

**Attachment A**

Raymond Elementary School Education Specifications & Narrative



**Raymond Elementary  
Modernization Program  
Prepared: March 4, 2020**

**School:** Raymond Elementary School  
**Address:** 915 Spring Rd NW, Washington, DC 20010  
**Grades Served:** PK3-5th  
**SY19-20 Enrollment:** 525 students  
**Design Capacity:** 590 students

**Raymond Mission & Vision**

Raymond Elementary School is an equitable and inclusive community where we empower our scholars to stimulate critical-thinking, grapple with challenges, and embrace diversity. We are committed to developing the "whole-child" for college or career.

The vision of Raymond Elementary School is to create an exemplary learning community. Students will acquire the necessary skills to become college and career ready.

**Raymond Building History**

Charles W. Raymond Elementary School, 915 Spring Road NW, was constructed in two sections in 1924 and 1928, with alterations in 1964 when classrooms on the west side were added. Albert L. Harris was the architect. Its notable feature is its long rectangular red brick box with scant limestone trim. A limestone strip at the parapet provides space for the school's name. The school was named in honor of Charles W. Raymond, who served as engineer commissioner from 1888 to 1890, and a U.S. Corps of Engineers member. Raymond graduated from West Point and served as assistant engineer in the construction of the defenses of Alcatraz Island near San Francisco, California.

**General School Information**

Raymond Elementary School is a public elementary school located in Ward 4. In recent history it was an Education Campus, serving children up through 8<sup>th</sup> grade, but is transitioning to an elementary school starting in School Year 20-21 and the modernization scope will include spaces for serving students from PK3 through 5<sup>th</sup> grade.

The modernized Raymond building will be roughly 85,000 square feet. A portion of the existing building is considered contributing historic academic, which includes the multi-purpose room. The multi-purpose room serves as the combined cafeteria, gym, and auditorium. The school will receive a full modernization to bring it in line with the DCPS educational specifications.

Throughout the building, the modernization will address Americans with Disabilities Act (ADA) requirements. Learning, instruction, and support technology will be brought up to cutting edge standards and capacity. Classroom square footage will be expanded/right-sized to create an adequate 21<sup>st</sup> century learning environment and meet the DCPS educational specification standards. The current multi-purpose rooms is also undersized and the new modernized design shall allow for physical education (gym) and dinning services (cafeteria) to take place simultaneously during the school day. Finally, discovery commons spaces, small group rooms, and resource rooms will be integrated into design to accommodate special projects, collaborative work, and individual pull-out instruction.

Given the site constraints, the project team shall evaluate options to expand the existing footprint, while still prioritizing the existing outdoor features: playgrounds, outdoor gardens, and parking. The school is currently attached to an adjacent DPR recreation center. However, all the school's educational specification requirements shall be met on the DCPS property independent of what DPR offers.

Other current community partnerships include:

- Deloitte Law Firm
- DC Scores
- Live it, learn it
- Embassy Adoption Program
- Colin Powell Leadership Club
- Literacy Lab
- Washington Architectural Foundation

Other school-based programs include:

- Academic Enrichment
  - The Creative Curriculum
  - iReady Blended Learning Program
  - Foundations/ BURST Intervention
  - Read 180
  - Winter and Spring Intersession
- Wellness and Fitness
  - Girls and Boys on the Run Club
  - DC Scores/ Raymond Track and Field Team
  - Girls/ Boys Basketball
  - DEA Dare Dance
  - Tiger Step Team
- Arts and Culture
  - Live It, Learn It
  - Raymond Broadway Production Club
  - Embassy Adoption Program
  - World Languages Offerings (Spanish)

The ed spec space summary sheet for the 590-student capacity and the educational specification front-end narrative are included in this appendix. Programmatic requirements are subject to change. As part of the design process, the full modernization design team will work closely with the school leadership, various DCPS Central Office departments, the Raymond specific School Improvement Team (SIT) and the wider community to better understand community vision and the unique Raymond Elementary School culture.

Raymond Elementary School  
 915 Spring Road NW  
 Washington, DC 20010



Raymond Elementary School

Enrollment	<input type="text" value="590"/>	School Type	<input type="text" value="Elementary"/>
Lunch Periods	<input type="text" value="3"/>		
Title One	<input type="text" value="Yes"/>		
Design Capacity	<input type="text" value="663"/>		
Total SQFT	<input type="text" value="92,723"/>		

Academic Spaces

Space	Description	Qty	Size	Total
E-ACA-1	Pre-S/Pre-K	6	1025	6,150
E-ACA-1a	Kindergarten/Grade 1 Classroom	8	1025	8,200
E-ACA-1b	Pre-S/Pre-K/Kindergarten/Grade 1 Classroom storage	14	100	1,400
E-ACA-2	Early Childhood/Montessori	0	1125	0
E-ACA-3	Pre-S/Pre-K/Kindergarten/Grade 1 Restroom	14	60	840
E-ACA-4	Early Elementary Resource / Small Group Room	0	0	0
E-ACA-5	Outdoor Storage - Early Childhood	1	External	External
E-ACA-6	Grades 2-5 Classroom	15	900	13,500
E-ACA-7	Specials Lab	1	1000	1,000
E-ACA-8	Discovery Commons Activity Area	1	2000	2,000
E-ACA-9	Resource / Small Group Room	4	360	1,440
E-ACA-10	Self-Contained Classroom Grades 2-5	1	900	900
E-ACA-10a	Self-Contained Classroom Grades Pre-S - 1	2	1025	2,050
E-ACA-10b	Self-Contained Classroom Grades Pre-S - 1 restroom	2	60	120
E-ACA-10c	Self-Contained Classroom Grades Pre-S - 1 storage	2	100	200
E-ACA-11	OT / PT	2	450	900
E-ACA-12	Speech / OT / PT shared storage	2	150	300
E-ACA-13	Independent Area	2	75	150
E-ACA-14	Special Education Coordinator Office	1	150	150
E-ACA-15	Teacher Collaboration Room	3	300	900
E-ACA-16	General classroom storage	1	200	200
E-ACA-16a	Leveled reading storage room	1	300	300
E-ACA-16b	Laptop cart storage	0	75	0
E-ACA-17	Outdoor Classroom	1	External	External
E-ACA-18	Garden	1	Garden Size	Garden Size
E-ACA-19	Speech	1	150	150
E-ACA-20	Specials Office/Storage	1	250	250
Outdoor classroom and garden will be included, but currently no size is listed so as not to affect building gross square footage.				
<b>Sub-Total</b>				<b>41,100</b>

Library Spaces

Space	Description	Qty	Size	Total
E-LIB-1	Reading/Learning/Circulation Room	1	2500	2,500
E-LIB-2	Makerspace	1	500	500
E-LIB-3	Small Group Room	2	150	300
E-LIB-4	Combined Office / Workroom	1	400	400
E-LIB-5	Conference Room	1	250	250
<b>Sub-Total</b>				<b>3,950</b>

**Visual Arts**

Space	Description	Qty	Size	Total
E-VA-1	Art Lab	1	1000	1,000
E-VA-2	Art Lab	1	60	60
E-VA-3	Art Storage	1	150	150
			<b>Sub-Total</b>	<b>1,210</b>

**Performing Arts Spaces**

Space	Description	Qty	Size	Total
E-PA-1	General Music Room	1	900	900
E-PA-2	General Music Storage	1	250	250
			<b>Sub-Total</b>	<b>1,150</b>

**Physical Education Spaces**

Space	Description	Qty	Size	Total
E-PE-1	Gymnasium	1	5,000	5,000
E-PE-2	Stage (optional)	1	700	700
E-PE-3	Office	1	225	225
E-PE-4	Gym Storage	1	400	400
E-PE-5	Chair Storage	1	175	175
E-PE-6	Bicycle Storage	1	250	250
E-PE-7	Outdoor Storage	1	External	External
E-PE-8	Playgrounds	2	External	External
			<b>Sub-Total</b>	<b>6,750</b>

**Admin Spaces**

Space	Description	Qty	Size	Total
E-AD-1	Entrance Lobby	1	Gross Up	-
E-AD-2	Welcome Center	1	595	595
E-AD-3	Security Area	1	75	75
E-AD-4	Conference Room	1	200	200
E-AD-5	Principal's Office	1	200	200
E-AD-6	Administrative Office	3	150	450
E-AD-7	Administrative Workroom	1	400	400
E-AD-8	Records Room	1	150	150
E-AD-9	Parent Resource Center	1	200	200
E-AD-10	Counselor's Office	2	150	300
E-AD-11	Student Services	2	150	300
E-AD-12	Student Services Conference	1	200	200
E-AD-13	After School Program Office	1	300	300
E-AD-14	Staff Lounge	1	400	400
E-AD-15	Wellness / Lactation Room	1	150	150
			<b>Sub-Total</b>	<b>3,920</b>

**Health Services Spaces**

Space	Description	Qty	Size	Total
E-HS-1	Waiting Area	1	150	150
E-HS-2	Treatment Area	1	150	150
E-HS-3	Cots	1	100	100
E-HS-4	Office	1	100	100
E-HS-5	Storage	1	25	25
E-HS-6	Toilet	1	50	50
			<b>Sub-Total</b>	<b>575</b>

**Student Dining Spaces**

Space	Description	Qty	Size	Total
E-SD-1	Student Dining Area	1	3,147	3,147
E-SD-2	Multipurpose	0	5,000	0
E-SD-3	Stage (optional)	0	700	0
E-SD-4	Chair / Table Storage	1	250	250
E-SD-5	Kitchen / Food Preparation	1	650	650
E-SD-6	Serving Area	1	400	400
E-SD-7	Dry Food Storage	1	350	350
E-SD-8	Freezer / Cooler	1	250	250
E-SD-9	Ware Washing	1	200	200
E-SD-10	Cleaning Storage	1	60	60
E-SD-11	Food Service Office	1	150	150
E-SD-12	Toilet / Lockers	1	150	150
			<b>Sub-Total</b>	<b>5,607</b>

*If Dining and Gymnasium are adjacent, maximum SF shall be 5,000 SF between the two spaces*

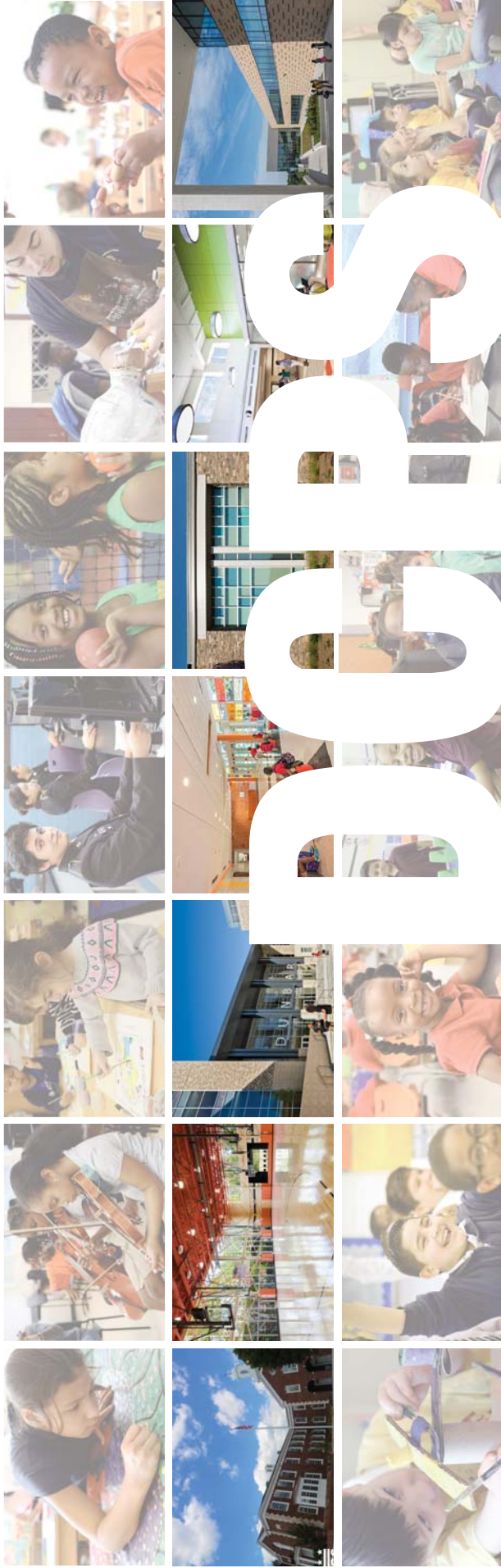
**Building Services**

Space	Description	Qty	Size	Total
E-BS-1	Supply Storage	1	150	150
E-BS-2	Toilet/Shower/Locker Room	1	150	150
E-BS-3	Custodial / DGS Office	2	150	300
E-BS-4	Large Group Restrooms	Included in Gross Up	-	-
E-BS-5	Custodial Closet	9	25	225
E-BS-6	Electrical Closet	Included in Gross Up	-	-
E-BS-7	MDF room	1	200	200
E-BS-7a	IDF room	3 minimum	100	300
E-BS-8	Corridors	Included in Gross Up	-	-
E-BS-9	Mechanical/Electrical Space/Decks	Included in Gross Up	-	-
E-BS-10	Custodial Equipment Storage	1	300	300
E-BS-11	Central Storage Area	1	590	590
E-BS-12	Receiving Area	1	150	150
E-BS-13	Staff Restroom	Gross Up	65	-
E-BS-14	Family Restroom	Gross Up	65	-
E-BS-15	Technology Storage	Included in Gross Up	-	-
E-BS-16	Laundry Room	1	80	80
			<b>Sub-Total</b>	<b>2,445</b>

Building Subtotal		66,707
Building Gross-up	39%	26,016
Building Total Sq. Ft.		<b>92,723</b>

**Attachment B**

Elementary Program Educational Specifications, 2017 –w/ Appendices A, B, & C

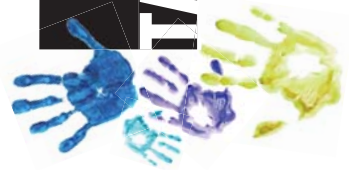


# EDUCATIONAL SPECIFICATIONS

 DISTRICT OF COLUMBIA  
PUBLIC SCHOOLS



**ELEMENTARY SCHOOL  
PROTOTYPE PROGRAM**



# TABLE OF CONTENTS

# TABLE OF CONTENTS



## ACADEMIC CORE AREA

E-ACA	Space Program	<b>8</b>
E-ACA	Adjacency Diagram	<b>9</b>
E-ACA-1	Pre-S / Pre-K / Kindergarten / Grade 1 Classroom	<b>10</b>
E-ACA-2	Early Childhood / Montessori	<b>14</b>
E-ACA-3	Pre-S / Pre-K / Kindergarten / Grade 1 Restroom	<b>18</b>
E-ACA-4	Early Elementary Resource / Small Group Room	<b>20</b>
E-ACA-5	Outdoor Storage - Early Childhood	<b>22</b>
E-ACA-6	Grades 2-5 Classroom	<b>24</b>
E-ACA-7	Project / Science Lab	<b>28</b>
E-ACA-8	Discovery Commons Activity Area	<b>30</b>
E-ACA-9	Resource / Small Group Room	<b>32</b>
E-ACA-10	Self-Contained Classroom	<b>34</b>
E-ACA-11	Speech / OT/PT	<b>38</b>
E-ACA-12	Speech / OT/PT Storage	<b>40</b>
E-ACA-13	Independent Area	<b>42</b>
E-ACA-14	Special Education Coordinator Office	<b>44</b>
E-ACA-15	Teacher Collaboration Room	<b>46</b>
E-ACA-16	Textbook / Cart Storage	<b>48</b>
E-ACA-17	Outdoor Classroom	<b>50</b>
E-ACA-18	Garden	<b>52</b>

## LIBRARY

E-LIB	Space Program	<b>56</b>
E-LIB	Adjacency Diagram	<b>57</b>
E-LIB-1	Reading / Learning / Circulation Room	<b>58</b>
E-LIB-2	Makerspace	<b>62</b>
E-LIB-3	Small Group / Conference Room	<b>64</b>
E-LIB-4	Combined Office / Workroom	<b>66</b>
E-LIB-5	Device Charging Room	<b>68</b>

## VISUAL ARTS

E-VA	Space Program	<b>72</b>
E-VA	Adjacency Diagram	<b>73</b>
E-VA-1	Art Lab	<b>74</b>
E-VA-2	Kiln Room	<b>76</b>
E-VA-3	Art Storage	<b>78</b>

## PERFORMING ARTS

E-PA	Space Program	<b>82</b>
E-PA	Adjacency Diagram	<b>83</b>
E-PA-1	General Music Room	<b>84</b>
E-PA-2	General Music Storage	<b>86</b>

## PHYSICAL EDUCATION

E-PE	Space Program	<b>90</b>
E-PE	Adjacency Diagram	<b>91</b>
E-PE-1	Gymnasium	<b>92</b>

E-PE-2	Stage	<b>94</b>
E-PE-3	Office	<b>96</b>
E-PE-4	Storage	<b>98</b>
E-PE-5	Chair Storage	<b>100</b>
E-PE-6	Bicycle Storage	<b>102</b>
E-PE-7	Outdoor Storage	<b>104</b>
E-PE-8	Playgrounds	<b>106</b>

## ADMINISTRATIVE SPACES

E-AD	Space Program	<b>110</b>
E-AD	Adjacency Diagram	<b>111</b>
E-AD-1	Entrance Lobby	<b>112</b>
E-AD-2	Welcome Center	<b>114</b>
E-AD-3	Security Area	<b>116</b>
E-AD-4	Conference Room	<b>118</b>
E-AD-5	Principal's Office	<b>120</b>
E-AD-6	Administrative Office	<b>122</b>
E-AD-7	Administrative Workroom	<b>124</b>
E-AD-8	Records Room	<b>126</b>
E-AD-9	Parent Resource Center	<b>128</b>
E-AD-10	Counselor's Office	<b>130</b>
E-AD-11	Student Services	<b>132</b>
E-AD-12	Student Services Conference	<b>134</b>
E-AD-13	After School Program Office	<b>136</b>
E-AD-14	Staff Lounge	<b>138</b>
E-AD-15	Wellness / Lactation Room	<b>140</b>

## TABLE OF CONTENTS (continued)

### HEALTH SERVICES

E-HS	Space Program	144
E-HS	Adjacency Diagram	145
E-HS-1	Waiting Area	146
E-HS-2	Treatment Area	148
E-HS-3	Cots	150
E-HS-4	Office	152
E-HS-5	Storage	154
E-HS-6	Toilet	156

### STUDENT DINING

E-SD	Space Program	160
E-SD	Adjacency Diagram	161
E-SD-1	Student Dining Area	162
E-SD-2	Multipurpose	163
E-SD-3	Stage	168
E-SD-4	Chair / Table Storage	170
E-SD-5	Kitchen / Food Preparation	172
E-SD-6	Serving Area	174
E-SD-7	Dry Food Storage	176
E-SD-8	Freezer / Cooler	178
E-SD-9	Ware Washing	180
E-SD-10	Cleaning Storage	182
E-SD-11	Food Service Office	184
E-SD-12	Toilet / Lockers	186

### BUILDING SERVICES

E-BS	Space Program	190
E-BS	Adjacency Diagram	191
E-BS-1	Supply Storage	192
E-BS-2	Toilet / Shower / Locker Room	194
E-BS-3	Custodial / DGS Office	196
E-BS-4	Large Group Restrooms	198
E-BS-5	Custodial Closet	200
E-BS-6	Electrical Closet	202
E-BS-7	Telecommunications Room	204
E-BS-8	Corridors	206
E-BS-9	Mechanical / Electrical Space / Decks	208
E-BS-10	Custodial Equipment Storage	210
E-BS-12	Central Storage Area	212
E-BS-13	Receiving Area	214
E-BS-14	Staff Restroom	216
E-BS-15	Family Restroom	218
E-BS-16	Technology Storage	220
E-BS-17	Laundry Room	222

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## E-ACA /// **ACADEMIC CORE AREA**

PRE-S/PRE-K/KINDERGARTEN/1ST GRADE  
CLASSROOM

EARLY CHILDHOOD MONTESSORI CLASSROOM  
(OPTIONAL)

PRE-S/PRE-K/KINDERGARTEN/1ST GRADE  
RESTROOM

EARLY ELEMENTARY RESOURCE / SMALL GROUP  
ROOM

OUTDOOR STORAGE-EARLY CHILDHOOD  
GRADES 2-5 CLASSROOM

PROJECT LAB / SCIENCE LAB

DISCOVERY COMMONS ACTIVITY AREA

RESOURCE / SMALL GROUP ROOM

SELF-CONTAINED CLASSROOM

SPEECH / OT / PT

SPEECH / OT / PT STORAGE

INDEPENDENT AREA

SPECIAL EDUCATION COORDINATOR OFFICE

TEACHER COLLABORATION ROOM

TEXTBOOK / CART STORAGE

OUTDOOR CLASSROOM

GARDEN

SPACE	325 STUDENTS			400 STUDENTS			500 STUDENTS			700 STUDENTS		
	QTY	SF	TOTAL	QTY	SF	TOTAL	QTY	SF	TOTAL	QTY	SF	TOTAL
<b>ACADEMIC CORE AREA</b>												
Pre-S/Pre-K/Kindergarten /1st Grade Classroom	7	1,125	7,875	9	1,125	10,125	10	1,125	11,250	13	1,125	14,625
Early Childhood Montessori**	--	1,125	--	--	1,125	--	--	1,125	--	--	1,125	--
Pre-S/Pre-K/Kindergarten/ Restroom	7	50	750	9	50	750	10	50	700	13	50	700
Early Elementary Resource/ Small Group Room	2	450	350	2	450	450	2	450	500	2	450	650
Outdoor Storage-Early Childhood	1	200	200	1	200	200	1	200	200	1	200	200
Grades 2-5 Classroom	8	900	7,200	8	900	7,200	12	900	10,800	16	900	14,400
Project Lab/Science Lab	1	1,000	1,000	1	1,000	1,000	1	1,000	1,000	1	1,000	1,000
Discovery Commons Activity Area	1	1,625	1,625	1	2,000	2,000	1	2,500	2,500	1	3,500	3,500
Resource/Small Group Room	3	360	1,080	4	360	1,440	5	360	1,800	7	360	2,520
Self Contained Classroom	1	900	900	1	900	900	2	900	1,800	2	900	1,800
Speech/OT/PT	2	450	900	2	450	900	2	450	900	3	450	1,350
Speech/OT/PT Storage	2	150	300	2	150	300	2	150	300	3	150	450
Independent Area*	1	75	75	1	75	75	1	75	75	1	75	75
Special Education Coordinator Office	3	150	450	3	150	450	3	150	450	3	150	450
Teacher Collaboration Room	3	300	900	4	300	1,200	4	300	1,200	5	300	1,500
Textbook/Cart Storage	5	200	1,000	5	200	1,000	5	200	1,000	5	200	1,000
Outdoor Classrooms	1	900	900	1	900	900	1	900	900	1	900	900
Garden**	--	--	--	--	--	--	--	--	--	--	--	--
<b>TOTAL</b>			<b>25,255</b>			<b>28,640</b>			<b>35,375</b>			<b>45,320</b>

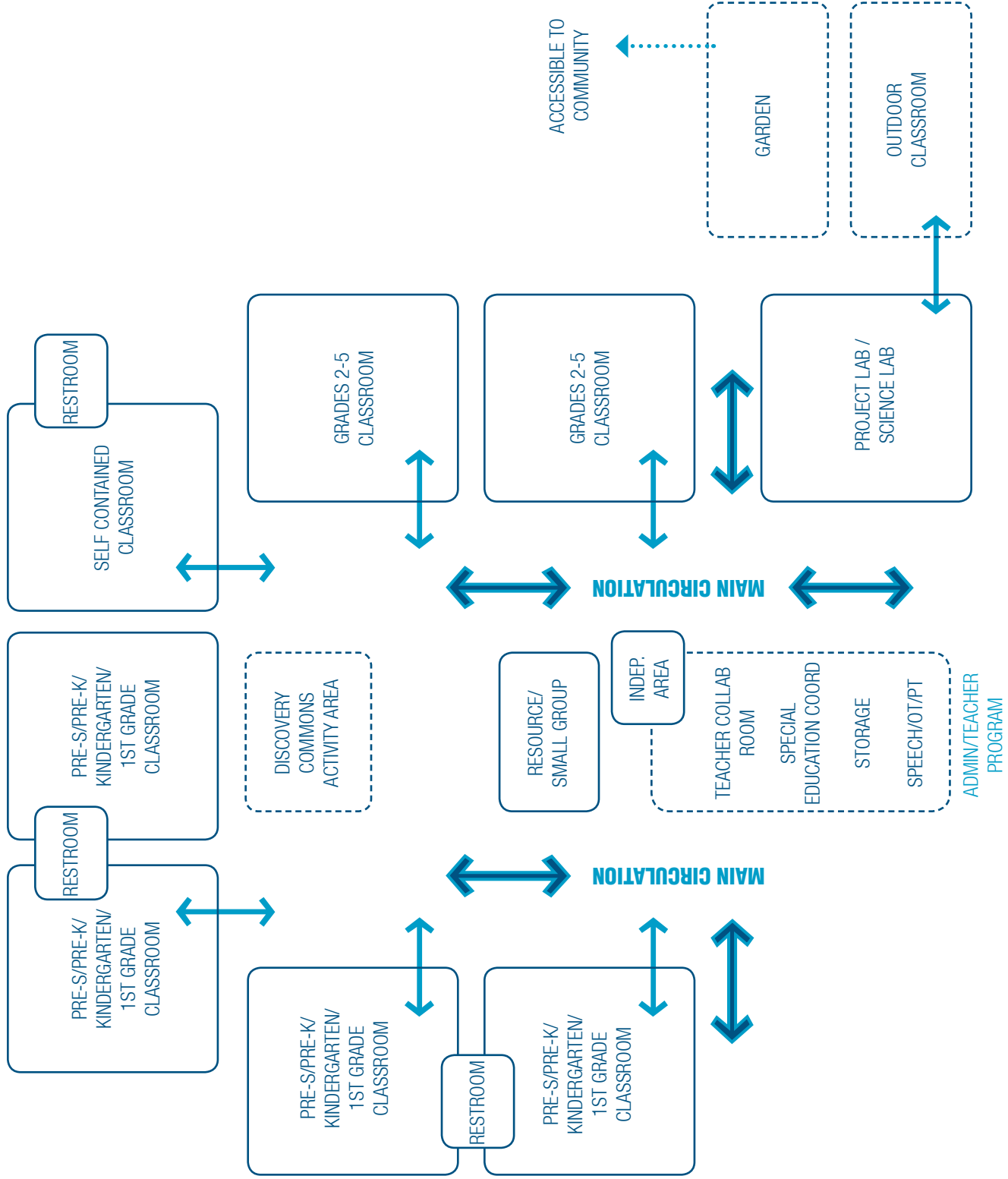
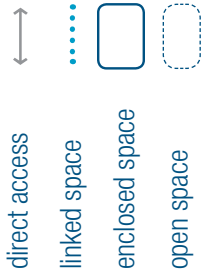
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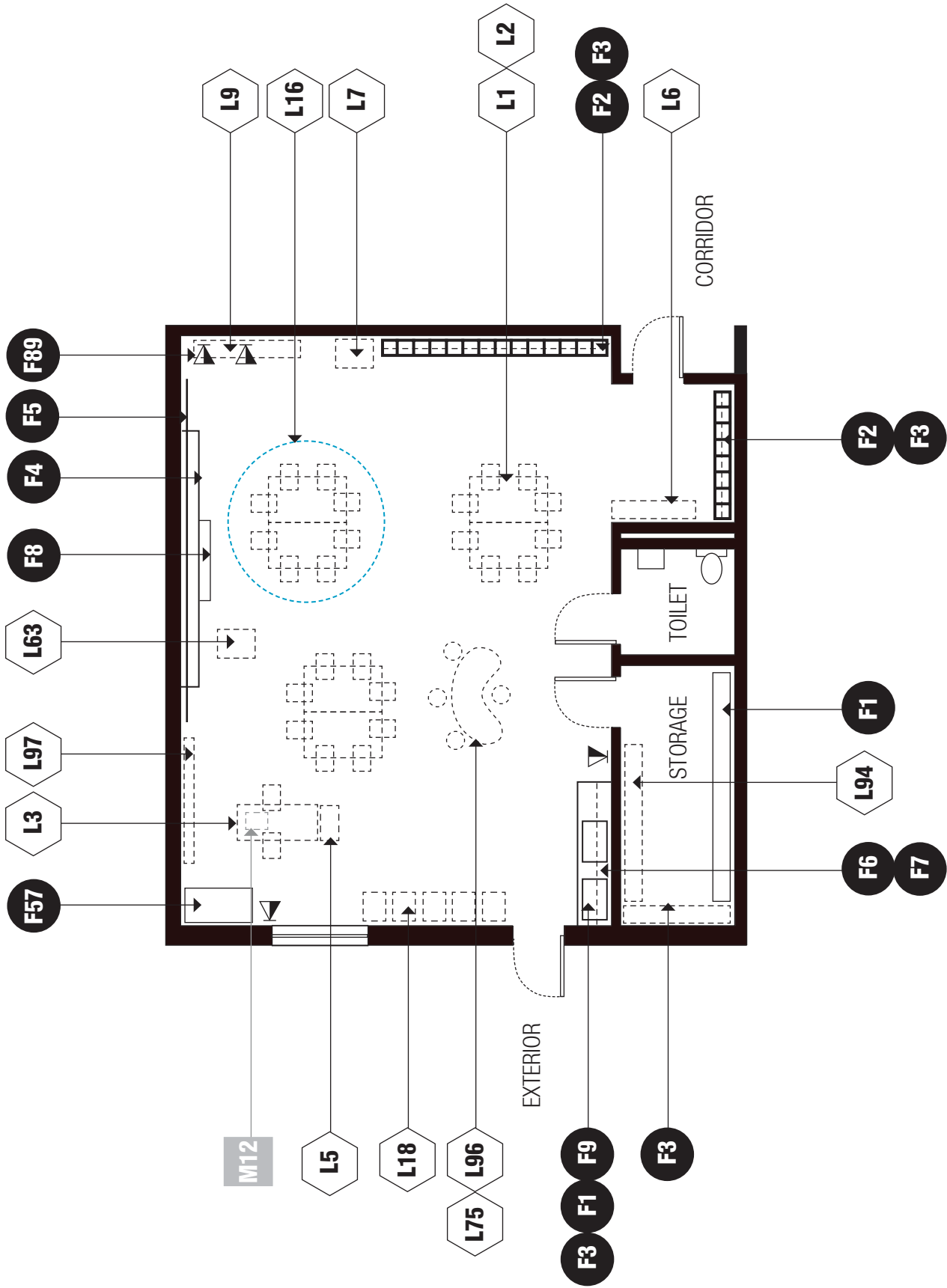
\*Independent Areas must be provided for certain Special Education programs. If these Special Education programs are not offered at a particular school, these areas are not required. The determination to include or exclude these programs will be made during the site-specific Ed Spec process.

\*\*This space is optional. The inclusion of this space will be determined during the site-specific Ed Spec process and approved by DCPS.

Note: In this document, staff assumptions were made to ensure staff spaces were approximately correct at each capacity model. Specific square footage requirements and quantity of spaces will be completed during the site specific ed spec process. Assumptions for the capacity model are:

325 students : 51 staff; 400 students : 57 staff; 500 students : 66 staff; 700 students: 81 staff.





**E-ACA-1 /// PRE-S / PRE-K / KINDERGARTEN / 1ST GRADE CLASSROOM**

**size**

1,125 SF

**capacity/users**

16-25 students

2 teachers

parents/aides/staff members

**ancillary spaces**

pre-s/pre-k/kindergarten/1st grade

restroom (E-ACA-3)

storage closet

**spatial relationships**

access to outside if possible

group classrooms for potential teaming

designate area for cot storage (stacked)

locate coat cubbies near door

locate at first floor for emergency

evacuations if possible

centers in the classroom may include:

housekeeping

blocks

library / books

writing table

art

sand and water tables

**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

**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

uniform and controllable lighting

proportion classroom for effective viewing

and listening from all areas of the

classroom

window treatment to darken room for AV

presentation

consider placement of one-way mirrors to

observe early childhood students from adjacent space - a small observation room could be placed between each pair of classrooms with visual access to both rooms  
lite in door for visual access and security purposes

● LEGEND ///

**fixed furnishings**

F1 base/wall cabinets and shelving (12-24

LF above and below sinks, lockable)

F2 student cubbies (24-30, 11"W x 13"D  
x 12"H, can double stack as long as  
they remain at student height)

F3 wall shelving (30" -36" height, lockable)

F4 marker board (6 LF minimum)

F5 tackable/magnetic wall surface (6 LF  
minimum)

F6 soap dispenser

F7 towel dispenser

F8 wall-mounted interactive electronic  
presentation device

F9 classroom sink with bubbler

▶ F57 30" itinerant / aid station

F89 data drop



**loose furnishings**

L1 stackable/nesting chairs (25)

L2 stackable/nesting tables (4-5)

L3 teacher work surface with mobile  
storage and two chairs

L5 four drawer lateral file cabinet

L6 mobile shelving (various)

L7 teacher's lockable wardrobe (18"x18")

L9 sand/water table, kitchen, art cart, etc.

L16 bound group rug (1)

L18 lounge chairs (5)

L63 resource media cart (optional)

L75 kidney table

L94 flat storage

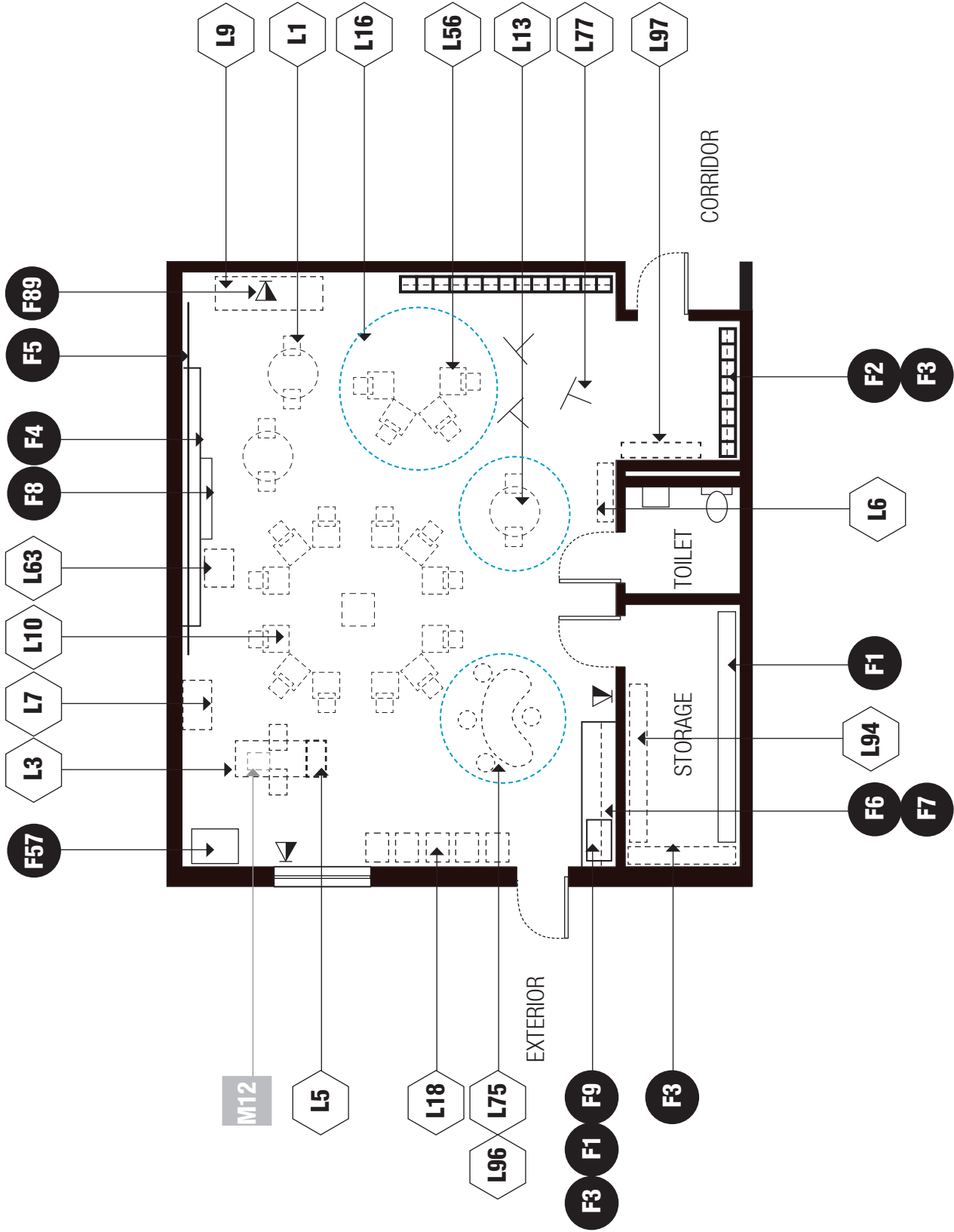
L96 kidney table stool (3-5)

L97 bookcase (25 LF)

**AV & IT equipment**

M12 laptop computer

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**E-ACA-2 /// EARLY CHILDHOOD / MONTESSORI**

**size**

1,125 SF

**capacity/users**

16-25 students

2 teachers

parents/staff members/aides

**ancillary spaces**

pre-s/pre-k/kindergarten/1st grade

restroom (E-ACA-3)

storage closet

**spatial relationships**

near corridor

near media center

near workroom/teacher office

group classrooms for potential teaming

locate cubbies near student work area

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

**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

uniform and controllable lighting

proportion classroom for effective viewing

and listening from all areas of the

classroom

consider placement of one-way mirrors to

observe early childhood students

from adjacent space - a small

observation room could be placed

between each pair of classrooms with

visual access to both rooms

window treatment to darken room for AV

presentation

lite in door for visual access and security

LEGEND ///

● **fixed furnishings**

- F1 base/wall cabinets and shelving (12-24 LF, above and below sinks, lockable)
- F2 student cubbies (24-30, 11"W x 13"D x 12"H, can double stack as long as they remain at student height)
- F3 wall shelving (30" -36" height, lockable)
- F4 marker board (6 LF minimum)
- F5 tackable / magnetic wall surface (6 LF minimum)
- F6 soap dispenser
- F7 towel dispenser
- F8 wall mounted interactive electronic presentation device
- F9 classroom sink with bubbler
- F57 30" itinerant / aid station
- ▶ F89 data drop

○ **loose furnishings**

- L1 stackable/nesting chairs (25)
- L56 trapezoid desks

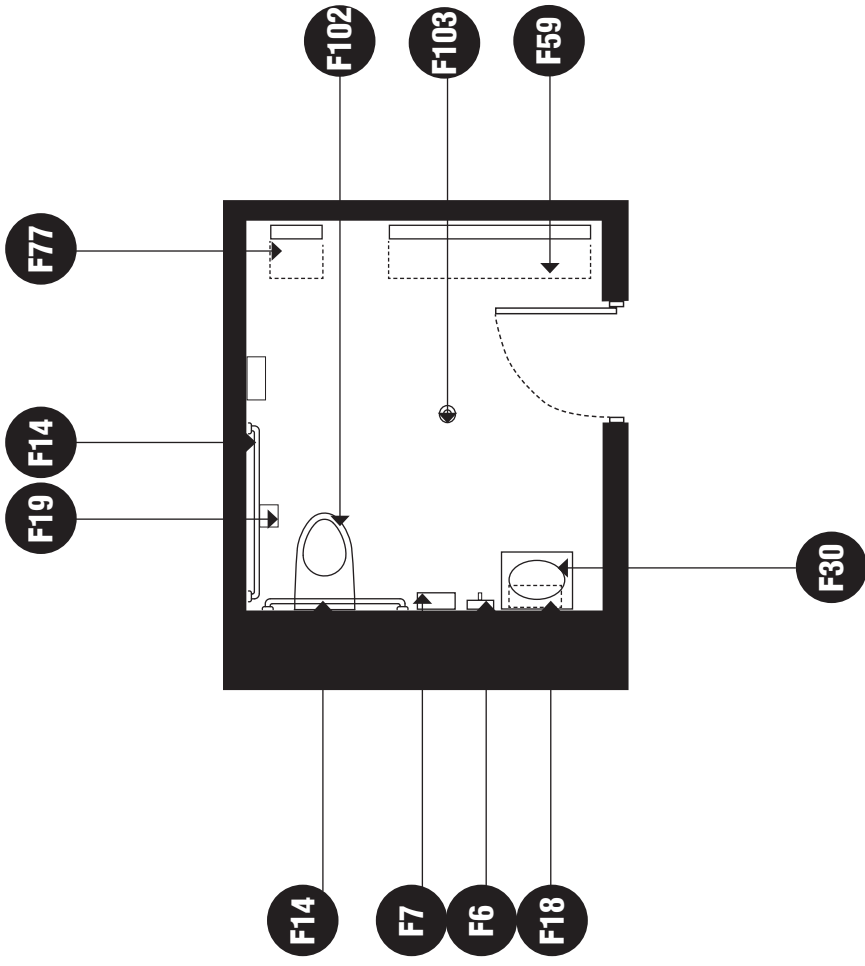
purposes

- L3 teacher work surface with mobile storage and two chairs
- L5 four drawer lateral file cabinet
- L6 mobile shelving (various)
- L7 teacher's lockable wardrobe (18"x18")
- L9 sand/water table, kitchen, art cart, etc
- L10 student desks
- L13 small tables (3: handwashing, practical life, and snacks)
- L16 bound group rug (3: group area, block area, and reading area)
- L18 lounge chairs (5)
- L63 resource media cart (optional)
- L75 kidney table
- L77 art easels (3-5)
- L94 flat storage
- L96 kidney table stool (3-5)
- L97 bookcase (25 LF)

**AV & IT equipment**

- M12 Laptop computer

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**E-ACA-3 /// PRE-S / PRE-K / KINDERGARTEN / 1ST GRADE RESTROOM**

**size**

50 SF

**capacity/users**

1 student

**ancillary spaces**

pre-s/pre-k/kindergarten/1st grade classroom (E-ACA-1)  
early childhood montessori (E-ACA-2)

**spatial relationships**

n/a

**goals**

to provide age appropriate private health space

**activities**

private health needs

**environmental considerations**

environmental sound control  
uniform and controllable lighting

LEGEND ///



**fixed furnishings**

- F6 soap dispenser
- F7 towel dispenser
- F14 grab bars (36" and 42")
- F18 mirror
- F19 toilet tissue holder
- F30 bathroom sink
- F59 changing table
- F77 mounted child seat
- F102 toilet
- F103 floor drain

\*age appropriate sizing



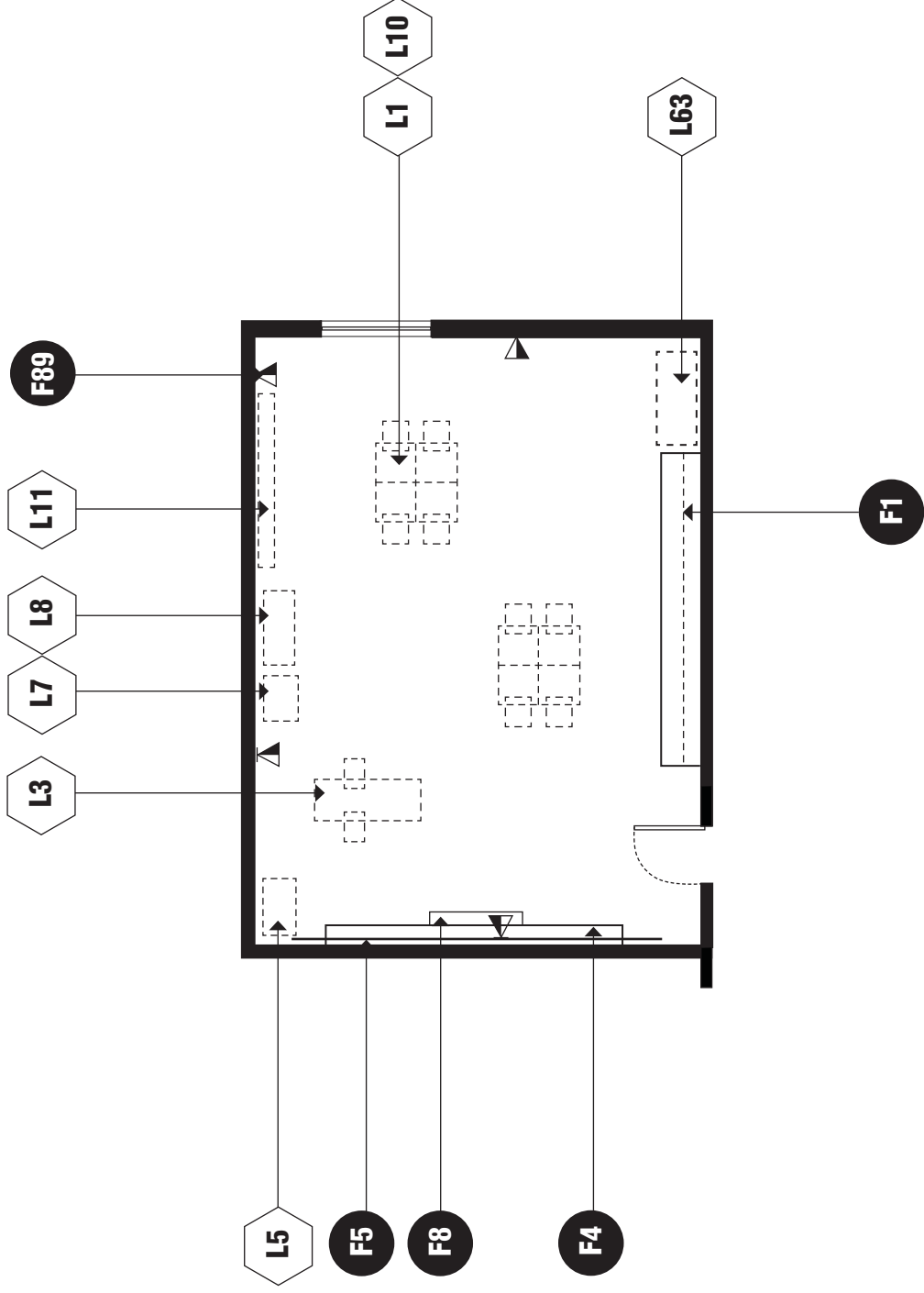
**loose furnishings**

n/a



**AV & IT equipment**

n/a



**E-ACA-4 /// EARLY ELEMENTARY RESOURCE / SMALL GROUP ROOM**

**size**

450 SF

**capacity/users**

8-10 students

2 staff members

**ancillary spaces**

n/a

**spatial relationships**

located within academic core areas

**goal**

a flexible space to accommodate a variety of individualized and specialized instruction for a variety of academic disciplines.

**activities**

small group work

independent instruction and work

reading, math, speech, etc.

one-on-one instruction

**environmental considerations**

windows to provide natural light and egress

adequate ventilation

electrical outlets for equipment

environmental sound control

uniform and controllable lighting

proportion classroom for effective viewing and listening from all areas of the classroom

window treatment to darken room for AV presentation

lite in door for visual access and security purposes

LEGEND ///

● **fixed furnishings**

F1 base/wall cabinets and shelving (lockable)

F4 marker board (on two walls, 6 LF minimum each)

F5 tackable/magnetic wall surface (6 LF minimum)

F8 wall-mounted interactive electronic presentation device

▶ F89 data drop

◻ **loose furnishings**

L1 stackable/nesting chairs (8-10)

L3 teacher work surface with mobile storage and two chairs

L5 four drawer lateral file cabinet

L7 teacher's lockable wardrobe (18"X18")

L8 tall cabinet with shelves

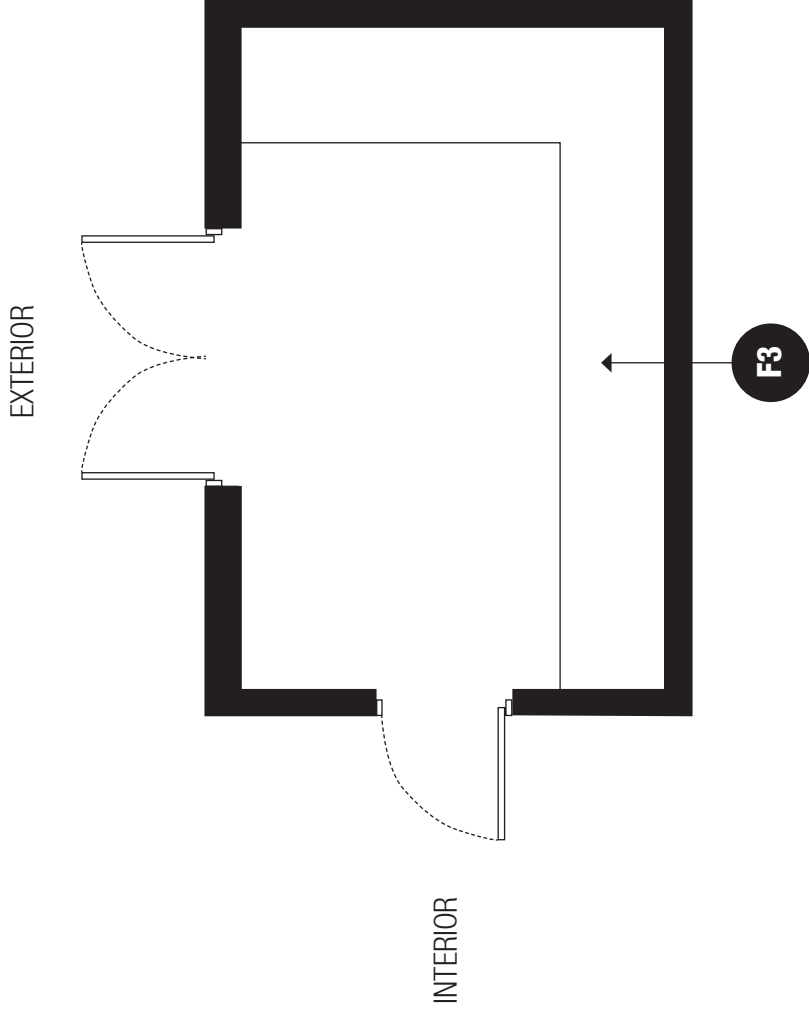
L10 student desks (8-10)

L11 adjustable height bookshelves

L63 resource media cart (optional)

■ **AV & IT equipment**

n/a



**E-ACA-5 /// OUTDOOR STORAGE - EARLY CHILDHOOD**

**size**

200 SF

**capacity/users**

2 staff members

**ancillary spaces**

n/a

**spatial relationships**

direct access to outdoors

near early childhood classrooms

direct access to interior corridor

**goal**

to provide storage for outdoor play equipment and supplies

**activities**

storage of portable outdoor play equipment

**environmental considerations**

uniform and controllable lighting  
proper ventilation as necessary

LEGEND ///

● **fixed furnishings**

F3 wall shelving (10'-16' total - 84" high, 12",  
24", or 30" deep)



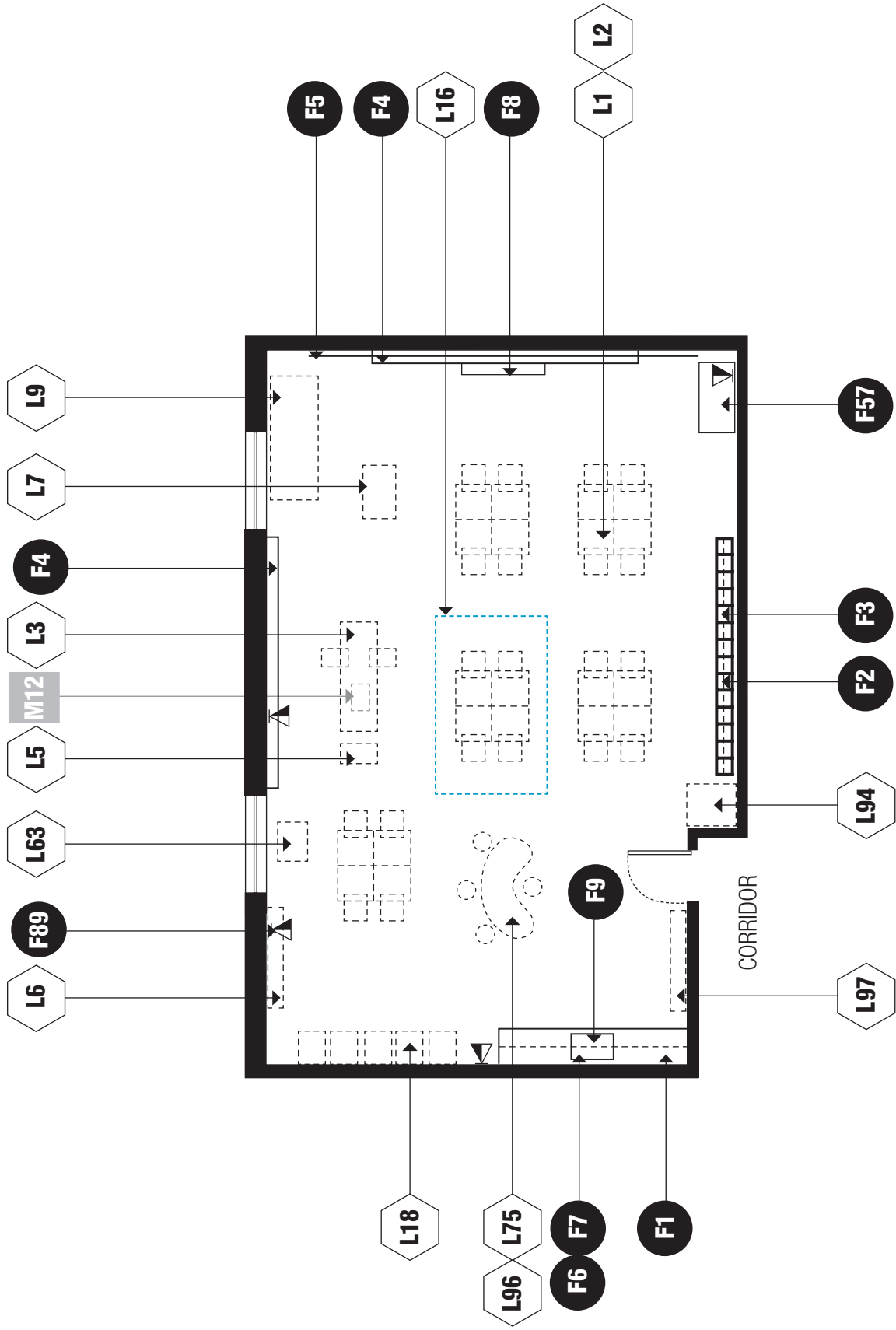
○ **loose furnishings**

n/a



■ **AV & IT equipment**

n/a



**E-ACA-6 /// GRADES 2 - 5 CLASSROOM**

**size**

900 SF

**capacity/users**

20-25 students

1 teacher

staff members

guest speakers/volunteers

**ancillary spaces**

n/a

**spatial relationships**

group classrooms for the engagement of student collaboration

this space addresses student's individual needs, interest and learning styles

located coat cubbies near door

located near bathrooms

two teaching/learning walls with student

height marker boards and technology infrastructure

**goal**

a flexible and adaptable space designed as a learning centered environment that accommodates any of the core academic disciplines and supports frequent reconfiguration.

