Draft
Educational Specifications for Stoddert Campus School

January 2009

District of Columbia Public Schools

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

THE MISSION: To Make Dramatic Improvement In the Achievement of All Students Today In Preparation for Their World Tomorrow

CORE BELIEFS:
Children First
Parents Are Our Partners
Victory Is In the Classroom
It Takes A Village to Raise A Child
Leadership and Accountability Are the Keys to Our Success

School Advisory Committee Members

Introduction

This document articulates the requirements for a new pre-kindergarten through 8th grade school. It describes the current and planned educational programs and services, the community characteristics that may affect facilities planning, and the opportunities and challenges associated with the design and construction.

Scope and Justification

This project is the modernization of Stoddert Elementary School The existing school was built in 1932 and added to in 1993. Due to the historic significance of the older building, Stoddert is slated for modernization/addition. This project will more than double the size of the existing school. The 6.5 acre site will allow an addition.

The architect will minimize significant reconstruction in the older building and utilize the addition for major program elements such as the dining and media spaces. Square feet standards are guidelines and the architect may allow 10-15% variance when working with the existing structure.

The Student Population

The Stoddert ES enrollment has hovered around 200-225 students since 1999. Of the 211 student who lived in boundary in 2005, 150 attended the school. The remaining enrollment came from out-of-area transfers.

The capacity for the modernized building is based on the standards established in the Master Education Plan that sets a minimum school size of 300 students. Average class sizes of 20:1 in the lower grades and 23:1 in the intermediate grades was also established in the Master Educational Plan.

Co-location/Share Use

This project will be a public-public partnership with the District of Columbia Department of Parks and Recreation. Because of the ball fields this site is an excellent location for a recreation center that provides children's activities for after school and summer programs. The specifications include spaces for the Stoddert program and students, spaces for the recreation center, and shared spaces that would be used by the school during the school day/year and the recreation program at other times.

Community

The parent and neighborhood community has been working on the planning for this project since 1994. It will be important to continue to involve them in the location and impact of the addition.

Overview of Planning Concepts

Maximizing the Capabilities of the Existing Building

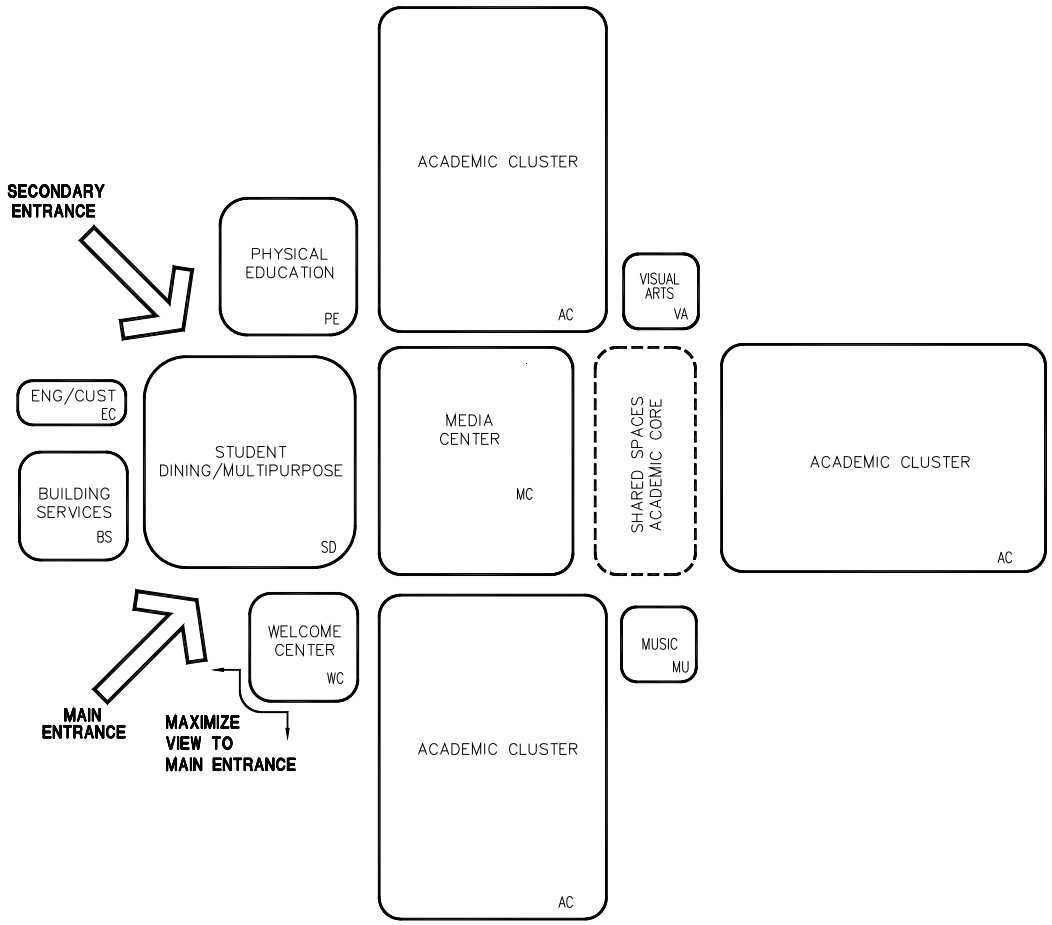
The architect will be expected to minimize the movement of 'hard' walls and fit the proposed programmed spaces into the existing building. Tolerances of + or – 5-10% are acceptable as is the combination of spaces within a suite. Adjacencies as specified are desirable, but options may be considered and should be reviewed with the planning committee.

Academic Cluster Concept

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

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

Diagram Intro A



Core Instructional Spaces

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

Special Education

Special education facilities will be integrated throughout the school to support the concepts of inclusion and the specialized requirements for the students. Special attention will be given to accessibility of all facilities and an integrated learning program. All DCPS schools provide a continuum of services for special education from in-classroom supports to resource room pull-out programs to self-contained options.

Early Childhood Programs

Pre-Kindergarten (4 years) classes are offered at all DCPS schools. These early childhood classes allow for inclusion of students with special needs. DCPS offers Head Start (3-year-old program) in schools that qualify for federal funding. Stoddert does not offer a 3-year-old program, however, space will be provided for a daycare program for 2-4 year olds offered through the Department of Parks and Recreation (DPR).

Instructional Methods

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

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

"Welcome Area"/Administration/Student Services

Immediately upon entry, visitors will be greeted in the "welcome area." The administrative offices and guidance services will be located in this centralized area at the main entrance to the school. This area will also serve as the primary entrance for the recreation center in order to achieve constant monitoring of those entering the building.

Media Center

The media center serves a dual role – its traditional role as a gathering place for research and learning and a new role as a technological information base. In this new role, the media center may house a transparent voice/video/data network, which runs throughout the entire building. This network enables the transmission of media services to the desktops of teachers and students without physically entering the media center. This area is changing from a "depository of books" to a "high technology information distribution center." It is not projected that the library functions will discontinue, rather digital technology will enhance voice, video, and data communications within the school, among district facilities, and with distant learning resources.

Visual Arts and Performing Arts

Currently Stoddert students attend the Filmore Art Center for the visual arts. However, because the community center has requested and art/multi-purpose room, one has been provided as shared space. A music teacher visits the school one day a week. To accommodate this program the stage will be designed for music classes with appropriate storage.

Physical Education

This space will be shared with the Community Center. DPR has requested a full court gymnasium with bleachers on one side for spectators. No locker areas are needed, however, public restrooms have been enlarged to include lockers for the storage of personal items. The stage may be located in the gym or in the cafeteria. Options may be considered during the schematic design phase.

Cafeteria

The dining space will be shared with the Community Center. It is acceptable for the gymnasium and dining areas to be adjacent with a motorized wall between. Options will be considered during schematic design. The kitchen will not be shared and should be lockable during extended and after hours use.

Corridors and Commons Spaces

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. Finishes should be durable and easy to maintain. The scale of all spaces should be child-friendly. Colors, artificial lighting, and natural daylighting should communicate that school is a very special place.

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. A list of recommended equipment will be provided by DCPS Facilities Staff.

Technology

The facility will contain the latest in technology and be wired for voice, data, and video throughout the building. The program design is intended to bring information to the desk of the student, and computer technology will be distributed in every classroom. Access to technology will be seamless and pervasive throughout the building. The entire building will have wireless capabilities.

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

Handicapped Accessibility

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

Site

The site circulation will be organized for safety and efficiency. This will be accomplished through careful separation of vehicular and pedestrian traffic. Sufficient stacking space will be provided to prevent congestion on busy streets

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. The early childhood and primary play areas will be located near the grade level areas.

The community has requested that the school maintain a buffer of trees along at least two sides of the site (north and west). In addition, several of the oak trees in the interior are of high priority – to be identified with the architect.

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.

Organizing a building into teams results in a number of changes which will reduce behavior problems. Since the greatest number of discipline problems in a school occurs when students switch classes and have to travel from one end of the building to the other, having students spend the majority of their day in one section of the building, reducing movement, will result in fewer discipline problems. Teams of teachers having responsibility for the same students improves the student/teacher relationship and results in greater continuity and monitoring of behavior issues. Students have a greater sense of belonging and identity.

Security Concepts

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 are natural transitions 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

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
- Limit size of windows – use multiple smaller windows rather than one large window
- Install non-slip floors at point of entry

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
- Motion or infra-red detectors, which can also be configured to conserve lighting costs
- Video cameras both inside and outside of the building
- Key systems that track users

Vehicular and Pedestrian Traffic

- Separate bus drop-off area from other vehicular traffic
- Separate student (pedestrian) traffic flow

Landscaping, Play/Practice Fields, Site, and Lighting

- Use high trees and low bushes (less than three feet high) to deter hiding
- Use aesthetically pleasing fencing around perimeter of the building
- Provide security lighting around building and parking lots with photocell timer with on/off
- Locate athletic facilities away from building

Proposed Capacity

Room Use			
Grade	**Number of Classrooms**	**Capacity (Program)**	**Total**
Pre-K /Head Start	2	18	36
Kindergarten	2	20	40
1st Grade	2	20	40
2nd Grade	2	20	40
3rd Grade	2	23	46
4th Grade	2	23	46
5th Grade	2	23	46
Special Needs (self contained)	1	10	10
Total	**15**		**304**

Building Space Summary

Space Summary	
	Total
Core Academic/Special Education Areas	17,140
Media Center	2,450
Art/Music	2,000
Physical Education/Gym	9,450
Administration	2,610
Student Dining & Food Service	2,950
Maintenance & Custodial Services	600
Mechanical, Electrical, Toilets, Custodial Closets	10,750
Total Net	**47,950**
Construction Factor (.082)	**51,873**

SHARED SPACE w/ DPR

Art/science/multi-purpose
Computer Lab (scheduled classes only)
Music/stage
Gymnasium
Dining/chair storage
Early childhood room (exclusive)
Entry/Offices (exclusive)

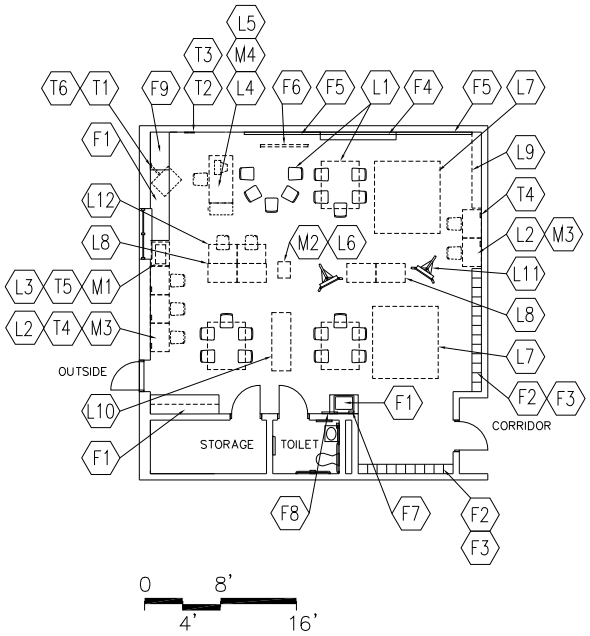
Exterior Spaces
Structured Play Area each for Primary Grades and Intermediate Grades
Protected Pre-School Play Area
Soft ball and multi-purpose fields (Shared)
Faculty, Staff, and Visitor Parking (36 spaces for staff and visitors plus 4 for recreation staff)

Core Academic Area Space Requirements

Spaces	Suggested			Comments
	Quantity	S.F.	Total	
Early childhood classroom	*1*	*1,000*	*1,000*	*To be used by DPR Daycare*
Pre-Kindergarten Classroom	2	1,000-1,175	2,350	Includes 50 sf toilet and 100 sf storage closet
Kindergarten Classroom	2	1,000-1,175	2,350	Includes 50 sf toilet and 100 sf storage closet
Grade 1 Classroom	2	1,000	2,000	Includes 50 sf toilet and 50 sf storage closet
Grade 2 Classroom	2	760-900	1,520	Includes 50 sf storage closet
Grade 3 Classroom	2	760-900	1,520	Includes 50 sf storage closet
Grade 4 Classroom	2	760-900	1,520	Includes 50 sf storage closet
Grade 5 Classroom	2	760-900	1,520	Includes 50 sf storage closet
Resource Classroom	2	250-400	800	ESL
Student Services Offices	2	100-150	300	Psychologist, social worker, testing
Speech Room/OT/PT	1	300	300	Resource
Special Needs Classrooms	1	760	760	
Storage	2	Varies	800	
Workroom/Teacher Office	1	Varies	400	
Total			**17,140**	

General Comments: The overall total for the Instructional area may be + or – 5%.

