

**GOVERNMENT OF THE DISTRICT OF COLUMBIA  
DEPARTMENT OF GENERAL SERVICES**

**ARCHITECTURAL/ENGINEERING SERVICES  
STANTON ELEMENTARY SCHOOL PHASE 1 MODERNIZATION AND ADDITION  
Solicitation #:DCAM-14-AE-0077**

**Addendum No. 1  
Issued: October 18, 2013**

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This Addendum Number 01 is issued by e-mail on October 18, 2013. Except as modified hereby, the Request for Proposals (“RFP”) remains unmodified.

**Item #1**

**Sign-In Sheet:** The sign-in sheet from the preproposal conference is attached.

**Item #2**

**Addition:** The Addition will need to accommodate the requirements of the attached Educational Specifications and the projected increased enrollment. If the Department is able to issue any further guidance, it will be issued in a subsequent addendum.

**Item #3**

**Educational Specifications:** Attached to this Addendum are the Educational Specifications for Stanton Elementary School. Please note that the Educational Specifications are based on a student enrollment of 630 students (not 600 as previously stated in the preproposal conference).

**Item #4**

**Concept Design:** Concept drawings for the annex are available for download at <https://leftwichlaw.box.com/shared/static/86vd0eyxo0ufvqt2y6n8.pdf>. Please note that these drawings were developed under the assumption that the building would need to serve 530 students (not 550 as previously stated in the preproposal conference).

**Item #5**

**Test Fit:** The results of a test fit of the main Stanton building and annex undertaken in April 2013 are available for download at <https://leftwichlaw.box.com/shared/static/g3qdo06qqgkurczpkh6a.pdf>. Please note that these documents were developed under the assumption that the building would need to serve 530 students (not 550 as previously stated in the preproposal conference).

**Item #6**



**Environmental Assessment:** A recent environmental assessment is available for download at <https://leftwichlaw.box.com/s/1cja9av9ky8bm0bipg9z>.

**Item #7**

**Revised Scope of Work:** Please note that the following items will be included (if necessary) as part of the Phase 1 Work to be performed prior to the beginning of the 2014/2015 school year: HVAC; WINDOWS; ELECTRICAL UPGRADE; PLUMBING; WIRING; FIRE & LIFE SAFETY; & CONNECTING THE ANNEX TO THE MAIN BUILDING.

**Item #8**

**Concept:** While the Department does not require that A/E perform a new test fit/feasibility study, the proposed concept design will need to accommodate the requirements of the attached Educational Specifications and the projected increased enrollment.

**Item #9**

**Addition Schedule:** The Department contemplates that construction of the Addition will begin in October 2014 and be completed in time for the beginning of the 2015/2016 school year.

**Item #10**

**Budget:** The \$10,280,000 budget published in the RFP does not include the cost of the construction for the Addition.

**Item #11**

**Annex Permit Set:** Permit Set drawings completed in July 2103 are available for download at <https://leftwichlaw.box.com/s/kck3mb7rb7f13zy0nyu4>. Please note that these drawings were used to construct the annex improvements in the summer of 2013.

**Item #12**

**Facility Conditions Assessment:** A facility conditions assessment completed in 2012 is available for download at <https://leftwichlaw.box.com/shared/static/d3r61s5tucmkmriim1qq.pdf>.

**Item #13**

**CAD file:** A CAD file prepared in 2012 is available for download at <https://leftwichlaw.box.com/s/w17w3c9jn8mcj0qgstn3>.

**Item #14**



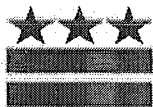
**The bid date remains unchanged.** Proposals are due by **November 5, 2013 at 2:00 pm EDT.** Proposals that are hand-delivered should be delivered to the attention of: Danyel Riley, Contract Specialist, at **Frank D. Reeves Center, 2000 14<sup>th</sup> Street, NW, 8<sup>th</sup> floor, Washington, DC 20009.**

- End of Addendum No. 1 -



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ARCHITECTURAL/ENGINEERING SERVICES  
STANTON ELEMENTARY SCHOOL PHASE 1 MODERNIZATION AND ADDITION

Solicitation #: DCAM-14-AE-0077

Preproposal Conference

October 17, 2013

Sign-in Sheet

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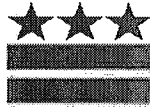
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Preproposal Conference

October 17, 2013

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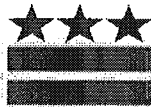
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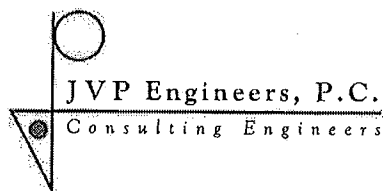
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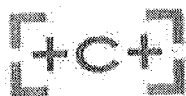
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**Educational Specifications for  
Stanton Elementary School Modernization  
630 capacity**

**October 2013**  
Draft

DRAFT





GOVERNMENT OF THE DISTRICT OF COLUMBIA  
DEPARTMENT OF GENERAL SERVICES

**District of Columbia Public Schools**

THE VISION: To Make the Washington, D.C. School System Exemplary

THE MISSION: To Make Dramatic Improvement In the Achievement of All Students Today In  
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CORE BELIEFS:

Children First

Parents Are Our Partners

Victory Is In the Classroom

It Takes A Village to Raise A Child

Leadership and Accountability Are the Keys to Our Success

**School Improvement Team Members**





## Introduction

This document articulates the requirements for a modernized pre-kindergarten through 5<sup>th</sup> 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.

## Scope

This project will be completed in several phases with the first phase to occur summer 2013. The phases will be as follows:

- Phase 1: Modernization of the 'annex' for an early childhood center (summer 2013)
- Phase 1A: Classroom modernization in the main building to also include art, music, support spaces, the corridors, bathrooms and entryway (Summer 2014)
- Phase 2: Modernization of the core spaces to include dining, media center, and administration areas (TBD)
- Phase 3: Renovation/replacement of all building systems not addressed in earlier phases

Phase 1 or 1A will include connecting the annex and the main building through a climatically controlled corridor. The architects will master plan all phases of the modernization.

This educational specification provides three resources for establishing the scope of this project:

1) general design advise and performance standards in five priority areas 2) guidelines to define finishes, technology, and fixed equipment and loose furniture

## Program

Stanton Elementary is operated in partnership with DC Scholars, a public charter school. DC Scholars Stanton Elementary is a part of the Scholar Academies network of high-performing schools that use a focused, progressive educational approach designed specifically for students living in under-resourced communities and prepare them to succeed in the District's highest performing high schools. The model develops students into smart and dedicated scholars, determined to succeed on their PATH (Professional, Attentive, Thoughtful, and Hardworking) to academic achievement.

Stanton is one of a handful of schools across the country that use a very focused, progressive educational approach designed specifically to close the achievement gap for low-income students who come severely unprepared. This approach includes:

- **Extended day and extended year** so that students spend more time in school.
- **Standards-aligned, school-created curriculum combined with a uniform approach to lesson planning/delivery** to consistently provide highly effective instruction.
- **Commitment to strong school-wide climate** that is centered on a transparent and strict student incentive and accountability system linked to the student core values (PATH).
- **Use of data** to measure overall school performance
- **Engagement of families and community stakeholders** to ensure strong connection to school and support of high expectations both in and out of school.
- **Enriching after-school programs** and after-school tutoring.