**activities**

large group instruction

small group instruction and group work

one-on-one instruction

individualized and differentiated work

computer instruction

team teaching

oral presentations

testing

**environmental considerations**

windows to provide natural light and

egress

adequate ventilation

electrical outlets for equipment

environmental sound control

uniform and controllable lighting

proportion classroom for effective viewing

and listening from all areas of the

classroom

window treatment to darken room for AV

presentation

lite in door for visual access and security

purposes

LEGEND ///

● **fixed furnishings**

F1 base/wall cabinets and shelving (12-24 LF, above and below sinks, lockable)

F2 student cubbies (24-30, 11"W x 13"D x 12"H, can double stack as long as they remain at student height)

F3 wall shelving (30" -36" height, lockable)

F4 marker board (6 LF minimum)

F5 tackable/magnetic surface (6 LF minimum)

F6 soap dispenser

F7 towel dispenser

F8 wall-mounted interactive electronic presentation device

F9 classroom sink with bubbler

F57 30" itinerant / aid station

▶ F89 data drop

◻ **loose furnishings**

L1 stackable/nesting chairs (25)

L2 stackable/nesting tables (4-5)

L3 teacher work surface with mobile storage and two chairs

L5 four drawer lateral file cabinet

L6 mobile shelving (various)

L7 teachers lockable wardrobe (18"x18")

L9 sand/water table, kitchen, art cart, etc

L16 bound group rug (1)

L18 lounge chairs (5)

L63 resource media cart (optional)

L75 kidney table

L94 flat storage

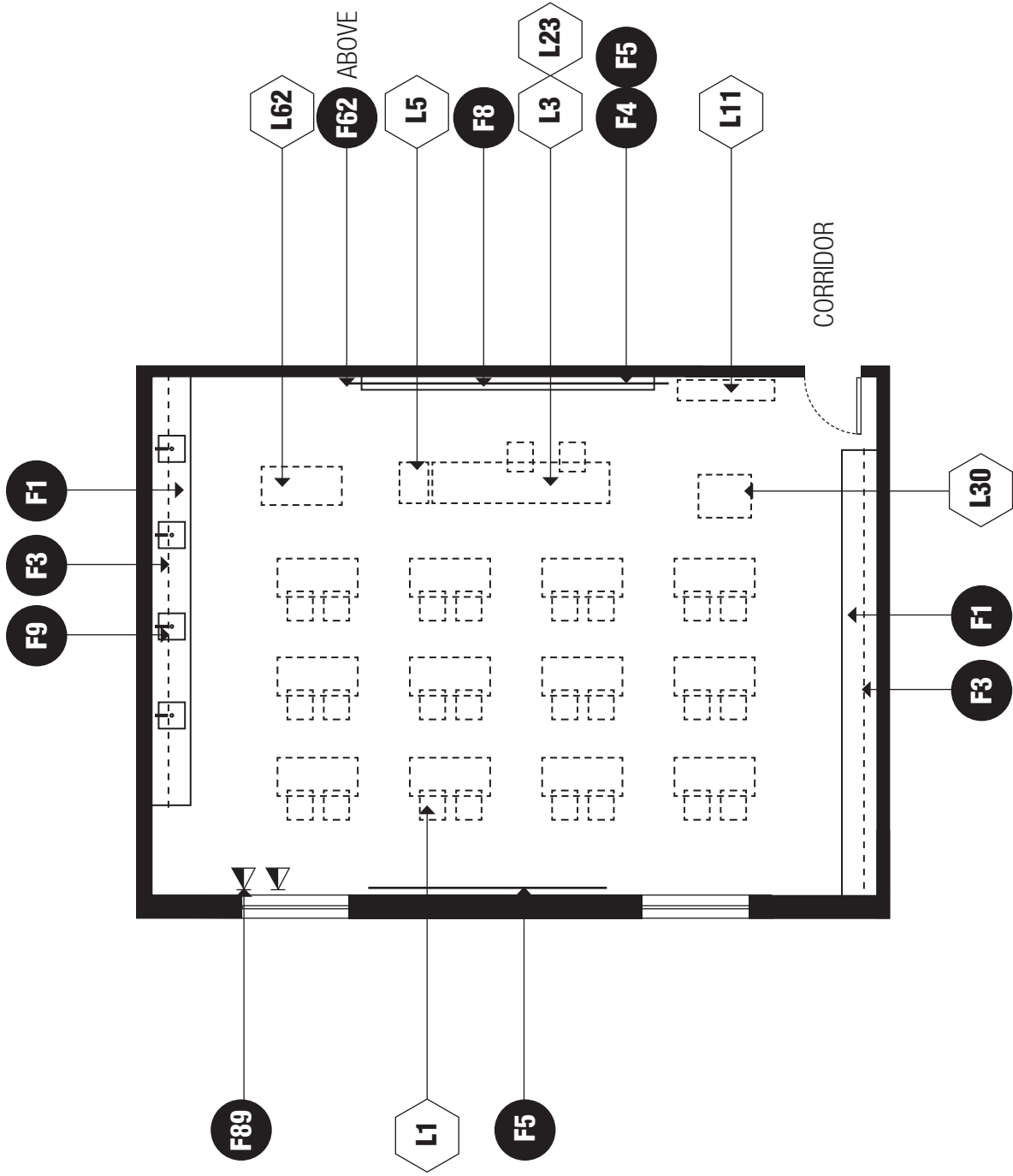
L96 kidney table stool (3-5)

L97 bookcase (25 LF)

■ **AV & IT equipment**

M12 laptop computer

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**E-ACA-7 /// PROJECT LAB / SCIENCE LAB**

## size

1,000 SF

## capacity/users

20-25 students

1 teacher

staff members

guest speakers/volunteers

## ancillary spaces

n/a

## spatial relationships

near academic core classrooms

near main corridor

near media center

near workshop/teacher office

adjacent to centralized storage

## goals

to create an instructional space located in each academic area available on a scheduled basis by department or team of teachers

## activities

direct instruction

research

student and class projects

cooperative learning groups

student display

teleconferencing

dry science

use of home chemicals

discovery

inquiry

## environmental considerations

windows to provide natural light and egress

adequate ventilation

environmental sound control

uniform and controllable lighting

proportion classroom for effective viewing and listening from all areas of the classroom

window treatment to darken room for AV presentation

lite in door for visual access and security purposes

## LEGEND ///

### ● fixed furnishings

F1 base/wall cabinets and shelving (100 LF of base cabinets, 30" wall cabinets above all base cabinets, lockable)

F3 wall shelving (lockable)

F4 marker board (on 2 walls, 6 LF minimum each)

F5 tackable/magnetic wall surface (6 LF minimum)

F8 wall mounted interactive electronic presentation device

F9 classroom sink with bubbler

F62 sound enhancement system

▶ F89 data drop



### loose furnishings

L1 stackable/nesting chairs

L3 teacher work surface with mobile storage and two chairs

L5 four drawer lateral file cabinet

L11 adjustable height bookshelves

L23 computer desk return

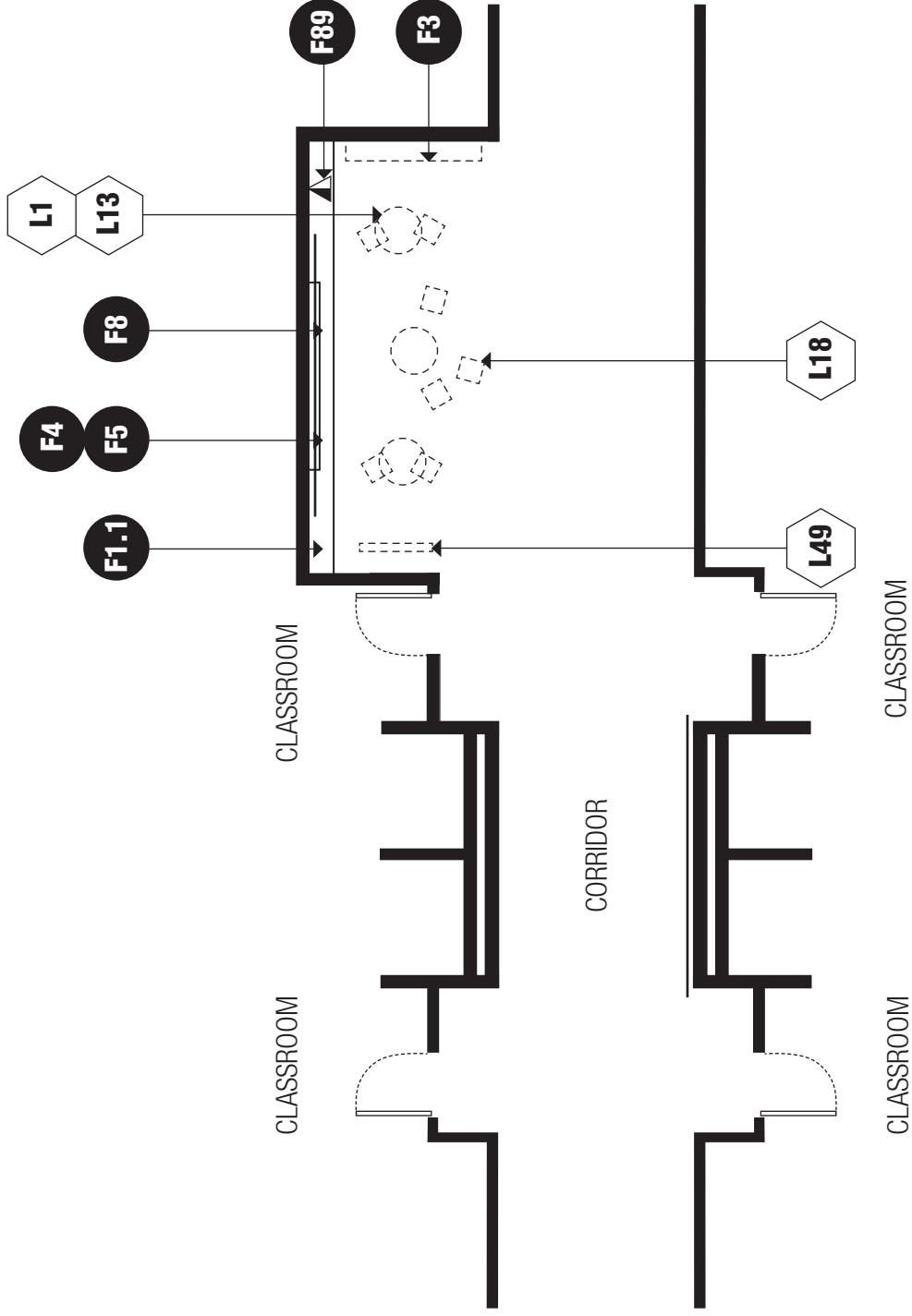
L30 mobile a/v cabinet

L62 two person adjustable table on casters



### AV & IT equipment

n/a



**E-ACA-8 /// DISCOVERY COMMONS ACTIVITY AREA**

## size

1,625-3,500 SF (distributed throughout school)

## capacity/users

4-25 students

1-2 teachers

## ancillary spaces

n/a

## spatial relationships

integrated into circulation

located within classroom clusters

## goal

to provide flexible, shared learning

support space for various group sizes and activities

## activities

collaborative learning centers

story telling

team activities

individual activities

small presentation/performance space

## environmental considerations

uniform and controllable lighting

environmental sound control

coordinate commons finishes and loose

furnishings with corridors

coordinate plumbing/HVAC/electrical/

technology needs with building's

overall technology plan

provide borrowed lites for visual

supervision from adjacent areas

## LEGEND ///

### ● fixed furnishings

TBD - based on age and school preference, may include:

F1.1 casework (countertops)

F3 wall shelving (lockable)

F4 marker board (6 LF minimum)

F5 tackable/magnetic wall surface (6 LF minimum)

F8 wall mounted interactive electronic

presentation device (optional)

▲ F89 data drop

### ○ loose furnishings

mixture of the following to support multiple learning activities in multiple learning

configurations:

L1 stackable/nesting chairs

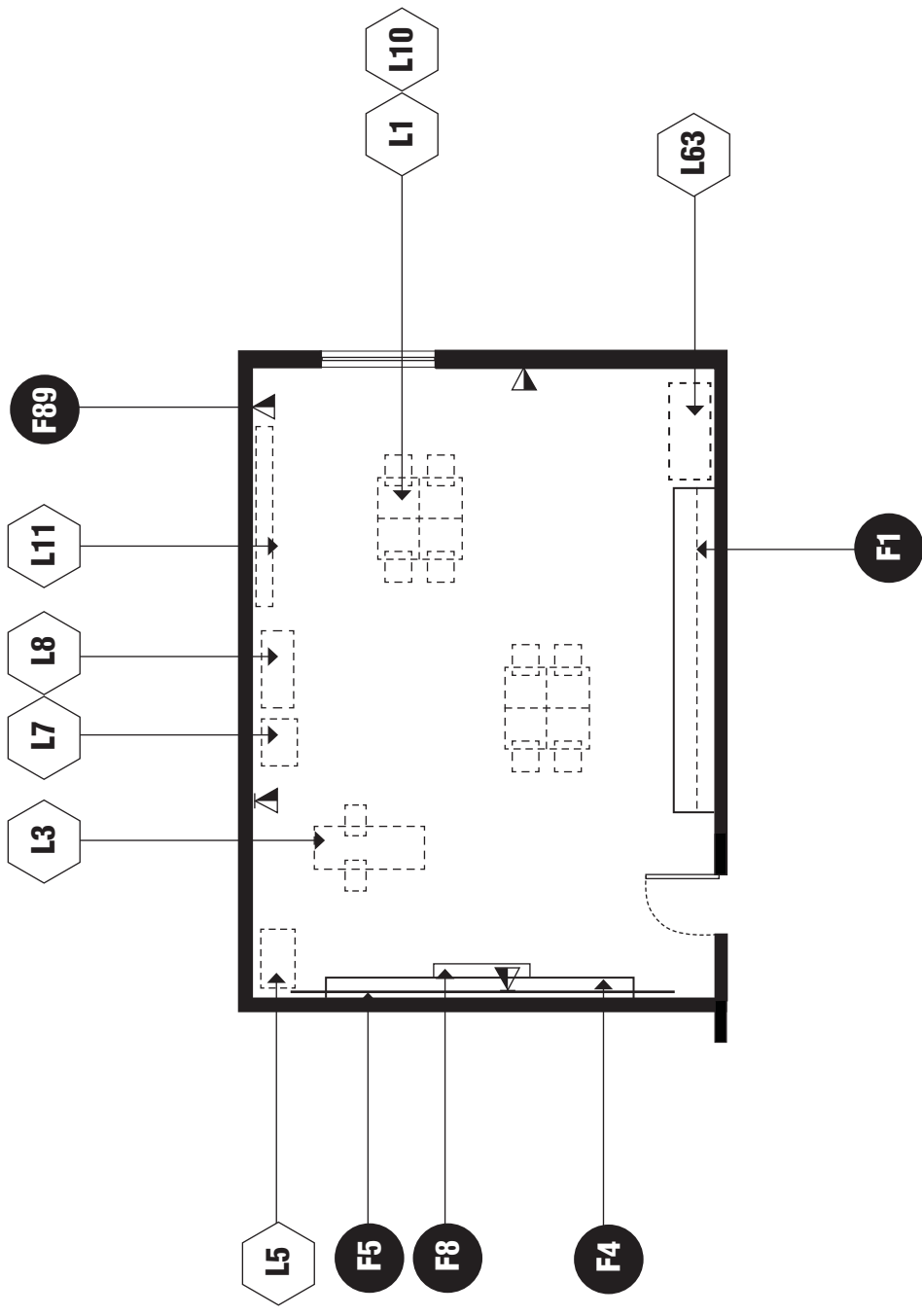
L13 small table(s)

L18 lounge chairs

L49 movable marker board

### ■ AV & IT equipment

n/a



**E-ACA-9 /// RESOURCE / SMALL GROUP ROOM**

**size**

360 SF

**capacity/users**

8-10 students

2 staff members

**ancillary spaces**

n/a

**spatial relationships**

located within academic core areas

**goal**

provide a flexible space to accommodate a variety of individualized and specialized instruction for a variety of academic disciplines

**activities**

small group work

independent instruction and work

reading, math, speech, etc.

one-on-one instruction

**environmental considerations**

windows to provide natural light and egress

adequate ventilation

electrical outlets for equipment

environmental sound control

uniform and controllable lighting

proportion classroom for effective viewing and listening from all areas of the

classroom

window treatment to darken room for AV

presentation

lite in door for visual access and

security purposes

LEGEND ///

● **fixed furnishings**

F1 base/wall cabinets and shelving

(lockable)

F4 marker board (on 2 walls, 6 LF minimum

each)

F5 tackable/magnetic wall surface (6 LF

minimum)

F8 wall-mounted interactive electronic

presentation device

▶ F89 data drop

◻ **loose furnishings**

L1 stackable/nesting chairs (8-10)

L3 teacher work surface with mobile

storage and two chairs

L5 four drawer lateral file cabinet

L7 teacher's lockable wardrobe (18"X18")

L8 tall cabinet with shelves

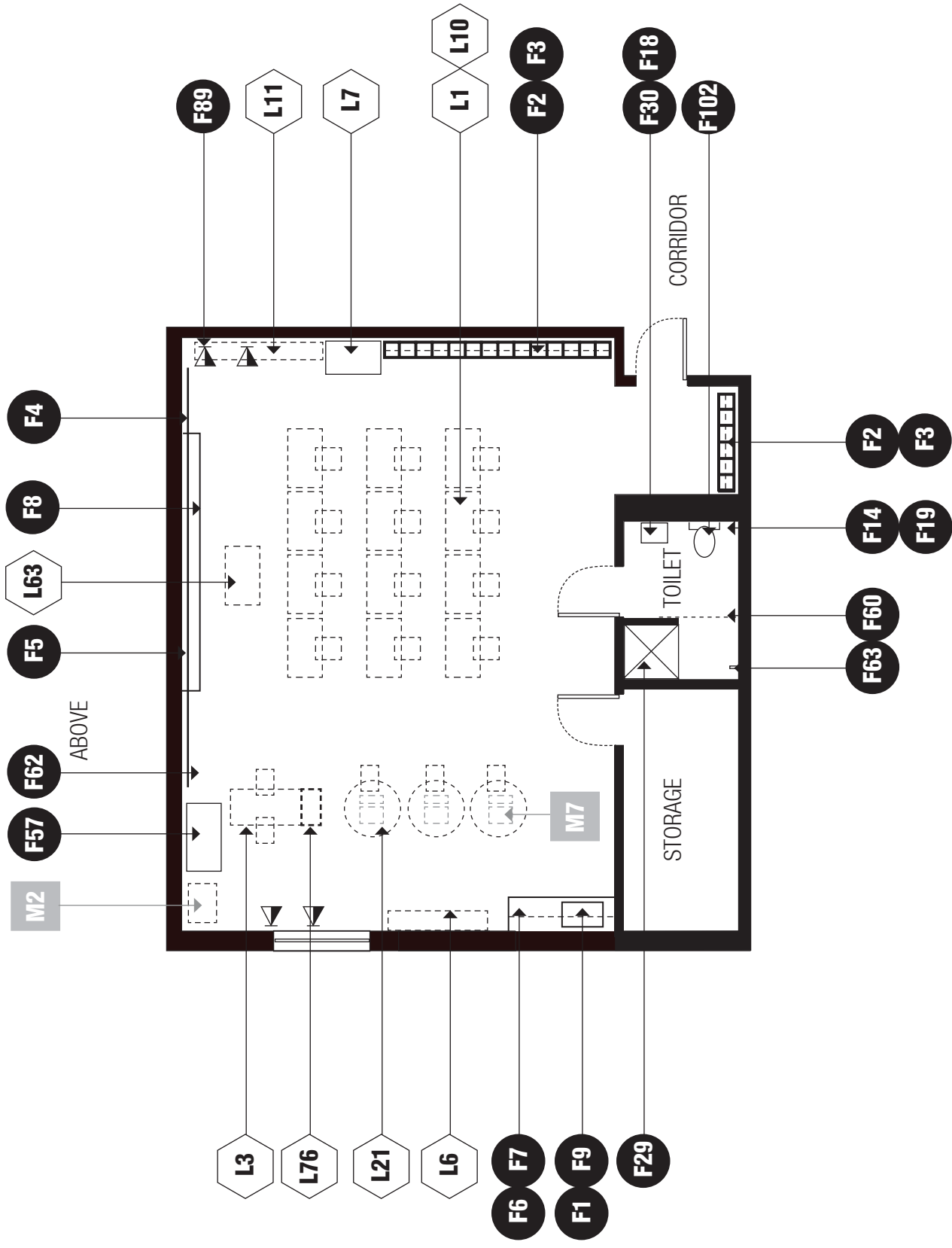
L10 student desks (8-10)

L11 adjustable height bookshelves

L63 resource media cart (optional)

■ **AV & IT equipment**

n/a



E-ACA-10 /// SELF CONTAINED CLASSROOM

**size**

900 SF

**capacity/users**

2 staff members

10-12 students

**ancillary spaces**

individual restroom with shower (optional)  
storage closet

\*every school needs a minimum of one

specials needs suite (classroom,  
storage closet, and independent area)  
additional special needs classrooms  
do not require restrooms or  
independent areas

**spatial relationships**

near bus drop-off  
near health clinic  
elevator access  
toilet access (CIC-clean intermittent  
catheterization, with shower)  
accessible ingress / egress to the building  
and classroom areas  
locate at first floor for emergency access  
located and integrated within the  
academic core area

**goal**

provide an appropriate learning  
environment for students who have  
physical, emotional, or educational  
needs requiring a self-contained  
space for part or all of the day

**activities**

small group instruction and group work  
independent work  
individual instruction

**environmental considerations**

environmental sound control  
uniform and controllable lighting  
electrical outlets for equipment  
general room exhaust (restroom only)  
adequate ventilation  
proportion classroom for effective viewing  
and listening from all areas of the  
classroom  
windows to provide natural light and  
egress  
window treatment to darken room for AV  
presentation  
lite in door for visual access and security  
purposes

LEGEND ///

● **fixed furnishings**

- F1 base/wall cabinets and shelving (lockable)
- F2 student cubbies (10-15, 11"W x 13"D x 12"H, can double stack as long as they remain at student height)
- F3 wall shelving
- F4 marker board (on 2 walls, 6 LF minimum)
- F5 tackable/magnetic wall surface (6 LF minimum)
- F6 soap dispenser
- F7 towel dispenser
- F8 wall-mounted interactive electronic presentation device
- F9 classroom sink with bubbler
- F14 grab bars (36" and 42")
- F18 mirror
- F19 toilet tissue holder
- F29 ADA shower accessories
- F30 bathroom sink
- F57 30" itinerant/aid station
- F60 shower curtain / rod

F62 sound enhancement system

F63 towel hook

▶ F89 data drop

F102 toilet



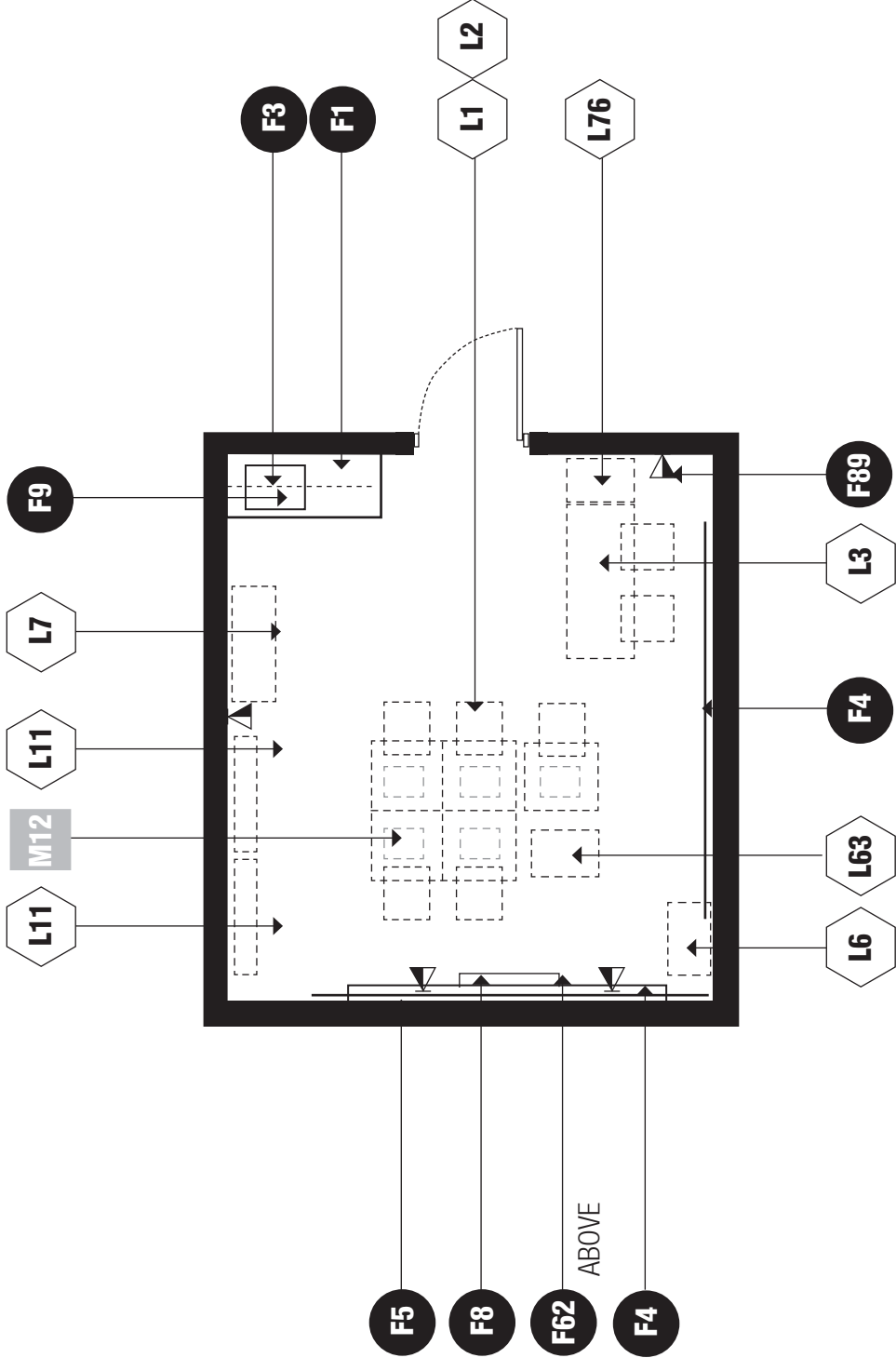
**loose furnishings**

- L1 stackable/nesting chairs (13-17)
- L3 teacher work surface with mobile storage and two chairs
- L6 mobile shelving (various)
- L7 teachers lockable wardrobe (18"x18")
- L10 student desks (10-12)
- L11 adjustable height bookshelves
- L21 work table (round) (3)
- L63 resource media cart (optional)
- L76 filing cabinet

■ **AV & IT equipment**

- M2 color printer
- M7 desktop computer (3-5)

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**size**

450 SF

**capacity/users**

2-3 students

2 staff members

**ancillary spaces**

speech/ot/pt storage (E-ACA-12)

**spatial relationships**

near bus drop-off

near health clinic

elevator access

accessible ingress/egress to the building and classroom areas

located and integrated within the

academic core area

locate at first floor for emergency

evacuations

**goal**

provide an appropriate learning

environment for students participating

in speech, occupational, and physical

therapy

**activities**

small group instruction and group work

independent work

individual instruction

**environmental considerations**

uniform and controllable lighting

adequate ventilation

windows to provide natural light and



**loose furnishings**

L1 stackable/nesting chairs (5)

L2 stackable/nesting tables (5)

L3 teacher work surface with mobile

storage and two chairs

L6 mobile shelving (various)

L7 teachers lockable wardrobe (18"x18")

L11 adjustable height bookshelves

L63 resource media cart (optional)

L76 filing cabinet (lockable)



**AV & IT equipment**

M12 laptop computers (3-5)

egress

environmental sound control

electrical outlets for equipment

proportion classroom for effective viewing

and listening form all areas of the

classroom

window treatment to darken room for AV

presentation

lite in door for visual access and security

purposes

LEGEND ///

**fixed furnishings**

F1 base/wall cabinets and shelving (lockable)

F3 wall shelving

F4 marker board (on 2 walls, 6 LF minimum

each)

F5 tackable/magnetic wall surface (6 LF

minimum)

F8 wall mounted interactive electronic

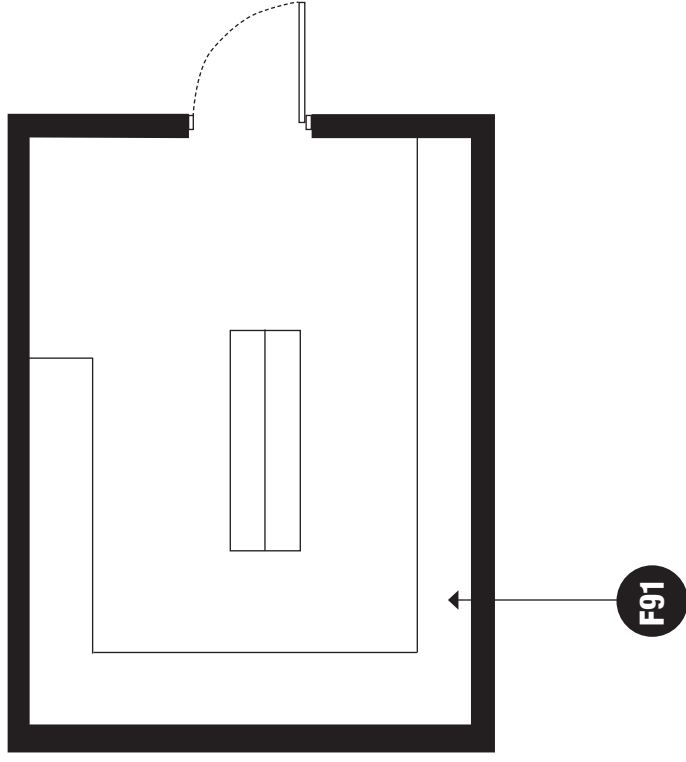
presentation device

F9 classroom sink with bubbler

F62 sound enhancement system

F89 data drop





**E-ACA-12 /// SPEECH / OT / PT STORAGE**

**size**

150 SF

**capacity/users**

1-2 staff members

**ancillary spaces**

speech/ot/pt (E-ACA-11)

**spatial relationships**

near academic core classrooms  
near special needs classrooms

**goal**

provide storage space for occupational  
and physical therapy apparatus and  
supplies

**activities**

storage of therapy apparatus and supplies

**environmental considerations**

uniform and controllable lighting  
electrical outlets for equipment

LEGEND ///

● **fixed furnishings**

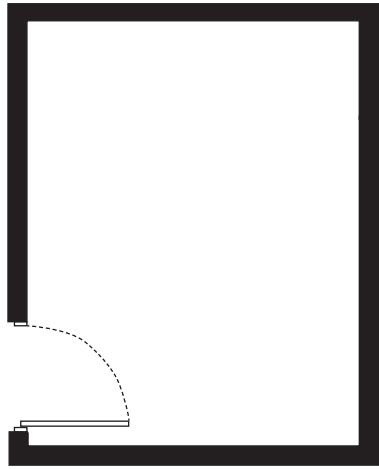
F91 storage shelving 24" deep

◡ **loose furnishings**

n/a

■ **AV & IT equipment**

n/a



E-ACA-13 /// INDEPENDENT AREA

**size**

75 SF

**capacity/users**

1 student

1 staff member

**ancillary spaces**

n/a

**spatial relationships**

across hallway from self contained

classroom

**goals**

to provide a safe setting to calm agitated

students

**activities**

a quiet space for emotional students

one-on-one instruction

quiet reflection space

**environmental considerations**

soft lighting

environmental sound control

views into independent area from the main

instruction area via lite in door (shatter

proof glass or flexion)

auditory privacy

no padding

floor drains

doors are not lockable

LEGEND ///

● **fixed furnishings**

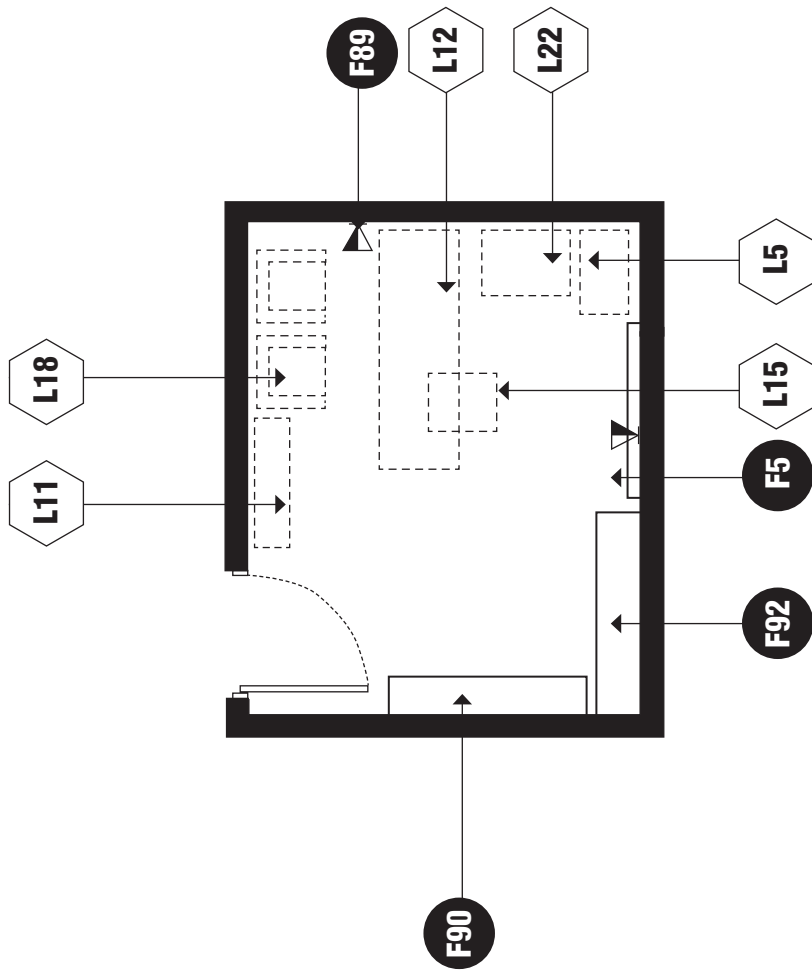
n/a

◻ **loose furnishings**

n/a

■ **AV & IT equipment**

n/a



**E-ACA-14 /// SPECIAL EDUCATION COORDINATOR OFFICE**

**size**

150 SF

**capacity/users**

2-4 people

**ancillary spaces**

n/a

**spatial relationships**

near self contained classroom and resource classrooms

**goal**

to provide a space for the special education coordinator to complete work plans, store student files, and hold meetings

**activities**

administrative duties  
storing and retrieving supplies and equipment

**environmental considerations**

windows to provide natural light and egress  
environmental sound control  
electrical outlets for equipment  
uniform lighting, areas of soft lighting  
lite in door for visual access and security purposes

LEGEND ///

● **fixed furnishings**

F5 tackable/magnetic wall surface (6 LF minimum)

F90 storage shelving (12" deep)

F92 storage shelving (18" deep)

▶ F89 data drop

○ **loose furnishings**

L5 four drawer lateral file cabinet (lockable)

L11 adjustable height bookshelves (12 LF)

L12 admin workstation and chair

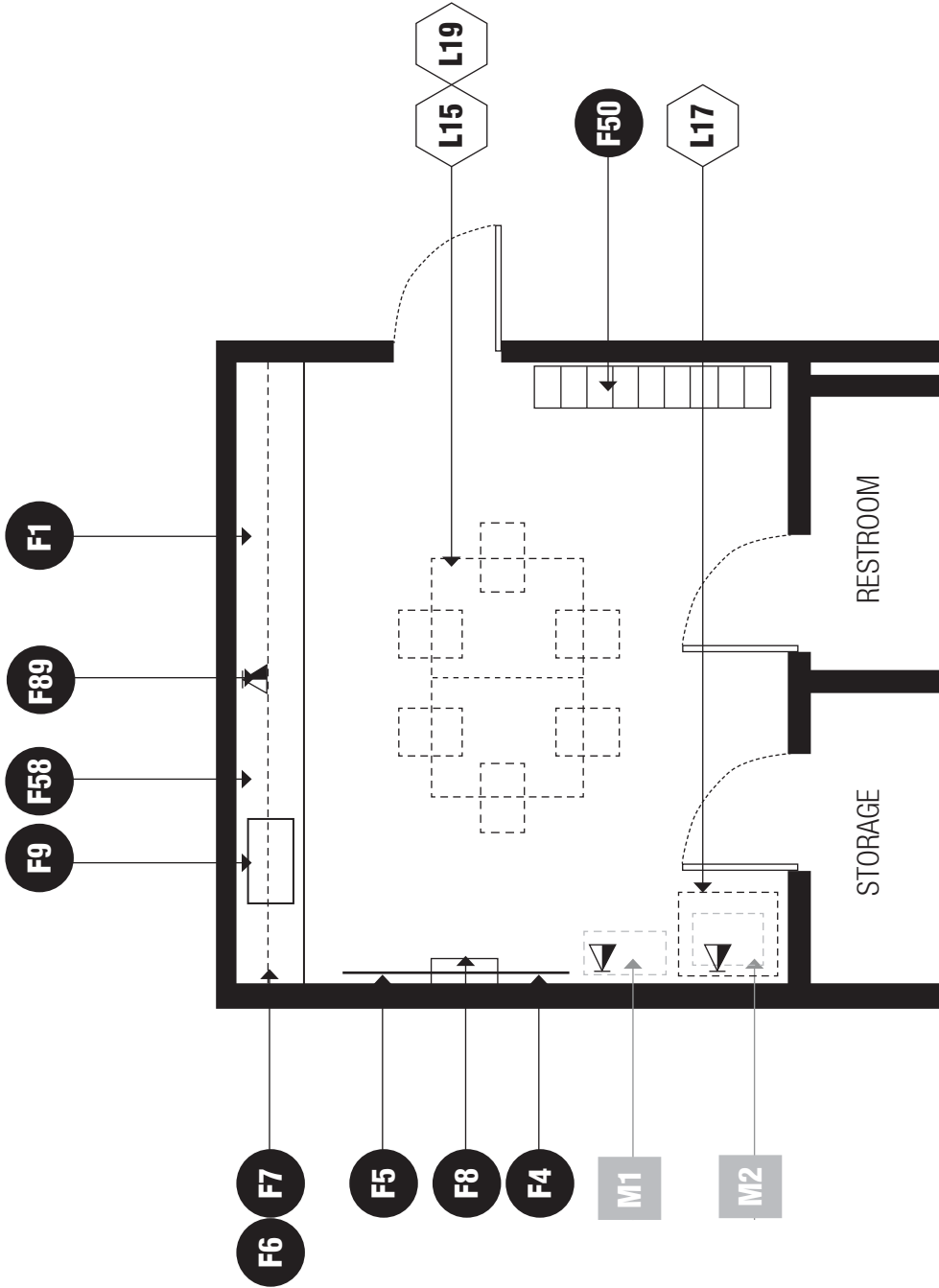
L15 task chair (2)

L18 lounge chair

L22 safe

■ **AV & IT equipment**

n/a



**E-ACA-15 /// TEACHER COLLABORATION ROOM**

## size

300 SF

## capacity/users

10-15 staff members

## ancillary spaces

staff restroom (E-BS-10)  
storage

## spatial relationships

near academic core classrooms  
access to staff restroom(s) from within  
access to storage from within

## goal

provide a dual functional space where  
adults can meet for committee work  
and teachers can perform  
administrative tasks  
provide a space for storage of grade  
level materials

## activities

team staff meetings  
lesson planning and grading  
scheduling appointments  
record keeping  
develop and review teacher materials

## environmental considerations

environmental sound control  
uniform and controllable lighting  
electrical outlets for equipment  
adequate ventilation  
window to provide natural light and  
egress

## LEGEND ///

### ● fixed furnishings

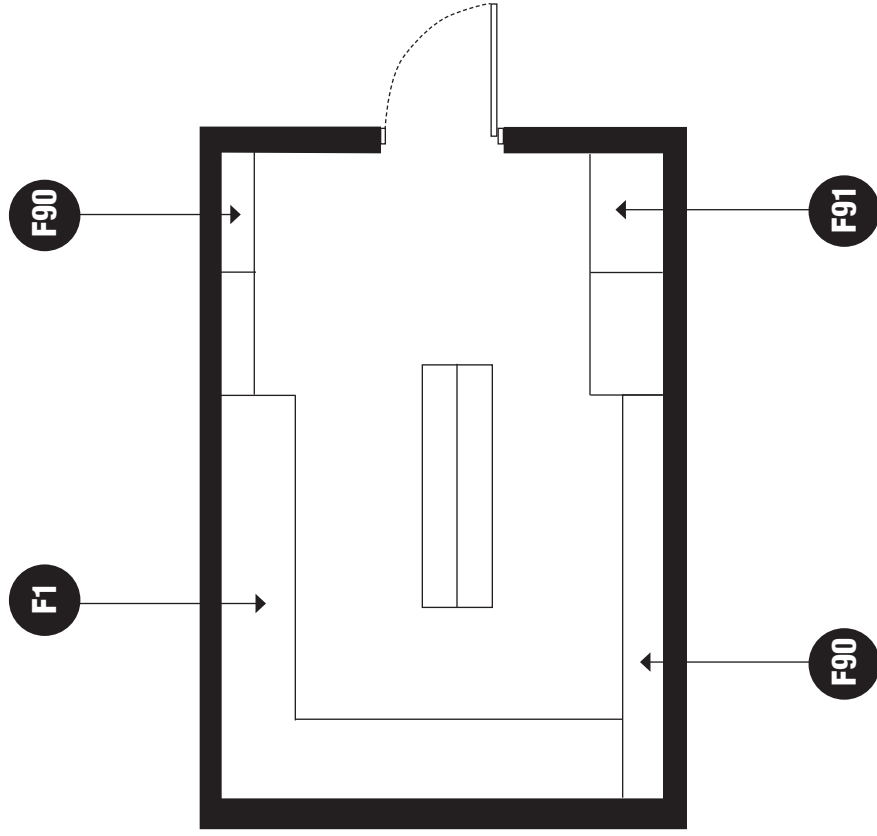
- F1 base/wall cabinets and shelving (lockable)
- F4 marker board (6 LF minimum)
- F5 tackable/magnetic wall surface (6 LF minimum)
- F6 soap dispenser
- F7 towel dispenser
- F8 wall mounted interactive electronic presentation device
- F9 classroom sink
- F50 lockers
- F58 kitchenette
- ▲ F89 data drop

### ○ loose furnishings

- L15 task chair (6)
- L17 printer station
- L19 conference table

### ■ AV & IT equipment

- M1 high speed and/or large format printers
- M2 color printer



**size**

200 SF

**capacity/users**

2 staff members

**ancillary spaces**

n/a

**spatial relationships**

near academic core classrooms

**goal**

to provide secure room for storing and handling of classroom materials, textbooks, and supplies

**activities**

storing and retrieving books and supplies

**environmental considerations**

uniform and controllable lighting  
proper ventilation

LEGEND ///

● **fixed furnishings**

F1 base/wall cabinets and shelving (minimum

200 LF of shelving)

F90 storage shelving 12" deep

F91 storage shelving 24" deep



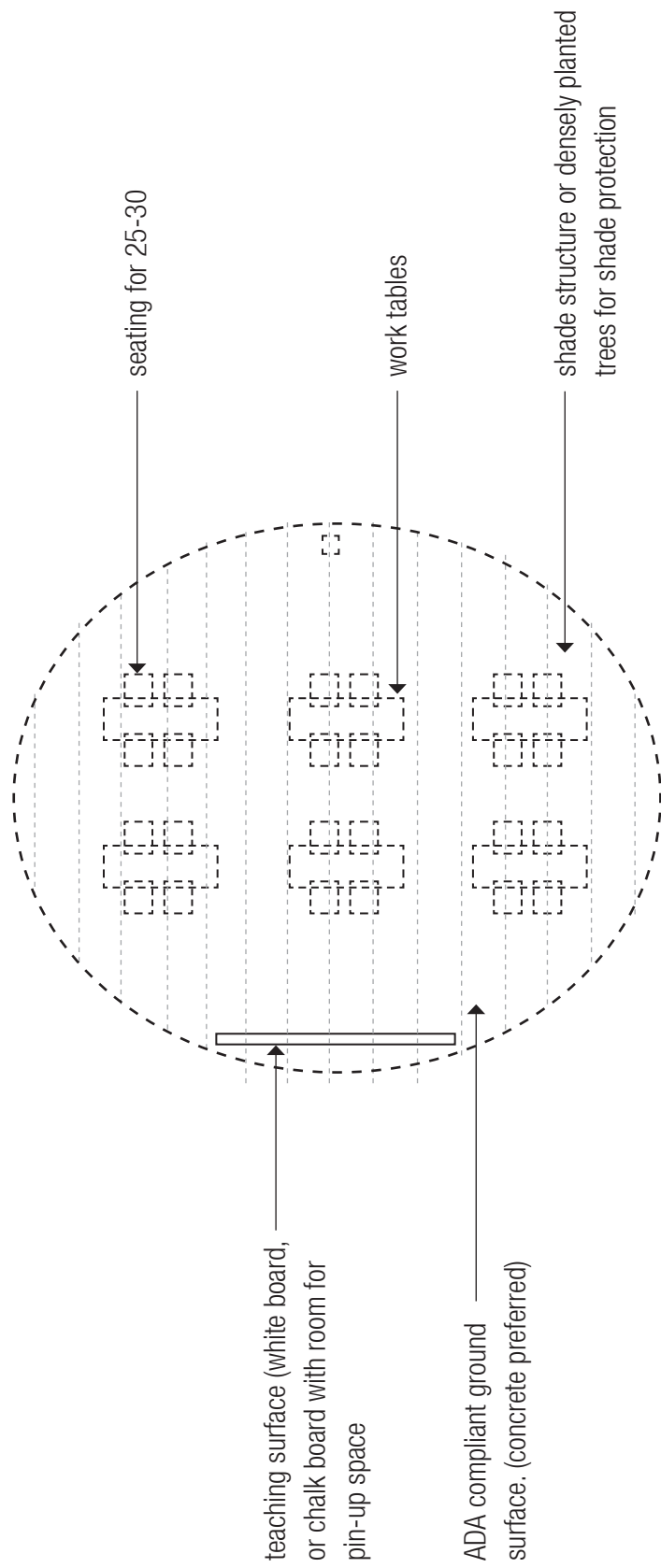
**loose furnishings**

n/a



**AV & IT equipment**

n/a



Note: Provide water spigot and electrical outlets within close proximity to classroom area

**size**

900 SF

**capacity/users**

25-30 students

teachers

parents/volunteers

community members

**ancillary spaces**

n/a

**spatial relationships**

near growing gardens, if included

direct access to the science and art

rooms is desirable

allow line of sight into space from building

window

**goal**

provide an outdoor learning space

encourage individual and group

work through nature discovery

**activities**

planting

exploring

coursework

discussion

math, science, and art coursework

**accessibility standards**

meet the Americans with Disability Act

guidelines

ADA compliant path from building to

outdoor classroom

**special considerations**

should be built with regional materials to

match building, if appropriate

noise, fumes, sunlight and slope should be

considered during site selection

include a board for instruction

include a roof to protect from sun, rain and

snow, if possible

if classroom is located near play area or

other potential distractions, place

wall or other visual barrier to further

define classroom space

must be shaded. if trees are to be used for

shade, plant spacing should be dense

for rapid cover and roots should be

protected from compaction with

protective seat/retaining walls to keep

students from walking on roots

all items lockable. located within perimeter

fence (with vandal resistant finish), if

one exists

**site elements**

all changes in finish surfaces should

be delineated with a hard edge for

ease of maintenance (e.g. do not

place planter bed adjacent to lawn

without a physical barrier such as a

concrete walkway or metal edge

outdoor classrooms should be designed

for three seasons with a roof or shaded cover

required elements include:

fixed or flexible seating (25-30)

outdoor white board (6 LF minimum)

or flipchart

impervious or green roof, or PV

trellis with vines (structurally able

to hold plantings/soil for shade)

expected elements include:

hose bib with hose rack

native, low maintenance plants.

select for mature size and care.

choose plants for biodiversity

that provide food or habitat to

pollinators and wildlife.

seating and worktables`

pathways from building and around

outdoor classroom area

all weather electrical outlets

optional elements include:

teacher demonstration table

composting area

outdoor kitchen

handwashing station

planters

benches

small storage for tools and

equipment

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**size**

garden sizes vary

**capacity/users**

students  
teachers  
parents/volunteers  
community members

**ancillary spaces**

n/a

**spatial relationships**

direct access to the science and art rooms is desirable  
community access should be considered

**goal**

to provide an outdoor learning space that encourages individual and group work through growing local food

**activities**

planting  
exploring  
watering  
math, science, and art coursework

**accessibility standards**

meet the americans with disability act guidelines  
All beds should be raised to meet ADA guidelines considered

ADA compliant path to garden and around all garden beds

**special considerations**

optional, pending availability of a garden program to maintain the gardening beds garden layout to be determined by site specific program and conditions  
noise, fumes, sunlight and slope should be considered during site selection

**site elements**

consult Office of the State Superintendent of Education school garden specialist for best practices  
gardens must receive 6-8 hours of direct sunlight per day  
required elements for gardens include:  
teacher demonstration table  
expected elements for gardens include:  
planting beds  
organic soil  
mulch  
hose bib with hose rack  
plants  
pathways  
tool shed  
optional elements include:  
composting area  
digging bed  
handwashing station

greenhouse  
worktables  
drip irrigation  
apiary



## E-LIB /// **LIBRARY**

READING / LEARNING / CIRCULATION  
ROOM

MAKERSPACE

SMALL GROUP / CONFERENCE ROOM  
COMBINED OFFICE / WORKROOM  
DEVICE CHARGING ROOM

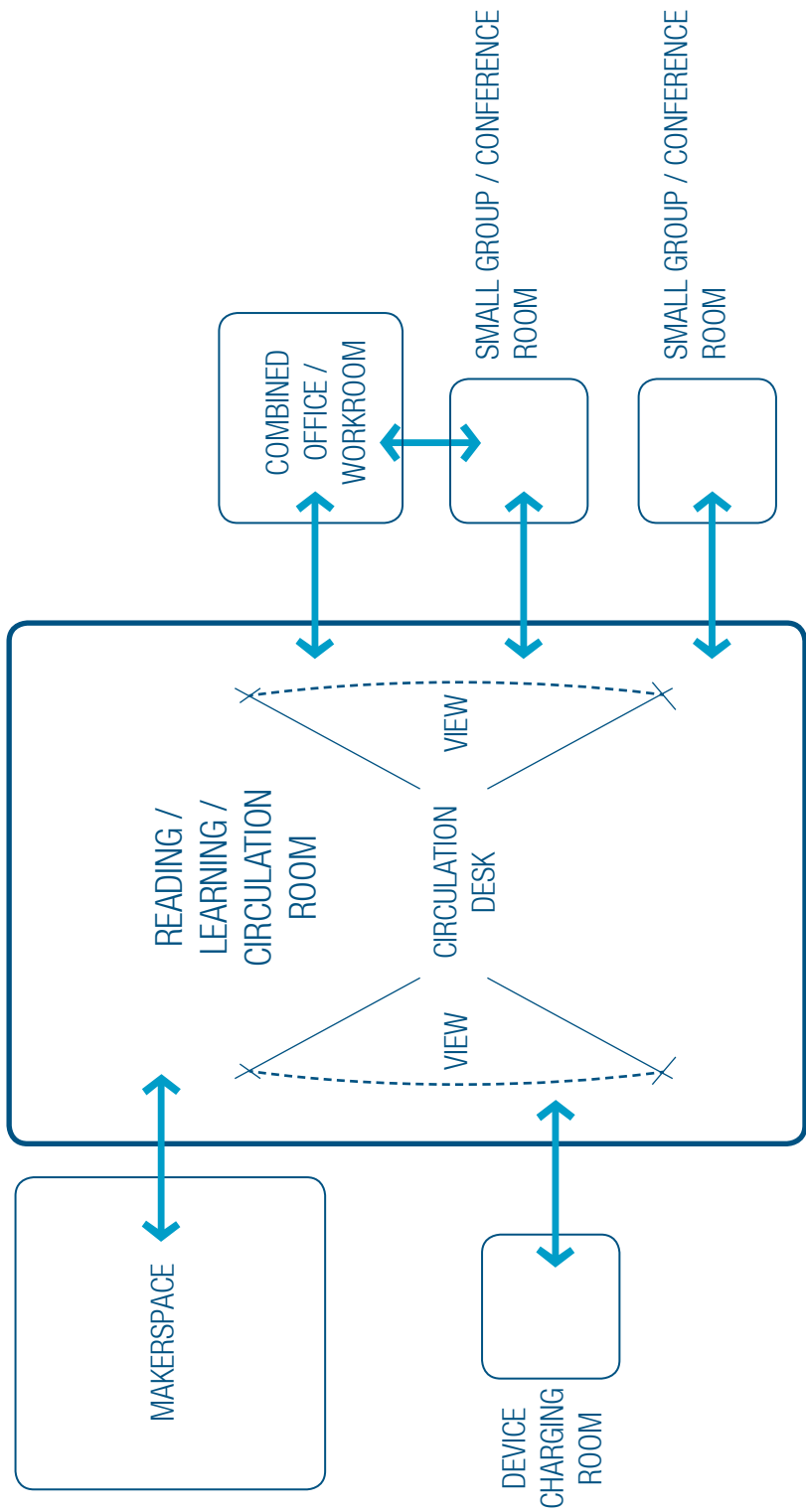
SPACE	325 STUDENTS			400 STUDENTS			500 STUDENTS			700 STUDENTS		
	QTY	SF	TOTAL	QTY	SF	TOTAL	QTY	SF	TOTAL	QTY	SF	TOTAL
<b>LIBRARY</b>												
Reading/Learning/Circulation Room	1	2,720	2,720	1	3,140	3,140	1	3,700	3,700	1	4,820	4,820
Makerspace	1	500	500	1	500	500	1	500	500	1	500	500
Small Group/Conference Room	2	300	600	2	300	600	2	300	600	2	300	600
Combined Office/Workroom	1	400	400	1	400	400	1	400	400	1	400	400
Device Charging Room	1	150	150	1	150	150	1	150	150	1	150	150
<b>TOTAL</b>			<b>4,370</b>			<b>4,790</b>			<b>5,350</b>			<b>6,470</b>

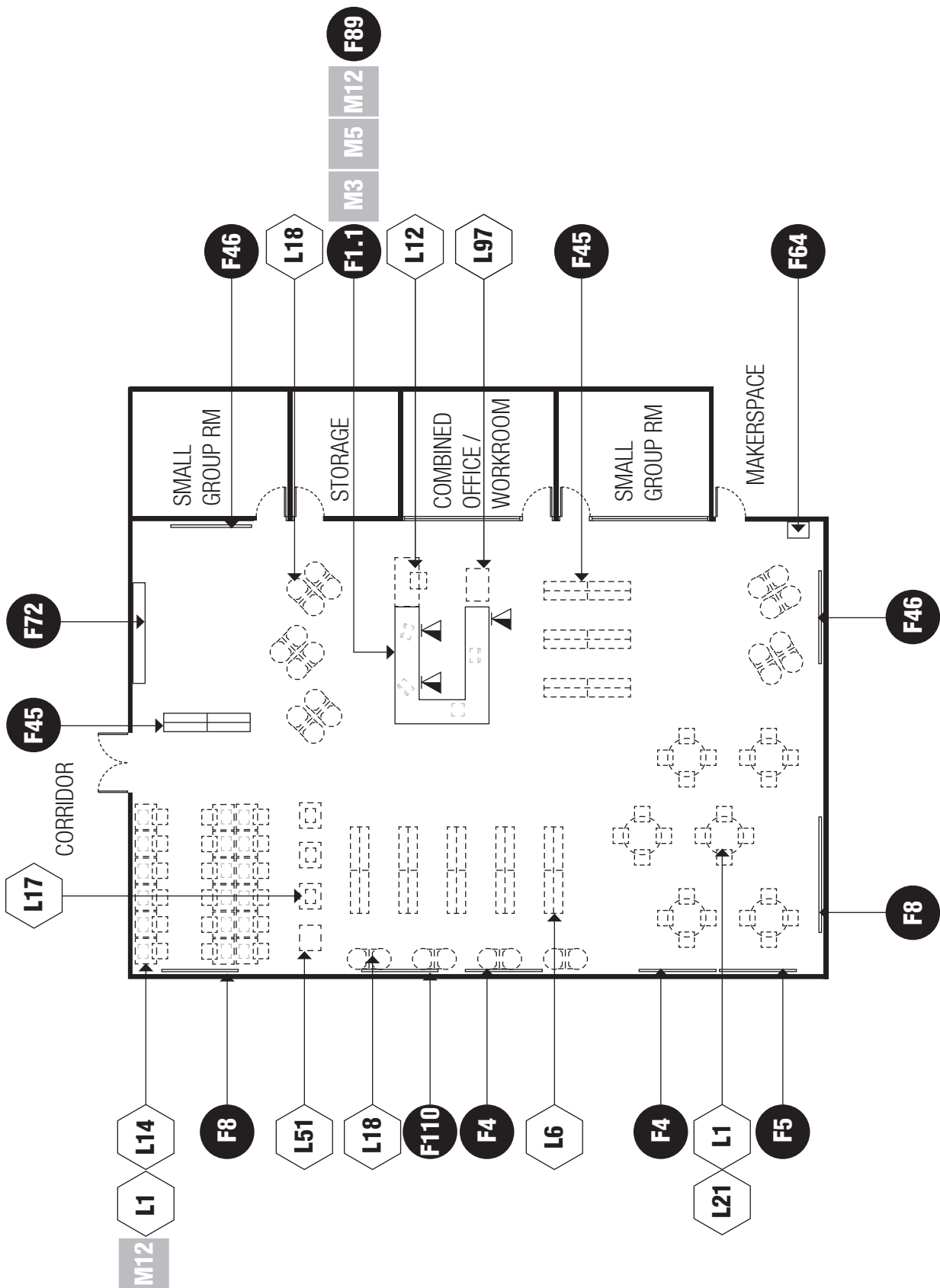
**Comments //**

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KEY ///

- direct access
- linked space
- enclosed space
- open space





**E-LIB-1 /// READING / LEARNING / CIRCULATION ROOM**

**size**

2,720-4,820 SF

**capacity/users**

75-175 students

1-2 media specialist(s)

community patrons after school hours

**ancillary spaces**

makerspace (E-LIB-2)

small group/conference room (E-LIB-3)

combined office/workroom (E-LIB-4)

device charging room (E-LIB-5)

**spatial relationships**

circulation area located close to entrance/  
exit

near single user bathrooms for staffing  
and community needs

**goals**

to provide students, staff, and community  
with access to information and quiet  
study areas

**activities**

reading and research  
circulation of materials and resources,  
including online catalogues  
large group and small group instruction  
provide meeting areas for community,  
staff, and parents  
dramatic reading and storytelling  
informal small group interactions  
individual learning

project based learning

**environmental considerations**

recessed floor outlets at tables

adequate ventilation

lighting appropriate to task with switches

to dim in separate zones of library

environmental sound control

electrical outlets at entrance for future

security system

electrical outlets at column locations

windows to provide natural sunlight

zoned for after school hours use

ceiling height in proportion to room

dimensions

open flow for traffic in reference/  
professional/periodical areas

electrical outlets in tow space of wall

shelving

window treatment to darken room for AV

presentation

mix of lounge furniture

consider lockdown safety protocols

LEGEND ///

● **fixed furnishings**

- F1.1 casework (circulation desk)\*
- F4 marker board (two locations, 8 LF each)
- F5 tackable / magnet wall surface
- F8 wall mounted interactive electronic presentation device (2-3)
- F45 library casework
- F46 motorized projection screen (1-2)
- F64 filtered water fountain with bubbler and gooseneck bottle filler
- F72 3D displays
- ▲ F89 data drop
- F110 2D displays

◻ **loose furnishings**

- L1 stackable/nesting chairs (32-55 per student enrollment)
- L6 mobile shelving\*\*
- L12 admin workstation and chair
- L14 computer station (15-25)
- L16 bound group rug (2) - by projection screens

- L17 printer stations (3-5)
- L18 lounge chair (15-25)
- L21 work table (6-10 with various heights)
- L51 laptop charging cart
- L97 spring-loaded book cart (1-2)

■ **AV & IT equipment**

- M3 bar code reader
- M5 digital scanner
- M12 laptop computers (20-30)(hardwired)\*\*\*

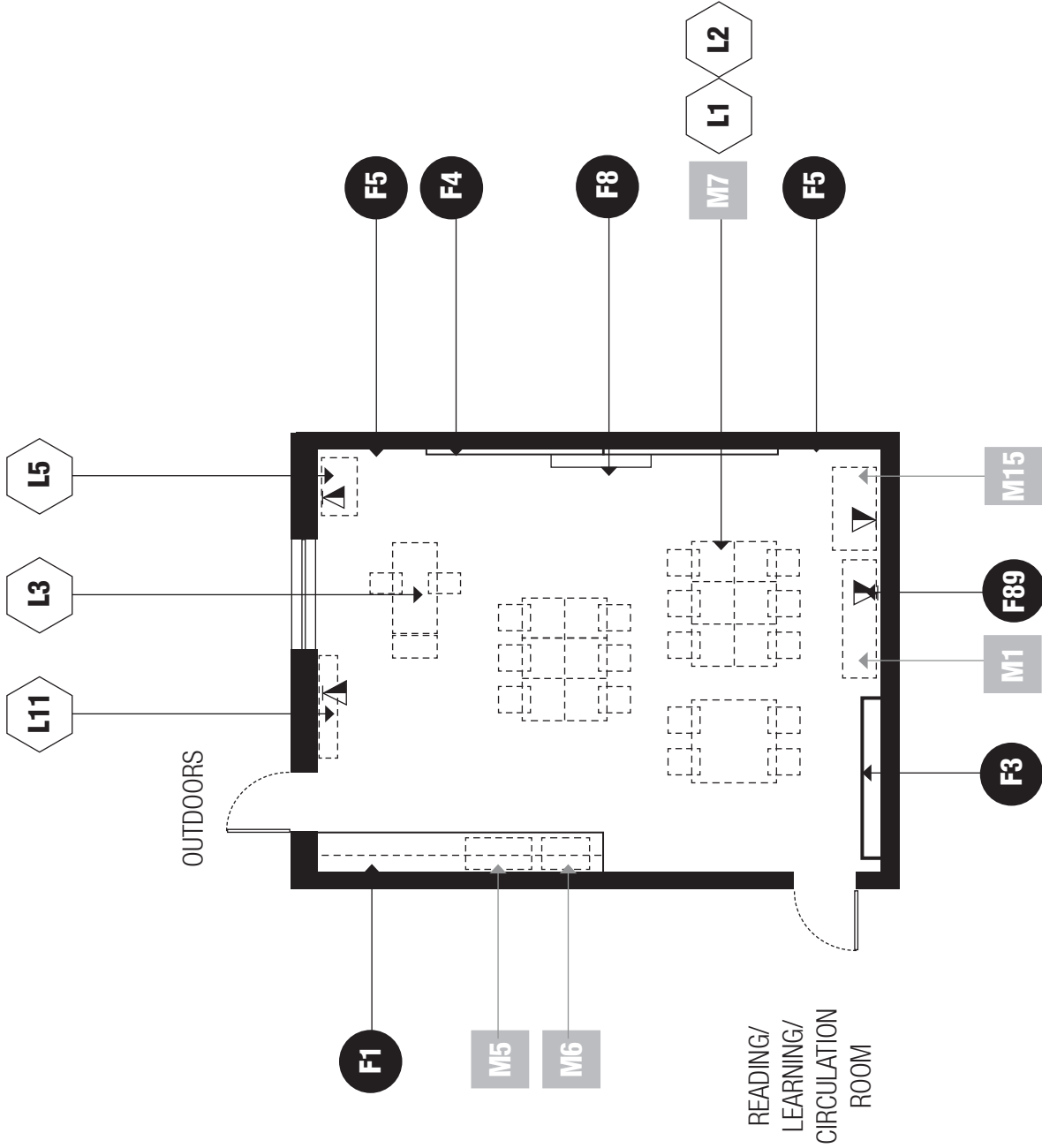
\* circulation desk must meet ada standards and have sufficient space for librarian, two students and a book drop

\*\*shelving is calculated as the maximum capacity of the building X20 books/student; 10 inch (standard size books), 12 inch

(picture books, reference books, periodicals and audiovisual storage), 18-24 inch (equipment storage); shelving should include forward facing shelves

\*\*\*circulation desk needs 2-3 laptops

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E-LIB-2 /// MAKERSPACE

## size

500 SF

## capacity/users

10-15 students  
teachers  
guests  
volunteers

## ancillary spaces

reading/learning/circulation room (E-LIB-1)

## spatial relationships

located within library suite with  
easy public access and communal use;  
access to outside when possible

## goals

a flexible space to accommodate a variety  
of hands-on learning and the  
production of varied projects

## activities

space for instruction in developing skills  
in use of tools, materials, and  
processes to apply knowledge of  
planning and design to actual  
fabrication of projects (project can  
include: 3D printing, constructing  
blocks/legos, constructing with  
cardboard, etc.)