PRE-K/KINDERGARTEN/Grade 1 (Early Childhood) **E-ACA-1A**



CAPACITY:
- Teachers
- 20 students (PK/K)
- 22 students (1st)
- Parents/other staff

ANCILLARY SPACES:
- Pre-K/Kindergarten Restroom E-ACA-16 (50 SF)
- Storage closet – In smaller classrooms this space may be provided with furniture

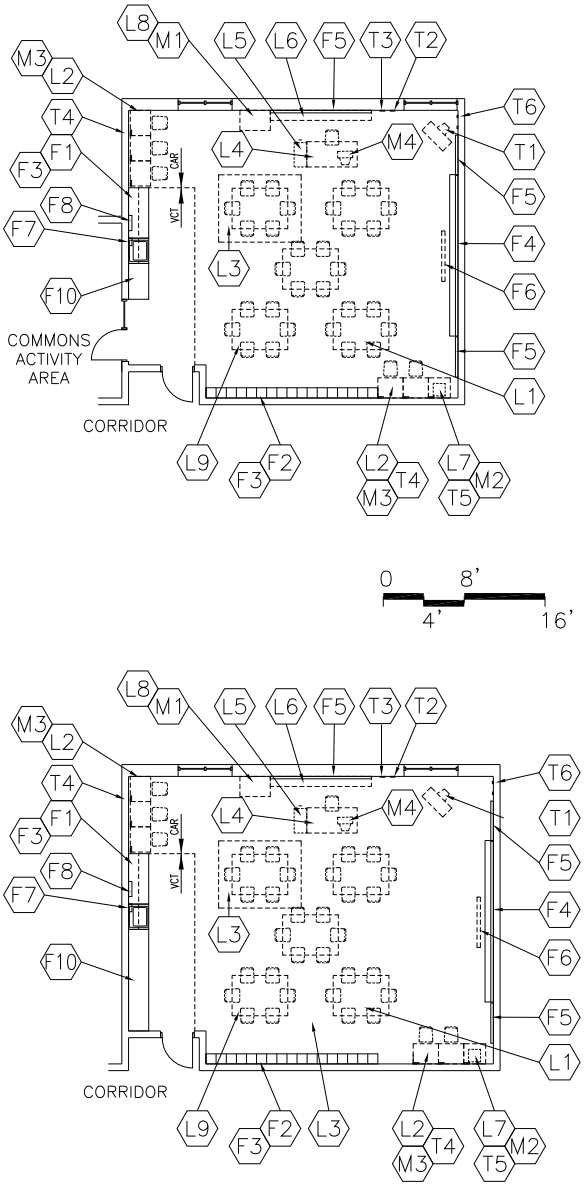
SPATIAL RELATIONSHIPS:
- See illustration
- Near Corridor
- Near Workroom/Teacher Office
- Group classrooms for potential teaming
- Locate cubbies near student work area
- Locate coat cubbies near door
- Locate at first floor for emergency evacuations, if possible
- The early childhood room should be located near the front entrance for easy parent drop-off and pick-up and allow for sharing of the early childhood outdoor play area.

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

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

ENVIRONMENTAL CONSIDERATIONS:
- Windows to provide natural light and egress
- Adequate ventilation
- Electrical outlets for equipment
- Environmental sound control:
  - Wall minimum: STC 40
  - Ceiling minimum: CAC 35
  - Reverberation Time: .4-.6 seconds
- Uniform 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

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



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

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

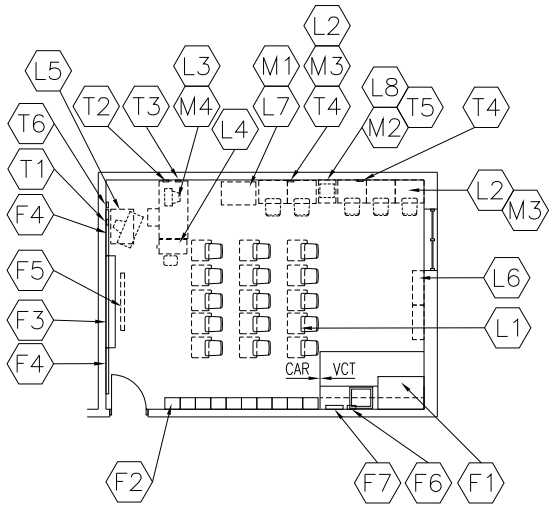
SPATIAL RELATIONSHIPS:
- Near main Corridor
- Near Media Center
- Near Workroom/Teacher Office
- Group classrooms for potential teaming
- Locate cubbies near student work area
- Locate coat cubbies near door

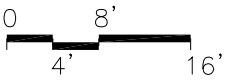
ENVIRONMENTAL CONSIDERATIONS:
- Uniform lighting
- Windows to provide natural light and egress
- Environmental sound control:
  - Wall minimum: STC 40
  - Ceiling minimum: CAC 35
  - Reverberation Time: .4-.6 seconds
- Electrical outlets for equipment
- Adequate ventilation
- Proportion classroom for effective viewing and listening from all areas of the classroom
- Window treatment to darken room for AV presentations

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

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

RESOURCE CLASSROOM **E-ACA-4**





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

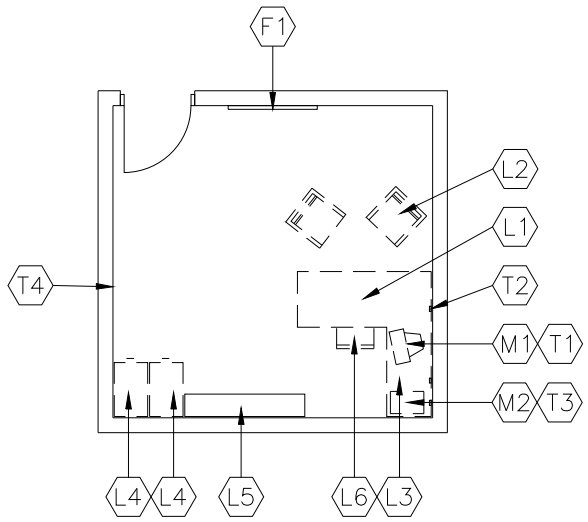
GOAL:
- To provide a safe and comfortable learning environment for students with unique learning challenges

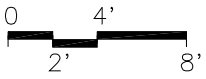
PROGRAM ACTIVITIES:
- Small group work
- Independent instruction and work

SPATIAL RELATIONSHIPS:
- Located within Academic Core areas
- Near Storage
- 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 40
  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

STUDENT SERVICES OFFICE **M-AC-10**





CAPACITY:
- Counselors
- Students and parents
- Staff
- Teachers
- ESL instructors
- Psychologists
- Social workers

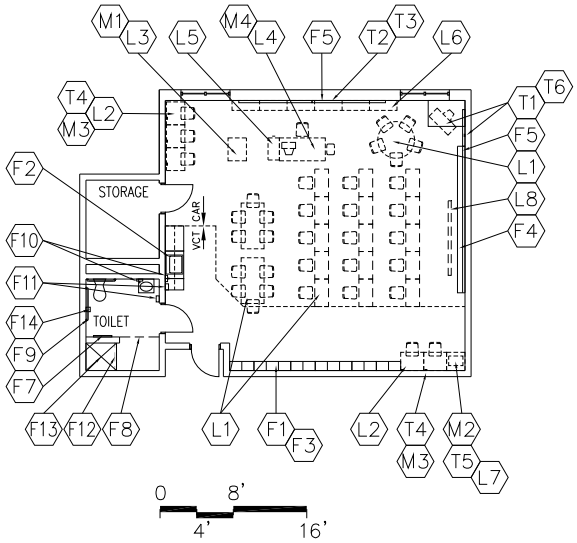
GOAL:
- To provide counseling and other student support services that are easily accessible to students, parents, staff, and the community

PROGRAM ACTIVITIES:
- Counseling for parents and students
- Administrative paperwork
- Environment and orientation of new students
- Office space for itinerant staff

SPATIAL RELATIONSHIP:
- Within Academic Core areas

ENVIRONMENTAL CONSIDERATIONS:
- Uniform lighting
- Environmental sound control:
  Wall minimum: STC 40
  Ceiling minimum: CAC 35
- Windows to provide natural light, desirable
- Auditory privacy

SPECIAL NEEDS CLASSROOM



CAPACITY:
- 10-15 students
- 2 or more staff

ANCILLARY SPACES:
- Individual restroom (100 SF)
- Storage closet (100 SF)

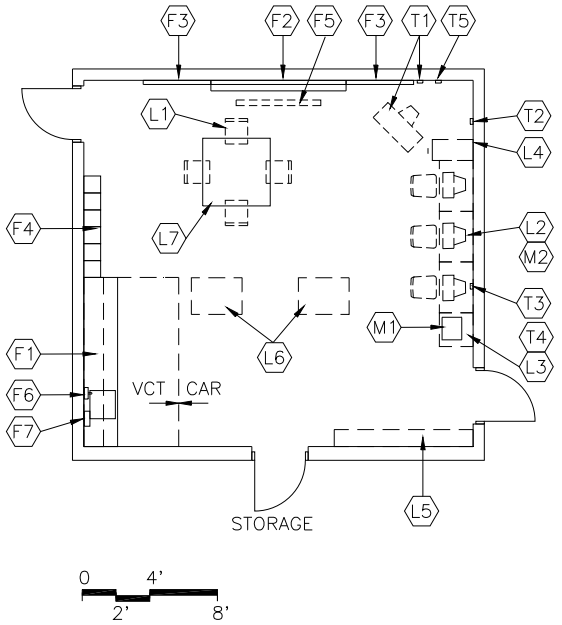
GOAL:
- To provide a safe, accessible, and comfortable learning environment for students who are physically challenged

PROGRAM ACTIVITIES:
- Small group work
- Independent work
- Individual instruction

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 evacuations
- Located and integrated within the Academic Core Area

ENVIRONMENTAL CONSIDERATIONS:
- Uniform lighting
- Windows to provide natural light and egress
- Environmental sound control:
  Wall minimum: STC 40
  Ceiling minimum: CAC 35
  Reverberation Time: .4-.6 seconds
- Electrical outlets for equipment
- General room exhaust
- Adequate ventilation
- Proportion classroom for effective viewing and listening from all areas of the classroom
- Provide time-out areas within classroom
- Window treatment to darken room for AV presentation

SPEECH/OCCUPATIONAL/PHYSICAL THERAPY M-AC-13



CAPACITY:
- Up to 3 students
- Up to 2 staff

ANCILLARY SPACES:
- Speech/Occupational/ Physical Therapy Storage

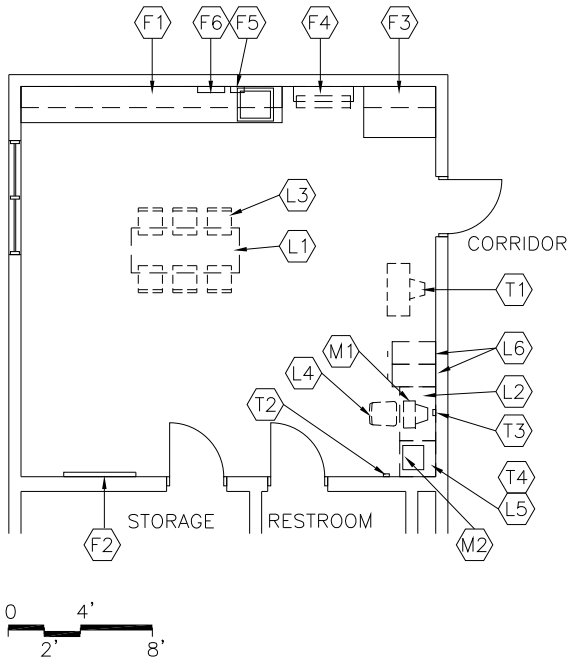
GOAL:
- To provide private functional mobility and speech training for students

PROGRAM ACTIVITIES:
- Speech therapy
- Exercise
- Assistive technology evaluation
- Occupational and Physical Therapy

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

ENVIRONMENTAL CONSIDERATIONS:
- Uniform lighting
- Environmental sound control:
  Wall minimum: STC 40
  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

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



CAPACITY:
- Teachers
- Teachers' assistants
- Parents/volunteers

ANCILLARY SPACES:
- Staff Restroom
- Storage

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

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

SPATIAL RELATIONSHIPS:
- Near Academic Core classrooms (centrally located)
- This area may be divided among the different floor levels
- Access to Staff Restroom(s) from within Workroom/Teacher Office
- Access to Storage from within Workroom/Teacher Office

