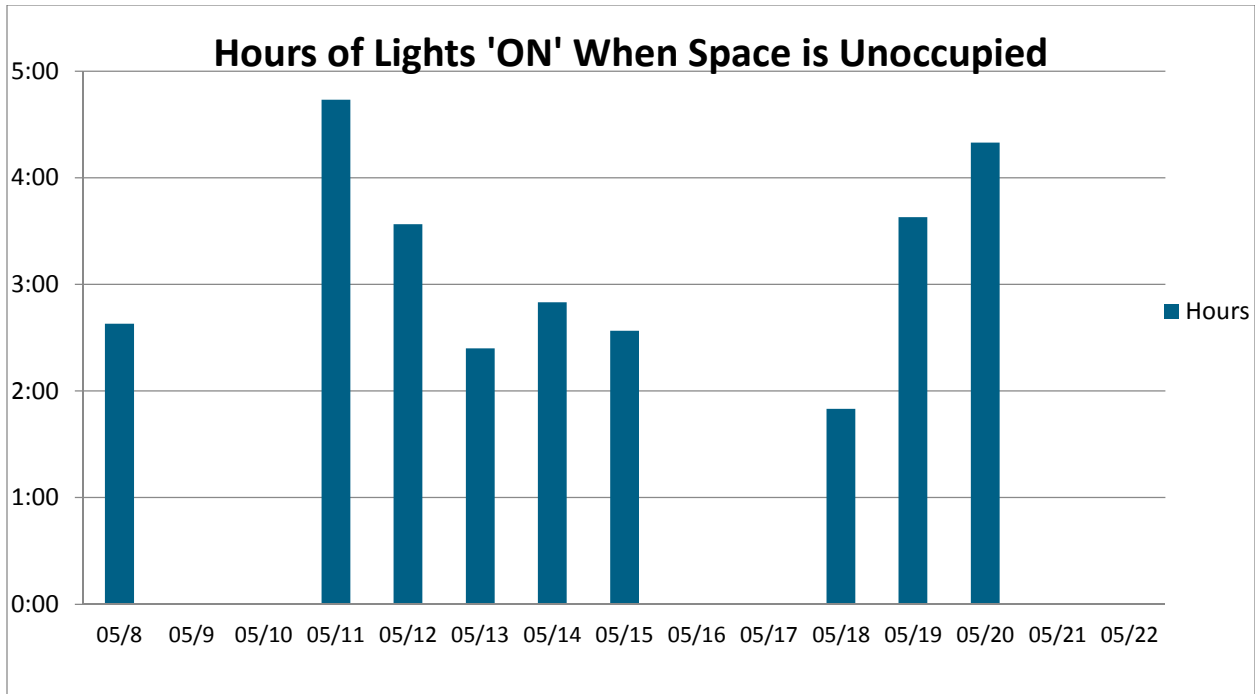
D-210 Classroom



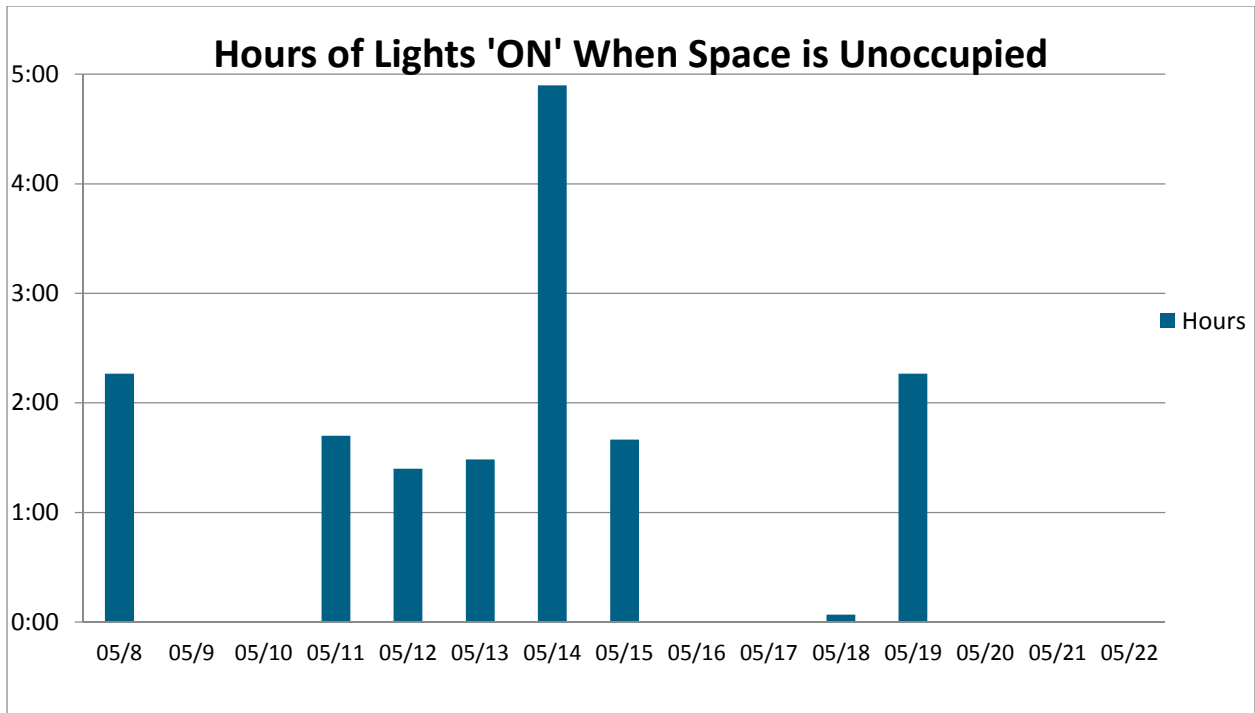
E-111 Classroom



D-212 Workroom



