Educational Specifications for
Davis Swing Space School
450 capacity

April 2016
This document articulates the requirements for an elementary school that will be used temporarily as swing space for other schools undergoing modernization. The square feet requirements specified are ‘targets’ to be used for planning purposes. It is expected that the architect will minimize the movement of walls unless the space is so undersized that it will impact the delivery of the program.

As the District of Columbia transitions from the Phase 1 modernization program (summer projects) to comprehensive modernizations (year-long projects), schools need swing spaces where they can stay temporarily while their own schools are under construction. Schools currently scheduled for modernization over the next five years in the northeast and east of the Anacostia River include Kimball, Houston, CW Harris, and Smothers elementary schools. The Davis ES building is ideally located for a swing space in this area.

Davis Elementary School was consolidated with Plummer ES in 2013 and is currently empty. Originally built in 1943, the school had additions in 1946, 1953 and 1963 at a time when the city was growing rapidly. At 71,000 SF, Davis should be able to accommodate up to 450 students.

This project is a stabilization/renovation of the existing school for a capacity for 450 students. The educational specification requires a school of approximately 63,000 SF if constructed as a new building.

### Classroom Requirements

<table>
<thead>
<tr>
<th>Proposed Capacity Model</th>
<th>Number of Classrooms</th>
<th>Capacity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pre-S/K</td>
<td>5</td>
<td>90</td>
</tr>
<tr>
<td>Kindergarten</td>
<td>3</td>
<td>60</td>
</tr>
<tr>
<td>1st-2nd Grade</td>
<td>6</td>
<td>120</td>
</tr>
<tr>
<td>3rd-5th Grade</td>
<td>7</td>
<td>160</td>
</tr>
<tr>
<td>Special Education</td>
<td>2</td>
<td>20</td>
</tr>
<tr>
<td>Total</td>
<td>23</td>
<td>450</td>
</tr>
</tbody>
</table>
Overview of Planning Concepts

Academic Cluster Concept

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

Diagram Intro A shows a typical design based on the cluster concept.
Core Instructional Spaces

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

“Welcome Area”/Administration/Student Services

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

Visitors should be greeted by a security counter/desk where they will sign-in and show identification. For additional security, it is preferable that the welcome center be able to see visitors coming through the front entrance as well. The primary administrative offices will be located in this centralized area at the main entrance to the school. Additional administrators may be distributed around the school at the school’s request.

Library Media Center

The library media center (LMC) should be centrally located in the school building with easy access for all students and staff. A LMC consists of flexible learning spaces for instruction, research, browsing, listening, viewing, reading, studying, and the production of academic projects, as well as administrative areas for library media center management and collaborative meetings. LMC spaces should be designed with maximum flexibility in mind.

Visual Arts, Performing Arts and Science

The art and music classrooms will be shared by all grade levels for general class and small group instruction. The location and access to these rooms should promote orderly transitions. If possible, the music suite will be located near the performance area. The art classroom may be in the academic areas preferably with an optimal north daylighting orientation.

Physical Education/Assembly

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

Furniture & Equipment

Classrooms vary in shape and size; therefore, the furniture should be flexible to accommodate a variety of classroom formats for both individual and group activities. Teachers and students should have storage space for personal belongings, papers, books, supplies, and teaching materials.

To the extent possible, movable furnishings will be used, rather than fixed casework, to provide flexibility for future reconfiguration.
Technology

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

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

Site

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

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

**Lighting Quality**: Improving natural and artificial lighting in classrooms

<table>
<thead>
<tr>
<th>DESIGN PARAMETERS</th>
<th>PARAMETER NOTES</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Controlled Natural Lighting (Glazing)</td>
<td>10 - 12% of floor S.F.</td>
</tr>
<tr>
<td>2) Combined Light Quality</td>
<td>35-50 Foot-candles</td>
</tr>
<tr>
<td>3) Lighting Power Density</td>
<td>0.99 Watts/S.F. or less</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>DESIGN PARAMETERS</th>
<th>PARAMETER NOTES</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Winter Temperature</td>
<td>68.5 to 75.5 degrees</td>
</tr>
<tr>
<td>Summer Temperature</td>
<td>74 to 80 degrees</td>
</tr>
<tr>
<td>2) Humidity</td>
<td>30% to 60% relative humidity</td>
</tr>
<tr>
<td>3) Air Changes</td>
<td>6-10 per hour</td>
</tr>
<tr>
<td>4) Outdoor Air Ventilation</td>
<td>10CFM per person</td>
</tr>
<tr>
<td>5) Air Filtration</td>
<td>MERV 13</td>
</tr>
<tr>
<td></td>
<td>MERV 6 to 8</td>
</tr>
<tr>
<td>6) Carbon Dioxide Levels</td>
<td>Below 700 PPM above</td>
</tr>
<tr>
<td></td>
<td>outdoor air</td>
</tr>
<tr>
<td>7) HVAC Background Noise Level</td>
<td>RC(N) Mark II level of 37</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>DESIGN PARAMETERS</th>
<th>PARAMETER NOTES</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Reverberation</td>
<td>.6 per second</td>
</tr>
<tr>
<td>2) Background Noise</td>
<td>45 dBA</td>
</tr>
<tr>
<td>3) Sound Isolation (Varies)</td>
<td>STC 45 between Classrooms</td>
</tr>
</tbody>
</table>
Technology: Providing data connections for online learning resources, AV equipment, and a sound system with emergency capabilities.

<table>
<thead>
<tr>
<th>DESIGN PARAMETERS</th>
<th>PARAMETER NOTES</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Data / Computer Drops</td>
<td>At Teacher and Student Computers, at wireless access points</td>
</tr>
<tr>
<td>2) Audio / Video Equipment</td>
<td>Projector linked to Teacher's PC or Interactive Whiteboard</td>
</tr>
<tr>
<td></td>
<td>Sound Reinforcement</td>
</tr>
<tr>
<td>3) Clock</td>
<td>Synchronized with Bell system</td>
</tr>
<tr>
<td>4) Sound System &amp; Emergency Call-box</td>
<td>Ceiling or Wall Speaker</td>
</tr>
<tr>
<td>5) CCTV Camera (TBD)</td>
<td>Security, WebX conferencing, Distance Learning</td>
</tr>
</tbody>
</table>

Sustainability: Build for energy efficiency

<table>
<thead>
<tr>
<th>DESIGN PARAMETERS</th>
<th>PARAMETER NOTES</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Building EUI</td>
<td>20% below Baseline</td>
</tr>
<tr>
<td>2) Building Envelope</td>
<td>Meet or exceed R-value standards for building type</td>
</tr>
<tr>
<td>3) Water</td>
<td>Ultralow flow fixtures</td>
</tr>
</tbody>
</table>
Safety & Security

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

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

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

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

4. Vehicular and Pedestrian Traffic
   - Separate bus drop-off area from other vehicular traffic
   - Separate staff and community parking area
   - Separate student (pedestrian) traffic flow

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

All DCPS schools are required to participate in the recycling program provided by DGS. All modernization projects must be designed to be consistent with the standardized supplies and services described at [http://dgs.dc.gov/page/healthy-schools](http://dgs.dc.gov/page/healthy-schools), with the expectation that in the near term future all schools will recycle and compost under this program.

Since each school is different, the DGS recycling program should be consulted regarding the following design considerations. In general, every modernization project is expected to provide:

- **Adequate, accessible space for pick-up of all serviced containers**, usually to include (1) 8 cu yd dumpster OR compactor for paper and cardboard; (2-4) 96 gallon toters for glass/plastic/metals, and (3-10) 36 gallon toters for compostable waste; that is accessible to both front-end loaded and rear-end loaded trucks and allows custodian to easily transport totes to be picked up at ground level. The best configuration of containers will depend on the specifics of the hauling contract, the occupancy of the building and space restrictions. Compactors are not usually recommended for buildings with occupancy less than 500. The dimensions of a standard 8 cu yd side loaded dumpster are 71”x 80”x76” (length x width x height).

- **Secure space for storing serviced containers and collection bins** with easy access for custodian to roll bins to/from pick up location, and distributed as necessary to facilitate flow of materials throughout the building to the pick-up location.