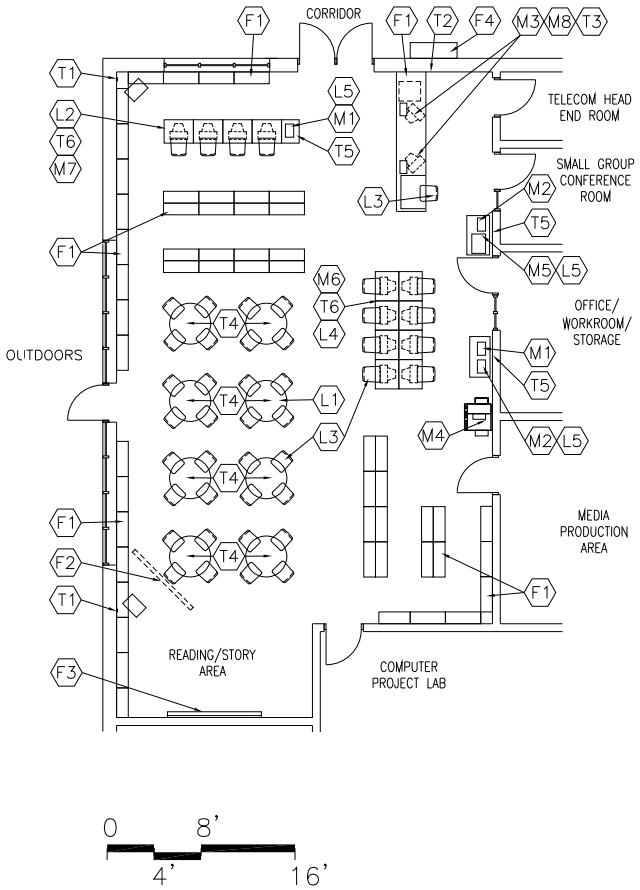
ENVIRONMENTAL CONSIDERATIONS:
- Uniform lighting
- Environmental sound control:
  Wall minimum: STC 40
  Ceiling minimum: CAC 35
- Adequate ventilation
- Electrical outlets for equipment
- Window to provide natural light, desirable

MEDIA CENTER

Spaces	Qty.	S.F.	Total	Comments
Reading/Learning/Circulation	1	1,150	1,150	
Office/Workroom/storage	1	250	250	
Telecom Head End Room	1	100	100	
Computer lab	*1*	*950*	*950*	Available for extended hour use for scheduled classes through arrangement with the school
Total			**2,450**	

Comments: Spaces within the Media suite may vary up to 10% and may be combined to facilitate circulation and supervision. The overall square footage may be + or – 10%.

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



CAPACITY:
- 75 students
- 5 teachers
- 1 media specialist
- Media assistant
- Community patrons after school hours

ANCILLARY SPACES:
- Office (E-MC-4)
- Telecom Head End Room (E-MC-5)
- Workroom/Storage (E-MC-6)

GOAL:
- To provide students and staff with access to information and quiet study areas

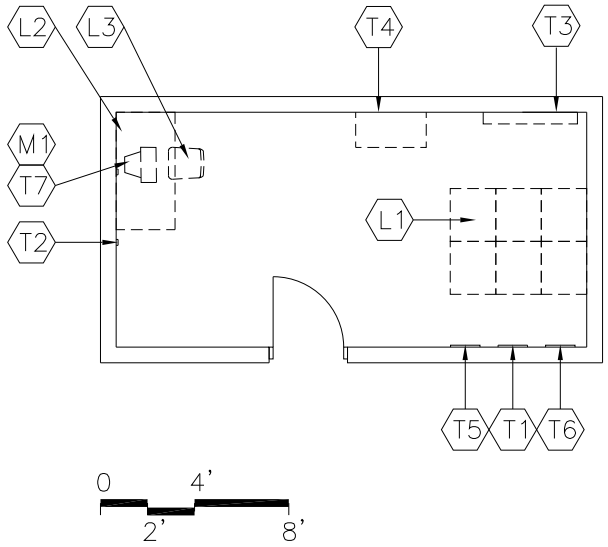
PROGRAM ACTIVITIES:
- Reading and story telling
- Circulation of materials and resources including online catalogs
- Large group and small group instruction
- Meeting areas for community, staff, and parents
- Research

SPATIAL RELATIONSHIPS:
- Circulation area located close to entrance/exit
- Reference/professional/periodical areas located near entrance and close to circulation desk
- Two catalog station areas centrally located

ENVIRONMENTAL CONSIDERATIONS:
- Recessed floor (data and duplex) outlets in floor at tables
- Adequate ventilation
- Lighting appropriate to task with switches to dim separate zones of Media Center
- Environmental sound control:
  Wall minimum: STC 40
  Ceiling minimum: CAC 35
- Electrical outlets at entrance for future security system
- Electrical outlets at all column locations
- Widows 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 42" high. Book stacks against the wall may be 60" to 84" high. Coordinate with other equipment and windows.

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



CAPACITY:
- 1-2 staff members

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

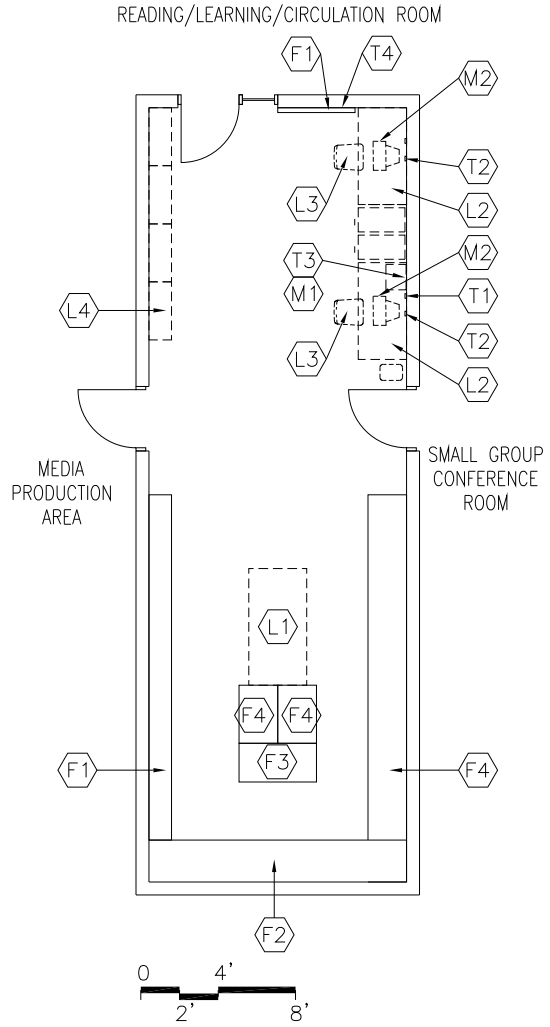
GOALS:
- To provide a secure area to serve as the information hub of the school. File servers will serve the building computer network
- To provide satellite up and down links that will send and receive voice, video, and data
- Location of cable TV input and output
- All areas of the school are to be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

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

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

COMBINED OFFICE/WORKROOM **E-MC-6**



CAPACITY:
- Media specialists

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

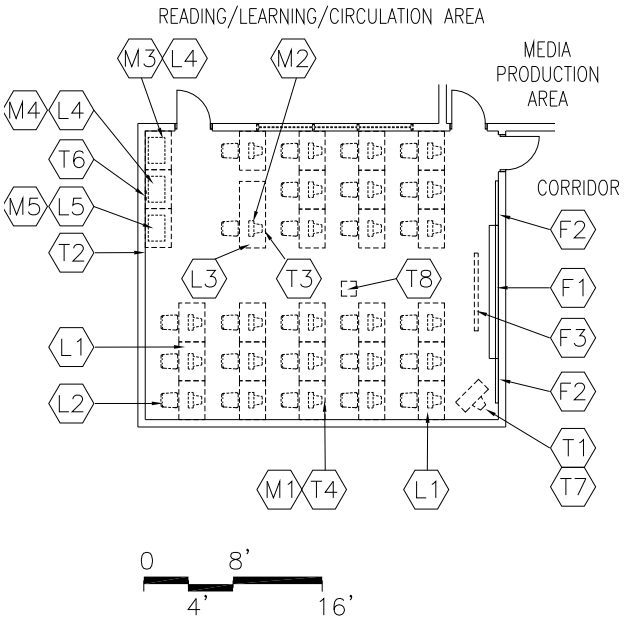
GOAL:
- To provide a less visible and secure space for processing incoming materials and storage of materials

PROGRAM ACTIVITIES:
- Storage of materials
- Storage of A/V materials and videotapes
- Scanning
- Digitizing

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

ENVIRONMENTAL CONSIDERATIONS:
- Uniform lighting
- Environmental sound control:
  Wall minimum: STC 40
  Ceiling minimum: CAC 35
- Auditory privacy

COMPUTER PROJECT LAB **E-MC-3**



CAPACITY:
- 20-25 students/community users
- 1 teacher

GOAL:
- To provide an instructional space for teaching computer skills
- To provide a setting for computer delivered instruction
- To be a resource to the school and community

PROGRAM ACTIVITIES:
- Individual and class projects
- Computer lab activities
- Research

SPATIAL RELATIONSHIPS:
- Limited access from the lobby for extended hour uses.
- Does not need to be near the media center

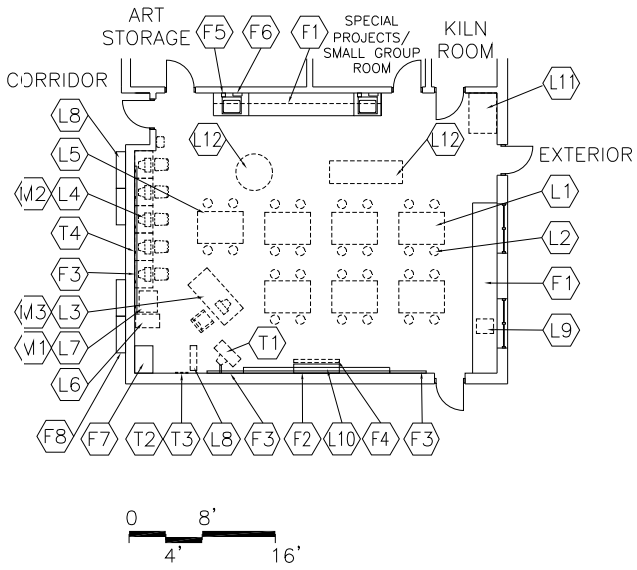
ENVIRONMENTAL CONSIDERATIONS:
- Uniform lighting with an appropriate visual comfort level
- Environmental sound control:
  Wall minimum: STC 40
  Ceiling minimum: CAC 35
- Electrical outlets for equipment
- Recessed floor electrical outlets
- Master switch to control power to workstations

VISUAL AND PERFORMING ARTS

Spaces	Suggested			Comments
	Qty.	S.F.	Total	
Art/Science/multi-purpose Lab	*1*	*1,000*	*1,000*	
General Music Room w/ storage	*1*	*1,000*	*1,000*	Located on stage
Total			**2,000**	

Comments : The overall total for the Instructional area may be + or – 10%.

ART/SCIENCE/MULTI-PURPOSE LAB **E-VA-1**



CAPACITY:
- 20-24 students
- 1 teacher

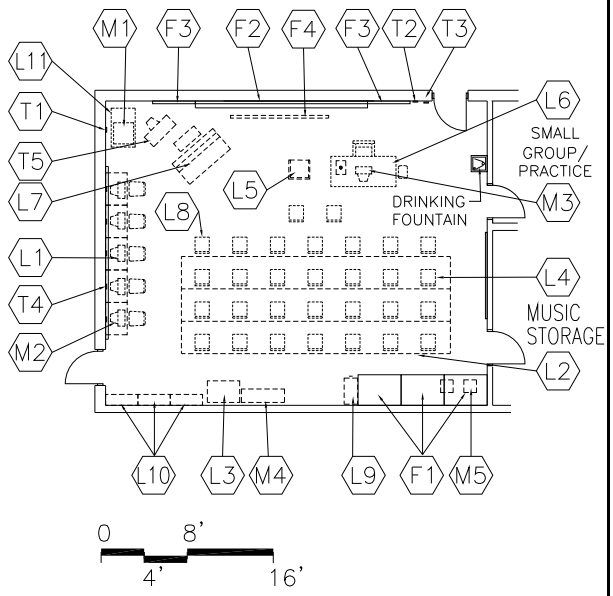
SIZE:
- 1000 SF

GOALS:
- To provide an area for students/community to work on a variety of projects
- To explore the manipulation of a variety of materials
- To provide a multi-purpose classroom with water

PROGRAM ACTIVITIES:
- Drawing, painting, and print making
- Sculpture, model-making, collage, and assembly
- Demonstrations
- Adult education classes

ENVIRONMENTAL CONSIDERATIONS:
- Uniform lighting/track and display lighting
- Windows to provide natural light and egress, preferably northern exposure
- Environmental sound control:
  Wall minimum: STC 40
  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
- Two deep-well sinks with goose neck faucets and clay traps; locate far enough apart to allow two groups to wash up at the same time.
- Counter space (15') between sinks with storage below
- Some lockable built-in storage is desirable

GENERAL MUSIC ROOM/STAGE



CAPACITY:

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

GOAL:

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

PROGRAM ACTIVITIES:

- Listen, analyze, describe, and compose music
- Sing alone and with others
- Guest speakers and performers
- Group instruction (small and large)
- Choral, speech, theatrics
- View educational videos for music enrichment
- Extra-curricular after school activities (i.e., Odyssey of the Mind, church groups)

SPATIAL RELATIONSHIPS:

- On the stage
- May be in the gymnasium or in the multi-purpose room

ENVIRONMENTAL CONSIDERATIONS:

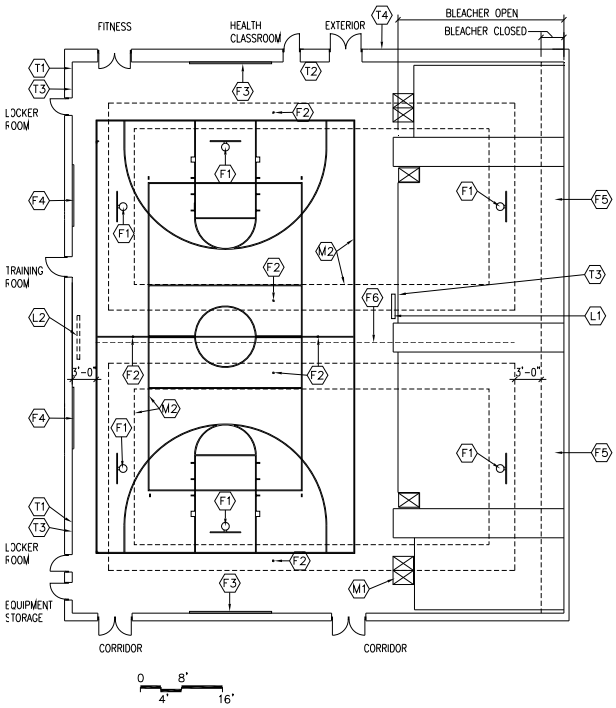
- Uniform lighting/Theatrical lighting
- Environmental sound control:
  Wall minimum: STC 50
  Ceiling minimum: CAC 35
- Sound insulation in walls (extended above ceiling to underside of deck); must be able to conduct music classes while the gymnasium is in use
- Acoustical wall treatments
- Electrical outlets for equipment
- Adequate ventilation
- Auditory privacy
- Curtain with proscenium opening
- Portable sound system for performances

PHYSICAL EDUCATION

Spaces	Qty.	S.F.	Total	Comments
Multi-Purpose Gymnasium	*1*	*8,500*	*8,500*	Available for extended hours/community use
Public Bathrooms	*2*	*300*	*600*	
Office	1	150	150	PE teacher
Storage	2	100	200	One each for DPR and School
Total			**9,450**	

Comments: The overall total for the Instructional area may be + or – 10%.

MULTIPURPOSE GYMNASIUM **M-PEH-1**



Please see page 5105-5 for an enlargement of this diagram.

CAPACITY:
- Students
- Teachers and staff
- Members of the community (after hours)

GOAL:
- To serve as a physical education facility during the school day and a practice and recreation area during non-school hours

PROGRAM ACTIVITIES:
- Physical education classes
- Assemblies
- Community programs and activities

SPATIAL RELATIONSHIPS:
- Near public toilets
- Near parking
- Near outdoor play fields

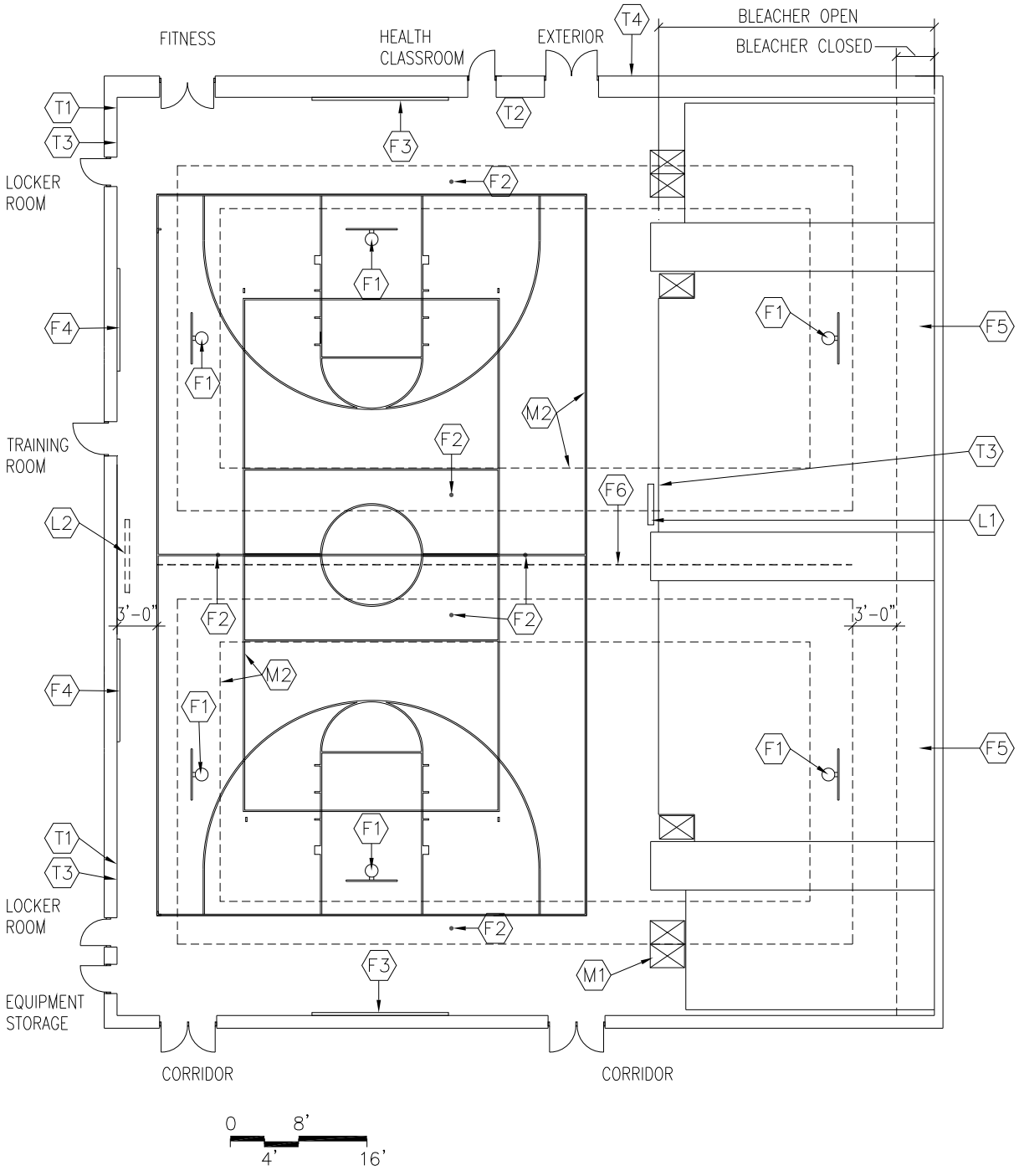
ENVIRONMENTAL CONSIDERATIONS:
- Uniform lighting
- Adequate sound control/acoustics
- Clear height of 25' from floor to nearest obstruction
- Environmental sound control:
  Wall minimum: STC 50
- Floor marked for various courts: volleyball, basketball, badminton, tennis
- Must be able to isolate Multipurpose Gymnasium from the rest of the school after hours
- Electrical outlets for equipment
- Drinking fountains in adjacent areas
- Lighting should not add considerable heating load to gymnasium

<u>Features</u>
- Fixed Equipment:
- Basketball backstops, adjustable height (ceiling hung or portable)
- Volleyball sleeves and standards
- Safety wall wainscot
- Tack boards (32 LF)
- Telescoping bleachers *with scorer's table*
- Gymnasium divider curtain

<u>NOTES</u>:

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

MULTIPURPOSE GYMNASIUM



PUBLIC BATHROOMS

CAPACITY:
N/A

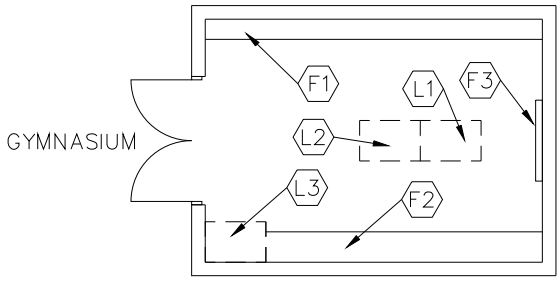
SIZE:
- 300 each (M/F)

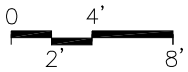
GOAL
- To provide a space for the public to change/store street clothes
- To provide a bathroom for the recreation center participants

SPATIAL RELATIONSHIPS:
- Direct access off recreation center lobby
- Near gymnasium
- Space includes toilets, bank of lockers (15-20 stacked), and two private changing areas

ENVIRONMENTAL CONSIDERATIONS:
- Uniform lighting
- Cleanable building surfaces
- Ceilings shall be hard – no lay-in ceiling.
- The floor surface shall be non-slip epoxy resin sloped to a floor drain. Note: Maintenance of the floor will include mopping so that the texture of the epoxy resin cannot be excessively rough.
- The walls shall be CMU with epoxy paint.
- Provide electric hand dryers.
- Provide a soap dispenser at each lavatory.
- Provide a polished stainless steel mirror at each lavatory
- One custodial closet shall be located adjacent to these restrooms.
- A floor drain and key-operated hose bibb are required

P.E. STORAGE **E-PE-4**





CAPACITY:
- 1-2 teachers
- Student teachers

SIZE
- 100 SF

ANCILLARY SPACES:
- Gymnasium (E-PE-1)

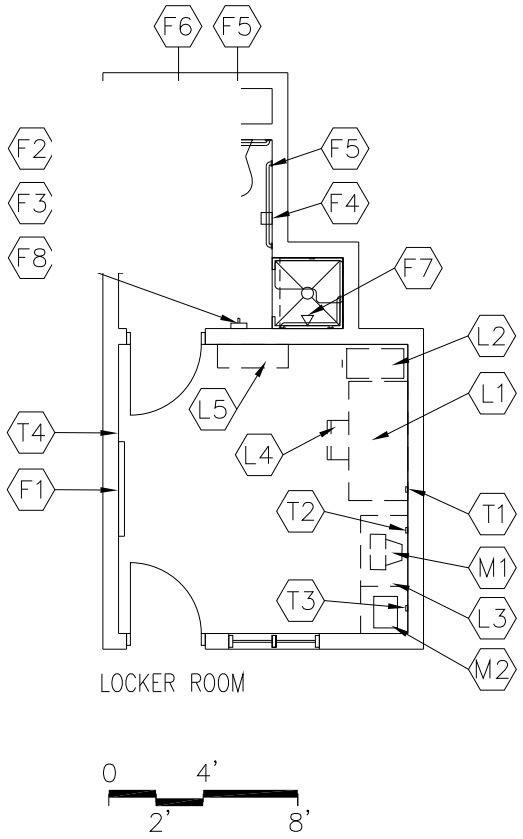
GOAL:
- To provide convenient storage for all physical education equipment

PROGRAM ACTIVITIES:
- Storage

SPATIAL RELATIONSHIPS:
- Adjacent and access to Gymnasium
- Double doors to the outside.
- One storage area (for community center) will open to the gym and to the outside with double doors.

ENVIRONMENTAL CONSIDERATIONS:
- Uniform lighting
- Environmental sound control:
  Wall minimum: STC 40
  Ceiling minimum: CAC 35
- Shelving along two walls; leave space below shelving on one wall for portable bins

OFFICE **M-PEH-5**



CAPACITY:
- 1-2 teachers

SIZE
- 150 SF

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

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

SPATIAL RELATIONSHIP:
- Adjacent and access to Locker Rooms/Shower

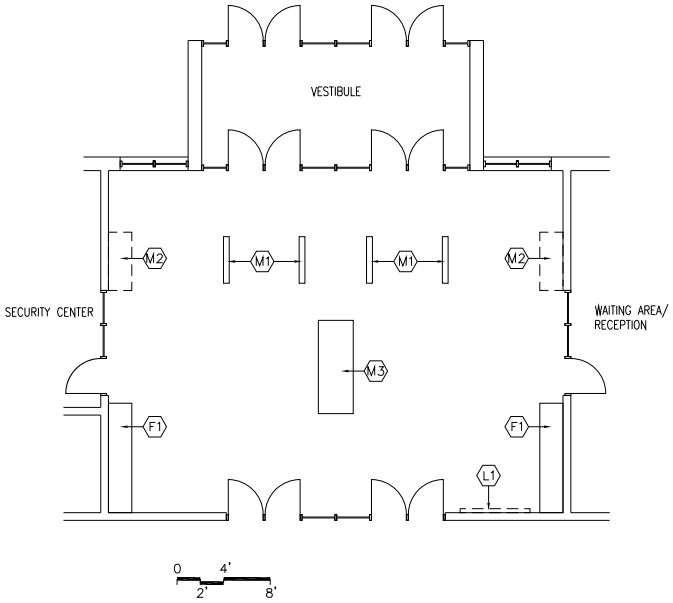
ENVIRONMENTAL CONSIDERATIONS:
- Uniform lighting
- Environmental sound control:
  - Wall minimum: STC 40
  - Ceiling minimum: CAC 35
- Electrical outlets for equipment
- Windows to provide natural light, desirable
- Auditory privacy

ADMINISTRATION

Spaces	Suggested			Comments
	Qty.	S.F.	Total	
Lobby/Welcome Desk/Computer Alcove	*1*	*600*	*600*	Primary entrance for all hours use
Community Center Staff *Offices/storage*	*2* *1*	*150* *100*	*400*	
Welcome Center (school's)	1	200	200	
Security Area w/ locking storage	1	75	75	Adjacent to lobby
Conference Room	1	200	200	
Principal's Office	1	180	180	Including toilet
Administrative Workroom/ Mail room	1	150	150	
Counselor/general office	1	150	150	Needs to be a secure space.
Toilet	1	50	50	
Health Suite				
Office/Waiting	1	100	100	
Treatment Area	1	80	80	
Cots	1	100	100	
Storage	1	25	25	
Toilet	1	50	50	
Staff Lounge	1	250	250	Includes staff toilet
Total			**2,610**	

Comments: The overall total for the administration area may be + or – 10%. Some areas may be combined to facilitate circulation.