## environmental considerations

uniform and controllable lighting  
environmental sound control  
electrical outlets for equipment  
windows to provide natural light

adequate ventilation

window treatments to darken room for AV  
presentations

access to outside when possible

LEGEND ///

## ● fixed furnishings

F1 base/wall cabinets and shelving

F3 wall shelving

F4 marker board (6 LF minimum)

F5 tackable/magnetic wall surface (6 LF  
minimum)

F8 wall mounted interactive electronic  
presentation device

▶ F89 data drop

## ○ loose furnishings

L1 stackable/nesting chairs (16) or L73  
student tall stools (16) (various  
heights)

L2 nesting tables (4-5)

L3 teacher work surface with mobile  
storage and two chairs

L5 four drawer lateral file cabinet

L11 adjustable height bookshelves

## ■ AV & IT equipment

M1 high speed and/or large format printer

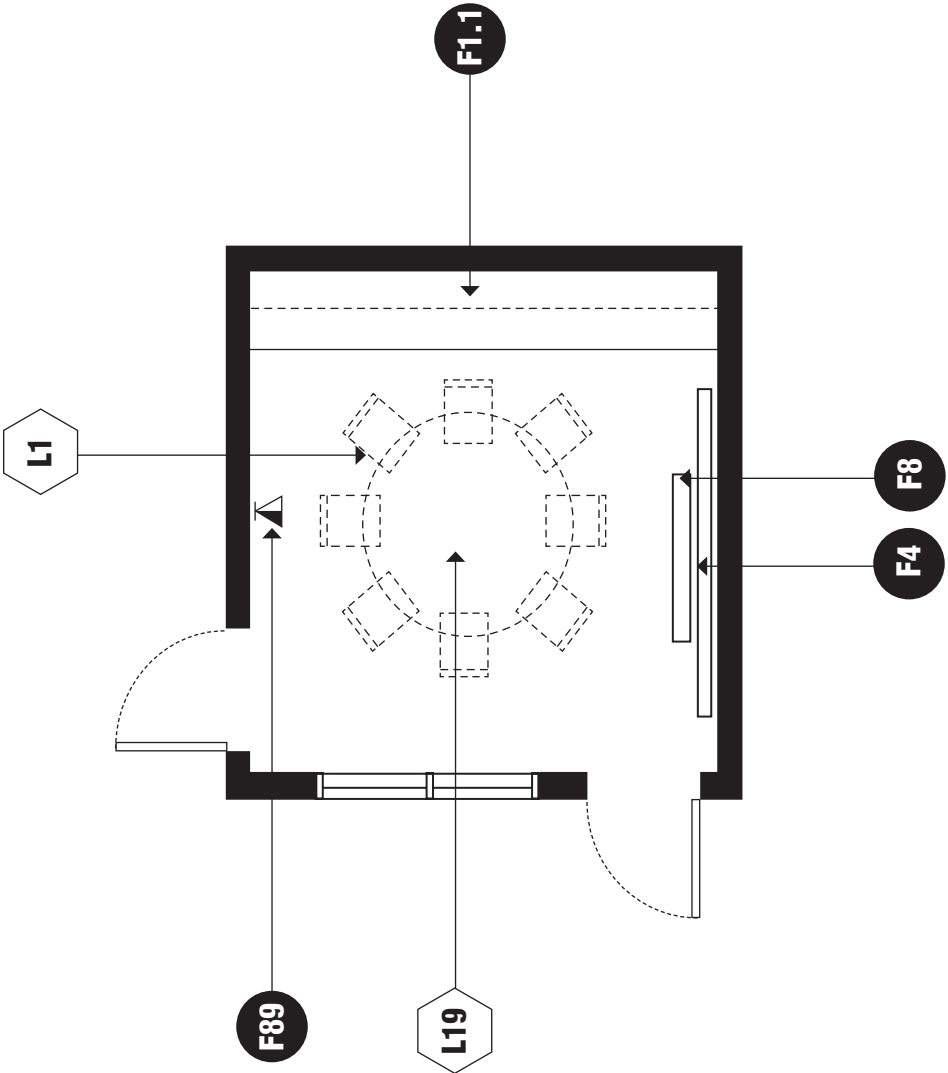
M5 digital scanner

M6 laminator

M7 desktop computer or M12 laptop  
computer

M15 3D-printer (optional)

READING/LEARNING/  
CIRCULATION ROOM



**E-LIB-3 /// SMALL GROUP / CONFERENCE ROOM**

**size**

300 SF

**capacity/users**

8 people

**ancillary spaces**

reading/learning/circulation room  
(E-LIB-1)

**spatial relationships**

n/a

**goals**

voice, video, data reception, and  
distribution

security system location

network management

telephone wiring entry and distribution  
cable and CCTV reception and

broadcasting

IT infrastructure

**activities**

group research projects

meetings/teleconferencing

listening and viewing

**environmental considerations**

uniform and controllable lighting

environmental sound control

electrical outlets for equipment

visual access to reading/learning/  
circulation area

adequate ventilation

window blinds for privacy during

conferences

LEGEND ///

● **fixed furnishings**

F1.1 casework (8-10 LF)

F4 marker board (6 LF minimum)

F8 wall mounted interactive electronic  
presentation device

▶ F89 data drop

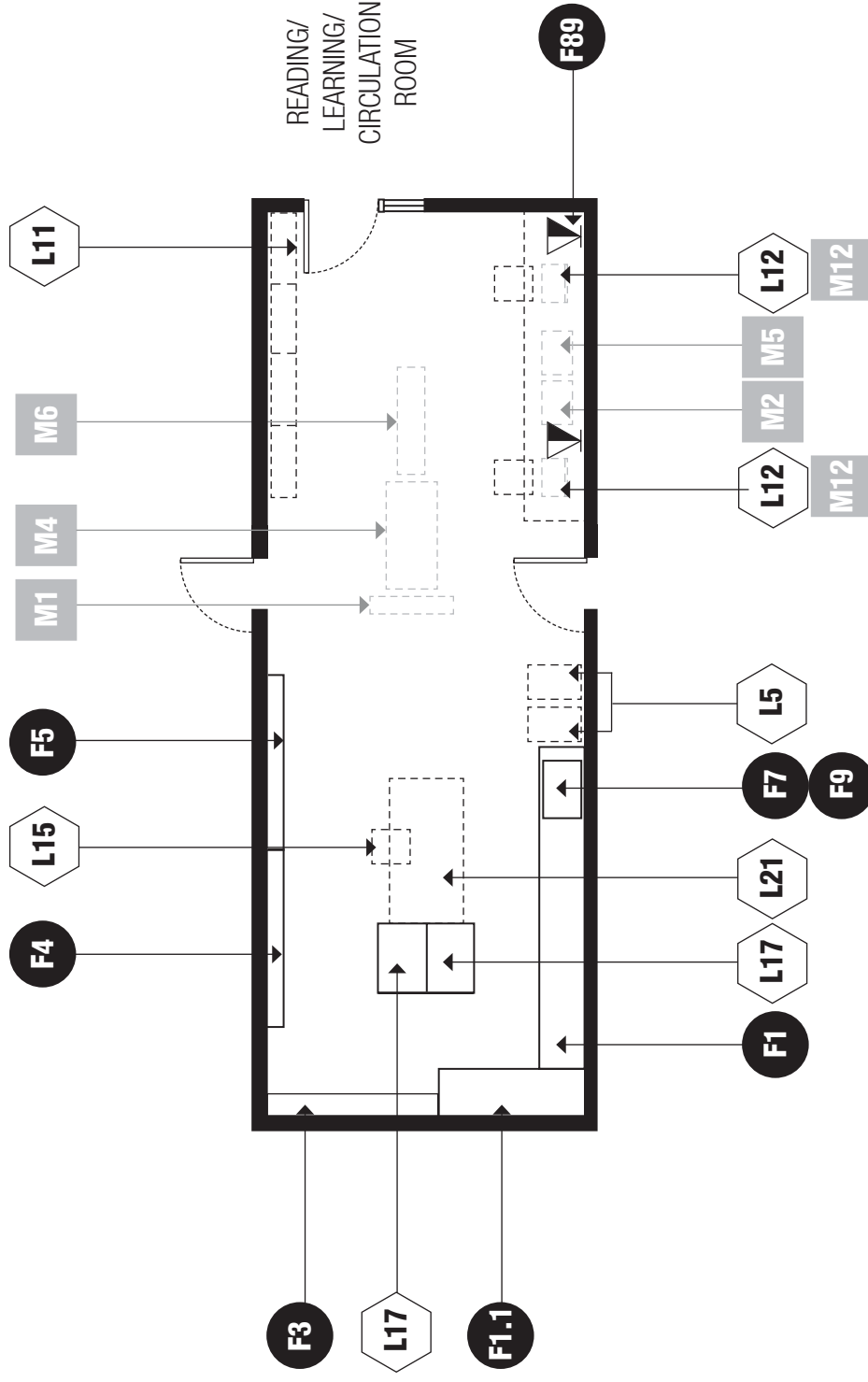
◻ **loose furnishings**

L1 stackable/nesting chairs (8)

L19 conference table

■ **AV & IT equipment**

n/a



**E-LIB-4 /// COMBINED OFFICE / WORKROOM**

## size

400 SF

## capacity/users

2-4 staff members

## ancillary spaces

reading/learning/circulation room (E-LIB-1)

## spatial relationships

adjacent to office (optional)

adjacent to small group room

located behind circulation desk and whole

class zone

## goals

to provide a less visible and secure

space for processing incoming

materials and storage of materials

to provide a private space for media

specialists and administration staff to

professionally plan and collaborate

## activities

scanning

digitizing

meetings

storage of materials

storage of a/v materials and videotapes

## environmental considerations

uniform and controllable lighting

environmental sound control

visual access to reading/learning/

circulation area

auditory privacy

## LEGEND ///

### ● fixed furnishings

F1 base/wall cabinets and shelving (base cabinets with power)

F1.1 casework (poster/map storage)

F3 wall shelving

▲ F89 data drop



### loose furnishings

L5 four drawer lateral file cabinet (1-2)

L11 adjustable height bookshelves (12 LF)

L12 admin workstation and chair (2)

L15 task chair

L21 work table

### ■ AV & IT equipment

M1 high-speed and/or large format printers

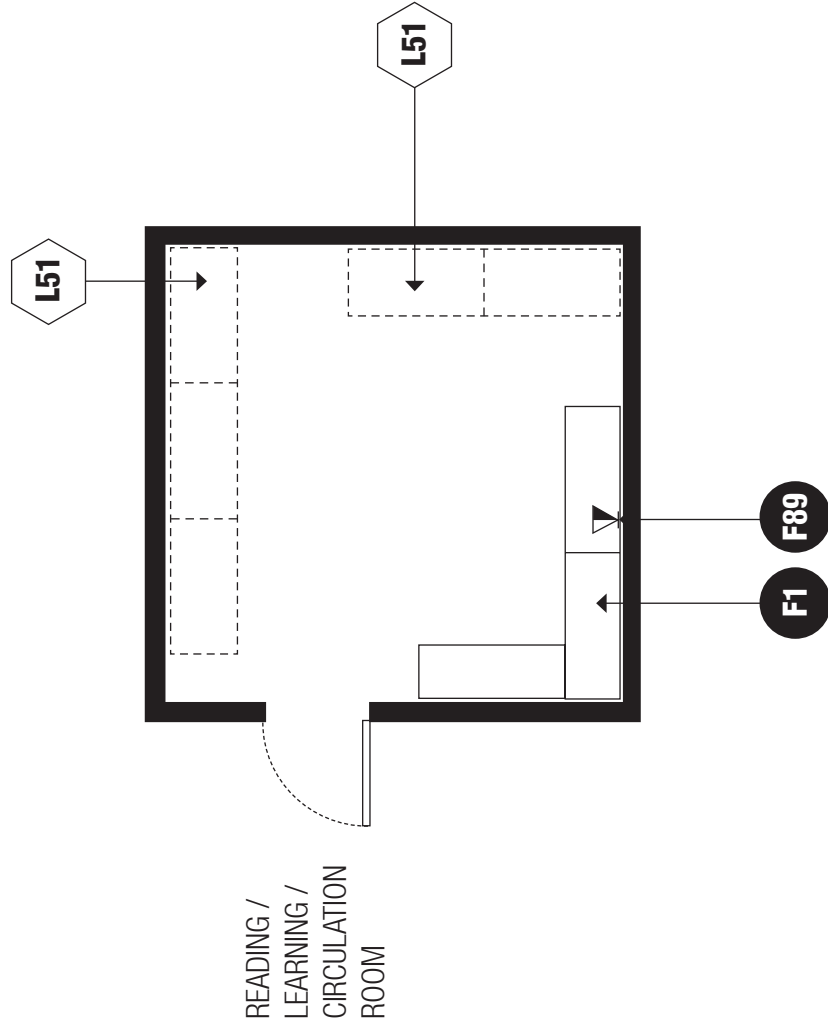
M2 color printer

M4 photocopy machine

M5 digital scanner

M6 laminator

M12 laptop computer (2)



**E-LIB-5 /// DEVICE CHARGING ROOM**

**size**

150 SF

**capacity/users**  
staff

**ancillary spaces**

reading/learning/circulation room (E-LIB-1)

**spatial relationships**

n/a

**goals**

to provide a less visible and secure space to charge various technology devices

**activities**

charging computers, av equipment and other technology

**environmental considerations**

uniform and controllable lighting with an appropriate visual comfort level  
environmental sound control  
HVAC control separate from media center  
secure metal door  
electrical outlets designed around a “parking” strategy for 5-6 laptop charging carts  
due to the changing nature of technology, a device charging room is to be designed for flexibility of use

LEGEND ///

● **fixed furnishings**

F1 base/wall cabinets and shelving  
(no lower shelves)

▶ F89 data drop

◻ **loose furnishings**

L51 laptop charging cart (5-6)

■ **AV & IT equipment**

n/a



## E-VA /// **VISUAL ARTS**





ART LAB  
KILN ROOM  
ART STORAGE

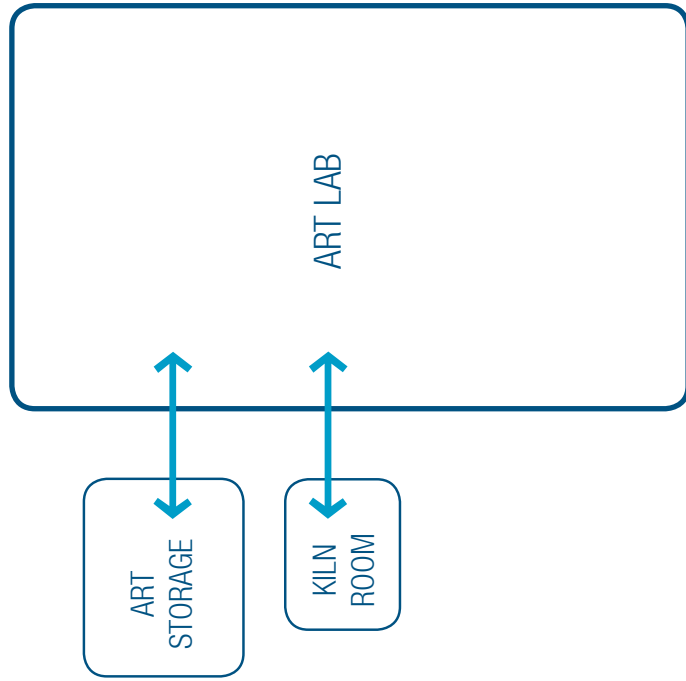
SPACE	325 STUDENTS			400 STUDENTS			500 STUDENTS			700 STUDENTS		
	QTY	SF	TOTAL	QTY	SF	TOTAL	QTY	SF	TOTAL	QTY	SF	TOTAL
<b>VISUAL ARTS</b>												
Art Lab	1	1,000	1,000	1	1,000	1,000	1	1,000	1,000	1	1,000	1,000
Kiln Room	1	60	60	1	60	60	1	60	60	1	60	60
Art Storage	1	150	150	1	150	150	1	150	150	1	150	150
<b>TOTAL</b>			<b>1,210</b>			<b>1,210</b>			<b>1,210</b>			<b>1,210</b>

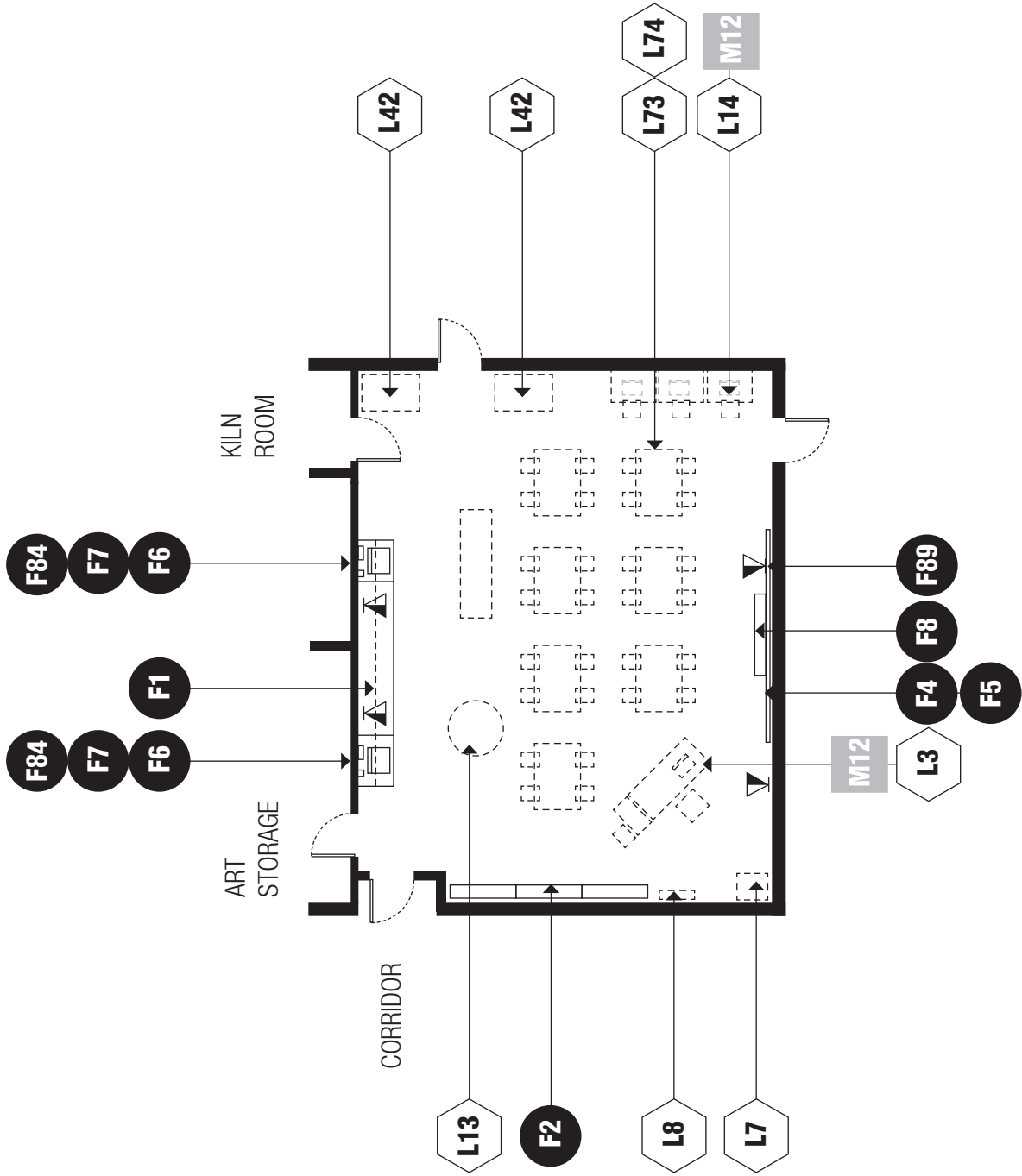
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KEY ///

- direct access 
- linked space 
- enclosed space 
- open space 





## size

1,000 SF

## capacity/users

20-25 students

1 teacher

1 student teacher

parent volunteers

## ancillary spaces

kiln room (E-VA-2)

art storage (E-VA-3)

## spatial relationships

centrally located with convenient access to core academic classrooms and media lab

## goals

to provide an area for students to work on a variety of art projects by exploring the manipulation of a variety of mediums

to develop technical and expressive skills

## activities

drawing, painting, and print making  
sculpture, model-making, collage, and assembly

ceramics-clay

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 and controllable lighting  
windows to provide natural light and egress (preferably northern exposure)  
environmental sound control  
electrical outlets for equipment  
include outlets on the wall above counter spaces in raceway

## LEGEND ///

### ● fixed furnishings

F1 base/wall cabinets and shelving (9-32 LF of 30" high base cabinets with wall

cabinets above paper storage cabinets, two sinks different heights)

F2 students cubbies

F4 marker board (6 LF minimum)

F5 tackable/magnet wall surface

F6 soap dispenser (at each sink)

F7 towel dispenser (at each sink)

F8 wall mounted interactive electronic presentation device

F84 two sinks (6 ft a part) large, kitchen

size with clay traps; cabinetry below



F89 data drop



### ○ loose furnishings

L3 teacher work surface with mobile storage and two chairs

L7 teachers lockable wardrobe

L8 tall cabinet with shelves

L13 small table

L14 computer workstation (3)

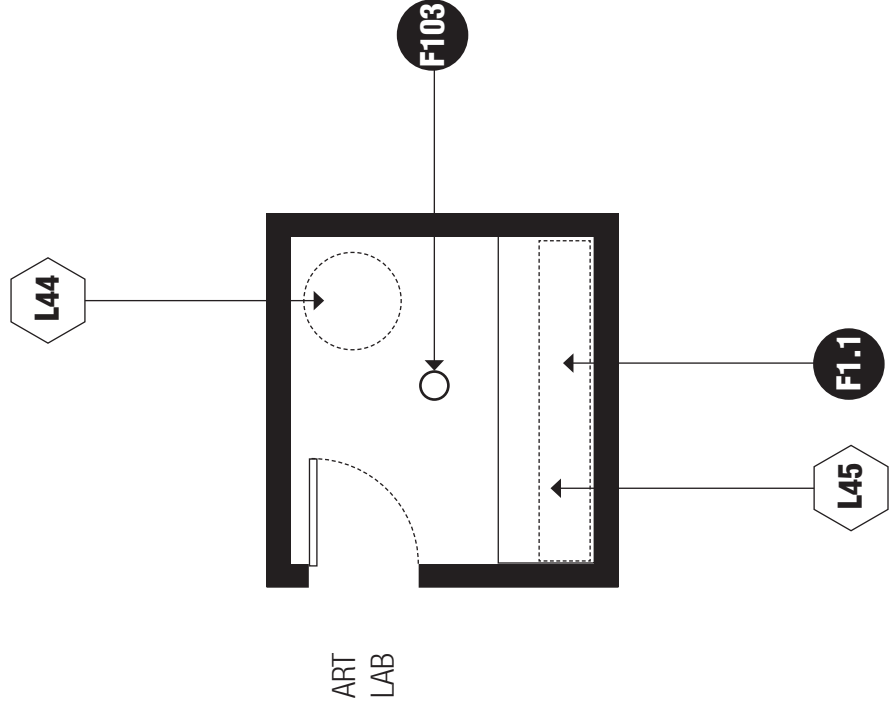
L42 drying rack (2 with 40-80 slats)

L73 student tall stool (20-25)

L74 two person tall art table (10-13)

### ■ AV & IT equipment

M12 laptop computer



**E-VA-2 /// KILN ROOM**

**size**

60 SF

**capacity/users**

1 staff member

**ancillary spaces**

art lab (E-VA-1)

**spatial relationships**

near art lab

**goals**

to provide an area properly equipped for ceramics and ceramics firing storage for completed art work

**activities**

store 3D sculptural work  
house kiln equipment  
firing of ceramics

**environmental considerations**

lighting appropriate to task  
adequate ventilation with vents to the outside for kiln and controlled by a thermostat  
specialized electrical outlets for equipment

LEGEND ///

● **fixed furnishings**

F1.1 casework

F103 floor drain



**loose furnishings**

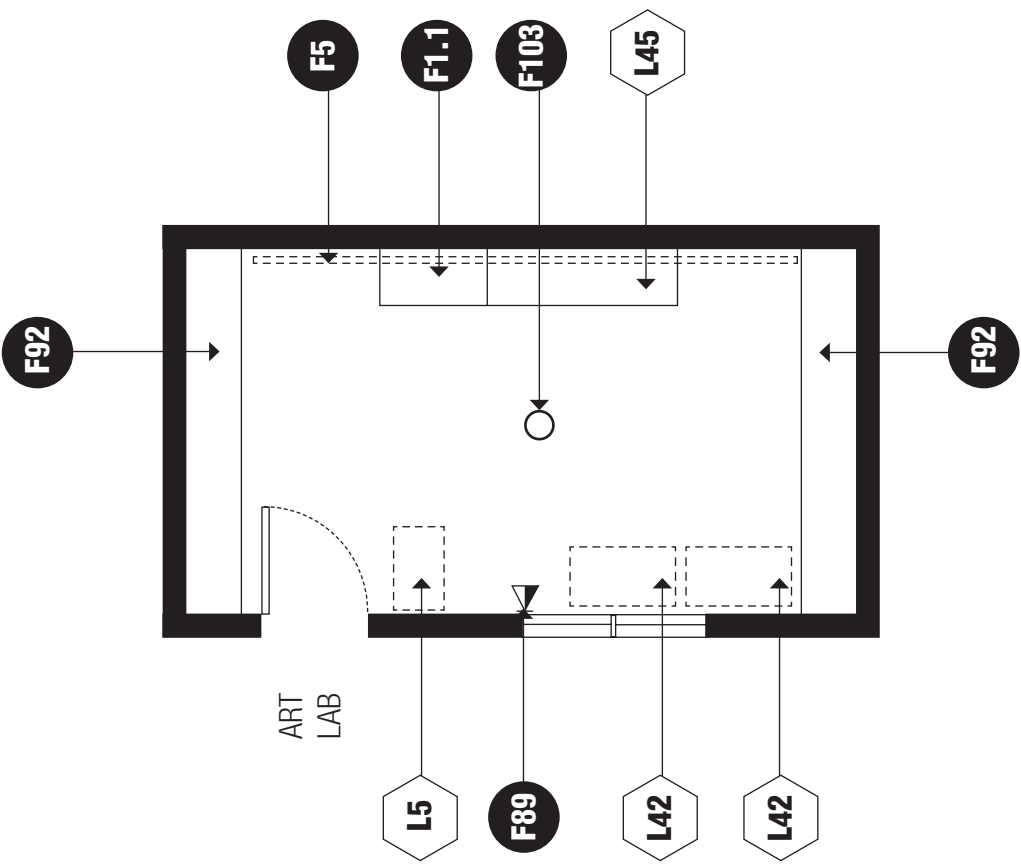
L44 kiln

L45 bisqueware shelving



**AV & IT equipment**

n/a



**E-VA-3 /// ART STORAGE**

**size**  
150 SF

**capacity/users**  
1-2 staff members

**ancillary spaces**  
art lab (E-VA-1)

**spatial relationships**  
near art lab

**goals**  
to provide lockable storage for art supplies, portable equipment, technology, peripherals, and materials

**activities**  
storage

**environmental considerations**  
uniform and controllable lighting  
electrical outlets for equipment

LEGEND ///

● **fixed furnishings**  
F1.1 casework (tall cabinets, paper storage, and hazardous materials)  
F5 tackable wall surface  
F89 data drop  
F92 storage shelving 18" deep (metal)  
F103 floor drain

◻ **loose furnishings**  
L5 four drawer lateral file cabinet  
L42 drying racks (2)  
L45 bisqueware shelving

■ **AV & IT equipment**  
n/a



## E-PA /// **MUSIC**

GENERAL MUSIC ROOM





GENERAL MUSIC STORAGE

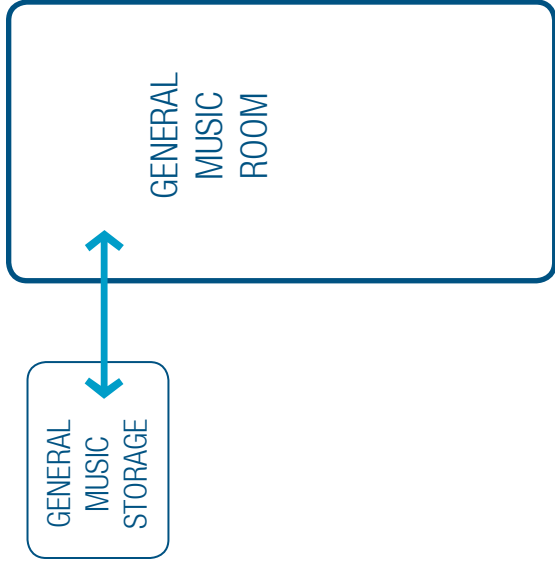
SPACE	325 STUDENTS			400 STUDENTS			500 STUDENTS			700 STUDENTS		
	QTY	SF	TOTAL	QTY	SF	TOTAL	QTY	SF	TOTAL	QTY	SF	TOTAL
MUSIC												
General Music Room	1	900	900	1	900	900	1	900	900	1	900	900
General Music Storage	1	250	250	1	250	250	1	250	250	1	250	250
<b>TOTAL</b>			<b>1,150</b>			<b>1,150</b>			<b>1,150</b>			<b>1,150</b>

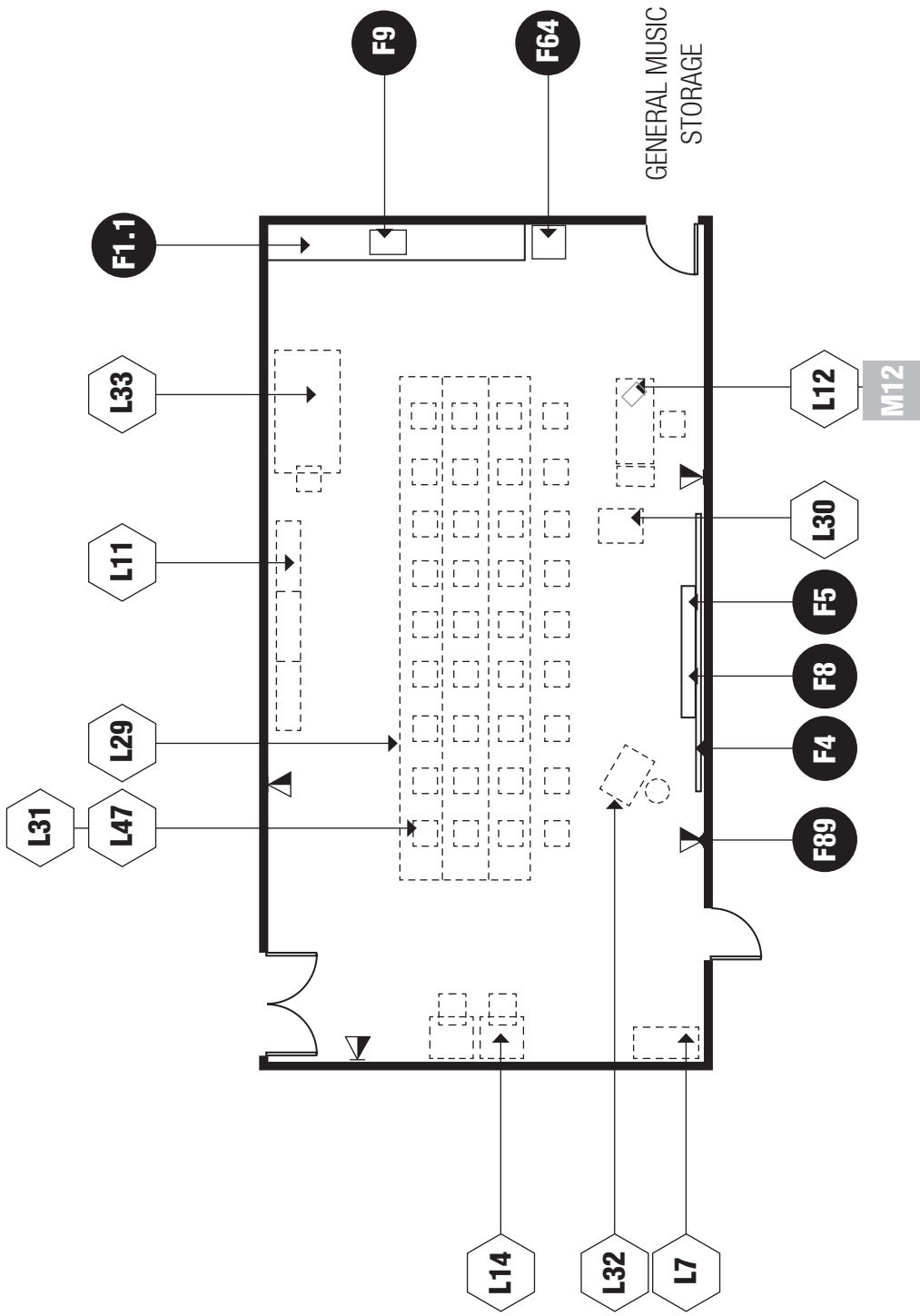
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KEY ///

- direct access 
- linked space 
- enclosed space 
- open space 





**E-PA-1 /// GENERAL MUSIC ROOM**

## size

900 SF

## capacity

20-25 students

1 teacher

parents/volunteers

## ancillary spaces

general music storage (E-PA-2)

## spatial relationships

co-locate near rooms with similar

functions and noise levels

## goals

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

## 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

play in small and large group ensemble with instruments (keyboard, percussion, etc.)

## environmental considerations

uniform and controllable lighting  
environmental sound control  
electrical outlets for equipment including floor mounted outlets with secure covers

sound insulation in walls (extended above

ceiling to underside of deck)

acoustical wall treatments

adequate ventilation

proportion classroom for effective viewing and listening from all areas of the classroom

auditory privacy

drinking fountain in classroom

layout should consider teaching space and breakout space

## LEGEND ///

### ● fixed furnishings

F1.1 casework (paper storage cabinets, 8-10 LF)

F4 marker board (16 LF, 1/2 with music staff bars)

F5 tackable/magnetic wall surface

F8 wall mounted interactive electronic presentation device

F9 classroom sink

F64 filtered water fountain with bubbler and gooseneck bottle filler

▶ F89 data drop



## loose furnishings

L7 teachers lockable wardrobe

L11 adjustable height bookshelves (24 LF)

L12 admin workstation and chair

L14 computer station (2)

L29 choral risers (moveable)

L30 mobile a/v cabinet

L31 posture chair (25)

L32 conductor's podium and stool

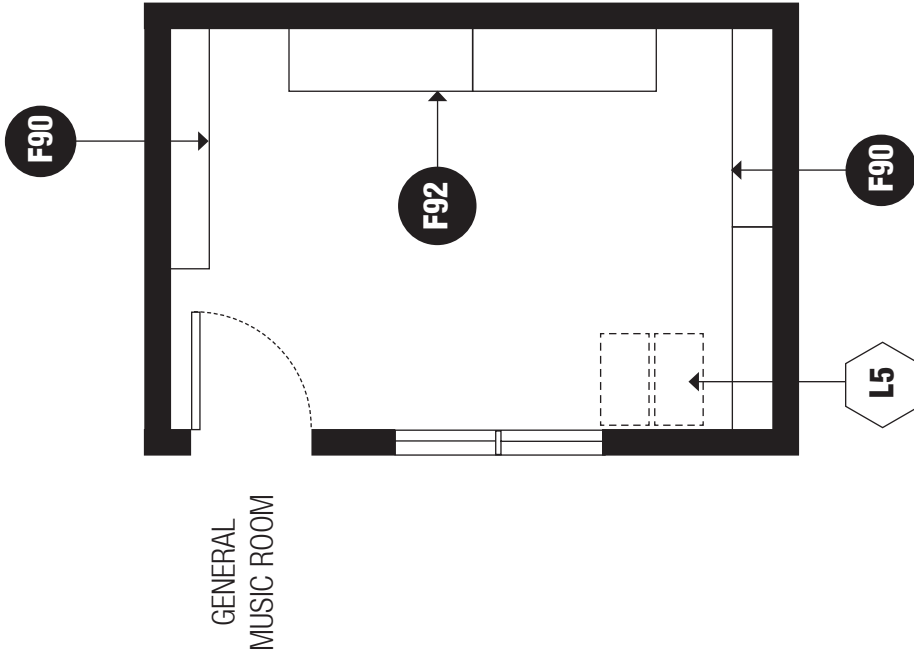
L33 digital upright piano

L47 music stand (25)



## AV & IT equipment

M12 laptop computer



**E-PA-2 /// GENERAL MUSIC STORAGE**

**size**

250 SF

**capacity**

1 staff member

**ancillary spaces**

general music room (E-PA-1)

**spatial relationships**

n/a

**goals**

to provide adequate storage for choral risers, accessories, and equipment

**activities**

storage and simple repair of accessories and equipment

play instruments in small ensembles and large group (keyboard, orff, percussion, etc.)

**environmental considerations**

uniform and controllable lighting  
electrical outlets for equipment

LEGEND ///

● **fixed furnishings**

F90 storage shelving 12" deep

F92 storage shelving 18" deep

\*total shelving shall support storage of 25 keyboards, orff instruments, and assorted percussion instruments



**loose furnishings**

L5 four drawer lateral file cabinet



**AV & IT equipment**

n/a



## E-PE /// **PHYSICAL EDUCATION**

GYMNASIUM

STAGE

OFFICE

STORAGE

CHAIR STORAGE

BICYCLE STORAGE

OUTDOOR PE STORAGE

PLAYGROUNDS

SPACE	325 STUDENTS			400 STUDENTS			500 STUDENTS			700 STUDENTS		
	QTY	SF	TOTAL	QTY	SF	TOTAL	QTY	SF	TOTAL	QTY	SF	TOTAL
<b>PHYSICAL EDUCATION</b>												
Gymnasium	1	3,400	3,400	1	3,400	3,400	1	4,200	4,200	1	5,000	5,000
Stage*	1	850	850	1	850	850	1	850	850	1	850	850
Office	1	150	150	1	150	150	1	150	150	1	225	225
Storage	1	300	300	1	300	300	1	300	300	1	400	400
Chair Storage	1	100	100	1	125	125	1	150	150	1	200	200
Bicycle Storage	1	150	150	1	150	150	1	150	150	1	150	150
Outdoor PE Storage	1	100	100	1	100	100	1	100	100	1	200	200
Playgrounds	1	-	-	1	-	-	1	-	-	1	-	-
<b>TOTAL</b>			<b>5,050</b>			<b>5,075</b>			<b>5,900</b>			<b>7,025</b>

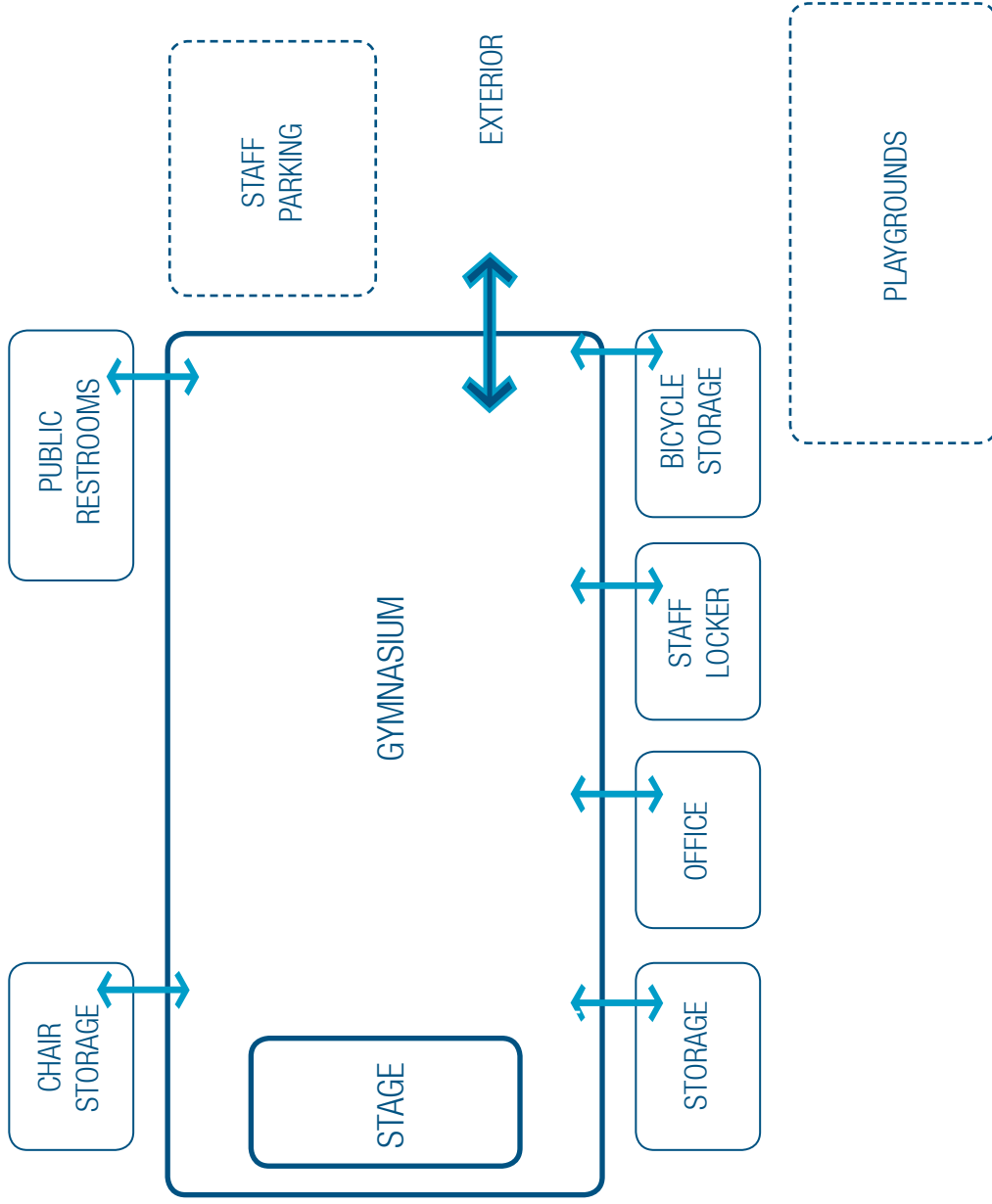
**Comments //**

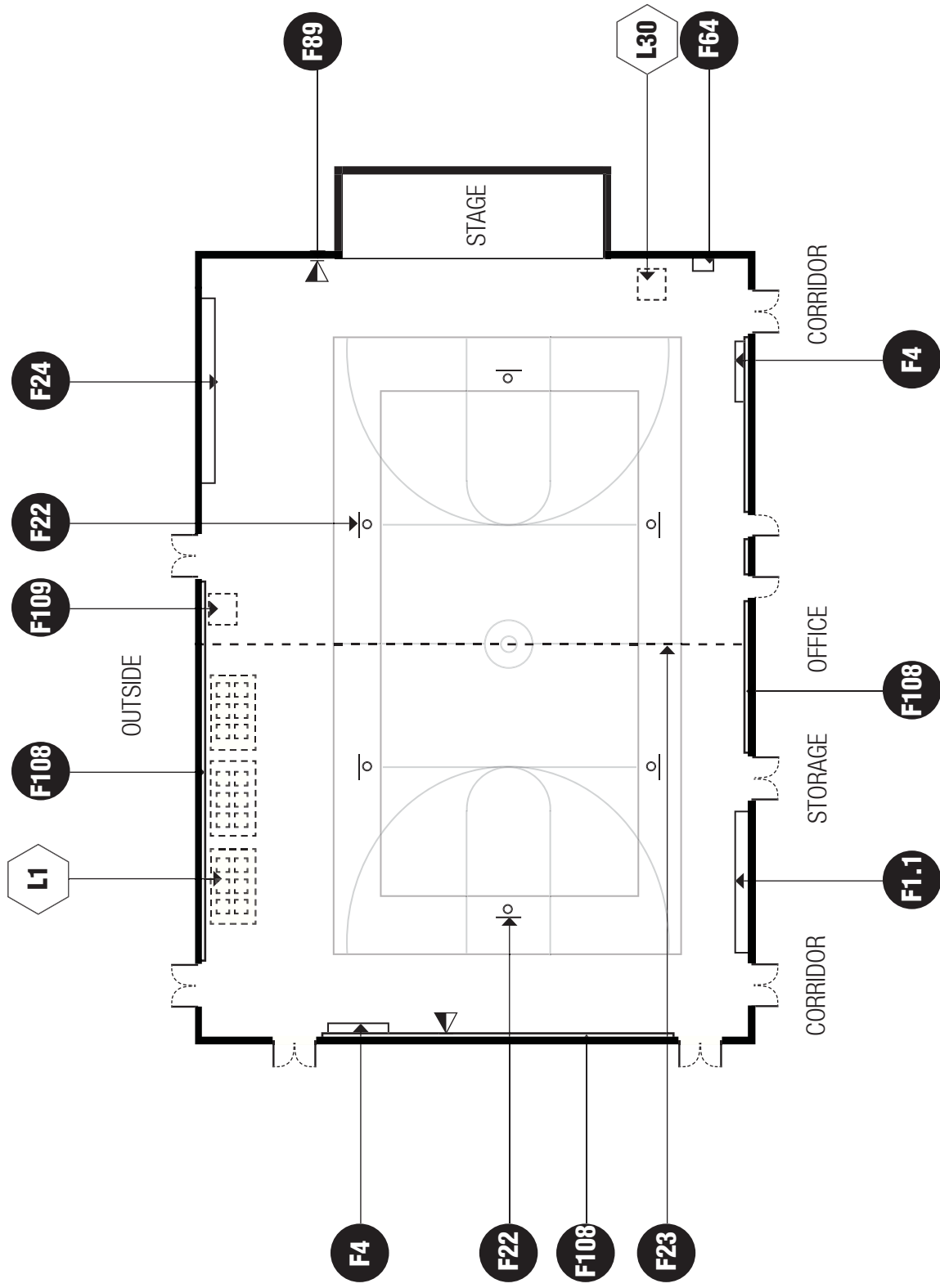
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\*Stage is listed as required in this program and optional in SD program. Final location of Stage to be determined during the site-specific Ed Spec process and approved by DCPS.

KEY ///

- direct access
- linked space
- enclosed space
- open space





**E-PE-1 /// GYMNASIUM**

## size

3,400 - 5,000 SF (clear floor area)

## capacity/users

20-25 students per class

2-3 teachers

parents and community members for meetings

5,000 SF classroom should be lined to host two class sections at one time

## ancillary spaces

stage (E-PE-2)

office (E-PE-3)

storage (E-PE-4)

chair storage (E-PE-5)

bicycle storage (E-PE-6)

outdoor PE storage (E-PE-7)

## spatial relationships

near public restrooms and staff locker/shower, with easy access

access to outdoor physical education and covered play areas

near parking

located with easy access to rest of school, but must be able to close off area for security during evening activities

## goals

to provide space for PE classes to meet  
to provide space for students to present performances

## activities

athletic skills and leadership games

adaptive physical education  
student assemblies and programs  
lectures/teaching  
community use

## environmental considerations

uniform and controllable lighting  
environmental sound control  
adequate sound control/acoustics  
clear height of 20' from floor to nearest obstruction

electrical outlets for equipment  
structure, lighting, and ducts designed not to trap PE balls  
ceiling heights should be proportional to room volume

adjoining room with window darkening capabilities

proper AV equipment for front and back of house acoustics

\*bleachers are not a priority at this age range

LEGEND ///

## ● fixed furnishings

F1.1 casework (9-32 LF storage)

F4 marker board (6 LF minimum, 2 sides of gym with electrical outlet below)

F22 basketball operable goals (adjustable height, rims, hoops, ceiling hung or portable)

F23 operable partition-motorized

F24 climbing wall

F64 filtered water fountain with bubbler and gooseneck bottle filler

▶ F89 data drop

F108 safety padding

F109 stereo with Xbox and Wii connection ability (with connection to AV equipment/speakers from inside gym space)



## loose furnishings

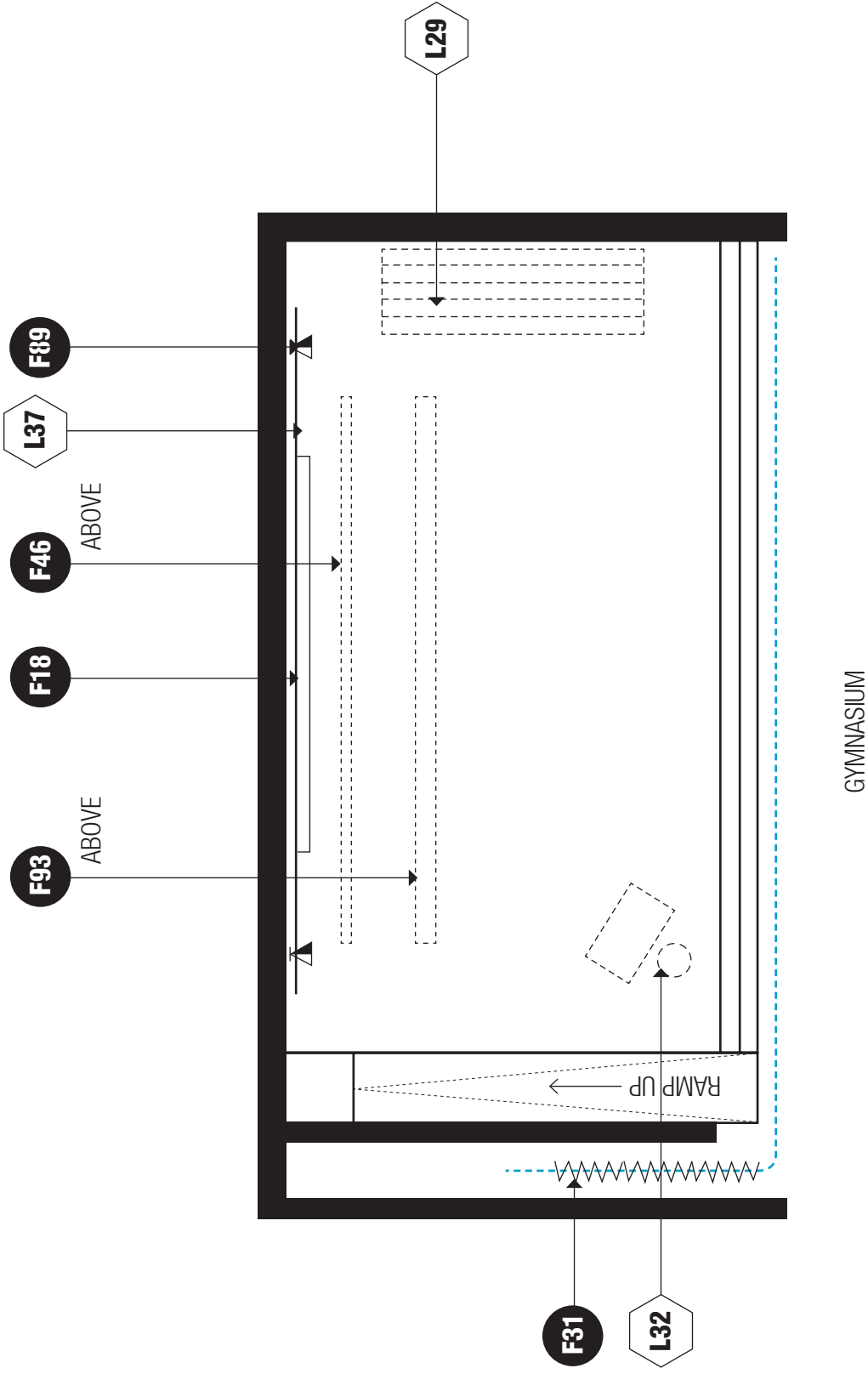
L1 stackable/nesting chairs

L30 mobile AV cabinet



## AV & IT equipment

n/a



NOTE // Retractable stages should be considered.

**E-PE-2 /// STAGE**

**size**

850 SF

**capacity/users**

20-25 students  
teachers

parents/volunteers  
community members

**ancillary spaces**

gymnasium (E-PE-1)  
student dining area/multipurpose  
(E-SD-1)

**spatial relationships**

near chair storage  
near music rooms if possible

**goals**

to provide space for students to present  
performances

**activities**

student assembly/award programs  
theatrical/musical performances  
in-service conferences

**environmental considerations**

uniform/theatrical lighting  
environmental sound control  
electrical outlets for equipment  
stage to be no more than 21" above  
gymnasium floor  
direct ADA and convenient access to  
stage via stairs/ramp  
fixed construction or "Murphy" retractable

LEGEND ///

● **fixed furnishings**

F18 mirror

F31 stage curtains

F46 motorized projection screen

▲ F89 data drop

F93 theatre and stage equipment (sound  
and lights on joists)

◻ **loose furnishings**

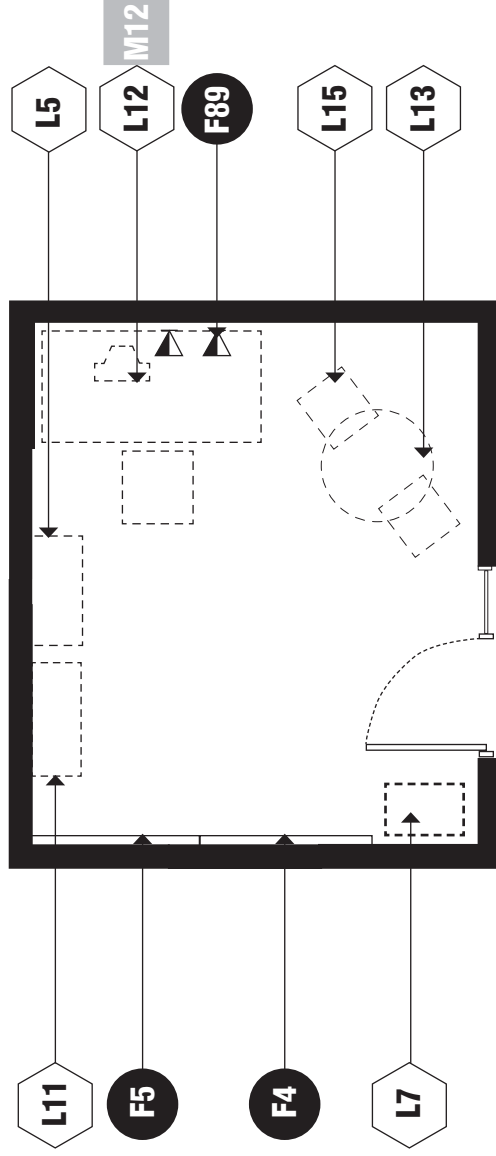
L29 choral risers

L32 conductor's podium and stool

L37 dance barres

■ **AV & IT equipment**

n/a



**E-PE-3 /// OFFICE**

## size

150-225 SF

## capacity/users

1-2 staff members

## ancillary spaces

gymnasium (E-PE-1)

## spatial relationships

adjacent to PE Storage  
visual access to gymnasium  
near restrooms

## goals

to provide space for PE teachers and administrators

## activities

scheduling  
planning  
maintaining records  
meetings/teleconferencing  
coaching

## environmental considerations

uniform lighting  
environmental sound control  
electrical outlets for equipment  
windows to provide natural light, desirable  
visual access to gymnasium  
auditory privacy

## LEGEND ///

### ● fixed furnishings

F4 marker board (6 LF)

F5 tackable magnet/wall surface

▲ F89 data drop

### ○ loose furnishings

L5 four drawer lateral file cabinet

L7 teacher lockable wardrobe

L11 adjustable height bookshelves

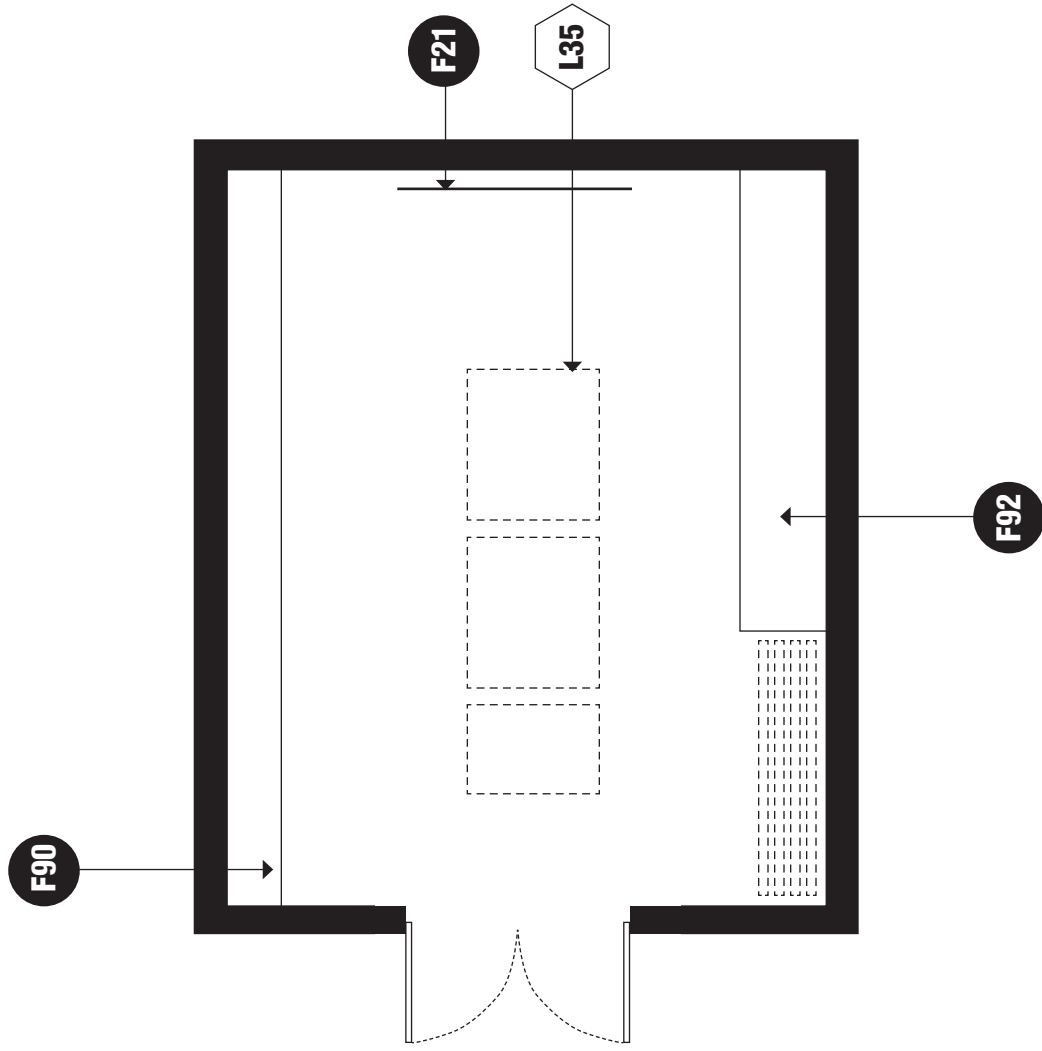
L12 admin workstation and chair

L13 Small table (round)

L15 task chairs (2)

### ■ AV & IT equipment

M12 laptop computer



**size**

300-400 SF

**capacity/users**

1-2 staff members

**ancillary spaces**

gymnasium (E-PE-1)

**spatial relationships**

n/a

**goals**

to provide convenient and adequate storage for all physical education equipment

**activities**

storage of PE equipment such as tumbling mats, ball bins, etc.

**environmental considerations**

uniform lighting  
leave space below shelving on one wall for portable bins

LEGEND ///

● **fixed furnishings**

F21 peg board

F90 storage shelving 12" deep

F92 storage shelving 18" deep (metal/wire)

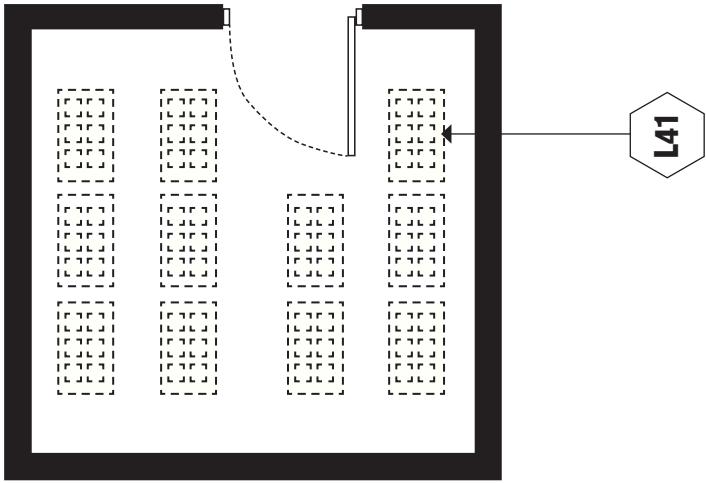
◻ **loose furnishings**

L35 ball bins

\*varied and dynamic equipment suited to store PE equipment

■ **AV & IT equipment**

n/a



**E-PE-5 /// CHAIR STORAGE**

**size**

100-200 SF (or as required to accommodate seating quantity)

**capacity/users**

1 staff member

**ancillary spaces**

n/a

**spatial relationships**

gymnasium (E-PE-1)

**goals**

to provide adequate storage for folding chairs to be used within gymnasium

**activities**

storage of chairs

**environmental considerations**

uniform lighting  
controllable lighting

LEGEND ///

● **fixed furnishings**

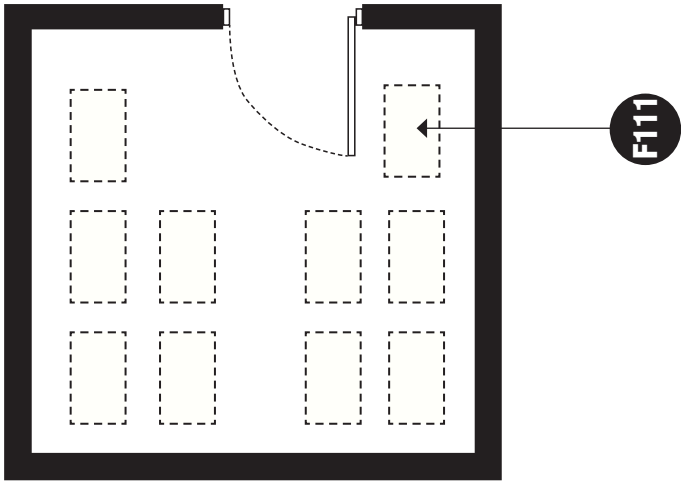
n/a

◻ **loose furnishings**

L41 chair dollies

■ **AV & IT equipment**

n/a



**E-PE-6 /// BICYCLE STORAGE**

**size**

150 SF (can be combined with storage) (E-PE-5)

**capacity/users**

1 staff member

**ancillary spaces**

outdoor PE storage (E-PE-7)

playground (E-PE-8)

**spatial relationships**

gymnasium (E-PE-1)

**goals**

to provide adequate storage for bikes and other P.E. equipment to be used within gymnasium

**activities**

storage of bikes and other P.E. equipment

**environmental considerations**

uniform lighting  
controllable lighting

LEGEND ///

● **fixed furnishings**

F111 bike rack



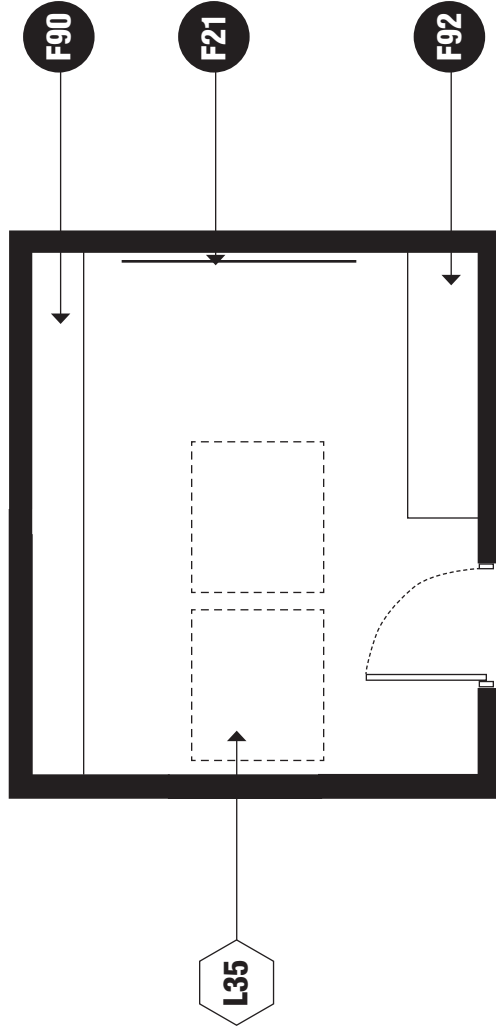
**loose furnishings**

n/a



**AV & IT equipment**

n/a



**E-PE-7 /// OUTDOOR P.E. STORAGE**

**size**

100-200 SF

**capacity/users**

1 staff member

**ancillary spaces**

gymnasium (E-PE-1)

**spatial relationships**

close proximity to play areas outside for ease of access  
exterior access

**goals**

to provide convenient and adequate storage for outdoor physical education equipment

**activities**

storage of outdoor PE equipment

**environmental considerations**

uniform lighting  
leave space below shelving on one wall for portable bins

LEGEND ///

● **fixed furnishings**

F21 peg board

F90 storage shelving 12" deep

F92 storage shelving 18" deep (metal/wire)

◻ **loose furnishings**

L35 ball bins

\*varied and dynamic equipment suited to store PE equipment

■ **AV & IT equipment**

n/a

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Playground design to be determined by site specific program and conditions

## **size**

playground size to be determined during site specific program and conditions

## **capacity**

students  
staff  
parents/volunteers  
community members

## **ancillary spaces**

outdoor classroom (E-ACA-17)

## **spatial relationships**

near academic core areas  
designated classrooms may have direct access to playgrounds  
public access  
close proximity to water fountains and trash cans  
shaded areas (structured, play equipment and/or landscaping)

## **goals**

provide playground areas to allow for a range of ages, abilities and interests to accommodate a variety of spaces including play equipment, open space, outdoor classrooms, garden beds, fields and courts.

