

DRAFT

**Educational Specifications for
Janney Elementary School
550 capacity**

June 2007

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 Improvement Team Members

Introduction

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

Scope and Justification (DCPS Staff)

This project is

The reason is

The Student Population (DCPS Staff)

The Community (DCPS Staff)

The Program (DCPS Staff)

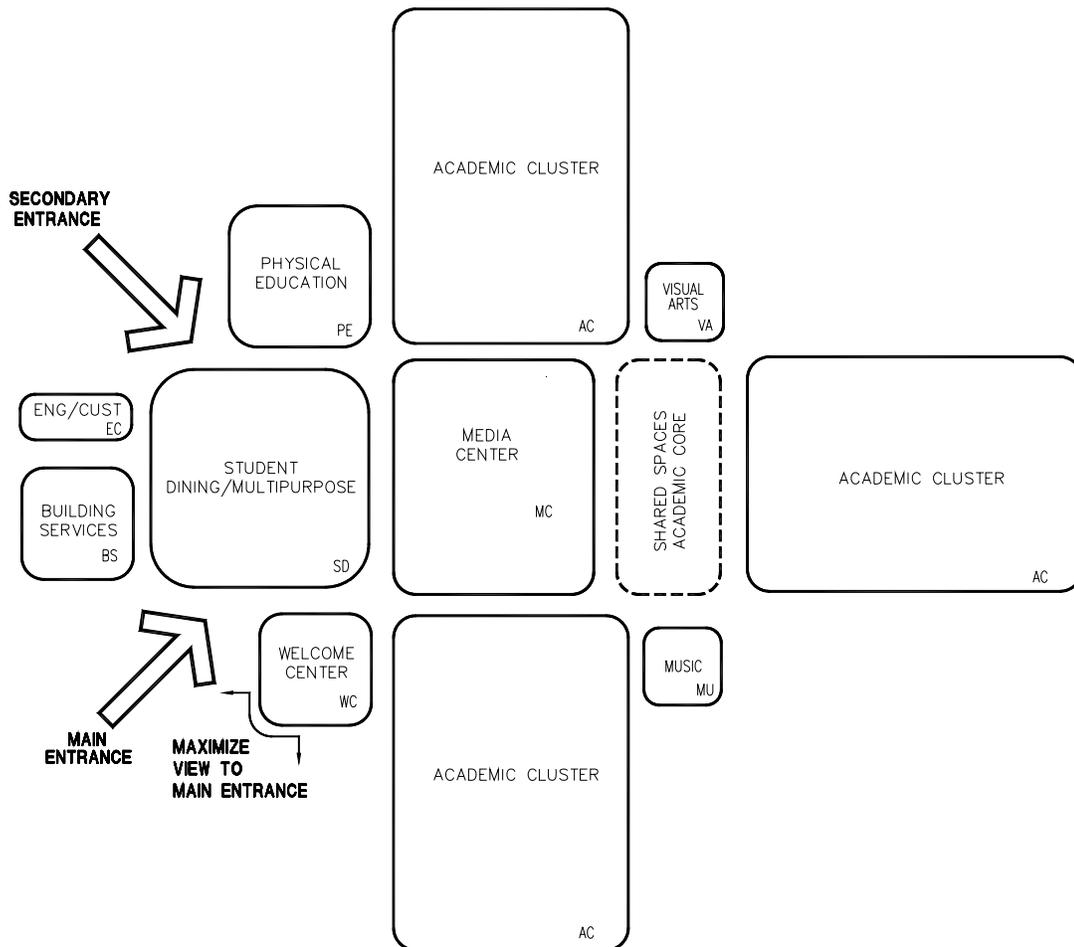
Overview of Planning Concepts

Academic Cluster Concept

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

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

Diagram Intro A



Core Instructional Spaces

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

Special Education (DCPS Staff)

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.

At this school _____

Early Childhood Programs

Pre-Kindergarten will match the enrollment at the kindergarten level, thereby providing for universal delivery of pre-kindergarten programming. In addition, a 3-year-old program will be offered for up to 50% of the anticipated PreK students. All early childhood classes will allow for inclusion of students with special needs.

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.

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

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. An outside patio and seating area will offer additional work, display, and performance opportunities.

Physical Education

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

The recreation center, physical education, and performance areas will need to be secured from the rest of the building for nighttime access.

Community Use (DCPS Staff)

Cafeteria

This area will be used for student dining, performances, assemblies, and community meetings. A folding wall between the gymnasium and the cafeteria will provide seating space for large meetings and performances. It is proposed through creative design that this area will effectively house multiple functions.

Special Features

Corridors and Commons Spaces

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

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. It is intended that access to technology will be seamless and pervasive throughout the building. Additional electrical needs or technology may be needed to serve the Sharpe Health Satellite. The architect will work with appropriate staff to determine requirements. See Appendix B for Technology discussion.

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 of 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. Outdoor play areas will be located near the grade level areas.

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 (not-Title One) (DCPS Staff)

Room Use			
Grade	Number of	Capacity (Program)	Total
	Classrooms		
Pre-K /Head Start	4	18	72
Kindergarten	4	20	80
1st Grade	4	20	80
2nd Grade	4	20	80
3rd Grade	3	23	69
4th Grade	3	23	69
5th Grade	3	23	69
Special Needs (self contained)	3	10	30
Total	28		549

Budget Calculation

The budget for this project is based on maintaining the following assumptions:

- Core capacity of 400 for Grades PS-5 = 60,000 SF
- Parent Center/wrap around services =
- Community Use =
- Site preparation to be determined as part of the redevelopment planning

The architect is expected to maintain a net square foot of _____ not to exceed _____ total square feet for the building. The budget was prepared based on this square footage and a cost per square foot based on local indexes adjusted for inflation.

The design standards for materials, finishes, and equipment will be provided by DCPS to enable further adherence to the proposed budget.

Building Space Summary

Space Summary	Total
Core Academic/Special Education Areas	36,250
Media Center	3,300
Visual Art and Music	2,600
Physical Education/Gym	4,900
Administration	3,415
Student Dining & Food Service	3,400
Maintenance & Custodial Services	700
Mechanical, Electrical, Toilets, Custodial Closets	3,750
Total Net	58,315
Building Support Areas [corridors, wall thickness, stairwells, elevators] [Net x 33%]	19244
Total Gross	77559

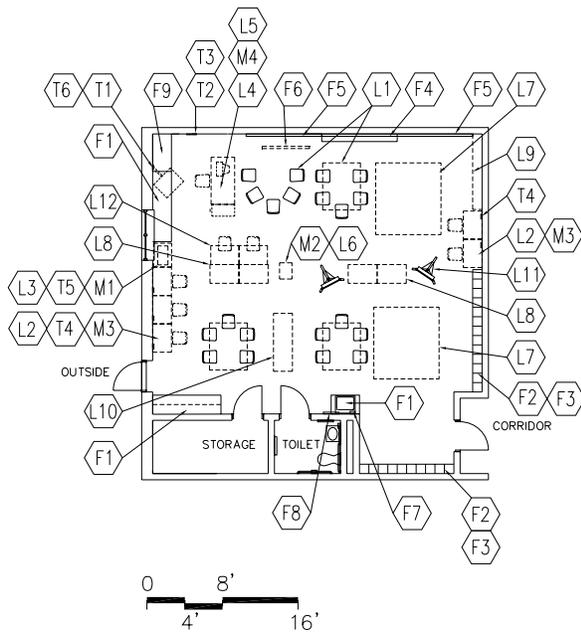
Outdoor Area Requirements Summary

Exterior Spaces
Structured Play Area For Primary Grades
Structured Play Area For Intermediate Grades
Protected Pre-School Play Area
Outdoor Paved Play Area [2 full basketball courts, with markings for other games]
Multi-purpose fields (soccer/softball)
Stacking area for special education busses
Faculty, Staff, and Visitor Parking (73 spaces)

Core Academic Area Space Requirements

Spaces	Suggested			Comments
	Quantity	S.F.	Total	
Pre-Kindergarten Classroom	4	1,175	4,700	Includes 50 sf toilet and 100 sf storage closet
Kindergarten Classroom	4	1,175	4,700	Includes 50 sf toilet and 100 sf storage closet
Grade 1 Classroom	4	1,175	4,700	Includes 50 sf toilet and 100 sf storage closet
Grade 2 Classroom	4	1050	4,200	Includes 50 sf storage closet
Grade 3 Classroom	3	1050	3,150	Includes 50 sf storage closet
Grade 4 Classroom	3	1050	3,150	Includes 50 sf storage closet
Grade 5 Classroom	3	1050	3,150	Includes 50 sf storage closet
Science Lab (Elem)	1	1100	1,100	
Resource Classroom (Elem)	3	400	1200	Reading and Literacy resource
Student Services Offices	3	150	450	Psychologist, social worker, testing
Speech Room	1	200	200	
Special Needs Classrooms	3	1050	3,150	Includes 100 sf. toilet and storage
Kitchen/Laundry	1	400	400	Shared among all classes. Centrally located.
Occupational Therapy/Physical Therapy	1	400	400	50 sf of storage
Storage	2	400	800	Primary, Intermediate, Middle
Workroom/Teacher Office	2	400	800	
Total			36,250	

General Comments:



CAPACITY:

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

SIZE:

- 1,175 SF

ANCILLARY SPACES:

- Pre-K/Kindergarten Restroom E-ACA-16 (50 SF)
- Storage closet (100 SF)

SPATIAL RELATIONSHIPS:

- See illustration
- Near Corridor
- Near Media Center
- Near Workroom/Teacher Office
- Group classrooms for potential teaming
- Locate cubbies near student work area
- Locate coat cubbies near door
- Locate at first floor for emergency evacuations, if possible

GOALS:

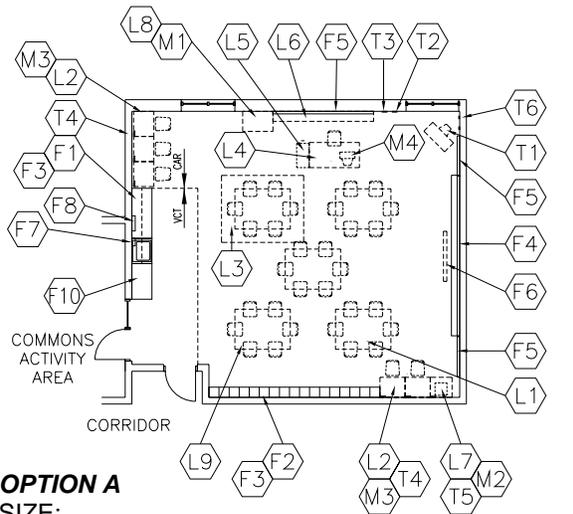
- To foster self-discipline, independence, and responsibility
- To help children develop positive concepts about themselves and their capabilities
- To encourage and develop independent thinking and good work habits
- To develop language as a tool of learning and as a means of communication
- To provide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

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



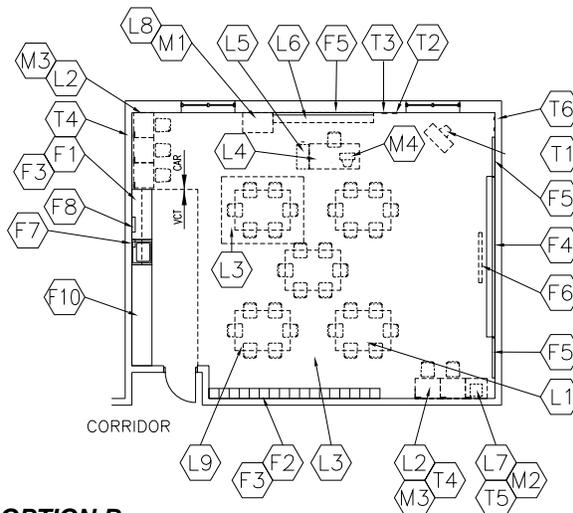
OPTION A

SIZE:

- **950 SF**

ANCILLARY SPACES:

- **Commons E-ACA-3**



OPTION B

SIZE:

- **1050 SF**

ANCILLARY SPACES:

- **N/A**

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

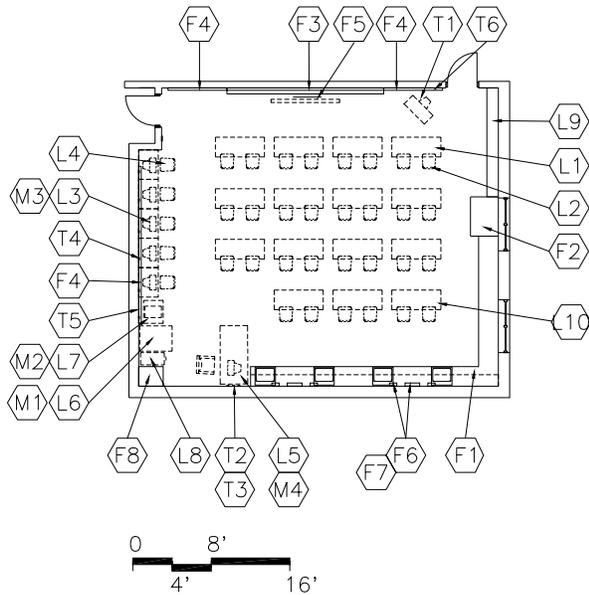
ENVIRONMENTAL CONSIDERATIONS:

- 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:

- 22 students (2nd – 3rd)
- 24 students (4th – 5th)
- 1 teacher
- Staff members
- Guest speakers/volunteers

1. Lose furnishings and features shown represent one of many possible arrangements.
2. *Option A anticipates classrooms with access to Commons Activity Areas (E-ACA-3). Option B provides larger classrooms but no commons.*



CAPACITY:

- 20-24 students
- 1-2 staff

SIZE:

- 1,100 SF

ANCILLARY SPACES:

- N/A

GOAL:

- To be an instructional space located in each academic area available on a scheduled basis by department or team of teachers

PROGRAM ACTIVITIES:

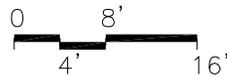
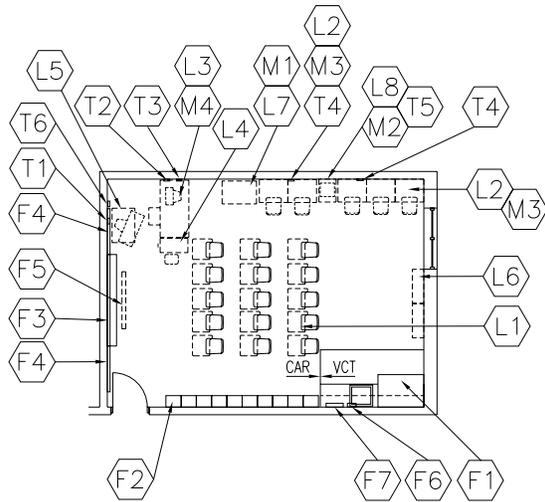
- Direct instruction
- Research
- Student and class projects
- Cooperative learning groups
- Student display
- Activities
- Teleconferencing

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 40
 - 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:

- Up to 15 students
- 2 or more staff members

SIZE:

- 400 SF

ANCILLARY SPACES:

- N/A

GOAL:

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

PROGRAM ACTIVITIES:

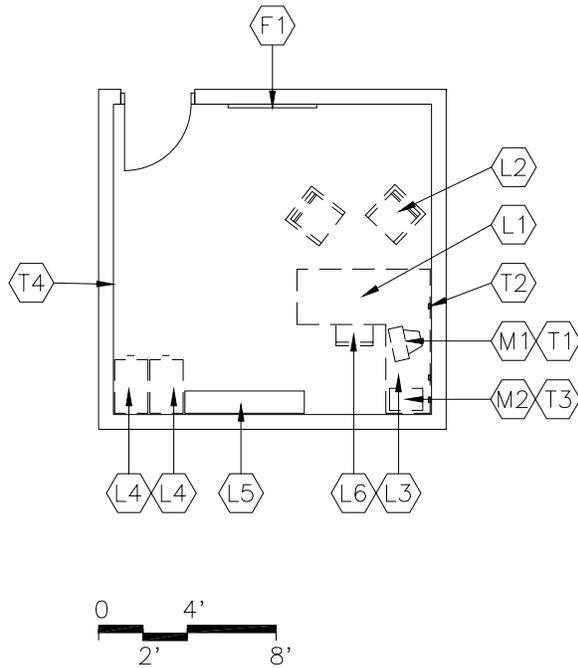
- Small group work
- Independent instruction and work

SPATIAL RELATIONSHIPS:

- Located within Academic Core areas
- 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



CAPACITY:

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

SIZE:

- 150 SF

ANCILLARY SPACES:

N/A

GOAL:

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

PROGRAM ACTIVITIES:

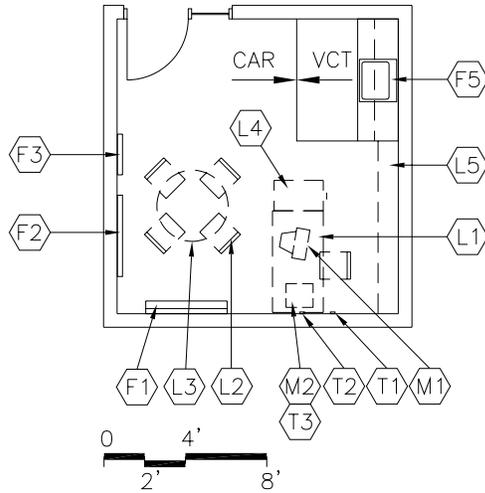
- Counseling for parents and students
- Administrative paperwork
- Environment and orientation of new students
- Office space for itinerant staff

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



GOAL:

- To provide private training for students

PROGRAM ACTIVITIES:

- Group and individual practice
- Student assessment

SPATIAL RELATIONSHIPS:

- Near Academic Core areas
- Near Special Needs Classroom

ENVIRONMENTAL CONSIDERATIONS:

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

CAPACITY:

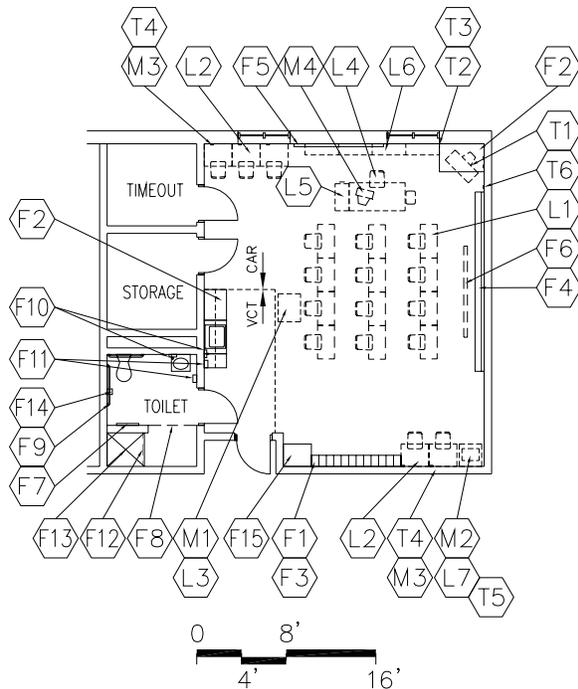
- 1-3 students
- 1-2 staff

SIZE:

- 200 SF

ANCILLARY SPACES:

N/A



CAPACITY:

- 10-12 students
- 2 or more staff

SIZE:

- 1175

ANCILLARY SPACES:

- Individual restroom **with shower** (100 SF)
- Storage closet (100 SF)
- Time-Out (**E-ACA-17**)

GOAL:

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

PROGRAM ACTIVITIES:

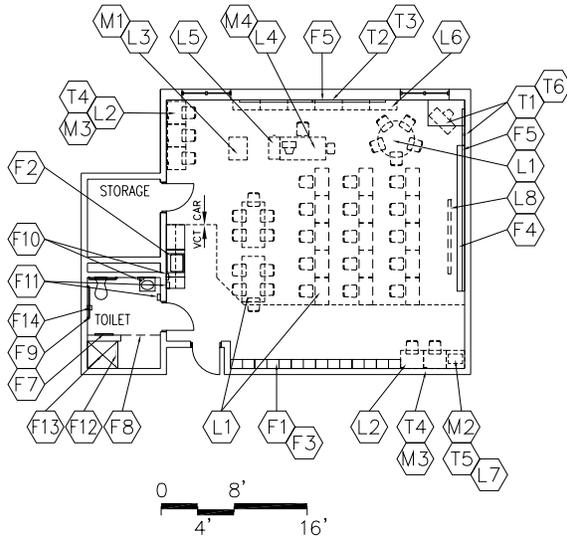
- Small group work
- Independent work
- Individual instruction

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 separate time-out room with security glazing for monitoring
- Window treatment to darken room for AV presentation



Note: *Offset in ancillary space could be located on corridor side to provide opportunity for building support.*

CAPACITY:

- 10-15 students
- 2 or more staff

SIZE:

- 900 SF

ANCILLARY SPACES:

- Individual restroom **with shower** (100 SF)
- Storage closet (100 SF)

GOAL:

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

PROGRAM ACTIVITIES:

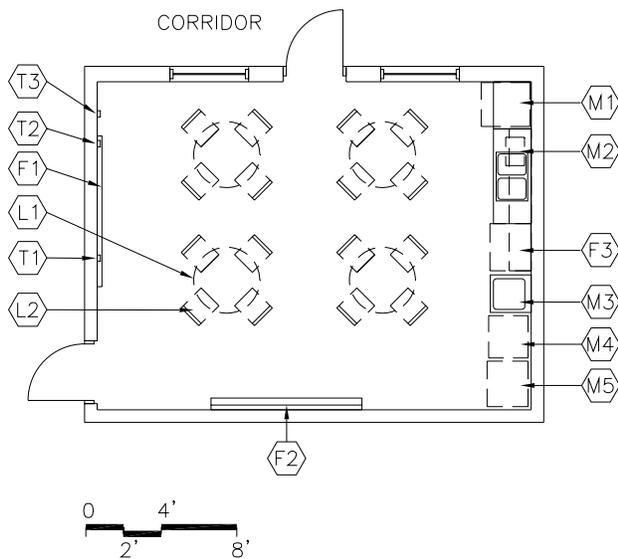
- Small group work
- Independent work
- Individual instruction

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



GOALS:

- To provide a life skills instructional area shared by students receiving multiple handicap and developmentally handicap special education services
- To help students learn practical/hands-on social skills and daily living skills
- To provide a handicapped-accessible area for washing and drying garments

PROGRAM ACTIVITIES:

- Food preparation and cleanup
- Washing and drying garments

SPATIAL RELATIONSHIPS:

- Near Academic Core classrooms
- Adjacent to Special Needs Classroom
- Access to main corridor
- **Optional: access to adjacent Special Needs Classroom**

ENVIRONMENTAL CONSIDERATIONS:

- Uniform lighting
- Windows to provide natural light, desirable

CAPACITY:

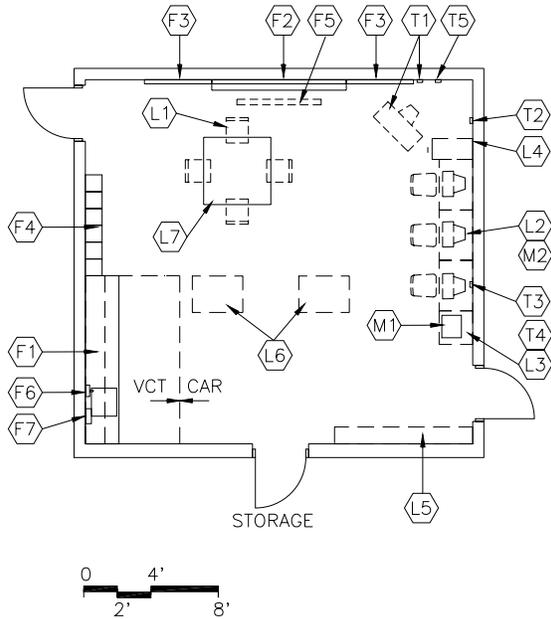
- Teachers
- Staff
- 1-4 Students

SIZE:

- 400 SF

ANCILLARY SPACES:

- Special Needs Classroom (E-ACA-7)



CAPACITY:

- Up to 3 students
- Up to 2 staff

SIZE:

- 400 SF

ANCILLARY SPACES:

- Speech/Occupational/ Physical Therapy Storage

GOAL:

- To provide private functional mobility training for students

PROGRAM ACTIVITIES:

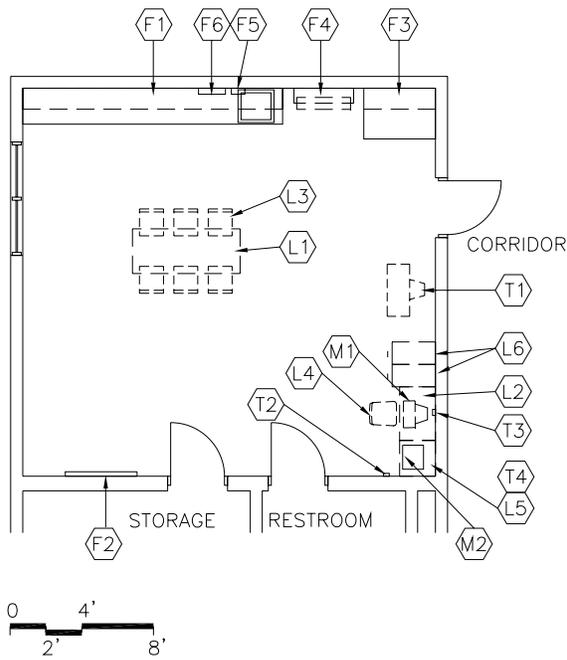
- Speech therapy
- Exercise
- Assistive technology evaluation
- Occupational and Physical Therapy

SPATIAL RELATIONSHIPS:

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

ENVIRONMENTAL CONSIDERATIONS:

- Uniform lighting
- Environmental sound control:
Wall minimum: STC 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



CAPACITY:

- Teachers
- Teachers' assistants
- Parents/volunteers

SIZE:

- 400 SF

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

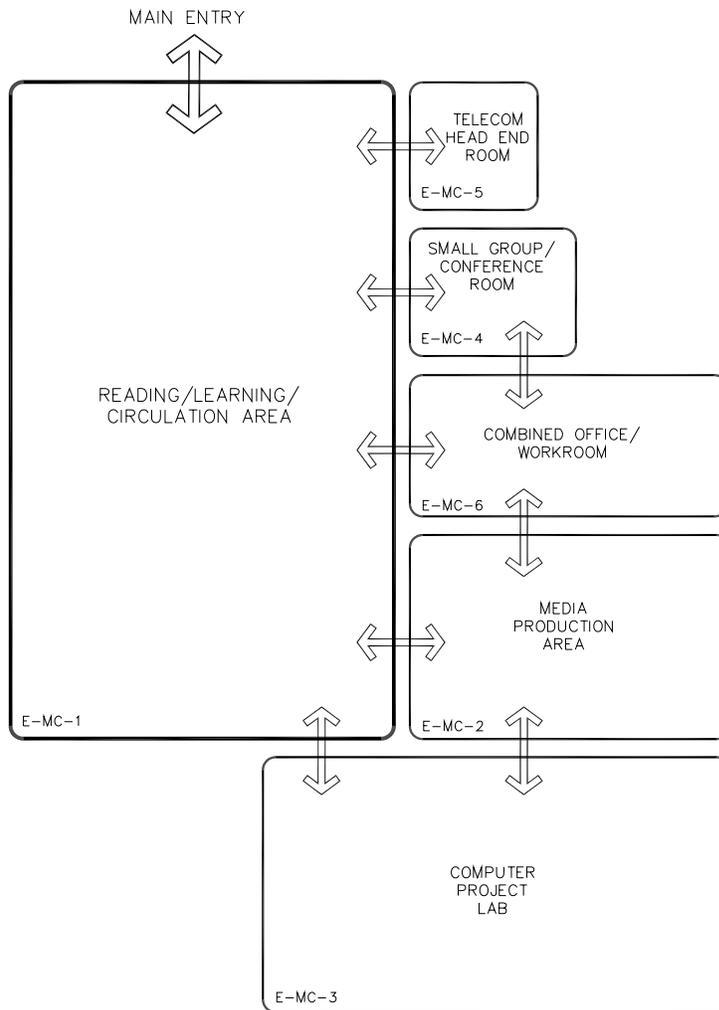
ENVIRONMENTAL CONSIDERATIONS:

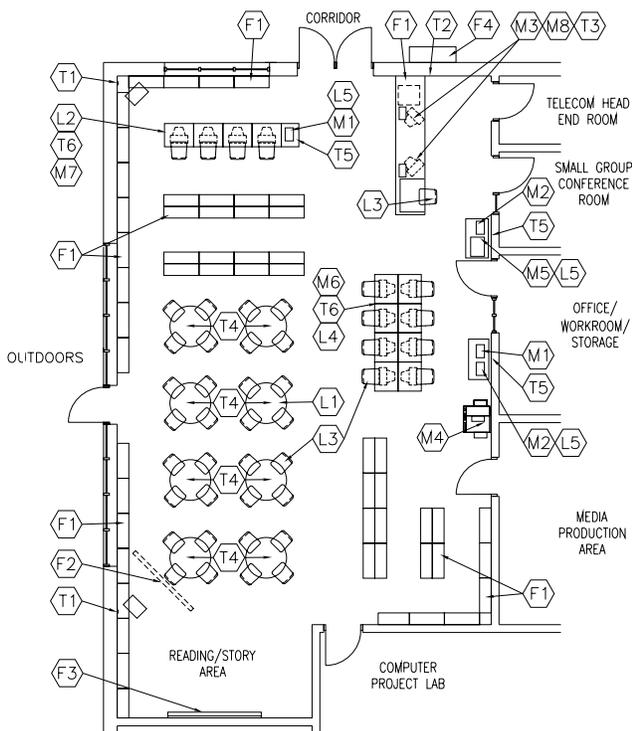
- Uniform lighting
- Environmental sound control:
Wall minimum: STC 40
Ceiling minimum: CAC 35
- Adequate ventilation
- Electrical outlets for equipment
- Window to provide natural light, desirable

MEDIA CENTER

Spaces	Qty.	S.F.	Total	Comments
Reading/Learning/Circulation	1	1,250	1,250	Shared
Media Production Area	1	400	400	
Computer Project Lab	1	850	850	
Conference Room	1	150	150	
Office/Workroom/storage	1	450	450	
Telecom Head End Room	1	200	200	
Total			3,300	

Comments:





CAPACITY:

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

SIZE:

- 1,250 SF

ANCILLARY SPACES:

- Media Production Area (E-MC-2)
- Computer Project Lab (E-MC-3)
- Office (E-MC-4)
- Telecom Head End Room (E-MC-5)
- Workroom/Storage (E-MC-6)

GOAL:

- To provide students, staff and community 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
- Dramatic reading and storytelling

SPATIAL RELATIONSHIPS:

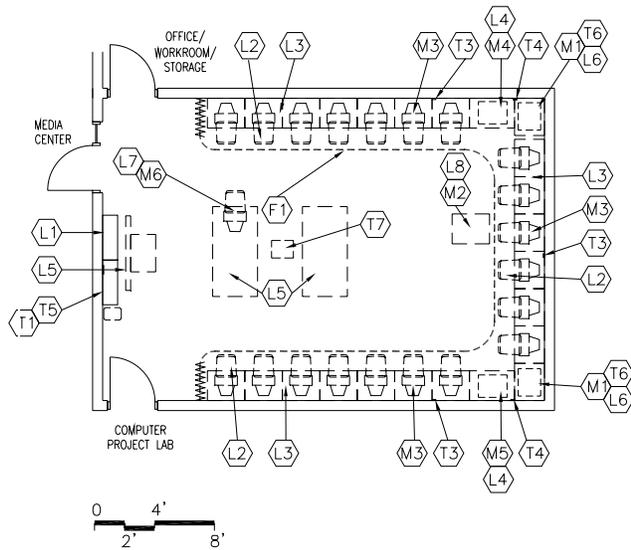
- Circulation area located close to entrance/exit
- Reference/professional/periodical areas located near entrance and close to circulation
- Two catalog station areas centrally located

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
- 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 42" high. Book stacks against the wall may be 60" to 84" high. Coordinate with other equipment and windows.