Lobby/Welcome Desk/Computer Alcove E-AD-1



CAPACITY:
- Recreation Center Staff
- Visitors
- Students

SIZE:
- 600 SF

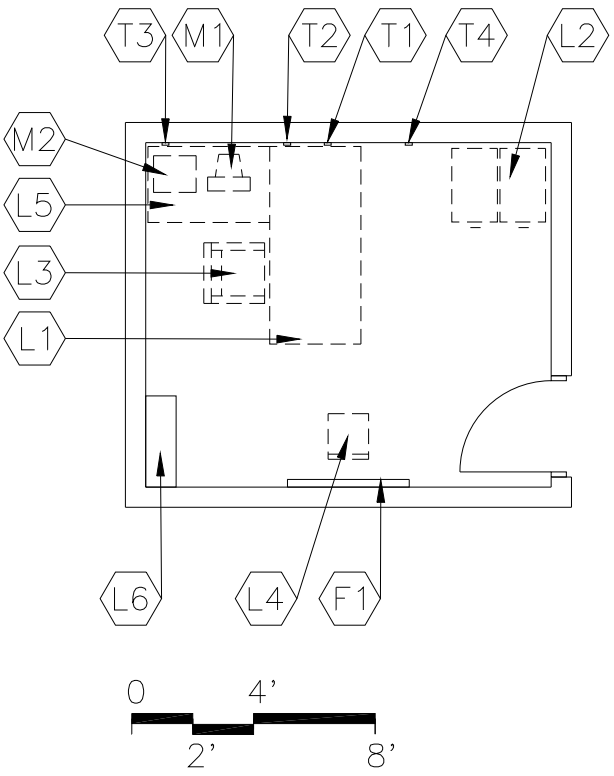
GOAL:
- To provide a space designed to help the public feel welcome and to provide easy accessed information
- To greet parents, students and staff
- Provide a counter for the public to register for the community center activities
- To provide security

ACTIVITIES:
- Greeting visitors
- Registration
- Waiting/pick up area
- Workstation for staff
- Computer area for casual use (after school and summers)

SPATIAL RELATIONSHIPS:
- Located near parking
- Provide exterior canopy at entrance and adequate signage to the school and community center upon entering the lobby
- Near public restrooms
- Maximize view to the exterior and main entry
- Vestibule entrance for climate control and security
- Computer alcove for up to 10 desktop computers near the Welcome Desk and away from the main circulation of the lobby

ENVIRONMENTAL CONSIDERATIONS:
- Uniform lighting
- Environmental sound control:
  Wall minimum: STC 40
  Ceiling minimum: CAC 35
- Adequate ventilation
- Electrical outlets for equipment
- Windows to provide natural light
- Counter with two heights for adult standing and for handicapped/child height users
- Security cameras inside and outside – additional security measures TBD
- Buzzer on front door for daytime controlled access
- Counter in the alcove for computers with electrical and data resources

OFFICE/STORAGE FOR COMMUNITY CENTER **E-AD-6**



NUMBER
- Two offices
- One storage area

CAPACITY:
- Two staff each

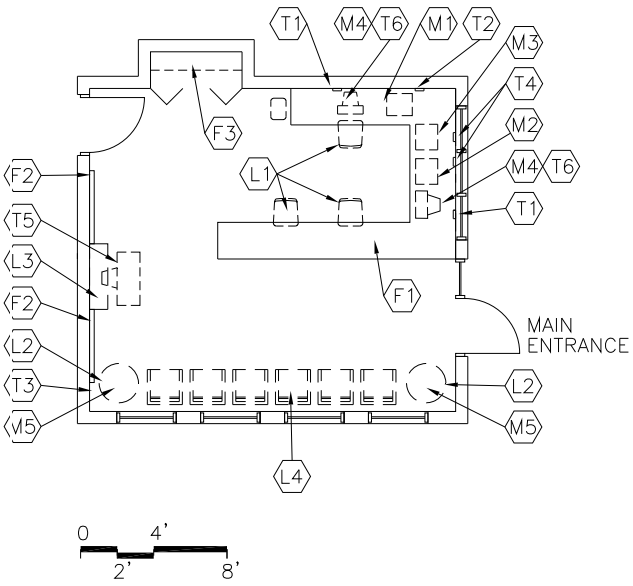
SIZE:
- 150 SF each office
- 100 SF storage

GOAL:
- To provide private area for staff to conduct business, meet with community and staff and storage materials

SPATIAL RELATIONSHIPS:
- Adjacent to lobby
- Visual of sign-in area

ENVIRONMENTAL CONSIDERATIONS:
- Uniform lighting
- Environmental sound control:
  Wall minimum: STC 40
  Ceiling minimum: CAC 35
- Electrical outlets for equipment
- Technology needs TBD
- Storage area will include a counter with cabinets above and below along one wall; electrical outlets along the counter top; include a sink and space for a refrigerator; open flexible shelving along another wall.

WELCOME CENTER **E-AD-1**



CAPACITY:
- Administrative assistants
- Visitors/parents
- Students

ANCILLARY SPACES:
- N/A

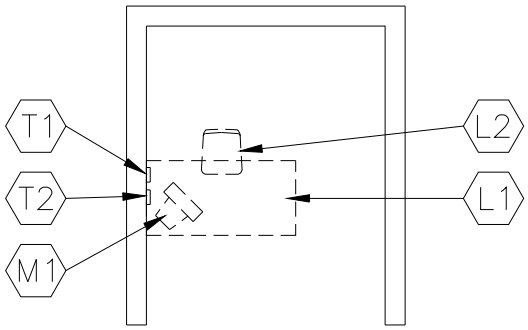
GOAL:
- To provide a space designed to help students and the public feel welcome and to provide easily accessed information

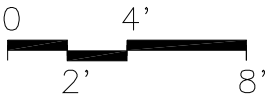
PROGRAM ACTIVITIES:
- Greeting visitors
- Waiting for students or staff
- Student waiting/pick up area
- Workstation for administrative assistant

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 40
  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

SECURITY AREA **E-AD-2**





CAPACITY:
- Security officer

ANCILLARY SPACES:
- N/A

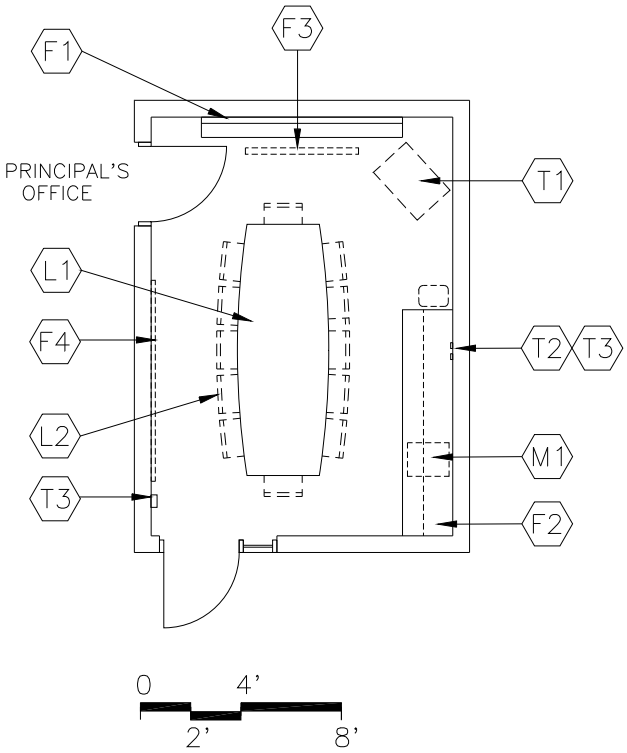
GOAL:
- To serve as a check-in and checkpoint for non-school visitors

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 40
  - Ceiling minimum: CAC 35

CONFERENCE ROOM **E-AD-3**



CAPACITY:
- Staff
- Students
- Parents
- Visitors

ANCILLARY SPACES:
- Principal's Office (E-AD-4)

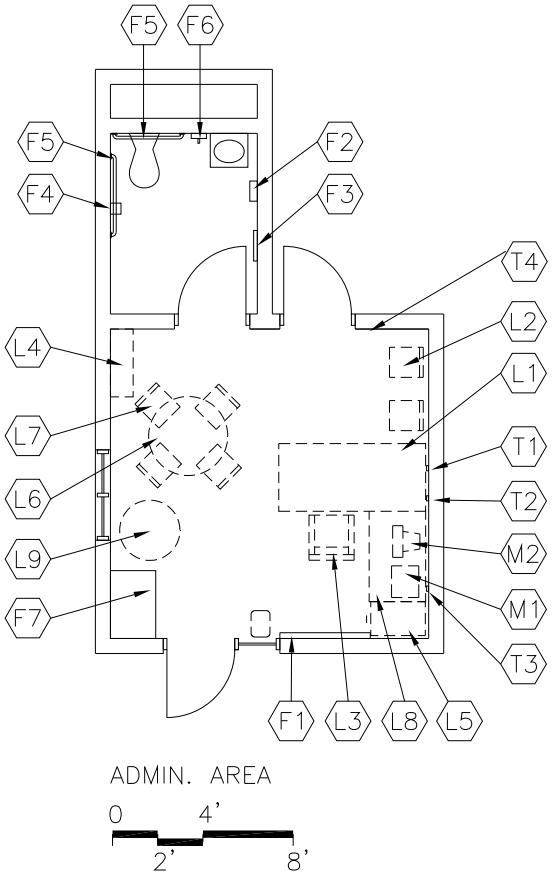
GOAL:
- To provide a place for administrative conferences or meetings

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

PRINCIPAL'S OFFICE **E-AD-4**



CAPACITY:
- Principal

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

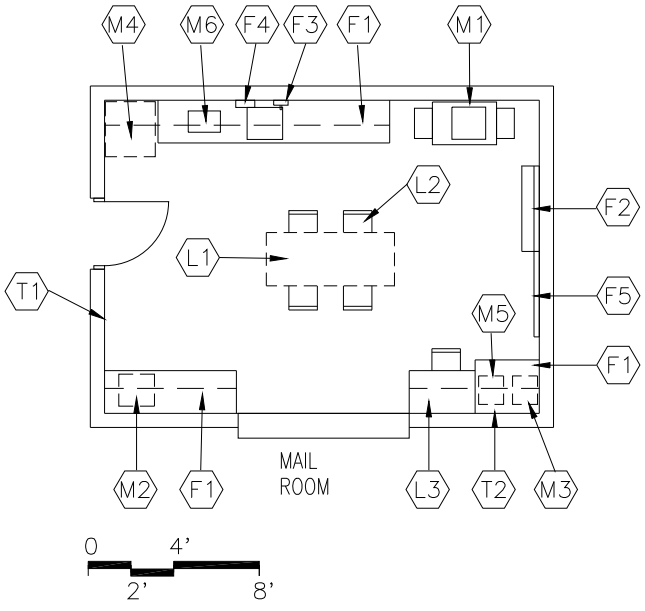
GOAL:
- To provide an office for the principal to give instructional leadership in a personal and organized environment for students, staff, and community

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 40
  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

ADMINISTRATIVE WORKROOM E-AD-7



GOAL:
- To provide an area for office production activities

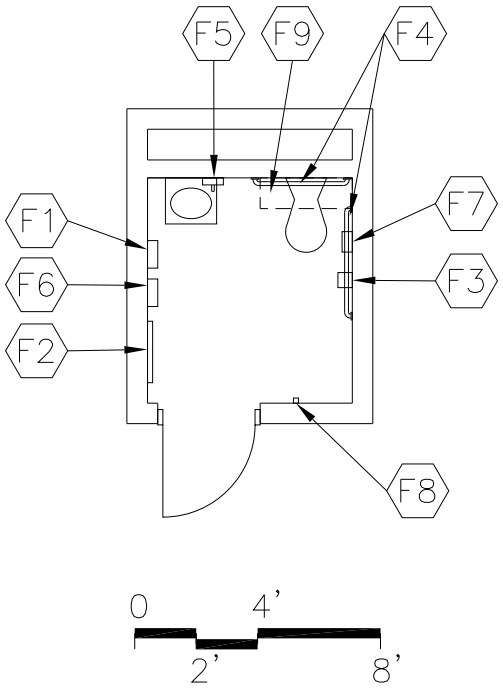
PROGRAM ACTIVITIES:
- Copying & Collating
- Sorting of files
- Preparing communications for mailing
- Binding reports
- Telephone communications
- Mail