## **activities**

inclusive interactive features that allow an opportunity for swinging, balancing, climbing, sliding, tactile, and imaginary

and sensory play

open space areas should allow for running, biking, hard surface games (e.g. four square, hopscotch, etc.), imaginary play, and quiet time.

## **site and equipment considerations**

locate equipment with moving parts at the perimeter of the play area  
soft surfacing in all fall zones  
ensure safe zones are around all moving equipment

include a variety of types of play elements to encourage tactile, imaginary, and sensory play

include tables and chairs for age group  
include hard surface with basketball courts and group games, if space allows

include tables and chairs for age group

## **accessibility standards**

meet or exceed the Americans with Disability Act guidelines and include inclusive play elements  
playground design to be determined by site specific program and conditions



## E-AD /// **ADMINISTRATION**

ENTRANCE LOBBY  
WELCOME CENTER  
SECURITY AREA  
CONFERENCE ROOM  
PRINCIPAL'S OFFICE  
ADMINISTRATIVE OFFICE  
ADMINISTRATIVE WORKROOM  
RECORDS ROOM  
PARENT RESOURCE CENTER (OPTIONAL)  
COUNSELOR'S OFFICE  
STUDENT SERVICES  
STUDENT SERVICES CONFERENCE  
EXTRA-CURRICULAR WORKROOM/  
PROGRAM OFFICE  
STAFF LOUNGE  
WELLNESS / LACTATION ROOM

SPACE	325 STUDENTS			400 STUDENTS			500 STUDENTS			700 STUDENTS		
	QTY	SF	TOTAL	QTY	SF	TOTAL	QTY	SF	TOTAL	QTY	SF	TOTAL
<b>ADMINISTRATION</b>	--	--	--	--	--	--	--	--	--	--	--	--
Entrance Lobby**	1	460	460	1	500	500	1	550	550	1	650	650
Welcome Center	1	75	75	1	75	75	1	75	75	1	75	75
Security Area	1	200	200	1	200	200	1	200	200	1	200	200
Conference Room	1	200	200	1	200	200	1	200	200	1	200	200
Principal's Office	2	150	300	2	150	300	2	150	300	3	150	450
Administrative Office	1	250	250	1	250	250	1	250	250	1	400	400
Administrative Workroom	1	150	150	1	150	150	1	150	150	1	150	150
Records Room	1	200	200	1	200	200	1	200	200	1	200	200
Parent Resource Center*	1	150	150	1	150	150	1	150	150	2	150	300
Counselor's Office	2	150	300	2	150	300	2	150	300	2	150	300
Student Services	1	200	200	1	200	200	1	200	200	1	200	200
Student Services Conference	1	300	300	1	300	300	1	300	300	1	300	300
Extra-curricular Workroom / Program Office	1	450	450	1	450	450	1	450	450	1	450	450
Staff Lounge	1	150	150	1	150	150	1	150	150	1	150	150
Wellness / Lactation Room												
<b>TOTAL</b>			<b>3,385</b>			<b>3,425</b>			<b>3,625</b>			<b>4,025</b>





**Comments //**

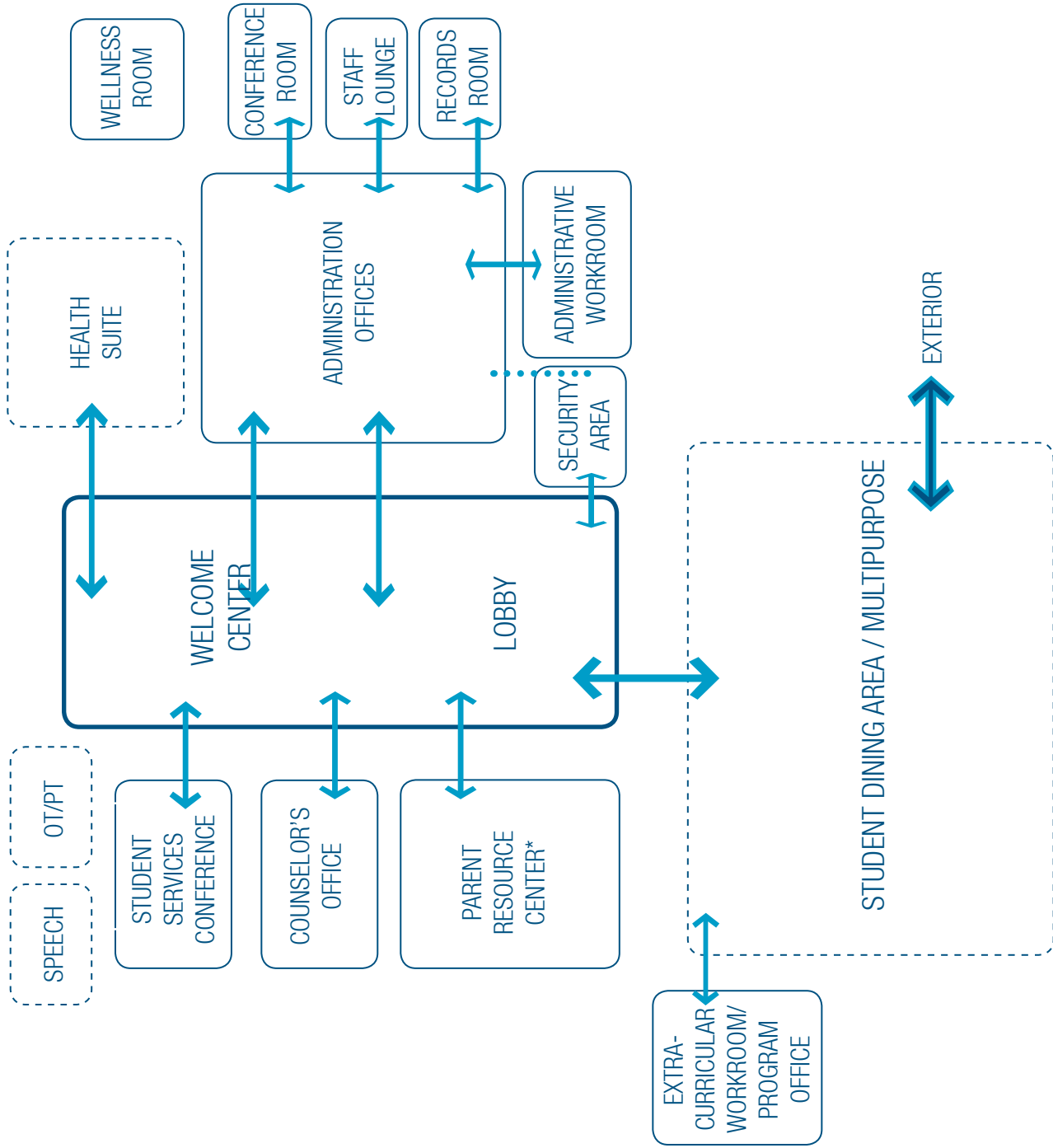
\*This space is optional. The inclusion of this space will be determined during the site-specific Ed Spec process and approved by DCPS.

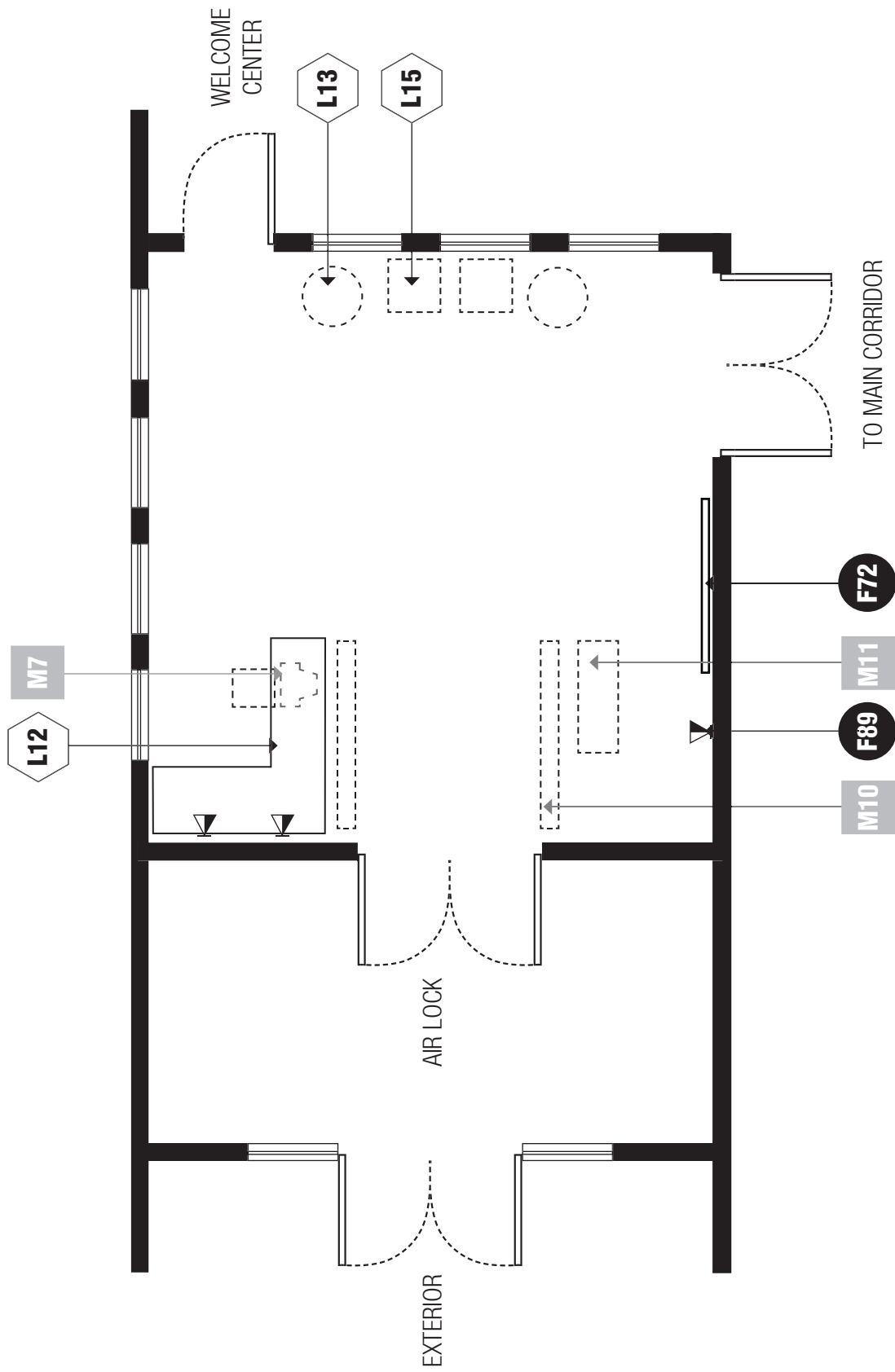
\*\*The size and quantity of these spaces to be determined during site specific Ed Spec and design, included as part of Gross Up in prototype.

Note: In this document, staff assumptions were made to ensure staff spaces were approximately correct at each capacity model. Specific square footage requirements and quantity of spaces will be completed during the site specific ed spec process. Assumptions for the capacity model are: 325 students : 51 staff; 400 students : 57 staff; 500 students : 66 staff; 700 students: 81 staff.

KEY ///

- direct access 
- linked space 
- enclosed space 
- open space 





**E-AD-1 /// ENTRANCE LOBBY**

**capacity/users**

3-4 staff members  
security officers

**ancillary spaces**

n/a

**spatial relationships**

adjacent to main entry  
direct access to welcome center  
direct access to security area

**goals**

to greet visitors and provide a welcoming  
access to the school  
to serve as a check-in and checkpoint for  
school visitors and attendees

**activities**

greet and welcome students, staff, and  
visitors  
central gathering and meeting area for  
school community  
security screenings of students, staff, and  
visitors

monitor main entrance to school

**environmental considerations**

uniform and controllable lighting  
environmental sound control  
aesthetically pleasing  
windows for natural sunlight  
acoustically treated

LEGEND ///

● **fixed furnishings**

F72 3D displays

F89 data drop

○ **loose furnishings**

L12 admin workstation and chair

L13 small table

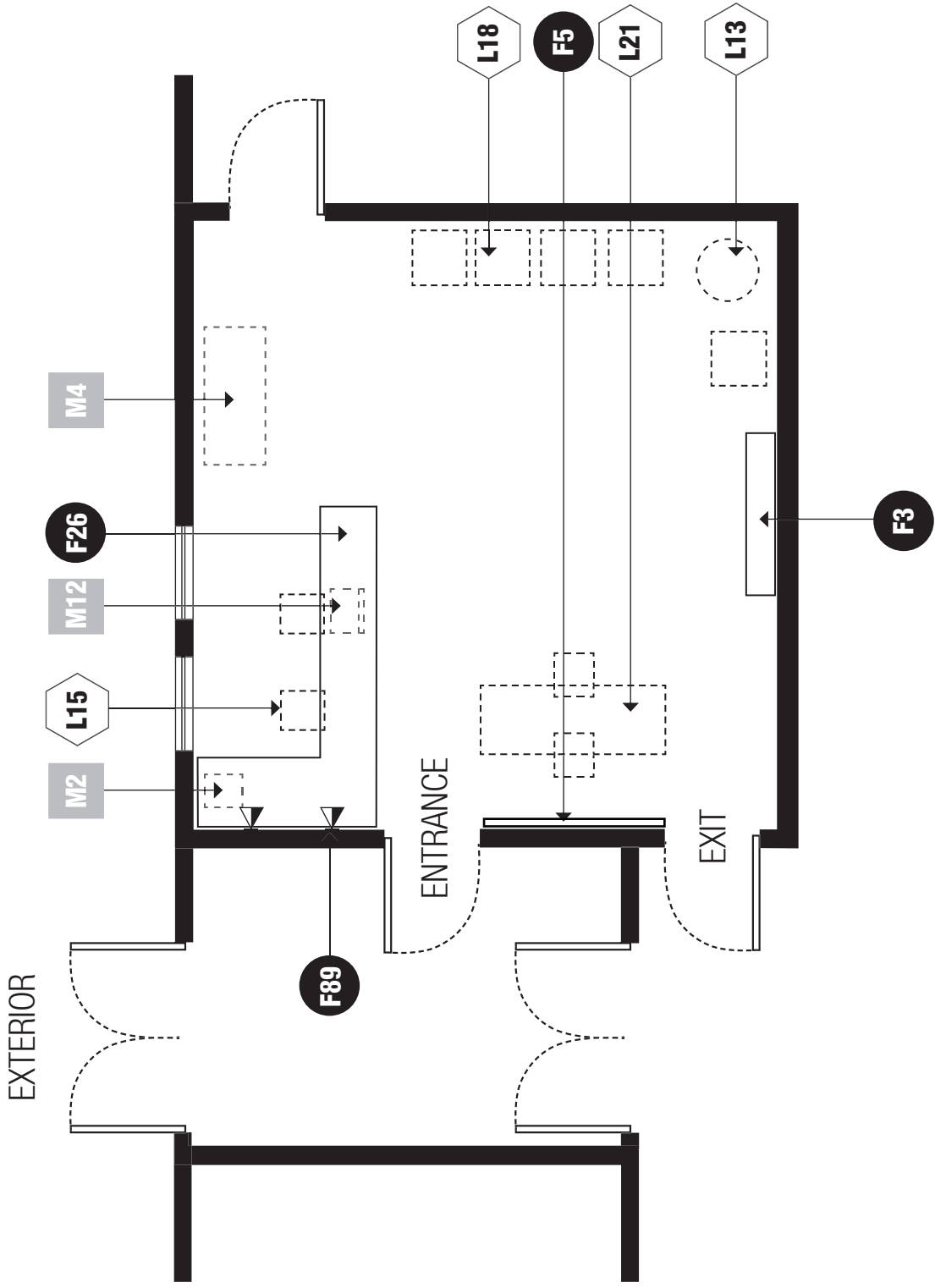
L15 task chair

■ **AV & IT equipment**

M7 desktop computer

M10 metal detectors

M11 x-ray equipment



**size**

460-650 SF

**capacity/users**

10 people  
administrative assistants  
visitors/parents  
students

**ancillary spaces**

n/a

**spatial relationships**

located inside the main administrative area directly accessible from entry vestibule  
near public restrooms  
maximize views to exterior and main entry  
public address alcove  
closet (lockable)

**goals**

to provide a space designed to help students and visitors feel welcomed and to provide easily accessed information

**activities**

greeting visitors  
waiting for students or staff  
student waiting/pick up area  
workstation for administrative assistant

**environmental considerations**

uniform and controllable lighting  
adequate ventilation  
environmental sound control

electrical outlets for equipment

windows to provide natural sunlight  
administrative area should be mechanically zoned for year round use

interior windows

no visual access to the public of computer screens, paperwork, etc.

LEGEND ///

● **fixed furnishings**

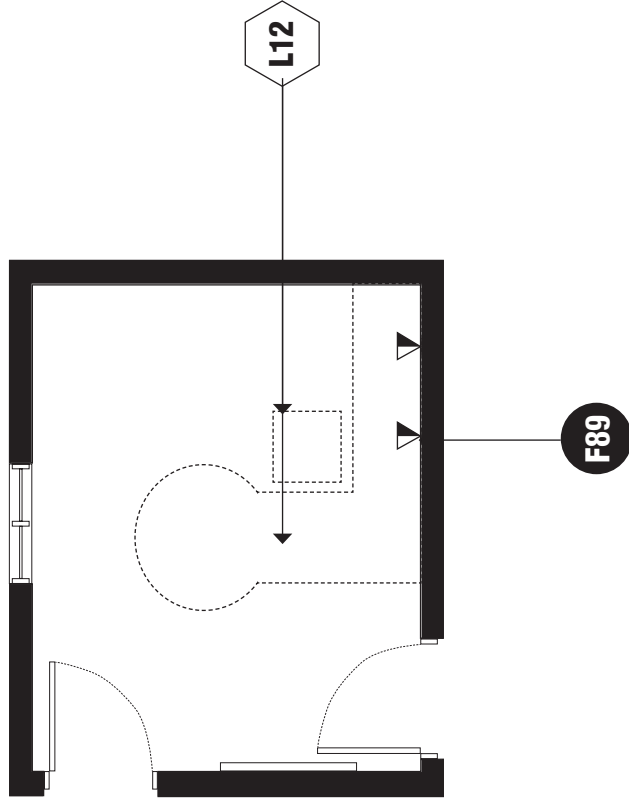
- F3 wall shelving
- F5 tackable/magnetic wall surface
- F26 reception counter
- F89 data drop

○ **loose furnishings**

- L13 small table (3)
- L15 task chair (4)
- L18 lounge chairs (4-6)
- L21 work table (for check in station)

■ **AV & IT equipment**

- M2 color printer
- M4 photocopy machine
- M12 laptop computer



**E-AD-3 /// SECURITY AREA**

**size**

75 SF

**capacity/users**

1 staff member

**ancillary spaces**

n/a

**spatial relationships**

adjacent to main entry

**goals**

to serve as a check-in and checkpoint for non-school visitors

**activities**

check-in/out visitors  
monitor main entrance to school  
workstation for security office

**environmental considerations**

uniform and controllable lighting  
environmental sound control  
recessed electrical outlets located in floor

LEGEND ///

**fixed furnishings**

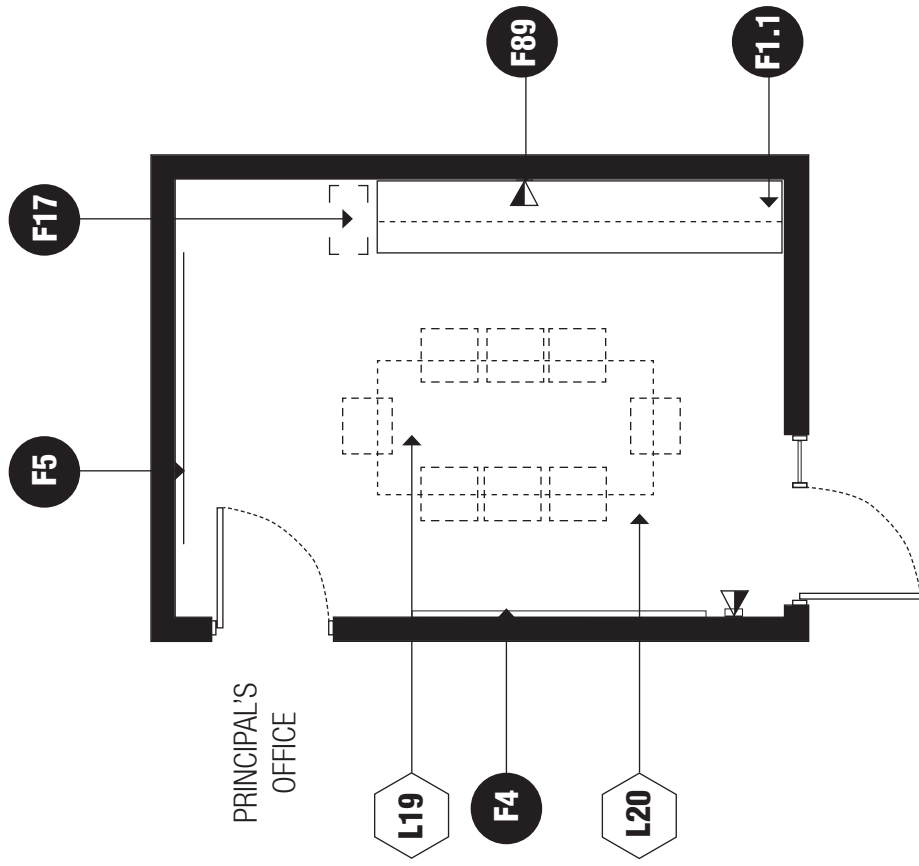
● F89 data drop

**loose furnishings**

○ L12 admin workstation with chair

**AV & IT equipment**

■ n/a



**E-AD-4 /// CONFERENCE ROOM**

**size**

200 SF

**capacity/users**

6-8 people

**ancillary spaces**

n/a

**spatial relationships**

near welcome center  
centrally located within administrative area  
adjacent and access to principal's office

**goals**

to provide a place for administrative conferences or meetings

**activities**

conferences with staff, parents, and visitors

**environmental considerations**

uniform and controllable lighting  
environmental sound control  
electrical outlets for equipment  
windows to provide natural sunlight, desirable  
auditory privacy

LEGEND ///

● **fixed furnishings**

- F1.1 casework
- F4 marker board (6 LF minimum)
- F5 tackable/magnetic wall surface (6 LF minimum)
- F110 2D display
- F89 data drop



○ **loose furnishings**

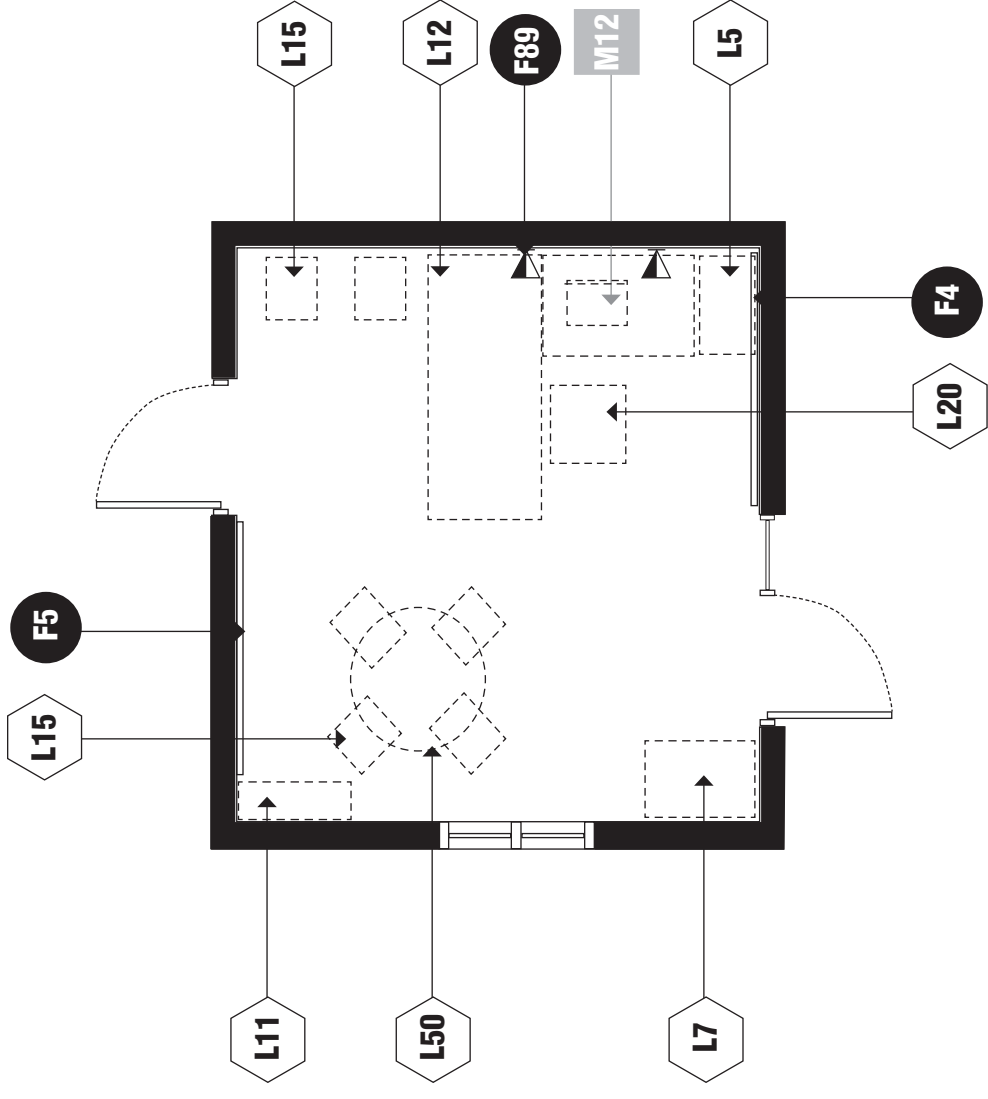
- L19 conference table (with technology installations - VGA jacks, data outlets, power outlets, etc.)
- L20 executive chair (8)



■ **AV & IT equipment**

n/a





**E-AD-5 /// PRINCIPAL'S OFFICE**

**size**

200 SF

**capacity/users**

1-5 people

**ancillary spaces**

conference room (E-AD-4)

**spatial relationships**

near main entry  
near administrative assistant  
adjacent and access to conference room

**goals**

to provide an office for the principal to give instructional leadership in a personal and organized environment for students, staff, and community

**activities**

conferences with staff, parents, and visitors  
curriculum development  
research and planning  
telephone communications  
dealing with personnel issues  
coordination of school and support services

**environmental considerations**

uniform and controllable lighting  
environmental sound control  
electrical outlets for equipment  
windows to provide natural sunlight, desirable  
auditory privacy

view to entrance, parking lot and/or circulation (optional)

LEGEND ///

● **fixed furnishings**

- F4 marker board
- F5 tackable/magnet wall surface (6 LF min)
- F89 data drop



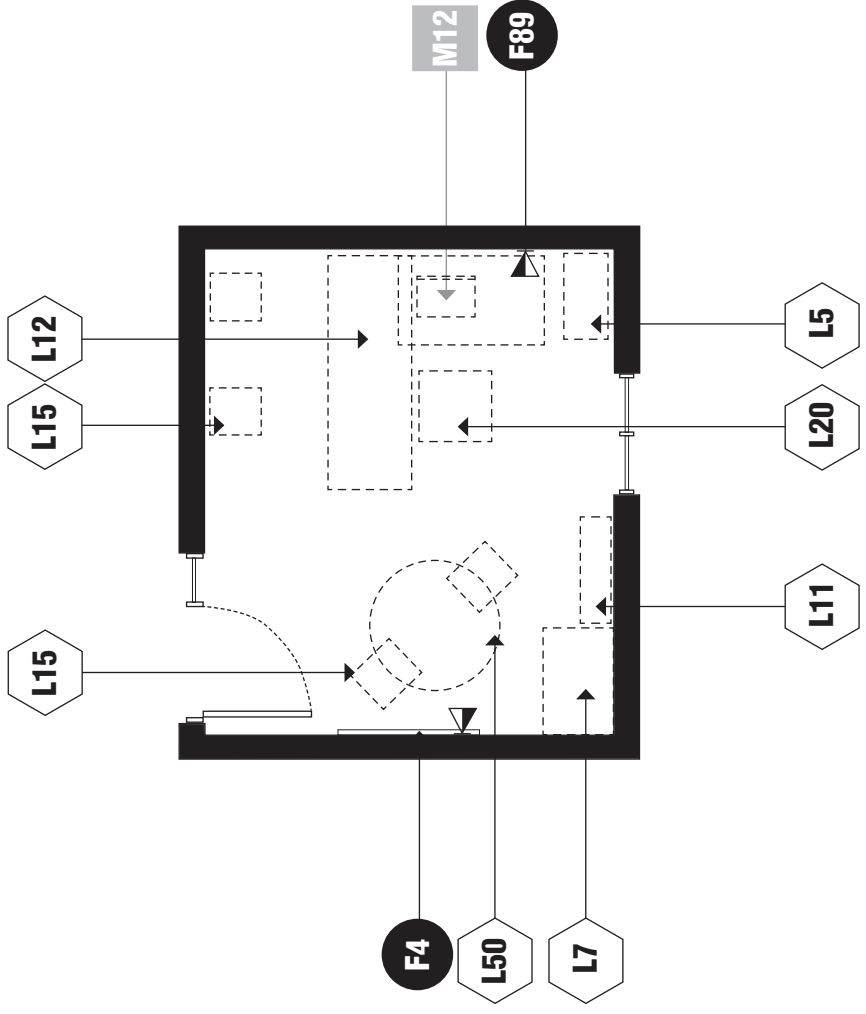
**loose furnishings**

- L5 four drawer file cabinet
- L7 teacher's lockable wardrobe
- L11 adjustable height bookshelves (12 LF)
- L12 admin workstation and chair
- L15 task chair (4-6)
- L20 executive chair
- L50 small conference table



**AV & IT equipment**

- M12 laptop computer



**E-AD-6 /// ADMINISTRATIVE OFFICE**

**size**

150 SF

**capacity/users**

1-4 people

**ancillary spaces**

n/a

**spatial relationships**

may be located near academic core for supervision

may be located near administration suite

**goals**

to provide an office for the assistant principal or other administrative staff to perform administrative functions

**activities**

conferences with parents  
student interaction  
conferences with individual teachers or small groups  
telephone communications (private)  
research and planning  
coordination of school and support services

**environmental considerations**

uniform lighting, areas of soft lighting  
environmental sound control  
electrical outlets for equipment  
windows to provide natural sunlight, desirable  
auditory privacy

LEGEND ///

● **fixed furnishings**

F4 marker board (6 LF minimum)

▲ F89 data drop



**loose furnishings**

L5 four drawer lateral file cabinet

L7 teachers lockable wardrobe

L11 adjustable height bookshelves (12 LF)

L12 admin workstation and chair

L15 task chair (2-4)

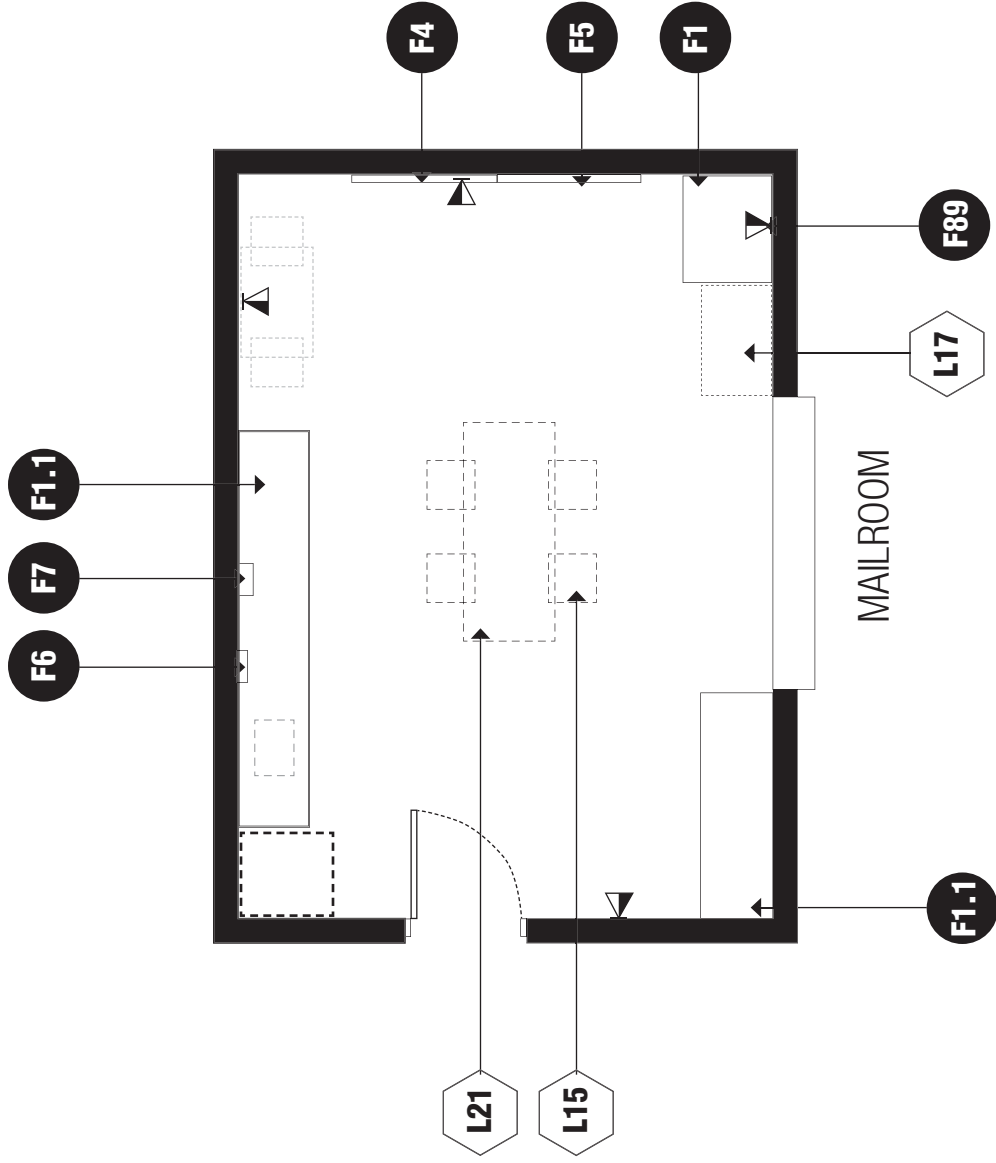
L20 executive chair

L50 small conference table



**AV & IT equipment**

M12 laptop computer



**E-AD-7 /// ADMINISTRATIVE WORKROOM**

**size**

250-400 SF

**capacity/users**

2-3 people

**ancillary spaces**

n/a

**spatial relationships**

near welcome center  
adjacent to mail room

**goals**

to provide an area for information to be  
recorded

**activities**

copying  
collating  
sorting of files  
preparing communications for mailing  
binding reports  
telephone communications

**environmental considerations**

uniform lighting, areas of soft lighting  
environmental sound control  
electrical outlets for equipment  
auditory privacy

LEGEND ///

● **fixed furnishings**

F1 base/wall cabinets and shelving

F1.1 casework (mail slots - 12" wide x 6" high

x 15" deep with 65, 80, 95 total slots and

pass-through cabinets below)

F4 marker board (6 LF min)

F5 tackable/magnetic wall surface (6 LF min)

F6 soap dispenser

F7 towel dispenser

▲ F89 data drop

○ **loose furnishings**

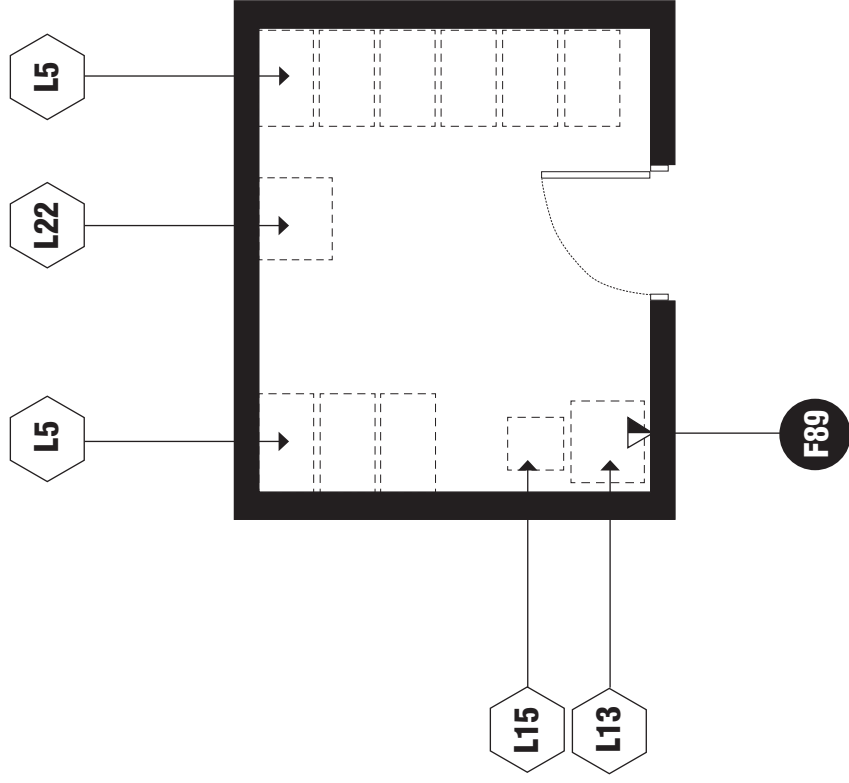
L15 task chair (2-4)

L17 printer station

L21 work table

■ **AV & IT equipment**

n/a



**E-AD-8 /// RECORDS ROOM**

**size**

150 SF

**capacity/users**

1-2 people

**ancillary spaces**

n/a

**spatial relationships**

near main office

**goals**

to provide secure, fireproof, and adequate storage for money, records, and other valuable items

**activities**

storing of money and other valuable items  
storage of files and records  
accessible to administration staff

**environmental considerations**

uniform and controllable lighting  
security of door

LEGEND ///

● **fixed furnishings**

▲ F89 data drop

◻ **loose furnishings**

L5 four drawer lateral file cabinet (8-10 fireproof file cabinets)

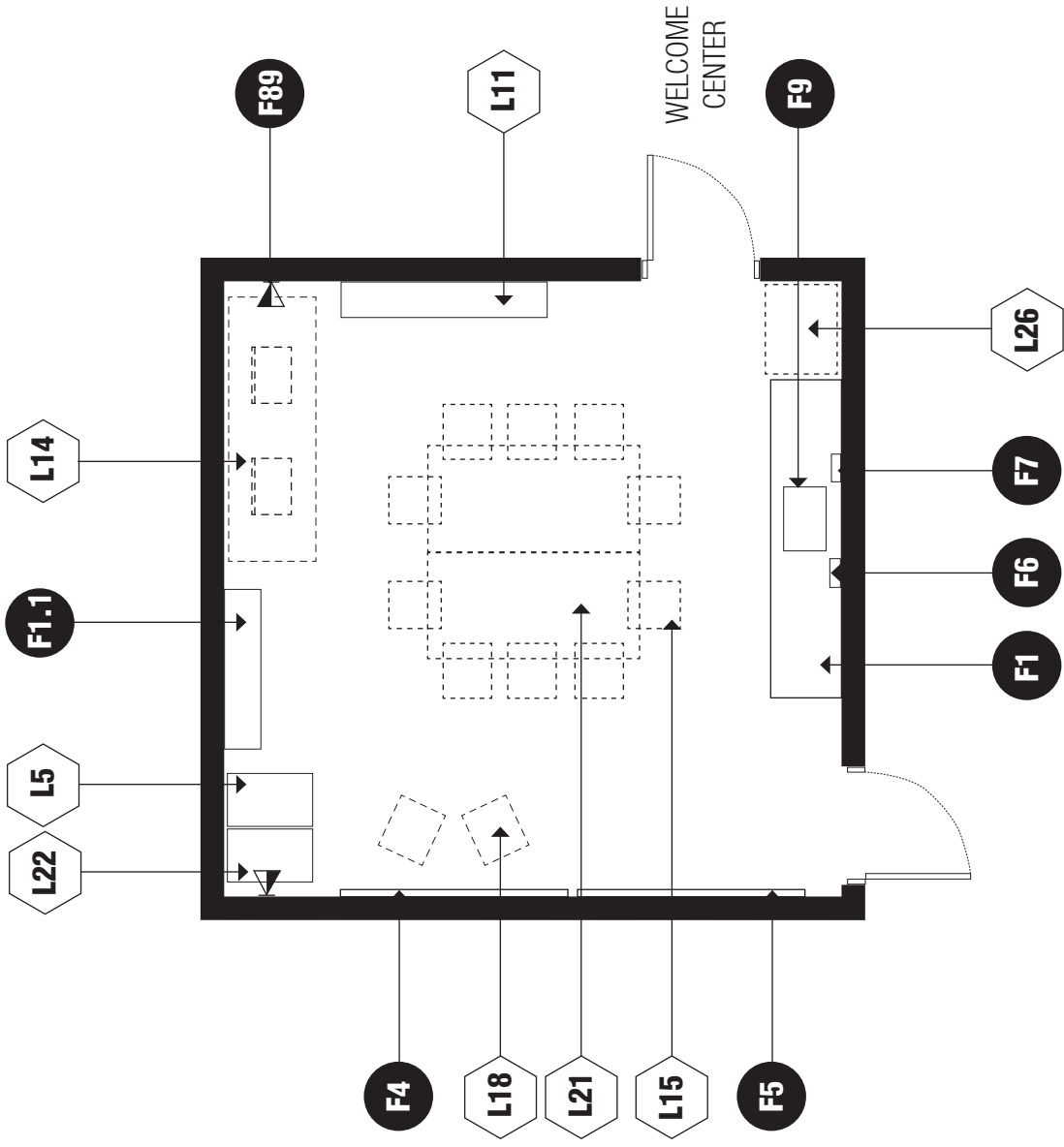
L13 small table

L15 chair

L22 safe

■ **AV & IT equipment**

n/a



**E-AD-9 /// PARENT RESOURCE CENTER (OPTIONAL)**

**size**

200 SF

**capacity/users**

1 -8 people

**ancillary spaces**

n/a

**spatial relationships**

near principal's office  
near welcome center

**goals**

\*only required in title 1 schools, optional  
in all other schools  
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 a space for parents to check  
out and use parenting sources

**activities**

small group meetings  
work area  
storage for personal items  
parent training  
private consultation  
parent employment research  
volunteer registration

**environmental considerations**

uniform and controllable lighting  
environmental sound control  
moisture and stain resistant finishes  
adequate exhaust/ventilation

LEGEND ///

● **fixed furnishings**

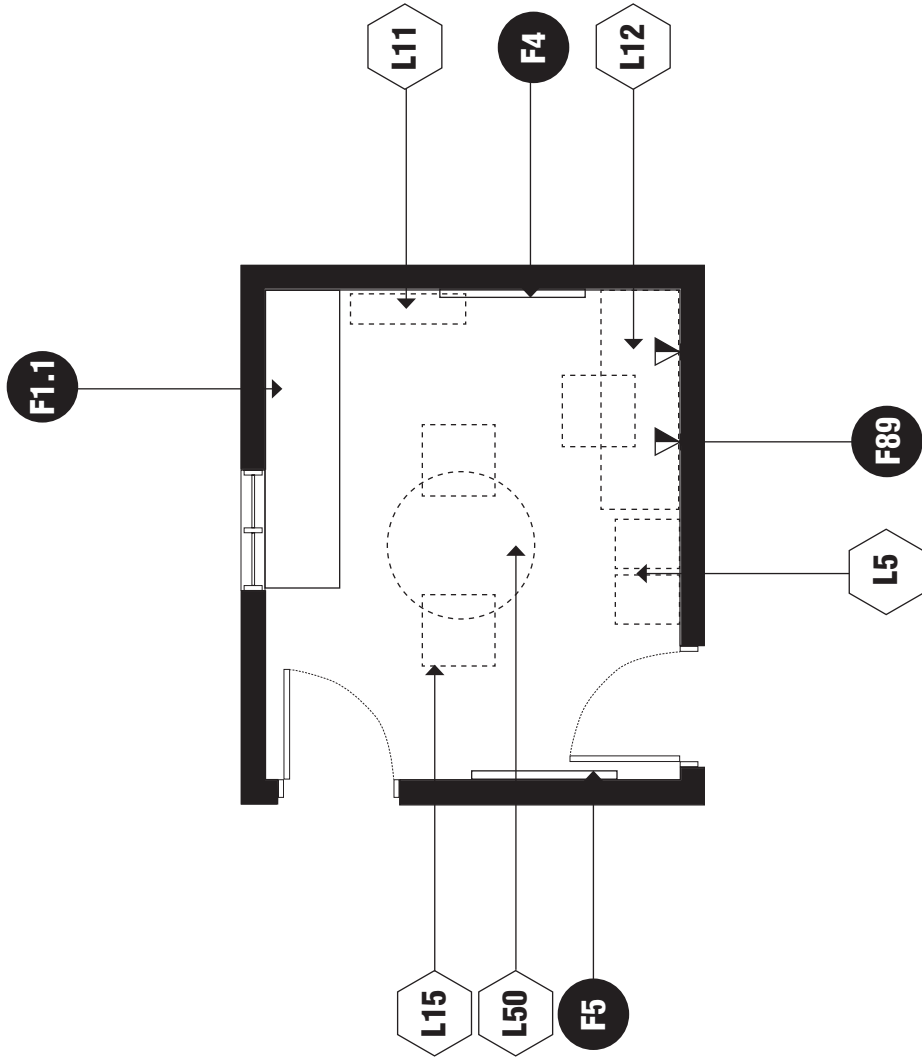
- F1 base/wall cabinets and shelving
- F1.1 casework (wall cabinets)
- F4 marker board
- F5 tackable/magnet wall surface
- F6 soap dispenser
- F7 towel dispenser
- F9 classroom sink
- F18 mirror
- F89 data drop

○ **loose furnishings**

- L2 stackable/nesting tables
- L5 four drawer lateral file cabinet
- L11 adjustable height bookshelves (20 LF)
- L14 computer workstation (2-3 - laptop)
- L15 task chair (10)
- L18 lounge chairs
- L22 safe
- L26 refrigerator

■ **AV & IT equipment**

n/a



**size**

150 SF

**capacity/users**

2-3 people

**ancillary spaces**

n/a

**spatial relationships**

near student services  
near welcome center

**goals**

to provide counseling and other student support services in a professional environment that is easily accessible to students, staff, parents, and the community

**activities**

counseling for students and parents  
administrative paperwork  
enrollment and orientation of new students

**environmental considerations**

uniform lighting  
environmental sound control  
electrical outlets for equipment  
windows to provide natural light

LEGEND ///

● **fixed furnishings**

F1.1 casework (8 LF)

F4 marker board

F5 tackable/magnetic wall surface (6 LF min)

▲ F89 data drop

○ **loose furnishings**

L5 four drawer lateral file cabinet (2)

L11 adjustable height bookshelves

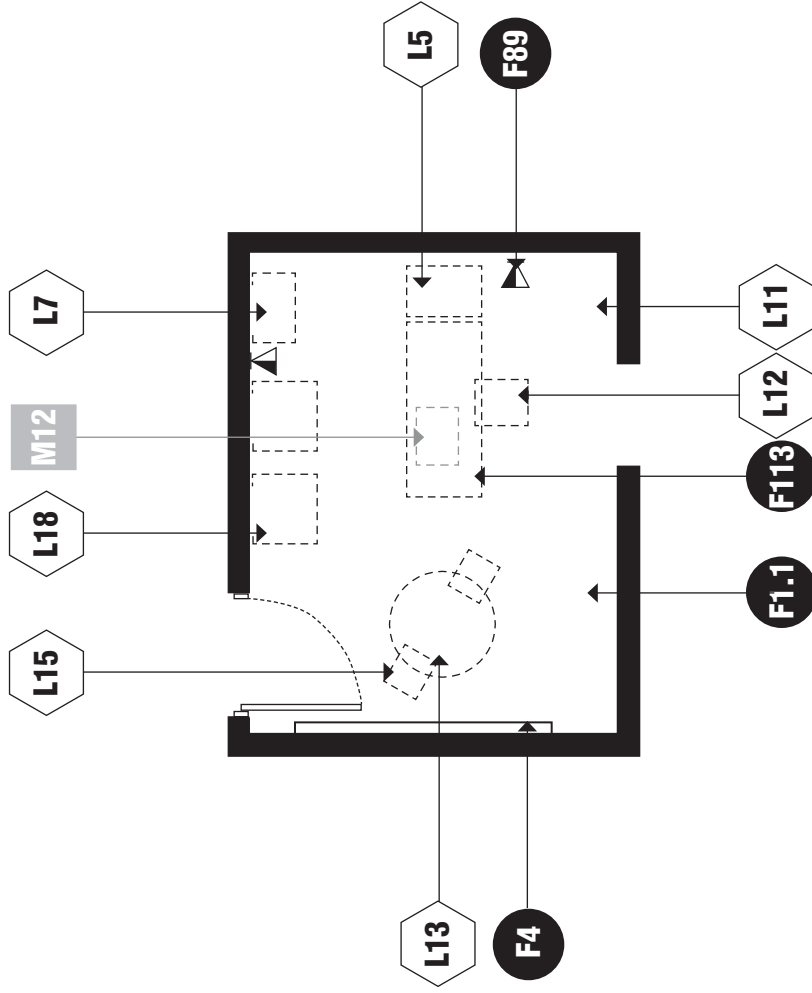
L12 admin workstation and chair

L15 task chair (2)

L50 small conference table (round - 4 people)

■ **AV & IT equipment**

n/a



**size**

150 SF

**capacity/users**

1-4 people  
counselors  
psychologist  
social worker  
students and parents  
staff  
teachers

**ancillary spaces**

n/a

**spatial relationships**

near academic core areas  
near staff restrooms

**goal**

provide a flexible space to accommodate  
mental health services, counselors,  
and small group meetings

**activities**

one-on-one counseling  
group counseling  
parent teacher meetings  
mental health services

**environmental considerations**

windows to provide natural light on an  
exterior wall if possible  
environmental sound control  
uniform and controllable lighting

auditory and visual privacy

lite in door for visual access and security  
purposes

LEGEND ///

● **fixed furnishings**

F1.1 casework (12 LF, lockable)

F4 marker board (6 LF minimum)

▶ F89 data drop

F113 IEP fax line



**loose furnishings**

L5 four drawer lateral file cabinet

L7 teacher's lockable wardrobe (optional)

L11 adjustable height bookshelves

L12 admin workstation and chair

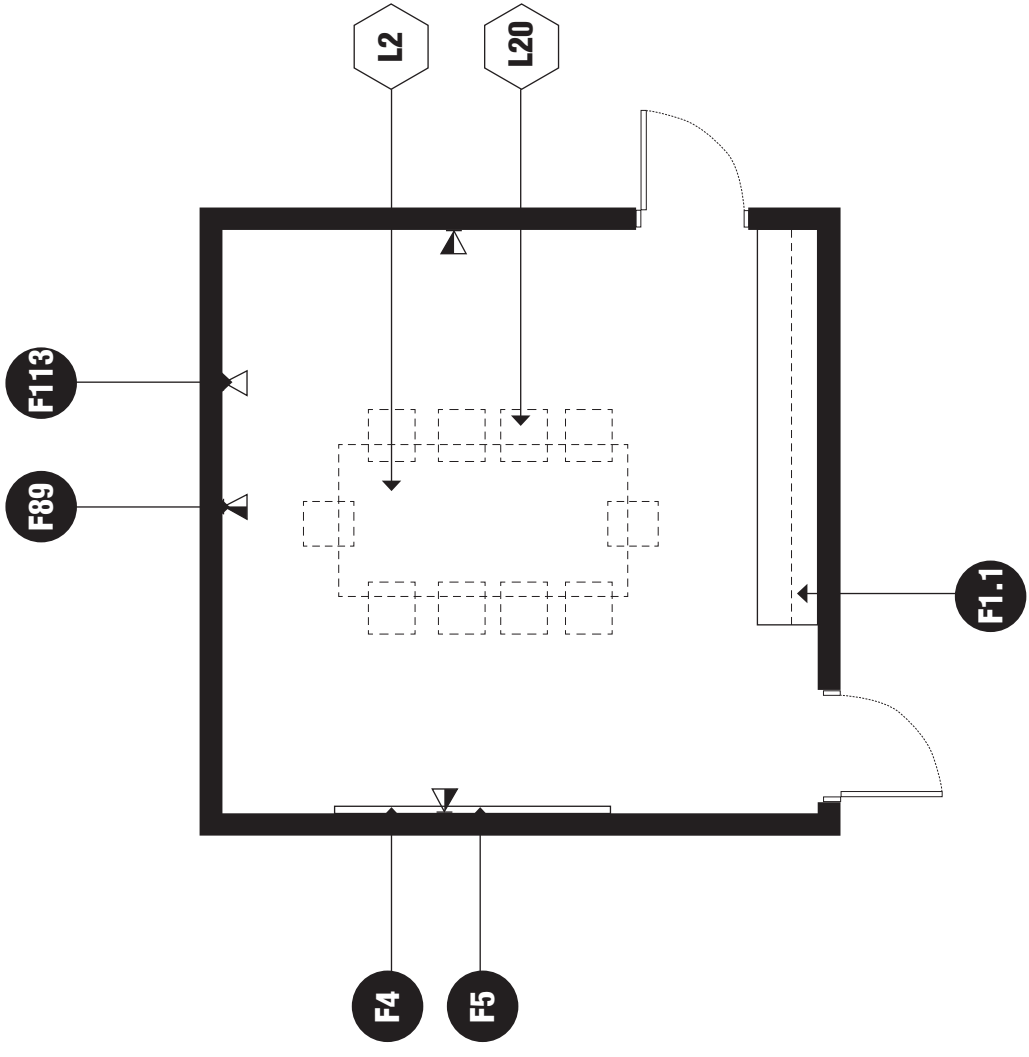
L13 small table

L15 task chair

L18 lounge chair

■ **AV & IT equipment**

M12 laptop computer



**E-AD-12 /// STUDENT SERVICES CONFERENCE**

**size**

200 SF

**capacity/users**

6-8 people

**ancillary spaces**

n/a

**spatial relationships**

adjacent and access to speech and ot/pt

**goals**

to provide a place for administrative and student conferences or meetings

**activities**

conference with staff, students, parents, and visitors

**environmental considerations**

uniform and controllable lighting  
environmental sound control  
electrical outlets for equipment  
auditory privacy  
windows to provide natural light

LEGEND ///

● **fixed furnishings**

F1.1 casework (base with wall cabinets, 12 LF)

F4 marker board (6 LF min)

F5 tackable/magnetic wall surface (6 LF min)

▲ F89 data drop

F113 iep fax line



**loose furnishings**

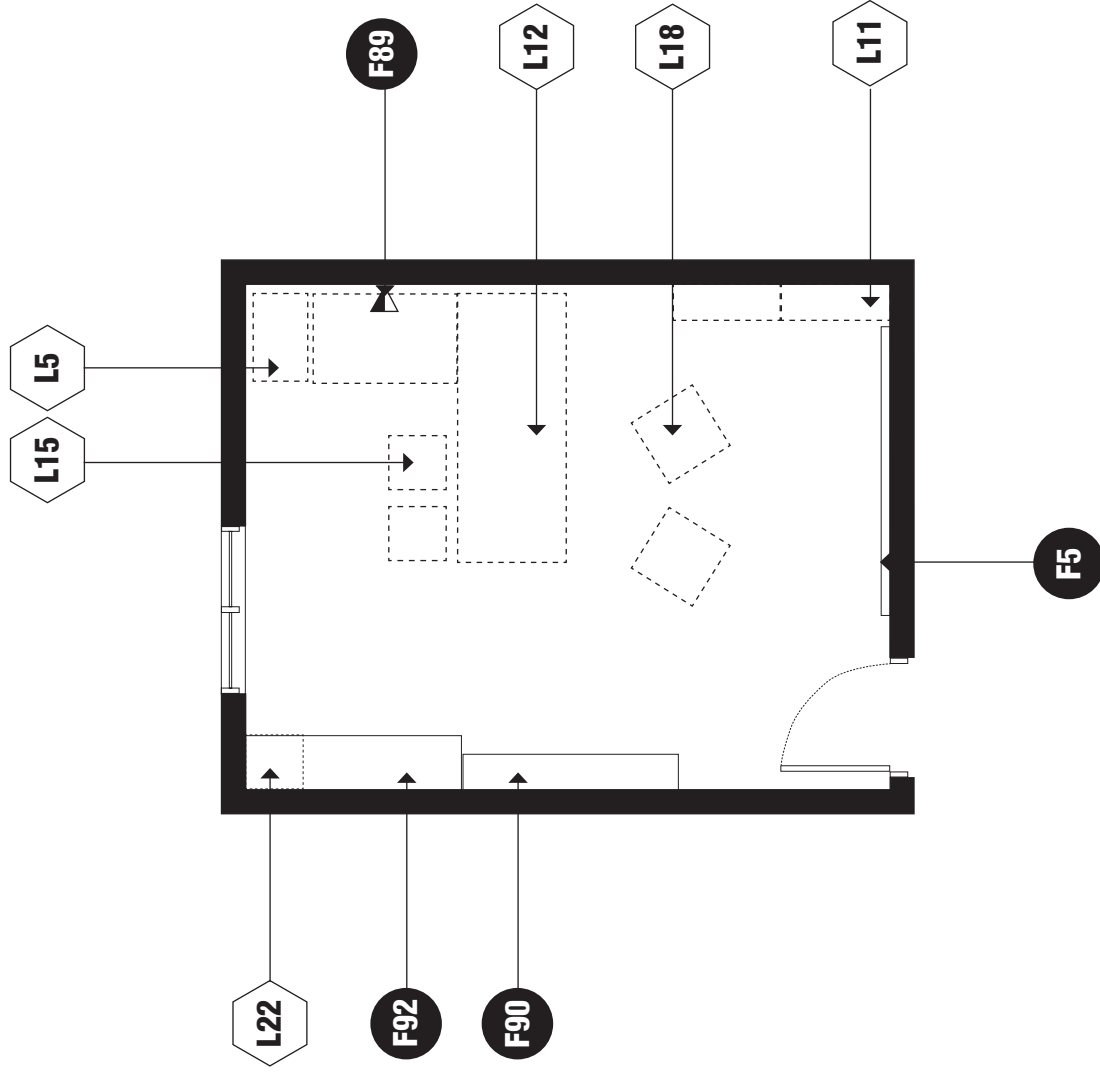
L2 stackable/nesting tables

L20 executive chairs (10)



**AV & IT equipment**

n/a



**E-AD-13 /// EXTRA-CURRICULAR WORKROOM / PROGRAM OFFICE**

**size**

300 SF

**capacity/users**

2-4 people

**ancillary spaces**

n/a

**spatial relationships**

near public use spaces  
near gymnasium and student dining area/  
multipurpose  
access to main corridor

**goals**

office and storage area for before/after  
school program coordinators

**activities**

administrative duties  
storing and retrieving supplies and  
equipment

teaching/tutoring and counseling

**environmental considerations**

uniform lighting, areas of soft lighting  
environmental sound control  
electrical outlets for equipment  
windows to provide natural sunlight and  
egress

LEGEND ///

● **fixed furnishings**

F5 tackable/magnetic wall surface (6 LF min)

▶ F89 data drop

F90 storage shelving - 12" deep

F92 storage shelving - 18" deep

○ **loose furnishings**

L5 four drawer lateral file cabinet

L11 adjustable height bookshelves (12 LF)

L12 admin workstation and chair

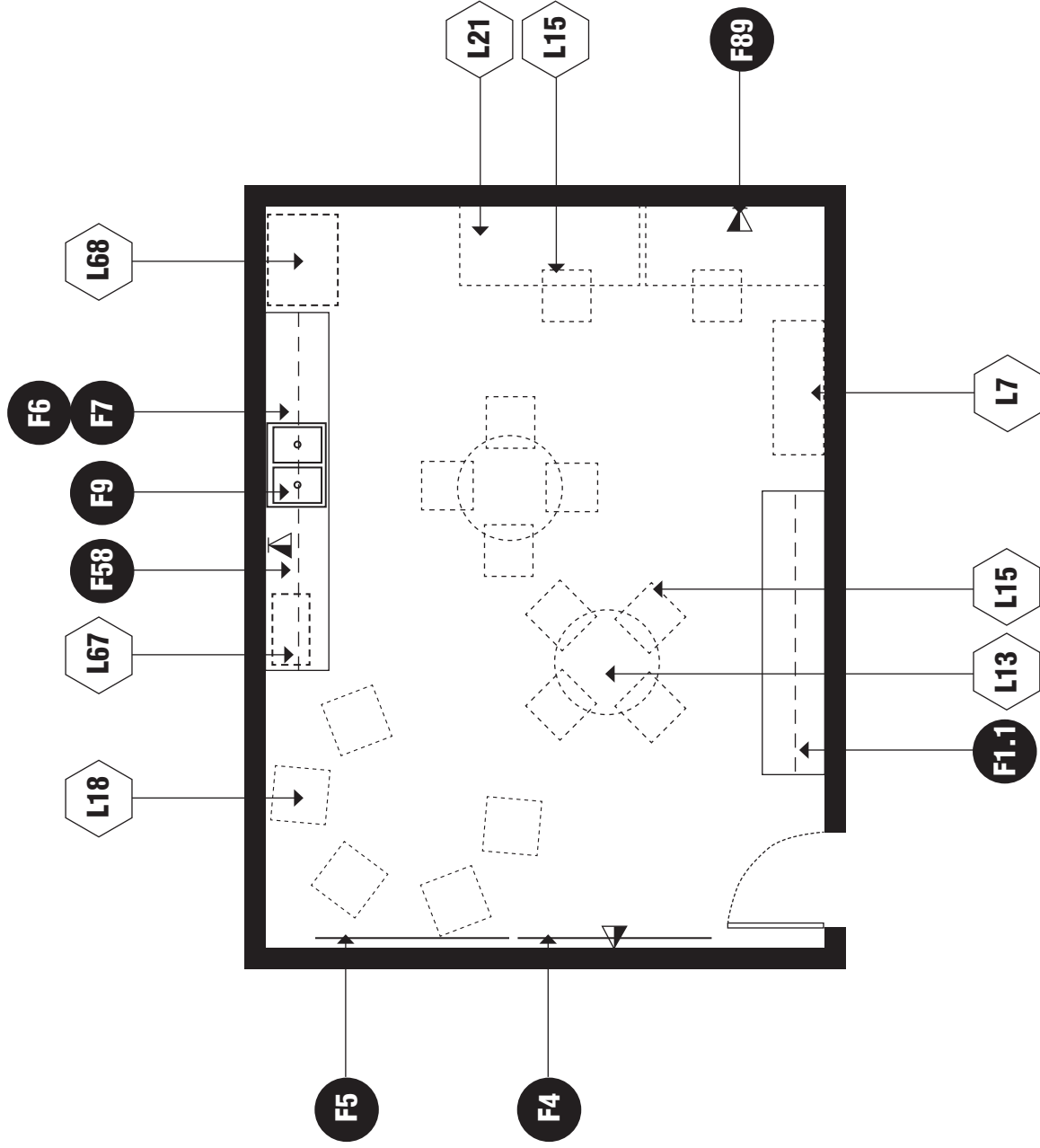
L15 task chair (2)

L18 lounge chair

L22 safe

■ **AV & IT equipment**

n/a



**E-AD-14 /// STAFF LOUNGE**

**size**

450 SF

**capacity/users**

10-20 people

**ancillary spaces**

n/a

**spatial relationships**

near welcome center

**goals**

to provide a place for teachers, administrators, and staff to lounge, collaborate and eat

**activities**

a breakout space for teachers, administrators, and staff to lounge, collaborate, eat and socialize

**environmental considerations**

uniform lighting, areas of soft lighting  
environmental sound control  
electrical outlets for equipment  
auditory privacy

LEGEND ///

● **fixed furnishings**

F1 base/wall cabinets and shelving

F1.1 casework (base/wall cabinets and shelving)

F4 marker board (6 LF min)

F5 tackable/magnetic wall surface (6 LF min)

F6 soap dispenser

F7 towel dispenser

F58 kitchenette

F82 drinking fountain with water bottle filler

F89 data drop



○ **loose furnishings**

L13 small tables - seat 4 (2+)

L15 task chairs (10-20)

L18 lounge chairs (5)

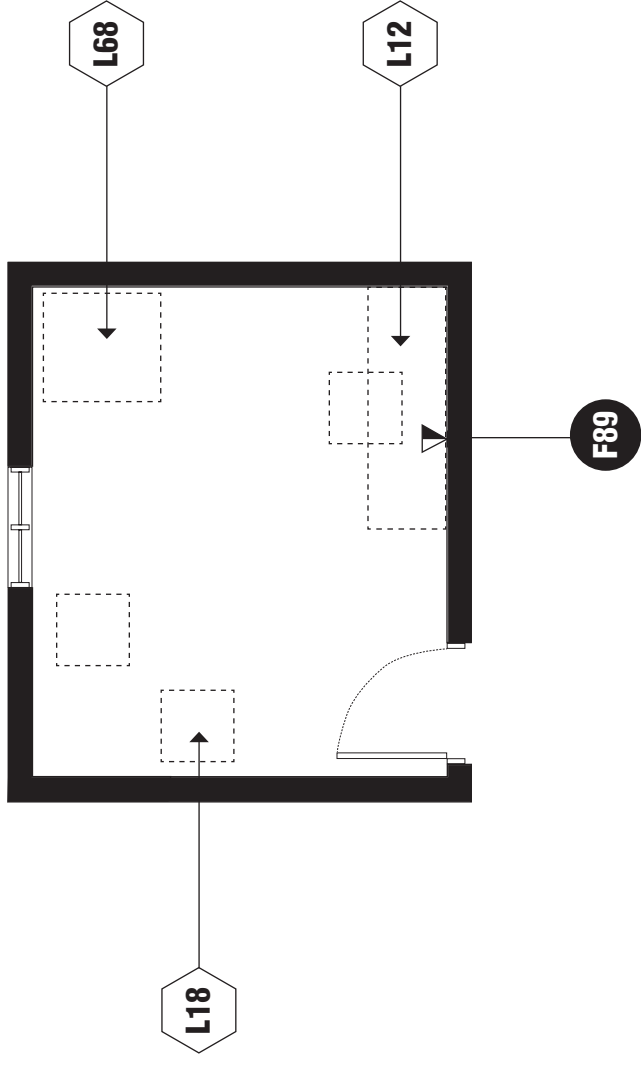
L21 work table (2) (rectangular along the wall)

L67 microwave

L68 refrigerator / commercial

■ **AV & IT equipment**

n/a



**E-AD-15 /// WELLNESS / LACTATION ROOM**

**size**

150 SF

**capacity/users**

1 person

**ancillary spaces**

n/a

**spatial relationships**

near staff lounge

**goals**

to provide a space for teachers and administrators wellness needs including pumping

**activities**

wellness and pumping

**environmental considerations**

uniform lighting, areas of soft lighting  
environmental sound control  
electrical outlets for equipment  
auditory privacy  
visual privacy

LEGEND ///

● **fixed furnishings**

▲ F89 data drop



**loose furnishings**

L12 admin workstation and chair

L18 lounge chair (2)

L68 commercial refrigerator



**AV & IT equipment**

n/a



## E-HS /// **HEALTH SUITE**

WAITING AREA

TREATMENT AREA

COTS

OFFICE

TOILET





STORAGE

SPACE	325 STUDENTS			400 STUDENTS			500 STUDENTS			700 STUDENTS		
	QTY	SF	TOTAL	QTY	SF	TOTAL	QTY	SF	TOTAL	QTY	SF	TOTAL
<b>HEALTH SUITE</b>												
Waiting Area	1	150	150	1	150	150	1	150	150	1	150	150
Treatment Area	1	150	150	1	150	150	1	150	150	1	150	150
Cots	1	100	100	1	100	100	1	100	100	1	100	100
Office	1	100	100	1	100	100	1	100	100	1	100	100
Toilet	1	50	50	1	50	50	1	50	50	1	50	50
Storage	1	25	25	1	25	25	1	25	25	1	25	25
<b>TOTAL</b>			<b>575</b>			<b>575</b>			<b>575</b>			<b>575</b>

**Comments //**

Note: In this document, staff assumptions were made to ensure staff spaces were approximately correct at each capacity model. Specific square footage requirements and quantity of spaces will be completed during the site specific ed spec process. Assumptions for the capacity model are: 325 students : 51 staff; 400 students : 57 staff; 500 students : 66 staff; 700 students: 81 staff.