C-102 Cafeteria



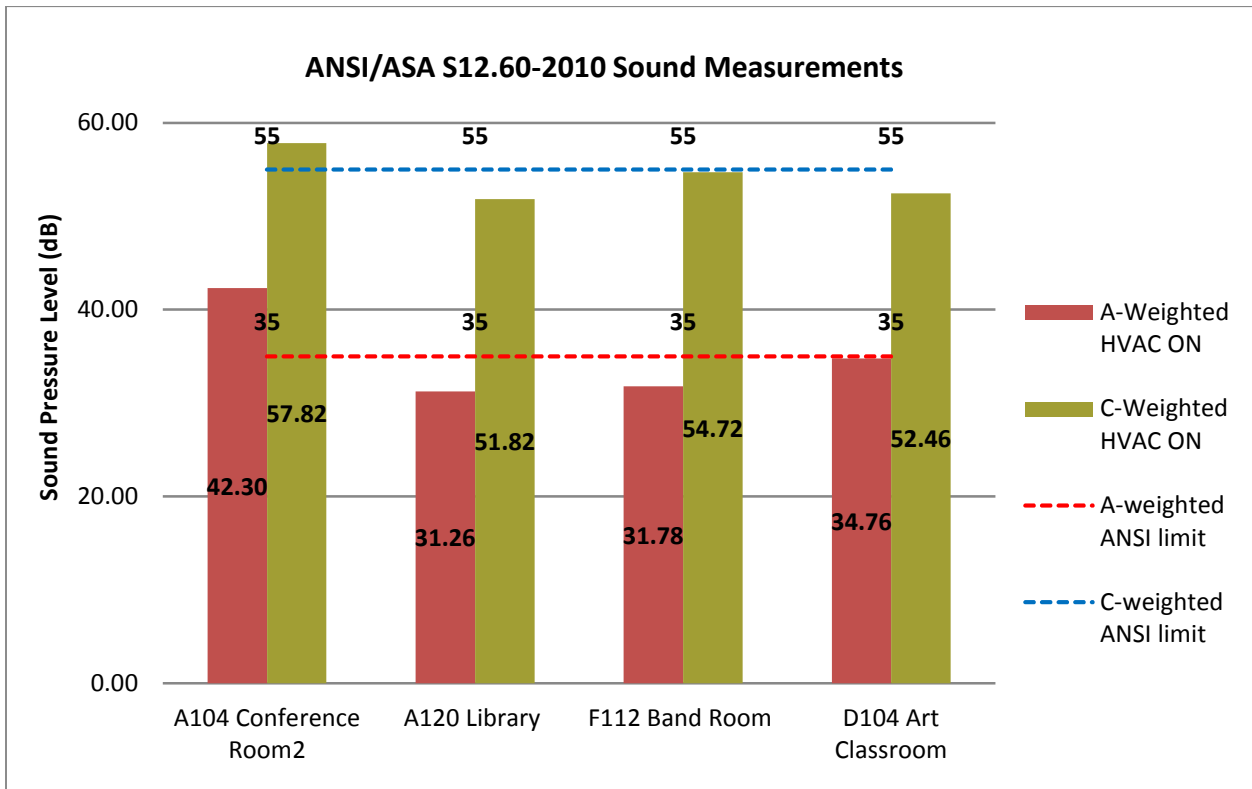
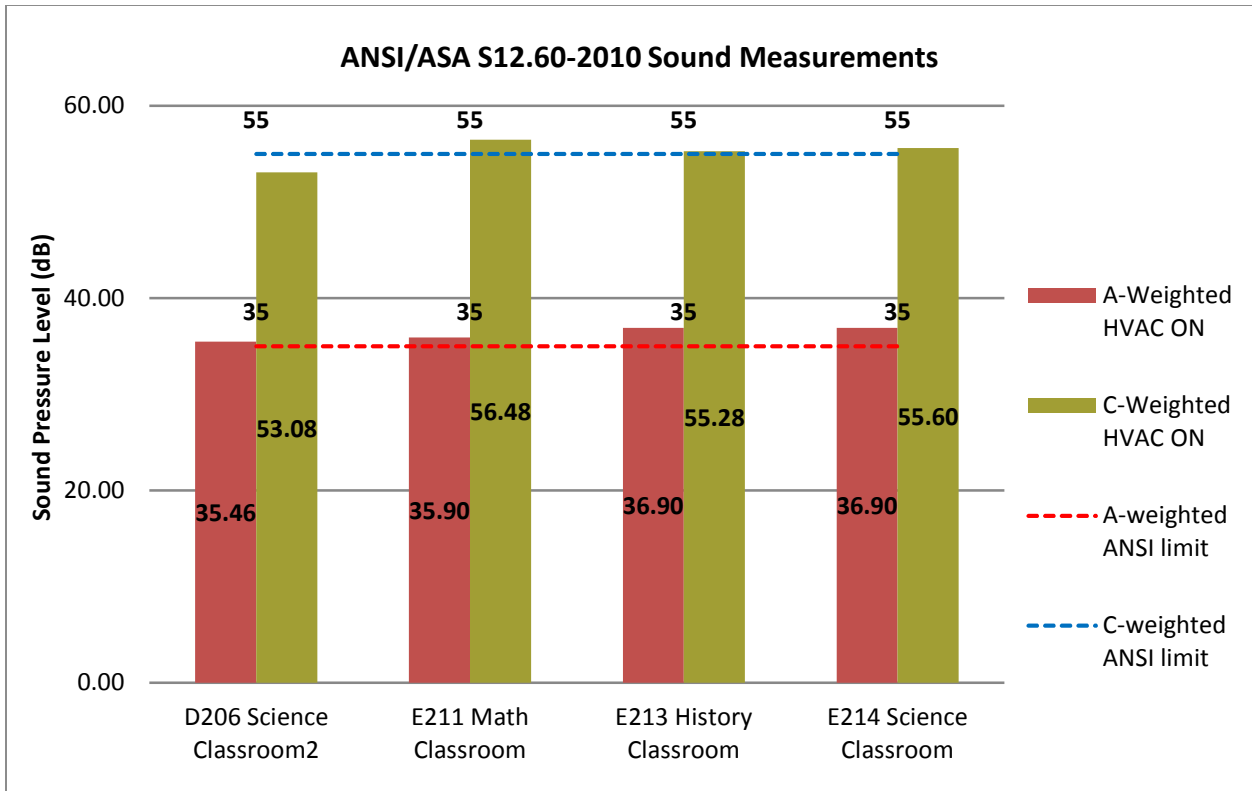
Instantaneous Sound Level Measurements