SPATIAL RELATIONSHIPS:
- Near Welcome Center
- Mail slots opening to general office

ENVIRONMENTAL CONSIDERATIONS:
- Uniform lighting, appropriate to task
- Environmental sound control:
  Wall minimum: STC 40
  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

CAPACITY:
- Secretaries and Administrators
- Volunteers
- Staff

STAFF TOILET **E-AD-11**



CAPACITY:
- Staff

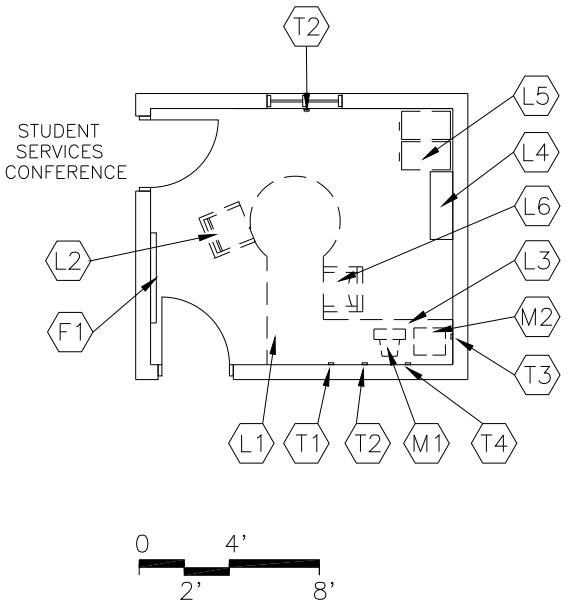
ANCILLARY SPACES:
- N/A

PROGRAM ACTIVITIES:
- Personal and health needs for administrative staff
- Changing clothing

SPATIAL RELATIONSHIPS:
- Near Welcome Center

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

COUNSELOR/GENERAL OFFICE **E-AD-12**



CAPACITY:
- Counselor
- Other Office staff

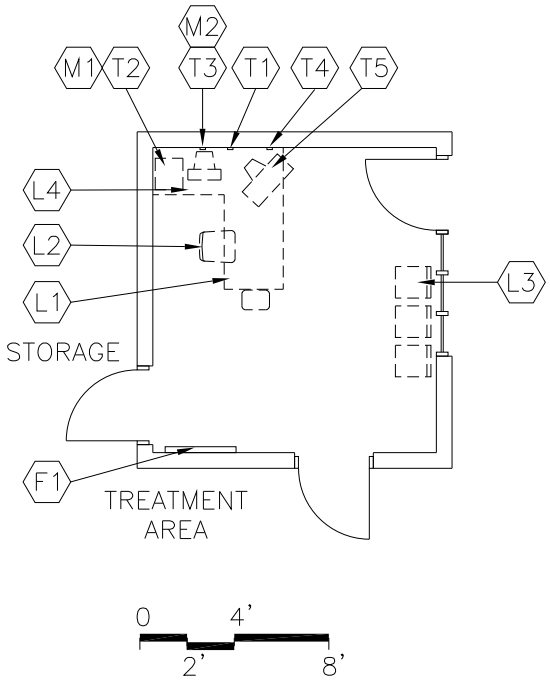
GOAL:
- To provide counseling and other student support services in a professional environment that is easily accessible to students, staff, parents, and the community

PROGRAM ACTIVITIES:
- Counseling for students and parents
- Administrative paperwork
- Enrollment and orientation of new students
- Records storage

SPATIAL RELATIONSHIPS:
- Near Conference Room
- Near Welcome Center
- Room for compact filing unit

ENVIRONMENTAL CONSIDERATIONS:
- Uniform lighting, appropriate to task
- Environmental sound control:
  - Walls minimum: STC 40
  - Ceiling minimum: CAC 35
- Electrical outlets for equipment
- Windows to provide natural light

HEALTH SUITE - OFFICE/WAITING AREA E-AD-15



CAPACITY:
- Staff
- Students
- Parents
- Visitors

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

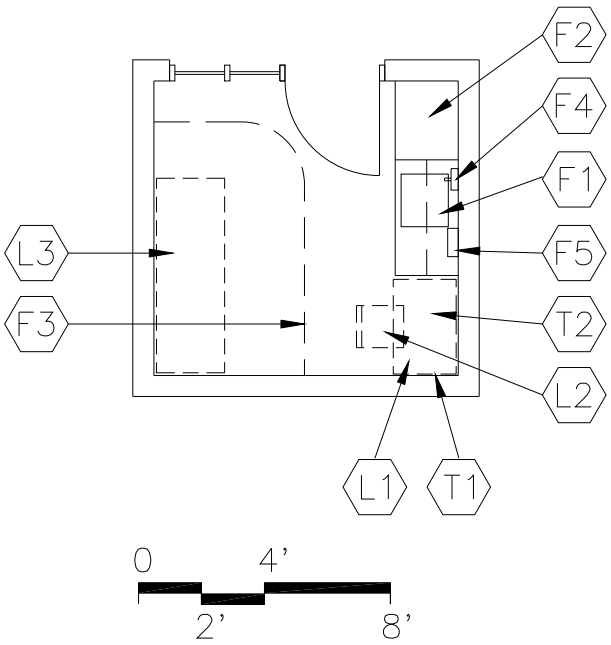
GOAL:
- Administrative and waiting area for health services

PROGRAM ACTIVITIES:
- Waiting area for students being picked up by parent or guardian
- Administrative activities by school nurse

SPATIAL RELATIONSHIPS:
- Entry space to Health Suite
- Adjacent to Welcome Center
- Access to administrative assistant when school nurse is not available
- 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**

HEALTH SUITE - TREATMENT AREA E-AD-16



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

ANCILLARY SPACES:
- Office/Waiting (E-AD-15)

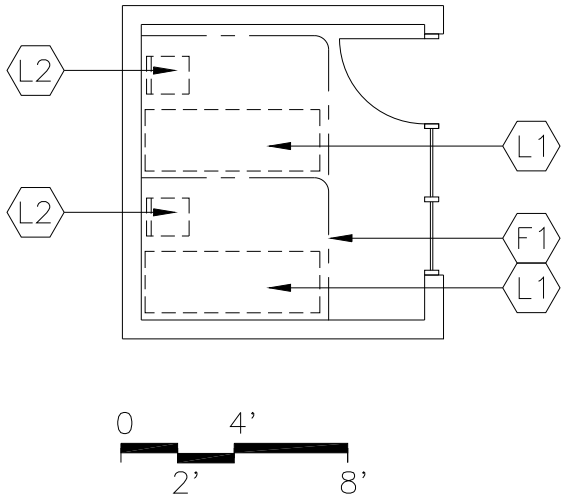
GOAL:
- To provide school-based health services

PROGRAM ACTIVITIES:
- First aid
- Consultation with students
- Health screening
- Administrative paperwork
- Medical treatments
- Medication administration
- Student resting while awaiting pick-up by parent or guardian

SPATIAL RELATIONSHIPS:
- Adjacent and access to Office/Waiting (may be combined)
- Adjacent to Administrative Area

ENVIRONMENTAL CONSIDERATIONS:
- Uniform lighting
- Environmental sound control:
  Wall minimum: STC 40
  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

HEALTH SUITE - COTS **E-AD-17**



CAPACITY:
- Staff
- Students

ANCILLARY SPACES:
N/A

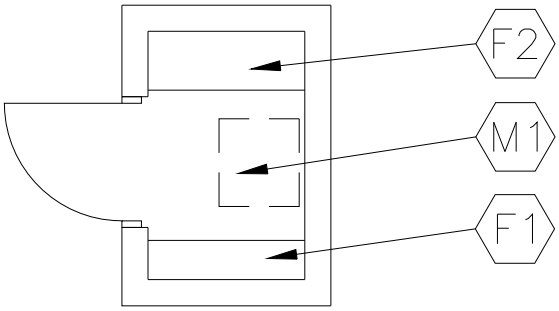
GOAL:
- To provide a place for students and staff to lie down when feeling ill

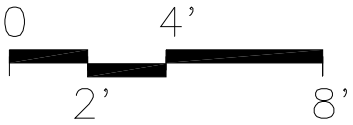
PROGRAM ACTIVITIES:
- A resting place for students and staff when feeling ill

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

ENVIRONMENTAL CONSIDERATIONS:
- Uniform lighting/dimmable lighting
- Environmental sound control:
  Wall minimum: STC 40
  Ceiling minimum: CAC 35
- Stain-resistant floor covering
- Adequate ventilation
- Auditory and visual privacy
- Visual control from Office/Waiting or Welcome Center

HEALTH SUITE -STORAGE **E-AD-18**





CAPACITY:
- Staff

ANCILLARY SPACES:
- Office/Waiting (E-AD-15)

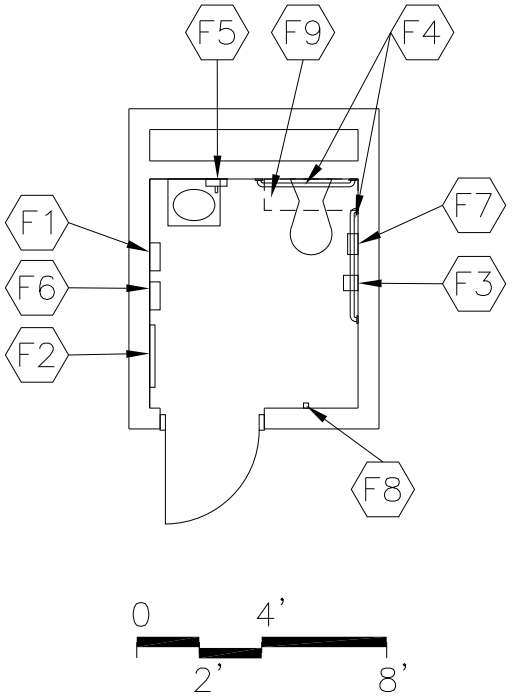
GOAL:
- To provide storage for medical supplies and equipment

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

HEALTH SUITE -TOILET **E-AD-19**



CAPACITY:
- Students
- Staff

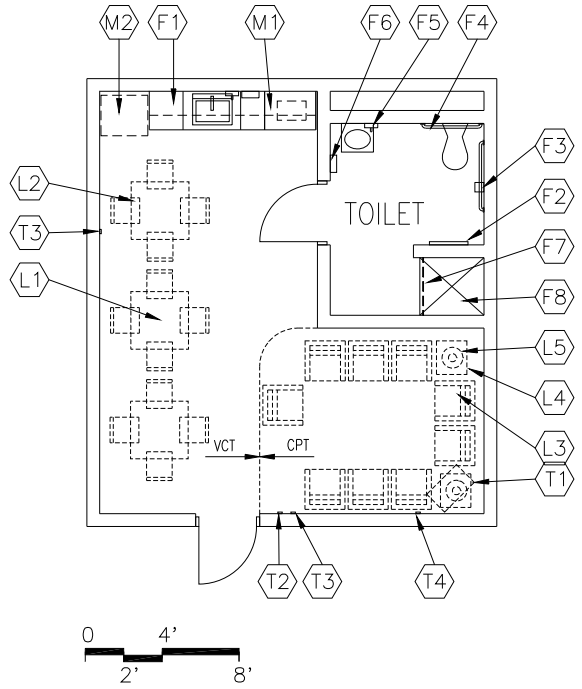
ANCILLARY SPACES:
- N/A

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 40
  Ceiling minimum: CAC 35
- Moisture- and stain-resistant finishes
- Adequate exhaust/ventilation