GOAL:

- To provide a soundproof, properly lighted room for video productions, audio productions, publication purposes, and multimedia productions using computer accessories and peripherals such as scanners, digital cameras, etc.

PROGRAM ACTIVITIES:

- Video creation/production
- Voice over/dubbing
- Creative writing
- Closed circuit TV production
- Newspaper production
- Scanning
- Digitizing

SPATIAL RELATIONSHIPS:

- Adjacent to and access to Reading/Learning/Circulation Area
- Adjacent and access to Computer Project Lab
- Adjacent and access to Workroom/Storage

ENVIRONMENTAL CONSIDERATIONS:

- Uniform lighting with an appropriate visual comfort level
- Environmental sound control:
Wall minimum: STC 45
Ceiling minimum: CAC 40
Acoustically improved entry door
- Electrical outlets for equipment
- Special lighting for video production
- HVAC control separate from Media Center
- Due to the changing nature of technology, a media production room is to be designed for flexibility of use.
- Provide visual control from media center

CAPACITY:

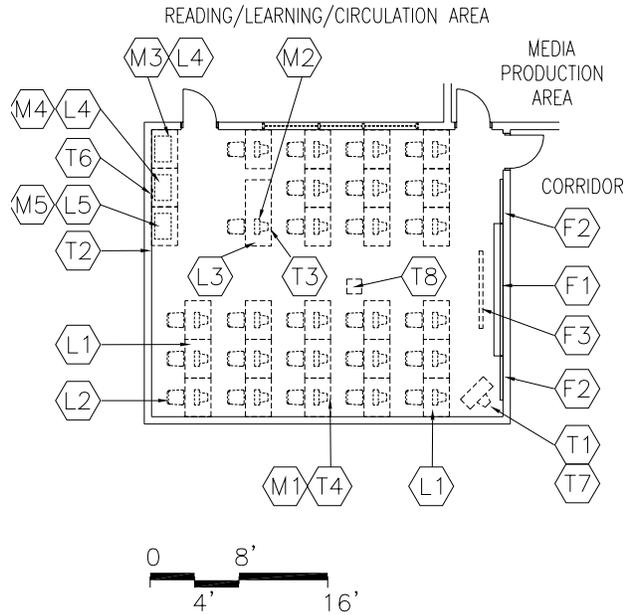
- 20 students
- 2 teachers
- Community patrons after school hours

SIZE:

- 400

ANCILLARY SPACES:

- Reading/Learning/Circulation Area (E-MC-1)
- Computer Project Lab (E-MC-3)
- Workroom/Storage (E-MC-6)



CAPACITY:

- 25 students
- 1 teacher

SIZE:

- 850 SF

ANCILLARY SPACES:

- Reading/Learning/Circulation Room (E-MC-1)
- Media Production Area (E-MC-2)

GOAL:

- To provide an instructional space located adjacent to the Media Center as a resource for the entire school

PROGRAM ACTIVITIES:

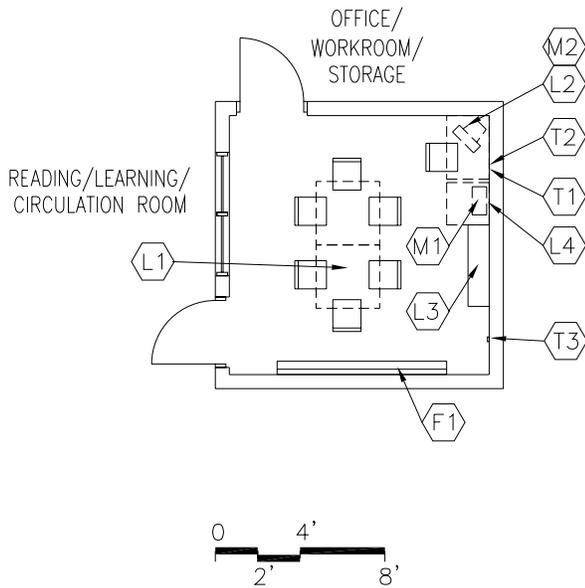
- Instruction
- Individual and class projects
- Computer lab activities
- Teleconferencing
- Research

SPATIAL RELATIONSHIPS:

- Adjacent to and access to Reading/Learning/Circulation Room
- Adjacent and access to Media Production area
- Near the Restrooms
- Easy access to all students for teaching

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
- HVAC separate from Media Center
- Windows into Reading/Learning/Circulation Area optional



CAPACITY:

- Up to 8 persons

SIZE:

- 150 SF

ANCILLARY SPACES:

- Reading/Learning/Circulation (E-MC-1)
- Office/Workroom/Storage (E-MC-6)

GOAL:

- To provide space for varying sizes of groups of students and/or adults for collaborative research projects and meetings.

PROGRAM ACTIVITIES:

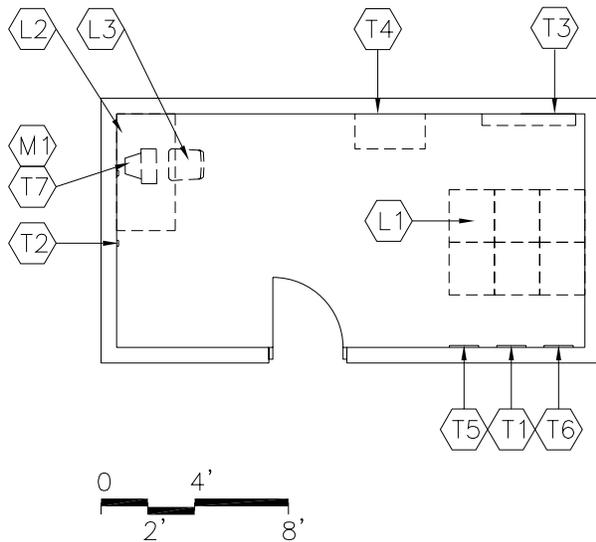
- Group research projects
- Meetings
- Listening and viewing

SPATIAL RELATIONSHIPS:

- Adjacent and access to Reading/Learning/Circulation Area
- Adjacent and access to Office/Workroom/Storage

ENVIRONMENTAL CONSIDERATIONS:

- Uniform lighting
- Environmental sound control:
Wall minimum: STC 40
Ceiling minimum: CAC 35
- Visual access to Reading/Learning/Circulation Room
- Electrical outlets for equipment
- Adequate ventilation
- Window blinds for privacy during conferences



CAPACITY:

- 1-2 staff members

SIZE:

- 200 SF

ANCILLARY SPACES:

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

GOALS:

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

PROGRAM ACTIVITIES:

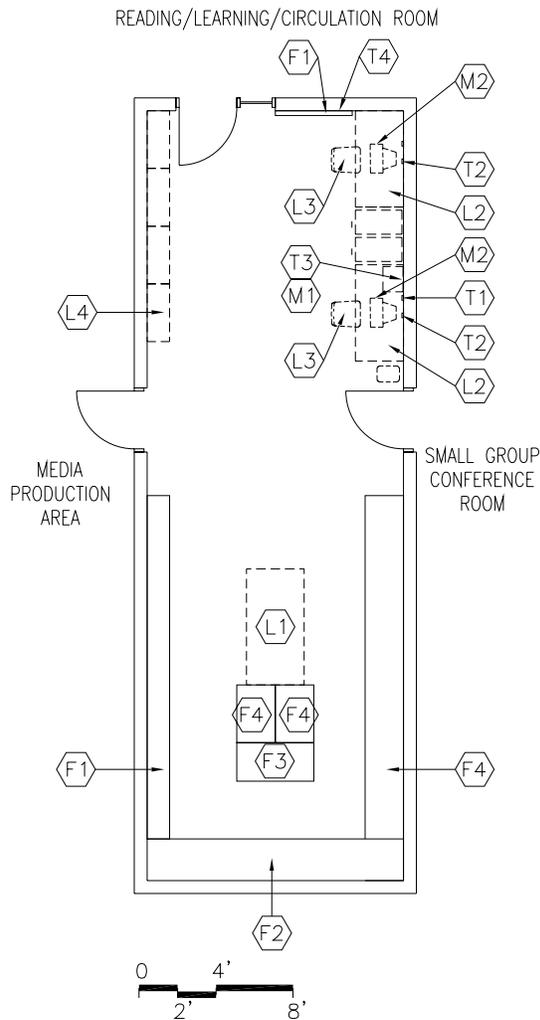
- Voice, video, data reception, and distribution
- Security system location
- Network management
- Telephone wiring entry and distribution
- Cable and CCTV reception and broadcasting

SPATIAL RELATIONSHIPS:

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

ENVIRONMENTAL CONSIDERATIONS:

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



CAPACITY:

- Media specialists

SIZE:

- 450 SF

ANCILLARY SPACES:

- Reading/Learning/Circulation Area (E-MC-1)
- Media Production Area (E-MC-2)
- Office (E-MC-4)

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:

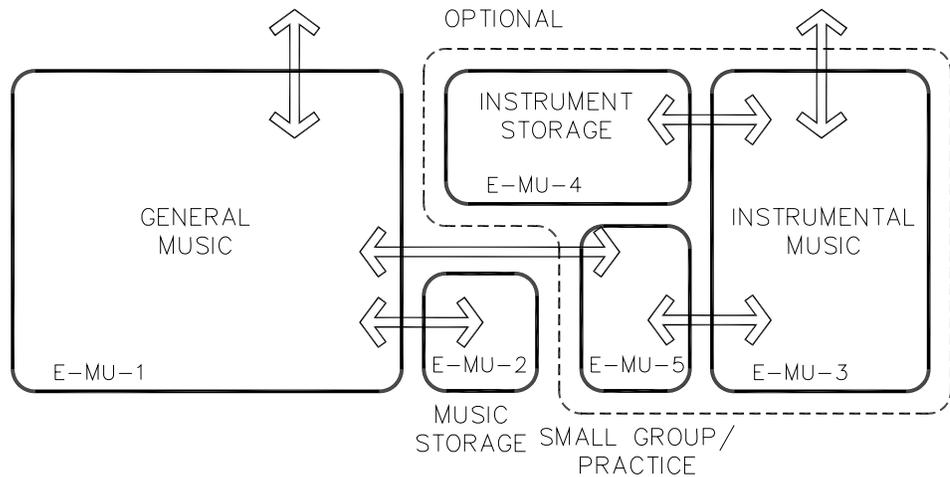
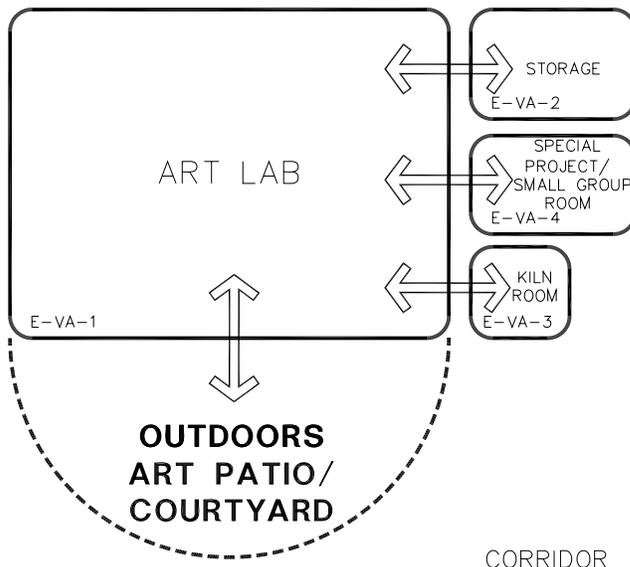
- Uniform lighting
- Environmental sound control:
Wall minimum: STC 40
Ceiling minimum: CAC 35
- Auditory privacy

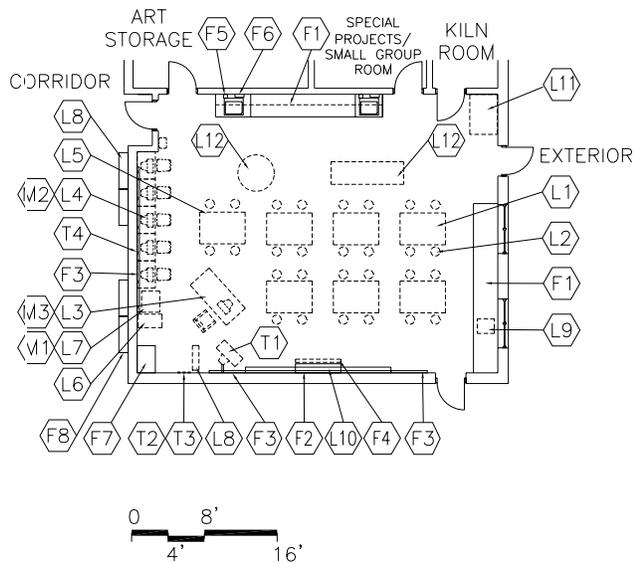
VISUAL AND PERFORMING ARTS

Spaces	Suggested			Comments
	Qty.	S.F.	Total	
Visual Arts Lab	1	1,200	1,200	
Kiln Room	1	100	100	
Storage	1	150	150	
General Music Room w/ storage	1	1,150	1,150	Includes storage
Total			2,600	