- **Cafeteria and kitchen layout and millwork** that supports a logical flow of materials including emptying liquids, sorting waste into three categories (landfill, recycling, compost), and tray return, while avoiding congestion; includes space for changeable signage and labels; is consistent with compost and recycling supplies provided by DGS for cafeterias (accommodates 32-gallon Brute-style bins with wheels); allows for easy access for cleaning by custodians (bottom of the sorting station is the floor); and has countertop holes that accommodate easy dumping of waste using both compostable and reusable trays.

The DGS recycling program provides a **standardized set of recycling supplies** at no cost to each school, the number and type of bins to be determined according to building characteristics supplied by the project team.

Project teams should also consult with the recycling program regarding providing large, highly visible sorting stations with signage in select high traffic common areas (not in hallways, and not built into the wall); as well as regarding the type and placement of such stations.
## Building Space Summary

<table>
<thead>
<tr>
<th>Space Summary</th>
<th>Modernization</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Total</td>
</tr>
<tr>
<td>Core Academic Areas</td>
<td>29,400</td>
</tr>
<tr>
<td>Media Center</td>
<td>2,700</td>
</tr>
<tr>
<td>Administration</td>
<td>2,430</td>
</tr>
<tr>
<td>Student Dining &amp; Food Service</td>
<td>4,000</td>
</tr>
<tr>
<td>Auditorium/Assembly (as is)</td>
<td>4,250</td>
</tr>
<tr>
<td>Maintenance &amp; Custodial Services</td>
<td>600</td>
</tr>
<tr>
<td>Mechanical, Electrical, Toilets, Custodial Closets</td>
<td>14,627</td>
</tr>
<tr>
<td><strong>Total Net</strong></td>
<td><strong>58,007</strong></td>
</tr>
<tr>
<td>Construction Factor[.082]</td>
<td>4,756</td>
</tr>
<tr>
<td><strong>Total Gross</strong></td>
<td><strong>62,763</strong></td>
</tr>
</tbody>
</table>

## Outdoor Area Requirements Summary

<table>
<thead>
<tr>
<th>Exterior Spaces</th>
</tr>
</thead>
<tbody>
<tr>
<td>Structured Play Area For Primary/Intermediate Grades</td>
</tr>
<tr>
<td>Protected Pre-School Play Area</td>
</tr>
<tr>
<td>Outdoor Paved Play Area [reduced size basketball courts, with markings for other games]</td>
</tr>
<tr>
<td>Outdoor Classroom</td>
</tr>
<tr>
<td>Faculty, Staff, and Visitor Parking (TBD)</td>
</tr>
</tbody>
</table>
### Core Academic Area Space Requirements

<table>
<thead>
<tr>
<th>Spaces</th>
<th>Guideline</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Quantity</td>
<td>S.F. (Total)</td>
</tr>
<tr>
<td>Pre-S/Kindergarten Classroom</td>
<td>5</td>
<td>1,000-1,175 5,875 (Includes 50 sf toilet)</td>
</tr>
<tr>
<td>Kindergarten Classroom</td>
<td>3</td>
<td>1000-1,175 3,525 (Includes 50 sf toilet)</td>
</tr>
<tr>
<td>Grade 1-2 Classroom</td>
<td>6</td>
<td>800-900 5,400</td>
</tr>
<tr>
<td>Grade 3-5 Classroom</td>
<td>7</td>
<td>800-900 6,300</td>
</tr>
<tr>
<td>Special Needs Classroom</td>
<td>2</td>
<td>800-900 1,800</td>
</tr>
<tr>
<td>Special Needs</td>
<td>4</td>
<td>250 1,950 (Psychologist, Social worker, behavior tech, etc.)</td>
</tr>
<tr>
<td>- Resource Rm.</td>
<td>1</td>
<td>300 300</td>
</tr>
<tr>
<td>- OT/PT</td>
<td>1</td>
<td>300 300</td>
</tr>
<tr>
<td>- Speech</td>
<td>1</td>
<td>200 200</td>
</tr>
<tr>
<td>- Offices</td>
<td>3</td>
<td>150 450</td>
</tr>
<tr>
<td>Academic Resource</td>
<td>1</td>
<td>300 300</td>
</tr>
<tr>
<td>Instructional coach</td>
<td>1</td>
<td>300 300</td>
</tr>
<tr>
<td>Workrooms</td>
<td>2</td>
<td>200 400 (May be combined One per floor)</td>
</tr>
<tr>
<td>- Laptop cart</td>
<td>3</td>
<td>50 150</td>
</tr>
<tr>
<td>storage/charging</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Additional instructional spaces</td>
<td>0</td>
<td>0 (w/ kiln and storage)</td>
</tr>
<tr>
<td>Art</td>
<td>1</td>
<td>1,000-1,200 1,200 (w/ kiln and storage)</td>
</tr>
<tr>
<td>Music</td>
<td>1</td>
<td>1,000-1,200 1,200 (w/storage)</td>
</tr>
<tr>
<td>Multi-purpose Lab</td>
<td>1</td>
<td>1,000 1,000</td>
</tr>
<tr>
<td></td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>29,400</td>
</tr>
</tbody>
</table>

Tolerances of + or − 5-15% are acceptable. Adjacencies as specified are desirable, but options may be considered and should be reviewed with the planning team.
PRE-K-S / KINDERGARTEN

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

Features:
- Fixed Equipment:
  - Student cubbies (22/24) 064123
  - Wall shelving (over cubbies) 123200
  - Marker board (1 walls) 101100
  - Tack board flanking marker board and on secondary teaching wall 101100
  - Manual projection screen (60"X60")115213
  - Soap dispenser 102800
  - Towel dispenser 102800
  - Casework: Wardrobe (18"X18") 123200
- Plumbing:
  - Double sink at two heights w/ drinking fountain at child height w/ deep well at adult height
  - Wall-mounted watercloset
  - Wall-mounted lavatory
- Electrical:
  - Duplex receptacles 3 per primary teaching wall
  - TVSS protected quad receptacle adjacent to each data and video port
  - Multilevel switching
SIZE:
- 850 SF to 950 SF

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

Communications: Div. 27
- Single point ‘face plate’ near teachers work station to include:
  - Voice, data, VGA, audio enhancement, and HDMI

Additional ports:
- Printer
- 3 data ports for student use
- Electronic white board
- Clock/PA
- 2 wireless

SPATIAL RELATIONSHIPS:
- Group classrooms for potential teaming
- Locate cubbies near student work area
- Locate coat cubbies near door

ENVIRONMENTAL CONSIDERATIONS:
- Uniform lighting
- Windows to provide natural light and egress
- Environmental sound control:
  - Wall minimum: STC 45
  - Ceiling minimum: CAC 35
  - Reverberation Time: 0.4-0.6 seconds
- Electrical outlets for equipment
- Adequate ventilation
- Proportion classroom for effective viewing and listening from all areas of the classroom
- Window treatment to darken room for AV presentations

Fixed Equipment:
- F1 Casework: 123200
- Base/wall cabinets by sink
- Sturdy shelves on 3 walls in storage
- F2 Carpentry: 064123
- Student cubbies (24/28)
- F3 Casework: 101100
- Wall shelving (24 LF- H 30-32")
- 16 LF primary/8 LF secondary
- F4 Marker board (2 walls)
- 101100
- 16 LF primary/8 LF secondary
- F5 Tack board flanking marker boards
- Plus two (2) parallel rows of continuous tack strips on all available walls (4 LF or longer) at 30" and 48" AFF
- F6 Manual projection screen (60”X60")1152132
- F7 Soap dispenser 102800
- F8 Towel dispenser 102800
- F9 Casework: Wardrobe (18”X18”) 123200

Plumbing: Div. 22
- Sink with drinking fountain (optional)
- Plumbing connections

Electrical: Div. 26
- Duplex receptacles
  - 3 per primary teaching wall
  - 2 per other walls
- TVSS protected quad receptacle adjacent to each data and video port
- Multilevel switching
RESOURCES CLASSROOM

E-ACA-4

CAPACITY:
- Up to 15 students
- 2 or more staff members

Communications:
- Single point ‘face plate’ near teachers work station to include:
  - Voice, data, VGA, audio enhancement, and HDMI

Additional ports:
- Printer
- 3 data ports for student use
- Electronic white board
- Clock/PA
- 1 wireless

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

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

Features¹:

<table>
<thead>
<tr>
<th>Spec. Ref.#</th>
<th>Features</th>
</tr>
</thead>
<tbody>
<tr>
<td>123200</td>
<td>F1 Casework: Base/wall cabinets and shelving</td>
</tr>
<tr>
<td></td>
<td>Paper storage cabinets</td>
</tr>
<tr>
<td>101100</td>
<td>F3 Marker board (8 LF)</td>
</tr>
<tr>
<td>101100</td>
<td>F4 Tack board (8 LF minimum)</td>
</tr>
<tr>
<td>115213</td>
<td>F5 Manual projection screen</td>
</tr>
<tr>
<td>102800</td>
<td>F6 Soap dispenser</td>
</tr>
<tr>
<td>102800</td>
<td>F7 Towel dispenser</td>
</tr>
<tr>
<td>123200</td>
<td>F8 Casework: Wardrobe</td>
</tr>
</tbody>
</table>

Electrical:
- Div. 26
- Duplex receptacles
  - 3 per primary teaching wall
  - 2 per other walls
- TVSS protected quad receptacle
  - adjacent to each data and video port

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

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

SIZE:
- 150 SF

SPATIAL RELATIONSHIPS:
- Near Academic Core areas

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

Communications:
- T1 Data port near workstation
- T2 Voice port and phone
- T3 Data port for printer

NOTES:
1. Loose furnishings and features shown represent one of many possible arrangements.
2. An internal window (with blinds) may be provided in lieu of sidelight.
C APACITY:
- Up to 3 students
- Up to 2 staff

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

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

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

Spec.

Features:

Fixed Equipment:
F1 Casework: 123200
- Wall/base cabinets with shelving
F2 Marker board (8 LF) 101100
F3 Tack board (8 LF) 101100
F5 Manual projection screen 115213
F6 Soap dispenser 102800
F7 Towel dispenser 102800

Plumbing: Div. 22 (optional)
- Plumbing connections
- Sink with drinking fountain

Electrical: Div. 26
- Duplex receptacles:
  - 3 per primary teaching surface
  - 2 per other walls
- TVSS protected quad receptacle adjacent to each data and video port
- Multilevel switching

NOTES:
1. Loose furnishings and features shown represent one of many possible arrangements.
SPATIAL RELATIONSHIPS:
- Near Academic Core classrooms (centrally located)
- Access to Staff Restroom(s) from within Workroom/Teacher Office
- Access to Storage from within Workroom/Teacher Office

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

Fixed Equipment:
- F1 Casework: 123200
- Base cabinets
- Wall cabinets/shelving
- F2 Tack board (4 LF) 101100
- F3 Casework: 123200
- Deep storage for poster board
- F4 Towel dispenser
- F5 Soap dispenser 102800

Plumbing: Div. 22
- Plumbing connections
- Sink

Communications: Div. 27
- T2 Voice port and phone
- T3 Data port near workstation
- T4 Data port at printer

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

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

SIZE:
- Varies, see table

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

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

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

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

NOTES:
1. Loose furnishings and features shown represent one of many possible arrangements.
### ART LAB E-VA

| Features | Spec. Ref.#
|----------|-------------
| Art Lab |
| Communications: | Div. 27 | E-VA |
| Single point ‘face plate’ near teachers work station to include: | Voice, data, VGA, audio enhancement, and HDMI | |
| Additional ports: | Printer | |
| 3 data ports for student use | Electronic white board | |
| Clock/PA | 2 wireless | |
| Fixed Equipment: | F1 Casework: | |
| 30” high base/wall cabinets near sinks | 123200 | |
| Paper storage cabinets | | |
| F2 Marker board | 101100 | |
| 16 LF primary | | |
| F5 Tack board flanking marker board | Plus two (2) parallel rows of continuous tack strips on all available walls (4 LF or longer) at 30” and 48” AFF | |
| F6 Manual projection screen (60”X60”)|115213| |
| F5 Soap dispenser (at each sink) | 102800 | |
| F6 Towel dispenser (at each sink) | 102800 | |
| F7 Casework: Wardrobe | 123200 | |
| F8 Display cases | | |
| Plumbing: | Div. 22 | |
| Sinks with solids interceptor | | |
| 2 large, deep sinks | | |
| Plumbing connections | | |
| Electrical: | Div. 26 | |
| Duplex receptacles | | |
| 3 per primary teaching wall | | |
| At least 2 per other walls | | |
| TVSS protected quad receptacle adjacent to each data port | | |
| Multi-level switching | | |
| Display/track lighting | | |

**NOTES:**

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

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

SPATIAL RELATIONSHIPS:
- Storage in the classroom

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

NOTES:
1. Loose furnishings and features shown represent one of many possible arrangements.
## GENERAL MUSIC ROOM

<table>
<thead>
<tr>
<th></th>
<th>Spec.</th>
<th>Ref.#</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Finishes1:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Flooring:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Carpet</td>
<td>096816</td>
<td></td>
</tr>
<tr>
<td>Base:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Resilient base</td>
<td>096519</td>
<td></td>
</tr>
<tr>
<td>Ceiling(10’ high minimum):</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Suspended, acoustical</td>
<td>095113</td>
<td></td>
</tr>
<tr>
<td>Walls:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Painted concrete masonry units</td>
<td>042000 / 099123</td>
<td></td>
</tr>
<tr>
<td>Communications:</td>
<td>Div. 27</td>
<td></td>
</tr>
<tr>
<td>Single point ‘face plate’ near teachers work station to include:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Voice, data, VGA , audio enhancement, and HDMI</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Additional ports:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Printer</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3 data ports for student use</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Electronic white board</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Clock/PA</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 wireless</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| **Features1:**       |       |       |
| Fixed Equipment:     |       |       |
| F1 Casework:         |       |       |
| Paper storage cabinets | 123200|       |
| F2 Marker board (16 LF) | 101100|       |
| 1/2 with music staff bars |       |       |
| F3 Tack board        | 101100|       |
| F4 Manual projection screen | 115213|       |
| F5 Casework:         |       |       |
| Wardrobe             | 123200|       |
| F6 Casework:         |       |       |
| Sink cabinet         | 123200|       |

**Plumbing:** Div. 22
- Plumbing connections
  - Drinking fountain
  - Sink

**Electrical:** Div. 26
- Duplex receptacles
  - 3 per primary teaching wall
  - 2 per other walls
- TVSS protected quad receptacle adjacent to each data and video port
- Multilevel switching

### NOTES:
1. Finishes/Features: Refer to Chapter 8 for specification references.
MULTI-PURPOSE LAB

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

SPATIAL RELATIONSHIPS:
- Near Academic Core Classrooms
- Near main Corridor
- Near Media Center
- Near Workroom/Teacher Office

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

CAPACITY:
- 20-24 students
- 1-2 staff

SIZE:
- 1,100 SF

ANCILLARY SPACES:
N/A

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

<table>
<thead>
<tr>
<th>Communications: Div. 27</th>
<th>Features¹:</th>
<th>Spec. Ref.#</th>
</tr>
</thead>
<tbody>
<tr>
<td>Single point ‘face plate’ near teachers work station to include: Voice, data, VGA, audio enhancement, and HDMI</td>
<td>Fixed Equipment:</td>
<td></td>
</tr>
<tr>
<td>Additional ports: Printer 3 data ports for student use Electronic white board Clock/PA 1 wireless</td>
<td>F1 Casework: Base cabinets and shelving</td>
<td>123200</td>
</tr>
<tr>
<td></td>
<td>F3 Casework: Wall shelving (24 LF - H 30-32&quot;)</td>
<td>123200</td>
</tr>
<tr>
<td></td>
<td>F4 Marker board (2 walls) 16 LF primary/8 LF secondary</td>
<td>101100</td>
</tr>
<tr>
<td></td>
<td>F5 Tack board flanking marker boards Plus two (2) parallel rows of continuous tack strips on all available walls (4 LF or longer) at 30” and 48” AFF</td>
<td></td>
</tr>
<tr>
<td></td>
<td>F6 Manual projection screen (60” X 60”)</td>
<td>115213³</td>
</tr>
<tr>
<td></td>
<td>F8 Casework: Wardrobe</td>
<td>123200</td>
</tr>
<tr>
<td>Plumbing: Div. 22 (optional)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sinks with solids interceptor Plumbing connections sinks, single/deep bowl</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Electrical: Div. 26</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Duplex receptacles 3 per primary teaching wall At least 2 per other walls Continuous raceway above countertop TVSS protected quad receptacle adjacent to each data and video port Multilevel switching</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## NOTES:
1. Finishes/Features: Refer to Chapter 8 for specification references.
**MEDIA CENTER**