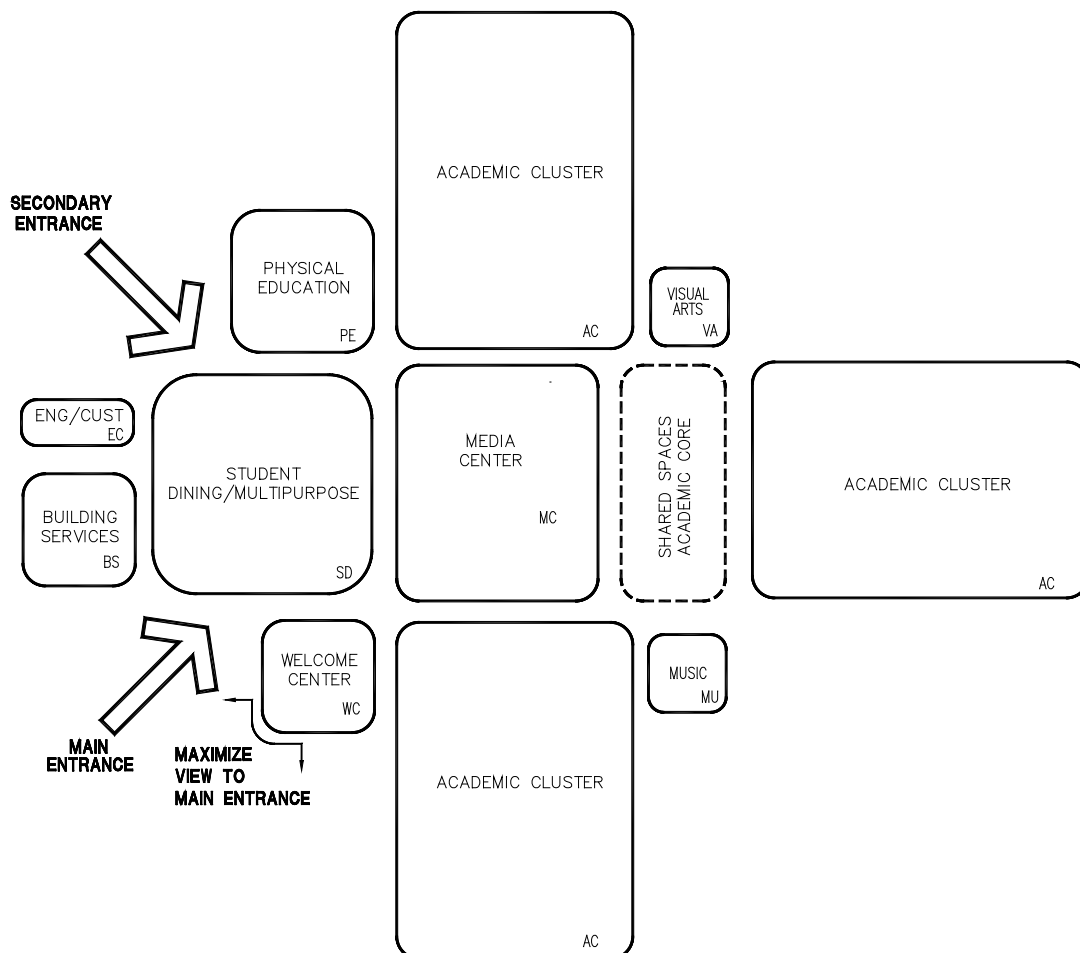
## Overview of Planning Concepts

### 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.

Diagram Intro A







## Core Instructional Spaces

The basic organizational cluster for this school should consist of general purpose classrooms, a small group room, and a teacher work center. Each cluster would also contain a resource classroom used by support educators. Student restrooms should be located within the cluster commons.

## 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.

## Early Childhood Programs

It is the DCPS policy to offer 'universal' Prekindergarten programs (4 yr. olds) and strongly encourage all DC students to attend. Preschool programs for 3 year olds are provided as well but are traditionally less well enrolled. All early childhood classes will allow for inclusion of students with special needs.

The school would like the nine (9) Preschool, Prekindergarten, and Kindergarten classrooms to be located in the annex along with affiliated support and storage spaces. Support spaces should be as follows:

- Two spaces for 1 adult and up to 10 students
- One space for 1 adult and 3-5 students
- 'Welcome center' with space for two adults
- Community Circle space with informal pull-out spaces
- Kitchenette for warming and cooling breakfast/lunch items

## Instructional Methods

Instructional methods vary with grade level, but maintain continuity from early childhood through the primary, intermediate, and middle grades. Predominant elements include:

- Integrated learning, where content areas cross disciplines
- Flexible groupings: In primary grades, regrouping stays within the classroom. The intermediate and middle may change classrooms during the day.
- Mentoring of older to younger students
- Extended day learning opportunities
- Parent involvement and volunteer activities

## "Welcome Area"/Administration/Student Services

Immediately upon entry, visitors will be greeted in the "welcome area." The administrative offices and guidance services will be located in this centralized area at the main entrance to the school.

The annex will need three types of entrances with appropriate security.

1. Morning and afternoon dismissal for students
2. Parent entrance (preferably through the welcome center to address security concerns)
3. Visitor entrance (preferably through the main school entrance and security guard)

The Phase 1 project should only address the lobby area for safety and security. All other administrative changes will be implemented as part of Phase 2.





## **Media Center**

The DCPS media center serves a dual role – its traditional role as a gathering place for research and learning and a new role as a technological information base. In this new role, the media center may house a transparent voice/video/data network, which runs throughout the entire building. This network enables the transmission of media services to the desktops of teachers and students without physically entering the media center. This area is changing from a "depository of books" to a "high technology information distribution center."

Currently the school does not have a media specialist and this space serves as a staff development area during the day and for after school activities. No changes to this space are anticipated as part of Phase 1.

## **Visual Arts, Performing Arts and Science**

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.

## **Physical Education**

To support the elementary school physical education program, a variety of indoor and outdoor areas are required. Outdoor physical education teaching areas will be located near the indoor gymnasium. Indoor play space will also be used as a performance area. Physical education facilities must be designed with a focus on community use during non-school hours, since there is a high demand for both indoor and outdoor facilities.

## **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.





## **Special Features**

### **Corridors and Commons Spaces**

The front entry lobby should be welcoming and inviting for students, staff, and visitors. Extensive display systems should be provided for 2-dimensional and 3-dimensional student work and awards. Finishes should be durable and easy to maintain. The scale of all spaces should be child-friendly. Colors, artificial lighting, and natural daylighting should be managed artfully to create an environment that communicates that school is a very special place.

The annex should have a common space for up to 2 classes to meet. This may be part of the corridor and may have peripheral seating that meets fire code. Ideally the space will have a large pull-down screen and a ceiling hung LCD projector. The annex corridor may be part of the learning environment.

### **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**

The facility 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**

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.

To the extent feasible the early childhood wing should have a separate play area and an outdoor classroom.





## Environmental 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) Artificial Light	35-50 Foot-candles	IES

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	





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

DESIGN PARAMETERS		PARAMETER NOTES
1) Data / Computer Drops	At Teacher and Student Computers at wireless access points for mobile cart	
2) Audio / Video Equipment		
Teacher laptop and student computers		
Document Camera		
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		
Security, WebX conferencing, Distance Learning		





## Safety & Security

DCPS wants to maintain an inviting and de-institutionalized environment, while simultaneously providing a safe environment for students, staff, and community who use the facility and adjacent support services. The organization of a building will have a major impact on student behavior and safety concerns. Building security can be addressed in an active or a passive manner: active security is based on security systems; passive security is based on program design, building configuration, and community participation. Schools should be based on passive concepts with applied active concepts where necessary.

### 1. Building Layout

- Avoid blind spots, corners, and cubby holes
- Locate administrative and teacher preparation with good visual contact of major circulation areas (i.e., corridors, cafeteria, bus drop-off, parking)
- Develop spatial relationships that naturally transition from one location to another
- Locate toilets in close proximity to classrooms
- Design toilets to balance the need for privacy with the ability to supervise
- Locate areas likely to have significant community (after school) use close to parking and where these areas can be closed off from the rest of the building

### 2. Types of Building Materials

- Use durable wall surfaces that are easy to clean so graffiti can be removed
- Incorporate pitched roofs which inhibit roof entry and are aesthetically pleasing
- Operational part of windows on the ground floor should be in the upper portion to prevent access.
- Install non-slip floors and walk-off mats at point of entry
- All doors will have locks on the inside.

### 3. Uses of Technology

- Phones in every instructional and support area
- Building-wide all-call designed to be heard throughout the school and on the play fields when needed
- Motion or infra-red detectors, which can also conserve lighting costs
- Video cameras that are used for instructional purposes could also be used for security purposes during non-school hours
- Smoke and heat detectors located throughout the building

### 4. Vehicular and Pedestrian Traffic

- Separate bus drop-off area from other vehicular traffic
- Separate staff and community parking area
- Separate student (pedestrian) traffic flow

### 5. Landscaping, Play/Practice Fields, Site, and Lighting

- Use native high trees and low bushes (less than three feet high) to deter hiding
- Use aesthetically pleasing fencing around perimeter of the building
- Non-intrusive lighting of all areas (not correctional-type lighting) according to the Light Pollution Credit in LEED-Ss with no lighting to leave property line
- Provide security lighting around building and parking lots with photocell timer, motion sensor and on/off capacity





## Energy and Environmental Design

There is a high interest in using the LEED certified school building as a teaching tool to teach environmental stewardship and awareness, while simultaneously providing an engaging environment for students, staff, and community who use the facility.

