

REVISED DRAFT

**Educational Specifications for
Maury Elementary School**

539 capacity

July 2016



DCPS EDUCATIONAL SPECIFICATION

MAURY ELEMENTARY SCHOOL

Our Purpose*

Our purpose is to ensure that every DCPS school provides a world-class education that prepares ALL of our students, regardless of background or circumstance, for success in college, career and life.

Our Goals

Based on the hopes and dreams of DCPS stakeholders, these goals will help us align our resources and measure our success.

1. **Improve Achievement Rates** - At least 70 percent of our students will be proficient in reading and math, and we will double the number of advanced students in the District.
2. **Invest in Struggling Schools** - Our 40 lowest-performing schools will increase proficiency rates by 40 percentage points.
3. **Increase Graduation Rate** - At least 75 percent of entering 9th graders will graduate from high school in four years.
4. **Improve Satisfaction** - 90 percent of students will say they like their school.
5. **Increase Enrollment** - DCPS will increase its enrollment over five years.

Our Stakeholder Commitments

- **To the children of DC**, we promise that our top priority is ensuring that you have the opportunity to attend a great school—one that you love and that prepares you for success in life.
- **To DCPS teachers and staff**, we promise to respect you as professionals and invest in your success by providing you and your students with the environment, resources, and tools you need.
- **To DCPS school leaders**, we promise to respect you as professionals; give you the support to lead; and provide the environment, resources, and tools that you, your staff and your students need to succeed.
- **To parents**, we promise to partner with you to ensure your children's success.
- **To members of the DC community**, we promise to provide opportunities for you to contribute to the success of our schools and school district.
- **To potential employers**, we promise to provide you with a steady supply of well educated young adults who will make positive contributions to the success of your organizations.
- **To the city (and state) of Washington, DC**, we promise to make our school system one that all citizens are proud of—a school system that can be the anchor for thriving, productive and growing communities

*From the DCPS Strategic Plan - A Capital Commitment

DCPS EDUCATIONAL SPECIFICATION**MAURY ELEMENTARY SCHOOL****Introduction**

This document articulates the requirements for a new or modernized pre-kindergarten through 5th grade school. It describes the current and planned educational programs and services, the community characteristics that may affect facilities planning, and the opportunities and challenges associated with the design and construction.

Background

Maury Elementary School received a Phase 1 modernization in 2010. At that time the project focused only on upgrading the classrooms, corridors and bathrooms. After the classrooms were right sized for the programs, the capacity was estimated at 300 (288 using the DCPS capacity model). It was anticipated at the time that Maury would someday need an addition. Two early childhood rooms were located on the lower level of the historic building as a temporary solution, and many of the support and specialty spaces were not modernized per the DCPS design guidelines. **In SY15-16, Maury had an official enrollment of 382** and four portables on site. Enrollment projections indicate growth up to 517 students in the next 5 years.

This summary is for feasibility study purposes only. The final project scope will be determined by DCPS with feedback from the School Improvement Team (SIT).

Scope

This space summary for the feasibility study describes the requirements for a school for 539 students. The architects will master plan for the entire program using the existing buildings and an addition to determine the best composition for the addition. Because the site is small, the architects will also master plan for an optimal layout for the parking, while maintaining the existing structured play areas.

Classroom Requirements (Capacity-bearing)

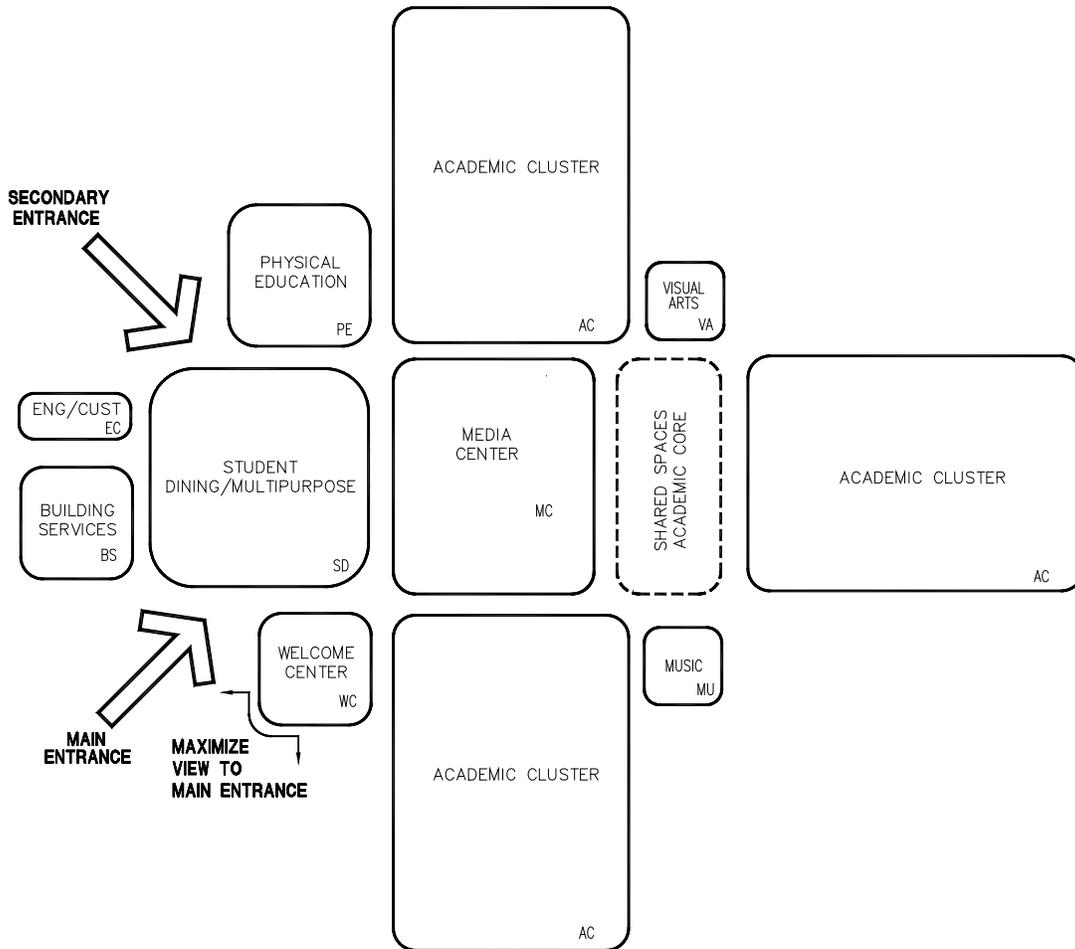
Grade	Number of	Capacity	Total
	Classrooms*		
Pre-Kindergarten - 3/4	5	16-20	92
Kindergarten	4	20	80
1 st Grade	4	22	88
Flexible classroom	1	22	22
2 nd - 3 rd	6	22	132
4 th - 5 th Grade	5	25	125
Total	25		539

Overview of Planning Concepts

Academic Cluster Concept

The Academic Cluster concept best meets the needs of the educational programs, students, and staff. The cluster concept facilitates a variety of instructional strategies and it provides a learning environment which is characterized by flexibility, a sense of community for the students and teachers, and a safe, well-supervised environment. Teachers will have the option and flexibility within a cluster to create and organize learning environments that work for students and their learning styles.

Academic areas are located in the quiet areas of the building that can be isolated during the off-hours. Noisier areas are grouped near the parking and public areas and allow for after hours access. Diagram Intro A shows a typical design based on the cluster concept.



DCPS EDUCATIONAL SPECIFICATION**MAURY ELEMENTARY SCHOOL****Special Education**

Special education facilities will be integrated throughout the school to support the concepts of inclusion and the specialized requirements for the students. Special attention will be given to accessibility of all facilities and an integrated learning program.

Library Media Center

Access to the world of information has exploded and students interact with it continuously through digital, audio, and textual content. It is more important than ever to help students navigate the massive amounts of information available at their fingertips and through their mobile devices. The school library is key to teaching students not just to read but to practice the skills they need to seek, evaluate and use information throughout their lives. School libraries help by doing the following:

- Provide leadership and support with the processes of learning and inquiry;
- Provide a foundation to prepare students for the increasingly global world of information access, creation and communication;
- Develop a foundation for information ethics and digital citizenship;
- Foster a culture that allows students full access to information and encourages creative intellectual inquiry;
- Train students to process knowledge for innovation and creation in a technology- and information-rich society.

The media center consists of flexible learning spaces for instruction, research, browsing, listening, viewing, reading, studying, and the production of academic projects, as well as administrative areas for library media center management and collaborative meetings.

Visual Arts, Performing Arts and Science

A goal of arts education in DCPS is to prepare students to be vibrant participants in a creative economy and positive contributors in a democratic society. High quality, sequential education in the arts, along with interaction with cultural organizations and artists, contributes in multiple ways to the capacity to learn. Time dedicated to the study of the arts reinforces learning, motivates and engages students, reduces dropout rates, defuses school violence and helps retain teachers. The arts provide meaning to academics and to life. (DCPS Arts Standards)

DCPS encourages a well-rounded arts curriculum that includes dance, music, theater and the visual arts. While only music and art have dedicated spaces and full-time teachers, other spaces in the school should provide flexibility for theater and dance.

The art and music classrooms will be shared by all grade levels for general class and small group instruction. The location and access to these rooms should promote orderly transitions.

The art classroom at Maury is well located and suitable for the program. However, the music room is in a portable and will need to be relocated to the main building. Long term, a space that is appropriately sized with storage and optimal acoustics should be master planned.

Maury has a STEM center/'Think Tank'. This room needs both in-classroom and closet storage, access to water, and adequate space for students to move freely.

DCPS EDUCATIONAL SPECIFICATION**MAURY ELEMENTARY SCHOOL****Physical Education/Assembly**

(From DCPS Physical Education Standards) Physical education needs to be an integral part of every student's education. Through physical education classes, students learn not only how their bodies move and how to perform a variety of physical activities, but they learn the health-related benefits of regular physical activity. Physical education, when effectively implemented and coordinated, can provide a framework in which students can develop physically, mentally, socially, and emotionally to become confident, independent, caring, and resilient individuals.

The new DC Healthy Schools Act calls for 150 minutes of physical education for all children every week. At Maury ES this requires at least 1 full time teacher. With up to 40 students taking PE at one time, the school needs a physical education space separate from the dining area.

To support the physical education program, a variety of indoor and outdoor areas are required. Indoor play space will also be used as a performance area and will include a stage and storage space.

Community Use

It is assumed that the community will use the building for recreation, meetings and educational functions. Security during these times is important. The architect will note both active and passive security measures.

Furniture & Equipment

Classrooms vary in shape and size; therefore, the furniture should be flexible to accommodate a variety of classroom formats for both individual and group activities. Teachers and students should have storage space for personal belongings, papers, books, supplies, and teaching materials. To the extent possible, movable furnishings will be used, rather than fixed casework, to provide flexibility for future reconfiguration.

Technology

All new spaces will contain the latest in technology and be wired for voice, data, and video throughout the building. It is intended that access to technology will be seamless and pervasive throughout the building.

Every classroom will be wired for teacher audio enhancement. Research into this cutting-edge technology suggests that student learning can improve in classrooms where the teacher's voice is amplified and the classroom acoustics are designed to support voice clarity.

Handicapped Accessibility

Upon completion of phase 2, the entire facility will be accessible for students, staff, and visitors. This will be accomplished through judicious use of ramping and elevators with sufficient internal clearances for circulation, convenient bus/van loading and unloading, and nearby handicapped parking spaces. All elements of the Americans with Disabilities Act must be complied with, including wayfinding and signage, appropriate use of textures, and universal accessibility of all indoor and outdoor school facilities.

Site

The site circulation will be organized for safety and efficiency. This will be accomplished through careful separation of vehicular and pedestrian traffic. All play areas will be protected from vehicular and pedestrian traffic, so students can be assured of a safe and secure environment on the entire school site.

DCPS EDUCATIONAL SPECIFICATION

MAURY ELEMENTARY SCHOOL

Performance Criteria

Lighting Quality: Improving natural and artificial lighting in classrooms

	DESIGN PARAMETERS	PARAMETER NOTES
1) Controlled Natural Lighting (Glazing)	10 - 12% of floor S.F.	LEED & Green Globe
2) Combined Light Quality	35-50 Foot-candles	IES
3) Lighting Power Density	0.99 Watts/S.F. or less	ASHRAE 2010 & CHIPS

Environmental / Air Quality: Addressing temperature control, ventilation, air filtration, carbon dioxide levels, and HVAC background noise to ensure comfortable rooms.

	DESIGN PARAMETERS	PARAMETER NOTES
1) Winter Temperature	68.5 to 75.5 degrees	EPA 2000 & ASHRAE 55-04
Summer Temperature	74 to 80 degrees	
2) Humidity	30 % to 60% relative humidity	EPA 2000 & ASHRAE 55-04
3) Air Changes	6-10 per hour	ASHRAE
4) Outdoor Air Ventilation	10CFM per person	Plus 0.12 per SF of area
5) Air Filtration	MERV 13	LEED
	MERV 6 to 8	ASHRAE 52.2-2007 & 62.1-2007
6) Carbon Dioxide Levels	Below 700 PPM above outdoor air	ASHRAE 62.1-2007
7) HVAC Background Noise Level	RC(N) Mark II level of 37	ASHRAE Handbook Chapter 47

Acoustics: Limiting reverberation and background noise and improving sound isolation.

	DESIGN PARAMETERS	PARAMETER NOTES
1) Reverberation	.6 per second	(ANSI S12.60-2002)
2) Background Noise	45 dBA	(LEED)
3) Sound Isolation (Varies)	STC 45 between Classrooms	

DCPS EDUCATIONAL SPECIFICATION**MAURY ELEMENTARY SCHOOL**

Technology: Providing data connections for online learning resources, AV equipment, and a sound system with emergency capabilities.

DESIGN PARAMETERS		PARAMETER NOTES
1) Data / Computer Drops		At Teacher and Student Computers, at wireless access points
2) Audio / Video Equipment		
	Projector linked to Teacher's PC	
	or	
	Interactive Whiteboard	
	Sound Reinforcement	Amplifier, microphone, speakers
3) Clock		Synchronized with Bell system
4) Sound System & Emergency Call-box		
	Ceiling or Wall Speaker	Class change bells, emergency announcements
5) CCTV Camera (TBD)		
	Security, WebX conferencing, Distance Learning	

Sustainability: Build for energy efficiency

DESIGN PARAMETERS		PARAMETER NOTES
1) Building EUI	20% below Baseline	ASHRAE 2010
2) Building Envelope	Meet or exceed R-value standards for building type	ASHRAE 90.1 2010
3) Water	Ultralow flow fixtures	ASHRAE 90.1 2010

DCPS EDUCATIONAL SPECIFICATION

MAURY ELEMENTARY SCHOOL

Building Space Summary

Space Summary	Modernization
	Total
Core Academic Areas	31,175
Media Center	3,650
Administration	2,875
Student Dining & Food Service	8,490
Maintenance & Custodial Services	450
Mechanical, Electrical, Toilets, Custodial Closets	14,627
Total Net	61,267
Construction Factor[.082]	5,023
Total Gross	66,290

Outdoor Area Requirements Summary

Exterior Spaces
Structured Play Area For Primary/Intermediate Grades (Existing)
Protected Pre-School Play Area (Existing)
Outdoor Paved Play Area [reduced size basketball courts, with markings for other games]
Green area for garden/environmental programs
Faculty, Staff, and Visitor Parking

DCPS EDUCATIONAL SPECIFICATION

MAURY ELEMENTARY SCHOOL

Core Academic Area Space Requirements

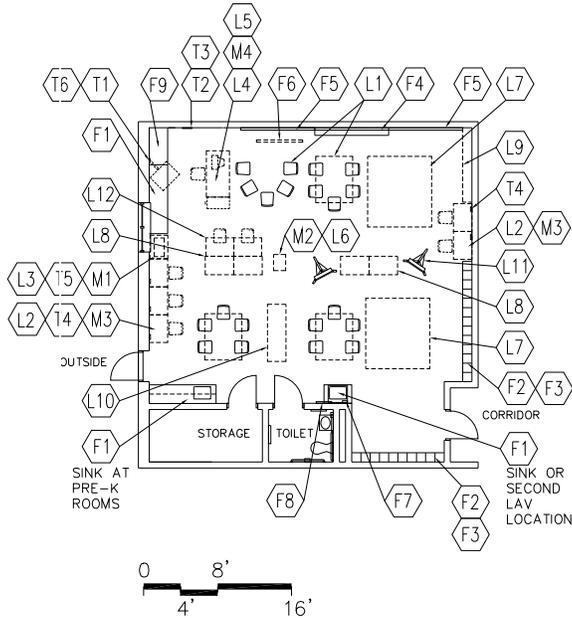
Spaces	Guideline		Total	Comments
	Quantity	S.F.		
Pre-S/Kindergarten Classroom	5	1,175	5,875	
Kindergarten Classroom	4	1,175	4,700	
Grade 1-2-3 Classroom	10	900	9,000	
Grade 4-5 Classroom	5	900	4,500	
Special Needs				Shared resource room for 3 special education teachers
- Resource Rm.	1	350	1,150	Psychologist, Social worker
- OT/PT/speech	1	300		
- Conference Rm.	1	200		
- Offices	2	150		
Academic Resource/ Instructional coach	3	300	900	
Parent Resource	1	150	150	
Workrooms	2	200	600	May be combined One per floor
- Laptop cart storage/charging	4	50		
Additional instructional spaces			0	
Art	1	1,200	1,200	w/ kiln and storage
Music	1	1,200	1,200	w/storage
STEM/'Think Tank'	1	1,000	1,000	w/storage
Flexible Classroom	1	900	900	
Total			31,175	

DCPS EDUCATIONAL SPECIFICATION

MAURY ELEMENTARY SCHOOL

PRE-K-S / KINDERGARTEN

E-ACA-1A



CAPACITY:

- Teachers
- 16-20 students (PS/PK/K)
- Parents/other staff

SIZE:

- 1,175 SF

ANCILLARY SPACES:

- Restroom E-ACA-16 (50 SF)
- Storage closet (50-100 SF)

SPATIAL RELATIONSHIPS:

- Group classrooms for potential teaming
- Locate coat cubbies near door
- Locate at first floor for emergency evacuations, if possible

GOALS:

- To foster self-discipline, independence, and responsibility
- To help children develop positive concepts about themselves and their capabilities
- To encourage and develop independent thinking and good work habits
- To develop language as a tool of learning and as a means of communication
- To provide and develop fundamental academic, social, emotional, physical, and thinking skills

PROGRAM ACTIVITIES:

- Whole group
- Teacher directed
- Small group
- One-on-one instruction
- Cooperative learning
- Discovery
- Language Arts
- Inquiry

ENVIRONMENTAL CONSIDERATIONS:

- Windows to provide natural light and egress
- Adequate ventilation
- Electrical outlets for equipment
- Environmental sound control:
 - Wall minimum: STC 45
 - Ceiling minimum: CAC 35
 - Reverberation Time: .4-.6 seconds
- Uniform lighting
- Proportion classroom for effective viewing and listening from all areas of the classroom
- Window treatment to darken room for AV Presentation

NOTES:

1. Loose furnishings and features shown represent one of many possible arrangements.
2. Locate sink at chase wall of restroom (or in close proximity)
3. Locate restroom chase as close to corridor as possible to minimize pipe runs
4. Where rooms are paired provide two lavatories with joint access (not including sink in casework).

DCPS EDUCATIONAL SPECIFICATION

MAURY ELEMENTARY SCHOOL

PRESCHOOL / PRE-K / KINDERGARTEN

E-ACA-1A

	Spec. Ref.#		Spec. Ref.#
<u>Finishes¹:</u>		<u>Features¹:</u>	
Flooring:		Fixed Equipment:	
Rubber tile/Area Rugs	096519/096816	Deep storage for poster board	
Base:		F2 Carpentry:	
Resilient base	096519	Student cubbies (22/24)	064123
Ceiling (9' high minimum):		F3 Casework:	
Suspended, acoustical	095113	Wall shelving (over cubbies)	123200
Walls:		F4 Marker board (1 walls)	101100
Painted concrete masonry units or dry		10 LF primary	
wall		F5 Tack board flanking marker board and on	
042000/099123		secondary teaching wall	101100
One tackable wall surface	101100	Plus two (2) parallel rows of continuous	
		tack strips on all available walls (4 LF or	
		longer) at 30" and 48" AFF	
<u>Loose Furnishings:</u>		F6 Manual projection screen (60"X60")	115213 ³
L1 20 stackable chairs, 4-5 tables		F7 Soap dispenser	102800
L2 2 computer stations w/ chairs; 1 printer		F8 Towel dispenser	102800
L4 Teacher work surface w/ mobile storage		F9 Casework:	
and 2 chairs		Wardrobe (18"X18")	123200
L5 Four-drawer file cabinet			
L7 Bound carpet rug (oval), rug for block area,		<u>Fire Suppression:</u>	Div. 21
rug for reading area		Fire suppression system	
L8 Mobile shelving (various)			
L9 Bookshelves (open or closed)		<u>Plumbing:</u>	Div. 22
L11 Learning center sets such as sand/water		Double sink at two heights	
tables, kitchen, child-height dining, dress-up		w/ drinking fountain at child height	
center, art cart, science light board, and blocks.		w/ deep well at adult height	
		Plumbing connections	
<u>Communications:</u>	Div. 27	Wall-mounted watercloset	
Single point 'face plate' near teachers work		Wall-mounted lavatory	
station to include:			
Voice, data, VGA , audio enhancement,		<u>HVAC:</u>	Div. 23
and HDMI		Supply/return air system	
Additional ports:		Independent temperature	
Printer		control	
3 data ports for student use		Exhaust air system (toilet)	
Electronic white board			
Clock/PA		<u>Electrical:</u>	Div. 26
2 wireless		Duplex receptacles	
Audio enhancement equipment		3 per primary teaching wall	
		At least 2 per other walls	
<u>Miscellaneous:</u>		TVSS protected quad receptacle	
M1 Printer		adjacent to each data and	
M3 2 computers for students use		video port	
M4 Computer for teachers use		Multilevel switching	
		Fluorescent lighting	
		Illumination level: See Table 7600-16	

NOTES:

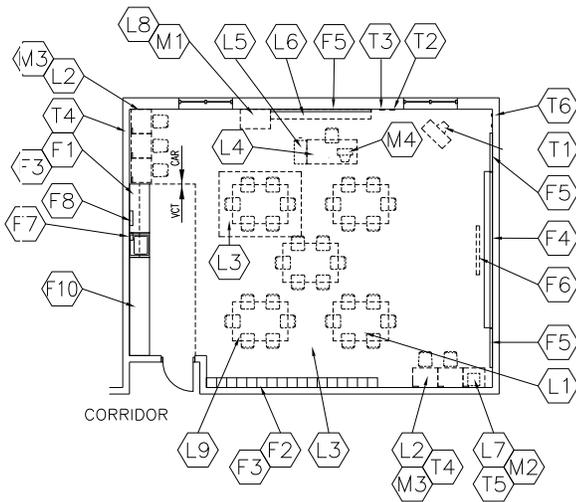
1. Finishes/Features: Refer to Chapter 8 for specification references.
2. Items listed as casework may be purchased as furniture.

DCPS EDUCATIONAL SPECIFICATION

MAURY ELEMENTARY SCHOOL

GRADES 1-5 CLASSROOM

E-ACA-2



SIZE:

- 850 SF to 950 SF

CAPACITY:

- 20-22 students (1st – 2nd)
- 22-24 students (3rd – 5th)
- 1 teacher
- Staff members
- Guest speakers/volunteers

GOAL:

- A flexible space to accommodate any of the core academic disciplines

PROGRAM ACTIVITIES:

- Large group instruction
- Small group instruction and group work
- Classroom work/lectures
- Computer instruction
- Team teaching
- Oral presentations
- Group and teamwork activities
- Testing

SPATIAL RELATIONSHIPS:

- Near main Corridor
- Near Media Center
- Near Workroom/Teacher Office
- Group classrooms for potential teaming
- Locate cubbies near student work area
- Locate coat cubbies near door

ENVIRONMENTAL CONSIDERATIONS:

- Uniform lighting
- Windows to provide natural light and egress
- Environmental sound control:
 - Wall minimum: STC 45
 - Ceiling minimum: CAC 35
 - Reverberation Time: .4-.6 seconds
- Electrical outlets for equipment
- Adequate ventilation
- Proportion classroom for effective viewing and listening from all areas of the classroom
- Window treatment to darken room for AV presentations

NOTES:

1. Lose furnishings and features shown represent one of many possible arrangements.
2. Items listed as casework may be purchased as furniture.
3. Classroom layouts should be opposite hand allowing sinks to be back to back.

DCPS EDUCATIONAL SPECIFICATION

MAURY ELEMENTARY SCHOOL

GRADES 1-5 CLASSROOM

E-ACA-2

<u>Finishes¹:</u>	<u>Spec. Ref.#</u>	<u>Features¹:</u>	<u>Spec. Ref.#</u>
<u>Flooring:</u>		<u>Fixed Equipment:</u>	
Resilient tile flooring	096519	F1 Casework:	123200
		Base/wall cabinets by sink	
<u>Base:</u>		Sturdy shelves on 3 walls in storage area	
Resilient base	096519	F2 Carpentry:	
		Student cubbies (24/28)	064123
<u>Ceiling (9' high minimum):</u>		F3 Casework:	
Suspended, acoustical	095113	Wall shelving (24 LF- H 30-32")	123200
		F4 Marker board (2 walls)	101100
		16 LF primary/8 LF secondary	
<u>Walls:</u>		F5 Tack board flanking marker boards	101100
Painted concrete masonry units or dry wall	042000/099123	Plus two (2) parallel rows of continuous tack strips on all available walls (4 LF or longer) at 30" and 48" AFF	
One tackable wall surface	101100	F6 Manual projection screen (60"X60")	115213 ²
		F7 Soap dispenser	102800
<u>Loose Furnishings:</u>		F8 Towel dispenser	102800
L1 5 tables or 24 student desks (see Furniture Standards)		F9 Casework: Wardrobe (18"X18")	123200
L2 3 computer workstations and chairs – student use		<u>Fire Suppression:</u>	Div. 21
L3 Bound carpet rug (thru Grade 2)		Fire suppression system	
L4 Teacher workstation with mobile storage and 2 chairs		<u>Plumbing:</u> Div. 22	
L5 Four drawer file cabinet		Sink with drinking fountain (optional)	
L6 Adjustable height bookshelves		Plumbing connections	
L7 Printer table		<u>HVAC:</u> Div. 23	
L9 24-27 student chairs		Supply/return air system	
		Independent temperature control	
<u>Communications:</u>	Div. 27	<u>Electrical:</u> Div. 26	
Single point 'face plate' near teachers work station to include:		Duplex receptacles	
Voice, data, VGA , audio enhancement, and HDMI		3 per primary teaching wall	
Additional ports:		2 per other walls	
Printer		TVSS protected quad receptacle adjacent to each data and video port	
3 data ports for student use		Multilevel switching	
Electronic white board		Fluorescent lighting	
Clock/PA		Illumination level: See Table 7600-16	
2 wireless		Clock	
Audio enhancement Equipment		Central sound system	
<u>Electronic Safety and Security:</u>	Div. 28	<u>Miscellaneous</u>	Div. 27
Life safety devices per code		M2 Printer	
		M3 3 computers for student use	
		M4 Laptop computer for teacher use	
		Document camera	

NOTES:

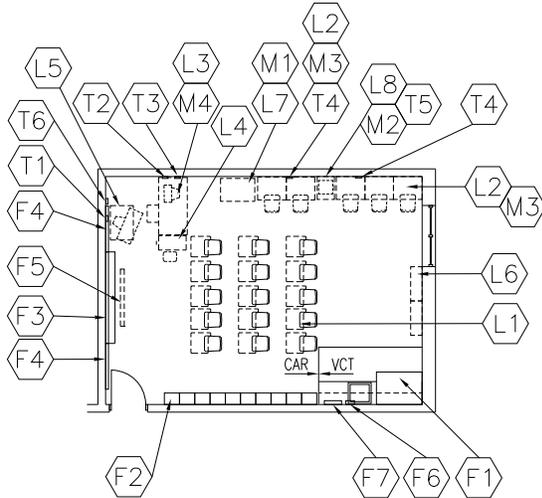
1. Finishes/Features: Refer to Chapter 8 for specification references.
2. Delete where a digital white board is installed.

DCPS EDUCATIONAL SPECIFICATION

MAURY ELEMENTARY SCHOOL

RESOURCE CLASSROOM

E-ACA-4



CAPACITY:

- Up to 15 students
- 2 or more staff members

SIZE:

- Varies, see table

ANCILLARY SPACES:

N/A

GOAL:

- To provide a safe and comfortable learning environment for students with unique learning challenges

PROGRAM ACTIVITIES:

- Small group work
- Independent instruction and work

SPATIAL RELATIONSHIPS:

- Located within Academic Core areas
- Ingress/egress to the building which allows for special transportation pick-ups

ENVIRONMENTAL CONSIDERATIONS:

- Uniform lighting
- Windows to provide natural light and egress
- Environmental sound control:
Wall minimum: STC 45
Ceiling minimum: CAC 35
Reverberation Time: .4-.6 seconds
- Electrical outlets for equipment
- Proportion classroom for effective viewing and listening from all areas of the classroom
- Window treatment to darken room for AV presentation

NOTES:

1. Loose furnishings and features shown represent one of many possible arrangements.
2. Orientation of Resource Classroom shall be determined as a result of layout of adjacent classrooms
3. Sink shall be located with close proximity to corridor.

DCPS EDUCATIONAL SPECIFICATION

MAURY ELEMENTARY SCHOOL

RESOURCE CLASSROOM

E-ACA-4

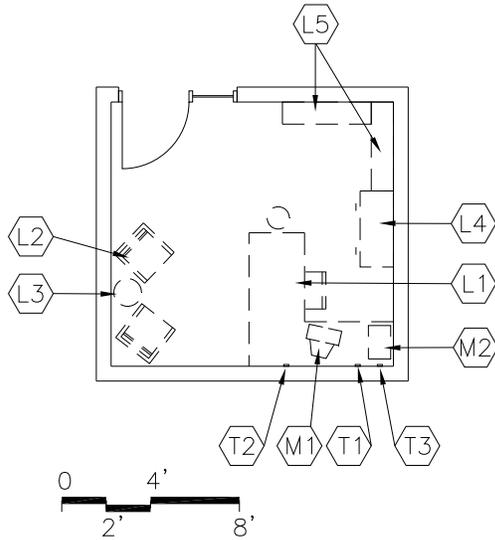
	Spec. Ref.#		Spec. Ref.#
<u>Finishes¹:</u>		<u>Features¹:</u>	
Flooring:		Fixed Equipment:	
Rubber tile	096519	F1 Casework:	123200
		Base/wall cabinets and shelving	
Base:		Paper storage cabinets	
Resilient base	096519	F3 Marker board (8 LF)	101100
		F4 Tack board (8 LF minimum)	101100
Ceiling (9' high minimum):		F5 Manual projection screen	115213
Suspended, acoustical	095113	F6 Soap dispenser	102800
		F7 Towel dispenser	102800
Walls:		F8 Casework: Wardrobe	123200
Painted concrete masonry units or dry wall			
042000/099123		<u>Fire Suppression:</u>	Div. 21
		Fire suppression system	
<u>Loose Furnishings:</u>		<u>Plumbing:</u> Div. 22	
L1 8-10 student desks or 2-3 student tables		Plumbing connections (optional)	
L2 3 computer workstations and chairs		Sink with drinking fountain	
L3 Teacher workstation and chair			
L4 Four-drawer file cabinet		<u>HVAC:</u> Div. 23	
L5 Mobile shelving		Supply/return air system	
L6 Adjustable height bookshelves (20 LF)		Independent temperature	
		Control	
<u>Communications:</u>	Div. 27	<u>Electrical:</u> Div. 26	
Single point 'face plate' near teachers work		Duplex receptacles	
station to include:		3 per primary teaching wall	
Voice, data, VGA , audio enhancement,		2 per other walls	
and HDMI		TVSS protected quad receptacle	
Additional ports:		adjacent to each data and	
Printer		video port	
3 data ports for student use		Fluorescent lighting	
Electronic white board		Illumination level: See Table 7600-16	
Clock/PA		Multilevel	
1 wireless		switching	
		16140	
<u>Miscellaneous:</u>		Clock	
M2 Printer		Central sound system	
M3 3 computers for student use			
M4 Computer for teacher use		<u>Electronic Safety and Security:</u>	Div. 28
		Life safety devices per code	

NOTES:

1. Finishes/Features: Refer to Chapter 8 for specification references.
2. Refer to Educational Specifications – Technology, Section 1240.
3. Items listed as casework may be purchased as furniture.