<table>
<thead>
<tr>
<th>Spaces</th>
<th>Qty</th>
<th>S.F.</th>
<th>Total</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading/Learning/Circulation</td>
<td>1</td>
<td>1,600</td>
<td>1,600</td>
<td></td>
</tr>
<tr>
<td>- Laptop lab</td>
<td>1</td>
<td>800</td>
<td>800</td>
<td>May be a separate room</td>
</tr>
<tr>
<td>Office</td>
<td>1</td>
<td>150</td>
<td>150</td>
<td></td>
</tr>
<tr>
<td>Lockable computer storage</td>
<td>1</td>
<td>50</td>
<td>50</td>
<td></td>
</tr>
<tr>
<td>Telecom Head End Room</td>
<td>1</td>
<td>100</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td></td>
<td><strong>2,700</strong></td>
<td></td>
</tr>
</tbody>
</table>

![Diagram of media center spaces]
READING / LEARNING / CIRCULATION AREA

**CAPACITY:**
- 40 students
- 2 teachers
- 1 media specialist
- Community patrons after school hours

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

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

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

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

## Davis Swing School

### Reading / Learning / Circulation Area

<table>
<thead>
<tr>
<th>Spec.</th>
<th>Ref.#</th>
</tr>
</thead>
<tbody>
<tr>
<td>Flooring:</td>
<td>096816</td>
</tr>
<tr>
<td>Carpet</td>
<td></td>
</tr>
</tbody>
</table>

**Miscellaneous:**
- M1: Black and white printers
- M3: 2 bar code readers
- M6: 8 computers for student use
- M7: 2 computers for reference
- M8: 2 computers for staff use

### Fixed Equipment:
- F1: Library casework - see below
- F2: Motorized projection screen
- F3: 2 Marker board (8 LF each)
- F4: Display cases

### Electrical:
- Duplex receptacles
- TVSS protected quad receptacle adjacent to each data and video port
- Multi-level switching to allow for dimming part of the room
- Fluorescent lighting
- Means of egress lighting per code
- Central sound system
- Floor boxes (electrical/data) throughout reading room for flexible loose furnishings layout

### Communications:
- T2: Voice port and phone at circulation desk
- T3: 2 data ports at circulation desk
- T4: 8 data ports for student use
- T5: 2 data ports for printers
- T6: 2 data ports for automated data catalog

**Features:**
- Fixed Equipment:
  - F1: Library casework - see below
  - F2: Motorized projection screen
  - F3: 2 Marker board (8 LF each)
  - F4: Display cases

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

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

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

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


Calculating Shelving Dimensions
Provide approximately 200 linear feet of shelving. (confirm volumes with the first swing school)

Furniture

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

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

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

Computer Area

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

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

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

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

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

**CAPACITY:**
- 1-2 staff members

**SIZE:**
- 100 SF

**ANCILLARY SPACES:**
- Reading/Learning/Circulation Area (E-MC-1)

**NOTES:**
1. Loose furnishings and features shown represent one of many possible arrangements.
<table>
<thead>
<tr>
<th>Loose Furnishings:</th>
</tr>
</thead>
<tbody>
<tr>
<td>L1  6-8 technology racks</td>
</tr>
<tr>
<td>L2  Workstation</td>
</tr>
<tr>
<td>L3  Ergonomic task chair</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Electrical:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Div. 26</td>
</tr>
<tr>
<td>Duplex receptacles</td>
</tr>
<tr>
<td>Quad receptacles for electronic systems</td>
</tr>
<tr>
<td>Single-level switching</td>
</tr>
<tr>
<td>Fluorescent lighting</td>
</tr>
<tr>
<td>Central sound system</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Communications:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Div. 27</td>
</tr>
<tr>
<td>T1  Data network system</td>
</tr>
<tr>
<td>T2  Voice port and phone</td>
</tr>
<tr>
<td>T3  Telephone switchgear</td>
</tr>
<tr>
<td>T4  Video network control</td>
</tr>
<tr>
<td>T5  Satellite dish connection</td>
</tr>
<tr>
<td>T6  Satellite/cable system controls 17430 Access</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Spaces</th>
<th>Qty.</th>
<th>S.F.</th>
<th>Total</th>
<th>Comments</th>
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<tbody>
<tr>
<td>Welcome Center</td>
<td>1</td>
<td>250</td>
<td>250</td>
<td></td>
</tr>
<tr>
<td>Security Area w/ storage</td>
<td>1</td>
<td>75</td>
<td>75</td>
<td></td>
</tr>
<tr>
<td>Conference Room</td>
<td>1</td>
<td>200</td>
<td>200</td>
<td></td>
</tr>
<tr>
<td>Principal's Office</td>
<td>1</td>
<td>180</td>
<td>180</td>
<td></td>
</tr>
<tr>
<td>Business Office</td>
<td>1</td>
<td>120</td>
<td>120</td>
<td></td>
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<tr>
<td>Administrative Workroom</td>
<td>1</td>
<td>120</td>
<td>120</td>
<td></td>
</tr>
<tr>
<td>Parent Resource Center</td>
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<td>230</td>
<td>230</td>
<td>Near the front door.</td>
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<tr>
<td>Student Services/counselor</td>
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<td>150</td>
<td>150</td>
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</tr>
<tr>
<td>Health Suite</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Office</td>
<td>1</td>
<td>100</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>Waiting/Treatment Area</td>
<td>1</td>
<td>180</td>
<td>180</td>
<td></td>
</tr>
<tr>
<td>Cots</td>
<td>1</td>
<td>100</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>Storage</td>
<td>1</td>
<td>25</td>
<td>25</td>
<td></td>
</tr>
<tr>
<td>Toilet</td>
<td>1</td>
<td>50</td>
<td>50</td>
<td></td>
</tr>
<tr>
<td>Extended Day Office/Storage</td>
<td>1</td>
<td>250</td>
<td>250</td>
<td></td>
</tr>
<tr>
<td>Staff Lounge</td>
<td>1</td>
<td>400</td>
<td>400</td>
<td>Includes staff toilet with shower.</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td></td>
<td><strong>2430</strong></td>
<td></td>
</tr>
</tbody>
</table>

**Diagram:**

The diagram shows the layout of the school's administration spaces, with labeled rooms connected by arrows indicating flow or connectivity. The labels include rooms like the Welcome Center, Principal's Office, Conference Room, Student Services, and more, each with designated locations as marked in the diagram.

---

April 2016

Page 31
WELCOME CENTER

PROGRAM ACTIVITIES:
- Greeting visitors
- Waiting for students or staff
- Student waiting/pick up area
- Workstation for administrative assistant

SPATIAL RELATIONSHIPS:
- Located inside the main Administrative Area
- Centrally located to Administrative Area
- Near public restrooms
- Maximize view to the exterior and main entry

ENVIRONMENTAL CONSIDERATIONS:
- Uniform lighting, areas of soft lighting
- Environmental sound control:
  - Wall minimum: STC 45
  - Ceiling minimum: CAC 35
- Adequate ventilation
- Electrical outlets for equipment
- Administrative area should be mechanically zoned for year round use.
- Windows to provide natural light

Communications:
- T1 2 voice port and phone at workstations
- T2 Fax port
- T3 Voice port and phone at waiting area
- T4 data ports for printer
- T6 Data port near each workstation

Fixed Equipment:
- F1 Finish carpentry
  - Reception counter 064123
- F2 Tack board (8 LF) 101100
- F3 Closet shelving 064123

Electrical:
- Duplex receptacles
- TVSS protected quad receptacle adjacent to each data port

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

April 2016
SECURITY AREA

PROGRAM ACTIVITIES:
- Check-in/out visitors
- Monitor main entrance to school
- Workstation for security office

SPATIAL RELATIONSHIPS:
- Adjacent to main entry

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

CAPACITY:
- Security officer

NOTES:
Loose furnishings and features shown represent one of many possible arrangements.
CONFERENCE ROOM