The organization, understanding and use of a building will have a major impact on student and staff conservation behavior.

The sustainable design and green features of the building can be addressed in an active or a passive manner: active interaction is based on digital displays, educational features and curriculum integrated learning about environmental issues; passive interaction is based on the program design, building configuration, green building features, and energy efficient building automation.

### Passive Concepts

- 1. Building Layout**
  - Concentrate daylight and views to the outside to areas of frequent human interaction (e.g. classrooms, cafeterias, media center, art rooms, music rooms) with passive solar design
  - Avoid excessive window areas in corridors, lobbies, hallways with no gathering opportunities (design for less than 45% of wall area)
  - Avoid skylights and use roof monitors with vertical glazing instead
- 2. Types of Building Materials**
  - Use durable wall surfaces that are easy to clean
  - Design for cleanability with easy and safe access
  - Incorporate light colored pitched roofs to prevent heat gain and leakage
  - Install high performance walk-off mats at all points of entry
  - Design with noise minimization in mind
- 3. Uses of Technology**
  - For instructional and administrative purposes, the new school should have extensive technology systems. These same infrastructures and technology components can be used to enhance the perception of the buildings environmental components. Digital display of buildings energy and water use at entrance and in cafeteria
  - Website with environmental features of the school
  - Use only vacancy sensors for classrooms, cafeteria etc. to turn off (not on) lighting
  - Daylight sensors and dimming in larger areas (cafeteria, multi-purpose etc.)
- 4. Vehicular and Pedestrian Traffic**
  - Provide sufficient, covered and secures bicycle storage
  - Provide bicycle lanes to building from all major access directions
- 5. Landscaping, Play/Practice Fields, Site, and Lighting**
  - Use native high trees and low bushes and ground covers and locate to provide shade to the building
  - Non-intrusive lighting of all areas (not correctional-type lighting) according to the Light Pollution Credit in LEED-S with no lighting to leave property line
- 6. Green Curriculum**
  - Provide outdoor classroom
  - Design interior with sense of buildings orientation to North – East – South - West





## Active Concepts

### 1. **Building Layout**

- Provide signage to educate users about interior and exterior green building features throughout
- Provide signage for user behavior modification, e.g. DCPS policy for thermostat settings, reminders to turn equipment off when not in use
- Provide visitor map with floor plan for location and explanation of green building features

### 2. **Types of Building Materials**

- Provide view window to inside of wall constructions and mechanical room
- Provide materials with environmental message in selective areas, e.g. 100% recycled post consumer plastic toilet compartments, wheatboard cabinets, or furniture made of wood harvested from school site, and explain with signage.

### 3. **Uses of Technology**

- For instructional and administrative purposes, the new school should have extensive technology systems. These same infrastructures and technology components can be used to enhance the perception of the buildings environmental components.
- Green morning announcement with update on energy and water use
- Student conducted energy audits
- School based resource conservation program with frequent feedback to users

### 4. **Vehicular and Pedestrian Traffic**

- Provide preferred parking for DCPS Green Fleet (for carpooling and fuel efficient vehicles)

### 5. **Landscaping, Play/Practice Fields, Site, and Lighting**

- Design for no-mow areas
- Design for student garden
- Provide solar or wind powered, off the grid site lighting as demonstration model for select areas

### 6. **Green Curriculum**

- LEED credit Schools as a Teaching Tool requires 10 hours of instruction per student, grade and school year on environmental issues related to the school building. The school buildings design should support this requirement wherever possible.





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**Proposed Capacity**

Room Use			
Grade	Number of	Capacity (Program)	Total
	Classrooms		
Pre-K /Pre-S	6	18	108
Kindergarten	4	20	80
1st Grade	4	20	80
2nd Grade	4	20	80
3rd Grade	4	23	72
4th Grade	3	23	69
5th Grade	3	23	69
Special Needs	2	10	20
<b>Total</b>	<b>26</b>		<b>582</b>





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## Building Space Summary

Space Summary		Modernization
	Phase 1	Total
Core Academic Areas	33,700	33,700
Media Center	As is	3,050
Visual Art and Music	2,400	2,400
Physical Education/Assembly	As is	3,900
Administration	As is	2,755
Student Dining & Food Service	As is	4,900
Maintenance & Custodial Services	As is	700
Mechanical, Electrical, Toilets, Custodial Closets		17,341
<b>Total Net</b>		<b>66,671</b>
Construction Factor[.082]		5467
<b>Total Gross</b>		<b>72,138</b>

**Phase 2**

## Outdoor Area Requirements Summary

Exterior Spaces
Structured Play Area For Primary/Intermediate Grades
Protected Pre-School Play Area
Outdoor Paved Play Area [reduced size basketball courts, with markings for other games]
Outdoor Classroom Gazebo
Green area for garden/environmental programs
Faculty, Staff, and Visitor Parking (53 spaces)





## Core Academic Area Space Requirements

Spaces	Suggested			Comments
	Quantity	S.F.*	Total	
Pre-Kindergarten Classroom	6	1,175	7,050	Includes 50 SF toilet and 100 SF storage closet
Kindergarten Classroom	4	1,175	4,700	Includes 50 SF toilet and 100 SF storage closet
Grade 1 Classroom	4	900	3,600	One room w/ toilet
Grade 2 Classroom	4	900	3,600	
Grade 3 Classroom	4	900	3,600	
Grade 4 Classroom	3	900	2,700	
Grade 5 Classroom	3	900	2,700	
Pathways Classrooms	2	750	1,500	
Instructional Coaches	1	400	400	
Support Offices	2	150	300	Social worker/psychiatrist/testing
Speech Room/OT/PT	1	200	200	
Resource	2	400	800	Special needs and Parent
Annex Resource Rooms	2-3	200-300	700	
Special education Suite			0	
• Office	1	150	150	
• Conference rm.	1	150	150	
Storage	3	300	900	May be combined
Workroom/Teacher Office	2	250	500	
-Storage for laptop carts	3	50	150	
<b>Total</b>			<b>33,700</b>	

The architect will be expected to minimize the movement of 'hard' walls and fit the proposed programmed spaces into the existing building. Tolerances of + or – 5-15% are acceptable as is the combination of spaces within a suite. Adjacencies as specified are desirable, but options may be considered and should be reviewed with the planning team.

The school wants to house all the early childhood classrooms and support space in the annex and understands that space is finite. To prioritize space, the staff recommends the following:

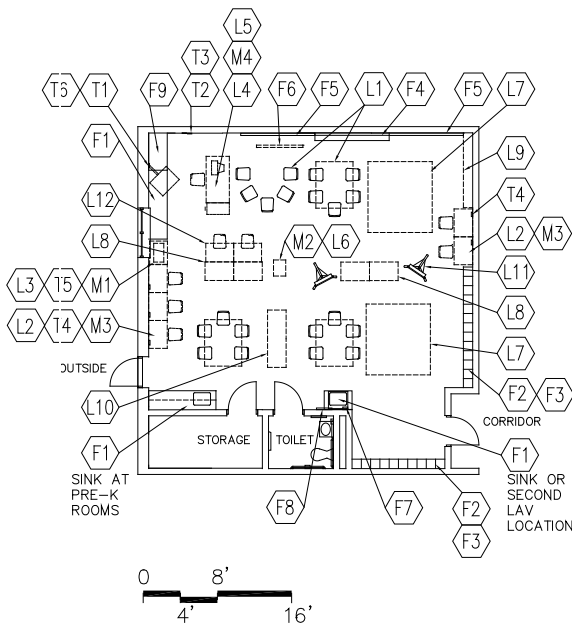
- Classrooms may vary from the design guideline by up to 15%
- The staff value support space over storage and are willing to share storage space
- Paired classrooms can share two bathrooms to maximize plumbing and classroom space.
- Kindergarten may share one set of bathrooms for the team.