DCPS EDUCATIONAL SPECIFICATION

MAURY ELEMENTARY SCHOOL

STUDENT SERVICES**E-ACA-5****CAPACITY:**

- Counselors/social workers/Sped Coordinators
- Students and parents
- Staff

SIZE:

- 150 SF

GOAL:

- To serve as a space from which support staff can provide a variety of services to students and their families

PROGRAM ACTIVITIES:

- Group and individual counseling
- Student assessment

SPATIAL RELATIONSHIPS:

- Near Academic Core areas

ENVIRONMENTAL CONSIDERATIONS:

- Uniform lighting
- Environmental sound control:
Wall minimum: STC 45
Ceiling minimum: CAC 35
- Windows to provide natural light if on outside wall, if possible

NOTES:

1. Loose furnishings and features shown represent one of many possible arrangements.
2. An internal window (with blinds) may be provided in lieu of sidelight.

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MAURY ELEMENTARY SCHOOL

STUDENT SERVICES

E-ACA-5

	Spec. Ref.#		Spec. Ref.#
<u>Finishes</u> ¹ :		<u>Features</u> ¹ :	
Flooring:		Fixed Equipment:	
Linoleum	096516	N/A	
Base:		<u>Fire Suppression:</u>	Div. 21
Resilient base	096519	Fire suppression system	
Ceiling:		<u>Plumbing:</u>	
Suspended, acoustical	095113	N/A	
Walls:		<u>HVAC:</u>	Div. 23
Painted gypsum wallboard over metal studs	092116/ 099123	Supply/return air system Independent temperature control	
<u>Loose Furnishings:</u>		<u>Electrical:</u>	Div. 26
L1 Admin workstation and chair		Duplex receptacles	
L2 Visitor chair		TVSS protected quad receptacle adjacent to each data port	
L3 Small table (optional)		Single-level switching	
L4 Four-drawer file cabinet		Fluorescent lighting	
L5 Adjustable height bookshelves (12 LF)		Illumination level: See Table 7600-16	
		Clock	
		Central sound system	
		<u>Communications:</u>	Div. 27
		T1 Data port near workstation	
		T2 Voice port and phone	
		T3 Data port for printer	
		<u>Electronic Safety and Security:</u>	Div. 28
		Life safety devices per code	
		<u>Miscellaneous:</u>	
		M1 Computer	
		M2 Printer	

NOTES:

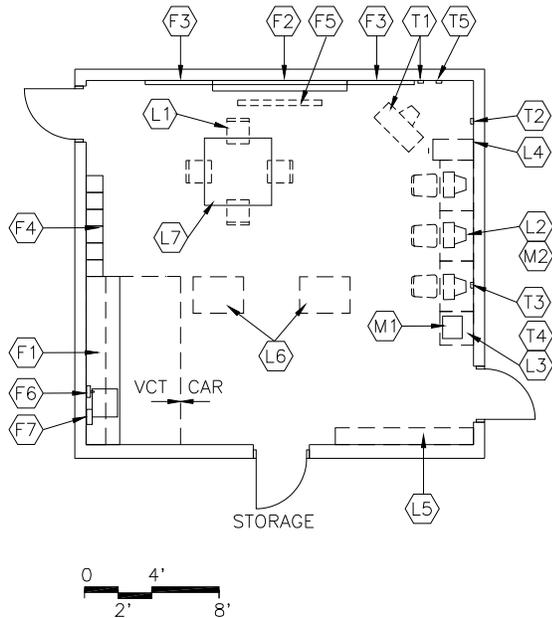
1. Finishes/Features: Refer to Chapter 8 for specification references.

DCPS EDUCATIONAL SPECIFICATION

MAURY ELEMENTARY SCHOOL

SPEECH / OCCUPATIONAL / PHYSICAL THERAPY

M-AC-13



CAPACITY:

- Up to 3 students
- Up to 2 staff

ANCILLARY SPACES:

- Speech/Occupational/ Physical Therapy Storage (M-AC-14)

GOAL:

- To provide private functional mobility training for students

PROGRAM ACTIVITIES:

- Speech therapy
- Exercise
- Assistive technology evaluation
- Occupational and Physical Therapy

SPATIAL RELATIONSHIPS:

- Near Academic Core Classrooms
- Near Special Needs Classrooms
- Adjacent and access to Speech Occupational/Physical Therapy Storage

ENVIRONMENTAL CONSIDERATIONS:

- Uniform lighting
- Environmental sound control:
Wall minimum: STC 45
Ceiling minimum: CAC 35
- Adequate ventilation
- Electrical outlets for equipment
- Wheelchair accessibility
- Reinforce structure to support equipment such as a trapeze
- Windows to provide natural light, desirable; provide treatment to darken if windows are provided
- Auditory privacy

NOTES:

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

DCPS EDUCATIONAL SPECIFICATION

MAURY ELEMENTARY SCHOOL

SPEECH / OCCUPATIONAL / PHYSICAL THERAPY

	Spec. Ref.#		Spec. Ref.#
<u>Finishes¹:</u>		<u>Features¹:</u>	
Flooring:		Fixed Equipment:	
Resilient tile		F1 Casework:	123200
flooring096519		Wall/base cabinets with shelving	
Base:		F2 Marker board (8 LF)	101100
Resilient base	096519	F3 Tack board (8 LF)	101100
Ceiling:		F5 Manual projection screen	115213
Suspended, acoustical	095113	F6 Soap dispenser	102800
Walls:		F7 Towel dispenser	102800
Painted concrete masonry units		<u>Fire Suppression:</u>	Div. 21
042000 / 099123		Fire suppression system	
<u>Loose Furnishings:</u>		<u>Plumbing:</u> Div. 22	
L1 4 chairs		Plumbing connections	
L2 1 computer workstation (TBD)		Sink with drinking fountain	
L3 Printer table		<u>HVAC:</u> Div. 23	
L4 Four-drawer file cabinet		Supply/return air system	
L5 Adjustable height bookshelves (12 LF)		<u>Electrical:</u> Div. 26	
L6 Therapy equipment		Duplex receptacles:	
L7 Work table		3 per primary teaching surface	
<u>Communications:</u>	Div. 27	2 per other walls	
T2 Voice port and phone		TVSS protected quad receptacle	
T3 1 data ports near workstation		adjacent to each data and	
T4 Data port at printer		video port	
<u>Miscellaneous:</u>		Multilevel switching	
M1 Printer		Fluorescent lighting	
M2 Teacher's laptop computer		Illumination level: See Table 7600-16	
		Clock	
		Central sound system	
		<u>Electronic Safety and Security:</u>	Div. 28
		Life safety devices per code	

NOTES:

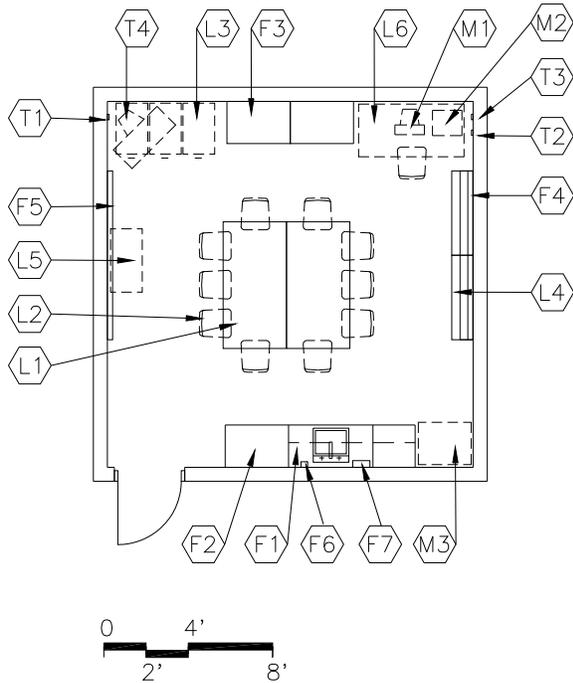
Finishes/Features: Refer to Chapter 8 for specification references.

DCPS EDUCATIONAL SPECIFICATION

MAURY ELEMENTARY SCHOOL

PARENT RESOURCE CENTER

E-AD-10



GOALS:

- To provide a place for parents to meet and work when they volunteer at school
- To provide a place for parents to store their personal belongings
- To provide space for parents to check-out and use parenting sources

PROGRAM ACTIVITIES:

- Small group meetings
- Work area
- Storage for personal items
- Storage of fundraising materials (PTO/PTA)
- Parent training

SPATIAL RELATIONSHIPS:

- Near Welcome Center
- Near Lobby Entrance
- Near Public Restrooms

ENVIRONMENTAL CONSIDERATIONS:

- Electrical outlets for equipment
- Lighting appropriate to task
- Environmental sound control:
Wall minimum: STC 45
Ceiling minimum: CAC 35

CAPACITY:

- Parents
- PTO/PTA members
- Volunteers

SIZE:

- Varies, see table

ANCILLARY SPACES:

N/A

NOTES:

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

DCPS EDUCATIONAL SPECIFICATION

MAURY ELEMENTARY SCHOOL

PARENT RESOURCE CENTER

	Spec. Ref.#		Spec. Ref.#
<u>Finishes¹:</u>		<u>Features¹:</u>	
Flooring:		Fixed Equipment:	
Tile carpet	096813	F1 Casework:	123200
		Base/wall cabinets	
Base:		F2 Casework	
Resilient base	096519	Wardrobe cabinet	123200
Ceiling (8' high minimum):		F3 Casework:	
Suspended, acoustical	095113	Storage cabinets	123200
Walls:		F4 Marker board (8 LF)	101100
Painted concrete masonry units		F5 Tack board (8 LF)	101100
042000 / 099123		F6 Soap dispenser	102800
		F7 Towel dispenser	102800
<u>Loose Furnishings:</u>		<u>Fire Suppression:</u>	Div. 21
L1 2 tables (36" x 72")		Fire suppression system	
L2 10 chairs		<u>Plumbing: (optional)</u>	Div. 22
L3 Four-drawer file cabinet		Plumbing connections	
L4 Adjustable height bookshelves (20 LF)		Sink, single/deep bowl	
L6 Computer workstation		Hook-up for ice maker	
<u>Miscellaneous:</u>		<u>HVAC:</u> Div. 23	
M1 Computer		Supply/return air system	
M2 Printer		Independent temperature control	
M3 Refrigerator with ice maker		<u>Electrical:</u> Div. 26	
<u>Communications:</u>	Div. 27	Duplex receptacles	
T2 Voice port and phone		TVSS protected quad receptacle	
T3 Data port		adjacent to each data and video port	
T4 Video port, monitor, VCR/DVD, and bracket		Multilevel switching	
<u>Electronic Safety and Security:</u>	Div. 28	Fluorescent lighting	
Life safety devices per code		Illumination level: See Table 7600-16	
		Clock	
		Central sound system	

NOTES:

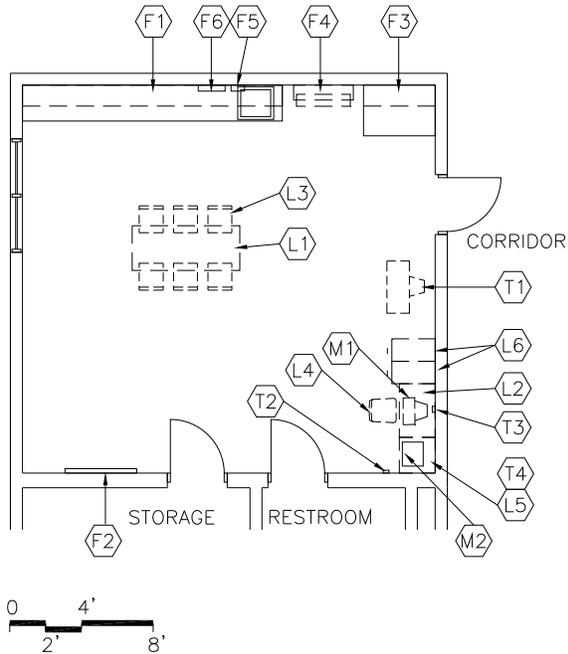
1. Finishes/Features: Refer to Chapter 8 for specification references.

DCPS EDUCATIONAL SPECIFICATION

MAURY ELEMENTARY SCHOOL

WORKROOM / TEACHER OFFICE

E-ACA-12



GOALS:

- To provide a space where adults can meet for committee work
- To provide a space where teachers can perform administrative work
- To provide a space for storage of grade-level materials

PROGRAM ACTIVITIES:

- Team staff meetings
- Lesson planning and grading
- Scheduling appointments
- Record keeping
- Develop and review teacher materials

SPATIAL RELATIONSHIPS:

- Near Academic Core classrooms (centrally located)
- Access to Staff Restroom(s) from within Workroom/Teacher Office
- Access to Storage from within Workroom/Teacher Office

ENVIRONMENTAL CONSIDERATIONS:

- Uniform lighting
- Environmental sound control:
 - Wall minimum: STC 45
 - Ceiling minimum: CAC 35
- Adequate ventilation
- Electrical outlets for equipment
- Window to provide natural light, desirable

CAPACITY:

- Teachers
- Teachers' assistants
- Parents/volunteers

SIZE:

- Varies, see table

ANCILLARY SPACES:

- Staff restroom

NOTES:

1. Loose furnishings and features shown represent one of many possible arrangements.
2. Optional: Consideration for internal window(s) with blinds to corridor.

DCPS EDUCATIONAL SPECIFICATION

MAURY ELEMENTARY SCHOOL

WORKROOM / TEACHER OFFICE**E-ACA-12**

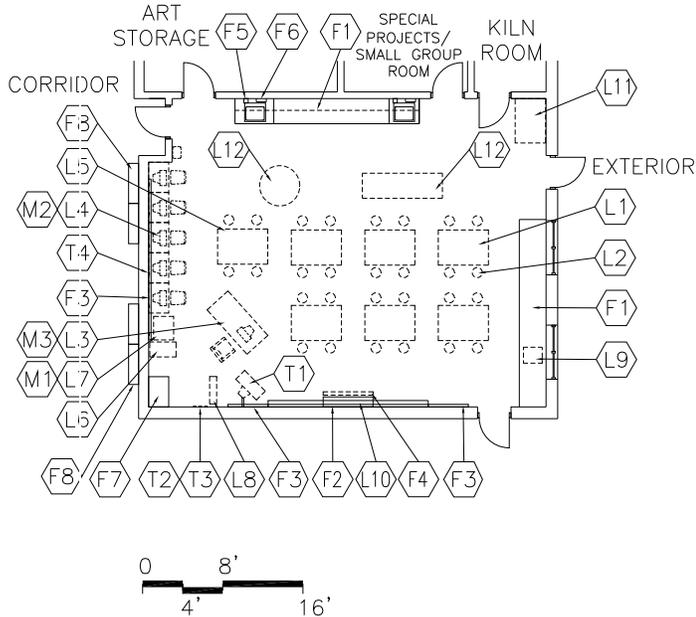
	Spec. Ref.#		Spec. Ref.#
<u>Finishes¹:</u>		<u>Features¹:</u>	
Flooring:		Fixed Equipment:	
Resilient tile flooring	096519	F1 Casework:	123200
		Base cabinets	
Base:		Wall cabinets/shelving	
Resilient base	096519	F2 Tack board (4 LF)	101100
		F3 Casework:	123200
Ceiling:		Deep storage for poster board	
Suspended, acoustical	095113	F4 Towel	
		dispenser	102800
Walls:		F5 Soap dispenser	102800
Painted concrete masonry units	042000/099123		
		<u>Fire Suppression:</u>	Div. 21
<u>Loose Furnishings:</u>		Fire suppression system	
L1 1-2 Table (s)			
L2 Computer workstation furniture		<u>Plumbing:</u> Div. 22	
L3 6 chairs		Plumbing connections	
L4 Ergonomic task chair		Sink	
L5 Printer table		<u>HVAC:</u> Div. 23	
L6 2, four-drawer file cabinets		Supply/return air system	
<u>Communications:</u>	Div. 27	<u>Electrical:</u> Div. 26	
T2 Voice port and phone		Duplex receptacles	
T3 Data port near workstation		TVSS protected quad receptacle	
T4 Data port at printer		adjacent to each data and	
		video port	
		Fluorescent lighting	
<u>Miscellaneous:</u>		Illumination level: See Table 7600-16	
M2 Networked Printer		Multilevel	
		switching	
		16140	
		Clock	
		Central sound	
		system	
		16823	
		<u>Electronic Safety and Security:</u>	Div. 28
		Life safety devices per code	

DCPS EDUCATIONAL SPECIFICATION

MAURY ELEMENTARY SCHOOL

ART LAB

E-VA-1



CAPACITY:

- 20-24 students
- 1 teacher
- Student teacher
- Parent volunteers
- Student volunteers

SIZE:

- Varies, see table

ANCILLARY SPACES:

- Kiln Room (E-VA-3) 75 SF
- Art Storage (E-VA-2) 125 SF

SPATIAL RELATIONSHIPS:

- Centrally located with convenient access to Core Academic classrooms
- Adjacent and access to Kiln Room

GOALS:

- To provide an area for students to work on a variety of art projects and to have positive experiences, which include developing confidence, commitment, and a sense of accomplishment
- To explore the manipulation of a variety of materials
- To develop technical and expressive skills
- To become aware of and be able to articulate thoughts about art and its reflection of other societies, cultures, and times
- To provide clean, adequate space in which to store art supplies and student projects

PROGRAM ACTIVITIES:

- Drawing, painting, and print making
- Sculpture, model-making, collage, and assembly
- Ceramics-clay (age appropriate)
- Computer graphics and mixed media work
- Guest artist lectures
- Demonstrations
- Viewing prints/slides/movies/art videos
- Research, reading, and writing
- Individual and cooperative group work
- Storage of supplies, projects, and small equipment
- Mixed media work

ENVIRONMENTAL CONSIDERATIONS:

- Uniform lighting/track and display lighting
- Windows to provide natural light and egress, preferably northern exposure
- Environmental sound control:
Wall minimum: STC 45
Ceiling minimum: CAC 35
- Include outlets on the wall above counter spaces in raceway
- Electrical outlets for equipment
- Provide one ceiling hung, retractable electrical outlet
- Window treatment to darken room for AV presentation as required

NOTES:

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

DCPS EDUCATIONAL SPECIFICATION

MAURY ELEMENTARY SCHOOL

ART LAB

E-VA

	Spec. Ref.#		Spec. Ref.#
<u>Finishes¹:</u>		<u>Features¹:</u>	
Flooring:		Fixed Equipment:	
Quartz tile	096618	F1 Casework:	
Base:		30" high base/wall cabinets near	
Resilient base	096519	sinks	123200
Ceiling (12' high minimum to underside of		Paper storage cabinets	
deck):		F2 Marker board	101100
Exposed structure, painted	099123	16 LF primary	
with acoustical treatment	098400	F5 Tack board flanking marker board	
Walls:		Plus two (2) parallel rows of	
Painted concrete masonry units or dry wall		continuous tack strips on all available	
One tackable wall	042000 / 099123	walls (4 LF or longer) at 30" and 48"	
		AFF	
		F6 Manual projection screen (60"x60")	115213 ³
<u>Loose Furnishings:</u>		F5 Soap dispenser (at each sink)	102800
L1 12 2-person student work tables		F6 Towel dispenser (at each sink)	102800
L2 24-30 Student chairs		F7 Casework: Wardrobe	123200
L3 Teacher workstation and chair		F8 Display cases	
L4 3 computer (laptops) tables and chairs			
L6 1, four-drawer file cabinet		<u>Fire Suppression:</u>	Div. 21
L7 Audio visual cart for teacher use		Fire suppression system	
L10 Adjustable height shelves (24 LF) for			
drying 3D objects		<u>Plumbing:</u> Div. 22	
Drying rack (40-80 slats)		Sinks with solids interceptor	
Flat storage (10 drawers)		2 large, deep sinks	
		Plumbing connections	
<u>Communications:</u>	Div. 27	<u>HVAC:</u> Div. 23	
Single point 'face plate' near teachers work		Supply/return air system	
station to include:		Independent temperature control	
Voice, data, VGA, audio enhancement,		Manually controlled general exhaust	
and HDMI			
Additional ports:		<u>Electrical:</u> Div. 26	
Printer		Duplex receptacles	
3 data ports for student use		3 per primary teaching wall	
Electronic white board		At least 2 per other walls	
Clock/PA		TVSS protected quad receptacle	
2 wireless		adjacent to each data port	
		Multilevel switching	
<u>Miscellaneous:</u>		Fluorescent lighting	
M1 Interactive white board	Div. 27	Illumination level: See Table 7600-16	
M2 3 computers for student use		Clock	
M3 Computer for teacher use		Central sound system	
Audio enhancement equipment		Display/track lighting	
Document camera			

NOTES:

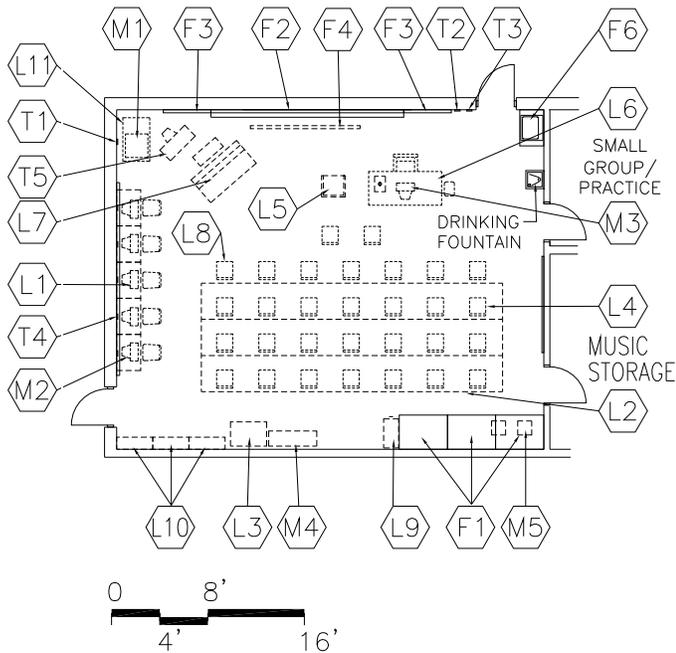
Finishes/Features: Refer to Chapter 8 for specification references.

DCPS EDUCATIONAL SPECIFICATION

MAURY ELEMENTARY SCHOOL

GENERAL MUSIC ROOM

E-MU-1



CAPACITY:

- 20-24 music students
- 1 teacher
- Parents/volunteers

SIZE:

- 1,000 SF

GOAL:

- To provide students with the opportunity to explore and develop skills in music through large group, ensemble, and solo experiences

PROGRAM ACTIVITIES:

- Listen, analyze, describe, and compose music (stereos, CD players, computers and printer, laser discs)
- Sing alone and with others (solos, duets, trios, ensembles, large groups)
- Guest speakers and performers (solo and ensembles)
- Group instruction (small and large)
- Choral, speech, theatrics (musicals, operas)
- View educational videos for music enrichment
- Extra-curricular after school activities (i.e., Odyssey of the Mind, church groups)

SPATIAL RELATIONSHIPS:

- Storage in the classroom

ENVIRONMENTAL CONSIDERATIONS:

- Uniform lighting/Theatrical lighting
- Environmental sound control:
Wall minimum: STC 50
Ceiling minimum: CAC 35
- Sound insulation in walls (extended above ceiling to underside of deck)
- Acoustical wall treatments
- Electrical outlets for equipment
- Adequate ventilation
- Proportion classroom for effective viewing and listening from all areas of the classroom
- Auditory privacy
- Drinking fountain in classroom

NOTES:

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

GENERAL MUSIC ROOM**E-MU-1**

	Spec. Ref.#		Spec. Ref.#
<u>Finishes¹:</u>		<u>Features¹:</u>	
Flooring:		Fixed Equipment:	
Carpet	096816	F1 Casework:	
Base:		Paper storage cabinets	123200
Resilient base	096519	F2 Marker board (16 LF)	
Ceiling(10' high minimum):		1/2 with music staff bars	101100
Suspended, acoustical	095113	F3 Tack board	101100
Walls:		F4 Manual projection screen	115213
Painted concrete masonry units		F5 Casework:	
042000 / 099123		Wardrobe	123200
		F6 Casework:	
		Sink cabinet	123200
<u>Loose Furnishings:</u>		<u>Fire Suppression:</u>	Div. 21
L1 3 computer workstations and chairs		Fire suppression system	
L2 Portable choral risers with rails		<u>Plumbing:</u> Div. 22	
L3 Mobile A/V cabinet		Plumbing connections	
L4 24 music posture chairs		Drinking fountain	
L5 Conductor podium, chair and stand		Sink	
L6 Teacher desk and chair		<u>HVAC:</u> Div. 23	
L7 Upright piano		Supply/return air system	
Instrument storage		Independent temperature	
(see furniture standards)		control	
L9 Four-drawer file cabinet		<u>Electrical:</u> Div. 26	
L10 Adjustable height bookshelves (24LF)		Duplex receptacles	
		3 per primary teaching wall	
<u>Communications:</u>	Div. 27	2 per other walls	
Single point 'face plate' near teachers work		TVSS protected quad receptacle	
station to include:		adjacent to each data and	
Voice, data, VGA , audio enhancement,		video port	
and HDMI		Multilevel switching	
Additional ports:		Fluorescent lighting	
Printer		Illumination level: See Table 7600-16	
3 data ports for student use		Theatrical lighting	
Electronic white board		Clock	
Clock/PA		Central sound system	
2 wireless		<u>Electronic Safety and Security:</u>	Div. 28
<u>Miscellaneous:</u>		Life safety devices per code	
M1 Projection device on cart	Div. 27		
M2 3 computers for student use			
M3 Computer teacher use			
M4 MIDI synthesizer			
M5 A/V recording/playback equipment			
Document camera			

NOTES:

1. Finishes/Features: Refer to Chapter 8 for specification references.

STEM LAB / SCIENCE LAB**E-ACA-14****CAPACITY:**

- 20-24 students
- 1-2 staff

SIZE:

- 1,000 SF

ANCILLARY SPACES:

100 SF closet

GOAL:

- To be an instructional space for science, engineering and hands-on creative activities

PROGRAM ACTIVITIES:

- Direct instruction
- Research
- Student and class projects
- Cooperative learning groups
- Student display
- Activities
-

SPATIAL RELATIONSHIPS:

- Near Academic Core Classrooms
- Near main Corridor

ENVIRONMENTAL CONSIDERATIONS:

- Uniform lighting
- Windows to provide natural light and egress
- Environmental sound control:
 - Wall minimum: STC 45
 - Ceiling minimum: CAC 35
 - Reverberation Time: .4-.6 seconds
- Window treatment to darken room for AV presentation
- Proportion classroom for effective viewing and listening from all areas of the classroom

NOTES:

1. Loose furnishings and features shown represent one of many possible arrangements.
2. Casework countertop at sink wall(s) shall be 30" deep with a 6" plumbing chase for services. No plumbing shall be in exterior wall

STEM LAB / SCIENCE LAB

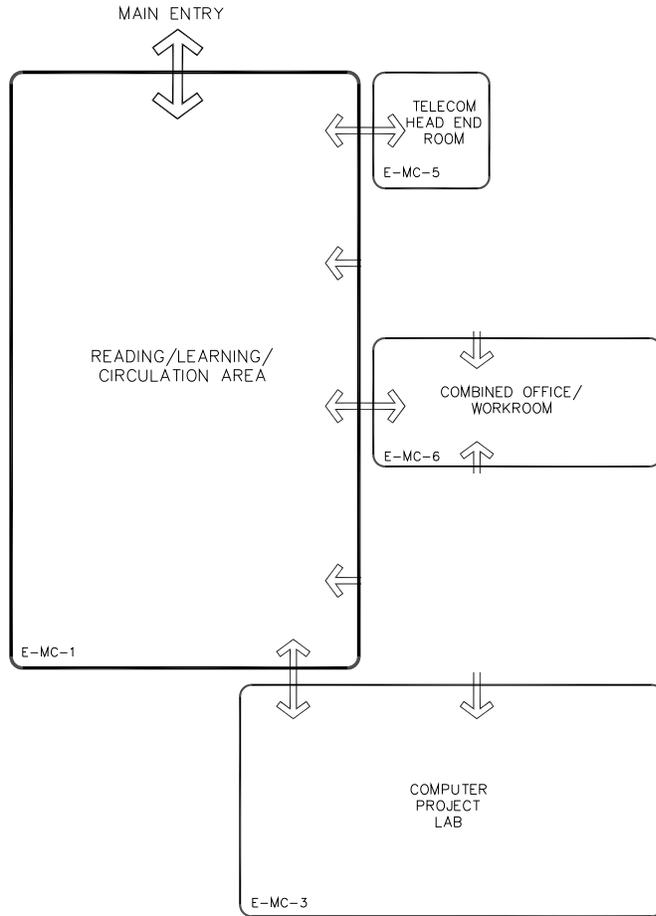
	Spec. Ref.#		Spec. Ref.#
<u>Finishes¹:</u>		<u>Features¹:</u>	
Flooring:		Fixed Equipment:	
Quartz tile	096618	F1 Casework:	
Base:		Base cabinets and shelving	123200
Resilient base	096519	F3 Casework:	
Ceiling (9' high minimum):		Wall shelving (24 LF- H 30-32")	123200
Suspended, acoustical	095113	F4 Marker board (2 walls)	101100
Walls:		16 LF primary/8 LF secondary	
Painted concrete masonry units or dry wall	042000/ 099123	F5 Tack board flanking marker boards	
One tackable wall surface	101100	Plus two (2) parallel rows of continuous tack strips on all available walls (4 LF or longer) at 30" and 48" AFF	
<u>Loose Furnishings:</u>		F6 Manual projection screen (60"X60")	115213 ³
L1 Variety of table surfaces		F8 Casework:	
L2 24 chairs		Wardrobe	123200
L3 3 computer workstation furniture		<u>Fire Suppression:</u>	Div. 21
L5 Teacher desk and chair		Fire suppression system	
L8 Four-drawer file cabinet		<u>Plumbing:</u> Div. 22	
L9 Adjustable bookshelves (24 LF)		Sinks with solids interceptor	
<u>Communications:</u>	Div. 27	Plumbing connections	
Single point 'face plate' near teachers work station to include:		2-4 sinks, single/deep bowl	
Voice, data, VGA , audio enhancement, and HDMI		<u>HVAC:</u> Div. 23	
Additional ports:		Supply/return air system	
Printer		Independent temperature control	
3 data ports for student use		<u>Electrical:</u> Div. 26	
Electronic white board		Duplex receptacles	
Clock/PA		3 per primary teaching wall	
1 wireless		At least 2 per other walls	
<u>Miscellaneous:</u>		Continuous raceway above countertop	
M1 Projection device on cart	Div. 27	TVSS protected quad receptacle adjacent to each data and video port	
M2 Printer		Multilevel switching	
M3 3-5 computers for student use		Fluorescent lighting	
M4 Computer for teacher use		Illumination level: See Table 7600-16	
Audio enhancement equipment		Clock	
		Central sound system	
		<u>Electronic Safety and Security:</u>	Div. 28
		Life safety devices per code	

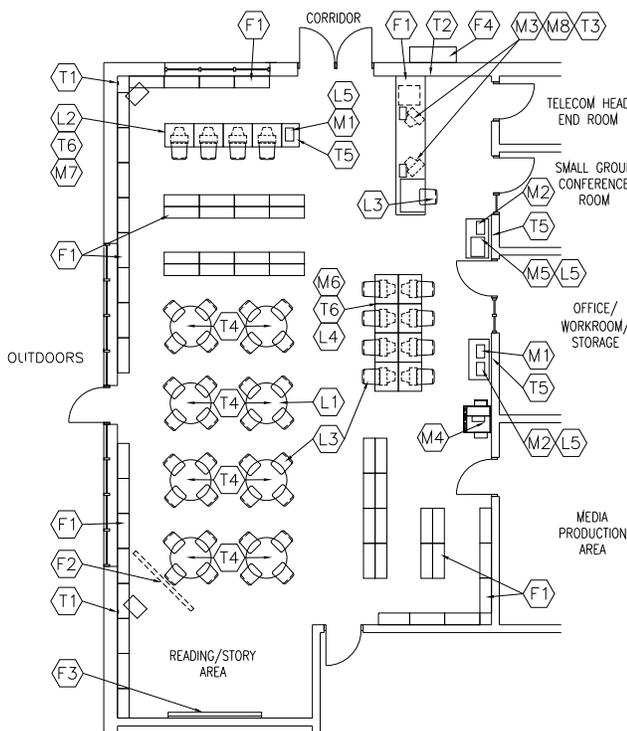
NOTES:

1. Finishes/Features: Refer to Chapter 8 for specification references.

MEDIA CENTER *

Spaces	Qty.	S.F.	Total	Comments
Reading/Learning/Circulation	1	2,000	2,800	
- Laptop Lab	1	800		Part of reading room
Office/Technical Processing	1	400	400	
Small Group/Conference	1	150	150	
Storage	1	200	200	
Telecom Head End Room	1	100	100	
Total			3,650	



READING / LEARNING / CIRCULATION AREA**E-MC-1****CAPACITY:**

- 50 students
- 3 teachers
- 1 media specialist
- Community patrons after school hours

PROGRAM ACTIVITIES:

- Reading
- Circulation of materials and resources including online catalogs
- Large group and small group instruction
- Informal small group interaction
- Provide meeting areas for community, staff, and parents
- Research
- Dramatic reading and storytelling

SPATIAL RELATIONSHIPS:

- Instructional area to accommodate one full class of students
- Space around computers for 2-3 students to work together
- Story area with flexible seating
- Comfortable seating areas for independent reading
- Display areas for books and interesting objects
- Circulation area located close to entrance/exit
- Periodical area located near entrance and close to circulation
- Two catalog station areas centrally located

ENVIRONMENTAL CONSIDERATIONS:

- Recessed floor (data and duplex) outlets in floor throughout
- Adequate ventilation
- Lighting appropriate to task with switches to dim separate zones of Media Center
- Environmental sound control:
 - Wall minimum: STC 45
 - Ceiling minimum: CAC 35
- Electrical outlets at entrance for future security system
- Electrical outlets at all column locations
- Windows to provide natural light
- Security of school when center is in use after school hours
- Ceiling height in proportion to room dimensions
- Open flow for traffic in reference/professional/periodical areas
- Electrical outlets in toe space of wall shelving
- Window treatment to darken room for AV presentation

NOTES:

1. Loose furnishings and features shown represent one of many possible arrangements.
2. Freestanding book stacks shall be no more than 42" high with castors. Book stacks against the wall may be 60" to 72" high. Coordinate with other equipment and windows.