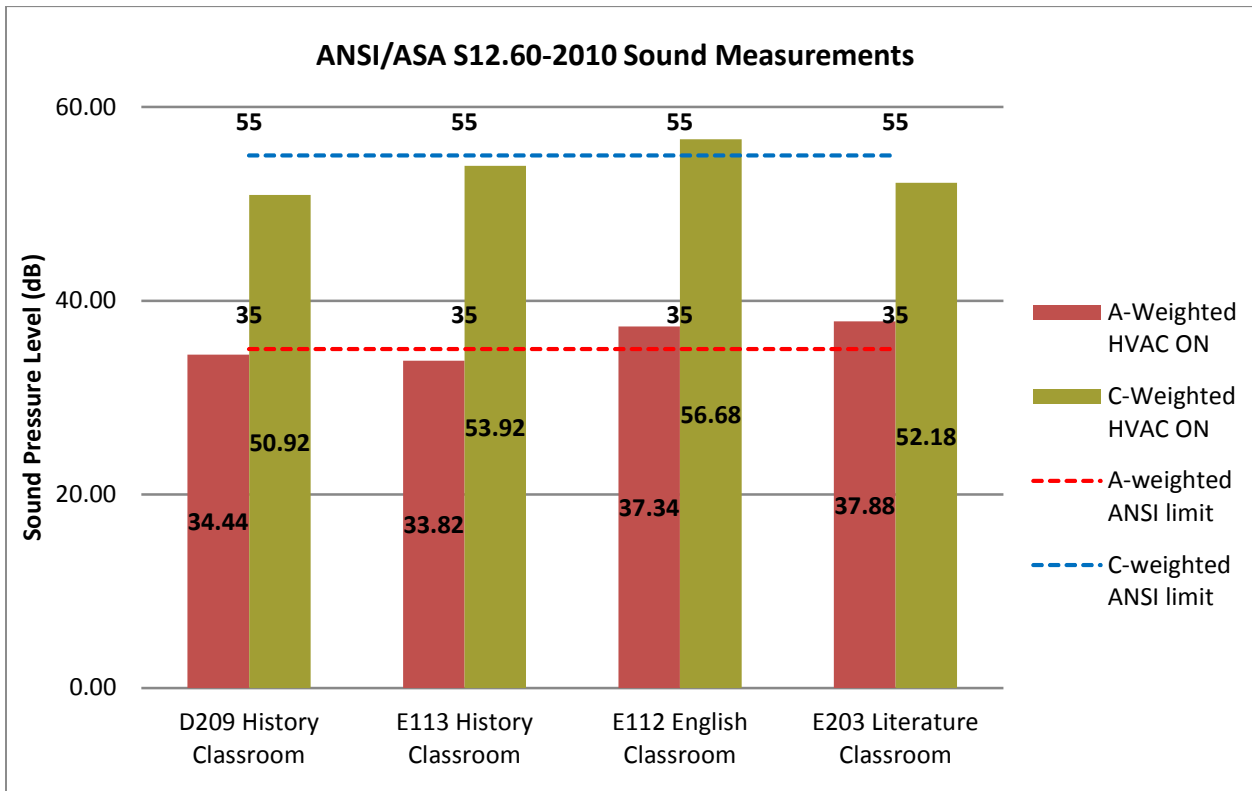
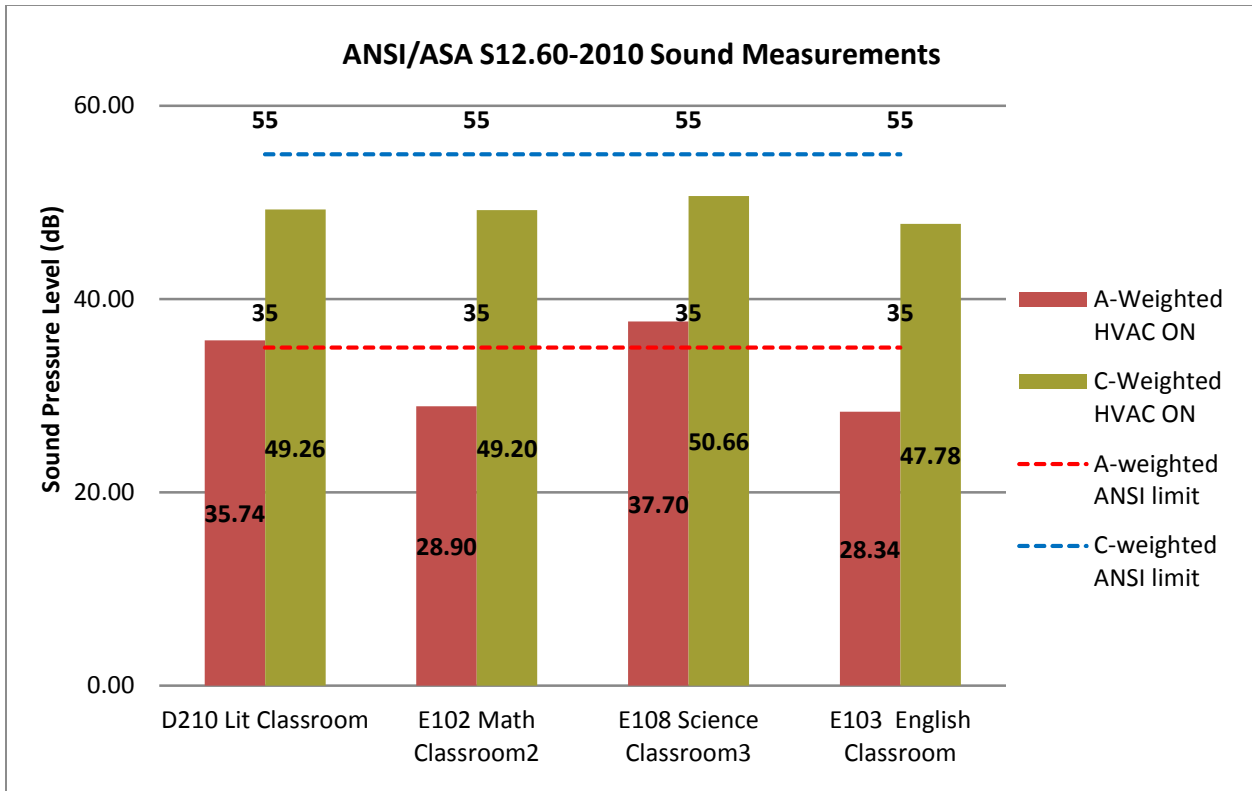
INTERIOR SOURCE BACKGROUND NOISE MEASUREMENTS (UNOCCUPIED)								
Room/Space Identification	D206 Science Classroom ²		E211 Math Classroom		E213 History Classroom		E214 Science Classroom	
Enclosed Space Gross Cubic Feet	1145 sf		810 sf		810 sf		1155 sf	
HVAC SYSTEM ON (60 SECOND AVERAGES)								
Sound Class	A-Weighted	C-Weighted	A-Weighted	C-Weighted	A-Weighted	C-Weighted	A-Weighted	C-Weighted
Measurement 1 (dB)	34.4	50.2	35.0	56.0	37.7	59.4	36.6	55.5
Measurement 2 (dB)	34.5	50.1	38.5	57.4	37.5	59.1	37.7	56.6
Measurement 3 (dB)	34.4	51.0	35.7	56.3	37.9	55.6	37.6	56.1
Measurement 4 (dB)	36.6	57.2	34.7	56.4	35.8	51.0	37.3	56.6
Measurement 5 (dB)	37.4	56.9	35.6	56.3	35.6	51.3	35.3	53.2
Average (dB)	35.5	53.1	35.9	56.5	36.9	55.3	36.9	55.6
Min (dB)	34.4	50.1	34.7	56.0	35.6	51.0	35.3	53.2
Max (dB)	37.4	57.2	38.5	57.4	37.9	59.4	37.7	56.6
AVERAGE OF (5) 60-SECOND MEASUREMENTS (ABOVE) Db								
HVAC SYSTEM ON (dB)	35.46	53.08	35.90	56.48	36.90	55.28	36.90	55.60
ONMAX - ONMIN	3	7.1	3.8	1.4	2.3	8.4	2.4	3.4
Background Steady?	NO	NO	NO	YES	YES	NO	YES	NO
ANSI Table 2 Limit	35	55	35	55	35	55	35	55
Variance Acceptable Per ANSI?	NO	YES	NO	NO	NO	NO	NO	NO
Variance From ANSI (dB)	0.46	N/A	0.9	1.48	1.9	0.28	1.9	0.6
Notes-								
1- The HVAC system could not be de-energized to perform measurements.								
2-Chairs moving								