**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).





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**PRESCHOOL / PRE-K / KINDERGARTEN**

**E-ACA-1A**

<u>Finishes<sup>1</sup>:</u>	<u>Spec. Ref.#</u>	<u>Features<sup>1</sup>:</u>	<u>Spec. Ref.#</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 wall		10 LF primary	
One tackable wall surface	101100	F5 Tack board flanking marker board and on secondary teaching wall	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 <sup>3</sup>
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			
L8 Mobile shelving (various)		<u>Fire Suppression:</u>	Div. 21
L9 Bookshelves (open or closed)		Fire suppression system	
L11 Learning center sets such as sand/water tables, kitchen, child-height dining, dress-up center, art cart, science light board, and blocks.		<u>Plumbing:</u>	Div. 22
		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	
Cable/MATV port		<u>HVAC:</u>	Div. 23
3 data ports for student use		Supply/return air system	
Electronic white board		Independent temperature control	
Clock/PA		Exhaust air system (toilet)	
2 wireless		<u>Electrical:</u>	Div. 26
<u>Miscellaneous:</u>		Duplex receptacles	
M1 Printer		3 per primary teaching wall	
M2 Projection device (optional)	Div. 27	At least 2 per other walls	
M3 2 computers for students use		TVSS protected quad receptacle adjacent to each data and video port	
M4 Computer for teachers use		Multilevel switching	
Audio enhancement equipment		Fluorescent lighting	
		Illumination level: See Table 7600-16	

**NOTES:**

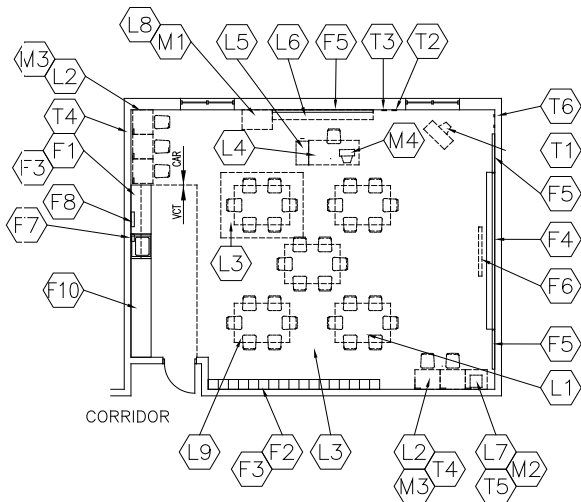
1. Finishes/Features: Refer to Chapter 8 for specification references.
2. Items listed as casework may be purchased as furniture.





**GRADES 1-5 CLASSROOM /Pathways Rms**

**E-ACA-2**



**SIZE:**

- 850 SF to 950 SF

**CAPACITY:**

- 20-22 students (1<sup>st</sup> – 3<sup>rd</sup>)
- 22-24 students (4<sup>th</sup> – 5<sup>th</sup>)
- 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.





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**GRADES 1-5 CLASSROOM**

**E-ACA-2**

<u>Finishes<sup>1</sup>:</u>	<u>Spec. Ref.#</u>	<u>Features<sup>1</sup>:</u>	<u>Spec. Ref.#</u>
Flooring:		Fixed Equipment:	
Resilient tile flooring	096519	F1 Casework:	123200
		Base/wall cabinets by sink	
Base:		Sturdy shelves on 3 walls in storage area	
Resilient base	096519	F2 Carpentry:	
		Student cubbies (24/28)	064123
Ceiling (9' high minimum):		F3 Casework:	
Suspended, acoustical	095113	Wall shelving (24 LF- H 30-32")	123200
		F4 Marker board (2 walls)	101100
Walls:		16 LF primary/8 LF secondary	
Painted concrete masonry units or dry		F5 Tack board flanking marker boards	101100
wall		Plus two (2) parallel rows of continuous	
	042000/099123	tack strips on all available walls (4 LF or	
One tackable wall surface	101100	longer) at 30" and 48" AFF	
<u>Loose Furnishings:</u>		F6 Manual projection screen (60"x60")	115213 <sup>2</sup>
L1 5 tables or 24 student desks (see Furniture		F7 Soap dispenser	102800
Standards)		F8 Towel dispenser	102800
L2 3-5 computer workstations and chairs –		F9 Casework: Wardrobe (18"x18")	123200
student use			
L3 Bound carpet rug (thru Grade 2)		<u>Fire Suppression:</u>	Div. 21
L4 Teacher workstation with mobile storage		Fire suppression system	
and 2 chairs			
L5 Four drawer file cabinet		<u>Plumbing:</u>	Div. 22
L6 Adjustable height bookshelves		Sink with drinking fountain (optional)	
L7 Printer table		Plumbing connections	
L9 24 student chairs			
		<u>HVAC:</u>	Div. 23
<u>Communications:</u>	Div. 27	Supply/return air system	
Single point 'face plate' near teachers work		Independent temperature control	
station to include:		<u>Electrical:</u>	Div. 26
Voice, data, VGA , audio enhancement,		Duplex receptacles	
and HDMI		3 per primary teaching wall	
Additional ports:		2 per other walls	
Printer		TVSS protected quad receptacle	
Cable/MATV port		adjacent to each data and	
5 data ports for student use		video port	
Electronic white board		Multilevel switching	
Clock/PA		Fluorescent lighting	
2 wireless		Illumination level: See Table 7600-16	
		Clock	
		Central sound system	
<u>Electronic Safety and Security:</u>	Div. 28	<u>Miscellaneous</u>	Div. 27
Life safety devices per code		M1 Multi-media cart	
		M2 Printer	
		M3 3-5 computers for student use	
		M4 Laptop computer for teacher use	
		Audio enhancement Equipment	
		Document camera	

**NOTES:**

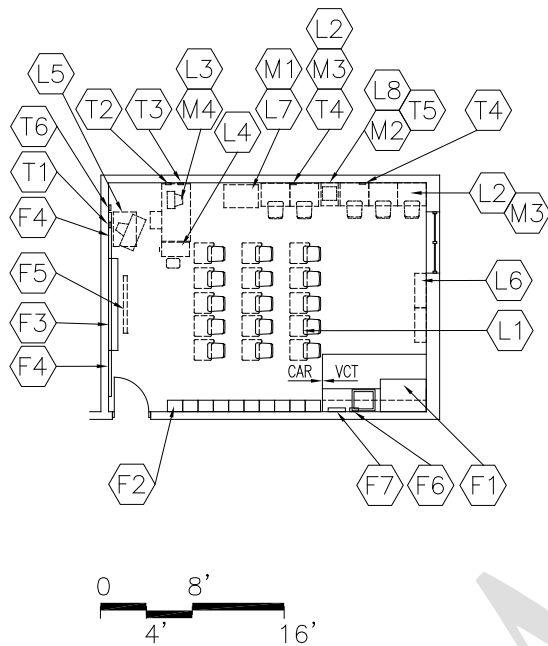
1. Finishes/Features: Refer to Chapter 8 for specification references.
2. Delete where a digital white board is installed.





**RESOURCE CLASSROOM/INSTRUCTIONAL COACH**

**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.





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**RESOURCE CLASSROOM**

**E-ACA-4**

<u>Finishes<sup>1</sup>:</u>	<u>Spec. Ref.#</u>	<u>Features<sup>1</sup>:</u>	<u>Spec. Ref.#</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	
Cable/MATV port		Fluorescent lighting	
3 data ports for student use		Illumination level: See Table 7600-16	
Electronic white board		Multilevel switching	
Clock/PA		Clock	
1 wireless		Central sound system	
<u>Miscellaneous:</u>		<u>Electronic Safety and Security:</u>	Div. 28
M2 Printer		Life safety devices per code	
M3 3 computers for student use			
M4 Computer for teacher use			

**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.

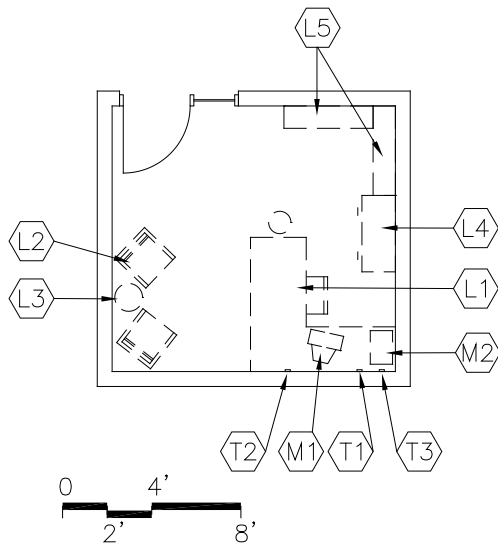




GOVERNMENT OF THE DISTRICT OF COLUMBIA  
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ALL OFFICES

E-ACA-5



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

CAPACITY:

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

SIZE:

- 150 SF

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.