READING / LEARNING / CIRCULATION AREA**E-MC-1**

	Spec. Ref.#		Spec. Ref.#
<u>Finishes¹:</u>		<u>Features¹:</u>	
Flooring:		Fixed Equipment:	
Carpet	096816	F1 Library casework - see below	
Base:		F2 Motorized projection screen	115213
Resilient base	096519	F3 2 Marker board (8 LF each)	101100
Ceiling:		2 Tackboards (8 LF each)	
Suspended, acoustical	095113	F4 Display cases	123559
Walls:		<u>Fire Suppression:</u>	Div. 21
Painted concrete masonry units		Fire suppression system	
042000 / 099123		<u>HVAC:</u>	Div. 23
<u>Loose Furnishings (See examples attached):</u>		Supply/return air system	
L1 8, four-person tables (different heights)		Independent temperature control	
L2 2-4 automated card catalog stations		<u>Electrical:</u>	Div. 26
L3 45 chairs (per student enrollment)		Duplex receptacles	
L4 8-12 seated reference stations		TVSS protected quad receptacle	
L5 Printer table		adjacent to each data and	
Soft seating		video port	
<u>Miscellaneous:</u>		Multi-level switching to allow for dimming	
M1 Black and white printers		part of the room	
M2 Color printers		Fluorescent lighting	
M3 2 bar code readers		Means of egress lighting per code	
M4 Photocopy machine		Central sound system	
M5 Digital scanner		Floor boxes (electrical/data) throughout	
M6 8-12 computers for student use		reading room for flexible loose	
M7 2-4 computers for reference		furnishings layout	
M8 2 computers for staff use		<u>Communications:</u>	Div. 27
		T1 2 video port, monitor,	
		and brackets	
		T2 Voice port and phone at circulation desk	
		T3 2 data ports at circulation desk	
		T4 12 data ports for student use	
		T5 2 data ports for printers	
		T6 2 data ports for automated data catalog	
		Interactive board in the 'teaching area'	
		Cable/MATV port	
		<u>Electronic Safety and Security:</u>	Div. 28
		Life safety devices per code	

NOTES:

1. Finishes/Features: Refer to Chapter 8 for specification references.

Shelving

Calculating Shelving Requirements

Where possible shelves placed off of the wall should be on casters. All shelving must have a full back and be fully adjustable with no lip that prevents access to books. In determining type and placement of shelving, consider the following:

- Consider shelf height and arrangement to promote maximum visibility of students
- Freestanding, mobile double-faced stacks placed in rows of 4-6 sections are the most preferred stack arrangement
- Counter height shelving may be used for picture books, reference books and to create special interest areas
- Special shelving will be needed for periodicals and displays
- Shelves should not be more than two-thirds full. It is recommended that the top and bottom shelves be initially reserved for collection expansion or used for display
- To ensure continuity, purchase enough shelving to meet future needs
- Shelves that are longer than 36" may warp
- Shelves should be able to accommodate a variety of formats

Mobile Shelving to be placed in the center of the space should be mobile and there should be no lip around the shelves that block access to books. Examples:

- Brodart Mobile Shelving: <http://www.brodartfurniture.com/products/mobile-shelving/products~detail.aspx?id=114&cld=59>
- Demco Mobile Shelving: http://www.demco.com/goto?PNHD21&intcmp=CN_D21

Calculating Shelving Dimensions

To calculate the linear feet of shelving needed, use the following:

- Picture/thin: 20 books per foot/60 books per shelf length,
- Standard size: 9 books per foot/30 books per shelf length,
- Reference books: 6 books per foot/18 books per shelf length
- Periodicals: 1 per foot for display purposes.

To calculate how many linear feet of shelving are required for a collection, take the total number of volumes to be housed and divide by the number of books per foot. For example, a primary collection of 5,000 volumes consisting of picture and thin books would require a total of 250 linear feet of shelving (5,000/20). Remember, shelves should only be two-thirds full. To allow for this, multiply the number of linear feet required by 1.33. (For example: 250 X 1.33 = 332.5, or 333 linear feet of shelving).

Use the following chart to determine how many linear feet there are per standard size unit of shelving:

Number of Shelves Per Unit	Linear Feet per Single-Faced Unit	Linear Feet per Double-Faced Unit
3	9	18
4	12	24
5	15	30
6	18	36
7	21	42

When arranging spaces, it is necessary to know how many volumes can be housed per unit. To determine how many volumes per unit, use the following chart:

Number of Shelves Per Unit	Type of Book	Single-Faced	Double-Faced
3	Picture/thin	180	360
	Standard Size	90	180
	Reference	54	108
4	Picture/thin	240	480
	Standard Size	120	240
	Reference	60	120
5	Picture/thin	300	600
	Standard Size	150	300
	Reference	90	180
6	Picture/thin	360	720
	Standard Size	180	360
	Reference	108	216
7	Standard Size	210	420

When determining depth of shelving, consider the following:

- Use 10-inch shelf depth for standard size books.
- Use 12-inch shelf depth for picture books, reference books, and periodical and audiovisual storage.
- Equipment storage will require 18-24-inch shelf depth ("Maine School Library," 1999).

Furniture

Circulation Desks should not be overly large and should be placed with maximum sight lines for the space. A book drop and book cart should be included as well as desk space, and work space. Height of the desk should take in to well as all ADA consideration the size of the students as guidelines. Examples:

Circulation Desk



OPAC Catalog Stations



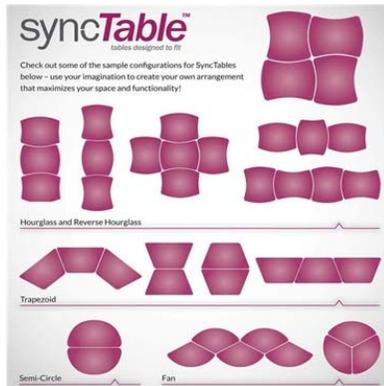
Book drops if at all possible, in addition to the book drop in the circulation desk, a second lockable book drop should be accessible from the hallway outside the library. A second book cart should be provided to collect the books from this book drop.

Soft seating encourages students to read independently and to collaborate. It should be easily cleaned and proportional to students. There should be soft seating throughout the LMC space. Examples from Demco (<http://www.demco.com/goto?PNHC64>):



<http://www.broadartfurniture.com/products/opening-the-book-reading-hideaway/products~detail.aspx?id=35&cld=69>

Collaborative work spaces should include desks, tables and chairs easily reconfigured depending on the activity. Examples:



Sync Tables from Broadart (with casters)

<http://www.broadartfurniture.com/products/synctable/products~detail.aspx?id=134&cld=72>

Technology

OPAC Catalog Stations

Computers dedicated to OPAC searching should be placed at the circulation desk or throughout the LMC, not included as part of a computer lab.

Computer Area

- Peripheral design strongly preferred (vs. lecture/row style)
- Flexible furniture preferred; plain tables for collaboration should be included in the center of the room when possible
- Network drops should be available for 28-30 students
- Desktops hardwired
- 100% wireless coverage

Mobile Labs

- 1 mobile cart of 30 laptops should be dedicated for library use
- Secure storage should be available to accommodate all mobile labs. Please ensure space is large enough to accommodate various models of laptop carts.
 - Locking, windowless closet with power and HVAC. Shelving may be included above cart height to maximize space.

eReaders

- Kindle Fire HD 7 – DCPS standard
- Lockable charging cart such as, <http://www.jar-systems.com/products/jar-remote-management-solution/jar-versatile-tablet-cart-36-sb-6310b> or <http://www.touchboards.com/lapcabby/tabcab32hbl/usa/?v=0>

Interactive Teaching Space

- Minimum of one Hitachi projector or interactive board, per DCPS standard

Video Content Distribution System

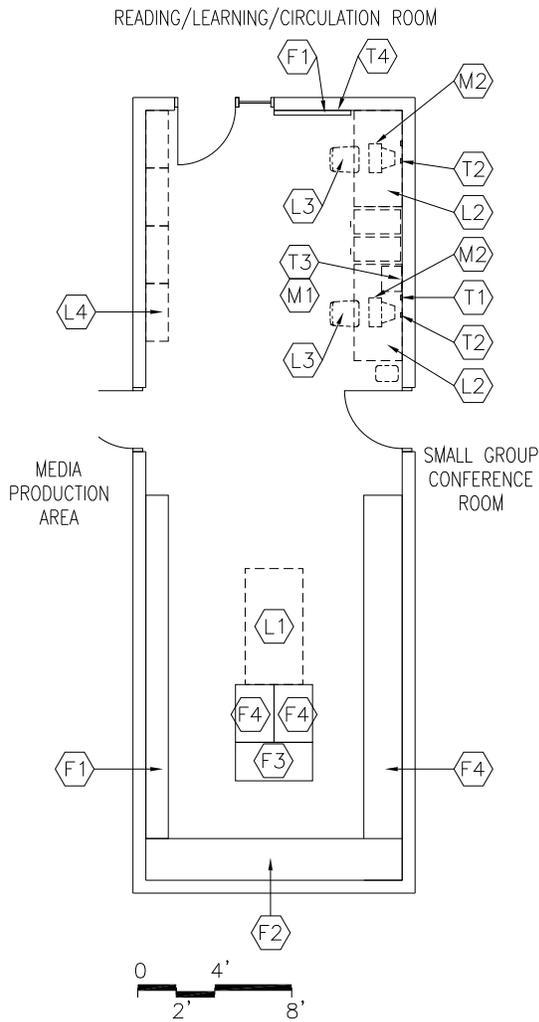
- MediaCast is the DCPS standard

References for additional information:

- Potter School Renovation <http://www.scribd.com/doc/228255148/Potter-Library-Renovation#scribd>; <https://youtu.be/n-ZwdDVVAsA>

OFFICE/TECHNICAL PROCESSING ROOM

E-MC-6



CAPACITY:

- Media specialists

ANCILLARY SPACES:

- Reading/Learning/Circulation Area (E-MC-1)

GOAL:

- To provide a less visible and secure space for processing incoming materials and storage of materials

PROGRAM ACTIVITIES:

- Storage of materials
- Storage of A/V materials and videotapes
- Scanning
- Digitizing

SPATIAL RELATIONSHIPS:

- Adjacent to and access to Reading/Learning/Circulation Area
- Adjacent to and access to Office
- Adjacent to and access to Media Production Area
- Located behind circulation desk and whole class zone

ENVIRONMENTAL CONSIDERATIONS:

- Uniform lighting
- Environmental sound control:
Wall minimum: STC 45
Ceiling minimum: CAC 35
- Auditory privacy

NOTES:

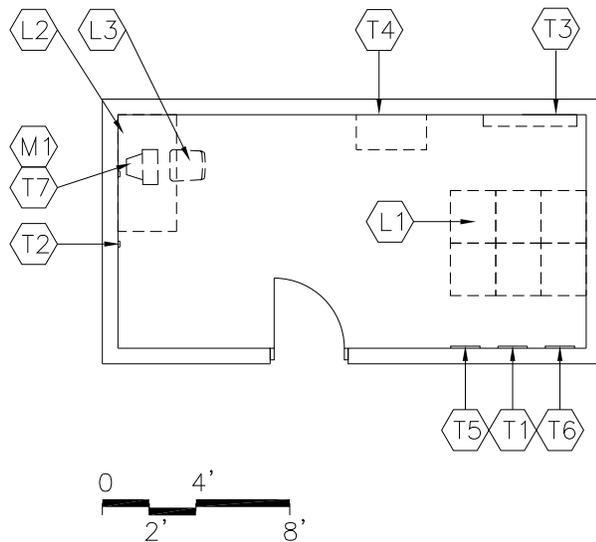
1. Loose furnishings and features shown represent one of many possible arrangements.

OFFICE/TECHNICAL PROCESSING ROOM

	Spec.		Spec.
<u>Finishes</u> ¹ :	<u>Ref.</u>	<u>Features</u> ¹ :	<u>Ref.#</u>
	<u>#</u>		
Flooring:		Fixed Equipment:	
Resilient tile flooring	096519	F1 Storage shelving	105613
Base:		F2 Casework:	
Resilient base	096519	Tall cabinet (24" deep)	123200
Ceiling:		F3 Poster/map storage	123200
Suspended, acoustical	095113	F4 Casework:	
Walls:		Base cabinets with power	123200
Painted concrete masonry units	042000 / 099123	<u>Fire Suppression:</u>	Div. 21
<u>Loose Furnishings:</u>		Fire suppression system	
L1 Work table		<u>Plumbing:</u>	
L2 Computer workstation		Plumbing for sink	
L3 Chair		<u>HVAC:</u>	Div. 23
L4 Adjustable height bookshelves		Supply/return air system	Div. 15
L5 Four – drawer file cabinets		<u>Electrical:</u>	Div. 26
		Duplex receptacles	
		At casework island	
		TVSS protected quad receptacle	
		adjacent to each data port	
		Single-level switching	
		Fluorescent lighting	
		Illumination level: See Table 7600-16	
		Clock	
		Central sound system	
		<u>Communications:</u>	Div. 27
		T1 Voice port and phone	
		T2 Data port	
		<u>Electronic Safety and Security:</u>	Div. 28
		Life safety devices per code	
		<u>Miscellaneous:</u>	
		M1 Printer	
		M2 2 computers	

NOTES:

1. Finishes/Features: Refer to Chapter 8 for specification references.

TELECOM HEAD END ROOM**E-MC-5****CAPACITY:**

- 1-2 staff members

SIZE:

- 100 SF

ANCILLARY SPACES:

- Reading/Learning/Circulation Area (E-MC-1)

GOALS:

- To provide a secure area to serve as the information hub of the school. File servers will serve the building computer network
- To provide satellite up and down links that will send and receive voice, video, and data
- Location of cable TV input and output
- All areas of the school are to be wired to this area

PROGRAM ACTIVITIES:

- Voice, video, data reception, and distribution
- Security system location
- Network management
- Telephone wiring entry and distribution
- Cable and CCTV reception and broadcasting

SPATIAL RELATIONSHIPS:

- May also be located in the Administration Area
- Adjacent to and access to Reading/Learning/Circulation Area
- Could be accessed from workroom in lieu of Reading/Learning/Circulation Area
- Additional access from corridor

ENVIRONMENTAL CONSIDERATIONS:

- Adequate power supply will be required and auxiliary UPS power for back-up (Quality of power is important.)
- Dedicated electrical circuitry
- Air conditioning dedicated to this space
- Adequate ventilation
- Access to ceiling and walls for modification to systems and wiring
- Security of door

NOTES:

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

**TELECOM HEAD END ROOM
E-MC-5**

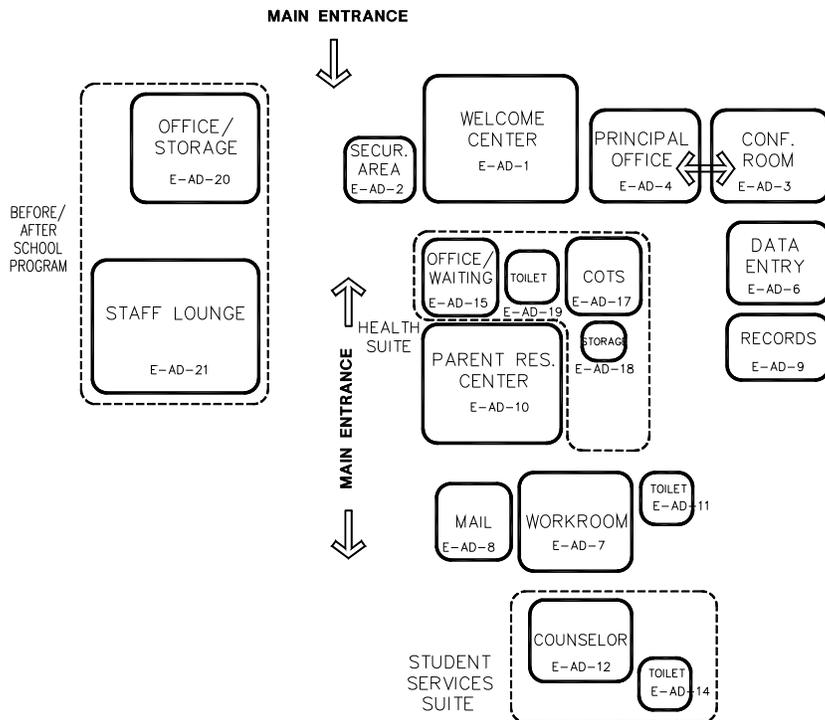
	Spec.		Spec.
<u>Finishes</u> ¹ :	<u>Ref.</u>	<u>Features</u> ¹ :	<u>Ref.#</u>
	#	N/A	
Flooring: Resilient tile flooring	096519	<u>Fire Suppression</u> : Fire suppression system	Div. 21
Base: Resilient base	096519	<u>Plumbing</u> : N/A	
Ceiling: Suspended, acoustical	095113	<u>HVAC</u> : Div. 23 Supply/return air system Independent, packaged system	
Walls: Painted concrete masonry units 042000 / 099123		<u>Electrical</u> : Duplex receptacles Quad receptacles for electronic systems Single-level switching Fluorescent lighting Central sound system	Div. 26
<u>Loose Furnishings</u> : L1 6-8 technology racks L2 Workstation L3 Ergonomic task chair		<u>Communications</u> : T1 Data network system T2 Voice port and phone T3 Telephone switchgear T4 Video network control T5 Satellite dish connection T6 Satellite/cable system controls Access	Div. 27 17430
		<u>Electronic Safety and Security</u> : Life safety devices per code	Div. 28
		<u>Miscellaneous</u> : M1 Computer	

NOTES:

1. Finishes/Features: Refer to Chapter 8 for specification references.

ADMINISTRATION

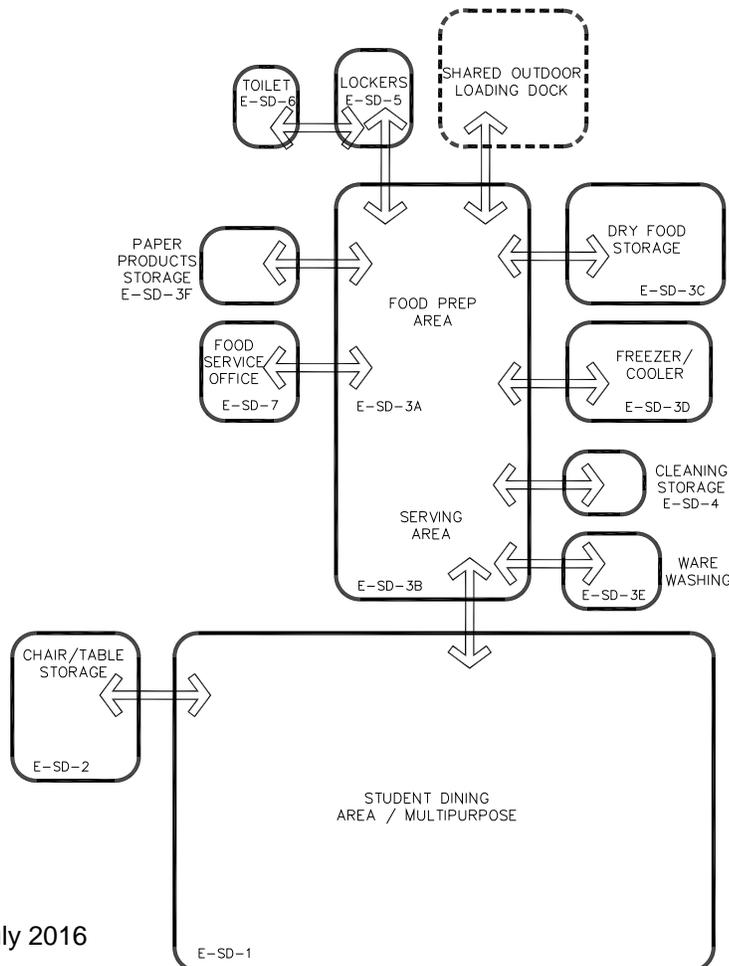
Spaces	Suggested			Comments
	Qty.	S.F.	Total	
Welcome Center	1	350	350	
Security Area w/ storage	1	75	75	
Conference Room	1	200	200	
Principal's Office	1	180	180	
Administration Office	3	120	340	Sizes vary based on existing conditions
Administrative Workroom	1	150	150	
Mailroom	1	75	75	
Records Room	1	100	100	Needs to be a secure space.
Toilet	1	50	50	
Health Suite			0	
Office	1	100	100	
Waiting/Treatment Area	1	180	180	
Cots	1	100	100	
Storage	1	25	25	
Toilet	1	50	50	
Extended Day Office/Storage	1	500	500	City Year
Staff Lounge	1	400	400	Includes staff toilet with shower.
Total			2875	



Dinning and Food Services/Physical Education

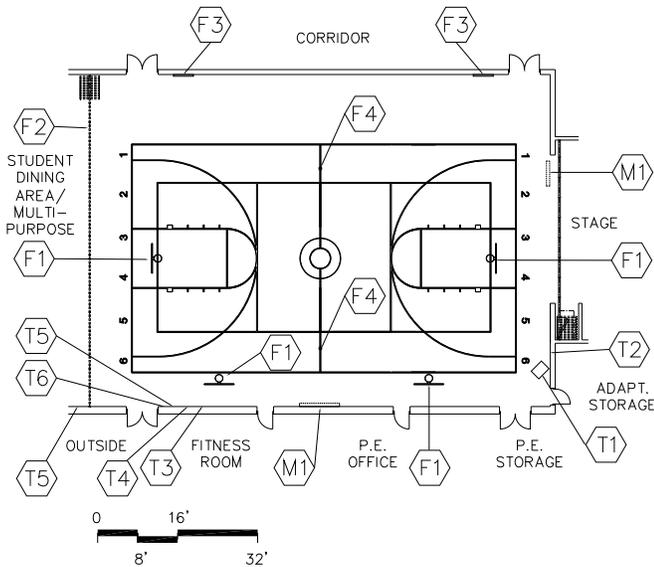
Spaces	Suggested			Comments
	Qty.	S.F.	Total	
Physical Education Space	1	3,000	3,000	May be combined with the multi-purpose room with a dividing wall
Student Dining Area/Multi-purpose	1	2,700	2,700	
Stage	1	800	800	
Chair and Table Storage	1	200	200	
Food Prep	1	400	400	
Servery	1	300	300	
Dry Storage	1	150	150	
Freezer & Cooler	1	400	400	
Ware washing	1	75	75	
Toilet/Lockers	1	75	75	
Cleaning Storage	1	50	50	
Food Service Office	1	100	100	
PE office and storage	1	240	240	
Total			8,490	

Comments: The overall total for the Dining and Food Services/PE area may be + or – 15%.



MULTIPURPOSE PE

E-PE-1

**CAPACITY:**

- 24-50 students per class
- Teacher
- Parents and community members for meetings

ANCILLARY SPACES:

- P.E. Office (E-PE-2)
- P.E. Storage (E-PE-4)

GOALS:

- To provide space for P.E. classes to meet
- To provide space for students to present performances

PROGRAM ACTIVITIES:

- Athletic skills and leader games
- Adaptive physical education
- Student assemblies and programs
- Lectures/Teaching
- Community use

SPATIAL RELATIONSHIPS:

- Near public restrooms, with easy access
- Access to outdoor physical education play areas
- Near visitor parking
- Located with easy access to rest of school, but must be able to close off area for security during evening activities
- Adjacent and access to P.E. Office
- Adjacent and access to P.E. Storage

ENVIRONMENTAL CONSIDERATIONS:

- Uniform lighting
- Environmental sound control:
Wall minimum: STC 50
- Adequate sound control/acoustics
- Clear height of 20' from floor to nearest obstruction
- Electrical outlets for equipment
- Drinking fountain in adjacent area
- Structure, lighting, and ducts designed not to trap P.E. balls
- Ceiling heights should be proportional to room volume

NOTES:

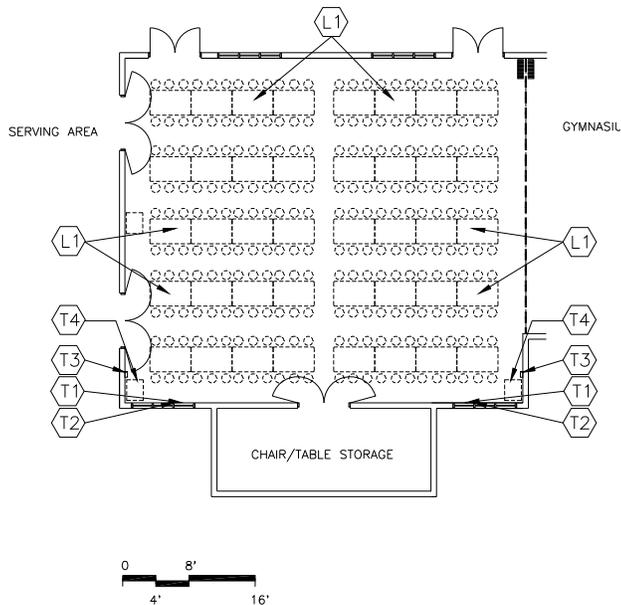
1. Loose furnishings and features shown represent one of many possible arrangements.

MULTIPURPOSE PE**E-PE-1**

	Spec. Ref.#		Spec. Ref.#
<u>Finishes</u> ¹ :		<u>Features</u> ¹ :	
Flooring:		Fixed Equipment:	
Wood strip flooring for athletic applications or resilient athletic flooring	096466 096566	F1 Basketball backstops, adjustable height (ceiling hung or portable)	116600
		F2 Operable partition, motorized White board in two locations with electrical outlet	102226
Base:		<u>Fire Suppression:</u>	Div. 21
Vented resilient base	096466	Fire suppression system	
Ceiling:		<u>Plumbing:</u>	
Painted exposed structure on acoustical deck	099923	Drinking fountain in lobby (two heights)	
Walls:		<u>HVAC:</u>	Div. 23
Painted concrete masonry units	042000 + 099123	Supply/return air system	
Acoustical wall treatment	098400	Independent temperature control	
And/or sound absorbing concrete masonry units	042000		
<u>Communications:</u>	Div. 27	<u>Electrical:</u>	Div. 26
T2 Voice port and phone		Duplex receptacles	
T3 Microphone port		Electrical connections to P.E. equipment where necessary	
T4 Intercom		Single-level switching	
T6 Data port		High intensity discharge lighting	
Jacks for sound system		Illumination level	
		Means of egress lighting per code	
<u>Electronic Safety and Security:</u>	Div. 28	Clock	
Life safety devices per code		Central sound system	
		'Gymnasium' sound system	
		Provide wire guards on light fixtures and electrical devices	

NOTES:

1. Finishes/Features: Refer to Chapter 8 for specification references.

STUDENT DINING AREA/MULTIPURPOSE**E-SD-1****CAPACITY:**

- 150 students per lunch period
- 10 staff members
- Members of community (after hours)

ANCILLARY SPACES:

- Serving Area (E-SD-3B)

GOALS:

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

PROGRAM ACTIVITIES:

- Student dining
- School and community programs
- Meetings and activities

SPATIAL RELATIONSHIPS:

- Adjacent and access to Serving Area
- Near Food Preparation Area
- Near parking and entry to building

ENVIRONMENTAL CONSIDERATIONS:

- Lighting appropriate to tasks
- Adequate ventilation
- Electrical outlets for equipment
- Environmental sound control:
 - Wall minimum: STC 45
 - Ceiling minimum: CAC 35
- Higher than normal ceiling height
- Cleanable building surfaces
- Windows to provide ample natural light
- Good sight lines to all areas of the room for supervision
- Window treatment to darken room for AV presentation
- Movable wall to allow the space to be divided into two spaces

TECHNOLOGY:

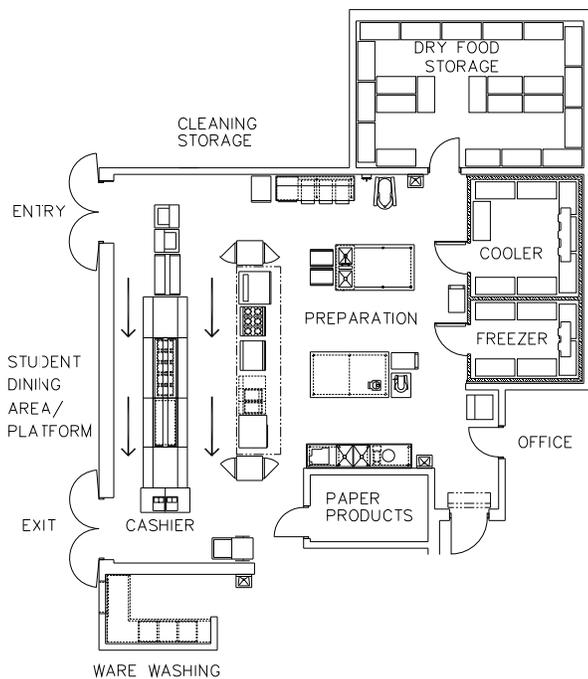
- Video port, motorized screen on stage
- Voice port and phone
- Data port for a teacher workstation
- Ceiling mounted for a projection device
- Infrastructure for audio system on stage

KITCHEN**E-SD-3**

This space consists of the following areas:

Food Preparation Area	650
Dry Food Storage	225
Freezer	150
Cooler	250
Ware Washing	100
Paper Storage	100
Lockers	75
Toilet	50
Food Service Office	100
	1700

A space plate follows for each of these areas.