INTERIOR SOURCE BACKGROUND NOISE MEASUREMENTS (UNOCCUPIED)								
Room/Space Identification	A104 Conference Room ²		A120 Library		F112 Band Room		D104 Art Classroom	
Enclosed Space Gross Cubic Feet	345 sf		3460 sf		2077 sf		1312 sf	
HVAC SYSTEM ON (60 SECOND AVERAGES)								
Sound Class	A-Weighed	C-Weighed	A-Weighed	C-Weighed	A-Weighed	C-Weighed	A-Weighed	C-Weighed
Measurement 1 (dB)	41.3	57.3	36.6	53.6	31.5	54.8	33.8	53.6
Measurement 2 (dB)	42.0	57.4	31.1	52.2	31.4	54.5	35.1	52.9
Measurement 3 (dB)	42.1	57.6	29.8	51.2	32.4	55.0	34.8	51.6
Measurement 4 (dB)	42.9	58.7	29.2	51.6	31.9	54.6	35.2	53.0
Measurement 5 (dB)	43.2	58.1	29.6	50.5	31.7	54.7	34.9	51.2
Average (dB)	42.3	57.8	31.3	51.8	31.8	54.7	34.8	52.5
Min (dB)	41.3	57.3	29.2	50.5	31.4	54.5	33.8	51.2
Max (dB)	43.2	58.7	36.6	53.6	32.4	55.0	35.2	53.6
AVERAGE OF (5) 60-SECOND MEASUREMENTS (ABOVE) Db								
HVAC SYSTEM ON (dB)	42.30	57.82	31.26	51.82	31.78	54.72	34.76	52.46
ONMAX - ONMIN	1.9	1.4	7.4	3.1	1	0.5	1.4	2.4
Background Steady?	YES	YES	NO	NO	YES	YES	YES	YES
ANSI Table 2 Limit	35	55	35	55	35	55	35	55
Variance Acceptable Per ANSI?	NO	NO	YES	YES	YES	YES	YES	YES
Variance From ANSI (dB)	7.3	2.82	N/A	N/A	N/A	N/A	N/A	N/A
Notes-								
1- The HVAC system could not be de-energized to perform measurements.								
2- HVAC/hydronic sounds in room								