Comments :

VISUAL ARTS SPATIAL RELATIONSHIPS



**CAPACITY:**

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

SIZE:

- 1200 SF

ANCILLARY SPACES:

- Kiln Room (E-VA-3)
- Art Storage (E-VA-2)
- Special Project/Small Group Room (E-VA-4)

SPATIAL RELATIONSHIPS:

- Centrally located with convenient access to Core Academic classrooms
- Direct access to art patio – with overhang
- Adjacent and access to Kiln Room (optional space)

GOALS:

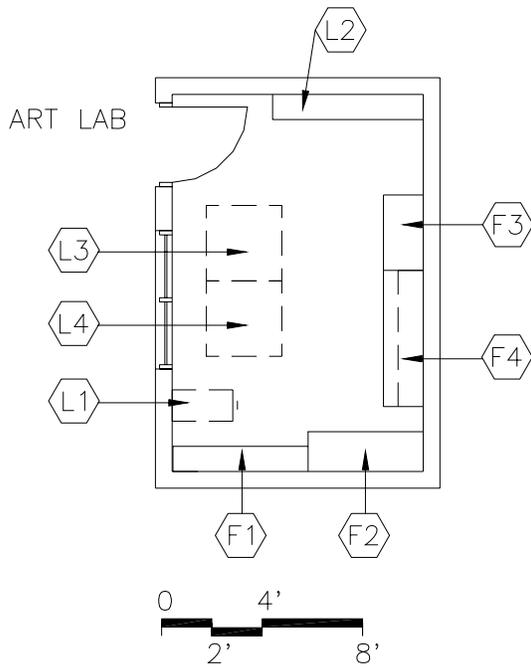
- To provide an area for students to work on a variety of art projects and to have positive experiences, which include developing confidence, commitment, and a sense of accomplishment
- To explore the manipulation of a variety of materials
- To develop technical and expressive skills
- To become aware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

PROGRAM ACTIVITIES:

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

ENVIRONMENTAL CONSIDERATIONS:

- Uniform lighting/track and display lighting
- Windows to provide natural light and egress, preferably northern exposure
- Environmental sound control:
Wall minimum: STC 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



CAPACITY:

- 1 teacher

SIZE:

- 150 SF

ANCILLARY SPACES:

- Art Lab (E-VA-1)

GOAL:

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

PROGRAM ACTIVITIES:

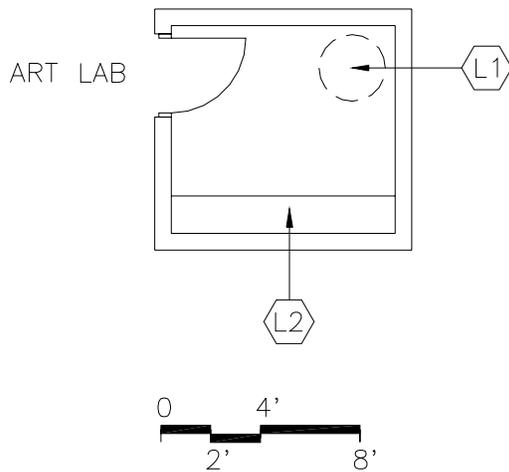
- Storage of equipment and supplies

SPATIAL RELATIONSHIPS:

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

ENVIRONMENTAL CONSIDERATIONS:

- Uniform lighting
- Electrical outlets for equipment



CAPACITY:

- 1-2 persons

SIZE:

- 100 SF

ANCILLARY SPACES:

- Art Lab (E-VA-1)

GOALS:

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

PROGRAM ACTIVITIES:

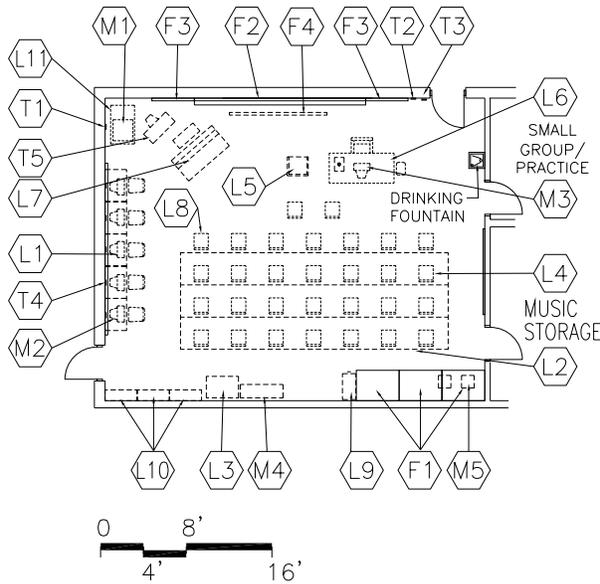
- Store 3D sculptural work
- House kiln equipment

SPATIAL RELATIONSHIPS:

- Adjacent and access to Art Lab

ENVIRONMENTAL CONSIDERATIONS:

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



CAPACITY:

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

SIZE:

- 1,000 SF

ANCILLARY SPACES:

- Music Storage (E-MU-2)

GOAL:

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

PROGRAM ACTIVITIES:

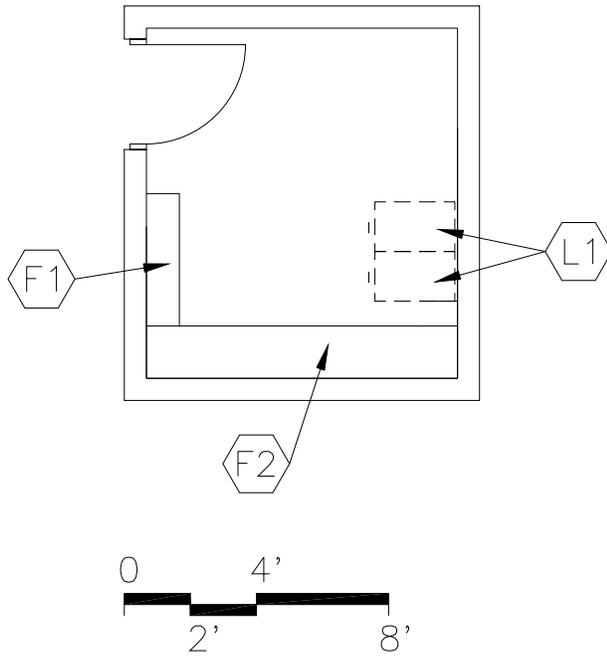
- Listen, analyze, describe, and compose music (stereos, CD players, computers and printer, laser discs)
- Sing alone and with others (solos, duets, trios, ensembles, large groups)
- Guest speakers and performers (solo and ensembles)
- Group instruction (small and large)
- Choral, speech, theatrics (musicals,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

SPATIAL RELATIONSHIPS:

- Adjacent and access to Music Storage

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



GOAL:

- To provide adequate storage for choral risers, accessories, and equipment

PROGRAM ACTIVITIES:

- Storage and simple repair of accessories and equipment

SPATIAL RELATIONSHIPS:

- Adjacent and access to General Music Room

ENVIRONMENTAL CONSIDERATIONS:

- Uniform lighting
- Electrical outlets

CAPACITY:

- Students
- Teachers

SIZE:

- 150 SF

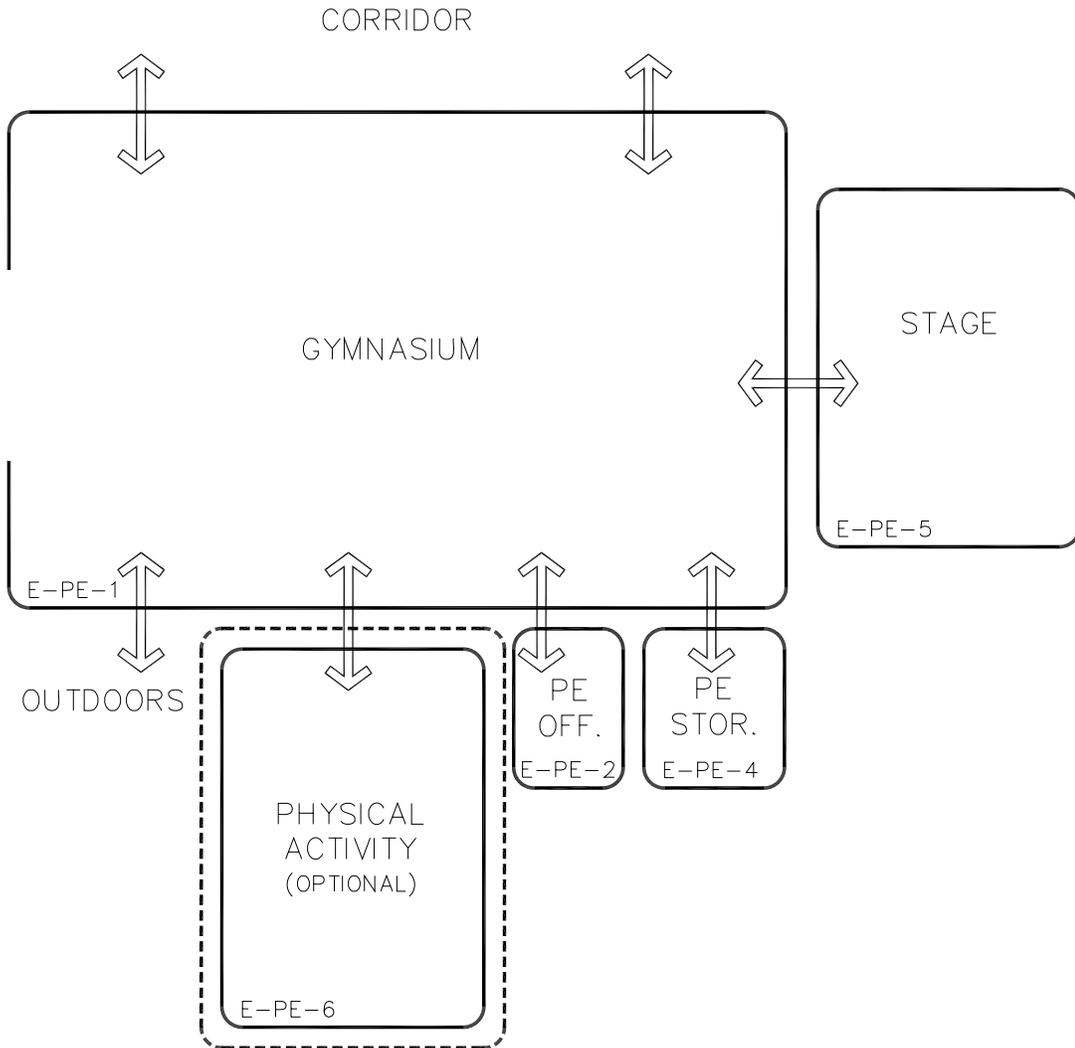
ANCILLARY SPACES:

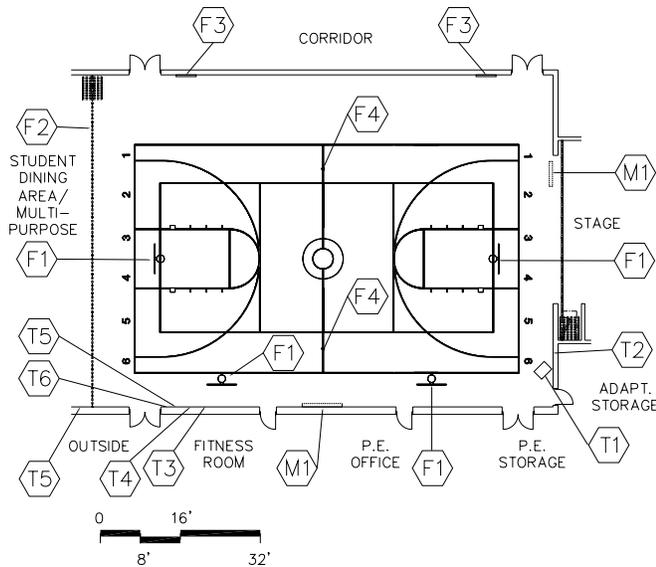
- General Music Room (E-MU-1)

PHYSICAL EDUCATION

Spaces	Qty.	S.F.	Total	Comments
Multi-Purpose Gymnasium	1	3,600	3,600	
Office	1	250	250	
Storage	1	200	200	
Stage	1	850	850	
Total			4,900	

Comments:





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:

- 3,600 SF

ANCILLARY SPACES:

- P.E. Office (E-PE-2)
- Adaptive P.E. Storage (E-PE-3)
- P.E. Storage (E-PE-4)
- Stage (E-PE-5)
- Physical Activity (E-PE-6) – optional space

GOALS:

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

PROGRAM ACTIVITIES:

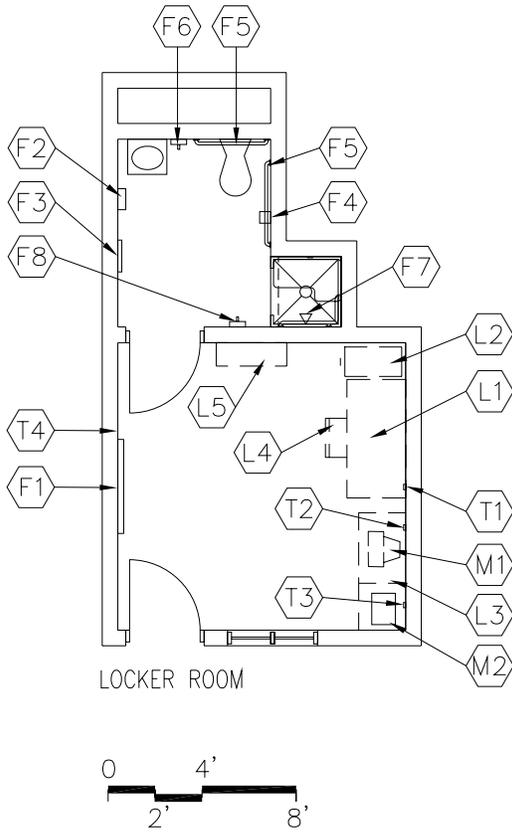
- Athletic skills and leader games
- Adaptive physical education
- Student assemblies and programs
- Lectures/Teaching
- Community use

SPATIAL RELATIONSHIPS:

- Near public restrooms, with easy access
- Access to outdoor physical education play areas
- Adjacent to Student Dining Area with folding wall between for large group assembly
- 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 Adaptive P.E. Storage
- Adjacent and access to P.E. Storage
- Adjacent and access to Stage
- Adjacent and access to Physical Activity

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



CAPACITY:

- 1-2 teachers, student teachers

SIZE:

- 250 SF

ANCILLARY SPACES:

- Locker Rooms/Showers (M-PEH-4)

GOAL:

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

PROGRAM ACTIVITIES:

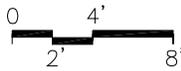
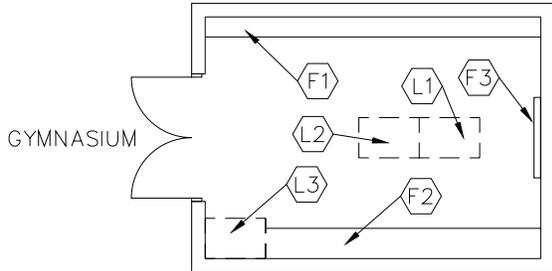
- Ordering
- Scheduling
- Planning
- Maintaining records
- Meetings