GOVERNMENT OF THE DISTRICT OF COLUMBIA  
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ALL OFFICES

E-ACA-5

		Spec. Ref.#			Spec. Ref.#
<u>Finishes<sup>1</sup>:</u>			<u>Features<sup>1</sup>:</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:

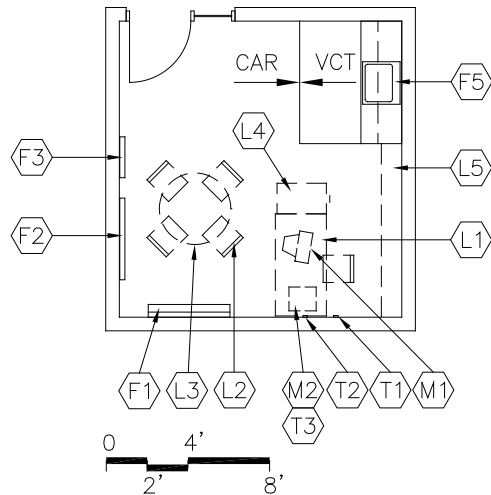
1. Finishes/Features: Refer to Chapter 8 for specification references.
2. Refer to the Educational Specifications — Technology Section 1240.





**SPEECH ROOM**

**E-ACA-6**



**GOAL:**

- To provide private training for students

**PROGRAM ACTIVITIES:**

- Group and individual practice
- Student assessment

**SPATIAL RELATIONSHIPS:**

- Near Academic Core areas
- Near Special Needs Classroom

**ENVIRONMENTAL CONSIDERATIONS:**

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

**CAPACITY:**

- 1-3 students
- 1-2 staff

**SIZE:**

- 200 SF

**ANCILLARY SPACES:**

N/A

**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.





GOVERNMENT OF THE DISTRICT OF COLUMBIA  
DEPARTMENT OF GENERAL SERVICES

**SPEECH ROOM**

**E-ACA-6**

	Spec. Ref.#		Spec. Ref.#
<u>Finishes<sup>1</sup>:</u>		<u>Features<sup>1</sup>:</u>	
Flooring:		Fixed Equipment:	
Carpet	096816	F1    Marker board (4 LF)	101100
		F2    Tack board (4 LF)	101100
Base:		F3    24" x 60" Mirror1	088000
Resilient base	096519	F4    Casework:	
		Base/wall cabinet	123200
Ceiling:		F5    Soap dispenser	102800
Suspended, acoustical	095113	F6    Towel dispenser	102800
Walls:		<u>Fire Suppression:</u>	Div. 21
Painted gypsum wallboard		Fire suppression system	
over metal studs	092116/ 099123		
<u>Loose Furnishings:</u>		<u>Plumbing:</u>	Div. 22
L1    Admin workstation and chair		Sink with drinking fountain (optional)	
L2    Visitor chairs		Plumbing connections	
L3    Small table			
L4    Four-drawer file cabinet		<u>HVAC:</u>	Div. 23
L5    Adjustable height bookshelves (12 LF)		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		TVSS protected quad receptacle adjacent to each data port	
Additional ports:		Single-level switching	
Printer		Fluorescent lighting	
data port for student use		Illumination level: See Table 7600-16	
Clock/PA		Clock	
1 wireless		Central sound system	
		<u>Electronic Safety and Security:</u>	Div. 28
		Life safety devices per code	
		<u>Miscellaneous:</u>	
		M1    Computers	
		M2    Printer	

**NOTES:**

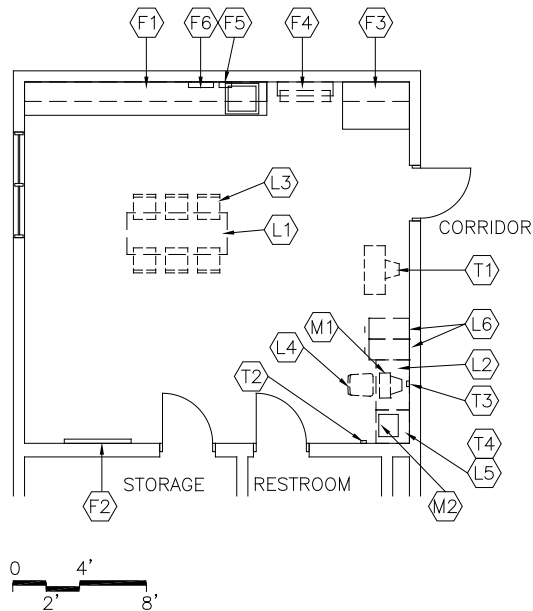
1. Finishes/Features: Refer to Chapter 8 for specification references.





## WORKROOM/TEACHER OFFICE

E-ACA-12



### CAPACITY:

- Teachers
- Teachers' assistants
- Parents/volunteers

### ANCILLARY SPACES:

- Staff Restroom
- Storage

### 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

### Miscellaneous:

- M1 Computer
- M2 Printer

### SPATIAL RELATIONSHIPS:

- Near Academic Core classrooms
- This area may be divided among the different floor levels
- Access to Staff Restroom(s) 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

### Finishes<sup>1</sup>:

	Ref.#
Flooring: Rubber tile flooring	096519
Base: Resilient base	096519
Ceiling: Suspended, acoustical	095113
Walls: Painted concrete masonry units	042000/099123

### Loose Furnishings:

L1	Table
L2	Computer workstation furniture
L3	6 chairs
L5	Printer table
	Wastebasket

### Communications<sup>2</sup>:

	Div. 27
T1	Video port, monitor, and brackets
T2	Voice port and phone
T3	Data port near workstation
T4	Data port at printer

### Features<sup>1</sup>:

	Spec. Ref.#
<b>Fixed Equipment:</b>	
F1 Casework:	123200
	Base cabinets (sink)
	Wall cabinets/shelving
F2 Tack board (4 LF)	101100
F3 Casework:	123200
	Deep storage for poster board
F4 Towel dispenser	102800
F5 Soap dispenser	102800





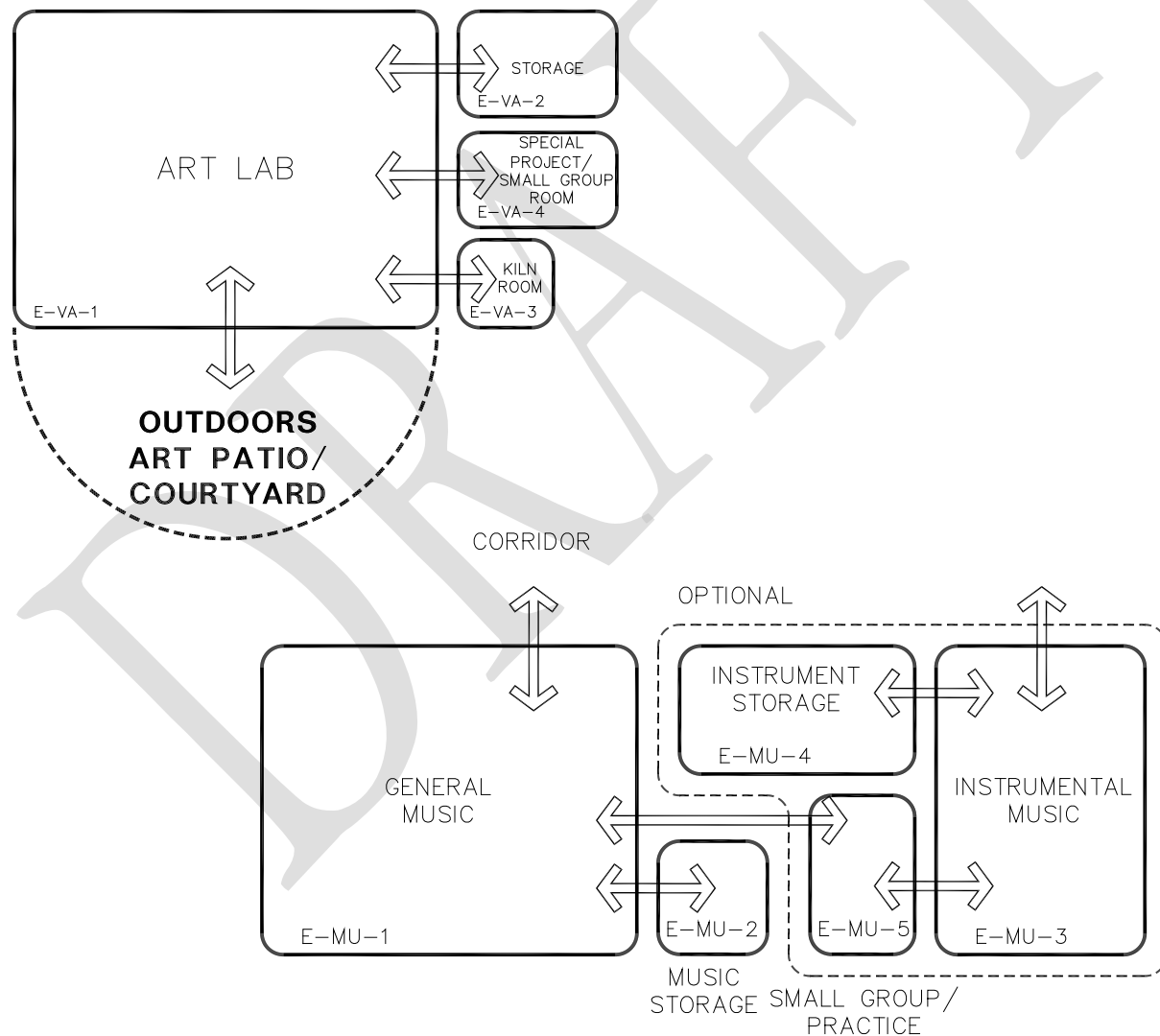
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## VISUAL AND PERFORMING ARTS