INTERIOR SOURCE BACKGROUND NOISE MEASUREMENTS (UNOCCUPIED)								
Room/Space Identification	D210 Lit Classroom		E102 Math Classroom ²		E108 Science Classroom ³		E103 English Classroom	
Enclosed Space Gross Cubic Feet	810 sf		810 sf		1123 sf		810 sf	
HVAC SYSTEM ON (60 SECOND AVERAGES)								
Sound Class	A-Weighed	C-Weighed	A-Weighed	C-Weighed	A-Weighed	C-Weighed	A-Weighed	C-Weighed
Measurement 1 (dB)	36.0	49.6	27.9	48.5	39.1	53.5	27.6	48.7
Measurement 2 (dB)	35.3	48.9	28.2	47.7	37.1	51.6	28.3	49.1
Measurement 3 (dB)	35.3	48.8	28.3	48.1	30.8	47.8	29.2	46.0
Measurement 4 (dB)	36.4	49.8	29.0	48.7	33.5	47.2	28.6	48.1
Measurement 5 (dB)	35.7	49.2	31.1	53.0	48.0	53.2	28.0	47.0
Average (dB)	35.7	49.3	28.9	49.2	37.7	50.7	28.3	47.8
Min (dB)	35.3	48.8	27.9	47.7	30.8	47.2	27.6	46.0
Max (dB)	36.4	49.8	31.1	53.0	48.0	53.5	29.2	49.1
AVERAGE OF (5) 60-SECOND MEASUREMENTS (ABOVE) Db								
HVAC SYSTEM ON (dB)	35.74	49.26	28.90	49.20	37.70	50.66	28.34	47.78
ONMAX - ONMIN	1.1	1	3.2	5.3	17.2	6.3	1.6	3.1
Background Steady?	YES	YES	NO	NO	NO	NO	YES	NO
ANSI Table 2 Limit	35	55	35	55	35	55	35	55
Variance Acceptable Per ANSI?	NO	YES	YES	YES	NO	YES	YES	YES
Variance From ANSI (dB)	0.74	N/A	N/A	N/A	2.7	N/A	N/A	N/A
Notes-								
1- The HVAC system could not be de-energized to perform measurements.								
2- Hear HVAC cycle on after reading								
3- Noise from storage area between classrooms								