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



CAPACITY:

- 1-2 teachers
- Student teachers

SIZE:

- Varies, see table

ANCILLARY SPACES:

- Gymnasium (E-PE-1)

GOAL:

- To provide convenient storage for all physical education equipment

PROGRAM ACTIVITIES:

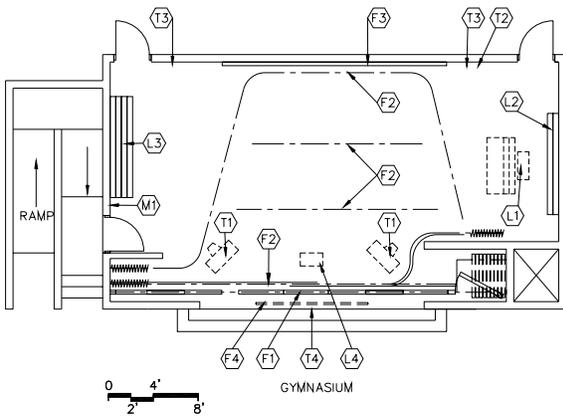
- Storage

SPATIAL RELATIONSHIPS:

- Adjacent and access to Gymnasium

ENVIRONMENTAL CONSIDERATIONS:

- Uniform lighting
- Environmental sound control:
Wall minimum: STC 40
Ceiling minimum: CAC 35
- Leave space below shelving on one wall for portable bins

**CAPACITY:**

- Students
- Teachers
- Parents/volunteers
- Community members

SIZE:

- 850 SF

ANCILLARY SPACES:

- Gymnasium (E-PE-1)

GOAL:

- To provide space for students to present performances

PROGRAM ACTIVITIES:

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

SPATIAL RELATIONSHIPS:

- Near public restrooms
- Outside access
- Adjacent and access to Gymnasium
- Near visitor parking
- Near music rooms with ramp access

ENVIRONMENTAL CONSIDERATIONS:

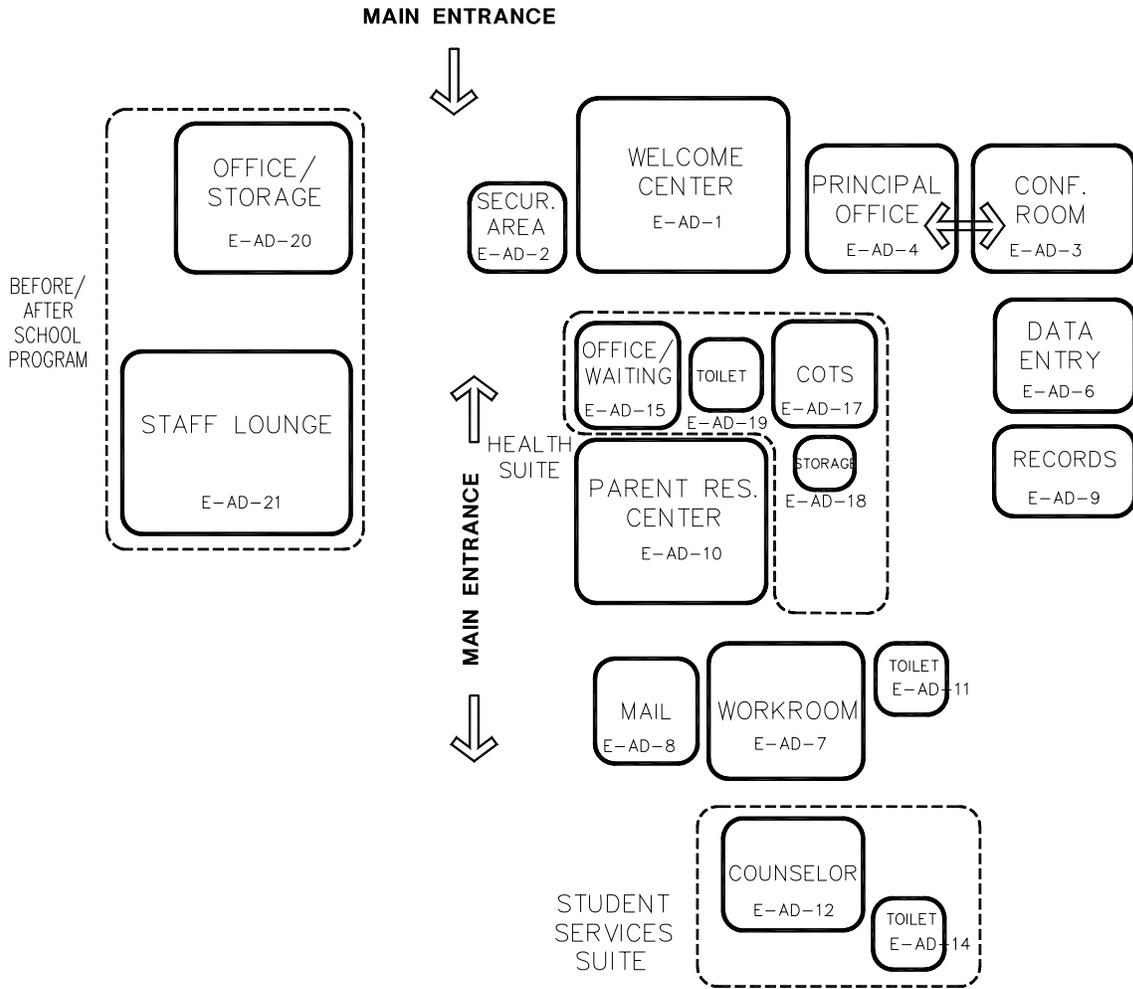
- Uniform lighting
- Environmental sound control:
Wall minimum: STC 40
Ceiling minimum: CAC 35
- Electrical outlets for equipment
- Stage to be no more than 21" above gymnasium floor
- Direct and convenient access to stage via stairs/ramps

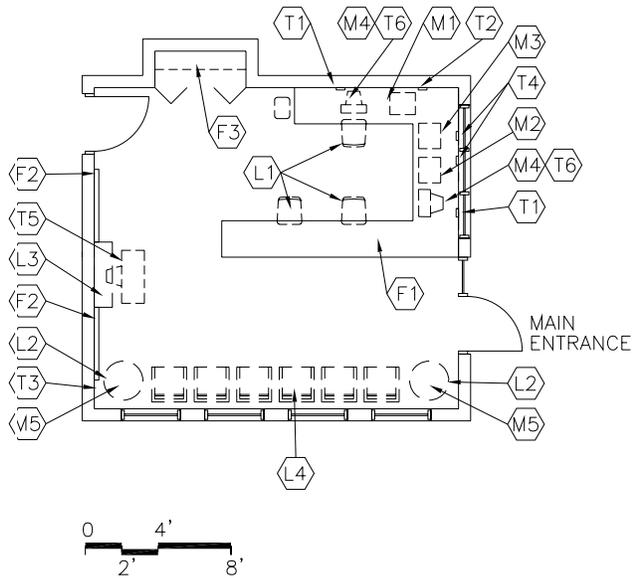
ADMINISTRATION

Spaces	Suggested			Comments
	Qty.	S.F.	Total	
Welcome Center	1	350	350	Welcoming Area, Work area for Administrative Asst. & Business Manager
Security Area w/ locking storage	1	80	80	May be in front entryway or incorporated into Welcome Center.
Conference Room	1	200	200	
Principal's Office	1	180	230	Including toilet
Assistant Principal's Office	1	150	150	
Data Entry Office	1	150	150	
Administrative Workroom	1	200	200	
Mailroom	1	150	150	
Records Room	1	150	150	Needs to be a secure space.
Parent Resource Center	1	300	300	Near the front door.
Toilet	1	50	50	
Student Services Suite				
Counselor	1	150	150	
Student Services Conference	1	150	150	
Toilet	1	50	50	
Health Suite				
Office/Waiting	1	150	150	
Treatment Area	1	80	80	
Cots	1	100	100	
Storage	1	25	25	
Toilet	1	50	50	
Before/After School Office/Storage	1	250	250	
Staff Lounge	1	400	400	Includes staff toilet with shower. Could be divided among floors.
Total			3,415	

Comments:

Administration Space Example





CAPACITY:

- Administrative assistants
- Visitors/parents
- Students

SIZE:

- 400 SF

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:

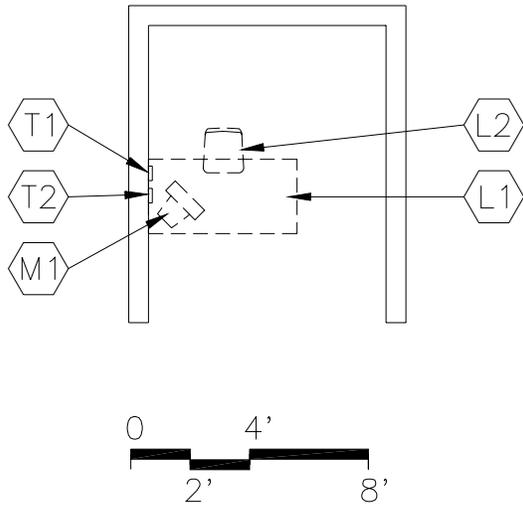
- Greeting visitors
- Waiting for students or staff
- Student waiting/pick up area
- Workstation for administrative assistant

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



CAPACITY:

- Security officer

SIZE:

- 80 SF

ANCILLARY SPACES:

- N/A

GOAL:

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

PROGRAM ACTIVITIES:

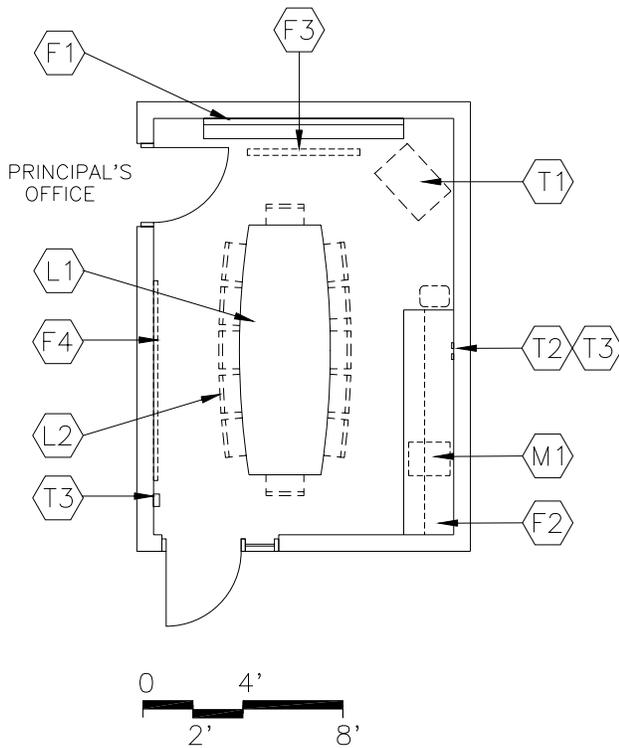
- Check-in/out visitors
- Monitor main entrance to school
- Workstation for security office

SPATIAL RELATIONSHIPS:

- Adjacent to main entry

ENVIRONMENTAL CONSIDERATIONS:

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



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

CAPACITY:

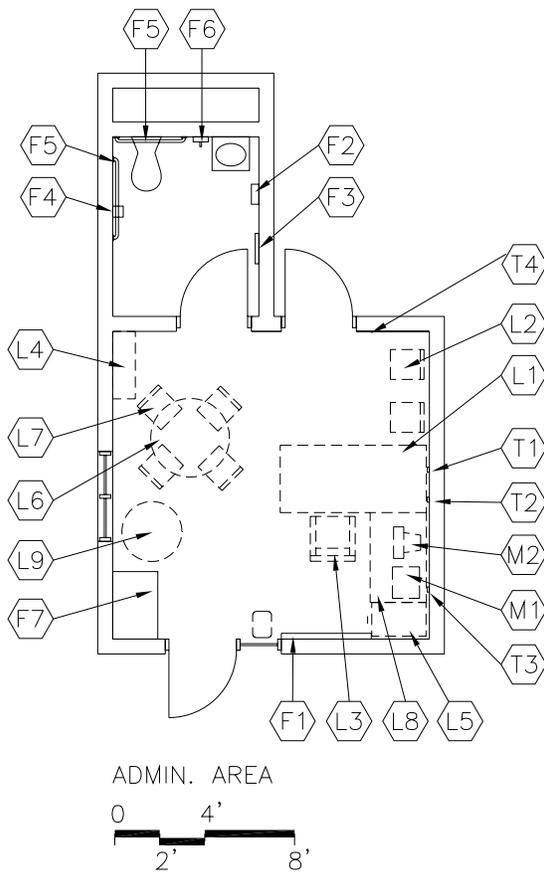
- Staff
- Students
- Parents
- Visitors

SIZE:

- 200 SF

ANCILLARY SPACES:

- Principal's Office (E-AD-4)



CAPACITY:

- Principal

SIZE:

- 180 SF

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:

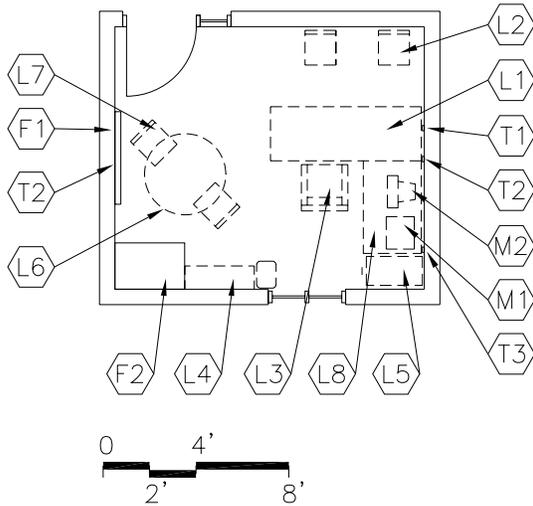
- Conferences with students, parents, teachers, staff, and visitors
- Curriculum development
- Research and planning
- Telephone communications
- Dealing with personnel issues
- Coordination of school and support services

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



CAPACITY:

- Assistant Principal

SIZE:

- 150 SF

ANCILLARY SPACES:

N/A

GOAL:

- To provide an office for the assistant principal to perform administrative functions

PROGRAM ACTIVITIES:

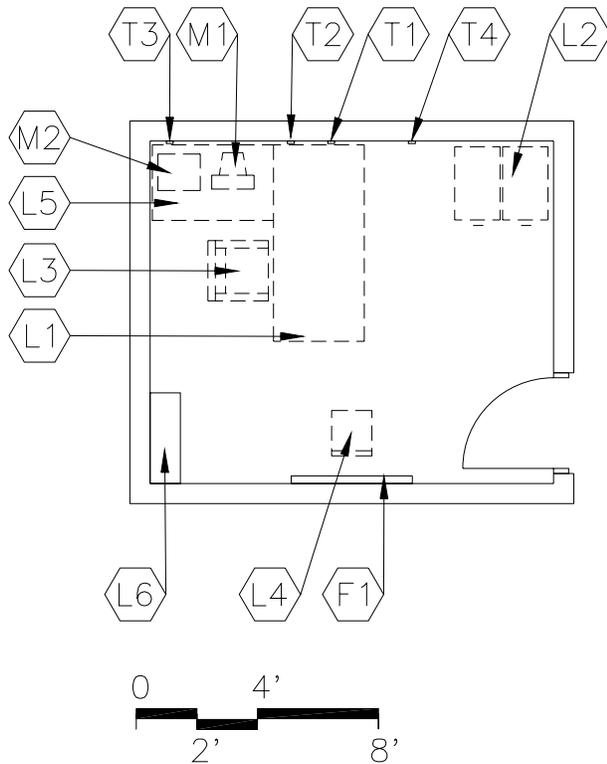
- Conferences with parents
- Student interaction
- Conferences with individual teachers or small groups
- Telephone communications (private)
- Research and planning
- Coordination of school and support services

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 40
Ceiling minimum: CAC 35
- Electrical outlets for equipment
- Windows to provide natural light
- Auditory privacy



GOAL:

- To provide an area for information to be recorded.