**CAPACITY:**

- Students
- Staff
- Community

ANCILLARY SPACES:

- Student Dining Area/Multipurpose (E-SD-1)

GOAL:

- To provide an area for the preparation of student and staff meals

PROGRAM ACTIVITIES:

- Prep food
- Serve food
- Storage
- Point of sale

SPATIAL RELATIONSHIPS:

- Near loading dock to permit semi-tractor trailers access to docking and storage areas (site specific)
- Adjacent and access to Student Dining Area/Multipurpose
- Near dumpsters
- Cafeteria serving arrangement

ENVIRONMENTAL CONSIDERATIONS:

- Food service department, public health
- Durable flooring
- Proper ventilation of space to remove cooking odors
- Cleanable building surfaces

Hand sinks in each area of service, production, dishwashing, and serving.

Paper towel dispensers need to be uniform with the rest of the school for ordering purposes.

Soap dispensers need to be uniform with schools for ordering purposes.

NOTES:

1. This is an example of a kitchen. Food service equipment will vary from school to school; confirm requirements with District of Columbia Public Schools Food Service Department.

FOOD PREPARATION AREA

CAPACITY:

- Staff

SIZE:

- Varies, see table

GOAL:

- To prepare student meals

PROGRAM ACTIVITIES:

- Prepare food

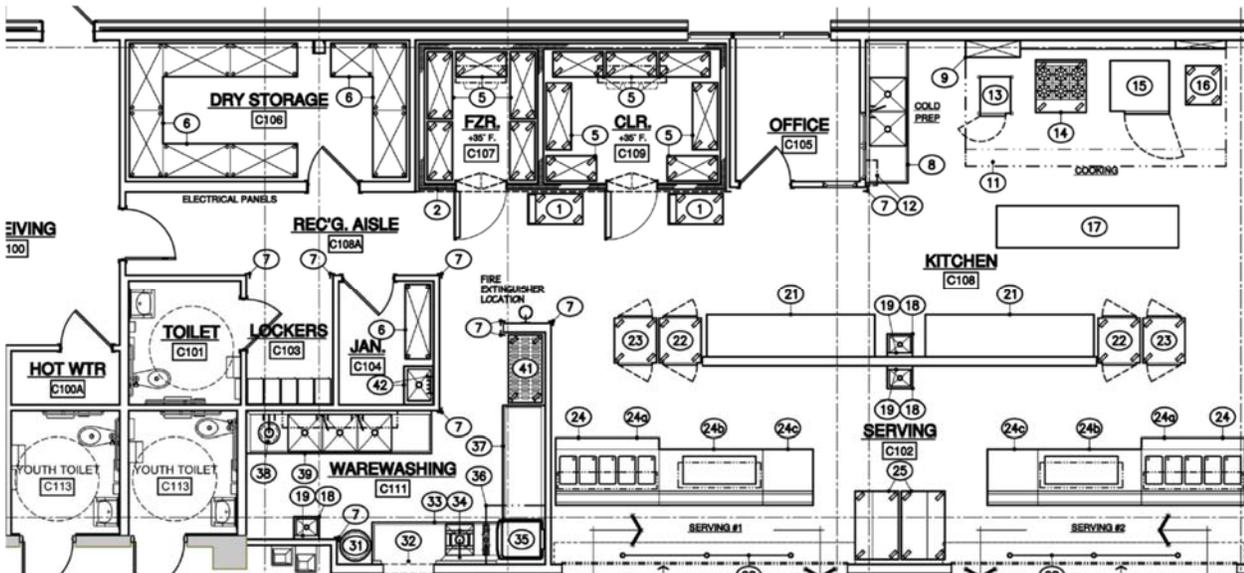
SPATIAL RELATIONSHIPS:

- Adjacent to Student Dining Area/Multipurpose
- Open to Serving Area

ENVIRONMENTAL CONSIDERATIONS:

- Uniform lighting
- Proper ventilation of space to remove cooking odors
- Cleanable building surfaces
- Electrical/plumbing/mechanical connections for food service equipment
- Towel dispensers, Soap dispensers,

This is an example of a preparation area. Food service equipment will vary from school to school; confirm requirements with District of Columbia Public Schools Food Service Department.

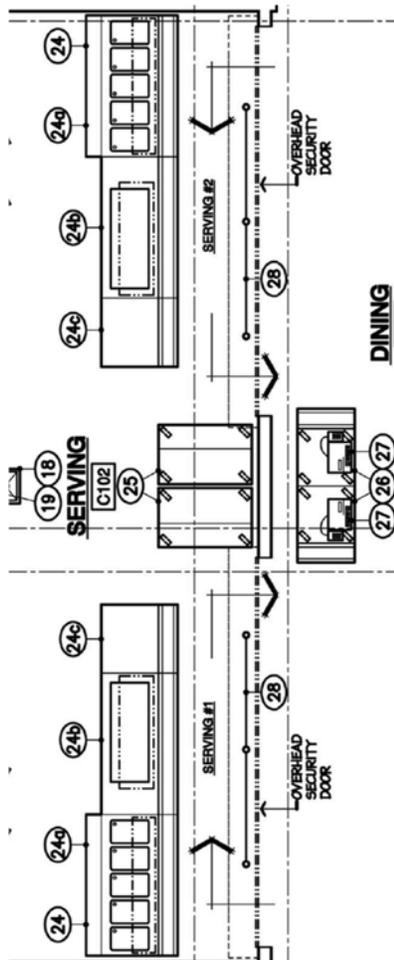


FOOD PREPARATION AREA

	Spec. Ref.#		Spec.
<u>Finishes</u> ¹ :			
Flooring:		<u>Ref.#</u>	
Easy clean, non-slip flooring - Single surface poured or rolled flooring		<u>Fire Suppression:</u>	Div. 21
		Fire suppression system	
Base:		<u>Plumbing:</u> Div. 22	
Resilient base	096519	Connections to food service equipment	
Ceiling:		Plumbing and gas connections	
Cleanable, suspended, acoustical	095113	Hand washing lavatory	
		Floor drains	
Walls:		Food preparation sink with adjacent trash bin	
Epoxy-painted concrete masonry units			
Water areas of kitchen, eg. Dish room, pot sink area.	042000 / 099123	<u>HVAC:</u> Div. 23	
		Supply/return air system	
		Independent temperature control	
		Kitchen canopy exhaust system	
		Air conditioning	
<u>Features</u> (Specifications from DCPS):		<u>Electrical:</u> Div. 26	
Equipment:		Duplex receptacles	
• Pot washing sinks		Connections to food service equipment	
• Food Preparation Sinks		Single-level switching	
• Hand Sinks with adjacent trash bin		Fluorescent lighting	
• Work Tables		Illumination level: See Table 7600-16	
• Warming/Holding/Cabinets		Clock	
• Refrigeration - Reach-ins		Central sound system	
• Storage shelving			
• Mop washing sink		<u>Communications:</u>	
• Lockable chemical storage		N/A	
• Exhaust Hood Systems, including Fire Suppression			
• Combi oven		<u>Electronic Safety and Security:</u>	Div. 28
• Convection steamer		Life safety devices per code	
• Range, with oven, convection base			
• Ware Washing Machine with appropriate accessories (tables, booster heater, disposer, etc.)		<u>Miscellaneous:</u>	
		N/A	

NOTES:

1. Finishes/Features: Refer to Chapter 8 for specification references.

SERVING AREA**E-SD-3B****CAPACITY:**

- Students
- Staff
- Community

ANCILLARY SPACES:

- Student Dining Area/Multipurpose (E-SD-1)
- Kitchen (E-SD-3)

GOAL:

- To provide serving station for those seeking meals or snacks

PROGRAM ACTIVITIES:

- Serve food

SPATIAL RELATIONSHIPS:

- Within Student Dining Area/Multipurpose or Food Preparation Area
- Beginning of serving line should be near entry door of Students Dining Area/Multipurpose
- Adjacent and access to Student Dining Area/Multipurpose
- Open to Food Preparation Area

ENVIRONMENTAL CONSIDERATIONS:

- Uniform lighting
- Cleanable building services
- Electrical connections for food service equipment

NOTES:

1. This is an example of a serving area. Food service equipment will vary from school to school; confirm requirements with District of Columbia Public Schools Food Service Department.
2. Loose furnishings and features shown represent one of many possible arrangements.

SERVING AREA**E-SD-3B**

	Spec. Ref.#		Spec. Ref.#
<u>Finishes</u> ¹ :		<u>Features</u> ¹ :	
Flooring:		Fixed Equipment:	
Quarry tile	093000	Drop-In Individually Controlled Heated Electric Food Wells, Full Service Sneeze Guard with overshef may use existing milk box or a new airtight refrigerator for beverages. Size of equipment and number of are determined by space available. A Drop-In Self-Contained Refrigerated Cold Pan will also be included for side items. Counter and sneeze guards are lower than normal for better viewing and service to elementary students.	
Base:			
Quarry tile base	093000		
Ceiling:			
Cleanable, suspended, acoustical	095113		
Walls:			
Epoxy-painted concrete masonry units	042000 / 099123		
<u>Loose Furnishings</u> :		<u>HVAC</u> :	Div. 23
N/A		Supply/return air system	
		Independent temperature control	
<u>Miscellaneous</u> :		Kitchen canopy exhaust system	
Cash registers at end of service		Air conditioning	
		<u>Electrical</u> :	Div. 26
<u>Fire Suppression</u> :	Div. 21	Single-level switching	
Fire suppression system		Fluorescent lighting	
		Illumination level: See Table 7600-16	
<u>Plumbing</u> :	Div. 22	Central sound system	
Connections to food service equipment		Duplex receptacles along permanent perimeter walls	
Plumbing and gas connections		Electrical supply to support equipment specified	
Hand washing lavatory		Clock	
Floor drains		Circuits for portable generator	
		TVSS protected quad receptacle adjacent to data and video ports	
		<u>Communications</u> :	Div. 27
		T1 1 voice port and phone	
		T2 2 data ports at cash registers or per salad bar	
		<u>Electronic Safety and Security</u> :	Div. 28
		Life safety devices per code	

NOTES:

1. Finishes/Features: Refer to Chapter 8 for specification references.

DRY FOOD STORAGE

E-SD-3C

<p>CAPACITY: N/A</p> <p>SIZE: • Varies, see table</p> <p>ANCILLARY SPACES: • Warming Kitchen (E-SD-3)</p>	<p>GOAL: • To provide an area for food storage</p> <p>PROGRAM ACTIVITIES: • Storage</p> <p>SPATIAL RELATIONSHIPS: • Near Supply Storage/Receiving • Adjacent and access to Food Preparation Area</p> <p>ENVIRONMENTAL CONSIDERATIONS: • Uniform lighting • Cleanable building surfaces • Adequate exhaust/ventilation</p>
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NOTES:

1. This is an example of a dry food storage area. Food service equipment will vary from school to school; confirm requirements with District of Columbia Public Schools Food Service Department.

DRY FOOD STORAGE

E-SD-3C

	Spec. Ref.#		Spec. Ref.#
<u>Finishes</u> ¹ :		<u>Features</u> ¹ :	
Flooring:		Fixed Equipment:	
Quarry tile	093000	F1 Rust-resistant 24" deep shelving and dunnage racks	114000
Base:			
Quarry tile base	093000		
Resilient base	096519	<u>Fire Suppression:</u>	Div. 21
Ceiling:		Fire suppression system	
Cleanable, suspended, acoustical	095113		
Walls:		<u>Plumbing:</u>	
Epoxy-painted concrete masonry units		N/A	
	042000 / 099123		
<u>Loose Furnishings:</u>		<u>HVAC:</u>	Div. 23
N/A		Supply/return air system	
		<u>Electrical:</u>	Div. 26
		Duplex receptacles	
		Single-level switching	
		Fluorescent lighting	
		Illumination level: See Table 7600-16	
		Fire alarm devices per code	
		<u>Communications:</u>	
		N/A	
		<u>Electronic Safety and Security:</u>	Div. 28
		Life safety devices per code	
		<u>Miscellaneous:</u>	
		N/A	

NOTES:

1. Finishes/Features: Refer to Chapter 8 for specification references.

FREEZER AND COOLER**E-SD-3D****SIZE:**

- Varies, see table

ANCILLARY SPACES:

- Kitchen (E-SD-3)

GOAL:

- To provide space for manufactured freezer and refrigerator units to store food for short periods of time

PROGRAM ACTIVITIES:

- Storage
- Walk-in type

SPATIAL RELATIONSHIPS:

- Adjacent and access to Food Preparation Area
- Near the Supply Storage/Receiving

ENVIRONMENTAL CONSIDERATIONS:

- Uniform lighting
- Ventilation for refrigeration machinery equipment
- Cleanable building surfaces
- Floor to be flush with adjacent kitchen floor
- Electrical service for refrigeration equipment

Freezer/coolers need to be connected to the generator.

NOTES:

1. This is an example of a freezer and cooler. Food service equipment will vary from school to school; confirm requirements with District of Columbia Public Schools' Food Service Department. generally, deliveries occur once a week.

**FREEZER AND COOLER
E-SD-3D**

	<u>Spec. Ref.#</u>		<u>Spec. Ref.#</u>
<u>Finishes</u> ¹ :		<u>Features</u> ¹ :	
Flooring:		Fixed Equipment:	
Poured Resin Floor		F1 Rust resistant 24" deep shelving and dunnage racks	114000
Base:		<u>Fire Suppression</u> :	Div. 21
Manufactured insulated panel	114000	Fire suppression system	
Ceiling:		<u>Plumbing</u> :	
Manufactured insulated panel	114000	N/A	
Walls:		<u>HVAC</u> :	Div. 23
Manufactured insulated panel	114000	Exhaust air system for compressors	Div. 15
<u>Loose Furnishings</u> :		<u>Electrical</u> :	Div. 26
N/A		Electrical connections to freezer/cooler refrigeration equipment	
		Single-level switching	
		Incandescent lighting	
		Illumination level: See Table 7600-16	
		<u>Communications</u> :	
		N/A	
		<u>Electronic Safety and Security</u> :	
		N/A	
		<u>Miscellaneous</u> :	
		N/A	

NOTES:

1. Finishes/Features: Refer to Chapter 8 for specification references.

Ware Washing

E-SD-3E

GOAL:

- To clean food service equipment

PROGRAM ACTIVITY:

- Space and equipment to scrape, wash, dry, and store food service equipment

SPATIAL RELATIONSHIPS:

- Pass-through into Student Dining Area/Multipurpose
- Adjacent and access to Food Preparation Area

ENVIRONMENTAL CONSIDERATIONS:

- Uniform lighting
- Proper ventilation of space to remove steam and condensation
- Cleanable building surfaces

CAPACITY:
N/A

SIZE:
• Varies, see table

ANCILLARY SPACES:
• Kitchen (E-SD-3)

NOTES:

1. This is an example of a ware washing area. Food service equipment will vary from school to school; confirm requirements with District of Columbia Public Schools' Food Service Department.

**WARE WASHING
E-SD-3E**

	Spec. Ref.#		Spec. Ref.#
<u>Finishes¹:</u>		<u>Features¹:</u>	
Flooring:		Fixed Equipment:	
Quarry tile	093000	F1 Food service equipment	114000
Base:			
Quarry tile base	093000		
Resilient base	096519	<u>Fire Suppression:</u>	Div. 21
Ceiling:		Fire suppression system	
Cleanable, suspended, acoustical	095113		
Walls:		<u>Plumbing:</u> Div. 22	
Epoxy-painted concrete masonry units	042000 / 099123	Lavatory	
		Connections to food service equipment	
		Three compartment sink	
		Floor drain	
<u>Loose Furnishings:</u>		<u>HVAC:</u> Div. 23	
N/A		Supply/return air system	
		Independent temperature control	
		Exhaust hood system	
		<u>Electrical:</u> Div. 26	
		Duplex receptacles	
		Connections to food service equipment	
		Single-level switching	
		Fluorescent lighting	
		Illumination level: See Table 7600-16	
		Central sound system	
		<u>Communications:</u>	
		N/A	
		<u>Electronic Safety and Security:</u>	Div. 28
		Life safety devices per code	
		<u>Miscellaneous:</u>	
		N/A	

NOTES:

1. Finishes/Features: Refer to Chapter 8 for specification references.

PAPER PRODUCTS STORAGE

E-SD-3F

GOAL:

- To provide storage for paper products used in preparing and serving meals
- To provide storage for food program equipment (BIC, FFVP, and Early Childhood)

PROGRAM ACTIVITIES:

- Lockable space

SPATIAL RELATIONSHIPS:

- Adjacent and access to Food Preparation Area

ENVIRONMENTAL CONSIDERATIONS:

- Uniform lighting
- Adequate exhaust/ventilation
- Cleanable building surfaces

CAPACITY:

N/A

SIZE:

- Varies, see table

ANCILLARY SPACES:

- Kitchen (E-SD-3)

NOTES:

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

PAPER PRODUCTS STORAGE

	Spec. Ref.#		Spec. Ref.#
<u>Finishes</u> ¹ :		<u>Features</u> ¹ :	
Flooring:		Fixed Equipment:	
Resilient tile flooring	096519	F1 Rust-resistant shelving	114000
Base:		<u>Fire Suppression</u> :	Div. 21
Quarry tile base	093000	Fire suppression system	
Resilient base	096519		
Ceiling:		<u>Plumbing</u> :	
Cleanable, suspended, acoustical	095113	N/A	
Walls:		<u>HVAC</u> :	Div. 23
Epoxy-painted concrete masonry units		Exhaust air system	
	042000 / 099123	Supply/return air system	
<u>Loose Furnishings</u> :		Independent temperature control	
N/A			
		<u>Electrical</u> :	Div. 26
		Duplex receptacles	
		Single-level switching	
		Fluorescent lighting	
		Illumination level: See Table 7600-16	
		<u>Communications</u> :	
		N/A	
		<u>Electronic Safety and Security</u> :	
		N/A	
		<u>Miscellaneous</u> :	
		N/A	

NOTES:

1. Finishes/Features: Refer to Chapter 8 for specification references.

LOCKERS**E-SD-5****CAPACITY:**

- Food service personnel

ANCILLARY SPACES:

- Kitchen (E-SD-3)
- Toilet (E-SD-6)

GOAL:

- To provide space for the food service staff to store their personal belongings and to change their clothing

PROGRAM ACTIVITIES:

- Space for the storage of towels, aprons, etc.
- Space to allow food staff personnel to take breaks

SPATIAL RELATIONSHIPS:

- Adjacent and access to Kitchen
- Adjacent and access to Toilet

ENVIRONMENTAL CONSIDERATIONS:

- Uniform lighting
- Environmental sound control:
Wall minimum: STC 40
Ceiling minimum: CAC 35

NOTES:

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

LOCKERS
E-SD- 5

	Spec. Ref.#		Spec. Ref.#
<u>Finishes¹:</u>		<u>Features¹:</u>	
Flooring:		Fixed Equipment:	
Resilient tile flooring	096519	F1 Lockers	105113
		12" wide x 12" deep x 72" high	
Base:		F2 Tack board (4 LF)	101100
Quarry tile base	093000		
Resilient base	096519		
Ceiling:		<u>Fire Suppression:</u>	Div. 21
Suspended, acoustical	095113	Fire suppression system	
Walls:		<u>Plumbing:</u>	
Painted concrete masonry units		N/A	
	042000 / 099123		
<u>Loose Furnishings:</u>		<u>HVAC:</u> Div. 23	
L1 Chairs		Exhaust air system	
L2 30" x 60" table		Supplemental heat as required	
		<u>Electrical:</u> Div. 26	
		Duplex receptacles	
		Single-level switching	
		Fluorescent lighting	
		Illumination level: See Table 7600-16	
		Clock	
		Central sound system	
		<u>Communications:</u>	
		N/A	
		<u>Electronic Safety and Security:</u>	Div. 28
		Life safety devices per code	
		<u>Miscellaneous:</u>	
		N/A	

NOTES:

1. Finishes/Features: Refer to Chapter 8 for specification references.

TOILET**E-SD-6****CAPACITY:**

- Food service personnel

SIZE:

- 50 SF

ANCILLARY SPACES:

- Lockers (E-SD-5)

PROGRAM ACTIVITIES:

- Personal and health needs for food service staff
- Changing clothing

SPATIAL RELATIONSHIPS:

- Adjacent and access to lockers
- Near Kitchen

ENVIRONMENTAL CONSIDERATIONS:

- Uniform lighting
- Environmental sound control:
 - Wall minimum: STC 40
 - Ceiling minimum: CAC 35
- Moisture- and stain-resistant finishes
- Adequate exhaust/ventilation

NOTES:

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

FOOD SERVICE OFFICE

E-SD-7

CAPACITY:

- Food service manager
- Food service staff

SIZE:

- 100 SF

ANCILLARY SPACES:

- Kitchen (E-SD-3)

GOAL:

- To provide an area to keep records and conduct business

PROGRAM ACTIVITIES:

- Scheduling
- Staff evaluations/discipline/meetings

SPATIAL RELATIONSHIPS:

- Adjacent and access to kitchen

ENVIRONMENTAL CONSIDERATIONS:

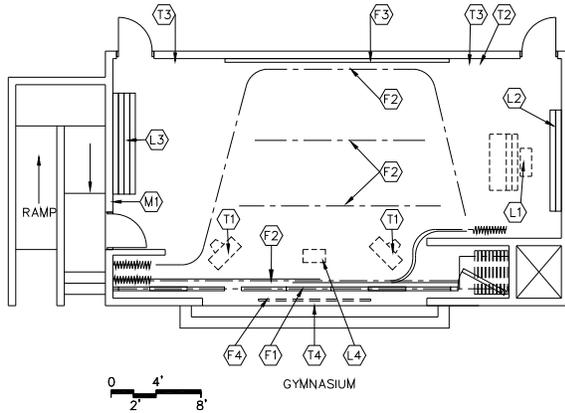
- Uniform lighting
- Environmental sound control:
 - Wall minimum: STC 40
 - Ceiling minimum: CAC 35
- Electrical outlets for equipment
- View of the kitchen

NOTES:

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

STAGE

E-PE-5



GOAL:

- To provide space for students to present performances

PROGRAM ACTIVITIES:

- Student assembly/award programs
- Theatrical/musical performances
- In-service conferences

SPATIAL RELATIONSHIPS:

- Near music rooms with ramp access

ENVIRONMENTAL CONSIDERATIONS:

- Uniform lighting
- Electrical outlets for equipment
- Stage to be no more than 21" above gymnasium floor
- Direct and convenient access to stage via stairs/ramps

CAPACITY:

- Students
- Teachers
- Parents/volunteers
- Community members

SIZE:

- 800 SF

ANCILLARY SPACES:

- PE/Assembly (E-PE-1)

NOTES:

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

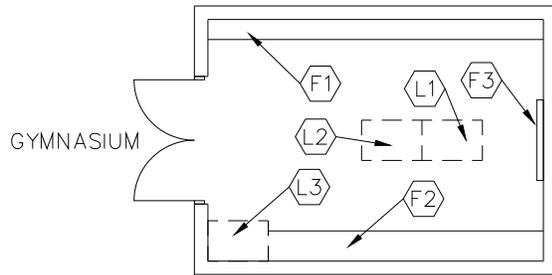
**STAGE
E-PE-5**

CHAPTER 4: ELEMENTARY SCHOOLS

	Spec. Ref.#		Spec. Ref.#
<u>Finishes¹:</u>		<u>Features¹:</u>	
Flooring:		Fixed Equipment:	
Wood strip flooring for athletic applications	096466	F1 Operable partition, manual	102226
Base:		F2 Theatre and stage equipment	116143
Vented	096466	F3 Mirror	088000
Ceiling:		F4 Motorized projection screen	115213
Suspended, acoustical	095113		
Or painted exposed structure	099123	<u>Fire Suppression:</u>	Div. 21
Walls:		Fire suppression system	
Painted concrete masonry units	042000 / 099123		
<u>Loose Furnishings:</u>		<u>Plumbing:</u> Div. 22	
L1 Piano		Fire protection system	
(secure storage required)			
L2 Portable dance barres		<u>HVAC:</u> Div. 23	
L3 Mobile folding risers		Supply/return air system	
L4 Podium		Independent temperature Control	
<u>Miscellaneous:</u>		<u>Electrical:</u> Div. 26	
M1 Handheld and lavalier microphones		Duplex receptacles	
<u>Communications:</u>	Div. 27	3 to be located in apron at front of stage	
T1 2 video port, monitor, VCR, and bracket		TVSS protected quad receptacle adjacent to each data and video port	
T2 Voice port and phone		Multilevel switching	
T3 2 data ports on stage		Fluorescent lighting	
T4 Data port in center of stage apron		Illumination level: See Table 7600-16	
<u>Electronic Safety and Security:</u>	Div. 28	Clock	
Life safety devices per code		Adjustable lighting tracks for front of stage, center of stage, and back of stage	
		Central sound system	
		1 microphone jack to be located in apron at front of stage	

NOTES:

1. Finishes/Features: Refer to Chapter 8 for specification references.
2. Piano shall be securely stored in adjacent storage room.

STORAGE**E-PE-4****CAPACITY:**

- 1-2 teachers
- Student teachers

SIZE:

- Varies, see table

ANCILLARY SPACES:

- Gymnasium (E-PE-1)

GOAL:

- To provide convenient storage for all physical education equipment

PROGRAM ACTIVITIES:

- Storage

SPATIAL RELATIONSHIPS:

- Adjacent and access to Gymnasium

ENVIRONMENTAL CONSIDERATIONS:

- Uniform lighting
- Leave space below shelving on one wall for portable bins

NOTES:

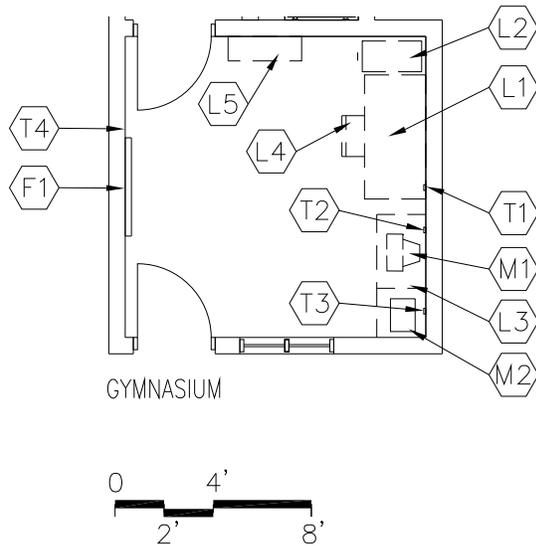
Loose furnishings and features shown represent one of many possible arrangements.

P.E. STORAGE

	Spec. Ref.#		Spec. Ref.#
<u>Finishes¹:</u>		<u>Features¹:</u>	
Flooring:		Fixed Equipment:	
Resilient tile flooring	096519	F1 Storage shelving: 12" deep	105613
Base:		F2 Storage shelving: 18" deep	105613
Resilient base	096519	F3 Pegboard (4 LF)	101100
Ceiling:		<u>Fire Suppression:</u>	Div. 21
Exposed structure, painted	099123	Fire suppression system	
Walls:		<u>Plumbing:</u>	
Painted concrete masonry units	042000 / 099123	N/A	
<u>Loose Furnishings:</u>		<u>HVAC:</u>	Div. 23
L1 Tumbling mats		Supply/return air system	
L2 Ball bins		<u>Electrical:</u>	Div. 26
L3 Play equipment		Duplex receptacles	
		Multilevel switching	
		Fluorescent lighting	
		Illumination level: See Table 7600-16	
		<u>Communications:</u>	
		N/A	
		<u>Electronic Safety and Security:</u>	Div. 28
		Life safety devices per code	
		<u>Miscellaneous:</u>	
		N/A	

NOTES:

Finishes/Features: Refer to Chapter 8 for specification references.

P.E. OFFICE**E-PE-2****CAPACITY:**

- 1-2 teachers
- Student teachers

SIZE:

- 250 SF

ANCILLARY SPACES:

- PE/Assembly (E-PE-1)

GOAL:

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

PROGRAM ACTIVITIES:

- Ordering
- Scheduling
- Planning
- Maintaining records
- Meetings

SPATIAL RELATIONSHIP:

- Adjacent and access to Gymnasium
- Near restrooms

ENVIRONMENTAL CONSIDERATIONS:

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

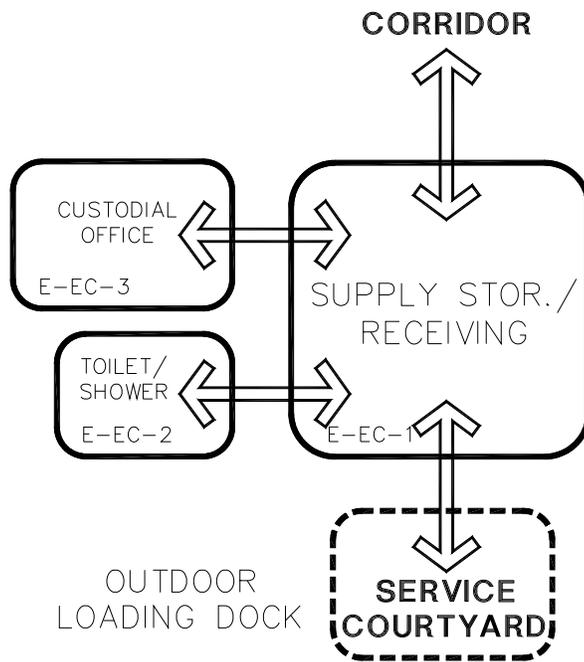
NOTES:

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

ENGINEERING AND CUSTODIAN

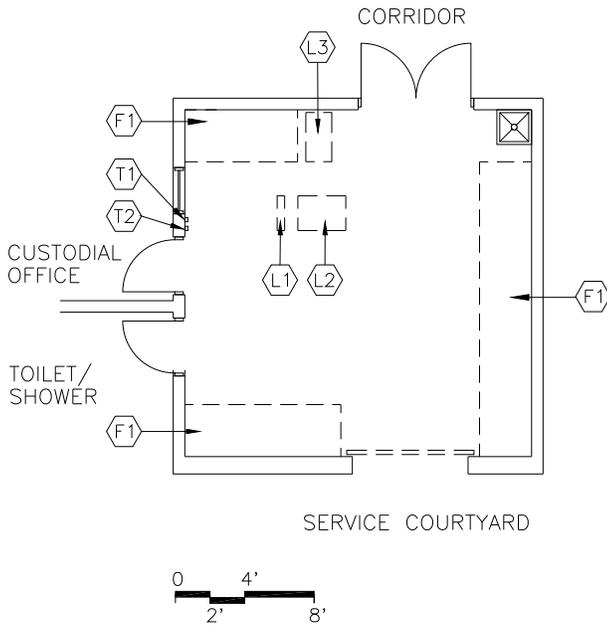
Spaces	Suggested			Comments
	Qty.	S.F.	Total	
Supply Storage / Receiving	1	350	350	Does not include dispersed custodial closets
Custodial/Engineer Office	1	150	150	
Total			450	

Comments: The overall total for the Engineering and Maintenance area may be + or – 5%.