Spaces	Suggested			Comments
	Qty.	S.F.	Total	
Visual Arts Lab	1	1,000	1,000	
Kiln Room	1	100	100	
Storage	1	150	150	
General Music Room w/ storage	1	1150	1150	
<b>Total</b>			<b>2,400</b>	

**Comments :** The overall total for the Instructional area may be + or – 15%.

### VISUAL ARTS SPATIAL RELATIONSHIPS

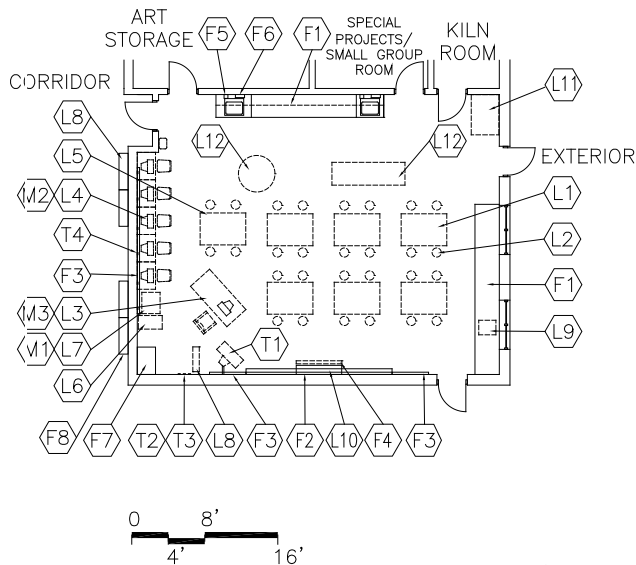






## ART LAB

E-VA-1



### CAPACITY:

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

### ANCILLARY SPACES:

- Kiln Room (E-VA-3)
- Art Storage (E-VA-2)

### SPATIAL RELATIONSHIPS:

- Centrally located with convenient access to Core Academic classrooms
- Direct access to art patio – with overhang

### PATIO:

- Adjacent to the Art classroom with direct access from the classroom
- Should not be located to encourage loitering by community

### GOALS:

- To provide an area for students to work on a variety of art projects
- To become aware of and be able to articulate thoughts about art

### PROGRAM ACTIVITIES:

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

### 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

### TECHNOLOGY:

- Video port, monitor, VCR/**DVD**, and brackets
- Voice port and phone
- Data port near teacher workstation
- 5 data ports (minimum) for student use
- Data port for printer
- Cable/MATV port
- Ceiling mount for a projection device or interactive White Board
- Speakers for audio enhancement system

### Fixed Equipment:

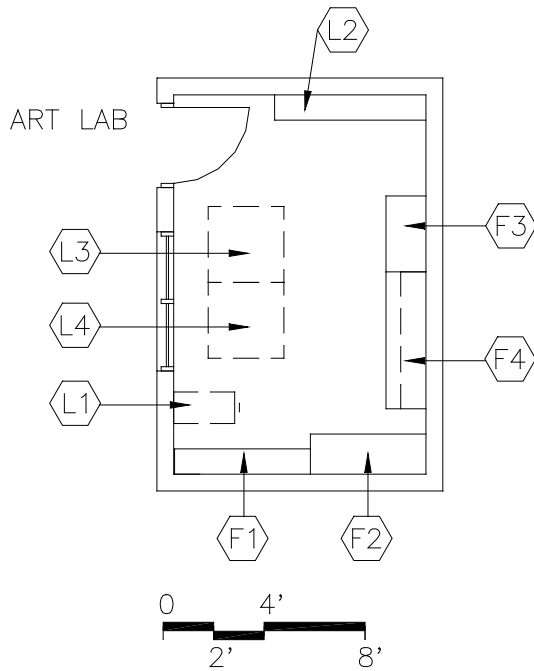
F1	Casework:	
	30" high base/wall cabinets and shelving	123200
	Paper storage cabinets	
F2	Marker board (16 LF)	101100
F3	Tack board (24 LF)	101100
F4	Manual projection screen	115213
F5	Soap dispenser (at each sink)	102800
F6	Towel dispenser (at each sink)	102800
F7	Casework: Wardrobe	123200
F8	Display cases	





## ART STORAGE

E-VA-2



### GOAL:

- To provide lockable storage for art supplies, portable equipment, technology, peripherals, and materials

### PROGRAM ACTIVITIES:

- Storage of equipment and supplies

### SPATIAL RELATIONSHIPS:

- Direct access to Art Lab
- Visual access from Art Lab

### ENVIRONMENTAL CONSIDERATIONS:

- Uniform lighting
- Electrical outlets for equipment

### CAPACITY:

- 1 teacher

### SIZE:

- 150 SF

### ANCILLARY SPACES:

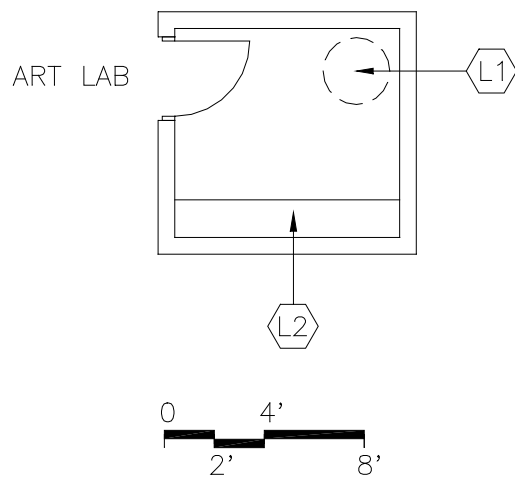
- Art Lab (E-VA-1)





## KILN ROOM

E-VA-3



### CAPACITY:

- 1-2 persons

### SIZE:

- 100 SF

### ANCILLARY SPACES:

- Art Lab (E-VA-1)

### GOALS:

- To provide an area properly equipped for ceramics
- To provide a space to fire and store completed art work

### PROGRAM ACTIVITIES:

- Store 3D sculptural work
- House kiln equipment

### SPATIAL RELATIONSHIPS:

- Adjacent and access to Art Lab

### ENVIRONMENTAL CONSIDERATIONS:

- Ventilation controlled by a thermostat
- Adequate ventilation with vents to the outside for kiln
- Electrical outlets for equipment
- Lighting appropriate to task
- Consider safety in plumbing room layout

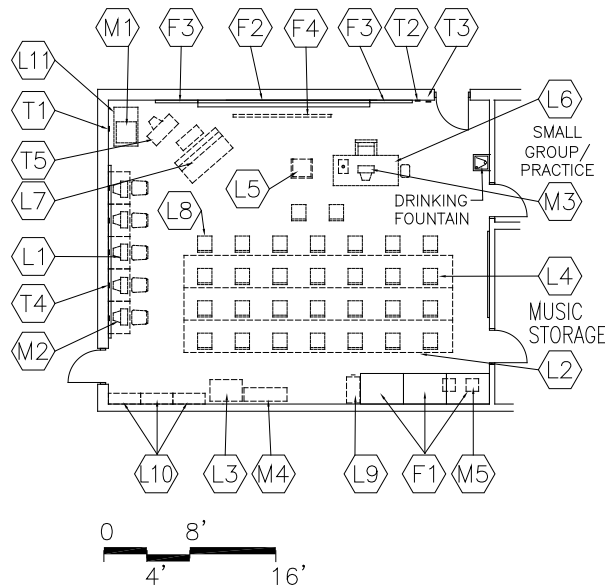




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**GENERAL MUSIC ROOM**

**E-MU-1**



**CAPACITY:**

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

**ANCILLARY SPACES:**

- Music Storage (E-MU-2)