PROGRAM ACTIVITIES:
- Conferences with staff, students, parents, and visitors

SPATIAL RELATIONSHIPS:
- Near Welcome Center
- Centrally located within Administrative Area
- Adjacent and access to Principal’s Office

ENVIRONMENTAL CONSIDERATIONS:
- Uniform lighting, appropriate to task
- Environmental sound control:
  - Wall minimum: STC 45
  - Ceiling minimum: CAC 40
- Electrical outlets for equipment
- Windows to provide natural light, desirable
- Auditory privacy

Features:

<table>
<thead>
<tr>
<th>Spec.</th>
<th>Ref.#</th>
<th>Fixed Equipment</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>F1 Marker board (8 LF) 101100</td>
</tr>
<tr>
<td></td>
<td></td>
<td>F2 Casework: Base/wall cabinets (6 LF) 123200</td>
</tr>
<tr>
<td></td>
<td></td>
<td>F3 Manual projection screen 115213</td>
</tr>
<tr>
<td></td>
<td></td>
<td>F4 Tack board (8 LF) 101100</td>
</tr>
<tr>
<td></td>
<td></td>
<td>T2 Voice port and phone Div. 27</td>
</tr>
<tr>
<td></td>
<td></td>
<td>T3 2 data ports</td>
</tr>
</tbody>
</table>

NOTES:

1. Loose furnishings and features shown represent one of many possible arrangements.
CAPACITY:
- Principal

SIZE:
- 180 SF

ANCILLARY SPACES:
- Conference Room (E-AD-3)

PROGRAM ACTIVITIES:
- Conferences with students, parents, teachers, staff, and visitors
- Curriculum development
- Research and planning
- Telephone communications
- Dealing with personnel issues
- Coordination of school and support services

SPATIAL RELATIONSHIPS:
- Near main entry
- Near administrative assistant
- Adjacent and access to Conference Room

ENVIRONMENTAL CONSIDERATIONS:
- Uniform lighting, appropriate to task
- Environmental sound control:
  - Wall minimum: STC 45
  - Ceiling minimum: CAC 35
- Electrical outlets for equipment
- Windows to provide natural light
- One area should be especially child-scaled and friendly for working with individual children
- Auditory privacy
- Back door to secondary corridor, desirable

Features:
Fixed Equipment:
- F1 Tack board (4 LF) 101100
- Wall mounted coat rack/shelf

Communications:
- T1 Voice port and phone
- T2 Data port near workstation
- T3 Data port for printer

NOTES:
1. Loose furnishings and features shown represent one of many possible arrangements.
SIZE:
- 120-150 SF

ANCILLARY SPACES:
N/A

PROGRAM 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

SPATIAL RELATIONSHIPS:
- May be located near Academic Core for supervision
- May be located near administration suite

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

Features:
Fixed Equipment:
F1 Tack board (4 LF) 101100
F2 Casework: Wardrobe 103200

Communications:
T1 Voice port and phone
T2 2 data ports
T3 Data port for printer

NOTES:
1. Loose furnishings and features shown represent one of many possible arrangements.
CAPACITY:
- Secretaries and Administrators
- Volunteers
- Staff

SIZE:
- Varies, see table

ANCILLARY SPACES:
- Mail Room (E-AD-8)

PROGRAM ACTIVITIES:
- Copying
- Collating
- Sorting of files
- Preparing communications for mailing
- Binding reports
- Telephone communications

SPATIAL RELATIONSHIPS:
- Near Welcome Center
- Adjacent to Mail Room

ENVIRONMENTAL CONSIDERATIONS:
- Uniform lighting, appropriate to task
- Environmental sound control:
  - Wall minimum: STC 45
  - Ceiling minimum: CAC 35
- Adequate ventilation
- Electrical outlets for equipment
- Organize for efficient work flow and sufficient clearance for several people to work at one time

Features:
- Fixed Equipment:
  - F1 Casework: 123200
  - Base/wall cabinets and shelving
  - F2 Marker board (4 LF) 101100

NOTES:
1. Loose furnishings and features shown represent one of many possible arrangements.
CAPACITY:
- Parents
- PTO/PTA members
- Volunteers

SIZE:
- Varies, see table

ANCILLARY SPACES:
N/A

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

SPATIAL RELATIONSHIPS:
- Near Welcome Center
- Near Lobby Entrance
- Near Public Restrooms

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

<table>
<thead>
<tr>
<th>Features</th>
<th>Spec.</th>
<th>Ref.#</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fixed Equipment:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>F1 Casework:</td>
<td></td>
<td>123200</td>
</tr>
<tr>
<td>Base/wall cabinets</td>
<td></td>
<td></td>
</tr>
<tr>
<td>F2 Casework</td>
<td></td>
<td>123200</td>
</tr>
<tr>
<td>Wardrobe cabinet</td>
<td></td>
<td></td>
</tr>
<tr>
<td>F3 Casework</td>
<td></td>
<td>123200</td>
</tr>
<tr>
<td>Storage cabinets</td>
<td></td>
<td></td>
</tr>
<tr>
<td>F4 Marker board (8 LF)</td>
<td></td>
<td>101100</td>
</tr>
<tr>
<td>F5 Tack board (8 LF)</td>
<td></td>
<td>101100</td>
</tr>
<tr>
<td>F6 Soap dispenser</td>
<td></td>
<td>102800</td>
</tr>
<tr>
<td>F7 Towel dispenser</td>
<td></td>
<td>102800</td>
</tr>
</tbody>
</table>

Plumbing: (optional) Div. 22
- Plumbing connections
  - Sink, single/deep bowl
  - Hook-up for ice maker

Communications: Div. 27
- T2 Voice port and phone
- T3 Data port

NOTES:
Loose furnishings and features shown represent one of many possible arrangements.
CAPACITY:
- Staff
- Students
- Parents
- Visitors

SIZE:
- 100-150 SF

ANCILLARY SPACES:
- Treatment Area (E-AD-16)
- Storage (E-AD-18)

SPATIAL RELATIONSHIPS:
- Adjacent and access to Treatment Area
- Adjacent and access to Storage

ENVIRONMENTAL CONSIDERATIONS:
- Uniform lighting
- Environmental sound control:
  - Wall minimum: STC 40
  - Ceiling minimum: CAC 35
- Visual control to Welcome Center or corridor
- Visual and auditory privacy

Communications: Div. 27
- T1 Voice port and phone
- 2 Data port for printer
- T3 Data port near workstation

NOTES:
1. Loose furnishings and features shown represent one of many possible arrangements.
WAITING/TREATMENT AREA
E-AD-16

CAPACITY:
- 1 staff member/volunteer/nurse
- Students

SIZE:
- 150 SF

ANCILLARY SPACES:
- Office (E-AD-15)
- Cots
- Storage

Communications:
- T1 Voice port and phone
- T2 Data port

PROGRAM 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
- Environmental sound control:
  - Wall minimum: STC 45
  - Ceiling minimum: CAC 35
- Stain-resistant floor covering
- Sink with hot and cold water
- Adequate ventilation
- Electrical outlets for equipment
- Locate away from rooms with copiers, interferes with hearing screening
- Auditory and visual privacy
- Visual control to Office/Waiting or Welcome Center

Spec. Features:

<table>
<thead>
<tr>
<th>Spec. Features</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fixed Equipment:</td>
</tr>
<tr>
<td>F1 Casework:</td>
</tr>
<tr>
<td>Base/wall cabinets 123200</td>
</tr>
<tr>
<td>Place for refrigerator</td>
</tr>
<tr>
<td>F2 Casework:</td>
</tr>
<tr>
<td>Tall storage 123200</td>
</tr>
<tr>
<td>F3 Cubicle curtain 102123</td>
</tr>
<tr>
<td>F4 Soap dispenser 102800</td>
</tr>
<tr>
<td>F5 Towel dispenser 102800</td>
</tr>
<tr>
<td>Tackboard</td>
</tr>
</tbody>
</table>

Div. 27

Plumbing:
- Plumbing connections
- Single sink w/hands-free gooseneck

Div. 22

Electrical:
- Duplex receptacles
- TVSS protected quad receptacle adjacent to each data port
- Single-level switching