INTERIOR SOURCE BACKGROUND NOISE MEASUREMENTS (UNOCCUPIED)								
Room/Space Identification	D209 History Classroom		E113 History Classroom		E112 English Classroom		E203 Literature Classroom	
Enclosed Space Gross Cubic Feet	810 sf		810 sf		810 sf		810 sf	
HVAC SYSTEM ON (60 SECOND AVERAGES)								
Sound Class	A-Weighed	C-Weighed	A-Weighed	C-Weighed	A-Weighed	C-Weighed	A-Weighed	C-Weighed
Measurement 1 (dB)	33.8	50.0	34.4	54.2	38.4	57.5	37.3	51.6
Measurement 2 (dB)	34.2	51.0	36.2	57.0	36.8	56.1	37.0	51.9
Measurement 3 (dB)	34.1	50.6	35.6	56.2	37.1	55.4	38.9	52.4
Measurement 4 (dB)	35.2	51.4	31.4	51.8	37.8	58.1	38.6	53.4
Measurement 5 (dB)	34.9	51.6	31.5	50.4	36.6	56.3	37.6	51.6
Average (dB)	34.4	50.9	33.8	53.9	37.3	56.7	37.9	52.2
Min (dB)	33.8	50.0	31.4	50.4	36.6	55.4	37.0	51.6
Max (dB)	35.2	51.6	36.2	57.0	38.4	58.1	38.9	53.4
AVERAGE OF (5) 60-SECOND MEASUREMENTS (ABOVE) Db								
HVAC SYSTEM ON (dB)	34.44	50.92	33.82	53.92	37.34	56.68	37.88	52.18
ONMAX - ONMIN	1.4	1.6	4.8	6.6	1.8	2.7	1.9	1.8
Background Steady?	YES	YES	NO	NO	YES	YES	YES	YES
ANSI Table 2 Limit	35	55	35	55	35	55	35	55
Variance Acceptable Per ANSI?	YES	YES	YES	YES	NO	NO	NO	YES
Variance From ANSI (dB)	N/A	N/A	N/A	N/A	2.34	1.68	2.88	N/A
Notes-								
1- The HVAC system could not be de-energized to perform measurements.								





Instantaneous Light Level Measurements

TABLE C. GENERAL HORIZONTAL TASK-LEVEL LIGHT MEASUREMENTS (FC)																		
Room #	A104			A119			A106			A120			C102			D105		
Room Name	Conference			Lounge/break			Special ed office			Library reading			Cafeteria			Keyboarding		
Space Type	Conference			Break Room			Office			Library			Dining			Classroom		
Fixture Type	FL	DL	FL/DL	FL	DL	FL/DL	FL	DL	FL/DL	FL	DL	FL/DL	FL	DL	FL/DL	FL	DL	FL/DL
Measurement Height (in")	Desk	Desk	Desk	Desk	Desk	Desk	Desk	Desk	Desk	Desk	Desk	Desk	Desk	Desk	Desk	Desk	Desk	Desk
directly under fixture	59.9	NA ¹	NA ¹	19.7	12.9	32.6	31	53	84	30	14	43	13	12	25	43	9	52
side of fixture	53.1	NA ¹	NA ¹	19.4	10.8	30.2	24	52	76	39	13.6	52	13	12	26	40	9	48
other side of fixture	61.2	NA ¹	NA ¹	18.5	12.2	30.7	300	1360	1660	28	12	40	15	10	26	39	9	48
end of fixture	33.5	NA ¹	NA ¹	21.1	12.4	33.5	24	61	85	33	11	44	14	11	25	41	7	48
other end of fixture	35.0	NA ¹	NA ¹	20.6	15.4	36.0	19	36	55	20	17	37	14	14	28	32	18	50
directly under fixture																		
side of fixture																		
other side of fixture																		
end of fixture																		
other end of fixture																		
IES Lighting Handbook criteria	30	30	30	10	10	10	30	30	30	15	15	15	7.5	7.5	7.5	30	30	30
Avg. Fc level at Measurement Height	48.54	N/A	N/A	19.86	12.74	32.6	79.56	312.5	392.1	29.84	13.46	43.3	13.82	12	25.82	38.9	10.48	49.38
Notes	High	N/A	N/A	High	High	High	High	High	High	High	Low	High	High	High	High	High	Low	High
<p>-Readings at desk height. -All readings between 10am and 4 pm. -All available blinds opened during testing.</p>																		