STAFF LOUNGE **E-AD-21**



CAPACITY:
- Staff

ANCILLARY SPACES:
- N/A

GOAL:
- To provide an area for staff dining and for relaxing

PROGRAM ACTIVITIES:
- Staff dining
- Relaxation

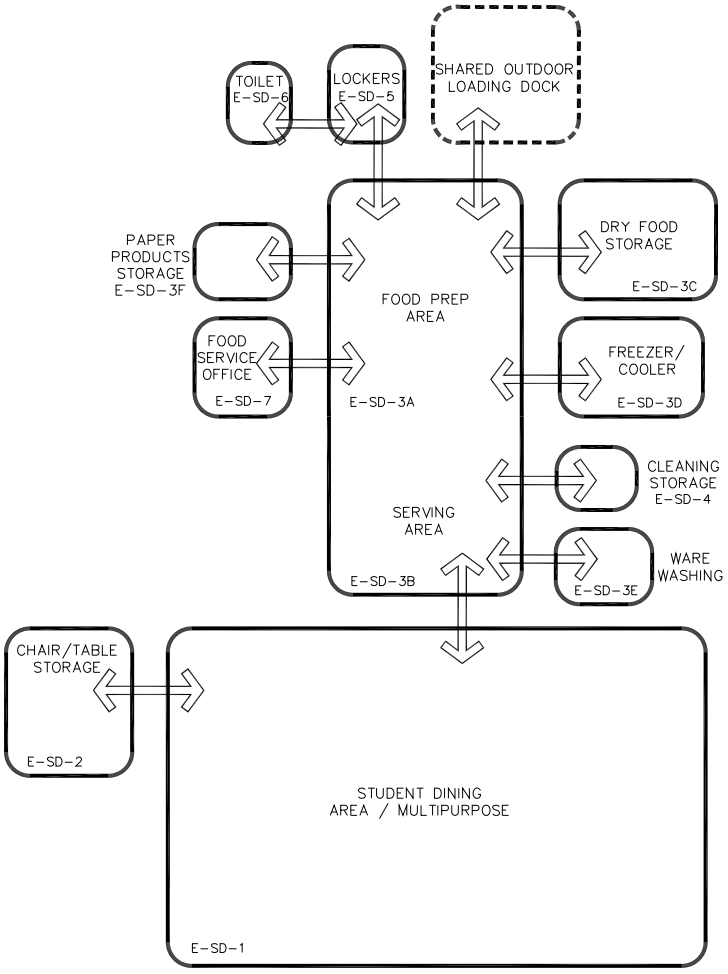
SPATIAL RELATIONSHIPS:
- Near Academic Classrooms
- Access to Main Corridor
- May be divided among floors

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

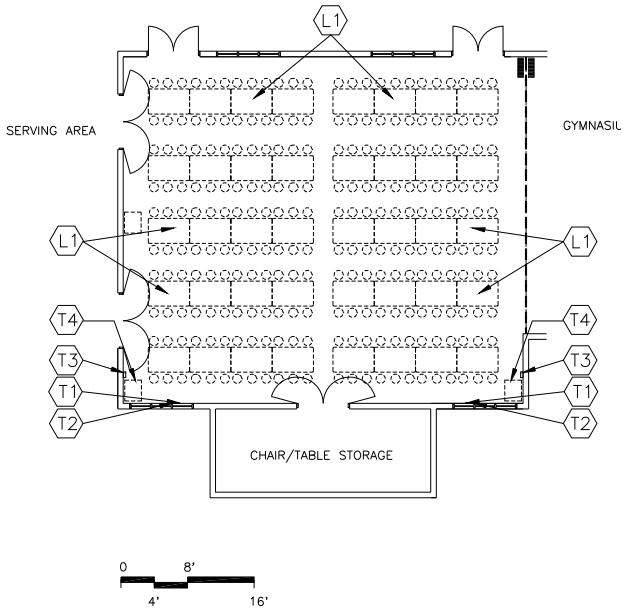
Dinning and Food Services

Spaces	Suggested			Comments
	Qty.	S.F.	Total	
Student Dining Area/Multi-purpose	*1*	*1500*	*1500*	Available for extended hours use
Chair and Table Storage	*1*	*200*	*200*	
Food Prep	1	400	400	
Servery	1	300	300	
Dry Storage	1	200	200	
Freezer & Cooler	1	150	150	
Toilet	1	50	50	
Cleaning Storage	1	50	50	
Food Service Office	1	100	100	
Total			**2,950**	

Comments: The overall total for the Dining and Food Services area may be + or – 5%.



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



CAPACITY:
- 100-110 students per lunch period/3 lunch periods
- Members of community (after hours)

SIZE:
- varies

ANCILLARY SPACES:
- Serving Area (E-SD-3B)

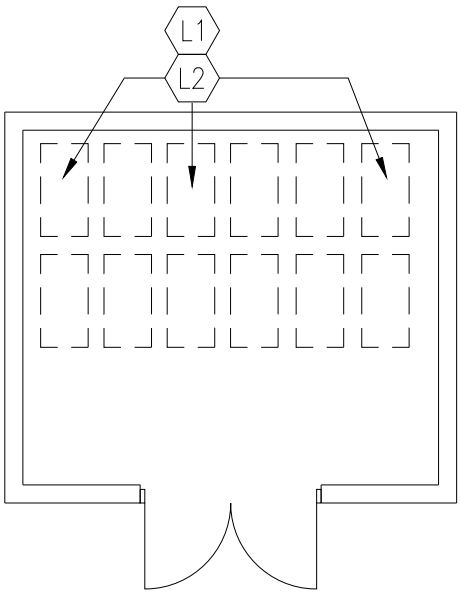
GOALS:
- To provide a pleasant atmosphere for students to eat meals
- To provide a flexible meeting space for groups if needed

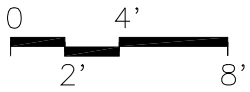
PROGRAM ACTIVITIES:
- Student dining
- School and community programs
- Meetings and activities

SPATIAL RELATIONSHIPS:
- Adjacent and access to Serving Area
- Near Food Preparation Area
- Near parking and entry to building
- This area may include the stage

ENVIRONMENTAL CONSIDERATIONS:
- Lighting appropriate to tasks
- Adequate ventilation
- Electrical outlets for equipment
- Environmental sound control:
  Wall minimum: STC 40
  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

CHAIR/TABLE STORAGE **E-SD-2**





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

GOAL:
- To provide convenient storage of dining chairs and tables to be used for meetings and performances

PROGRAM ACTIVITIES:
- Storage

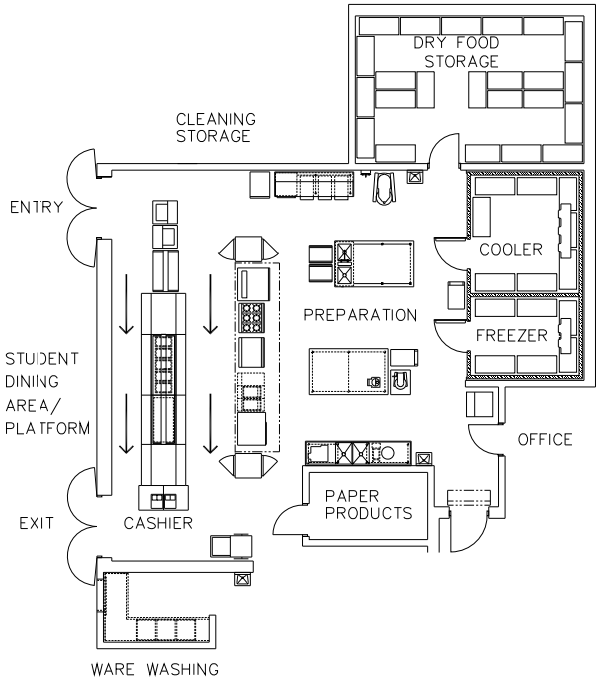
SPATIAL RELATIONSHIPS:
- Adjacent and access to Student Dining Area/Muiltipurpose

ENVIRONMENTAL CONSIDERATIONS:
- Uniform lighting
- Cleanable building surfaces
- Accessibility for moving furniture in and out

WARMING KITCHEN **E-SD-3**

This space consists of various areas:
- Food Preparation Area
- Serving Area
- Dry Food Storage
- Freezer and Cooler
- Ware Washing
- Paper Products Storage

A space plate follows for each of these areas.



CAPACITY:
- Students
- Staff
- Community

SIZE:
- Varies, see table

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

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

PROGRAM ACTIVITIES:
- Prep food (food delivered from an off site kitchen)
- 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
- This area will not be open to the community center during extended hours

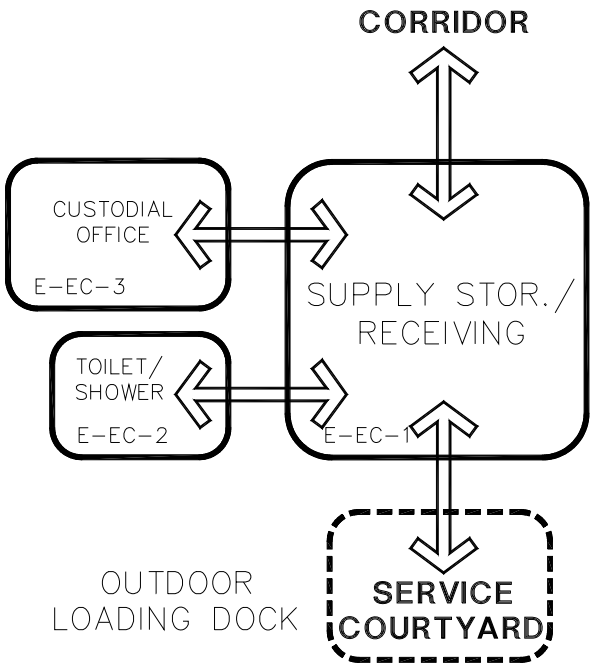
ENVIRONMENTAL CONSIDERATIONS:
- Food service department, public health
- Durable flooring
- Proper ventilation of space to remove cooking odors
- Cleanable building surfaces

See Design Guidelines for Kitchen Specifications; addition consultation with the food services staff may be necessary

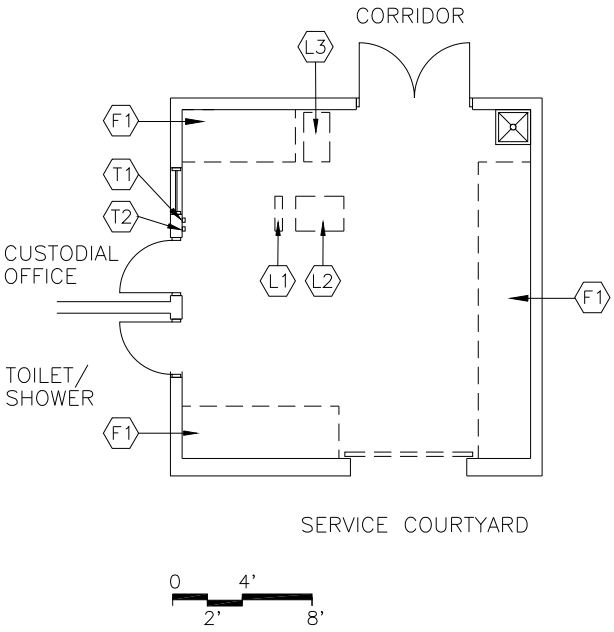
ENGINEERING AND CUSTODIAN

Spaces	Suggested			Comments
	Qty.	S.F.	Total	
Supply Storage / Receiving	1	350	350	Some storage may be outside for lawn equipment
Toilet/Shower	1	100	100	
Custodial/Engineer Office	1	150	150	
Total			**600**	

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



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



CAPACITY:
- Maintenance personnel

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

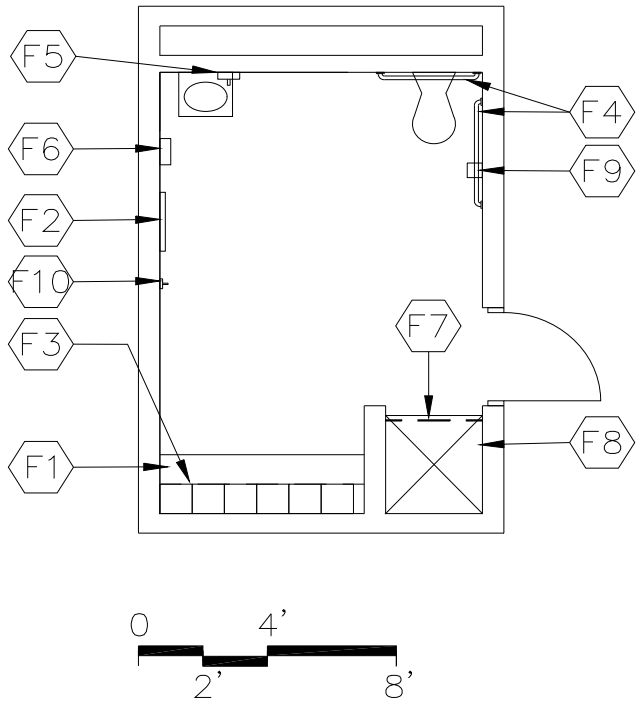
GOAL:
- To serve as the central point for delivery and shipping of bulk commodities and equipment and provide adequate storage for supplies and materials

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

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

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

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



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

PROGRAM ACTIVITIES:
- Showering
- Changing clothes

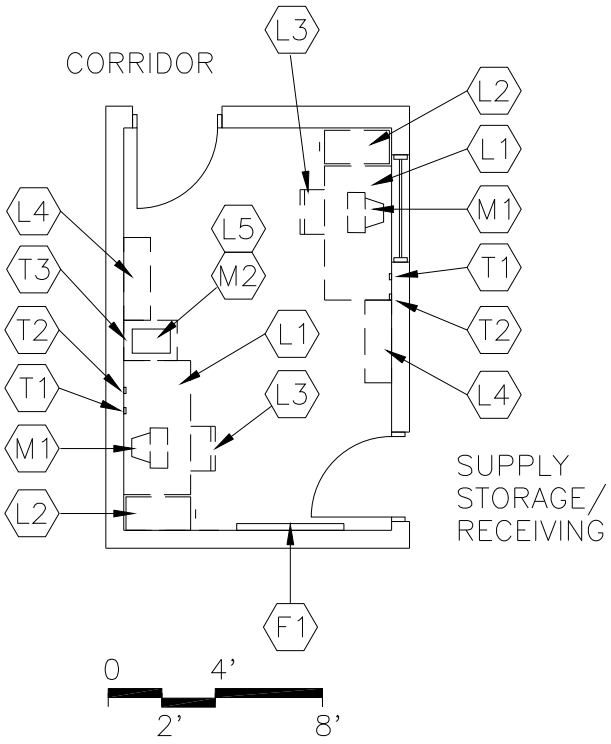
SPATIAL RELATIONSHIPS:
- Adjacent and access to Supply Storage/Receiving

ENVIRONMENTAL CONSIDERATIONS:
- Uniform lighting
- Must be handicapped accessibility
- Improved exhaust capabilities

CAPACITY:
- Maintenance and custodial staff

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

CUSTODIAL OFFICE **E-EC-3**



CAPACITY:
- Maintenance and custodial staff
- Building engineer

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

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

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

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

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

OUTDOOR PHYSICAL EDUCATION

GENERAL

1. Review need for physical education facilities with District of Columbia Public Schools. Consider educational program, community needs, availability of existing recreational facilities within the community, and site size when selecting type, size, and orientation. It is understood that many DCPS site are severely limited and that these specification will need to be revised considerably. The architect will consider first the safety and security of students a priority when determining the best site layout.