KEY ///

- direct access 
- linked space 
- enclosed space 
- open space 

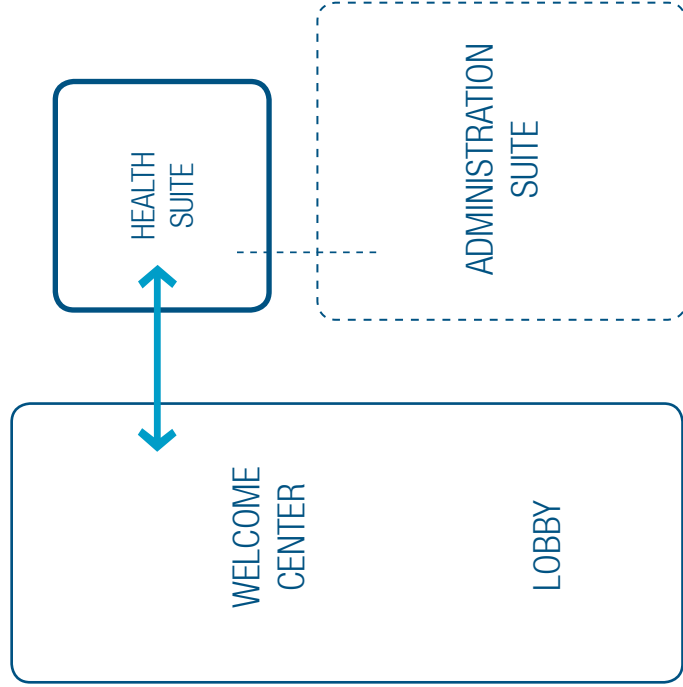
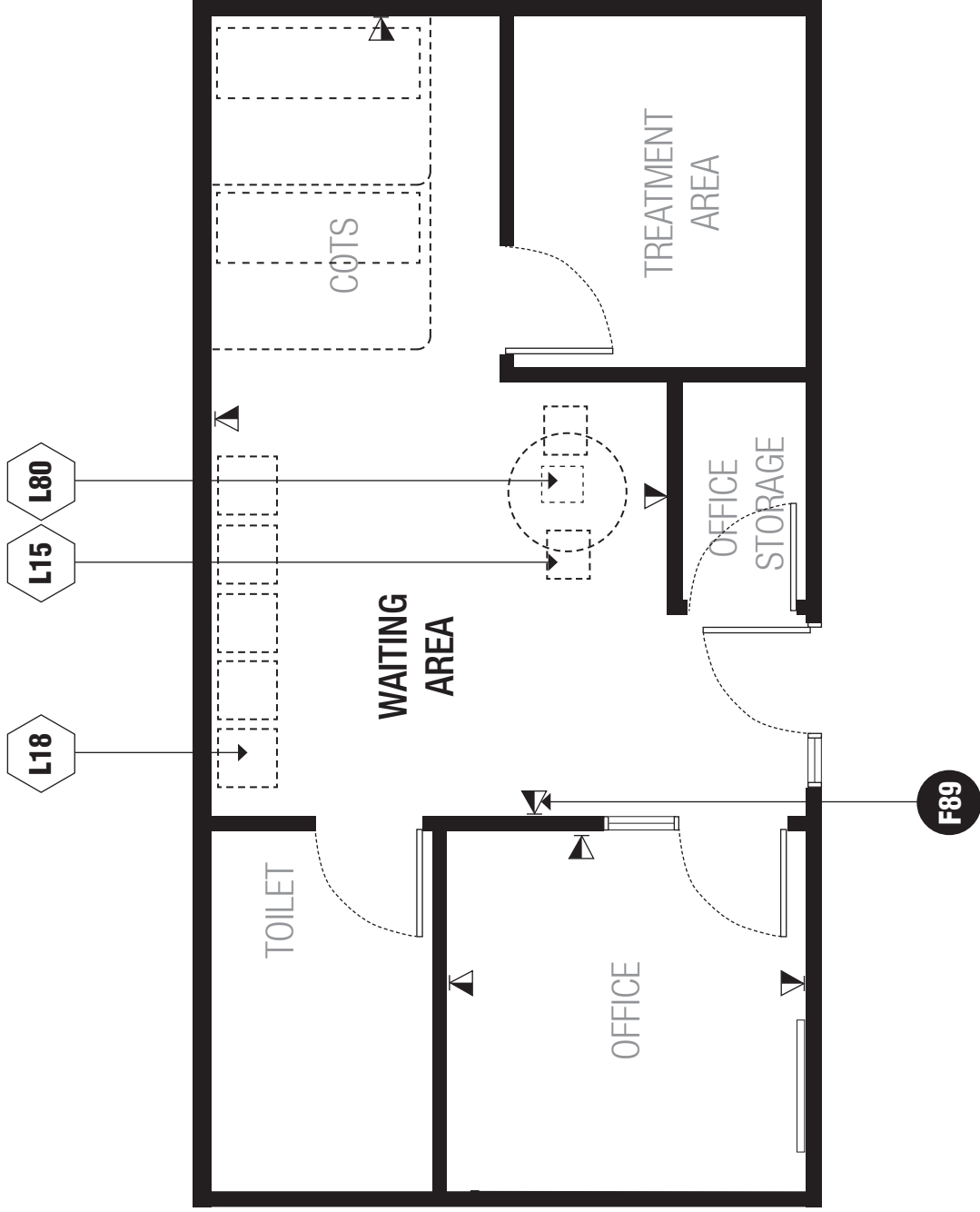


FIG. 39.0 // HEALTH SUITE ADJACENCY DIAGRAM



**E-HS-1 /// WAITING AREA**

**size**

150 SF

**capacity/users**

1-2 people

**ancillary spaces**

treatment area (E-HS-2)  
storage (E-HS-6)

**spatial relationships**

may be located near academic core for supervision

may be located near administration suite

**goals**

administrative and meeting area for health

**activities**

meeting area for students, parents, or guardians  
administrative activities by school nurse  
private conversations

**environmental considerations**

uniform lighting, areas of soft lighting  
environmental sound control  
electrical outlets for equipment  
visual and auditory privacy  
visual control to welcome center or corridor

LEGEND ///

**fixed furnishings**

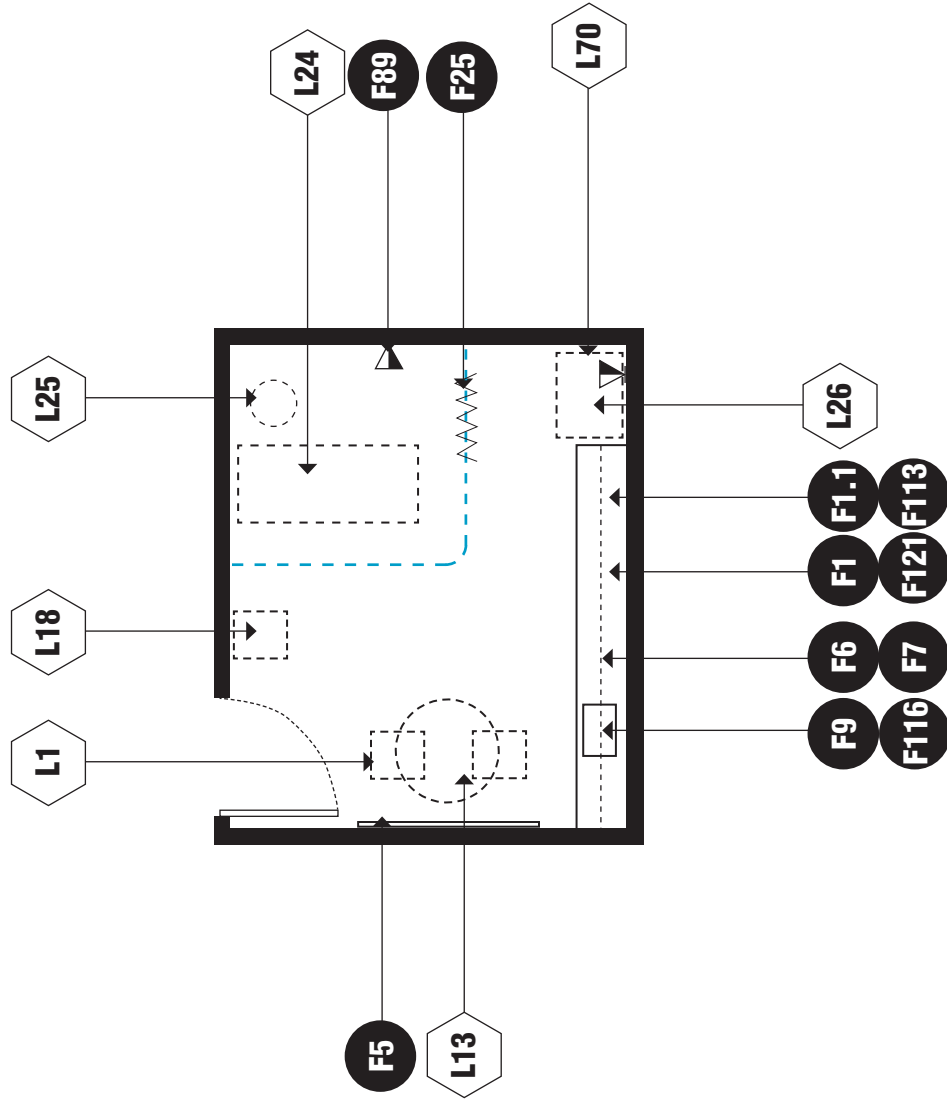
● F89 data drop

**loose furnishings**

○ L18 lounge chair (non-porous)  
○ L80 brochure display stand

**AV & IT equipment**

■ n/a



**E-HS-2 /// TREATMENT AREA**

## size

150 SF

## capacity/users

1-2 people

## ancillary spaces

waiting area (E-HS-1)

cots (E-HS-3)

office (E-HS-4)

toilet (E-HS-5)

storage (E-HS-6)

## spatial relationships

near welcome center

near lobby entrance

## goals

provide school based health services

## activities

first aid

consultation with students

health screening

medical treatments

medication administration

student resting while awaiting pick-up by

parent or guardian

## environmental considerations

uniform lighting, areas of soft lighting

environmental sound control, per current

Building Code, DCPS/DOH

requirements

electrical outlets for equipment

auditory and visual privacy

stain resistant floor covering

sink with hot and cold water

adequate ventilation

locate away from rooms with copiers,

interferes with hearing screening

visual control to waiting area,

welcome center, and cots.

all surfaces and furnishings should be

non-porous for easy cleaning

all doors should be locked for privacy, but

should be lockable from the outside

with a key

## LEGEND ///

### ● fixed furnishings

F1 base/wall cabinets and shelving (place for

refrigerator connected to back-up

generator)

F1.1 casework (seamless non-porous

counter)

F5 tackable/magnetic wall surface (6 LF min)

F6 soap dispenser

F7 towel dispenser

F9 classroom sink

F25 treatment cubicle curtains - Ceiling

mounted curtains to provide privacy

to each cot. Must be easily removable for

cleaning; solid panel for privacy with

mesh at top for ventilation

▶ F89 data drop

F113 IEP fax line

F116 sink mounted eye washing station

F121 wall-mounted medication cabinet

(lockable)

### ○ loose furnishings

L1 stackable/nesting chairs (2-3)

L13 small table

L18 lounge chairs

L24 mobile exam table

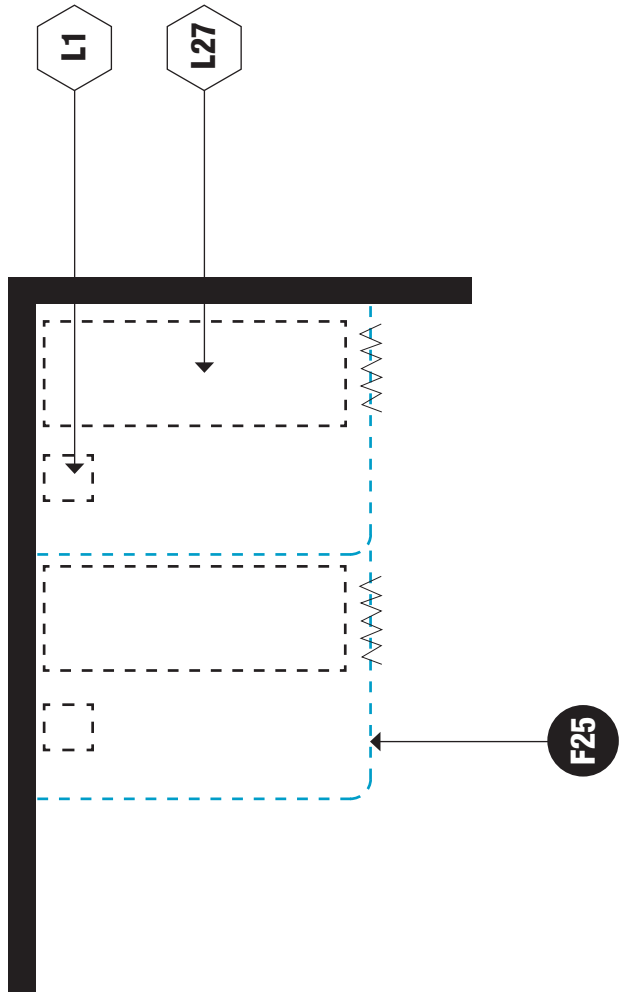
L25 nurse stool

L26 refrigerator (lockable)

L70 ice maker

### ■ AV & IT equipment

n/a



**size**

100 SF

**capacity**

2-4 people

**ancillary spaces**

located near the toilet in the health suite

**spatial relationships**

located within health suite

near welcome center

near lobby entrance

**goals**

to provide school based health services

**activities**

a resting place for students and staff  
when feeling ill

**environmental considerations**

uniform lighting, areas of soft lighting

environmental sound control

stain resistant floor covering

visual and auditory privacy

adequate ventilation

visual control from office and waiting or

welcome center

LEGEND ///

● **fixed furnishings**

F25 treatment cubicle curtains - Ceiling

mounted curtains to provide privacy

to each cot. Must be easily removable for

cleaning; solid panel for privacy with

mesh at top for ventilation

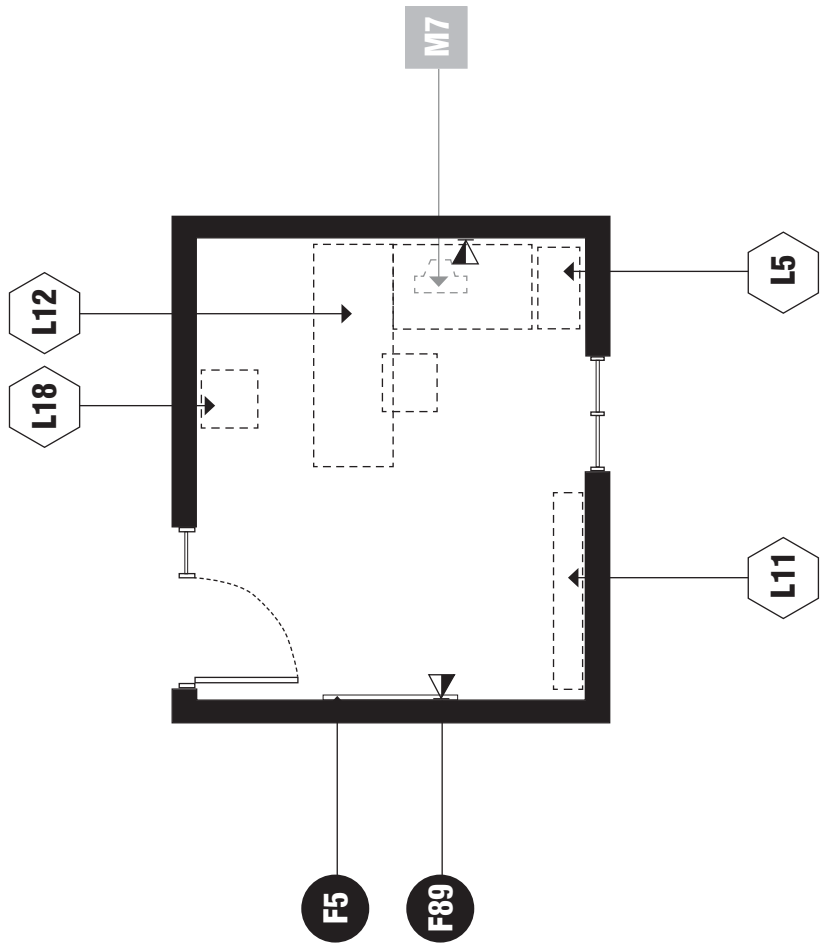
○ **loose furnishings**

L1 stackable/nesting chairs (2)

L27 health suite cot (2)

■ **AV & IT equipment**

n/a



**size**

100 SF

**capacity/users**

1-3 people

**ancillary spaces**

treatment area (E-HS-2)  
storage (E-HS-6)

**spatial relationships**

located within health suite

**goals**

to provide an office for the school nurse  
to meet with parents, students, and  
teachers

to provide an office for the school nurse  
to perform administrative functions

**activities**

conferences with parents  
student interaction  
conferences with individual teachers or  
small groups  
telephone communications (private)  
research and planning  
coordination of school and support  
services

**environmental considerations**

uniform lighting, areas of soft lighting  
environmental sound control, per current  
Building Code, DCPS/DOH  
requirements  
electrical outlets for equipment

windows to provide natural sunlight,  
desirable

auditory privacy

visual control of cot area

visual connection to welcome center and/or  
corridor, if possible

LEGEND ///

● **fixed furnishings**

F5 tackable/magnetic wall surface (6 LF min)

▲ F89 data drop

◊ **loose furnishings**

L5 four drawer lateral file cabinet

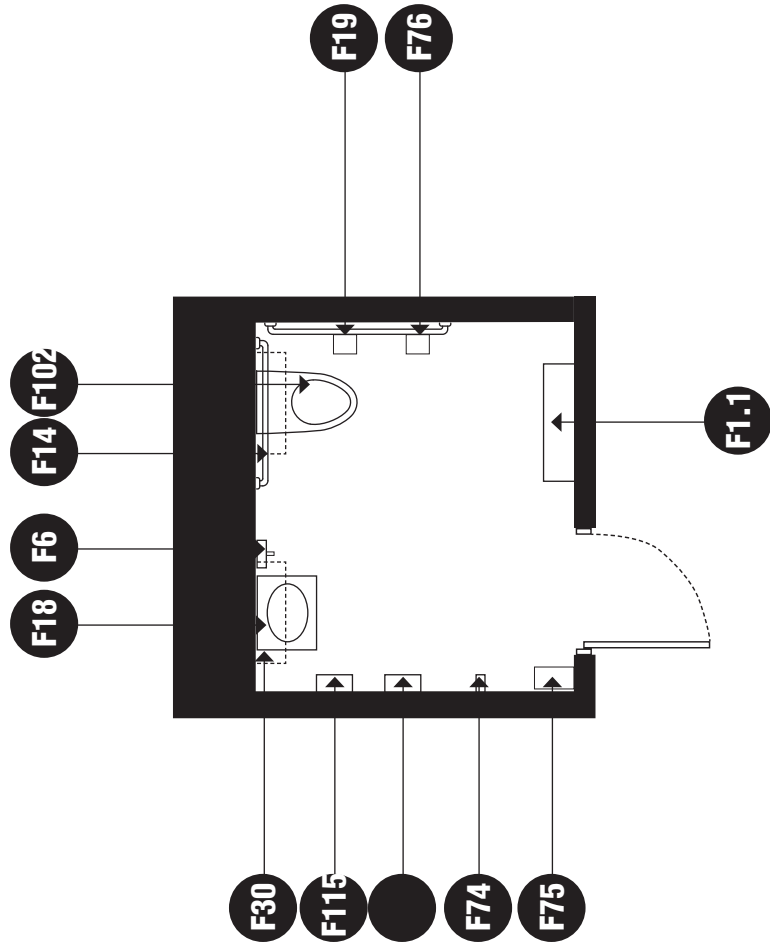
L11 adjustable height bookshelves (12 LF)

L12 admin workstation and chair

L18 lounge chair (1+)

■ **AV & IT equipment**

M7 desktop computer



**E-HS-5 /// TOILET**

**size**

50 SF

**capacity/users**

1 person

**ancillary spaces**

n/a

**spatial relationships**

located within health suite

**goals**

provide a private bathroom for health suite

**activities**

personal and health needs for the health suite

changing clothes

**environmental considerations**

uniform and controllable lighting

environmental sound control

adequate exhaust/ventilation

moisture- and stain- resistant finishes

LEGEND ///

● **fixed furnishings**

F1.1 casework (wall cabinets)

F6 soap dispenser

F7 towel dispenser

F14 36" and 42" grab bars

F18 mirror

F19 toilet tissue holder

F30 bathroom sink

F74 coat hook-bathroom accessory

F75 sanitary napkin dispenser

F76 sanitary napkin disposal

F102 toilet

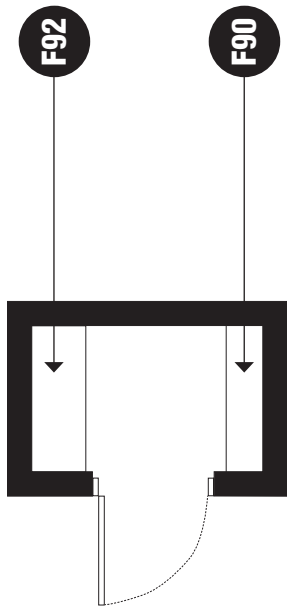
F115 hand dryer

◡ **loose furnishings**

N/A

■ **AV & IT equipment**

n/a



E-HS-6 /// STORAGE

**size**

25 SF

**capacity/users**

1 person

**ancillary spaces**

located near the toilet in the health suite

**spatial relationships**

adjacent and access to the waiting area

**goals**

to provide storage for medical supplies and equipment

**activities**

storing chemicals, equipment, and supplies

**environmental considerations**

uniform lighting  
security of equipment, supplies, and medicine  
security of door

LEGEND ///

● **fixed furnishings**

F90 storage shelving (12" deep)

F92 storage shelving (18" deep)

◻ **loose furnishings**

n/a

■ **AV & IT equipment**

n/a



## E-SD /// **STUDENT DINING**

STUDENT DINING AREA  
MULTIPURPOSE (OPTIONAL)  
STAGE (OPTIONAL)  
CHAIR / TABLE STORAGE  
KITCHEN AND FOOD PREPARATION  
SERVING AREA  
DRY FOOD STORAGE  
FREEZER / COOLER  
WARE WASHING  
CLEANING STORAGE  
FOOD SERVICE OFFICE  
STAFF TOILET / SHOWER / LOCKERS

SPACE	325 STUDENTS			400 STUDENTS			500 STUDENTS			700 STUDENTS		
	QTY	SF	TOTAL	QTY	SF	TOTAL	QTY	SF	TOTAL	QTY	SF	TOTAL
<b>STUDENT DINING</b>												
Student Dining Area	1	2,030	2,030	1	2,500	2,500	1	3,125	3,125	1	4,375	4,375
Multipurpose* Stage**	--	--	--	--	--	--	--	--	--	--	--	--
Chair/Table Storage	1	150	150	1	175	175	1	200	200	1	275	275
Kitchen/Food Preparation***	1	650	650	1	650	650	1	650	650	1	650	650
Serving Area	1	275	275	1	275	275	1	300	300	1	400	400
Dry Food Storage	1	250	250	1	250	250	1	300	300	1	350	350
Freezer and Cooler	1	250	250	1	250	250	1	250	250	1	250	250
Ware Washing	1	100	100	1	100	100	1	150	150	1	200	200
Cleaning Storage	1	50	50	1	50	50	1	60	60	1	60	60
Food Service Office	1	150	150	1	150	150	1	150	150	1	150	150
Toilet/Lockers	1	150	150	1	150	150	1	150	150	1	150	150
<b>TOTAL</b>			<b>4,055</b>			<b>4,550</b>			<b>5,335</b>			<b>6,860</b>

**Comments //**





\*This space is optional. The inclusion of this space will be determined during the site-specific Ed Spec process and approved by DCPS, based on whether or not a separate gymnasium and student dining area can be accommodated.

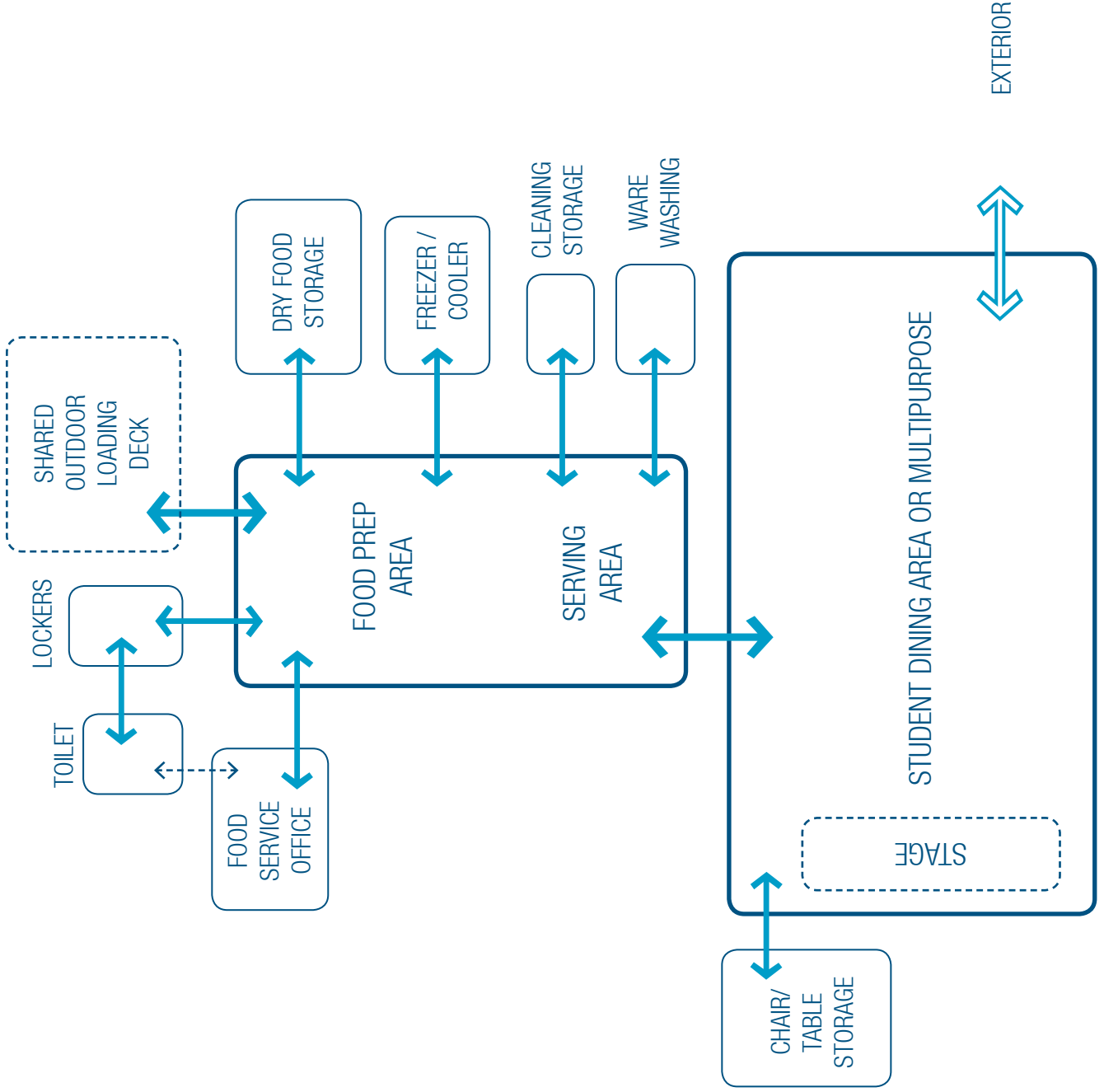
\*\*Stage is listed as optional in this program and required in PE program. Final location of Stage to be determined

\*\*\*Space program has been designed to accommodate a full-service kitchen. Space program should be confirmed by food service professional at time of site-specific Ed Spec development.

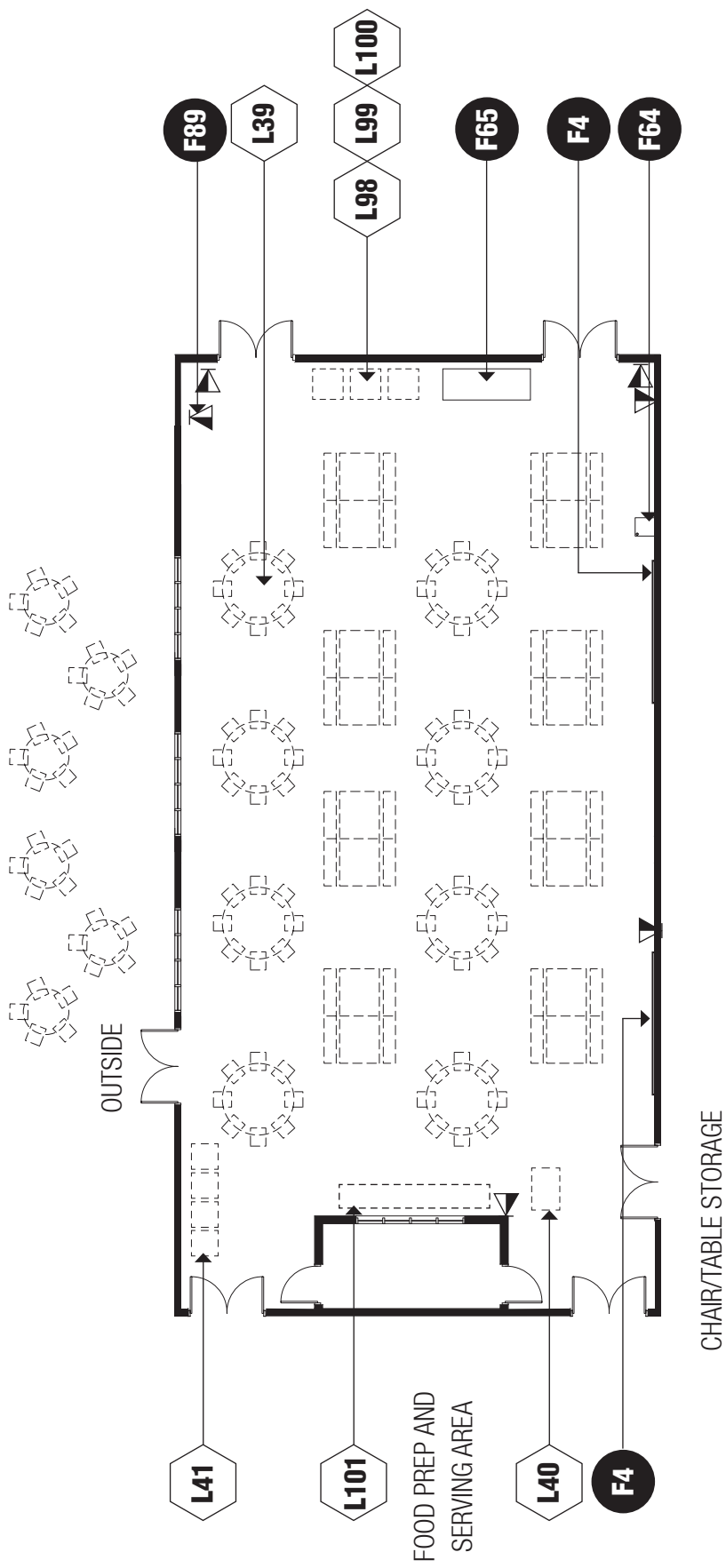
Note: In this document, staff assumptions were made to ensure staff spaces were approximately correct at each capacity model. Specific square footage requirements and quantity of spaces will be completed during the site specific ed spec process. Assumptions for the capacity model are: 325 students : 51 staff; 400 students : 57 staff; 500 students : 66 staff; 700 students: 81 staff.

KEY ///

- direct access 
- linked space 
- enclosed space 
- open space 



STUDENT DINING ADJACENCY DIAGRAM



**E-SD-1 /// STUDENT DINING AREA**

## size

2,030-4,375 SF

## capacity/users

1/3 of the projected capacity per lunch period  
3-6 staff members  
members of community (after hours)

## ancillary spaces

stage (E-SD-3)  
chair/table storage (E-SD-4)  
serving area (E-SD-6)

## spatial relationships

centrally located to office area, classrooms, and media center  
near parking and entry to building

## goals

to provide a pleasant atmosphere for students to eat meals (assume population served over three lunch periods)  
to provide a flexible meeting space for groups if needed

## activities

student dining  
school and community programs  
meetings and activities

## environmental considerations

uniform and controllable lighting

adequate ventilation

electrical outlets for equipment

environmental sound control

higher than normal ceiling height

electrical outlets for student use

provide sound system

provide large motorized projection screen

with ceiling mounted projector

configure larger spaces to manage sound

and for multiple users

cleanable building surfaces

good sight lines to all areas of the room

for supervision

window treatment to darken room for AV

presentation; this is required if the

stage is located in this area

outlets and data ports for salad bar and

point of sale locations; flush to ground

with cover

## LEGEND ///

### ● fixed furnishings

F4 marker board (on two walls - 16 LF each with electric outlet below)

F64 filtered water fountain with bubbler and goose neck bottle filler

F65 recycling center (work with food service staff on location and design)

▲ F89 data drop

### ○ loose furnishings

L39 cafeteria tables (tables and seating

to accommodate 1/3 of school capacity-

vary seating options and heights)

L40 point of sale station

L41 chair dollies

L98 recycling bins (cafeteria)

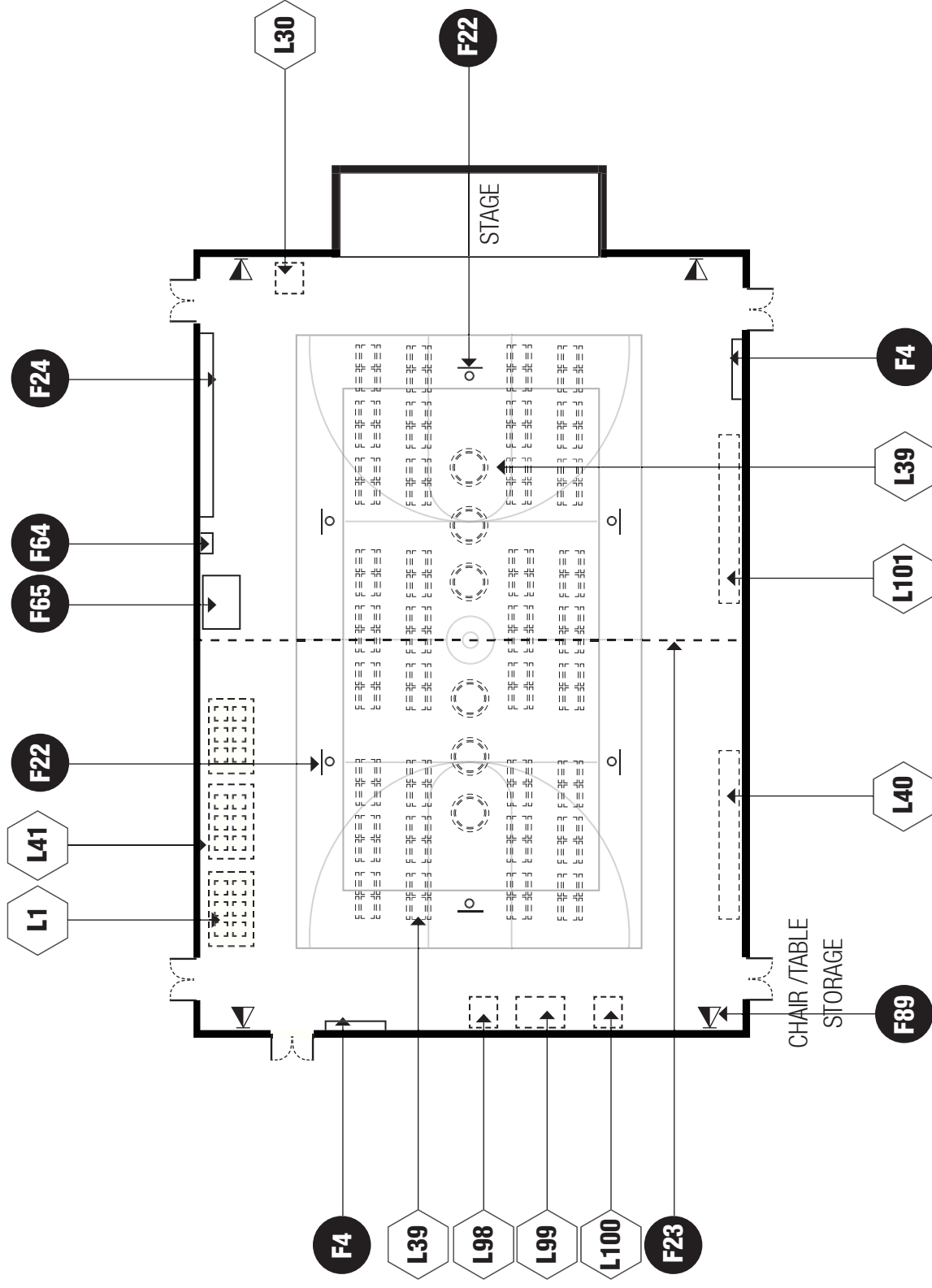
L99 composting bins (cafeteria)

L100 waste bins (cafeteria)

L101 salad bar

### ■ AV & IT equipment

n/a



**E-SD-2 /// MULTIPURPOSE (OPTIONAL)**

## capacity/users

- cafeteria:
  - 1/3 of the school capacity per lunch period
  - 3-6 staff members
- auditorium:
  - Auditorium for presentation and other large school functions
  - Parents and community members (after hours)
  - gymnasium:
    - 20-25 students per class
    - 2-3 teachers
  - Assemblies to accommodate at least 1/2 of the student body

## ancillary spaces

- serving area (E-SD-6)
- stage (E-SD-3)
- chair/table storage (E-SD-4)
- office (E-PE-3)
- storage (E-PE-4)

## spatial relationships

- near public restrooms
- near visitor parking and entry to building
- located with easy access to rest of school, but must be able to close off area for security during evening activities

## goals

- to provide space for PE classes to meet

- to provide a pleasant atmosphere for students to eat meals (assume population served over three lunch periods)
- to provide a flexible meeting space for groups if needed, this space will also serve as the school's gymnasium and auditorium for presentation or other large school functions with a seating capacity of over 350 people

\*this space is an alternative to traditional cafeteria and gym spaces where site space is limited and co-location must occur

## activities

- student dining
- school and community programs
- meetings and activities
- athletic skills and leadership games
- adaptive physical education
- student assemblies and programs
- lectures/teaching
- community use

## environmental considerations

- uniform and controllable lighting
- environmental sound control
- electrical outlets for equipment
- adequate ventilation

- higher than normal ceiling height
- provide sound system
- provide large motorized projection screen with ceiling mounted projector
- configure larger spaces to manage sound and for multiple users
- cleanable building surfaces
- good sight lines to all areas of the room for supervision
- window treatment to darken room for AV presentation, this is required if the stage is located in this area
- outlets and data ports for salad bar and point of sale locations; flush to ground with cover
- consider retractable stage as an option as opposed to the fixed stage

LEGEND ///

● **fixed furnishings**

- F4 marker board (on two walls, 16 LF minimum each with electrical outlet below)
- F22 basketball operable goals (adjustable height, rims, hoops, ceiling hung or portable)
- F23 operable partition-motorized
- F24 climbing wall
- F64 filtered water fountain with bubbler and gooseneck bottle filler
- F65 recycling center (work with Food Services staff on location design)

▶ F89 data drop

○ **loose furnishings**

- L1 stackable/nesting chairs
- L30 mobile AV cabinet
- L39 cafeteria tables (tables and seating to accommodate 1/3 of school capacity - varying seating options and heights)
- L40 point of sale station

L41 chair dollies

L98 recycling bins (cafeteria)

L99 composting bins (cafeteria)

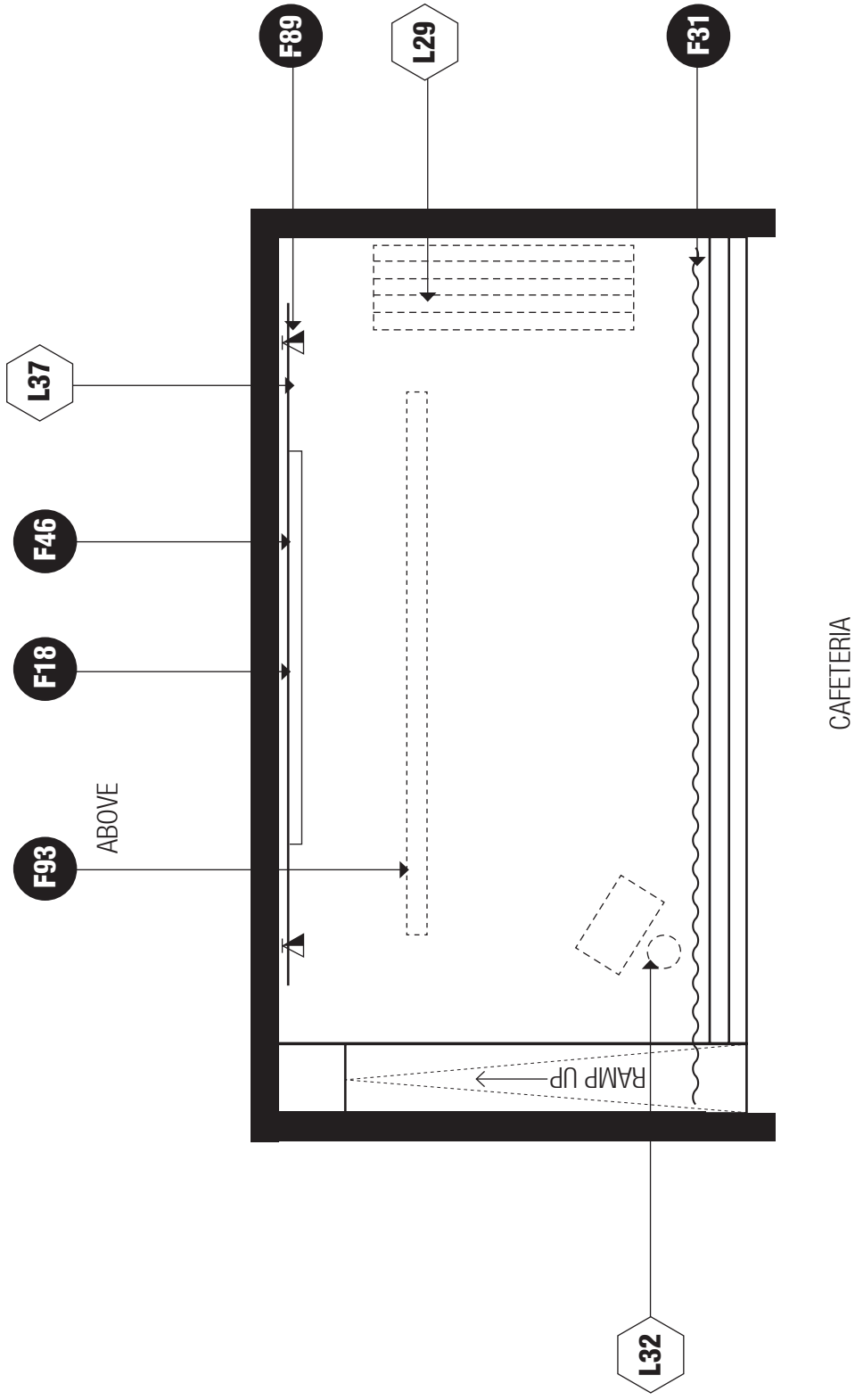
L100 waste bins (cafeteria)

L101 salad bar

■ **AV & IT equipment**

n/a

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**E-SD-3 /// STAGE (OPTIONAL)**

**capacity/users**

- 20-25 students
- teachers
- parents / volunteers
- community members

**ancillary spaces**

- gymnasium (E-PE-1)
- student dining area (E-SD-1)
- multipurpose (E-SD-2)(optional)

**spatial relationships**

- near chair/table storage
- near music rooms if possible

**goals**

to provide space for students to present performances

**activities**

- student assembly/award programs
- theatrical/musical performances
- in-service conferences

**environmental considerations**

- uniform/theatrical lighting
- electrical outlets for equipment
- stage to be no more than 21" above gymnasium floor
- direct, ADA and convenient access to stage via stairs/ramp
- fixed construction or "murphy" retractable

LEGEND ///

**fixed furnishings**

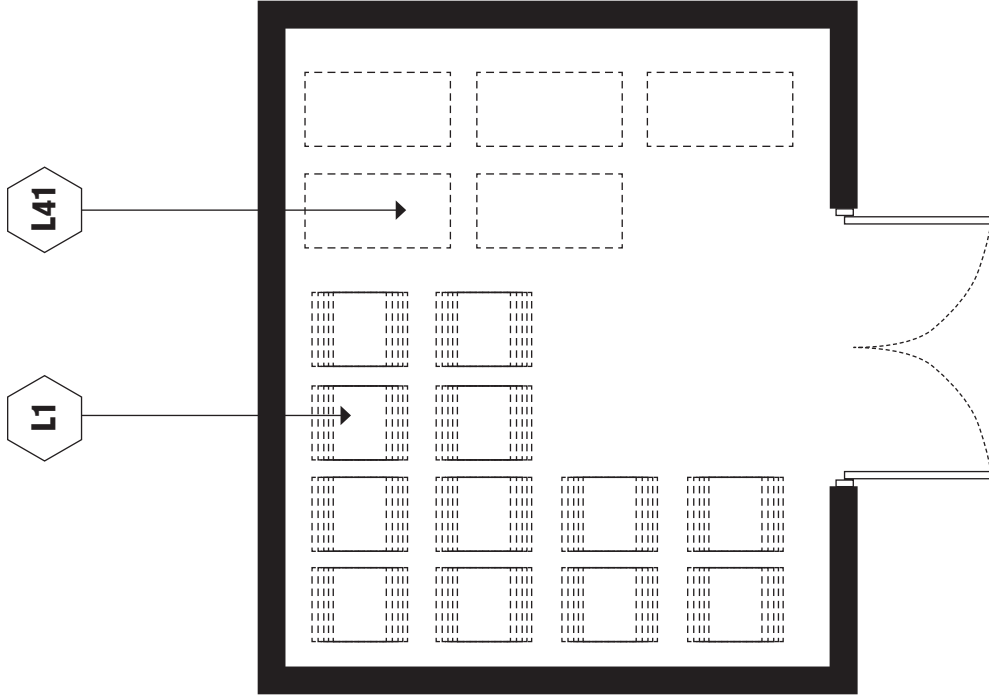
- F18 mirror
- F31 stage curtains
- F46 motorized projection screen
- F89 data drop
- ▶ F93 theatre and stage equipment (sound and light)

**loose furnishings**

- ◻ L29 choral risers
- L32 conductor's podium and stool
- L37 dance barres

**AV & IT equipment**

- n/a



**E-SD-4 /// CHAIR / TABLE STORAGE**

**size**

150-275 SF

**capacity/users**

2 people

**ancillary spaces**

student dining area (E-SD-1)

multipurpose (E-SD-2)(optional)

**spatial relationships**

may provide back of stage access

**goals**

to provide convenient storage of dining chairs and tables to be used for meetings and performances

**activities**

storage

**environmental considerations**

uniform lighting  
cleanable and resilient building surfaces  
accessibility for moving furniture in and out

LEGEND ///

● **fixed furnishings**

n/a

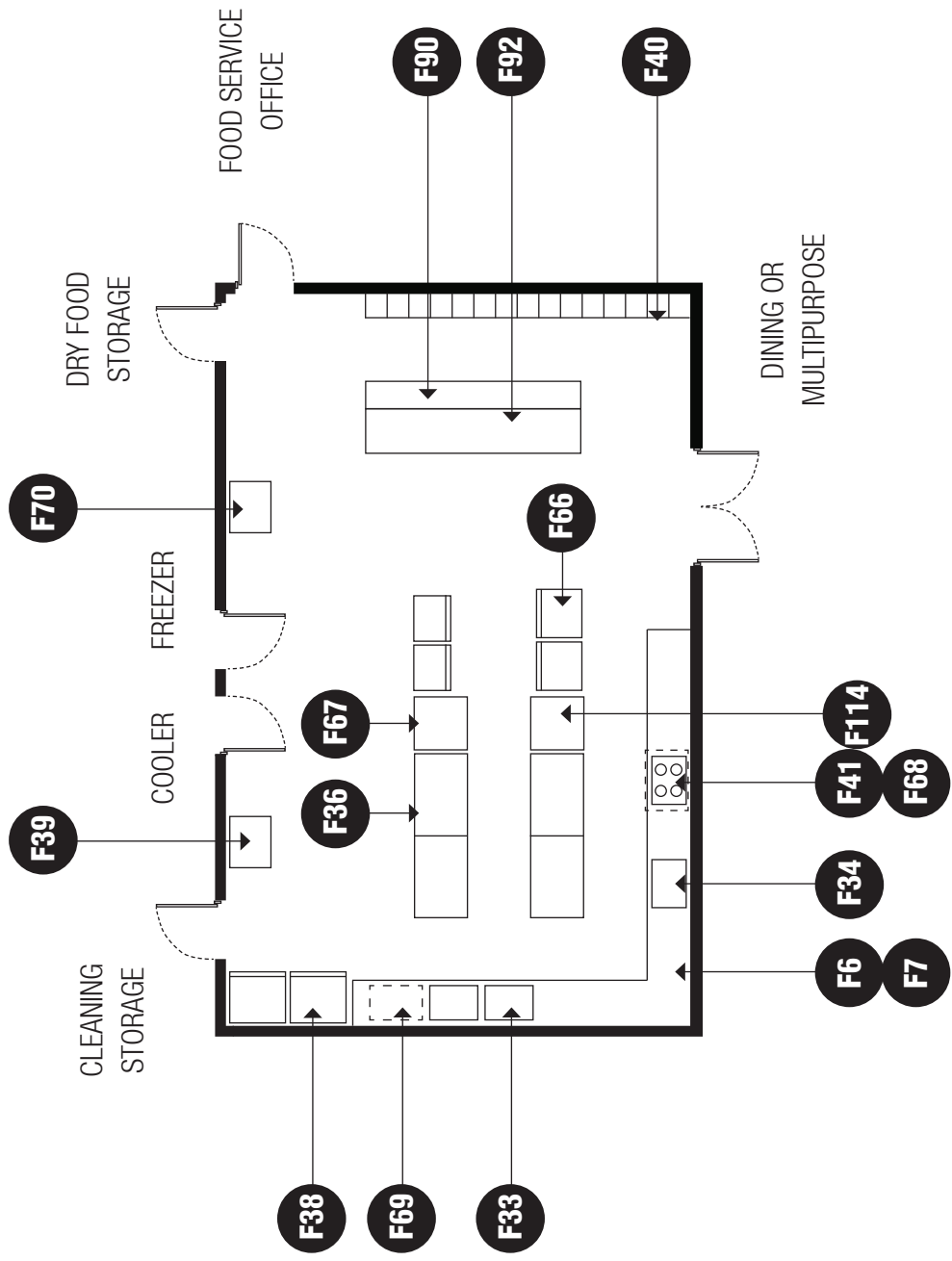
◻ **loose furnishings**

L1 stackable/nesting chair (stacked)

L41 chair dollies

■ **AV & IT equipment**

n/a



**E-SD-5 /// KITCHEN / FOOD PREPARATION**

**size**

650 SF

**capacity/users**

15-25 people

**ancillary spaces**

student dining area (E-SD-1)  
multipurpose (E-SD-2)(optional)

**spatial relationships**

near loading dock to permit truck access to docking and storage areas (site specific)

adjacent and access to student dining area/multipurpose

near dumpsters

cafeteria serving arrangement

**goals**

to prepare student meals

**activities**

preparation of student meals

**environmental considerations**

uniform lighting  
durable seamless flooring  
proper ventilation of space to remove cooking odors  
cleanable building surfaces  
electrical/plumbing/mechanical connection for food service equipment appropriate drainage