**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
- Choral, speech, theatrics
- View educational videos
- Extra-curricular after school activities (i.e., Odyssey of the Mind, church groups)

**Miscellaneous:**

M1	Projection device on cart	Div. 27
M2	5 computers for student use	
M3	Computer teacher use	
M4	MIDI synthesizer	
M5	A/V recording/playback equipment	

**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
- Drinking fountain in classroom

**Finishes<sup>1</sup>:**

	Ref.#
Flooring: Carpet	096816
Base: Resilient base	096519
Ceiling(10' high minimum): Suspended, acoustical	095113
Walls: Painted concrete masonry units	042000 / 099123

**Loose Furnishings:**

L1	3-5 computer workstations and chairs
L2	Portable choral risers with rails
L3	Mobile A/V cabinet
L4	24 music posture chairs
L5	Conductor podium, chair and stand
L6	Teacher desk and chair
L7	Upright piano
L9	Four-drawer file cabinet
L10	Adjustable height bookshelves (24LF) Instrument storage (varied sizes)
L11	Multimedia cart for teacher use

**Communications<sup>2</sup>:**

T1	Cable/MATV port	Div. 27
T2	Voice port and phone	
T3	Data port near teacher workstation	
T4	5 data ports (minimum)	
T5	Video port, monitor, VCR/DVD, and brackets	

**Features<sup>1</sup>:**

**Fixed Equipment:**

	Spec.	Ref.#
F1 Casework: Paper storage cabinets	123200	
F2 Marker board (16 LF) 1/2 with music staff bars	101100	
F3 Tack board	101100	
F4 Manual projection screen	115213	
F5 Casework: Wardrobe	123200	
F6 Casework: Sink cabinet	123200	





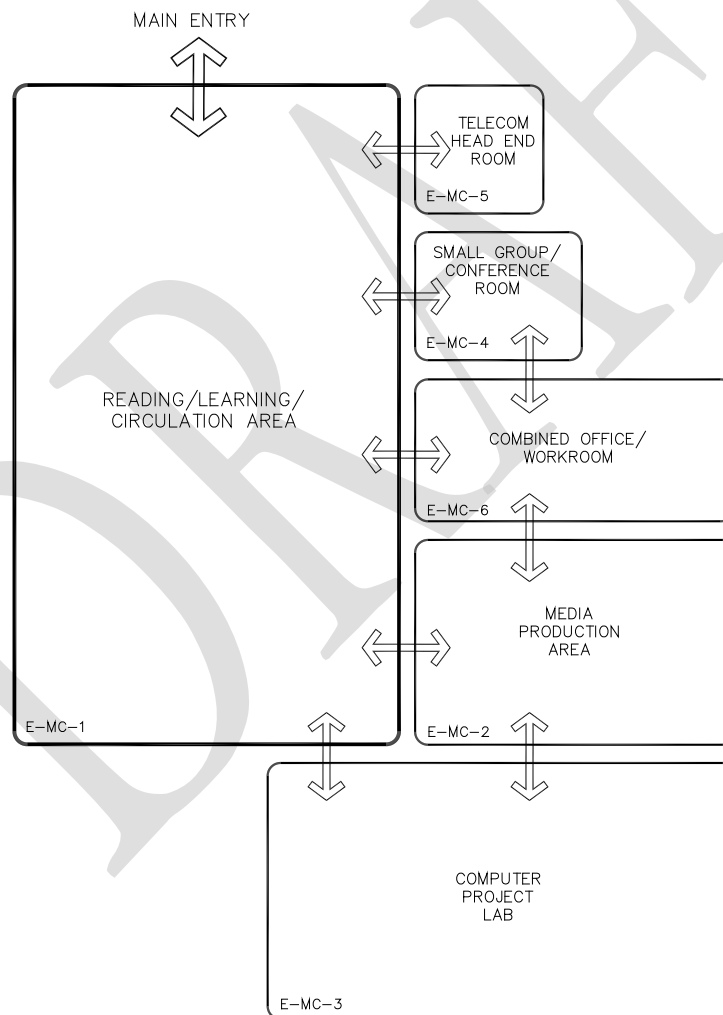
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## Appendix A

### MEDIA CENTER/Staff Development

Spaces	Qty.	S.F.	Total	Comments
Reading/Learning/Circulation	1	1,450	1,450	
Computer Project Lab	1	850	850	
Media Production	1	400	400	May be incorporated into the reading room
Office/Workroom/storage	1	250	250	
Telecom Head End Room	1	100	100	
<b>Total</b>			<b>3,050</b>	

**Comments:** Spaces within the Media suite may vary up to 15% and may be combined to facilitate circulation and supervision. The overall square footage may be + or – 15%.





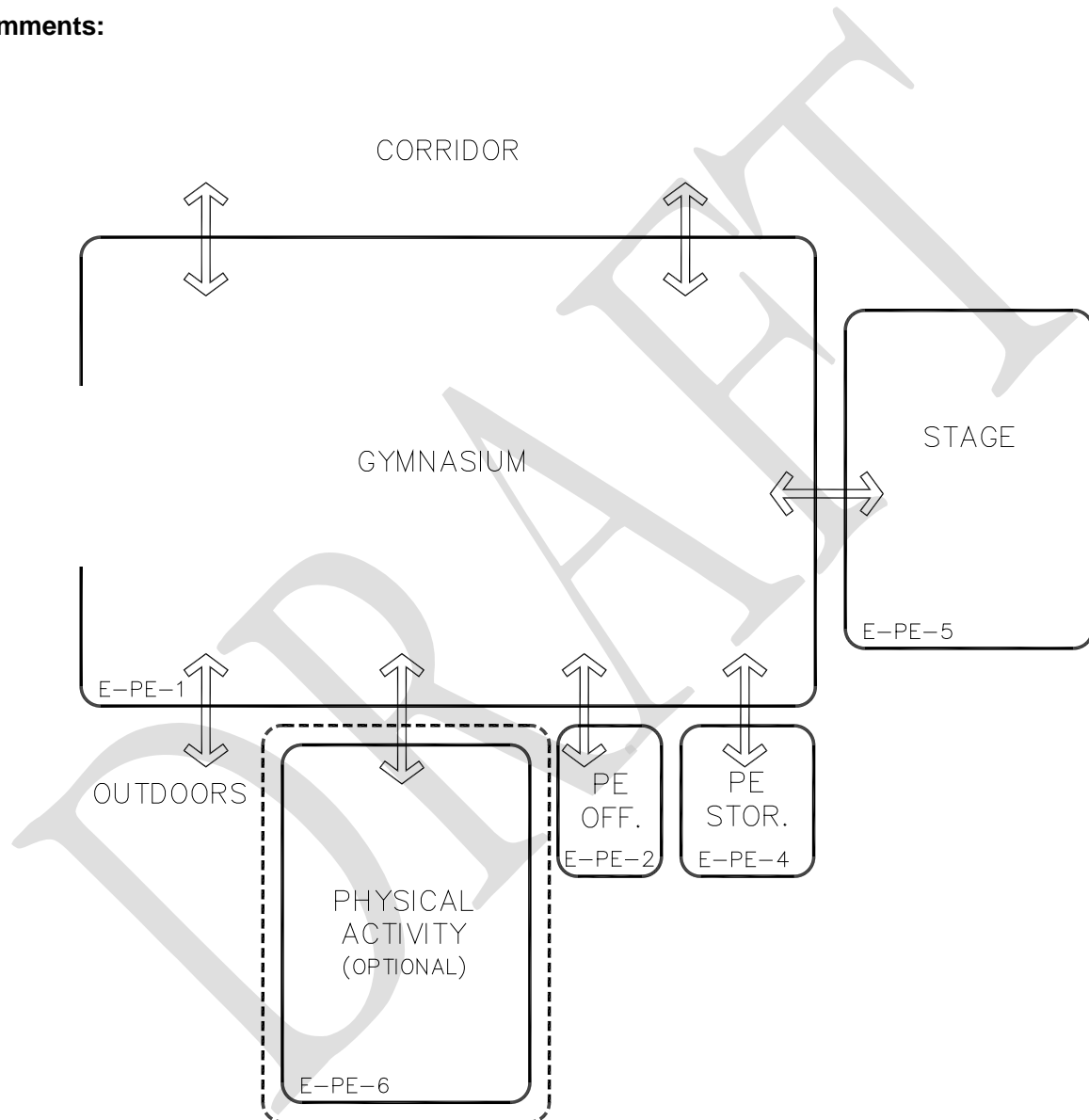


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PHYSICAL EDUCATION (auditorium)