SUPPLY STORAGE/RECEIVING

E-EC-1



GOAL:

- To serve as the central point for delivery and shipping of bulk commodities and equipment and provide adequate storage for supplies and materials

PROGRAM ACTIVITIES:

- Loading and unloading
- Storage of furniture, materials for special events, paper, and general supplies

SPATIAL RELATIONSHIPS:

- Adjacent and access to loading dock area and service courtyard
- Access to main corridor
- Adjacent and access to Custodial Office
- Adjacent and access to Toilet/Shower

ENVIRONMENTAL CONSIDERATIONS:

- Uniform lighting
- Supplemental heating source
- Double door with removable mullions
- Overhead door to service courtyard

CAPACITY:

- Maintenance personnel

SIZE:

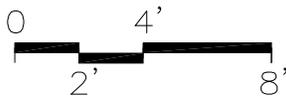
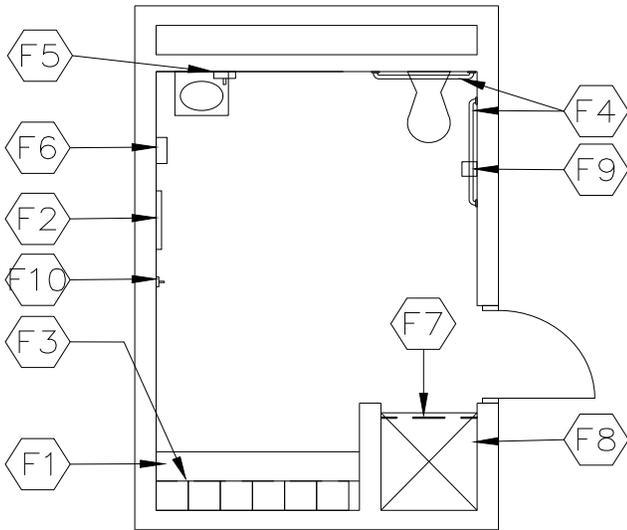
- 350 SF

ANCILLARY SPACES:

- Toilet/Shower (E-EC-2)
- Custodial Office (E-EC-3)

TOILET/SHOWER

E-EC-2



GOAL:

- To provide a private toilet and shower facilities for maintenance and custodial staff

PROGRAM ACTIVITIES:

- Showering
- Changing clothes

SPATIAL RELATIONSHIPS:

- Adjacent and access to Supply Storage/Receiving

ENVIRONMENTAL CONSIDERATIONS:

- Uniform lighting
- Must be handicapped accessibility
- Improved exhaust capabilities

CAPACITY:

- Maintenance and custodial staff

SIZE:

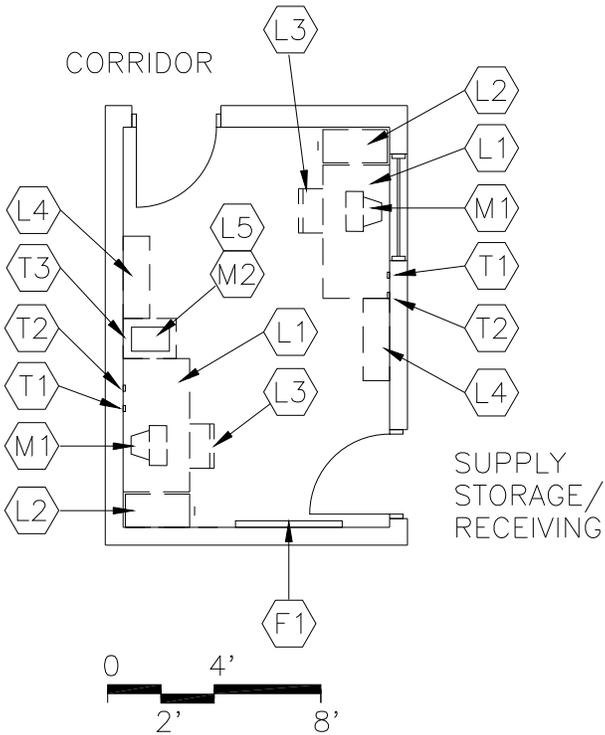
- 100 SF

ANCILLARY SPACES:

- Supply Storage/Receiving (E-EC-2)

CUSTODIAL OFFICE

E-EC-3



GOAL:

- To provide an area for the maintenance manager, staff, and building engineer to provide supervision of the physical plan

PROGRAM ACTIVITIES:

- Conferences with staff and other visitors
- Telephone calls
- Paperwork

SPATIAL RELATIONSHIPS:

- Adjacent and access to Supply Storage/Receiving
- Access to corridor

ENVIRONMENTAL CONSIDERATIONS:

- Uniform lighting
- Electrical outlets for equipment
- Visual control from Supply Storage/Receiving

CAPACITY:

- Maintenance and custodial staff
- Building engineer

SIZE:

- 150 SF

ANCILLARY SPACES:

- Supply Storage/Receiving (E-EC-2)

PLAYGROUNDS

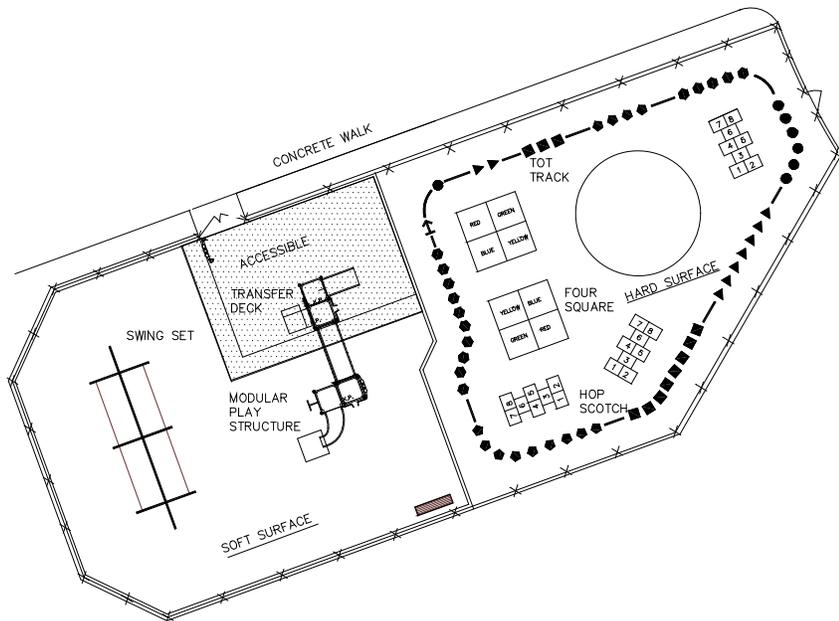
Maury has a superior play area on the east side of the school. This area should not be disturbed by the construction.

AREA REQUIRED

1. Provide playground areas to allow for difference in age, ability, and varying interests.
2. Follow applicable safety guidelines for different age groups.

Pre-kindergarten to grade 1 play area. See Figure B-1.

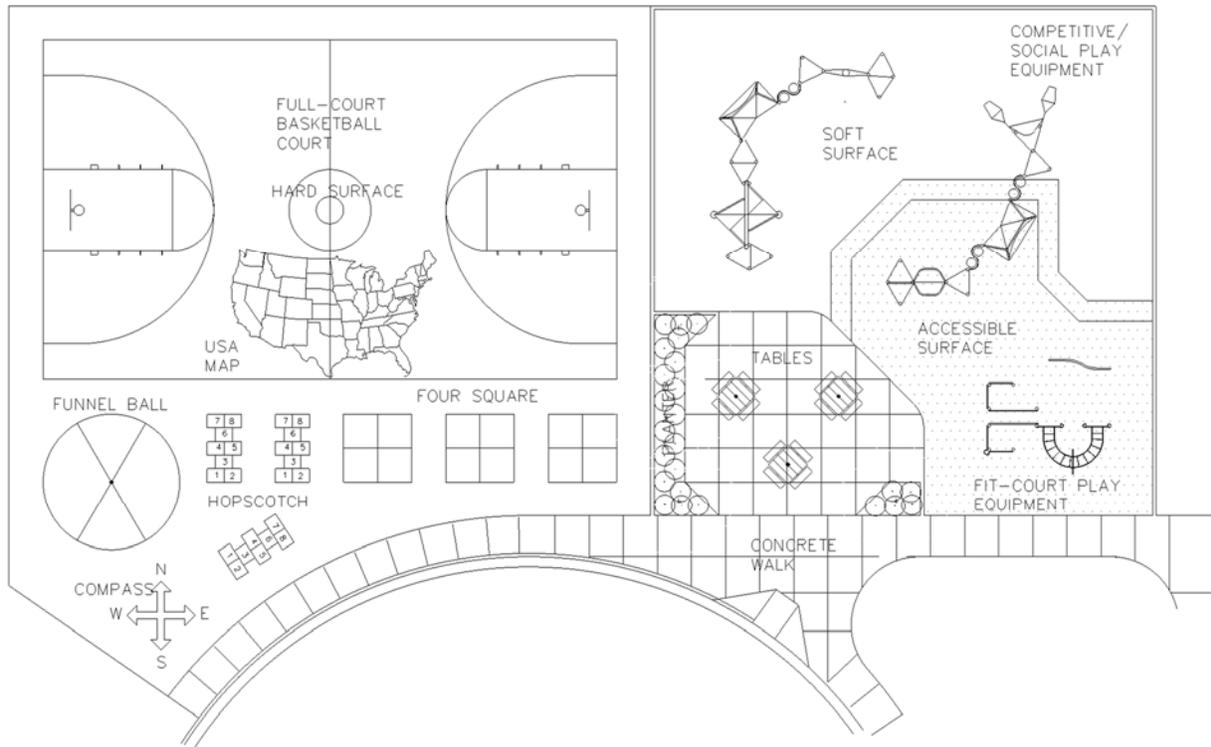
- a. Plan for play activities that include rocking, swinging, balancing, climbing, and sliding.
- b. Include tables and chairs for age group
- c. Locate equipment with moving parts, such as swings, at the perimeter of the play area. Use fence or planting beds to prevent children from inadvertently stepping into path of moving equipment.



Example of Pre-kindergarten to Grade 1 Play Area
Figure B-1

Play Area (See Figure B-3)

- Design for grades 1 and 5.
- Intermediate play area may be combined with primary play area and a 'tot track' designed around both play areas
- Include an outdoor science classroom that may include a garden.
- Plan for 1 full basketball court (50 feet by 84 feet) or 2 half courts (50 feet by 42 feet).



Example of Intermediate Play Area
Figure B-3

See Design Guidelines for Site requirements for parking, circulation, etc.

DRAFT 1

**Educational Specifications for
Maury Elementary School
457 capacity**

January 2016



Our Purpose*

Our purpose is to ensure that every DCPS school provides a world-class education that prepares ALL of our students, regardless of background or circumstance, for success in college, career and life.

Our Goals

Based on the hopes and dreams of DCPS stakeholders, these goals will help us align our resources and measure our success.

1. **Improve Achievement Rates** - At least 70 percent of our students will be proficient in reading and math, and we will double the number of advanced students in the District.
2. **Invest in Struggling Schools** - Our 40 lowest-performing schools will increase proficiency rates by 40 percentage points.
3. **Increase Graduation Rate** - At least 75 percent of entering 9th graders will graduate from high school in four years.
4. **Improve Satisfaction** - 90 percent of students will say they like their school.
5. **Increase Enrollment** - DCPS will increase its enrollment over five years.

Our Stakeholder Commitments

- **To the children of DC**, we promise that our top priority is ensuring that you have the opportunity to attend a great school—one that you love and that prepares you for success in life.
- **To DCPS teachers and staff**, we promise to respect you as professionals and invest in your success by providing you and your students with the environment, resources, and tools you need.
- **To DCPS school leaders**, we promise to respect you as professionals; give you the support to lead; and provide the environment, resources, and tools that you, your staff and your students need to succeed.
- **To parents**, we promise to partner with you to ensure your children's success.
- **To members of the DC community**, we promise to provide opportunities for you to contribute to the success of our schools and school district.
- **To potential employers**, we promise to provide you with a steady supply of well educated young adults who will make positive contributions to the success of your organizations.
- **To the city (and state) of Washington, DC**, we promise to make our school system one that all citizens are proud of—a school system that can be the anchor for thriving, productive and growing communities

*From the DCPS Strategic Plan - A Capital Commitment

Introduction

This document articulates the requirements for a new or modernized pre-kindergarten through 5th grade school. It describes the current and planned educational programs and services, the community characteristics that may affect facilities planning, and the opportunities and challenges associated with the design and construction.

Background

Maury Elementary School received a Phase 1 modernization in 2010. At that time the project focused only on upgrading the classrooms, corridors and bathrooms. After the classrooms were right sized for the programs, the capacity was estimated at 300 (288 using the DCPS capacity model). It was anticipated at the time that Maury would someday need an addition. Two early childhood rooms were located on the lower level of the historic building as a temporary solution, and many of the support and specialty spaces were not modernized per the DCPS design guidelines. In SY14-15, Maury had an official enrollment of 366 and four portables on site. Enrollment projections indicate growth up to 440 students in the next 5 years.

This summary is for feasibility study purposes only. The final project scope will be determined by DCPS with feedback from the School Improvement Team (SIT).

Scope

This project assumes an addition of 16,000 SF and minimal, if any, work in the existing building. This space summary for the feasibility study describes the requirements for a school for 457 students. The architects will master plan for the entire program using the existing buildings and additions to determine the best composition for the addition. Because the site is small, the architects will also master plan for an optimal layout for the parking, while maintaining the existing structured play areas.

Classroom Requirements (Capacity-bearing)

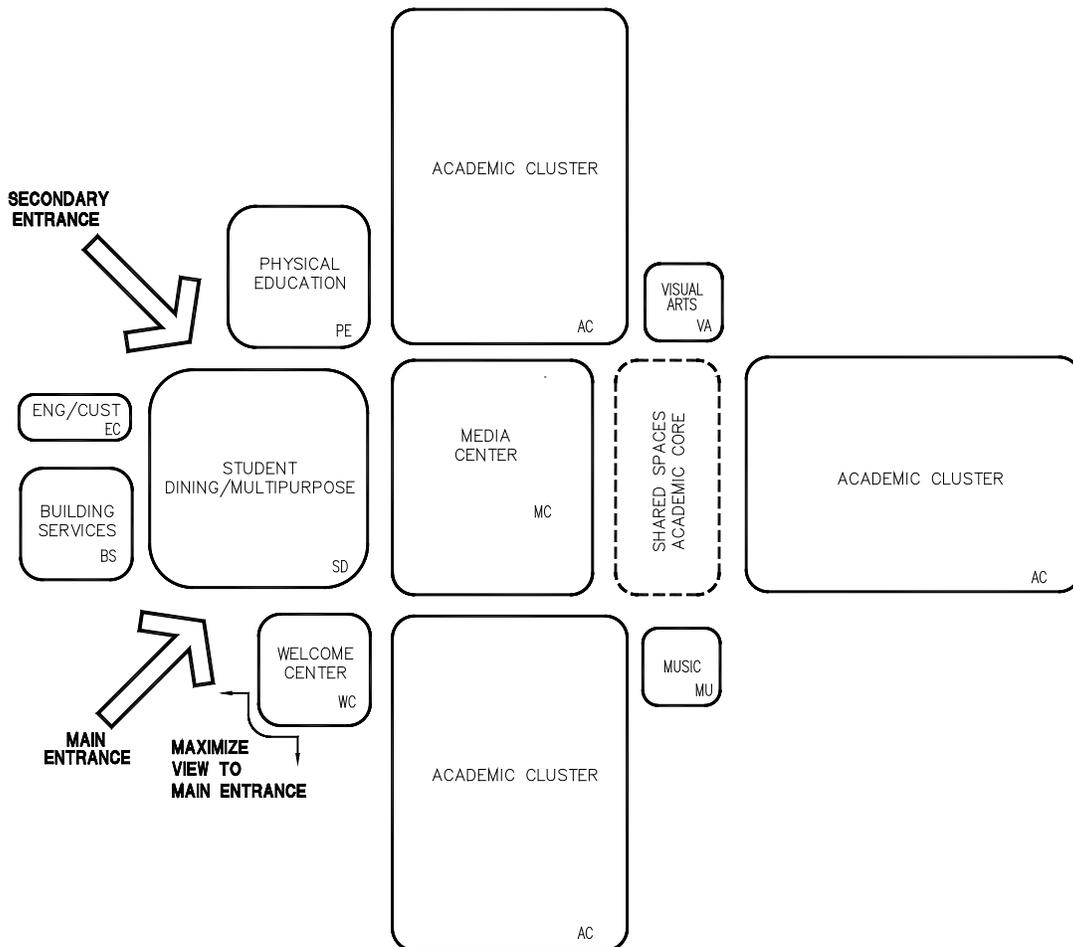
Grade	Number of	Capacity	Total
	Classrooms*		
Pre-Kindergarten - 3 /4	5	16-20	92
Kindergarten	3	20	60
1 st Grade	3	20-22	60
2 nd - 3 rd	6	20-22	120
4 th - 5 th Grade	5	23-25	125
Total	22		457

Overview of Planning Concepts

Academic Cluster Concept

The Academic Cluster concept best meets the needs of the educational programs, students, and staff. The cluster concept facilitates a variety of instructional strategies and it provides a learning environment which is characterized by flexibility, a sense of community for the students and teachers, and a safe, well-supervised environment. Teachers will have the option and flexibility within a cluster to create and organize learning environments that work for students and their learning styles.

Academic areas are located in the quiet areas of the building that can be isolated during the off-hours. Noisier areas are grouped near the parking and public areas and allow for after hours access. Diagram Intro A shows a typical design based on the cluster concept.



Special Education

Special education facilities will be integrated throughout the school to support the concepts of inclusion and the specialized requirements for the students. Special attention will be given to accessibility of all facilities and an integrated learning program.

Library Media Center

Access to the world of information has exploded and students interact with it continuously through digital, audio, and textual content. It is more important than ever to help students navigate the massive amounts of information available at their fingertips and through their mobile devices. The school library is key to teaching students not just to read but to practice the skills they need to seek, evaluate and use information throughout their lives. School libraries help by doing the following:

- Provide leadership and support with the processes of learning and inquiry;
- Provide a foundation to prepare students for the increasingly global world of information access, creation and communication;
- Develop a foundation for information ethics and digital citizenship;
- Foster a culture that allows students full access to information and encourages creative intellectual inquiry;
- Train students to process knowledge for innovation and creation in a technology- and information-rich society.

The media center consists of flexible learning spaces for instruction, research, browsing, listening, viewing, reading, studying, and the production of academic projects, as well as administrative areas for library media center management and collaborative meetings.

Visual Arts, Performing Arts and Science

A goal of arts education in DCPS is to prepare students to be vibrant participants in a creative economy and positive contributors in a democratic society. High quality, sequential education in the arts, along with interaction with cultural organizations and artists, contributes in multiple ways to the capacity to learn. Time dedicated to the study of the arts reinforces learning, motivates and engages students, reduces dropout rates, defuses school violence and helps retain teachers. The arts provide meaning to academics and to life. (DCPS Arts Standards)

DCPS encourages a well-rounded arts curriculum that includes dance, music, theater and the visual arts. While only music and art have dedicated spaces and full-time teachers, other spaces in the school should provide flexibility for theater and dance.

The art and music classrooms will be shared by all grade levels for general class and small group instruction. The location and access to these rooms should promote orderly transitions.

The art classroom at Maury is well located and suitable for the program. However, the music room is in a portable and will need to be relocated to the main building. Long term, a space that is appropriately sized with storage and optimal acoustics should be master planned.

Maury has a STEM center/'Think Tank'. This room needs both in-classroom and closet storage, access to water, and adequate space for students to move freely.

Physical Education/Assembly

(From DCPS Physical Education Standards) Physical education needs to be an integral part of every student's education. Through physical education classes, students learn not only how their bodies move and how to perform a variety of physical activities, but they learn the health-related benefits of regular physical activity. Physical education, when effectively implemented and coordinated, can provide a framework in which students can develop physically, mentally, socially, and emotionally to become confident, independent, caring, and resilient individuals.

The new DC Healthy Schools Act calls for 150 minutes of physical education for all children every week. At Maury ES this requires at least 1 full time teacher. With up to 40 students taking PE at one time, the school needs a physical education space separate from the dining area.

To support the physical education program, a variety of indoor and outdoor areas are required. Indoor play space will also be used as a performance area and will include a stage and storage space.

Community Use

It is assumed that the community will use the building for recreation, meetings and educational functions. Security during these times is important. The architect will note both active and passive security measures.

Furniture & Equipment

Classrooms vary in shape and size; therefore, the furniture should be flexible to accommodate a variety of classroom formats for both individual and group activities. Teachers and students should have storage space for personal belongings, papers, books, supplies, and teaching materials. To the extent possible, movable furnishings will be used, rather than fixed casework, to provide flexibility for future reconfiguration.

Technology

All new spaces will contain the latest in technology and be wired for voice, data, and video throughout the building. It is intended that access to technology will be seamless and pervasive throughout the building.

Every classroom will be wired for teacher audio enhancement. Research into this cutting-edge technology suggests that student learning can improve in classrooms where the teacher's voice is amplified and the classroom acoustics are designed to support voice clarity.

Handicapped Accessibility

Upon completion of phase 2, the entire facility will be accessible for students, staff, and visitors. This will be accomplished through judicious use of ramping and elevators with sufficient internal clearances for circulation, convenient bus/van loading and unloading, and nearby handicapped parking spaces. All elements of the Americans with Disabilities Act must be complied with, including wayfinding and signage, appropriate use of textures, and universal accessibility of all indoor and outdoor school facilities.

Site

The site circulation will be organized for safety and efficiency. This will be accomplished through careful separation of vehicular and pedestrian traffic. All play areas will be protected from vehicular and pedestrian traffic, so students can be assured of a safe and secure environment on the entire school site.

Performance Criteria

Lighting Quality: Improving natural and artificial lighting in classrooms

	DESIGN PARAMETERS	PARAMETER NOTES
1) Controlled Natural Lighting (Glazing)	10 - 12% of floor S.F.	LEED & Green Globe
2) Combined Light Quality	35-50 Foot-candles	IES
3) Lighting Power Density	0.99 Watts/S.F. or less	ASHRAE 2010 & CHIPS

Environmental / Air Quality: Addressing temperature control, ventilation, air filtration, carbon dioxide levels, and HVAC background noise to ensure comfortable rooms.

	DESIGN PARAMETERS	PARAMETER NOTES
1) Winter Temperature	68.5 to 75.5 degrees	EPA 2000 & ASHRAE 55-04
Summer Temperature	74 to 80 degrees	
2) Humidity	30 % to 60% relative humidity	EPA 2000 & ASHRAE 55-04
3) Air Changes	6-10 per hour	ASHRAE
4) Outdoor Air Ventilation	10CFM per person	Plus 0.12 per SF of area
5) Air Filtration	MERV 13	LEED
	MERV 6 to 8	ASHRAE 52.2-2007 & 62.1-2007
6) Carbon Dioxide Levels	Below 700 PPM above outdoor air	ASHRAE 62.1-2007
7) HVAC Background Noise Level	RC(N) Mark II level of 37	ASHRAE Handbook Chapter 47

Acoustics: Limiting reverberation and background noise and improving sound isolation.

	DESIGN PARAMETERS	PARAMETER NOTES
1) Reverberation	.6 per second	(ANSI S12.60-2002)
2) Background Noise	45 dBA	(LEED)
3) Sound Isolation (Varies)	STC 45 between Classrooms	

Technology: Providing data connections for online learning resources, AV equipment, and a sound system with emergency capabilities.

DESIGN PARAMETERS		PARAMETER NOTES
1) Data / Computer Drops		At Teacher and Student Computers, at wireless access points
2) Audio / Video Equipment		
	Projector linked to Teacher's PC	
	or	
	Interactive Whiteboard	
	Sound Reinforcement	Amplifier, microphone, speakers
3) Clock		Synchronized with Bell system
4) Sound System & Emergency Call-box		
	Ceiling or Wall Speaker	Class change bells, emergency announcements
5) CCTV Camera (TBD)		
	Security, WebX conferencing, Distance Learning	

Sustainability: Build for energy efficiency

DESIGN PARAMETERS		PARAMETER NOTES
1) Building EUI	20% below Baseline	ASHRAE 2010
2) Building Envelope	Meet or exceed R-value standards for building type	ASHRAE 90.1 2010
3) Water	Ultralow flow fixtures	ASHRAE 90.1 2010

Building Space Summary

Space Summary	Modernization
	Total
Core Academic Areas	28,000
Media Center	3,750
Administration	2,775
Student Dining & Food Service	4,000
Maintenance & Custodial Services	450
Mechanical, Electrical, Toilets, Custodial Closets	14,627
Total Net	53,602
Construction Factor[.082]	4,395
Total Gross	57,997

Outdoor Area Requirements Summary

Exterior Spaces
Structured Play Area For Primary/Intermediate Grades (Existing)
Protected Pre-School Play Area (Existing)
Outdoor Paved Play Area [reduced size basketball courts, with markings for other games]
Green area for garden/environmental programs
Faculty, Staff, and Visitor Parking

Core Academic Area Space Requirements

Spaces	Guideline		Total	Comments
	Quantity	S.F.		
Pre-S/Kindergarten Classroom	5	1,175	5,875	
Kindergarten Classroom	3	1,175	3,525	
Grade 1-2-3 Classroom	9	900	8,100	
Grade 4-5 Classroom	5	900	4,500	
Special Needs				Shared resource room for 3 special education teachers
- Resource Rm.	1	350	1,150	Psychologist, Social worker
- OT/PT/speech	1	300		
- Conference Rm.	1	200		
- Offices	2	150		
Academic Resource/ Instructional coach	3	300	900	
Workrooms	2	200	550	May be combined One per floor
- Laptop cart storage/charging	3	50		
Additional instructional spaces			0	
Art	1	1,200	1,200	w/ kiln and storage
Music	1	1,200	1,200	w/storage
STEM/'Think Tank'	1	1,000	1,000	w/storage
Total			28,000	

PRE-K-S / KINDERGARTEN**E-ACA-1A****CAPACITY:**

- Teachers
- 16-20 students (PS/PK/K)
- Parents/other staff

SIZE:

- 1,175 SF

ANCILLARY SPACES:

- Restroom E-ACA-16 (50 SF)
- Storage closet (50-100 SF)

SPATIAL RELATIONSHIPS:

- Group classrooms for potential teaming
- Locate coat cubbies near door
- Locate at first floor for emergency evacuations, if possible

GOALS:

- To foster self-discipline, independence, and responsibility
- To help children develop positive concepts about themselves and their capabilities
- To encourage and develop independent thinking and good work habits
- To develop language as a tool of learning and as a means of communication
- To provide and develop fundamental academic, social, emotional, physical, and thinking skills

PROGRAM ACTIVITIES:

- Whole group
- Teacher directed
- Small group
- One-on-one instruction
- Cooperative learning
- Discovery
- Language Arts
- Inquiry

ENVIRONMENTAL CONSIDERATIONS:

- Windows to provide natural light and egress
- Adequate ventilation
- Electrical outlets for equipment
- Environmental sound control:
 - Wall minimum: STC 45
 - Ceiling minimum: CAC 35
 - Reverberation Time: .4-.6 seconds
- Uniform lighting
- Proportion classroom for effective viewing and listening from all areas of the classroom
- Window treatment to darken room for AV Presentation

NOTES:

1. Loose furnishings and features shown represent one of many possible arrangements.
2. Locate sink at chase wall of restroom (or in close proximity)
3. Locate restroom chase as close to corridor as possible to minimize pipe runs
4. Where rooms are paired provide two lavatories with joint access (not including sink in casework).

PRESCHOOL / PRE-K / KINDERGARTEN**E-ACA-1A**

<u>Finishes¹:</u>	Spec. <u>Ref.#</u>	<u>Features¹:</u>	Spec. <u>Ref.#</u>
<u>Flooring:</u>		<u>Fixed Equipment:</u>	
Rubber tile/Area Rugs	096519/096816	Deep storage for poster board	
<u>Base:</u>		F2 Carpentry:	
Resilient base	096519	Student cubbies (22/24)	064123
<u>Ceiling (9' high minimum):</u>		F3 Casework:	
Suspended, acoustical	095113	Wall shelving (over cubbies)	123200
<u>Walls:</u>		F4 Marker board (1 walls)	101100
Painted concrete masonry units or dry wall		10 LF primary	
042000/099123		F5 Tack board flanking marker board and on secondary teaching wall	101100
One tackable wall surface	101100	Plus two (2) parallel rows of continuous tack strips on all available walls (4 LF or longer) at 30" and 48" AFF	
<u>Loose Furnishings:</u>		F6 Manual projection screen (60"X60")	115213 ³
L1 20 stackable chairs, 4-5 tables		F7 Soap dispenser	102800
L2 2 computer stations w/ chairs; 1 printer		F8 Towel dispenser	102800
L4 Teacher work surface w/ mobile storage and 2 chairs		F9 Casework:	
L5 Four-drawer file cabinet		Wardrobe (18"X18")	123200
L7 Bound carpet rug (oval), rug for block area, rug for reading area		<u>Fire Suppression:</u>	Div. 21
L8 Mobile shelving (various)		Fire suppression system	
L9 Bookshelves (open or closed)		<u>Plumbing:</u> Div. 22	
L11 Learning center sets such as sand/water tables, kitchen, child-height dining, dress-up center, art cart, science light board, and blocks.		Double sink at two heights	
<u>Communications:</u>	Div. 27	w/ drinking fountain at child height	
Single point 'face plate' near teachers work station to include:		w/ deep well at adult height	
Voice, data, VGA , audio enhancement, and HDMI		Plumbing connections	
Additional ports:		Wall-mounted watercloset	
Printer		Wall-mounted lavatory	
3 data ports for student use		<u>HVAC:</u> Div. 23	
Electronic white board		Supply/return air system	
Clock/PA		Independent temperature control	
2 wireless		Exhaust air system (toilet)	
Audio enhancement equipment		<u>Electrical:</u> Div. 26	
<u>Miscellaneous:</u>		Duplex receptacles	
M1 Printer		3 per primary teaching wall	
M3 2 computers for students use		At least 2 per other walls	
M4 Computer for teachers use		TVSS protected quad receptacle adjacent to each data and video port	
		Multilevel switching	
		Fluorescent lighting	
		Illumination level: See Table 7600-16	

NOTES:

1. Finishes/Features: Refer to Chapter 8 for specification references.
2. Items listed as casework may be purchased as furniture.