LEGEND ///

● **fixed furnishings**

F6 soap dispenser

F7 towel dispenser

F33 pot washing sinks

F34 food preparation sink

F36 work tables

F38 refrigeration/reach-ins

F39 mop sink

F40 chemical storage

F41 exhaust hood system

F66 oven

F67 convection steamer

F68 range

F69 ware washing machine

F70 mop rack

F90 storage shelving 12" deep

F92 storage shelving 18" deep

F114 warming cabinet

\*confirm required furnishings with DCPS

Food Services and Department of Health

◻ **loose furnishings**

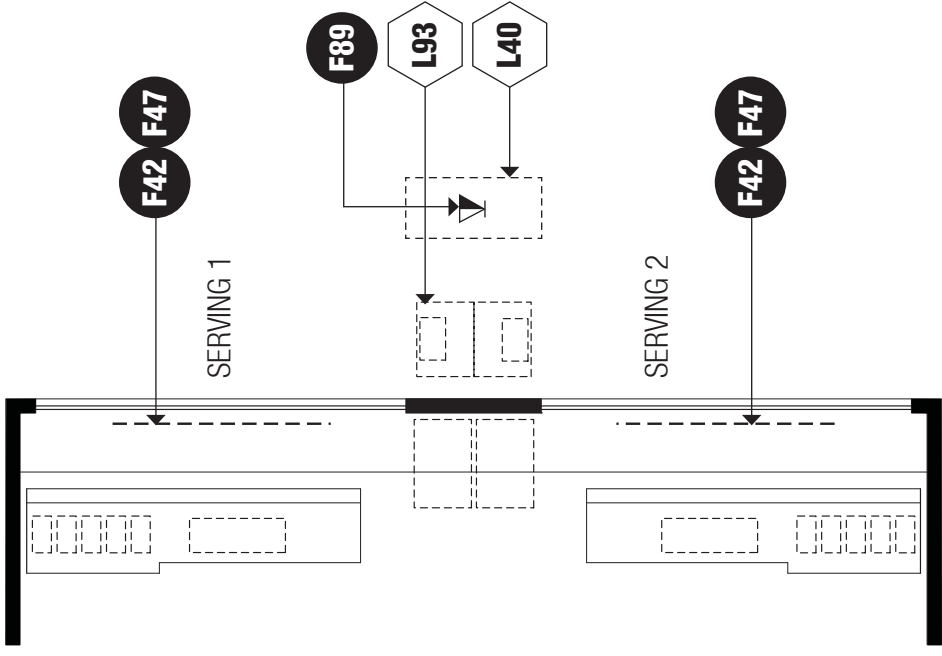
n/a

\*confirm required furnishings with DCPS

Food Services and Department of Health

■ **AV & IT equipment**

n/a



**E-SD-6 /// SERVING AREA**

**size**

275-400 SF

**capacity/users**

6-8 people

**ancillary spaces**

student dining area (E-SD-1)

multipurpose (E-SD-2)(optional)

kitchen/food preparation (E-SD-5)

**spatial relationships**

beginning of serving line should be

near entry door of students dining

area/multipurpose

**goals**

to provide serving station for those

seeking meals or snacks

**activities**

serving food

**environmental considerations**

uniform and controllable lighting

cleanable building surfaces

electrical connections for food service

equipment

adequate ventilation

LEGEND ///

● **fixed furnishings**

F42 drop-in individual controlled heated

electric food wells and full service sneeze

guard (student height) with over shelf

F47 drop-in self contained refrigerator cold

pan for side items (counter and sneeze

guards are lower than normal for better

viewing and service to elementary

students)

▶ F89 data drop

\*confirm required furnishings with DCPS

Food Services and Department of Health

○ **loose furnishings**

L40 point of sale station

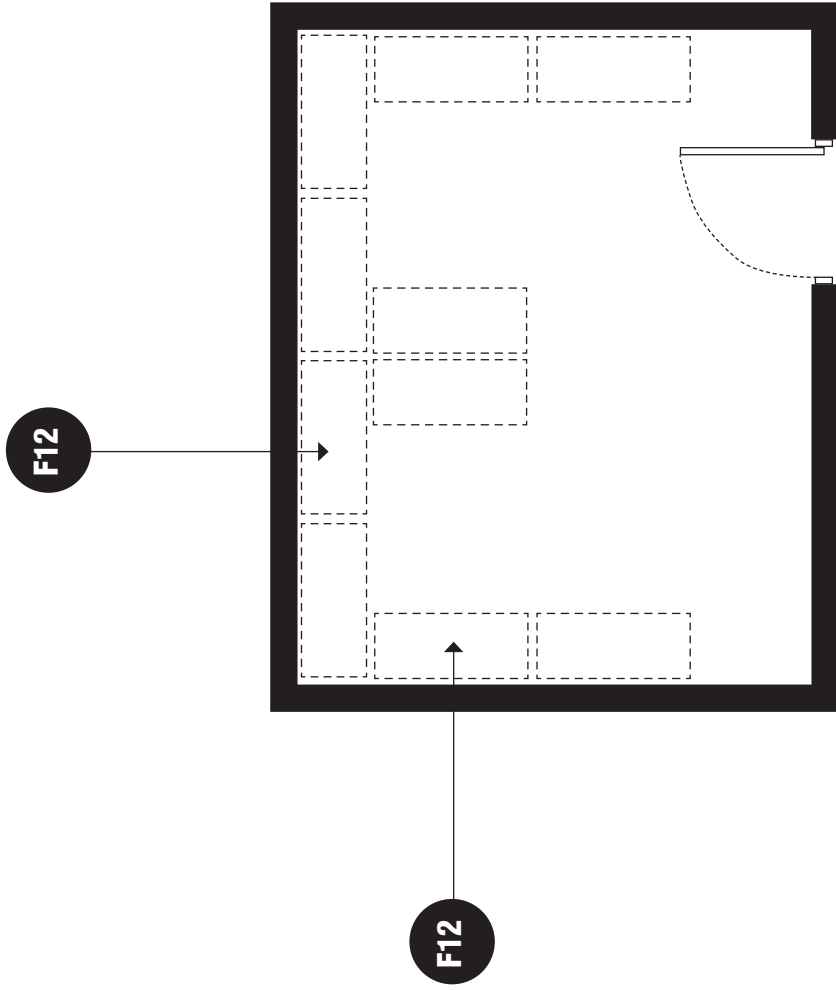
L93 milk coolers

\*confirm required furnishings with DCPS

Food Services and Department of Health

■ **AV & IT equipment**

n/a



**E-SD-7 /// DRY FOOD STORAGE**

**size**

250-350 SF

**capacity/users**

2 people

**ancillary spaces**

n/a

**spatial relationships**

near supply storage/receiving  
adjacent and access to food prep area

**goals**

to provide an area for food storage

**activities**

storage

**environmental considerations**

uniform lighting  
cleanable building surfaces  
adequate ventilation

LEGEND ///

● **fixed furnishings**

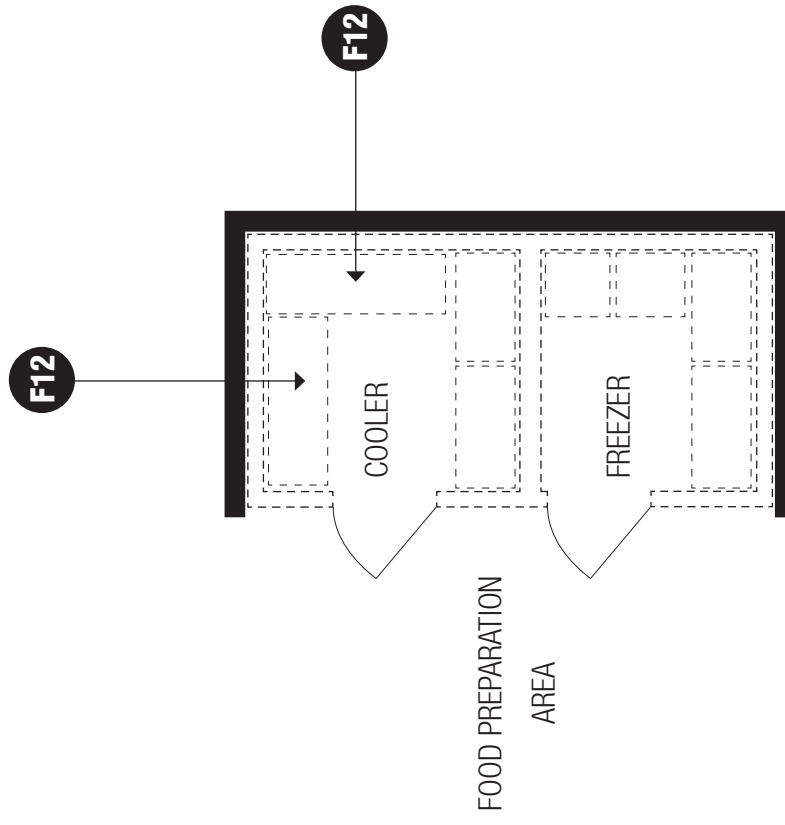
F12 rust resistant shelving and dunnage  
racks (24" deep)  
\*confirm required furnishings with DCPS  
Food Services and Department of Health

◻ **loose furnishings**

n/a  
\*confirm required furnishings with DCPS  
Food Services and Department of Health

■ **AV & IT equipment**

n/a



**E-SD-8 /// FREEZER / COOLER**

**size**

250 SF

\*confirm required SF with DCPS Food

Services

**capacity/users**

2 people

**ancillary spaces**

n/a

**spatial relationships**

adjacent and access to food preparation area

near the supply storage/receiving

**goals**

to provide space for manufactured

freezer and refrigerator units to store food for short periods of time

**activities**

cold food storage

**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

● LEGEND ///

**fixed furnishings**

F12 rust resistant shelving and

dunnage racks (24" deep)

\*confirm required furnishings with DCPS

Food Services and Department of Health



**loose furnishings**

n/a

\*confirm required furnishings with DCPS

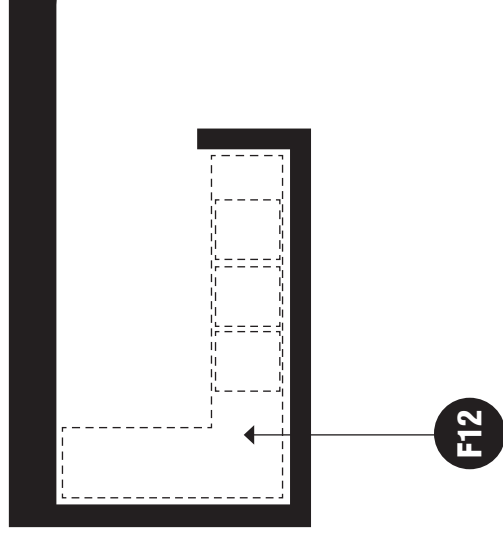
Food Services and Department of Health



**AV & IT equipment**

n/a

STUDENT DINING OR  
MULTIPURPOSE



NOTE // This is an example of a ware washing area. Food service equipment will vary from school to school; confirm requirements with DCPS Office of Food and Nutrition Services.

E-SD-9 /// **WARE WASHING**

**size**

100-200 SF

**capacity/users**

1 person

**ancillary spaces**

kitchen/food preparation (E-SD-5)

**spatial relationships**

adjacent and access to food preparation area

near the supply storage/receiving

**goals**

to clean food service equipment

**activities**

space and equipment to scrape, wash, dry, and store food service equipment

**environmental considerations**

uniform lighting

ventilation to remove steam and condensation

cleanable building surfaces

floor to be flush with adjacent kitchen floor

electrical service for refrigeration equipment

LEGEND ///

● **fixed furnishings**

F12 rust resistant shelving and dunnage racks (24" deep)

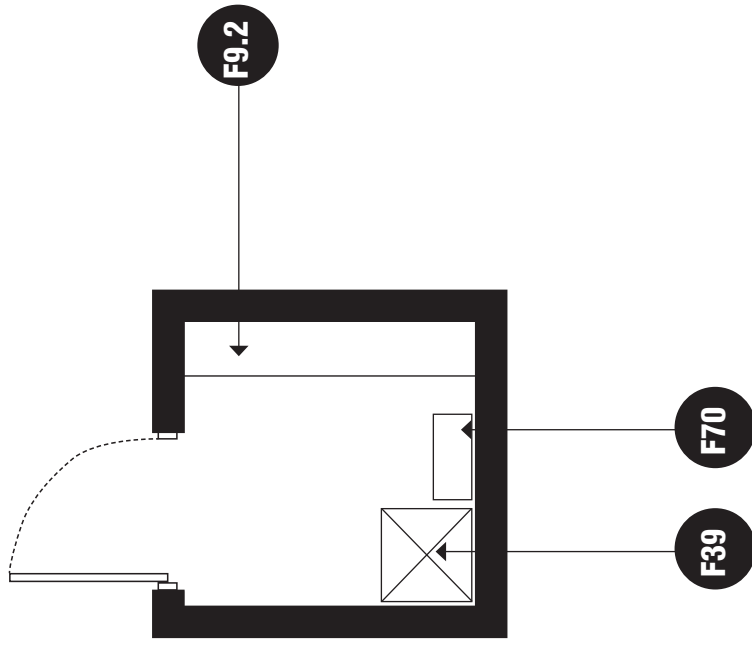
◻ **loose furnishings**

n/a

\*confirm required furnishings with DCPS Food Services and Department of Health

■ **AV & IT equipment**

n/a



**size**

50-60 SF

**capacity/users**

1 person

**ancillary spaces**

kitchen/food preparation (E-SD-5)

**spatial relationships**

near the supply storage/receiving

**goals**

to store chemicals used in cleaning and  
maintaining kitchen

**activities**

storing chemicals and equipment

**environmental considerations**

uniform lighting  
cleanable building surfaces  
sensors for spilled chemicals  
adequate exhaust/ventilation

LEGEND ///

● **fixed furnishings**

F9.2 rust resistant shelving

F39 mop sink

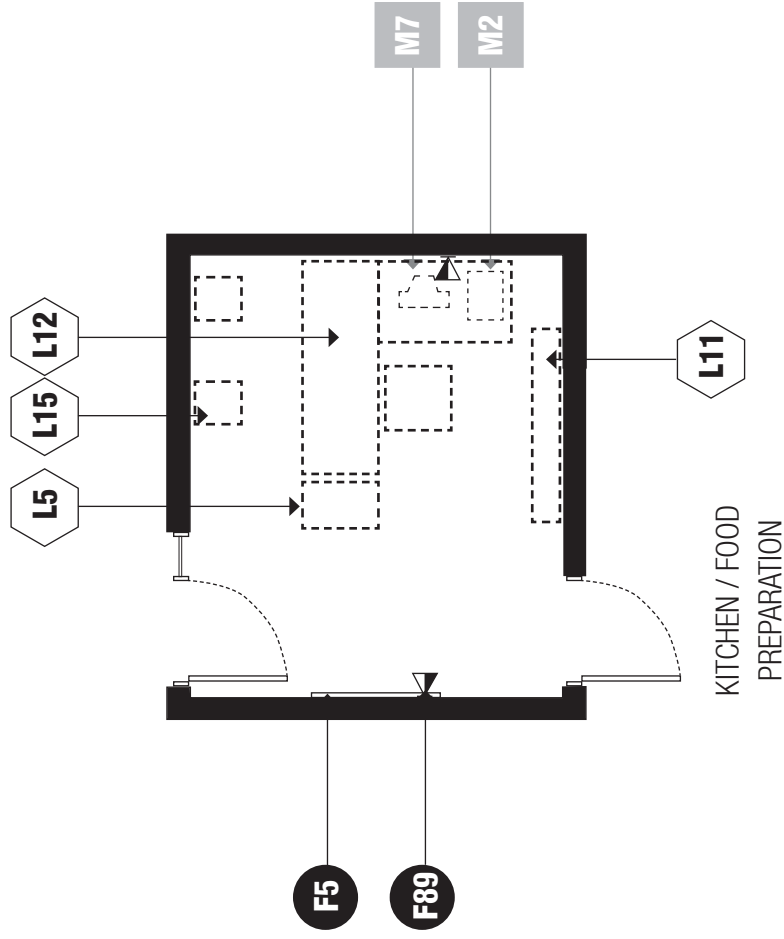
F70 mop rack

◻ **loose furnishings**

N/A

■ **AV & IT equipment**

n/a



**E-SD-11 /// FOOD SERVICE OFFICE**

**size**

150 SF

**capacity/users**

2-3 people

**ancillary spaces**

kitchen/food preparation (E-SD-5)

**spatial relationships**

adjacent and access to kitchen

**goals**

to provide an area to keep records and  
conduct business

**activities**

scheduling

staff evaluations/discipline/meetings

**environmental considerations**

uniform lighting

environmental sound control

electrical outlets for equipment

view of the kitchen

LEGEND ///

**fixed furnishings**

F5 tackable/magnetic wall surface

F89 data drop

**loose furnishings**

L5 four drawer lateral file cabinet (lockable)

L11 adjustable height bookshelves

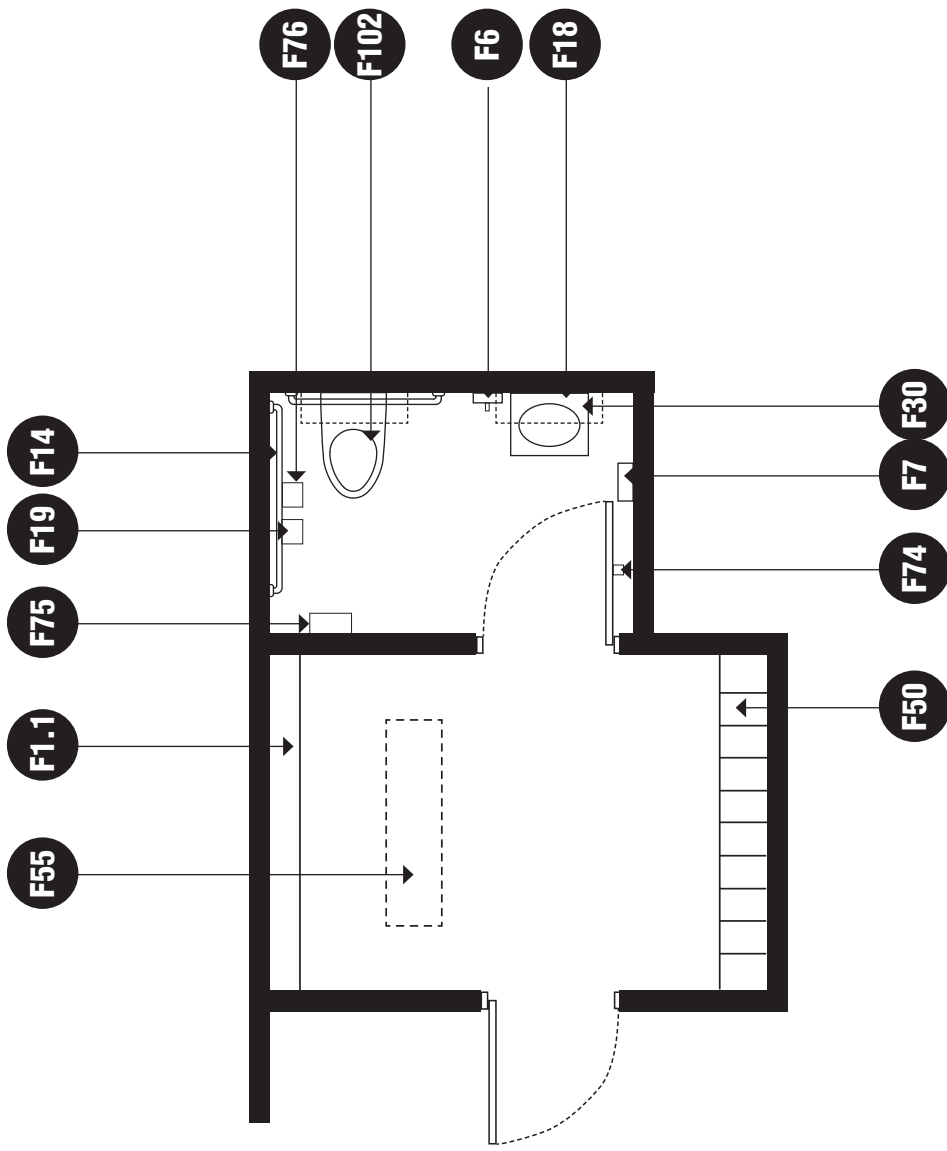
L12 admin workstation and chair

L15 task chair (2)

**AV & IT equipment**

M2 color printer

M7 desktop printer



**E-SD-12 /// TOILET / LOCKERS**

**size**

150 SF

**capacity/users**

3-4 people

**ancillary spaces**

n/a

**spatial relationships**

located near kitchen/food preparation and food service office

**goals**

to provide adequate space to kitchen staff and their health needs

**activities**

personal and health needs for the kitchen staff

changing clothing

**environmental considerations**

uniform lighting  
environmental sound control  
moisture- and stain-resistant finishes  
adequate exhaust/ventilation

LEGEND ///

● **fixed furnishings**

F1.1 casework (wall cabinets)

F6 soap dispenser

F7 towel dispenser

F14 36" and 42" grab bars

F18 mirror

F19 toilet tissue holder

F30 bathroom sink

F50 lockers

F55 locker bench

F74 coat hook-bathroom accessory

F75 sanitary napkin dispenser

F76 sanitary napkin disposal

F102 toilet

F115 hand dryer

\*confirm required furnishings with DCPS

Food Services and Department of Health

◻ **loose furnishings**

n/a

\*confirm required furnishings with DCPS

Food Services and Department of Health

■ **AV & IT equipment**

n/a



## E-BS /// **BUILDING SUPPORT**





SUPPLY STORAGE  
TOILET / SHOWER / LOCKER ROOM  
CUSTODIAL / DGS OFFICE  
LARGE GROUP RESTROOMS  
CUSTODIAL CLOSET  
ELECTRICAL CLOSET  
TELECOMMUNICATIONS ROOM  
CORRIDORS  
MECHANICAL / ELECTRICAL SPACE / DECKS  
CUSTODIAL EQUIPMENT STORAGE  
CENTRAL STORAGE AREA  
RECEIVING AREA  
STAFF RESTROOM  
FAMILY RESTROOM  
TECHNOLOGY STORAGE  
LAUNDRY ROOM

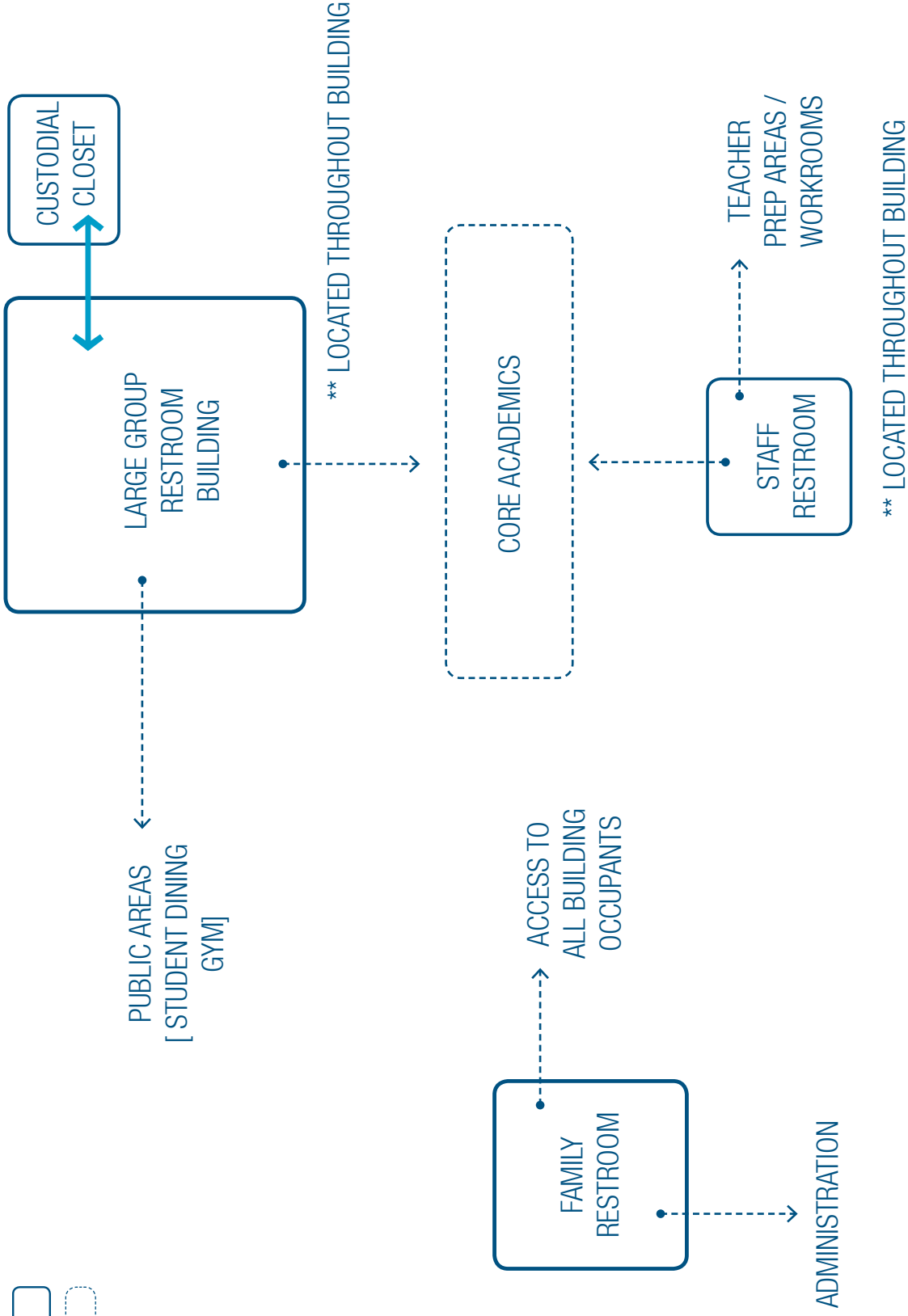
SPACE	325 STUDENTS			400 STUDENTS			500 STUDENTS			700 STUDENTS		
	QTY	SF	TOTAL	QTY	SF	TOTAL	QTY	SF	TOTAL	QTY	SF	TOTAL
<b>BUILDING SUPPORT</b>												
Supply Storage	1	150	150	1	150	150	1	150	150	1	150	150
Toilet/Shower/Locker Room	1	150	150	1	150	150	1	150	150	1	150	150
Custodial/DGS Office	2	150	300	2	150	300	2	150	300	2	150	300
Large Group Restrooms*	--	--	--	--	--	--	--	--	--	--	--	--
Custodial Closet	7	25	175	7	25	175	9	25	225	11	25	275
Electrical Closet*	--	--	--	--	--	--	--	--	--	--	--	--
Telecommunications Room*	--	--	--	--	--	--	--	--	--	--	--	--
Corridors*	--	--	--	--	--	--	--	--	--	--	--	--
Mechanical/Electrical Space/Decks*	--	--	--	--	--	--	--	--	--	--	--	--
Custodial Equipment Storage	1	300	300	1	300	300	1	300	300	1	300	300
Central Storage Area	1	325	325	1	400	400	1	500	500	1	700	700
Receiving Area	1	150	150	1	150	150	1	150	150	1	150	150
Staff Restroom*	--	65	--	--	65	--	--	65	--	--	65	--
Family Restroom*	--	65	--	--	65	--	--	65	--	--	65	--
Technology Storage*	--	--	--	--	--	--	--	--	--	--	--	--
Laundry Room	1	80	80	1	80	80	1	80	80	1	80	80
<b>TOTAL</b>			<b>1,630</b>			<b>1,705</b>			<b>1,855</b>			<b>2,105</b>

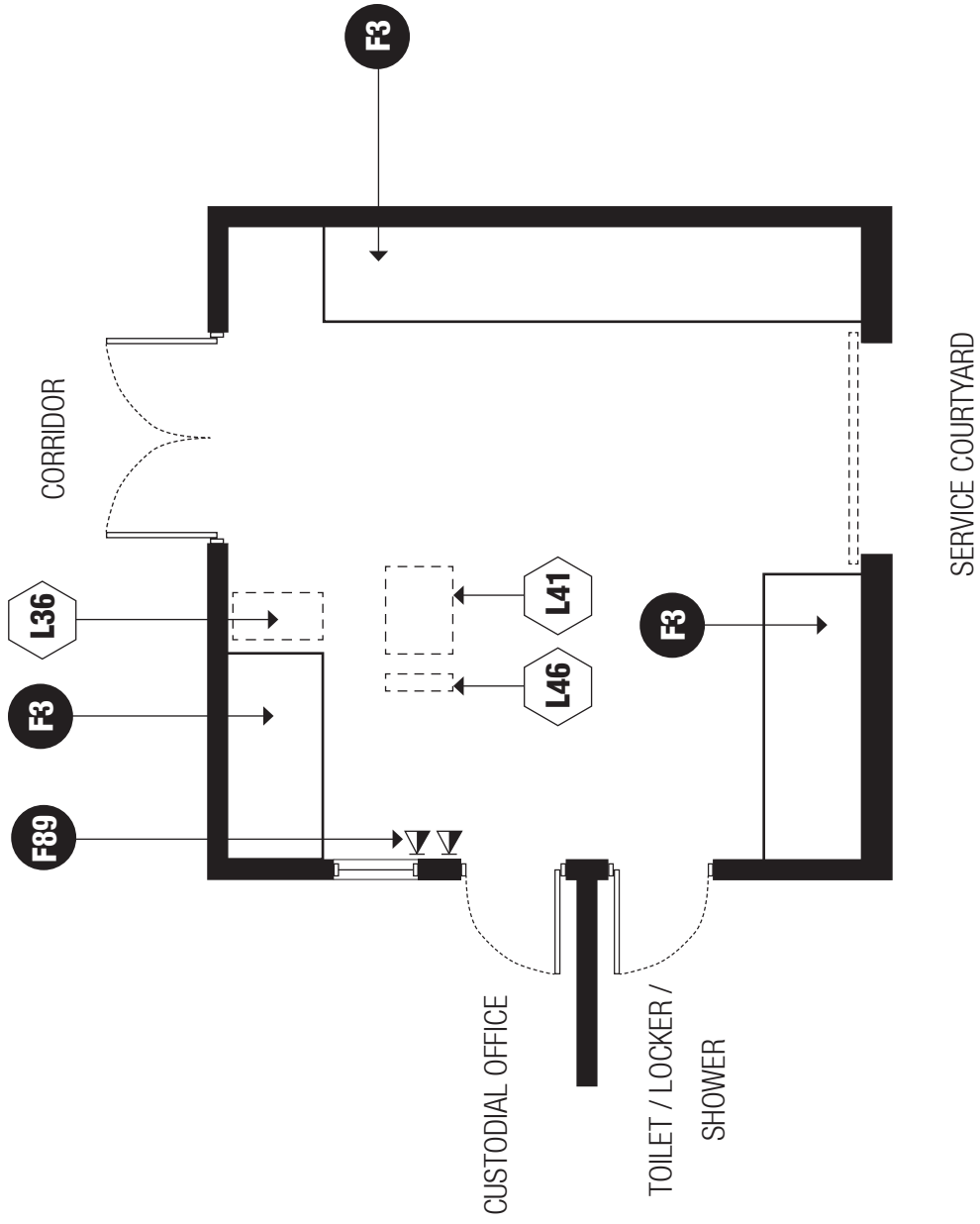
**Comments //**

\*The size and quantity of these spaces to be determined during site specific Ed Spec and design, included as part of Gross Up in prototype.  
Note: In this document, staff assumptions were made to ensure staff spaces were approximately correct at each capacity model. Specific square footage requirements and quantity of spaces will be completed during the site specific ed spec process. Assumptions for the capacity model are: 325 students : 51 staff; 400 students : 57 staff; 500 students : 66 staff; 700 students: 81 staff.

KEY ///

- direct access 
- linked space 
- enclosed space 
- open space 





**E-BS-1 /// SUPPLY STORAGE**

**size**

150 SF

**capacity/users**

2-4 people

**ancillary spaces**

n/a

**spatial relationships**

adjacent and access to loading dock area and service courtyard  
access to corridor  
adjacent and access to custodial office  
adjacent and access to toilet/shower/locker room

**goals**

to store supplies and receive supplies

**activities**

storage

**environmental considerations**

supplement heating source  
double door with removable mullions  
overhead door to service courtyard

LEGEND ///

● **fixed furnishings**

F3 wall shelving (84" high x 36" deep)

▲ F89 data drop

○ **loose furnishings**

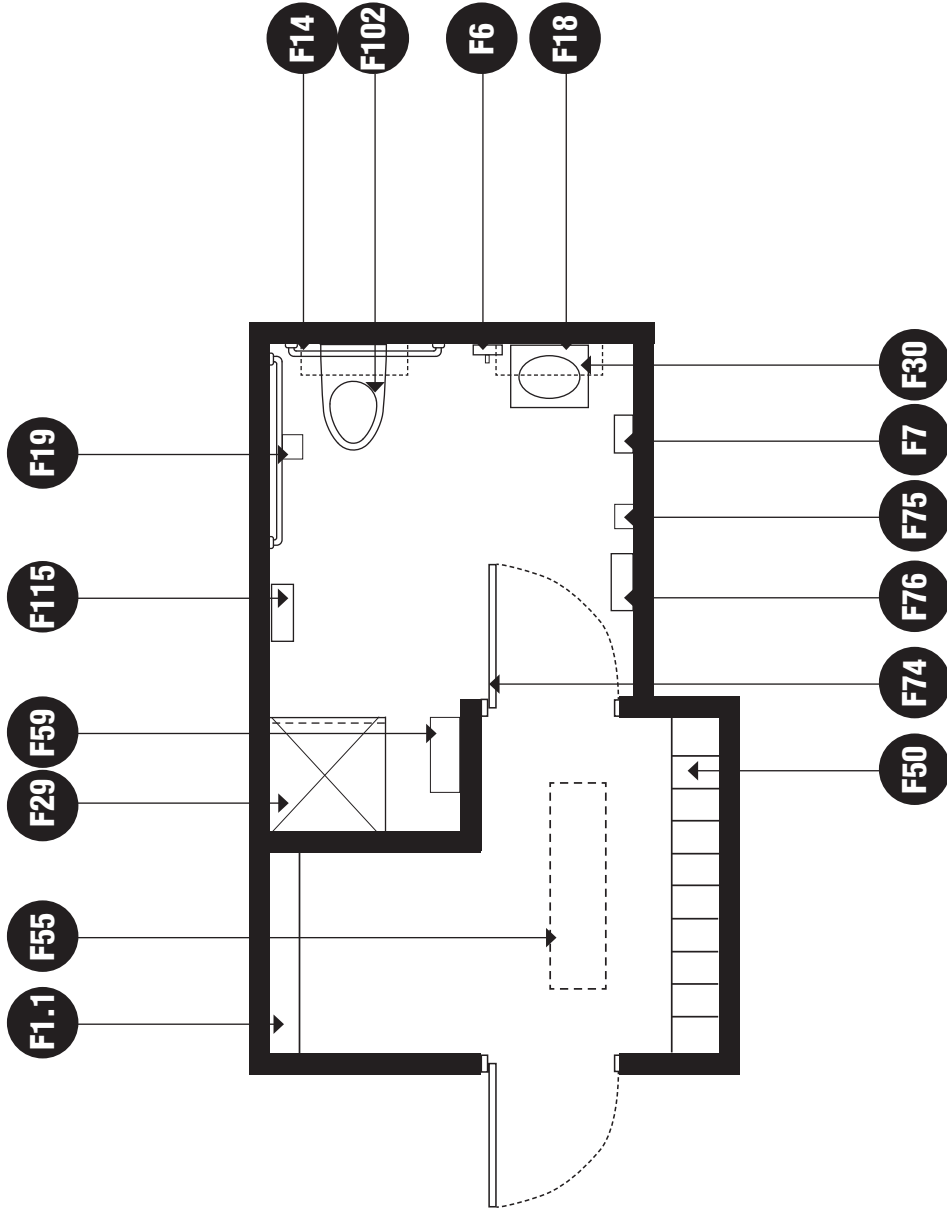
L36 flammables storage

L41 chair dollies

L46 step ladder

■ **AV & IT equipment**

n/a



**E-BS-2 /// TOILET / SHOWER / LOCKER ROOM**

**size**

150 SF

**capacity/users**

1-2 people

**ancillary spaces**

n/a

**spatial relationships**

located near custodial area

**goals**

to provide adequate space to custodial staff and their health needs

**activities**

personal and health needs for the custodial staff  
changing clothing

**environmental considerations**

uniform lighting  
environmental sound control  
moisture- and stain-resistant finishes  
adequate exhaust/ventilation

LEGEND ///

● **fixed furnishings**

F1.1 casework (wall cabinets)

F6 soap dispenser

F7 towel dispenser

F14 36" and 42" grab bars

F18 mirror

F19 toilet tissue holder

F29 ADA shower accessories

F30 bathroom sink

F50 lockers

F55 locker bench

F59 changing table

F74 coat hook-bathroom accessory

F75 sanitary napkin dispenser

F76 sanitary napkin disposal

F102 toilet

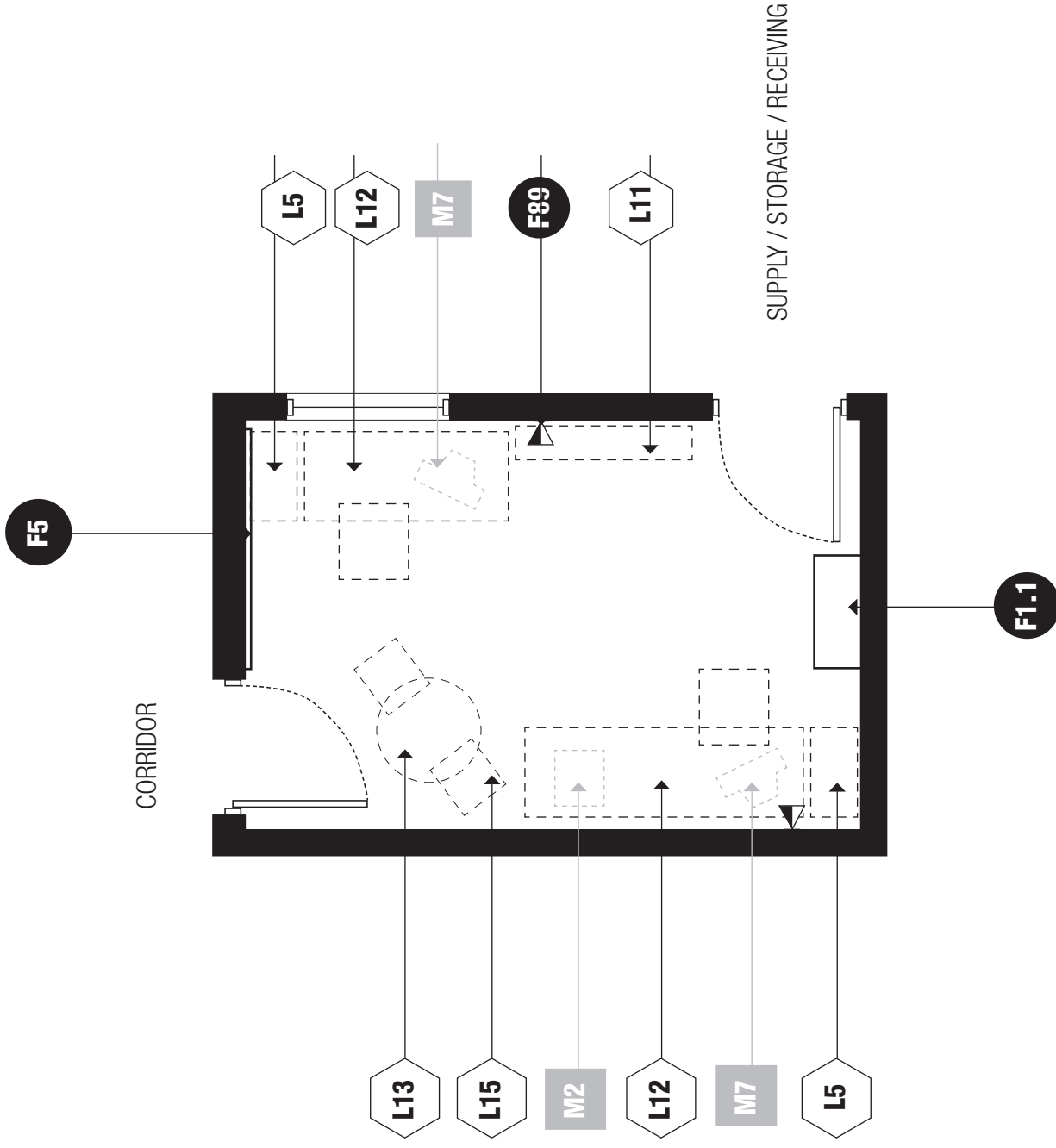
F115 hand dryer

○ **loose furnishings**

n/a

■ **AV & IT equipment**

n/a



**E-BS-3 /// CUSTODIAL / DGS OFFICE**

**size**

150 SF

**capacity/users**

2-3 people

**ancillary spaces**

n/a

**spatial relationships**

adjacent and access to supply storage/  
receiving

access to corridor

near custodial toilet

**goals**

to provide an area to keep records and  
conduct business

**activities**

conferences with staff and other visitors  
telephone calls

**environmental considerations**

uniform lighting  
environmental sound control  
electrical outlets for equipment  
view of the kitchen

LEGEND ///

● **fixed furnishings**

F1.1 casework (8LF)

F5 tackable/magnetic wall surface (6 LF min.)

▶ F89 data drop

○ **loose furnishings**

L5 four drawer lateral file cabinet (2)

L11 adjustable height bookshelves (12 LF)

L12 admin workstation and chair (2)

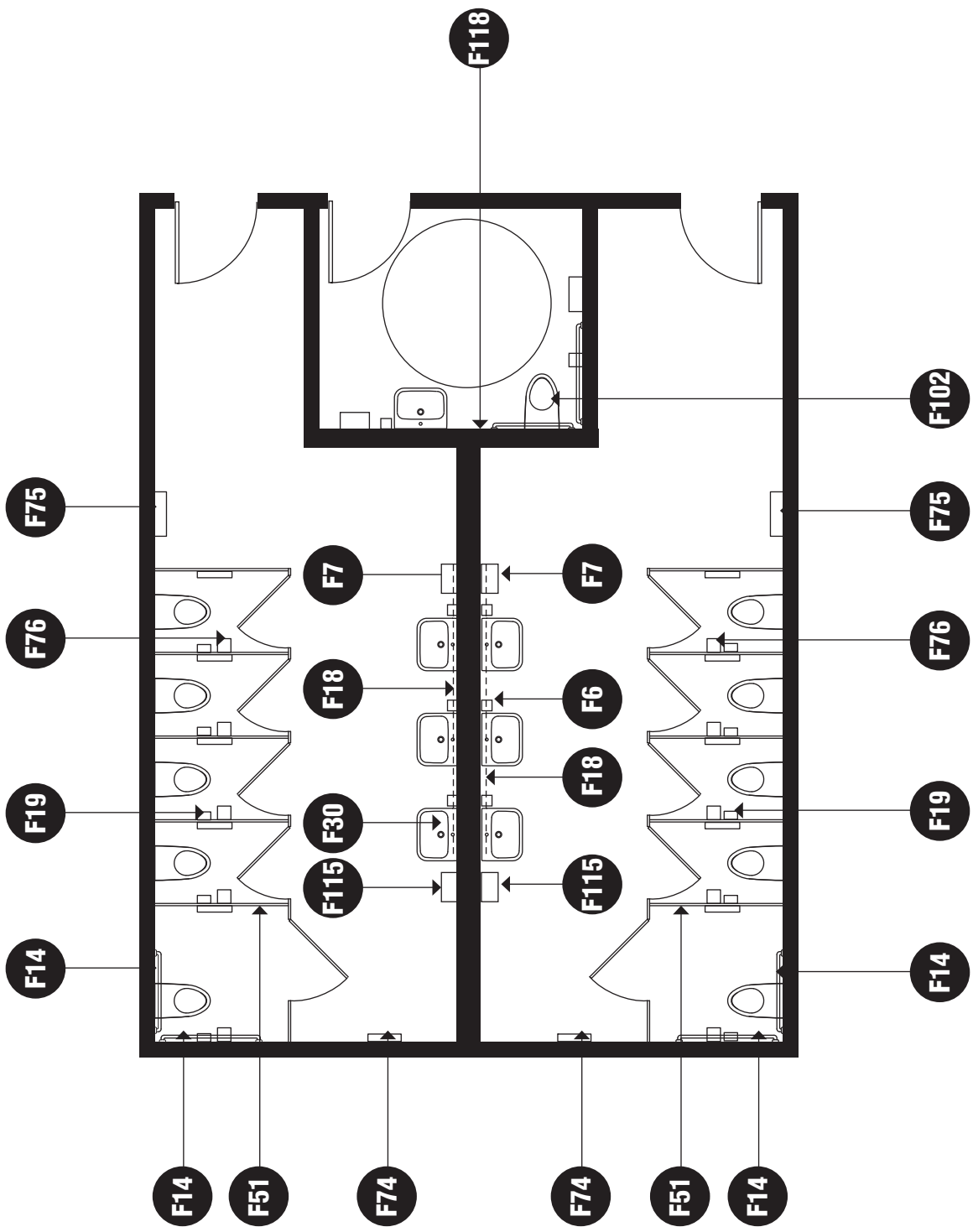
L13 small table

L15 task chair (2)

■ **AV & IT equipment**

M2 color printer

M7 desktop computer



**E-BS-4 /// LARGE GROUP RESTROOM**

**capacity/users**

students

**ancillary spaces**

n/a

**spatial relationships**

near student dining area  
near public use areas, such as media center and gymnasium  
near academic core areas throughout the building

**goals**

provide a restroom to students

**activities**

personal and health needs for the students

**environmental considerations**

uniform lighting  
environmental sound control  
moisture- and stain-resistant finishes  
adequate exhaust/ventilation

LEGEND ///

● **fixed furnishings**

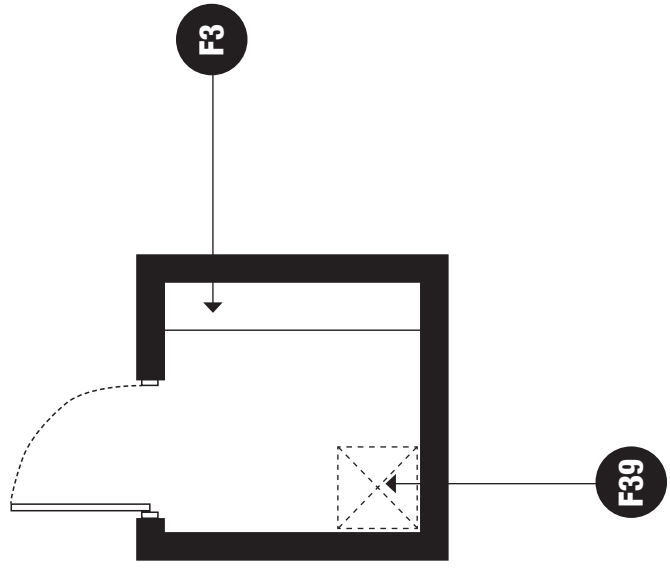
- F6 soap dispenser
- F7 towel dispenser
- F14 36" and 42" grab bars
- F18 mirror
- F19 toilet tissue holder
- F30 bathroom sink
- F51 toilet partitions
- F74 coat hook - bathroom accessory
- F75 sanitary napkin dispenser (in every stall)
- F102 toilet
- F115 hand dryer

○ **loose furnishings**

n/a

■ **AV & IT equipment**

n/a



**E-BS-5 /// CUSTODIAL CLOSET**

**size**

25 SF

**capacity/users**

1 person

**ancillary spaces**

n/a

**spatial relationships**

near large group restrooms

**goals**

to provide storage for custodial supplies

**activities**

storage for custodial supplies throughout the building

**environmental considerations**

uniform lighting

environmental sound control

electrical outlets for equipment

adequate drainage

LEGEND ///

● **fixed furnishings**

F3 wall shelving

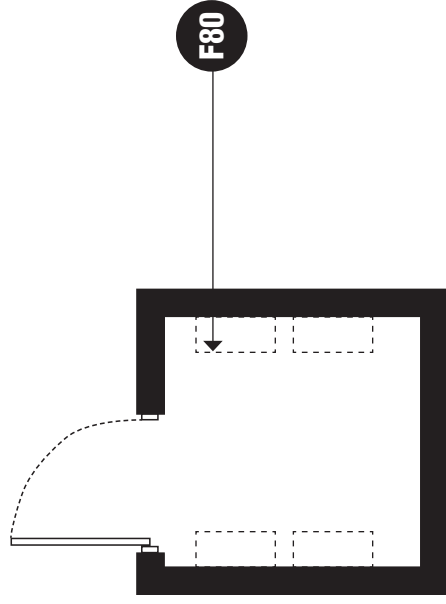
F39 mop sink with hose

◡ **loose furnishings**

n/a

■ **AV & IT equipment**

n/a



E-BS-6 /// ELECTRICAL CLOSET

**capacity/users**

1 person

**ancillary spaces**

N/A

**spatial relationships**

dispersed throughout the academic core areas

**goals**

provide a safe space for electrical wiring and panels

**activities**

Space for electrical wiring and panels

**environmental considerations**

uniform lighting  
environmental sound control  
electrical outlets for equipment

LEGEND ///

● **fixed furnishings**

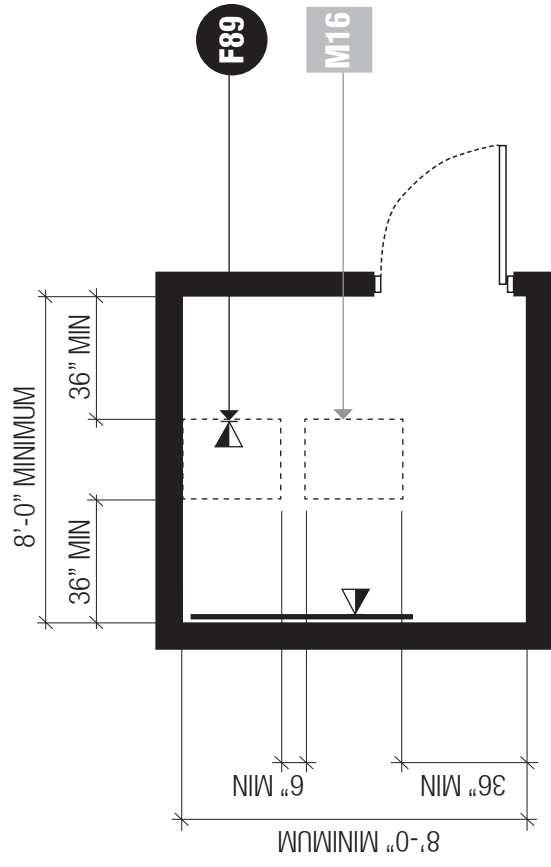
F80 electrical panel

◊ **loose furnishings**

n/a

■ **AV & IT equipment**

n/a



**E-BS-7 /// TELECOMMUNICATIONS ROOM**

**capacity/users**

1 person

**ancillary spaces**

n/a

**spatial relationships**

n/a

**goals**

space for technology needs\*

\*Reference latest OCTO standards to determine SF

**activities**

storage

**environmental considerations**

uniform lighting

environmental sound control

electrical outlets for equipment

LEGEND ///

● **fixed furnishings**

▲ F89 data drop

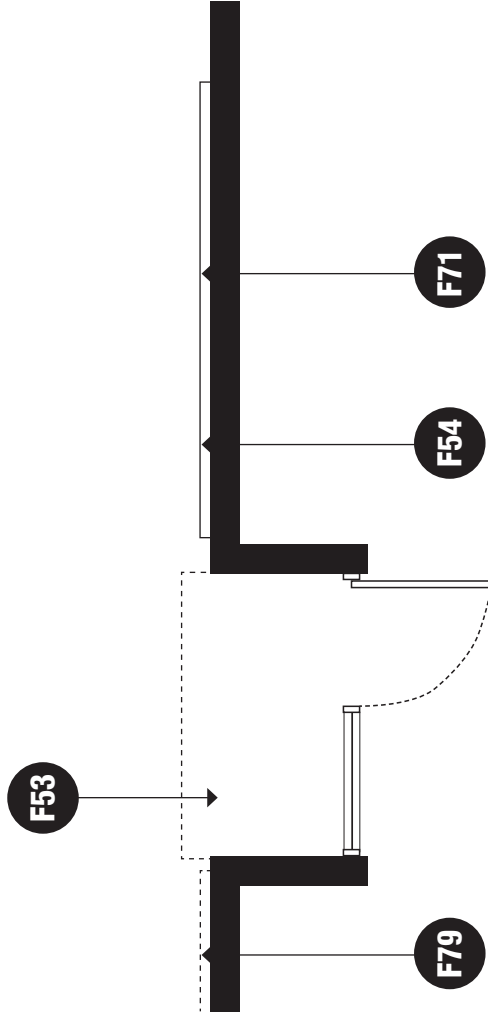
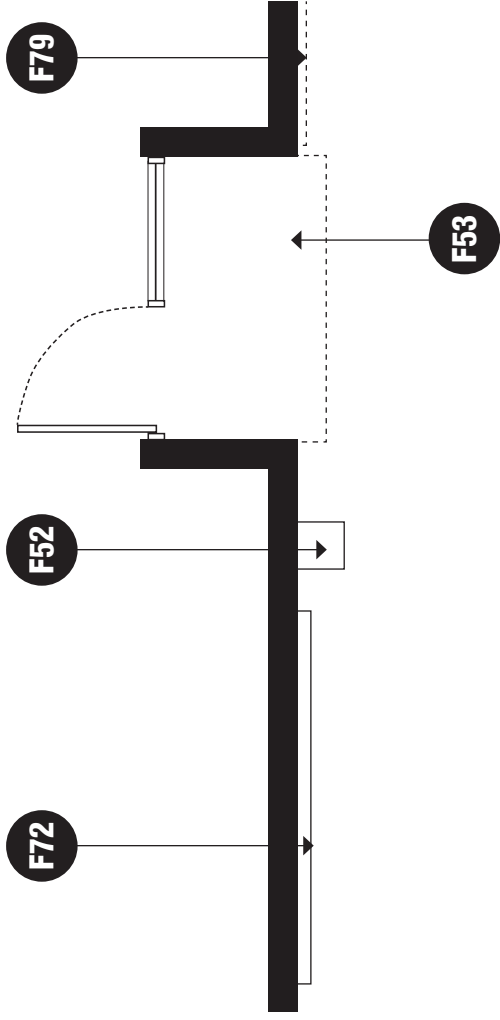
◊ **loose furnishings**

n/a

■ **AV & IT equipment**

M16 telecommunications rack (6" organizers between all racks)

\*reference OCTO standards



**E-BS-8 /// CORRIDORS**

## environmental considerations

- corridors shall be a minimum of 8 feet wide; some areas of natural light is desirable; the designer should minimize long corridors lined with classroom doors
- extended learning areas are in addition to the minimum above and must not intrude into the egress pathway. Seating areas in extended learning areas must meet fire code.
- lobbies are in addition to the circulation requirement.
- instructional and activity areas shall be accessible by corridors without passing through another instructional or activity area.
- the corridors are to meet the egress requirements of applicable codes.
- stairs, ramps, and elevators are included under the corridor category.
- it is recommended that stairs in multi-story buildings not be enclosed unless required by code. However, such a design should not allow students to lean over railings or put arms/legs through posts.