TABLE C. GENERAL HORIZONTAL TASK-LEVEL LIGHT MEASUREMENTS (FC)

Room #	E103			E108			D104			E111			D208			D210		
Room Name	Classroom			Science Classroom			Art Classroom			Classroom			Classroom			Classroom		
Space Type	Classroom			Classroom			Classroom			Classroom			Classroom			Classroom		
Fixture Type	FL	DL	FL/DL	FL	DL	FL/DL	FL	DL	FL/DL	FL	DL	FL/DL	FL	DL	FL/DL	FL	DL	FL/DL
Measurement Height (in")	Desk	Desk	Desk	Desk	Desk	Desk	Desk	Desk	Desk	Desk	Desk	Desk	Desk	Desk	Desk	Desk	Desk	Desk
directly under fixture	51.2	20.0	71.2	60.3	28.7	89.0	57	44	101	55	47	101	49	30	78	48	47	95
side of fixture	37.6	13.3	50.9	55.0	52.0	107.0	49	78	128	52	85	136	54	46	100	53	67	119
other side of fixture	60.2	15.8	76.0	60.5	12.8	73.3	53	32	84	70	27	96	67	17	84	50	21	71
end of fixture	44.8	17.2	62.0	41.7	22.7	64.4	32	40	72	53	35	87	49	29	78	47	44	91
other end of fixture	40.7	23.8	64.5	57.0	23.6	80.6	56	41	97	64	39	102	57	21	78	35	48	83
directly under fixture																		
side of fixture																		
other side of fixture																		
end of fixture																		
other end of fixture																		
IES Lighting Handbook criteria	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
Avg. Fc level at Measurement Height	46.9	18.02	64.92	54.9	27.96	82.86	49.14	47.18	96.32	58.38	46.16	104.5	55.12	28.6	83.72	46.58	45.26	91.84
Notes	High	Low	High	High	Target	High	High	High	High	High	High	High	High	Target	High	High	High	High
-Readings at desk height. -All readings between 10am and 4 pm. -All available blinds opened during testing.																		

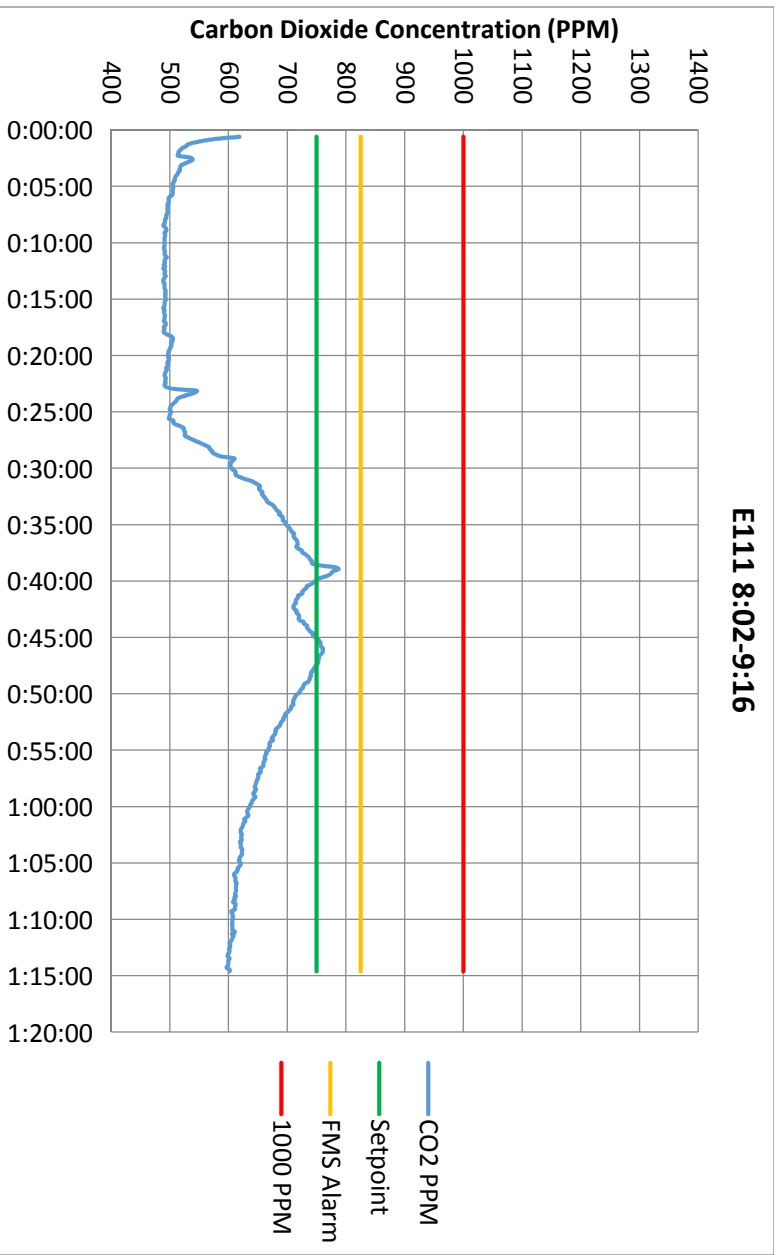
TABLE C. GENERAL HORIZONTAL TASK-LEVEL LIGHT MEASUREMENTS (FC)