GRADES 1-5 CLASSROOM**E-ACA-2****SIZE:**

- 850 SF to 950 SF

CAPACITY:

- 20-22 students (1st – 2nd)
- 22-24 students (3rd – 5th)
- 1 teacher
- Staff members
- Guest speakers/volunteers

GOAL:

- A flexible space to accommodate any of the core academic disciplines

PROGRAM ACTIVITIES:

- Large group instruction
- Small group instruction and group work
- Classroom work/lectures
- Computer instruction
- Team teaching
- Oral presentations
- Group and teamwork activities
- Testing

SPATIAL RELATIONSHIPS:

- Near main Corridor
- Near Media Center
- Near Workroom/Teacher Office
- Group classrooms for potential teaming
- Locate cubbies near student work area
- Locate coat cubbies near door

ENVIRONMENTAL CONSIDERATIONS:

- Uniform lighting
- Windows to provide natural light and egress
- Environmental sound control:
 - Wall minimum: STC 45
 - Ceiling minimum: CAC 35
 - Reverberation Time: .4-.6 seconds
- Electrical outlets for equipment
- Adequate ventilation
- Proportion classroom for effective viewing and listening from all areas of the classroom
- Window treatment to darken room for AV presentations

NOTES:

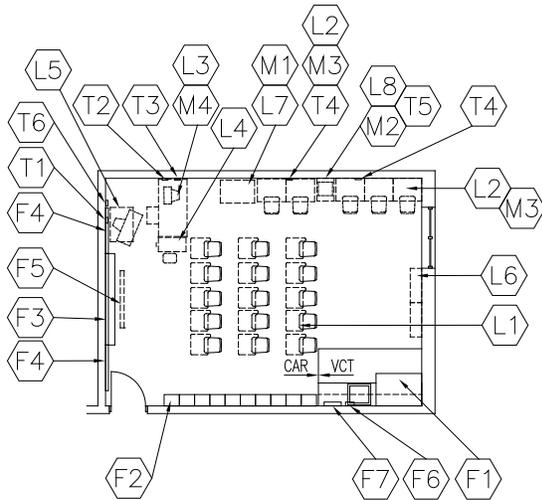
1. Lose furnishings and features shown represent one of many possible arrangements.
2. Items listed as casework may be purchased as furniture.
3. Classroom layouts should be opposite hand allowing sinks to be back to back.

GRADES 1-5 CLASSROOM**E-ACA-2**

<u>Finishes¹:</u>	<u>Spec. Ref.#</u>	<u>Features¹:</u>	<u>Spec. Ref.#</u>
Flooring:		Fixed Equipment:	
Resilient tile flooring	096519	F1 Casework:	123200
Base:		Base/wall cabinets by sink	
Resilient base	096519	Sturdy shelves on 3 walls in storage area	
Ceiling (9' high minimum):		F2 Carpentry:	064123
Suspended, acoustical	095113	Student cubbies (24/28)	
Walls:		F3 Casework:	
Painted concrete masonry units or dry wall	042000/099123	Wall shelving (24 LF- H 30-32")	123200
One tackable wall surface	101100	F4 Marker board (2 walls)	101100
<u>Loose Furnishings:</u>		16 LF primary/8 LF secondary	
L1 5 tables or 24 student desks (see Furniture Standards)		F5 Tack board flanking marker boards	101100
L2 3 computer workstations and chairs – student use		Plus two (2) parallel rows of continuous tack strips on all available walls (4 LF or longer) at 30" and 48" AFF	
L3 Bound carpet rug (thru Grade 2)		F6 Manual projection screen (60"X60")	115213 ²
L4 Teacher workstation with mobile storage and 2 chairs		F7 Soap dispenser	102800
L5 Four drawer file cabinet		F8 Towel dispenser	102800
L6 Adjustable height bookshelves		F9 Casework: Wardrobe (18"X18")	123200
L7 Printer table		<u>Fire Suppression:</u>	Div. 21
L9 24-27 student chairs		Fire suppression system	
<u>Communications:</u>	Div. 27	<u>Plumbing:</u> Div. 22	
Single point 'face plate' near teachers work station to include:		Sink with drinking fountain (optional)	
Voice, data, VGA , audio enhancement, and HDMI		Plumbing connections	
Additional ports:		<u>HVAC:</u> Div. 23	
Printer		Supply/return air system	
3 data ports for student use		Independent temperature control	
Electronic white board		<u>Electrical:</u> Div. 26	
Clock/PA		Duplex receptacles	
2 wireless		3 per primary teaching wall	
Audio enhancement Equipment		2 per other walls	
<u>Electronic Safety and Security:</u>	Div. 28	TVSS protected quad receptacle adjacent to each data and video port	
Life safety devices per code		Multilevel switching	
		Fluorescent lighting	
		Illumination level: See Table 7600-16	
		Clock	
		Central sound system	
		<u>Miscellaneous</u>	Div. 27
		M2 Printer	
		M3 3 computers for student use	
		M4 Laptop computer for teacher use	
		Document camera	

NOTES:

1. Finishes/Features: Refer to Chapter 8 for specification references.
2. Delete where a digital white board is installed.

RESOURCE CLASSROOM**E-ACA-4****CAPACITY:**

- Up to 15 students
- 2 or more staff members

SIZE:

- Varies, see table

ANCILLARY SPACES:

N/A

GOAL:

- To provide a safe and comfortable learning environment for students with unique learning challenges

PROGRAM ACTIVITIES:

- Small group work
- Independent instruction and work

SPATIAL RELATIONSHIPS:

- Located within Academic Core areas
- Ingress/egress to the building which allows for special transportation pick-ups

ENVIRONMENTAL CONSIDERATIONS:

- Uniform lighting
- Windows to provide natural light and egress
- Environmental sound control:
Wall minimum: STC 45
Ceiling minimum: CAC 35
Reverberation Time: .4-.6 seconds
- Electrical outlets for equipment
- Proportion classroom for effective viewing and listening from all areas of the classroom
- Window treatment to darken room for AV presentation

NOTES:

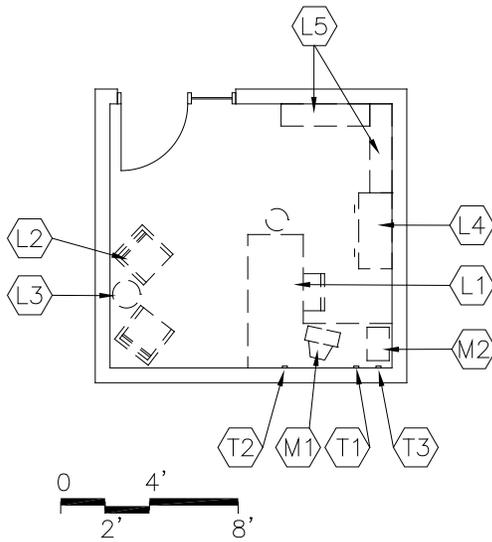
1. Loose furnishings and features shown represent one of many possible arrangements.
2. Orientation of Resource Classroom shall be determined as a result of layout of adjacent classrooms
3. Sink shall be located with close proximity to corridor.

RESOURCE CLASSROOM**E-ACA-4**

	Spec. Ref.#		Spec. Ref.#
<u>Finishes¹:</u>		<u>Features¹:</u>	
Flooring:		Fixed Equipment:	
Rubber tile	096519	F1 Casework:	123200
		Base/wall cabinets and shelving	
Base:		Paper storage cabinets	
Resilient base	096519	F3 Marker board (8 LF)	101100
		F4 Tack board (8 LF minimum)	101100
Ceiling (9' high minimum):		F5 Manual projection screen	115213
Suspended, acoustical	095113	F6 Soap dispenser	102800
		F7 Towel dispenser	102800
Walls:		F8 Casework: Wardrobe	123200
Painted concrete masonry units or dry wall	042000/099123		
		<u>Fire Suppression:</u>	Div. 21
		Fire suppression system	
<u>Loose Furnishings:</u>		<u>Plumbing:</u> Div. 22	
L1 8-10 student desks or 2-3 student tables		Plumbing connections (optional)	
L2 3 computer workstations and chairs		Sink with drinking fountain	
L3 Teacher workstation and chair			
L4 Four-drawer file cabinet		<u>HVAC:</u> Div. 23	
L5 Mobile shelving		Supply/return air system	
L6 Adjustable height bookshelves (20 LF)		Independent temperature	
		Control	
<u>Communications:</u>	Div. 27	<u>Electrical:</u> Div. 26	
Single point 'face plate' near teachers work station to include:		Duplex receptacles	
Voice, data, VGA , audio enhancement, and HDMI		3 per primary teaching wall	
Additional ports:		2 per other walls	
Printer		TVSS protected quad receptacle adjacent to each data and video port	
3 data ports for student use		Fluorescent lighting	
Electronic white board		Illumination level: See Table 7600-16	
Clock/PA		Multilevel	
1 wireless		switching	
		16140	
<u>Miscellaneous:</u>		Clock	
M2 Printer		Central sound system	
M3 3 computers for student use			
M4 Computer for teacher use		<u>Electronic Safety and Security:</u>	Div. 28
		Life safety devices per code	

NOTES:

1. Finishes/Features: Refer to Chapter 8 for specification references.
2. Refer to Educational Specifications – Technology, Section 1240.
3. Items listed as casework may be purchased as furniture.

STUDENT SERVICES**E-ACA-5****CAPACITY:**

- Counselors/social workers/Sped Coordinators
- Students and parents
- Staff

SIZE:

- 150 SF

GOAL:

- To serve as a space from which support staff can provide a variety of services to students and their families

PROGRAM ACTIVITIES:

- Group and individual counseling
- Student assessment

SPATIAL RELATIONSHIPS:

- Near Academic Core areas

ENVIRONMENTAL CONSIDERATIONS:

- Uniform lighting
- Environmental sound control:
Wall minimum: STC 45
Ceiling minimum: CAC 35
- Windows to provide natural light if on outside wall, if possible

NOTES:

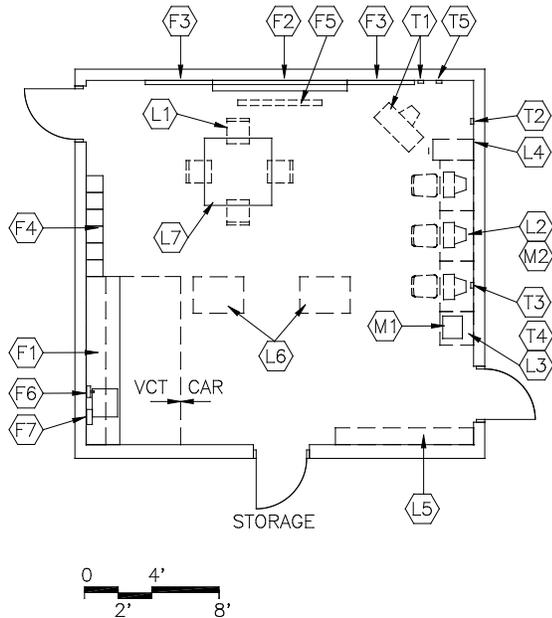
1. Loose furnishings and features shown represent one of many possible arrangements.
2. An internal window (with blinds) may be provided in lieu of sidelight.

STUDENT SERVICES**E-ACA-5**

	Spec. Ref.#		Spec. Ref.#
<u>Finishes¹:</u>		<u>Features¹:</u>	
Flooring:		Fixed Equipment:	
Linoleum	096516	N/A	
Base:		<u>Fire Suppression:</u>	Div. 21
Resilient base	096519	Fire suppression system	
Ceiling:		<u>Plumbing:</u>	
Suspended, acoustical	095113	N/A	
Walls:		<u>HVAC:</u>	Div. 23
Painted gypsum wallboard over metal studs	092116/ 099123	Supply/return air system Independent temperature control	
<u>Loose Furnishings:</u>		<u>Electrical:</u>	Div. 26
L1 Admin workstation and chair		Duplex receptacles	
L2 Visitor chair		TVSS protected quad receptacle adjacent to each data port	
L3 Small table (optional)		Single-level switching	
L4 Four-drawer file cabinet		Fluorescent lighting	
L5 Adjustable height bookshelves (12 LF)		Illumination level: See Table 7600-16	
		Clock	
		Central sound system	
		<u>Communications:</u>	Div. 27
		T1 Data port near workstation	
		T2 Voice port and phone	
		T3 Data port for printer	
		<u>Electronic Safety and Security:</u>	Div. 28
		Life safety devices per code	
		<u>Miscellaneous:</u>	
		M1 Computer	
		M2 Printer	

NOTES:

1. Finishes/Features: Refer to Chapter 8 for specification references.

SPEECH / OCCUPATIONAL / PHYSICAL THERAPY**M-AC-13****CAPACITY:**

- Up to 3 students
- Up to 2 staff

ANCILLARY SPACES:

- Speech/Occupational/ Physical Therapy Storage (M-AC-14)

GOAL:

- To provide private functional mobility training for students

PROGRAM ACTIVITIES:

- Speech therapy
- Exercise
- Assistive technology evaluation
- Occupational and Physical Therapy

SPATIAL RELATIONSHIPS:

- Near Academic Core Classrooms
- Near Special Needs Classrooms
- Adjacent and access to Speech Occupational/Physical Therapy Storage

ENVIRONMENTAL CONSIDERATIONS:

- Uniform lighting
- Environmental sound control:
Wall minimum: STC 45
Ceiling minimum: CAC 35
- Adequate ventilation
- Electrical outlets for equipment
- Wheelchair accessibility
- Reinforce structure to support equipment such as a trapeze
- Windows to provide natural light, desirable; provide treatment to darken if windows are provided
- Auditory privacy

NOTES:

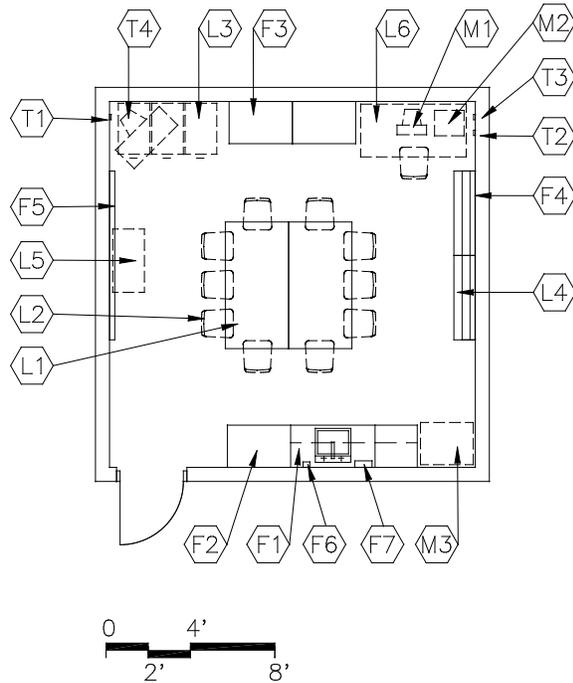
1. Loose furnishings and features shown represent one of many possible arrangements.

SPEECH / OCCUPATIONAL / PHYSICAL THERAPY

<u>Finishes¹:</u>	<u>Spec. Ref.#</u>	<u>Features¹:</u>	<u>Spec. Ref.#</u>
Flooring:		Fixed Equipment:	
Resilient tile		F1 Casework:	123200
flooring096519		Wall/base cabinets with shelving	
Base:		F2 Marker board (8 LF)	101100
Resilient base	096519	F3 Tack board (8 LF)	101100
Ceiling:		F5 Manual projection screen	115213
Suspended, acoustical	095113	F6 Soap dispenser	102800
Walls:		F7 Towel dispenser	102800
Painted concrete masonry units		<u>Fire Suppression:</u>	Div. 21
042000 / 099123		Fire suppression system	
<u>Loose Furnishings:</u>		<u>Plumbing:</u> Div. 22	
L1 4 chairs		Plumbing connections	
L2 1 computer workstation (TBD)		Sink with drinking fountain	
L3 Printer table		<u>HVAC:</u> Div. 23	
L4 Four-drawer file cabinet		Supply/return air system	
L5 Adjustable height bookshelves (12 LF)		<u>Electrical:</u> Div. 26	
L6 Therapy equipment		Duplex receptacles:	
L7 Work table		3 per primary teaching surface	
<u>Communications:</u>	Div. 27	2 per other walls	
T2 Voice port and phone		TVSS protected quad receptacle	
T3 1 data ports near workstation		adjacent to each data and	
T4 Data port at printer		video port	
<u>Miscellaneous:</u>		Multilevel switching	
M1 Printer		Fluorescent lighting	
M2 Teacher's laptop computer		Illumination level: See Table 7600-16	
		Clock	
		Central sound system	
		<u>Electronic Safety and Security:</u>	Div. 28
		Life safety devices per code	

NOTES:

Finishes/Features: Refer to Chapter 8 for specification references.

PARENT RESOURCE CENTER**E-AD-10****CAPACITY:**

- Parents
- PTO/PTA members
- Volunteers

SIZE:

- Varies, see table

ANCILLARY SPACES:

N/A

GOALS:

- To provide a place for parents to meet and work when they volunteer at school
- To provide a place for parents to store their personal belongings
- To provide space for parents to check-out and use parenting sources

PROGRAM ACTIVITIES:

- Small group meetings
- Work area
- Storage for personal items
- Storage of fundraising materials (PTO/PTA)
- Parent training

SPATIAL RELATIONSHIPS:

- Near Welcome Center
- Near Lobby Entrance
- Near Public Restrooms

ENVIRONMENTAL CONSIDERATIONS:

- Electrical outlets for equipment
- Lighting appropriate to task
- Environmental sound control:
Wall minimum: STC 45
Ceiling minimum: CAC 35

NOTES:

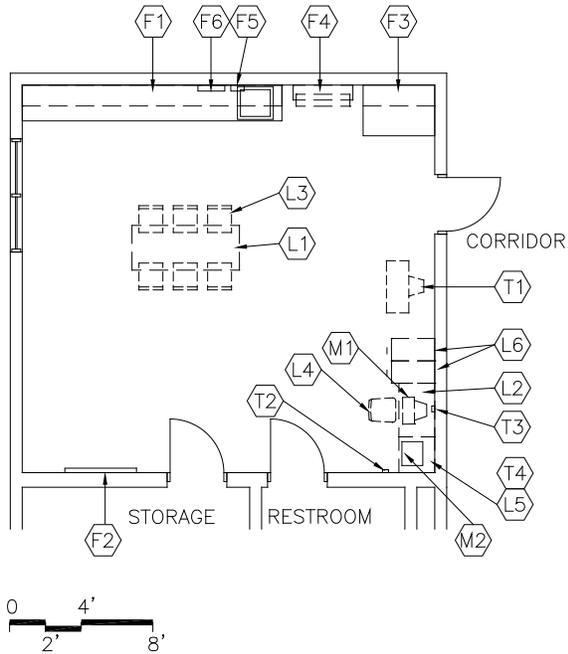
1. Loose furnishings and features shown represent one of many possible arrangements.

PARENT RESOURCE CENTER

	Spec. Ref.#		Spec. Ref.#
<u>Finishes¹:</u>		<u>Features¹:</u>	
Flooring:		Fixed Equipment:	
Tile carpet	096813	F1 Casework:	123200
		Base/wall cabinets	
Base:		F2 Casework	
Resilient base	096519	Wardrobe cabinet	123200
Ceiling (8' high minimum):		F3 Casework:	
Suspended, acoustical	095113	Storage cabinets	123200
Walls:		F4 Marker board (8 LF)	101100
Painted concrete masonry units		F5 Tack board (8 LF)	101100
	042000 / 099123	F6 Soap dispenser	102800
		F7 Towel dispenser	102800
<u>Loose Furnishings:</u>		<u>Fire Suppression:</u>	Div. 21
L1 2 tables (36" x 72")		Fire suppression system	
L2 10 chairs		<u>Plumbing: (optional)</u>	Div. 22
L3 Four-drawer file cabinet		Plumbing connections	
L4 Adjustable height bookshelves (20 LF)		Sink, single/deep bowl	
L6 Computer workstation		Hook-up for ice maker	
<u>Miscellaneous:</u>		<u>HVAC:</u> Div. 23	
M1 Computer		Supply/return air system	
M2 Printer		Independent temperature control	
M3 Refrigerator with ice maker		<u>Electrical:</u> Div. 26	
<u>Communications:</u>	Div. 27	Duplex receptacles	
T2 Voice port and phone		TVSS protected quad receptacle	
T3 Data port		adjacent to each data and video port	
T4 Video port, monitor, VCR/DVD, and bracket		Multilevel switching	
<u>Electronic Safety and Security:</u>	Div. 28	Fluorescent lighting	
Life safety devices per code		Illumination level: See Table 7600-16	
		Clock	
		Central sound system	

NOTES:

1. Finishes/Features: Refer to Chapter 8 for specification references.

WORKROOM / TEACHER OFFICE**E-ACA-12****CAPACITY:**

- Teachers
- Teachers' assistants
- Parents/volunteers

SIZE:

- Varies, see table

ANCILLARY SPACES:

- Staff restroom

GOALS:

- To provide a space where adults can meet for committee work
- To provide a space where teachers can perform administrative work
- To provide a space for storage of grade-level materials

PROGRAM ACTIVITIES:

- Team staff meetings
- Lesson planning and grading
- Scheduling appointments
- Record keeping
- Develop and review teacher materials

SPATIAL RELATIONSHIPS:

- Near Academic Core classrooms (centrally located)
- Access to Staff Restroom(s) from within Workroom/Teacher Office
- Access to Storage from within Workroom/Teacher Office

ENVIRONMENTAL CONSIDERATIONS:

- Uniform lighting
- Environmental sound control:
 - Wall minimum: STC 45
 - Ceiling minimum: CAC 35
- Adequate ventilation
- Electrical outlets for equipment
- Window to provide natural light, desirable

NOTES:

1. Loose furnishings and features shown represent one of many possible arrangements.
2. Optional: Consideration for internal window(s) with blinds to corridor.

WORKROOM / TEACHER OFFICE**E-ACA-12**

	Spec. Ref.#		Spec. Ref.#
<u>Finishes¹:</u>		<u>Features¹:</u>	
Flooring:		Fixed Equipment:	
Resilient tile flooring	096519	F1 Casework:	123200
		Base cabinets	
Base:		Wall cabinets/shelving	
Resilient base	096519	F2 Tack board (4 LF)	101100
		F3 Casework:	123200
Ceiling:		Deep storage for poster board	
Suspended, acoustical	095113	F4 Towel	
		dispenser	102800
Walls:		F5 Soap dispenser	102800
Painted concrete masonry units			
042000/099123			
<u>Loose Furnishings:</u>		<u>Fire Suppression:</u>	Div. 21
L1 1-2 Table (s)		Fire suppression system	
L2 Computer workstation furniture			
L3 6 chairs		<u>Plumbing:</u> Div. 22	
L4 Ergonomic task chair		Plumbing connections	
L5 Printer table		Sink	
L6 2, four-drawer file cabinets			
		<u>HVAC:</u> Div. 23	
<u>Communications:</u>	Div. 27	Supply/return air system	
T2 Voice port and phone			
T3 Data port near workstation		<u>Electrical:</u> Div. 26	
T4 Data port at printer		Duplex receptacles	
		TVSS protected quad receptacle	
<u>Miscellaneous:</u>		adjacent to each data and	
M2 Networked Printer		video port	
		Fluorescent lighting	
		Illumination level: See Table 7600-16	
		Multilevel	
		switching	
		16140	
		Clock	
		Central sound	
		system	
		16823	
		<u>Electronic Safety and Security:</u>	Div. 28
		Life safety devices per code	

ART LAB**E-VA-1****CAPACITY:**

- 20-24 students
- 1 teacher
- Student teacher
- Parent volunteers
- Student volunteers

SIZE:

- Varies, see table

ANCILLARY SPACES:

- Kiln Room (E-VA-3) 75 SF
- Art Storage (E-VA-2) 125 SF

SPATIAL RELATIONSHIPS:

- Centrally located with convenient access to Core Academic classrooms
- Adjacent and access to Kiln Room

GOALS:

- To provide an area for students to work on a variety of art projects and to have positive experiences, which include developing confidence, commitment, and a sense of accomplishment
- To explore the manipulation of a variety of materials
- To develop technical and expressive skills
- To become aware of and be able to articulate thoughts about art and its reflection of other societies, cultures, and times
- To provide clean, adequate space in which to store art supplies and student projects

PROGRAM ACTIVITIES:

- Drawing, painting, and print making
- Sculpture, model-making, collage, and assembly
- Ceramics-clay (age appropriate)
- Computer graphics and mixed media work
- Guest artist lectures
- Demonstrations
- Viewing prints/slides/movies/art videos
- Research, reading, and writing
- Individual and cooperative group work
- Storage of supplies, projects, and small equipment
- Mixed media work

ENVIRONMENTAL CONSIDERATIONS:

- Uniform lighting/track and display lighting
- Windows to provide natural light and egress, preferably northern exposure
- Environmental sound control:
Wall minimum: STC 45
Ceiling minimum: CAC 35
- Include outlets on the wall above counter spaces in raceway
- Electrical outlets for equipment
- Provide one ceiling hung, retractable electrical outlet
- Window treatment to darken room for AV presentation as required

NOTES:

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

ART LAB**E-VA**

<u>Finishes¹:</u>	<u>Spec. Ref.#</u>	<u>Features¹:</u>	<u>Spec. Ref.#</u>
Flooring:		Fixed Equipment:	
Quartz tile	096618	F1 Casework:	
Base:		30" high base/wall cabinets near	
Resilient base	096519	sinks	123200
Ceiling (12' high minimum to underside of		Paper storage cabinets	
deck):		F2 Marker board	101100
Exposed structure, painted	099123	16 LF primary	
with acoustical treatment	098400	F5 Tack board flanking marker board	
Walls:		Plus two (2) parallel rows of	
Painted concrete masonry units or dry wall		continuous tack strips on all available	
One tackable wall	042000 / 099123	walls (4 LF or longer) at 30" and 48"	
		AFF	
		F6 Manual projection screen (60"X60")	115213 ³
<u>Loose Furnishings:</u>		F5 Soap dispenser (at each sink)	102800
L1 12 2-person student work tables		F6 Towel dispenser (at each sink)	102800
L2 24-30 Student chairs		F7 Casework: Wardrobe	123200
L3 Teacher workstation and chair		F8 Display cases	
L4 3 computer (laptops) tables and chairs			
L6 1, four-drawer file cabinet		<u>Fire Suppression:</u>	Div. 21
L7 Audio visual cart for teacher use		Fire suppression system	
L10 Adjustable height shelves (24 LF) for			
drying 3D objects		<u>Plumbing:</u>	Div. 22
Drying rack (40-80 slats)		Sinks with solids interceptor	
Flat storage (10 drawers)		2 large, deep sinks	
		Plumbing connections	
<u>Communications:</u>	Div. 27	<u>HVAC:</u>	Div. 23
Single point 'face plate' near teachers work		Supply/return air system	
station to include:		Independent temperature control	
Voice, data, VGA , audio enhancement,		Manually controlled general exhaust	
and HDMI			
Additional ports:		<u>Electrical:</u>	Div. 26
Printer		Duplex receptacles	
3 data ports for student use		3 per primary teaching wall	
Electronic white board		At least 2 per other walls	
Clock/PA		TVSS protected quad receptacle	
2 wireless		adjacent to each data port	
		Multilevel switching	
<u>Miscellaneous:</u>	Div. 27	Fluorescent lighting	
M1 Interactive white board		Illumination level: See Table 7600-16	
M2 3 computers for student use		Clock	
M3 Computer for teacher use		Central sound system	
Audio enhancement equipment		Display/track lighting	
Document camera			

NOTES:

Finishes/Features: Refer to Chapter 8 for specification references.

GENERAL MUSIC ROOM**E-MU-1****CAPACITY:**

- 20-24 music students
- 1 teacher
- Parents/volunteers

SIZE:

- 1,000 SF

GOAL:

- To provide students with the opportunity to explore and develop skills in music through large group, ensemble, and solo experiences

PROGRAM ACTIVITIES:

- Listen, analyze, describe, and compose music (stereos, CD players, computers and printer, laser discs)
- Sing alone and with others (solos, duets, trios, ensembles, large groups)
- Guest speakers and performers (solo and ensembles)
- Group instruction (small and large)
- Choral, speech, theatrics (musicals, operas)
- View educational videos for music enrichment
- Extra-curricular after school activities (i.e., Odyssey of the Mind, church groups)

SPATIAL RELATIONSHIPS:

- Storage in the classroom

ENVIRONMENTAL CONSIDERATIONS:

- Uniform lighting/Theatrical lighting
- Environmental sound control:
Wall minimum: STC 50
Ceiling minimum: CAC 35
- Sound insulation in walls (extended above ceiling to underside of deck)
- Acoustical wall treatments
- Electrical outlets for equipment
- Adequate ventilation
- Proportion classroom for effective viewing and listening from all areas of the classroom
- Auditory privacy
- Drinking fountain in classroom

NOTES:

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

GENERAL MUSIC ROOM**E-MU-1**

	Spec. Ref.#		Spec. Ref.#
<u>Finishes¹:</u>		<u>Features¹:</u>	
Flooring:		Fixed Equipment:	
Carpet	096816	F1 Casework:	
Base:		Paper storage cabinets	123200
Resilient base	096519	F2 Marker board (16 LF)	
Ceiling(10' high minimum):		1/2 with music staff bars	101100
Suspended, acoustical	095113	F3 Tack board	101100
Walls:		F4 Manual projection screen	115213
Painted concrete masonry units		F5 Casework:	
042000 / 099123		Wardrobe	123200
		F6 Casework:	
		Sink cabinet	123200
<u>Loose Furnishings:</u>		<u>Fire Suppression:</u>	Div. 21
L1 3 computer workstations and chairs		Fire suppression system	
L2 Portable choral risers with rails		<u>Plumbing:</u> Div. 22	
L3 Mobile A/V cabinet		Plumbing connections	
L4 24 music posture chairs		Drinking fountain	
L5 Conductor podium, chair and stand		Sink	
L6 Teacher desk and chair		<u>HVAC:</u> Div. 23	
L7 Upright piano		Supply/return air system	
Instrument storage		Independent temperature	
(see furniture standards)		control	
L9 Four-drawer file cabinet		<u>Electrical:</u> Div. 26	
L10 Adjustable height bookshelves (24LF)		Duplex receptacles	
		3 per primary teaching wall	
<u>Communications:</u>	Div. 27	2 per other walls	
Single point 'face plate' near teachers work		TVSS protected quad receptacle	
station to include:		adjacent to each data and	
Voice, data, VGA , audio enhancement,		video port	
and HDMI		Multilevel switching	
Additional ports:		Fluorescent lighting	
Printer		Illumination level: See Table 7600-16	
3 data ports for student use		Theatrical lighting	
Electronic white board		Clock	
Clock/PA		Central sound system	
2 wireless		<u>Electronic Safety and Security:</u>	Div. 28
<u>Miscellaneous:</u>		Life safety devices per code	
M1 Projection device on cart	Div. 27		
M2 3 computers for student use			
M3 Computer teacher use			
M4 MIDI synthesizer			
M5 A/V recording/playback equipment			
Document camera			

NOTES:

1. Finishes/Features: Refer to Chapter 8 for specification references.

STEM LAB / SCIENCE LAB**E-ACA-14****CAPACITY:**

- 20-24 students
- 1-2 staff

SIZE:

- 1,000 SF

ANCILLARY SPACES:

100 SF closet

GOAL:

- To be an instructional space for science, engineering and hands-on creative activities

PROGRAM ACTIVITIES:

- Direct instruction
- Research
- Student and class projects
- Cooperative learning groups
- Student display
- Activities
-

SPATIAL RELATIONSHIPS:

- Near Academic Core Classrooms
- Near main Corridor

ENVIRONMENTAL CONSIDERATIONS:

- Uniform lighting
- Windows to provide natural light and egress
- Environmental sound control:
 - Wall minimum: STC 45
 - Ceiling minimum: CAC 35
 - Reverberation Time: .4-.6 seconds
- Window treatment to darken room for AV presentation
- Proportion classroom for effective viewing and listening from all areas of the classroom

NOTES:

1. Loose furnishings and features shown represent one of many possible arrangements.
2. Casework countertop at sink wall(s) shall be 30" deep with a 6" plumbing chase for services. No plumbing shall be in exterior wall

STEM LAB / SCIENCE LAB

	Spec. Ref.#		Spec. Ref.#
<u>Finishes¹:</u>		<u>Features¹:</u>	
Flooring:		Fixed Equipment:	
Quartz tile	096618	F1 Casework:	
Base:		Base cabinets and shelving	123200
Resilient base	096519	F3 Casework:	
Ceiling (9' high minimum):		Wall shelving (24 LF- H 30-32")	123200
Suspended, acoustical	095113	F4 Marker board (2 walls)	101100
Walls:		16 LF primary/8 LF secondary	
Painted concrete masonry units or dry wall	042000/ 099123	F5 Tack board flanking marker boards	
One tackable wall surface	101100	Plus two (2) parallel rows of continuous tack strips on all available walls (4 LF or longer) at 30" and 48" AFF	
<u>Loose Furnishings:</u>		F6 Manual projection screen (60"X60")	115213 ³
L1 Variety of table surfaces		F8 Casework:	
L2 24 chairs		Wardrobe	123200
L3 3 computer workstation furniture		<u>Fire Suppression:</u>	Div. 21
L5 Teacher desk and chair		Fire suppression system	
L8 Four-drawer file cabinet		<u>Plumbing:</u> Div. 22	
L9 Adjustable bookshelves (24 LF)		Sinks with solids interceptor	
<u>Communications:</u>	Div. 27	Plumbing connections	
Single point 'face plate' near teachers work station to include:		2-4 sinks, single/deep bowl	
Voice, data, VGA , audio enhancement, and HDMI		<u>HVAC:</u> Div. 23	
Additional ports:		Supply/return air system	
Printer		Independent temperature control	
3 data ports for student use		<u>Electrical:</u> Div. 26	
Electronic white board		Duplex receptacles	
Clock/PA		3 per primary teaching wall	
1 wireless		At least 2 per other walls	
<u>Miscellaneous:</u>		Continuous raceway above countertop	
M1 Projection device on cart	Div. 27	TVSS protected quad receptacle adjacent to each data and video port	
M2 Printer		Multilevel switching	
M3 3-5 computers for student use		Fluorescent lighting	
M4 Computer for teacher use		Illumination level: See Table 7600-16	
Audio enhancement equipment		Clock	
		Central sound system	
		<u>Electronic Safety and Security:</u>	Div. 28
		Life safety devices per code	

NOTES:

1. Finishes/Features: Refer to Chapter 8 for specification references.

MEDIA CENTER

Spaces	Qty.	S.F.	Total	Comments
Reading/Learning/Circulation	1	2,000	2,000	
- Laptop lab w/movable wall	1	800	800	
Technical Processing Room	1	400	400	
Office	1	150	150	
Storage	1	250	250	
Lockable computer storage	1	50	50	
Telecom Head End Room	1	100	100	
Total			3,750	

READING / LEARNING / CIRCULATION AREA**E-MC-1****CAPACITY:**

- 50 students
- 3 teachers
- 1 media specialist
- Community patrons after school hours

PROGRAM ACTIVITIES:

- Reading
- Circulation of materials and resources including online catalogs
- Large group and small group instruction
- Informal small group interaction
- Provide meeting areas for community, staff, and parents
- Research
- Dramatic reading and storytelling

SPATIAL RELATIONSHIPS:

- Instructional area to accommodate one full class of students
- Space around computers for 2-3 students to work together
- Story area with flexible seating
- Comfortable seating areas for independent reading
- Display areas for books and interesting objects
- Circulation area located close to entrance/exit
- Periodical area located near entrance and close to circulation
- Two catalog station areas centrally located

ENVIRONMENTAL CONSIDERATIONS:

- Recessed floor (data and duplex) outlets in floor throughout
- Adequate ventilation
- Lighting appropriate to task with switches to dim separate zones of Media Center
- Environmental sound control:
Wall minimum: STC 45
Ceiling minimum: CAC 35
- Electrical outlets at entrance for future security system
- Electrical outlets at all column locations
- Windows to provide natural light
- Security of school when center is in use after school hours
- Ceiling height in proportion to room dimensions
- Open flow for traffic in reference/professional/periodical areas
- Electrical outlets in toe space of wall shelving
- Window treatment to darken room for AV presentation

NOTES:

1. Loose furnishings and features shown represent one of many possible arrangements.
2. Freestanding book stacks shall be no more than 42" high with castors. Book stacks against the wall may be 60" to 72" high. Coordinate with other equipment and windows.