## activities

circulation space

## LEGEND ///

### ● fixed furnishings

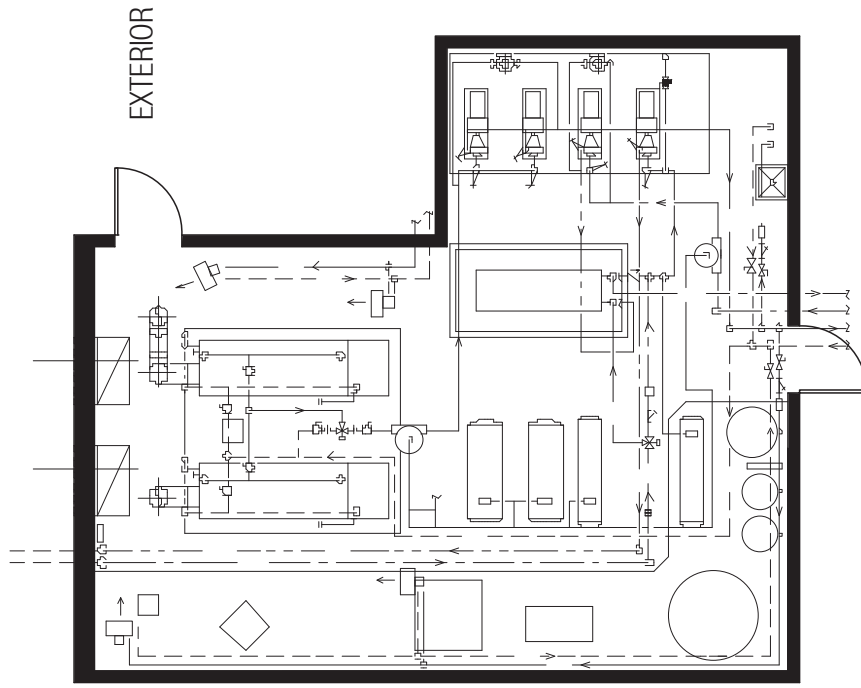
- F52 fire extinguisher
- F53 recessed floor mats
- F54 digital boards
- F71 tack board
- F72 3D displays
- F79 tackable surface (boards or tack strips)

### ◻ loose furnishings

n/a

### ■ AV & IT equipment

n/a



**E-BS-9 /// MECHANICAL / ELECTRICAL SPACE / DECKS**

**capacity/users**

based on the size of the program

**ancillary spaces**

n/a

**spatial relationships**

accessible for maintenance and repair

access to outside

isolate from main area of building

near loading/receiving area

near custodial area

**goals**

storage for mechanical and electrical

equipment

**activities**

space for mechanical and electrical

equipment

**environmental considerations**

uniform lighting

environmental sound control

electrical outlets for equipment

LEGEND ///

● **fixed furnishings**

n/a

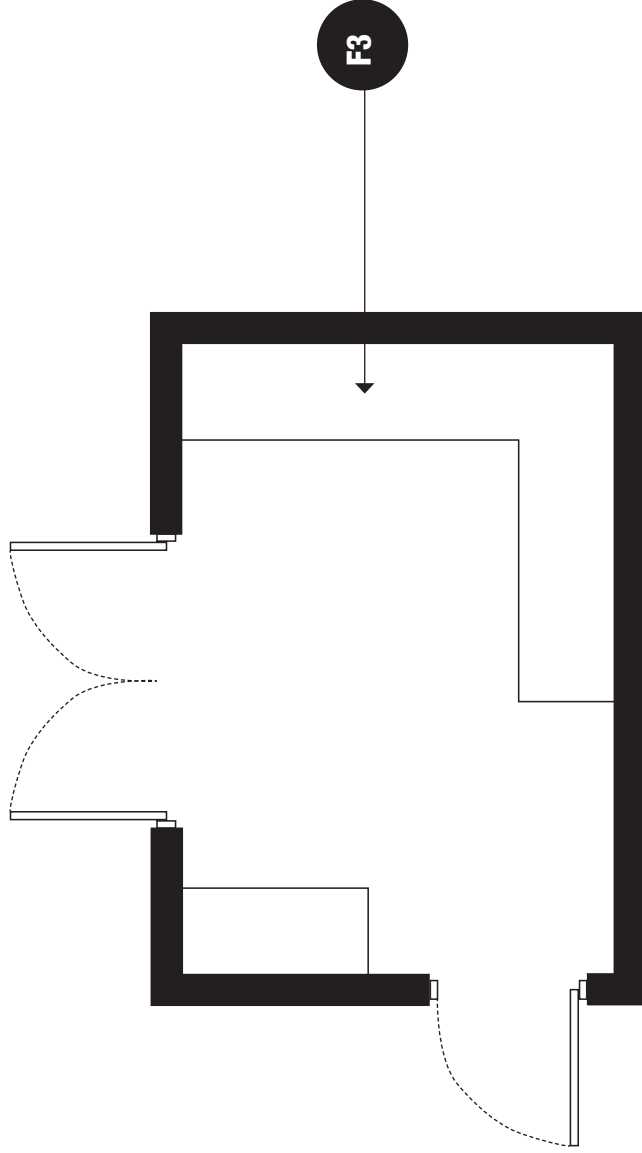
◻ **loose furnishings**

n/a

■ **AV & IT equipment**

n/a

EXTERIOR



**E-BS-10 /// CUSTODIAL EQUIPMENT STORAGE**

**size**

300 SF

**capacity/users**

3-4 people

**ancillary spaces**

n/a

**spatial relationships**

accessible for maintenance and repair

access to outside

isolate from main area of building

near loading/receiving area

near custodial area

**goals**

storage for custodial equipment and

supplies

**activities**

near custodial workroom

near custodial office

direct access to outdoors

**environmental considerations**

uniform lighting

environmental sound control

electrical outlets for equipment

LEGEND ///

● **fixed furnishings**

F3 wall shelving (10'-16', depth may vary)

(all walls)



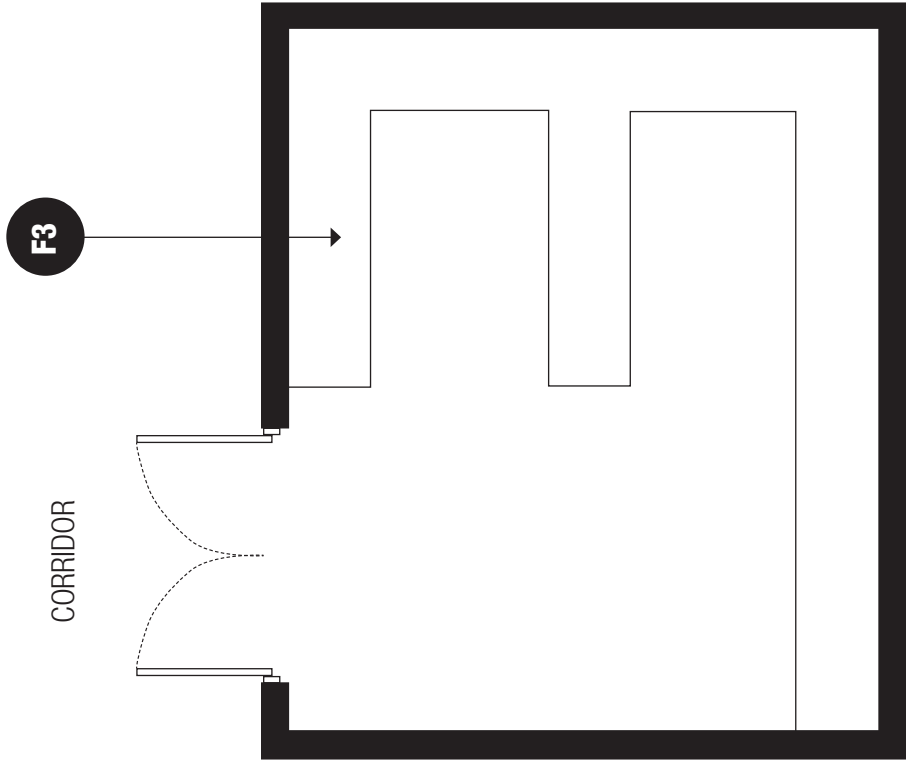
**loose furnishings**

N/A



**AV & IT equipment**

n/a



**E-BS-11 /// CENTRAL STORAGE AREA**

**size**

325-700 SF

**capacity/users**

3-4 people

**ancillary spaces**

n/a

**spatial relationships**

near loading/receiving area

direct access to building circulation

**goals**

storage of supplies

**activities**

storage for paper products, utensils, supplies. etc., to be used throughout the entire building

**environmental considerations**

uniform lighting

environmental sound control

electrical outlets for equipment

LEGEND ///

● **fixed furnishings**

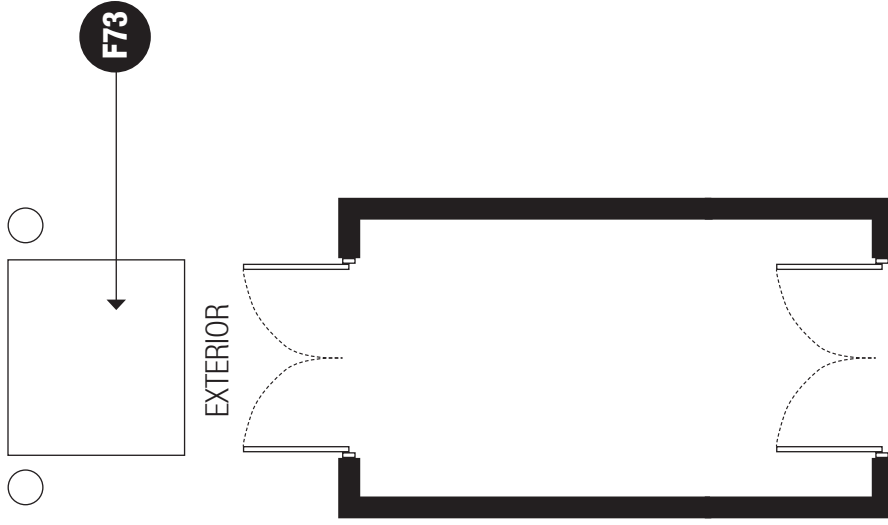
F3 wall shelving (26' -32', depth may vary)

◻ **loose furnishings**

n/a

■ **AV & IT equipment**

n/a



**E-BS-12 /// RECEIVING AREA**

**size**

150 SF

**capacity/users**

1-2 people

**ancillary spaces**

N/A

**spatial relationships**

near food service spaces

near central storage area

near mechanical room

adjacent to loading dock

**goals**

area to load and receive supplies and

food

**activities**

delivery of materials and goods to be

used throughout the building

**environmental Considerations**

uniform lighting

appropriate drainage

hose bib

LEGEND ///

● **fixed furnishings**

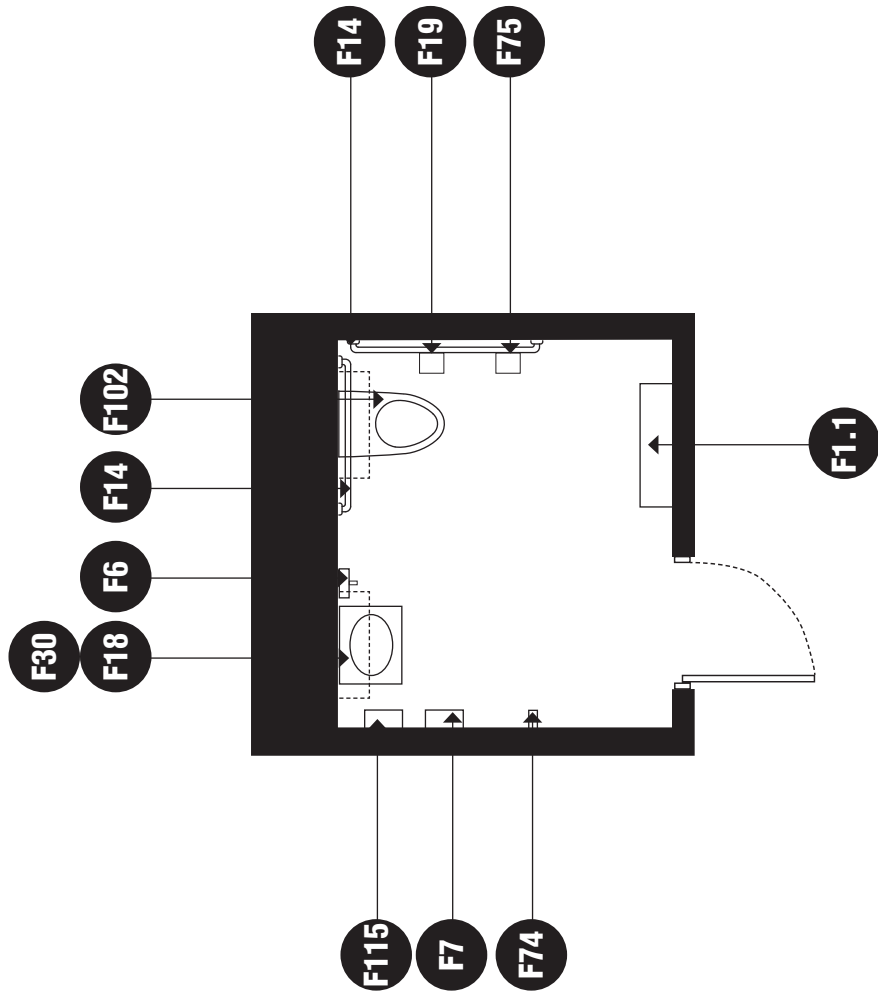
F73 loading dock levelers and dock bumpers

◻ **loose furnishings**

n/a

■ **AV & IT equipment**

n/a



**E-BS-13 /// STAFF RESTROOM**

**size**

65 SF

**capacity/users**

1 person

**ancillary spaces**

n/a

**spatial relationships**

- near academic core classrooms
- near teacher collaboration room
- near administrative suite

**goals**

provide a private bathroom for staff

**activities**

- personal and health needs for administrative staff
- changing clothes

**environmental considerations**

- uniform lighting
- environmental sound control
- moisture- and stain-resistant finishes
- adequate exhaust/ventilation

● LEGEND ///

**fixed furnishings**

- F1.1 casework (wall cabinets)
- F6 soap dispenser
- F7 towel dispenser
- F14 36" and 42" grab bars (36" and 42")
- F18 mirror
- F19 toilet tissue holder
- F30 bathroom sink
- F74 coat hook-bathroom accessory
- F75 sanitary napkin dispenser
- F102 toilet
- F115 hand dryer



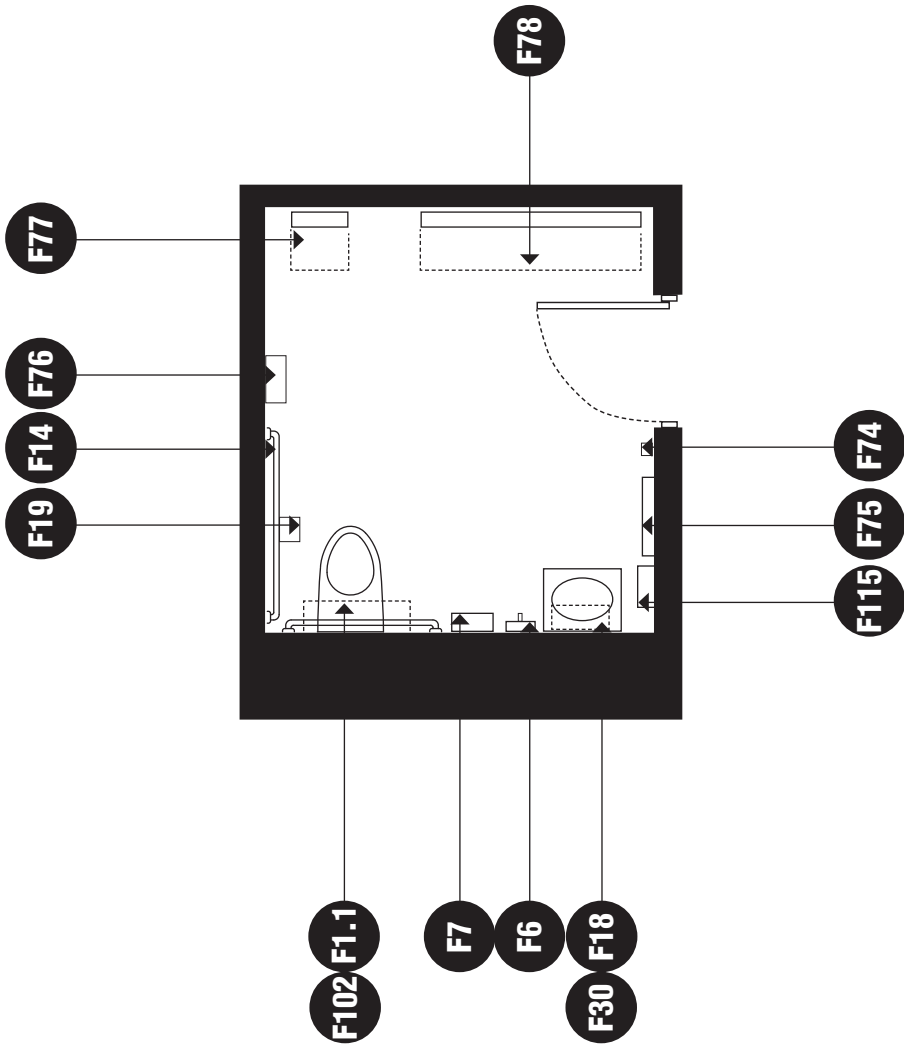
**loose furnishings**

n/a



**AV & IT equipment**

n/a



**E-BS-14 /// FAMILY RESTROOM**

**size**

65 SF

**capacity/users**

1-2 people

**ancillary spaces**

n/a

**spatial relationships**

located in the administrative area, but accessible to all building occupants

**goals**

provide a private bathroom for families and handicapped

**activities**

personal health and handicap needs for all building occupants

**environmental considerations**

uniform lighting  
environmental sound control  
moisture- and stain-resistant finishes  
adequate exhaust/ventilation

● LEGEND ///

**fixed furnishings**

F1.1 casework (wall cabinets)

F6 soap dispenser

F7 towel dispenser

F14 36" and 42" grab bars

F18 mirror

F19 toilet tissue holder

F30 bathroom sink

F74 coat hook-bathroom accessory

F75 sanitary napkin dispenser

F76 sanitary napkin disposal

F77 mounted child seat

F78 child changing station

F102 toilet

F115 hand dryer

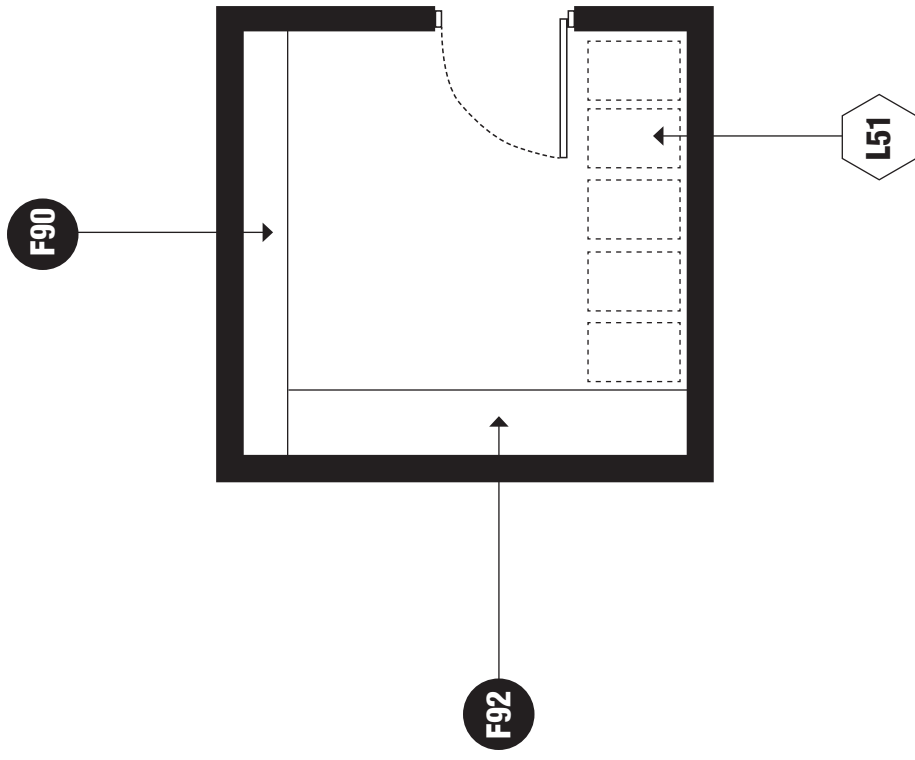


**loose furnishings**

n/a



**AV & IT equipment**



**capacity/users**

1 person

**ancillary spaces**

n/a

**spatial relationships**

distributed in academic core areas

**goals**

storage of computers and technology

**activities**

materials storage

**environmental considerations**

uniform lighting

environmental sound control

electrical outlets for equipment

secure and lockable door

LEGEND ///

● **fixed furnishings**

F90 storage shelving (12" deep)

F92 storage shelving (18" deep)



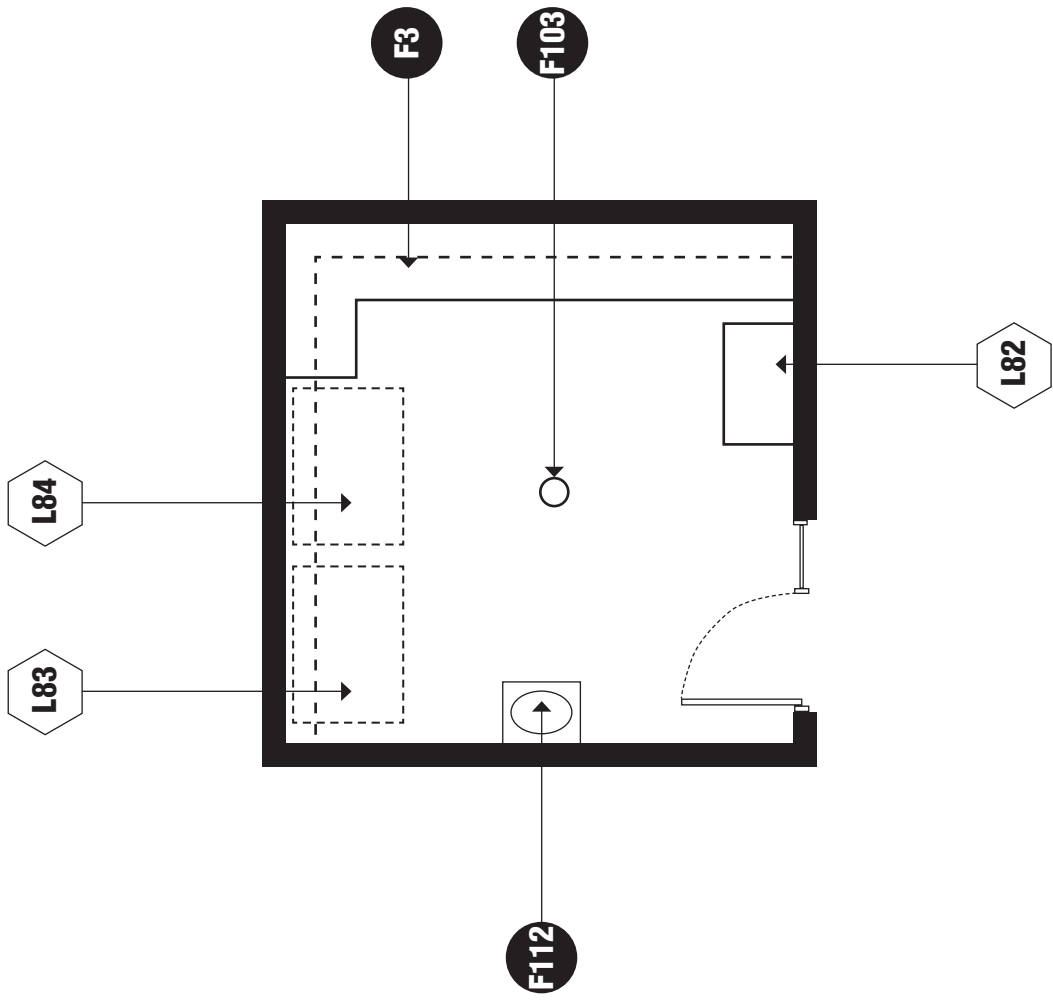
**loose furnishings**

L51 laptop charging cart (5-6)



**AV & IT equipment**

n/a



**E-BS-16 /// LAUNDRY ROOM**

**size**

80 SF

**capacity/users**

1 person

**ancillary spaces**

n/a

**spatial relationships**

near custodial office  
near ECE (Pre-K) Academic Areas

**goals**

laundry services

**activities**

laundry services

**environmental considerations**

uniform lighting  
environmental sound control  
electrical outlets for equipment  
secure and lockable door  
venting for equipment  
plumbing connections for equipment

LEGEND ///

● **fixed furnishings**

F3 wall shelving (10' -16', depth may vary)

F103 floor drain

F112 laundry sink

◻ **loose furnishings**

L82 hamper

L83 washer

L84 dryer

■ **AV & IT equipment**

n/a

# DCPS



**EDUCATIONAL SPECIFICATIONS**



DISTRICT OF COLUMBIA  
PUBLIC SCHOOLS

**ELEMENTARY SCHOOL  
PROTOTYPE PROGRAM**



DISTRICT OF COLUMBIA  
PUBLIC SCHOOLS

# EDUCATIONAL SPECIFICATIONS

# APPENDIX A

VERSION 1.0  
March 1, 2019

## **DCPS OWNER PROJECT REQUIREMENTS (OPR)**

### General Notes

- All items included in this document are Basis of Design (BOD) only.
- Substitutions or deviations will be considered on a case by case basis and should be communicated to DCPS Facility Planning and Design for approval.
- Additionally, deviations from the design specifications made by the contractor must be communicated to DCPS Facility Planning and Design for approval.

### Division 01 – GENERAL REQUIREMENTS

- 01 33 00 SUBMITTAL PROCEDURES
  - DCPS shall review the following submittals at a minimum:
    - Door Hardware and Keying
    - Electronic Access Control
    - Intrusion Detection
    - HVAC Controls and Sequencing
    - Millwork
    - Plumbing Fixtures
    - Room Signage
    - FF&E
    - Kitchen Equipment
- 01 77 00 CLOSEOUT PROCEDURES
  - Trainings
    - All trainings shall be professionally recorded
    - A schedule of trainings shall be a deliverable of design development package
  - An itemized list of attic stock shall be provided to DCPS to review and approve
- 01 81 19 INDOOR AIR QUALITY REQUIREMENTS
  - All spaces shall include CO2 monitors/monitoring
- 01 91 13 GENERAL COMMISSIONING REQUIREMENTS
  - Commissioning agent requirements
    - The commissioning agent shall:
      - Be on the project team in schematic design and review all document milestones.
      - DCPS shall receive a copy of all reviews/reports.
      - Provide turnover of sample pre-functional and functional checklists during the schematic design phase.
      - Provide a schedule for final commissioning.

### Division 02 – EXISTING CONDITIONS

- 02 80 00 FACILITY REMEDIATION (ABATEMENT)



- DCPS/DGS require removal of all hazardous materials in lieu of encapsulation. The contractor shall receive written approval from DCPS/DGS if a request is being made to encapsulate any hazardous materials over removal.

### **Division 03 – CONCRETE**

- 03 33 00 ARCHITECTURAL CONCRETE FINISH
  - Contractor to specifically note allowance dedicated to ensuring floor flatness.

### **Division 04 – MASONRY**

- 04 01 20 CLAY MASONRY RESTORATION AND CLEANING
  - Written analysis of existing masonry condition for DCPS to review and determine scope for the project.
- 04 20 00 UNIT MASONRY
  - Provide minimum brick grade and durability (FBS and/or FBX), through-body, etc.

### **Division 05 – METALS**

- 05 52 13 PIPE AND TUBE RAILINGS
  - No horizontal guardrails at any location both exterior and interior. Vertical application only unless written consent from DCPS.
  - Stainless Steel or powder coated preferred at handrails and tops of guardrails where in.
  - DCPS shall review all railing heights to determine if railings shall exceed code requirements.

### **Division 06 – WOOD, PLASTICS, AND COMPOSITES**

- NOT CURRENTLY USED

### **Division 07 – THERMAL AND MOISTURE PROTECTION**

- NOT CURRENTLY USED

### **Division 08 – OPENINGS**

- 08 11 13 HOLLOW METAL DOORS AND FRAMES
  - Standard: 16-gage frames /18-gage doors for all locations
  - MDF / IDF closets and MEP areas
    - Gasketed frame and threshold
  - Double doors in corridors
    - No center posts
    - Doors should swing against a wall to allow for magnetic hold opens
      - Hold open extensions not preferred
- 08 14 16 FLUSH WOOD DOORS
  - Solid core wood doors shall be provided at all interior academic and administration spaces



- Minimum of half-lite in doors for primary student copied, full-lite is also acceptable.
- 08 41 13 ALUMINUM-FRAMED ENTRANCES AND STOREFRONTS
  - Exterior
    - Special-Lite Door – FRP/Aluminum Hybrid Doors (SL)
    - Special-Lite Door – Aluminum Hybrid Doors (SL)
  - No glass lites at storage rooms or toilet rooms
- 08 71 00 FINISH HARDWARE
  - Mortise locks or exit devices on exterior doors
    - All hardwired into the access control system
    - Include continuous hinges typical
  - Cylindrical locks or exit devices on all interior doors
  - Shelter in place / lock down: See Section: 28 10 00 ACCESS CONTROL
  - Perimeter doors must be hardwired for access control, interior doors can be wireless
    - If cylinders are provided they must be Schlage Primus large format interchangeable
      - However, cylinders are not required if the lockset comes equipped with electronic access control
    - Electronic access control is the preferred method of securing the doors
    - If electronic access control is provided, then the hardware must allow for first card swipe to unlock the door for the duration of the school day and a second card swipe to reverse the function
  - All other locations
    - DORMA
      - C800 and/or M9000
      - Precision – Motorized Latch Retraction Only
    - ASSA ABLOY
      - 8200 (mortise) and/or 10 Line (cylindrical)
      - Sargent – Motorized Latch Retraction Only
    - Allegion
      - Schlage - ND and/or L Series
      - Von Duprin – Motorized Latch Retraction Only
  - All Gender Restroom - Schlage ND40S cylindrical lock with Schlage B571 occupancy indicator.
  - Keying Requirements and Control Systems
    - One Key Tracer 3U 8 Key Panel with prox reader and keypad, power and network required
    - One fully populated key box with two copies of all keys and corresponding door schedule
    - All door hardware shall be keyed to the DCPS Schlage FSIC standard
  - Door Stops
    - CRL Satin Chrome Floor Mounted Heavy-Duty Door Stop with Hook and Holder
- 08 80 00 GLAZING
  - School Guard Glass SG4 (or approved equal) to be at all glazing accessible from the outside (First Floor exterior, window wells, etc). The “First Floor” is any floor plane that is directly off the



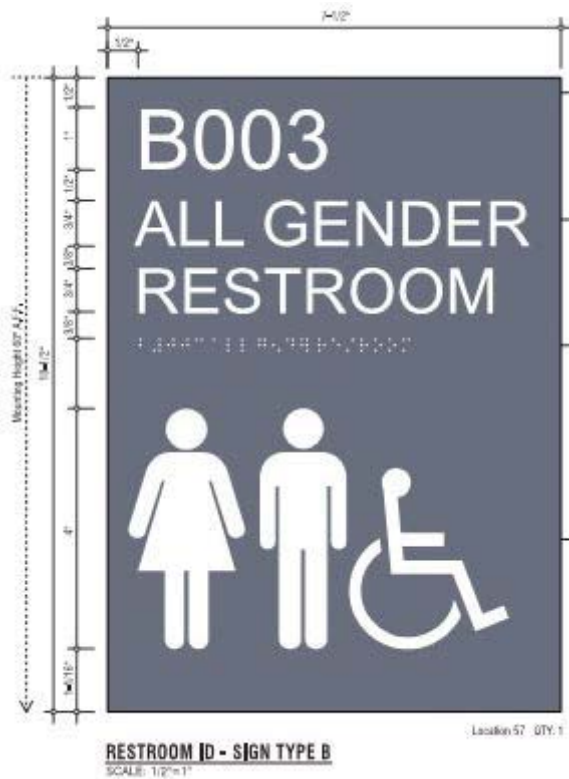
- exterior. SG4 may be provided at different floor elevations when site elevations are not level throughout.
- Laminated Glass:
    - To occur at areas up to 18" AFF designated by code and openings adjacent to double height spaces. DCPS prefers laminated glass at any pane directly adjacent to an exterior door (for example if you had an exterior door going out to an accessible roof terrace).
  - Tempered Glass:
    - DCPS preference is for tempered glass to be provided throughout the school. This is a safety concern especially at the Middle and High School levels. DCPS is willing to review specific areas in question should the design team wish to propose areas with non-tempered glass.
  - Sidelights should be provided at all general instructional classroom entrances, self-contained classrooms, science classrooms, tech labs, art lab, etc.
  - Half-glass vision panels shall be provided in all student occupied spaces as a minimum. Narrow lites shall not be used unless reviewed with DCPS. Full-glass vision panels are also acceptable.
  - Frosted film over windows as needed.
    - BOD - Decorative Window Film: Llumar NRM PS2
    - <http://cdn.llumar.com/drupal/llumar-deco-frostrnrmgs2.pdf>

#### **Division 09 – FINISHES**

- See Appendix B – Finish Guidelines

#### **Division 10 – SPECIALTIES**

- 10 11 00 VISUAL DISPLAY UNITS
  - Bottom of all boards shall align with Interactive White Board Heights noted below.
  - Coordinate height of tack board/tack strips with corridor wainscot.
- 10 11 73 INTERACTIVE WHITE BOARDS
  - Cisco Webex Board 7000 Series (1 per school)
  - SMART Board 7000 Series in all instructional spaces (75")
  - Mounting Heights for Interactive White Boards / Whiteboards / Tack boards (bottom of boards to align):
    - PreK thru 1<sup>st</sup> Grade – B.O. Board 28" AFF
    - 2nd – 5th Grades – B.O. Board 30" AFF
    - Middle School / High School – B.O. Board 32" AFF
- 10 14 23 PANEL SIGNAGE
  - All interior building signage shall include raised Room Number only. No other raised or permanent letter shall be included except for those noted below.
    - Building service rooms such as Electrical, Mechanical, Data, etc. can include the room name.
  - Inserts shall be provided for room name and a minimum of one (1) for teacher/staff name.
  - Provide "All Gender Signage" as included below



- 10 21 13 TOILET COMPARTMENTS
  - High Density Polyethylene (HDPE) bathroom partitions only
- 10 21 23 CUBICLE CURTAINS AND TRACK
  - Ensure coordination with lights fixtures. Also confirm that track and curtain are included in the base scope, not FFE.
- 10 22 39 FOLDING PANEL PARTITIONS
  - All operable partition shall be motorized.
  - All operable partitions shall be keyed.
  - Safety system should be included
- 10 26 00 WALL AND DOOR PROTECTION
  - Kick-plates on all single user restrooms
  - Kick-plates on high-occupied spaces. Review with DCPS Facilities for any exceptions.
- 10 28 00 TOILET, SHOWER AND CUSTODIAL ACCESSORIES
  - Soap Dispenser
    - Shall be bulk foam soap dispenser
  - Toilet Paper Dispenser
    - Must accommodate a 9" bulk roll (single or double)
  - Paper Towel Dispensers (**Located in ECE on-suite restrooms and all classroom sinks only**)
    - Shall be 8" roll
  - Hand Dryers (**Located in all restrooms except ECE noted above**)

- Bobrick B-7128
- 10 44 13 FIRE PROTECTION CABINETS
  - All fire extinguisher cabinets (and defibrillators if provided) shall be fully recessed where possible.
  - DCPS/DGS would like to ensure that fire extinguishers are provided in all modernizations even when a full sprinkler system is included. Besides providing in code required locations, fire extinguishers shall be provided in all major corridors on each floor.

#### **Division 11 – EQUIPMENT**

- 11 24 23 FALL PROTECTION EQUIPMENT
  - Provide at all low-slope roof.
- 11 40 00 FOODSERVICE EQUIPMENT
  - See Appendix C – Food & Nutrition Services for more information
- 11 66 53 GYMNASIUM DIVIDERS
  - All gymnasium dividers shall be motorized and keyed.
- 11 70 00 EDUCATIONAL EQUIPMENT (KILN)
  - Kiln – Skutt – 1227-3 (standard)

#### **Division 12 – FURNISHINGS**

- 12 24 13 ROLLER WINDOW SHADES
  - Required at all exterior windows.
  - Provide motorized shade at windows above one-story high.
  - Provide black-out shades in locations with a stage (this could be the cafeteria, gymnasium or auditorium depending on the design).
- 12 36 61 SOLID SURFACING COUNTERTOPS
  - All countertops shall be solid surfacing with 4” minimum coordinating solid surface backsplash when countertops include a sink. P-lam countertops are acceptable when sinks are not included, but preference is still for solid surface.
  - Window sills shall be solid surface only, no laminate.
- 12 48 13 ENTRANCE FLOOR MATS AND FRAMES
  - See “Appendix B Finish Guidelines - General Notes” for more details on entrance floor mats.
- 12 93 00 SITE FURNISHINGS
  - Provide exterior trash and recycle receptacle
    - BOD for trash receptacle – DuMor, Inc (474-32VS-BT) – Color: Black
    - BOD for recycle receptacle – DuMor, Inc (437-32SH) – Color: Coordinate with School colors
  - Locations for trash and recycle receptacle
    - Provide at all major site amenity areas
    - No trash compactors for individual trash cans

### **Division 13 – SPECIAL CONSTRUCTION**

- NOT CURRENTLY USED

### **Division 14 – CONVEYING EQUIPMENT**

- 14 21 00 ELECTRIC TRACTION ELEVATORS
  - Open to maintenance by non-installing manufacturer
- 14 42 00 WHEELCHAIR LIFTS
  - Chair lifts should be avoided as best as possible. DCPS will provide written approval for chair lifts as needed.

### **Division 21 – FIRE SUPPRESSION**

- NOT CURRENTLY USED

### **Division 22 – PLUMBING**

- 22 05 53 IDENTIFICATION FOR PLUMBING PIPING AND EQUIPMENT
  - Isolation valves shall be visibly located within the room.
- 22 14 26.13 ROOF DRAINS
  - Preference for overflow drains is in-wall scuppers.
- 22 34 00 FUEL-FIRED, DOMESTIC-WATER HEATERS
  - Outlet temperatures on the domestic-water heaters shall be monitored through the BAS system.
- 22 40 00 PLUMBING FIXTURES
  - Toilet Seat Heights and Type:
    - PreK3-PreK4 (on-suite toilets) – floor mounted – 13" AFF
    - K-1st (on-suite toilets) – wall hung – 15" AFF
    - All other locations – wall hung – 18" AFF
  - Multi-User restrooms – Multi-station Lavatory Unit preferred over single wall hung units
    - BOD – Bradley Corporation, Verge LVL Series
  - Faucets
    - Multi-User Restrooms
      - American Standard – Metering Faucets – Centerset Spout
    - Single-User Restrooms
      - American Standard – Monterrey – Two-Handle Centerset Lav Faucet
    - Mop Sink Faucet – T&S Brass and Bronze Works – Service Sink Faucet, 4" Wrist Action
  - Toilets
    - PreK3-PreK4 (on-suite toilets) – American Standard – Baby Devoro FloWise/Round Front Flushometer Toilet
    - Typical Toilet – American Standard – Elongated Wall Hung Closet Fixture



- Flush Valve
  - PreK3-PreK4 (on-suite toilets) – Sloan Flushometer – 111-1.28
  - Toilets – Sloan – Manual Exposed Flushometer
  - Urinals – Sloan – Manual Exposed Flushometer
- Urinals
  - American Standard – Washbrook Urinal
- 22 42 23 COMMERCIAL SHOWERS, RECEPTORS, AND BASINS
  - Preference for non-prefab shower units and basins.
  - Coordinate drawings to ensure ADA clearances are met.
  - Shower mixing valves shall be fully accessible from inside the shower stall.
  - Provide smaller tile size in shower areas.
- 22 47 13 DRINKING FOUNTAINS
  - All drinking fountains shall include a bottle filler
    - Interior BOD: Elkay Enhanced EZH20 Bottle Filling Station & Versatile Bi-Level ADA Cooler
    - Exterior BOD: <http://www.mostdependable.com/products/bottle-fillers/model-10135-sm/>
  - Provide drinking fountain at all major corridors
  - Provide bubblers in classrooms

### **Division 23 – HEATING VENTILATING AND AIR CONDITIONING**

Provide the following drawings in the DGS Office

- Laminated 8.5" x 11" MEP equipment schedules with makes and models
- Laminated 24" x 36" MEP floorplans
- Laminated 8.5" x 11" valve schedules with corresponding valve locations
- Laminated 24" x 36" HVAC sequence of operations
- 23 05 53 IDENTIFICATION FOR HVAC PIPING, DUCTWORK AND EQUIPMENT
  - Equipment labels and tags shall be visibly located within the room.
- 23 09 33 ELECTRIC AND ELECTRONIC CONTROL SYSTEM FOR HVAC
  - Anticipated Occupancy Schedules
    - School Schedule – 8:30 AM to 3:30 PM
    - Admin Areas/Library/Gym/Cafeteria
      - Optimal Start 2 hours before normal start
      - Normal Start 8:00 AM
      - Optimal Stop 30 minutes before normal stop
      - Normal Stop 5:00 PM
    - Kitchen
      - Optimal Start 4:30 AM
      - Normal Start 6:30 AM



- Normal Stop 1:30 PM
  - All Other Areas
    - Optimal Start 2 hours before normal start
    - Normal Start 30 minutes before first class
    - Optimal Stop 30 minutes before normal stop
    - Normal Stop 0 minutes after final class
  - Thermal Comfort Requirements
    - Air Conditioning
      - Occupied – 73
      - Unoccupied – 80
    - Heating
      - Occupied – 69
      - Unoccupied – 60
    - Humidity Range
      - 30% to 60% RH
  - HVAC System Controls
    - Controlled centrally from networked BMS work station, no local control in rooms
    - If thermostats have a visual display it should state that the system is centrally controlled
- 23 31 13 METAL DUCTS
  - Limit the amount of exposed duct work on the roof. Preferably no duct work exposed on the roof.
- 23 36 00 AIR TERMINAL UNITS
  - Preference is to avoid ceiling cassettes.
- 238239.19 WALL AND CEILING UNIT HEATERS
  - Due to vandalism and maintenance, wall unit heaters should be avoided in stairwells.

#### **Division 25 – INTEGRATED AUTOMATION**

- 25 40 02 BUILDING AUTOMATION SYSTEM (BAS)
  - Electrical, water and gas meters/services shall allow for remote monitoring

#### **Division 26 – ELECTRICAL**

- 26 05 33 RACEWAYS
  - In areas with no ceilings (exposed structure), all wire management shall be controlled through proper raceway trays.
- 26 05 53 IDENTIFICATION FOR ELECTRICAL SYSTEMS
  - Electrical and Network Labeling
    - All electrical outlets, including those in systems furniture, shall be labeled with corresponding electrical panel and breaker numbers



- All network outlets, including those in systems furniture, shall be labeled with the corresponding closet, patch panel and termination location
- HVAC controls cabling shall be yellow
- Network cabling shall be blue
- Wireless access point cabling shall be orange
- 26 05 73 ELECTRICAL DISTRIBUTION SYSTEM STUDIES
- 26 09 23 LIGHTING CONTROL DEVICES
  - Occupant Lighting Control
    - Dimming capabilities in meeting spaces, presentation spaces, multipurpose rooms and classrooms
- 26 32 13 ENGINE GENERATORS
  - Generator required on all DCPS modernizations. At a minimum the generator should account for the following items. Exception to the below list shall be reviewed and approved by DCPS Facilities:
    - All emergency lighting
    - Electrical Lockdown
    - Security Desk Area
    - Security panel
    - Access panel
    - All receptacles within IT rooms
    - Split system within all IT rooms
    - IT Closets (MDF is priority, secondary IDF)
    - Elevator shaft lighting and receptacles
    - Elevator car lighting & HVAC
    - Sump Pumps
    - Kitchen Freezer (Lighting, heater, alarm, Blower coil, Compressor Rack)
    - Kitchen Cooler (Lighting, heater, alarm, Blower coil, Compressor Rack)
    - Health Suite Refrigerator
    - BMS Workstation
    - Fire Pump (if needed)
    - Main Fire Alarm control panel
    - Generator components (battery heater, service receptacles/lighting, etc.)
- 26 51 00 INTERIOR LIGHTING
  - All fixtures shall be LED unless otherwise approved.
  - Light Fixtures: Any proposed location identified lower than noted below shall be reviewed and approved by DCPS Facilities:
    - For Pendants @ Elementary School - B.O. fixture no lower than 8'-6".
    - For Pendants @ Middle/High School - B.O. fixture no lower than 9'-0"

### **Division 27 – COMMUNICATIONS**

- 27 51 16 PUBLIC ADDRESS SYSTEMS
  - PA (Public Address School, Public Address Emergency, Public Address Intruder)
    - Bogen Quantum Hybrid
      - Head end wall mount is preferred over rack mount
      - Appropriately sized Quantum pre-built system shall be provided
        - QSW24/QSW48/QSW72 etc.
        - Include MCTCA Telephone Interface Card
    - Speakers
      - Preference is to have no wall mounted speakers
      - Drop ceilings
        - Shall be drop in Bogen CSD2X2VRU speakers or equivalent
      - General Design Guidance
        - Distance between speakers in hallways shall be 3x the height of ceilings
        - In stair shafts include one speaker at the topmost elevation
        - At each stairway exit, one speaker shall be located within one ceiling height of the stairway exit door
    - Call Switch
      - Bogen CA15C
    - Include sufficient design and programming time to coordinate all calls with the school's occupancy requirements and exclusions for quiet spaces
- 27 53 13 CLOCK SYSTEMS
  - Clocks
    - Sapling Talk Back Wireless
      - Master clock shall be networked for synchronization
- 27 53 19 DISTRIBUTED ANTENNA SYSTEM (DAS)
  - See link below to the code which addresses the Emergency Responder Radio Coverage since 2015:
    - <http://dcregs.dc.gov/Gateway/RuleHome.aspx?RuleNumber=12-H510>
  - See link below for requirements of the Public Safety DAS:
    - <https://ouc.dc.gov/page/oucs-public-safety-building-radio-systems-requirements>

### **Division 28 – ELECTRONIC SAFETY AND SECURITY**

- Life Safety Systems Installer's Certifications
  - Electronic Security Association (ESA) National Training School (NTS) is being used as a benchmark, other certifications/trainings can be submitted to DCPS for approval
  - CCTV Installers
    - CAT1 + Life Safety Code + Video Systems Technologies
  - Intrusion Detection Installers



- CAT1 + Life Safety Code + Advanced Intrusion Systems
- Access Control Installers
  - CAT1 + Life Safety Code + Electronic Access Control
- Fire Alarm Installers
  - CAT1 + Life Safety Code + Fire Alarm Installation Methods
- 28 05 00 VIDEO SURVEILLANCE SYSTEM
  - Axis Network Cameras and Panasonic MonitorCast 4 viewing platform
  - Network Camera Models
    - M3105-LV for IDF and MDF
    - M3045-V: Indoor nearfield options, e.g. stairwells: M3045-V
    - M3046-V: Indoor wider-angle options, e.g. small rooms and double stairwells: M3046-V
    - P3225-V: Hallways and larger spaces: P3225-V
    - P3225-VE: Exterior doors and near to medium area coverage: P3225-VE
    - P3225-LVE: Exterior doors and near to medium area coverage with IR: P3225-LVE
    - P3227-VE / LVE: Larger exterior areas such as playgrounds.: P3227-VE / P3227-LVE
    - Q3517-VE 9mm / 2mm: Exterior greater area coverage (Depending on coverage demand)
    - Q6115-E / Q6115-E: Exterior PTZ (Depending on coverage requirement). PTZ cameras kept to a minimum.
    - Q6155-E with Q6000-E: 360-degree Exterior larger space, advanced auto-tracking and guard-tour for parking spaces
    - P3708-PVE for 180-degree views were required
    - Some other camera options will be used in special circumstances such as the P3707-PE, Q1765-LE, and thermal cameras (Q1941-E, Q1942-E and Q2901-E). These additional models will be used by guidance of the Gold level partner to accommodate for specific needs at a location.
- 28 10 00 ACCESS CONTROL
  - Also see section: 08 71 00 FINISH HARDWARE
  - Shelter in place / lock down: located on all interior doors that are student occupied spaces (ie: Classrooms, Small Groups, Music, etc). DCPS to review locations with design team for confirmation.
    - BOD: Schlage AD 300 or 400
    - Alternative: Hager HS4
    - Alternative: Best Wi-Q
    - Requirements:
      - Instructional spaces shall be able to lock from the inside without opening the door and entering the corridor
      - If an unauthorized person locks a door from the inside there must be a means of opening the door from the corridor
      - This can be done via multiple methods (key or card) but the preferred is card



- A lockdown of doors or select doors must be possible from a remote location within the school. This can be done via a push button, glass break, software on a computer or a specially designated card/card reader.
- 28 16 00 ACCESS CONTROL AND INTRUSION DETECTION
  - Door Intercoms (main entrance)
    - Axis A8004-VE (vandal resistance) or Axis A8105-E
    - Grandstream GXV3275 or GXV3240
  - Kitchen loading
    - iPhone JK Series with 3.5" screen
  - Electronic Access Control
    - Mercury based systems only
      - Acceptable panels are: EP1501, EP1502, MR50, MR52, MR51e, 16In, 16Out
    - Altronix EFLOW 6NB power supply charger
    - Altronix LINQ 8PD power distribution module
    - Altronix Trove2 enclosures with TM2 Mercury backplanes
    - Panasonic MonitorCast 4 or RS2 access control platform
    - Panels can be wired using Ethernet or 485 topology
    - Contractor shall provide no less than 125 programmed credentials via Schlage Allegion CardTrax program.
  - Intrusion Detection
    - DMP (Digital Monitoring Products) XR-550DNL-G
      - PIR Dual Tech Bosch or Honeywell
      - Graphic Touchscreen Keypad 7800 Series
        - Located at school's main entrance and custodian's main point of egress
      - Interior 335 Sirens
    - Exterior Axis C3003-E Speakers
    - Programming
      - Security contractor shall program security system with general contractor code for configuration and testing purposes before turning over the system to DCPS
- 28 18 11 SECURITY ACCESS METAL DETECTORS
  - Metal Detectors
    - The point of contact is Mr. Rich Brown who is the representative for Garrett Metal Detectors. The model for the metal detector is the 6500i. Rich can be reached on 757-288-6604; email: [pmiusa@cox.net](mailto:pmiusa@cox.net).
- 28 18 13 SECURITY ACCESS X-RAY EQUIPMENT
  - VOTI x-ray machine
    - XR3D-50s / the POC for VOTI is Mr. Jacob Greenbaum. He can be reached via email at [Jacob.greenbaum@votidetection.com](mailto:Jacob.greenbaum@votidetection.com) or by cell phone at 1-514-816-4546.
- 28 31 11 FIRE ALARM
  - Honeywell / Fire-Lite MS addressable control panel



- 2 telephone lines per panel for communication
- All fire alarm wiring shall be run in red conduit, no exceptions

**Division 31 – EARTHWORK**

- NOT CURRENTLY USED

**Division 32 – EXTERIOR IMPROVEMENTS**

- 32 14 13 PERMEABLE PAVMENT
  - Not preferred due to maintenance difficulties. If needed to meet LEED or DOEE requirements, locations and types should be reviewed with DCPS.
- 32 14 43 PERVIOUS CONCRETE PAVEMENT
  - Not preferred due to maintenance difficulties. If needed to meet LEED or DOEE requirements, locations and types should be reviewed with DCPS.
- 32 31 13 CHAIN LINK FENCES
  - All fencing shall be coated.
- 32 31 19 DECORATIVE METAL FENCES AND GATES
  - Two (2') feet solid panel required at all egress gates centered on panic hardware. Additionally, welded wire mesh should be added to gate to prevent unwanted exterior access.

**Division 33 – UTILITIES**

- NOT CURRENTLY USED



DISTRICT OF COLUMBIA  
PUBLIC SCHOOLS

# EDUCATIONAL SPECIFICATIONS

# APPENDIX B

VERSION 1.0  
March 1, 2019

## DCPS FINISH GUIDELINES

### General Notes:

The goal of "APPENDIX B - FINISH GUIDELINES" is to provide design teams with DCPS' design priorities and requirements. Each school should be designed with high design standards in mind which includes cleanliness, durability, longevity, maintenance and school uniqueness in mind.

### A. FLOORING

- A.1 The following are not approved floor materials and shall not be installed within DCPS facilities: Carpet, Terrazzo Tile, Fritz Tile, Linoleum, VCT, Sheet Vinyl, BBT, MCT.
- A.2 Area rugs are acceptable in classrooms and library spaces and are included in the FFE package.
- A.3 Wood flooring is acceptable, beyond where indicated in specific areas, in restoration cases as well. For instance, existing wood floors in multi-purpose rooms or classrooms can be refinished if salvageable.
- A.4 All grout color shall be in the medium-to-dark range and approved by DCPS. No white / off-white / cream color shall be used.
- A.5 Recessed Walk-off Mats: preference is a combination of carpet and aluminum rails. Avoid all carpet and all aluminum option.
- A.6 All terrazzo flooring shall be poured-in-place with integral base.
- A.7 Flooring listed in order of DCPS preference starting with BOD (Basis of Design). APP ALT (Approved Alternates) also listed in order of preference and will be considered on a project by project basis.

### B. WALLS

- B.1 Paint selection: semi-gloss preferred, needs clarification and input .
- B.2 Consider CMU in select locations per breakdown for area/room.
- B.3 All Music Rooms need to meet all current code and LEED NRC standards.

### C. CEILINGS

- C.1 Where pocket condition at windows is required, maintain a minimum 1'-0" set-back from window for clearance. Maximizing pocket width is preferred for increased daylight. Options include sloped ceiling, continuous bulkhead, or cloud/floating ceiling.
- C.2 Approved standard ceiling types: 2x2 ACT, 2x4 ACT, 2x6 ACT, Gypsum Board.
- C.3 The following ceiling types will be reviewed and approved per specific project: wood ceilings, floating clouds, ACT sizes different from listed in #2, baffles, etc.
- C.4 NRC rating is most important, however, aesthetically less texture is preferred.
- C.5 Not approved: 4x4 ACT, 2x8 ACT, conceal grid system.
- C.6 MDF/IDF/Utility Rooms: No ceilings



- C.7 Consider location and quantity of access panels. Where access panels are required, consider ACT in lieu of GWB. Limit the number of different access panels if possible to three per building.
- C.8 All Music Rooms need to meet all current code and LEED NRC standards.

#### **D. LIGHTING**

- D.1 Avoid low-cost plastic lenses.
- D.2 All LED lighting.
- D.3 Occupancy sensors required in core academic spaces and offices.
- D.4 No fixtures shall be lower than 8'-6" AFF at Elementary Schools and 9'-0" at Middle/High School
- D.5 Preference is for pendants in main academic areas where ceiling heights allow.
- D.6 Specialized Instruction spaces - adjustable sensory lighting shall be included.

#### **E. BUILT-INS**

- E.1 No white laminate. Consider long-term durability and cleanability and aesthetics
- E.2 All cabinets should be lockable.
- E.3 Auditorium seating shall be wood chairs, no upholstery.
- E.4 Provide solid surface (or approved equal) countertops at all wet areas as a minimum.

#### Abbreviations

ACT	Acoustical Ceiling Tile
AFF	Above Finish Floor
BOD	Basis of Design
CMU	Concrete Masonry Unit
ES	Elementary School
GWB	Gypsum Wall Board
HS	High School
LVT	Luxury Vinyl Tile
MS	Middle School
PE	Physical Education
RCP	Reflected Ceiling Plan

OCCUPANCY		FLOORING			WALLS			CEILING			LIGHTING		
Academic Core Area (Classrooms, Small Group, Teacher Collaboration, etc)	BOD	Premium Rubber Flooring (tile)	BOD	High-impact gypsum board	BOD	See General Notes	BOD	No additional comments beyond "General Notes"					
	APP. ALT	LVT	APP. ALT	Existing masonry, existing plaster	APP. ALT	Majority should be ACT, designated areas of gypsum board at entry points acceptable	APP. ALT						
	NOTE S	Kiln Room (for Art) shall be sealed concrete, no rubber or LVT	NOTE S	Utilize accent paint color for at least one wall (avoid all white walls). Ideally, accent wall should be visible from corridor. CMU not preferred.	NOTE S	Preferred access to VAV boxes is in storage rooms or corridors, not classrooms	NOTE S	Dimmable /See General Notes regarding Self-Contained spaces					
Admin Spaces	BOD	Premium Rubber Flooring or LVT	BOD	High-impact gypsum board. Provide transparency between welcome center and lobby/corridor.	BOD	No additional comments beyond "General Notes"	BOD	No additional comments beyond "General Notes"					
	APP. ALT		APP. ALT	No additional comments beyond "General Notes"	APP. ALT		APP. ALT						
	NOTE S	No additional comments beyond "General Notes"	NOTE S	Avoid all white walls in high traffic areas. CMU not preferred. Consider public art, graphics or a combination within the welcome center and main admin area.	NOTE S		NOTE S						

OCCUPANCY		FLOORING			WALLS			CEILINGS			LIGHTING		
Auditorium	BOD	Existing wood refinished or LVT	BOD	High-impact gypsum board. Acoustical wall panels	BOD		BOD						
	APP. ALT	No additional comments beyond "General Notes"	APP. ALT	Existing walls	APP. ALT		APP. ALT		No additional comments beyond "General Notes"	APP. ALT		No additional comments beyond "General Notes"	
	NOTE S		NOTE S	Provide black-out curtains at any exterior windows. See General Notes	NOTE S	NOTE S	NOTE S	NOTE S					
Corridors	BOD	Poured Terrazzo	BOD	High-impact gypsum board + tile wainscot (minimum 42-48" high)	BOD		BOD						
	APP. ALT	Premium Rubber Flooring, Porcelain Tile, Polished Concrete (select order, new slabs only)	APP. ALT	Specialty masonry products. Prefer ceramic tile for wainscot, but will consider other wall panels such as wood, metal, or acrovyn.	APP. ALT		APP. ALT		No additional comments beyond "General Notes"	APP. ALT		No additional comments beyond "General Notes"	
	NOTE S	Consider a combination of flooring with higher cost materials such as poured terrazzo in select high traffic areas.	NOTE S	Height and size of tile wainscot will be reviewed on a project by project basis.	NOTE S	NOTE S	NOTE S	NOTE S					

OCCUPANCY	FLOORING			WALLS			CEILING			LIGHTING
Custodial Closet	BOD	Sealed Concrete	BOD	Moisture Resistant Gypsum Board	BOD	Exposed Structure / No Ceiling	BOD	No additional comments beyond "General Notes"	No additional comments beyond "General Notes"	
	APP. ALT	Poured Epoxy Resin, Ceramic & Porcelain Tile	APP. ALT	CMU	APP. ALT	No additional comments beyond "General Notes"	APP. ALT			
	NOTE S	No additional comments beyond "General Notes"	NOTE S	Floor to ceiling tile is preferred, with a minimum of 6'-0" high.	NOTE S					
Dining	BOD	Poured Terrazzo	BOD	CMU	BOD	Acoustical consideration is top priority. This can be achieved through lay-in, clouds, etc. Reviewed on project by project level.	BOD	No additional comments beyond "General Notes"		
	APP. ALT	Porcelain Tile, Polished Concrete (select order, new slabs only), or Premium Rubber Tile	APP. ALT	High-Impact Gypsum Board + Tile Wainscot	APP. ALT		APP. ALT			
	NOTE S	No additional comments beyond "General Notes"	NOTE S	Acoustical impacts to adjacent spaces and within the room is a high priority	NOTE S		NOTE S			

OCCUPANCY			FLOORING			WALLS			CEILING			LIGHTING											
Elevator	BOD	Premium Rubber Floor	BOD	Medium-Level Interior Cab Finishes	BOD	No additional comments beyond "General Notes"	No additional comments beyond "General Notes"	No additional comments beyond "General Notes"	No additional comments beyond "General Notes"	No additional comments beyond "General Notes"	No additional comments beyond "General Notes"	No additional comments beyond "General Notes"	No additional comments beyond "General Notes"	No additional comments beyond "General Notes"									
	APP. ALT	LVT	APP. ALT	APP. ALT	APP. ALT										APP. ALT	APP. ALT	APP. ALT	APP. ALT	APP. ALT	APP. ALT	APP. ALT	APP. ALT	APP. ALT
	NOTE S	No additional comments beyond "General Notes"	NOTE S	NOTE S	NOTE S										NOTE S	NOTE S	NOTE S	NOTE S	NOTE S	NOTE S	NOTE S	NOTE S	NOTE S
Entrances/ Vestibules/ Lobby	BOD	Poured Terrazzo + Recessed Walk-Off Mat	BOD	High-impact gypsum board + tile wainscot / Storefront Systems	BOD	No additional comments beyond "General Notes"	No additional comments beyond "General Notes"	No additional comments beyond "General Notes"	No additional comments beyond "General Notes"	No additional comments beyond "General Notes"	No additional comments beyond "General Notes"	No additional comments beyond "General Notes"	No additional comments beyond "General Notes"	No additional comments beyond "General Notes"									
	APP. ALT	Porcelain Tile, Premium Rubber Tile, or Polished Concrete (select order, new slabs only)	APP. ALT	Specialty masonry products. Prefer ceramic tile for wainscot, but will consider other wall panels such as wood, metal, or acrovyn.	APP. ALT										APP. ALT	APP. ALT	APP. ALT	APP. ALT	APP. ALT	APP. ALT	APP. ALT	APP. ALT	
	NOTE S	Provide recessed walk-off mats at entry vestibule and any secondary vestibules.	NOTE S	No additional comments beyond "General Notes"	NOTE S										NOTE S	NOTE S	NOTE S	NOTE S	NOTE S	NOTE S	NOTE S	NOTE S	NOTE S

OCCUPANCY		FLOORING			WALLS			CEILING			LIGHTING		
Gymnasium	BOD	Wood Floor (MS & HS Only) / Resilient Athletic Flooring (ES)	BOD	Ground-face CMU	BOD	Exposed Structure / No Ceiling	BOD	No additional comments beyond "General Notes"	APP. ALT	NOTE S	No additional comments beyond "General Notes"	No additional comments beyond "General Notes"	
	APP. ALT	Where Gymnasium and Dining spaces are adjacent and connect, additional consideration should be provided for the flooring to allow for both PE and dining to function	APP. ALT	Painted CMU, High-Impact Gypsum Board	APP. ALT	No additional comments beyond "General Notes"							
	NOTE S	No additional comments beyond "General Notes"	NOTE S	Acoustical impacts to adjacent spaces and within the room is a high priority. Provide as many wall pads as possible including at columns.	NOTE S								
Health Services	BOD	Premium Rubber Flooring	BOD	High-impact gypsum board	BOD	ACT	BOD	No additional comments beyond "General Notes"	APP. ALT	NOTE S	No additional comments beyond "General Notes"	No additional comments beyond "General Notes"	
	APP. ALT	LVT	APP. ALT	No additional comments beyond "General Notes"	APP. ALT	No additional comments beyond "General Notes"							
	NOTE S	Cleanability and slip-resistance shall be considered when selecting tile. Too much texture makes it difficult to keep clean.	NOTE S	No Gypsum Bulkheads unless approved on case by case basis. Curtain track should be included in base bid and shown on RCP.	NOTE S	Ensure lighting does not interfere with ceiling hung curtains							

OCCUPANCY		FLOORING			WALLS		CEILING		LIGHTING		
Kitchen	BOD	Poured epoxy flooring	BOD	CMU / Ceramic Tile	BOD	Vinyl Coated ACT	BOD	No additional comments beyond "General Notes"	No additional comments beyond "General Notes"	BOD	
	APP. ALT	Industrial quality rolled floor (i.e.: Altro Atlas 40 or Altro Stronghold 30)	APP. ALT	No additional comments beyond "General Notes"	APP. ALT	No additional comments beyond "General Notes"	APP. ALT				No additional comments beyond "General Notes"
	NOTE S	Cleanability and slip-resistance shall be considered when selecting.	NOTE S	Floor to ceiling tile is preferred, with a minimum of 6'-0" high. If tile is provided to 6'-0" high, provide FRP above and extend to ceiling. Provide stainless steel panels as required per cooking equipment	NOTE S	Soil Resistance, Scrubability, Washability	NOTE S				
Library	BOD	Premium Rubber Flooring	BOD	High-impact gypsum board	BOD	No additional comments beyond "General Notes"	BOD	No additional comments beyond "General Notes"	No additional comments beyond "General Notes"	BOD	
	APP. ALT	LVT	APP. ALT	No additional comments beyond "General Notes"	APP. ALT		No additional comments beyond "General Notes"				APP. ALT
	NOTE S	Minimum of two (2) area rugs at ES. See General Notes	NOTE S	Masonry walls not approved, existing masonry walls to remain shall be furred out.	NOTE S		Dimmable				NOTE S

OCCUPANCY		FLOORING			WALLS			CEILING			LIGHTING		
Restroom	BOD	Ceramic or Porcelain Tile	BOD	Moisture Resistant gypsum board + ceramic or porcelain wall tile. HDPE for partition types.	BOD	ACT (vinyl coated) or GWB if no more than one access panels is required.	BOD	No additional comments beyond "General Notes"	No additional comments beyond "General Notes"	No additional comments beyond "General Notes"	No additional comments beyond "General Notes"	No additional comments beyond "General Notes"	
	APP. ALT	Poured Epoxy Resin	APP. ALT	No additional comments beyond "General Notes"	APP. ALT	No additional comments beyond "General Notes"	APP. ALT						
	NOTE S	Cleanability and slip-resistance shall be considered when selecting tile. Too much texture makes it difficult to keep clean.	NOTE S	Floor to ceiling tile is preferred on all walls, with a minimum of 6'-0" high. At a minimum provide tile on all wet walls. Any exterior windows require opaque glazing or translucent film for entire window.	NOTE S	NOTE S	NOTE S						
Stage	BOD	Wood	BOD	High-impact gypsum board.	BOD	No additional comments beyond "General Notes"	BOD	No additional comments beyond "General Notes"	No additional comments beyond "General Notes"	No additional comments beyond "General Notes"	No additional comments beyond "General Notes"	No additional comments beyond "General Notes"	
	APP. ALT	LVT	APP. ALT	No additional comments beyond "General Notes"	APP. ALT	No additional comments beyond "General Notes"	APP. ALT						
	NOTE S	For performing arts school, a more traditional mailable and paintable stage floor shall be considered	NOTE S	Provide black-out curtains at any exterior windows. See General Notes	NOTE S	NOTE S	NOTE S						

OCCUPANCY		FLOORING			WALLS			CEILING			LIGHTING		
	<b>BOD</b>	Landings: Continuation of corridor flooring /mid-landing continuation of riser and tread material <b>Risers &amp; Treads:</b> Poured epoxy resin	<b>BOD</b>	CMU	<b>BOD</b>	<b>BOD</b>	<b>BOD</b>	<b>BOD</b>	<b>BOD</b>	<b>BOD</b>	<b>BOD</b>	<b>BOD</b>	No additional comments beyond "General Notes"
Stairwells	<b>APP.</b> <b>ALT</b>	Risers & Tread: Premium Rubber Tile	<b>APP.</b> <b>ALT</b>	High-impact gypsum board with minimum of 4'-0" high tile wainscot	<b>APP.</b> <b>ALT</b>	High-impact gypsum board with minimum of 4'-0" high tile wainscot	<b>APP.</b> <b>ALT</b>	No additional comments beyond "General Notes"	<b>APP.</b> <b>ALT</b>	No additional comments beyond "General Notes"	<b>APP.</b> <b>ALT</b>	No additional comments beyond "General Notes"	No additional comments beyond "General Notes"
	<b>NOTE</b> <b>S</b>	Exit Landing: Wall-off mat. For specialty stairs preference is terrazzo tile or premium ceramic tile.	<b>NOTE</b> <b>S</b>	Consider high gloss for tile. No horizontal guardrails, only vertical or panel applications.	<b>NOTE</b> <b>S</b>	Consider high gloss for tile. No horizontal guardrails, only vertical or panel applications.	<b>NOTE</b> <b>S</b>		<b>NOTE</b> <b>S</b>		<b>NOTE</b> <b>S</b>		
	<b>BOD</b>	Sealed Concrete	<b>BOD</b>	High-impact gypsum board	<b>BOD</b>	High-impact gypsum board	<b>BOD</b>	No Ceiling	<b>BOD</b>	No Ceiling	<b>BOD</b>	No additional comments beyond "General Notes"	
Storage Room / Electrical Room (IDF-MDF)	<b>APP.</b> <b>ALT</b>	Premium Rubber Flooring, Poured Epoxy Resin, Ceramic & Porcelain Tile	<b>APP.</b> <b>ALT</b>	No additional comments beyond "General Notes"	<b>APP.</b> <b>ALT</b>	No additional comments beyond "General Notes"	<b>APP.</b> <b>ALT</b>	No additional comments beyond "General Notes"	<b>APP.</b> <b>ALT</b>	No additional comments beyond "General Notes"	<b>APP.</b> <b>ALT</b>	No additional comments beyond "General Notes"	No additional comments beyond "General Notes"
	<b>NOTE</b> <b>S</b>	No additional comments beyond "General Notes"	<b>NOTE</b> <b>S</b>	Provide adequate outlets for AV/IT, Laptop storage, etc.	<b>NOTE</b> <b>S</b>	Provide adequate outlets for AV/IT, Laptop storage, etc.	<b>NOTE</b> <b>S</b>		<b>NOTE</b> <b>S</b>		<b>NOTE</b> <b>S</b>		



DISTRICT OF COLUMBIA  
PUBLIC SCHOOLS

# EDUCATIONAL SPECIFICATIONS

# APPENDIX C

VERSION 1.0  
March 1, 2019

## **DCPS DEPARTMENT ONE-PAGERS**

### **TABLE OF CONTENTS**

- A - DATA / IT
- B - EARLY CHILDHOOD EDUCATION
- C - FOOD AND NUTRITION SERVICES
- D - HEALTH AND PHYSICAL EDUCATION
- E - LIBRARY PROGRAMS
- F - OPERATIONS
- G - SECURITY
- H - SITE AND PLANTING DESIGN
- I - VISUAL AND PERFORMING ARTS
- J - WASTE AND RECYCLING DESIGN GUIDELINES (DGS)

## A. DATA/IT

## A: DATA / IT

### General Notes

For specific model numbers for interactive boards, panels, copiers, and other equipment, please refer to Appendix A – Owner Project Requirements. Specific device count will be verified and confirmed for each school by DCPS based on the table below.