2. Provide 1 multipurpose field if feasible. Optimum site development should include 1 softball field overlaying the multipurpose field.

3. Provide grading of fields with a 1 percent to 1-1/2 percent slope.

SOFTBALL FIELD

1. Plan for infield area to be lawn. See Figure B-1.

2. Provide a backstop having a 17-foot 6-inch overhang height; and a 10-foot high by 20-foot wide back panel with 10-foot wide side panels. Locate backstop a minimum of 25 feet and a maximum of 30 feet behind home plate. Benches should line both the first and third base sides with additional benches around the perimeter of the multi-purpose field.

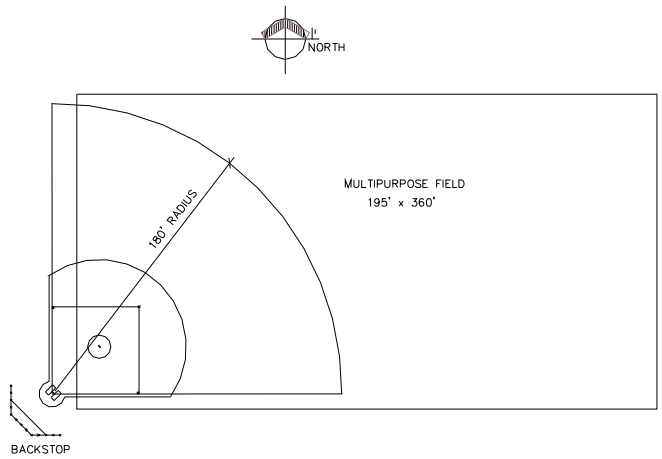
3. Provide 180 feet softball out field radius. See Figure B-1.

MULTIPURPOSE FIELD

1. Grading is to crown at center of field and slope to sidelines.

2. Consider future underdrains and irrigation.

3. Provide 195 feet wide by 360 feet long multipurpose field.



Typical Softball Field
Figure B-1

PLAYGROUNDS

AREA REQUIRED

Provide 50 square feet of play area per student, with approximately equal areas of hard surfaces and soft surfaces.

SEPARATION OF PLAY AREAS

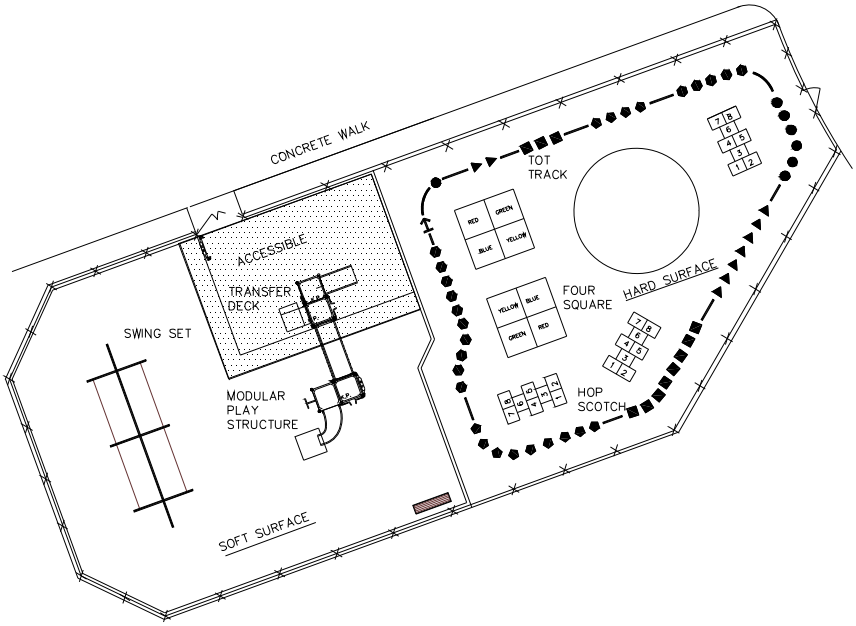
1. Provide playground areas to allow for difference in age, ability, and varying interests.

2. Follow applicable safety guidelines for different age groups.

3. 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. 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

SEPARATION OF PLAY AREAS (cont.)

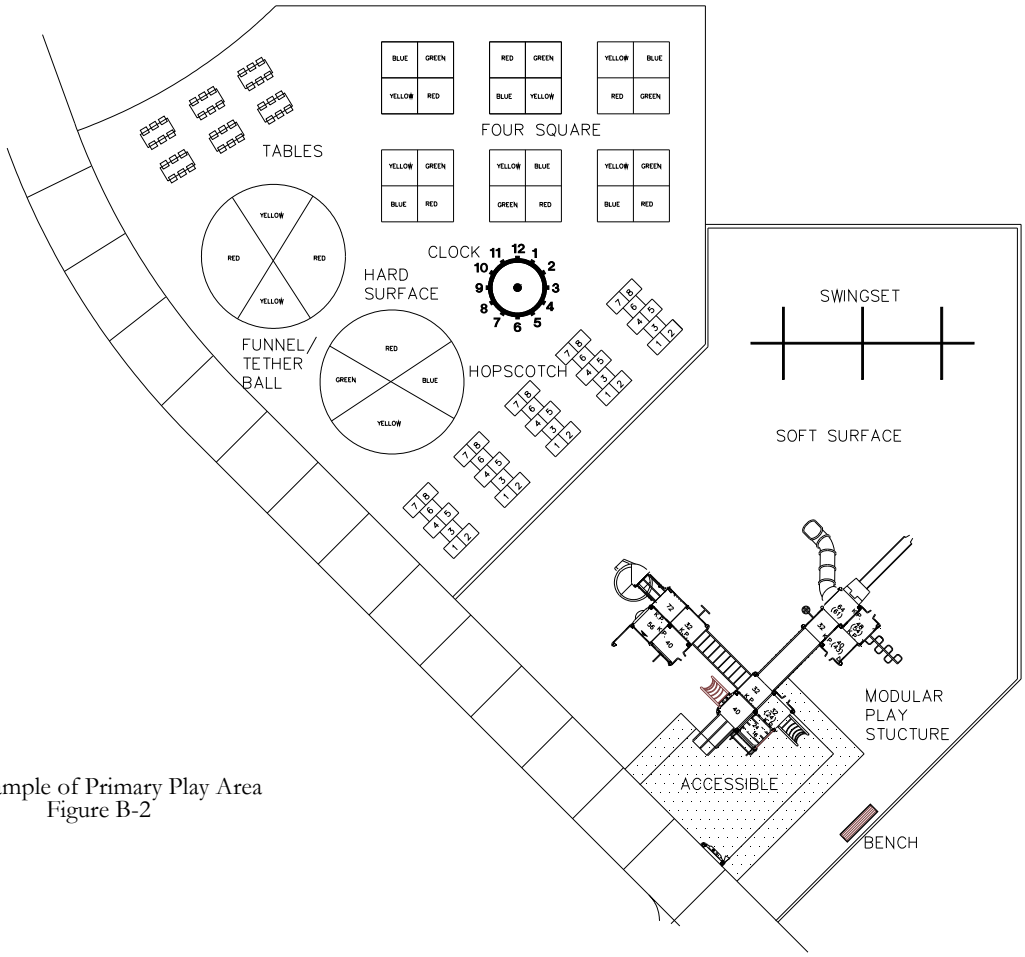
4. Primary Play Area (See Figure B-2)

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.

d. Provide a grouping of tables and benches for use as an outdoor classroom setting.



Example of Primary Play Area
Figure B-2

SEPARATION OF PLAY AREAS (cont.)

5. Intermediate Play Area (See Figure B-3)

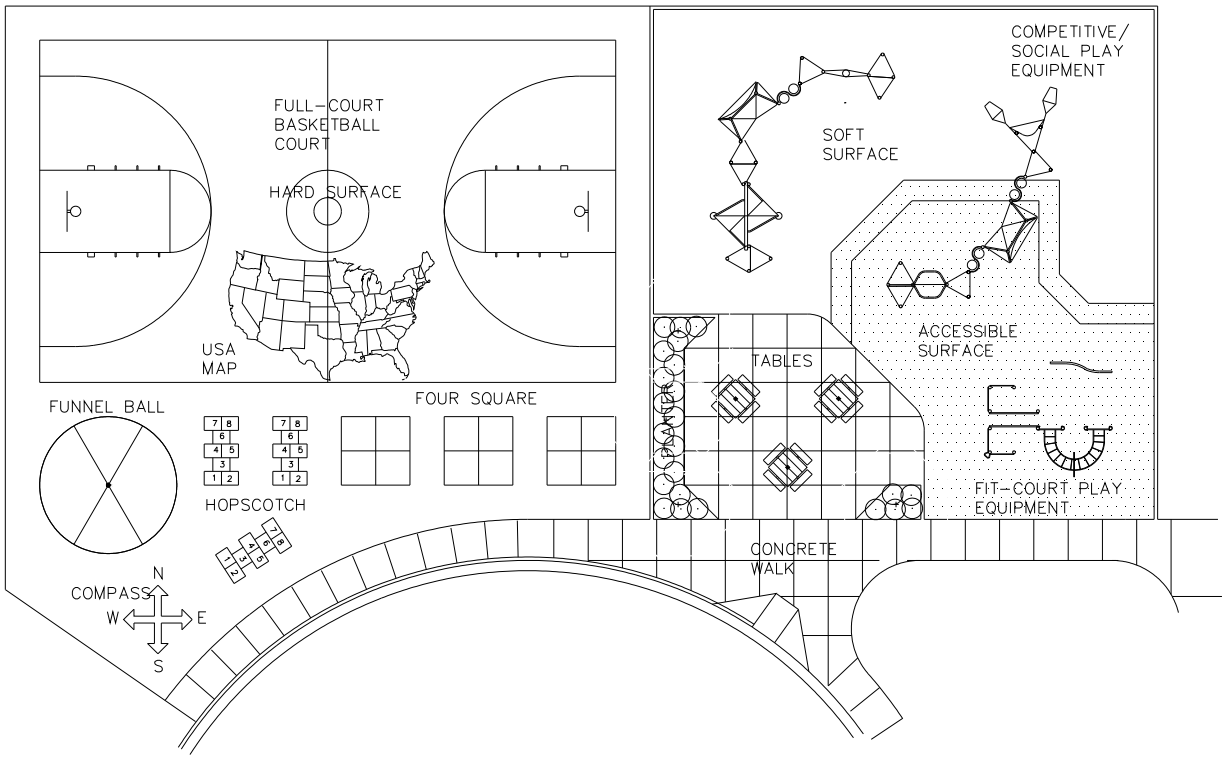
a. Design for grades 4 and 5.

b. Intermediate play area may be combined with primary play area.

c. Plan for fitness structures and competitive equipment.

d. Plan for half-court basketball and dropshot/funnel ball.

e. Provide for groupings of benches and tables for social or passive play. This area can also serve as an outdoor classroom.



Example of Intermediate Play Area
Figure B-3

HARD SURFACE PLAY AREA

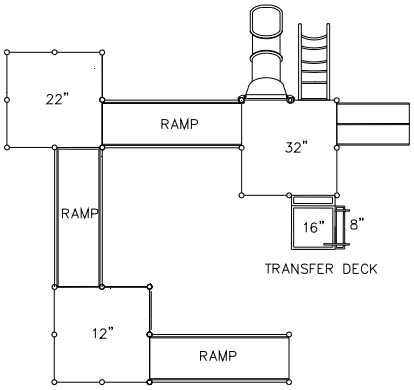
1. Painted games could include four square, hopscotch, tetherball, kickball, dodgeball, games played in a large circle, a tot track with sequenced shapes or perimeter line for running relays or laps.

2. Educational features could include a USA or world map, counting line, compass, and clock.

SOFT SURFACE PLAY AREA

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

ACCESSIBILITY STANDARDS



Typical Ramp and Transfer Deck
Figure E-1

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.