READING / LEARNING / CIRCULATION AREA**E-MC-1**

	Spec. Ref.#		Spec. Ref.#
<u>Finishes¹:</u>		<u>Features¹:</u>	
Flooring:		Fixed Equipment:	
Carpet	096816	F1 Library casework - see below	
Base:		F2 Motorized projection screen	115213
Resilient base	096519	F3 2 Marker board (8 LF each)	101100
Ceiling:		2 Tackboards (8 LF each)	
Suspended, acoustical	095113	F4 Display cases	123559
Walls:		<u>Fire Suppression:</u>	Div. 21
Painted concrete masonry units		Fire suppression system	
042000 / 099123		<u>HVAC:</u>	Div. 23
<u>Loose Furnishings (See examples attached):</u>		Supply/return air system	
L1 8, four-person tables (different heights)		Independent temperature control	
L2 2-4 automated card catalog stations		<u>Electrical:</u>	Div. 26
L3 45 chairs (per student enrollment)		Duplex receptacles	
L4 8-12 seated reference stations		TVSS protected quad receptacle	
L5 Printer table		adjacent to each data and	
Soft seating		video port	
<u>Miscellaneous:</u>		Multi-level switching to allow for dimming	
M1 Black and white printers		part of the room	
M2 Color printers		Fluorescent lighting	
M3 2 bar code readers		Means of egress lighting per code	
M4 Photocopy machine		Central sound system	
M5 Digital scanner		Floor boxes (electrical/data) throughout	
M6 8-12 computers for student use		reading room for flexible loose	
M7 2-4 computers for reference		furnishings layout	
M8 2 computers for staff use		<u>Communications:</u>	Div. 27
		T1 2 video port, monitor,	
		and brackets	
		T2 Voice port and phone at circulation desk	
		T3 2 data ports at circulation desk	
		T4 12 data ports for student use	
		T5 2 data ports for printers	
		T6 2 data ports for automated data catalog	
		Interactive board in the 'teaching area'	
		Cable/MATV port	
		<u>Electronic Safety and Security:</u>	Div. 28
		Life safety devices per code	

NOTES:

1. Finishes/Features: Refer to Chapter 8 for specification references.

Shelving

Calculating Shelving Requirements

Where possible shelves placed off of the wall should be on casters. All shelving must have a full back and be fully adjustable with no lip that prevents access to books. In determining type and placement of shelving, consider the following:

- Consider shelf height and arrangement to promote maximum visibility of students
- Freestanding, mobile double-faced stacks placed in rows of 4-6 sections are the most preferred stack arrangement
- Counter height shelving may be used for picture books, reference books and to create special interest areas
- Special shelving will be needed for periodicals and displays
- Shelves should not be more than two-thirds full. It is recommended that the top and bottom shelves be initially reserved for collection expansion or used for display
- To ensure continuity, purchase enough shelving to meet future needs
- Shelves that are longer than 36" may warp
- Shelves should be able to accommodate a variety of formats

Mobile Shelving to be placed in the center of the space should be mobile and there should be no lip around the shelves that block access to books. Examples:

- Brodart Mobile Shelving: <http://www.brodartfurniture.com/products/mobile-shelving/products~detail.aspx?id=114&cld=59>
- Demco Mobile Shelving: http://www.demco.com/goto?PNHD21&intcmp=CN_D21

Calculating Shelving Dimensions

To calculate the linear feet of shelving needed, use the following:

- Picture/thin: 20 books per foot/60 books per shelf length,
- Standard size: 9 books per foot/30 books per shelf length,
- Reference books: 6 books per foot/18 books per shelf length
- Periodicals: 1 per foot for display purposes.

To calculate how many linear feet of shelving are required for a collection, take the total number of volumes to be housed and divide by the number of books per foot. For example, a primary collection of 5,000 volumes consisting of picture and thin books would require a total of 250 linear feet of shelving (5,000/20). Remember, shelves should only be two-thirds full. To allow for this, multiply the number of linear feet required by 1.33. (For example: 250 X 1.33 = 332.5, or 333 linear feet of shelving).

Use the following chart to determine how many linear feet there are per standard size unit of shelving:

Number of Shelves Per Unit	Linear Feet per Single-Faced Unit	Linear Feet per Double-Faced Unit
3	9	18
4	12	24
5	15	30
6	18	36
7	21	42

When arranging spaces, it is necessary to know how many volumes can be housed per unit. To determine how many volumes per unit, use the following chart:

Number of Shelves Per Unit	Type of Book	Single-Faced	Double-Faced
3	Picture/thin	180	360
	Standard Size	90	180
	Reference	54	108
4	Picture/thin	240	480
	Standard Size	120	240
	Reference	60	120
5	Picture/thin	300	600
	Standard Size	150	300
	Reference	90	180
6	Picture/thin	360	720
	Standard Size	180	360
	Reference	108	216
7	Standard Size	210	420

When determining depth of shelving, consider the following:

- Use 10-inch shelf depth for standard size books.
- Use 12-inch shelf depth for picture books, reference books, and periodical and audiovisual storage.
- Equipment storage will require 18-24-inch shelf depth ("Maine School Library," 1999).

Furniture

Circulation Desks should not be overly large and should be placed with maximum sight lines for the space. A book drop and book cart should be included as well as desk space, and work space. Height of the desk should take in to well as all ADA consideration the size of the students as guidelines. Examples:

Circulation Desk



OPAC Catalog Stations



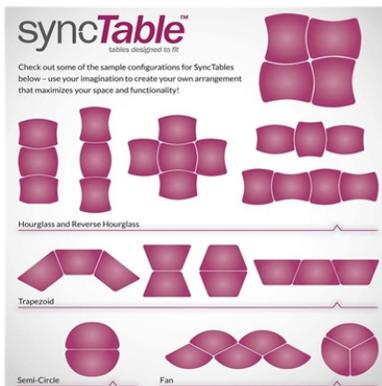
Book drops if at all possible, in addition to the book drop in the circulation desk, a second lockable book drop should be accessible from the hallway outside the library. A second book cart should be provided to collect the books from this book drop.

Soft seating encourages students to read independently and to collaborate. It should be easily cleaned and proportional to students. There should be soft seating throughout the LMC space. Examples from Demco (<http://www.demco.com/goto?PNHC64>):



<http://www.broadartfurniture.com/products/opening-the-book-reading-hideaway/products~detail.aspx?id=35&cld=69>

Collaborative work spaces should include desks, tables and chairs easily reconfigured depending on the activity. Examples:



Sync Tables from Broadart (with casters) <http://www.broadartfurniture.com/products/syncTable/products~detail.aspx?id=134&cld=72>

Technology

OPAC Catalog Stations

Computers dedicated to OPAC searching should be placed at the circulation desk or throughout the LMC, not included as part of a computer lab.

Computer Area

- Peripheral design strongly preferred (vs. lecture/row style)
- Flexible furniture preferred; plain tables for collaboration should be included in the center of the room when possible
- Network drops should be available for 28-30 students
- Desktops hardwired
- 100% wireless coverage

Mobile Labs

- 1 mobile cart of 30 laptops should be dedicated for library use
- Secure storage should be available to accommodate all mobile labs. Please ensure space is large enough to accommodate various models of laptop carts.
 - Locking, windowless closet with power and HVAC. Shelving may be included above cart height to maximize space.

eReaders

- Kindle Fire HD 7 – DCPS standard
- Lockable charging cart such as, <http://www.jar-systems.com/products/jar-remote-management-solution/jar-versatile-tablet-cart-36-sb-6310b>
or <http://www.touchboards.com/lapcabby/tabcab32hbl/usa/?v=0>

Interactive Teaching Space

- Minimum of one Hitachi projector or interactive board, per DCPS standard

Video Content Distribution System

- MediaCast is the DCPS standard

References for additional information:

- Potter School Renovation <http://www.scribd.com/doc/228255148/Potter-Library-Renovation#scribd>; <https://youtu.be/n-ZwdDVVAsA>

TECHNICAL PROCESSING ROOM

E-MC-6

<p>CAPACITY:</p> <ul style="list-style-type: none">• Media specialists <p>ANCILLARY SPACES:</p> <ul style="list-style-type: none">• Reading/Learning/Circulation Area (E-MC-1)	<p>GOAL:</p> <ul style="list-style-type: none">• To provide a less visible and secure space for processing incoming materials and storage of materials <p>PROGRAM ACTIVITIES:</p> <ul style="list-style-type: none">• Storage of materials• Storage of A/V materials and videotapes• Scanning• Digitizing <p>SPATIAL RELATIONSHIPS:</p> <ul style="list-style-type: none">• Adjacent to and access to Reading/Learning/Circulation Area• Adjacent to and access to Office• Adjacent to and access to Media Production Area• Located behind circulation desk and whole class zone <p>ENVIRONMENTAL CONSIDERATIONS:</p> <ul style="list-style-type: none">• Uniform lighting• Environmental sound control:<ul style="list-style-type: none">Wall minimum: STC 45Ceiling minimum: CAC 35• Auditory privacy
--	--

NOTES:

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

TECHNICAL PROCESSING ROOM

	Spec.		Spec.
<u>Finishes</u> ¹ :	<u>Ref.</u>	<u>Features</u> ¹ :	<u>Ref.#</u>
	<u>#</u>	<u>Fixed Equipment:</u>	
Flooring:		F1 Storage shelving	105613
Resilient tile flooring	096519	F2 Casework:	
		Tall cabinet (24" deep)	123200
Base:		F3 Poster/map storage	123200
Resilient base	096519	F4 Casework:	
		Base cabinets with power	123200
Ceiling:		<u>Fire Suppression:</u>	Div. 21
Suspended, acoustical	095113	Fire suppression system	
Walls:		<u>Plumbing:</u>	
Painted concrete masonry units	042000 / 099123	Plumbing for sink	
<u>Loose Furnishings:</u>		<u>HVAC:</u> Div. 23	
L1 Work table		Supply/return air system	Div. 15
L2 Computer workstation			
L3 Chair		<u>Electrical:</u> Div. 26	
L4 Adjustable height bookshelves		Duplex receptacles	
L5 Four – drawer file cabinets		At casework island	
		TVSS protected quad receptacle	
		adjacent to each data port	
		Single-level switching	
		Fluorescent lighting	
		Illumination level: See Table 7600-16	
		Clock	
		Central sound system	
		<u>Communications:</u>	Div. 27
		T1 Voice port and phone	
		T2 Data port	
		<u>Electronic Safety and Security:</u>	Div. 28
		Life safety devices per code	
		<u>Miscellaneous:</u>	
		M1 Printer	
		M2 2 computers	

NOTES:

1. Finishes/Features: Refer to Chapter 8 for specification references.

TELECOM HEAD END ROOM

E-MC-5

CAPACITY:

- 1-2 staff members

SIZE:

- 100 SF

ANCILLARY SPACES:

- Reading/Learning/Circulation Area (E-MC-1)

GOALS:

- To provide a secure area to serve as the information hub of the school. File servers will serve the building computer network
- To provide satellite up and down links that will send and receive voice, video, and data
- Location of cable TV input and output
- All areas of the school are to be wired to this area

PROGRAM ACTIVITIES:

- Voice, video, data reception, and distribution
- Security system location
- Network management
- Telephone wiring entry and distribution
- Cable and CCTV reception and broadcasting

SPATIAL RELATIONSHIPS:

- May also be located in the Administration Area
- Adjacent to and access to Reading/Learning/Circulation Area
- Could be accessed from workroom in lieu of Reading/Learning/Circulation Area
- Additional access from corridor

ENVIRONMENTAL CONSIDERATIONS:

- Adequate power supply will be required and auxiliary UPS power for back-up (Quality of power is important.)
- Dedicated electrical circuitry
- Air conditioning dedicated to this space
- Adequate ventilation
- Access to ceiling and walls for modification to systems and wiring
- Security of door

NOTES:

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

**TELECOM HEAD END ROOM
E-MC-5**

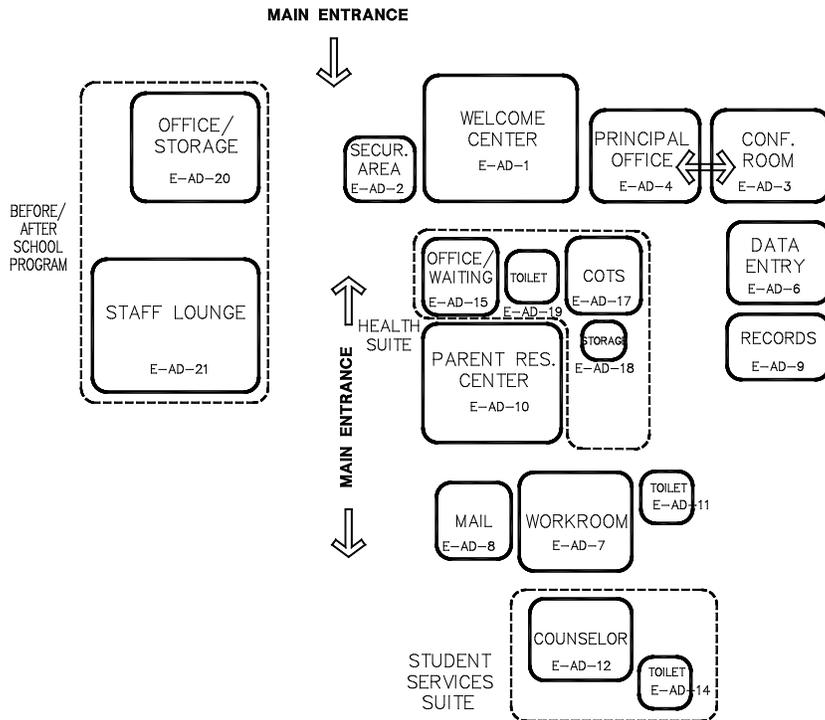
<u>Finishes</u> ¹ :	Spec. Ref. #	<u>Features</u> ¹ :	Spec. Ref.#
Flooring:		N/A	
Resilient tile flooring	096519	<u>Fire Suppression:</u> Fire suppression system	Div. 21
Base:		<u>Plumbing:</u> N/A	
Resilient base	096519		
Ceiling:		<u>HVAC:</u> Div. 23 Supply/return air system Independent, packaged system	
Suspended, acoustical	095113		
Walls:		<u>Electrical:</u>	Div. 26
Painted concrete masonry units	042000 / 099123	Duplex receptacles Quad receptacles for electronic systems Single-level switching Fluorescent lighting Central sound system	
<u>Loose Furnishings:</u>		<u>Communications:</u>	Div. 27
L1 6-8 technology racks		T1 Data network system	
L2 Workstation		T2 Voice port and phone	
L3 Ergonomic task chair		T3 Telephone switchgear	
		T4 Video network control	
		T5 Satellite dish connection	
		T6 Satellite/cable system controls	17430
		Access	
		<u>Electronic Safety and Security:</u>	Div. 28
		Life safety devices per code	
		<u>Miscellaneous:</u>	
		M1 Computer	

NOTES:

1. Finishes/Features: Refer to Chapter 8 for specification references.

ADMINISTRATION

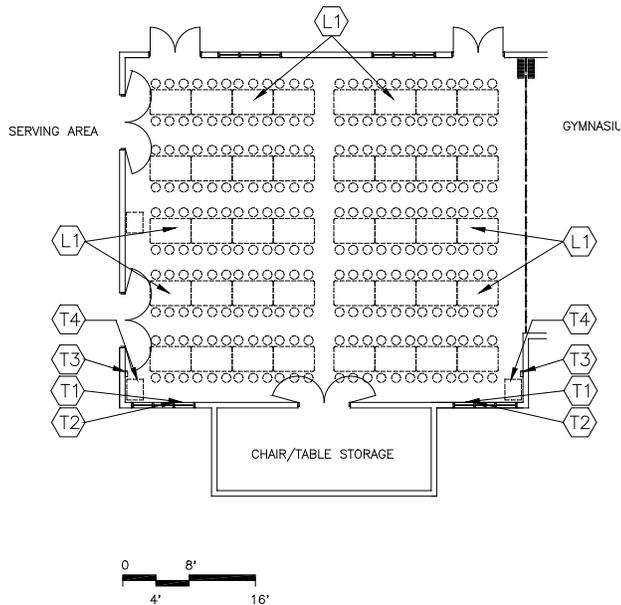
Spaces	Suggested			Comments
	Qty.	S.F.	Total	
Welcome Center	1	350	350	
Security Area w/ storage	1	75	75	
Conference Room	1	200	200	
Principal's Office	1	180	180	
Assistant principal and Dean Office	2	120	240	
Administrative Workroom	1	150	150	
Mailroom	1	75	75	
Records Room	1	100	100	Needs to be a secure space.
Toilet	1	50	50	
Health Suite				
Office	1	100	100	
Waiting/Treatment Area	1	180	180	
Cots	1	100	100	
Storage	1	25	25	
Toilet	1	50	50	
Extended Day Office/Storage	1	500	500	City Year
Staff Lounge	1	400	400	Includes staff toilet with shower.
Total			2775	



Dinning and Food Services

Spaces	Suggested			Comments
	Qty.	S.F.	Total	
Student Dining Area/Multi-purpose	1	2250	2250	
Chair and Table Storage	1	200	200	
Food Prep	1	400	400	
Servery	1	300	300	
Dry Storage	1	150	150	
Freezer & Cooler	1	400	400	
Ware washing	1	75	75	
Toilet/Lockers	1	75	75	
Cleaning Storage	1	50	50	
Food Service Office	1	100	100	
Total			4000	

Comments: The overall total for the Dining and Food Services area may be + or – 15%.

STUDENT DINING AREA/MULTIPURPOSE**E-SD-1****CAPACITY:**

- 150 students per lunch period
- 10 staff members
- Members of community (after hours)

ANCILLARY SPACES:

- Serving Area (E-SD-3B)

GOALS:

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

PROGRAM ACTIVITIES:

- Student dining
- School and community programs
- Meetings and activities

SPATIAL RELATIONSHIPS:

- Adjacent and access to Serving Area
- Near Food Preparation Area
- Near parking and entry to building

ENVIRONMENTAL CONSIDERATIONS:

- Lighting appropriate to tasks
- Adequate ventilation
- Electrical outlets for equipment
- Environmental sound control:
 - Wall minimum: STC 45
 - Ceiling minimum: CAC 35
- Higher than normal ceiling height
- Cleanable building surfaces
- Windows to provide ample natural light
- Good sight lines to all areas of the room for supervision
- Window treatment to darken room for AV presentation
- Movable wall to allow the space to be divided into two spaces

TECHNOLOGY:

- Video port, motorized screen on stage
- Voice port and phone
- Data port for a teacher workstation
- Ceiling mounted for a projection device
- Infrastructure for audio system on stage

KITCHEN**E-SD-3**

This space consists of the following areas:

Food Preparation Area	650
Dry Food Storage	225
Freezer	150
Cooler	250
Ware Washing	100
Paper Storage	100
Lockers	75
Toilet	50
Food Service Office	100
	1700

A space plate follows for each of these areas.

CAPACITY:

- Students
- Staff
- Community

ANCILLARY SPACES:

- Student Dining Area/Multipurpose (E-SD-1)

GOAL:

- To provide an area for the preparation of student and staff meals

PROGRAM ACTIVITIES:

- Prep food
- Serve food
- Storage
- Point of sale

SPATIAL RELATIONSHIPS:

- Near loading dock to permit semi-tractor trailers access to docking and storage areas (site specific)
- Adjacent and access to Student Dining Area/Multipurpose
- Near dumpsters
- Cafeteria serving arrangement

ENVIRONMENTAL CONSIDERATIONS:

- Food service department, public health
- Durable flooring
- Proper ventilation of space to remove cooking odors
- Cleanable building surfaces

Hand sinks in each area of service, production, dishwashing, and serving.

Paper towel dispensers need to be uniform with the rest of the school for ordering purposes.

Soap dispensers need to be uniform with schools for ordering purposes.

NOTES:

1. This is an example of a kitchen. Food service equipment will vary from school to school; confirm requirements with District of Columbia Public Schools Food Service Department.

FOOD PREPARATION AREA

CAPACITY:

- Staff

SIZE:

- Varies, see table

GOAL:

- To prepare student meals

PROGRAM ACTIVITIES:

- Prepare food

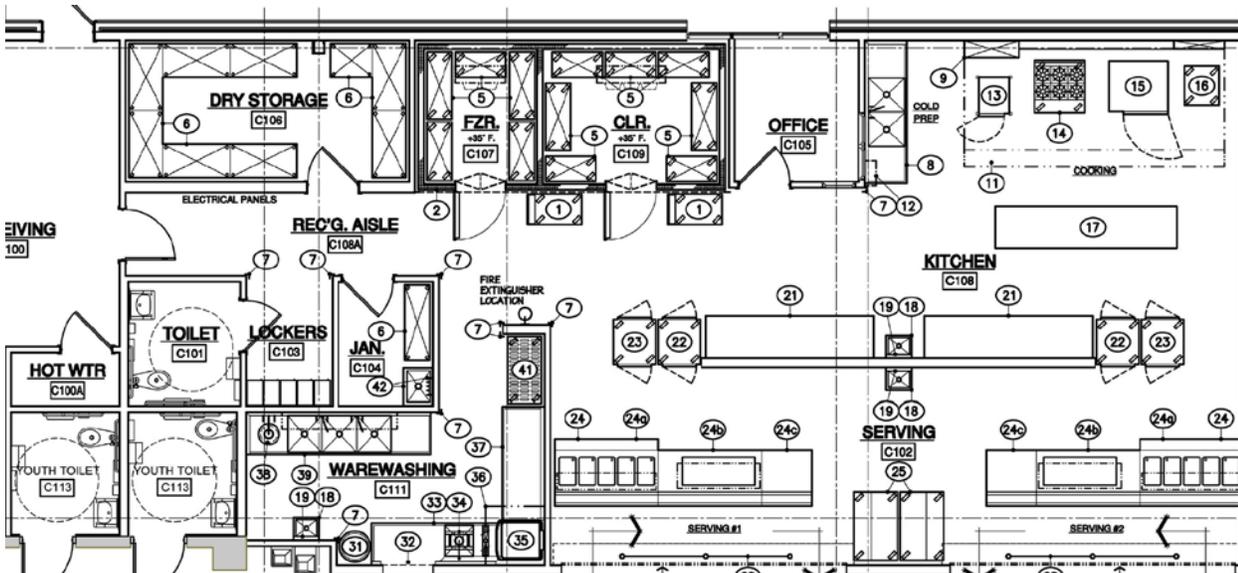
SPATIAL RELATIONSHIPS:

- Adjacent to Student Dining Area/Multipurpose
- Open to Serving Area

ENVIRONMENTAL CONSIDERATIONS:

- Uniform lighting
- Proper ventilation of space to remove cooking odors
- Cleanable building surfaces
- Electrical/plumbing/mechanical connections for food service equipment
- Towel dispensers, Soap dispensers,

This is an example of a preparation area. Food service equipment will vary from school to school; confirm requirements with District of Columbia Public Schools Food Service Department.

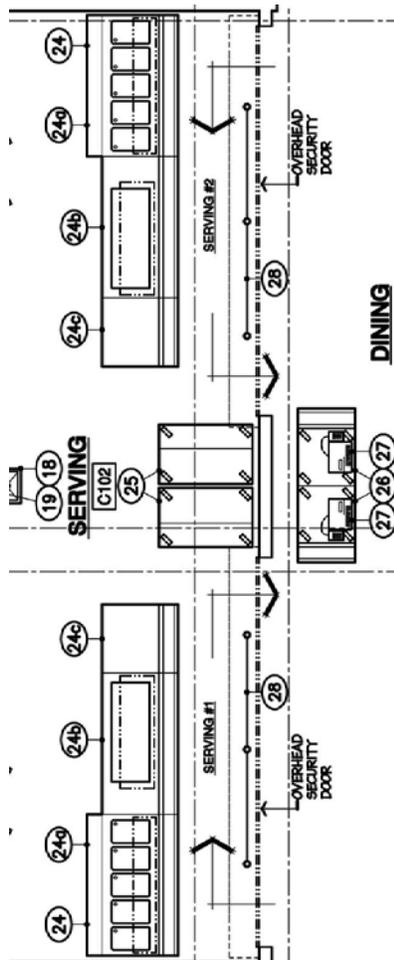


FOOD PREPARATION AREA

	Spec. Ref.#		Spec.
<u>Finishes</u> ¹ :			
Flooring:		<u>Ref.#</u>	
Easy clean, non-slip flooring - Single surface poured or rolled flooring		<u>Fire Suppression:</u>	Div. 21
		Fire suppression system	
Base:		<u>Plumbing:</u> Div. 22	
Resilient base	096519	Connections to food service equipment	
Ceiling:		Plumbing and gas connections	
Cleanable, suspended, acoustical	095113	Hand washing lavatory	
		Floor drains	
Walls:		Food preparation sink with adjacent trash bin	
Epoxy-painted concrete masonry units		<u>HVAC:</u> Div. 23	
Water areas of kitchen, eg. Dish room, pot sink area.	042000 / 099123	Supply/return air system	
		Independent temperature control	
<u>Features</u> (Specifications from DCPS):		Kitchen canopy exhaust system	
Equipment:		Air conditioning	
• Pot washing sinks		<u>Electrical:</u> Div. 26	
• Food Preparation Sinks		Duplex receptacles	
• Hand Sinks with adjacent trash bin		Connections to food service equipment	
• Work Tables		Single-level switching	
• Warming/Holding/Cabinets		Fluorescent lighting	
• Refrigeration - Reach-ins		Illumination level: See Table 7600-16	
• Storage shelving		Clock	
• Mop washing sink		Central sound system	
• Lockable chemical storage		<u>Communications:</u>	
• Exhaust Hood Systems, including Fire Suppression		N/A	
• Combi oven		<u>Electronic Safety and Security:</u>	Div. 28
• Convection steamer		Life safety devices per code	
• Range, with oven, convection base		<u>Miscellaneous:</u>	
• Ware Washing Machine with appropriate accessories (tables, booster heater, disposer, etc.)		N/A	

NOTES:

1. Finishes/Features: Refer to Chapter 8 for specification references.

SERVING AREA**E-SD-3B****CAPACITY:**

- Students
- Staff
- Community

ANCILLARY SPACES:

- Student Dining Area/Multipurpose (E-SD-1)
- Kitchen (E-SD-3)

GOAL:

- To provide serving station for those seeking meals or snacks

PROGRAM ACTIVITIES:

- Serve food

SPATIAL RELATIONSHIPS:

- Within Student Dining Area/Multipurpose or Food Preparation Area
- Beginning of serving line should be near entry door of Students Dining Area/Multipurpose
- Adjacent and access to Student Dining Area/Multipurpose
- Open to Food Preparation Area

ENVIRONMENTAL CONSIDERATIONS:

- Uniform lighting
- Cleanable building services
- Electrical connections for food service equipment

NOTES:

1. This is an example of a serving area. Food service equipment will vary from school to school; confirm requirements with District of Columbia Public Schools Food Service Department.
2. Loose furnishings and features shown represent one of many possible arrangements.