### 1. Interactive Board Locations

#### 1A. Cisco Webex Board 70 Series

- Elementary School – upper grade commons, complete acoustical separation is not required, but ideal
- Middle School / High School – commons, complete acoustical separation is required

#### 1B. Non-touch Flat Screens

- Main entry
- Main corridor(s)
- Welcome Center
- Dining / Multi-purpose

#### 1C. Interactive Boards

- All classrooms
- All small group /resource rooms
- Library
- Commons (to be discussed with DCPS as all commons may not be required depending on the quantity)

### 2. Copier Locations

- 2A. Locations and type of copier should be confirmed with each school as they require specific outlet configuration and school input.

### 3. OCTO-DC Net Standards

- 3A. DRAFT - <https://dcnet.dc.gov/publication/dc-net-structured-cabling-standards>  
Final publication expected to be released Spring 2019

### 4. DCPS IT Guidelines/Count by Room

Room Type	Technology	Quantity	Notes
Admin Suite/Welcome Center	Desk Phone	3	3 phones
Admin Suite/Welcome Center	Desktop - Admin	2	2 desktops
Admin Suite/Welcome Center	Network Drops	7	7 drops
Cafeteria	Network Drops	10	POS, Clock, AP for Wifi



Classroom K-12	Desk Phone	1	
Classroom K-12	Desktop - Student	3	
Classroom K-12	Network Drops	6	PA system, projection system, teacher workstation, 2 for wireless access points, 1 for student machines
Classroom Pre-K	Desk Phone	1	
Classroom Pre-K	Network Drops	6	
Computer Lab	Desk Phone	1	
Computer Lab	Desktop - Student	30	
Computer Lab	Network Drops	6	At least one peripheral computer lab with drops for 30 machines; more for larger schools to accommodate hardwired online testing rotations
Conference Room	Conference Phone	1	
Health Suite	Desk Phone	1	
Health Suite	Desktop - Admin	1	
Health Suite	Fax Machine	1	
Health Suite	Network Drops	2	
Janitorial Suite	Desk Phone	1	
Janitorial Suite	Desktop - Admin	2	
Janitorial Suite	Network Drops	4	
Kitchen	Desk Phone	1	
Kitchen	Desktop - Admin	3	For database computer
Kitchen	Network Drops	4	database computer, Point of Sale (POS), kiosk
Large Staff Office (2 Phones)	Desk Phone	2	
Library Media Center	Desktop - Admin	1	All-In-One model
Library Media Center	Desktop - Student	2	All-In-One model
Library Media Center	Laptop - Student	30	In addition to laptops for enrollment
Library Media Center	Network Drops	8	
Library Media Center/Maker Space	Mobile Carts	1	In addition to cart for 3:1 enrollment
Multi-Purpose Room	Network Drops	8	
Office	Desk Phone	1	
Parent Resource Center	Desktop - Student	3	
Resource /SpEd/Intervention (1/2 Classroom)	Desk Phone	1	



Resource /SpEd/Intervention (1/2 Classroom)	Desktop - Student	1	
School	Cisco Webex Board	1	For entire school, located in commons area
School	ipads - Student	3:1 on Enrollment (PreK-1)	
School	Laptop - Student	3:1 on Enrollment (2-12)	Windows-based
School	Laptop - Teacher	1:1 on Count DC Staff	Windows-based; not custodians, welcome center admin, kitchen, health
School	Mobile Carts	30:1 on Laptop - Student	
Security Room	Desk Phone	1	
Security Room	Desktop - Admin	1	All-In-One model
Security Room	Network Drops	1	
Teacher Workroom	Fax Machine	1	
Teacher Workroom	Network Drops	4	

## B. EARLY CHILDHOOD EDUCATION

## B: Early Childhood Education (ECE) – Infant and Toddler (0-3)

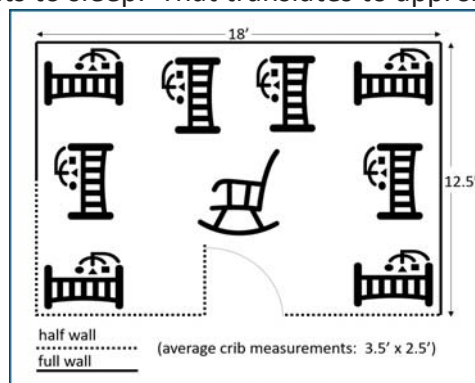
### General Notes

The guidelines below are related to Environmental Health & Safety and Health & Outdoor Learning in Infant/Toddler/Preschool learning spaces.

### 1. Classroom/Instructional Space Requirements – Infant/Toddler only

#### 1A. Nap Space (Infant and Toddler only)

- Nap space can be located within the infant and toddler room. Utilizing the nap room space required (225 ft<sup>2</sup>), the required ratios, and 45 ft<sup>2</sup> per child, an infant room must have a minimum of 585 ft<sup>2</sup>. A young toddler room does not require the nap room so must have a minimum of 360 ft<sup>2</sup>. An older toddler room can have up to 12 children so requires a minimum of 540 ft<sup>2</sup>.
  - DCMR Title 5-A, Chapter 1, 126.14: A license shall provide each enrolled child in a full-day program with an individual crib or cot and ensure that crib areas are sufficiently separate from play space to prevent access to sleeping areas by children at play.
  - DCMR Title 5-A, Chapter 1, 126.15: A licensee shall ensure that each crib is placed at least two (2) feet apart from any other crib, at least two (2) feet from any windows, and two (2) feet from any radiators. The two (2) feet of separation required by this provision shall be measured on all sides of each crib.
  - NAEYC 9.A.05.a: The indoor environment is designed so staff can supervise children by sign and sound at all times without relying on artificial monitoring devices.
  - NAEYC 9.A.14.a: Adults have a comfortable place to sit, hold, and feed infants.
  - NAEYC 9.A.14.b: Staff place rocking chairs and glider chairs in locations that will avoid injury to children who may be on the floor.
- DAP Guidance: Ideally, nap spaces should be separated by a half wall so as to provide compliance with the “sufficiently separate” part of the regulation in the safest way possible. That nap space should provide adequate space for 8 cribs with floor space for a teacher to maneuver between cribs and a glider (rocking chair) for soothing infants to sleep. That translates to approximately 225 ft<sup>2</sup> for the nap room.



NAP ROOM



1B. Diapering, Toileting Areas, and Hand Sinks (Infant and Toddler only)

- Provide at least one (1) changing table for every ten (10) children that are not independently using toilet facilities, based on the license capacity of the facility (OSSE requirements for any additional information). Changing tables should be built in.
  - DCMR Title 5-A, Chapter 1, 123.7: A licensee shall ensure that changing tables have impervious, nonabsorbent, smooth surfaces that do not trap soil and are easily disinfected, are sturdy and stable to prevent tipping over, are at a convenient height for use by facility staff, and are equipped with railings or barriers.
  - NAEYC 9.A.01.a: Equipment and furnishings for diaper changing and changing soiled underwear or other clothing are located away from food preparation areas.
  - NAEYC 9.A.01.b: Hand-washing sinks are within arm's length of diaper changing tables.
- (Toddler only) Provide at least one (1) flush toilet and one (1) sink for every ten (10) children (OSSE requirements for any additional information)
- There must be two hand-washing sinks for adults which are separate from one another – one for toileting, diapering, and first aid hand washing and one for food prep and all other hand washing
- Provide waste receptacles that have a hands-free opening mechanism
- Install finger-pinch protection devices on doors, cupboards, cabinets, and gates that are accessible to children (except on doors, cupboards, cabinets, and gates that are fully closed and locked)

1C. Casework/Built-in Shelving (Infant and Toddler only)

- Built-ins are ideal for spaces with very young children as it lessens the pieces of furniture in the space that need bolting and, in most cases, better utilizes wall space
- Provide a minimum of two tack boards with wooden borders in each classroom-as well as several in the hallways or entry areas
- Provide lockable cabinets to store food, cleaning supplies, children's supplies, etc.
- Ensure there is a lockable closet to secure toys and materials not currently in use and staff belongings (NAEYC 9.C.02.c: The work environment includes a secure place for staff to store their personal belongings.)

**2. Interior Space Needs (Health and Outdoor Space)**

2A. Adult staff spaces

- DCMR Title 5-A, Chapter 1, 123.2: A center shall provide bathroom facilities for use by adults separate from those used by children / NAEYC 9.C.02.b: The work environment includes an adult-sized bathroom.
- NAEYC 9.C.02.a: The work environment includes a place for adults to take a break from children / NAEYC 9.C.02.b: The work environment includes an administrative area for planning or preparing materials that is separated from the children's areas.

2B. Indoor play space

- Consider appropriate classroom space and indoor play space (in the event of inclement weather) to allow children daily opportunities for physical activity

### 3. Exterior Space Needs (Health and Outdoor Space)

#### 3A. Exits

- DCMR Title 5-A, Chapter 1, 163.3: Children under the age of two (2) years, or non-ambulatory children, may only occupy Center space that is on street level; has two (2) means of egress; and if the means of egress involve steps has ramps in place to enable staff to put children in evacuation cribs or flat strollers to roll them out in the event of an emergency, unless the lack of a ramp at any means of egress has been approved by FEMS.

#### 3B. Playground

##### • Location and Equipment

- Play spaces shall be equipped with signage indicating the appropriate age group for use
- DCMR Title 5-A, Chapter 1, 163.6: Child Development Centers serving infants, toddlers, or preschoolers shall provide suitable age-appropriate outdoor play space. This play space shall be in an enclosed area, including yard or playground, on the Facility’s premises.
- DAP Guidance: low climbing structures, sensory walls, grassy areas (no swings)



- Playground Square Footage
  - NAEYC 9.B.04.a: Provide at least 75 square feet of outside play space for each child playing outside at any one time. The total amount of required play space is based on a maximum of one-third of enrolled students outside at one time.
- Playground Enclosure and Exits
  - DCMR Title 5-A, Chapter 1, 125.6: Provide ability to enclose the outdoor play space with a fence or natural barrier that shall be at least 42” high with a space no larger than three and one-half (3½) inches between its bottom edge and the ground, and designed to prevent climbing.
  - DCMR Title 5-A, Chapter 1, 125.7: Provide at least two (2) exits from each outdoor play space. At least one of these exits shall be remote from the facility buildings.
  - DCMR Title 5-A, Chapter 1, 125.8: All outdoor gates have positive self-latching closure mechanisms that are at least four (4) feet off the ground or constructed in a manner so that they cannot be opened by a preschool-age child.

#### 3C. Outdoor space for a garden (desired)

- Also refer to “Site and Plantings”

### 4. Environmental Health and Safety

#### 4A. Outlets

- Consider outlet locations to ensure student safety
- Consider installing self-closing electrical outlet covers for child-proofing



4B. Windows

- Limit the exit opening accessible to children to less than four-six inches, or be otherwise protected with guards that prevent exit by a child, but that do not block outdoor light
- Provide screens
- Ensure that strings and cords are not accessible to children

4C. Access to Outdoors

- Provide direct access from each classroom to the corridor that has easy and direct access to the outside
- Provide direct access to the outside from each classroom only if the direct access is to a secured courtyard

4D. Levels of Illumination

- Natural lighting should be provided in rooms where children work and play for more than two hours at a time
  - Wherever possible, windows installed at child's eye level should be provided to introduce natural lighting
  - All areas of the facility should have glare-free natural and/or artificial lighting that provides adequate illumination and comfort for facility activities

## B: Early Childhood Education (ECE) – PreK3 and PreK4

### General Notes

The guidelines below are related to Environmental Health & Safety and Health & Outdoor Learning in PK3 and PK4 learning spaces.

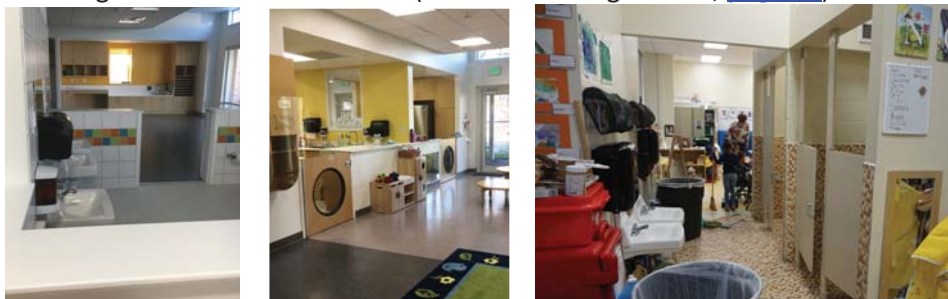
### 1. Classroom/Instructional Space Requirements (Pre-K)

#### 1A. Square footage

- A PK classroom must have, at minimum, 35 square feet of indoor space per child. All PK classrooms should be large enough to accommodate 20 children, the maximum size of a PK4 classroom. All PK classrooms should therefore include a minimum of 700 square feet of instructional space, exclusive of bathrooms and storage spaces. (Head Start standards, [1302.21\(d\)](#))

#### 1B. Toileting and Hand Sinks

- Ensure teacher and paraprofessional can easily maintain visual and auditory supervision of restroom at all times.
  - Children in PK3 and PK4 should never be alone behind a closed door
  - If there are stalls (like in a Jack and Jill restroom shared by two classrooms), stall doors should be low to allow for easy sight supervision
- Provide at least one (1) flush toilet and one (1) sink for every ten (10) children.
  - An en-suite restroom attached to one classroom should have 2 child-sized toilets
  - A jack-and-jill restroom attached to two classrooms should have 4 child-sized toilets
  - Child-sized sinks are used for toothbrushing and handwashing. Hardware should be accessible to children to operate independently (Head Start [1302.43](#))
  - “Child hand-washing sinks may be located within the toilet area but are best placed in the classroom on a wall adjacent to the toilet area to facilitate supervision and reduce congestion in the toilet area.” (Head Start Design Guide, [page 91](#))



Jack-and-Jill restrooms (accessible by two classrooms):



En-suite restrooms (accessible to one classrooms):

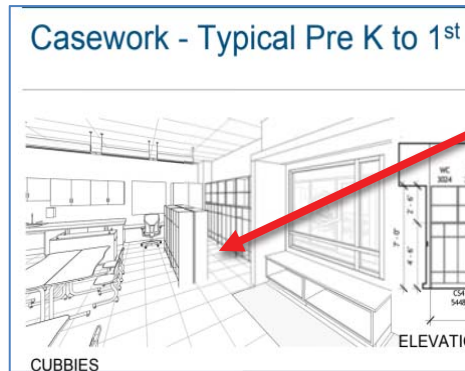


1C. Space for family style meals (FSM)

- Lunch time is considered an instructional part of the day. Children enjoy lunch in their classrooms while conversing with each other and with adults. Children practice motor skills by passing food to each other and serving themselves.
  - Flat counter space where teachers can place containers of food to be served
  - Group tables where children can sit together, with adults, to have conversations during meal times. Reference: Head Start Program Performance Standard 1302.31(e)(2)

1D. Casework/Built-ins

- Wall space:
  - 1 smart board
  - Magnetic white boards (PK teachers rely on free-standing white board teaching easels)
  - Tack/bulletin boards should be installed in classroom (at least two for teacher information/child work and at least one near entrance for parent information) and in hallways
  - Neutral color schemes (white, beiges, and light grays)
    - “Overstimulation and excited behavior can result from the overuse of a strong color scheme. The predominant color above the level of the wainscot should be neutral. Stronger, more vivid colors may be applied on one wall in corridors and along the rear walls of classrooms (opposite windows). Bear in mind that children’s clothing is usually much more colorful than that of adults, and their toys and art add a great deal of color to the environment. Too little color is better than too much in an environment where children will spend a great deal of time.” (Head Start Design Guide, [page 114](#))
- Built-ins should be avoided, except coat cubbies
  - Teachers in Pre-K need to be able to regularly reconfigure the furniture in their classrooms to accommodate new study topics that begin every 8 weeks
    - Low, free standing shelves are used to create separate learning centers, oftentimes by arranging shelves into “triads”
  - Each PK classroom should have one coat cubby for each student (20 cubbies)
  - Coat cubbies should be located against walls to avoid creating any supervision challenges
    - Avoid installing cubbies in a u-shape, or in parallel rows, because this creates areas of the room where children cannot be easily seen
  - Coat cubbies should be accessible to three- and four-year-olds so they can reach the top shelf independently



**Supervision issue:**  
When children are behind these built-

- There should be space to easily label each coat cubby with a child's name and/or photo.

## 2. Interior Space Needs (Pre-K)

2A. Bathroom facilities for adults (DCMR Title 5-A, Chapter 1, 123.2: A center shall provide bathroom facilities for use by adults separate from those used by children / NAEYC 9.C.02.b: The work environment includes an adult-sized bathroom.

2B. Break area for adults (NAEYC 9.C.02.a: The work environment includes a place for adults to take a break from children / NAEYC 9.C.02.b: The work environment includes an administrative area for planning or preparing materials that is separated from the children's areas.

2C. Consider appropriate classroom space and indoor play space (in the event of inclement weather) to allow children daily opportunities for physical activity.

## 3. Exterior Space Needs (Health and Outdoor Space)

### 3A. Square footage

- An outdoor play area for PK children must have, at minimum, 75 square feet of outdoor space per child
- The Head Start Performance Standards, 45 CFR [1304.53\(a\)\(5\)](#), provide that there must be at least 75 square feet of usable outdoor play space per child.
  - Best Practice: The outdoor play space should be divided, with each outdoor area having no dimension less than 8.1 feet and a minimum size not less than 1,205 square feet. At least 50 percent of the outdoor play space must be exposed to sunlight at any given time during hours of operation. There must be shade in the outdoor play space provided by planting, gazebos, umbrellas or other similar elements offering. When play space cannot meet these criteria, the center should provide access to alternate play areas for developing large-muscle skills. This alternate area may include, but is not limited to, an open courtyard or an outdoor space, such as a nearby public park, if permitted by state, tribal, and local licensing requirements.

## 4. Environmental Health and Safety

### 4A. Outlets

- Consider outlet locations to ensure student safety



- Consider installing self-closing electrical outlet covers for child-proofing

4B. Windows

- If the window opening is accessible to children, it may not open more than 4-6 inches or it must be otherwise protected with guards that prevent exit by a child, but that do not block outdoor light
- Provide screens
- Ensure that strings and cords are not accessible to children

4C. Access to Outdoors

- Provide direct access from each classroom to the corridor that has easy and direct access to the outside
- Provide direct access to the outside from each classroom only if the direct access is to a secured courtyard

4D. Levels of Illumination

- Natural lighting should be provided in rooms where children work and play for more than two hours at a time
  - Wherever possible, windows installed at child's eye level should be provided to introduce natural lighting
  - All areas of the facility should have glare-free natural and/or artificial lighting that provides adequate illumination and comfort for facility activities

**4. Furniture**

4A. Children in PK3 and PK4 range in size and height, and benefit from multiple chair heights. Two sizes of child chairs should be offered – 11"/11.5" and 13"/13.5"

4B. Pre-K classrooms should be designed primarily for use by children with very limited "teacher space". If teacher desks are present, they should be no longer than 48".

## C. FOOD AND NUTRITION SERVICES

## C: FOOD AND NUTRITION SERVICES

### 1. Kitchen Design

#### 1A. Serving Line

- Serving line should be placed such that it can be secured and closed off after breakfast and lunch activities are completed, from the rest of the dining space
- Doors are preferred over over-head coiling door for accessing the serving line
  - A door for in and one for out of the serving line shall be provided--Glazing between the doors is preferred for good visibility into the serving line

#### 1B. Prep Items

- Walk-in Freezer and Coolers shall be included on the generator
- No door is needed between food prep and ware washing, minimum 42" opening only

#### 1C. Finishes

- Floors- rolled, heat sealed- (except for Walk-ins)
- Walls- tile, color keyed to accent school colors

### 2. Dining Space

#### 2A. Cafeteria Seating

- Provide a variety of table sizes and types when possible
- A combination of round tables with built-in bench and round with loose chairs are preferred; rectangular tables with built-in bench are acceptable
- Ensure minimum ADA quantities are provided at tables

#### 2B. Trash and Recycling Locations

- Do not provide built-in/custom trash and recycling locations
- Trash/Recycling/Organics (Compost) cans should be dispersed throughout the space

### 3. Kitchen Equipment and Accessories

#### 3A. Standard Equipment

- Blender
- Convection Oven, Double Stack, Mobile (Gas)
- Convection Steamer, Double Size, (Gas)
- Food Processor, Commercial, Robo Coupe or Waring
- Pass-Thru Heated Cabinet, Mobile (not required to be pass-thru if space does not allow)
- Pass-Thru Refrigerator, Mobile (not required to be pass-thru if space does not allow)
- Range/Oven, Mobile, Oven must be Convection Oven w/fan (Gas)

#### 3B. Serving Line Equipment/Components

- Cashier Counter, Mobile
- Cold Food Counter, Mobile
- Hot Food Counter, Mobile
- Milk cooler, Mobile



3C. Standard Kitchen Accessories

- Clean Dishtable
- Combination Pot Washing Sink/Soiled Dishtable
- Condiment Counter, Mobile
- Dish machine
- Dish drying rack, mobile
- Disposal
- Grease Interceptor
- Dunnage Rack
- Fly Fan
- Pan Rack cart, Mobile
- Pot & Pan Rack, Mobile
- Shelving – Metro, commercial, stainless wire, NSF rated
- Two and Three Compartment sinks as required
- Utility cart, mobile
- Worktable
- Can Opener
- Trash Cans: Slim Jim 32 gallon

4. **Delivery Access and Security**

4A. Door size/type for deliveries

- Minimum 42" to 48" max in width
- Single door preferred in lieu of double door
- Provide solid door with peep hole
- Provide adequate weather striping and bottom sweep per DOH requirements

4B. Typical Deliveries

- Delivery truck sizes include:
  - **Full Truck** (53' max) / **Van** (16' average "Sprinter") / **Straight Truck** (26' Straight)
- Food produce – 2x per week, 26' Straight Truck
- Bread – possible 1x per week, 16' Sprinter Van
- Milk – 2-3 times a week, 26' Straight Truck
- Dry Foods – 1x or 2x per week depending on volume, up to 53' full truck

4C. Security

- Provide axis phone from exterior to allow voice and video
- No automatic door release shall be provided. Physical door release by personal is required for security measures. (See DCPS "Security" one-pager and OPR)

## D. HEALTH AND PHYSICAL EDUCATION



## D: HEALTH AND PHYSICAL EDUCATION

### 1. General Requirements for All Program Levels

#### 1A. Electrical/Technology Requirements

- Split sound system should be installed at high capacity schools where two PE classes happen simultaneously (dedicated speaker system to gymnasium side)
- Screen/Presentation capability in Gym

#### 1B. FFE

- Provide Markerboards (as noted in ed spec)
  - Locate on opposite sides
  - Chalk trays not to be installed
- Provide Tack Board
  - Locate inside of Gym near entrance
- Provide non-interrupted white wall or projection screen on backside of murphy stage (if applicable) for projections

#### 1C. Speciality FFE/Applications

Climbing Wall: maximize space and locate where possible

- Ideally one 30'-40' continuous segment is preferred, but two (2) split 20' segments is acceptable
- Basketball hoops: retractable and ceiling mounted, not portable unless approved by DCPS
- Volleyball: recessed floor sleeves for poles
- Archery
  - Provide secure (lockable – NASS.org) storage for bows and arrows in PE Storage
  - Motorized archery net (20' – 25' wide)
  - Target should be 1 meter from net. Then stand up to 15 meters away

### 2. Elementary Program Level Needs

#### 2A. Gym Floor Striping

- Basketball (DARK color guides) and volleyball (LIGHT color guides)
- Grids 10' x 10' grid. (should be light in color; used for instructional/directional purposes)

#### 2B. Bike Program

- Balance Bikes (ECE)
  - PreK-3 and PreK-4 = 20 bikes ( <https://burley.com/product/my-kick/>)
  - Provide bike storage space/area/shed near ECE wing or outside
- 2nd Grade Bikes
  - 25 w/ pedals (a mix of 16" and 20" bicycles), 5 non-pedal
  - <https://www.rei.com/product/129551/diamondback-jr-viper-20-boys-bike>
  - Provide storage solution in close proximity to the gym
- Traffic Gardens (Elementary School only)
  - Incorporate into Landscape design to support bike program



### 3. EC / Middle / High School Program Level Needs

#### 3A. Foundational Fitness

- Provide hooks on wall for foundational fitness straps (TRX hooks)
  - Hooks must meet needs for straps
  - Include in Health Classroom if flexible space is available (all schools should have a dedicated health room, DCPS has a requirement for grades K-8 of 75minutes per student per week)
  - Depending on size of middle school or EC, there should be multiple spaces to accommodate students (Grades K-5: PE requirement of 90 mins minimum per week of PE and Grades 6-8: 135 minutes per week)

## E. LIBRARY PROGRAMS

## E: Library Programs

### General Notes

Elementary through High School Program Level Needs

- Two full classes should be accommodated at any time:
  - One: one-full class accommodated with tables and chairs and located near interactive whiteboard
  - Two: one-full class accommodated in a variety of soft seating for reading time
- Shelving height accessible for all students

### 1. Technology

#### 1A. Outlet/Technology Requirements

- Electrical access throughout for mobile charging including in workroom/office
- Maximize electrical outlets through space to allow for student charging (ie, columns, perimeters, etc)

#### 1B. Opac Catalog Stations

- Two (2) student computers dedicated to OPAC searching should be include in the library: one at the circulation desk and the second throughout the LMC space

#### 1C. Devices

- Minimum of one district standard interactive board
- Dedicated printer station apart from circulation desk
- Dedicated two (2) student desktops as noted in 1B
- Provide one (1) staff desktops at circulation desk

### 2. FFE

#### 2A. Circulation Desks

- Moderately sized; located in close proximity to entrance/exit
- Should be placed with maximum sight lines for the space
- Height of the desk should take in to consideration the size of the students as well as all ADA guidelines
- A book drop and book cart should be included

#### 2B. Book drops

- In addition to the book drop in the circulation desk, a second lockable book drop should be accessible from the hallway outside of the library
  - A second book cart should be provided to collect the books from the second book drop location

#### 2C. Soft seating

- Should be easily cleaned and sized proportional to students
- Provide soft seating throughout all spaces (encourages students to read independently and to collaborate)



2D. Marker Boards

- Provide in each small group room
- Provide minimum of two white boards in reading/learning/circulation area

2E. Mobile furniture and shelving on casters that allows for flexible use of space

- Shelving located within the space (not along the perimeter) shall be low shelving (42-48" max) to allow for visibility throughout
- Shelving located along perimeter walls can be increased to 5'-0" high if desired and needed to meet book count

3. **Space Needs**

- Lighting appropriate to task with ability to dim separate zones
- Visual control throughout
- Areas for small group and large group instruction
- Areas for informal small group interaction
- If library extends on multiple floors, provide lockable doors at all entrances/exits
- If library extends on multiple floors, providing Conference Room/s at levels others than the main level is acceptable

4. **Maker Space Needs**

- Priority of Maker Space to be on level of reading/circulation

5. **Shelving Requirements**

General Notes

When determining type and placement of shelving, consider the following:

- Consider shelf height and arrangement to promote maximum visibility of students and accessibility to resources
- Freestanding, mobile double-faced stacks placed in rows of 4-6 sections is the preferred stack arrangement
  - All shelving must have a full back and be fully adjustable with no lip that prevents access to books.
- Counter height shelving may be used for picture books, reference books and to create special interest areas
- Shelves should be able to accommodate a variety of formats and heights of books
- School libraries serving young students benefit from front-facing shelving bins for picture books (record album style) to ease browsing and increase agency

5A. Calculating Shelving Dimensions

- Shelving is calculated as the maximum capacity of the building X20 books/student
- To calculate the linear feet of shelving needed, use the following:
  - Picture/thin: 20 books per foot (~25% of collection)
  - Standard size: 9 books per foot (~75% of collection)
  - Reference books: 6 books per foot (verify existing collection and accommodate)



- Periodicals: 1 per foot for display purposes (verify existing collection and accommodate)
- 5B. Shelving Dimensions- Depth
- When determining depth of shelving, consider the following:
    - Use minimum 10-inch shelf depth for standard size books
    - Use minimum 12-inch shelf depth for picture books, reference books, and periodical and audiovisual storage
    - Equipment storage will require 18-24-inch shelf depth

## F. OPERATIONS



## **F: OPERATIONS**

### General Notes

The following guidelines should be noted during building and site design. Operational Manuals are also referenced below.

#### **1. Custodial closet locations**

- Minimum 1 per each floor; located near bathrooms
- Provide open shelving for supply storage per closet

#### **2. Mop holders/drain locations**

- Provide standard holders (see Appendix A – OPR)
- Provide shelving

#### **3. Toilet Accessories**

- See Appendix A – OPR

#### **4. Outlets throughout corridors**

- Locations to be determined by building size
- Provide every 25ft-30ft due to limitations in vacuum/cleaning equipment cord lengths

#### **5. Cleaning equipment**

- Contractor to provide recommendation from flooring sub-contractor based on final floor selection
- DCPS Ops team/school Operations staff will review recommendations and confirm desired quantities

#### **6. Exterior signage needs**

- Signage package to include signage for playgrounds, fields, and public accessed entrances
- Digital marquee desired (DCPS is currently in discussions with HPO to standardize the DCPS marquee and create a prototype)

#### **7. Fob count**

- Provide one (1) for each full-time employee + 10% minimum for projected full-time staff
  - DCPS to confirm full percentage increase based on projected student enrollment

#### **8. Cell phone lockers**

- Specific type to be determined by individual school leadership

#### **9. Railings**

- Interior guardrails that connect one or more floors shall be 48" (this is in lieu of the 42" minimum code requirement)

#### **10. Entry points / Main Entry / Secondary Entry**

- If secondary entrance is provided, signage is needed (there will be a time when the secondary entrance is closed off and only the primary entrance is used)

## G. SECURITY

## G: SECURITY

### General Notes:

- When a door is forced open or access is unauthorized, the security desk console will receive a notification of the door being opened and the related camera will pop up
  - This notification should be a sound as well as the camera popup
  - If equipped with an alarm at the door, this alarm can be silenced from the security desk or from the door itself by swiping a valid card / credential or using a key
  - Every exterior door should be fitted with either dual or DPDT (Double Pole Double Throw) door contacts so every door can be monitored by the integrated CCTV system
- Door intercoms shall be installed in strategic locations to call through to inside stations at the security desk, Welcome Center / Admin and kitchen
  - The person answering the Doorphone must exercise discretion in determining the potential visitor before using the phone to remotely unlock the door. (Doors that are remotely unlocked should only be doors that enter into supervised areas)
  - Doorphones are VoIP based and can be configured to follow / forward the call to the inside station at the command center or any other remote location. In general, door intercoms should ring to a manned security desk first, then roll over to the Welcome Center second.
  - Where school lockdown solutions are installed, the Doorphone will be configured to dial out to the command center as soon as the lockdown protocol is initiated in order to have “eyes and ears” at the main entrance. This configuration also provides a means of communication for first responders to personnel at the command center that is able to view all the cameras inside the school.
  - Door intercoms installed for kitchen deliveries shall be programmed for audio only, no remote door control.

### Definitions

The integrated security system consists of CCTV and Access Control together with Intrusion detection. School lockdown solutions where installed will also form part of this integrated solution.

1. CCTV (CCTV) Closed Circuit TV provides the recorded and live video coverage of the building and exterior property
2. Access Control (PACS) Physical Access Control System provides restricted access to the building ensuring that all exterior doors are locked
3. Intrusion Detection System (IDS) provides security coverage when the building is locked and unoccupied (or in some cases partially occupied)

## DCPS Security System and installer specifications

### 1. CCTV

#### 1A. Server

Performance Criteria:

- Cameras recording in H.264
- Record minimum 45 days motion activated recording
- Record at each camera's maximum resolution (minimum of 1.3Megapixel per camera)
- For multi-server sites system must be configured to be accessed on a single interface
- All sites must be configured to report to the DCPS Security Command Center
- It is the responsibility of the contractor to successfully integrate into Command Center

#### 1B. Cameras- Hardware

Performance Criteria:

- BOD for cameras shall be Axis brand cameras or approved equal
- All cameras must be vandal resistant, PoE and Infra-Red where required
- Camera designs and configurations must be completed by Axis Gold level partners, or approved equal, to ensure best use of cameras in correct areas to accommodate for all camera features, analytics and installation practices and guidelines and installation locations
- *For Basis of Design of camera models see Appendix A (OPR) specification section 28 05 00 VIDEO SURVEILLANCE SYSTEM*

#### 1C. Cameras- Placement/Location

- All exterior doors to be covered by fixed cameras (one camera can cover multiple doors if the doors are close enough)
- All playgrounds, parking areas and driveway entrances to the school property
- Interior hallways, lobbies, gym, cafeteria, stairwells and other public and circulation areas
- No cameras in classrooms except for Computer labs and libraries
- Laptop and computer storage rooms
- Welcome Center and waiting area

#### 1D. Security Monitors

- Monitors should be provided at the Security desk, Security Office, and Welcome Center

#### 1E. Door Intercoms

- Exterior door intercoms to be provided with sufficient mounting hardware to ensure ease of access for all users and meet ADA guidelines
- Should be installed only at main entrance, entrance gate, if applicable, and at one (1) kitchen/delivery entrance unless directed otherwise

## 2. PACS

### 2A. Door Monitoring and Control

In addition to any access control hardware provided for in the site specification, all exterior doors need to have alarm contacts on each door slab wired using DPDT door contacts and run to IDS and PACS Control Panels. This will be used for integration to the CCTV system for door event notification and recording. Additionally, Card Readers should be installed on all exterior doors that staff can enter through. (Access will be determined with DCPS/school leadership)

- Access cards for card readers should be purchased by approved vendor

2B. Access Control panels should be Mercury Security hardware panels (see OPR for acceptable panels)

2C. Panels can be wired using Ethernet or 485 topology

2D. Power Supplies must consist of Trove 2 or Trove 3 enclosure (See OPR)

Systems need to be configured onto the VoIP platform and route back to the DCPS Security Command Center.

## 3. Intrusion Hardware

- Main intrusion detection control panels must be by DMP model XR-550 with associated power supply
- DMP Panels must be connected to the network on the security VLAN
- DMP Panels must be connected to a dedicated phone line and report to DCPS Security

### 3A. Door locking hardware

- All electrified exit devices need to make use of motorized latch retraction and not solenoid latch retraction
- All exterior electrified locking devices need to have built in REX switches and built in latch-bolt monitoring
- PIR / Motion REX's need to be avoided for door-approach unlocking
- Mag-locks should not be installed, unless approved
- Electronic door strikes are an acceptable option

## Certifications

Any contractor working on DCPS CCTV, IDS, PACS needs to hold the following certifications or approved equal.

- ESA CAT1 + Life Safety Code + Video System Technologies (For CCTV)
- ESA CAT1 + Life Safety Code + Electronic Access Control (For PACS)
- ESA CAT1 + Life Safety Code + Advanced Intrusion Systems (For IDS)
- Manufacturer certifications of the systems being installed
- Mercury Based Certification (i.e. RS2, Panasonic MonitorCast, etc)
- Required - all staff are background checked randomly twice per year









### IT Requirements

- SEE OPR and IT Guidelines

### Evacuation Maps

- Design teams shall provide base maps to DCPS Facilities and Emergency Planning & Guidance Unit to assist in identifying primary and secondary routes. Once routes are determined, the design team shall create maps for each room. Assistance and final review will be provided by the DCPS Emergency Planning & Guidance Unit.

Sample Key for Egress Maps

-  Primary Route
- - - Secondary Route
-  Pull Station
-  Fire Panel
-  AOR
-  Emergency Exit
-  Fire Extinguishers
-  Handicap Access
-  You are here

## H. SITE AND PLANTING DESIGN

## H: SITE AND PLANTING DESIGN

### General Notes

- Ensure DCPS Security reviews doorphone fob plan as it relates to site programming. Consider playgrounds, sports fields, gardens, staff parking, dumpster routes, morning student gathering, aftercare, parent drop-offs.
- Line of sight must be maintained from building windows throughout the schoolyard. Avoid “blind spots” behind vegetation and structures or around corners.
- Aim for full ADA accessibility throughout the site (more than the minimum requirements).

### 1. Site Access

#### 1A. Fencing

- Solid steel picket fence shall be used for site perimeters
- Chain link fencing should be installed for sports fields and sport courts (for safety) if not located on the perimeter
- Height depends on zoning, programming, and security requirements
- Consider tall nets atop fencing for sports fields

### 2. Site Elements

#### 2A. Seating Areas

- Design team shall explore multiple seating options based on site configuration and grade change
- Consider weather (shade v sun) and visibility (line of sight)
- Take advantage of retaining walls for seating opportunities

#### 2B. Shade

- Shade is an important feature for schoolyards for students, caregivers, and classtime- avoid fabric sails that need to be removed in winter

### 3. Landscape

- 3A. Create a defined edge between changes in ground condition (ie from planting bed to grass). Flush concrete curb is preferred but metal edging is acceptable. Do not create a tripping hazard with edging.
- 3B. Avoid oddly shaped, small, fenced, or isolated patches of lawn as it is difficult to mow such spaces.
- 3C. Avoid lawn in areas that get concentrated volumes of foot traffic (such as between building doors and the playground) as the grass will die and become muddy in rain.
- 3D. When choosing between lawn and artificial turf, consider the amount of use a field will receive by the school and the neighborhood.



3E. Plantings

- When selecting plants, consider the right plant for the right space; consider shade, views, adjacent walkways and windows, etc.
- Provide Native plants; adaptive species ok, if not invasive; low maintenance (doesn't need heavy pruning, fertilizing, or fussing).
- Include plants with a high biodiversity (attracts birds and other wildlife with food and shelter).
- Consider edible permaculture where appropriate with garden programming, but ensure that any fallen fruit will not fall on walkways or other adjacent hardscape
- Avoid plants with thorns (or rosebushes at all); nothing toxic (yews, etc)
- Avoid tall shrubs that present a hiding spot or otherwise compromise site security
- Maximize tree plantings; cluster different height trees (shade and understory) together in beds rather than spacing them equidistant within lawns. (Tree trunks are prone to damage from mowers and trimmers)
- Consider depth of mulch and replenishment mulch when designing finish grades. (Mulch ends up washing over walkways and playgrounds when too much is mounded up over time)
- Plant in drifts (but not monocultures) to make it easy for volunteers/users to recognize what belongs and what does not.

4. Installation and Turnover

- 4A. Specify plugs for perennials and decorative grasses, which allows for denser spacing at a lower cost.
- 4B. Trees no larger than 2" diameter
- 4C. Remove tree stakes after one year; include in contract.
- 4D. Install weed fabric below mulch and/or bound mulch around newly planted specimens to discourage weed growth during establishment (at least two years)
- 4E. Establishment watering must be included in the contract; at least through one growing season
- 4F. DO NOT create mulch volcanoes around tree trunks. Installed trees should sit at a finish grade that matches its condition before planting. Mulch is intended to keep roots moist, not trunks. Moisture trapped by mulch will damage a trunk and could lead to an unhealthy or dead tree.
- 4G. Prepare a binder for turnover to teachers and students (one physical plus digital copies) that includes a site plan with simplified location key (planting bed 1, 2, etc), plant names (Latin and common), brief descriptions of each plant, general locations that tie to the key, photos of each plant at mature size, closeup photos of key identifying features (redbuds retain seed pods throughout winter, etc), and general maintenance required (cut perennials and grasses to the ground in spring before new stems grow, etc).
- 4H. Consider including plant signage markers for identification

## Playgrounds

### General Notes

- Include a range of physical motions for student development; climbing, balancing, swinging, spinning, sliding, running, etc.
- Include opportunities for imaginative and unstructured play.
- Ensure adequate equipment for the school population and programming. For example, one slide is not sufficient to serve three classrooms of students at one time.
- Rigid freestanding shade structures are preferred (in addition to built-in shade on equipment) unless adequate shade is thrown by the building or existing adjacent trees. A solar study will be used to determine shade requirements for each project.
- Inclusive design is critical for all DCPS playgrounds. This includes ADA circulation to/around all features and multi-user components that allow students to engage socially with differently-abled peers. Socialization is the most critical feature of inclusive play. Also consider sensory needs and include quiet passive areas on playgrounds.

#### 5A. Design Process

- Part 1: Through a visioning exercise, the school community / SIT will receive opportunities to weigh in on desired features, activities, and colors; and review concepts before an equipment order is placed
  - Student engagement is also encouraged to determined desired activities and components
- Part 2: The landscape architect will work closely with a playground vendor (designated by DCPS) to create a basis of design
  - Vendors offer conceptual design services free of charge as part of their business model; There is no guarantee that their design will be selected for the project
  - DCPS will review budget with design team and vendor prior to basis of design created
- Part 3: The school community / SIT will review concepts from 2-3 vendors and provide feedback on each of the designs

#### 5B. Proposal Submission

- The basis of design will be used to collect bids from **three** equipment vendors-including the vendor who created the basis of design
  - Two Playgrounds: ECE Playground and Upper Level (5-12yr.old Playground)
- Proposal submissions must include a price for each of the following components or indicate that a component is not part of their submission price
- Provide as separate line items the purchase, freight, and installation cost for the following:
  - Play equipment; Shade structure(s) not integrated into play equipment; Site furnishings to include benches, trash and recycling receptacles; Safety surface; Drainage layers beneath safety surface, including stone and pipes; Field surface if part of the project; Drainage layers beneath field surface, including stone and pipes



- Submissions must also include both playground plans (showing fall zones) and 3D renderings (two version, color and B&W) of the proposed layout
  - It is desired that the renderings include human shapes for scale as well as a summary of the total number of students who can play on the equipment at a time

5C. Playground Design/Features

- Avoid fine details, complicated patterns, or too many colors in safety surface as the surface is unlikely to be patched to the same level of complexity or detail, if repatching/replacement is needed.
- Avoid placing safety surface seams beneath areas of high wear, such as slide landings, below swings, or around spinning equipment.
- For EPDM surfacing, use light colors to keep the surface cool. Do not include black in top coat as a way to reduce costs.
- The playground must appeal to a 3 year old and a 12 year old. Scale the equipment appropriately to account for all ages and levels of risk.
  - Consider fence between ECE and 5-12 playground if necessary to help protect ECE during aftercare or recess (although most ECE students want to play on the 5-12 equipment)
- Swings are desired if space allows
  - Consider multi-user swings like bowls to maximize the number of children who can play on a swing at any one time

# I. VISUAL AND PERFORMING ARTS

## I: VISUAL AND PERFORMING ARTS

In general refer to space summary sheets and one-pagers for room types and square footage. Edits have not been incorporated into the full ed specs.

### 1. Visual Arts

#### 1A. Electrical Requirements

- Middle/High School Program Levels: Provide overhead drop-down power reels

#### 1B. Furniture

- Provide 9'x12' rug (Elementary Level only)
- Tables should be easily movable
  - Elementary School Program level: Provide adjustable tables
  - Middle/High School Program levels: Adjustable height tables not required
- Provide adjustable height stools (no castors)

#### 1C. Art Storage

- Provide counter area in Art Storage Room

#### 1D. Casework (Elementary School)

- Provide two (2) sinks as referenced in the ed spec data sheet. Ensure they are a minimum of 6'-0" apart and placed at two (2) different heights: one at 30" and one at 34"

### 2. Performing Arts - Music Room

#### 2A. Electrical Requirements

- Provide adequate outlets for Keyboard program (around 25 keyboards per class) - Exact confirmation to be determined with DCPS but consider mid-height outlets and low-height outlets for keyboards
- No floor outlets

#### 2B. Storage

- Wenger storage solution should be provided and approved by DCPS
- Wenger storage should be installed within Music Storage Rooms
  - Individual locks are not required on Wenger storage when located within storage rooms
- Music storage for sheet music/materials not required

#### 2C. Furniture

- Provide 9'x12' rug (Elementary Level only)

### 3. Performing Arts - Instrumental/Band Room

#### 3A. Storage

- Provide Wenger casework with grille doors (lockable)



- 3B. Furniture
- No risers

4. **Performing Arts- Auditorium**

- 4A. Technology Requirements- Middle/High School Program Levels
- Provide mobile control rack with wireless capabilities
  - Control rack should connect to Control Room back to the main stage area

- 4B. Stage
- Provide over-sized (either double door or overhead coiling door) doors for backstage
  - Provide lower stage height at Elementary School Program Level (preferred height of 20" or 24")
  - Provide dance bars per DCPS specific direction

- 4C. Ticket Booth
- Ticket booth not required unless existing or specifically requested

5. **Performing Arts- Dance Studio (Middle School / High School Program Level)**

- 5A. Floor Structure Design
- Wooden sprung floor not required unless directed specifically by DCPS (Dance Studio should be multi-functional and accommodate dance as well as other PE/Athletic/Performing Arts functions)

## J. WASTE AND RECYCLING DESIGN GUIDELINES (DGS)

# Waste and Recycling Design Guidelines for DCPS Modernizations

## D.C. Department of General Services, Sustainability + Energy Division

### DCPS DISPOSAL STREAMS AND CONTAINERS

#### Recommended Type and Size of Disposal Containers Based on Student Enrollment

Waste Stream	Recommended Container Type and Size, per Student Enrollment		Purchased By
Trash	FEL Dumpster(s), 6 or 8 yd <sup>3</sup> *	<500 enrollment	DGS/Hauler
	Roll-Off Compactor(s), 15 or 30 yd <sup>3</sup>	>500 enrollment	Project
	VIP Compactor(s), 2.75, 3, or 4 yd <sup>3</sup> **	When required by site restrictions	Project
Mixed Recycling	FEL Dumpster(s), 6 or 8 yd <sup>3</sup>	<500 enrollment	DGS/Hauler
	Roll-Off Compactor(s), 15 or 30 yd <sup>3</sup>	>500 enrollment	Project
	VIP Compactor(s), 2.75, 3, or 4 yd <sup>3</sup>	When required by site restrictions	Project
Organics Recycling	96 gallon cart(s)	Only schools who opt-in to receive organics recycling services	DGS/Hauler

### DUMPSTER PADS, DRIVEWAYS, AND LOADING DOCKS

- Garbage trucks have very **limited visibility when backing**. Consider a design that provides an area for a truck to turn around or has a separate exit so a truck can pull forward out of the property after servicing a container.
- Garbage trucks can weigh up to 65,000 lbs. so dumpster/compactor surfaces need to be able to **accommodate this weight load** when being serviced.
- Be mindful of any **overhead clearances**. Wires and building overhangs create additional obstacles to servicing dumpsters and compactors.
- Two of the biggest challenges for managing waste at schools are **illegal dumping** (non-school personnel disposing of waste in front of or inside of school dumpsters) and **parking** (parking in front of dumpsters, blocking access to them). Designs should consider how to prevent these two things from occurring to ensure schools receive regular service.

\* Dumpsters are also available in smaller sizes but should only be considered if space is extremely limited

\*\* VIP Compactors are also available in 6yd and 8yd, but they are taller so they should only be used if they are mounted next to a loading dock

## FRONT-END LOAD (FEL) DUMPSTERS



FEL dumpsters are a great option for schools with fewer than 500 students. They are easiest for haulers to maintain, repair, and service. Typically, DCPS schools use 6 yd<sup>3</sup> and 8 yd<sup>3</sup> dumpsters, unless there is need for a smaller dumpster due to space concerns.

Dumpsters can be left in an open space in the parking lot/loading dock area or placed behind a dumpster enclosure. Dumpsters should be far enough apart so that someone can access the side doors to safely place

materials inside dumpsters.

The turning radius of a 3-axle truck needs to be considered when mapping out the travel path of a FEL truck to service these dumpsters. The truck needs to approach dumpster straight on in order to fork the dumpster and lift it over the truck to empty the dumpster. Trucks require a high overhead clearance order to empty dumpsters, so think about potential overhead obstacles such as wires and overhangs when planning dumpster area.



in

## DUMPSTER ENCLOSURES



L dumpsters and 2-4 rolling carts. Dumpster closures should also include a space to store bulk trash, if possible.

- Gates/doors should be lockable. They should swing outwards more than 90 degrees. Doors should also be designed so that they will not accidentally swing inward when trucks or people are servicing dumpsters.

**Mann Elementary School:** This dumpster enclosure is too small for side access to dispose of materials. It also has no space for rolling carts or bulk trash. People misuse the rolling carts because they cannot be secured behind the locked gate of the dumpster enclosure.



pecific requirements for dumpster enclosure design.

**Langdon Elementary School:** This dumpster enclosure is too small for both FEL dumpsters and rolling carts, so it is not been used for its intended purpose.

## COMPACTORS

If enrollment is over 500 students, project teams should consider purchasing a set of 15 or 30 yd<sup>3</sup> roll-off compactors. 15 yd<sup>3</sup> compactors will have enough capacity for the majority of schools.

Compactors are great for areas where pests are a big concern. They are also lockable, so neighbors cannot misuse the compactors. For schools with compactors, compactor training for custodial teams will need to be provided during building turnover.

Roll-off compactors require more room to service than a traditional FEL dumpster. Designs should consider the amount of room needed for a truck to back into the compactor, hook it to the truck, and then pull it onto the truck. They will require the same amount of room to return the compactor to the loading dock after emptying it. Like FEL trucks, roll off trucks require a high overhead clearance to service compactors.

***Duke Ellington School of the Arts:*** The overhang above this loading dock requires that the truck driver drags the compactor out far enough first so that when he begins to lift the compactor onto the truck it does not hit the overhang. Driver also has to be cautious of the wires hanging above.

If enrollment is near or over 500 students and space is too limited for roll-off compactors or multiple dumpsters, project teams should consider purchasing a set of FEL/REL vertical (VIP) compactors. These compactors, like FEL dumpsters and rolling carts, can be serviced by front-end loader or a rear-end loader.



When purchasing compactors, both compactors should be the same size. The trash compactor should be gray (“Gray 4200-800” from Marathon’s color chart) and the recycling compactor should be blue (“Traffic Blue 4200-307” from Marathon’s color chart).

Project teams should purchase the following models: the roll off compactor [Marathon RJ-250SC](#) and the VIP compactor [Vert-I-Pack Compactor](#). See Marathon’s [FAQ website](#) for additional specs, such as the concrete pad and circuit breakers necessary for these compactors.

## Things to Consider

**Flow:** Plan for the flow of materials through the building from separation points to outside disposal containers. How can distances that staff must travel to collect and dispose of waste be minimized? Are there obstacles that might disrupt this route, such as stairs, terrain changes, or small doorways? Where will waste be stored once it is collected? Is this interior storage area(s) sufficiently large, well-lit and well-ventilated? Is the storage area at risk of flooding in an extreme weather event? Will the flow of materials interrupt other traffic, such as student pick-up and drop-off?



**Miner Elementary School:** *This sidewalk, where the dumpsters are located, is where most students, parents, and voters (school used as voting location) access building in the mornings and afternoons because it provides direct access to cafeteria where students congregate for before and after school. Having a main building access point that requires walking past dumpster area subjects building occupants to potential smells, pests, and safety risks. In theory, the school could move dumpsters further away from the public entrance way, but there is no downgrade slope built into the sidewalk that would enable heavy cans/carts containing waste to be rolled down to the asphalt area.*

**Aesthetics vs. Practicality:** Built-in waste sorting stations, often installed in school hallways and cafeterias, may look nice but are often not well suited for recycling programs. Some issues associated with sorting stations are that the openings above bins for disposal tend to be too small, too large, or irregularly shaped; the stations are fixed, but the acceptable materials for different waste streams continually change overtime; and the stations create an additional surface for time-constrained maintenance teams to clean and maintain.



**Dunbar High School:** *The waste sorting station installed in cafeteria has holes in the countertops that were too small for cafeteria trays to fit into. School staff uses books to cover the holes to prevent students from using the sorting station. Additionally, the handles and doors are broken, creating additional work for custodial team to complete in order to maintain aesthetics of sorting station.*

**Accessibility:** As a general rule of thumb, trash and recycling cans and dumpsters should be equally accessible in rooms throughout building and in loading



docks. The trash and recycling dumpsters/compactors should be equally accessible so that custodial team is not incentivized to use one over the other.

**Boone (formerly Orr) Elementary School:** *This loading dock only has capacity for one dumpster so the recycling dumpster is located on the other side of the parking lot. Recyclables are more likely to end up in trash dumpster because it's easier and more time-efficient to access. Additionally, this loading dock is tight, so there is not enough room for deliveries and waste disposal to occur at the same time.*

**Storage:** Schools can always use more storage space. For waste disposal, each floor or wing should have a storage closet that can store the round collection bins that are utilized to collect from room-to-room. Ideally, there should be room in the loading dock garage, the loading dock, or right before the loading dock access door for short-term storage of collection bins, cardboard boxes, and bags of trash. There should also be room for schools to store bulk trash (e.g. broken furniture, construction debris from small projects) because bulk trash cannot be disposed of in normal dumpsters or compactors. Schools need space so they can temporarily store bulk items before they are able to be collected.



**Cleaning:** Custodial team needs access to a water source and drainage that is compliant with storm water standards in the loading dock in order to clean collection bins, carts, and any messes that may occur during deliveries or waste hauling.

**Truesdell Education Campus:** *A faucet was installed so that a hose can be hooked up in the loading dock. Custodial teams can use this water access for numerous reasons such as cleaning collection bins and any mess that occurs during services of trash dumpsters/compactors.*





**INSIDE THE BUILDING**


The project team should purchase and set up equipment around the school building in accordance with the DCPS recycling program. Use the guides below to determine what supplies are needed for each room and supply specifications for ordering supplies.





Use [this calculator](#) to determine how many supplies to purchase and use based on your room types. DGS will provide labels and signage but will need project teams to determine how many of each are needed.



**BIN SET-UP**




Room Type	Container Types	Example
Classroom/office	<ol style="list-style-type: none"> <li>1. 7 gallon rectangular black/grey trash bin</li> <li>2. 7 gallon rectangular blue recycling bin with universal recycling symbol</li> </ol>	

		
Common areas (e.g. teacher's lounge, welcome center, library)	<ol style="list-style-type: none"> <li>1. 23 gallon black/grey trash bin</li> <li>2. 23 gallon blue recycling bin with blue mixed recycling lid</li> </ol> <p><b>Sample product(s):</b>  <a href="#">Rubbermaid Vented Slim Jim 23 Gal (SKU:1956185)</a>  <a href="#">Rubbermaid Slim Jim Recycling Mixed Lid</a></p>	
Cafeteria	<ol style="list-style-type: none"> <li>1. 32 gallon black/grey trash bin on wheels</li> <li>2. 32 gallon blue recycling bin on wheels</li> <li>3. 32 gallon yellow organics recycling bin on wheels</li> </ol> <p><b>Sample product(s):</b>  <a href="#">Rubbermaid Vented Brute 32 Gal (SKU:FG263200)</a>  <a href="#">Rubbermaid Brute Dolly (SKU FG264000)</a></p>	
Kitchen	<ol style="list-style-type: none"> <li>1. 32 gallon black/grey trash bin on wheels</li> <li>2. 32 gallon blue recycling bin on wheels</li> <li>3. 32 gallon yellow organics recycling bin on wheels</li> </ol>	

Equipment				
#	Illustration	Item	Quantity	Use Description
1.		<p><b>Trash bin – 7 gallon</b></p> <p>desk-side bin; plastic; standard black</p>	1 per room/desk	<p>Place in classrooms, offices, small bathrooms, and other rooms that produce little non-recyclable waste.</p> <p><i>Label for trash only. Use black liner.</i></p>

2.		<p><b>Recycling bin – 7 gallon</b></p> <p>desk-side bin; plastic; standard recycling blue with Universal Recycling Symbol</p>	1 per room/desk	<p>Place in classrooms, offices, and small conference rooms.</p> <p><i>Label for paper recycling only. No liner.</i></p>
3.		<p><b>Trash bin –23 gallon</b></p> <p>“slim jim” style bin; plastic; black</p>	1 per room / common area	<p>Place in large bathrooms, ECE, art room, library, lobby/entry, locker room, main office, conference room, welcome center, and other common areas generating lots of non-recyclable waste.</p> <p><i>Label for trash only. Use black liner.</i></p>
4.		<p><b>Recycling bin –23 gallon</b></p> <p>“slim jim” style; plastic; standard recycling blue with Universal Recycling Symbol</p>	<p>1 (or 2) per room/common area.</p> <p><i>Always place directly next to a trash bin.</i></p>	<p>Place in large bathrooms, ECE, art room, library, lobby/entry, locker room, main office, conference room, welcome center, and other common areas generating large amounts of recyclables.</p> <p><i>Label for mixed recycling. No liner or clear liner.</i></p>
5.		<p><b>Lid – Mixed Recycling Lid</b></p> <p>Fits 23 gal. slim jim-style bin; standard recycling</p>	1 per blue 23-gallon bin labeled for mixed recycling	See: “Recycling bin – 23 gallon”

#	Illustration	Item	Quantity	Description
6.		<p><b>Trash Bin – 32 gallon</b></p> <p>32-gallon Brute-style bin Height 27.25”; plastic; gray or black.</p>	<p>At Least:</p> <p>1 per floor/wing + 2 per cafeteria + 1-2 in kitchen</p>	<p>Store in maintenance/recycling closet on each floor/wing for room-to-room collection of trash.</p> <p>Place at least 1 per cafeteria sorting station for collection of trash.</p> <p>Place 1-2 in kitchen for collection of trash.</p> <p><i>Use black liner.</i></p>
7.		<p><b>Recycling Bin – 32 gallon</b></p> <p>32-gallon Brute-style bin; Height 27.25”; plastic; standard recycling blue with Universal Recycling Symbol. E.g.: Continental 3200-1 32 gallon Huskee</p>	<p>1 per floor + 2 per cafeteria + 1-2 in kitchen</p>	<p>Store in maintenance/recycling closet on each floor/wing for room-to-room collection of recyclables.</p> <p>Place 1 per cafeteria sorting station for collection of recyclables.</p> <p>Place 1-2 in kitchen for collection of recyclables.</p> <p><i>Clear or no liner.</i></p>
8.		<b>Compost Bin – 32</b>	1 per cafeteria	<b><i>Do not place</i></b>

		<p><b>gallon</b></p> <p>32-gallon Brute-style bin; Height 27.25"; plastic; yellow</p>	<p>sorting station</p> <p>+</p> <p>1-2 per kitchen</p>	<p><b>yellow bins outside of cafeteria/kitchen area.</b></p> <p>Place 1 per cafeteria sorting station for collection of organics (compost).</p> <p>Place 1-2 in kitchen for collection of organics (compost).</p> <p><i>Green compostable liners only. (Provided by DGS. Contact <a href="mailto:DGS.Recycles@dc.gov">DGS.Recycles@dc.gov</a> to request more)</i></p>
9.		<p><b>Dolly</b></p> <p>Twist on/off with 5 wheels to fit 32-gallon Brute-style bin</p>	<p>1 per 32-gal bin</p>	<p>Each 32-gal bin should have a dolly.</p> <p><i>(Some schools prefer to use no dolly on cafeteria bins to deter unauthorized relocation)</i></p>
10.		<p><b>Bucket*</b></p> <p>5 gallon white bucket with handle and volume measurements for liquids (metric preferred).</p> <p><i>*Extra 5 gallon buckets are common maintenance supplies. Ask maintenance team for a</i></p>	<p>1-2 per cafeteria</p>	<p>Place in cafeteria as part of sorting station.</p> <p><i>Label for Liquids Only.</i></p>

		<i>bucket before ordering new.</i>		
11.		<b>Strainer</b>  600 Micron (.023550") Strainer for 5-gallon bucket; white; polyethylene	1 per bucket	Place in 5-gal bucket for cafeteria sorting.
<b>Labels and Signage</b>				
12.		Labels - Mixed Recycling	1-2 per recycling bin (7 or 23 gallon) for mixed recycling collection	Place labels visibly on front and/or side of container facing out.
13.		Labels - Trash	1 per bin for trash	Place label visibly on front and/or side of container facing out.
14.	 <i>Represents 1 label of set</i>	Labels - Cafeteria Sorting Set	1 set per DCPS Recycles! Waste Sorting Station, 2 labels on each bin.	Place on bins and liquid bucket.  Set includes 2 of each: Waste, Recycle, Compost, and Liquid labels.
15.	 <i>Represents 1 poster from set</i>	Posters - Cafeteria Sorting Set	1 set per DCPS Recycles! Waste Sorting Station	Place on walls above sorting station or other location to inform.  Set includes 1 poster for each stream: Waste, Recycle, Compost, Liquid, and Trays.