NOTES:
1. Loose furnishings and features shown represent one of many possible arrangements.
GOAL:
- To provide a place for students and staff to lie down when feeling ill

PROGRAM ACTIVITIES:
- A resting place for students and staff when feeling ill

SPATIAL RELATIONSHIPS:
- Located within Health Suite
- Near welcome center

ENVIRONMENTAL CONSIDERATIONS:
- Uniform lighting/dimmable lighting
- Environmental sound control:
  - Wall minimum: STC 45
  - Ceiling minimum: CAC 35
- Stain-resistant floor covering
- Adequate ventilation
- Auditory and visual privacy
- Visual control from Office/Waiting

CAPACITY:
- Staff
- Students

SIZE:
- 100 SF

NOTES:
1. Loose furnishings and features shown represent one of many possible arrangements. Finishes/Features: Refer to Chapter 8 for specification references.
STORAGE

GOAL:
- To provide storage for medical supplies and equipment

PROGRAM ACTIVITIES:
- Storing chemicals, equipment, and supplies

SPATIAL RELATIONSHIPS:
- Adjacent and access to Office/Waiting

ENVIRONMENTAL CONSIDERATIONS:
- Uniform lighting
- Security of equipment, supplies, and medicines
- Security of door

Fixed Equipment:
- F1 Storage shelving: 12" deep
- F2 Storage shelving: 18" deep

NOTES:
1. Loose furnishings and features shown represent one of many possible arrangements.
### TOILET

**E-AD-19**

#### CAPACITY:
- Students
- Staff

#### SIZE:
- 50 SF

#### ANCILLARY SPACES:
N/A

#### PROGRAM ACTIVITIES:
- Personal and health needs for the health suite
- Changing clothing

#### SPATIAL RELATIONSHIPS:
- Located within Health Suite

#### ENVIRONMENTAL CONSIDERATIONS:
- Uniform lighting
- Environmental sound control:
  - Wall minimum: STC 45
  - Ceiling minimum: CAC 35
- Moisture- and stain-resistant finishes
- Adequate exhaust/ventilation

#### Spec. Features:

<table>
<thead>
<tr>
<th>Feature</th>
<th>Ref. #</th>
</tr>
</thead>
<tbody>
<tr>
<td>F1 Towel dispenser</td>
<td>102800</td>
</tr>
<tr>
<td>F2 24&quot; x 60&quot; mirror</td>
<td>102800</td>
</tr>
<tr>
<td>F3 Toilet tissue holder</td>
<td>102800</td>
</tr>
<tr>
<td>F4 36&quot; and 42&quot; grab bars</td>
<td>102800</td>
</tr>
<tr>
<td>F5 Soap dispenser</td>
<td>102800</td>
</tr>
<tr>
<td>F6 Sanitary dispenser</td>
<td>102800</td>
</tr>
<tr>
<td>F7 Sanitary disposal</td>
<td>102800</td>
</tr>
<tr>
<td>F8 Coat hook</td>
<td>102800</td>
</tr>
<tr>
<td>F9 Casework: Wall cabinet</td>
<td>103200</td>
</tr>
</tbody>
</table>

#### Plumbing:
- Div. 22
- Wall-mounted water closet
- Wall-mounted lavatory
- Plumbing connections
- Floor drain

#### NOTES:
1. Loose furnishings and features shown represent one of many possible arrangements.
STAFF LOUNGE

PROGRAM ACTIVITIES:
• Staff dining
• Relaxation

SPATIAL RELATIONSHIPS:
• Near Academic Classrooms
• Access to Main Corridor
• May be divided among floors

ENVIRONMENTAL CONSIDERATIONS:
• Uniform lighting, appropriate to task
• Environmental sound control:
  • Wall minimum: STC 45
  • Ceiling minimum: CAC 40
• Electrical outlet for equipment
• Windows to provide natural light, desirable

Spec.
Features1:

<table>
<thead>
<tr>
<th>Fixed Equipment:</th>
<th>Ref.#</th>
</tr>
</thead>
<tbody>
<tr>
<td>Casework:</td>
<td></td>
</tr>
<tr>
<td>Base/wall cabinets</td>
<td>123200</td>
</tr>
<tr>
<td>24” x 60” mirror</td>
<td>102800</td>
</tr>
<tr>
<td>Toilet tissue dispenser</td>
<td>102800</td>
</tr>
<tr>
<td>36” and 42” grab bars</td>
<td>102800</td>
</tr>
<tr>
<td>Soap dispenser</td>
<td>102800</td>
</tr>
<tr>
<td>Towel dispenser</td>
<td>102800</td>
</tr>
<tr>
<td>Shower curtain with rod</td>
<td>102800</td>
</tr>
<tr>
<td>ADA shower accessories</td>
<td>102800</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plumbing:</th>
<th>Div. 22</th>
</tr>
</thead>
<tbody>
<tr>
<td>Plumbing connections</td>
<td></td>
</tr>
<tr>
<td>Wall-mounted lavatory</td>
<td></td>
</tr>
<tr>
<td>Wall-mounted water closet</td>
<td></td>
</tr>
<tr>
<td>Floor drains - in restroom and shower</td>
<td></td>
</tr>
</tbody>
</table>

NOTES:
1. Loose furnishings and features shown represent one of many possible arrangements.
### Dinning and Food Services

<table>
<thead>
<tr>
<th>Spaces</th>
<th>Suggested</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Qty.</td>
<td>S.F.</td>
</tr>
<tr>
<td>Student Dining Area/Multi-purpose</td>
<td>1</td>
<td>2250</td>
</tr>
<tr>
<td>Chair and Table Storage</td>
<td>1</td>
<td>200</td>
</tr>
<tr>
<td>Food Prep</td>
<td>1</td>
<td>400</td>
</tr>
<tr>
<td>Servery</td>
<td>1</td>
<td>300</td>
</tr>
<tr>
<td>Dry Storage</td>
<td>1</td>
<td>150</td>
</tr>
<tr>
<td>Freezer &amp; Cooler</td>
<td>1</td>
<td>400</td>
</tr>
<tr>
<td>Ware washing</td>
<td>1</td>
<td>75</td>
</tr>
<tr>
<td>Toilet/Lockers</td>
<td>1</td>
<td>75</td>
</tr>
<tr>
<td>Cleaning Storage</td>
<td>1</td>
<td>50</td>
</tr>
<tr>
<td>Food Service Office</td>
<td>1</td>
<td>100</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>1</td>
<td>4000</td>
</tr>
</tbody>
</table>

**Comments:** The overall total for the Dining and Food Services area may be + or – 15%.
GOALS:
- To provide a pleasant atmosphere for students to eat meals
- To provide a flexible meeting space for groups if needed

PROGRAM ACTIVITIES:
- Student dining
- School and community programs
- Meetings and activities

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

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

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

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

ANCILLARY SPACES:
- Serving Area (E-SD-3B)
This space consists of the following areas:
- Food Preparation Area: 650
- Dry Food Storage: 225
- Freezer: 150
- Cooler: 250
- Ware Washing: 100
- Paper Storage: 100
- Lockers: 75
- Toilet: 50
- Food Service Office: 100

A space plate follows for each of these areas.