PROGRAM ACTIVITIES:

- Typing
- Collating
- Sorting of filing
- Preparing communications for mailing
- Telephone communications

SPATIAL RELATIONSHIPS:

- **Adjacent to** Welcome Center
- Adjacent to Records Room

ENVIRONMENTAL CONSIDERATIONS:

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

CAPACITY:

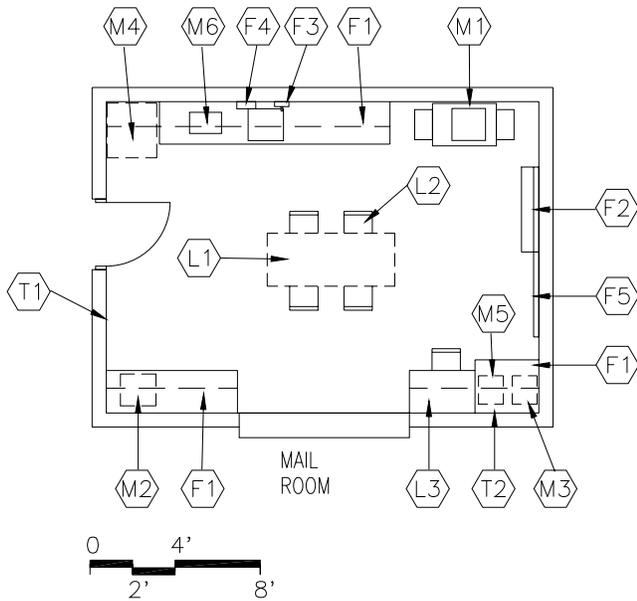
- Secretaries
- Volunteers

SIZE:

- 150 SF

ANCILLARY SPACES:

- N/A



GOAL:

- To provide an area for office production activities

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 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:

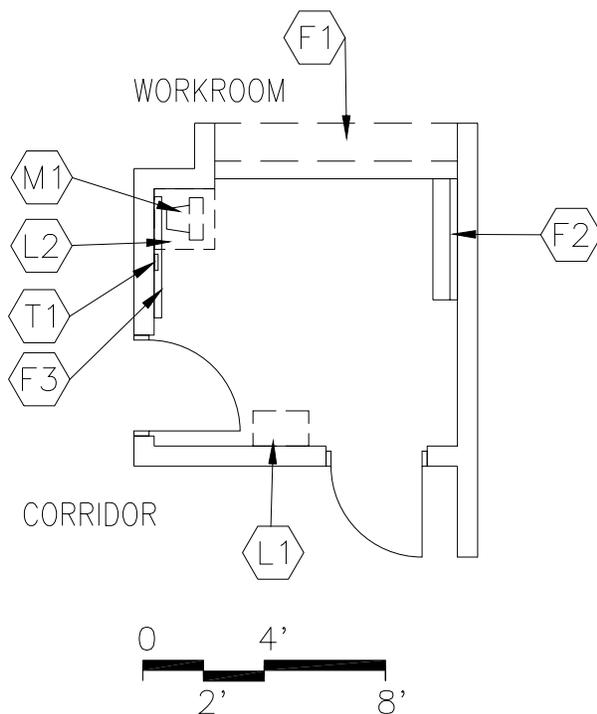
- Secretaries and Administrators
- Volunteers
- Staff

SIZE:

- 200 SF

ANCILLARY SPACES:

- Mail Room (E-AD-8)

**GOAL:**

- To provide an area to disseminate mail to staff members

PROGRAM ACTIVITIES:

- Delivery of general mail
- Sign in/out location

SPATIAL RELATIONSHIPS:

- Adjacent to Administrative Workroom
- Located in Administrative Area
- Accessible from main corridor

ENVIRONMENTAL CONSIDERATIONS:

- Uniform lighting
- Environmental sound control:
Wall minimum: STC 40
Ceiling minimum: CAC 35
- Electrical outlets for equipment
- Separate entry/exit doors

CAPACITY:

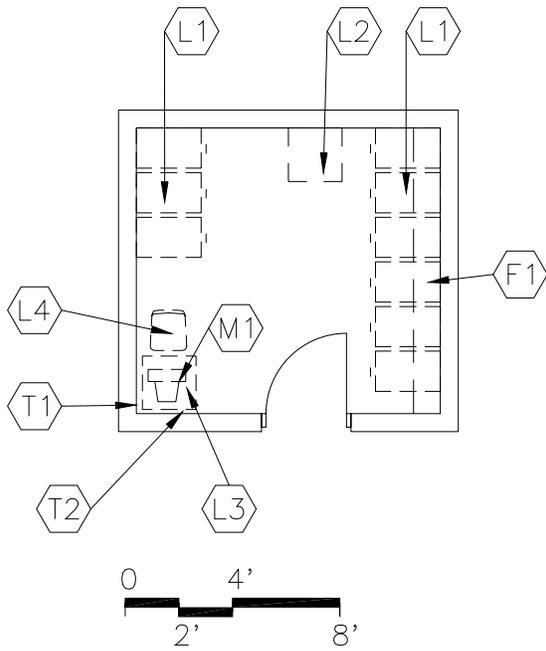
- Staff
- Faculty

SIZE:

- 150 SF

ANCILLARY SPACES:

Administrative Workroom (E-AD-7)



GOAL:

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

PROGRAM ACTIVITIES:

- Storing of money and other valuable items
- Storage of files and records
- Accessible to administration staff

SPATIAL RELATIONSHIPS:

- Near Data Entry Office

ENVIRONMENTAL CONSIDERATIONS:

- Uniform lighting
- Security of door

CAPACITY:

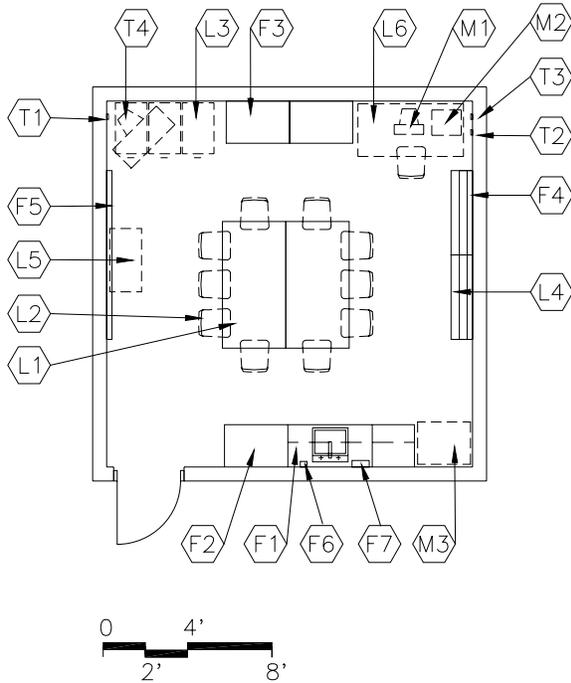
- Secretaries
- Staff

SIZE:

- 150 SF

ANCILLARY SPACES:

- N/A



CAPACITY:

- Parents
- PTO/PTA members
- Volunteers

SIZE:

- 300 SF

ANCILLARY SPACES:

N/A

GOALS:

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

PROGRAM ACTIVITIES:

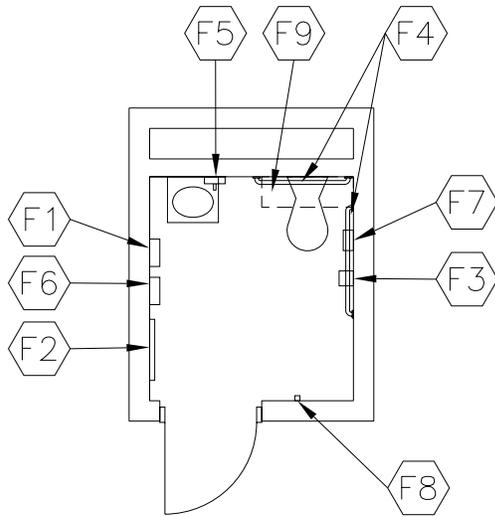
- Small group meetings
- Work area
- Storage for personal items
- Storage of fundraising materials (PTO/PTA)
- Parent training

SPATIAL RELATIONSHIPS:

- **Near** Welcome Center

ENVIRONMENTAL CONSIDERATIONS:

- Electrical outlets for equipment
- Lighting appropriate to task
- Environmental sound control:
 Wall minimum: STC 40
 Ceiling minimum: CAC 35



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

CAPACITY:

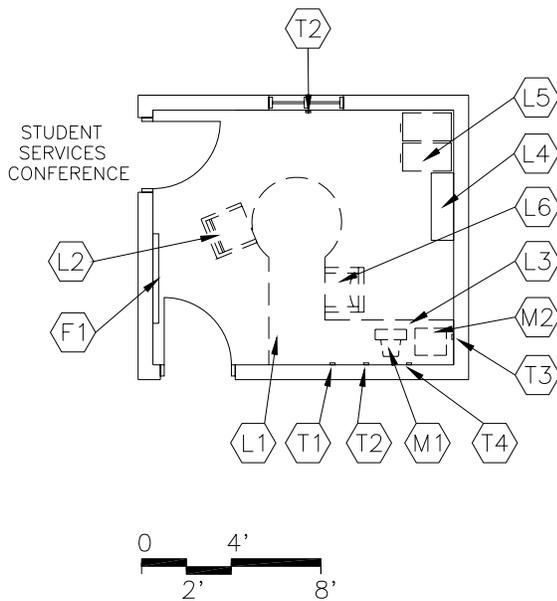
- Staff

SIZE:

- 50 SF

ANCILLARY SPACES:

- N/A



CAPACITY:

- Counselor
- Intern
- Psychologist
- Social worker
- Reading resource
- Math resource
- Science resource
- ESL

SIZE:

- 150 SF

ANCILLARY SPACES:

- Student Service Conference Room (E-AD-13)

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:

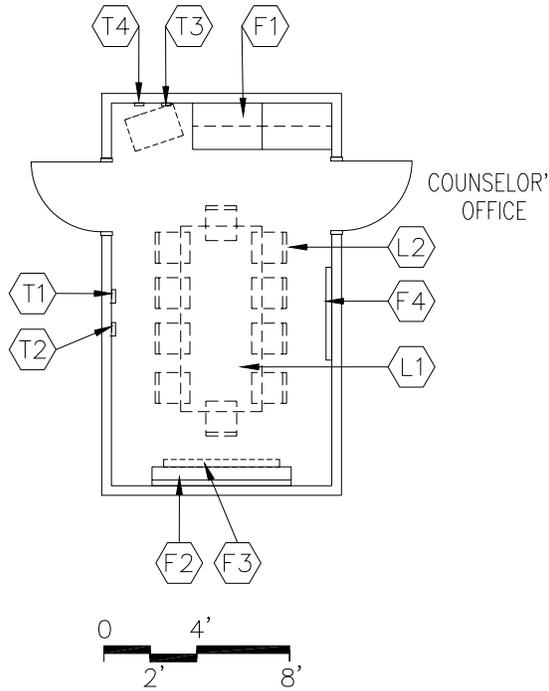
- Counseling for students and parents
- Administrative paperwork
- Enrollment and orientation of new students

SPATIAL RELATIONSHIPS:

- Near Student Services Conference Room
- Near Welcome Center
- Adjacent and access to Student Services Conference Room

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



CAPACITY:

- Staff
- Students
- Parents
- Visitors

SIZE:

- 150 SF

ANCILLARY SPACES:

- Counselor's Office (E-AD-12)

GOAL:

- To provide a place for administrative and student conferences or meetings

PROGRAM ACTIVITIES:

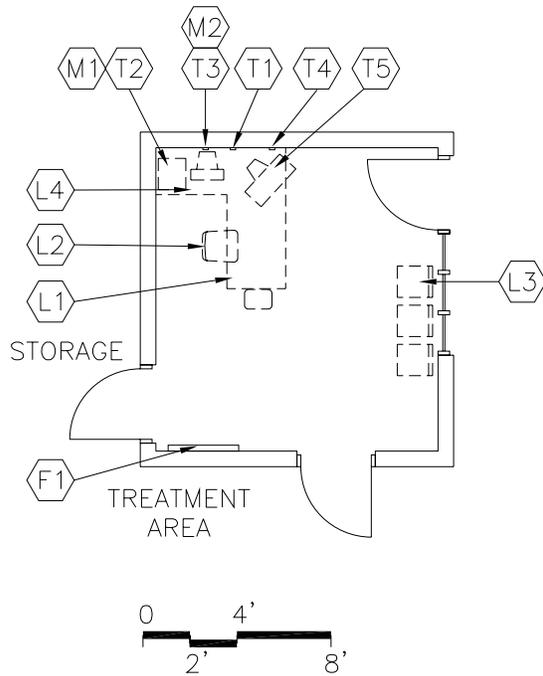
- Conferences with staff, students, parents, and visitors

SPATIAL RELATIONSHIPS:

- Adjacent and access to Counselor's Office

ENVIRONMENTAL CONSIDERATIONS:

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



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**

CAPACITY:

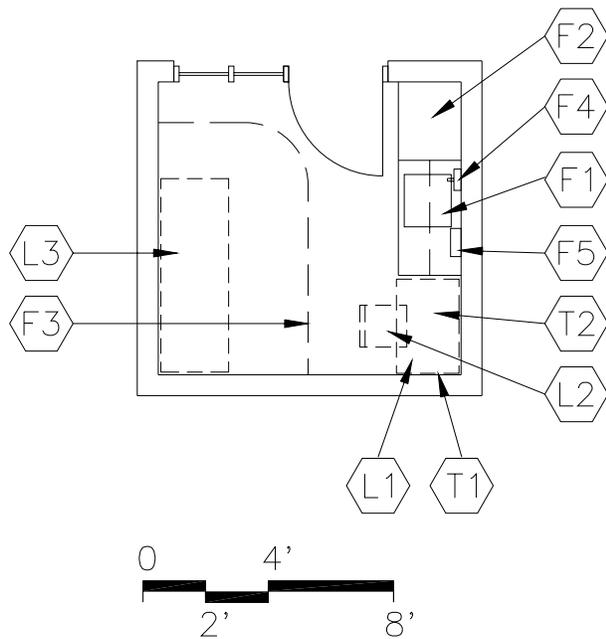
- Staff
- Students
- Parents
- Visitors

SIZE:

- 150 SF

ANCILLARY SPACES:

- Treatment Area (E-AD-16)
- Storage (E-AD-18)



CAPACITY:

- 1 staff member/volunteer/nurse
- Students

SIZE:

- 80 SF

ANCILLARY SPACES:

- Office/Waiting (E-AD-15)

GOAL:

- To provide school-based health services

PROGRAM ACTIVITIES:

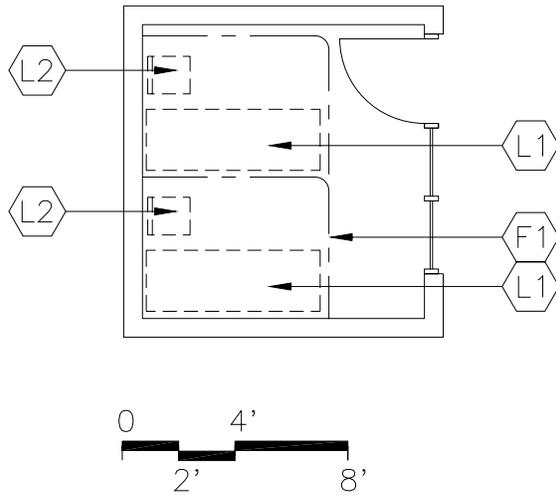
- First aid
- Consultation with students
- Health screening
- Administrative paperwork
- Medical treatments
- Medication administration
- Student resting while awaiting pick-up by parent or guardian

SPATIAL RELATIONSHIPS:

- Adjacent and access to Office/Waiting
- 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



CAPACITY:

- Staff
- Students

SIZE:

- 100 SF

ANCILLARY SPACES:

N/A

GOAL:

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

PROGRAM ACTIVITIES:

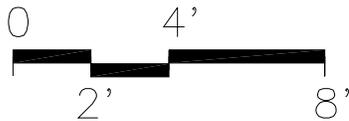
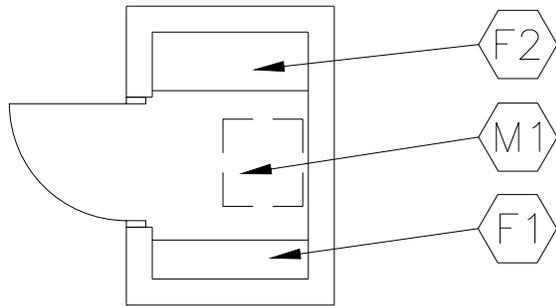
- A resting place for students and staff when feeling ill

SPATIAL RELATIONSHIPS:

- Located within Health Suite
- Near welcome center

ENVIRONMENTAL CONSIDERATIONS:

- Uniform lighting/**dimnable 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



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

CAPACITY:

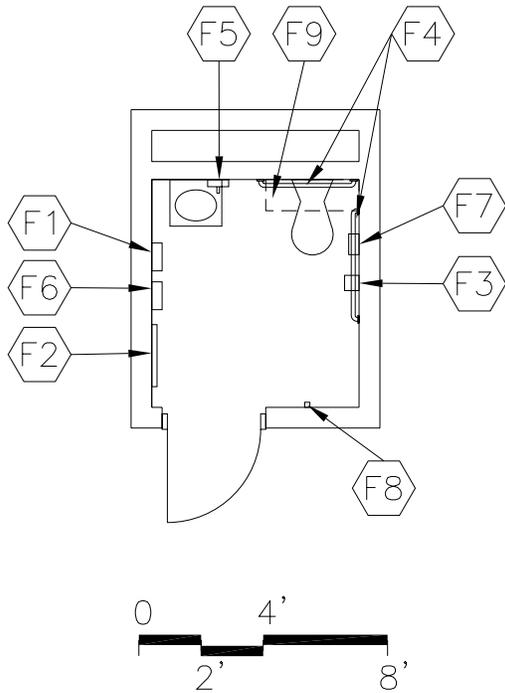
- Staff

SIZE:

- 25 SF

ANCILLARY SPACES:

- Office/Waiting (E-AD-15)



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

CAPACITY:

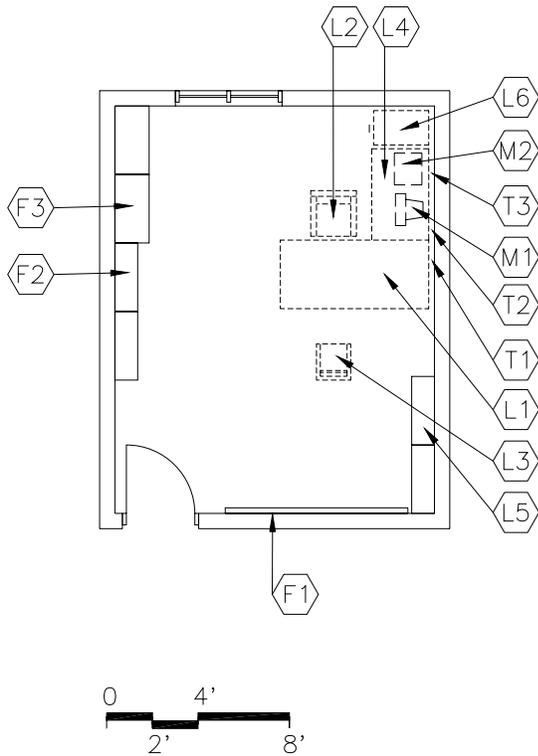
- Students
- Staff

SIZE:

- 50 SF

ANCILLARY SPACES:

- N/A



CAPACITY:

- Staff
- Coordinators of Before/After School Program
- Parents/volunteers

SIZE: 250 SF

ANCILLARY SPACES:

N/A

GOAL:

- Office and storage area for before/after school program coordinators

PROGRAM ACTIVITIES:

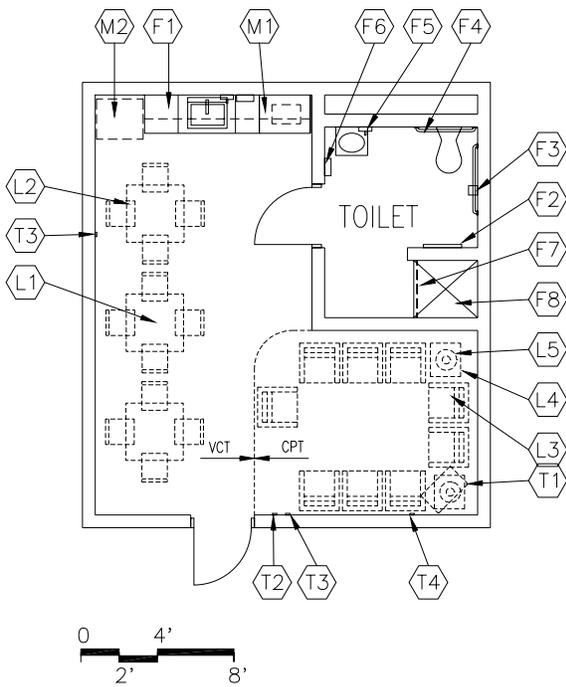
- Administrative duties
- Storing and retrieving supplies and equipment

SPATIAL RELATIONSHIPS:

- Near public use spaces
- Near Gymnasium and Student Dining Area/Multipurpose
- Access to main corridor

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 and egress



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

CAPACITY:

- Staff

SIZE:

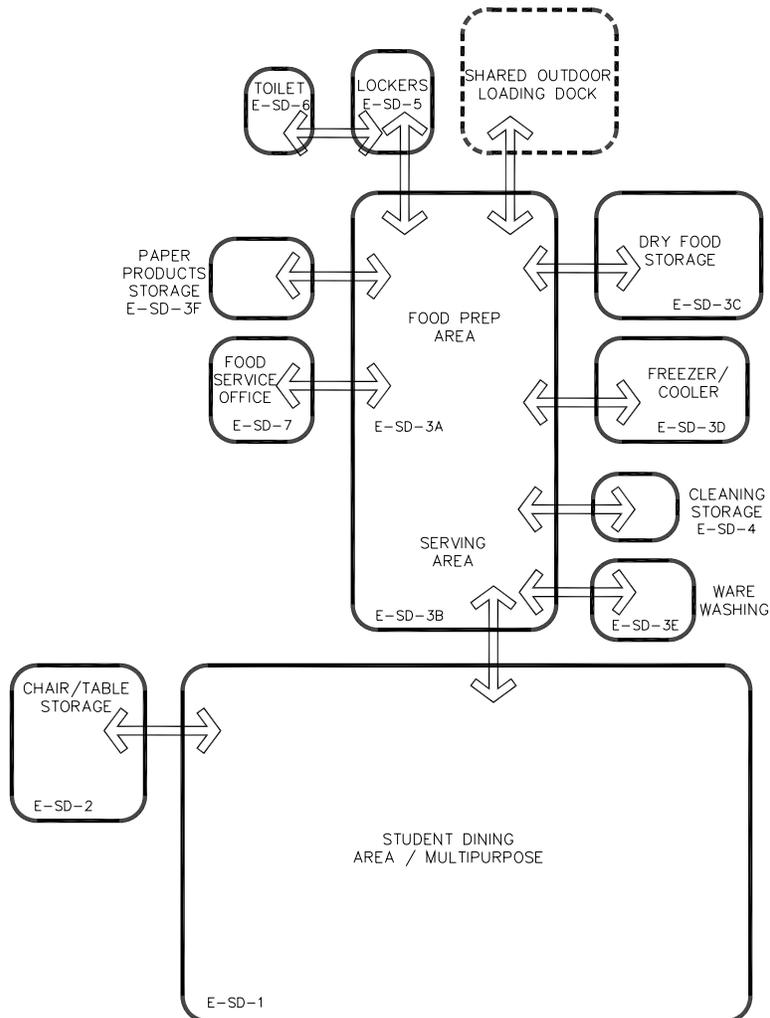
- 400 SF

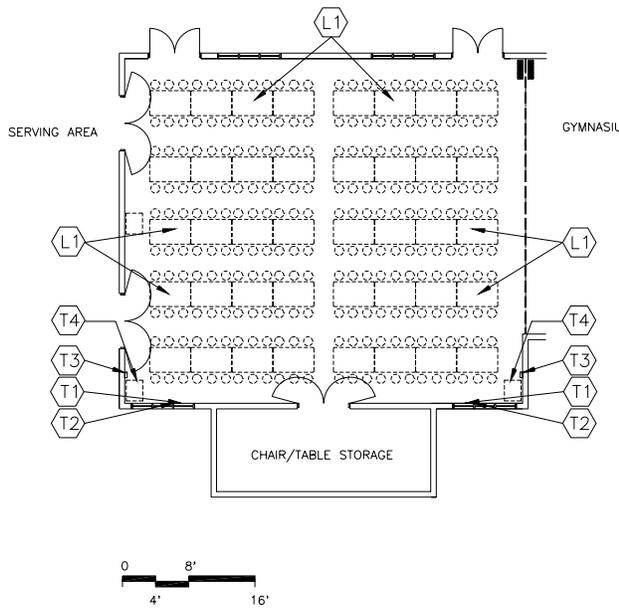
ANCILLARY SPACES:

- N/A

Dinning and Food Services

Spaces	Suggested			Comments
	Qty.	S.F.	Total	
Student Dining Area/Multi-purpose	1	2050	2050	
Food Prep	1	500	500	
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			3,400	





CAPACITY:

- 200-300 students per lunch period
- 30 staff members
- Members of community (after hours)

SIZE:

- 3,625 SF

ANCILLARY SPACES:

- Serving Area (E-SD-3B)
- Gymnasium (E-PE-1)

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
- Centrally located to office area, classrooms, and media center
- Near parking and entry to building
- Adjacent and access to Gymnasium

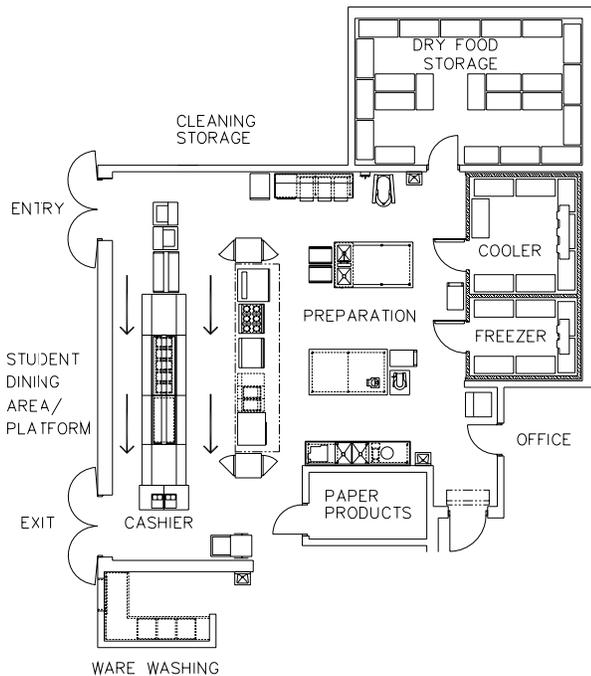
ENVIRONMENTAL CONSIDERATIONS:

- 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

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
- Cafeteria serving arrangement

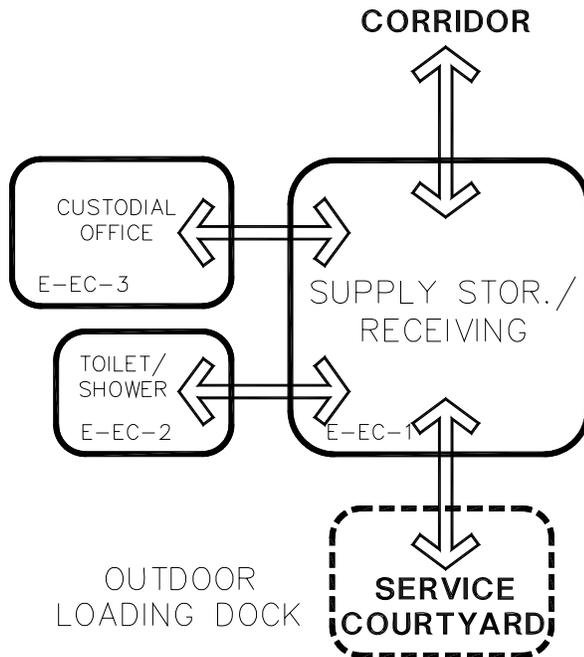
ENVIRONMENTAL CONSIDERATIONS:

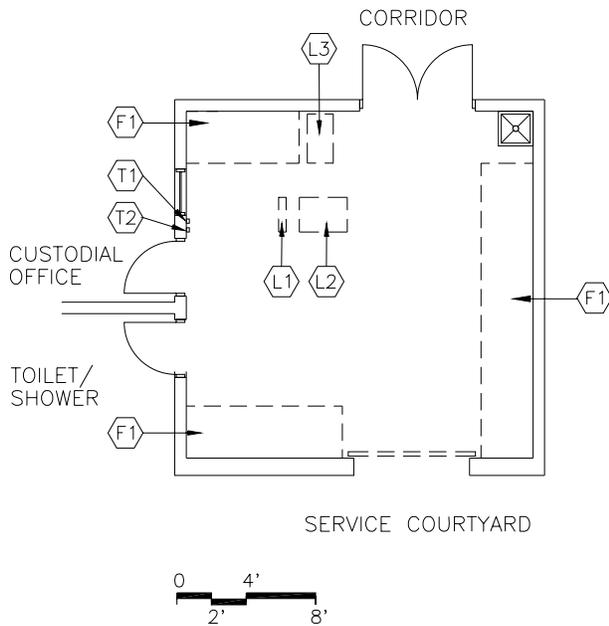
- Food service department, public health
- Durable flooring
- Proper ventilation of space to remove cooking odors
- Cleanable building surfaces

See Design Guidelines for Kitchen Specifications

ENGINEERING AND CUSTODIAN

Spaces	Suggested			Comments
	Qty.	S.F.	Total	
Supply Storage / Receiving	1	450	450	
Toilet/Shower	1	100	100	
Custodial/Engineer Office	1	150	150	
Total			700	





CAPACITY:

- Maintenance personnel

SIZE:

- 450 SF

ANCILLARY SPACES:

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

GOAL:

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

PROGRAM ACTIVITIES:

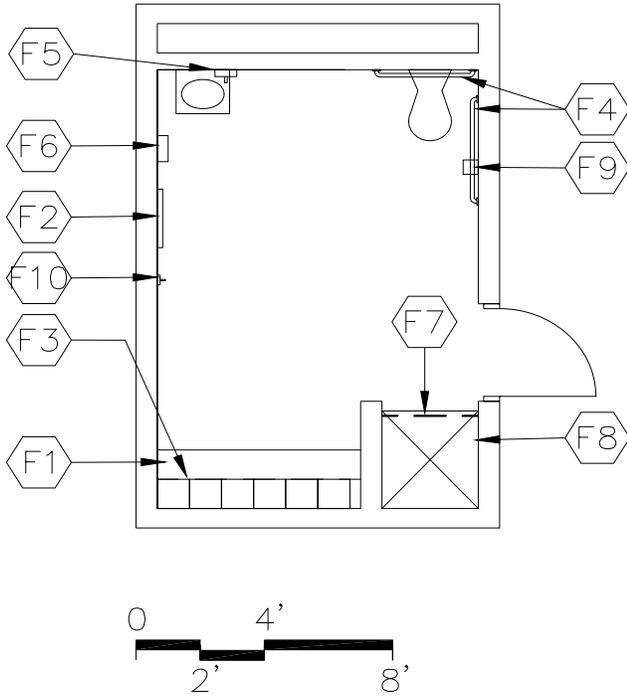
- Loading and unloading
- Storage of furniture, materials for special events, paper, and general supplies

SPATIAL RELATIONSHIPS:

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

ENVIRONMENTAL CONSIDERATIONS:

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



GOAL:

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

PROGRAM ACTIVITIES:

- Showering
- Changing clothes

SPATIAL RELATIONSHIPS:

- Adjacent and access to Supply Storage/Receiving

ENVIRONMENTAL CONSIDERATIONS:

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

CAPACITY:

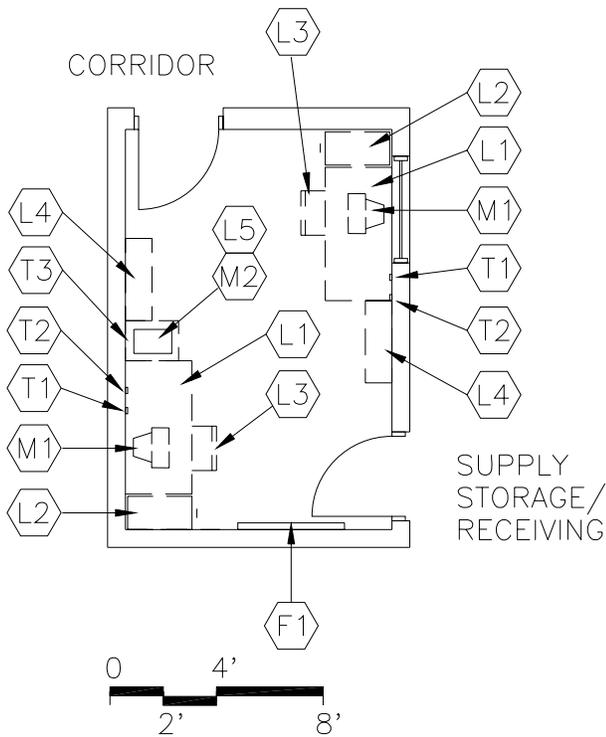
- Maintenance and custodial staff

SIZE:

- 100 SF

ANCILLARY SPACES:

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



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)

OUTDOOR PHYSICAL EDUCATION

GENERAL

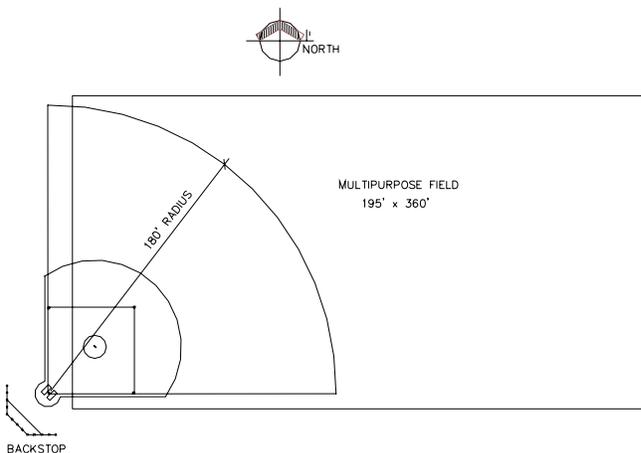
1. Review need for physical education facilities with District of Columbia Public Schools. Consider educational program, community needs, availability of existing recreational facilities within the community, and site size when selecting type, size, and orientation.
2. Provide 1 multipurpose field as a minimum. 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.
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

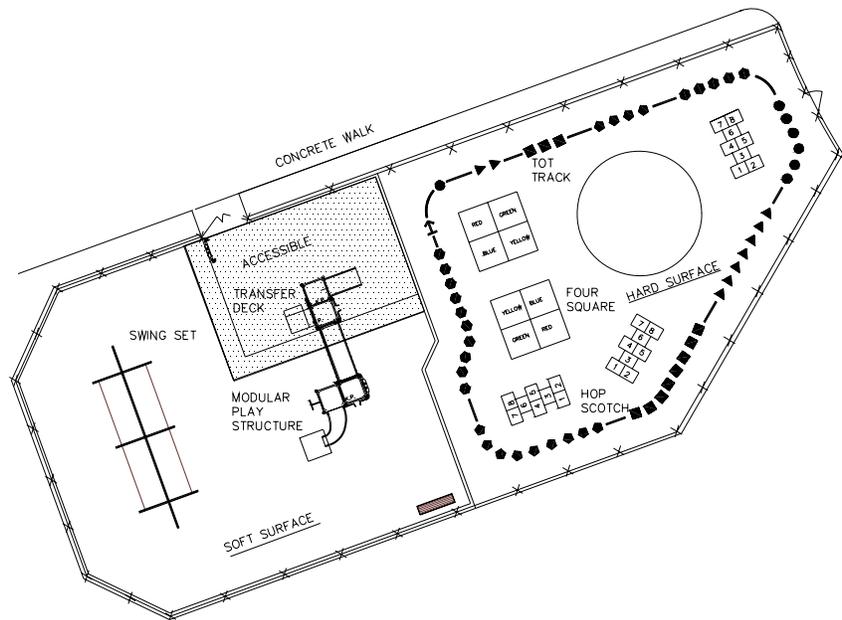
PLAYGROUNDS

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

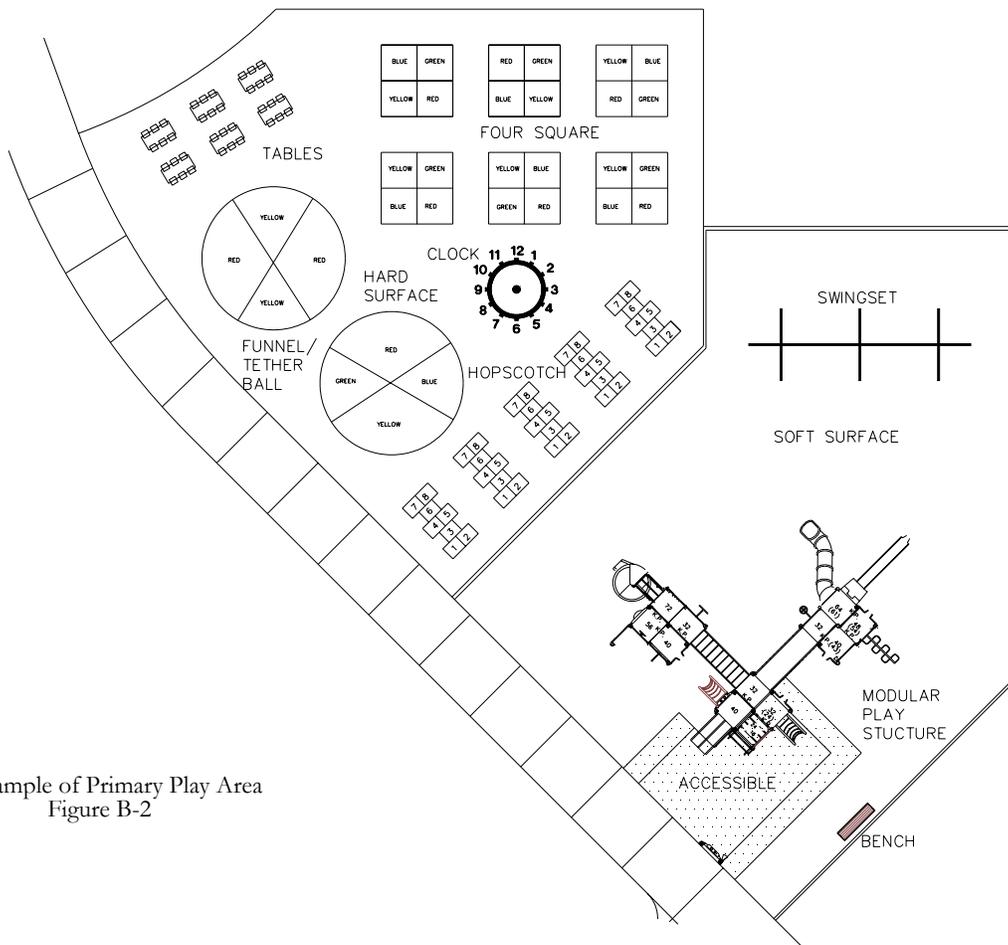
1. Provide playground areas to allow for difference in age, ability, and varying interests.
2. Follow applicable safety guidelines for different age groups.
3. Pre-kindergarten to grade 1 play area. See Figure B-1.
 - a. Plan for play activities that include rocking, swinging, balancing, climbing, and 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.)

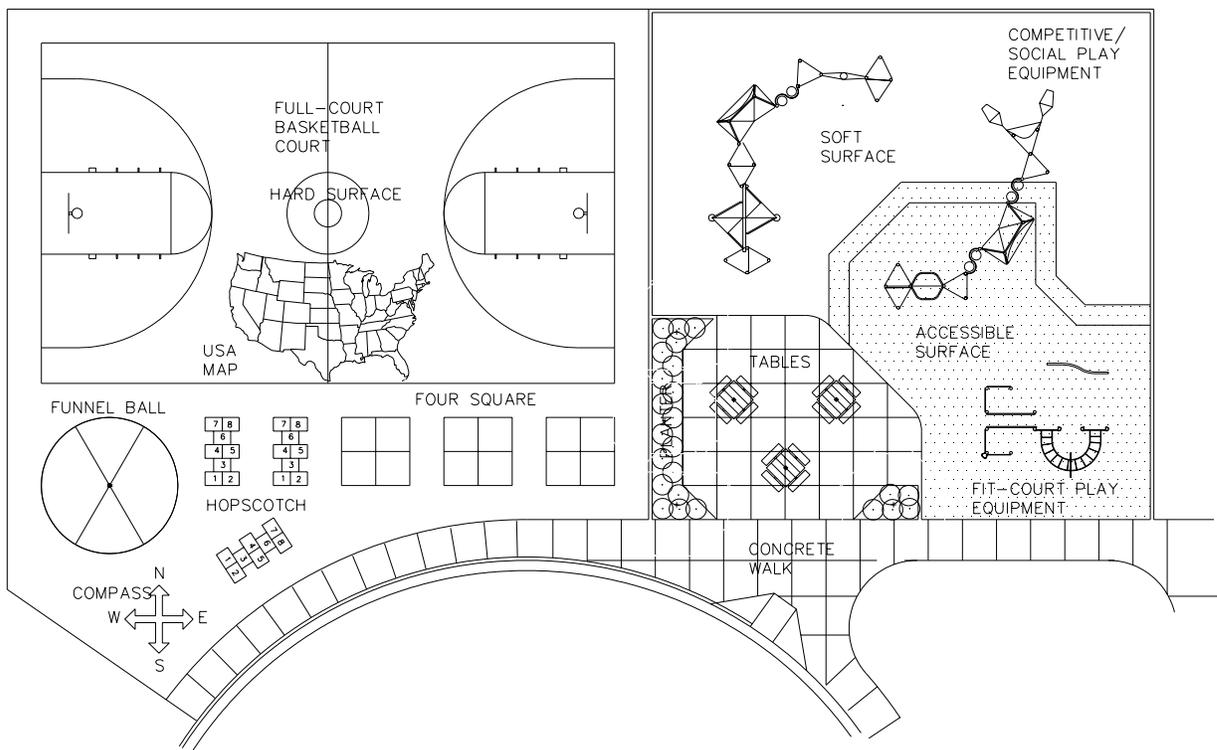
4. Primary Play Area (See Figure B-2)
 - a. Design for grades 1 through 3.
 - b. Plan for play activities that include rocking, swinging, balancing, climbing, and sliding.
 - c. Plan for upper-body strengthening devices such as a parallel bar and overhead ladder play equipment.
 - d. Plan for half-court basketball and dropshot/funnel ball.
 - e. 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 1 full basketball court (50 feet by 84 feet) or 2 half courts (50 feet by 42 feet).
 - 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

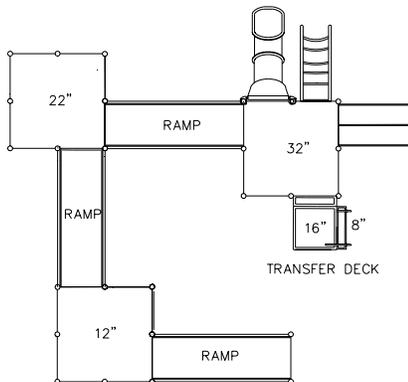
HARD SURFACE PLAY AREA

1. Provide paved area for full- or half-court basketball. Locate on bus pavement where possible.
2. 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.
3. 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.