Room #	D212			E208			E211			E218			D209			E113		
Room Name	Teacher Workroom			science classroom			Classroom			Classroom			History Classroom			History Classroom		
SpaceType	Workroom			Classroom			Classroom			Classroom			Classroom			Classroom		
Fixture Type	FL	DL	FL/DL	FL	DL	FL/DL	FL	DL	FL/DL	FL	DL	FL/DL	FL	DL	FL/DL	FL	DL	FL/DL
Measurement Height (in")	Desk	Desk	Desk	Desk	Desk	Desk	Desk	Desk	Desk	Desk	Desk	Desk	Desk	Desk	Desk	Desk	Desk	Desk
directly under fixture	35.2	21.2	56.4	48.9	20.5	69.4	45	49	94	65	38	104	55	19	74	60	29	89
side of fixture	39.9	34.1	74.0	41.4	39.2	80.6	36	113	149	76	57	133	63	25	88	57	42	98
other side of fixture	41.0	13.0	54.0	47.5	11.2	58.7	82	9	91	60	30	91	51	13	64	68	22	90
end of fixture	41.1	21.2	62.3	53.6	21.6	75.2	68	42	110	56	38	94	55	19	73	55	31	86
other end of fixture	24.6	18.3	42.9	28.1	15.1	43.2	57	46	103	45	49	94	48	19	68	65	28	93
directly under fixture																		
side of fixture																		
other side of fixture																		
end of fixture																		
other end of fixture																		
IES Lighting Handbook criteria	10	10	10	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
Avg. Fc level at Measurement Height	36.36	21.56	57.92	43.9	21.52	65.42	57.58	51.86	109.4	60.66	42.52	103.2	54.2	19.1	73.3	61.18	30.26	91.44
Notes	High	High	High	High	Low	High	High	High	High	High	High	High	High	Low	High	High	Target	High
<p>-Readings at desk height. -All readings between 10am and 4 pm. -All available blinds opened during testing.</p>																		

Carbon Dioxide (CO₂) Air Measurements

TABLE: PERCENT TIME CO ₂ ABOVE SPECIFIC PPM LEVELS												
Room #	E111			E114			D105			D205		
Space Type	Classroom			Classroom			Classroom			Classroom		
PPM Limits	Setpoint (750 PPM)	FMS Alarm (825 PPM)	1000 PPM Guideline	Setpoint (750 PPM)	FMS Alarm (825 PPM)	1000 PPM Guideline	Setpoint (750 PPM)	FMS Alarm (825 PPM)	1000 PPM Guideline	Setpoint (750 PPM)	FMS Alarm (825 PPM)	1000 PPM Guideline
Percent Time Above Limit	4.95%	0.00%	0.00%	100.00%	97.96%	28.57%	44.75%	17.12%	0.00%	100.00%	69.03%	2.36%
Room #	E202			E211			E104			E113		
Space Type	Classroom			Classroom			Classroom			Classroom		
PPM Limits	Setpoint (750 PPM)	FMS Alarm (825 PPM)	1000 PPM Guideline	Setpoint (750 PPM)	FMS Alarm (825 PPM)	1000 PPM Guideline	Setpoint (750 PPM)	FMS Alarm (825 PPM)	1000 PPM Guideline	Setpoint (750 PPM)	FMS Alarm (825 PPM)	1000 PPM Guideline
Percent Time Above Limit	100.00%	100.00%	86.69%	100.00%	100.00%	29.82%	44.58%	29.78%	0.00%	100.00%	100.00%	100.00%
Room #	A103			C102			F112			-		
Space Type	Office			Cafeteria			Classroom					
PPM Limits	Setpoint (750 PPM)	FMS Alarm (825 PPM)	1000 PPM Guideline	Setpoint (750 PPM)	FMS Alarm (825 PPM)	1000 PPM Guideline	Setpoint (750 PPM)	FMS Alarm (825 PPM)	1000 PPM Guideline			
Percent Time Above Limit	1.98%	0.99%	0.00%	33.20%	12.36%	0.00%	100.00%	93.97%	60.06%			

E111 8:02-9:16



E114 9:18-10:17