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

PROGRAM ACTIVITIES:
- Prep food
- Serve food
- Storage
- Point of sale

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

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

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

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

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

ANCILLARY SPACES:
- Student Dining Area/Multipurpose (E-SD-1)

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

CAPACITY:
- Staff

SIZE:
- Varies, see table

GOAL:
- To prepare student meals

PROGRAM ACTIVITIES:
- Prepare food

SPATIAL RELATIONSHIPS:
- Adjacent to Student Dining Area/Multipurpose
- Open to Serving Area

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

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

<table>
<thead>
<tr>
<th>Specification</th>
<th>Spec.</th>
<th>Ref.#</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Finishes:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Flooring:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Easy clean, non-slip flooring - Single surface poured or rolled flooring</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Base:</td>
<td></td>
<td>096519</td>
</tr>
<tr>
<td>Resilient base</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ceiling:</td>
<td></td>
<td>095113</td>
</tr>
<tr>
<td>Cleanable, suspended, acoustical</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Walls:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Epoxy-painted concrete masonry units</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Water areas of kitchen, eg. Dish room, pot sink area.</td>
<td>042000 / 099123</td>
<td></td>
</tr>
<tr>
<td><strong>Features:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(Specifications from DCPS):</td>
<td></td>
<td></td>
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<tr>
<td>Equipment:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Pot washing sinks</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Food Preparation Sinks</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Hand Sinks with adjacent trash bin</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Work Tables</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Warming/Holding/Cabinets</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Refrigeration - Reach-ins</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Storage shelving</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Mop washing sink</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Lockable chemical storage</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Exhaust Hood Systems, including Fire Suppression</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Combi oven</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Convection steamer</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Range, with oven, convection base</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Ware Washing Machine with appropriate accessories (tables, booster heater, disposer, etc.)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Notes:**
1. Finishes/Features: Refer to Chapter 8 for specification references.
GOAL:
• To provide serving station for those seeking meals or snacks

PROGRAM ACTIVITIES:
• Serve food

SPATIAL RELATIONSHIPS:
• Within Student Dining Area/Multipurpose or Food Preparation Area
• Beginning of serving line should be near entry door of Student Dining Area/Multipurpose
• Adjacent and access to Student Dining Area/Multipurpose
• Open to Food Preparation Area

ENVIRONMENTAL CONSIDERATIONS:
• Uniform lighting
• Cleanable building services
• Electrical connections for food service equipment

CAPACITY:
• Students
• Staff
• Community

ANCILLARY SPACES:
• Student Dining Area/Multipurpose (E-SD-1)
• Kitchen (E-SD-3)

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

<table>
<thead>
<tr>
<th>Spec.</th>
<th>Ref.#</th>
</tr>
</thead>
</table>

### Finishes¹:
- Flooring:
  - Quarry tile 093000
- Base:
  - Quarry tile base 093000
- Ceiling:
  - Cleanable, suspended, acoustical 095113
- Walls:
  - Epoxy-painted concrete masonry units 042000 / 099123

### Loose Furnishings:
- N/A

### Miscellaneous:
- Cash registers at end of service

### Fire Suppression:
- Fire suppression system

### Plumbing:
- Connections to food service equipment
- Plumbing and gas connections
- Hand washing lavatory
- Floor drains

### HVAC:
- Supply/return air system
- Independent temperature control
- Kitchen canopy exhaust system
- Air conditioning

### Electrical:
- Single-level switching
- Fluorescent lighting
- Illumination level: See Table 7600-16
- Central sound system
- Duplex receptacles along permanent perimeter walls
- Electrical supply to support equipment specified
- Clock
- Circuits for portable generator
- TVSS protected quad receptacle adjacent to data and video ports

### Communications:
- T1 1 voice port and phone
- T2 2 data ports at cash registers or per salad bar

### Electronic Safety and Security:
- Life safety devices per code

### Fixed Equipment:
- Drop-In Individually Controlled Heated Electric Food Wells, Full Service Sneeze Guard with overshelf may use existing milk box or a new airscreen refrigerator for beverages. Size of equipment and number of are determined by space available. A Drop-In Self-Contained Refrigerated Cold Pan will also be included for side items. Counter and sneeze guards are lower than normal for better viewing and service to elementary students.

### NOTES:
1. Finishes/Features: Refer to Chapter 8 for specification references.
## PHYSICAL EDUCATION AND ASSEMBLY

<table>
<thead>
<tr>
<th>Spaces</th>
<th>Qty.</th>
<th>S.F.</th>
<th>Total</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>PE/Assembly</td>
<td>1</td>
<td>3,000</td>
<td>3,000</td>
<td>As is</td>
</tr>
<tr>
<td>Stage</td>
<td>1</td>
<td>800</td>
<td>800</td>
<td>As is</td>
</tr>
<tr>
<td>Chair and Table Storage</td>
<td>1</td>
<td>200</td>
<td>200</td>
<td></td>
</tr>
<tr>
<td>PE Storage</td>
<td>1</td>
<td>150</td>
<td>150</td>
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<tr>
<td>PE Office</td>
<td>1</td>
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<tr>
<td><strong>Total</strong></td>
<td></td>
<td></td>
<td><strong>4,250</strong></td>
<td></td>
</tr>
</tbody>
</table>
PE/Assembly Room

CAPACITY:
• 20-24 students per class
• Teacher
• Parents and community members for meetings
• Assemblies to accommodate at least 1/2 of the student body

SIZE:
• As is

ANCILLARY SPACES:
• P.E. Office (E-PE-2)
• P.E. Storage (E-PE-4)
• Stage (E-PE-5)

PROGRAM ACTIVITIES:
• Athletic skills and leader games
• Adaptive physical education
• Student assemblies and programs
• Lectures/Teaching
• Community use

SPATIAL RELATIONSHIPS:
• Near public restrooms, with easy access
• Access to outdoor physical education play areas
• May be adjacent to Student Dining Area with folding wall between
• Near visitor parking
• Located with easy access to rest of school, but must be able to close off area for security during evening activities
• Adjacent and access to P.E. Office
• Adjacent and access to P.E. Storage
• Adjacent and access to Stage

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

NOTES:
1. Loose furnishings and features shown represent one of many possible arrangements.
2. This size space will not accommodate a full-size basketball court.
## DCPS EDUCATIONAL SPECIFICATION

### DAVIS SWING SCHOOL

#### PE/ Assembly Room

<table>
<thead>
<tr>
<th>Spec.</th>
<th>Features¹:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Finishes¹:</strong></td>
<td><strong>Ref.#</strong></td>
</tr>
<tr>
<td><strong>Flooring:</strong></td>
<td></td>
</tr>
<tr>
<td>Wood strip flooring for athletic applications or Resilient athletic flooring</td>
<td>096466</td>
</tr>
<tr>
<td><strong>Base:</strong></td>
<td></td>
</tr>
<tr>
<td>Vented resilient base</td>
<td>096466</td>
</tr>
<tr>
<td><strong>Ceiling:</strong></td>
<td></td>
</tr>
<tr>
<td>Painted exposed structure on acoustical deck</td>
<td>099923</td>
</tr>
<tr>
<td><strong>Walls:</strong></td>
<td></td>
</tr>
<tr>
<td>Painted concrete masonry units</td>
<td>042000 + 099123</td>
</tr>
<tr>
<td>Acoustical wall treatment</td>
<td>098400</td>
</tr>
<tr>
<td>And/or sound absorbing concrete masonry units</td>
<td>042000</td>
</tr>
<tr>
<td><strong>Communications:</strong></td>
<td><strong>Div. 27</strong></td>
</tr>
<tr>
<td>T1 Video/</td>
<td></td>
</tr>
<tr>
<td>T2 Voice port and phone</td>
<td></td>
</tr>
<tr>
<td>T3 Microphone port</td>
<td></td>
</tr>
<tr>
<td>T4 Intercom</td>
<td></td>
</tr>
<tr>
<td>T5 Outside microphone ports/portable System (wireless mics)</td>
<td></td>
</tr>
<tr>
<td>T6 Data port</td>
<td></td>
</tr>
<tr>
<td>Jacks for sound system</td>
<td></td>
</tr>
<tr>
<td><strong>Electronic Safety and Security:</strong></td>
<td><strong>Div. 28</strong></td>
</tr>
<tr>
<td>Life safety devices per code</td>
<td></td>
</tr>
<tr>
<td><strong>Fixed Equipment:</strong></td>
<td><strong>Ref.#</strong></td>
</tr>
<tr>
<td>F1 Basketball backstops, adjustable height (ceiling hung or portable)</td>
<td>116600</td>
</tr>
<tr>
<td>F2 Operable partition, motorized</td>
<td>102226</td>
</tr>
<tr>
<td>F3 Chin-up bars</td>
<td>116600</td>
</tr>
<tr>
<td>F4 Volleyball standards</td>
<td></td>
</tr>
<tr>
<td><strong>Fire Suppression:</strong></td>
<td><strong>Div. 21</strong></td>
</tr>
<tr>
<td>Fire suppression system</td>
<td></td>
</tr>
<tr>
<td><strong>HVAC:</strong></td>
<td><strong>Div. 23</strong></td>
</tr>
<tr>
<td>Supply/return air system</td>
<td></td>
</tr>
<tr>
<td>Independent temperature control</td>
<td></td>
</tr>
<tr>
<td><strong>Electrical:</strong></td>
<td><strong>Div. 26</strong></td>
</tr>
<tr>
<td>Duplex receptacles</td>
<td></td>
</tr>
<tr>
<td>TVSS protected quad receptacle adjacent to each data and video port</td>
<td></td>
</tr>
<tr>
<td>Electrical connections to P.E. equipment where necessary</td>
<td></td>
</tr>
<tr>
<td>Single-level switching</td>
<td></td>
</tr>
<tr>
<td>High intensity discharge lighting Illumination level: See Table 7600-16</td>
<td></td>
</tr>
<tr>
<td>Means of egress lighting per code</td>
<td></td>
</tr>
<tr>
<td>Clock</td>
<td></td>
</tr>
<tr>
<td>Central sound system</td>
<td></td>
</tr>
<tr>
<td>Gymnasium sound system</td>
<td></td>
</tr>
<tr>
<td>Provide wire guards on light fixtures and electrical devices</td>
<td></td>
</tr>
</tbody>
</table>