SERVING AREA**E-SD-3B**

	Spec. Ref.#		Spec. Ref.#
<u>Finishes¹:</u>		<u>Features¹:</u>	
Flooring:		Fixed Equipment:	
Quarry tile	093000	Drop-In Individually Controlled Heated Electric Food Wells, Full Service Sneeze Guard with overshef may use existing milk box or a new airtscreen refrigerator for beverages. Size of equipment and number of are determined by space available. A Drop-In Self-Contained Refrigerated Cold Pan will also be included for side items. Counter and sneeze guards are lower than normal for better viewing and service to elementary students.	
Base:			
Quarry tile base	093000		
Ceiling:			
Cleanable, suspended, acoustical	095113		
Walls:			
Epoxy-painted concrete masonry units	042000 / 099123		
<u>Loose Furnishings:</u>		<u>HVAC:</u>	Div. 23
N/A		Supply/return air system	
		Independent temperature control	
<u>Miscellaneous:</u>		Kitchen canopy exhaust system	
Cash registers at end of service		Air conditioning	
		<u>Electrical:</u>	Div. 26
<u>Fire Suppression:</u>	Div. 21	Single-level switching	
Fire suppression system		Fluorescent lighting	
		Illumination level: See Table 7600-16	
<u>Plumbing:</u>	Div. 22	Central sound system	
Connections to food service equipment		Duplex receptacles along permanent perimeter walls	
Plumbing and gas connections		Electrical supply to support equipment specified	
Hand washing lavatory		Clock	
Floor drains		Circuits for portable generator	
		TVSS protected quad receptacle adjacent to data and video ports	
		<u>Communications:</u>	Div. 27
		T1 1 voice port and phone	
		T2 2 data ports at cash registers or per salad bar	
		<u>Electronic Safety and Security:</u>	Div. 28
		Life safety devices per code	

NOTES:

1. Finishes/Features: Refer to Chapter 8 for specification references.

DRY FOOD STORAGE

E-SD-3C

CAPACITY:
N/A

SIZE:
• Varies, see table

ANCILLARY SPACES:
• Warming Kitchen (E-SD-3)

GOAL:

- To provide an area for food storage

PROGRAM ACTIVITIES:

- Storage

SPATIAL RELATIONSHIPS:

- Near Supply Storage/Receiving
- Adjacent and access to
Food Preparation Area

ENVIRONMENTAL CONSIDERATIONS:

- Uniform lighting
- Cleanable building surfaces
- Adequate exhaust/ventilation

NOTES:

1. This is an example of a dry food storage area. Food service equipment will vary from school to school; confirm requirements with District of Columbia Public Schools Food Service Department.

DRY FOOD STORAGE**E-SD-3C**

	Spec. Ref.#		Spec. Ref.#
<u>Finishes</u> ¹ :		<u>Features</u> ¹ :	
Flooring:		Fixed Equipment:	
Quarry tile	093000	F1 Rust-resistant 24" deep shelving and dunnage racks	114000
Base:			
Quarry tile base	093000		
Resilient base	096519	<u>Fire Suppression:</u>	Div. 21
Ceiling:		Fire suppression system	
Cleanable, suspended, acoustical	095113		
Walls:		<u>Plumbing:</u>	
Epoxy-painted concrete masonry units		N/A	
	042000 / 099123		
<u>Loose Furnishings:</u>		<u>HVAC:</u>	Div. 23
N/A		Supply/return air system	
		<u>Electrical:</u>	Div. 26
		Duplex receptacles	
		Single-level switching	
		Fluorescent lighting	
		Illumination level: See Table 7600-16	
		Fire alarm devices per code	
		<u>Communications:</u>	
		N/A	
		<u>Electronic Safety and Security:</u>	Div. 28
		Life safety devices per code	
		<u>Miscellaneous:</u>	
		N/A	

NOTES:

1. Finishes/Features: Refer to Chapter 8 for specification references.

FREEZER AND COOLER

E-SD-3D

SIZE:

- Varies, see table

ANCILLARY SPACES:

- Kitchen (E-SD-3)

GOAL:

- To provide space for manufactured freezer and refrigerator units to store food for short periods of time

PROGRAM ACTIVITIES:

- Storage
- Walk-in type

SPATIAL RELATIONSHIPS:

- Adjacent and access to Food Preparation Area
- Near the Supply Storage/Receiving

ENVIRONMENTAL CONSIDERATIONS:

- Uniform lighting
- Ventilation for refrigeration machinery equipment
- Cleanable building surfaces
- Floor to be flush with adjacent kitchen floor
- Electrical service for refrigeration equipment

Freezer/coolers need to be connected to the generator.

NOTES:

1. This is an example of a freezer and cooler. Food service equipment will vary from school to school; confirm requirements with District of Columbia Public Schools' Food Service Department. generally, deliveries occur once a week.

**FREEZER AND COOLER
E-SD-3D**

	<u>Spec. Ref.#</u>		<u>Spec. Ref.#</u>
<u>Finishes</u> ¹ :		<u>Features</u> ¹ :	
Flooring:		Fixed Equipment:	
Poured Resin Floor		F1 Rust resistant 24" deep shelving and dunnage racks	114000
Base:		<u>Fire Suppression:</u>	Div. 21
Manufactured insulated panel	114000	Fire suppression system	
Ceiling:		<u>Plumbing:</u>	
Manufactured insulated panel	114000	N/A	
Walls:		<u>HVAC:</u>	Div. 23
Manufactured insulated panel	114000	Exhaust air system for compressors	Div. 15
<u>Loose Furnishings:</u>		<u>Electrical:</u>	Div. 26
N/A		Electrical connections to freezer/cooler refrigeration equipment	
		Single-level switching	
		Incandescent lighting	
		Illumination level: See Table 7600-16	
		<u>Communications:</u>	
		N/A	
		<u>Electronic Safety and Security:</u>	
		N/A	
		<u>Miscellaneous:</u>	
		N/A	

NOTES:

1. Finishes/Features: Refer to Chapter 8 for specification references.

Ware Washing

E-SD-3E

GOAL:

- To clean food service equipment

PROGRAM ACTIVITY:

- Space and equipment to scrape, wash, dry, and store food service equipment

SPATIAL RELATIONSHIPS:

- Pass-through into Student Dining Area/Multipurpose
- Adjacent and access to Food Preparation Area

ENVIRONMENTAL CONSIDERATIONS:

- Uniform lighting
- Proper ventilation of space to remove steam and condensation
- Cleanable building surfaces

CAPACITY:

N/A

SIZE:

- Varies, see table

ANCILLARY SPACES:

- Kitchen (E-SD-3)

NOTES:

1. This is an example of a ware washing area. Food service equipment will vary from school to school; confirm requirements with District of Columbia Public Schools' Food Service Department.

**WARE WASHING
E-SD-3E**

	Spec. Ref.#		Spec. Ref.#
<u>Finishes¹:</u>		<u>Features¹:</u>	
Flooring:		Fixed Equipment:	
Quarry tile	093000	F1 Food service equipment	114000
Base:			
Quarry tile base	093000		
Resilient base	096519	<u>Fire Suppression:</u>	Div. 21
Ceiling:		Fire suppression system	
Cleanable, suspended, acoustical	095113		
Walls:		<u>Plumbing:</u> Div. 22	
Epoxy-painted concrete masonry units	042000 / 099123	Lavatory	
		Connections to food service equipment	
		Three compartment sink	
		Floor drain	
<u>Loose Furnishings:</u>		<u>HVAC:</u> Div. 23	
N/A		Supply/return air system	
		Independent temperature control	
		Exhaust hood system	
		<u>Electrical:</u> Div. 26	
		Duplex receptacles	
		Connections to food service equipment	
		Single-level switching	
		Fluorescent lighting	
		Illumination level: See Table 7600-16	
		Central sound system	
		<u>Communications:</u>	
		N/A	
		<u>Electronic Safety and Security:</u>	Div. 28
		Life safety devices per code	
		<u>Miscellaneous:</u>	
		N/A	

NOTES:

1. Finishes/Features: Refer to Chapter 8 for specification references.

PAPER PRODUCTS STORAGE

E-SD-3F

GOAL:

- To provide storage for paper products used in preparing and serving meals
- To provide storage for food program equipment (BIC, FFVP, and Early Childhood)

PROGRAM ACTIVITIES:

- Lockable space

SPATIAL RELATIONSHIPS:

- Adjacent and access to Food Preparation Area

ENVIRONMENTAL CONSIDERATIONS:

- Uniform lighting
- Adequate exhaust/ventilation
- Cleanable building surfaces

CAPACITY:
N/A

SIZE:
• Varies, see table

ANCILLARY SPACES:
• Kitchen (E-SD-3)

NOTES:

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

PAPER PRODUCTS STORAGE

	Spec. Ref.#		Spec. Ref.#
<u>Finishes</u> ¹ :		<u>Features</u> ¹ :	
Flooring:		Fixed Equipment:	
Resilient tile flooring	096519	F1 Rust-resistant shelving	114000
Base:		<u>Fire Suppression:</u>	Div. 21
Quarry tile base	093000	Fire suppression system	
Resilient base	096519		
Ceiling:		<u>Plumbing:</u>	
Cleanable, suspended, acoustical	095113	N/A	
Walls:		<u>HVAC:</u> Div. 23	
Epoxy-painted concrete masonry units	042000 / 099123	Exhaust air system	
		Supply/return air system	
<u>Loose Furnishings:</u>		Independent temperature control	
N/A			
		<u>Electrical:</u> Div. 26	
		Duplex receptacles	
		Single-level switching	
		Fluorescent lighting	
		Illumination level: See Table 7600-16	
		<u>Communications:</u>	
		N/A	
		<u>Electronic Safety and Security:</u>	
		N/A	
		<u>Miscellaneous:</u>	
		N/A	

NOTES:

1. Finishes/Features: Refer to Chapter 8 for specification references.

LOCKERS

E-SD-5

CAPACITY:

- Food service personnel

ANCILLARY SPACES:

- Kitchen (E-SD-3)
- Toilet (E-SD-6)

GOAL:

- To provide space for the food service staff to store their personal belongings and to change their clothing

PROGRAM ACTIVITIES:

- Space for the storage of towels, aprons, etc.
- Space to allow food staff personnel to take breaks

SPATIAL RELATIONSHIPS:

- Adjacent and access to Kitchen
- Adjacent and access to Toilet

ENVIRONMENTAL CONSIDERATIONS:

- Uniform lighting
- Environmental sound control:
Wall minimum: STC 40
Ceiling minimum: CAC 35

NOTES:

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

LOCKERS
E-SD- 5

	Spec. Ref.#		Spec. Ref.#
<u>Finishes¹:</u>		<u>Features¹:</u>	
Flooring:		Fixed Equipment:	
Resilient tile flooring	096519	F1 Lockers	105113
		12" wide x 12" deep x 72" high	
Base:		F2 Tack board (4 LF)	101100
Quarry tile base	093000		
Resilient base	096519		
Ceiling:		<u>Fire Suppression:</u>	Div. 21
Suspended, acoustical	095113	Fire suppression system	
Walls:		<u>Plumbing:</u>	
Painted concrete masonry units		N/A	
	042000 / 099123		
<u>Loose Furnishings:</u>		<u>HVAC:</u> Div. 23	
L1 Chairs		Exhaust air system	
L2 30" x 60" table		Supplemental heat as required	
		<u>Electrical:</u> Div. 26	
		Duplex receptacles	
		Single-level switching	
		Fluorescent lighting	
		Illumination level: See Table 7600-16	
		Clock	
		Central sound system	
		<u>Communications:</u>	
		N/A	
		<u>Electronic Safety and Security:</u>	Div. 28
		Life safety devices per code	
		<u>Miscellaneous:</u>	
		N/A	

NOTES:

1. Finishes/Features: Refer to Chapter 8 for specification references.

TOILET

E-SD-6

CAPACITY:

- Food service personnel

SIZE:

- 50 SF

ANCILLARY SPACES:

- Lockers (E-SD-5)

PROGRAM ACTIVITIES:

- Personal and health needs for food service staff
- Changing clothing

SPATIAL RELATIONSHIPS:

- Adjacent and access to lockers
- Near Kitchen

ENVIRONMENTAL CONSIDERATIONS:

- Uniform lighting
- Environmental sound control:
 - Wall minimum: STC 40
 - Ceiling minimum: CAC 35
- Moisture- and stain-resistant finishes
- Adequate exhaust/ventilation

NOTES:

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

FOOD SERVICE OFFICE

E-SD-7

CAPACITY:

- Food service manager
- Food service staff

SIZE:

- 100 SF

ANCILLARY SPACES:

- Kitchen (E-SD-3)

GOAL:

- To provide an area to keep records and conduct business

PROGRAM ACTIVITIES:

- Scheduling
- Staff evaluations/discipline/meetings

SPATIAL RELATIONSHIPS:

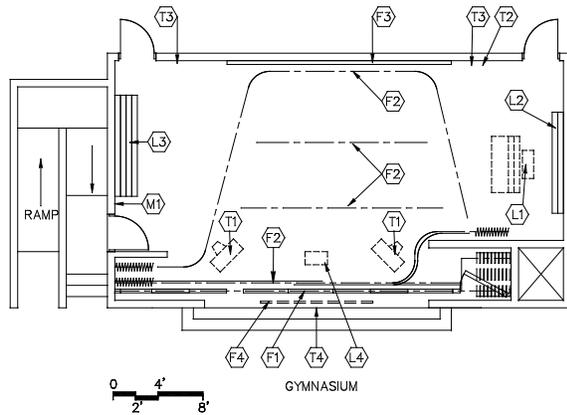
- Adjacent and access to kitchen

ENVIRONMENTAL CONSIDERATIONS:

- Uniform lighting
- Environmental sound control:
 - Wall minimum: STC 40
 - Ceiling minimum: CAC 35
- Electrical outlets for equipment
- View of the kitchen

NOTES:

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

STAGE**E-PE-5****CAPACITY:**

- Students
- Teachers
- Parents/volunteers
- Community members

SIZE:

- 800 SF

ANCILLARY SPACES:

- PE/Assembly (E-PE-1)

GOAL:

- To provide space for students to present performances

PROGRAM ACTIVITIES:

- Student assembly/award programs
- Theatrical/musical performances
- In-service conferences

SPATIAL RELATIONSHIPS:

- Near music rooms with ramp access

ENVIRONMENTAL CONSIDERATIONS:

- Uniform lighting
- Electrical outlets for equipment
- Stage to be no more than 21" above gymnasium floor
- Direct and convenient access to stage via stairs/ramps

NOTES:

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

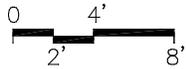
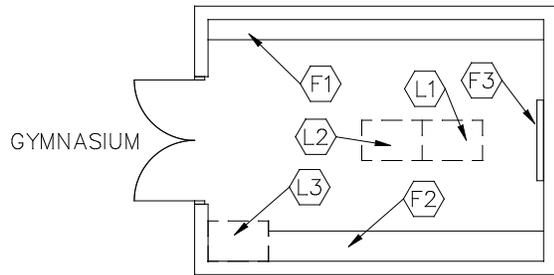
**STAGE
E-PE-5**

CHAPTER 4: ELEMENTARY SCHOOLS

	Spec. Ref.#		Spec. Ref.#
<u>Finishes¹:</u>		<u>Features¹:</u>	
<u>Flooring:</u>		<u>Fixed Equipment:</u>	
Wood strip flooring for athletic applications	096466	F1 Operable partition, manual	102226
<u>Base:</u>		F2 Theatre and stage equipment	116143
Vented	096466	F3 Mirror	088000
<u>Ceiling:</u>		F4 Motorized projection screen	115213
Suspended, acoustical	095113		
Or painted exposed structure	099123	<u>Fire Suppression:</u>	Div. 21
<u>Walls:</u>		Fire suppression system	
Painted concrete masonry units	042000 / 099123		
<u>Loose Furnishings:</u>		<u>Plumbing:</u> Div. 22	
L1 Piano		Fire protection system	
(secure storage required)			
L2 Portable dance barres		<u>HVAC:</u> Div. 23	
L3 Mobile folding risers		Supply/return air system	
L4 Podium		Independent temperature Control	
<u>Miscellaneous:</u>		<u>Electrical:</u> Div. 26	
M1 Handheld and lavalier microphones		Duplex receptacles	
<u>Communications:</u>	Div. 27	3 to be located in apron at front of stage	
T1 2 video port, monitor, VCR, and bracket		TVSS protected quad receptacle adjacent to each data and video port	
T2 Voice port and phone		Multilevel switching	
T3 2 data ports on stage		Fluorescent lighting	
T4 Data port in center of stage apron		Illumination level: See Table 7600-16	
<u>Electronic Safety and Security:</u>	Div. 28	Clock	
Life safety devices per code		Adjustable lighting tracks for front of stage, center of stage, and back of stage	
		Central sound system	
		1 microphone jack to be located in apron at front of stage	

NOTES:

1. Finishes/Features: Refer to Chapter 8 for specification references.
2. Piano shall be securely stored in adjacent storage room.

STORAGE**E-PE-4****CAPACITY:**

- 1-2 teachers
- Student teachers

SIZE:

- Varies, see table

ANCILLARY SPACES:

- Gymnasium (E-PE-1)

GOAL:

- To provide convenient storage for all physical education equipment

PROGRAM ACTIVITIES:

- Storage

SPATIAL RELATIONSHIPS:

- Adjacent and access to Gymnasium

ENVIRONMENTAL CONSIDERATIONS:

- Uniform lighting
- Leave space below shelving on one wall for portable bins

NOTES:

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

P.E. STORAGE

	Spec. Ref.#		Spec. Ref.#
<u>Finishes¹:</u>		<u>Features¹:</u>	
Flooring:		Fixed Equipment:	
Resilient tile flooring	096519	F1 Storage shelving: 12" deep	105613
Base:		F2 Storage shelving: 18" deep	105613
Resilient base	096519	F3 Pegboard (4 LF)	101100
Ceiling:		<u>Fire Suppression:</u>	Div. 21
Exposed structure, painted	099123	Fire suppression system	
Walls:		<u>Plumbing:</u>	
Painted concrete masonry units	042000 / 099123	N/A	
<u>Loose Furnishings:</u>		<u>HVAC:</u>	Div. 23
L1 Tumbling mats		Supply/return air system	
L2 Ball bins		<u>Electrical:</u>	Div. 26
L3 Play equipment		Duplex receptacles	
		Multilevel switching	
		Fluorescent lighting	
		Illumination level: See Table 7600-16	
		<u>Communications:</u>	
		N/A	
		<u>Electronic Safety and Security:</u>	Div. 28
		Life safety devices per code	
		<u>Miscellaneous:</u>	
		N/A	

NOTES:

Finishes/Features: Refer to Chapter 8 for specification references.

P.E. OFFICE**E-PE-2****GOAL:**

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

PROGRAM ACTIVITIES:

- Ordering
- Scheduling
- Planning
- Maintaining records
- Meetings

SPATIAL RELATIONSHIP:

- Adjacent and access to Gymnasium
- Near restrooms

ENVIRONMENTAL CONSIDERATIONS:

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

CAPACITY:

- 1-2 teachers
- Student teachers

SIZE:

- 250 SF

ANCILLARY SPACES:

- PE/Assembly (E-PE-1)

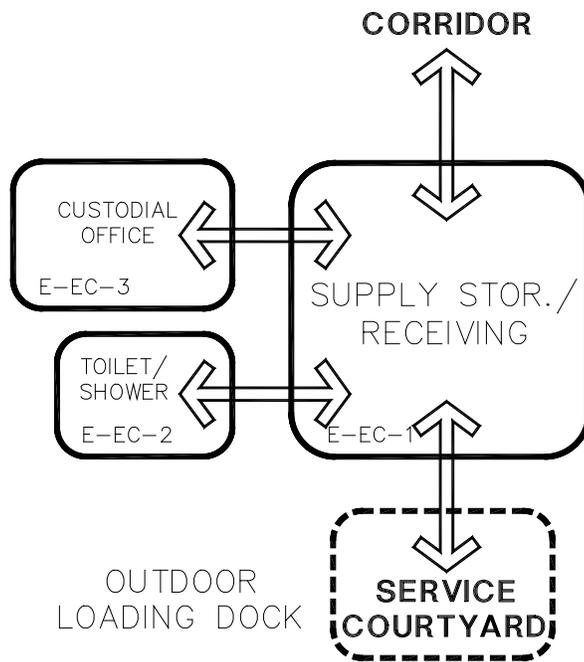
NOTES:

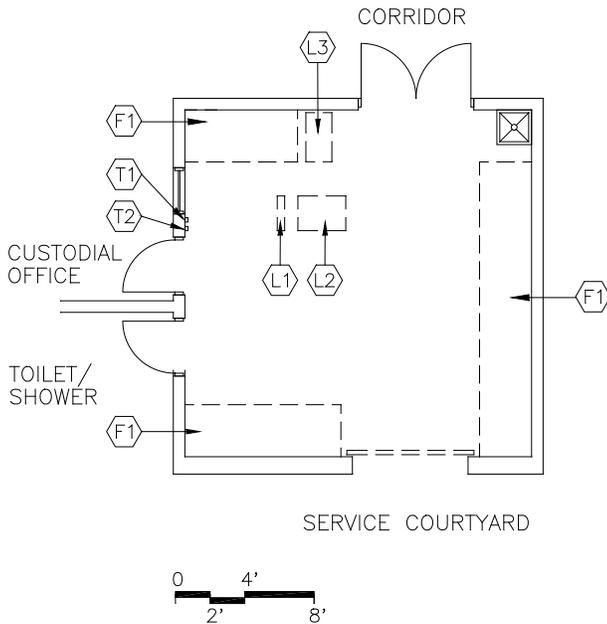
1. Loose furnishings and features shown represent one of many possible arrangements.

ENGINEERING AND CUSTODIAN

Spaces	Suggested			Comments
	Qty.	S.F.	Total	
Supply Storage / Receiving	1	350	350	Does not include dispersed custodial closets
Custodial/Engineer Office	1	150	150	
Total			450	

Comments: The overall total for the Engineering and Maintenance area may be + or – 5%.



SUPPLY STORAGE/RECEIVING**E-EC-1****CAPACITY:**

- Maintenance personnel

SIZE:

- 350 SF

ANCILLARY SPACES:

- Toilet/Shower (E-EC-2)
- Custodial Office (E-EC-3)

GOAL:

- To serve as the central point for delivery and shipping of bulk commodities and equipment and provide adequate storage for supplies and materials

PROGRAM ACTIVITIES:

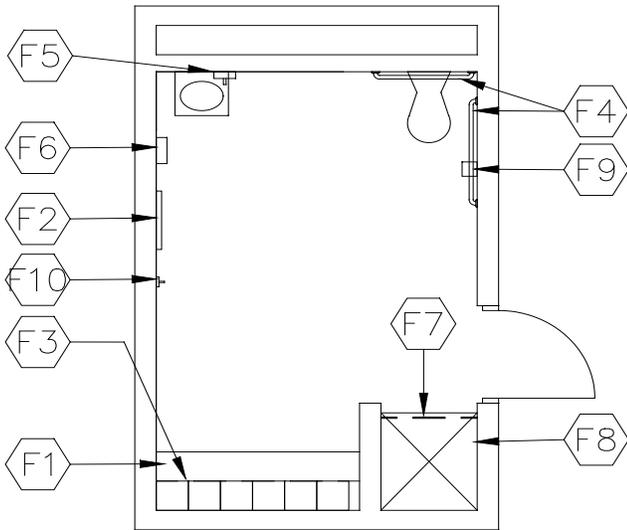
- Loading and unloading
- Storage of furniture, materials for special events, paper, and general supplies

SPATIAL RELATIONSHIPS:

- Adjacent and access to loading dock area and service courtyard
- Access to main corridor
- Adjacent and access to Custodial Office
- Adjacent and access to Toilet/Shower

ENVIRONMENTAL CONSIDERATIONS:

- Uniform lighting
- Supplemental heating source
- Double door with removable mullions
- Overhead door to service courtyard

TOILET/SHOWER**E-EC-2****CAPACITY:**

- Maintenance and custodial staff

SIZE:

- 100 SF

ANCILLARY SPACES:

- Supply Storage/Receiving (E-EC-2)

GOAL:

- To provide a private toilet and shower facilities for maintenance and custodial staff

PROGRAM ACTIVITIES:

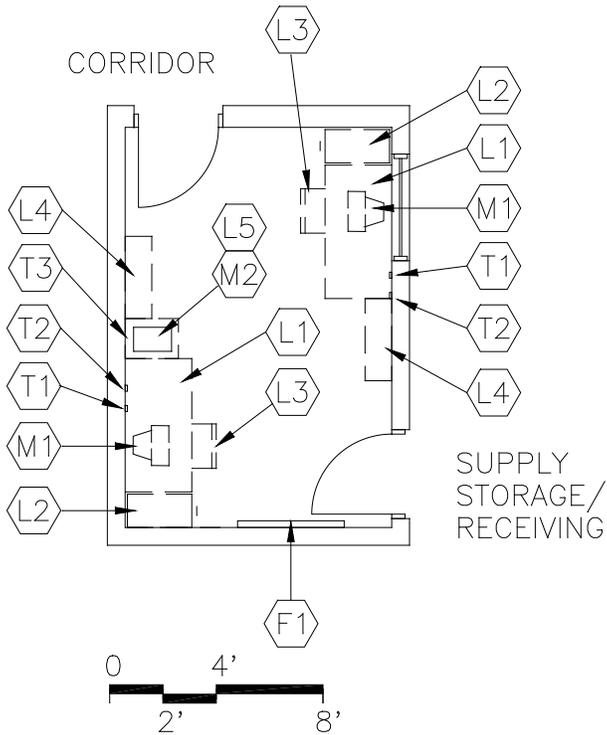
- Showering
- Changing clothes

SPATIAL RELATIONSHIPS:

- Adjacent and access to Supply Storage/Receiving

ENVIRONMENTAL CONSIDERATIONS:

- Uniform lighting
- Must be handicapped accessibility
- Improved exhaust capabilities

CUSTODIAL OFFICE**E-EC-3****CAPACITY:**

- Maintenance and custodial staff
- Building engineer

SIZE:

- 150 SF

ANCILLARY SPACES:

- Supply Storage/Receiving (E-EC-2)

GOAL:

- To provide an area for the maintenance manager, staff, and building engineer to provide supervision of the physical plan

PROGRAM ACTIVITIES:

- Conferences with staff and other visitors
- Telephone calls
- Paperwork

SPATIAL RELATIONSHIPS:

- Adjacent and access to Supply Storage/Receiving
- Access to corridor

ENVIRONMENTAL CONSIDERATIONS:

- Uniform lighting
- Electrical outlets for equipment
- Visual control from Supply Storage/Receiving

PLAYGROUNDS

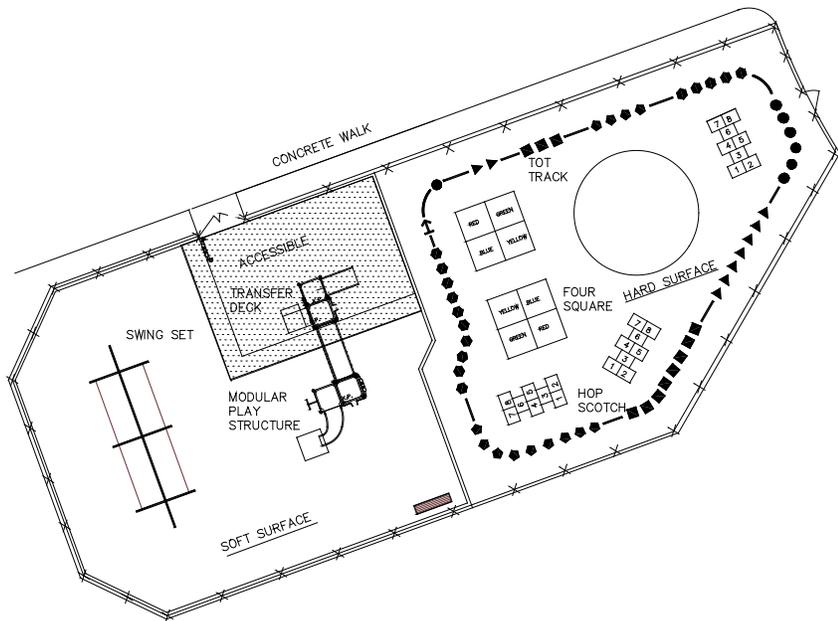
Maury has a superior play area on the east side of the school. This area should not be disturbed by the construction.

AREA REQUIRED

1. Provide playground areas to allow for difference in age, ability, and varying interests.
2. Follow applicable safety guidelines for different age groups.

Pre-kindergarten to grade 1 play area. See Figure B-1.

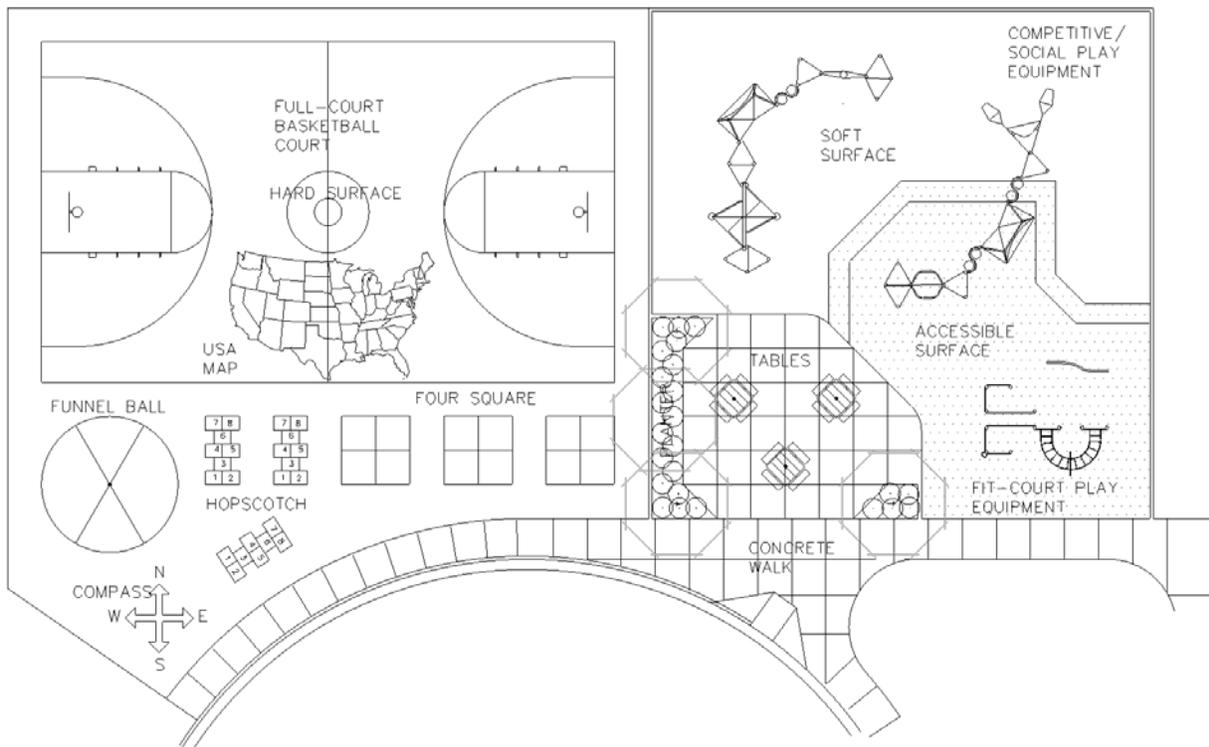
- a. Plan for play activities that include rocking, swinging, balancing, climbing, and sliding.
- b. Include tables and chairs for age group
- c. Locate equipment with moving parts, such as swings, at the perimeter of the play area. Use fence or planting beds to prevent children from inadvertently stepping into path of moving equipment.



Example of Pre-kindergarten to Grade 1 Play Area
Figure B-1

Play Area (See Figure B-3)

- a. Design for grades 1 and 5.
- b. Intermediate play area may be combined with primary play area and a 'tot track' designed around both play areas
- c. Include an outdoor science classroom that may include a garden.
- d. Plan for 1 full basketball court (50 feet by 84 feet) or 2 half courts (50 feet by 42 feet).



Example of Intermediate Play Area
Figure B-3

See Design Guidelines for Site requirements for parking, circulation, etc.