Spaces	Qty.	S.F.	Total	Comments
Multi-Purpose PE/Auditorium	1	3,000	3,000	
Office	1	100	100	
Storage	1	250	250	
Stage	1	550	550	As is
<b>Total</b>			<b>3,900</b>	

Comments:







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## ADMINISTRATION

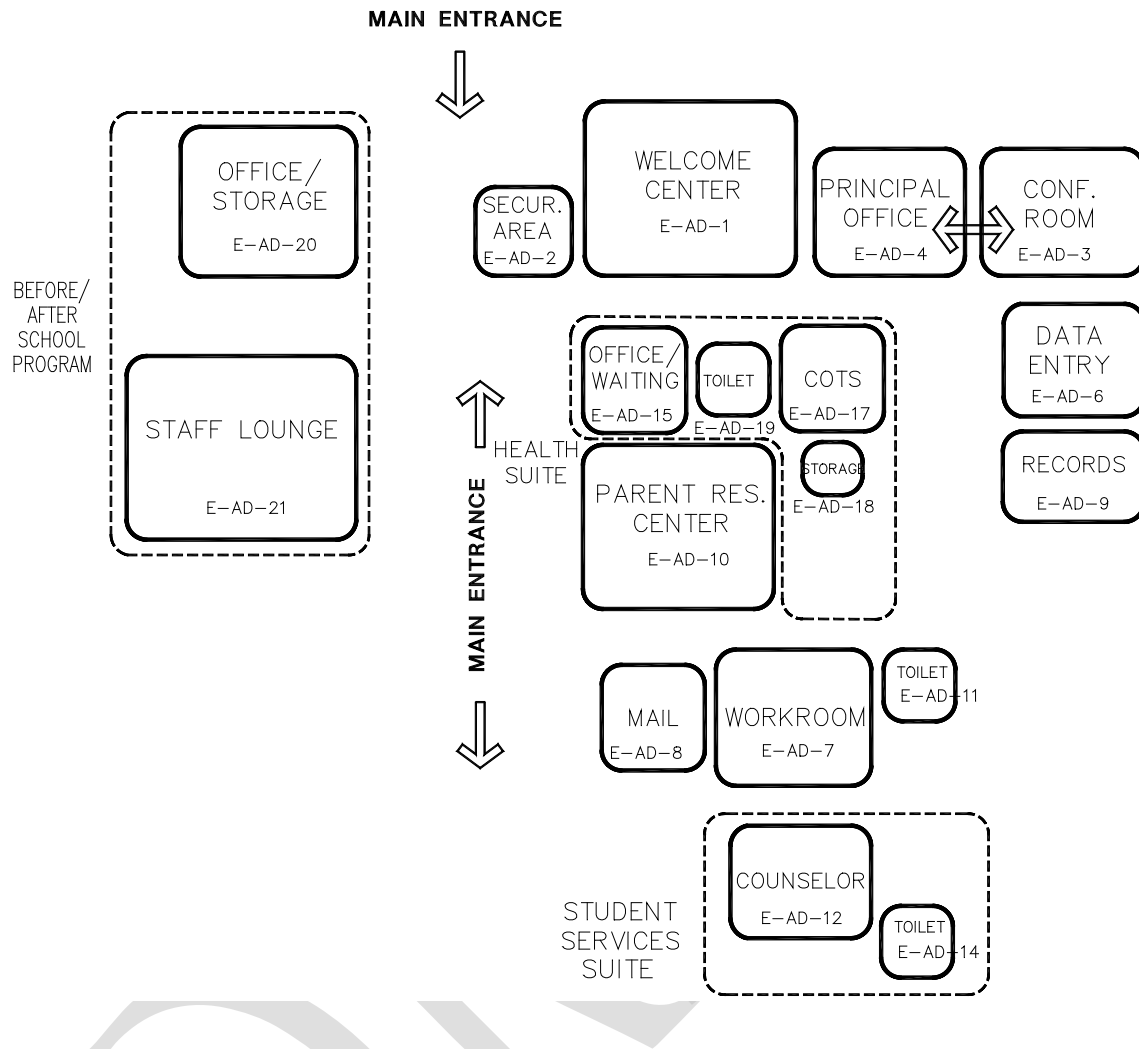
Spaces	Suggested			Comments
	Qty.	S.F.	Total	
Welcome Center	1	300	300	Welcoming Area, Work area for Administrative Asst. & Business Manager
Annex welcome area	1	200	200	
Security Area w/ locking storage	1	75	75	May be in front entryway or incorporated into Welcome Center.
Conference Room*	1	200	200	
Principal's Office	1	180	180	Including toilet
Office (AP, etc.)	1	120	120	
Administrative Workroom	1	150	150	
Mailroom	1	75	75	
Records Room*	1	100	100	Needs to be a secure space.
Parent Resource Center*	1	200	200	Near the front door.
Toilet	1	50	50	
<b>Student Services Suite</b>				
Counselor	1	150	150	
<b>Health Suite</b>				
Office/Waiting	1	100	100	
Treatment Area	1	80	80	
Cots	1	100	100	
Storage	1	25	25	
Toilet	1	50	50	
Before/After School Office/Storage*	1	250	250	
Staff Lounge *	1	350	350	Includes staff toilet with shower. Could be divided among floors.
<b>Total</b>			<b>2,755</b>	

**Comments:** The overall total for the administration area may be + or – 15%. Some areas may be combined to facilitate circulation. Some areas (\*) may be located outside of the suite to make the best use of the existing building.





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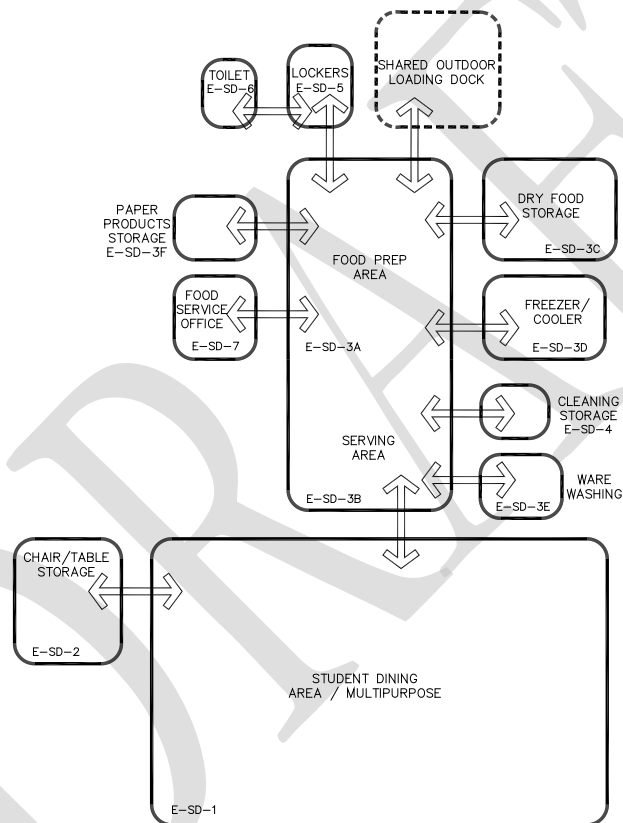


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DEPARTMENT OF GENERAL SERVICES

## Dinning and Food Services

Spaces	Suggested			Comments
	Qty.	S.F.	Total	
Student Dining Area/Multi-purpose (w/ serving line)	1	3200	3200	As is
Chair and Table Storage	1	200	200	
Kitchen Suite	1	1500	1500	
<b>Total</b>			<b>4900</b>	

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







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## ENGINEERING AND CUSTODIAN

Spaces	Suggested			Comments
	Qty.	S.F.	Total	
Supply Storage / Receiving	1	350	350	
Toilet/Shower	2	100	200	
Custodial/Engineer Office	1	150	150	
<b>Total</b>			<b>700</b>	

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