### NOTES:

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

GOAL:
- To provide space for students to present performances

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

SPATIAL RELATIONSHIPS:
- Near music rooms with ramp access

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

CAPACITY:
- Students
- Teachers
- Parents/volunteers
- Community members

SIZE:
- As is

ANCILLARY SPACES:
- PE/Assembly (E-PE-1)

NOTES:
Loose furnishings and features shown represent one of many possible arrangements.
## STAGE
### E-PE-5

<table>
<thead>
<tr>
<th></th>
<th></th>
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<tbody>
<tr>
<td><strong>Finishes¹:</strong></td>
<td><strong>Ref.#</strong></td>
<td><strong>Ref.#</strong></td>
</tr>
<tr>
<td><strong>Flooring:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wood strip flooring for athletic applications</td>
<td>096466</td>
<td></td>
</tr>
<tr>
<td><strong>Base:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Vented</td>
<td>096466</td>
<td></td>
</tr>
<tr>
<td><strong>Ceiling:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Suspended, acoustical</td>
<td>095113</td>
<td></td>
</tr>
<tr>
<td>or painted exposed structure</td>
<td>099123</td>
<td></td>
</tr>
<tr>
<td><strong>Walls:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Painted concrete masonry units</td>
<td>042000 / 099123</td>
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</tr>
</tbody>
</table>

### Communications:

<table>
<thead>
<tr>
<th>Div. 27</th>
</tr>
</thead>
<tbody>
<tr>
<td>T1 2 video port, monitor, VCR, and bracket</td>
</tr>
<tr>
<td>T2 Voice port and phone</td>
</tr>
<tr>
<td>T3 2 data ports on stage</td>
</tr>
<tr>
<td>T4 Data port in center of stage apron</td>
</tr>
</tbody>
</table>

### Fixed Equipment:

<table>
<thead>
<tr>
<th>Ref.#</th>
</tr>
</thead>
<tbody>
<tr>
<td>F1 Operable partition, manual</td>
</tr>
<tr>
<td>F2 Theatre and stage equipment</td>
</tr>
<tr>
<td>F3 Mirror</td>
</tr>
<tr>
<td>F4 Motorized projection screen</td>
</tr>
</tbody>
</table>

### Fire Suppression:

<table>
<thead>
<tr>
<th>Div. 21</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fire suppression system</td>
</tr>
</tbody>
</table>

### Plumbing: Div. 22

| Fire protection system |

### Electrical: Div. 26

<table>
<thead>
<tr>
<th>Duplex receptacles</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 to be located in apron at front of stage</td>
</tr>
<tr>
<td>TVSS protected quad receptacle adjacent to each data and video port</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Multilevel switching</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fluorescent lighting</td>
</tr>
<tr>
<td>Illumination level: See Table 7600-16</td>
</tr>
<tr>
<td>Clock</td>
</tr>
<tr>
<td>Adjustable lighting tracks for front of stage, center of stage, and back of stage</td>
</tr>
<tr>
<td>Central sound system</td>
</tr>
<tr>
<td>1 microphone jack to be located in apron at front of stage</td>
</tr>
</tbody>
</table>

## NOTES:

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

E-PE-4

Program Activities:
- Storage

Spatial Relationships:
- Adjacent and access to Gymnasium

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

Features:

<table>
<thead>
<tr>
<th>Spec. Ref.#</th>
</tr>
</thead>
<tbody>
<tr>
<td>F1</td>
</tr>
<tr>
<td>F2</td>
</tr>
<tr>
<td>F3</td>
</tr>
</tbody>
</table>

NOTES:
Loose furnishings and features shown represent one of many possible arrangements.
CAPACITY:
- 1-2 teachers
- Student teachers

SIZE:
- 250 SF

ANCILLARY SPACES:
- PE/Assembly (E-PE-1)

PROGRAM ACTIVITIES:
- Ordering
- Scheduling
- Planning
- Maintaining records
- Meetings

SPATIAL RELATIONSHIP:
- Adjacent and access to Gymnasium
- Near restrooms

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

Spec.

Features1:  Ref.#
Fixed Equipment:
F1 Tack board (4 LF)  101100
F8 Coat hook 102800

Communications:  Div. 27
T1 Voice port and phone
T2 Data port near teacher workstation
T3 Data port for printer

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

April 2016
## ENGINEERING AND CUSTODIAN

<table>
<thead>
<tr>
<th>Spaces</th>
<th>Qty</th>
<th>S.F.</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Supply Storage / Receiving</td>
<td>1</td>
<td>350</td>
<td>350</td>
</tr>
<tr>
<td>Outdoor storage</td>
<td>1</td>
<td>150</td>
<td>150</td>
</tr>
<tr>
<td>Custodial/Engineer Office</td>
<td>1</td>
<td>150</td>
<td>150</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td></td>
<td><strong>600</strong></td>
</tr>
</tbody>
</table>

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

![Diagram of Engineering and Custodian Spaces](image-url)
SUPPLY STORAGE/RECEIVING

CAPACITY:
- Maintenance personnel

SIZE:
- 350 SF

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

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

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

ENVIRONMENTAL CONSIDERATIONS:
- Uniform lighting
- Supplemental heating source
- Double door with removable mullions
- Overhead door to service courtyard
GOAL:
- To provide an area for the maintenance manager, staff, and building engineer to provide supervision of the physical plan

PROGRAM ACTIVITIES:
- Conferences with staff and other visitors
- Telephone calls
- Paperwork

SPATIAL RELATIONSHIPS:
- Adjacent and access to Supply Storage/Receiving
- Access to corridor

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

CAPACITY:
- Maintenance and custodial staff
- Building engineer

SIZE:
- 150 SF

ANCILLARY SPACES:
- Supply Storage/Receiving (E-EC-2)
PLAYGROUNDS

AREA REQUIRED

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

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

a. Plan for play activities that include rocking, swinging, balancing, climbing, and sliding.

b. Include tables and chairs for age group

c. Locate equipment with moving parts, such as swings, at the perimeter of the play area. Use fence or planting beds to prevent children from inadvertently stepping into path of moving equipment.

Example of Pre-kindergarten to Grade 1 Play Area
Figure B-1
a. Design for grades 1 through 3.

b. Plan for play activities that include rocking, swinging, balancing, climbing, and sliding.

c. Plan for upper-body strengthening devices such as a parallel bar and overhead ladder play equipment.
a. Design for grades 4 and 5.

b. Intermediate play area may be combined with primary play area and a ‘tot track’ designed around both play areas.

c. Include an outdoor science classroom that may include a garden.

d. Plan for 1 full basketball court (50 feet by 84 feet) or 2 half courts (50 feet by 42 feet).

Example of Intermediate Play Area
Figure B-3
SOFT SURFACE PLAY AREA

1. Soft surfaces are provided under play equipment and must be handicapped accessible.

2. Surfacing is to be a poured polyurethane surface. Avoid using black surfacing.

ACCESSIBILITY STANDARDS

1. Plan for ramps and/or transfer points on composite play structures for access to play components on elevated decks. Meet the Americans with Disabilities Act guidelines for percentage of components that are to be accessible by ramp and by transfer deck. See Figure E-1.

2. Provide table and benches along accessible route.

3. Provide upper-body strengthening devices as appropriate for age group and amount of supervision.

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